

DOCUMENT RESUME

ED 448 976

RC 022 767

AUTHOR Hull, Jeremy
TITLE Aboriginal Post-Secondary Education and Labour Market Outcomes: Canada, 1996.
INSTITUTION Department of Indian Affairs and Northern Development, Ottawa (Ontario).
PUB DATE 2000-10-17
NOTE 181p.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *American Indian Education; *Canada Natives; Census Figures; Education Work Relationship; *Educational Attainment; Educational Needs; *Employment Patterns; Foreign Countries; Income; Indigenous Populations; Labor Force; *Postsecondary Education; Sex Differences
IDENTIFIERS *Canada; Labor Force Analysis

ABSTRACT

This report presents data from the 1996 Census of Canada concerning educational attainment, educational success, and labor market outcomes among Aboriginal people and others in Canada. There has been clear educational progress among registered Indians over the past decade, particularly in high school completion and postsecondary participation. Nevertheless, Aboriginal people in Canada, especially registered Indians, continue to experience less success than others. One consistent finding is that registered Indians take longer to reach a given level of attainment, but are more willing to continue or complete their education at an older age, compared to others. The result is that for many of the dimensions examined, registered Indians ages 15-24 show a particularly large gap versus others of the same age, but the gap narrows among older age groups. Postsecondary education, particularly when it includes certification, has a major positive influence on employment, labor market activity, and income among various Aboriginal groups. Age, educational attainment, and gender account for some but not all of the differences in labor market and income characteristics between Aboriginal groups and other Canadians. Focusing on the early preparation of Aboriginal students and on the social and economic context within which education takes place may strengthen the gains that have been made in postsecondary education. Appendices show highest level of schooling by age, gender, and identity group, and figures concerning postsecondary participation and characteristics of registered Indians. (Contains 46 data tables and 37 figures.) (TD)

ABORIGINAL POST-SECONDARY EDUCATION AND LABOUR MARKET OUTCOMES CANADA, 1996

Research & Analysis
Directorate

Direction de la recherche
et de l'analyse

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Julia
Finn

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



Aboriginal Post-Secondary Education and Labour Market Outcomes

Canada, 1996

Jeremy Hull
Prologica Research Inc.
Winnipeg, Manitoba
October 17, 2000

The views expressed in this report are those of the author and not necessarily those of the
Department of Indian Affairs and Northern Development.

Executive Summary

This report presents data from the 1996 Census of Canada concerning educational attainment, educational success and labour market outcomes among Aboriginal people and others in Canada. It is a follow-up to a similar study which was published by Indian and Northern Affairs Canada based on 1991 Census data, and for the sake of comparability, similar categories and presentation formats are often used. The report focuses on three population groups: registered Indians, others with Aboriginal identity, and for the sake of comparison, other (non-Aboriginal) Canadians. Definitions of these groups and many of the variables and concepts used in this report are provided in the Notes to Readers section, below.

Educational Attainment

In 1996, 37% of the registered Indian population had attained “some post-secondary” education, including university, trades schools and other non-university post-secondary education. This was a much smaller proportion than among the other Aboriginal population (47%) and the other Canadian population (51%). While a similar proportion of registered Indians, other Aboriginal people, and other Canadians have *some* post-secondary education (without a certificate or diploma), other Canadians are much more likely than registered Indians to earn a post-secondary degree, certificate or diploma.

Since 1986 the proportion of the registered Indian population with some post-secondary attainment has increased dramatically, from 23% to 37% of the population. This increase is especially strong for those with a post-secondary degree, certificate or diploma, which has increased from 11% of the registered Indian population in 1986 to 20% in 1996. The gap between registered Indians and others in the percentage with a post-secondary certificate or degree has not changed much over the ten year period, but the gap in the percentage with “some post-secondary” attainment has been diminishing.

Among the registered Indian population 15 years and older and not attending school, 44% have completed secondary school or continued with some post-secondary education. This can be compared to 51% of others with Aboriginal identity and 67% of other Canadians. Using the same population groups, 3% of registered Indians have obtained university degrees compared to 4% of other Aboriginal identity groups and 14% of other Canadians.

Indicators of Educational Success

In 1996 the secondary school completion rate among registered Indians was 63% compared to 67% among others with Aboriginal identity and 79% among other Canadians. The gap in secondary school completion rates between the two Aboriginal groups and other Canadians is greatest for the 15-24 age group, where more than 30 percentage points separate other Canadians and registered Indians. The gap diminishes among older age groups, amounting to about 10 percentage points by the age of 45.

Fifty-three percent of registered Indians continued past secondary school to post-secondary studies, compared to 64% of others with Aboriginal identity and 62% of other Canadians. Younger registered Indians and others with Aboriginal identity have much lower post-secondary continuation rates than other Canadians of the same age, but among those over the age of 45 their continuation rates are similar to those of other Canadians.

Registered Indians are more likely than other Canadians to have attended non-university post-secondary programs than university programs, and more likely to have earned non-university certificates or diplomas than university certificates or degrees. This is also true of others with Aboriginal identity, but is less true of the other Canadian population who are more likely to have attended university. Seventy-two percent of registered Indians completed non-university post-secondary programs, compared to 75% of others with Aboriginal identity and 80% of other Canadians.

University completion rates among registered Indians and others with Aboriginal identity were more than 20 percentage points lower than among other Canadians. Only 36% of registered Indian university students, and only 41% of other university students with Aboriginal identity, completed a university degree, compared to 64% of other Canadian university students.

The gap in university completion rates between registered Indians and other Canadians is greatest among the 15-24 age group with a difference of about 40 percentage points. By the age of 35 this gap has fallen to about 25 percentage points. The two Aboriginal identity groups also have increased success among older age groups.

While the various indicators of post-secondary success improved among registered Indians between 1991 and 1996, so did the success rates of others, such that the *relative success* of registered Indians compared to others remained about the same over this period.

Among registered Indians, most indicators of educational success are higher among those living off reserve than among reserve residents. This is particularly true for secondary completion rates and university completion rates. On the other hand, non-university completion rates are higher on reserve than off reserve.

There are differences between registered Indians and others in the relationship between age and various indicators of educational success. Typically, registered Indians under the age of 25 are relatively less successful than others, but are relatively more successful as they get older. For example, there is a difference of more than 30 percentage points in university completion rates between registered Indians and other Canadians among the 15-24 age group. Among older age groups there continues to be a gap between the two groups, but this falls to about 20 percentage points. It appears that registered Indians take longer to complete post-secondary studies, or put another way, are more likely than others to continue to upgrade their post-secondary education over a longer time period.

Post-Secondary Field of Study

The fields of study of post-secondary students are strongly influenced by gender as well as by type of post-secondary program (university/non-university). Among the non-university students, 59% of registered Indian men are found in engineering technologies and trades, while 32% of registered Indian women are found in commerce, management and administration. Among university students, about 55% of registered Indian men and 70% of registered Indian women are found in social sciences, education, recreation and counseling.

Labour Force Participation

In 1996 the labour force participation rate among registered Indians was 59%, compared to 69% among other Aboriginals, and 68% among other Canadians. Other Canadians have the highest participation rates among all age groups below the age of 65. Age-specific comparisons show greater differences among population groups than comparisons of the total populations, and also show that labour force participation is higher among other Canadians than among others (not registered Indians) with Aboriginal ancestry for most age groups. The gap between registered Indians and other Canadians is greatest among the 15 to 24 age group, amounting to 30 percentage points.

Among all three population groups there is a steady increase in labour force participation rates as educational attainment increases. Across all ages groups registered Indians with higher levels of education have labour force participation rates which are very similar to those of other Canadians.

Labour force participation is related to gender as well as on/off reserve residency. Among all three groups, male participation rates are substantially higher than female participation rates. Registered Indians with some post-secondary education are most likely to participate in the labour force when they live on reserves, and less likely when they live off reserves and in CMA's. The reverse is true for other Canadians.

Employment/Population Rate

The gap in employment rates between registered Indians and others is much higher than the gap in labour force participation rates. In 1996 43% of registered Indians were employed compared to 56% of others with Aboriginal identity and 62% of other Canadians. However, the gap in employment rates between registered Indians and others was slightly smaller in 1996 than in 1991.

Registered Indian employment rates are lower than those of other Aboriginals and other Canadians, and holds true across all age groups. Among all three identity groups, employment rates are highest among those from 25 to 44 years old. Employment rates are especially low among registered Indians in the 15 to 24 age group.

Among those with some post-secondary education there is a gap between men's employment rates and those of women. The gender gap is greatest among other Canadians and smallest among registered Indians. Registered Indian employment rates are about the same on reserve as off reserve, but are higher off reserve for the other two identity groups.

Unemployment Rate

Over all ages, the registered Indian unemployment rate in 1996 was 26%, compared to 19% among others with Aboriginal identity and 9% among other Canadians. For the various age and gender groups, registered Indian unemployment rates were at least twice as high as those of other Canadians. The unemployment rate among registered Indians in the 15 to 24 age group was especially high at 41%, and even among the prime working age groups (25-64) registered Indian unemployment is 18%. The gap between registered Indians and other Canadians was therefore very large among all age groups, but tended to diminish with age. Unemployment rates among others with Aboriginal identity were generally lower than those of registered Indians, but still quite high.

For all groups, greater educational attainment is correlated with lower unemployment rates. In addition, as educational levels increase the difference in unemployment rates between registered Indians and others tends to decrease. Nevertheless, registered Indian men with post-secondary education had an unemployment rate of about 23% in 1996, while registered Indian women with post-secondary education had an unemployment rate of 16%. Unemployment rates among others with Aboriginal identity and with post-secondary education were about 15% and 13% for men and women, while unemployment rates among other Canadians were about 6.5% for both men and women. Among all three population groups with post-secondary education, those living on reserves had higher unemployment rates than those living off reserve, but this effect was more pronounced among others with Aboriginal identity than among registered Indians.

Industrial Distribution

Compared to other Aboriginals and other Canadians, registered Indians with post-secondary education are more likely to be employed in primary and tertiary industries, and less likely to be employed in secondary industries (manufacturing). Almost half of the registered Indian labour force is in public administration and defense compared to about 30% of other Canadians. Registered Indians living on reserves are much more likely to work in public administration than those living off reserves. They are also more likely to work in primary industries and construction, and less likely to work in manufacturing, trade, finance, accommodation services and community and business services.

Occupational Distribution

Among those with post-secondary education, other Canadians are more often in higher skill and wage level occupations than registered Indians. There is, however, one exception: registered

Indians are more likely to be in senior management occupations than others. Further analysis shows that it is the on-reserve, male component of the registered Indian population which has a particularly high proportion of senior managers.

While registered Indian men are more likely than registered Indian women to be in senior management occupations, registered Indian women are almost twice as likely as registered Indian men to be in professional occupations. Registered Indian men also tend to be concentrated in skilled and semi-skilled crafts and trades and in other manual occupations, while registered Indian women tend to be concentrated in sales and service, clerical and administrative occupations. A similar pattern of gender concentrations in these same occupations is found among other Canadians, but the extent of the concentration and the extent of the differences between genders are smaller than among registered Indians.

Dependency on Government Transfer Income

In aggregate, government transfers made up almost one quarter of the income of registered Indian men in 1995. Among both other men with Aboriginal identity and other Canadian men the proportion of transfer income was about 17%. The proportion of transfer income among women is higher than among men for all identity groups, age groups and educational levels.

Dependency on government transfers decreases as educational attainment increases among all identity groups. Generally there are three levels of dependency based on educational attainment. Those with less than grade 9 educational attainment have the highest dependency levels. Those with secondary education, but without a secondary school certificate have much lower levels of dependency than those with less than grade 9, but higher levels of dependency than those with a secondary certificate or post-secondary education. The dependency levels among those with a high school certificate or any level of post-secondary education are much the same – further education past high school does not seem to have a great effect on government transfer dependency. At the same time, dependency on government transfer payments is much higher among registered Indians than among others with the same educational level, and this is particularly true among women and among those under the age of 25.

For all educational levels and age groups registered Indians have higher transfer dependency than other Canadians. The difference is greatest among the youngest age group (15-24). The difference is also related to educational attainment: it is higher for uncertified levels of education, that is for those with secondary but without a secondary certificate, or with post-secondary but without a post-secondary certificate or degree. This suggests that certification is of greater importance to the registered Indian population than it is to the other Canadian population in helping to avoid dependency on transfer payments

The effect of educational attainment on government transfer dependency varies according to location and ethnic group. Among registered Indians living on reserves the effect of education is less pronounced than among those living in CMAs. In addition, the gap between registered

Indians and others in levels of dependency is greater in CMAs than in rural, off reserve areas. It appears that low educational attainment is a greater handicap to registered Indians living in CMAs than to those living on reserves.

Proportion of Employment Income

Educational attainment is also closely related to the proportion of income which comes from employment among registered Indians. As we move from lower to higher educational levels, employment income increases, especially among younger age groups, and especially when moving from secondary education without a certificate to secondary education with a certificate. There is also a substantial increase in the proportion of employment income between those with a high school certificate or non-university post-secondary education and those with university education. The benefits of greater educational attainment are much more pronounced among registered Indians than among others with Aboriginal identity and other Canadians.

Average Income

Average individual income tends to increase with higher levels of schooling, and with age. In particular, there is a large gap in average income between the youngest age group (15-24) and the other two age groups, and this is true for all three identity groups. Registered Indian incomes are lowest among the three identity groups for any given age and educational level. Others with Aboriginal identity have slightly higher incomes than registered Indians, while other Canadians have incomes which are substantially higher than the other two groups, especially for higher educational levels and among older age groups.

Conclusions

This study has documented some of the progress that has been made in Aboriginal post-secondary education over the years, as well as the ongoing challenges presented by the educational inequities which exist between Aboriginal groups and others. One consistent finding which arises from the study is that the educational careers of registered Indians have a different pattern than those of other Canadians. That is, registered Indians take longer to reach a given level of attainment, but seem to be more willing to continue their education or return to complete their education at an older age, compared to others. The result is that, for many of the dimensions of post-secondary education examined in this study, there is a particularly large gap between young registered Indians (those 15-24) and others of the same age, but the gap narrows among older age groups.

It may be seen from this study that age, educational attainment and gender account for some but not all of the differences in labour market and income characteristics between Aboriginal groups and other Canadians. There are likely to be a variety of other factors which are of importance, including geographic, social, institutional and cultural factors. These could include differences in regional labour markets, differences in cultural and social contexts in which people live and are

educated and issues of cultural adjustment, accommodation and discrimination. The Census of Canada cannot fully document these factors, nor does it document the more detailed differences or similarities among population groups in such areas as educational experiences and work histories. Nevertheless, this study has confirmed that post-secondary educational attainment, particularly when it includes some type of certification, has a major positive influence on employment, labour market activity and income among various Aboriginal groups.

In summary, there has been clear educational progress among registered Indians over the past decade, particularly in terms of high school completion and post-secondary participation. Nevertheless there are many signs that Aboriginal people in Canada, and especially registered Indians, continue to experience less success than others. The pattern of delayed or incomplete success at the post-secondary level suggests that there may be weaknesses in Aboriginal students' basic education and/or difficulties in the students' social and economic environment which tend to limit their success in post-secondary programs. In other words, there may be limits to the amount that can be achieved through a strategy that encourages post-secondary participation, but does not affect students' broader social and educational environment. The challenge of the coming years is to consolidate and strengthen the gains which have been made in post-secondary education, perhaps by focusing on the early preparation of Aboriginal students and on the social and economic context within which education takes place.

CONTENTS

	Page
Executive Summary	i
Table of Contents	viii
List of Tables	ix
List of Figures	xiii
Notes to Users	xvi
Introduction	1
1. Post-Secondary Educational Attainment	3
1.2 Distribution of the Population by Highest Level of Schooling	3
1.3 Indicators of Educational Success	9
1.4 Educational Indicators by Identity Group, 1996	11
1.5 Educational Indicators by Gender and Age	15
1.6 Educational Indicators by Detailed Age Groups	19
1.7 Highest Level of Schooling Among the Population	24
Not Attending School Full Time	
1.7 Major Field of Study	32
2. Employment, Income and Post-Secondary Education	38
2.1 Labour Force Participation	38
2.2 Employment	50
2.3 Unemployment Rates	61
2.4 Employment by Industrial Sector	72
2.5 Employment by Education and Occupational Group	76
2.6 Sources of Income	86
2.7 Average Individual Income	104
3. Conclusions	108
Appendix A: Provincial/Regional tables showing Highest Level of Schooling By Age, Gender and Identity Group	
Appendix B: Provincial/Regional tables showing Highest Level of Schooling By Age, Gender and Other Aboriginal Identity Group	
Appendix C: Additional figures Concerning Registered Indian Post-Secondary Participation and Characteristics.	

LIST OF TABLES

	Page
Table 1a Distribution of the Population 15+ by Highest Level of Schooling, Age and Ethnic Group, Canada, 1996	4
Table 1b Distribution of the Population 15+ by Highest Level of Schooling, Age and Ethnic Group, Canada, 1991	5
Table 1c Distribution of the Population 15+ by Highest Level of Schooling, Age and Ethnic Group, Canada, 1986	6
Table 2a Distribution of the Registered Indian Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age Group, Canada, 1996	25
Table 2b Distribution of Others with Aboriginal Identity 15+ Not Attending School Full Time by Highest Level of Schooling and Age Group, Canada, 1996	26
Table 2c Distribution of the Other Canadian Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age Group, Canada, 1996	27
Table 2d Distribution of the Inuit Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age Group, Canada, 1996	28
Table 2e Distribution of the Métis Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age Group, Canada, 1996	29
Table 2f Distribution of the Other Aboriginal Groups 15+ Not Attending School Full Time by Highest Level of Schooling and Age Group, Canada, 1996	30
Table 3a Distribution of Registered Indians with Post-Secondary Certificates, Diplomas or Degrees by Major Field of Study (Highest Certificate Earned) and Gender, Canada, 1996	33
Table 3b Distribution of Others with Aboriginal Identity with Post-Secondary Certificates, Diplomas or Degrees by Major Field of Study (Highest Certificate Earned) and Gender, Canada, 1996	34
Table 3c Distribution of Other Canadians with Post-Secondary Certificates, Diplomas or Degrees by Major Field of Study (Highest Certificate Earned) and Gender, Canada, 1996	35
Table 4 Three Most Frequent Major Fields of Study by Type of Post-Secondary Program, Gender and Ethnic Group, Canada, 1996	37
Table 5a Labour Force Participation Rate of the Registered Indian Population 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	39

LIST OF TABLES (continued)

	Page
Table 5b Labour Force Participation Rate of Others with Aboriginal Identity 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	40
Table 5c Labour Force Participation Rate of the Other Canadian Population 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	41
Table 5d Labour Force Participation Rate of the Inuit Population 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	42
Table 5e Labour Force Participation Rate of the Métis Population 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	43
Table 5f Labour Force Participation Rate of the Other Aboriginal Groups 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	44
Table 6a Employment Rates of the Registered Indian Population 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	51
Table 6b Employment Rates of Others with Aboriginal Identity 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	52
Table 6c Employment Rates of the Other Canadian Population 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	53
Table 6d Employment Rates of the Inuit Population 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	54
Table 6e Employment Rates of the Métis Population 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	55
Table 6f Employment Rates of Other Aboriginal Groups 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	56
Table 7a Unemployment Rates of the Registered Indian Population 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	62
Table 7b Unemployment Rates of Others with Aboriginal Identity 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	63
Table 7c Unemployment Rates of the Other Canadian Population 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	64

LIST OF TABLES (continued)

	Page
Table 7d Unemployment Rates of the Inuit Population 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	65
Table 7e Unemployment Rates of the Métis Population 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	66
Table 7f Unemployment Rates of Other Aboriginal Groups 15+ Not Attending School Full Time by Highest Level of School and Age Group, Canada, 1996	67
Table 8a Distribution of the Experienced Labour Force with Post-Secondary Education – Registered Indians, by Industry, Gender and by Location, Canada, 1996	73
Table 8b Distribution of the Experienced Labour Force with Post-Secondary Education – Others with Aboriginal Identity, by Industry, Gender and by Location, Canada, 1996	74
Table 8c Distribution of the Experienced Labour Force with Post-Secondary Education – Other Canadians, by Industry, Gender and by Location, Canada, 1996	75
Table 9a Distribution of Registered Indians in the Experienced Labour Force with Post-Secondary Education, by Occupation, Gender and by Location, Canada, 1996	77
Table 9b Distribution of Others with Aboriginal Identity in the Experienced Labour Force with Post-Secondary Education, by Occupation, Gender and by Location, Canada, 1996	78
Table 9c Distribution of Other Canadians in the Experienced Labour Force with Post-Secondary Education, by Occupation, Gender and by Location, Canada, 1996	79
Table 10a Distribution of Registered Indian Men in the Experienced Labour Force Living On Reserves by Occupation and Highest Level of Post-Secondary Education, Canada, 1996	81
Table 10b Distribution of Registered Indian Men in the Experienced Labour Force Living Off Reserves by Occupation and Highest Level of Post-Secondary Education, Canada, 1996	82
Table 10c Distribution of Registered Indian Women in the Experienced Labour Force Living On Reserves by Occupation and Highest Level of Post-Secondary Education, Canada, 1996	83
Table 10d Distribution of Registered Indian Women in the Experienced Labour Force Living Off Reserves by Occupation and Highest Level of Post-Secondary Education, Canada, 1996	84

LIST OF TABLES (continued)

		Page
Table 11a	Government Transfers as a Percentage of Total Income Among Men 15+ Not Attending School Full Time, by Highest Level of Schooling, Identity Group and Age, Canada, 1996	87
Table 11b	Government Transfers as a Percentage of Total Income Among Women 15+ Not Attending School Full Time, by Highest Level of Schooling, Identity Group and Age, Canada, 1996	90
Table 12a	Government Transfers as a Percentage of Total Income Among the Population 15+ Not Attending School Full Time and Living On Reserves, by Identity Group, Highest Level of Schooling and Age, Canada, 1996	94
Table 12b	Government Transfers as a Percentage of Total Income Among the Population 15+ Not Attending School Full Time and Living Off Reserves (excluding CMAs), by Identity Group, Highest Level of Schooling and Age, Canada, 1996	95
Table 12c	Government Transfers as a Percentage of Total Income Among the Population 15+ Not Attending School Full Time and Living in CMAs, by Identity Group, Highest Level of Schooling and Age, Canada, 1996	96

LIST OF FIGURES

	Page
Figure 1A Highest Level of Schooling by Ethnicity, Population 15+, Canada 1986, 1991 & 1996	8
Figure 1B Indicators of Educational Success, Population 15+, Canada, 1991 & 1996	10
Figure 2 Educational Indicators by Identity Group, Canada, 1996	11
Figure 3 Educational Indicators for Other Aboriginal Identity Groups, Canada, 1996 (Not Including Registered Indians)	13
Figure 4 Educational Indicators for Registered Indians Living On and Off Reserve, Canada, 1996	14
Figure 5 Secondary Completion Rate by Gender and Identity Group and By Age and Identity Group, Canada, 1996	15
Figure 6 Post-Secondary Continuation Rate by Gender and Identity Group and By Age and Identity Group, Canada, 1996	16
Figure 7 Non-University Completion Rate by Gender and Identity Group and By Age and Identity Group, Canada, 1996	17
Figure 8 University Completion Rate by Gender and Identity Group and By Age and Identity Group, Canada, 1996	18
Figure 9 Secondary Completion Rates by Identity Group and Detailed Age Groups Canada, 1996	20
Figure 10 Post-Secondary Continuation Rate by Identity Group and Detailed Age Group Canada, 1996	21
Figure 11 Non-University Completion Rate by Identity Group and Detailed Age Group Canada, 1996	22
Figure 12 University Completion Rate by Identity Group and Detailed Age Group Canada, 1996	23
Figure 13 Post-Secondary Achievement by Age and Selected Achievement Levels, Ratio of Registered Indians' Attainment / Other Canadians' Attainment, Canada, 1996	31
Figure 14 Ratio of Registered Indian / Other Canadian Labour Force Participation Rates by Highest Level of Schooling and Age Group, Canada, 1996	46
Figure 15 Labour Force Participation Rates of the Population 15+ with Post-Secondary Education, Not Attending School Full Time, by Age and Identity Group, Canada, 1996	47

LIST OF FIGURES (continued)

	Page
Figure 16 Labour Force Participation Rates of the Population 15+ with Post-Secondary Education, Not Attending School Full Time, by Gender and Identity Group, Canada, 1996	48
Figure 17 Labour Force Participation Rates of the Population 15+ with Post-Secondary Education, Not Attending School Full Time, by Location and Identity Group, Canada, 1996	49
Figure 18 Employment Rates of the Population 15+ with Post-Secondary Education Not Attending School Full Time, by Gender and Identity Group, Canada, 1996	58
Figure 19 Employment Rates of the Population 15+ with Post-Secondary Education Not Attending School Full Time, by Gender and Identity Group, Canada, 1996	59
Figure 20 Employment Rates of the Population 15+ with Post-Secondary Education Not Attending School Full Time, by Gender and Identity Group, Canada, 1996	60
Figure 21 Unemployment Rates Among the Population 15+ with Post-Secondary Education Not Attending School Full Time, by Gender and Identity Group, Canada, 1996	69
Figure 22 Unemployment Rates Among the Population 15+ with Post-Secondary Education Not Attending School Full Time, by Gender and Identity Group, Canada, 1996	70
Figure 23 Unemployment Rates Among the Population 15+ with Post-Secondary Education Not Attending School Full Time, by Gender and Identity Group, Canada, 1996	71
Figure 24 Registered Indian / Other Canadian Distribution for Selected Levels of Education, by Occupational Level, Canada, 1996	85
Figure 25 Government Transfers as a Percentage of Total Income Among Men Not Attending School Full time, By Identity Group and Highest Level of Schooling, Canada, 1996	88
Figure 26 Government Transfers as a Percentage of Total Income Among Women Not Attending School Full time, By Identity Group and Highest Level of Schooling, Canada, 1996	91
Figure 27 Ratio of Registered Indian/Other Canadian Transfer Income Percentage By Highest Level of Schooling and Age, Canada, 1996	92
Figure 28 Government Transfers as a Percentage of Total Income Among the Population 15+ Not Attending School Full Time and Living Off Reserves (excluding CMAs), By Identity Group and Highest Level of Schooling, Canada, 1996	97
Figure 29 Government Transfers as a Percentage of Total Income Among the Population 15+ Not Attending School Full Time and Living in CMAs, By Identity Group and Highest Level of Schooling, Canada, 1996	98

LIST OF FIGURES (continued)

	Page
Figure 30 Government Transfers as a Percentage of Total Income Among Registered Indians Not Attending School Full Time by Location of Residence and Highest Level of Schooling, Canada, 1996	99
Figure 31 Employment Income as a Percentage of Total Income Among Registered Indians Not Attending School Full Time by Age and Educational Attainment, Canada, 1996	101
Figure 32 Employment Income as a Percentage of Total Income Among Others with Aboriginal Identity Not Attending School Full Time by Age and Educational Attainment, Canada, 1996	102
Figure 33 Employment Income as a Percentage of Total Income Among Other Canadians Not Attending School Full Time by Age and Educational Attainment, Canada, 1996	102
Figure 34 Average Individual Income Among the Registered Indian Population 15+ Not Attending School Full Time, by Age and Highest Level of Schooling, Canada, 1996	105
Figure 35 Average Individual Income Among Others with Aboriginal Identity 15+ Not Attending School Full Time, by Age and Highest Level of Schooling, Canada, 1996	106
Figure 36 Average Individual Income Among the Other Canadian Population 15+ Not Attending School Full Time, by Age and Highest Level of Schooling, Canada, 1996	107

Notes to Users

Data Sources

This report relies on data from the 1996 Census of Canada, as well as limited data from the 1991 and 1986 Censuses. The census uses two questionnaires, a short form and a long form, to establish various demographic, social and economic characteristics of Canadians. In 1996 the 2A (short) form consisted of seven basic questions and was used in 80% of all off-reserve households. For the remaining 20% of off-reserve households the 2B (long) form with 55 questions was used. A variant of the long form was used in all on-reserve households.

With respect to comparability of the 1996 census with the 1986 and 1991 censuses, users should note the following.

- In all three censuses a number of Indian bands (also referred to as First Nations) did not participate in the census, or did not fully participate. In 1996, 77 Indian reserves or settlements with a population of about 44,000 were either not enumerated or were partially enumerated. In 1991, 78 reserves with an estimated population of 38,000 did not participate in the census, while in 1986, 136 reserves with a population of about 45,000 were incompletely enumerated. Therefore, all three censuses underestimate the population living on reserves. In addition, because the non-participating reserves have been different from census to census, the comparability of the data for the on-reserve population is reduced to an extent.
- The 1996 Census used a new way of identifying the Aboriginal population.¹ In the previous two censuses the concept of Aboriginal ancestry was used, while in 1996 the concept of Aboriginal identity was also used, shifting the focus to the individual's own perception of their identity. Therefore, in the 1996 Census either the identity concept or the ancestry concept may be used to describe the Aboriginal population and it is important to be clear about which definition is being used. According to the 1996 census there were more than 1.1 million Canadians who reported some Aboriginal ancestry, but 799,010 who reported Aboriginal identity.²

Indicators presented in this study are based on data from custom tabulations prepared for the Department of Indian Affairs and Northern Development (DIAND). Custom tabulations can be affected by suppression of data where the numbers fall below a certain level, and by random rounding. In some tables data for particular sub-categories is missing either because the data was

¹ See Statistics Canada, 1996 Census Dictionary, Catalogue no. 92-351-XPE, Ottawa, 1997, page 5.

² As described in S. Clatworthy and M. Mendelson, A Statistical Profile of Aboriginal Youth in Canada, 1996, Human Resources Development Canada, September 26, 1999, page 2.

suppressed in the custom tabulation, or because the number of cases is too small to be meaningful. This has been noted where it occurs.

Reference Populations

Registered Indians

DIAND defines a registered Indian, or status Indian, as a person registered or entitled to be registered as an Indian according to the *Indian Act*. Approximately half of registered Indians in Canada are “treaty Indians,” that is persons who are affiliated with an Indian First Nation or band which was signatory to a treaty with the Crown.

In the 1996 Census question 21 of the long form identified a registered Indian as someone who is registered under the *Indian Act*. The question made it clear that this included those who consider themselves “treaty Indians” so long as they are also registered under the *Indian Act*, and that it included those who have been registered as a result of the 1985 amendments to the *Indian Act* (often referred to as Bill C-31).

The size and composition of the registered Indian population has changed substantially since the mid-1980s, partly because of the reinstatement of individuals or new registrants as a result of the 1985 amendments to the *Indian Act* (Bill C-31). These changes were greater during the 1986-1991 period than during the 1991-1996 period. Still, between 1991 and 1996 about 31,000 individuals were registered as a result of the amendments. This number represents about 5% of the registered Indian population as of 1996, or about 31% of the net population growth between 1991 and 1996. (These figures are based on the Indian registry data maintained by DIAND.)

Other Aboriginal People and Other Canadians – Based on Ancestry

As noted above, the Aboriginal population may be defined in various ways using 1996 Census data. One approach is to consider all those who identify themselves as having only Aboriginal ancestry as being Aboriginal, while those who identify other ethnic backgrounds or ancestry are not considered Aboriginal. The “other Aboriginal” population are those who have Aboriginal ancestry but are not registered under the *Indian Act*. “Other Canadians,” then, are the remaining population who are neither registered Indian nor Aboriginal under this definition. When added together, registered Indians, other Aboriginals and other Canadians equal the total population of Canada.

The ancestry definition has been used in the initial tables and figures in the report: Tables 1a, 1b, 1c and Figures 1A and 1B. When the ancestry concept is used in a table, the title of the table refers to “Ethnic Group” as one of the variables. The advantage of this definition is that it provides greater comparability with data from the 1986 and 1991 Censuses.

Other Aboriginal People and Other Canadians – Based on Identity

Apart from the initial tables and figures mentioned above, the remainder of this study defines the “other Aboriginal” population in terms of self-identification on the 1996 Census. That is, those who were not registered Indians but identified themselves as Aboriginal were considered as part of the other Aboriginal population. This excludes about half of those who would be considered “other Aboriginal” based on the ancestry definition described above. Throughout the tables and text this population has been referred to as the “other Aboriginal identity” population or as “others with Aboriginal identity.” In these tables, “other Canadians” are the remaining population who are neither registered Indian nor part of the other Aboriginal identity population. When added together, registered Indians, others with Aboriginal identity and other Canadians equal the total population of Canada. When the ancestry concept is used in a table, the title of the table refers to “Identity Group” as one of the variables.

In a number of tables the other Aboriginal identity population has been further sub-divided into three groups: those who identify only Métis ancestry, those who identify only Inuit ancestry, and the remainder who identify Aboriginal origins, including those who identify North American Indian ancestry only, or who identify more than one type of Aboriginal ancestry. Again, none of these groups include people who are registered under the Indian Act or who do not identify themselves as Aboriginal.

It should be noted that the “other Aboriginal” population is somewhat fluid, to the extent that individuals’ sense of their identity may change over time.³

Population 15+

Many of the census questions on the long form are only concerned with those who are 15 years old or older, and this includes questions concerning educational attainment, employment and income. Therefore this study is exclusively concerned with those over the age of 15.

Educational Attainment (Highest Level of Schooling)

The educational attainment indicators used in this study are based on the Statistics Canada categorization of “highest level of schooling.” This is a hierarchical scheme under which each higher level on the hierarchy is assumed to include all the lower levels. For example, someone who has some post-secondary standing is assumed to have completed high school. In reality this is not always the case, but it is a way of providing a simplified summary of educational

³ A. Siggner, E. Guimond, N. Robitaille and G. Goldmann have explored the issue of “ethnic migration” in their paper “Aboriginal Population Characteristics: Are We Informed by the Aggregate Picture” presented to the Canadian Population Society Annual Meetings, Ottawa University, Ottawa, 1998.

attainment which provides a fair picture of educational progress for the majority of people.

The situation becomes increasingly complicated when trying to describe post-secondary educational attainment. Post-secondary education takes a variety of forms, including university education, technical colleges, private colleges, trades schools, and apprenticeship. These different streams provide a variety of certificates, diplomas and degrees. Throughout this study we have used the Statistics Canada highest level of schooling variables, but have often used some of the more detailed post-secondary variables. Those with some level of post-secondary education are divided into two major categories: **university** and **non-university** (including trades schools and certificates). Those within the university category are further divided into those with a university degree (or a certificate beyond a degree), and those without a university degree. The non-university category is broken into three groups: those with a trades certificate, those with some other non-university certificate or diploma, and those without either type of certification.

Problems arise with these categories when attempting to identify the total population who have reached a given level which is below the highest level. For example, it is impossible to identify the total number of individuals with a high school certificate from this classification system, because many or most of these people will also have gone on to some level of post-secondary education which is how they will be categorized. This issue may be particularly significant when attempting to identify outcomes for registered Indians because there is evidence that this population is more likely than other Canadians to attend post-secondary programs without having completed high school. In some tables it will be seen that those with a secondary school certificate have more success in employment or better incomes than those with some post-secondary education but who do not have a post-secondary certificate. This categorization scheme is also a problem when attempting to calculate various types of success indicators. (See below.)

Indicators of Educational Success

In addition to highest level of schooling, three indicators of educational success have been used in this study, corresponding to the possible stages in a person's educational progress. These indicators are: **secondary school completion rate**, **continuation to post-secondary rate**, and **post-secondary completion rate**. Conceptually, the high school completion rate is the number of individuals completing high school divided by the number who enrolled in high school; the continuation to post-secondary rate is the number of people who enrolled in post-secondary programs divided by the total number who completed high school; and the post-secondary completion rate is the number who completed a post-secondary degree, certificate or diploma divided by the total number who enrolled in post-secondary programs. The post-secondary rate has often been further sub-divided into the **non-university completion rate**, and the **university completion rate**, to look at the success of students in these two streams of post-secondary education.

One question which arises in connection with these indicators is how to treat those who are currently attending school. Should they be included when calculating the various success rates, given that their schooling is still in progress? In this study we have taken the approach of excluding full time students who have not yet reached the level required for “success” for a given indicator. For example, when considering secondary school completion rates, students who are still attending secondary school are taken out of the equation because it is not yet known whether they will complete high school. On the other hand, those who are currently attending post-secondary programs are considered to have completed high school based on the logic of the highest level of schooling. Therefore they are part of the “successful” group even though they are full time students. This type of logic leads to the following definitions:

Secondary School Completion Rate

$$\frac{\text{Population with secondary school certificate or any post-secondary education, attending or not attending school}}{(\text{Population with secondary school certificate or any post-secondary education, attending or not attending school}) + (\text{Population with grades 9-13 without a secondary certificate, not attending school full time})}$$

Post-Secondary Continuation Rate

$$\frac{\text{Population with any post-secondary, attending or not attending school}}{(\text{Population with any post-secondary, attending or not attending school}) + (\text{Population with a secondary school certificate, not attending school full time})}$$

Post-Secondary Completion Rate

$$\frac{\text{Population with a post-secondary degree, certificate or diploma, attending or not attending school}}{(\text{Population with a post-secondary degree, certificate or diploma, attending or not attending school}) + (\text{Population with some post-secondary education, without a degree, certificate or diploma, not attending school full time})}$$

Each indicator represents an estimate of the survival rate of a cohort as they move through the educational system, so if we multiply the % of students who complete secondary school, by the % of them who continue to post-secondary studies, by the % of post-secondary students who complete post-secondary programs we should get the overall proportion of the population who have attained post-secondary completion. In fact, the indicators do give approximately this result. (See page 9 of this study.)

There still remains a question about the accuracy of these rates, however, given that, because of the highest level of schooling hierarchy, we don't know the precise number of individuals who have completed high school certificates, nor the precise number who have enrolled in non-

university post-secondary programs as opposed to university programs. The category of “post-secondary” includes those who have attended both non-university and university programs and may have more than one degree or certificate. These indicators should therefore be considered as estimates. In some of the figures and tables in this study we have identified separate university and non-university completion rates. In these instances, the university level of achievement is more accurate than the non-university level, since some university students have also attended, and perhaps completed, non-university programs, but are not included in the non-university statistics.

It should also be noted that the definitions for success indicators used in this study are different from those used in the previous study based on 1991 data⁴, and are therefore not comparable. This study does, however, provide some comparisons between census periods using the new definitions. (See Figure 1B.)

School Attendance

School attendance refers to either full time or part time attendance at a school, college or university during the period between September, 1995 and June, 1996. Attendance is counted only for courses which could be used as credits towards a certificate, diploma or degree. Attendance is excluded for courses taken for leisure, recreation or personal interest. Attendance is considered full time if the person was taking 75% or more of the normal course load in the grade or year in which the person is registered. Short-term courses of six weeks or less taken during the day are considered part time. If the person attended both full time and part time during the reference period, then they are considered full time students.

Many of the tables and figures in this study exclude those who are attending school full time. This is done because the current educational attainment of these individuals is likely to change and because the labour force characteristics and occupations of students are likely to be quite different from others in the population with a similar level of education. For example, they are less likely to be employed full time.

Major Field of Study

The major field of study refers to the predominant discipline or area of learning or training of an individual's highest post-secondary degree, certificate or diploma. As with the highest level of schooling, this is a hierarchical way of categorizing individuals. For those who have earned more than one degree, certificate or diploma only the highest is recorded.

⁴ M. Santiago, Post-Secondary Education and Labour Market Outcomes for Registered Indians, Department of Indian Affairs and Northern Development, 1997.

Location

For some of the tables and figures the data have been reported by place of residence. Usually the two location categories have been used: **on reserve**, and **off reserve**. On reserve refers to those living on Indian reserves or settlements and off-reserve refers to all other locations, including urban and rural areas. In some of the tables and figures dealing with sources of income, three location categories have been used:

1. **On reserve,**
2. **Off reserve, excluding Census Metropolitan Areas, and**
3. **Census Metropolitan Areas.**

A Census Metropolitan Area, or CMA, is a large urban area with a population of more than 100,000, together with adjacent urban and rural areas that have a high degree of social and economic integration with the urban core. The second category above (off reserve excluding CMAs) is calculated by subtracting the total CMA population from the off-reserve population.

Labour Market Activity

Labour market indicators are standard Statistics Canada concepts. The **labour force participation rate** is defined as all those (15 or older) who were employed or looking for work during the week prior to enumeration, divided by the total population (15 or older). The **employment rate** is the number of people (15 or older) who were employed during the week prior to enumeration divided by the total population (15 or older). This is sometimes referred to as the “employment/ population ratio.” The **unemployment rate** is the number of people (15 or older) who were unemployed and actively looking for work during the week prior to enumeration, divided by the total number of labour force participants, as described above. Those who are not working and not looking for work because they are on temporary lay-off, or expect to start a job within the next four weeks are also considered unemployed.

Industry

The industry categories are based on the 1980 Standard Industrial Classification. This refers to the general nature of the business carried out in the establishment where a person worked, as indicated by the name of the employer and the kind of business, industry or service the business is engaged in. If the person was not employed in the week before enumeration, the information is based on the person’s job of longest duration since January 1, 1995. Persons with two or more jobs were to report the information for the job at which they worked the most hours. Unspecified and undefined industries were redistributed by imputation among major groups.

Occupation

The occupational categories are based on the 1991 Standard Occupational Classification. A person's occupation is based on the job they worked at during the week prior to enumeration, or if they did not have a job it is based on the job of longest duration since January 1, 1995. Those with more than one job were to report the information for the job at which they worked the most hours. Occupation titles are classified on the basis of the education, training or skill level required to enter the job, as well as the tasks, duties and responsibilities of the occupation. In this study 14 major occupational fields have been used, and these, in turn, are nested within four skill levels.

Income

Total income refers to all moneys received by individuals in private households and non-institutional residents of collective households 15 years of age and older, during the 1995 calendar year, including income from wages and salaries; net farm and non-farm self-employment, dividends and interest on bonds, deposits, savings and investments; retirement pensions, superannuation and annuities; government transfer payments, and other money income. All "in kind" income is excluded. Because of sampling variability, income data for areas below the provincial level where the non-institutional population was less than 250 have been suppressed.

Employment income includes income from wages and salaries or from self-employment. All "in kind" income is excluded.

Total government transfer payments refer to the total income received by individuals 15 years of age or older during the 1995 calendar year from federal, provincial or municipal governments, including Old Age Security pension and Guaranteed Income Supplement, benefits from the Canada or Quebec Pension Plan, benefits from Employment Insurance, Family Allowances, Federal Child Tax Credits and other income from government sources.

Average individual income is the weighted mean total income of individuals 15 years of age and over who reported income for 1995. Average income is calculated from unrounded data by dividing the aggregate income of a specified group by the number of individuals in that group.

Aboriginal Post-Secondary Education and Labour Market Outcomes in Canada, 1996

Introduction

In 1997 the Department of Indian Affairs and Northern Development (DIAND) published a statistical summary of registered Indian post-secondary education focusing on educational attainment, educational success and labour market outcomes. That study was based primarily on data from the 1991 Census of Canada. With the availability of 1996 Census data DIAND decided to update the previous study using the newly available data. The present study has followed the format and content of the previous study where appropriate, but has also expanded on that study in a number of ways. The study allows for comparisons between the circumstances of the registered Indian population in 1991 and 1996. Readers should keep in mind that the registered Indian population has grown somewhat over this period of time, not only through natural increase but also with the addition of a number of individuals registered under amendments to the *Indian Act* which took place in 1985.¹

Readers should be aware that different sections of the study have used different populations and definitions. The two major factors are the definition of the “other Aboriginal” population and the inclusion or exclusion of students in various tables and figures. Readers should review these definitions carefully before making comparisons to other studies. (For further details on definitions of the other Aboriginal population please see the Notes to Readers section.)

The study is divided into two major sections. Part 1 focuses on indicators of educational attainment and related rates of success or progress through the educational system. Part 2 focuses on the labour market and economic outcomes which are related to post-secondary education.

The study has several intended uses. First, it provides various measures of Indian post-secondary educational attainment which can be compared to earlier periods to gain an understanding of progress in this area. These measures include completion of secondary school, entry into post-secondary school, and completion of post-secondary education as indicated by obtaining a certificate, diploma or degree. In most of the tables and figures in this study the general term “post-secondary” has been sub-divided into university and non-university attainment. For those who have completed a certificate, diploma or degree, the field of study has been identified.

Second, this study looks at measures of progress through the educational system. Specifically,

¹ Between 1991 and 1996 about 31,000 individuals were registered as Indians as a result of these amendments. This number represents about 5% of the population as of 1996, or about 31% of the net population growth which occurred between 1991 and 1996. These figures are based on Indian Register data maintained by DIAND.

three stages are identified: completion of secondary school, continuation from secondary school to post-secondary studies, and completion of post-secondary school. Rates have been defined for each of these and compared for various populations. (See Notes to Users.)

Third, labour market and related characteristics have been documented in relation to educational attainment, focusing on those with various levels of post-secondary education. The outcomes examined include labour force participation rates, employment ratios, unemployment rates, employment by industry and occupation, and income composition.

Throughout the study comparisons have been made among three population groups: registered Indians, others with Aboriginal identity, and other Canadians. Comparisons are also provided between men and women, those living on and off-reserve, and those in different age groups. Limited comparisons are made between the findings from the 1996 Census and those from previous Censuses. These comparisons focus on registered Indians, because of differences in the definition of the other Aboriginal population between this study and the previous study. Where the previous study used the concept Aboriginal ancestry, this study has used the concept of Aboriginal identity, except in the initial set of tables and figures: Tables 1a, 1b, 1c and Figures 1A and 1B. These initial tables and figures are, therefore, more comparable to the data in the previous study based on 1991 Census data.²

For a number of the tables data has also been provided for three groups who make up the population of "others with Aboriginal identity." These are the Inuit population, the Métis population, and others who have Aboriginal identity but are not registered Indians. Limited discussion of these tables is provided in the text, and additional tables showing these identity groups are provided in the appendices. A set of tables providing provincial or regional data is also included in the appendices.

The text in this study is designed to provide a basic understanding of the tables and figures. It identifies highlights and to a limited degree provides a preliminary interpretation of the data, but does not attempt a more detailed analysis.

² M. Santiago, *Post-Secondary Education and Labour Market Outcomes for Registered Indians*, Department of Indian Affairs and Northern Development, 1997.

1. Post-Secondary Educational Attainment

1.1 Distribution of the Population by Highest Level of Schooling

Tables 1a, 1b and 1c show the distribution of the total population 15 years or older by highest level of schooling. Table 1a provides data for 1996, while Tables 1b and 1c provide comparable data for 1991 and 1986 respectively. Each table also compares different ethnic populations and different age groups. Readers should keep in mind that there was an increase in the registered Indian population over this time period due to changes to the Indian Act. (See note page 1) In these tables the “other Aboriginal” population is based on those with Aboriginal ancestry. This allows for some comparability between years, but it should be kept in mind that the other Aboriginal population has shifted and grown over the time period; some individuals who did not report Aboriginal ancestry in 1986 or 1991 identified Aboriginal ancestry on the 1996 Census, while others with Aboriginal ancestry have become registered Indians through the Indian Act amendments. Therefore, the populations for these three points in time are not completely comparable. (See Notes.) It should also be kept in mind that, unlike many of the tables in this study, these set tables include the population attending school as well as those not attending school, and this has an effect on the educational distributions of the population.

Table 1a shows that, in 1996, 37% of the registered Indian population had “some post-secondary” education, including university, trades schools and other non-university post-secondary education. This was a much smaller proportion than among the other Aboriginal population (47%) and the other Canadian population (51%). This difference between registered Indians and others is attributable to the proportion of the population with a post-secondary degree, certificate or diploma. Among registered Indians in 1996, this proportion was 20%, while among other Aboriginals it was 29%, and among other Canadians it was 35%.

Among all three population groups, the proportion with post-secondary attainment is higher among the 25-44 year old age group than among other age groups. Almost half (49%) of registered Indians in this age group have some post-secondary education, compared to only 20% of those between 15 and 24 years of age. While there has been a long term trend towards increasing levels of educational attainment, it is apparent that this trend has not only affected young people. Among all three population groups, there is a higher proportion of the population aged 45 to 64 with post-secondary education than among the population 15 to 24 years old.

The differences among the three populations are especially pronounced with respect to the proportion of the various age groups who have completed a degree, certificate or diploma. Other Canadians are much more likely to have received a post-secondary degree or certificate than registered Indians, and this is especially true among those in the 25 to 44 age group.

