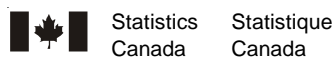
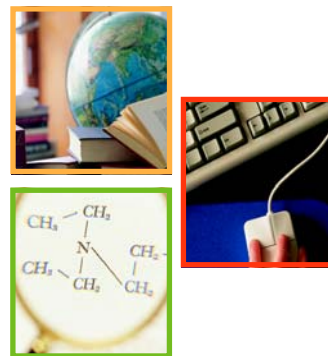


Education Indicators in Canada: An International Perspective

2012

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Education Indicators in Canada: An International Perspective

2012

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Note of appreciation

Canada owes the success of its statistical system to a long-standing partnership between Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued cooperation and goodwill.

Foreword

The primary objectives of the Pan-Canadian Education Indicators Program (PCEIP) are to develop and maintain a set of statistics that provide information about education and learning in Canada and to support evidence-based policy making. PCEIP has been doing this since publishing its first set of education indicators for Canada and its jurisdictions in 1996. Then in September 2009, a set of international indicators was introduced in the first edition of ***Education Indicators in Canada: An International Perspective***. Each year, this PCEIP series presents indicators for Canada and its provinces/territories, placing them in a broader international context. The report has been designed to complement and expand upon the information for Canada that is provided annually to the Organisation for Economic Co-operation and Development (OECD) for publication in its *Education at a Glance (EAG)* report. The PCEIP report, ***Education Indicators in Canada: An International Perspective***, was developed in response to a request from the provinces and territories via the Strategic Management Committee of the Canadian Education Statistics Council (CESC). The international context provided by the report supports the mission of CESC to “create and commit to comprehensive and long-term strategies, plans, and programs to collect, analyze, and disseminate nationally and internationally policy-relevant and comparable statistical information.”

A set of 11 international indicators is presented in this year’s *Education Indicators in Canada: An International Perspective*. But what exactly *is* an indicator? To be developed as an indicator, an educational statistic must be based on policy-relevant information needs and take its meaning from comparisons between different countries or jurisdictions, over time or in relation to commonly understood and defined standards. Although such statistics cannot reveal all, they do convey a good deal of information about education systems by reporting on the condition of certain key features. Indicators provide a way of gauging performance and progress, which may signal improvements or reveal problems. The information presented in indicators should be interpreted cautiously, however, and indicators in and of themselves should not be viewed as providing a precise interpretation of past events, a clear judgement of present conditions, or specific policy remedies for problems that may be identified. Indicators provide the basis for important new understandings about how education systems are functioning overall and often lead to more detailed research to better explain observed phenomena or trends. They also serve as tools to aid ongoing dialogues about education systems that will, in turn, make substantial contributions to education policy and planning.

This year’s set of indicators captures information on educational attainment, upper secondary graduation rates, labour market outcomes, expenditure on education, international students, transitions to the labour market, and the organization of learning environments at the elementary and secondary levels—for Canada, and for its provinces/territories. The main development in the production of this year’s report is the addition of a new indicator on teachers’ working time. Some additional information has also been added to the following indicators: educational attainment (more content for this indicator is presented by sex), international students (new information on region of origin and country of citizenship), and transitions to the labour market (this year’s focus is on individuals who are neither employed nor in education or training).

The intention of this report is to allow Canada and its jurisdictions to be compared in an international context; that is, among other OECD countries. Data were taken from the sources cited and represent the most recent data that could be used to arrive at comparable international figures. As all definitions, categories and methodologies align with those of the International Standard Classification of Education (ISCED) to allow standardized and comparable statistics, the resulting figures may differ somewhat from similar numbers produced by the provinces and territories themselves. This report's Notes to readers section includes explanations and descriptions of the relevant ISCED categories, and outlines how the Statistics Canada data used are aligned with this international system.

Highlights for all 11 indicators appear at the beginning of this report, and complete indicator texts are presented under four general themes: the output of educational institutions and the impact of learning (Indicators A1 through A3); financial resources invested in education (B1 through B3); access to education, participation and progression (C1 and C2); and the learning environment and organization of schools (D1 through D3). The tables for all of these indicators follow the chapters, and the report concludes with a list of Committees and organizations, which outlines the many individuals who have played important roles in producing and reviewing this report.

Education Indicators in Canada: An International Perspective, 2012 is published by the Canadian Education Statistics Council (CESC) as part of its broader endeavour, the Pan-Canadian Education Indicators Program (PCEIP). The CESC is a partnership between the Council of Ministers of Education, Canada (CMEC) and Statistics Canada. The CESC was established in 1989 to improve the quality and comparability of Canadian education data and to provide information that can inform policy development in education.



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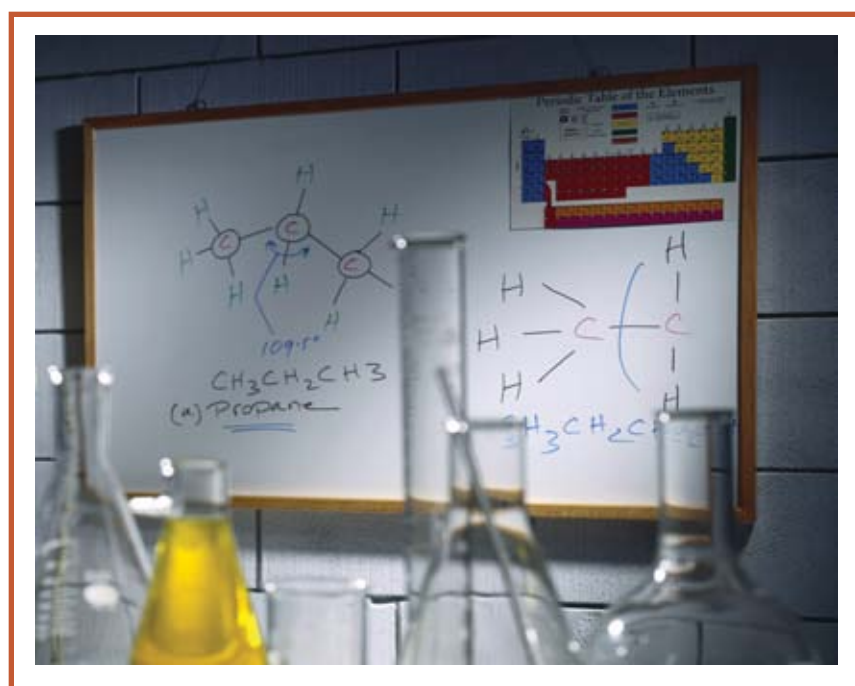
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Acronyms and abbreviations

AANDC	Aboriginal Affairs and Northern Development Canada
ASETS	Access and Support to Education and Training Survey
CAUBO	Canadian Association of University Business Officers
CEGEP	Collège d'enseignement général et professionnel
CESSC	Canadian Education Statistics Council
CMEC	Council of Ministers of Education, Canada
EAG	Education at a Glance
ESES	Elementary-Secondary Education Survey (formerly ESESP, Elementary-Secondary Education Statistics Project)
FEDEX	Survey of Federal Government Expenditures in Support of Education
FINCOL	Financial Statistics of Community Colleges and Vocational Schools
FIUC	Financial Information of Universities and Colleges Survey
GDP	gross domestic product
GED	general education diploma
ILO	International Labour Organisation
INES	Indicators of Educational Systems
ISCED	International Standard Classification of Education
LFS	Labour Force Survey
NEET	not in employment, not in education (or training)
NGS	National Graduates Survey
OECD	Organisation for Economic Co-operation and Development
PCEIP	Pan-Canadian Education Indicators Program
PISA	Programme for International Student Assessment
PPPs	purchasing power parities
PSIS	Postsecondary Student Information System
R&D	research and development
SLID	Survey of Labour and Income Dynamics
SUFBS	Survey of Uniform Financial System – School Boards
UNESCO	United Nations Educational, Scientific and Cultural Organization
UOE	UNESCO/OECD/Eurostat data collection



Introduction

Education Indicators in Canada: An International Perspective

This report, *Education Indicators in Canada: An International Perspective, 2012*, is the fourth in a series that reports on certain aspects of the educational systems in Canada's provinces and territories in an international context. A series of indicators that have been developed to align with the definitions and methodologies used by the Organisation for Economic Co-operation and Development (OECD) is presented. This year's set of internationally comparable indicators, which offers the latest available statistical information for several key themes, is organized by chapter:

Chapter A, *The output of educational institutions and the impact of learning*, profiles educational attainment among the adult population. It also presents information on graduation rates at the upper secondary level and on relationships between educational attainment and labour market outcomes.

Chapter B, *Financial resources invested in education*, focuses on expenditure on education. This information is presented both in terms of expenditure per student and expenditure in relation to the overall amount of resources in a country (or province or territory) as measured by GDP. The proportions of current and capital expenditures are also outlined.

Chapter C, *Access to education, participation and progression*, explores the extent of international student enrolment in college and university programs in Canada and its provinces and territories, and how this has changed over time. Several aspects of the transition from education to the labour force are examined, including the extent to which young adults are neither employed nor in education.

Chapter D, *The learning environment and organization of schools*, reports on the amount of time students must, in principle, spend in class as established by public regulations. It also presents information on key aspects of working environments for elementary and secondary school teachers: teaching time (as determined by policy) in the context of total working time, and salary.

International indicators

Canada has participated in the OECD's Indicators of Educational Systems (INES) programme since the project's inception in 1988. INES includes a set of indicators that allow comparisons of the education systems of its member countries. The OECD publishes the results annually in *Education at a Glance*.

Education Indicators in Canada: An International Perspective was developed to expand upon Canada's participation in INES and to broaden the Canadian statistical picture by providing comparable statistics for Canada's provincial/territorial systems of education. It is a product of the Pan-Canadian Education Indicators Program (PCEIP), and is considered a companion report to the OECD's *Education at a Glance*, which presents complete data for all OECD member countries, including Canada.¹

The harmonized indicators presented in this 2012 edition align with a selection of indicators from the OECD's 2012 edition of *Education at a Glance*, and they were selected based on their importance for the jurisdictions and the availability of data for Canada and its provinces and territories. The definitions and methodologies agreed upon in developing the harmonized indicators were used to produce the data for Canada and the provinces/territories, and those definitions and methodologies may differ from those used in a particular province/territory. Consequently, the numbers presented in this report may differ from those published independently by the provinces/territories. Data for Canada and its provinces and territories are presented along with the most recent OECD averages.

About the Pan-Canadian Education Indicators Program

The Pan-Canadian Education Indicators Program (PCEIP) is an ongoing initiative of the Canadian Education Statistics Council: a partnership between Statistics Canada and the Council of Ministers of Education, Canada.

In the Victoria Declaration of 1993, the provincial and territorial ministers responsible for education and training agreed to create a program of pan-Canadian education indicators. PCEIP's mission is to publish a set of statistical measures on education systems in Canada for policy makers, practitioners and the general public to monitor the performance of education systems across jurisdictions and over time.

The first indicators published under the PCEIP banner appeared in 1996. In 1999, the first PCEIP report, based on a new set of indicators, was published, followed by reports in 2003, 2005, and 2007. In 2009, the traditional PCEIP publications evolved into a new line of electronic products: regular updates of tables for Canadian education indicators; fact sheets related to these indicators; a handbook that explains the sources of data and methodologies for these indicators; and this international report.

More information about PCEIP, including the full line of products, is available on the Statistics Canada Web site at www.statcan.gc.ca and the Web site of the Council of Ministers of Education, Canada at www.cmec.ca.

1. The 2012 version of *Education at a Glance*, which presents the latest statistics for the individual OECD member countries, is available free on the OECD Web site at www.oecd.org.



Highlights

Chapter A: The output of educational institutions and the impact of learning

A1 Educational attainment of the adult population

- Between 2000 and 2010, the proportion of adults aged 25 to 64 with tertiary education (the equivalent of college and university completion) increased from 40% to 51% in Canada. At the same time, below upper secondary attainment (the equivalent of less than high school completion) decreased, from 19% to 12%. Similar changes were mirrored in the provinces, as well as on average for the OECD countries.
- Ninety-two percent of Canadian adults aged 25 to 34 had attained at least upper secondary education in 2010, compared with 82% for those aged 55 to 64, reflecting change in attainment patterns over time. There were relatively small differences between provinces in the proportion of adults aged 25 to 34 with at least a high school diploma; 2010 figures for all provinces ranged from 90% to 94%.
- In 2010, close to one-quarter (24%) of 25- to 64-year-olds in Canada had completed tertiary-type B programmes, far greater than the average of 10% reported by the OECD for its member countries. In Canada, tertiary-type B includes non-university certificates or diplomas from community colleges, CEGEPs, or schools of nursing, as well as university certificates below the bachelor's level. The proportion of women who had successfully completed tertiary-type B programmes (28%) was higher than the proportion for men (21%). In the traditionally male-dominated areas of trades and apprenticeship, this attainment was more common among men (16%) than among women (8%).
- The OECD average for completion of tertiary-type A/advanced research programmes for 25- to 64-year-olds was 22%, which compares with Canada's figure of 26%. In Canada, tertiary-type A refers to bachelor and master's degrees and other university degrees or certificates above a bachelor's degree (but below a doctorate), and advanced research programmes comprises doctorates and post-doctoral programmes. At this level of educational attainment, women in Canada (28%) had an advantage over their male counterparts (25%).

A2 Upper secondary graduation

- Canada's upper secondary graduation rate was 81% in 2009. The majority of other OECD member countries also reported graduation rates of at least 80%, and the OECD average was 84%. The upper secondary graduation rate is the sum of graduation rates by age, and the latter are obtained by dividing graduates of a specific age by the population of the same age.

- Upper secondary graduation rates for females were higher than those for males in most provinces and territories, as well as in most of the OECD countries for which comparable data were available. In Canada, the rate for females was 84%; the rate for males, 77%.
- In Canada in 2009, successful completion in public schools was 72%, slightly higher than the average of 70% for the OECD countries that were able to provide the appropriate data. This indicator measures the “on-time” graduation of the 2006/2007 cohort of Grade 10 students (3^e secondaire in Quebec)—an indication of the efficiency of the public school system. Among the provinces and territories, the proportion of students who completed their education within the expected time varied considerably, from 14% in Nunavut to over 80% in Nova Scotia and New Brunswick.

A3 Labour market outcomes

- In Canada and other OECD countries, it is evident that employment prospects increase with educational attainment. In 2010, Canada’s employment rate for adults aged 25 to 64 who had not completed upper secondary education was 55%. For upper secondary graduates, the employment rate was 72%; for postsecondary non-tertiary graduates, it was 78%. The figures for graduates of tertiary-type B and tertiary-type A/advanced research programmes were 81% and 82%, respectively.
- In most OECD countries in 2010, the difference in employment rates between the sexes was less pronounced among graduates of tertiary-type A and advanced research programmes compared with the upper secondary graduates. In Canada, a 10-percentage-point difference was observed between men and women in the upper secondary graduation category. The male–female difference for graduates of tertiary programs, both type B (college) and type A/advanced research programmes (university) narrows to 6.5 and 5.9 percentage points, respectively.
- Variations in employment rates between 1998 and 2010 suggest that some educational attainment groups may be more sensitive to changes in labour market conditions than others. In Canada, adults with less than high school completion (below upper secondary) were the most affected by less favourable labour market conditions: their lowest employment rate during this period was 4 percentage points below their highest rate. There was far less variation (1.5 percentage points) in the trend for adults with tertiary education.

Chapter B: Financial resources invested in education

B1 Expenditure per student

- In Canada in 2008/2009, expenditure on secondary education (\$11,489) was only 7% higher than that on primary education (\$10,758). The difference in expenditure between these two levels of education is usually larger among other OECD countries.
- In Canada at the pre-primary, primary and secondary level, the portion of expenditure per student allocated to core services represented 95% of the total expenditure per student. This is similar to the proportion of expenditure on core services in OECD countries (94%) in primary through postsecondary non-tertiary education.
- The total expenditure per student on university education in Canada averaged \$31,103. It was most noticeably above the Canada-level average in Alberta (46% above), Prince Edward Island (21%) and Saskatchewan (21%).

B2 Expenditure on education as a percentage of GDP

- With 6.1% of its GDP allocated to educational institutions in 2008, Canada devoted about the same share of its wealth as the OECD countries on average (6.2%). The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. The share of GDP devoted to educational institutions varied from one province or territory to another. It is partially influenced by the size of the school-age population and enrolment in education, as well as the jurisdiction (or country's) relative wealth.
- In 2008, 40.2% (2.5% of 6.1%) of the share of GDP that Canada invested in education was allocated to the tertiary sector. Among the OECD countries, Canada, along with the United States (36%) and Chile (35.8%), allocated the largest share of education spending to tertiary education.

B3 Distribution of expenditure on education

- The proportions of education expenditure allocated to current spending in Canada in 2008 were: 92.8% for primary, secondary and postsecondary non-tertiary education, and 89.5% for tertiary. These figures are fairly similar to the average proportions reported by the OECD for its member countries: 91.3% and 91.0%, respectively. Current expenditure reflects spending on school resources that are used each year for the operation of schools.
- For primary, secondary and postsecondary non-tertiary education, the compensation of staff (77.4%)—particularly teachers (62.4%)—accounted for the largest proportion of current expenditure in Canada in 2008, a situation mirrored in all other OECD countries. At the tertiary level in Canada, 63.1% of current expenditure was devoted to compensation of all staff; more than half of which (36.2%) was spent on compensation for teachers. In all provinces and territories, the proportion of current expenditure allocated to compensation of all staff employed in education was larger in the primary, secondary and postsecondary non-tertiary sector than in the tertiary sector.
- In Canada, 10.5% of education expenditure for tertiary education was allocated to capital expenditure; the OECD average was 9.0%. For primary, secondary and postsecondary non-tertiary, the corresponding figures for Canada and the OECD were 7.2% and 8.7%, respectively. Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings.
- With the exception of Ontario, the proportion allocated to capital expenditure in Canada was generally greater for tertiary than for primary and secondary education.

Chapter C: Access to education, participation and progression

C1 International students

- In Canada in 2009, close to 100,000 international students were registered in tertiary programmes, the vast majority of them (71.2%) in tertiary-type A programmes. International students are those who are not Canadian citizens and who do not hold a permanent residency permit in Canada.
- The number of international students who were pursuing studies in tertiary programmes in Canada almost doubled between 2001 and 2009, rising by 8.3% a year on average, with five provinces (Prince Edward Island, Manitoba, Newfoundland and Labrador, Ontario, and Alberta) reporting higher annual growth rates than the Canada average.

- In Canada, international students accounted for one-fifth (20.5%) of the enrolment in advanced research programmes, a much higher proportion of enrolment than in tertiary-type A (7.1%) and tertiary-type B (4.3%) programmes.
- Students from China represented the largest group of international students from an individual country of origin, accounting for 26.5% of international students in Canada, followed by students from the United States (7.9%), France (6.6%), India (5.2%), and South Korea (4.9%). China also provided the highest proportions of international students to all provinces but Quebec and New Brunswick (ranging from 28.8% in Ontario to 76.9% in Prince Edward Island).

C2 Transitions to the labour market

- In Canada in 2010, 43.9% of young adults aged 15 to 29 were still involved “in education”. The most recent international average for the OECD countries was slightly higher, at 47.1%. The proportion of females (46.1%) was higher than that for males (41.8%). The proportion of “in education” 15- to 29-year-olds remained quite stable in Canada over the 2000-to-2010 decade.
- In 2010, 18.5% of 15- to 19-year-olds in Canada were no longer pursuing a formal education; the comparable OECD average is 14.4%. Many in this 15-to-19 age group were employed, and some could actually be high school graduates who had not engaged in any further education.
- The total “not in education” portion of the 15- to 29-year-old population also includes those who are neither employed nor in education (or training), referred to as the “NEET” population. In 2010, 13.5% of Canada’s population aged 15 to 29 was neither employed nor in education (or training), compared with the OECD average of 15.8%. In Canada and in the OECD overall, the highest proportion of individuals who were not in education and not in employment was in the 25-to-29 age group: 16.8%, which compares with the OECD’s 20.0%.

Chapter D: The learning environment and organization of schools

D1 Instruction time

- In Canada in 2009/2010, the total compulsory instruction time in formal classroom settings was 7,363 hours, on average, between the ages of 7 and 14. By comparison, total compulsory instruction time for the OECD countries for which data were available was 6,708 hours, or 655 fewer hours than the average total compulsory instruction time in all public institutions in Canada during the 2009/2010 school year.
- Total compulsory instruction time for students aged 7 to 14 varied by province and territory, ranging from 6,869 hours in New Brunswick to 8,120 hours in the Northwest Territories.
- The average annual number of hours of total compulsory instruction time for 15-year-old students who were registered in typical programmes for students of this age was 919 hours in Canada, close to the total for compulsory instruction time in the reporting OECD countries in 2009/2010.

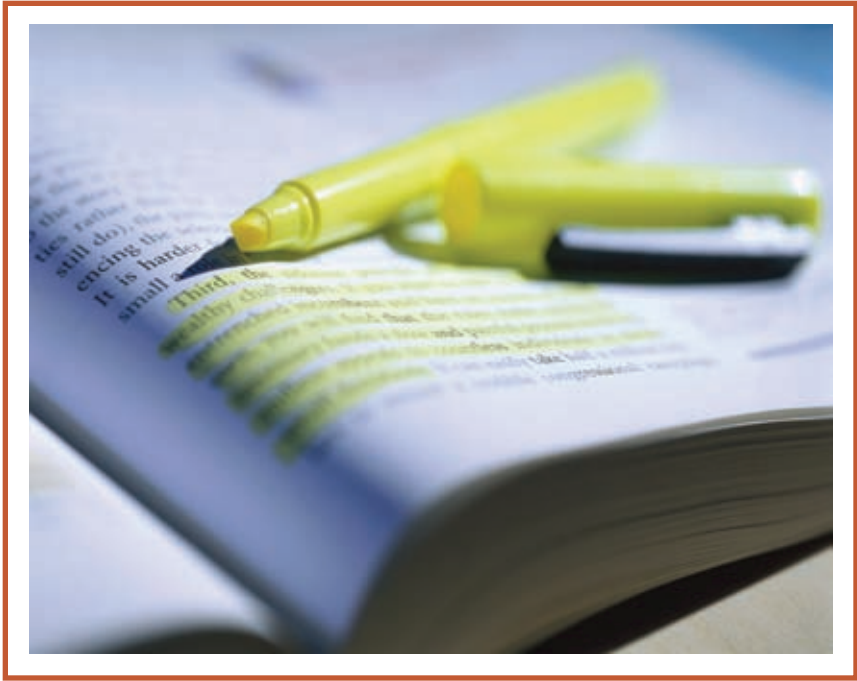
D2 Teachers’ salaries

- In Canada, the starting salary for teachers in public elementary and secondary schools was close to \$45,000 Canadian dollars in 2009/2010, ranging from \$39,238 in Quebec to \$66,022 in the Northwest Territories.

- Although Canada and the OECD averages reveal similar relative differences between starting salaries and those at the top (ratios of 1.6 for Canada and the OECD at each level of education taught), Canada's teachers reached the top of their salary scales much sooner than their OECD counterparts (11 years in Canada versus 24 years on average in the OECD countries).
- For all levels taught, starting salaries in Canada and its provinces and territories were similar and consistently higher than the OECD averages for its reporting countries, at around \$34,000 (converted in US dollars) for each ISCED category. By comparison, the OECD figures were \$28,523, \$29,801 and \$30,889 for primary, lower secondary and upper secondary institutions respectively.

D3 Teachers' working time

- In Canada, primary school teachers taught an average of 799 hours per year in 2009/2010, compared with the OECD average of 782 hours, resulting in a difference of 17 extra teaching hours per year. Figures vary by province and territory, ranging from 738 hours in Quebec to 905 hours in Alberta.
- Net annual teaching time was 740 hours at the lower secondary level (generally Grades 7 to 9) and almost the same (744 hours) at the upper secondary level (generally Grades 10 to 12). These figures for Canada are higher than the averages for the OECD countries overall—36 hours higher at the lower secondary level and 86 hours at the upper secondary level.
- On average in Canada, net teaching time represents about 60% of teachers' total working time. It is similar for lower and upper secondary levels taught, and just slightly higher at the primary level. This ratio and the pattern across levels of education taught are similar to the average in OECD countries. There are variations across jurisdictions in Canada.



Notes to readers

Canadian and OECD indicators

The following table outlines the indicators presented in this fourth edition of *Education Indicators in Canada: An International Perspective* alongside the corresponding indicators from this year's edition of *Education at a Glance*.

<i>Education Indicators in Canada: An International Perspective, 2012</i>	<i>Education at a Glance 2012: OECD Indicators</i>
A1 Educational attainment of the adult population	A1 To what level have adults studied?
A2 Upper secondary graduation	A2 How many students are expected to finish secondary education?
A3 Labour market outcomes	A7 How does educational attainment affect participation in the labour market?
B1 Expenditure per student	B1 How much is spent per student?
B2 Expenditure on education as a percentage of GDP	B2 What proportion of national wealth is spent on education?
B3 Distribution of expenditure on education	B6 On what resources and services is education funding spent?
C1 International students	C4 Who studies abroad and where?
C2 Transitions to the labour market	C5 Transition from school to work: Where are the 15-29 year-olds?
D1 Instruction time	D1 How much time do students spend in the classroom?
D2 Teachers' salaries	D3 How much are teachers paid?
D3 Teachers' working time	D4 How much time do teachers spend teaching?

ISCED classifications and descriptions

The following table, as outlined in the OECD's publication *Highlights from Education at a Glance 2011*,² introduces the International Standard Classification of Education (ISCED) and provides a brief description for each category.

ISCED classification (and subcategories)	Description
Pre-primary education ISCED 0	The first stage of organised instruction designed to introduce very young children to the school atmosphere. Minimum entry age of 3.
Primary education ISCED 1	Designed to provide a sound basic education in reading, writing and mathematics and a basic understanding of some other subjects. Entry age: between 5 and 7. Duration: 6 years.
Lower secondary education ISCED 2 (subcategories: 2A prepares students for continuing academic education, leading to 3A; 2B has stronger vocational focus, leading to 3B; 2C offers preparation for entering workforce)	Completes provision of basic education, usually in a more subject-oriented way with more specialist teachers. Entry follows 6 years of primary education; duration is 3 years. In some countries, the end of this level marks the end of compulsory education.
Upper secondary education ISCED 3 (subcategories: 3A prepares students for university-level education at level 5A; 3B for entry to vocationally oriented tertiary education at level 5B; 3C prepares students for workforce or for post-secondary non tertiary education, ISCED 4)	Even stronger subject specialisation than at lower-secondary level, with teachers usually more qualified. Students typically expected to have completed 9 years of education or lower secondary schooling before entry and are generally around the age of 15 or 16.
Post-secondary non-tertiary education ISCED 4 (subcategories: 4A may prepare students for entry to tertiary education, both university-level and vocationally oriented education; 4B typically prepares students to enter the workforce)	Programmes at this level may be regarded nationally as part of upper secondary or post-secondary education, but in terms of international comparison their status is less clear cut. Programme content may not be much more advanced than in upper secondary, and is certainly lower than at tertiary level. Entry typically requires completion of an upper secondary programme. Duration usually equivalent to between 6 months and 2 years of full-time study.
Tertiary education ISCED 5 (subcategories 5A and 5B, see below)	ISCED 5 is the first stage of tertiary education (the second—ISCED 6—involves advanced research). At level 5, it is often more useful to distinguish between two subcategories: 5A, which represents longer and more theoretical programmes; and 5B, where programmes are shorter and more practically oriented. Note, though, that as tertiary education differs greatly between countries, the demarcation between these two subcategories is not always clear cut.
Tertiary-type A, university-level education ISCED 5A	"Long-stream" programmes that are theory based and aimed at preparing students for further research or to give access to highly skilled professions, such as medicine or architecture. Entry preceded by 13 years of education, students typically required to have completed upper secondary or post-secondary non-tertiary education. Duration equivalent to at least 3 years of full-time study, but 4 is more usual.
Tertiary-type B, vocationally oriented tertiary education ISCED 5B	"Short-stream" programmes that are more practically oriented or focus on the skills needed for students to directly enter specific occupations. Entry preceded by 13 years of education; students may require mastery of specific subjects studied at levels 3B or 4A. Duration equivalent to at least 2 years of full-time study, but 3 is more usual.
Advanced research programmes ISCED 6	The second stage of tertiary education. Programmes are devoted to advanced study and original research.

2. See the "Reader's Guide" in *Highlights from Education at a Glance 2011*, published by the Organisation for Economic Co-operation and Development in 2011. For more detailed definitions and explanations of the ISCED standard, please consult *Classifying Education Programmes: Manual for ISCED-97 Implementation in OECD Countries (1999)*, which is available on the OECD Web site at www.oecd.org.

Mapping to ISCED

The report uses the International Standard Classification of Education (ISCED-97) to classify the highest level of education successfully completed (educational attainment) and levels of schooling (enrolment). To facilitate understanding for those who are less familiar with this classification, the following tables show the correspondence between ISCED and the more familiar terminology in Canada, according to the data source(s) used for the various indicators.

Labour Force Survey (LFS)

ISCED	LFS (educational attainment)
ISCED 0/1	- Grade 8 or lower (Quebec: Secondary II or lower)
ISCED 2	- Grade 9 - 10 (Quebec: Secondary III or IV, Newfoundland and Labrador: 1st year of secondary) - Grade 11 - 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary (non-graduate))
ISCED 3	- Grade 11 - 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary (graduate)) - Some postsecondary education (non-graduate)
ISCED 4	- Trade certificate or diploma from a vocational school or apprenticeship training
ISCED 5B	- Non-university certificate or diploma from a community college, CEGEP, school of nursing, etc. - University certificate below bachelor's level
ISCED 5A/6	- Bachelor's degree - University degree or certificate above bachelor's degree

Note: The following indicators are based on data from the LFS: A1, Educational attainment of the adult population; A3, Labour market outcomes; and C2, Transitions to the labour market.

Postsecondary Student Information System (PSIS)

ISCED	PSIS (enrolment and graduation)
ISCED 5B	- College or CEGEP technical postsecondary program - Undergraduate level certificate or diploma - College post-diploma program
ISCED 5A	- College university transfer program (includes associate degree) - Collaborative degree program (combined college and university postsecondary program but not University transfer) - Applied degree - Bachelor's degree - First professional degree - Licence undergraduate - Licentiate or testamur - Master's qualifying year - Master's degree - University graduate-level certificate or diploma - PhD qualifying year or probationary - Internship (post-MD) - Residency (medical, dental, veterinary)
ISCED 6	- PhD - Equivalent earned doctorate - Post-doctoral program

Notes: Information on enrolments from PSIS 2008/2009 was used for Indicator C1, International students. Therefore, the codeset and mapping to ISCED from previous editions was used for that indicator. The financial indicator, B1, Expenditure per student, is based on several data sources, including PSIS.

OECD averages

As stated in the OECD's *Education at a Glance*³ :

The OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. The OECD average therefore refers to an average of data values at the level of the national systems and can be used to answer the question of how an indicator value for a given country compares with the value for a typical or average country. It does not take into account the absolute size of the education system in each country.

The OECD average can be significantly affected by missing data. Given the relatively small number of countries, no statistical methods are used to compensate for this. When a category is not applicable in a country or when the data value is negligible for the corresponding calculation, the value zero is imputed for the purpose of calculating OECD averages. When both the numerator and the denominator of a ratio are not applicable for a certain country, this country is not included in the OECD average.

OECD member countries

The OECD member countries are: Australia, Austria, Belgium, Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States.

Please refer to *Education at a Glance 2012: OECD Indicators*, available on the OECD Web site at www.oecd.org, for the latest international statistics. The international data presented in this report reflect the OECD figures available at the time of writing; however, the OECD may have made further adjustments that could not be reflected in the averages presented in this report.

Limitations

Indicators combine discrete education statistics and give them context. This report presents a selection of indicators that places Canada and the provinces/territories in an international perspective; however, it is only a partial picture of the performance of Canada, the provinces and territories. Although indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to determine the causes of problems and suggest solutions. The aim of this report is to stimulate thinking and promote debate on global education issues.

The harmonized indicators presented in this 2012 edition align with a selection of indicators from the OECD's 2012 edition of *Education at a Glance*, and they were selected based on their importance for the jurisdictions and the availability of data for Canada and its provinces and territories. The definitions and methodologies agreed upon in developing the harmonized indicators were used to produce the data for Canada and the provinces/territories, and those definitions and methodologies may differ from those used in a particular province/territory. Consequently, the numbers presented in this report may differ from those published independently by the provinces/territories.

3. See the "Reader's Guide" in *Education at a Glance 2012: OECD Indicators*, published by the Organisation for Economic Co-operation and Development and available on the OECD Web site at www.oecd.org.

Although the data for Canada presented in this report are, for the most part, identical to those presented by the OECD in this year's *Education at a Glance (EAG)*, there are some instances where figures may differ slightly. This is not due to differences in methodologies or in data years, but it does reflect revisions to initial figures that were provided at earlier stages through the UNESCO/OECD/Eurostat data collection (UOE) required for *EAG*.

Because certain methodological adjustments may have been made in some cases, or because certain data used in the calculations for indicators may have been revised, it is preferable to avoid comparing, for any given indicator, the results presented in this report with those presented in previous editions.

The OECD and other international organizations provide detailed guidelines and definitions to help member countries complete the complex data collection templates in order to achieve the highest possible level of comparability. However, the countries must best apply these guidelines to their own data. Depending on the degree to which national concepts match these guidelines and to which national classifications of education map adequately to ISCED, the comparability may be affected. The international data presented in this report reflect the figures available at the time of writing; however, the OECD may have made further adjustments that could not be reflected here. For more detailed information on the latest international statistics, please refer to *EAG*, available on the OECD Web site at www.oecd.org.

Squared brackets [] are used in some tables when the data cannot be disaggregated to conform with the presentation of the ISCED classification categories. When a number appears in brackets, this indicates that the data for that category/column are actually included in the data in another category/column of the table. For example, a [5] appearing in Column 3 signals that the data required for Column 3 are, in this case, captured along with the data presented in Column 5.



Chapter A:

A1

The output of educational institutions and the impact of learning

Educational attainment of the adult population

Context

This indicator provides a profile of the educational attainment of the adult population aged 25 to 64; that is, the percentage of that population that has successfully completed a certain level of education. For this international indicator, educational attainment reflects the highest level of education completed, based on the International Standard Classification of Education (ISCED) categories.⁴ As all subsequent indicators are examined by educational attainment within this international structure, this opening indicator, A1, sets the stage with an overview of the situation in Canada, including a brief breakdown of attainment by sex to reveal any gender differences. Information on generational differences, as well as overall trends, is presented as the portrait of educational attainment is expanded to place Canada and its provinces and territories in an international context.

Education helps give individuals the tools they need to participate in social and economic life and is key to the social and economic well-being of a country. As a large number of people in the 25-to-64 age range will have completed their formal education, this indicator provides some information on the skills and knowledge of this segment of the population, the core one active in the labour market. The educational attainment of individuals who are in the labour force influences the competitiveness of economies and the prosperity of societies. Variations in attainment over time reflect differences in access to education, and indicate the evolution of knowledge available in the working-age population.

The distribution of educational attainment across Canada should not be considered an exact reflection of any educational system's output because many other factors come into play; for example, differences in labour market and economic situations, in the relative magnitude of international and inter-jurisdictional migrations, and the overall mobility of students and workers.

4. See the "ISCED classifications and descriptions" section in this report's [Notes to readers](#) for brief descriptions of the ISCED categories.

Observations

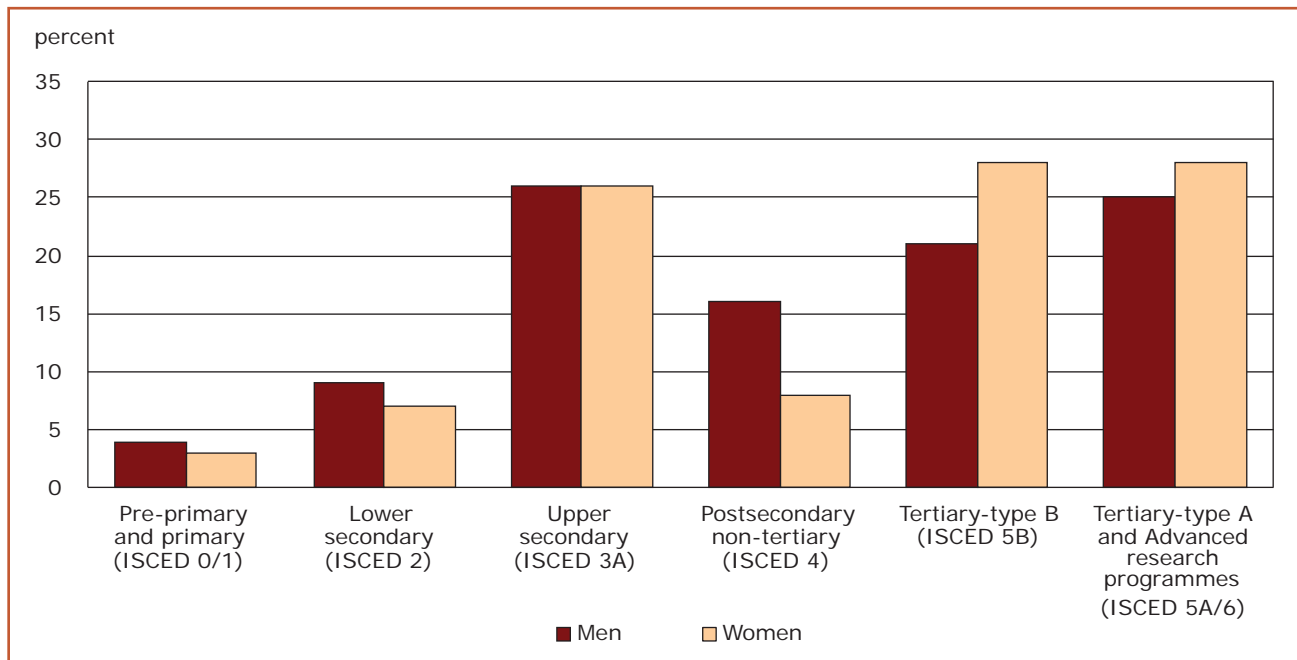
Educational attainment in Canada

In 2010, about half of Canadians aged 25 to 64 had successfully completed a college or university education. Recent figures for the highest level of education attained indicate that approximately 24% of adults in this age group were in the ISCED 5B (college) category, while a fairly similar proportion, 26%, had completed their education at the ISCED 5A/6 (university) level (Table A.1.1). An estimated 12% were in the remaining postsecondary category, with “postsecondary non-tertiary education”, which includes certificates or diplomas from vocational schools or apprenticeship training. And just over one-quarter (26%) of individuals in Canada had an “upper secondary education” (ISCED 3A), meaning that they had successfully completed high school and this was their highest level of attainment. As expected, the proportions of individuals with less than high school completion were low: 8% for “lower secondary” (ISCED 2) and 3% for “pre-primary and primary” (ISCED 0/1, which represents Grade 8 or less). This overall portrait of educational attainment among Canada’s 25- to 64-year-old population in 2010 is based on data from Statistics Canada’s Labour Force Survey (LFS).⁵

For the attainment levels up to and including “upper secondary”, or high school completion, the figures for 25- to 64-year-old men and women in Canada were fairly similar in 2010 (Table A.1.1; Chart A.1.1). Approximately 1 person in 10 had completed no more than lower secondary education (ISCED 0/1 or ISCED 2), and the proportions for men at this end of the educational spectrum were just slightly above those for women. But larger gender differences emerge at the postsecondary levels of attainment, most notably among individuals in the ISCED 4 category. As this group reflects the traditionally male-dominated areas of trades and apprenticeships, it is not surprising that the proportion of men (16%) is double that of women (8%). The male–female differences shift for college and university attainment, however. In 2010, the proportion of women whose highest level of attainment was 5B (college) was 28%, compared with 21% for men. The same figure is seen for women’s attainment at the 5A/6 (university) level

Chart A.1.1

Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, Canada, 2010



Source: Table A.1.1.

5. For more information on the Labour Force Survey (LFS) educational attainment categories and the international classification scheme, see “Mapping to ISCED” in this report’s [Notes to readers](#) section.

(28%), where the figure for men was lower, at 25%. While the difference between men and women at the college level is seen for all age categories, women at the university level had an advantage over their male counterparts only among the younger age categories (Table A.1.3). Among the individuals whose highest level of attainment was a university credential, the proportion of men was higher than that for women in the oldest age group (55 to 64). Age-specific comparisons of the proportion of individuals with university credentials indicate when women began catching up to men (45 to 54) and then surpassed them (35 to 44). Among the youngest (those aged 25 to 34), the proportion of women is noticeably larger than that for men. With the LFS as the source of data, it is not possible to distinguish the female–male differences for undergraduate and graduate degrees,⁶ as the 5A/6 category reflects a combination of all university degrees from bachelor's and beyond.⁷

Generational differences and high school completion

A large majority (88%) of Canadians aged 25 to 64 had attained at least upper secondary education in 2010 (Table A.1.2). A comparison of the younger (25 to 34) and older (55 to 64) adults in this population shows substantial progress in high school graduation, usually considered the minimal educational requirement when it comes to seeking employment and being competitive in the labour market (for more on this topic, see Indicator A3, “Labour market outcomes” in this chapter). The highest proportion of individuals who had successfully completed their education at this stage (92%) was recorded for the youngest age group, while the figure for those in the older group was 82%. This is, of course, still a relatively high level of attainment, but the 10-percentage-point difference does indicate a gap between generations in Canada (Chart A.1.2). It is also worth mentioning that in Canada, there were no differences between the proportions of men and women aged 55 to 64 who had completed high school, while for the OECD countries overall, 66% of men in the older age group had attained at least upper secondary education, compared with 58% of women (Table A.1.2).

Internationally, an overall comparison of educational attainment for the youngest (ages 25 to 34) and oldest (55 to 64) groups also reveals a higher proportion of secondary graduates among the younger generation, yet the gap is larger than that for Canada: 20 percentage points for the OECD average (Table A.1.2; Chart A.1.2). Data from the OECD also reveal that several countries (Korea, Chile, Ireland, Greece, Portugal, Spain, Italy, Belgium, France, Australia, Finland, Turkey, Netherlands, Slovenia and Mexico), posted intergenerational differences of 20 percentage points or more in 2010, while the gap was more modest (below 10 percentage points) in countries such as Czech Republic, Switzerland, Norway, Germany and Estonia. The United States was the only country where the older generation had a higher proportion of high school graduates than the younger generation.⁸ The fairly modest 10-percentage-point difference in Canada indicates that relatively higher stages of attainment had already been successfully achieved by the older generations. In fact, with 88% of its 25- to 64-year-olds having attained at least high school graduation in 2010, Canada placed sixth among OECD countries, just slightly behind Poland, Estonia, the United States (89%), the Slovak Republic (91%) and the Czech Republic (92%).

There were relatively small differences between provinces in the proportion of adults aged 25 to 34 with at least a high school diploma; the 2010 figures for all provinces were in the 90%-to-94% range (Table A.1.2). But the gap between this younger group and its older counterpart (the 55-to-64 age group) reveals greater provincial differences, with the most notable difference (24 percentage points) registered for Newfoundland and Labrador (Chart A.1.2). The large majority of provinces recorded differences of between 10 and 20 percentage points, while the gaps in Alberta and British Columbia were 5 percentage points. In the territories, the differences between the 25-to-34 and 55-to-64 age groups were even smaller.⁹

6. For a brief outline of enrolments and graduation rates by sex in Canada, particularly at the doctoral level, see the Pan-Canadian Education Indicators Program (PCEIP) Fact sheet Number 6, *Doctoral students and university teaching staff*, Statistics Canada Catalogue number 81-599-X.

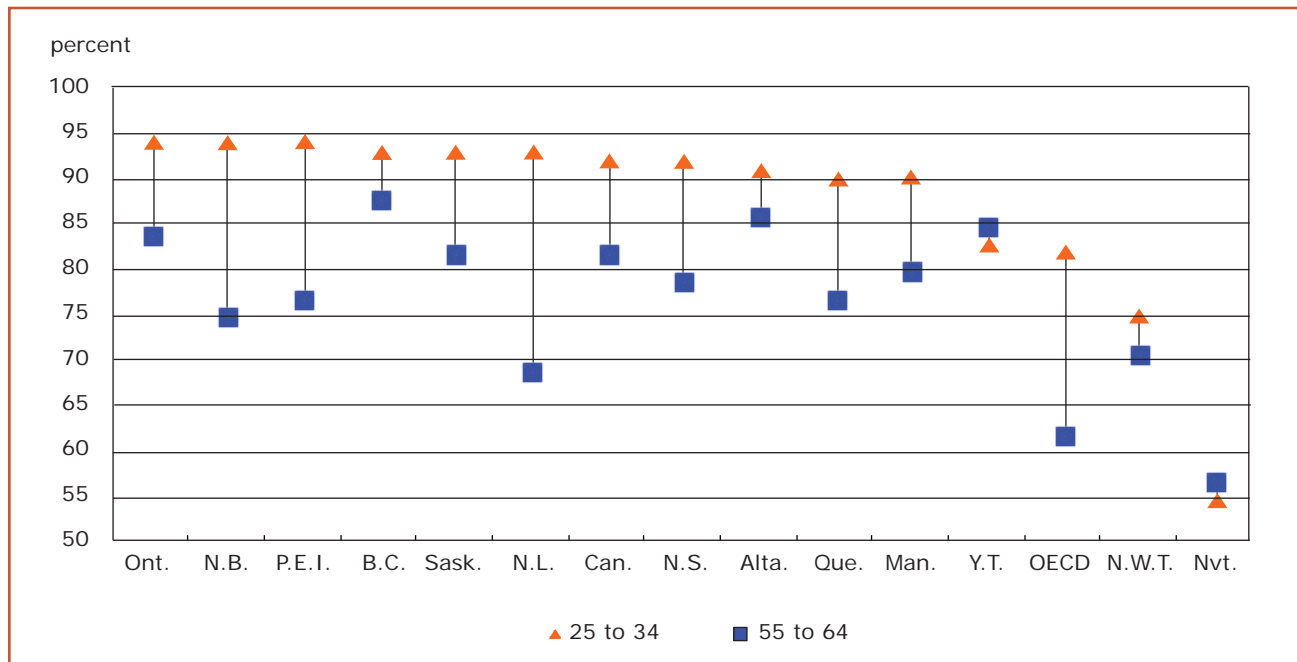
7. For more information on the Labour Force Survey (LFS) educational attainment categories and the international classification scheme, see “Mapping to ISCED” in this report’s [Notes to readers](#) section.

8. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, refer to *Education at a Glance 2012: OECD Indicators*, available on the OECD Web site: www.oecd.org.

9. In the territories, caution should be exercised when interpreting the differences between age groups at a given level of educational attainment. The proportions for the different age groups are based on estimates for relatively small populations and are thus associated with larger variability.

Chart A.1.2

Population that has attained at least upper secondary education, by age group, 2010



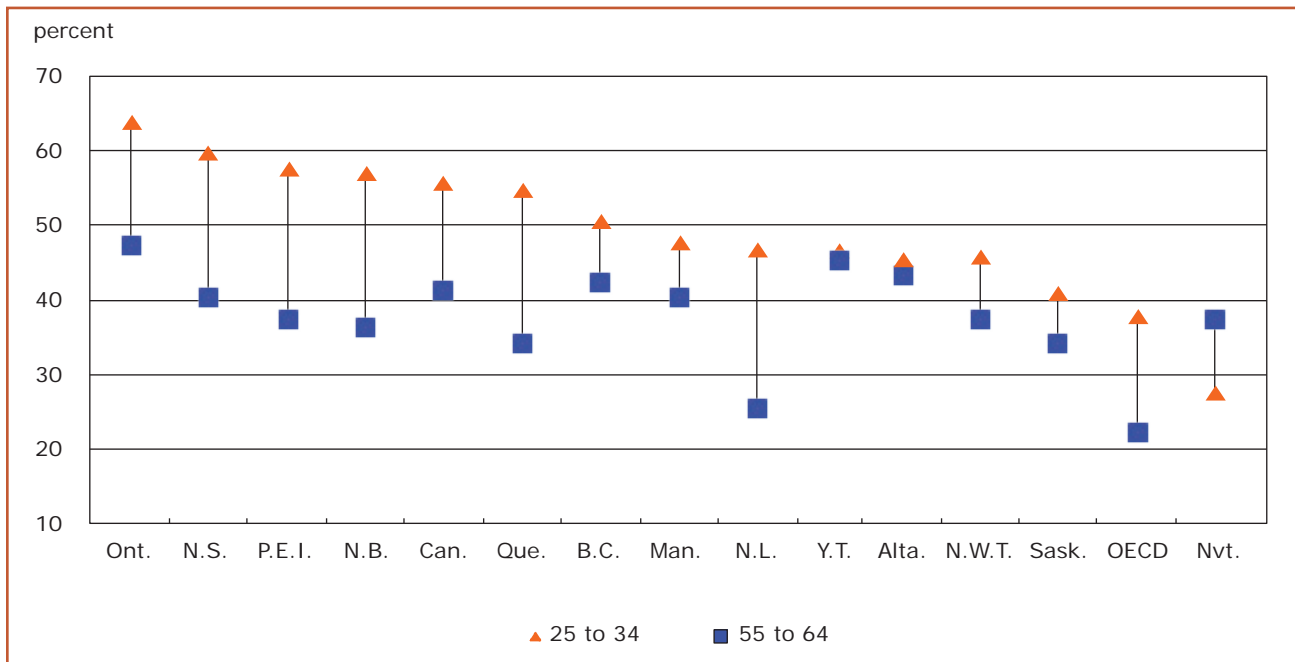
Source: Table A.1.2.

