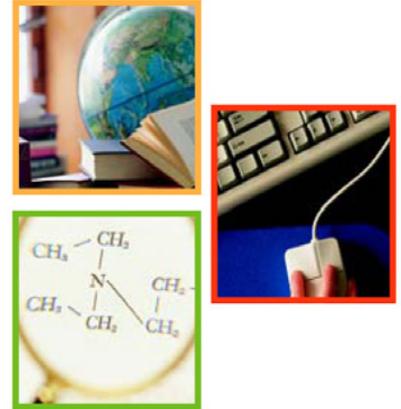


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Education Indicators in Canada: An International Perspective

2017

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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. 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.

Education Indicators in Canada: An International Perspective was designed to expand upon the information for Canada that is provided to the Organisation for Economic Co-operation and Development (OECD) for publication in *Education at a Glance: OECD Indicators (EAG)*. The additional, internationally comparable data provided by *Education Indicators in Canada* complement EAG and support the mission of the Canadian Education Statistics Council (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.”

Twelve indicators are included in *Education Indicators in Canada: An International Perspective 2017*. The first 11 present information on: educational attainment (Indicator A1); upper secondary graduation rates (A2); labour market outcomes (A3); the financial resources invested in education (B1, B2 and B3); international students (C1); transitions to the labour market (C2); and the organization of learning environments at the elementary and secondary levels (D1, D2 and D3). A 12th indicator (E1) adds a selection of topics related to a recent assessment of adult literacy and numeracy.

Highlights, short analytical texts with charts, and data tables are included for each indicator. The definitions, categories and methodologies used for this report have been aligned with those of the International Standard Classification of Education (ISCED 2011) to allow standardized and comparable statistics, thus the figures in the report 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 ISCED categories, and outlines how the Statistics Canada data were aligned with this international system.

Education Indicators in Canada: An International Perspective 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 many individuals who have played important roles in producing and reviewing this report are listed in the **Committees and organizations** section.

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Committees and organizations

Acronyms and abbreviations

ASETS – Access and Support to Education and Training Survey

AUS – Australia

AUT – Austria

BEL – Flanders (Belgium)

CAUBO – Canadian Association of University Business Officers

CEGEP – Collège d'enseignement général et professionnel

CESC – Canadian Education Statistics Council

CHL – Chile

CMEC – Council of Ministers of Education, Canada

CZE – Czech Republic

DEU – Germany

DNK – Denmark

EAG – Education at a Glance

ENG – England (UK)

ESES – Elementary-Secondary Education Survey

ESP – Spain

EST – Estonia

FEDEX – Survey of Federal Government Expenditures in Support of Education

FIN – Finland

FINCOL – Financial Statistics of Community Colleges and Vocational Schools

FIUC – Financial Information of Universities and Colleges Survey

FRA – France

GBR – England (UK)

GBR-NIR – Northern Ireland (UK)

GDP – gross domestic product

GED – general education diploma

GRC – Greece

ICT – information and communication technologies

IDN-JAK – Jakarta (Indonesia)

ILO – International Labour Organisation

INAC – Indigenous and Northern Affairs Canada

INES – Indicators of Education Systems

IRL – Ireland

ISCED – International Standard Classification of Education

ISR – Israel

ITA – Italy

JPN – Japan

KOR – Korea

LFS – Labour Force Survey
LTU – Lithuania
NEET – not in employment, not in education (or training)
NGS – National Graduates Survey
NLD – Netherlands
NOR – Norway
NZL – New Zealand
OECD – Organisation for Economic Co-operation and Development
PCEIP – Pan-Canadian Education Indicators Program
PIAAC – Programme for the International Assessment of Adult Competencies
PISA – Programme for International Student Assessment
POL – Poland
PPPs – purchasing power parities
PSIS – Postsecondary Student Information System
PS-TRE – problem solving in technology-rich environments
R&D – research and development
RUS – Russian Federation
SGP – Singapore
SLID – Survey of Labour and Income Dynamics
SUFBS – Survey of Uniform Financial System – School Boards
SVK – Slovak Republic
SVN – Slovenia
SWE – Sweden
TUR – Turkey
UKM – United Kingdom
UNESCO – United Nations Educational, Scientific and Cultural Organization
UOE – UNESCO/OECD/Eurostat data collection
USA – United States

Introduction

Education Indicators in Canada: An International Perspective

Education Indicators in Canada: An International Perspective 2017 reports on certain aspects of the educational systems in Canada's provinces and territories and places them in an international context. The indicators presented here align with the definitions and methodologies used by the Organisation for Economic Co-operation and Development (OECD). This set of internationally comparable indicators offers statistical information for the following key themes:

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 and completion 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 spending on education. This information is presented both in terms of expenditure per student and expenditure in relation to the overall amount of resources 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.

Chapter E, *Participation in formal and/or non-formal education* draws on data from the Program for the International Assessment of Adult Competencies (PIAAC): a survey that assesses the literacy, numeracy, and problem solving skills of adults aged 16 to 65. This chapter focuses on participation in formal and/or non-formal education for adults aged 25 to 64 years.

International indicators

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

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 data for all OECD member countries, including Canada.¹

The indicators presented in this 2017 edition align with a selection of indicators from the OECD's 2017 report and were selected based on policy relevance and the availability of data for Canada and its provinces and territories.

1. The 2017 version of *Education at a Glance: OECD Indicators*, which presents the latest statistics for the individual OECD member countries, is available free on the OECD Web site: www.oecd.org.

The data for Canada and the provinces/territories are presented along with the most recent OECD averages. The definitions and methodologies agreed upon in developing the international indicators were used to produce the data. These definitions and methodologies may differ from those used in a particular province/territory, thus the numbers presented in this report may differ from those published independently by the provinces/territories.

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. 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.

Highlights

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

A1 Educational attainment of the adult population

- In Canada, the proportion of adults aged 25 to 64 with tertiary education (college/university completion) increased from 46% in 2005 to 57% in 2016, the highest rate among OECD countries. At the same time, the proportion of individuals with less than high school completion (“below upper secondary”) decreased, from 15% in 2005 to 9% in 2016. Similar changes were mirrored in the provinces and territories.
- In 2016, one-quarter (26%) of 25- to 64-year-olds in Canada had completed short cycle tertiary education, far greater than the average of 8% reported by the OECD.
- Canada’s average for completion of university education for 25- to 64-year-olds was 31%, a rate just above the OECD figure at 29%. In Canada, university degree refers to bachelor’s, master’s and doctoral and equivalent degrees.
- At the post-secondary non-tertiary level, which captures the traditionally male-dominated areas of trades, the proportion of men (14%) was double that of women (7%). The opposite was true at the college and university levels, with the gap more marked at college (29% for women vs 22% for men) than university (33% for women and 28% for men).
- Ninety-three percent of Canadian adults aged 25 to 34 had attained at least upper secondary education (a high school diploma) in 2016, compared with 86% for those aged 55 to 64, reflecting change in attainment patterns for high school completion 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; 2016 figures for all provinces ranged from 92% to 95%.

A2 Upper secondary graduation

- Canada’s upper secondary graduation rate was 87% in 2015. The OECD average was 86%, and most OECD countries reported graduation rates of at least 80%. Within the OECD, Finland and Japan had the highest graduation rates at 99% and 98% respectively. The upper secondary graduation rate corresponds to the probability that an individual will graduate from high school during his or her lifetime.
- In Canada, graduates under 25 years of age represented 93% of all graduates in 2015, compared with 80% for the OECD overall.
- Upper secondary graduation rates for females were higher than those for males in all 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 91%; the rate for males, 84%.
- In Canada in 2015, successful completion of upper secondary programmes in public schools was 77%. This indicator measures the “on-time” graduation of the 2012/2013 cohort of Grade 10 students (Secondary III 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 17% in Nunavut to 84% in Nova Scotia, New Brunswick and Ontario.

A3 Labour market outcomes

- In Canada and other OECD countries, employment prospects increase with educational attainment. In 2016, Canada's employment rate for adults aged 25 to 64 who had not completed upper secondary education (high school) was 58%. In and throughout Canada, as well as in the OECD countries overall, the 2015 employment rates among the 25- to 64-year-old population were clearly highest among individuals who had a "tertiary education"; that is, a college or university credential.
- In most OECD countries in 2016, the difference in employment rates between the sexes was less pronounced among university graduates compared with the upper secondary graduates. In Canada, a 12-percentage-point difference was observed between the employment rates for men and women in the upper secondary graduation category: 77% for men compared with 65% for women. Among university and college graduates, the male–female differences narrowed to around 6 percentage points.
- Employment rates dropped for young adults aged 25-34 with lower levels of education. In 2016, 72% of young adults with upper secondary were employed versus 78% for this same age group in 2005. This was not true for young adults with tertiary education, as between the two time periods, employment rates were the same.
- In Canada, for 55-64-year-olds, the employment rate was higher in 2016 at every level of education than the rate observed in 2005 indicating that the older generation increasingly postponed retirement and continued working beyond age 55. For most of the OECD countries the employment rate did not change for this age group during the same time period.

Chapter B: Financial resources invested in education

B1 Expenditure per student

- In 2014/2015, expenditure per student at the primary/secondary level was similar for Canada, other G7 countries and the OECD average.
- At \$US 25,601, Canada's expenditure per student at the university level was almost 55% higher than the OECD average of \$US 16,674, but was similar to the averages from the United Kingdom and United States.

B2 Expenditure on education as a percentage of GDP

- With 6.0% of its GDP allocated to educational institutions in 2014, Canada devoted a higher share of its wealth to education than the OECD countries overall (an average of 5.2%). The share of GDP devoted to educational institutions varied from one province or territory to another. 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 is partially influenced by the size of the school-age population and enrolment in education, as well as relative wealth.
- In all G7 countries, Canada included, and at the OECD average, the share of national wealth invested in education was larger for primary and secondary education than that for tertiary education in 2014.

B3 Distribution of expenditure on education

- In 2014, current expenditure accounted for most of the educational expenditure in Canada, in the provinces and territories and in all OECD countries for all levels of education. In Canada, it accounted for 93% of total expenditure at the primary and secondary levels, 95% at the short cycle tertiary (college) and postsecondary non-tertiary level, and 91% at the university level. At the postsecondary level, capital expenditure was 8% in Canada, compared with 11% for the OECD average.
- At all levels of education and in all provinces and territories, the compensation of staff (teaching and non-teaching) represented the largest proportion of current expenditure in education. In Canada, it accounted, on average, for 79% of current expenditure at the primary and secondary levels, 66% at the short cycle tertiary (college) and postsecondary non-tertiary level, and 67% at the university level. For postsecondary education, the Canadian and OECD averages were both 67%.
- At the primary and secondary levels, compensation of teachers accounted for the largest proportion of compensation of staff. In addition, other current expenditures (not related to compensation of teaching and non-teaching staff) were higher at the postsecondary level than at the primary and secondary levels.

Chapter C: Access to education, participation and progression

C1 International students

- The majority of international students in tertiary education in Canada were registered in Bachelor's or equivalent level programs, and were from Asia.
- Among G7 countries, Canada had a higher proportion of international students than Germany and Japan at all education levels. The patterns for France, the United Kingdom and the United States were more similar to Canada's, except that they all had much higher proportions at the doctoral level, and also for the master's level in the United Kingdom.

C2 Transitions to the labour market

- In 2017, the majority of young Canadians aged 15 to 19 years were in school (85%). For young adults 20 to 24 years of age, the percentage who had transitioned to the labour market and were employed (44%) was similar to that of those who were still pursuing their education (43%). For those in the 25-to-29 age group, most (71%) were not in school and were employed.
- In 2017, little variation was observed in the Canadian average of young NEETs between women (12%) and men (13%) in the 15-to-29 age group. However, when "unemployed" and "not in the labour force" data were examined separately within the young NEET population, there was a greater proportion of women (8%) than men (6%) who were not in the labour force, whereas more men (6%) than women (4%) were unemployed. This trend was observed in all provinces and in the OECD average.
- In Canada in 2017, a greater proportion of women (21%) than men (15%) aged 15 to 29 years worked while they were in school. This trend, seen in all provinces, is observed year after year.

Chapter D: The learning environment and organization of schools

D1 Instruction time

- In Canada, in 2016/2017, the total cumulative intended instruction time in formal classroom settings was 8,311 hours on average, between the ages of 6 and 14 (this includes the primary (ages 6 to 11) and lower secondary (ages 12 to 14) levels of education). By comparison, total intended instruction time for the OECD countries for which data were available was 7,765 hours. This was 545 fewer hours than the average total intended instruction time in all public institutions in Canada during the 2016/2017 school year.
- Total cumulative intended instruction time for students aged 6 to 14 varied by province and territory, ranging from 9,117 hours in the Northwest Territories to 7,739 hours in New Brunswick.

D2 Teachers' salaries

- In 2014/2015, in Canada, salaries for full-time teachers in public elementary and secondary schools do not vary across levels of education – teachers are paid the same salaries regardless of whether they are teaching at the primary, lower or upper secondary level. By contrast, in many of the countries that recently reported to the OECD, teachers' salaries tended to rise with the level of education taught.
- In lower secondary institutions, teachers at the top of their pay scales in Canada had the third highest average salaries (\$US 65,621) among the G7 group of countries after Germany (\$US 80,694) and the USA (\$US 67,542). Within Canada, equivalent teachers in the Northwest Territories (\$US 81,741), Ontario (\$US 71,197), Alberta (\$US 70,814) and Newfoundland and Labrador (\$US 67,386) received higher salaries than the Canadian average.
- In more than half of the provinces and territories in Canada, teachers in public elementary and secondary schools reached their maximum salary after 10 years' experience—much sooner than their counterparts in other OECD countries.

D3 Teachers' working time

- In Canada, primary school teachers taught an average of 797 hours per year in 2014/2015, compared with the OECD average of 794 hours. Figures varied by province and territory, ranging from 700 hours in New Brunswick to 905 hours in Alberta.
- Net annual teaching time was 742 hours at the lower secondary level (generally Grades 7 to 9) and 743 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—30 hours higher at the lower secondary level and 81 hours at the upper secondary level.
- Net teaching time in Finland was included as a comparison because of this country's high ranking in international academic assessments. Teachers in Finland at the primary (677) and lower secondary (592) levels had a lower net teaching time than all of the G7 countries, Canada included.
- On average in Canada, net teaching time represented about 62% of teachers' total working time. It was similar for lower and upper secondary levels taught (60%), and higher at the primary level (65%). This ratio and the pattern across levels of education taught were similar to the OECD average.

Chapter E: Participation in formal and/or non-formal education

E1 Insights from the Programme for the International Assessment of Adult Competencies (PIAAC)

- Across OECD countries that participated in PIAAC, an average of 50% of all adults participated in formal and/or non-formal education in 2012/2015. Canada's average participation rate is higher than the OECD's at 58%. Among OECD and partner countries, the participation rates ranged from more than 60% in Denmark, Finland, the Netherlands, New Zealand, Norway, and Sweden to less than 30% in Greece, Italy, Jakarta (Indonesia), the Russian Federation, and Turkey.
- Canada's participation rate was similar for women (58%) and men (59%) aged 25 to 64 years, which was higher than the OECD averages (48% and 51%, respectively).
- The participation rates in formal and/or non-formal education for both men and women were below the Canadian average (58%) in Newfoundland and Labrador, New Brunswick, Quebec, and Nunavut; however, in most provinces and territories, the participation rates for both men and women were above the Canadian average.
- In Canada, G7 countries, and on average among OECD countries, the most commonly cited barrier to participation in formal and/or non-formal education among adults aged 25 to 64 years was being too busy at work, ranging from 23% in France to 40% in Italy.
- In Canada, adults aged 25 to 64 years also cited child care or family responsibilities as a barrier to participation in formal and/or non-formal education. These rates were highest in Quebec (21%) and British Columbia (18%), but lowest in Prince Edward Island (8%), Newfoundland and Labrador (9%), and Yukon (9%).

Notes to readers

Canadian and Organisation for Economic Co-operation and Development (OECD) indicators

The following table outlines the indicators presented in this edition of *Education Indicators in Canada: An International Perspective* beside the corresponding indicators from *Education at a Glance 2017: OECD indicators*.

Education Indicators in Canada: An International Perspective 2017		Education at a Glance 2017: OECD Indicators	
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 complete upper secondary education?
A3	Labour market outcomes	A5	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?
E1	Intergenerational mobility in education	C6	How many adults participate in education and learning?

International Standard Classification of Education (ISCED) classifications and descriptions

Indicators are classified according to the ISCED-2011 categories. The ISCED standard, developed and maintained by the UNESCO Institute for Statistics, is used for reporting data to the OECD.¹ ISCED provides a framework and methodology that allows information from different national education programs to be presented within a comparable set of broad indicators.

1. 2015 was the first year in which the data presented in *Education Indicators in Canada: An International Perspective* have been categorized using ISCED-2011, the 2011 classification. In previous editions, data had been categorized using ISCED-97.

The following table provides a brief description for each ISCED category.²

International Standard Classification of Education (ISCED) 2011 classification	Description
Early childhood education/ Pre-primary education ISCED 0	ISCED level 0 refers to early childhood programmes that have an intentional education component. These programmes aim to develop socio-emotional skills necessary for participation in school and society. They also develop some of the skills needed for academic readiness and prepare children for entry into primary education. ISCED level 0 programmes target children below the age of entry into ISCED level 1. There are two categories of ISCED level 0 programmes: early childhood educational development and pre-primary education. The former has educational content designed for younger children (in the age range of 0 to 2 years), whilst the latter is designed for children from age 3 years to the start of primary education.
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. Typical duration: 6 years.
Lower secondary education ISCED 2	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	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 15 or 16 years old.
Postsecondary non-tertiary education ISCED 4	Internationally, this level straddles the boundary between upper secondary and postsecondary education, even though it might be considered upper secondary or postsecondary in a national context. Programme content may not be significantly more advanced than that in upper secondary, but is not as advanced as that in tertiary programmes. Duration usually the equivalent of between 6 months and 2 years of full-time study. Students tend to be older than those enrolled in upper secondary education.
Short-cycle tertiary education ISCED 5	Programmes at ISCED level 5, or short-cycle tertiary education, are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practically based, occupationally-specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes. Academic tertiary education programmes below the level of a Bachelor's programme or equivalent are also classified as ISCED level 5. ISCED level 5 has a minimum duration of two years and is typically but not always shorter than three years. For education systems with modular programmes where qualifications are awarded by credit accumulation, a comparable amount of time and intensity would be required..
Bachelor's or equivalent level ISCED 6	Largely theory-based programmes designed to provide sufficient qualifications for entry to advanced research programmes and professions with high skill requirements, such as medicine, dentistry or architecture. Duration at least 3 years full-time, though usually 4 or more years. They are traditionally offered by universities and can also be offered at some colleges.
Master's or equivalent level ISCED 7	Programmes at ISCED level 7, or Master's or equivalent level, are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Programmes at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification.
Doctoral or equivalent level ISCED 8	Programmes that lead directly to the award of an advanced research qualification, e.g., Ph.D. The theoretical duration of these programmes is 3 years, full-time, in most countries (for a cumulative total of at least 7 years full-time equivalent at the tertiary level), although the actual enrolment time is typically longer. Programmes are devoted to advanced study and original research.

2. See the "Reader's Guide" in *Education at a Glance 2017: OECD Indicators*, published by the Organisation for Economic Co-operation and Development and available on the OECD Web site: www.oecd.org; and the ISCED 2011 operational manual available on the United Nations Educational, Scientific and Cultural Organization (UNESCO) website: unesdoc.unesco.org/images/0023/002323/232343e.pdf.

Mapping to ISCED

The report uses the International Standard Classification of Education (ISCED-2011) to classify education programmes and the highest level of education successfully completed (educational attainment). The following tables show the correspondence between ISCED and the other data sources used for the indicators in this report.

Labour Force Survey (LFS)

ISCED	LFS (educational attainment)
ISCED 0/1	<ul style="list-style-type: none"> Grade 8 or lower (Quebec: Secondary II or lower)
ISCED 2	<ul style="list-style-type: none"> Grade 9 to 10 (Quebec: Secondary III or IV, Newfoundland and Labrador: 1st year of secondary) Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (non-graduate)
ISCED 3	<ul style="list-style-type: none"> Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (graduate) Some postsecondary education (non-graduate)
ISCED 4	<ul style="list-style-type: none"> Trade certificate or diploma from a vocational school or apprenticeship training
ISCED 5	<ul style="list-style-type: none"> Non-university certificate or diploma from a community college, CEGEP, school of nursing, etc. University certificate below bachelor's level
ISCED 6	<ul style="list-style-type: none"> Bachelor's degree
ISCED 7/8	<ul style="list-style-type: none"> 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 (program type and credential type)
ISCED 5	<ul style="list-style-type: none"> Career, technical or professional training program (diploma) Post-career, technical or professional training program (certificate, diploma, other type of credential associated with a program)
ISCED 6	<ul style="list-style-type: none"> Undergraduate program (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, associate degree, other type of credential associated with a program) Post-baccalaureate non-graduate program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program) Graduate qualifying program, second cycle (other type of credential associated with a program)
ISCED 7	<ul style="list-style-type: none"> Graduate qualifying program, third cycle Health-related residency program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program) Graduate program, second cycle (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, other type of credential associated with a program)
ISCED 8	<ul style="list-style-type: none"> Graduate program, third cycle (diploma, degree [includes applied degree], attestation and other short program credentials) Graduate program, above the third cycle (diploma)

Notes: Information on enrolments from PSIS 2010/2011 was used for Indicator C1, International students. Indicator, B1, Expenditure per student, is based on several data sources, including PSIS.

Institution versus program-based levels of education

Historically, degree programs (levels ISCED 6 and higher) have been primarily delivered at universities. However, degree programs are increasingly being offered at community colleges, university colleges and technical institutes. In this text, references to 'university' level or degree programs include all ISCED 6 and higher programs offered at both universities and colleges. Conversely, 'college' programs refer to those ISCED 5 level programs that were traditionally offered at colleges and still make up the bulk of college program offerings.

The one exception to this terminology relates to the indicators in Chapter B of this report. Chapter B reports financial data which is collected from college and university institutions. Thus, when the text refers to college data in Chapter B, this would include any data relating to programs delivered at colleges, as it is not possible to separate the financial data directly related to the delivery of ISCED 6 and over programs from financial data directly related to the delivery of ISCED 5 programs.

Note that the ISCED term, 'tertiary' education includes the vast majority of university programs as well as any diploma (2 year plus) and degree level programs offered by colleges.

OECD averages

As stated in the OECD's *Education at a Glance 2017: OECD Indicators*²:

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 surveyed, 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

In 2017, 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 [South Korea], Latvia, 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 2017: OECD Indicators*, available on the OECD Web site at www.oecd.org, for the latest international statistics.

Comparisons to G7 countries and other selected countries

In this edition of *Education Indicators in Canada: An International Perspective*, data from G7 countries are presented in comparison to Canada where available. The other G7 countries are the United States, France, Germany, Italy, Japan and the United Kingdom. In some cases, data from non-G7 countries such as Australia is presented when it has been deemed appropriate because of the subject matter – e.g. immigrant outcomes. Data for comparison were gathered from the OECD Web site during the week of release of the *Education at a Glance 2017 publication*.

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 causes 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 2017 edition align with a selection of indicators from the OECD's 2017 edition of *Education at a Glance*, and they were selected based on their policy relevance 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.

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 the production of *EAG*.

It is preferable to avoid comparing, for any given indicator, the results presented in this report with those presented in previous editions 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.

The OECD and other international organizations provide detailed guidelines and definitions to help member countries complete the complex data collection process 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. For more detailed information on the latest international statistics, please refer to *EAG*, available on the OECD Web site at www.oecd.org.

Chapter A

The output of educational institutions and the impact of learning

A1 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.¹ 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 breakdown of attainment by sex to reveal any gender differences. Information on generational differences reflects the shifts in educational attainment over time. Overall trends are also presented. This portrait of educational attainment places 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 segment active in the labour market. Overall, the educational attainment of all individuals in the working-age population 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.

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

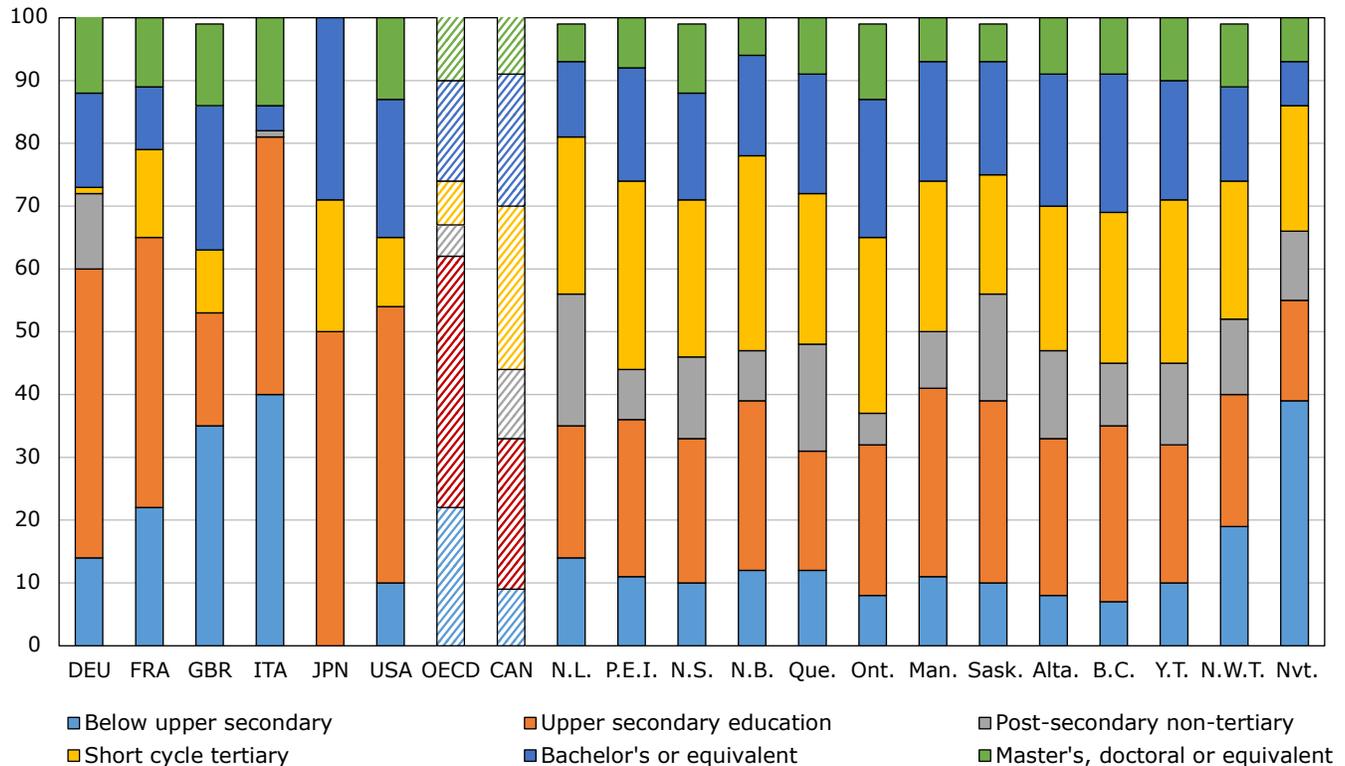
Observations

Educational attainment in Canada

Chart A.1.1

Distribution of the 25- to 64-year-old population, by highest level of education attained, OECD, G7 countries, provinces and territories, 2016

percent



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table A.1.1, and Education at a Glance 2017: OECD indicators.

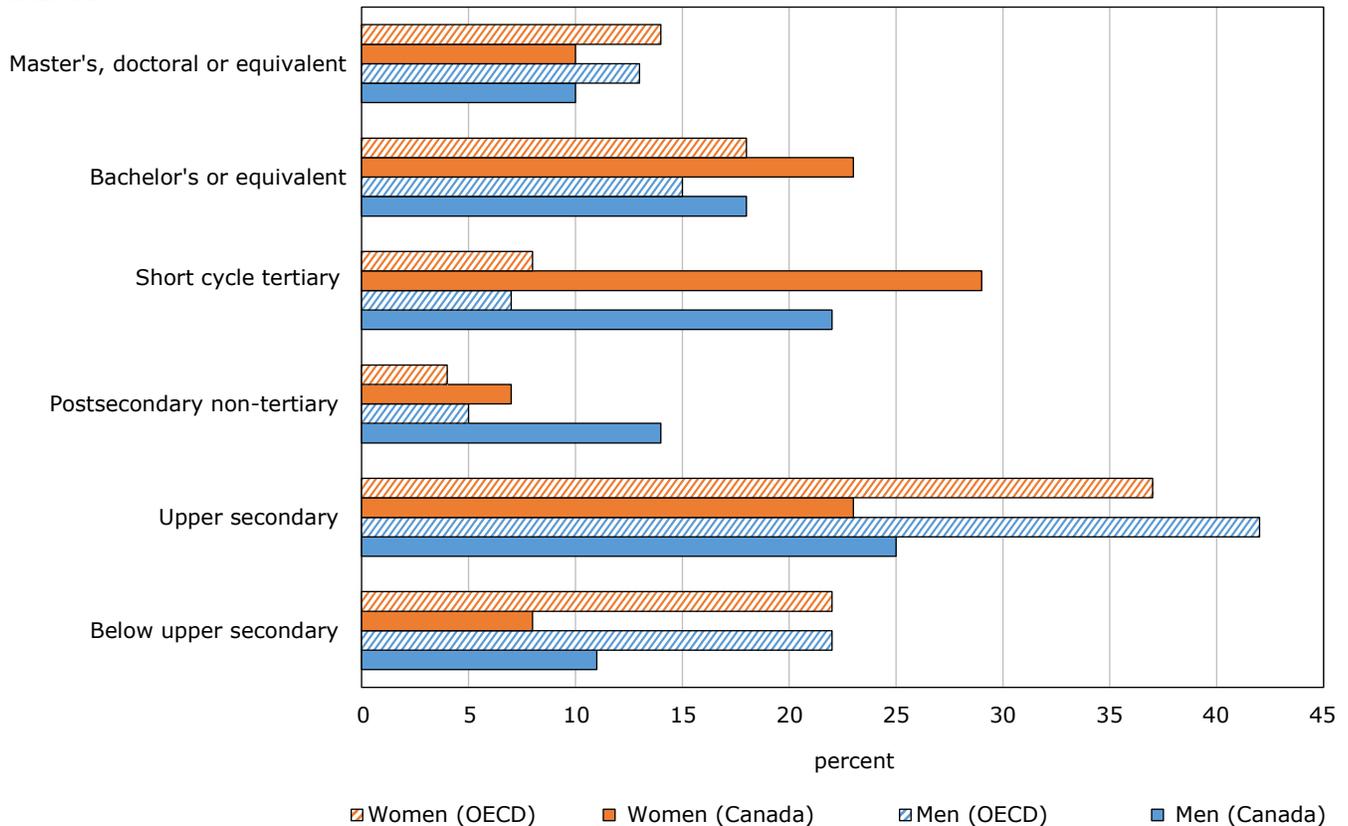
- Almost 6 in 10 Canadians (57%) had attained a tertiary level (college or university) education in 2016. Canada had the highest proportion of its population with a tertiary level of education among the G7 countries, with other countries ranging from 18% in Italy to 50% in Japan.
- One-quarter (26%) of Canadians had attained a college qualification. Among OECD countries, Canada had the highest proportion of its population with short-cycle tertiary education (college) (26%).
- At the university level, the proportion of Canadians with university as the highest educational qualification is more similar to that of most other G7 countries at 31%.
- Eleven percent of Canadians had attained a “postsecondary non-tertiary education”, which includes certificates or diplomas from vocational schools or apprenticeship training.² Among G7 countries, this is not a common level of attainment – only Germany had a substantial proportion of the population (12%) who had postsecondary non-tertiary education as their highest level of attainment.
- Roughly 1 in 10 Canadians (9%) had not completed high school (“upper secondary”). Among G7 countries, Canada is comparable to the United States at 10% and Germany at 14%, but significantly lower than the United Kingdom (20%), France (22%) and Italy (40%).

2. 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.

Gender differences, Canada and OECD

Chart A.1.2
Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, OECD and Canada, 2016

highest level of education attained



Sources: Table A.1.1, and Education at a Glance 2017: OECD indicators.

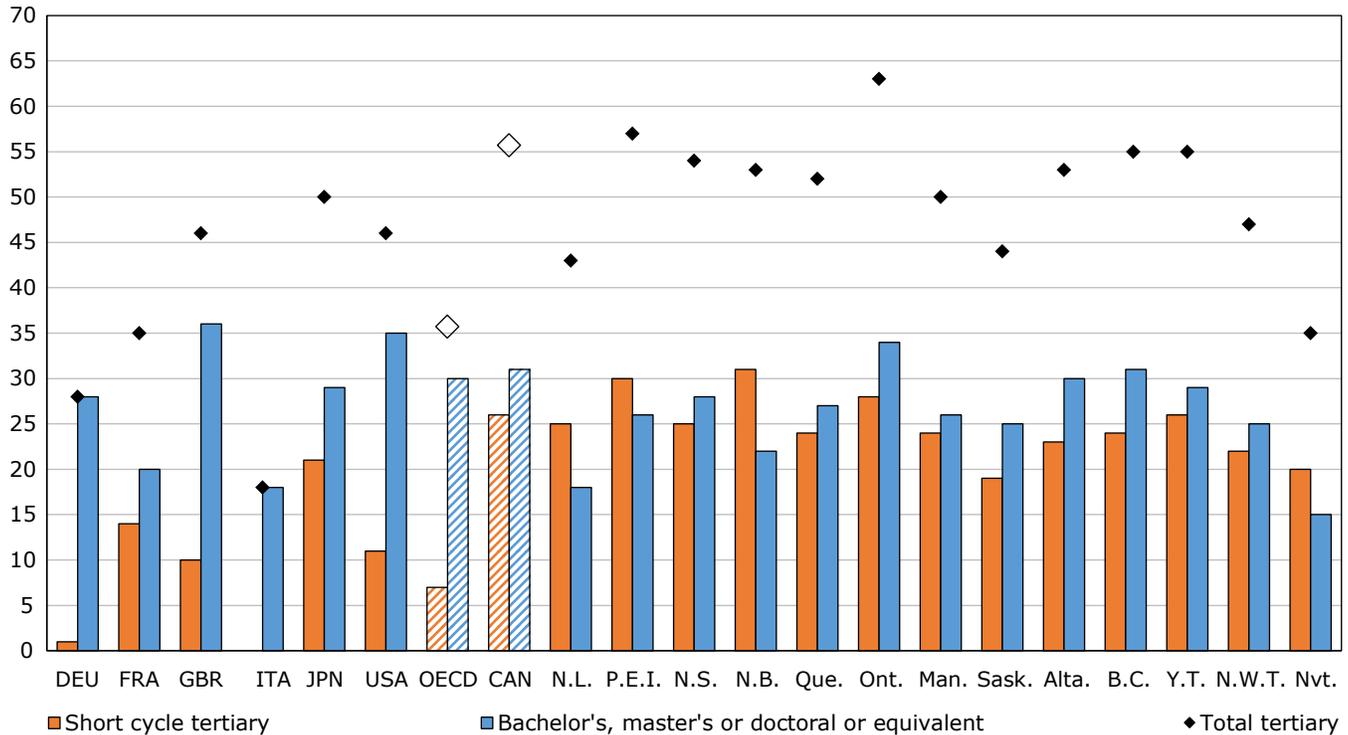
- Men and women had similar levels of educational attainment until the end of high school (upper secondary). Larger gender differences emerge for postsecondary attainment.
- At the post-secondary non-tertiary level, which captures the traditionally male-dominated areas of trades, the proportion of men (14%) was double that of women (7%). The opposite was true at the college and university levels, with the gap more marked at college (29% for women vs 22% for men) than university (33% for women and 28% for men).

Tertiary attainment

Chart A.1.3

Proportion of the 25- to 64-year-old population with short cycle tertiary and bachelor's, master's or doctoral or equivalent degree, OECD, G7 countries, provinces and territories, 2016

percent



Notes: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Due to rounding, totals may not match the sum of the individual values.

Sources: Table A.1.1, Table A.1.3. and Education at a Glance 2017: OECD indicators.

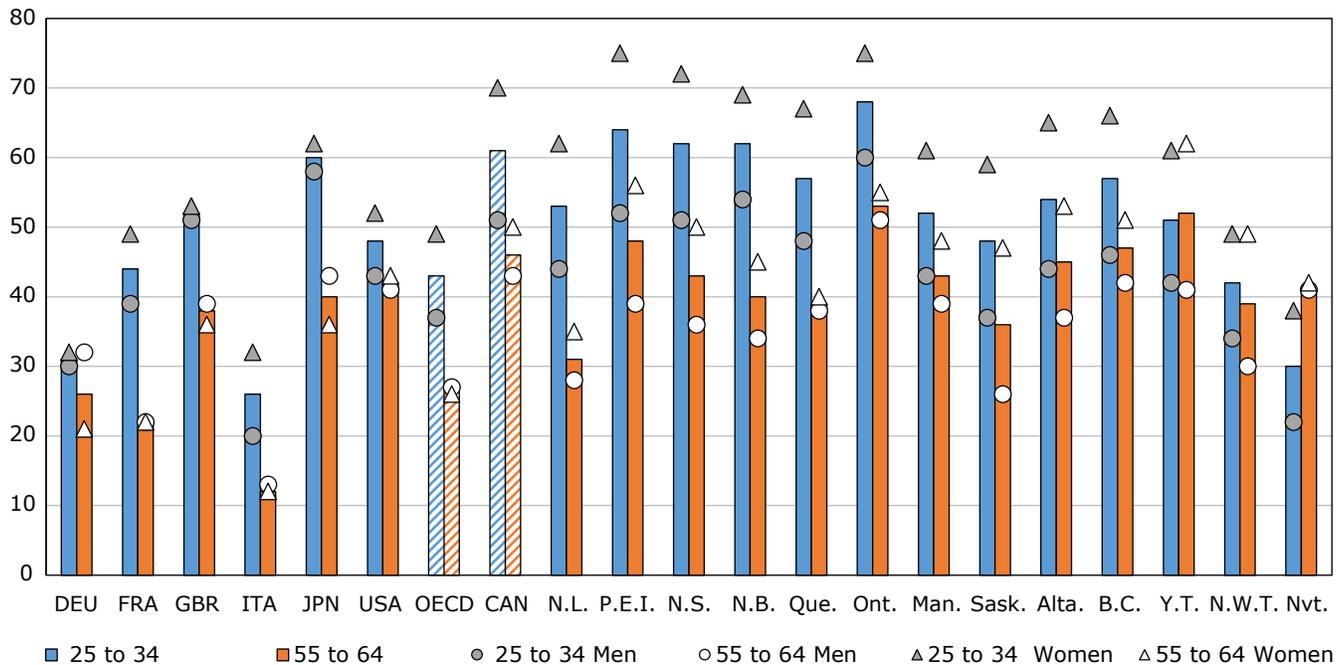
- Among OECD countries 7% of 25- to 64-year-olds, on average, had completed college programs in 2016, far fewer than the 26% reported for Canada. This number reflects Canada's well-developed college sector.
- The corresponding OECD average for university (bachelor's, master's, doctoral or equivalent) was 29%, just under Canada's average at 31%.
- Within Canada, university attainment ranged from 15% in Nunavut to 34% in Ontario. For college, the numbers range from 19% in Saskatchewan to 31% in New Brunswick. Both educational sectors are strong in all jurisdictions.

Generational differences in tertiary attainment

Chart A.1.4

Distribution of the population aged 25 to 34 and 55 to 64 that have attained tertiary education, by sex, OECD, G7 countries, provinces and territories, 2016

percent



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Source: Table A.1.3. and Education at a Glance 2017: OECD Indicators; OECDstat Web site at stats.oecd.org.

