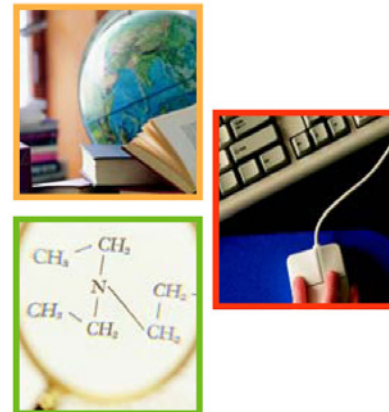


Tourism and the Centre for Education Statistics

# Education Indicators in Canada: An International Perspective

2020

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# Foreword

The primary objectives of the Pan-Canadian Education Indicators Program (PCEIP) are to develop and maintain a set of statistics that provide information about education and learning in Canada and to support evidence-based policy making. PCEIP has been doing this since publishing its first set of education indicators for Canada and its jurisdictions in 1996. In September 2009, a set of international indicators was introduced in the first edition of ***Education Indicators in Canada: An International Perspective***. Each year, this PCEIP series presents indicators for Canada and its provinces/territories, placing them in a broader international context.

*Education Indicators in Canada: An International Perspective* was designed to expand upon the information for Canada that is provided to the Organisation for Economic Co-operation and Development (OECD) for publication in *Education at a Glance: OECD Indicators (EAG)*. The additional, internationally comparable data provided by *Education Indicators in Canada* complement EAG and support the mission of the Canadian Education Statistics Council (CESC) to “create and commit to comprehensive and long-term strategies, plans, and programs to collect, analyze, and disseminate nationally and internationally policy-relevant and comparable statistical information.”

Twelve indicators are included in *Education Indicators in Canada: An International Perspective*. 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 current topics in education.

[Highlights](#), short analytical texts with charts, and data tables are included for each indicator. The definitions, categories and methodologies used for this report have been aligned with those of the International Standard Classification of Education (ISCED 2011) to allow standardized and comparable statistics, thus the figures in the report may differ somewhat from similar numbers produced by the provinces and territories themselves. This report’s [Notes to readers](#) section includes explanations and descriptions of the ISCED categories, and outlines how the Statistics Canada data were aligned with this international system.

*Education Indicators in Canada: An International Perspective* is published by the Canadian Education Statistics Council (CESC) as part of its broader endeavour, the Pan-Canadian Education Indicators Program (PCEIP). The CESC is a partnership between the Council of Ministers of Education, Canada (CMEC) and Statistics Canada. The many individuals who have played important roles in producing and reviewing this report are listed in the [Committees and organizations](#) section

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# 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

**ELMLP** - Education and Labour Market Longitudinal Platform

**ENG** - England (UK)

**ESDC** – Employment and Social Development Canada

**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)

**IEA** – International Association for the Evaluation of Educational Achievement

**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  
**NDL** - Northern Distance Learning  
**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  
**PIRLS** – Progress in International Reading Literacy Study  
**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  
**SDG** – Sustainable Development Goal  
**SGP** – Singapore  
**SLID** – Survey of Labour and Income Dynamics  
**SUFBSB** – Survey of Uniform Financial System – School Boards  
**SVK** – Slovak Republic  
**SVN** – Slovenia  
**SWE** - Sweden  
**TALIS** – Teaching and Learning International Survey  
**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 2020* 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: Online learning across Canada: Preparedness of students, teachers, and schools and Pathways of full-time students in a Bachelor's or equivalent program*** 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.<sup>1</sup>

The indicators presented in this edition align with a selection of indicators from the OECD's 2020 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 2020 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 59% in 2019, 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 2019.
- In 2019, 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 and OECD’s average for completion of university education for 25- to 64-year-olds was similar (33% for Canada and 32% for OECD). 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%) in 2019. A larger proportion of women reported having college and university level of education, with the gap more marked at college (29% for women vs 23% for men) than university (36% for women vs 30% for men).
- Ninety-four percent of Canadian adults aged 25 to 34 had attained at least upper secondary education (a high school diploma) in 2019, compared with 87% for those aged 55 to 64, reflecting change in attainment patterns for high school completion over time.

### A2 On-time and extended graduation rate

- At the end of the 2015/2016 school year, 79% of students in Canada who started Grade 10 (Secondary 3 in Quebec) in 2013/2014 had completed their high-school studies.
- Looking at a longer timeframe gives a more complete picture of high-school graduation rates. By 2017/2018, 89% of the same cohort of students had graduated.
- Canada’s graduation rates were three percentage points above the equivalent OECD averages for general programs at both time points.
- Canada’s graduation rates have been inching up over time. For students who started Grade 10 (Secondary 3 in Quebec) in 2015/2016, the three-year rate increased by two percentage points to 81% at the end of the 2017/18 school year.
- On average across Canada, for the cohort entering Grade 10 (Secondary 3) in 2013/14, a larger proportion of female students (83%) graduated within the three-year period than that of males (76%) in 2015/2016. The gender gap in favour of female graduates decreased for this same cohort with an additional two years of school: by the end of the 2017/2018 year, 92% of female students had graduated, compared to 87% of males.
- This decrease in the gender gap mirrored the OECD average gender gap, which also decreased with an additional two years to complete high-school from 7 to 5 percentage points.

### A3 International students

- In 2017/2018, 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 2017/2018, China (30%), India (22%) and France (7%) 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 except for short-cycle tertiary.
- In 2017/2018, the top destinations for Canadians who went abroad to study were the United States (55%), the United Kingdom (13%), Australia (6%), and Ireland (3%).

### A4 Transitions to the labour market

- In 2020, the majority of young Canadians aged 15 to 19 (80%) were in school. For young adults, a higher proportion of adults aged 18 to 24 were in school (49%) in comparison to those who had transitioned to the labour market and were employed (38%). Among adults aged 20 to 24, the proportions observed was similar between those in school and those who were employed (42% and 44%). For those in the 25- to 29-year-old age group, most (72%) were no longer in school and were employed.
- In 2020, 14% of men and 13% of women 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 (6%) than women (4%) were unemployed. The proportion of women not in the labour force (9%) was similar to that of men (8%) for the same year.
- From 2000 to 2020, there has been an increase in the proportion of 18- to 24-year olds in Canada that are in school (44% in 2000, 49% in 2020).
- In Canada in 2020, 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 (48%), lower for those with upper secondary and postsecondary non-tertiary education (21%), and lowest for those with tertiary education (12%).

### A5 Labour market outcomes

- In Canada and other OECD countries, employment prospects increase with educational attainment. In 2019, Canada's employment rate for adults aged 25 to 64 who had not completed upper secondary education (high school) was 57%, 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 (20 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 2019, 88% of young adults aged 25 to 34 with non-tertiary post-secondary education were employed, compared to 85% in 2010. During the same two periods, employment rates for young adults with below upper secondary or upper secondary education were more similar. The employment rate for tertiary-educated young adults was slightly higher in 2019 (86%) compared to 2010 (84%).
- In Canada, for 55-64-year-olds, the employment rate was higher in 2019 at every level of education than the rate observed in 2010 (63% versus 58%) 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 2017/2018, 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\$28,747, Canada's figure was 64% higher than the OECD average of US\$17,566, and was third highest in the G7 behind the United States and United Kingdom.
- Similar to the OECD averages, in Canada and every province, expenditure per student was lowest at the primary/secondary level, higher at the college level and highest at the university level.

### B2 Expenditure on education as a percentage of GDP

- With 6.2% of its GDP allocated to educational institutions in 2017/2018 (3.6% for primary and secondary education plus 2.6% for all postsecondary education), Canada devoted more than the 4.8% average estimated by the OECD average (3.4% and 1.4% respectively).
- 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 2017/2018.

### B3 Distribution of expenditure on education

- In 2017/2018, 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 the primary and secondary education levels; 94% for the short-cycle tertiary (college) and post-secondary non-tertiary level, and 89% for the Bachelor's, Master's, Doctoral or equivalent.
- 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 81% of current expenditure at the primary and secondary levels, and 61% at the short-cycle tertiary (college) and postsecondary non-tertiary level, and 65% at the university level.

## 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 2018/2019, teaching hours of primary school teachers varied by province and territory, ranging from 700 hours in New Brunswick to 905 hours in Alberta.
- 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.
- For the OECD, annual net teaching time decreases as the level of education increases. This trend is seen in some provinces, however the reverse occurs Nova Scotia, New Brunswick and British Columbia. These differences between provinces reflect different policy choices.

### C3 Teachers' salaries

- In 2018/2019, 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\$70,698) among the G7 group of countries after Germany (US\$91,510) and the USA (US\$74,683). Within Canada, equivalent teachers in the Northwest Territories (US\$86,903), Ontario (US\$76,086), Alberta (US\$72,369), and Newfoundland and Labrador (US\$70,932) 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. The Canadian average is 11 years. This is much sooner than their counterparts in other OECD countries, whose salaries continued to increase beyond 10 and 15 years' experience.

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

### D1 Online learning across Canada: Preparedness of students, teachers, and schools

- In 2018, more than 9 out of 10 Canadian 15-year-old students reported having access to a computer at home that they can use for school work and more than three-quarters reported having access to educational software.
- More than 40% of Grade 4 students in Canada reported that using a computer, typing, and finding information on the Internet were self-taught. Students' families were reported as the second most common source of teaching, followed by their teachers. Grade 4 student responses were similar across participating countries.
- Canadian schools' capacity to enhance learning and teaching using digital devices, as reported by school principals, was similar to or higher than the average across OECD countries for all capacities outlined in the PISA 2018 questionnaire with the exception of the percentage of schools where teachers were provided with incentives to integrate digital devices.
- About half of Grade 4 students in Canada were taught by teachers who reported that the lack of support using ICT was not a limit to how they teach their class. This proportion was the same as the average calculated among participating countries and ranged from 46% to 53% among the participating provinces except in Alberta, where this percentage was higher at almost 70%.

### D2 Pathways of full-time students in a Bachelor's or equivalent program

- In 2017, 42% of Canadian students enrolled full-time in a Bachelor's degree or equivalent program had graduated from it four years later. Another 5% had graduated from a different tertiary program. While 40% of students were still enrolled in tertiary education after that time, 13% had left without graduating.
- Amongst Canadian provinces and selected countries, the United Kingdom (68%), Israel (60%) and Quebec (58%) had the highest graduation rates from a Bachelor's degree or equivalent program after four years.
- In Canada, women were more likely to graduate within four years – with 53% of women graduating versus 40% of men. In Finland the disparity between the genders was highest with 28% for men compared with 55% for women.
- Compared to Canada, all selected countries except the United Kingdom had a higher proportion of students who left tertiary education without graduating after four years. The lowest rate was in Quebec (4%) and the highest in Manitoba (26%). The proportion of students who left after one year was the lowest in United States with 6% compared with 11% in Canada.
- In Canada, 4% of students enrolled in a Bachelor's degree or equivalent program transferred to another tertiary program after one year while 83% continued in it. In France, the rate of students who changed programs was the highest at 13% and was also the country where the proportion of students who persisted in their original program after one year was lowest (79%).

# 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 2020: OECD indicators*.

Education Indicators in Canada: An International Perspective 2020		Education at a Glance 2020: 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	B3	Who is expected to complete upper secondary education?
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? (2019)
C2	Teachers' working time	D4	How much time do teachers and school heads spend teaching and working?
C3	Teachers' salaries	D3	How much are teachers and school heads paid?
D1	Online learning across Canada: Preparedness of students, teachers, and schools		
D2	Pathways of full-time students in a Bachelor's or equivalent program	B5	Who is expected to graduate from tertiary education? (2019)

## 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.<sup>1</sup> 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.<sup>2</sup>

<b>International Standard Classification of Education (ISCED) 2011 classification</b>	<b>Description</b>
<b>Early childhood education/ Pre-primary education</b> 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.
<b>Primary education</b> 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.
<b>Lower secondary education</b> 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.
<b>Upper secondary education</b> 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.
<b>Postsecondary non-tertiary education</b> 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.
<b>Short-cycle tertiary education</b> 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.
<b>Bachelor's or equivalent level</b> 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.
<b>Master's or equivalent level</b> 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.
<b>Doctoral or equivalent level</b> 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](https://www.oecd.org/education/).

## Mapping to ISCED

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

### Labour Force Survey (LFS)

ISCED	LFS (educational attainment)
ISCED 0/1	<ul style="list-style-type: none"> <li>Grade 8 or lower (Quebec: Secondary II or lower)</li> </ul>
ISCED 2	<ul style="list-style-type: none"> <li>Grade 9 to 10 (Quebec: Secondary III or IV, Newfoundland and Labrador: 1st year of secondary)</li> <li>Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (non-graduate)</li> </ul>
ISCED 3	<ul style="list-style-type: none"> <li>Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (graduate)</li> <li>Some postsecondary education (non-graduate)</li> </ul>
ISCED 4	<ul style="list-style-type: none"> <li>Trade certificate or diploma from a vocational school or apprenticeship training</li> </ul>
ISCED 5	<ul style="list-style-type: none"> <li>Non-university certificate or diploma from a community college, CEGEP, school of nursing, etc.</li> <li>University certificate below bachelor's level</li> </ul>
ISCED 6	<ul style="list-style-type: none"> <li>Bachelor's degree</li> </ul>
ISCED 7/8	<ul style="list-style-type: none"> <li>University degree or certificate above bachelor's degree</li> </ul>

**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	<ul style="list-style-type: none"> <li>Career, technical or professional training program (diploma)</li> <li>Post-career, technical or professional training program (certificate, diploma, other type of credential associated with a program)</li> </ul>
ISCED 6	<ul style="list-style-type: none"> <li>Undergraduate program (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, associate degree, other type of credential associated with a program)</li> <li>Post-baccalaureate non-graduate program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program)</li> <li>Graduate qualifying program, second cycle (other type of credential associated with a program)</li> </ul>
ISCED 7	<ul style="list-style-type: none"> <li>Graduate qualifying program, third cycle</li> <li>Health-related residency program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program)</li> <li>Graduate program, second cycle (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, other type of credential associated with a program)</li> </ul>
ISCED 8	<ul style="list-style-type: none"> <li>Graduate program, third cycle (diploma, degree [includes applied degree], attestation and other short program credentials)</li> <li>Graduate program, above the third cycle (diploma)</li> </ul>

**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 2020: OECD Indicators*<sup>2</sup>:

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 2020, the OECD member countries are: Australia, Austria, Belgium, Canada, Chile, Colombia, 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. Costa Rica has also been included in the OECD average, as it was invited in 2020 to become a Member.

Please refer to *Education at a Glance 2020: 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 2020 edition align with a selection of indicators from the OECD's 2020 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.<sup>1</sup> 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.

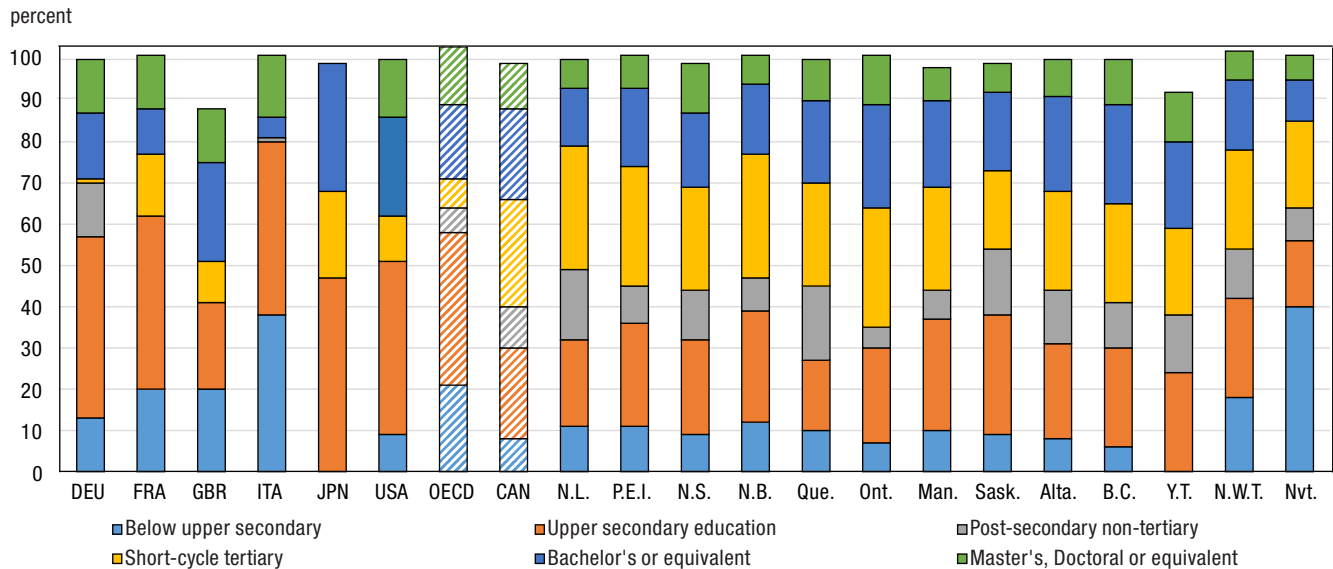
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1. See the "ISCED classifications and descriptions" section in this report's [Notes to readers](#) for brief descriptions of the ISCED categories.

## 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, 2019



**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, suppressed or rounded data.

**Sources:** Table A.1.1 and *Education at a Glance 2020: OECD indicators*.

- Almost six out of ten Canadians (59%) aged 25 to 64 had attained a tertiary level (college and university) education in 2019. Canada had the highest proportion of its population with a tertiary level of education among the G7 countries, with other countries ranging from 20% in Italy to 52% in Japan
- Within Canada, the proportion of the population with a tertiary education ranged from 37% in Nunavut<sup>2</sup> to 66% 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.
- The proportion of Canadians with university as the highest educational qualification was comparable for Canada (33%) and the OECD average (32%).
- Ten percent of Canadians had attained a “postsecondary non-tertiary education” versus six percent for the OECD. This level of education includes certificates or diplomas from vocational schools or apprenticeship training.<sup>3</sup> Among G7 countries, this is not a common level of attainment – only Germany had a substantial proportion of the population (13%) 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 20%).

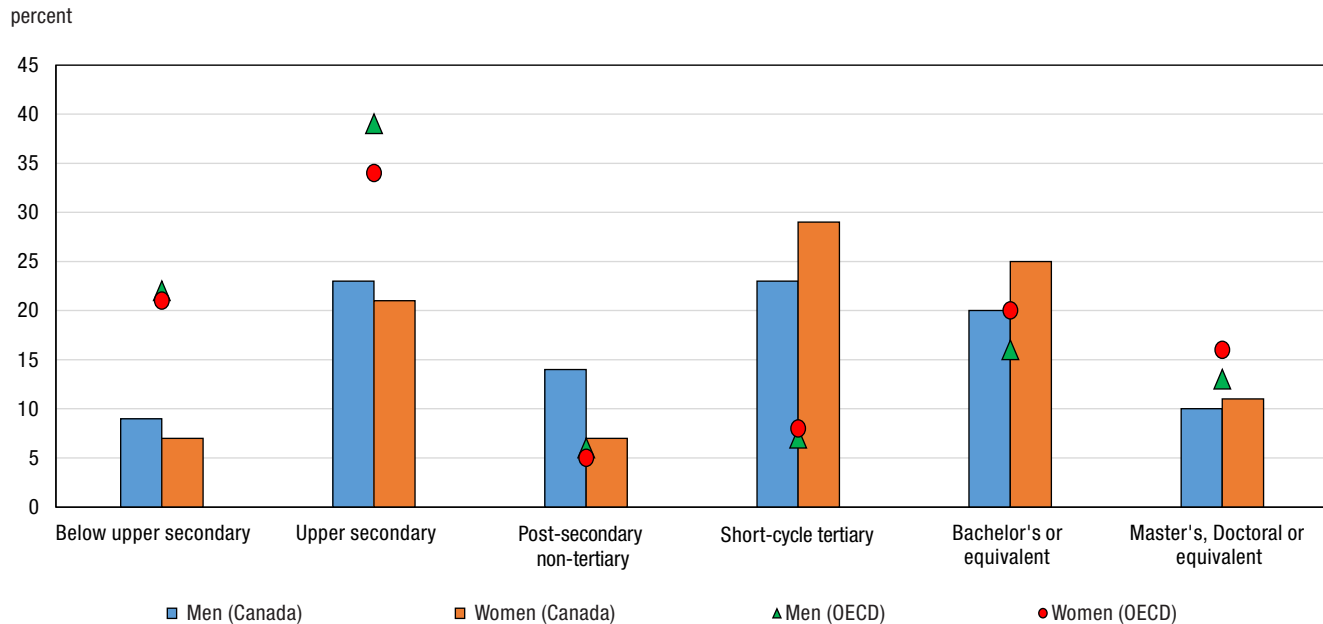
2. There are currently no universities in Nunavut.

3. For more information on the Labour Force Survey (LFS) educational attainment categories and the international classification scheme, see “Mapping to ISCED” at the beginning of 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, 2019



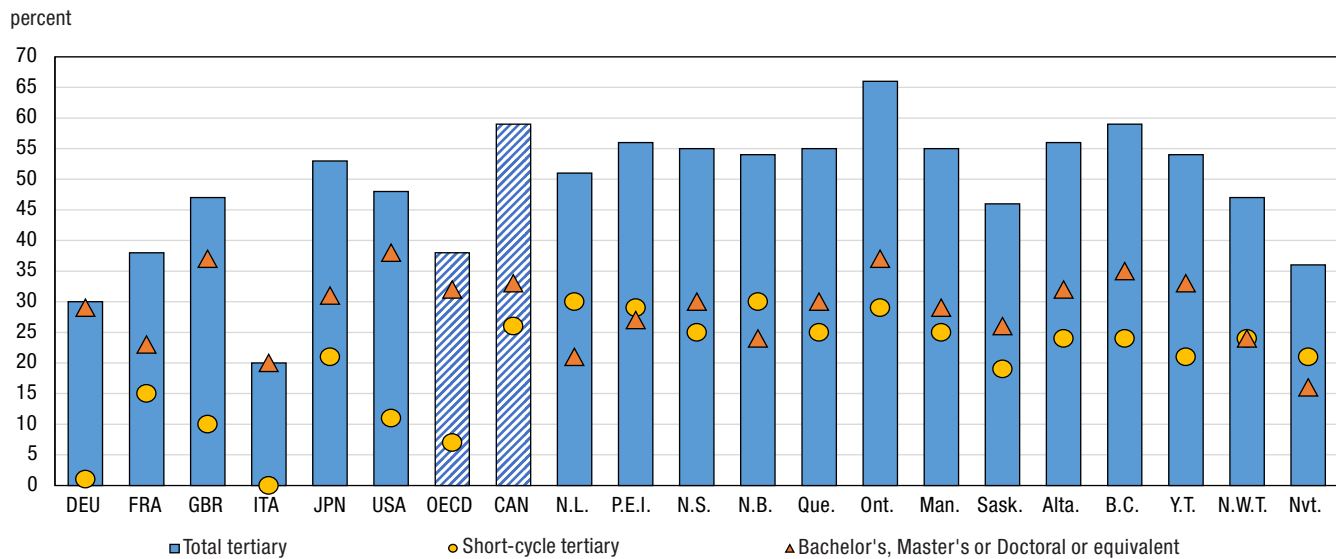
Sources: Table A.1.1. and *Education at a Glance 2020: OECD indicators*.

- 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 2019.
- In Canada, 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 proportion of men and women reported having post-secondary non-tertiary as their highest level of educational attainment were similar (6% for men and 5% for women).
- In Canada, a larger proportion of women reported having college or university as their highest level of educational attainment, with the gap similar in college (29% for women versus 23% for men) and university (36% for women versus 30% for men). For the OECD averages, women also outnumbered men with more women attaining a college diploma (8% of women versus 7% of men) or university degree (36% women versus 29% of men) than men in 2019.

## 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, 2019



**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.

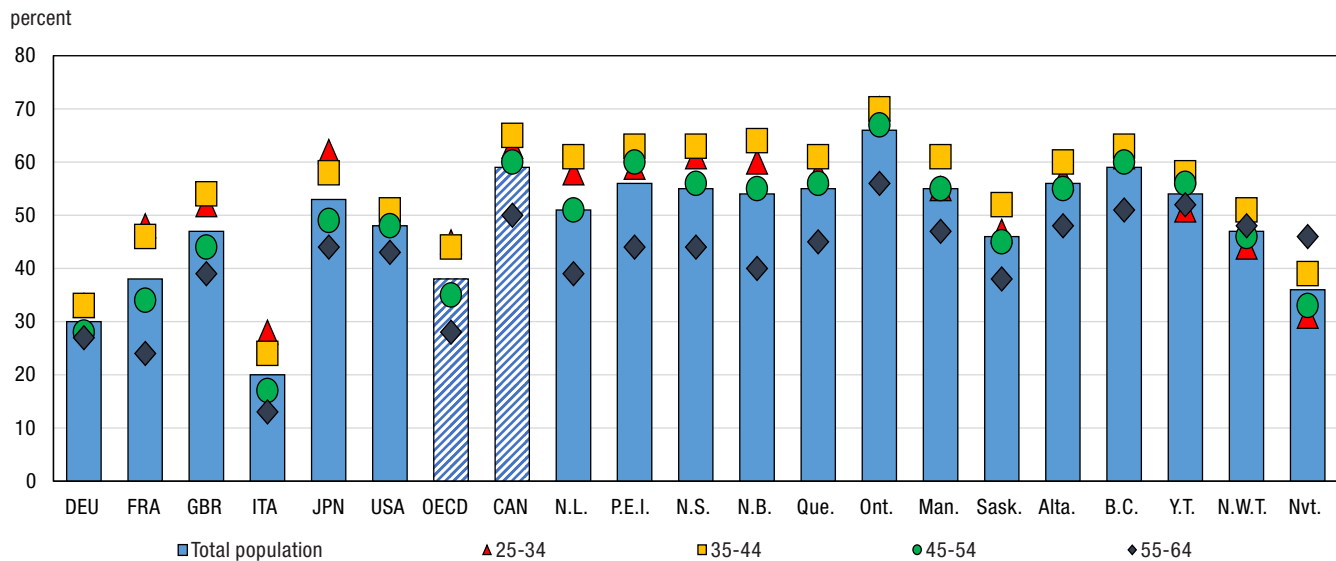
**Sources:** Table A.1.1, Table A.1.3. and *Education at a Glance 2020: OECD indicators*.

- Among OECD countries, 7% of 25- to 64-year-olds, on average, had completed college programs in 2019, far fewer than the 26% reported for Canada. This number reflects Canada's well-developed college sector.
- The corresponding OECD and Canada average for university (Bachelor's, Master's, Doctoral or equivalent) was similar (32% for OECD and 33% for Canada)
- Within Canada, university attainment ranged from 16% in Nunavut to 37% in Ontario. For college, the numbers range from 19% in Saskatchewan to 30% in New Brunswick and Newfoundland and Labrador.
- Canada leads the G7 countries with the highest proportion of its population having attained tertiary education at 59% followed by Japan (53%) and the United States (48%). The comparable OECD average was 38%.

## Generational differences in tertiary attainment

Chart A.1.4.1

Proportion of 25- to 64-year-olds that have attained tertiary education, by age groups, OECD, G7 countries, Canada, provinces and territories, 2019



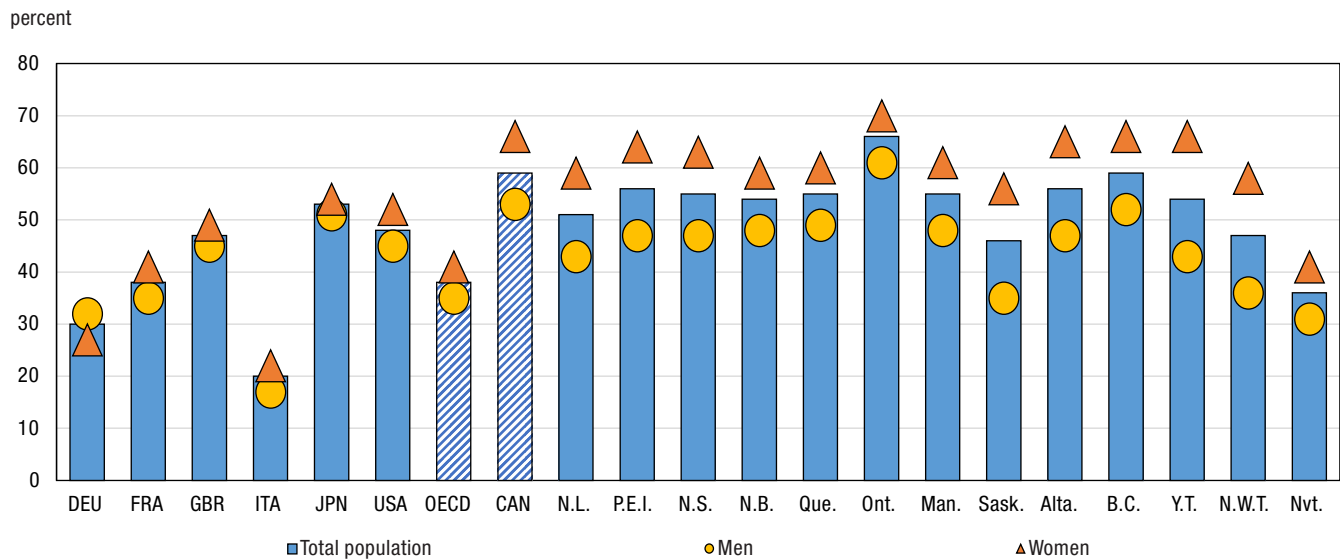
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table A.1.3. and *Education at a Glance 2020: 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 proportion of Canadians with tertiary education was highest for 35-44 year olds (65%). 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 (66%).

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, 2019



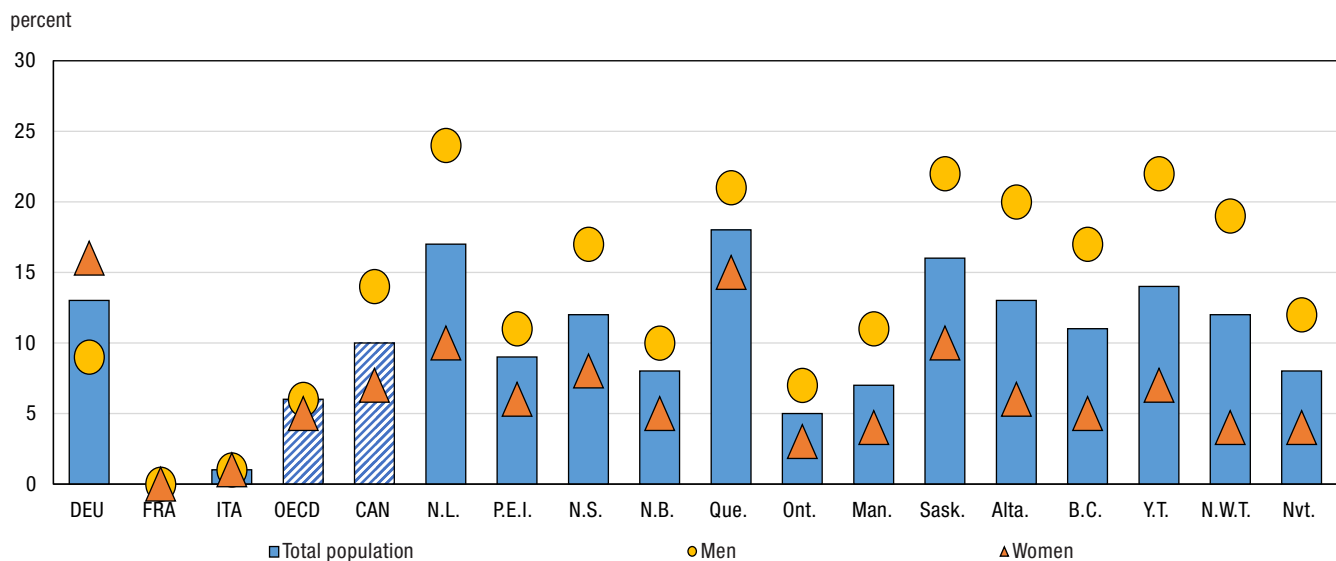
**Note:** The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

**Sources:** Table A.1.3. and *Education at a Glance 2020: 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 Yukon (23 percentage points), Northwest Territories (22 percentage points) and Saskatchewan (21 percentage points). This gender difference was smaller in OECD countries than in Canada (6 percentage points versus 13 percentage points).
- Ontario (9 percentage points) and Nunavut (10 percentage points) had the lowest gaps between men and women aged 25 to 64 with tertiary education.

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, 2019



**Notes:** 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, *Education at a Glance 2020: OECD indicators*.

- Among the jurisdictions, a higher proportion of 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 16% compared to 9% for men. At the OECD average, the proportion of people who have attained post-secondary non-tertiary was 6% for men versus 5% for women.
- Among the jurisdictions, various gender differences emerge at the post-secondary non-tertiary level, ranging from 4 percentage points in Ontario to 15 percentage points in Yukon and Northwest Territories.
- Quebec had the highest proportion of women (15%) reporting post-secondary non-tertiary as their highest level of education followed by Saskatchewan and Newfoundland and Labrador (10% each).
- Ontario (3%), Manitoba, Nunavut and Northwest Territories had the lowest proportion (4% 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, Yukon (22% each), and Quebec (21%).

## 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 2019, 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.<sup>4</sup> The LFS seeks to obtain a detailed and timely picture of the population aged 15 or older throughout the country. It allows proxy reporting, meaning that information on the entire household can be collected from a single member of the household. In all, this type of reporting accounts for approximately 65% of all information collected. Figures from the Organisation for Economic Co-operation and Development (OECD) are those reported by the OECD, and are drawn from OECD and Eurostat databases, as compiled from national labour force surveys or population registers.

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

In Statistics Canada's LFS the Master's or equivalent and Doctors or equivalent levels cannot be identified as separate levels of 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?*

4. 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, 2019

	Pre-primary and primary	Lower secondary	Upper secondary education	Post-secondary non-tertiary <sup>1</sup>	Tertiary education			All levels of education
					Short cycle tertiary	Bachelor's or equivalent	Master's, doctoral or equivalent	
	percent							
<b>OECD average<sup>2</sup></b>								
Both sexes	8	14	37	6	7	18	14	100
Men	8	14	39	6	7	16	13	100
Women	8	13	34	5	8	20	16	100
<b>Canada<sup>3</sup></b>								
Both sexes	2	6	22	10	26	22	11	100
Men	2	7	23	14	23	20	10	100
Women	2	5	21	7	29	25	11	100
<b>Newfoundland and Labrador</b>								
Both sexes	3	8	21	17	30	14	7	100
Men	4	8	20	24	26	11	6	100
Women	3	7	21	10	35	16	8	100
<b>Prince Edward Island</b>								
Both sexes	3	8	25	9	29	19	8	100
Men	4	11	27	11	24	15	7	100
Women	1 <sup>E</sup>	5	24	6	34	22	8	100
<b>Nova Scotia</b>								
Both sexes	2	7	23	12	25	18	12	100
Men	3	8	25	17	22	15	11	100
Women	1	6	22	8	29	20	14	100
<b>New Brunswick</b>								
Both sexes	4	8	27	8	30	17	7	100
Men	4	9	28	10	27	14	6	100
Women	3	6	27	5	32	19	8	100
<b>Quebec</b>								
Both sexes	3	7	17	18	25	20	10	100
Men	4	8	18	21	22	18	9	100
Women	3	6	16	15	27	22	11	100
<b>Ontario</b>								
Both sexes	2	5	23	5	29	25	12	100
Men	2	6	24	7	26	23	12	100
Women	2	4	21	3	31	27	13	100
<b>Manitoba</b>								
Both sexes	2	8	27	7	25	21	8	100
Men	2	10	29	11	22	18	8	100
Women	2	6	26	4	28	24	9	100
<b>Saskatchewan</b>								
Both sexes	2	7	29	16	19	19	7	100
Men	2	8	32	22	13	16	7	100
Women	2	5	27	10	26	23	7	100
<b>Alberta</b>								
Both sexes	2	6	23	13	24	23	9	100
Men	2	8	24	20	19	20	8	100
Women	2	5	23	6	29	27	10	100
<b>British Columbia</b>								
Both sexes	1	5	24	11	24	24	11	100
Men	1	6	25	17	19	22	11	100
Women	1	5	23	5	29	26	11	100
<b>Yukon</b>								
Both sexes	x	6	24	14	21	21	12	100
Men	x	6 <sup>E</sup>	28	22	17	16	10	100
Women	x	6 <sup>E</sup>	21	7	26	25	15	100
<b>Northwest Territories</b>								
Both sexes	5 <sup>E</sup>	13	24	12	24	17	7	100
Men	5 <sup>E</sup>	16	23	19	18	14	5 <sup>E</sup>	100
Women	4	9	24	4 <sup>E</sup>	30	20	9	100
<b>Nunavut</b>								
Both sexes	14	26	16	8	21	10	6	100
Men	12	29	16	12	18	8	6	100
Women	16	24	16	4 <sup>E</sup>	25	12	5 <sup>E</sup>	100

x suppressed to meet the confidentiality requirements of the *Statistics Act*.<sup>E</sup> 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 2020](#) (accessed on September 28, 2020).

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 2020: 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, 2019

	Age group					
	25 to 64	25 to 34	30 to 34	35 to 44	45 to 54	55 to 64
	percent					
<b>OECD average<sup>1</sup></b>						
Both sexes	79	85	..	82	77	70
Men	78	83	..	80	76	72
Women	79	86	..	83	78	69
<b>Canada<sup>2</sup></b>						
Both sexes	92	94	94	94	92	87
Men	91	93	93	93	91	86
Women	93	95	95	95	93	89
<b>Newfoundland and Labrador</b>						
Both sexes	89	95	95	93	88	82
Men	88	95	96	92	84	82
Women	90	96	95	95	91	83
<b>Prince Edward Island</b>						
Both sexes	90	95	94	92	90	83
Men	85	93	92	90	85	75
Women	94	96	96	94	95	91
<b>Nova Scotia</b>						
Both sexes	91	94	95	94	91	86
Men	89	93	92	92	89	82
Women	93	96	97	96	93	89
<b>New Brunswick</b>						
Both sexes	89	95	95	93	89	81
Men	86	94	94	91	86	77
Women	91	96	95	96	92	84
<b>Quebec</b>						
Both sexes	90	91	92	93	90	84
Men	88	89	88	91	89	82
Women	92	94	95	95	92	86
<b>Ontario</b>						
Both sexes	93	95	95	95	94	89
Men	92	94	94	94	93	89
Women	94	96	95	96	94	90
<b>Manitoba</b>						
Both sexes	89	92	92	91	89	85
Men	88	91	92	89	88	83
Women	91	93	93	93	90	87
<b>Saskatchewan</b>						
Both sexes	91	93	94	93	91	86
Men	89	92	93	92	89	83
Women	93	95	95	95	93	90
<b>Alberta</b>						
Both sexes	92	93	94	94	91	88
Men	90	92	93	92	90	87
Women	93	94	94	95	93	89
<b>British Columbia</b>						
Both sexes	94	96	96	95	94	90
Men	93	95	96	95	93	89
Women	94	97	97	95	94	91
<b>Yukon<sup>3</sup></b>						
Both sexes	93	92	92	95	92	92
Men	93	91	89	97	90	92
Women	93	93	95	94	94	93
<b>Northwest Territories<sup>3</sup></b>						
Both sexes	83	84	84	85	82	80
Men	79	79	81	78	80	78
Women	87	88	86	90	84	81
<b>Nunavut<sup>3</sup></b>						
Both sexes	60	59	61	64	55	62
Men	59	57	61	62	55	66
Women	60	60	60	68	54	58

.. not available for a specific reference period

1. The OECD data can be found at [Education at a Glance Database 2020](#) (accessed on September 28, 2020).

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 2020: 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, 2019**

	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											
<b>OECD average<sup>1</sup></b>												
<b>Both sexes</b>	7	8	7	18	24	12	14	16	11	38	45	28
<b>Men</b>	7	7	7	16	21	12	13	13	11	35	39	28
<b>Women</b>	8	8	8	20	28	12	16	18	11	41	51	29
<b>Canada<sup>2</sup></b>												
<b>Both sexes</b>	26	24	26	22	27	16	11	11	8	59	63	50
<b>Men</b>	23	22	22	20	24	15	10	9	9	53	55	46
<b>Women</b>	29	27	30	25	31	16	11	13	8	66	71	53
<b>Newfoundland and Labrador</b>												
<b>Both sexes</b>	30	28	27	14	21	7	7	9	5	51	58	39
<b>Men</b>	26	25	22	11	16	6	6	8	6 <sup>E</sup>	43	48	33
<b>Women</b>	35	32	32	16	26	8	8	10	4 <sup>E</sup>	59	68	45
<b>Prince Edward Island</b>												
<b>Both sexes</b>	29	26	26	19	25	10	8	8	7	56	59	44
<b>Men</b>	24	25	18	15	19	9	7	7 <sup>E</sup>	6	47	51	34
<b>Women</b>	34	28	33	22	30	12	8	8	8	64	67	53
<b>Nova Scotia</b>												
<b>Both sexes</b>	25	26	23	18	23	12	12	12	9	55	61	44
<b>Men</b>	22	23	18	15	18	11	11	10	8	47	51	38
<b>Women</b>	29	28	27	20	28	13	14	15	9	63	71	50
<b>New Brunswick</b>												
<b>Both sexes</b>	30	32	24	17	23	10	7	5	5	54	60	40
<b>Men</b>	27	33	21	14	19	9	6	4 <sup>E</sup>	6	48	55	36
<b>Women</b>	32	32	27	19	26	11	8	7	5	59	65	43
<b>Quebec</b>												
<b>Both sexes</b>	25	23	24	20	23	14	10	11	7	55	58	45
<b>Men</b>	22	20	22	18	21	13	9	10	7	49	50	42
<b>Women</b>	27	26	26	22	26	14	11	13	7	60	65	47
<b>Ontario</b>												
<b>Both sexes</b>	29	28	28	25	30	18	12	13	10	66	70	56
<b>Men</b>	26	27	24	23	27	17	12	11	11	61	64	53
<b>Women</b>	31	29	32	27	33	18	13	15	9	70	77	58
<b>Manitoba</b>												
<b>Both sexes</b>	25	22	27	21	25	13	8	8	7	55	55	47
<b>Men</b>	22	21	23	18	21	13	8	6	7	48	48	44
<b>Women</b>	28	24	31	24	29	14	9	9	6	61	62	51
<b>Saskatchewan</b>												
<b>Both sexes</b>	19	16	20	19	23	13	7	8	5	46	47	38
<b>Men</b>	13	12	12	16	16	12	7	8	5	35	36	29
<b>Women</b>	26	20	28	23	31	14	7	8	4	56	59	46
<b>Alberta</b>												
<b>Both sexes</b>	24	21	24	23	27	17	9	9	7	56	57	48
<b>Men</b>	19	16	19	20	23	15	8	7	8	47	46	41
<b>Women</b>	29	26	30	27	32	19	10	11	6	65	69	55
<b>British Columbia</b>												
<b>Both sexes</b>	24	21	25	24	30	17	11	11	8	59	61	51
<b>Men</b>	19	16	19	22	26	17	11	8	10	52	50	46
<b>Women</b>	29	25	30	26	34	17	11	13	7	66	72	55
<b>Yukon<sup>3</sup></b>												
<b>Both sexes</b>	21	17	23	21	21	18	12	13 <sup>E</sup>	11 <sup>E</sup>	54	51	52
<b>Men</b>	17	16 <sup>E</sup>	18 <sup>E</sup>	16	14 <sup>E</sup>	13 <sup>E</sup>	10	x	9 <sup>E</sup>	43	37	40
<b>Women</b>	26	19 <sup>E</sup>	28	25	28	23	15	18 <sup>E</sup>	13 <sup>E</sup>	66	64	64
<b>Northwest Territories<sup>3</sup></b>												
<b>Both sexes</b>	24	22	28	17	19	13 <sup>E</sup>	7	x	7 <sup>E</sup>	47	44	48
<b>Men</b>	18	15 <sup>E</sup>	22 <sup>E</sup>	14	16 <sup>E</sup>	12 <sup>E</sup>	5 <sup>E</sup>	x	x	36	32	39
<b>Women</b>	30	28	34	20	23	13 <sup>E</sup>	9	x	10 <sup>E</sup>	58	55	57
<b>Nunavut<sup>3</sup></b>												
<b>Both sexes</b>	21	19	31	10	7 <sup>E</sup>	10 <sup>E</sup>	6	5 <sup>E</sup>	x	36	31	46
<b>Men</b>	18	15 <sup>E</sup>	27	8	x	x	6	x	x	31	23	45
<b>Women</b>	25	23	35 <sup>E</sup>	12	10 <sup>E</sup>	x	5 <sup>E</sup>	x	x	41	39	47

x suppressed to meet the confidentiality requirements of the *Statistics Act*  
<sup>E</sup> use with caution

1. The OECD data can be found at [Education at a Glance Database 2020](#) (accessed on September 28, 2020).

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 2020: 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, 2018 and 2019

	Age 25 to 64							Age 25 to 34							Age 55 to 64						
	2005	2010	2015	2016	2017	2018	2019	2005	2010	2015	2016	2017	2018	2019	2005	2010	2015	2016	2017	2018	2019
	percent							percent							percent						
<b>OECD average<sup>1</sup></b>																					
Below upper secondary	29	25	22	22	22	21	21	22	18	16	16	16	15	15	42	36	32	31	31	30	30
Upper secondary and postsecondary non-tertiary	45	45	43	43	43	42	41	47	45	42	41	41	41	40	38	42	43	44	43	44	42
Tertiary	27	31	35	35	36	37	38	32	38	42	43	44	45	45	20	23	26	26	27	27	28
<b>Canada<sup>2</sup></b>																					
Below upper secondary	15	12	10	9	9	8	8	9	8	7	7	7	6	6	25	18	15	14	14	13	13
Upper secondary and postsecondary non-tertiary	39	38	35	34	34	34	33	37	36	34	32	33	32	31	39	40	39	39	40	39	38
Tertiary	46	50	55	56	57	58	59	54	56	59	61	61	62	63	36	42	46	46	46	48	50
<b>Newfoundland and Labrador</b>																					
Below upper secondary	24	19	15	14	13	13	11	10	7	7	6	6	6	5	38	31	24	24	22	22	18
Upper secondary and postsecondary non-tertiary	45	45	43	42	42	38	38	46	46	41	41	42	34	37	40	43	44	45	46	43	43
Tertiary	31	36	42	43	45	49	51	43	46	52	53	51	59	58	22	26	32	31	32	35	39
<b>Prince Edward Island</b>																					
Below upper secondary	20	15	12	11	11	11	10	11	6	5	5	5	6	5	30	23	19	17	18	19	17
Upper secondary and postsecondary non-tertiary	35	36	35	33	32	33	34	33	37	33	31	31	33	36	36	39	37	35	35	39	40
Tertiary	45	48	53	57	57	56	56	57	57	62	64	64	61	59	34	38	44	48	47	43	44
<b>Nova Scotia</b>																					
Below upper secondary	18	15	11	10	9	10	9	10	8	6	6	5	6	6	29	21	18	16	15	15	14
Upper secondary and postsecondary non-tertiary	40	37	36	36	36	35	36	38	32	31	32	33	31	33	35	38	40	41	39	42	42
Tertiary	42	49	53	54	54	55	55	52	60	63	62	61	63	61	36	40	42	43	45	43	44
<b>New Brunswick</b>																					
Below upper secondary	20	16	13	12	11	11	11	9	6	6	6	6	6	5	33	25	23	20	18	19	19
Upper secondary and postsecondary non-tertiary	40	39	37	35	36	35	35	41	37	34	33	34	33	35	35	38	40	40	41	41	41
Tertiary	40	46	50	53	53	54	54	50	57	60	62	60	61	60	32	37	37	40	41	40	40
<b>Quebec</b>																					
Below upper secondary	19	15	12	12	11	11	10	12	10	10	9	8	9	9	32	23	20	20	18	17	16
Upper secondary and postsecondary non-tertiary	37	38	37	36	35	35	35	33	35	36	34	32	33	34	37	42	40	42	42	40	39
Tertiary	44	47	51	52	53	54	55	55	55	55	57	60	58	58	31	35	40	39	41	43	45
<b>Ontario</b>																					
Below upper secondary	13	10	8	8	8	7	7	7	6	5	6	6	5	5	24	16	13	12	12	11	11
Upper secondary and postsecondary non-tertiary	36	33	30	29	30	29	27	33	30	27	26	26	26	25	36	36	34	34	36	35	34
Tertiary	51	57	62	63	63	64	66	59	64	67	68	68	69	70	40	48	52	53	52	53	56
<b>Manitoba</b>																					
Below upper secondary	17	14	11	11	10	10	11	11	10	7	8	8	7	8	27	21	16	17	16	15	15
Upper secondary and postsecondary non-tertiary	42	41	39	39	38	37	35	43	42	41	40	40	38	37	37	39	40	40	40	39	38
Tertiary	42	45	50	50	51	53	55	46	48	52	52	52	54	55	36	40	44	43	44	46	47
<b>Saskatchewan</b>																					
Below upper secondary	15	13	11	10	10	10	9	10	7	8	8	7	7	7	24	19	16	15	15	15	14
Upper secondary and postsecondary non-tertiary	50	51	47	46	45	46	46	49	52	46	44	45	46	46	42	47	49	48	49	47	49
Tertiary	35	36	42	44	45	44	46	40	41	46	48	48	46	47	33	35	35	36	36	38	38
<b>Alberta</b>																					
Below upper secondary	12	11	9	8	8	8	8	9	9	7	7	7	6	7	19	14	13	11	12	12	12
Upper secondary and postsecondary non-tertiary	45	43	40	39	39	37	36	44	44	40	38	40	38	36	43	42	44	44	43	42	40
Tertiary	43	46	51	53	52	55	56	47	47	53	54	52	56	57	38	44	43	45	44	46	48

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, 2018 and 2019

	Age 25 to 64							Age 25 to 34							Age 55 to 64						
	2005	2010	2015	2016	2017	2018	2019	2005	2010	2015	2016	2017	2018	2019	2005	2010	2015	2016	2017	2018	2019
	percent							percent							percent						
<b>British Columbia</b>																					
Below upper secondary	11	9	7	7	7	6	6	8	7	5	5	4	4	4	15	12	11	11	11	10	10
Upper secondary and postsecondary non-tertiary	45	43	39	38	37	38	35	44	42	40	38	38	36	35	46	45	43	42	42	42	39
Tertiary	44	48	54	55	56	56	59	48	51	55	57	58	59	61	39	43	46	47	47	48	51
<b>Yukon</b>																					
Below upper secondary	13	18	9	10	8	7	7	13 <sup>E</sup>	17 <sup>E</sup>	8 <sup>E</sup>	9 <sup>E</sup>	9 <sup>E</sup>	8 <sup>E</sup>	8 <sup>E</sup>	18	15 <sup>E</sup>	12 <sup>E</sup>	13 <sup>E</sup>	10 <sup>E</sup>	8 <sup>E</sup>	8 <sup>E</sup>
Upper secondary and postsecondary non-tertiary	46	34	34	35	38	39	39	48	36	35	39	40	40	41	45	39	34	35	40	42	40
Tertiary	41	49	57	55	54	54	54	39	47	57	51	51	51	51	37	46	53	52	51	50	52
<b>Northwest Territories</b>																					
Below upper secondary	25 <sup>E</sup>	25	17	19	20	19	17	19 <sup>E</sup>	25 <sup>E</sup>	17	18	22	21	16	38 <sup>E</sup>	29	19 <sup>E</sup>	21 <sup>E</sup>	20	20	20 <sup>E</sup>
Upper secondary and postsecondary non-tertiary	33	32	36	34	33	34	35	34	29	37	40	36	37	40	24 <sup>E</sup>	33	41	40	39	34	32
Tertiary	42	43	47	47	47	46	47	47	46	46	42	43	42	44	37 <sup>E</sup>	38	40	39	41	46	48
<b>Nunavut</b>																					
Below upper secondary	51	47	46	39	40	42	40	45	46	46	41	44	46	41	66	45	44	35	33	37	38
Upper secondary and postsecondary non-tertiary	23	26	23	26	25	24	24	28	28	27	30	26	27	28	x	19	17	24	26	21	16
Tertiary	26	27	32	35	35	34	36	26 <sup>E</sup>	26	27	30	30	27	31	x	36	40	41	41	41	46

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

<sup>E</sup> use with caution

1. The OECD data can be found at [Education at a Glance Database 2020](#) (accessed on September 28, 2020).

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

**Note:** 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 2020: OECD Indicators*.

## A2

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

### Context

High school graduation is an important milestone for students, providing them with a foundation for postsecondary education, as well as broader social and economic 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. The 2019 data collection aligns with the OECD true-cohort reporting cycle which allows for international comparisons for on-time and extended-time graduation rates.