Postsecondary attainment and age group

As mentioned previously, there are three categories of postsecondary attainment under “tertiary education” in the ISCED classification system (see “ISCED classifications and descriptions” in [Notes to readers](#)): ISCED 5B (also known as tertiary-type B), ISCED 5A (tertiary-type A), and ISCED 6 (advanced research programmes). In Canada, tertiary-type B includes non-university certificates or diplomas from community colleges, CEGEPs or schools of nursing, as well as university certificates below the bachelor’s level; tertiary-type A refers to bachelor and master’s degrees and other university degrees or certificates above a bachelor’s degree (but below a doctorate); and advanced research programmes include doctorates and post-doctoral programs. Due to LFS limitations, ISCED 5A and 6 cannot be disentangled in Canada and the proportion recorded for tertiary-type B programs may be somewhat overestimated (see the “Definitions, sources and methodology” for this indicator).

According to 2010 data, about half of adults aged 25 to 64 (51%) in Canada had completed some type of tertiary education (Table A.1.3). This proportion varies by age group, with a 14-percentage-point difference between the youngest (25 to 34) and oldest (55 to 64) age groups in this population (Chart A.1.3). The differences between the older and younger groups were fairly large in most jurisdictions, except for Alberta, Saskatchewan, British Columbia, the Northwest Territories and Manitoba, which all recorded differences of less than 10 percentage points. There was little difference (1 percentage point) between generations in Yukon. A different pattern is apparent in Nunavut, where the proportion of individuals with tertiary attainment was 10 percentage points higher for the older, not the younger, generation.

Chart A.1.3
Population that has attained at least tertiary education, by age group, 2010



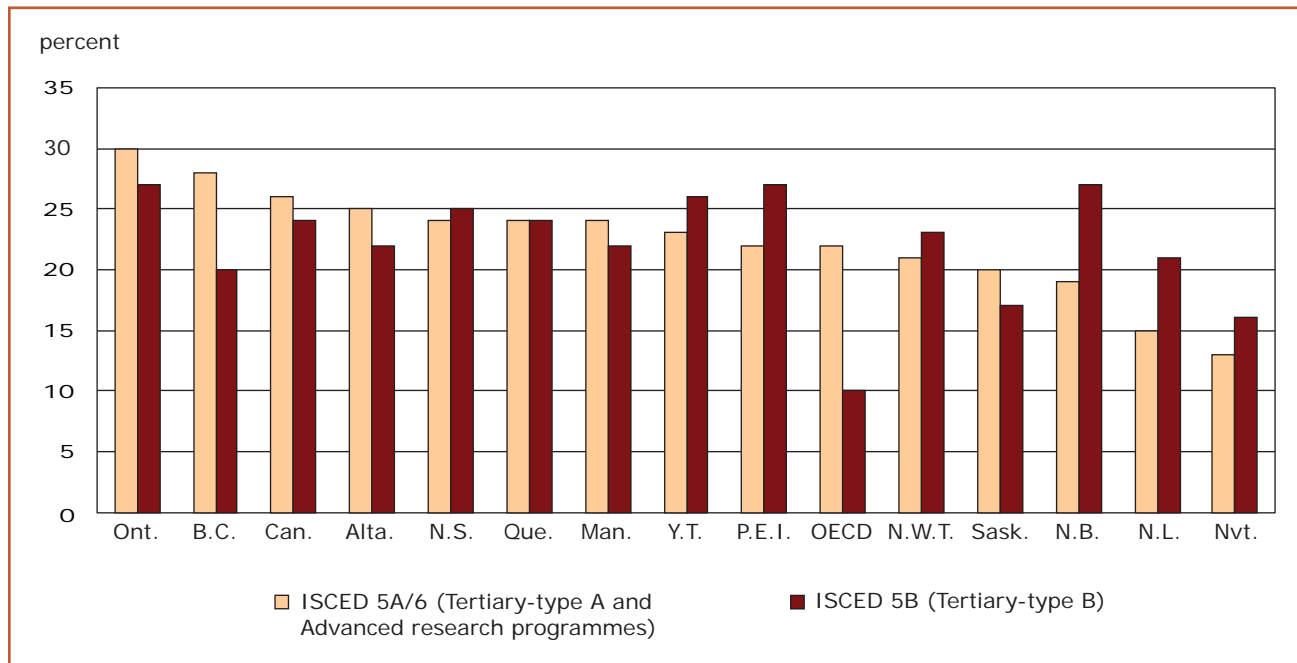
Source: Table A.1.3.

Close to one-quarter (24%) of individuals aged 25 to 64 in Canada had completed tertiary-type B programs in 2010, far greater than the 10% average reported by the OECD (Table A.1.3; Chart A.1.4). Even if somewhat overestimated (see the “Definitions, sources and methodology” section for more information), the proportion of 25- to 64-year-olds observed for Canada does reveal the country’s strength in delivering such programs, one not seen in most other OECD countries. By contrast, the corresponding international figure for tertiary-type A/advanced research programmes was a much higher 22%, which compares with 26% in Canada. Approximately one-third of the reporting OECD countries showed similar strength in attainment at the university level when compared with Canada, including Australia (27%), the United Kingdom (28%), and the United States (32%). However, the relatively lower attainment at the college level that is reflected in the OECD average is also clearly seen in each of these countries, where the proportions for ISCED 5B attainment were all around 10%.

Attainment at the tertiary-type B level (college) was generally on par with that at the university level, and it ranged from 16% in Nunavut to 27% in Ontario, Prince Edward Island and New Brunswick (Chart A.1.4). For tertiary-type A/advanced research programmes (university), the proportions ranged from 13% in Nunavut to 30% in Ontario. Although both sectors are strong in Canada, the proportions of individuals with university credentials are somewhat higher in some provinces/territories, while the higher figures in others are seen for attainment at the college level. In 2010, Quebec was the only province with the same proportions for both. In Ontario and the four western provinces, the proportions of individuals aged 25 to 64 with attainment at the ISCED 5A/6 level were higher than those for their age counterparts with ISCED 5B credentials. The reverse is seen in the eastern provinces and the three territories.

Chart A.1.4

Proportion of the 25- to 64-year-old population with tertiary-type B (ISCED 5B) and tertiary-type A or advanced research programmes (ISCED 5A/6) education, 2010



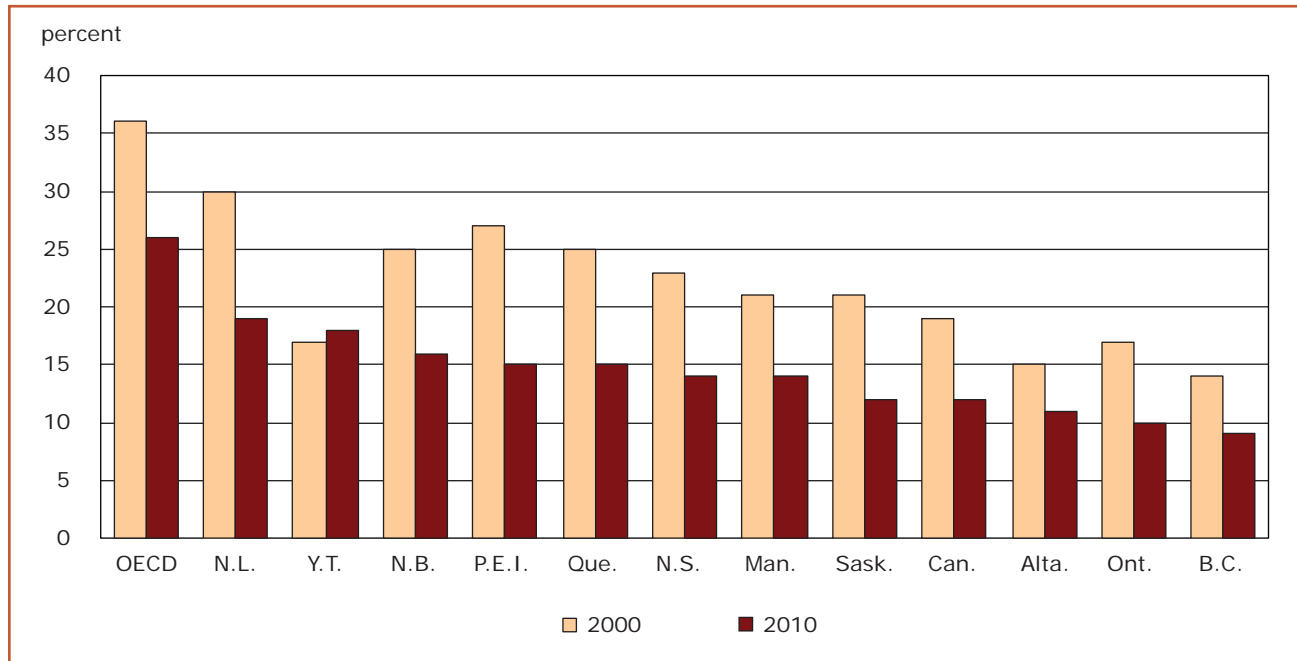
Sources: Table A.1.1 and Table A.1.3.

Educational attainment has increased over time

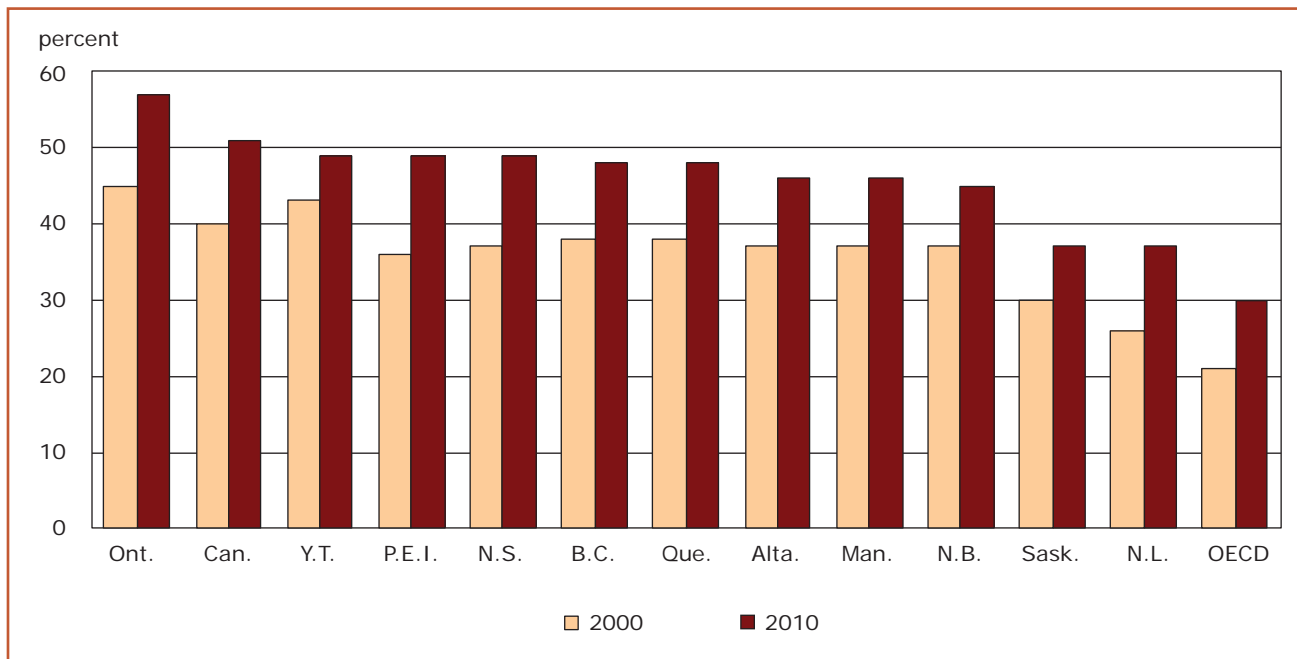
Between 2000 and 2010, the proportion of adults aged 25 to 64 with less than high school completion (ISCED 0/1 and ISCED 2) decreased from 19% to 12% in Canada, generally with a slight drop from year to year (Table A.1.4; Chart A.1.5.1). These steady declines for “below upper secondary” attainment are mirrored in the provinces, as well as on average for the OECD countries.

The proportion of 25- to 64-year-olds with upper secondary/postsecondary non-tertiary attainment in Canada declined from 41% in 2000 to 38% in 2010 (Table A.1.4). Overall, however, the 10-year trend shows little variation, with slight ups and downs in several provinces. Ontario, Alberta, British Columbia and Yukon, where the proportions declined by 5 percentage points over this period, were the exceptions.

There was an overall rise in the proportions of individuals aged 25 to 64 who had completed their education at one of the tertiary levels (ISCED 5B or 5A/6). For Canada, the proportion of individuals in this group rose 11 percentage points between 2000 and 2010: 40% to 51% (Table A.1.4; Chart A.1.5.2). The comparable OECD averages were 21% and 30%, respectively.

Chart A.1.5.1**Proportion of the 25- to 64-year-old population with below upper secondary education, 2000 and 2010**

Source: Table A.1.4.

Chart A.1.5.2**Proportion of the 25- to 64-year-old population with tertiary education, 2000 and 2010**

Source: Table A.1.4.

Definitions, sources and methodology

This indicator examines the educational attainment of different age groups, by sex, among Canada's adult population aged 25 to 64. It presents a portrait of the situation in 2010, but also shows the evolution over the past decade.

The percentage of the population represented by a given age group that has attained a particular education level is obtained by taking the number of persons in this age group who have received a diploma attesting to that level, dividing it by the total number of persons in this same age group, and then multiplying by 100.

The education level corresponds to the highest level of education an individual has attained. The designation of the different levels of schooling is based on the International Standard Classification of Education (ISCED-97) (see the "ISCED classifications and descriptions" and the "Mapping to ISCED" section for the Labour Force Survey [LFS] in [Notes to readers](#)). An individual must have successfully completed a programme at a given ISCED level to be considered as having attained that level of education. An individual who has not successfully completed a programme is assigned the preceding education level. For example, a secondary school graduate is considered to have attained ISCED level 3; a student who has not successfully completed secondary school, ISCED level 2.

The information presented for Canada on population and educational attainment is based on data from the 2010 LFS, which surveyed approximately 54,000 households every month.¹⁰ The LFS seeks to obtain a detailed and timely picture of the population aged 15 or older throughout the country. It allows proxy reporting, meaning that information on the entire household can be collected from a single member of the household. In all, this type of reporting accounts for approximately 65% of all information collected. Figures from the Organisation for Economic Co-operation and Development (OECD) are those reported by the OECD, and are drawn from OECD and Eurostat databases, as compiled from national labour force surveys or population registers.

Some limitations are encountered when using LFS data to examine and categorize educational attainment using ISCED as it is not possible to make a precise delineation between "postsecondary non-tertiary education" and "tertiary-type B education programmes". LFS data reported for the Canadian population that has attained ISCED level 5B will be somewhat overestimated because this category includes, for example, some CEGEP or college university transfer program graduates who, under the international classification standards, would have been placed in ISCED level 4.

In Statistics Canada's LFS, advanced research qualifications (doctorates), educational attainment at ISCED 6, cannot be identified separately; therefore, educational attainment in the ISCED 5A and 6 categories must be counted together.

Note: The corresponding OECD indicator is A1, *To what level have adults studied?*.

10. Following the release of final population estimates from each census, a standard revision is applied to the Labour Force Survey (LFS) estimates. Thus some previously published LFS figures have been adjusted to reflect the 2006 Census population estimates. The LFS sample size has varied over the years, but the survey typically, and currently, covers approximately 56,000 households. For more information, see *Improvements to the Labour Force Survey (LFS): The 2011 Revisions of the Labour Force Survey (LFS)*, Statistics Canada Catalogue no. 71F0031X, and *Guide to the Labour Force Survey*, Statistics Catalogue no. 71-543-G.

Upper secondary graduation

A2

Context

This indicator presents upper secondary school graduation rates. Graduation rates are often seen as a measure of student achievement. A comparison of overall rates gives some information about the extent to which school systems are succeeding in providing students with what is universally recognized as an important educational milestone. Presenting rates by sex reveals whether any gender differences exist; this in turn can signal whether those systems are meeting the needs of both male and female students. The graduation rate of the population under 25 years of age is also presented, which is useful in assessing how education systems can help older adults obtain a high school diploma.

Upper secondary graduation is the foundation for further education. It has become an essential milestone for most students and provides economic and social benefits for society. Historically, males had been much more likely to graduate from secondary school; however, that pattern has been reversed for many years in Canada and almost all other OECD member countries. Whether male or female, the value of graduating from high school also extends beyond the academic qualification by giving individuals what is now widely considered the minimum requirement for entry into the labour market.

Another dimension presented by this indicator is the adjusted successful completion of upper secondary programmes based on a synthetic cohort for public schools. To a certain extent, this indicator reveals the effectiveness of Canada's various public education systems in producing graduates within the three-year period typically considered by the OECD as upper secondary education (on-time graduation). In Canada, this period would be equivalent to Grades 10 to 12, or, in Quebec, Grades 9 to 11.

Observations

Upper secondary graduation rates

Canada's upper secondary graduation rate was 81% in 2009, according to the most recent data available for the country's provinces and territories (Table A.2.1; Chart A.2.1). This rate reports on high school graduates, during a given year, from public, private, and First Nations band-operated schools as a proportion of the population of the corresponding age—a "population-based graduation rate". It provides an estimation of the probability that an individual will graduate from high school during his or her lifetime. The majority of other OECD member countries also reported graduation rates of at least 80%, and the latest OECD average (2010) was 84%. In the United States, the upper secondary graduation rate was 77%, while the rate recorded for the United Kingdom (92%) was notably higher compared with both North American countries.¹¹ Upper secondary graduation rates for 2009 varied across the Canadian provinces, with figures ranging from 67% for Alberta up to 88% for Quebec. All western provinces, along with Newfoundland and Labrador, presented graduation rates below Canada's national average of 81%. This was also the case in the territories, with graduation rates of 39% in Nunavut, 59% in the Northwest Territories, and 65% in Yukon.

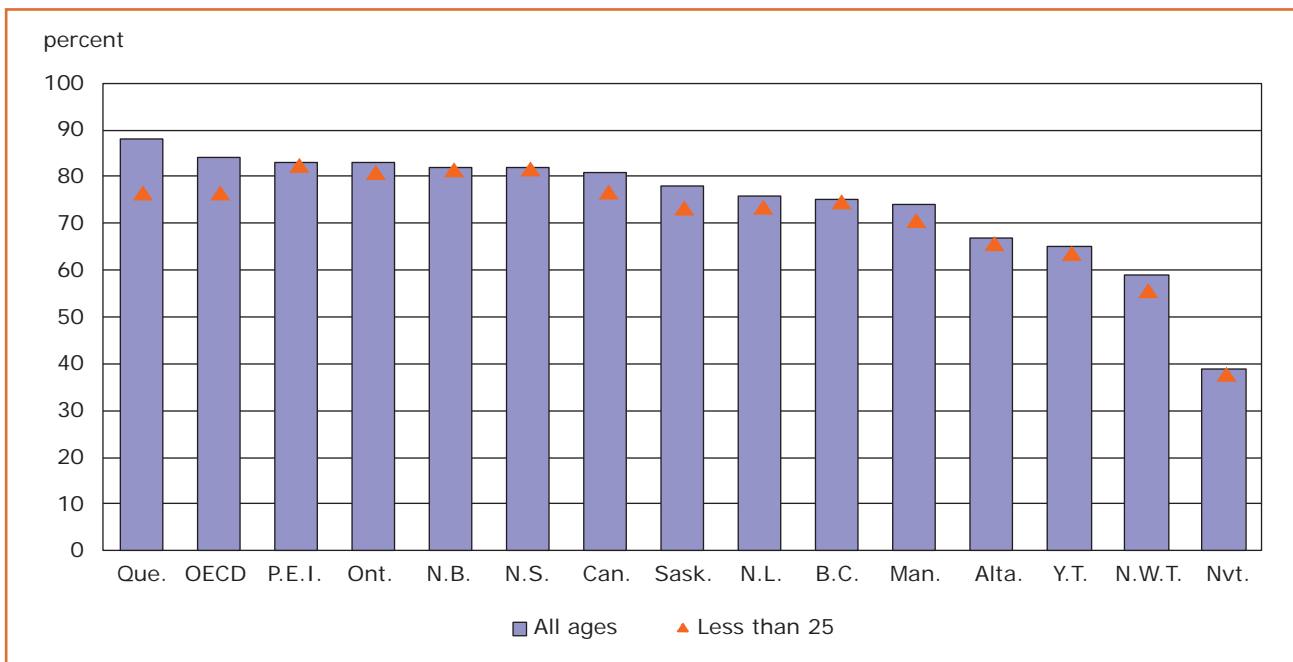
11. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2012: OECD Indicators*, available on the OECD Web site: www.oecd.org.

Graduation rates for the population younger than 25

In Canada, the upper secondary graduation rate for the population younger than 25 years of age was 77% in 2009 (Table A.2.1; Chart A.2.1). Some students take longer to finish high school, or leave school and return. High school graduation may happen past the age of 25 for a small proportion of the population. While 4% of individuals aged 25 and older in Canada obtained upper secondary graduation in 2009, this phenomenon was fairly important in Quebec, where the proportion was 11%. This may relate to the large number of graduates from pre-vocational and vocational programmes reported by this province in 2009, as graduates from these programmes are generally older than those from the general programmes. Several OECD countries also had upper secondary graduation rates of around 10% for those aged 25 or older; namely, Norway (14%), Finland (11%), and Denmark (11%).

Chart A.2.1

Upper secondary graduation rates, all ages and less than 25 years of age, 2009



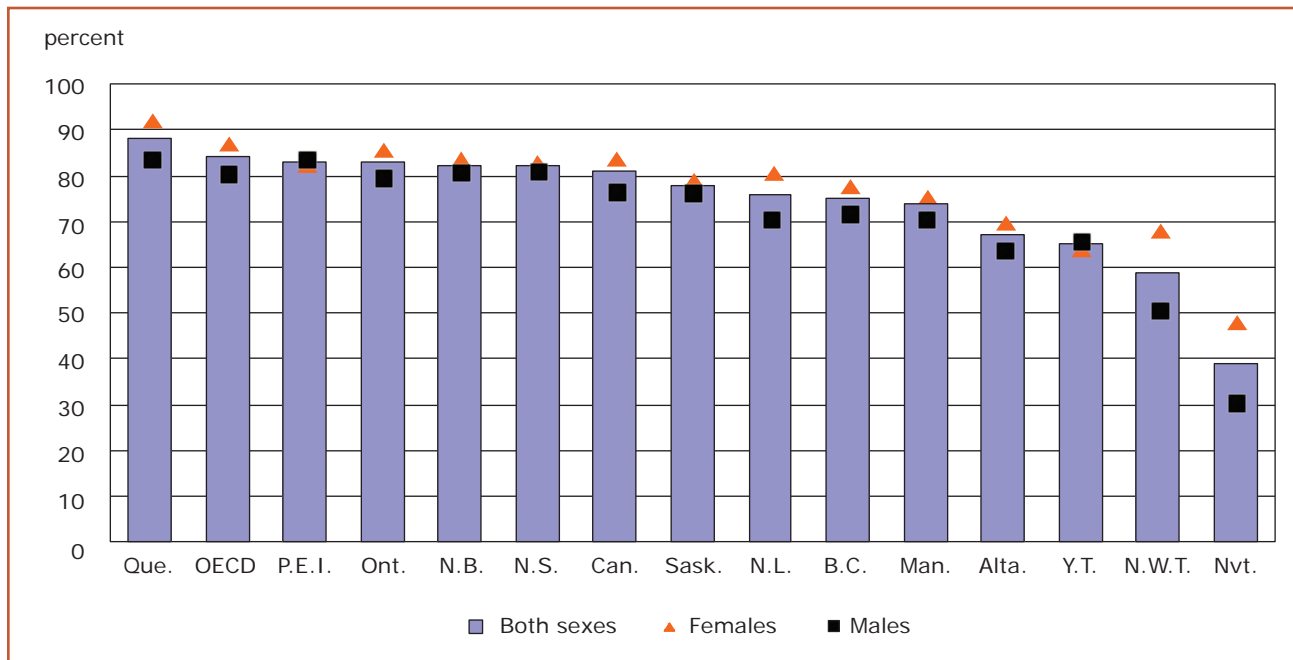
Note: The most recent data available for Canada and jurisdictions are for 2009, reflecting reports for the 2008/2009 academic year.

Source: Table A.2.1.

Rates higher for females

In Canada, the upper secondary graduation rate for females was 84% in 2009 and the rate for males was 77%, revealing a female–male gap of 7 percentage points (Table A.2.1; Chart A.2.2). According to the latest figures provided by the OECD, the comparable average international rates were 87% and 81%, respectively. The upper secondary graduation rates for females were higher than those for males in most OECD member countries for which comparable data were available. In Germany, the graduation rate for males (87%) was slightly higher than that for females (86%), whereas in Ireland, Japan, and Korea, the female graduation rate was higher but only by about 1 or 2 percentage points, revealing a more balanced situation.

Chart A.2.2
Upper secondary graduation rates, by sex, 2009



Note: The most recent data available for Canada and jurisdictions are for 2009, reflecting reports for the 2008/2009 academic year.

Source: Table A.2.1.

In Canada, the female upper secondary graduation rates exceeded those for males in most provinces and territories; the exceptions were Prince Edward Island and Yukon, where the graduation rates for men were 1 or 2 percentage points higher (Table A.2.1; Chart A.2.2). Other than Manitoba (76%), Alberta (70%), and British Columbia (78%), all other provinces had a female graduation rate of 80% or greater. In the territories, graduation rates for women were below 50% in Nunavut, and were 64% and 68% respectively, in Yukon and the Northwest Territories. One of the largest gender gaps was observed in Quebec, along with graduation rates that were among the highest in Canada for both women (92%) and men (84%).

Rates by programme

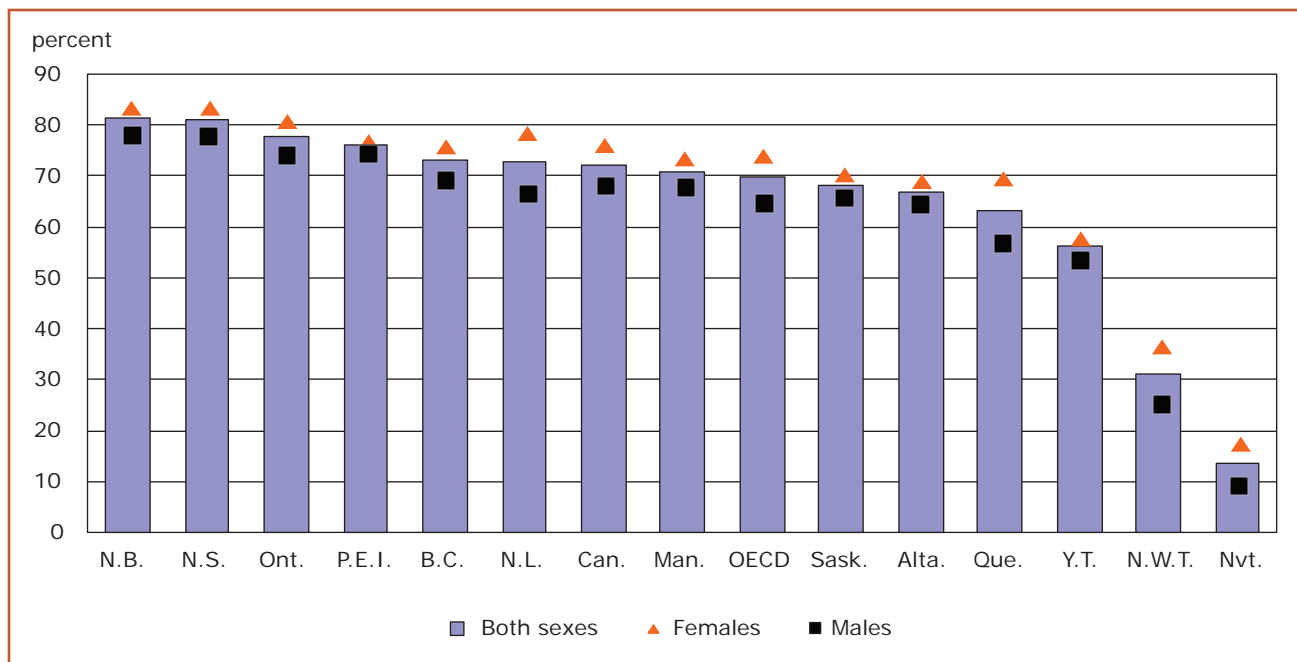
For 2009, the total upper secondary graduation rates for virtually all provinces and territories—Quebec was the exception—reflect graduations from general programmes in upper secondary schools (high schools) (Table A.2.1). Quebec was the only province to report a notable proportion of graduates from pre-vocational and vocational programmes, recording a rate of 14% for both sexes in 2009. The Canada-level graduation rate for these programmes (3%) was thus almost entirely determined by Quebec's unique and rather extensive vocational sector. While the female graduation rates for general programmes exceeded those for males across most of the country in 2009, Quebec's rates in the pre-vocational/vocational sector were higher for males: 16% versus 11% for females. Higher graduation rates obtained for males compared with females in the pre-vocational/vocational sector may, however, only be a reflection of gender inequalities in enrolment within particular programmes. Graduates from the pre-vocational and vocational programmes in Quebec were also older: only 38% of these graduates were less than 25 years of age. This type of situation is also seen in Australia (47%), and to a lesser extent in the Nordic countries of Finland (54%), Denmark (58%), Iceland (60%), and Norway (61%).

Successful completion of upper secondary programmes in public schools

The previous discussion has focused on secondary school graduates as a proportion of the population of a particular age. Another way of looking at secondary school graduation is to consider how many of the students who enter Grade 10 (Grade 9 in Quebec) in a given year graduate, or complete their studies, on time. This successful (on-time) completion of upper secondary programmes is examined here based on a proxy cohort for public schools—a “cohort-based completion rate”. The majority of pupils who start upper secondary education complete the programmes they enter in the three-year period typically covered by upper secondary education (i.e., on-time graduation).¹² In Canada in 2009, the successful completion in public schools was 72%, slightly higher than the average of 70% for the OECD countries that were able to provide the appropriate data (Table A.2.2; Chart A.2.3). The proportion of students who completed their education in the expected time varied considerably among the provinces and territories: from 14% in Nunavut to over 80% in Nova Scotia (81%) and New Brunswick (81%). Newfoundland and Labrador, Prince Edward Island, Ontario, and British Columbia also recorded rates higher than the national average of 72%, while the reverse could be observed for Quebec,¹³ Manitoba, Alberta, Saskatchewan, and the three territories.

Chart A.2.3

Successful completion of upper secondary programmes, 16- to 19-year-olds, by sex, 2009



Note: 15- to 18-year-olds in Quebec. The most recent data available for Canada and jurisdictions are for 2009, reflecting reports for the 2008/2009 academic year.

Source: Table A.2.2.

12. The “proxy cohort” methodology used in this report to produce the successful completion of upper secondary programmes for Canada and the provinces/territories differs from a “true cohort” methodology that may be used in a particular province/territory; consequently, the numbers in this report may differ slightly from those published by the provinces/territories.

13. Given the importance of enrolment and graduation from private schools in Quebec, the results presented in this report may be underestimating the actual proportion of successful completion of upper secondary programmes in this province. In Quebec, 18% of all secondary school graduates obtain their credentials through a private school. Using enrolment and graduation estimates for this province, the successful completion of upper secondary programmes combining both public and private schools increased from 63% to 67%, slightly lower than the average of 70% for the OECD countries that were able to provide the appropriate data, and the Canada-level average of 72%

Using the same measure, the successful on-time completion of upper secondary programmes was generally higher for females than for their male counterparts for all Canadian provinces and territories (Table A.2.2; Chart A.2.3). Differences of more than 7 percentage points (the difference observed at the Canada level) between the successful completion of females compared with males were recorded in Newfoundland and Labrador (11 percentage points) and Quebec (12 percentage points). The Northwest Territories recorded a female–male gap of 11 percentage points based on a rather low on-time completion rate of 37% among women. By contrast, the smallest differences of about 4 percentage points or less were observed in Prince Edward Island, Manitoba, Saskatchewan, Alberta and Yukon.

All provinces and territories show population-based graduation rates (Table A.2.1) higher than cohort-based completion rates (Table A.2.2). The coverage and calculation of each indicator is quite different, so it is not appropriate to directly compare them. Having said this, many factors can explain the differences between the two rates: contribution of private or vocational graduates to the graduation rate (as in Quebec), contribution of older graduates to the graduation rate (as in the territories and Quebec), and high Grade 10 enrolments in private and First Nations systems relative to the population of the corresponding age group (as in Quebec and Manitoba). In considering enrolment, it is important to remember that students in private schools and First Nations education systems are not included in this indicator. Information on enrolments by grade and by age and real cohort information—as is available in many OECD countries—would be necessary to fully explain differences in the two methodologies.

Definitions, sources and methodology

This indicator presents net upper secondary graduation rates without duplication (i.e., first-time graduates) according to programme orientation and sex. It also presents successful completion of upper secondary programmes of a proxy cohort in public schools.

Net upper secondary graduation rates

These rates are an estimation of the probability that an individual will graduate from high school during his or her lifetime, assuming that current conditions related to graduation all remain the same.¹⁴

Net upper secondary graduation rates are the sum of graduation rates by age, and the latter are obtained by dividing graduates of a specific age by the population of the corresponding specific age.¹⁵ **Rates without duplication** only count individuals who had obtained, during a given year, a diploma at this level for the first time.¹⁶ In general, a graduate of upper secondary education is considered to have successfully completed the last year of education at this level, regardless of his or her age.

All data for Canada reflect the 2008/2009 school year; the OECD averages reflect 2009/2010. Information for Canada was drawn from the Elementary-Secondary Education Survey (ESES), an administrative survey that collects data for public and private educational institutions from the provincial and territorial ministries/departments of education.¹⁷ To ensure comparability with other OECD countries, Statistics Canada added, for all provinces and territories (except Ontario and Nova Scotia, for which data were estimated), the number of 2008/2009 graduates from private schools provided by provinces and territories at ESES collection). The number of graduates from First Nations band-operated schools (these data were obtained from Aboriginal Affairs and Northern Development Canada), were also added to the number of public and private school graduates and included in the calculation of the secondary graduation rates presented.

14. The methodology used to produce the numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; consequently, the numbers in this report may differ slightly from those published by the provinces/territories.

15. This methodology differs from the one used in the 2009 and 2010 editions of this report, but is similar to that in last year's edition. In the earlier editions, this indicator was computed according to the "gross" method, which divides the number of all graduates, regardless of age, by the population at typical age of graduation (determined to be between age 17 and 18).

16. In Canada, data on high school graduation is collected through the Elementary-Secondary Education Survey, which collects information on individuals who graduated at this level for the first time (unduplicated counts).

17. Data on graduations from some secondary programs are not uniformly available across the provinces/territories, and general education development (GED) credentials, adult basic upgrading and education, and graduation from adult school, which take place outside regular secondary school programs, are, in most instances, not included.

Population estimates used in the denominator of the graduation rate calculation come from Statistics Canada's Demographic Division. They cover the entire population, including Aboriginal people, as of January 1, 2009.

Successful completion of upper secondary programmes in public schools

An adjusted proxy cohort for examination of the successful completion of upper secondary programmes has been developed for public schools (as per the scope of the ESES data collection) for Canada and the jurisdictions. It was calculated by dividing the number of 16- to 19-year-old (15- to 18-year-olds in Quebec) graduates in 2008/2009 by the number of Grade 10 (3e secondaire in Quebec) enrolments recorded three years earlier (i.e., in 2006/2007). This ratio has been adjusted to take into account deaths and interprovincial and international migration factors.

The adjustment factor is generated by dividing the 14- to 15-year-old population in 2006 (which represents the Grade 10 students) by the 17- to 18-year-old population in 2009 (which represents the Grade 10 students who graduated three years later). For Canada, where there is more in-migration than out-migration, the adjustment factor is below 100%. If this adjustment is not made, the inclusion of recent in-migrants who were not part of the original Grade 10 cohort would result in an overestimation of the number of graduates that were part of the original universe (the 2006 Grade 10 enrolments). This adjustment implicitly assumes that graduation rates of recent immigrants are identical to graduation rates of those in the original cohort.

Other possible flows in and out of the public school system between enrolment in Grade 10 and graduation at the end of Grade 12 may exist; for example, movement between public and private schools. Such possibilities could not be taken into consideration, however, as the appropriate data that would be needed to estimate such flows are not available at this time.

International data collection

The international figures used by the OECD are obtained from the UOE collection of statistical data on education, carried out jointly by three international organizations (UNESCO, the OECD, and Eurostat), and conducted in 2011 by the OECD.

Note: The corresponding OECD indicator is A2, *How many students are expected to finish secondary education?*

Labour market outcomes

A3

Context

This indicator examines the connection between educational attainment and the labour market by looking at employment rates among the adult population aged 25 to 64. This relationship is explored by sex, and trends in employment rates by educational attainment are also presented. Educational attainment reflects the highest level of education successfully completed, based on the International Standard Classification of Education (ISCED) categories.¹⁸

One of the main objectives of education systems is to prepare individuals so they can participate in a knowledge-oriented economy and society. Job prospects and employment rates are generally better for those individuals with higher education.¹⁹

Observations

Upper secondary graduation minimum requirement

In Canada, the overall employment rate for adults aged 25 to 64 was 76% in 2010 (Table A.3.1), similar to the rates in Germany and Japan (both 76%), as well as the United Kingdom (75%), but higher than the figure for the United States (71%). The employment rate for the OECD, the most recent average based on the reporting countries, was 72%.²⁰ Of course, these employment rates reflect a complex combination of economic, institutional and social factors that vary from country to country, or from one province/territory to another.

Across Canada's provinces and territories, the overall employment rate for 25- to 64-year-olds ranged from 64% in Newfoundland and Labrador to 81% in Saskatchewan and Manitoba. Several OECD countries had employment rates similar to the low end of this range: Hungary (63%), Italy (64%), Spain (65%), and Greece and Ireland (67%). By contrast, Sweden, Norway, Iceland and Switzerland all had higher employment rates of 81% or 82%.

From an educational perspective, it is interesting to examine the impact of educational attainment on employability. In OECD countries, upper secondary (high school) graduation is considered the minimum requirement for finding a good job and being competitive in the labour market. Moreover, employability, judged on the basis of the employment rate (the ratio of the number of persons with a job in a given group to the total population of that group), increases with the amount of education attained. This relationship is evident in Canada, where in 2010, the employment rates for individuals aged 25 to 64 who had either "pre-primary and primary" or "lower secondary" as their highest level of attainment (that is, they had not completed high school) were 43% and 60%, respectively (Table A.3.1). Employment rates then rose from one level to another across the spectrum of educational attainment, from 72% for those with "upper secondary" attainment (high school graduation) to at least 78% for individuals who had completed their education in one of the postsecondary categories.

18 See the "ISCED classifications and descriptions" section in this report's [Notes to readers](#) for brief descriptions of the ISCED categories

19. Also see the Pan-Canadian Education Indicators Program (PCEIP) Fact sheet Number 8, *Educational attainment and employment: Canada in an international context*, Statistics Canada Catalogue number 81-599-X.

20. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2012: OECD Indicators*, available on the OECD Web site: www.oecd.org.

Across the country, the employment advantage associated with increasing levels of education is generally evident in the 2010 figures, but some variability is seen. For example, in the provinces, the overall employment rates among those with successful high school completion ranged from 61% in Newfoundland and Labrador to rates between 77% and 80% in Alberta, Manitoba, and Saskatchewan, rates that, in general, approach or exceed those for individuals with postsecondary education elsewhere in the country (Table A.3.1). (See “Differences in employability” in this indicator for more on this topic.)

Employment rates by sex

The differences in employment rates seen across ISCED categories occur among both men and women in Canada, although the rates for women are consistently lower than those recorded for men. In 2010, Canada’s overall employment rate for women aged 25 to 64 was 72%, compared with 79% for men in the same age range (Table A.3.1). While Canada’s rate for women is 7 percentage points higher than the comparable OECD average of 65%, there is almost no difference between the national and international rates for men with 79% in Canada and 80% for the OECD average. Although the employment rates for men in Canada were lower than the corresponding OECD averages for each attainment category, there were fewer differences between the Canada and OECD average employment rates for women.

Across Canada, the rate for women mirrored the national average in Prince Edward Island and Ontario, and was above the national figure in Alberta (73%) and Saskatchewan (77%), as well as in Manitoba, the Northwest Territories, and Yukon (all approximately 76%). With an overall employment rate of 62% for women, Newfoundland and Labrador was the only province with a rate below the OECD average (65%) and below the 72% average for Canada.

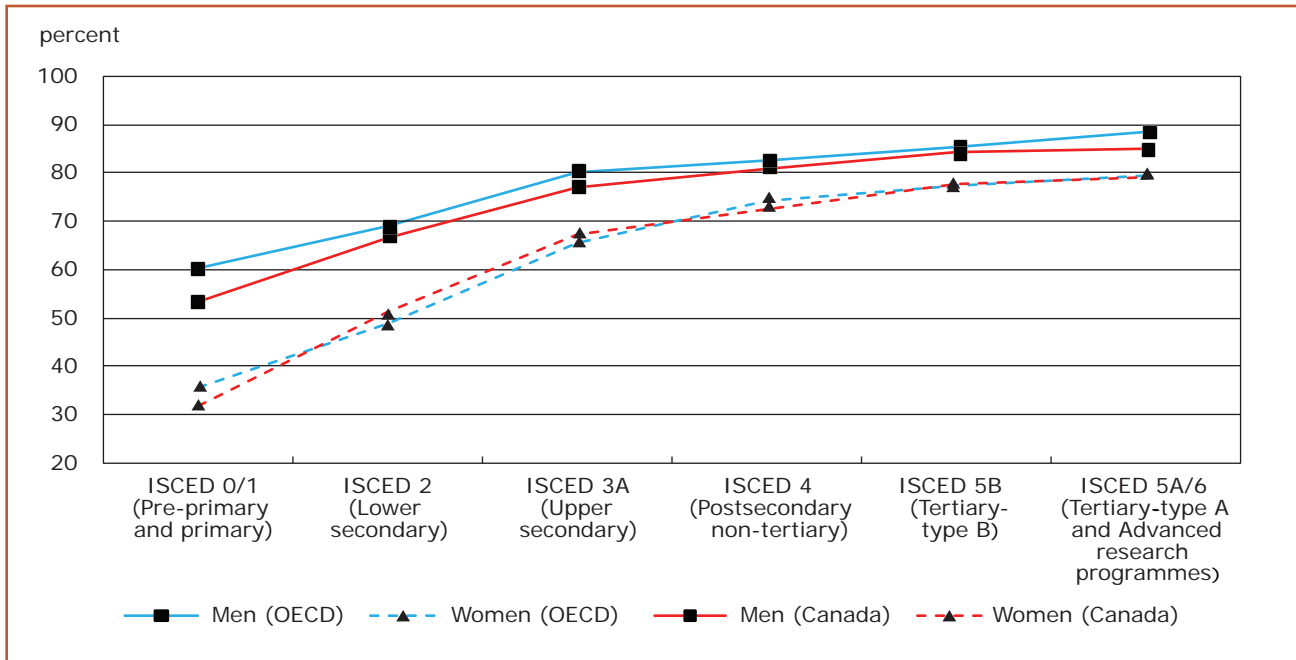
In the majority of OECD countries in 2010, the difference in employment rates between the sexes was less pronounced among graduates of tertiary-type A and advanced research programmes when compared with the upper secondary graduates. In Canada, a 10-percentage-point difference between men and women is observed in the “upper secondary” (ISCED 3A) graduation category (Table A.3.1; Chart A.3.1). But that male–female difference narrows among graduates of tertiary programs, both type B (college) and type A/advanced research programmes (university).

Differences in employability

Across Canada, as in other OECD countries, 25- to 64-year-olds with postsecondary education have consistently higher employment rates than those who do not graduate from high school. At the Canada level, the difference between the employment rate for tertiary graduates (81%) and the rate for those with “below upper secondary education” (55%) was a substantial 26 percentage points in 2010 (Table A.3.2; Chart A.3.2). A similar gap (28 percentage points) is seen at the international level, according to the most recent OECD averages for this 25- to 64 age group. Among the provinces, the difference between employment rates for these two education categories varied in magnitude, ranging from 18 percentage points in Alberta to 38 in Newfoundland and Labrador.

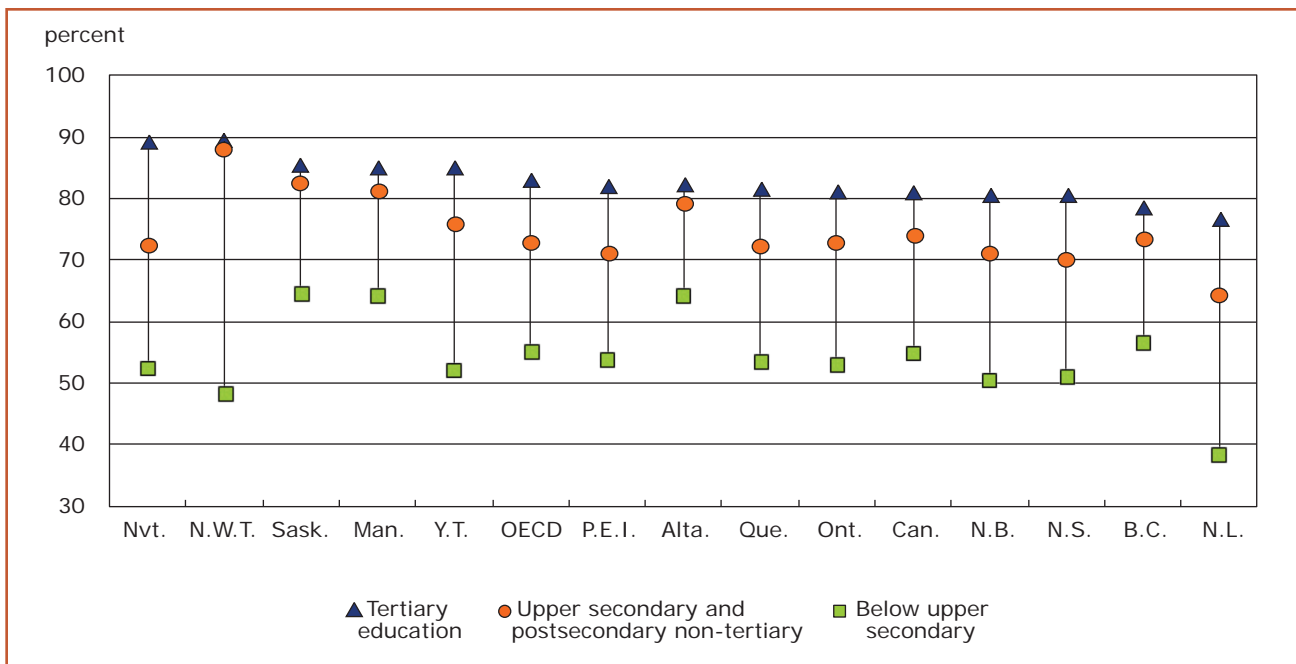
As noted earlier, individuals who have completed upper secondary education are generally more likely to be employed than people with below upper secondary education, and those with tertiary education are more likely to be employed than those with upper secondary education. However, examining the various relationships between educational attainment and employment rates across Canada’s provinces and territories reveals different patterns in the magnitude of the employment advantage of higher education. In 2010, in the provinces east of Manitoba, employment rates increased from one postsecondary level to another, with the highest gains evident for individuals who had attained a university education (ISCED 5A/6) (Table A.3.1). Figures for Western Canada indicate different gains in employment rates. In Manitoba and Saskatchewan, for example, the employment rate in all three postsecondary categories was similarly high, at 85% for university, for “postsecondary non-tertiary” (vocational school or apprenticeship training), and for “tertiary-type B” (mainly a college diploma). In Alberta, individuals whose highest level of attainment was vocational school/apprenticeship training had higher employment rates than those with a college or university credential. And in British Columbia, similar gains in employment are seen for individuals with postsecondary non-tertiary and university completion, with a slightly lower employment rate for those with

Chart A.3.1
Employment rates of 25- to 64-year-olds, by highest level of education attained and sex, 2010



Source: Table A.3.1.

