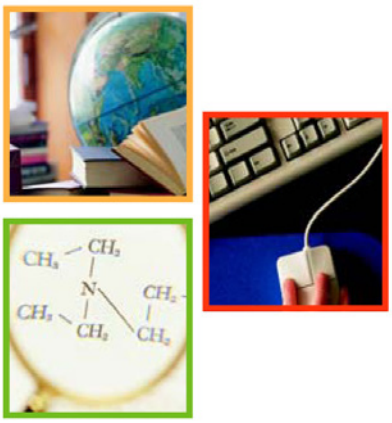
Catalogue no. 81-604-X
ISSN: 1920-5910

Tourism and the Centre for Education Statistics

Education Indicators in Canada: An International Perspective

2019



Release date: December 10, 2019

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Note of appreciation

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Note

October 20, 2022: Since the original publication date, the methodology for calculating extended-time high school graduation rates has been updated. Please refer to table 37-10-0221 for the revised data.

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*. The first eleven present information on: educational attainment (Indicator A1); on-time and extended high school graduation rates (A2); international students (A3); transitions to the labour market (A4); labour market outcomes (A5); the financial resources invested in education (B1, B2 and B3); and the organization of learning environments at the elementary and secondary levels (C1, C2 and C3). The 12th indicator (D) adds a selection of topics related to Goal 4 of the Sustainable Development Goals (SDG) on inclusive and equitable education.[1]

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

1. For more information, see UNESCO Institute for Statistics (UIS): Sustainable Development Goal 4 Web site.

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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

SUFSB – 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 2019 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 on-time and extended graduation rates at the upper secondary level, and on relationships between educational attainment and labour market outcomes. In addition, it 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 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, ***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 D, ***Sustainable Development Goals (SDGs) 4: Quality Education***, reports on the education-related SDGs of the 2030 Agenda for Sustainable Development. It presents a selection of internationally comparable indicators at the provincial and territorial level.

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 edition align with a selection of indicators from the OECD's 2019 report and were selected based on policy relevance and the availability of data for Canada and its provinces and territories.

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.

1. The 2019 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.

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 and the Web site of the Council of Ministers of Education, Canada.

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 58% in 2018, 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 8% in 2018. Similar changes were mirrored in the provinces and territories.
- In 2018, one-quarter (26%) of 25- to 64-year-olds in Canada had completed short cycle tertiary education, far greater than the average of 7% reported by the OECD.
- Canada's average for completion of university education for 25- to 64-year-olds was 32%, similar to the OECD average. 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%). A larger proportion of women reported having college and university level of education, with the gap more marked at college (30% for women vs 22% for men) than university (35% for women vs 29% for men).
- Ninety-four percent of Canadian adults aged 25 to 34 had attained at least upper secondary education (a high school diploma) in 2018, compared with 87% for those aged 55 to 64, reflecting change in attainment patterns for high school completion over time. There were differences observed between provinces and territories in the proportion of adults aged 25 to 34 with at least a high school diploma; 2018 figures for all provinces and territories ranged from 54% to 96%.

A2 On-time and extended graduation rate

- In 2016/2017, over three quarters (80%) of students in Canada completed high school within the three year period after starting Grade 10 ("secondary 3").
- In Canada, a larger proportion of females (84%) completed high school in the expected time than that of males (76%). The largest difference in the on-time high school graduation rate between males and females was found in Quebec with an 11 percentage point difference, followed by Ontario (7 percentage point difference).
- By providing students who began Grade 10 in 2012/2013 with an additional two years to complete their high school education, the graduation rate increased by 10 percentage points. The additional proportion of students that graduated after the two year extended period ranged from 2 percentage point difference in New Brunswick to a 12 percentage point difference in Ontario.
- Male students who benefited the most from the two additional years to complete their high school education were found in Ontario (13 percentage point difference) and Quebec (12 percentage point difference). Similarly, females who benefited the most from the two additional years were found in Ontario (10 percentage point difference) and Quebec (12 percentage point difference).

A3 International students

- In 2016/2017, 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, Japan and the United States at all education levels.
- In 2016/2017, China (32%), India (15%) and France (8%) were the top three source countries for international students in tertiary education in Canada, with all being in the top five source countries at each level of tertiary education.

A4 Transitions to the labour market

- In 2019, the majority of young Canadians aged 15 to 19 (84%) were in school. For young adults, a higher proportion of adults aged 18 to 24 were in school (50%) in comparison to those who had transitioned to the labour market and were employed (38%). Among adults aged 20 to 24, the same proportions were observed between those in school and those who were employed (44%). For those in the 25- to 29-year-old age group, most (74%) were no longer in school and were employed.
- In 2019, 11% of women and men in the 15-to-29 age group were not in education, employment or training (NEET) in Canada. At the Canadian average, a greater proportion of men (5%) than women (3%) were unemployed, whereas a larger proportion of women (8%) were not in the labour force compared to men (6%).
- From 2000 to 2019, there has been an increase in the proportion of 18- to 24-year olds in Canada that are in school (44% in 2000, 50% in 2019).
- In Canada in 2019, the proportion of 25- to 29-year olds who were not in education and were unemployed or not in the labour force (NEET) was highest for individuals with below upper secondary education (36%), lower for those with upper secondary and postsecondary non-tertiary education (19%), and lowest for those with tertiary education (10%).

A5 Labour market outcomes

- In Canada and other OECD countries, employment prospects increase with educational attainment. In 2018, Canada's employment rate for adults aged 25 to 64 who had not completed upper secondary education (high school) was 56%, compared to 83% for those with a tertiary education.
- In Canada and for the OECD average, women had consistently lower employment rates than men. This gender gap in employment rates in Canada was largest (19 percentage points) among those with the least education and smallest (6 percentage points) among the men and women with bachelor's or equivalent. This was also true at the OECD average, with a larger gap between men and women at the below upper secondary level (21 percentage points) and a smaller gap at the Bachelor's or equivalent (8 percentage points).
- In 2018, 87% of young adults aged 25 to 34 with non-tertiary post-secondary education were employed, compared to 83% in 2009. Employment rates for young adults with below upper secondary or upper secondary during the two periods were more similar. The employment rate for tertiary-educated young adults was slightly higher in 2018 (86%) compared to 2009 (84%).
- In Canada, for 55-64-year-olds, the employment rate was higher in 2018 at every level of education than the rate observed in 2009 indicating that the older generation increasingly postponed retirement and continued working beyond age 55.

Chapter B: Financial resources invested in education

B1 Expenditure per student

- In 2016/2017, expenditure per student at the primary/secondary level was similar for Canada, other G7 countries and the OECD average.
- For the university level, at US$26,263, Canada's figure was 57% higher than the OECD average of US$16,756, but was second highest in the G7 behind the United States.
- Similar to the OECD averages, in Canada and every province except Quebec and Manitoba, expenditure per student was lowest at the primary/secondary level, higher at the college level and highest at the university level. In Quebec, college expenditure per student was slightly lower than that of expenditure per student at the primary/secondary level, and in Manitoba primary/secondary and college levels were almost the same.

B2 Expenditure on education as a percentage of GDP

- With 6.2% of its GDP allocated to educational institutions in 2016/2017 (3.6% for primary and secondary education plus 2.6% for all postsecondary education), Canada devoted more than the 4.4% average estimated by the OECD average (3.2% and 1.2% respectively). Within the G7 countries, the range was from 3% to 5%.
- 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 2016/2017.

B3 Distribution of expenditure on education

- In 2016/2017, the rate of spending on current expenditure exceeded that on capital expenditure at all levels of education for Canada, provinces, territories and in all OECD countries. In Canada, current expenditure accounted for 92% of total expenditure at primary and secondary education levels; 95% for short cycle tertiary (college) and post-secondary non-tertiary level, and 93% for bachelor's, master's, doctoral or equivalent. At the postsecondary level, capital expenditure was 6% in Canada, compared with 10% for the OECD average.
- 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 80% of current expenditure at the primary and secondary levels, and 66% at the short cycle tertiary (college) and postsecondary non-tertiary level, and 65% at the university level.
- 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: The learning environment and organization of schools

C1 Instruction time

- In Canada, in 2018/2019, the total cumulative intended instruction time in formal classroom settings was 11,081 hours on average, between the ages of 6 and 17 (this includes the primary (ages 6 to 11), lower secondary (ages 12 to 14), and upper secondary (ages 15 to 17) levels of education). By comparison, total intended instruction time for the OECD countries for which data were available was 8,836 hours. This was 2,245 fewer hours than the average total intended instruction time in all public institutions in Canada during the 2018/2019 school year.
- Total cumulative intended instruction time for students aged 6 to 17 varied by province and territory, ranging from 9,900 hours in Quebec to 11,655 in Manitoba.

C2 Teachers' working time

- In Canada, primary school teachers taught an average of 797 hours per year in 2017/2018, compared with the OECD average of 783 hours. Figures varied by province and territory, ranging from 700 hours in New Brunswick to 905 hours in Alberta.
- Net annual teaching time was 744 hours at the lower secondary level (generally Grades 7 to 9) and 746 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— 35 hours higher at the lower secondary level and 79 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.

C3 Teachers' salaries

- In 2017/2018, 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$67,007) among the G7 group of countries after Germany (US$88,214) and the USA (US$69,586). Within Canada, equivalent teachers in the Northwest Territories (US$83,491), Ontario (US$72,738), Alberta (US$70,223), Newfoundland and Labrador (US$68,828) and Manitoba (US$67,781) 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.

Chapter D: Sustainable Developmental Goals (SDG) 4: Quality Education

D1 Education for sustainable development

- More than half of Canadian 15-year-old students self-reported that they were aware or well aware of all seven environmental issues outlined in the PISA 2015 questionnaire. For three of the seven environmental issues (air pollution, extinction of plants and animals, the consequences of clearing forests for other land use), at least 8 out of 10 students self-reported being aware or well aware.
- There is a correlation between self-reported awareness of environmental issues and science proficiency levels. Higher proportions of Canadian students with a high (Level 5 or above) proficiency level in science self-reported awareness than was the case for students with a low proficiency level (Below level 2) for all seven environmental issues.
- Only one of every ten students in Canada believes that the extinction of plants and animals will improve over the next 20 years. Across OECD countries, this percentage is higher at almost 15%. In Quebec, this figure drops to 5%, and it is particularly lower for females at 3%.
- 55% of Canadian students very rarely follow news of science, environmental, or ecology organizations via blogs and microblogging, compared to an OECD average of 60%. Among provinces, this figure ranges from 53% in Alberta to 62% to Saskatchewan.

D2 Participation in secondary and postsecondary education

- The out of school rate for 15- to- 17-year-olds in Canada was 6% in 2017/2018, compared to 8% in 2005/2006.
- In 2016/2017, 40% of Canadians aged 18 to 24 participated in postsecondary studies at college or university. Roughly two thirds of these youth attended university, while the other third attended college.
- At the national level and in every province and territory except New Brunswick, there is a gender disparity in terms of postsecondary participation in favour of young women. In New Brunswick, the gender parity index is very close to one, indicating a slight disparity in favour of men.

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 2019: OECD indicators*.

Education Indicators in Canada: An International Perspective 2019		Education at a Glance 2019: OECD Indicators	
A1	Educational attainment of the adult population	**A1**	To what level have adults studied?
A2	On-time and extended high school graduation rates		
A3	International Students	**B6**	What is the profile of internationally mobile students?
A4	Transitions to the Labour Market	**A2**	Transition from school to work: Where are today's youth?
A5	Labour market outcomes	**A3**	How does educational attainment affect participation in the labour market?
B1	Expenditure per student	**C1**	How much is spent per student on educational institutions?
B2	Expenditure on education as a percentage of GDP	**C2**	What proportion of national wealth is spent on education?
B3	Distribution of expenditure on education	**C6**	On what resources and services is education funding spent?
C1	Instruction time	**D1**	How much time do students spend in the classroom?
C2	Teachers' working time	**D4**	How much time do teachers spend teaching?
C3	Teachers' salaries	**D3**	How much are teachers and school heads paid?
D	UNESCO Sustainable Development Goal 4		

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 2019: OECD Indicators*, published by the Organisation for Economic Co-operation and Development and available on the OECD Web site.

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	• Grade 8 or lower (Quebec: Secondary II or lower)
ISCED 2	• 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	• Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (graduate) • Some postsecondary education (non-graduate)
ISCED 4	• Trade certificate or diploma from a vocational school or apprenticeship training
ISCED 5	• Non-university certificate or diploma from a community college, CEGEP, school of nursing, etc. • University certificate below bachelor's level
ISCED 6	• Bachelor's degree
ISCED 7/8	• 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; A5, Labour market outcomes; and A4, Transitions to the labour market.

Postsecondary Student Information System (PSIS)

ISCED	PSIS enrolment (program type and credential type)
ISCED 5	• 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	• 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	• 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	• 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 was used for Indicator A3, 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 2019: 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 2019, 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, Lithuania, 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 2019: OECD Indicators*, available on the OECD Web site, 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 are presented when it has been deemed appropriate because of the subject matter – e.g. immigrant outcomes.

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 2019 edition align with a selection of indicators from the OECD's 2019 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.

Finally, while some data from Nunavut is not currently available for comparison, Statistics Canada will work with the Government of Nunavut to validate information for future years, including consideration of contextual information, such as funding sources and demographics.

Note to readers on gender variable

This variable is obtained through administrative data shared with Statistics Canada by other organizations. Hence, it is possible that sometimes the only information available is "Sex at birth" in which case it is used as a proxy for "Gender." Also, some organizations include "Non-binary genders" in the "Unknown gender" category for the gender variable provided in their files which makes it impossible to publish data on non-binary population. Statistics Canada and the Canadian Government tries to make our gender data as inclusive as possible and we will keep working with our data provider to maximize alignment with the new recommended standard on gender.

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.

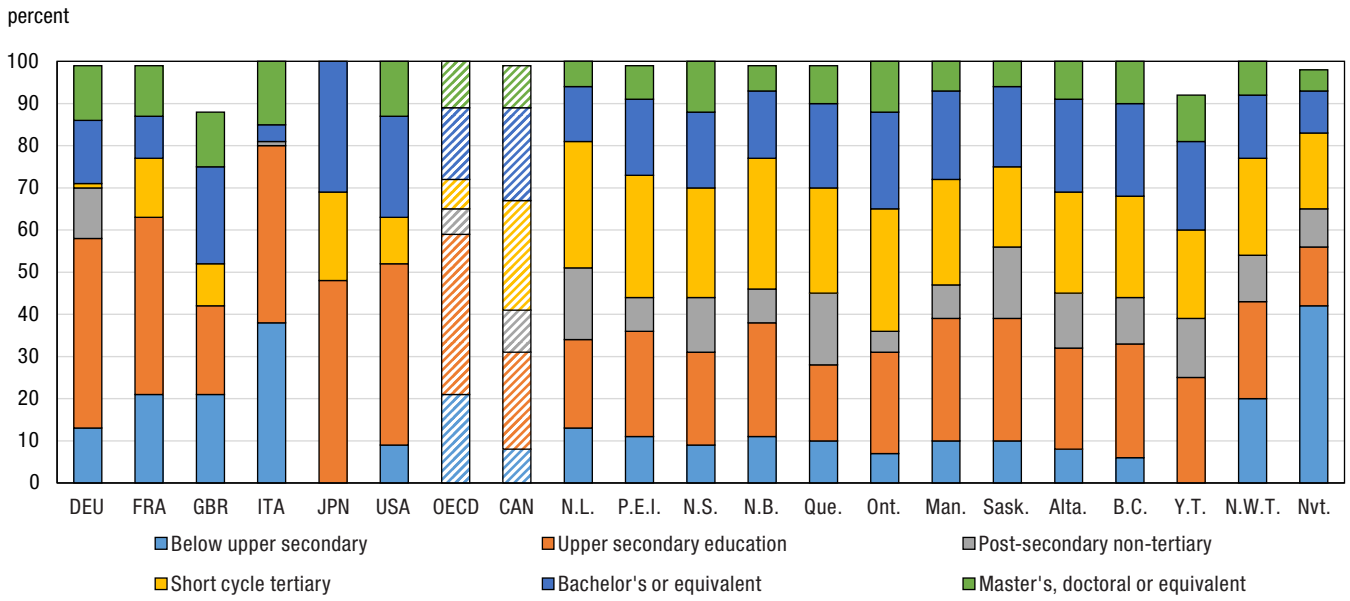
Education helps give individuals the tools they need to participate in social and economic life and is key to the social and economic well-being of a country. As a large number of people in the 25-to-64 age range will have completed their formal education, this indicator provides some information on 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

Chart A.1.1
Distribution of the 25- to 64-year-old population, by highest level of education attained, OECD, G7 countries, Canada, provinces and territories, 2018



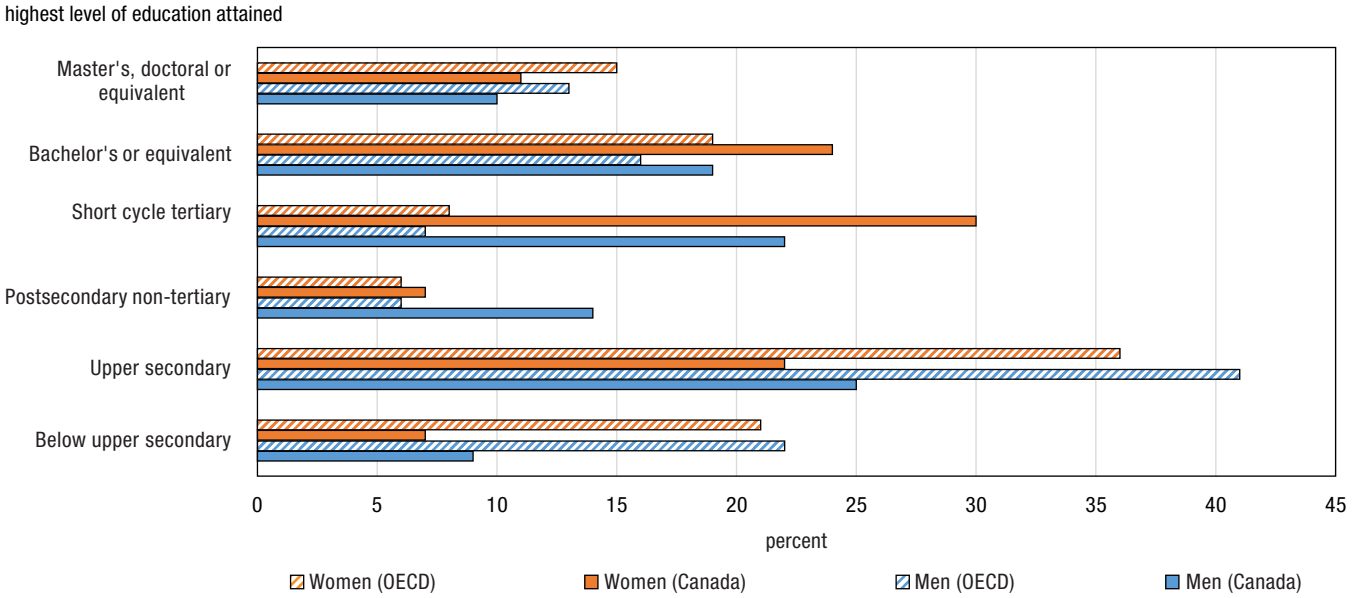
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Totals may not add up to 100% due to missing or suppressed data.
Sources: Table A.1.1 and *Education at a Glance 2019: OECD Indicators.*

- Almost six out of ten Canadians (58%) of the 25- to 64- year-old population had attained a tertiary level (college or university) education in 2018. Canada had the highest proportion of its population with a tertiary level of education among the G7 countries, with other countries ranging from 19% in Italy to 52% in Japan.
- Within Canada, tertiary level (college or university) education ranged from 33% in Nunavut to 64% in Ontario.
- A larger proportion of Canadians (26%) had attained a college qualification in comparison to the OECD of 7%.
- Among G7 countries, Canada had the highest proportion of its population with short-cycle tertiary education (college), with other countries ranging from 0% in Italy to 21% in Japan.
- At the university level, the proportion of Canadians with university as the highest educational qualification is the same as that of OECD at 32%.
- Ten 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.
- Eight percent of Canadians have not completed high school ("upper secondary"). Among G7 countries, Canada is comparable to the United States at 9 % but significantly lower than Italy (38%), France and the United Kingdom (both at 21 %).

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, G7 countries 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, 2018

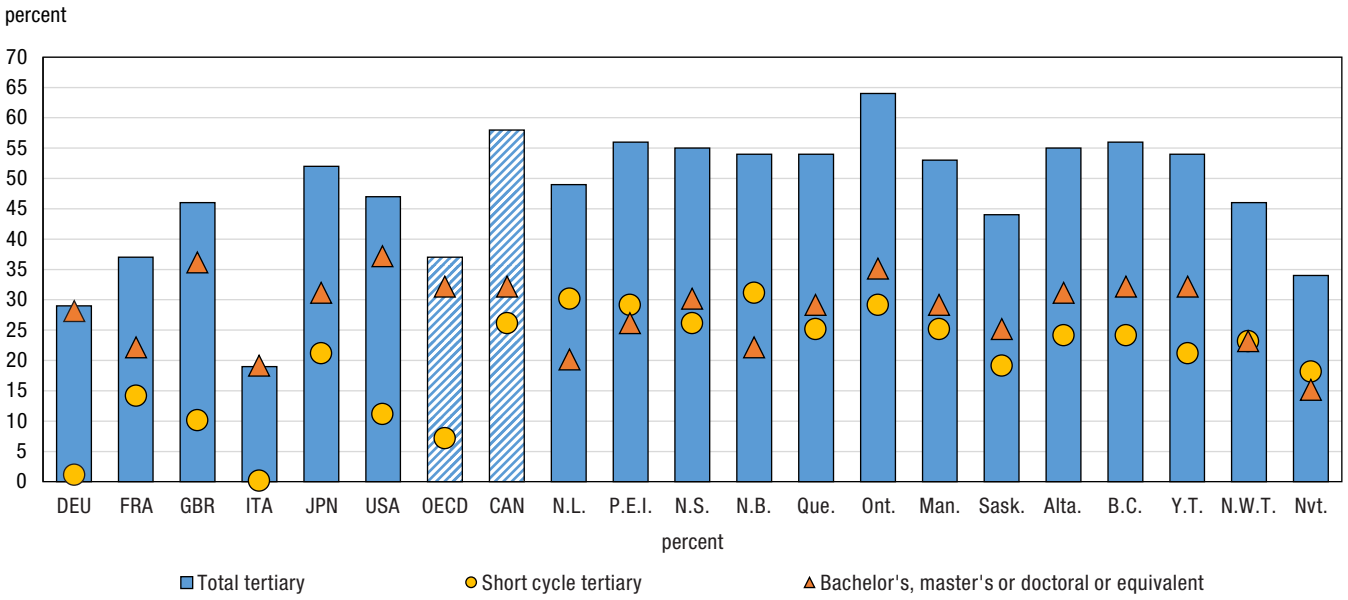


Note: The bars representing OECD are filled with a diagonal line pattern.
Sources: Table A.1.1 and *Education at a Glance 2019: OECD Indicators*.

- In Canada, there were more men (9%) that had less than high school (upper secondary) as their highest level of education than women (7%). These proportions were much higher at the OECD average, where 22% of men and 21% of women had less than a high school diploma in 2018.
- At the post-secondary non-tertiary level, which captures the traditionally male-dominated areas of trades, the proportion of men who had this level of education as their highest (14%) was double that of women (7%). This was not the case among the OECD countries, where the same proportion of men and women (6%) reported having post-secondary non-tertiary as their highest level of educational attainment.
- A larger proportion of women reported having college or university as their highest level of educational attainment, with the gap more marked at college (30% for women vs 22% for men) than university (35% for women vs 29% for men). For the OECD averages, women also outnumbered men with more women attaining a college (8% of women vs. 7% of men) or university degree (34% women vs. 29% of men) than men in 2018.

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, Canada, provinces and territories, 2018

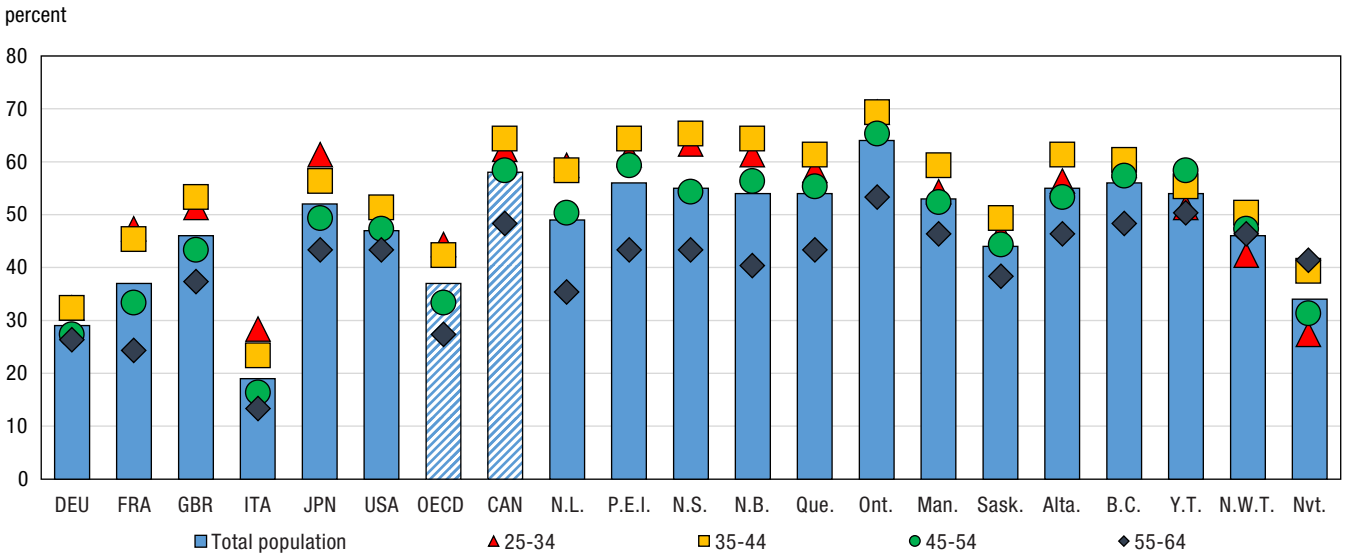


Notes: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Due to rounding, totals may not match the sum of the individual values.
Sources: Table A.1.1, Table A.1.3 and *Education at a Glance 2019: OECD Indicators*.

- Among OECD countries, 7% of 25- to 64-year-olds, on average, had completed college programs in 2018, 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 the same as Canada's average at 32%.
- Within Canada, university attainment ranged from 15% in Nunavut to 35% in Ontario. For college, the numbers range from 18% in Nunavut to 31% in New Brunswick.
- Canada leads the G7 countries with the highest proportion of its population having attained tertiary education at 58% followed by Japan (52%) and the United States (47%). The comparable OECD average was 37%.

Generational differences in tertiary attainment

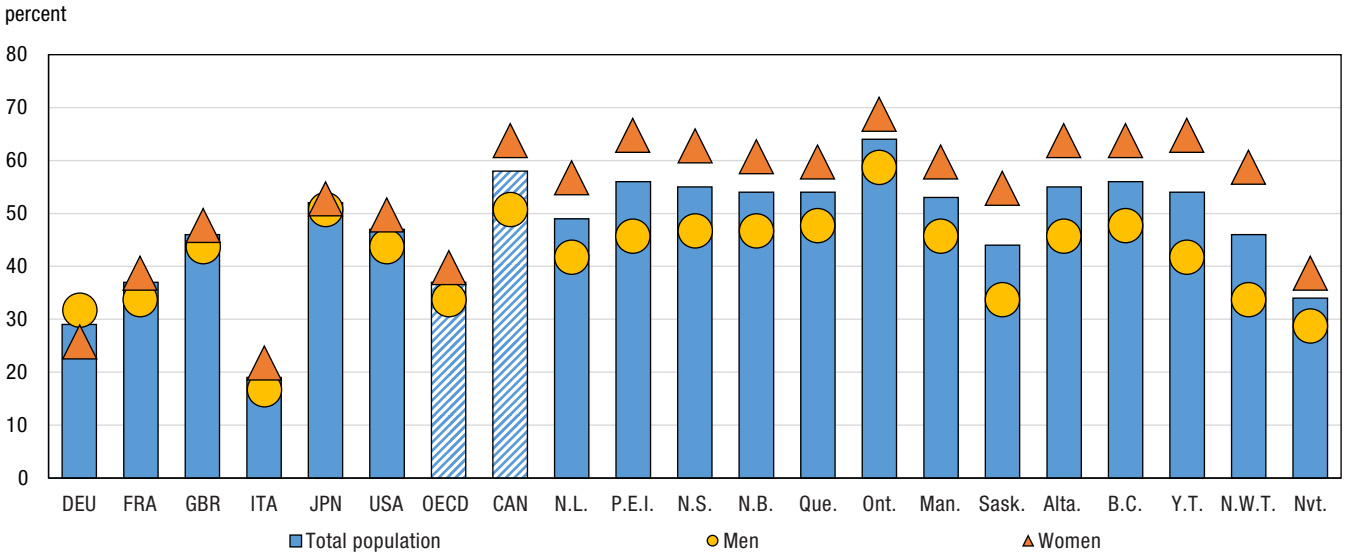
Chart A.1.4.1
Proportion of 25- to 64-year-olds that have attained tertiary education, by age group, OECD, G7 countries, Canada, provinces and territories, 2018



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Sources: Table A.1.3 and *Education at a Glance 2019: OECD Indicators*.

- Compared to all G7 countries and the OECD average, Canada had the highest proportion of people with tertiary education for all age groups.
- The proportions of Canadians with tertiary education were highest for 25-34 year olds (62%) and 34-44 year olds (64%) than for other age groups. This trend was observed in the majority of provinces and territories.
- Ontario had the highest proportion of its population aged 25 to 64 with tertiary education (64%).

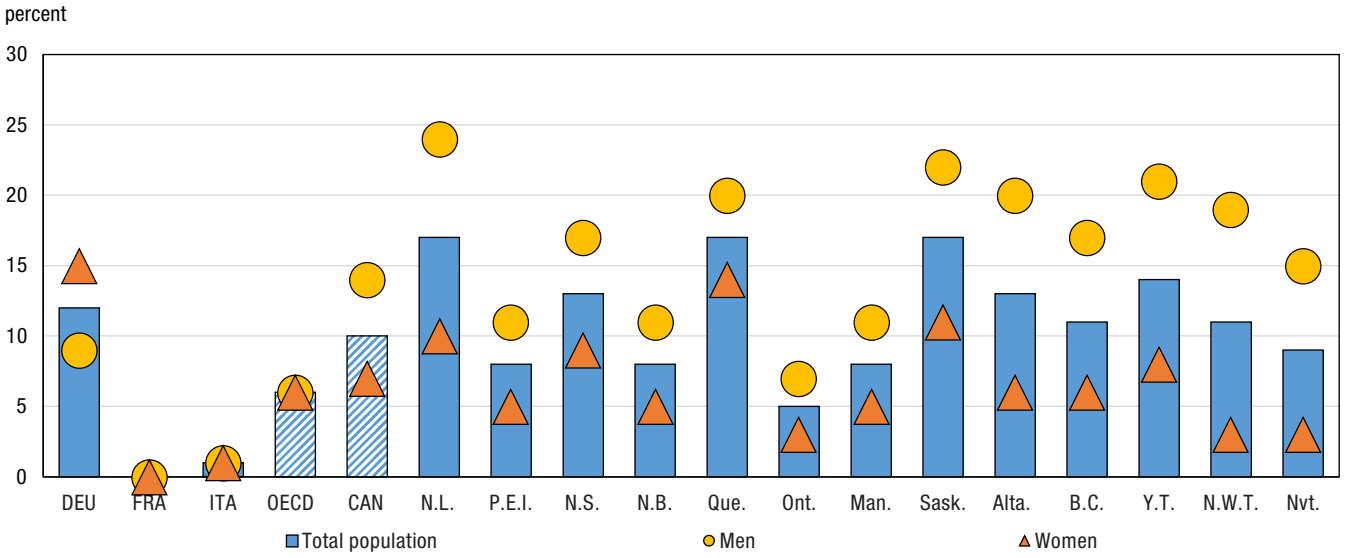
Chart A.1.4.2
Proportion of 25- to 64-year-olds that have attained tertiary education, by sex, OECD, G7 countries, Canada, provinces and territories, 2018



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Sources: Table A.1.3 and *Education at a Glance 2019: OECD Indicators*.

- In all Canadian provinces and territories, a higher proportion of women than men had completed tertiary education. The largest gender differences were observed in the Northwest Territories (25 percentage points), Yukon (23 percentage points) and Saskatchewan (21%).
- Ontario and Nunavut had the lowest gaps between men and women aged 25 to 64 with tertiary education (10 percentage points).

Chart A.1.5
Proportion of 25- to 64-year-olds that have attained post-secondary non-tertiary as their highest level of education, by sex, OECD, G7 countries, Canada, provinces and territories, 2018



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Data are unavailable for the United Kingdom, The United States and Japan.
Sources: Table A.1.1 and *Education at a Glance 2019: OECD Indicators*.

- Among the jurisdictions, more men have attained post-secondary non-tertiary education as their highest level of educational attainment than women. In Germany, women were more likely to have completed non-tertiary post-secondary education at 15% compared to 9% for men. There are no differences found among the OECD when observing the proportion of men and women who have attained post-secondary non-tertiary (6% for both genders).

- Among the jurisdictions, various gender differences emerge at the post-secondary non-tertiary level, ranging from 4 percentage points in Ontario to 16 percentage points in Northwest Territories.

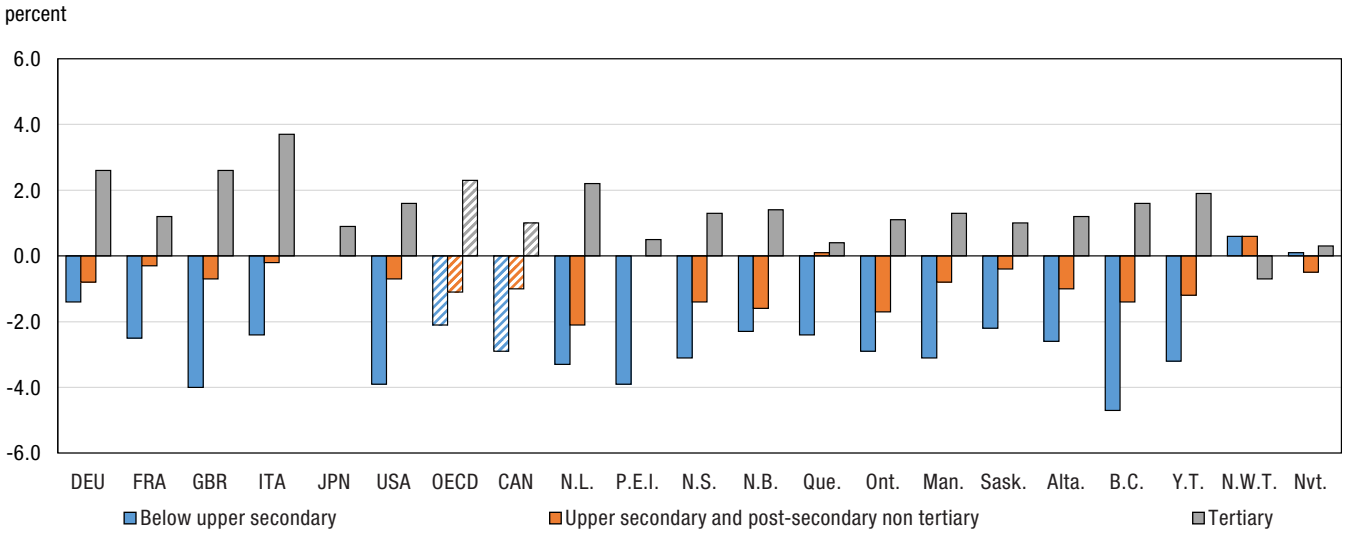
- Quebec had the highest proportion of women (14%) reporting post-secondary non-tertiary as their highest level of education followed by Saskatchewan (11%) and Newfoundland and Labrador (10%).

- Ontario, Nunavut and Northwest Territories had the lowest proportion (3% each) of women that have attained post-secondary non-tertiary as their highest level of education.

- The largest proportion of men reporting post-secondary non-tertiary as their highest level of education was found in Newfoundland and Labrador at 24%, followed by Saskatchewan (22%), Yukon (21%), and Quebec and Alberta (both at 20%).

Trends in attainment levels

Chart A.1.6
Trends in educational attainment of 25- to 34-year-olds: compound annual growth rate of the highest level of education attained between 2005 and 2018, OECD, G7 countries, Canada, provinces and territories



Notes: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. The compound annual growth rate formula calculates growth between two (often extended) points in time, assuming that growth is compounded annually. Some data are not available for Japan.
Sources: Table A.1.4 and *Education at a Glance 2019: OECD Indicators*.

- In general, the annual growth rate of the highest level of education attained between 2005 and 2018 for 25- to 34-year-olds at tertiary level increased among all G7 countries.
- With the exception of the Northwest Territories, where the compound annual growth rate for 25- to 34-year-olds for tertiary education decreased by 0.7%, the increase in the compound annual growth rate ranged from 0.3% Nunavut to 2.2 % Newfoundland and Labrador from 2005 to 2018.
- There was a large decrease in the compound annual growth rate from 2005 to 2018 for 25-to-34-year-olds in attaining less than upper secondary education in British Columbia (-4.7%), Prince Edward Island (-3.9%), Newfoundland and Labrador (-3.3%), Yukon (-3.2%), Nova Scotia and Manitoba (-3.1% each). This trend was also evident among G7 countries where the annual compound growth rate ranged from -4.0% in the United Kingdom to -1.4% in Germany.

