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Youth in Transition Survey

Education and labour market pathways of young Canadians between age 20 and 22: an Overview

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Education, skills and learning
Research papers

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between age 20 and 22: an overview**

Klarka Zeman, Tamara Knighton,

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and

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Human Resources and Skills Development Canada

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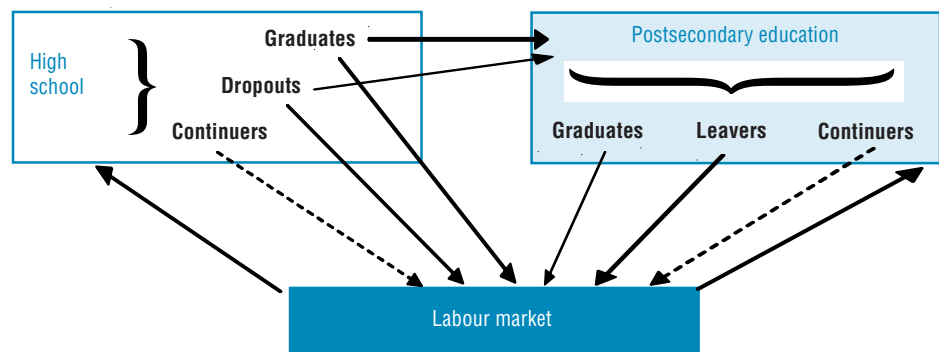
1. Introduction

“More and more, it seems, periods of work and learning are being spread throughout life, rather than being concentrated in distinct and separated periods: education in the period up to the late teens and early 20s; work after that. A mingling of work with education is also being observed increasingly during the period of initial education.” (OECD 2000)

The pathways undertaken by youth as they move from full-time education to full-time work are diverse and individualized. Some youth start out in the workforce directly after secondary schooling, some pursue postsecondary studies and others combine school with work. Youth may also take advantage of the “second chance system” to return to school after having started out in the workforce. Furthermore, according to the Organisation for Economic Cooperation and Development (OECD), youth’s pathways are evolving and, in the last decade, youth have spent more time in initial education and have delayed their entry into the world of work. Once in the workforce, youth may move between an assortment of part-time or temporary jobs before settling into more stable employment.

In order to better understand the complex school-work trajectories of Canadian youth, this report provides a descriptive overview of their major pathways as depicted in Figure 1.1. Youth’s status and their pathways within and between high school, postsecondary education and the labour market are examined over a two-year period.

Figure 1.1
Pathways of Canadian youth



This analysis is based on the Youth in Transition Survey (YITS). YITS is a longitudinal survey developed by Human Resources Development Canada and Statistics Canada in the late 1990s to collect information on major transitions in the lives of youth, particularly between education, training and work. YITS contacts the same respondents at two-year intervals and can therefore provide information on patterns of education and work activities over time for the same individuals. In this report, data from the first two cycles are used to examine the education and labour market status of youth and their pathways. In the first cycle of YITS, youth were between the ages of 18 to 20 and their education and labour market status was assessed as of December 1999. Two years later the same respondents, aged 20 to 22, were re-interviewed and their activities measured as of December 2001¹. Appendix A provides more detailed information about the survey.

This report focuses on the oldest respondents participating in the survey to better see what proportion of youth complete high school and what proportion of high school graduates and dropouts end up participating in postsecondary education. These youth were 20 years old in December 1999 and 22 in December 2001. Information on the younger survey participants is presented only where this is useful to clarify particular issues.

2. High School

Completing high school is an important milestone in an individual's life. Obtaining a high school diploma is likely to influence a youth's future pathways since it is generally considered to be a minimal requirement for access to the labour market (Bushnik, Barr-Telford and Bussière 2004). In addition, it is a stepping stone for further education and lifelong learning. This section will look at the high school status and high school transitions of youth over a two year period as they age from 20 to 22.

The vast majority of youth had completed high school by age 22...

Since the typical age of graduation from high school in most of Canada is 18, it is not surprising that by age 20, most youth had already graduated. However, for some, finishing high school was a longer process than for others: 2% of youth graduated from high school between the ages of 20 and 22, bringing the graduation rate up to 87% (see Table B1 in Appendix B). Very few were still in high school at age 22.

However, 11% of youth had dropped out of high school without graduating

Youth who drop out of high school are considered to be at risk as entering the world of work and pursuing higher education is much more difficult without this basic qualification. By the age of 22, 11% of youth had dropped out of high school without graduating. However, it is encouraging to note that this dropout rate was one percentage point lower than it was two years earlier at the age of 20. A change in the dropout rate is influenced by two factors: dropouts who return to high school will reduce the dropout rate whereas those who were in high school (continuers) and who subsequently drop out will increase the dropout rate. Since the number of dropouts who returned to school was higher than the number of continuers who dropped out, the net effect was a decrease in the dropout rate.

At the age of 20, dropout rates were much higher for males than for females and this gender difference in dropout rates remained by the age of 22 (14% for males compared to 8% for females, see Table B2 in Appendix B). Provincial variations also existed: Manitoba had a much higher dropout rate (15%), while New Brunswick and Saskatchewan had much lower dropout rates (both were 7%).