Chart A.3.2
Employment rates of the 25- to 64-year-old population, by highest level of education attained, 2010



Source: Table A.3.2.

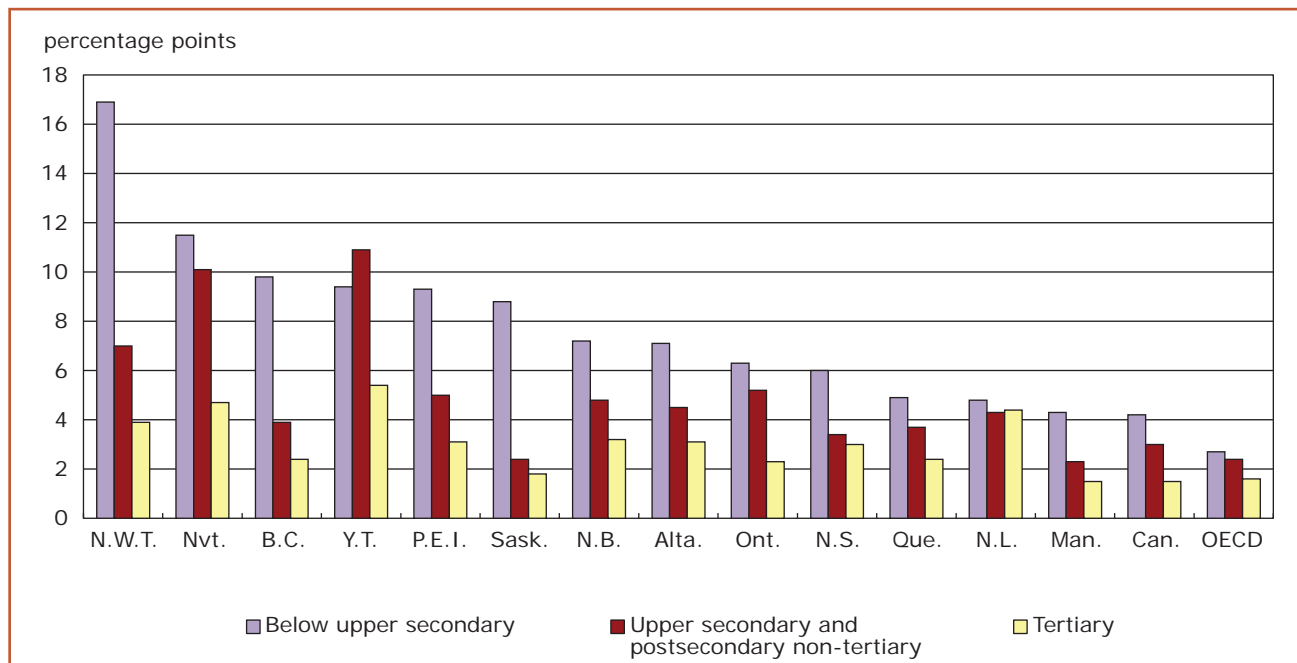
a college credential. These rates in the western part of the country indicate provincial economies that drive high employment rates regardless of educational attainment. And, in general, differences across the country largely relate to the structure and composition of individual provincial economies, but show the complexity that can be found within larger trends, both geographically and over time.

Variability in employment rates

Between 1998 and 2010, the variations in employment rates for 25- to 64-year-olds with different levels of educational attainment were fairly small in Canada (Table A.3.2). Nevertheless, a closer look provides some insight into the relationship between the different attainment groups and labour market conditions. In Canada, adults with less than high school completion (below upper secondary) were the most affected by less favourable labour market conditions (Chart A.3.3). Over the 12-year period, the difference between the highest and lowest employment rates for this group was 4 percentage points. At the same time, there was far less variation (1.5 percentage points) in the trend for adults with tertiary education. This pattern was similar across the provinces and territories, although the variability was higher in some than in others. In British Columbia, Saskatchewan, Prince Edward Island, and the territories, the higher variability of the employment rate over time seems to indicate a greater sensitivity to economic conditions, especially for adults with lower educational attainment.

Chart A.3.3

Variability of the employment rates of the 25- to 64-year-old population between 1998 and 2010, by highest level of education attained



Note: The variability reflects the difference between the highest and lowest employment rates in the 1998-to-2010 period.

Source: Table A.3.2.

Definitions, sources and methodology

This indicator, labour market outcomes, examines the relationship between educational attainment and the employment rates of 25- to 64-year-olds, overall and by sex, and provides insight into how this relationship has evolved over time.

The employment rate represents the percentage of employed people in this population. To calculate the employment rate for a group with a particular level of educational attainment, the number of employed persons is divided by the total number of persons in the population aged 25 to 64 who have attained the education level and then multiplying this quotient by 100.

The concepts and definitions of employment and unemployment adopted by the Labour Force Survey (LFS) are based on those endorsed by the International Labour Organisation (ILO). Employed persons are those who, during the reference week: (1) did any work at all at a job or business, that is, paid work in the context of an employer-employee relationship, or self-employment. It also includes unpaid family work, which is defined as unpaid work contributing directly to the operation of a farm, business or professional practice owned and operated by a related member of the same household; or (2) had a job but were not at work due to factors such as own illness or disability, personal or family responsibilities, vacation, labour dispute or other reasons (excluding persons on layoff, between casual jobs, and those with a job to start at a future date).²¹ The education level is measured according to the highest level of schooling completed.

The data for Canada and its provinces and territories were drawn from the 2010 Labour Force Survey (LFS), which surveyed approximately 54,000 households every month.²² The LFS excludes the following from the scope of the survey: individuals who live on reserves or in other Aboriginal settlements in the provinces, full-time members of the Canadian Forces and institutional residents. The LFS employment rate is based on a monthly average from January to December. Figures from the Organisation for Economic Co-operation and Development (OECD) are those reported by the OECD, and they are extracted from the OECD and Eurostat databases compiled from national labour force surveys for the OECD member countries.

Note: The corresponding OECD indicator is A7, *How does educational attainment affect participation in the labour market?*.

21. For more information, see “Determining labour force status” in the *Guide to the Labour Force Survey*, Statistics Canada Catalogue no. 71543-G.

22. Following the release of final population estimates from each census, a standard revision is applied to the Labour Force Survey (LFS) estimates. Thus some previously published LFS figures have been adjusted to reflect the 2006 Census population estimates. The LFS sample size has varied over the years, but the survey typically, and currently, covers approximately 56,000 households. For more information, see *Improvements to the Labour Force Survey (LFS): The 2011 Revisions of the Labour Force Survey (LFS)*, Statistics Canada Catalogue no. 71F0031X, and *Guide to the Labour Force Survey*, Statistics Canada Catalogue no. 71-543-G.



Chapter B:

B1

Financial resources invested in education

Expenditure per student

Context

This indicator provides information on the investment, from all sources, in each student in public and private institutions at several levels of education. Expenditure by educational institutions per student is largely influenced by teachers' salaries (see Indicators B3 and D2), pension systems, teaching and instructional hours (see Indicator D1), the cost of teaching materials and facilities, the program provided (e.g., general or vocational), and the number of students enrolled in the education system. Policies to attract new teachers or to reduce average class size or change staffing patterns have also contributed to changes in expenditure by educational institutions per student over time. Ancillary and R&D services can also influence the level of expenditure by educational institutions per student.

Effective schools require the right combination of trained and talented personnel, appropriate curriculum, adequate facilities and motivated students who are ready to learn. The demand for high quality education, which can translate into higher costs per student, must be balanced against other demands on public expenditure and the overall burden of taxation. Although it is difficult to assess the optimal volume of resources needed to prepare each student for life and work in modern societies, international comparisons of spending by educational institutions per student can provide useful reference points.

Policy makers must also balance the importance of improving the quality of educational services with the desirability of expanding access to educational opportunities, notably at the tertiary level. In addition, decisions regarding the allocation of funds among the various levels of education are key. For example, certain provinces and territories emphasize broad access to higher education and some invest in near universal education for children as young as 3 or 4 years of age.

Observations

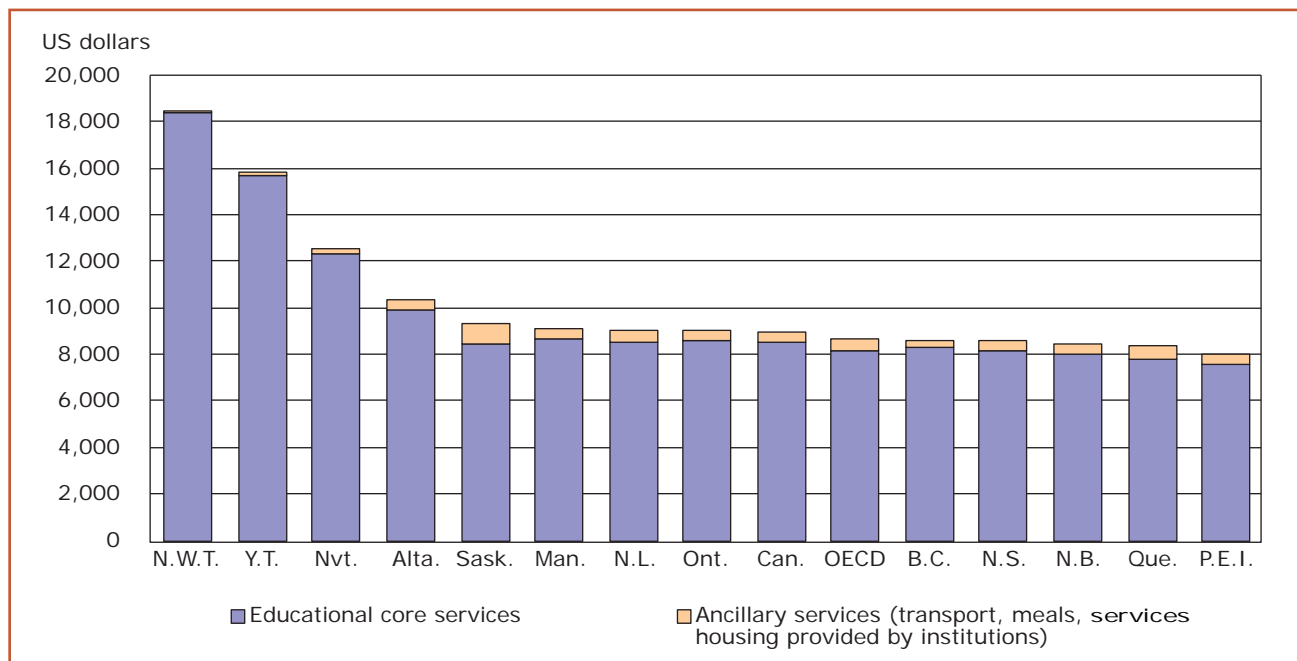
The indicator shows direct public and private expenditure by educational institutions²³ in relation to the number of full-time equivalent students enrolled. Note that variations in expenditure by educational institutions per student may reflect not only variations in the resources provided to students (e.g., variations in the ratio of students to teaching staff) but also variations in relative salary and price levels.²⁴

Expenditure by educational institutions per student at the primary and secondary education levels

Data on annual expenditure per student at the primary and secondary education levels provide a way to track the financial investment in each student. Covering all levels from pre-primary to upper secondary education, average expenditure per student in Canada was \$11,044 in 2008/2009 (Table B.1.1.1). The numbers were much higher in the territories: \$22,784 in the Northwest Territories, \$19,499 in Yukon and \$15,428 in Nunavut. Elsewhere, the highest expenditure was seen in Alberta (\$12,751), and the lowest in Prince Edward Island (\$9,817). When converting to US dollar figures, the Canada average was close to that of the OECD (Chart B.1.1).

Chart B.1.1

Annual expenditure by educational institutions per student in primary and secondary education, by type of services, 2008/2009



Notes: All figures are in US dollars, converted using purchasing power parity (PPP).

The OECD figures include primary, secondary and non-tertiary postsecondary.

Source: Table B.1.2.2.

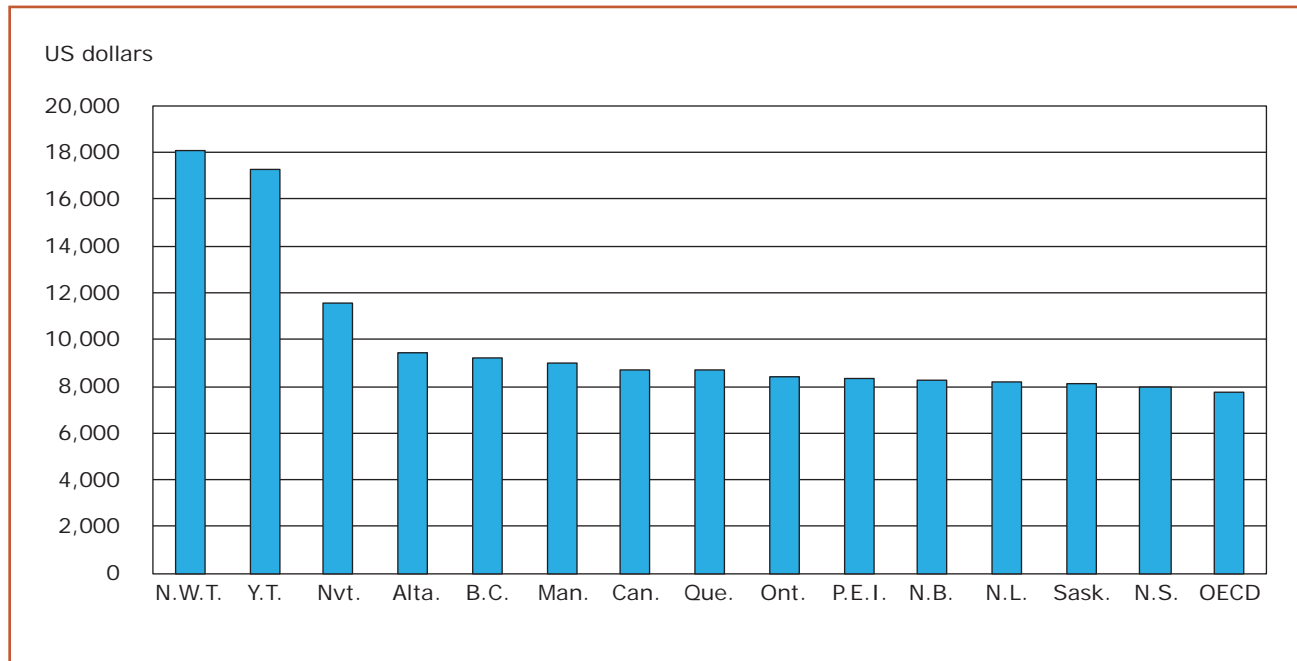
23. This indicator (B1) presents “expenditure by educational institutions”, as data are collected by type of institution. Indicator B2 uses the term “expenditure on educational institutions”, as the financial data are collected by source of funds, type of transaction, and level of education. As the two sources are not the same, the totals may differ

24. In *Education at a Glance 2012*, the OECD publishes figures that have been adjusted for cost-of-living differences between countries using purchasing power parities (PPP). In this Canadian companion report, two sets of figures are published for Canada, the provinces and the territories: one in Canadian dollars; the second in US dollars after PPP conversion of the Canadian dollar. It was not possible to make a PPP conversion to adjust for cost-of-living differences between provinces and territories.

For Canada as a whole, expenditure per student at the secondary level exceeded that at the primary level (Table B.1.1.1). This was true in most provinces and territories, with only small differences in New Brunswick and Manitoba. Expenditure per student was higher at the primary level than at the secondary level in Prince Edward Island, Quebec, British Columbia and Yukon. The largest differences were evident in Saskatchewan (where expenditure at the secondary level was 49% higher than at the primary level), Newfoundland and Labrador (37%), Alberta (35%), and Nunavut (31%).

Chart B.1.2.1

Annual expenditure by educational institutions per student for all services, primary education, 2008/2009



Notes: All figures are in US dollars, converted using purchasing power parity (PPP).

Calculated on the basis of full-time equivalent students.

The provinces and territories are ranked in descending order of expenditure per student.

Source: Table B.1.1.2.

To compare Canada with other OECD countries,²⁵ the expenditure per student was converted to a common currency using purchasing power parities (PPPs). (Table B.1.1.2). The data (2009) indicate that OECD countries spent an average of \$7,719 (US dollars) on primary education (ISCED level 1) per year per student (Chart B.1.2.1). The comparable average for Canada was \$8,715 (ISCED levels 0 to 2)²⁶. In all provinces and territories, these US dollar figures were above the OECD average. Figures were lowest in Nova Scotia (\$7,956) and Saskatchewan (\$8,136), while the highest were in Alberta (\$9,440), British Columbia (\$9,186), Manitoba (\$8,991) and the territories—from \$11,534 in Nunavut to \$18,061 in the Northwest Territories.

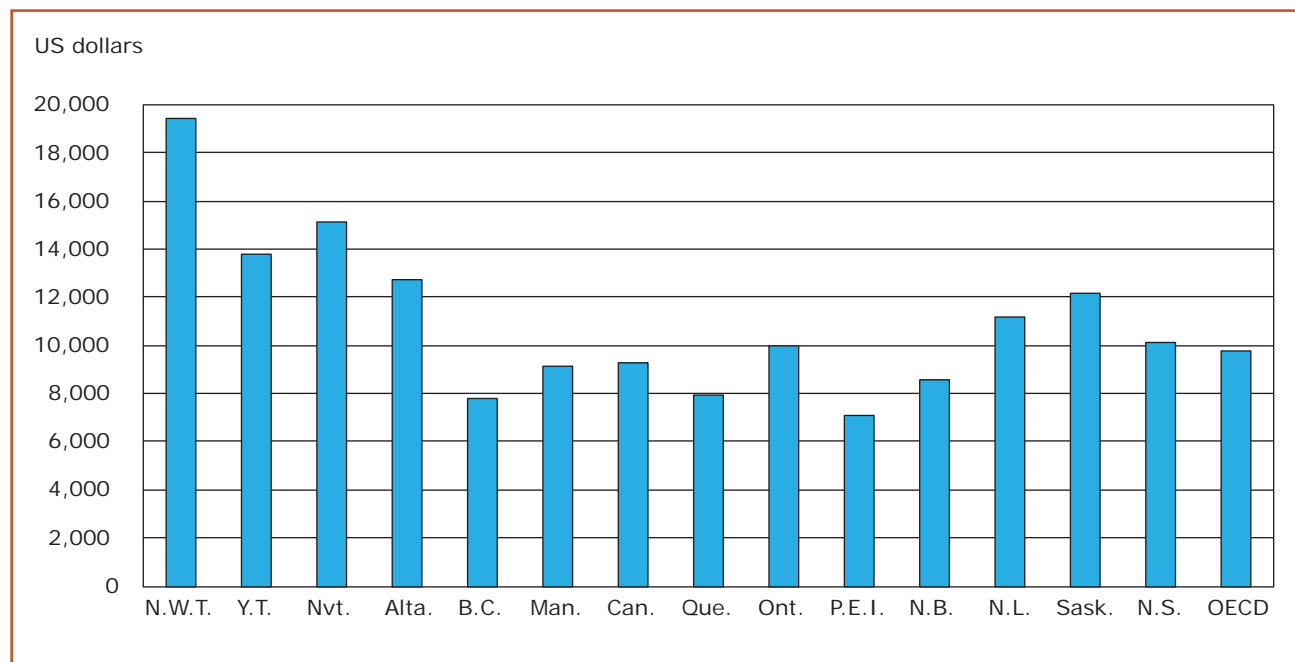
25. The data for Canada in the OECD's *Education at a Glance 2012* include Canada's expenditure on education abroad (e.g., National Defence schools overseas) and the undistributed expenditure of the federal government (e.g., transfers from Aboriginal Affairs and Northern Development Canada to Indian bands for the operation of their schools, transfers from Canadian Heritage to associations and undistributed costs of administration of these programmes). Therefore, the OECD numbers for Canada are slightly higher than the numbers appearing in the tables in this chapter, which include only the expenditure in all the provinces.

26. The data that are available for the provinces and territories only allow a split into two categories: elementary and secondary, the definitions of which vary by jurisdiction (see Table 1 in the "Definitions, sources and methodology" section of this indicator), while the OECD calculates figures for each ISCED level individually and does not have a comparable total for ISCED 0 to 2.

OECD countries spent an average of \$9,755 per student on upper secondary education (Table B.1.1.2; Chart B.1.2.2), 26% more than on primary education. In Canada, expenditure on secondary education (at \$9,308 US dollars per student) was only 7% greater than on primary education. Five provinces (Prince Edward Island, British Columbia, New Brunswick, Quebec and Manitoba) showed expenditure per student lower than the OECD average.

Chart B.1.2.2

Annual expenditure by educational institutions per student for all services, upper secondary education, 2008/2009



Notes: All figures are in US dollars, converted using purchasing power parity (PPP).

Calculated on the basis of full-time equivalent students.

The provinces and territories are ranked in descending order of expenditure per student at the primary level as in Chart B.1.2.1.

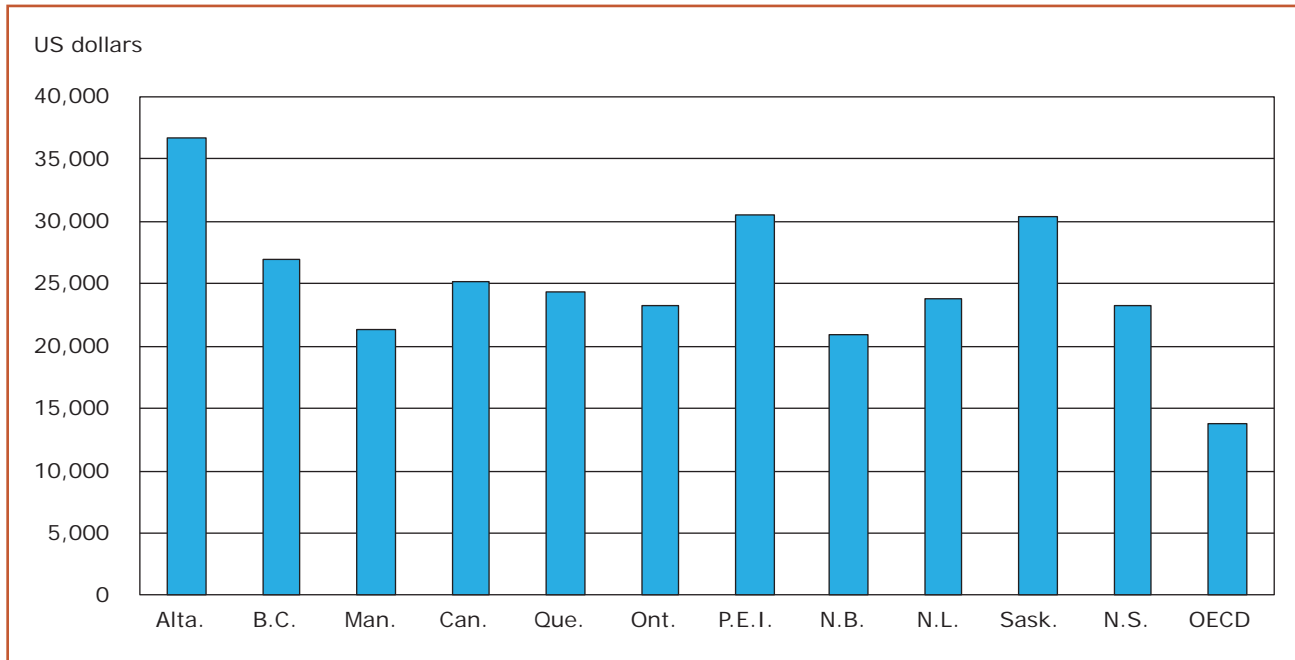
Source: Table B.1.1.2.

In Canada at the primary and secondary levels, the portion of expenditure per student allocated to core services represented 95% of the total expenditure per student in 2008/2009, while the money spent for ancillary services represented approximately 5% of the total (Table B.1.2.1; Chart B.1.1). With the exception of Saskatchewan, for which ancillary services represented 9.1% of the total expenditure per student, and British Columbia, where ancillary services represented 3.3% of total expenditure per student, the expenditure per student on ancillary services varied between 4.4% and 6.7% of total expenditure per student in the provinces. By contrast, much less was spent on ancillary services in the territories: 1.5% in Nunavut and less than 1% in the Northwest Territories and Yukon. In the OECD countries as a whole, expenditure on core educational services accounted for an average of 94% of the expenditure per student on primary, secondary and postsecondary non-tertiary education (Table B.1.2.2).

Expenditure by educational institutions per student in the university sector

Expenditure per student on university education in Canada²⁷ averaged \$31,103 (Canadian dollars) in 2008/2009 (Table B.1.1.1, Chart B.1.2.3). Such spending was most noticeably above the Canada-level average in Alberta (46% above), Prince Edward Island (21%) and Saskatchewan (21%).

27. It was not possible to compare expenditure on university education with the OECD average, because this year the OECD provided a total for tertiary education, but no detail for the university sector.

Chart B.1.2.3**Annual expenditure by educational institutions per student for all services, university education, 2008/2009**

Notes: All figures are in US dollars, converted using purchasing power parity (PPP). Calculated on the basis of full time equivalent students.

For university education, the OECD average includes the entire tertiary sector (ISCED levels 5A, 5B and 6). Figures for the provinces and territories and the Canada average are for the university level (ISCED levels 5A/6).

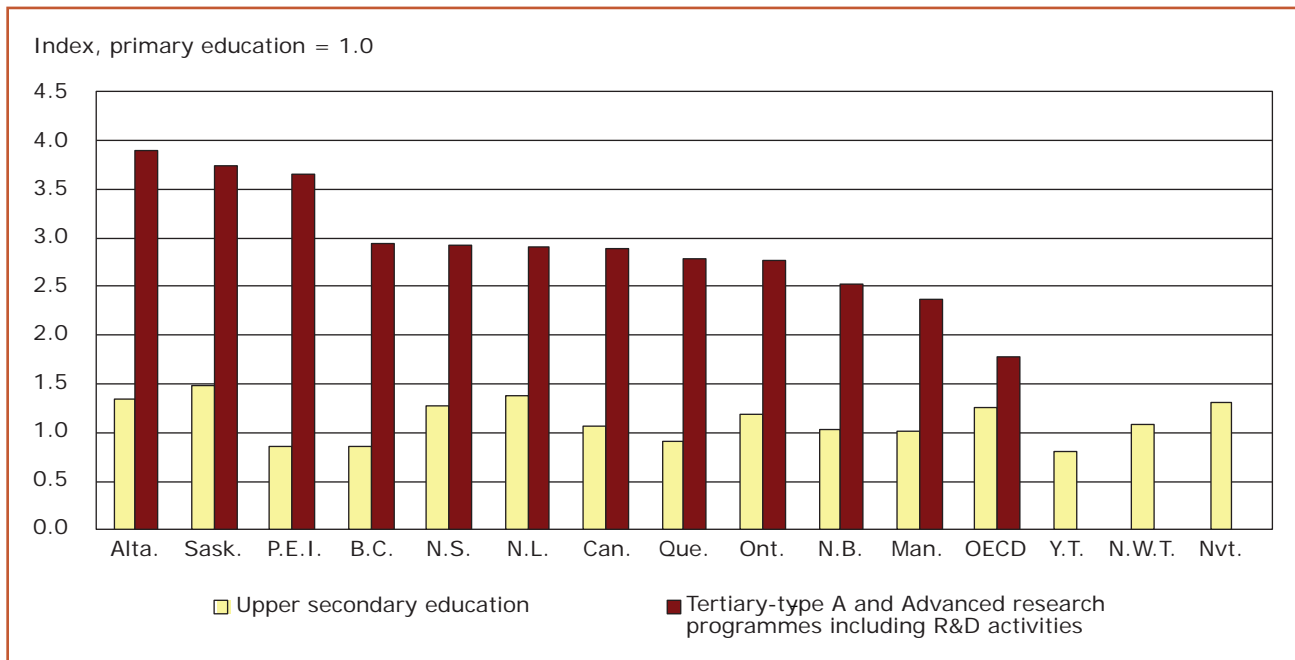
The provinces are ranked in descending order of expenditure per student at the primary level as in Chart B.1.2.1.

Source: Table B.1.1.2.

Comparisons of expenditure per student at different levels of education highlight the relative emphasis placed on these levels, as well as the relative unit costs of provision. Expenditure per student increases with the level of education in almost every province, but the relative difference between the levels varies from one province to another. On average, the ratio of expenditure per student on university education to expenditure per student on primary education was 2.89:1 in Canada (Chart B.1.3). This ratio ranged from 2.37:1 in Manitoba to 3.89:1 in Alberta.

Chart B.1.3

Expenditure by educational institutions per student at various levels of education for all services relative to the average for primary education, 2008/2009



Notes: Calculated on the basis of full-time equivalent students. For the OECD, the ratio is to primary specifically, while for Canada and jurisdictions, the ratio is to an average for pre-primary, primary and lower secondary as noted in Table B.1.1.2.

The OECD average for Tertiary-type A and Advanced research programmes includes the entire tertiary sector (ISCED levels 5A, 5B, 6). Figures for the provinces and territories and the Canada average are for the university level (ISCED levels 5A/6).

Source: Table B.1.1.2.

Definitions, sources and methodology

Data refer to the 2008/2009 financial year (April 2008 to March 2009) and are for elementary and secondary level and for the university sector. A method is being developed to estimate this indicator for college as well. The data are from the UOE data collection on education statistics, conducted by the OECD in 2011.²⁸

Expenditure by educational institutions per student at a particular level of education is calculated by dividing the total expenditure by educational institutions at that level by the corresponding full-time equivalent enrolment. Only educational institutions and programs for which both enrolment and expenditure data are available are taken into account. In accordance with the OECD definition provided in the data collection manual, debt servicing expenditure is excluded.

For Canada, financial data for elementary and secondary school levels are based on five Statistics Canada surveys: the Survey of Uniform Financial System – School Boards (this is the largest source of expenditure reporting); the Elementary-Secondary Education Survey (ESES) (for the estimates of capital spending in three provinces); the Survey of Federal Government Expenditures in Support of Education (most of which is for the education of First Nations students); the Survey of Financial Statistics of Private Elementary and Secondary Schools; and the Provincial Expenditures on Education in Reform and Correctional Institutions survey. The last two are now inactive, but the figures are estimated based on data from previous years.

28. For more information, see Annex 3 of *Education at a Glance 2012: OECD Indicators*, available on the OECD Web site: www.oecd.org.

The financial data obtained at the elementary and secondary levels are not divided by level. Given that salaries are the largest financial item, the expenditure is broken down by level based on an estimate of the payroll at each level. The ESES does not provide details on teachers per level. In the 2006 Census, teachers in each province and territory reported whether they were teaching at the elementary or secondary level, as well as their average salaries. Payroll was calculated by multiplying the number of teachers at each level by the average salary at that level. For each jurisdiction, the proportion of total payroll going to each level was then used to multiply total expenditure; e.g., if, in one jurisdiction, 69% of payroll went to the elementary level, it was assumed that 69% of total expenditure was attributable to that level.

Enrolment data for elementary and secondary school levels are the sum of enrolment in public schools (ESES), unpublished estimates of enrolment in private schools (ESES), and enrolment in First Nations band-operated schools (Aboriginal Affairs and Northern Development Canada). Enrolment corresponding to the 2008/2009 financial year is 5/12 of the enrolment for the school year 2007/2008 and 7/12 of the enrolment of the 2008/2009 school year.

The manner in which enrolment was weighted between elementary and secondary levels is implicit in the definition of secondary school,²⁹ which varies from Grades 7 to 11 (Quebec), 8 to 12 (British Columbia and Yukon), 9 to 12 (New Brunswick, Ontario and Manitoba), up to 10 to 12 (Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Saskatchewan, Alberta, Northwest Territories, and Nunavut), given that teachers report whether they teach at the elementary or secondary level, and given that the definition of secondary school varies by province. (In Tables B.1.1.1 through B.1.2.2, the secondary grades are reflected in the ISCED 3 category labelled “upper secondary”.) A different weighting was applied when calculating the figures for Canada that appear in Education at a Glance 2012: OECD Indicators. In that publication, enrolment for Canada at the upper secondary level was defined as Grades 9 to 12. The weighting factors were calculated based on actual enrolment figures in the respective grades in public school (ESES) and in private schools in the 2008/2009 school year, and applied to the total weighted enrolment corresponding to the 2008/2009 financial year.

The following table gives weighting factors for both expenditure and enrolment in Canada.

Table 1 Weighting factors used to divide expenditure and enrolment by level

Jurisdiction	Elementary		Secondary		Definition of secondary grade
	Expenditure	Enrolment	Expenditure	Enrolment	
			percent		
Newfoundland and Labrador	65.8	72.5	34.2	27.5	10 to 12
Prince Edward Island	73.4	70.1	26.6	29.9	10 to 12
Nova Scotia	68.3	73.3	31.7	26.7	10 to 12
New Brunswick	63.6	64.5	36.4	35.5	9 to 12
Quebec	51.0	48.6	49.0	51.4	7 to 11
Ontario	59.5	63.5	40.5	36.5	9 to 12
Manitoba	63.6	64.0	36.4	36.0	9 to 12
Saskatchewan	62.7	71.5	37.3	28.5	10 to 12
Alberta	66.6	72.8	33.4	27.2	10 to 12
British Columbia	58.1	54.0	41.9	46.0	8 to 12
Yukon	63.4	58.0	36.6	42.0	8 to 12
Northwest Territories	69.6	71.1	30.4	28.9	10 to 12
Canada in this report	59.1	60.9	40.9	39.1	
Canada in the OECD report	59.4	64.6	40.6	35.4	9 to 12

For the university sector, the financial data were drawn from the Financial Information of Universities and Colleges Survey (FIUC), done in conjunction with the Canadian Association of University Business Officers (CAUBO), and the Survey of Federal Government Expenditures in Support of Education. The enrolment figures come from the Postsecondary Student Information System (PSIS); figures for the 2007/2008 and 2008/2009 academic years were used. Enrolment was converted into full-time equivalents (i.e., the number of part-time students was divided by 3.5). Then the two academic years were weighted to correspond to the 2008/2009 financial year (April 2008 to March 2009) by applying 5/12 of the first and 7/12 of the second.

29. See Figure 1 in Appendix 1: Structure of Education and Training in Canada in *Education Indicators in Canada: Handbook for the Pan-Canadian Education Indicators Program*.

For comparison with the OECD, expenditure in Canadian currency was converted into equivalent US dollars by dividing the national currency figure by the purchasing power parity (PPP) index for the gross domestic product (GDP). The value of 1.2344 (for the calendar year 2008) was used. The PPP index was used because the market exchange rate is affected by many factors (interest rates, trade policies, economic growth forecasts, etc.) that have little to do with current relative domestic purchasing power in different OECD countries. Expenditure data are not adjusted for the differences in the cost of living across the provinces and territories.

Educational services are the expenditure portion that covers the real mission of educational institutions, which is to provide education. There are also expenditures on ancillary services, which have two main components: student welfare services (transportation, lodging and meals) and services for the general public. In the university sector, ancillary services typically include bookstores, food services (dining hall, cafeterias and vending machines), residences and housing, parking, university press publishing, laundry services, property rentals, university facility rentals, theaters, and conference centers.

Education expenditure at the tertiary level also includes expenditure on research and development, such as subsidies received by the institution for research projects and an estimate of the proportion of other current expenditures allocated to research and development. In consideration of the current review of reporting practices, especially with respect to expenditure on research and development, in the main finance data source (the CAUBO survey), R&D figures for the provinces/territories will not be published this year.

The OECD average is calculated as the simple average of all OECD countries for which data are available.

Note: The corresponding OECD indicator is B1, *How much is spent per student?*

Expenditure on education as a percentage of GDP

B2

Context

This indicator provides a measure of the proportion of national wealth that is invested in educational institutions by linking public and private expenditures with gross domestic product (GDP).

Expenditure on education is an investment that can help foster economic growth and enhance productivity. Education contributes to personal and social development and reduces social inequality. The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. It is partially influenced by the size of the school-age population and enrolment in education, as well as the country's relative wealth.

Observations

GDP allocated to educational institutions

With 6.1% of its GDP allocated to educational institutions in 2008, Canada devoted slightly less than the 6.2% average estimated by the Organisation for Economic Co-operation and Development (OECD), based on the member countries for which comparable data were available (Table B.2.1). France, Netherlands, Finland, Iceland, Korea, Norway, Mexico, Israel, United States, Denmark, Ireland, Chile, Estonia, New Zealand, Belgium and Sweden devoted more of their GDP to educational institutions than did Canada. Estimates for several other OECD countries, Australia (6.0%), Slovenia (6.0%), Switzerland (6.0%), United Kingdom (6.0%), Portugal (5.9%), and Austria (5.9%) were similar to the figure for Canada.³⁰

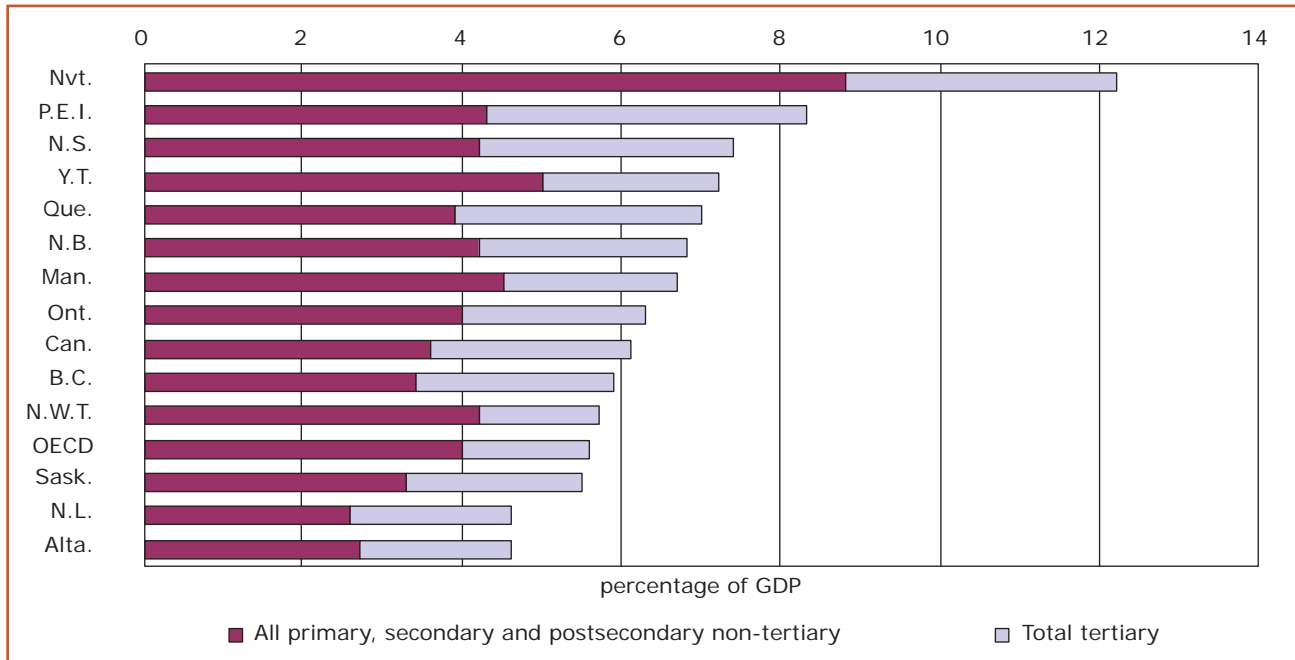
The financial commitment to educational institutions also varied from one province or territory to another. While 4.6% of Alberta's GDP was invested in educational institutions in 2008, almost three times that proportion was invested in Nunavut (12.2%), and a notable percentage was invested in Prince Edward Island (8.4%), Nova Scotia (7.4%) and Yukon (7.2%) (Chart B.2.1). The proportion of GDP invested in education in most jurisdictions not only exceeded the Canada-level average, but it was also higher than the OECD's overall average of 6.2%. Estimates for British Columbia (5.9%), the Northwest Territories (5.7%) and Saskatchewan (5.5%) were slightly lower. In both Newfoundland and Labrador (4.7%) and Alberta (4.6%), the proportion of GDP allocated to education was noticeably below the national figure.³¹

30. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2012: OECD Indicators*, available on the OECD Web site: www.oecd.org.

31. In some jurisdictions, the lower ratio of education expenditure to GDP may be a result of relatively high provincial wealth, not necessarily lower expenditures on education. Both Alberta and Newfoundland and Labrador actually spent relatively high amounts on education per student in 2008/2009, as seen in Indicator B1, Expenditure per student (Table B.1.1.1, Columns 5 and 6).

Chart B.2.1

Public and private expenditure on educational institutions as a percentage of GDP, by level of education, 2008



Source: Table B.2.1.

Primary and secondary education

Overall, in the OECD countries, 63.8% of the expenditure on educational institutions was for pre-primary, primary, secondary and postsecondary non-tertiary education (Table B.2.1). This is not surprising, since primary and lower secondary education is compulsory and enrolments in upper secondary education are generally high. In Canada, 59.8% (3.6% of 6.1%) of the national wealth invested in education in 2008 was spent on these types of education,³² less than the 63.8%³³ (4.0% of 6.2%) average for the OECD countries.

In all provinces and territories, over half of the money spent on education in 2008 went towards pre-primary, primary, secondary and postsecondary non-tertiary education (Table B.2.1, column 2 as a percentage of column 9). In three of the provinces (Manitoba, Ontario, and New Brunswick) and in all three territories, the amount spent exceeded the 59.8% average for Canada. Calculations for the remaining provinces reveal proportions below the Canadian average, ranging from 51.8% in Prince Edward Island to 59.4% in Saskatchewan. More than 70% of the spending on education in the Northwest Territories and in Nunavut was for primary and secondary education.

Share spent on tertiary education

In 2008, 40.2% (2.5% of 6.1%) of the share of GDP that Canada invested in education was allocated to the tertiary sector (Table B.2.1, column 6 as a percentage of column 9). This means that, among the OECD countries, Canada, along with the United States (36.0%) and Chile (35.8%), allocated the largest share of education spending to tertiary education.

32. Canada classifies expenditure by education level in a way that differs slightly from that of most other countries; that is, expenditure on pre-elementary education is grouped with expenditure at the elementary and secondary levels, while expenditure on postsecondary non-tertiary education (essentially technical and vocational training) is grouped with tertiary-type B expenditure. This should not affect comparability, however, since expenditure at the elementary and secondary levels is dominant.

33. Figures calculated using unrounded numbers; the tables present rounded figures.

Prince Edward Island was the province where the highest proportion (48.2% [4.0% of 8.4%]) of the money spent on education went towards tertiary education (Table B.2.1; Chart B.2.1). The figures for Quebec, Nova Scotia, Newfoundland and Labrador, British Columbia, Alberta, and Saskatchewan were also above the Canada average of 40.2%. The estimates for New Brunswick, Ontario and Manitoba were below the national average for 2008. With few schools at the tertiary level, the percentage spent for the three territories were, as expected, well below the average for Canada, less than one-third.

Definitions, sources and methodology

This indicator shows expenditure (public and private) with regard to educational institutions as a percentage of gross domestic product (GDP), by level of education and for all levels of education combined.

“Expenditure on educational institutions” includes spending on both instructional and non-instructional educational institutions. Instructional educational institutions are entities that provide instructional programmes (e.g., teaching) to individuals directly in an organized group setting or through distance education.³⁴ *Non-instructional educational institutions* are entities that provide advisory, administrative or professional services to other educational institutions but do not enrol students themselves.

The financial data for Canada were drawn from seven Statistics Canada surveys³⁵ and exclude expenditure related to debt service. GDP data were provided by the System of National Accounts Branch. All data for Canada, the provinces and territories refer to the 2008 financial year. The OECD averages (for the 2009 financial year) are based on data from all countries collected by the OECD through the UOE data collection on educational systems, conducted jointly by three international organizations (UNESCO, the OECD and Eurostat) and administered by the OECD in 2011.

Note: The corresponding OECD indicator is B2, *What proportion of national wealth is spent on education?*

34. Business enterprises or other institutions providing short-term courses of training or instruction to individuals on a one-to-one basis are excluded.

35. Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System – School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools.



Distribution of expenditure on education

B3

Context

This indicator outlines spending on education services and resources, identifying the proportion of budgets allocated to current and capital expenditures. A breakdown of current spending—compensation of teachers, other staff and other expenses—is also presented.

The distribution of expenditures may be influenced by a number of factors, including compensation for teachers, the generosity of pension plans, the size of the non-teaching staff, and the different needs for infrastructure. Budget allocation can affect the quality of services, the condition of equipment, and the ability of the education system to adapt to changes in enrolments. Both budgetary and structural decisions taken at the system level have repercussions extending into the classroom: they influence the nature of instruction and the conditions in which it is provided.

Observations

Current expenditure

Current spending accounted for a substantial proportion of educational expenditure in Canada in 2008: 92.8% for primary, secondary and postsecondary non-tertiary education, and 89.5% for tertiary (Table B.3.1; Chart B.3.1.1 and Chart B.3.1.2). These figures are fairly similar to the average proportions reported by the Organisation for Economic Co-operation and Development (OECD) for its member countries: 91.3% and 91.0%, respectively.^{36,37} Current expenditure reflects spending on school resources that are used each year for the operation of schools, including compensation of staff.

The substantial proportion of educational spending on current resources is also mirrored across the provinces and territories. The share of education spending allocated to current expenditure in the primary, secondary and postsecondary non-tertiary category was lower than the Canada average in Ontario, Alberta, British Columbia and the Northwest Territories. For the tertiary category, the current spending share was lower than the Canada average in Prince Edward Island, Saskatchewan, Alberta and British Columbia. In the case of Quebec, both proportions were aligned on the Canada average (Table B.3.1; Chart B.3.1.1 and Chart B.3.1.2).

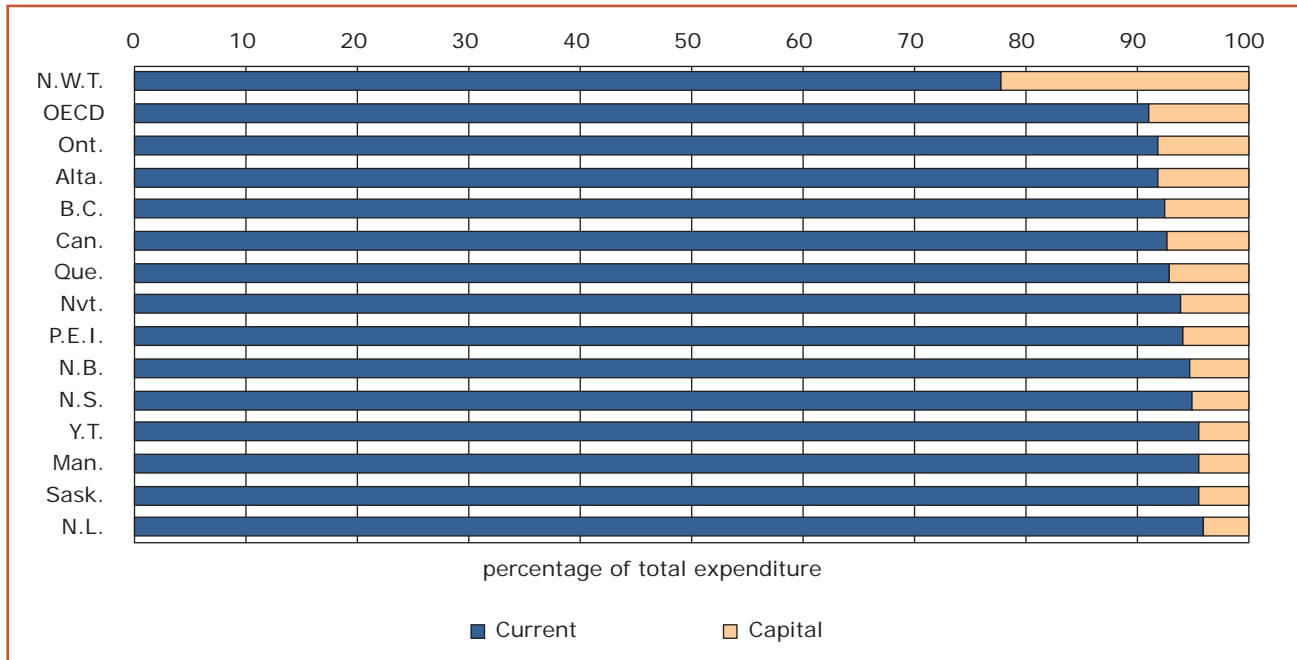
According to recent data from the OECD, the relative share of current expenditure varied considerably from one country to another: from 84% in Australia to 98% in Austria at the primary, secondary and postsecondary non-tertiary level, and from 81% in Spain to 95% or more in Belgium, Sweden, Finland, Iceland and Denmark at the tertiary level.