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 2018, 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 cannot be identified separately educational attainment in the ISCED 8; 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, 2018

					Tertiary education			
	Pre-primary and primary	Lower secondary	Upper secondary education	Post-secondary non-tertiary[1]	Short cycle tertiary	Bachelor's or equivalent	Master's, doctoral or equivalent	All levels of education
	percent							
OECD average[2]								
Both sexes	**7**	**14**	**38**	**6**	**7**	**17**	**14**	**100**
Men	**7**	**15**	**41**	**6**	**7**	**16**	**13**	**100**
Women	**7**	**14**	**36**	**6**	**8**	**19**	**15**	**100**
Canada[3]								
Both sexes	**2**	**6**	**23**	**10**	**26**	**22**	**10**	**100**
Men	**2**	**7**	**25**	**14**	**22**	**19**	**10**	**100**
Women	**2**	**5**	**22**	**7**	**30**	**24**	**11**	**100**
Newfoundland and Labrador								
Both sexes	**4**	**9**	**21**	**17**	**30**	**13**	**7**	**100**
Men	6	9	20	24	25	10	7	**100**
Women	3	9	22	10	34	15	7	**100**
Prince Edward Island								
Both sexes	**3**	**8**	**25**	**8**	**29**	**18**	**8**	**100**
Men	5	10	27	11	23	15	8	**100**
Women	1[E]	6	22	5	35	22	9	**100**
Nova Scotia								
Both sexes	**2**	**7**	**22**	**13**	**26**	**18**	**12**	**100**
Men	3	9	24	17	22	14	11	**100**
Women	1	6	21	9	29	21	13	**100**
New Brunswick								
Both sexes	**3**	**8**	**27**	**8**	**31**	**16**	**6**	**100**
Men	5	9	29	11	28	13	6	**100**
Women	2	7	26	5	35	20	7	**100**
Quebec								
Both sexes	**3**	**7**	**18**	**17**	**25**	**20**	**9**	**100**
Men	4	9	19	20	22	17	9	**100**
Women	3	6	17	14	28	22	10	**100**
Ontario								
Both sexes	**2**	**5**	**24**	**5**	**29**	**23**	**12**	**100**
Men	2	7	26	7	25	21	12	**100**
Women	2	4	22	3	31	25	12	**100**
Manitoba								
Both sexes	**2**	**8**	**29**	**8**	**25**	**21**	**8**	**100**
Men	3	9	31	11	21	18	7	**100**
Women	2	6	27	5	28	23	8	**100**
Saskatchewan								
Both sexes	**2**	**8**	**29**	**17**	**19**	**19**	**6**	**100**
Men	2	10	32	22	12	15	6	**100**
Women	2	6	27	11	26	22	7	**100**
Alberta								
Both sexes	**2**	**6**	**24**	**13**	**24**	**22**	**9**	**100**
Men	2	8	25	20	18	20	8	**100**
Women	2	5	24	6	29	25	9	**100**
British Columbia								
Both sexes	**1**	**5**	**27**	**11**	**24**	**22**	**10**	**100**
Men	1	6	28	17	18	20	9	**100**
Women	1	4	25	6	29	25	10	**100**
Yukon								
Both sexes	**x**	**7**	**25**	**14**	**21**	**21**	**11**	**100**
Men	x	8[E]	29	21	15	20	8	**100**
Women	x	6	21	8	27	23	15	**100**
Northwest Territories								
Both sexes	**5[E]**	**15**	**23**	**11**	**23**	**15**	**8**	**100**
Men	5[E]	19	22	19	15	12	7	**100**
Women	4[E]	10	24	3[E]	31	18	10	**100**
Nunavut								
Both sexes	**14**	**28**	**14**	**9**	**18**	**10**	**5**	**100**
Men	13	29	13	15	15	9	5[E]	**100**
Women	16	27	16	3[E]	22	11	6[E]	**100**

x suppressed to meet the confidentiality requirements of the *Statistics Act.*
[E] use with caution
1. Trade certificates or diplomas from a vocational school or apprenticeship training.
2. The OECD data can be found at Education at a Glance Database 2019 (accessed on September 27, 2019).
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 Table 37-10-0130-01 (formerly: CANSIM 477-0135).
Sources: Statistics Canada, Labour Force Survey (LFS).Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2019: 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, 2018

	Age group					
	25 to 64	25 to 34	30 to 34	35 to 44	45 to 54	55 to 64
	percent					
OECD average[1]						
Both sexes	**79**	**85**	**..**	**82**	**77**	**70**
Men	**78**	**83**	**..**	**80**	**77**	**72**
Women	**79**	**87**	**..**	**84**	**78**	**69**
Canada[2]						
Both sexes	**92**	**94**	**94**	**94**	**92**	**87**
Men	**90**	**93**	**92**	**93**	**90**	**85**
Women	**93**	**95**	**95**	**95**	**93**	**88**
Newfoundland and Labrador						
Both sexes	**87**	**94**	**93**	**93**	**87**	**78**
Men	**86**	92	92	91	86	77
Women	**88**	95	95	94	87	79
Prince Edward Island						
Both sexes	**89**	**94**	**94**	**93**	**90**	**81**
Men	**85**	93	93	90	86	74
Women	**93**	95	95	95	94	88
Nova Scotia						
Both sexes	**90**	**94**	**94**	**95**	**91**	**85**
Men	**88**	91	91	92	87	83
Women	**93**	96	97	97	94	87
New Brunswick						
Both sexes	**89**	**94**	**93**	**94**	**91**	**81**
Men	**87**	93	92	92	88	78
Women	**91**	95	95	96	93	83
Quebec						
Both sexes	**89**	**91**	**91**	**93**	**91**	**83**
Men	**87**	89	88	90	89	82
Women	**91**	94	94	95	92	85
Ontario						
Both sexes	**93**	**95**	**95**	**95**	**93**	**89**
Men	**92**	94	93	94	92	88
Women	**94**	96	96	96	94	90
Manitoba						
Both sexes	**90**	**93**	**93**	**92**	**90**	**85**
Men	**88**	92	93	91	89	82
Women	**92**	93	94	94	92	88
Saskatchewan						
Both sexes	**90**	**93**	**93**	**92**	**90**	**85**
Men	**88**	91	91	90	88	82
Women	**92**	94	95	94	92	88
Alberta						
Both sexes	**92**	**94**	**94**	**94**	**91**	**88**
Men	**91**	93	94	93	89	87
Women	**93**	95	95	95	93	90
British Columbia						
Both sexes	**94**	**96**	**96**	**96**	**94**	**90**
Men	**93**	95	95	95	93	89
Women	**95**	97	97	96	95	91
Yukon[3]						
Both sexes	**93**	**92**	**93**	**94**	**94**	**92**
Men	**92**	89	92	92	94	91
Women	**94**	94	95	96	93	92
Northwest Territories[3]						
Both sexes	**81**	**79**	**83**	**83**	**80**	**80**
Men	**76**	71	75	76	78	79
Women	**86**	87	91	89	83	82
Nunavut[3]						
Both sexes	**58**	**54**	**55**	**64**	**52**	**63**
Men	**58**	52	54	61	57	65
Women	**58**	56	56	69	47	60

… not available for a specific reference period
1. The OECD data can be found at Education at a Glance Database 2019 (accessed on September 27, 2019).
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 Table 37-10-0130-01 (formerly: CANSIM 477-0135).
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2019: 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, 2018

	Short Cycle tertiary education			Bachelor's or equivalent			Master's, doctoral or equivalent			Total Tertiary		
	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 average[1]												
Both sexes	7	8	7	17	24	12	14	16	10	37	44	27
Men	7	7	7	16	21	11	13	13	11	34	38	27
Women	8	9	8	19	27	12	15	18	10	40	51	28
Canada[2]												
Both sexes	26	25	25	22	26	15	10	11	8	58	62	48
Men	22	22	21	19	22	15	10	9	8	51	53	44
Women	30	28	29	24	30	16	11	12	8	64	70	52
Newfoundland and Labrador												
Both sexes	30	31	24	13	21	6	7	8	5	49	59	35
Men	25	29	17	10	14	5	7	7[E]	6	42	50	29
Women	34	33	31	15	27	6	7	8	3[E]	57	69	41
Prince Edward Island												
Both sexes	29	28	25	18	25	12	8	8	6	56	61	43
Men	23	24	16	15	21	10	8	8[E]	7	46	52	33
Women	35	31	33	22	29	14	9	8	4	65	69	51
Nova Scotia												
Both sexes	26	25	23	18	25	11	12	13	9	55	63	43
Men	22	24	17	14	18	10	11	11	9	47	54	36
Women	29	26	29	21	31	12	13	15	8	63	71	50
New Brunswick												
Both sexes	31	33	25	16	21	10	6	7	5	54	61	40
Men	28	32	21	13	17	9	6	5[E]	5	47	54	34
Women	35	34	30	20	25	11	7	9	5	61	67	45
Quebec												
Both sexes	25	23	23	20	24	14	9	11	6	54	58	43
Men	22	20	21	17	20	14	9	8	7	48	48	41
Women	28	26	25	22	28	14	10	14	6	60	67	45
Ontario												
Both sexes	29	28	27	23	28	17	12	13	9	64	69	53
Men	25	27	23	21	24	17	12	11	10	59	62	51
Women	31	30	30	25	32	17	12	14	9	69	76	56
Manitoba												
Both sexes	25	22	25	21	25	15	8	7	6	53	54	46
Men	21	20	21	18	21	14	7	6	6	46	48	42
Women	28	23	29	23	29	15	8	9	6	60	61	51
Saskatchewan												
Both sexes	19	16	20	19	24	13	6	6	5	44	46	38
Men	12	11	12	15	19	11	6	5	5	34	34	28
Women	26	21	28	22	29	15	7	8	5	55	58	48
Alberta												
Both sexes	24	22	23	22	26	15	9	8	8	55	56	46
Men	18	17	17	20	22	14	8	7	8	46	46	39
Women	29	27	29	25	30	17	9	9	7	64	66	53
British Columbia												
Both sexes	24	22	24	22	28	15	10	9	9	56	59	48
Men	18	18	18	20	24	14	9	7	9	48	49	42
Women	29	27	29	25	32	16	10	10	9	64	70	54
Yukon[3]												
Both sexes	21	19	23	21	24	15	11	9[E]	12[E]	54	51	50
Men	15	14[E]	14[E]	20	19[E]	13[E]	8	F	9[E]	42	37	37
Women	27	24	32	23	29	16[E]	15	13[E]	14[E]	65	66	62
Northwest Territories[3]												
Both sexes	23	21	25	15	16	12[E]	8	5[E]	9[E]	46	42	46
Men	15	13[E]	21[E]	12	14[E]	8[E]	7	F	8[E]	34	29	38
Women	31	29	30	18	18	16[E]	10	8[E]	10[E]	59	55	56
Nunavut[3]												
Both sexes	18	16	24	10	8[E]	11[E]	5	4[E]	x	34	27	41
Men	15	14[E]	23[E]	9	x	x	5[E]	F	F	29	22	42
Women	22	18	26[E]	11	10[E]	x	6[E]	x	F	39	33	40

x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
F too unreliable to be published
1. The OECD data can be found at Education at a Glance Database 2019 (accessed on September 27, 2019).
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 Table 37-10-0130-01 (formerly: CANSIM 477-0135).
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2019: 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, 2015, 2016, 2017 and 2018

	Age 25 to 64							Age 25 to 34							Age 55 to 64						
	2005	2010	2015	2016	2017	2018	2005 to 2018	2005	2010	2015	2016	2017	2018	2005 to 2018	2005	2010	2015	2016	2017	2018	2005 to 2018
	percent						average annual growth rate[1]	percent						average annual growth rate[1]	percent						average annual growth rate[1]
OECD average[2]																					
Below upper secondary	29	25	22	22	22	21	-2.3	21	18	16	16	16	15	-2.4	42	36	32	31	31	30	-2.4
Upper secondary and postsecondary non-tertiary	45	45	43	43	43	42	-0.5	48	45	42	41	41	41	-1.1	38	42	43	44	43	44	1.1
Tertiary	27	31	35	35	36	37	2.3	32	38	42	43	44	45	2.5	20	23	26	26	27	27	2.2
Canada[3]																					
Below upper secondary	15	12	10	9	9	8	-4.0	9	8	7	7	7	6	-2.9	25	18	15	14	14	13	-4.5
Upper secondary and postsecondary non-tertiary	39	38	35	34	34	34	-1.1	37	36	34	32	33	32	-1.0	39	40	39	39	40	39	0.1
Tertiary	46	50	55	56	57	58	1.7	54	56	59	61	61	62	1.0	36	42	46	46	46	48	2.0
Newfoundland and Labrador																					
Below upper secondary	24	19	15	14	13	13	-4.2	10	7	7	6	6	6	-3.3	38	31	24	24	22	22	-3.9
Upper secondary and postsecondary non-tertiary	45	45	43	42	42	38	-1.3	46	46	41	41	42	34	-2.1	40	43	44	45	46	43	0.6
Tertiary	31	36	42	43	45	49	3.4	43	46	52	53	51	59	2.2	22	26	32	31	32	35	3.4
Prince Edward Island																					
Below upper secondary	20	15	12	11	11	11	-4.2	11	6	5	5	5	6	-3.9	30	23	19	17	18	19	-3.3
Upper secondary and postsecondary non-tertiary	35	36	35	33	32	33	-0.4	33	37	33	31	31	33	0.0	36	39	37	35	35	39	0.5
Tertiary	45	48	53	57	57	56	1.6	57	57	62	64	64	61	0.5	34	38	44	48	47	43	1.6
Nova Scotia																					
Below upper secondary	18	15	11	10	9	10	-4.4	10	8	6	6	5	6	-3.1	29	21	18	16	15	15	-4.5
Upper secondary and postsecondary non-tertiary	40	37	36	36	36	35	-0.9	38	32	31	32	33	31	-1.4	35	38	40	41	39	42	1.2
Tertiary	42	49	53	54	54	55	2.0	52	60	63	62	61	63	1.3	36	40	42	43	45	43	1.3
New Brunswick																					
Below upper secondary	20	16	13	12	11	11	-4.0	9	6	6	6	6	6	-2.3	33	25	23	20	18	19	-3.7
Upper secondary and postsecondary non-tertiary	40	39	37	35	36	35	-1.0	41	37	34	33	34	33	-1.6	35	38	40	40	41	41	1.1
Tertiary	40	46	50	53	53	54	2.1	50	57	60	62	60	61	1.4	32	37	37	40	41	40	1.6
Quebec																					
Below upper secondary	19	15	12	12	11	11	-3.9	12	10	10	9	8	9	-2.4	32	23	20	20	18	17	-4.6
Upper secondary and postsecondary non-tertiary	37	38	37	36	35	35	-0.4	33	35	36	34	32	33	0.1	37	42	40	42	42	40	0.6
Tertiary	44	47	51	52	53	54	1.5	55	55	55	57	60	58	0.4	31	35	40	39	41	43	2.3
Ontario																					
Below upper secondary	13	10	8	8	8	7	-4.3	7	6	5	6	6	5	-2.9	24	16	13	12	12	11	-5.3
Upper secondary and postsecondary non-tertiary	36	33	30	29	30	29	-1.5	33	30	27	26	26	26	-1.7	36	36	34	34	36	35	-0.1
Tertiary	51	57	62	63	63	64	1.6	59	64	67	68	68	69	1.1	40	48	52	53	52	53	2.1
Manitoba																					
Below upper secondary	17	14	11	11	10	10	-3.7	11	10	7	8	8	7	-3.1	27	21	16	17	16	15	-3.9
Upper secondary and postsecondary non-tertiary	42	41	39	39	38	37	-0.8	43	42	41	40	40	38	-0.8	37	39	40	40	40	39	0.2
Tertiary	42	45	50	50	51	53	1.8	46	48	52	52	52	54	1.3	36	40	44	43	44	46	1.8
Saskatchewan																					
Below upper secondary	15	13	11	10	10	10	-2.9	10	7	8	8	7	7	-2.2	24	19	16	15	15	15	-3.3
Upper secondary and postsecondary non-tertiary	50	51	47	46	45	46	-0.5	49	52	46	44	45	46	-0.4	42	47	49	48	49	47	0.8
Tertiary	35	36	42	44	45	44	1.6	40	41	46	48	48	46	1.0	33	35	35	36	36	38	0.8
Alberta																					
Below upper secondary	12	11	9	8	8	8	-2.8	9	9	7	7	7	6	-2.6	19	14	13	11	12	12	-3.3
Upper secondary and postsecondary non-tertiary	45	43	40	39	39	37	-1.4	44	44	40	38	40	38	-1.0	43	42	44	44	43	42	-0.2
Tertiary	43	46	51	53	52	55	1.8	47	47	53	54	52	56	1.2	38	44	43	45	44	46	1.5

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, 2015, 2016, 2017 and 2018

	Age 25 to 64							Age 25 to 34							Age 55 to 64						
	2005	2010	2015	2016	2017	2018	2005 to 2018	2005	2010	2015	2016	2017	2018	2005 to 2018	2005	2010	2015	2016	2017	2018	2005 to 2018
	percent						average annual growth rate[1]	percent						average annual growth rate[1]	percent						average annual growth rate[1]
British Columbia																					
Below upper secondary	11	9	7	7	7	6	-4.1	8	7	5	5	4	4	-4.7	15	12	11	11	11	10	-2.9
Upper secondary and postsecondary non-tertiary	45	43	39	38	37	38	-1.3	44	42	40	38	38	36	-1.4	46	45	43	42	42	42	-0.7
Tertiary	44	48	54	55	56	56	1.8	48	51	55	57	58	59	1.6	39	43	46	47	47	48	1.5
Yukon																					
Below upper secondary	13	18	9	10	8	7	-4.2	13 E	17 E	8 E	9	9	8 E	-3.2	18	15	12	13	10	8	-5.5
Upper secondary and postsecondary non-tertiary	46	34	34	35	38	39	-1.2	48	36	35	39	40	40	-1.2	45	39	34	35	40	42	-0.4
Tertiary	41	49	57	55	54	54	2.0	39	47	57	51	51	51	1.9	37	46	53	52	51	50	2.1
Northwest Territories																					
Below upper secondary	25 E	25	17	19	20	19	-1.8	19 E	25 E	17	18	22	21	0.6	38	29	19	21	20	20	-4.7
Upper secondary and postsecondary non-tertiary	33	32	36	34	33	34	0.3	34	29	37	40	36	37	0.6	24	33	41	40	39	34	2.4
Tertiary	42	43	47	47	47	46	0.7	47	46	46	42	43	42	-0.7	37	38	40	39	41	46	1.6
Nunavut																					
Below upper secondary	51	47	46	39	40	42	-1.3	45	46	46	41	44	46	0.1	66	45	44	35	33	37	-4.1
Upper secondary and postsecondary non-tertiary	23	26	23	26	25	24	0.2	28	28	27	30	26	27	-0.5	x	19	17	24	26	21	2.3
Tertiary	26	27	32	35	35	34	1.9	26 E	26	27	30	30	27	0.3	x	36	40	41	41	41	6.2

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-2018 period.
2. The OECD data can be found at Education at a Glance Database 2019 (accessed on September 27, 2019).
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 Table 37-10-0130-01 (formerly: CANSIM 477-0135).
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2019: OECD Indicators*.

A2 On-time and extended-time high-school graduation rate

Context

High school graduation is an essential milestone for students, providing them with a foundation for postsecondary education as well as economic and social benefits for society. Graduation from high school is widely considered the minimum requirement for successful entry into the labour market.

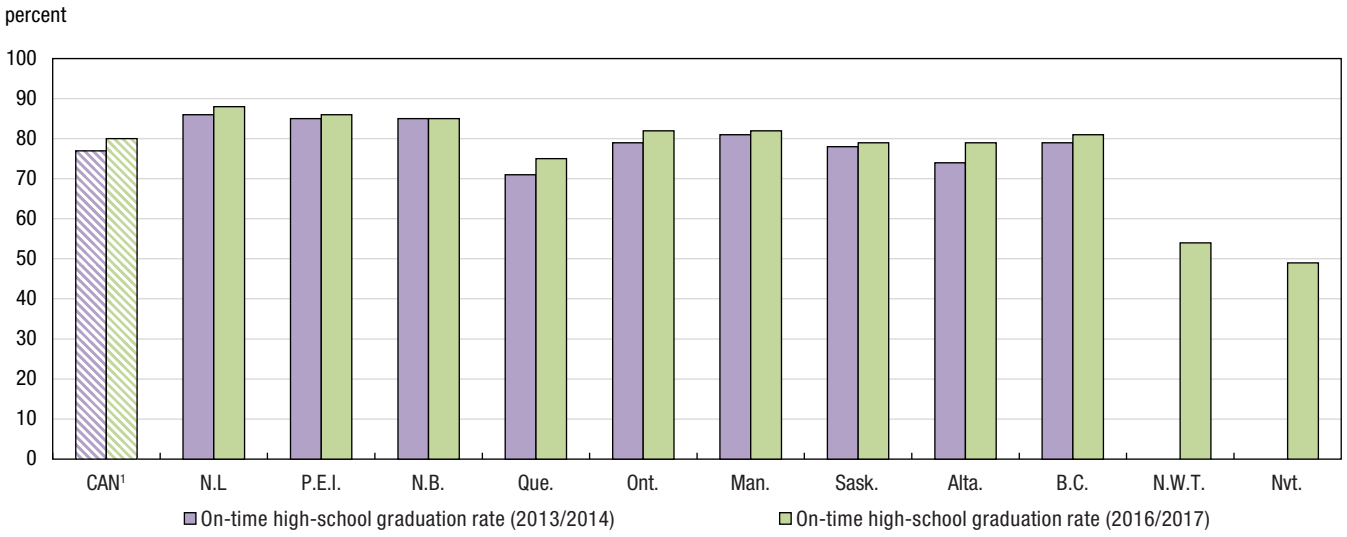
Since 2018, a true-cohort methodology has been used to calculate on-time and extended-time high-school graduation rates. This pan-Canadian methodology has been developed with provinces and territories to respond to their needs while also improving Canada's international reporting to the OECD.

For this indicator, on-time high-school graduation rates were calculated by tracking students who started Grade 10 (Secondary 3 in Quebec) in 2014/2015 and graduated Grade 12 / Secondary 5 by the end of the 2016/2017 school year (this is referred to as Cohort A). On-time high-school graduation rates are also provided for 2014/2015 by tracking the group of students who started Grade 10 / Secondary 3 in 2012/2013 (referred to as Cohort B). This 2012/2013 Grade 10 / Secondary 3 group is also tracked to determine the extended-time high-school graduation rates for 2016/2017, which is the percentage of the group that graduated high school within five years of starting Grade 10.

Observations

On-time high-school graduation rate

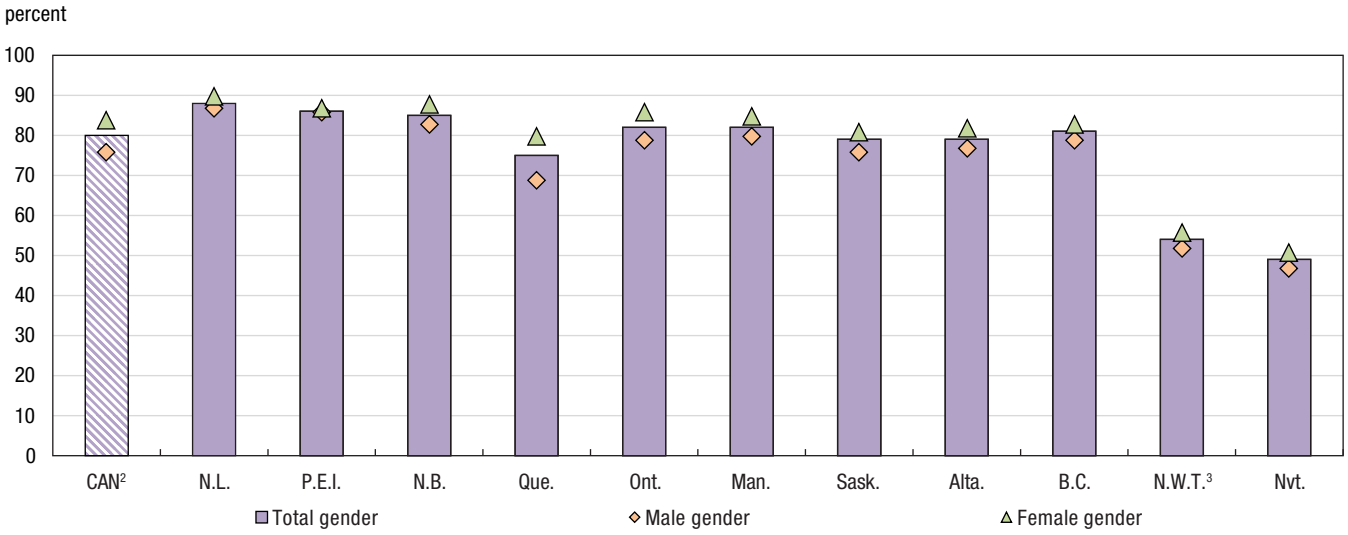
Chart A.2.1
On-time high-school graduation rate, Canada, provinces and territories, 2013/2014 and 2016/2017



1. Canada's average reflects the data provided by the participating provinces and territories. Any missing data points (i.e., Nova Scotia, Yukon, Northwest Territories and Nunavut) on this chart were not provided.
Notes: For more information, see the "Definitions, sources and methodology" section in Indicator A2 for more details. Calculations were done using unrounded data. The bar representing Canada is filled with a diagonal line pattern to make it easier to find. It should be noted that comparisons of high school graduation rates between provinces and territories requires a nuanced interpretation as academic pathways, pass marks, subject requirements and the groups of students under consideration may differ from one province or territory to another.
Source: Table A.2.1.

- In 2013/2014, 77% of students in Canada completed their high-school studies within the three year period after starting Grade 10 (Secondary 3). This rate increased by three percentage points in 2016/2017 (80%).
- Across provinces and territories, the largest increases between the on-time high-school graduation rates from 2013/2014 to 2016/2017 was in Alberta with a difference of five percentage points, followed by Quebec (four percentage points) and Ontario (three percentage points). There was a small increase in the on-time high-school graduation rates for five provinces from 2013/2014 to 2016/2017, with British Columbia and Newfoundland and Labrador showing a slightly larger difference compared to the other three provinces (a two percentage point difference).

Chart A.2.2
On-time high-school graduation rate, Canada, provinces and territories, by gender[1], 2016/2017



1. For more information on this variable, please see the Notes to readers section.
2. Canada's average reflects the data provided by the participating provinces and territories. Any missing data points (i.e., Nova Scotia, and Yukon) on this chart were not provided.
3. In the Northwest Territories, migration patterns often differ by age group and ethnicity which may affect the completion rates using this attrition rate methodology.

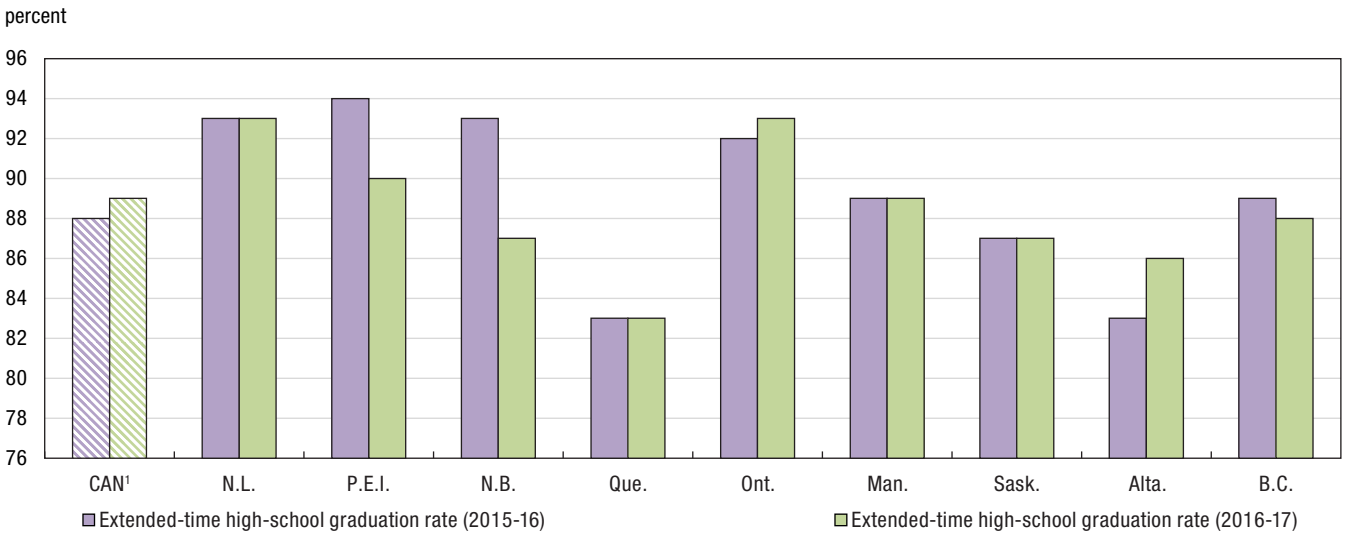
Notes: The true-cohort methodology uses two cohorts of students that begin in Grade 10 ("Secondary 3" in Quebec) to calculate the high school graduation rate (see the "Definitions, sources and methodology" section in Indicator A2 for more details). Calculations were done using unrounded data. The bar representing Canada is filled with a diagonal line pattern to make it easier to find. It should be noted that comparisons of high school graduation rates between provinces and territories requires a nuanced interpretation as academic pathways, pass marks, subject requirements and the groups of students under consideration may differ from one province or territory to another.

Source: Table A.2.1.

- In Canada in 2016-2017, a higher proportion of females (84%) completed high school on time than men (76%). This trend is observed in all provinces and territories.
- The largest difference in the on-time high-school graduation rate between males and females was found in Quebec with an 11 percentage point difference, followed by Ontario with a 7 percentage point difference. Prince Edward Island and Newfoundland and Labrador have much smaller discrepancies between female and male on-time graduation rates.

Extended-time high-school graduation rate

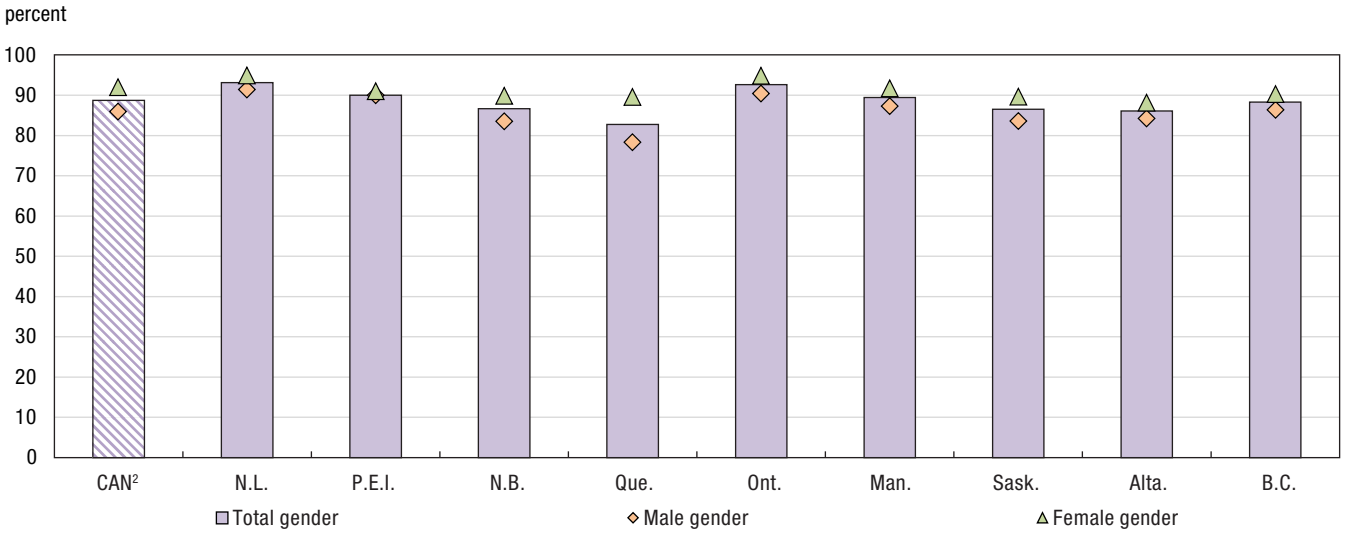
Chart A.2.3
Extended-time high-school graduation rate, Canada, provinces and territories, 2015/2016 and 2016/2017



1. Canada's average reflects the data provided by the participating provinces and territories. Any missing data points (i.e., Nova Scotia, Yukon, and Nunavut) on this chart were not provided.
Notes: For more information, see the "Definitions, sources and methodology" section in Indicator A2 for more details. Calculations were done using unrounded data. The bar representing Canada is filled with a diagonal line pattern to make it easier to find. It should be noted that comparisons of high school graduation rates between provinces and territories requires a nuanced interpretation as academic pathways, pass marks, subject requirements and the groups of students under consideration may differ from one province or territory to another.
Source: Table A.2.1.

- In Canada, the extended-time high-school graduation rate was 88% in 2015/2016, and increased by one percentage point to 89% in 2016/2017.
- Alberta experienced a 3 percentage point increase from 2015/2016 to 2016/2017 in their extended-time graduation rate. New Brunswick experienced a large decrease (6 percentage points) in their extended-time high-school graduation rates between 2015/2016 and 2016/2017.
- There were no differences found when observing the extended-time high-school graduation rates between 2015/2016 and 2016/2017 in Saskatchewan, Manitoba, Quebec, and Newfoundland and Labrador.

Chart A.2.4
Extended-time high-school graduation rate, Canada, provinces and territories, by gender[1], 2016/2017

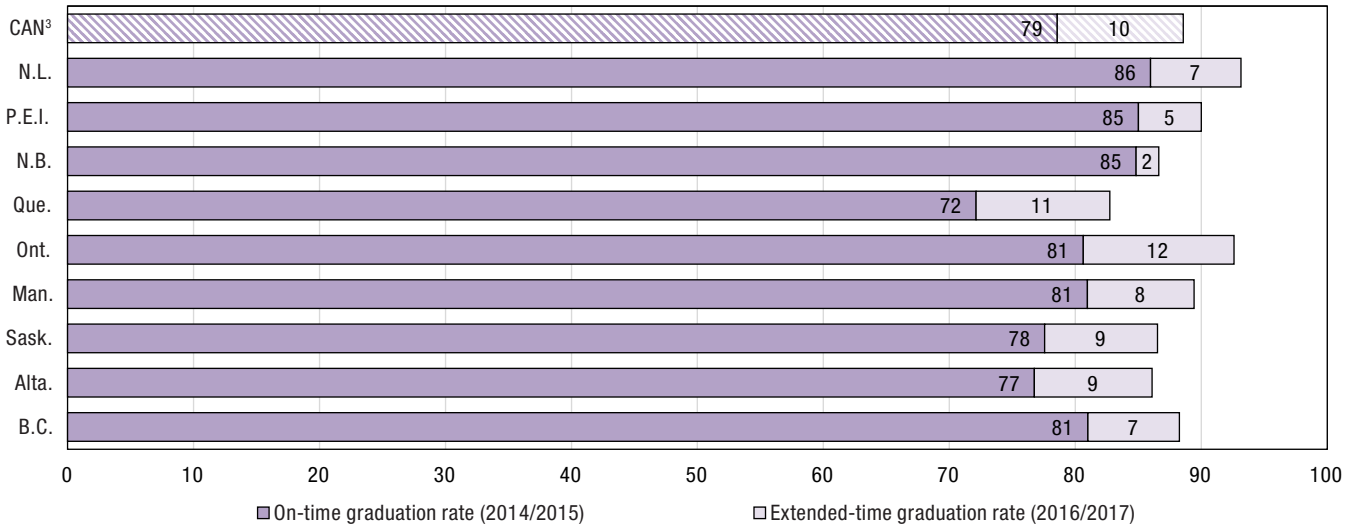


1. For more information on this variable, please see the Notes to readers section.
2. Canada's average reflects the data provided by the participating provinces and territories. Any missing data points (i.e., Nova Scotia, Yukon, and Nunavut) on this chart were not provided. Northwest Territories' Cohort B data was provided, however, because the attrition rate methodology is not suitable for this population it is not reported.
Notes: The true-cohort methodology uses two cohorts of students that begin in Grade 10 ("Secondary 3" in Quebec) to calculate the high school graduation rate (see the "Definitions, sources and methodology" section in Indicator A2 for more details). Calculations were done using unrounded data. The bar representing Canada is filled with a diagonal line pattern to make it easier to find. It should be noted that comparisons of high school graduation rates between provinces and territories requires a nuanced interpretation as academic pathways, pass marks, subject requirements and the groups of students under consideration may differ from one province or territory to another.
Source: Table A.2.1.

- In Canada, a larger proportion of female students (92%) graduated after the two-year extended period than that of males (86%). The same trends can be observed in all provinces and territories.
- The gender differences were more visible in Quebec where females' extended-time high-school graduation rates were approximately 12 percentage points above males' rates. Prince Edward Island was the only province where male students outperformed females students by a difference of one percentage point.

On-time and extended-time high school graduation rate

Chart A.2.5
On-time[1] and extended-time[2] high-school graduation rate, Canada, provinces and territories, 2014/2015 and 2016/2017



1. The on-time high school graduation rate (2014/2015) is calculated by tracking a group of students who started Grade 10 ("Secondary 3" in Quebec) in 2012/2013.
2. The same group of students is then also tracked to determine the extended-time high school graduation rate for 2016/2017. The light purple bars represent the proportion of students who benefited from an additional two years to graduate high school.
3. Canada's average reflects the data provided by the participating provinces and territories. Any missing data points (i.e., Nova Scotia, Yukon, and Nunavut) on this chart were not provided. Northwest Territories' Cohort B data was provided, however, because the attrition rate methodology is not suitable for this population it is not reported.

Notes: For more information, see the "Definitions, sources and methodology" section in Indicator A2 for more details. Calculations were done using unrounded data. The bar representing Canada is filled with a diagonal line pattern to make it easier to find. It should be noted that comparisons of high school graduation rates between provinces and territories requires a nuanced interpretation as academic pathways, pass marks, subject requirements and the groups of students under consideration may differ from one province or territory to another.

Source: Table A.2.1.

- The additional two years to complete high school resulted in an increase of 10 percentage points for the extended high-school graduation rate compared to the on-time high-school graduation rate. The additional proportion of students that graduated after the two-year extended period ranged from a two percentage point difference in New Brunswick to a 12 percentage point difference in Ontario.

Definitions, sources and methodology

This indicator presents the high-school graduation rate, using a true-cohort methodology for students in public and private schools.

The true-cohort methodology follows a cohort of students from Grade 10, or Secondary 3 in Quebec, to the end of their third year of high school, and then over a period of two additional years. Many students will graduate from Grade 12 (Secondary 5 in Quebec) after three years, but some students may take longer to complete their high school studies. Grade 10 / Secondary 3 is used as the starting point because this is the grade where students begin accumulating credits toward Grade 12 graduation in most provinces and territories. An adjustment is made to the graduation rate (using an attrition methodology) to account for students who can no longer be tracked toward graduation for the following reasons: moving out of the province or territory, moving to a band-operated school or an excluded private school, or becoming home-schooled. These students have not dropped out of school, but would no longer be tracked through to graduation.

Graduation credentials

One of the objectives of the third data collection was to better understand differences in graduation credentials across provinces and territories and the prevalence of issuance of those credentials to inform comparability of the results at a pan-Canadian level. The following table shows the credentials that are included in the high-school graduation rate (i.e., Grade 12 or Secondary V).

Province/Territory	High-school credential
British Columbia	British Columbia Certificate of Graduation (“Dogwood”) British Columbia Adult Graduation Diploma (“Adult Dogwood”)
Alberta	Alberta High School Diploma Certificate of High School Achievement Certificate of School Completion High School Equivalency Diploma
Saskatchewan	“Regular” 24-credit policy “Adult 12” policy
Manitoba	(“Regular”) High School Diploma Mature Student Diploma
Ontario	Ontario Secondary School Diploma (OSSD) Ontario Secondary School Diploma 2 (OSSD2) Secondary School Graduation Diploma (SSGD) Ontario Secondary School Diploma(OSSD)/Specialist High Skills Major (SHSM)
Quebec	DES - Diplôme d’études secondaires, secteur des jeunes DES - Diplôme d’études secondaires, secteur des adultes DEP - Diplôme d’études professionnelles, secteur de la formation professionnelle ASP - Attestation de spécialisation professionnelle AEP - Attestation d’études professionnelles CFMS - Certificat de formation à un métier semi-spécialisé, secteurs jeunes ou adultes CFPT - Certificat de formation préparatoire au travail
New Brunswick	New Brunswick High School Diploma
Nova Scotia[1]	..
Prince Edward Island	High School Graduation Certificate Senior High Graduation Diploma
Newfoundland and Labrador	High School Graduation Diploma
Yukon[1]	..
Northwest Territories	N.W.T. High School Diploma
Nunavut	Diploma

.. not available for a specific reference period

1. The following province or territory did not submit the required information.

Table A.2.1
True cohort high school graduation rate, by gender[1], Canada, provinces and territories[2,3] 2013/2014 to 2016/2017[4]

	On-time high-school graduation rate												Extended-time high-school graduation rate					
	2013/2014[5]			2014/2015[6]			2015/2016[7]			2016/2017[8]			2015/2016[9]			2016/2017[10]		
	Total gender	Male gender	Female gender	Total gender	Male gender	Female gender	Total gender	Male gender	Female gender	Total gender	Male gender	Female gender	Total gender	Male gender	Female gender	Total gender	Male gender	Female gender
	percent																	
CAN	**77**	**73**	**81**	**79**	**75**	**83**	**79**	**75**	**83**	**80**	**76**	**84**	**88**	**85**	**90**	**89**	**86**	**92**
N.L	86	84	87	86	84	88	87	86	89	88	87	90	93	92	94	93	91	95
P.E.I.	85	81	89	85	84	86	83	79	87	86	86	87	94	90	98	90	90	91
N.B.	85	81	88	85	81	88	86	82	90	85	83	88	93	91	96	87	84	90
Que.	71	65	76	72	66	78	74	68	80	75	69	80	83	78	87	83	78	90
Ont.	79	75	84	81	77	85	81	77	85	82	79	86	92	90	95	93	90	95
Man.	81	79	84	81	78	84	82	79	85	82	80	85	89	87	91	89	87	92
Sask.	78	75	82	78	75	81	78	76	81	79	76	81	87	85	90	87	84	90
Alta,	74	72	77	77	74	79	77	75	79	79	77	82	83	80	85	86	84	88
B.C.	79	77	81	81	79	84	79	77	81	81	79	83	89	87	91	88	86	90
N.W.T.	..	..	..	..	..	..	55	50	60	54	52	56	..	..	..	..	..	..
Nvt.	..	..	..	..	..	..	..	..	..	49	47	51	..	..	..	..	..	..

.. not available for a specific reference period

1. For more information on this variable, please see the Notes to readers section.
2. Please note that the Canadian results do not include Northwest Territories in the Cohort B results. Northwest Territories' Cohort B data was provided, however, because the attrition rate methodology is not suitable for this population it is not reported.
3. It should be noted that comparisons of high school graduation rates between provinces and territories requires a nuanced interpretation as academic pathways, pass marks, subject requirements and the groups of students under consideration may differ from one province or territory to another.
4. The true-cohort methodology uses two cohorts of students that begin in Grade 10 ("Secondary 3" in Quebec) to calculate the high school graduation rate (see the "Definitions, sources and methodology" section in Indicator A2 for more details).
5. Derived from Cohort B (on-time), second data collection
6. Derived from Cohort B (on-time), third data collection
7. Derived from Cohort A (on-time), second data collection
8. Derived from Cohort A (on-time), third data collection
9. Derived from Cohort B (extended-time), second data collection
10. Derived from Cohort B (extended-time), third data collection

Note: Calculations were done using unrounded data.

Source: Council of Ministers of Education, Canada, the true cohort high school graduation rate data collection (2018).

A3 International students

Context

This indicator presents international students as a proportion of enrolment in tertiary education in accordance with the four International Standard Classification of Education (ISCED) categories,[1] which represent enrolments in colleges and universities.[2] Their distribution by province of study and by region of origin are also presented.

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.

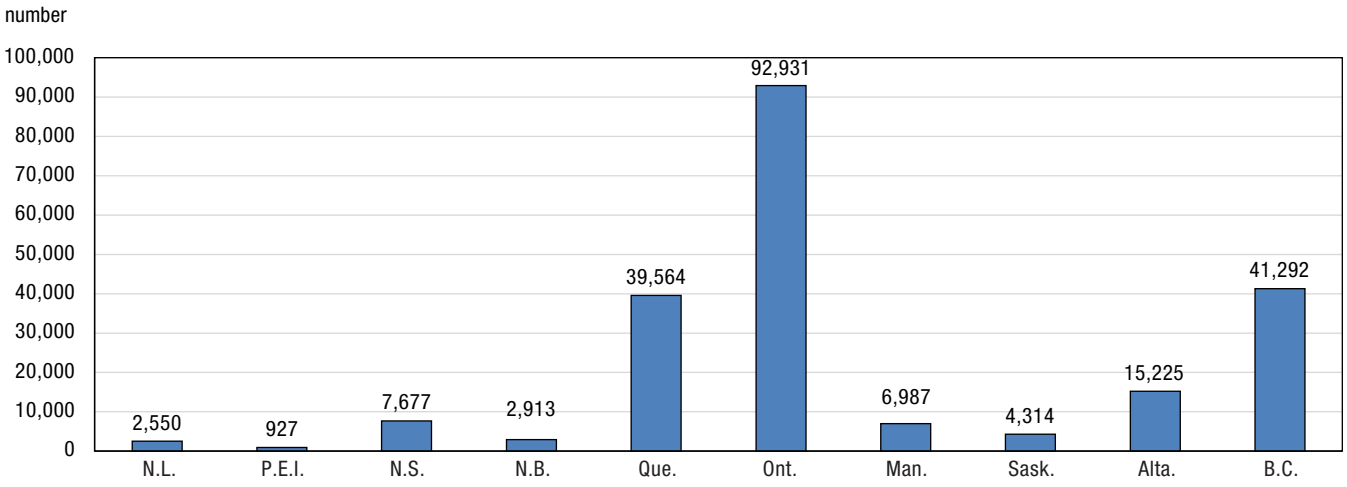
International students are well received because they represent an additional source of revenue for the institutions they attend. They may also contribute to the viability of programs when the domestic student base is somewhat limited. In Canada, as in other countries that belong to the Organization 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

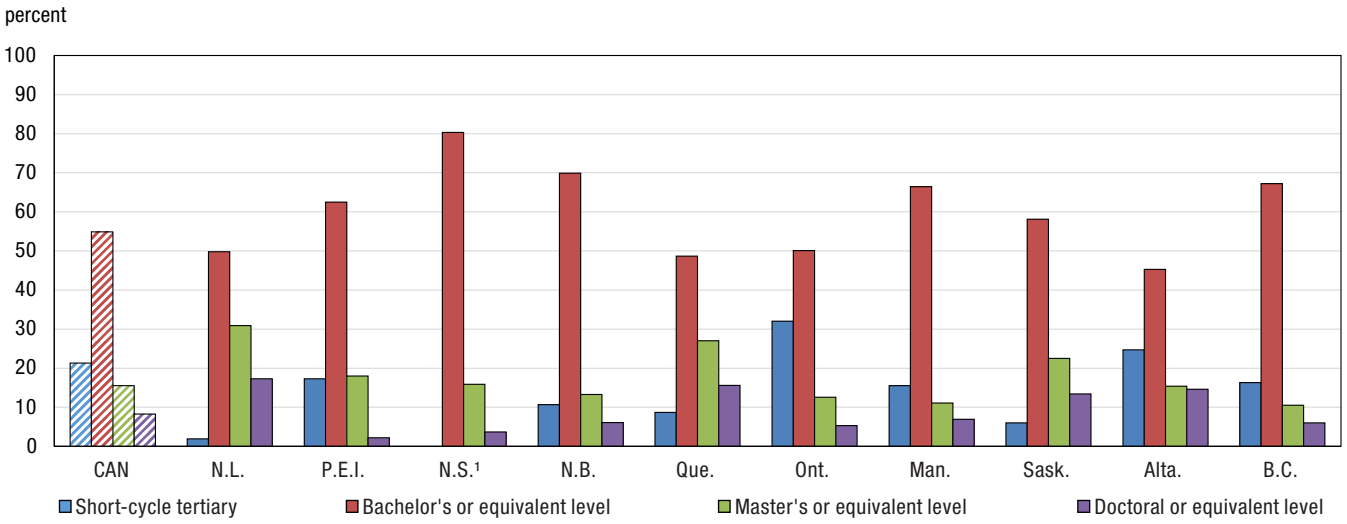
Chart A.3.1
Number of international students in tertiary education, by province[1], 2016/2017



1. The total for Canada was 214,383 international students.
Source: Table A.3.2.

- In 2016-2017, there were 214,383 international students studying in Canada. Ontario attracted the largest proportion of international students (43%), followed by British Columbia and Quebec (both with 19%).

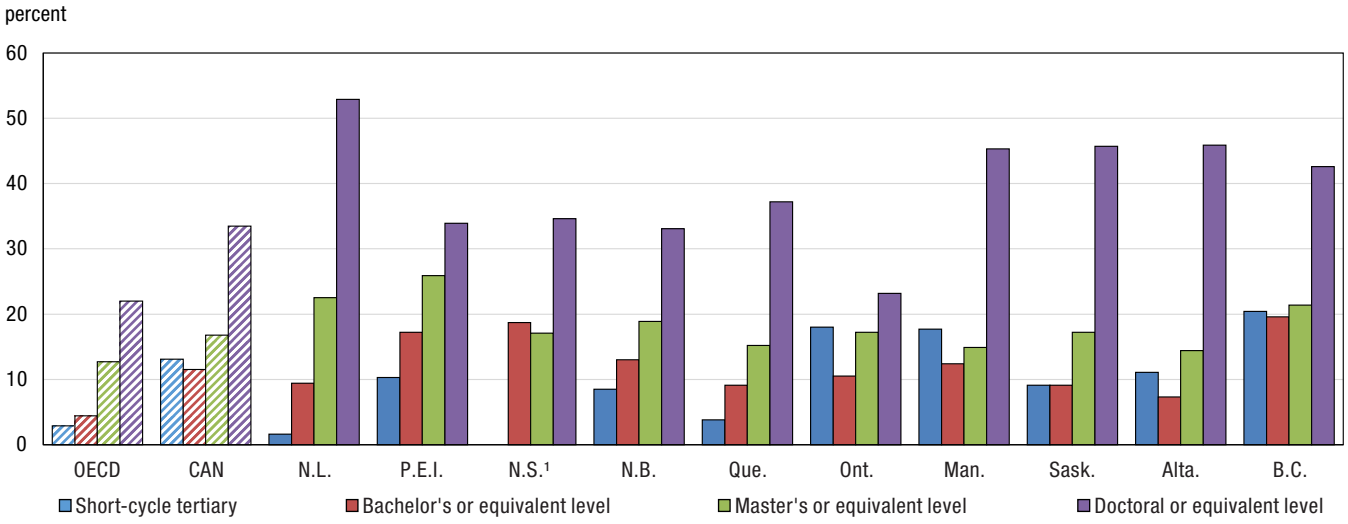
Chart A.3.2
Distribution of international students in tertiary education, by level of education, Canada and provinces, 2016/2017



1. Nova Scotia does not report immigration status 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 A.3.1.

- 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 (32%) to only 2% in Newfoundland and Labrador.