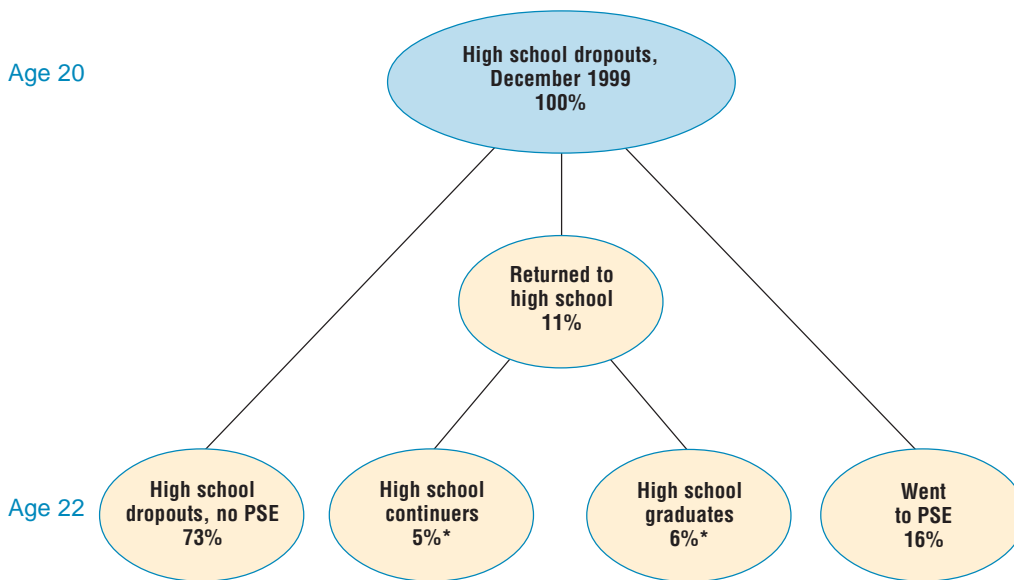
Significant increase in the graduation rate for youth in the youngest age cohort

Not surprisingly, the graduation rate for the oldest youth participating in YITS – those aged 20 in 1999 – did not change dramatically over a two year period. On the other hand, the graduation rate for the younger youth participating in YITS – those aged 18 in 1999 – increased notably from 62% at the age of 18 to 86% two years later at the age of 20. Accordingly, the proportion who were still in school decreased from 27% to 3%. The dropout rate was fairly similar in both time periods (10% and 11%).

Of those dropping out of high school some will return to complete their secondary studies at a later time. This constitutes a second chance at the high school level. Additionally, others may enrol in courses or programs outside of secondary school, including programs at the postsecondary level. These constitute second chance at the postsecondary level. Twenty-seven percent of youth who had dropped out of high school by age 20 had taken advantage of the second chance system by the age of 22 (Figure 2.1). Eleven percent of these dropouts took advantage of the high school second chance system: 5% percent returned to high school and were still pursuing their studies in December 2001 and another 6% returned and graduated from high school. A further 16% of these dropouts took advantage of the second chance system at the postsecondary level and went on to pursue postsecondary studies without obtaining a high school diploma.

Twenty-seven percent of high school dropouts took advantage of the second chance system

Figure 2.1
Schooling pathways of 20 year old youth who had dropped out of high school as of December 1999



* includes a coefficient of variation (CV) between 16.6% and 25%

Over a two year period, the proportion of high school dropouts who pursued postsecondary education (PSE) doubled. Nine percent of 20-year-olds who were high school dropouts as of December 1999 had also pursued postsecondary education. Two years later, 18%² of youth who were dropouts as of December 2001 had pursued postsecondary education.

When participation in postsecondary education is considered, the second order or effective dropout rate at age 22 decreased to 9% -two percentage points lower than the national high school dropout rate of 11%. For males the dropout rate decreased from 14% to 12% and for females the dropout rate decreased from 8% to 7%.

The proportion of high school dropouts who pursued postsecondary education doubled from 9% at the age of 20 to 18% two years later at the age of 22

When accounting for dropouts who pursued second chance education at the postsecondary level the high school dropout rate at age 22 went from 11% to 9%

Table 2.1 shows provincial dropout rates adjusted for dropouts who pursue postsecondary education. The largest adjustments to the dropout rate were seen in Newfoundland and Labrador and in Alberta. On the other hand, there was no change in the dropout rates for Manitoba and New Brunswick when accounting for dropouts participating in postsecondary education.

This additional education is important for dropouts, because it suggests that they are gaining new skills, knowledge and credentials which should in turn increase their employment opportunities (Bowlby and McMullen 2003).

Table 2.1

High school dropout rates for youth aged 22 before and after taking into consideration their participation in postsecondary education, by province

	High school dropout rate	High school dropout rate adjusted for those who participated in postsecondary education
	%	%
Canada	11	9
Newfoundland and Labrador	11**	7**
Prince Edward Island	F	F
Nova Scotia	10*	8*
New Brunswick	7**	7**
Quebec	13	11
Ontario	9	7
Manitoba	15*	15*
Saskatchewan	7	6**
Alberta	13*	10
British Columbia	13	11

Notes: As a measure of sampling error:
 * indicates a coefficient of variation (CV) between 16.6% and 25%
 ** indicates a CV greater than 25% and less or equal to 33.3%
 F indicates too unreliable to be published.

Postsecondary experiences of high school dropouts

As of December 2001, 18% of youth who had never graduated from high school by age 22 had participated in some form of postsecondary education. Of these youth, approximately 35% had graduated from postsecondary education, 44% were still pursuing their postsecondary studies and 21%** had left without completing their studies (see Table B6 in Appendix B). Although this last group of high school dropouts went to postsecondary education, the extent to which they were able to improve their knowledge and skills through this additional education is unclear since they left before receiving a credential. The open question is whether over the long term, this group will face similar or improved labour market outcomes compared with high school dropouts.

The majority of dropouts who made use of the second chance system at the postsecondary level went to college (64%, see Appendix table B7) followed by publicly funded technical institutes or trade/vocational schools (15%)**, and private business schools or private training institutes (15%**).

** indicates a CV greater than 25% and less or equal to 33.3%.

3. Postsecondary education

Increasingly, postsecondary education (PSE) is required to meet Canada's current and future labour market demands. It is estimated that two-thirds of new jobs created by 2008 will require postsecondary education.³ Not only does further education affect the ability of individuals to compete in the labour market, it also affects the types of jobs they obtain, and the wages they receive (Statistics Canada and CMEC 2003). This section examines youth participation in postsecondary education at age 20 and two years later by age 22. In addition, it explores the dynamics of their PSE experience: what proportion of youth take further postsecondary education after graduation with a PSE credential and what proportion of youth return to postsecondary education after having left without a diploma.

3.1 Postsecondary status

The proportion of youth who had participated in postsecondary education increased from 70% by age 20 to 76% by age 22 (see Appendix table C1). Future cycles of YITS will reveal whether this proportion increases or levels out as this group ages.