36. In Canada, expenditures for postsecondary non-tertiary education are aggregated with those for tertiary-type B (ISCED 5B) education; however, this is not expected to have a substantial effect on ratios or data comparability, considering the minimal relative weight of this expenditure.

37. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2012: OECD Indicators*, available on the OECD Web site: www.oecd.org.

Chart B.3.1.1

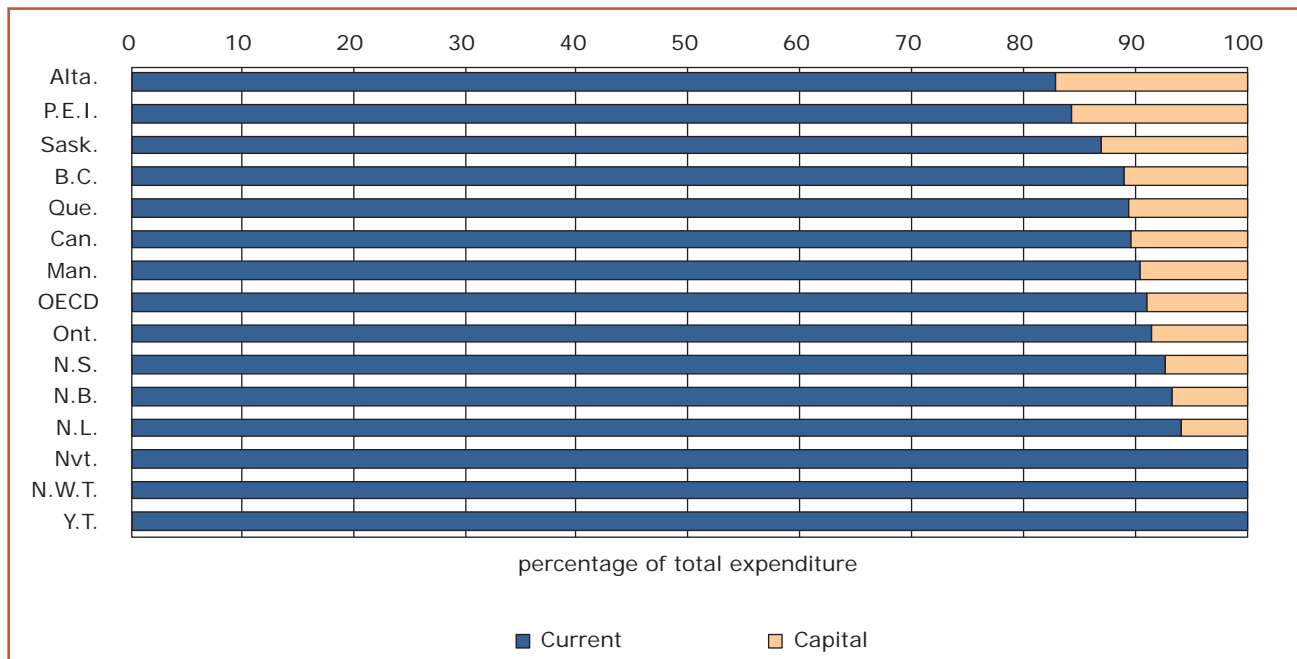
Distribution of total expenditure by educational institutions for primary, secondary and postsecondary non-tertiary education, 2008



Source: Table B.3.1.

Chart B.3.1.2

Distribution of total expenditure by educational institutions for tertiary education, 2008



Source: Table B.3.1.

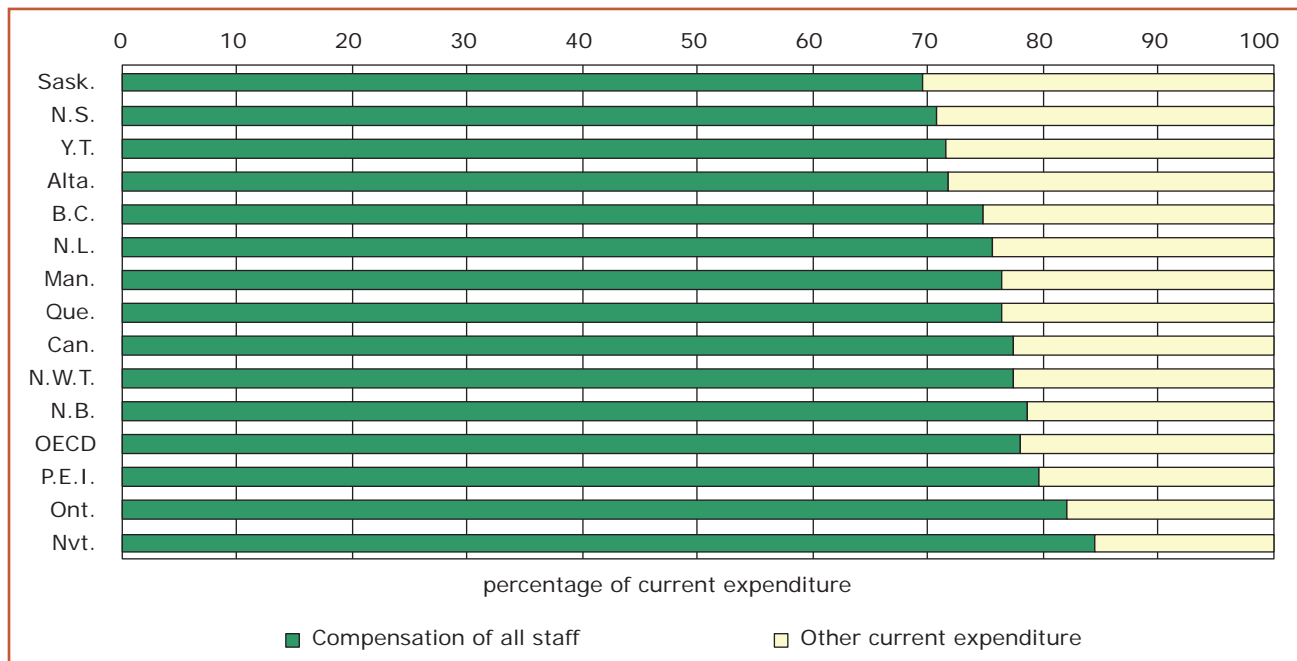
Compensation of staff

Current expenditure is subdivided into three broad categories: compensation of teachers; compensation of other staff; and other current expenditure (teaching materials and supplies, regular maintenance and cleaning of school buildings, preparation of students' meals, and rental of school facilities). For primary, secondary and postsecondary non-tertiary education, the compensation of staff (77.4%)—particularly teachers (62.4%)—accounted for the largest proportion of current expenditure in Canada in 2008, a situation mirrored all OECD countries (Table B.3.1; Chart B.3.2.1). At the tertiary level in Canada, 63.1% of current expenditure was devoted to compensation of all staff; 36.2%, to compensation for teachers (Table B.3.1; Chart B.3.2.2).

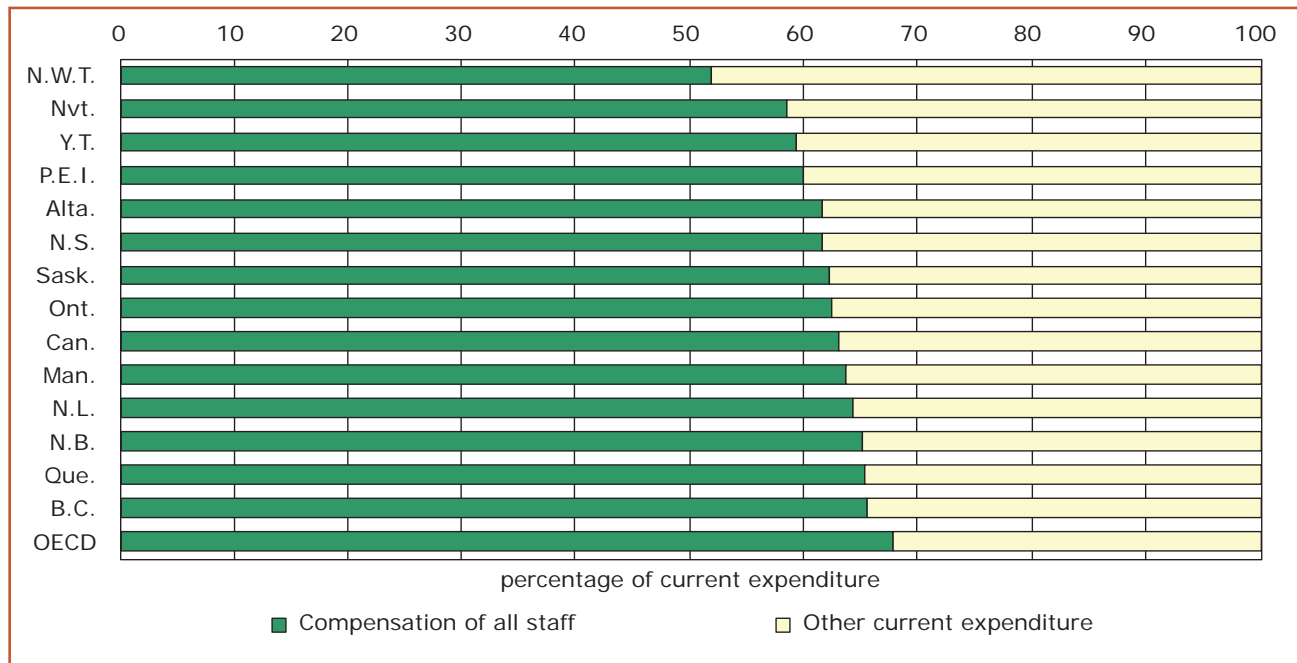
As was the case for Canada overall, the proportion of current expenditure allocated to compensation of all staff employed in education was larger for the primary, secondary and postsecondary non-tertiary category than for the tertiary category in all provinces and territories (Table B.3.1; Chart B.3.2.1 and Chart B.3.2.2). The proportion in primary, secondary and postsecondary non-tertiary varied from 69.6% in Saskatchewan to 84.6% in Nunavut; for tertiary, figures ranged from 52.0% in the Northwest Territories to 65.5% in British Columbia.

Chart B.3.2.1

Distribution of current expenditure by educational institutions for primary, secondary and postsecondary non-tertiary education, 2008



Source: Table B.3.1.

Chart B.3.2.2**Distribution of current expenditure by educational institutions for tertiary education, 2008**

Source: Table B.3.1.

Capital expenditure

In Canada in 2008, 10.5% of education expenditure for tertiary education was allocated to capital expenditure; the OECD average was 9.0%. Half of the provinces allocated a higher proportion of tertiary spending to capital expenditure than did Canada overall and OECD countries in general: Quebec (10.7%), British Columbia (11.1%), Saskatchewan (13.0%), Prince Edward Island (15.8%) and Alberta (17.2%). Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings.

For primary, secondary and postsecondary non-tertiary, the proportion of education spending allocated to capital expenditure was less than for tertiary education both in Canada (7.2%) and in OECD countries (8.7%) (Table B.3.1; Chart B.3.1.1 and Chart B.3.1.2). This was also the case in most provinces; Ontario, where the proportions of education spending allocated to capital expenditures were similar in both categories of education, was the exception. In all three territories, capital expenditures in primary, secondary and postsecondary non-tertiary education accounted for between 4.3% and 22.0% of total education expenditure, but with few institutions at the tertiary level (there are four colleges in the territories), such expenditures were negligible.

The distribution of education expenditures has been relatively stable over the last four years for Canada and the provinces, with the territories showing more variability, especially in the distribution of capital and current expenditures at the primary, secondary and postsecondary non-tertiary level.

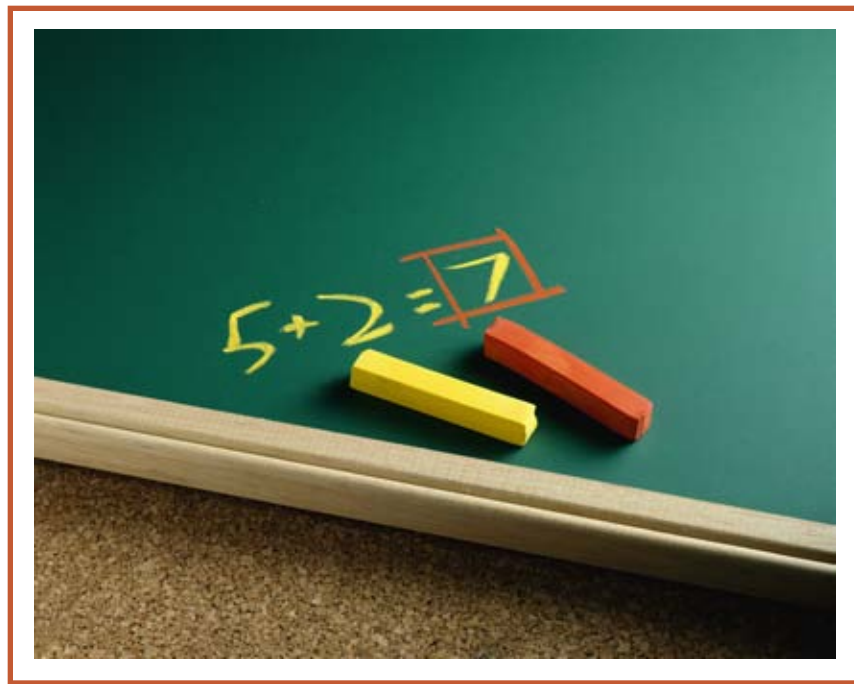
Definitions, sources and methodology

This indicator shows the proportion of budgets allocated to current and capital spending at different education levels. Expenditures are based on accrual and cash (or fund) accounting, depending on the data source(s) used by the provinces/territories. It also shows the proportion of current expenditure allocated to compensation of teachers and of other staff, along with other current expenditure.

The distinction between current expenditure and capital expenditure is taken from the standard definition used in national accounts. Current refers to resources used each year by institutions as they carry out their activities. Capital covers assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditure related to debt service into account.

The data for Canada reflect the 2008 financial year, and figures were drawn from seven Statistics Canada surveys: the Elementary-Secondary Education Survey; the Survey of Uniform Financial System-School Boards; the Survey of Financial Statistics of Private Elementary and Secondary Schools; the Financial Information of Universities and Colleges Survey; the Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools. Information for OECD member countries, and the OECD averages, refer to data for the 2009 financial year and are based on the data collection on educational systems conducted jointly by three international organizations—UNESCO, the OECD and Eurostat—and administered by the OECD.

Note: The corresponding OECD indicator is B6, *On what resources and services is education funding spent?*



Chapter C:

C1

Access to education, participation and progression

International students

Context

This indicator presents the proportions of international students enrolled in tertiary education in accordance with the three International Standard Classification of Education (ISCED) categories,³⁸ which represent enrolments in colleges and universities.³⁹ Changes in the number of international students over time are also presented, as well as the distribution of international students by province of study and by region of origin.

Students choose to pursue their education abroad for many reasons. Some may do so because they wish to explore different cultures, societies and languages while improving their employment prospects. Others, particularly those in developing countries, may actually need to leave their home country to pursue a tertiary education. Growing recognition of the importance of tertiary education as a determinant of higher earnings and employability has led to a growing demand, one that educational institutions in some countries may find difficult to meet. At the same time, the globalization of markets has increased demand for workers with broader knowledge and competencies, with work increasingly performed by teams that span regions and countries.

Several factors may contribute to the choice of country for study. The language spoken and used in instruction, the quality of education offered, the tuition fees and cost of living, and the immigration policy of the destination country are all important factors. Other factors include recognition of foreign degrees, future jobs opportunities, and any geographical, trade and cultural links between countries.

International students are generally well received because they represent an additional source of revenue for the institutions they attend. They may also contribute to the viability of programs when the domestic student base is somewhat limited. In Canada, as in other countries that belong to the Organisation for Economic Co-operation and Development (OECD), many institutions and governments are now actively marketing their educational programs to attract such students. In addition to the economic benefits they may provide, international and foreign students also add to the social and cultural dimensions of the communities in which they study. They may become future citizens, or they may become unofficial ambassadors when they return home.

38. Please see the "ISCED classification and descriptions" section in this report's [Notes to readers](#) for brief descriptions of the ISCED categories.

39. In Canada, universities are located in the 10 provinces; there are no universities in the territories.

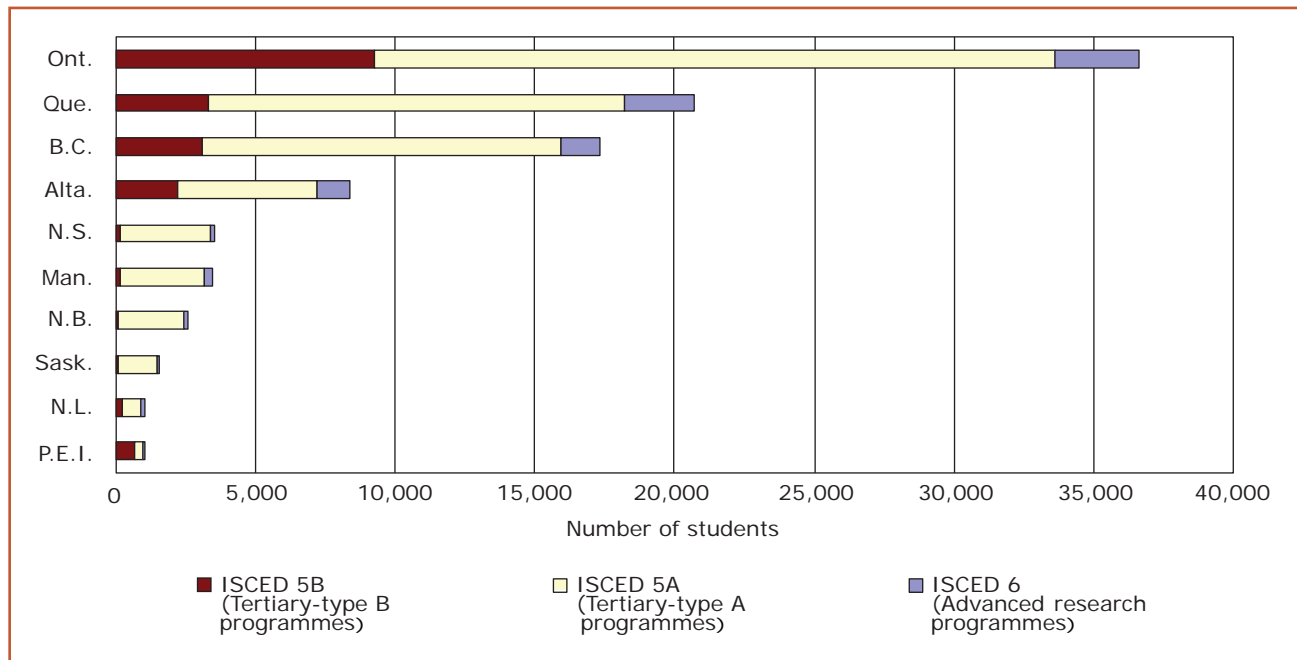
Observations

Proportion of international students in tertiary education

In Canada in 2009, close to 100,000 international students were registered in tertiary programmes, the vast majority of them (71.2%) in tertiary-type A programmes (Table C.1.1; Chart C.1.1). They accounted for 6.6% of all students enrolled in tertiary education, a proportion slightly below the average for OECD countries (8.0%) (Table C.1.1). The proportion of tertiary education enrolments accounted for by international students varies widely in the OECD countries, from 41.4% in Luxembourg to less than one percent in Chili. In Canada, the concept of “international students” refers to students who are not Canadian citizens and who do not hold a permanent residency permit in Canada (see the “Definitions sources and methodology” section of this indicator for the detailed definition). The proportion of international students in Canada has been increasing over time, and is now about 2 percentage points higher than the 2001 figure of 4.2%. While the number of Canadian students increased by 21.1% between 2001 and 2009, the number of international students increased by 90.8% over the same period.

Chart C.1.1

Number of international students in tertiary education, by level of education, provinces, 2009



Source: Statistics Canada, Postsecondary Student Information System (PSIS).

Although this analysis focuses on international students, it should be noted that, in 2010, Canada was hosting 4.9% of all foreign⁴⁰ students enrolled in tertiary programmes, up from 4.6% in 2000. This was the sixth largest share after the United States, the United Kingdom, Australia, Germany and France. Worldwide, the number of students enrolled outside their country of citizenship increased from 2.1 to 4.0 million between 2000 and 2010, an increase of 90.5%.

Across the provinces, there was little variation in the proportion of international students enrolled in the tertiary education systems, with the proportion falling within 1.0 percentage points of the Canada average in five provinces. In Prince Edward Island (15.1%), New Brunswick (9.6%) and British Columbia (8.8%), international students

40. The OECD presents a longer time series for foreign students, it has collected data on international students only since 2005. “International students” is the preferred statistics from the Canadian perspective. For the differences between the two concepts see the “Definitions, sources and methodology” section in this indicator.

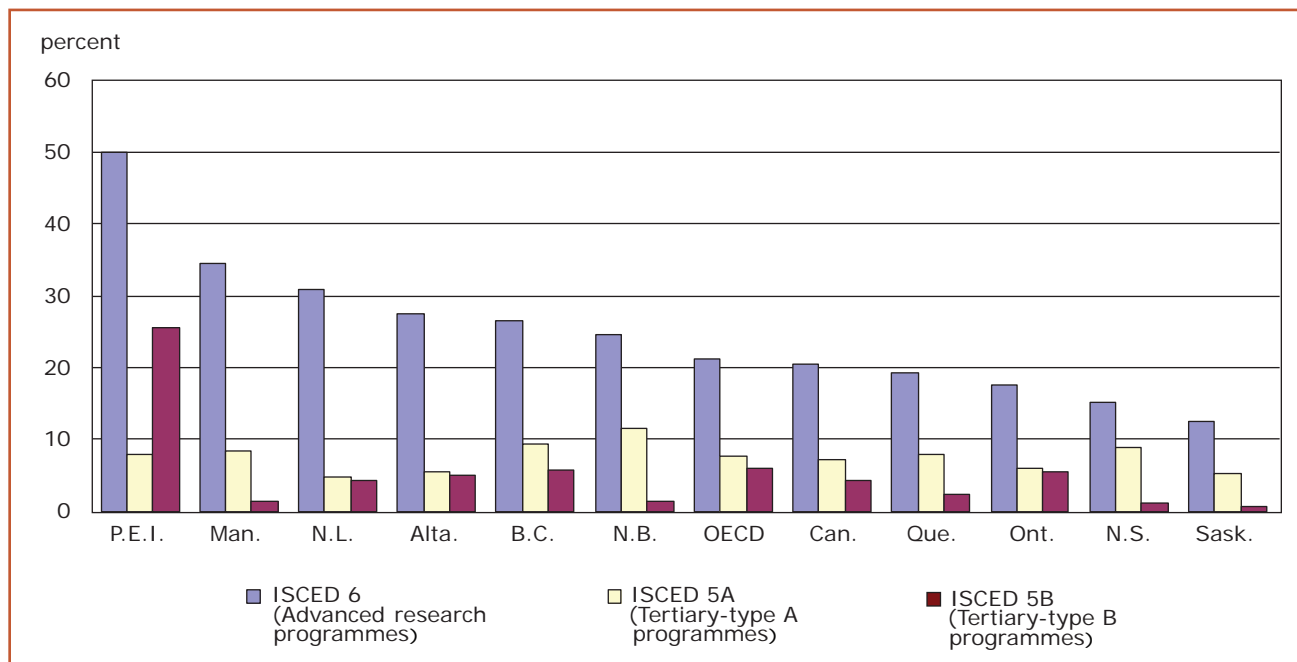
accounted for a higher share of total tertiary enrolment than in Canada and OECD countries in general. The figures for Canada were drawn from the Postsecondary Student Information System (PSIS) (for more information see the “Definitions, sources and methodology” section for this indicator, as well as the “ISCED classifications and descriptions” for PSIS in the [Notes to readers](#) section).

International students and type of tertiary education

In Canada, international students accounted for one-fifth (20.5%) of the enrolment in ISCED 6 (advanced research programmes), a much higher proportion of enrolment than in ISCED 5A (tertiary-type A), (7.1%) and ISCED 5B (tertiary-type B), (4.3%) programmes. This pattern is observed in almost all provinces (Table C.1.1; Chart C.1.2). Correspondingly, across the OECD countries in general, 21.1% of students in advanced research programmes were international students, as were 7.8% of tertiary-type A and 6.0% of tertiary-type B students. While patterns vary across OECD countries, in some, like Australia (a key competitor to Canada in the market for international students), high proportions of international students are enrolled in both tertiary-type A (21.8%) and advanced research programmes (28.7%).

Chart C.1.2

Percentage of enrolments in tertiary education accounted for by international students, by level of education, 2009



Source: Table C.1.1.

Six of the provinces registered a higher proportion of international students in advanced research programmes (ISCED 6) than OECD countries in general (21.1%). When compared with individual OECD member countries, Prince Edward Island, Manitoba, and Newfoundland and Labrador had the highest proportions of international students in advanced research programmes as did Luxembourg (80.2%), Switzerland (48.3%), the United Kingdom (41.7%) and New Zealand (37.2%). It should be noted that other Canadian provinces, despite registering lower proportions of international students, actually enrol higher absolute numbers of international students than the aforementioned provinces. For instance, the large majority of all international PhD students in Canada (over 90%) attend postsecondary institutions in Ontario, Quebec, British Columbia and Alberta.

Generally, there was less variation across the provinces in the proportion of international students enrolled in the ISCED 5A and 5B programmes. In tertiary-type A programmes, in all provinces, they accounted for between 4.9% and 11.6% of tertiary-type A students, with New Brunswick, British Columbia and Nova Scotia registering the highest proportions. With respect to tertiary-type B programmes, international students accounted for less than 5.7% of all students; the exception was Prince Edward Island, where 25.6% of tertiary type B students were from abroad in 2009 (Table C.1.1; Chart C.1.2).

Change in the number of international students

The number of international students who were pursuing tertiary programmes in the country almost doubled between 2001 and 2009, rising by 8.3% a year on average (Table C.1.1), with five provinces reporting higher average annual growth rates than the Canadian average. During this period, the number of international students rose by an average annual growth rate of 28.3% in Prince Edward Island, 16.4% in Manitoba, 14.5% in Newfoundland and Labrador, 11.5% in Ontario and 8.8% in Alberta, while the rates for the other provinces varied between 4.4% and 6.9%.

These increases are evident in the higher proportions of international students at every ISCED level in 2009 compared with 2001. For Canada as a whole, the proportion of international students in tertiary-type B programmes doubled over the period, from 2.1% in 2001 to 4.3% in 2009. The growth was not as high in tertiary-type A programmes, where the proportion increased from 5.0% in 2001 to 7.1% in 2009. In advanced research programmes, the proportions in 2001 and 2009 were 17.4% and 20.5%, respectively.

Origin and province of study of international students in Canada

In 2009, of the total number of international students enrolled at the tertiary level in Canada, 58.7% were from Asia, 12.4% were from Africa, 12.2% from Europe, 8.4% from North America, 7.9% from Latin America and the Caribbean, and 0.6% from Oceania (Table C.1.2; Chart C.1.3).⁴¹ Students from China represented the largest group of international students in Canada, accounting for 26.5% of international students in Canada, followed by students from the United States (7.9%), France (6.6%), India (5.2%), and South Korea (4.9%). The high proportion of Asian students in Canada is also mirrored in the OECD countries, where Asia is generally the largest source of international students, accounting for over half (51%) of the total.⁴²

Ontario (38.2%), Quebec (21.6%) and British Columbia (18.0%) attracted the highest proportions of international students in 2009 (Table C.1.2; Chart C.1.1). Together they hosted more than three-quarters (77.8%) of the international students enrolled in tertiary education in Canada. For most provinces with the exception of Quebec and New Brunswick, Asia provided the highest proportion of international students, generally followed by Africa and North America (Chart C.1.4). The mix is different in Quebec, with Europe and Africa providing more international students than Asia. In New Brunswick, the region of Latin America and the Caribbean provided the highest number of international students, followed by Asia.

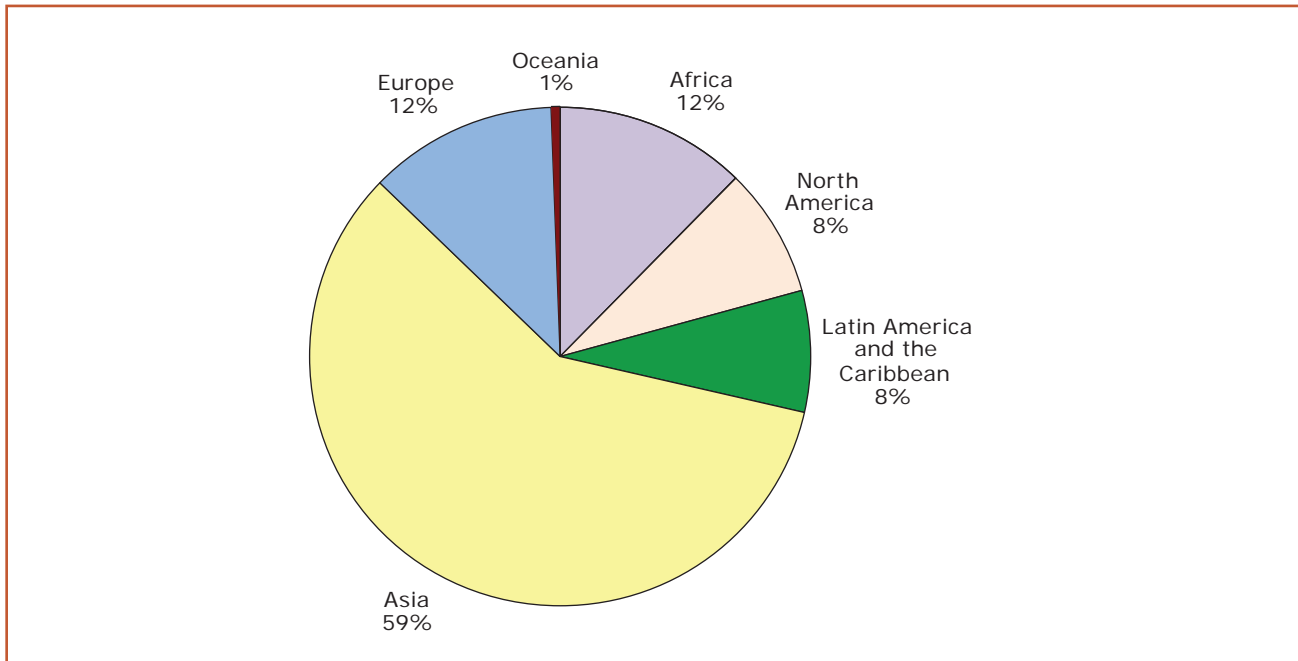
China provided the highest proportions of international students to all provinces but Quebec and New Brunswick (ranging from 28.8% in Ontario to 76.9% in Prince Edward Island). In Quebec, not surprisingly, over one-quarter (26.3%) of international students enrolled in tertiary programs were from France. In New Brunswick, in 2009 and for the last 10 years, Trinidad and Tobago provided a significant number of international students.

In 2009, Ontario was the most popular province of study for international students from Asia, Oceania, Latin America and the Caribbean, and from many individual countries. Quebec hosted the highest proportions of African, North American and European students. This is mainly attributable to students from the French-speaking countries of Africa and France who were enrolled in francophone universities and colleges in Quebec, and to students from the United States who were attracted to the English universities in Quebec. The highest proportions of Japanese and Taiwanese students were enrolled in universities and colleges in British Columbia.

41. These proportions were calculated based on students for whom the country of origin was known (the "other" category (undeclared origin) was not taken into account).

42. See *Education at a Glance 2012: OECD Indicators*, Table C4.3, Distribution of international and foreign students in tertiary education, by country of origin (2010).

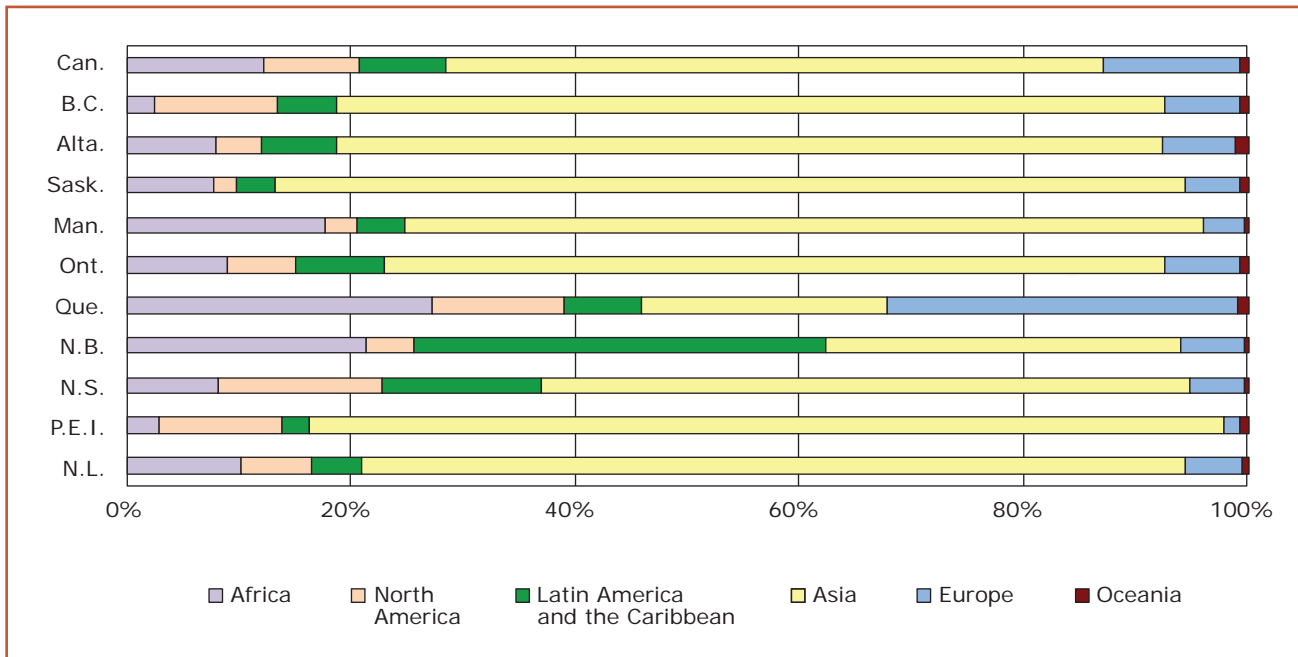
Chart C.1.3
Distribution of international students in tertiary education, by region of origin, Canada, 2009



Note: These proportions were calculated based on students for whom the country of origin was known (the "other" category [undeclared origin] was not taken into account).

Source: Table C.1.2.

Chart C.1.4
Distribution of international students in tertiary education, by region of origin, Canada and provinces, 2009



Source: Table C.1.2.

Definitions, sources and methodology

This indicator examines the proportion of international students in the different categories of tertiary education. It also provides insight into the change in the number of international and foreign students between 2001 and 2009.

International students are those who, for the specific purpose of pursuing their education, go to a country other than their country of residence or the country in which they were previously educated. These students may be defined on the basis of either the country of which they were permanent residents or the country in which they were previously educated (regardless of their nationality). In Canada, this concept includes students who are not Canadian citizens and who do not hold a permanent residency permit in Canada. **Foreign students** are those who are educated in a country for which they do not hold citizenship. In Canada, as in other countries, this concept covers all students who are not Canadian citizens but who hold a permanent residency permit (formerly called landed immigrants). International students are therefore a subset of foreign students.

The proportion of enrolment at a given education level accounted for by international students is obtained by dividing the number of students who are not Canadian citizens and who are not permanent residents of Canada by the total number of students at that level, and multiplying this ratio by 100. The total number of students includes all individuals educated in Canada, whether they are Canadian citizens or foreign nationals, but it excludes all Canadian citizens who are educated abroad.

The Canadian data were drawn from Statistics Canada's Postsecondary Student Information System (PSIS), which covers only public postsecondary institutions. As not all institutions currently provide data to PSIS, results for some jurisdictions rely in part on estimates submitted to the institutions for validation. The data on foreign students and international students reflect the 2009/2010 academic year (2008/2009 for Canada) and are drawn from the UOE collection of statistical data on education, which was carried out by the OECD in 2011. In Canada and other OECD countries, domestic and international students are usually counted on a specific day or period of the year (e.g., the PSIS enrolment data reflect the number of students who were enrolled in courses on October 31, 2008, for the academic year 2008/2009). This procedure may not capture the total number of international students as some students may study abroad for less than a full academic year (e.g., those that enter in the winter or spring terms).

Note: The corresponding OECD indicator is C4, *Who studies abroad and where?*.

Transitions to the labour market

C2

Context

This indicator focuses on transitions from education to the working world. The percentages of individuals between 15 and 29 years of age who are considered to be “in education” or “not in education” are presented, along with their respective employment situations. Such information can be helpful in understanding how young adults may combine school and work, or how they may transition from one to the other. The “not in education” portion of this population is further examined with a focus on those individuals who are neither employed nor in education (or training), a group sometimes referred to as the “NEET” population.

In Canada and most other Organisation for Economic Co-operation and Development (OECD) countries, education policymakers strive to encourage young people to complete at least their secondary education. As successfully reaching this milestone has become the norm for students in the majority of OECD countries, those who fail to do so will likely have much more difficulty when they enter the labour market, where lacking a high school education is usually an impediment to finding a job.

Recognition of the importance of postsecondary education for economic and social success—both for individuals and society—is widespread. However, the decisions that young people make regarding their education are often influenced by economic conditions. They may, for example, be inclined to leave school and enter the work force when the labour market is strong, or they may decide to continue with or return to their education when the labour market is weak and it is more difficult to find a job.

The transition from school to work is not always an easy process, and complexity may be added by a combination of factors including personal circumstances, the type and length of schooling received, and the labour market and overall economic conditions that younger people may face. It is also important to find ways to understand how this complexity may affect the NEET group, particularly the youngest members, as teens aged 15 to 19 will have both lower educational attainment and less work experience than young adults in their twenties.

Observations

Young adults in education, not in education

This international indicator portrays the education and employment status of young adults aged 15 to 29 to view some aspects of their transition from school to the working world. In Canada in 2010, 43.9% of young adults in this age group were still involved in education (Table C.2.1), a proportion that, of course, varies considerably between the youngest and oldest individuals (Chart C.2.1.1, Chart C.2.1.2 and Chart C.2.1.3). The most recent international average for the OECD countries, which includes Canada, was slightly higher, with 47.1% of 15- to 29-year-olds in education (Table C.2.1).

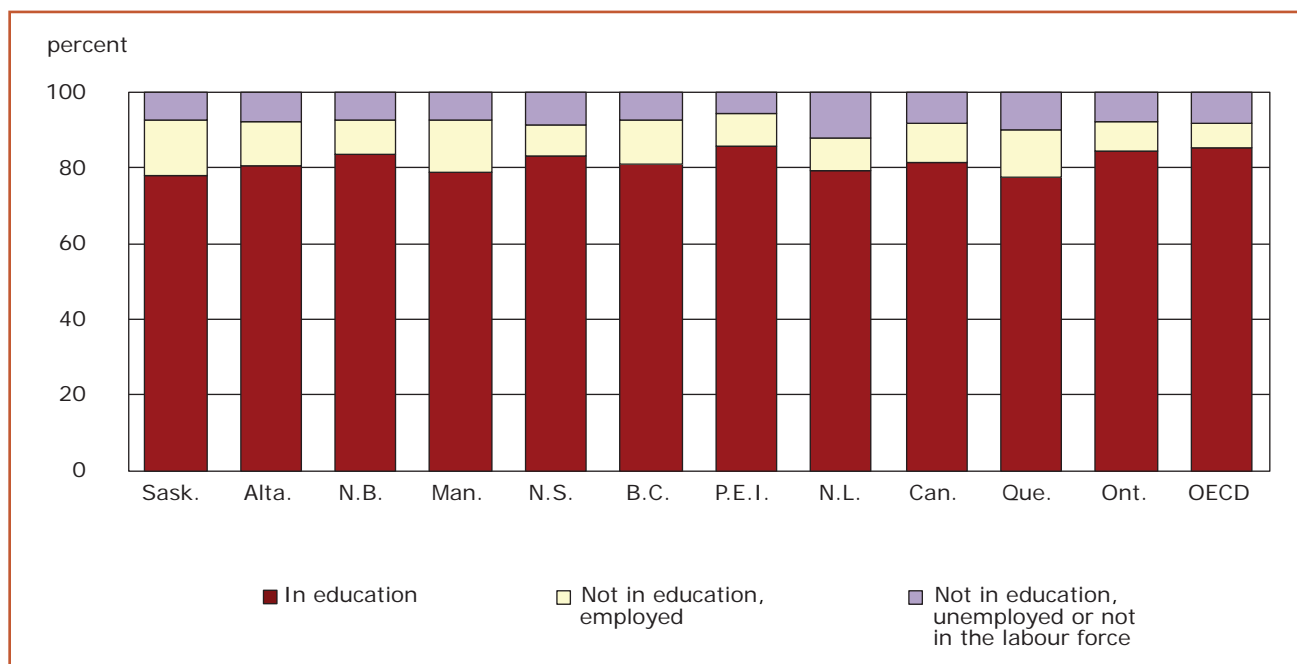
As expected, the majority of youth aged 15 to 19 are still pursuing their education; the 2010 international estimate is 85.6%. In 2010, about 8 in 10 Canadian youth (81.5%) in this age range were “in education”, which means that the remaining youth (18.5%) were no longer pursuing a formal education (Table C.2.1; Chart C.2.1.1). The overall OECD average for “not in education” 15- to 19-year-olds was 14.4%, very similar to the estimate recorded for the

United States.⁴³ Canada's "not in education" figure may seem somewhat high at first glance, given that school attendance is compulsory until at least age 16 in most of the country and until age 18 in Ontario, New Brunswick and Nunavut. But many in this 15-to-19 age group could actually be high school graduates who had not yet pursued any further education. And some of these 15- to 19-year-olds were employed in 2010 (10.2% of the 18.5% "not in education"). All figures for Canada were drawn from the Labour Force Survey (LFS) (for more information, see the "Definitions, sources and methodology" for this indicator and the Notes to readers section of this report).

The proportion of young adults "in education" was much lower among those aged 20 to 24 compared with their younger counterparts, dropping by about half to approximately 4 in 10 individuals, both in Canada (39.5%) and internationally (43.9%) (Table C.2.1; Chart C.2.1.2). In Canada in 2010, 45.1% of individuals aged 20 to 24 were "not in education" and employed, reflecting the transition into the working world; the corresponding OECD average was 37.5%. Not surprisingly, the "in education" numbers are lowest among those aged 25 to 29, as it is even more likely that young people in this age group will have moved out of education and into employment. The recent Canada and OECD figures for employed "not in education" individuals in this age group were 70.4% and 64.3%, respectively (Table C.2.1; Chart C.2.1.3).

Chart C.2.1.1

Distribution of 15- to 19-year-old population by education and employment status, 2010



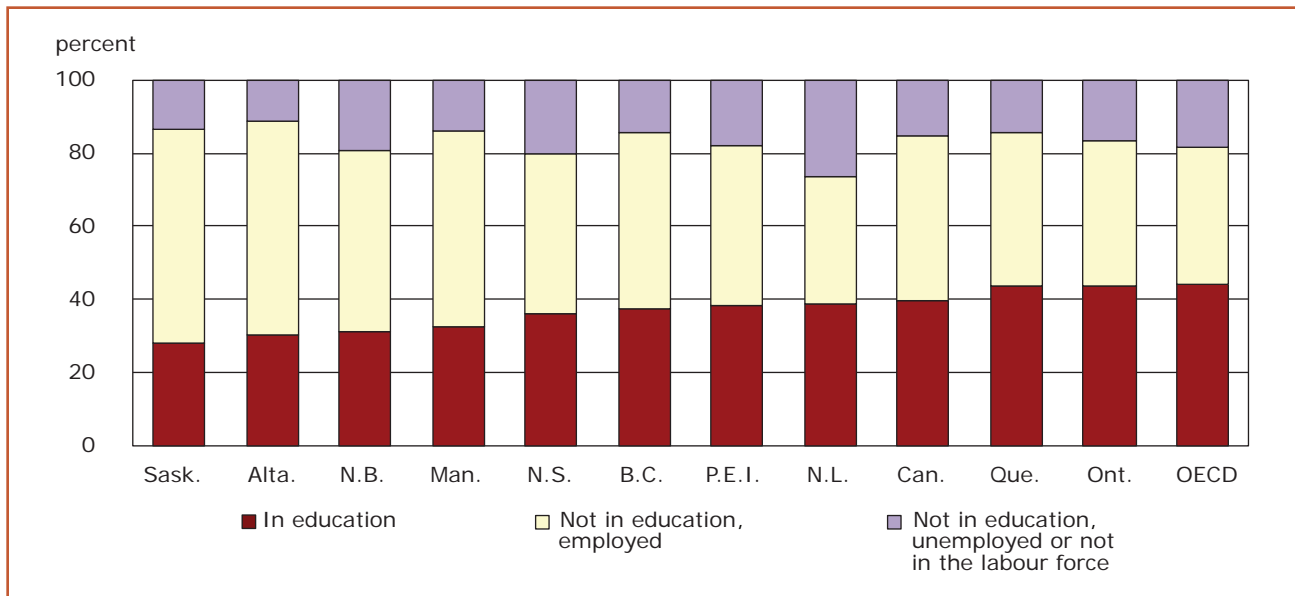
Notes: The "not in education, unemployed or not in the labour force" reflects the combination of two categories to capture the "NEET" population; that is, those individuals who are not in employment and not in education (or training).

The data presented are ranked according to the ascending order of the percentage of 20- to 24-year-olds in education (Chart C.2.1.2).

Sources: Table C.2.1 and Table C.2.4.

43. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2012: OECD Indicators*, available on the OECD's Web site.

Chart C.2.1.2
Distribution of 20- to 24-year-old population by education and employment status, 2010

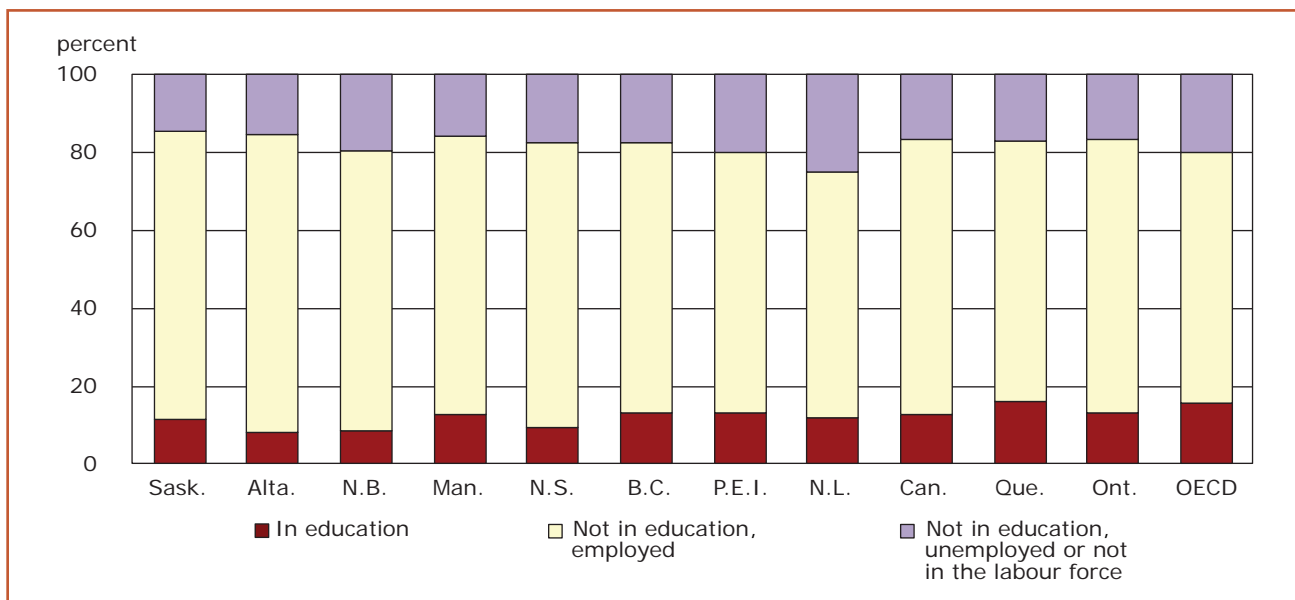


Notes: The "not in education, unemployed or not in the labour force" reflects the combination of two categories to capture the "NEET" population; that is, those individuals who are not in employment and not in education (or training).

The data presented are ranked according to the ascending order of the percentage of 20- to 24-year-olds in education.

Sources: Table C.2.1 and Table C.2.4.