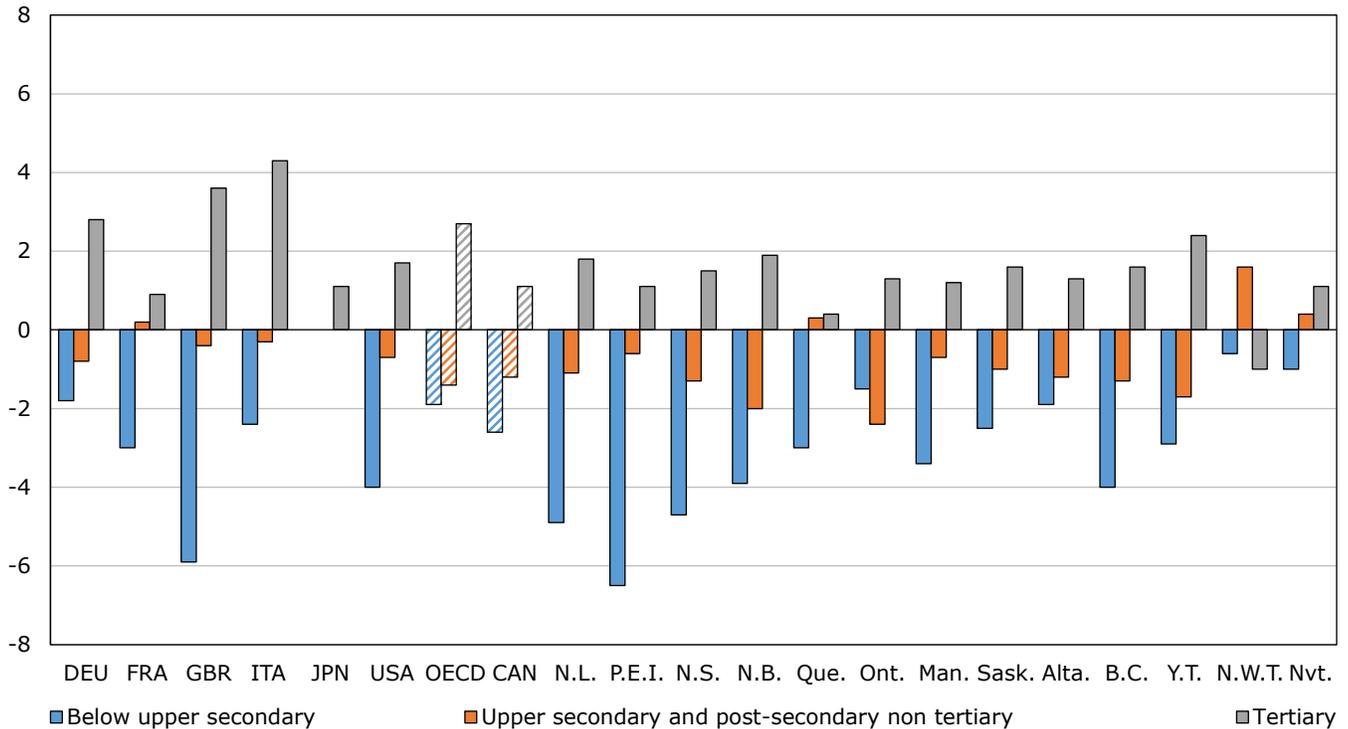
- With the exception of the Yukon and Nunavut, younger people had a higher level of educational attainment than their older counterparts in Canada and overall in OECD countries. In addition, Canada's level of tertiary attainment among the older and younger generations was higher than the OECD average.
- The largest difference in tertiary attainment between the younger and older age groups was in Newfoundland and Labrador and New Brunswick, where the younger age group had an attainment rate 22 percentage points above that of the older age group. The smallest difference was in the Northwest Territories, with a difference of three percentage points between the age groups.
- As in previous years, a greater proportion of women in Canada obtained a higher level of education compared to men in 2016. This trend was more prevalent in the younger age group than in the older age group. The trend also occurred for the younger population among all other G7 countries.

Trends in attainment levels

Chart A.1.6.2

Trends in educational attainment of 25- to 34-year-olds: compound annual growth rate of the highest level of education attained between 2005 and 2016, OECD, G7 countries, provinces and territories

percent



Notes: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Data for upper secondary attainment in the United Kingdom include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes.

Sources: Table A.1.4. and Education at a Glance 2017: OECD indicators.

- In general, the annual growth rate of the highest level of education attained between 2005 and 2016 for 25- to 34-year-olds increased among all G7 countries (including Canada as well as the provinces and territories).
- Among the G7 countries, the annual growth rate for 25- to 34-year-olds for tertiary education ranged from 0.9% in France to 4.3% in Italy.
- With the exception of the Northwest Territories, in which the compound annual growth rate for 25- to 34-year-olds for tertiary education decreased by 1%, the increase in the compound annual growth rate ranged from 0.4% in Quebec to 2.4% in the Yukon from 2005 to 2016.

Definitions, sources and methodology

This indicator examines educational attainment among Canada's adult population aged 25 to 64, by age group and sex. It presents a portrait of the situation in 2016, but also shows the evolution since 2005.

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.

Growth calculations in this indicator make use of the compound annual growth rate (CAGR) formula. The CAGR formula calculates growth between two (often extended) points in time, assuming that growth is compounded annually.

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-2011) (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, as well as an individual who has undertaken some postsecondary education but who has not obtained a credential at that level, is considered to have attained ISCED level 3 (upper secondary education); a student who has not successfully completed secondary school is considered to have obtained ISCED level 2 (lower secondary education).

The information presented for Canada on population and educational attainment is based on data from the LFS, which surveys approximately 56,000 households every month.³ 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 “short-cycle tertiary education”. LFS data reported for the Canadian population that has attained ISCED level 5 (short-cycle tertiary education) 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 (Post-secondary non-tertiary education).

In Statistics Canada’s LFS the master’s or equivalent and doctors or equivalent levels cannot be identified separately; therefore, educational attainment in the ISCED 7 and 8 (Master’s or equivalent and doctoral or equivalent) categories are combined.

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

3. The LFS sample size has varied over the years, but the survey typically covers approximately 56,000 households. For more information, see, [Guide to the Labour Force Survey](#), Statistics Catalogue no. 71-543-G.

Table A.1.1

Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, OECD, Canada, provinces and territories, 2016

	Pre-primary and primary	Lower secondary	Upper secondary education	Post-secondary non-tertiary ¹	Tertiary education			All levels of education
					Short cycle tertiary	Bachelor's or equivalent	Master's, doctoral or equivalent	
	percent							
OECD average²								
Both sexes	8	14	40	5	7	16	13	..
Men	7	14	42	5	7	15	13	..
Women	8	14	37	4	8	18	14	..
Canada³								
Both sexes	2	7	24	11	26	20	10	100
Men	3	8	25	14	22	18	10	100
Women	2	6	23	7	29	23	10	100
Newfoundland and Labrador								
Both sexes	4	10	21	21	25	12	6	100
Men	5	11	21	27	20	11	5	100
Women	3	10	21	15	29	14	7	100
Prince Edward Island								
Both sexes	3	8	25	8	30	18	8	100
Men	4	10	26	12	25	16	7	100
Women	2	6	24	4	36	20	9	100
Nova Scotia								
Both sexes	2	8	23	13	25	17	11	100
Men	3	9	25	18	20	15	10	100
Women	2	6	22	9	30	19	12	100
New Brunswick								
Both sexes	4	8	27	8	31	16	6	100
Men	5	10	27	11	28	13	6	100
Women	2	7	27	5	33	18	7	100
Quebec								
Both sexes	4	8	19	17	24	19	9	100
Men	5	9	20	20	22	16	9	100
Women	3	7	18	14	27	21	9	100
Ontario								
Both sexes	2	6	24	5	28	22	12	100
Men	2	7	25	7	25	21	12	100
Women	2	5	22	3	31	24	12	100
Manitoba								
Both sexes	2	9	30	9	24	19	7	100
Men	3	11	31	12	20	17	7	100
Women	2	7	28	6	28	22	7	100
Saskatchewan								
Both sexes	2	8	29	17	19	18	6	100
Men	2	10	31	23	12	15	6	100
Women	2	6	27	11	26	22	7	100
Alberta								
Both sexes	2	7	25	14	23	21	9	100
Men	2	8	26	21	17	19	8	100
Women	2	6	25	6	29	24	9	100
British Columbia								
Both sexes	1	6	28	10	24	22	9	100
Men	1	7	29	16	19	19	10	100
Women	1	5	27	5	29	24	9	100
Yukon								
Both sexes	2 ^E	9	22	13	26	19	10	100
Men	x	11	23	20	19	15	x	100
Women	x	7 ^E	21	x	32	23	10	100
Northwest Territories								
Both sexes	4 ^F	15	21	12	22	15	10	100
Men	5 ^E	15 ^E	21	20	18	12	8 ^E	100
Women	F	15	22	4 ^E	27	18	11	100
Nunavut								
Both sexes	12 ^E	27	16	11	20	7	7	100
Men	11 ^E	27	16	16	17	6 ^E	7 ^E	100
Women	13 ^F	26	16	4 ^E	24	10	8	100

.. not available for a specific reference period

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

^E use with caution

F too unreliable to be published

1. Trade certificates or diplomas from a vocational school or apprenticeship training.

2. These averages are from *Education at a Glance 2017: OECD Indicators*, Table A.1.1 Educational attainment of 25-64 year-olds (2016), 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 and OECDstat Web site at stats.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.

Notes: Due to rounding, totals may not match the sum of the individual values. For more information see CANSIM 477-0135.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: OECD Indicators*.

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, OECD, Canada, provinces and territories, 2016

	Age group					
	25 to 64	25 to 34	30 to 34	35 to 44	45 to 54	55 to 64
	percent					
OECD average¹						
Both sexes	78	84	..	82	77	70
Men	78	83	..	81	77	72
Women	78	86	..	83	77	67
Canada²						
Both sexes	91	93	93	93	91	86
Men	89	92	92	92	89	84
Women	92	95	95	95	92	87
Newfoundland and Labrador						
Both sexes	86	93	94	91	84	76
Men	84	91	92	89	82	77
Women	87	96	96	93	86	75
Prince Edward Island						
Both sexes	89	95	95	93	88	83
Men	86	92	94	91	83	79
Women	92	97	96	95	93	87
Nova Scotia						
Both sexes	90	93	94	94	89	84
Men	88	90	93	92	86	82
Women	92	96	96	96	92	87
New Brunswick						
Both sexes	88	94	94	93	88	80
Men	85	93	93	90	85	76
Women	91	96	96	96	90	83
Quebec						
Both sexes	88	92	91	92	88	80
Men	86	90	89	90	87	79
Women	90	95	94	94	90	81
Ontario						
Both sexes	92	94	94	94	92	88
Men	91	93	92	93	91	87
Women	93	94	95	95	94	88
Manitoba						
Both sexes	89	92	92	92	88	83
Men	87	90	91	89	86	80
Women	91	94	94	94	91	86
Saskatchewan						
Both sexes	90	94	92	93	89	85
Men	87	93	91	91	87	80
Women	92	95	93	95	92	90
Alberta						
Both sexes	92	93	93	94	90	89
Men	91	92	92	93	89	88
Women	93	93	94	94	91	91
British Columbia						
Both sexes	93	95	95	95	92	89
Men	92	93	94	94	92	88
Women	94	96	96	97	93	90
Yukon³						
Both sexes	90	91	91	92	89	87
Men	87	87	88	88	88	84
Women	92	95	94	95	90	90
Northwest Territories³						
Both sexes	81	81	82	84	80	79
Men	80	84	81	81	77	81
Women	82	78	83	86	82	76
Nunavut³						
Both sexes	61	62	59	63	58	65
Men	61	59	58	66	53	74
Women	61	66	61	61	64	55

.. not available for a specific reference period

1. These averages are from *Education at a Glance 2017: OECD Indicators*, Table A1.2 Trends in Education attainment of 25-34 year-olds (2000, 2005, 2010, 2015 and 2016), 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 and OECDstat Web site at stats.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.

Note: For more information see CANSIM 477-0135.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: 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, OECD, Canada, provinces and territories, 2016

	Short Cycle tertiary education			Bachelor's or equivalent			Master's, doctoral or equivalent			Total Tertiary		
	Age group			Age group			Age group			Age group		
	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64
	percent											
OECD average¹												
Both sexes	7	7	7	16	22	11	13	15	10	36	43	27
Men	7	7	7	15	19	11	13	13	11	33	37	27
Women	8	8	8	18	25	11	14	18	9	38	49	26
Canada²												
Both sexes	26	25	24	21	25	14	10	10	8	56	61	46
Men	22	22	20	18	21	14	10	8	9	50	51	43
Women	29	28	28	23	29	15	10	12	7	62	70	50
Newfoundland and Labrador												
Both sexes	25	26	18	12	20	8	6	7	5	43	53	31
Men	20	22	14	11	18	7	5	4 ^E	7 ^E	36	44	28
Women	29	30	22	14	23	9	7	9	4 ^E	50	62	35
Prince Edward Island												
Both sexes	30	27	29	18	28	12	8	9	7	57	64	48
Men	25	22	19	16	21	13	7	9 ^F	7	48	52	39
Women	36	31	38	20	34	12	9	10	6	65	75	56
Nova Scotia												
Both sexes	25	26	22	17	23	12	11	13	9	54	62	43
Men	20	23	16	15	19	12	10	9	9	45	51	36
Women	30	28	29	19	27	12	12	16	9	62	72	50
New Brunswick												
Both sexes	31	34	25	16	21	10	6	6	5	53	62	40
Men	28	34	20	13	15	10	6	6 ^F	5	47	54	34
Women	33	34	30	18	28	10	7	7	5	58	69	45
Quebec												
Both sexes	24	24	21	19	23	12	9	10	6	52	57	39
Men	22	21	19	16	18	12	9	8	7	47	48	38
Women	27	27	24	21	27	12	9	13	5	57	67	40
Ontario												
Both sexes	28	28	27	22	27	17	12	13	10	63	68	53
Men	25	27	24	21	23	17	12	11	11	58	60	51
Women	31	30	30	24	30	17	12	15	8	68	75	55
Manitoba												
Both sexes	24	21	24	19	24	14	7	7	6	50	52	43
Men	20	18	20	17	19	12	7	6	7	43	43	39
Women	28	25	27	22	29	15	7	8	6	57	61	48
Saskatchewan												
Both sexes	19	16	20	18	25	11	6	7	5	44	48	36
Men	12	12	11	15	19	10	6	6	5	33	37	26
Women	26	20	29	22	31	13	7	8	5	54	59	47
Alberta												
Both sexes	23	21	22	21	25	15	9	8	8	53	54	45
Men	17	16	15	19	22	15	8	6	8	44	44	37
Women	29	27	29	24	28	16	9	10	8	62	65	53
British Columbia												
Both sexes	24	21	24	22	27	15	9	9	8	55	57	47
Men	19	17	18	19	22	13	10	8	10	48	46	42
Women	28	25	29	24	32	16	9	10	7	62	66	51
Yukon³												
Both sexes	26	24	26	19	26	15	10	5 ^E	11 ^E	55	51	52
Men	19	17 ^E	19 ^F	15	21 ^E	10 ^F	9	x	12 ^E	44	42	41
Women	32	31	32	23	24	20 ^F	10	x	10 ^E	65	61	62
Northwest Territories³												
Both sexes	22	19	20	15	16	11 ^E	10	7 ^E	8 ^E	47	42	39
Men	18	17 ^E	15 ^F	12	12 ^E	9 ^F	8 ^E	x	x	39	34	30
Women	27	21	27	18	20	13 ^E	11	9 ^F	F	56	49	49
Nunavut³												
Both sexes	20	16	28	7	6 ^F	x	7	8 ^F	x	35	30	41
Men	17	11 ^E	28	6 ^E	x	x	7 ^E	F	x	29	22	41
Women	24	21 ^E	27 ^E	10	9 ^F	x	8	8 ^F	x	42	38	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 2017: OECD Indicators*, Table A1.2 Trends in Education attainment of 25-34 year-olds (2000, 2005, 2010, 2015 and 2016), 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 and OECDstat Web site at stats.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 percentages and differences in percentages, 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.

Note: For more information see CANSIM 477-0135.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: OECD Indicators*.

Table A.1.4

Trends in educational attainment of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, OECD, Canada, provinces and territories, 2005, 2010 and 2016

	Age 25 to 64				Age 25 to 34				Age 55 to 64			
	2005	2010	2016	2005 to 2016	2005	2010	2016	2005 to 2016	2005	2010	2016	2005 to 2016
	percent			average annual growth rate ¹	percent			average annual growth rate ¹	percent			average annual growth rate ¹
OECD average²												
Below upper secondary	29	26	23	-2.1	21	19	16	-2.4	43	37	30	-3.2
Upper secondary and postsecondary non-tertiary	45	44	43	-0.4	48	45	42	-1.2	38	41	44	1.3
Tertiary	26	31	36	3.0	32	38	43	2.7	20	23	27	2.8
Canada³												
Below upper secondary	15	12	9	-4.1	9	8	7	-2.6	25	18	14	-4.9
Upper secondary and postsecondary non-tertiary	39	38	34	-1.2	37	36	32	-1.2	39	40	39	0.2
Tertiary	46	50	56	1.9	54	56	61	1.1	36	42	46	2.2
Newfoundland and Labrador												
Below upper secondary	24	19	14	-4.3	10	7	6	-4.9	38	31	21	-4.2
Upper secondary and postsecondary non-tertiary	45	45	42	-0.6	46	46	41	-1.1	40	43	45	1.0
Tertiary	31	36	43	3.1	43	46	53	1.8	22	26	31	3.4
Prince Edward Island												
Below upper secondary	20	15	11	-5.5	11	6	5	-6.5	30	23	17	-5.0
Upper secondary and postsecondary non-tertiary	35	36	33	-0.6	33	37	31	-0.6	36	39	35	-0.2
Tertiary	45	48	57	2.1	57	57	64	1.1	34	38	48	3.1
Nova Scotia												
Below upper secondary	18	15	10	-5.2	10	8	6	-4.7	29	21	16	-5.4
Upper secondary and postsecondary non-tertiary	40	37	36	-0.8	38	32	32	-1.3	35	38	41	1.4
Tertiary	42	49	54	2.2	52	60	62	1.5	36	40	43	1.7
New Brunswick												
Below upper secondary	20	16	12	-4.3	9	6	6	-3.9	33	25	20	-4.4
Upper secondary and postsecondary non-tertiary	40	39	35	-1.2	41	37	33	-2.0	35	38	40	1.2
Tertiary	40	46	53	2.4	50	57	62	1.9	32	37	40	2.0
Quebec												
Below upper secondary	19	15	12	-3.8	12	10	9	-3.0	32	23	20	-4.3
Upper secondary and postsecondary non-tertiary	37	38	36	-0.3	33	35	34	0.3	37	42	42	1.1
Tertiary	44	47	52	1.5	55	55	57	0.4	31	35	39	2.0
Ontario												
Below upper secondary	13	10	8	-4.2	7	6	6	-1.5	24	16	12	-5.8
Upper secondary and postsecondary non-tertiary	36	33	29	-1.9	33	30	26	-2.4	36	36	34	-0.4
Tertiary	51	57	63	1.9	59	64	68	1.3	40	48	53	2.6
Manitoba												
Below upper secondary	17	14	11	-3.8	11	10	8	-3.4	27	21	17	-4.3
Upper secondary and postsecondary non-tertiary	42	41	39	-0.6	43	42	40	-0.7	37	39	40	0.7
Tertiary	42	45	50	1.7	46	48	52	1.2	36	40	43	1.7
Saskatchewan												
Below upper secondary	15	13	10	-3.6	10	7	8	-2.5	24	19	15	-4.1
Upper secondary and postsecondary non-tertiary	50	51	46	-0.6	49	52	44	-1.0	42	47	48	1.2
Tertiary	35	36	44	1.9	40	41	48	1.6	33	35	36	0.8
Alberta												
Below upper secondary	12	11	8	-3.2	9	9	7	-1.9	19	14	11	-4.9
Upper secondary and postsecondary non-tertiary	45	43	39	-1.4	44	44	38	-1.2	43	42	44	0.1
Tertiary	43	46	53	2.0	47	47	54	1.3	38	44	45	1.7
British Columbia												
Below upper secondary	11	9	7	-4.0	8	7	5	-4.0	15	12	11	-2.9
Upper secondary and postsecondary non-tertiary	45	43	38	-1.5	44	42	38	-1.3	46	45	42	-0.8
Tertiary	44	48	55	2.1	48	51	57	1.6	39	43	47	1.7
Yukon												
Below upper secondary	13	18	10	-2.2	13	17	9 ^F	-2.9	18	15	13 ^E	-3.0
Upper secondary and postsecondary non-tertiary	46	34	35	-2.5	48	36	39	-1.7	45	39	35	-2.2
Tertiary	41	49	55	2.7	39	47	51	2.4	37	46	52	3.1
Northwest Territories												
Below upper secondary	25	25	19	-2.5	19	25	18	-0.6	38	29	21 ^E	-5.3
Upper secondary and postsecondary non-tertiary	33	32	34	0.2	34	29	40	1.6	24	33	40	4.5
Tertiary	42	43	47	1.1	47	46	42	-1.2	37	38	39	0.5
Nunavut												
Below upper secondary	51	47	39	-2.4	45	46	41	-1.0	66	45	35	-5.7
Upper secondary and postsecondary non-tertiary	23	26	26	1.1	28	28	30	0.4	x	19	24	x
Tertiary	26	27	35	2.8	26	26	30	1.1	x	36	41	x

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

^E use with caution

1. The average annual growth rates for Canada, the provinces and territories were calculated using unrounded data for all years in the 2005-to-2016 period.

2. These averages are from *Education at a Glance 2017: OECD Indicators*, Table A1.2 Trends in Education attainment of 25-34 year-olds (2000, 2005, 2010, 2015 and 2016), 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 and OECDstat Web site at stats.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: For more information see CANSIM 477-0135.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017 OECD Indicators*.

A2 Upper secondary graduation

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 share of graduates under 25 years of age among all graduates is also presented.

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.

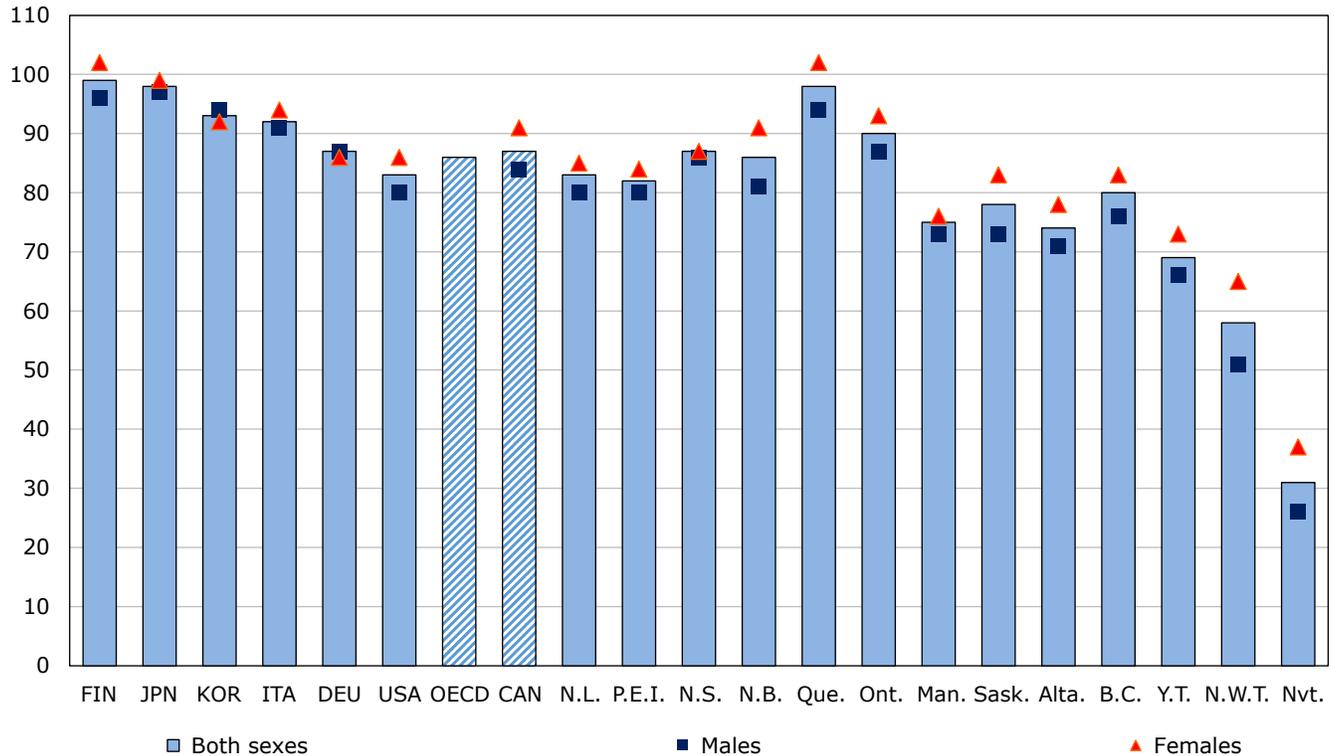
Another dimension presented by this indicator is the successful completion of upper secondary programmes based on a synthetic cohort for public schools. To a certain extent, this indicator reveals the effectiveness of Canada's various public education systems in producing graduates within the three-year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

Observations

Chart A.2.1

Upper secondary graduation rates¹, by sex, OECD and selected countries, provinces and territories, 2015

percent



1. This rate reports the percentage of people who obtain a secondary-school qualification for the first time in their life during a given year, from public, private, and First Nation-operated schools, as a proportion of the population of the corresponding age. During a period when an unexpected number of people go back to school, this rate can be very high - even above 100%. Thus, this rate should be interpreted as the probability that an individual will graduate from secondary education during his or her lifetime, and should not be confused with a graduation rate as the term is generally used in Canada, which reports on how many students who enter a program complete it successfully.

Notes: The most recent data available for Canada and jurisdictions are for 2015, reflecting reports for the 2014/2015 academic year. Countries other than Canada are ranked in descending order and include the G-7 group of countries. Data are not available for the U.K. and France. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. The OECD female and male upper secondary graduation rates are not available.

Sources: Table A.2.1., Education at a Glance 2017: OECD Indicators, OECDstat Web site at stats.oecd.org.

Upper secondary graduation rates

- Canada's high school ("upper secondary") graduation rate was 87% in 2015.¹ The majority of other OECD member countries reported graduation rates of at least 80%. Countries with higher graduation rates included Finland and Japan (99% and 98%, respectively), Korea (93%) and Italy (92%). Graduation rates for the United States (83%) and the OECD average (86%) were both lower than that of Canada.

Graduation rates higher for females

- In Canada in 2015, the upper secondary graduation rate for females was higher (91%) than that for males (84%). This pattern remained for all provinces and territories, notably in the Northwest Territories (14 percentage point difference), New Brunswick and Saskatchewan (10 percentage point difference). Germany and Korea were the only countries in the OECD whose graduation rates were higher for males than for females (1% and 2% higher).

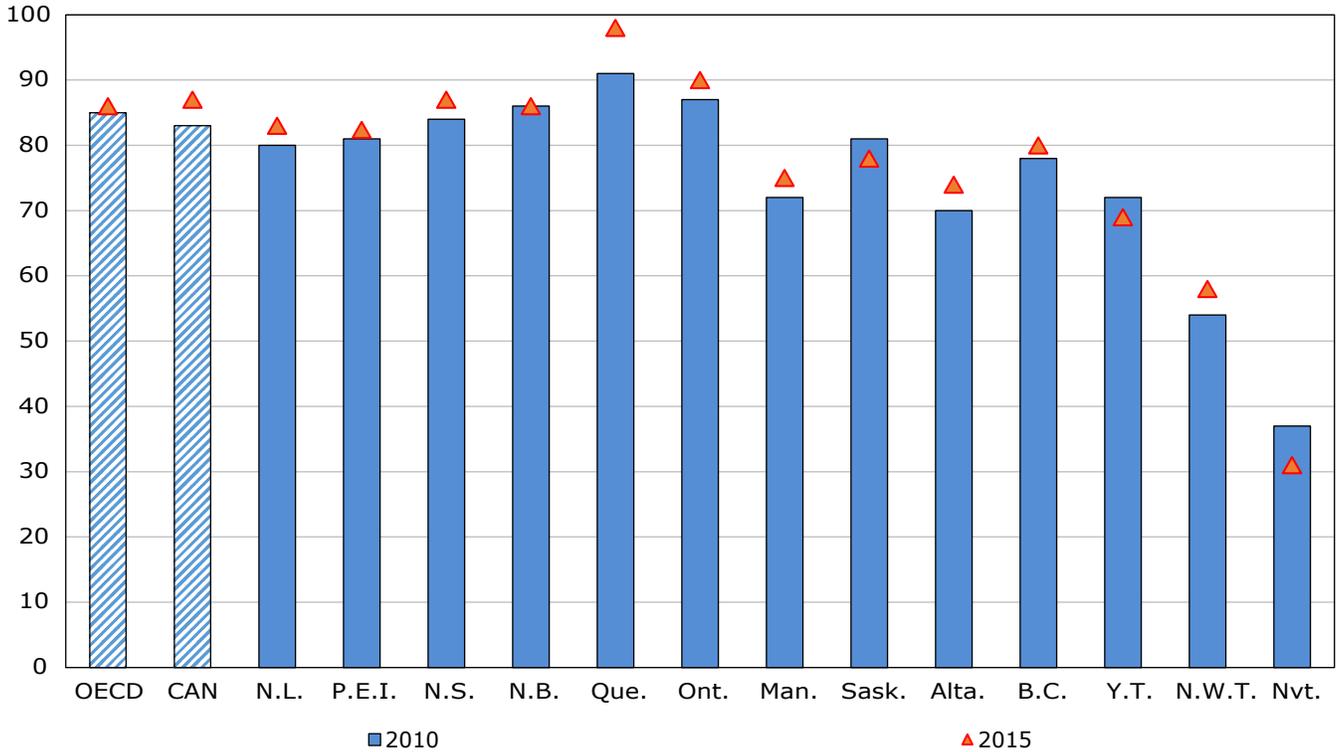
1. This rate reports on high school graduates, during a given year, from public, private, and First Nations band-operated schools as a proportion of the population of the corresponding age—a "population-based graduation rate". It provides an estimation of the probability that an individual will graduate from high school during his or her lifetime. Graduation rates are based on both the population and the current pattern of graduation, and are thus sensitive to any changes in the education system.

Trends in upper secondary graduation rates

Chart A.2.2

Trends in upper secondary first-time graduation rates, OECD, Canada, provinces and territories, 2010 and 2015

percent



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Education Indicators in Canada: An International Perspective 2013, Table A.2.1: Upper secondary graduation rates, by programme orientation and sex, Canada, provinces and territories, 2010; Education Indicators in Canada: An International Perspective 2017, Table A.2.1: Upper secondary graduation rates, by sex, Canada, provinces and territories, 2015; Education at a Glance 2017: OECD Indicators, Table A2.3, Trends in upper secondary and post-secondary non-tertiary first-time graduation rates (2005, 2010 and 2015).

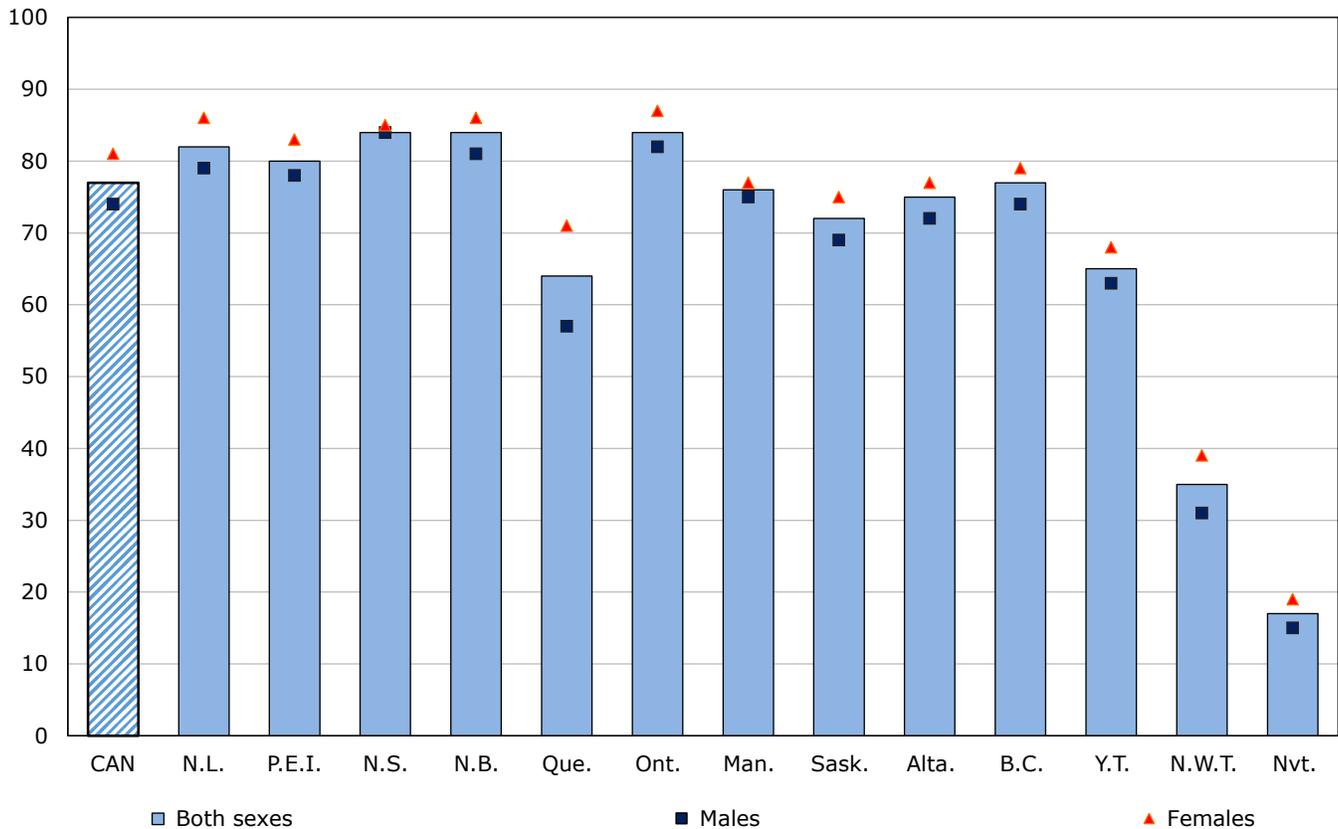
- The first-time upper secondary graduation rate increased in Canada by 4 percentage points between 2010 and 2015, compared to a 1 percentage point increase for the OECD countries overall. Among the provinces and territories, Quebec experienced the largest increase in its upper secondary graduation rate from 2010 to 2015 (7 percentage points), while a decrease was reported in Saskatchewan, the Yukon and Nunavut.

Successful completion of upper secondary programmes

Chart A.2.3

Successful completion of upper secondary programmes in public schools, 16- to 19-year-olds, by sex, Canada, provinces and territories, 2015

percent



Notes: 15- to 18-year-olds in Quebec. The most recent data available for Canada and jurisdictions are for 2015, reflecting reports for the 2014/2015 academic year. The bar representing Canada is filled with a diagonal line pattern to make it easier to find.

Source: Table A.2.2.

- Over three quarters of students (77%) in Canada completed high school within the three-year period typically covered by upper secondary education.²
- The proportion of students who completed their education in the expected time varied considerably across the country: from 17% in Nunavut to 84% in Nova Scotia, New Brunswick and Ontario.
- The successful on-time completion of upper secondary programmes was higher for females than for their male counterparts in all provinces and territories. For the provinces, the lowest female-male gap was in Nova Scotia at one percentage point while the highest was in Quebec at 14 percentage points. At the Canada level the difference was 7 percentage points.

2. These successful completion rates were calculated using a proxy cohort-based methodology. See the "Definition, data sources and methodology" section for this indicator. The OECD average was not produced for *Education at a Glance 2017: OECD Indicators*.

Definitions, sources and methodology

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

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.³

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. *Rates without duplication* only count individuals who had obtained, during a given year, a diploma at this level for the first time.⁴ 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 2014/2015 school year; the OECD averages also reflect 2014/2015. 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.⁵ To ensure comparability with other OECD countries, Statistics Canada added, for all provinces and territories (except Nova Scotia, for which data were estimated), the number of 2014/2015 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 Indigenous and Northern Affairs Canada), were also added to the number of public and private school graduates and included in the calculation of the upper secondary graduation rates presented. Please note that Manitoba graduates from Adult Learning Centres in the province are not included in the graduation rate calculation.

For Indigenous and Northern Affairs Canada (INAC), prior to 2014/2015, funding recipient reports included automatically pre-filled graduation data for potential high school graduates, which led to inaccurate reporting results. As a result, this pre-filled data was removed from reports as of 2014/2015, contributing to a decrease in the reported graduation rate since then.

Population estimates used in the denominator of the graduation rate calculation cover the entire population, including Aboriginal people, as of January 1, 2015.

Successful completion of upper secondary programmes in public schools

An adjusted proxy cohort for examination of the successful (on-time) 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 graduates (15- to 18-year-olds in Quebec) in 2014/2015 by the number of Grade 10 (3^e secondaire in Quebec) enrolments recorded three years earlier (i.e., in 2012/2013). 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 2012 (which represents the Grade 10 students) by the 17- to 18-year-old population in 2015 (which represents the Grade 10 students who graduated three years later). 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 2012 Grade 10 enrolments). This adjustment implicitly assumes that graduation rates of recent immigrants are identical to graduation rates of those in the original cohort.

3. 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 from those published by the provinces/territories.

4. 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).

5. 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.

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 2016 by the OECD.

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

Table A.2.1
Upper secondary graduation rates¹, by sex, OECD, Canada, provinces and territories, 2015

	Total (unduplicated)			Share of graduates < 25 years old ³ percent
	Both sexes, all ages ²	Males, all ages	Females, all ages	
OECD average^{4,5}	86	..	..	80
Canada	87	84	91	93
Newfoundland and Labrador	83	80	85	100
Prince Edward Island	82	80	84	100
Nova Scotia	87	86	87	100
New Brunswick	86	81	91	99
Quebec	98	94	102	79
Ontario	90	87	93	97
Manitoba ⁶	75	73	76	99
Saskatchewan ⁶	78	73	83	99
Alberta	74	71	78	99
British Columbia	80	76	83	98
Yukon	69	66	73	100
Northwest Territories	58	51	65	93
Nunavut	31	26	37	98

.. not available for a specific reference period

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. The sum of graduation rates by age, which are obtained by dividing graduates of a specific age by the population of the corresponding specific age.

3. Share of graduates under 25 years of age among the total population of graduates.

4. These averages are from *Education at a Glance 2017: OECD Indicators*, Table A2.2, Upper secondary and post-secondary non-tertiary graduation rates (2015), 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.

5. The estimates submitted for Canada, to the OECD for its 2017 report reflect the 2014/2015 academic year and are included in the OECD's average figures for 2015.

6. For further information about inclusions and exclusions, please refer to "Definitions, sources and methodology" section for more details.

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); Indigenous and Northern Affairs Canada (INAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: OECD Indicators* and CANSIM Table 051-0001.

Table A.2.2

Successful completion¹ of upper secondary programmes in public schools, 16- to 19-year-olds,² by sex, Canada, provinces and territories, 2015

	Both sexes	Females	Males
	percent		
Canada	77	81	74
Newfoundland and Labrador	80	83	78
Prince Edward Island	84	85	84
Nova Scotia	84	86	81
New Brunswick	64	71	57
Quebec ³	84	87	82
Ontario	76	77	75
Manitoba ³	72	75	69
Saskatchewan	75	77	72
Alberta	77	79	74
British Columbia	65	68	63
Yukon	35	39	31
Northwest Territories	17	19	15
Nunavut	17	19	14

1. The proxy cohort rate is calculated by Statistics Canada using 2012/2013 Grade 10 ("Secondaire 3" in Quebec) enrolments and 16- to 19-year-olds (15- to 18-year-olds in Quebec) graduates data in 2014/2015. 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. The completion rate is not included in *Education at a Glance 2017: OECD Indicators*.

2. 15- to 18-year-olds in Quebec.

3. As enrolments and graduates from non-public institutions (e.g. private schools, publicly funded independent schools) are not included in these calculations, these rates should not be interpreted as the total successful completion of all upper secondary programs.

Sources: Statistics Canada, Elementary-Secondary Education Survey (ESES) and CANSIM Table 051-0001.

A3 Labour market outcomes

Context

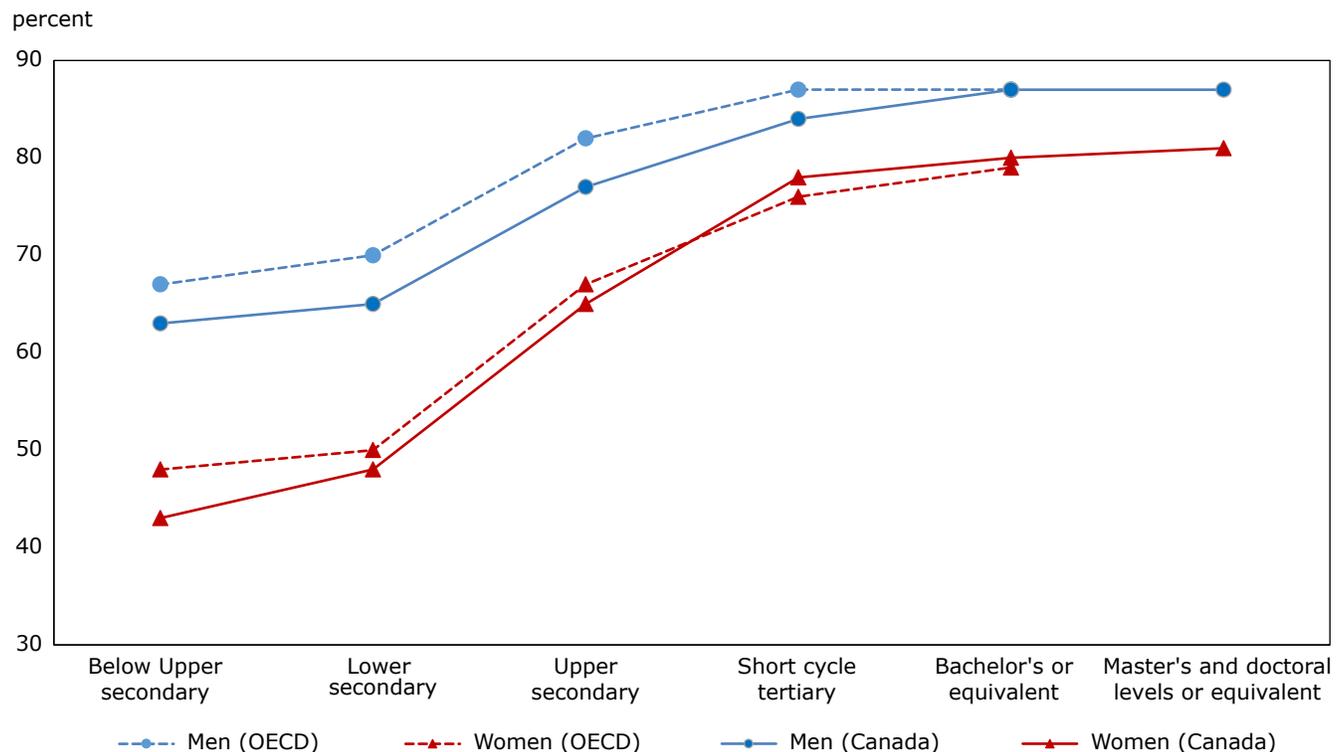
This indicator examines the connection between educational attainment and the labour market by looking at employment rates among the adult population aged 25 to 64. This relationship is explored by sex and by age group (25 to 34 and 55 to 64). Trends in employment rates by educational attainment are also presented. Educational attainment reflects the highest level of education successfully completed, based on the International Standard Classification of Education (ISCED) categories.¹

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.