More than three quarters of youth no longer in high school had participated in postsecondary education by age 22

Definition of Postsecondary Education (PSE) Statuses

In this analysis, PSE status refers to a youth's overall postsecondary status. This status was examined during two periods of time, December 1999 when respondents were 20 years old and December 2001 when respondents were 22 years old. The following postsecondary statuses are referred to throughout this report:

Participated in postsecondary education encompasses all of the following groups:

A PSE Graduate is someone who graduated from a postsecondary institution and includes both graduate continuers and graduate non-continuers:

A PSE Graduate Continuer is someone who has already graduated from a postsecondary institution and is still pursuing education at a postsecondary institution

A PSE Graduate Non-Continuer, is someone who has graduated from a postsecondary institution and is not pursuing education in a postsecondary institution

A PSE Continuer is someone who is attending a PSE institution but has not yet graduated

A Leaver is someone who has attempted postsecondary education but is no longer pursuing it and has never graduated from a PSE institution

No PSE refers to someone who is no longer in high school and has never attempted postsecondary education and includes high school dropouts and high school graduates:

High school dropout, no PSE refers to someone who has dropped out of high school and has never attempted postsecondary education.

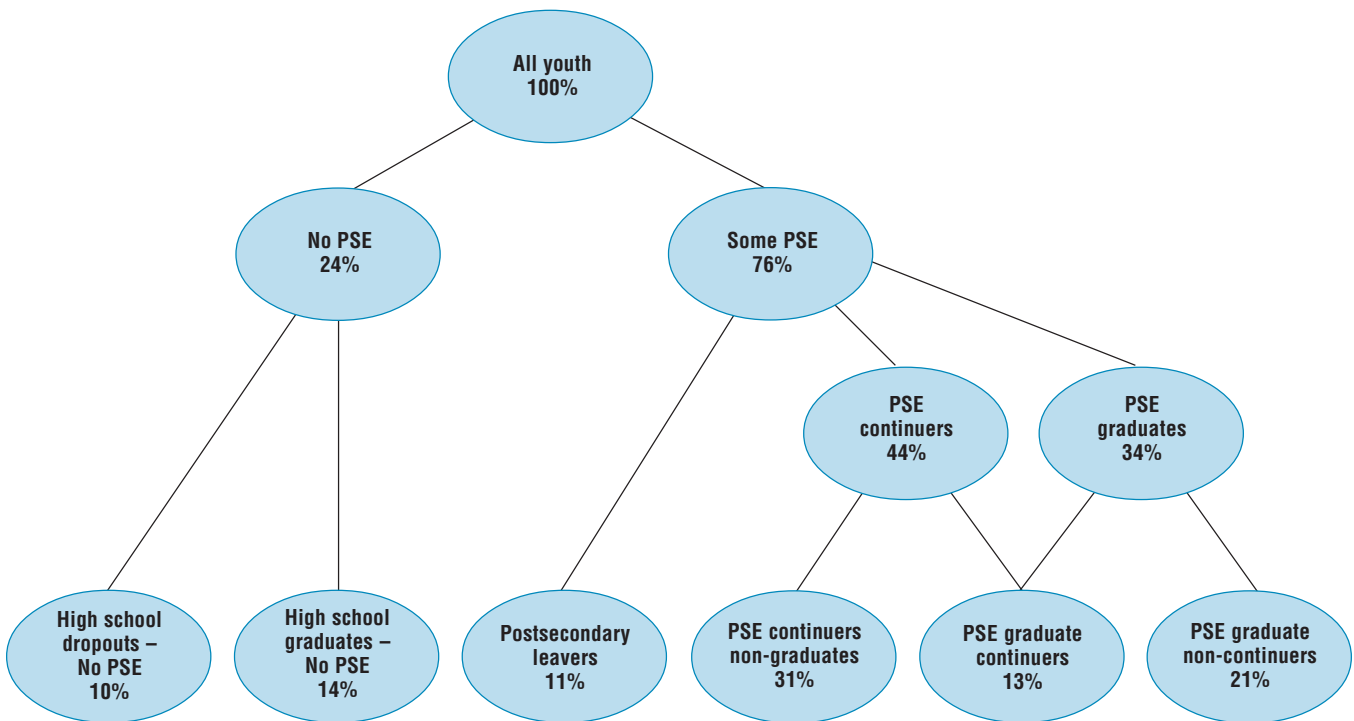
High school graduate, no PSE refers to someone who is a high school graduate and has never attempted postsecondary education.

At the same time, however, the proportion of youth not in high school who were currently attending postsecondary education decreased from 55% at age 20 to 44% at age 22. This was because more of them had either left or graduated by the age of 22. The percentage that left without a diploma increased from 8% to 11%, while the percentage that had graduated more than doubled from 15% to 34%. The distribution of postsecondary status for youth by the age of 22 is illustrated in Figure 3.1.

The proportion of youth who had graduated from postsecondary education before the date of the most recent interview (December 2001) was much higher in Quebec (54%) compared to the rest of Canada (27%, see Appendix table C2). In Quebec most students finish high school a year earlier than in other provinces and enter into the CEGEP system (a postsecondary institution) to complete a college level program or to complete a university preparation program before continuing on to university. In contrast, students from other provinces may enter university directly from high school.

As this group ages, it is expected that their PSE graduation rate will rise. OECD data show that half of Canadian adults aged 25-34 have graduated from some sort of postsecondary institution (OECD 2003).⁴ Since many 22 year olds were still attending postsecondary education, they had not yet had the opportunity to graduate.

Figure 3.1
Distribution of postsecondary status for youth who were no longer in high school, at age 22, December 2001



3.2 Postsecondary pathways

While the previous section examined the postsecondary status of youth at two discrete time periods it did not take into account change in individual status. It would be possible, for example, for a PSE leaver at age 20 to return to studies by age 22 or for a PSE continuer at age 20 to subsequently leave school. These transitions are lost when PSE activity is presented using aggregate participation rates.