Chart C.2.1.3
Distribution of 25- to 29-year-old population by education and employment status, 2010



Notes: The "not in education, unemployed or not in the labour force" reflects the combination of two categories to capture the "NEET" population; that is, those individuals who are not in employment and not in education (or training).

The data presented are ranked according to the ascending order of the percentage of 20- to 24-year-olds in education (Chart C.2.1.2).

Sources: Table C.2.1 and Table C.2.4.

Neither employed nor in education (NEET)

In addition to those who are employed, the total “not in education” portion of the 15- to 29-year-old population also includes those who are neither employed nor in education (or training). Such individuals are sometimes referred to as the “NEET” population. This captures a somewhat diverse group of young people in a number of possible situations. Some may be part of this group by choice, perhaps taking time off work and/or school to travel or to start families and care for their young children. Some might prefer to be working, but have abandoned the job search temporarily. These people would be seen as “not in the labour force”⁴⁴ as opposed to those who are seeking work but are unemployed. The group of people who are not in education and are either “unemployed” or “not in the labour force” is a population that could potentially be at risk for economic and social difficulties. While NEETs are seen in all three age groups that make up the overall 15-to-29 population (Chart C.2.1.1, Chart C.2.1.2 and Chart C.2.1.3), the presence of NEETs in the youngest age group (Chart C.2.1.1) is of most concern, given that one would expect that most 15- to 19-year-old youth would be in school, working towards high school graduation.

Not in education and not in employment, by age

In 2010, 13.5% of Canada’s population aged 15 to 29 was neither employed nor in education (or training) (Table C.2.1 and Table C.2.4 (see 2010 data for the “not employed”, which is a summation of “unemployed” and “not in the labour force”). This compares with an OECD average of 15.8%. Overall, the situation in Canada is slightly better than that in the OECD as a whole, but there are important differences across provinces. In Canada and in the OECD overall, the highest proportion of individuals who were not in education and not in employment was in the 25-to-29 age group: 16.8% in Canada, reflecting a slightly better situation compared with the OECD’s 20.0% (Table C.2.4; Chart C.2.2). In three of the western provinces (Saskatchewan, Alberta and Manitoba), the proportion of 25- to 29-year-old NEETs ranged from 14.4% to 15.7%, below the national average for the age group. The proportion in Ontario (16.7%) mirrored the Canada average. In the remaining provinces, the proportion of NEETs aged 25 to 29 was above the average for Canada, ranging from 17.1% in Quebec through to 24.8% in Newfoundland and Labrador.

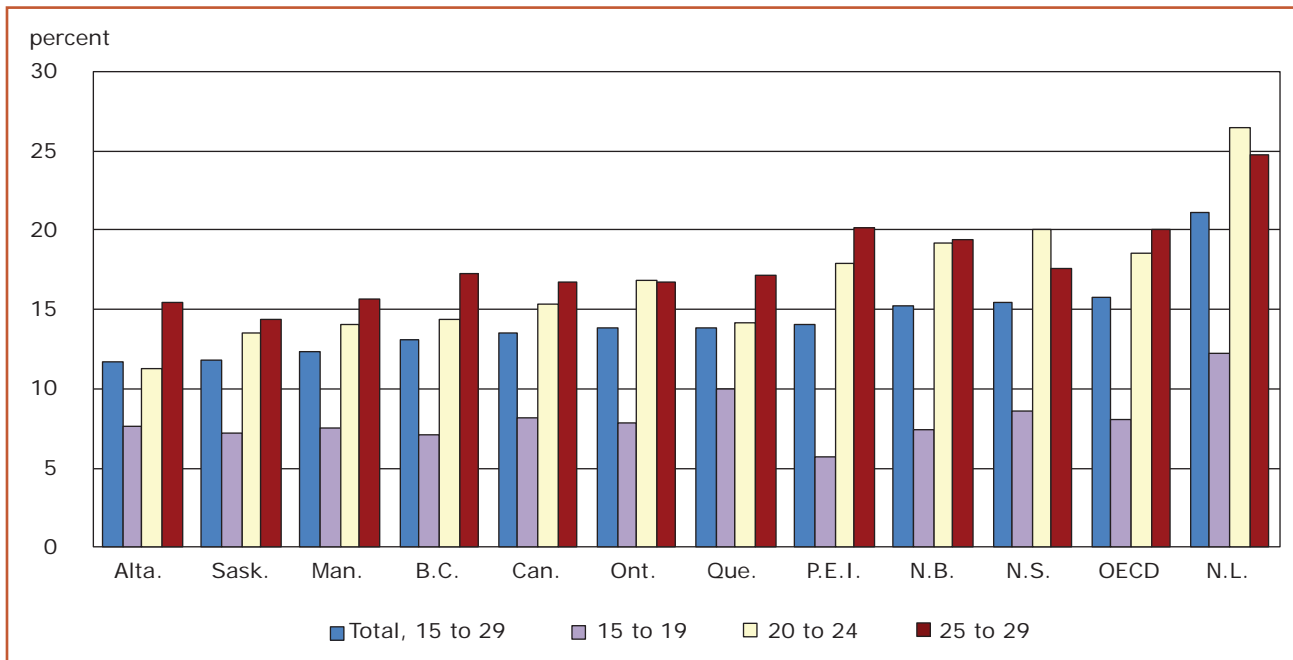
The highest proportion of individuals aged 20 to 24 who were not in education and not employed is also seen in Newfoundland and Labrador (26.5%), while figures for this age group in the other provinces ranged between 11.3%, in Alberta, and 20.0%, in Nova Scotia. The average proportion of 20- to 24-year-olds in Canada fell somewhat in the middle of those figures in 2010, at 15.3%. The comparable OECD figure is 18.5%.

In 2010, the proportion of Canadian youth aged 15 to 19 who were not in education and not in employment (or training) was very similar to the OECD average, 8.2% versus the OECD’s 8.1% (Chart C.2.2). In several provinces, the proportion of these young NEETs was around 7% or 8%. In Nova Scotia, Quebec, and Newfoundland and Labrador, the proportion of young not-in-education, not-in-employment individuals ranged from 8.6% to 12.2%. As reviewed later in this indicator, the high overall level of NEETs seen in 2010 is a continued reflection of the recession that began in late 2008.

44. “Not in the labour force” means that they were not looking for a job, so were neither employed nor unemployed.

Chart C.2.2

Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), by age group, 2010



Notes: The combination of the “unemployed” and the “not in the labour force” portions of the overall “not in education” category captures the “NEET” population; that is, those individuals who are not in employment and not in education (or training).

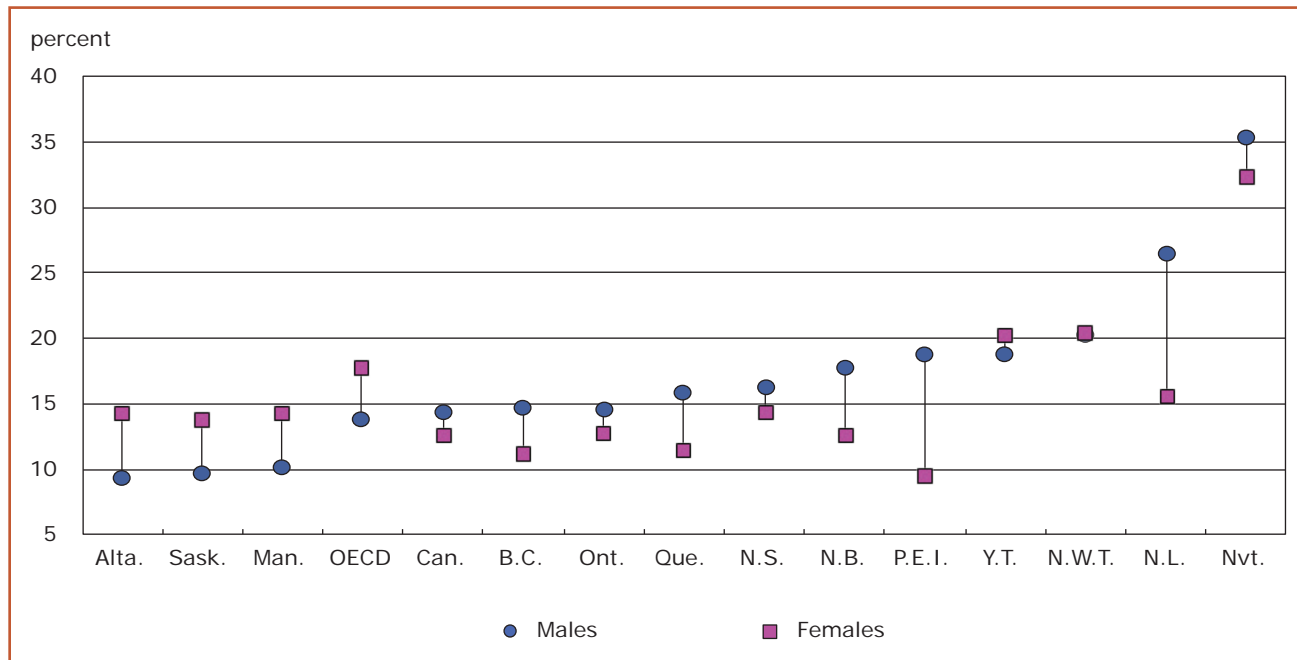
Ranked based on the percentages of NEETs (the “not employed” in Table C.2.4) in the total 15-to-29 age groups.

Source: Table C.2.4.

Not in education, not in employment, by sex

Among the Canadian 15- to 29-year-olds who were “in education” in 2010 (43.9%), the proportion of females (46.1%) was higher than that for males (41.8%) (Table C.2.2). Of course, this means that the opposite occurs among adults these ages who were in the “not in education” category, where the proportion for males was higher (58.2% versus 53.9% for females). Across the country, the proportion of females aged 15 to 29 who were in the “not in the labour force” category of “not in education” was far higher than that for males, which is not surprising as some women in this age group would be having or raising children.

Some other male–female differences are evident among the “not in education” sub-groups that comprise the NEET population in Canada. For example, in 2010, the variability in the proportion of 15- to 29-year-old individuals who were neither employed nor in education (NEETs) across the provinces was larger for males, ranging from 9.3% in Alberta to 26.5% in Newfoundland and Labrador. From 9.6% in Prince Edward Island to 15.7% in Newfoundland and Labrador, the variability for female NEETs was less pronounced (Chart C.2.3). The NEET level is mainly driven by the unemployment portion for men, in all provinces (Table C.2.2). This is reflected in Alberta, Manitoba and Saskatchewan, where the 2010 proportions of NEETs were higher for females, as males experienced the lowest levels of unemployment.

Chart C.2.3**Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), by sex, 2010**

Note: The combination of the “unemployed” and the “not in the labour force” portions of the overall “not in education” category captures the “NEET” population; that is, those individuals who are not in employment and not in education (or training).

Source: Table C.2.2.

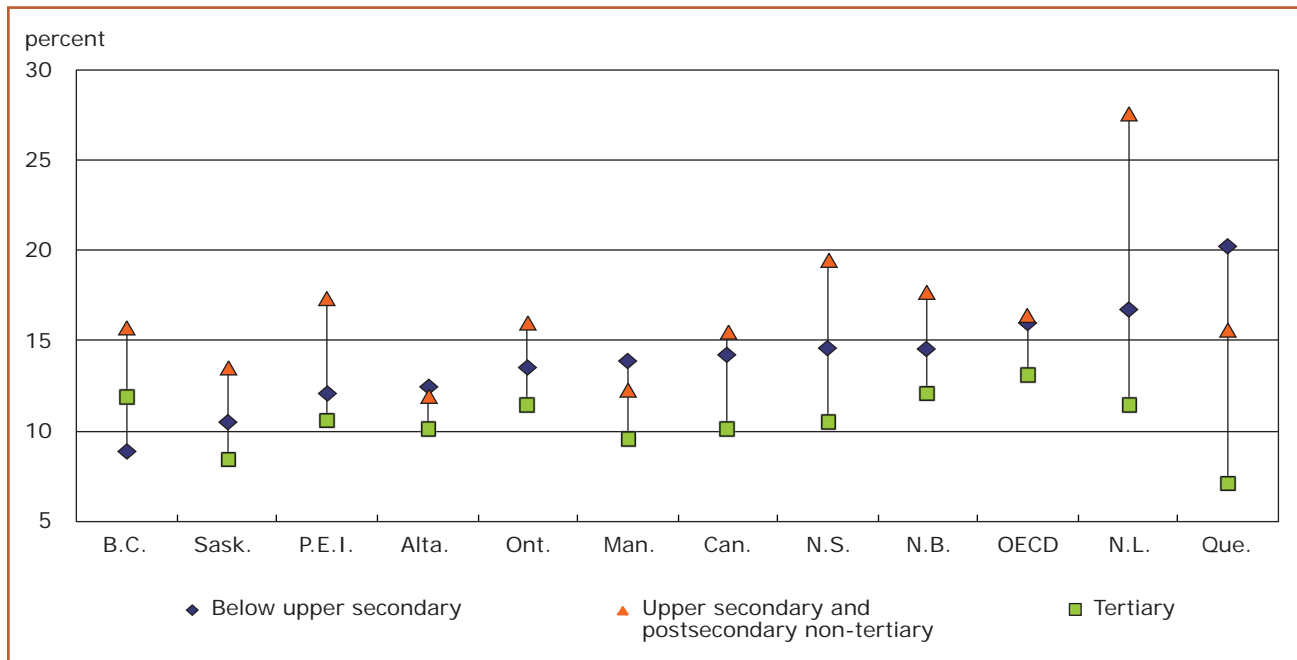
Not in education, not in employment, by educational attainment

The OECD’s examination of 15- to 29-year-old NEETs (not in employment, not in education or training) by three educational attainment groupings reveals that the youth with “upper secondary and postsecondary non-tertiary” as their highest level of educational attainment are most likely to be in the NEET group (Table C.2.3; Chart C.2.4). The same pattern is evident in Canada for 2010, where the figure for this group was 15.4%.

The picture of individuals who are not in employment and not in education (or training) that emerges by examining educational attainment is obviously not independent of age; the higher the age, the more likely that an individual will have achieved a higher level of education. At the same time, the lower the age, the higher the risk that an individual will have a lower level of education in combination with less labour market experience.

Chart C.2.4

Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), by highest level of educational attainment, 2010



Note: The combination of the “unemployed” and the “not in the labour force” portions of the overall “not in education” category captures the “NEET” population; that is, those individuals who are not in employment and not in education (or training).

Source: Table C.2.3.

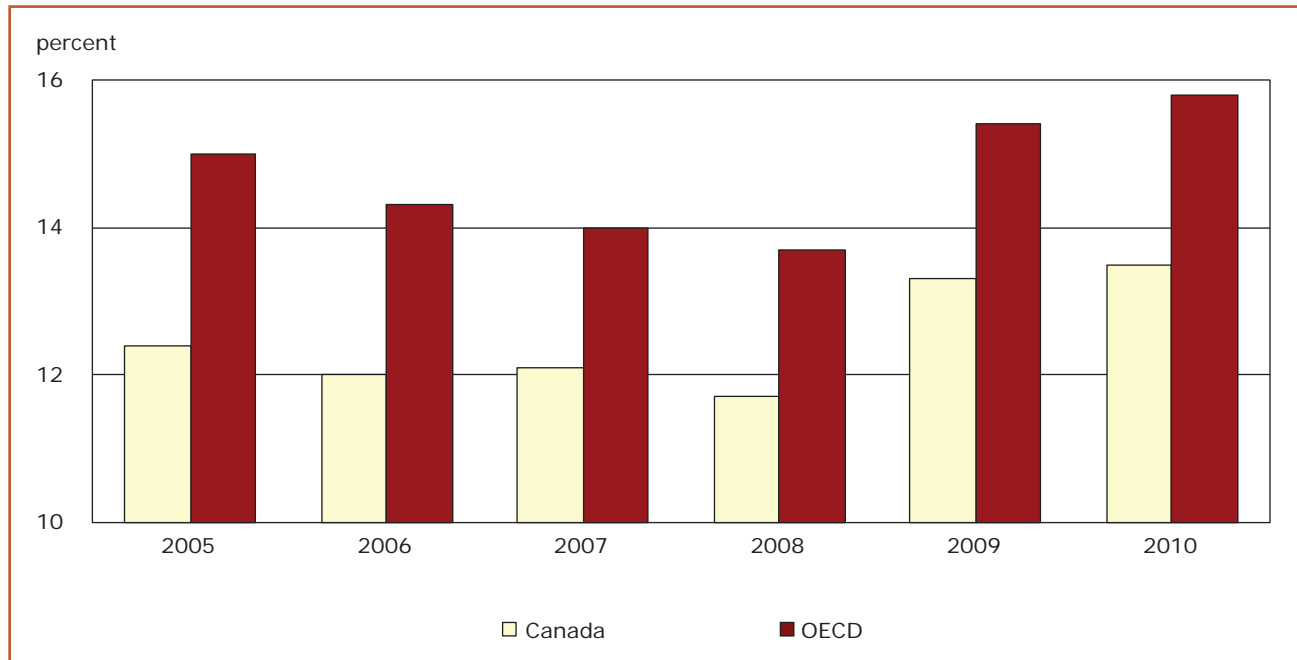
Trends for not in education, not in employment population affected by recession

The proportion of Canadian young people aged 15 to 29 who were “in education” remained quite stable over the 2000-to-2010 decade, around 43% to 44% (Table C.2.4). The proportion of youth who remained in education was largest among youth aged 15 to 19, which also remained fairly stable over the decade, at around 8 in 10 individuals. In the OECD countries overall, the proportion of 15- to 19-year-olds who were in education rose from 80.1% in 2000 to 85.6% in 2010.

When the focus is shifted to the “not in education” sub-group of the 15-to-29 population that is neither employed nor in education (or training) (the NEETs), variation is seen over a recent five-year period. The OECD’s examination of the proportion of NEETs from 2005 through to 2010 indicates a decline from one year to the next from 2005 to 2008, followed by a subsequent rise in this population in 2009 and 2010 (Chart C.2.5). A similar pattern is seen for Canada’s NEET population: 12.4% in 2005, down to 11.7% in 2008, and then up to 13.5% in 2010. This similarity reveals how this group of young adults who were not in education were affected by the recession that began in late 2008.

Chart C.2.5

Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), Canada and OECD, 2005 to 2010



Notes: The combination of the “unemployed” and the “not in the labour force” portions of the overall “not in education” category captures the “NEET” population; that is, those individuals who are not in employment and not in education (or training).

Data for 2006, 2008 and 2010 are available in Table C.2.4; the supplementary data used to portray this comparison with the OECD were drawn from the Labour Force Survey.

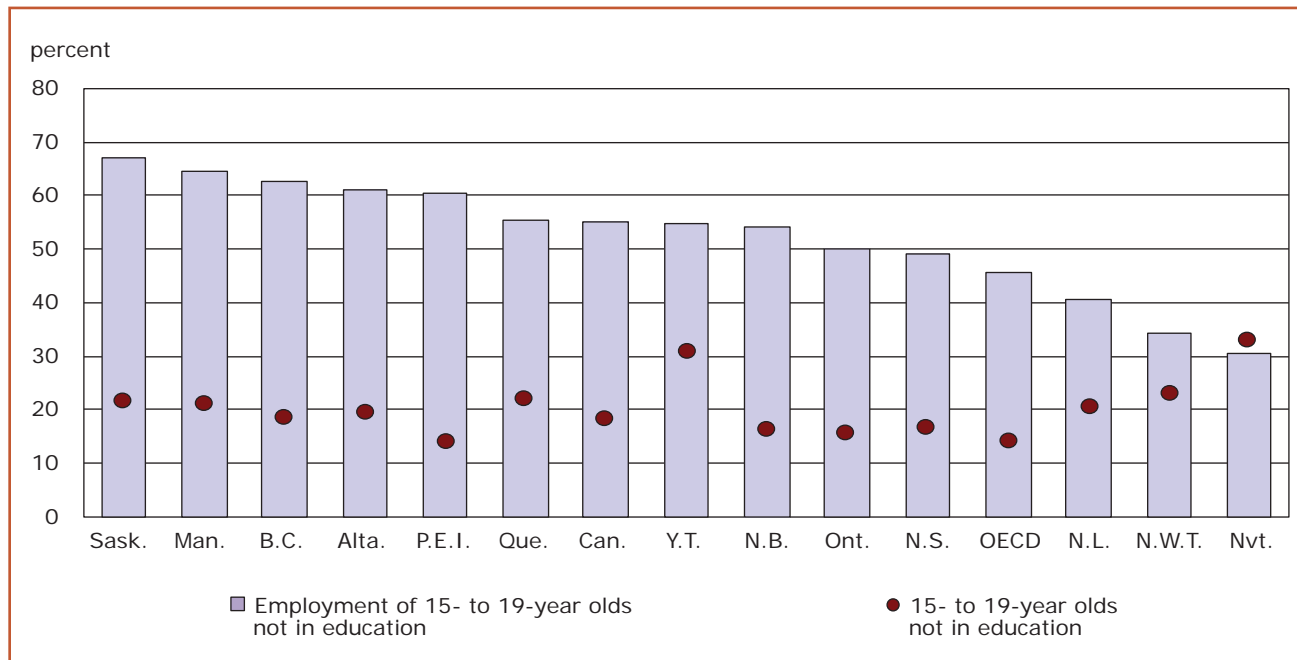
Sources: Table C.2.4 and supplementary Labour Force Survey data.

Employment rates

Recent employment rates for young Canadians who were not in education continue to show that the country fares reasonably well when placed among other OECD member countries. Considering the percentage of employed 15- to 29-year-olds in Canada (42.5%) as a proportion of the total for these ages who were no longer in education (56.1%) reveals an employment rate of 75.8% in 2010 (calculated using figures from Table C.2.1). The latest comparable OECD employment rate for this age group is lower, at 70.1%.

The Canada–OECD difference in employment rates is largest and most evident among the youth aged 15 to 19: the employment rate for Canada (55.1%) was 9.3 percentage points higher in 2010 than the OECD’s 45.8% average (Chart C.2.6). The provincial and territorial data indicate that some provinces seem to be more successful than others in meeting the challenge of integrating young adults with relatively low educational attainment into the labour force. In Saskatchewan, Manitoba, British Columbia and Alberta, the association of relatively high employment rates and relatively high proportions of young people not in education suggests that young people can find employment in areas with labour market shortages, despite generally having less education and work experience. The situation in the other provinces appears more typical of the difficulties young people may expect when leaving the education system early, while the patterns in the three territories are somewhat different and not unexpected for these regions.

Chart C.2.6
Percentage of 15- to 19-year-olds not in education and their employment rate, 2010



Note: The employment rate was calculated by dividing the percentage of employed 15- to 19-year-olds who were not in education by the total percentage of 15- to 19-year-olds not in education and multiplying by 100.

Source: Table C.2.1.

Definitions, sources and methodology

The indicator is calculated using cross-tabulations for the following variables: school attendance, labour force status, sex, age (15 to 29 overall; 15 to 19; 20 to 24; and 25 to 29) and educational attainment (highest level of education attained). Individuals are categorized by their education status (in education or not in education) and their labour force status (employed, unemployed, or not in the labour force). Some historical data are also presented.

The “in education” group captures both full- and part-time students, while “not in education” portrays those who are no longer pursuing a formal education. Employment status is based on International Labour Organization (ILO) guidelines. The **employed** are defined as those who during the survey reference week: (i) work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or (ii) have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.). The **unemployed** are defined as individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work. And **not in the labour force** captures individuals who are not working and who are not unemployed; i.e., individuals who are not looking for a job.

The data were obtained from Statistics Canada’s Labour Force Survey (LFS), and they cover the first quarter or the average of the first three months of the calendar year, which excludes summer employment. The LFS does not collect data on official work-study programmes in which students might participate; in Canada, these would be considered education in the form of a co-op or student intern programme.

Note: The corresponding OECD indicator is C5, *Transition from school to work: Where are the 15-29 year-olds?*



Chapter D:

D1

The learning environment and organization of schools

Instruction time

Context

This indicator examines the amount of time, as established in public regulations, that Canadian students aged 7 to 15 must spend in class. More precisely, this indicator shows the annual number of hours of compulsory and intended instruction time in the curriculum for students aged 7 and 8, 9 to 11, 12 to 14, and at the age of 15. This information is for Canadian public institutions in 2009/2010 (the 2009/2010 school year). Data are presented for Canada, and for the provinces and territories.⁴⁵

Instruction time in formal classroom settings accounts for a large portion of the public investment in student learning and is a central component of effective schooling. The amount of instruction time available to students is the amount of formal classroom teaching they receive and can therefore determine their opportunities for effective learning. It is also central to education policy decision-making. Matching resources with students' needs and making optimal use of time are major challenges for education policy. The main costs of education are the use and deployment of teacher resources, institutional maintenance and other educational resources. The length of time during which these resources are made available to students is thus an important factor influencing the budget in education.

In combination with the information on teachers' salaries presented in Indicator D2 and teacher working time in Indicator D3, this indicator on instruction time contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contribute to expanding the context for discussion of quality of instruction and understanding certain aspects of education processes.

45. Data for 2009/2010 were not available for Nunavut.

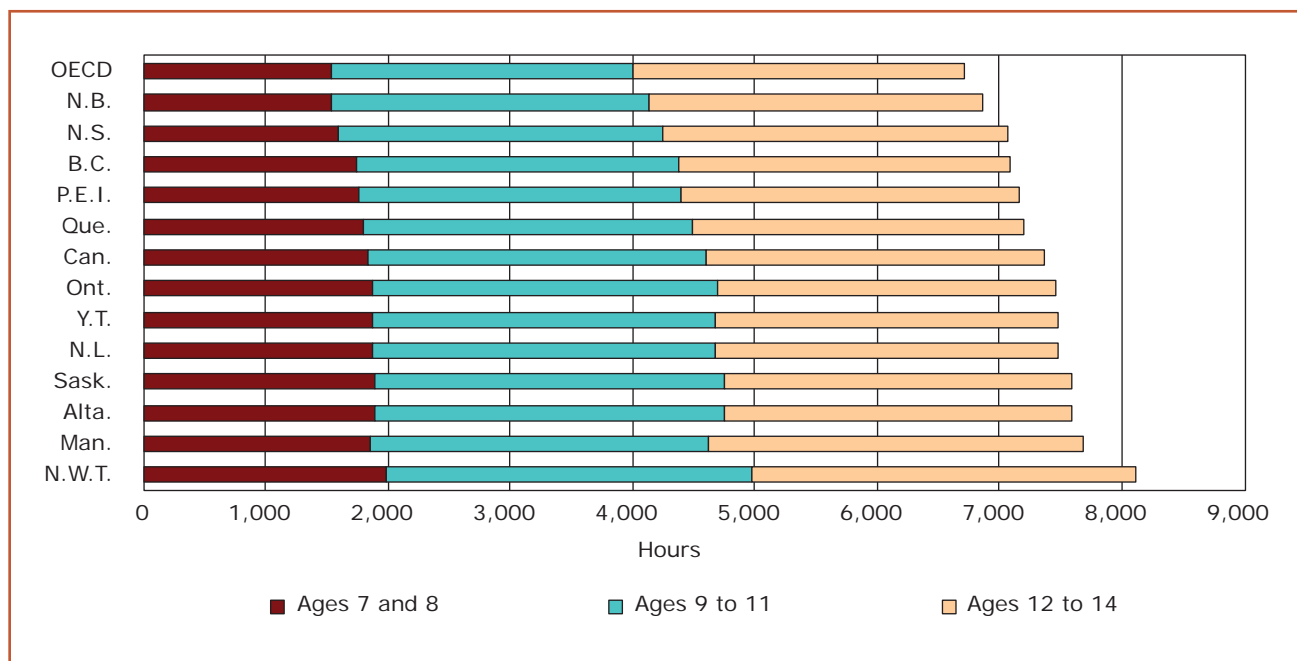
Observations

Compulsory instruction time

In Canada in 2009/2010, the total cumulative compulsory instruction time in formal classroom settings was 7,363 hours, on average, between the ages of 7 and 14, which generally covers five of the six years of primary studies and three years at the lower secondary level: 1,834 hours between the ages of 7 and 8; 2,763 hours between the ages of 9 and 11; and 2,766 hours between the ages of 12 and 14. By comparison, total compulsory instruction time for the OECD countries for which data were available was 6,710 hours, or 653 fewer hours than the average total compulsory instruction time in all public institutions in Canada during the 2009/2010 school year (Chart D.1.1).

Chart D.1.1

Total number of cumulative compulsory instruction hours in public institutions, ages 7 through 14, Canada, 2009/2010



Notes: Data for Nunavut are not available.

New Brunswick's reporting for 2009/2010 has resulted in an under-representation of mandated instruction time for ages 11 through 15.

Source: Table D.1.1.

Determining total instruction time is a provincial or territorial responsibility in Canada. Choices relative to the average annual number of compulsory hours in a curriculum thus reflect priorities for the education that students receive at different ages. Total compulsory instruction time for students aged 7 to 14 varies by province and territory (Chart D.1.1). In 2009/2010, there was large variation from the Canadian average of 7,363 hours: from 6,869 hours in New Brunswick to 7,679 hours in Manitoba and 8,120 hours in the Northwest Territories.

In the case of 15-year-old students who were registered in typical programmes for this age (in general, this corresponds to the first year of upper secondary), the average annual number of hours of compulsory instruction time was 919 hours in Canada, close to the total compulsory instruction time reported for the OECD countries in 2009/2010. Total compulsory instruction time was below the Canada-level average of 919 hours in only three provinces: 880 hours in Prince Edward Island and Ontario, and 900 hours in Quebec. Total compulsory instruction time was above the average for Canada in all other provinces and territories (Table D.1.1).

The Canadian average indicates that students received similar compulsory instruction time per year regardless of their age. This contrasts with the average for OECD countries, where compulsory instruction time increased with age, from 774 hours for students aged 7 and 8 to 920 hours for those who were 15. The average for Canada does not reflect a homogeneous situation across the country, however. Compulsory instruction time received was the same for all age groups in Newfoundland and Labrador, Quebec, Saskatchewan, and Yukon. In Prince Edward Island, it was similar for students aged 7 and 8, 9 to 11 and 15 (879 or 880), but peaked at 925 hours for students aged 12 to 14. Ontario was the only province in which compulsory instruction time declined with age, from 940 hours in the primary grades (ages 7 to 13),⁴⁶ to 880 hours in the first years of high school (ages 14 and 15). Compulsory instruction time increased between the age of 7 and 8 and 15 in New Brunswick (196 hours more at age 15), Nova Scotia (139 hours), Manitoba (93 hours), British Columbia (77 hours), the Northwest Territories (53 hours) and Alberta (50 hours). In Nova Scotia and Manitoba, instruction time for 12- to 14-year-old and 15-year-old students was the same.

Intended instruction time

The OECD indicator distinguishes between compulsory and intended instruction time. In some countries, non-compulsory courses are offered that are complementary to the curriculum. Students do not need to take these courses in order to graduate, but can take them for enrichment, which in some cases is rewarded by credits. Intended instruction time captures compulsory core and compulsory flexible time, with the addition of non-compulsory instruction time. This measure complements compulsory instruction time by extending the notion of a student's opportunity to learn and of the public resources invested in education.

Throughout Canada's provinces and territories, there was no difference between the average number of compulsory and intended hours in the curriculum for 7- to 14-year-old students and 15-year-old students in 2009/2010 (Table D.1.1). There was no non-compulsory instruction time. All "optional" courses are actually integrated into compulsory instruction time. If choice of courses is available for the ages concerned, it is made within the time allotted to compulsory instruction. This is also the case in most other OECD countries. Only the following OECD countries had non-compulsory curriculum: Austria, Belgium (French community), Hungary, Poland, Portugal, the Slovak Republic and Turkey.

Definitions, sources and methodology

Data on instruction time are from the 2011 OECD-INES Survey on Teachers and the Curriculum and refer to the 2009/2010 school year. Instruction time for 7- to 15- year-old students refers to the formal number of 60-minute hours per school year organized by the school for class instructional activities in the 2009/2010 reference year. Hours lost when schools are closed for statutory holidays are excluded.

Compulsory instruction time refers to the amount and allocation of instruction time that every public school must provide and all public-sector students must attend. The total compulsory curriculum comprises the compulsory core curriculum, as well as the compulsory flexible curriculum. Intended instruction time refers to the number of hours per year during which students receive instruction in the compulsory and non-compulsory parts of the curriculum. Intended instruction time does not include non-compulsory time outside the school day, homework, individual tutoring, or private study done before or after school.

The average for Canada is calculated by weighting the figures for provinces and territories by the population of children as of January 1, 2010,⁴⁷ in the respective age groups (7 and 8, 9 to 11, 12 to 14, and 15) in each jurisdiction. All jurisdictions except Nunavut are taken into account in the Canada-level average.

46. In Ontario, the figures reported for ages 7 through 13 are based on minimum requirements for instruction time as outlined in provincial regulations. Ontario students typically move to high school at age 14 (Grade 9), which must be considered when interpreting Ontario's averages for ages 12 to 14.

47. Longitudinal interpolation was applied to population estimates for July 1, 2009 and July 1, 2010, taken from CANSIM table 051-0001, to arrive at the population estimates for January 1, 2010.

Typical programme for 15-year-olds refers to the programme that most students at this age are following. When vocational programmes are also taken into account in typical instruction time, only the school-based part of the programme should be included in the calculations of instruction time.

Table 2 Calculation of instruction time by jurisdiction

Jurisdiction	Source/Notes on calculation of instruction time
Newfoundland and Labrador	The <i>Schools Act</i> sets the minimum instruction hours per day (kindergarten, 2½ hours; Grades 1 to 3, 4 hours; and Grades 4 to 12, 5 hours). The collective agreement between the province and the teachers' association allows schools to provide up to a maximum of 5 hours of instruction per day for Grades 1 to 3. Compulsory and intended instruction time is 5 hours of instruction time per day multiplied by the number of instruction days (187) in a year.
Prince Edward Island	Instruction times for ages 7 to 14 are total minutes per day devoted to a subject multiplied by 185 (instructional days per year). Minutes per day for each subject are set in provincial documents: <i>A Flexible Integrated Model</i> and <i>Minister's Directive No. MD 99-05: Intermediate School Subject Time Allotments</i> . Instruction time for age 15 is based on 8 credits at 110 hours per credit as set in <i>Minister's Directive No. MD 99-01: Senior High School Graduation Requirements</i> .
Nova Scotia	The <i>Ministerial Education Act Regulations</i> set the minimum instruction time per day as 4 hours for grades Primary to 2 and 5 hours for grades 3 to 12. Regulated minimum instruction time includes recess for grades Primary to 6. Compulsory and intended instruction time are calculated based on the minimum instruction time per day (less 15 minutes per day for recess for ages 7 to 11) multiplied by the number of instructional days (187) per year.
New Brunswick	Instruction time is based on the minimum number of hours of instruction per day set in the <i>New Brunswick Regulation 97-150 under the Education Act</i> (4 hours per day for kindergarten to Grade 2, 5 hours per day for Grades 3 to 8, 5½ hours per day for Grades 9 to 12). Compulsory and intended instruction time is the minimum instruction time per day, less 20 minutes per day for recess for ages 7 to 10 and 16 minutes per day for flexible scheduling /movement for ages 11 to 15 multiplied by the number of instructional days (185) per year.
Quebec	Compulsory and intended instruction time is based on the suggested number of hours for compulsory subjects in elementary and secondary, outlined in the <i>Basic School Regulation for Preschool, Elementary and Secondary Education</i> .
Ontario	<i>Ontario Regulation 298</i> states that the length of the instructional program of each school day for pupils of compulsory school age should be not less than 5 hours a day. This excludes recess and scheduled intervals between classes. For ages 7 to 13, compulsory and intended instruction time is 5 hours of instruction multiplied by 188 instructional days per year. For ages 14 to 15, instruction time is based on 8 credits at 110 hours per credit.

continued...

Table 2 Calculation of instruction time by jurisdiction (concluded)

Manitoba	<i>Manitoba Regulation 101/95</i> states that the instructional day in a school must be not less than 5.5 hours including recesses but not including the midday intermission. For Grades 1 to 6, the instructional day is 5 hours. For Grades 7 through 12, the instructional day is 5.5 hours. The total compulsory and intended instructional time is the hours of the instructional day multiplied by the average number of 185 instructional days in a school year.
Saskatchewan	<i>Time and Credit Allocations - Core Curriculum: Principles, Time Allocations, and Credit Policy (updated June 2011)</i> provides the required minutes per subject per week for each grade. Those were divided by 60 to calculate (to two decimal places) the number of hours per week. The resulting value was multiplied by a factor of 38 (weeks in school year) to obtain hours per year.
Alberta	In accordance with section 39(1)(c) of the <i>School Act</i> , the <i>Guide to Education</i> stipulates that schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade. Schools must also ensure that students in Grades 10 to 12 have access to a minimum of 1,000 hours of instruction per school year.
British Columbia	Compulsory and intended instruction time is based on the <i>School Act Regulation</i> that sets the total yearly hours of instruction for students.
Yukon	Compulsory and intended instruction time is based on the 935 hours of legislated instructional time in the <i>Yukon Education Act</i> , section 46 (1) and (6).
Northwest Territories	Compulsory and intended instruction time is based on the <i>Northwest Territories Education Act</i> which states that a school day shall consist of no less than 997 hours per year for Grades 1 to 6 and no less than 1,045 hours per year for Grades 7 to 12.

Note: The corresponding OECD indicator is D1, *How much time do students spend in the classroom?*



Teachers' salaries

D2

Context

This indicator presents annual statutory salaries for teachers at the start of their careers, after 10 and 15 years' experience, and once they have reached the top of the salary scale. These categories reflect salaries for teachers with the minimum training required for certification in public elementary and secondary educational institutions. All data on these salaries are presented for teachers teaching at the three levels in the International Standard of Classification (ISCED) categories: primary (ISCED 1); lower secondary (ISCED 2); and upper secondary (ISCED 3) education.⁴⁸

Teachers' salaries represent the single largest expense in education (see Indicator B3 in this report). A comparison of salary figures at different points reveals some useful information on basic salary structures and the points of salary advancement in a teaching career. Salaries and the accompanying working conditions contribute towards developing, attracting and then retaining qualified teachers. Thus any compensation issue should be a major consideration for policy-makers or others in the education field who want and need to maintain a high quality of instruction while balancing their education budgets. At the same time, any interpretation of international comparisons of teacher compensation, including salaries, should be considered with several other factors in mind. While the salary figures for this particular indicator have taken differences in cost of living for Canada and its fellow OECD countries into account, it is not possible to capture all differences in taxation, social benefits and allowances, or any other additional payments that teachers may receive.

In combination with the information on instruction time and teachers' working time, presented in Indicators D1 and D3, respectively, this indicator on teachers' salaries contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contributes to expanding the context for discussion of quality of instruction and understanding certain aspects of education processes.

Observations

Starting salaries in Canada

Generally, teachers' starting salaries in Canada do not depend on the ISCED level at which a teacher teaches. The starting salary for Canadian teachers in public elementary and secondary schools was close to \$45,000 Canadian dollars in 2009/2010 (Table D.2.1). More specifically, "the starting annual statutory salaries" in the ISCED 1 and 2 categories, which represent teaching in primary and "lower secondary" (pre-high school), were each \$44,861 (Chart D.2.1.1). The Canada-level starting salary for those at ISCED 3, or "upper secondary", schools was slightly higher, at \$45,051 (Chart D.2.1.2), which is only due to the modestly higher starting salary of \$42,440 reported for Ontario high school teachers. In all other jurisdictions, the starting salary is independent of the level or grade at which teachers teach (Chart D.2.1.1 and Chart D.2.1.2).

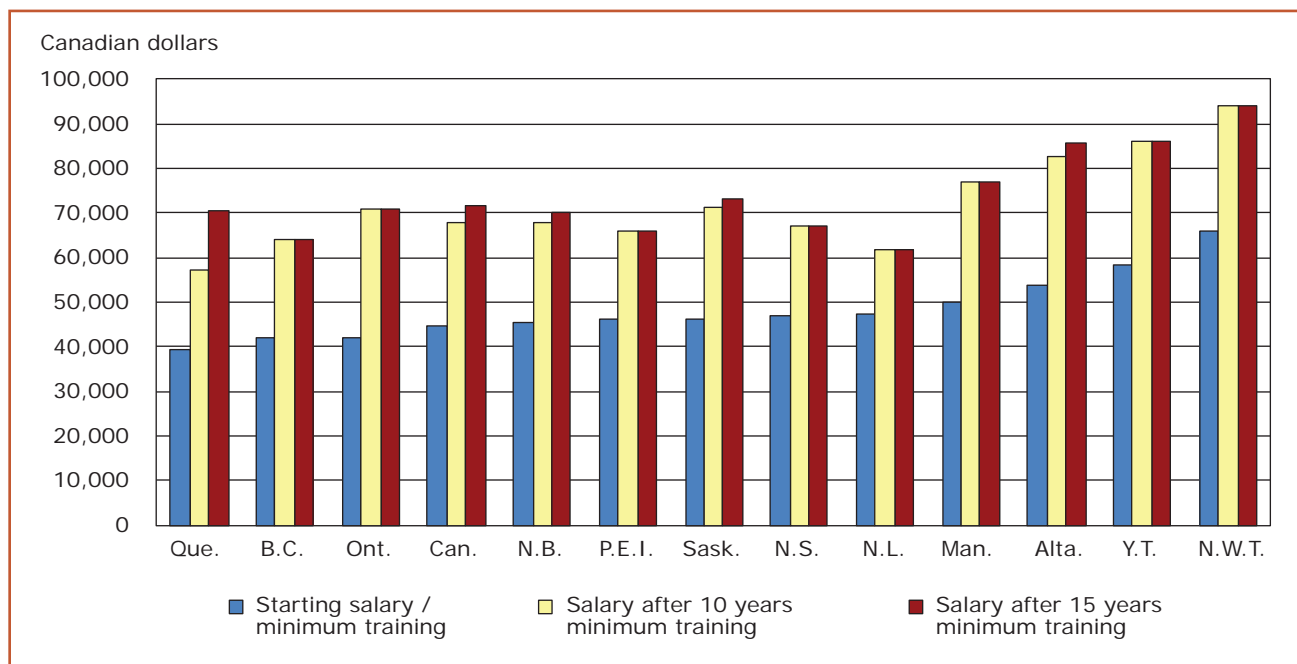
48. See the "ISCED classifications and descriptions" section in this report's [Notes to readers](#) for brief descriptions of the ISCED categories.

Among the 12 provinces/territories that reported salary information (2009/2010 data for Nunavut were not available), the starting salary was lower than the overall figure for Canada in 3 jurisdictions: Quebec (\$39,238 regardless of level of teaching); British Columbia (\$41,963 regardless of level of teaching); and Ontario (\$42,030 for primary and lower secondary; \$42,440 for upper secondary). The 2009/2010 figures for all the other provinces and territories were above the year's national average, increasing from the \$45,511 reported by New Brunswick up to the Northwest Territories' figure of \$66,022.

In general, the national and provincial/territorial salary figures reflect the gross yearly salary (in Canadian dollars) for a full-time teacher with the minimum training necessary to be fully qualified at the beginning of a teaching career (see the "Definitions, sources and methodology" for this indicator for more detail.)

Chart D.2.1.1

Annual statutory teachers' salaries, full-time teachers in primary and lower secondary institutions, by teaching experience, Canada, 2009/2010



Notes: Reflects salaries for full-time teachers in public institutions at the ISCED 1 and 2 (primary and lower secondary) levels, as reported for the 2009/2010 school year.

Data for Nunavut are not available.

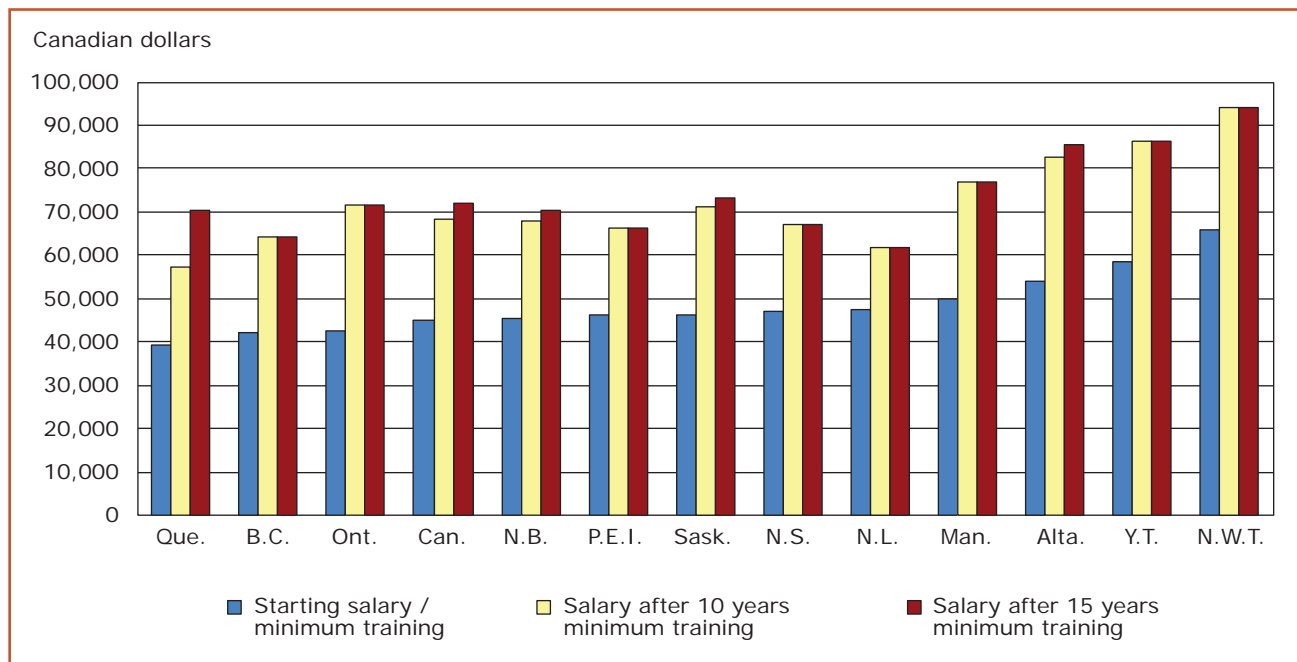
Source: Table D.2.1.

Salaries throughout career experience

After 10 years' experience, primary and lower secondary teachers in Canada had annual salaries of \$67,996 in 2009/2010 (Table D.2.1; Chart D.2.1.1), slightly below the \$68,297 salary of their counterparts in upper secondary institutions (Chart D.2.1.2). In 8 of the 12 reporting jurisdictions, teachers at all three ISCED teaching levels had reached the top of the pay scales after 10 years' experience, typically making around one and a half times their starting salaries (Table D.2.1). Saskatchewan (14 years), New Brunswick (15 years), and Alberta (11 years) were among the exceptions; in 2009/2010, salaries in these provinces rose by approximately \$1,700 to about \$2,800 as teachers moved from 10 years of experience through to 15 and top-of-scale figures. The gap was most noticeable in Quebec, however, where the salary for 15 years' experience/top of scale was over \$13,000 more compared with that for Quebec teachers who had reached the 10-year point on the salary scale. In addition, the province's top-of-scale salary was 1.8 times the starting salary figure.

Chart D.2.1.2

Annual statutory teachers' salaries, full-time teachers in upper secondary institutions, by teaching experience, Canada, 2009/2010



Notes: Reflects salaries for full-time teachers in public institutions at the ISCED 3 (upper secondary) level, as reported for the 2009/2010 school year.

Data for Nunavut are not available.

Source: Table D.2.1.

Number of years to reach top of salary scale

In Canada, annual statutory salaries for full-time teachers in public elementary and secondary schools were fairly consistent across levels of teaching in 2009/2010, particularly after several years of teaching experience had been acquired.⁴⁹ By contrast, in many of the countries that recently reported to the Organisation for Economic Co-operation and Development (OECD), teachers' salaries tended to rise with the level of education taught.⁵⁰

Although the OECD and Canada averages reveal small differences between starting salaries and those at the top (ratios of 1.60, 1.62 and 1.63 for the OECD, and 1.60 at each level of education taught for Canada), Canada's teachers reached the top of their salary scales much sooner than their OECD counterparts (Table D.2.2). For example, the OECD average for "years from starting to top salary" for teachers in lower secondary institutions was more than double that for Canada in 2009/2010: 24 years compared with 11. This indicates that salary growth is much steeper in Canada in the early years of a teaching career. Among the reporting OECD countries, the amount of time needed to reach the top of the salary scale was lowest in Scotland (6 years), where, similar to Canada, salaries after obtaining 10 or 15 years' career experience were the same regardless of the ISCED level at which

49. Salary figures for Canada and other OECD countries can be compared using the US dollar figures that have been converted using purchasing power parity (PPP) for private consumption, which accounts for differences in cost of living across countries. A similar adjustment for comparisons across provinces and territories could not be done as it would require provincial/territorial figures for PPP, which have not yet been developed.