Observations

Employment rates by attainment

Chart A.3.1
Employment rates of 25- to 64-year-olds, by highest level of education attained and sex, OECD and Canada, 2016



Note: OECD average is not available for combined master's and doctoral levels.

Sources: Tables A.3.1, A.3.3.1 and Education at a Glance 2017: OECD Indicators.

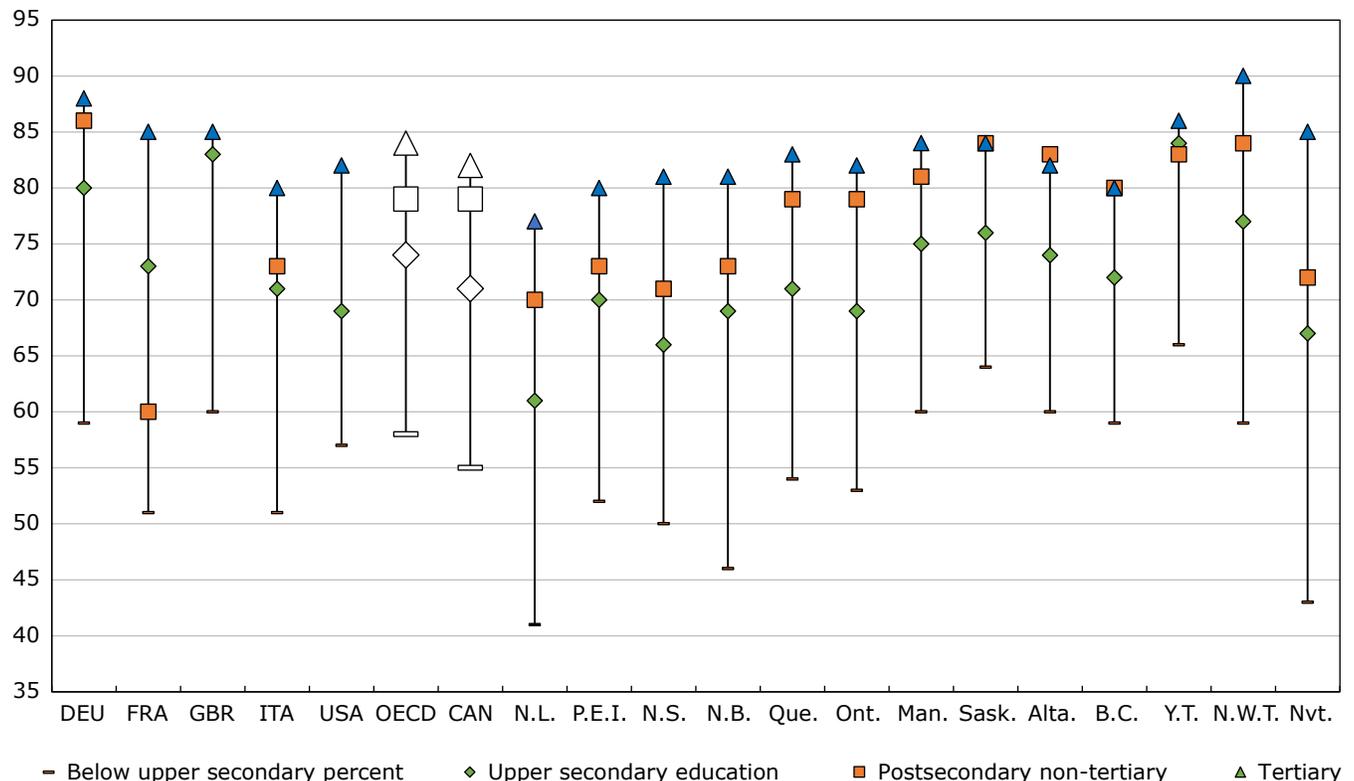
- Employment rates rose with levels of educational attainment both in Canada and at the OECD average.
- In Canada and for the OECD average, women had consistently lower employment rates than men.

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

- This gender gap in employment rates in Canada was largest (20 percentage points) among those with the least education and smallest (6 percentage points) among the men and women with bachelor's or equivalent education.² This was also true at the OECD average, with a larger gap between men and women at the below upper secondary level (19 percentage points) and a smaller gap at the bachelor's or equivalent (8 percentage points).

Chart A.3.2
Employment rates of the 25- to 64-year-old population, by highest level of education attained, OECD, G7 countries, provinces and territories, 2016

percent



Note: The markers representing Canada and the OECD are enlarged and without colour to make them easier to find.

Sources: Table A.3.1, Table A.3.2. and Education at a Glance 2017: OECD Indicators.

- Employment rates also rose with levels of educational attainment across all provinces, territories, G7 countries and at the OECD average. However, the magnitude and the nature of the educational advantage varied among the Canadian jurisdictions.
- Although tertiary graduates generally had the highest employment rates in 2016, this was not true in Saskatchewan, Alberta and British Columbia, where those with postsecondary non-tertiary had higher employment rates.
- Employment rates for Canadians with tertiary education were comparable to those of G7 countries, with Canada's employment rate being slightly higher than the US or Italy, but lower than that of France, Germany and the United Kingdom.
- Employment rates for Canadians with less than upper secondary education ranged widely across the country, from 41% in Newfoundland and Labrador to 66% in the Yukon.

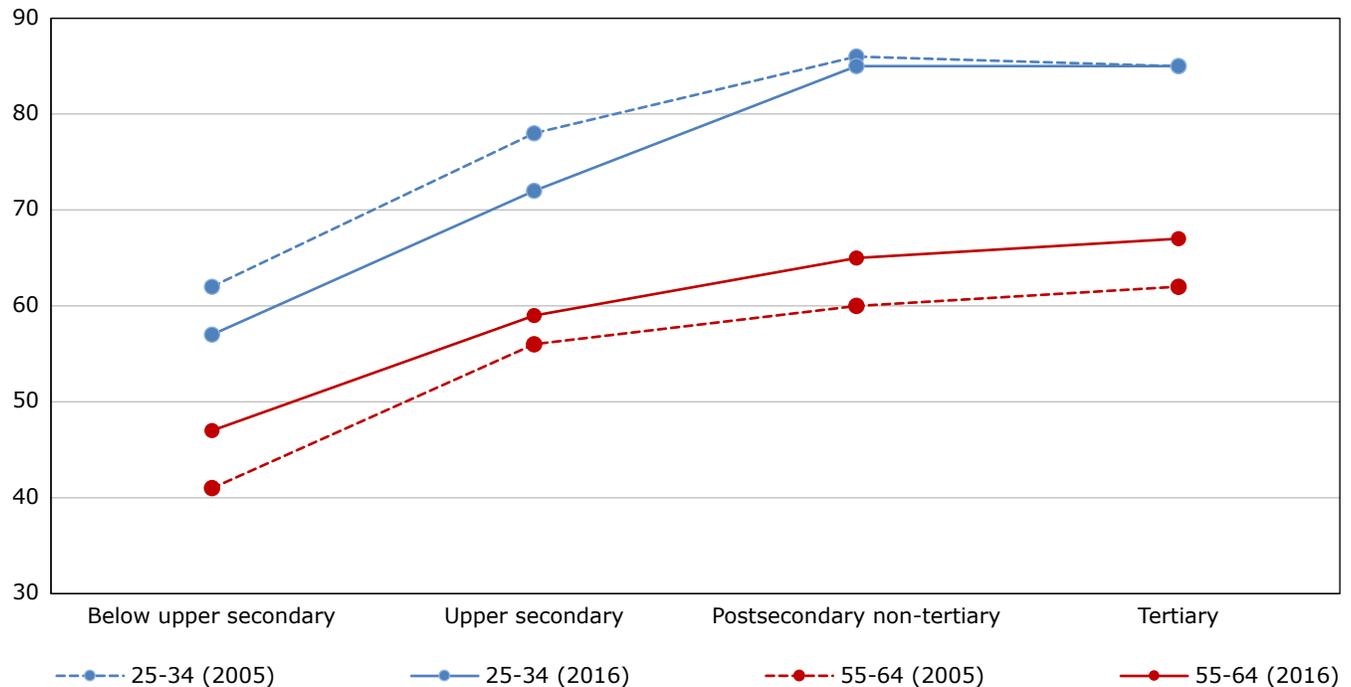
2. The highest level of educational attainment for which comparable data for Canada and OECD are available.

Employment rates by attainment, 2005 and 2016

Chart A.3.3

Employment rates of the 25- to 34-year-old and 55- to 64-year-old population, by highest level of education attained, Canada, 2005 and 2016

percent



Sources: Tables A.3.3.2, A.3.3.3 and Education at a Glance 2017: OECD Indicators.

- In 2016, 76% of young adults with upper secondary or postsecondary non-tertiary were employed versus 80% for this same age group in 2005.
- This was not true for young adults with postsecondary non-tertiary or tertiary education, as between the two time periods, employment rates were more similar.
- In Canada, for 55-to 64-year-olds, the employment rate was higher in 2016 at every level of education than the rate observed in 2005 indicating that the older generation increasingly postponed retirement and continued working beyond age 55. For most of the OECD countries the employment rate did not change for this age group during the same time period.

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, by sex, and by age group. It also 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 with the particular level of educational attainment is divided by the total number of persons in the population aged 25 to 64 who have attained that 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). 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 Labour Force Survey (LFS), which surveys approximately 56,000 households every month.³ 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 A5, *How does educational attainment affect participation in the labour market?*

3. The LFS sample size has varied over the years, but the survey typically covers approximately 56,000 households. For more information, see, *Guide to the Labour Force Survey*, Statistics Catalogue no. 71-543-G.

Table A.3.1

Employment rates¹ of 25- to 64-year-olds, by highest level of education attained and sex, OECD, Canada, provinces and territories, 2016

	Pre-primary and primary	Lower secondary	Upper secondary education	Post-secondary non-tertiary ²	Short cycle tertiary	Bachelor's level or equivalent	Master's and doctoral levels or equivalent	All levels of education
	percent							
OECD averages³								
Both sexes	57	60	74	79	80	83	..	75
Men	67	70	81	84	87	87	..	81
Women	47	50	67	75	76	79	..	68
Canada⁴								
Both sexes	45	58	71	79	80	83	84	76
Men	56	65	77	82	84	87	87	80
Women	31	48	65	75	78	80	81	73
Newfoundland and Labrador								
Both sexes	30	46	61	70	74	79	84	67
Men	31	52	65	70	77	85	82	69
Women	28	40	56	69	73	75	86	65
Prince Edward Island								
Both sexes	43	55	70	73	79	80	82	74
Men	50	62	73	76	82	84	80	76
Women	x	45	68	67	77	78	82	72
Nova Scotia								
Both sexes	38	53	66	71	78	83	84	73
Men	41	60	70	71	80	84	86	74
Women	33 ^E	43	61	71	76	82	82	72
New Brunswick								
Both sexes	35	51	69	73	79	85	85	73
Men	40	59	74	71	81	87	88	75
Women	26	43	64	76	77	84	82	71
Quebec								
Both sexes	45	58	71	79	81	84	84	76
Men	55	64	76	81	83	86	85	79
Women	32	49	66	76	80	82	83	74
Ontario								
Both sexes	43	56	69	79	81	82	84	76
Men	58	63	75	83	85	87	88	81
Women	30	46	63	70	78	79	80	72
Manitoba								
Both sexes	54	61	75	81	82	85	87	78
Men	70	70	81	84	86	87	91	83
Women	32	48	68	75	80	83	83	74
Saskatchewan								
Both sexes	46	68	76	84	81	86	85	79
Men	64	76	82	86	88	90	89	84
Women	21 ^E	53	68	79	78	84	81	74
Alberta								
Both sexes	53	62	74	83	81	82	82	78
Men	68	71	80	85	87	87	85	83
Women	35	49	67	75	77	79	79	73
British Columbia								
Both sexes	47	62	72	80	78	81	84	76
Men	60	68	77	81	84	85	87	81
Women	34	54	66	76	74	78	80	72
Yukon								
Both sexes	x	69	84	83	81	90	93	83
Men	x	73	84	87	85	88	92	85
Women	x	62	85	73	79	91	94	82
Northwest Territories								
Both sexes	60	59	77	84	86	91	96	81
Men	56	62	81	85	86	92	95	81
Women	66	55	73	77	86	91	98	80
Nunavut								
Both sexes	39	45	67	72	78	89	97	65
Men	32	44	68	71	82	94	99	64
Women	45	47	66	76	76	86	94	65

.. not available for a specific reference period

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. Trade certificates or diplomas from a vocational school or apprenticeship training.

3. These averages are from *Education at a Glance 2017: OECD Indicators*, Table A5.1, Employment rates, by educational attainment (2016), 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 and OECDstat Web site at stats.oecd.org.

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

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: OECD Indicators*.

Table A.3.2

Trends in employment rates¹ of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, OECD, Canada, provinces and territories, 2005 and 2010 and 2016

	Age 25 to 64				Age 25 to 34				Age 55 to 64			
	2005	2010	2016	2005 to 2016	2005	2010	2016	2005 to 2016	2005	2010	2016	2005 to 2016
	percent			average annual growth rate ²	percent			average annual growth rate ²	percent			average annual growth rate ²
OECD average³												
Below upper secondary	56	55	58	0.3	61	57	59	-0.6	38	40	43	1.2
Upper secondary and postsecondary non-tertiary	75	73	75	0.0	77	75	76	-0.2	50	53	57	1.4
Tertiary	84	83	84	0.0	85	83	83	-0.2	65	67	71	0.8
Canada⁴												
Below upper secondary	56	55	55	-0.3	62	58	57	-0.8	41	43	49	1.9
Upper secondary and postsecondary non-tertiary	76	74	74	-0.3	80	77	76	-0.4	57	58	59	0.4
Tertiary	82	81	82	0.0	85	84	85	-0.1	62	65	66	0.6
Newfoundland and Labrador												
Below upper secondary	36	38	41	1.2	39	42	49	2.2	26	31	34	2.5
Upper secondary and postsecondary non-tertiary	64	64	65	0.1	65	67	67	0.2	43	45	50	1.4
Tertiary	77	76	77	0.0	79	80	80	0.1	50	48	55	0.9
Prince Edward Island												
Below upper secondary	60	54	52	-1.2	62	55	57	-0.8	49	43	48	-0.2
Upper secondary and postsecondary non-tertiary	72	71	71	-0.2	76	72	72	-0.5	56	59	62	0.9
Tertiary	83	82	80	-0.4	88	83	86	-0.2	58	63	62	0.5
Nova Scotia												
Below upper secondary	50	51	50	-0.1	55	52	52	-0.6	35	40	44	2.3
Upper secondary and postsecondary non-tertiary	73	70	68	-0.7	77	72	71	-0.7	51	55	55	0.8
Tertiary	80	81	81	0.1	85	85	85	0.0	54	61	63	1.4
New Brunswick												
Below upper secondary	46	51	46	0.0	46	48	44	-0.4	33	40	43	2.4
Upper secondary and postsecondary non-tertiary	72	71	70	-0.3	76	71	72	-0.5	51	55	56	0.9
Tertiary	80	81	81	0.1	87	87	86	-0.1	52	58	62	1.6
Quebec												
Below upper secondary	52	54	54	0.3	59	60	57	-0.3	36	40	45	2.2
Upper secondary and postsecondary non-tertiary	74	72	75	0.1	79	78	80	0.1	51	52	60	1.4
Tertiary	81	82	83	0.2	84	85	87	0.3	55	59	62	0.1
Ontario												
Below upper secondary	58	53	53	-0.9	63	53	55	-1.2	44	41	47	0.6
Upper secondary and postsecondary non-tertiary	77	73	71	-0.7	80	75	73	-0.9	59	59	60	0.2
Tertiary	83	81	82	-0.1	85	84	85	0.0	65	67	69	0.5
Manitoba												
Below upper secondary	63	64	60	-0.5	59	59	56	-0.5	51	56	59	1.3
Upper secondary and postsecondary non-tertiary	81	81	76	-0.5	81	82	78	-0.3	63	66	63	0.0
Tertiary	86	85	84	-0.2	89	86	85	-0.3	66	70	69	0.4
Saskatchewan												
Below upper secondary	63	65	64	0.1	61	63	59	-0.4	51	59	61	1.7
Upper secondary and postsecondary non-tertiary	82	82	79	-0.3	81	82	81	0.0	62	70	67	0.7
Tertiary	85	86	84	-0.1	87	88	87	0.0	69	73	69	0.0
Alberta												
Below upper secondary	68	65	60	-1.2	73	64	60	-1.7	54	55	54	0.1
Upper secondary and postsecondary non-tertiary	82	80	77	-0.6	84	81	77	-0.7	68	65	66	-0.4
Tertiary	84	82	82	-0.3	85	84	86	0.1	71	72	69	-0.3
British Columbia												
Below upper secondary	59	57	59	0.1	67	61	62	-0.6	39	45	49	2.3
Upper secondary and postsecondary non-tertiary	75	74	74	-0.1	79	78	77	-0.3	57	58	62	0.8
Tertiary	80	79	80	0.1	84	81	84	0.0	62	63	68	0.9
Yukon												
Below upper secondary	56	52	66	1.5	x	51 ^E	67	x	43 ^E	48	57	2.5
Upper secondary and postsecondary non-tertiary	83	76	84	0.1	81	76	83	0.2	75	66	78	0.4
Tertiary	88	85	86	-0.1	91	84	91	-0.1	74	77	72	-0.3
Northwest Territories												
Below upper secondary	62	48	59	-0.5	58	41	62	0.7	58	48	55	-0.4
Upper secondary and postsecondary non-tertiary	87	88	79	-0.8	88	87	77	-1.2	77	80	73	-0.5
Tertiary	92	90	90	-0.3	90	92	87	-0.3	87	82	81	-0.6
Nunavut												
Below upper secondary	46	52	43	-0.5	41	44	39	-0.4	37	49	48	2.3
Upper secondary and postsecondary non-tertiary	78	71	69	-1.0	78	70	60	-2.3	x	79	74	x
Tertiary	93	89	85	-0.8	89	93	86	-0.4	x	92	82	x

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

^E use with caution

0 true zero or a value rounded to zero

1. Number of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds in employment as a percentage of the populations aged 25 to 64, 25 to 34 and 55 to 64, respectively.

2. The average annual growth rates for Canada, the provinces and territories were calculated using unrounded data for all years in the 2005 to 2016 period.

3. These averages are from *Education at a Glance 2017: OECD Indicators*, Table A5.3, Trends in employment rates, by educational attainment and age group (2005, 2010 and 2016), 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 and OECDstat Web site at stats.oecd.org.

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

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: OECD Indicators*.

Table A.3.3.1

Trends in employment rates¹ of 25 to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2005 and 2016

	Below upper secondary		Upper secondary		Postsecondary non-tertiary ²		Tertiary		All levels of education	
	2005	2016	2005	2016	2005	2016	2005	2016	2005	2016
	percent									
OECD averages³										
Both sexes	56	56	..	75	..	80	84	84	72	75
Men	68	67	..	82	..	85	89	89	81	82
Women	46	48	..	67	..	76	79	80	64	69
Canada⁴										
Both sexes	56	55	75	71	79	79	82	82	76	76
Men	67	63	82	77	84	82	86	86	82	80
Women	44	43	69	65	72	75	79	79	71	73
Newfoundland and Labrador										
Both sexes	36	41	60	61	68	70	77	77	62	67
Men	43	45	67	65	70	70	78	80	65	69
Women	30	37	54	54	66	69	75	75	58	65
Prince Edward Island										
Both sexes	60	52	71	70	74	73	83	80	74	74
Men	65	58	76	73	77	76	85	82	77	76
Women	52	41	66	68	67	67	81	78	72	72
Nova Scotia										
Both sexes	50	50	72	66	75	71	80	81	72	73
Men	58	55	77	70	78	71	84	83	76	74
Women	40	41	67	61	70	71	76	79	67	72
New Brunswick										
Both sexes	46	46	72	69	71	73	80	81	70	73
Men	52	53	77	74	74	71	83	83	73	75
Women	39	36	68	64	65	76	78	80	67	71
Quebec										
Both sexes	52	54	73	71	76	79	81	83	73	76
Men	63	61	79	76	80	81	84	84	78	79
Women	40	44	66	66	70	76	79	81	68	74
Ontario										
Both sexes	58	53	76	69	81	79	83	82	78	76
Men	69	62	82	75	85	83	87	86	83	81
Women	46	41	69	63	72	70	79	79	72	72
Manitoba										
Both sexes	63	60	79	75	83	81	86	84	80	78
Men	74	70	85	81	87	84	89	87	85	83
Women	48	44	74	68	78	75	83	82	75	74
Saskatchewan										
Both sexes	63	64	80	76	84	84	85	84	80	79
Men	73	74	86	82	88	86	88	89	84	84
Women	49	46	74	68	79	79	83	80	76	74
Alberta										
Both sexes	68	60	80	74	87	83	84	82	81	78
Men	81	70	88	80	91	85	90	87	88	83
Women	53	46	72	67	79	75	80	78	74	73
British Columbia										
Both sexes	59	59	73	72	80	80	80	80	75	76
Men	69	67	80	77	85	81	85	85	81	81
Women	47	50	67	66	72	76	75	77	69	72
Yukon										
Both sexes	56	66	81	84	87	83	88	86	82	83
Men	64	71	79	84	87	87	88	88	82	85
Women	47	59	83	85	86	73	87	85	81	82
Northwest Territories										
Both sexes	62	59	85	77	90	84	92	90	83	81
Men	66	61	88	81	91	85	95	90	86	81
Women	59	57	82	73	87	77	90	90	80	80
Nunavut										
Both sexes	46	43	80	67	73	72	93	85	66	65
Men	50	41	82	68	77	71	97	88	70	64
Women	42	46	79	66	x	76	89	82	61	65

.. not available for a specific reference period

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

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

2. Trade certificates or diplomas from a vocational school or apprenticeship training.

3. These averages are from *Education at a Glance 2017: OECD Indicators*, Table A5.3, Employment rates, by educational attainment (2005 and 2016), 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 and OECDstat Web site at stats.oecd.org.

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

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: OECD Indicators*.

Table A.3.3.2

Trends in employment rates¹ of 25 to 34-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2005 and 2016

	Below upper secondary		Upper secondary		Postsecondary non-tertiary ²		Tertiary		All levels of education	
	2005	2016	2005	2016	2005	2016	2005	2016	2005	2016
	percent									
OECD averages³										
Both sexes	61	59	..	..	..	..	85	83	77	77
Men	74	71	..	..	..	..	90	88	86	84
Women	47	45	..	..	..	..	80	79	68	70
Canada⁴										
Both sexes	62	57	78	72	86	85	85	85	81	80
Men	72	67	85	78	90	87	88	88	86	84
Women	48	41	70	65	78	79	82	83	76	77
Newfoundland and Labrador										
Both sexes	39	49	59	62	72	73	79	80	68	73
Men	48	64	67	69	74	74	79	78	71	73
Women	27 ^E	x	52	55	68	71	79	81	66	72
Prince Edward Island										
Both sexes	62	57	74	72	81	74	88	86	81	80
Men	65	60 ^E	84	76	86	80	88	88	83	82
Women	56	x	62	64	70	x	88	85	79	79
Nova Scotia										
Both sexes	55	52	73	67	83	81	85	85	79	79
Men	63	58	77	71	86	80	89	85	82	78
Women	43	42	70	62	78	84	83	85	76	79
New Brunswick										
Both sexes	46	44	75	70	81	81	87	86	79	79
Men	50	54	81	75	87	82	89	85	81	79
Women	40	x	68	64	73	78	86	86	77	79
Quebec										
Both sexes	59	57	75	75	84	84	84	87	79	82
Men	69	65	81	81	87	86	86	87	83	83
Women	45	41	67	65	78	82	83	87	76	81
Ontario										
Both sexes	63	55	79	71	87	83	85	85	82	80
Men	73	65	86	76	91	88	89	89	87	84
Women	49	40	71	62	77	72	82	82	77	76
Manitoba										
Both sexes	59	56	79	75	86	87	89	85	82	80
Men	77	67	87	83	92	89	93	87	88	84
Women	34	39	70	65	79	81	85	84	75	76
Saskatchewan										
Both sexes	61	59	79	76	87	91	87	87	82	82
Men	79	74	86	82	92	94	90	91	87	88
Women	36	37	70	67	79	84	85	84	76	77
Alberta										
Both sexes	73	60	81	73	91	85	85	86	83	81
Men	87	74	89	79	95	89	91	91	91	86
Women	56	40	70	66	81	73	80	82	76	75
British Columbia										
Both sexes	67	62	77	74	87	85	84	84	81	80
Men	76	70	83	79	92	86	88	87	85	83
Women	55	52	70	68	78	82	81	82	76	78
Yukon										
Both sexes	x	67	77	83	89	82	91	91	81	85
Men	x	76	81	85	96	88	88	89	84	86
Women	x	x	74	82	x	x	93	92	78	85
Northwest Territories										
Both sexes	58	62	87	75	90	83	90	87	83	79
Men	62	65	93	75	92	88	96	86	87	79
Women	51 ^E	60 ^E	80	75	x	x	87	88	79	78
Nunavut										
Both sexes	41	39	79	57	x	67	89	86	64	59
Men	48	40	82	57	x	70	96	92	70	60
Women	34	38	75	58	x	x	84	82	58	59

.. not available for a specific reference period

x suppressed to meet the confidentiality requirements of the *Statistics Act*^E use with caution

1. Number of 25- to 34-year-olds in employment as a percentage of the population aged 25 to 34.

2. Trade certificates or diplomas from a vocational school or apprenticeship training.

3. These averages are from *Education at a Glance 2017: OECD Indicators*, Table A5.3, Employment rates, by educational attainment (2005 and 2016), 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 and OECDstat Web site at stats.oecd.org.

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

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: OECD Indicators*.

Table A.3.3.3

Trends in employment rates¹ of 55 to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2005 and 2016

	Below upper secondary		Upper secondary		Postsecondary non-tertiary ²		Tertiary		All levels of education	
	2005	2016	2005	2016	2005	2016	2005	2016	2005	2016
	percent									
OECD averages³										
Both sexes	38	44	..	..	..	..	66	72	..	..
Men	48	52	..	..	..	..	71	76	..	..
Women	31	37	..	..	..	..	57	66	..	..
Canada⁴										
Both sexes	41	47	56	59	60	65	62	67	55	62
Men	53	56	63	64	64	67	69	71	63	66
Women	29	38	50	55	52	59	56	63	47	57
Newfoundland and Labrador										
Both sexes	26	34	40	46	46	54	50	55	38	48
Men	29	36	47	48	48	54	55	65	43	52
Women	23	32	34	45	43	53	46	48	33	44
Prince Edward Island										
Both sexes	49	48	54	60	59	67	58	62	55	59
Men	57	55	60	63	62	68	66	65	61	63
Women	39	37	49	57	53	64	53	59	48	56
Nova Scotia										
Both sexes	35	44	48	53	54	58	54	63	47	57
Men	43	53	57	61	59	58	62	68	55	61
Women	25	33	39	47	47	58	48	60	40	53
New Brunswick										
Both sexes	33	43	52	57	49	54	52	62	45	56
Men	40	52	55	64	54	53	58	67	50	60
Women	25	30	50	52	41	56	48	59	41	52
Quebec										
Both sexes	36	45	50	60	53	61	55	62	48	58
Men	48	53	60	65	58	63	63	66	57	63
Women	25	37	43	55	46	58	47	57	38	53
Ontario										
Both sexes	44	47	57	58	64	70	65	69	58	63
Men	57	55	63	62	67	73	71	73	66	68
Women	33	38	52	55	58	59	59	65	50	59
Manitoba										
Both sexes	51	59	60	62	70	65	66	69	61	65
Men	61	70	65	69	72	66	73	75	68	71
Women	41	43	54	56	68	64	59	64	54	59
Saskatchewan										
Both sexes	51	61	61	65	64	71	69	69	62	67
Men	61	72	70	70	66	70	74	78	68	73
Women	38	39	52	60	62	71	66	64	56	61
Alberta										
Both sexes	54	54	66	63	72	70	71	69	67	66
Men	69	62	76	70	75	72	76	74	74	71
Women	38	43	58	58	66	63	67	66	59	61
British Columbia										
Both sexes	39	49	55	61	59	65	62	68	56	63
Men	53	59	63	66	65	68	71	73	65	68
Women	26	39	49	57	47	52	54	64	47	59
Yukon										
Both sexes	43 ^E	57	79	76	70	82	74	72	69	72
Men	x	60	76	75	62 ^F	79	77	72	69	72
Women	x	x	81	77	x	x	71	72	70	72
Northwest Territories										
Both sexes	58	55	76	73	80 ^F	73	87	81	73	72
Men	50	53	90	80	x	75	87	80	74	74
Women	64	58	x	64	x	x	86	81	73	71
Nunavut										
Both sexes	37	48	x	x	x	79	x	82	53	68
Men	x	x	x	x	x	80	x	85	57	71
Women	x	49	x	x	x	x	x	79	48	64

.. not available for a specific reference period

x suppressed to meet the confidentiality requirements of the *Statistics Act*^E use with caution

1. Number of 55- to 64-year-olds in employment as a percentage of the population aged 55 to 64.

2. Trade certificates or diplomas from a vocational school or apprenticeship training.

3. These averages are from *Education at a Glance 2017: OECD Indicators*, Table A5.3, Employment rates, by educational attainment (2005 and 2016), 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 and OECDstat Web site at stats.oecd.org.

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

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: OECD Indicators*.

Chapter B

Financial resources invested in education

B1 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.

The indicator shows direct public and private expenditure by educational institutions¹ 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.²

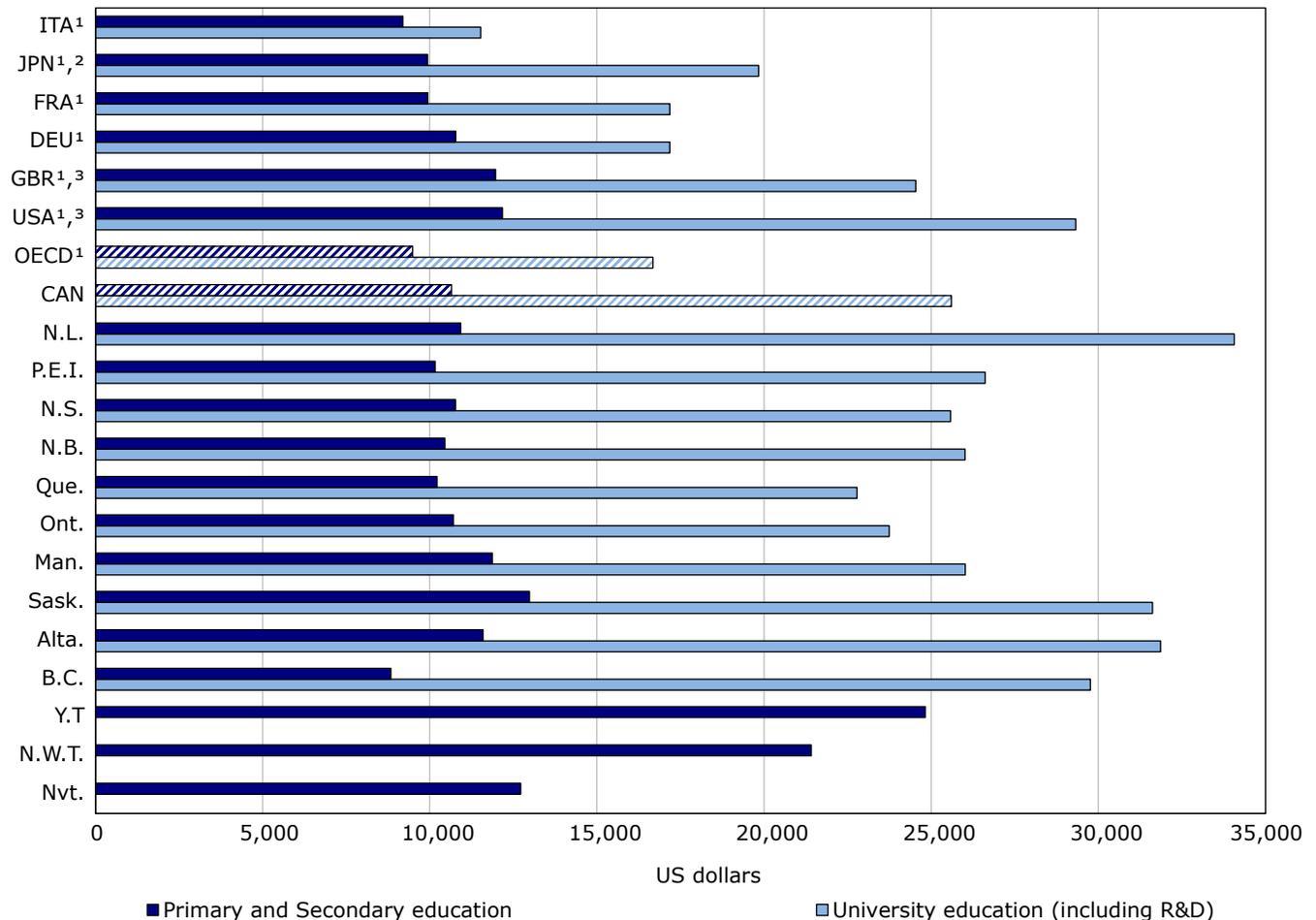
1. This indicator (B1) presents "expenditure by educational institutions", as data are collected by type of institution. Indicator B2 uses the term "expenditure on educational institutions", as the financial data are collected by source of funds, type of transaction, and level of education. As the two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

2. In *Education at a Glance*, the OECD publishes figures that have been adjusted for cost-of-living differences between countries using purchasing power parities (PPP). In this Canadian 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. No PPP conversion to adjust for cost-of-living differences between provinces and territories was made.

Observations

Chart B.1.1

Annual expenditure (US dollars) by educational institutions per student for all services, primary, secondary and university education, OECD, G7 countries, provinces and territories, 2014/2015



1. Primary and Secondary education measure also includes post-secondary non-tertiary.

2. Includes data from another category.

3. University education measure includes all tertiary.

Notes: Refer to source table Table B.1.1.2 for methodological notes. Countries other than Canada are ranked in ascending order at the primary/secondary level and include the G-7 group of countries. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table B.1.1.2, and *Education at a Glance 2017 OECD Indicators*.

- Expenditure per student at the primary/secondary level was similar for Canada, the provinces, other G7 countries and the OECD average. In the territories, the structural costs associated with delivering education at the primary and secondary level tend to be higher than those in the provinces.
- In Canada expenditure per student at the university level was higher in all provinces than expenditure per student at the primary/secondary level.
- At \$US 25,601, Canada's figure was almost 60% higher than the OECD average of \$US 16,674, but was similar to the averages from the United Kingdom and United States.

- For primary/secondary levels, educational core services represented the bulk of expenditure per student in Canada, across provinces and territories, ranging from 94% for the Newfoundland and Labrador, Nova Scotia, and Quebec, to 99% in Yukon. The corresponding OECD average³ was similar at 94% of total expenditures on core education. (See Table B.1.2.2)

Definitions, sources and methodology

Data refer to the 2014/2015 financial year and are for the elementary and secondary levels and for the university sector. A method is being developed to estimate this indicator for college as well. The OECD figures are from the UOE data collection on education statistics, administered by the OECD in 2016.⁴

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.

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); 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 inactive, but the figures are estimated based on data from previous years.

Enrolment data for elementary and secondary school levels are the sum of enrolment in public and private schools (ESES) and enrolment in First Nations band-operated schools (Indigenous and Northern Affairs Canada). Enrolment corresponding to the 2014/2015 financial year was obtained using 5/12 of the enrolment for the 2013/2014 school year and 7/12 of the enrolment for the 2014/2015 school year.

In Quebec, vocational training and general education for adults are included at the secondary level. Given that a significant number of these enrolments are part time, the headcounts were adjusted to full-time equivalent enrolments using a ratio last calculated in the 2009/2010 school year. Saskatchewan and British Columbia also report some general education for adults at the secondary level, but the headcount was deemed to be so close to the full-time equivalent value, that unadjusted headcount was used for this indicator. Data for enrolments in British Columbia elementary and secondary schools were revised as of the 2014/2015 data year, thus, this year's estimate of expenditure per student is not comparable with estimates from previous years.

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 2013/2014 and 2014/2015 academic years were used. Enrolment was first 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 2014/2015 financial year (April 2014 to March 2015) by applying 5/12 of the first and 7/12 of the second.

In addition, for the university sector, financial data are collected at an institutional level only, and cannot be divided by type of program. As a result, expenditures also include any expenditure for programs that are not at the Bachelor's, Master's, or Doctoral levels such as career, technical or professional training programs. In order to be consistent, enrolment for these additional programs have also been retained in the analysis.

3. This OECD average was calculated using only countries that contributed a value for both core and ancillary spending.

4. For more information, see Annex 3 of Education at a Glance 2017: OECD Indicators, available on the OECD Web site: www.oecd.org.

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 1.24 (for the calendar year 2014) 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 core 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 (museums, radio and cultural programs). 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.

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

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

Table B.1.1.1

Annual expenditure by educational institutions per student, for all services, by educational level, Canadian dollars, Canada, provinces and territories, 2014/2015

	Pre-primary, primary, lower secondary, upper secondary	Bachelor's, master's, or doctoral levels, or equivalent including R&D ¹
	Canadian dollars	
Canada	13,169	31,652
Newfoundland and Labrador	13,511	42,116
Prince Edward Island	12,565	32,906
Nova Scotia	13,321	31,625
New Brunswick	12,928	32,163
Quebec	12,636	28,169
Ontario	13,236	29,357
Manitoba	14,676	32,173
Saskatchewan	16,051	39,100
Alberta	14,337	39,393
British Columbia	10,927	36,796
Yukon	30,691	...
Northwest Territories	26,476	...
Nunavut	15,727	...

... not applicable

1. For the university sector, financial data are collected at an institutional level only, and cannot be divided by type of program. As a result, expenditures also include any expenditures for programs that are not at the Bachelor's, Master's, or Doctoral levels such as career, technical or professional training programs.

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories.

In Quebec, vocational training and general education for adults are included at the secondary level.

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).

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, OECD, Canada, provinces and territories, 2014/2015

	Pre-primary, primary, lower secondary, upper secondary	Bachelor's, master's, or doctoral levels, or equivalent including R&D ¹
	US dollars	
OECD average^{2,3}	9,489	16,674
Canada⁴	10,651	25,601
Newfoundland and Labrador	10,928	34,065
Prince Edward Island	10,163	26,616
Nova Scotia	10,775	25,580
New Brunswick	10,456	26,014
Quebec	10,221	22,784
Ontario	10,706	23,744
Manitoba	11,870	26,022
Saskatchewan	12,982	31,625
Alberta	11,596	31,862
British Columbia	8,838	29,761
Yukon	24,824	...
Northwest Territories	21,414	...
Nunavut	12,720	...

... not applicable

1. For the university sector, financial data are collected at an institutional level only, and cannot be divided by type of program. As a result, expenditures also include any expenditures for programs that are not at the Bachelor's, Master's, or Doctoral levels such as career, technical or professional training programs.

2. These averages are from *Education at a Glance 2017 OECD Indicators*, Table B.1.1, Annual expenditure per student by educational institutions for all services (2014), and Table B1.2, Annual expenditure per student by educational institutions for educational core services, ancillary services and R&D (2014). This table 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. In column 1, the OECD average includes postsecondary non-tertiary, while the figures for Canada and the provinces and territories do not.

4. 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 2017: OECD Indicators*. The figures presented in this table represent the most recent available.

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories. In Quebec, vocational training and general education for adults are included at the secondary level.

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); and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: 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, 2014/2015

	Pre-primary, primary, upper and lower secondary		
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total
	Canadian dollars		
Canada	12,530	639	13,169
Newfoundland and Labrador	12,654	857	13,511
Prince Edward Island	11,935	631	12,565
Nova Scotia	12,501	821	13,321
New Brunswick	12,330	598	12,928
Quebec	11,863	773	12,636
Ontario	12,646	590	13,236
Manitoba	14,013	663	14,676
Saskatchewan	15,293	758	16,051
Alberta	13,654	683	14,337
British Columbia	10,529	398	10,927
Yukon	30,413	278	30,691
Northwest Territories	25,092	1,383	26,476
Nunavut	15,338	389	15,727

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories. In Quebec, vocational training and general education for adults are included at the secondary level.