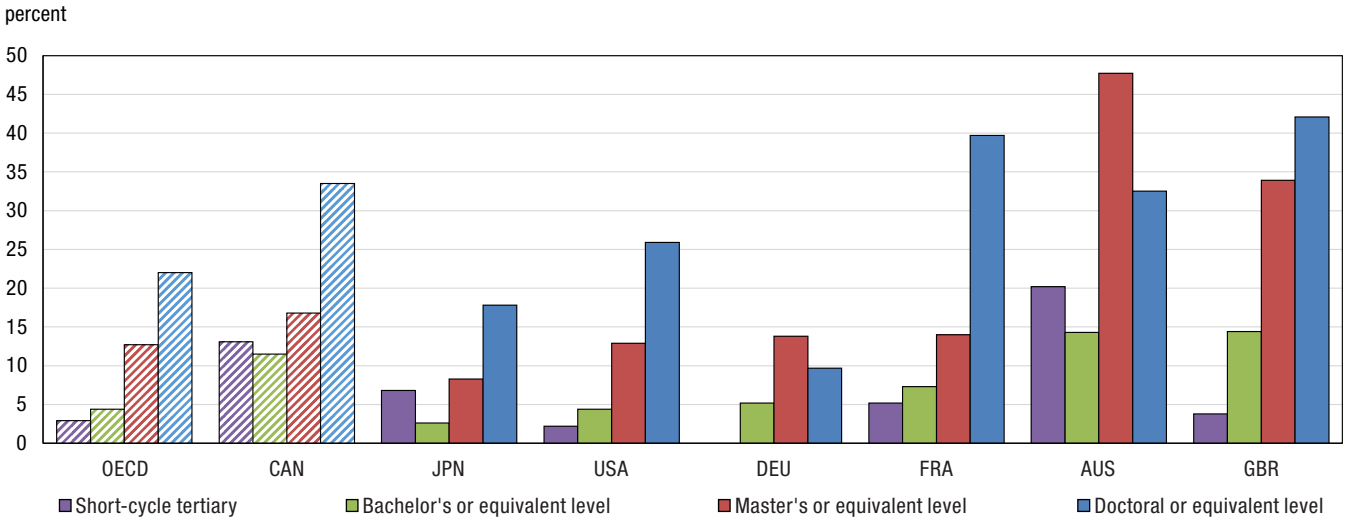
Chart A.3.3a
Proportion of international students among all tertiary enrolments, by level of education, Canada, provinces and OECD average, 2016/2017



1. Nova Scotia does not report immigration status 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 A.3.1, and *Education at a Glance 2019: OECD Indicators*.

- While the Canada figure for Doctoral or equivalent level programs (34%) is above the proportion observed for all OECD countries (22%) overall, there are variations across provinces, as this proportion ranges from 23% in Ontario to 53% in Newfoundland and Labrador.
- The percentage of international students rises with level of study at the university level (Bachelor's, Master's, and Doctoral levels), except in Nova Scotia where the proportion of international students at the Bachelor's level (19%) was higher than for the Master's level (17%).
- The highest proportions of international students at the college level were seen in British Columbia (20%), Ontario (18%) and Manitoba (18%), with all other provinces at or below 11%.

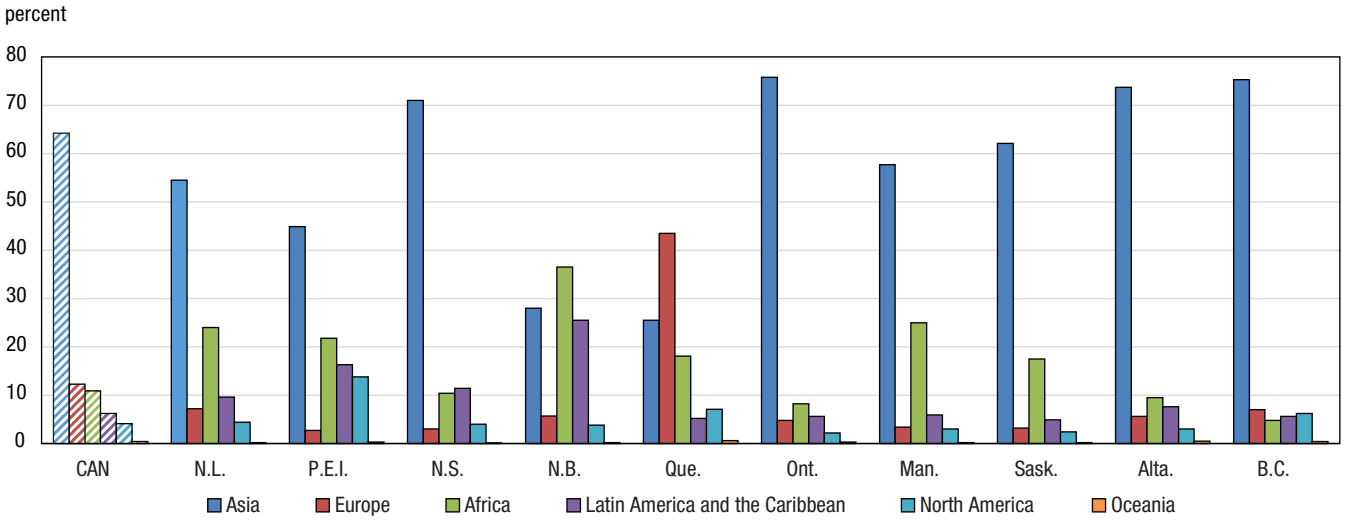
Chart A.3.3b
Proportion of international students among all tertiary enrolments, by level of education, G7[1] countries, Australia[2] and OECD average, 2016/2017



1. International student information was not available for Italy.
2. Australia is also shown as an example of an English speaking country with a large immigrant population.
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Table A.3.1, and *Education at a Glance 2019: OECD Indicators*.

- In comparison to other G7 countries, Canada had a higher proportion of international students than Germany, Japan and the United States at all education levels. In the G7 countries, as is the case in Canada, the highest proportions of international students were observed at the doctoral level.
- 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 doctoral, Australia had higher proportions of international students at all levels of education, especially at the master's level where the proportion of international student (48%) exceeded all the G7 countries.

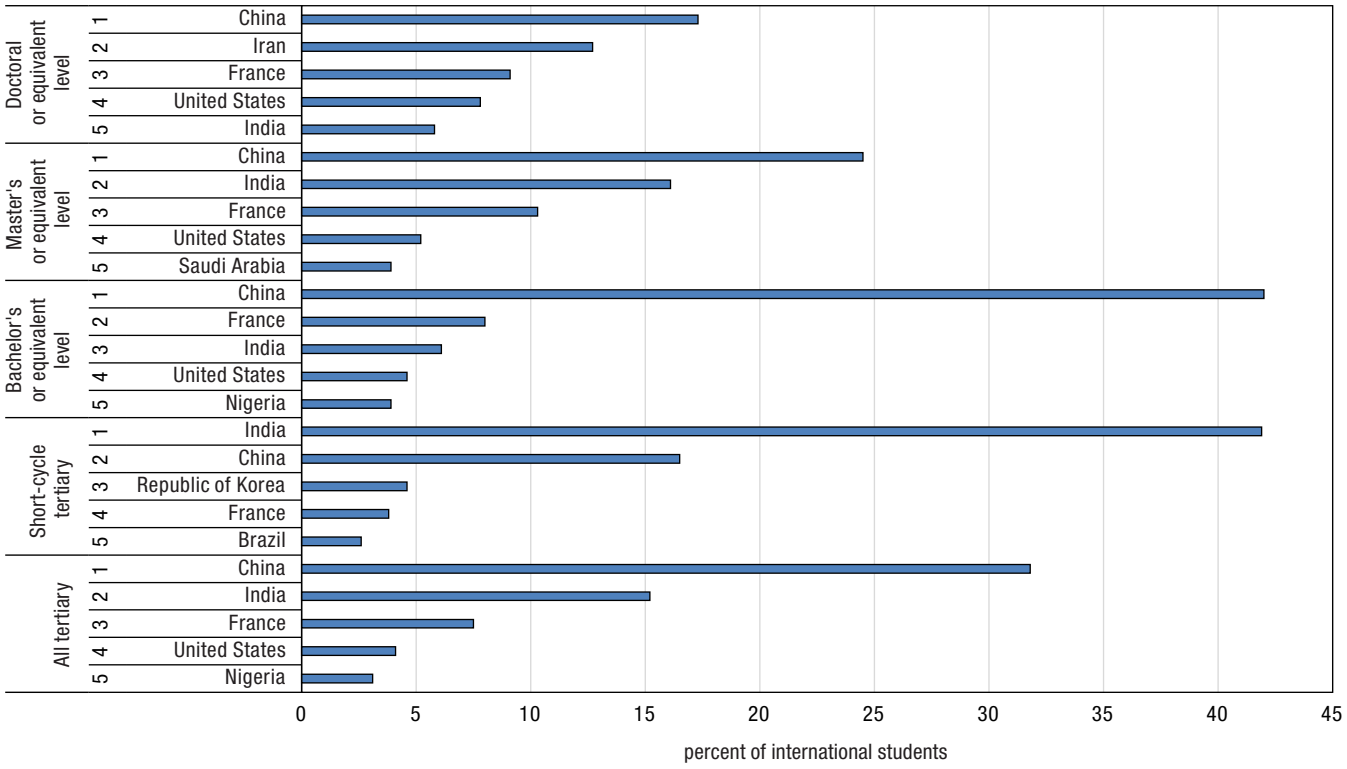
Chart A.3.4
Distribution of international students in tertiary education, by region of origin, Canada and provinces, 2016/2017



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 A.3.2.

- 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, the primary region of origin was Africa (37%), followed by Asia (28%) then Latin America and the Caribbean (26%).
- In Quebec, the largest source region was Europe (44%), followed by Asia (26%), then Africa (18%).
- Africa was the second highest source region in 6 provinces, in addition to being first in New Brunswick.

Chart A.3.5
Percentage of international students from top 5 source countries in tertiary education in Canada by level of education, in 2016/2017



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

- China was the top source country for international students overall (32%), and was top at each level of tertiary education except at the college level, where India (42%) came first.
- China, India, and France made it into the top 5 source countries for international students at all levels of tertiary education.

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 residents,[3] 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 residents.[4]

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., PSIS provides a count of students enrolled in public colleges and universities in Canada based on enrolment for a single date chosen by the institution that falls 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 B6, *What is the profile of internationally mobile students?.*

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.

Table A.3.1
International students in tertiary education and distribution of international enrolments, by level of tertiary education[1], Canada and provinces, 2016/2017

	International students[2] as a percentage of all tertiary enrolment					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								
OECD total[3,4]	**5.8**	**2.9**	**4.4**	**12.7**	**22.0**	**..**	**..**	**..**	**..**
Canada[5]	**13.2**	**13.1**	**11.5**	**16.8**	**33.5**	**21.3**	**54.9**	**15.5**	**8.3**
Newfoundland and Labrador	**12.2**	1.6	9.4	22.5	52.9	1.9	49.8	30.9	17.3
Prince Edward Island	**16.4**	10.3	17.2	25.9	33.9	17.3	62.5	18.0	2.2
Nova Scotia	**16.1**	..	18.7	17.1	34.6	..	80.3	15.9	3.7
New Brunswick	**13.3**	8.5	13.0	18.9	33.1	10.7	69.9	13.3	6.1
Quebec	**10.1**	3.8	9.1	15.2	37.2	8.7	48.7	27.0	15.6
Ontario	**13.3**	18.0	10.5	17.2	23.2	32.0	50.1	12.6	5.3
Manitoba	**14.0**	17.7	12.4	14.9	45.3	15.5	66.4	11.1	6.9
Saskatchewan	**11.5**	9.1	9.1	17.2	45.7	6.0	58.1	22.5	13.4
Alberta	**10.2**	11.1	7.3	14.4	45.9	24.7	45.3	15.4	14.6
British Columbia	**20.6**	20.4	19.6	21.4	42.6	16.3	67.2	10.5	6.0

.. not available for a specific reference period

1. In order to align more closely with the ISCED 2011 classification system, some Law and Health fields were reclassified from the Bachelor's level to the Master's level, starting in the September 2019 PCEIP publication. This change affected approximately 2% of tertiary cases. See the ISCED 2011 Operational Manual for more details.
2. 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, international students are defined on the basis of their immigration status. Thus, international students include students who are not Canadian citizens nor permanent residents. This includes students who are in Canada with a study permit, students in Canada on another visa related to diplomatic, trade or other missions, and other non-Canadians with refugee or unknown status. 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.
3. The OECD total includes foreign students for seven countries.
4. The OECD data can be found at *Education at a Glance Database* (accessed September 10, 2019).
5. Excludes private institutions. The values for Canada do not include the territories.

Sources: Statistics Canada, Postsecondary Student Information System (PSIS) and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2019: OECD Indicators*.

Table A.3.2
Distribution of international students1 in tertiary education, by region of origin and selected countries of citizenship, Canada and provinces, 2016/2017

	Newfoundland and Labrador	Prince Edward Island	Nova Scotia	New Brunswick	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia	Canada[2]
	number										
Africa	**612**	**201**	**801**	**1,065**	**7,155**	**7,659**	**1,749**	**753**	**1,443**	**1,965**	**23,403**
Nigeria	249	138	201	87	138	3,168	999	480	561	621	6,645
Morocco	3	0	30	93	897	315	48	0	9	18	1,413
Egypt	51	9	57	12	291	594	45	12	126	159	1,353
Cameroon	15	6	27	180	732	216	15	18	51	30	1,287
Tunisia	0	0	6	30	879	69	15	0	27	18	1,041
Ghana	60	6	75	21	48	417	75	90	111	99	999
Senegal	0	0	30	57	594	159	63	3	6	9	921
Ivory Coast	0	0	12	93	483	210	15	0	18	3	834
Kenya	6	9	30	3	51	225	75	27	93	207	726
Libya	66	3	42	9	195	222	9	27	39	54	660
Zimbabwe	75	6	51	6	15	114	114	12	57	171	615
Mauritius	15	15	51	24	81	288	48	9	21	60	612
Algeria	0	0	6	6	471	51	3	0	6	6	546
North America	**111**	**126**	**306**	**111**	**2,808**	**2,055**	**210**	**105**	**453**	**2,556**	**8,847**
United States of America	111	126	306	108	2,787	2,055	210	105	453	2,556	8,820
Latin America & Caribbean	**243**	**150**	**876**	**744**	**2,061**	**5,163**	**411**	**210**	**1,158**	**2,325**	**13,341**
Brazil	30	9	39	12	447	1,137	213	45	309	753	2,994
Mexico	21	18	36	15	336	621	45	24	258	513	1,881
Jamaica	21	9	39	18	21	657	54	36	108	147	1,113
Trinidad and Tobago	3	3	9	579	12	252	3	0	15	18	894
Colombia	12	0	15	3	213	327	9	24	120	168	891
Venezuela	15	0	9	9	129	357	9	9	141	117	792
Bahamas	12	108	339	6	12	225	9	0	15	27	750
Ecuador	9	3	42	9	57	228	6	39	30	120	546

Table A.3.2
Distribution of international students1 in tertiary education, by region of origin and selected countries of citizenship, Canada and provinces, 2016/2017

	Newfoundland and Labrador	Prince Edward Island	Nova Scotia	New Brunswick	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia	Canada[2]
	number										
Asia	**1,389**	**417**	**5,454**	**816**	**10,080**	**70,413**	**4,032**	**2,682**	**11,223**	**31,089**	**137,589**
China	555	291	3,276	387	4,050	35,193	2,166	1,380	5,700	15,201	68,199
India	195	18	537	87	1,617	20,259	558	411	1,896	7,110	32,685
Saudi Arabia	42	42	753	105	555	2,544	48	267	207	765	5,325
South Korea	33	12	72	12	288	2,778	153	12	486	1,455	5,307
Iran	126	3	54	63	1,068	1,029	171	132	594	660	3,903
Pakistan	78	3	75	24	339	1,131	201	138	246	408	2,643
Viet Nam	15	0	12	9	360	1,098	132	21	327	492	2,469
Bangladesh	192	9	180	15	234	717	183	123	237	333	2,217
Hong Kong	0	6	24	3	33	918	99	12	141	801	2,037
Japan	9	12	48	36	189	498	18	9	111	729	1,659
Taiwan	6	6	15	0	96	483	15	9	108	540	1,281
Turkey	6	3	54	3	237	555	15	3	48	231	1,155
Malaysia	27	6	30	21	48	447	45	18	84	297	1,029
Indonesia	6	0	15	0	36	300	24	0	54	447	891
Philippines	6	0	9	3	21	282	51	18	222	273	885
Lebanon	3	0	24	6	336	168	0	0	36	27	603
Kazakhstan	3	0	6	3	15	219	9	3	108	177	543
Europe	**183**	**24**	**228**	**165**	**17,205**	**4,446**	**234**	**138**	**861**	**2,886**	**26,376**
France	15	0	15	63	15,237	528	21	6	57	216	16,161
United Kingdom	27	3	54	21	231	594	12	18	138	576	1,668
Russian Federation	6	0	18	9	114	771	45	6	90	423	1,482
Germany	27	0	33	18	201	294	54	9	99	495	1,236
Ukraine	6	3	12	9	30	663	42	36	90	228	1,116
Italy	18	0	12	6	237	249	3	6	57	138	726
Oceania	**6**	**3**	**3**	**6**	**237**	**270**	**12**	**9**	**72**	**186**	**807**
Not Reported[3]	**0**	**3**	**9**	**9**	**18**	**2,925**	**336**	**417**	**15**	**282**	**4,017**
Total	**2,550**	**927**	**7,677**	**2,913**	**39,564**	**92,931**	**6,987**	**4,314**	**15,225**	**41,292**	**214,383**

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, international students are defined on the basis of their immigration status. Thus, international students include students who are not Canadian citizens nor permanent residents. This includes students who are in Canada with a study permit, students in Canada on another visa related to diplomatic, trade or other missions, and other non-Canadians with refugee or unknown status. 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).

A4 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.

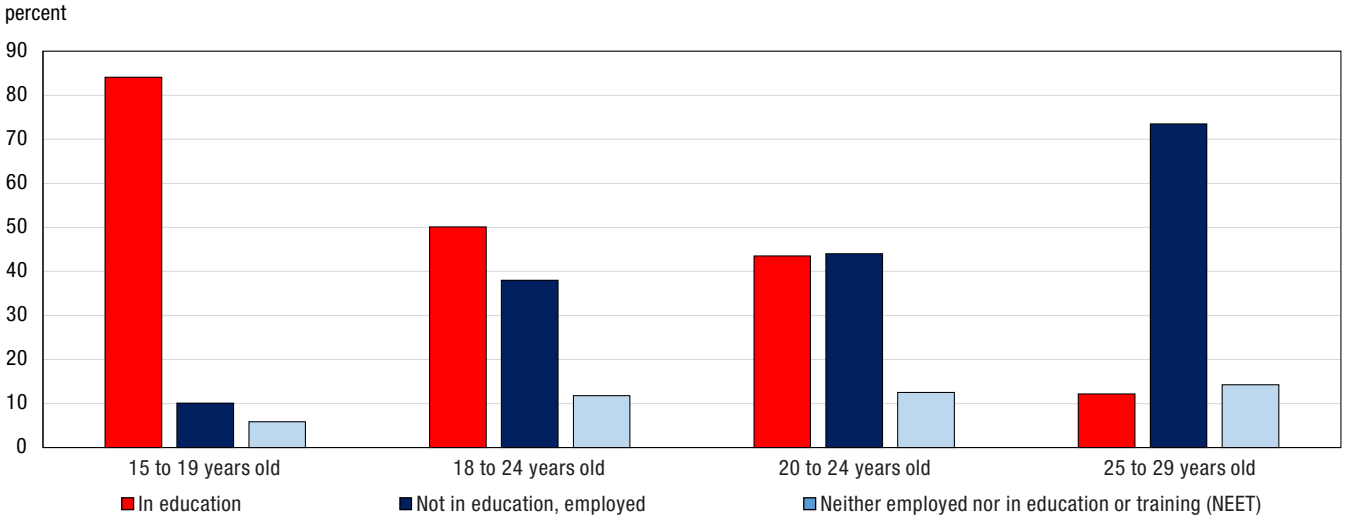
Recognition of the importance of postsecondary education for economic and social success—both for individuals and society—is widespread. However, the decisions that young people make regarding their education are often influenced by economic conditions. They may, for example, be inclined to leave school 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

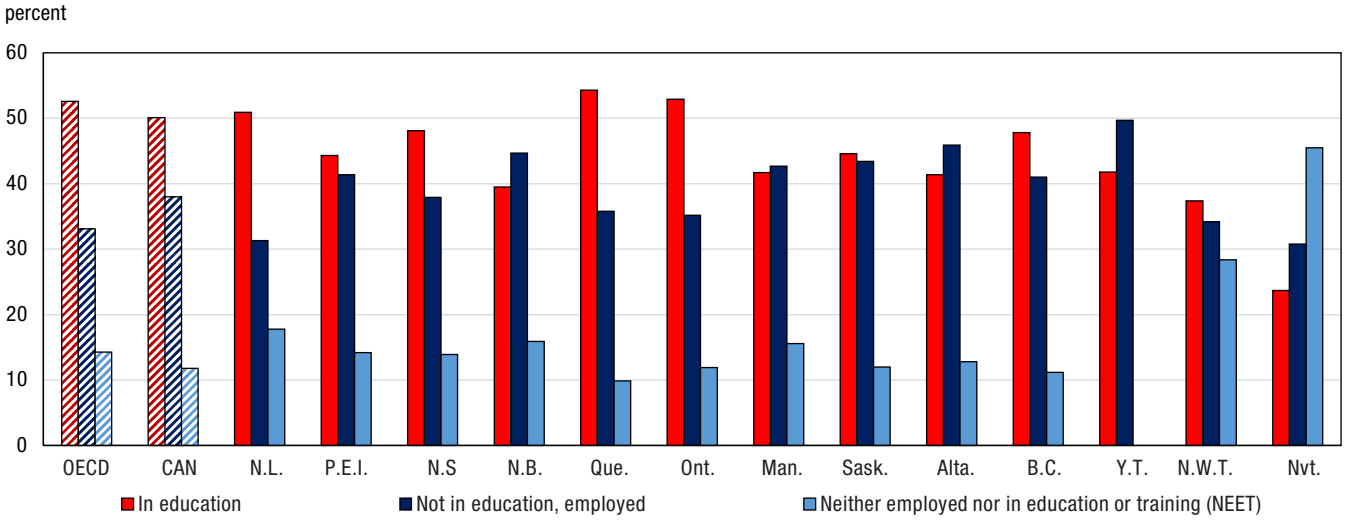
Chart A.4.1
Portrait of the 15- to 29-year-old Canadian population by age group and education and employment status, 2019



Source: Table A.4.1.

- In 2019, the majority of young Canadians aged 15 to 19 (84%) were in school. For young adults, a higher proportion of adults aged 18 to 24 were in school (50%) in comparison to those who had transitioned to the labour market and were employed (38%). Among adults aged 20 to 24, the same proportions were observed between those in school and those who were employed (44%). For those in the 25- to 29-year-old age group, most (74%) were no longer in school and were employed.
- In 2019, the proportion of young Canadians “not in education, employment or training” (NEET) was higher for those aged 25 to 29 years (14%) than for those aged 18 to 24 years (12%), 20 to 24 years (13%) or 15 to 19 years (6%).

Chart A.4.2
Distribution of the 18- to 24-year-old population by education and employment status, OECD, Canada, provinces and territories, 2019

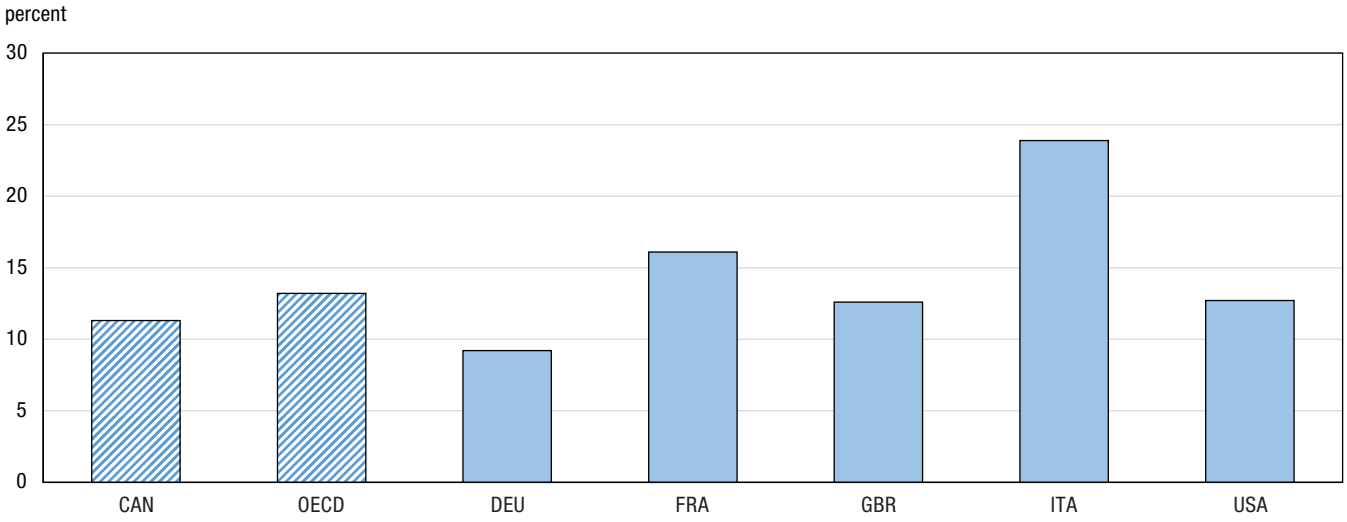


Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Sources: Table A.4.4 and *Education at a Glance 2019: OECD Indicators*.

- At the national level, a larger proportion of young adults aged 18 to 24 were in school (50%) in comparison to those who had transitioned to the labour market and were employed (38%). This is in comparison to the OECD average, where a higher proportion of 18-24 year olds were in school (53%) in comparison to those were employed (33%). These percentages varied more widely at the provincial and territorial level.
- The proportion of young Canadians in education varied greatly among the provinces and territories, ranging from 24% in Nunavut to 54% in Quebec.
- Among young Canadians who had transitioned into the labour market and were employed, less variations among the provinces and territories were observed, ranging from 31% in Newfoundland and Labrador and Nunavut to 50% in Yukon.
- In Prince Edward Island, Manitoba, Saskatchewan and Northwest Territories, similar proportions of young adults were found among those in education and employed.
- The proportion of NEETs among 18- to 24-year-olds ranged from 10% in Quebec to 46% in Nunavut. The Canadian average was 12%, lower than the OECD average of 14%.

Not employed, not in education (NEET)

Chart A.4.3
Distribution of the 15- to 29-year-old population not in education, unemployed or not in the labour force (NEET), OECD and G7 countries, 2019

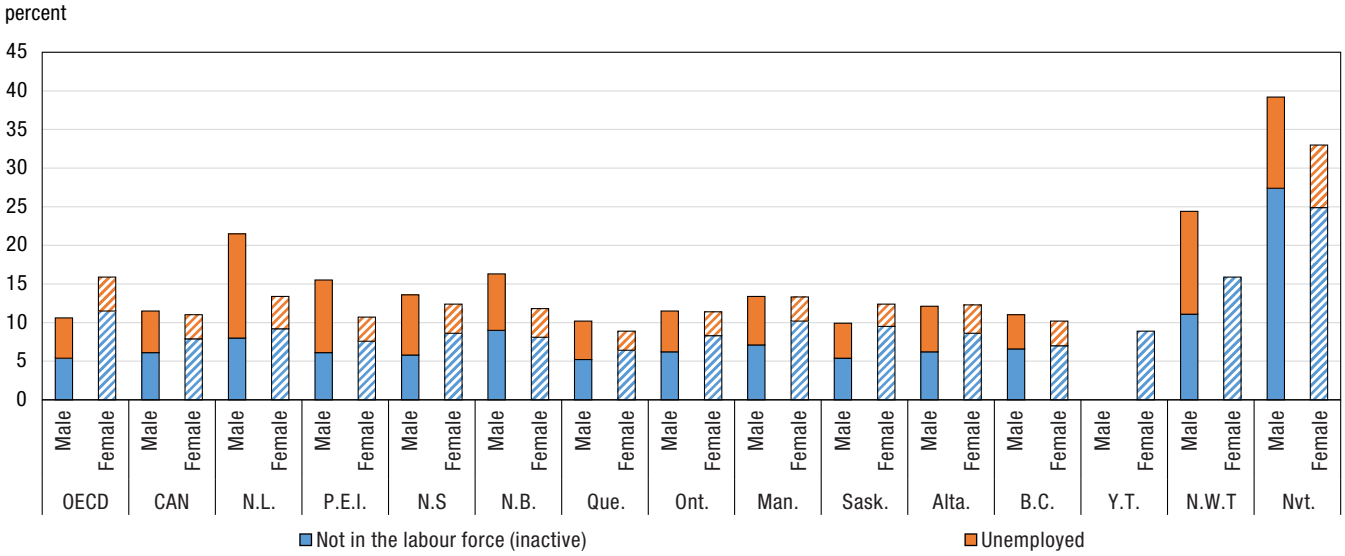


Notes: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Data for Japan is not available.
Sources: Table A.4.1, Table A.4.4 and *Education at a Glance 2019: OECD Indicators*.

- In 2019, 11% of Canadians 15 to 29 years were not in education, employment or training (NEET), similar to the OECD average of 13%. However, there is greater variability between the countries. Among the G7 countries, Italy had the highest rate of NEET (24%) while Germany had the lowest rate of NEETs (9%).

Not employed, not in education (NEET) by sex

Chart A.4.4
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, provinces and territories, 2019

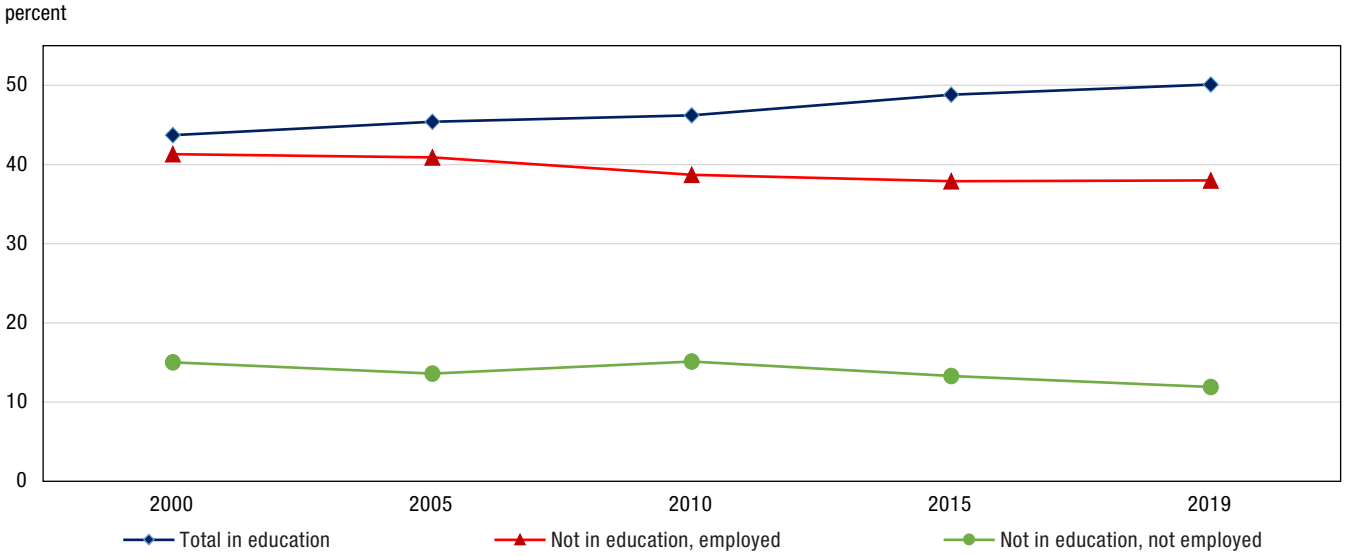


Sources: Table A.4.2 and *Education at a Glance 2019: OECD Indicators*.

- In 2019, 11% of women and 12% of men in the 15-to-29 age group were not in education, employment or training (NEET) in Canada. At the Canadian average, a greater proportion of men (5%) than women (3%) were unemployed, whereas a larger proportion of women (8%) were not in the labour force compared to men (6%). This trend was observed in all provinces and territories, with the exception of the New Brunswick where more men were not in the labour force. A similar trend was observed across the OECD average where 5% of men and 4% of women were unemployed. There remains a significant difference between the proportion of women (12%) and men (5%) who were not in the labour force.
- The proportion of women and men who are not in the labour force, varied among the jurisdictions, ranging for men from 5% in Quebec and Saskatchewan to 27% in Nunavut, and for women from 6% in Quebec to 25% in Nunavut.

Trends in NEET (Not employed, not in education) proportions

Chart A.4.5
Trends in the proportion of 18- to 24-year olds in education, employed (not in education) and not employed (not in education, NEET), Canada, 2000, 2005, 2010, 2015 and 2019

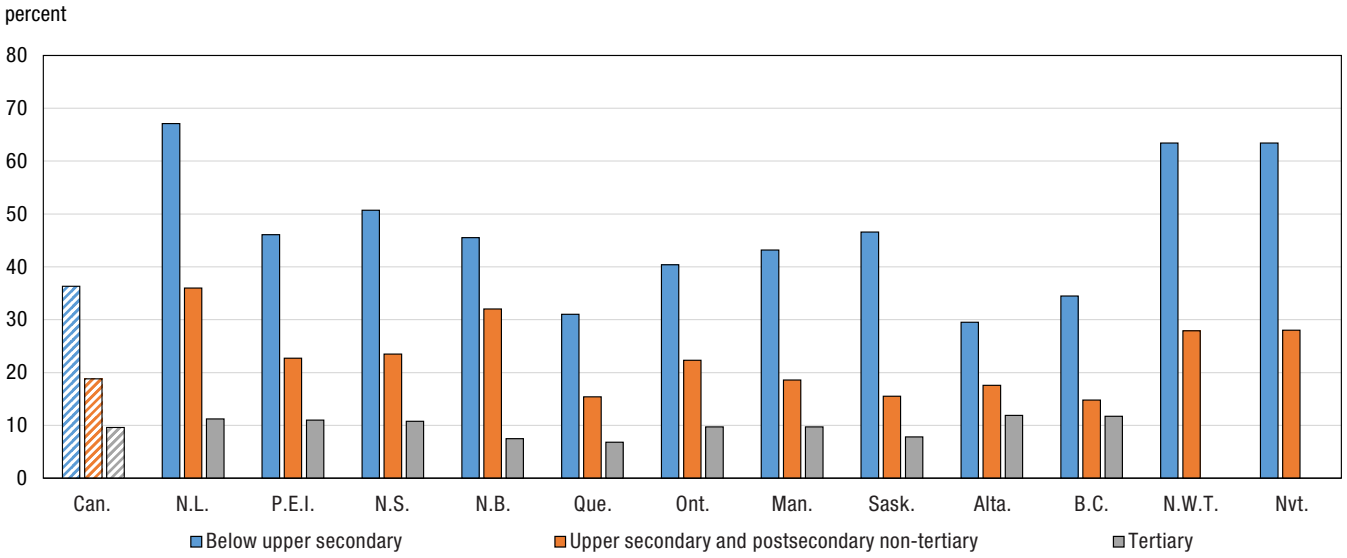


Source: Table A.4.4.

- From 2000 to 2019, there has been an increase in the proportion of 18- to 24-year olds in Canada that are in school (44% in 2000, 50% in 2019).
- A smaller proportion of young Canadians (12%) were not in school and unemployed in 2019 than was the case in 2000 (15%).

Not employed, not in education (NEET) by highest level of education

Chart A.4.6
NEET rates (not in education, unemployed or not in the labour force (inactive)) for 25- to 29-year-olds, by highest level of education, 2019



Note: Yukon data was suppressed to meet the confidentiality requirements of the *Statistics Act*. The bars representing Canada are filled with a diagonal line pattern to make them easier to find.
Source: Table A.4.3.

- In Canada in 2019, the proportion of 25- to 29-year olds who were not in education and were unemployed or not in the labour force (NEET) was highest for individuals with below upper secondary education (36%), lower for those with upper secondary and postsecondary non-tertiary education (19%), and lowest for those with tertiary education (10%). This pattern was the same in all provinces and territories.

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; 18 to 24; 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"[1] 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 A2, *Transition from school to work: Where are today's youth?*.

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

Table A.4.1
Percentage of 15- to 29-years-old in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2019

	In education				Not in education				
	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	Total
	percent								
OECD average[4]									
15 to 29	**13.1**	**1.7**	**32.2**	**46.9**	**39.9**	**4.8**	**8.4**	**53.1**	**100.0**
15 to 19	**14.7**	**2.7**	**69.4**	**86.6**	**7.2**	**1.9**	**4.5**	**13.4**	**100.0**
18 to 24	**17.2**	**2.2**	**33.4**	**52.6**	**33.1**	**5.7**	**8.6**	**47.4**	**100.0**
20 to 24	**16.4**	**1.9**	**26.8**	**44.9**	**39.8**	**6.2**	**9.0**	**55.1**	**100.0**
25 to 29	**8.9**	**0.9**	**5.8**	**15.6**	**67.2**	**6.1**	**11.0**	**84.4**	**100.0**
Canada[5]									
15 to 29	**18.2**	**2.1**	**23.2**	**43.5**	**45.2**	**4.3**	**7.0**	**56.5**	**100.0**
15 to 19	**29.7**	**4.5**	**49.9**	**84.1**	**10.1**	**2.1**	**3.8**	**15.9**	**100.0**
18 to 24	**23.2**	**2.2**	**24.7**	**50.1**	**38.0**	**4.9**	**6.9**	**49.9**	**100.0**
20 to 24	**20.9**	**1.8**	**20.8**	**43.5**	**44.0**	**5.2**	**7.3**	**56.5**	**100.0**
25 to 29	**6.9**	**0.4[E]**	**4.9**	**12.2**	**73.5**	**5.1**	**9.2**	**87.8**	**100.0**
Newfoundland and Labrador									
15 to 29	**15.8**	**2.7[E]**	**27.0**	**45.5**	**36.9**	**8.9**	**8.6**	**54.5**	**100.0**
15 to 19	20.4	5.5[E]	58.1	84.0	7.5[E]	4.1[E]	4.4[E]	16.0	100.0
18 to 24	22.7	2.4[E]	25.8	50.9	31.3	9.0	8.8	49.1	100.0
20 to 24	21.2	F	20.2	43.7	37.8	9.4[E]	9.1[E]	56.3	100.0
25 to 29	6.5[E]	x	5.9[E]	13.0[E]	62.3	12.8[E]	11.9[E]	87.0	100.0
Prince Edward Island									
15 to 29	**15.8**	**2.8[E]**	**25.0**	**43.6**	**43.1**	**6.4**	**6.8**	**56.4**	**100.0**
15 to 19	28.1	5.3[E]	54.3	87.7	6.2[E]	F	F	12.3	100.0
18 to 24	16.6	2.9[E]	24.9	44.3	41.4	8.8[E]	5.4[E]	55.7	100.0
20 to 24	14.1[E]	F	18.4	34.7	50.6	9.4[E]	5.3[E]	65.3	100.0
25 to 29	6.4[E]	x	5.2[E]	12.8[E]	69.0	6.4[E]	11.8	87.2	100.0
Nova Scotia									
15 to 29	**18.8**	**2.6**	**22.4**	**43.8**	**43.2**	**5.8**	**7.2**	**56.2**	**100.0**
15 to 19	35.8	5.9[E]	45.0	86.6	8.7	2.2[E]	2.5[E]	13.4	100.0
18 to 24	22.5	2.7[E]	22.9	48.1	37.9	6.4	7.5	51.9	100.0
20 to 24	19.1	F	19.1	40.2	44.4	6.9[E]	8.5	59.8	100.0
25 to 29	4.9[E]	x	7.3	12.7	69.9	7.8	9.7	87.3	100.0
New Brunswick									
15 to 29	**15.4**	**2.3**	**22.2**	**39.9**	**46.0**	**5.5**	**8.6**	**60.1**	**100.0**
15 to 19	27.9	5.5[E]	48.1	81.5	12.7	1.8[E]	4.1[E]	18.5	100.0
18 to 24	14.6	2.3[E]	22.6	39.5	44.7	6.4	9.5	60.5	100.0
20 to 24	12.8	1.5[E]	16.7	31.1	50.9	7.5	10.5	68.9	100.0
25 to 29	6.4[E]	..	3.7[E]	10.1[E]	72.0	7.1	10.8	89.9	100.0
Quebec									
15 to 29	**23.4**	**2.0**	**20.4**	**45.9**	**44.5**	**3.8**	**5.8**	**54.1**	**100.0**
15 to 19	36.8	4.6	41.8	83.2	11.8	1.9[E]	3.1	16.8	100.0
18 to 24	31.2	1.7[E]	21.3	54.3	35.8	4.1	5.8	45.7	100.0
20 to 24	27.1	1.4[E]	20.6	49.2	40.1	4.5[E]	6.2	50.8	100.0
25 to 29	10.6	F	4.9	16.2	71.9	4.4	7.4	83.8	100.0
Ontario									
15 to 29	**16.9**	**2.3**	**25.4**	**44.6**	**44.0**	**4.2**	**7.2**	**55.4**	**100.0**
15 to 19	27.6	4.5	53.0	85.1	9.2	2.0	3.7	14.9	100.0
18 to 24	21.3	2.8	28.8	52.9	35.2	4.9	7.0	47.1	100.0
20 to 24	19.8	2.4	23.9	46.2	40.8	5.2	7.8	53.8	100.0
25 to 29	5.8	F	5.3	11.5	74.0	5.1	9.5	88.5	100.0

Table A.4.1
Percentage of 15- to 29-years-old in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2019

	In education				Not in education				
	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	Total
	percent								
Manitoba									
15 to 29	**17.3**	**1.6**	**21.5**	**40.4**	**46.3**	**4.8**	**8.6**	**59.6**	**100.0**
15 to 19	25.7	3.9E	49.8	79.4	12.7	2.7E	5.2	20.6	100.0
18 to 24	23.3	1.3E	17.2	41.7	42.7	6.3	9.3	58.3	100.0
20 to 24	21.7	0.8E	13.8	36.4	48.0	6.3	9.4	63.6	100.0
25 to 29	5.8	x	4.4E	10.5	73.7	5.0	10.8	89.5	100.0
Saskatchewan									
15 to 29	**16.5**	**2.0**	**23.0**	**41.5**	**47.4**	**3.7**	**7.4**	**58.5**	**100.0**
15 to 19	28.4	4.5	51.9	84.7	9.3	1.7E	4.2E	15.3	100.0
18 to 24	20.5	1.7E	22.3	44.6	43.4	4.4	7.6	55.4	100.0
20 to 24	18.3	1.4E	17.2	36.9	50.9	4.4E	7.8	63.1	100.0
25 to 29	5.5	x	5.0	11.0	74.8	4.8	9.5	89.0	100.0
Alberta									
15 to 29	**13.3**	**1.8**	**22.4**	**37.5**	**50.2**	**4.8**	**7.4**	**62.5**	**100.0**
15 to 19	23.2	4.5	53.6	81.3	11.0	2.4E	5.3	18.7	100.0
18 to 24	18.1	1.6E	21.7	41.4	45.9	5.4	7.4	58.6	100.0
20 to 24	14.8	1.3E	17.9	34.0	53.8	5.5	6.7	66.0	100.0
25 to 29	5.0	x	3.6E	8.9	75.6	6.0	9.5	91.1	100.0
British Columbia									
15 to 29	**19.5**	**1.7**	**22.1**	**43.3**	**46.1**	**3.8**	**6.8**	**56.7**	**100.0**
15 to 19	32.8	3.8	49.3	85.8	8.8	2.3E	3.1	14.2	100.0
18 to 24	23.1	2.0E	22.7	47.8	41.0	4.7	6.5	52.2	100.0
20 to 24	21.4	1.3E	17.5	40.2	48.2	4.8	6.8	59.8	100.0
25 to 29	6.9	x	4.7E	12.0	74.2	4.1	9.7	88.0	100.0
Yukon									
15 to 29	**15.3**	**x**	**28.2**	**44.5**	**46.6**	**x**	**5.8E**	**55.5**	**100.0**
15 to 19	30.8	x	50.6	83.8	8.9E	x	x	16.2E	100.0
18 to 24	10.3E	x	30.8	41.8	49.7	x	x	58.2	100.0
20 to 24	x	x	21.9E	26.8E	65.0	x	x	73.2	100.0
25 to 29	x	..	x	x	80.7	x	x	92.4	100.0
Northwest Territories									
15 to 29	**14.4**	**x**	**23.9**	**39.8**	**37.6**	**9.0**	**13.6**	**60.2**	**100.0**
15 to 19	35.2	x	48.4	87.4	x	x	x	12.6E	100.0
18 to 24	7.6E	x	28.9	37.4	34.2	10.3	18.1	62.6	100.0
20 to 24	x	x	18.0E	21.0E	44.3	12.5	22.3	79.0	100.0
25 to 29	x	x	x	x	66.1	11.6E	16.6E	94.3	100.0
Nunavut									
15 to 29	**5.8E**	**x**	**25.7**	**32.4**	**31.3**	**10.1**	**26.2**	**67.6**	**100.0**
15 to 19	12.7	x	55.4	69.9	11.0	x	13.4E	30.1	100.0
18 to 24	x	x	19.1	23.7	30.8	13.0	32.5	76.3	100.0
20 to 24	x	x	12.3	13.9	32.8	13.9	39.4	86.1	100.0
25 to 29	x	x	x	7.5E	52.9	11.3	28.4	92.5	100.0

.. 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. 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 2019: OECD Indicators*, (accessed September 10, 2019).
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 2019: OECD Indicators*.