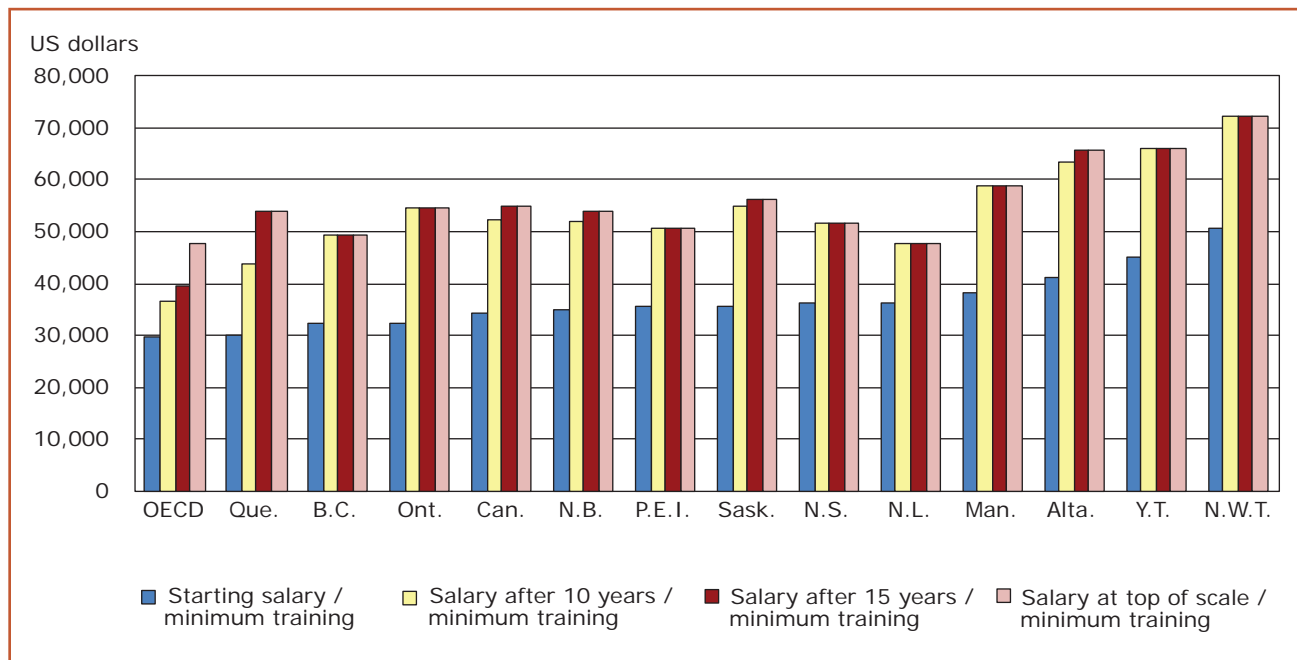
50. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2012: OECD Indicators*, available on the OECD Web site: www.oecd.org.

teachers were teaching. This pattern is also evident in Australia and England, although the starting and top salaries in all three of these OECD countries were below those for Canada. Teachers in several other countries also reached their maximum salaries relatively early (Estonia, 7; Denmark and New Zealand, 8; Australia, 9; Poland, 10; England, 12; and Slovenia, 13).

The Canada average of 11 “years from starting to top salary” for teachers in the lower secondary category reflects 2009/2010 provincial/territorial figures that ranged from 9 years (Newfoundland and Labrador) to 15 (Quebec) (Table D.2.1 and Table D.2.2). Although the OECD presents 24 years as the corresponding average for its reporting countries, some vast differences from country to country make it somewhat difficult to consider meaningful

Chart D.2.2

Annual statutory teachers' salaries, full-time teachers in lower secondary institutions, by teaching experience, Canada and OECD, 2009/2010



Notes: Reflects salaries, in US dollars converted using purchasing power parities, for full-time teachers in public institutions at the ISCED 2 (lower secondary) level, 2009/2010 school year.

Data for Nunavut are not available.

Source: Table D.2.2.

provincial/territorial—international comparisons for this particular statistic. A review of the salary figures by teaching experience, however, clearly indicates that full-time teachers in public institutions in Canada receive higher salaries overall compared with their OECD counterparts. And, with a few exceptions, they also tend to reach their maximum salary after 10 years' experience—much sooner than their counterparts in other OECD countries (Chart D.2.2).

Comparing starting salary levels

For all levels taught, starting salaries in Canada and its provinces and territories were generally consistently higher than the OECD averages for its reporting countries. Overall in Canada, the starting salaries for each ISCED category were around \$34,000 (US dollars) (Table D.2.2). By comparison, the OECD figures began at \$28,523 for teachers in primary education, increased by \$1,278 for beginning salaries of \$29,801 for teachers in lower secondary institutions, then rose again by \$1,098 to bring the starting salary for teachers in the upper secondary category to \$30,889 (all figures in US dollars).

The pattern of offering similar starting salaries across public elementary and secondary educational institutions seen in Canada is also evident in several other OECD countries. England, Scotland, Portugal, and Ireland, for example, all reported the same starting salaries for teachers in elementary and secondary schools, and their figures ranged between \$30,000 and \$33,000. Other countries also indicated identical starting salaries regardless of the level of education taught, but the salaries were much lower (\$11,028 in the Slovak Republic; \$11,876 in Estonia). Japan and Greece, as well as Slovenia, with across-the-board starting salaries of approximately \$25,000 to \$27,000, fell in between.

Starting salaries in the United States were higher when compared with the approximately \$34,000 (US dollars) recorded for Canada in 2009/2010 (Table D.2.2): just below \$37,000 in US public elementary and secondary schools. At the maximum salary level, however, the salary figure for teachers teaching at the primary education level in Canada was \$54,978, over \$2,500 higher than the US salary figure of \$52,137. But the maximum salary levels for both lower and upper secondary were quite similar in the two North American countries: \$54,978 and \$55,191,⁵¹ respectively, in Canada, compared with \$55,259 and \$55,199 in the United States.

Definitions, sources and methodology

The data on annual statutory teachers' salaries were derived from the 2011 OECD-INES Survey on Teachers and the Curriculum and reflect the 2009/2010 school year. All information has been reported in accordance with formal policies for public educational institutions.

"Statutory salaries" refer to salaries according to official pay scales and schedules. In Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Quebec, Saskatchewan, Yukon and the Northwest Territories, the annual statutory salaries are based on 2009/2010 salary scales in collective agreements between each jurisdiction's teachers' unions/associations/federations and the provincial or territorial government. In some provinces, however, namely Ontario, Manitoba, Alberta and British Columbia, these pay scales are established at the school-board level and there is no province-wide bargaining.⁵²

The salaries reported are gross (total sum paid by the employer); i.e, they do not include the employer's contribution to social security and pension (according to existing salary scales). It is gross salary from the employee's point of view, since it includes the part of social security contributions and pension scheme contributions that are paid by the employees (even if deducted automatically from the employee's gross salary by the employer. Salaries are "before tax" (before deductions for income taxes). Gross teachers' salaries are presented in current Canadian dollars, to be compared with the averages for Canada, which were derived from the provincial values (Table D.2.1). The average salary for Canada was calculated as a weighted average of all provinces (i.e., the territories are not included). Weights used depend on the salary calculated. For teachers at the beginning of their careers (starting salaries), the number of full-time educators younger than 30 was used. For teachers with 10 years of experience, the number of full-time educators aged 35 to 44 years was used. And, for teachers with 15 years of experience, as well as those at the top of the salary scale, the number of full-time educators aged 45 or older was used. The territories are excluded from the Canada average because the Elementary-Secondary Education Survey (ESES) does not report a breakdown by age for the number of full-time educators. Salaries have also been converted to US dollars using the purchasing power parity (PPP)⁵³ for private consumption from the OECD National Accounts database - until last year, the OECD was using the purchasing power parity for gross domestic product (GDP); this allows international comparisons, and the same weighting applies for the calculation of the Canada level averages (Table D.2.2).

51. As previously mentioned, the slightly higher figure for Canada's high school (upper secondary) teachers is due to the modestly higher starting salary reported for the Ontario teachers at this level.

52. In Ontario, the estimates are the midpoint of the range that is funded by the province. In Manitoba, estimates are averages across all school boards. In Alberta, the salaries shown reflect averages weighted on the student population in each school board. In British Columbia, salaries are those of the Surrey School District.

53. For Canada, the PPP adjustment factor for 2009/2010 is 1.3025 US\$/CAN\$, which takes into account differences in cost of living across countries. A similar adjustment for comparisons across provinces and territories could not be done as it would require provincial/territorial figures for PPP, which have not yet been developed.

“Starting salaries” capture the scheduled gross salary per year for a full-time teacher with the minimum training necessary to be fully qualified at the beginning of a teaching career. Salaries after 10 and 15 years of experience refer to the scheduled annual salaries of full-time classroom teachers with the minimum training necessary to be fully qualified and 10 or 15 years of experience. The salaries reported for “top of scale” refer to the scheduled maximum annual salaries for full-time classroom teachers with the minimum training necessary to be fully qualified for the job.

The number of “years from starting to top salary” (lower secondary education) was calculated as a weighted average based on figures submitted by the provinces and territories (data for Nunavut were not available), weighted using the number of full-time educators. (The number of full-time equivalent educators was used for the Northwest Territories as the number of full-time educators was not available.)

Note: The corresponding OECD indicator is D3, *How much are teachers paid?*.

Teachers' working time

D3

Context

This indicator focuses on the working time and teaching time of teachers in public institutions, by level of education taught, in the 2009/2010 school year. Although working time and teaching time only partly determine teachers' workloads, they provide valuable insight into the different demands that provinces and territories place on their teachers. Together with teachers' salaries (see Indicator D2), this indicator describes some key aspects of teachers' working conditions. Data are presented for Canada, and for the provinces and territories.⁵⁴

Similar to instruction time for students (see Indicator D1) and teachers' salaries (see Indicator D2), the amount of time teachers spend teaching has an impact on education budgets. Moreover, teaching hours and the extent of non-teaching duties are major components of the working conditions and may have a direct bearing on the attractiveness of teaching as an occupation.

Of course, teachers also spend part of their working time on activities other than teaching, such as lesson preparation, marking, in-service training and staff meetings. A large proportion of working time spent teaching may indicate that less time is devoted to non-teaching duties in the school day, such as marking and lesson preparation.

Observations

Teaching time in primary education

Regulations concerning teaching time vary significantly from one province or territory to another. In Quebec, Alberta and Yukon, net teaching time is mandated in collective agreements, regulations or laws. In jurisdictions for which teaching time is not mandated, it was estimated. (see the "Definitions, sources and methodology" section for this indicator).

In primary education, the number of teaching hours per day in 2009/2010 varied from 4.1 hours in Quebec to 4.9 hours in Alberta.⁵⁵ The national average was 4.4 hours per day. Most of Canada's provinces and territories had more teaching time per day in primary school than the OECD average of 4.2 hours. With 4.1 hours, Quebec and New Brunswick were the exceptions, while British Columbia matched the OECD (Chart D.3.1).

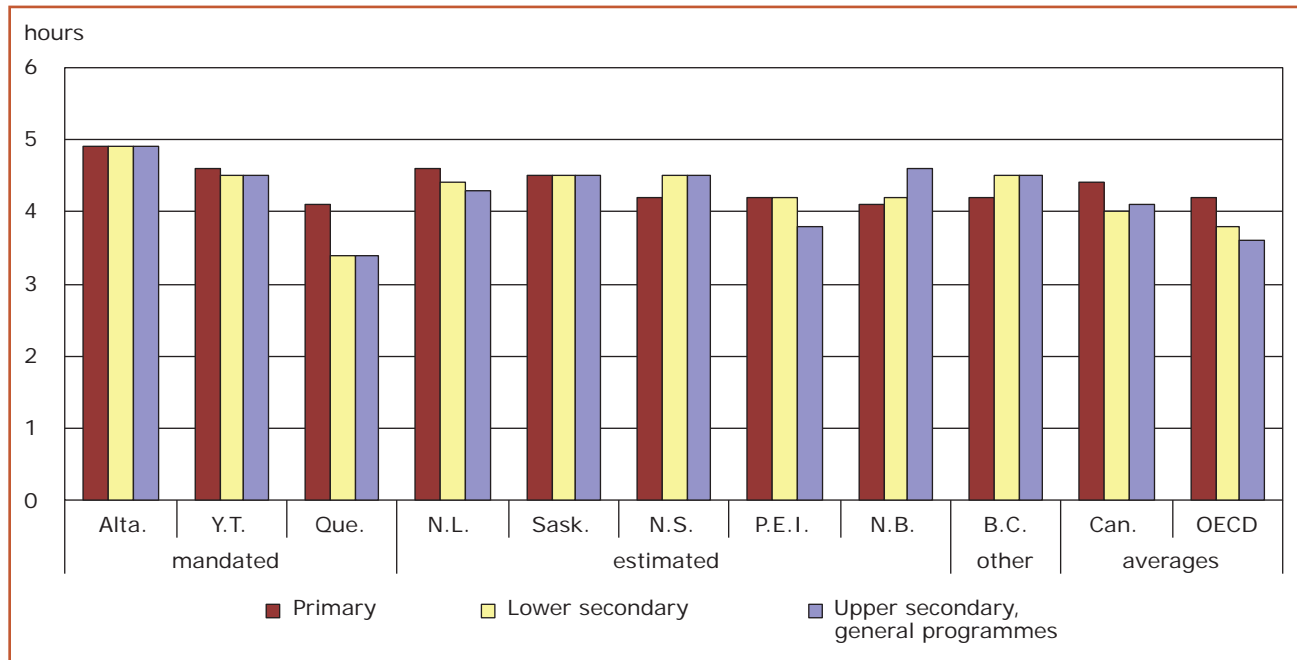
In Canada, primary school teachers taught an average of 799 hours in 2009/2010, 17 hours more per year than the OECD average for primary-level net teaching time (782 hours) (Chart D.3.2.1). Annual net teaching time for a typical teacher in a primary public school varies by province and territory. In 2009/2010, Quebec (738 hours) had the lowest number of hours and British Columbia (771 hours), Prince Edward Island (786 hours) and Nova Scotia (795 hours) were close behind. Saskatchewan (855), Newfoundland and Labrador (860 hours) and Alberta (905 hours) had the largest number of teaching hours.

54. Data for the 2009/2010 school year were not available for Nunavut.

55. Alberta's net teaching time (hours per day and hours per year) and "working time required at school" reflect the maximum time a full-time teacher can be assigned to teach or to work and may not necessarily be the actual hours a teacher is assigned.

Chart D.3.1

Hours of teaching time per day, by educational level taught, 2009/2010



Notes: Data are not available for Ontario, Manitoba, the Northwest Territories and Nunavut. Data are derived from Table D.3.1 and are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" categories.

Within each category, data were ranked in descending order of teaching time in the primary level.

Source: Table D.3.1.

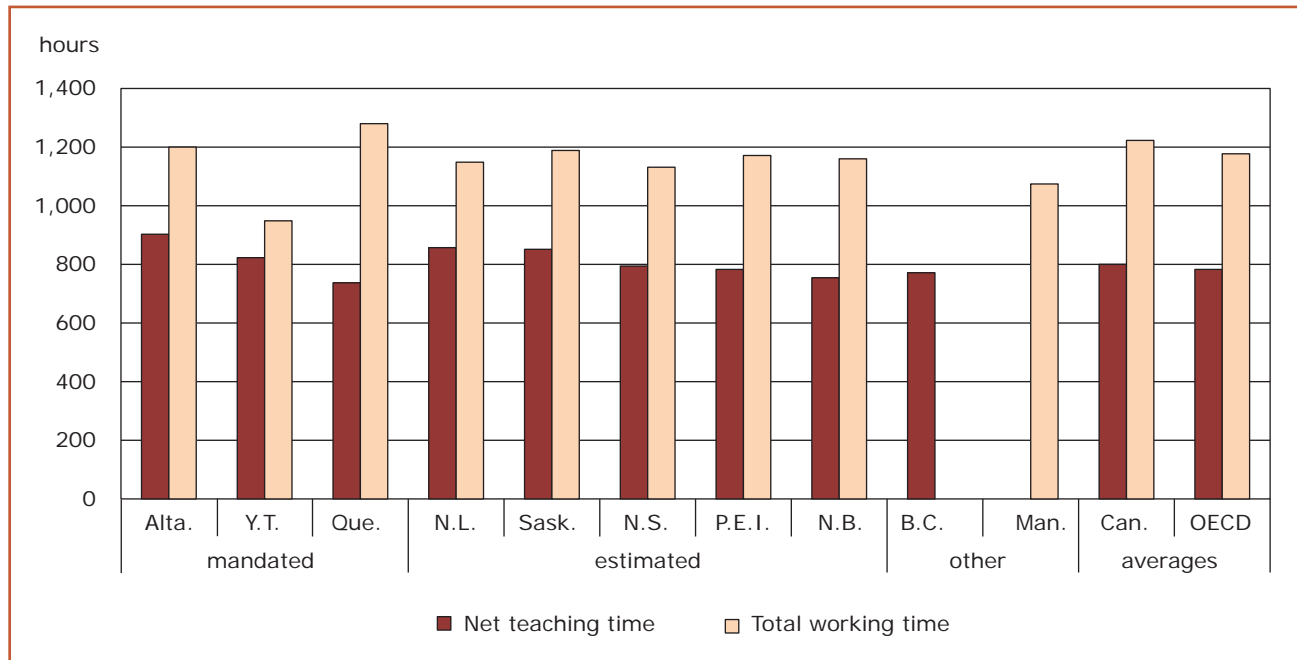
Teaching time was close to instruction time (see Indicator D1) in all provinces and territories. The ratio of teaching time to instruction time was 99% in the average for the OECD countries⁵⁶. It was between 88% and 95% in all jurisdictions, except in Quebec, where it was 82%. While more than half of jurisdictions reported that instruction time increases with age of students (see Indicator D1), teaching time does not typically increase with the level taught. Teaching time between primary and secondary school declines in three jurisdictions and does not change in three jurisdictions. Three jurisdictions reported that teaching time increases between primary and secondary school.

Teaching time in secondary education

In lower secondary education, there was an average of 183 days of instruction in Canada, slightly less than the OECD average (185 days) (Table D.3.1). For the OECD, the number of days of instruction decreased from 187 days at the primary level to 183 at the upper secondary level. In every province and territory except Yukon, the number of days of instruction time was the same at the primary and secondary levels. Days of instruction were lowest in Quebec (180 days) and highest in Saskatchewan (190 days), followed closely by Ontario and the Northwest Territories (188 days), and Newfoundland and Labrador and Nova Scotia (187 days).

56. This is the ratio of net teaching time in primary level from Table D.3.1 (782 hours) and the average of compulsory instruction time (in Table D.1.1) at ages 7 and 8 (774 hours) and at ages 9 to 11 (821 hours) giving 798 hours, and a ratio of 0.98, or 98%.

Chart D.3.2.1
Annual net teaching time and total working time, primary level, 2009/2010



Notes: Data are not available for Ontario, Northwest Territories and Nunavut; data on teaching time are not available for Manitoba; data on working time are not available for British Columbia. Data are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" groups.

Within each category, data were ranked in descending order of teaching time.

Source: Table D.3.1.

The average number of hours of teaching time per day was lower at the lower secondary level than at the primary level in a majority of jurisdictions, but higher in Nova Scotia, where it increased from 4.3 hours for primary to 4.5 hours in lower secondary (Chart D.3.1), in British Columbia (from 4.2 hours to 4.5 hours) and in Saskatchewan and Alberta where hours per day were the same at all levels (4.5 and 4.9 hours respectively). In New Brunswick, hours of teaching per day were similar at primary and lower secondary levels (4.1 and 4.2 hours respectively) but rose to 4.7 hours in upper secondary.⁵⁷ Annual net teaching time for a typical teacher in a public school is generally higher in primary education than in secondary education across the OECD.

In addition, for all OECD countries combined, there are fewer hours of teaching time in general programmes of upper secondary education than in lower secondary education. In Canada in 2009/2010, net teaching time was 740 hours at the lower secondary level and almost the same (744 hours) at the upper secondary level. This represents, on average, 36 hours more than the OECD average for lower secondary education (704 hours) and 86 hours more than the OECD average for upper secondary education (658 hours). The annual teaching load differed between the two levels only in Newfoundland and Labrador, Prince Edward Island, and in New Brunswick; there were higher hours at the lower level in the former two provinces, and fewer hours in the latter (Table D.3.1).

The annual net teaching time at the lower level of secondary education varies by province and territory. It was below the national average of 740 hours in Quebec (612 hours) (Chart D.3.2.2) and exceeded 900 hours in Alberta (905 hours). It was between 768 and 855 hours for all other Canadian provinces and territories.

57. New Brunswick's reporting for 2009/2010 has resulted in an under-representation of net teaching time for lower secondary and upper secondary.

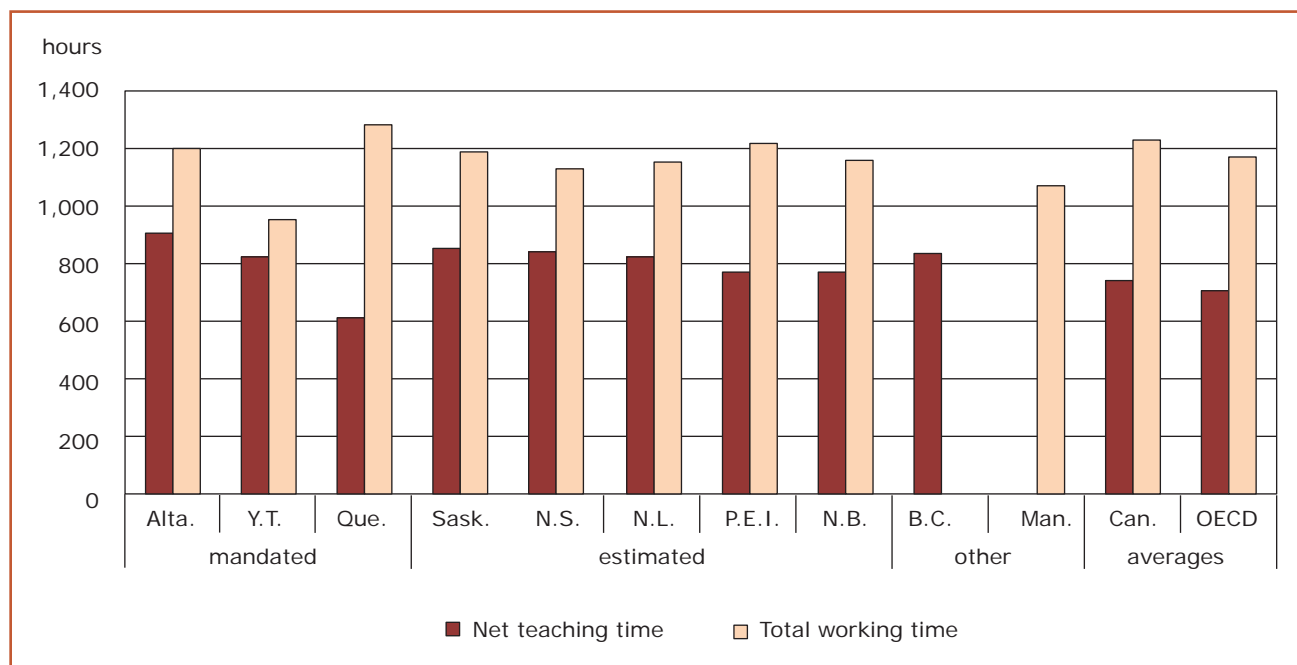
At the upper secondary level, annual net teaching time was below the national average of 744 hours in Quebec and Prince Edward Island (612 hours and 694 hours respectively) and exceeded 900 hours in Alberta (905 hours). It was between 804 and 860 hours in all other Canadian provinces and territories (Table D.3.1).

Working time required at school

Regulations concerning working time vary significantly. In Quebec, Alberta and Yukon, total working time is mandated. In jurisdictions for which working time is not mandated, it was estimated (see the “Definitions, sources and methodology” section of this indicator).

In lower secondary, total working time was lowest in the Yukon (950 hours) and highest in Quebec (1,280 hours), with Prince Edward Island (1,219 hours) and Alberta not far behind (1,200 hours) (Table D.3.1 and Chart D.3.2.2). Total working time was between 1,073 and 1,190 in all other provinces and territories. There were differences in total working time between lower secondary and upper secondary in only two provinces: it was lower in lower secondary in Prince Edward Island (1,219 hours compared with 1,234 hours) and in New Brunswick (1,160 hours compared with 1,253 hours) (Table D.3.1).

Chart D.3.2.2
Annual net teaching time and total working time, lower secondary level, 2009/2010



Notes: Data are not available for Ontario, Northwest Territories and Nunavut; data on teaching time are not available for Manitoba; data on working time are not available for British Columbia. Data are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; “other” jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the “mandated” and “estimated” groups.

Within each category, data were ranked in descending order of teaching time.

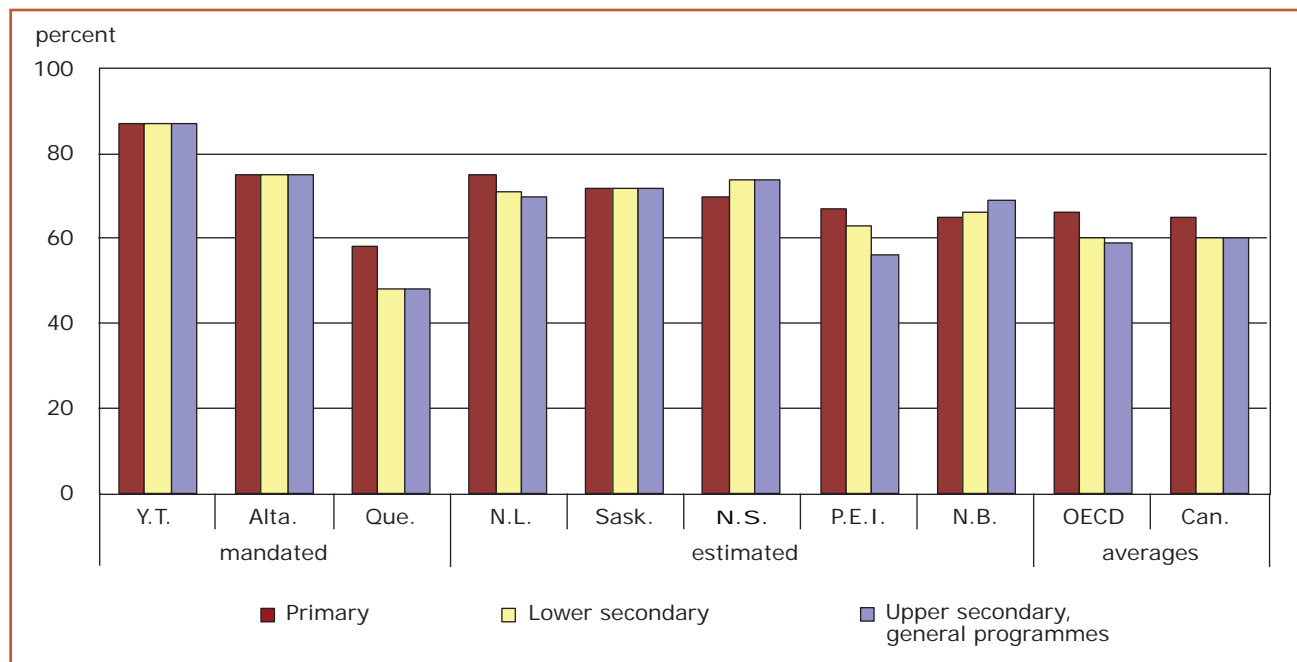
Source: Table D.3.1.

Proportion of total working time spent teaching

In Canada in 2009/2010, the proportion of total working time spent teaching was close to the OECD average for both primary and secondary education. At the primary level, this proportion was 65% for Canada and 66% for the OECD. At both the lower and upper secondary levels, it was 60% in Canada, while for the OECD, it was 60% at lower secondary and 59% for upper secondary (Chart D.3.3).

Time spent teaching as a proportion of total working time varied widely from one province or territory to another. In 2009/2010, at the primary level, the proportion of working time spent teaching was 58% in Quebec and 87% in Yukon (Chart D.3.3). It was between 65% and 75% in other jurisdictions. The proportion of time spent teaching declined with higher education levels in Quebec (from 58% in primary to 48% at lower and upper secondary), in Prince Edward Island (from 67% at the primary level to 56% at upper secondary level), and in Newfoundland and Labrador (from 75% at primary to 70% at upper secondary). This proportion increased between levels in New Brunswick (from 65% at primary to 69% at upper secondary), and in Nova Scotia (from 70% at primary to 74% at upper secondary).

Chart D.3.3
Net teaching time as a percentage of total working time, 2009/2010



Notes: Data are not available for Ontario, Manitoba, British Columbia, the Northwest Territories and Nunavut. The Canada average includes jurisdictions in the "mandated" and "estimated" groups.

Within each category, data were ranked in descending order of the ratio of teaching time to working time in the primary level.

Source: Table D.3.1.

Definitions, sources and methodology

The data are from the OECD-INES 2011 Survey on Teachers and the Curriculum and refer to the 2009/2010 school year.

All jurisdictions reported instruction time in weeks and days. Ontario, Manitoba and the Northwest Territories did not report teaching time in hours per day, and therefore net teaching time or working time required at school could not be calculated. Only Quebec, Alberta and Yukon reported statutory working time. For those three reporting jurisdictions, the figures for net teaching and working time required at school are set in provincial/territorial regulation or collective agreement with the provincial/territorial teachers' union/association/federation. The five remaining jurisdictions reporting figures estimated teaching and working time of teachers based on the mandated instruction time set in regulation, legislation or collective agreement in each jurisdiction.

The "number of weeks of instruction" and the "number of days of instruction" exclude the days per school-year the school is closed for holidays (public holidays and seasonal school holidays).

"Net teaching time" refers to the number of hours per day or hours per year that a full-time teacher teaches a group or class of students, as determined by policy. Net teaching time in hours per year is normally calculated as the number of teaching days per year multiplied by the number of hours a teacher teaches per day (excluding periods of time formally allowed for breaks between lessons or groups of lessons). At the primary level, short breaks between lessons are included if the classroom teacher is responsible for the class during those breaks. Apart from Quebec, Alberta and Yukon, net teaching time was estimated by subtracting from mandated instruction time (as defined in Indicator D1), time allowed for teachers during the school day for marking and preparation as well as recess, if the latter was included in instruction time and if supervision of children was not mandatory.

"Working time required at school" represents the normal working hours of a full-time teacher. Working time may include the time spent specifically on teaching and the time devoted to teaching-related activities required at school, such as lesson preparation, counselling students, correcting homework and tests, professional development, meetings with parents, staff meetings and general school duties. Working time does not include paid overtime. In jurisdictions for which working time is not mandated, working time was estimated by adding supervision time, time for meetings and time for professional development to mandated instruction time.

"Total statutory working time" is the time that teachers are required to spend at work, including teaching and non-teaching time, as specified in regulation or collective agreements.

For all variables, the Canada level average is weighted by the number of full-time educators, for all levels of education combined,⁵⁸ for all jurisdictions who submitted figures for both teaching time and working time.

Note: The corresponding OECD indicator is D4, *How much time do teachers spend teaching?*

58. The data were taken from the Elementary-Secondary Education Survey (ESES). The number of full-time educators for all levels combined was used because the ESES does not provide a breakdown of the number of teachers per ISCED level.

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Table A.1.1 Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, Canada, provinces and territories, 2010

				Upper secondary education		Tertiary education			All levels of education	
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes)/ 3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)	ISCED 5B (Type B)	ISCED 5A (Type A)		ISCED 6 (Advanced research programmes)
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8		Column 9	Column 10
	percent									
Canada¹										
Both sexes	3	8	...	[5]	26	12	24	26	[8]	100
Men	4	9	...	[5]	26	16	21	25	[8]	100
Women	3	7	...	[5]	26	8	28	28	[8]	100
Newfoundland and Labrador										
Both sexes	7	11	...	[5]	22	24	21	15	[8]	100
Men	9	10	...	[5]	21	29	17	14	[8]	100
Women	6	12	...	[5]	22	18	25	17	[8]	100
Prince Edward Island										
Both sexes	5	11	...	[5]	27	9	27	22	[8]	100
Men	6	13	...	[5]	28	12	21	20	[8]	100
Women	3	8	...	[5]	26	6	32	24	[8]	100
Nova Scotia										
Both sexes	4	11	...	[5]	23	14	25	24	[8]	100
Men	5	12	...	[5]	23	19	21	21	[8]	100
Women	3	10	...	[5]	22	10	29	27	[8]	100
New Brunswick										
Both sexes	6	10	...	[5]	29	10	27	19	[8]	100
Men	7	11	...	[5]	28	13	23	17	[8]	100
Women	4	9	...	[5]	29	7	30	20	[8]	100
Quebec										
Both sexes	5	9	...	[5]	21	17	24	24	[8]	100
Men	6	10	...	[5]	20	19	22	23	[8]	100
Women	5	8	...	[5]	22	14	26	25	[8]	100
Ontario										
Both sexes	3	7	...	[5]	26	7	27	30	[8]	100
Men	3	8	...	[5]	27	9	24	29	[8]	100
Women	3	6	...	[5]	26	4	30	31	[8]	100
Manitoba										
Both sexes	3	11	...	[5]	30	10	22	24	[8]	100
Men	3	12	...	[5]	31	13	18	22	[8]	100
Women	3	9	...	[5]	29	8	26	25	[8]	100
Saskatchewan										
Both sexes	2	10	...	[5]	31	20	17	20	[8]	100
Men	3	12	...	[5]	33	23	10	18	[8]	100
Women	2	7	...	[5]	29	16	23	22	[8]	100
Alberta										
Both sexes	2	9	...	[5]	28	16	22	25	[8]	100
Men	2	10	...	[5]	26	22	16	23	[8]	100
Women	2	8	...	[5]	29	9	27	26	[8]	100
British Columbia										
Both sexes	2	7	...	[5]	30	12	20	28	[8]	100
Men	2	8	...	[5]	30	18	15	27	[8]	100
Women	2	6	...	[5]	30	7	25	29	[8]	100
Yukon										
Both sexes	2 ^E	15	...	[5]	21	12	26	23	[8]	100
Men	F	17	...	[5]	22	21	18	20	[8]	100
Women	x	14	...	[5]	21	4 ^E	33	26	[8]	100
Northwest Territories										
Both sexes	8	17	...	[5]	20	12	23	21	[8]	100
Men	8 ^E	17 ^E	...	[5]	19	19	17	20	[8]	100
Women	7 ^E	17	...	[5]	20	5	28	21	[8]	100

Table A.1.1 Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, Canada, provinces and territories, 2010 (concluded)

				Upper secondary education		Tertiary education			All levels of education	
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes)/ 3B	ISCED 3A	ISCED 4 (Post secondary non-tertiary)	ISCED 5B (Type B)	ISCED 5A (Type A)		ISCED 6 (Advanced research programmes)
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percent									
Nunavut										
Both sexes	20	26	...	[5]	16	10	16	13	[8]	100
Men	18	26	...	[5]	15	15	13	12	[8]	100
Women	21	25	...	[5]	16	5	18	15	[8]	100

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

F too unreliable to be published

1. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Note: [] Data included in column of the table whose number is shown in the squared brackets.**Source:** Statistics Canada, Labour Force Survey (LFS).

Table A.1.2 Percentage of the 25- to 64-year-old population that has attained at least upper secondary education, by age group and sex, Canada, provinces and territories, 2010

	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	percent				
OECD average¹					
Both sexes	74	82	78	72	62
Men	75	80	77	73	66
Women	73	83	78	70	58
Canada²					
Both sexes	88	92	91	88	82
Men	87	91	90	86	82
Women	90	93	93	89	82
Newfoundland and Labrador					
Both sexes	81	93	87	80	69
Men	81	91	86	78	73
Women	82	95	89	82	65
Prince Edward Island					
Both sexes	85	94	89	83	77
Men	81	93	85	76	73
Women	89	95	92	89	81
Nova Scotia					
Both sexes	86	92	89	85	79
Men	84	90	87	82	77
Women	88	93	91	87	81
New Brunswick					
Both sexes	84	94	89	82	75
Men	82	92	87	79	74
Women	86	95	91	86	75
Quebec					
Both sexes	85	90	89	85	77
Men	84	87	86	84	77
Women	87	92	91	86	78
Ontario					
Both sexes	90	94	93	89	84
Men	89	93	91	88	84
Women	91	95	94	91	84
Manitoba					
Both sexes	86	90	90	85	80
Men	85	89	89	82	78
Women	88	90	90	88	81
Saskatchewan					
Both sexes	88	93	90	86	82
Men	85	92	88	81	78
Women	91	94	93	90	85
Alberta					
Both sexes	89	91	92	88	86
Men	88	90	91	86	85
Women	91	91	93	90	87
British Columbia					
Both sexes	91	93	93	90	88
Men	90	93	91	89	88
Women	92	94	94	91	88
Yukon³					
Both sexes	82	83	82	81	85
Men	81	81	82	81	79
Women	84	85	82	81	91
Northwest Territories³					
Both sexes	75	75	78	74	71
Men	74	74	78	73	72
Women	75	75	77	75	70

Table A.1.2 Percentage of the 25- to 64-year-old population that has attained at least upper secondary education, by age group and sex, Canada, provinces and territories, 2010 (concluded)

	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	percent				
Nunavut³					
Both sexes	55	55	52	55	57
Men	55	55	52	60	56
Women	54	56	52	49	59

1. These averages are from *Education at a Glance 2012: OECD Indicators*, Table A1.2a, Population that has attained at least upper secondary education (2010) and Table A1.2b (Web only), Population of men who has attained at least upper secondary education (2010) and Table A1.2c (Web only), Population of women who has attained at least upper secondary education (2010), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
3. Caution should be exercised in interpreting these ratios and differences in ratios, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table A.1.3 Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2010

	ISCED 5B (Tertiary-type B)					ISCED 5A/6 (Tertiary-type A and Advanced research programmes)				
	Age group					Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percent									
OECD average¹										
Both sexes	10	11	12	10	8	22	28	24	19	16
Men	10	10	11	9	8	22	25	23	20	18
Women	11	12	12	11	9	22	32	24	18	14
Canada²										
Both sexes	24	26	26	24	20	26	31	31	23	22
Men	21	23	22	20	17	25	26	28	23	24
Women	28	29	30	28	24	28	35	33	23	20
Newfoundland and Labrador										
Both sexes	21	24	28	20	14	15	23	16	12	12
Men	17	21	22	15	10	14	17	14	11	14
Women	25	27	33	24	18	17	28	18	13	11
Prince Edward Island										
Both sexes	27	29	30	28	19	22	28	26	18	19
Men	21	26	26	20	12	20	22	21	18	21
Women	32	32	35	36	25	24	34	31	18	18
Nova Scotia										
Both sexes	25	29	28	25	20	24	31	27	19	21
Men	21	28	24	20	14	21	24	23	18	22
Women	29	30	32	29	24	27	38	30	21	21
New Brunswick										
Both sexes	27	31	31	25	21	19	26	21	14	16
Men	23	30	28	20	17	17	19	19	14	17
Women	30	32	33	30	25	20	32	23	15	15
Quebec										
Both sexes	24	26	26	24	18	24	29	30	20	17
Men	22	23	24	22	17	23	25	27	20	19
Women	26	29	29	26	19	25	34	34	20	15
Ontario										
Both sexes	27	30	28	27	24	30	34	33	26	25
Men	24	27	25	23	20	29	30	31	27	28
Women	30	32	32	30	27	31	38	36	26	22
Manitoba										
Both sexes	22	21	24	24	19	24	28	26	20	21
Men	18	18	20	19	16	22	23	24	20	22
Women	26	23	28	29	23	25	33	28	21	21
Saskatchewan										
Both sexes	17	16	16	16	18	20	25	23	16	17
Men	10	10	11	10	10	18	20	21	14	18
Women	23	22	22	23	26	22	30	25	18	16
Alberta										
Both sexes	22	21	23	22	20	25	26	28	20	24
Men	16	16	18	17	14	23	22	27	20	26
Women	27	26	29	27	27	26	30	30	21	22
British Columbia										
Both sexes	20	21	22	20	18	28	31	32	25	25
Men	15	16	17	15	13	27	26	29	24	27
Women	25	25	27	26	23	29	35	35	25	23
Yukon³										
Both sexes	26	25	29	25	23	23	22 ^E	24 ^E	23	23
Men	18	19 ^E	21 ^E	17 ^E	15	20	16 ^E	23 ^E	20 ^E	21
Women	33	30	35	34	32	26	28 ^E	26 ^E	26	26
Northwest Territories³										
Both sexes	23	23	28	20	17	21	23	19	19	21
Men	17	17 ^E	25	13	12	20	22	20 ^E	17	21 ^E
Women	28	29	32	29	22 ^E	21	24	19	20 ^E	22 ^E

Table A.1.3 Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2010 (continued)

	ISCED 5B (Tertiary-type B)					ISCED 5A/6 (Tertiary-type A and Advanced research programmes)				
	Age group									
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percent									
Nunavut³										
Both sexes	16	12 ^E	17	16	21	13	16	9	12 ^E	17 ^E
Men	13	11 ^E	13 ^E	16 ^E	x	12	12 ^E	x	x	21 ^E
Women	18	13 ^E	21	17 ^E	29	15	21	10	F	x
	percent									
	Total tertiary					Age group				
	25 to 64		25 to 34		35 to 44		45 to 54		55 to 64	
	Column 11		Column 12		Column 13		Column 14		Column 15	
	percent									
OECD average¹										
Both sexes		31		38		33		28		23
Men		29		33		31		27		25
Women		32		42		35		28		21
Canada²										
Both sexes		51		56		57		47		42
Men		46		49		50		43		41
Women		55		64		63		51		44
Newfoundland and Labrador										
Both sexes		36		47		44		32		26
Men		30		38		36		27		24
Women		42		55		51		36		29
Prince Edward Island										
Both sexes		49		58		56		46		38
Men		41		48		47		38		33
Women		57		67		66		54		43
Nova Scotia										
Both sexes		49		60		55		44		41
Men		42		52		47		38		36
Women		56		68		62		50		46
New Brunswick										
Both sexes		45		57		52		39		37
Men		40		49		47		34		34
Women		50		64		57		45		40
Quebec										
Both sexes		48		55		57		44		35
Men		44		48		51		42		36
Women		51		63		62		46		34
Ontario										
Both sexes		57		64		62		53		48
Men		53		57		56		50		47
Women		61		71		67		56		49
Manitoba										
Both sexes		46		48		50		44		41
Men		41		42		44		39		38
Women		51		55		55		49		44
Saskatchewan										
Both sexes		37		41		39		32		35
Men		28		31		32		23		28
Women		45		52		47		41		42

Table A.1.3 Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2010 (concluded)

	Total tertiary				
	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	Column 11	Column 12	Column 13	Column 14	Column 15
	percent				
Alberta					
Both sexes	46	46	51	42	44
Men	40	38	44	37	40
Women	53	55	59	48	49
British Columbia					
Both sexes	48	51	54	45	43
Men	42	42	45	39	41
Women	55	60	62	51	46
Yukon³					
Both sexes	49	47	54	48	46
Men	38	36	45	37	35
Women	59	58	61	60	58
Northwest Territories³					
Both sexes	43	46	48	39	38
Men	37	39	45	30	33
Women	49	53	50	49	44
Nunavut³					
Both sexes	29	28	26	28	38
Men	25	23	21	27	35
Women	33	34	31	29	42

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

F too unreliable to be published

1. These averages are from *Education at a Glance 2012: OECD Indicators*, Table A1.3a, Population who has attained tertiary education (2010) and Table A1.3b (Web only) Population of men who has attained tertiary education (2010) and Table A1.3c (Web only) Population of women who has attained tertiary education (2010), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
3. Caution should be exercised in interpreting these ratios and differences in ratios, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table A.1.4 Trends in educational attainment among the 25- to 64-year-old population, by highest level of education attained, Canada, provinces and territories, 1997 to 2010

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2010/2000
	percent														average annual growth rate
OECD average¹															
Below upper secondary	37	38	37	36	35	33	32	30	30	29	29	28	27	26	-3.2
Upper secondary and postsecondary non-tertiary	43	42	42	42	42	44	44	44	44	44	44	44	44	44	0.6
Tertiary education	20	20	21	21	22	23	24	26	27	27	28	28	29	30	3.7
Canada²															
Below upper secondary	22	21	20	19	18	17	16	16	15	14	13	13	12	12	-5.0
Upper secondary and postsecondary non-tertiary	40	40	40	41	40	40	40	40	39	39	38	38	38	38	-0.7
Tertiary education	37	38	39	40	42	43	44	45	46	47	48	49	50	51	2.4
Newfoundland and Labrador															
Below upper secondary	33	32 ^r	31 ^r	30	29	26	24	25	24	22	21	21	21 ^r	19	-4.6
Upper secondary and postsecondary non-tertiary	43	43	45	44	44	46	47	47	45	46	44	43	43	45	0.2
Tertiary education	24	25	24	26	28	28	29	29 ^r	31	32	34	36	36 ^r	36	3.4
Prince Edward Island															
Below upper secondary	31	30	29 ^r	27	25	22	22	21	20	19	19	19	17	15	-5.7
Upper secondary and postsecondary non-tertiary	37	36	35	37	36	36	34	33	35	37	37	36	35	36	-0.2
Tertiary education	32	34	36	36	39	42	44	46	45	44	45	45	47	49	3.1
Nova Scotia															
Below upper secondary	27	25	24	23	21	21	19	19 ^r	18	18	16	17	16	14	-4.6
Upper secondary and postsecondary non-tertiary	41	41	40	40	40	40	39	40	40	39	39	40	38	37	-1.0
Tertiary education	32	34	36	37	39	39	41	42	42	43	45	44	46	49	2.9
New Brunswick															
Below upper secondary	28	26	26	25	24	22 ^r	21	20	20 ^r	19	19	17	16	16	-4.7
Upper secondary and postsecondary non-tertiary	40	40	38	38	38	38 ^r	40 ^r	40	40	39	37	37	38	39	0.2
Tertiary education	32	34	36	37	38	39	39	40	40	42	44	46	46	45	2.2
Quebec															
Below upper secondary	27	27	26	25	24	23	21	21	19	18	17	16	16	15	-5.1
Upper secondary and postsecondary non-tertiary	37	37	37	37	37	36	37	37	37	38 ^r	38	38	38	38	0.2
Tertiary education	36	36 ^r	38	38	40	41	41	42	44	44	45	45	46	48	2.3
Ontario															
Below upper secondary	20	20	18	17	16	15	14	13	13	13 ^r	11	11	11	10	-5.1
Upper secondary and postsecondary non-tertiary	37	38	38	38	37	37	36	36	36	35	34	34	33	33	-1.3
Tertiary education	42	43 ^r	44	45	47	48	50	50 ^r	51	53	55	55	56	57	2.3
Manitoba															
Below upper secondary	25	24	24	21	20	19	19	18	17	17	17	16	15	14	-4.1
Upper secondary ^a and postsecondary non-tertiary	40	40 ^r	40	42	42	41	41	42	42	41	41	41	41	40	-0.3
Tertiary education	35	36	37	37	38	39	40 ^r	40	41 ^r	42	42	44	43 ^r	46	2.0
Saskatchewan															
Below upper secondary	24	22	22	21	19	18	17	16	15	16	14 ^r	14	12	12	-5.0
Upper secondary and postsecondary non-tertiary	48	49	48	50	50	50	50	51	50	48	51	51	51	51	0.2
Tertiary education	28	29	30	30	30	31	33	33 ^r	35	36	35	35	37	37	2.1
Alberta															
Below upper secondary	17 ^r	16	16	15	14	14	14	13	12	12	11	11	11	11	-3.6
Upper secondary and postsecondary non-tertiary	47 ^r	47	47	48	46	46	47	47	45	44	44	43	44	43	-1.0
Tertiary education	36	37	37	37	40	40	40	40	43	43	44	45	46	46	2.3

Table A.1.4 Trends in educational attainment among the 25- to 64-year-old population, by highest level of education attained, Canada, provinces and territories, 1997 to 2010 (concluded)

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2010/2000
	percent														average annual growth rate
British Columbia															
Below upper secondary	16	16	15	14	13	13	12	11	11	12	11	10	9	9	-4.6
Upper secondary and postsecondary non-tertiary	49	47	47	48	47	47	46	46	45	44	44	44	44	43	-1.1
Tertiary education	35	37	37	38	39	40	42	43	44	45	45	46	47	48	2.4
Yukon															
Below upper secondary	18	16	16	17	14	12	15	13	13	16	17 ^E	17	18	18	0.3
Upper secondary and postsecondary non-tertiary	41	40 ^r	41	39	42	46	42	43	46	45	41	36	34 ^r	34	-1.6
Tertiary education	41	44	43	43	44	41	43	43	41	39	42	47 ^r	48 ^r	49	1.1
Northwest Territories															
Below upper secondary	..	..	..	..	21	25	25	24	25 ^E	22 ^E	21	24	26	25	...
Upper secondary and postsecondary non-tertiary	..	..	..	..	36	36	35	35	33	31	33	32	30	32	...
Tertiary education	..	..	..	..	43	39	39	41	42	47	46	44	44	43	...
Nunavut															
Below upper secondary	..	..	..	..	..	..	..	49 ^r	52 ^r	43 ^r	37 ^r	42 ^r	44 ^r	45	...
Upper secondary and postsecondary non-tertiary	..	..	..	..	..	..	..	24	24 ^r	25 ^r	26 ^r	27	27	26	...
Tertiary education	..	..	..	..	..	..	..	26 ^r	24 ^r	32 ^r	38 ^r	32 ^r	29 ^r	29	...