Table 1a
Distribution of the Population 15+ by Highest Level of Schooling, Age and Ethnic Group,
Canada, 1996

	Age Group				Total
	15-24	25-44	45-64	65+	
	percent of age group				
Registered Indians					
Less Than Grade 9	13	14	39	76	22
Secondary School	67	37	25	14	42
without secondary certificate	57	29	20	12	34
with secondary certificate	9	8	5	2	7
Post-Secondary	20	49	37	10	37
without degree/certificate/diploma	13	21	13	3	16
with degree/certificate/diploma	7	28	24	7	20
Total	100	100	100	100	100
Other Aboriginal People					
Less Than Grade 9	6	6	21	56	11
Secondary School	65	36	31	24	42
without secondary certificate	51	23	21	19	30
with secondary certificate	14	13	10	5	12
Post-Secondary	29	58	47	20	47
without degree/certificate/diploma	18	20	14	6	17
with degree/certificate/diploma	12	38	33	14	29
Total	100	100	100	100	100
Other Canadians					
Less Than Grade 9	3	4	16	56	12
Secondary School	56	32	34	24	37
without secondary certificate	40	16	20	19	22
with secondary certificate	16	16	14	5	14
Post-Secondary	41	64	50	20	51
without degree/certificate/diploma	24	18	13	6	16
with degree/certificate/diploma	17	46	37	14	35
Total	100	100	100	100	100

Note: Includes total population 15+ (attending or not attending school).

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 1b
Distribution of the Population 15+ by Highest Level of Schooling, Age and Ethnic Group,
Canada, 1991

	Age Group				Total
	15-24	25-44	45-64	65+	
	percent of age group				
Registered Indians					
Less Than Grade 9	18	18	53	80	28
Secondary School	63	37	21	11	41
without secondary certificate	54	30	17	10	34
with secondary certificate	9	7	4	2	7
Post-Secondary	19	44	26	8	31
without degree/certificate/diploma	12	20	9	3	15
with degree/certificate/diploma	7	25	17	5	17
Total	100	100	100	100	100
Other Aboriginal People					
Less Than Grade 9	7	7	29	57	13
Secondary School	65	38	31	25	44
without secondary certificate	50	24	22	20	31
with secondary certificate	15	14	9	5	13
Post-Secondary	28	55	40	18	43
without degree/certificate/diploma	16	19	12	7	17
with degree/certificate/diploma	12	36	28	12	27
Total	100	100	100	100	100
Other Canadians					
Less Than Grade 9	3	5	22	39	14
Secondary School	57	35	35	35	39
without secondary certificate	39	18	22	25	24
with secondary certificate	18	17	13	10	15
Post-Secondary	40	60	43	26	48
without degree/certificate/diploma	23	18	12	9	16
with degree/certificate/diploma	17	43	31	17	32
Total	100	100	100	100	100

Note: Includes total population 15+ (attending or not attending school).

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1991 Census of Canada.

Table 1c
Distribution of the Population 15+ by Highest Level of Schooling, Age and Ethnic Group,
Canada, 1986

	Age Group				Total
	15-24	25-44	45-64	65+	
	percent of age group				
Registered Indians					
Less Than Grade 9	26	27	68	88	37
Secondary School	59	38	16	8	40
without secondary certificate	53	33	14	7	35
with secondary certificate	6	5	2	1	5
Post-Secondary	15	35	15	4	23
without degree/certificate/diploma	10	17	6	2	12
with degree/certificate/diploma	5	18	9	3	11
Total	100	100	100	100	100
Other Aboriginal People					
Less Than Grade 9	13	13	45	71	20
Secondary School	63	39	26	15	44
without secondary certificate	47	26	20	13	31
with secondary certificate	16	13	6	3	13
Post-Secondary	24	48	28	14	36
without degree/certificate/diploma	10	10	5	3	9
with degree/certificate/diploma	14	38	24	11	27
Total	100	100	100	100	100
Other Canadians					
Less Than Grade 9	4	8	29	45	17
Secondary School	58	36	35	31	40
without secondary certificate	41	22	25	24	27
with secondary certificate	17	15	10	7	13
Post-Secondary	38	56	37	23	43
without degree/certificate/diploma	20	18	12	9	16
with degree/certificate/diploma	17	38	25	14	27
Total	100	100	100	100	100

Note: Includes total population 15+ (attending or not attending school).

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1986 Census of Canada.

Since 1986 the proportion of the registered Indian population with some post-secondary attainment has increased dramatically, from 23% to 37% of the population. The increase has been more rapid among registered Indians than among others. (See Figure 1A.) This increase is especially strong for those with a post-secondary degree, certificate or diploma, which has increased from 11% of the registered Indian population in 1986 to 20% in 1996. At the same time the gap in "some post-secondary" attainment between registered Indians and the other two population groups has been diminishing over the ten year period. In 1986 the difference between registered Indians and other Canadians was 20 percentage points, while in 1996 the difference was 14 percentage points.

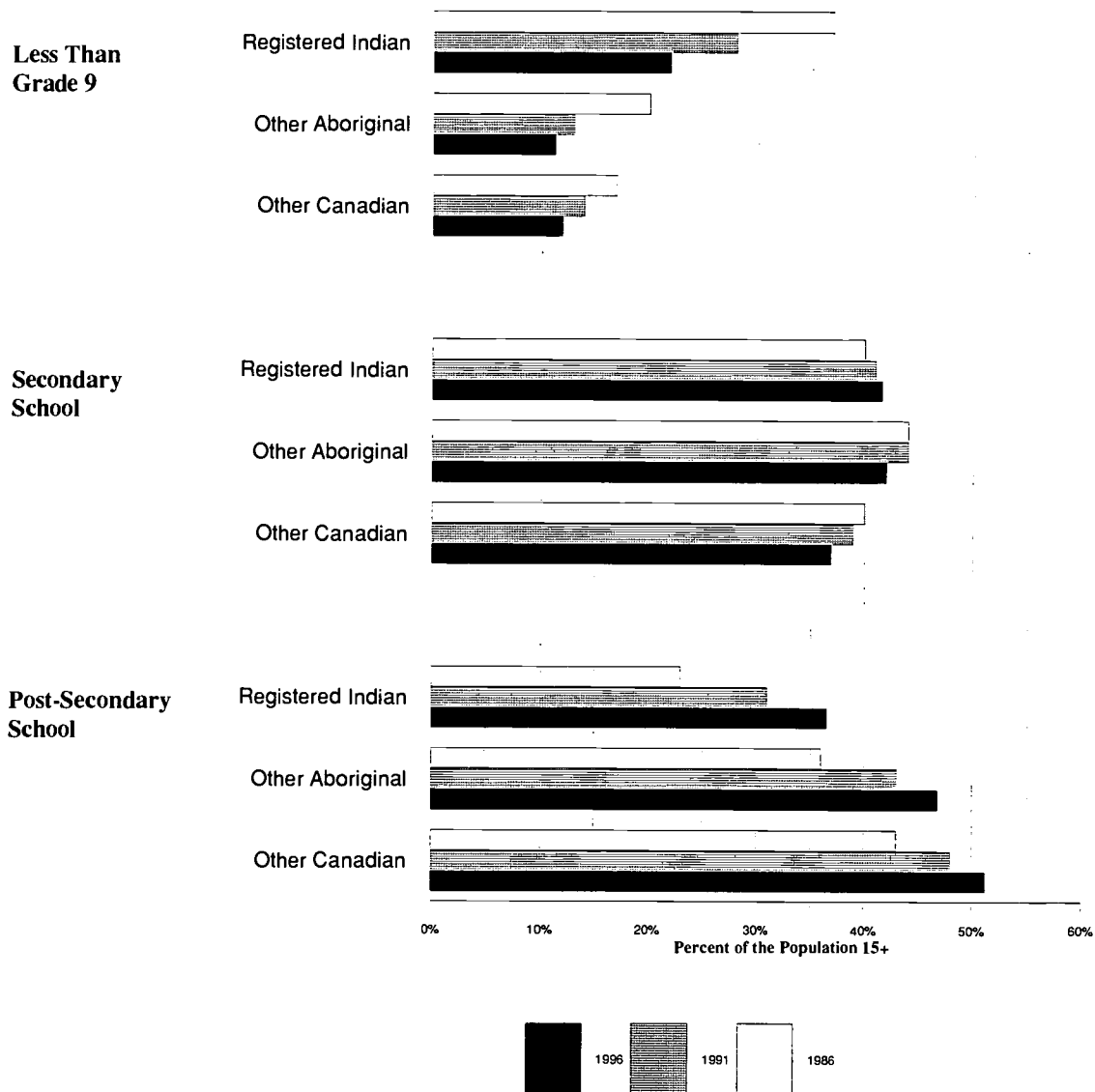
The reduction in this gap, however, is mainly due to changes in the proportion who have post-secondary education but do not have a degree, certificate or diploma. While this group has increased among the registered Indian population, it has not changed among other Canadians. The difference between registered Indians and others with a post-secondary degree, certificate or diploma has remained almost constant over this time period at about 15 percentage points, although this segment of the population has grown among both groups.

All age groups have seen an increase in post-secondary attainment, especially among the population 45 to 64 years old, and this is true for registered Indians and the other two population groups. For example, in 1986 only 15% of registered Indians had some post-secondary education, but by 1996 this proportion had increased to 37%.

These changes over time suggest that two factors may be at work. People of a given age are more likely to achieve some post-secondary education than people of the same age were in previous years. For example, among registered Indians 15-24, this proportion has increased from 15% to 20% over ten years. However, it also appears that many individuals are continuing their education over many years, given the relatively large increases in the proportions of older age groups with post-secondary education. For example, between 1986 and 1996 the proportion of registered Indians aged 25-44 with post-secondary education increased from 15% to 49%.

Figure 1A
Highest Level of Schooling by Ethnic Group
Population 15+ (Attending or Not Attending School)
Canada, 1986, 1991 and 1996

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1986, 1991 and 1996



Censuses of Canada.

1.2 Indicators of Educational Success in 1991 and 1996

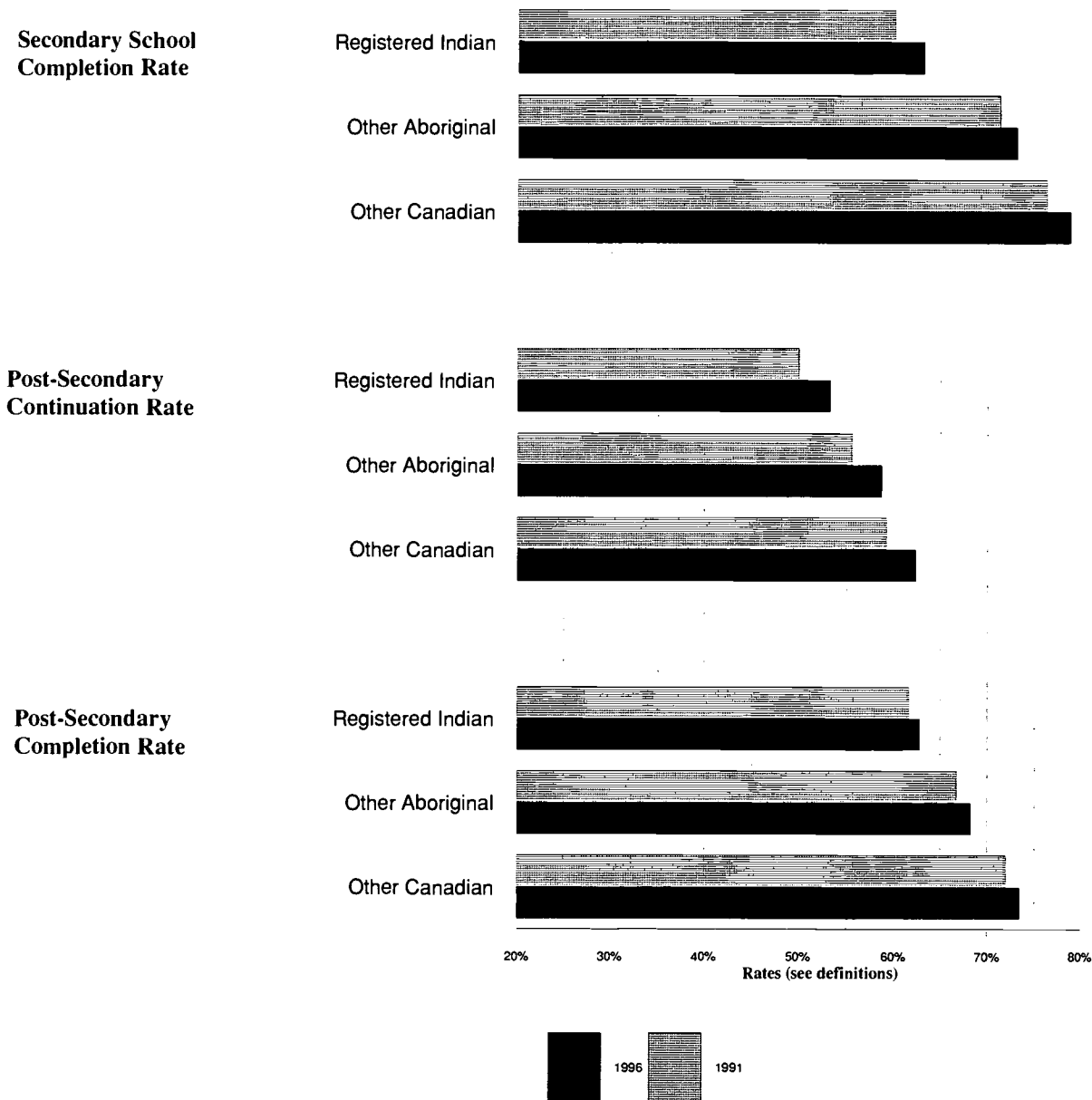
Figure 1B shows three measures of educational success in 1991 and 1996, comparing registered Indians, other Aboriginals and other Canadians. For all three populations, each of the indicators has been increasing. Among registered Indians, the secondary school completion increased from 60% to 63%, the post-secondary continuation rate increased from 50% to 53%, and the post-secondary completion rate increased from 62% to 63%. Very similar increases in these rates were experienced by the other two population groups, such that the gap between registered Indians and others remained about the same. The gap in secondary school completion rates between registered Indians and other Canadians was about 16 percentage points. While 63% of registered Indians completed secondary school in 1996, about 79% of other Canadians did so. The gap between registered Indians and others was somewhat smaller in terms of continuation rates and post-secondary completion rates. Still about 10 percentage points separated registered Indians from others for these rates. Therefore, while these various indicators of post-secondary success have increased among registered Indians between 1991 and 1996, so did the success rates of others, such that the *relative success* of registered Indians compared to others remained about the same over this period.

In addition, these success indicators are cumulative, as the population moves through the educational system. Thus if 63% of registered Indians complete secondary school, 53% of them continue to post-secondary studies, and 63% of these students complete post-secondary studies, the overall proportion completing post-secondary is $.63 \times .53 \times .63$ or .21 (21%).³

³ This figure is comparable to the percentage of the population with post-secondary degree, certificate or diploma as shown in Table 2, although it is calculated somewhat differently. This suggests that the indicators provide reasonable measures of the stages of educational progress.

Figure 1B
Indicators of Educational Success by Ethnic Group
Population 15+, Canada, 1991 and 1996

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1991 and 1996 Censuses of

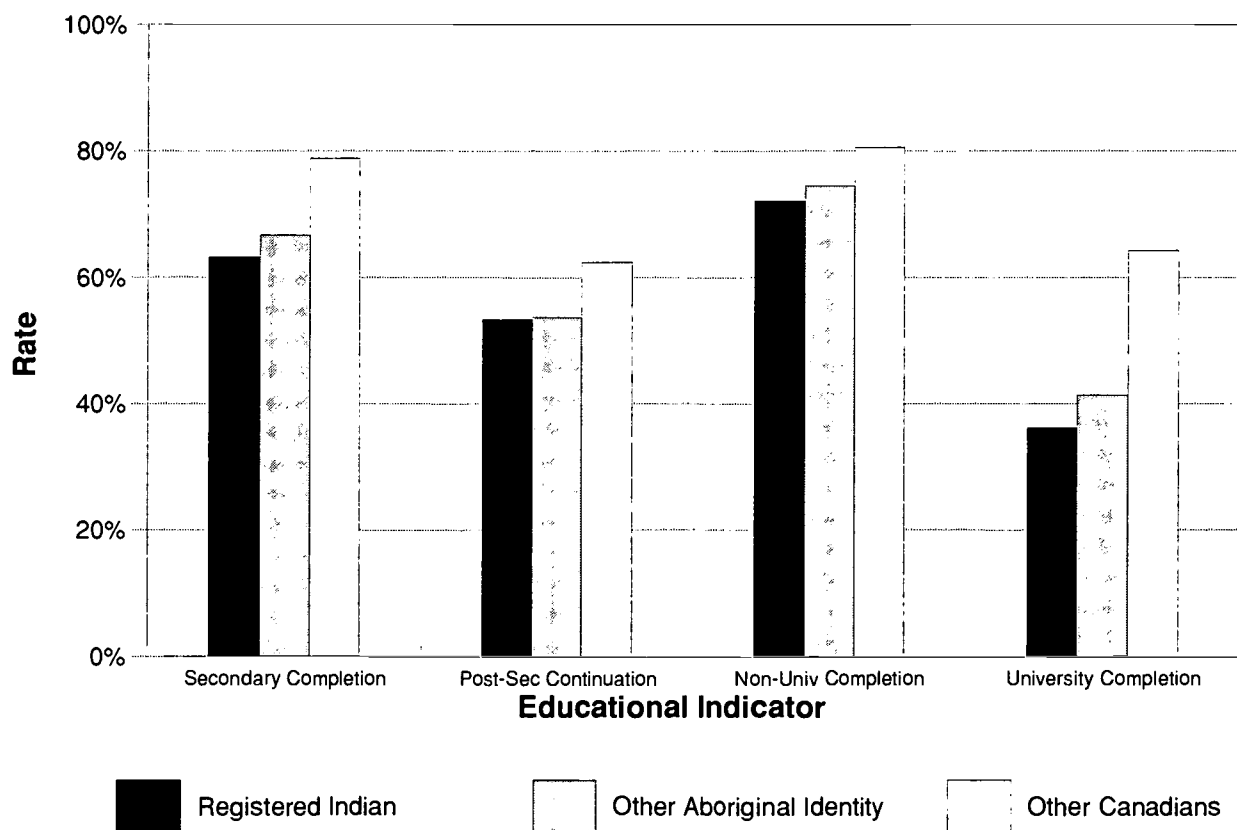


Canada.

1.3 Educational Indicators by Identity Group, 1996

In Figures 2 - 4 and in all the remaining tables and figures in this study the population is divided into “identity groups” rather than “ethnic groups.” Figures 2 - 4 show four educational indicators for the three identity groups. (For definitions of these indicators see Notes to Users.) Registered Indians are much less likely to complete secondary school, as indicated by either having received a secondary school certificate or by having continued with post-secondary education. While about 63% of registered Indians who enrolled in secondary school completed it, almost 80% of other Canadians have done so. Others with Aboriginal identity are also much less likely than other Canadians, but somewhat more likely than registered Indians, to have completed secondary school.

Figure 2
Educational Indicators by Identity Group, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

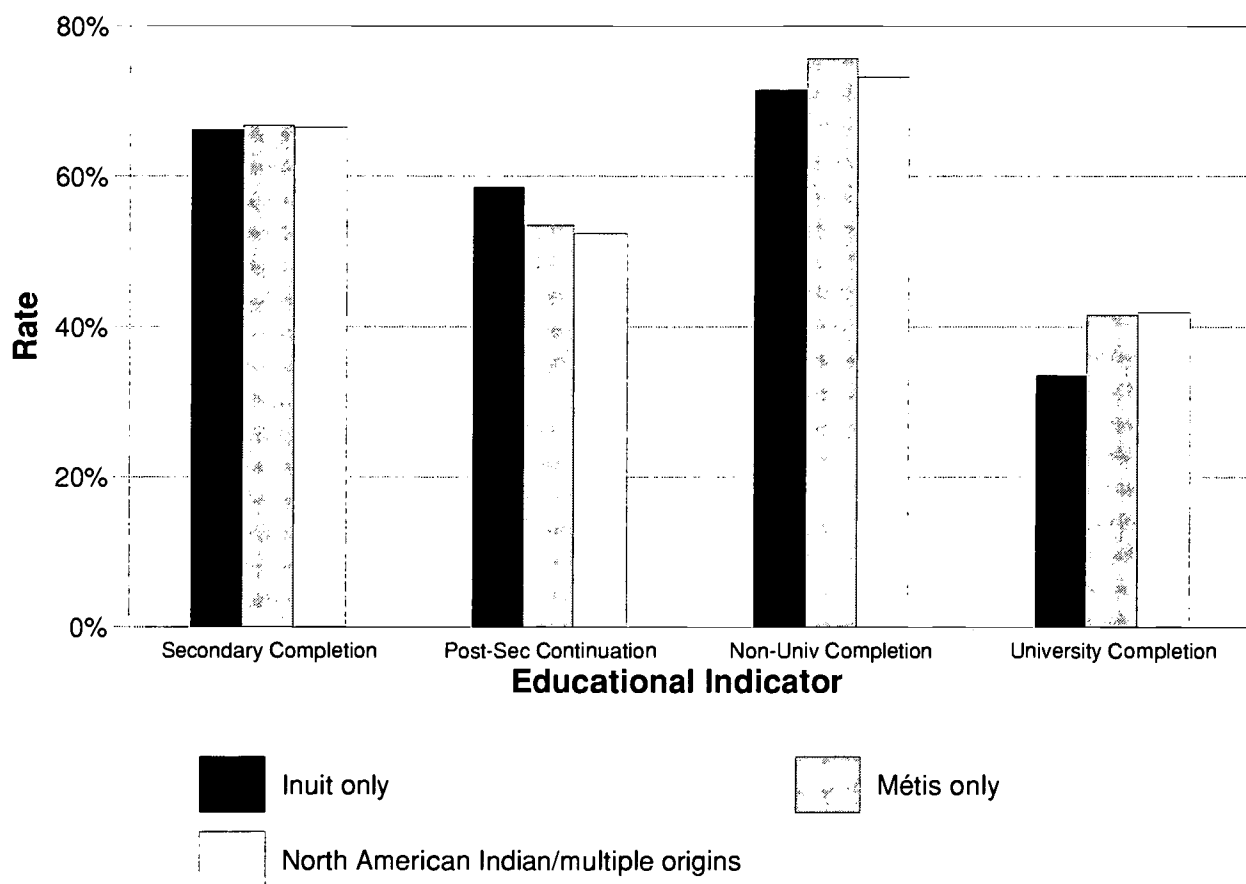
The gap between the two Aboriginal groups and other Canadians is not as great for the post-secondary continuation rates. Still, both registered Indians and others with Aboriginal identity have post-secondary continuation rates which are about 10 percentage points less than those of other Canadians. There is little difference in continuation rates between registered Indians and others with Aboriginal identity.

At more than 70% the non-university completion rates of the two Aboriginal groups are not much below those of other Canadians which are just over 80%. The non-university completion rate of others with Aboriginal identity is slightly higher than among registered Indians.

The largest gap between Aboriginal groups and others is found in university completion rates. While registered Indians have university completion rates of less than 40%, and others with Aboriginal identity have completion rates of slightly more than 40%, other Canadians have completion rates of more than 60%. Figure 2, therefore, suggests that Aboriginal people experience problems achieving academic success throughout their educational careers, but have greater difficulty completing secondary school and university, as opposed to entry into post-secondary studies or completion of non-university programs.

Figure 3 sub-divides the Aboriginal identity population into Inuit, Métis and others. The figure shows that Inuit are less likely to complete university than are Métis or others, but they are more likely to continue with post-secondary studies.

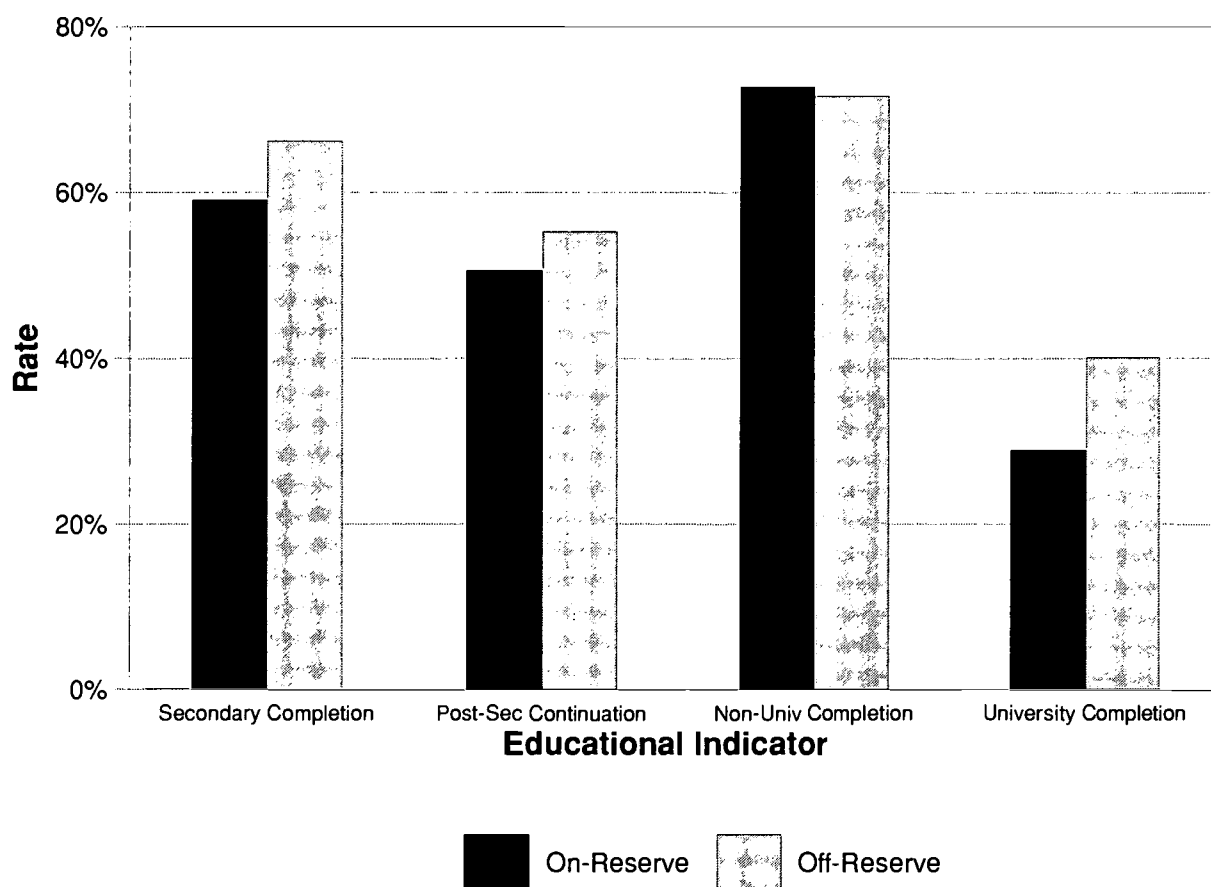
Figure 3
Educational Indicators for Other Aboriginal Identity Groups, Canada, 1996
(Not including Registered Indians)



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 4 compares the educational indicators of registered Indians living on reserves and those living off reserves. This figure suggests that registered Indians on reserve have greater difficulty completing secondary school and completing university than those living off reserve. There is less difference between the two groups in their post-secondary continuation rates and their non-university completion rates.

Figure 4
Educational Indicators for Registered Indians
Living On and Off Reserve, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

1.4 Educational Indicators by Gender and Age

Figures 5 - 8 look at the relationship of gender and age to each of the four educational indicators. As shown in Figure 5 there is a large gap in secondary school completion rates between the two Aboriginal groups (registered Indians others with Aboriginal identity) and other Canadians, regardless of gender or age group. The gap is greater among men than among women and is especially large among the 15-24 year-old population. Among that age group, the other Canadian completion rate is 30 percentage points higher than among registered Indians. The gap between registered Indians and other Canadians is smaller among the older age groups, suggesting that registered Indians have relatively slow progress through the school system, as has been documented elsewhere.⁴

Figure 5
Secondary Completion Rate by Gender and Identity Group and
By Age and Identity Group, Canada, 1996

⁴ For example, Hull, Phillips & Polyzoi (1995) found that by the age of 13 most reserve students were at least one year behind their expected grade level in the late 1980's. Reserve school evaluations and school enrolment projection studies in northern Ontario and the prairies have consistently confirmed this.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada. Figure 6 compares the post-secondary continuation rates of the population groups, again by gender and age. As with the secondary completion rates, registered Indians and others with Aboriginal identity are less likely to continue with post-secondary studies than other Canadians, and this is especially true if they are male and if they are less than 25 years old. Among those over 25 the difference in continuation rates between the Aboriginal groups and others is much smaller, and for those over 45 there is very little difference.

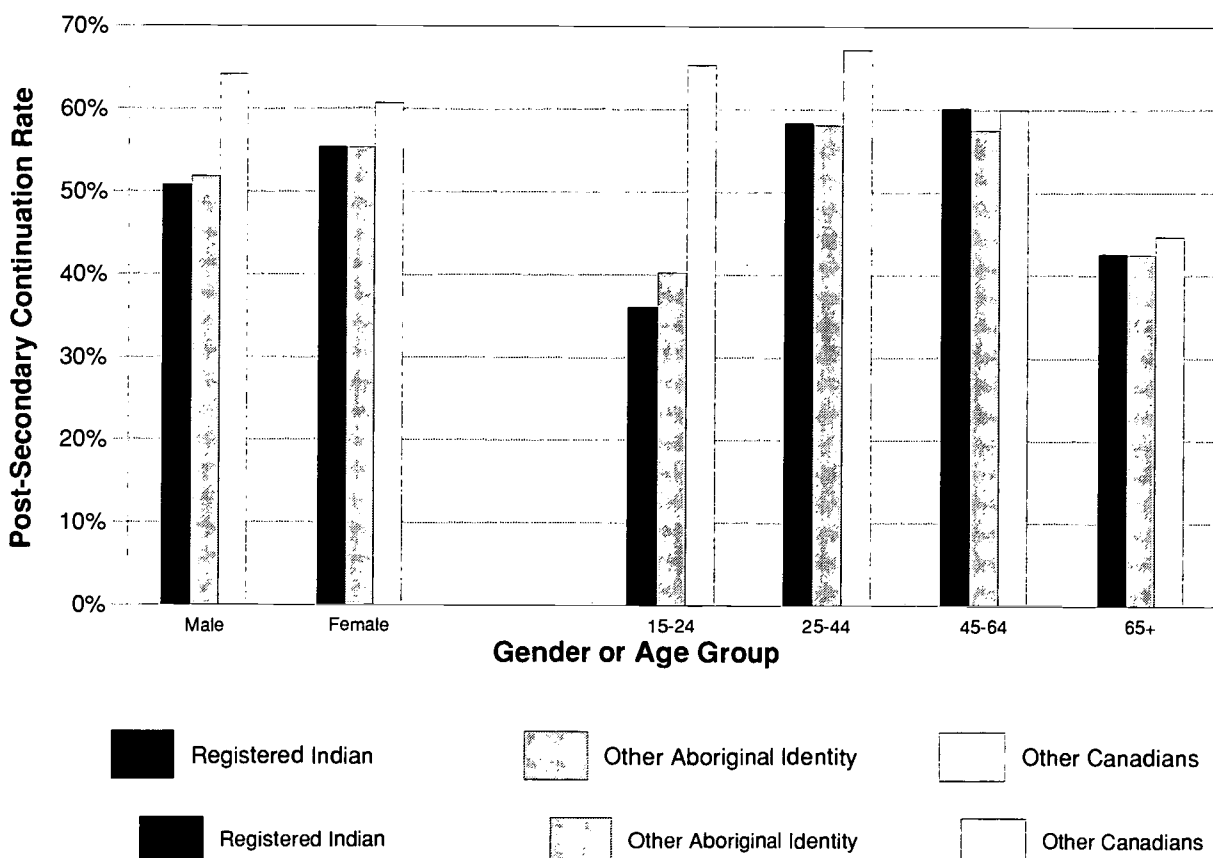
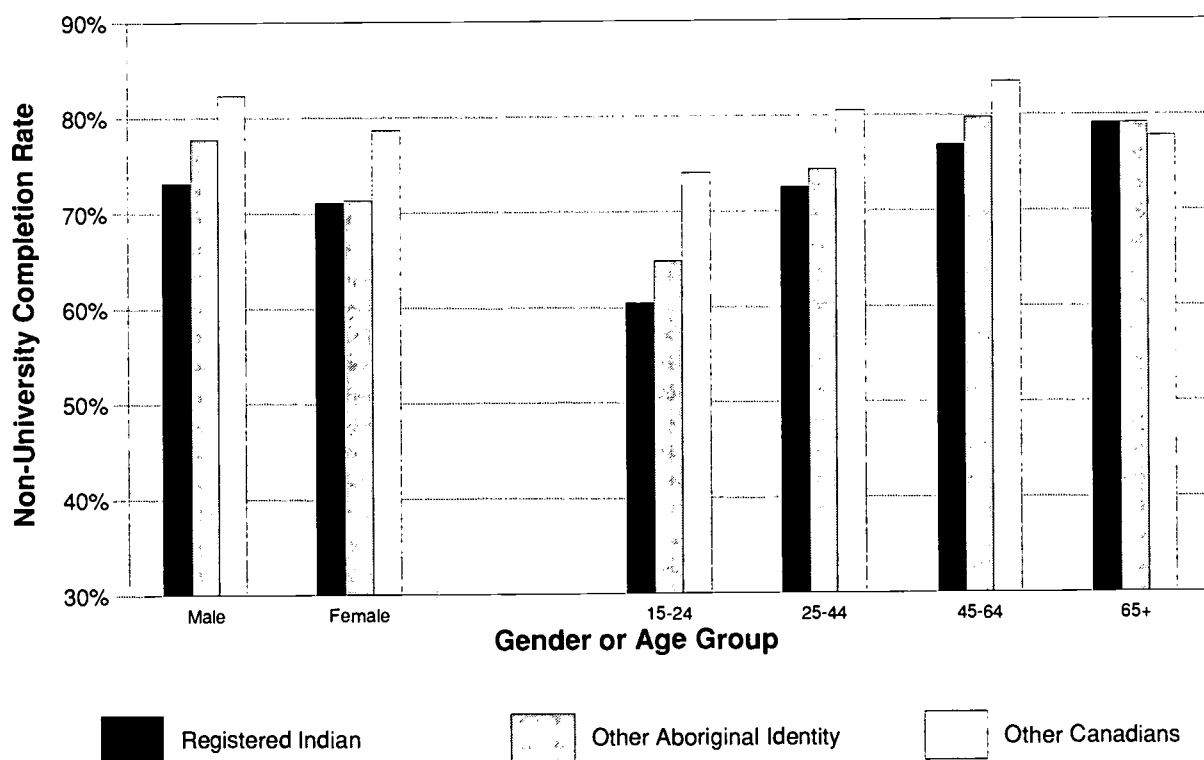


Figure 6
Post-Secondary Continuation Rate by Gender and Identity Group and
By Age and Identity Group, Canada, 1996

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 7 provides a similar comparison for non-university completion rates. Non-university completion rates among all the identity groups are *higher* for men than for women. Completion rates also increase steadily as we go from younger to older age groups, so that the highest post-secondary completion rate among registered Indians is found among those 65 or older. Moreover, as age increases the differences between registered Indians, others with Aboriginal identity and other Canadians grow smaller. This suggests that all groups are likely to continue their post-secondary studies throughout their lives, but that registered Indians and others with Aboriginal identity are more likely to do so than others. Perhaps this is related to the availability of supports and programs designed to encourage mature registered Indian students and other Aboriginal students to continue their post-secondary studies.

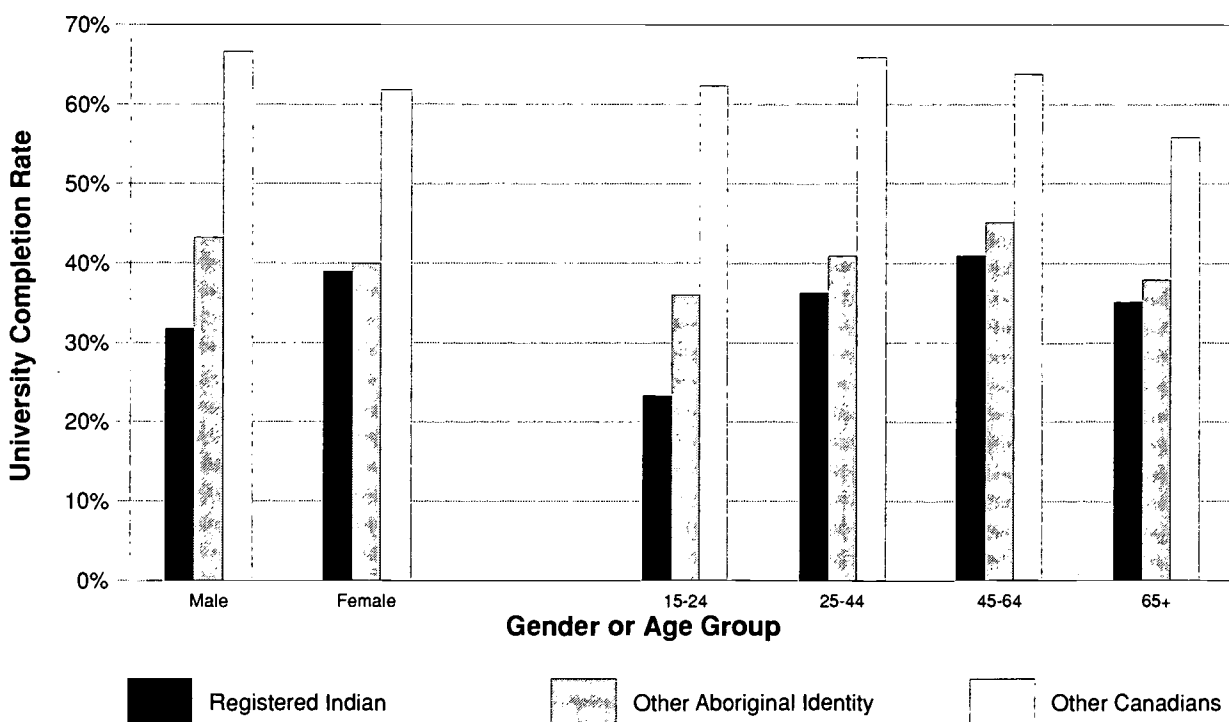
Figure 7
Non-University Completion Rate by Gender and Identity Group and
By Age and Identity Group, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 8 provides a graph of university completion rates for the three identity groups by gender and by age. The difference in university completion rates between the identity groups is large for both genders and for all age groups, particularly between registered Indians and other Canadians. Registered Indian men have a lower university completion rate than registered Indian men, and the same is true among others with Aboriginal identity, but not among other Canadians. The result is that other Canadian men are more than twice as likely as registered Indian men to complete university, while other Canadian women are about 1.6 times as likely as registered Indian women to complete university.

Figure 8
University Completion Rate by Gender and Identity Group and
By Age and Identity Group, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

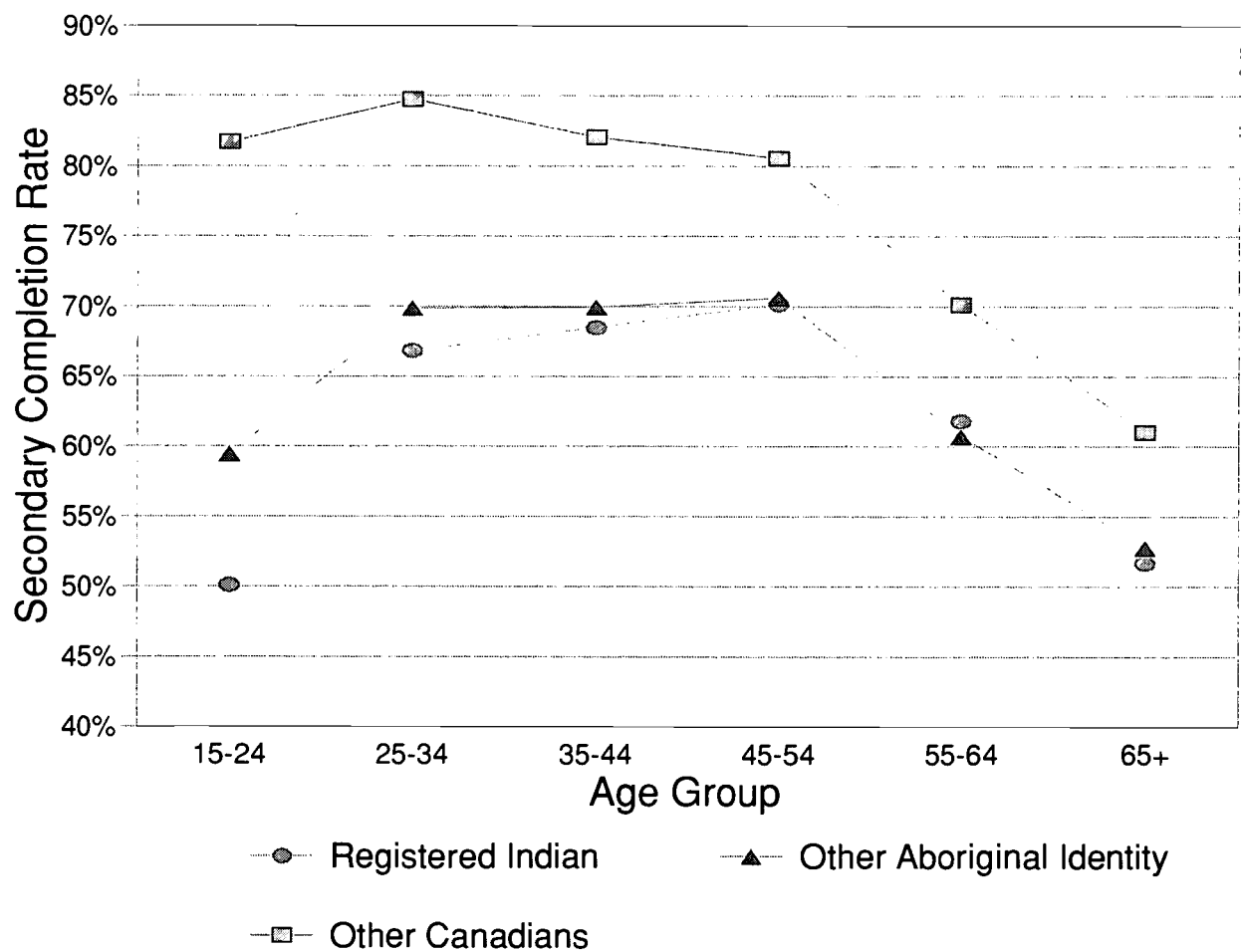
The youngest age group shows the greatest difference in university completion rates between registered Indians and others. Among 15-24 year-olds, the registered Indian completion rate is less than half that of other Canadians and is more than 10 percentage points lower than among others with Aboriginal identity. The gap between the Aboriginal groups and other Canadians is narrowed somewhat among older age groups, but remains very large. From this it appears that young registered Indian males are most at risk of not completing university.

1.5 Educational Indicators by Detailed Age Groups

Figures 9 - 12 provide a detailed picture of how the various indicators are related to age groups. In these figures six age groups have been used and the indicators are shown for each of the three population groups. Figure 9 shows secondary completion rates. The close parallel between registered Indians and others with Aboriginal identity is striking. Among registered Indians and others with Aboriginal identity, high school completion rates are quite low among the youngest age group, but increase sharply over the age of 25, staying at about 70% for the ages of 25-44 for both groups. After the age of 55 the secondary completion rates of both Aboriginal identity groups decrease.

In comparison the secondary completion rates among other Canadians is much higher than either of the Aboriginal groups. They also follow a similar pattern, except that completion rates are relatively high among the 15-24 age group. This means that the gap between the two Aboriginal groups and other Canadians is greatest for the 15-24 age group, where more than 30 percentage points separate other Canadians and registered Indians. The gap diminishes among older age groups, amounting to about 10 percentage points by the age of 45. The relative improvement of completion rates among registered Indians and others with Aboriginal identity in the mid age groups suggests that they are somewhat more likely than others to complete secondary school or the equivalent at an older age, or that they are more likely than others to enrol in post-secondary programs at an older age without a secondary school certificate.

Figure 9
Secondary Completion Rate by Identity Group and Detailed Age Group,
Canada, 1996

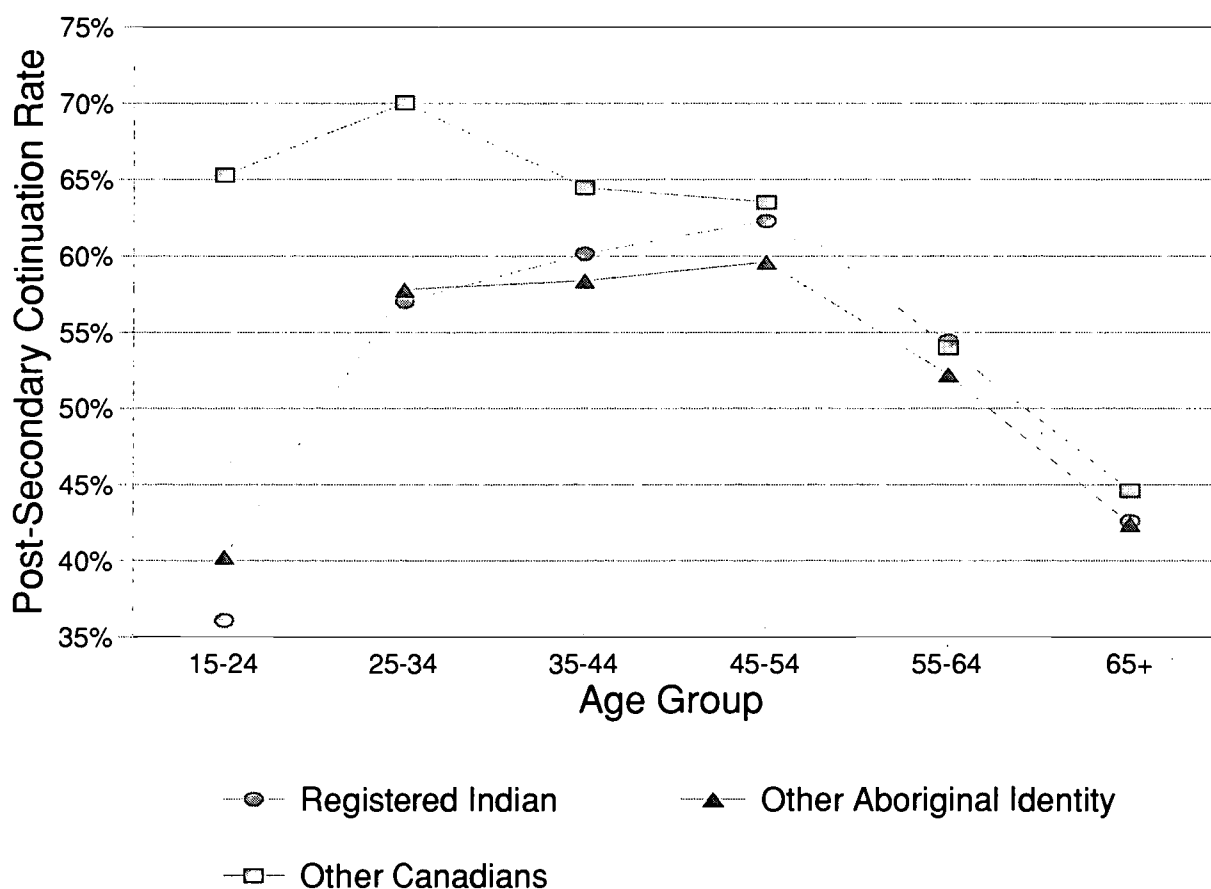


Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 10 compares the post-secondary continuation rates of the three population groups for the six age groups. Again, registered Indians and others with Aboriginal identity have much lower rates among the youngest age groups, but have rates which are similar to those of other Canadians after the age of 45. It is striking that while the continuation rates among the two Aboriginal groups continue to increase through the 45-54 age group, among other Canadians the continuation rate peaks in the 25-34 age group and decreases after that point. This pattern

suggests, again, that registered Indians and others with Aboriginal identity are more likely to continue their post-secondary studies at an older age, perhaps taking advantage of special programs and mature admissions policies.