Table A.4.2
Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, Canada, OECD, provinces and territories, 2019

	In education				Not in education					
						NEETs (not in employment or not in labour force or training)				
	Employed[1]	Unemployed[2]	Not in labour force[3]	Total, in education	Employed[1]	Unemployed[2]	Not in labour force[3]	Sub-total, not employed[4]	Total, not in education	Total
	percent									
OECD average[5]										
Both sexes	**13.1**	**1.7**	**32.2**	**46.9**	**39.9**	**4.8**	**8.4**	**13.2**	**53.1**	**100.0**
Males	**12.3**	**1.7**	**31.7**	**45.6**	**43.8**	**5.2**	**5.4**	**10.6**	**54.4**	**100.0**
Females	**14.0**	**1.8**	**32.7**	**48.3**	**35.8**	**4.4**	**11.5**	**15.8**	**51.7**	**100.0**
Canada[6]										
Both sexes	**18.2**	**2.1**	**23.2**	**43.5**	**45.2**	**4.3**	**7.0**	**11.3**	**56.5**	**100.0**
Males	**15.2**	**2.1**	**23.6**	**40.8**	**47.6**	**5.4**	**6.1**	**11.5**	**59.2**	**100.0**
Females	**21.3**	**2.0**	**22.9**	**46.3**	**42.7**	**3.1**	**7.9**	**11.0**	**53.7**	**100.0**
Newfoundland and Labrador										
Both sexes	**15.8**	**2.7[E]**	**27.0**	**45.5**	**36.9**	**8.9**	**8.6**	**17.6**	**54.5**	**100.0**
Males	12.9	2.7[E]	25.3	41.0	37.5	13.5	8.0[E]	21.5	59.0	100.0
Females	18.7	2.7[E]	28.8	50.2	36.4	4.2[E]	9.2	13.4	49.8	100.0
Prince Edward Island										
Both sexes	**15.8**	**2.8[E]**	**25.0**	**43.6**	**43.1**	**6.4**	**6.8**	**13.2**	**56.4**	**100.0**
Males	12.4	2.7[E]	24.0	39.2	45.3	9.4	6.1[E]	15.6	60.8	100.0
Females	19.6	2.9[E]	26.0	48.5	40.8	3.1[E]	7.6[E]	10.7	51.5	100.0
Nova Scotia										
Both sexes	**18.8**	**2.6**	**22.4**	**43.8**	**43.2**	**5.8**	**7.2**	**13.0**	**56.2**	**100.0**
Males	14.7	2.2[E]	23.9	40.8	45.6	7.8	5.8	13.7	59.2	100.0
Females	23.1	3.0[E]	20.9	47.0	40.7	3.8[E]	8.6	12.4	53.0	100.0
New Brunswick										
Both sexes	**15.4**	**2.3**	**22.2**	**39.9**	**46.0**	**5.5**	**8.6**	**14.1**	**60.1**	**100.0**
Males	12.2	2.4[E]	23.3	37.9	45.8	7.3	9.0	16.3	62.1	100.0
Females	18.8	2.1[E]	21.2	42.1	46.1	3.7[E]	8.1	11.8	57.9	100.0
Quebec										
Both sexes	**23.4**	**2.0**	**20.4**	**45.9**	**44.5**	**3.8**	**5.8**	**9.6**	**54.1**	**100.0**
Males	19.1	1.9[E]	22.0	43.0	46.7	5.0	5.2	10.2	57.0	100.0
Females	27.9	2.1	18.8	48.8	42.3	2.5	6.4	8.9	51.2	100.0
Ontario										
Both sexes	**16.9**	**2.3**	**25.4**	**44.6**	**44.0**	**4.2**	**7.2**	**11.5**	**55.4**	**100.0**
Males	14.8	2.4	24.9	42.1	46.4	5.3	6.2	11.5	57.9	100.0
Females	19.1	2.2	25.9	47.1	41.4	3.1	8.3	11.4	52.9	100.0
Manitoba										
Both sexes	**17.3**	**1.6**	**21.5**	**40.4**	**46.3**	**4.8**	**8.6**	**13.4**	**59.6**	**100.0**
Males	13.5	2.0[E]	22.0	37.4	49.3	6.3	7.1	13.3	62.6	100.0
Females	21.3	1.2[E]	21.0	43.5	43.1	3.1	10.2	13.4	56.5	100.0
Saskatchewan										
Both sexes	**16.5**	**2.0**	**23.0**	**41.5**	**47.4**	**3.7**	**7.4**	**11.1**	**58.5**	**100.0**
Males	14.1	1.8[E]	22.9	38.8	51.3	4.5	5.4	9.8	61.2	100.0
Females	19.2	2.2[E]	23.2	44.5	43.0	2.9[E]	9.5	12.5	55.5	100.0
Alberta										
Both sexes	**13.3**	**1.8**	**22.4**	**37.5**	**50.2**	**4.8**	**7.4**	**12.2**	**62.5**	**100.0**
Males	10.7	2.0	22.6	35.3	52.6	5.9	6.2	12.1	64.7	100.0
Females	16.0	1.6[E]	22.3	39.9	47.8	3.7	8.6	12.4	60.1	100.0
British Columbia										
Both sexes	**19.5**	**1.7**	**22.1**	**43.3**	**46.1**	**3.8**	**6.8**	**10.6**	**56.7**	**100.0**
Males	15.7	1.5[E]	23.0	40.2	48.8	4.4	6.6	11.0	59.8	100.0
Females	23.6	1.8	21.1	46.5	43.3	3.2	7.0	10.2	53.5	100.0
Yukon										
Both sexes	**15.3**	**x**	**28.2**	**44.5**	**46.6**	**x**	**5.8[E]**	**8.9[E]**	**55.5**	**100.0**
Males	12.8[E]	x	35.7	49.2	44.5	x	x	6.3[E]	50.8	100.0
Females	17.8[E]	x	20.2[E]	39.6	48.8	x	8.9[E]	11.6[E]	60.4	100.0

Table A.4.2
Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, Canada, OECD, provinces and territories, 2019

	In education				Not in education					
						NEETs (not in employment or not in labour force or training)				
	Employed[1]	Unemployed[2]	Not in labour force[3]	Total, in education	Employed[1]	Unemployed[2]	Not in labour force[3]	Sub-total, not employed[4]	Total, not in education	Total
	percent									
Northwest Territories										
Both sexes	**14.4**	**x**	**23.9**	**39.8**	**37.6**	**9.0**	**13.6**	**22.6**	**60.2**	**100.0**
Males	10.3[E]	x	23.5	35.9	39.6	13.3	11.1[E]	24.5	64.1	100.0
Females	18.3	x	24.2	43.7	35.6	x	15.9	20.8	56.3	100.0
Nunavut										
Both sexes	**5.8[E]**	**x**	**25.7**	**32.4**	**31.3**	**10.1**	**26.2**	**36.3**	**67.6**	**100.0**
Males	x	x	22.8	26.7	34.0	11.8	27.4	39.3	73.3	100.0
Females	8.4[E]	x	29.0	38.6	28.4	8.1	24.9	33.0	61.4	100.0

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

[E] use with caution

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 *Education at a Glance 2019: OECD Indicators*, (accessed September 10, 2019).
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) (2019), *Youth not in employment, education or training (NEET) (indicator)*. *doi: 10.1787/72d1033a-en* .

Table A.4.3
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, 2019

		Not in education					
			NEETs (not in employment, not in education or training)				
	Total, in education	Employed[1]	Unemployed[2]	Not in labour force[3]	Sub-total, not employed[4]	Total, not in education	Total
	percent						
OECD average[5]							
Total, all levels of education	**15.6**	**67.2**	**6.1**	**11.0**	**17.1**	**84.4**	**100.0**
Below upper secondary	**..**	**..**	**..**	**..**	**..**	**..**	**100.0**
Upper secondary and postsecondary non-tertiary	**..**	**..**	**..**	**..**	**..**	**..**	**100.0**
Tertiary	**..**	**..**	**..**	**..**	**..**	**..**	**100.0**
Canada[6]							
Total, all levels of education	**12.2**	**73.5**	**5.1**	**9.2**	**14.3**	**87.8**	**100.0**
Below upper secondary	6.8[E]	56.8	7.0	29.3	36.3	93.2	100.0
Upper secondary and postsecondary non-tertiary	10.7	70.5	6.2	12.6	18.8	89.3	100.0
Tertiary	13.6	76.8	4.3	5.3	9.6	86.4	100.0
Newfoundland and Labrador							
Total, all levels of education	**13.0[E]**	**62.3**	**12.8[E]**	**11.9[E]**	**24.7**	**87.0**	**100.0**
Below upper secondary	x	F	x	52.2[E]	67.1[E]	96.7	100.0
Upper secondary and postsecondary non-tertiary	8.7[E]	55.4	21.0[E]	15.0[E]	36.0	91.3	100.0
Tertiary	17.5[E]	71.3	6.3[E]	F	11.2[E]	82.5	100.0
Prince Edward Island							
Total, all levels of education	**12.8[E]**	**69.0**	**6.4[E]**	**11.8**	**18.2**	**87.2**	**100.0**
Below upper secondary	x	F	x	37.1[E]	46.1[E]	81.0	100.0
Upper secondary and postsecondary non-tertiary	15.2[E]	62.1	7.2[E]	15.5[E]	22.7[E]	84.8	100.0
Tertiary	10.1[E]	78.9	5.5[E]	5.5[E]	11.0[E]	89.9	100.0
Nova Scotia							
Total, all levels of education	**12.7**	**69.9**	**7.8**	**9.7**	**17.4**	**87.3**	**100.0**
Below upper secondary	x	45.6[E]	F	31.5[E]	50.7[E]	96.2	100.0
Upper secondary and postsecondary non-tertiary	14.1[E]	62.4	11.7[E]	11.9[E]	23.5	85.9	100.0
Tertiary	12.8	76.4	4.5[E]	6.4[E]	10.8[E]	87.2	100.0
New Brunswick							
Total, all levels of education	**10.1[E]**	**72.0**	**7.1**	**10.8**	**17.9**	**89.9**	**100.0**
Below upper secondary	x	51.8[E]	F	x	45.5[E]	97.3	100.0
Upper secondary and postsecondary non-tertiary	10.5[E]	57.5	10.3[E]	21.7	32.0	89.5	100.0
Tertiary	10.5[E]	82.0	3.5[E]	4.0[E]	7.5[E]	89.5	100.0
Quebec							
Total, all levels of education	**16.2**	**71.9**	**4.4**	**7.4**	**11.9**	**83.8**	**100.0**
Below upper secondary	9.8[E]	59.2	F	24.3	31.0	90.2	100.0
Upper secondary and postsecondary non-tertiary	9.5	75.1	6.0[E]	9.4	15.4	90.5	100.0
Tertiary	21.5	71.7	3.1[E]	3.7[E]	6.8	78.5	100.0
Ontario							
Total, all levels of education	**11.5**	**74.0**	**5.1**	**9.5**	**14.5**	**88.5**	**100.0**
Below upper secondary	F	52.6	6.5[E]	33.9	40.4	93.0	100.0
Upper secondary and postsecondary non-tertiary	11.5	66.2	5.6	16.7	22.3	88.5	100.0
Tertiary	11.8	78.5	4.7	5.0	9.7	88.2	100.0
Manitoba							
Total, all levels of education	**10.5**	**73.7**	**5.0**	**10.8**	**15.8**	**89.5**	**100.0**
Below upper secondary	F	47.6	F	33.5[E]	43.2[E]	90.9	100.0
Upper secondary and postsecondary non-tertiary	9.5	72.0	4.4[E]	14.2	18.6	90.5	100.0
Tertiary	11.6	78.7	4.8[E]	4.9[E]	9.7	88.4	100.0
Saskatchewan							
Total, all levels of education	**11.0**	**74.8**	**4.8**	**9.5**	**14.3**	**89.0**	**100.0**
Below upper secondary	F	42.4	13.3[E]	33.4[E]	46.6	89.0	100.0
Upper secondary and postsecondary non-tertiary	9.5	75.0	4.3[E]	11.2	15.5	90.5	100.0
Tertiary	12.7	79.4	4.0[E]	3.8[E]	7.8[E]	87.3	100.0
Alberta							
Total, all levels of education	**8.9**	**75.6**	**6.0**	**9.5**	**15.5**	**91.1**	**100.0**
Below upper secondary	x	67.5	x	24.8[E]	29.5[E]	97.0	100.0
Upper secondary and postsecondary non-tertiary	8.7[E]	73.7	6.6[E]	11.0	17.6	91.3	100.0
Tertiary	9.9	78.2	5.8[E]	6.1[E]	11.9	90.1	100.0

Table A.4.3
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, 2019

		Not in education					
			NEETs (not in employment, not in education or training)				
	Total, in education	Employed[1]	Unemployed[2]	Not in labour force[3]	Sub-total, not employed[4]	Total, not in education	Total
	percent						
British Columbia							
Total, all levels of education	**12.0**	**74.2**	**4.1**	**9.7**	**13.8**	**88.0**	**100.0**
Below upper secondary	x	63.0	x	30.6[E]	34.5[E]	97.5	100.0
Upper secondary and postsecondary non-tertiary	13.3	71.9	5.6[E]	9.2[E]	14.8	86.7	100.0
Tertiary	11.9	76.4	3.3[E]	8.5	11.7	88.1	100.0
Yukon							
Total, all levels of education	**x**	**80.7**	**x**	**x**	**11.7[E]**	**92.4**	**100.0**
Below upper secondary	x	x	..	x	x	x	x
Upper secondary and postsecondary non-tertiary	x	90.3	x	x	x	98.1	100.0
Tertiary	x	78.3	x	x	x	88.0	100.0
Northwest Territories							
Total, all levels of education	**x**	**66.1**	**11.6[E]**	**16.6[E]**	**28.1**	**94.3**	**100.0**
Below upper secondary	x	x	x	x	63.4[E]	98.1	100.0
Upper secondary and postsecondary non-tertiary	x	64.5	x	19.3[E]	27.9[E]	92.4	100.0
Tertiary	x	87.1	x	x	x	94.5	100.0
Nunavut							
Total, all levels of education	**7.5[E]**	**52.9**	**11.3**	**28.4**	**39.6**	**92.5**	**100.0**
Below upper secondary	x	30.0[E]	15.7[E]	47.7	63.4	93.4	100.0
Upper secondary and postsecondary non-tertiary	x	64.6	x	x	28.0[E]	92.6	100.0
Tertiary	x	82.9	x	x	x	90.7	100.0

.. 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. 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 *Education at a Glance 2019: OECD Indicators*, (accessed September 10, 2019).
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) (2019), *Youth not in employment, education or training (NEET) (indicator). doi: 10.1787/72d1033a-en*.

Table A.4.4
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 2019

	2000			2005			2010			2015			2019		
	In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percent														
OECD average[2]															
15 to 29	**40.9**	**43.3**	**15.8**	**45.2**	**40.0**	**14.8**	**47.0**	**37.0**	**16.0**	**47.2**	**37.8**	**15.0**	**46.9**	**39.9**	**13.2**
15 to 19	**80.0**	**11.0**	**9.0**	**84.0**	**8.3**	**7.8**	**85.8**	**6.5**	**7.9**	**86.7**	**6.9**	**7.1**	**86.6**	**7.2**	**6.4**
18 to 24	**…**	**…**	**…**	**…**	**…**	**…**	**…**	**…**	**…**	**…**	**…**	**…**	**52.6**	**33.1**	**14.3**
20 to 24	**34.0**	**47.9**	**18.1**	**40.4**	**42.4**	**17.2**	**43.7**	**37.3**	**19.0**	**44.6**	**38.0**	**17.4**	**44.9**	**39.8**	**15.3**
25 to 29	**11.4**	**68.5**	**20.0**	**13.6**	**67.5**	**18.9**	**15.0**	**64.4**	**20.5**	**15.8**	**64.4**	**19.7**	**15.6**	**67.2**	**17.1**
Canada[3]															
15 to 29	**42.5**	**43.9**	**13.7**	**44.1**	**43.5**	**12.4**	**44.1**	**42.2**	**13.7**	**44.0**	**42.8**	**13.2**	**43.5**	**45.2**	**11.3**
15 to 19	**80.6**	**11.2**	**8.2**	**80.3**	**12.7**	**7.0**	**81.5**	**10.2**	**8.3**	**83.0**	**10.3**	**6.8**	**84.1**	**10.1**	**5.9**
18 to 24	**43.7**	**41.3**	**15.0**	**45.4**	**40.9**	**13.6**	**46.2**	**38.7**	**15.1**	**48.8**	**37.9**	**13.3**	**50.1**	**38.0**	**11.9**
20 to 24	**35.8**	**48.5**	**15.7**	**39.2**	**46.4**	**14.4**	**39.4**	**45.1**	**15.6**	**41.6**	**44.0**	**14.4**	**43.5**	**44.0**	**12.5**
25 to 29	**10.6**	**72.2**	**17.2**	**12.4**	**71.8**	**15.8**	**12.8**	**70.2**	**16.9**	**12.8**	**69.5**	**17.7**	**12.2**	**73.5**	**14.3**
Newfoundland and Labrador															
15 to 29	**46.3**	**29.9**	**23.7**	**47.3**	**33.2**	**19.5**	**43.6**	**34.7**	**21.7**	**45.1**	**37.5**	**17.4**	**45.5**	**36.9**	**17.6**
15 to 19	88.7	4.0[E]	7.2[E]	85.7	6.8[E]	7.4	80.2	8.0[E]	11.7	85.4	7.6[E]	7.1[E]	84.0	7.5[E]	8.5[E]
18 to 24	45.9	26.9	27.1	48.6	31.5	19.9	44.0	29.7	26.3	46.6	35.7	17.7	50.9	31.3	17.8
20 to 24	34.5	33.9	31.6	40.7	37.6	21.6	37.8	34.6	27.6	37.3	43.1	19.6	43.7	37.8	18.5
25 to 29	8.7[E]	56.4	34.9	10.1[E]	58.8	31.1	11.9	62.4	25.6	16.3	59.1	24.6	13.0[E]	62.3	24.7
Prince Edward Island															
15 to 29	**40.6**	**42.3**	**17.0**	**44.1**	**39.2**	**16.8**	**47.5**	**38.1**	**14.4**	**44.5**	**40.2**	**15.3**	**43.6**	**43.1**	**13.2**
15 to 19	81.0	11.2	7.9[E]	82.7	8.8[E]	8.5[E]	85.7	8.5[E]	5.8[E]	83.4	8.8[E]	7.8[E]	87.7	6.2[E]	6.1[E]
18 to 24	37.2	45.7	17.1	42.5	36.0	21.5	46.2	37.1	16.7	46.7	36.1	17.3	44.3	41.4	14.2
20 to 24	27.0	54.7	18.3	34.7	42.1	23.2	37.3	43.9	18.8	38.3	43.2	18.5	34.7	50.6	14.8
25 to 29	7.8[E]	65.7	26.5	6.3[E]	74.0	19.8[E]	12.2[E]	67.8	20.0	7.9[E]	72.3	19.8	12.8[E]	69.0	18.2
Nova Scotia															
15 to 29	**45.1**	**40.3**	**14.6**	**43.3**	**41.0**	**15.8**	**43.5**	**41.0**	**15.6**	**42.6**	**44.0**	**13.4**	**43.8**	**43.2**	**13.0**
15 to 19	82.9	9.1	8.0	79.3	12.1	8.5	83.2	8.1	8.7	81.7	9.0	9.2	86.6	8.7	4.7[E]
18 to 24	48.1	35.6	16.3	42.8	40.9	16.3	43.5	37.4	19.1	43.7	42.1	14.2	48.1	37.9	14.0
20 to 24	39.4	42.7	17.9	35.7	46.2	18.1	35.5	44.4	20.1	36.9	49.9	13.1	40.2	44.4	15.4
25 to 29	11.2	70.6	18.2	10.6	68.0	21.4	9.2	72.8	17.9	12.6	69.9	17.5	12.7	69.9	17.4
New Brunswick															
15 to 29	**39.6**	**41.6**	**18.9**	**42.1**	**42.4**	**15.5**	**42.6**	**42.3**	**15.1**	**40.4**	**43.0**	**16.6**	**39.9**	**46.0**	**14.1**
15 to 19	82.9	9.7	7.4	79.1	12.5	8.4	84.8	8.3	7.0[E]	83.9	8.2	7.9	81.5	12.7	5.9[E]
18 to 24	38.2	39.9	21.8	41.5	41.2	17.2	42.4	39.3	18.3	39.7	41.4	19.0	39.5	44.7	15.9
20 to 24	28.9	46.4	24.7	35.2	46.6	18.2	31.9	48.0	20.0	29.3	50.2	20.5	31.1	50.9	18.0
25 to 29	5.8[E]	69.3	24.9	10.0	69.8	20.1	8.4[E]	72.8	18.8	8.7[E]	70.4	21.0	10.1[E]	72.0	17.9
Quebec															
15 to 29	**42.4**	**41.1**	**16.5**	**42.1**	**44.4**	**13.5**	**45.0**	**41.2**	**13.8**	**46.7**	**39.7**	**13.6**	**45.9**	**44.5**	**9.6**
15 to 19	78.7	10.9	10.4	78.0	13.7	8.2	77.4	12.5	10.1	81.7	11.2	7.2	83.2	11.8	5.0
18 to 24	43.9	37.8	18.3	43.8	41.1	15.1	48.0	37.3	14.6	52.4	33.7	13.8	54.3	35.8	9.9
20 to 24	36.3	44.4	19.2	38.2	46.0	15.8	43.1	42.4	14.5	47.4	37.9	14.8	49.2	40.1	10.7
25 to 29	11.3	68.7	19.9	13.7	70.3	16.0	15.8	67.4	16.8	16.9	65.3	17.8	16.2	71.9	11.9
Ontario															
15 to 29	**43.7**	**44.4**	**11.8**	**47.2**	**41.0**	**11.8**	**47.1**	**38.8**	**14.1**	**46.5**	**40.4**	**13.0**	**44.6**	**44.0**	**11.5**
15 to 19	82.2	9.8	8.0	82.8	10.5	6.6	84.2	7.8	8.0	86.0	8.1	5.9	85.1	9.2	5.7
18 to 24	48.5	39.2	12.3	51.5	35.8	12.7	50.8	33.2	15.9	53.4	33.9	12.7	52.9	35.2	11.9
20 to 24	39.9	47.5	12.6	44.9	41.5	13.6	43.2	39.6	17.2	45.3	40.5	14.2	46.2	40.8	13.0
25 to 29	10.0	75.1	14.8	12.6	72.1	15.3	13.3	69.6	17.1	12.2	69.5	18.2	11.5	74.0	14.5
Manitoba															
15 to 29	**39.1**	**47.9**	**13.0**	**42.7**	**45.2**	**12.1**	**41.6**	**45.7**	**12.6**	**40.4**	**47.6**	**12.0**	**40.4**	**46.3**	**13.4**
15 to 19	76.3	15.8	7.9	78.4	14.7	6.9	79.1	13.5	7.4	78.4	15.3	6.3	79.4	12.7	7.9
18 to 24	34.5	51.2	14.4	39.8	46.9	13.3	38.8	47.3	13.9	37.9	48.1	14.0	41.7	42.7	15.6
20 to 24	27.5	57.9	14.6	33.8	52.2	14.0	31.6	54.0	14.4	32.2	53.0	14.9	36.4	48.0	15.7
25 to 29	11.6	71.6	16.8	12.2	71.8	16.0	12.4	71.2	16.4	13.3	72.4	14.3	10.5	73.7	15.8

Table A.4.4
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 2019

	2000			2005			2010			2015			2019		
	In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Em-ployed	Not em-ployed[1]	Total	Em-ployed	Not em-ployed[1]	Total	Em-ployed	Not em-ployed[1]	Total	Em-ployed	Not em-ployed[1]	Total	Em-ployed	Not em-ployed[1]
	percent														
Saskatchewan															
15 to 29	**41.2**	**45.3**	**13.5**	**40.9**	**47.7**	**11.4**	**38.9**	**49.0**	**12.0**	**37.3**	**49.9**	**12.8**	**41.5**	**47.4**	**11.1**
15 to 19	77.7	14.4	7.9	77.1	14.9	8.0	78.4	14.6	7.0	78.4	15.1	6.4	84.7	9.3	5.9
18 to 24	35.9	47.7	16.3	35.4	51.0	13.6	35.3	51.0	13.6	38.1	48.1	13.8	44.6	43.4	12.0
20 to 24	28.4	54.2	17.4	29.8	56.9	13.3	28.3	57.5	14.2	31.2	53.1	15.7	36.9	50.9	12.2
25 to 29	9.7	74.0	16.3	9.7	76.9	13.4	10.9	74.3	14.8	10.5	74.3	15.2	11.0	74.8	14.3
Alberta															
15 to 29	**37.9**	**50.2**	**11.8**	**39.5**	**50.1**	**10.4**	**36.1**	**51.8**	**12.1**	**35.6**	**52.6**	**11.9**	**37.5**	**50.2**	**12.2**
15 to 19	75.5	17.3	7.2	76.8	18.1	5.1	80.0	12.1	7.9	81.2	13.3	5.4	81.3	11.0	7.7
18 to 24	32.7	54.8	12.5	37.1	51.5	11.4	36.1	51.5	12.5	37.3	50.7	11.9	41.4	45.9	12.7
20 to 24	27.5	60.3	12.3	31.3	56.5	12.2	29.7	59.0	11.3	28.6	58.3	13.1	34.0	53.8	12.2
25 to 29	11.0	73.0	16.0	11.6	74.7	13.6	7.5	76.4	16.1	9.3	75.4	15.3	8.9	75.6	15.5
British Columbia															
15 to 29	**43.3**	**43.8**	**12.9**	**43.2**	**44.7**	**12.1**	**43.1**	**44.1**	**12.8**	**42.7**	**43.1**	**14.2**	**43.3**	**46.1**	**10.6**
15 to 19	83.7	10.3	6.1	80.2	13.1	6.7	81.9	11.5	6.6	79.4	11.2	9.4	85.8	8.8	5.4
18 to 24	43.0	41.9	15.1	42.2	44.0	13.8	44.4	41.9	13.7	46.3	39.8	13.9	47.8	41.0	11.2
20 to 24	35.0	48.8	16.3	36.1	49.6	14.3	37.6	48.2	14.2	40.2	46.0	13.8	40.2	48.2	11.6
25 to 29	11.6	72.1	16.3	12.1	72.5	15.4	13.8	69.3	16.9	12.7	68.5	18.8	12.0	74.2	13.8
Yukon															
15 to 29	**42.8**	**39.0**	**18.2**	**38.7**	**47.0**	**14.3**	**36.0**	**44.5**	**19.4**	**38.7**	**49.9**	**11.4**	**44.5**	**46.6**	**8.9**[E]
15 to 19	69.1	13.7[E]	17.2	72.9	20.6	x	69.1	17.0[E]	13.9[E]	78.1	13.6[E]	x	83.8	8.9[E]	x
18 to 24	41.0	36.7	22.3	29.0	53.7	17.3	21.0[E]	54.6	24.4[E]	36.0	49.7	14.3[E]	41.8	49.7	8.6[E]
20 to 24	33.2[E]	45.0	21.8	22.7[E]	57.5	19.8[E]	16.2[E]	59.2	24.5[E]	27.8[E]	56.8	15.4[E]	26.8[E]	65.0	x
25 to 29	x	72.5	16.5[E]	x	75.7	19.6[E]	x	69.7	22.0[E]	x	81.2	10.6[E]	x	80.7	11.7[E]
Northwest Territories															
15 to 29	..	..	..	**34.4**	**46.3**	**19.3**	**39.3**	**40.4**	**20.3**	**39.0**	**43.3**	**17.8**	**39.8**	**37.6**	**22.6**
15 to 19	..	..	..	73.8	10.7[E]	15.5[E]	76.8	8.0[E]	15.2	75.9	11.1[E]	13.0[E]	87.4	x	7.2[E]
18 to 24	..	..	..	28.7	46.1	25.3	35.2	38.7	26.1	39.2	38.2	22.6[E]	37.4	34.2	28.4
20 to 24	..	..	..	16.5[E]	56.6	26.9[E]	23.5[E]	50.3	26.1[E]	31.1	46.9	22.0[E]	21.0[E]	44.3	34.7
25 to 29	..	..	..	F	75.5	16.6[E]	8.0[E]	71.1	20.9[E]	8.7[E]	72.8	18.5[E]	x	66.1	28.1
Nunavut															
15 to 29	..	..	..	**32.2**	**36.5**	**31.4**	**33.8**	**31.6**	**34.6**	**28.4**	**32.2**	**39.4**	**32.4**	**31.3**	**36.3**
15 to 19	..	..	..	66.8	10.7[E]	22.5	66.9	10.0	23.1	63.1	10.1	26.9	69.9	11.0	19.1[E]
18 to 24	..	..	..	26.4[E]	35.1	38.5	26.3	30.7	42.9	19.7	31.3	49.0	23.7	30.8	45.5
20 to 24	..	..	..	F	43.0	39.6	18.3	34.9	46.8	11.5[E]	36.6	51.9	13.9	32.8	53.3
25 to 29	..	..	..	x	59.9	34.2	x	57.7	36.9	x	54.5	42.7	7.5[E]	52.9	39.6

.. 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 *Education at a Glance 2019: OECD Indicators*, (accessed September 10, 2019).

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) (2019), *Youth not in employment, education or training (NEET) (indicator). doi: 10.1787/72d1033a-en*.

A5 Labour market outcomes

Context

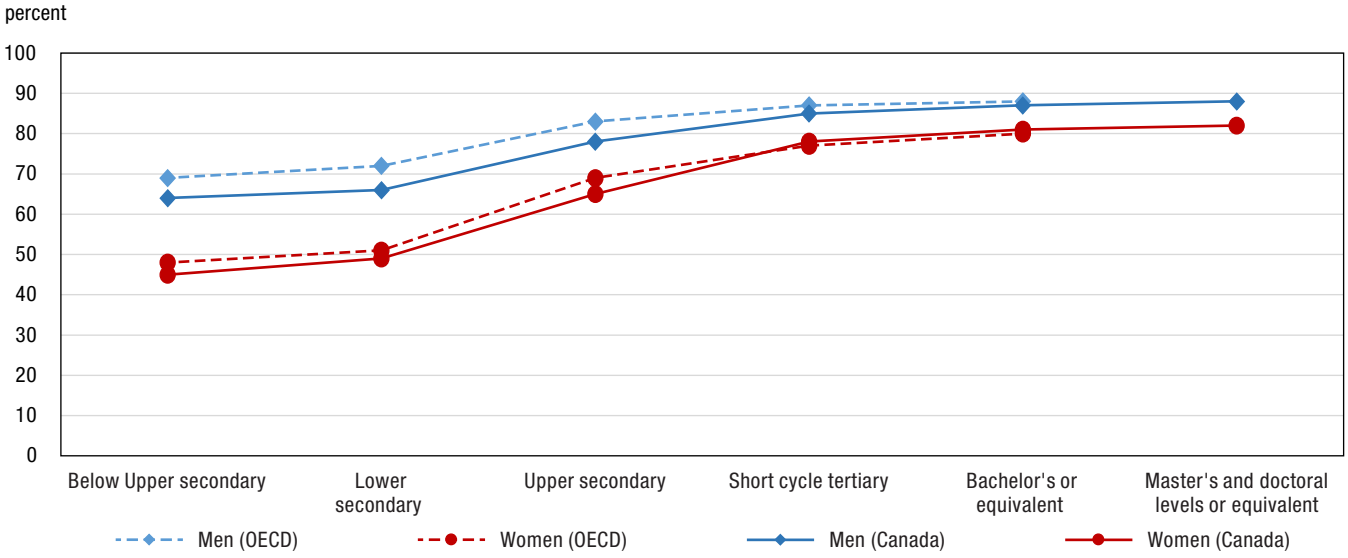
This indicator examines the connection between educational attainment and the labour market by looking at employment rates among the adult population aged 25 to 64. This relationship is explored by sex and by age group (25 to 34 and 55 to 64). Trends in employment rates by educational attainment are 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 rise with higher levels of education

Chart A.5.1
Employment rates of 25- to 64-year-olds, by highest level of education attained and sex, OECD and Canada 2018

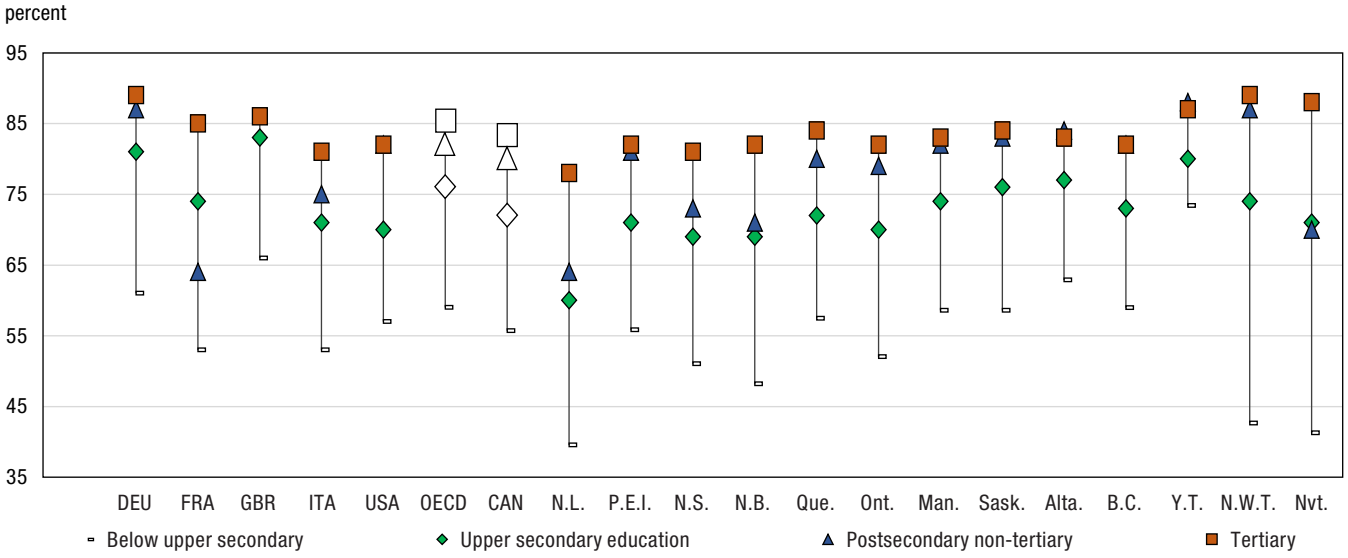


Note: OECD average is not available for combined master's and doctoral levels.
Sources: Table A.5.1, Table A.5.3.1 and *Education at a Glance 2019: OECD Indicators*.

- 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.
- This gender gap in employment rates in Canada was largest (19 percentage points) among those with the least education and smallest (6 percentage points) among the men and women with bachelor's or equivalent.[2] This was also true at the OECD average, with a larger gap between men and women at the below upper secondary level (21 percentage points) and a smaller gap at the Bachelor's or equivalent (8 percentage points).

1. See the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.
2. The highest level of educational attainment for which comparable data for Canada and OECD are available.

Chart A.5.2
Employment rates of the 25- to 64-year-old population, by highest level of education attained, OECD, G7 countries, Canada, provinces and territories, 2018

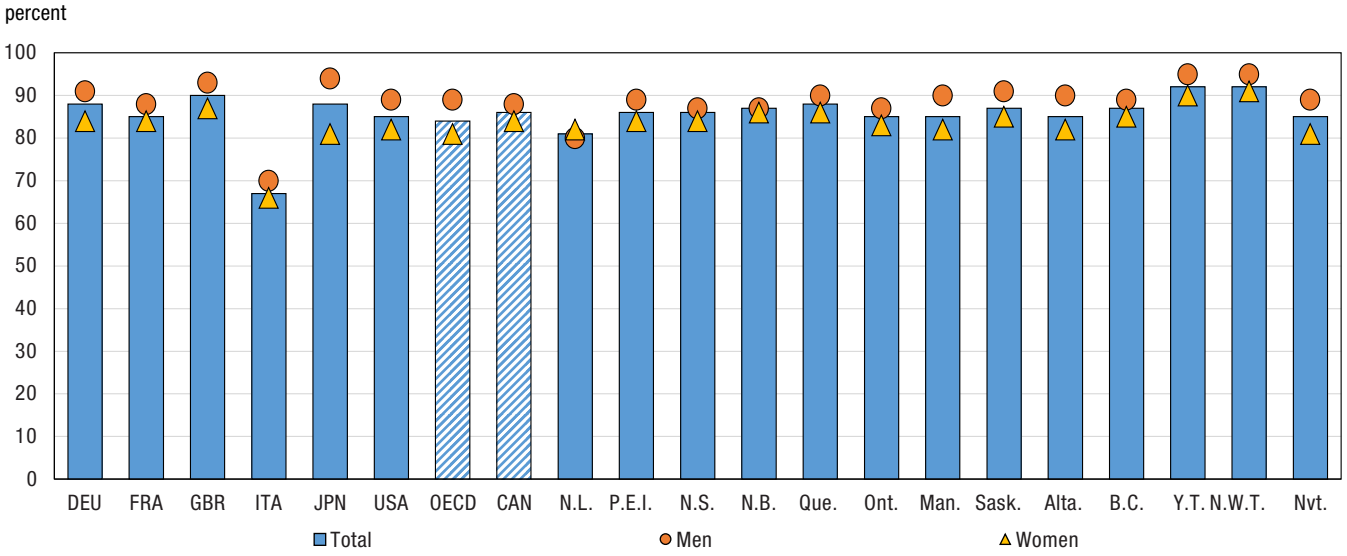


Note: The markers representing Canada and the OECD are enlarged and without colour to make them easier to find.
Sources: Tables A.5.1, A.5.2 and *Education at a Glance 2019: OECD Indicators*.

- 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 (83%) in 2018, this was not true in Alberta, British Columbia and the Yukon, where adults with postsecondary non-tertiary had equal to or 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 Italy or the United States, 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 40% in Newfoundland and Labrador to 73% in the Yukon.

Employment rates by attainment and age group

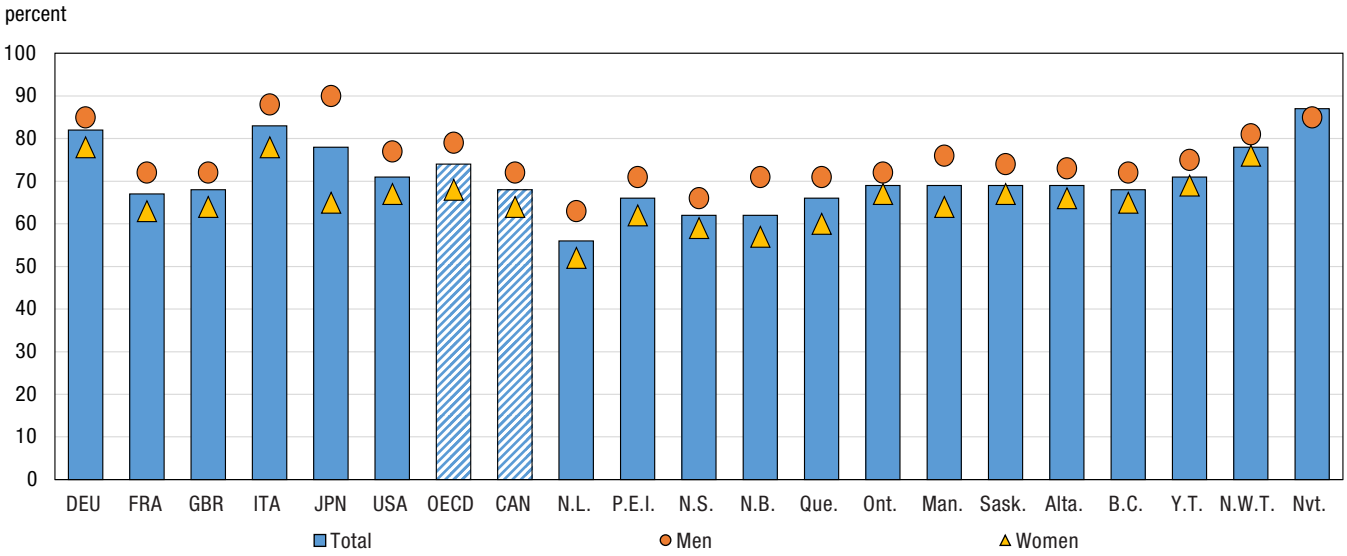
Chart A.5.3.1
Employment rates of tertiary-educated 25- to 34-year-olds, by sex, OECD, G7 countries, Canada, provinces and territories, 2018



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Sources: Table A.5.3.2 and *Education at a Glance 2019: OECD Indicators*.

- The difference in employment rates between young tertiary-educated men and women in Canada was smaller than observed at the OECD average, but similar to that observed in France and Italy. The largest gap in employment rates for this age group was observed in Japan (13 percentage points).
- In 2018, the employment rate was high among young adults with tertiary education in Canada. The employment rate was highest in Yukon and Northwest Territories (92%)
- With the exception of Newfoundland and Labrador, employment rates were higher for men than women in all provinces and territories. The rate ranged from 80% to 95% for men and from 82% to 91% for women.