.. not available for a specific reference period

... not applicable

r revised

E use with caution

1. The averages for 1997 through 2010 and the average annual growth rates are from *Education at a Glance 2012: OECD Indicators*, Table A1.4, Trends in educational attainment: 25-64 year-olds (1997-2010), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Note: As of January 2011, Labour Force Survey (LFS) estimates reflect population counts based on the 2006 Census, as well as updates to industry, occupation and geography classification systems. LFS data for 1996 through 2010 have been revised based on these modifications. For more information, please see Improvements to the Labour Force Survey (LFS): The 2011 Revisions of the Labour Force Survey (LFS), Statistics Canada Catalogue no. 71F0031X, published January 28, 2011 and available at: <http://www.statcan.gc.ca/bsolc/olc-cel/olc-cel?catno=71F0031XWE&lang=eng>.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table A.2.1 Upper secondary graduation rates¹, by programme orientation and sex, Canada, provinces and territories, 2009

	Total (unduplicated)				General programmes				Pre-vocational vocational			
	Both sexes all ages ²	Both sexes <25 years ³	Males all ages	Females all ages	Both sexes all ages ²	Both sexes <25 years ³	Males all ages	Females all ages	Both sexes all ages ²	Both sexes <25 years ³	Males all ages	Females all ages
	percent											
OECD average^{4,5}	84	77	81	87	50	49	44	56	46	35	47	44
Canada⁵	81	77	77	84	78	76	74	82	3	1	4	2
Newfoundland and Labrador	76	74	71	81	76	74	71	81	0	0	0	0
Prince Edward Island	83	83	84	83	83	83	84	83	0	0	0	0
Nova Scotia	82	82	81	83	82	82	80	83	0	0	1	0
New Brunswick	82	82	81	84	82	82	81	84	0	0	0	0
Quebec	88	77	84	92	76	73	69	83	14	5	16	11
Ontario	83	81	80	86	83	81	80	86	0	0	0	0
Manitoba ⁶	74	71	71	76	74	71	71	76	0	0	0	0
Saskatchewan	78	74	76	80	78	74	76	80	0	0	0	0
Alberta	67	66	64	70	67	66	64	70	0	0	0	0
British Columbia	75	75	72	78	75	75	72	78	0	0	0	0
Yukon	65	64	66	64	65	64	66	64	0	0	0	0
Northwest Territories	59	56	51	68	59	56	51	68	0	0	0	0
Nunavut	39	38	31	48	39	38	31	48	0	0	0	0

.. not available for a specific reference period

0 true zero or a value rounded to zero

1. All graduation rates in this table are calculated according to the "net" methodology (see the "Definitions, sources and methodology" section in Indicator A2 for more details).

2. Sum of graduation rates by age, and the latter are obtained by dividing graduates of a specific age by the population of the corresponding specific age.

3. Sum of graduation rates by single year of age up to (and including) the age of 24.

4. These averages are from *Education at a Glance 2012: OECD Indicators*, Table A.2.1, Upper secondary graduation rates (2010), and Table A.2.2, Upper secondary graduation rates below 25 years old (2010), which present the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

5. The estimates submitted to the OECD for its 2012 report are for 2009, reflecting the 2008/2009 academic year and will be included in its average figures for 2010.

6. Manitoba graduates from Adult Learning Centres in the province are not included in the graduation rate calculation.

Note: The methodology used to produce numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; as a result, the numbers in this table may differ from those published by the provinces/territories.

Sources: Statistics Canada, Elementary-Secondary Education Survey (ESES); Aboriginal Affairs and Northern Development Canada (AANDC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table A.2.2 Successful completion of upper secondary programmes in public schools, 16- to 19-year-olds,¹ by sex, Canada, provinces and territories, 2009

	Both sexes	Females	Males
	percent		
Countries average²	70	74	66
Canada	72	76	69
Newfoundland and Labrador	73	79	68
Prince Edward Island	76	77	75
Nova Scotia	81	83	79
New Brunswick	81	84	79
Quebec	63	70	58
Ontario	78	81	75
Manitoba	71	73	69
Saskatchewan	68	70	66
Alberta	67	69	65
British Columbia	73	76	70
Yukon	56	58	55
Northwest Territories	31	37	26
Nunavut	14	18	10

1. 15- to 18-year-olds in Quebec.

2. These averages are from *Education at a Glance 2012: OECD Indicators*, Table A2.5, Successful completion of upper secondary programmes by gender and programmes orientation, which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Seventeen countries reported for this indicator; the OECD reports a "countries average" not the typical "OECD average". Please see the OECD's Web site at www.oecd.org.

Notes: The proxy cohort rate is calculated by Statistics Canada using 2006/2007 Grade 10 ("Secondaire 3" in Quebec enrolments and 16- to 19-year-olds (15- to 18-year-olds in Quebec) graduates data in 2008/2009. The methodology used to produce numbers for Canada and the provinces/territories may differ from that used in a particular province territory; as a result, the numbers in this table may differ from those published by the provinces/territories.

Sources: Statistics Canada, Elementary-Secondary Education Survey (ESES); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table A.3.1 Employment rates¹ of 25- to 64-year-olds, by highest level of education attained and sex, Canada, provinces and territories, 2010

	Lower secondary education			Upper secondary education		Tertiary education		All levels of education	
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes)/ 3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)	ISCED 5A/6 (Type A and advanced research programmes)		
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	percent								
OECD averages²									
Both sexes	46.6	59.0	70.8	73.4	72.7	77.9	80.9	84.0	72.4
Men	60.3	69.1	79.3	81.0	80.1	83.7	85.5	88.3	80.0
Women	35.7	48.7	64.7	63.8	65.4	74.4	77.2	79.3	65.0
Canada³									
Both sexes	43.2	60.0	...	[5]	72.2	77.9	80.5	82.0	75.5
Men	53.4	66.7	...	[5]	77.1	80.9	84.3	85.1	79.4
Women	31.8	51.4	...	[5]	67.4	72.3	77.8	79.2	71.7
Newfoundland and Labrador									
Both sexes	32.1	43.2	...	[5]	61.2	67.2	75.5	78.6	64.1
Men	36.6	53.0	...	[5]	64.5	67.3	77.4	79.9	66.0
Women	26.3	35.2	...	[5]	58.2	67.2	74.3	77.7	62.3
Prince Edward Island									
Both sexes	47.6	56.9	...	[5]	68.8	78.4	80.5	84.6	74.1
Men	54.9	63.4	...	[5]	72.5	82.7	82.6	86.2	76.3
Women	30.7 ^E	47.1	...	[5]	65.0	70.3	79.1	83.4	72.0
Nova Scotia									
Both sexes	42.5	54.4	...	[5]	69.3	70.5	79.2	82.5	72.6
Men	51.0	62.5	...	[5]	74.4	74.9	80.8	83.6	75.3
Women	29.2	45.3	...	[5]	64.4	62.6	78.1	81.7	70.0
New Brunswick									
Both sexes	37.5	58.3	...	[5]	70.4	71.6	79.4	82.9	72.2
Men	42.6	66.0	...	[5]	75.2	71.8	82.7	85.3	74.9
Women	29.5	49.7	...	[5]	66.0	71.4	77.0	81.1	69.7
Quebec									
Both sexes	42.2	60.3	...	[5]	69.5	75.6	81.8	81.8	74.0
Men	51.2	66.9	...	[5]	74.4	78.0	84.1	83.0	77.0
Women	31.3	52.1	...	[5]	64.8	72.2	79.9	80.7	71.0
Ontario									
Both sexes	42.1	57.6	...	[5]	71.9	76.0	80.3	82.2	75.7
Men	53.6	62.6	...	[5]	76.3	79.0	84.3	85.6	79.4
Women	31.6	50.9	...	[5]	67.4	69.8	77.3	79.1	72.1
Manitoba									
Both sexes	56.6	67.0	...	[5]	79.6	84.2	84.9	85.8	80.6
Men	76.3	77.4	...	[5]	84.8	87.7	88.3	87.4	85.2
Women	36.9	53.0	...	[5]	74.0	78.4	82.3	84.3	76.0
Saskatchewan									
Both sexes	47.5	69.1	...	[5]	80.4	85.6	85.3	85.9	81.4
Men	65.2	76.6	...	[5]	85.7	89.2	90.2	88.5	85.8
Women	21.5 ^E	56.9	...	[5]	74.5	80.3	83.1	83.8	77.1
Alberta									
Both sexes	57.7	65.9	...	[5]	76.7	85.0	81.2	83.4	79.3
Men	68.9	74.6	...	[5]	83.0	87.7	87.2	88.4	84.9
Women	40.0	54.5	...	[5]	70.6	77.7	77.3	78.6	73.4
British Columbia									
Both sexes	42.3	60.3	...	[5]	71.3	79.8	77.4	79.2	74.5
Men	52.1	66.3	...	[5]	75.8	83.2	82.2	83.9	79.1
Women	33.8	52.5	...	[5]	67.0	71.1	74.7	75.1	70.1
Yukon									
Both sexes	46.4	53.3	...	[5]	75.1	77.8	80.1	90.5	76.3
Men	x	50.8	...	[5]	79.1	80.8	81.1	93.1	76.7
Women	x	56.2	...	[5]	71.0	61.7	79.6	88.5	75.8

Table A.3.1 Employment rates¹ of 25- to 64-year-olds, by highest level of education attained and sex, Canada, provinces and territories, 2010 (concluded)

	Lower secondary education			Upper secondary education		Tertiary education		All levels of education	
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes)/ 3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)	ISCED 5A/6 (Type A and Advanced research programmes)		
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	percent								
Northwest Territories									
Both sexes	38.8	52.9	...	[5]	87.6	88.8	87.4	91.5	78.6
Men	41.5	54.6	...	[5]	90.1	87.8	94.2	93.5	80.9
Women	35.8	51.1	...	[5]	85.2	92.7	83.2	89.6	76.3
Nunavut									
Both sexes	48.5	55.8	...	[5]	72.6	71.2	84.0	96.1	68.3
Men	54.4	57.7	...	[5]	70.9	73.6	88.8	97.7	70.4
Women	43.0	53.6	...	[5]	74.3	63.1	80.2	94.7	66.0

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

1. Number of 25- to 64-year-olds in employment as a percentage of the population aged 25 to 64.

2. These averages are from *Education at a Glance 2012: OECD Indicators*, Table A7.1a, Employment rates, by educational attainment and gender (2010), and Table A7.1b (Web only) Employment rates, by educational attainment (2010), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

3. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Note: [] Data included in column of the table whose number is shown in the squared brackets.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table A.3.2 Trends in employment rates¹ of 25- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 1998 to 2010

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
	percent												
OECD average²													
Below upper secondary	57.4	57.7	57.8	58.0	56.5	56.6	56.1	56.5	57.3	58.1	58.0	56.1	55.5
Upper secondary and postsecondary non-tertiary	74.6	75.0	75.4	75.4	74.6	74.4	74.3	74.8	75.5	76.0	76.0	74.1	73.7
Tertiary education	84.4	84.5	84.7	84.7	84.2	83.7	83.6	84.0	84.5	84.5	84.5	83.6	83.1
Canada³													
Below upper secondary	53.5	54.4	54.7	54.4	55.0	56.4	57.1 ^f	56.4	56.8 ^f	57.2 ^f	57.7	55.0 ^f	55.1
Upper secondary and postsecondary non-tertiary	74.4	75.3	76.0	75.4	75.8	76.3	76.7	76.3	76.0	76.5	76.5	73.7	74.0
Tertiary education	82.4 ^f	82.4	82.7	81.9	82.0	82.1	82.2	82.1 ^f	82.5 ^f	82.8 ^f	82.6	81.7	81.3
Newfoundland and Labrador													
Below upper secondary	34.8 ^f	36.8 ^f	34.5	36.0 ^f	35.9 ^f	35.6 ^f	39.0	36.4 ^f	37.5 ^f	37.7 ^f	39.3	38.3 ^f	38.7
Upper secondary and postsecondary non-tertiary	62.2 ^f	65.4 ^f	63.3 ^f	65.0 ^f	64.1 ^f	65.6 ^f	65.1 ^f	64.3 ^f	65.3 ^f	64.3	65.1	61.3 ^f	64.4
Tertiary education	73.9	76.8 ^f	75.6 ^f	76.7 ^f	76.0 ^f	74.9 ^f	75.2 ^f	76.8 ^f	77.5	78.3 ^f	77.2	77.1 ^f	76.8
Prince Edward Island													
Below upper secondary	54.4	50.5 ^f	56.7 ^f	55.3 ^f	55.3 ^f	58.1 ^f	57.5	59.8 ^f	55.7 ^f	55.7 ^f	58.5 ^f	57.5 ^f	54.1
Upper secondary and postsecondary non-tertiary	69.6 ^f	72.3 ^f	72.3 ^f	74.3 ^f	73.6	72.1 ^f	73.3 ^f	72.4 ^f	74.5 ^f	74.6 ^f	74.1 ^f	70.9 ^f	71.3
Tertiary education	81.1	80.2 ^f	81.8 ^f	81.0 ^f	79.9	82.4 ^f	82.8 ^f	83.0 ^f	82.3 ^f	81.9	82.6 ^f	81.1 ^f	82.4
Nova Scotia													
Below upper secondary	48.6 ^f	47.9 ^f	47.8	48.2	47.0	49.0 ^f	51.0 ^f	49.8 ^f	48.4 ^f	50.3 ^f	53.0	52.3 ^f	51.4
Upper secondary and postsecondary non-tertiary	69.6	71.4	70.9	70.3	71.8 ^f	70.4 ^f	73.0 ^f	72.9 ^f	71.4	71.8 ^f	71.5	70.9	69.8
Tertiary education	78.4 ^f	78.1	79.5 ^f	79.1	80.0	80.0	79.4 ^f	79.6 ^f	80.2	80.3 ^f	81.1	80.6 ^f	80.8
New Brunswick													
Below upper secondary	43.5 ^f	46.3 ^f	44.7 ^f	44.8	45.1 ^f	45.4	45.9 ^f	46.0 ^f	45.8 ^f	46.9 ^f	47.3 ^f	46.6	50.7
Upper secondary and postsecondary non-tertiary	68.3 ^f	70.0 ^f	71.9 ^f	68.8	70.6	70.0	72.2 ^f	72.0 ^f	72.8 ^f	73.1 ^f	72.4 ^f	72.7	70.8
Tertiary education	79.8 ^f	79.1	80.3	80.1 ^f	81.9 ^f	81.6	81.4	80.3 ^f	80.8 ^f	82.2 ^f	82.3 ^f	81.7 ^f	80.9
Quebec													
Below upper secondary	49.0	49.5 ^f	50.0 ^f	50.0	52.5	52.5	53.2 ^f	52.3	52.9 ^f	52.3 ^f	53.9	53.2 ^f	53.7
Upper secondary and postsecondary non-tertiary	70.6	72.0 ^f	73.0 ^f	72.7	73.6 ^f	74.2	74.3 ^f	73.9	72.8 ^f	73.8 ^f	73.8	72.1 ^f	72.2
Tertiary education	81.4	81.0	81.9	80.8 ^f	81.6	80.8 ^f	81.6	80.9 ^f	81.8 ^f	83.2 ^f	82.2	82.0	81.8
Ontario													
Below upper secondary	56.1 ^f	57.1	58.5	57.7	56.5 ^f	59.4 ^f	58.9 ^f	58.1 ^f	57.6 ^f	57.7 ^f	57.6	53.6 ^f	53.1
Upper secondary and postsecondary non-tertiary	75.1	75.9 ^f	76.7	76.4 ^f	76.3	77.0 ^f	77.4 ^f	76.6 ^f	75.7 ^f	75.7 ^f	75.7	72.2	72.7
Tertiary education	83.3 ^f	83.6	83.4	82.9	82.5	82.9 ^f	82.8	83.0 ^f	83.2 ^f	82.8 ^f	82.8	81.3	81.3
Manitoba													
Below upper secondary	64.3 ^f	63.8 ^f	64.6	63.0 ^f	65.9 ^f	63.9	67.3 ^f	63.2 ^f	63.4	64.7 ^f	66.2 ^f	63.8 ^f	64.6
Upper secondary and postsecondary non-tertiary	80.1 ^f	80.4	81.2	80.8 ^f	82.0	81.2	81.0 ^f	80.6	81.0 ^f	81.0 ^f	80.5 ^f	79.7	80.8
Tertiary education	84.9	85.3 ^f	84.2	84.5 ^f	85.3	85.5	85.4 ^f	85.8	84.9 ^f	85.6 ^f	85.6 ^f	85.1 ^f	85.3
Saskatchewan													
Below upper secondary	63.4 ^f	64.7 ^f	63.4	60.6	60.9 ^f	62.5	63.2 ^f	63.3 ^f	66.5 ^f	69.4 ^f	67.1 ^f	65.4	64.8
Upper secondary and postsecondary non-tertiary	82.5 ^f	81.7 ^f	82.1	80.7 ^f	81.9 ^f	82.7	82.6 ^f	81.7	82.4	82.7 ^f	83.1	82.6 ^f	82.4
Tertiary education	84.4 ^f	85.7 ^f	84.8	84.2 ^f	85.8 ^f	85.1	84.6	85.1	85.0 ^f	85.7 ^f	85.1 ^f	86.0	85.6
Alberta													
Below upper secondary	66.8 ^f	67.2	64.9 ^f	66.2 ^f	66.5	67.7	69.1 ^f	68.4 ^f	71.2 ^f	71.5 ^f	71.0 ^f	66.9	64.4
Upper secondary and postsecondary non-tertiary	81.6	81.7	81.7	81.9	82.2	82.5 ^f	82.6 ^f	82.4	82.9 ^f	83.7 ^f	84.2	79.8 ^f	79.7
Tertiary education	84.5 ^f	84.1	85.0 ^f	84.6 ^f	84.8	84.9 ^f	84.4	84.2	85.1 ^f	85.5 ^f	84.9	84.8	82.4
British Columbia													
Below upper secondary	51.8	53.7	53.8 ^f	54.0	54.4	55.9 ^f	57.9 ^f	58.8 ^f	59.1 ^f	61.6 ^f	60.5 ^f	55.5 ^f	56.7
Upper secondary and postsecondary non-tertiary	73.9	74.1	75.1	73.3	73.7	74.4 ^f	74.5 ^f	75.1 ^f	76.0 ^f	77.0 ^f	76.4 ^f	73.1 ^f	73.8
Tertiary education	80.8	80.7	80.9	79.1	78.5	79.4	79.6 ^f	79.5 ^f	80.0 ^f	80.2 ^f	80.2 ^f	79.1 ^f	78.5
Yukon													
Below upper secondary	61.4	60.0 ^f	60.5	56.3	61.0 ^f	61.2 ^f	58.9 ^f	56.3 ^f	61.7 ^f	59.2 ^f	59.8 ^f	54.2 ^f	52.3
Upper secondary and postsecondary non-tertiary	75.0 ^f	78.9	80.9	76.5	74.5	73.5 ^f	81.2	83.5	84.3	84.2 ^f	84.4 ^f	79.5 ^f	76.1
Tertiary education	84.2	85.1	86.6	85.5	86.6 ^f	86.9 ^f	88.5 ^f	87.6 ^f	89.0 ^f	85.6 ^f	89.6 ^f	87.4 ^f	85.1

Table A.3.2 Trends in employment rates¹ of 25- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 1998 to 2010 (concluded)

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
	percent												
Northwest Territories													
Below upper secondary	55.7 ^r	58.2	55.8 ^r	59.7 ^r	62.2 ^r	62.9 ^r	65.4 ^r	60.7 ^r	51.0 ^r	48.5
Upper secondary and postsecondary non-tertiary	81.9	86.1 ^r	85.8 ^r	86.2	87.2	88.9 ^r	87.6 ^r	86.4 ^r	84.9 ^r	88.1
Tertiary education	91.5	91.2	90.9 ^r	91.4 ^r	92.4 ^r	93.3 ^r	92.3 ^r	90.7 ^r	90.0 ^r	89.4
Nunavut													
Below upper secondary	45.1 ^r	46.2 ^r	51.3 ^r	56.6 ^r	50.5 ^r	49.4 ^r	52.6
Upper secondary and postsecondary non-tertiary	77.4 ^r	76.7 ^r	80.8 ^r	81.7 ^r	72.4 ^r	71.6 ^r	72.0
Tertiary education	91.0 ^r	92.8 ^r	93.4 ^r	90.4 ^r	88.7 ^r	89.5 ^r	89.5

.. not available for a specific reference period

... not applicable

r revised

1. Number of 25- to 64-year-olds in employment as a percentage of the population aged 25 to 64.

2. These averages are from *Education at a Glance 2012: OECD Indicators*, Table A7.3a, Trends in employment rates of 25-64 year-olds, by educational attainment (1998-2010), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

3. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Note: As of January 2011, Labour Force Survey (LFS) estimates reflect population counts based on the 2006 Census, as well as updates to industry, occupation and geography classification systems. LFS data for 1996 through 2010 have been revised based on these modifications. For more information, please see Improvements to the Labour Force Survey (LFS): The 2011 Revisions of the Labour Force Survey (LFS), Statistics Canada Catalogue no. 71F0031X, published January 28, 2011.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table B.1.1.1 Annual expenditure by educational institutions, per student for all services, by educational level, Canadian dollars, Canada, provinces and territories, 2008/2009

(Pre-primary education, children aged 3 and older)	ISCED 1 (Primary) ¹	ISCED 2 (Lower secondary)	ISCED 3 (Upper secondary) ¹	ISCED levels 0 to 3	ISCED 5A/6 (Tertiary-type A and Advanced research programmes) including R&D	
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	
Canadian dollars						
Canada	[2]	10,758	[2]	11,489	11,044	31,103
Newfoundland and Labrador	[2]	10,099	[2]	13,814	11,122	29,390
Prince Edward Island	[2]	10,283	[2]	8,726	9,817	37,630
Nova Scotia	[2]	9,821	[2]	12,500	10,536	28,765
New Brunswick	[2]	10,227	[2]	10,609	10,363	25,820
Quebec	[2]	10,753	[4]	9,785	10,255	29,970
Ontario	[2]	10,397	[2]	12,298	11,091	28,775
Manitoba	[2]	11,099	[2]	11,280	11,164	26,260
Saskatchewan	[2]	10,043	[2]	15,009	11,457	37,539
Alberta	[2]	11,653	[2]	15,696	12,751	45,369
British Columbia	[2]	11,340	[4]	9,621	10,549	33,293
Yukon	[2]	21,319	[4]	16,983	19,499	...
Northwest Territories	[2]	22,294	[2]	23,994	22,784	...
Nunavut	[2]	14,237	[2]	18,652	15,428	...

... not applicable

1. The grades reflected in these ISCED categories vary by province/territory. Upper secondary includes Grades 7 to 11 in Quebec, Grades 8 to 12 in British Columbia and Yukon, Grades 9 to 12 in New Brunswick, Ontario and Manitoba, and Grades 10 to 12 in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Saskatchewan, Alberta, Northwest Territories and Nunavut.

Note: [] Data included in column of the table whose number is shown in the squared brackets.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); 2006 Census of Population.

Table B.1.1.2 Annual expenditure by educational institutions, per student for all services, by educational level, in equivalent US dollars converted using purchasing power parity, Canada, provinces and territories, 2008/2009

	(Pre-primary education, children aged 3 and older)	ISCED 1 (Primary) ¹	ISCED 2 (Lower secondary)	ISCED 3 (Upper secondary) ¹	ISCED levels 0 to 3	ISCED 5A/6 (Tertiary-type A and Advanced research programmes) including R&D
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
	US dollars					
OECD average^{2,3}	6,670	7,719	8,854	9,755	8,617	13,728
Canada⁴	[2]	8,715	[2]	9,308	8,947	25,197
Newfoundland and Labrador	[2]	8,182	[2]	11,191	9,010	23,810
Prince Edward Island	[2]	8,330	[2]	7,069	7,953	30,485
Nova Scotia	[2]	7,956	[2]	10,126	8,535	23,303
New Brunswick	[2]	8,285	[2]	8,594	8,395	20,918
Quebec	[2]	8,711	[4]	7,927	8,308	24,279
Ontario	[2]	8,423	[2]	9,963	8,985	23,311
Manitoba	[2]	8,991	[2]	9,138	9,044	21,274
Saskatchewan	[2]	8,136	[2]	12,159	9,282	30,411
Alberta	[2]	9,440	[2]	12,715	10,330	36,755
British Columbia	[2]	9,186	[4]	7,794	8,546	26,971
Yukon	[2]	17,271	[4]	13,758	15,796	...
Northwest Territories	[2]	18,061	[2]	19,438	18,458	...
Nunavut	[2]	11,534	[2]	15,111	12,499	...

... not applicable

- The grades reflected in these ISCED categories vary by province/territory. Upper secondary includes Grades 7 to 11 in Quebec, Grades 8 to 12 in British Columbia and the Yukon, Grades 9 to 12 in New Brunswick, Ontario and Manitoba, and Grades 10 to 12 in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Saskatchewan, Alberta, Northwest Territories and Nunavut. The figures for Canada that appear in *Education at a Glance 2012: OECD Indicators*, reflect enrolment at the secondary level based on Grades 9 to 12.
- These averages are from *Education at a Glance 2012: OECD Indicators*, Table B.1.1a, Annual expenditure per student by educational institutions for all services (2009) and Table B.1.2, Annual expenditure per student by educational institutions on core services, ancillary services and R&D (2009). These tables present the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
- In column 5, the OECD average includes postsecondary non-tertiary education (ISCED 4). In column 6, the OECD average includes the entire tertiary sector (ISCED levels 5A, 5B and 6), and the figures for Canada and the provinces and territories reflect the university sector only (ISCED 5A/6).
- Due to early cut-off dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2012: OECD Indicators*. The figures presented in this table represent the most recent available.

Note: [] Data included in column of the table whose number is shown in the squared brackets.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); 2006 Census of Population; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table B.1.2.1 Annual expenditure by educational institutions, per student, on core services and ancillary services, Canadian dollars, Canada, provinces and territories, 2008/2009

ISCED levels 0 to 3, Pre-primary, primary and upper and lower secondary			
Educational core services		Ancillary services (transport, meals, housing provided by institutions)	Total
Column 1		Column 2	Column 3
Canadian dollars			
Canada	10,472	572	11,044
Newfoundland and Labrador	10,464	658	11,122
Prince Edward Island	9,302	515	9,817
Nova Scotia	10,032	504	10,536
New Brunswick	9,852	511	10,363
Quebec	9,571	684	10,255
Ontario	10,544	547	11,091
Manitoba	10,669	495	11,164
Saskatchewan	10,411	1,046	11,457
Alberta	12,149	602	12,751
British Columbia	10,205	344	10,549
Yukon	19,331	168	19,499
Northwest Territories	22,642	142	22,784
Nunavut	15,187	242	15,605

... not applicable

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); 2006 Census of Population.

Table B.1.2.2 Annual expenditure by educational institutions, per student, on core services and ancillary services, in equivalent US dollars converted using purchasing power parity, Canada, provinces and territories, 2008/2009

ISCED levels 0 to 3, Pre-primary, primary and upper and lower secondary			
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total
	Column 1	Column 2	Column 3
	US dollars		
OECD average^{1,2}	8,103	539	8,617
Canada³	8,484	463	8,947
Newfoundland and Labrador	8,477	533	9,010
Prince Edward Island	7,536	417	7,953
Nova Scotia	8,127	408	8,535
New Brunswick	7,981	414	8,395
Quebec	7,754	554	8,308
Ontario	8,542	443	8,985
Manitoba	8,643	401	9,044
Saskatchewan	8,435	847	9,282
Alberta	9,842	487	10,330
British Columbia	8,267	279	8,546
Yukon	15,660	136	15,796
Northwest Territories	18,343	115	18,458
Nunavut	12,303	196	12,499

1. These averages are from *Education at a Glance 2012: OECD Indicators*, Table B.1.2, Annual expenditure per student by educational institutions on core services, ancillary services and R&D (2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. In columns 1 to 3, the OECD averages include postsecondary non-tertiary education. The average for total expenditures in the OECD includes a different number of countries than the averages for educational core services and ancillary services separately. Hence the total does not add up to the sum of these two components.
3. Due to early cutoff dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2012: OECD Indicators*. The figures presented in this report represent the most recent available.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); 2006 Census of Population; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table B.2.1 Public and private expenditure¹ on educational institutions as a percentage of GDP, by level of education, Canada, provinces and territories, 2008

	Primary, secondary and postsecondary non-tertiary education					Tertiary education			All levels of education combined (including undistributed programmes)
	ISCED 0 (Pre-primary education, children aged 3 and older)	All primary, secondary and post-secondary non-tertiary	ISCED 1/2 (Primary and lower secondary)	ISCED 3 (Upper secondary)	ISCED 4 (Post-secondary non-tertiary)	Total tertiary	ISCED 5B (Type B)	ISCED 5A/6 (Type A and advanced research programmes)	
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8		Column 9
	percent								
OECD average^{2,3}	0.5	4.0	2.6	1.3	0^s	1.6	0.2	1.4	6.2
Canada³	[2]	3.6	[2]	[2]	[7]	2.5	1.0	1.5	6.1
Newfoundland and Labrador	[2]	2.6	[2]	[2]	[7]	2.0	0.7	1.4	4.7
Prince Edward Island	[2]	4.3	[2]	[2]	[7]	4.0	1.5	2.5	8.4
Nova Scotia	[2]	4.2	[2]	[2]	[7]	3.2	0.9	2.4	7.4
New Brunswick	[2]	4.2	[2]	[2]	[7]	2.6	0.9	1.7	6.8
Quebec	[2]	3.9	[2]	[2]	[7]	3.1	1.3	1.7	6.9
Ontario	[2]	4.0	[2]	[2]	[7]	2.3	0.9	1.5	6.3
Manitoba	[2]	4.5	[2]	[2]	[7]	2.2	0.8	1.5	6.7
Saskatchewan	[2]	3.3	[2]	[2]	[7]	2.2	0.8	1.4	5.5
Alberta	[2]	2.7	[2]	[2]	[7]	1.9	0.8	1.1	4.6
British Columbia	[2]	3.4	[2]	[2]	[7]	2.5	1.0	1.5	5.9
Yukon	[2]	5.0	[2]	[2]	[7]	2.2	2.2	0.0	7.2
Northwest Territories	[2]	4.2	[2]	[2]	[7]	1.5	1.5	0.0	5.7
Nunavut	[2]	8.8	[2]	[2]	[7]	3.4	3.4	0.0	12.2

^{0s} value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded

1. Including international sources.

2. These averages are from *Education at a Glance 2012: OECD Indicators*, Table B2.2, Expenditure on education institutions as a percentage of GDP, by level of education (2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

3. Canada classifies expenditure by education level in a way that differs slightly from that of most other countries; that is, expenditure on pre-elementary education is grouped with expenditure at the elementary and secondary levels, while expenditure on postsecondary non-tertiary education (essentially technical and vocational training) is grouped with tertiary-type B expenditure. This should not affect international comparability, however, since expenditure at the elementary and secondary levels is dominant. The most recent data available for Canada, the provinces and territories are for 2008; these estimates were submitted to the OECD and will be included in its average figures for 2009.

Note: [] Data included in column of the table whose number is shown in the squared brackets.

Sources: Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table B.3.1 Distribution of total and current expenditure by educational institutions, from public and private sources, by level of education, Canada, provinces and territories, 2008

	Primary, secondary and postsecondary non-tertiary education					
	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	percent					
OECD average^{1,2}	91.3	8.7	62.4	15.5	78.1	21.9
Canada^{2,3}	92.8	7.2	62.4	15.1	77.4	22.6
Newfoundland and Labrador	96.1	3.9	64.4	11.2	75.6	24.4
Prince Edward Island	94.2	5.8	65.1	14.6	79.7	20.3
Nova Scotia	95.1	4.9	59.4	11.4	70.7	29.3
New Brunswick	94.8	5.2	67.4	11.3	78.7	21.3
Quebec	93.0	7.0	58.8	17.7	76.5	23.5
Ontario	92.1	7.9	66.0	16.0	82.0	18.0
Manitoba	95.7	4.3	55.4	21.0	76.4	23.6
Saskatchewan	95.8	4.2	49.9	19.7	69.6	30.4
Alberta	92.1	7.9	63.7	8.1	71.8	28.2
British Columbia	92.7	7.3	61.0	13.9	74.8	25.2
Yukon	95.7	4.3	62.5	9.0	71.5	28.5
Northwest Territories	78.0	22.0	61.9	15.7	77.5	22.5
Nunavut	94.0	6.0	67.4	17.2	84.6	15.4

	Tertiary education					
	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	percent					
OECD average^{1,2}	91.0	9.0	41.6	25.7	67.9	32.1
Canada^{2,3}	89.5	10.5	36.2	27.0	63.1	36.9
Newfoundland and Labrador	94.0	6.0	31.8	32.6	64.4	35.6
Prince Edward Island	84.2	15.8	27.7	32.2	59.9	40.1
Nova Scotia	92.7	7.3	34.9	26.8	61.7	38.3
New Brunswick	93.3	6.7	38.5	26.7	65.1	34.9
Quebec	89.3	10.7	40.1	25.4	65.4	34.6
Ontario	91.4	8.6	35.5	27.0	62.4	37.6
Manitoba	90.4	9.6	36.5	27.2	63.7	36.3
Saskatchewan	87.0	13.0	33.1	29.1	62.2	37.8
Alberta	82.8	17.2	33.6	28.0	61.7	38.3
British Columbia	88.9	11.1	37.3	28.1	65.5	34.5
Yukon	100.0	0.0	33.9	25.5	59.4	40.6
Northwest Territories	100.0	0.0	30.2	21.8	52.0	48.0
Nunavut	100.0	0.0	36.3	22.2	58.5	41.5

0 true zero or a value rounded to zero

- These averages are from *Education at a Glance 2012: OECD Indicators*, Table B6.2, Expenditure by educational institutions, by resource category and level of education (2009), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org
- The most recent data available for Canada and the provinces are for 2008; these estimates were submitted to the OECD and will be included in its average figures for 2009. In Canada (and in provinces and territories), expenditures for postsecondary non-tertiary education are aggregated with those for tertiary-type 5B education.
- Public institutions only at the tertiary level.

Note: Current expenditure refers to spending on resources used each year by institutions as they carry out their activities. Capital expenditure refers to spending on assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditure related to debt service into account.

Sources: Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table C.1.1 International students in tertiary education and distribution of international enrolments, by level of tertiary education, Canada and provinces, 2009

	International students ¹ as a percentage of all tertiary enrolment				2009/2001, average annual growth rate, total tertiary	Distribution of international students by level of tertiary education		
	Total tertiary	ISCED 5B (Tertiary-type B programmes)	ISCED 5A (Tertiary-type A programmes)	ISCED 6 (Advanced research programmes)		ISCED 5B (Tertiary-type B programmes)	ISCED 5A (Tertiary-type A programmes)	ISCED 6 (Advanced research programmes)
		percent	percent	percent	rate	percent	percent	percent
OECD average²	8.0	6.0	7.8	21.1	..	12.1	78.6	11.2
Canada	6.6	4.3	7.1	20.5	8.3	19.6	71.2	9.2
Newfoundland and Labrador	5.4	4.3	4.9	31.0	14.5	68.5	31.2	0.3
Prince Edward Island	15.1	25.5	7.9	50.0	28.3	24.2	61.4	14.5
Nova Scotia	7.3	1.1	9.0	15.1	6.3	2.7	90.5	6.9
New Brunswick	9.6	1.5	11.6	24.7	6.7	3.5	92.1	4.4
Quebec	6.1	2.4	7.9	19.3	6.9	3.6	87.8	8.6
Ontario	6.2	5.6	5.9	17.5	11.5	3.4	93.6	3.0
Manitoba	7.6	1.5	8.4	34.6	16.4	26.1	59.9	14.1
Saskatchewan ³	4.6	0.6	5.3	12.5	4.4	17.8	74.3	7.8
Alberta	5.9	5.0	5.4	27.5	8.8	16.0	71.7	12.2
British Columbia	8.8	5.7	9.4	26.5	4.4	25.2	66.6	8.2

.. not available for a specific reference period

- Those who, for the specific purpose of pursuing their education, go to a country other than their country of residence or the country in which they were previously educated. These students may be defined on the basis of either the country of which they were permanent residents or the country in which they were previously educated (regardless of their nationality). In Canada, international students are defined on the basis of their country of residence; the concept includes students who are not Canadian citizens and who do not hold a permanent residency permit in Canada.
- These averages are from *Education at a Glance 2012: OECD Indicators*, Table C4.1, Student mobility and foreign students in tertiary education (2005, 2010), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
- The University of Regina, in Saskatchewan, has not reported its enrolments to PSIS since 2005/2006. The proportions of international students for Saskatchewan were calculated using the 2004 enrolments from the University of Regina.

Sources: Statistics Canada, Postsecondary Student Information System (PSIS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table C.1.2 Distribution of international students¹ in tertiary education, by region of origin and selected countries of citizenship, Canada and provinces, 2009

	Newfoundland and Labrador	Prince Edward Island	Nova Scotia	New Brunswick	Quebec	Ontario	Manitoba	Saskatchewan ²	Alberta	British Columbia	Canada ³
	number										
Africa	96	27	261	543	5,637	2,973	315	123	651	402	11,028
Morocco	0	0	15	69	1,269	39	24	0	9	15	1,440
Nigeria	30	15	39	15	24	807	102	45	147	87	1,311
Egypt	18	3	69	141	204	279	12	9	108	24	867
Tunisia	0	3	6	51	657	30	3	0	6	0	756
Senegal	0	0	6	21	516	39	30	0	3	0	615
Lebanon	3	0	15	9	357	171	3	3	33	9	603
Cameroon	0	3	3	15	360	63	0	6	12	3	465
Reunion	0	0	0	0	432	3	0	0	0	0	435
North America	60	102	459	111	2,472	2,043	51	30	345	1,794	7,473
United States	60	99	285	90	2,460	1,860	51	30	342	1,794	7,071
Latin America & Caribbean	42	21	447	936	1,398	2,628	75	54	543	876	7,008
Trinidad and Tobago	3	3	42	756	27	459	6	3	12	15	1,326
Mexico	18	3	21	21	297	393	18	24	186	300	1,281
Brazil	0	0	15	6	147	228	9	3	51	123	582
Colombia	0	0	6	3	159	174	6	12	69	60	489
Jamaica	3	0	69	6	9	219	3	3	9	114	435
Haiti	0	0	3	72	309	33	3	0	3	0	423
Bahamas	3	9	177	24	12	168	0	0	6	9	408
Asia	696	753	1,815	807	4,545	23,034	1,266	1,269	6,057	12,072	52,314
China	432	708	1,161	378	1,374	9,531	789	867	2,898	5,475	23,613
India	48	3	102	90	351	2,838	81	75	429	630	4,647
Korea, South	9	6	51	12	291	2,235	63	63	378	1,230	4,338
Iran	24	0	33	42	408	939	54	21	429	429	2,379
Japan	3	9	36	33	138	540	21	39	231	765	1,815
Hong Kong	3	3	6	3	27	870	39	51	213	582	1,797
Taiwan	0	0	27	6	54	432	18	6	99	1,029	1,671
Saudi Arabia	18	9	120	42	321	630	24	18	177	237	1,596
Pakistan	6	0	21	45	201	1,089	12	9	99	78	1,560
Bangladesh	54	3	36	27	141	597	36	15	117	129	1,155
Malaysia	27	3	18	30	42	327	24	9	105	222	807
Indonesia	6	0	3	3	30	306	21	9	30	366	774
Viet Nam	0	3	6	51	657	30	3	0	6	0	756
Philippines	9	0	27	12	135	246	6	12	87	177	711
Thailand	0	0	3	3	171	336	12	9	45	99	678
Turkey	0	0	6	21	516	39	30	0	3	0	615
Europe	48	12	156	144	6,501	2,244	66	75	531	1,113	10,887
France	3	0	21	45	5,448	201	18	3	51	72	5,862
United Kingdom	9	3	18	6	93	369	3	9	93	216	819
Germany	27	3	18	30	42	327	24	9	105	222	807
Russian Federation	6	0	3	3	30	306	21	9	30	366	774
Oceania	3	6	3	3	147	186	3	9	75	81	507
Other⁴	69	0	360	3	27	3,531	1,680	21	192	963	6,846
Total	1,020	921	3,495	2,541	20,727	36,645	3,450	1,572	8,376	17,295	96,042

0 true zero or a value rounded to zero

- Those who, for the specific purpose of pursuing their education, go to a country other than their country of residence or the country in which they were previously educated. These students may be defined on the basis of either the country of which they were permanent residents or the country in which they were previously educated (regardless of their nationality). In Canada, international students are defined on the basis of their country of residence; the concept includes students who are not Canadian citizens and who do not hold a permanent residency permit in Canada.
- The University of Regina, in Saskatchewan, has not reported its enrolments to PSIS since 2005/2006. The international enrolment for Saskatchewan was calculated using the 2004 enrolments from the University of Regina.
- Excludes private institutions.
- Includes international students for whom the region and country of origin was not reported.

Source: Statistics Canada, Postsecondary Student Information System (PSIS).

Table C.2.1 Percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2010

	In education					Not in education				
	Students in work-study programmes ¹	Other employed	Unemployed ²	Not in the labour force ³	Total, in education	Employed ⁴	Unemployed ²	Not in the labour force ³	Total, not in education	Total
percent										
OECD average⁵										
15 to 29	...	11.1	1.9	32.5	47.1	37.1	6.7	9.1	52.9	100.0
15 to 19	...	12.5	3.2	67.8	85.6	6.6	3.0	5.3	14.4	100.0
20 to 24	...	13.2	2.2	27.4	43.9	37.5	8.7	10.0	56.1	100.0
25 to 29	...	8.4	1.0	6.1	15.7	64.3	8.2	11.9	84.3	100.0
Canada⁶										
15 to 29	...	17.8	2.9	23.3	43.9	42.5	6.1	7.5	56.1	100.0
15 to 19	...	27.3	6.6	47.6	81.5	10.2	3.3	5.0	18.5	100.0
20 to 24	...	19.4	1.6	18.5	39.5	45.1	7.6	7.7	60.5	100.0
25 to 29	...	7.1	0.6	5.2	12.9	70.4	7.2	9.5	87.1	100.0
Newfoundland and Labrador										
15 to 29	...	13.2	2.1 ^E	28.7	44.0	34.9	11.3	9.9	56.0	100.0
15 to 19	...	17.1	3.0 ^E	59.4	79.5	8.3	6.7 ^E	5.5 ^E	20.5	100.0
20 to 24	...	16.1	2.5 ^E	20.1	38.6	34.8	15.8	10.8 ^E	61.4	100.0
25 to 29	...	6.0 ^E	x	5.3 ^E	11.8 ^E	63.4	11.2	13.6	88.2	100.0
Prince Edward Island										
15 to 29	...	19.2	3.0 ^E	26.7	48.9	37.1	8.3	5.7	51.1	100.0
15 to 19	...	29.6	6.6 ^E	49.6	85.9	8.5 ^E	F	2.6 ^E	14.1	100.0
20 to 24	...	18.7	x	18.5	38.3	43.9	11.6 ^E	6.3 ^E	61.7	100.0
25 to 29	...	6.2 ^E	x	6.5 ^E	13.2 ^E	66.6	11.3 ^E	8.9 ^E	86.8	100.0
Nova Scotia										
15 to 29	...	18.2	2.5	23.0	43.8	40.9	8.0	7.4	56.2	100.0
15 to 19	...	31.4	5.9	45.8	83.1	8.3	3.6 ^E	5.0 ^E	16.9	100.0
20 to 24	...	17.4	1.2 ^E	17.2	35.8	44.2	10.5	9.5	64.2	100.0
25 to 29	...	4.5 ^E	x	4.7 ^E	9.6	72.9	10.0	7.6	90.4	100.0
New Brunswick										
15 to 29	...	14.4	2.7	24.8	41.9	42.9	7.6	7.7	58.1	100.0
15 to 19	...	29.3	6.4	48.0	83.8	8.8	4.2 ^E	3.2 ^E	16.2	100.0
20 to 24	...	9.8	F	20.2	31.1	49.7	10.0	9.2	68.9	100.0
25 to 29	...	3.2 ^E	x	5.0 ^E	8.5 ^E	72.2	8.6	10.8	91.5	100.0
Quebec										
15 to 29	...	20.1	3.3	21.7	45.1	41.1	6.1	7.7	54.9	100.0
15 to 19	...	27.3	7.1	43.4	77.8	12.3	4.6	5.4	22.2	100.0
20 to 24	...	23.2	2.4	17.9	43.4	42.4	5.8	8.4	56.6	100.0
25 to 29	...	10.6	F	4.7	15.9	67.0	7.9	9.2	84.1	100.0
Ontario										
15 to 29	...	18.2	3.0	25.5	46.7	39.5	6.5	7.3	53.3	100.0
15 to 19	...	26.2	7.0	51.1	84.4	7.8	2.8	5.1	15.6	100.0
20 to 24	...	21.5	1.5	20.3	43.4	39.8	9.3	7.5	56.6	100.0
25 to 29	...	7.0	0.6 ^E	5.6	13.2	70.1	7.3	9.4	86.8	100.0
Manitoba										
15 to 29	...	18.2	2.3	21.3	41.8	45.9	4.2	8.2	58.2	100.0
15 to 19	...	28.3	5.7	44.7	78.8	13.7	2.4	5.1	21.2	100.0
20 to 24	...	18.5	0.9 ^E	13.1	32.5	53.5	4.6	9.3	67.5	100.0
25 to 29	...	7.3	x	5.3	12.9	71.4	5.5	10.2	87.1	100.0
Saskatchewan										
15 to 29	...	16.3	1.7	20.7	38.8	49.5	4.2	7.6	61.2	100.0
15 to 19	...	33.1	3.8	41.3	78.2	14.6	2.9 ^E	4.3	21.8	100.0
20 to 24	...	11.4	1.1 ^E	15.4	27.8	58.7	4.6	8.9	72.2	100.0
25 to 29	...	5.1	x	6.1	11.6	74.1	5.0	9.4	88.4	100.0
Alberta										
15 to 29	...	14.9	2.4	19.1	36.4	51.8	4.9	6.8	63.6	100.0
15 to 19	...	29.5	6.3	44.6	80.4	12.0	2.8	4.8	19.6	100.0
20 to 24	...	14.5	1.3 ^E	14.3	30.2	58.6	5.6	5.6	69.8	100.0
25 to 29	...	4.0 ^E	x	3.6	8.0	76.6	5.9	9.5	92.0	100.0
British Columbia										
15 to 29	...	16.2	2.6	23.8	42.6	44.3	5.7	7.5	57.4	100.0
15 to 19	...	27.2	5.9	48.1	81.3	11.7	2.6	4.5	18.7	100.0
20 to 24	...	16.4	1.3 ^E	19.7	37.4	48.2	6.9	7.5	62.6	100.0
25 to 29	...	6.1	1.0 ^E	6.1	13.1	69.6	7.2	10.1	86.9	100.0

Table C.2.1 Percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2010 (continued)

	In education				Total, in education	Not in education				Total
	Students in work-study programmes ¹	Other employed	Unemployed ²	Not in the labour force ³		Employed ⁴	Unemployed ²	Not in the labour force ³	Total, not in education	
	percent									
Yukon										
15 to 29	...	12.6	x	22.4	36.1	44.4	7.7 ^E	11.8	63.9	100.0
15 to 19	...	24.8	x	42.4	69.1	16.9 ^E	x	x	30.9	100.0
20 to 24	...	x	x	F	16.2 ^E	59.1	x	17.9 ^E	83.8	100.0
25 to 29	...	x	x	x	x	69.6	x	x	91.7	100.0
Northwest Territories										
15 to 29	...	6.9	x	31.6	39.6	40.1	6.0	14.3	60.4	100.0
15 to 19	...	12.5	x	62.3	77.0	7.9 ^E	x	F	23.0	100.0
20 to 24	...	x	x	18.2 ^E	23.2 ^E	50.5	8.5 ^E	17.8 ^E	76.8	100.0
25 to 29	...	x	..	x	8.0 ^E	70.9	x	15.2 ^E	92.0	100.0
Nunavut										
15 to 29	...	6.1	x	26.7	33.7	32.3	9.3	24.7	66.3	100.0
15 to 19	...	12.3	x	52.7	66.9	10.1	x	18.0	33.1	100.0
20 to 24	...	x	x	16.2	18.5	35.2	10.8	35.5	81.5	100.0
25 to 29	...	x	..	x	x	58.8	13.6 ^E	22.1	94.5	100.0

.. not available for a specific reference period

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

F too unreliable to be published

1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the International Labour Organisation (ILO) definition.
2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
4. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)
5. These averages are from *Education at a Glance 2012: OECD Indicators*, Table C5.2a, Percentage of 15-29 year-olds in education and not in education, by 5-year age group and work status (2010), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
6. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability.