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).

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, OECD, Canada, provinces and territories, 2014/2015

	Pre-primary, primary, upper and lower secondary		
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total
		US dollars	
OECD average^{1,2}	8,948	540	9,489
Canada³	10,135	517	10,651
Newfoundland and Labrador	10,235	693	10,928
Prince Edward Island	9,653	510	10,163
Nova Scotia	10,111	664	10,775
New Brunswick	9,973	483	10,456
Quebec	9,595	625	10,221
Ontario	10,229	477	10,706
Manitoba	11,334	536	11,870
Saskatchewan	12,369	613	12,982
Alberta	11,044	552	11,596
British Columbia	8,516	322	8,838
Yukon	24,599	225	24,824
Northwest Territories	20,295	1,119	21,414
Nunavut	12,406	315	12,720

1. These averages are from *Education at a Glance 2017: OECD Indicators*, Table B.1.2, Annual expenditure per student by educational institutions on core services, ancillary services and R&D (2014), 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 2017: OECD Indicators*. The figures presented in this report represent the most recent available.

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories. In Quebec, vocational training and general education for adults are included at the secondary level.

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); and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: OECD Indicators*.

B2

Expenditure on education as a percentage of GDP

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 relative wealth.

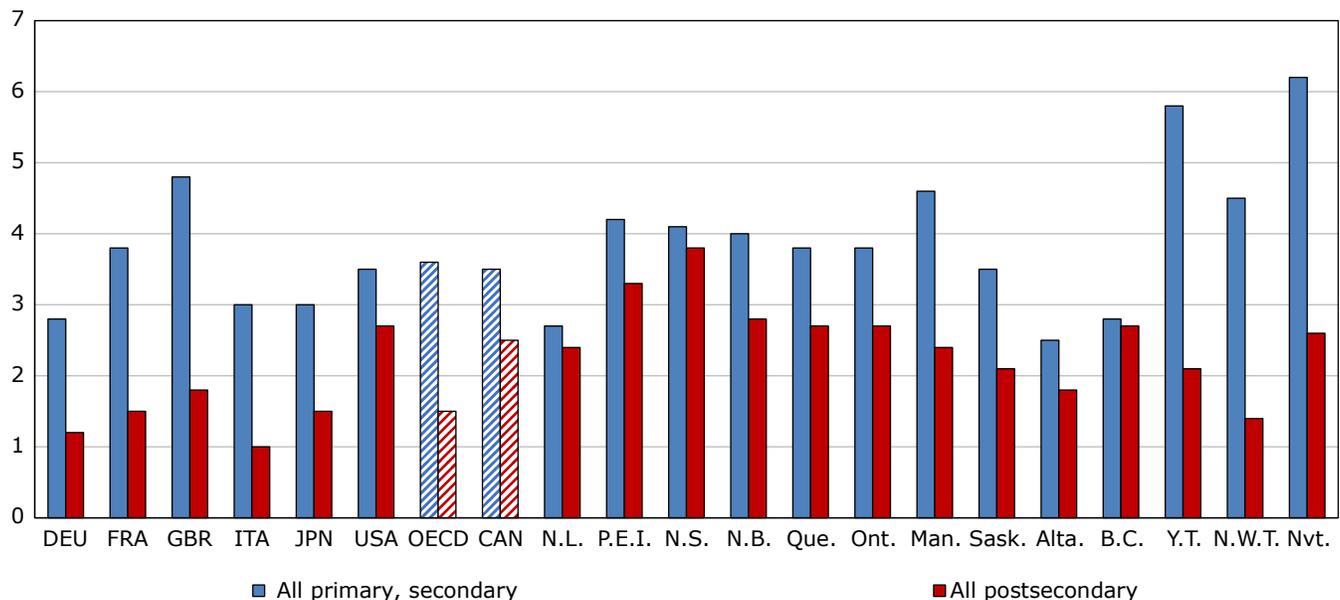
Observations

GDP allocated to educational institutions

Chart B.2.1

Public and private expenditure on educational institutions as a percentage of GDP, by level of education, OECD, G7 countries, provinces and territories, 2014

percent



Note: For the OECD, the total expenditure on all levels of education combined was 5.2% of GDP, which also included "undistributed programmes" (Table B.2.1). All postsecondary includes post-secondary non-tertiary for Canada. The OECD average excludes postsecondary non-tertiary. The bars representing Canada and the OECD are filled with a diagonal lines to make them easier to find.

Sources: Table B.2.1 and *Education at a Glance 2017*: OECD Indicators.

- With 6.0% of its GDP allocated to educational institutions in 2014 (3.5% for primary and secondary education plus 2.5% for all postsecondary education), Canada devoted more than the 5.2% average estimated by the OECD average (3.6% and 1.5% respectively).

- In 2014, the financial commitment to educational institutions varied from one province or territory to another, ranging from 4.3% of GDP in Alberta¹ to 8.8% in Nunavut².
- Within the G7 countries, the range was from 4.0% in Italy to 6.6% in the United Kingdom.

Share of wealth invested in primary and secondary versus tertiary education

- In all G7 countries, Canada included, and at the OECD average, the share of national wealth invested in education was larger for primary and secondary education than that for tertiary education in 2014.
- In comparison with the OECD average and most G7 countries with the exception of the United States, Canada's share of national wealth spent on education was smaller for primary and secondary education and larger for tertiary education.

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.³ *Non-instructional educational institutions* are entities that provide advisory, administrative or professional services to other educational institutions but do not enrol students themselves.

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 financial data for Canada were drawn from seven Statistics Canada surveys⁴ 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 2014 financial year. The OECD averages (for the 2014 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 2016.

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

1. 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. Alberta and Newfoundland actually spent a relatively high amount on education per student in 2014/2015, as seen in Indicator B1, Expenditure per student (Table B.1.1.1).

2. In Nunavut and the other territories, the structural costs associated with delivering education at the primary and secondary level tend to be higher than those in the provinces.

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

4. 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.

Table B.2.1

Public and private expenditure on educational institutions as a percentage of GDP, by level of education, OECD, Canada, provinces and territories, 2014

	Postsecondary education				
	All primary and secondary education ¹	All postsecondary ²	Short cycle tertiary (college) and post-secondary non-tertiary ³	Bachelor's, Master's, Doctoral or equivalent	All levels of education combined (including undistributed programmes)
	percent				
OECD average⁴	3.6	1.5	0.2	1.4	5.2
Canada	3.5	2.5	0.9	1.6	6.0
Newfoundland and Labrador	2.7	2.4	0.7	1.8	5.1
Prince Edward Island	4.2	3.3	1.5	1.9	7.5
Nova Scotia	4.1	3.8	0.9	2.9	7.9
New Brunswick	4.0	2.8	1.0	1.9	6.8
Quebec	3.8	2.7	1.1	1.6	6.5
Ontario	3.8	2.7	1.0	1.7	6.5
Manitoba	4.6	2.4	0.8	1.6	7.0
Saskatchewan	3.5	2.1	0.7	1.4	5.7
Alberta	2.5	1.8	0.7	1.1	4.3
British Columbia	2.8	2.7	1.0	1.7	5.5
Yukon	5.8	2.1	2.1	...	7.9
Northwest Territories	4.5	1.4	1.4	...	5.9
Nunavut	6.2	2.6	2.6	...	8.8

... not applicable

1. Includes kindergarten in Canada.

2. Includes post-secondary non-tertiary for Canada. The OECD average excludes postsecondary non-tertiary.

3. Includes college diploma programs and the college portion of apprenticeship programs.

4. These averages are from *Education at a Glance 2017: OECD Indicators*, Table B.2.1, Expenditure on educational institutions as a percentage of GDP, by level of education (2014), 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.

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; Financial Statistics of Community Colleges and Vocational Schools; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: OECD Indicators*.

B3

Distribution of expenditure on education

Context

This indicator outlines spending on education services and resources, identifying the proportion of budgets allocated to current¹ and capital² 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.

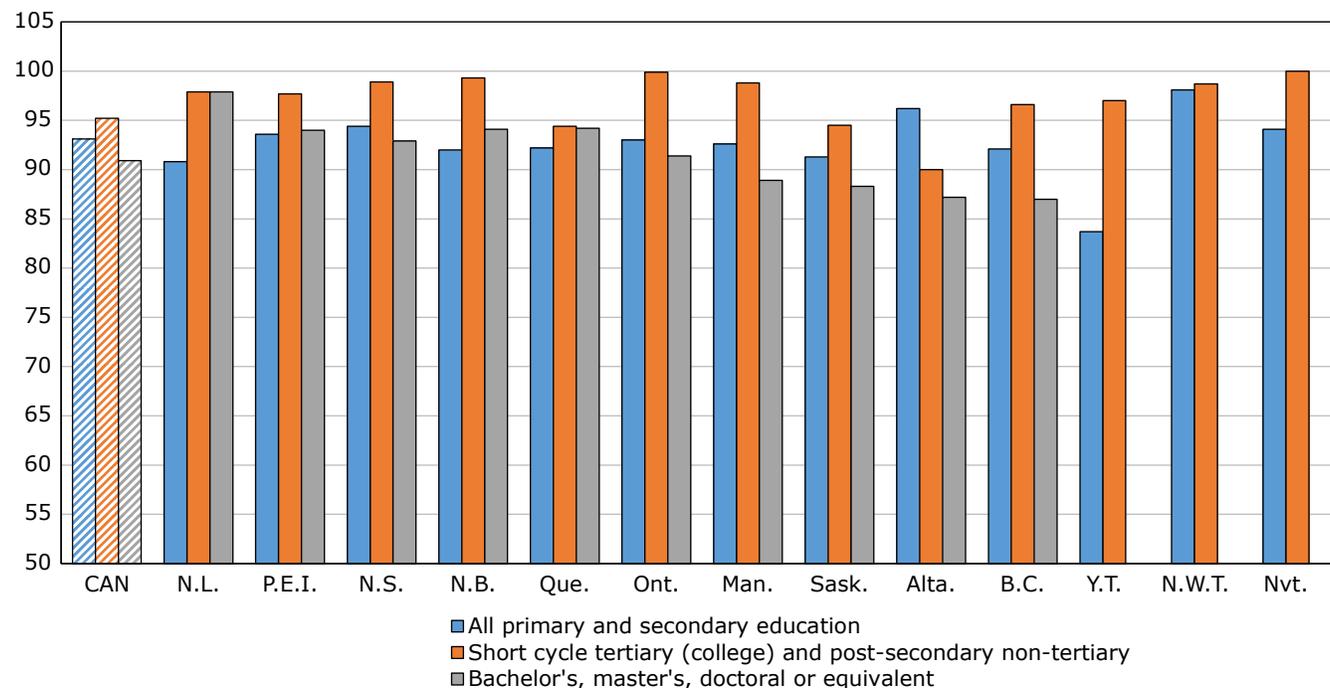
Observations

Current and capital expenditures

Chart B.3.1

Current expenditure as a share of total expenditure on educational institutions, by level of education, Canada, provinces and territories, 2014

% of total expenditure



Note: The bars representing Canada are filled with a diagonal line pattern to make them easier to find.

Source: Table B.3.1.

1. Current expenditure refers to resources used each year by institutions as they carry out their activities. It 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).
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. These expenditures may vary widely from one year to the next. Capital expenditures that came out of operating funds or that were funded directly by the province may not be included in this calculation.

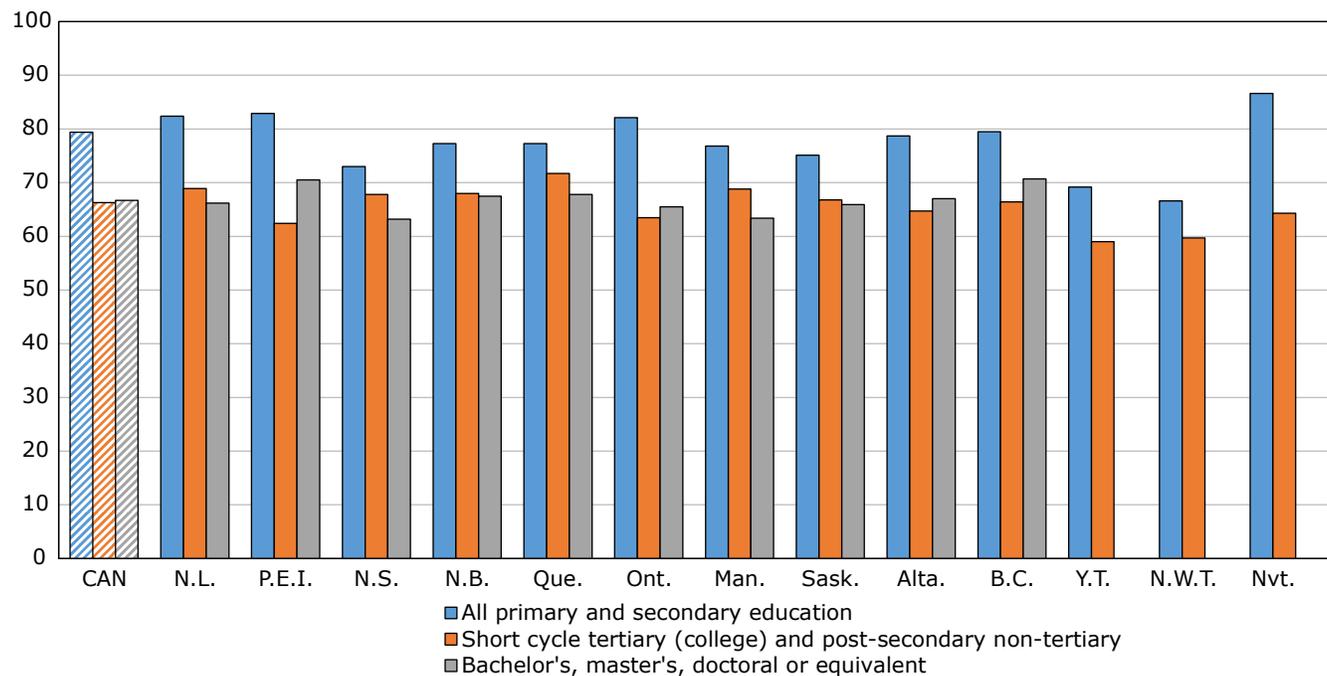
- In 2014, the rate of spending on current expenditure exceeded that on capital expenditure at all levels of education for Canada, provinces, territories and in all OECD3 countries. In Canada, current expenditure accounted for 93% of total expenditure at primary and secondary education levels; 95% for short cycle tertiary (college) and post-secondary non-tertiary level, and 91% for bachelor's, master's, doctoral or equivalent.
- Overall, the highest current spending rate was observed at the level of short cycle tertiary (college) and post-secondary non-tertiary. Within the provinces and territories, this rate varied from 90% for Alberta to 100% for Ontario and Nunavut.
- At the postsecondary level,³ capital expenditure was 8% in Canada, compared with 11% for the OECD average

Compensation of all staff and compensation of teachers

Chart B.3.2

Compensation of staff as a share of current expenditure on educational institutions, by level of education, Canada, provinces and territories, 2014

% of current expenditure



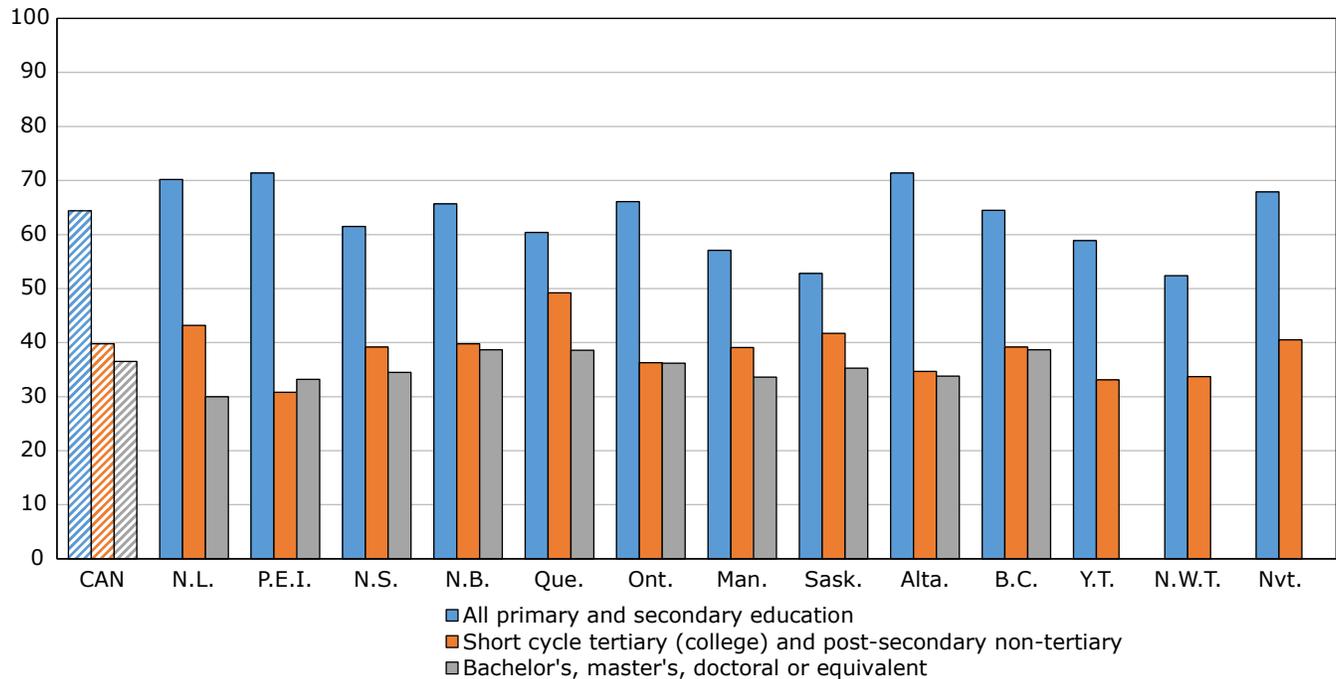
Note: The bars representing Canada are filled with a diagonal line pattern to make them easier to find.

Source: Table B.3.1.

3. Throughout this chapter, for the OECD and countries other than Canada, postsecondary education refers to tertiary education and does not include postsecondary non-tertiary education (ISCED 4). This is not expected to have a substantial effect on ratios or data comparability, considering the minimal relative weight of these expenditures.

Chart B.3.3
Compensation of teachers as a share of current expenditure on educational institutions, by level of education, Canada, provinces and territories, 2014

% of current expenditure



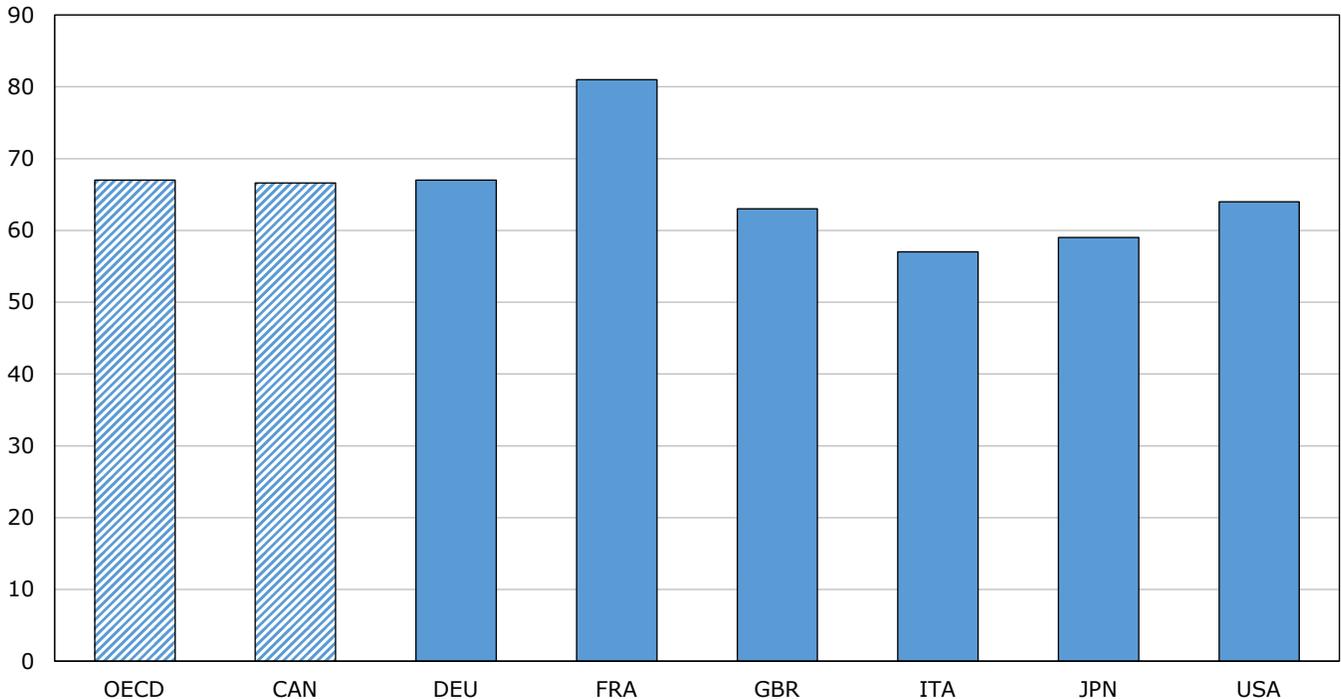
Note: The bars representing Canada are filled with a diagonal line pattern to make them easier to find.

Source: Table B.3.1.

- At all levels of education and in all provinces and territories, the compensation of staff (teaching and non-teaching) accounted for the largest proportion of current expenditure on education. In Canada, it represented on average 79% of current expenditure at the primary and secondary levels, 66% at the short cycle tertiary (college) and postsecondary non-tertiary level, and 67% at the university level.
- In all provinces and territories, the proportion of spending related to compensation of staff was highest in primary and secondary education, ranging from 67% in the Northwest Territories to 87% in Nunavut.
- For primary and secondary education, compensation of teachers accounted for the largest proportion of compensation of staff. In Canada, compensation of teachers at these levels represented 64% of current spending in 2014, compared with 15% for compensation of other staff. This difference was less pronounced at the short cycle tertiary (college) and postsecondary non-tertiary level and at the university level.
- Other current expenditure was higher at the postsecondary level than at the primary and secondary levels. For 2014, the Canadian average was 34% for short cycle tertiary (college) and postsecondary non-tertiary education, and 33% for university education, compared with 21% for primary and secondary education. The OECD average for other expenditure at the postsecondary level was 33%, similar to the Canadian average of 34%.

Chart B.3.4
Compensation of all staff as a share of current expenditure on educational institutions for postsecondary education, OECD and G7 countries, 2014

% of current expenditure



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Source: Table B.3.1. Education at a Glance 2017: OECD Indicators.

- For the OECD and G7 averages, as for Canada, compensation of staff (teaching and non-teaching) made up the largest proportion of current expenditure for postsecondary education. Among G7 countries, this expenditure varied from 57% in Italy to 81% in France, whereas the Canadian and OECD averages were 67%.

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. It includes research and development expenditures, which are not capital expenditures. 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.

Expenditure on educational core services includes all expenditure directly related to instruction and education; i.e., all expenditure on teachers, school buildings, teaching materials, books and administration of schools.

The data for Canada reflect the 2014 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 and Financial Statistics of Community Colleges and Vocational Schools. Information for OECD member countries, and the OECD averages, refer to data for the 2014 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?*

Table B.3.1

Distribution of total and current expenditure by educational institutions, from public and private sources, by level of education, OECD, Canada and provinces and territories, 2014

	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					
All primary and secondary education						
OECD average						
Canada	93.1	6.9	64.4	15.0	79.4	20.6
Newfoundland and Labrador	90.8	9.2	70.2	12.2	82.4	17.6
Prince Edward Island	93.6	6.4	71.4	11.5	82.9	17.1
Nova Scotia	94.4	5.6	61.5	11.5	73.0	27.0
New Brunswick	92.0	8.0	65.7	11.6	77.3	22.7
Quebec	92.2	7.8	60.4	16.9	77.3	22.7
Ontario	93.0	7.0	66.1	15.9	82.1	17.9
Manitoba	92.6	7.4	57.1	19.7	76.8	23.2
Saskatchewan	91.3	8.7	52.8	22.3	75.1	24.9
Alberta	96.2	3.8	71.4	7.3	78.7	21.3
British Columbia	92.1	7.9	64.5	15.0	79.5	20.5
Yukon	83.7	16.3	58.9	10.3	69.2	30.8
Northwest Territories	98.1	1.9	52.4	14.2	66.6	33.4
Nunavut	94.1	5.9	67.9	18.7	86.6	13.4
All postsecondary						
OECD average^{1,2,3}	89.0	11.0	41.0	26.0	67.0	33.0
Canada⁴	92.4	7.6	37.6	28.9	66.6	33.4
Newfoundland and Labrador	97.9	2.1	33.2	33.7	66.8	33.2
Prince Edward Island	95.5	4.5	32.2	34.9	67.1	32.9
Nova Scotia	94.2	5.8	35.6	28.7	64.3	35.7
New Brunswick	95.9	4.1	39.1	28.6	67.7	32.3
Quebec	94.3	5.7	42.6	26.7	69.3	30.7
Ontario	94.2	5.8	36.3	28.5	64.8	35.2
Manitoba	91.8	8.2	35.3	29.8	65.1	34.9
Saskatchewan	90.0	10.0	37.2	29.0	66.2	33.8
Alberta	88.3	11.7	34.2	31.9	66.1	33.9
British Columbia	90.3	9.7	38.9	30.2	69.1	30.9
Yukon	97.0	3.0	33.1	25.9	59.0	41.0
Northwest Territories	98.7	1.3	33.7	26.0	59.7	40.3
Nunavut	100.0	0.0	40.5	23.9	64.3	35.7
Short cycle tertiary (college) and post-secondary non-tertiary						
OECD average						
Canada	95.2	4.8	39.8	26.5	66.3	33.7
Newfoundland and Labrador	97.9	2.1	43.2	25.7	68.9	31.1
Prince Edward Island	97.7	2.3	30.8	31.6	62.4	37.6
Nova Scotia	98.9	1.1	39.2	28.6	67.8	32.2
New Brunswick	99.3	0.7	39.8	28.2	68.0	32.0
Quebec	94.4	5.6	49.2	22.6	71.7	28.3
Ontario	99.9	0.1	36.3	27.2	63.5	36.5
Manitoba	98.8	1.2	39.1	29.8	68.8	31.2
Saskatchewan	94.5	5.5	41.7	25.1	66.8	33.2
Alberta	90.0	10.0	34.7	29.9	64.7	35.3
British Columbia	96.6	3.4	39.2	27.2	66.4	33.6
Yukon	97.0	3.0	33.1	25.9	59.0	41.0
Northwest Territories	98.7	1.3	33.7	26.0	59.7	40.3
Nunavut	100.0	0.0	40.5	23.9	64.3	35.7

Table B.3.1

Distribution of total and current expenditure by educational institutions, from public and private sources, by level of education, OECD, Canada and provinces and territories, 2014

	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					
Bachelor's, Master's, Doctoral or equivalent						
OECD average	..	..	..	..	..	..
Canada⁴	90.9	9.1	36.5	30.3	66.7	33.3
Newfoundland and Labrador	97.9	2.1	30.0	36.2	66.2	33.8
Prince Edward Island	94.0	6.0	33.2	37.3	70.5	29.5
Nova Scotia	92.9	7.1	34.5	28.7	63.2	36.8
New Brunswick	94.1	5.9	38.7	28.8	67.5	32.5
Quebec	94.2	5.8	38.6	29.2	67.8	32.2
Ontario	91.4	8.6	36.2	29.2	65.5	34.5
Manitoba	88.9	11.1	33.6	29.8	63.4	36.6
Saskatchewan	88.3	11.7	35.3	30.6	65.9	34.1
Alberta	87.2	12.8	33.8	33.2	67.0	33.0
British Columbia	87.0	13.0	38.7	32.0	70.7	29.3
Yukon	...	...	...	...	...	...
Northwest Territories	...	...	...	...	...	...
Nunavut	...	...	...	...	...	...

... not available for a specific reference period

... not applicable

1. For OECD "all postsecondary" corresponds to "tertiary" and does not include post-secondary non-tertiary.

2. These averages are from *Education at a Glance 2017: OECD Indicators*, Table B6.1, Share of current and capital expenditure by education level (2014) and Table B6.2, Distribution of current expenditure by resource category (2014), 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. The most recent data available for Canada for publication in *Education at a Glance 2017* were for reference year 2014 and were used in that publication's OECD average.

4. Only public institutions are included at the university 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. Capital expenditures that came out of operating funds or that were funded directly by the province may not be included in this calculation. Neither takes expenditure related to debt service into account.

Sources: Statistics Canada: 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 and Financial Statistics of Community Colleges and Vocational Schools; Organisation for Economic Co-operation and Development (OECD); and *Education at a Glance 2017: OECD Indicators*.

Chapter C

Access to education, participation and progression

C1 International students

Context

This indicator presents international students as a proportion of enrolment in tertiary education in accordance with the three International Standard Classification of Education (ISCED) categories¹, which represent enrolments in colleges and universities². Changes in the number of international students over time are also presented, as well as their distribution 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. 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 job opportunities, and any geographical, trade and cultural links between countries.

International students are 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 Organization 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.

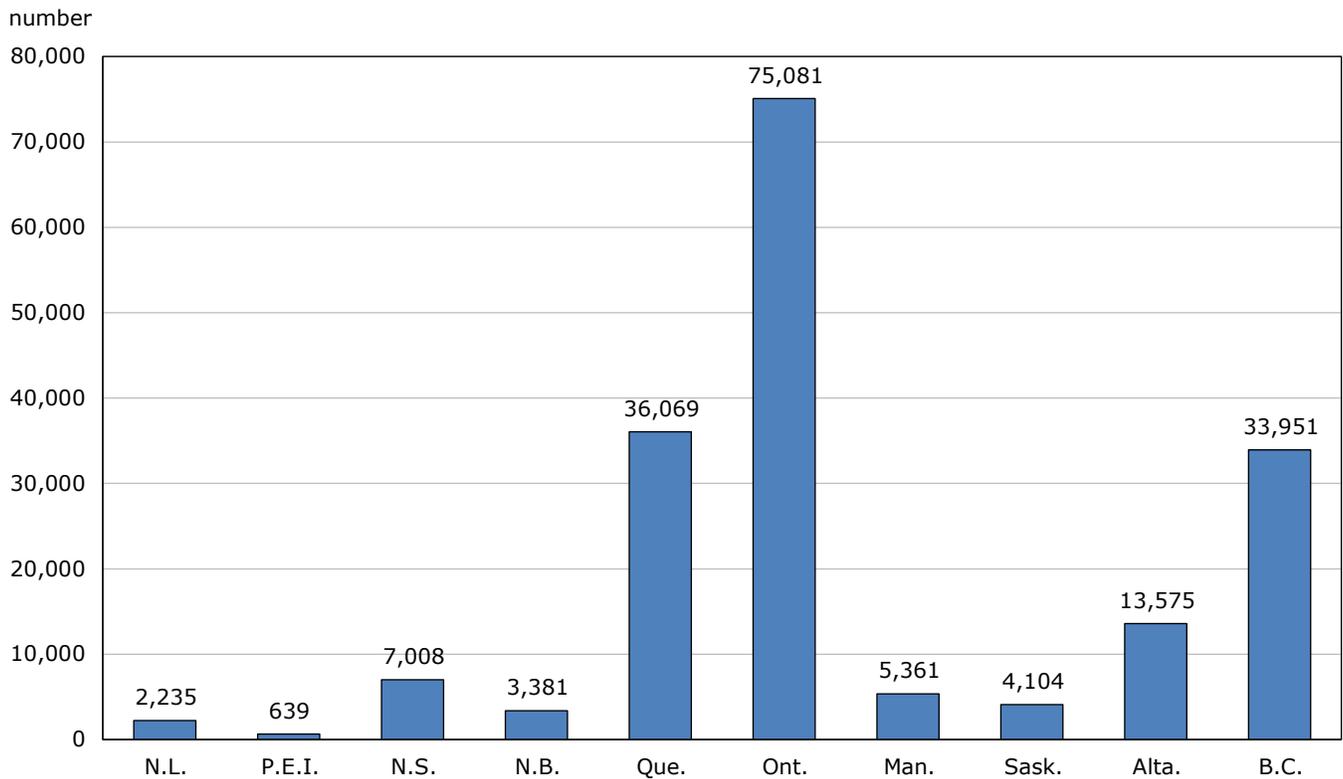
1. Please see the "ISCED classification and descriptions" section in this report's [Notes to readers](#) for brief descriptions of the ISCED categories.
2. In Canada, universities are located in the 10 provinces; there are no universities in the territories.

Observations

International students in tertiary education

Chart C.1.1

Number of international students in tertiary education, by province,¹ 2015



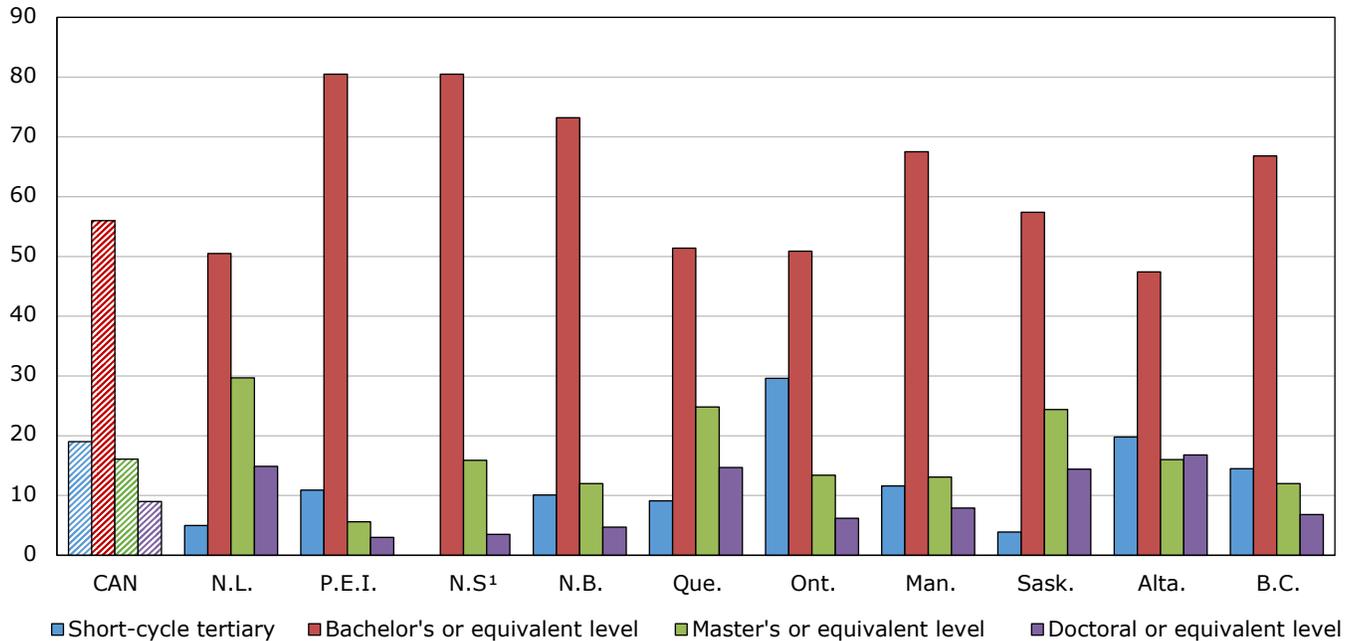
1. The total for Canada was 181,404 international students.

Source: Table C.1.2.

- In 2015, there were 181,404 international students studying in Canada. Ontario attracted the largest proportion of international students (41%), followed by Quebec (20%) and British Columbia (19%).

Chart C.1.2
Distribution of international students in tertiary education, by level of education, Canada and provinces, 2015

percent



1. Nova Scotia does not report information about international students at the short-cycle tertiary (college) level.

Note: The bars representing Canada are filled with a diagonal line pattern to make them easier to find.

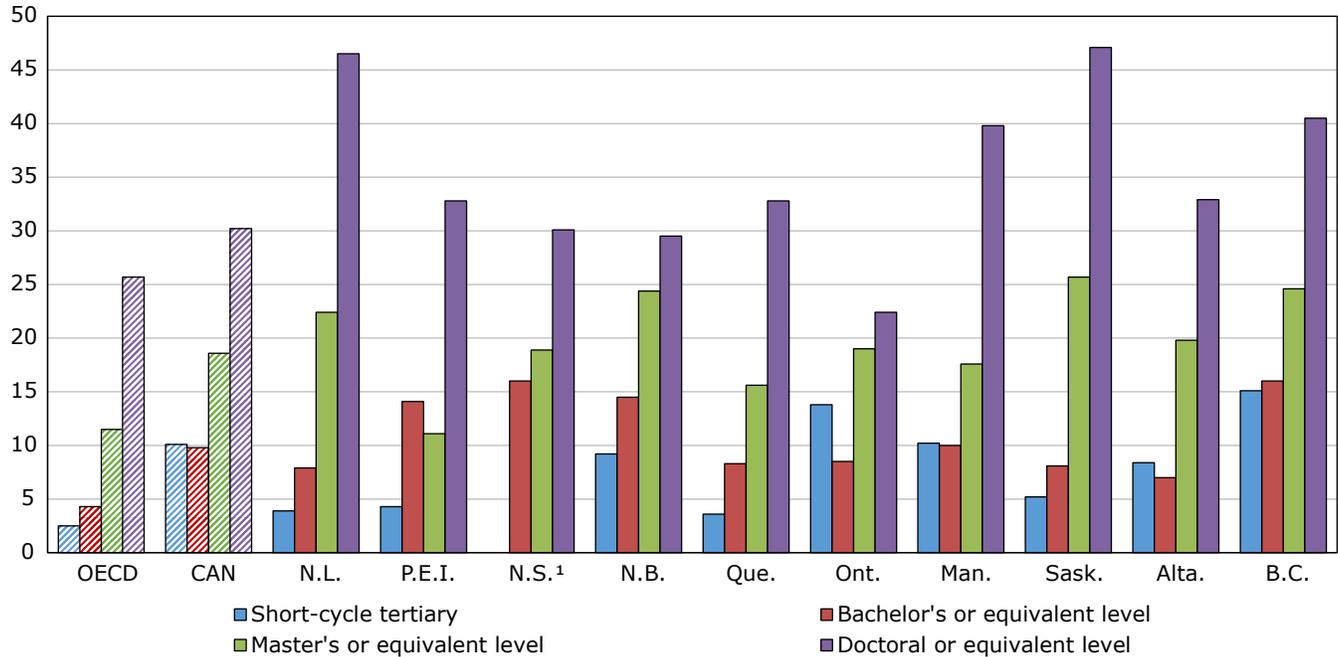
Source: Table C.1.1.

- The majority of international students in tertiary education in Canada were registered in Bachelor's or equivalent level programs. This was true for every province.
- The proportion of international students registered at the short-cycle tertiary level (college) varied greatly by province; accounting for almost a third in Ontario (30%) to only 4% in Saskatchewan.

Chart C.1.3a

Proportion of international students among all tertiary enrolments, by level of education, OECD, Canada and provinces, 2015

percent



1. Nova Scotia does not report information about international students at the short-cycle tertiary (college) level.

Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

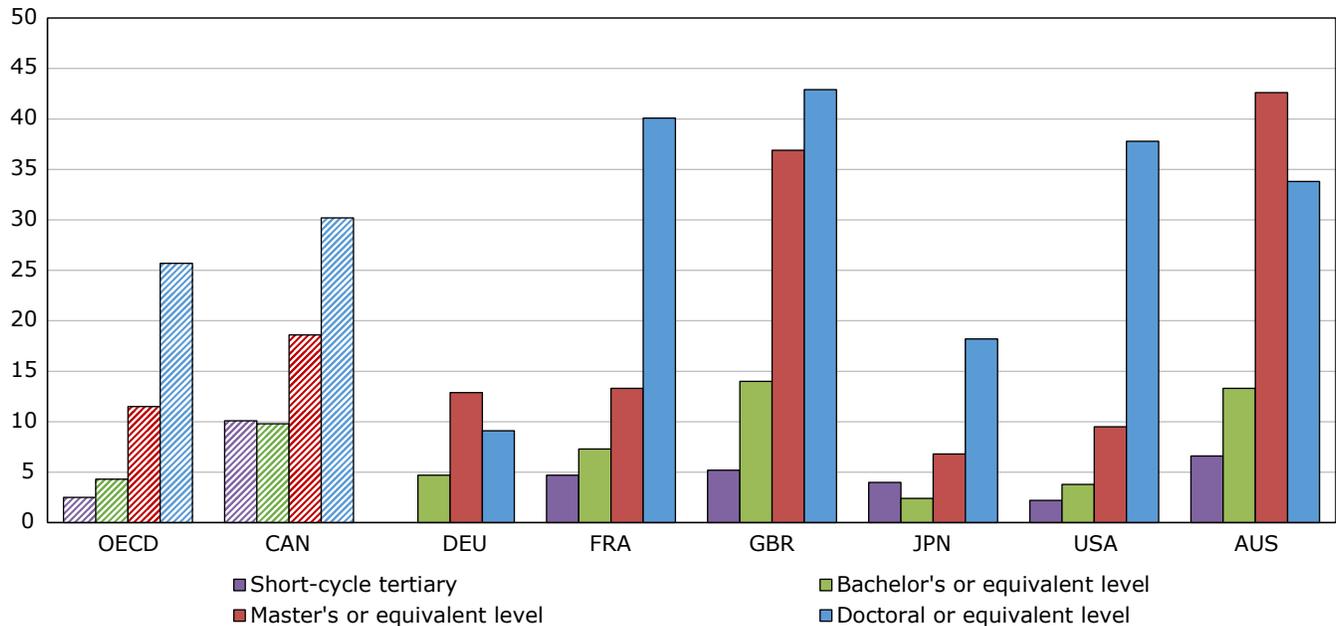
Source: Table C.1.1, and *Education at a Glance 2017 OECD Indicators*.