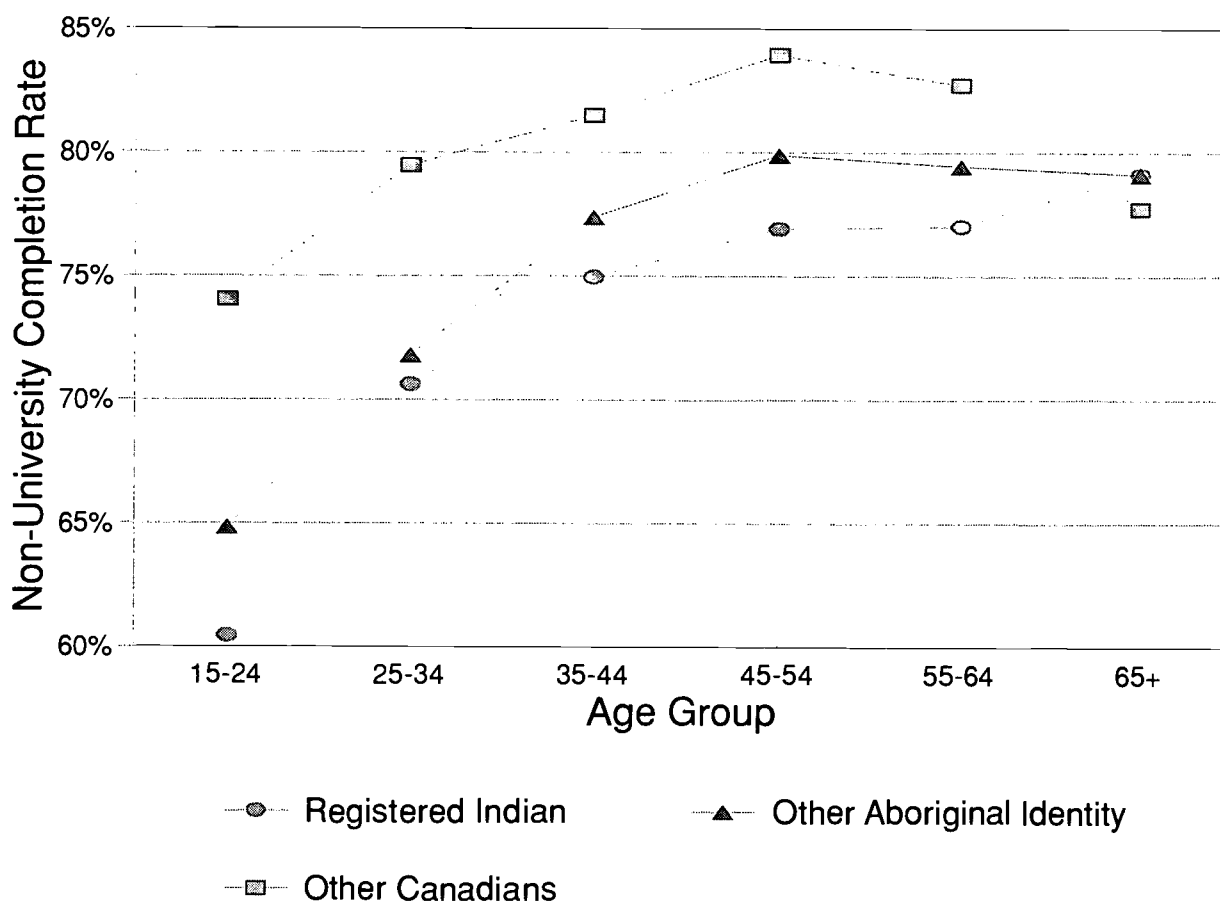
Figure 10
Post-Secondary Continuation Rate by Identity Group and Detailed Age Group
Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

The pattern in Figure 10 may reflect both the trend towards increased high school graduation among the Aboriginal population (which might tend to lower continuation rates among the youngest age group) and the greater likelihood of registered Indians and other Aboriginals returning to school at an older age.

Figure 11
Non-University Completion Rate by Identity Group and Detailed Age Group
Canada, 1996

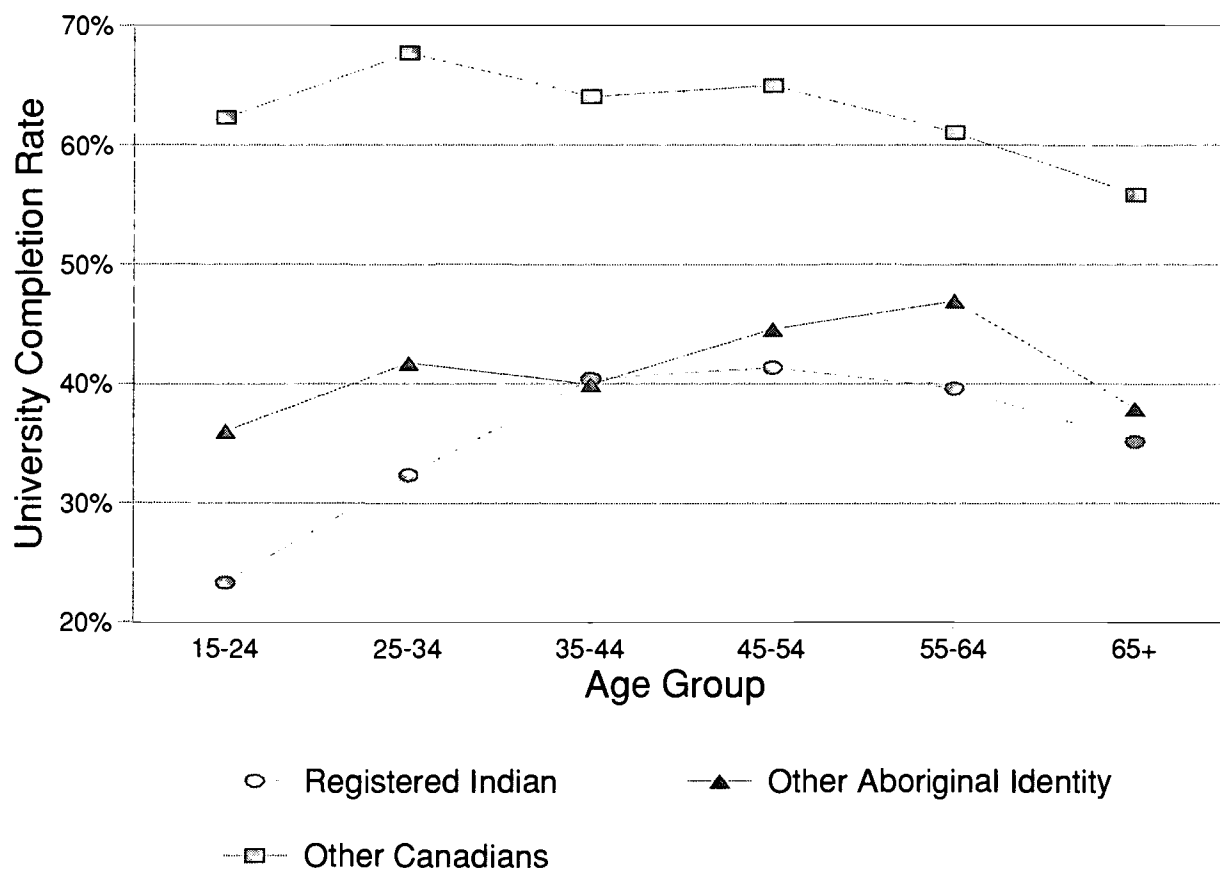


Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 11 compares non-university and trades school completion rates among the groups. For this indicator all three population groups follow a very similar pattern, with completion rates increasing steadily until the age of 55 after which the rates level out or fall slightly. There is, however, a gap between the non-university completion rates of the two Aboriginal groups and those of other Canadians, and this gap is greatest for the 15-24 age group between registered Indians and other Canadians. The completion rate among 15-24 year-old registered Indians is almost 15 percentage points lower than among other Canadians of the same age. By the age of 55 the gap between registered Indians and other Canadians has fallen to less than seven

percentage points. The pattern suggests that all population groups continue to pursue their training over their lifetimes, but that this is more true among registered Indians than among other Canadians.

Figure 12
University Completion Rate by Identity Group and Detailed Age Group
Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 12 compares university completion rates among the three groups. There is a very wide gap in university completion rates between registered Indians and other Canadians, while others with Aboriginal identity generally have higher completion rates than registered Indians. The gap

is greatest between registered Indians and other Canadians aged 15-24 with a difference of about 40 percentage points. By the age of 35 this gap has fallen to about 25 percentage points. Again, the two Aboriginal groups have increased success among older age groups, and this is particularly true for others with Aboriginal identity whose completion rates are highest among the 45-54 age group. Among other Canadians, the university completion rate peaks at about 68% among the 25-34 age group, gradually falling off from there. Among registered Indians the completion rate increases to about 40% by the age of 35-44, and stays at about this level through the 45-54 age group.

1.6 Highest Level of Schooling Among the Population Not Attending School Full Time

Tables 1a-1c (above) provided data on the educational attainment of the total population, including those attending school. It is somewhat misleading, however, to include those who are currently attending school in the educational attainment statistics, since they have not finished their educational careers. Therefore, Tables 2a - 2f, and most of the remaining tables and figures in this report, exclude those who were attending school full time at the time of the 1996 Census. The effect of this exclusion may be seen by comparing Table 2a with the registered Indian population shown in Table 1a. In Table 2a the group "Total Post-Secondary" is equivalent to the "Post-Secondary" category in Table 1a. For registered Indians this proportion falls slightly from 37% to 36% when the full-time students are excluded. The proportion who have some post-secondary education but no certificate, diploma or degree also falls, but the proportion with a certificate, diploma or degree increases slightly. A similar pattern is found among the other population groups. This confirms that the inclusion of full time students tends to underestimate the ultimate educational attainment of the population.

Tables 2a - 2f also provide a more detailed breakdown of post-secondary attainment, separating those with university attainment from those who have attended other, non-university post-secondary programs. The university attenders are further divided into those with a university degree, diploma or certificate and those without one. The non-university attenders are subdivided into three groups: those without any certificate, those with a trades certificate and those with some other non-university certificate or diploma. A "trades certificate" refers to certificates earned through apprenticeship or journeyman's training over a period of years or through trades school programs. Other non-university certificates or diplomas are those earned from non-degree granting institutions such as community colleges, CEGEP's, nursing schools, institutes of technology and private business colleges. Readers should note that if an individual has attended both university and non-university programs, that person will be included in the university statistics only.

Table 2a shows that registered Indians are more likely to have attended non-university post-secondary programs than university programs, and more likely to have earned non-university certificates or diplomas than university certificates or degrees. About 10% of registered Indians

earned trades certificates, while about 8% earned other non-university certificates and only 3% held university certificates or degrees. Among other Canadians (Table 2c), the proportion with trades certificates is similar (11%) but there is a higher proportion of other Canadians with non-university certificates and diplomas (12%) and especially with university degrees (14%) than among registered Indians. Others with Aboriginal identity also have lower proportions with certificates and degrees than other Canadians, but higher proportions than registered Indians. These comparisons may also be made for the various age groups, and generally the same relative relationships hold true.

Table 2a
Distribution of the Registered Indian Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	percent of age group				
Less Than Grade 9	16.6	15.1	39.9	76.3	25.1
Secondary School	64.5	39.4	24.9	13.8	39.1
without secondary certificate	52.8	30.9	20.1	11.7	31.3
with secondary certificate	11.8	8.5	4.8	2.2	7.9
Trades and/or Other Non-University Only	14.9	33.2	25.5	7.9	26.3
without certificate	7.4	10.0	6.1	1.7	8.1
with trades certificate or diploma	4.5	12.6	12.0	4.1	10.3
with other certificate or diploma	2.9	10.6	7.5	2.1	7.9
University	4.0	12.3	9.7	2.0	9.4
without university degree or certificate	3.7	8.4	5.9	1.4	6.5
with university degree or certificate	0.3	3.9	3.8	0.6	3.0
Total Post-Secondary*	18.9	45.5	35.3	9.9	35.8
without degree/certificate/diploma	11.1	18.4	12.0	3.1	14.5
with degree/certificate/diploma	7.7	27.1	23.2	6.8	21.2
Total (percent)	100	100	100	100	100
Total (number)	48,310	131,915	58,475	17,120	255,825

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 2b
Distribution of the Other Aboriginal Identity Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	percent of age group				
Less Than Grade 9	10.6	10.2	30.0	66.2	18.6
Secondary School	65.7	40.3	30.5	19.6	41.2
without secondary certificate	47.1	29.1	23.1	13.1	30.0
with secondary certificate	18.7	11.2	7.4	3.5	11.1
Trades and/or Other Non-University Only	18.1	37.2	28.2	10.2	29.9
without certificate	7.7	10.2	5.9	2.2	8.2
with trades certificate or diploma	5.3	14.5	14.0	5.7	12.2
with other certificate or diploma	5.0	12.4	11.4	4.0	10.4
University	5.6	12.4	11.4	4.0	10.4
without university degree or certificate	4.7	7.7	6.4	2.5	6.5
with university degree or certificate	1.0	4.7	5.0	1.5	3.9
Total Post-Secondary*	23.7	4.95	39.5	14.1	40.2
without degree/certificate/diploma	12.4	17.9	12.2	4.7	14.7
with degree/certificate/diploma	11.3	31.6	27.3	9.5	25.5
Total (percent)	100	100	100	100	100
Total (number)	30,520	87,970	41,400	10,850	170,745

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 2c
Distribution of the Other Canadian Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	percent of age group				
Less Than Grade 9	4.5	4.0	16.2	36.6	13.3
Secondary School	54.2	33.0	33.7	35.2	35.2
without secondary certificate	31.4	16.8	19.6	24.7	20.1
with secondary certificate	22.8	16.2	14.1	10.4	15.1
Trades and/or Other Non-University Only	27.3	34.8	27.5	17.5	29.0
without certificate	9.7	7.0	4.6	3.9	5.9
with trades certificate or diploma	7.2	12.0	11.8	7.6	10.8
with other certificate or diploma	10.4	15.8	11.1	6.0	12.3
University	14.0	28.3	22.6	10.8	22.5
without university degree or certificate	8.4	10.2	8.2	4.8	8.6
with university degree or certificate	5.6	18.0	14.3	6.0	13.9
Total Post-Secondary*	41.3	63.0	50.0	28.3	51.5
without degree/certificate/diploma	18.0	17.3	12.8	8.7	14.5
with degree/certificate/diploma	23.4	45.8	37.2	19.6	37.0
Total (percent)	100	100	100	100	100
Total (number)	1,495,060	8,638,905	6,019,980	3,247,140	19,401,075

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Tables 2d - 2f sub-divide "others with Aboriginal identity" into three groups: Inuit, Métis and other Aboriginal groups, made up of those who identified their ancestry as North American Indian or as being of more than one Aboriginal origin. What is most striking about these three tables is that the educational attainment of the Inuit population tends to be much lower than among Métis and other Aboriginal groups. For example, a high proportion of Inuit (39%) have less than Grade 9 education while a relatively low proportion (21%) have post-secondary degrees or certificates. These figures may be compared to 17% of Métis with less than Grade 9 and 26% of Métis with a Post-secondary degree or certificate. The Inuit educational levels also tend to be lower than those of registered Indians (compare Table 2d to Table 2a). On the other hand, Métis and other Aboriginal groups tend to have similar characteristics.

Table 2d
Distribution of the Inuit Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	percent of age group				
Less Than Grade 9	29.1	28.1	63.0	90.5	39.1
Secondary School	52.3	28.3	9.3	2.5	28.3
without secondary certificate	44.4	23.1	7.0	1.5	23.3
with secondary certificate	7.9	5.3	2.2	0.0	5.0
Trades and/or Other Non-University Only	15.8	38.4	23.7	6.5	28.4
without certificate	7.8	12.0	4.7	1.0	8.9
with trades certificate or diploma	5.0	14.4	13.3	4.0	11.5
with other certificate or diploma	2.9	12.0	5.8	1.5	8.0
University	2.6	5.2	3.9	1.0	4.1
without university degree or certificate	2.2	3.5	2.6	1.0	2.9
with university degree or certificate	0.5	1.7	1.4	0.0	1.3
Total Post-Secondary*	18.5	43.8	27.6	7.0	32.6
without degree/certificate/diploma	10.2	15.5	7.2	1.5	11.8
with degree/certificate/diploma	8.4	28.1	20.4	5.5	20.8
Total (percent)	100	100	100	100	100
Total (number)	4,280	9,605	4,070	1,000	18,955

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 2e
Distribution of the Métis Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	percent of age group				
Less Than Grade 9	7.5	8.0	27.5	67.1	16.7
Secondary School	67.6	41.5	32.5	19.7	42.2
without secondary certificate	46.6	29.8	25.0	16.8	30.6
with secondary certificate	20.9	11.7	7.5	2.9	11.6
Trades and/or Other Non-University Only	18.4	37.2	28.9	9.7	30.1
without certificate	7.5	9.8	5.9	2.0	7.9
with trades certificate or diploma	5.6	14.9	14.7	5.3	12.6
with other certificate or diploma	5.3	12.5	8.4	2.3	9.6
University	6.6	13.3	11.1	3.5	10.9
without university degree or certificate	5.3	8.2	6.3	2.3	6.9
with university degree or certificate	1.3	5.0	4.9	1.2	4.1
Total Post-Secondary*	25.0	50.4	40.1	13.2	41.1
without degree/certificate/diploma	12.9	18.0	12.1	4.2	14.7
with degree/certificate/diploma	12.1	32.4	27.9	9.0	26.3
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	17,505	53,045	25,730	6,835	103,120

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 2f
Distribution of the Other Aboriginal Groups 15+ Not Attending School Full Time**
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	percent of age group				
Less Than Grade 9	7.7	7.8	23.8	56.0	14.6
Secondary School	68.6	42.3	33.6	25.2	43.9
without secondary certificate	49.2	29.8	24.7	19.4	31.4
with secondary certificate	19.3	12.5	8.9	6.1	12.5
Trades and/or Other Non-University Only	18.5	36.7	28.1	12.4	29.9
without certificate	8.1	10.4	6.4	3.0	8.6
with trades certificate or diploma	4.9	13.8	12.7	7.0	11.5
with other certificate or diploma	5.6	12.4	9.1	2.6	9.8
University	5.2	13.2	14.4	6.0	11.6
without university degree or certificate	4.5	8.2	7.9	3.6	7.2
with university degree or certificate	0.7	5.0	6.6	2.5	4.5
Total Post-Secondary*	23.8	49.9	42.5	18.5	41.5
without degree/certificate/diploma	12.5	18.6	14.2	6.6	15.7
with degree/certificate/diploma	11.2	31.3	28.4	12.1	25.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	8,735	25,315	11,595	3,020	48,670

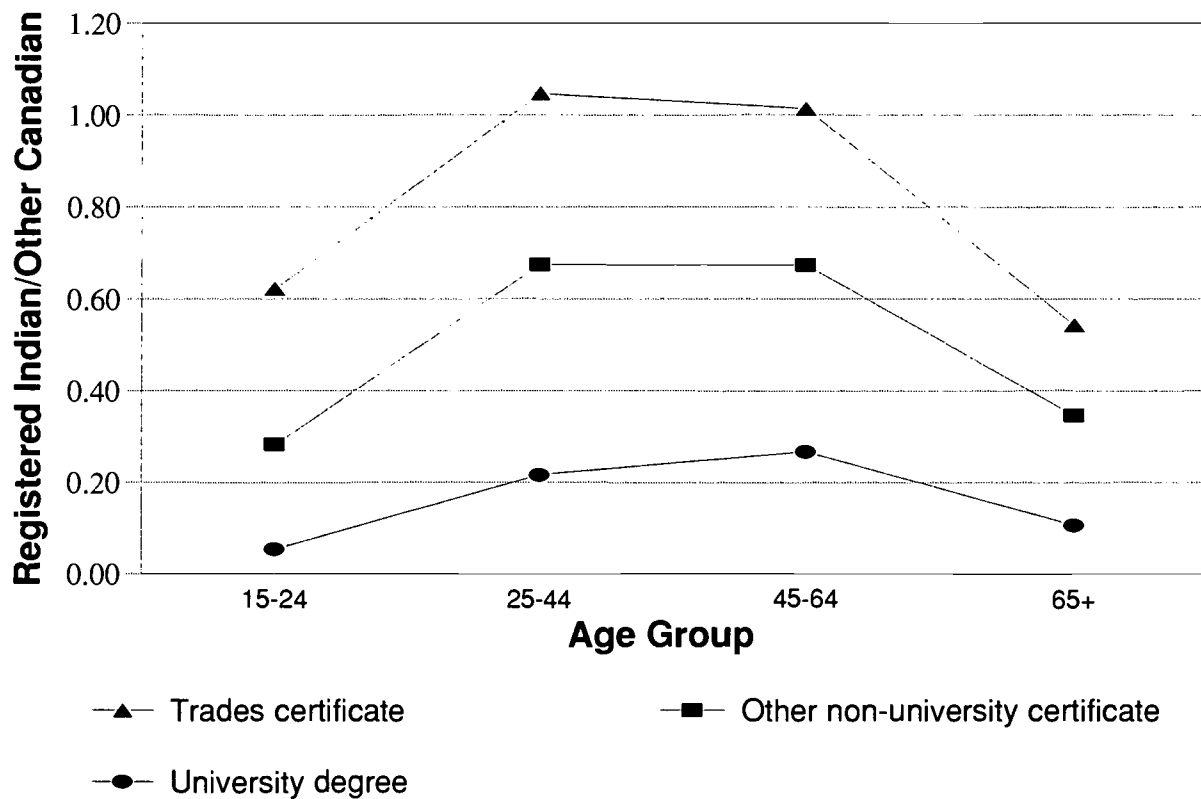
* Total Post-Secondary = the total of Trades and Non-University + University.

** Includes those with Aboriginal Identity who are not registered Indian and whose ancestry is North American Indian or who have multiple Aboriginal origins.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 13 focuses on the three specific achievement levels: achievement of a trades certificate, some other non-university certificate or diploma, or a university degree or certificate. For each of these, the figure shows the ratio of the proportion of registered Indians with that level of achievement to the proportion among other Canadians for each of the four age groups.

Figure 13
Post-Secondary Achievement By Age and Selected Achievement Levels
Ratio of Registered Indians' Attainment / Other Canadians' Attainment
Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Relative to other Canadians, registered Indians are more likely to have a trades certificate than to have other types of certification, and this is true for all age groups. Indeed, for those between 25

and 44 registered Indians are slightly more likely to have a trades certificate than other Canadians. Registered Indians under the age of 25 or older than 65 are less likely than other Canadians to have a trades certificate. A similar pattern is found for the other two levels of certification, where registered Indians in the middle two age groups are relatively more likely to have a given level of certification, than those who are older or younger.

1.7 Major Field of Study

Tables 3a - 3c show the distribution of individuals with post-secondary certificates by field of study of their highest certificate. The figures show percentages separately for each of the two types of certificates: university certificates or degrees, and trades or other non-university certificates and diplomas. The tables compare distributions of registered Indians (Table 3a), others with Aboriginal identity (Table 3b) and other Canadians (Table 3c) and the differences between men and women.

Non-university registered Indian students are most likely to complete programs in engineering technologies and trades⁵ and commerce and administration. These two fields account for more than half of all certificates. The third most common field of study is health. This pattern is very similar for others with Aboriginal identity and for Other Canadians, among whom even a larger proportion, more than 60%, may be found in the two most common fields.

Among registered Indian students graduating from university the two most common fields are: (1) education, recreation and counselling, and (2) social sciences, representing almost 65% of all students. The pattern is similar among others with Aboriginal identity, with about 55% graduating in the same two fields, but it is quite different for other Canadians among whom 36% received degrees in these two fields. Among other Canadians the three university fields of commerce, humanities, and engineering are also substantial, representing about 39% of the total, while these fields represent only 22% of registered Indian students and 27% of others with Aboriginal identity.

⁵ Engineering technologies and trades include construction trades and technologies.

Table 3a
Distribution of Registered Indians with Post-Secondary Certificates, Diplomas or Degrees by Major Field of Study (Highest Certificate Earned) and Gender, Canada, 1996

Type of Program and Major Field of Study	Male	Female	Total
	<u>percent of post-secondary group</u>		
Trades and other non-university certificates			
Education, recreation & counselling services	5.3	12.9	9.4
Fine & applied arts	2.8	7.7	5.5
Humanities & related fields	1.9	2.6	2.3
Social sciences & related fields	10.5	11.7	11.1
Commerce, management & administration	8.9	32.3	21.5
Agricultural and biological sciences/technologies	5.6	5.2	5.4
Engineering & applied sciences	1.0	0.3	0.6
Engineering technologies and trades	58.6	8.9	31.7
Health professions, sciences & technologies	4.4	17.6	11.5
Mathematics & physical sciences	0.4	0.3	0.4
Other or no specialization	0.4	0.6	0.5
Total (percent)	100.0	100.0	100.0
Total (number)	28,250	33,175	61,420
University certificates and degrees			
Education, recreation & counselling services	25.1	36.6	32.6
Fine & applied arts	1.9	2.1	2.1
Humanities & related fields	10.2	6.8	8.0
Social sciences & related fields	30.3	33.3	32.3
Commerce, management & business administration	16.2	9.4	11.7
Agricultural and biological sciences/technologies	2.7	2.0	2.2
Engineering & applied sciences	6.4	0.7	2.6
Engineering and applied science technologies and trades	0.3	0.2	0.2
Health professions, sciences & technologies	3.1	6.5	5.4
Mathematics & physical sciences	4.0	1.8	2.5
Other or no specialization	0.3	0.5	0.4
Total (percent)	100.0	100.0	100.0
Total (number)	4,425	8,655	13,080

Notes: Includes certificates, degrees and diplomas earned by those attending and not attending school.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 3b
Distribution of Others with Aboriginal Identity with Post-Secondary Certificates, Diplomas or Degrees
By Major Field of Study (Highest Certificate Earned) and Gender, Canada, 1996

Type of Program and Major Field of Study	Male	Female	Total
	percent of post-secondary group		
Trades and other non-university certificates			
Education, recreation & counselling services	2.8	8.7	5.7
Fine & applied arts	3.8	10.1	6.9
Humanities & related fields	2.0	2.2	2.1
Social sciences & related fields	6.1	8.5	7.3
Commerce, management & administration	8.5	36.1	22.2
Agricultural and biological sciences/technologies	5.2	5.4	5.3
Engineering & applied sciences	0.8	0.3	0.6
Engineering technologies and trades	66.7	10.3	38.8
Health professions, sciences & technologies	3.4	17.6	10.5
Mathematics & physical sciences	0.4	0.6	0.5
Other or no specialization	0.2	0.2	0.2
Total (percent)	100.0	100.0	100.0
Total (number)	23,245	22,825	46,075
University certificates and degrees			
Education, recreation & counselling services	18.8	30.6	25.6
Fine & applied arts	3.5	4.0	3.9
Humanities & related fields	11.4	10.3	10.9
Social sciences & related fields	28.3	29.6	29.0
Commerce, management & business administration	14.4	9.7	11.8
Agricultural and biological sciences/technologies	2.6	2.9	2.8
Engineering & applied sciences	8.7	1.5	4.7
Engineering and applied science technologies and trades	0.7	0.0	0.3
Health professions, sciences & technologies	3.6	8.6	6.7
Mathematics & physical sciences	7.0	1.8	4.0
Other or no specialization	0.0	0.4	0.2
Total (percent)	100.0	100.0	100.0
Total (number)	4,405	5,850	10,255

Notes: Includes certificates, degrees and diplomas earned by those attending and not attending school.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 3c
Distribution of Other Canadians with Post-Secondary Certificates, Diplomas or Degrees by Major Field of Study (Highest Certificate Earned) and Gender, Canada, 1996

Type of Program and Major Field of Study	Male	Female	Total
	percent of post-secondary group		
Trades and other non-university certificates			
Education, recreation & counselling services	1.6	8.8	5.1
Fine & applied arts	4.5	10.6	7.5
Humanities & related fields	2.5	3.4	3.0
Social sciences & related fields	4.0	4.9	4.4
Commerce, management & administration	13.1	38.3	25.6
Agricultural and biological sciences/technologies	5.0	4.2	4.6
Engineering & applied sciences	0.6	0.1	0.4
Engineering technologies and trades	64.6	6.6	35.9
Health professions, sciences & technologies	2.8	22.0	12.3
Mathematics & physical sciences	1.1	0.9	1.0
Other or no specialization	0.2	0.2	0.2
Total (percent)	100.0	100.0	100.0
Total (number)	2,753,585	2,692,765	5,446,355
University certificates and degrees			
Education, recreation & counselling services	11.9	26.4	19.0
Fine & applied arts	1.9	3.5	2.7
Humanities & related fields	9.9	13.3	11.6
Social sciences & related fields	16.8	18.2	17.5
Commerce, management & business administration	20.2	13.8	17.0
Agricultural and biological sciences/technologies	4.8	4.8	4.8
Engineering & applied sciences	17.4	2.4	10.1
Engineering and applied science technologies and trades	0.3	0.1	0.2
Health professions, sciences & technologies	6.8	13.0	9.8
Mathematics & physical sciences	9.9	4.3	7.2
Other or no specialization	0.1	0.1	0.1
Total (percent)	100.0	100.0	100.0
Total (number)	1,781,555	1,721,355	3,502,910

Notes: Includes certificates, degrees and diplomas earned by those attending and not attending school. Major field is determined by highest certificate, diploma or degree earned.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Male and female registered Indian students are concentrated in different fields. (See Table 4.) Male registered Indian non-university students are highly concentrated in engineering technologies and trades, representing 59% of certificates, while among female registered Indian non-university students the majority of certificates were received in three fields: commerce, health and education. It is evident that female non-university students are more widely distributed among the various fields than the male students. The non-university pattern is generally similar for others with Aboriginal identity and for other Canadians. Among both of these groups men are even more concentrated in engineering technologies and trades than registered Indian men – 67% of other Aboriginal men and 65% of other Canadian men are in engineering and trades – and are more likely to be in commerce and less likely to be in social sciences than registered Indian men. Women in the other two identity groups are also more concentrated in commerce than registered Indian women and other Canadian women are also more likely to be in the health field than registered Indian women.

There is less difference between male and female registered Indian students attending university programs than was seen among registered Indian non-university students. Both men and women tend to be in education and social sciences, representing 55% of the male students and almost 70% of the female students. Registered Indian men are more likely to be in engineering, commerce and humanities, and registered Indian women are more likely to be in health and education. Registered Indian men are more widely distributed among fields than registered Indian women. Other men and women with Aboriginal identity tend to be similar to registered Indian men and women in the types of university degrees earned. Other Canadian university students are more widely distributed among fields than their registered Indian counterparts. In particular, other Canadian men are more likely to be in engineering, while other Canadian women are more likely to be in health, commerce and humanities than their registered Indian counterparts.

A comparison of these tables to the previous post-secondary study suggests that there has not been a large change in the distribution of certificates by major fields of study.⁶ Since the data are cumulative, including those who had earned their certificates prior to 1991, as well as those who earned certificates between 1991 and 1996, it would not be expected that the distribution would change greatly over the five year time period. There have been a few changes, however, of more than a percentage point. Among registered Indians the proportion of non-university certificates in commerce, management and administration (which includes secretarial certificates) has fallen by more than 4 percentage points, while the number involved in engineering has increased by more than 2 percentage points. The proportion of university degrees and certificates in education, recreation and counselling has fallen among registered Indians, while degrees in social sciences, and engineering have increased.

⁶ See M. Santiago, *Post-Secondary Education and Labour Market Outcomes for Registered Indians*, Department of Indian Affairs and Northern Development, 1997, page 16.

Table 4
Three Most Frequent Major Fields of Study by Type of Post-Secondary Program,
Gender and Identity Group, Canada, 1996

		Male		Female	
	Major Field	Percent	Major Field	Percent	
TRADES AND OTHER NON-UNIVERSITY CERTIFICATES					
Registered Indians	Engineering technologies & trades	58.6	Commerce, management & admin	32.3	
	Social sciences & related fields	10.5	Health, sciences & technologies	17.6	
	Commerce, management & admin	8.9	Education, recreation & counselling	12.9	
	Total	78.1	Total	62.8	
Others with Aboriginal Identity	Engineering technologies & trades	66.7	Commerce, management & admin	36.1	
	Commerce, management & admin	8.5	Health, sciences & technologies	17.6	
	Social sciences & related fields	6.1	Engineering technologies & trades	10.3	
	Total	81.3	Total	64.0	
Other Canadians	Engineering technologies and trades	64.6	Commerce, management & admin	38.3	
	Commerce, management & admin	13.1	Health, sciences & technologies	22.0	
	Agricultural & biological	5.0	Fine & applied arts	10.6	
	Total	82.7	Total	70.9	
UNIVERSITY CERTIFICATES AND DEGREES					
Registered Indians	Social sciences & related fields	30.3	Education, recreation & counselling	36.6	
	Education, recreation & counselling	25.1	Social sciences & related fields	33.3	
	Commerce, management & admin	16.2	Commerce, management & admin	9.4	
	Total	71.5	Total	79.3	
Others with Aboriginal Identity	Social sciences & related fields	28.3	Education, recreation & counselling	30.6	
	Education, recreation & counselling	18.8	Social sciences & related fields	29.6	
	Commerce, management & admin	14.4	Humanities & related fields	10.3	
	Total	61.5	Total	70.5	
Other Canadians	Commerce, management & admin	20.2	Education, recreation & counselling	26.4	
	Engineering & applied sciences	17.4	Social sciences & related fields	18.2	
	Social sciences & related fields	16.8	Commerce, management & admin	13.8	
	Total	54.4	Total	58.4	

Note: Major fields of study of highest certificate, diploma or degree earned.

Source: Department of Indian and Northern Affairs, custom tabulations, 1996 Census of Canada.

2. Employment, Income and Post-Secondary Education

This part of the study looks at various aspects of employment, including labour force indicators, occupation and industry of employment, in relation to post-secondary educational attainment. In addition average individual income and sources of income will be described.

2.1 Labour Force Participation

Tables 5a-5c provide 1996 labour force participation rates by educational attainment and age for registered Indians, others with Aboriginal identity and other Canadians, respectively. Across all ages and educational levels, the participation rate among registered Indians was 59%, compared to 69% among others with Aboriginal identity, and 68% among other Canadians. Since labour force participation is closely related to age and since the different populations have different demographic structures, it is more informative to look at the labour force participation rates of the various age groups when comparing the different population groups. Age-specific comparisons show greater differences among population groups than comparisons of the total populations. Other Canadians have the highest participation rates among all age groups below the age of 65. For example, among the 25 to 44 age group, which has the highest labour force participation rates of any of the age groups, the registered Indian participation rate is 70%, compared to 79% among others with Aboriginal identity and 87% among other Canadians.

The participation rates of all three population groups follow a similar age-related pattern. That is, they are relatively lower among the 15 to 24 age group, highest among the 25 to 44 age group, lower again among the 45 to 64 age group, and much lower among the 65 and older age group. Among registered Indians, however, the 15 to 24 age group has lower participation rates than the 45 to 64 age group, while for others with Aboriginal identity and other Canadians the opposite is true. The result is that the gap between registered Indians and other Canadians is greatest among the 15 to 24 age group, amounting to 30 percentage points.

The rates shown in Tables 5a-5c may be compared to the 1991 rates shown in the previous post-secondary study.⁷ This comparison shows that the overall registered Indian labour force participation rates were higher in 1996 than in 1991 for the 25 to 44 and 45 to 64 age groups, but *lower* for the 15 to 24 age group. The increase in labour force participation was greatest among the 45 to 64 age group, where it increased from 49% to 55%. Given that labour force participation rates tend to change rather slowly, this is a substantial increase among that age group. In contrast the overall rate was lower in 1996 than in 1991 for other Canadians, and this was true for most of the individual age groups as well. (It is not appropriate to compare the

⁷ See M. Santiago, *Post-Secondary Education and Labour Market Outcomes for Registered Indians*, Department of Indian Affairs and Northern Development, 1997, page 19.

others with Aboriginal identity in 1996 to the other Aboriginal data for 1991 which is based on ancestry rather than identity – see Notes.)

Table 5a
Labour Force Participation Rate of the Registered Indian Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	labour force participation rate (%)				
Less Than Grade 9	29.9	47.0	36.3	5.6	32.6
Secondary School	49.1	64.3	56.3	12.4	57.2
<i>without secondary certificate</i>	44.6	61.2	53.7	13.2	53.6
<i>with secondary certificate</i>	69.3	75.6	67.2	8.1	71.4
Trades and/or Other Non-University Only	77.3	81.5	73.2	21.1	78.0
<i>without certificate</i>	72.0	74.1	64.9	17.5	71.3
<i>with trades certificate or diploma</i>	79.8	84.0	73.9	24.1	79.4
<i>with other certificate or diploma</i>	86.9	85.5	78.9	18.3	83.0
University	80.6	86.2	82.4	26.1	84.0
<i>without university degree or certificate</i>	79.6	83.2	78.3	25.0	80.9
<i>with university degree or certificate</i>	93.1	92.7	88.4	27.3	90.6
Total Post-Secondary*	78.0	82.8	75.7	22.1	79.6
<i>without degree/certificate/diploma</i>	74.5	78.2	71.6	20.0	75.6
<i>with degree/certificate/diploma</i>	83.0	85.9	77.9	22.6	82.3
Total	51.4	70.1	55.2	8.2	59.0

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 5b
Labour Force Participation Rate of Others with Aboriginal Identity 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	labour force participation rate (%)				
Less Than Grade 9	41.7	56.2	43.4	6.9	38.6
Secondary School	68.4	74.5	64.4	9.2	69.0
<i>without secondary certificate</i>	62.6	71.9	62.8	10.0	65.5
<i>with secondary certificate</i>	83.1	81.3	69.3	5.3	78.4
Trades and/or Other Non-University Only	86.7	86.1	74.8	15.8	82.1
<i>without certificate</i>	81.8	80.0	65.1	17.0	76.6
<i>with trades certificate or diploma</i>	89.5	88.1	77.5	14.6	83.0
<i>with other certificate or diploma</i>	91.5	88.9	77.3	18.0	85.5
University	94.5	90.7	81.9	24.4	87.1
<i>without university degree or certificate</i>	96.7	93.7	87.9	31.2	90.5
<i>with university degree or certificate</i>	93.3	88.9	77.4	20.4	85.1
Total Post-Secondary*	88.5	87.3	76.9	18.2	83.4
<i>without degree/certificate/diploma</i>	86.2	83.8	71.4	17.8	80.4
<i>with degree/certificate/diploma</i>	91.0	89.2	79.3	18.4	85.1
Total	70.4	79.0	63.0	9.0	69.1

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 5c

Labour Force Participation Rate of the Other Canadian Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	labour force participation rate (%)				
Less Than Grade 9	56.2	62.9	46.8	5.1	30.0
Secondary School	76.0	81.4	65.0	7.5	63.5
<i>without secondary certificate</i>	68.9	78.4	61.5	7.3	57.5
<i>with secondary certificate</i>	85.8	84.5	69.8	8.1	71.5
Trades and/or Other Non-University Only	90.8	89.6	76.6	10.5	77.9
<i>without certificate</i>	87.3	85.6	70.8	8.3	73.9
<i>with trades certificate or diploma</i>	91.6	90.3	77.4	11.0	76.7
<i>with other certificate or diploma</i>	93.5	90.7	78.3	11.2	80.9
University	91.2	91.9	83.3	17.6	83.2
<i>without university degree or certificate</i>	89.8	89.9	79.0	13.1	79.5
<i>with university degree or certificate</i>	93.4	93.0	85.8	21.2	85.5
Total Post-Secondary*	91.0	90.6	79.7	13.2	80.2
<i>without degree/certificate/diploma</i>	88.4	88.2	76.1	11.0	77.2
<i>with degree/certificate/diploma</i>	92.9	91.5	80.9	14.2	81.4
Total	81.3	86.5	69.4	8.2	67.7

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Tables 5d - 5f provide a further sub-division of the other Aboriginal identity population into three groups: Inuit, Métis and others. For each group labour force participation rates are shown by age and highest level of schooling. It will be seen that Inuit participation rates tend to be slightly lower than the other groups, but not as low as those of registered Indians for a given age or educational level.

Table 5d
Labour Force Participation Rate of the Inuit Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	labour force participation rate (%)				
Less Than Grade 9	43.4	62.2	52.4	15.5	49.9
Secondary School	57.8	73.3	73.7	***	66.5
<i>without secondary certificate</i>	53.9	72.5	71.9	***	64.2
<i>with secondary certificate</i>	77.9	77.2	77.8	***	77.7
Trades and/or Other Non-University Only	82.2	86.2	77.7	30.8	83.5
<i>without certificate</i>	82.1	79.1	68.4	***	78.0
<i>with trades certificate or diploma</i>	81.4	89.5	77.8	25.0	84.4
<i>with other certificate or diploma</i>	88.0	89.1	85.1	66.7	88.5
University	90.9	95.0	75.0	***	89.8
<i>without university degree or certificate</i>	84.2	95.5	76.2	***	88.1
<i>with university degree or certificate</i>	75.0	97.0	81.8	***	91.7
Total Post-Secondary*	82.9	87.2	77.8	35.7	84.3
<i>without degree/certificate/diploma</i>	81.6	82.5	71.2	66.7	80.5
<i>with degree/certificate/diploma</i>	83.3	89.8	80.1	27.3	86.4
Total	58.1	76.3	61.2	17.0	65.8

* Total Post-Secondary = the total of Trades and Non-University + University.

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 5e
Labour Force Participation Rate of the Métis Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	labour force participation rate (%)				
Less Than Grade 9	40.8	55.7	43.2	5.9	36.1
Secondary School	70.1	76.2	65.2	10.8	70.4
<i>without secondary certificate</i>	64.1	73.5	64.0	11.3	66.9
<i>with secondary certificate</i>	83.4	83.0	69.1	10.3	79.7
Trades and/or Other Non-University Only	86.3	87.1	75.6	18.2	82.9
<i>without certificate</i>	79.5	81.2	63.6	7.4	76.6
<i>with trades certificate or diploma</i>	89.8	88.6	78.9	19.2	84.0
<i>with other certificate or diploma</i>	92.4	89.9	78.5	21.9	86.5
University	95.7	91.3	82.5	27.1	88.1
<i>without university degree or certificate</i>	94.6	89.7	77.7	22.6	86.2
<i>with university degree or certificate</i>	97.7	94.0	88.8	35.3	91.5
Total Post-Secondary*	88.8	88.2	77.6	21.0	84.3
<i>without degree/certificate/diploma</i>	85.8	85.1	70.9	17.5	81.1
<i>with degree/certificate/diploma</i>	91.7	89.9	80.4	22.8	86.0
Total	72.6	80.6	64.1	8.8	70.4

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 5f
Labour Force Participation Rate of Other Aboriginal Groups 15+ Not Attending School Full Time**
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	labour force participation rate (%)				
Less Than Grade 9	41.0	49.2	35.8	5.0	32.5
Secondary School	69.1	71.2	62.0	5.9	66.6
<i>without secondary certificate</i>	63.6	68.1	59.6	7.7	62.9
<i>with secondary certificate</i>	83.4	78.7	68.9	0.0	75.9
Trades and/or Other Non-University Only	89.5	83.9	71.9	8.0	79.8
<i>without certificate</i>	85.8	77.7	66.2	22.2	76.0
<i>with trades certificate or diploma</i>	92.9	86.1	73.5	4.8	80.5
<i>with other certificate or diploma</i>	89.7	86.6	73.5	0.0	82.7
University	93.3	88.8	81.8	19.4	84.7
<i>without university degree or certificate</i>	92.3	86.2	76.5	13.6	82.3
<i>with university degree or certificate</i>	91.7	92.9	86.9	33.3	88.5
Total Post-Secondary*	90.1	85.2	75.4	11.6	81.2
<i>without degree/certificate/diploma</i>	88.1	81.4	72.3	15.0	78.8
<i>with degree/certificate/diploma</i>	92.3	87.4	76.6	8.2	82.7
Total	71.8	76.5	61.3	6.5	67.7

* Total Post-Secondary = the total of Trades and Non-University + University.

** Includes those with Aboriginal Identity who are not registered Indian and whose ancestry is North American Indian or who have multiple Aboriginal origins.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

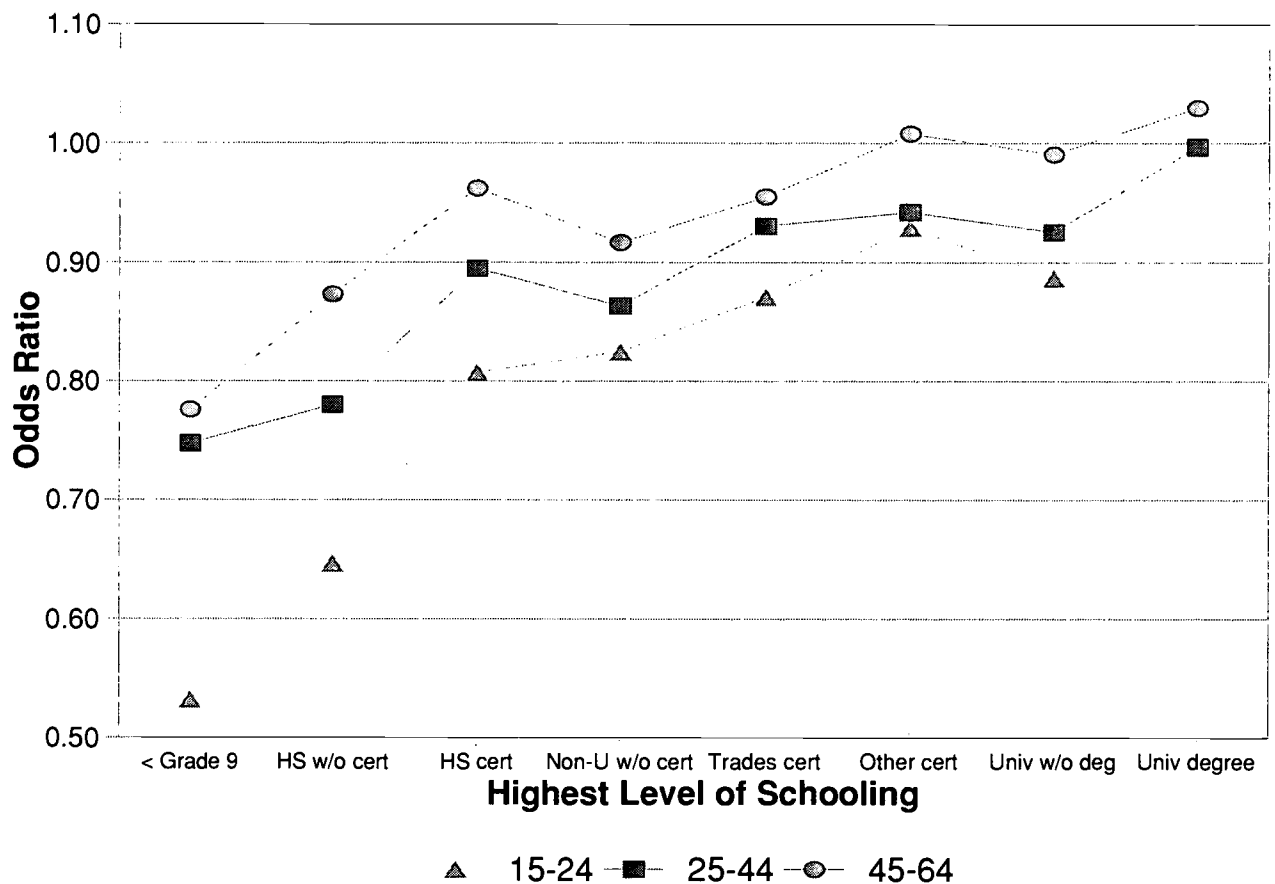
It is clear from Tables 5a - 5f that labour force participation is closely related to educational attainment. Among all population groups there is an increase in participation rates as educational attainment increases. In addition, the gap between the groups, for instance between registered Indians and other Canadians, tends to become smaller as educational attainment increases. Figure 14 shows this relationship by graphing the ratio of registered Indian participation rates divided by other Canadian participation rates for each educational level and for the three age groups from 15 to 64. For all age groups, higher educational attainment tends to bring the ratio closer to 1; that is, registered Indian rates approach those of other Canadians. This pattern is most pronounced among the youngest age group, where those with less than a high school certificate have participation rates which are between one half and two thirds those of other Canadians with the same level of education, while those with a university degree have the same participation rates as other Canadians. Across all ages groups registered Indian participation rates of those with the highest levels of education, are very similar to those of other Canadians. Among registered Indians in the 45 to 64 age group with post-secondary certification, labour force participation is higher than among other Canadians.

Figures 15-17 focus on labour force participation among those with some post-secondary education (including those with certificates or degrees). Figure 15 provides a comparison of the relationship between age and labour force participation among the population groups. This shows that participation rates are quite a bit lower among registered Indians than among others of the same age, particularly for the 15-24 and 25-44 age groups. Among those over 65, however, registered Indian participation rates are higher than those of the other two groups.

Figure 16 compares participation rates by gender and group and shows that among all three groups, male participation rates are higher by about eight to ten percentage points than female participation rates. Labour force participation rates among registered Indian men were 85% in 1996 and among registered Indian women they were 75%. It may be surprising that labour force participation rates among other Canadians were about the same as those for registered Indians, but it should be remembered, first, that the figure is for the population with post-secondary education only, and second, that participation rates are dependent on age. Differences between the groups are larger when individual age groups are compared.