Chart A.5.3.2
Employment rates of tertiary-educated 55- to 64-year-olds by sex, OECD, G7 countries, Canada, provinces and territories, 2018

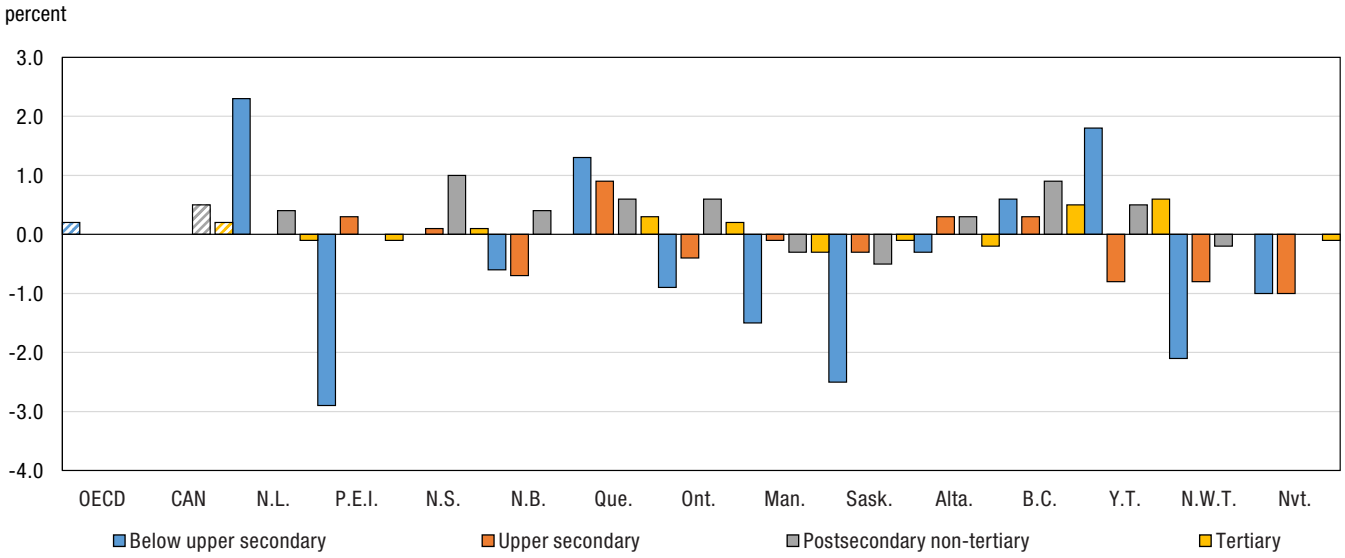


Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Data for women in Nunavut are confidential under the provisions of the *Statistics Act*.
Sources: Table A.5.3.3 and *Education at a Glance 2019: OECD Indicators*

- For the tertiary-educated population aged 55 to 64, the employment rate for men was higher than that for women in Canada, and at the OECD average. The gap between employment rates of men and women in Canada was smaller than it was at the OECD average, but identical to that of the United Kingdom (8% percentage points). The largest difference between employment rates was observed in Japan (25 percentage points).
- In 2018, the employment rate of the 55 to 64 year old population with tertiary education among the provinces and territories, ranged from 56% to 87%.

Employment rates by attainment, 2009 and 2018

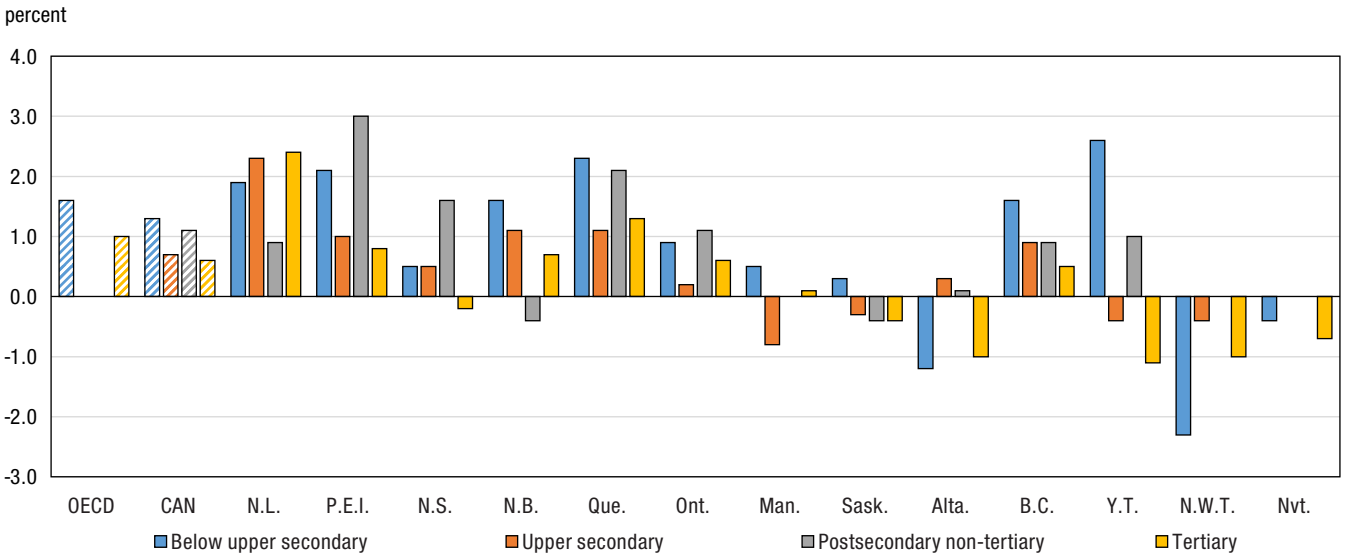
Chart A.5.3.3
Trends in employment of 25- to 34-year-olds: compound annual growth rate of the highest level of education attained, OECD, Canada, provinces and territories, 2009 to 2018



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Data for Upper secondary and postsecondary non-tertiary are not available for OECD. The compound annual growth rate formula calculates growth between two (often extended) points in time, assuming that growth is compounded annually.
Sources: Table A.5.3.2 and *Education at a Glance 2019: OECD Indicators*.

- In 2018, 87% of young adults with non-tertiary post-secondary education were employed, compared to 83% in 2009.
- Employment rates for young adults with below upper secondary or upper secondary during the two periods were more similar.
- Quebec and British Columbia are the only provinces where the employment rate for young adults who did not have a high school diploma rose over this time period. In all other provinces and territories, this proportion declined.

Chart A.5.3.4
Trends in employment of 55- to 64-year-olds: compound annual growth rate of the highest level of education attained, OECD, Canada, provinces and territories, 2009 to 2018



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Data for Upper secondary and postsecondary non-tertiary are not available for OECD. The compound annual growth rate formula calculates growth between two (often extende) points in time, assuming that groth is compounded annually.
Sources: Table A.5.3.3 and *Education at a Glance 2019: OECD Indicators*.

- In Canada, for 55- to 64-year-olds, the employment rate at every level of education was higher in 2018 than 2009, indicating that this generation continues to work beyond age 55, postponing their retirement.
- Over this ten year period, the increase in the employment rate was highest for the post-secondary non-tertiary level in Prince Edward Island (19 percentage points) and for those with less than high school in the Yukon (14 percentage points).

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 A3, *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.5.1
Employment rates[1] of 25- to 64-year-olds, by highest level of education attained and sex, OECD, Canada, provinces and territories, 2018

	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 averages[3]								
Both sexes	**43**	**62**	**73**	**82**	**82**	**84**	..	**77**
Men	**56**	**72**	**86**	**87**	**87**	**89**	..	**83**
Women	**34**	**50**	**68**	**77**	**77**	**80**	..	**70**
Canada[4]								
Both sexes	**46**	**59**	**72**	**80**	**81**	**84**	**85**	**78**
Men	57	66	78	83	85	87	88	81
Women	33	49	65	75	78	81	82	74
Newfoundland and Labrador								
Both sexes	**31**	**44**	**60**	**64**	**74**	**85**	**83**	**67**
Men	33	49	64	66	76	87	79	68
Women	27	39	56	60	72	83	87	66
Prince Edward Island								
Both sexes	**47**	**59**	**71**	**81**	**81**	**82**	**87**	**76**
Men	53	62	75	84	87	83	90	79
Women	x	54	66	76	77	81	85	74
Nova Scotia								
Both sexes	**37**	**55**	**69**	**73**	**78**	**82**	**85**	**74**
Men	47	59	74	74	82	86	85	76
Women	18[E]	49	63	72	75	79	85	72
New Brunswick								
Both sexes	**43**	**51**	**69**	**71**	**79**	**85**	**84**	**74**
Men	46	54	74	72	83	88	89	76
Women	37	46	63	70	76	83	81	71
Quebec								
Both sexes	**48**	**62**	**72**	**80**	**82**	**85**	**86**	**78**
Men	56	68	76	83	86	87	88	81
Women	36	52	67	77	79	83	84	75
Ontario								
Both sexes	**43**	**55**	**70**	**79**	**81**	**83**	**85**	**77**
Men	58	61	76	83	85	87	87	81
Women	31	46	62	69	79	80	82	73
Manitoba								
Both sexes	**53**	**60**	**74**	**82**	**82**	**84**	**85**	**78**
Men	70	70	80	86	87	87	89	83
Women	34	45	68	73	78	82	81	73
Saskatchewan								
Both sexes	**46**	**62**	**76**	**83**	**82**	**86**	**85**	**79**
Men	61	69	82	85	87	88	88	83
Women	25[E]	51	69	79	79	84	82	75
Alberta								
Both sexes	**49**	**66**	**77**	**84**	**81**	**84**	**84**	**80**
Men	66	75	84	86	86	88	89	85
Women	31	53	70	75	78	81	80	75
British Columbia								
Both sexes	**50**	**62**	**73**	**82**	**81**	**83**	**85**	**78**
Men	60	69	79	84	85	87	88	83
Women	39	52	67	75	78	80	82	74
Yukon								
Both sexes	**x**	**74**	**80**	**88**	**83**	**90**	**89**	**84**
Men	x	79	83	88	87	92	91	87
Women	x	67	77	87	81	89	88	83
Northwest Territories								
Both sexes	**32[E]**	**46**	**74**	**87**	**85**	**92**	**94**	**76**
Men	x	48	74	87	89	93	94	75
Women	x	43[E]	74	85	84	91	93	77

Table A.5.1
Employment rates[1] of 25- to 64-year-olds, by highest level of education attained and sex, OECD, Canada, provinces and territories, 2018

	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				
Nunavut								
Both sexes	**38**	**43**	**71**	**70**	**81**	**96**	**95**	**64**
Men	41	42	77	67	83	98	100	64
Women	34	45	65	85	79	95	91	63

.. 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. The OECD data can be found at Education at a Glance Database 2019 (accessed on September 27, 2019).
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 2019: OECD Indicators.*

Table A.5.2
Trends in employment rates[1] 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, 2015, 2016, 2017 et 2018

	Age 25 to 64							Age 25 to 34							Age 55 to 64						
	2005	2010	2015	2016	2017	2018	2005 to 2018	2005	2010	2015	2016	2017	2018	2005 to 2018	2005	2010	2015	2016	2017	2018	2005 to 2018
	percent						compound annual growth rate[2] (%)	percent						compound annual growth rate[2] (%)	percent						compound annual growth rate[2] (%)
OECD average[2]																					
Below upper secondary	**56**	**54**	**56**	**57**	**58**	59	0.4	**61**	**57**	**58**	**59**	**60**	60	-0.1	**38**	**39**	**43**	**44**	**46**	**47**	**1.5**
Upper secondary and postsecondary non-tertiary	**75**	**73**	**74**	**75**	**76**	77	0.2	**77**	**75**	**76**	**76**	**77**	78	0.1	**50**	**52**	**57**	**58**	**60**	**61**	**1.4**
Tertiary	**84**	**83**	**84**	**84**	**85**	85	0.1	**85**	**83**	**83**	**83**	**84**	84	-0.1	**66**	**67**	**71**	**72**	**73**	**74**	**0.8**
Canada[3]																					
Below upper secondary	56	55	55	55	56	56	-0.1	62	58	57	57	57	59	-0.4	41	43	49	47	48	48	1.2
Upper secondary and postsecondary non-tertiary	76	74	74	74	74	74	-0.2	80	77	77	76	78	78	-0.2	57	58	59	61	61	62	0.6
Tertiary	82	81	82	82	82	83	0.0	85	84	84	85	86	86	0.1	62	65	66	67	67	68	0.6
Newfoundland and Labrador																					
Below upper secondary	36	38	42	41	36	40	0.6	39	42	39	49	39	44	0.9	26	31	38	34	33	35	2.1
Upper secondary and postsecondary non-tertiary	64	64	66	65	61	62	-0.3	65	67	70	67	64	64	-0.1	43	45	51	50	48	49	0.9
Tertiary	77	76	78	77	78	78	0.1	79	80	82	80	82	81	0.2	50	48	54	55	55	56	0.8
Prince Edward Island																					
Below upper secondary	60	54	60	52	52	56	-0.5	62	55	58	57	50	44	-2.3	49	43	56	48	49	54	0.7
Upper secondary and postsecondary non-tertiary	72	71	72	71	72	73	0.1	76	72	73	72	72	73	-0.2	56	59	58	62	62	66	1.1
Tertiary	83	82	82	80	81	82	-0.1	88	83	86	86	87	86	-0.2	58	63	64	62	63	66	0.9
Nova Scotia																					
Below upper secondary	50	51	51	50	49	51	0.2	55	52	60	52	54	59	0.5	35	40	42	44	41	42	1.4
Upper secondary and postsecondary non-tertiary	73	70	69	68	70	70	-0.3	77	72	73	71	74	76	-0.1	51	55	55	55	57	58	0.9
Tertiary	80	81	80	81	80	81	0.1	85	85	85	85	84	86	0.0	54	61	60	63	63	62	1.0
New Brunswick																					
Below upper secondary	46	51	50	46	49	48	0.3	46	48	49	44	52	51	0.7	33	40	47	43	46	42	1.8
Upper secondary and postsecondary non-tertiary	72	71	71	70	70	69	-0.3	76	71	70	72	72	73	-0.3	51	55	60	56	59	59	1.1
Tertiary	80	81	81	81	81	82	0.1	87	87	87	86	86	87	0.0	52	58	59	62	60	62	1.3
Quebec																					
Below upper secondary	52	54	54	54	58	57	0.7	59	60	56	57	59	65	0.6	36	40	48	45	51	49	2.4
Upper secondary and postsecondary non-tertiary	74	72	74	75	76	76	0.2	79	78	80	80	84	84	0.4	51	52	58	60	59	60	1.2
Tertiary	81	82	82	83	83	84	0.2	84	85	84	87	87	88	0.3	55	59	62	62	64	66	1.2

Table A.5.2
Trends in employment rates[1] 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, 2015, 2016, 2017 et 2018

	Age 25 to 64							Age 25 to 34							Age 55 to 64						
	2005	2010	2015	2016	2017	2018	2005 to 2018	2005	2010	2015	2016	2017	2018	2005 to 2018	2005	2010	2015	2016	2017	2018	2005 to 2018
	percent						compound annual growth rate[2] (%)	percent						compound annual growth rate[2] (%)	percent						compound annual growth rate[2] (%)
Ontario																					
Below upper secondary	58	53	52	53	52	52	-0.8	63	53	56	55	52	52	-1.3	44	41	46	47	45	45	0.1
Upper secondary and postsecondary non-tertiary	77	73	71	71	72	71	-0.5	80	75	72	73	73	72	-0.8	59	59	59	60	61	61	0.3
Tertiary	83	81	82	82	82	82	-0.1	85	84	84	85	85	85	0.0	65	67	68	69	69	69	0.5
Manitoba																					
Below upper secondary	63	64	60	60	60	59	-0.5	59	59	55	56	56	54	-0.7	51	56	57	59	59	57	0.7
Upper secondary and postsecondary non-tertiary	81	81	79	76	77	76	-0.4	81	82	81	78	79	78	-0.2	63	66	65	63	63	61	-0.2
Tertiary	86	85	84	84	84	83	-0.2	89	86	86	85	87	85	-0.3	66	70	71	69	68	69	0.4
Saskatchewan																					
Below upper secondary	63	65	64	64	59	59	-0.5	61	63	56	59	50	49	-1.5	51	59	60	61	60	61	1.3
Upper secondary and postsecondary non-tertiary	82	82	80	79	79	79	-0.3	81	82	82	81	80	81	-0.1	62	70	68	67	68	67	0.5
Tertiary	85	86	85	84	84	84	-0.1	87	88	87	87	87	87	0.0	69	73	71	69	69	69	0.0
Alberta																					
Below upper secondary	68	65	65	60	61	63	-0.6	73	64	62	60	65	63	-1.0	54	55	61	54	52	54	0.0
Upper secondary and postsecondary non-tertiary	82	80	79	77	77	80	-0.2	84	81	81	77	78	82	-0.2	68	65	67	66	67	68	0.0
Tertiary	84	82	83	82	83	83	-0.1	85	84	85	86	85	85	0.0	71	72	72	69	70	69	-0.2
British Columbia																					
Below upper secondary	59	57	57	59	60	59	0.0	67	61	61	62	65	64	-0.4	39	45	51	49	49	49	1.7
Upper secondary and postsecondary non-tertiary	75	74	72	74	76	76	0.1	79	78	78	77	81	81	0.1	57	58	56	62	63	64	0.8
Tertiary	80	79	79	80	81	82	0.3	84	81	84	84	86	87	0.2	62	63	65	68	67	68	0.7
Yukon																					
Below upper secondary	56	52	67	66	69	73	1.9	x	51[E]	73	67	57	66	2.4	43[E]	48	60	57	69	62	2.5
Upper secondary and postsecondary non-tertiary	83	76	78	84	86	83	0.0	81	76	79	83	79	81	-0.1	75	66	69	78	81	72	-0.3
Tertiary	88	85	85	86	87	87	0.0	91	84	87	91	93	92	0.1	74	77	72	72	71	71	-0.3
Northwest Territories																					
Below upper secondary	62	48	58	59	49	43	-2.7	58	41	70	62	44	38	-3.0	58	48	42[E]	55	43	38	-3.0
Upper secondary and postsecondary non-tertiary	87	88	79	79	77	78	-0.8	88	87	73	77	77	76	-1.0	77	80	66	73	68	75	-0.2
Tertiary	92	90	90	90	89	89	-0.3	90	92	92	87	91	92	0.2	87	82	80	81	75	78	-0.7
Nunavut																					
Below upper secondary	46	52	47	43	42	41	-0.8	41	44	36	39	36	39	-0.4	37	49	55	48	40	45	1.3
Upper secondary and postsecondary non-tertiary	78	71	69	69	72	71	-0.7	78	70	63	60	67	66	-1.2	x	79	70	74	73	68	0.2
Tertiary	93	89	86	85	83	88	-0.4	89	93	87	86	83	85	-0.4	x	92	80	82	83	87	-0.9

0 true zero or value rounded to zero

x suppressed to meet the confidentiality requirements of the Statistics Act

[E] use with caution

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 OECD data can be found at Education at a Glance Database 2019 (accessed September 27, 2019).

3. 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 2019: OECD Indicators*.

Table A.5.3.1
Trends in employment rates[1] of 25- to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2009 and 2018

	Below upper secondary		Upper secondary		Postsecondary non-tertiary[2]		Tertiary		All levels of education	
	2009	2018	2009	2018	2009	2018	2009	2018	2009	2018
	percent									
OECD averages[3]										
Both sexes	**55**	**59**	**..**	**76**	**..**	**82**	**84**	**85**	**73**	**77**
Men	**66**	**69**	**..**	**83**	**..**	**87**	**88**	**90**	**80**	**83**
Women	**46**	**48**	**..**	**69**	**..**	**77**	**80**	**81**	**65**	**70**
Canada[4]										
Both sexes	**55**	**56**	**72**	**72**	**77**	**80**	**82**	**83**	**75**	**78**
Men	63	64	77	78	79	83	84	86	79	81
Women	45	45	67	65	73	75	79	80	72	74
Newfoundland and Labrador										
Both sexes	**38**	**40**	**60**	**60**	**63**	**64**	**77**	**78**	**62**	**67**
Men	43	43	66	64	63	66	79	79	64	68
Women	33	36	53	56	62	60	75	77	60	66
Prince Edward Island										
Both sexes	**58**	**56**	**71**	**71**	**72**	**81**	**81**	**82**	**73**	**76**
Men	64	59	75	75	73	84	82	86	75	79
Women	48	49	66	66	69	76	80	79	72	74
Nova Scotia										
Both sexes	**53**	**51**	**70**	**69**	**71**	**73**	**81**	**81**	**72**	**74**
Men	59	56	75	74	73	74	82	84	75	76
Women	45	43	66	63	69	72	79	78	70	72
New Brunswick										
Both sexes	**46**	**48**	**72**	**69**	**74**	**71**	**82**	**82**	**73**	**74**
Men	55	51	76	74	77	72	84	85	75	76
Women	36	44	69	63	69	70	80	79	70	71
Quebec										
Both sexes	**53**	**57**	**70**	**72**	**74**	**80**	**82**	**84**	**73**	**78**
Men	60	65	76	76	76	83	82	86	76	81
Women	45	47	65	67	73	77	81	82	71	75
Ontario										
Both sexes	**53**	**52**	**71**	**70**	**75**	**79**	**81**	**82**	**75**	**77**
Men	61	60	76	76	77	83	84	86	78	81
Women	44	41	67	62	71	69	79	80	72	73
Manitoba										
Both sexes	**64**	**59**	**78**	**74**	**84**	**82**	**85**	**83**	**80**	**78**
Men	75	70	85	80	85	86	89	88	84	83
Women	49	42	72	68	81	73	82	80	75	73
Saskatchewan										
Both sexes	**65**	**59**	**81**	**76**	**87**	**83**	**86**	**84**	**82**	**79**
Men	74	67	85	82	89	85	90	88	86	83
Women	51	45	76	69	84	79	84	81	78	75
Alberta										
Both sexes	**67**	**63**	**77**	**77**	**84**	**84**	**85**	**83**	**81**	**80**
Men	77	73	84	84	87	86	90	87	86	85
Women	55	48	71	70	76	75	81	79	75	75
British Columbia										
Both sexes	**56**	**59**	**72**	**73**	**78**	**82**	**79**	**82**	**75**	**78**
Men	64	67	77	79	80	84	84	86	79	83
Women	45	49	66	67	73	75	76	79	70	74
Yukon										
Both sexes	**54**	**73**	**80**	**80**	**79**	**88**	**87**	**87**	**79**	**84**
Men	55	78	80	83	80	88	87	90	77	87
Women	53	67	79	77	74	87	88	85	80	83
Northwest Territories										
Both sexes	**51**	**43**	**83**	**74**	**88**	**87**	**90**	**89**	**79**	**76**
Men	50	44	89	74	88	87	93	91	80	75
Women	52	41	77	74	88	85	87	88	77	77

Table A.5.3.1
Trends in employment rates[1] of 25- to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2009 and 2018

	Below upper secondary		Upper secondary		Postsecondary non-tertiary[2]		Tertiary		All levels of education	
	2009	2018	2009	2018	2009	2018	2009	2018	2009	2018
	percent									
Nunavut										
Both sexes	**49**	**41**	**69**	**71**	**74**	**70**	**89**	**88**	**66**	**64**
Men	50	41	67	77	78	67	92	91	67	64
Women	48	41	71	65	66	85	87	85	65	63

.. not available for a specific reference period

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. The OECD data can be found at Education at a Glance Database 2019 (accessed on September 27, 2019).
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 2019: OECD Indicators*.

Table A.5.3.2
Trends in employment rates[1] of 25- to 34-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2009 and 2018

	Below upper secondary		Upper secondary		Postsecondary non-tertiary[2]		Tertiary		All levels of education	
	2009	2018	2009	2018	2009	2018	2009	2018	2009	2018
	percent									
OECD averages[3]										
Both sexes	**59**	**60**	**..**	**..**	**..**	**..**	**84**	**84**	**76**	**79**
Men	**70**	**72**	**..**	**..**	**..**	**..**	**89**	**89**	**83**	**86**
Women	**46**	**45**	**..**	**..**	**..**	**..**	**80**	**81**	**69**	**72**
Canada[4]										
Both sexes	**59**	**59**	**74**	**74**	**83**	**87**	**84**	**86**	**79**	**82**
Men	69	70	79	80	85	90	86	88	82	85
Women	45	41	68	66	79	82	83	84	76	78
Newfoundland and Labrador										
Both sexes	**35**	**44**	**60**	**60**	**68**	**71**	**82**	**81**	**71**	**73**
Men	45	54	68	64	68	69	85	80	73	72
Women	x	29[E]	52	56	66	81	81	82	69	74
Prince Edward Island										
Both sexes	**59**	**44**	**69**	**71**	**82**	**82**	**87**	**86**	**78**	**79**
Men	70	54	74	77	84	84	90	89	81	82
Women	41[E]	32[E]	62	64	80	79	85	84	76	77
Nova Scotia										
Both sexes	**59**	**59**	**71**	**72**	**75**	**83**	**85**	**86**	**78**	**81**
Men	65	64	76	80	73	82	85	87	78	83
Women	45	46[E]	65	62	79	86	84	84	77	79
New Brunswick										
Both sexes	**54**	**51**	**76**	**71**	**78**	**81**	**87**	**87**	**81**	**80**
Men	62	57	77	77	78	83	88	87	81	81
Women	39	41[E]	75	64	78	77	86	86	81	79
Quebec										
Both sexes	**57**	**65**	**73**	**80**	**82**	**87**	**85**	**88**	**80**	**84**
Men	67	74	77	81	83	89	85	90	81	86
Women	41	49	67	78	81	85	85	86	78	83
Ontario										
Both sexes	**57**	**52**	**72**	**69**	**81**	**86**	**83**	**85**	**78**	**80**
Men	66	64	76	78	84	91	85	87	81	84
Women	46	35	67	57	73	74	81	83	76	76
Manitoba										
Both sexes	**63**	**54**	**77**	**76**	**90**	**87**	**88**	**85**	**82**	**80**
Men	78	68	86	82	93	91	92	90	88	86
Women	39	36	67	69	85	77	86	82	76	75
Saskatchewan										
Both sexes	**63**	**49**	**80**	**78**	**90**	**86**	**88**	**87**	**84**	**81**
Men	74	63	86	86	93	90	93	91	89	86
Women	45	27[E]	71	66	86	78	85	85	79	76

Table A.5.3.2
Trends in employment rates[1] of 25- to 34-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2009 and 2018

	Below upper secondary		Upper secondary		Postsecondary non-tertiary[2]		Tertiary		All levels of education	
	2009	2018	2009	2018	2009	2018	2009	2018	2009	2018
	percent									
Alberta										
Both sexes	**65**	**63**	**76**	**78**	**86**	**89**	**87**	**85**	**82**	**83**
Men	78	80	82	85	90	92	92	90	87	88
Women	49	38	68	69	76	80	83	82	75	77
British Columbia										
Both sexes	**60**	**64**	**75**	**77**	**82**	**90**	**83**	**87**	**79**	**84**
Men	70	72	80	81	85	93	87	89	83	87
Women	47	51	69	72	77	80	80	85	75	81
Yukon										
Both sexes	**55[E]**	**66**	**80**	**74**	**89**	**94**	**87**	**92**	**79**	**85**
Men	60[E]	80	85	81	94	96	83	95	80	89
Women	x	F	75	62	F	90	89	90	78	81
Northwest Territories										
Both sexes	**47**	**38**	**75**	**69**	**96**	**94**	**92**	**92**	**77**	**75**
Men	51	36[E]	90	63[E]	95	94	94	95	81	70
Women	44	40[E]	61	74	x	89	91	91	73	79
Nunavut										
Both sexes	**43**	**39**	**70**	**63**	**72**	**72**	**86**	**85**	**62**	**58**
Men	40	40	66	70	x	66	90	89	59	59
Women	47	37[E]	74	57	x	87	83	81	66	58

.. 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. 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.The OECD data can be found at Education at a Glance Database 2019 (accessed on September 27, 2019).
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 2019: OECD Indicators.*

Table A.5.3.3
Trends in employment rates[1] of 55- to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2009 and 2018

	Below upper secondary		Upper secondary		Postsecondary non-tertiary[2]		Tertiary		All levels of education	
	2009	2018	2009	2018	2009	2018	2009	2018	2009	2018
	percent									
OECD averages[3]										
Both sexes	**40**	**47**	**..**	**..**	**..**	**..**	**67**	**74**	**52**	**61**
Men	**50**	**55**	**..**	**..**	**..**	**..**	**74**	**78**	**61**	**68**
Women	**32**	**40**	**..**	**..**	**..**	**..**	**60**	**68**	**44**	**55**
Canada[4]										
Both sexes	**42**	**48**	**57**	**61**	**59**	**66**	**64**	**68**	**57**	**63**
Men	51	55	63	66	61	68	67	72	62	67
Women	34	39	52	56	54	60	62	64	53	59
Newfoundland and Labrador										
Both sexes	**29**	**35**	**39**	**49**	**45**	**49**	**44**	**56**	**38**	**48**
Men	34	39	47	51	48	50	50	63	43	51
Women	25	30	31	48	42	47	40	52	33	46
Prince Edward Island										
Both sexes	**44**	**54**	**57**	**63**	**55**	**74**	**61**	**66**	**55**	**63**
Men	51	58	63	66	57	73	63	71	59	67
Women	36	44	51	59	52	75	60	62	52	60
Nova Scotia										
Both sexes	**40**	**42**	**54**	**57**	**51**	**60**	**63**	**62**	**53**	**57**
Men	45	46	60	62	50	62	67	66	57	61
Women	34	37	47	52	52	57	59	59	50	54

Table A.5.3.3
Trends in employment rates[1] of 55- to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2009 and 2018

	Below upper secondary		Upper secondary		Postsecondary non-tertiary[2]		Tertiary		All levels of education	
	2009	2018	2009	2018	2009	2018	2009	2018	2009	2018
	percent									
New Brunswick										
Both sexes	**36**	**42**	**54**	**60**	**58**	**56**	**58**	**62**	**51**	**57**
Men	46	45	58	67	62	59	61	71	56	62
Women	24	38	52	54	49	50	55	57	46	52
Quebec										
Both sexes	**39**	**49**	**52**	**58**	**51**	**63**	**58**	**66**	**51**	**61**
Men	49	58	59	63	55	67	59	71	56	66
Women	31	39	46	54	46	59	58	60	46	55
Ontario										
Both sexes	**41**	**45**	**59**	**60**	**60**	**67**	**65**	**69**	**58**	**64**
Men	47	51	63	65	61	70	68	72	62	67
Women	34	37	56	56	58	58	62	67	55	60
Manitoba										
Both sexes	**54**	**57**	**64**	**59**	**68**	**68**	**68**	**69**	**64**	**64**
Men	64	66	72	63	66	70	71	76	69	70
Women	43	42	57	56	70	63	65	64	58	59
Saskatchewan										
Both sexes	**59**	**61**	**67**	**65**	**73**	**70**	**72**	**69**	**68**	**67**
Men	65	68	71	69	75	72	74	74	72	71
Women	51	48	63	60	69	66	70	67	65	62
Alberta										
Both sexes	**61**	**54**	**65**	**67**	**70**	**71**	**76**	**69**	**70**	**67**
Men	75	62	74	75	72	73	80	73	76	72
Women	47	42	57	60	65	62	72	66	63	62
British Columbia										
Both sexes	**42**	**49**	**56**	**61**	**63**	**69**	**65**	**68**	**59**	**64**
Men	53	55	60	66	65	70	70	72	64	68
Women	31	41	52	58	55	66	60	65	54	61
Yukon										
Both sexes	**48[E]**	**62**	**73**	**70**	**68**	**75**	**79**	**71**	**71**	**71**
Men	x	53[E]	x	74	71	77	84	75	73	74
Women	x	64[E]	68	66	x	69	75	69	70	68
Northwest Territories										
Both sexes	**48**	**38**	**78**	**75**	**75**	**75**	**86**	**78**	**73**	**69**
Men	53[E]	44[E]	82	76	74	76	89	81	76	71
Women	44[E]	F	73[E]	74	x	F	82	76	70	67
Nunavut										
Both sexes	**47**	**45**	**x**	**63[E]**	**x**	**77**	**93**	**87**	**66**	**67**
Men	x	42	F	70[E]	x	78	97	85	72	68
Women	x	47	x	58[E]	F	F	x	89	59	67

.. 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. 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. The OECD data can be found at Education at a Glance Database 2019 (accessed on September 27, 2019).
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 2019: 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 C3), pension systems, teaching and instructional hours (see Indicators C1, C2), 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.

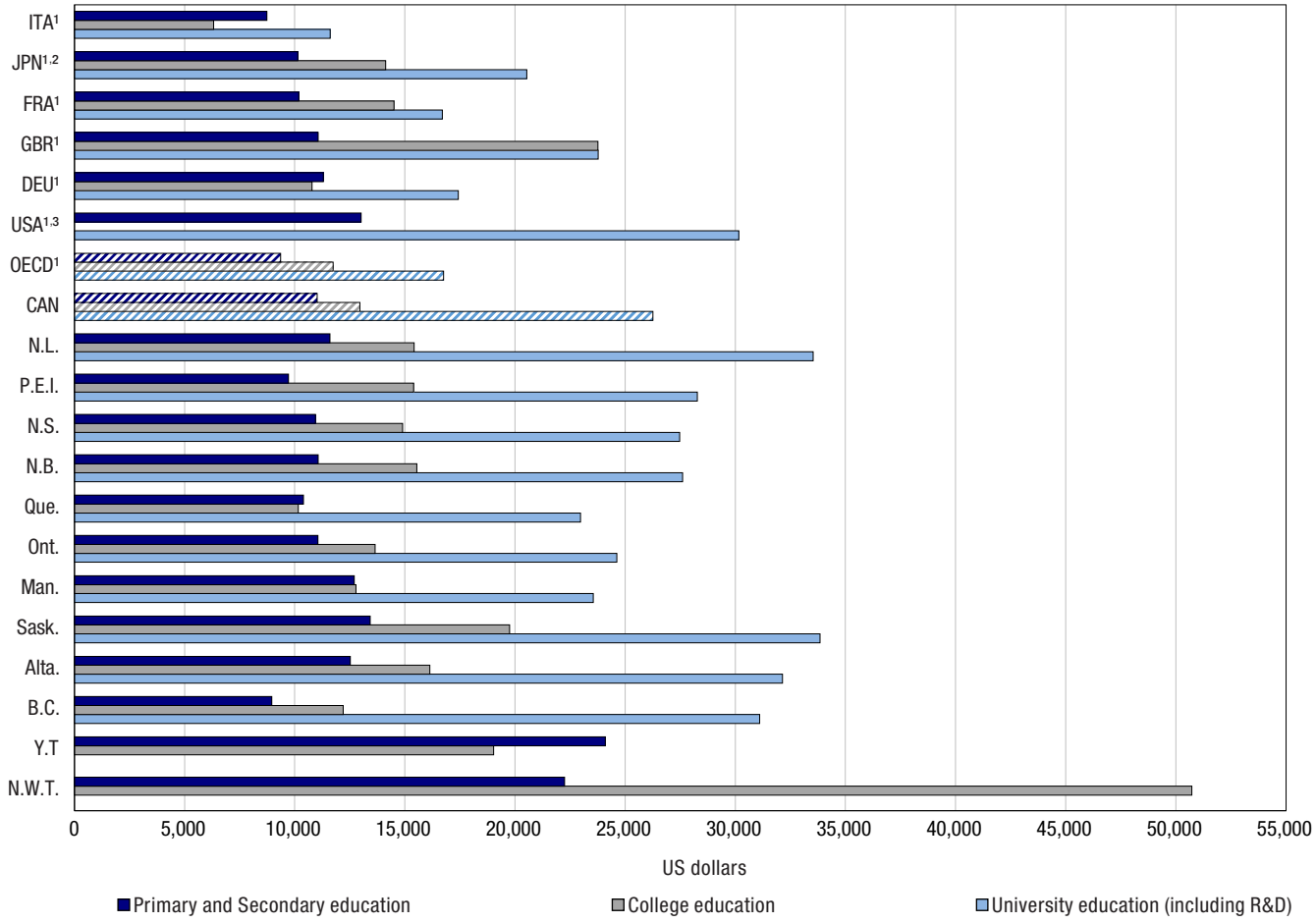
Policy-makers must also balance the importance of improving the quality of educational services with the desirability of expanding access to educational opportunities, notably at the tertiary level. In addition, decisions regarding the allocation of funds among the various levels of education are key. 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 institutions[1] 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, college and university education, OECD, G7 countries, Canada, provinces and territories, 2016/2017

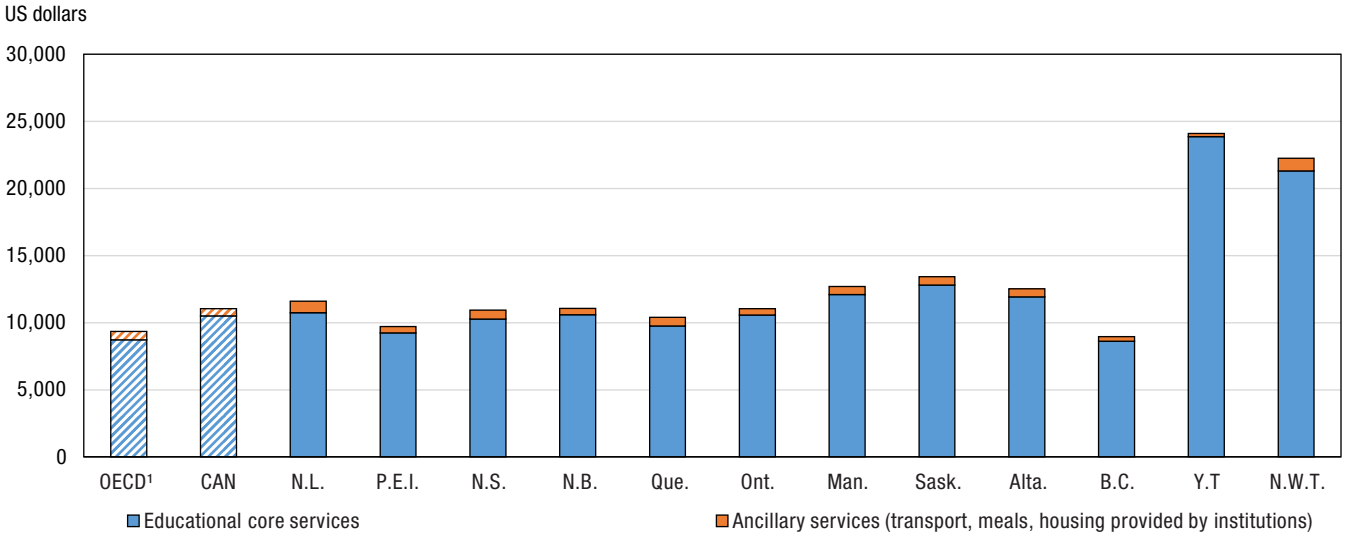


1. Primary and Secondary education measure also includes post-secondary non-tertiary.
2. Includes data from another category.
3. University education measure includes all tertiary.

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 G7 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 2019: OECD Indicators*.

Chart B.1.2
Core and ancillary expenditure per student in primary/secondary education, in US dollars, OECD, Canada, provinces and territories, 2016/2017



1. Primary and Secondary education measure also includes post-secondary non-tertiary.
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Sources: Table B.1.2.2, and *Education at a Glance 2019: OECD Indicators.*

- Expenditure per student at the primary/secondary level was higher in Canada (US$11,018) than at the OECD average (US$9,357). Among the provinces, these expenditures ranged from US$8,956 in British Columbia to US$13,422 in Saskatchewan. In the territories, the structural costs associated with delivering education at the primary and secondary, and college level tend to be higher than those in the provinces.
- For primary/secondary levels, educational core services represented the bulk of expenditure per student in Canada, and across provinces and territories, ranging from 93% for the Newfoundland and Labrador, to 99% in Yukon. The corresponding OECD average was similar at 93% of total expenditures on core education.
- For the college level (short cycle tertiary), expenditure per student in Canada (US$12,960) was higher than the OECD average (US$11,745). For the available G7 countries, there was a range with Italy being the lowest and Canada being in the middle behind the United Kingdom, France, and Japan. Within Canada, between provinces there was also variation, with Saskatchewan being the highest and Quebec the lowest.
- For the university level, at US$26,263, Canada's figure was 57% higher than the OECD average of US$16,756, and was second highest in the G7 behind the United States.
- Similar to the OECD averages, in Canada and every province except Quebec and Manitoba, expenditure per student was lowest at the primary/secondary level, higher at the college level and highest at the university level. In Quebec, college expenditure per student was slightly lower than that of expenditure per student at the primary/secondary level, and in Manitoba primary/secondary and college levels were almost the same.

Definitions, sources and methodology

Data refer to the 2016/2017 financial year and the 2016/2017 school year. Unlike publications prior to 2018, the financial and enrolment data here are not processed to reflect a single calendar year. These data are collected for the elementary and secondary levels as well as for the college and university sectors. The OECD figures are from the UOE data collection on education statistics, administered by the OECD in 2018.[3]

Expenditure per student by educational institutions at a given level of education is calculated by dividing the total expenditure by educational institutions at that level by the corresponding full-time equivalent (FTE) 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 three 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) and the Survey of Federal Government Expenditures in Support of Education (FEDEX). The survey data are consolidated with federal and provincial expenditures on education, and other sources of revenue, to give a more complete picture of government expenditures.

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 (Services aux Autochtones Canada).

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 FTE enrolments using a factor of 0.6 for vocational training, and 0.2 for adult education. Students enrolled in regular programs for youth who were over 21 years of age were treated as part-time and a factor of 0.2 was applied. Due to these changes, this year's estimate of expenditure per student is not comparable with estimates from publication years 2017 or earlier.

Financial data for the college level came from the Financial Information of Community Colleges and Vocational Schools Survey (FINCOL). 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 (FEXEX). These survey data are then consolidated with federal and provincial expenditures on education, and other sources of revenue, to give a more complete picture of government expenditures at the two levels.

Subsequently, educational institutions that have both enrolment as well as expenditure data are kept in the analysis. For college, if an institution has expenditure data but no enrolment, the FINCOL value for that college is subtracted from the total expenditure. For university, where there is more complete coverage, if an institution has expenditure data but no enrolment data, the enrolment data was estimated based on public information.

The enrolment figures for both the college and university levels come from the Postsecondary Student Information System (PSIS). In the case of colleges, a new methodology was used in order to calculate full-time equivalent enrolments. This method used course-level data in order to estimate a ratio for calculating the number of full-time equivalent enrolments. Apprentices were treated as full-time students due to their high resource use while they are in school sessions.

For university, student-program enrolments on a given day from the fall term were used to approximate a full-time enrolment count. Part-time students identified in this count were divided by 3.5 and added to the number of full-time students.

In addition, for both the university and college sectors, financial data are collected at an institutional level only, and thus cannot be divided by type of program. As a result, expenditures also include any expenditure for programs that are not at the diploma, 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. For more information, see *Education at a Glance 2019: OECD Indicators*, available on the OECD Web site.

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 1.25 (for 2016/2017) 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 and college 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 university 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 C1, *How much is spent per student on educational institutions?.*

Table B.1.1.1
Annual expenditure by educational institutions per student, for all services, by educational level, Canadian dollars, Canada, provinces and territories, 2016/2017

	Pre-primary, primary, lower secondary, upper secondary	College	Bachelor's, master's, or doctoral levels, or equivalent including R&D[1]
	Canadian dollars		
Canada	**13,719**	**16,137**	**32,701**
Newfoundland and Labrador	14,437	19,202	41,759
Prince Edward Island	12,103	19,168	35,207
Nova Scotia	13,631	18,544	34,217
New Brunswick	13,774	19,350	34,373
Quebec	12,942	12,656	28,610
Ontario	13,763	16,990	30,656
Manitoba	15,814	15,913	29,322
Saskatchewan[2]	16,713	24,597	42,151
Alberta	15,588	20,089	40,025
British Columbia[3]	11,152	15,195	38,726
Yukon	30,003	23,693	…
Northwest Territories	27,711	63,155	…
Nunavut	..	..	…

.. not available for a specific reference period

... 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. For the college level, regional colleges are excluded from the calculation.
3. For British Columbia, expenditure may be underestimated for private schools at the "Pre-primary, primary, lower secondary, upper secondary" level. This methodology is currently under review.

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.
As of the 2015/2016 data year there have been changes in the methodology, so these values should not be directly compared to previous years. Please see the Definitions, sources and methodology section of chapter B1 for details.
In Quebec, vocational training and general education for adults are included at the secondary level.
Note that this indicator does not follow the OECD's new method for calculating expenditure, and focuses on expenditures by educational institutions.