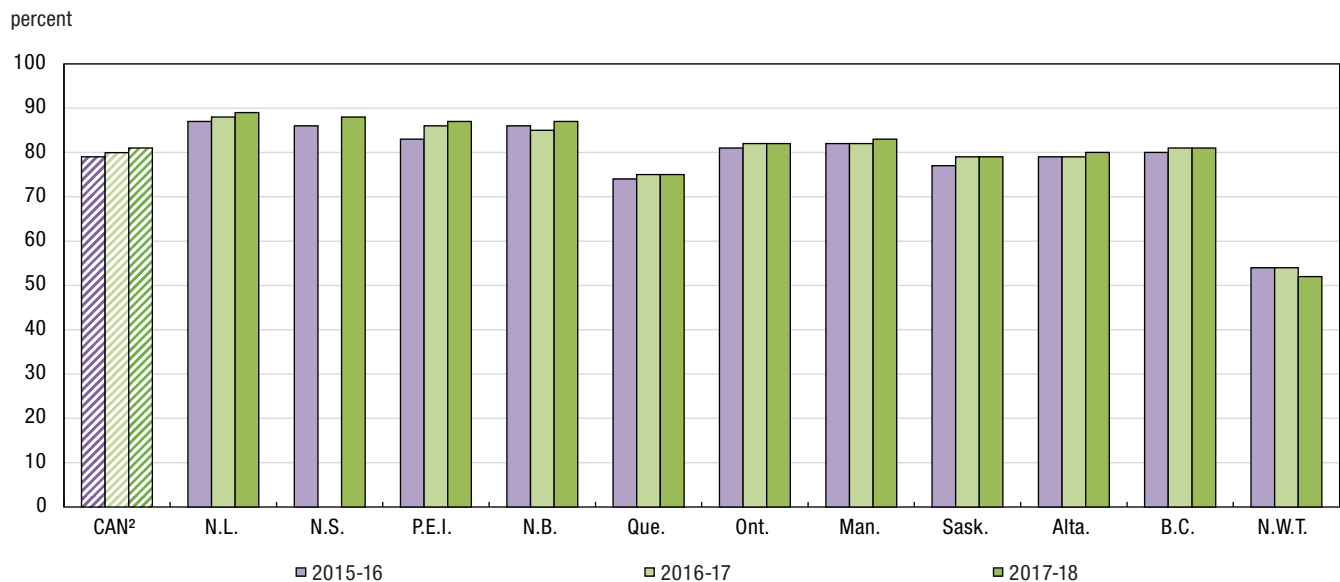
For this indicator, on-time high-school graduation rates are calculated by tracking students who started Grade 10 (Secondary 3 in Quebec) in 2015/2016 and graduated from Grade 12 (Secondary 5) by the end of the 2017/2018 school year. On-time high-school graduation rates are also provided for 2015/2016 by tracking the group of students who started Grade 10 (Secondary 3) in 2013/2014. This 2013/2014 Grade 10 (Secondary 3) group is tracked to determine the extended-time high-school graduation rates for 2017/2018, which is the percentage of the group that graduated high school within five years of starting Grade 10 (Secondary 3). Comparisons of high school graduation rates between provinces and territories require 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.

## Observations

### A.2.1 Trends in on-time and extended-time high-school graduation rates

Chart A.2.1.1

On-time high school graduation rate, Canada, provinces and territories,<sup>1</sup> 2015-16 to 2017-18



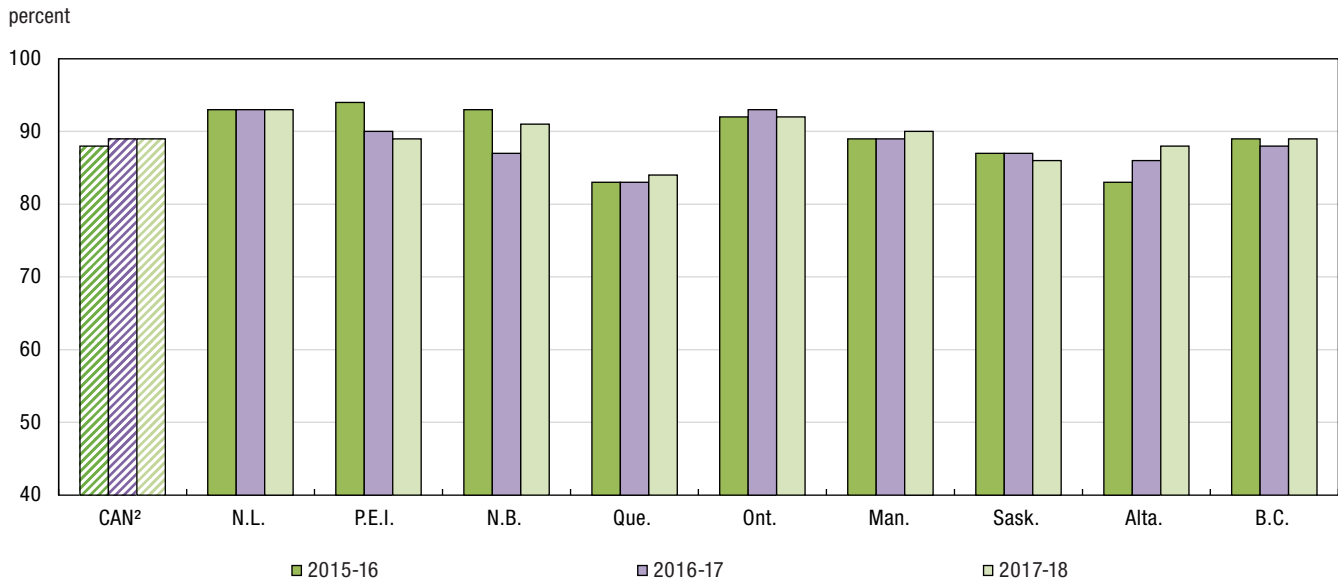
1. Only provinces and territories that reported data for at least two referenced time periods are included in this chart.

2. Canada's average includes all data received from provinces and territories for each referenced time period.

Source: Table A.2.1.

- In 2015/2016, 79% of students in Canada completed their high-school studies within a three-year period after starting Grade 10 (Secondary 3). This rate increased by 2 percentage points to 81% by 2017/2018.
- Across provinces and territories, the largest increases between the on-time high-school graduation rates from 2015/2016 to 2017/2018 were in Prince Edward Island with a difference of 4 percentage points, followed by Newfoundland and Labrador, Nova Scotia, and Saskatchewan with a difference of 2 percentage points. The other provinces showed smaller increases over this three-year cycle. On-time high-school graduation rates only decreased in one jurisdiction with available data: Northwest Territories (-2 percentage points).

Chart A.2.1.2

Extended-time high-school graduation rate, Canada, provinces and territories,<sup>1</sup> 2015-16 to 2017-18

1. Only provinces and territories that reported data for all referenced time periods are included in this chart. In the Northwest Territories, migration patterns often differ by age group and ethnicity which may affect the completion rates using this attrition rate methodology. The extended-time attrition rate methodology is not suitable for the NWT's population and is not reported.

2. Canada's average includes all data received from provinces and territories for each referenced time period.

Source: Table A.2.2.

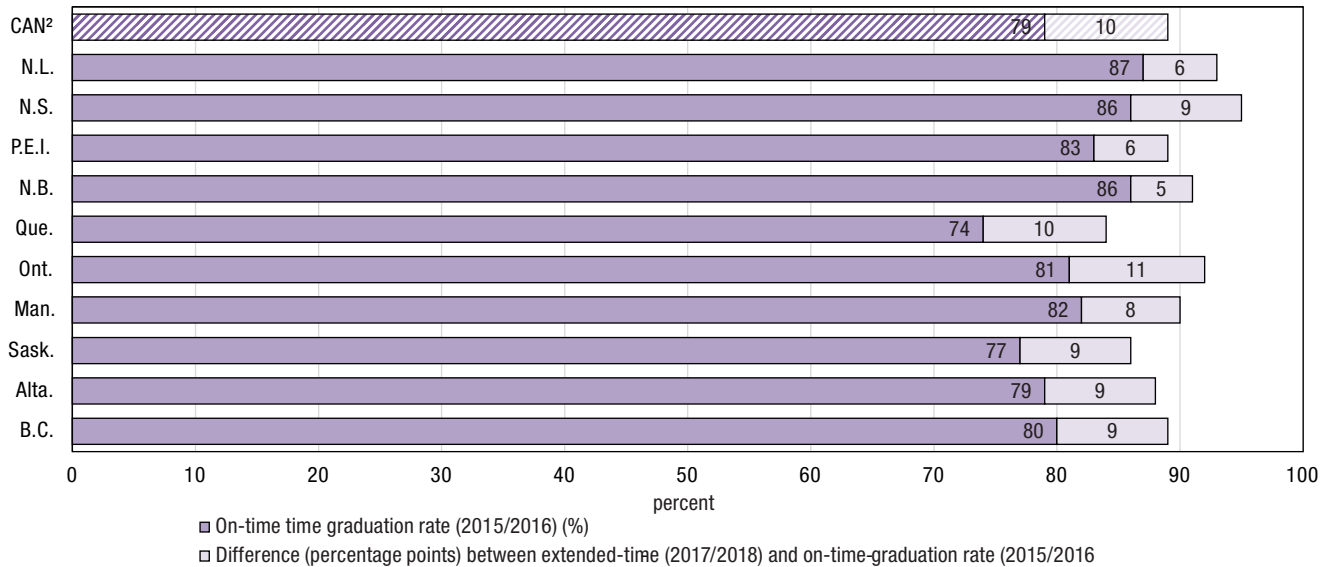
- In Canada, the extended-time high-school graduation rate was 88% in 2015/2016, and increased by 1 percentage point to 89% in 2017/2018.
- The trends at the provincial level are more varied than for on-time graduation rates. Alberta saw the largest increase of 5 percentage points between 2015/2016 and 2017/2018 in their extended-time graduation rate. Other provinces, notably Prince Edward Island and New Brunswick, experienced decreases of 5 and 2 percentage points, respectively, in their extended-time high-school graduation rates between 2015/2016 and 2017/2018.
- In other provinces, the extended-time high-school graduation rates remained relatively stable between 2015/2016 and 2017/2018, including in British Columbia (no change), Saskatchewan (-1 percentage point), Manitoba (+1 percentage point), and Quebec (+1 percentage point). Newfoundland and Labrador and Ontario had the highest extended-time graduation rates in the country, which remained stable at 93% over this time period.



## A.2.2 From on-time to extended-time high-school graduation rates

Chart A.2.2.1

On-time and extended-time high-school graduation rate, provinces and territories,<sup>1</sup> 2015/2016 and 2017/2018



1. Any missing data points (i.e., Yukon and Nunavut) on this chart were not provided. In the Northwest Territories, migration patterns often differ by age group and ethnicity which may affect the completion rates using this attrition rate methodology. The extended-time attrition rate methodology is not suitable for the NWT's population and is not reported.

2. Canada's average includes all data received from provinces and territories for each referenced time period.

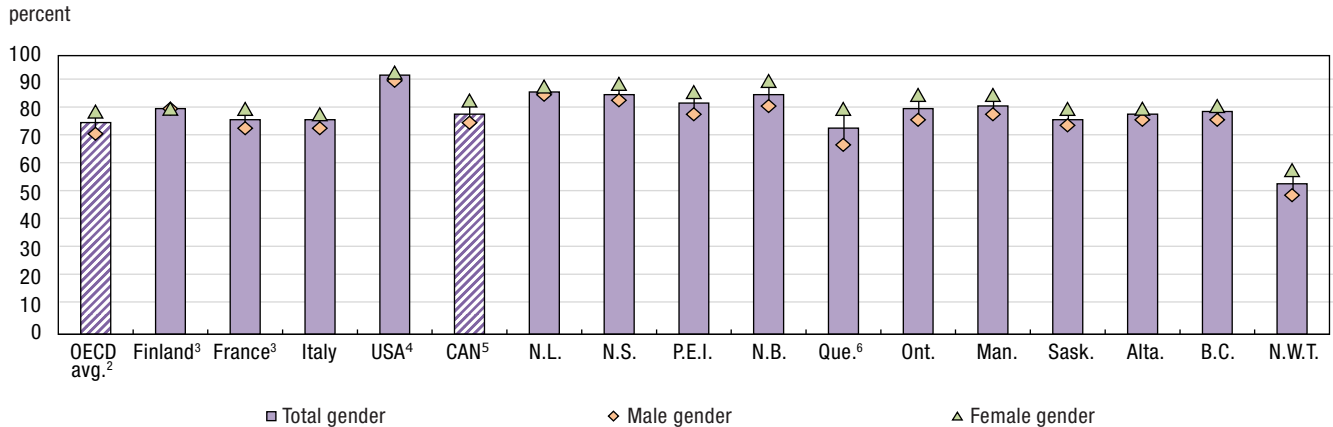
Source: Table A.2.1 and Table A.2.2.

- On average across Canada, an additional two years to complete high school has a significant impact on graduation rates. The cohort of students starting Grade 10 (Secondary 3) in 2013/2014 demonstrated an increase of 10 percentage points in their extended-time high-school graduation rate (89%) compared to their on-time high-school graduation rate (79%).
- The additional proportion of students who graduated after the two-year extended period ranged from a 5 percentage point difference in New Brunswick to an 11 percentage point difference in Ontario.

### A.2.3 The gender gap in on-time and extended-time high-school graduation rates

Chart A.2.3.1

On-time high-school graduation rate, Canada, Canadian provinces and territories,<sup>1</sup> selected OECD countries, by gender, 2015-16



1. Any missing data points (i.e., Yukon and Nunavut) on this chart were not provided.

2. The OECD average is calculated based only on data from countries that reported data using the true cohort methodology. The year of reference for the OECD average and other selected OECD countries is 2015-16. Data from OECD countries compares the general programs data, which excludes data on graduates from vocational programs. All other G7 countries who reported comparable data using a true cohort method were included. Finland was included for comparison as one of the OECD countries with the highest levels of student achievement.

3. Year of reference 2014-2015 for the on-time high-school graduation rate.

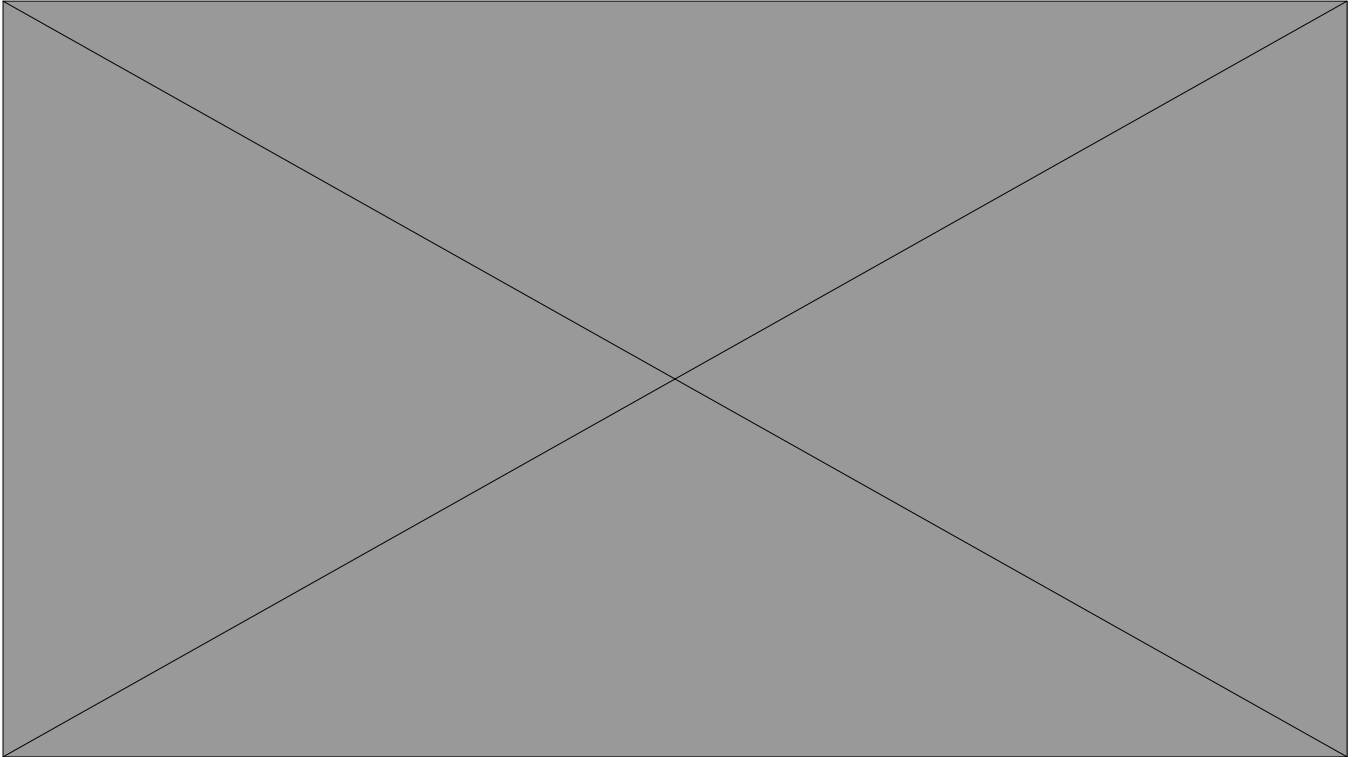
4. Year of reference 2012-2013 for the on-time high-school graduation rate.

5. Canada's average includes all data received from provinces and territories for each referenced time period.

6. Figures for Quebec include graduate data from both general programs and vocational programs.

Sources: Table A.2.1; OECD (2020). Education at a Glance 2020: OECD Indicators.

- In Canada, a higher proportion of females (83%) completed high-school on-time than males (76%) in 2015/2016. This trend was 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 a 12 percentage point difference, followed by Northwest Territories with a 9 percentage point difference. Newfoundland and Labrador and Alberta had much smaller discrepancies between female and male on-time graduation rates with 3 and 4 percentage point gender gaps respectively.
- While Canada's overall on-time graduation rate (79%) was slightly higher than the OECD average (76%) for general programs, the gender gap for both was 7 percentage points in 2015/2016. Canada had an overall on-time graduation rate that was higher than comparable OECD countries such as France (77%) and Italy (77%) for general programs, however Canada had a lower rate than Finland (81%) and the USA (93%). Finland, France, Italy, and the USA all had smaller gender gaps than Canada, for general programs.

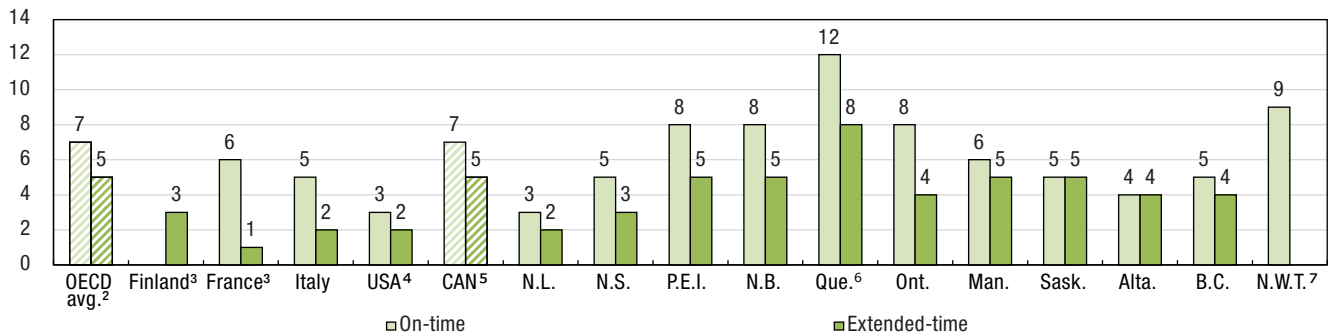


- In Canada, a larger proportion of female students (92%) graduated after a two-year extended period than males (87%) in 2017/2018. The same trend was observed in all provinces and territories.
- The gender differences were more visible in Quebec where the female extended-time high-school graduation rate was approximately 8 percentage points above this rate for males. Newfoundland and Labrador and Nova Scotia had the smallest gender gaps at 2 and 3 percentage points, respectively.
- Canada had a higher extended-time graduation rate (89%) than the OECD average (86%) in 2017/2018. Nonetheless, Canada's average extended-time graduation rate was lower than some other comparable OECD countries including Finland (93%), France (96%), and the USA (96%). These three countries, as well as Italy, also had smaller gender gaps than Canada.

## Chart A.2.3.3

On-time and extended-time high-school graduation rates, gender gap (percentage points) in favour of female compared to male graduates, Canada, provinces and territories,<sup>1</sup> selected OECD countries, 2015-16 and 2017-18

percentage points



1. Any missing data points (i.e., Yukon and Nunavut) on this chart were not provided.

2. The OECD average is calculated based only on data from countries that reported data using the true cohort methodology. The year of reference for the OECD average and other selected OECD countries is 2015-16 and 2017-18 for on-time and extended-time respectively. Data from OECD countries compares the general programs data, which excludes data on graduates from vocational programs. All other G7 countries who reported comparable data using a true cohort method were included. Finland was included for comparison as one of the OECD countries with the highest levels of student achievement.

3. Year of reference 2014-2015 for the on-time and 2016-2017 for the extended-time high-school graduation rate.

4. Year of reference 2012-2013 for the on-time and 2014-2015 for the extended-time high-school graduation rate.

5. Canada's average includes all data received from provinces and territories for each referenced time period.

6. Figures for Quebec include graduate data from both general programs and vocational programs.

7. In the Northwest Territories, migration patterns often differ by age group and ethnicity which may affect the completion rates using this attrition rate methodology. The extended-time attrition rate methodology is not suitable for the NWT's population and is not reported.

Sources: Table A.2.1 and Table A.2.2; OECD (2020). Education at a Glance 2020: OECD Indicators.

- On average across Canada, female graduates graduation rates were higher than male graduation rates in 2015/2016 and 2017/2018. This gender gap decreased for the cohort entering Grade 10 (Secondary 3) in 2013/2014 by 2 percentage points between 2015/2016 (on-time graduation) and 2017/2018 (extended-time graduation). Quebec and Ontario each saw the largest declines, both by 4 percentage points. While the gap decreased in most provinces, Saskatchewan and Alberta showed no change in the gender gap between on-time and extended-time high-school graduation rates.
- The gender gap decrease between on-time and extended-time graduation rates in Canada mirrored the OECD average gender gap, which also decreased by 2 percentage points. France and Italy saw a larger decrease in their gender gap between on-time and extended-time graduation rates for general programs than Canada, with a 5 and 3 percentage point decrease, respectively.

## 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 high-school graduation rate data collection is 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 (updated since last year's PCEIP publication) shows the credentials that are included in the high-school graduation rate (i.e., Grade 12 or Secondary V).

Province/Territory	High-school credential
<b>British Columbia</b>	British Columbia Certificate of Graduation ("Dogwood") British Columbia Adult Graduation Diploma ("Adult Dogwood")
<b>Alberta</b>	Alberta High School Diploma Certificate of High School Achievement High School Equivalency Diploma
<b>Saskatchewan</b>	"Regular" 24-credit policy "Adult 12" policy
<b>Manitoba</b>	("Regular") High School Diploma Mature Student Diploma
<b>Ontario</b>	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)
<b>Quebec</b>	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
<b>New Brunswick</b>	New Brunswick High School Diploma
<b>Nova Scotia</b>	Nova Scotia High School Graduation Diploma
<b>Prince Edward Island</b>	Senior High Graduation Certificate
<b>Newfoundland and Labrador</b>	High School Graduation Diploma
<b>Yukon</b>	..
<b>Northwest Territories</b>	N.W.T. High School Diploma
<b>Nunavut</b>	Nunavut Secondary School Diploma

.. not available for a specific reference period

Table A.2.1

True cohort high-school graduation rate<sup>1</sup> within 3 years since beginning Grade 10/Secondary 3 ('on-time'), by gender,<sup>2</sup> Canada, provinces and territories,<sup>3,4</sup> 2013/2014 to 2017/2018<sup>5,6</sup>

	2013/2014 <sup>8</sup>			2014/2015 <sup>9</sup>			2015/2016 <sup>10</sup>			2016/2017 <sup>11</sup>			2017/2018 <sup>12</sup>		
	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														
<b>CAN</b>	<b>77</b>	<b>73</b>	<b>81</b>	<b>79</b>	<b>75</b>	<b>83</b>	<b>79</b>	<b>76</b>	<b>83</b>	<b>80</b>	<b>76</b>	<b>84</b>	<b>81</b>	<b>77</b>	<b>84</b>
N.L.	86	84	87	86	84	88	87	86	89	88	87	90	89	87	90
N.S.	..	..	..	..	..	..	86	84	89	..	..	..	88	86	90
P.E.I.	85	81	89	85	84	86	83	79	87	86	86	87	87	84	91
N.B.	85	81	88	85	81	88	86	82	90	85	83	88	87	83	90
Que. <sup>7</sup>	71	65	76	72	66	78	74	68	80	75	69	80	75	70	81
Ont.	79	75	84	81	77	85	81	77	85	82	79	86	82	78	86
Man.	81	79	84	81	78	84	82	79	85	82	80	85	83	81	85
Sask.	78	75	82	78	75	81	77	75	80	79	76	81	79	76	82
Alta.	74	72	77	77	74	79	79	77	81	79	77	82	80	78	83
B.C.	79	77	81	81	79	84	80	77	82	81	79	83	81	78	83
N.W.T.	57	52	62	53	48	59	54	50	59	54	52	56	52	48	57
Nvt.	..	..	..	..	..	..	..	..	..	49	47	51	..	..	..

.. not available for a specific reference period

1. Calculations were done using unrounded data.

2. For more information on this variable, please see the Notes to readers section.

3. Comparisons of high school graduation rates between provinces and territories require 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. Graduation rates reported here at the pan-Canadian level may differ to what is reported at the provincial/territorial-level due to varying methodologies for the calculation of graduation rates by individual provinces and territories.

5. Most recently collected provincial/territorial data are reported here; thus, changes to previously published graduation rates may apply.

6. 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).

7. Figures for Quebec include graduate data from both general programs and vocational programs.

8. Cohort entering Grade 10 / Secondary 3 in 2012/2013, second data collection (2017).

9. Cohort entering Grade 10 / Secondary 3 in 2012/2013, third data collection (2018).

10. Cohort entering Grade 10 / Secondary 3 in 2013/2014, fourth data collection (2019).

11. Cohort entering Grade 10 / Secondary 3 in 2014/2015, third data collection (2018).

12. Cohort entering Grade 10 / Secondary 3 in 2015/2016, fourth data collection (2019).

Source: Council of Ministers of Education, Canada, the true cohort high school graduation rate data collection (2017, 2018, 2019).

Table A.2.2

True cohort high school graduation rate<sup>1</sup> within 5 years since beginning Grade 10/ Secondary 3 ('extended-time'), by gender<sup>2</sup>, Canada, provinces and territories,<sup>3,4</sup> 2013/2014 to 2017/2018<sup>5,6</sup>

	2015/2016 <sup>9</sup>			2016/2017 <sup>10</sup>			2017/2018 <sup>11</sup>		
	Total gender	Male gender	Female gender	Total gender	Male gender	Female gender	Total gender	Male gender	Female gender
	percent								
<b>CAN</b>	<b>88</b>	<b>85</b>	<b>90</b>	<b>89</b>	<b>86</b>	<b>92</b>	<b>89</b>	<b>87</b>	<b>92</b>
N.L.	93	92	94	93	91	95	93	92	94
N.S.	..	..	..	..	..	..	95	93	96
P.E.I.	94	90	98	90	90	91	89	87	92
N.B.	93	91	96	87	84	90	91	89	94
Que. <sup>7</sup>	83	78	87	83	78	90	84	80	88
Ont.	92	90	95	93	90	95	92	90	94
Man.	89	87	91	89	87	92	90	87	92
Sask.	87	85	90	87	84	90	86	84	89
Alta.	83	80	85	86	84	88	88	86	90
B.C.	89	87	91	88	86	90	89	87	91
N.W.T. <sup>8</sup>	..	..	..	..	..	..	..	..	..
Nvt.	..	..	..	..	..	..	..	..	..

.. not available for a specific reference period

1. Calculations were done using unrounded data.

2. For more information on this variable, please see the Notes to readers section.

3. Comparisons of high school graduation rates between provinces and territories require 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. Graduation rates reported here at the pan-Canadian level may differ to what is reported at the provincial/territorial-level due to varying methodologies for the calculation of graduation rates by individual provinces and territories.

5. Most recently collected provincial/territorial data are reported here; thus, changes to previously published graduation rates may apply.

6. 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).

7. Figures for Quebec include graduate data from both general programs and vocational programs.

8. In the Northwest Territories, migration patterns often differ by age group and ethnicity which may affect the completion rates using this attrition rate methodology. The extended-time attrition rate methodology is not suitable for the NWT's population and is not reported.

9. Cohort entering Grade 10 / Secondary 3 in 2011/2012, second data collection (2017).

10. Cohort entering Grade 10 / Secondary 3 in 2012/2013, third data collection (2018).

11. Cohort entering Grade 10 / Secondary 3 in 2013/2014, fourth data collection (2019).

**Source:** Council of Ministers of Education, Canada, the true cohort high school graduation rate data collection (2017, 2018, 2019).

## 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,<sup>1</sup> which represent enrolments in colleges and universities.<sup>2</sup> 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.

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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 were no universities in the territories in 2017/2018.

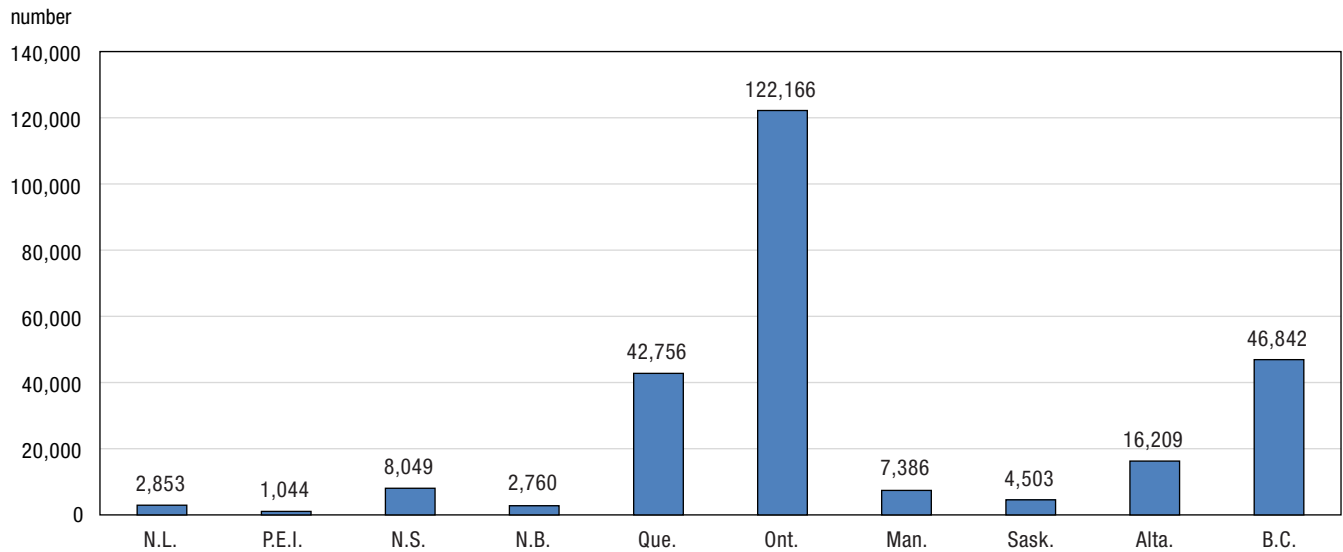


## Observations

### International students in tertiary education

**Chart A.3.1**

**Number of international students in tertiary education, by province,<sup>1</sup> 2017/2018**



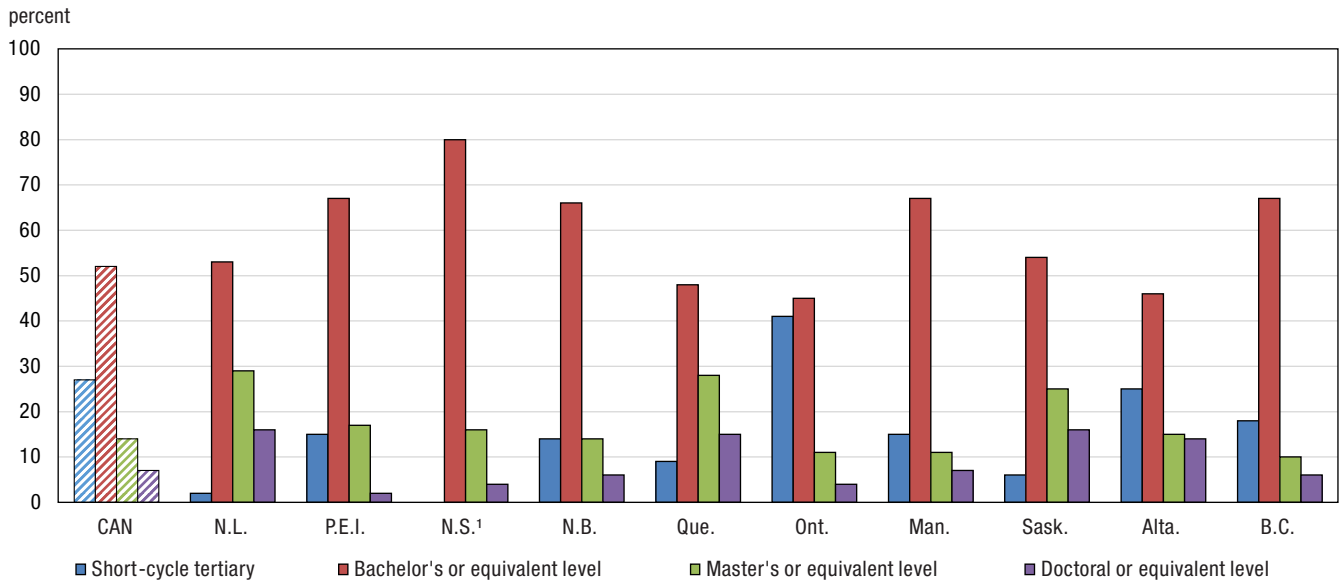
1. The total for Canada was 254,571 international students.

Source: Table A.3.2.

- In 2017/2018, there were 254,571 international students studying in Canada. Ontario attracted the largest proportion of international students (48%), followed by British Columbia (18%) and Quebec (17%).

Chart A.3.2

Distribution of international students in tertiary education, by level of education, Canada and provinces, 2017/2018



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

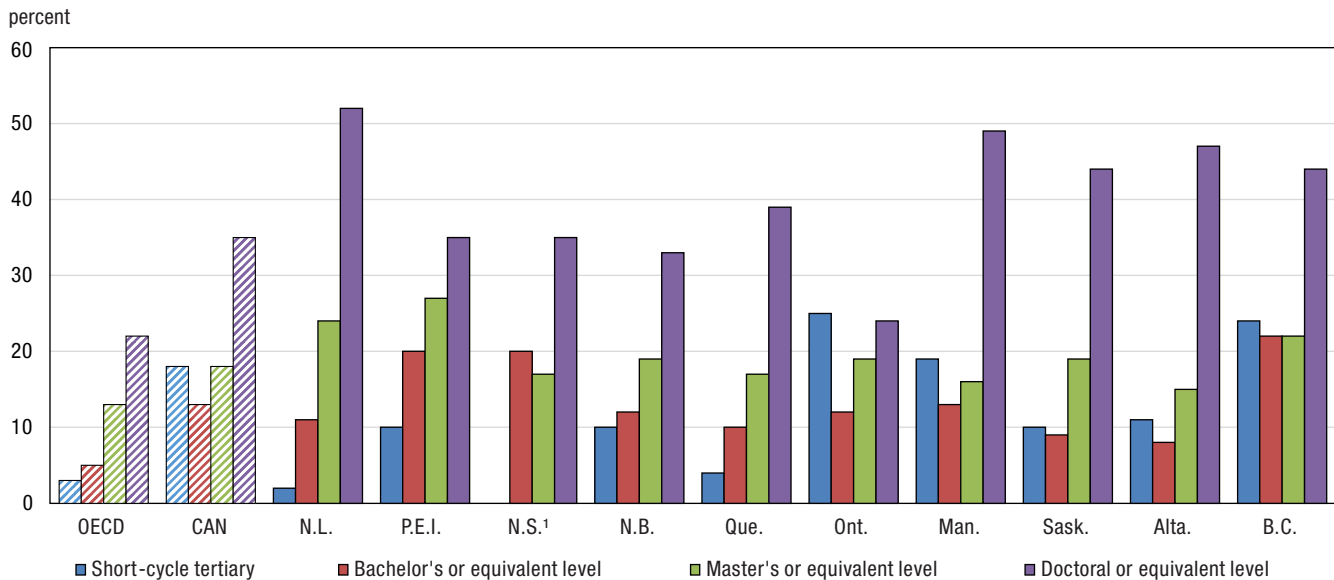
**Note:** The bars representing Canada are filled with a diagonal line pattern to make them easier to find.

**Source:** Table A.3.1.

- The majority of international students in tertiary education in Canada were registered in Bachelor's or equivalent level programs. The highest proportion of students were concentrated at this level in every province.
- The proportion of international students registered at the short-cycle tertiary level (college) varied greatly by province; approaching half in Ontario (41%) 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, 2017/2018



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

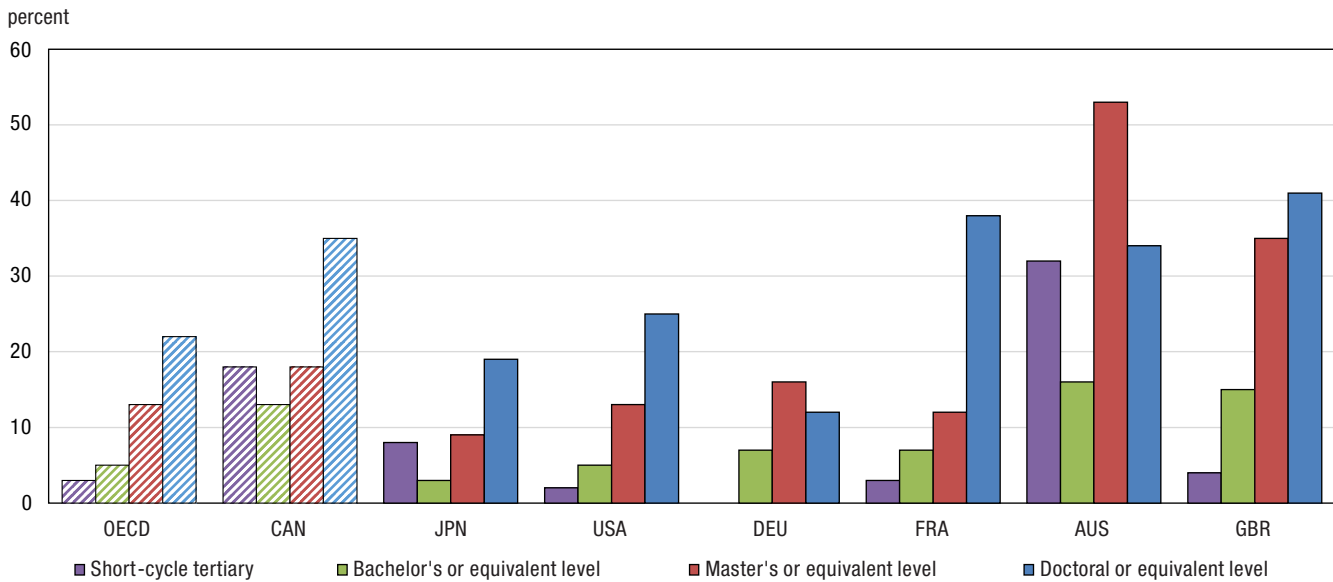
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Source: Table A.3.1, and *Education at a Glance 2020 OECD Indicators*.

- While the Canada figure for Doctoral or equivalent level programs (35%) is above the proportion observed for all OECD countries (22%) overall, there are variations across provinces, as this proportion ranges from 24% in Ontario to 52% in Newfoundland and Labrador.
- At the university level, the percentage of international students rises with level of study, except in Nova Scotia, where the proportion of international students at the Bachelor's level (20%) was higher than for the Master's level (17%).
- The highest proportions of international students at the college level were seen in Ontario (25%), British Columbia (24%) and Manitoba (19%), 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<sup>1</sup> countries, Australia<sup>2</sup> and OECD average, 2017/2018



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.

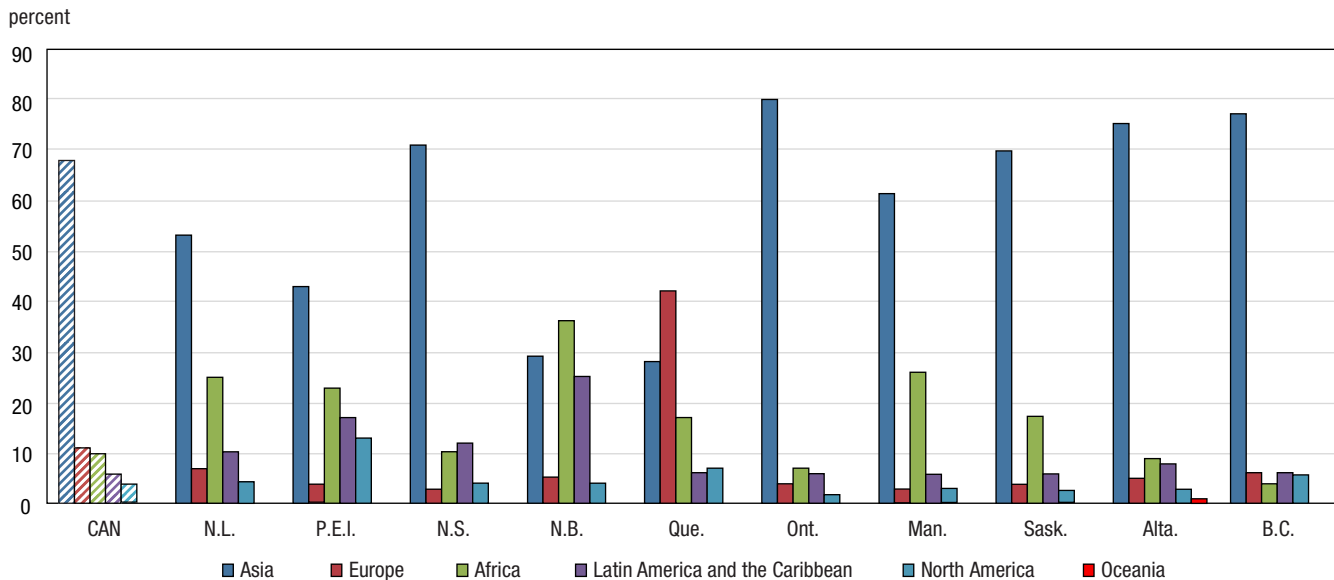
**Note:** The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

**Source:** Table A.3.1, and *Education at a Glance 2020 OECD Indicators*.

- In comparison to other G7 countries, in Canada international students accounted for a higher proportion of postsecondary students than in Germany, Japan and the United States at all levels of postsecondary study. 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 students, Australia had higher proportions of international students at all levels of education, especially at the Master's level where the proportion of international students (53%) exceeded that of all G7 countries.