To gain some insight into the extent to which there is individual movement in and out of postsecondary education from age 20 to 22, the PSE pathways of youth were examined. A summary of these pathways is depicted in Table 3.1. The small proportion of youth who were still enrolled in high school in December 2001 were excluded from this analysis.

Table 3.1

Distribution of youth who were no longer in high school by their postsecondary status at age 20 and 22

Postsecondary status at the age of 20, December 1999	Postsecondary status at the age of 22, December 2001				
	No PSE	PSE leavers	PSE continuers	PSE graduate non-continuers	PSE graduate continuers
			%		
No PSE	24	1*	5	1	0**
PSE leavers	...	5	2	1**	F
PSE continuers	...	5	24	12	5
PSE graduate non-continuers	...	...	...	6	2
PSE graduate continuers	...	...	...	2	5

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

F too unreliable to be published.

Total does not add up to 100 due to rounding.

Bolded percentages are for youth who retained the same PSE status in both time periods.

Between the age of 20 and 22, many youth moved in and out of postsecondary education, supporting the notion that youths' pathways are diverse and individualized. More than one-third of youth (36%) undertook at least one PSE transition between age 20 and 22. The most common transition was graduating from a postsecondary institution: 19% had graduated from postsecondary education between age 20 and 22. The next most common transition was first entry into postsecondary schooling: 7% started postsecondary education after age 20. A further 7% had graduated and returned for more education and this percent includes those who had graduated before age 20. Lastly, 6% had left postsecondary education without graduating between age 20 and 22.

A remaining 64% retained the same PSE status between age 20 and 22: 24% remained in postsecondary education, 24% had not participated at all, 5% were graduate continuers and 5% were PSE leavers.

Almost 40% of PSE graduates continued on to further postsecondary education...

...this proportion was strongly influenced by youth in Quebec

Among the youth who had graduated from a postsecondary institution by the end of 2001, almost 40% of them returned after graduation for more education (see Appendix Table C5).

The proportion of graduates who returned to postsecondary education after graduating was much higher in Quebec (54%) compared to the rest of Canada (27%). As mentioned previously, this increased rate is attributable to the presence of CEGEP in Quebec. As a CEGEP university preparation program is typically two years, a student who goes straight from high school to CEGEP would finish this program at the age of 19 or 20. Consequently, by the age of 22 many youth in Quebec have had the opportunity to graduate from CEGEP (postsecondary education).

Not surprisingly, almost 90% of graduates who returned had previously completed a college or CEGEP diploma, 8% had a certificate or diploma from a private business school or private training institute while the remaining 4% had a certificate or a diploma from some other type of postsecondary program.

The type of institution to which graduates returned differed for youth in Quebec compared to the rest of Canada. Most PSE graduates in Quebec went on to study at a university (83%). This is not surprising given the different education structure in Quebec. In contrast, PSE graduates in the rest of Canada returned to a variety of PSE institutions (see Table C6 in Appendix C).

Thirty-five percent of PSE leavers returned to postsecondary education

Thirty-five percent of 20 year olds who had left postsecondary education without graduating as of December 1999 had returned by the age of 22 (See Appendix Table C7). Female PSE leavers were more likely to return to postsecondary education than males (43% versus 28% respectively).

Those who left either college or university typically returned to the same type of institution from which they left. This tendency was more pronounced for those who left college than it was for those who left university. Sixty-two percent of those who left college went back to college; while 52% of those who left university went back to university (see Appendix Table C8). However, a notable proportion of students changed the type of institution they were attending. Among those who left university, 32%⁵ returned to college while 22%⁶ of those who left college returned to university. There are many factors that may explain return to postsecondary education such as poor labour market prospects, a change in course or program, or the possibility that some leavers only intended to take a break from their studies. Factors relating to leaving postsecondary education and the decision to return will be explored in an upcoming report.

4. Labour Market Activity

The transition to the labour market presents youth in today's knowledge-based society with both opportunities and challenges. Postsecondary education is increasingly important to labour market success and those leaving school without any qualifications are increasingly at risk of exclusion and poor labour market prospects.

While the youth examined in this report are still quite young and most have not completed the process of transition from school to full-time work, an overview of their labour market activity between age 20 and 22 provides a starting point to understanding the nature of school-work transitions.

4.1 Labour Market Status

Between the age of 20 and 22 there was a shift from being in school to being out of school and either working or not working. The proportion of youth in school decreased from 56% at age 20 to 44% at age 22 (Figure 4.1) while the proportion who were working full-time increased from 27% to 34%. Females were more likely than males to be enrolled in school whereas males were more likely than females to be engaged in full-time work (Appendix Table D.1).

Between age 20 and 22 there was a shift from being in school to working full-time or not working

Measuring Labour Market Activity

In this analysis, youth's labour market activities were examined during two points of time: December 1999 when respondents were 20 years old and December 2001 when respondents were 22 years old. As this report is intended as an overview, labour market transitions were explored for these two periods of time only. Although available, monthly transitions are not reported in this analysis. Youth are grouped into one of four key activity statuses:

In school: this group includes all of those who were in school at any level regardless of their working status