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; and 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, 2016/2017

	Pre-primary, primary, lower secondary, upper secondary	College	Bachelor's, master's, or doctoral levels, or equivalent including R&D[1]
	US dollars		
OECD average[2,3]	**9,357**	**11,745**	**16,756**
Canada[4]	**11,018**	**12,960**	**26,263**
Newfoundland and Labrador	11,595	15,421	33,537
Prince Edward Island	9,720	15,394	28,275
Nova Scotia	10,947	14,893	27,480
New Brunswick	11,062	15,540	27,605
Quebec	10,394	10,164	22,977
Ontario	11,053	13,645	24,620
Manitoba	12,700	12,780	23,549
Saskatchewan5	13,422	19,754	33,852
Alberta	12,519	16,133	32,145
British Columbia6	8,956	12,203	31,101
Yukon	24,096	19,028	…
Northwest Territories	22,255	50,720	…
Nunavut	..	..	…

.. not available for a specific reference period

… 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. The OECD data can be found at *Education at a Glance Database* (accessed on September 10, 2019).
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 2019: OECD Indicators*. The figures presented in this table represent the most recent available.
5. For the college level, regional colleges are excluded from the calculation.
6. For British Columbia, expenditure may be underestimated for private schools at the "Pre-primary, primary, lower secondary, upper secondary" level. This methodology is currently under review.

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. As of the 2015/2016 data year there have been changes in the methodology, so these values should not be directly compared to previous years. Please see the Definitions, sources and methodology section of chapter B1 for details. In Quebec, vocational training and general education for adults are included at the secondary level. Note that this indicator does not follow the OECD's new method for calculating expenditure, and focuses on expenditures by educational institutions.

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 2019: 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, 2016/2017

	Pre-primary, primary, upper and lower secondary		
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total
	Canadian dollars		
Canada	**13,058**	**661**	**13,719**
Newfoundland and Labrador	13,385	1,052	**14,437**
Prince Edward Island	11,509	594	**12,103**
Nova Scotia	12,801	829	**13,631**
New Brunswick	13,196	579	**13,774**
Quebec	12,159	782	**12,942**
Ontario	13,155	608	**13,763**
Manitoba	15,077	736	**15,814**
Saskatchewan	15,943	770	**16,713**
Alberta	14,851	737	**15,588**
British Columbia[1]	10,724	429	**11,152**
Yukon	29,726	277	**30,003**
Northwest Territories	26,546	1,165	**27,711**
Nunavut	..	..	**..**

.. not available for a specific reference period

1. For British Columbia, expenditure may be underestimated for private schools at the "Pre-primary, primary, lower secondary, upper secondary" level. This methodology is currently under review.

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.

As of the 2015/2016 data year there have been changes in the methodology, so these values should not be directly compared to previous years. Please see the Definitions, sources and methodology section of chapter B1 for details.

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

Note that this indicator does not follow the OECD's new method for calculating expenditure, and focuses on expenditures by educational institutions.

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, 2016/2017

	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]	**8,722**	**635**	**9,357**
Canada[3]	**10,487**	**531**	**11,018**
Newfoundland and Labrador	10,750	845	**11,595**
Prince Edward Island	9,243	477	**9,720**
Nova Scotia	10,281	666	**10,947**
New Brunswick	10,598	465	**11,062**
Quebec	9,765	628	**10,394**
Ontario	10,565	488	**11,053**
Manitoba	12,109	591	**12,700**
Saskatchewan	12,804	618	**13,422**
Alberta	11,927	592	**12,519**
British Columbia[4]	8,612	344	**8,956**
Yukon	23,873	222	**24,096**
Northwest Territories	21,320	935	**22,255**
Nunavut	..	..	**..**

.. not available for a specific reference period

1. The OECD data can be found at *Education at a Glance Database* (accessed September 10, 2019).
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 may 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 2019: OECD Indicators. The figures presented in this report represent the most recent available.
4. For British Columbia, expenditure may be underestimated for private schools at the "Pre-primary, primary, lower secondary, upper secondary" level. This methodology is currently under review.

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.
As of the 2015/2016 data year there have been changes in the methodology, so these values should not be directly compared to previous years. Please see the Definitions, sources and methodology section of chapter B1 for details.
In Quebec, vocational training and general education for adults are included at the secondary level.
Note that this indicator does not follow the OECD's new method for calculating expenditure, and focuses on expenditures by educational institutions.

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 2019: OECD Indicators*.

B2 Expenditure on education as a percentage of GDP

Context

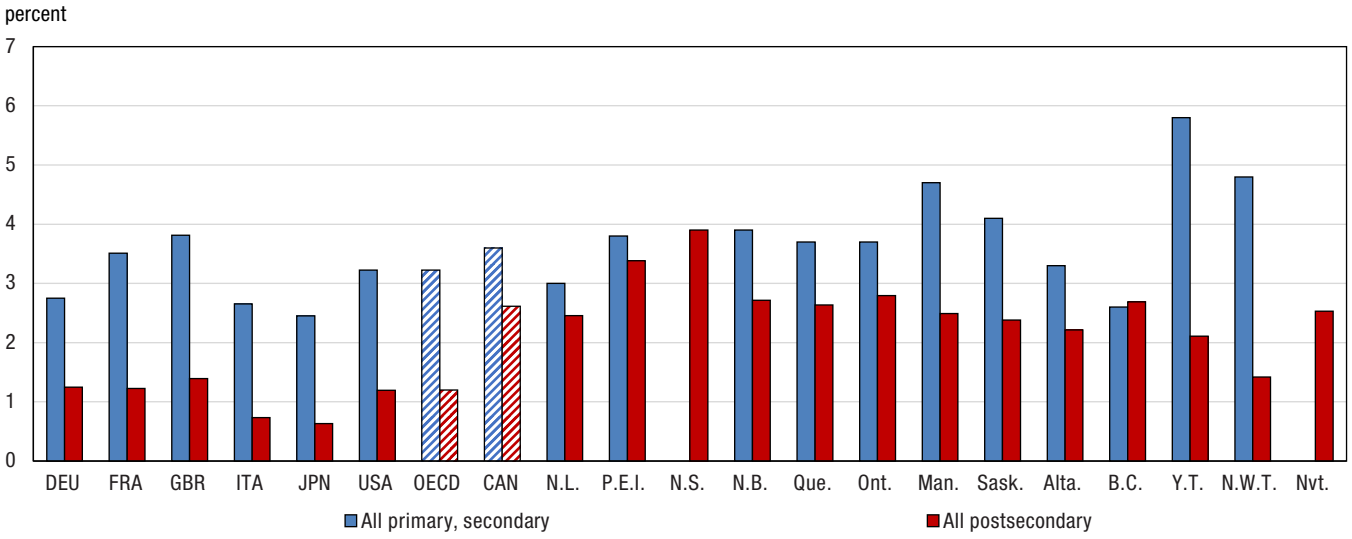
This indicator provides a measure of the proportion of national wealth that is invested in educational institutions by linking public and private expenditures with gross domestic product (GDP).

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, 2016/2017



Notes: For the OECD, the total expenditure on all levels of education combined was 4.4% 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 line pattern to make them easier to find.
Sources: Table B.2.1 and *Education at a Glance 2019: OECD Indicators*.

- With 6.2% of its GDP allocated to educational institutions in 2016/2017 (3.6% for primary and secondary education plus 2.6% for all postsecondary education), Canada devoted more than the 4.4% average estimated by the OECD average (3.2% and 1.2% respectively).[1]

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

- The financial commitment to educational institutions varied from one province or territory to another, ranging from 5% of GDP in Newfoundland and Labrador and British Columbia[2] to 8% in Nova Scotia, Yukon and Nunavut,[3] in 2016/2017.
- Within the G7 countries, the range was from 3.1% to 5.2%.

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 2016/2017.

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.[4] *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 ISCED level 5 (short-cycle tertiary education) 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 five Statistics Canada surveys[5] 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 2016/2017 financial year. The OECD averages (for the 2016 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 2018.

Note: The corresponding OECD indicator is C4, *What proportion of national wealth is spent on education?.*

2. 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 and Labrador actually spent a relatively high amount on education per student in 2016/2017, as seen in Indicator B1, Expenditure per student (Table B.1.1.1).
3. 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.
4. Business enterprises or other institutions providing short-term courses of training or instruction to individuals on a one-to-one basis are excluded.
5. Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System – School Boards; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; and Financial Information 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, 2016/2017

	All primary and secondary education[1]	Postsecondary education			All levels of education combined (including undistributed programmes)
		All postsecondary[2]	Short cycle tertiary (college) and post-secondary non-tertiary[3]	Bachelor's, Master's, Doctoral or equivalent	
	percent				
OECD average	**3.2**	**1.2**	**0.1**	**1.1**	**4.4**
Canada	**3.6**	**2.6**	**0.9**	**1.7**	**6.2**
Newfoundland and Labrador	**3.0**	**2.5**	0.7	1.8	**5.4**
Prince Edward Island	**3.8**	**3.4**	1.5	1.9	**7.2**
Nova Scotia	**4.0**	**3.9**	0.9	3.0	**7.9**
New Brunswick	**3.9**	**2.7**	0.9	1.8	**6.6**
Quebec	**3.7**	**2.6**	1.0	1.6	**6.3**
Ontario	**3.7**	**2.8**	1.0	1.8	**6.5**
Manitoba	**4.7**	**2.5**	0.8	1.7	**7.2**
Saskatchewan	**4.1**	**2.4**	0.8	1.6	**6.5**
Alberta	**3.3**	**2.2**	0.9	1.3	**5.5**
British Columbia	**2.6**	**2.7**	1.0	1.7	**5.3**
Yukon	**5.8**	**2.1**	2.1	...	**7.9**
Northwest Territories	**4.8**	**1.4**	1.4	...	**6.2**
Nunavut	**5.8**	**2.5**	2.5	...	**8.3**

… 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.

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 Information of Community Colleges and Vocational Schools; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2019: 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 current[1] and capital[2] 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

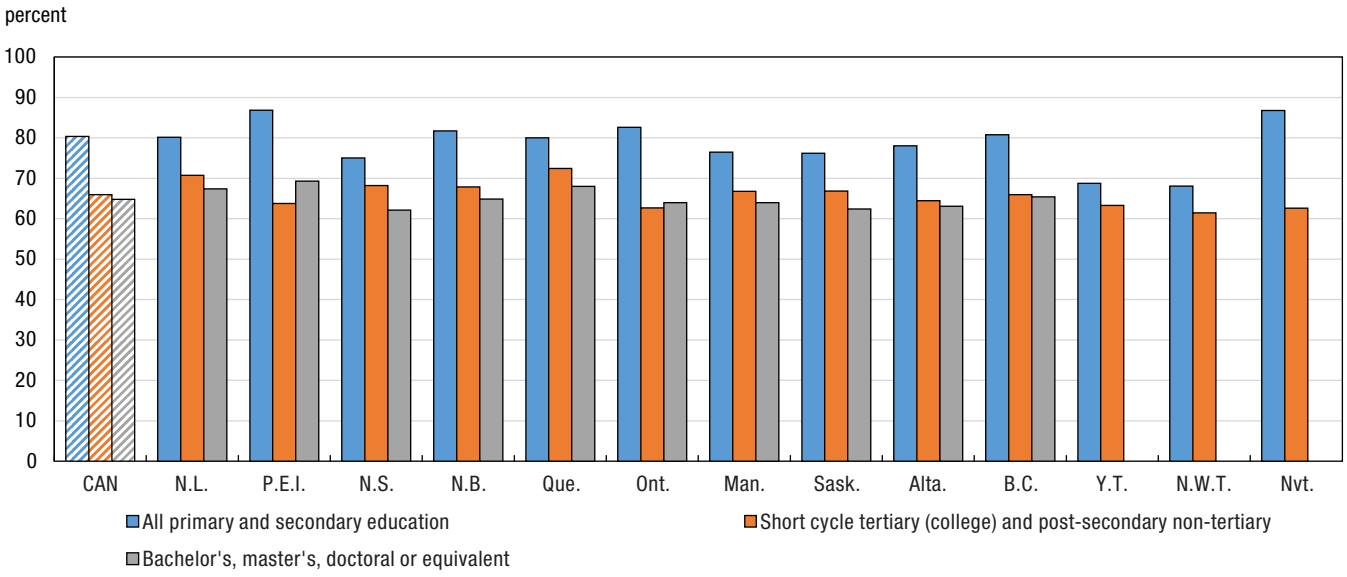
Current and capital expenditures

- In Canada, current expenditure accounted for 92% of total expenditure at primary and secondary education levels; 95% for short cycle tertiary (college) and post-secondary non-tertiary level, and 93% for bachelor's, master's, doctoral or equivalent.
- Overall, the highest proportions of spending on current expenditures were observed at short cycle tertiary (college) and post-secondary non-tertiary level. Within the provinces and territories, this rate varied from 91% for Alberta to 100% for Ontario and Nunavut.[3]
- At the postsecondary level,[4] capital expenditure was 6% in Canada, compared with 10% at the OECD average.

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 or territory may not be included in this calculation.
3. Current expenditures as a share of total expenditure could be recorded as higher because capital expenditures that came out of operating funds or that were funded directly by the province or territory may not be included in this calculation.
4. 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.

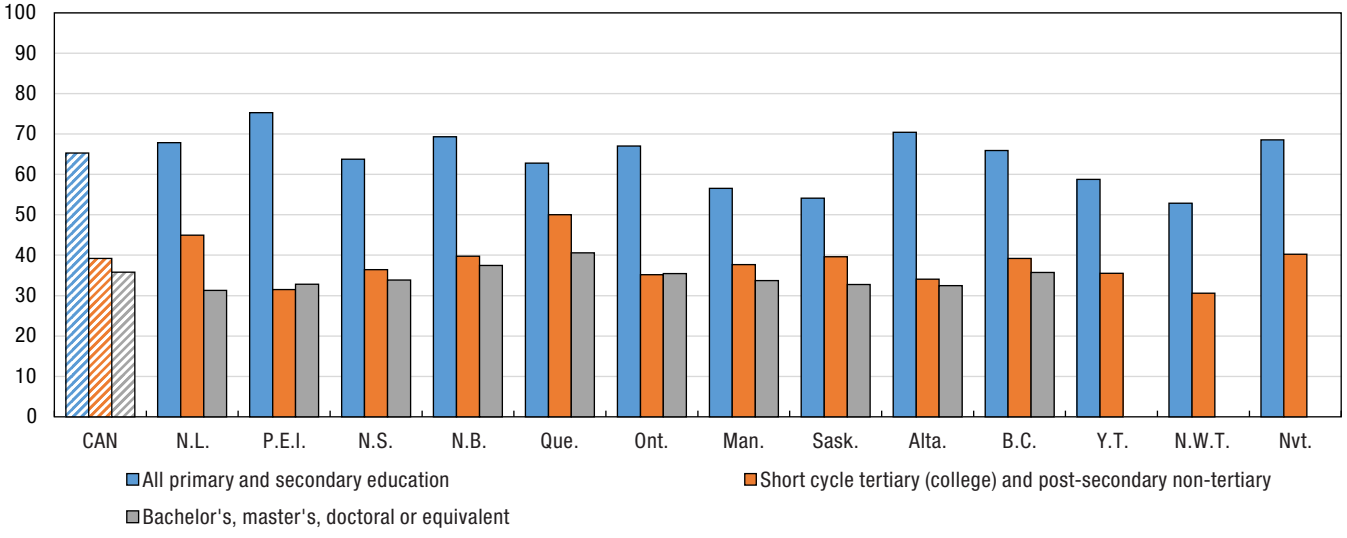
Compensation of all staff and compensation of teachers

Chart B.3.1
Compensation of staff as a share of current expenditure (per level of education) on educational institutions, by level of education, Canada, provinces and territories, 2016/2017



Note: The bars representing Canada are filled with a diagonal line pattern to make them easier to find.
Source: Table B.3.1.

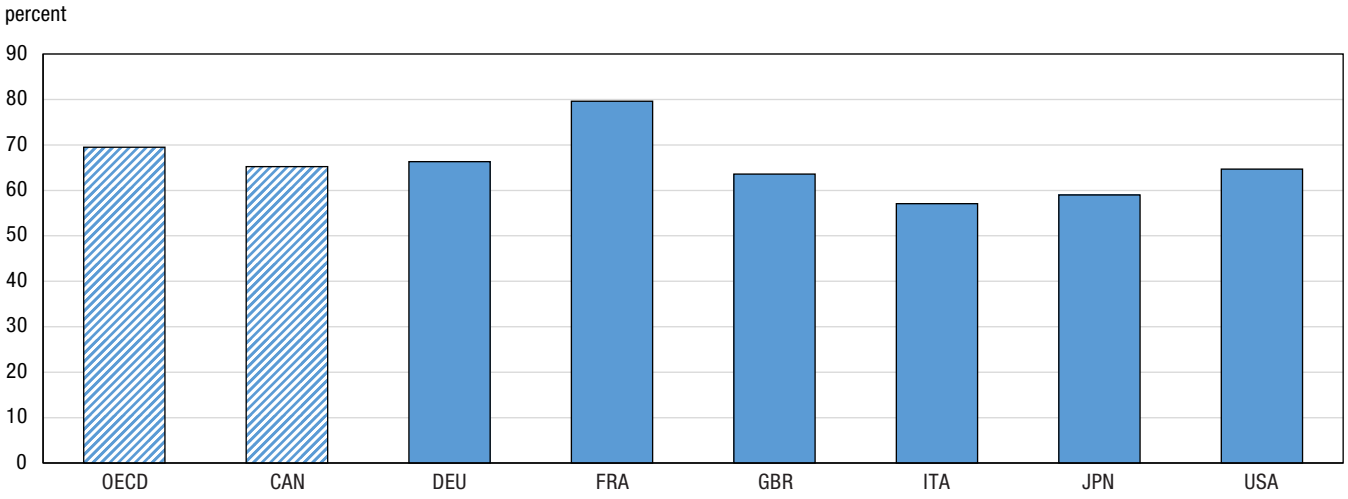
Chart B.3.2
Compensation of teachers (per level of education) as a share of current expenditure on educational institutions, by level of education, Canada, provinces and territories, 2016/2017



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 80% of current expenditure at the primary and secondary levels, and 66% at the short cycle tertiary (college) and postsecondary non-tertiary level, and 65% 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 68% in the Northwest Territories to 87% in Prince Edward Island and 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 65% of current spending in 2016/2017, 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 2016/2017, the Canadian average was 34% for short cycle tertiary (college) and postsecondary non-tertiary education, and 35% for university education, compared with 20% for primary and secondary education. The OECD average for other expenditure at the postsecondary level was 31%, similar to the Canadian average.

Chart B.3.3
Compensation of all staff as a share of current expenditure on educational institutions for postsecondary education, OECD and G7 countries, 2016/2017



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Sources: Table B.3.1 and *Education at a Glance 2019: OECD Indicators*.

- For the OECD and the G7 averages, 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 80% in France, whereas the Canadian and OECD averages were 65% and 70% respectively.

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 2016/2017 financial year, and figures were drawn from five Statistics Canada surveys: the Elementary-Secondary Education Survey; the Survey of Uniform Financial System-School Boards; the Financial Information of Universities and Colleges Survey; the Survey of Federal Government Expenditures in Support of Education and Financial Information of Community Colleges and Vocational Schools. Information for OECD member countries, and the OECD averages, refer to data for the 2016 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 C6, *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, 2016/2017

	Total expenditure	Percentage of total expenditure		Percentage of current expenditure			
		Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	Canadian dollars				percentage		
All primary and secondary education[1]							
OECD average	..	..	..	..	..	..	..
Canada	**72,931,648**	**92.2**	**7.8**	**65.3**	**15.0**	**80.3**	**19.7**
Newfoundland and Labrador	947,091	91.9	8.1	67.9	12.3	80.2	19.8
Prince Edward Island	246,289	95.7	4.3	75.3	11.6	86.8	13.2
Nova Scotia	1,667,174	94.3	5.7	63.8	11.3	75.0	25.0
New Brunswick	1,374,348	91.7	8.3	69.3	12.4	81.7	18.3
Quebec	14,760,443	92.4	7.6	62.8	17.2	80.0	20.0
Ontario	29,632,607	92.7	7.3	67.0	15.6	82.6	17.4
Manitoba	3,226,074	94.4	5.6	56.5	19.9	76.4	23.6
Saskatchewan	3,172,475	89.9	10.1	54.1	22.1	76.2	23.8
Alberta	10,170,511	89.5	10.5	70.4	7.6	78.0	22.0
British Columbia	7,095,667	93.0	7.0	65.9	14.9	80.8	19.2
Yukon	159,893	91.4	8.6	58.8	10.0	68.7	31.3
Northwest Territories	223,137	95.8	4.2	52.9	15.2	68.1	31.9
Nunavut	150,505	93.7	6.3	68.5	18.3	86.8	13.2
All postsecondary							
OECD average[2,3,4]	..	**89.7**	**10.3**	..	..	**69.5**	**30.5**
Canada[5]	**53,716,396**	**93.8**	**6.2**	**37.0**	**27.5**	**65.2**	**34.8**
Newfoundland and Labrador	860,267	97.0	3.0	34.7	33.5	68.2	31.8
Prince Edward Island	221,819	93.9	6.1	32.3	34.7	67.0	33.0
Nova Scotia	1,635,696	93.8	6.2	34.5	29.1	63.6	36.4
New Brunswick	884,432	98.1	1.9	38.3	27.6	65.9	34.1
Quebec	10,750,927	93.5	6.5	44.2	25.5	69.7	30.3
Ontario	21,625,162	94.8	5.2	35.3	28.2	63.5	36.5
Manitoba	1,510,194	92.5	7.5	34.9	29.9	64.8	35.2
Saskatchewan	1,796,747	94.0	6.0	34.6	29.0	63.6	36.4
Alberta	6,762,319	93.4	6.6	33.1	30.5	63.6	36.4
British Columbia	7,221,832	94.5	5.5	36.9	28.7	65.6	34.4
Yukon	54,745	96.8	3.2	35.5	27.8	63.3	36.7
Northwest Territories	53,547	99.1	0.9	30.6	30.9	61.4	38.6
Nunavut	51,940	100.0	0.0	40.3	22.4	62.6	37.4
Short cycle tertiary (college) and post-secondary non-tertiary							
OECD average	..	..	..	..	..	..	..
Canada	**18,734,751**	**94.8**	**5.2**	**39.2**	**26.8**	**66.0**	**34.0**
Newfoundland and Labrador	212,726	98.1	1.9	45.0	25.7	70.7	29.3
Prince Edward Island	89,203	97.8	2.2	31.5	32.3	63.8	36.2
Nova Scotia	367,639	99.1	0.9	36.4	31.8	68.2	31.8
New Brunswick	307,293	99.0	1.0	39.7	28.1	67.9	32.1
Quebec	4,099,771	92.5	7.5	50.0	22.4	72.5	27.5
Ontario	7,228,827	99.7	0.3	35.2	27.5	62.7	37.3
Manitoba	446,285	94.6	5.4	37.6	29.1	66.8	33.2
Saskatchewan	472,630	97.7	2.3	39.6	27.2	66.9	33.1
Alberta	2,559,631	91.1	8.9	34.0	30.4	64.4	35.6
British Columbia	2,503,745	97.2	2.8	39.2	26.8	66.0	34.0
Yukon	54,745	96.8	3.2	35.5	27.8	63.3	36.7
Northwest Territories	53,547	99.1	0.9	30.6	30.9	61.4	38.6
Nunavut	51,940	100.0	0.0	40.3	22.4	62.6	37.4

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, 2016/2017

	Total expenditure	Percentage of total expenditure		Percentage of current expenditure			
		Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	Canadian dollars				percentage		
Bachelor's, Master's, Doctoral or equivalent							
OECD average	..	..	..	..	..	..	..
Canada[5]	**34,981,645**	**93.2**	**6.8**	**35.8**	**27.8**	**64.8**	**35.2**
Newfoundland and Labrador	647,541	96.7	3.3	31.3	36.1	67.4	32.6
Prince Edward Island	132,616	91.2	8.8	32.8	36.5	69.3	30.7
Nova Scotia	1,268,057	92.3	7.7	33.8	28.3	62.2	37.8
New Brunswick	577,139	97.6	2.4	37.5	27.4	64.8	35.2
Quebec	6,651,156	94.1	5.9	40.6	27.4	68.0	32.0
Ontario	14,396,335	92.4	7.6	35.4	28.6	64.0	36.0
Manitoba	1,063,909	91.6	8.4	33.7	30.3	64.0	36.0
Saskatchewan	1,324,117	92.7	7.3	32.8	29.7	62.4	37.6
Alberta	4,202,688	94.8	5.2	32.5	30.6	63.1	36.9
British Columbia	4,718,087	93.0	7.0	35.7	29.7	65.4	34.6
Yukon	..	…	…	…	…	…	…
Northwest Territories	..	…	…	…	…	…	…
Nunavut	..	…	…	…	…	…	…

.. not available for a specific reference period

... not applicable

0 absolute zero or value rounded to zero

1. Compensation of other staff includes all salaries from federally operated institutions.
2. For OECD "all postsecondary" corresponds to "tertiary" and does not include post-secondary non-tertiary.
3. The OECD data can be found at Education at a Glance Database (accessed September 24, 2019 - Table C6.1 and C6.2).
4. The most recent data available for Canada for publication in Education at a Glance 2019 were for reference year 2016 and were used in that publication's OECD average.
5. Only public institutions are included at the university level.

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

Sources: Statistics Canada: Survey of Uniform Financial System - School Boards; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education and Financial Information of Community Colleges and Vocational Schools and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2019: OECD Indicators*.

Chapter C

The learning environment and organization of schools

C1 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). This information is for Canadian public institutions for the 2018/2019 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.

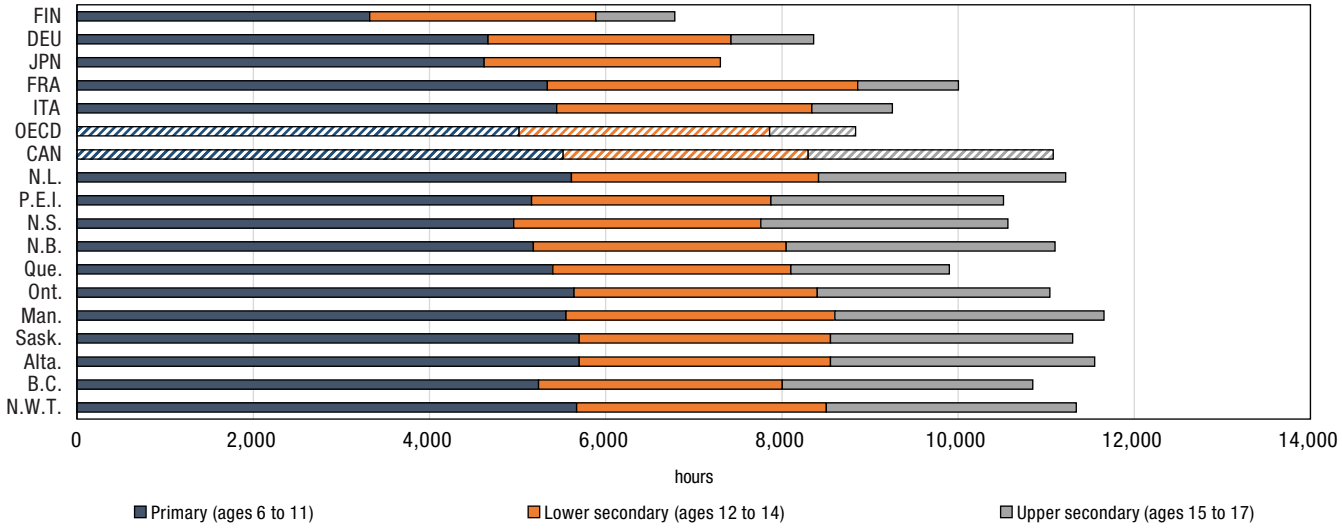
In combination with the information on teacher working time in Indicator C2 and teachers' salaries presented in Indicator C3, this indicator on instruction time contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contribute to expanding 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 2018/2019 were not available for Yukon and Nunavut.

Observations

Intended instruction time by level of education

Chart C.1.1
Total number of cumulative intended instruction hours[1] in public institutions, by level of education, OECD, selected countries, Canada, provinces and territories, 2018/2019



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.
Notes: Data for Yukon and Nunavut are not available. Upper secondary data for the OECD average, Italy, France, Germany, and Finland include 15 year-olds only. Upper secondary data for Japan are not available. Upper secondary data for Quebec exclude 17 year-olds. 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 C.1.1 and *Education at a Glance 2019: OECD Indicators*.

- In Canada, total cumulative intended instruction time in primary, lower and upper secondary education was highest in Manitoba at 11,655 hours. It was lowest in Quebec[2] at 9,900 hours.
- The average total cumulative intended instruction time in formal classroom settings for primary level education (ages 6 to 11), lower secondary level education (ages 12 to 14) and upper secondary level education (ages 15 to 17) was 5,518, 2,780 and 2,783 hours, respectively.
- In comparison, average total intended time was lower for the OECD countries with 5,016 hours at the primary level and higher for the OECD countries with 2,845 hours at the lower secondary level.[3]

2. In Quebec, data do not include hours for age 17.
3. Data for ages 16 and 17 were not available for the OECD average.

Definitions, sources and methodology

Data on instruction time are from the 2018 OECD-INES, Eurydice – OECD Instruction Time Data Collection and refer to the 2018/2019 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 2018/2019 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 January 1, 2018, for the single ages 6 to 17 in each jurisdiction. All jurisdictions except Yukon and Nunavut are taken into account in the Canada average.

Calculation of instruction time by jurisdiction	
Jurisdiction	**Source/Notes on calculation of instruction time**
Newfoundland and Labrador	The *Schools Act* 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: *Elementary Program of Studies and Authorized Materials, Intermediate Program of Studies and Authorized Materials*, and *Minister's Directive No. MD 99-05: Intermediate School Subject Time Allotments*. Instruction time for age 15 is based on 8 credits per year at 110 hours per credit as set in *Minister's Directive No. MD 11-02* and the *Senior High Program of Studies and Authorized Materials*.
Nova Scotia	The *Ministerial Education Act Regulations* 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 *New Brunswick Regulation 97-150 under the Education Act* (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 *Basic School Regulation for Preschool, Elementary and Secondary Education*.
Ontario	*Ontario Regulation 298* states that the length of the instructional program of each school day for pupils of compulsory school age (Grades 1 to 12 or ages 6 to 17) should be not less than 5 hours a day. This excludes recess and scheduled intervals between classes. For elementary school pupils (Grades 1 to 8 or ages 6 to 13), compulsory and intended instruction time is 5 hours of instruction multiplied by 187 instructional days per Ontario Regulation 304. Based on the *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (OS),* for secondary school pupils (Grades 9 to 12 or ages 14 to 17), instruction time is based on 8 credits at 110 hours per credit. Secondary school pupils are required to earn a total of 30 credits. In the first two years of secondary school, a full course load of 8 credits per year must be completed. In the last two years, there is flexibility in course load distribution in obtaining the minimum 14 credits to graduate.
Manitoba	*Manitoba Regulation 101/95* 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	*Time and Credit Allocations - Core Curriculum: Principles, Time Allocations, and Credit Policy (updated June 2011)* provides the required minutes per subject per week for each grade. Those were divided by 60 to calculate (to two decimal places) the number of hours per week. The resulting value was multiplied by a factor of 38 (weeks in school year) to obtain hours per year.
Alberta	In accordance with section 39(1)(c) of the *School Act*, the *Guide to Education* 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 *School Act Regulation* that sets the total yearly hours of instruction for students.
Northwest Territories	Compulsory and intended instruction time is based on the *Northwest Territories Education Act* which states that a school day shall consist of no less than 485 hours per year for Kindergarten, 995 hours per year for Grade 1 to 6 and no less than 945 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 C.1.1
Intended instruction time[1,2,3,4] in public institutions, ages 6 through 17, by age, OECD, Canada, provinces and territories, 2018/2019

	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 average[5]	**828**	**802**	**819**	**831**	**855**	**881**	**929**	**958**	**958**	**975**	**..**	**..**
Canada[6]	**914**	**914**	**922**	**922**	**922**	**922**	**928**	**937**	**916**	**925**	**913**	**945**
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	880	880
Nova Scotia	701	701	888	888	888	888	935	935	935	935	935	935
New Brunswick	740	740	925	925	925	925	925	925	1,018	1,018	1,018	1,018
Quebec	900	900	900	900	900	900	900	900	900	900	900	…
Ontario[7]	940	940	940	940	940	940	940	940	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	1,000	1,000
British Columbia	873	873	873	873	873	873	873	947	947	947	947	947
Yukon	..	..	..	..	..	..	..	..	..	..	..	..
Northwest Territories	945	945	945	945	945	945	945	945	945	945	945	945
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. Typically, primary education includes ages 6-11, lower secondary education includes ages 12-14, and upper secondary education includes ages 15 to 17. For more information on the age ranges by education level, please see Appendix 1: Structure of education and training in Canada.
5. The OECD data can be found at Education at a Glance Database (accessed September 18, 2019 - Table D1.4, web only).
6. The average for Canada is calculated by weighting the figures for provinces and territories by the population of children, as of January 1, 2018, for the single ages 6 to 17 in each jurisdiction. All jurisdictions except Yukon and Nunavut are taken into account in the Canada average. The Canada average for age 17 does not include Quebec.
7. In Ontario, the figures reported for ages 6 to 13 are based on provisions outlined in provincial regulations. For students in Grade 11 and 12 (or ages 16 and 17), the hours of instruction noted above are the typical scenario, however; there is flexibility in course load distribution over the two years.

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), Eurydice-OECD Instruction Time Data Collection 2018.

C2 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 2017/2018 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 C3), this indicator describes some key aspects of teachers' working conditions. Data are presented for Canada, and for the provinces and territories.[1]

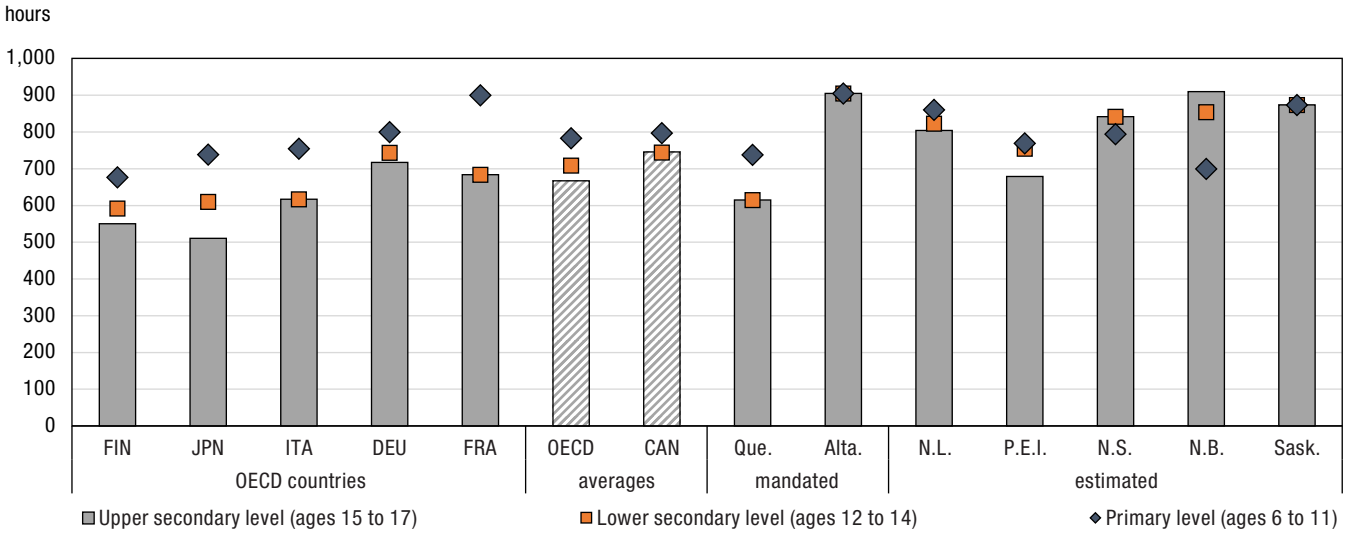
Similar to instruction time for students (see Indicator C1) and teachers' salaries (see Indicator C3), the amount of time teachers spend teaching has an impact on education budgets. Moreover, teaching hours and the extent of non-teaching duties are major components of the working conditions and may have 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.

Observations

Teaching time and total working time

Chart C.2.1
Annual net teaching time, by educational level taught, OECD, selected countries, Canada and provinces, 2017/2018



Notes: Data are not available for Ontario, Manitoba, British Columbia, Northwest Territories, Yukon and Nunavut. Countries other than Canada are ranked in ascending order at the primary level and include the G7 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 C.2.1 and *Education at a Glance 2019: OECD Indicators*.

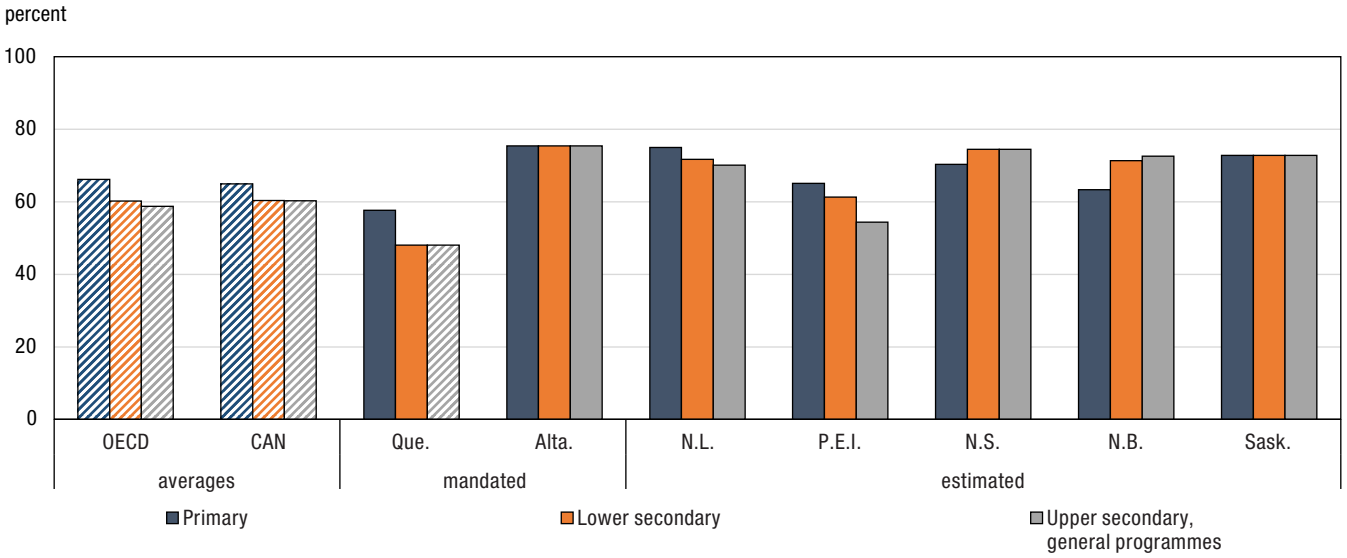
- In Canada, primary school teachers taught an average of 797 hours in 2017/2018 compared with the OECD average of 783 hours. Lower secondary school teachers taught an average of 744 hours in 2017/2018, compared with 709 hours for all OECD reporting countries.

1. Data for the 2017/2018 school year were not available for British Columbia, Yukon and Nunavut.

- While the upper secondary OECD average (667 hours) 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 746 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 secondary levels in Canada, Alberta reported the highest annual net teaching time at 905 hours. The lowest amount (615 hours) was reported in Quebec.
- The annual net teaching time in Canada at the lower and upper secondary levels (744 and 746 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 reporting G7 countries, Canada included.
- For OECD countries, annual net teaching time decreases as the level of education increases. At the Canada level, this pattern is also seen, however, between provinces, there is variability in the number of teaching hours per education level. These differences between provinces reflect different policy choices.

Proportion of total working time spent teaching

Chart C.2.2
Net teaching time as a percentage of total working time at school, OECD, Canada and provinces, 2017/2018



Notes: Data are not available for Ontario, Manitoba, British Columbia, 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 C.2.1 and *Education at a Glance 2019: OECD Indicators.*

- In Canada in 2017/2018, the proportion of net teaching time to total working time (65% for primary, 60% for lower secondary and for upper secondary) was fairly similar to the OECD averages (66% for primary education, 60% for lower secondary and 59% for upper secondary education).
- Time spent teaching as a proportion of total working time varied widely from one province to another. In 2017/2018, 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 2018 Survey on Teacher's Salaries and Working Time and refer to the 2017/2018 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 C1), 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 break-down of the number of teachers per ISCED level.

Table C.2.1
Organization of teachers' working time, by educational level taught, OECD, Canada, provinces and territories, 2017/2018

	Number of weeks of instruction[1]			Number of days of instruction[1]			Net teaching time[2]			Working time required at school[3]			Total statutory working time		
	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]
	weeks			days			hours								
OECD[5]	**38**	**38**	**37**	**183**	**183**	**182**	**783**	**709**	**667**	**1,184**	**1,178**	**1,135**	**1,612**	**1,634**	**1,629**
Canada[6]	**37**	**37**	**37**	**183**	**183**	**183**	**797**	**744**	**746**	**1,228**	**1,233**	**1,236**	**...**	**...**	**...**
Mandated teaching and working time															
Quebec	36	36	36	180	180	180	738	615	615	1,280	1,280	1,280	1,280	1,280	1,280
Alberta[7]	37	37	37	184	184	184	905	905	905	1,200	1,200	1,200	1,200	1,200	1,200
Estimated teaching and working time[8]															
Newfoundland and Labrador	37	37	37	187	187	187	860	823	804	1,147	1,147	1,147	…	…	…
Prince Edward Island	36	36	36	181	181	181	769	755	679	1,182	1,231	1,247	…	…	…
Nova Scotia	37	37	37	187	187	187	795	842	842	1,130	1,130	1,130	…	…	…
New Brunswick	37	37	37	185	185	185	700	854	910	1,105	1,197	1,253	…	…	…
Saskatchewan	38	38	38	190	190	190	874	874	874	1,200	1,200	1,200	…	…	…
Yukon	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other[9]															
Ontario	37	37	37	187	187	187	..	..	..	..	..	..	…	…	…
Manitoba	37	37	37	185	185	185	..	..	..	1,073	1,073	1,073	…	…	…
British Columbia	…	…	…	..	..	..	..	..	..	..	..	..	…	…	…
Northwest Territories[7]	37	37	37	185	185	185	..	..	..	..	..	..	…	…	…
Nunavut	..	..	..	..	..	..	..	..	..	..	..	..	…	...	...

.. not available for a specific reference period

... not applicable

1. The number of weeks and days of instruction is mandated in all reporting jurisdictions; that is, it is established by collective agreement or provincial / territorial regulation / law.
2. "Net teaching time" refers to the number of hours per year that a full-time teacher teaches.
3. "Working time required at school" refers to the number of hours that a full-time teacher is expected to work, excluding overtime, non-specified preparation time, and days that the school is closed for holidays (both public holidays and seasonal school holidays / vacations).
4. General programmes cover education that was not designed explicitly to prepare participants for a specific class of occupations or trades, or for entry into further vocational or technical education programmes.
5. The OECD data can be found at Education at a Glance Database (accessed September 18, 2019 - Table D4.1a and D4.1b). The most recent values available for Working time required at school come from the 2018 Education at a Glance.
6. Canada figures are weighted averages based on the number of full-time educators, and reflect public institutions in submitting jurisdictions, as reported in the 2016/2017 Elementary-Secondary Education Survey (ESES). Data for Ontario, Manitoba, British Columbia, Yukon, the Northwest Territories and Nunavut are excluded from the Canadian average.
7. Alberta's and Northwest Territories' net teaching time and "working time required at school" reflect the maximum time a full-time teacher can be assigned to teach or to work and may not necessarily be the actual hours a teacher is assigned.
8. Jurisdictions in this subgroup, in which net teaching time and total working time are not mandated in collective agreement or regulation, estimated teaching time based on mandatory instruction time, as follows: mandatory instruction time minus marking and preparation time equals "net teaching time"; mandatory instruction time plus supervision and meeting time plus time for professional development equals "working time required at school".
9. "Other" jurisdictions could not report all categories and so are not included in the Canada average, which is consistent with Canada's reporting to the OECD. In Manitoba, and British Columbia, teaching time and/or working time are estimated consistently with estimation methods of those who reported both (see note 8).

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2018 Survey on Teacher's Salaries and Working Time.

C3 Teachers' salaries

Context

This indicator presents annual statutory salaries for teachers at the start of their careers, after 10 years' experience, after 15 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 C1 and C2, respectively, this indicator on teachers' salaries contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contributes to expanding the context for discussion of quality of instruction and understanding certain aspects of education processes.