- While the Canada figure for Doctoral or equivalent level programs (30%) is similar to the proportion observed for all OECD countries (26%) overall, there are variations across provinces, as this proportion ranges from 22% in Ontario to 47% in Newfoundland and Labrador, and Saskatchewan.
- The percentage of international students rises with level of study at the university level (Bachelor's, Master's, and Doctoral levels), except in Prince Edward Island where the Bachelor's level has a higher proportion of international students than the Master's level.

Chart C.1.3b

Proportion of international students among all tertiary enrolments, by level of education, OECD, G7¹ countries and Australia,² 2015

percent



1. International student information was not available for Italy.

2. Australia is also shown as an example of a comparable English speaking country.

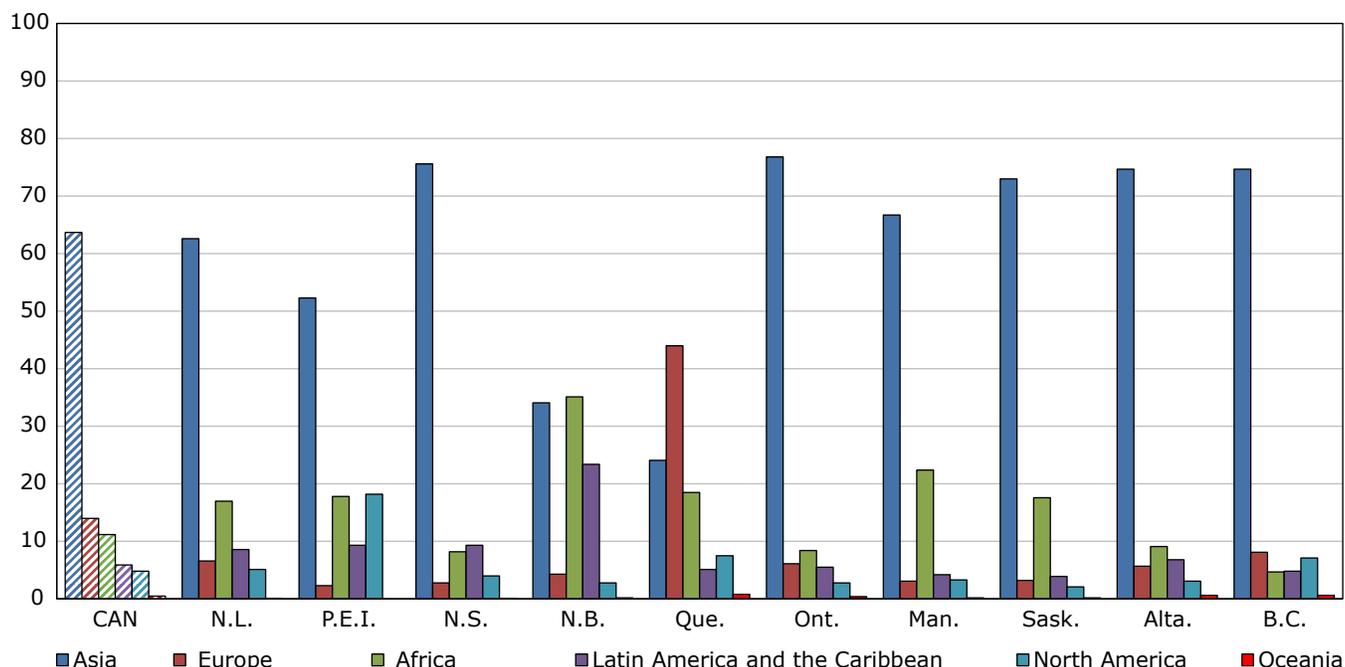
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Source: Table C.1.1, and *Education at a Glance 2017 OECD Indicators*.

- In comparison to other G7 countries, Canada had a higher proportion of international students than Germany and Japan at all education levels. The patterns for France, the United Kingdom and the United States were more similar to Canada's, except that they all had much higher proportions at the doctoral level, and also for the master's level in the United Kingdom.
- Australia, while not a G7 country is included for comparison because it also hosts large numbers of immigrants. In comparison to Canada, with the exception of short-cycle tertiary (college), Australia had higher proportions of international students at all levels of education.

Chart C.1.4
Distribution of international students in tertiary education, by region of origin, Canada and provinces, 2015

percent



Note: These proportions were calculated based on students for whom the country of origin was known (the “other” category [not reported origin] was excluded from the calculation). The bars representing Canada are filled with a diagonal line pattern to make them easier to find.

Source: Table C.1.2.

- The majority of international students in Canada were from Asia (64%). Asia was the largest source region for every province except New Brunswick and Quebec.
- In New Brunswick, for the first time the primary region of origin was Africa (35%), which was still very close with Asia (34%).
- In Quebec, the largest source region was Europe (44%), followed by Asia (24%), then Africa (19%).
- Africa was the second highest source region in 5 provinces, in addition to being first in New Brunswick.

Definitions, sources and methodology

This indicator examines the proportion of international students in the different categories of tertiary education.

International students are those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, the concept of “international students” includes non-permanent residents³, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as “offshore students”) as well as non-Canadian students studying via the Internet.

Foreign students correspond to a broader concept that includes students who are educated in a country for which they do not hold citizenship. In Canada, the concept of “foreign students” includes all “international students”, plus all students who are landed immigrant/permanent residents⁴.

3. “Non-permanent residents” are people from another country in Canada on Work or Study Permits or as refugee claimants and any non-Canadian-born family living with them.

4. A “permanent resident/landed immigrant” is a person who has been granted the right to live in Canada permanently by immigration authorities.

The proportion of enrolment at a given education level by international students is obtained by dividing the number of students who are neither Canadian citizens nor 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, permanent residents or foreign nationals as well as “off-shore students”, but it excludes all Canadian citizens and permanent residents who are educated abroad.

The Canadian data were drawn from Statistics Canada’s Postsecondary Student Information System (PSIS), which covers only public postsecondary institutions. Results for some jurisdictions rely in part on estimates made for non-responding institutions. Due to certain methodological adjustments that have been made to the PSIS collection tool to improve reporting and mapping to ISCED, comparisons of results with those from previous years should not be made.

The OECD data on foreign students and international students reflect the same academic year as for Canada, and are drawn from the UOE collection of statistical data on education, which was carried out by the OECD. 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 between September 30 and December 1). 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?*

Table C.1.1

International students in tertiary education and distribution of international enrolments, by level of tertiary education, OECD, Canada and provinces, 2015

	International students ¹ as a percentage of all tertiary enrolment					2015/2006, average annual growth rate, total tertiary	Distribution of international students by level of tertiary education				
	Total tertiary	Short-cycle tertiary	Bachelor's or equivalent level	Master's or equivalent level	Doctoral or equivalent level		Short-cycle tertiary	Bachelor's or equivalent level	Master's or equivalent level	Doctoral or equivalent level	
	percent						rate	percent			
OECD average²	5.6	2.5	4.3	11.5	25.7	..	..	..	..	..
Canada³	11.4	10.1	9.8	18.6	30.2	8.9	19.0	56.0	16.1	9.0	
Newfoundland and Labrador	10.7	3.9	7.9	22.4	46.5	8.6	5.0	50.5	29.7	14.9	
Prince Edward Island	11.3	4.3	14.1	11.1	32.8	10.3	10.9	80.5	5.6	3.0	
Nova Scotia ⁴	14.6	..	16.0	18.9	30.1	6.3	..	80.5	15.9	3.5	
New Brunswick	14.7	9.2	14.5	24.4	29.5	3.9	10.1	73.2	12.0	4.7	
Quebec	9.3	3.6	8.3	15.6	32.8	7.5	9.1	51.4	24.8	14.7	
Ontario	11.0	13.8	8.5	19.0	22.4	9.9	29.6	50.9	13.4	6.2	
Manitoba	11.3	10.2	10.0	17.6	39.8	6.8	11.6	67.5	13.1	7.9	
Saskatchewan	11.0	5.2	8.1	25.7	47.1	15.7	3.9	57.4	24.4	14.4	
Alberta	9.5	8.4	7.0	19.8	32.9	8.3	19.8	47.4	16.0	16.8	
British Columbia	17.3	15.1	16.0	24.6	40.5	9.8	14.5	66.8	12.0	6.8	

.. not available for a specific reference period

0 true zero or a value rounded to zero

1. International students are those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, the concept of "international students" includes non-permanent residents, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

2. These averages are from *Education at a Glance 2017: OECD Indicators*, Table C4.1, Student mobility and foreign students in tertiary education (2015), 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. Excludes private institutions. The values for Canada do not include the territories.

4. Nova Scotia does not report immigration status at the short-cycle tertiary (college) level.

Sources: Statistics Canada, Postsecondary Student Information System (PSIS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: 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, 2015

	Newfoundland and Labrador	Prince Edward Island	Nova Scotia	New Brunswick	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia	Canada ²
	number										
Africa	378	114	573	1,188	6,645	5,721	1,188	678	1,239	1,533	19,257
Nigeria	162	84	168	90	108	2,457	660	474	495	519	5,220
Morocco	0	3	18	93	978	111	42	0	6	24	1,275
Cameroon	15	6	24	228	654	144	9	12	42	21	1,158
Egypt	30	3	54	9	237	519	33	12	93	99	1,086
Tunisia	0	0	6	42	846	57	15	3	24	21	1,011
Senegal	0	0	15	72	549	90	81	3	6	9	828
Ghana	33	6	51	18	36	312	48	60	96	87	741
Ivory Coast	0	0	3	72	453	96	12	3	6	6	651
Kenya	3	0	21	3	36	201	45	18	69	165	567
Algeria	3	0	6	12	480	36	3	0	6	3	543
North America	114	117	279	96	2,685	1,932	177	81	414	2,328	8,220
United States of America	111	117	279	96	2,670	1,932	177	81	414	2,328	8,199
Latin America & Caribbean	192	60	651	792	1,836	3,741	225	150	918	1,569	10,134
Mexico	36	3	45	15	267	648	78	27	300	366	1,788
Brazil	18	0	33	9	321	468	42	24	189	396	1,500
Trinidad and Tobago	3	0	9	642	15	294	6	0	18	24	1,008
Colombia	6	0	21	6	195	264	9	21	96	138	756
Venezuela	3	0	12	12	126	285	6	9	84	114	654
Jamaica	9	0	21	6	15	345	18	24	54	81	579
Asia	1,395	336	5,295	1,152	8,625	52,068	3,534	2,808	10,122	24,528	109,860
China	696	237	3,027	471	3,279	27,297	2,106	1,587	5,454	13,440	57,597
India	147	18	387	102	1,335	10,521	372	333	1,350	3,147	17,709
Saudi Arabia	54	24	1,128	294	585	2,715	72	195	258	963	6,285
South Korea	51	9	72	15	318	2,364	108	45	402	1,230	4,608
Iran	99	0	51	72	909	1,173	171	144	615	639	3,870
Pakistan	66	6	51	24	315	1,308	129	141	267	345	2,646
Bangladesh	141	6	159	27	210	696	117	114	225	252	1,938
Viet Nam	12	0	15	18	243	798	87	51	276	336	1,836
Hong Kong	3	6	12	0	51	708	81	21	162	765	1,818
Japan	9	12	39	39	144	477	27	15	129	615	1,503
Taiwan	9	3	15	0	84	372	15	15	84	600	1,197
Malaysia	18	3	30	24	45	555	36	21	99	297	1,131
Turkey	6	0	48	3	198	447	15	3	33	150	912
Indonesia	9	0	6	3	24	330	15	3	48	378	816
Lebanon	3	0	21	3	321	144	3	3	27	24	549
Europe	147	15	198	147	15,771	4,107	165	123	774	2,673	24,117
France	12	3	12	57	13,977	423	9	3	60	204	14,763
Russian Federation	6	3	21	6	117	948	45	9	84	447	1,689
United Kingdom	18	3	33	27	207	567	12	21	144	528	1,554
Germany	24	3	33	12	207	270	21	15	105	441	1,131
Ukraine	12	0	6	3	30	465	33	21	63	165	804
Italy	3	0	12	3	189	225	3	3	30	96	570
Oceania	3	0	9	6	285	252	12	9	81	195	861
Not Reported³	9	0	0	3	222	7,260	60	255	27	1,122	8,958
Total	2,235	639	7,008	3,381	36,069	75,081	5,361	4,104	13,575	33,951	181,404

0 true zero or a value rounded to zero

1. International students are those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, the concept of "international students" includes non-permanent residents, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

2. Excludes private institutions. The values for Canada do not include the territories.

3. Includes international students for whom the region and country of origin was not reported.

Note: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.

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

C2 Transitions to the labour market

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 policy-makers 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.

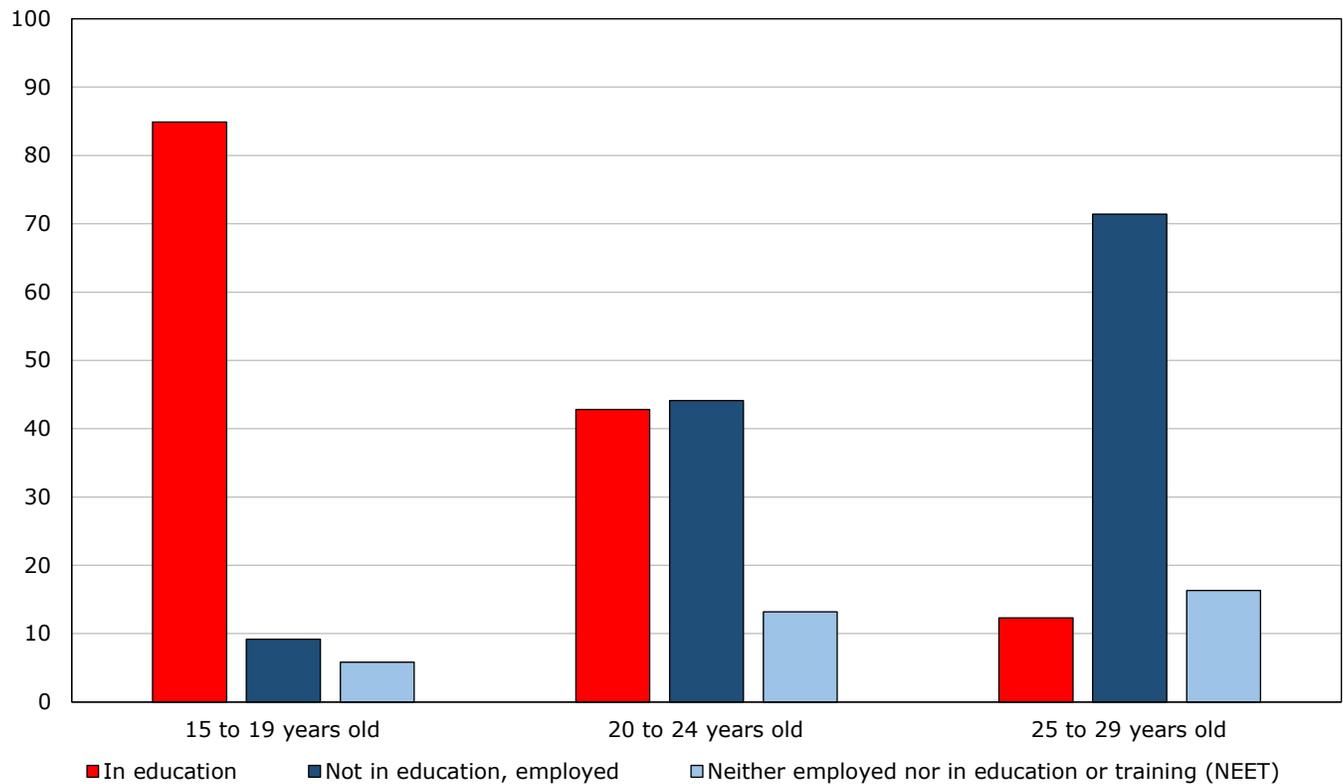
The transition from school to work is not always an easy process, and complexity may be added by a combination of factors including personal circumstances, the type and length of schooling received, and the labour market and overall economic conditions that younger people may face. It is also important 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

Chart C.2.1
Portrait of the 15- to 29-year-old Canadian population by age group and education and employment status, 2017

percent



Source: Table C.2.1

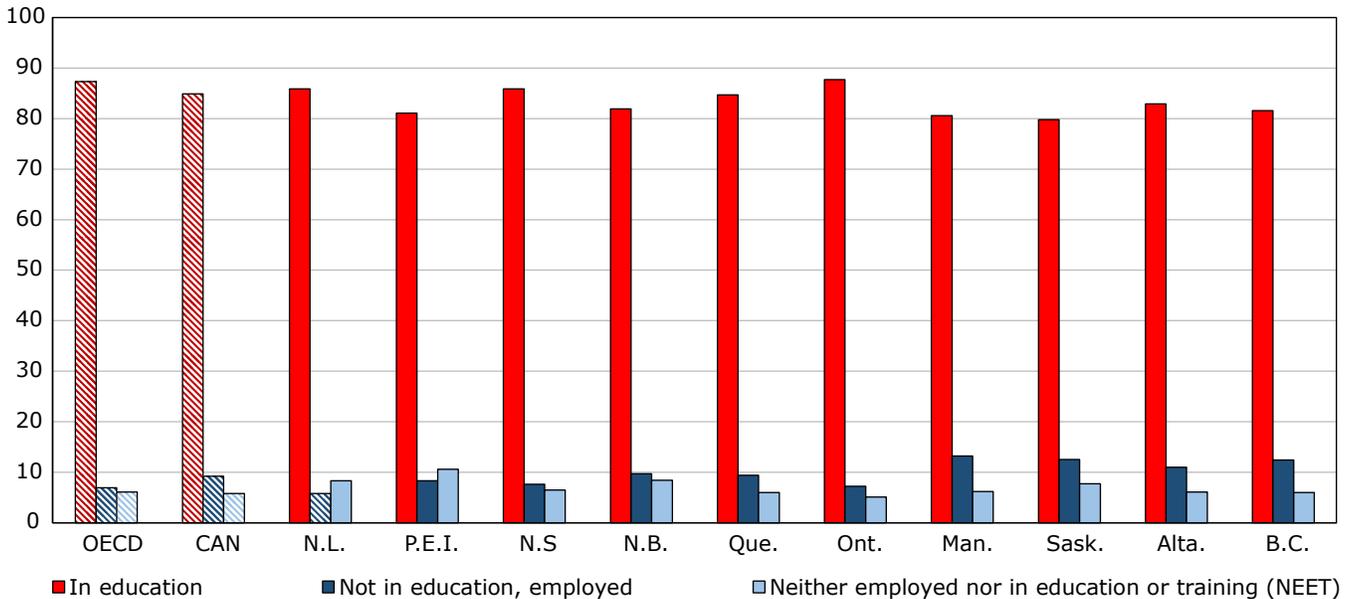
- In 2017, the majority of young Canadians aged 15 to 19 (85%) were in school. For young adults aged 20 to 24, similar proportions were noted between individuals who had transitioned to the labour market and were employed (44%) and those who were still in school (43%). For those in the 25- to 29-year-old age group, most (71%) were no longer in school and were employed.
- In 2017, the proportion of young Canadians “not in education, employment or training” (NEET) was higher for those aged 25 to 29 years (16%) than for those aged 20 to 24 years (13%) or 15 to 19 years (6%). This trend was also noted in the OECD¹ average and is observed year after year.

1. Throughout this chapter, the most recent data available for the OECD and countries other than Canada are drawn from the publication *Education at a Glance 2017: OECD Indicators* and are for 2016.

Chart C.2.2.1

Distribution of the 15- to 19-year-old population by education and employment status, OECD, Canada and provinces, 2017

percent



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

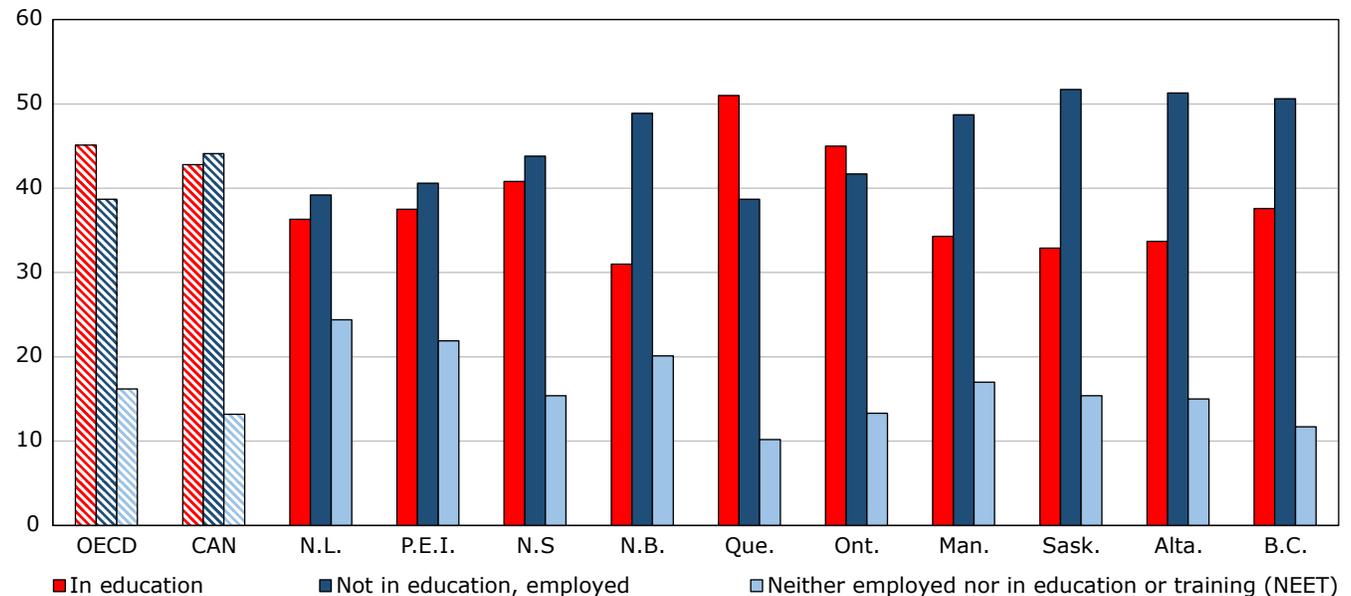
Sources: Table C.2.1 and Education at a Glance 2017: OECD Indicators.

- In 2017, the majority of young Canadians aged 15 to 19 years (85%) were still studying, the same as the OECD average of 87%. For the provinces, this percentage varied from 80% in Saskatchewan to 88% in Ontario.

Chart C.2.2.2

Distribution of the 20- to 24-year-old population by education and employment status, OECD, Canada and provinces, 2017

percent



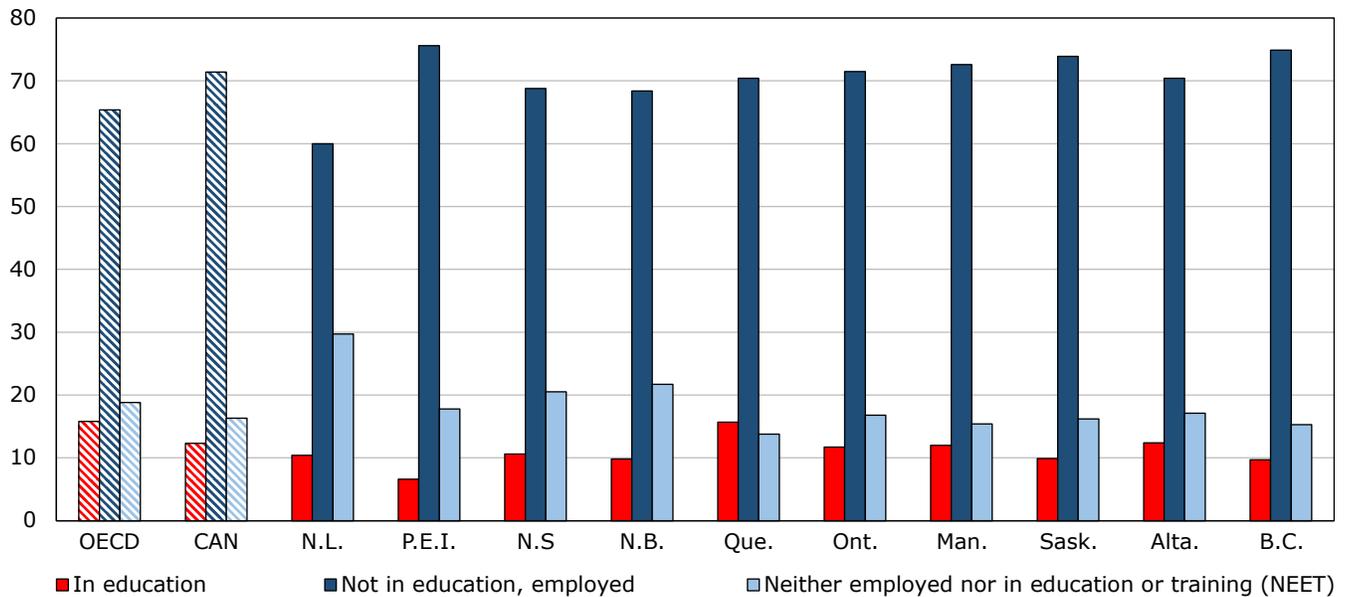
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table C.2.1 and Education at a Glance 2017: OECD Indicators.

- At the national level, for young adults in the 20- to 24-year age group, similar percentages were observed between individuals who were employed (44%) and those who were in school (43%). The corresponding OECD averages were 39% and 45% respectively. These percentages varied more widely at the provincial level. In general, more young adults in this age group were employed than in school. This trend was observed in all provinces except Quebec and Ontario, where the situation was the reverse.
- The proportion of NEETs among 20- to 24-year-olds ranged from 10% in Quebec to 24% in Newfoundland and Labrador. The Canadian average was 13%, compared with 16% for the OECD average.
- For the NEET population aged 20 to 24, there was greater variation among the provinces than for NEETs in the other age groups (charts C.2.2.1 and C.2.2.3), which showed relatively similar distributions.

Chart C.2.2.3
Distribution of the 25- to 29-year-old population by education and employment status, OECD, Canada and provinces, 2017

percent



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

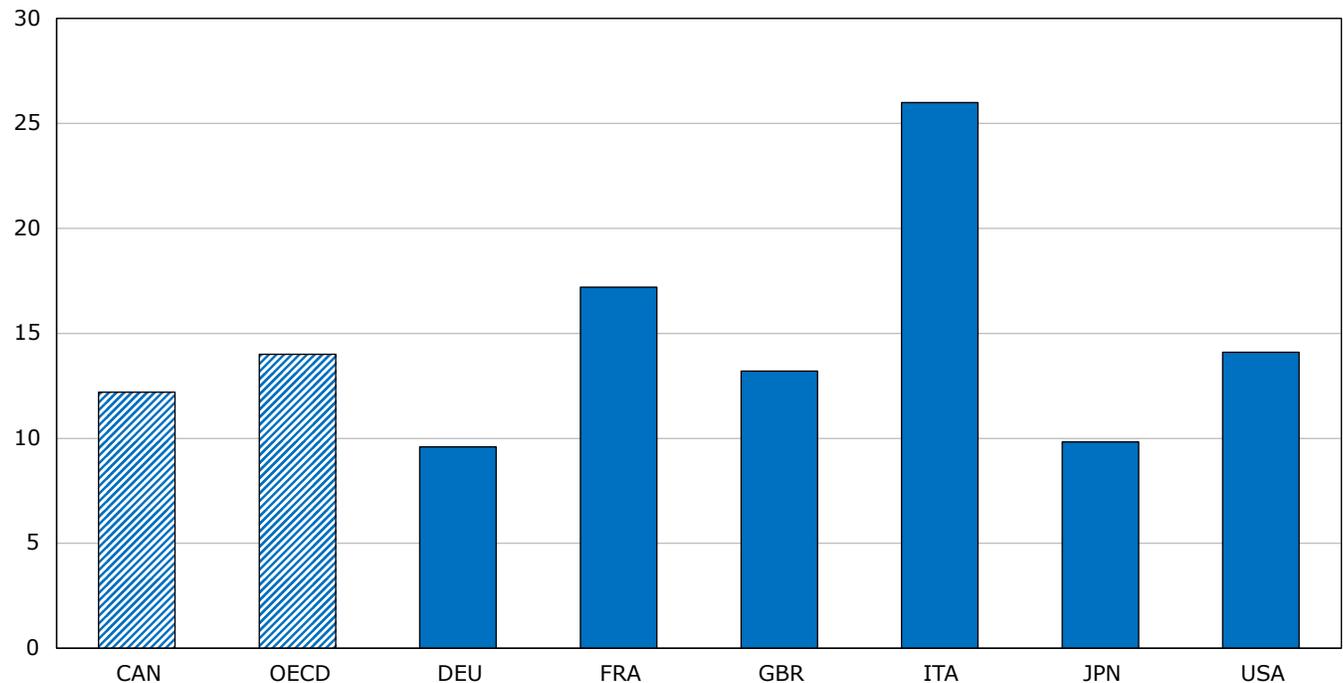
Sources: Table C.2.1 and Education at a Glance 2017: OECD Indicators.

- In 2017, the majority (71%) of young Canadians aged 25 to 29 were no longer in school and were employed. The corresponding OECD average was 65%. Among the provinces, this proportion ranged from 60% in Newfoundland and Labrador to 76% in Prince Edward Island.
- The highest rate of young NEETs was observed in the 25-to-29 age group: the Canadian average was 16% and provincial findings ranged from 14% in Quebec to 30% in Newfoundland and Labrador. The corresponding OECD average was 19%.

Not employed, not in education (NEET)

Chart C.2.3
Distribution of the 15- to 29-year-old population not in education, unemployed or not in the labour force (NEET), OECD and G7 Countries, 2017

percent



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Source: Table C.2.1, Education at a Glance 2017: OECD Indicators.

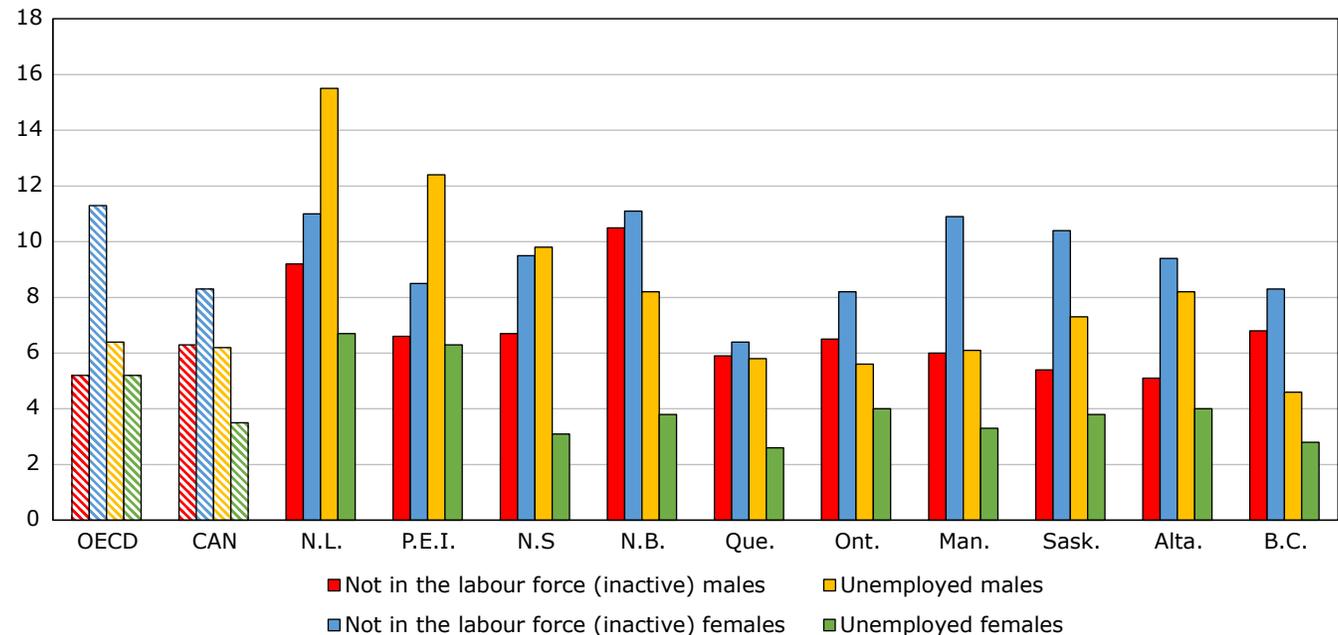
- In 2017, 12% of Canadians 15 to 29 years were not in education, employment or training (NEET). This rate compares with the OECD average of 14%. However, there is a greater variability between individual countries. Among the G7 countries, this rate varied from 10% for Germany and Japan to 26% for Italy.

Not employed, not in education (NEET) by sex

Chart C.2.5.1

Distribution of the 15- to 29-year-old NEET population (not in education, unemployed or not in the labour force (inactive)), by sex, OECD, Canada and provinces, 2017

percent



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

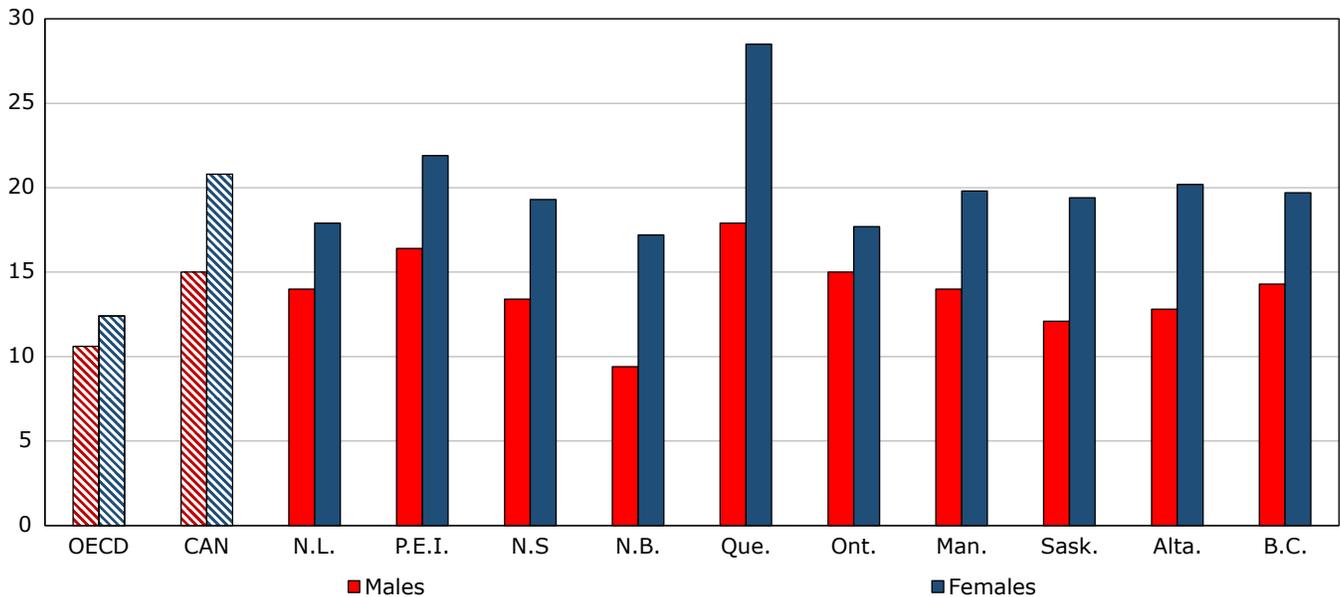
Sources: Table C.2.2 and Education at a Glance 2017: OECD Indicators.

- In 2017, there was little variation between women (12%) and men (13%) in the 15-to-29 age group for the Canadian average of young NEETs. At the Canadian average, a greater proportion of women (8%) than men (6%) were not in the labour force, whereas more men (6%) than women (4%) were unemployed (see Chart 2.5.1). This trend was observed in all provinces and in the OECD average.

Combining work and school

Chart C.2.6
Proportion of 15- to 29-year-old males and females in education who are employed, OECD, Canada and provinces, 2017

percent



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table C.2.1 and Education at a Glance 2017: OECD Indicators.

- In Canada in 2017, a greater proportion of women (21%) than men (15%) aged 15 to 29 years were working while in school.² This trend, which has persisted for several years, is observed in all the provinces as well as in the OECD average.

2. This proportion is calculated by dividing the percentage of men (or women) in education and employed by the percentage of men (or women) in education, multiplied by 100.

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. As per the OECD definition, the educational institutions considered for this indicator are primary and secondary educational institutions, colleges and universities. 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.

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”³ 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.

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?*

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

Table C.2.1

Percentage of 15-to 29-year-olds in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2017

	In education				Not in education				Total
	Employed ¹	Unemployed ²	Not in Labour Force ³	Total, in education	Employed ¹	Unemployed ²	Not in Labour Force ³	Total, Not in education	
	percent								
OECD average⁴									
15 to 29	12.7	1.8	32.9	47.5	38.5	5.8	8.2	52.5	100
15 to 19	14.3	3.0	70.3	87.3	6.9	2.0	4.1	12.7	100
20 to 24	15.5	1.9	27.6	45.1	38.7	7.4	8.8	54.9	100
25 to 29	8.8	1.1	6.1	15.8	65.4	7.6	11.2	84.2	100
Canada⁵									
15 to 29	17.8	2.5	23.7	44.0	43.8	4.9	7.3	56.0	100
15 to 19	27.9	5.8	51.2	84.9	9.2	2.2	3.6	15.1	100
20 to 24	20.9	2.0	19.8	42.8	44.1	5.9	7.3	57.2	100
25 to 29	6.7	0.4 ^E	5.2	12.3	71.4	6.1	10.2	87.7	100
Newfoundland and Labrador									
15 to 29	15.9	2.8^E	23.7	42.5	36.2	11.2	10.1	57.5	100
15 to 19	27.0	6.8 ^F	52.1	85.9	5.8 ^F	3.6 ^F	4.7 ^E	14.1	100
20 to 24	x	x	17.5	36.3	39.2	12.4	12.0	63.7	100
25 to 29	5.2 ^E	x	x	10.4 ^E	60.0	16.7	13.0	89.6	100
Prince Edward Island									
15 to 29	19.1	1.6^F	21.0	41.8	41.3	9.4	7.5	58.2	100
15 to 19	31.9	3.1 ^E	46.1	81.1	8.3 ^E	6.9 ^F	3.7 ^E	18.9	100
20 to 24	21.7	x	x	37.5	40.6	12.6	9.3 ^E	62.5	100
25 to 29	3.3 ^E	x	F	6.6 ^E	75.6	8.4 ^F	9.4 ^E	93.4	100
Nova Scotia									
15 to 29	16.3	2.9	24.7	43.8	41.6	6.5	8.1	56.2	100
15 to 19	25.7	7.8	52.4	85.9	7.6 ^E	2.2 ^E	4.3 ^E	14.1	100
20 to 24	18.3	1.4 ^F	21.2	40.8	43.8	7.4 ^F	8.0 ^F	59.2	100
25 to 29	6.1 ^E	x	x	10.6 ^F	68.8	9.2	11.3	89.4	100
New Brunswick									
15 to 29	13.2	2.2^E	24.9	40.3	42.8	6.1	10.8	59.7	100
15 to 19	26.2	5.7 ^F	50.0	81.9	9.7	3.2 ^F	5.2 ^F	18.1	100
20 to 24	x	x	19.1	31.0	48.9	7.7 ^E	12.4	69.0	100
25 to 29	x	x	6.6 ^F	9.8 ^E	68.4	7.1 ^E	14.6	90.2	100
Quebec									
15 to 29	23.1	2.6	21.7	47.4	42.2	4.2	6.2	52.6	100
15 to 19	32.2	5.5	46.9	84.7	9.4	2.1	3.9	15.3	100
20 to 24	29.4	2.3 ^E	19.4	51.0	38.7	4.8	5.4	49.0	100
25 to 29	10.3	F	4.8	15.7	70.4	5.2	8.6	84.3	100
Ontario									
15 to 29	16.4	2.8	26.7	45.8	42.0	4.8	7.3	54.2	100
15 to 19	25.5	6.1	56.0	87.7	7.2	2.2	2.9	12.3	100
20 to 24	19.6	2.4	22.9	45.0	41.7	5.8	7.5	55.0	100
25 to 29	5.4	0.4 ^E	5.9	11.7	71.5	5.9	10.9	88.3	100
Manitoba									
15 to 29	16.8	2.4	21.7	40.9	46.0	4.7	8.4	59.1	100
15 to 19	26.7	5.6	48.4	80.6	13.2	2.2 ^E	4.0	19.4	100
20 to 24	18.4	1.4 ^E	14.5	34.3	48.7	7.0	10.0	65.7	100
25 to 29	6.5	x	x	12.0	72.6	4.7	10.7	88.0	100
Saskatchewan									
15 to 29	15.6	1.6	20.8	38.0	48.5	5.7	7.8	62.0	100
15 to 19	30.4	4.2	45.2	79.8	12.5	3.4 ^F	4.3	20.2	100
20 to 24	13.4	0.9 ^E	18.6	32.9	51.7	6.7	8.7	67.1	100
25 to 29	6.1	x	x	9.9	73.9	6.5	9.7	90.1	100
Alberta									
15 to 29	16.4	2.5	20.0	38.9	47.7	6.2	7.2	61.1	100
15 to 19	29.8	6.8	46.3	82.9	11.0	2.4 ^F	3.7 ^E	17.1	100
20 to 24	16.3	0.9 ^F	16.5	33.7	51.3	7.8	7.2	66.3	100
25 to 29	7.1	F	4.6 ^F	12.4	70.4	7.5	9.6	87.6	100
British Columbia									
15 to 29	16.9	2.0	22.0	40.9	47.8	3.7	7.5	59.1	100
15 to 19	27.3	4.4	49.9	81.6	12.4	1.6 ^F	4.4	18.4	100
20 to 24	19.7	1.9 ^F	16.0	37.6	50.6	4.4	7.3	62.4	100
25 to 29	5.3	x	x	9.7	74.9	4.8	10.5	90.3	100
Yukon									
15 to 29	x	x	20.7	37.0	47.7	4.5^F	10.8^F	63.0	100
15 to 19	x	x	44.5	78.8	14.6 ^F	x	x	21.2 ^F	100
20 to 24	x	x	11.2 ^E	18.7 ^F	59.5	x	x	81.3	100
25 to 29	x	x	x	x	73.0	x	x	91.4	100

Table C.2.1

Percentage of 15-to 29-year-olds in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2017

	In education				Not in education				Total
	Employed ¹	Unemployed ²	Not in Labour Force ³	Total, in education	Employed ¹	Unemployed ²	Not in Labour Force ³	Total, Not in education	
	percent								
Northwest Territories									
15 to 29	x	x	26.0	36.0	43.9	5.8	14.3	64.0	100
15 to 19	x	x	57.0	85.2	x	x	x	14.8 ^F	100
20 to 24	x	x	21.6 ^F	24.1 ^E	46.5	8.6 ^F	20.8	75.9	100
25 to 29	x	x	F	11.0 ^E	68.6	x	x	89.0	100
Nunavut									
15 to 29	x	x	20.6	26.5	37.7	11.1	24.7	73.5	100
15 to 19	x	x	49.8	62.0	x	x	17.8	38.0	100
20 to 24	x	x	x	7.9 ^E	48.1	12.9	31.1	92.1	100
25 to 29	x	x	x	x	55.1	x	26.0	x	100

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

^E use with caution

^F too unreliable to be published

1. 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.)