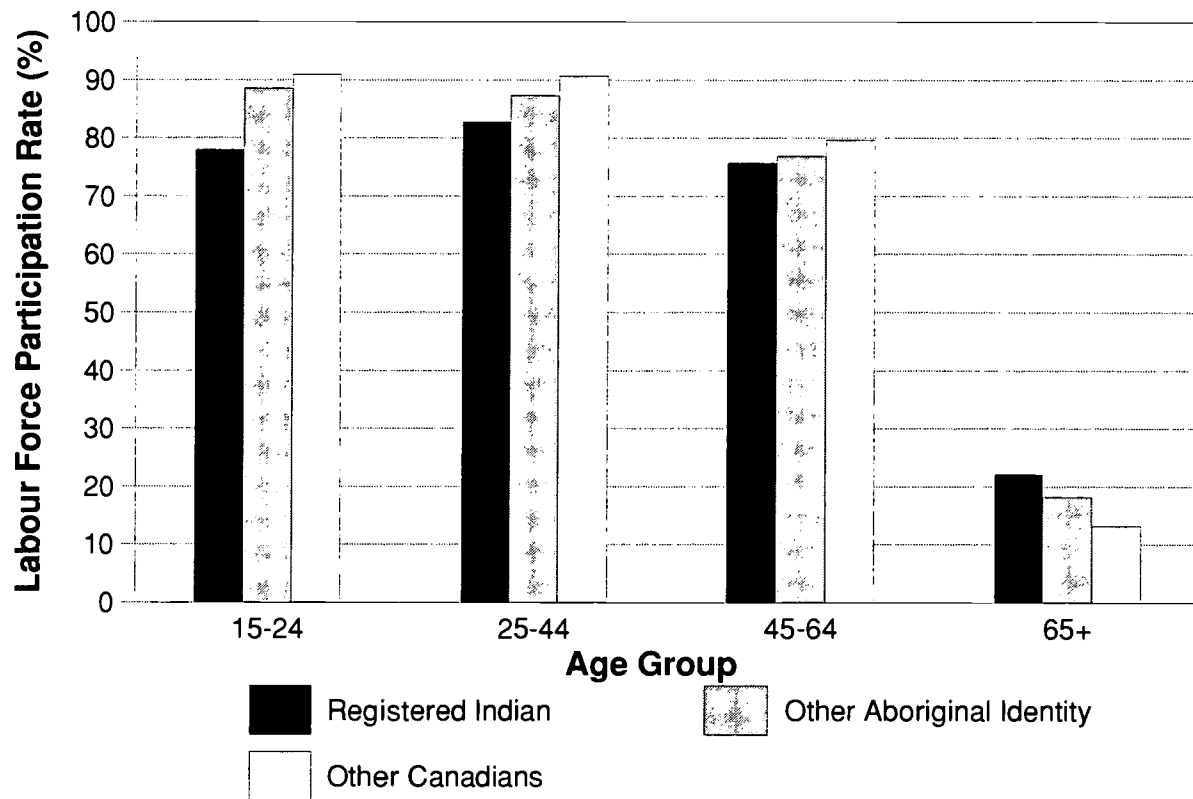
Figure 17 compares participation rates between those living on reserves and those living off reserve. It is perhaps surprising that labour force participation rates among registered Indians and others with Aboriginal identity are slightly higher on reserves than off.

Figure 14
Ratio of Registered Indian / Other Canadian Labour Force Participation Rates
By Highest Level of Schooling and Age Group, Canada, 1996



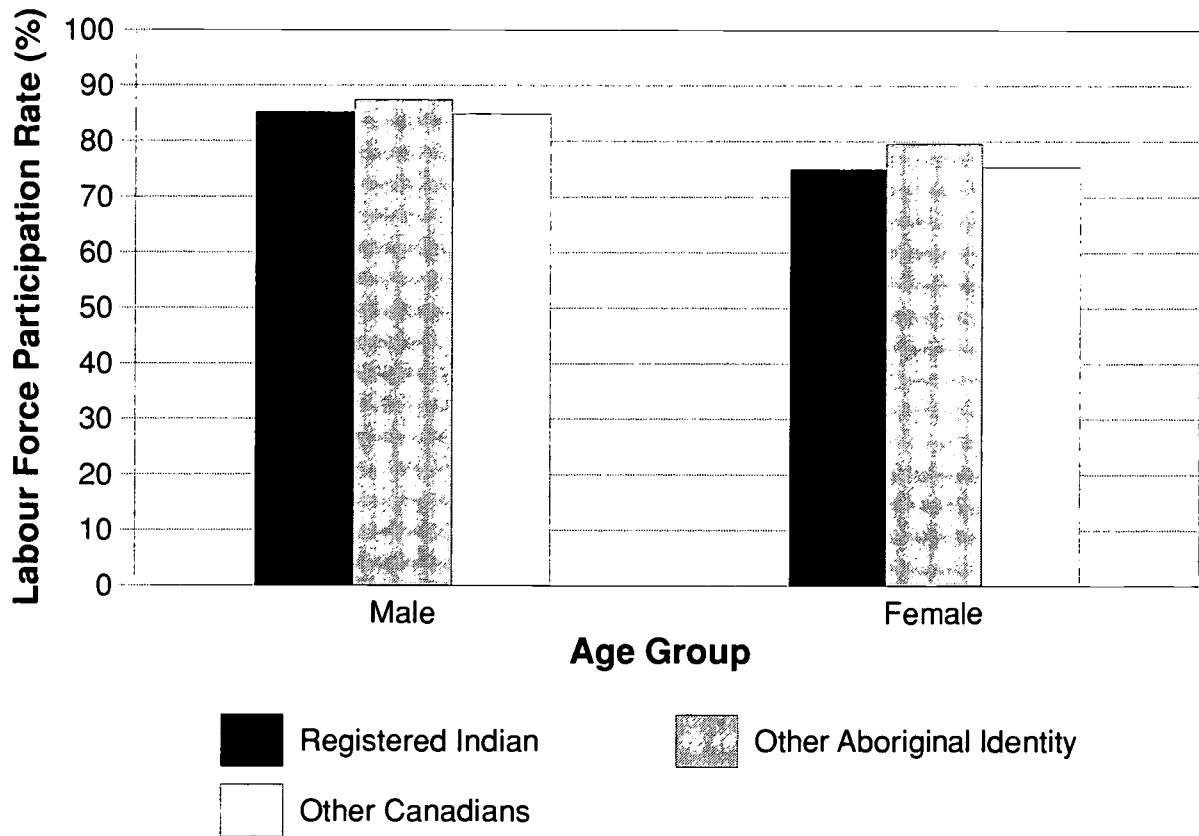
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 15
Labour Force Participation Rates of the
Population 15+ with Post-Secondary Education, Not Attending School Full Time
By Age and Identity Group, Canada, 1996



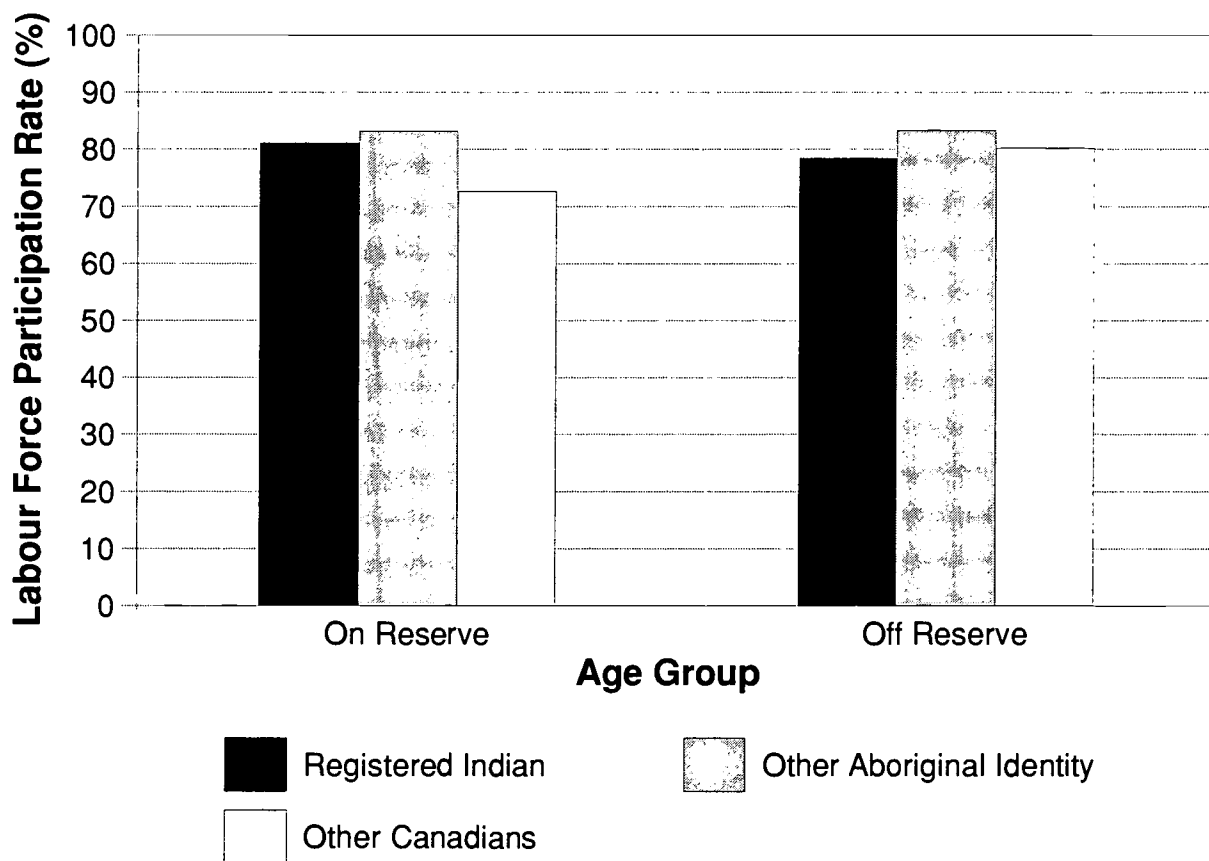
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 16
Labour Force Participation Rates of the
Population 15+ with Post-Secondary Education, Not Attending School Full Time
By Gender and Identity Group, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 17
Labour Force Participation Rates of the
Population 15+ with Post-Secondary Education, Not Attending School Full Time
By Location and Identity Group, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

2.2 Employment

Labour force participation rates treat both those who are employed and those who are looking for work as participants. The employment rate, on the other hand, is the number of people employed divided by the total population. (This is sometimes referred to as the employment/population ratio.) Tables 6a - 6c provide employment rates for registered Indians, others with Aboriginal identity and other Canadians respectively by highest level of schooling and age group. The general pattern which was found in labour force participation rates (see above) is also found for employment rates. That is, registered Indian employment rates are lowest of the three identity groups, those of other Canadians are the highest, while the employment rates of others with Aboriginal identity are in between. For all three groups, employment rates are highest for the 25 to 44 age group. Again, we find that employment rates are especially low among registered Indians in the 15 to 24 age group, so that the difference between registered Indians and others is greatest in this age group.

It will also be noticed that the gap in employment rates between registered Indians and others is much higher than the gap in labour force participation rates noted above. This indicates that there is a higher unemployment rate among registered Indians than among others, as will be seen below. A comparison of these tables to the previous study⁸ shows that registered Indian employment rates have increased between 1991 and 1996 for the 25 to 44 and 45 to 64 age groups. At the same time, the employment rates among other Canadians have tended to fall, with the result that the gap between registered Indians and others was slightly smaller in 1996 than in 1991.

⁸ See M. Santiago, *Post-Secondary Education and Labour Market Outcomes for Registered Indians*, Department of Indian Affairs and Northern Development, 1997, page 22.

Table 6a
Employment Rates of the Registered Indian Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	employment rate (%)				
Less Than Grade 9	12.2	29.2	26.2	4.7	21.1
Secondary School	27.4	45.4	44.7	10.3	38.9
<i>without secondary certificate</i>	23.3	41.3	41.6	10.8	34.9
<i>with secondary certificate</i>	45.9	60.2	57.8	6.8	54.8
Trades and/or Other Non-University Only	53.8	63.7	59.5	18.9	60.8
<i>without certificate</i>	48.1	54.1	49.4	15.8	51.7
<i>with trades certificate or diploma</i>	53.1	64.3	59.4	21.3	61.0
<i>with other certificate or diploma</i>	69.6	72.3	67.7	18.3	70.1
University	66.4	74.8	73.9	24.6	73.1
<i>without university degree or certificate</i>	65.1	69.1	67.3	22.9	67.7
<i>with university degree or certificate</i>	82.8	86.8	83.9	22.7	85.0
Total Post-Secondary*	56.4	66.7	63.4	20.0	64.1
<i>without degree/certificate/diploma</i>	53.6	60.9	58.3	19.0	58.8
<i>with degree/certificate/diploma</i>	60.4	70.7	66.1	20.0	67.7
Total	30.4	52.6	44.0	7.0	43.4

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 6b
Employment Rates of Others with Aboriginal Identity 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	employment rate (%)				
Less Than Grade 9	21.7	37.5	33.0	6.2	27.0
Secondary School	49.0	58.4	55.7	7.7	53.7
<i>without secondary certificate</i>	41.9	54.1	54.1	8.3	49.1
<i>with secondary certificate</i>	66.8	69.7	60.9	5.3	66.1
Trades and/or Other Non-University Only	68.4	71.7	64.9	14.9	68.6
<i>without certificate</i>	61.0	63.6	54.6	14.9	60.8
<i>with trades certificate or diploma</i>	70.8	72.4	66.8	13.8	68.9
<i>with other certificate or diploma</i>	77.8	77.6	69.0	18.0	74.8
University	80.5	82.4	75.2	24.4	78.8
<i>without university degree or certificate</i>	78.9	78.5	70.0	20.4	75.2
<i>with university degree or certificate</i>	86.7	88.8	81.6	31.2	85.0
Total Post-Secondary*	71.3	74.4	67.9	17.6	71.2
<i>without degree/certificate/diploma</i>	67.8	70.1	62.6	17.8	67.2
<i>with degree/certificate/diploma</i>	75.1	76.8	70.2	17.5	73.6
Total	51.4	64.2	53.7	8.1	55.8

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 6c
Employment Rates of the Other Canadian Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	employment rate (%)				
Less Than Grade 9	39.1	49.6	40.1	4.8	25.1
Secondary School	61.4	72.1	59.6	7.1	56.3
<i>without secondary certificate</i>	52.8	67.5	55.8	6.9	49.7
<i>with secondary certificate</i>	73.1	76.9	64.9	7.6	65.0
Trades and/or Other Non-University Only	80.4	82.6	71.3	9.9	71.8
<i>without certificate</i>	75.1	77.7	65.2	7.9	66.7
<i>with trades certificate or diploma</i>	79.9	82.1	71.3	10.4	69.9
<i>with other certificate or diploma</i>	85.7	85.1	73.9	10.7	75.9
University \	83.5	87.4	80.0	16.9	79.2
<i>without university degree or certificate</i>	80.6	84.2	74.7	12.4	74.4
<i>with university degree or certificate</i>	87.9	89.2	83.1	20.4	82.2
Total Post-Secondary*	81.5	84.7	75.3	12.6	75.0
<i>without degree/certificate/diploma</i>	77.6	81.6	71.3	10.4	71.3
<i>with degree/certificate/diploma</i>	84.4	85.9	76.6	13.5	76.5
Total	68.7	79.2	64.3	7.8	61.8

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Tables 6d - 6f provide employment rate data for three groups which make up the “others with Aboriginal identity” – the Inuit, the Métis and other Aboriginal groups. While the Inuit population tends to have a lower employment rate it has a much higher employment rate than the other two groups among those with the least education and also among those over the age of 65. For all groups the employment rate increases with education, and is highest among the 25-44 age group. It may be also noted that Inuit employment rates, while lower than those of the other Aboriginal groups, are higher than those of registered Indians.

Table 6d
Employment Rates of the Inuit Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	employment rate (%)				
Less Than Grade 9	23.7	45.6	44.4	14.4	37.7
Secondary School	39.5	57.4	59.2	***	49.7
<i>without secondary certificate</i>	35.5	55.1	59.6	***	46.7
<i>with secondary certificate</i>	60.3	66.3	61.1	***	63.3
Trades and/or Other Non-University Only	63.7	70.6	68.4	30.8	68.7
<i>without certificate</i>	62.7	61.3	55.3	***	61.1
<i>with trades certificate or diploma</i>	62.8	74.0	68.5	25.0	70.4
<i>with other certificate or diploma</i>	72.0	75.2	76.6	66.7	75.0
University	81.8	87.0	71.9	***	82.2
<i>without university degree or certificate</i>	73.7	83.6	66.7	***	78.0
<i>with university degree or certificate</i>	75.0	93.9	72.7	***	91.7
Total Post-Secondary*	65.2	72.5	68.4	35.7	70.4
<i>without degree/certificate/diploma</i>	64.4	66.3	61.0	66.7	65.2
<i>with degree/certificate/diploma</i>	66.7	75.7	71.7	27.3	73.4
Total	39.6	60.6	52.5	16.0	51.8

* Total Post-Secondary = the total of Trades and Non-University + University.

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 6e
Employment Rates of the Métis Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	employment rate (%)				
Less Than Grade 9	19.8	34.8	31.4	5.2	24.4
Secondary School	50.5	60.3	56.4	8.6	55.3
<i>without secondary certificate</i>	43.0	55.9	55.2	8.3	50.7
<i>with secondary certificate</i>	67.1	71.5	60.0	7.7	67.4
Trades and/or Other Non-University Only	66.0	72.4	65.7	18.2	69.0
<i>without certificate</i>	56.4	64.0	53.3	11.1	59.9
<i>with trades certificate or diploma</i>	68.9	72.5	68.1	19.2	69.5
<i>with other certificate or diploma</i>	77.2	78.8	69.9	21.9	75.8
University	81.3	82.9	75.9	27.1	79.7
<i>without university degree or certificate</i>	79.6	79.7	71.2	22.6	76.5
<i>with university degree or certificate</i>	88.6	88.2	81.6	35.3	85.2
Total Post-Secondary*	70.0	75.2	68.5	20.4	71.9
<i>without degree/certificate/diploma</i>	65.8	71.2	62.4	17.5	67.6
<i>with degree/certificate/diploma</i>	74.5	77.4	71.1	22.0	74.2
Total	53.1	65.8	54.4	7.9	56.9

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 6f
Employment Rates of Other Aboriginal Groups 15+ Not Attending School Full Time**
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	employment rate (%)				
Less Than Grade 9	20.9	32.1	26.8	4.4	22.3
Secondary School	49.5	54.7	53.9	6.6	51.4
<i>without secondary certificate</i>	42.6	49.8	50.7	7.7	46.3
<i>with secondary certificate</i>	67.8	66.4	62.6	0.0	64.2
Trades and/or Other Non-University Only	75.2	70.7	62.1	5.3	67.6
<i>without certificate</i>	69.5	63.6	54.7	16.7	62.5
<i>with trades certificate or diploma</i>	78.8	71.1	62.9	0.0	66.9
<i>with other certificate or diploma</i>	81.4	75.9	65.4	0.0	72.8
University	78.9	80.4	74.6	19.4	76.7
<i>without university degree or certificate</i>	79.5	75.4	68.3	9.1	72.0
<i>with university degree or certificate</i>	75.0	89.4	81.7	33.3	83.9
Total Post-Secondary*	75.9	73.3	66.4	9.8	70.1
<i>without degree/certificate/diploma</i>	72.6	68.9	63.2	15.0	66.8
<i>with degree/certificate/diploma</i>	80.0	75.9	68.1	8.2	72.2
Total	53.6	62.2	72.7	6.0	54.9

* Total Post-Secondary = the total of Trades and Non-University + University.

** Includes those with Aboriginal Identity who are not registered Indian and whose ancestry is North American Indian or who have multiple Aboriginal origins.

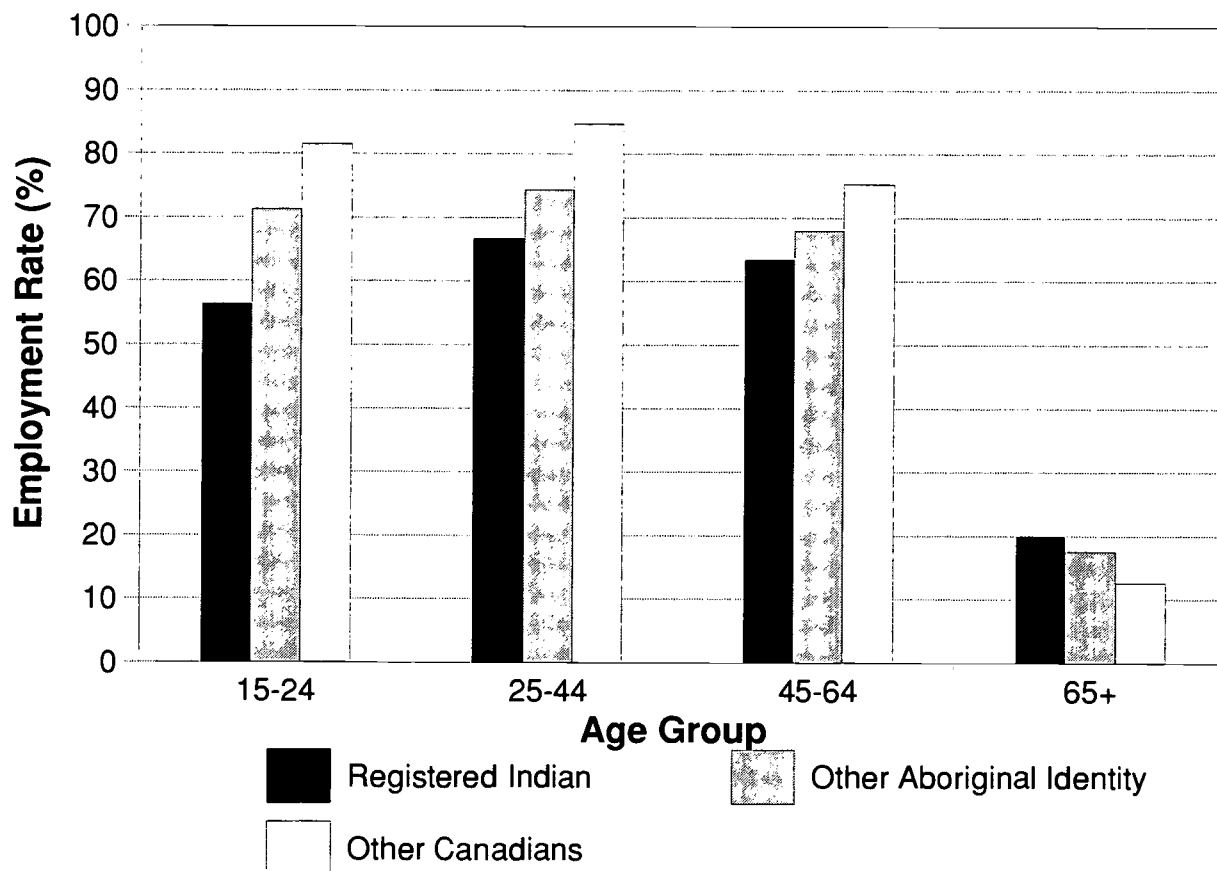
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figures 18-20 look at employment ratios among those with some post-secondary education. Figure 18 compares age groups, and shows that, even among those with post-secondary education and within the same age group, employment rates were considerably lower among registered Indians than among others. For example, among registered Indians 25 to 44 years old the employment rate was 67%, compared to 74% among others with Aboriginal identity and 85% among other Canadians. It may also be seen from the figure that the employment rate among registered Indians in the 15 to 24 age group is especially low, and unlike the other two groups, is lower than the employment rate among the 45 to 64 age group. As with the labour force participation rates, the employment rate among registered Indians over the age of 65 is higher than the employment rates of others with Aboriginal identity and other Canadians in this age group.

Figure 19 shows that employment rates are lowest among registered Indians, even with post-secondary education, and highest among other Canadians. However, the gap between registered Indians and others is smaller among those with post-secondary education than among the population generally. The figure also shows that there is a greater difference between registered Indians, others with Aboriginal identity and other Canadians among men than among women. For all three groups men have higher employment rates, but the difference is more pronounced among other Canadians and others with Aboriginal identity than among registered Indians. It should be kept in mind that all age groups are lumped together in this figure, and that this tends to understate the differences among the groups.

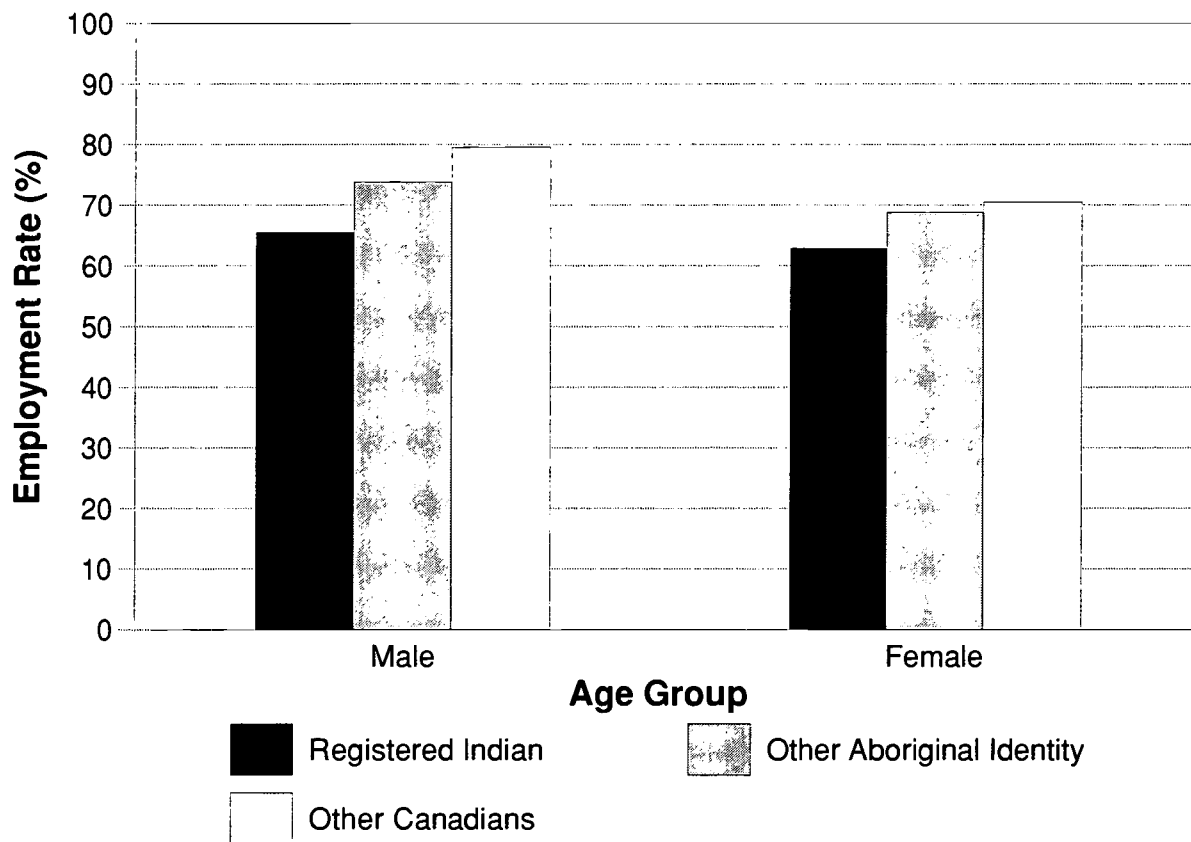
Figure 20 provides employment rates by location of residence for those with some post-secondary education. The figure is most relevant for the registered Indian population, since relatively few others live on reserves. It shows that there is little difference in employment rates between registered Indians with post-secondary education living on and off reserves. Employment rates among the other two population groups are higher, particularly off reserve. Again, it should be kept in mind that all age groups, as well as both genders, are lumped together in the figure.

Figure 18
Employment Rates of the Population 15+ with Post-Secondary Education,
Not Attending School Full Time, by Age and Identity Group, Canada, 1996



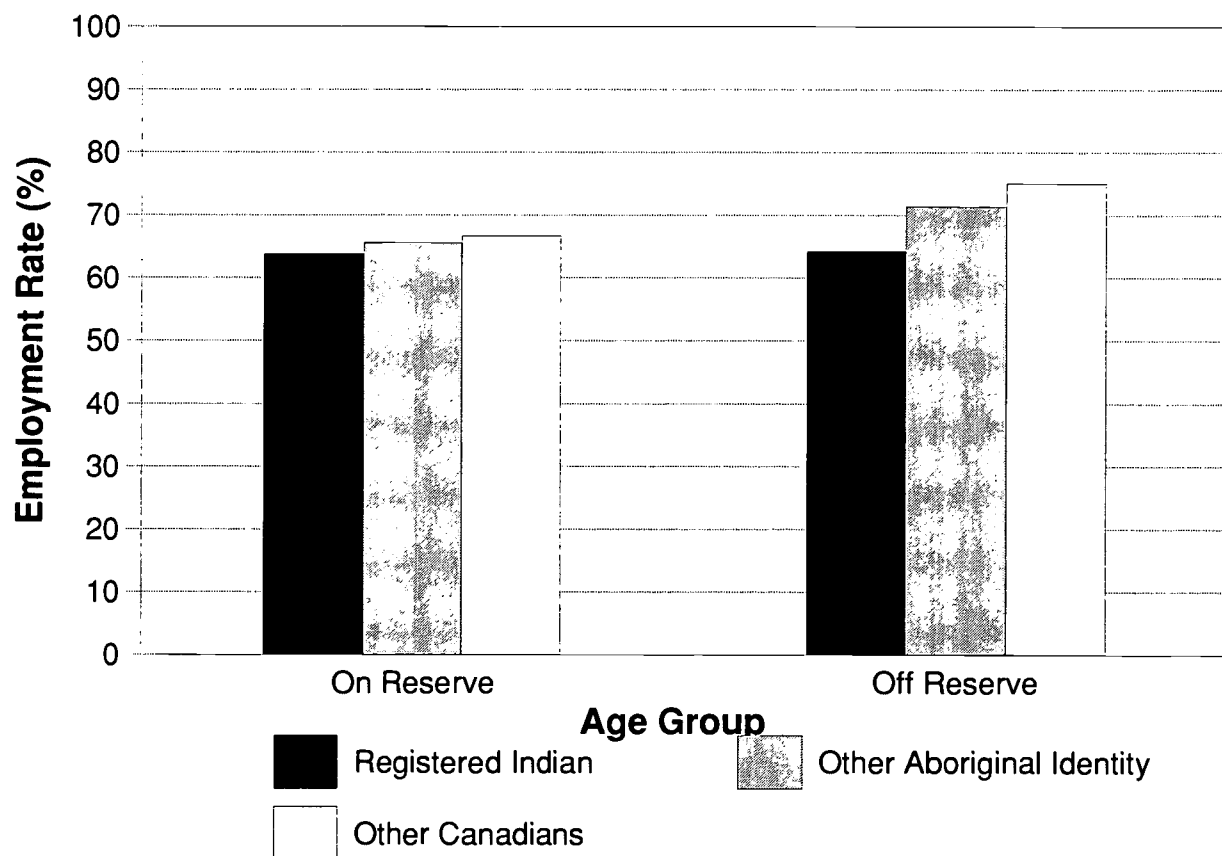
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 19
Employment Rates of the Population 15+ with Post-Secondary Education,
Not Attending School Full Time, by Gender and Identity Group, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 20
Employment Rates of the Population 15+ with Post-Secondary Education,
Not Attending School Full Time, by Location and Identity Group, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

2.3 Unemployment Rates

Tables 7a - 7c show the unemployment rates as of May, 1996 for the three population groups by highest level of schooling and age group. Registered Indian unemployment rates are extremely high, generally two to three times as high as those of other Canadians for the various age groups. The unemployment rate among registered Indians 15 to 24 is especially high at 41%, and even among the prime working age groups (25-44 and 45-64) registered Indian unemployment is over 20%. The gap between registered Indians and others is therefore very large among all age groups, but tends to diminish with age. A comparison between these tables and the data contained in the previous post-secondary study shows that registered Indian unemployment rates were much the same in 1991 as in 1996, in both absolute terms and relative to other Canadians.⁹ The unemployment rates of others with Aboriginal identity are also very high and are generally mid-way between those of registered Indians and other Canadians.

For all groups there is a clear relationship between unemployment and education: the higher the level of education the lower the unemployment rate, although the unemployment rates among those with a secondary school certificate are often lower than the unemployment rates of those with some non-university education in a given age group. It should be kept in mind that the category of trades or non-university education without a certificate may include individuals who have not completed high school, and to this extent the concept of a hierarchy of educational levels is not appropriate here. As educational levels increase, the absolute and relative gap in unemployment rates between registered Indians and other Canadians tend to become smaller.

⁹ See M. Santiago, *Post-Secondary Education and Labour Market Outcomes for Registered Indians*, Department of Indian Affairs and Northern Development, 1997, page 27.

Table 7a
Unemployment Rates of the Registered Indian Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	unemployment rate (%)				
Less Than Grade 9	58.9	37.9	27.0	16.4	35.2
Secondary School	44.2	29.4	20.7	16.9	32.0
<i>without secondary certificate</i>	47.8	32.5	22.6	17.0	35.0
<i>with secondary certificate</i>	33.8	20.3	14.3	0.0	23.2
Trades and/or Other Non-University Only	30.5	21.8	18.8	10.5	22.0
<i>without certificate</i>	33.3	27.1	23.8	20.0	27.6
<i>with trades certificate or diploma</i>	33.7	23.4	19.5	11.8	23.2
<i>with other certificate or diploma</i>	19.9	15.5	14.2	0.0	15.5
University	17.9	13.3	10.3	11.1	12.9
<i>without university degree or certificate</i>	18.2	16.8	14.0	16.7	16.4
<i>with university degree or certificate</i>	14.8	6.5	5.3	0.0	6.3
Total Post-Secondary*	27.7	19.4	16.2	9.3	19.5
<i>without degree/certificate/diploma</i>	27.9	22.1	18.5	9.5	22.3
<i>with degree/certificate/diploma</i>	27.4	17.7	15.2	11.3	17.7
Total	40.9	17.7	15.2	11.3	17.7

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 7b
Unemployment Rates of Others with Aboriginal Identity 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	unemployment rate (%)				
Less Than Grade 9	48.0	33.3	24.0	10.1	29.9
Secondary School	28.4	21.6	13.5	15.4	22.1
<i>without secondary certificate</i>	33.1	24.8	14.0	17.1	25.0
<i>with secondary certificate</i>	19.5	14.2	12.1	***	15.6
Trades and/or Other Non-University Only	21.0	16.7	13.2	0.0	16.4
<i>without certificate</i>	25.1	20.4	15.8	0.0	20.6
<i>with trades certificate or diploma</i>	20.6	17.9	13.7	11.1	17.0
<i>with other certificate or diploma</i>	15.0	12.6	10.7	0.0	12.5
University	14.8	9.2	8.2	9.5	9.5
<i>without university degree or certificate</i>	15.8	11.6	9.3	0.0	11.7
<i>with university degree or certificate</i>	10.3	5.3	6.9	0.0	6.1
Total Post-Secondary*	19.5	14.8	11.7	3.6	14.6
<i>without degree/certificate/diploma</i>	21.4	16.4	12.2	0.0	16.4
<i>with degree/certificate/diploma</i>	17.5	13.9	11.5	5.3	13.6
Total	27.0	18.7	14.8	9.2	19.3

* Total Post-Secondary = the total of Trades and Non-University + University.

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 7c
Unemployment Rates of the Other Canadian Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	unemployment rate (%)				
Less Than Grade 9	30.4	21.1	14.3	7.3	16.4
Secondary School	19.3	11.4	8.3	5.7	11.4
<i>without secondary certificate</i>	23.3	14.0	9.2	5.7	13.6
<i>with secondary certificate</i>	14.8	8.9	7.1	5.8	9.2
Trades and/or Other Non-University Only	11.5	7.8	6.9	5.6	7.8
<i>without certificate</i>	14.0	9.4	8.0	5.8	9.7
<i>with trades certificate or diploma</i>	12.8	9.1	7.8	6.0	8.8
<i>with other certificate or diploma</i>	8.4	6.2	5.6	5.0	6.2
University	8.4	4.9	4.0	4.1	4.8
<i>without university degree or certificate</i>	10.2	6.3	5.4	5.5	6.4
<i>with university degree or certificate</i>	5.9	4.0	3.2	3.5	3.8
Total Post-Secondary*	10.4	6.5	5.5	4.9	6.4
<i>without degree/certificate/diploma</i>	12.2	7.6	6.3	5.7	7.7
<i>with degree/certificate/diploma</i>	9.1	6.1	5.3	4.6	6.0
Total	15.5	8.4	7.4	5.7	8.7

* Total Post-Secondary = the total of Trades and Non-University + University.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Tables 7d - 7f provide unemployment rates by age and highest level of schooling for the three population groups who comprise "others with Aboriginal identity." All three groups have very high unemployment rates, with the Inuit tending to have slightly higher unemployment than the other two groups. For all the groups the relationships between age, education and unemployment follow the same pattern, with lower unemployment among those in the 25-44 age group and among those with higher levels of education, particularly among those with post-secondary certification.

Table 7d
Unemployment Rates of the Inuit Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	unemployment rate (%)				
Less Than Grade 9	45.4	26.8	14.9	7.1	24.5
Secondary School	31.7	22.1	17.9	***	25.4
<i>without secondary certificate</i>	<i>34.1</i>	<i>24.0</i>	<i>19.5</i>	<i>***</i>	<i>27.1</i>
<i>with secondary certificate</i>	<i>22.6</i>	<i>14.1</i>	<i>21.4</i>	<i>***</i>	<i>18.5</i>
Trades and/or Other Non-University Only	21.6	18.1	12.7	***	17.7
<i>without certificate</i>	<i>21.8</i>	<i>22.0</i>	<i>15.4</i>	<i>***</i>	<i>22.1</i>
<i>with trades certificate or diploma</i>	<i>22.9</i>	<i>17.3</i>	<i>11.9</i>	<i>***</i>	<i>16.6</i>
<i>with other certificate or diploma</i>	<i>22.7</i>	<i>15.6</i>	<i>12.5</i>	<i>***</i>	<i>15.2</i>
University	10.0	7.4	8.3	***	7.8
<i>without university degree or certificate</i>	<i>12.5</i>	<i>10.9</i>	<i>12.5</i>	<i>***</i>	<i>11.5</i>
<i>with university degree or certificate</i>	<i>***</i>	<i>0.0</i>	<i>0.0</i>	<i>***</i>	<i>0.0</i>
Total Post-Secondary*	21.4	16.8	11.4	0.0	16.4
<i>without degree/certificate/diploma</i>	<i>21.1</i>	<i>19.6</i>	<i>11.9</i>	<i>***</i>	<i>19.2</i>
<i>with degree/certificate/diploma</i>	<i>20.0</i>	<i>15.5</i>	<i>11.3</i>	<i>***</i>	<i>15.1</i>
Total	32.0	20.5	14.5	5.9	21.4

* Total Post-Secondary = the total of Trades and Non-University + University.

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 7e
Unemployment Rates of the Métis Population 15+ Not Attending School Full Time
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	unemployment rate (%)				
Less Than Grade 9	50.5	37.1	27.5	11.1	32.5
Secondary School	27.9	20.8	13.4	20.7	21.4
<i>without secondary certificate</i>	33.0	24.0	13.6	23.1	24.1
<i>with secondary certificate</i>	19.6	13.7	12.8	***	15.5
Trades and/or Other Non-University Only	23.6	16.9	13.2	8.3	16.7
<i>without certificate</i>	29.5	21.3	15.6	***	21.8
<i>with trades certificate or diploma</i>	23.3	18.1	13.6	0.0	17.2
<i>with other certificate or diploma</i>	16.5	12.3	10.6	0.0	12.3
University	15.0	9.2	8.3	0.0	9.5
<i>without university degree or certificate</i>	16.5	11.1	8.8	0.0	11.2
<i>with university degree or certificate</i>	9.3	6.2	7.2	0.0	6.7
Total Post-Secondary*	21.1	14.8	11.7	0.0	14.7
<i>without degree/certificate/diploma</i>	23.3	16.4	11.7	0.0	16.6
<i>with degree/certificate/diploma</i>	18.8	14.0	11.7	0.0	13.7
Total	26.8	18.4	15.2	10.0	19.1

* Total Post-Secondary = the total of Trades and Non-University + University.

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 7f
Unemployment Rates of Other Aboriginal Groups 15+ Not Attending School Full Time**
By Highest Level of Schooling and Age Group, Canada 1996

Highest Level of Schooling	Age Group				Total
	15-24	25-44	45-64	65+	
	unemployment rate (%)				
Less Than Grade 9	47.3	34.9	25.3	11.8	31.5
Secondary School	28.2	23.1	13.0	0.0	22.8
<i>without secondary certificate</i>	33.0	26.9	14.7	0.0	26.4
<i>with secondary certificate</i>	18.4	15.3	9.2	***	15.4
Trades and/or Other Non-University Only	15.9	15.7	13.4	0.0	15.3
<i>without certificate</i>	18.2	17.8	16.3	***	17.7
<i>with trades certificate or diploma</i>	13.9	17.6	14.4	***	16.6
<i>with other certificate or diploma</i>	11.5	12.2	10.3	***	11.8
University	15.5	9.2	8.8	0.0	9.5
<i>without university degree or certificate</i>	15.3	12.6	10.7	0.0	12.4
<i>with university degree or certificate</i>	18.2	3.8	6.0	***	5.2
Total Post-Secondary*	15.5	13.9	11.7	15.4	13.7
<i>without degree/certificate/diploma</i>	17.6	15.5	13.0	0.0	15.3
<i>with degree/certificate/diploma</i>	12.8	13.1	11.3	0.0	12.7
Total	25.3	18.6	14.1	10.3	18.9

* Total Post-Secondary = the total of Trades and Non-University + University.

** Includes those with Aboriginal Identity who are not registered Indian and whose ancestry is North American Indian or who have multiple Aboriginal origins.

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

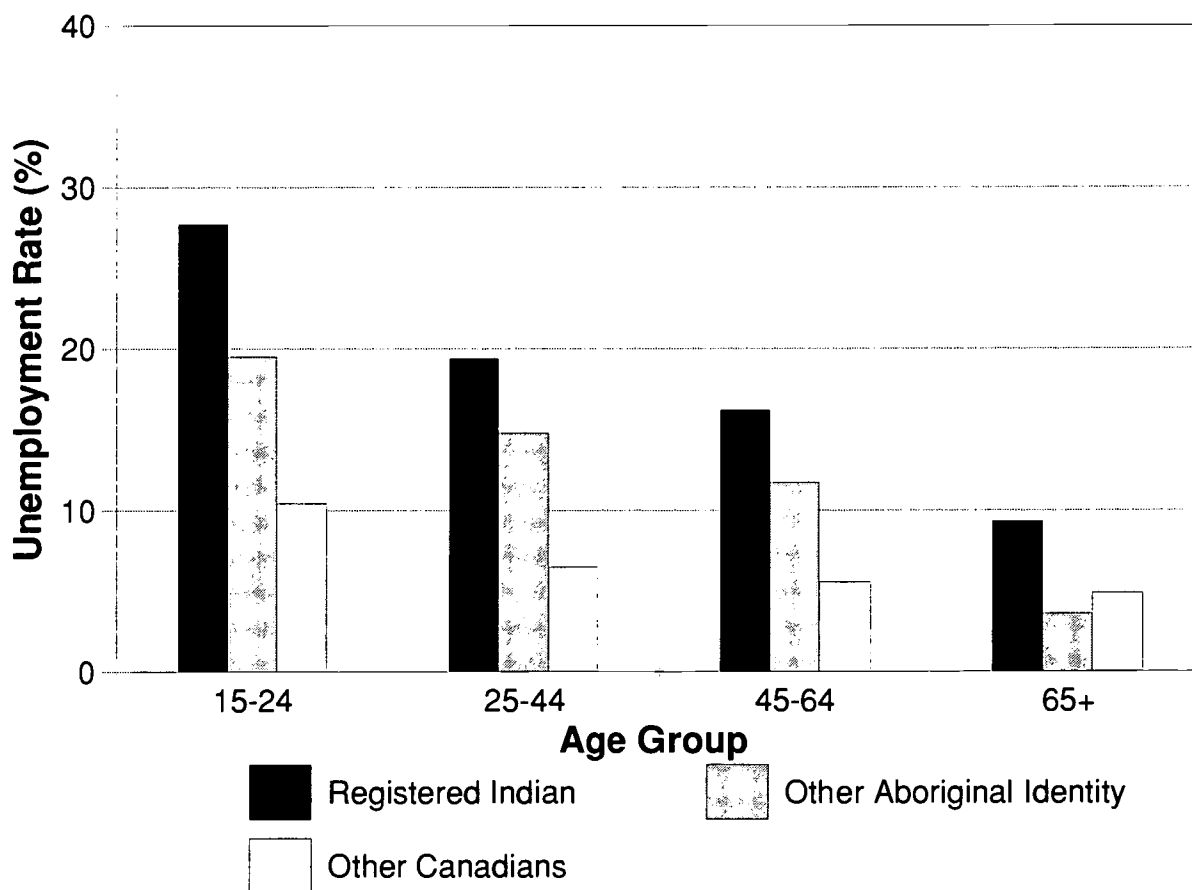
Figures 21 - 23 illustrate the unemployment rates of those with some post-secondary education for the three population groups and by age group. As Figure 21 shows, all three populations follow a similar pattern with unemployment rates declining as the population gets older. It is also apparent that the unemployment rates are much higher among registered Indians than among other Canadians, and that the unemployment rates of others with Aboriginal identity are also high, generally closer to those of registered Indians than to those of other Canadians.

As the figure shows, the gaps between the three groups are largest among the youngest age group and tend to become smaller with age; however they remain proportionately similar. For example registered Indian unemployment rates are 2.7 times as high as those of other Canadians among 15-24 year olds, and are 2.9 times as high among 45-64 year olds.

As seen in Figure 22, in spite of having post-secondary education, registered Indian men had an unemployment rate in 1996 of about 23%, much higher than the registered Indian women's unemployment rate of 16%. Unemployment rates among others with Aboriginal identity and with post-secondary education were about 15% and 13% for men and women, while unemployment rates among other Canadians were about 6.5% for both men and women. Therefore, there is a much greater gap in unemployment rates between men and women within the registered Indian population, than among other Canadians or among others with Aboriginal identity, and the gap between registered Indians and others is greater among men than among women.

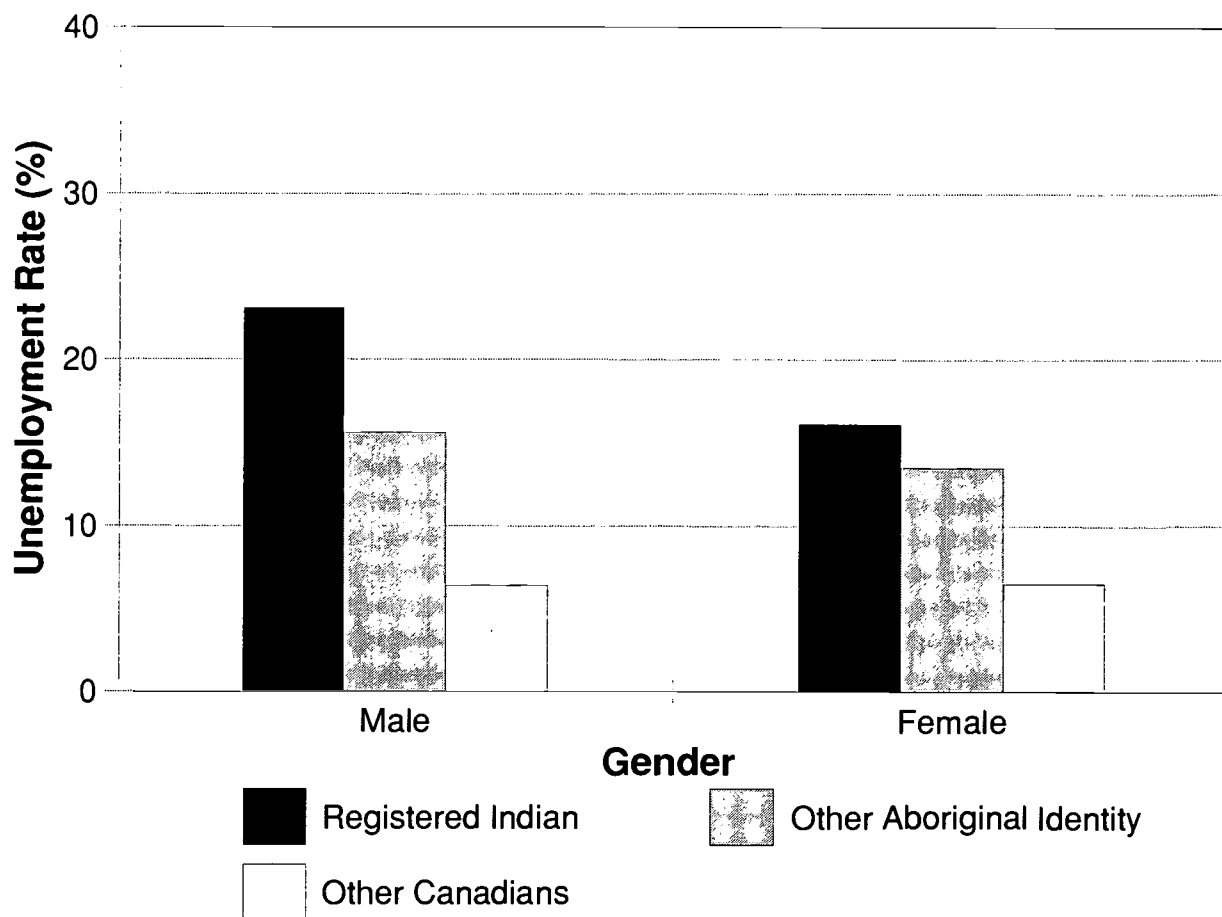
Unemployment is also related to location of residence, as shown in Figure 23. Among all three population groups with post-secondary education, those living on reserves have higher unemployment rates than those living in off reserves. This difference is much more marked among registered Indians and others with Aboriginal identity than among other Canadians. On reserves, the unemployment rates of registered Indians and others with Aboriginal identity are about the same, but off reserve registered Indians have higher unemployment rates than other Aboriginals.