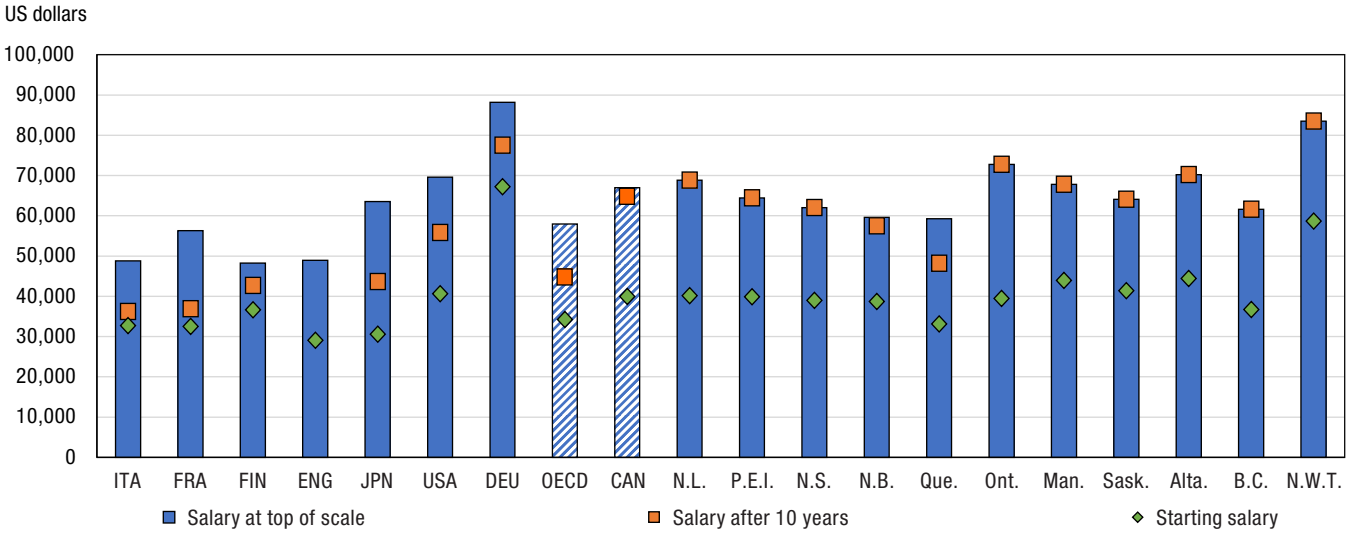
Observations

Teachers' salaries

- 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 C.3.2).

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

Chart C.3.1
Annual statutory teachers' salaries, full-time teachers in lower secondary institutions, with typical level of training, by teaching experience, US dollars, OECD, G7 countries, Canada, provinces and territories, 2017/2018



Notes: Reflects salaries, in US dollars converted using purchasing power parities, for full-time teachers in public institutions, 2017/2018 school year. Finland is included due to their high ranking in academic assessments. Salary at 10 years was not available for England. 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. The "typical level of training" refers to the salaries for teachers with the most common or typical level of training required for certification in public elementary and secondary educational institutions.
Sources: Table C.3.2 and *Education at a Glance 2019: OECD Indicators*.

Salaries throughout career experience in Canada

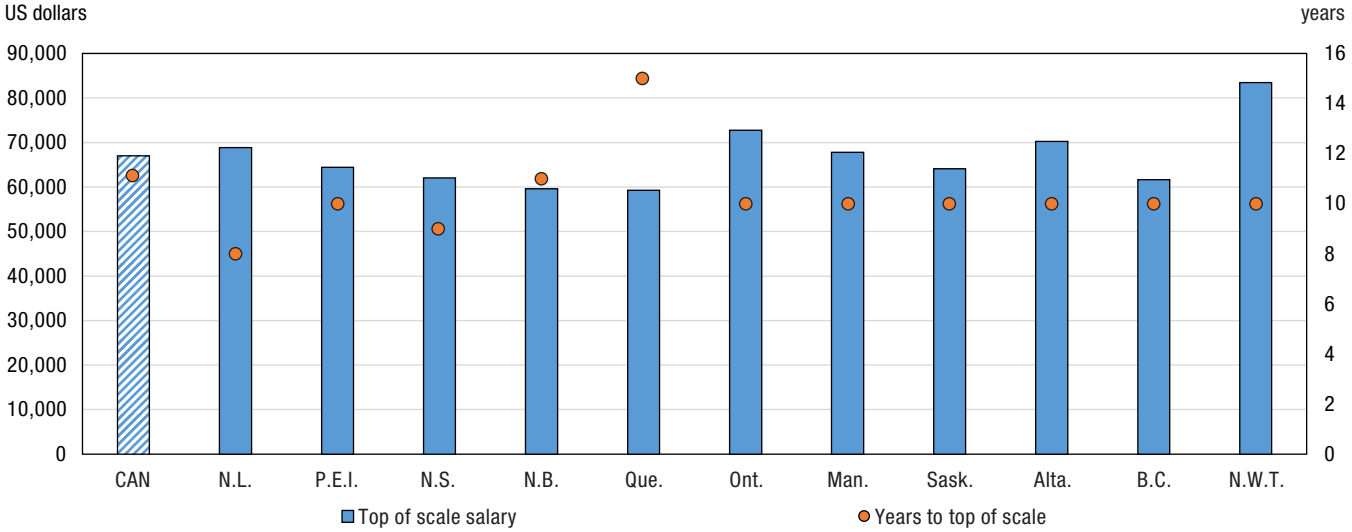
- Starting salaries for full-time teachers in primary, lower and upper secondary institutions averaged CAN$53,502 in Canada, and CAN$89,793 at the top of their salary scales. Typically the top of teacher's pay scales are around one and a half times their starting salaries, which ranged from CAN$44,368 in Quebec to CAN$78,600 in the Northwest Territories.
- 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 CAN$15,000 more than for teachers who had reached the 10-year point on the salary scale.

International comparison of salary levels

- Full-time teachers in public institutions in Canada receive higher salaries overall compared with those in most other OECD countries.
- In general, teachers at the top of their pay scales in Canada had higher average salaries compared to other G7 countries. For example, in lower secondary institutions, teachers at the top of their pay scales had the third highest average salaries (US$67,007) among the G7 group of countries after Germany (US$88,214) and the USA (US$69,586). Within Canada, equivalent teachers in the Northwest Territories (US$83,491), Ontario (US$72,738), Alberta (US$70,223), Newfoundland and Labrador (US$68,828) and Manitoba (US$67,781) received higher salaries than the Canadian average.

Years to top of scale salaries

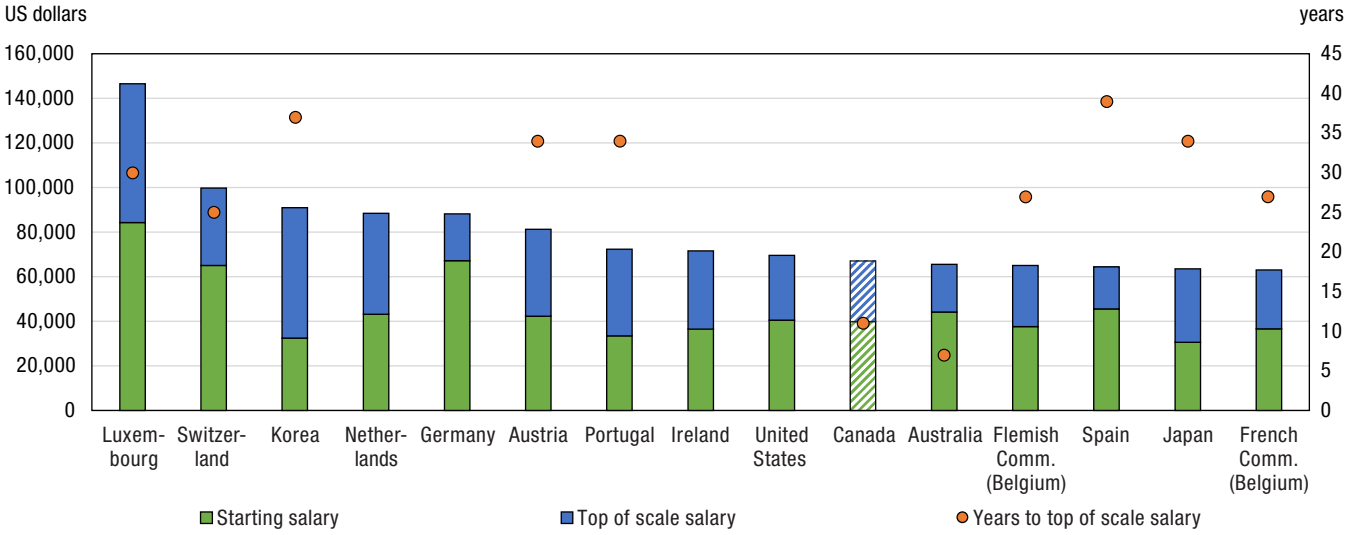
Chart C.3.2
Salary and the number of years to reach top of scale salary, lower secondary, US dollars, Canada, provinces and territories, 2017/2018



Notes: Reflects salaries, in US dollars converted using purchasing power parities, for full-time teachers in public institutions, 2017/2018 school year. Data for Yukon and Nunavut are not available. The bar representing Canada is filled with a diagonal line pattern, to make it easier to find.
Source: Table C.3.2.

- In 2017/2018, teachers in Canada reach their top of scale salary (US$67,007) at 11 years.
- Newfoundland teachers took the least amount of time to reach their top of scale salary (US$68,828) at 8 years. Quebec teachers took the most amount of time (15 years) to reach their top of scale salary (US$59,300).
- The majority of provinces and territories took less than 11 years (the Canada average) to reach their top of scale salary, with Newfoundland and Nova Scotia taking the least amount of time (8 and 9 years, respectively).

Chart C.3.3
Starting salary, top of scale salary, and years to top of scale salary for the 15 countries with highest top of scale salaries, lower secondary, US dollars, 2017/2018



Notes: Reflects salaries, in US dollars converted using purchasing power parities, for full-time teachers in public institutions, 2017/2018 school year. Years to top of scale were not available for Netherlands, Germany, Ireland and United States. The bar representing Canada is filled with a diagonal line pattern, to make it easier to find.
Sources: Table C.3.2 and *Education at a Glance 2019: OECD Indicators*.

- Canada is ranked 10th in the list of top 15 countries with the highest top of scale salary, surpassing Australia (US$65,560), the Flemish Community in Belgium (US$65,110), Spain (US$64,473), Japan (US$63,562), and the French Community in Belgium (US$63,030).
- Within this group of countries, the number of years to reach the top of scale salary ranges from 7 (Australia) to 39 (Spain) years, with the average number of years being 28.
- For countries that reported the number of years to reach their top of scale salary, Canada and Australia have the least number of years (11 and 7, respectively) and both of these countries have similar top of scale and starting salaries. Canada's top of scale salary is US$27,082 more than its starting salary, while Australia's top of scale salary is US$21,312 more. While it takes Australian teachers less time to reach their top of scale salary, they also make slightly less (US$1,447) than Canadian teachers.
- Luxembourg, being ranked highest in the list of 15 countries for top of scale salary, also has the highest starting salary (US$84,320) within this group of countries. Comparatively, the country with the lowest top of scale salary (ranked 15th) is the French Community in Belgium, and this country is also among the bottom five countries for lowest starting salary.

Definitions, sources and methodology

The data on annual statutory teachers' salaries were derived from the 2018 OECD-INES Teacher's Salaries and Working Time Survey and reflect the 2017/2018 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 2017/2018 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.[2]

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 C.3.1). The average salary for Canada was calculated as a weighted average of all provinces (the Northwest Territories,[3] Yukon[4] and Nunavut[4] 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 C.3.2) using the purchasing power parity (PPP)[5] 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 and school heads paid?*

2. 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.
3. 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.
4. Data for the 2017/2018 school year were not available for Yukon and Nunavut.
5. For Canada, the PPP adjustment factor for 2017/2018 is 1.34 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 C.3.1
Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2017/2018

	ISCED 1 (Primary education)				
	Starting salary / most prevalent qualification	Salary after 10 years of experience / most prevalent qualification	Salary after 15 years of experience / most prevalent qualification	Salary top of scale / most prevalent qualification	Ratio of salary at top of scale to starting salary
	Canadian dollars				ratio
Canada[2]	**53,502**	**86,837**	**89,793**	**89,793**	**1.68**
Newfoundland and Labrador	53,755	92,234	92,234	92,234	1.72
Prince Edward Island	53,364	86,372	86,372	86,372	1.62
Nova Scotia	52,228	83,158	83,158	83,158	1.59
New Brunswick	51,798	77,065	79,872	79,872	1.54
Quebec	44,368	64,534	79,466	79,466	1.79
Ontario	52,814	97,474	97,474	97,474	1.85
Manitoba	58,812	90,831	90,831	90,831	1.54
Saskatchewan	55,474	85,896	85,896	85,896	1.55
Alberta	59,488	94,103	94,103	94,103	1.58
British Columbia	49,200	82,600	82,600	82,600	1.68
Yukon	..	..	..	..	..
Northwest Territories	78,600	111,883	111,883	111,883	1.42
Nunavut	..	..	..	..	..

	ISCED 2 (Lower secondary education)					
	Starting salary / most prevalent qualification	Salary after 10 years of experience / most prevalent qualification	Salary after 15 years of experience / most prevalent qualification	Salary top of scale / most prevalent qualification	Ratio of salary at top of scale to starting salary"	Years from starting to top salary (lower secondary education)
	Canadian dollars				ratio	years
Canada[2]	**53,502**	**86,837**	**89,793**	**89,793**	**1.68**	**11**
Newfoundland and Labrador	53,755	92,234	92,234	92,234	1.72	8
Prince Edward Island	53,364	86,372	86,372	86,372	1.62	10
Nova Scotia	52,228	83,158	83,158	83,158	1.59	9
New Brunswick	51,798	77,065	79,872	79,872	1.54	11
Quebec	44,368	64,534	79,466	79,466	1.79	15
Ontario	52,814	97,474	97,474	97,474	1.85	10
Manitoba	58,812	90,831	90,831	90,831	1.54	10
Saskatchewan	55,474	85,896	85,896	85,896	1.55	10
Alberta	59,488	94,103	94,103	94,103	1.58	10
British Columbia	49,200	82,600	82,600	82,600	1.68	10
Yukon	..	..	..	..	..	..
Northwest Territories	78,600	111,883	111,883	111,883	1.42	10
Nunavut	..	..	..	..	..	..

Table C.3.1
Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2017/2018

	ISCED 3 (Upper secondary education)				
	Starting salary / most prevalent qualification	Salary after 10 years of experience / most prevalent qualification	Salary after 15 years of experience / most prevalent qualification	Salary top of scale / most prevalent qualification	Ratio of salary at top of scale to starting salary
	Canadian dollars				ratio
Canada[2]	**53,502**	**86,837**	**89,793**	**89,793**	**1.68**
Newfoundland and Labrador	53,755	92,234	92,234	92,234	1.72
Prince Edward Island	53,364	86,372	86,372	86,372	1.62
Nova Scotia	52,228	83,158	83,158	83,158	1.59
New Brunswick	51,798	77,065	79,872	79,872	1.54
Quebec	44,368	64,534	79,466	79,466	1.79
Ontario	52,814	97,474	97,474	97,474	1.85
Manitoba	58,812	90,831	90,831	90,831	1.54
Saskatchewan	55,474	85,896	85,896	85,896	1.55
Alberta	59,488	94,103	94,103	94,103	1.58
British Columbia	49,200	82,600	82,600	82,600	1.68
Yukon	..	..	..	..	..
Northwest Territories	78,600	111,883	111,883	111,883	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 2017-2018 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 2016/2017 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) 2018 Survey on Teacher's Salaries and Working Time.

Table C.3.2
Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, US dollars, OECD, Canada, provinces and territories, 2017/2018

	ISCED 1 (Primary education)				
	Starting salary / most prevalent qualification	Salary after 10 years of experience / most prevalent qualification	Salary after 15 years of experience /most prevalent qualification	Salary top of scale / most prevalent qualification	Ratio of salary at top of scale to starting salary
	US dollars				ratio
OECD average[2]	**33,058**	**42,896**	**45,947**	**55,364**	**1.64**
Canada[3]	**39,925**	**64,801**	**67,007**	**67,007**	**1.68**
Newfoundland and Labrador	40,114	68,828	68,828	68,828	1.72
Prince Edward Island	39,822	64,454	64,454	64,454	1.62
Nova Scotia	38,974	62,055	62,055	62,055	1.59
New Brunswick	38,653	57,509	59,603	59,603	1.54
Quebec	33,109	48,157	59,300	59,300	1.79
Ontario	39,412	72,738	72,738	72,738	1.85
Manitoba	43,887	67,781	67,781	67,781	1.54
Saskatchewan	41,397	64,099	64,099	64,099	1.55
Alberta	44,392	70,223	70,223	70,223	1.58
British Columbia	36,715	61,639	61,639	61,639	1.68
Yukon	..	..	..	..	..
Northwest Territories	58,654	83,491	83,491	83,491	1.42
Nunavut	..	..	..	..	..

	ISCED 2 (Lower secondary education)					
	Starting salary / most prevalent qualification	Salary after 10 years of experience / most prevalent qualification	Salary after 15 years of experience / most prevalent qualification	Salary top of scale / most prevalent qualification	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	US dollars				ratio	years
OECD average[2]	**34,230**	**44,784**	**47,675**	**57,990**	**1.66**	**25**
Canada[3]	**39,925**	**64,801**	**67,007**	**67,007**	**1.68**	**11**
Newfoundland and Labrador	40,114	68,828	68,828	68,828	1.72	8
Prince Edward Island	39,822	64,454	64,454	64,454	1.62	10
Nova Scotia	38,974	62,055	62,055	62,055	1.59	9
New Brunswick	38,653	57,509	59,603	59,603	1.54	11
Quebec	33,109	48,157	59,300	59,300	1.79	15
Ontario	39,412	72,738	72,738	72,738	1.85	10
Manitoba	43,887	67,781	67,781	67,781	1.54	10
Saskatchewan	41,397	64,099	64,099	64,099	1.55	10
Alberta	44,392	70,223	70,223	70,223	1.58	10
British Columbia	36,715	61,639	61,639	61,639	1.68	10
Yukon	..	..	..	..	..	..
Northwest Territories	58,654	83,491	83,491	83,491	1.42	10
Nunavut	..	..	..	..	..	..

Table C.3.2
Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, US dollars, OECD, Canada, provinces and territories, 2017/2018

	ISCED 3 (Upper secondary education)				
	Starting salary / most prevalent qualification	Salary after 10 years of experience / most prevalent qualification	Salary after 15 years of experience / most prevalent qualification	Salary top of scale / most prevalent qualification	Ratio of salary at top of scale to starting salary
	US dollars				ratio
OECD average[2]	**35,859**	**47,332**	**49,804**	**60,677**	**1.67**
Canada[3]	**39,925**	**64,801**	**67,007**	**67,007**	**1.68**
Newfoundland and Labrador	40,114	68,828	68,828	68,828	1.72
Prince Edward Island	39,822	64,454	64,454	64,454	1.62
Nova Scotia	38,974	62,055	62,055	62,055	1.59
New Brunswick	38,653	57,509	59,603	59,603	1.54
Quebec	33,109	48,157	59,300	59,300	1.79
Ontario	39,412	72,738	72,738	72,738	1.85
Manitoba	43,887	67,781	67,781	67,781	1.54
Saskatchewan	41,397	64,099	64,099	64,099	1.55
Alberta	44,392	70,223	70,223	70,223	1.58
British Columbia	36,715	61,639	61,639	61,639	1.68
Yukon	..	..	..	..	..
Northwest Territories	58,654	83,491	83,491	83,491	1.42
Nunavut	..	..	..	..	..

.. not available for a specific reference period

1. The annual statutory salaries are based on 2017/2018 salary scales in collective agreements. Salaries have been converted to US dollars using the 2017 purchasing power parity (PPP) for private consumption for Canada from the Organisation for Economic Co-operation and Development (OECD) National Accounts database (accessed May 1, 2019). 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 2019: OECD Indicators, Table D3.1a, Teachers' statutory salaries, based on typical qualifications, at different points in teachers' careers (2018) and Table D3.3a, Comparison of teachers' statutory salaries, based on typical qualifications (2018), 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 Website (accessed September 18, 2019 -Table D3.1a and D3.3a).
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 2016/2017 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), 2018 Survey on Teacher's Salaries and Working Time.

Chapter D

Sustainable Developmental Goals (SDG) 4: Quality Education

D1 Education for sustainable development

Context

The following two chapters respond to Sustainable Development Goal 4 (SDG-4) for education, which is part of the 2030 Agenda for Sustainable Development adopted on September 25, 2015, by the United Nations General Assembly. SDG-4 is part of a broader set of 17 social, economic, and environmental SDGs that form a universal call for action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity.

The overall aim of SDG-4 is to "*ensure inclusive and equitable education and promote lifelong learning opportunities for all*." SDG-4 encompasses 10 targets and 43 indicators that cover many different aspects of education.[1]

This chapter focuses on Target 4.7 Sustainable Development and Global Citizenship: "*by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development*".[2]

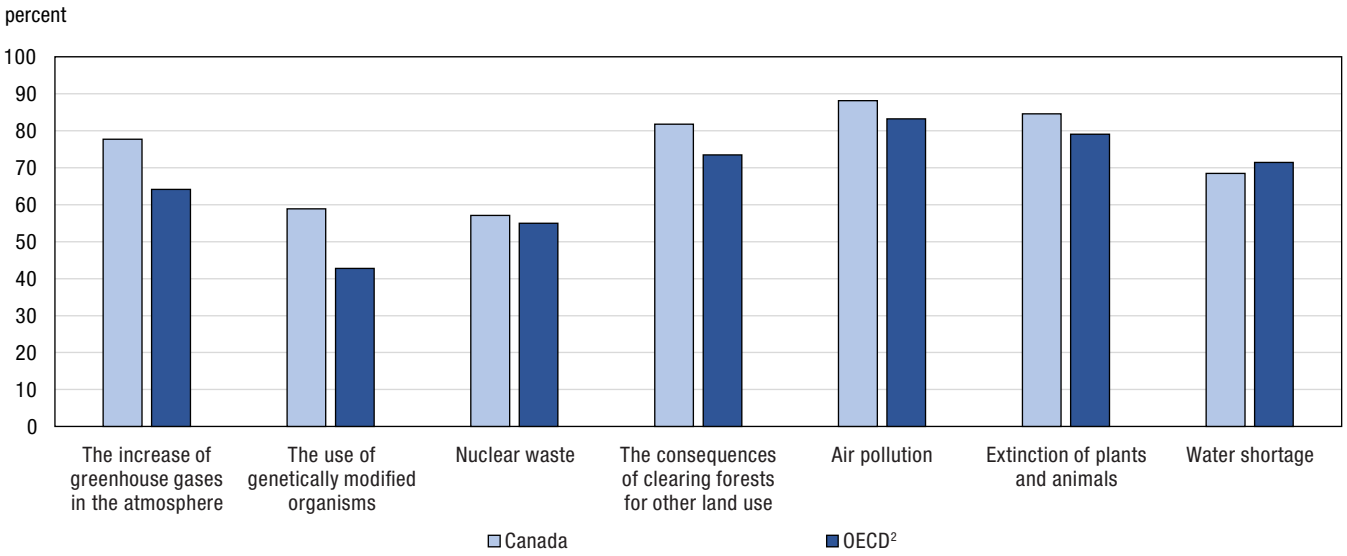
At the moment, there are no internationally agreed on indicator methodologies for Target 4.7. This chapter presents information that may provide insights for Target 4.7 in Canada, by exploring the awareness and the knowledge of environmental issues among Canadian 15-year-olds students, using data from the Programme for International Student Assessment (PISA) 2015. This analysis contributes to Canada's efforts towards two of the five Target 4.7 indicators:[3]

- 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.
- 4.7.5: Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience.

1. For more information on SDG-4, see "Sustainable Development Goal 4 and its targets"
2. For more information on Target 4.7, see "Learning to live together sustainably (SDG4.7): Trends and Progress"
3. For more information on Target 4.7 indicators, see "Measurement strategy for SDG Target 4.7"

Self-reported awareness on environmental issues

Chart D.1.1
Percentage of 15-year-old students who self-reported being aware or well-aware[1] of environmental issues, OECD, Canada, 2015



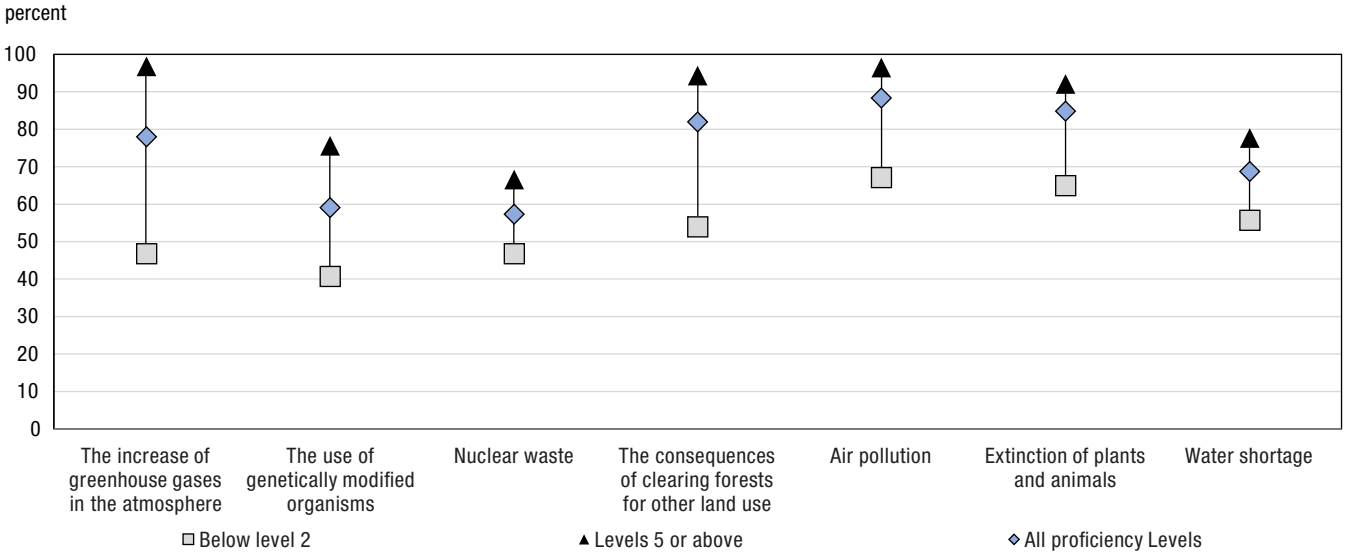
1. "Aware or well-aware" is measured by the categories "I know something about this and could explain the general issue" and "I am familiar with this and I would be able to explain this well".
2. Lithuania is included in OECD figures

Source: Programme for International Student Assessment (PISA), 2015.

- More than half of Canadian 15-year-old students self-reported to be aware or well-aware of all seven environmental issues outlined in the PISA 2015 questionnaire. For three of the seven environmental issues (air pollution, extinction of plants and animals, the consequences of clearing forests for other land use), at least 8 out of 10 students self-reported to be aware or well-aware. In Canada, awareness of technology-induced issues such as nuclear waste and GMOs tend to be lower than awareness of issues related to natural resources, which is similar to the trend found across OECD countries.[4]
- In Canada, students' self-reported awareness is higher than the OECD for six of the seven issues, and only lower than the OECD for the issue of water shortage.
- Compared to OECD countries, Canadian students' self-reported awareness ranks in the top 5 for three of the seven issues (extinction of plants and animals, the increase of greenhouse gases in the atmosphere, the use of genetically modified organisms).[5] Canada ranks 24 out of 36 for awareness about water shortage.
- Across provinces, Alberta has the highest percentage of self-reported awareness for five of the seven environmental issues (the increase of greenhouse gases in the atmosphere, the consequences of deforestation for other land uses, air pollution, the extinction of plants and animals and water shortage). Where Alberta does not have the highest percentage, it has the second highest.
- New Brunswick has the lowest percentage of self-reported awareness for five of the seven environmental issues (the increase of greenhouse gases in the atmosphere, nuclear waste, the consequences of deforestation for other land uses, air pollution and water shortage). Newfoundland and Labrador has the lowest percentage of self-reported awareness for the issue related to the use of genetically modified organisms and Quebec has the lowest percentage for the issue related to the extinction of plants and animals.

4. See Indicator A6 of Education at a Glance 2018: OECD Indicators
5. See Table A6.1., Education at a Glance 2018: OECD Indicators

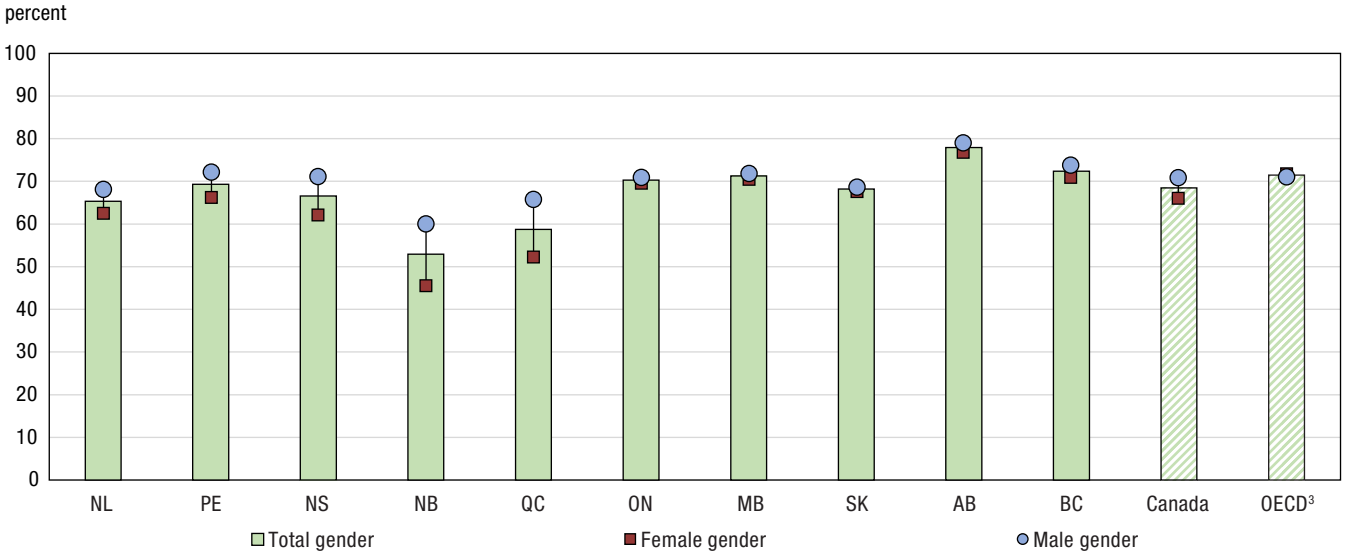
Chart D.1.2
Percentage of 15-year-old students who self-reported being aware or well-aware[1] of environmental issues, by science proficiency levels, Canada, 2015



1. "Aware or well-aware" is measured by the categories "I know something about this and could explain the general issue" and "I am familiar with this and I would be able to explain this well".
Source: Programme for International Student Assessment (PISA), 2015.

- There is a correlation between self-reported awareness of environmental issues and science proficiency levels. Canadian students with a high (Level 5 or above) proficiency level in science self-reported higher awareness than students with a low proficiency level (Below level 2) for all seven environmental issues.
- In Canada, the difference in the proportion of students reporting awareness of environmental issues between students with a high proficiency level and those with a low proficiency level are significant, from 20 percentage points for nuclear waste to 50 percentage points for the increase of greenhouses gases in the atmosphere.

Chart D.1.3
Percentage of 15-year-old students who self-reported being aware or well-aware[1] of water shortage, by gender[2], OECD, Canada, provinces, 2015



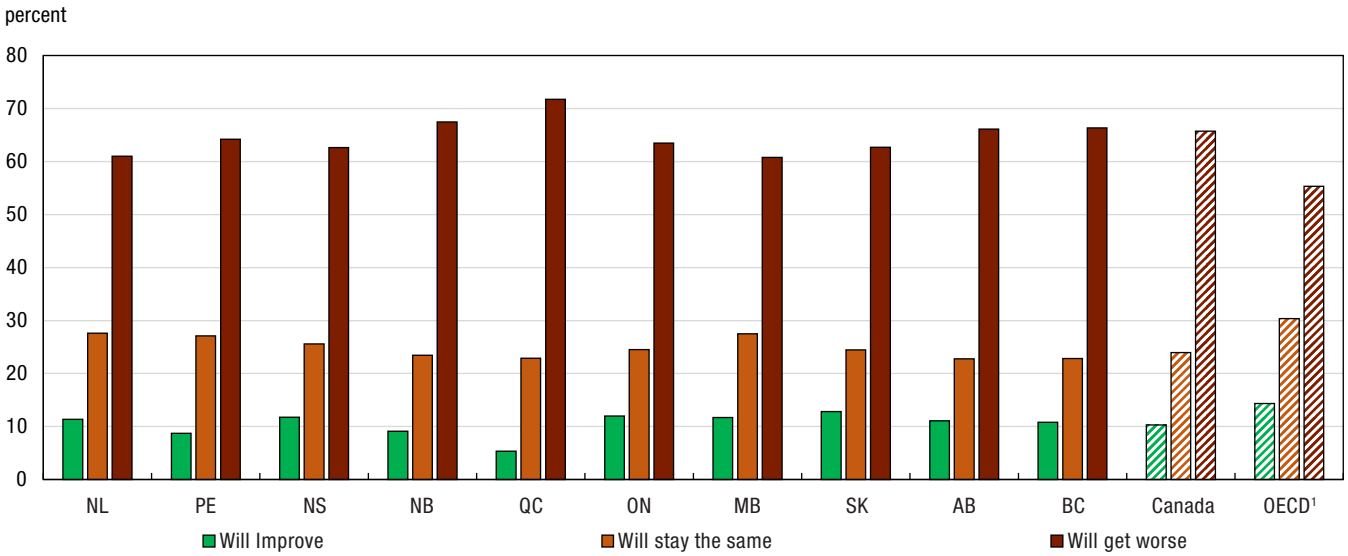
1. "Aware or well-aware" is measured by the categories "I know something about this and could explain the general issue" and "I am familiar with this and I would be able to explain this well".
2. For more information on this variable, please see the Notes to readers section.
3. Lithuania is included in OECD figures.

Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Programme for International Student Assessment (PISA), 2015.

- Water shortage is the only environmental issue where the percentage of self-reported awareness is lower for Canada than the OECD average. Across Canada, self-reported awareness of water shortage as an environmental issue ranges from 53% in New Brunswick to 78% in Alberta. British Columbia and Alberta are the only two provinces that demonstrate a higher self-reported awareness than the OECD average.
- In Canada, males self-reported a higher percentage of awareness than females. The gender difference is 5 percentage points in the Canada average, and ranges from 1 percentage point in Saskatchewan, Manitoba, and Ontario to 14.5 percentage points in New Brunswick.

Self-reported forecasting on environmental issues

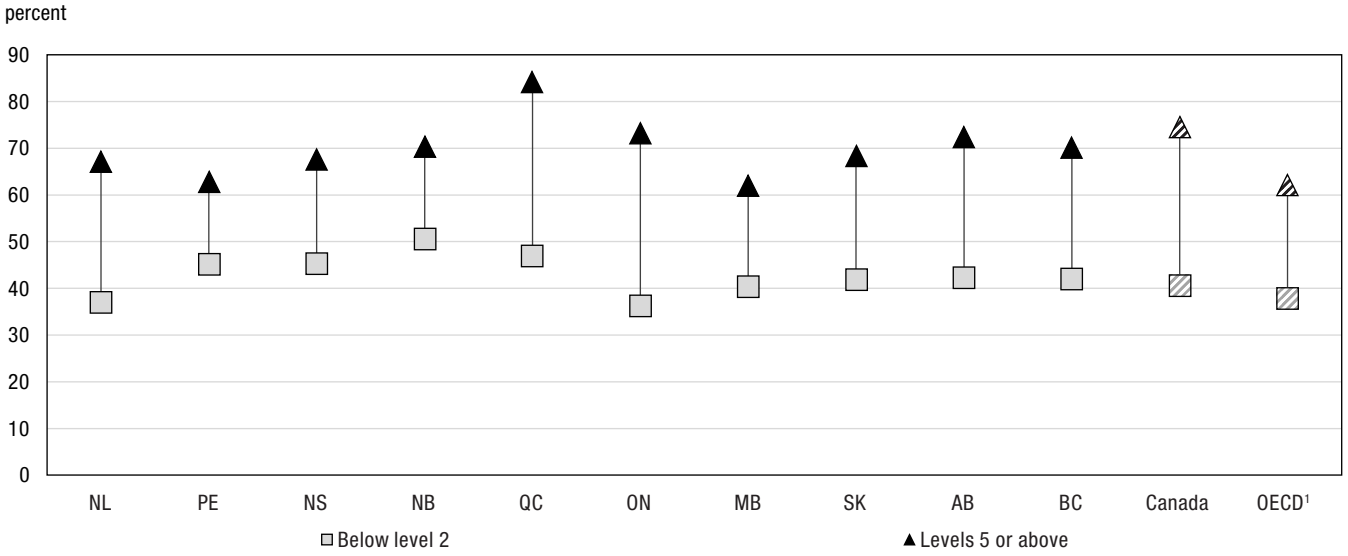
Chart D.1.4
Distribution of 15-year-old students, by level of optimism in their forecast over the next 20 years of plant and animal extinction, OECD, Canada, provinces, 2015



1. Lithuania is included in OECD figures.
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Programme for International Student Assessment (PISA), 2015.

- Only one of every ten students in Canada believes that the problem of the extinction of plants and animals will improve over the next 20 years. Across OECD countries, this percentage is higher at almost 15%. In Quebec, this figure drops to 5%, and it is particularly lower for females at 3%.
- In Canada as well as across OECD countries, females are less likely than males to believe that this environmental issue will improve in the future.

Chart D.1.5
Percentage of 15-year-old students who forecasted the extinction of plants and animals will get worse over the next 20 years, by science proficiency levels, OECD, Canada, provinces, 2015

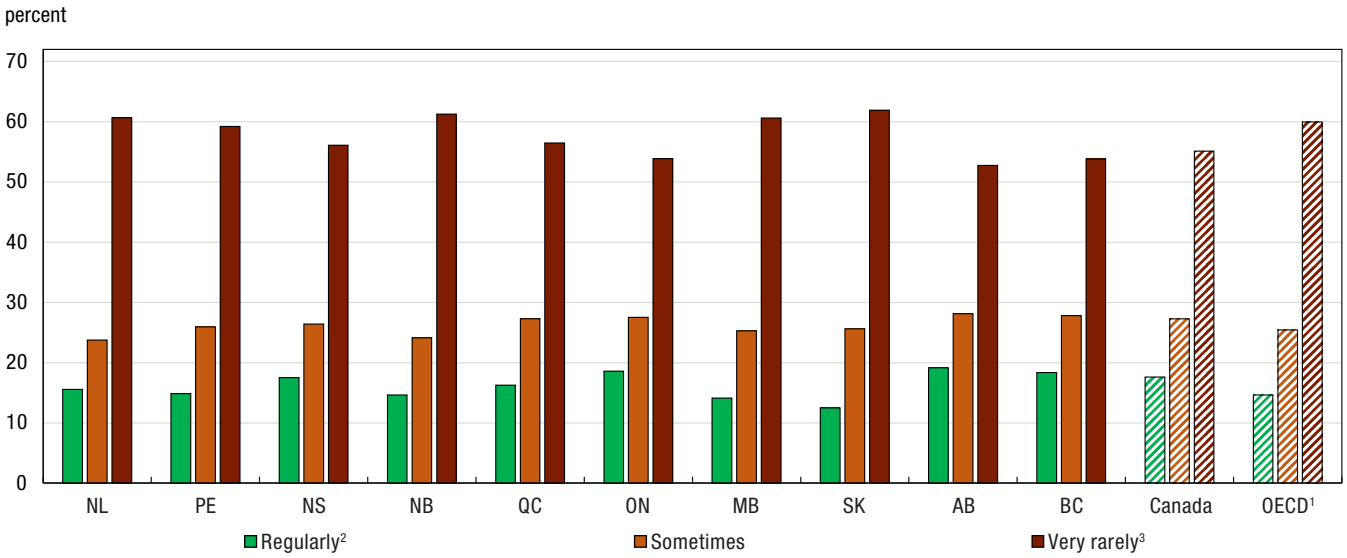


1. Lithuania is included in OECD figures.
Note: The symbols representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Programme for International Student Assessment (PISA), 2015.

- When forecasting whether the problem associated with the extinction of plants and animals will get worse, there is a significant difference between students with a high proficiency level in science and those with lower proficiency levels. Students with science proficiency levels of Level 5 or above are much more inclined to forecast that this problem will get worse. The trend is consistent across provinces in addition to OECD countries and among both males and females.
- Approximately 75% of Canadian students with a high proficiency level in science predicted the issue will get worse while 41% of students with a low proficiency level predicted the same outcome.
- The gap in percentage of students who believe the problem will get worse between high and low science proficiency levels is the highest in Quebec and Ontario (37 and 36 percentage points); it is 33 percentage points across Canada and 24 percentage points across OECD countries.

Self-reported frequency of environmental activities

Chart D.1.6
Percentage of 15-year-old students who follow news of science, environmental, or ecology organizations via blogs and microblogging, by frequency, OECD, Canada, provinces, 2015

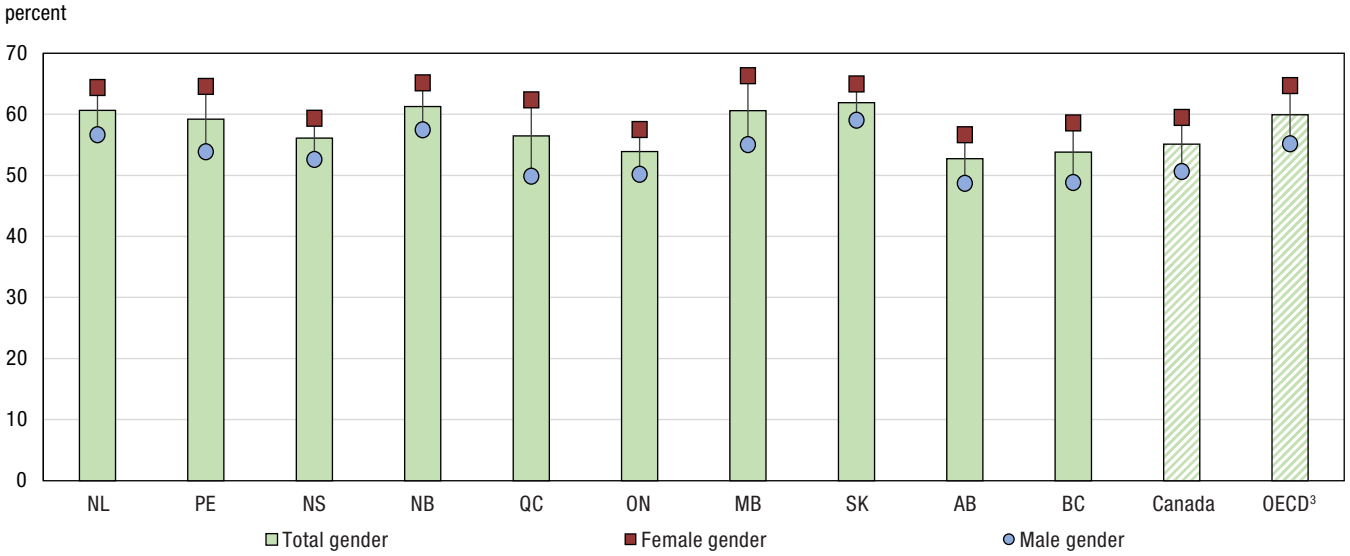


1. Lithuania is included in OECD figures.
2. "Regularly" is measured by the categories "very often" and "regularly".
3. "Very rarely" is measured by the category "Never or hardly ever ".
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Programme for International Student Assessment (PISA), 2015.