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. These averages are from *Education at a Glance 2017: OECD Indicators*, Table C.5.2, "Trends in the percentage of young adults in education/not in education, employed or not, by age (2000, 2005, 2010, 2015 and 2016)", 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 and OECDstat Web site at stats.oecd.org.

5. 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.

Caution should be exercised in interpreting the ratios for the provinces and territories and differences in ratios between the provinces/territories and over time, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, 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 2017: 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, OECD, Canada, provinces and territories, 2017

	In education				Not in education					Total
	Employed	Unemployed ¹	Not in labour force ²	Total, in education	NEETs (not in employment or not in labour force or training)				Total, not in education	
					Employed ³	Unemployed ¹	Not in labour force ²	Sub-total, not employed ⁴		
percent										
OECD average⁵										
Both sexes	12.7	1.8	32.9	47.5	38.5	5.8	8.2	13.9	52.5	100
Males	12.1	1.9	34.3	46.3	42.1	6.7	5.2	11.5	53.7	100
Females	13.4	1.8	35.3	48.7	34.9	5.6	11.3	16.5	51.3	100
Canada⁶										
Both sexes	17.8	2.5	23.7	44.0	43.8	4.9	7.3	12.2	56.0	100
Males	15.0	2.9	24.0	41.8	45.7	6.2	6.3	12.5	58.2	100
Females	20.8	2.2	23.4	46.3	41.9	3.5	8.3	11.8	53.7	100
Newfoundland and Labrador										
Both sexes	15.9	2.8 ^E	23.7	42.5	36.2	11.2	10.1	21.3	57.5	100
Males	14.0	2.8 ^E	24.3	41.2	34.2	15.5	9.2	24.7	58.8	100
Females	17.9	2.8 ^E	23.1	43.9	38.4	6.7	11.0	17.7	56.1	100
Prince Edward Island										
Both sexes	19.1	1.6 ^E	21.0	41.8	41.3	9.4	7.5	16.9	58.2	100
Males	16.4	2.4 ^E	21.8	40.6	40.4	12.4	6.6 ^E	19.0	59.4	100
Females	21.9	x	x	42.9	42.3	6.3	8.5 ^E	14.8	57.1	100
Nova Scotia										
Both sexes	16.3	2.9	24.7	43.8	41.6	6.5	8.1	14.6	56.2	100
Males	13.4	3.1 ^E	25.2	41.6	42.0	9.8	6.7	16.4	58.4	100
Females	19.3	2.7 ^E	24.2	46.1	41.2	3.1	9.5	12.6	53.9	100
New Brunswick										
Both sexes	13.2	2.2 ^E	24.9	40.3	42.8	6.1	10.8	16.9	59.7	100
Males	9.4	2.7 ^E	26.4	38.4	42.8	8.2	10.5	18.8	61.6	100
Females	17.2	1.7 ^E	23.4	42.3	42.7	3.8	11.1	15.0	57.7	100
Quebec										
Both sexes	23.1	2.6	21.7	47.4	42.2	4.2	6.2	10.4	52.6	100
Males	17.9	3.0	22.3	43.3	45.1	5.8	5.9	11.7	56.7	100
Females	28.5	2.1	21.1	51.6	39.3	2.6	6.4	9.1	48.4	100
Ontario										
Both sexes	16.4	2.8	26.7	45.8	42.0	4.8	7.3	12.1	54.2	100
Males	15.0	3.1	26.8	44.9	43.0	5.6	6.5	12.1	55.1	100
Females	17.7	2.5	26.6	46.8	41.1	4.0	8.2	12.2	53.2	100
Manitoba										
Both sexes	16.8	2.4	21.7	40.9	46.0	4.7	8.4	13.1	59.1	100
Males	14.0	2.5	22.3	38.9	49.1	6.1	6.0	12.0	61.1	100
Females	19.8	2.2	21.0	43.0	42.8	3.3	10.9	14.2	57.0	100
Saskatchewan										
Both sexes	15.6	1.6	20.8	38.0	48.5	5.7	7.8	13.5	62.0	100
Males	12.1	1.5 ^E	21.3	35.0	52.3	7.3	5.4	12.7	65.0	100
Females	19.4	1.7 ^E	20.2	41.3	44.4	3.8	10.4	14.3	58.7	100
Alberta										
Both sexes	16.4	2.5	20.0	38.9	47.7	6.2	7.2	13.4	61.1	100
Males	12.8	2.8	20.2	35.8	50.9	8.2	5.1	13.3	64.2	100
Females	20.2	2.1 ^E	19.9	42.1	44.4	4.0	9.4	13.5	57.9	100
British Columbia										
Both sexes	16.9	2.0	22.0	40.9	47.8	3.7	7.5	11.3	59.1	100
Males	14.3	2.3 ^E	22.2	38.8	49.8	4.6	6.8	11.4	61.2	100
Females	19.7	1.8	21.7	43.1	45.8	2.8	8.3	11.1	56.9	100
Yukon										
Both sexes	x	x	20.7	37.0	47.7	4.5	10.8 ^E	15.3	63.0	100
Males	x	x	25.3	39.7	50.7	x	x	9.6 ^E	60.3	100
Females	18.3 ^E	x	x	34.0	44.3	x	x	21.6	66.0	100
Northwest Territories										
Both sexes	x	x	26.0	36.0	43.9	5.8	14.3	20.1	64.0	100
Males	x	x	25.4 ^E	34.3	42.0	8.8	15.0 ^E	23.7	65.7	100
Females	x	x	26.6	37.7	45.9	x	x	16.3	62.3	100

Table C.2.2

Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, OECD, Canada, provinces and territories, 2017

	In education				Not in education					Total
	Employed	Unemployed ¹	Not in labour force ²	Total, in education	NEETs (not in employment or not in labour force or training)			Total, not in education		
Employed ³					Unemployed ¹	Not in labour force ²	Sub-total, not employed ⁴		percent	
Nunavut										
Both sexes	x	x	20.6	26.5	37.7	11.1	24.7	35.8	73.5	100
Males	x	x	22.0	26.3	37.2	14.8	21.7	36.5	73.7	100
Females	x	x	19.2	26.6	38.3	7.1	28.0	35.1	73.4	100

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

⁵ use with caution

1. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.

2. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.

3. 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.).

4. 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."

5. These averages are from the *OECD (2017), Youth not in employment, education or training (NEET) (Indicator)* 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.

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.

Caution should be exercised in interpreting the ratios for the provinces and territories and differences in ratios between the provinces/territories and over time, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, 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) (2017), Youth not in employment, education or training (NEET) (indicator). doi:10.1787/72d1033a-en (Accessed on 04 October 2017).

Table C.2.3

Percentage of 25- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, OECD, Canada, provinces and territories, 2017

	Not in education						
	Total, in education	Employed ¹	Unemployed ²	NEETs (not in employment, not in education or training)		Sub-total, not employed ⁴	Total, not in education
				Not in labour force ³	percent		
OECD average⁵							
Total, all levels of education	47.5	12.4	6.2	8.4	14.6	52.5	100
Below upper secondary	70.4	11.7	5.0	9.3	14.3	29.6	100
Upper secondary and postsecondary non-tertiary	41.9	13.6	6.8	8.4	15.2	58.1	100
Tertiary	24.8	12.3	6.9	6.1	13.0	75.9	100
Canada⁶							
Total, all levels of education	12.3	71.4	6.1	10.2	16.3	87.7	100
Below upper secondary	3.8 ^E	51.5	11.9	32.8	44.7	96.2	100
Upper secondary and postsecondary non-tertiary	11.5	68.4	7.2	12.8	20.1	88.5	100
Tertiary	13.8	75.7	4.7	5.8	10.5	86.2	100
Newfoundland and Labrador							
Total, all levels of education	10.4 ^E	60	16.7	13	29.6	89.6	100
Below upper secondary	x	F	x	x	57.6 ^E	x	100
Upper secondary and postsecondary non-tertiary	10.8 ^E	54.9	19.8 ^E	14.5 ^E	34.3	89.2	100
Tertiary	10.6 ^E	69.1	10.9 ^E	9.4 ^E	20.3 ^E	89.4	100
Prince Edward Island							
Total, all levels of education	6.6 ^E	75.6	8.4 ^E	9.4 ^E	17.8	93.4	100
Below upper secondary	x	x	x	x	x	x	100
Upper secondary and postsecondary non-tertiary	x	x	15 ^E	19.8 ^E	34.8	x	100
Tertiary	6.8 ^E	86.5	F	x	6.7 ^E	93.2	100
Nova Scotia							
Total, all levels of education	10.6	68.8	9.2	11.3	20.6	89.4	100
Below upper secondary	x	47.1 ^E	x	x	x	x	100
Upper secondary and postsecondary non-tertiary	10.2 ^E	60.4	12.8 ^E	16.6	29.4	89.8	100
Tertiary	11.2 ^E	75.6	7.2 ^E	5.9 ^E	13.2	88.8	100
New Brunswick							
Total, all levels of education	9.8	68.4	7.1 ^E	14.6	21.8	90.2	100
Below upper secondary	x	x	x	x	57.9 ^E	100	100
Upper secondary and postsecondary non-tertiary	10.6 ^E	55	10.2 ^E	24.1	34.3	89.4	100
Tertiary	10.2 ^E	79.2	4.8 ^E	5.8 ^E	10.6 ^E	89.8	100
Quebec							
Total, all levels of education	15.7	70.4	5.2	8.6	13.8	84.3	100
Below upper secondary	F	53.3	12.2 ^E	30.6	42.8	96.1	100
Upper secondary and postsecondary non-tertiary	9.1	76.2	4.9 ^E	9.8	14.7	90.9	100
Tertiary	21.7	70.4	4.1 ^E	3.8 ^E	7.9	78.3	100
Ontario							
Total, all levels of education	11.7	71.5	5.9	10.9	16.8	88.3	100
Below upper secondary	F	47.6	11 ^E	36.7	47.7	95.3	100
Upper secondary and postsecondary non-tertiary	13.3	63.8	7.7	15.2	22.9	86.7	100
Tertiary	11.8	77.2	4.6	6.3	10.9	88.2	100
Manitoba							
Total, all levels of education	12	72.6	4.7	10.7	15.4	88	100
Below upper secondary	x	56.1	F	31.6 ^E	x	x	100
Upper secondary and postsecondary non-tertiary	13.2	66.7	5.8 ^E	14.3	20.1	86.8	100
Tertiary	12.4	79.5	3.3 ^E	4.8 ^E	8.1	87.6	100
Saskatchewan							
Total, all levels of education	9.9	73.9	6.5	9.7	16.2	90.1	100
Below upper secondary	x	x	17 ^E	38.7	55.8	x	100
Upper secondary and postsecondary non-tertiary	7.7	75.8	8.5 ^E	7.9 ^E	16.4	92.3	100
Tertiary	13.2	77.9	2.7 ^E	6.1 ^E	8.8 ^E	86.8	100
Alberta							
Total, all levels of education	12.4	70.4	7.5	9.6	17.1	87.6	100
Below upper secondary	x	x	16.5 ^E	25.9 ^E	42.3	x	100
Upper secondary and postsecondary non-tertiary	14.1	65.5	8.2	12.2	20.4	85.9	100
Tertiary	12.1	77.3	5.6 ^E	4.9 ^E	10.6	87.9	100
British Columbia							
Total, all levels of education	9.7	74.9	4.8	10.5	15.3	90.3	100
Below upper secondary	x	64.3	x	x	x	x	100
Upper secondary and postsecondary non-tertiary	9.1 ^E	74.3	5.2 ^E	11.4	16.6	90.9	100
Tertiary	10.9	76.2	4.6 ^E	8.3	12.9	89.1	100

Table C.2.3

Percentage of 25- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, OECD, Canada, provinces and territories, 2017

	Not in education						Total, not in education	Total
	Total, in education	NEETs (not in employment, not in education or training)				Sub-total, not employed ⁴		
		Employed ¹	Unemployed ²	Not in labour force ³	percent			
Yukon								
Total, all levels of education	x	73	x	x	x	x	x	100
Below upper secondary	x	x	x	x	x	x	x	100
Upper secondary and postsecondary non-tertiary	x	62.1	x	x	x	x	x	100
Tertiary	x	85.1	x	x	x	x	x	100
Northwest Territories								
Total, all levels of education	11 ^E	68.6	x	x	20.5 ^E	89	100	100
Below upper secondary	x	41.2 ^E	x	36.1 ^E	x	x	x	100
Upper secondary and postsecondary non-tertiary	x	73	x	x	F	x	x	100
Tertiary	x	81	x	x	x	x	x	100
Nunavut								
Total, all levels of education	x	x	15.3	26	41.4	x	100	100
Below upper secondary	x	43.6	x	39.1	x	x	x	100
Upper secondary and postsecondary non-tertiary	x	54.9	x	x	x	x	x	100
Tertiary	x	79.9	x	x	x	x	x	100

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

^E use with caution

F too unreliable to be published

1. 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.)

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. 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."

5. These averages are from the OECD (2017), Youth not in employment, education or training (NEET) (Indicator) 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.

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.

Caution should be exercised in interpreting the ratios for the provinces and territories and differences in ratios between the provinces/territories and over time, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, 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) (2017), *Youth not in employment, education or training (NEET)* (indicator). doi:10.1787/72d1033a-en (Accessed on 04 October 2017).

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, OECD, Canada, provinces and territories, 2000, 2005, 2010, 2015 and 2017

	2000			2005		
	In education	Not in education		In education	Not in education	
	Total	Employed	Not employed ¹	Total	Employed	Not employed ¹
	percent					
OECD average²						
15 to 29	40.9	43.3	15.8	44.8	40.3	14.9
15 to 19	80.0	11.0	9.0	83.6	8.5	8.0
20 to 24	34.0	47.9	18.1	40.0	42.7	17.3
25 to 29	11.4	68.5	20.0	13.6	67.4	19.0
Canada³						
15 to 29	42.5	43.9	13.7	44.1	43.5	12.4
15 to 19	80.6	11.2	8.2	80.3	12.7	7.0
20 to 24	35.8	48.5	15.7	39.2	46.4	14.4
25 to 29	10.6	72.2	17.2	12.4	71.8	15.8
Newfoundland and Labrador						
15 to 29	46.3	29.9	23.7	47.3	33.2	19.5
15 to 19	88.7	4.0 ^E	7.2 ^E	85.7	6.8 ^E	7.4
20 to 24	34.5	33.9	31.6	40.7	37.6	21.6
25 to 29	8.7 ^E	56.4	34.9	10.1 ^E	58.8	31.1
Prince Edward Island						
15 to 29	40.6	42.3	17.0	44.1	39.2	16.8
15 to 19	81.0	11.2	7.9 ^E	82.7	8.8 ^E	8.5 ^E
20 to 24	27.0	54.7	18.3	34.7	42.1	23.2
25 to 29	7.8 ^E	65.7	26.5	6.3 ^E	74.0	19.8 ^E
Nova Scotia						
15 to 29	45.1	40.3	14.6	43.3	41.0	15.8
15 to 19	82.9	9.1	8.0	79.3	12.1	8.5
20 to 24	39.4	42.7	17.9	35.7	46.2	18.1
25 to 29	11.2	70.6	18.2	10.6	68.0	21.4
New Brunswick						
15 to 29	39.6	41.6	18.9	42.1	42.4	15.5
15 to 19	82.9	9.7	7.4	79.1	12.5	8.4
20 to 24	28.9	46.4	24.7	35.2	46.6	18.2
25 to 29	5.8 ^E	69.3	24.9	10.0 ^E	69.8	20.1
Quebec						
15 to 29	42.4	41.1	16.5	42.1	44.4	13.5
15 to 19	78.7	10.9	10.4	78.0	13.7	8.2
20 to 24	36.3	44.4	19.2	38.2	46.0	15.8
25 to 29	11.3	68.7	19.9	13.7	70.3	16.0
Ontario						
15 to 29	43.7	44.4	11.8	47.2	41.0	11.8
15 to 19	82.2	9.8	8.0	82.8	10.5	6.6
20 to 24	39.9	47.5	12.6	44.9	41.5	13.6
25 to 29	10.0	75.1	14.8	12.6	72.1	15.3
Manitoba						
15 to 29	39.1	47.9	13.0	42.7	45.2	12.1
15 to 19	76.3	15.8	7.9	78.4	14.7	6.9
20 to 24	27.5	57.9	14.6	33.8	52.2	14.0
25 to 29	11.6	71.6	16.8	12.2	71.8	16.0
Saskatchewan						
15 to 29	41.2	45.3	13.5	40.9	47.7	11.4
15 to 19	77.7	14.4	7.9	77.1	14.9	8.0
20 to 24	28.4	54.2	17.4	29.8	56.9	13.3
25 to 29	9.7	74.0	16.3	9.7	76.9	13.4
Alberta						
15 to 29	37.9	50.2	11.8	39.5	50.1	10.4
15 to 19	75.5	17.3	7.2	76.8	18.1	5.1
20 to 24	27.5	60.3	12.3	31.3	56.5	12.2
25 to 29	11.0	73.0	16.0	11.6	74.7	13.6
British Columbia						
15 to 29	43.3	43.8	12.9	43.2	44.7	12.1
15 to 19	83.7	10.3	6.1	80.2	13.1	6.7
20 to 24	35.0	48.8	16.3	36.1	49.6	14.3
25 to 29	11.6	72.1	16.3	12.1	72.5	15.4
Yukon						
15 to 29	42.8	39.0	18.2	38.7	47.0	14.3
15 to 19	69.1	13.7 ^E	17.2	72.9	x	x
20 to 24	33.2 ^E	45.0	21.8	22.7 ^E	57.5	19.8 ^E
25 to 29	x	72.5	x	x	75.7	x

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, OECD, Canada, provinces and territories, 2000, 2005, 2010, 2015 and 2017

	2000			2005		
	In education	Not in education		In education	Not in education	
	Total	Employed	Not employed ¹	Total	Employed	Not employed ¹
	percent					
Northwest Territories						
15 to 29	..	..	..	34.4	46.3	19.3
15 to 19	..	..	..	73.8	10.7 ^E	15.5 ^E
20 to 24	..	..	..	16.5 ^E	56.6	26.9 ^F
25 to 29	..	..	..	F	75.5	16.6 ^F
Nunavut						
15 to 29	..	..	..	32.2	36.5	31.4
15 to 19	..	..	..	66.8	10.7 ^E	22.5
20 to 24	..	..	..	F	43.0	39.6
25 to 29	..	..	..	x	59.9	x
	percent					
	2010			2015		
	In education	Not in education		In education	Not in education	
	Total	Employed	Not employed ¹	Total	Employed	Not employed ¹
	percent					
OECD average²						
15 to 29	46.8	37.3	15.9	47.6	37.9	14.5
15 to 19	85.7	6.4	7.9	87.3	6.4	6.3
20 to 24	43.4	37.9	18.7	45.1	38.0	16.9
25 to 29	15.0	64.7	20.3	16.3	64.4	19.3
Canada³						
15 to 29	44.1	42.2	13.7	44.0	42.8	13.2
15 to 19	81.5	10.2	8.3	83.0	10.3	6.8
20 to 24	39.4	45.1	15.6	41.6	44.0	14.4
25 to 29	12.8	70.2	16.9	12.8	69.5	17.7
Newfoundland and Labrador						
15 to 29	43.6	34.7	21.7	45.1	37.5	17.4
15 to 19	80.2	8.0 ^E	11.7	85.4	7.6 ^E	7.1 ^E
20 to 24	37.8	34.6	27.6	37.3	43.1	19.6
25 to 29	11.9	62.4	25.6	16.3	59.1	24.6
Prince Edward Island						
15 to 29	47.5	38.1	14.4	44.5	40.2	15.3
15 to 19	85.7	8.5 ^E	5.8 ^F	83.4	8.8 ^E	7.8 ^F
20 to 24	37.3	43.9	18.8	38.3	43.2	18.5
25 to 29	12.2 ^E	67.8	20.0	7.9 ^E	72.3	19.8
Nova Scotia						
15 to 29	43.5	41.0	15.6	42.6	44.0	13.4
15 to 19	83.2	8.1	8.7	81.7	9.0	9.2
20 to 24	35.5	44.4	20.1	36.9	49.9	13.1
25 to 29	9.2	72.8	17.9	12.6	69.9	17.5
New Brunswick						
15 to 29	42.6	42.3	15.1	40.4	43.0	16.6
15 to 19	84.8	8.3	7.0 ^F	83.9	8.2	7.9
20 to 24	31.9	48.0	20.0	29.3	50.2	20.5
25 to 29	8.4 ^E	72.8	18.8	8.7 ^E	70.4	21.0
Quebec						
15 to 29	45.0	41.2	13.8	46.7	39.7	13.6
15 to 19	77.4	12.5	10.1	81.7	11.2	7.2
20 to 24	43.1	42.4	14.5	47.4	37.9	14.8
25 to 29	15.8	67.4	16.8	16.9	65.3	17.8
Ontario						
15 to 29	47.1	38.8	14.1	46.5	40.4	13.0
15 to 19	84.2	7.8	8.0	86.0	8.1	5.9
20 to 24	43.2	39.6	17.2	45.3	40.5	14.2
25 to 29	13.3	69.6	17.1	12.2	69.5	18.2
Manitoba						
15 to 29	41.6	45.7	12.6	40.4	47.6	12.0
15 to 19	79.1	13.5	7.4	78.4	15.3	6.3
20 to 24	31.6	54.0	14.4	32.2	53.0	14.9
25 to 29	12.4	71.2	16.4	13.3	72.4	14.3
Saskatchewan						
15 to 29	38.9	49.0	12.0	37.3	49.9	12.8
15 to 19	78.4	14.6	7.0	78.4	15.1	6.4
20 to 24	28.3	57.5	14.2	31.2	53.1	15.7
25 to 29	10.9	74.3	14.8	10.5	74.3	15.2

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, OECD, Canada, provinces and territories, 2000, 2005, 2010, 2015 and 2017

	2017		
	In education	Not in education	
	Total	Employed	Not employed ¹
	percent		
Ontario			
15 to 29	45.8	42.0	12.1
15 to 19	87.7	7.2	5.1
20 to 24	45.0	41.7	13.3
25 to 29	11.7	71.5	16.8
Manitoba			
15 to 29	40.9	46.0	13.1
15 to 19	80.6	13.2	6.1
20 to 24	34.3	48.7	17.0
25 to 29	12.0	72.6	15.4
Saskatchewan			
15 to 29	38.0	48.5	13.5
15 to 19	79.8	12.5	7.7
20 to 24	32.9	51.7	15.5
25 to 29	9.9	73.9	16.2
Alberta			
15 to 29	38.9	47.7	13.4
15 to 19	82.9	11.0	6.1
20 to 24	33.7	51.3	15.0
25 to 29	12.4	70.4	17.1
British Columbia			
15 to 29	40.9	47.8	11.3
15 to 19	81.6	12.4	6.0
20 to 24	37.6	50.6	11.7
25 to 29	9.7	74.9	15.3
Yukon			
15 to 29	37.0	47.7	15.3
15 to 19	78.8	x	x
20 to 24	18.7 ^E	59.5	21.8 ^E
25 to 29	x	73.0	x
Northwest Territories			
15 to 29	36.0	43.9	20.1
15 to 19	85.2	x	x
20 to 24	24.1 ^E	46.5	29.4
25 to 29	11.0 ^E	68.6	20.5 ^E
Nunavut			
15 to 29	26.5	37.7	35.8
15 to 19	62.0	14.1 ^E	23.9
20 to 24	7.9 ^E	48.1	44.0
25 to 29	x	55.1	x

... not available for a specific reference period

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

^E use with caution

F too unreliable to be published

1. 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 labour force."

2. These averages are from the OECD (2017), Youth not in employment, education or training (NEET) (Indicator) 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.

3. 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.

Caution should be exercised in interpreting the ratios for the provinces and territories and differences in ratios between the provinces/territories and over time, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, 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) (2017), *Youth not in employment, education or training (NEET)* (indicator).

doi:10.1787/72d1033a-en (Accessed on 04 October 2017).

Chapter D

The learning environment and organization of schools

D1 Instruction time

Context

This indicator examines the amount of time, as established in public regulations, that Canadian students aged 6 to 17 must spend in class. More precisely, this indicator shows the annual number of hours of intended instruction time in the curriculum for students by single age (ages 6 to 17). In addition, instruction time by subject in Primary, lower and upper secondary education is also presented. This information is for Canadian public institutions for the 2016/2017 school year. Data are presented for Canada, and for the provinces and territories.¹

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.

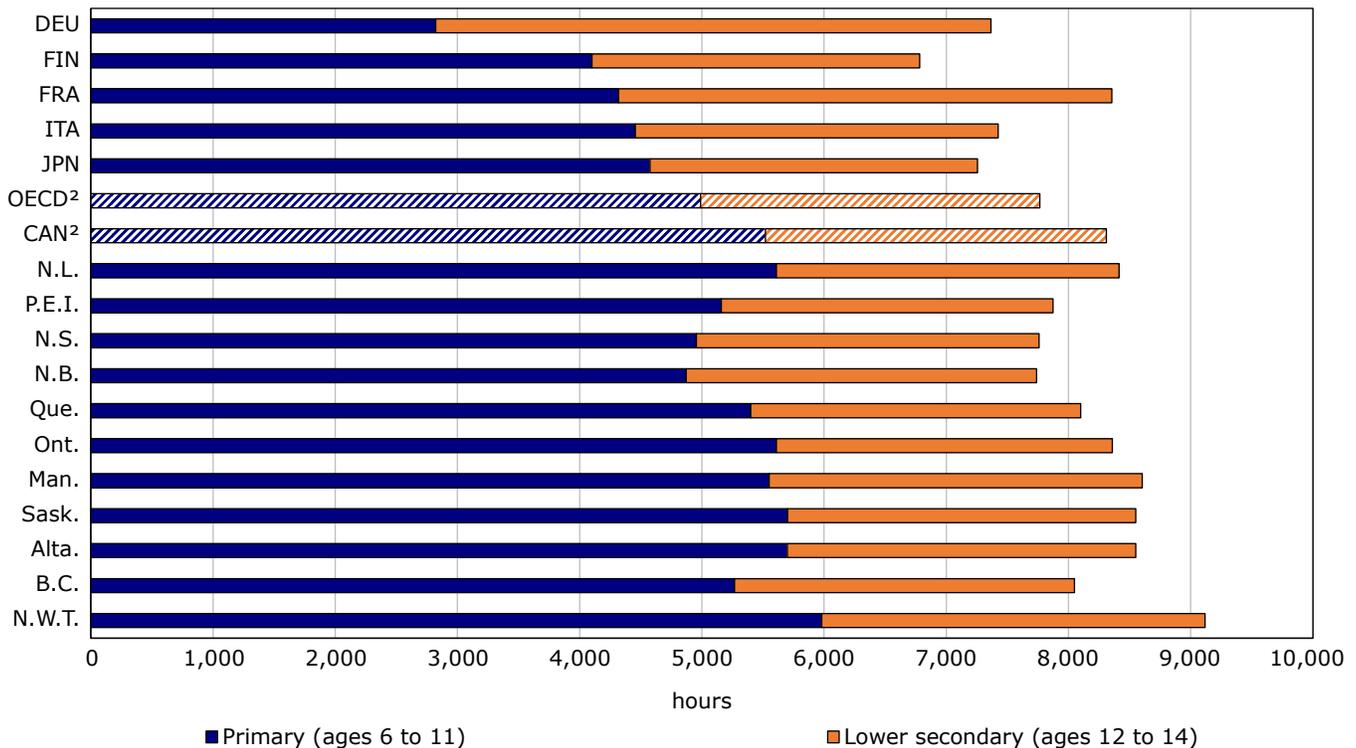
1. This includes only those jurisdictions that reported intended instruction time for all ages. Data for 2016/2017 were not available for Yukon and Nunavut.

Observations

Intended instruction time by level of education

Chart D.1.1

Total number of cumulative intended instruction hours¹ in public institutions, by level of education, OECD, selected countries, provinces and territories, 2016/2017



1. Intended instruction time refers to the number of hours per year of the compulsory and non-compulsory part of the curriculum that students are entitled to receive in public schools.

2. The average for the upper secondary level for the OECD and Canada is not available, for comparability purposes that level has been excluded from this chart.

Notes: Data for Yukon and Nunavut are not available. Countries other than Canada are ranked in ascending order for Primary education and include the G-7 group of countries, but Finland is included due to their high ranking in academic assessments (USA and England are not available). The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table D.1.1, Education at a Glance 2017: OECD Indicators, Table D1.1, Instruction time in compulsory general education (2017).

- In Canada², total cumulative intended instruction time in Primary and Lower secondary education was highest in the Northwest Territories at 9,117 hours. It was lowest in New Brunswick at 7,739 hours.
- The average total cumulative intended instruction time in formal classroom settings for primary level education (ages 6 to 11) and lower secondary level education (ages 12 to 14) was 5,521 and 2,790 hours, respectively.
- In comparison, average total intended time was lower for the OECD countries with 4,990 hours at the primary level and 2,775 hours at the lower secondary level. Instruction time in Primary education in Canada (5,521 hours) exceeded other G7 countries and Finland. While for Lower secondary education, Canada (2,790) only exceeded Japan (2,680) and Finland (2,683).

2. Data for ages 16 and 17 in Alberta and British Columbia were not available for 2016/2017.

Definitions, sources and methodology

Data on instruction time are from the 2016 OECD-INES, Eurydice – OECD Instruction Time Data Collection and refer to the 2016/2017 school year. Instruction time for 6- to 17-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 2016/2017 reference year. Hours lost when schools are closed for statutory holidays are excluded.

Intended instruction time refers to the number of hours per year during which students receive instruction in the compulsory (this refers to the amount and allocation of instruction time that every public school must provide and all public-sector students must attend) and non-compulsory parts of the curriculum. The **total compulsory curriculum** comprises the compulsory core curriculum, as well as the compulsory flexible curriculum 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.

Education is compulsory up to the age of 16 in every Canadian jurisdiction, except for Manitoba, Ontario, New Brunswick and Nunavut, where education is compulsory up to the age of 18.

The average for Canada is calculated by weighting the figures for provinces and territories by the population of children as of July 1, 2016 by single age (6 to 17) in each jurisdiction. All jurisdictions except Yukon and Nunavut are taken into account in the Canada-level average.

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 (age 5), 2½ hours; Grades 1 to 12 (ages 6 to 17), 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 5 to 14 are total minutes per day devoted to a subject multiplied by 181 (the number of instructional days in 2015-2016). Minutes per day for each subject are set in the following provincial documents: <i>Elementary Program of Studies and Authorized Materials</i> , <i>Intermediate Program of Studies and Authorized Materials</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 per year at 110 hours per credit as set in <i>Minister's Directive No. MD 11-02</i> and the <i>Senior High Program of Studies and Authorized Materials</i> .
Nova Scotia	The <i>Ministerial Education Act Regulations</i> set the minimum instruction time per day as 4 hours for Grades 1 to 2 and 5 hours for Grades 3 to 12. Regulated minimum instruction time includes recess for Grades 1 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 6 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 6 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 6 to 13, compulsory and intended instruction time is 5 hours of instruction multiplied by 188 instructional days per <i>Ontario Regulation 304. Regulation 304</i> "School Year Calendar, Professional Activity Days" under the <i>Education Act</i> states that a school year shall have a minimum of 194 school days. In 2014-15, boards could designate up to six of these school days as professional activity days. Any school days not designated as professional activity days were instructional days. Boards may also designate up to 10 instructional days as examination days. In addition, 21 statutory or school holidays are included in the total number of instructional days. On examination days and school/statutory holiday days, instruction would not be provided in Ontario schools. Based on the <i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirement, 2011 (OS)</i> , for ages 14 to 15, instruction time is based on 8 credits at 110 hours per credit. Starting in 2016/17, Ontario reporting for students (age 17) includes both compulsory and non-compulsory instruction time. In 2015/2016, Ontario reported only compulsory instruction time for these students.
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.

Jurisdiction	Source/Notes on calculation of instruction time
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.
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?*

Table D.1.1

Intended instruction time^{1,2,3} in public institutions, ages 6 through 17, by age, Canada, provinces and territories, 2016/2017

	Total intended instruction time											
	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17
	number of hours per year											
OECD average⁴	821	801	814	827	858	871	908	932	935	965	..	..
Canada⁵	915	916	922	922	922	923	928	937	925	940	..	..
Newfoundland and Labrador	935	935	935	935	935	935	935	935	935	935	935	935
Prince Edward Island	860	860	860	860	860	860	905	905	905	880	990	880
Nova Scotia	701	701	888	888	888	888	935	935	935	935	935	935
New Brunswick	678	678	863	863	863	925	925	925	1,018	1,018	1,018	1,018
Quebec	900	900	900	900	900	900	900	900	900	900	900	..
Ontario ⁶	935	935	935	935	935	935	935	935	880	880	880	880
Manitoba	925	925	925	925	925	925	1,018	1,018	1,018	1,018	1,018	1,018
Saskatchewan	950	950	950	950	950	950	950	950	950	1,000	925	825
Alberta	950	950	950	950	950	950	950	950	950	1,000	..	..
British Columbia	878	878	878	878	878	878	878	952	952	952	..	..
Yukon	..	..	..	..	..	..	..	..	..	..	..	..
Northwest Territories	997	997	997	997	997	997	1,045	1,045	1,045	1,045	1,045	1,045
Nunavut	..	..	..	..	..	..	..	..	..	..	..	..

.. not available for a specific reference period

... not applicable

1. Unless otherwise specified, instruction time is based on the minimum requirements for instruction time in provincial or territorial legislation, regulation, or policy.

2. "Intended instruction time" refers to the number of hours of instruction per year for which students are entitled as parts of the curriculum.

3. Education is compulsory up to the age of 16 in every Canadian jurisdiction, except for Manitoba, Ontario, New Brunswick and Nunavut, where education is compulsory up to the age of 18.

4. These averages are from *Education at a Glance 2016: OECD Indicators*, Table D1.4 (Web only), Instruction time in compulsory general education, by age (2017), 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.

5. The average for Canada is calculated by weighting the figures for provinces and territories by the population of children, as of January 1, 2016, for the single ages 6 to 15 in each jurisdiction. All jurisdictions except Yukon and Nunavut are taken into account in the Canada average.

6. In Ontario, the figures reported for ages 6 to 13 are based on provisions outlined in provincial regulations.

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), Eurydice-OECD Instruction Time Data Collection 2016.

D2 Teachers' salaries

Context

This indicator presents annual statutory salaries for teachers at the start of their careers, after 10 years' experience, and once they have reached the top of the salary scale. These categories reflect salaries for teachers with the most common or typical level of 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.¹

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.

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

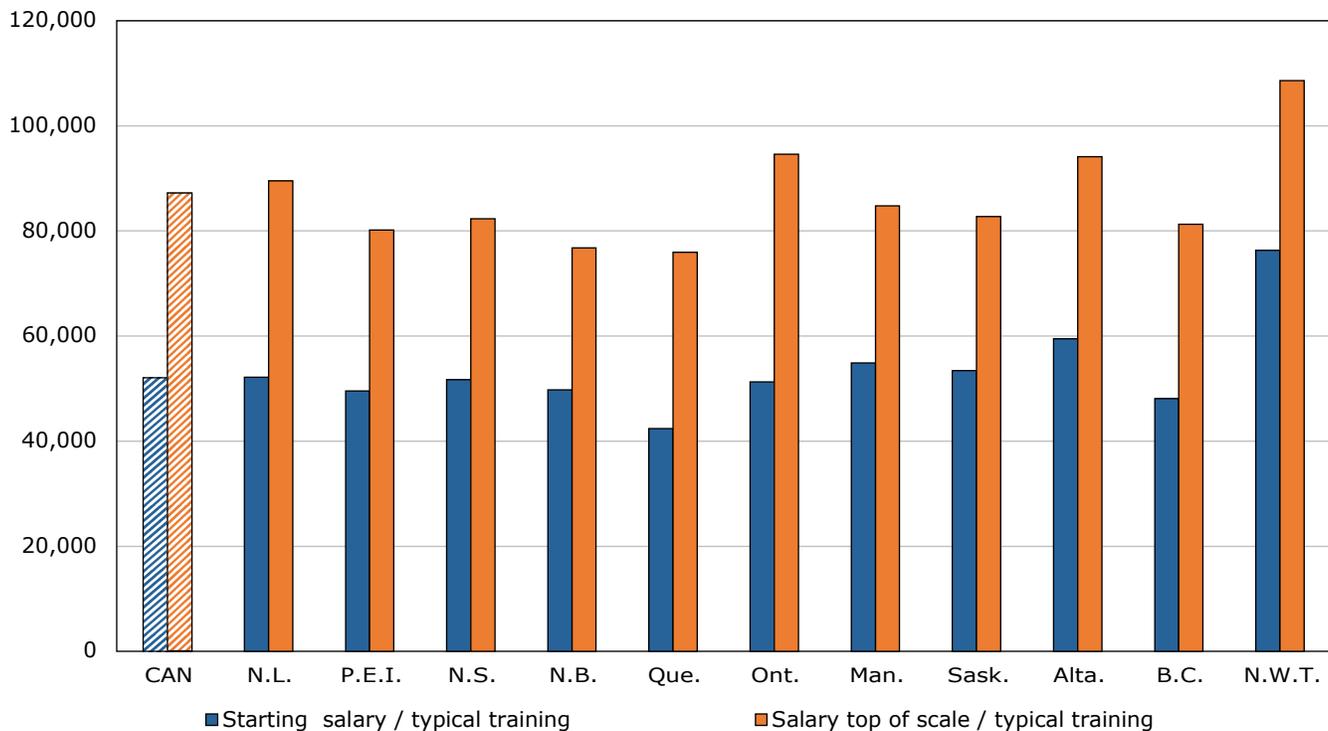
Observations

Salaries by ISCED level

Chart D.2.1

Annual statutory teachers' salaries, full-time teachers in primary, lower and upper secondary institutions, by teaching experience, Canadian dollars, Canada, provinces and territories, 2014/2015

canadian dollars



Notes: Reflects salaries for full-time teachers in public institutions at the primary, lower and upper secondary levels, as reported for the 2014/2015 school year. In most jurisdictions, except Quebec, and to a lesser extent New Brunswick and Alberta, teachers reach their max salary after 10 years. Data for Yukon and Nunavut are not available. The bars representing Canada are filled with a diagonal line pattern, to make them easier to find.