Chart A.3.4

## Distribution of international students in tertiary education, by region of origin, Canada and provinces, 2017/2018



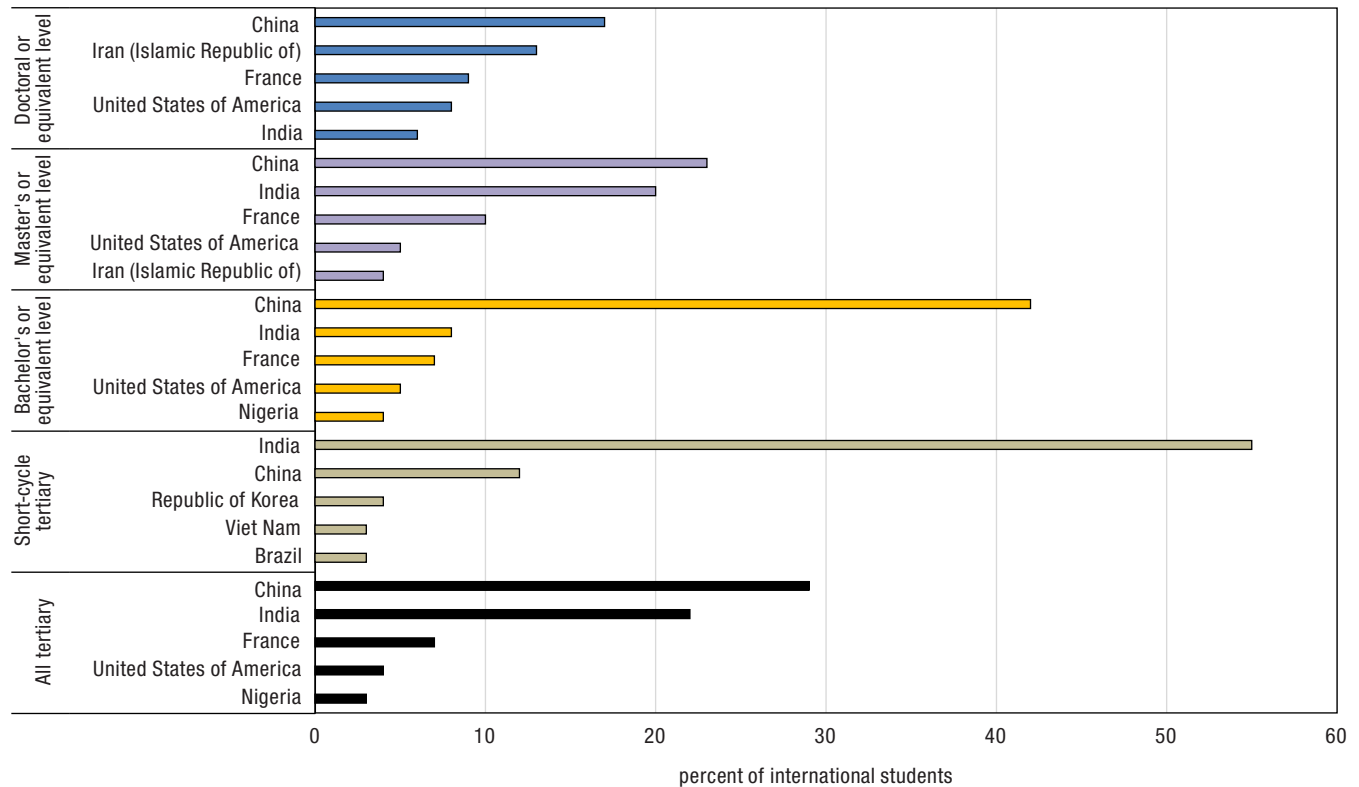
**Note:** These proportions were calculated based on students for whom the country of origin was known (the "other" category [not reported origin] was excluded from the calculation). The bars representing Canada are filled with a diagonal line pattern to make them easier to find.

**Source:** Table A.3.2.

- The majority of international students in Canada were from Asia (68%). Asia was the largest source region for every province, except New Brunswick and Quebec.
- In New Brunswick, the primary region of origin was Africa (36%), followed by Asia (29%) then Latin America and the Caribbean (25%).
- In Quebec, the largest source region was Europe (42%), followed by Asia (28%), then Africa (17%).
- Africa was the second highest source region in 6 provinces, in addition to being first in New Brunswick.

Chart A.3.5

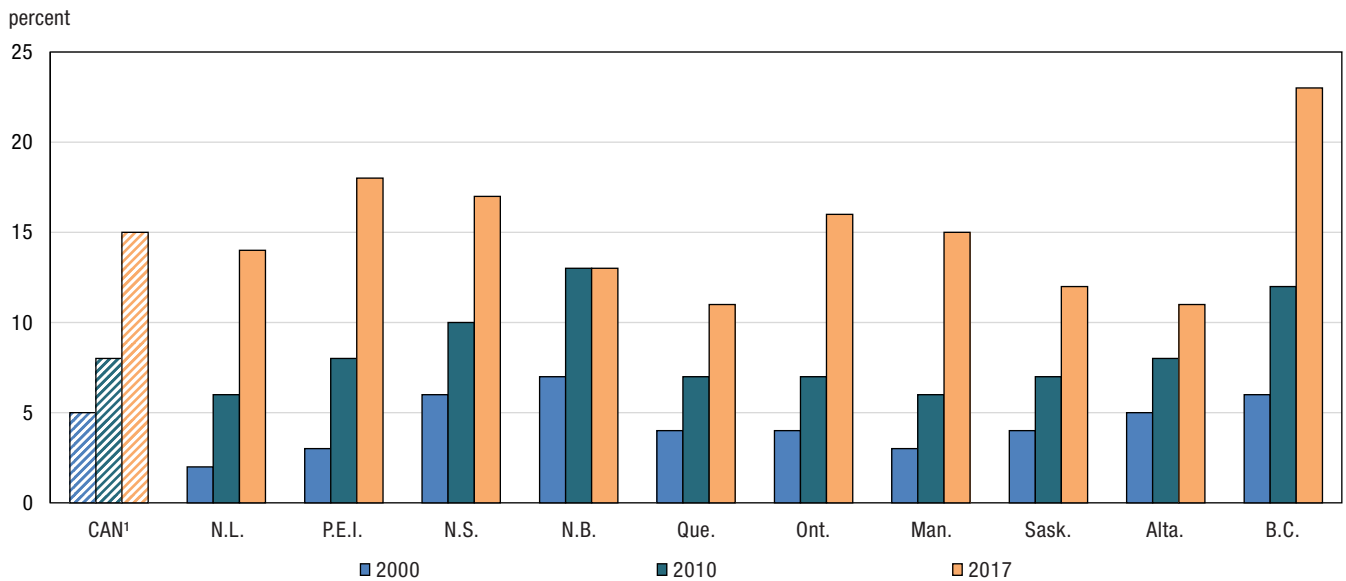
Percentage of international students from top 5 source countries in tertiary education in Canada by level of education, in 2017/2018



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

- China was the top source country for international students overall (30%), and at each level of tertiary education except at the college level, where India (55%) came first.
- China, India, and France made it into the top 5 source countries for international students at all levels of tertiary education except for short term tertiary.

Chart A.3.6

Proportion of international students among all tertiary enrolments, Canada<sup>1</sup> and provinces, 2000, 2010 and 2017

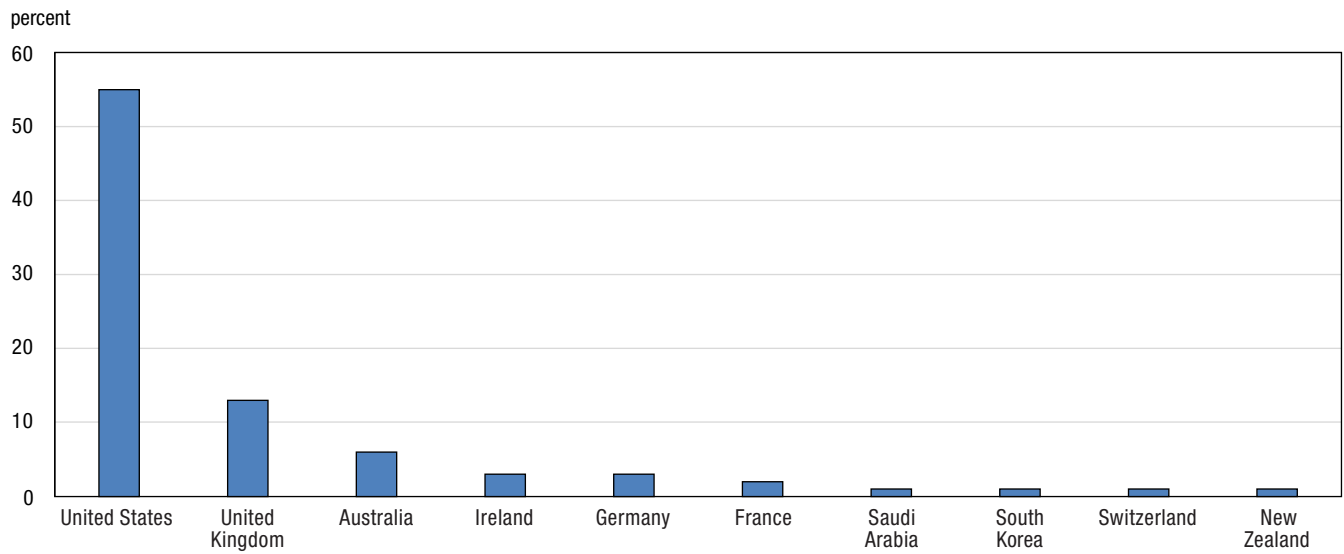
1. The values for Canada do not include the territories.

Source: Statistics Canada, Postsecondary Student Information System (PSIS), and *Education at a Glance 2020: OECD Indicators*.

- International students increased as a percentage of all tertiary students in Canada, from 5% in 2000 to 15% in 2017.
- The proportion of international students changed the least in New Brunswick between 2010 and 2017 (both 13%), reaching a peak of 15% in 2014.

Chart A.3.7

## Top 10 destination countries for Canadians studying abroad, 2017/2018



Source: *Education at a Glance 2020: OECD indicators*.

- In 2017/2018, the top destinations for Canadians who went abroad to study were the United States (55%), the United Kingdom (13%), Australia (6%), Ireland (3%) and Germany (3%).



## 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,<sup>3</sup> 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.<sup>4</sup>

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?*.

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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,<sup>1</sup> Canada and provinces, 2017/2018

	International students <sup>2</sup> as a percentage of all tertiary enrolment					Distribution of international students by level of tertiary education			
	Total tertiary	Short-cycle tertiary or equivalent level	Bachelor's level	Master's or equivalent level	Doctoral or equivalent level	Short-cycle tertiary or equivalent level	Bachelor's level	Master's or equivalent level	Doctoral or equivalent level
	percent								
OECD total <sup>3,4</sup>	6	3	5	13	22	..	..	..	..
Canada <sup>5</sup>	15	18	13	18	35	27	52	14	7
Newfoundland and Labrador	14	2	11	24	52	2	53	29	16
Prince Edward Island	18	10	20	27	35	15	67	17	2
Nova Scotia	17	..	20	17	35	..	80	16	4
New Brunswick	13	10	12	19	33	14	66	14	6
Quebec	11	4	10	17	39	9	48	28	15
Ontario	16	25	12	19	24	41	45	11	4
Manitoba	15	19	13	16	49	15	67	11	7
Saskatchewan	12	10	9	19	44	6	54	25	16
Alberta	11	11	8	15	47	25	46	15	14
British Columbia	23	24	22	22	44	18	67	10	6

.. 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, 2020).

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 2020: OECD Indicators*.

Table A.3.2

Distribution of international students<sup>1</sup> in tertiary education, by region of origin and selected countries of citizenship, Canada and provinces, 2017/2018

	Newfoundland and Labrador	Prince Edward Island	Nova Scotia	New Brunswick	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia	Canada <sup>2</sup>
	number										
<b>Africa</b>	<b>708</b>	<b>243</b>	<b>813</b>	<b>996</b>	<b>7,404</b>	<b>8,556</b>	<b>1,866</b>	<b>726</b>	<b>1,479</b>	<b>2,085</b>	<b>24,873</b>
Nigeria	246	147	183	84	141	3,243	1,053	459	564	624	6,747
Egypt	75	9	81	12	309	654	45	21	147	174	1,524
Morocco	3	0	18	102	930	369	45	0	9	15	1,485
Cameroon	18	6	18	156	669	261	15	12	45	30	1,230
Ghana	54	15	87	27	60	432	81	99	108	105	1,068
Tunisia	0	0	3	21	876	81	9	0	21	18	1,029
Senegal	0	0	21	45	603	195	51	6	6	9	933
Ivory Coast	0	0	15	78	507	267	15	0	18	6	906
Kenya	6	6	45	9	48	300	93	18	102	237	870
Mauritius	45	18	60	30	108	405	51	6	27	72	825
Zimbabwe	99	6	48	6	12	120	129	15	60	201	693
Algeria	3	0	6	9	564	69	0	0	6	9	669
Libya	63	3	24	9	171	195	12	27	39	51	594
Republic of the Congo	6	0	24	45	234	228	6	0	12	6	561
<b>North America</b>	<b>123</b>	<b>138</b>	<b>324</b>	<b>123</b>	<b>2,991</b>	<b>2,355</b>	<b>237</b>	<b>117</b>	<b>477</b>	<b>2,832</b>	<b>9,717</b>
United States of America	123	138	324	120	2,961	2,355	237	117	477	2,832	9,681
<b>Latin America &amp; Caribbean</b>	<b>276</b>	<b>180</b>	<b>981</b>	<b>687</b>	<b>2,352</b>	<b>7,008</b>	<b>435</b>	<b>255</b>	<b>1,254</b>	<b>2,826</b>	<b>16,260</b>
Brazil	39	12	48	27	597	1,911	228	57	336	984	4,245
Mexico	21	21	36	15	408	813	45	33	282	633	2,307
Jamaica	30	9	39	27	21	729	54	42	102	156	1,209
Colombia	15	3	24	6	246	495	12	27	141	201	1,167
Bahamas	12	126	399	9	15	309	12	0	24	51	957
Trinidad and Tobago	6	3	6	483	15	297	6	3	18	21	852
Venezuela	15	0	6	6	126	390	6	9	120	111	792
Ecuador	18	3	45	15	57	309	9	48	48	135	687
<b>Asia</b>	<b>1,518</b>	<b>450</b>	<b>5,667</b>	<b>801</b>	<b>11,904</b>	<b>95,811</b>	<b>4,299</b>	<b>2,910</b>	<b>12,072</b>	<b>35,700</b>	<b>171,129</b>
China	495	291	3,375	351	4,899	39,861	2,040	1,314	5,901	15,348	73,881

**Table A.3.2**  
**Distribution of international students<sup>1</sup> in tertiary education, by region of origin and selected countries of citizenship, Canada and provinces, 2017/2018**

	Newfoundland and Labrador	Prince Edward Island	Nova Scotia	New Brunswick	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia	Canada <sup>2</sup>
	number										
India	228	18	831	102	2,151	37,164	717	582	2,454	10,554	<b>54,807</b>
South Korea	45	12	84	18	303	3,483	153	39	450	1,551	<b>6,135</b>
Iran	156	6	69	66	1,326	1,368	195	174	624	768	<b>4,749</b>
Saudi Arabia	30	45	495	60	510	2,322	54	237	174	627	<b>4,551</b>
Viet Nam	21	6	27	57	423	2,397	201	78	390	939	<b>4,542</b>
Bangladesh	270	15	207	21	261	1,011	252	165	303	444	<b>2,955</b>
Pakistan	87	0	78	15	324	1,221	228	117	273	450	<b>2,799</b>
Hong Kong	0	3	9	0	33	963	99	12	162	813	<b>2,100</b>
Japan	9	18	45	27	186	591	18	12	108	768	<b>1,785</b>
Turkey	9	6	63	3	309	834	18	6	57	327	<b>1,629</b>
Taiwan	9	6	15	3	93	627	18	9	108	537	<b>1,425</b>
Philippines	9	0	12	6	21	450	48	12	264	369	<b>1,188</b>
Malaysia	33	6	30	21	51	459	48	18	93	327	<b>1,089</b>
Indonesia	9	0	12	0	36	390	36	0	54	462	<b>999</b>
Lebanon	9	0	33	3	366	189	6	3	39	42	<b>693</b>
Sri Lanka	0	3	21	0	39	258	66	24	54	93	<b>558</b>
Kazakhstan	6	0	9	3	27	276	12	0	33	168	<b>534</b>
<b>Europe</b>	<b>213</b>	<b>27</b>	<b>225</b>	<b>147</b>	<b>17,877</b>	<b>5,055</b>	<b>234</b>	<b>150</b>	<b>810</b>	<b>2,940</b>	<b>27,684</b>
France	21	0	15	51	15,813	645	12	12	60	231	<b>16,860</b>
United Kingdom	27	3	57	12	228	582	24	15	141	597	<b>1,683</b>
Russian Federation	9	3	15	6	114	861	45	9	75	423	<b>1,563</b>
Ukraine	9	3	12	18	45	855	51	27	81	246	<b>1,347</b>
Germany	27	0	39	15	213	288	24	15	99	468	<b>1,191</b>
Italy	15	3	12	3	243	294	6	6	51	159	<b>795</b>
<b>Oceania</b>	<b>6</b>	<b>0</b>	<b>9</b>	<b>6</b>	<b>204</b>	<b>264</b>	<b>6</b>	<b>15</b>	<b>99</b>	<b>192</b>	<b>807</b>
<b>Not reported<sup>3</sup></b>	<b>6</b>	<b>3</b>	<b>30</b>	<b>3</b>	<b>24</b>	<b>3,114</b>	<b>306</b>	<b>330</b>	<b>15</b>	<b>270</b>	<b>4,098</b>
<b>Total</b>	<b>2,853</b>	<b>1,044</b>	<b>8,049</b>	<b>2,760</b>	<b>42,756</b>	<b>122,166</b>	<b>7,386</b>	<b>4,503</b>	<b>16,209</b>	<b>46,842</b>	<b>254,571</b>

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.

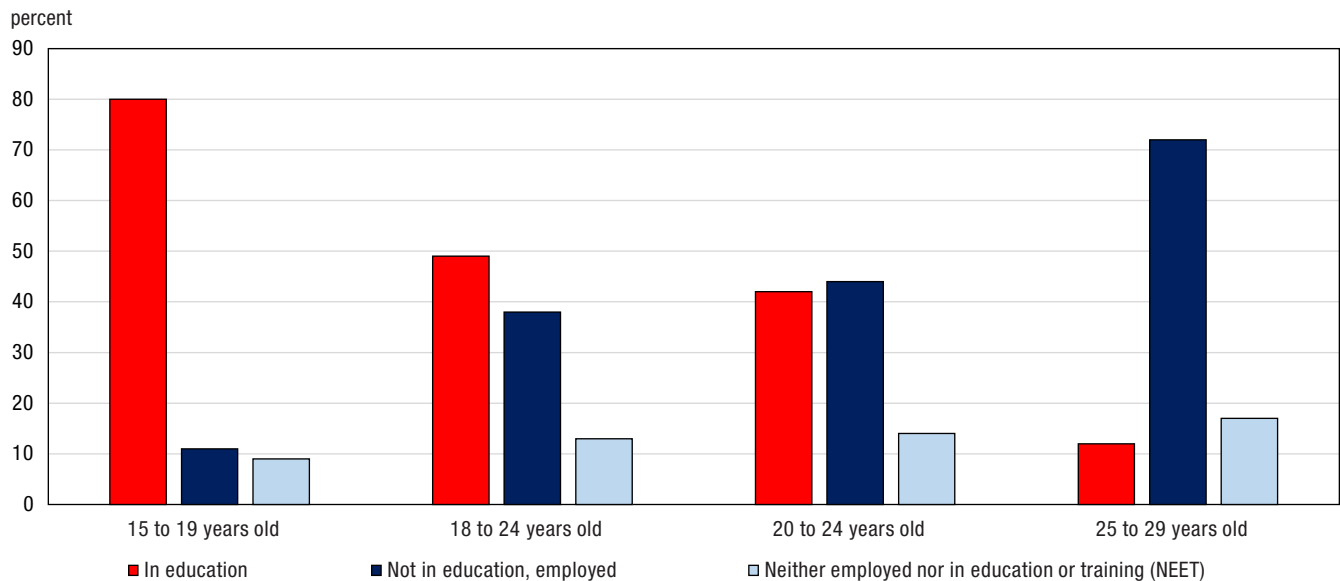
As the results presented in this chapter reflect the average of the first three months of 2020, they mainly reflect the pre-pandemic situation of January and February, with some effect from March. For more information on how the NEET rate was affected in the months directly following the start of the pandemic in Canada, please refer to the Fact Sheet: [Impact of the COVID-19 pandemic on the NEET \(not in employment, education or training\) indicator, March and April 2020](#).

## 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, 2020

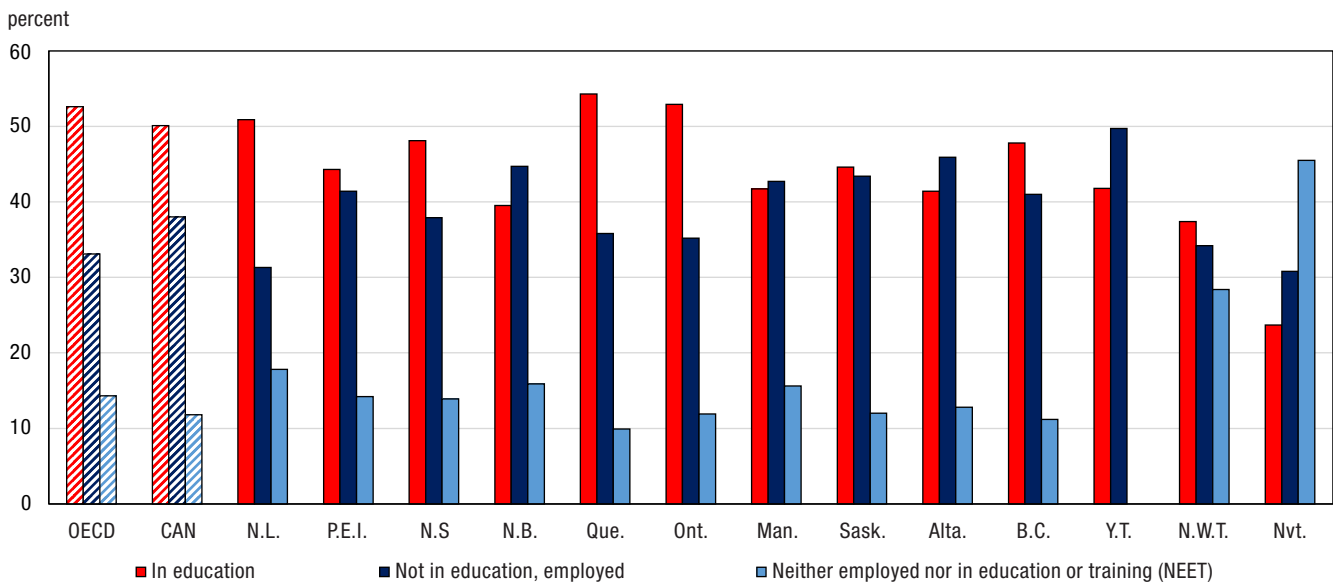


Source: Table A.4.1.

- In 2020, the majority of young Canadians aged 15 to 19 (80%) were in school. For young adults, a higher proportion of adults aged 18 to 24 were in school (49%) in comparison to those who had transitioned to the labour market and were employed (38%). Among adults aged 20 to 24, similar proportions were observed between those in school (42%) and those who were employed (44%). For those in the 25- to 29-year-old age group, most (72%) were no longer in school and were employed.
- In 2020, the proportion of young Canadians who were “not in education, employment or training” (or the NEET rate) was higher for those aged 25 to 29 years (17%) than for those aged 18 to 24 years (13%), 20 to 24 years (14%) or 15 to 19 years (9%).

Chart A.4.2

## Distribution of the 18- to 24-year-old population by education and employment status, OECD, Canada, provinces and territories, 2020



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

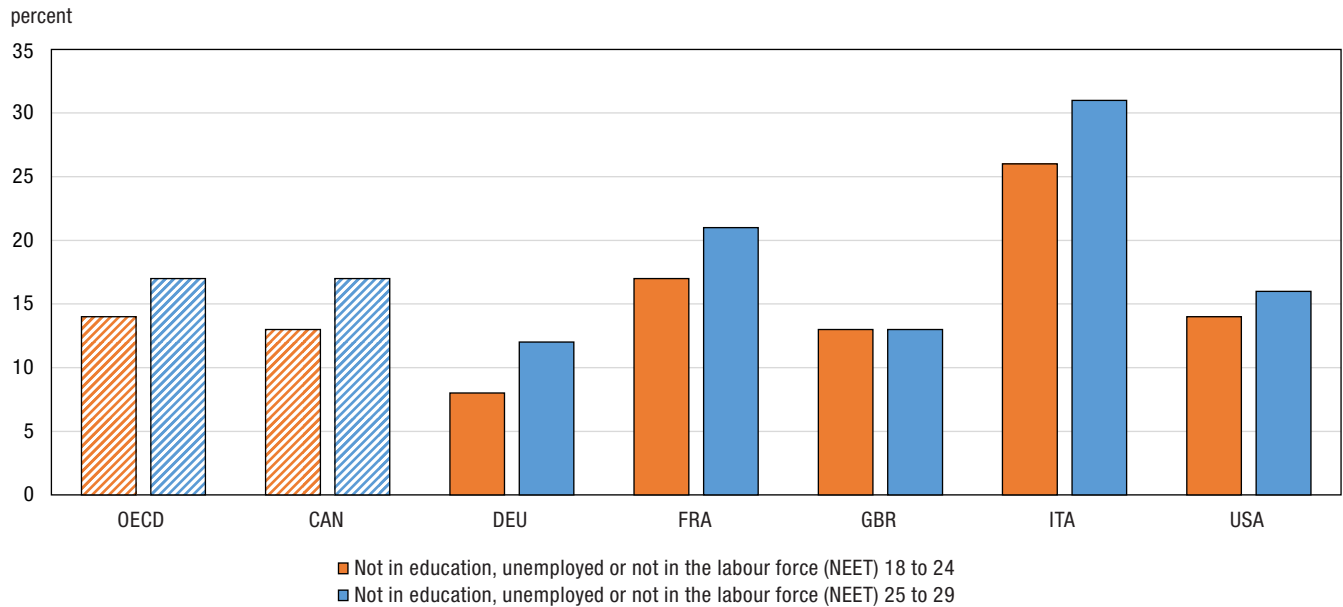
**Sources:** Table A.4.4 and *Education at a Glance 2020: OECD Indicators*.

- At the national level, a larger proportion of young adults aged 18 to 24 were in school (49%) 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 who 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 52% in Ontario.
- The proportion of young Canadians who had transitioned into the labour market and were employed ranged from 29% in Nunavut to 49% in Yukon.
- In Quebec, Ontario and British Columbia, the proportion of 18 to 24 year olds who were still in school was larger than that who had transitioned to the labour market. The reverse was true in Saskatchewan. In all other provinces and territories, this difference was not significant.
- The NEET rate among 18- to 24-year-olds ranged from 13% in Prince Edward Island, Quebec and Ontario to 48% in Nunavut. The Canadian average was 13%, lower than the OECD average of 14%.

## Not employed, not in education (NEET)

Chart A.4.3

Percentage of the 18- to 29-year-old population not in education, unemployed or not in the labour force (NEET), OECD and G7 countries, 2020



**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.

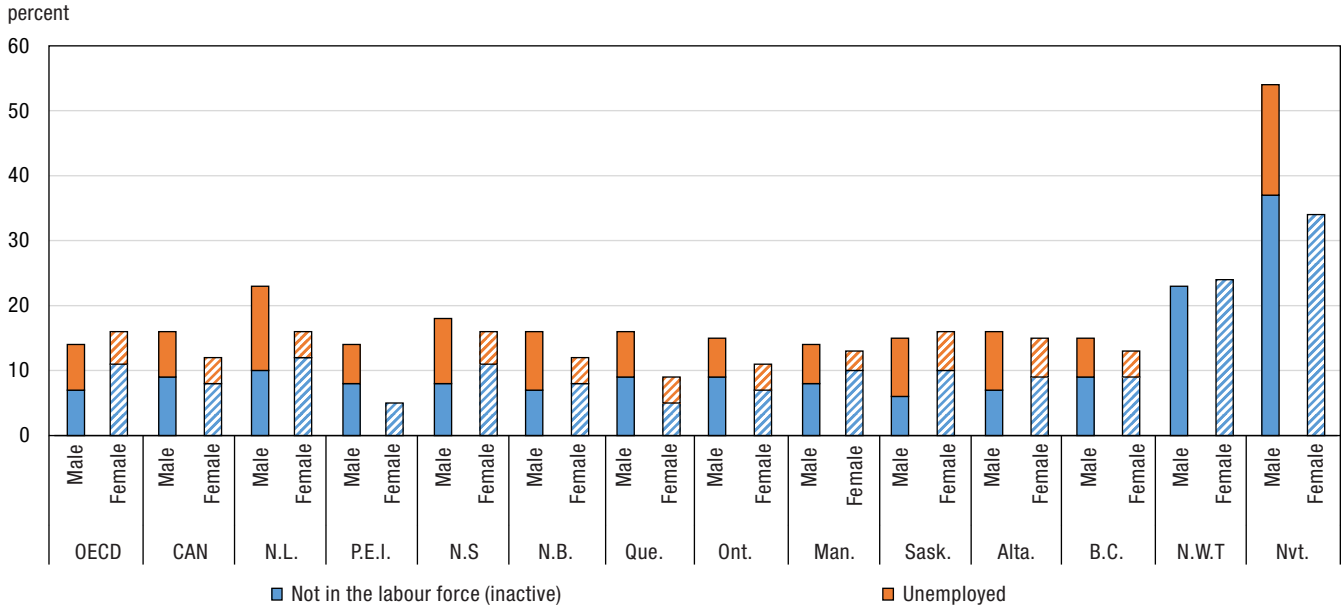
**Sources:** Table A.4.1 and *Education at a Glance 2020: OECD Indicators*.

- In 2020, the NEET rate for 18- to 24-year olds and 25- to 29- year olds in Canada and for the OECD average were similar for both age groups.
- However, there is greater variability between the countries. Among the G7 countries, Italy had the highest NEET rate for the same age groups (26% for the younger age group and 31% for the older) while Germany had the lowest NEET rates (8% and 12%).

## Neet rates by sex

Chart A.4.4.1

Distribution of the 18- to 24-year-old NEET population (not in education, unemployed or not in the labour force (inactive)), by sex, OECD, Canada, provinces and territories, 2020

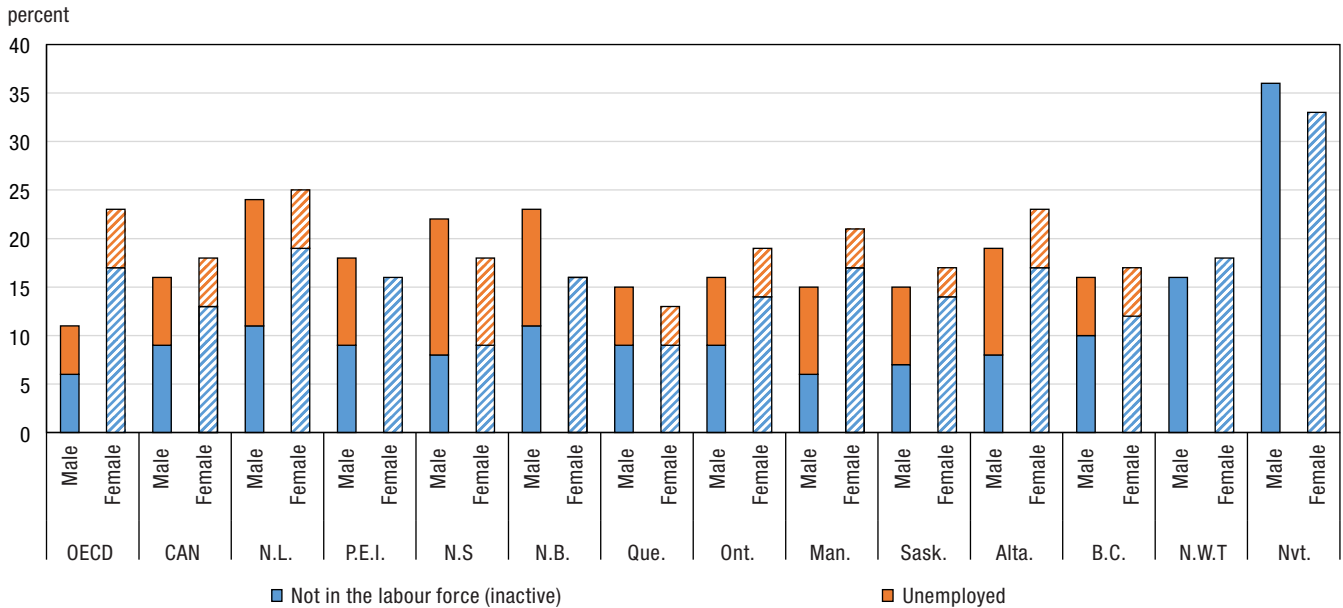


Notes: Yukon data were suppressed to meet the confidentiality requirements of the *Statistics Act*. The bars representing female are filled with a diagonal line pattern to make them easier to find.

Sources: Table A.4.2 and *Education at a Glance 2020: OECD Indicators*.

Chart A.4.4.2

Distribution of the 25- to 29-year-old NEET population (not in education, unemployed or not in the labour force (inactive)), by sex, OECD, Canada, provinces and territories, 2020



Notes: Yukon data were suppressed to meet the confidentiality requirements of the *Statistics Act*. The bars representing female are filled with a diagonal line pattern to make them easier to find.

Sources: Labour Force Survey and *Education at a Glance 2020: OECD Indicators*.

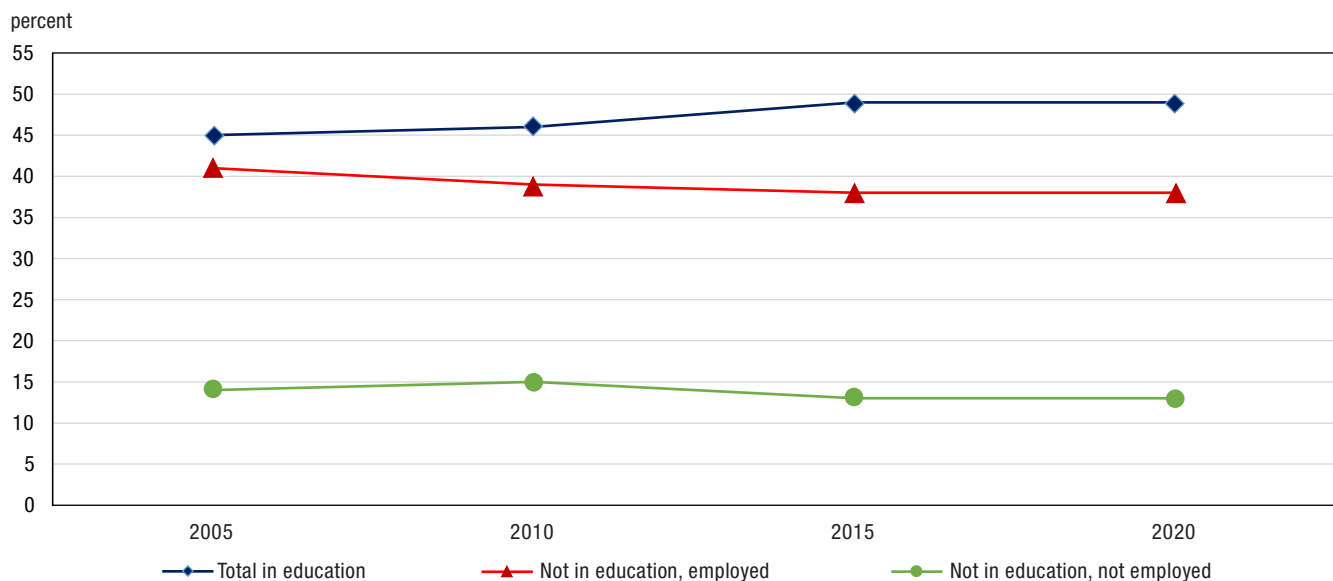


- In Canada in 2020, the NEET rates for 18-to 24- year olds were 12% for women and 16% for men. As well, a higher proportion of men (7%) than women (4%) were unemployed. This was also true in Newfoundland and Labrador (13% for men versus 4% for women) and Quebec (7% for men versus 4% for women).
- The proportion of men and women who were not in the labour force varied by province and territory, ranging from 8% in Manitoba to 37% in Nunavut for men, and from 5% in Quebec and Prince Edward Island to 34% in Nunavut for women. In Quebec, the proportion of women who were not in the labour force was lower than that for men (5% versus 9%).
- For 25- to 29- year olds, a higher proportion of women were not in the labour force (13%) compared with men (9%). This was particularly true in Ontario (14% versus 9%), Manitoba (17% versus 6%), Saskatchewan (14% versus 7%), and Alberta (17% versus 8%).

## Trends in NEET rates

Chart A.4.5

Trends in the proportion of 18- to 24-year olds in education, NEET, Canada, 2005, 2010, 2015 and 2020



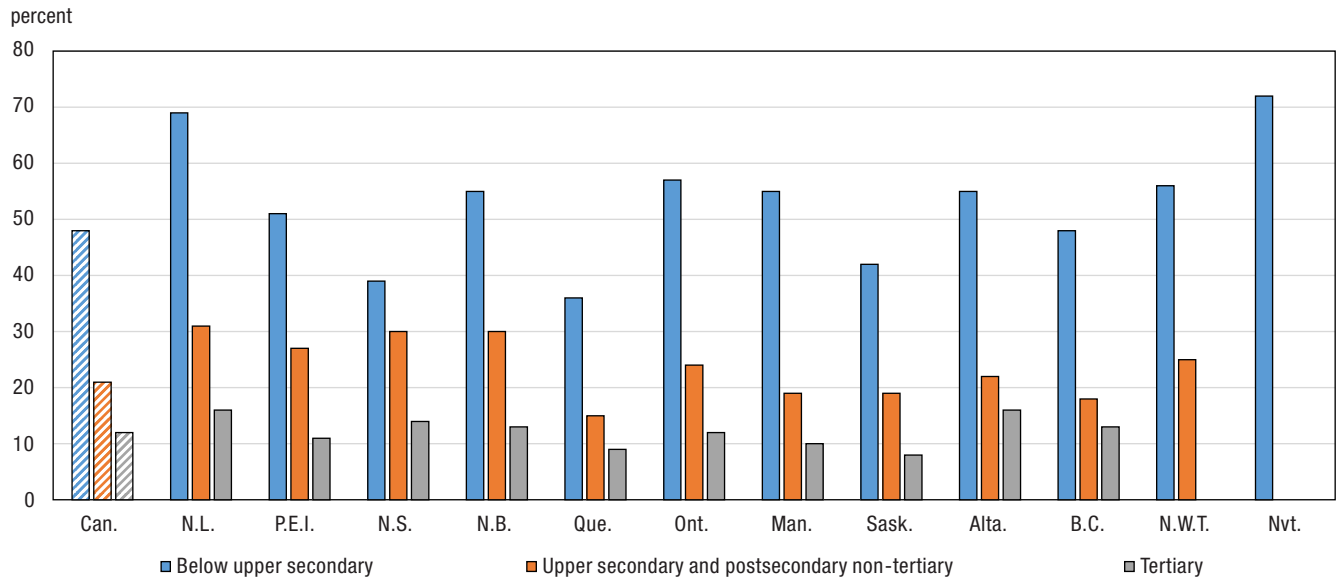
Source: Table A.4.4.

- From 2005 to 2020, there has been an increase in the proportion of 18- to 24-year olds in Canada that are in school (45% in 2005, 49% in 2020).
- The NEET rate of young Canadians (13%) in 2020 was similar to that observed in 2005 (14%).

## NEET rates 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, Canada, provinces and territories, 2020



**Notes:** 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 2020, the NEET rate for 25- to 29-year olds was highest for individuals with below upper secondary education (48%), lower for those with upper secondary and postsecondary non-tertiary education (21%), and lowest for those with tertiary education (12%). 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”<sup>1</sup> 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?*

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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, 2020**

	In education				Not in education				Total
	Employed <sup>1</sup>	Unemployed <sup>2</sup>	Not in Labour Force <sup>3</sup>	Total, in education	Employed <sup>1</sup>	Unemployed <sup>2</sup>	Not in Labour Force <sup>3</sup>	Total, Not in education	
	percent								
<b>OECD average<sup>4</sup></b>									
15 to 29	13	2	32	47	40	5	8	53	100
15 to 19	15	3	69	86	7	2	5	14	100
18 to 24	17	2	33	53	33	6	9	47	100
20 to 24	17	2	27	45	40	6	9	55	100
25 to 29	9	1	6	16	68	6	11	84	100
<b>Canada<sup>5</sup></b>									
15 to 29	17	2	23	42	45	5	9	58	100
15 to 19	25	5	50	80	11	3	6	20	100
18 to 24	22	3	24	49	38	5	8	51	100
20 to 24	20	2	20	42	44	6	9	58	100
25 to 29	6	1	5	12	72	6	11	89	100
<b>Newfoundland and Labrador</b>									
15 to 29	12	2 <sup>E</sup>	26	40	41	8	12	60	100
15 to 19	18	4 <sup>E</sup>	59	80	10	2 <sup>E</sup>	9	20	100
18 to 24	14	3 <sup>E</sup>	26	43	38	9	11	57	100
20 to 24	10	F	20	33	45	11	11	67	100
25 to 29	7 <sup>E</sup>	x	F	10 <sup>E</sup>	66	10 <sup>E</sup>	15	90	100
<b>Prince Edward Island</b>									
15 to 29	14	2 <sup>E</sup>	25	41	45	6 <sup>E</sup>	8	59	100
15 to 19	24	3 <sup>E</sup>	55	81	10 <sup>E</sup>	F	5 <sup>E</sup>	19	100
18 to 24	19	3 <sup>E</sup>	22	44	43	7 <sup>E</sup>	7 <sup>E</sup>	56	100
20 to 24	15	F	18	35	51	7 <sup>E</sup>	7 <sup>E</sup>	65	100
25 to 29	F	x	8 <sup>E</sup>	11 <sup>E</sup>	70	7 <sup>E</sup>	12 <sup>E</sup>	89	100
<b>Nova Scotia</b>									
15 to 29	18	3	20	41	44	8	9	60	100
15 to 19	32	7	47	85	7	2 <sup>E</sup>	5 <sup>E</sup>	15	100
18 to 24	22	3 <sup>E</sup>	19	43	40	7	10	57	100
20 to 24	18	2 <sup>E</sup>	12	32	49	8	11	68	100
25 to 29	7 <sup>E</sup>	F	6 <sup>E</sup>	13	67	11	9	87	100
<b>New Brunswick</b>									
15 to 29	12	2 <sup>E</sup>	24	38	47	6	9	62	100
15 to 19	25	3 <sup>E</sup>	49	78	13	3 <sup>E</sup>	6 <sup>E</sup>	22	100
18 to 24	12	2 <sup>E</sup>	26	39	47	7	7	61	100
20 to 24	8 <sup>E</sup>	2 <sup>E</sup>	22	32	53	7	8 <sup>E</sup>	68	100
25 to 29	4 <sup>E</sup>	x	3 <sup>E</sup>	7 <sup>E</sup>	72	8 <sup>E</sup>	14	93	100
<b>Quebec</b>									
15 to 29	21	3	18	41	46	4	8	59	100
15 to 19	34	5	39	77	13	3	8	23	100
18 to 24	29	3	18	50	38	5	7	50	100
20 to 24	26	3	15	44	43	5	7	56	100
25 to 29	8	1 <sup>E</sup>	5	13	73	5	9	87	100
<b>Ontario</b>									
15 to 29	16	2	25	43	44	5	9	57	100
15 to 19	25	4	55	84	8	2	6	16	100
18 to 24	21	3	29	52	35	5	8	48	100
20 to 24	19	2	23	44	42	5	9	56	100
25 to 29	6	0 <sup>E</sup>	4	11	73	6	11	90	100

**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, 2020**

	In education				Not in education				Total
	Employed <sup>1</sup>	Unemployed <sup>2</sup>	Not in Labour Force <sup>3</sup>	Total, in education	Employed <sup>1</sup>	Unemployed <sup>2</sup>	Not in Labour Force <sup>3</sup>	Total, Not in education	
	percent								
<b>Manitoba</b>									
<b>15 to 29</b>	<b>17</b>	<b>2</b>	<b>22</b>	<b>42</b>	<b>45</b>	<b>5</b>	<b>9</b>	<b>58</b>	<b>100</b>
15 to 19	27	4	48	79	14	2 <sup>E</sup>	5	21	100
18 to 24	22	2 <sup>E</sup>	19	44	43	5	9	57	100
20 to 24	20	2 <sup>E</sup>	16	38	47	5	11	62	100
25 to 29	7	x	7	14	69	7	11	86	100
<b>Saskatchewan</b>									
<b>15 to 29</b>	<b>14</b>	<b>3</b>	<b>22</b>	<b>38</b>	<b>48</b>	<b>6</b>	<b>9</b>	<b>62</b>	<b>100</b>
15 to 19	24	5	48	77	11	4 <sup>E</sup>	8	23	100
18 to 24	16	3	20	39	46	8	8	62	100
20 to 24	13	2 <sup>E</sup>	16	31	54	7	8	69	100
25 to 29	6 <sup>E</sup>	F	6 <sup>E</sup>	12	72	6	10	88	100
<b>Alberta</b>									
<b>15 to 29</b>	<b>12</b>	<b>3</b>	<b>23</b>	<b>38</b>	<b>46</b>	<b>7</b>	<b>9</b>	<b>62</b>	<b>100</b>
15 to 19	18	6	54	78	14	3 <sup>E</sup>	5	22	100
18 to 24	17	3	23	42	43	8	8	58	100
20 to 24	16	2 <sup>E</sup>	19	37	47	8	8	63	100
25 to 29	5 <sup>E</sup>	F	4 <sup>E</sup>	9	70	8	13	91	100
<b>British Columbia</b>									
<b>15 to 29</b>	<b>17</b>	<b>2</b>	<b>23</b>	<b>42</b>	<b>44</b>	<b>4</b>	<b>9</b>	<b>58</b>	<b>100</b>
15 to 19	21	4 <sup>E</sup>	50	75	15	3 <sup>E</sup>	8	25	100
18 to 24	23	2 <sup>E</sup>	23	48	38	5	9	52	100
20 to 24	24	2 <sup>E</sup>	20	46	41	5	9	54	100
25 to 29	7	1 <sup>E</sup>	5	13	71	5	11	87	100
<b>Yukon</b>									
<b>15 to 29</b>	<b>13</b>	<b>x</b>	<b>25</b>	<b>38</b>	<b>46</b>	<b>4<sup>E</sup></b>	<b>12<sup>E</sup></b>	<b>62</b>	<b>100</b>
15 to 19	22	x	47	71	15 <sup>E</sup>	x	11 <sup>E</sup>	30 <sup>E</sup>	100
18 to 24	10 <sup>E</sup>	x	22 <sup>E</sup>	32	49	F	14 <sup>E</sup>	68	100
20 to 24	8 <sup>E</sup>	..	17 <sup>E</sup>	25 <sup>E</sup>	60	x	10 <sup>E</sup>	75	100
25 to 29	x	..	x	7 <sup>E</sup>	75	x	14 <sup>E</sup>	94	100
<b>Northwest Territories</b>									
<b>15 to 29</b>	<b>9<sup>E</sup></b>	<b>2<sup>E</sup></b>	<b>27</b>	<b>38</b>	<b>38</b>	<b>6</b>	<b>18</b>	<b>63</b>	<b>100</b>
15 to 19	17 <sup>E</sup>	5 <sup>E</sup>	53	75	12 <sup>E</sup>	x	13 <sup>E</sup>	26	100
18 to 24	7 <sup>E</sup>	x	28	36	33	8 <sup>E</sup>	24 <sup>E</sup>	64	100
20 to 24	F	x	19 <sup>E</sup>	27	37	10 <sup>E</sup>	26 <sup>E</sup>	73	100
25 to 29	x	x	F	6 <sup>E</sup>	69	8 <sup>E</sup>	17 <sup>E</sup>	94	100
<b>Nunavut</b>									
<b>15 to 29</b>	<b>4<sup>E</sup></b>	<b>x</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>9</b>	<b>31</b>	<b>70</b>	<b>100</b>
15 to 19	8 <sup>E</sup>	x	53	63	11 <sup>E</sup>	5 <sup>E</sup>	21 <sup>E</sup>	37	100
18 to 24	3 <sup>E</sup>	x	20	24	29	12	36	76	100
20 to 24	x	x	11	14	32	14	40	86	100
25 to 29	x	x	F	6 <sup>E</sup>	51	8	35	94	100

.. not available for a specific reference period

0 true zero or a value rounded to zero

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

<sup>E</sup> 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 2020: OECD Indicators](#), (accessed September 28, 2020).