Figure 21
Unemployment Rates Among Population 15+ with Post-Secondary Education and Not Attending School Full time, by Age and Identity Group, Canada, 1996



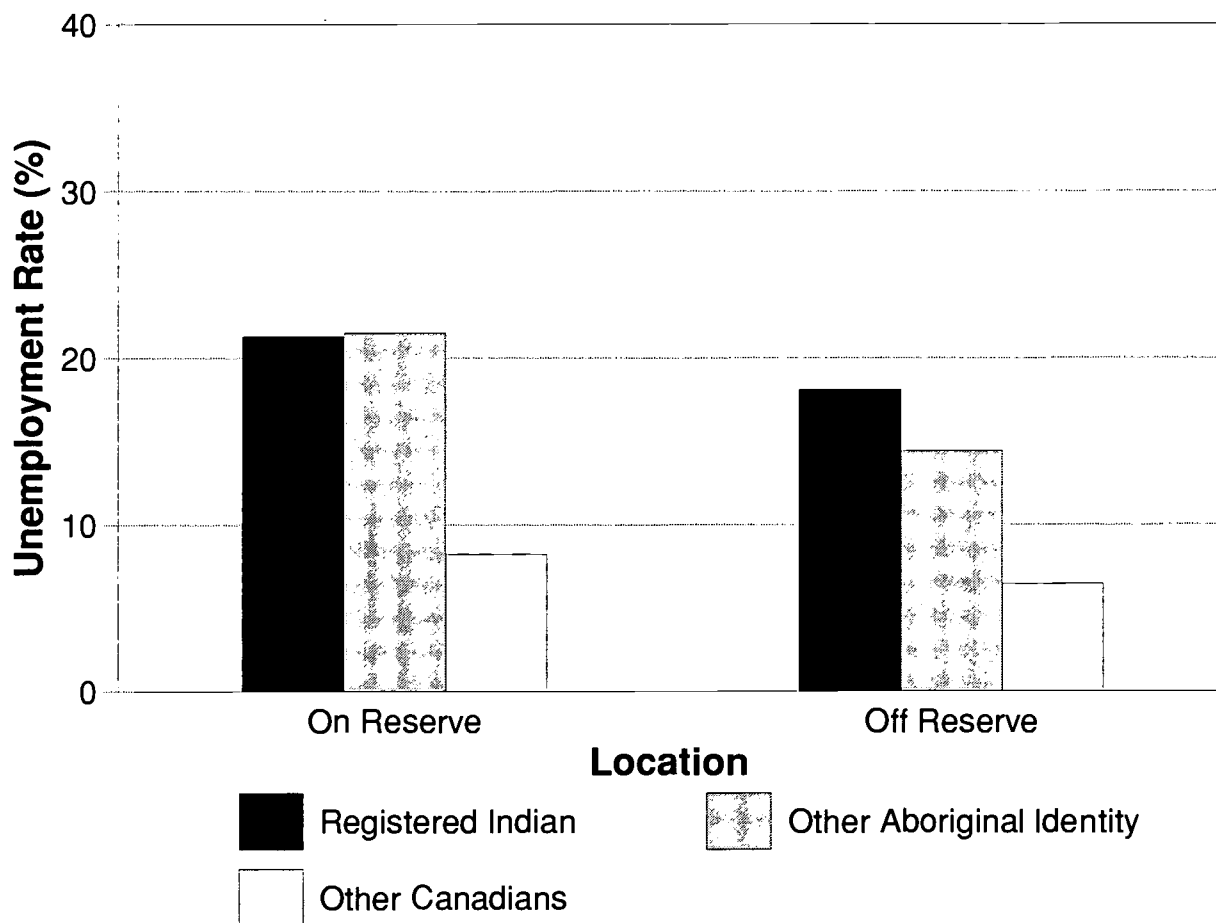
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 22
Unemployment Rates Among Population 15+ Post-Secondary Education and Not Attending School Full time, by Gender and Identity Group, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 23
Unemployment Rates Among Population 15+ Post-Secondary Education and Not Attending School Full time, by Location and Identity Group, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

2.4 Employment by Industrial Sector

Table 8 shows the distribution of employment of those with some post-secondary education by industrial sector. The industries are divided into three main groups: Primary, Secondary and Tertiary industries, with several sub-groups shown within these main groups. The first two columns compare male and female distributions while the third and fourth columns compare the distribution of those living on and off-reserve. The last column shows the distribution of the total population, regardless of age or location.

Compared to others with Aboriginal identity and other Canadians, registered Indians with post-secondary education are more likely to be employed in primary and tertiary industries, and less likely to be employed in secondary industries (manufacturing). Within the primary industries, registered Indians are more likely to work in forestry & logging and fishing & trapping than the others, but less likely to work in agriculture. The most striking aspect of the table, however, is the large proportion of registered Indians employed in public administration and defense, amounting to almost half of the work force, compared to about 30% of other Canadians. On the other hand, registered Indians are less likely than others to work in trade, finance, and community and business services.

There are also differences in distribution between registered Indian men and women with post-secondary education. Registered Indian men are much more likely than women to work in construction industries, transportation and communication, manufacturing and in primary industries. They are much less likely than women to work in public administration. Among women this one category represents 60% of the work force. The relative distribution of men and women is much the same for others with Aboriginal identity and other Canadians.

Location also plays a major role in determining the industrial distribution of the population with post-secondary education. Registered Indians living on reserves are much more likely to work in public administration than those living off reserves. They are also more likely to work in primary industries and construction, and less likely to work in manufacturing, trade, finance, accommodation services and community and business services. In general, then, employment among registered Indians with some post-secondary education and living on reserves is dominated by the large numbers in public administration, with relatively large primary and construction industrial sectors, and small or underdeveloped manufacturing, financial, accommodation, business and community services and retail sectors.

Table 8a
Distribution of the Experienced Labour Force with Post-Secondary Education – Registered Indians
By Industry, Gender and Location, Canada, 1996

	Gender		Location		Total
	Male	Female	On-Res.	Off-Res.	
	column percentage				
Primary					
Agriculture	1.6	0.5	1.2	0.9	1.1
Forestry & logging	4.2	0.5	3.7	1.3	2.3
Fishing & trapping	2.0	0.5	2.1	0.5	1.2
Mining, quarries, oil wells	2.5	0.4	1.1	1.6	1.4
Sub-total	10.3	2.0	8.1	4.4	6.0
Secondary - Manufacturing	8.5	3.3	3.0	7.8	5.8
Tertiary					
Construction industries	13.6	1.3	8.1	6.5	7.2
Transportation, communication & utilities	8.2	2.9	4.8	5.9	5.4
Trade	8.0	8.1	5.2	10.0	8.0
Finance, insurance & real estate	1.7	3.6	1.0	3.9	2.7
Accommodation, food & beverage	3.1	6.4	2.6	6.5	4.9
Community, business & personal services	10.1	12.0	6.1	14.7	11.1
Public administration & defense	36.3	60.4	61.2	40.2	49.0
Sub-total	81.2	94.7	88.9	87.8	88.3
Total	100.0	100.0	100.0	100.0	100.0

Note: Includes those attending and not attending school.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 8b
Distribution of the Experienced Labour Force with Post-Secondary Education – Others with Aboriginal Identity
By Industry, Gender and Location, Canada, 1996

	Gender		Location		Total
	Male	Female	On-Res.	Off-Res.	
	column percentage				
Primary					
Agriculture	1.9	1.4	0.6	1.7	1.6
Forestry & logging	2.3	0.6	3.9	1.4	1.5
Fishing & trapping	0.8	0.2	1.6	0.5	0.5
Mining, quarries, oil wells	4.4	0.9	2.6	2.6	2.6
Sub-total	9.4	3.0	7.8	6.2	6.2
Secondary - Manufacturing	11.6	4.6	2.9	8.2	8.1
Tertiary					
Construction industries	13.1	1.8	9.1	7.4	7.5
Transportation, communication & utilities	11.1	4.8	9.1	8.0	8.0
Trade	12.9	12.8	8.1	13.0	12.9
Finance, insurance & real estate	2.8	4.5	2.3	3.7	3.6
Accommodation, food & beverage	4.6	9.2	4.5	7.0	6.9
Community, business & personal services	12.0	15.6	6.1	14.0	13.8
Public administration & defense	22.3	43.7	48.2	32.6	33.0
Sub-total	79.0	92.4	88.0	85.6	85.6
Total	100.0	100.0	100.0	100.0	100.0

Note: Includes those attending and not attending school.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 8c
Distribution of the Experienced Labour Force with Post-Secondary Education – Other Canadians
By Industry, Gender and Location, Canada, 1996

	Gender		Location		Total
	Male	Female	On-Res.	Off-Res.	
	column percentage				
Primary					
Agriculture	2.4	1.7	0.8	2.1	2.1
Forestry & logging	0.7	0.2	1.2	0.5	0.5
Fishing & trapping	0.2	0.1	0.4	0.2	0.2
Mining, quarries, oil wells	1.7	0.4	1.4	1.1	1.1
Sub-total	5.1	2.4	3.8	3.8	3.8
Secondary - Manufacturing	16.9	6.7	5.7	12.1	12.1
Tertiary					
Construction industries	8.2	1.3	7.2	5.0	5.0
Transportation, communication & utilities	8.9	4.0	7.5	6.6	6.6
Trade	16.3	14.3	12.9	15.4	15.3
Finance, insurance & real estate	5.2	7.6	4.0	6.3	6.3
Accommodation, food & beverage	4.2	6.1	5.9	5.1	5.1
Community, business & personal services	15.8	16.6	12.3	16.2	16.2
Public administration & defense	19.4	40.9	40.9	29.5	29.5
Sub-total	78.0	90.9	90.6	84.1	84.1
Total	100.0	100.0	100.0	100.0	100.0

Note: Includes those attending and not attending school.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

2.5 Employment and Education by Occupational Group

Tables 9a - 9c provide information on the occupational distribution of the three population groups, again focusing on those with post-secondary education (with or without certificates or degrees). Each table lists major occupational groups under four skill levels which are organized in a hierarchy based on educational and skill requirements and level of responsibility.

As Table 9a shows, almost one quarter of registered Indians with post-secondary education are found within level A in professional and management occupations. Another 30% are in level B, working as para-professionals, technicians, supervisors, administrators, skilled crafts and trades. A slightly larger proportion work in level C occupations, such as clerical and office occupations and semi-skilled occupations. The remaining 14% work in the relatively unskilled level D occupations.

This distribution may be compared to the distributions among others with Aboriginal identity and other Canadians in Tables 9b and 9c. While the distribution of others with Aboriginal identity and with post-secondary education is generally similar to that of registered Indians, other Canadians (Table 9c) are more likely to be in higher level occupations. 33% of other Canadians are in skill level A compared to 24% of registered Indians, while 8% of other Canadians are in level D occupations, compared to 14% of registered Indians. When looking at these comparisons it should be kept in mind that the age structures of the populations are also different and will have an effect on occupational levels. That is, the other Canadian population is older than the registered Indian population and is therefore more likely to have advanced to higher level jobs.

While the general pattern is that other Canadians are more often in higher level occupations than registered Indians, there is one surprising exception: registered Indians are more likely to be in senior management occupations than others. Examination of the data for on and off-reserve residents shows that it is the on-reserve segment of the population which has a relatively high proportion of senior managers. A possible explanation is that because local government employment is a large portion of the reserve labour market, and because these governments prefer to hire local people when possible, especially for senior decision-making positions, registered Indians are in a favoured position with respect to these jobs. It should also be remembered that the category of senior managers include some elected political positions.

Table 9a
Distribution of Registered Indians in the Experienced Labour Force
with Post-Secondary Education
By Occupation, Gender and by Location, Canada, 1996

Occupation	Gender		Location		Total
	Male	Female	On-Res.	Off-Res.	
	column percent				
Skill Level A					
Senior managers	3.3	1.6	4.0	1.2	2.4
Middle and other managers	5.0	4.4	4.8	4.7	4.7
Professionals	11.8	22.2	16.8	17.6	17.2
Sub-total	20.1	28.2	25.5	23.5	24.3
Skill Level B					
Semi-professionals & technicians	8.6	9.6	8.7	9.4	9.1
Supervisors - clerical, sales & service	0.8	0.8	0.5	0.9	0.8
Supervisors - manufacturing, processing, trades, and primary industry	2.8	0.4	1.7	1.4	1.5
Administrative & senior clerical	1.7	10.1	6.0	6.1	6.1
Sales and services	4.1	3.8	3.4	4.4	4.0
Skilled crafts and trades	16.9	0.7	9.1	7.9	8.4
Sub-total	34.9	25.4	29.5	30.1	29.9
Skill Level C					
Clerical workers	4.0	15.8	7.8	11.9	10.2
Sales and service	5.6	16.9	10.3	12.4	11.5
Semi-skilled manual workers	17.5	2.9	11.5	8.7	9.9
Sub-total	27.1	35.5	29.6	33.0	31.5
Skill Level D					
Other sales and service	7.5	9.0	7.8	8.6	8.3
Other manual workers	10.4	1.9	7.5	4.8	5.9
Sub-total	17.9	10.9	15.3	13.4	14.2
Total	100.0	100.0	100.0	100.0	100.0

Notes: Includes population attending and not attending school. Totals and sub-totals may not add correctly because of rounding.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 9b
Distribution of Others with Aboriginal Identity in the Experienced Labour Force
with Post-Secondary Education
By Occupation, Gender and by Location, Canada, 1996

Occupation	Gender		Location		Total
	Male	Female	On-Res.	Off-Res.	
	column percent				
Skill Level A					
Senior managers	1.0	0.8	1.3	0.9	0.9
Middle and other managers	6.6	4.8	5.2	5.7	5.7
Professionals	10.7	16.6	15.3	13.6	13.6
Sub-total	18.3	22.1	21.8	20.2	20.2
Skill Level B					
Semi-professionals & technicians	6.9	9.1	8.5	8.0	8.0
Supervisors - clerical, sales & service	0.7	1.3	0.7	1.0	1.0
Supervisors - manufacturing, processing, trades, and primary industry	4.1	0.9	1.3	2.5	2.5
Administrative & senior clerical	1.9	9.2	5.5	5.6	5.6
Sales and services	5.1	5.0	4.2	5.0	5.0
Skilled crafts and trades	19.5	0.9	8.8	10.2	10.2
Sub-total	38.3	26.3	29.0	32.4	32.4
Skill Level C					
Clerical workers	5.1	17.0	8.1	11.1	11.0
Sales and service	6.9	19.2	12.4	13.1	13.1
Semi-skilled manual workers	17.2	3.4	13.7	10.3	10.4
Sub-total	29.1	39.7	34.2	34.5	34.5
Skill Level D					
Other sales and service	7.1	10.4	7.2	8.7	8.7
Other manual workers	7.0	1.4	6.5	4.2	4.2
Sub-total	14.1	11.8	13.7	12.9	12.9
Total	100.0	100.0	100.0	100.0	100.0

Notes: Includes population attending and not attending school. Totals and sub-totals may not add correctly because of rounding.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 9c
Distribution of Other Canadians in the Experienced Labour Force
with Post-Secondary Education
By Occupation, Gender and by Location, Canada, 1996

Occupation	Gender		Location		Total
	Male	Female	On-Res.	Off-Res.	
	column percent				
Skill Level A					
Senior managers	1.9	0.5	1.3	1.3	1.3
Middle and other managers	11.8	6.4	9.5	9.3	9.3
Professionals	19.9	24.6	25.9	22.1	22.1
Sub-total	33.6	31.6	36.6	32.6	32.6
Skill Level B					
Semi-professionals & technicians	8.1	8.7	8.1	8.4	8.4
Supervisors - clerical, sales & service	1.1	1.4	1.1	1.2	1.2
Supervisors - manufacturing, processing, trades, and primary industry	4.5	0.9	2.1	2.8	2.8
Administrative & senior clerical	2.0	10.6	5.2	6.0	6.0
Sales and services	5.3	4.0	5.1	4.7	4.7
Skilled crafts and trades	13.5	0.5	8.6	7.4	7.4
Sub-total	34.4	26.2	30.2	30.6	30.6
Skill Level C					
Clerical workers	5.7	16.6	6.9	10.8	10.8
Sales and service	7.2	15.4	11.6	11.1	11.1
Semi-skilled manual workers	10.4	2.6	6.5	6.7	6.7
Sub-total	23.3	34.5	25.0	28.6	28.6
Skill Level D					
Other sales and service	5.5	6.8	5.7	6.1	6.1
Other manual workers	3.1	0.9	2.6	2.1	2.1
Sub-total	8.7	7.7	8.4	8.2	8.2
Total	100.0	100.0	100.0	100.0	100.0

Notes: Includes population attending and not attending school. Totals and sub-totals may not add correctly because of rounding.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

There are several noteworthy differences in occupational distribution between registered Indian men and women with post-secondary education. Generally, women are more likely than men to be in level A and C occupations and less likely to be in level B and D occupations. While registered Indian men are more likely to be in senior management occupations, registered Indian women are almost twice as likely as registered Indian men to be in professional occupations, which makes up the bulk of level A employment. There are other strong gender concentrations for particular occupational groups. Registered Indian men tend to be concentrated skilled and semi-skilled crafts and trades and in other manual occupations, while registered Indian women tend to be concentrated in sales and service, clerical and administrative occupations. The pattern of occupation by gender among others with Aboriginal identity is very similar to that of registered Indians. A similar pattern of gender concentrations is found among other Canadians, but the extent of the concentration and the extent of the differences between genders tend to be smaller than among registered Indians.

The relationships between post-secondary education, occupations and gender are shown in greater detail for registered Indians in Tables 10a-10d. Tables 10a and 10b show the distribution among registered Indian men living on and off reserve, while tables 10c and 10d show the distribution for registered Indian women living on and off reserve. These tables show that as individuals gain higher levels of post-secondary education they increase their occupational levels, and this is true for both men and women, on and off reserve. More than three quarters of registered Indian men with university degrees living on reserves are in level A occupations, while the majority of these men who do not have post-secondary education are in level C and D occupations.

At the same time, men are much more likely than women to be in certain occupations, even when their educational attainment is similar. In particular, men are much more likely than women to be in senior management occupations, skilled trades and crafts and semi-skilled manual occupations while women are much more likely to be in professional occupations, clerical, sales and service occupations. For both men and women, those living on reserves are more likely to be employed in higher level occupations, compared to those living off reserve with the same education level.

Table 10a
Distribution of Registered Indian Men in the Experienced Labour Force Living On Reserves
By Highest Level of Post-Secondary Education and Occupation, Canada, 1996

Occupation	No Post-Sec	Non-Univ w/o Cert.	Non-Univ w Cert.	Univ w/o degree	Univ degree	Total
	percent of educational group					
Skill Level A						
Senior managers	3.1	3.8	4.5	10.2	11.3	4.1
Middle and other managers	2.3	3.6	4.8	6.5	14.9	3.6
Professionals	3.0	5.5	7.4	19.0	51.8	6.3
Sub-total	8.4	12.9	16.7	35.7	78.0	14.0
Skill Level B						
Semi-professionals & technicians	4.3	6.3	7.1	10.4	5.7	5.6
Supervisors - clerical, sales & service	0.3	0.6	0.5	0.8	0.0	0.4
Supervisors - manufacturing, processing, trades, and primary industry	2.7	2.3	3.5	2.3	0.0	2.8
Administrative & senior clerical	0.6	1.2	1.3	3.1	2.1	1.0
Sales & service	1.9	2.8	3.8	3.1	1.4	2.6
Skilled crafts and trades workers	16.6	17.9	19.1	9.8	1.4	16.7
Sub-total	26.4	31.1	35.4	29.4	10.6	29.1
Skill Level C						
Clerical workers	1.3	2.3	2.4	4.4	2.1	1.9
Sales & service	4.4	4.2	3.8	5.6	2.8	4.3
Semi-skilled manual workers	26.8	22.4	21.3	11.3	2.1	23.5
Sub-total	32.6	28.9	27.5	21.3	7.1	29.7
Skill Level D						
Other sales & service personnel	12.3	9.7	7.7	5.6	1.4	10.2
Other manual workers	20.3	17.5	12.7	8.1	2.1	16.9
Sub-total	32.7	27.3	20.4	13.6	3.5	27.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Notes: Includes population attending and not attending school. Totals may not add to 100% because of rounding.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 10b
Distribution of Registered Indian Men in the Experienced Labour Force Living Off Reserves
By Highest Level of Post-Secondary Education and Occupation, Canada, 1996

Occupation	No Post-Sec	Non-Univ w/o Cert.	Non-Univ w Cert.	Univ w/o degree	Univ w degree	Total
	percent of educational group					
Skill Level A						
Senior managers	0.4	0.7	1.1	1.7	5.1	0.9
Middle and other managers	2.8	3.9	4.0	4.9	10.9	3.9
Professionals	1.6	4.9	7.1	15.5	52.4	7.2
Sub-total	4.8	9.5	12.2	22.1	68.4	12.0
Skill Level B						
Semi-professionals & technicians	2.8	5.7	10.6	11.2	9.1	6.2
Supervisors - clerical, sales & service	0.4	1.6	0.7	0.9	0.5	0.7
Supervisors - manufacturing, processing, trades, and primary industry	3.4	3.2	3.2	1.5	1.5	3.1
Administrative & senior clerical	0.4	1.0	1.5	3.1	2.3	1.1
Sales & service	3.4	4.4	5.3	5.0	1.0	4.0
Skilled crafts and trades workers	15.2	13.8	24.6	9.4	3.3	16.2
Sub-total	25.6	29.8	45.8	31.1	17.7	31.2
Skill Level C						
Clerical workers	4.3	5.1	3.5	8.8	4.8	4.7
Sales & service	5.5	8.2	6.3	8.8	3.0	6.2
Semi-skilled manual workers	30.1	20.9	18.3	11.5	4.8	23.0
Sub-total	39.8	34.2	28.1	29.2	12.7	33.9
Skill Level D						
Other sales & service personnel	13.0	11.4	6.3	9.1	1.3	10.2
Other manual workers	16.7	14.8	7.4	8.3	0.5	12.6
Sub-total	29.7	26.2	13.7	17.3	1.8	22.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

Notes: Includes population attending and not attending school. Totals may not add to 100% because of rounding.
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 10c
Distribution of Registered Indian Women in the Experienced Labour Force Living On Reserves
By Highest Level of Post-Secondary Education and Occupation, Canada, 1996

Occupation	No Post-Sec	Non-Univ w/o Cert.	Non-Univ w Cert.	Univ w/o degree	Univ w degree	Total
	percent of educational group					
Skill Level A						
Senior managers	1.2	2.0	2.5	3.0	2.5	1.9
Middle and other managers	2.4	2.6	4.1	4.7	7.8	3.4
Professionals	6.3	11.1	16.4	28.8	71.0	15.8
Sub-total	9.9	15.6	23.1	36.6	81.3	21.1
Skill Level B						
Semi-professionals & technicians	5.6	8.0	11.4	10.9	6.5	8.1
Supervisors - clerical, sales & service	0.6	0.7	0.6	0.4	0.0	0.6
Supervisors - manufacturing, processing, trades, and primary industry	0.4	0.3	0.3	0.4	0.0	0.3
Administrative & senior clerical	6.7	12.9	12.3	9.8	2.5	9.0
Sales & service	4.7	3.9	4.3	2.3	0.0	4.0
Skilled crafts and trades workers	1.2	0.8	1.1	0.4	0.0	1.0
Sub-total	19.1	26.5	30.1	24.2	9.0	23.0
Skill Level C						
Clerical workers	8.5	15.5	14.5	13.8	3.7	11.2
Sales & service	26.0	20.7	18.9	15.4	4.0	21.1
Semi-skilled manual workers	7.6	4.7	3.2	2.3	0.6	5.1
Sub-total	42.1	40.9	36.5	31.4	8.4	37.3
Skill Level D						
Other sales & service personnel	24.9	14.0	8.2	5.7	0.6	15.7
Other manual workers	4.0	2.9	1.9	1.9	0.0	2.8
Sub-total	28.9	16.9	10.1	7.6	0.6	18.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

Notes: Includes population attending and not attending school. Totals may not add to 100% because of rounding.
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

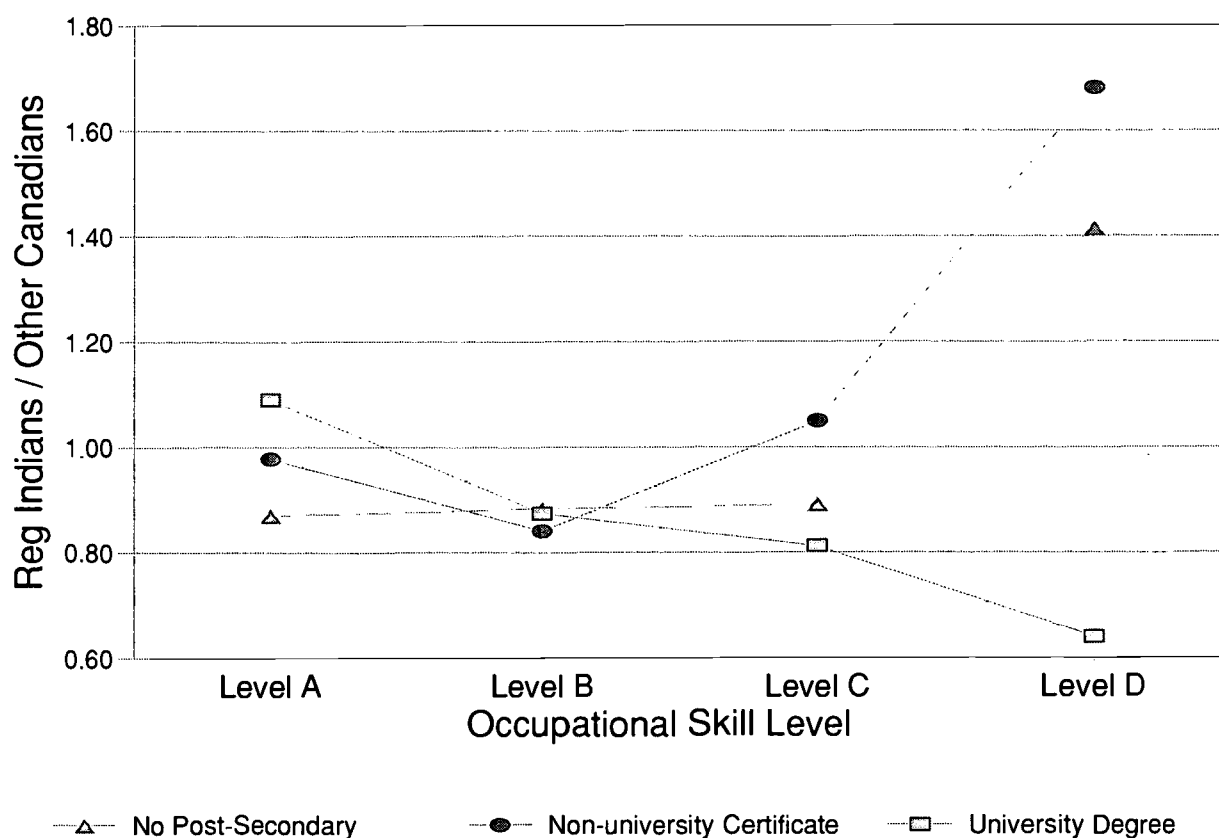
Table 10d
Distribution of Registered Indian Women in the Experienced Labour Force Living Off Reserves
By Highest Level of Post-Secondary Education and Occupation, Canada, 1996

Occupation	No Post-Sec	Non-Univ w/o Cert.	Non-Univ w Cert.	Univ w/o degree	Univ w degree	Total
	percent of educational group					
Skill Level A						
Senior managers	0.5	0.9	0.5	1.2	2.7	0.8
Middle and other managers	3.5	3.0	4.0	4.2	8.2	4.1
Professionals	3.2	7.4	14.6	24.4	57.4	14.3
Sub-total	7.1	11.4	19.1	29.7	68.3	19.2
Skill Level B						
Semi-professionals & technicians	3.0	4.7	10.5	10.6	8.5	6.8
Supervisors - clerical, sales & service	1.1	1.0	0.8	1.0	0.6	1.0
Supervisors - manufacturing, processing, trades, and primary industry	0.7	0.5	0.5	0.2	0.3	0.6
Administrative & senior clerical	5.5	9.6	11.5	9.2	4.4	8.1
Sales & service	5.7	3.1	6.2	3.2	0.4	4.7
Skilled crafts and trades workers	1.4	0.5	0.7	0.5	0.3	0.9
Sub-total	17.5	19.5	30.2	24.7	14.4	22.0
Skill Level C						
Clerical workers	13.0	20.1	18.2	18.2	8.4	15.6
Sales & service	24.9	22.2	19.1	14.6	5.2	19.9
Semi-skilled manual workers	8.0	4.4	3.3	1.8	1.0	4.8
Sub-total	45.8	46.7	40.6	34.7	14.6	40.3
Skill Level D						
Other sales & service personnel	25.8	18.9	7.9	9.2	2.1	15.8
Other manual workers	3.7	3.5	2.0	1.5	0.3	2.6
Sub-total	29.5	22.3	10.0	10.7	2.4	18.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

Notes: Includes population attending and not attending school. Totals may not add to 100% because of rounding.
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Generally, the registered Indian population is more likely to be in lower skill level occupations and less likely to be in higher skill level occupations compared to other Canadians, even though they have a similar level of educational attainment. Figure 21 illustrates this relationship for selected levels of educational attainment. Registered Indians with no post-secondary education, and registered Indians with a non-university certificate or diploma, are more likely than other Canadians to be in the lowest skill level occupations. On the other hand, registered Indians with a university degree or certificate are more likely to be in the highest level occupations, and less likely to be in the lowest level occupations.

Figure 24
Registered Indian / Other Canadian Distribution for Selected Levels of Education,
By Occupational Level, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

2.6 Sources of Income

The degree of dependence on government transfer payments is related to educational attainment as well as to age and gender, as shown in the following two tables. Tables 11a and 11b show the proportion of total income which comes from government transfers among men and women respectively. As Table 11a shows, registered Indian men rely to a much greater degree on government transfers than other Aboriginal men or other Canadians. In aggregate, government transfers make up almost one quarter of the income of registered Indian men. Among both other men with Aboriginal identity and other Canadian men the proportion of transfer income is about 17%.

Dependency on government transfers generally decreases as educational attainment increases among all identity groups. Generally there are three levels of dependency based on educational attainment. Those with the highest dependency are those with less than grade 9 educational attainment. Those with secondary education, but without a secondary school certificate have much lower levels of dependency than those with less than grade 9, but higher levels of dependency than those with a secondary certificate or post-secondary education. The level of transfer income among those with a high school certificate or with various levels of post-secondary education are much the same – further education past high school does not seem to have a great effect on government transfer dependency.

Dependency on government transfers is also related to age. As might be expected, men over the age of 65 have very high levels of dependency on government transfers. Men under the age of 25 also have relatively high dependency levels compared to those between the ages of 25 and 64. There is little difference between those aged 25-44 and those aged 45-64.

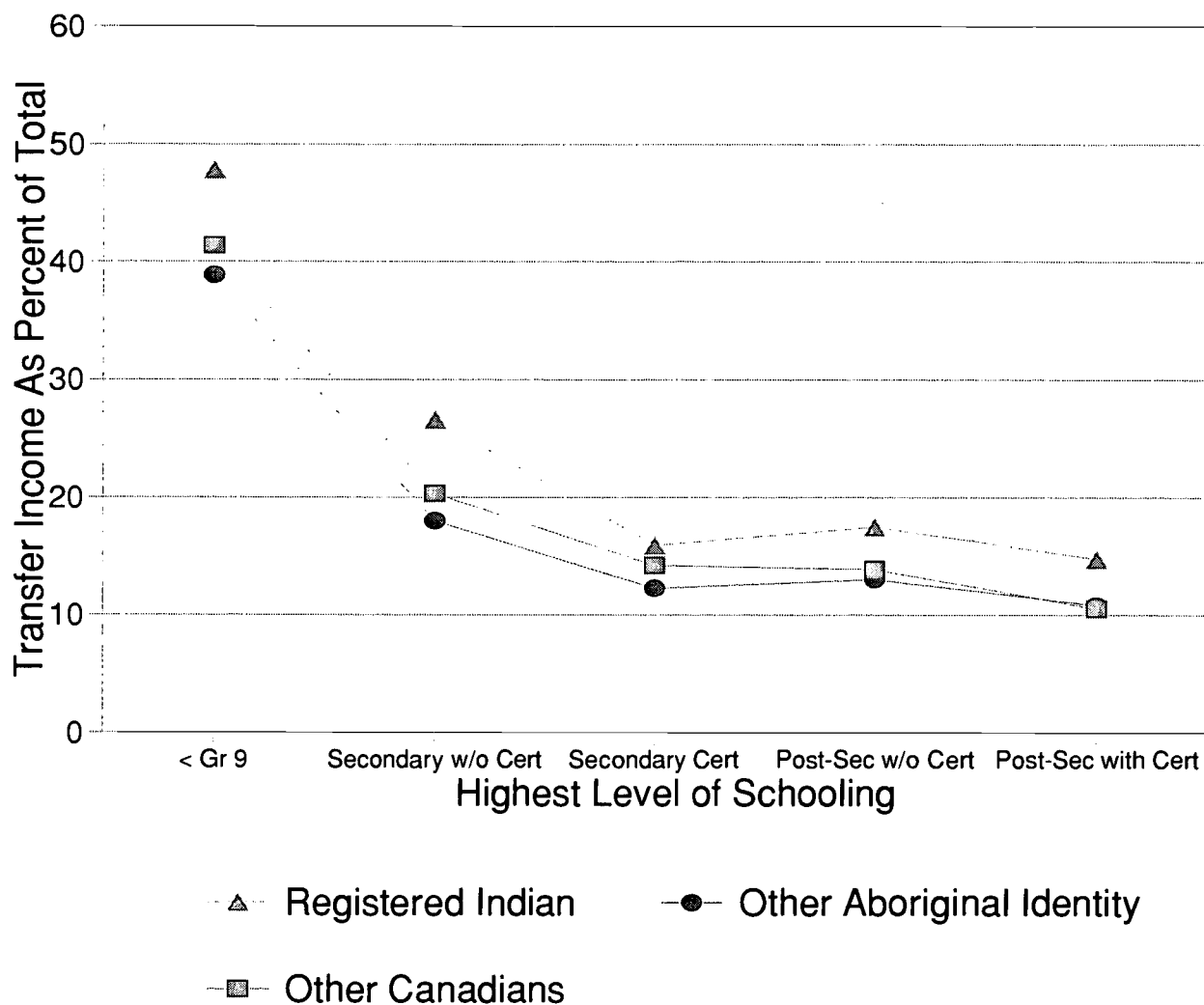
Figure 25 compares the transfer income percentages of men belonging to the three identity groups. The figure illustrates the high levels of transfer income among those with the lowest level of schooling and the large reduction in percentage of transfer income as education increases. As noted above, there is little difference among men with a secondary certificate and those with post-secondary education. What is most striking about the figure is the similarity of the pattern among the three identity groups. Although transfer income is higher among registered Indians than among others, the different identity groups follow the same pattern and the differences between identity groups are much smaller than the differences between levels of schooling.

Table 11a
Government Transfers as a Percentage of Total Income
Among Men 15+ Not Attending School Full Time
By Highest Level of Schooling, Identity Group and Age, Canada, 1996

	Age Group				
	15-24	25-44	45-64	65+	Total
	government transfers/total income (%)				
Registered Indians					
Less Than Grade 9	52.1	39.4	34.9	85.4	47.8
Secondary School	30.3	23.2	16.5	62.0	23.8
without secondary certificate	34.2	26.3	17.3	62.3	26.6
with secondary certificate	19.6	14.5	13.8	60.1	15.9
Post-Secondary	18.0	15.5	12.8	52.5	15.7
without degree/certificate/diploma	18.4	17.6	14.0	63.3	17.5
with degree/certificate/diploma	17.4	14.4	12.3	49.5	14.7
Total	29.0	20.9	20.0	76.4	24.5
Others with Aboriginal Identity					
Less Than Grade 9	35.0	27.1	29.0	78.9	38.9
Secondary School	17.4	15.8	13.1	43.6	16.3
without secondary certificate	19.6	17.3	14.3	66.2	18.0
with secondary certificate	13.5	12.3	9.8	18.1	12.3
Post-Secondary	13.3	10.6	10.3	42.8	11.5
without degree/certificate/diploma	12.6	12.6	11.2	58.1	13.0
with degree/certificate/diploma	17.2	13.7	14.9	62.2	16.9
Total					
Other Canadians					
Less Than Grade 9	45.0	31.8	30.9	82.1	41.4
Secondary School	19.0	17.9	14.2	64.6	18.4
without secondary certificate	21.7	19.7	15.8	65.4	20.3
with secondary certificate	14.3	13.8	9.9	62.2	14.2
Post-Secondary	12.1	9.9	11.7	36.3	11.4
without degree/certificate/diploma	11.5	12.3	13.9	75.9	13.9
with degree/certificate/diploma	12.9	8.8	11.1	29.0	10.5
Total	18.1	14.1	15.8	60.9	17.2

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 25
Government Transfers as a Percentage of Total Income
Among Men Not Attending School Full Time
By Identity Group and Highest Level of Schooling, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 11b provides the same information for women as was shown in Table 11a for men. Generally the same pattern of government transfer ratios is found among women as among men, except that all of the rates are substantially higher than among men. It is apparent that the proportion of transfer income among women is higher than among men for all identity groups, age groups and educational levels. The differences between men and women are also greater than the differences between identity groups, such that registered Indian men of a given age group have lower proportions of transfer income than other Canadian women in the same age group.

Figure 26 again compares the transfer incomes among the three identity groups, this time focusing on women. The figure shows that women's transfer incomes are related to schooling in much the same way that men's are. However, the effect of education is even greater among women than among men. That is, women's levels of transfer income start much higher than those of men, and decrease more rapidly with higher levels of education, such that for those with post-secondary degrees or certificates they are only slightly greater than men's levels. Again, there is a striking similarity among the three identity groups.

In Figure 27 the extent of dependency on transfer income among registered Indians is compared to the extent of transfer dependency among other Canadians. In this figure the proportion among registered Indians is divided by the proportion among other Canadians, so that a value of 1.00 would mean that both populations have the same percentage of transfer income. When the value is greater than 1.00 this indicates that transfer dependency is greater among registered Indians than among other Canadians. The figure shows this ratio for various levels of education and age groups.

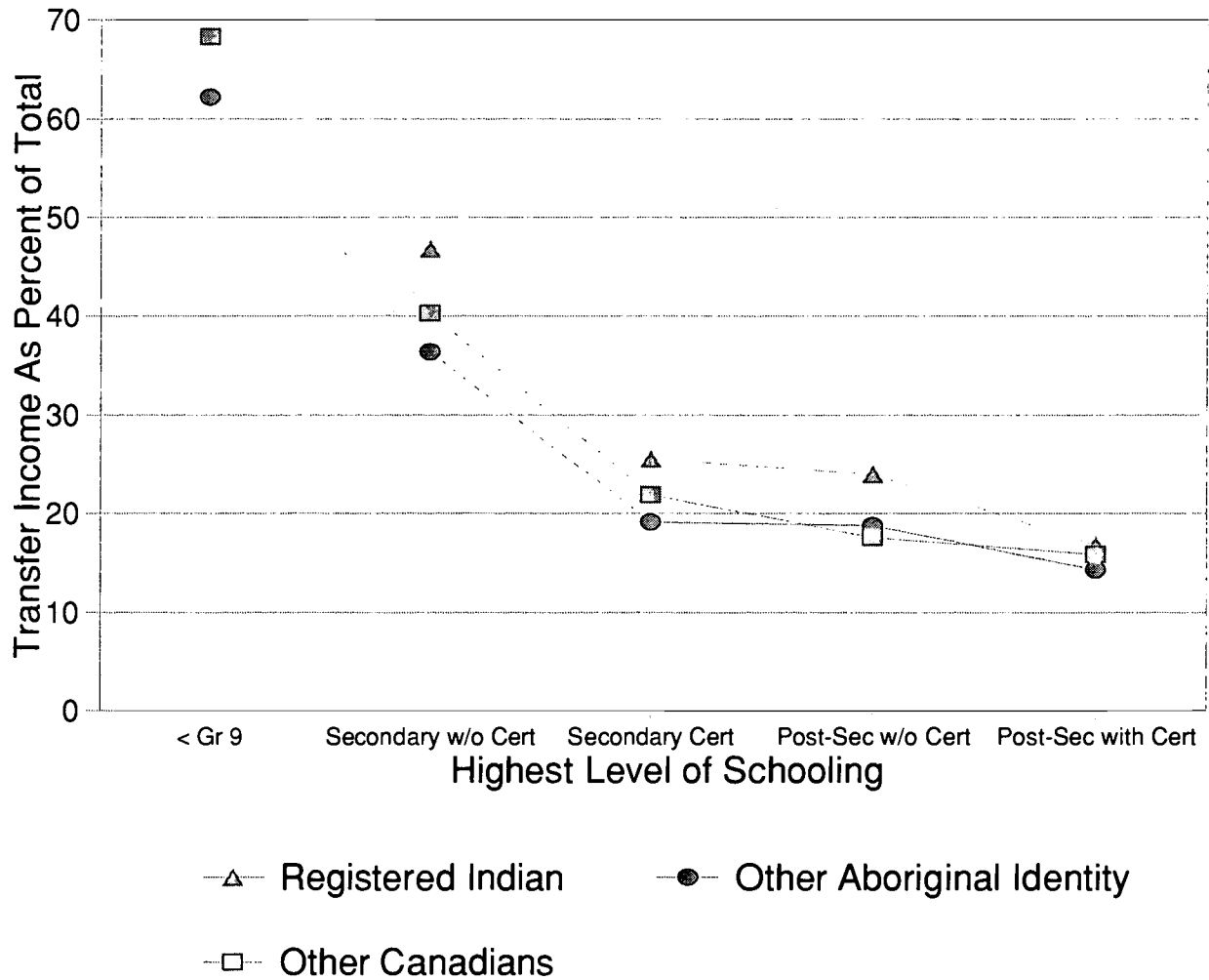
For all educational levels and age groups registered Indians have higher transfer dependency than other Canadians. The difference is greatest among the youngest age group (15-24). The difference is also related to educational attainment: it is higher for uncertified levels of education, that is for those with secondary but without a secondary certificate, or with post-secondary but without a post-secondary certificate or degree. This suggests that certification is of greater importance to the registered Indian population than it is to the other Canadian population in helping to avoid dependency on transfer payments, at least among the younger and mid-range age groups.

Table 11b
Government Transfers as a Percentage of Total Income
Among Women 15+ Not Attending School Full Time
By Highest Level of Schooling, Identity Group and Age, Canada, 1996

	Age Group				
	15-24	25-44	45-64	65+	Total
	government transfers/total income (%)				
Registered Indians					
Less Than Grade 9	77.7	61.5	52.3	91.7	68.4
Secondary School	58.3	38.4	27.5	81.0	41.1
without secondary certificate	65.5	44.3	31.0	81.3	46.8
with secondary certificate	35.8	23.7	16.8	79.5	25.5
Post-Secondary	28.8	19.5	14.2	62.6	19.4
without degree/certificate/diploma	31.6	24.1	18.1	68.3	24.0
with degree/certificate/diploma	25.3	17.0	12.4	59.4	16.8
Total	51.0	28.8	26.4	86.6	34.2
Others with Aboriginal Identity					
Less Than Grade 9	60.3	49.1	47.0	90.6	62.2
Secondary School	37.9	28.3	21.1	77.0	30.4
without secondary certificate	47.0	34.9	23.9	76.6	36.4
with secondary certificate	23.2	17.2	14.7	79.2	19.1
Post-Secondary	20.3	15.5	12.6	58.5	15.9
without degree/certificate/diploma	24.4	18.5	14.1	50.2	18.8
with degree/certificate/diploma	16.6	13.8	11.8	64.6	14.3
Total	31.8	21.4	21.1	82.4	26.2
Other Canadians					
Less Than Grade 9	61.0	58.4	53.2	90.5	68.3
Secondary School	40.2	32.4	22.4	72.2	33.5
without secondary certificate	46.5	40.5	25.8	69.4	40.3
with secondary certificate	28.4	19.8	16.4	85.9	21.9
Post-Secondary	21.3	16.1	12.3	5.92	16.6
without degree/certificate/diploma	22.0	17.5	12.7	47.8	17.6
with degree/certificate/diploma	20.1	15.3	12.2	70.3	15.9
Total	33.0	23.2	20.9	78.9	27.4

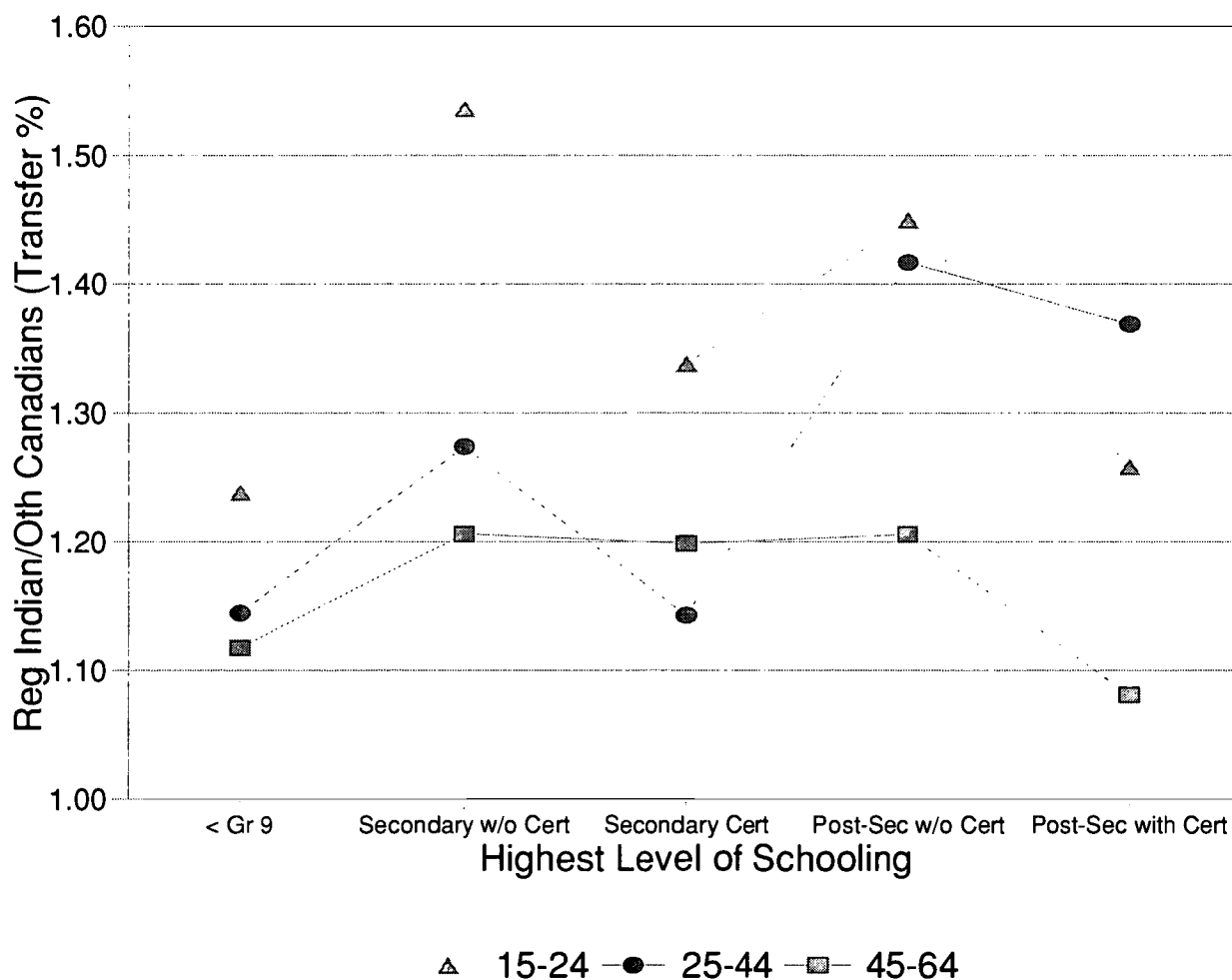
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 26
Government Transfers as a Percentage of Total Income
Among Women Not Attending School Full Time
By Identity Group and Highest Level of Schooling, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 27
Ratio of Registered Indian/Other Canadian Transfer Income Percentage
By Highest Level of Schooling and Age, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Tables 12a, 12b and 12c show government transfer income as a percentage of total income for those living on reserves, those living off-reserve but not in Census Metropolitan Areas (CMAs), and those living in CMAs. They have been divided this way because of the differences in income levels that exist between urban and rural areas. Again, data for all three identity groups is provided. (It should be kept in mind that the number of non-Indians living on reserves is small and should not be relied on too heavily.)