Source: Table D.2.1.

- In Canada, salaries for full-time teachers in public elementary and secondary schools do not vary across levels of education – teachers are paid the same salaries regardless of whether they are teaching at the primary, lower or upper secondary level.
- By contrast, in many of the countries that recently reported to the OECD, teachers' salaries tended to rise with the level of education taught (see Table D.2.2)

Salaries throughout career experience

- Starting salaries for full-time teachers in primary, lower and upper secondary institutions averaged \$52,064 in Canada, and \$87,202 at the top of their salary scales. Typically the top of teacher's pay scales are around one and a half times their starting salaries, which ranged from \$42,407 in Quebec to \$76,311 in the Northwest Territories. In comparison, the Canadian average salary in 2015 for all adult (aged 25 to 64) full-time full-year Bachelor's degree educated workers was \$76,834.²

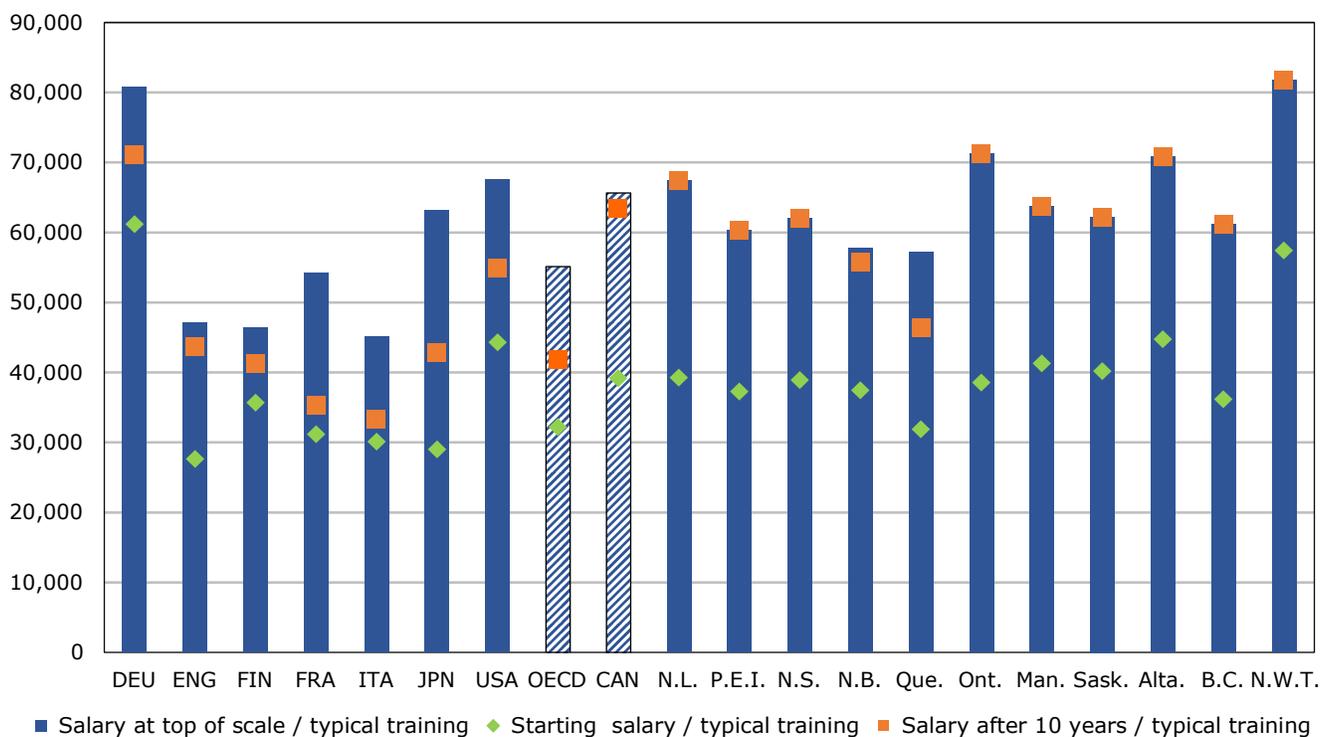
2. Canadian Income Survey (CIS), Statistics Canada. Statistics Canada Web site, survey 5200.

- In Canada, teachers in most provinces/territories reached the top of the salary range at 10 years of experience. This is, in general, sooner than teachers in other OECD countries whose salaries continued to increase beyond 10 and 15 years' experience.
- In Quebec, teachers did not reach the top of the pay scale until after 15 years' experience. Unlike other jurisdictions, in Quebec, the salary for 15 years' experience/top of scale was about \$10,740 more than for teachers who had reached the 10-year point on the salary scale.

International comparison of salary levels

Chart D.2.2
Annual statutory teachers' salaries, full-time teachers in lower secondary institutions, by teaching experience, US dollars, OECD and selected countries, provinces and territories, 2014/2015

US dollars



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, 2014/2015 school year. Finland is included due to their high ranking in academic assessments. Data for Yukon and Nunavut are not available. The bars representing Canada and the OECD are filled with a diagonal line pattern, to make them easier to find.

Sources: Table D.2.2 and *Education at a Glance 2017: OECD Indicators*, Table D3.1a, Teachers' statutory salaries, based on typical qualifications, at different points in teachers' careers (2015).

- Full-time teachers in public institutions in Canada receive higher salaries overall compared with those in most other OECD countries.
- In lower secondary institutions, teachers at the top of their pay scales in Canada had the third highest average salaries (\$US 65,621) among the G7 group of countries after Germany (\$US 80,694) and the USA (\$US 67,542). Within Canada, equivalent teachers in the Northwest Territories (\$US 81,741), Ontario (\$US 71,197), Alberta (\$US 70,814) and Newfoundland and Labrador (\$US 67,386) received higher salaries than the Canadian average.

Definitions, sources and methodology

The data on annual statutory teachers' salaries were derived from the 2016 OECD-INES Teacher's Salaries and Working Time Survey and reflect the 2014/2015 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 2014/2015 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.³

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 (the Northwest Territories⁴, Yukon⁵ and Nunavut⁵ 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 Northwest 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 (Table D.2.2) using the purchasing power parity (PPP)⁶ for private consumption from the OECD National Accounts database.

"Starting salaries" capture the scheduled gross salary per year for a full-time teacher with the most common or typical level of training 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 who have the most common or typical training of teachers after 10 or 15 years of experience. The starting salaries and salaries for teachers after 10 and 15 years of experience reported for Ontario differ from other provinces and territories. The figures for Ontario are the midpoint of a range based on the provincially funded grid. They reflect the funded salary assuming the most common level of qualifications among teachers in Ontario at the relevant experience level.

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

3. In Ontario, the estimates are the midpoint of the range that is funded by the province. In Manitoba and Alberta, estimates are averages weighted on the number of students in each school board.
4. The Northwest Territories are not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators.
5. Data for the 2014/2015 school year were not available for Yukon and Nunavut.
6. For Canada, the PPP adjustment factor for 2014/2015 is 1.329 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.

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, 2014/2015

	ISCED 1 (Primary education)					ISCED 2 (Lower secondary education)					Years from starting to top salary (lower secondary education)
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	
	Canadian dollars					Canadian dollars						ratio	years
Canada²	52,064	84,228	87,202	87,202	1.67	52,064	84,228	87,202	87,202	1.67	11
Newfoundland and Labrador	52,189	89,548	89,548	89,548	1.72	52,189	89,548	89,548	89,548	1.72	9
Prince Edward Island	49,535	80,175	80,175	80,175	1.62	49,535	80,175	80,175	80,175	1.62	10
Nova Scotia	51,711	82,335	82,335	82,335	1.59	51,711	82,335	82,335	82,335	1.59	9
New Brunswick	49,774	74,053	76,753	76,753	1.54	49,774	74,053	76,753	76,753	1.54	11
Quebec	42,407	61,684	75,956	75,956	1.79	42,407	61,684	75,956	75,956	1.79	15
Ontario	51,263	94,612	94,612	94,612	1.85	51,263	94,612	94,612	94,612	1.85	10
Manitoba	54,891	84,753	84,753	84,753	1.54	54,891	84,753	84,753	84,753	1.54	10
Saskatchewan	53,424	82,723	82,723	82,723	1.55	53,424	82,723	82,723	82,723	1.55	10
Alberta	59,488	94,072	94,103	94,103	1.58	59,488	94,072	94,103	94,103	1.58	10
British Columbia	48,102	81,277	81,277	81,277	1.69	48,102	81,277	81,277	81,277	1.69	10
Yukon	..	..	..	..	..	..	..	..	..	..	..
Northwest Territories	76,311	108,624	108,624	108,624	1.42	76,311	108,624	108,624	108,624	1.42	10
Nunavut	..	..	..	..	..	..	..	..	..	..	..

	ISCED 3 (Upper secondary education)				
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary
	Canadian dollars					ratio
Canada²	52,064	84,228	87,202	87,202	1.67
Newfoundland and Labrador	52,189	89,548	89,548	89,548	1.72
Prince Edward Island	49,535	80,175	80,175	80,175	1.62
Nova Scotia	51,711	82,335	82,335	82,335	1.59
New Brunswick	49,774	74,053	76,753	76,753	1.54
Quebec	42,407	61,684	75,956	75,956	1.79
Ontario	51,263	94,612	94,612	94,612	1.85
Manitoba	54,891	84,753	84,753	84,753	1.54
Saskatchewan	53,424	82,723	82,723	82,723	1.55
Alberta	59,488	94,072	94,103	94,103	1.58
British Columbia	48,102	81,277	81,277	81,277	1.69
Yukon	..	..	..	..	..
Northwest Territories	76,311	108,624	108,624	108,624	1.42
Nunavut	..	..	..	..	..

.. not available for a specific reference period

1. Annual statutory salaries are presented in current Canadian dollars without adjustments for differences in cost of living between provinces. The annual statutory salaries are based on 2014-2015 salary scales in collective agreements.

2. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/typical training"); aged 35 to 44 (for "Salary after 10 years of experience/typical training"); or aged 45 or older (for "Salary after 15 years of experience/typical training" and "Salary at the top of the scale/typical training"). The data reflects public institutions in submitting jurisdictions, as reported in the 2014/2015 Elementary-Secondary Education Survey (ESES). Yukon and Nunavut did not submit data and are not included in the Canadian average. The Northwest Territories is not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The Northwest Territories is included in the average for "Years from starting to top salary".

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES) 2016 Survey on Teacher's Salaries and Working Time.

Table D.2.2

Annual statutory teachers' salaries¹ in public institutions, by level of education taught and teaching experience, US dollars, OECD, Canada, provinces and territories, 2014/2015

	ISCED 1 (Primary education)					ISCED 2 (Lower secondary education)					
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	US dollars					US dollars					ratio	years
OECD average²	30,838	39,854	42,864	52,748	1.71	32,202	41,807	44,623	55,122	1.71	25
Canada³	39,179	63,383	65,621	65,621	1.67	39,179	63,383	65,621	65,621	1.67	11
Newfoundland and Labrador	39,273	67,386	67,386	67,386	1.72	39,273	67,386	67,386	67,386	1.72	9
Prince Edward Island	37,276	60,333	60,333	60,333	1.62	37,276	60,333	60,333	60,333	1.62	10
Nova Scotia	38,913	61,959	61,959	61,959	1.59	38,913	61,959	61,959	61,959	1.59	9
New Brunswick	37,456	55,726	57,758	57,758	1.54	37,456	55,726	57,758	57,758	1.54	11
Quebec	31,912	46,418	57,158	57,158	1.79	31,912	46,418	57,158	57,158	1.79	15
Ontario	38,576	71,197	71,197	71,197	1.85	38,576	71,197	71,197	71,197	1.85	10
Manitoba	41,306	63,778	63,778	63,778	1.54	41,306	63,778	63,778	63,778	1.54	10
Saskatchewan	40,203	62,251	62,251	62,251	1.55	40,203	62,251	62,251	62,251	1.55	10
Alberta	44,766	70,791	70,814	70,814	1.58	44,766	70,791	70,814	70,814	1.58	10
British Columbia	36,198	61,162	61,162	61,162	1.69	36,198	61,162	61,162	61,162	1.69	10
Yukon	..	..	..	..	..	..	..	..	..	..	..
Northwest Territories	57,425	81,741	81,741	81,741	1.42	57,425	81,741	81,741	81,741	1.42	10
Nunavut	..	..	..	..	..	..	..	..	..	..	..

	ISCED 3 (Upper secondary education)				
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary
	US dollars				
OECD average²	33,824	44,240	46,631	57,815	1.71
Canada³	39,179	63,383	65,621	65,621	1.67
Newfoundland and Labrador	39,273	67,386	67,386	67,386	1.72
Prince Edward Island	37,276	60,333	60,333	60,333	1.62
Nova Scotia	38,913	61,959	61,959	61,959	1.59
New Brunswick	37,456	55,726	57,758	57,758	1.54
Quebec	31,912	46,418	57,158	57,158	1.79
Ontario	38,576	71,197	71,197	71,197	1.85
Manitoba	41,306	63,778	63,778	63,778	1.54
Saskatchewan	40,203	62,251	62,251	62,251	1.55
Alberta	44,766	70,791	70,814	70,814	1.58
British Columbia	36,198	61,162	61,162	61,162	1.69
Yukon	..	..	..	..	..
Northwest Territories	57,425	81,741	81,741	81,741	1.42
Nunavut	..	..	..	..	..

.. not available for a specific reference period

1. The annual statutory salaries are based on 2014-2015 salary scales in collective agreements. Salaries have been converted to US dollars using the 2014/2015 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.

2. These averages are from *Education at a Glance 2017: OECD Indicators*, Table D3.1a, Teachers' statutory salaries, based on typical qualifications, at different points in teachers' careers (2015) and Table D3.3a, Comparison of teachers' statutory salaries, based on typical qualifications (2015), 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. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/typical training"); aged 35 to 44 (for "Salary after 10 years of experience/typical training"); or aged 45 or older (for "Salary after 15 years of experience/typical training" and "Salary at the top of the scale/typical training"). The data reflects public institutions in submitting jurisdictions, as reported in the 2014/2015 Elementary-Secondary Education Survey (ESES). Yukon and Nunavut did not submit data and are not included in the Canadian average. The Northwest Territories are not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The Northwest Territories is included in the average for "Years from starting to top salary".

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), 2016 Survey on Teacher's Salaries and Working Time.

D3 Teachers' working time

Context

This indicator focuses on the working time and teaching time of teachers in public institutions, by level of education taught, in the 2014/2015 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.¹

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.

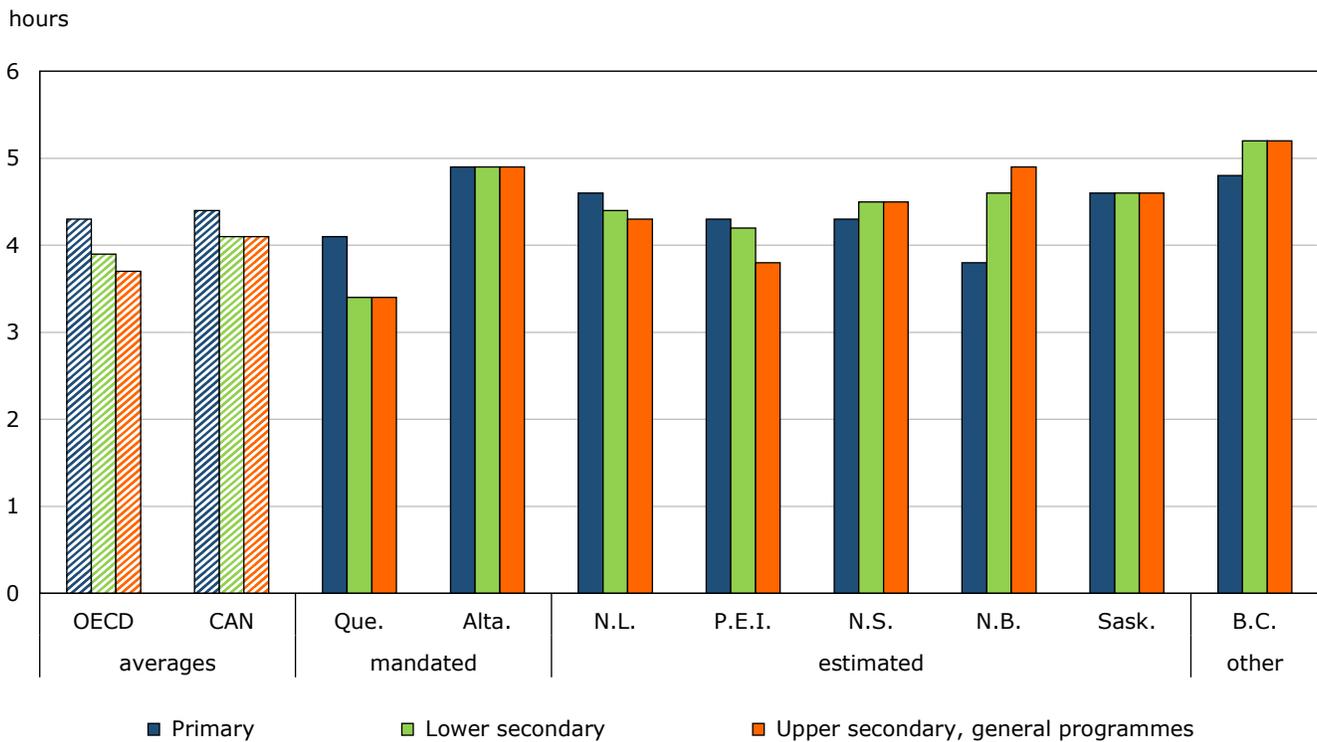
Of course, teachers also spend part of their working time on activities other than teaching, such as lesson preparation, marking, in-service training and staff meetings.

1. Data for the 2014/2015 school year were not available for Yukon and Nunavut.

Observations

Teaching time and total working time

Chart D.3.1
Hours of teaching time per day¹, by educational level taught, OECD,
Canada and provinces, 2014/2015



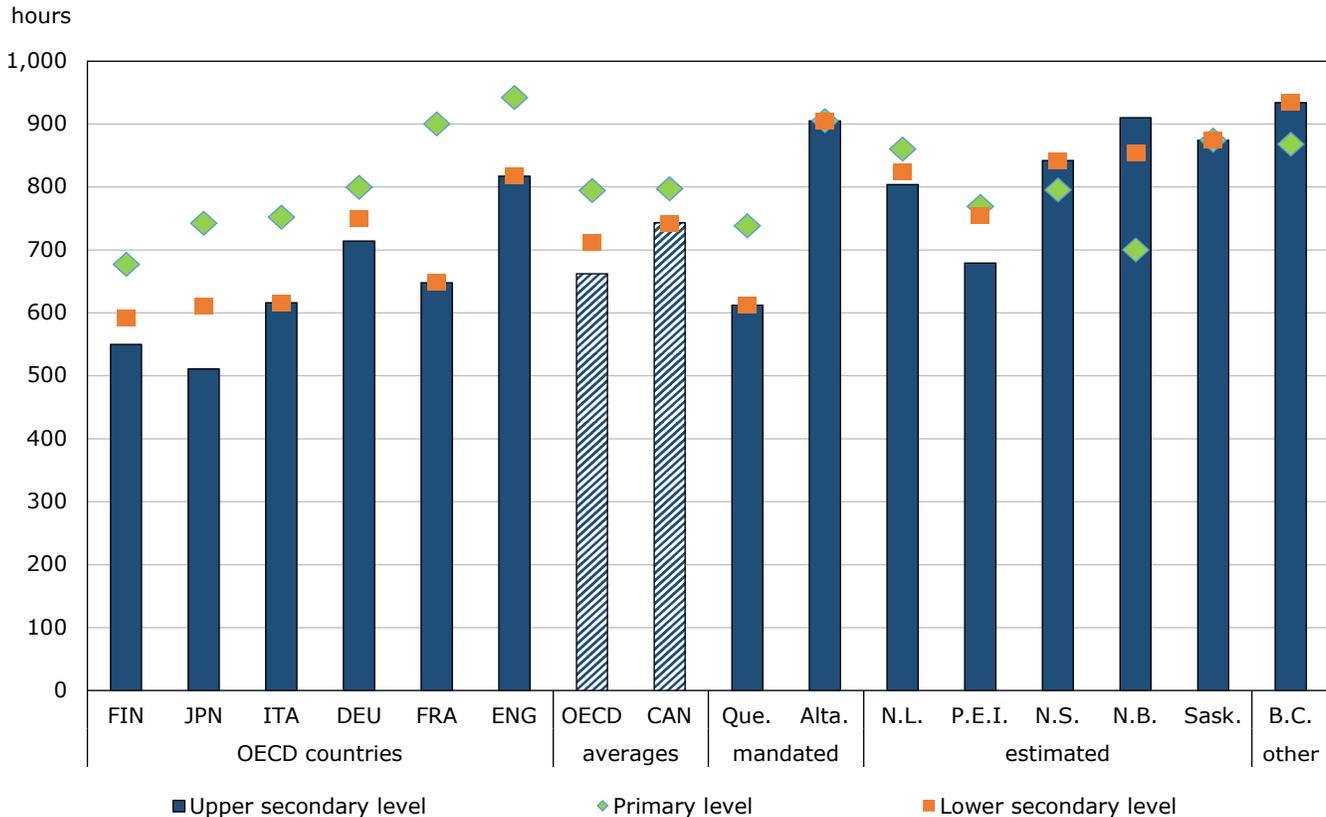
1. Teaching time is calculated as the net contact time for instruction, i.e. excluding both time allocated for lunch breaks or short morning or afternoon breaks and days that the school is closed for holidays (both individual public holidays and seasonal school holidays/vacations).

Notes: Data are not available for Ontario, Manitoba, the Northwest Territories, Yukon 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. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Source: Table D.3.1.

- For Canada in 2014/2015, the overall number of teaching hours per day was 4.4 hours for primary education, and slightly less (4.1 hours) for lower secondary and upper secondary education.
- Teaching hours per day in Canada were slightly higher than the OECD averages of 4.3 hours for primary education, 3.9 hours for lower secondary and 3.7 hours for upper secondary education.

Chart D.3.2
Annual net teaching time, by educational level taught, OECD, selected countries and provinces, 2014/2015



Note: Data are not available for Ontario, Manitoba, Northwest Territories, Yukon and Nunavut. Countries other than Canada are ranked in ascending order at the primary level and include the G-7 group of countries. Finland is included due to their high ranking in academic assessments. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

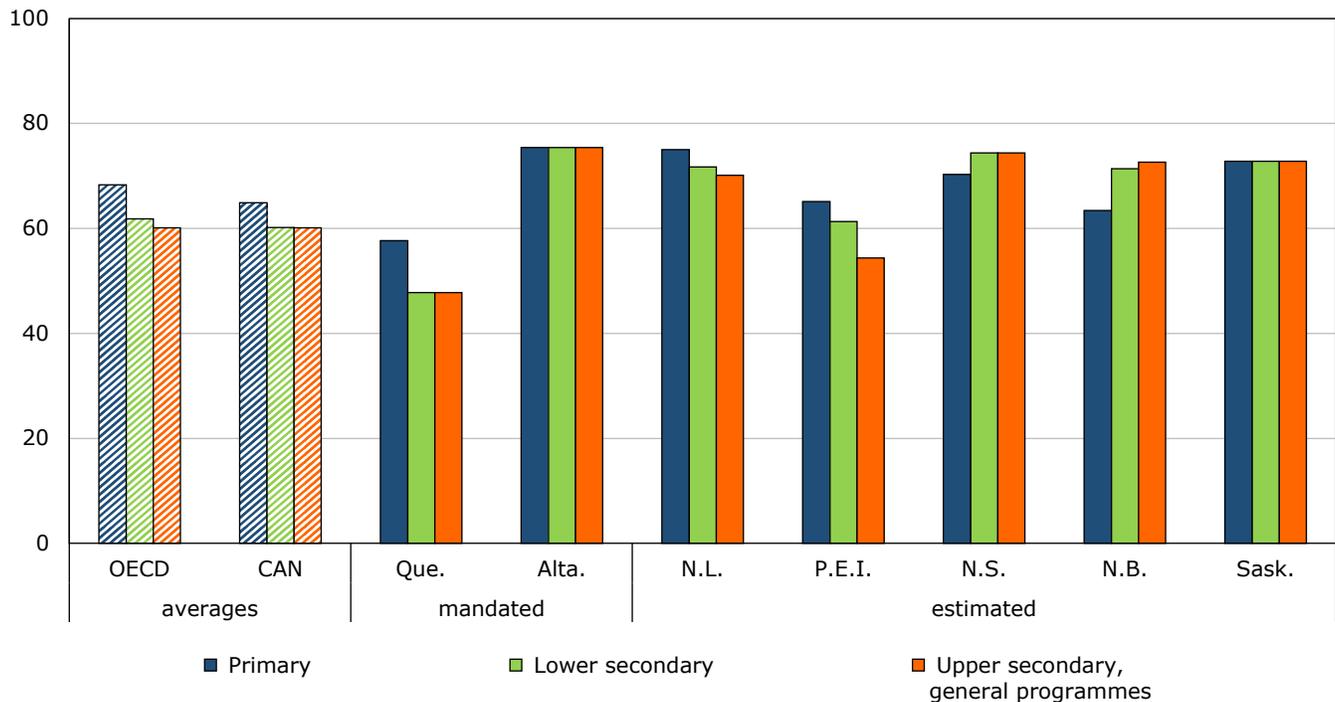
Sources: Table D.3.1., *Education at a Glance 2017: OECD Indicators*, Table D4.1, Organisation of teachers' working time (2015).

- In Canada, primary school teachers taught an average of 797 hours in 2014/2015 compared with the OECD average of 794 hours. Lower secondary school teachers taught an average of 742 hours in 2014/2015, compared with 712 hours for all OECD reporting countries.
- While the upper secondary OECD average (662) of annual net teaching time was significantly lower than annual net teaching time for the lower and primary levels, the Canadian upper secondary average was fairly similar to hours taught at the lower secondary level at 743 hours.
- At the primary level, annual net teaching time varied from 700 hours in New Brunswick to 905 hours in Alberta. These times were in a similar range to Finland and other G7 countries.
- At the lower and upper secondary levels, British Columbia reported the highest annual net teaching time at 934 hours. The lowest amount (612 hours) was reported in Quebec.
- The annual net teaching time in Canada at the lower and upper secondary levels (742 and 743 hours respectively) was most similar to the comparable measure in Germany, but significantly higher than annual net teaching time in Finland, Japan, Italy and France.
- Net teaching time in Finland was included as a comparison because of this country's high ranking in international academic assessments. Teachers in Finland at the primary (677) and lower secondary (592) levels had a lower net teaching time than all of the G7 countries, Canada included.

Proportion of total working time spent teaching

Chart D.3.3
Net teaching time as a percentage of total working time at school,
OECD, Canada and provinces, 2014/2015

percent



Notes: Data are not available for Ontario, Manitoba, British Columbia, the Northwest Territories, Yukon and Nunavut. The Canada average includes jurisdictions in the "mandated" and "estimated" groups. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table D.3.1., *Education at a Glance 2017: OECD Indicators*, Table D4.1, *Organisation of teachers' working time (2015)*.

- In Canada in 2014/2015, the proportion of net teaching time to total working time (64.9% for primary, 60.2% for lower secondary and 60.1% for upper secondary) was fairly similar to the OECD averages (68.3% primary, 61.8% for lower secondary and 60.1% for upper secondary).
- Time spent teaching as a proportion of total working time varied widely from one province or territory to another. In 2014/2015, at the lower and upper secondary levels, the proportion of working time spent teaching ranged from 48% in Quebec to 75% in Alberta.

Definitions, sources and methodology

These data are from the OECD-INES 2016 Survey on Teacher's Salaries and Working Time and refer to the 2014/2015 school year.

All jurisdictions reported instruction time in weeks and days. 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).

Only Quebec and Alberta reported statutory working time. For those two reporting jurisdictions, the figures for net teaching time required at school are set in provincial/territorial regulation or collective agreement with the provincial/territorial teachers' union/association/federation. The remaining jurisdictions reported estimated teaching time of teachers based on the mandated instruction time set in regulation, legislation or collective agreement in each jurisdiction.

“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. It excludes time spent outside of the classroom for non-teaching activities, such as lesson preparation, correction, in-service training and staff meetings. 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 and Alberta, 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,² 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?*

2. 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.

Chapter E

Participation in formal and/or non-formal education

E1

Insights from the Programme for the International Assessment of Adult Competencies (PIAAC)

Context

This indicator is based on data from the Programme for the International Assessment of Adult Competencies (PIAAC), a household study conducted under the auspices of the Organisation for Economic Co-operation and Development (OECD). In *Education at a Glance 2017: OECD Indicators and other OECD publications*, PIAAC is referred to as the “Survey of Adult Skills.”

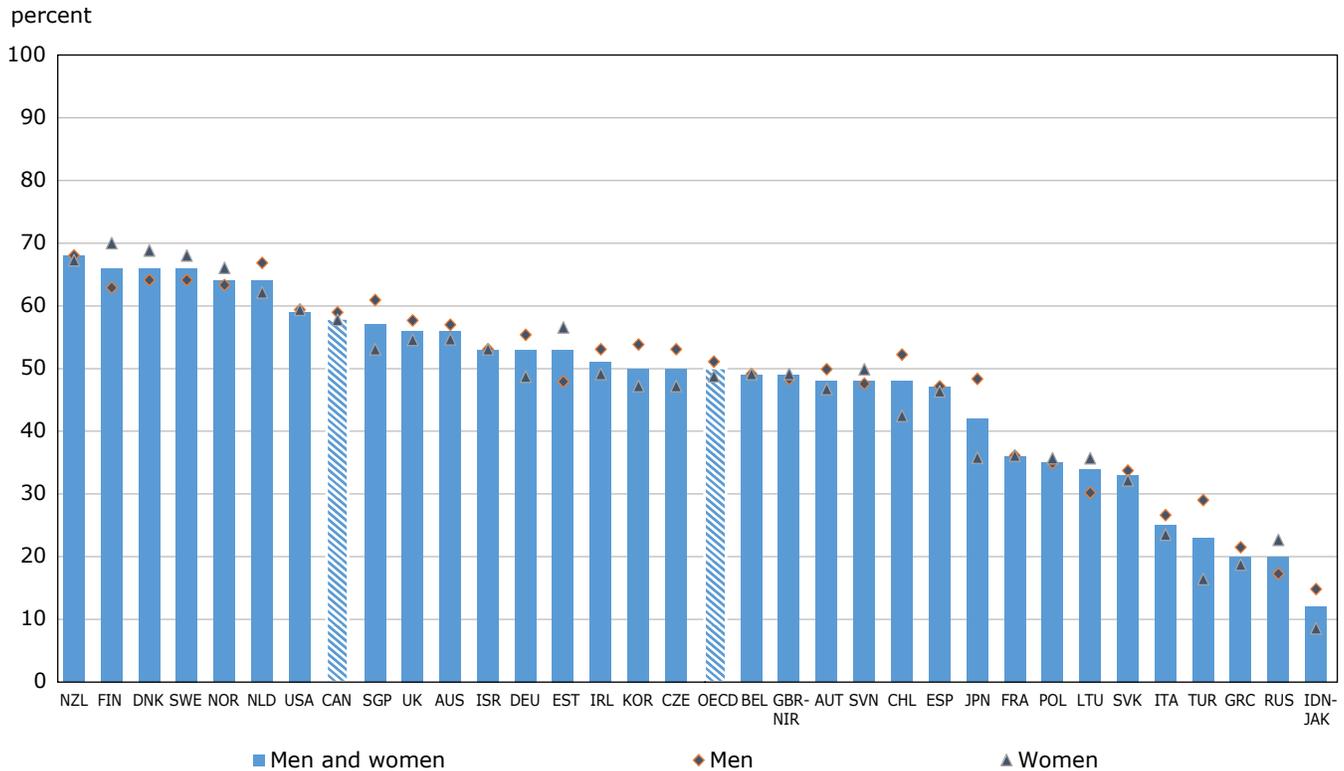
PIAAC’s aim was to assess key cognitive and workplace skills needed for successful participation in 21st Century society and the global economy. The study measured cognitive skills in the areas of literacy, numeracy, and problem-solving in technology-rich environments. It also included an extensive background questionnaire that provides information about a number of other skills and personal traits that are important to success.

Adult learning can play an important role in helping to develop and maintain key information processing skills, and to acquire other knowledge and skills throughout life. It is crucial to provide and ensure access to organised learning opportunities for adults beyond initial formal education, especially for workers who need to adapt to changes throughout their careers and who have difficulty achieving high labour market outcomes (OECD, 2013).

Lifelong learning can also contribute to non-economic goals, such as personal fulfilment, improved health, civic participation and social inclusion. Social integration requires that individuals have the basic skills and knowledge needed to exercise their rights and responsibilities as citizens and enjoy the benefits of community life. The large variation in adult learning activities and participation among OECD countries at similar levels of economic development suggests that there are significant differences in learning cultures, learning opportunities at work and adult-education systems (Borkowsky, 2013).

Observations

Chart E.1.1
Participation rate in formal and/or non-formal education of 25- to 64-year-olds, by sex, OECD and selected countries, 2012/2015



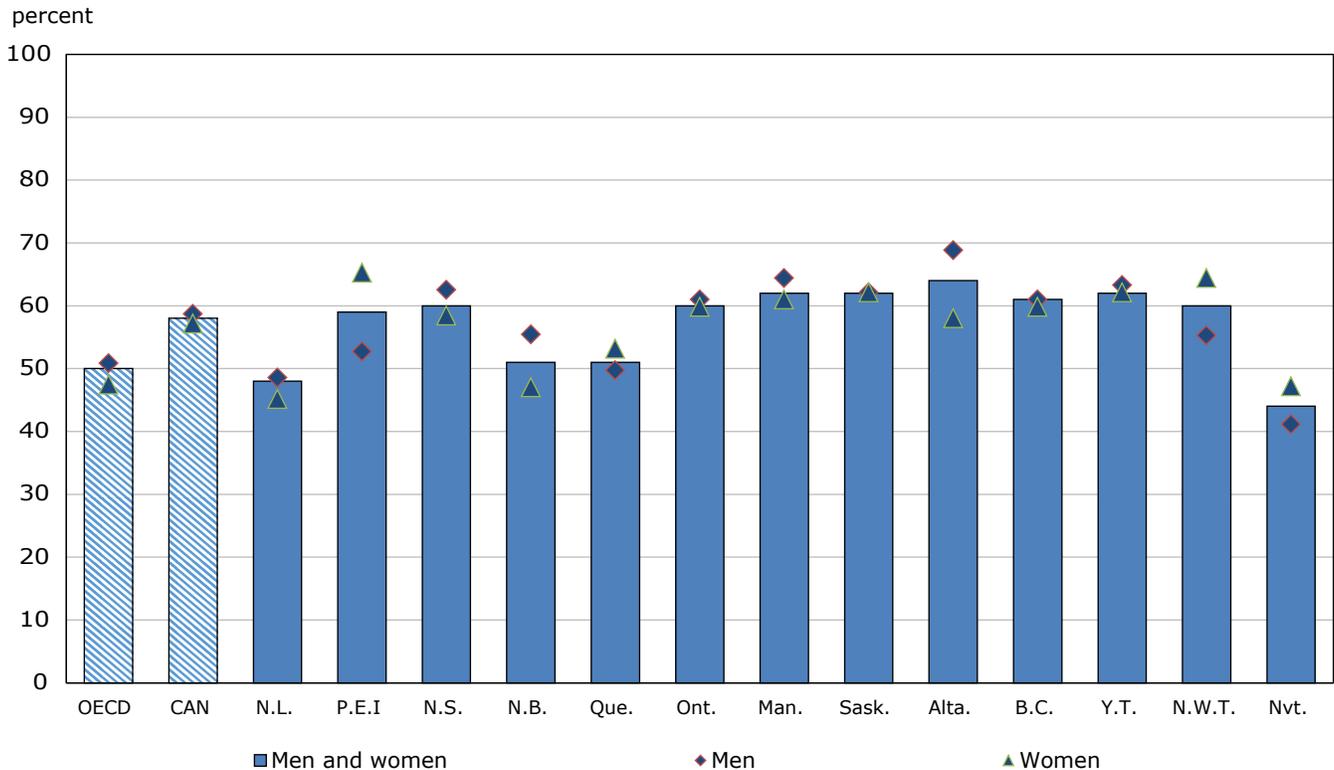
1. See note on data for the Russian Federation in the Methodology section.

Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia and Turkey: Year of reference 2015. All other countries: Year of reference 2012. Countries and subnational entities are ranked in descending order of the percentage of 25-64 year-old men and women who participate in formal and/or non-formal education. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table E.1.1, and Education at a Glance 2016: OECD indicators.

- Across OECD countries that participated in PIAAC, an average of 50% of all adults participated in formal and/or non-formal education in 2012/2015. Canada’s average participation rate was higher than the OECD’s at 58%. Among OECD and partner countries, the participation rates ranged from more than 60% in Denmark, Finland, the Netherlands, New Zealand, Norway, and Sweden to less than 30% in Greece, Italy, Jakarta (Indonesia), the Russian Federation, and Turkey.
- Canada’s participation rate was similar for women (58%) and men (59%) aged 25 to 64 years, which was higher than the OECD averages (48% and 51%, respectively).

Chart E.1.2
Participation rate in formal and/or non-formal education of 25- to 64-olds, by sex, OECD, Canada, provinces and territories, 2012/2015



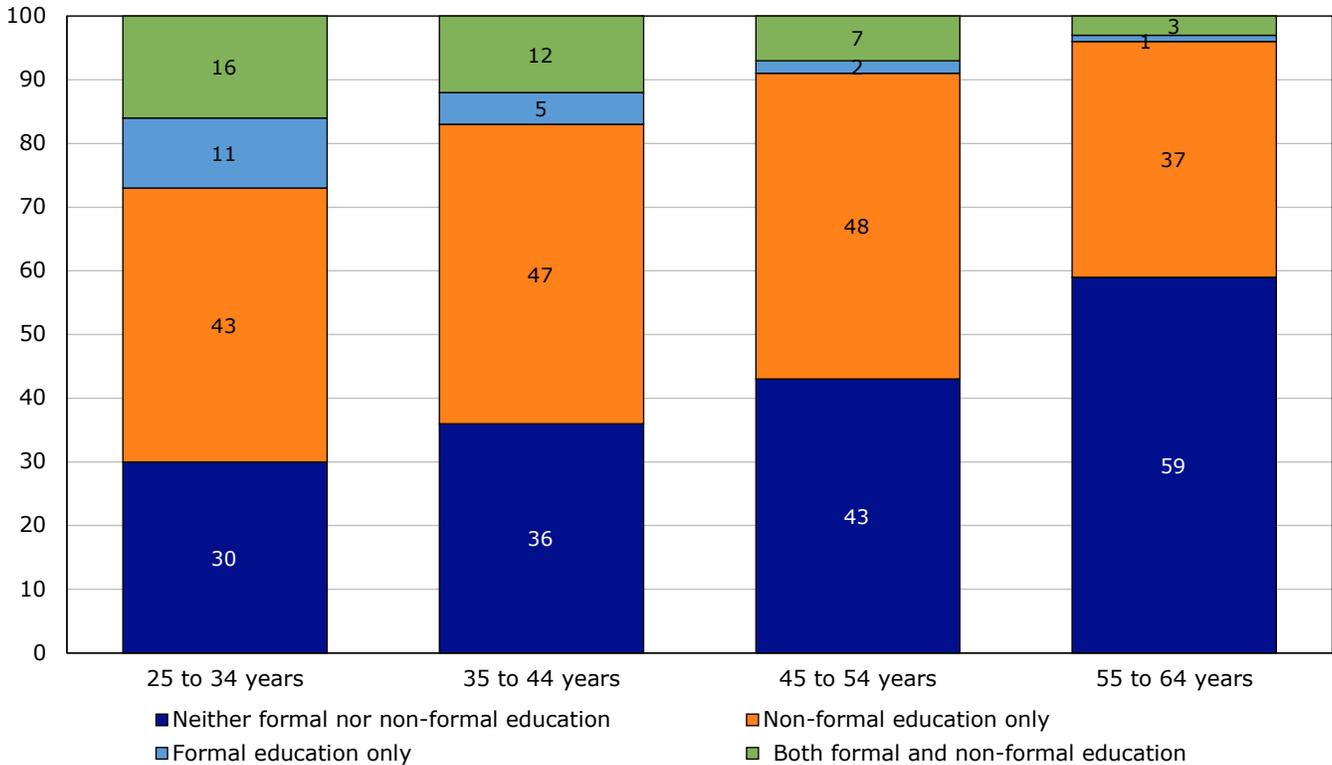
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table E.1.2, and Education at a Glance 2016: OECD indicators.

- The average participation rate in formal and/or non-formal education ranged from 44% to 64% across provinces and territories for men and women, 41% to 69% for men, and 46% to 64% for women.
- The participation rates in formal and/or non-formal education for both men and women were below the Canadian average (58%) in Newfoundland and Labrador, New Brunswick, Quebec, and Nunavut; however, in most provinces and territories, the participation rates for both men and women were above the Canadian average.