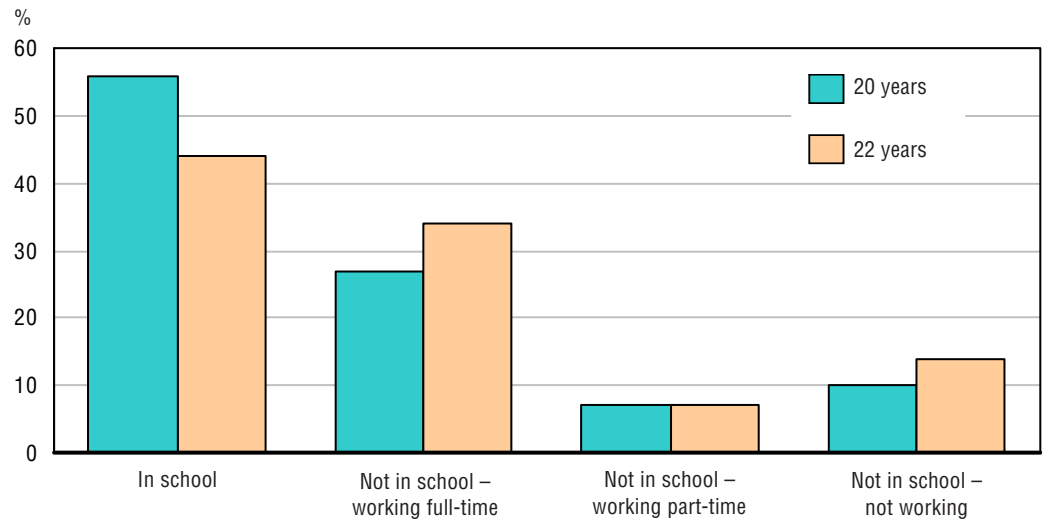
Working full-time this group includes those who were not studying and who worked on average 30 hours or more per week

Working part-time this group includes those who were not studying and who worked on average less than 30 hours per week

Not working: this group includes those who were not studying and who were either unemployed or not in the labour market.

The proportion of youth who were not working and not studying increased from around 10% at age 20 to 14% at age 22. It should not be assumed, however, that all of those who were not in school and not working experienced difficulties in the transition from school to work. Some youth may choose to leave school and/or the labour market to travel, to undertake volunteer activities, or to care for family.

Figure 4.1
School/work status of youth at age 20 and 22



While this analysis profiles the labour market activity of youth at two different times in their life, it does not depict the dynamics of this cohort (i.e. the extent to which they move into and out of school, full-time work, part-time work and not working). Due to the longitudinal nature of the survey, YITS allows for an in-depth mapping of these pathways over time.

4.2 Labour Market Pathways

Over forty percent of youth experienced a school/work transition between the age of 20 and 22

YITS data reveal that youth undertook a variety of school-work transitions in their early twenties including leaving school and entering the labour market, returning from the labour market to school and moving among full-time work, part-time and not working. Forty-four percent of youth had made one of these transitions between the ages of 20 and 22 (Table 4.1).

Table 4.1

Distribution of youth by their school/work status at age 20 and 22

	Status by age 22			
	In school	Working full-time	Working part-time	Not working
	%			
Status at age 20				
In school	35	12	4	5
Working full-time	5	17	2	4
Working part-time	2	3	1	2
Not working	3	3	1	3

Note: Total does not add up to 100 due to rounding.

Approximately one-third (35%) of youth were in school at age 20 and again two years later by age 22. While the majority of those who were in school at age 20 were also in school two years later (63% - Appendix table D.3), as presented in previous sections of this report, some youth who remained in school made a transition from secondary to postsecondary school or within postsecondary school during this period.

The most common school-labour market transition made by youth between age 20 and 22 was from being in school to working full-time: 12% of youth were in school at age 20 and were not in school and working full-time two years later. Another 10% of youth returned to school between age 20 and 22: this proportion was highest among those not working at the age of 20, followed by those working part-time and those working full-time (Appendix table D.3). Another 15% of youth experienced a change in their labour market status over a two year period.

Part-time work was a temporary activity for youth. In December 1999, 7% of youth aged 20 were not in school and working part-time. However, the majority of these youth (86%) were not working part-time two years later. The most common pathway among those working part-time at the age of 20 was to full-time work (41%), followed by going back to school (24%) and to not working (21%).

The majority of young adults who were not in school and not working at age 20 had changed their situation two years later by returning to school, working full-time, or working part-time (appendix table D3).

Yet there remains a group of youth, 3%, who were not in school and not employed in both December 1999 and again two years later in December 2001. This group was comprised of two sub-groups of individuals, those who were unemployed and those who were not in the labour market. The fact that this group was consistently not in school or working over a two year period suggests that they may have been experiencing transition difficulties. However, it cannot be assumed that all of them are experiencing such difficulties as some may have chosen to travel, to volunteer or to care for family for an extended period of time.

An initial examination shows that this group was comprised mainly of high school dropouts (45%) and high school graduates (28%) but also consisted of postsecondary leavers (12%⁷) and postsecondary graduates (15%⁸) (table not shown)⁵. That 85% of this group did not have a postsecondary diploma seems to suggest that their level of education may limit their labour market opportunities.

Twelve percent of youth moved from being in school at age 20 to working full-time work at age 22

Part-time work was a temporary activity for youth

Three percent of youth were not working and not in school at age 20 and again two years later at age 22...

...almost half of these youth were high school dropouts

Labour market experiences of youth who were not in school

Among youth not in school, the proportion of high school dropouts not working was twice as high as that of other youth

Thirty-six percent of youth were not in school both at age 20 and again two years later at age 22. While some of them may yet return to school to further their education, the consequence of their current educational achievement on their labour market outcomes can be examined. Most of these youth were high school graduates (28%) or high school dropouts (38%) while some had graduated from a postsecondary institution (18%) or completed some postsecondary schooling (16%).

The move from school to work was evident for the majority of youth who were not in school by age 20: 64% of them were working at the age of 20 and again at the age of 22. However, the move from school to work appeared to be more problematic for high school dropouts. Almost twice as many high school dropouts were not working in both time periods, compared to other youth. In addition, a smaller proportion of them were working in both time periods (Table 4.2).

Table 4.2

Distribution of work status for youth who were not in school in December 1999 and December 2001, by highest level of education

Educational status	Distribution by work status in December 1999 and December 2001			All
	Working in both periods	Working in one period	Not working in both periods	
	%			
All	64	26	10	100
High school dropout	55	28	17	100
High school graduate	67	26	8	100
Postsecondary leaver	65	29	6**	100
Postsecondary graduate	71	22*	7*	100

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

Totals might not add to one hundred due to rounding.