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 2020: 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, 2020

	In education				Not in education					Total
	Employed <sup>1</sup>	Unemployed <sup>2</sup>	Not in labour force <sup>3</sup>	Total, in education	NEETs (not in employment or not in labour force or training)				Total, not in education	
					Employed <sup>1</sup>	Unemployed <sup>2</sup>	Not in labour force <sup>3</sup>	Sub-total, not employed <sup>4</sup>		
percent										
<b>OECD average<sup>5</sup></b>										
Both sexes	13	2	32	47	40	5	8	13	53	100
Males	13	2	31	46	44	5	6	11	55	100
Females	14	2	33	49	36	4	11	16	51	100
<b>Canada<sup>6</sup></b>										
Both sexes	17	2	23	42	45	5	9	14	58	100
Males	14	2	23	39	47	6	8	14	61	100
Females	20	2	23	45	42	4	9	13	55	100
<b>Newfoundland and Labrador</b>										
Both sexes	12	2 <sup>E</sup>	26	40	41	8	12	19	60	100
Males	9	2 <sup>E</sup>	28	39	40	11	10	21	61	100
Females	15	2 <sup>E</sup>	24	41	41	4 <sup>E</sup>	13	17	59	100
<b>Prince Edward Island</b>										
Both sexes	14	2 <sup>E</sup>	25	41	45	6 <sup>E</sup>	8	14	59	100
Males	12	F	26	40	46	6 <sup>E</sup>	8 <sup>E</sup>	14	60	100
Females	16	F	24	42	44	5 <sup>E</sup>	9	14	58	100
<b>Nova Scotia</b>										
Both sexes	18	3	20	41	44	8	9	16	60	100
Males	15	3 <sup>E</sup>	21	38	44	10	8	18	62	100
Females	21	3	19	43	43	5	9	15	57	100
<b>New Brunswick</b>										
Both sexes	12	2 <sup>E</sup>	24	38	47	6	9	15	62	100
Males	11	2 <sup>E</sup>	22	35	49	9	8	17	65	100
Females	13	2 <sup>E</sup>	26	41	45	4 <sup>E</sup>	10	14	59	100
<b>Quebec</b>										
Both sexes	21	3	18	41	46	4	8	12	59	100
Males	18	2	17	37	49	5	9	14	63	100
Females	25	3	18	46	44	3	7	10	54	100
<b>Ontario</b>										
Both sexes	16	2	25	43	44	5	9	13	57	100
Males	13	2	26	41	46	5	8	14	59	100
Females	18	2	25	46	41	4	9	13	54	100
<b>Manitoba</b>										
Both sexes	17	2	22	42	45	5	9	14	58	100
Males	15	2	23	40	47	6	7	13	60	100
Females	20	2	21	43	43	3	11	14	57	100
<b>Saskatchewan</b>										
Both sexes	14	3	22	38	48	6	9	14	62	100
Males	12	3	22	37	50	7	7	14	64	100
Females	15	3	22	40	45	4	11	15	60	100
<b>Alberta</b>										
Both sexes	12	3	23	38	46	7	9	16	62	100
Males	9	3	25	36	49	8	7	15	64	100
Females	16	3	22	40	44	5 <sup>E</sup>	11	16	60	100
<b>British Columbia</b>										
Both sexes	17	2	23	42	44	4	9	14	58	100
Males	13	2 <sup>E</sup>	23	38	48	5	9	14	62	100
Females	21	3 <sup>E</sup>	24	47	40	4	10	14	53	100
<b>Yukon</b>										
Both sexes	13	x	25	38	46	4 <sup>E</sup>	12 <sup>E</sup>	16 <sup>E</sup>	62	100
Males	9 <sup>E</sup>	..	26 <sup>E</sup>	35	49	F	11 <sup>E</sup>	17 <sup>E</sup>	66	100
Females	17 <sup>E</sup>	x	23	42	43	F	12 <sup>E</sup>	16 <sup>E</sup>	59	100

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, 2020

	In education				Not in education					
	Employed <sup>1</sup>	Unemployed <sup>2</sup>	Not in labour force <sup>3</sup>	Total, in education	NEETs (not in employment or not in labour force or training)				Total, not in education	Total
					Employed <sup>1</sup>	Unemployed <sup>2</sup>	Not in labour force <sup>3</sup>	Sub-total, not employed <sup>4</sup>		
percent										
<b>Northwest Territories</b>										
Both sexes	9 <sup>E</sup>	2 <sup>E</sup>	27	38	38	6	18	24	63	100
Males	8 <sup>E</sup>	3 <sup>E</sup>	24	36	40	8 <sup>E</sup>	16	25	64	100
Females	10 <sup>E</sup>	x	29	40	37	F	20 <sup>E</sup>	24	61	100
<b>Nunavut</b>										
Both sexes	4 <sup>E</sup>	F	25	30	30	9	31	40	70	100
Males	4 <sup>E</sup>	x	21	26	31	11	31	42	74	100
Females	5 <sup>E</sup>	x	29	35	29	6 <sup>E</sup>	30	36	65	100

.. not available for a specific reference period

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

<sup>E</sup> use with caution

- Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)
- Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
- Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
- Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."
- These averages are from [Education at a Glance 2020: OECD Indicators](#), (accessed September 28, 2020).
- 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) (2020), *Youth not in employment, education or training (NEET) (indicator)*. doi: [10.1787/72d1033a-en](https://doi.org/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, 2020

	Not in education						Total
	Total, in education	NEETs (not in employment, not in education or training)				Total, not in education	
		Employed <sup>1</sup>	Unemployed <sup>2</sup>	Not in labour force <sup>3</sup>	Sub-total, not employed <sup>4</sup>		
percent							
<b>OECD average<sup>5</sup></b>							
<b>Total, all levels of education</b>	16	68	6	11	17	84	100
Below upper secondary	..	..	..	..	..	..	..
Upper secondary and postsecondary non-tertiary	..	..	..	..	..	..	..
Tertiary	..	..	..	..	..	..	..
<b>Canada<sup>6</sup></b>							
<b>Total, all levels of education</b>	12	72	6	11	17	89	100
Below upper secondary	3 <sup>E</sup>	49	11	37	48	97	100
Upper secondary and postsecondary non-tertiary	11	68	7	13	21	89	100
Tertiary	12	76	5	7	12	88	100
<b>Newfoundland and Labrador</b>							
<b>Total, all levels of education</b>	10 <sup>E</sup>	66	10 <sup>E</sup>	15	24	90	100
Below upper secondary	x	x	x	65 <sup>E</sup>	69 <sup>E</sup>	96	100
Upper secondary and postsecondary non-tertiary	8 <sup>E</sup>	62	13 <sup>E</sup>	18 <sup>E</sup>	31	92	100
Tertiary	12 <sup>E</sup>	72	8 <sup>E</sup>	8 <sup>E</sup>	16 <sup>E</sup>	88	100
<b>Prince Edward Island</b>							
<b>Total, all levels of education</b>	11 <sup>E</sup>	70	7 <sup>E</sup>	12 <sup>E</sup>	19	89	100
Below upper secondary	x	F	x	43 <sup>E</sup>	51 <sup>E</sup>	85	100
Upper secondary and postsecondary non-tertiary	F	62	14 <sup>E</sup>	14 <sup>E</sup>	27 <sup>E</sup>	89	100
Tertiary	11 <sup>E</sup>	78	x	8 <sup>E</sup>	11 <sup>E</sup>	89	100
<b>Nova Scotia</b>							
<b>Total, all levels of education</b>	13	67	11	9	20	87	100
Below upper secondary	x	56 <sup>E</sup>	x	28 <sup>E</sup>	39 <sup>F</sup>	95	100
Upper secondary and postsecondary non-tertiary	13 <sup>F</sup>	57	16 <sup>E</sup>	13 <sup>E</sup>	30	87	100
Tertiary	14 <sup>E</sup>	73	9 <sup>F</sup>	5 <sup>E</sup>	14	86	100
<b>New Brunswick</b>							
<b>Total, all levels of education</b>	7 <sup>E</sup>	72	8 <sup>E</sup>	14	22	93	100
Below upper secondary	..	45 <sup>E</sup>	x	38 <sup>E</sup>	55 <sup>F</sup>	100	100
Upper secondary and postsecondary non-tertiary	8 <sup>E</sup>	63	10 <sup>F</sup>	20	30	92	100
Tertiary	6 <sup>E</sup>	81	6 <sup>E</sup>	7 <sup>E</sup>	13 <sup>F</sup>	94	100
<b>Quebec</b>							
<b>Total, all levels of education</b>	13	73	5	9	14	87	100
Below upper secondary	F	61	9 <sup>F</sup>	26	36	96	100
Upper secondary and postsecondary non-tertiary	8 <sup>E</sup>	77	6 <sup>E</sup>	10	15	92	100
Tertiary	18	73	4 <sup>E</sup>	5 <sup>E</sup>	9	82	100
<b>Ontario</b>							
<b>Total, all levels of education</b>	11	73	6	11	17	90	100
Below upper secondary	x	41	8 <sup>F</sup>	50	57	98	100
Upper secondary and postsecondary non-tertiary	13	63	8	17	24	87	100
Tertiary	10	78	5	7	12	90	100
<b>Manitoba</b>							
<b>Total, all levels of education</b>	14	69	7	11	18	86	100
Below upper secondary	F	37 <sup>E</sup>	14 <sup>F</sup>	41	55	92	100
Upper secondary and postsecondary non-tertiary	15	66	8 <sup>F</sup>	12	19	85	100
Tertiary	13	77	4 <sup>E</sup>	6 <sup>E</sup>	10	87	100
<b>Saskatchewan</b>							
<b>Total, all levels of education</b>	12	72	6	10	16	88	100
Below upper secondary	F	48	9 <sup>F</sup>	33	42	90	100
Upper secondary and postsecondary non-tertiary	12 <sup>E</sup>	69	8 <sup>F</sup>	11	19	88	100
Tertiary	13 <sup>F</sup>	79	3 <sup>F</sup>	5 <sup>E</sup>	8 <sup>F</sup>	87	100
<b>Alberta</b>							
<b>Total, all levels of education</b>	9	70	8	13	21	91	100
Below upper secondary	x	44	22 <sup>E</sup>	33 <sup>E</sup>	55	99	100
Upper secondary and postsecondary non-tertiary	8 <sup>F</sup>	70	10 <sup>F</sup>	12	22	92	100
Tertiary	11	73	6 <sup>F</sup>	10	16	89	100



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, 2020

	Not in education						Total
	Total, in education	Employed <sup>1</sup>	NEETs (not in employment, not in education or training)			Total, not in education	
			Unemployed <sup>2</sup>	Not in labour force <sup>3</sup>	Sub-total, not employed <sup>4</sup>		
percent							
<b>British Columbia</b>							
<b>Total, all levels of education</b>	<b>13</b>	<b>71</b>	<b>5</b>	<b>11</b>	<b>16</b>	<b>87</b>	<b>100</b>
Below upper secondary	x	52 <sup>E</sup>	x	41 <sup>E</sup>	48 <sup>E</sup>	99	100
Upper secondary and postsecondary non-tertiary	14	68	5 <sup>F</sup>	13	18	86	100
Tertiary	13	73	5 <sup>E</sup>	8 <sup>E</sup>	13	87	100
<b>Yukon</b>							
<b>Total, all levels of education</b>	<b>x</b>	<b>75</b>	<b>x</b>	<b>14<sup>E</sup></b>	<b>19<sup>F</sup></b>	<b>94</b>	<b>100</b>
Below upper secondary	x	x	x	x	x	x	x
Upper secondary and postsecondary non-tertiary	x	79	x	x	x	92	100
Tertiary	x	80	x	x	x	95	100
<b>Northwest Territories</b>							
<b>Total, all levels of education</b>	<b>x</b>	<b>69</b>	<b>8<sup>E</sup></b>	<b>17<sup>E</sup></b>	<b>25</b>	<b>94</b>	<b>100</b>
Below upper secondary	..	x	x	x	56 <sup>E</sup>	100	100
Upper secondary and postsecondary non-tertiary	x	67	x	x	25 <sup>E</sup>	92	100
Tertiary	x	82	x	x	x	93	100
<b>Nunavut</b>							
<b>Total, all levels of education</b>	<b>x</b>	<b>51</b>	<b>8</b>	<b>35</b>	<b>43</b>	<b>94</b>	<b>100</b>
Below upper secondary	x	27 <sup>E</sup>	x	60	72	99	100
Upper secondary and postsecondary non-tertiary	x	70	x	x	x	90	100
Tertiary	x	66	x	x	x	91	100

.. not available for a specific reference period

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

<sup>E</sup> use with caution

<sup>F</sup> 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 2020: OECD Indicators](#), (accessed September 28, 2020).

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) (2020), *Youth not in employment, education or training (NEET) (indicator)*. doi: [10.1787/72d1033a-en](https://doi.org/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 2020

	2000			2005			2010			2015			2020		
	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- employed	Not em- employed <sup>1</sup>	Total	Em- employed	Not em- employed <sup>1</sup>	Total	Em- employed	Not em- employed <sup>1</sup>	Total	Em- employed	Not em- employed <sup>1</sup>	Total	Em- employed	Not em- employed <sup>1</sup>
	percent														
<b>OECD average<sup>2</sup></b>															
15 to 29	41	43	6	45	40	6	47	37	7	47	38	7	47	40	5
15 to 19	80	11	3	84	8	3	86	6	3	86	7	3	86	7	2
18 to 24	..	..	..	..	..	..	..	..	..	..	..	..	53	33	6
20 to 24	34	48	8	40	42	8	44	37	9	44	38	9	45	40	6
25 to 29	11	69	7	13	68	7	15	65	9	16	64	9	16	68	6
<b>Canada<sup>3</sup></b>															
15 to 29	43	44	14	44	44	12	44	42	14	44	43	13	42	45	14
15 to 19	81	11	8	80	13	7	82	10	8	83	10	7	80	11	9
18 to 24	44	41	15	45	41	14	46	39	15	49	38	13	49	38	13
20 to 24	36	49	16	39	46	14	39	45	16	42	44	14	42	44	14
25 to 29	11	72	17	12	72	16	13	70	17	13	70	18	12	72	17
<b>Newfoundland and Labrador</b>															
15 to 29	46	30	24	47	33	20	44	35	22	45	38	17	40	41	19
15 to 19	89	4 <sup>E</sup>	7 <sup>E</sup>	86	7 <sup>E</sup>	7	80	8 <sup>E</sup>	12	85	8 <sup>E</sup>	7 <sup>E</sup>	80	10	11
18 to 24	46	27	27	49	32	20	44	30	26	47	36	18	43	38	20
20 to 24	35	34	32	41	38	22	38	35	28	37	43	20	33	45	21
25 to 29	9 <sup>E</sup>	56	35	10 <sup>E</sup>	59	31	12	62	26	16	59	25	10 <sup>E</sup>	66	24
<b>Prince Edward Island</b>															
15 to 29	41	42	17	44	39	17	48	38	14	45	40	15	41	45	14
15 to 19	81	11	8 <sup>E</sup>	83	9 <sup>E</sup>	9 <sup>E</sup>	86	9 <sup>E</sup>	6 <sup>E</sup>	83	9 <sup>E</sup>	8 <sup>E</sup>	81	10 <sup>E</sup>	8 <sup>E</sup>
18 to 24	37	46	17	43	36	22	46	37	17	47	36	17	44	43	13
20 to 24	27	55	18	35	42	23	37	44	19	38	43	19	35	51	14
25 to 29	8 <sup>E</sup>	66	27	6 <sup>E</sup>	74	20 <sup>E</sup>	12 <sup>E</sup>	68	20	8 <sup>E</sup>	72	20	11 <sup>E</sup>	70	19
<b>Nova Scotia</b>															
15 to 29	45	40	15	43	41	16	44	41	16	43	44	13	41	44	16
15 to 19	83	9	8	79	12	9	83	8	9	82	9	9	85	7	8
18 to 24	48	36	16	43	41	16	44	37	19	44	42	14	43	40	17
20 to 24	39	43	18	36	46	18	36	44	20	37	50	13	32	49	19
25 to 29	11	71	18	11	68	21	9	73	18	13	70	18	13	67	20
<b>New Brunswick</b>															
15 to 29	40	42	19	42	42	16	43	42	15	40	43	17	38	47	15
15 to 19	83	10	7	79	13	8	85	8	7 <sup>E</sup>	84	8	8	78	13	9
18 to 24	38	40	22	42	41	17	42	39	18	40	41	19	39	47	14
20 to 24	29	46	25	35	47	18	32	48	20	29	50	21	32	53	15
25 to 29	6 <sup>E</sup>	69	25	10	70	20	8 <sup>E</sup>	73	19	9 <sup>E</sup>	70	21	7 <sup>E</sup>	72	22
<b>Quebec</b>															
15 to 29	42	41	17	42	44	14	45	41	14	47	40	14	41	46	12
15 to 19	79	11	10	78	14	8	77	13	10	82	11	7	77	13	10
18 to 24	44	38	18	44	41	15	48	37	15	52	34	14	50	38	13
20 to 24	36	44	19	38	46	16	43	42	15	47	38	15	44	43	13
25 to 29	11	69	20	14	70	16	16	67	17	17	65	18	13	73	14
<b>Ontario</b>															
15 to 29	44	44	12	47	41	12	47	39	14	47	40	13	43	44	13
15 to 19	82	10	8	83	11	7	84	8	8	86	8	6	84	8	8
18 to 24	49	39	12	52	36	13	51	33	16	53	34	13	52	35	13
20 to 24	40	48	13	45	42	14	43	40	17	45	41	14	44	42	14
25 to 29	10	75	15	13	72	15	13	70	17	12	70	18	11	73	17
<b>Manitoba</b>															
15 to 29	39	48	13	43	45	12	42	46	13	40	48	12	42	45	14
15 to 19	76	16	8	78	15	7	79	14	7	78	15	6	79	14	7
18 to 24	35	51	14	40	47	13	39	47	14	38	48	14	44	43	14
20 to 24	28	58	15	34	52	14	32	54	14	32	53	15	38	47	16
25 to 29	12	72	17	12	72	16	12	71	16	13	72	14	14	69	18

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 2020

	2000			2005			2010			2015			2020		
	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- employed	Not em- employed <sup>1</sup>	Total	Em- employed	Not em- employed <sup>1</sup>	Total	Em- employed	Not em- employed <sup>1</sup>	Total	Em- employed	Not em- employed <sup>1</sup>	Total	Em- employed	Not em- employed <sup>1</sup>
	percent														
<b>Saskatchewan</b>															
15 to 29	41	45	14	41	48	11	39	49	12	37	50	13	38	48	14
15 to 19	78	14	8	77	15	8	78	15	7	78	15	6	77	11	12
18 to 24	36	48	16	35	51	14	35	51	14	38	48	14	39	46	15
20 to 24	28	54	17	30	57	13	28	58	14	31	53	16	31	54	15
25 to 29	10	74	16	10	77	13	11	74	15	11	74	15	12	72	16
<b>Alberta</b>															
15 to 29	38	50	12	40	50	10	36	52	12	36	53	12	38	46	16
15 to 19	76	17	7	77	18	5	80	12	8	81	13	5	78	14	8
18 to 24	33	55	13	37	52	11	36	52	13	37	51	12	42	43	15
20 to 24	28	60	12	31	57	12	30	59	11	29	58	13	37	47	16
25 to 29	11	73	16	12	75	14	8	76	16	9	75	15	9	70	21
<b>British Columbia</b>															
15 to 29	43	44	13	43	45	12	43	44	13	43	43	14	42	44	14
15 to 19	84	10	6	80	13	7	82	12	7	79	11	9	75	15	11
18 to 24	43	42	15	42	44	14	44	42	14	46	40	14	48	38	14
20 to 24	35	49	16	36	50	14	38	48	14	40	46	14	46	41	14
25 to 29	12	72	16	12	73	15	14	69	17	13	69	19	13	71	16
<b>Yukon</b>															
15 to 29	43	39	18	39	47	14	36	45	19	39	50	11	38	46	16 <sup>F</sup>
15 to 19	69	14 <sup>E</sup>	17	73	21	x	69	17 <sup>E</sup>	14 <sup>E</sup>	78	14 <sup>E</sup>	x	71	15 <sup>F</sup>	15 <sup>F</sup>
18 to 24	41	37	22	29	54	17	21 <sup>E</sup>	55	24 <sup>E</sup>	36	50	14 <sup>E</sup>	32	49	19 <sup>E</sup>
20 to 24	33 <sup>E</sup>	45	22	23 <sup>E</sup>	58	20 <sup>E</sup>	16 <sup>E</sup>	59	25 <sup>E</sup>	28 <sup>E</sup>	57	15 <sup>F</sup>	25 <sup>E</sup>	60	15 <sup>F</sup>
25 to 29	x	73	17 <sup>E</sup>	x	76	20 <sup>E</sup>	x	70	22 <sup>E</sup>	x	81	11 <sup>F</sup>	x	75	19 <sup>F</sup>
<b>Northwest Territories</b>															
15 to 29	..	..	..	34	46	19	39	40	20	39	43	18	38	38	24
15 to 19	..	..	..	74	11 <sup>E</sup>	16 <sup>E</sup>	77	8 <sup>E</sup>	15	76	11 <sup>E</sup>	13 <sup>E</sup>	75	12 <sup>E</sup>	14 <sup>E</sup>
18 to 24	..	..	..	29	46	25	35	39	26	39	38	23 <sup>F</sup>	36	33	32
20 to 24	..	..	..	17 <sup>E</sup>	57	27 <sup>E</sup>	24 <sup>E</sup>	50	26 <sup>E</sup>	31	47	22 <sup>E</sup>	27	37	36
25 to 29	..	..	..	F	76	17 <sup>E</sup>	8 <sup>E</sup>	71	21 <sup>E</sup>	9 <sup>F</sup>	73	19 <sup>F</sup>	x	69	25
<b>Nunavut</b>															
15 to 29	..	..	..	32	37	31	34	32	35	28	32	39	30	30	40
15 to 19	..	..	..	67	11 <sup>E</sup>	23	67	10	23	63	10	27	63	11 <sup>E</sup>	26 <sup>E</sup>
18 to 24	..	..	..	26 <sup>F</sup>	35	39	26	31	43	20	31	49	24	29	48
20 to 24	..	..	..	F	43	40	18	35	47	12 <sup>E</sup>	37	52	14	32	54
25 to 29	..	..	..	x	60	34	x	58	37	x	55	43	x	51	43

.. not available for a specific reference period

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

<sup>E</sup> use with caution

<sup>F</sup> 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 2020: OECD Indicators](#), (accessed September 28, 2020).

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) (2020), *Youth not in employment, education or training (NEET)* (indicator).

doi: [10.1787/72d1033a-en](https://doi.org/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.<sup>1</sup>

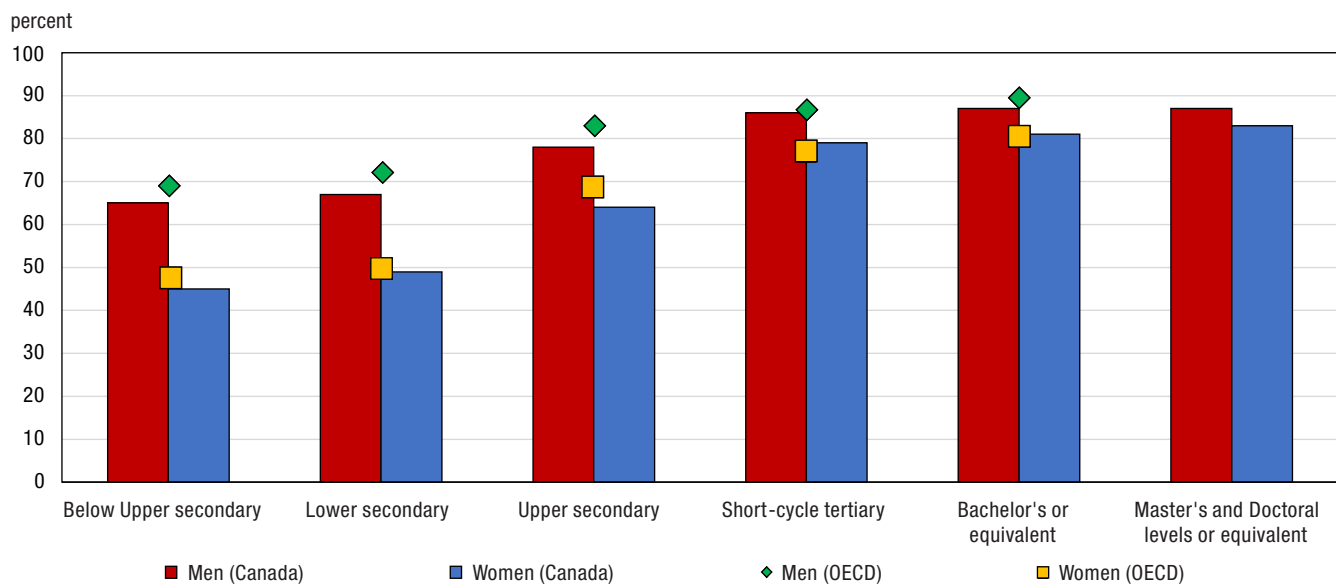
One of the main objectives of education systems is to prepare individuals so they can participate in a knowledge-oriented economy and society. Job prospects and employment rates are generally better for those individuals with higher education.

## 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, 2019



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

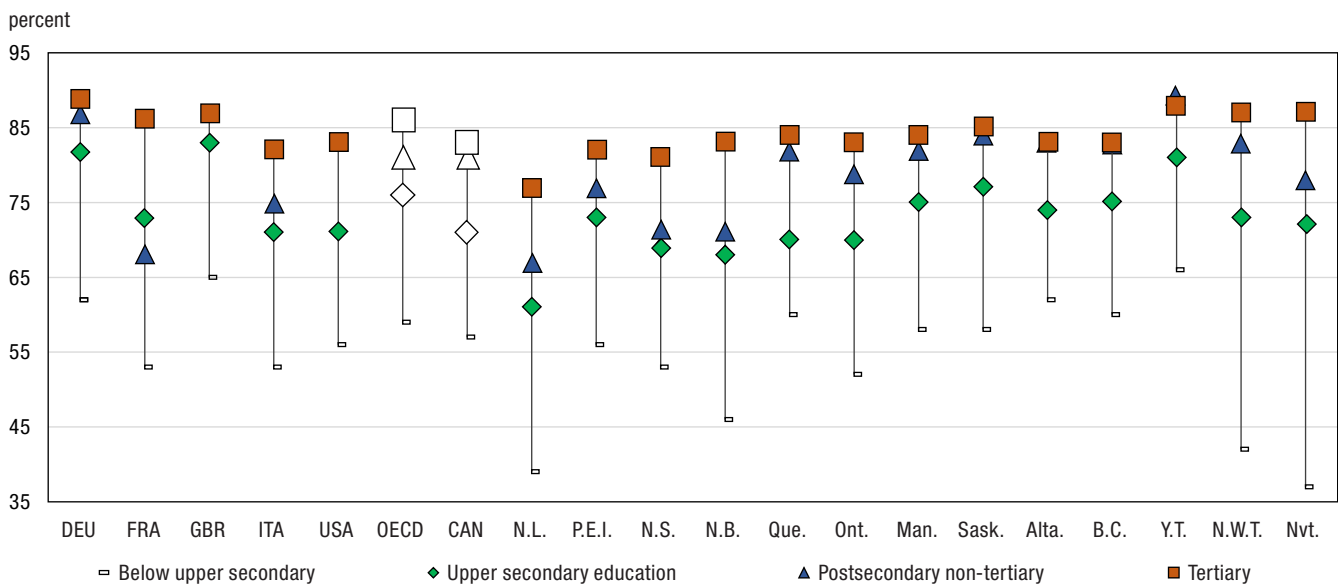
Sources: Table A.5.1, Table A.5.3.1 and *Education at a Glance 2020: OECD indicators*.

- 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 (20 percentage points) among those with the least education and smallest (6 percentage points) among the men and women with bachelor's or equivalent.<sup>2</sup> This was also true at the OECD average, with a larger gap between men and women at the lower secondary level (22 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, 2019**



**Notes:** The markers representing Canada and the OECD are enlarged and without colour to make them easier to find. Data for Postsecondary non tertiary are not available for United Kingdom and the United-States.

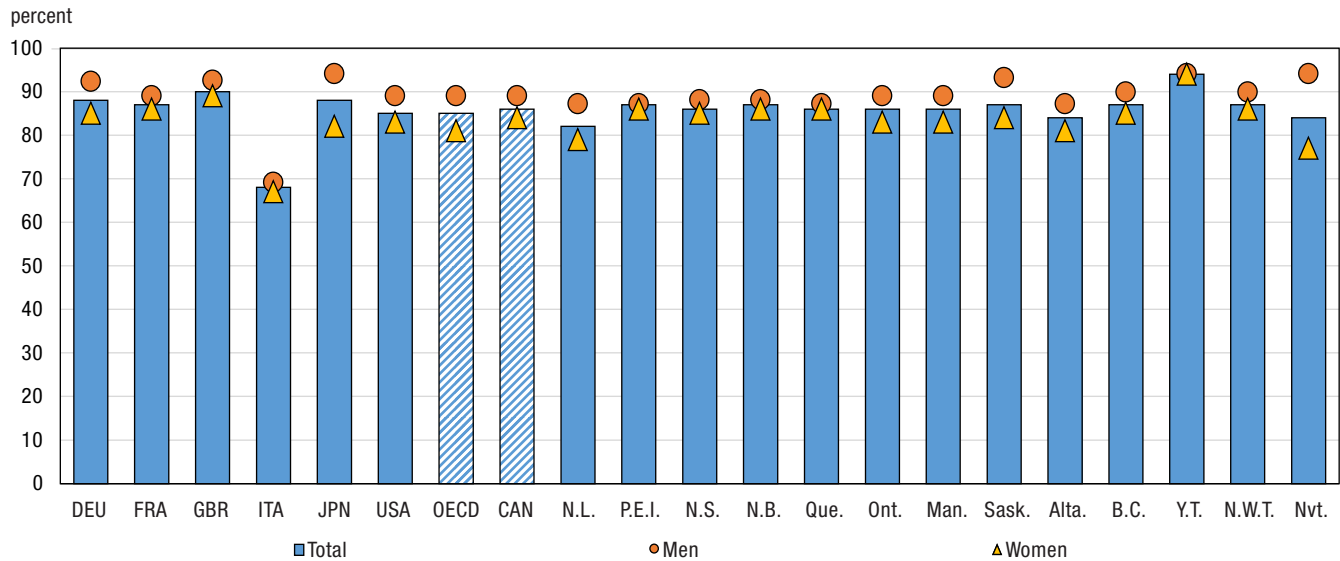
**Sources:** Tables A.5.1, A.5.2 and *Education at a Glance 2020: OECD indicators*.

- 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 provinces and territories.
- Tertiary graduates generally had the highest employment rate (83%) in 2019, but this differed across the country. From Ontario eastward, tertiary graduates had the highest employment rates. In the rest of the country (i.e. from Manitoba west, and the territories) differences were negligible between tertiary graduates' employment rates and adults with postsecondary non-tertiary as their highest educational attainment.
- Employment rates for Canadians with tertiary education were comparable to those of G7 countries. Canada's employment rate was the same than that of the United States, higher than that of Italy but lower than that of France, Germany and the United Kingdom.
- Employment rates for Canadians with less than upper secondary education ranged widely across the country, from 37% in Nunavut to 66% 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, 2019



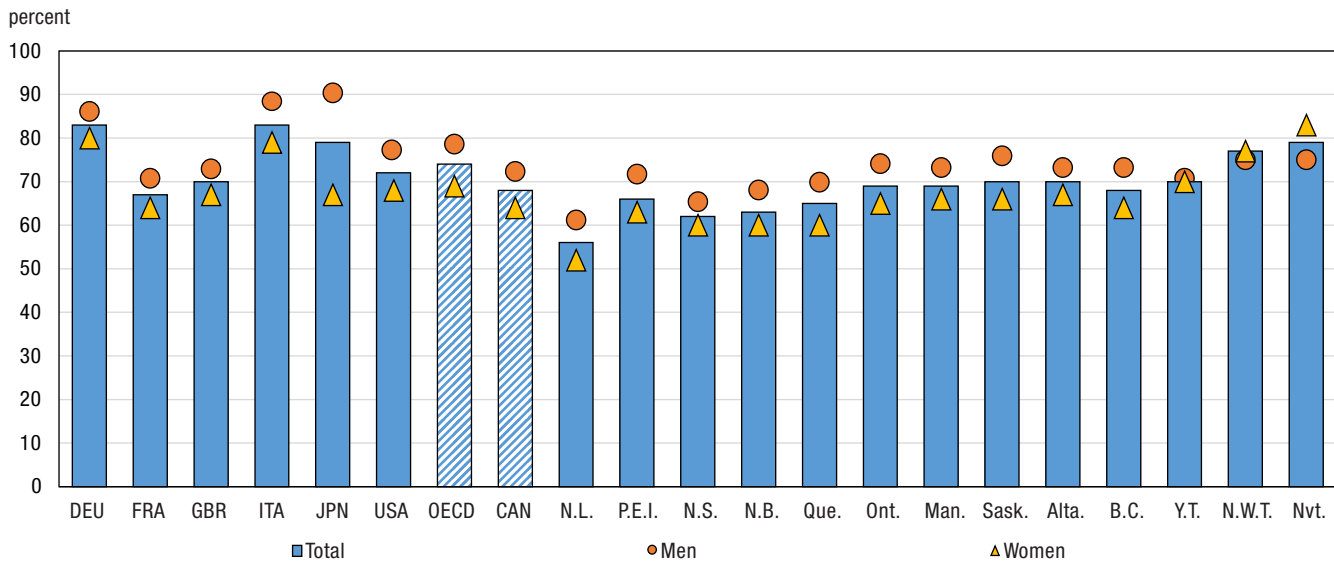
**Note:** The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

**Sources:** Table A.5.3.2 and *Education at a Glance 2020: OECD indicators*.

- The difference in employment rates between young tertiary-educated men and women in Canada was smaller than that observed at the OECD average (5 percentage points versus 8 percentage points), but similar to that observed in the United Kingdom. The largest gap in employment rates for this age group was observed in Japan (12 percentage points).
- In 2019, the employment rate was high among young adults with tertiary education in Canada (86%). The employment rate for this age group was highest in Yukon (94%).
- At the national level, the employment rate was higher for all 25- to 34-year-old men (85%, all levels of education) than it was for women in the same age group (79%). However, this difference was only significant in Ontario, Manitoba, Saskatchewan, Alberta and British Columbia.

Chart A.5.3.2

## Employment rates of tertiary-educated 55- to 64-year-olds by sex, OECD, G7 countries, 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.

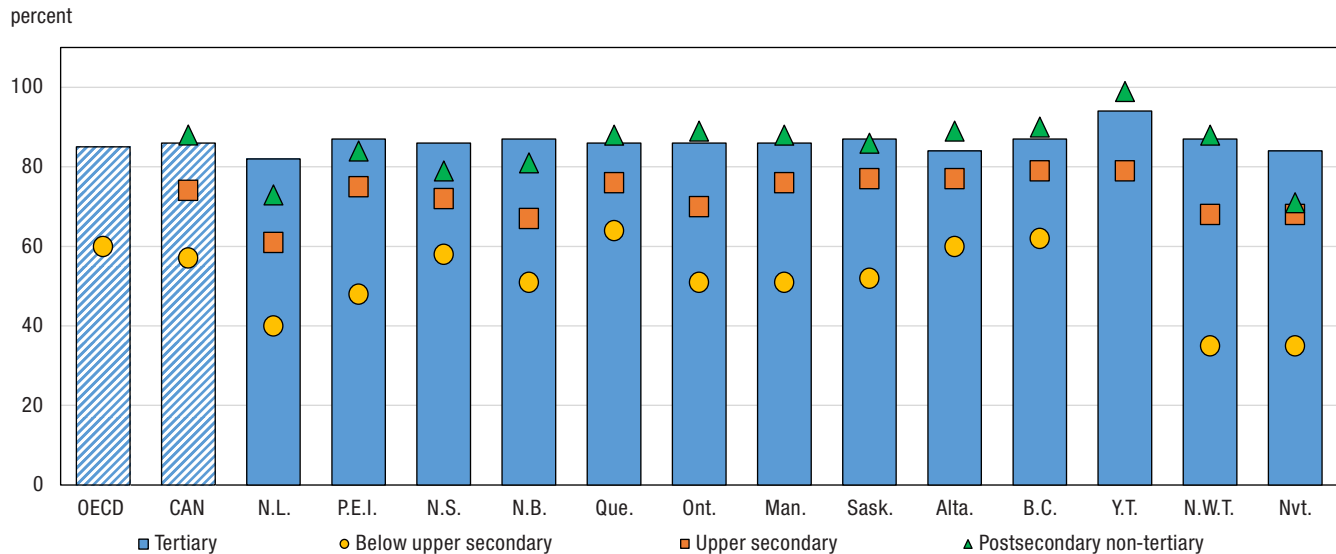
**Sources:** Table A.5.3.3 and *Education at a Glance 2020: OECD indicators*.

- For the tertiary-educated population aged 55 to 64, the employment rate for men (72%) was higher than that for women (64%) in Canada, and at the OECD average. The gap between employment rates of men and women in Canada (8 percentage points) was smaller than it was at the OECD average (10 percentage points), but higher than that of Germany and the United Kingdom (6 percentage points each) and France (7 percentage points). The largest difference between employment rates was observed in Japan (23 percentage points).
- In 2019, the employment rates of the 55- to 64-year old population with tertiary education ranged from 56% (Newfoundland and Labrador) to 79% (Nunavut) among the provinces and territories.

## Employment rates by attainment, 2009 and 2018

Chart A.5.3.3

Employment rates of 25- to 34-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2019



**Notes:** The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Data for below upper secondary are not available for Yukon. Data for upper secondary and postsecondary non-tertiary are not available for the OECD.

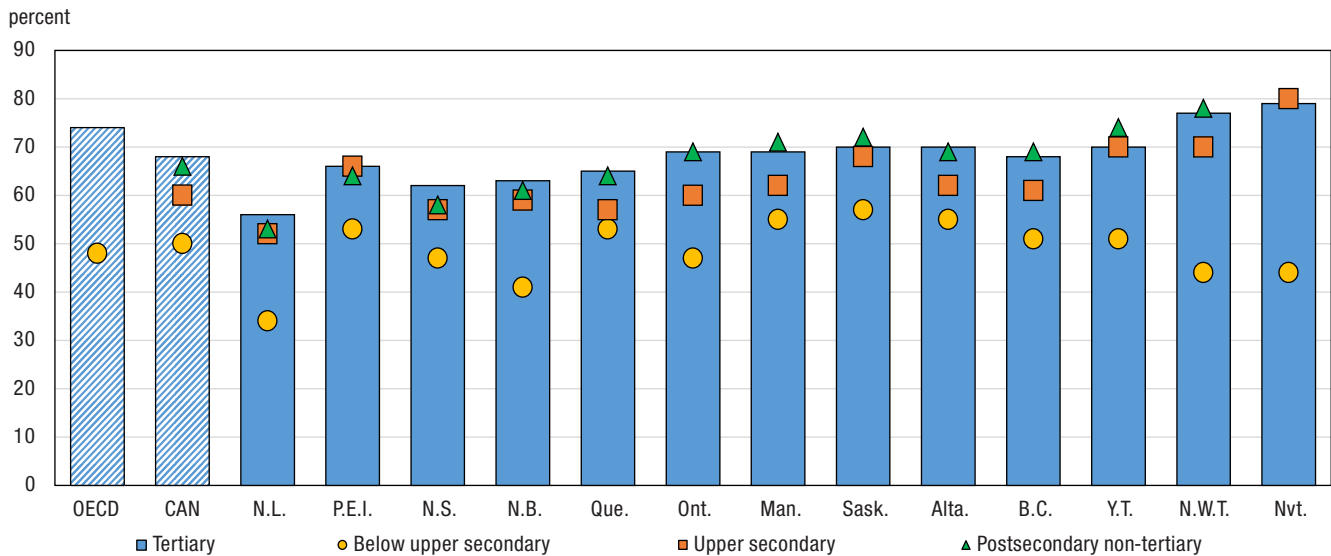
**Sources:** Table A.5.3.2 and Education at a Glance 2020: OECD indicators.

- In 2019, the employment rate for young adults was higher in Canada than in OECD countries for all levels of education (82% versus 79%).
- The lowest employment rate was observed among youth with less than a high school education as their highest level of educational attainment. These rates ranged from 35% (Nunavut, Northwest Territories) to 64% (Quebec). At the national level and in Alberta and Yukon, post-secondary non-tertiary graduates had a higher employment rate than tertiary graduates.



Chart A.5.3.4

Employment rates of 55- to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2019



**Notes:** The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Data for postsecondary non-tertiary are not available for Nunavut. Data for upper secondary and postsecondary non-tertiary are not available for the OECD.

**Sources:** Table A.5.3.3 and Education at a Glance 2020: OECD indicators.

- In contrast to young adults, there was no significant difference between the employment rate of 55 to 64 year old postsecondary non-tertiary graduates versus similarly aged tertiary graduates in 2019.

## 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.<sup>3</sup> 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?*.

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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<sup>1</sup> of 25- to 64-year-olds, by highest level of education attained and sex, OECD, Canada, provinces and territories, 2019**

	Pre-primary and primary	Lower secondary	Upper secondary education	Post-secondary non-tertiary <sup>2</sup>	Short cycle tertiary	Bachelor's level or equivalent	Master's and doctoral levels or equivalent	All levels of education
	percent							
<b>OECD averages<sup>3</sup></b>								
<b>Both sexes</b>	45	62	76	81	82	84	..	77
Men	56	72	83	86	87	89	..	84
Women	35	50	69	76	77	81	..	71
<b>Canada<sup>4</sup></b>								
<b>Both sexes</b>	47	60	71	81	82	84	85	78
Men	58	67	78	83	86	87	87	82
Women	34	49	64	76	79	81	83	74
<b>Newfoundland and Labrador</b>								
<b>Both sexes</b>	25	46	61	67	74	81	84	68
Men	29	51	68	68	78	85	81	70
Women	19	40	54	65	71	78	86	66
<b>Prince Edward Island</b>								
<b>Both sexes</b>	48	59	73	77	81	81	84	76
Men	48	62	76	80	86	82	86	78
Women	51	52	71	73	78	80	83	75
<b>Nova Scotia</b>								
<b>Both sexes</b>	44	56	69	71	79	82	85	75
Men	53	60	74	73	82	83	85	76
Women	23 <sup>E</sup>	50	65	68	76	81	85	73
<b>New Brunswick</b>								
<b>Both sexes</b>	40	49	68	71	80	86	87	74
Men	45	55	73	71	83	88	89	75
Women	34	40	63	72	79	86	85	72
<b>Quebec</b>								
<b>Both sexes</b>	49	66	70	82	83	85	85	79
Men	56	72	76	83	85	88	85	81
Women	38	57	64	80	81	82	85	76
<b>Ontario</b>								
<b>Both sexes</b>	44	55	70	79	82	83	85	78
Men	60	62	77	82	86	87	88	82
Women	29	44	62	72	79	80	82	73
<b>Manitoba</b>								
<b>Both sexes</b>	51	60	75	82	81	86	85	78
Men	60	71	83	86	85	89	88	83
Women	43	43	66	74	78	83	83	73
<b>Saskatchewan</b>								
<b>Both sexes</b>	49	61	77	84	83	86	87	80
Men	70	69	83	87	88	89	89	84
Women	21 <sup>E</sup>	47	69	80	80	84	85	76
<b>Alberta</b>								
<b>Both sexes</b>	54	64	74	83	83	83	85	79
Men	69	73	81	86	88	87	89	84
Women	40	49	66	75	79	80	83	74
<b>British Columbia</b>								
<b>Both sexes</b>	50	63	75	83	81	84	84	79
Men	64	70	81	87	85	87	88	84
Women	36 <sup>E</sup>	53	69	73	78	80	81	75
<b>Yukon</b>								
<b>Both sexes</b>	x	66	81	89	88	84	93	85
Men	x	75	85	89	89	86	93	87
Women	x	58	77	88	87	83	93	83
<b>Northwest Territories</b>								
<b>Both sexes</b>	36 <sup>E</sup>	45	73	83	83	91	95	76
Men	x	48	76	87	84	92	99	76
Women	41 <sup>E</sup>	39 <sup>E</sup>	70	66	82	90	92	75

Table A.5.1

Employment rates<sup>1</sup> of 25- to 64-year-olds, by highest level of education attained and sex, OECD, Canada, provinces and territories, 2019

	Pre-primary and primary	Lower secondary	Upper secondary education	Post-secondary non-tertiary <sup>2</sup>	Short cycle tertiary	Bachelor's level or equivalent	Master's and doctoral levels or equivalent	All levels of education
	percent							
<b>Nunavut</b>								
Both sexes	34	38	72	78	81	94	97	64
Men	38	40	73	78	83	97	99	65
Women	31	36	71	75	79	91	95	62

.. not available for a specific reference period

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

<sup>e</sup> 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 2020](#) (accessed on September 28, 2020).

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 2020: OECD Indicators*.

Table A.5.2

Trends in employment rates<sup>1</sup> 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 2019

	Age 25 to 64						Age 25 to 34						Age 55 to 64					
	2005	2010	2015	2016	2017	2019	2005	2010	2015	2016	2017	2019	2005	2010	2015	2016	2017	2019
	percent						percent						percent					
<b>OECD average<sup>2</sup></b>																		
Below upper secondary	56	54	56	57	58	59	61	57	58	59	60	64	38	39	43	44	46	48
Upper secondary and postsecondary non-tertiary	75	73	74	75	76	77	77	75	76	76	77	78	50	52	57	58	60	62
Tertiary	84	83	84	84	85	86	85	83	83	83	84	85	66	67	71	72	73	74
<b>Canada<sup>3</sup></b>																		
Below upper secondary	56	55	55	55	56	57	62	58	57	57	57	57	41	43	49	47	48	50
Upper secondary and postsecondary non-tertiary	76	74	74	74	74	75	80	77	77	76	78	78	57	58	59	61	61	62
Tertiary	82	81	82	82	82	83	85	84	84	85	86	86	62	65	66	67	67	68
<b>Newfoundland and Labrador</b>																		
Below upper secondary	36	38	42	41	36	39	39	42	39	49	39	40 <sup>e</sup>	26	31	38	34	33	34
Upper secondary and postsecondary non-tertiary	64	64	66	65	61	64	65	67	70	67	64	67	43	45	51	50	48	53
Tertiary	77	76	78	77	78	77	79	80	82	80	82	82	50	48	54	55	55	56
<b>Prince Edward Island</b>																		
Below upper secondary	60	54	60	52	52	56	62	55	58	57	50	48	49	43	56	48	49	53
Upper secondary and postsecondary non-tertiary	72	71	72	71	72	74	76	72	73	72	72	77	56	59	58	62	62	65
Tertiary	83	82	82	80	81	82	88	83	86	86	87	87	58	63	64	62	63	66
<b>Nova Scotia</b>																		
Below upper secondary	50	51	51	50	49	53	55	52	60	52	54	58	35	40	42	44	41	47
Upper secondary and postsecondary non-tertiary	73	70	69	68	70	70	77	72	73	71	74	74	51	55	55	55	57	57
Tertiary	80	81	80	81	80	81	85	85	85	85	84	86	54	61	60	63	63	62
<b>New Brunswick</b>																		
Below upper secondary	46	51	50	46	49	46	46	48	49	44	52	51	33	40	47	43	46	41
Upper secondary and postsecondary non-tertiary	72	71	71	70	70	69	76	71	70	72	72	69	51	55	60	56	59	59
Tertiary	80	81	81	81	81	83	87	87	87	86	86	87	52	58	59	62	60	63
<b>Quebec</b>																		
Below upper secondary	52	54	54	54	58	60	59	60	56	57	59	64	36	40	48	45	51	53
Upper secondary and postsecondary non-tertiary	74	72	74	75	76	76	79	78	80	80	84	83	51	52	58	60	59	60
Tertiary	81	82	82	83	83	84	84	85	84	87	87	86	55	59	62	62	64	65
<b>Ontario</b>																		
Below upper secondary	58	53	52	53	52	52	63	53	56	55	52	51	44	41	46	47	45	47
Upper secondary and postsecondary non-tertiary	77	73	71	71	72	71	80	75	72	73	73	73	59	59	59	60	61	61
Tertiary	83	81	82	82	82	83	85	84	84	85	85	86	65	67	68	69	69	69

Table A.5.2

Trends in employment rates<sup>1</sup> 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 2019

	Age 25 to 64						Age 25 to 34						Age 55 to 64					
	2005	2010	2015	2016	2017	2019	2005	2010	2015	2016	2017	2019	2005	2010	2015	2016	2017	2019
	percent						percent						percent					
<b>Manitoba</b>																		
Below upper secondary	63	64	60	60	60	58	59	59	55	56	56	51	51	56	57	59	59	55
Upper secondary and postsecondary non-tertiary	81	81	79	76	77	76	81	82	81	78	79	78	63	66	65	63	63	64
Tertiary	86	85	84	84	84	84	89	86	86	85	87	86	66	70	71	69	68	69
<b>Saskatchewan</b>																		
Below upper secondary	63	65	64	64	59	58	61	63	56	59	50	52	51	59	60	61	60	57
Upper secondary and postsecondary non-tertiary	82	82	80	79	79	80	81	82	82	81	80	80	62	70	68	67	68	69
Tertiary	85	86	85	84	84	85	87	88	87	87	87	87	69	73	71	69	69	70
<b>Alberta</b>																		
Below upper secondary	68	65	65	60	61	62	73	64	62	60	65	60	54	55	61	54	52	55
Upper secondary and postsecondary non-tertiary	82	80	79	77	77	77	84	81	81	77	78	81	68	65	67	66	67	64
Tertiary	84	82	83	82	83	83	85	84	85	86	85	84	71	72	72	69	70	70
<b>British Columbia</b>																		
Below upper secondary	59	57	57	59	60	60	67	61	61	62	65	62	39	45	51	49	49	51
Upper secondary and postsecondary non-tertiary	75	74	72	74	76	77	79	78	78	77	81	83	57	58	56	62	63	64
Tertiary	80	79	79	80	81	83	84	81	84	84	86	87	62	63	65	68	67	68
<b>Yukon</b>																		
Below upper secondary	56	52	67	66	69	66	x	51 <sup>E</sup>	73	67	57	x	43 <sup>E</sup>	48	60	57	69	51 <sup>E</sup>
Upper secondary and postsecondary non-tertiary	83	76	78	84	86	84	81	76	79	83	79	85	75	66	69	78	81	71
Tertiary	88	85	85	86	87	88	91	84	87	91	93	94	74	77	72	72	71	70
<b>Northwest Territories</b>																		
Below upper secondary	62	48	58	59	49	42	58	41	70	62	44	35	58	48	42 <sup>E</sup>	55	43	44
Upper secondary and postsecondary non-tertiary	87	88	79	79	77	76	88	87	73	77	77	75	77	80	66	73	68	73
Tertiary	92	90	90	90	89	87	90	92	92	87	91	87	87	82	80	81	75	77
<b>Nunavut</b>																		
Below upper secondary	46	52	47	43	42	37	41	44	36	39	36	35	37	49	55	48	40	44
Upper secondary and postsecondary non-tertiary	78	71	69	69	72	74	78	70	63	60	67	69	x	79	70	74	73	78
Tertiary	93	89	86	85	83	87	89	93	87	86	83	84	x	92	80	82	83	79

0 true zero or value rounded to zero

x suppressed to meet the confidentiality requirements of the Statistics Act

<sup>E</sup> 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 2020](#) (accessed September 28, 2020).