In general the relationships between age, educational attainment and government transfer payments follow the same pattern seen in Tables 11a and 11b. The gap between registered Indians and other Canadians is greater, however, among those living on reserves and among those living in CMAs than it is in the rural areas and smaller towns.

The effect of educational attainment is found in all three geographic areas, but varies according to location and identity group. Figures 28 and 29 illustrate the differences among the identity groups for those living off reserves. Figure 28 is concerned with those living off reserves but not in CMAs, and Figure 29 concerns those living in CMAs. It may be seen from these figures that there is a much greater gap between registered Indians and others in CMAs than in other off-reserve locations. This is due to the differences among the registered Indian and other Aboriginal populations between the two locations. Registered Indians, in particular, tend to have much higher levels of transfer income when they live in CMAs than when they live in other off reserve areas, particularly among those with less schooling.

Figure 30 focuses on registered Indians living in three locations: on reserves, off reserves excluding CMAs, and in CMAs. The figure shows that transfer income dependency is higher both on reserves and in CMAs than it is off reserves for most levels of schooling. Although the levels of transfer incomes are similar for registered Indians living CMAs and on reserves for some levels of schooling, this is not true for all levels of schooling. In particular, it appears that those with high school certificates or post-secondary certificates or degrees are less dependent on transfer incomes if they live in CMAs as opposed to living on reserves.

Table 12a
Government Transfers as a Percentage of Total Income
Among the Population 15+ Not Attending School Full Time and Living On Reserves
By Identity Group, Highest Level of Schooling and Age, Canada, 1996

	Age Group				Total
	15-24	25-44	45-64	65+	
	government transfers/total income (%)				
Registered Indians					
Less Than Grade 9	64.3	46.3	43.2	91.0	57.8
Secondary School	49.4	33.4	23.5	77.2	35.5
without secondary certificate	54.0	35.6	25.1	80.1	38.0
with secondary certificate	32.7	24.5	16.8	65.1	25.7
Post-Secondary	29.8	20.2	14.4	66.1	20.0
without degree/certificate/diploma	31.6	22.7	15.7	70.8	22.5
with degree/certificate/diploma	28.2	18.8	13.8	62.0	18.6
Total	47.1	28.4	26.5	87.3	34.4
Others with Aboriginal Identity					
Less Than Grade 9	70.6	46.8	34.9	88.2	51.6
Secondary School	37.5	19.8	12.3	64.1	22.3
without secondary certificate	43.5	24.2	12.5	60.5	25.8
with secondary certificate	20.4	9.9	11.1	***	12.7
Post-Secondary	14.5	13.4	9.9	43.0	13.3
without degree/certificate/diploma	20.4	19.8	14.2	***	19.6
with degree/certificate/diploma	8.5	10.9	8.4	38.9	10.8
Total	33.5	19.6	18.9	81.1	24.2
Other Canadians					
Less Than Grade 9	68.2	47.0	35.5	94.0	54.4
Secondary School	38.3	20.0	13.0	70.9	22.1
without secondary certificate	44.9	24.8	11.4	65.5	24.5
with secondary certificate	18.1	9.6	29.7	***	14.6
Post-Secondary	22.6	14.1	10.3	46.3	14.9
without degree/certificate/diploma	38.7	19.0	9.5	***	20.1
with degree/certificate/diploma	5.2	11.5	10.0	***	12.9
Total	36.4	19.5	19.9	87.3	26.1

*** Data not meaningful or suppressed because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 12b
Government Transfers as a Percentage of Total Income
Among the Population 15+ Not Attending School Full Time and Living Off-Reserve (excluding CMAs)
By Identity Group, Highest Level of Schooling and Age, Canada, 1996

	Age Group				Total
	15-24	25-44	45-64	65+	
	government transfers/total income (%)				
Registered Indians					
Less Than Grade 9	55.8	44.5	34.4	83.6	50.0
Secondary School	34.0	22.8	16.6	69.0	24.4
without secondary certificate	37.9	25.6	16.9	68.0	26.8
with secondary certificate	24.4	15.9	14.7	76.8	17.7
Post-Secondary	19.2	14.9	12.5	45.9	15.0
without degree/certificate/diploma	21.8	17.4	12.0	65.5	16.8
with degree/certificate/diploma	15.5	13.0	11.3	38.8	13.1
Total	30.8	20.5	19.2	76.8	23.8
Others with Aboriginal Identity					
Less Than Grade 9	39.4	30.5	33.0	84.7	45.2
Secondary School	23.1	19.4	16.6	69.2	20.8
without secondary certificate	26.1	21.3	16.9	74.9	22.6
with secondary certificate	17.9	14.7	14.1	44.4	16.0
Post-Secondary	17.2	13.6	11.5	52.0	13.9
without degree/certificate/diploma	17.8	16.1	12.9	58.1	16.3
with degree/certificate/diploma	15.9	12.3	10.7	44.4	12.7
Total	22.4	17.4	18.4	76.7	21.7
Other Canadians					
Less Than Grade 9	28.5	28.3	24.9	71.8	47.4
Secondary School	15.7	12.6	11.3	56.9	18.9
without secondary certificate	19.3	15.1	13.3	59.1	23.0
with secondary certificate	12.0	9.9	8.7	50.9	13.6
Post-Secondary	10.6	6.8	5.1	36.4	8.9
without degree/certificate/diploma	11.6	8.4	6.8	42.4	11.3
with degree/certificate/diploma	9.8	6.3	4.7	33.3	7.9
Total	13.7	9.7	9.8	56.0	16.6

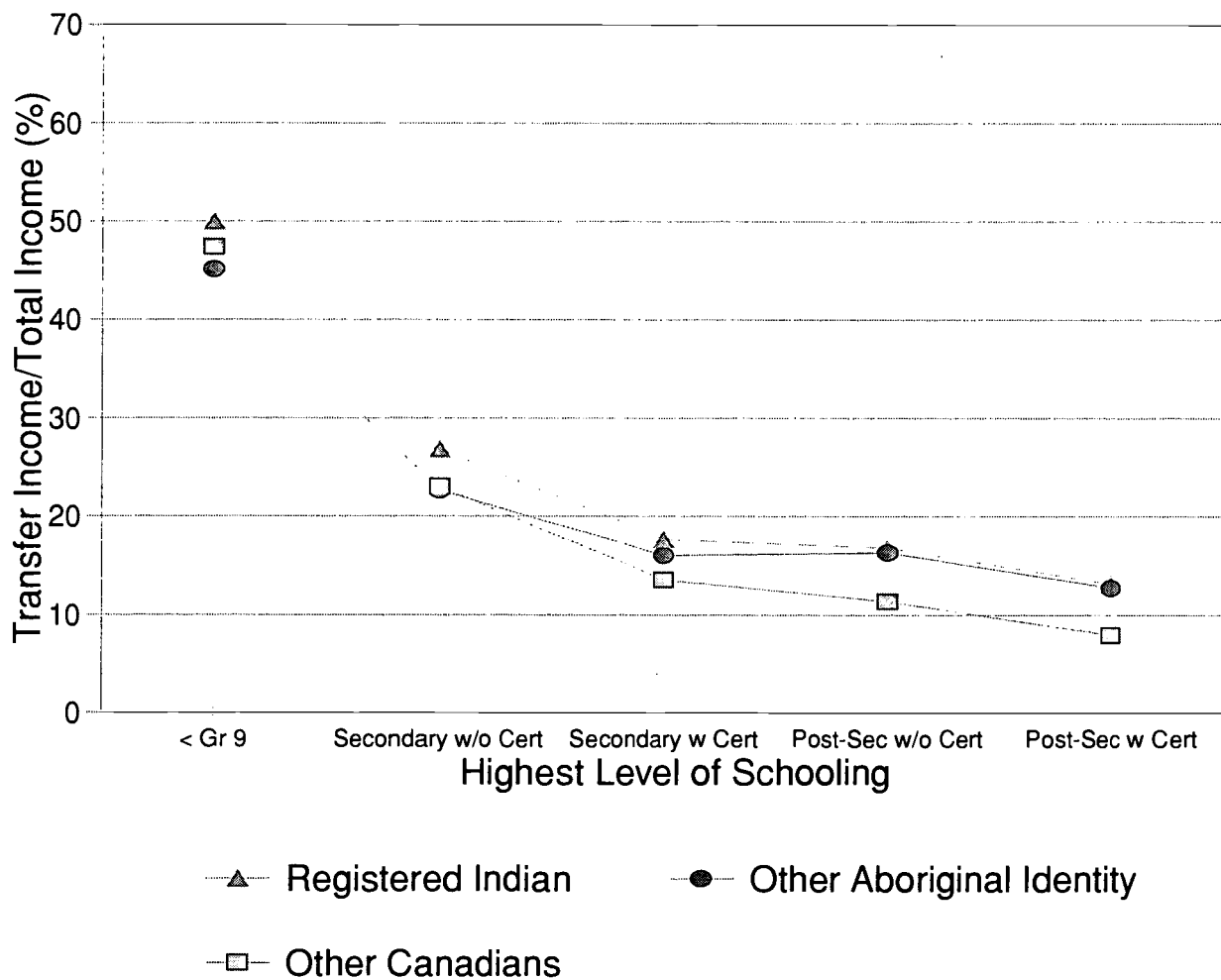
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Table 12c
Government Transfers as a Percentage of Total Income
Among the Population 15+ Not Attending School Full Time and Living in CMAs
By Identity Group, Highest Level of Schooling and Age, Canada, 1996

	Age Group				Total
	15-24	25-44	45-64	65+	
	government transfers/total income (%)				
Registered Indians					
Less Than Grade 9	71.6	61.0	46.9	86.6	61.8
Secondary School	42.1	31.3	23.1	69.4	32.5
without secondary certificate	50.7	38.7	26.6	69.3	39.0
with secondary certificate	21.3	15.9	14.1	70.2	17.5
Post-Secondary	19.5	16.7	13.4	54.8	16.8
without degree/certificate/diploma	21.8	21.9	19.3	57.8	22.0
with degree/certificate/diploma	16.9	14.5	11.6	58.1	14.8
Total	34.9	23.1	21.0	71.9	26.0
Others with Aboriginal Identity					
Less Than Grade 9	57.7	44.0	37.6	83.4	52.3
Secondary School	28.1	21.1	15.3	46.0	21.9
without secondary certificate	35.6	24.9	18.6	68.7	26.5
with secondary certificate	16.8	14.1	9.5	21.9	13.9
Post-Secondary	16.5	11.8	10.7	43.1	12.5
without degree/certificate/diploma	19.0	14.7	12.1	50.2	15.2
with degree/certificate/diploma	14.9	10.5	10.5	46.2	11.5
Total	24.4	15.9	15.0	59.5	18.7
Other Canadians					
Less Than Grade 9	28.2	23.3	21.1	67.5	42.3
Secondary School	13.5	10.1	9.1	49.8	16.7
without secondary certificate	17.5	12.7	11.1	52.4	21.0
with secondary certificate	9.8	8.1	7.1	44.9	12.3
Post-Secondary	7.7	5.3	4.6	35.3	7.6
without degree/certificate/diploma	8.8	6.6	5.7	38.6	9.5
with degree/certificate/diploma	7.1	5.0	4.4	34.6	7.1
Total	10.5	6.5	6.6	46.4	11.8

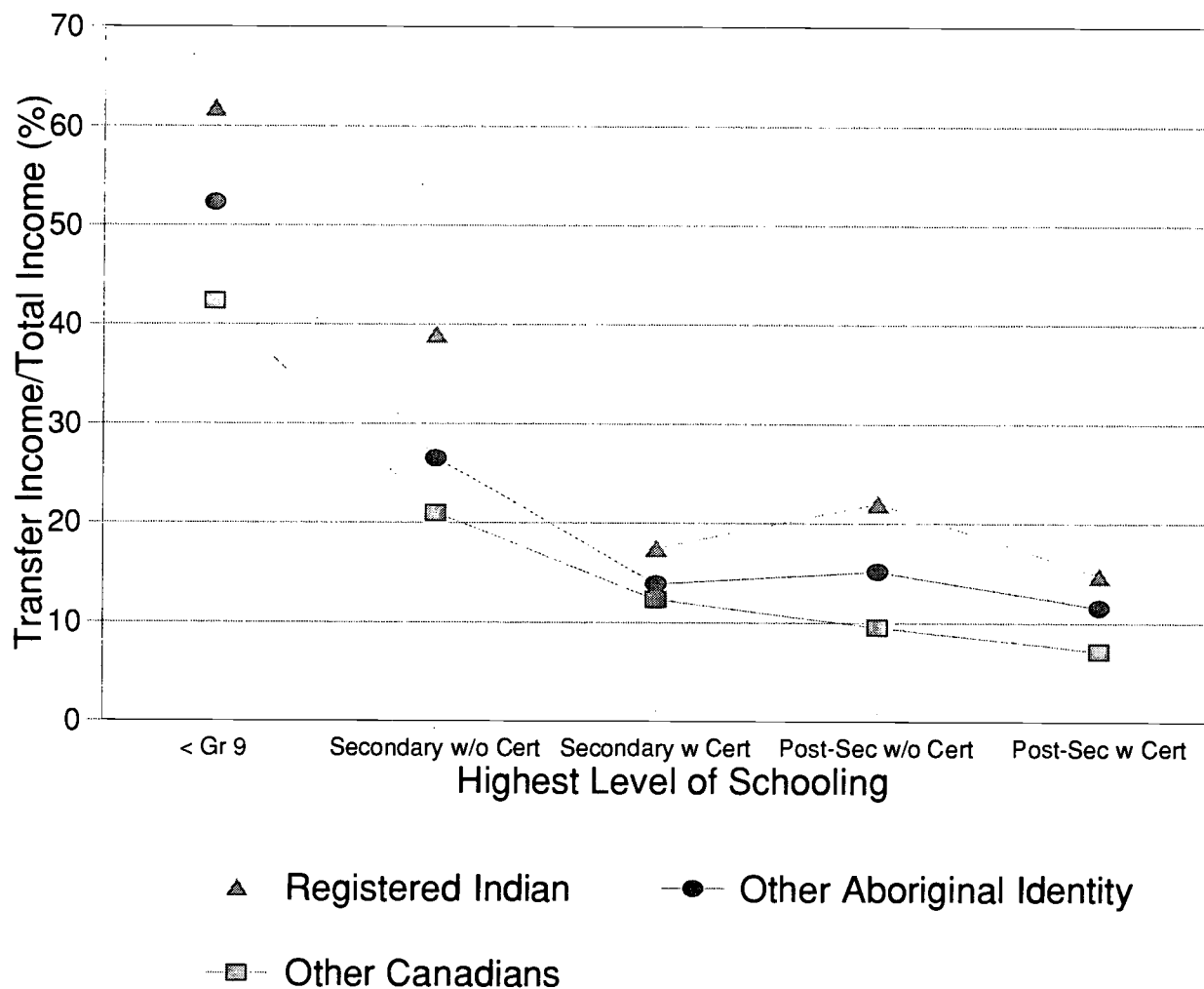
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 28
Government Transfers as a Percentage of Total Income
Among the Population 15+ Not Attending School Full Time and
Living Off Reserve (excluding CMAs), by Identity Group and
Highest Level of Schooling, Canada, 1996



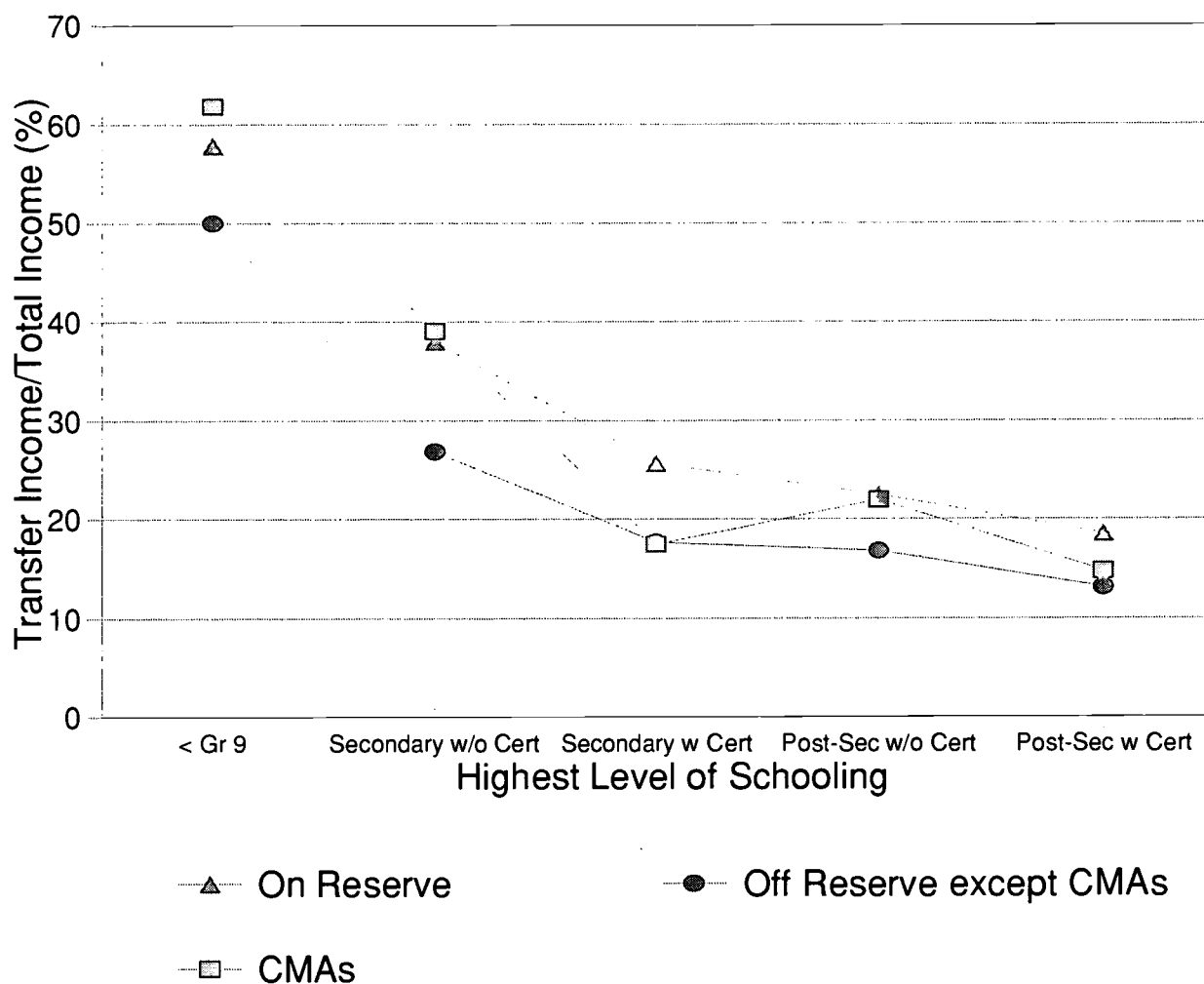
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 29
Government Transfers as a Percentage of Total Income
Among the Population 15+ Not Attending School Full Time and
Living in CMAs, by Identity Group and Highest Level of Schooling, Canada, 1996



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 30
Government Transfers as a Percentage of Total Income
Among Registered Indians 15+ Not Attending School Full Time
By Location of Residence and Highest Level of Schooling, Canada, 1996



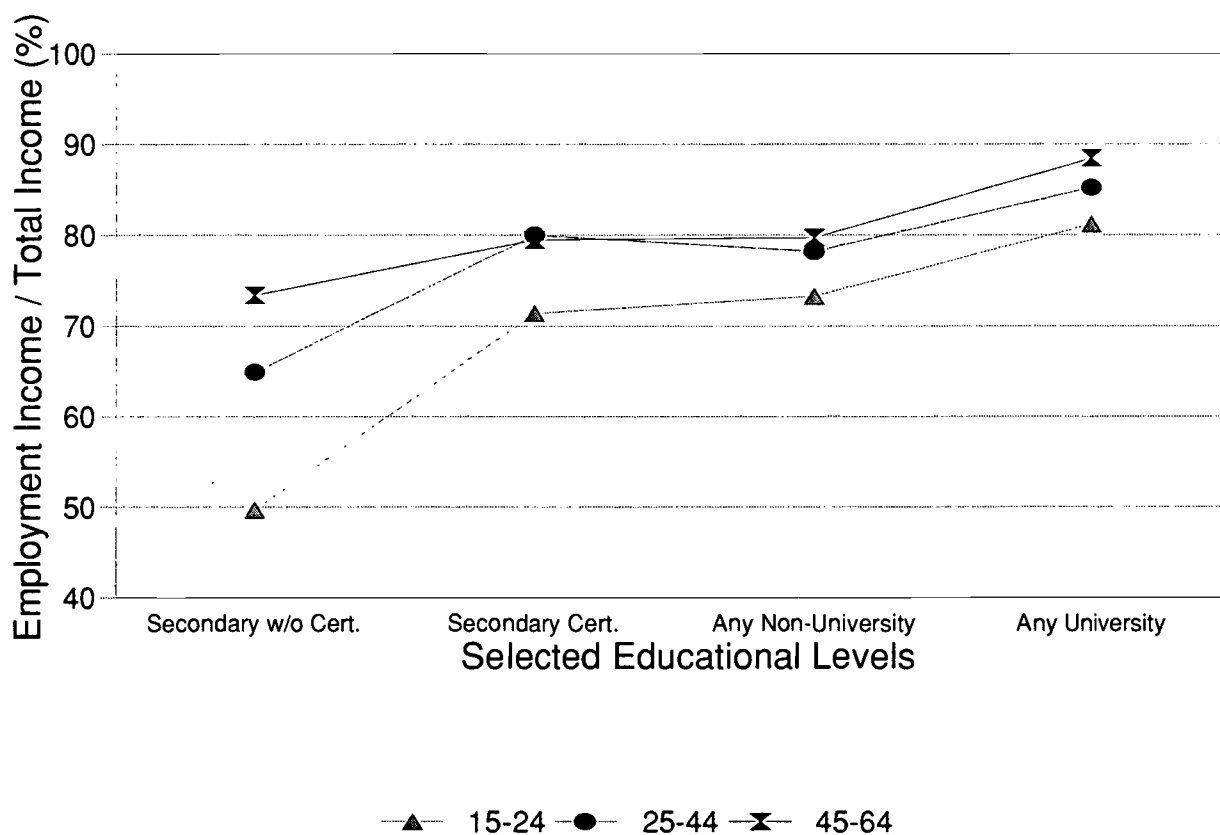
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figures 31-33 show the relationship between educational attainment, age and employment income as a percentage of total income for each of the three population groups, respectively. Four levels of educational attainment are shown: 1) secondary education without a certificate; 2) secondary education with a certificate; 3) any trades or other non-university education; and 4) any university education. Figure 31 shows this relationship for registered Indians. It is clear that as we move from lower to higher educational attainment employment income increases dramatically as a percentage of total income. This is especially true when going from secondary education without a certificate to secondary education with a certificate. It is also more true of the younger age groups than of the older ones. There is also a substantial difference between those with any university education and those with any level of non-university, post-secondary education. However, there is little difference in percentage of employment income between those with a high school certificate and those with non-university, post-secondary education. It may also be seen that older age groups have a higher percentage of employment income than younger age groups.

The pattern is somewhat different among others with Aboriginal identity, as shown in Figure 32. Generally the proportion of employment income is higher than among registered Indians. In addition, the gap between educational levels is smaller among others with Aboriginal identity. Unlike among registered Indians, the percentage of employment income is often lower among the oldest age group than among the younger ones. This may reflect greater investment or pension income among this group than among older registered Indians.

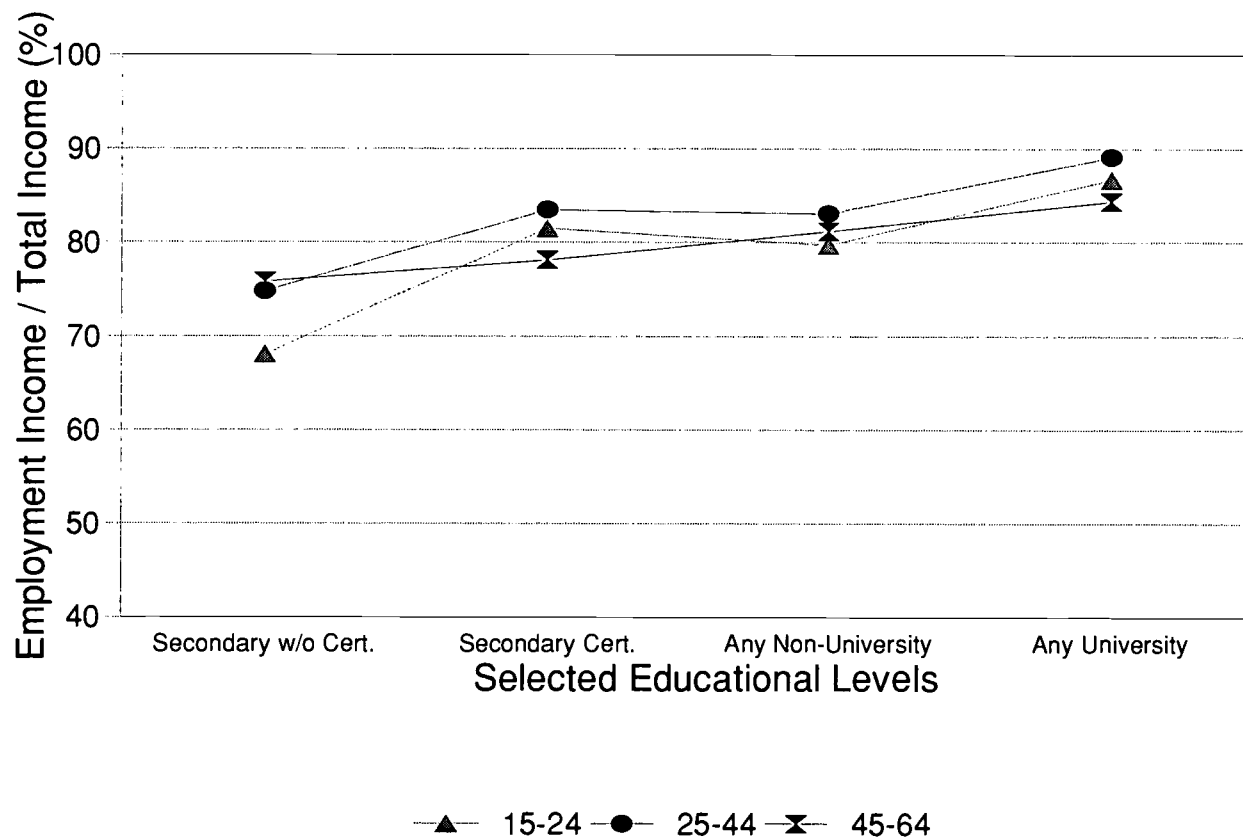
Among other Canadians, the proportion of employment income tends to be still higher. (See Figure 33.) In addition, the gap between educational levels is smaller, and there is a sharper drop-off in the percentage of employment income among the oldest age group, again probably reflecting greater investment income among this age group.

Figure 31
Employment Income as a Percentage of Total Income
Among Registered Indians Not Attending School Full Time, Canada, 1996
By Age and Educational Attainment



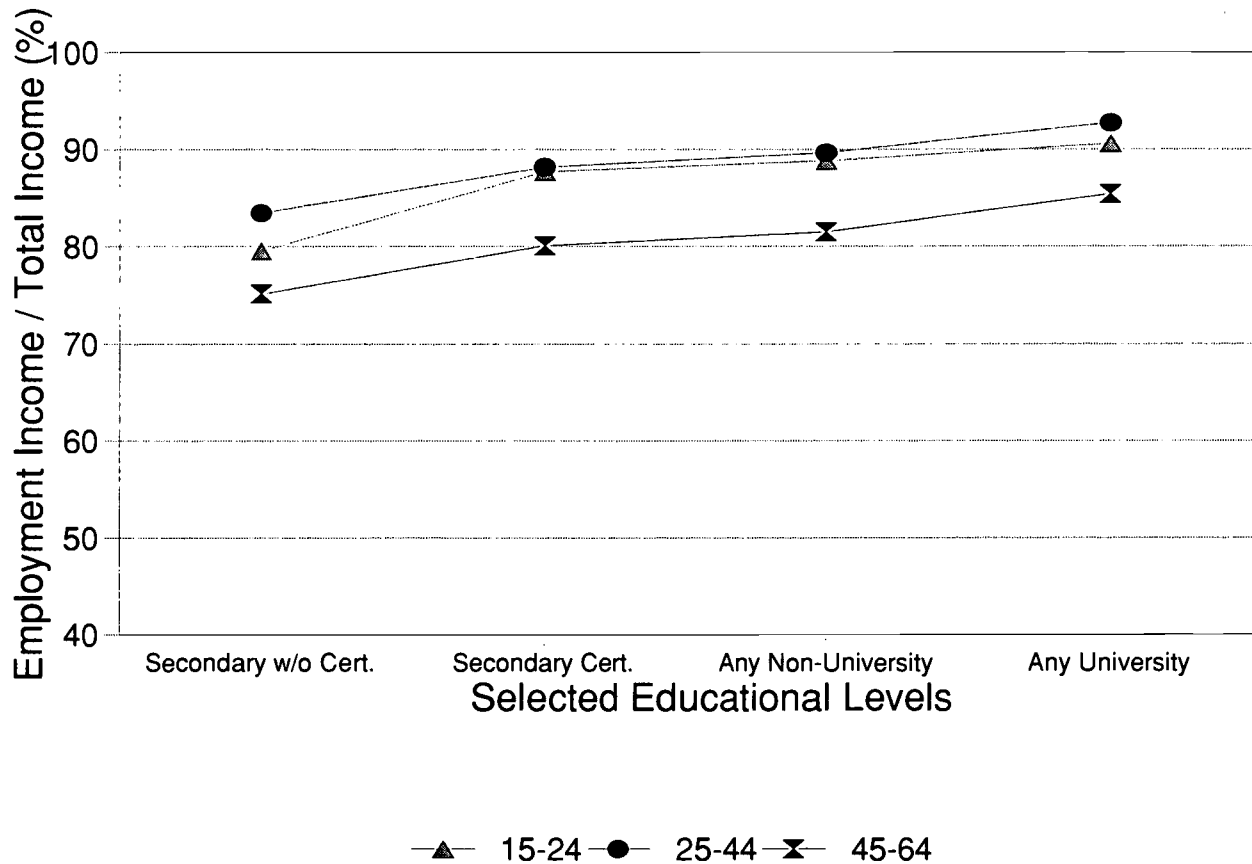
Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 32
Employment Income as a Percentage of Total Income
Among Others with Aboriginal Identity Not Attending School Full Time, Canada, 1996
By Age and Educational Attainment



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 33
Employment Income as a Percentage of Total Income
Among Other Canadians Not Attending School Full Time, Canada, 1996
By Age and Educational Attainment



Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

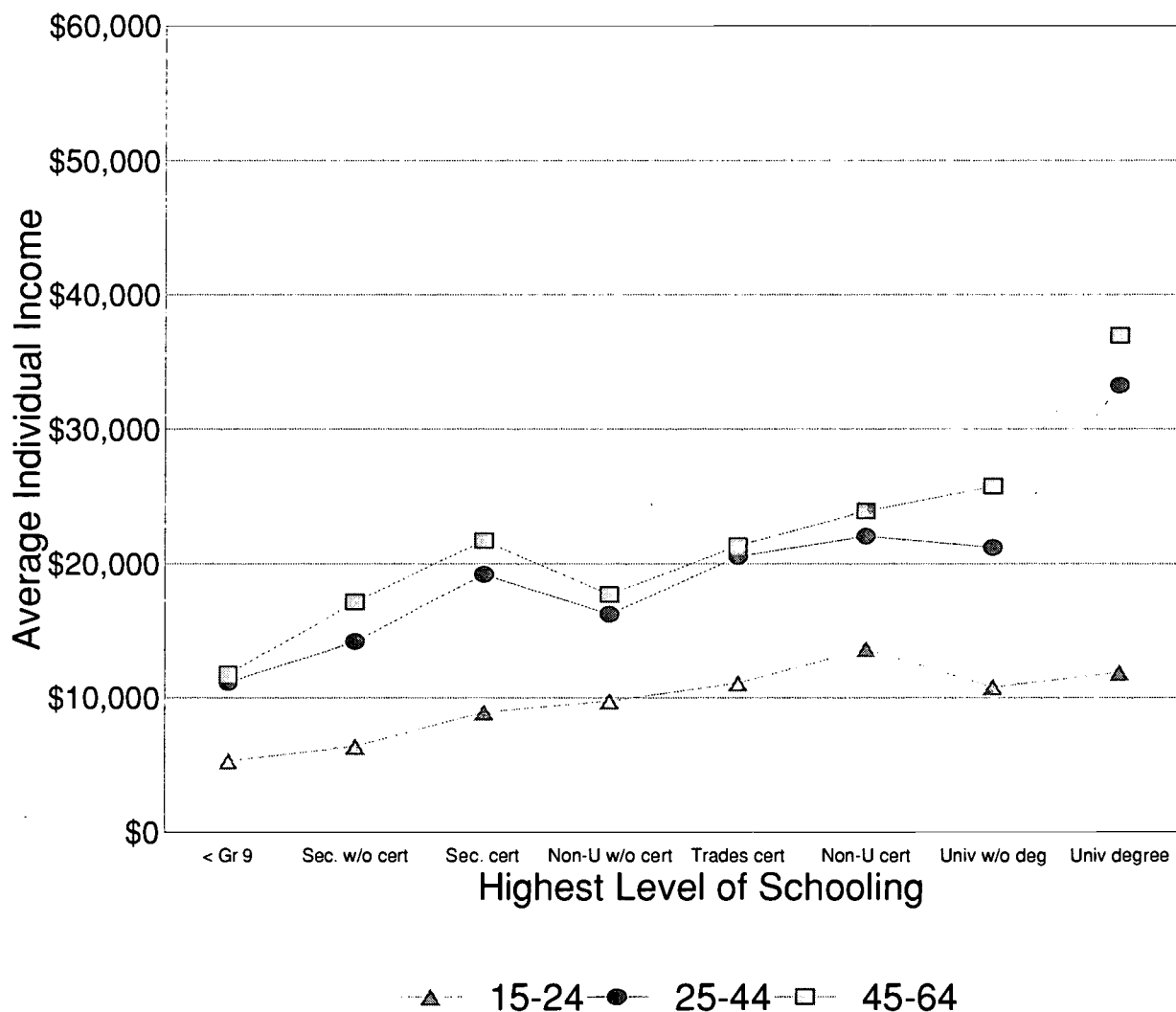
2.7 Average Individual Income

Figures 34 - 36 provide a look at the relationship between average income, age and highest level of schooling. The figures show that, as expected, average incomes tend to go up with higher levels of schooling, and with age. In particular, there is a large gap between the youngest age group (15-24) and the other two age groups, and this is true for all three identity groups.

It will also be seen that registered Indian incomes are lowest among the three identity groups for any given age and educational level. Others with Aboriginal identity have slightly higher incomes than registered Indians, while other Canadians have incomes which are quite a bit higher than the other two groups, especially for higher educational levels and among older age groups.

Among the two Aboriginal groups (registered Indians and others with Aboriginal identity) the pattern of higher incomes for higher levels of schooling is not as consistent as it is for other Canadians. This is particularly true for those with some non-university education but without any post-secondary certificate. Among registered Indians and others with Aboriginal identity this group has a lower average income than those with a secondary school certificate.

Figure 34
Average Individual Income* Among the Registered Indian Population 15+
Not Attending School Full Time
By Age and Highest Level of Schooling, Canada, 1996

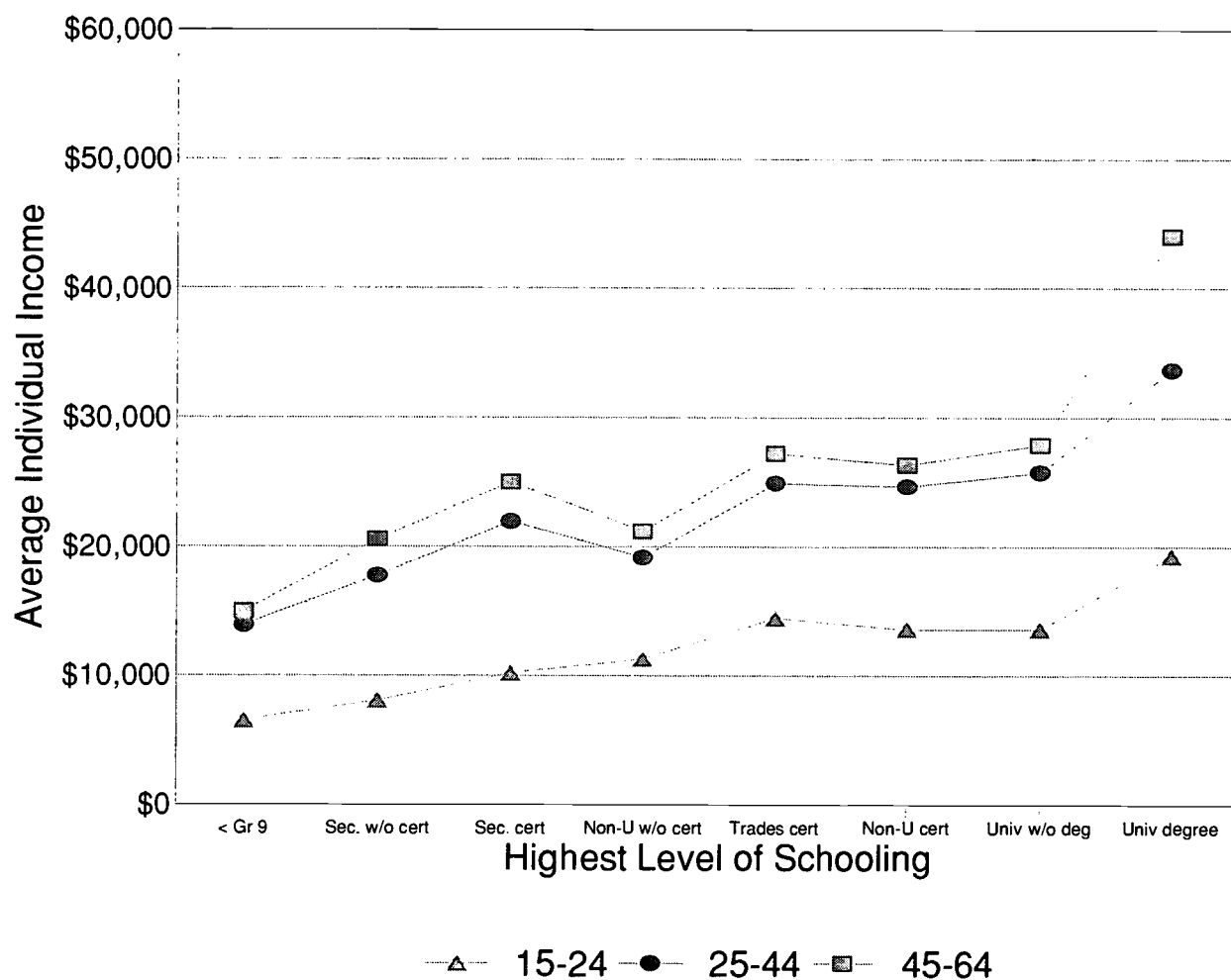


* Includes income from employment, government transfers, and all other sources.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 35

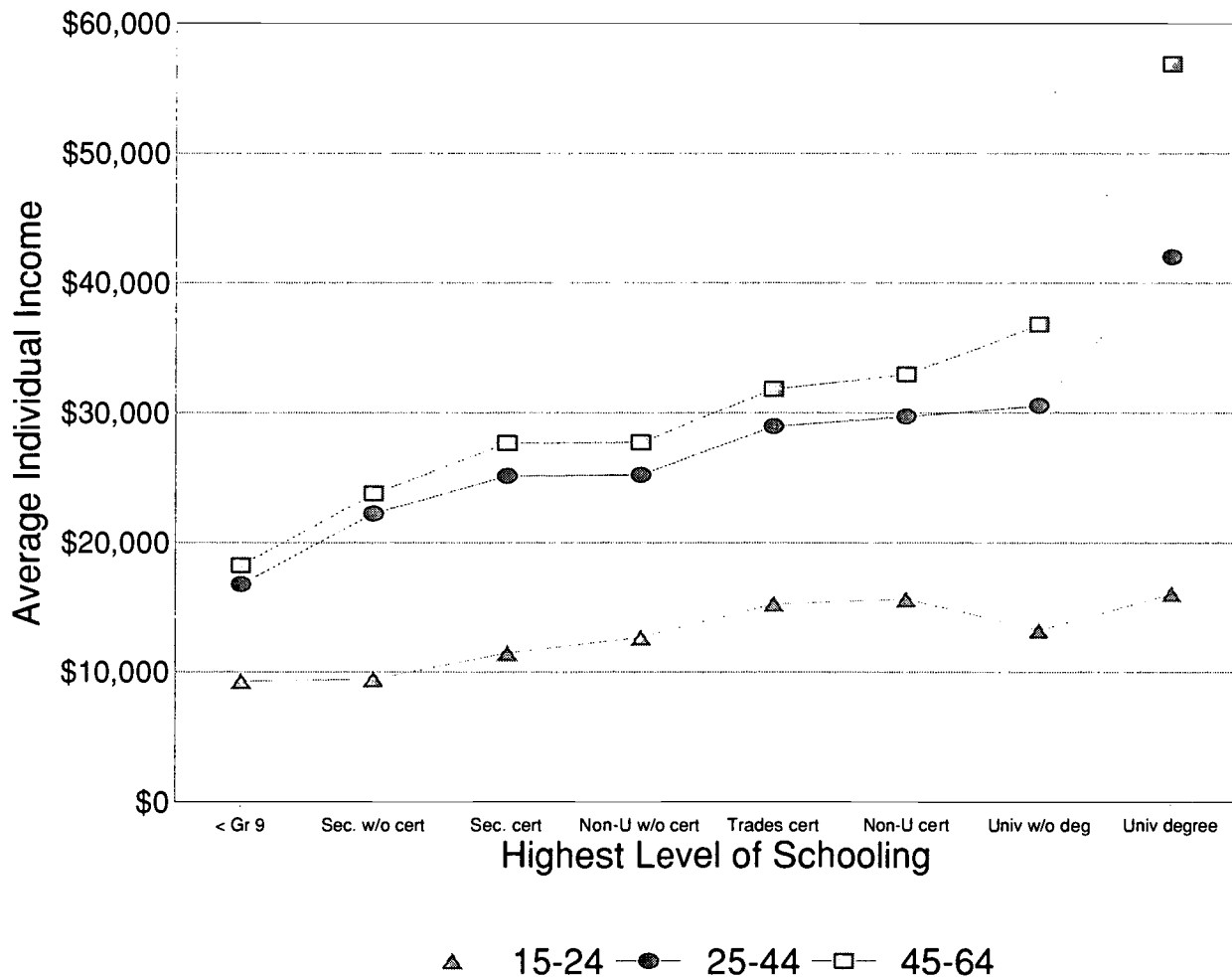
**Average Individual Income* Among Others With Aboriginal Identity 15+
Not Attending School Full Time
By Age and Highest Level of Schooling, Canada, 1996**



* Includes income from employment, government transfers, and all other sources.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

Figure 36
Average Individual Income* Among the Other Canadian Population 15+
Not Attending School Full Time
By Age and Highest Level of Schooling, Canada, 1996



* Includes income from employment, government transfers, and all other sources.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada.

3. Conclusions

The foregoing report has described a variety of aspects of educational attainment among registered Indians, others with Aboriginal identity and other Canadians. The relationships among different attributes, such as age, gender and location of residence, educational attainment and labour market outcomes are many and complex. Given the complexity of these relationships it is difficult to arrive at general conclusions without over-simplifying the available data. Also, more sophisticated analysis of the various interrelationships would be required to determine the extent to which causal relationships exist between the various factors.

A few general observations may be made, however, at a descriptive level. First, it is clear that the extent of participation and completion of post-secondary education has been increasing dramatically among registered Indians over the past ten years. At the same time, a gap in educational levels and success rates continues to exist between registered Indians and others. Others with Aboriginal identity (not registered Indians) tend to have educational characteristics which are between those of registered Indians and other Canadians.

The educational careers of registered Indians have a different pattern than those of other Canadians. That is, registered Indians take longer to reach a given level of attainment, but seem to be more willing to continue their education or return to complete their education at an older age, compared to others. The result is that, for many of the dimensions of post-secondary education examined in this study, there is a particularly large gap between young registered Indians (those 15-24) and others of the same age, but the gap narrows among older age groups.

There appear to be important relationships between educational and labour market variables, gender, and location of residence. On reserve and off-reserve labour markets seem to have different characteristics, with registered Indian men and women having different patterns of employment in each location. It is clear that, by and large, registered Indian women continue to have weaker labour market participation and success than registered Indian men and that there continue to be high concentrations of men and women in particular occupations. It also appears that within urban areas registered Indians experience greater extremes of occupational success on the one hand, and government dependency on the other. These extremes are closely related to educational attainment.

In terms of employment outcomes, increased educational attainment consistently has the effect of reducing the gap between registered Indians and others. At the same time there is a need to look more closely at the assumptions underlying the concept of highest level of schooling. While the concept applies in general, it does not seem to apply well to the group who have completed some post-secondary education but have not obtained a certificate or degree. At least, for this population, the relationship between higher education and improved employment and income

characteristics does not seem to hold.

It may also be seen from this study that age, educational attainment and gender do not completely account for the differences in labour market and income characteristics between Aboriginal groups and other Canadians. There are likely to be a variety of other factors which are of importance, including geographic, social and cultural factors. These could include differences in regional labour markets, differences in cultural and social contexts in which people live and are educated and issues of cultural adjustment, accommodation and discrimination. The Census of Canada cannot fully document these factors, nor does it document the more detailed differences or similarities among population groups in such areas as educational experiences and work histories. Nevertheless, this study has confirmed that post-secondary educational attainment, particularly when it includes some type of certification, has a major influence on employment, labour market activity and income among various Aboriginal groups.

In summary, there has been clear educational progress among registered Indians over the past decade, particularly in terms of high school completion and post-secondary participation. Nevertheless there are many signs that Aboriginal people in Canada, and especially registered Indians, continue to experience less success than others. The pattern of delayed or incomplete success at the post-secondary level suggests that there may be weaknesses in Aboriginal students' basic education and/or difficulties in the students' social and economic environment which tend to limit their success in post-secondary programs. In other words, there may be limits to the amount that can be achieved through programs which encourage post-secondary participation, but which do not affect students' broader social and educational environment. The challenge of the coming years is to consolidate and strengthen the gains which have been made in post-secondary education, perhaps by focusing on the early preparation of Aboriginal students and on the social and economic context within which education takes place.