Due to rounding, sub-totals and totals may not match the sum of the individual values.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table C.2.2 Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, Canada, provinces and territories, 2010

	In education					Not in education					Total
	Students in work-study programmes ¹	Other employed	Unemployed ²	Not in the labour force ³	Total, in education	Employed ⁴	Unemployed ²	Not in the labour force ³	Sub-total, not employed ⁵	Total, not in education	
	percent										
OECD average⁶	...	11.1	1.9	32.5	47.1	37.1	6.7	9.1	15.8	52.9	100.0
Both sexes	...	11.1	1.9	32.5	47.1	37.1	6.7	9.1	15.8	52.9	100.0
Males	...	10.2	2.1	32.0	46.0	40.3	8.0	5.8	13.8	54.0	100.0
Females	...	12.0	2.0	33.0	48.3	33.8	5.4	12.5	17.9	51.7	100.0
Canada⁷	...	17.8	2.9	23.3	43.9	42.5	6.1	7.5	13.5	56.1	100.0
Both sexes	...	17.8	2.9	23.3	43.9	42.5	6.1	7.5	13.5	56.1	100.0
Males	...	14.8	3.0	24.1	41.8	43.8	8.2	6.1	14.3	58.2	100.0
Females	...	20.9	2.7	22.5	46.1	41.2	3.9	8.9	12.7	53.9	100.0
Newfoundland and Labrador	...	13.2	2.1 ^E	28.7	44.0	34.9	11.3	9.9	21.1	56.0	100.0
Both sexes	...	13.2	2.1 ^E	28.7	44.0	34.9	11.3	9.9	21.1	56.0	100.0
Males	...	10.7	1.8 ^E	27.6	40.0	33.5	17.1	9.4	26.5	60.0	100.0
Females	...	15.8	2.3 ^E	29.9	48.0	36.3	5.4 ^E	10.3	15.7	52.0	100.0
Prince Edward Island	...	19.2	3.0 ^E	26.7	48.9	37.1	8.3	5.7	14.0	51.1	100.0
Both sexes	...	19.2	3.0 ^E	26.7	48.9	37.1	8.3	5.7	14.0	51.1	100.0
Males	...	16.5	3.0 ^E	24.5	44.0	37.6	12.8	5.6 ^E	18.4	56.0	100.0
Females	...	21.9	3.0 ^E	28.9	53.8	36.6	3.9 ^E	5.7 ^E	9.6	46.2	100.0
Nova Scotia	...	18.2	2.5	23.0	43.8	40.9	8.0	7.4	15.4	56.2	100.0
Both sexes	...	18.2	2.5	23.0	43.8	40.9	8.0	7.4	15.4	56.2	100.0
Males	...	15.8	3.4 ^E	24.5	43.7	39.8	11.3	5.3	16.6	56.3	100.0
Females	...	20.5	1.7 ^E	21.6	43.8	41.9	4.9	9.4	14.3	56.2	100.0
New Brunswick	...	14.4	2.7	24.8	41.9	42.9	7.6	7.7	15.2	58.1	100.0
Both sexes	...	14.4	2.7	24.8	41.9	42.9	7.6	7.7	15.2	58.1	100.0
Males	...	12.2	3.1 ^E	26.4	41.7	40.6	10.2	7.5	17.7	58.3	100.0
Females	...	16.5	2.3 ^E	23.3	42.0	45.3	4.8	7.9	12.7	58.0	100.0
Quebec	...	20.1	3.3	21.7	45.1	41.1	6.1	7.7	13.8	54.9	100.0
Both sexes	...	20.1	3.3	21.7	45.1	41.1	6.1	7.7	13.8	54.9	100.0
Males	...	16.6	3.6	21.1	41.3	42.7	8.5	7.5	16.0	58.7	100.0
Females	...	23.8	2.9	22.3	49.0	39.5	3.6	7.9	11.5	51.0	100.0
Ontario	...	18.2	3.0	25.5	46.7	39.5	6.5	7.3	13.8	53.3	100.0
Both sexes	...	18.2	3.0	25.5	46.7	39.5	6.5	7.3	13.8	53.3	100.0
Males	...	15.5	3.0	27.4	46.0	39.3	8.9	5.9	14.7	54.0	100.0
Females	...	20.9	3.0	23.4	47.4	39.7	4.1	8.8	12.9	52.6	100.0
Manitoba	...	18.2	2.3	21.3	41.8	45.9	4.2	8.2	12.3	58.2	100.0
Both sexes	...	18.2	2.3	21.3	41.8	45.9	4.2	8.2	12.3	58.2	100.0
Males	...	16.4	2.5	22.5	41.4	48.1	5.5	4.9	10.4	58.6	100.0
Females	...	20.1	2.1 ^E	20.0	42.2	43.5	2.8	11.6	14.3	57.8	100.0
Saskatchewan	...	16.3	1.7	20.7	38.8	49.5	4.2	7.6	11.8	61.2	100.0
Both sexes	...	16.3	1.7	20.7	38.8	49.5	4.2	7.6	11.8	61.2	100.0
Males	...	13.3	2.0	19.6	34.9	55.4	5.3	4.4	9.7	65.1	100.0
Females	...	19.5	1.4 ^E	21.9	42.8	43.3	3.0	10.9	13.9	57.2	100.0
Alberta	...	14.9	2.4	19.1	36.4	51.8	4.9	6.8	11.7	63.6	100.0
Both sexes	...	14.9	2.4	19.1	36.4	51.8	4.9	6.8	11.7	63.6	100.0
Males	...	11.6	2.5	19.4	33.6	57.1	5.3	4.0	9.3	66.4	100.0
Females	...	18.5	2.3	18.7	39.5	46.1	4.5	9.9	14.4	60.5	100.0
British Columbia	...	16.2	2.6	23.8	42.6	44.3	5.7	7.5	13.1	57.4	100.0
Both sexes	...	16.2	2.6	23.8	42.6	44.3	5.7	7.5	13.1	57.4	100.0
Males	...	12.8	2.6	24.3	39.8	45.4	8.2	6.6	14.8	60.2	100.0
Females	...	19.7	2.6	23.2	45.6	43.1	3.0	8.3	11.3	54.4	100.0
Yukon	...	12.6	x	22.4	36.1	44.4	7.7 ^E	11.8	19.5	63.9	100.0
Both sexes	...	12.6	x	22.4	36.1	44.4	7.7 ^E	11.8	19.5	63.9	100.0
Males	...	11.3 ^E	x	20.1 ^E	32.5	48.8	7.1 ^E	11.6 ^E	18.7	67.5	100.0
Females	...	14.0 ^E	x	24.6	39.8	39.9	8.3 ^E	12.0 ^E	20.3 ^E	60.2	100.0
Northwest Territories	...	6.9	x	31.6	39.6	40.1	6.0	14.3	20.3	60.4	100.0
Both sexes	...	6.9	x	31.6	39.6	40.1	6.0	14.3	20.3	60.4	100.0
Males	...	6.5	x	31.8	39.2	40.6	7.5 ^E	12.7 ^E	20.2	60.8	100.0
Females	...	7.3	x	31.5	40.0	39.6	4.4 ^E	16.0	20.4	60.0	100.0

Table C.2.2 Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, Canada, provinces and territories, 2010 (continued)

	In education				Not in education				Sub-total, not employed ⁵	Total, not in education	Total
	Students in work-study programmes ¹	Other employed	Unemployed ²	Not in the labour force ³	Total, in education	Employed ⁴	Unemployed ²	Not in the labour force ³			
	percent										
Nunavut	...	6.1	x	26.7	33.7	32.3	9.3	24.7	34.0	66.3	100.0
Both sexes	...	x	x	28.1	31.3	33.1	12.0 ^E	23.6	35.6	68.7	100.0
Males	...	9.3	x	25.3	36.1	31.4	6.6	25.9	32.5	63.9	100.0
Females	...										

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

- Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the International Labour Organisation (ILO) definition.
- Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
- Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
- Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.).
- Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."
- These averages are from *Education at a Glance 2012: OECD Indicators*, Table C5.2a, Percentage of 15-29 year-olds in education and not in education, by 5-year age group and work status (2010), Table C5.2b (Web only) Percentage of 15-29 year-old young men in education and not in education (2010) and Table C5.2c. (Web only) Percentage of 15-29 year-old young women in education and not in education (2010), which present the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
- Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability. Due to rounding, sub-totals and totals may not match the sum of the individual values.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table C.2.3 Percentage of 15- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, Canada, provinces and territories, 2010

	Total, in education	Not in education				Total, not in education	Total
		Employed ¹	NEETs (not in employment, not in education or training)		Sub-total, Not employed ⁴		
			Unemployed ²	Not in the labour force ³			
percent							
OECD average⁵							
Total, all levels of education	47.5	36.9	6.6	9.0	15.6	52.5	100.0
Below upper secondary	67.1	16.9	6.0	10.0	16.0	32.9	100.0
Upper secondary and postsecondary non-tertiary	41.0	42.7	7.4	9.0	16.4	59.0	100.0
Tertiary	23.8	63.5	6.5	6.7	13.2	76.2	100.0
Canada⁶							
Total, all levels of education	43.9	42.5	6.1	7.5	13.5	56.1	100.0
Below upper secondary	70.7	15.1	5.4	8.9	14.3	29.3	100.0
Upper secondary and postsecondary non-tertiary	39.6	45.0	7.4	8.0	15.4	60.4	100.0
Tertiary	26.0	63.8	4.9	5.3	10.2	74.0	100.0
Newfoundland and Labrador							
Total, all levels of education	44.0	34.9	11.3	9.9	21.1	56.0	100.0
Below upper secondary	77.2	6.1 ^E	5.2 ^E	11.5 ^E	16.7	22.8	100.0
Upper secondary and postsecondary non-tertiary	37.7	34.8	16.4	11.2	27.6	62.3	100.0
Tertiary	19.6	68.9	6.5 ^E	5.0 ^E	11.5 ^E	80.4	100.0
Prince Edward Island							
Total, all levels of education	48.9	37.1	8.3	5.7	14.0	51.1	100.0
Below upper secondary	77.5	10.3 ^E	6.9 ^E	5.3 ^E	12.2 ^E	22.5	100.0
Upper secondary and postsecondary non-tertiary	45.4	37.3	11.0	6.4 ^E	17.4	54.6	100.0
Tertiary	21.8	67.5	5.8 ^E	4.9 ^E	10.7 ^E	78.2	100.0
Nova Scotia							
Total, all levels of education	43.8	40.9	8.0	7.4	15.4	56.2	100.0
Below upper secondary	74.4	11.0	5.4	9.2	14.6	25.6	100.0
Upper secondary and postsecondary non-tertiary	38.8	41.9	10.8	8.5	19.4	61.2	100.0
Tertiary	17.5	71.9	6.8	3.8 ^E	10.6	82.5	100.0
New Brunswick							
Total, all levels of education	41.9	42.9	7.6	7.7	15.2	58.1	100.0
Below upper secondary	76.1	9.3	7.1 ^E	7.5	14.6	23.9	100.0
Upper secondary and postsecondary non-tertiary	39.0	43.2	8.6	9.2	17.8	61.0	100.0
Tertiary	13.6	74.1	6.6 ^E	5.7 ^E	12.2	86.4	100.0
Quebec							
Total, all levels of education	45.1	41.1	6.1	7.7	13.8	54.9	100.0
Below upper secondary	59.8	20.1	7.7	12.5	20.2	40.2	100.0
Upper secondary and postsecondary non-tertiary	40.5	44.0	7.3	8.3	15.5	59.5	100.0
Tertiary	40.1	52.7	3.6	3.6	7.2	59.9	100.0
Ontario							
Total, all levels of education	46.7	39.5	6.5	7.3	13.8	53.3	100.0
Below upper secondary	74.3	12.1	5.1	8.6	13.6	25.7	100.0
Upper secondary and postsecondary non-tertiary	46.7	37.3	8.2	7.8	16.0	53.3	100.0
Tertiary	23.6	64.9	5.7	5.7	11.5	76.4	100.0
Manitoba							
Total, all levels of education	41.8	45.9	4.2	8.2	12.3	58.2	100.0
Below upper secondary	68.4	17.6	3.7	10.3	14.0	31.6	100.0
Upper secondary and postsecondary non-tertiary	34.4	53.1	4.6	7.9	12.5	65.6	100.0
Tertiary	18.3	72.2	3.9 ^E	5.7	9.5	81.7	100.0
Saskatchewan							
Total, all levels of education	38.8	49.5	4.2	7.6	11.8	61.2	100.0
Below upper secondary	74.8	14.5	2.8 ^E	7.8	10.6	25.2	100.0
Upper secondary and postsecondary non-tertiary	26.7	59.7	5.5	8.2	13.6	73.3	100.0
Tertiary	16.0	75.5	2.8 ^E	5.7 ^E	8.5	84.0	100.0

Table C.2.3 Percentage of 15- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, Canada, provinces and territories, 2010 (continued)

	Total, in education	Not in education				Total, not in education	Total
		Employed ¹	NEETs (not in employment, not in education or training)		Sub-total, Not employed ⁴		
			Unemployed ²	Not in the labour force ³			
percent							
Alberta							
Total, all levels of education	36.4	51.8	4.9	6.8	11.7	63.6	100.0
Below upper secondary	69.0	18.4	5.2	7.4	12.6	31.0	100.0
Upper secondary and postsecondary non-tertiary	28.7	59.3	5.5	6.6	12.1	71.3	100.0
Tertiary	14.4	75.4	3.5 ^E	6.7	10.2	85.6	100.0
British Columbia							
Total, all levels of education	42.6	44.3	5.7	7.5	13.1	57.4	100.0
Below upper secondary	75.6	15.6	3.5 ^E	5.4	8.9	24.4	100.0
Upper secondary and postsecondary non-tertiary	36.4	48.0	6.8	8.8	15.6	63.6	100.0
Tertiary	21.1	67.0	5.4	6.6	12.0	78.9	100.0
Yukon							
Total, all levels of education	36.1	44.4	7.7^E	11.8	19.5	63.9	100.0
Below upper secondary	58.1	21.0 ^E	7.0 ^E	13.9 ^E	20.9^E	41.9	100.0
Upper secondary and postsecondary non-tertiary	15.1^E	65.6	x	11.0 ^E	19.4^E	84.9	100.0
Tertiary	x	66.6	x	x	x	82.2	100.0
Northwest Territories							
Total, all levels of education	39.6	40.1	6.0	14.3	20.3	60.4	100.0
Below upper secondary	57.3	15.9	6.2 ^E	20.7	26.9	42.7	100.0
Upper secondary and postsecondary non-tertiary	23.3	61.2	x	9.3 ^E	15.5^E	76.7	100.0
Tertiary	x	82.8	x	x	x	90.0	100.0
Nunavut							
Total, all levels of education	33.7	32.3	9.3	24.7	34.0	66.3	100.0
Below upper secondary	38.9	22.0	10.6	28.5	39.1	61.1	100.0
Upper secondary and postsecondary non-tertiary	24.2^E	45.8	x	22.1	30.0	75.8	100.0
Tertiary	x	69.3	x	x	x	78.9	100.0

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- Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)
- Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
- Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
- Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."
- These averages are from *Education at a Glance 2012: OECD Indicators*, Table C5.2d, Percentage of 15-29 year-olds in education and not in education, by educational attainment and work status (2010), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
- Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability. Due to rounding, sub-totals and totals may not match the sum of the individual values.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table C.2.4 Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2000, 2002, 2004, 2006, 2008 and 2010

	2000			2002			2004		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed ¹	Total	Employed	Not employed ¹	Total	Employed	Not employed ¹
	percent								
OECD average²									
15 to 29	41.4	43.6	15.1	42.6	42.2	15.3	44.7	40.2	15.1
15 to 19	80.1	11.4	9.4	81.2	10.4	8.6	83.1	8.8	8.3
20 to 24	34.7	48.2	17.7	36.5	45.7	17.7	39.6	42.6	17.7
25 to 29	12.2	68.7	19.1	13.0	67.9	19.7	14.0	67.0	19.0
Canada³									
15 to 29	42.5	43.9	13.7	43.3	43.1	13.6	43.1	43.9	13.0
15 to 19	80.6	11.2	8.2	80.2	11.8	8.0	79.1	12.2	8.7
20 to 24	35.8	48.5	15.7	36.5	48.3	15.3	38.1	47.7	14.2
25 to 29	10.6	72.2	17.2	12.7	69.8	17.5	11.9	71.9	16.2
Newfoundland and Labrador									
15 to 29	46.3	29.9	23.7	47.6	31.6	20.8	45.6	30.7	23.7
15 to 19	88.7	4.0 ^E	7.2 ^E	85.4	5.9 ^E	8.7	80.5	9.4	10.2
20 to 24	34.5	33.9	31.6	38.3	39.2	22.6	41.2	30.8	28.0
25 to 29	8.7 ^E	56.4	34.9	11.8	54.7	33.5	9.8 ^E	55.4	34.8
Prince Edward Island									
15 to 29	40.6	42.3	17.0	45.1	37.7	17.2	45.1	38.4	16.5
15 to 19	81.0	11.2	7.9 ^E	83.3	10.5	6.2 ^E	80.8	10.1	9.1
20 to 24	27.0	54.7	18.3	32.3	43.7	24.0	37.7	44.5	17.8
25 to 29	7.8 ^E	65.7	26.5	11.1 ^E	65.5	23.4	8.6 ^E	67.0	24.4
Nova Scotia									
15 to 29	45.1	40.3	14.6	42.4	41.9	15.8	45.8	39.6	14.6
15 to 19	82.9	9.1	8.0	82.5	8.9	8.6	81.3	10.9	7.8
20 to 24	39.4	42.7	17.9	33.3	44.4	22.4	37.4	48.6	14.0
25 to 29	11.2	70.6	18.2	8.0 ^E	75.3	16.7	15.0	62.1	22.9
New Brunswick									
15 to 29	39.6	41.6	18.9	40.0	42.7	17.3	41.1	42.5	16.4
15 to 19	82.9	9.7	7.4	82.9	9.3	7.8	81.8	8.5	9.7
20 to 24	28.9	46.4	24.7	28.0	50.0	22.0	29.3	49.9	20.7
25 to 29	5.8 ^E	69.3	24.9	7.2	70.4	22.4	10.4	70.6	19.0
Quebec									
15 to 29	42.4	41.1	16.5	41.3	43.2	15.5	41.4	43.7	15.0
15 to 19	78.7	10.9	10.4	77.4	12.8	9.9	76.2	12.6	11.2
20 to 24	36.3	44.4	19.2	35.1	48.0	16.9	37.1	46.5	16.3
25 to 29	11.3	68.7	19.9	13.2	67.5	19.3	14.0	69.0	17.0
Ontario									
15 to 29	43.7	44.4	11.8	45.6	42.3	12.1	45.0	42.9	12.1
15 to 19	82.2	9.8	8.0	83.6	10.1	6.3	81.8	10.5	7.7
20 to 24	39.9	47.5	12.6	39.9	46.7	13.4	41.5	45.8	12.7
25 to 29	10.0	75.1	14.8	12.8	70.6	16.6	10.8	73.3	15.9
Manitoba									
15 to 29	39.1	47.9	13.0	41	46.7	12.3	43.7	45.5	10.7
15 to 19	76.3	15.8	7.9	77.9	15.7	6.4	80.7	13.2	6.2
20 to 24	27.5	57.9	14.6	30.7	54.7	14.6	33.9	52.2	13.9
25 to 29	11.6	71.6	16.8	11.8	71.9	16.3	13.9	73.7	12.4
Saskatchewan									
15 to 29	41.2	45.3	13.5	45.3	42.9	11.8	41.6	45.9	12.5
15 to 19	77.7	14.4	7.9	81.3	12.1	6.7	74.5	16.8	8.7
20 to 24	28.4	54.2	17.4	34.5	50.4	15.1	32.2	52.3	15.5
25 to 29	9.7	74.0	16.3	11.8	73.5	14.7	12.5	73.9	13.6
Alberta									
15 to 29	37.9	50.2	11.8	39.1	48.8	12.1	38.3	50.7	10.9
15 to 19	75.5	17.3	7.2	74.0	15.9	10.2	75.3	15.8	8.9
20 to 24	27.5	60.3	12.3	30.7	56.3	13.0	30.3	58.5	11.2
25 to 29	11.0	73.0	16.0	12.9	74.0	13.1	10.3	77.0	12.7

Table C.2.4 Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2000, 2002, 2004, 2006, 2008 and 2010 (continued)

	2000			2002			2004		
	In education		Not in education Not employed ¹	In education		Not in education Not employed ¹	In education		Not in education Not employed ¹
	Total	Employed		Total	Employed		Total	Employed	
	percent								
British Columbia									
15 to 29	43.3	43.8	12.9	43.9	41.7	14.4	44.1	43.1	12.8
15 to 19	83.7	10.3	6.1	78.5	13.0	8.4	78.1	13.5	8.4
20 to 24	35.0	48.8	16.3	38.0	46.1	16.0	40.8	45.0	14.2
25 to 29	11.6	72.1	16.3	13.8	67.2	19.0	11.8	72.2	16.0
Yukon									
15 to 29	42.8	39.0	18.2	36.3	47.1	16.6	44.7	41.2	14.0
15 to 19	69.1	13.7 ^E	17.2	67.4	20.2 ^E	12.4 ^E	80.3	12.1 ^E	x
20 to 24	33.2 ^E	45.0	21.8	18.2 ^E	61.5	20.4 ^E	29.0	52.6	18.3 ^E
25 to 29	x	72.5	16.5 ^E	x	72.1	19.0 ^E	x	71.6	18.8 ^E
Northwest Territories									
15 to 29	...	...	...	35.3	46.1	18.7	36.7	49.0	14.4
15 to 19	...	...	...	77.7	11.4 ^E	11.0 ^E	79.5	11.5 ^E	9.1 ^E
20 to 24	...	...	...	17.1 ^E	58.4	24.4	20.1	59.3	20.6
25 to 29	...	...	...	7.9 ^E	70.9	21.2	F	79.1	14.4 ^E
Nunavut									
15 to 29	...	...	...	...	...	...	...	...	...
15 to 19	...	...	...	...	...	...	...	...	...
20 to 24	...	...	...	...	...	...	...	...	...
25 to 29	...	...	...	...	...	...	...	...	...
	2006			2008			2010		
	In education		Not in education Not employed ¹	In education		Not in education Not employed ¹	In education		Not in education Not employed ¹
	Total	Employed		Total	Employed		Total	Employed	
	percent								
OECD average²									
15 to 29	45.3	40.4	14.3	45.6	40.7	13.7	47.1	37.1	15.8
15 to 19	83.6	8.3	8.2	83.8	8.5	7.9	85.6	6.6	8.1
20 to 24	40.4	42.9	17.1	41.7	42.6	16.0	43.9	37.5	18.5
25 to 29	14.3	67.8	18.4	14.3	68.3	17.4	15.7	64.3	20.0
Canada³									
15 to 29	44.1	43.9	12.0	43.8	44.5	11.7	43.9	42.5	13.5
15 to 19	81.1	11.5	7.3	80.2	12.5	7.3	81.5	10.2	8.2
20 to 24	38.5	48.5	13.0	38.9	48.1	13.0	39.5	45.1	15.3
25 to 29	12.3	72.0	15.6	12.4	72.6	14.9	12.9	70.4	16.8
Newfoundland and Labrador									
15 to 29	46.9	29.7	23.5	46.2	35.0	18.8	44.0	34.9	21.1
15 to 19	87.4	6.3 ^E	6.3 ^E	84.1	8.4 ^E	7.5 ^E	79.5	8.3	12.2
20 to 24	38.8	28.3	32.9	39.0	37.1	23.9	38.6	34.8	26.5
25 to 29	8.8 ^E	58.4	32.8	10.1 ^E	63.7	26.2	11.8 ^E	63.4	24.8
Prince Edward Island									
15 to 29	44.0	39.6	16.4	48.0	37.5	14.5	48.9	37.1	14.0
15 to 19	86.1	6.6 ^E	7.3 ^E	82.6	11.3 ^E	6.1 ^E	85.9	8.5 ^E	5.7 ^E
20 to 24	28.8	51.1	20.1	38.4	40.1	21.5	38.3	43.9	17.9
25 to 29	9.5 ^E	67.1	23.3	14.1 ^E	68.6	17.3	13.2 ^E	66.6	20.2
Nova Scotia									
15 to 29	44.9	40.4	14.7	42.8	42.7	14.5	43.8	40.9	15.4
15 to 19	82.6	9.8	7.6	78.4	13.7	7.8	83.1	8.3	8.6
20 to 24	33.7	49.9	16.5	35.6	46.1	18.2	35.8	44.2	20.0
25 to 29	13.7	65.3	21.1	9.4	72.6	18.0	9.6	72.9	17.6
New Brunswick									
15 to 29	42.7	43.8	13.6	42.8	42.6	14.7	41.9	42.9	15.2
15 to 19	83.5	9.9	6.6	86.0	9.3	4.7 ^E	83.8	8.8	7.4 ^E
20 to 24	33.4	50.9	15.7	31.1	48.5	20.4	31.1	49.7	19.2
25 to 29	8.6 ^E	72.7	18.8	7.5	72.9	19.6	8.5 ^E	72.2	19.4

Table C.2.4 Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2000, 2002, 2004, 2006, 2008 and 2010 (concluded)

	2006			2008			2010		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed ¹	Total	Employed	Not employed ¹	Total	Employed	Not employed ¹
	percent								
Quebec									
15 to 29	42.3	44.1	13.5	42.9	43.1	13.9	45.1	41.1	13.8
15 to 19	78.8	12.3	8.9	77.4	13.5	9.2	77.8	12.3	10.0
20 to 24	38.4	46.3	15.3	38.8	46.2	15.0	43.4	42.4	14.2
25 to 29	13.2	70.7	16.0	14.5	68.1	17.4	15.9	67.0	17.1
Ontario									
15 to 29	46.1	42.0	11.8	47.3	41.3	11.4	46.7	39.5	13.8
15 to 19	83.1	9.3	7.6	84.0	9.1	6.9	84.4	7.8	7.8
20 to 24	41.9	45.4	12.7	44.0	43.0	13.1	43.4	39.8	16.8
25 to 29	11.7	72.9	15.4	12.8	72.8	14.4	13.2	70.1	16.7
Manitoba									
15 to 29	45.6	43.9	10.6	41.2	48.2	10.6	41.8	45.9	12.3
15 to 19	81.2	13.4	5.5	77.5	16.0	6.5	78.8	13.7	7.5
20 to 24	37.5	52.0	10.5	32.6	54.1	13.4	32.5	53.5	14.0
25 to 29	14.1	69.5	16.4	10.5	77.4	12.1	12.9	71.4	15.7
Saskatchewan									
15 to 29	42.9	45.1	12.0	39.8	50.5	9.7	38.8	49.5	11.8
15 to 19	79.1	13.5	7.4	76.5	16.1	7.3	78.2	14.6	7.2
20 to 24	33.4	53.0	13.6	29.0	62.3	8.7	27.8	58.7	13.5
25 to 29	10.9	73.5	15.6	10.9	75.6	13.6	11.6	74.1	14.4
Alberta									
15 to 29	39.1	51.5	9.4	35.9	54.2	9.9	36.4	51.8	11.7
15 to 19	78.0	15.9	6.1	74.4	18.9	6.8	80.4	12.0	7.6
20 to 24	31.5	58.8	9.7	27.3	62.4	10.3	30.2	58.6	11.3
25 to 29	10.0	77.8	12.2	11.0	76.6	12.4	8.0	76.6	15.4
British Columbia									
15 to 29	45.1	44.8	10.2	43.5	47.1	9.5	42.6	44.3	13.1
15 to 19	80.7	13.7	5.6	79.2	14.9	5.9	81.3	11.7	7.1
20 to 24	38.3	51.5	10.1	40.6	49.8	9.5	37.4	48.2	14.4
25 to 29	15.4	69.7	14.9	11.3	75.8	12.9	13.1	69.6	17.3
Yukon									
15 to 29	38.9	47.8	13.2	39.0	46.8	14.2 ^E	36.1	44.4	19.5
15 to 19	73.0	19.3	x	69.7	19.0 ^E	11.3 ^E	69.1	16.9 ^E	13.9 ^E
20 to 24	20.7 ^E	62.5	16.8 ^E	22.5 ^E	57.9	19.6 ^E	16.2 ^E	59.1	24.7 ^E
25 to 29	x	74.0	17.6 ^E	x	77	x	x	69.6	22.1 ^E
Northwest Territories									
15 to 29	35.8	49.2	15.0	35.5	47.1	17.4	39.6	40.1	20.3
15 to 19	76.1	12.3	11.7 ^E	75.0	13.6 ^E	11.4	77	7.9 ^E	15.1
20 to 24	15.7	63.4	20.9	18.0 ^E	53.6	28.4	23.2 ^E	50.5	26.3 ^E
25 to 29	7.9 ^E	78.7	13.4 ^E	x	82.3	12.4	8.0 ^E	70.9	21.0 ^E
Nunavut									
15 to 29	32.5 ^E	39.0	28.5	30.9	40.2	29.0	33.7	32.3	34.0
15 to 19	69.1	F	20.9 ^E	66.1	9.1 ^E	24.7	66.9	10.1	23.0
20 to 24	F	45.6	40.0	12.2 ^E	54.4	33.4	18.5	35.2	46.3
25 to 29	x	65.0	26.3 ^E	x	64.3	29.5	x	58.8	35.7

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

F too unreliable to be published

- Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."
- These averages are from *Education at a Glance 2012: OECD Indicators*, Table C5.4a Trends in the percentage of the youth population in education and not in education (1997-2010), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
- Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability.

Due to rounding, sub-totals and totals may not match the sum of the individual values.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2012: OECD Indicators*.

Table D.1.1 Compulsory and intended instruction time¹ in public institutions, ages 7 through 15, Canada, provinces and territories, 2009/2010

	Average number of hours per year									
	Total compulsory instruction time					Total intended instruction time ²				
	Ages 7 and 8	Ages 9 to 11	Ages 12 to 14	Age 15, typical programme ³	Age 15, least demanding programme ⁴	Ages 7 and 8	Ages 9 to 11	Ages 12 to 14	Age 15, typical programme ³	Age 15, least demanding programme ⁴
	hours									
OECD average⁵	774	821	899	920	913	790	838	922	948	907
Canada⁶	917	921	922	919	...	917	921	922	919	...
Newfoundland and Labrador ¹	935	935	935	935	...	935	935	935	935	...
Prince Edward Island ¹	879	879	925	880	...	879	879	925	880	...
Nova Scotia	796	888	935	935	...	796	888	935	935	...
New Brunswick ⁷	772	867	908	968	...	772	867	908	968	...
Quebec	900	900	900	900	...	900	900	900	900	...
Ontario ⁸	940	940	919	880	...	940	940	919	880	...
Manitoba	925	925	1,018	1,018	...	925	925	1,018	1,018	...
Saskatchewan ¹	950	950	950	950	...	950	950	950	950	...
Alberta	950	950	950	1,000	...	950	950	950	1,000	...
British Columbia	876	876	902	953	...	876	876	902	953	...
Yukon ¹	935	935	935	935	...	935	935	935	935	...
Northwest Territories	997	997	1,045	1,050	...	997	997	1,045	1,050	...
Nunavut	..	..	..	..	...	..	..	..	..	...

.. not available for a specific reference period

... not applicable

- Unless otherwise specified, instruction time is based on the minimum requirements for instruction time in provincial or territorial legislation, regulation, or policy. In Newfoundland and Labrador, hours reported are typical hours for ages 7 to 14 and average hours for age 15 in a typical programme. In Prince Edward Island and Saskatchewan, hours reported are typical hours for all ages. In Yukon, hours reported are typical hours at age 7, and average hours for ages 8 to 15.
- "Intended instruction time" refers to the number of hours per year for which students ought to receive instruction in both the compulsory and non-compulsory parts of the curriculum.
- "Typical programme": the programme that most 15-year-olds are following.
- "Least demanding programme": the programme stipulated for students who are least likely to continue studying beyond the mandatory school age or beyond ISCED 2 (lower secondary education).
- These averages are from *Education at a Glance 2012: OECD Indicators*, Table D1.1, Compulsory and intended instruction time in public institutions (2010), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
- The average for Canada is calculated by weighting the figures for provinces and territories by the population of children, as of January 1, 2010, in the respective age groups (7 and 8, 9 to 11, 12 to 14, and 15) in each jurisdiction. All jurisdictions except Nunavut are taken into account in the Canada average.
- New Brunswick's reporting for 2009/2010 has resulted in an under-representation of mandated instruction time for ages 11 through 15.
- In Ontario, the figures reported for ages 7 through 13 are based on minimum requirements for instruction time as outlined in provincial regulations. Ontario students typically move to high school at age 14 (Grade 9), which must be considered when interpreting Ontario's averages for ages 12 to 14.

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2011 Survey on Teachers and the Curriculum.

Table D.2.1 Annual statutory teachers' salaries¹ in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2009/2010

ISCED 1 (Primary education)						
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary	
	Canadian dollars				ratio	
Canada²	44,861	67,996	71,608	71,608	1.60	
Newfoundland and Labrador	47,306	61,946	61,946	61,946	1.31	
Prince Edward Island	46,206	66,114	66,114	66,114	1.43	
Nova Scotia	47,074	67,186	67,186	67,186	1.43	
New Brunswick	45,511	67,712	70,180	70,180	1.54	
Quebec	39,238	57,115	70,458	70,458	1.80	
Ontario ³	42,030	71,011	71,011	71,011	1.69	
Manitoba ⁴	49,986	76,807	76,807	76,807	1.54	
Saskatchewan	46,419	71,368	73,036	73,036	1.57	
Alberta ³	53,838	82,808	85,597	85,597	1.59	
British Columbia ⁵	41,963	64,131	64,131	64,131	1.53	
Yukon	58,546	86,118	86,118	86,118	1.47	
Northwest Territories	66,022	93,979	93,979	93,979	1.42	
Nunavut	..	..	..	..	..
ISCED 2 (Lower secondary education)						
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	Canadian dollars				ratio	years
Canada²	44,861	67,996	71,608	71,608	1.60	11
Newfoundland and Labrador	47,306	61,946	61,946	61,946	1.31	9
Prince Edward Island	46,206	66,114	66,114	66,114	1.43	10
Nova Scotia	47,074	67,186	67,186	67,186	1.43	10
New Brunswick	45,511	67,712	70,180	70,180	1.54	11
Quebec	39,238	57,115	70,458	70,458	1.80	15
Ontario ³	42,030	71,011	71,011	71,011	1.69	10
Manitoba ⁴	49,986	76,807	76,807	76,807	1.54	10
Saskatchewan	46,419	71,368	73,036	73,036	1.57	14
Alberta ³	53,838	82,808	85,597	85,597	1.59	11
British Columbia ⁵	41,963	64,131	64,131	64,131	1.53	10
Yukon	58,546	86,118	86,118	86,118	1.47	10
Northwest Territories	66,022	93,979	93,979	93,979	1.42	10
Nunavut

Table D.2.1 Annual statutory teachers' salaries¹ in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2009/2010 (concluded)

	ISCED 3 (Upper secondary education)				Ratio of salary at top of scale to starting salary
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	
	Canadian dollars				ratio
Canada²	45,051	68,297	71,886	71,886	1.60
Newfoundland and Labrador	47,306	61,946	61,946	61,946	1.31
Prince Edward Island	46,206	66,114	66,114	66,114	1.43
Nova Scotia	47,074	67,186	67,186	67,186	1.43
New Brunswick	45,511	67,712	70,180	70,180	1.54
Quebec	39,238	57,115	70,458	70,458	1.80
Ontario ³	42,440	71,704	71,704	71,704	1.69
Manitoba ⁴	49,986	76,807	76,807	76,807	1.54
Saskatchewan	46,419	71,368	73,036	73,036	1.57
Alberta ³	53,838	82,808	85,597	85,597	1.59
British Columbia ⁵	41,963	64,131	64,131	64,131	1.53
Yukon	58,546	86,118	86,118	86,118	1.47
Northwest Territories	66,022	93,979	93,979	93,979	1.42
Nunavut	..	..	..	..	..

.. not available for a specific reference period

... not applicable

1. "Annual statutory salary" is the sum of wages according to existing salary scales. Salaries are presented in current Canadian dollars without adjustments for cost of living. The average for Canada was derived from the provincial values. Unless otherwise specified, the annual statutory salaries are based on 2009/2010 salary scales in collective agreements between each jurisdiction's teachers' unions and the provincial or territorial government.
2. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary / minimum training"); aged 35 to 44 (for "Salary after 10 years of experience / minimum training"); or aged 45 or older (for "Salary after 15 years of experience" and "Salary at the top of the scale"). Reflects public institutions in submitting jurisdictions, as reported in the 2009/2010 Elementary-Secondary Education Survey (ESES). The territories are excluded from the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The territories are included in the average for "Years from starting to top salary".
3. In Ontario and Alberta, salaries are negotiated at the school board level. The figures provided by Ontario are the midpoint of a range based on the provincially funded grid. In Alberta, the salaries shown reflect averages weighted on the student population in each school board.
4. In Manitoba, the concept of "annual statutory teachers' salaries" is not relevant because the province is not party to the collective bargaining for teachers and does not have the payroll data that would be needed to report on the salary information requested. Manitoba figures reflect the gross annual starting salary and salaries after 10 and 15 years of experience taken from averages across all school divisions.
5. In British Columbia, figures are based on the salary grid for the Surrey School District, the largest school district in the province.

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES) 2011 Survey on Teachers and the Curriculum.

Table D.2.2 Annual statutory teachers' salaries¹ in public institutions, by level of education taught and teaching experience, US dollars, Canada, provinces and territories, 2009/2010

ISCED 1 (Primary education)						
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary	
	US dollars				ratio	
OECD average²	28,523	34,968	37,603	45,100	1.60	
Canada³	34,443	52,205	54,978	54,978	1.60	
Newfoundland and Labrador	36,320	47,560	47,560	47,560	1.31	
Prince Edward Island	35,475	50,760	50,760	50,760	1.43	
Nova Scotia	36,142	51,583	51,583	51,583	1.43	
New Brunswick	34,942	51,987	53,882	53,882	1.54	
Quebec	30,125	43,851	54,095	54,095	1.80	
Ontario ⁴	32,269	54,520	54,520	54,520	1.69	
Manitoba ⁵	38,377	58,969	58,969	58,969	1.54	
Saskatchewan	35,639	54,794	56,074	56,074	1.57	
Alberta ⁴	41,335	63,577	65,718	65,718	1.59	
British Columbia ⁶	32,218	49,237	49,237	49,237	1.53	
Yukon	44,949	66,118	66,118	66,118	1.47	
Northwest Territories	50,689	72,153	72,153	72,153	1.42	
Nunavut	..	..	..	..	..
ISCED 2 (Lower secondary education)						
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	US dollars				ratio	years
OECD average²	29,801	36,683	39,401	47,721	1.62	24
Canada³	34,443	52,205	54,978	54,978	1.60	11
Newfoundland and Labrador	36,320	47,560	47,560	47,560	1.31	9
Prince Edward Island	35,475	50,760	50,760	50,760	1.43	10
Nova Scotia	36,142	51,583	51,583	51,583	1.43	10
New Brunswick	34,942	51,987	53,882	53,882	1.54	11
Quebec	30,125	43,851	54,095	54,095	1.80	15
Ontario ⁴	32,269	54,520	54,520	54,520	1.69	10
Manitoba ⁵	38,377	58,969	58,969	58,969	1.54	10
Saskatchewan	35,639	54,794	56,074	56,074	1.57	14
Alberta ⁴	41,335	63,577	65,718	65,718	1.59	11
British Columbia ⁶	32,218	49,237	49,237	49,237	1.53	10
Yukon	44,949	66,118	66,118	66,118	1.47	10
Northwest Territories	50,689	72,153	72,153	72,153	1.42	10
Nunavut

Table D.2.2 Annual statutory teachers' salaries¹ in public institutions, by level of education taught and teaching experience, US dollars, Canada, provinces and territories, 2009/2010 (concluded)

ISCED 3 (Upper secondary education)					
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary
	US dollars				ratio
OECD average²	30,899	38,190	41,182	49,721	1.63
Canada³	34,588	52,436	55,191	55,191	1.60
Newfoundland and Labrador	36,320	47,560	47,560	47,560	1.31
Prince Edward Island	35,475	50,760	50,760	50,760	1.43
Nova Scotia	36,142	51,583	51,583	51,583	1.43
New Brunswick	34,942	51,987	53,882	53,882	1.54
Quebec	30,125	43,851	54,095	54,095	1.80
Ontario ⁴	32,584	55,052	55,052	55,052	1.69
Manitoba ⁵	38,377	58,969	58,969	58,969	1.54
Saskatchewan	35,639	54,794	56,074	56,074	1.57
Alberta ⁴	41,335	63,577	65,718	65,718	1.59
British Columbia ⁶	32,218	49,237	49,237	49,237	1.53
Yukon	44,949	66,118	66,118	66,118	1.47
Northwest Territories	50,689	72,153	72,153	72,153	1.42
Nunavut	..	..	..	..	..

.. not available for a specific reference period

... not applicable

1. "Annual statutory salary" is the sum of wages according to existing salary scales. Salaries have been converted to US dollars using the 2009/2010 purchasing power parity (PPP) for private consumption for Canada from the Organisation for Economic Co-operation and Development (OECD) National Accounts database. Although this PPP takes into account differences in cost of living across countries, it was not possible to make a similar adjustment for provinces and territories. Unless otherwise specified, the annual statutory salaries are based on 2009/2010 salary scales in collective agreements between each jurisdiction's teachers' unions and the provincial or territorial government.
2. These averages are from *Education at a Glance 2012: OECD Indicators*, Table D3.1, Teachers' salaries (2010), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/minimum training"); aged 35 to 44 (for "Salary after 10 years of experience/minimum training"); or aged 45 or older (for "Salary after 15 years of experience" and "Salary at the top of the scale"). Reflects public institutions in submitting jurisdictions, as reported in the 2009/2010 Elementary-Secondary Education Survey (ESES). The territories are excluded from the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The territories are included in the average for "Years from starting to top salary".
4. In Ontario and Alberta, salaries are negotiated at the school board level. The figures provided by Ontario are the midpoint of a range based on the provincially funded grid. In Alberta, the salaries shown reflect averages weighted on the student population in each school board.
5. In Manitoba, the concept of "annual statutory teachers' salaries" is not relevant because the province is not party to the collective bargaining for teachers and does not have the payroll data that would be needed to report on the salary information requested. Manitoba figures reflect the gross annual starting salary and salaries after 10 and 15 years of experience taken from averages across all school divisions.
6. In British Columbia, figures are based on the salary grid for the Surrey School District, the largest school district in the province.

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2011 Survey on Teachers and the Curriculum.

Table D.3.1 Organization of teachers' working time, by educational level taught, Canada, provinces and territories, 2009/2010

	Number of weeks of instruction ¹			Number of days of instruction ¹			Net teaching time ²		
	Primary	Lower secondary	Upper secondary, general programmes ⁴	Primary	Lower secondary	Upper secondary, general programmes ⁴	Primary	Lower secondary	Upper secondary, general programmes ⁴
	weeks			days			hours		
OECD average⁵	38	38	38	187	185	183	782	704	658
Canada⁶	37	37	37	183	183	183	799	740	744
Mandated teaching and working time	36	36	36	181	181	181	794	710	710
Quebec	36	36	36	180	180	180	738	612	612
Alberta ⁷	37	37	37	184	184	184	905	905	905
Yukon	36	37	37	179	184	184	823	823	823
Estimated teaching and working time ⁸	37	37	37	187	187	187	814	823	838
Newfoundland and Labrador	37	37	37	187	187	187	860	823	804
Prince Edward Island	37	37	37	185	185	185	786	770	694
Nova Scotia	37	37	37	187	187	187	795	842	842
New Brunswick ⁹	37	37	37	185	185	185	755	768	860
Saskatchewan	38	38	38	190	190	190	855	855	855
Other ¹⁰									
Ontario	38	38	38	188	188	188	..	..	..
Manitoba	37	37	37	185	185	185	..	..	..
British Columbia	37	37	37	185	185	185	771	834	834
Northwest Territories	38	38	38	188	188	188	..	..	..
Nunavut	..	..	..	..	..	..	..	..	..

Table D.3.1 Organization of teachers' working time, by educational level taught, Canada, provinces and territories, 2009/2010 (concluded)

	Working time required at school ³			Total statutory working time		
	Primary	Lower secondary	Upper secondary, general programmes ⁴	Primary	Lower secondary	Upper secondary, general programmes ⁴
	hours			hours		
OECD average⁵	1,178	1,171	1,114	1,678	1,673	1,676
Canada⁶	1,226	1,227	1,232	...	...	...
Mandated teaching and working time	1,251	1,251	1,251	1,251	1,251	1,251
Quebec	1,280	1,280	1,280	1,280	1,280	1,280
Alberta ⁷	1,200	1,200	1,200	1,200	1,200	1,200
Yukon	950	950	950	950	950	950
Estimated teaching and working time ⁸	1,159	1,161	1,182	...	...	...
Newfoundland and Labrador	1,152	1,152	1,152	...	...	...
Prince Edward Island	1,170	1,219	1,234	...	...	...
Nova Scotia	1,130	1,130	1,130	...	...	...
New Brunswick ⁹	1,160	1,160	1,253	...	...	...
Saskatchewan	1,190	1,190	1,190	...	...	...
Other ¹⁰	..	..	..	...	...	...
Ontario	..	..	..	...	...	...
Manitoba	1,073	1,073	1,073	...	...	...
British Columbia	..	..	..	...	...	...
Northwest Territories	..	..	..	...	...	...
Nunavut	..	..	..	...	...	...

.. not available for a specific reference period

... not applicable

- The number of weeks and days of instruction is mandated in all reporting jurisdictions; that is, it is established by collective agreement or provincial / territorial regulation / law.
- "Net teaching time" refers to the number of hours per year that a full-time teacher teaches.
- "Working time required at school" refers to the number of hours that a full-time teacher is expected to work, excluding overtime, non-specified preparation time, and days that the school is closed for holidays (both public holidays and seasonal school holidays / vacations).
- General programmes cover education that was not designed explicitly to prepare participants for a specific class of occupations or trades, or for entry into further vocational or technical education programmes.
- These averages are from *Education at a Glance 2012: OECD Indicators*, Table D4.1 Organisation of teachers' working time (2010), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
- Canada figures are weighted averages based on the number of full-time educators, and reflect public institutions in submitting jurisdictions, as reported in the 2009/2010 Elementary-Secondary Education Survey (ESES). Data for Ontario, Manitoba, British Columbia, the Northwest Territories and Nunavut are excluded from the Canada average.
- Alberta's net teaching time (hours per day and hours per year) and "working time required at school" reflect the maximum time a full-time teacher can be assigned to teach or to work and may not necessarily be the actual hours a teacher is assigned.
- Jurisdictions in this subgroup, in which net teaching time and total working time are not mandated in collective agreement or regulation, estimated teaching time based on mandatory instruction time, as follows: mandatory instruction time (see indicator D1) minus marking and preparation time equals "net teaching time"; mandatory instruction time plus supervision and meeting time plus time for professional development equals "working time required at school".
- New Brunswick's reporting for 2009/2010 has resulted in an under-representation of net teaching time for lower secondary and upper secondary.
- "Other" jurisdictions could not report all categories and so are not included in the Canada average, which is consistent with Canada's reporting to the OECD. In Manitoba, and British Columbia, teaching time and / or working time are estimated consistently with estimation methods of those who reported both (see note 8).

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2011 Survey on Teachers and the Curriculum.



Committees and organizations

This report was jointly produced by Statistics Canada and the Council of Ministers of Education, Canada (CMEC), in partnership with the departments and ministries of the provinces and territories with responsibility for education and training. Two intergovernmental committees and a Working Group have played a key role in the development of this publication: the Canadian Education Statistics Council (CESC), the Strategic Management Committee of the CESC and the Working Group on System Level Information (NESLI). The CMEC and Statistics Canada project team is also listed.

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