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 2020: OECD Indicators*.

Table A.5.3.1

Trends in employment rates<sup>1</sup> of 25- to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2010 and 2019

	Below upper secondary		Upper secondary		Postsecondary non-tertiary <sup>2</sup>		Tertiary		All levels of education	
	2010	2019	2010	2019	2010	2019	2010	2019	2010	2019
	percent									
<b>OECD averages<sup>3</sup></b>										
<b>Both sexes</b>	54	59	..	76	..	81	83	86	72	77
<b>Men</b>	65	69	..	83	..	86	87	90	79	84
<b>Women</b>	45	48	..	69	..	76	79	82	65	71
<b>Canada<sup>4</sup></b>										
<b>Both sexes</b>	55	57	72	71	78	81	81	83	75	78
<b>Men</b>	63	65	77	78	81	83	85	87	79	82
<b>Women</b>	46	45	67	64	72	76	79	80	72	74

Table A.5.3.1

Trends in employment rates<sup>1</sup> of 25- to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2010 and 2019

	Below upper secondary		Upper secondary		Postsecondary non-tertiary <sup>2</sup>		Tertiary		All levels of education	
	2010	2019	2010	2019	2010	2019	2010	2019	2010	2019
	percent									
<b>Newfoundland and Labrador</b>										
Both sexes	38	39	61	61	67	67	76	77	63	68
Men	45	43	64	68	66	68	78	80	65	70
Women	32	35	58	54	67	65	75	75	62	66
<b>Prince Edward Island</b>										
Both sexes	54	56	68	73	78	77	82	82	73	76
Men	60	58	72	76	82	80	83	85	76	78
Women	43	52	64	71	70	73	80	79	71	75
<b>Nova Scotia</b>										
Both sexes	51	53	69	69	70	71	81	81	72	75
Men	58	58	74	74	74	73	82	83	75	76
Women	43	46	64	65	63	68	80	80	70	73
<b>New Brunswick</b>										
Both sexes	51	46	71	68	72	71	81	83	72	74
Men	56	52	75	73	72	71	84	85	75	75
Women	43	38	66	63	72	72	79	82	70	72
<b>Quebec</b>										
Both sexes	54	60	69	70	75	82	82	84	74	79
Men	61	67	74	76	78	83	83	86	77	81
Women	45	51	65	64	72	80	80	82	71	76
<b>Ontario</b>										
Both sexes	53	52	72	70	76	79	81	83	76	78
Men	60	62	76	77	79	82	85	87	79	82
Women	45	40	67	62	70	72	78	80	72	73
<b>Manitoba</b>										
Both sexes	64	58	79	75	84	82	85	84	80	78
Men	77	69	85	83	87	86	88	87	85	83
Women	49	43	74	66	79	74	83	81	76	73
<b>Saskatchewan</b>										
Both sexes	65	58	81	77	86	84	86	85	81	80
Men	74	69	85	83	89	87	89	89	85	84
Women	50	40	75	69	80	80	84	82	77	76
<b>Alberta</b>										
Both sexes	65	62	77	74	85	83	82	83	79	79
Men	74	72	83	81	88	86	88	88	85	84
Women	52	46	70	66	78	75	78	80	73	74
<b>British Columbia</b>										
Both sexes	57	60	71	75	80	83	79	83	75	79
Men	64	69	76	81	84	87	84	86	79	84
Women	48	50	67	69	71	73	75	80	70	75
<b>Yukon</b>										
Both sexes	52	66	75	81	78	89	85	88	76	85
Men	49	76	79	85	81	89	87	89	77	87
Women	57	55	71	77	62	88	84	87	76	83
<b>Northwest Territories</b>										
Both sexes	48	42	88	73	89	83	90	87	79	76
Men	50	44	90	76	88	87	94	89	81	76
Women	46	39	86	70	93	66	86	86	77	75
<b>Nunavut</b>										
Both sexes	52	37	72	72	71	78	89	87	67	64
Men	56	39	70	73	73	78	93	90	69	65
Women	49	34	74	71	x	75	86	84	65	62

.. not available for a specific reference period

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

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

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

3. The OECD data can be found at [Education at a Glance Database 2020](#) (accessed on September 28, 2020).

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 2020: OECD Indicators*.

Table A.5.3.2

Trends in employment rates<sup>1</sup> of 25- to 34-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2010 and 2019

	Below upper secondary		Upper secondary		Postsecondary non-tertiary <sup>2</sup>		Tertiary		All levels of education	
	2010	2019	2010	2019	2010	2019	2010	2019	2010	2019
	percent									
<b>OECD averages<sup>3</sup></b>										
Both sexes	57	64	..	..	..	..	83	85	75	79
Men	68	72	..	..	..	..	88	89	82	86
Women	42	45	..	..	..	..	79	81	69	73
<b>Canada<sup>4</sup></b>										
Both sexes	58	57	74	74	85	88	84	86	79	82
Men	67	67	79	79	88	90	87	89	83	85
Women	45	41	68	66	79	84	82	84	76	79
<b>Newfoundland and Labrador</b>										
Both sexes	42	40 <sup>E</sup>	61	61	74	73	80	82	71	74
Men	50	41 <sup>E</sup>	67	67	76	74	81	87	73	77
Women	x	x	55	55	69	71	79	79	69	72
<b>Prince Edward Island</b>										
Both sexes	55	48	70	75	82	84	83	87	77	81
Men	63	55	71	79	79	88	82	87	76	82
Women	x	x	67	70	87	79	84	86	78	80
<b>Nova Scotia</b>										
Both sexes	52	58	69	72	79	79	85	86	78	80
Men	61	65	71	75	79	84	86	88	79	82
Women	40	44 <sup>F</sup>	66	67	77	71	85	85	78	79
<b>New Brunswick</b>										
Both sexes	48	51	69	67	79	81	87	87	79	79
Men	54	62	72	69	82	79	89	88	80	80
Women	39 <sup>F</sup>	33 <sup>F</sup>	66	64	73	82	85	86	78	79
<b>Quebec</b>										
Both sexes	60	64	71	76	84	88	85	86	80	83
Men	65	71	76	78	85	88	86	87	82	84
Women	50	52	65	73	81	89	85	86	79	83
<b>Ontario</b>										
Both sexes	53	51	74	70	82	89	84	86	79	81
Men	64	60	78	77	87	91	87	89	82	85
Women	39	36	68	61	71	79	81	83	76	77
<b>Manitoba</b>										
Both sexes	59	51	80	76	90	88	86	86	82	80
Men	77	69	86	85	93	93	89	89	87	86
Women	40	27	72	64	85	77	85	83	77	74
<b>Saskatchewan</b>										
Both sexes	63	52	79	77	87	86	88	87	83	82
Men	75	68	86	83	93	89	92	93	88	87
Women	46	27 <sup>E</sup>	70	69	78	79	85	84	78	77
<b>Alberta</b>										
Both sexes	64	60	76	77	90	89	84	84	81	81
Men	78	76	82	84	92	92	90	87	87	86
Women	47	38	68	68	84	78	80	81	74	76
<b>British Columbia</b>										
Both sexes	61	62	74	79	86	90	81	87	78	84
Men	70	72	79	84	90	94	87	90	83	88
Women	50	47	68	73	78	77	78	85	73	81
<b>Yukon</b>										
Both sexes	51 <sup>E</sup>	x	74	79	81	99	84	94	75	86
Men	59 <sup>E</sup>	x	89	82	85	100	91	94	83	89
Women	x	x	56	74	x	x	80	94	68	84
<b>Northwest Territories</b>										
Both sexes	41	35	88	68	87	88	92	87	78	74
Men	44	x	92	69	87	90	95	90	80	72
Women	36	x	83	67	x	x	91	86	76	75

Table A.5.3.2

Trends in employment rates<sup>1</sup> of 25- to 34-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2010 and 2019

	Below upper secondary		Upper secondary		Postsecondary non-tertiary <sup>2</sup>		Tertiary		All levels of education	
	2010	2019	2010	2019	2010	2019	2010	2019	2010	2019
	percent									
<b>Nunavut</b>										
Both sexes	44	35	71	68	x	71	93	84	64	60
Men	44	42	70	74	x	71 <sup>E</sup>	99	94	64	65
Women	44	28 <sup>E</sup>	73	60	x	x	88	77	64	55

.. not available for a specific reference period

x suppressed to meet the confidentiality requirements of the *Statistics Act*<sup>E</sup> 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 2020](#) (accessed on September 28, 2020).

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 2020: OECD Indicators*.

Table A.5.3.3

Trends in employment rates<sup>1</sup> of 55- to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2010 and 2019

	Below upper secondary		Upper secondary		Postsecondary non-tertiary <sup>2</sup>		Tertiary		All levels of education	
	2010	2019	2010	2019	2010	2019	2010	2019	2010	2019
	percent									
<b>OECD averages<sup>3</sup></b>										
Both sexes	39	48	..	..	..	..	67	74	52	62
Men	49	57	..	..	..	..	72	79	60	69
Women	32	40	..	..	..	..	59	69	44	56
<b>Canada<sup>4</sup></b>										
Both sexes	43	50	57	60	60	66	65	68	58	63
Men	52	58	62	67	63	69	69	72	63	68
Women	34	41	53	54	55	61	61	64	53	58
<b>Newfoundland and Labrador</b>										
Both sexes	31	34	41	52	47	53	48	56	41	51
Men	38	38	44	60	51	54	51	61	46	55
Women	27	30	39	46	41	52	46	52	37	47
<b>Prince Edward Island</b>										
Both sexes	43	53	54	66	68	64	63	66	57	64
Men	53	56	58	67	75	67	66	72	62	66
Women	30	43	50	65	57	60	62	63	52	62
<b>Nova Scotia</b>										
Both sexes	40	47	55	57	54	58	61	62	54	58
Men	50	52	62	65	59	60	62	65	59	61
Women	29	39	49	52	46	53	60	60	50	55
<b>New Brunswick</b>										
Both sexes	40	41	54	59	58	61	58	63	52	58
Men	48	47	60	64	56	62	64	68	57	61
Women	32	33	48	55	63	61	53	60	47	54
<b>Quebec</b>										
Both sexes	40	53	51	57	53	64	59	65	52	61
Men	50	60	57	63	56	66	62	70	57	66
Women	30	45	48	51	50	61	56	60	47	56
<b>Ontario</b>										
Both sexes	41	47	58	60	62	69	67	69	60	64
Men	48	55	62	67	63	71	71	74	64	70
Women	35	37	55	53	58	64	64	65	56	59



Table A.5.3.3

Trends in employment rates<sup>1</sup> of 55- to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2010 and 2019

	Below upper secondary		Upper secondary		Postsecondary non-tertiary <sup>2</sup>		Tertiary		All levels of education	
	2010	2019	2010	2019	2010	2019	2010	2019	2010	2019
	percent									
<b>Manitoba</b>										
<b>Both sexes</b>	56	55	65	62	69	71	70	69	66	65
Men	69	62	68	70	73	72	74	73	71	70
Women	41	44	61	56	64	68	67	66	60	60
<b>Saskatchewan</b>										
<b>Both sexes</b>	59	57	68	68	74	72	73	70	69	68
Men	70	64	76	75	76	71	76	76	75	73
Women	43	45	59	61	70	73	71	66	63	63
<b>Alberta</b>										
<b>Both sexes</b>	55	55	63	62	70	69	72	70	67	66
Men	66	64	71	68	73	72	77	73	73	70
Women	41	44	55	56	63	59	68	67	60	61
<b>British Columbia</b>										
<b>Both sexes</b>	45	51	56	61	64	69	63	68	59	65
Men	52	62	61	68	67	73	70	73	65	70
Women	37	39	53	57	57	57	57	64	53	59
<b>Yukon</b>										
<b>Both sexes</b>	48	51 <sup>E</sup>	63	70	70	74	77	70	69	69
Men	x	x	75	73	75	72	83	71	72	70
Women	x	x	54 <sup>E</sup>	66	x	78	73	70	65	68
<b>Northwest Territories</b>										
<b>Both sexes</b>	48	44	79	70	81	78	82	77	71	69
Men	55 <sup>E</sup>	53	79	65	80	87	85	75	74	71
Women	41	x	79	74	x	x	80	77	69	67
<b>Nunavut</b>										
<b>Both sexes</b>	49	44	x	80	x	x	92	79	70	65
Men	52	50	x	x	x	x	97	75	72	67
Women	x	39	x	x	x	x	88	83	69	64

.. not available for a specific reference period

x suppressed to meet the confidentiality requirements of the *Statistics Act*<sup>E</sup> 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 2020](#) (accessed on September 28, 2020).

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 2020: 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<sup>1</sup> 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.<sup>2</sup>

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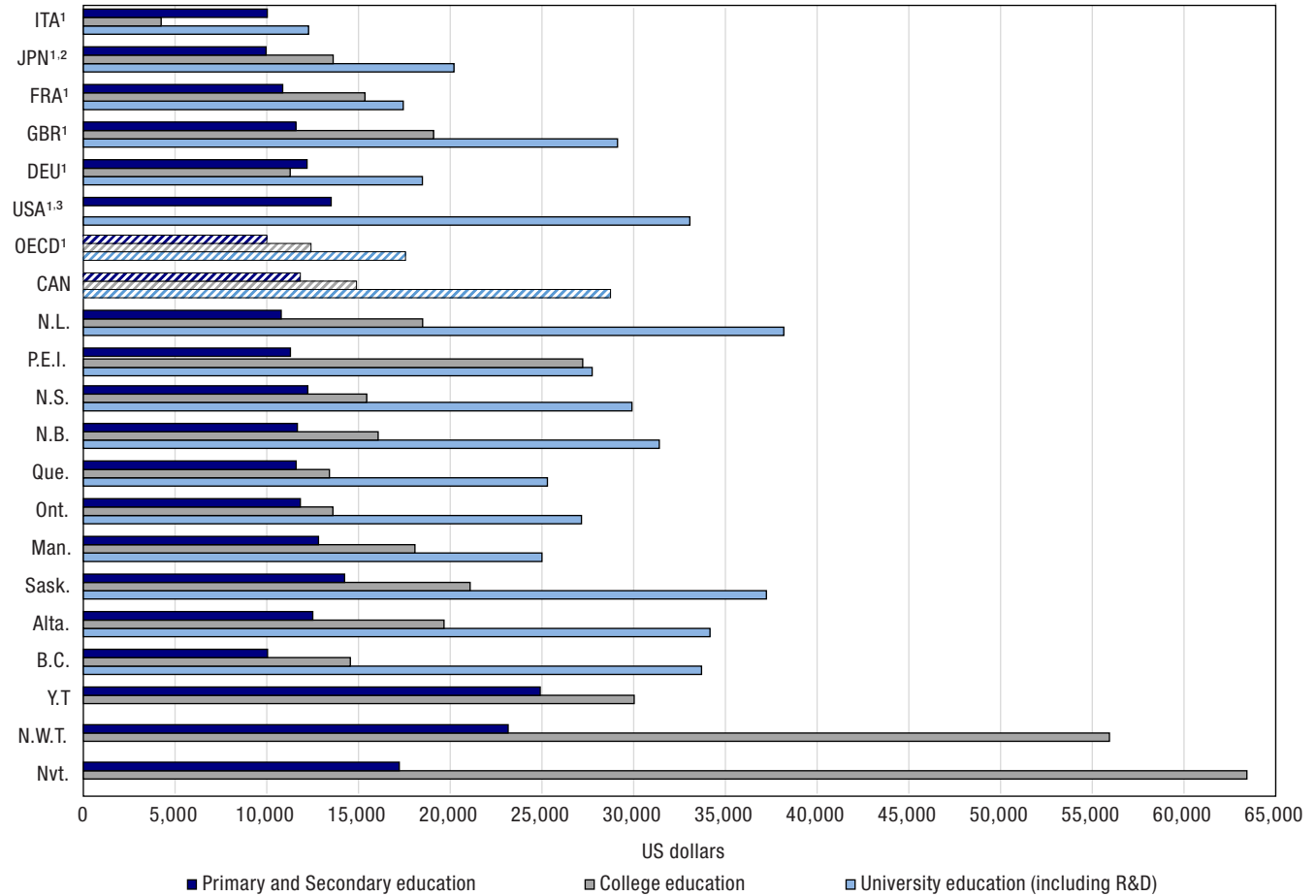
1. This indicator (B1) presents "expenditure by educational institutions", as data are collected by type of institution. Indicator B2 uses the term "expenditure on educational institutions", as the financial data are collected by source of funds, type of transaction, and level of education. As the two 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, 2017/2018



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

2. Includes data from another category.

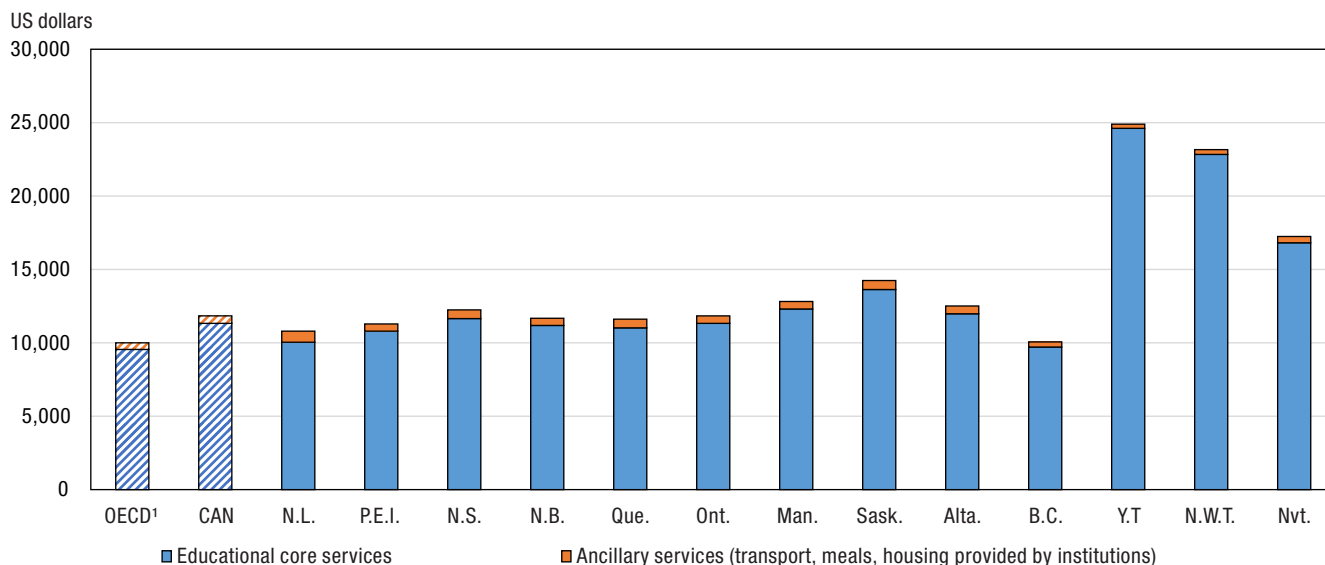
3. University education measure includes all tertiary.

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

**Sources:** Table B.1.1.2, and *Education at a Glance 2020: OECD indicators*.

Chart B.1.2

Core and ancillary expenditure per student in primary/secondary education, in US dollars, OECD, Canada, provinces and territories, 2017/2018



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:** B.1.2.2, and *Education at a Glance 2020 OECD Indicators*.

- Expenditure per student at the primary/secondary level was higher in Canada (US\$11,831) than at the OECD average (US\$9,999). Among the provinces, these expenditures ranged from US\$10,051 in British Columbia to US\$14,245 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 Newfoundland and Labrador, to 99% in Yukon and Northwest Territories. The corresponding OECD average was similar at 96% of total expenditures on core education.
- For the college level (short-cycle tertiary), expenditure per student in Canada (US\$14,898) was higher than the OECD average (US\$12,422). For the available G7 countries, there was a range with Italy being the lowest and Canada being in the middle behind the United Kingdom and France. Within Canada, between provinces there was also variation, with Prince Edward Island being the highest and Quebec the lowest.
- For the university level, at US\$28,747, Canada's figure was 64% higher than the OECD average of US\$17,566, and was third highest in the G7 behind the United States and United Kingdom.
- Similar to the OECD averages, in Canada and every province expenditure per student was lowest at the primary/secondary level, higher at the college level and highest at the university level.

## Definitions, sources and methodology

Data refer to the 2017/2018 financial year and the 2017/2018 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 2019.<sup>3</sup>

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 (Indigenous Services 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 (FEDEX). 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.

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3. For more information, see *Education at a Glance 2020: 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 1.20 (for 2017/2018) 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, 2017/2018**

	Pre-primary, primary, lower secondary, upper secondary	College	Bachelor's, master's, or doctoral levels, or equivalent including R&D <sup>1</sup>
	Canadian dollars		
<b>Canada</b>	<b>14,253</b>	<b>17,948</b>	<b>34,633</b>
Newfoundland and Labrador	12,998	22,283	46,003
Prince Edward Island	13,600	32,806	33,430
Nova Scotia	14,747	18,614	36,036
New Brunswick	14,063	19,363	37,829
Quebec	13,987	16,159	30,479
Ontario	14,254	16,393	32,714
Manitoba	15,443	21,786	30,128
Saskatchewan <sup>2</sup>	17,161	25,404	44,862
Alberta	15,072	23,691	41,155
British Columbia <sup>3</sup>	12,109	17,531	40,610
Yukon	30,002	36,187	...
Northwest Territories	27,903	67,393	...
Nunavut	20,762	76,427	...

... 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, 2017/2018**

	Pre-primary, primary, lower secondary, upper secondary	College	Bachelor's, master's, or doctoral levels, or equivalent including R&D <sup>1</sup>
	US dollars		
<b>OECD average<sup>2,3</sup></b>	<b>9,999</b>	<b>12,422</b>	<b>17,566</b>
<b>Canada<sup>4</sup></b>	<b>11,831</b>	<b>14,898</b>	<b>28,747</b>
Newfoundland and Labrador	10,789	18,496	38,185
Prince Edward Island	11,288	27,231	27,748
Nova Scotia	12,241	15,451	29,912
New Brunswick	11,673	16,072	31,400
Quebec	11,610	13,413	25,299
Ontario	11,831	13,607	27,155
Manitoba	12,819	18,084	25,008
Saskatchewan <sup>5</sup>	14,245	21,087	37,238
Alberta	12,511	19,665	34,161
British Columbia <sup>6</sup>	10,051	14,552	33,708
Yukon	24,904	30,037	...
Northwest Territories	23,161	55,940	...
Nunavut	17,233	63,439	...

... not applicable

- 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.
- The OECD data can be found at [Education at a Glance Database](#) (accessed on September 10, 2020).
- In column 1, the OECD average includes postsecondary non-tertiary, while the figures for Canada and the provinces and territories do not.
- 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 2020: OECD Indicators*. The figures presented in this table represent the most recent available.
- For the college level, regional colleges are excluded from the calculation.
- 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 2020: 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, 2017/2018

	Pre-primary, primary, upper and lower secondary		Total
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	
	Canadian dollars		
<b>Canada</b>	<b>13,629</b>	<b>624</b>	<b>14,253</b>
Newfoundland and Labrador	12,094	904	12,998
Prince Edward Island	12,996	603	13,600
Nova Scotia	14,045	702	14,747
New Brunswick	13,480	582	14,063
Quebec	13,266	722	13,987
Ontario	13,652	601	14,254
Manitoba	14,822	622	15,443
Saskatchewan	16,410	751	17,161
Alberta	14,430	642	15,072
British Columbia <sup>1</sup>	11,708	401	12,109
Yukon	29,643	360	30,002
Northwest Territories	27,499	405	27,903
Nunavut	20,267	495	20,762

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, 2017/2018

	Pre-primary, primary, upper and lower secondary		Total
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	
	US dollars		
OECD average <sup>1,2</sup>	9,547	452	9,999
Canada <sup>3</sup>	11,313	518	11,831
Newfoundland and Labrador	10,039	750	10,789
Prince Edward Island	10,788	501	11,288
Nova Scotia	11,658	582	12,241
New Brunswick	11,189	483	11,673
Quebec	11,011	599	11,610
Ontario	11,332	499	11,831
Manitoba	12,303	516	12,819
Saskatchewan	13,621	624	14,245
Alberta	11,978	533	12,511
British Columbia <sup>4</sup>	9,718	333	10,051
Yukon	24,605	299	24,904
Northwest Territories	22,825	336	23,161
Nunavut	16,822	411	17,233

1. The OECD data can be found at [Education at a Glance Database](#) (accessed September 10, 2020).

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 2020: 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 2020: 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).

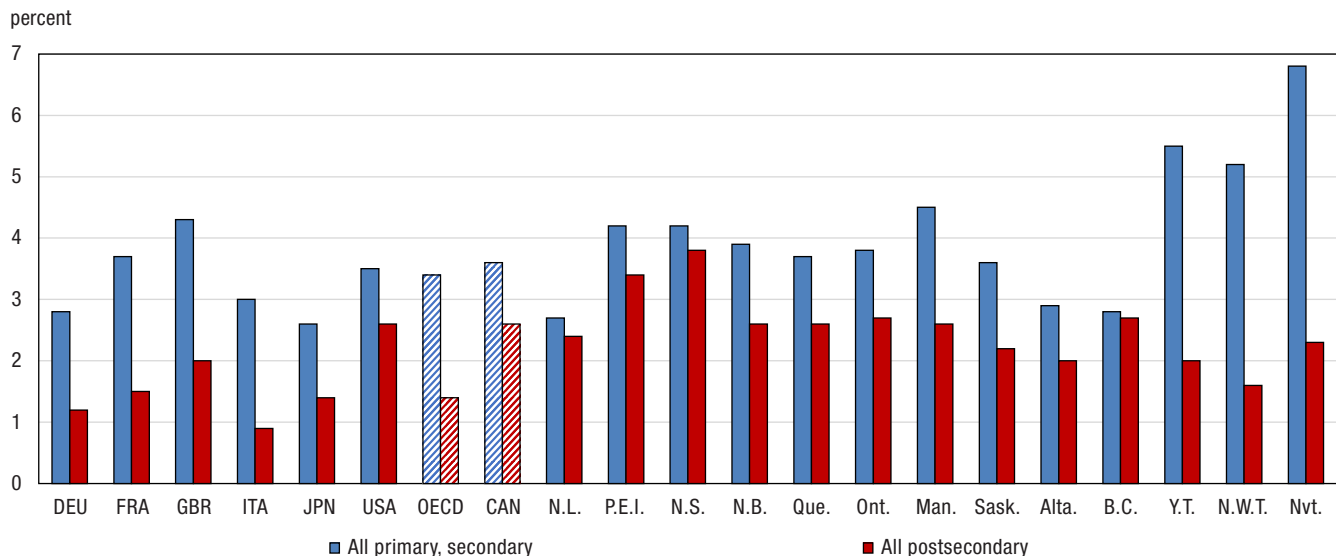
Expenditure on education is an investment that can help foster economic growth and enhance productivity. Education contributes to personal and social development and reduces social inequality. The allocation of financial resources to educational institutions is a collective choice, made by government, 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, 2017/2018



**Notes:** For the OECD, the total expenditure on all levels of education combined was 4.9% 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 2020: OECD indicators*.

- With 6.2% of its GDP allocated to educational institutions in 2017/2018 (3.6% for primary and secondary education plus 2.6% for all postsecondary education), Canada devoted more than the 4.8% average estimated for the OECD (3.4% for primary and 1.4% for all postsecondary).<sup>1</sup>

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 Alberta<sup>2</sup> to 9% in Nunavut,<sup>3</sup> in 2017/2018.
- Within the G7 countries, the range was from 4% to 6%.

### 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 2017/2018.

### 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.<sup>4</sup> *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<sup>5</sup> 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 2017/2018 financial year. The OECD averages (for the 2017 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 2019.

**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 2017/2018, 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, 2017/2018

	All primary and secondary education <sup>1</sup>	Postsecondary education			All levels of education combined (including undistributed programmes)
		All postsecondary <sup>2</sup>	Short cycle tertiary (college) and post-secondary non-tertiary <sup>3</sup>	Bachelor's, Master's, Doctoral or equivalent	
percent					
<b>OECD average</b>	<b>3.4</b>	<b>1.4</b>	<b>0.1</b>	<b>1.3</b>	<b>4.9</b>
<b>Canada</b>	<b>3.6</b>	<b>2.6</b>	<b>1.0</b>	<b>1.6</b>	<b>6.1</b>
Newfoundland and Labrador	2.7	2.4	0.7	1.7	5.1
Prince Edward Island	4.2	3.4	1.5	1.9	7.5
Nova Scotia	4.2	3.8	0.9	2.9	8.0
New Brunswick	3.9	2.6	0.9	1.6	6.5
Quebec	3.7	2.6	1.0	1.6	6.3
Ontario	3.8	2.7	1.0	1.8	6.6
Manitoba	4.5	2.6	0.9	1.7	7.1
Saskatchewan	3.6	2.2	0.8	1.4	5.9
Alberta	2.9	2.0	0.8	1.2	4.9
British Columbia	2.8	2.7	1.0	1.7	5.6
Yukon	5.5	2.0	2.0	...	7.5
Northwest Territories	5.2	1.6	1.6	...	6.8
Nunavut	6.8	2.3	2.3	...	9.1

... 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 2020: 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<sup>1</sup> and capital<sup>2</sup> 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 the primary and secondary education levels; 94% for the short-cycle tertiary (college) and post-secondary non-tertiary level, and 89% for the Bachelor's, Master's, Doctoral or equivalent.
- Overall, the highest proportions of spending on current expenditures were observed at the short-cycle tertiary (college) and post-secondary non-tertiary level. Within the provinces and territories, this rate varied from 86% for Prince Edward Island to 100% for Ontario, New Brunswick, Yukon, Northwest Territories and Nunavut.<sup>3</sup>
- At the postsecondary level,<sup>4</sup> capital expenditure was 9% in Canada, compared with 10% at the OECD average.

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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.

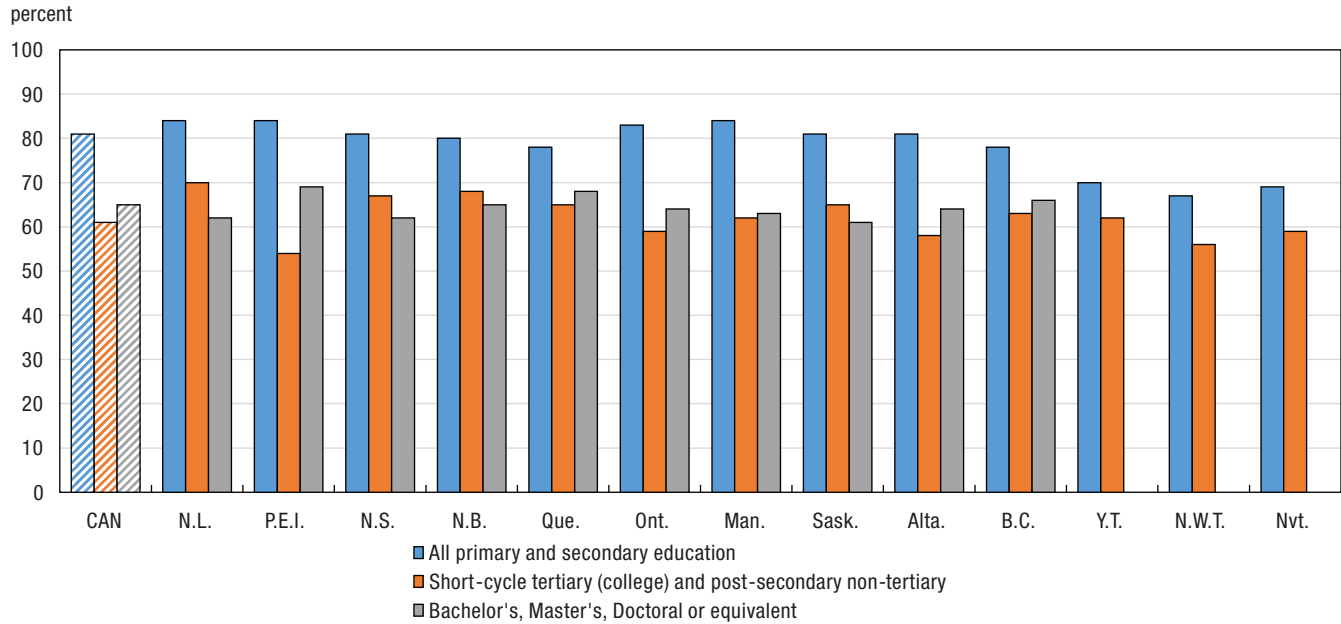
3. Current expenditures as a share of total expenditure could be recorded as higher because capital expenditures that came out of operating funds or that were funded directly by the province or territory may not be included in this calculation.

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, 2017/2018

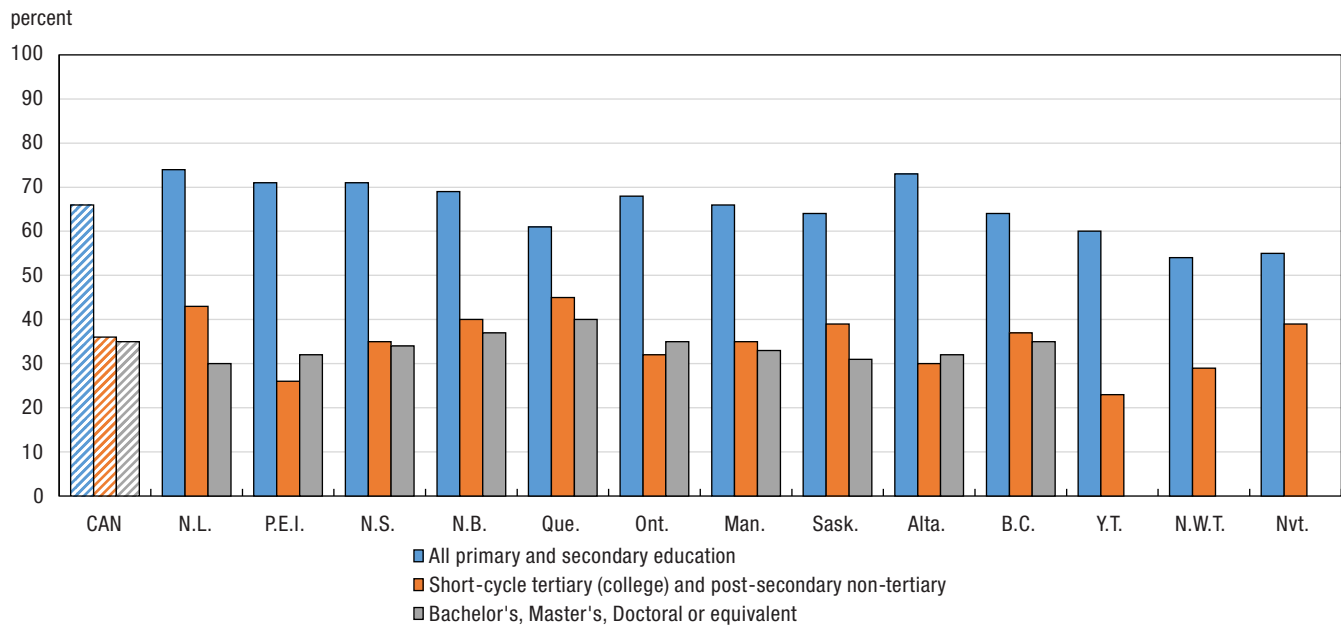


Note: The bars representing Canada are filled with a diagonal line pattern to make them easier to find.

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, 2017/2018



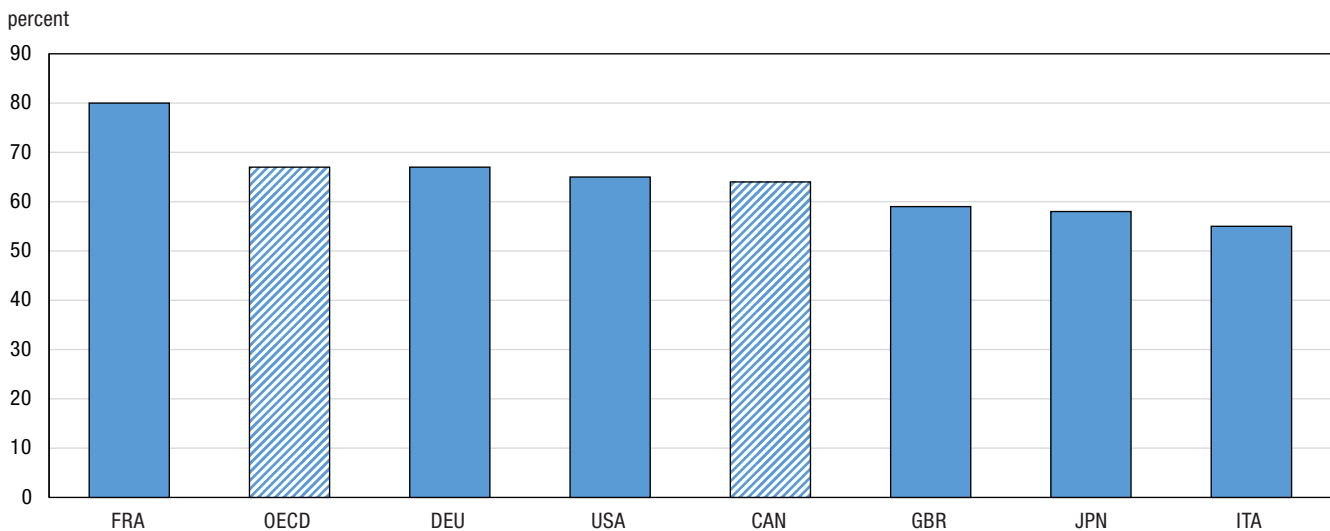
Note: The bars representing Canada are filled with a diagonal line pattern to make them easier to find.

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 expenditures on education. In Canada, it represented on average 81% of current expenditure at the primary and secondary levels, and 61% 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 teachers was highest in primary and secondary education, ranging from 54% in the Northwest Territories to 74% in Newfoundland and Labrador.
- 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 66% of current spending in 2017/2018, 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 2017/2018, the Canadian average was 39% for short-cycle tertiary (college) and postsecondary non-tertiary education, and 35% for university education, compared with 19% for primary and secondary education. The OECD average for other expenditure at the postsecondary level was 33%, 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, 2017/2018**



**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 2020: 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 55% in Italy to 80% in France, whereas the Canadian and OECD averages were 64% and 67% 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 and 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 2017/2018 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 2017 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, 2017/2018

	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
<b>All primary and secondary education<sup>1</sup></b>							
<b>OECD average</b>	..	..	..	..	..	..	..
<b>Canada</b>	<b>76,527,921</b>	<b>92</b>	<b>8</b>	<b>66</b>	<b>14</b>	<b>81</b>	<b>19</b>
Newfoundland and Labrador	872,917	97	3	74	9	84	16
Prince Edward Island	279,744	91	9	71	13	84	16
Nova Scotia	1,810,142	95	5	71	10	81	19
New Brunswick	1,399,503	92	8	69	11	80	20
Quebec	16,166,462	91	9	61	17	78	22
Ontario	30,958,664	93	7	68	16	83	17
Manitoba	3,186,129	95	5	66	18	84	16
Saskatchewan	3,298,677	87	13	64	16	81	19
Alberta	10,029,116	93	7	73	7	81	19
British Columbia	7,797,928	92	8	64	15	78	22
Yukon	161,377	94	6	60	11	70	30
Northwest Territories	236,117	93	7	54	13	67	33
Nunavut	199,412	90	10	55	15	69	31
<b>All postsecondary</b>							
<b>OECD average<sup>2,3,4</sup></b>	..	<b>90</b>	<b>10</b>	..	..	<b>67</b>	<b>33</b>
<b>Canada<sup>5</sup></b>	<b>58,466,062</b>	<b>91</b>	<b>9</b>	<b>36</b>	<b>28</b>	<b>64</b>	<b>36</b>
Newfoundland and Labrador	920,970	94	6	33	31	64	36
Prince Edward Island	246,937	91	9	30	33	62	38
Nova Scotia	1,697,987	90	10	34	29	63	37
New Brunswick	930,975	95	5	38	28	66	34
Quebec	11,963,062	91	9	42	25	67	33
Ontario	23,391,138	92	8	34	28	62	38
Manitoba	1,665,888	92	8	34	29	63	37
Saskatchewan	1,958,750	88	12	33	29	62	38
Alberta	7,213,020	91	9	31	30	62	38
British Columbia	7,911,018	93	7	36	29	65	35
Yukon	51,989	100	0	23	39	62	38
Northwest Territories	55,055	100	0	29	27	56	44
Nunavut	52,748	100	0	39	20	59	41
<b>Short cycle tertiary (college) and post-secondary non-tertiary</b>							
<b>OECD average</b>	..	..	..	..	..	..	..
<b>Canada</b>	<b>20,800,445</b>	<b>94</b>	<b>6</b>	<b>36</b>	<b>25</b>	<b>61</b>	<b>39</b>
Newfoundland and Labrador	207,169	98	2	43	26	70	30
Prince Edward Island	115,473	86	14	26	28	54	46
Nova Scotia	357,823	99	1	35	32	67	33
New Brunswick	305,892	100	0	40	29	68	32
Quebec	4,780,342	91	9	45	20	65	35
Ontario	7,795,326	100	0	32	26	59	41
Manitoba	551,697	94	6	35	27	62	38
Saskatchewan	473,247	98	2	39	27	65	35
Alberta	2,760,090	92	8	30	28	58	42
British Columbia	2,887,069	96	4	37	25	63	37
Yukon	51,989	100	0	23	39	62	38
Northwest Territories	55,055	100	0	29	27	56	44
Nunavut	52,748	100	0	39	20	59	41

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, 2017/2018

	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					
<b>Bachelor's, Master's, Doctoral or equivalent</b>							
<b>OECD average</b>	..	..	..	..	..	..	..
<b>Canada<sup>5</sup></b>	<b>37,665,617</b>	<b>89</b>	<b>11</b>	<b>35</b>	<b>29</b>	<b>65</b>	<b>35</b>
Newfoundland and Labrador	713,801	93	7	30	33	62	38
Prince Edward Island	131,464	95	5	32	37	69	31
Nova Scotia	1,340,164	88	12	34	28	62	38
New Brunswick	625,083	93	7	37	27	65	35
Quebec	7,182,720	91	9	40	28	68	32
Ontario	15,595,812	88	12	35	29	64	36
Manitoba	1,114,191	91	9	33	30	63	37
Saskatchewan	1,485,503	85	15	31	30	61	39
Alberta	4,452,930	90	10	32	32	64	36
British Columbia	5,023,949	91	9	35	31	66	34
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 17, 2020 - Table C6.1 and C6.2).

4. The most recent data available for Canada for publication in Education at a Glance 2020 were for reference year 2017 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 2020: 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.<sup>1</sup>

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.

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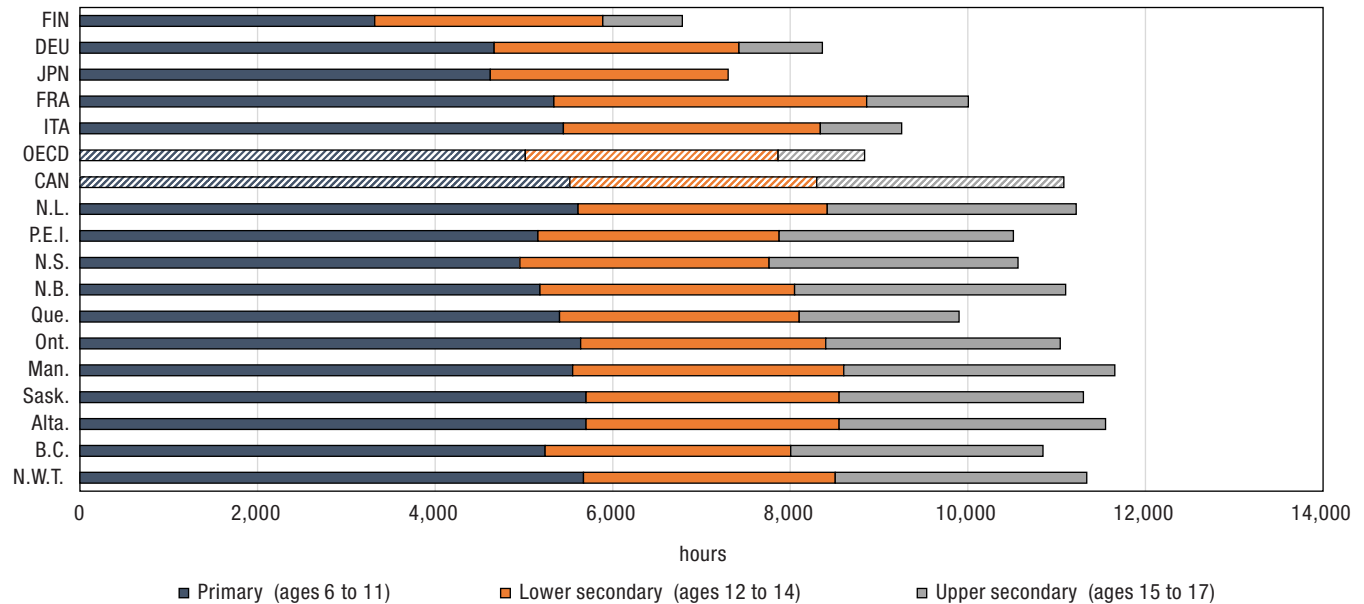
1. This includes only those jurisdictions that reported intended instruction time for all ages. Data for 2018/2019 were not available for Yukon and Nunavut.