REFERENCES

- R. Armstrong, J. Kennedy and P. R. Oberle. University Education and Economic Well-Being: Indian Achievement and Prospects. Quantitative Analysis and Socio-demographic Research, Indian and Northern Affairs Canada, October, 1990.
- S. Clatworthy and M. Mendelson. A Statistical Profile of Aboriginal Youth in Canada, 1996. Human Resources Development Canada, September 26, 1999
- J. Hull, R. Phillips, and E. Polyzoi, "Indian Control and Delivery of Special Education Services to Students in Band-operated Schools in Manitoba," *Alberta Journal of Educational Research*, XLI:1 (March, 1995).
- C. McBride, M. Gagné, and K. Atwell. Characteristics of Public Administration Employment On-Reserve; 1986 Census. Ottawa: Indian and Northern Affairs Canada, 1990.
- M. Santiago. Post-Secondary Education and Labour Market Outcomes for Registered Indians. Ottawa: Department of Indian Affairs and Northern Development, Research and Analysis Directorate. May, 1997.
- A. Siggner, E. Guimond, N. Robitaille and G. Goldmann, "Aboriginal Population Characteristics: Are We Informed by the Aggregate Picture?" paper presented to the Canadian Population Society Annual Meetings, Ottawa University, Ottawa, 1998.
- Statistics Canada. 1996 Census Dictionary. Ottawa: Ministry of Industry, 1997. (Catalogue no. 92-351-XPE)

Appendix A:

**Provincial/Regional Tables Showing
Highest Level of Schooling by Age and Gender
By Identity Group and Gender**

Table A-1

**Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Canada, 1996, Both Sexes**

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	16.6	15.1	39.9	76.2	25.1
Secondary School	64.5	39.4	24.9	13.8	39.1
without certificate	52.8	30.9	20.1	11.7	31.3
with certificate	11.8	8.5	4.8	2.2	7.9
Trades and/or other Non-University only	14.9	33.2	25.5	7.9	26.3
without certificate	7.4	10.0	6.1	1.7	8.1
with trades certificate	4.5	12.6	12.0	4.1	10.3
with other non-university certificate	2.9	10.6	7.5	2.1	7.9
University	4.0	12.3	9.7	2.0	9.4
without degree	3.7	8.4	5.9	1.4	6.5
with degree	0.3	3.9	3.8	0.6	3.0
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	48,315	131,915	58,470	17,125	255,825
Others with Aboriginal Identity					
Less than Grade 9	10.6	10.2	30.0	66.2	18.6
Secondary School	65.7	40.3	30.5	19.6	41.2
without certificate	47.1	29.1	23.1	16.1	30.0
with certificate	18.7	11.2	7.4	3.5	11.1
Trades and/or other Non-University only	18.1	37.2	28.2	10.2	29.9
without certificate	7.7	10.2	5.9	2.2	8.2
with trades certificate	5.3	14.5	14.0	5.7	12.2
with other non-university certificate	5.0	12.4	8.3	2.3	9.5
University	5.6	12.4	11.4	4.0	10.4
without degree	4.7	7.7	6.4	2.5	6.5
with degree	1.0	4.7	5.0	1.5	3.9
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	30,520	87,970	41,400	10,850	170,745
Other Canadians					
Less than Grade 9	4.5	4.0	16.2	36.6	13.3
Secondary School	54.2	33.0	33.7	35.2	35.2
without certificate	31.4	16.8	19.6	24.7	20.1
with certificate	22.8	16.2	14.1	10.4	15.1
Trades and/or other Non-University only	27.3	34.8	27.5	17.5	29.0
without certificate	9.7	7.0	4.6	3.9	5.9
with trades certificate	7.2	12.0	11.8	7.6	10.8
with other non-university certificate	10.4	15.8	11.1	6.0	12.3
University	14.0	28.2	22.6	10.8	22.5
without degree	8.4	10.2	8.2	4.8	8.6
with degree	5.6	18.0	14.3	6.0	13.9
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,495,060	8,638,905	6,019,980	3,247,140	19,401,075

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-2
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Canada, 1996, Men

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	18.1	16.1	40.2	75.6	25.6
Secondary School	64.0	40.9	23.7	13.0	39.9
without certificate	51.9	32.5	19.1	10.9	32.0
with certificate	12.0	8.4	4.6	2.0	7.9
Trades and/or other Non-University only	14.6	33.0	27.4	9.4	26.6
without certificate	7.0	9.4	6.0	1.8	7.7
with trades certificate	5.5	15.7	15.7	6.3	13.1
with other non-university certificate	2.2	7.8	5.7	1.4	5.8
University	3.4	10.0	8.7	2.0	7.9
without degree	3.2	7.3	5.4	1.5	5.7
with degree	0.2	2.7	3.3	0.7	2.2
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	23,850	61,785	26,695	7,680	120,020
Others with Aboriginal Identity					
Less than Grade 9	11.7	10.6	30.6	66.4	19.2
Secondary School	67.9	42.5	28.2	16.5	41.9
without certificate	48.1	31.8	21.8	13.3	31.1
with certificate	19.8	10.7	6.4	3.0	10.8
Trades and/or other Non-University only	15.9	36.7	30.2	12.9	29.9
without certificate	6.8	8.8	5.1	2.1	7.1
with trades certificate	6.1	18.7	18.5	8.2	15.8
with other non-university certificate	3.1	9.2	6.6	2.6	7.1
University	4.5	10.2	10.9	4.2	9.0
without degree	3.8	6.4	5.4	2.3	5.4
with degree	0.6	3.8	5.5	1.9	3.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	15,355	43,570	21,490	5,100	85,510
Other Canadians					
Less than Grade 9	5.1	4.3	16.0	36.6	12.8
Secondary School	58.7	32.8	29.8	30.5	33.7
without certificate	34.3	18.2	18.3	22.2	20.1
with certificate	24.4	14.6	11.6	8.3	13.5
Trades and/or other Non-University only	24.7	35.2	28.8	19.2	29.9
without certificate	9.5	6.7	3.9	3.1	5.5
with trades certificate	7.8	15.4	16.0	11.5	14.4
with other non-university certificate	7.4	13.1	8.9	4.6	10.1
University	11.4	27.7	25.3	13.8	23.5
without degree	7.5	9.8	8.1	4.8	8.3
with degree	3.9	17.9	17.3	9.0	15.2
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	775,540	4,267,150	2,981,895	1,402,560	9,427,140

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-3
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Canada, 1996, Women

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	15.1	14.2	39.6	76.9	24.7
Secondary School	65.1	38.0	25.8	14.5	38.4
without certificate	53.6	29.4	20.9	12.3	30.6
with certificate	11.5	8.6	5.0	2.3	7.8
Trades and/or other Non-University only	15.1	33.5	23.9	6.6	26.1
without certificate	7.9	10.6	6.2	1.6	8.4
with trades certificate	3.6	9.8	8.8	2.4	7.9
with other non-university certificate	3.7	13.1	8.9	2.7	9.7
University	4.6	14.2	10.6	2.0	10.8
without degree	4.2	9.3	6.4	1.3	7.1
with degree	0.4	5.0	4.2	0.7	3.7
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	24,460	70,130	31,775	9,440	135,810
Others with Aboriginal Identity					
Less than Grade 9	9.4	9.7	29.2	66.0	18.0
Secondary School	63.5	38.2	32.9	22.4	40.4
without certificate	46.0	26.4	24.6	18.6	28.9
with certificate	17.5	11.8	8.3	3.8	11.5
Trades and/or other Non-University only	20.3	37.6	26.0	7.7	29.8
without certificate	8.7	11.6	6.7	2.3	9.3
with trades certificate	4.6	10.5	9.0	3.4	8.6
with other non-university certificate	7.0	15.6	10.2	2.1	11.9
University	6.8	14.5	11.8	3.7	11.8
without degree	5.5	9.0	7.3	2.6	7.5
with degree	1.4	5.5	4.5	1.1	4.2
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	15,175	44,400	19,910	5,755	85,235
Other Canadians					
Less than Grade 9	3.9	3.7	16.5	36.6	13.7
Secondary School	49.2	33.1	37.6	38.8	36.7
without certificate	28.3	15.4	21.0	26.7	20.1
with certificate	20.9	17.8	16.6	12.0	16.6
Trades and/or other Non-University only	30.1	34.4	26.1	16.2	28.2
without certificate	9.8	7.3	5.2	4.5	6.3
with trades certificate	6.7	8.7	7.7	4.6	7.5
with other non-university certificate	13.6	18.3	13.2	7.1	14.3
University	16.8	28.8	19.8	8.5	21.4
without degree	9.3	10.6	8.4	4.7	8.8
with degree	7.4	18.1	11.4	3.7	12.7
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	719,510	4,371,750	3,038,085	1,844,580	9,973,925

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-4
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Atlantic Region, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	11.8	11.9	31.0	62.2	19.1
Secondary School	56.2	27.1	19.3	20.2	29.8
without certificate	41.6	17.5	15.3	16.8	21.1
with certificate	14.3	9.8	3.7	3.4	8.7
Trades and/or other Non-University only	19.8	40.0	33.8	12.6	33.6
without certificate	6.9	8.8	5.9	3.4	7.5
with trades certificate	8.0	18.6	19.6	9.2	16.4
with other non-university certificate	4.7	12.5	8.4	1.7	9.6
University	12.1	20.9	14.9	5.9	17.3
without degree	11.3	14.3	7.7	3.4	11.8
with degree	0.0	6.7	7.5	0.0	5.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,815	5,825	2,455	595	10,695
Others with Aboriginal Identity					
Less than Grade 9	12.7	15.8	37.3	73.0	24.6
Secondary School	55.5	32.1	23.9	14.9	33.0
without certificate	32.7	22.4	18.3	13.5	22.5
with certificate	22.4	9.9	5.6	0.0	10.5
Trades and/or other Non-University only	22.1	40.2	28.7	8.8	31.9
without certificate	5.3	6.8	4.3	0.0	5.5
with trades certificate	10.0	21.8	18.5	7.4	17.9
with other non-university certificate	6.2	11.7	6.0	0.0	8.5
University	9.7	11.7	9.9	4.1	10.4
without degree	9.7	7.1	5.8	1.4	6.9
with degree	0.6	4.2	4.1	3.4	3.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,695	4,935	2,320	740	9,705
Other Canadians					
Less than Grade 9	4.3	7.1	19.2	39.8	16.1
Secondary School	56.0	33.6	34.8	35.9	36.3
without certificate	33.0	19.8	25.1	28.9	24.1
with certificate	22.9	13.8	9.7	7.0	12.2
Trades and/or other Non-University only	22.6	34.1	27.8	15.4	28.0
without certificate	4.7	4.5	3.4	2.5	3.8
with trades certificate	8.7	16.2	14.4	7.0	13.4
with other non-university certificate	9.3	13.3	10.1	5.9	10.7
University	17.1	25.2	18.2	8.8	19.6
without degree	11.6	10.9	7.3	4.4	8.8
with degree	5.4	14.3	10.9	4.4	10.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	137,825	693,250	493,250	268,925	1,593,230

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-5
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Atlantic Region, 1996, Men

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	12.3	12.5	28.6	60.8	18.5
Secondary School	55.9	28.0	15.6	13.7	30.0
without certificate	42.6	18.3	13.4	15.7	21.3
with certificate	13.8	9.5	3.6	0.0	8.5
Trades and/or other Non-University only	21.0	40.6	40.2	15.7	35.6
without certificate	9.2	8.5	5.8	11.8	8.0
with trades certificate	8.2	21.9	26.8	5.9	19.9
with other non-university certificate	3.6	10.2	7.1	3.9	8.0
University	9.7	18.9	14.3	3.9	15.7
without degree	9.7	13.4	8.0	3.9	11.5
with degree	0.0	4.8	7.1	0.0	4.1
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	975	2,835	1,120	255	5,185
Others with Aboriginal Identity					
Less than Grade 9	14.3	16.2	36.7	69.4	24.4
Secondary School	53.8	28.7	17.1	13.9	29.4
without certificate	31.9	21.0	13.9	11.1	20.3
with certificate	22.5	7.7	2.4	2.8	9.1
Trades and/or other Non-University only	22.0	45.1	36.7	13.9	36.4
without certificate	2.7	5.5	4.1	0.0	4.4
with trades certificate	14.3	27.5	26.1	12.5	24.2
with other non-university certificate	4.4	11.7	5.3	0.0	8.0
University	9.3	9.5	10.6	5.6	9.6
without degree	8.8	5.3	4.1	2.8	5.6
with degree	0.0	4.2	6.1	5.6	3.9
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	910	2,525	1,225	360	5,025
Other Canadians					
Less than Grade 9	5.4	8.7	21.3	45.7	17.9
Secondary School	60.1	33.2	30.1	29.1	34.1
without certificate	36.1	20.6	21.8	23.6	22.9
with certificate	24.1	12.5	8.2	5.5	11.2
Trades and/or other Non-University only	20.9	34.7	29.1	15.4	28.8
without certificate	4.8	4.4	2.8	1.9	3.6
with trades certificate	9.5	19.6	18.9	9.9	17.0
with other non-university certificate	6.6	10.7	7.4	3.6	8.2
University	13.6	23.4	19.6	9.7	19.2
without degree	10.0	9.8	6.7	3.8	7.9
with degree	3.6	13.6	12.9	5.9	11.3
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	71,660	339,605	245,825	114,955	772,065

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-6
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Atlantic Region, 1996, Women

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	12.6	11.2	33.0	64.2	19.7
Secondary School	56.3	26.3	22.1	22.4	29.7
without certificate	39.5	16.7	17.2	22.4	20.8
with certificate	15.6	10.0	4.1	0.0	9.0
Trades and/or other Non-University only	18.6	39.3	28.5	14.9	31.8
without certificate	4.2	8.9	7.1	3.0	7.0
with trades certificate	8.4	15.6	13.5	4.5	13.4
with other non-university certificate	3.6	14.5	8.6	3.0	11.4
University	15.0	22.9	15.4	9.0	18.7
without degree	12.0	14.7	8.6	0.0	11.9
with degree	2.4	8.2	7.9	3.0	6.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	835	2,990	1,335	335	5,505
Others with Aboriginal Identity					
Less than Grade 9	10.3	15.6	37.2	71.8	24.7
Secondary School	57.1	36.1	32.1	16.7	36.9
without certificate	34.6	24.1	23.4	15.4	24.8
with certificate	21.8	12.2	7.8	2.6	12.0
Trades and/or other Non-University only	21.2	35.1	21.1	2.6	26.8
without certificate	6.4	8.1	4.1	0.0	6.6
with trades certificate	5.1	15.8	10.1	2.6	11.3
with other non-university certificate	8.3	11.4	6.4	0.0	9.0
University	12.2	13.5	10.1	5.1	11.6
without degree	10.3	9.3	7.3	2.6	8.2
with degree	1.3	4.1	2.3	2.6	3.1
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	780	2,410	1,090	390	4,675
Other Canadians					
Less than Grade 9	3.1	5.6	17.1	35.4	14.5
Secondary School	51.4	34.1	39.5	41.0	38.4
without certificate	29.7	19.1	28.4	32.8	25.3
with certificate	21.7	15.0	11.2	8.2	13.1
Trades and/or other Non-University only	24.6	33.4	26.5	15.4	27.3
without certificate	4.5	4.6	3.9	2.9	4.1
with trades certificate	7.8	13.0	9.8	4.9	10.1
with other non-university certificate	12.3	15.9	12.8	7.6	13.1
University	20.8	26.9	16.8	8.2	19.9
without degree	13.5	11.9	8.0	4.9	9.5
with degree	7.4	15.0	8.8	3.3	10.3
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	66,160	353,640	247,420	153,965	821,180

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-7
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Québec, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	30.0	20.7	49.5	80.6	34.4
Secondary School	53.9	39.6	22.0	10.6	35.3
without certificate	43.5	29.4	13.7	7.2	26.1
with certificate	10.4	10.1	8.3	3.6	9.2
Trades and/or other Non-University only	14.1	29.1	19.6	6.2	22.3
without certificate	7.5	9.0	4.2	1.7	7.0
with trades certificate	4.3	12.6	10.5	1.7	9.8
with other non-university certificate	2.3	7.5	4.9	2.9	5.6
University	1.8	10.7	8.8	2.4	8.0
without degree	1.7	6.2	4.5	1.4	4.6
with degree	0.0	4.5	4.3	1.0	3.4
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	4,390	12,690	6,390	2,085	25,545
Others with Aboriginal Identity					
Less than Grade 9	24.1	16.9	39.0	70.3	28.6
Secondary School	53.0	42.0	24.6	17.5	36.6
without certificate	39.3	29.5	11.9	9.7	24.3
with certificate	13.7	12.5	12.8	7.4	12.3
Trades and/or other Non-University only	20.4	29.9	21.3	7.4	24.3
without certificate	10.0	8.2	4.5	0.7	6.8
with trades certificate	5.7	13.7	9.9	4.8	10.7
with other non-university certificate	4.6	8.0	6.9	2.2	6.8
University	2.6	11.1	15.0	4.5	10.5
without degree	1.7	6.3	8.6	2.6	6.0
with degree	0.9	4.9	6.4	1.5	4.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,300	7,990	4,655	1,345	16,290
Other Canadians					
Less than Grade 9	10.5	6.1	25.5	52.5	20.1
Secondary School	43.3	35.3	32.9	27.3	33.8
without certificate	25.1	16.2	13.5	14.4	15.7
with certificate	18.2	19.1	19.4	12.9	18.2
Trades and/or other Non-University only	36.0	33.1	21.8	11.5	26.2
without certificate	11.9	6.7	4.3	3.3	5.7
with trades certificate	11.5	12.3	9.5	4.7	10.1
with other non-university certificate	12.5	14.0	8.0	3.4	10.3
University	10.2	25.5	19.8	8.7	19.9
without degree	5.1	8.9	7.4	3.6	7.3
with degree	5.1	16.6	12.4	5.1	12.6
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	343,455	2,177,675	1,593,750	782,700	4,897,590

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-8
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Québec, 1996, Men

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	30.3	21.4	46.5	81.5	33.6
Secondary School	53.5	39.2	21.0	9.0	35.1
without certificate	42.9	30.7	13.0	6.2	26.8
with certificate	10.6	8.5	7.8	2.8	8.3
Trades and/or other Non-University only	15.2	30.5	23.9	6.2	24.2
without certificate	7.6	8.7	5.2	1.7	7.1
with trades certificate	6.1	15.4	14.3	3.4	12.5
with other non-university certificate	1.5	6.3	4.2	1.1	4.6
University	0.9	9.0	8.8	3.9	7.0
without degree	0.9	5.5	4.4	2.2	4.1
with degree	0.0	3.5	4.4	1.7	3.0
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,310	6,085	3,075	890	12,370
Others with Aboriginal Identity					
Less than Grade 9	25.9	15.5	37.1	65.3	27.1
Secondary School	52.3	41.7	21.8	14.4	35.4
without certificate	36.6	29.6	10.2	5.9	23.1
with certificate	15.6	12.1	11.8	8.5	12.3
Trades and/or other Non-University only	19.3	33.1	24.2	14.4	27.0
without certificate	9.5	7.6	4.2	1.7	6.5
with trades certificate	5.8	17.4	13.4	8.5	13.9
with other non-university certificate	3.7	8.0	6.2	3.4	6.5
University	2.1	9.7	16.8	5.1	10.4
without degree	1.6	5.3	8.6	1.7	5.6
with degree	0.8	4.4	8.2	3.4	4.9
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,215	3,955	2,495	590	8,255
Other Canadians					
Less than Grade 9	12.4	6.4	24.4	51.3	19.0
Secondary School	47.1	34.6	29.5	24.0	32.4
without certificate	27.4	17.5	12.7	13.0	16.1
with certificate	19.7	17.1	16.7	11.0	16.3
Trades and/or other Non-University only	32.9	33.8	23.7	12.7	27.5
without certificate	11.4	6.8	4.1	3.2	5.7
with trades certificate	12.1	14.6	12.6	6.5	12.6
with other non-university certificate	9.4	12.4	7.0	3.1	9.1
University	7.6	25.2	22.4	12.0	21.1
without degree	4.3	8.5	7.1	3.8	7.1
with degree	3.3	16.7	15.3	8.1	14.0
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	182,890	1,082,730	780,965	327,745	2,374,315

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-9
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Québec, 1996, Women

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	29.6	20.1	52.3	80.6	35.1
Secondary School	54.3	39.9	23.1	12.2	35.5
without certificate	44.2	28.3	14.4	8.0	25.5
with certificate	10.1	11.6	8.8	4.2	10.0
Trades and/or other Non-University only	13.0	27.9	15.7	6.3	20.5
without certificate	7.7	9.3	3.3	1.7	6.9
with trades certificate	2.2	10.0	6.9	0.0	7.2
with other non-university certificate	3.1	8.5	5.4	3.8	6.4
University	3.1	12.2	8.9	1.3	9.0
without degree	2.6	6.8	4.7	0.8	5.1
with degree	0.0	5.4	4.2	0.0	3.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,080	6,600	3,310	1,185	13,180
Others with Aboriginal Identity					
Less than Grade 9	22.1	18.2	41.0	74.2	30.2
Secondary School	53.5	42.3	28.0	19.2	37.8
without certificate	42.4	29.5	13.9	12.6	25.5
with certificate	11.1	12.8	13.9	6.6	12.3
Trades and/or other Non-University only	21.7	26.9	18.1	2.6	21.5
without certificate	10.1	8.8	4.6	0.0	7.1
with trades certificate	5.5	10.0	5.8	1.3	7.5
with other non-university certificate	6.0	8.1	7.6	1.3	7.0
University	2.8	12.4	13.0	4.0	10.5
without degree	1.8	7.1	8.3	3.3	6.3
with degree	0.9	5.3	4.6	1.3	4.1
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,085	4,030	2,160	755	8,035
Other Canadians					
Less than Grade 9	8.3	5.7	26.5	53.4	21.2
Secondary School	38.9	36.1	36.3	29.7	35.2
without certificate	22.4	14.8	14.3	15.4	15.2
with certificate	16.5	21.2	22.0	14.3	19.9
Trades and/or other Non-University only	39.5	32.4	20.0	10.6	24.9
without certificate	12.6	6.7	4.5	3.4	5.8
with trades certificate	10.9	10.0	6.6	3.5	7.8
with other non-university certificate	16.1	15.7	8.9	3.7	11.4
University	13.3	25.8	17.3	6.4	18.8
without degree	6.1	9.4	7.7	3.5	7.6
with degree	7.2	16.5	9.6	2.9	11.2
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	160,560	1,094,955	812,790	454,965	2,523,270

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-10
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Ontario, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	12.6	11.4	34.3	68.6	21.4
Secondary School	64.8	39.5	28.6	19.6	39.3
without certificate	51.6	28.4	21.9	16.0	29.5
with certificate	13.2	11.1	6.7	3.5	9.8
Trades and/or other Non-University only	19.0	37.7	26.6	9.5	30.0
without certificate	9.2	10.8	5.2	1.9	8.5
with trades certificate	4.6	12.9	11.9	5.6	10.8
with other non-university certificate	5.2	14.0	9.5	2.0	10.7
University	3.6	11.4	10.5	2.4	9.3
without degree	2.8	7.1	6.7	1.9	5.9
with degree	0.8	4.3	3.8	0.5	3.4
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	8,130	26,900	13,105	3,690	51,825
Others with Aboriginal Identity					
Less than Grade 9	3.6	4.4	20.5	47.2	10.6
Secondary School	69.0	43.9	37.2	30.4	45.3
without certificate	47.7	28.7	27.5	23.7	31.1
with certificate	21.1	15.1	9.7	6.4	14.2
Trades and/or other Non-University only	22.2	37.5	29.0	15.7	31.9
without certificate	10.6	10.1	5.8	4.7	8.8
with trades certificate	4.9	12.0	13.1	7.7	11.0
with other non-university certificate	6.7	15.4	10.1	3.3	12.1
University	5.3	14.2	13.3	6.4	12.2
without degree	3.8	7.9	5.7	3.3	6.5
with degree	1.5	6.3	7.5	3.0	5.7
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	4,305	15,275	7,160	1,495	28,240
Other Canadians					
Less than Grade 9	2.7	3.0	14.0	31.8	11.3
Secondary School	57.0	32.0	34.0	37.6	35.3
without certificate	32.3	15.6	20.4	26.3	20.1
with certificate	24.7	16.3	13.6	11.3	15.2
Trades and/or other Non-University only	25.9	35.1	28.4	19.1	29.6
without certificate	9.4	7.3	4.6	4.1	6.1
with trades certificate	5.0	10.1	11.3	8.3	9.8
with other non-university certificate	11.5	17.6	12.4	6.8	13.7
University	14.4	30.0	23.6	11.5	23.7
without degree	7.6	9.7	7.8	4.8	8.1
with degree	6.8	20.3	15.7	6.7	15.6
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	511,340	3,266,810	2,256,275	1,239,470	7,273,885

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-11
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Ontario, 1996, Men

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	12.7	12.1	33.9	65.9	21.3
Secondary School	64.6	41.5	28.6	19.8	40.8
without certificate	49.5	30.4	22.9	16.8	30.9
with certificate	15.1	11.0	5.6	3.3	9.9
Trades and/or other Non-University only	19.3	36.9	27.7	11.4	29.8
without certificate	9.8	10.3	4.4	1.8	8.2
with trades certificate	5.0	16.4	16.2	8.4	13.9
with other non-university certificate	4.5	10.1	7.1	1.2	7.8
University	3.4	9.6	9.8	3.0	8.2
without degree	2.9	5.9	6.3	2.4	5.2
with degree	0.5	3.7	3.5	0.9	2.9
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	3,980	12,110	5,600	1,670	23,370
Others with Aboriginal Identity					
Less than Grade 9	4.7	4.8	22.1	38.5	10.9
Secondary School	70.9	47.0	35.1	34.2	46.9
without certificate	46.3	32.2	26.9	25.6	32.7
with certificate	24.8	14.8	8.1	7.7	14.2
Trades and/or other Non-University only	21.0	35.6	29.6	21.4	31.1
without certificate	10.4	8.8	4.4	5.1	7.7
with trades certificate	6.1	15.5	16.7	9.4	14.2
with other non-university certificate	4.5	11.4	8.6	6.0	9.3
University	3.3	12.6	13.1	6.0	11.0
without degree	2.4	6.7	5.4	2.6	5.5
with degree	0.9	5.9	7.7	4.3	5.6
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,115	7,435	3,770	585	13,905
Other Canadians					
Less than Grade 9	2.7	3.0	13.5	31.2	10.6
Secondary School	61.9	32.1	29.7	32.1	33.6
without certificate	34.9	17.0	19.1	23.5	20.0
with certificate	27.1	15.0	10.7	8.6	13.6
Trades and/or other Non-University only	23.3	35.1	29.7	21.3	30.4
without certificate	9.7	7.1	3.9	3.1	5.7
with trades certificate	5.4	13.2	15.6	12.9	13.3
with other non-university certificate	8.2	14.9	10.2	5.3	11.4
University	12.0	29.8	27.0	15.4	25.4
without degree	7.1	9.6	8.0	5.2	8.3
with degree	5.0	20.2	19.0	10.1	17.2
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	261,350	1,598,410	1,111,410	535,110	3,506,275

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-12
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Ontario, 1996, Women

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	12.4	10.8	34.5	70.5	21.5
Secondary School	65.0	37.9	28.6	19.3	38.1
without certificate	53.8	26.8	21.1	15.6	28.4
with certificate	11.3	11.1	7.5	3.7	9.7
Trades and/or other Non-University only	18.6	38.4	25.9	8.2	30.1
without certificate	8.4	11.2	5.7	2.0	8.7
with trades certificate	4.2	10.0	8.7	3.0	8.3
with other non-university certificate	5.9	17.2	11.4	3.0	13.0
University	3.7	12.9	10.9	1.7	10.3
without degree	2.8	8.0	6.9	1.5	6.5
with degree	1.1	4.8	4.0	0.5	3.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	4,145	14,790	7,500	2,020	28,460
Others with Aboriginal Identity					
Less than Grade 9	2.5	3.9	18.7	52.2	10.3
Secondary School	67.0	40.9	39.5	28.6	43.8
without certificate	49.2	25.5	28.2	23.1	29.5
with certificate	17.8	15.5	11.5	5.5	14.2
Trades and/or other Non-University only	23.2	39.4	28.2	12.6	32.6
without certificate	10.9	11.4	7.4	4.4	9.9
with trades certificate	3.4	8.7	9.1	6.0	7.9
with other non-university certificate	8.9	19.2	11.7	1.6	14.8
University	7.3	15.8	13.3	6.6	13.3
without degree	5.2	9.1	6.0	3.8	7.5
with degree	2.1	6.6	7.2	2.2	5.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,195	7,845	3,390	910	14,335
Other Canadians					
Less than Grade 9	2.8	3.0	14.5	32.2	11.9
Secondary School	51.9	31.9	38.2	41.8	37.0
without certificate	29.6	14.3	21.7	28.4	20.2
with certificate	22.3	17.6	16.5	13.3	16.8
Trades and/or other Non-University only	28.6	35.0	27.1	17.5	28.9
without certificate	9.1	7.5	5.3	4.8	6.5
with trades certificate	4.5	7.2	7.2	4.7	6.6
with other non-university certificate	15.0	20.3	14.6	7.9	15.9
University	16.8	30.1	20.2	8.5	22.2
without degree	8.1	9.7	7.6	4.5	8.0
with degree	8.7	20.4	12.6	4.1	14.2
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	249,985	1,668,395	1,144,865	704,355	3,767,610

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-13
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Manitoba, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	19.1	20.9	51.0	83.0	30.9
Secondary School	68.3	43.2	20.1	10.9	41.9
without certificate	58.9	37.0	18.4	10.2	36.2
with certificate	9.4	6.2	1.7	0.8	5.6
Trades and/or other Non-University only	8.8	23.6	19.4	4.0	18.1
without certificate	4.2	7.0	5.2	1.0	5.6
with trades certificate	2.7	9.3	7.9	2.1	7.1
with other non-university certificate	1.8	7.3	6.2	0.6	5.4
University	3.8	12.2	9.5	1.9	9.1
without degree	3.5	8.9	5.9	1.5	6.6
with degree	0.3	3.4	3.6	0.4	2.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	9,105	20,460	8,675	2,610	40,845
Others with Aboriginal Identity					
Less than Grade 9	5.9	9.2	32.2	74.3	18.0
Secondary School	74.2	47.8	33.5	17.3	47.7
without certificate	50.6	36.1	27.8	14.6	35.7
with certificate	23.6	11.6	5.7	2.6	12.0
Trades and/or other Non-University only	12.9	30.3	24.2	5.8	23.9
without certificate	4.5	7.5	5.0	1.8	6.0
with trades certificate	4.4	12.3	12.3	2.9	10.2
with other non-university certificate	3.9	10.5	6.9	1.2	7.8
University	7.0	12.8	10.1	2.6	10.4
without degree	5.8	8.3	5.9	2.3	6.8
with degree	1.2	4.5	4.2	0.6	3.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	5,295	13,750	6,355	1,710	27,105
Other Canadians					
Less than Grade 9	3.1	3.6	12.7	36.1	12.7
Secondary School	58.4	35.1	35.9	37.1	37.8
without certificate	34.4	20.6	26.4	30.5	25.5
with certificate	24.0	14.5	9.5	6.5	12.3
Trades and/or other Non-University only	18.6	31.0	28.3	17.4	26.4
without certificate	5.4	5.9	4.8	4.2	5.2
with trades certificate	6.0	11.3	12.1	7.3	10.3
with other non-university certificate	7.3	13.8	11.4	5.9	11.0
University	19.9	30.2	23.1	9.4	23.1
without degree	14.1	13.2	9.3	4.7	10.5
with degree	5.8	17.0	13.8	4.8	12.6
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	61,925	289,845	206,200	137,685	695,675

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-14
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Manitoba, 1996, Men

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	22.1	21.2	49.9	83.6	31.5
Secondary School	66.2	44.8	19.9	9.8	42.0
without certificate	57.6	38.4	18.0	9.0	36.5
with certificate	8.6	6.4	1.8	1.2	5.6
Trades and/or other Non-University only	7.8	24.1	21.9	5.3	18.8
without certificate	3.8	7.2	6.2	1.6	5.8
with trades certificate	3.0	11.2	10.8	3.3	8.8
with other non-university certificate	1.1	5.7	4.9	0.0	4.2
University	3.8	9.9	8.3	1.2	7.7
without degree	3.5	7.8	5.5	1.2	5.9
with degree	0.2	2.1	2.8	0.0	1.7
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	4,375	9,570	4,175	1,220	19,340
Others with Aboriginal Identity					
Less than Grade 9	7.2	9.8	34.5	78.3	19.6
Secondary School	78.1	51.8	32.3	13.9	49.7
without certificate	52.1	41.0	27.9	12.7	38.2
with certificate	26.0	10.8	4.1	1.2	11.5
Trades and/or other Non-University only	9.1	28.9	25.2	6.0	22.8
without certificate	3.2	6.9	4.4	1.2	5.3
with trades certificate	3.8	15.0	15.4	4.2	12.3
with other non-university certificate	2.1	7.1	5.3	1.2	5.3
University	5.7	9.4	7.9	1.2	7.9
without degree	4.9	6.5	4.1	1.2	5.3
with degree	0.6	3.0	3.7	0.0	2.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,630	6,830	3,375	830	13,665
Other Canadians					
Less than Grade 9	3.2	4.0	13.7	37.8	12.7
Secondary School	64.0	36.3	32.7	33.7	37.4
without certificate	38.6	23.1	24.9	28.4	26.0
with certificate	25.4	13.3	7.8	5.4	11.4
Trades and/or other Non-University only	16.1	31.0	28.2	17.4	26.4
without certificate	5.2	5.5	3.8	3.0	4.6
with trades certificate	5.9	14.6	16.0	11.1	13.6
with other non-university certificate	5.0	10.8	8.4	3.4	8.2
University	16.6	28.7	25.4	11.1	23.5
without degree	12.5	12.1	9.0	4.5	9.9
with degree	4.1	16.6	16.4	6.5	13.6
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	32,370	145,190	102,235	58,065	337,865

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-15
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Manitoba, 1996, Women

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	16.2	20.8	51.9	82.7	30.3
Secondary School	70.3	41.8	20.5	12.2	41.7
without certificate	60.0	35.8	18.8	11.2	36.0
with certificate	10.1	6.0	1.7	0.7	5.6
Trades and/or other Non-University only	9.6	23.1	17.0	2.9	17.6
without certificate	4.7	6.9	4.3	0.7	5.5
with trades certificate	2.5	7.6	5.2	1.1	5.6
with other non-university certificate	2.5	8.6	7.2	1.1	6.5
University	3.8	14.2	10.7	2.5	10.4
without degree	3.5	9.8	6.2	1.8	7.1
with degree	0.3	4.5	4.4	0.7	3.3
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	4,730	10,885	4,495	1,390	21,505
Others with Aboriginal Identity					
Less than Grade 9	4.7	8.6	29.4	70.3	16.4
Secondary School	70.5	43.8	34.9	20.6	45.6
without certificate	49.2	31.4	27.7	16.0	33.1
with certificate	21.1	12.4	7.4	4.6	12.5
Trades and/or other Non-University only	16.7	31.6	23.2	5.7	25.0
without certificate	5.8	8.1	5.5	1.7	6.7
with trades certificate	5.3	9.6	8.7	2.3	8.0
with other non-university certificate	5.6	13.9	8.9	1.7	10.3
University	8.3	16.0	12.6	3.4	12.9
without degree	6.6	10.0	7.9	2.9	8.4
with degree	1.7	6.1	4.7	0.0	4.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,660	6,920	2,980	875	13,440
Other Canadians					
Less than Grade 9	2.9	3.2	11.6	34.9	12.7
Secondary School	52.2	33.9	39.1	39.5	38.2
without certificate	29.8	18.2	27.9	32.2	25.1
with certificate	22.4	15.7	11.2	7.3	13.1
Trades and/or other Non-University only	21.4	31.1	28.5	17.4	26.5
without certificate	5.6	6.3	5.7	5.1	5.8
with trades certificate	6.0	8.0	8.4	4.5	7.2
with other non-university certificate	9.8	16.9	14.4	7.7	13.5
University	23.4	31.8	20.8	8.2	22.7
without degree	15.8	14.4	9.6	4.8	11.0
with degree	7.7	17.4	11.2	3.5	11.7
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	29,560	144,660	103,970	79,625	357,805

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-16
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Saskatchewan, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	21.0	21.4	46.1	80.6	30.0
Secondary School	65.7	36.2	20.4	11.4	38.1
without certificate	56.2	30.9	18.3	9.7	32.7
with certificate	9.5	5.3	2.2	1.5	5.3
Trades and/or other Non-University only	9.1	24.8	20.8	6.5	19.3
without certificate	4.3	7.2	5.5	1.5	5.9
with trades certificate	3.5	10.6	10.5	3.9	8.6
with other non-university certificate	1.4	6.8	4.9	1.2	4.9
University	4.2	17.6	12.6	1.2	12.6
without degree	4.1	12.0	7.2	1.0	8.6
with degree	0.0	5.6	5.3	0.0	4.0
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	7,380	16,725	6,645	2,065	32,815
Others with Aboriginal Identity					
Less than Grade 9	10.4	12.0	30.9	77.3	21.2
Secondary School	66.5	35.8	29.4	14.0	38.6
without certificate	45.9	26.9	24.5	14.0	29.0
with certificate	20.6	8.9	4.9	0.0	9.6
Trades and/or other Non-University only	15.2	36.3	26.8	7.0	27.7
without certificate	5.8	10.5	6.3	1.3	7.9
with trades certificate	5.4	16.1	13.8	3.7	12.6
with other non-university certificate	3.8	9.6	6.7	1.7	7.2
University	8.0	16.0	13.0	1.0	12.6
without degree	6.8	10.6	7.7	1.0	8.5
with degree	1.2	5.4	5.3	0.0	4.1
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	3,685	9,490	4,355	1,495	19,030
Other Canadians					
Less than Grade 9	2.2	2.7	12.8	39.8	13.6
Secondary School	60.1	36.5	37.6	35.3	38.7
without certificate	36.7	22.5	27.9	29.4	26.8
with certificate	23.5	14.0	9.6	5.9	11.8
Trades and/or other Non-University only	20.7	33.6	27.4	15.8	26.8
without certificate	5.7	5.5	4.3	3.4	4.7
with trades certificate	7.4	14.5	13.0	7.1	11.8
with other non-university certificate	7.6	13.6	10.1	5.3	10.3
University	16.9	27.2	22.2	9.2	20.9
without degree	12.2	12.8	10.0	5.5	10.4
with degree	4.7	14.4	12.2	3.6	10.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	54,675	245,295	174,850	131,455	606,270

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-17
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Saskatchewan, 1996, Men

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	22.3	23.3	47.1	81.5	31.3
Secondary School	64.2	37.2	19.8	8.2	38.2
without certificate	55.4	31.7	17.7	7.1	32.9
with certificate	8.7	5.4	2.1	1.1	5.3
Trades and/or other Non-University only	9.9	26.0	23.2	8.7	20.8
without certificate	4.4	6.7	5.2	2.7	5.6
with trades certificate	4.4	14.1	14.4	6.0	11.5
with other non-university certificate	1.0	5.2	3.8	1.1	3.6
University	3.4	13.6	9.7	1.1	9.7
without degree	3.4	10.2	5.7	1.1	7.2
with degree	0.0	3.4	3.8	0.0	2.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	3,520	7,845	3,055	920	15,345
Others with Aboriginal Identity					
Less than Grade 9	11.6	13.7	32.4	79.6	22.9
Secondary School	65.3	38.5	28.5	12.5	39.4
without certificate	44.2	29.7	24.0	11.8	29.7
with certificate	21.1	9.0	4.7	1.3	9.6
Trades and/or other Non-University only	15.5	34.6	27.5	7.2	27.0
without certificate	6.1	8.0	4.9	0.0	6.3
with trades certificate	7.1	20.2	17.6	6.6	15.9
with other non-university certificate	2.4	6.4	4.7	1.3	4.8
University	7.4	13.2	11.4	1.3	10.7
without degree	6.3	9.4	5.4	1.3	7.1
with degree	1.1	3.8	6.2	0.0	3.6
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,900	4,685	2,330	760	9,675
Other Canadians					
Less than Grade 9	2.2	3.5	15.2	43.2	14.6
Secondary School	66.2	38.8	35.8	32.7	39.4
without certificate	41.6	25.3	26.9	27.5	27.8
with certificate	24.6	13.5	8.9	5.2	11.6
Trades and/or other Non-University only	17.7	32.2	25.6	15.0	25.5
without certificate	5.6	4.9	3.3	2.3	4.0
with trades certificate	7.9	18.1	16.2	10.1	15.0
with other non-university certificate	4.1	9.3	6.1	2.5	6.5
University	13.9	25.4	23.4	9.2	20.5
without degree	11.0	11.9	9.0	4.3	9.4
with degree	3.0	13.6	14.4	4.8	11.1
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	28,970	122,820	87,370	58,400	297,555

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-18
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Saskatchewan, 1996, Women

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	19.8	19.7	45.3	79.5	28.9
Secondary School	67.0	35.4	20.9	13.5	38.0
without certificate	56.9	30.2	18.8	11.8	32.6
with certificate	10.1	5.2	2.1	1.7	5.4
Trades and/or other Non-University only	8.4	23.7	18.7	4.8	18.1
without certificate	4.3	7.7	5.7	0.9	6.1
with trades certificate	2.5	7.7	7.0	2.2	6.0
with other non-university certificate	1.7	8.3	5.8	1.7	5.9
University	4.8	21.2	15.2	1.3	15.0
without degree	4.7	13.6	8.5	1.3	9.8
with degree	0.0	7.6	6.7	0.0	5.3
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	3,865	8,870	3,590	1,145	17,470
Others with Aboriginal Identity					
Less than Grade 9	8.9	10.3	28.9	75.3	19.3
Secondary School	67.6	33.1	30.1	16.4	37.7
without certificate	47.2	24.2	24.7	16.4	28.2
with certificate	20.1	8.8	5.2	0.0	9.5
Trades and/or other Non-University only	14.8	37.9	26.2	6.8	28.5
without certificate	5.6	13.0	7.9	2.7	9.7
with trades certificate	3.6	12.2	9.4	1.4	9.1
with other non-university certificate	5.3	12.7	8.6	2.7	9.7
University	8.7	18.6	14.8	1.4	14.5
without degree	7.0	11.9	10.4	0.0	9.8
with degree	1.4	6.8	4.4	0.0	4.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,790	4,805	2,025	730	9,350
Other Canadians					
Less than Grade 9	2.2	1.9	10.3	37.1	12.6
Secondary School	53.3	34.3	39.3	37.3	38.0
without certificate	31.1	19.8	29.0	30.9	25.9
with certificate	22.1	14.5	10.4	6.4	12.1
Trades and/or other Non-University only	24.2	34.9	29.3	16.5	28.0
without certificate	5.8	6.1	5.3	4.2	5.4
with trades certificate	6.9	10.9	9.8	4.7	8.8
with other non-university certificate	11.6	17.9	14.1	7.6	13.9
University	20.3	28.9	21.1	9.1	21.3
without degree	13.7	13.8	11.1	6.5	11.3
with degree	6.6	15.2	10.0	2.7	10.0
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	25,695	122,485	87,475	73,060	308,720

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-19
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Alberta, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	17.5	13.4	37.3	77.7	22.9
Secondary School	63.1	36.1	23.9	12.3	37.9
without certificate	54.7	29.6	21.3	11.2	32.1
with certificate	8.4	6.5	2.6	1.4	5.8
Trades and/or other Non-University only	16.3	38.4	29.4	7.8	30.1
without certificate	9.4	13.3	8.3	1.4	10.8
with trades certificate	4.6	13.6	12.7	4.5	11.0
with other non-university certificate	2.3	11.4	8.4	2.2	8.4
University	3.0	12.1	9.4	2.2	9.1
without degree	2.9	8.8	5.8	0.8	6.5
with degree	0.0	3.3	3.6	1.1	2.6
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	6,675	16,525	6,675	1,790	31,660
Others with Aboriginal Identity					
Less than Grade 9	7.1	7.4	27.6	65.5	15.2
Secondary School	69.4	41.9	32.9	20.1	43.6
without certificate	53.9	30.8	26.4	18.0	33.2
with certificate	15.5	11.1	6.4	2.1	10.3
Trades and/or other Non-University only	19.2	40.4	32.4	10.5	33.2
without certificate	8.5	12.0	6.6	3.6	9.7
with trades certificate	4.9	15.7	17.1	4.8	13.5
with other non-university certificate	5.9	12.7	8.6	2.4	10.0
University	4.2	10.2	7.2	3.6	8.1
without degree	3.1	6.6	4.2	2.4	5.2
with degree	1.1	3.6	3.0	1.2	2.9
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	5,450	16,405	7,000	1,665	30,515
Other Canadians					
Less than Grade 9	2.8	2.5	8.7	28.8	8.0
Secondary School	60.4	31.8	34.0	38.2	36.0
without certificate	36.5	18.0	23.8	31.0	23.2
with certificate	23.9	13.8	10.2	7.2	12.8
Trades and/or other Non-University only	24.1	37.9	32.9	21.6	32.9
without certificate	9.8	7.8	5.3	4.4	6.8
with trades certificate	5.8	13.9	14.5	9.7	12.7
with other non-university certificate	8.5	16.1	13.1	7.4	13.3
University	12.7	27.9	24.3	11.4	23.1
without degree	8.2	10.5	8.5	5.0	8.9
with degree	4.5	17.3	15.9	6.4	14.2
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	165,860	833,725	502,390	241,755	1,743,745

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-20
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Alberta, 1996, Men

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	20.5	14.6	38.3	76.7	24.0
Secondary School	62.3	38.7	20.7	12.6	38.6
without certificate	53.8	32.0	18.3	11.3	32.8
with certificate	8.4	6.6	2.4	1.3	5.9
Trades and/or other Non-University only	14.8	36.6	31.3	10.1	29.4
without certificate	7.8	12.3	7.5	1.3	9.8
with trades certificate	5.7	16.7	16.6	5.7	13.7
with other non-university certificate	1.1	7.5	7.4	1.9	5.8
University	2.5	10.1	9.9	1.9	8.0
without degree	2.2	8.1	6.0	1.3	6.1
with degree	0.3	2.1	3.8	1.3	1.9
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	3,140	7,740	2,925	795	14,610
Others with Aboriginal Identity					
Less than Grade 9	7.3	8.0	29.5	66.7	15.6
Secondary School	74.5	44.2	30.1	14.0	45.1
without certificate	59.7	34.1	23.5	11.3	35.2
with certificate	14.8	10.1	6.5	2.7	9.8
Trades and/or other Non-University only	15.0	39.5	34.3	16.0	32.7
without certificate	6.8	9.9	5.7	3.3	8.1
with trades certificate	5.0	20.7	22.2	9.3	17.6
with other non-university certificate	3.2	8.9	6.1	3.3	7.0
University	3.2	8.2	6.1	3.3	6.6
without degree	2.5	5.3	3.9	2.0	4.3
with degree	0.7	3.0	2.2	1.3	2.4
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,805	8,280	3,440	750	15,280
Other Canadians					
Less than Grade 9	2.9	2.8	9.0	29.3	7.9
Secondary School	64.9	30.9	29.5	33.9	34.2
without certificate	39.9	19.1	21.6	28.1	23.0
with certificate	25.1	11.8	7.9	5.8	11.2
Trades and/or other Non-University only	21.6	39.2	34.3	23.5	34.1
without certificate	10.0	7.0	4.2	3.3	6.0
with trades certificate	6.2	19.3	20.0	14.9	17.7
with other non-university certificate	5.5	12.8	10.1	5.3	10.4
University	10.5	27.1	27.1	13.3	23.7
without degree	7.4	10.0	8.1	4.3	8.5
with degree	3.1	17.1	19.0	8.9	15.3
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	85,335	419,310	254,030	108,650	867,310

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-21
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Alberta, 1996, Women

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	14.7	12.4	36.7	78.8	22.0
Secondary School	63.9	33.8	26.4	12.1	37.2
without certificate	55.6	27.4	23.8	11.1	31.5
with certificate	8.3	6.4	2.8	1.5	5.7
Trades and/or other Non-University only	17.5	40.0	27.9	6.6	30.8
without certificate	10.7	14.2	8.9	1.5	11.6
with trades certificate	3.4	10.9	9.6	3.0	8.6
with other non-university certificate	3.3	14.9	9.2	2.0	10.5
University	3.5	13.8	8.9	2.5	10.0
without degree	3.5	9.4	5.6	1.0	6.8
with degree	0.0	4.4	3.3	1.5	3.1
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	3,535	8,785	3,745	990	17,055
Others with Aboriginal Identity					
Less than Grade 9	7.0	6.8	25.7	64.8	14.7
Secondary School	64.2	39.6	35.6	24.7	42.0
without certificate	47.9	27.6	29.3	23.6	31.2
with certificate	16.2	12.1	6.3	1.6	10.8
Trades and/or other Non-University only	23.6	41.4	30.5	6.6	33.7
without certificate	10.2	14.2	7.3	3.8	11.3
with trades certificate	4.9	10.7	12.1	1.1	9.5
with other non-university certificate	8.7	16.6	11.1	1.1	13.0
University	5.3	12.2	8.2	3.8	9.6
without degree	3.8	7.9	4.5	2.7	6.1
with degree	1.5	4.2	3.8	1.1	3.4
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,650	8,120	3,555	910	15,235
Other Canadians					
Less than Grade 9	2.7	2.2	8.4	28.3	8.0
Secondary School	55.7	32.7	38.6	41.7	37.8
without certificate	32.9	16.9	26.0	33.3	23.5
with certificate	22.7	15.8	12.6	8.4	14.4
Trades and/or other Non-University only	26.8	36.5	31.5	20.0	31.7
without certificate	9.6	8.6	6.5	5.3	7.6
with trades certificate	5.5	8.4	8.9	5.5	7.9
with other non-university certificate	11.7	19.5	16.1	9.2	16.2
University	14.9	28.6	21.5	9.9	22.5
without degree	9.0	11.1	8.9	5.6	9.4
with degree	5.9	17.5	12.7	4.3	13.1
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	80,520	414,420	248,370	133,120	876,430