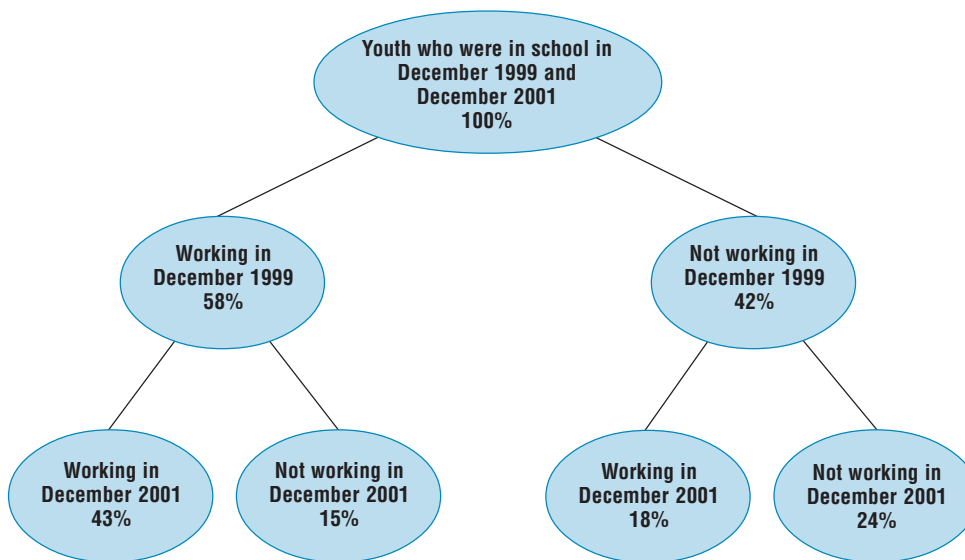
Labour market experiences of youth who were in school

The majority of youth in school were also working

Thirty-five percent of youth were in school both at age 20 and again two years later at age 22. Among these youth, combining school and work was a common phenomenon. Early labour market participation may provide students with valuable work experience which may in turn ease the transition from school to full-time work. However, for some working while studying may come at a cost and impact on school engagement and academic performance (Bushnik 2003).

As mentioned previously, the proportion of youth studying decreased between the age of 20 and 22 while the proportion who were not studying but working increased. In addition, among those in school, the proportion of youth combining studying and working increased. At the age of 20, 58% of youth who were in school were also working and this proportion increased to 61% by the time they were 22. Less than half of youth were working in both time periods and around one-quarter were not working in both time periods (Figure 4.2). The impact of youths' school-work combinations on both academic performance and long-term integration into employment can be examined with future cycles of YITS.

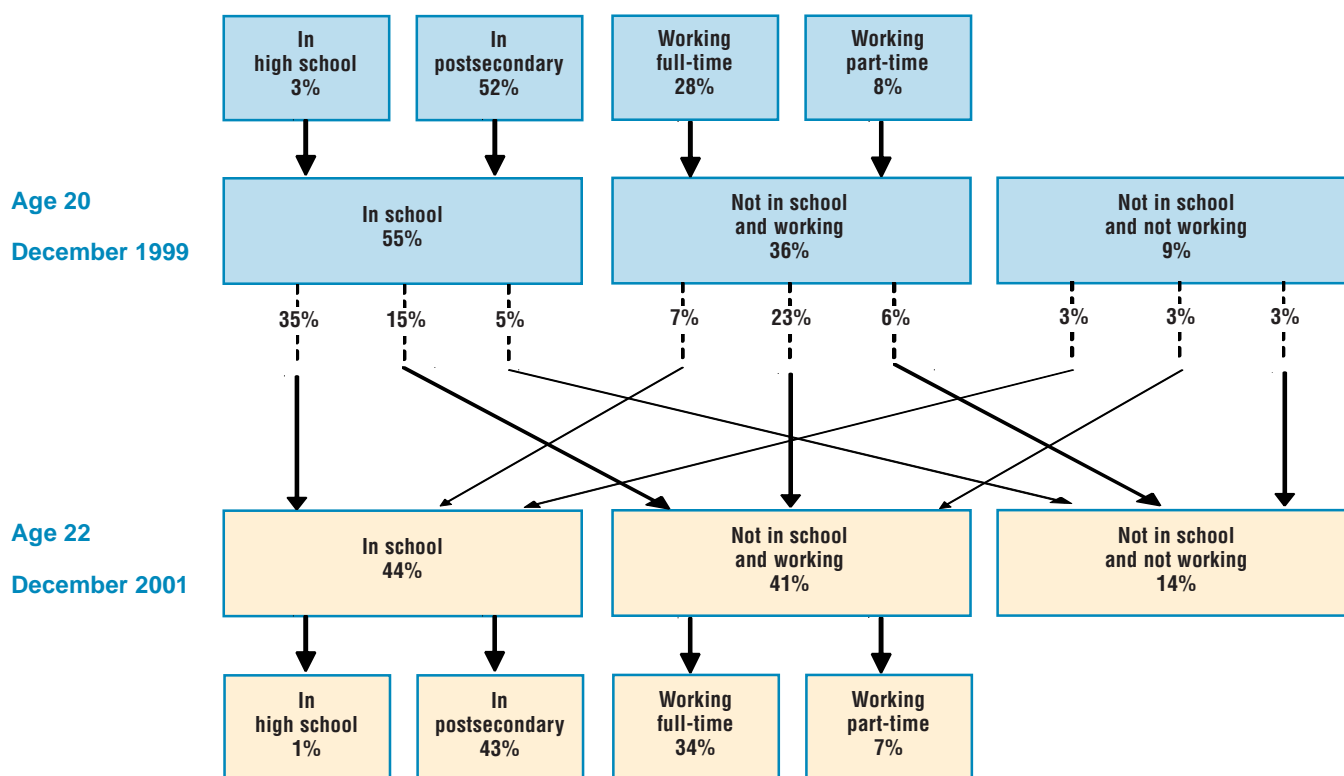
Figure 4.2

Distribution of work status among youth who were in school at age 20 and 22

5. Conclusion

This report provides an overview of the school and labour market pathways undertaken by Canadian youth between the ages of 20 and 22 as shown in Figure 5.1.

Figure 5.1
School and labour market pathways, ages 20 to 22



Note: These percentages were calculated using Cycle 2 data and weights.