## Observations

### Intended instruction time by level of education

Chart C.1.1

Total number of cumulative intended instruction hours<sup>1</sup> 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 2020: 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<sup>2</sup> 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.<sup>3</sup>

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, as this data collection is now biennial. 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 <i>Schools Act</i> sets the minimum instruction hours per day (kindergarten (age 5), 2½ hours; Grades 1 to 12 (ages 6 to 17), 5 hours). The collective agreement between the province and the teachers' association allows schools to provide up to a maximum of 5 hours of instruction per day for Grades 1 to 3. Compulsory and intended instruction time is 5 hours of instruction time per day multiplied by the number of instruction days (187) in a year.
Prince Edward Island	Instruction times for ages 5 to 14 are total minutes per day devoted to a subject multiplied by 181 (the number of instructional days in 2015-2016). Minutes per day for each subject are set in the following provincial documents: <i>Elementary Program of Studies and Authorized Materials</i> , <i>Intermediate Program of Studies and Authorized Materials</i> , and <i>Minister's Directive No. MD 99-05: Intermediate School Subject Time Allotments</i> . Instruction time for age 15 is based on 8 credits per year at 110 hours per credit as set in <i>Minister's Directive No. MD 11-02</i> and the <i>Senior High Program of Studies and Authorized Materials</i> .
Nova Scotia	The <i>Ministerial Education Act Regulations</i> set the minimum instruction time per day as 4 hours for Grades 1 to 2 and 5 hours for Grades 3 to 12. Regulated minimum instruction time includes recess for Grades 1 to 6. Compulsory and intended instruction time are calculated based on the minimum instruction time per day (less 15 minutes per day for recess for ages 6 to 11) multiplied by the number of instructional days (187) per year.
New Brunswick	Instruction time is based on the minimum number of hours of instruction per day set in the <i>New Brunswick Regulation 97-150 under the Education Act</i> (4 hours per day for kindergarten to Grade 2, 5 hours per day for Grades 3 to 8, 5½ hours per day for Grades 9 to 12). Compulsory and intended instruction time is the minimum instruction time per day, less 20 minutes per day for recess for ages 6 to 10 and 16 minutes per day for flexible scheduling /movement for ages 11 to 15 multiplied by the number of instructional days (185) per year.
Quebec	Compulsory and intended instruction time is based on the suggested number of hours for compulsory subjects in elementary and secondary, outlined in the <i>Basic School Regulation for Preschool, Elementary and Secondary Education</i> .
Ontario	<i>Ontario Regulation 298</i> states that the length of the instructional program of each school day for pupils of compulsory school age (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 <i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (OS)</i> , 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	<i>Manitoba Regulation 101/95</i> states that the instructional day in a school must be not less than 5.5 hours including recesses but not including the midday intermission. For Grades 1 to 6, the instructional day is 5 hours. For Grades 7 through 12, the instructional day is 5.5 hours. The total compulsory and intended instructional time is the hours of the instructional day multiplied by the average number of 185 instructional days in a school year.
Saskatchewan	<i>Time and Credit Allocations - Core Curriculum: Principles, Time Allocations, and Credit Policy (updated June 2011)</i> provides the required minutes per subject per week for each grade. Those were divided by 60 to calculate (to two decimal places) the number of hours per week. The resulting value was multiplied by a factor of 38 (weeks in school year) to obtain hours per year.
Alberta	In accordance with section 39(1)(c) of the <i>School Act</i> , the <i>Guide to Education</i> stipulates that schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade. Schools must also ensure that students in Grades 10 to 12 have access to a minimum of 1,000 hours of instruction per school year.
British Columbia	Compulsory and intended instruction time is based on the <i>School Act Regulation</i> that sets the total yearly hours of instruction for students.
Northwest Territories	Compulsory and intended instruction time is based on the <i>Northwest Territories Education Act</i> which states that a school day shall consist of no less than 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<sup>1,2,3,4</sup> 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 <sup>5</sup>	828	802	819	831	855	881	929	958	958	975	..	..
Canada <sup>6</sup>	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 <sup>7</sup>	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 2018/2019 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.<sup>1</sup>

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.

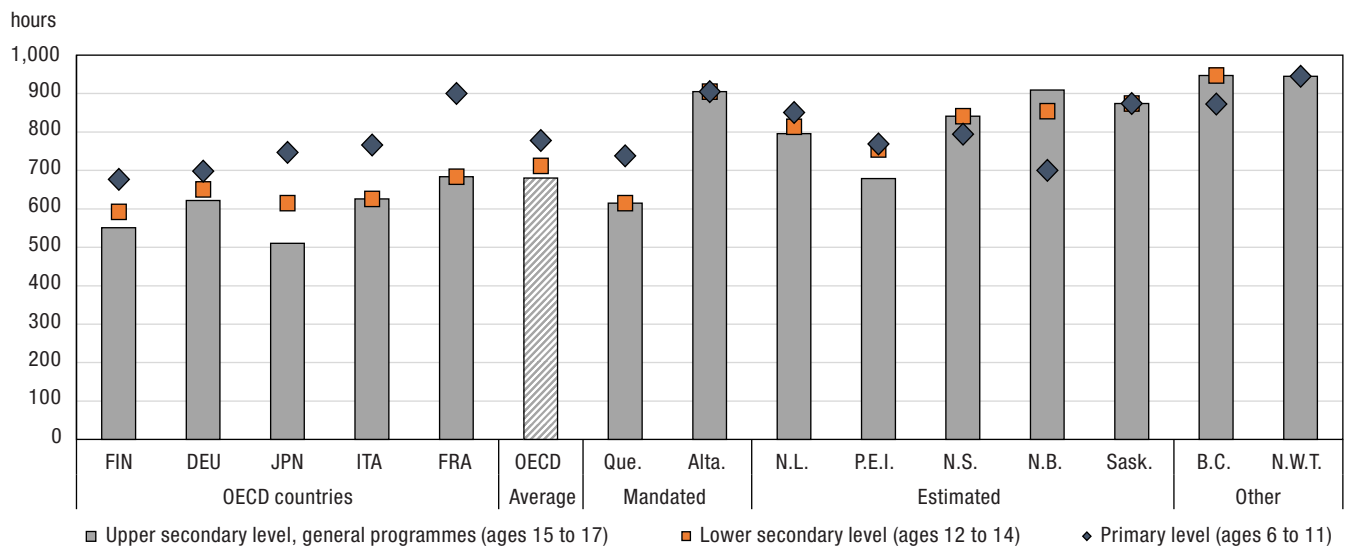
Of course, teachers also spend part of their working time on activities other than teaching, such as lesson preparation, marking, in-service training and staff meetings.

### Observations

#### Teaching time and total working time

Chart C.2.1

Annual net teaching time, by educational level taught, OECD, selected countries, provinces and territories, 2018/2019



**Notes:** Data are not available for Canada, Ontario, Manitoba, 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 bar representing OECD is filled with a diagonal line pattern to make it easier to find.

**Sources:** Table C.2.1 and *Education at a Glance 2020: OECD Indicators*.

- At the primary level, annual net teaching time varied from 700 hours in New Brunswick to 905 hours in Alberta in 2018/2019. These times were in a similar range to Finland and other G7 countries.

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

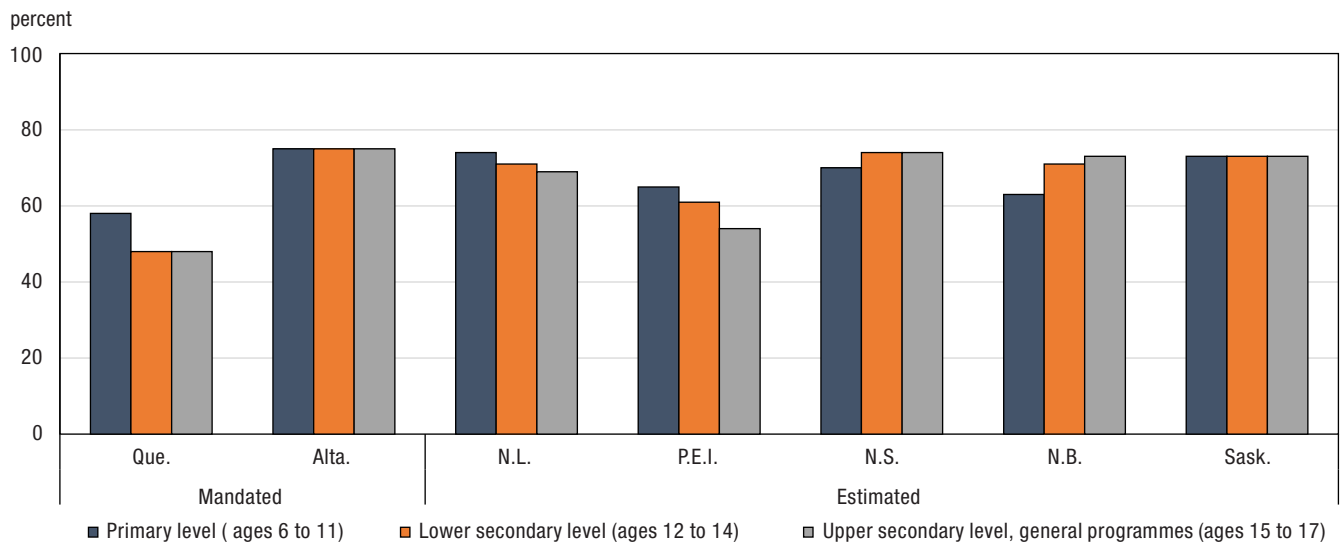


- At the lower secondary levels in Canada, Alberta reported the highest annual net teaching time at 905 hours. The lowest amount (615 hours) was reported in Quebec.
- At the upper secondary level, annual net teaching time ranged from 679 hours in Prince Edward Island to 910 hours in New Brunswick.
- 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.
- For OECD countries, annual net teaching time decreases as the level of education increases. This trend is seen in some provinces, however the reverse occurs in others. 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, 2018/2019



Notes: Data are not available for Canada, Ontario, Manitoba, British Columbia, Northwest Territories, Yukon and Nunavut.

Sources: Table C.2.1 and *Education at a Glance 2020: OECD Indicators*.

- Time spent teaching as a proportion of total working time varied widely from one province to another. In 2018/2019, at the lower and upper secondary levels, the proportion of working time spent teaching ranged from 48% in Quebec to 75% in Alberta.
- Time spent teaching as a proportion of total working time was the same for all three levels in Alberta and Saskatchewan.

## Definitions, sources and methodology

These data are from the OECD-INES 2019 NESLI survey on working time of teachers and school heads and refer to the 2018/2019 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.

The methodology for calculating the Canada-level response for quantitative indicators uses two criteria to determine whether there is enough consensus to provide this response:

- 1) At least seven (50%) provinces and territories provide a response, and
- 2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

If the two criteria above are met, the Canada-level average is weighted by the number of full-time student enrolments (from combined elementary, lower secondary and upper secondary levels) for all jurisdictions who submitted figures for the 2019 joint Eurydice-OECD salaries of teachers and school heads data collection survey.

Data reported are not necessarily representative of all of Canada, but only of the Canadian provinces and territories that took part in the data collection.

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

Table C.2.1

## Organization of teachers' working time, by educational level taught, OECD, Canada and jurisdictions, 2018/2019

	Number of weeks of instruction <sup>1</sup>			Number of days of instruction <sup>1</sup>			Net teaching time <sup>2</sup>			Working time required at school <sup>3</sup>			Total statutory working time		
	Lower Pri- mary	second- ary	Upper secondary, general programmes <sup>4</sup>	Lower Pri- mary	second- ary	Upper secondary, general programmes <sup>4</sup>	Lower Pri- mary	second- ary	Upper secondary, general programmes <sup>4</sup>	Lower Pri- mary	second- ary	Upper secondary, general programmes <sup>4</sup>	Lower Pri- mary	second- ary	Upper secondary, general programmes <sup>4</sup>
OECD <sup>5</sup>	38	38	37	183	183	181	778	712	680	..	..	..	1,549	1,563	1,555
Canada <sup>6</sup>	37	37	37	185	185	185	...	...	...	...	...	...	...	...	...
<b>Mandated teaching and working time</b>															
Quebec	36	36	36	180	180	180	738	615	615	1,280	1,280	1,280	1,280	1,280	1,280
Alberta	37	37	37	184	184	184	905	905	905	1,200	1,200	1,200	1,200	1,200	1,200
<b>Estimated teaching and working time<sup>7</sup></b>															
Newfoundland and Labrador	37	37	37	185	185	185	851	814	796	1,145	1,145	1,145	...	...	...
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	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Other<sup>8</sup></b>															
Ontario	37	37	37	187	187	187	..	..	..	..	..	..	...	...	...
Manitoba	37	37	37	185	185	185	..	..	..	1,073	1,073	1,073	...	...	...
British Columbia	...	...	...	..	..	..	873	947	947	873	947	947	...	...	...
Northwest Territories	37	37	37	185	185	185	945	945	945	..	..	..	...	...	...
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 8, 2020 - Table D4.1 and D4.2).

6. Canada figures are weighted averages based on the number of full-time students enrolments, and reflect public institutions in submitting jurisdictions, as reported in the 2017/2018 Elementary-Secondary Education Survey (ESES).

7. Jurisdictions in this subgroup, in which net teaching time and total working time are not mandated in collective agreement or regulation, estimated teaching time based on mandatory instruction time, as follows: mandatory instruction time (see indicator C1) 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".

8. "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 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), 2019 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.<sup>1</sup>

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

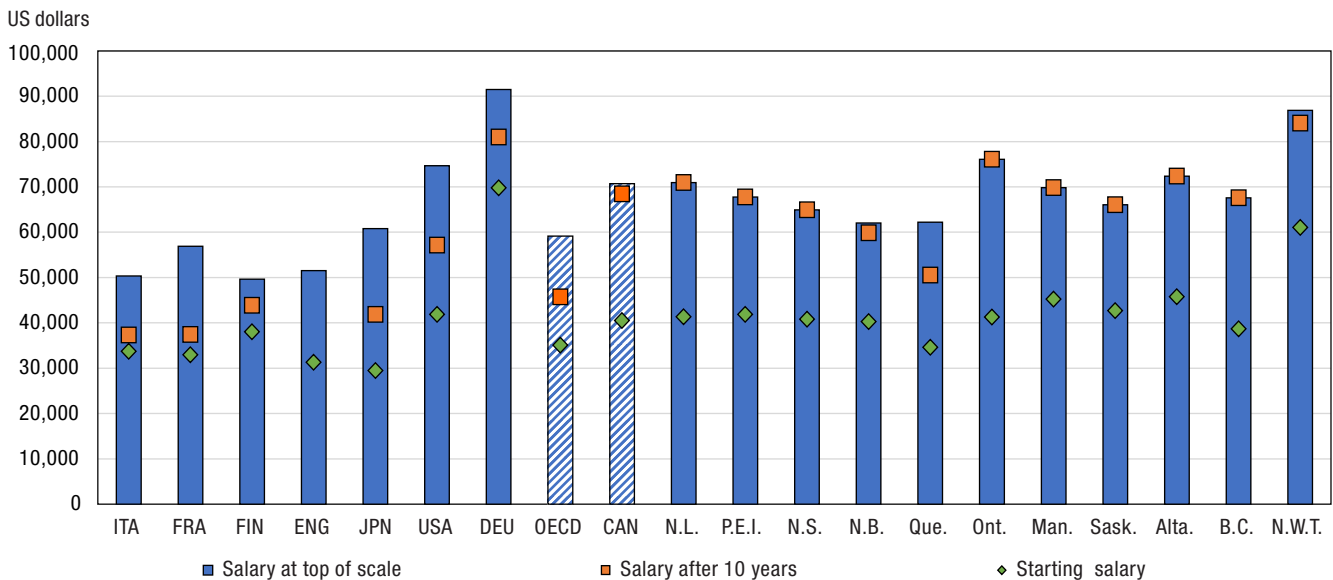
#### Teachers' salaries

- 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, 2018/2019



**Notes:** Reflects salaries, in US dollars converted using purchasing power parities, for full-time teachers in public institutions, 2018/2019 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.

**Sources:** Table C.3.2 and *Education at a Glance 2020: OECD Indicators*.

## Salaries throughout career experience in Canada

- Starting salaries for full-time teachers in primary, lower and upper secondary institutions averaged CAN\$52,669 in Canada, and CAN\$91,930 at the top of their salary scales in 2018/2019. Typically the top of teacher's pay scales are around one and a half times their starting salaries, which ranged from CAN\$44,993 in Quebec to CAN\$79,386 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.

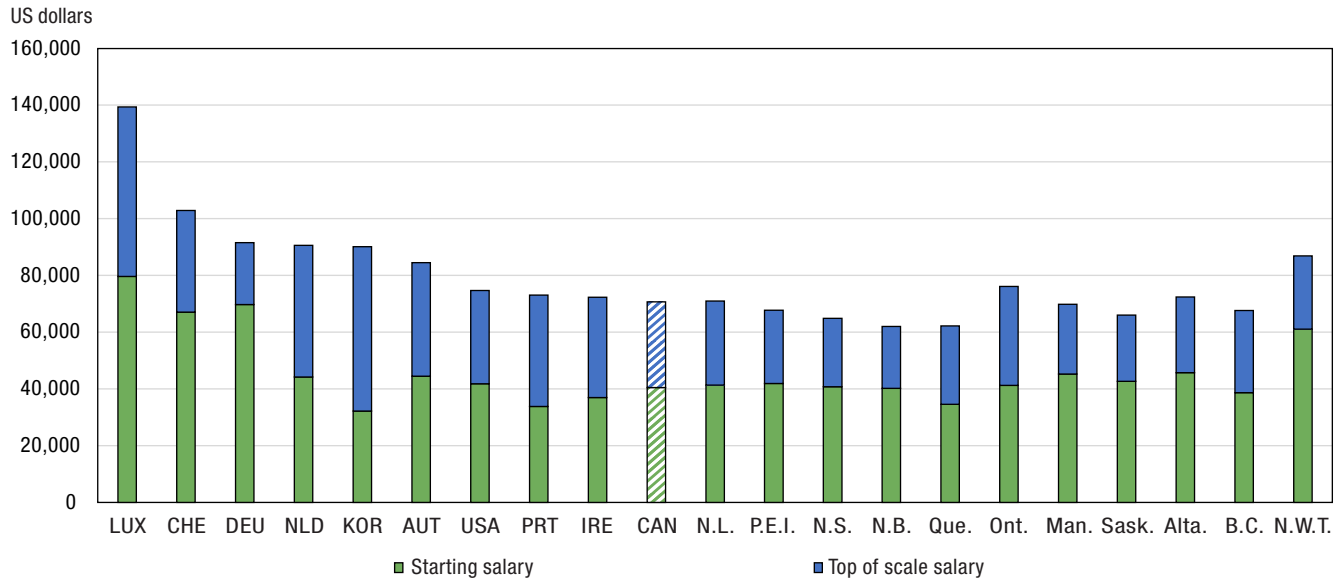
## International comparison of salary levels

- 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 Canadian lower secondary institutions, teachers at the top of their pay scales had the third highest average salaries (US\$70,698) among the G7 group of countries after Germany (US\$91,510) and the USA (US\$74,683). Within Canada, equivalent teachers in the Northwest Territories (US\$86,903), Ontario (US\$76,086), Alberta (US\$72,369), and Newfoundland and Labrador (US\$70,932) received higher salaries than the Canadian average.

## Years to top of scale salaries

**Chart C.3.2**

**Starting and top of scale salaries in lower secondary institutions, with typical level of training, for the 10 countries with highest top of scale salaries, provinces and territories, US dollars, 2018/2019**



**Notes:** Reflects salaries, in US dollars converted using purchasing power parities, for full-time teachers in public institutions, 2018/2019 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.

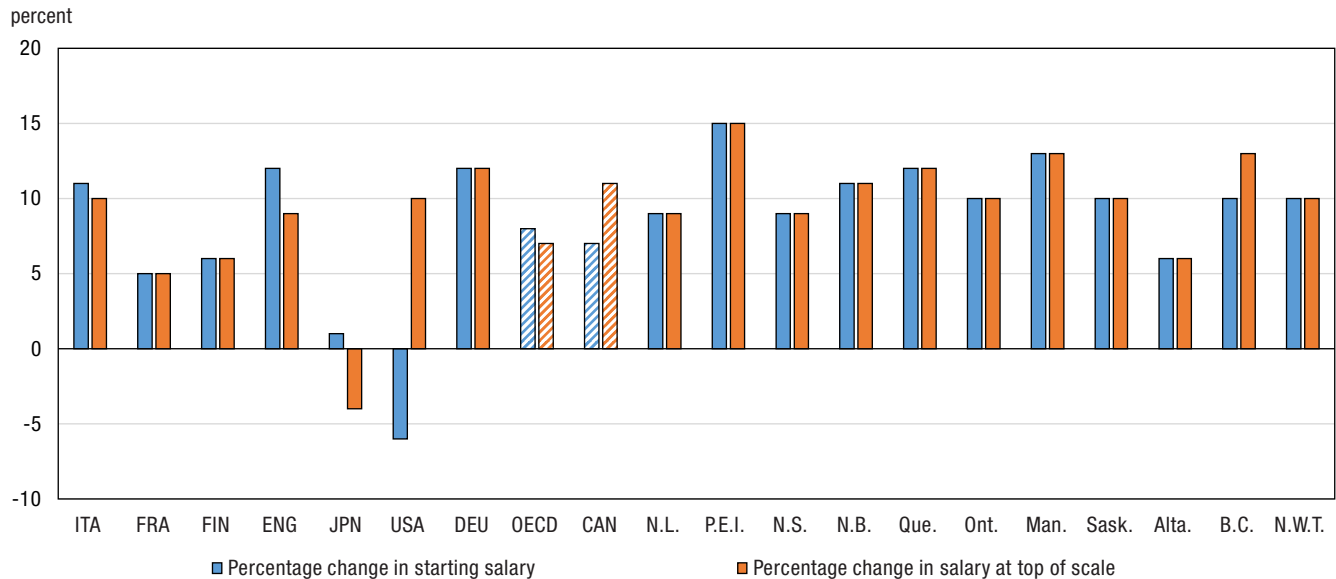
**Sources:** Table C.3.2 and *Education at a Glance 2020: OECD Indicators*.

- In 2018/2019, teachers in Canada reach their top of scale salary (US\$70,698) at 11 years.
- Newfoundland teachers took the least amount of time to reach their top of scale salary (US\$70,932) at 8 years. Quebec teachers took the most amount of time (15 years) to reach their top of scale salary (US\$62,228).
- 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).
- Canada is ranked 10<sup>th</sup> in the list of top 10 countries with the highest top of scale salary at the lower secondary level, however Canada ranked 7<sup>th</sup> for starting salaries. Luxembourg, being ranked highest in the list of 10 countries for top of scale salary, also has the highest starting salary (US\$79,667) within this group of countries.
- Canada and the United States have similar top of scale and starting salaries. Canada's top of scale salary is US\$30,193 more than its starting salary, while the United States' top of scale salary is US\$32,850 more.

## Percentage change in 2018 and 2014 salaries

Chart C.3.3

Percentage change for starting salary and top of scale salary from 2014/2015 to 2018/2019, full-time teachers in lower secondary institutions, with typical level of training, OECD, G7 countries, Canada, provinces and territories



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

**Sources:** Table C.3.2 and *Education at a Glance 2020: OECD Indicators*.

- In Canada, teacher salaries in all provinces and territories increased from 2014 to 2018 in constant dollars for both starting salary and top of scale salary.
- The Canadian average starting salary increased by 7.4% while the OECD average grew by 8.4%. Conversely, the Canadian average top of scale salary rose more quickly than the OECD, 11.2% versus 7.2%.
- Both starting and top of scale salaries in Prince Edward Island from 2014 to 2018 increased the most across Canada (14.8%). While these salaries in Alberta increased the least (6.3%).
- Germany saw the highest percentage change in starting salary and top of scale, with 12.2% and 11.8% respectively.

## Definitions, sources and methodology

The data on annual statutory teachers' salaries were derived from the 2019 joint Eurydice-OECD salaries of teachers and school heads data collection survey and reflect the 2018/2019 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 2018/2019 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.<sup>2</sup>

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 methodology for calculating the Canada-level response for quantitative indicators uses two criteria to determine whether there is enough consensus to provide this response:

- 1) At least seven (50%) provinces and territories provide a response, and
- 2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

If the two criteria above are met, the Canada-level average is weighted by the number of full-time student enrolments (from combined elementary, lower secondary and upper secondary levels) for all jurisdictions who submitted figures for the 2019 joint Eurydice-OECD salaries of teachers and school heads data collection survey. Salaries have also been converted to US dollars (Table C.3.2) using the purchasing power parity (PPP)<sup>3</sup> 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.

To compare 2018/2019 teacher salaries to 2014/2015 salaries, adjustments were made using the Consumer Price Index. 2018/2019 salaries were deflated using the indexes provided for Canada and each province and territory for 2014 and 2018.

**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. 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<sup>1</sup> in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2018/2019

	ISCED 1 (Primary education)					Ratio of salary at top of scale to starting salary	
	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			
	Canadian dollars					ratio	
<b>Canada<sup>2</sup></b>	<b>52,669</b>	<b>88,960</b>	<b>91,930</b>	<b>91,930</b>	<b>1.75</b>		
Newfoundland and Labrador	53,755	92,234	92,234	92,234	1.72		
Prince Edward Island	54,435	88,106	88,106	88,106	1.62		
Nova Scotia	53,011	84,405	84,405	84,405	1.59		
New Brunswick	52,317	77,837	80,672	80,672	1.54		
Quebec	44,993	65,712	80,917	80,917	1.80		
Ontario	53,606	98,936	98,936	98,936	1.85		
Manitoba	58,804	90,826	90,826	90,826	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	50,300	87,900	87,900	87,900	1.75		
Yukon	..	..	..	..	..	..	
Northwest Territories	79,386	109,304	113,002	113,002	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
<b>Canada<sup>2</sup></b>	<b>52,669</b>	<b>88,960</b>	<b>91,930</b>	<b>91,930</b>	<b>1.75</b>	<b>11</b>	
Newfoundland and Labrador	53,755	92,234	92,234	92,234	1.72	8	
Prince Edward Island	54,435	88,106	88,106	88,106	1.62	10	
Nova Scotia	53,011	84,405	84,405	84,405	1.59	9	
New Brunswick	52,317	77,837	80,672	80,672	1.54	11	
Quebec	44,993	65,712	80,917	80,917	1.80	15	
Ontario	53,606	98,936	98,936	98,936	1.85	10	
Manitoba	58,804	90,826	90,826	90,826	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	50,300	87,900	87,900	87,900	1.75	11	
Yukon	..	..	..	..	..	..	
Northwest Territories	79,386	109,304	113,002	113,002	1.42	11	
Nunavut	..	..	..	..	..	..	

Table C.3.1

Annual statutory teachers' salaries<sup>1</sup> 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				
<b>Canada<sup>2</sup></b>	<b>52,669</b>	<b>88,960</b>	<b>91,930</b>	<b>91,930</b>	<b>1.75</b>
Newfoundland and Labrador	53,755	92,234	92,234	92,234	1.72
Prince Edward Island	54,435	88,106	88,106	88,106	1.62
Nova Scotia	53,011	84,405	84,405	84,405	1.59
New Brunswick	52,317	77,837	80,672	80,672	1.54
Quebec	44,993	65,712	80,917	80,917	1.80
Ontario	53,606	98,936	98,936	98,936	1.85
Manitoba	58,804	90,826	90,826	90,826	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	50,300	87,900	87,900	87,900	1.75
Yukon	..	..	..	..	..
Northwest Territories	79,386	109,304	113,002	113,002	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 2018-2019 salary scales in collective agreements.

2. Canada figures are weighted averages based on the number of full-time students enrolments, and reflect public institutions in submitting jurisdictions, as reported in the 2017/2018 Elementary-Secondary Education Survey (ESES). Yukon and Nunavut did not submit data and are not included in the Canadian average.

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES) 2019 Survey on Teacher's Salaries and Working Time.

Table C.3.2

Annual statutory teachers' salaries<sup>1</sup> in public institutions, by level of education taught and teaching experience, US dollars, OECD, Canada, provinces and territories, 2018/2019

	ISCED 1 (Primary education)					Ratio of salary at top of scale to starting salary	
	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			
	US dollars				ratio		
<b>OECD average<sup>2</sup></b>	<b>33,914</b>	<b>43,738</b>	<b>46,801</b>	<b>56,513</b>		<b>1.67</b>	
<b>Canada<sup>3</sup></b>	<b>40,504</b>	<b>68,414</b>	<b>70,698</b>	<b>70,698</b>		<b>1.75</b>	
Newfoundland and Labrador	41,340	70,932	70,932	70,932		1.72	
Prince Edward Island	41,863	67,757	67,757	67,757		1.62	
Nova Scotia	40,768	64,911	64,911	64,911		1.59	
New Brunswick	40,234	59,860	62,040	62,040		1.54	
Quebec	34,601	50,535	62,228	62,228		1.80	
Ontario	41,225	76,086	76,086	76,086		1.85	
Manitoba	45,223	69,849	69,849	69,849		1.54	
Saskatchewan	42,662	66,057	66,057	66,057		1.55	
Alberta	45,749	72,369	72,369	72,369		1.58	
British Columbia	38,683	67,599	67,599	67,599		1.75	
Yukon	..	..	..	..		..	
Northwest Territories	61,051	84,059	86,903	86,903		1.42	
Nunavut	..	..	..	..		..	
	ISCED 2 (Lower secondary education)					Ratio of salary at top of scale to starting salary	Years from starting to top salary (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			
	US dollars				ratio		
<b>OECD average<sup>2</sup></b>	<b>35,073</b>	<b>45,684</b>	<b>48,562</b>	<b>59,161</b>		<b>1.69</b>	<b>26</b>
<b>Canada<sup>3</sup></b>	<b>40,504</b>	<b>68,414</b>	<b>70,698</b>	<b>70,698</b>		<b>1.75</b>	<b>11</b>
Newfoundland and Labrador	41,340	70,932	70,932	70,932	1.72		8
Prince Edward Island	41,863	67,757	67,757	67,757	1.62		10
Nova Scotia	40,768	64,911	64,911	64,911	1.59		9
New Brunswick	40,234	59,860	62,040	62,040	1.54		11
Quebec	34,601	50,535	62,228	62,228	1.80		15
Ontario	41,225	76,086	76,086	76,086	1.85		10
Manitoba	45,223	69,849	69,849	69,849	1.54		10
Saskatchewan	42,662	66,057	66,057	66,057	1.55		10
Alberta	45,749	72,369	72,369	72,369	1.58		10
British Columbia	38,683	67,599	67,599	67,599	1.75		11
Yukon	..	..	..	..	..		..
Northwest Territories	61,051	84,059	86,903	86,903	1.42		11
Nunavut	..	..	..	..	..		..

Table C.3.2

Annual statutory teachers' salaries<sup>1</sup> in public institutions, by level of education taught and teaching experience, US dollars, OECD, Canada, provinces and territories, 2018/2019

	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 <sup>2</sup>	36,772	48,187	50,701	61,722	1.68
Canada <sup>3</sup>	40,504	68,414	70,698	70,698	1.75
Newfoundland and Labrador	41,340	70,932	70,932	70,932	1.72
Prince Edward Island	41,863	67,757	67,757	67,757	1.62
Nova Scotia	40,768	64,911	64,911	64,911	1.59
New Brunswick	40,234	59,860	62,040	62,040	1.54
Quebec	34,601	50,535	62,228	62,228	1.80
Ontario	41,225	76,086	76,086	76,086	1.85
Manitoba	45,223	69,849	69,849	69,849	1.54
Saskatchewan	42,662	66,057	66,057	66,057	1.55
Alberta	45,749	72,369	72,369	72,369	1.58
British Columbia	38,683	67,599	67,599	67,599	1.75
Yukon	..	..	..	..	..
Northwest Territories	61,051	84,059	86,903	86,903	1.42
Nunavut	..	..	..	..	..

.. not available for a specific reference period

1. The annual statutory salaries are based on 2018/2019 salary scales in collective agreements. Salaries have been converted to US dollars using the 2019 purchasing power parity (PPP) for private consumption for Canada from the Organisation for Economic Co-operation and Development (OECD) National Accounts database (accessed July 14, 2020). 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 2020: OECD Indicators*, Table D3.1, Teachers' statutory salaries, based on the most prevalent qualifications, at different points in teachers' careers (2019). The OECD data can be found at Education at a Glance Database 2020 (accessed on September 10, 2020).

3. Canada figures are weighted averages based on the number of full-time students enrolments, and reflect public institutions in submitting jurisdictions, as reported in the 2017/2018 Elementary-Secondary Education Survey (ESES). Yukon and Nunavut did not submit data and are not included in the Canadian average.

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), 2019 Survey on Teacher's Salaries and Working Time.

# Chapter D

## Sustainable Developmental Goals (SDG) 4: Quality Education

**D1**

### Online learning across Canada: Preparedness of students, teachers, and schools

#### Context

This chapter responds to Sustainable Development Goal 4 (SDG-4) for education, which is part of the UNESCO 2030 Agenda for Sustainable Development adopted on September 25, 2015, by the United Nations General Assembly. SDG-4 is one 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.<sup>1</sup> This analysis focuses on Target 4.4 Skills for Work (“by 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”)<sup>2</sup> and contributes to Canada’s efforts towards one of the three Target 4.4 indicators<sup>3</sup>:

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”.

- 4.4.1: Proportion of youth and adults with information and communications technology (ICT) skills, by type of skills<sup>4</sup>

This chapter also presents information that may provide timely insights by exploring how well Canadian students, teachers, and schools are prepared for and engaged in online learning in terms of both access and skills using data from two recent international large-scale assessments: the Programme for International Student Assessment (PISA) 2018 and the Progress in International Reading Literacy Study (PIRLS) 2016. These indicators, which provide insight into the ability of students to study and continue their schooling from home during school closures, are particularly relevant in light of the COVID-19 pandemic beginning in March 2020.

1. For more information on SDG-4, see “[Sustainable Development Goal 4 and its targets](#)”

2. For more information on Target 4.4, see “[Skills for work – Target 4.4](#)”

3. For more information on Target 4.4 indicators, see “[Target 4.4 – Technical and vocational skills](#)”

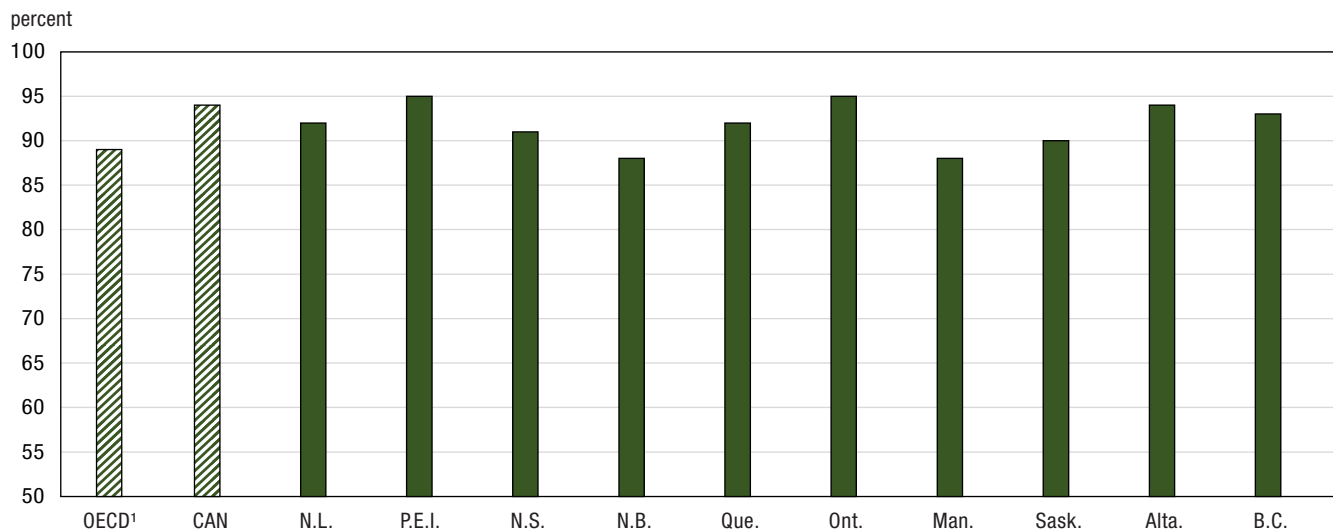
4. For more information on indicator 4.4.1, see “[Metadata – Indicator 4.4.1](#)”

## Students' access to online learning from home

Having access to a computer and other electronic devices (tablet, etc.) at home is one of the fundamental requirements for online learning. Knowing how or how often students use those devices at home for their school work can also provide insights on their behaviours and attitudes towards online learning.

**Chart D.1.1**

**Percentage of 15-year-old students who reported having access to a computer at home they can use for school work, OECD, Canada, provinces, 2018**



1. The OECD average includes scores from the list of OECD member countries as of April 2020.

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

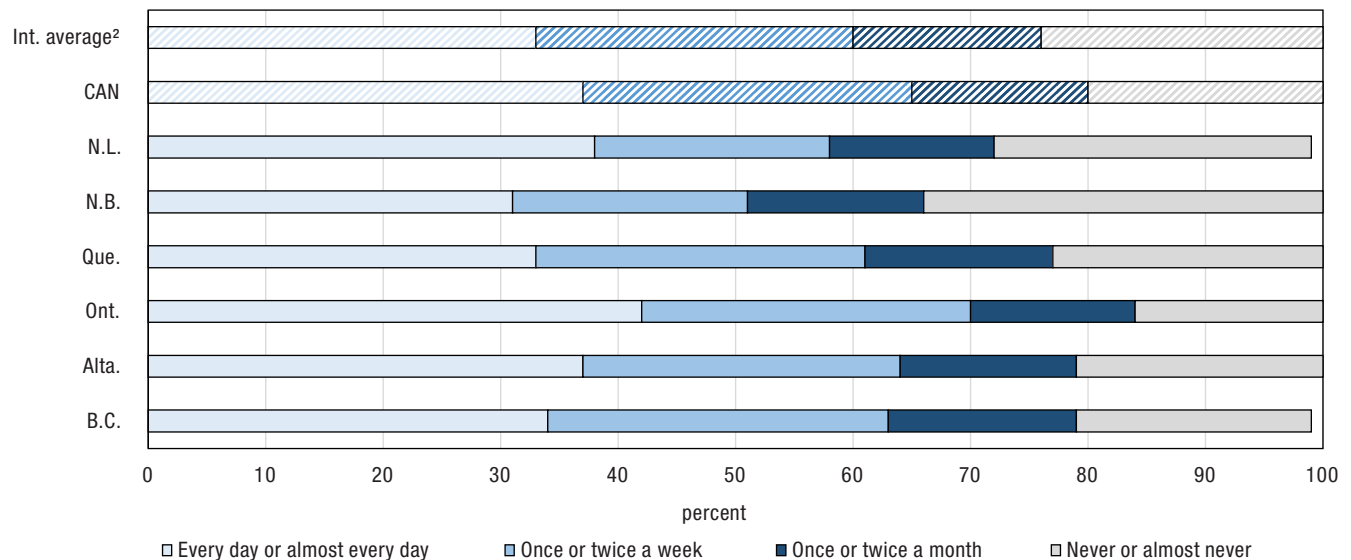
**Source:** Programme for International Student Assessment (PISA), 2018.

- In 2018, more than 9 out of 10 Canadian 15-year-old students reported having access to a computer at home that they can use for school work. The trend was similar across provinces, except in New Brunswick, Manitoba, and Saskatchewan where it was slightly lower than 90%. In Ontario, more than 95% of students reported having access to a computer at home.
- Canadian students from the most socioeconomically disadvantaged schools<sup>5</sup> are less likely to have access to a computer they can use at home. In 2018, 88% of students from socioeconomically disadvantaged schools reported having access to a computer at home, compared to 98% of students from socioeconomically advantaged schools.
- Although the share of Canadian students who reported having access to a computer at home that could be used for school work was higher than the OECD average, the total share decreased by 3 percentage points from 2006 to 2018. This downward trend varied between provinces for this specific time period, with the largest decrease by almost 8 points in Manitoba, and the lowest decrease in British Columbia by 2 percentage points. This decline should be interpreted with caution, in light of changes in technology, increased affordability and the use of computers over this period.

5. A socioeconomically disadvantaged (advantaged) school is a school whose socioeconomic profile (i.e. the average socio-economic status of the students in the school) is in the bottom (top) quarter of the PISA index of economic, social, and cultural status amongst all schools within Canada/province.

Chart D.1.2

Percentage of Grade 4 students<sup>1</sup> who reported using a computer or a tablet at home for school work, by frequency, international average, Canada, provinces, 2016



1. Grade 4 students are typically aged 9-10 years old.

2. This average includes all 50 countries who participated in PIRLS 2016. More details are available here: <https://cmec.ca/Publications/Lists/Publications/Attachments/385/PIRLS2016-Report-EN.pdf>.

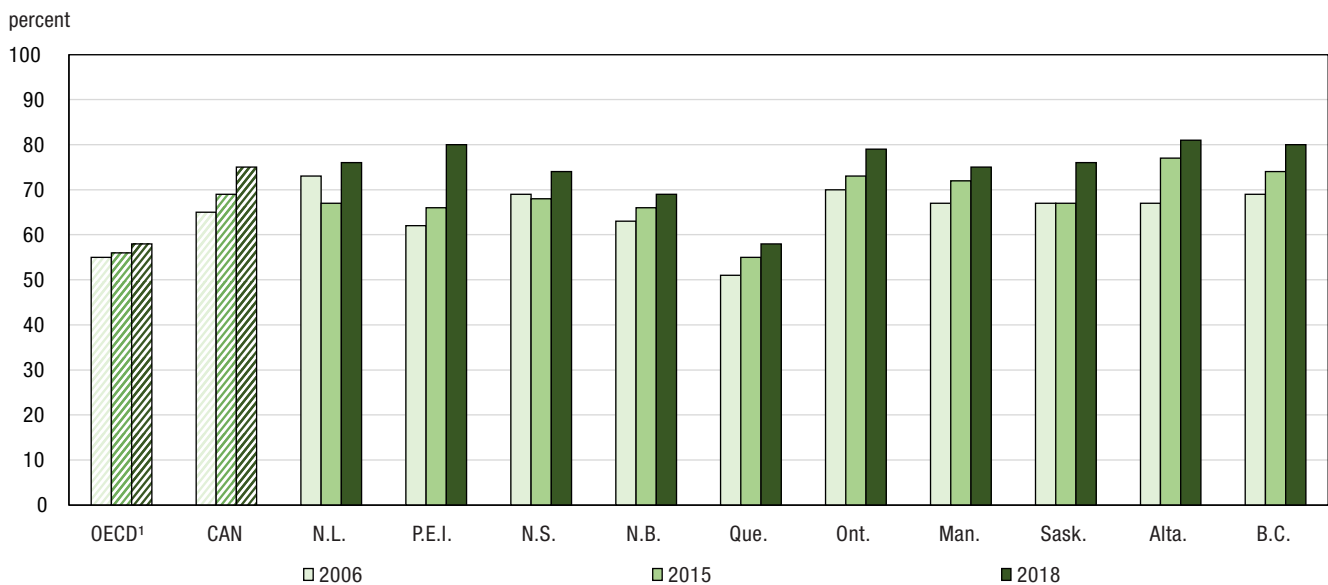
**Note:** The bars representing Canada and the International average are filled with a diagonal line pattern to make them easier to find.

**Source:** Progress in International Reading Literacy Study (PIRLS), 2016.

- In Canada, 37% of Grade 4 students reported using a computer or a tablet at home for school work every day or almost every day. In contrast, 1 out of 5 students reported never or almost never using a computer or a tablet at home for school work.
- These trends varied among participating provinces. For instance, the proportion of Grade 4 students who reported never or almost never using a computer or a tablet at home for school work in New Brunswick was more than double that in Ontario (34% compared to 16%). The difference between the lowest and highest percentages of Grade 4 students using a computer or a tablet every day or almost every day was not as large, although the range was again between Ontario (42%) and New Brunswick (31%).
- A higher proportion of Canadian students reported using a computer or a tablet at home for school work every day or almost every day than the international average (by 4 percentage points).

Chart D.1.3

Percentage of 15-year-old students who reported having access to educational software at home, OECD, Canada, provinces, 2006, 2015, 2018



1. The OECD averages for 2006, 2015, and 2018 all include scores from the list of OECD member countries as of April 2020.

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

**Sources:** Programme for International Student Assessment (PISA), 2006, 2015, 2018.

- Having access to educational software<sup>6</sup> at home can help students by fostering their digital competencies. In Canada, more than three-quarters of 15-year-old students reported having access to educational software in 2018. This proportion has increased by 10 percentage points since 2006.
- In 2018, the percentage of 15-year-old students across OECD countries who reported having access to educational software was on average 16 percentage points lower than in Canada and had only increased by 4 percentage points since 2006, from 55% to slightly more than 58%.
- Across provinces, in 2018, this proportion ranged from 58% in Quebec to more than 80% in Alberta and in British Columbia.
- The percentage of 15-year-old students who reported having access to educational software has increased in all provinces over time, except in Newfoundland and Labrador. Between 2006 and 2018, it increased by more than 10 percentage points in British Columbia, Alberta, and Prince Edward Island. Newfoundland and Labrador was the only province that showed a marked decrease of 6 percentage points, between 2006 and 2015.

## Students' digital skills for effective online learning

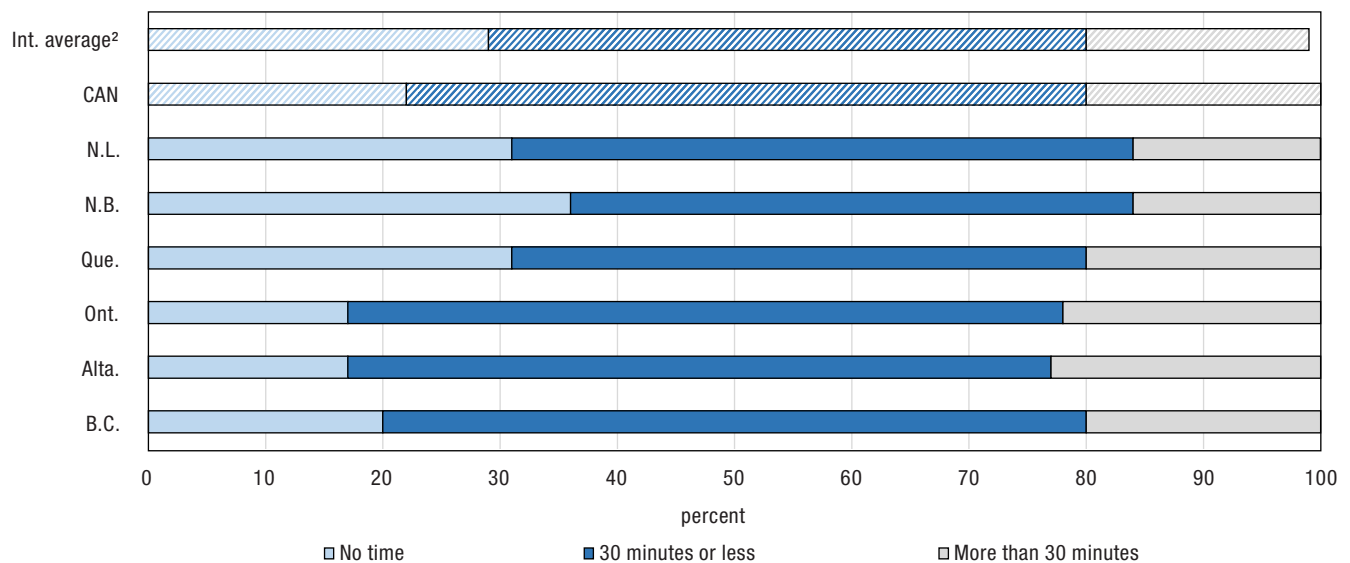
While Canadian students are still in the early years of their education in Grade 4, many students have already begun learning computer skills such as finding and reading information online. Knowing which digital skills are taught to students and by whom could help indicate the degree to which schools are fostering the development of these skills and what kind of preparation students are receiving for their further studies.

6. Defined as 'any computer software that may be used to help with studies for school'. It is important to mention that this note was not visible to students while responding to the PISA questionnaire.



Chart D.1.4

Percentage of Grade 4 students<sup>1</sup> who reported using a computer or tablet for finding and reading information for their school work on a normal school day, by duration, international average, Canada, provinces, 2016



1. Grade 4 students are typically aged 9-10 years old.

2. This average includes all 50 countries who participated in PIRLS 2016. More details are available here: <https://cmec.ca/Publications/Lists/Publications/Attachments/385/PIRLS2016-Report-EN.pdf>.

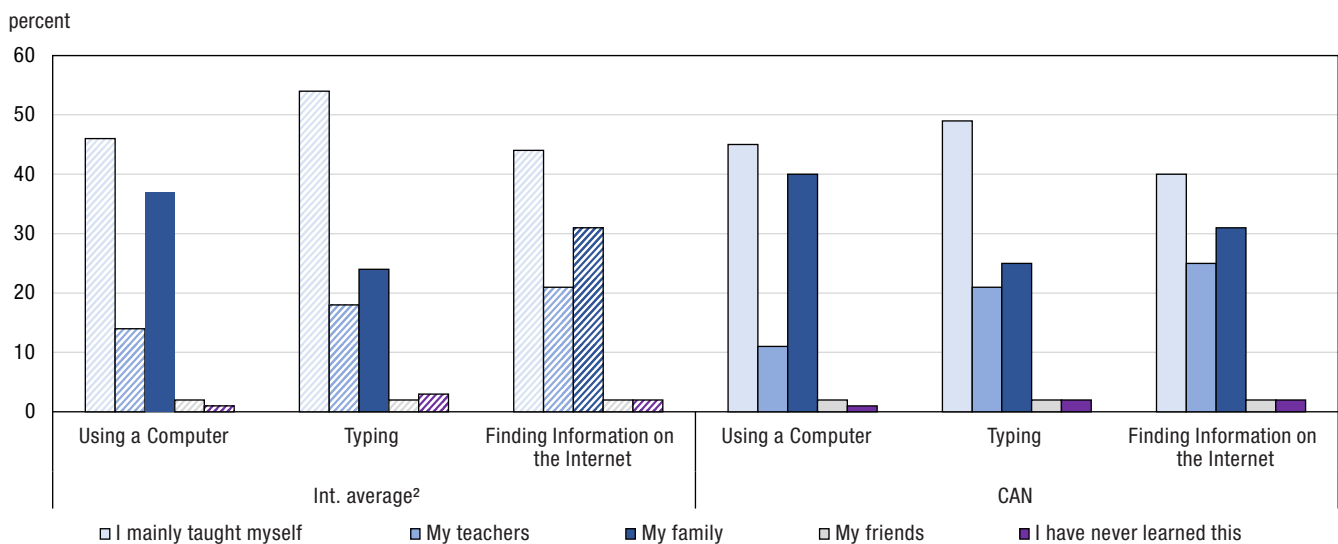
**Note:** The bars representing Canada and the International average are filled with a diagonal line pattern to make them easier to find.