- Approximately 18% of Canadian students regularly follow news of science, environmental, or ecology organizations via blogs and microblogging, which is 3 percentage points higher than the OECD average. Among provinces, this figure ranges from 12% in Saskatchewan to 19% in Alberta.
- PISA 2015 also asked students questions about other science-related activities, such as watching TV programmes or reading magazines or articles about science. For example, only one out of every ten students in Canada regularly visits web sites of ecology organisations.[6]

6. See PISA 2015 Results – Excellence and Equity in Education – Volume 1

Chart D.1.7
Percentage of 15-year-old students who very rarely[1] follow news of science, environmental, or ecology organizations via blogs and microblogging, by gender[2], OECD, Canada, provinces, 2015

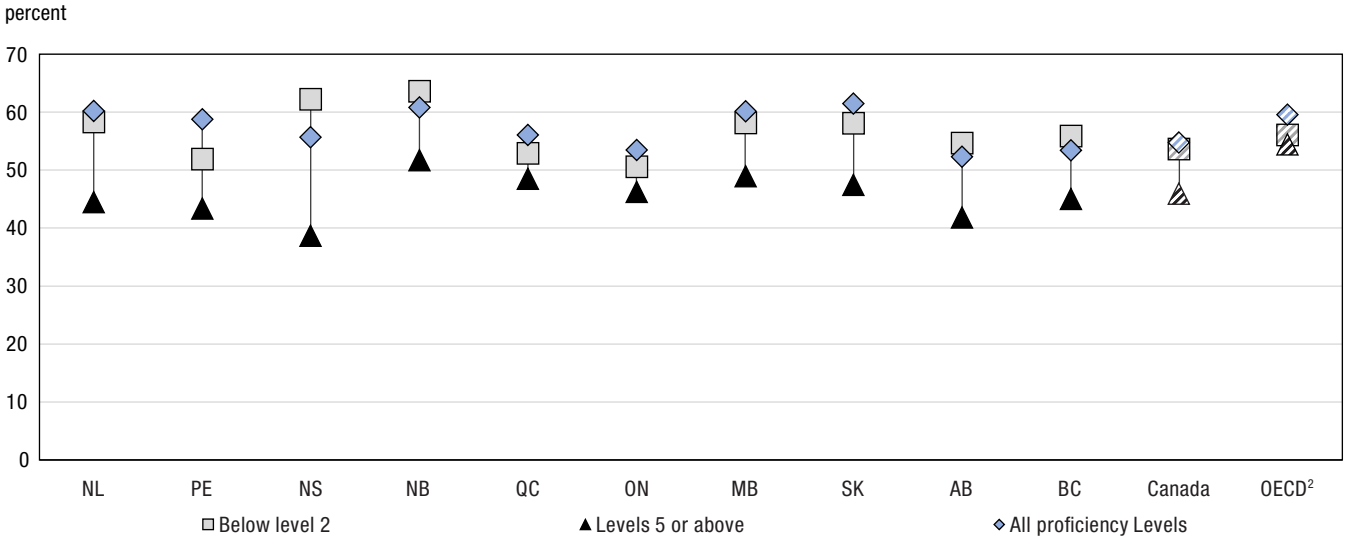


1. "Very rarely" is measured by the category "Never or hardly ever".
2. For more information on this variable, please see the Notes to readers section.
3. Lithuania is included in OECD figures.

Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Programme for International Student Assessment (PISA), 2015.

- 55% of Canadian students very rarely follow news of science, environmental, or ecology organizations via blogs and microblogging, compared to an OECD average of 60%. Among provinces, this figure ranges from 53% in Alberta to 62% in Saskatchewan.
- In Canada, almost 60% of females and approximately 50% of males very rarely follow news of science via blogs or microblogging.
- The gap between females and males is the highest in Quebec (12 percentage points) and the lowest in Saskatchewan (6 percentage points).

Chart D.1.8
Percentage of 15-year-old students who very rarely[1] follow news of science, environmental, or ecology organizations via blogs and microblogging, by science proficiency levels, OECD, Canada, provinces, 2015

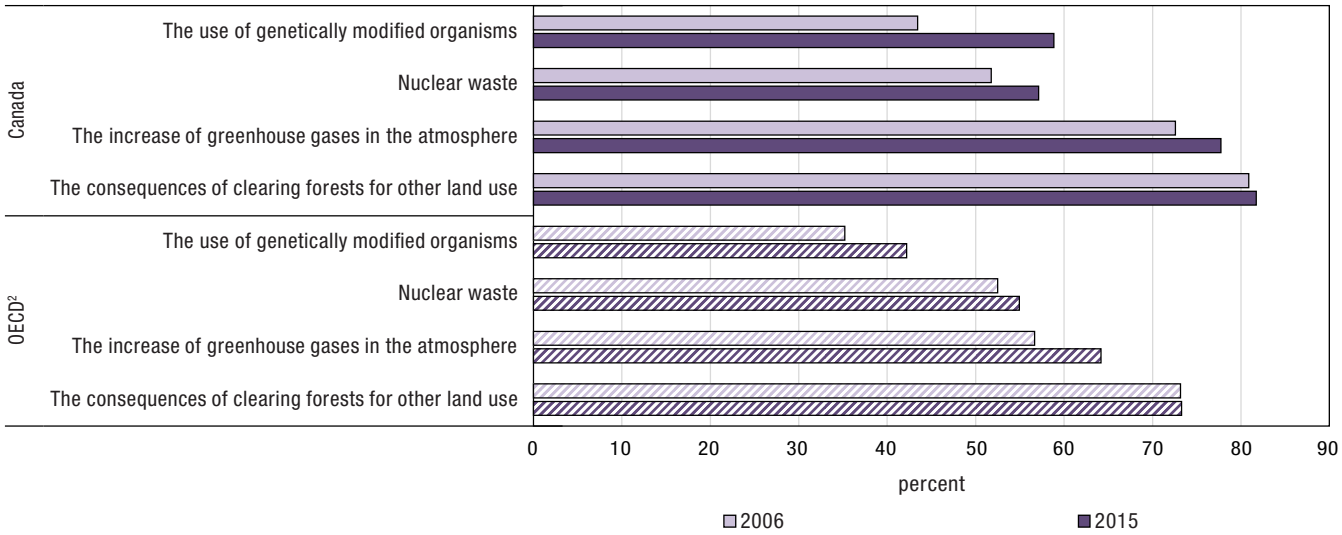


1. "Very rarely" is measured by the category "Never or hardly ever ".
2. Lithuania is included in OECD figures.
Note: The symbols representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Programme for International Student Assessment (PISA), 2015.

- There is a significant variation between the proportions of students with high and low science proficiency levels who very rarely follow news of science, environmental, or ecology organizations via blogs and microblogging. The gap is 2 percentage points across OECD countries, 8 percentage points in Canada, ranging from 4 percentage points in Ontario and Quebec to 24 percentage points in Nova Scotia.
- Differences between provinces for students with the same proficiency level are also noticeable. For students with a low science proficiency level, the proportion of students who very rarely followed news of science ranges from 51% in Ontario to 64% in New Brunswick. In the case of students with a high science proficiency level, the proportion of students who very rarely followed science news varies from 39% in Nova Scotia to 52% in New Brunswick.

Changes in environmental awareness and optimism over the years

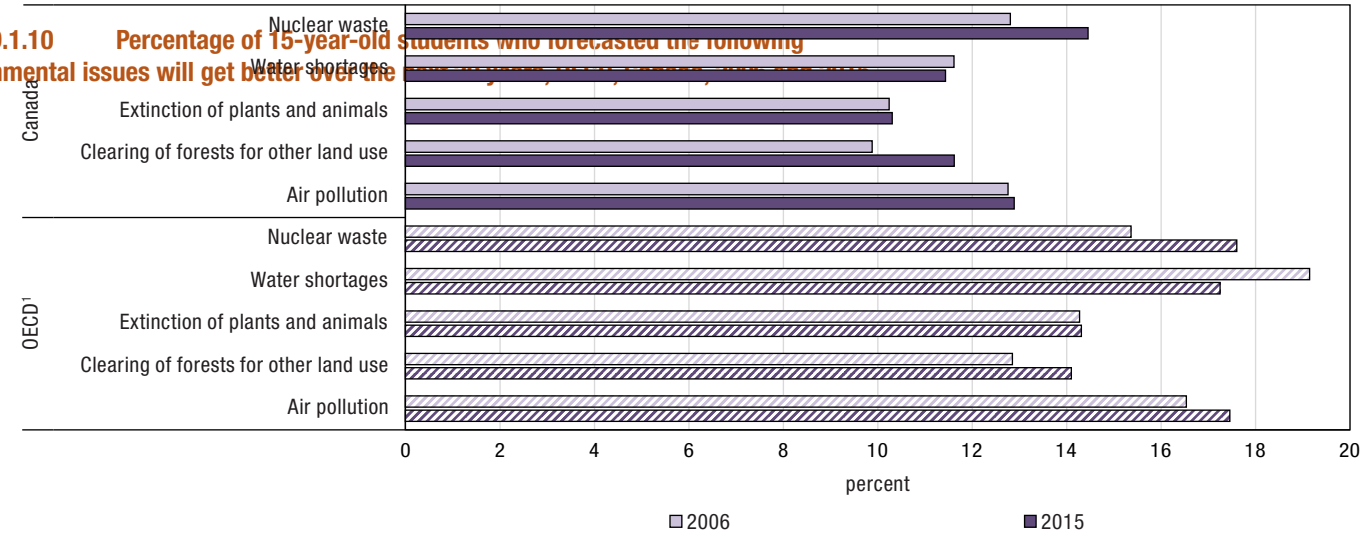
Chart D.1.9
Percentage of 15-year-old students who self-reported being aware or well-aware[1] of environmental issues, OECD, Canada, 2006 and 2015



1. "Aware or well-aware" is measured by the categories "I know something about this and could explain the general issue" and "I am familiar with this and I would be able to explain this well".
2. Lithuania is not included in OECD figures.
Note: The bars representing the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Programme for International Student Assessment (PISA), 2015.

- Of the seven environmental issues included in PISA 2015, four issues were part of the PISA 2006 questionnaire: the use of genetically modified organisms, nuclear waste, the increase of greenhouses gases in the atmosphere, and the consequences of clearing forests for other land use. Among all four of these issues, the share of Canadian students who self-reported being aware or well-aware increased. The proportion of students reporting awareness rose slightly by 1 percentage point for the consequences of clearing forests for other land use to a more significant increase of 15 percentage points for the use of genetically modified organisms.
- The overall changes in environmental awareness vary significantly between provinces. For instance, from 2006 to 2015, the proportion of students reporting awareness for the consequence of clearing forests for other land use actually decreased by 7 percentage points in Newfoundland and Labrador, but increased by 6 percentage points in British Columbia. The use of genetically modified organisms is the only issue where the share of self-reported awareness increased across all provinces.
- Regardless of the environmental issue, the share of self-reported awareness increased for both male and females.
- The share of students who reported being informed about these four environmental issues also increased across OECD countries, but to a lesser extent than in Canada. It rose marginally by 0.1 percentage points for the consequences of clearing forests for other land use to 7 percentage points for the increase of greenhouses gases in the atmosphere.

Chart D.1.10
Percentage of 15-year-old students who forecasted the following environmental issues will get better over the next 20 years, OECD, Canada, 2006 and 2015



1. Lithuania is not included in OECD figures.
Note: The bars representing the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Programme for International Student Assessment (PISA), 2015.

- From PISA 2006 to PISA 2015, students were asked about the possibility for the following issues to get better or worse over the next twenty years: air pollution, clearing of forests for other land use, extinction of plants and animals, water shortages and nuclear waste. Of these five issues, the share of Canadian students who forecasted that these issues would improve increased by 2 percentage points for nuclear waste and the clearing of forests for other land use. This figure remained roughly the same for issues associated with air pollution and the extinction of plants and animals with a minor increase of 0.1 percentage points. Finally, it decreased slightly by 0.2 percentage points with the problem associated with water shortages.
- In PISA 2015, 15-year-olds from Ontario were the only students to be more optimistic than their counterparts in 2006 about all of the five environmental issues above.
- In both 2006 and 2015, males were more optimistic than females about all of the five issues above.

Definitions, sources and methodology

PISA

The Programme for International Student Assessment (PISA) is an international assessment of the skills and knowledge of 15-year-old students; in addition, it provides information about a range of factors that contribute to the success of students, schools, and education systems. PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD).

PISA covers three domains — reading, mathematics, and science. Although each assessment includes questions from all three domains, the focus shifts. In 2000, the emphasis was on reading, with mathematics and science as minor domains. In 2003, mathematics was the major domain, and in 2006, it was science. In 2009, the focus was again reading, and in 2012, mathematics. In the assessment of 2015, the focus was science once again. The repetition of the assessments at regular intervals yields timely data that can be compared internationally and over time.

As PISA is an international assessment, it measures skills that are generally recognized as key outcomes of the educational process. Rather than testing on facts, the assessment focuses on young people near the end of compulsory schooling and their ability to use their knowledge and skills to meet real-life challenges.

While PISA 2018 did not focus on specific environmental issues, it collected information on students' ability to explain climate change and on their level of engagement regarding environmental issues; these data will become available at the end of 2019.

Table D.1.1
Percentage of 15-year-old students who self-reported being aware or well-aware[1] of environmental issues, by gender[2], OECD, Canada, provinces[3], 2015

Geography and gender	Water shortage			The increase of greenhouse gases in the atmosphere			The use of genetically modified organisms		
	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender
NL	65.3	62.6	68.2	72.0	69.9	74.3	36.5	32.4	41.0
PE	69.3	66.3	72.2	64.4	57.5	71.2	46.6	41.4	51.5
NS	66.6	62.2	71.2	69.0	62.6	75.7	50.2	46.9	53.7
NB	52.9	45.6	60.1	60.9	54.9	66.7	41.9	39.4	44.4
QC	58.7	52.3	65.8	79.2	76.0	82.7	62.0	58.4	66.0
ON	70.3	69.6	71.0	78.3	76.8	79.9	57.6	55.3	60.0
MB	71.2	70.6	71.9	77.5	74.7	80.2	68.9	66.6	71.1
SK	68.2	67.7	68.7	70.8	67.1	74.3	46.2	42.5	49.7
AB	77.9	76.8	79.1	86.2	84.9	87.4	65.9	64.1	67.7
BC	72.4	71.0	73.8	73.4	69.1	77.9	59.7	57.7	61.8
Canada	68.5	66.1	70.9	77.7	75.2	80.3	58.8	56.3	61.5
OECD[4]	71.5	71.9	71.1	64.2	60.7	67.7	42.8	39.6	46.1

Geography and gender	Nuclear waste			The consequences of clearing forests for other land use			Air pollution			Extinction of plants and animals		
	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender
NL	44.1	36.6	52.0	80.2	78.8	81.7	83.4	83.3	83.5	82.2	83.3	81.1
PE	47.9	38.2	57.3	78.4	75.9	80.9	85.6	82.7	88.4	81.5	82.9	80.1
NS	46.2	37.5	55.4	78.7	77.2	80.3	84.5	84.5	84.5	83.4	83.2	83.6
NB	43.6	36.1	51.0	76.0	75.5	76.4	83.0	84.0	82.0	80.0	82.7	77.3
QC	59.2	52.3	66.8	78.0	74.2	82.3	86.7	86.1	87.4	79.8	78.9	80.7
ON	56.1	49.3	63.1	81.4	81.2	81.6	88.2	88.5	88.0	85.0	85.8	84.1
MB	51.7	43.6	59.7	81.0	78.9	83.1	86.8	84.5	89.1	81.8	82.5	81.0
SK	52.0	44.1	59.2	78.0	77.7	78.3	85.1	85.3	84.9	83.6	85.0	82.4
AB	61.3	56.1	66.7	87.6	87.1	88.1	92.1	92.4	91.8	91.2	92.9	89.4
BC	62.8	56.2	69.7	86.7	85.8	87.7	89.8	88.8	91.0	87.7	87.4	88.0
Canada	57.1	50.4	64.1	81.7	80.5	83.0	88.1	87.9	88.3	84.6	85.0	84.1
OECD[4]	55.0	48.7	61.3	73.5	72.3	74.7	83.2	83.7	82.8	79.1	80.7	77.5

1. "Aware or well-aware" is measured by the categories "I know something about this and could explain the general issue" and "I am familiar with this and I would be able to explain this well".
2. For more information on this variable, please see the Notes to readers section.
3. Northwest Territories, Yukon and Nunavut do not participate in the Programme for International Student Assessment.
4. Lithuania is included in OECD figures.

Source: Programme for International Student Assessment (PISA), 2015

Table D.1.2
Percentage of 15-year-old students by level of optimism in their forecast over the next 20 years of plant and animal extinction, OECD, Canada, provinces[1], gender[2], 2015

Geography	Will Improve - Total gender	Will Improve - Female gender	Will Improve - Male gender	Will stay the same - Total gender	Will stay the same - Female gender	Will stay the same - Male gender	Will get worse - Total gender	Will get worse - Female gender	Will get worse - Male gender
NL	11.3	8.7	14.1	27.6	25.8	29.6	61.0	65.5	56.3
PE	8.7	4.4	12.9	27.1	25.2	28.9	64.2	70.4	58.2
NS	11.8	8.7	14.9	25.6	22.7	28.7	62.6	68.6	56.4
NB	9.1	7.9	10.3	23.4	21.7	25.2	67.5	70.4	64.5
QC	5.3	3.3	7.6	22.9	22.8	23.1	71.8	73.9	69.4
ON	12.0	10.3	13.7	24.5	21.0	28.1	63.5	68.6	58.1
MB	11.7	7.5	15.8	27.5	27.8	27.2	60.8	64.7	57.0
SK	12.8	9.8	15.6	24.5	22.5	26.3	62.7	67.7	58.1
AB	11.1	9.1	13.1	22.8	21.5	24.2	66.1	69.4	62.7
BC	10.8	9.2	12.5	22.8	20.8	25.0	66.4	70.0	62.5
Canada	10.3	8.3	12.4	24.0	21.9	26.2	65.7	69.8	61.5
OECD[3]	14.3	11.7	16.9	30.4	30.5	30.2	55.3	57.8	52.9

1. Northwest Territories, Yukon and Nunavut do not participate in the Programme for International Student Assessment.
2. For more information on this variable, please see the Notes to readers section.
3. Lithuania is included in OECD figures.

Source: Programme for International Student Assessment (PISA), 2015

Table D.1.3
Percentage of 15-year-old students who forecasted the problem associated with the extinction of plants and animals will get worse over the next 20 years, by science proficiency levels and gender[1], OECD, Canada, provinces[2], 2015

Geography	Below level 2 - Total gender	Below level 2 - Female gender	Below level 2 - Male gender	Levels 5 or above - Total gender	Levels 5 or above - Female gender	Levels 5 or above - Male gender
NL	37.7	38.8	36.4	67.2	75.0	63.0
PE	45.7	54.1	41.0	63.0	67.8	59.0
NS	45.8	55.2	36.9	67.7	72.1	63.2
NB	51.0	52.6	49.5	70.4	71.6	69.4
QC	47.5	48.5	46.4	84.0	85.9	82.6
ON	37.0	40.8	33.5	73.2	76.4	70.3
MB	41.0	44.1	37.7	62.2	60.7	63.8
SK	42.5	53.6	32.4	68.4	72.5	65.9
AB	42.9	46.1	40.2	72.4	76.8	68.6
BC	42.6	49.3	36.1	70.2	74.4	66.4
Canada	41.2	45.2	37.5	74.4	77.4	71.8
OECD[3]	38.5	40.3	36.7	62.3	65.8	60.2

1. Northwest Territories, Yukon and Nunavut do not participate in the Programme for International Student Assessment.
2. For more information on this variable, please see the Notes to readers section.
3. Lithuania is included in OECD figures.

Source: Programme for International Student Assessment (PISA), 2015

Table D.1.4
Percentage of 15-year-old students who follow news of science, environmental, or ecology organizations via blogs and microblogging, by frequency and gender[1], OECD, Canada, provinces[2], 2015

Geography	Regularly[3] - Total gender	Regularly[3] - Female gender	Regularly[3] - Male gender	Sometimes - Total gender	Sometimes - Female gender	Sometimes - Male gender	Very rarely[4] - Total gender	Very rarely[4] - Female gender	Very rarely[4] - Male gender
NL	15.6	12.0	19.4	23.8	23.6	23.9	60.7	64.4	56.6
PE	14.9	11.0	18.7	25.9	24.4	27.4	59.2	64.6	53.9
NS	17.5	14.9	20.3	26.4	25.7	27.1	56.1	59.4	52.6
NB	14.6	10.6	18.6	24.1	24.3	23.9	61.3	65.1	57.4
QC	16.3	12.7	20.3	27.3	25.0	29.9	56.5	62.4	49.9
ON	18.6	15.3	22.0	27.5	27.2	27.9	53.9	57.5	50.2
MB	14.1	10.7	17.5	25.3	23.0	27.5	60.6	66.3	55.0
SK	12.5	7.5	17.1	25.6	27.5	23.8	61.9	65.0	59.0
AB	19.1	15.0	23.5	28.1	28.4	27.9	52.7	56.6	48.7
BC	18.4	13.2	23.8	27.8	28.2	27.4	53.8	58.6	48.8
Canada	17.6	13.8	21.5	27.3	26.7	27.9	55.1	59.5	50.6
OECD[5]	14.7	11.3	18.0	25.4	24.0	26.8	59.9	64.7	55.2

1. For more information on this variable, please see the Notes to readers section.
2. Northwest Territories, Yukon and Nunavut do not participate in the Programme for International Student Assessment.
3. "Regularly" is measured by the categories "very often" and "regularly".
4. "Very rarely" is measured by the category "Never or hardly ever".
5. Lithuania is included in OECD figures.

Source: Programme for International Student Assessment (PISA), 2015

Table D.1.5
Percentage of 15-year-old students who self-reported being aware or well-aware[1] of environmental issues, by gender[2], OECD, Canada and provinces[3], 2006 and 2015

	The consequences of clearing forests for other land use						The increase of greenhouse gases in the atmosphere					
	2006			2015			2006			2015		
	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender
NL	86.8	88.4	85.1	80.2	78.8	81.7	77.6	74.6	81.0	72.0	69.9	74.3
PE	75.5	73.3	77.6	78.4	75.9	80.9	66.3	60.7	71.9	64.4	57.5	71.2
NS	79.8	79.3	80.2	78.7	77.2	80.3	72.3	66.9	77.5	69.0	62.6	75.7
NB	78.0	77.5	78.5	76.0	75.5	76.4	59.2	52.0	67.0	60.9	54.9	66.7
QC	75.3	73.4	77.2	78.0	74.2	82.3	71.8	67.1	76.6	79.2	76.0	82.7
ON	82.9	82.2	83.6	81.4	81.2	81.6	74.0	70.1	77.8	78.3	76.8	79.9
MB	80.4	80.2	80.6	81.0	78.9	83.1	74.8	70.2	79.7	77.5	74.7	80.2
SK	78.9	78.5	79.4	78.0	77.7	78.3	65.9	59.5	71.9	70.8	67.1	74.3
AB	87.6	88.8	86.4	87.6	87.1	88.1	83.5	82.7	84.3	86.2	84.9	87.4
BC	80.5	79.1	81.8	86.7	85.8	87.7	64.2	57.3	71.3	73.4	69.1	77.9
Canada	80.9	80.1	81.7	81.7	80.5	83.0	72.6	68.2	77.0	77.7	75.2	80.3
OECD[4]	73.1	..	..	73.3	..	..	56.7	..	..	64.2	..	..

	Nuclear waste						The use of genetically modified organisms					
	2006			2015			2006			2015		
	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender
NL	45.9	40.7	51.6	44.1	36.6	52.0	29.1	24.7	34.0	36.5	32.4	41.0
PE	39.5	33.7	45.4	47.9	38.2	57.3	40.6	36.5	44.7	46.6	41.4	51.5
NS	43.1	37.4	48.5	46.2	37.5	55.4	38.5	35.2	41.6	50.2	46.9	53.7
NB	40.2	35.0	45.7	43.6	36.1	51.0	34.6	30.1	39.5	41.9	39.4	44.4
QC	47.0	38.8	55.5	59.2	52.3	66.8	51.1	48.9	53.4	62.0	58.4	66.0
ON	57.0	53.5	60.4	56.1	49.3	63.1	44.0	43.4	44.7	57.6	55.3	60.0
MB	46.0	41.4	50.9	51.7	43.6	59.7	45.9	42.5	49.5	68.9	66.6	71.1
SK	48.8	45.2	52.2	52.0	44.1	59.2	28.4	23.0	33.4	46.2	42.5	49.7
AB	54.5	50.7	58.3	61.3	56.1	66.7	45.9	43.9	47.9	65.9	64.1	67.7
BC	50.3	43.9	56.8	62.8	56.2	69.7	33.6	27.4	39.9	59.7	57.7	61.8
Canada	51.8	46.5	57.1	57.1	50.4	64.1	43.5	41.0	45.9	58.8	56.3	61.5
OECD[4]	52.5	..	..	54.9	..	..	35.2	..	..	42.2	..	..

.. not available for a specific reference period
1. "Aware or well-aware" is measured by the categories "I know something about this and could explain the general issue" and "I am familiar with this and I would be able to explain this well".
2. For more information on this variable, please see the Notes to readers section.
3. Northwest Territories, Yukon and Nunavut do not participate in the Programme for International Student Assessment.
4. Lithuania is not included in OECD figures.

Source: Programme for International Student Assessment (PISA), 2015

Table D.1.6
Percentage of 15-year-old students who forecasted the following environmental issues will get better over the next 20 years, by gender[1], OECD, Canada and provinces[2], 2006 and 2015

	Air Pollution						The consequences of clearing forests for other land use					
	2006			2015			2006			2015		
	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender
NL	18.8	15.0	23.0	14.9	9.6	20.5	14.0	11.0	17.4	13.3	9.8	16.9
PE	17.9	14.0	21.9	12.4	7.4	17.3	11.5	9.4	13.7	11.8	4.2	19.2
NS	14.8	9.8	19.6	12.9	9.2	16.9	9.3	7.1	11.4	11.6	9.0	14.4
NB	13.1	9.3	17.2	12.4	10.5	14.2	9.6	6.9	12.6	11.1	9.3	12.8
QC	7.3	5.0	9.7	6.3	3.9	9.1	9.8	8.0	11.7	7.3	5.5	9.3
ON	13.7	8.0	19.3	15.9	11.8	20.1	9.2	7.2	11.1	13.0	11.6	14.4
MB	16.2	11.5	21.2	13.8	9.2	18.2	11.8	11.1	12.5	14.3	9.9	18.7
SK	16.1	10.5	21.4	13.1	8.2	17.7	11.3	8.9	13.5	13.0	10.1	15.7
AB	15.3	11.8	18.8	13.0	9.2	16.8	11.4	9.2	13.5	12.0	10.3	13.7
BC	14.5	11.2	17.9	13.0	10.0	16.3	9.5	7.6	11.4	12.5	10.8	14.4
Canada	12.8	8.5	17.0	12.9	9.2	16.7	9.9	7.9	11.8	11.6	9.8	13.6
OECD[4]	16.5	..	..	17.5	..	..	12.8	..	..	14.1	..	..

	Extinction of plants and animals						Water shortages						Nuclear Waste					
	2006			2015			2006			2015			2006			2015		
	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender	Total gender	Female gender	Male gender
NL	14.5	11.0	18.5	11.3	8.7	14.1	14.6	11.7	17.8	14.3	10.2	18.6	13.1	8.2	18.5	15.6	11.3	20.2
PE	12.9	11.0	14.9	8.7	4.4	12.9	12.8	8.9	16.8	10.7	5.1	16.0	14.3	10.0	18.6	13.8	5.7	21.8
NS	11.3	9.1	13.4	11.8	8.7	14.9	14.4	10.2	18.4	10.7	8.7	12.9	14.1	8.7	19.4	14.1	10.7	17.7
NB	11.1	10.1	12.2	9.1	7.9	10.3	11.2	9.0	13.7	10.8	8.9	12.7	12.2	8.1	16.6	13.1	9.2	17.0
QC	8.0	6.3	9.7	5.3	3.3	7.6	8.3	5.5	11.1	7.1	4.7	9.7	11.9	9.2	14.5	12.1	8.5	16.1
ON	10.3	8.6	11.9	12.0	10.3	13.7	12.3	8.4	16.1	12.8	10.0	15.7	13.0	8.0	17.9	15.4	12.2	18.7
MB	12.3	11.3	13.4	11.7	7.5	15.8	12.8	11.1	14.6	15.7	11.7	19.5	13.9	10.1	17.9	15.9	12.3	19.4
SK	12.6	10.0	15.0	12.8	9.8	15.6	14.2	10.5	17.7	13.6	10.5	16.5	11.6	8.1	14.9	15.3	11.2	19.0
AB	10.8	8.1	13.6	11.1	9.1	13.1	12.5	9.2	15.8	12.5	10.0	15.0	13.8	9.4	18.1	12.9	9.2	16.6
BC	11.6	8.9	14.5	10.8	9.2	12.5	13.1	9.4	16.8	11.1	8.4	13.9	12.8	9.0	16.7	16.0	11.6	20.8
Canada	10.2	8.3	12.2	10.3	8.3	12.4	11.6	8.2	15.0	11.4	8.7	14.3	12.8	8.7	16.9	14.5	10.8	18.2
OECD[4]	14.3	..	..	14.3	..	..	19.1	..	..	17.2	..	..	15.4	..	..	17.6	..	..

.. not available for a specific reference period
1. For more information on this variable, please see the Notes to readers section.
2. Northwest Territories, Yukon and Nunavut do not participate in the Programme for International Student Assessment.
3. Lithuania is not included in OECD figures.
Source: Programme for International Student Assessment (PISA), 2015

D2 Participation in secondary and postsecondary education

Context

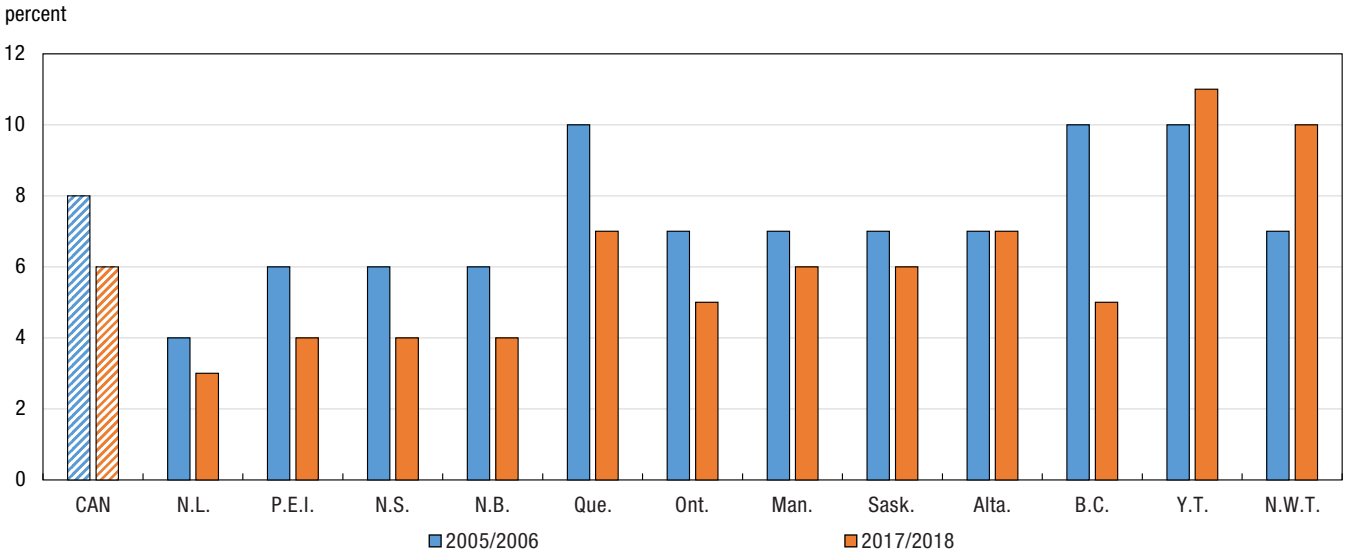
In order to provide information on Canada's progress towards SDG4 (Education), this chapter focuses SDG Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes and SDG Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.

Two indicators are presented in this chapter: the proportion of young adults who are out of secondary school (Indicator 4.1.5 – the out of school rate) and the proportion of young people who are participating in postsecondary education (Indicator 4.3.2). The out of school rate is examined for 15- to 17-year-olds, as this is the expected age at which youth would be enrolled in upper secondary education. For postsecondary education, we examine the participation rates of young adults, aged 18 to 24, as that is the age at which young Canadians typically pursue postsecondary education.

These two indicators, in combination with the rates at which young people complete their secondary education (indicator A2) enable a better understanding of the pathways that young people may take between secondary school and postsecondary studies.

Out-of-school rates for young people aged 15 to 17

Chart D.2.1
Out of school rate, 15- to 17-year-olds, 2005/2006 and 2017/2018, Canada, provinces and territories

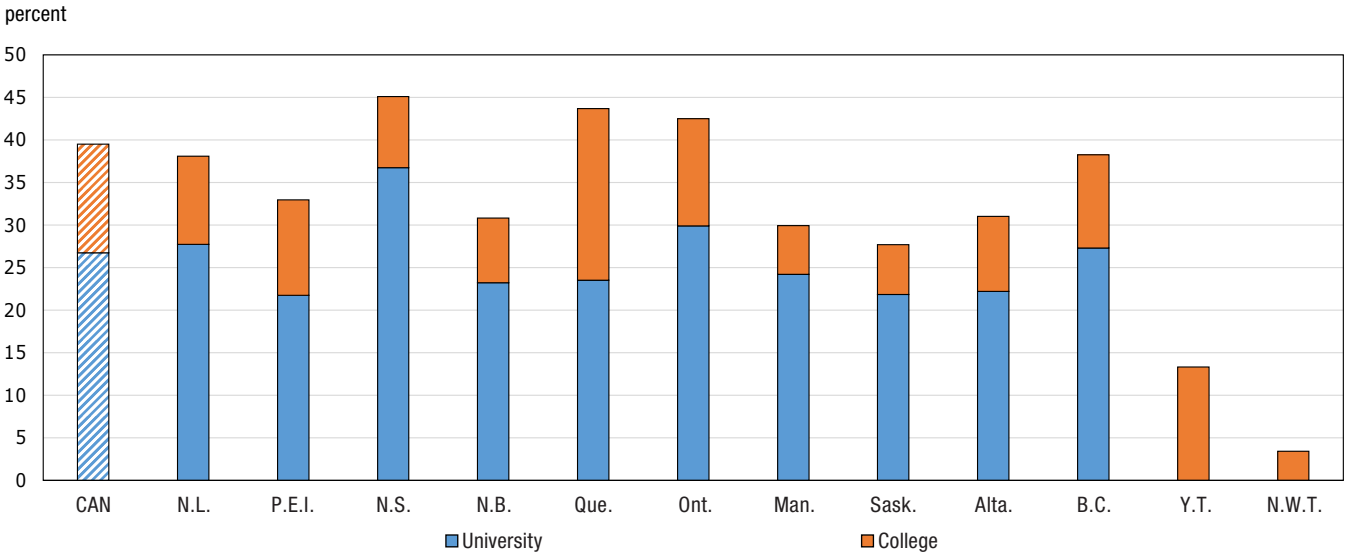


Source: Table D.2.1

- The out of school rate for 15- to- 17-year-olds in Canada was 6% in 2017/2018, compared to 8% in 2005/2006.
- Between 2005/2006 and 2017/2018 the out of school rate decreased the most in Quebec and British Columbia. In Alberta, Manitoba and Saskatchewan, it remained largely unchanged, at around 7%.
- In 2017/2018 the out of school rate was lowest Newfoundland and Labrador (3%) and in the Maritime Provinces (4%) and highest in the Yukon at 11%.

Participation in post-secondary education for youth aged 18 to 24

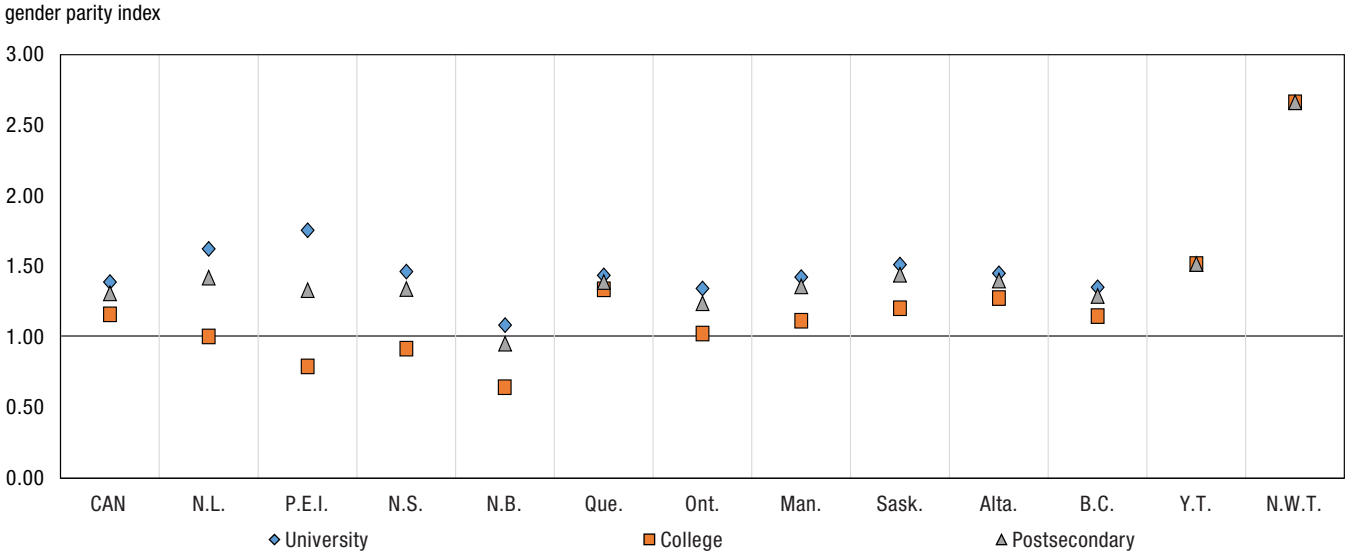
Chart D.2.2
Postsecondary participation of 18-24 year olds, by type of institution, Canada, provinces and territories, 2016/2017



Source: Table D.2.2

- In 2016/2017, 40% of Canadians aged 18 to 24 participated in postsecondary studies at college or university. Roughly two thirds of these youth attended university, while the other third attended college.
- Among the provinces, the participation rate was highest in Nova Scotia (45%) and lowest in Saskatchewan (28%). The participation rate in university was particularly high in Nova Scotia (37%). Conversely, the highest college participation rate was in Quebec (20%), reflecting the existence of the unique Collèges d'enseignement général et professionnel (CEGEP) system.
- As there are currently no universities in the territories, postsecondary participation was at college. Among the territories, college participation was highest in the Yukon (13%) and lowest in the Northwest Territories (3%).

Chart D.2.3
Gender parity index, university, college and postsecondary participation of young adults aged 18 to 24, Canada, provinces and territories, 2016/2017



Note: There are no university enrolments in the territories.
Source: Table D.2.3

- In every province and territory except New Brunswick, there is a gender disparity in terms of postsecondary participation in favour of young women. In New Brunswick, the gender parity index is very close to one, indicating no disparity in favour of either gender.
- Among the provinces, the gender disparity is in favour of young women for university participation.
- For college participation, among the provinces, the gender parity index is closer to one, with gender disparity in favour of young men in Prince Edward Island, Nova Scotia, and New Brunswick. The opposite is true in the territories, where the gender disparity in college participation is in favour of young women.

Definitions, sources and methodology

Out of school rate

The out of school rate indicator examines the proportion of 15- to- 17-year-olds who did not report attending school. These non-participation rates in education are based on data from the Labour Force Survey (LFS).

Concepts and definitions

- The Labour Force Survey (LFS) asks respondents about **school attendance** at a "school, college or university" in the week before the survey. Respondents are considered to be **students** if they are:
  - taking a "credit course"; that is, a course or program of instruction that could be counted towards a degree, certificate or diploma;
  - taking classroom instruction or undertaking research towards a degree, certificate or diploma;
  - taking correspondence courses that are affiliated with a school and will be counted as a credit course;
  - attending school as a student nurse (even when engaged in the practical portion of their training in a hospital setting);
  - taking a "credit course" sponsored by their employer, and the instruction is given at a public educational institution, such as a university or community college;
  - a person with a mental or physical disability who is enrolled in a special education program.
- For those who are students, information is collected on the type of school, and whether enrolment is full- or part-time, as designated by the educational establishment.
- The number of students, used to calculate the participation rate, is based on a monthly average from September to April. Full- and part-time students are captured.
- The **participation rate in education** reflects the total enrolment in an **elementary/high school**, **college**, or **university** as a percentage of the total population for each age or in each age group. The out of school rate is 100 – the participation rate.

Postsecondary participation rate

The postsecondary participation indicator examines the proportion of 18- to- 24-year-olds who participated in postsecondary education at a public college or university. These participation rates in education are based on data from the Postsecondary Student Information System (PSIS) and Demographic estimates.

Concepts and definitions

- PSIS provides a count of students enrolled in public colleges and universities in Canada based on enrolment for a single date chosen by the institution that falls between September 30 and December 1. Therefore, students who are not enrolled during this time period are excluded. This has a greater impact on colleges as they have a continuous intake of students and offer shorter programs.
- A demographic estimate of the **total population aged 18 to 24** as of January 1, 2017 was prepared by the Demography division of Statistics Canada.
- The **participation rate in postsecondary education** reflects the total enrolment in a **public college or university**, as collected in PSIS as a percentage of the total population of 18- to- 24-year-olds.

Gender Parity Index (GPI): is the ratio between the values of a given indicator of males and females. This is calculated by dividing the female value of an indicator by the male value of the same indicator. It is the main method chosen by the international community, such as UNESCO, to measure equity across the SDG-4 indicators. A GPI between 0.97 and 1.03 indicates parity between females and males. A value less than 0.97 indicates a disparity in favour of boys and a value more than 1.03 indicates a disparity in favour of girls.

Table D.2.1
Out of school rate, 15- to 17-year-olds, 2005/2006 and 2017/2018, Canada, provinces and territories

	2005/2006	2017 / 2018
Canada	8	6
Newfoundland and Labrador	4	3
Prince Edward Island	6	4
Nova Scotia	6	4
New Brunswick	6	4
Quebec	10	7
Ontario	7	5
Manitoba	7	6
Saskatchewan	7	6
Alberta	7	7
British Columbia	10	5
Yukon	10	11
Northwest Territories	7	10
Nunavut	..	..

.. not available for a specific reference period
Source: Statistics Canada, Labour Force Survey

Table D.2.2
Postsecondary participation of 18-24 year olds, by type of institution, Canada, provinces and territories, 2016/2017

	University	College
Canada	27	13
Newfoundland and Labrador	28	10
Prince Edward Island	22	11
Nova Scotia	37	8
New Brunswick	23	8
Québec	24	20
Ontario	30	13
Manitoba	24	6
Saskatchewan	22	6
Alberta	22	9
British Columbia	27	11
Yukon	0	13
Northwest Territories	0	3
Nunavut	..	..

.. not available for a specific reference period
Source: Statistics Canada, Postsecondary Student Information Survey and demographic estimates, custom extraction

Table D.2.3
Gender parity index, university, college and postsecondary participation of young adults aged 18 to 24, Canada, provinces and territories, 2016/2017

	University	College	Postsecondary
Canada	1.39	1.16	1.31
Newfoundland and Labrador	1.62	1.00	1.42
Prince Edward Island	1.75	0.79	1.33
Nova Scotia	1.46	0.92	1.34
New Brunswick	1.08	0.64	0.95
Québec	1.44	1.34	1.39
Ontario	1.34	1.02	1.24
Manitoba	1.42	1.12	1.36
Saskatchewan	1.51	1.20	1.44
Alberta	1.45	1.27	1.40
British Columbia	1.35	1.15	1.29
Yukon	…	1.52	1.52
Northwest Territories	…	2.66	2.66
Nunavut	…	..	..

.. not available for a specific reference period
… not applicable

Source: Statistics Canada, Postsecondary Student Information Survey and demographic estimates, custom extraction

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 (SMC) 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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1. Note of appreciation to staff of the Centre for Education Statistics (particularly the Dissemination Section for providing data) at Statistics Canada for their invaluable contribution to this report, and to staff of Dissemination Division and Translation and Editing Services at Statistics Canada.