By the age of 20, 12% of youth had dropped out of high school. However, due to the participation of some dropouts in the second chance system at the high school level, the dropout rate decreased to 11% by the age of 22. Furthermore, some high school dropouts took advantage of the second chance system at the postsecondary level. When this is taken into account, only 9% of youth had dropped out of high school and had not pursued any further education. These findings illustrate that the high school dropout rate is fluid and that not all high school dropouts put an end to their formal schooling. However, those high school dropouts

without further education are in a challenging position vis-à-vis the labour market. In addition, their future participation in lifelong learning activities might be jeopardized due to their lower level of initial education.

By age 22, 76% of youth had participated in some form of postsecondary education and 35% had graduated. That such a high proportion of youth had participated in postsecondary education indicates that Canadians recognize the importance of higher education. While some (11%) had left their PSE schooling without graduating, just as is the case with high school, leaving postsecondary education does not necessarily mean the end of higher education. This report showed that more than one-third (35%) of PSE leavers at age 20 had returned within two years by the age of 22.

Between the ages of 20 and 22 the proportion of youth in school decreased while the proportion not in school and working full-time or not working increased. The proportion who were not in school and not working increased from around 10% at age 20 to 14% at age 22. This should not necessarily be a cause for concern as some youth may have decided to undertake activities outside of the labour market such as forming a family, travelling or volunteering.

This study identified a small but notable group of individuals (3%) who were not in school and not working in both December 1999 and December 2001. That these people have been in this state in both time periods may be cause for concern. Detailed analysis of their work status between these two time periods as well as information on their other activities will provide more insight into this group's pathways.

This overview has provided a starting point from which to understand youth's educational and labour market experiences. Further analysis should be undertaken to examine the characteristics associated with these experiences. In addition, the informative value of YITS will increase with subsequent survey cycles that will allow researchers to examine the long term consequences of education and labour market pathways.

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Endnotes

1. This sample of youth is representative of Canadian youth who were 18 to 20 in December 1999. However, in December 2001 they are not representative of 20-22 year old Canadian youth.
2. This rate of postsecondary participation is for dropouts as of December 2001. This rate differs from the rate of 16% reported for dropouts as of December 1999 because of differences in the composition of each group. Youth who had dropped out of school as of December 2001 exclude youth who returned to high school by December 2001 and include youth who were in school in December 1999 who subsequently dropped out of school by December 2001.
3. Special tabulation by Human Resources and Skills Development Canada, 2004.
4. This rate refers to tertiary education which excludes some forms of education that are defined as postsecondary in Canada.
5. Indicates a coefficient of variation greater than 25% and less or equal to 33.3%.
6. Indicates a coefficient of variation greater than 25% and less or equal to 33.3%.
7. Indicates a coefficient of variation between 16.6% and 25%.
8. Indicates a coefficient of variation between 16.6% and 25%.

Appendix A: What is the Youth in Transition Survey (YITS) ?

The Youth in Transition Survey is a Canadian longitudinal survey designed to examine the patterns of, and influences on, major transitions in young people's lives, particularly with respect to education, training and work.

Following a major consultation process with key stakeholders across Canada, ten broad objectives were developed for YITS. They are as follows:

1. to examine key transitions in the lives of youth, such as the transition from high school to post-secondary schooling and the initial transition from schooling to the labour market;
2. to better understand educational and labour market pathways and the factors influencing these pathways;
3. to identify educational and occupational pathways that provide a smoother transition to the labour market;
4. to examine the incidence, characteristics, factors and effects of leaving school;
5. to understand the impact of school effects on educational and occupational outcomes;
6. to examine the contribution of work experience programs, part-time jobs, and volunteer activities to skill development and transition to the labour market;
7. to study the attitudes, behaviours, and skills of young people entering the labour market;
8. to gain a better understanding of the determinants of post-secondary entry and post-secondary retention, including education financing;
9. to better understand the role of educational and labour market aspirations and expectations in investment in further education and career choice; and,
10. to explore the educational and occupational pathways of various subgroups, particularly youth "at risk".

In order to address these objectives in a timely fashion, it was decided to collect data from two age groups of youth in the first cycle of the survey in 2000. One began its participation at age 15 and the other at ages 18 to 20. Both cohorts were asked to provide a range of information on their education and employment experiences as well as information on their personal characteristics including, for example, their educational aspirations. The younger group also participated in the Programme for International Student Assessment (PISA), an internationally recognized test to evaluate the knowledge and skills of 15-year-olds in reading, mathematics, and science. Furthermore, an interview was conducted with their parents and a questionnaire was administered to their school principals.

In total, almost 30,000 youth aged 15, and more than 22,000 youth aged 18 to 20 from the ten provinces participated in the first cycle of YITS in 2000. The first results from the younger cohort were presented in *Measuring up: The performance of Canada's youth in reading, mathematics and science*, while results for the older cohort were presented in *At a Crossroads : First results for the 18 to 20-year-old cohort of the Youth in Transition Survey*. Both of these publications are available to download for free through the Internet at www.statcan.ca.

The first follow-up interview with the YITS participants took place in early 2002 with over 40,000 youth interviewed for a second time. At that time, the two cohorts were aged 17 and 20 to 22, respectively.

YITS methodology

Target population

YITS has two target populations: a cohort of individuals who were 18 to 20 years old on December 31st, 1999 and a cohort of students who were 15 years-old on December 31st, 1999.

Sample Design

18 to 20 year-old cohort

The target population for the 18 to 20 year-old cohort comprises residents of the ten provinces of Canada who were born between 1979 and 1981. These individuals turned 18 to 20 during 1999, the reference year for cycle 1.

The design implemented for the 18 to 20 year-old cohort is based on certain groups of households that were in the Labour Force Survey (LFS) between January 1997 and December 1999. Individuals who were full-time members of the armed forces and persons living on Indian reserves or in northern and remote areas are excluded from LFS and were therefore also excluded from this cohort. From these households, a sample of individuals born between 1979 and 1981 or those estimated to be between 18 to 20 years of age during 1999 was selected.