**Source:** Progress in International Reading Literacy Study (PIRLS), 2016.

- In Canada, 78% of Grade 4 students reported spending more time using a computer or a tablet for finding and reading information for their school work than the international average (71%).
- The percentage of Grade 4 Canadian students that reported spending no time using a computer or a tablet for finding and reading information for their school work was 22%, 7 percentage points lower than the international average. Across participating provinces, this percentage varied significantly, from 17% in Ontario and Alberta to 36% in New Brunswick.

Chart D.1.5

Percentage of Grade 4 students<sup>1</sup> who reported having been taught digital skills, by skill and learning method, international average, Canada, 2016



1. Grade 4 students are typically aged 9-10 years old.

2. This average includes all 14 countries who participated in ePIRLS 2016. More details are available here: <https://cmec.ca/Publications/Lists/Publications/Attachments/385/PIRLS2016-Report-EN.pdf>.

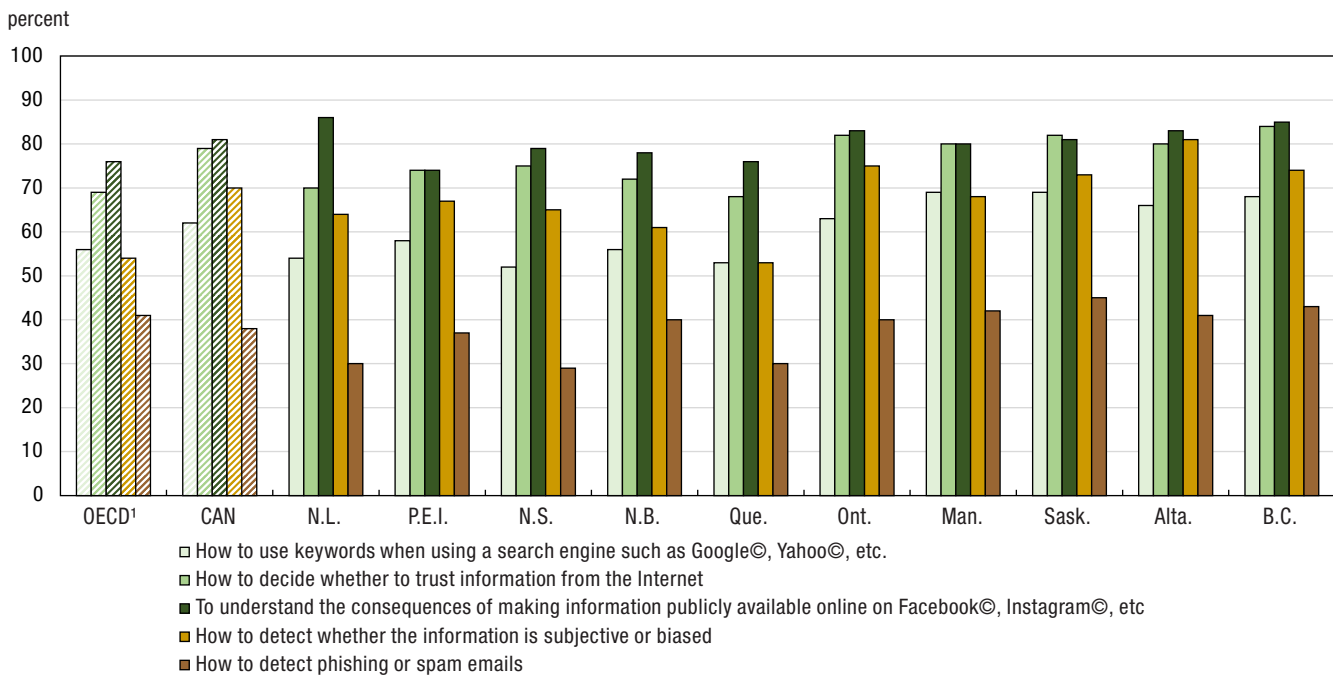
**Note:** The bars representing the International average are filled with a diagonal line pattern to make them easier to find.

**Source:** Progress in International Reading Literacy Study (PIRLS), 2016.

- In Canada, more than 40% of students reported that using a computer, typing, and finding information on the Internet was self-taught. Students' families were reported as the second most common source of teaching, followed by their teachers. Grade 4 student responses were similar across participating countries.
- In Canada, up to a quarter of Grade 4 students reported that their teachers taught them those skills. This proportion varied depending on the skill. While 25 and 21% of students reported that their teachers taught them how to find information on the Internet and how to type, respectively, only 11% of students reported that their teachers taught them how to use a computer.
- The percentage of Grade 4 students who reported that their teachers taught them how to use a computer was slightly higher among participating countries than in Canada (by 3 percentage points). However, for the other two digital skills, the percentage of students was a little higher in Canada than the international average (by 3 percentage points for typing, and by 4 percentage points for finding information on the Internet).

Chart D.1.6

Percentage of 15-year-old students who reported having been taught digital literacy and well-being, by skill, OECD, Canada, provinces, 2018



1. The OECD average includes scores from the list of OECD member countries as of April 2020.

**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), 2018.

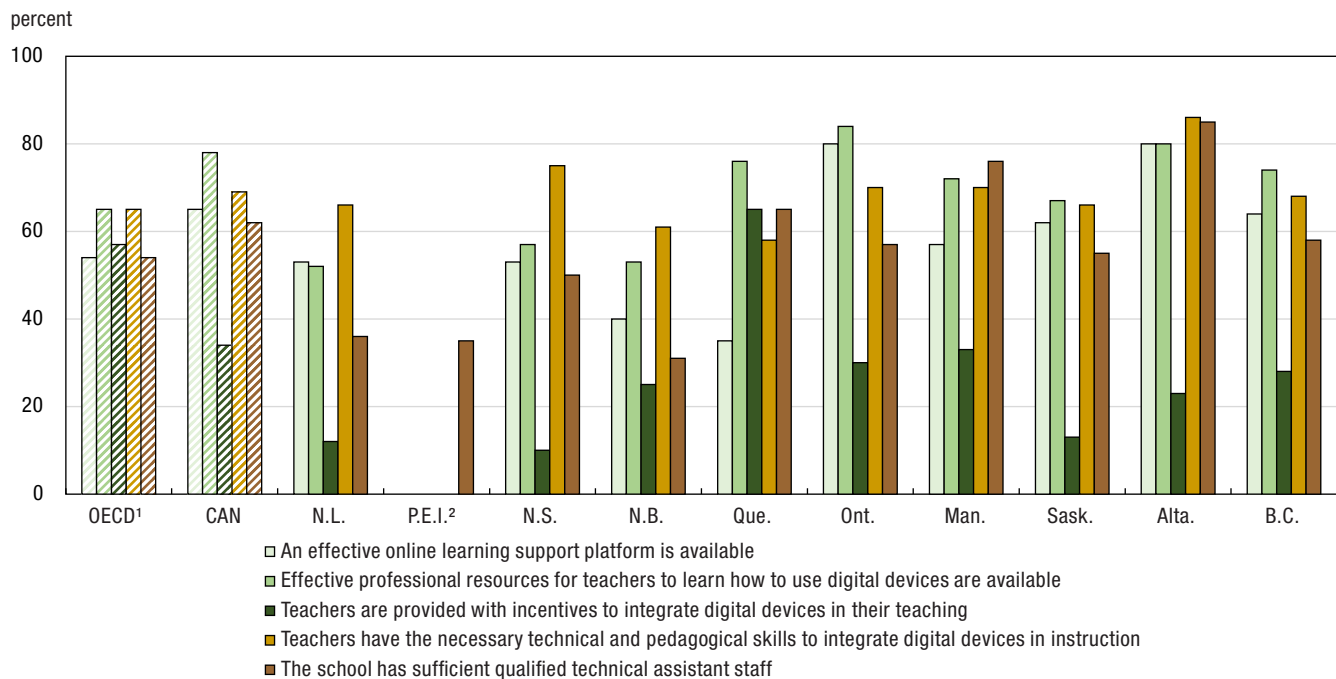
- To ensure that students can develop their digital skills in a secure environment, teaching online safety and well-being is as important as fostering computational thinking. In Canada, 70% or more of 15-year-old students reported having been taught how to detect whether information is subjective or biased, how to decide whether to trust information from the Internet, and how to understand the consequences of making information publicly available online on Facebook®, Instagram®, etc. While, only 4 in 10 students were taught how to detect phishing or spam emails making this the skill least likely to be taught, similar to that of the OECD.
- A larger proportion of Canadian students reported having been taught digital literacy and well-being compared to the OECD average, except for how to detect phishing or spam emails.
- Compared to the other provinces, the percentage of 15-year-old students who reported having been taught digital literacy and well-being was among the highest in British Columbia, which ranked in the top 3 for all of the five skills. In contrast, this proportion of students was the lowest in Quebec, which ranked in the bottom 3 for all five skills.

## Building school and system capacity for online learning

- One aspect of a school's ability to support the development of students' skills and confidence towards the use of digital devices is by providing the student with access to a computer (or a tablet) in the classroom. This also enables educators to integrate digital technologies into their teaching and learning approaches. Access to a computer (or a tablet) in class may also help to address issues around digital equity for students with limited or no home access.
- Through the School Questionnaire, PISA 2018 asked principals to assess their school's capacity to enhance learning and teaching using digital devices. This assessment of schools' capacities to provide an effective online learning environment and to help students develop digital skills is especially insightful given the recent school closures due to COVID-19.

Chart D.1.7

Percentage of principals who agreed about their school's capacity to enhance learning and teaching using digital devices, by capacity, OECD, Canada, provinces, 2018



1. The OECD average includes scores from the list of OECD member countries as of April 2020.

2. Some data for Prince Edward Island cannot be published due to the small sample size.

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

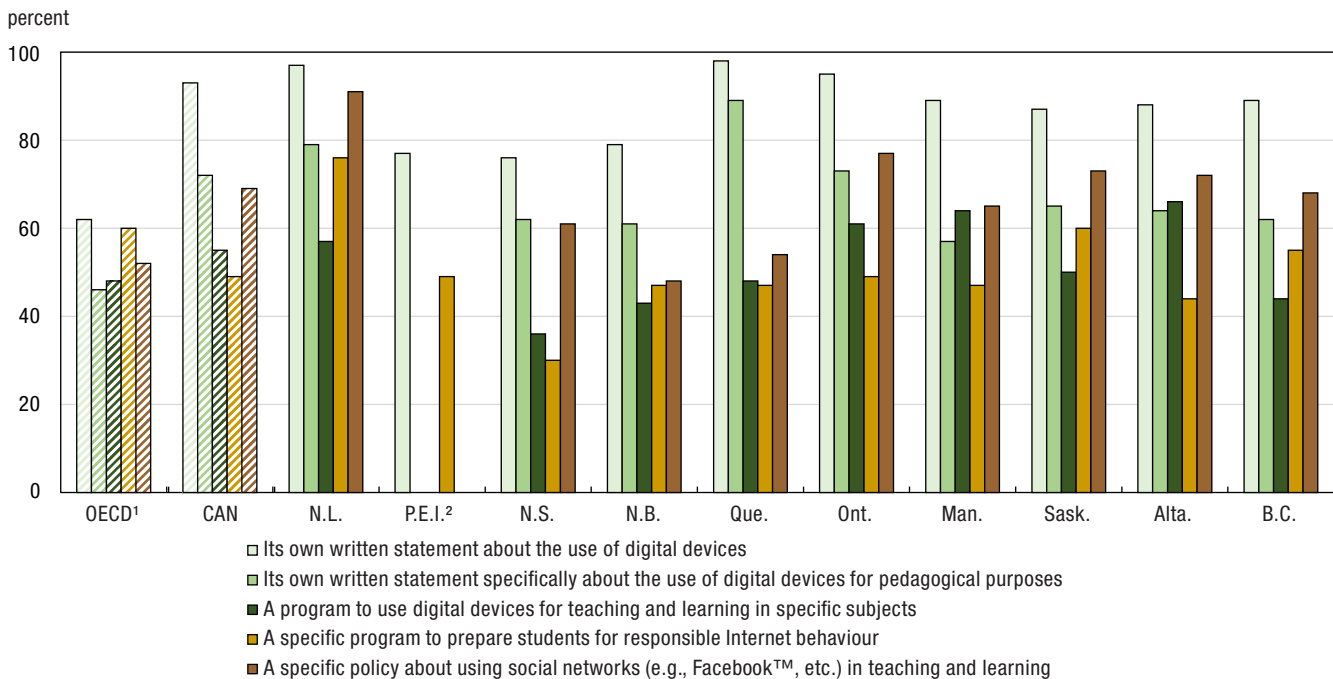
**Source:** Programme for International Student Assessment (PISA), 2018.

- In Canada, at least 60% of 15-year-old students were enrolled in schools that, in the opinion of their principals, had a sufficient number of qualified technical assistant staff, teachers with the necessary technical and pedagogical skills to integrate digital devices in instruction, an effective online learning support platform, and effective professional resources for teachers to learn how to use digital devices.
- Canadian schools' capacity to enhance learning and teaching using digital devices, as reported by school principals, was similar to or higher than the average across OECD countries for all capacities with the exception of the percentage of schools where teachers were provided with incentives to integrate digital devices.
- In Alberta, about 8 out of 10 students were enrolled in schools whose principal agreed with all of the reported capacities, with the exception of whether teachers were provided with incentives to integrate digital devices in their teaching.

- Across Canada, the difference in the proportion of students enrolled in schools where teachers were provided with incentives to integrate digital devices into their teaching ranged from 10% in Nova Scotia to 65% in Quebec. This was the largest range among the different capacities assessed.
- Variations exist between socioeconomically advantaged and disadvantaged Canadian schools. However, the differences were only statistically significant in favour of socioeconomically advantaged schools for the question of whether teachers had the necessary technical and pedagogical skills to integrate digital devices in instruction and whether an effective online learning support platform was available in the school.

### Chart D.1.8

#### Percentage of schools that have policies and programs around digital devices and Internet use, by policy and program, OECD, Canada, provinces, 2018



1. The OECD average includes scores from the list of OECD member countries as of April 2020.

2. Some data for Prince Edward Island cannot be published due to the small sample size.

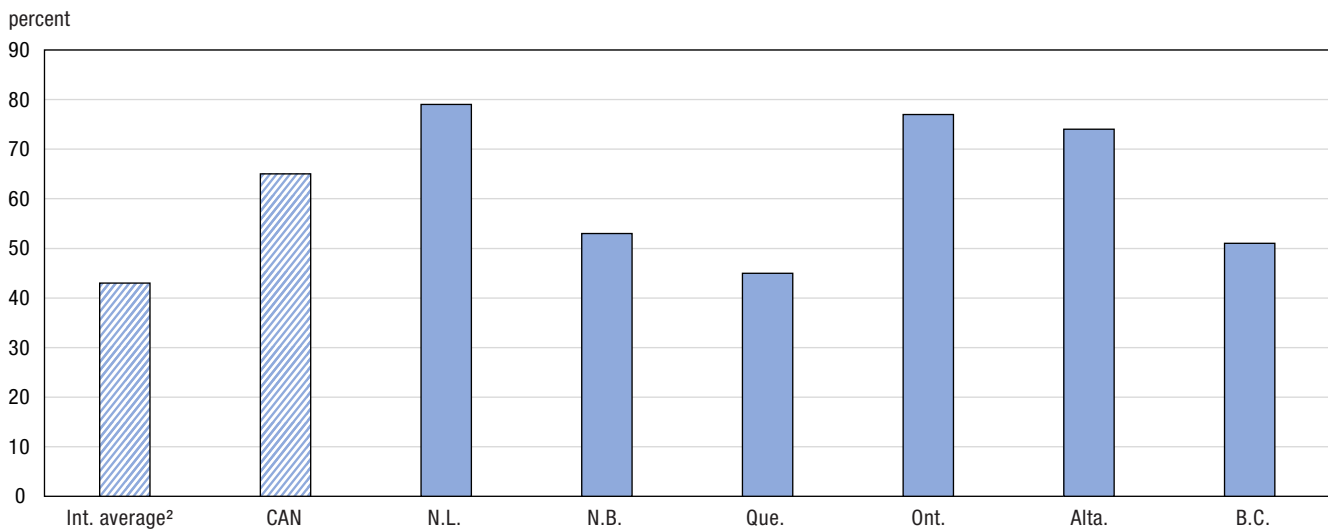
**Note:** The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

**Source:** Programme for International Student Assessment (PISA), 2018.

- In Canada, by far the most common policy or program was that schools had their own written statements about the use of digital devices (more than 9 out of 10 15-year-old students in schools whose principal self-reported such characteristics). Schools having their own written statements specifically about the use of digital devices for pedagogical purposes and schools having a specific policy about using social networks (e.g., Facebook™, etc.) in teaching and learning were also common practices (covering 72 and 69% of students respectively).
- The percentage of students attending schools with policies and programs around digital devices and Internet use was generally higher in Canada than the average across OECD countries, although there was a smaller percentage of Canadian students who attended schools that had a specific program to prepare students for responsible Internet behaviour.

Chart D.1.9

Percentage of Grade 4<sup>1</sup> teachers who reported that students have computers (including tablets) available to use for their reading lessons in their class, international average, Canada, provinces, 2016



1. Grade 4 students are typically aged 9–10 years old.

2. This average includes all 50 countries who participated in PIRLS 2016. More details are available here: <https://cmec.ca/Publications/Lists/Publications/Attachments/385/PIRLS2016-Report-EN.pdf>.

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

**Source:** Progress in International Reading Literacy Study (PIRLS), 2016.

- As reported by Grade 4 teachers, in Canada, the percentage of students having computers (including tablets) available to use for their reading lessons in their class was about 65%, which was 21 percentage points higher than the average percentage across participating countries.
- The proportion of Grade 4 teachers who reported that they had computers (including tablets) available to students for their reading lessons in their class varied between provinces. It ranged from 45% in Quebec to almost 80% in Newfoundland and Labrador

## Building school and system capacity for distance learning in the Territories

### Northwest Territories:

The Government of the Northwest Territories has developed a distance learning program called Northern Distance Learning (NDL), to provide equitable access to high school courses that are needed for entrance to postsecondary education. In the past, offering a wide-range of academic classes at small, rural community schools was difficult. The trend was to teach multiple courses in a single high school classroom or offer some courses on a rotating schedule. Now with NDL, videoconferencing, in combination with an array of other tools, is used to teach a single course online for classes of up to 20 students across multiple communities. Teachers and students interact and collaborate through a virtual private network and learning management system. The program allows students to stay in their home communities, meet graduation requirements, and prepare to enter postsecondary programs directly from high school.

### Nunavut:

In Nunavut, the Department of Education offers distance education courses through the Alberta Distance Learning Centre, the Alberta-based Centre Francophone d'Éducation à Distance, and other approved distance education providers that have met the Ministerial curriculum requirements. Distance learning increases opportunities for students by providing courses or programs which cannot be offered locally due to a lack of resources or insufficient student numbers. During the COVID-19 related school closures, the Department of Education has also developed a learn-at-home website, [Angirrami.com](https://angirrami.com/)<sup>7</sup> that provides free access to educational resources to help children and youth continue learning in the Inuit languages. The website's resources include downloadable books, ebooks, audiobooks, songs, videos, and more. It also provides links to other online educational resources on subjects such as science, math, history, and social studies.

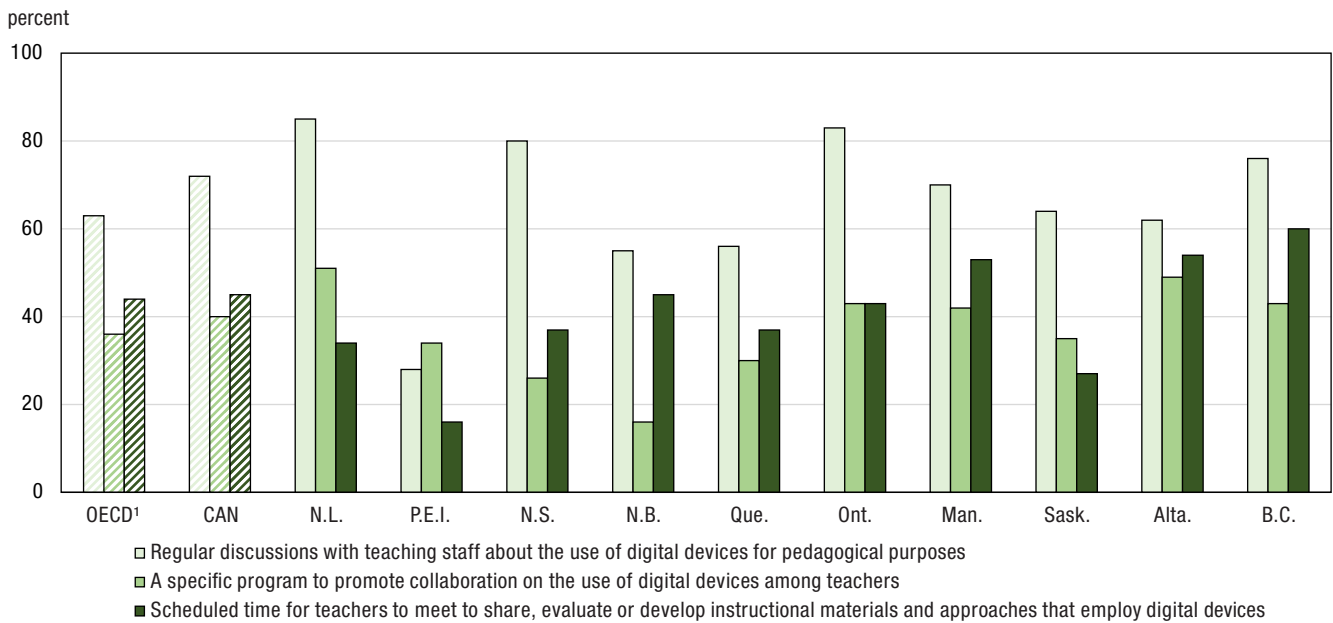
## Support for teachers providing online learning

Schools may provide support for teachers providing online learnings in a number of ways such as policies and practices that encourage digital teaching and learning. In addition, teachers need support and guidance to efficiently implement programs and policies around the use of digital devices, as well as to provide effective instruction using ICT in the classroom.

7. See <https://angirrami.com/>.

Chart D.1.10

Percentage of schools that have policies and practices to encourage teacher collaboration around digital devices, by policy and program, OECD, Canada, provinces, 2018



1. The OECD average includes scores from the list of OECD member countries as of April 2020.

**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), 2018.

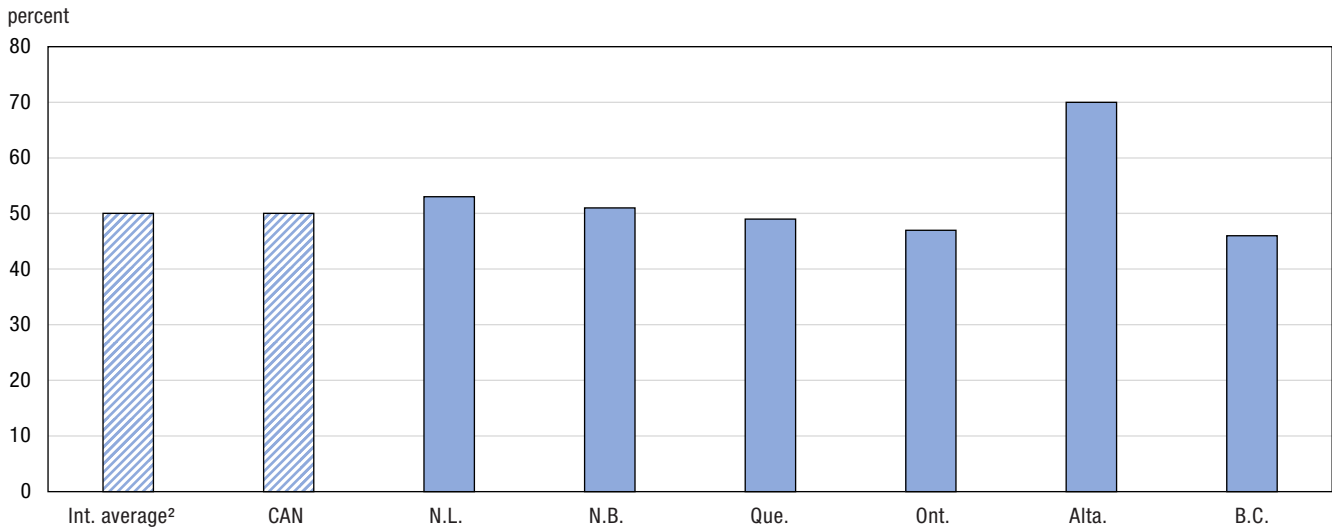
- Having regular discussions with teaching staff about the use of digital devices for pedagogical purposes is a popular practice in Canadian schools. PISA 2018 data shows that 72% of 15-year-old students attended schools that adopted this practice, almost 10 percentage points higher than the OECD average.



- In contrast, the proportion of 15-year-old Canadian students in schools that adopted a specific program to promote collaboration on the use of digital devices among teachers was 40% (Newfoundland and Labrador was the only province where that percentage was higher than 50%). For the practice of having scheduled time set aside, that percentage was 45%, ranging from 16% in Prince Edward Island to 60% in British Columbia.

Chart D.1.11

Percentage of Grade 4<sup>1</sup> teachers who reported that lack of support for using information technology is not a limit to how they teach their class, international average, Canada, provinces, 2016



1. Grade 4 students are typically aged 9-10 years old.

2. This average includes all 50 countries who participated in PIRLS 2016. More details are available here: <https://cmec.ca/Publications/Lists/Publications/Attachments/385/PIRLS2016-Report-EN.pdf>.

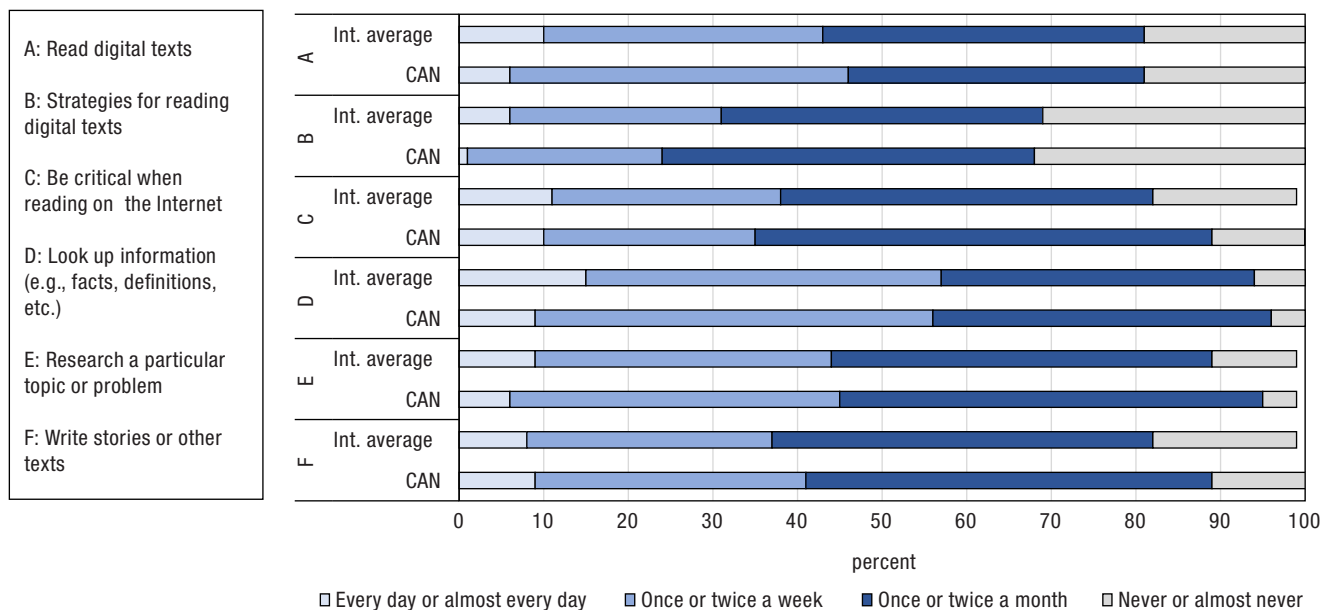
**Note:** The bars representing Canada and the International average are filled with a diagonal line pattern to make them easier to find.

**Source:** Progress in International Reading Literacy Study (PIRLS), 2016.

- In Canada, about half of Grade 4 students were taught by teachers who reported that the lack of support using ICT was not at all a limit to how they teach their class. This proportion was the same as the average calculated among participating countries.
- Similarly, across provinces, the share of Grade 4 students whose teachers reported that the lack of support using ICT was not at all a limit to their instruction ranged from 46% to 53% among the participating provinces except in Alberta, where this percentage was higher at almost 70%.

Chart D.1.12

Percentage of Grade 4<sup>1</sup> teachers who reported computers activities during reading lessons,<sup>2</sup> by computer activity and frequency, international average,<sup>3</sup> Canada, 2016



1. Grade 4 students are typically aged 9-10 years old.  
 2. Students have computers (including tablets) available to use for their reading lessons in their class.  
 3. This average includes all 50 countries who participated in PIRLS 2016. More details are available here: <https://cmec.ca/Publications/Lists/Publications/Attachments/385/PIRLS2016-Report-EN.pdf>.  
**Source:** Progress in International Reading Literacy Study (PIRLS), 2016.

- Compared to the international average, Canadian Grade 4 teachers less frequently reported that they never or almost never implemented three computer activities during reading lessons: learning to be critical when reading on the Internet, researching a particular topic or problem and writing stories and other texts.
- In Canada, the most common computer activities were asking students to look up information (e.g., facts, definitions, etc.) and asking students to research a particular topic or problem. Teaching students strategies for reading digital texts was the least common activity. Almost a third of Grade 4 students never, or almost never, participated in this type of activity, according to their teachers.
- A larger proportion of students across participating countries participated in computer activities every day or almost every day than Canadian students (except learning to be critical when reading on the Internet or writing stories or other texts).

## What can TALIS data tell us about teachers' preparedness to use ICT?

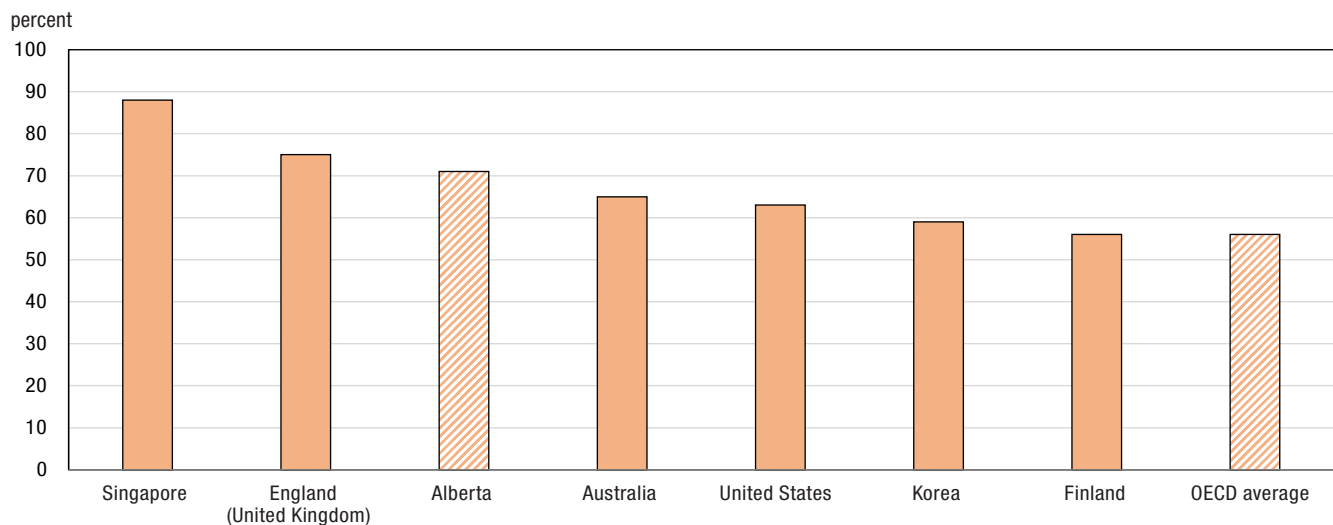
The Teaching and Learning International Survey (TALIS) is an international survey coordinated by the Organisation for Economic Co-operation and Development (OECD) that focuses on the learning environment and working conditions of teachers in schools.

Alberta is the only Canadian province or territory that participated in the most recent cycle of this survey, which was administered in 2018.

The questionnaire is designed to capture information on the working conditions and learning environments of schools, such as teacher training and development, teachers' working hours, and teaching practices and beliefs. Teacher education was one of the themes explored in the survey and included questions pertaining to teacher preparation to use Information and Computer Technology (ICT).

### Chart D.1.13a

Percentage of lower secondary teachers whose pre-service programs included using ICT content for teaching, Alberta, OECD, selected countries, 2018



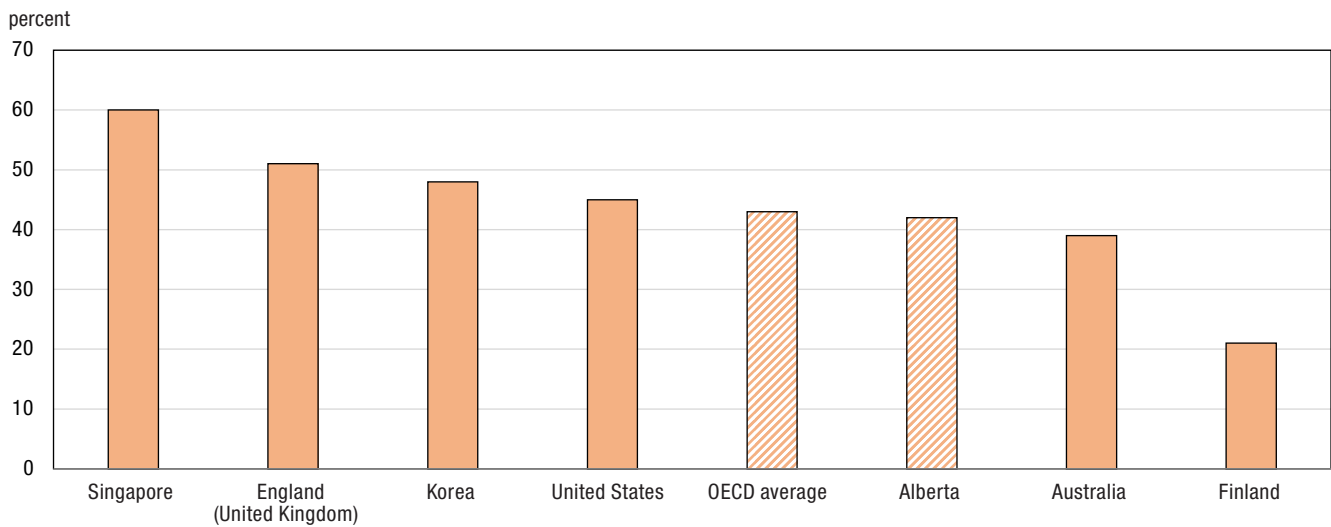
**Note:** The bars representing Alberta and the OECD average are filled with a diagonal line pattern to make them easier to find.

**Source:** Teaching and Learning International Survey (TALIS), 2018.

- TALIS 2018 data shows that the majority of teachers in Alberta attended pre-service teacher education programs that included ICT content for teaching. 71% of teachers in lower secondary institutions reported that their teacher training programs included ICT content for teaching, compared to 56% across OECD countries.

Chart D.1.13b

Percentage of lower secondary teachers who feel well prepared to use ICT in their teaching, Alberta, OECD, selected countries, 2018



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

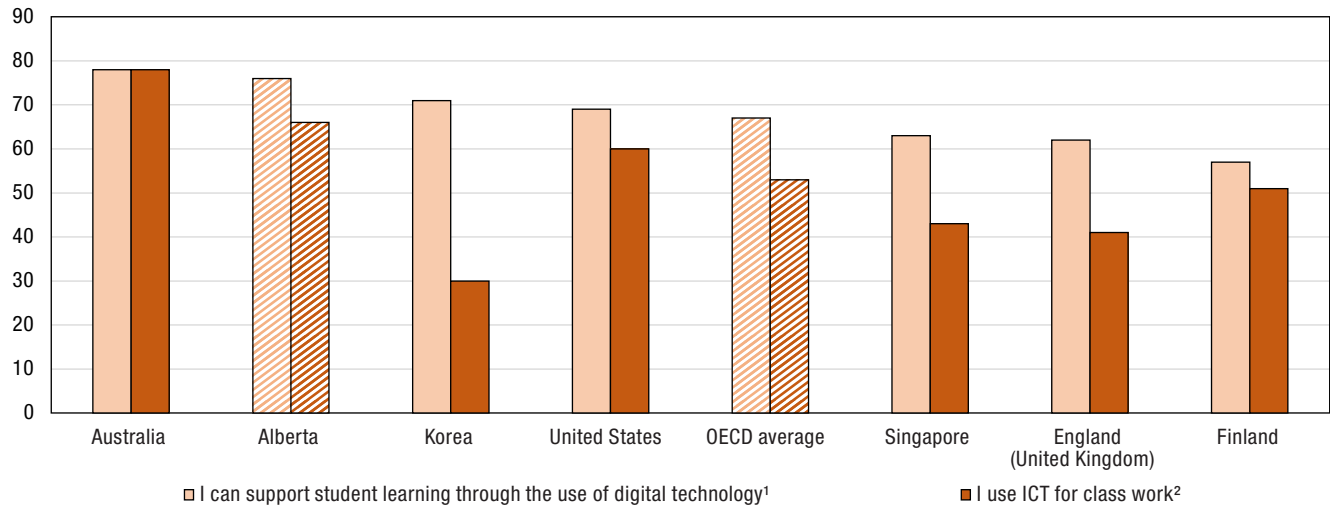
**Source:** Teaching and Learning International Survey (TALIS), 2018.

- The majority of teachers in Alberta did not feel that their pre-service education prepared them well for the use of ICT for teaching. Only 42% of teachers in lower secondary schools felt prepared to integrate digital technologies in their teaching, and this proportion was similar to the OECD average (43%).

Chart D.1.13c

## Lower secondary teachers' capacity to support student learning using ICT, Alberta, OECD, selected countries, 2018

percent



1. Measured by the categories "quite a bit" and "a lot".

2. Measured by the categories "frequently" and "always".

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

**Source:** Teaching and Learning International Survey (TALIS), 2018.

- Despite common feelings of unpreparedness for the use of ICT in teaching, the experience and skills that teachers in Alberta acquired over time and on the job helped them feel confident in their abilities to support students through the use of digital technologies. About two-thirds of Alberta teachers reported integrating ICT in their class work and more than 3 out of 4 teachers felt able to support student learning through the use of digital technology. These proportions were at 9 to 16 percentage points higher than the corresponding OECD averages.

## Definitions, sources and methodology

### PISA

The Programme for International Student Assessment (PISA)<sup>8</sup> 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) and participating countries and economies.

PISA covers three domains: reading, mathematics, and science. Although each assessment includes questions from all three domains, the focus shifts across testing cycles. 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, in 2012, mathematics, and in 2015, science. In the 2018 assessment, the focus was reading once again. The repetition of the assessments at regular intervals yields timely data that can be compared internationally and over time. All 10 provinces have participated in each assessment cycle.

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

Any PISA data reported in this report on the percentage of principals who self-reported certain characteristics should be interpreted as the percentage of 15-year-old students whose principal self-reported such characteristics. Similarly, any data reported on the percentage of schools with certain characteristics should be interpreted as the percentage of 15-year-old students in schools whose principal self-reported such characteristics.

### PIRLS

The Progress in International Reading Literacy Study (PIRLS)<sup>9</sup> is an international assessment that measures trends in reading achievement of Grade 4 students as well as the impact of policies and practices related to literacy. The study is administered every five years and is carried out by the International Association for the Evaluation of Educational Achievement (IEA), an independent cooperative of research institutions and governmental agencies.

In addition to data on reading achievement, PIRLS also collects a significant range of contextual information about home and school supports for literacy via student, home, teacher, and school questionnaires. The data from these questionnaires enable PIRLS to relate students' achievement to curricula, instructional practices, and school environments.

Eight provinces participated to PIRLS 2016: Newfoundland and Labrador, New Brunswick, Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia. However, because Saskatchewan and Manitoba did not oversample to create provincial-level estimates, their results could only be reported collectively, as part of the Canadian average.

In 2016, IEA created a new extension to the PIRLS assessment: ePIRLS, an innovative assessment of online reading. With the Internet now a major source of information at home and at school, reading curricula in countries around the world are acknowledging the importance of online reading. ePIRLS uses an engaging simulated Internet environment to measure Grade 4 students' achievement in reading for informational purposes. Four provinces participated in ePIRLS: Newfoundland and Labrador, Quebec, Ontario and British Columbia. Because Quebec did not oversample to create provincial-level estimates, their results could only be reported collectively, as part of the Canadian average.

Any PIRLS data reported in this report on the percentage of teachers who self-reported certain characteristics should be interpreted as the percentage of Grade 4 students whose teachers self-reported such characteristics.

8. For detailed information and reports on PISA, see "[Council of Ministers of Education, Canada - Programme for International Student Assessment](#)".

9. For detailed information and reports on PIRLS, see "[Council of Ministers of Education, Canada - Progress in International Reading Literacy Study](#)".

Table D.1.1

Percentage of 15-year-old students who reported having access to a computer at home they can use for school work, OECD, Canada, provinces, 2006, 2015, 2018

	2006		2015		2018	
	percent	S.E.	percent	S.E.	percent	S.E.
OECD average <sup>1</sup>	84	(0.1)	91	(0.1)	89	(0.1)
Canada	96	(0.2)	95	(0.3)	94	(0.2)
Newfoundland and Labrador	96	(0.6)	93	(1.0)	92	(0.9)
Prince Edward Island	95	(0.5)	94	(1.4)	95	(1.1)
Nova Scotia	96	(0.5)	93	(0.9)	91	(0.8)
New Brunswick	93	(0.6)	89	(0.9)	88	(0.9)
Quebec	95	(0.5)	96	(0.5)	92	(0.6)
Ontario	98	(0.4)	96	(0.4)	95	(0.4)
Manitoba	95	(0.6)	90	(1.0)	88	(1.0)
Saskatchewan	94	(0.8)	90	(1.2)	90	(0.8)
Alberta	96	(0.7)	94	(0.6)	94	(0.5)
British Columbia	96	(0.6)	95	(0.7)	93	(0.8)

1. The OECD averages for 2006, 2015, and 2018 all include scores from the list of OECD member countries as of April 2020.

Sources: Programme for International Student Assessment (PISA), 2006, 2015, 2018.

Table D.1.2

Percentage of Grade 4 students<sup>1</sup> who reported using a computer or a tablet at home for school work, by frequency, international average, Canada, provinces, 2016

	Every day or almost every day		Once or twice a week		Once or twice a month		Never or almost never	
	percent	S.E.	percent	S.E.	percent	S.E.	percent	S.E.
International average <sup>2</sup>	33	(0.2)	27	(0.1)	16	(0.1)	24	(0.2)
Canada	37	(1.0)	28	(0.6)	15	(0.5)	20	(0.8)
Newfoundland and Labrador	38	(3.6)	20	(1.2)	14	(1.3)	27	(2.7)
New Brunswick	31	(1.6)	20	(1.1)	15	(0.9)	34	(1.4)
Quebec	33	(1.6)	28	(1.3)	16	(1.0)	23	(1.4)
Ontario	42	(1.8)	28	(1.0)	14	(0.9)	16	(1.2)
Alberta	37	(1.7)	27	(1.0)	15	(1.0)	21	(1.4)
British Columbia	34	(1.6)	29	(1.3)	16	(1.1)	20	(1.3)

1. Grade 4 students are typically aged 9-10 years old.

2. This average includes all 50 countries who participated in PIRLS 2016. More details are available here: <https://cmec.ca/Publications/Lists/Publications/Attachments/385/PIRLS2016-Report-EN.pdf>.

Source: Progress in International Reading Literacy Study (PIRLS), 2016.

Table D.1.3

Percentage of 15-year-old students who reported having access to educational software at home, OECD, Canada, provinces, 2006, 2015, 2018

	2006		2015		2018	
	percent	S.E.	percent	S.E.	percent	S.E.
OECD average <sup>1</sup>	55	(0.2)	56	(0.1)	58	(0.1)
Canada	65	(0.6)	69	(0.6)	75	(0.5)
Newfoundland and Labrador	73	(1.2)	67	(1.7)	76	(1.5)
Prince Edward Island	62	(1.3)	66	(3.0)	80	(3.3)
Nova Scotia	69	(1.3)	68	(1.8)	74	(1.3)
New Brunswick	63	(1.0)	66	(1.9)	69	(1.3)
Quebec	51	(1.1)	55	(1.5)	58	(1.0)
Ontario	70	(1.2)	73	(1.0)	79	(1.0)
Manitoba	67	(1.3)	72	(1.4)	75	(1.3)
Saskatchewan	67	(1.3)	67	(1.5)	76	(1.1)
Alberta	67	(1.4)	77	(1.3)	81	(1.0)
British Columbia	69	(1.0)	74	(1.2)	80	(1.4)

1. The OECD averages for 2006, 2015, and 2018 all include scores from the list of OECD member countries as of April 2020.

Sources: Programme for International Student Assessment (PISA), 2006, 2015, 2018.

Table D.1.4

Percentage of Grade 4 students<sup>1</sup> who reported using a computer or tablet for finding and reading information for school work on a normal school day, by duration, international average, Canada, provinces, 2016

	No time		30min or less		More than 30min	
	percent	S.E.	percent	S.E.	percent	S.E.
International average <sup>2</sup>	29	(0.2)	52	(0.2)	20	(0.1)
Canada	22	(0.7)	58	(0.7)	21	(0.7)
Newfoundland and Labrador	31	(2.1)	53	(2.2)	17	(1.1)
New Brunswick	36	(2.2)	49	(2.0)	16	(1.3)
Quebec	31	(2.2)	49	(1.9)	20	(1.7)
Ontario	17	(1.0)	61	(1.1)	22	(1.0)
Alberta	17	(1.2)	60	(1.5)	23	(1.4)
British Columbia	20	(1.4)	60	(1.3)	20	(1.4)

1. Grade 4 students are typically aged 9-10 years old.

2. This average includes all 50 countries who participated in PIRLS 2016. More details are available here: <https://cmec.ca/Publications/Lists/Publications/Attachments/385/PIRLS2016-Report-EN.pdf>.

Source: Progress in International Reading Literacy Study (PIRLS), 2016.

Table D.1.5

Percentage of Grade 4 students<sup>1</sup> who reported having been taught digital skills, by skill and learning method, international average, Canada, 2016

		I mainly taught myself		My teachers		My family		My friends		I have never learned this	
		percent	S.E.	percent	S.E.	percent	S.E.	percent	S.E.	percent	S.E.
International average <sup>2</sup>	Using a computer	46	(0.3)	14	(0.2)	37	(0.3)	2	(0.1)	1	(0.0)
	Typing	54	(0.3)	18	(0.3)	24	(0.2)	2	(0.1)	3	(0.1)
	Finding Information on the Internet	44	(0.3)	21	(0.3)	31	(0.3)	3	(0.1)	2	(0.1)
Canada	Using a computer	45	(1.0)	11	(0.8)	40	(1.2)	2	(0.4)	1	(0.2)
	Typing	49	(1.3)	21	(1.2)	25	(1.1)	2	(0.3)	2	(0.5)
	Finding Information on the Internet	40	(0.9)	25	(1.2)	31	(1.1)	2	(0.3)	2	(0.3)

1. Grade 4 students are typically aged 9-10 years old.

2. This average includes all 14 countries who participated in ePIRLS 2016. More details are available here: <https://cmec.ca/Publications/Lists/Publications/Attachments/385/PIRLS2016-Report-EN.pdf>.

Source: Progress in International Reading Literacy Study (PIRLS), 2016.