Chart E.1.3
Participation rate in formal and/or non-formal education of 25- to -64 years old, by age group, Canada, 2012

percent

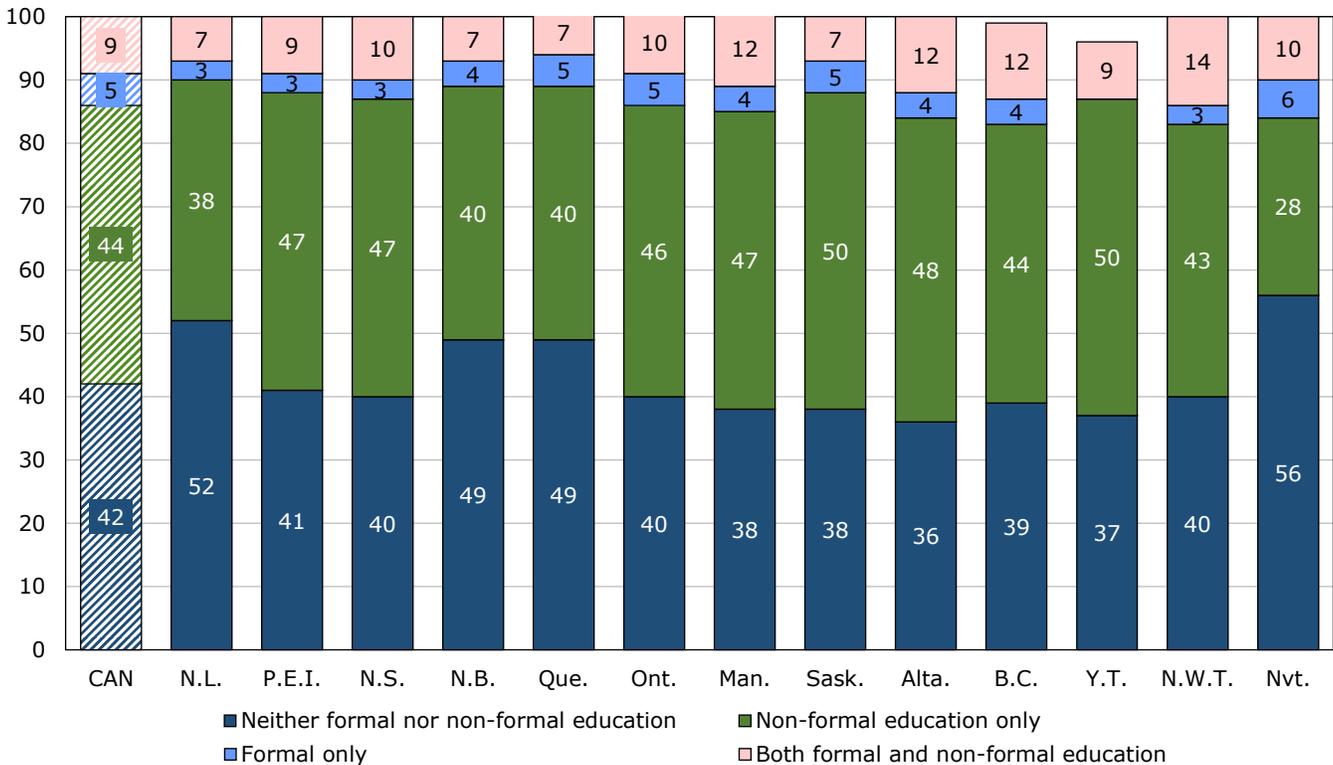


Source: Table E.1.3.

- In Canada, participation rates in formal and/or non-formal education decreased with age, with adults aged 25 to 34 years having the highest rates at 70% and adults aged 55-64 having the lowest rates at 41%.
- While participation rates in non-formal education were similar for adults aged 25-34 to adults aged 45-54 years old (ranging from 43% to 48%, respectively), the rates for formal education only as well as both formal and non-formal education decreased steadily as age increased from the group of adults aged 25-34 years to the group of adults aged 55-64 years (from 11% to 1% and 16% to 3%, respectively).

Chart E.1.3.1
Participation rate in formal and/or non-formal education of 25- to 64-year-olds,
by type of education, Canada, provinces and territories, 2012

percent



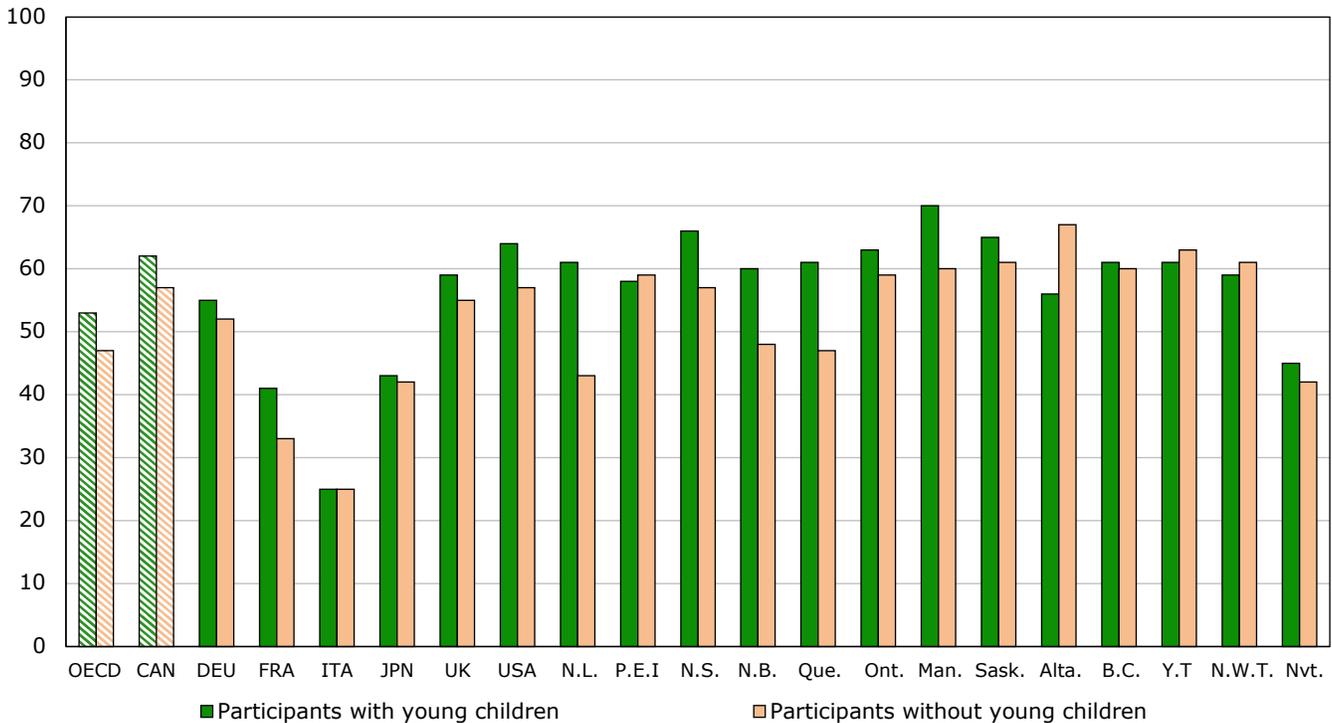
Note: Some data elements are not available in Yukon as they are too unreliable to be published, see Table E.1.3 for further detail. The bar representing Canada is filled with a diagonal line pattern to make it easier to find.

Source: Table E.1.3.

- Of the 58% of Canadian adults who participate in formal education and/or non-formal education, the majority (44%) participated in non-formal education only, followed by participation in both forms of adult learning (9%), then participation in formal adult education only (5%).
- Across provinces and territories, the average participation rate in non-formal education ranged from 28% to 50% while participation in formal and non-formal education ranged from 7% to 14%, and for formal education only ranged from 3% to 6%.
- In Canada, 42% of adults aged 25 to 64 years did not participate in either formal or non-formal education. These non-participation rates were highest in Nunavut (56%), Newfoundland and Labrador (52%), New Brunswick (49%), and Quebec (49%), but lowest in Manitoba (38%), Saskatchewan (38%), Yukon (37%), and Alberta (36%).

Chart E.1.4
Participation rate in formal and/or non-formal education of 25- to 64-year-olds with or without young children¹ in the household, OECD, G7 countries, provinces and territories, 2012/2015

percent



1. Children under 13 years.

Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

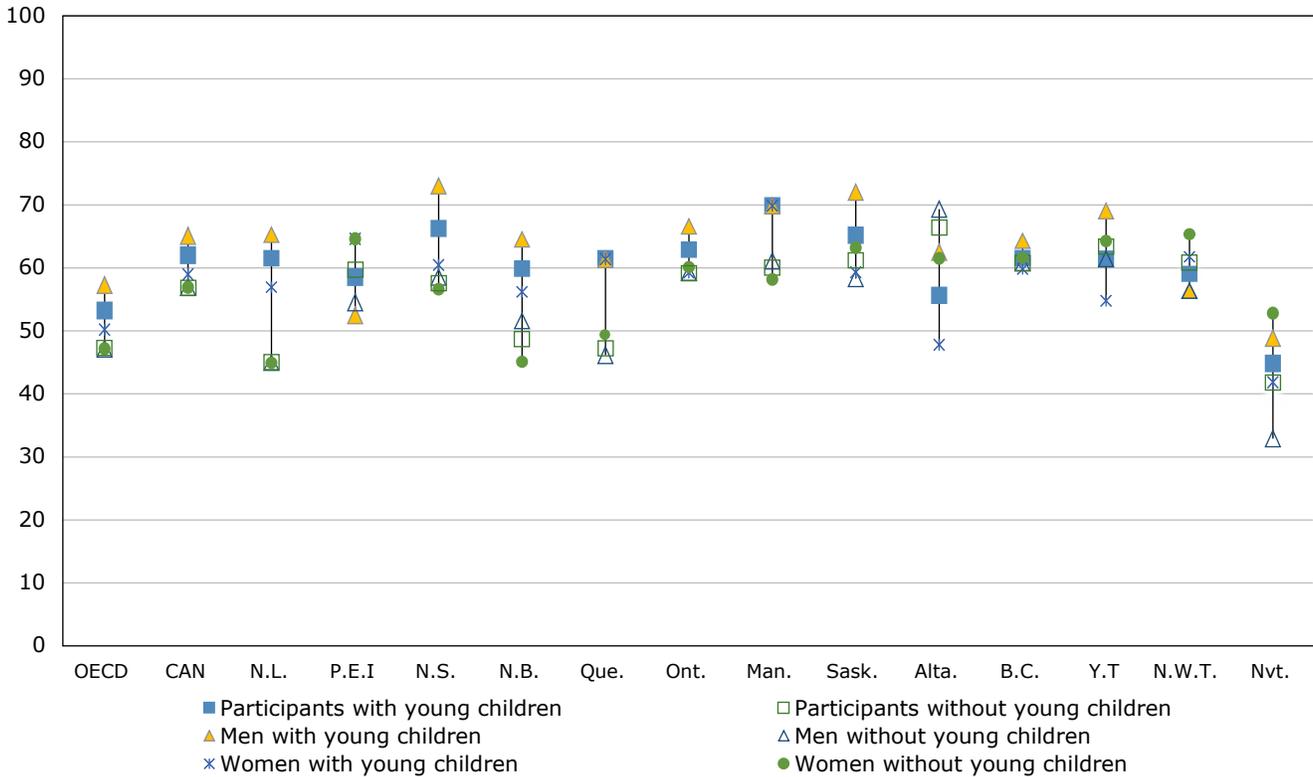
Source: Table E.1.4, and Education at a Glance 2017: OECD indicators.

- The presence of young children (under 13 years) appeared to be associated with differences in rates of participation in formal and non-formal learning. In Canada, the average participation rates in formal and/or non-formal education for adults aged 25-64 years was higher among adults with young children (62%) than those without young children (57%). These two averages were higher for their counterparts at the OECD average (53% and 47%, respectively) and all G7 countries with the exception of the United States.
- Across Canadian jurisdictions, with the exception of Prince Edward Island, Alberta, Yukon, and the Northwest Territories, adults aged 25 to 64 years with young children were more likely to participate in formal and/or non-formal education than adults aged 25 to 64 years without young children. This trend was consistent across most of the G7 and OECD countries.
- Among all provinces and territories, the largest difference in participation rates in formal and/or non-formal education between adults aged 25 to 64 years with and without young children was found in Newfoundland and Labrador at 18%.

Chart E.1.4.1

Participation rate in formal and/or non-formal education of 25- to 64-year-olds with or without young children¹ in the household, by sex, OECD, Canada, provinces and territories, 2012/2015

percent

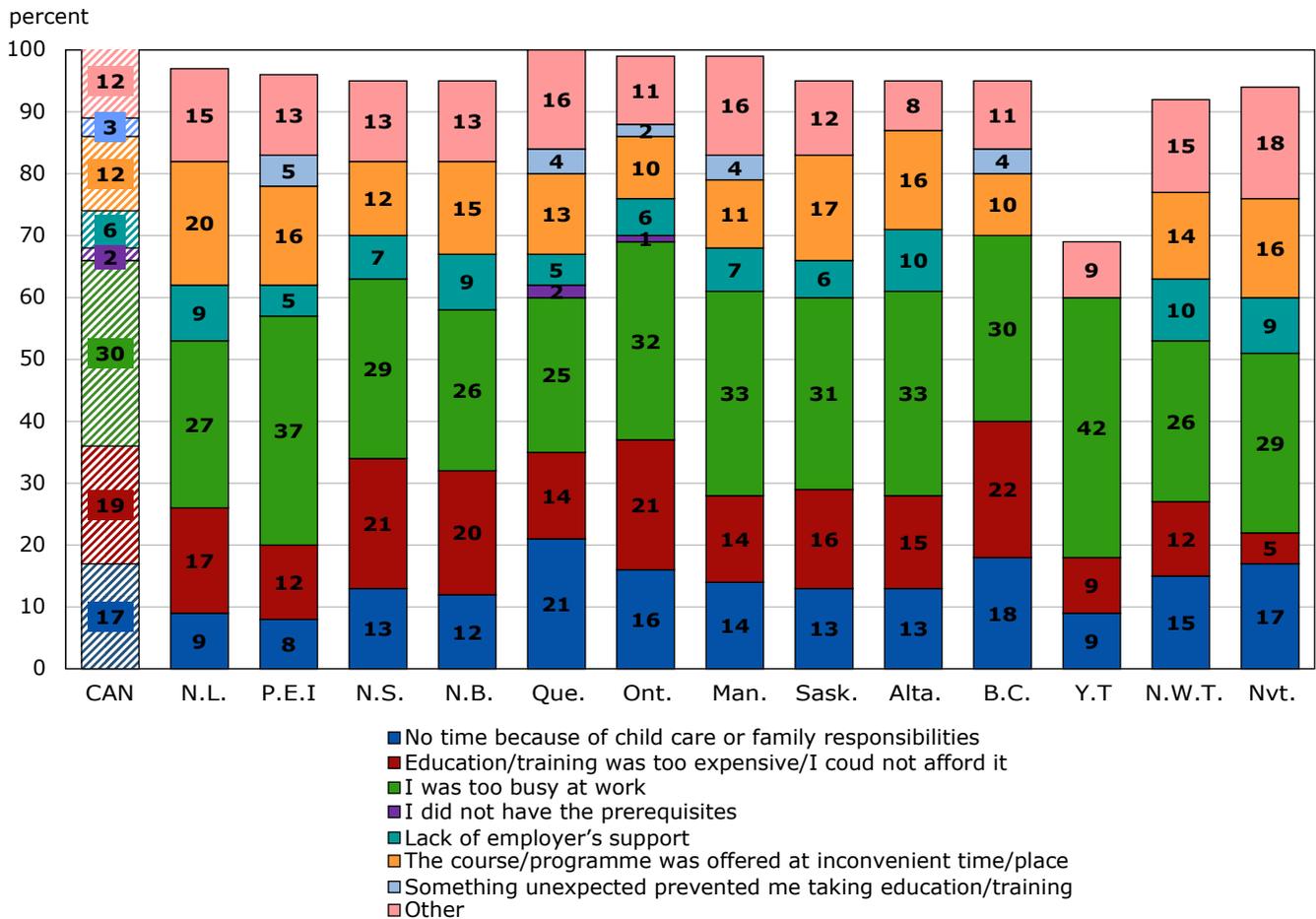


1. Children under 13 years.

Sources: Table E.1.4, and Education at a Glance 2017: OECD indicators.

- In Canada, the participation rate in formal and/or non-formal education was higher for men aged 25 to 64 years with young children (65%) than women with young children (59%). However, the participation rates were the same for men and women without young children (57%).
- In Canada, the participation rates in formal and/or non-formal education between women aged to 25 to 64 years with young children (59%), and without young children (57%) were similar.
- In seven jurisdictions (Newfoundland and Labrador, Nova Scotia, New Brunswick, Ontario, Saskatchewan, British Columbia, and Yukon), men with young children had the highest rates of participation in formal and/or non-formal education (ranging from 64% to 73%).
- In two jurisdictions (Newfoundland and Labrador and Quebec) men and women without young children had the lowest rates of participation in formal and/or non-formal education (ranging from 43% to 49%).

Chart E.1.5
Barriers to participating in formal and/or non-formal education of 25- to 64 year-olds, Canada, provinces and territories, 2012



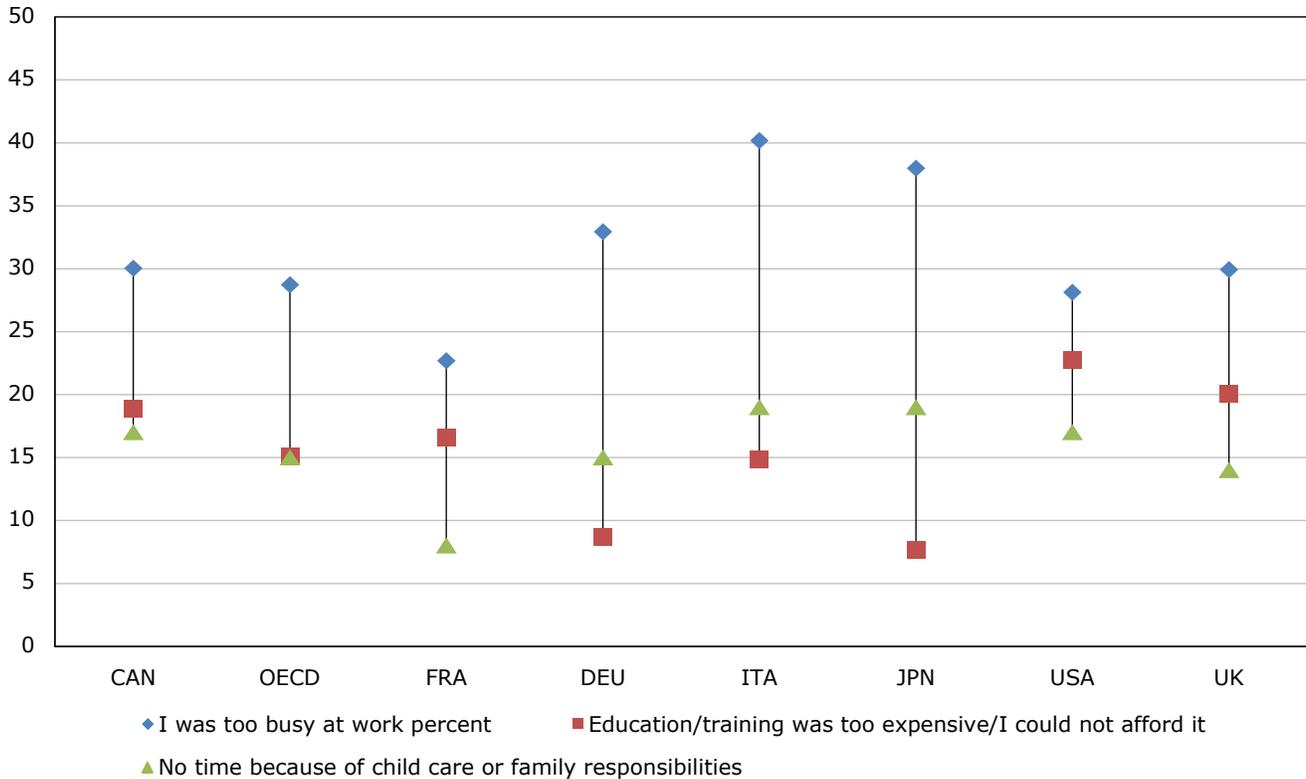
Notes: Some data elements are not available as they are too unreliable to be published, see Table E.1.5 for further detail. The bar representing Canada is filled with a diagonal line pattern to make it easier to find.

Source: Table E.1.5.

- Across all provinces and territories, the most commonly cited barrier to participation in formal and/or non-formal education among adults aged 25 to 64 years was being too busy at work, ranging from 25% in Quebec to 37% in Prince Edward Island.
- The second most commonly cited barrier to participation in formal and/or non-formal education was cost, ranging from 5% in Nunavut to 22% in British Columbia.
- In Canada, adults aged 25 to 64 years cited child care or family responsibilities as a barrier to participation in formal and/or non-formal education. These rates were highest in Quebec (21%) and British Columbia (18%), but lowest in Prince Edward Island (8%), Newfoundland and Labrador (9%), and Yukon (9%).

Chart E.1.5.1
Barriers to participating in formal and/or non-formal education of 25- to 64-years old, OECD and G7 countries, 2012/2015

percent



Sources: Table E.1.5, and Education at a Glance 2017: OECD indicators.

- In Canada, G7 countries, and OECD countries overall, the most commonly cited barrier to participation in formal and/or non-formal education among adults aged 25 to 64 years was being too busy at work, ranging from 23% in France to 40% in Italy.
- The second most commonly cited barrier to participation in formal and/or non-formal education for adults aged 25 to 64 years was cost, with this response being most common in the United States (23%), United Kingdom (20%), and then Canada (19%).
- In terms of child care or family responsibility being cited as a barrier to participation in formal and/or non-formal education among G7 countries, these rates were highest in Italy (19%), Japan (19%), United States (17%), and Canada (17%).

Definitions, sources and methodology

Programme for the International Assessment of Adult Competencies (PIAAC)

In Canada, PIAAC was conducted by Statistics Canada and made possible by the joint effort of the ministers of education of the provinces and territories, through the Council of Ministers of Education (Canada) [CMEC], and the Government of Canada, led by Employment and Skills Development Canada. The data collection took place from November 2011 to June 2012. The sample size for Canada was exceptionally large, at 27,285 individuals. This size was necessary to permit statistically reliable results at the provincial and territorial levels, as well as for certain populations within these jurisdictions.

PIAAC results included in *Education at a Glance 2017: OECD Indicators* are based on data from Round I (2012) and Round II (2015) countries. Round I OECD countries participating in PIAAC include Australia, Austria, Canada, Czech Republic, Denmark, England and Northern Ireland (UK), Estonia, Finland, Flanders (Belgium), France, Germany, Ireland, Italy, Japan, Korea, Netherlands, Norway, Poland, Slovak Republic, Spain, Sweden, and United States. Round II OECD countries participating in PIAAC include Chile, Greece, Israel, New Zealand, Slovenia, and Turkey. For this reason, the composition of the OECD average in PIAAC has changed from earlier publications of *Education at a Glance* and *Education Indicators in Canada: An International Perspective*.

For this report, tables based on PIAAC data have been organized into a single indicator, E1. The tables and charts represent a selection of results from PIAAC that are included in *Education at a Glance 2017: OECD Indicators* and *Education at a Glance 2016: OECD Indicators*. Not all EAG tables have been reproduced.

For definitions and background information about PIAAC in Canada, please refer to *Skills in Canada: First Results from the Program for the International Assessment of Adult Competencies (PIAAC)* or visit the PIAAC Web site www.peicacda.ca.

For some data analysis, the sample is small, explaining why standard errors are slightly higher than usual. Data should, therefore, be interpreted with caution.

Age groups: Adults refers to 25-64 year-olds.

Education and training: Formal education is planned education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous “ladder” of full-time education for children and young people. The providers may be public or private. **Non-formal education** is sustained educational activity that does not correspond exactly to the definition of formal education. Non-formal education may take place both within and outside educational institutions and cater to individuals of all ages. Depending on country contexts, it may cover education programmes in adult literacy, basic education for out-of-school children, life skills, work skills and general culture. The Survey of Adult Skills uses a list of possible non-formal education activities, including open or distance-learning courses, private lessons, organised sessions for on-the-job training, and workshops or seminars to prompt respondents to list all of their learning activities during the previous 12 months. Some of these learning activities might be of short duration.

Intensity of participation in non-formal education: The respondents were asked to estimate the total time they spent in non-formal education activities during the previous 12 months, by number of weeks, days or hours. Weeks and days were converted into hours.

Table E.1.1
Participation rate in formal and/or non-formal education of 25- to 64-year-olds, by sex, countries, 2012/2015¹

	Men and women		Men		Women	
	percent	standard error	percent	standard error	percent	standard error
OECD average	50	0.2	51	0.2	48	0.2
Canada	58	0.6	59	0.8	58	0.7
Australia	56	0.7	57	0.9	54	1.0
Austria	48	0.7	50	1.2	47	1.1
Chile	48	1.9	53	2.3	42	1.9
Czech Republic	50	1.2	53	1.7	46	1.3
Denmark	66	0.6	64	1.0	69	0.9
England (UK)	56	0.9	58	1.4	54	1.0
Estonia	53	0.7	48	1.0	57	0.9
Finland	66	0.7	63	1.0	70	1.1
Flanders (Belgium)	49	0.8	49	1.3	49	1.1
France	36	0.6	36	0.8	36	0.8
Germany	53	1.1	56	1.2	49	1.3
Greece	20	0.8	22	1.1	19	1.0
Ireland	51	0.7	53	1.1	49	0.9
Israel	53	0.8	53	1.1	53	1.2
Italy	25	1.0	27	1.4	23	0.9
Japan	42	0.8	48	1.1	35	0.9
Korea	50	0.8	54	1.1	46	1.0
Netherlands	64	0.6	67	1.1	62	1.0
New Zealand	68	0.8	68	1.1	67	1.2
Northern Ireland (UK)	49	0.9	48	1.5	49	1.2
Norway	64	0.7	63	1.0	66	1.1
Poland	35	0.8	35	1.1	36	1.1
Slovak Republic	33	0.8	34	1.2	32	1.1
Slovenia	48	0.8	47	1.1	50	1.0
Spain	47	0.7	47	0.9	46	1.1
Sweden	66	0.8	64	1.2	68	1.1
Turkey	23	0.8	29	1.1	16	0.9
United States	59	1.1	59	1.6	59	1.4
Partners						
Jakarta (Indonesia)	12	0.6	15	1.1	8	0.5
Lithuania	34	0.8	30	1.4	36	1.3
Russian Federation ²	20	1.6	16	1.7	23	1.9
Singapore	57	0.7	61	0.9	53	0.9

1. The OECD average includes countries participating in Round I (2012) and Round II (2015) of PIAAC. Chile, Greece, Israel, New Zealand, Slovenia, Turkey, Jakarta (Indonesia), Lithuania and Singapore participated in Round II (2015) of PIAAC.

2. See note on data for the Russian Federation in the Methodology section of *Education at a Glance 2017: OECD Indicators*.

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*, Table C6.2.

Table E.1.2
Participation rate in formal and/or non-formal education of 25- to 64-year-olds, by sex, OECD, Canada, provinces and territories, 2012/2015¹

	Men and Women		Men		Women	
	percent	standard error	percent	standard error	percent	standard error
OECD average	50	0.2	51	0.2	48	0.2
Canada	58	0.6	59	0.8	58	0.7
Newfoundland and Labrador	48	1.6	49	2.0	46	1.9
Prince Edward Island	59	1.9	53	3.1	64	1.9
Nova Scotia	60	1.5	62	2.5	58	2.1
New Brunswick	51	1.4	55	2.0	48	2.1
Quebec	51	0.8	50	1.1	53	1.1
Ontario	60	1.1	61	1.5	60	1.5
Manitoba	62	1.3	64	2.1	61	2.0
Saskatchewan	62	2.0	62	2.4	62	2.5
Alberta	64	1.9	69	2.7	58	2.4
British Columbia	61	2.0	61	2.8	60	2.4
Yukon	62	5.3	63	6.7	62	6.1
Northwest Territories	60	2.2	56	3.5	64	3.5
Nunavut	44	2.5	41	3.3	47	3.4

1. The OECD average includes countries participating in Round I (2012) and Round II (2015) of PIAAC. Chile, Greece, Israel, New Zealand, Slovenia, Turkey, Jakarta (Indonesia), Lithuania and Singapore participated in Round II (2015) of PIAAC.

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*, Table C6.2.

Table E.1.3
Participation rate in formal and/or non-formal education of 25- to 64-year-olds, by age group, Canada, provinces and territories, 2012

	Participation in formal education only		Participation in non-formal education only		Participation in both formal and non-formal education		No participation	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Canada								
25-34	11	0.8	43	1.2	16	0.9	30	1.1
35-44	5	0.6	47	1.2	12	0.7	36	1.1
45-54	2	0.3	48	1.0	7	0.6	43	1.1
55-64	1 ^E	0.2	37	1.1	3	0.3	59	1.2
All age groups	5	0.3	44	0.6	9	0.4	42	0.6
Newfoundland and Labrador								
25-34	8 ^E	1.8	44	4.1	15 ^E	2.8	33	3.5
35-44	F	0.7	44	3.5	9 ^E	1.8	45	3.5
45-54	F	0.7	41	3.1	5 ^E	1.2	52	2.9
55-64	x	x	24	2.4	x	x	72	2.7
All age groups	3	0.4	38	1.5	7	0.8	52	1.6
Prince Edward Island								
25-34	F	1.9	44	5.3	17 ^E	3.7	34	4.3
35-44	F	1.3	45	3.9	14 ^E	3.1	38	3.3
45-54	4 ^E	1.3	54	3.3	6 ^E	1.6	36	3.3
55-64	x	x	42	3.3	x	x	57	3.1
All age groups	3^E	0.6	47	1.9	9	1.1	41	1.9
Nova Scotia								
25-34	8 ^E	2.1	43	3.8	17 ^E	2.9	32	3.4
35-44	F	1.1	57	3.5	10 ^E	2.3	30	3.1
45-54	x	x	51	2.8	x	x	39	2.8
55-64	x	x	38	2.6	x	x	56	2.6
All age groups	3^E	0.5	47	1.8	10	1.0	40	1.5
New Brunswick								
25-34	6 ^E	1.9	41	4.1	16 ^E	3.6	37	3.2
35-44	7 ^E	1.7	48	3.4	7 ^E	1.9	37	3.1
45-54	F	1.1	41	2.7	6 ^E	1.4	51	2.6
55-64	x	x	33	2.5	x	x	65	2.5
All age groups	4	0.6	40	1.5	7	0.9	49	1.4
Quebec								
25-34	11	1.1	38	1.7	15	1.3	37	1.6
35-44	6	0.7	46	1.6	8	1.0	40	1.6
45-54	2 ^E	0.3	45	1.5	3	0.5	50	1.5
55-64	1 ^E	0.2	30	1.4	1 ^E	0.4	67	1.5
All age groups	5	0.3	40	0.8	7	0.5	49	0.8
Ontario								
25-34	13	1.6	42	2.4	16	2.0	30	2.1
35-44	4 ^E	1.0	50	2.1	12	1.3	34	1.9
45-54	3 ^E	0.7	49	1.7	7	1.0	41	2.0
55-64	F	0.3	41	2.1	3 ^E	0.7	56	2.2
All age groups	5	0.5	46	1.1	10	0.7	40	1.1
Manitoba								
25-34	9 ^E	2.4	50	3.5	18 ^E	3.2	23	3.3
35-44	F	1.6	46	3.2	18 ^E	3.0	32	3.3
45-54	F	1.1	49	3.1	10 ^E	1.9	38	2.9
55-64	x	x	40	3.5	x	x	57	3.4
All age groups	4^E	0.7	47	1.8	12	1.2	38	1.3
Saskatchewan								
25-34	12 ^E	3.1	46	3.5	13 ^E	2.4	29	3.4
35-44	F	1.6	59	3.8	7 ^E	1.8	30	3.2
45-54	F	1.3	55	3.7	F	1.3	38	3.2
55-64	x	x	43	4.2	x	x	55	3.6
All age groups	5^E	1.0	50	2.1	7	0.9	38	1.9
Alberta								
25-34	8 ^E	2.4	49	4.5	15 ^E	3.0	28	3.2
35-44	F	1.7	48	3.5	11 ^E	2.2	36	3.5
45-54	F	0.6	50	3.9	14 ^E	2.7	35	3.5
55-64	x	x	43	5.3	x	x	51	5.3
All age groups	4^E	0.9	48	2.3	12	1.4	36	1.9
British Columbia								
25-34	9 ^E	2.0	51	4.2	18 ^E	3.7	22 ^E	3.7
35-44	F	1.7	39	4.2	18 ^E	3.1	38	4.3
45-54	F	0.9	48	3.4	8 ^E	1.7	42	3.1
55-64	F	0.7	38	4.1	5 ^E	1.6	55	4.1
All age groups	4	0.7	44	1.9	12	1.3	39	2.0

Table E.1.3
Participation rate in formal and/or non-formal education of 25- to 64-year-olds, by age group, Canada, provinces and territories, 2012

	Participation in formal education only		Participation in non-formal education only		Participation in both formal and non-formal education		No participation	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Yukon								
25-34	F	5.3	F	18.4	F	5.4	F	19.8
35-44	F	1.0	45 ^E	11.1	F	6.5	36 ^E	9.4
45-54	F	0.3	54	8.9	F	2.8	40 ^E	9.8
55-64	x	x	59	7.6	x	x	37 ^E	6.8
All age groups	F	1.2	50	5.3	9^E	2.2	37	5.3
Northwest Territories								
25-34	5 ^E	1.4	41	4.1	23	2.9	30	4.0
35-44	F	1.8	48	4.2	11 ^E	3.1	36	5.4
45-54	x	x	43	3.5	x	x	42	4.3
55-64	x	x	38	5.2	x	x	58	4.7
All age groups	3	0.5	43	2.2	14	1.2	40	2.2
Nunavut								
25-34	6 ^E	2.1	30	4.8	16 ^E	4.1	47	5.1
35-44	F	2.2	29	3.1	8 ^E	1.8	57	3.8
45-54	x	x	29	4.8	x	x	63	4.7
55-64	F	3.8	21 ^E	4.6	F	2.1	65	6.4
All age groups	6^E	1.0	28	2.2	10^E	1.7	56	2.5

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

^E use with caution

F too unreliable to be published

Note: Due to rounding, totals may not match the sum of the individual values.

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: OECD Indicators*, Table C6.1a.

Table E.1.4
Participation rate in formal and/or non-formal education of 25- to 64-year-olds with or without young children in the household, by sex, OECD, G7 countries, provinces and territories, 2012/2015

	Men and women				Men				Women			
	Children under 13 in the household		No children under 13 in the household		Children under 13 in the household		No children under 13 in the household		Children under 13 in the household		No children under 13 in the household	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average¹	53	0.3	47	0.2	57	0.4	47	0.3	50	0.4	47	0.3
England (UK)	59	1.4	55	1.0	62	2.2	56	1.5	56	1.6	54	1.3
France	41	1.0	33	0.8	43	1.7	32	1.0	39	1.2	34	1.0
Germany	55	1.5	52	1.2	62	2.2	54	1.4	48	2.0	50	1.6
Italy	25	1.4	25	1.1	28	2.4	26	1.5	22	1.7	23	1.2
Japan	43	1.2	42	1.0	59	2.0	45	1.3	30	1.8	38	1.1
United States	64	1.6	57	1.3	66	2.7	56	1.6	63	1.9	58	1.7
Canada	62	1.0	57	0.7	65	1.5	57	1.0	59	1.4	57	0.9
Newfoundland and Labrador	61	3.0	43	1.9	65	3.8	43	2.2	56	4.1	43	2.4
Prince Edward Island	58	3.8	59	2.3	52	5.7	54	3.6	64	4.5	64	2.4
Nova Scotia	66	3.0	57	1.9	73	4.9	58	2.7	60	3.7	56	2.4
New Brunswick	60	2.8	48	1.7	65	4.2	51	2.8	56	4.1	44	2.5
Quebec	61	1.5	47	1.0	61	2.0	46	1.4	61	2.1	49	1.3
Ontario	63	2.0	59	1.3	67	2.9	59	1.8	59	2.6	60	1.9
Manitoba	70	3.7	60	1.6	70	5.2	61	2.6	70	4.2	58	2.5
Saskatchewan	65	3.0	61	2.0	72	3.9	58	2.9	59	4.1	63	2.6
Alberta	56	3.3	67	2.2	63	4.8	70	3.0	48	4.0	62	3.1
British Columbia	61	3.4	60	2.3	64	4.5	60	3.6	59	5.0	61	2.6
Yukon	61	9.0	63	5.8	69 ^E	12.3	61	8.7	54 ^E	14.4	64	9.1
Northwest Territories	59	3.9	61	2.4	56	4.9	56	4.3	62	7.1	66	3.8
Nunavut	45	3.8	42	3.0	49	4.7	33	3.9	42	5.1	53	4.8

^E use with caution

1. The OECD average includes countries participating in Round I (2012) and Round II (2015) of PIAAC.

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: OECD Indicators*, Table C6.2b.

Table E.1.5

Barriers to participating in formal and/or non-formal education of 25- to 64-year-olds, OECD, G7 Countries, provinces and territories, 2012/2015

	Reasons for not participating in formal and/or non-formal education							
	Child care or family responsibilities		Too expensive		Too busy at work		I did not have the prerequisites	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average¹	15	0.2	15	0.3	29	0.3	..	..
England (UK)	14	0.9	20	1.4	30	1.6	..	..
France	8	0.7	17	1.1	23	1.3	..	..
Germany	15	1.2	9	0.9	33	1.5	..	..
Italy	19	1.8	15	1.6	40	2.3	..	..
Japan	19	1.4	8	1.0	38	1.9	..	..
United States	17	1.1	23	1.3	28	1.5	..	..
Canada	17	1.0	19	0.9	30	0.9	2^E	0.3
Newfoundland and Labrador	9 ^E	1.7	17	2.5	27	2.8	F	0.6
Prince Edward Island	8 ^E	1.9	12	2.0	37	3.8	F	1.6
Nova Scotia	13	1.7	21	2.0	29	3.0	F	0.6
New Brunswick	12	1.8	20	2.6	26	2.7	F	0.7
Quebec	21	1.4	14	1.1	25	1.4	2 ^E	0.5
Ontario	16	1.4	21	1.6	32	1.4	1 ^E	0.4
Manitoba	14 ^E	2.5	14	2.0	33	3.0	F	0.7
Saskatchewan	13 ^E	2.4	16	2.2	31	3.2	F	1.4
Alberta	13 ^E	2.3	15 ^E	2.6	33	3.2	F ^E	1.2
British Columbia	18	2.5	22	2.6	30	2.9	F	1.0
Yukon	9 ^E	3.0	9 ^E	2.2	42 ^E	9.0	F	1.9
Northwest Territories	15 ^E	3.2	12 ^E	2.5	26	3.5	F	1.2
Nunavut	17 ^E	3.3	5 ^E	1.6	29	3.6	F	1.1

	Reasons for not participating in formal and/or non-formal education							
	Lack of employer's support		The course or programme was offered at an inconvenient time or place		Something unexpected came up that prevented me from taking education or training		Other	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average¹	..	..	..	..	..	..	..	..
England (UK)	..	..	..	..	..	..	..	..
France	..	..	..	..	..	..	..	..
Germany	..	..	..	..	..	..	..	..
Italy	..	..	..	..	..	..	..	..
Japan	..	..	..	..	..	..	..	..
United States	..	..	..	..	..	..	..	..
Canada	6	0.5	12	0.7	3	0.4	12	0.6
Newfoundland and Labrador	9 ^E	1.9	20	2.6	F	0.9	15	2.2
Prince Edward Island	5 ^E	1.5	16	2.6	5 ^E	1.5	13	2.1
Nova Scotia	7 ^E	1.7	12	1.9	F	1.4	13	1.8
New Brunswick	9 ^E	2.1	15 ^E	2.5	F	1.2	13 ^E	2.1
Quebec	5	0.7	13	1.1	4	0.7	16	1.3
Ontario	6	0.9	10	1.1	2 ^E	0.5	11	1.0
Manitoba	7 ^E	1.7	11	1.7	4 ^E	1.2	16	2.6
Saskatchewan	6 ^E	1.5	17	2.7	F	1.0	12 ^E	2.1
Alberta	10 ^E	2.1	16	2.4	F	1.0	8 ^E	1.7
British Columbia	F	1.1	10 ^E	1.8	4 ^E	1.1	11 ^E	1.9
Yukon	F	2.1	F	8.2	F	1.8	9 ^E	2.9
Northwest Territories	10	1.5	14	2.1	F	2.0	15 ^E	3.4
Nunavut	9 ^E	2.7	16	2.7	F	1.3	18 ^E	3.5

.. not available for a specific reference period

^E use with caution

F too unreliable to be published

Note: Due to rounding, totals may not match the sum of the individual values.**Sources:** Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2017: OECD Indicators*, Table C6.1b.

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 subcommittee 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 Network for the Collection and Adjudication of System-Level Descriptive Information on Educational Structures, Policies and Practices (NESLI) Subcommittee. The CMEC and Statistics Canada project team is also listed.

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