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-22
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
British Columbia, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	8.1	9.1	31.6	72.1	18.1
Secondary School	68.0	44.6	31.0	15.7	43.8
without certificate	50.8	34.1	24.8	13.6	33.6
with certificate	17.2	10.5	6.2	2.1	10.2
Trades and/or other Non-University only	19.1	36.6	29.4	10.4	30.2
without certificate	9.5	11.7	7.8	1.8	9.8
with trades certificate	6.0	13.2	13.8	5.8	11.6
with other non-university certificate	3.6	11.7	7.9	3.0	8.8
University	4.8	9.6	8.0	1.6	7.9
without degree	4.5	7.0	5.3	0.9	5.8
with degree	0.2	2.7	2.7	0.6	2.1
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	9,465	28,280	12,360	3,375	53,485
Others with Aboriginal Identity					
Less than Grade 9	5.5	5.1	16.7	49.2	10.8
Secondary School	68.4	40.1	34.4	27.1	43.1
without certificate	46.5	28.6	26.3	22.5	30.9
with certificate	22.0	11.5	8.2	4.3	12.1
Trades and/or other Non-University only	19.6	40.3	33.9	16.3	33.4
without certificate	8.7	11.2	7.9	1.8	9.3
with trades certificate	5.5	14.8	14.7	9.5	12.7
with other non-university certificate	5.3	14.3	11.3	4.6	11.3
University	6.5	14.4	15.0	7.1	12.7
without degree	6.1	9.4	9.2	4.3	8.4
with degree	0.4	5.1	5.8	2.8	4.3
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	4,770	13,140	6,550	1,625	26,085
Other Canadians					
Less than Grade 9	2.0	2.4	8.7	23.3	7.9
Secondary School	56.0	30.7	32.3	39.5	34.9
without certificate	32.2	16.2	20.1	29.6	21.1
with certificate	23.8	14.5	12.2	10.0	13.8
Trades and/or other Non-University only	26.4	36.8	32.2	23.0	32.1
without certificate	12.0	8.4	5.3	5.0	7.2
with trades certificate	6.3	12.6	14.0	10.1	12.0
with other non-university certificate	8.2	15.8	12.9	7.9	12.9
University	15.6	30.1	26.8	14.1	25.1
without degree	10.8	12.4	10.9	6.5	10.8
with degree	4.8	17.8	15.9	7.6	14.3
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	216,790	1,112,365	783,495	443,695	2,556,335

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-23
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
British Columbia, 1996, Men

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	9.2	9.9	33.9	69.9	18.6
Secondary School	69.7	46.9	30.0	16.1	45.6
without certificate	51.5	36.1	22.9	13.7	34.8
with certificate	18.0	10.8	7.0	2.3	10.9
Trades and/or other Non-University only	17.6	35.7	29.5	12.7	29.5
without certificate	7.8	10.7	7.4	1.3	8.9
with trades certificate	7.3	16.3	16.6	9.0	14.2
with other non-university certificate	2.5	8.7	5.5	2.3	6.4
University	3.6	7.5	6.7	1.3	6.2
without degree	3.5	5.9	4.4	0.7	4.8
with degree	0.2	1.6	2.3	0.0	1.4
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	4,850	13,365	5,680	1,495	25,390
Others with Aboriginal Identity					
Less than Grade 9	7.4	6.3	17.3	51.6	12.2
Secondary School	73.7	43.7	31.7	21.7	44.6
without certificate	50.3	32.3	24.7	18.5	32.8
with certificate	23.2	11.4	7.1	2.5	11.9
Trades and/or other Non-University only	14.4	38.0	36.1	17.2	32.0
without certificate	7.2	9.6	6.8	1.9	8.0
with trades certificate	4.8	18.6	20.6	10.8	16.2
with other non-university certificate	2.4	9.7	8.6	4.5	7.8
University	4.4	12.0	14.9	9.6	11.3
without degree	4.4	7.9	7.8	5.7	7.2
with degree	0.0	4.0	7.1	3.8	4.1
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,285	6,305	3,325	785	12,700
Other Canadians					
Less than Grade 9	1.9	2.5	8.3	23.0	7.5
Secondary School	61.1	30.8	28.8	34.0	33.4
without certificate	35.5	17.9	18.9	26.1	21.1
with certificate	25.6	13.0	9.9	7.9	12.3
Trades and/or other Non-University only	23.7	37.0	33.6	25.4	32.9
without certificate	11.2	7.6	4.3	3.8	6.3
with trades certificate	6.7	16.9	19.2	15.4	16.5
with other non-university certificate	5.8	12.5	10.1	6.2	10.2
University	13.4	29.7	29.3	17.6	26.2
without degree	9.9	11.9	10.5	6.5	10.4
with degree	3.5	17.7	18.8	11.1	15.7
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	111,350	548,765	394,425	198,855	1,253,400

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-24
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
British Columbia, 1996, Women

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	7.0	8.4	29.6	73.7	17.7
Secondary School	66.2	42.6	31.9	15.4	42.7
without certificate	49.9	32.4	26.3	13.5	32.6
with certificate	16.3	10.2	5.6	1.9	9.6
Trades and/or other Non-University only	20.6	37.4	29.3	8.5	30.8
without certificate	11.3	12.5	8.2	1.9	10.6
with trades certificate	4.7	10.4	11.3	3.2	9.2
with other non-university certificate	4.8	14.4	9.9	3.4	11.0
University	6.1	11.5	9.1	2.1	9.4
without degree	5.7	8.0	6.0	1.1	6.7
with degree	0.3	3.6	3.1	0.8	2.7
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	4,620	14,915	6,680	1,885	28,095
Others with Aboriginal Identity					
Less than Grade 9	3.6	4.1	16.0	47.9	9.6
Secondary School	63.9	36.7	37.1	32.9	41.6
without certificate	43.0	25.2	27.9	25.7	29.2
with certificate	20.9	11.6	9.3	6.0	12.4
Trades and/or other Non-University only	24.3	42.4	31.6	15.6	34.8
without certificate	10.0	12.7	9.0	1.8	10.6
with trades certificate	6.0	11.2	8.7	7.8	9.4
with other non-university certificate	8.0	18.6	14.1	4.8	14.7
University	8.2	16.8	15.2	5.4	14.0
without degree	7.4	10.7	10.7	3.0	9.6
with degree	0.6	6.1	4.3	1.8	4.4
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,490	6,835	3,225	835	13,390
Other Canadians					
Less than Grade 9	2.0	2.3	9.2	23.5	8.3
Secondary School	50.6	30.6	35.8	44.1	36.3
without certificate	28.7	14.6	21.3	32.4	21.1
with certificate	21.9	16.0	14.5	11.7	15.2
Trades and/or other Non-University only	29.4	36.5	30.7	21.1	31.3
without certificate	12.8	9.2	6.4	6.0	8.0
with trades certificate	5.8	8.3	8.7	5.8	7.7
with other non-university certificate	10.8	19.0	15.7	9.3	15.5
University	18.0	30.6	24.3	11.4	24.1
without degree	11.9	12.8	11.4	6.5	11.1
with degree	6.1	17.8	12.9	4.8	13.0
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	105,430	563,595	389,065	244,840	1,302,935

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-25
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Northern Canada, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	17.3	19.2	46.0	89.6	32.7
Secondary School	58.5	27.9	17.9	4.4	27.8
without certificate	48.2	23.1	15.2	3.3	23.0
with certificate	9.9	4.9	3.0	1.1	4.8
Trades and/or other Non-University only	21.0	45.0	31.7	6.0	34.2
without certificate	11.4	12.0	6.2	0.0	9.3
with trades certificate	6.3	16.9	16.3	2.2	13.6
with other non-university certificate	3.7	16.3	9.2	2.7	11.2
University	2.6	8.0	4.4	0.0	5.5
without degree	2.6	5.8	2.8	1.1	4.0
with degree	0.0	2.2	1.6	1.1	1.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,360	4,505	2,175	915	8,950
Others with Aboriginal Identity					
Less than Grade 9	31.6	26.4	61.7	87.8	38.7
Secondary School	49.7	24.3	9.8	5.8	25.7
without certificate	43.4	19.7	7.7	4.5	21.4
with certificate	6.3	4.7	2.5	0.0	4.2
Trades and/or other Non-University only	16.6	43.5	24.5	7.1	31.4
without certificate	8.5	13.7	4.8	1.3	9.9
with trades certificate	5.0	15.0	13.2	3.8	11.8
with other non-university certificate	3.5	14.8	6.7	1.3	9.8
University	1.7	5.9	3.8	0.0	4.2
without degree	1.2	3.7	2.3	0.0	2.8
with degree	0.5	2.0	1.5	0.0	1.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	3,010	6,985	3,000	780	13,775
Other Canadians					
Less than Grade 9	1.6	1.4	5.6	20.9	3.4
Secondary School	52.4	21.9	24.4	34.1	25.9
without certificate	32.9	11.7	15.9	27.5	15.5
with certificate	19.1	10.2	8.4	7.7	10.4
Trades and/or other Non-University only	29.3	39.6	36.3	27.5	37.1
without certificate	10.5	6.9	4.9	6.3	6.6
with trades certificate	7.7	15.4	16.5	14.3	14.9
with other non-university certificate	10.7	17.3	14.8	8.0	15.7
University	17.9	37.0	33.7	16.7	33.4
without degree	12.2	13.1	12.1	7.7	12.5
with degree	5.6	23.9	21.6	7.7	20.9
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	3,190	19,940	9,765	1,435	34,340

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-26
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Northern Canada, 1996, Men

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	20.3	22.5	46.4	91.8	34.7
Secondary School	58.0	28.8	17.1	4.7	28.2
without certificate	49.0	24.3	13.7	4.7	23.8
with certificate	9.1	4.5	2.8	2.4	4.3
Trades and/or other Non-University only	19.6	42.7	33.6	4.7	33.2
without certificate	8.4	9.2	6.2	2.4	7.6
with trades certificate	7.7	22.9	20.4	4.7	17.9
with other non-university certificate	3.5	10.6	6.6	0.0	7.6
University	1.4	6.1	3.3	0.0	4.2
without degree	2.8	4.9	1.4	0.0	3.1
with degree	0.0	1.6	0.9	0.0	1.0
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	715	2,225	1,055	425	4,415
Others with Aboriginal Identity					
Less than Grade 9	31.7	24.9	56.4	83.7	36.8
Secondary School	47.7	24.5	9.5	4.7	25.1
without certificate	42.3	20.1	7.2	5.8	21.2
with certificate	5.0	4.2	2.3	2.3	3.9
Trades and/or other Non-University only	18.3	46.2	30.2	9.3	34.6
without certificate	8.3	13.1	4.9	2.3	9.6
with trades certificate	7.0	21.3	19.7	5.8	17.0
with other non-university certificate	3.0	11.7	5.6	2.3	7.9
University	1.7	4.8	3.9	0.0	3.6
without degree	1.3	3.5	1.6	0.0	2.6
with degree	0.7	1.3	1.3	0.0	1.1
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,500	3,550	1,525	430	7,000
Other Canadians					
Less than Grade 9	1.6	1.7	6.7	23.8	4.2
Secondary School	58.0	21.9	22.5	28.8	25.5
without certificate	36.6	13.3	15.5	23.1	16.5
with certificate	21.5	8.7	6.9	2.5	9.1
Trades and/or other Non-University only	28.1	43.7	37.3	30.0	39.7
without certificate	10.1	6.6	3.6	1.9	5.8
with trades certificate	9.1	22.0	22.1	19.4	20.8
with other non-university certificate	8.8	15.2	11.6	7.5	13.1
University	12.9	32.5	33.5	17.5	30.4
without degree	7.3	11.1	11.3	6.9	10.7
with degree	4.7	21.3	22.6	10.6	19.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,585	10,330	5,635	800	18,355

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table A-27
Population 15+ Not Attending School Full Time by Highest Level of Schooling, Identity Group and Age
Northern Canada, 1996, Women

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Registered Indians					
Less than Grade 9	12.3	16.2	45.9	89.6	30.7
Secondary School	60.0	27.0	18.9	3.1	27.3
without certificate	48.5	21.5	16.2	4.2	22.1
with certificate	11.5	5.3	2.7	2.1	5.2
Trades and/or other Non-University only	23.1	46.9	29.3	8.3	35.2
without certificate	15.4	14.5	6.3	0.0	11.0
with trades certificate	4.6	11.2	12.2	0.0	9.4
with other non-university certificate	2.3	21.7	11.7	4.2	14.8
University	3.8	9.9	5.4	2.1	6.9
without degree	3.8	6.6	3.6	0.0	4.9
with degree	0.0	3.1	1.8	0.0	2.0
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	650	2,280	1,110	480	4,535
Others with Aboriginal Identity					
Less than Grade 9	31.7	28.0	67.2	92.9	40.6
Secondary School	51.5	24.2	10.5	5.7	26.3
without certificate	44.2	19.2	7.8	5.7	21.6
with certificate	6.6	5.2	2.0	2.9	4.7
Trades and/or other Non-University only	15.2	40.8	18.6	2.9	28.3
without certificate	7.9	14.3	4.7	2.9	10.2
with trades certificate	3.0	8.5	5.4	2.9	6.4
with other non-university certificate	3.6	18.1	8.1	0.0	11.7
University	1.7	7.0	4.4	0.0	4.9
without degree	1.3	4.2	2.7	0.0	3.0
with degree	0.7	2.8	1.4	0.0	1.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,515	3,430	1,480	350	6,770
Other Canadians					
Less than Grade 9	1.6	1.0	4.1	17.7	2.6
Secondary School	46.1	21.9	27.0	40.8	26.4
without certificate	29.0	10.1	16.3	28.5	14.4
with certificate	18.1	11.8	10.8	9.2	12.0
Trades and/or other Non-University only	29.9	35.2	35.0	24.6	34.1
without certificate	11.5	7.2	6.3	7.7	7.5
with trades certificate	6.2	8.2	9.4	6.9	8.2
with other non-university certificate	13.4	19.6	19.2	10.8	18.5
University	22.4	41.9	33.9	13.8	36.8
without degree	15.9	15.3	13.7	9.2	14.7
with degree	6.2	26.7	20.5	5.4	22.2
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,605	9,615	4,130	650	15,985

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Appendix B:

**Provincial/Regional Tables Showing
Highest Level of Schooling by Age and Gender
By Other Aboriginal Identity Group and Gender**

Table B-1
Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age
Other Aboriginal Identity Groups, Canada, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Inuit only					
Less than Grade 9	29.1	28.1	63.0	90.5	39.1
Secondary School	52.3	28.3	9.3	2.5	28.3
without certificate	44.4	23.1	7.0	1.5	23.3
with certificate	7.9	5.3	2.2	0.0	5.0
Trades and/or other Non-University only	15.8	38.4	23.7	6.5	28.4
without certificate	7.8	12.0	4.7	1.0	8.9
with trades certificate	5.0	14.4	13.3	4.0	11.5
with other non-university certificate	2.9	12.0	5.8	1.5	8.0
University	2.6	5.2	3.9	1.0	4.1
without degree	2.2	3.5	2.6	1.0	2.9
with degree	0.5	1.7	1.4	0.0	1.3
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	4,280	9,605	4,070	1,000	18,955
Métis only					
Less than Grade 9	7.5	8.0	27.5	67.1	16.7
Secondary School	67.6	41.5	32.5	19.7	42.2
without certificate	46.6	29.8	25.0	16.8	30.6
with certificate	20.9	11.7	7.5	2.9	11.6
Trades and/or other Non-University only	18.4	37.2	28.9	9.7	30.1
without certificate	7.5	9.8	5.9	2.0	7.9
with trades certificate	5.6	14.9	14.7	5.3	12.6
with other non-university certificate	5.3	12.5	8.4	2.3	9.6
University	6.6	13.3	11.1	3.5	10.9
without degree	5.3	8.2	6.3	2.3	6.9
with degree	1.3	5.0	4.9	1.2	4.1
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	17,505	53,045	25,730	6,835	103,120
Other Aboriginal Identity Groups					
Less than Grade 9	7.7	7.8	23.8	56.0	14.6
Secondary School	68.6	42.3	33.6	25.2	43.9
without certificate	49.2	29.8	24.7	19.4	31.4
with certificate	19.3	12.5	8.9	6.1	12.5
Trades and/or other Non-University only	18.5	36.7	28.1	12.4	29.9
without certificate	8.1	10.4	6.4	3.0	8.6
with trades certificate	4.9	13.8	12.7	7.0	11.5
with other non-university certificate	5.6	12.4	9.1	2.6	9.8
University	5.2	13.2	14.4	6.0	11.6
without degree	4.5	8.2	7.9	3.6	7.2
with degree	0.7	5.0	6.6	2.5	4.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	8,735	25,315	11,595	3,020	48,670

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table B-2
Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age
Other Aboriginal Identity Groups, Canada, 1996, Men

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Inuit only					
Less than Grade 9	29.6	26.1	57.5	87.5	36.9
Secondary School	50.7	26.8	8.1	2.9	26.9
without certificate	42.8	22.4	6.2	1.9	22.4
with certificate	8.1	4.3	2.0	1.9	4.5
Trades and/or other Non-University only	17.4	42.7	31.1	9.6	32.6
without certificate	7.4	11.6	4.7	1.9	8.7
with trades certificate	7.2	19.4	20.7	4.8	16.1
with other non-university certificate	2.8	11.6	5.7	1.9	7.7
University	2.5	4.5	3.0	0.0	3.6
without degree	2.1	3.1	2.2	0.0	2.5
with degree	0.7	1.4	1.0	0.0	1.0
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,160	4,840	2,025	520	9,550
Métis only					
Less than Grade 9	8.6	9.0	29.3	68.7	18.0
Secondary School	70.6	43.9	29.7	15.7	43.0
without certificate	48.4	32.7	23.3	13.5	31.7
with certificate	22.2	11.2	6.4	2.3	11.2
Trades and/or other Non-University only	15.7	36.4	30.6	12.0	29.8
without certificate	6.4	8.2	5.0	1.5	6.6
with trades certificate	6.3	19.2	18.9	7.7	16.2
with other non-university certificate	3.0	9.1	6.7	2.9	7.0
University	5.1	10.6	10.4	3.4	9.2
without degree	4.4	6.9	5.2	2.0	5.7
with degree	0.7	3.7	5.2	1.4	3.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	8,795	26,235	13,515	3,255	51,800
Other Aboriginal Identity Groups					
Less than Grade 9	9.1	8.0	24.5	52.5	14.7
Secondary School	70.9	45.5	31.7	24.0	45.6
without certificate	50.1	33.5	23.6	18.3	33.2
with certificate	20.8	12.0	8.1	6.8	12.3
Trades and/or other Non-University only	15.7	35.0	29.2	16.7	29.1
without certificate	7.3	9.0	5.5	3.8	7.5
with trades certificate	4.9	17.5	17.1	10.6	14.7
with other non-university certificate	3.4	8.6	6.6	1.9	6.8
University	4.0	11.5	14.6	7.2	10.7
without degree	3.6	6.5	7.1	3.0	6.0
with degree	0.3	5.0	7.6	3.4	4.7
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	4,395	12,490	5,950	1,315	24,155

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table B-3
Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age
Other Aboriginal Identity Groups, Canada, 1996, Women

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Inuit only					
Less than Grade 9	28.8	30.1	68.5	94.7	41.4
Secondary School	54.1	30.0	10.3	2.1	29.7
without certificate	46.3	23.8	8.1	0.0	24.3
with certificate	8.0	6.2	2.4	0.0	5.4
Trades and/or other Non-University only	14.2	34.0	16.4	3.2	24.2
without certificate	8.3	12.3	4.4	2.1	9.1
with trades certificate	2.6	9.3	5.9	2.1	6.8
with other non-university certificate	3.3	12.3	5.9	2.1	8.3
University	2.6	6.0	4.9	0.0	4.7
without degree	2.4	3.9	2.9	2.1	3.2
with degree	0.5	1.9	1.7	0.0	1.4
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,115	4,760	2,045	475	9,400
Métis only					
Less than Grade 9	6.3	7.0	25.5	65.6	15.4
Secondary School	64.5	39.2	35.5	23.2	41.5
without certificate	44.8	26.9	26.8	19.8	29.5
with certificate	19.7	12.3	8.7	3.5	12.0
Trades and/or other Non-University only	21.1	37.9	27.2	7.4	30.4
without certificate	8.7	11.3	6.9	2.4	9.2
with trades certificate	4.9	10.7	10.0	3.2	9.0
with other non-university certificate	7.6	15.9	10.2	1.8	12.1
University	8.0	15.8	11.9	3.6	12.7
without degree	6.3	9.5	7.4	2.5	8.0
with degree	1.8	6.3	4.5	1.1	4.7
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	8,710	26,810	12,215	3,580	51,320
Other Aboriginal Identity Groups					
Less than Grade 9	6.1	7.6	23.2	59.1	14.5
Secondary School	66.2	39.1	35.6	26.5	42.2
without certificate	48.1	26.2	25.8	20.6	29.6
with certificate	18.0	13.0	9.7	5.6	12.6
Trades and/or other Non-University only	21.3	38.2	26.9	9.7	30.7
without certificate	8.6	11.9	7.3	2.6	9.6
with trades certificate	4.8	10.3	8.0	4.1	8.4
with other non-university certificate	7.8	16.1	11.8	3.2	12.7
University	6.3	14.9	14.2	5.0	12.6
without degree	5.3	9.8	8.7	2.9	8.3
with degree	0.9	5.1	5.6	1.2	4.2
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	4,345	12,825	5,650	1,700	24,515

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table B-4
Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age
Other Aboriginal Identity Groups, Atlantic Region, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Inuit only					
Less than Grade 9	9.6	19.5	47.3	93.5	29.4
Secondary School	59.0	31.9	14.5	0.0	31.3
without certificate	39.8	23.9	10.9	6.5	22.3
with certificate	19.3	9.2	3.6	0.0	8.8
Trades and/or other Non-University only	20.5	38.2	32.7	0.0	31.5
without certificate	7.2	7.2	4.5	0.0	5.9
with trades certificate	9.6	18.7	21.8	0.0	16.8
with other non-university certificate	4.8	12.4	5.5	0.0	8.6
University	12.0	9.6	4.5	0.0	7.8
without degree	8.4	7.6	2.7	0.0	5.5
with degree	0.0	2.8	1.8	0.0	2.1
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	415	1,255	550	155	2,380
Métis only					
Less than Grade 9	7.1	12.9	36.1	70.9	22.4
Secondary School	54.9	31.2	24.7	18.2	32.0
without certificate	31.0	20.3	16.3	16.4	20.5
with certificate	23.9	10.4	8.4	0.0	11.4
Trades and/or other Non-University only	26.5	46.6	27.7	7.3	35.8
without certificate	4.4	6.3	4.2	0.0	5.4
with trades certificate	15.0	25.2	17.5	5.5	20.4
with other non-university certificate	5.3	14.5	5.4	0.0	9.8
University	9.7	9.6	12.0	3.6	10.0
without degree	11.5	6.0	5.4	0.0	6.4
with degree	1.8	3.6	5.4	3.6	3.6
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	565	1,825	830	275	3,505
Other Aboriginal Identity Groups					
Less than Grade 9	18.3	16.7	32.6	64.4	23.9
Secondary School	54.2	32.9	28.9	18.6	35.0
without certificate	31.0	23.2	23.0	20.3	24.4
with certificate	21.8	10.2	4.8	3.4	10.4
Trades and/or other Non-University only	17.6	35.0	27.3	15.3	28.5
without certificate	4.9	6.2	4.3	0.0	5.4
with trades certificate	4.9	19.7	17.1	13.6	15.9
with other non-university certificate	8.5	7.8	7.0	0.0	7.0
University	9.9	14.3	12.8	8.5	12.5
without degree	8.5	8.9	7.5	3.4	7.7
with degree	0.0	5.4	5.3	6.8	4.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	710	1,855	935	295	3,810

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table B-5
Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age
Other Aboriginal Identity Groups, Québec, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Inuit only					
Less than Grade 9	25.8	31.6	73.2	93.0	41.8
Secondary School	58.2	35.5	4.5	0.0	32.9
without certificate	49.5	31.6	3.2	0.0	28.6
with certificate	8.8	4.1	1.3	0.0	4.5
Trades and/or other Non-University only	14.4	27.7	18.5	7.0	21.3
without certificate	8.8	9.3	5.1	0.0	7.8
with trades certificate	4.6	13.2	10.2	7.0	10.1
with other non-university certificate	1.5	4.7	3.2	0.0	3.3
University	1.0	5.2	3.8	0.0	3.7
without degree	1.0	3.1	2.5	0.0	2.3
with degree	0.0	2.1	1.9	0.0	1.4
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	970	1,930	785	215	3,900
Métis only					
Less than Grade 9	23.5	11.4	33.2	65.5	23.8
Secondary School	46.3	44.4	27.5	19.0	37.4
without certificate	30.2	30.1	12.4	10.3	23.2
with certificate	16.0	14.3	15.1	7.8	14.3
Trades and/or other Non-University only	24.7	31.7	23.0	8.6	26.4
without certificate	9.3	7.2	4.7	0.0	6.0
with trades certificate	8.0	15.1	10.8	4.3	12.2
with other non-university certificate	7.4	9.4	7.7	4.3	8.3
University	4.3	12.5	16.0	7.8	12.4
without degree	3.1	6.5	7.9	3.4	6.5
with degree	1.9	5.9	8.1	4.3	5.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	810	3,675	2,215	580	7,280
Other Aboriginal Identity Groups					
Less than Grade 9	21.9	13.2	30.3	68.2	25.6
Secondary School	52.4	43.6	30.3	21.8	38.1
without certificate	33.3	27.3	15.2	11.8	22.7
with certificate	19.0	15.9	15.2	10.0	15.6
Trades and/or other Non-University only	23.8	29.1	20.3	7.3	23.4
without certificate	14.3	8.6	3.6	1.8	7.0
with trades certificate	3.8	11.7	8.2	4.5	9.3
with other non-university certificate	6.7	8.8	7.6	0.0	7.0
University	1.9	13.8	18.5	2.7	12.8
without degree	1.9	8.2	12.1	1.8	8.0
with degree	0.0	5.5	6.7	1.8	4.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	525	2,385	1,650	550	5,110

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table B-6
Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age
Other Aboriginal Identity Groups, Ontario, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Inuit only					
Less than Grade 9	8.3	7.7	8.7	***	8.0
Secondary School	79.2	40.0	34.8	***	46.9
without certificate	66.7	26.2	21.7	***	32.7
with certificate	12.5	15.4	8.7	***	13.3
Trades and/or other Non-University only	12.5	38.5	34.8	***	31.0
without certificate	8.3	13.8	8.7	***	10.6
with trades certificate	0.0	4.6	21.7	***	8.0
with other non-university certificate	0.0	18.5	0.0	***	12.4
University	0.0	15.4	26.1	***	14.2
without degree	0.0	10.8	13.0	***	9.7
with degree	0.0	4.6	8.7	***	4.4
Total (percent)	100.0	100.0	100.0	***	100.0
Total (number)	120	325	115	10	565
Métis only					
Less than Grade 9	2.9	2.7	19.8	55.3	10.4
Secondary School	67.8	43.1	36.5	25.4	43.5
without certificate	43.6	26.8	28.6	21.1	29.2
with certificate	24.2	16.4	7.8	4.4	14.3
Trades and/or other Non-University only	22.0	37.1	29.7	14.9	31.9
without certificate	8.1	9.0	6.5	2.6	7.9
with trades certificate	6.2	11.1	12.5	7.0	10.6
with other non-university certificate	7.3	17.0	10.8	5.3	13.4
University	7.0	17.1	13.8	3.5	14.1
without degree	5.1	9.2	5.8	2.6	7.3
with degree	1.8	7.8	8.0	0.0	6.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,365	5,680	3,010	570	10,625
Other Aboriginal Identity Groups					
Less than Grade 9	3.7	5.1	21.4	41.3	10.8
Secondary School	69.0	44.4	37.8	33.2	46.4
without certificate	49.0	30.2	26.8	25.0	32.2
with certificate	20.2	14.3	11.0	7.6	14.2
Trades and/or other Non-University only	22.3	37.8	28.4	16.8	31.9
without certificate	11.5	10.7	5.3	5.4	9.3
with trades certificate	4.2	12.8	13.4	8.2	11.3
with other non-university certificate	6.4	14.3	9.7	2.7	11.3
University	4.8	12.5	12.5	8.2	10.9
without degree	3.4	7.1	5.3	3.8	5.9
with degree	1.4	5.4	7.1	4.9	5.0
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,825	9,270	4,035	920	17,050

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table B-7
Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age
Other Aboriginal Identity Groups, Manitoba, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Inuit only					
Less than Grade 9	***	11.1	***	***	11.5
Secondary School	***	50.0	***	***	50.0
without certificate	***	44.4	***	***	38.5
with certificate	***	11.1	***	***	7.7
Trades and/or other Non-University only	***	16.7	***	***	15.4
without certificate	***	0.0	***	***	0.0
with trades certificate	***	11.1	***	***	15.4
with other non-university certificate	***	0.0	***	***	7.7
University	***	22.2	***	***	26.9
without degree	***	16.7	***	***	23.1
with degree	***	0.0	***	***	7.7
Total (percent)	***	100.0	***	***	100.0
Total (number)	30	90	10	0	130
Métis only					
Less than Grade 9	5.7	8.9	32.0	74.2	18.0
Secondary School	74.2	47.8	34.2	17.1	47.6
without certificate	49.5	35.9	28.4	14.2	35.3
with certificate	24.8	11.8	5.7	2.9	12.3
Trades and/or other Non-University only	13.0	30.9	24.5	6.1	24.4
without certificate	4.8	7.7	4.8	1.6	6.1
with trades certificate	4.2	12.6	12.9	2.9	10.4
with other non-university certificate	3.9	10.6	6.9	1.3	7.8
University	7.0	12.4	9.4	2.6	10.0
without degree	5.6	8.1	5.2	2.3	6.5
with degree	1.4	4.4	4.1	0.0	3.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	4,620	12,230	5,750	1,550	24,150
Other Aboriginal Identity Groups					
Less than Grade 9	6.2	11.5	33.3	76.7	18.8
Secondary School	76.0	47.0	27.5	26.7	48.3
without certificate	60.5	37.3	21.7	16.7	38.4
with certificate	15.5	9.8	5.0	0.0	9.7
Trades and/or other Non-University only	10.9	25.8	20.8	6.7	20.7
without certificate	2.3	6.3	6.7	0.0	5.1
with trades certificate	5.4	9.4	6.7	0.0	7.6
with other non-university certificate	3.1	10.1	8.3	0.0	7.8
University	5.4	14.6	15.8	0.0	12.2
without degree	4.7	9.4	11.7	0.0	8.7
with degree	0.0	5.2	4.2	0.0	3.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	645	1,435	600	150	2,825

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table B-8
Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age
Other Aboriginal Identity Groups, Saskatchewan, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Inuit only					
Less than Grade 9	***	***	***	***	22.2
Secondary School	***	***	***	***	38.9
without certificate	***	***	***	***	27.8
with certificate	***	***	***	***	11.1
Trades and/or other Non-University only	***	***	***	***	22.2
without certificate	***	***	***	***	11.1
with trades certificate	***	***	***	***	11.1
with other non-university certificate	***	***	***	***	11.1
University	***	***	***	***	11.1
without degree	***	***	***	***	11.1
with degree	***	***	***	***	11.1
Total (percent)	***	***	***	***	100.0
Total (number)	30	35	15	0	90
Métis only					
Less than Grade 9	10.5	11.1	31.1	76.8	21.0
Secondary School	65.2	36.4	29.8	14.5	38.5
without certificate	44.7	27.1	24.9	14.1	28.8
with certificate	20.4	9.3	4.9	0.0	9.7
Trades and/or other Non-University only	16.1	36.7	26.5	7.6	28.1
without certificate	6.0	10.2	6.2	1.4	7.8
with trades certificate	5.7	16.4	13.8	4.3	12.8
with other non-university certificate	4.2	10.1	6.7	2.2	7.5
University	8.2	15.8	12.5	0.7	12.4
without degree	6.8	10.5	7.7	0.7	8.4
with degree	1.4	5.2	4.8	0.0	4.0
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	3,230	8,540	3,975	1,380	17,125
Other Aboriginal Identity Groups					
Less than Grade 9	10.5	18.0	27.8	95.2	22.6
Secondary School	75.6	30.6	25.0	9.5	38.8
without certificate	53.5	25.7	20.8	9.5	30.0
with certificate	23.3	4.4	2.8	0.0	8.3
Trades and/or other Non-University only	7.0	33.3	27.8	0.0	24.0
without certificate	2.3	13.1	9.7	0.0	9.4
with trades certificate	2.3	13.7	12.5	9.5	11.0
with other non-university certificate	0.0	5.5	5.6	0.0	4.1
University	8.1	17.5	19.4	0.0	14.3
without degree	4.7	10.4	9.7	9.5	8.8
with degree	0.0	5.5	9.7	0.0	5.5
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	430	915	360	105	1,815

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table B-9
Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age
Other Aboriginal Identity Groups, Alberta, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Inuit only					
Less than Grade 9	0.0	6.1	13.3	***	9.4
Secondary School	42.9	57.6	33.3	***	46.9
without certificate	28.6	36.4	33.3	***	31.3
with certificate	14.3	24.2	0.0	***	14.1
Trades and/or other Non-University only	42.9	30.3	40.0	***	37.5
without certificate	0.0	6.1	13.3	***	4.7
with trades certificate	21.4	12.1	13.3	***	14.1
with other non-university certificate	14.3	15.2	26.7	***	17.2
University	14.3	0.0	0.0	***	6.3
without degree	0.0	0.0	0.0	***	3.1
with degree	0.0	0.0	0.0	***	3.1
Total (percent)	100.0	100.0	100.0	***	100.0
Total (number)	70	165	75	10	320
Métis only					
Less than Grade 9	6.9	7.6	27.8	65.0	15.4
Secondary School	69.2	41.6	33.1	20.4	43.3
without certificate	52.7	30.5	26.5	18.2	32.8
with certificate	16.5	11.2	6.7	2.5	10.6
Trades and/or other Non-University only	19.9	40.6	32.1	11.1	33.3
without certificate	9.3	12.1	6.1	3.9	9.7
with trades certificate	4.9	15.9	17.5	5.4	13.8
with other non-university certificate	5.6	12.6	8.4	1.8	9.8
University	4.0	10.2	6.9	3.2	7.9
without degree	2.8	6.5	4.3	1.8	5.1
with degree	1.3	3.6	2.5	1.1	2.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	4,345	13,295	5,690	1,400	24,725
Other Aboriginal Identity Groups					
Less than Grade 9	8.2	6.3	27.1	68.6	14.3
Secondary School	72.5	42.6	31.2	17.6	44.5
without certificate	61.8	32.4	25.1	17.6	35.4
with certificate	10.6	10.4	5.7	0.0	8.9
Trades and/or other Non-University only	15.0	40.2	33.6	7.8	32.1
without certificate	6.3	12.3	9.3	0.0	9.8
with trades certificate	2.9	14.7	15.4	3.9	12.1
with other non-university certificate	5.8	13.3	8.5	3.9	10.2
University	4.3	10.9	8.5	7.8	9.0
without degree	3.9	7.2	3.6	5.9	5.7
with degree	1.0	3.7	4.9	0.0	3.4
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	1,035	2,935	1,235	255	5,475

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table B-10
Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age
Other Aboriginal Identity Groups, British Columbia, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Inuit only					
Less than Grade 9	0.0	23.7	18.2	***	19.0
Secondary School	81.8	39.5	36.4	***	46.0
without certificate	45.5	36.8	27.3	***	34.9
with certificate	36.4	5.3	18.2	***	11.1
Trades and/or other Non-University only	0.0	31.6	36.4	***	28.6
without certificate	0.0	5.3	0.0	***	3.2
with trades certificate	0.0	15.8	0.0	***	12.7
with other non-university certificate	0.0	13.2	18.2	***	12.7
University	18.2	5.3	18.2	***	6.3
without degree	0.0	0.0	18.2	***	6.3
with degree	0.0	0.0	0.0	***	0.0
Total (percent)	100.0	100.0	100.0	***	100.0
Total (number)	55	190	55	10	315
Métis only					
Less than Grade 9	4.8	4.5	17.6	48.7	11.2
Secondary School	65.6	38.3	33.9	28.3	41.0
without certificate	44.3	27.0	24.7	25.1	29.1
with certificate	21.4	11.4	9.2	2.7	11.8
Trades and/or other Non-University only	21.8	41.9	35.0	15.5	34.9
without certificate	10.6	11.3	7.5	1.1	9.5
with trades certificate	5.3	14.9	16.5	10.2	13.5
with other non-university certificate	5.9	15.6	10.9	4.3	11.9
University	7.5	15.2	13.1	7.5	12.9
without degree	7.0	9.5	8.3	3.7	8.4
with degree	0.4	5.7	4.8	3.2	4.4
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,270	6,795	3,845	935	13,845
Other Aboriginal Identity Groups					
Less than Grade 9	5.9	5.3	15.3	50.0	10.3
Secondary School	71.2	41.9	34.7	24.3	45.4
without certificate	48.5	30.1	28.2	19.1	32.9
with certificate	22.5	11.9	6.4	5.1	12.4
Trades and/or other Non-University only	18.0	38.8	32.0	16.2	31.8
without certificate	7.4	11.3	8.3	2.9	9.3
with trades certificate	5.7	14.5	12.1	8.1	11.9
with other non-university certificate	5.1	12.9	11.3	6.6	10.6
University	5.3	13.9	17.7	7.4	12.6
without degree	4.7	9.3	10.5	5.9	8.4
with degree	0.4	4.5	7.3	1.5	4.1
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,445	6,155	2,655	680	11,930

*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Table B-11
Population 15+ Not Attending School Full Time by Highest Level of Schooling and Age
Other Aboriginal Identity Groups, Northern Canada, 1996, Both Sexes

	15 - 24	25 - 44	45 - 64	65+	Total 15+
	percent of identity group				
Inuit only					
Less than Grade 9	36.2	30.9	69.5	91.7	43.7
Secondary School	47.9	22.5	6.3	1.7	23.7
without certificate	42.6	19.0	5.1	0.0	20.4
with certificate	4.9	3.6	1.6	1.7	3.3
Trades and/or other Non-University only	15.2	43.1	22.0	6.7	30.1
without certificate	8.0	14.4	4.7	1.7	10.1
with trades certificate	4.1	14.5	12.2	3.3	11.0
with other non-university certificate	3.1	14.0	5.3	1.7	9.0
University	1.0	3.4	2.4	1.7	2.5
without degree	0.8	2.4	1.6	0.0	1.8
with degree	0.4	1.0	0.6	0.0	0.8
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	2,570	5,610	2,460	600	11,250
Métis only					
Less than Grade 9	4.8	8.5	21.4	80.8	15.6
Secondary School	59.7	30.0	23.8	11.5	32.5
without certificate	45.2	21.5	16.7	19.2	24.2
with certificate	14.5	8.0	4.8	0.0	8.3
Trades and/or other Non-University only	25.8	44.5	39.3	7.7	37.6
without certificate	11.3	9.0	3.6	0.0	8.1
with trades certificate	8.1	18.0	19.0	0.0	16.7
with other non-university certificate	4.8	17.5	13.1	0.0	13.4
University	4.8	17.5	15.5	0.0	13.7
without degree	4.8	10.0	6.0	0.0	7.8
with degree	0.0	7.5	8.3	0.0	5.6
Total (percent)	100.0	100.0	100.0	100.0	100.0
Total (number)	310	1,000	420	130	1,860
Other Aboriginal Identity Groups					
Less than Grade 9	0.0	10.7	40.9	***	18.2
Secondary School	76.0	36.0	27.3	***	37.9
without certificate	64.0	26.7	22.7	***	31.1
with certificate	0.0	9.3	0.0	***	6.8
Trades and/or other Non-University only	20.0	48.0	22.7	***	37.1
without certificate	8.0	14.7	0.0	***	9.1
with trades certificate	12.0	14.7	9.1	***	14.4
with other non-university certificate	8.0	21.3	18.2	***	12.9
University	8.0	12.0	0.0	***	8.3
without degree	0.0	8.0	0.0	***	6.8
with degree	0.0	2.7	0.0	***	3.0
Total (percent)	100.0	100.0	100.0	***	100.0
Total (number)	125	375	110	40	660

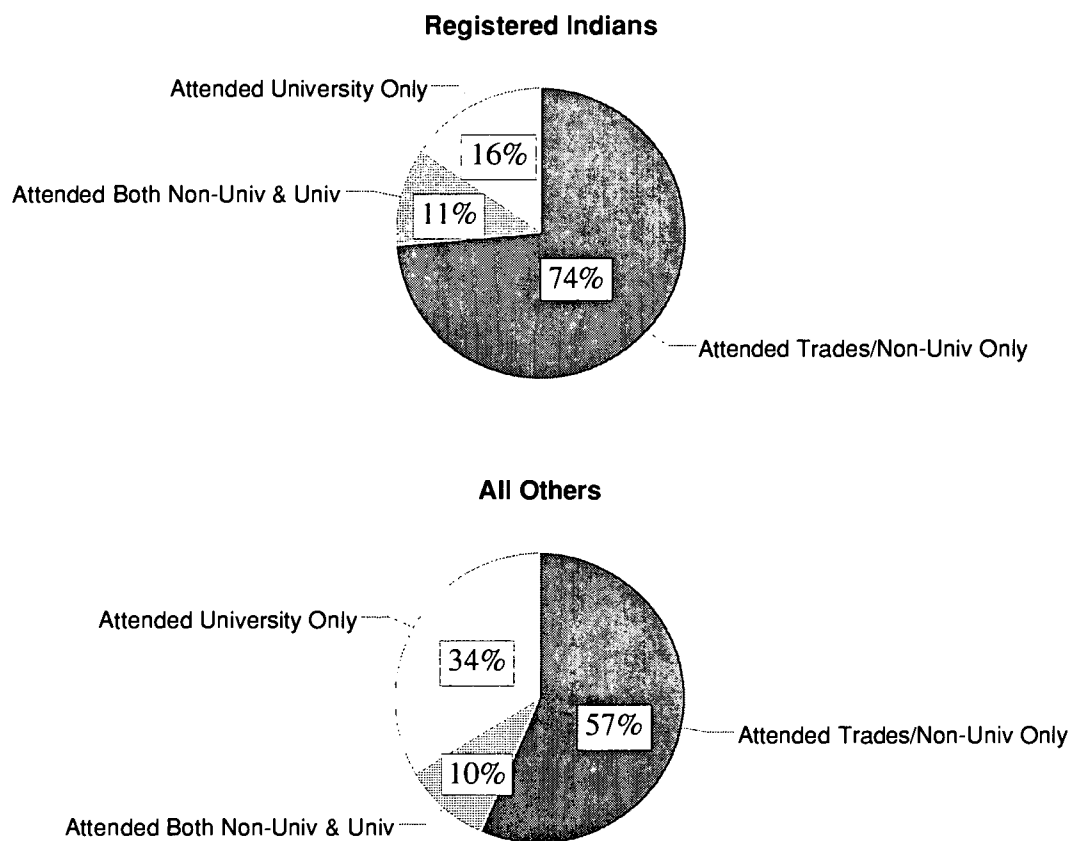
*** Data not meaningful because of small cell count.

Source: Department of Indian Affairs and Northern Development, custom tabulations, 1996 Census of Canada

Appendix C:
**Additional Figures Concerning Registered Indian Post-Secondary
Participation and Characteristics**

Figure C1

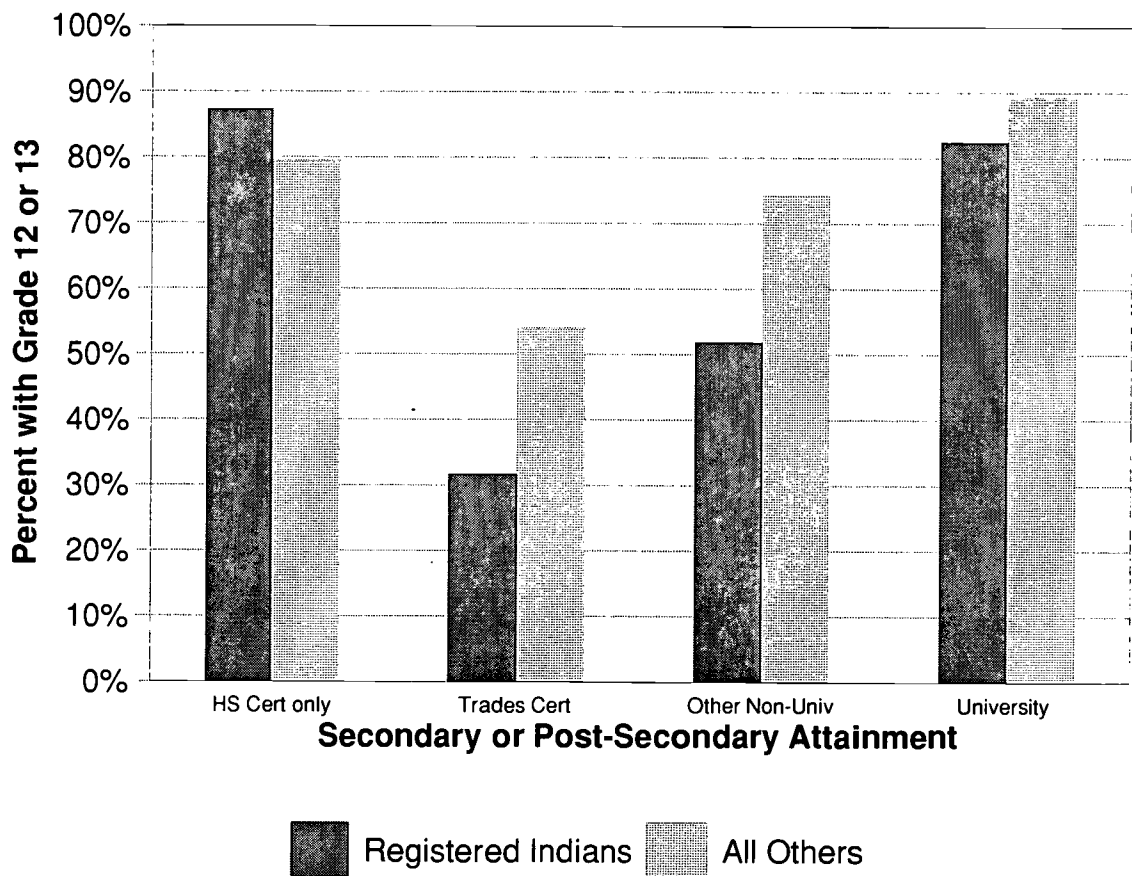
**Type of Post-Secondary Programs Attended
Registered Indians and Others 15+ Not Attending School Full Time
Canada, 1996**



Source: INAC Custom Tabulations Based on the 1996 Census of Canada.

Figure C2

**Percent of Post-Secondary Students with Grade 12 or 13 Education
Registered Indians and Others 15+ Not Attending School Full Time
Canada, 1996**



Source: INAC Custom Tabulations Based on the 1996 Census of Canada.

Notes to Figure C1

1. “All Others” are the total population minus registered Indians.
2. The source table uses the following 16 educational attainment categories. (The figure only includes those with post-secondary attainment and excludes the first four categories.) Those with a trades certificate are treated as having attended non-university programs. This means that those with university and with a trades certificate but without other non-university are treated as having attended both university and non-university.

Elementary-Secondary

- Grade 8 or less
- Grades 9-10
- Grades 11-13
- Secondary school graduation certificate

Non-University Only

- Trades certificate or diploma
- Other non-university only without other non-university certificate or diploma
- Other non-university only with trades
- Other non-university only with other non-university certificate or diploma

University Only

- University without non-university without certificate, diploma or degree
- University without non-university with university certificate below bachelor

University and Non-University

- University with non-university without certificate, diploma or degree
- University with non-university with trades
- University with non-university with non-university certificate or diploma
- University with non-university with university certificate below bachelor
- University without non-university with trades

Unknown (treated as university only)

- University with bachelor degree or higher

3. Because the source table does not identify those with a university degree who have also attended non-university programs the number who have attend university only is slightly overstated and the number who have attended both university and non-university is slightly understated.

Note to Figure C2

1. This table was based on a cross-tabulation of highest level of schooling by highest elementary-secondary grade completed.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Post-Secondary Education and Labour Market Outcomes for Registered Indians
Aboriginal

Author(s):

Corporate Source:

Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Level 1



Check here for Level 1 release, permitting
reproduction and dissemination in microfiche or other
ERIC archival media (e.g., electronic) and paper
copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL IN
MICROFICHE, AND IN ELECTRONIC MEDIA
FOR ERIC COLLECTION SUBSCRIBERS ONLY,
HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

2A

Level 2A



Check here for Level 2A release, permitting
reproduction and dissemination in microfiche and in
electronic media for ERIC archival collection
subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL IN
MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

2B

Level 2B



Check here for Level 2B release, permitting
reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature:

Julia J. Smith
Departmental Library/Bibliothèque ministérielle
Indian and Northern Affairs
Affaires indiennes et du Nord Canada
Ottawa, Ontario
CANADA
K1A 0H4

Organization/Address:

Printed Name/Position/Title:

Departmental Librarian

Telephone:

819-953-9997-8205

E-Mail Address:

finnj@ihac

Date:

819-953-5491
RC022146

Sign
here,→
please



gc.ca

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility

4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200

Toll Free: 800-799-3742

FAX: 301-552-4700

e-mail: ericfac@inet.ed.gov

WWW: <http://ericfac.piccard.csc.com>