Table D.1.6

Percentage of 15-year-old students who reported having been taught digital literacy and well-being, by skill, OECD, Canada, provinces, 2018

	How to use keywords when using a search engine such as Google®, Yahoo®, etc.		How to decide whether to trust information from the Internet		To understand the consequences of making information publicly available online on Facebook®, Instagram®, etc		How to detect whether the information is subjective or biased		How to detect phishing or spam emails	
	percent	S.E.	percent	S.E.	percent	S.E.	percent	S.E.	percent	S.E.
OECD average <sup>1</sup>	56	(0.1)	69	(0.1)	76	(0.1)	55	(0.1)	41	(0.1)
Canada	62	(0.6)	79	(0.5)	81	(0.4)	70	(0.7)	38	(0.6)
Newfoundland and Labrador	54	(2.0)	70	(1.6)	86	(1.1)	64	(1.8)	30	(1.6)
Prince Edward Island	58	(3.0)	74	(3.3)	74	(4.9)	67	(2.5)	37	(2.5)
Nova Scotia	52	(1.6)	75	(1.3)	79	(1.2)	65	(1.5)	29	(1.3)
New Brunswick	56	(1.4)	72	(1.5)	78	(1.2)	61	(1.5)	40	(1.6)
Quebec	53	(1.4)	69	(1.3)	76	(1.1)	53	(1.2)	30	(1.2)
Ontario	63	(1.2)	82	(0.9)	83	(0.8)	75	(1.1)	40	(1.2)
Manitoba	69	(1.3)	80	(1.0)	80	(0.9)	68	(1.2)	42	(1.5)
Saskatchewan	69	(1.1)	82	(0.9)	81	(1.0)	73	(1.4)	45	(1.4)
Alberta	66	(1.1)	80	(1.1)	83	(0.9)	81	(1.3)	41	(1.1)
British Columbia	68	(1.2)	85	(1.1)	85	(1.0)	74	(1.3)	43	(1.4)

1. The OECD average includes scores from the list of OECD member countries as of April 2020.

Source: Programme for International Student Assessment (PISA), 2018.



Table D.1.7

Percentage of principals who agreed about their school's capacity to enhance learning and teaching using digital devices, by capacity, OECD, Canada, provinces, 2018

	An effective online learning support platform is available		Effective professional resources for teachers to learn how to use digital devices are available		Teachers are provided with incentives to integrate digital devices in their teaching		Teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction		The school has sufficient qualified technical assistant staff	
	percent	S.E.	percent	S.E.	percent	S.E.	percent	S.E.	percent	S.E.
OECD average <sup>1</sup>	54	(0.5)	65	(0.5)	57	(0.5)	65	(0.5)	54	(0.5)
Canada	65	(1.7)	78	(1.9)	35	(2.4)	69	(2.3)	62	(2.6)
Newfoundland and Labrador	53	(3.2)	52	(3.4)	12	(2.9)	66	(2.9)	36	(3.4)
Prince Edward Island <sup>2</sup>	F	(1.7)	F	(14.5)	F	(11.5)	F	(17.5)	35	(3.6)
Nova Scotia	53	(3.7)	57	(4.6)	10	(1.8)	76	(3.8)	50	(3.1)
New Brunswick	40	(1.9)	53	(1.9)	25	(1.1)	61	(1.5)	32	(1.8)
Quebec	35	(4.3)	76	(3.9)	65	(4.2)	58	(4.4)	65	(4.2)
Ontario	80	(3.4)	84	(3.7)	30	(4.7)	70	(4.6)	57	(5.5)
Manitoba	57	(3.2)	72	(2.9)	33	(2.6)	70	(2.9)	76	(2.3)
Saskatchewan	62	(3.8)	67	(3.4)	13	(1.9)	66	(3.1)	55	(2.4)
Alberta	80	(4.6)	80	(4.1)	23	(4.9)	86	(4.4)	85	(3.6)
British Columbia	64	(5.0)	74	(5.3)	28	(4.9)	68	(6.1)	58	(6.3)

F too unreliable to be published

1. The OECD average includes scores from the list of OECD member countries as of April 2020.

2. Some data for Prince Edward Island cannot be published due to the small sample size.

Source: Programme for International Student Assessment (PISA), 2018.

Table D.1.8

Percentage of schools that have policies and programs around digital devices and Internet use, by policy and program, OECD, Canada, provinces, 2018

	Its own written statement about the use of digital devices		Its own written statement specifically about the use of digital devices for pedagogical purposes		A program to use digital devices for teaching and learning in specific subjects		A specific program to prepare students for responsible Internet behaviour		A specific policy about using social networks (e.g., Facebook™, etc.) in teaching and learning	
	percent	S.E.	percent	S.E.	percent	S.E.	percent	S.E.	percent	S.E.
OECD average <sup>1</sup>	62	(0.5)	46	(0.5)	48	(0.5)	60	(0.5)	52	(0.5)
Canada	93	(1.0)	72	(2.1)	55	(2.2)	49	(2.1)	69	(2.1)
Newfoundland and Labrador	97	(1.5)	79	(2.9)	57	(3.1)	76	(1.6)	91	(1.4)
Prince Edward Island <sup>2</sup>	78	(2.9)	F	(17.9)	F	(18.7)	49	(2.9)	F	(16.0)
Nova Scotia	76	(3.0)	62	(4.6)	36	(2.9)	30	(3.5)	61	(4.2)
New Brunswick	79	(1.4)	61	(1.6)	43	(1.3)	47	(2.0)	48	(1.5)
Quebec	98	(1.1)	89	(2.9)	48	(5.1)	47	(4.7)	54	(4.8)
Ontario	95	(2.2)	73	(4.3)	61	(5.1)	49	(4.9)	77	(4.2)
Manitoba	89	(1.8)	57	(2.8)	64	(3.2)	47	(2.8)	65	(3.0)
Saskatchewan	87	(2.1)	65	(2.8)	50	(2.8)	60	(3.4)	73	(3.1)
Alberta	88	(3.8)	64	(5.7)	66	(5.7)	44	(6.1)	72	(4.7)
British Columbia	89	(3.9)	62	(6.5)	44	(5.8)	55	(5.2)	68	(5.5)

F too unreliable to be published

1. The OECD average includes scores from the list of OECD member countries as of April 2020.

2. Some data for Prince Edward Island cannot be published due to the small sample size.

Source: Programme for International Student Assessment (PISA), 2018.

Table D.1.9

Percentage of Grade 4<sup>1</sup> teachers who reported that students have computers (including tablets) available to use for their reading lessons in their class, international average, Canada, provinces, 2016

	Percent	S.E.
International average <sup>2</sup>	43	(0.4)
Canada	65	(1.8)
Newfoundland and Labrador	79	(4.7)
New Brunswick	53	(4.1)
Quebec	45	(4.9)
Ontario	77	(3.5)
Alberta	74	(4.4)
British Columbia	51	(4.2)

1. Grade 4 students are typically aged 9-10 years old.

2. This average includes all 50 countries who participated in PIRLS 2016. More details are available here: <https://cmec.ca/Publications/Lists/Publications/Attachments/385/PIRLS2016-Report-EN.pdf>.

Source: Progress in International Reading Literacy Study (PIRLS), 2016.

Table D.1.10

Percentage of schools that have policies and practices to encourage teacher collaboration around digital devices, by policy and program, OECD, Canada, provinces, 2018

	Regular discussions with teaching staff about the use of digital devices for pedagogical purposes		A specific program to promote collaboration on the use of digital devices among teachers		Scheduled time for teachers to meet to share, evaluate or develop instructional materials and approaches that employ digital devices	
	percent	S.E.	percent	S.E.	percent	S.E.
OECD average <sup>1</sup>	63	(0.5)	36	(0.5)	44	(0.5)
Canada	72	(2.1)	40	(2.4)	45	(2.4)
Newfoundland and Labrador	85	(3.1)	51	(3.4)	34	(2.5)
Prince Edward Island	28	(6.0)	34	(4.4)	16	(3.5)
Nova Scotia	80	(3.7)	26	(4.2)	37	(3.9)
New Brunswick	56	(1.3)	16	(0.9)	45	(1.0)
Quebec	56	(4.6)	30	(4.5)	37	(4.4)
Ontario	83	(3.6)	43	(5.4)	43	(5.4)
Manitoba	70	(3.1)	42	(3.0)	53	(2.6)
Saskatchewan	64	(3.8)	35	(3.2)	27	(3.2)
Alberta	62	(5.9)	49	(6.0)	54	(6.2)
British Columbia	76	(5.4)	43	(6.1)	60	(5.8)

1. The OECD average includes scores from the list of OECD member countries as of April 2020.

Source: Programme for International Student Assessment (PISA), 2018.

Table D.1.11

Percentage of Grade 4<sup>1</sup> teachers who reported that lack of support for using information technology is not a limit to how they teach their class, international average, Canada, provinces, 2016

	Percent	S.E.
International average <sup>2</sup>	50	(0.5)
Canada	50	(2.5)
Newfoundland and Labrador	53	(6.0)
New Brunswick	51	(3.4)
Quebec	49	(4.9)
Ontario	47	(4.9)
Alberta	70	(4.8)
British Columbia	46	(4.2)

1. Grade 4 students are typically aged 9-10 years old.

2. This average includes all 50 countries who participated in PIRLS 2016. More details are available here: <https://cmec.ca/Publications/Lists/Publications/Attachments/385/PIRLS2016-Report-EN.pdf>

Source: Progress in International Reading Literacy Study (PIRLS), 2016.

Table D.1.12

Percentage of Grade 4<sup>1</sup> teachers who reported computers activities during reading lessons,<sup>2</sup> by computer activity and frequency, international average,<sup>3</sup> Canada, 2016

		Every day or almost every day							
		Every day or almost every day		Once or twice a week		Once or twice a month		Never or almost never	
		percent	S.E.	percent	S.E.	percent	S.E.	percent	S.E.
Write stories or other texts	Canada	9	(1.5)	32	(3.1)	48	(3.4)	11	(2.0)
	International average	8	(0.5)	29	(0.8)	45	(1.0)	17	(0.7)
Research a particular topic or problem	Canada	6	(0.9)	39	(2.7)	50	(3.1)	4	(1.3)
	International average	9	(0.5)	35	(0.9)	45	(1.0)	10	(0.6)
Look up information (e.g., facts, definitions, etc.)	Canada	9	(1.7)	47	(2.7)	40	(3.0)	4	(1.3)
	International average	15	(0.6)	42	(1.0)	37	(0.9)	7	(0.6)
Be critical when reading on the Internet	Canada	10	(1.6)	25	(2.7)	54	(3.2)	12	(2.0)
	International average	11	(0.5)	27	(0.9)	44	(0.9)	17	(0.8)
Strategies for reading digital texts	Canada	2	(0.5)	23	(2.5)	44	(3.0)	32	(2.6)
	International average	6	(0.5)	25	(0.8)	38	(1.0)	31	(0.9)
Read digital texts	Canada	6	(1.2)	40	(3.0)	35	(3.0)	19	(2.2)
	International average	10	(0.5)	33	(0.9)	38	(0.9)	19	(0.8)

1. Grade 4 students are typically aged 9-10 years old.

2. Students have computers (including tablets) available to use for their reading lessons in their class.

3. This average includes all 50 countries who participated in PIRLS 2016. More details are available here: <https://cmec.ca/Publications/Lists/Publications/Attachments/385/PIRLS2016-Report-EN.pdf>

Source: Progress in International Reading Literacy Study (PIRLS), 2016.

**Table D.1.13a****Percentage of lower secondary teachers whose pre-service programs included using ICT content for teaching, Alberta, OECD, selected countries, 2018**

	Percent
Singapore	88
England (United Kingdom)	75
Alberta	71
Australia	65
United States	63
Korea	59
Finland	56
OECD average	56

Source: Teaching and Learning International Survey (TALIS), 2018.

**Table D.1.13b****Percentage of lower secondary teachers who feel well prepared to use ICT in their teaching, Alberta, OECD, selected countries, 2018**

	Percent
Singapore	60
England (United Kingdom)	51
Korea	48
United States	45
OECD average	43
Alberta	42
Australia	39
Finland	21

Source: Teaching and Learning International Survey (TALIS), 2018.

**Table D.1.13c****Lower secondary teachers' capacity to support student learning using ICT, Alberta, OECD, selected countries, 2018**

	I can support student learning through the use of digital technology <sup>1</sup>	I use ICT for class work <sup>2</sup>
	percent	
Australia	78	78
Alberta	76	66
Korea	71	30
United States	69	60
OECD average	67	53
Singapore	63	43
England (United Kingdom)	62	41
Finland	57	51

1. Measured by the categories "quite a bit" and "a lot".

2. Measured by the categories "frequently" and "always".

Source: Teaching and Learning International Survey (TALIS), 2018.

## D2 Pathways of full-time students in a Bachelor's or equivalent program

### Context

This chapter provides information on Canada's progress towards Sustainable Development Goals (SDG) Target 4.3 Technical, vocational, tertiary and adult education: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.

The focus of this chapter is the pathways of students<sup>1</sup> who entered Bachelor's programs. These indicators can enable a better understanding of the way in which education systems are functioning. The chapter presents the proportions of students who ultimately graduate with a Bachelor's degree and the proportion that leave these studies without graduating. Students may also leave a program to continue in another tertiary level or program if it is a better fit for them, or persist in the same program for a longer period of time.

A variety of factors can influence these pathways, such as opportunities in the labour market, the quality of information a student has about programs before choosing and entering one and the length of the program itself. Comparisons of Canadian data, both at the national level and provincial/territorial level to that of other countries can help to shed light on these factors.

The indicators in this section focus on the pathways of full-time students registered in a Bachelor's or equivalent program at two specific time points: one year and four years (the theoretical duration of a Bachelor's program) after entry. The indicators are grouped in three sub-sections which cover respectively: the overall status of students (D2.1), graduation by the theoretical duration<sup>2</sup> of a Bachelor's degree (D2.2) and students who are no longer enrolled and have not graduated (D2.3).

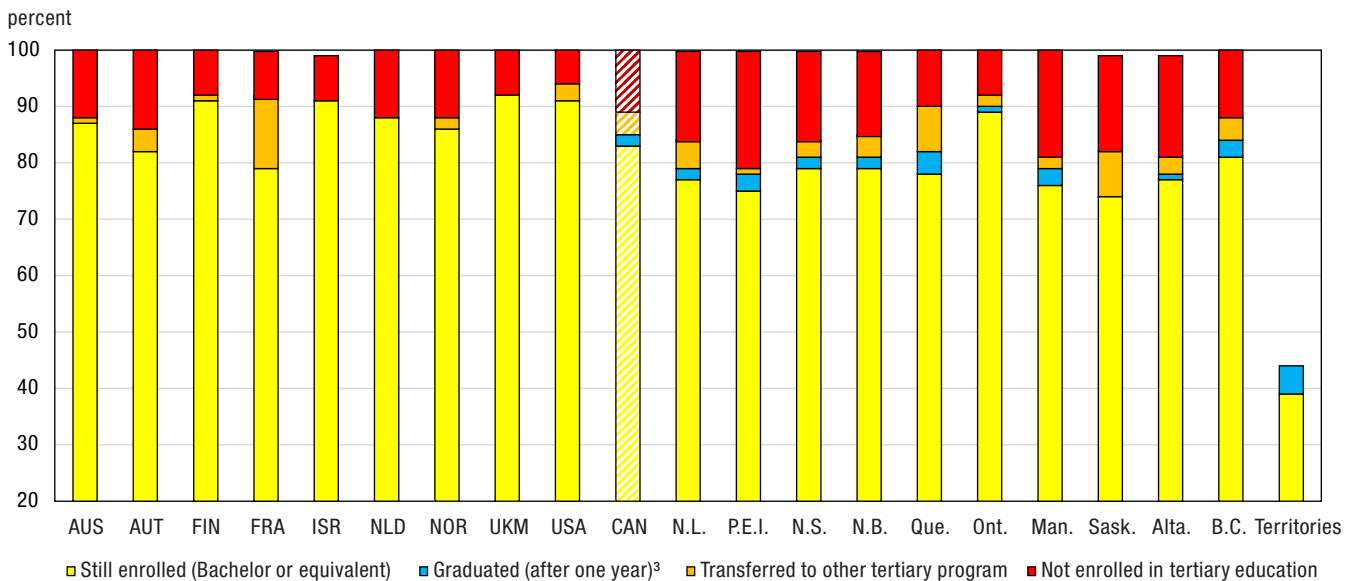
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1. Following the calculation of the indicator in *Education at a Glance 2019*, data were calculated for Canadians students only. International students were excluded.

2. The length of a program can vary between countries. In Quebec, the length of a Bachelor is usually three years.

Chart D.2.1a

Status of full-time students<sup>1</sup> in a Bachelor's or equivalent program, one year after entry, selected countries,<sup>2</sup> Canada, provinces and territories, 2017



1. Canadians students only. International students are excluded.

2. The reference year for the selected countries may be different.

3. This information is not available for other countries.

**Notes:** For Canada only, the indicators refer to the status of students within the province or territory in which they first enrolled. The bar representing Canada is filled with a diagonal line pattern to make it easier to find. Totals may not add up to 100% due to missing, suppressed or rounded data.

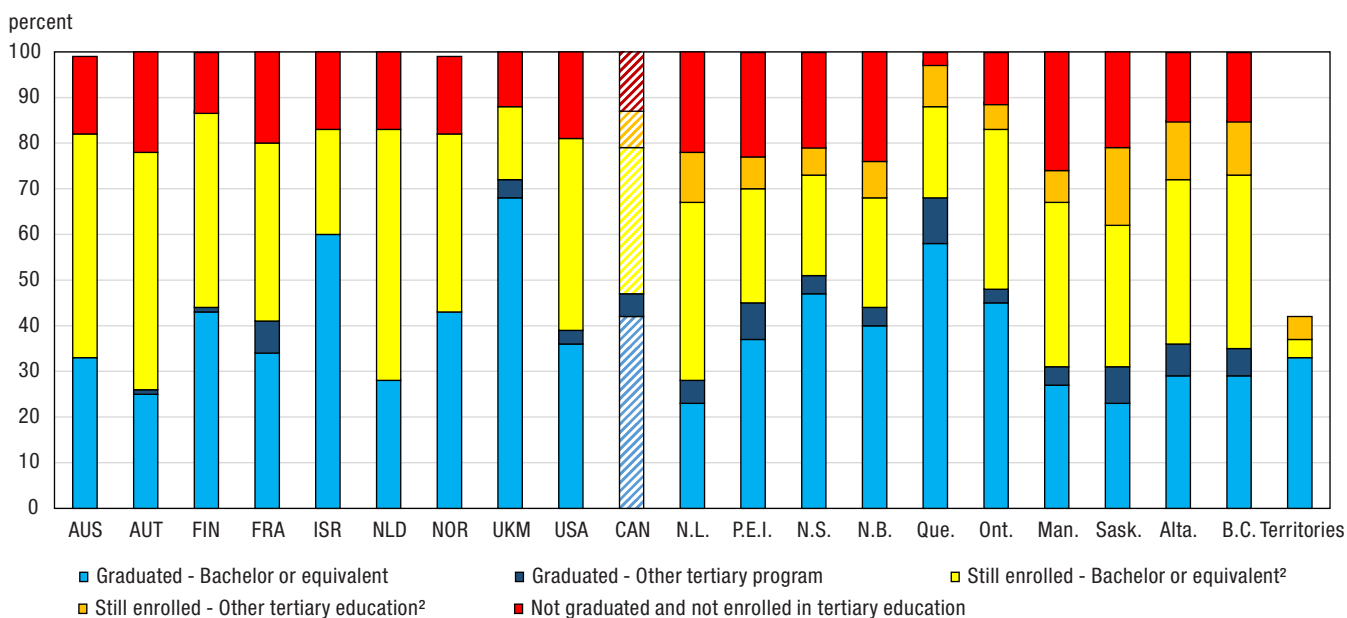
**Sources:** Education and Labour Market Longitudinal Platform (ELMLP) and *Education at a Glance 2019: OECD Indicators*.

- In 2017,<sup>3</sup> 83% of Canadian students registered to a Bachelor's degree or equivalent were still enrolled one year after entry. This proportion was highest in Ontario at 89%.
- When comparing Canada to the selected countries, most had a higher share of students still enrolled one year after entry except for France (79%) and Austria (82%). The United Kingdom (92%) was the country with the highest proportion of students still enrolled, followed by Finland, Israel and United States (91%).
- While France had the lowest proportion of Bachelor or equivalent program students still enrolled after one year, it had the highest proportion (13%) of students who had transferred to another tertiary program. In Canada, this proportion was highest in Quebec (8%).
- A small proportion, 5% of students in the territories and 4% in Quebec had graduated one year after enrolment. Normally this indicates that students have already accumulated credits elsewhere before starting this particular Bachelor's program.
- Amongst the selected countries, the United States had the lowest percentage (6%) of students who were not enrolled and not graduated after one year. In Canada, this percentage was lowest in Ontario (8%) and Quebec (10%), and highest in Prince Edward Island (22%) and Manitoba (19%). It should be noted that this does not necessarily mean that students have left their studies, as it could be that they are continuing their studies in another jurisdiction or country.

3. In this chapter, we present the most recent year available for Canada, for the status of the cohort 2016/2017 one year after entry. For other countries, the source is *Education at a Glance 2019: OECD indicators* and the most recent available data were for cohorts of various years.

Chart D.2.1b

Status of full-time students<sup>1</sup> in a Bachelor's or equivalent program, four years after entry, selected countries, Canada, provinces and territories, 2017



1. Canadians students only. International students are excluded.

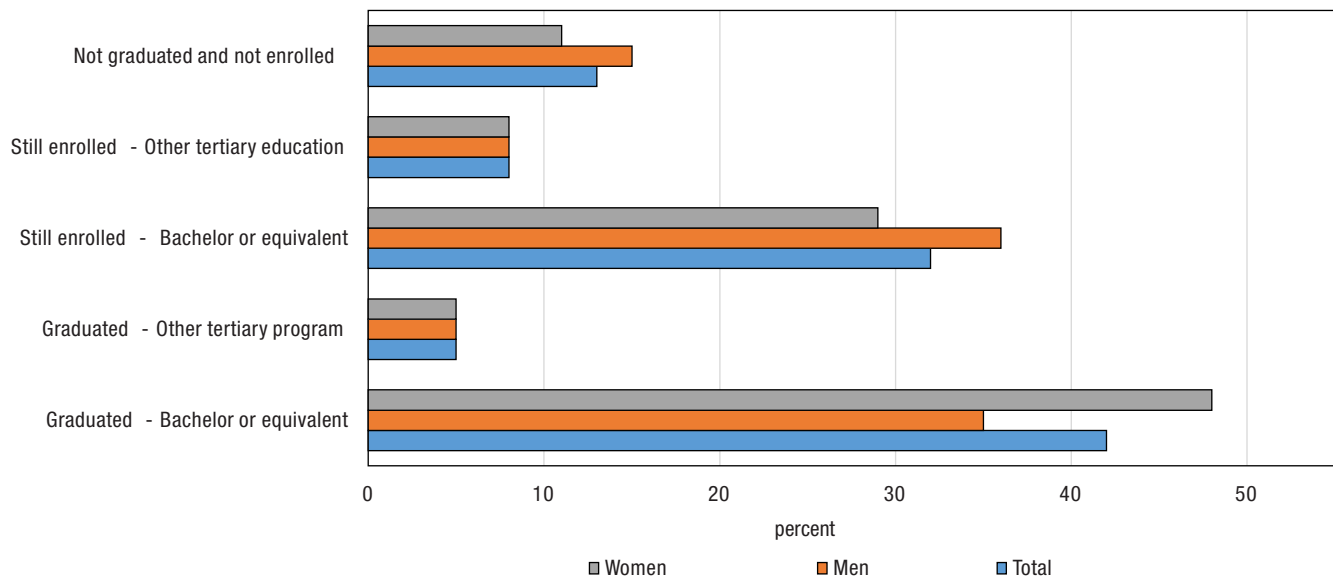
2. Still enrolled in Bachelor or equivalent includes also other tertiary for other countries.

**Notes:** For Canada only, the indicators refer to the status of students within the province or territory in which they first enrolled. Totals may not add up to 100% due to missing, suppressed or rounded data. The bar representing Canada is filled with a diagonal line pattern to make it easier to find.

**Sources:** Education and Labour Market Longitudinal Platform (ELMLP) and Education at a Glance 2019: OECD Indicators.

- Quebec students had the highest graduation rate after four years (68%) from any program, with 58% having graduated from a Bachelor degree or equivalent program and 10% graduating from a different tertiary program. Quebec also had the lowest proportion of people who were no longer enrolled and not graduated from a tertiary program with 4%.
- The United Kingdom (68%) and Israel (60%) had the highest graduation rates amongst the selected countries.
- Newfoundland and Labrador and Saskatchewan (23%) had the lowest proportion of students who graduated within the province after four years, which is lower than the national average of 42%. However, along with Alberta and British-Columbia, these two provinces had the highest proportions of students still enrolled after four years in tertiary education, with close to one in two of their students in this situation. A similar pattern can be observed in other countries such as Austria, Netherlands and Australia.
- Around one in four students in Manitoba, New-Brunswick and Prince Edward Island had left tertiary education in their province without graduating after four years, which is also a higher proportion than those observed in all other selected countries.

Chart D.2.1c

Status of full-time students<sup>1</sup> in a Bachelor's or equivalent program, four years after entry, by gender, Canada, 2017

1. Canadians students only. International students are excluded.

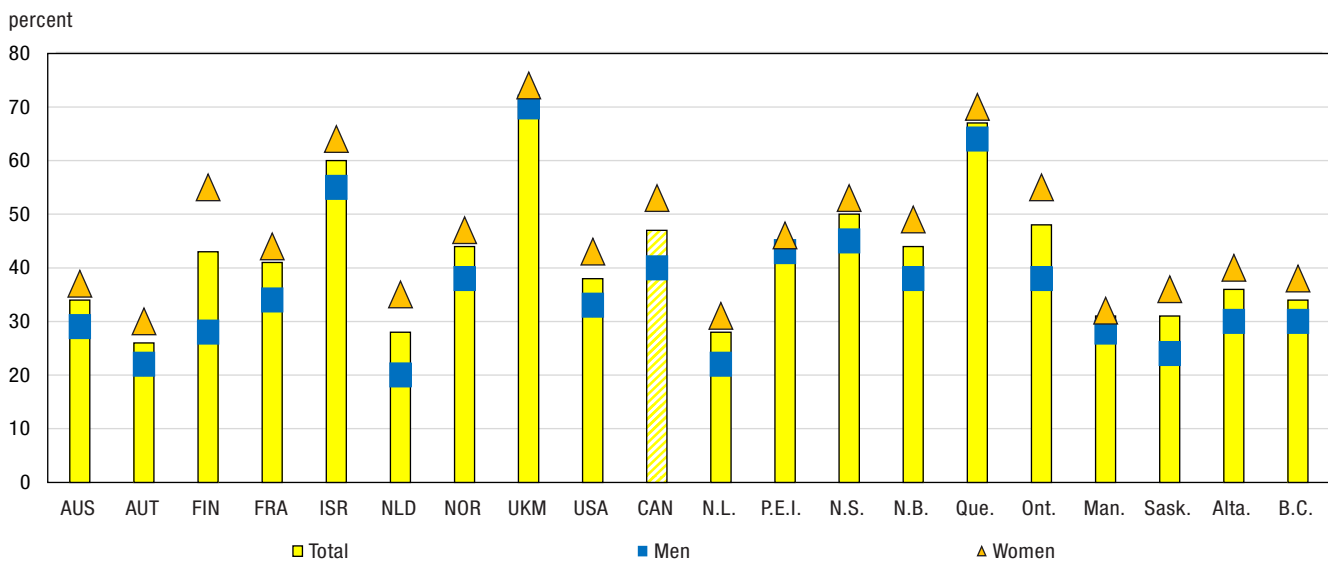
**Notes:** The indicators refer to the status of students within the province or territory in which they first enrolled. Totals may not add up to 100% due to missing, suppressed or rounded data.

**Source:** Education and Labour Market Longitudinal Platform (ELMLP).

- At the Canada level, a higher proportion of women (48%) graduated in a Bachelor's or equivalent program four years after entry when compared with men (35%). The reverse is seen in the percentage of student still enrolled in that same program, with 36% for men and 29% for women.
- There is no difference between the genders when looking at the percentages of students who moved to other tertiary programs, whether they graduated (5%) or were still enrolled (8%).
- 15% of men had left tertiary education in their province or territory without graduating while this was the case for 11% of women.

Chart D.2.2a

Graduation rate<sup>1</sup> four years after entry of full-time Bachelor or equivalent students,<sup>2</sup> by gender, selected countries, Canada, provinces, 2017



1. Graduation rate to any tertiary program.

2. Canadians students only. International students are excluded.

**Notes:** For Canada only, the indicators refer to the status of students within the province or territory in which they first enrolled. The bar representing Canada is filled with a diagonal line pattern to make it easier to find.

**Sources:** Education and Labour Market Longitudinal Platform (ELMLP) and Education at a Glance 2019: OECD Indicators.

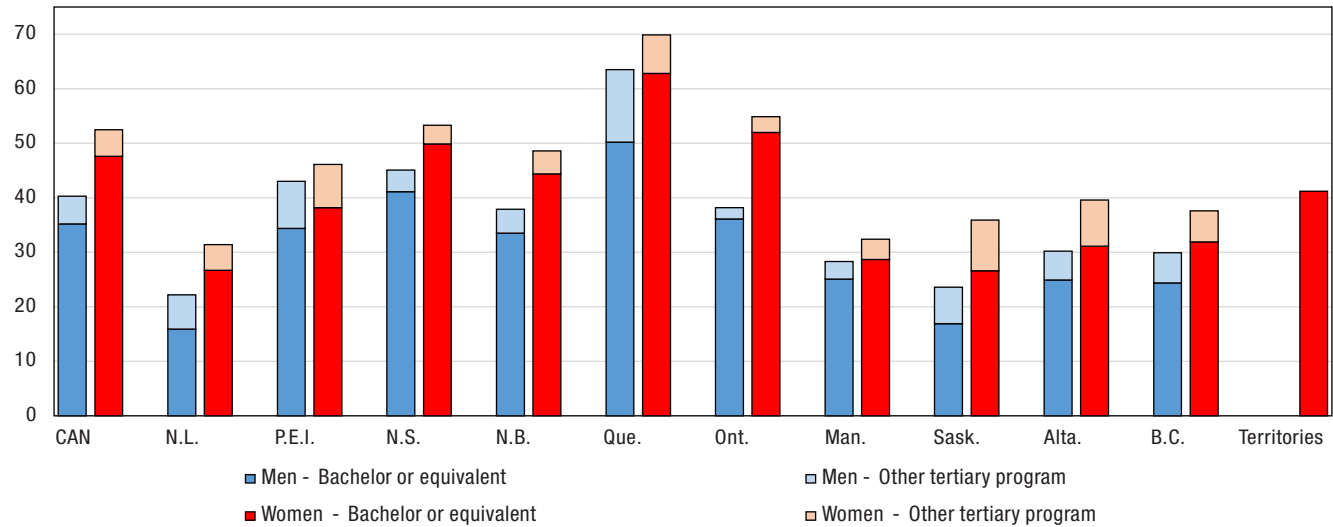
- In all provinces and selected countries, women had a higher graduation rate than men, with 53% of women and 40% of men graduating within four years in Canada.
- In all selected countries, the most noticeable difference between the genders was in Finland with 55% for women and 28% for men. Ontario was the Canadian province with the largest difference with 55% for women and 38% for men.



Chart D.2.2b

Graduation rate four years after entry of full-time Bachelor or equivalent students,<sup>1</sup> by program and gender, Canada, provinces and territories,<sup>2</sup> 2017

percent



1. Canadian students only. International students are excluded.

2. The data for men in the territories are not included.

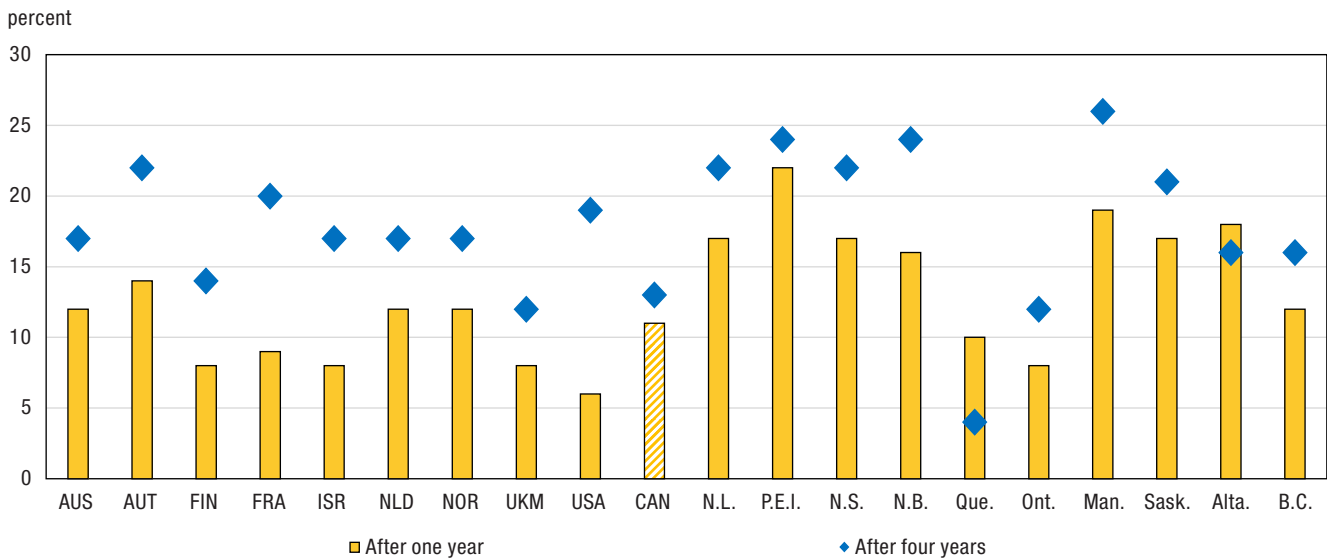
**Note:** The indicators refer to the status of students within the province or territory in which they first enrolled.

**Source:** Education and Labour Market Longitudinal Platform (ELMLP).

- Provinces with the largest differences in the proportion of women and men who graduated from a Bachelor or equivalent programs were Ontario and Quebec with 63% versus 50%, and 52% versus 36% respectively. Manitoba and Prince Edward Island had the smallest gender difference (4 percentage points).
- As noted in section D2.1c, there was no difference at the Canada-level between genders in the proportion of students who moved to another tertiary program. However, differences between genders are observed in the provinces amongst students who graduated in another tertiary program. Men were more likely than women, in Quebec, to move to another tertiary program (13% versus 7%). The opposite trend was observed in Alberta (9% for women compared to 5% for men) and Saskatchewan (9% for women compared to 7% for men).

Chart D.2.3a

Percentage of Bachelor or equivalent full-time students<sup>1</sup> no longer enrolled in and not graduated from tertiary education<sup>2</sup> one or four years after entry, selected countries, Canada, provinces, 2017



1. Canadians students only. International students are excluded.

2. For Canada only, it refers to students no longer enrolled and not graduated from tertiary education within the same province or territory.

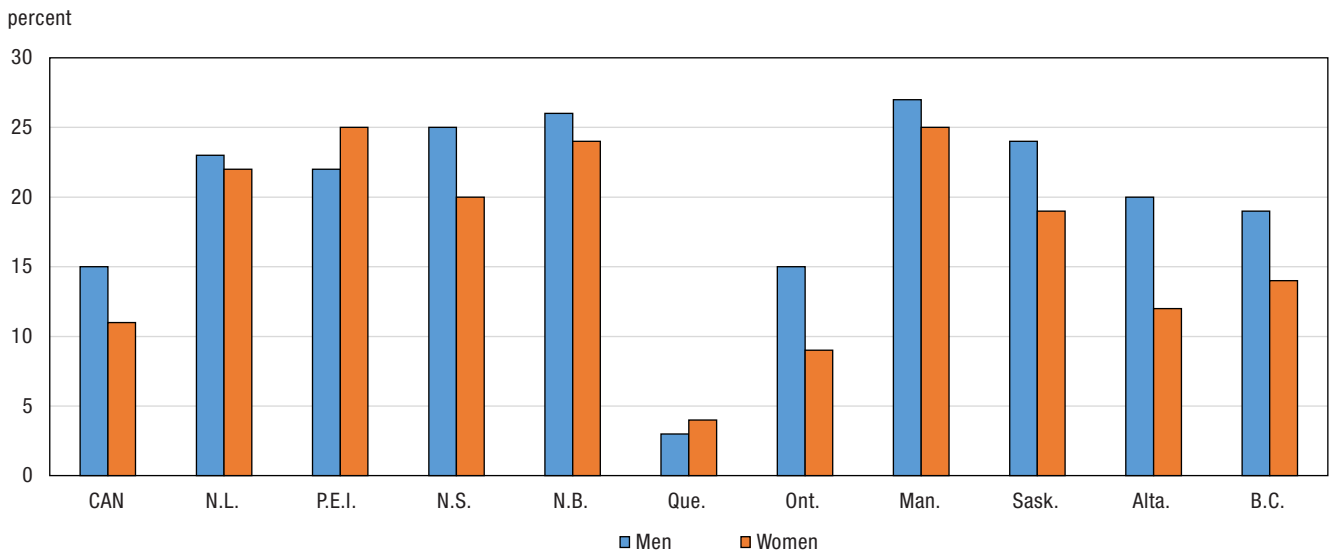
**Note:** The bar representing Canada is filled with a diagonal line pattern to make it easier to find.

**Sources:** Education and Labour Market Longitudinal Platform (ELMLP) and Education at a Glance 2019: OECD Indicators.

- In most provinces, the proportion of students who were not enrolled, and had not graduated, was higher after four years, when compared to the proportion after one year. The exceptions were Quebec and Alberta.
- In Quebec, while one in ten students left after one year, only one in 25 were no longer enrolled or not graduated in tertiary education four years after. This could be partially explained by the length of the Bachelor's program in Quebec (usually three years) and the multiple programs offered in colleges. In Alberta, this proportion of students was 16% after four years and 18% after one year.
- While the difference between the proportion of students who left tertiary education without graduating after one and four years is 2 percentage points in Canada, it is 13 percentage points in United States and 11 percentage points in France.

Chart D.2.3b

Percentage of Bachelor or equivalent full-time students<sup>1</sup> no longer enrolled in and not graduated from tertiary education<sup>2</sup> four years after entry, by gender, Canada, provinces, 2017



1. Canadians students only. International students are excluded.

2. For Canada only, it refers to students no longer enrolled and not graduated from tertiary education within the same province or territory.

Source: Education and Labour Market Longitudinal Platform (ELMLP).

- As shown in D2.1c, there was a higher proportion of men than women who had left tertiary education on average in Canada. This is also the case for all provinces, except Prince Edward Island and Quebec, where the shares of men and women are 22% versus 25%, and 3% versus 4% respectively.
- The differences between genders was most apparent in Alberta with 20% of men and 12% of women, and Ontario with 15% of men versus 9% of women.
- The share of students who were no longer enrolled or graduated after four years was highest in Manitoba for both men (27%) and women (25%).

## Definitions, sources and methodology

### Education and Labour Market Longitudinal Platform

The data in this chapter come from the Education and Labour Market Longitudinal Platform (ELMLP), an innovative dataset that allows for a more complete understanding of student pathways and outcomes.

The ELMLP is a platform of securely integrated anonymized datasets that are longitudinal and accessible for research and statistical purposes. More specifically, it enables analysis of anonymized data on past cohorts of college and university students and registered apprentices, to better understand their pathways and how their education and training affect their career prospects in terms of earnings.

Statistics Canada, in collaboration with the provinces and territories, Employment and Social Development Canada (ESDC), and other stakeholders, has developed the ELMLP.

For more information about the ELMLP, please refer to the [Technical Reference Guides for the Education and Labour Market Longitudinal Platform \(ELMLP\)](#).

### Methodology and definitions

#### Student status in Canada and age

The data were calculated for students aged 15 and over. Age group is based on the age of students on December 31<sup>st</sup> of the first academic year in which they started the program. Students with missing age, immigration status or missing gender information were excluded.

Following the calculation of the indicators in *Education at a Glance 2019*, data were calculated for Canadian students only. Student status in Canada is defined at the end of the winter term, during the first year of enrolment. “Canadian students” include Canadian citizens and permanent residents. Students with a missing immigration status for the year of enrolment were excluded from this analysis.

#### Cohorts and concepts

Data from the 2016/2017 cohort of the Postsecondary Student Information System (PSIS) was used to calculate the status of full-time students who entered a Bachelor or equivalent program after one year. Data from the 2013/2014 cohort was used for the status after four years (theoretical duration).

An entry cohort is based on the new entrants to a program leading to a specific educational qualification who were enrolled full time during the fall term of that Postsecondary Student Information System (PSIS) reporting year.

The persistence and graduation indicators refer to all students who persisted or graduated within the province or territory in which they first enrolled.

Not enrolled and not graduated: includes students who were not continuing their studies and not graduated from any tertiary qualification after the stated number of years after entry within the province or territory of first entry. This rate is not cumulative. For example, a student could drop out the first year (would be included as not enrolled and not graduated after one year) and come back to show up as persistent after four years.

Graduation rate: the percentage of students in an entry cohort that have completed the requirements for graduation by the end of the calendar year within the stated number of years after the fall term of their entry year. This rate is cumulative. Note that if students are enrolled in a program where there is an agreement that the educational qualification is granted by an institution in another province or territory, the record will not be counted as graduated in the original province or territory.

Persistence rate or proportion of students who pursued their studies after one or four years: the percentage of students in an entry cohort that were still enrolled in the fall term after the stated number of years from year of first entry.

Persistence rate after one year: excludes students who had already graduated by that time. A small proportion of students graduate after one year for various reasons, e.g. in cases where a large portion of the courses were already completed before he or she registered in a Bachelor degree or equivalent program.

For more information, please refer to the Technical Reference Guide, "[Persistence and graduation indicators of postsecondary students, 2011/2012 to 2016/2017](#)".

Students were grouped according to the ISCED levels and only students who first enrolled in a Bachelor's or equivalent program (ISCED level 6) are included in this analysis. The educational qualifications pursued and obtained by the new entrants are grouped according to the definitions in the [Classification of programs and credentials](#).

## Geography

The geography refers to the student's province or territory of first enrolment.

The small proportion of students who pursued or graduated with their educational qualification outside the province or territory of first enrolment were not counted as persistent or graduated in the original province or territory.

Canada-level indicators are not strictly comparable to the indicators measured within the same province/territory (even if they are shown in the same table) due to how students with multiple records are counted and treated. The Postsecondary Student Information System (PSIS) data can include more than one record for a student in a given year, if the student is enrolled in more than one program and/or more than one institution. For further information on multiple programs and the differences between the types of analysis, see section "4.3 Types of analysis" of the Technical Reference Guide "Persistence and graduation indicators of postsecondary students, 2011/2012 to 2016/2017".

## International Data

Data from other countries are from *Education at a Glance 2019: OECD indicators* (tables B.5.1, B.5.3 and B.5.4). Methodology and reference years may differ from Canada but only data using the true cohort methods were included.

Completion of a program may vary between countries because the length of the program may differ from one country to another.

## Limitations

Estimates may not be available for all reference periods for all geographies, due to data limitations. The estimates exclude all colleges in Ontario for the 2011/2012 to 2014/2015 cohorts, regional colleges in Saskatchewan for all years except for the 2011/2012 cohort, all colleges in New Brunswick and Manitoba for the 2011/2012 cohort, all institutions in the Territories for the 2011/2012 to 2012/2013 cohorts, some institutions in Manitoba and the Territories for all years and a small number of other institutions in various cohort years. Indicators are not available when sufficient years of longitudinal data are not available.

The data and methods are subject to revision. Percentages are calculated using rounded counts. Totals may not add up to the sum of all categories due to rounding. See the Technical Reference Guide "[Persistence and graduation indicators of postsecondary students, 2011/2012 to 2016/2017](#)".

**Table D.2.1a**

**Status of full-time students<sup>1</sup> in a Bachelor's or equivalent program, one year after entry, selected countries,<sup>2</sup> Canada, provinces and territories, 2017**

	Still enrolled (Bachelor or equivalent)	Graduated (after one year) <sup>3</sup>	Transferred to other tertiary program	Not enrolled in tertiary education
AUS	87	..	1	12
AUT	82	..	4	14
FIN	91	..	1	8
FRA	79	..	13	9
ISR	91	..	0	8
NLD	88	..	0	12
NOR	86	..	2	12
UKM	92	..	0	8
USA	91	..	3	6
<b>CAN</b>	<b>83</b>	<b>2</b>	<b>4</b>	<b>11</b>
N.L.	77	2	5	17
P.E.I.	75	3	1 <sup>E</sup>	22
N.S.	79	2	3	17
N.B.	79	2	4	16
Que.	78	4	8	10
Ont.	89	1	2	8
Man.	76	3	2	19
Sask.	74	0	8	17
Alta.	77	1	3	18
B.C.	81	3	4	12
Territories	39	5	F	F

.. not available for a specific reference period

<sup>E</sup> use with caution

F too unreliable to be published

1. Canadians students only. International students are excluded.

2. The reference year for the selected countries may be different.

3. This information is not available for other countries.

**Notes:** For Canada only, the indicators refer to the status of students within the province or territory in which they first enrolled. Totals may not add up to 100% due to missing, suppressed or rounded data.

**Sources:** Education and Labour Market Longitudinal Platform (ELMLP) and Education at a Glance 2019: OECD indicators.

Table D.2.1b

Status of full-time students<sup>1</sup> in a Bachelor's or equivalent program, four years after entry, selected countries, Canada, provinces and territories, 2017

	Graduated - Bachelor or equivalent	Graduated - Other tertiary program	Still enrolled - Bachelor or equivalent <sup>2</sup>	Still enrolled - Other tertiary education <sup>2</sup>	Not graduated and not enrolled in tertiary education
AUS	33	0	49	..	17
AUT	25	1	52	..	22
FIN	43	1	43	..	14
FRA	34	7	39	..	20
ISR	60	..	23	..	17
NLD	28	0	55	..	17
NOR	43	0	39	..	17
UKM	68	4	16	..	12
USA	36	3	42	..	19
<b>CAN</b>	<b>42</b>	<b>5</b>	<b>32</b>	<b>8</b>	<b>13</b>
N.L.	23	5	39	11	22
P.E.I.	37	8	25	7	24
N.S.	47	4	22	6	22
N.B.	40	4	24	8	24
Que.	58	10	20	10	4
Ont.	45	3	35	6	12
Man.	27	4	36	7	26
Sask.	23	8	31	17	21
Alta.	29	7	36	13	16
B.C.	29	6	38	12	16
Territories	33	F	4	5	F

.. not available for a specific reference period

F too unreliable to be published

1. Canadians students only. International students are excluded.

2. Still enrolled in Bachelor or equivalent includes also other tertiary for other countries.

**Notes:** For Canada only, the indicators refer to the status of students within the province or territory in which they first enrolled. Totals may not add up to 100% due to missing, suppressed or rounded data.

**Sources:** Education and Labour Market Longitudinal Platform (ELMLP) and Education at a Glance 2019: OECD indicators.

Table D.2.2

Graduation rate four years after entry of full-time Bachelor or equivalent students,<sup>1</sup> by program and gender, Canada, provinces and territories, 2017

	Bachelor or equivalent		Other tertiary program	
	Men	Women	Men	Women
CAN	35	48	5	5
N.L.	16	27	6	5
P.E.I.	34	38	9 <sup>E</sup>	8 <sup>E</sup>
N.S.	41	50	4	3
N.B.	34	44	4	4
Que.	50	63	13	7
Ont.	36	52	2	3
Man.	25	29	3	4
Sask.	17	27	7	9
Alta.	25	31	5	9
B.C.	24	32	6	6
Territories	F	41	F	F

<sup>E</sup> use with caution

F too unreliable to be published

1. Canadians students only. International students are excluded.

**Note:** The indicators refer to the status of students within the province or territory in which they first enrolled.

**Source:** Education and Labour Market Longitudinal Platform (ELMLP).

# 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.

## Canadian Education Statistics Council

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Robert Gardiner	Newfoundland and Labrador	Department of Education
Bethany MacLeod	Prince Edward Island	Department of Education and Lifelong Learning
Duff Montgomerie	Nova Scotia	Department of Labour and Advanced Education
Cathy Montreuil	Nova Scotia	Department of Education and Early Childhood Development
Daniel Mills	New Brunswick	Post-Secondary Education, Training and Labour
George Daley	New Brunswick	Department of Education and Early Childhood Development
Marcel Lavoie	Nouveau-Brunswick	Ministère de l'Éducation et du Développement de la petite enfance
Éric Blackburn	Québec	Ministère de l'Éducation et de l'Enseignement supérieur
Shelley Tapp	Ontario	Ministry of Colleges and Universities
Nancy Naylor	Ontario	Ministry of Education
Dana Rudy	Manitoba	Department of Education
Jan Forster	Manitoba	Department of Economic Development and Training
J. Robert Currie	Saskatchewan	Ministry of Education
Mark McLoughlin	Saskatchewan	Ministry of Advanced Education
Andre Corbould	Alberta	Alberta Education
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Scott MacDonald	British Columbia	Ministry of Education
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Nicole Morgan	Yukon	Department of Education
Rita Mueller	Northwest Territories	Department of Education, Culture and Employment
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