The sample consisted of 29,164 18- to 20-year-olds in cycle 1. In total, 23,594 (80.9%) individuals responded in cycle 1 and these respondents formed the cycle 2 sample.

15 year-old cohort

The 15 year-old cohort also participated in PISA 2000 (OECD's¹ Programme for International Student Assessment). Consequently, the sample design prescribed for PISA was used to select the 15 year-old cohort. The sample design entailed twostage probability sampling, with a stratified probability proportional to size (PPS) sample of 1,242 schools selected in the first stage and a systematic equal-probability sample of students selected at the second stage. Up-to-date student lists were obtained from all participating schools selected in stage one. From this list, students were randomly selected to participate. Students with a cognitive or

functional disability who could not participate under the PISA assessment environment were excluded as were those who had a non-official language barrier. In total, 29,687 15-year-olds participated in cycle 1 of PISA and formed the cycle 2 sample for YITS.

Data Collection

While separate data collection strategies were employed for each of the cohorts in cycle 12, the same data collection strategy was used for both cohorts in cycle 2. Data collection occurred between mid February and mid-June 2002 using computer assisted telephone interviewing. The following table shows the response rates by province.

Table A1
Response rates in cycle 2

Province	15 year-old cohort	18 to 20 year-old cohort	Both cohorts
Newfoundland and Labrador	94.6	83.2	90.7
Prince Edward Island	90.1	82.2	87.9
Nova Scotia	88.7	82.1	86.5
New Brunswick	84.3	75.6	81.6
Quebec	90.9	85.9	88.4
Ontario	90.5	87.5	88.7
Manitoba	93.3	86.7	90.8
Saskatchewan	95.2	89.0	82.8
Alberta	92.7	85.7	89.9
British Columbia	86.1	79.5	83.6
Canada	90.5	85.0	88.1

Notes:

1. Organisation for Economic Co-operation and Development
2. For more information about the Cycle 1 data collection strategy for the 18-20 year-old cohort, see the user documentation accompanying the microdata file. For more information about the Cycle 1 data collection strategy for the 15 year-old cohort, see the document *Measuring up: The performance of Canada's youth in reading, mathematics and science*.

Appendix B : Tables

Table B1
High school status in December 1999 and December 2001, by age and province

	December 1999			December 2001			Total Number
	Graduates	Continuers	Dropouts	Graduates	Continuers	Dropouts	
	%			%			
Canada	All ages			All ages			
	76	13	12	86	2	12	1,214,000
Newfoundland and Labrador	83	8	10	89	F	11	26,000
Prince Edward Island	77	12	11*	86	F	13*	6,000
Nova Scotia	74	17	9	89	1**	10	38,000
New Brunswick	82	10	8	92	F	8	30,000
Quebec	76	8	16	82	3	14	299,000
Ontario	75	16	9	90	1*	9	443,000
Manitoba	73	12	15	84	2*	14	45,100
Saskatchewan	82	10	7	91	1**	8	44,000
Alberta	74	12	14	82	2**	16	123,000
British Columbia	77	12	10	86	2**	12	156,000
Canada	18 years of age			20 years of age			
	62	27	10	86	3	11	403,000
Newfoundland and Labrador	72	18	10**	88	F	12**	8,500
Prince Edward Island	65	27	8*	92	F	8**	2,050
Nova Scotia	57	35	8*	89	F	8*	12,650
New Brunswick	69	21	9*	90	F	10*	10,000
Quebec	71	14	15	80	4	16	97,050
Ontario	54	38	8	90	2*	9	148,750
Manitoba	59	26	15*	83	2**	15	15,200
Saskatchewan	72	23	5*	91	F	7*	14,300
Alberta	60	26	14*	81	F	16*	42,050
British Columbia	69	24	6	87	3**	10*	52,100
Canada	19 years of age			21 years of age			
	80	8	12	86	2*	12	407,000
Newfoundland and Labrador	87	4**	9*	90	F	9*	9,350
Prince Edward Island	84	8*	8*	89	F	11*	1,950
Nova Scotia	79	11	10	87	F	13	12,700
New Brunswick	87	6*	7*	93	F	7**	10,300
Quebec	78	6	16	83	3*	14	101,050
Ontario	82	9	9	89	F	10	148,150
Manitoba	79	7*	14*	85	F	13*	15,250
Saskatchewan	84	6*	9*	91	F	9*	14,600
Alberta	77	7*	16	79	F	20	41,000
British Columbia	80	9*	12	85	F	12*	51,800
Canada	20 years of age			22 years of age			
	85	3	12	87	1*	11	404,000
Newfoundland and Labrador	89	F	11*	89	F	11**	8,500
Prince Edward Island	82	F	F	79	F	F	2,100
Nova Scotia	85	F	10*	90	F	10*	12,800
New Brunswick	90	F	8*	93	F	7**	9,900
Quebec	79	4*	16	84	3*	13	100,550
Ontario	88	2*	10	90	1**	9	145,850
Manitoba	82	3**	15	84	F	15*	14,700
Saskatchewan	91	2**	7	92	F	7*	15,550
Alberta	85	2**	13	86	F	13*	40,100
British Columbia	82	F	13	86	F	13*	52,550

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

F too unreliable to be published.

National numbers and provincial numbers for all age groups combined have been rounded to the nearest 1000. Provincial numbers per age group have been rounded to the nearest fifty.

Totals might not add to one hundred due to rounding.

Table B2
High school status by gender and age, December 2001

	December 2001			Total Number
	Graduates	Continuers	Dropouts	
	%			
	All			
All	86	2	12	121,000
Male	83	2	15	62,000
Female	89	2	9	59,000
	20 years of age			
All	86	3	11	401,000
Male	83	3	14	205,000
Female	89	3*	9	196,000
	21 years of age			
All	86	2	12	405,000
Male	83	2*	15	206,000
Female	89	1*	10	199,000
	22 years of age			
All	87	1	11	404,000
Male	85	1*	14	206,000
Female	90	2**	8	198,000

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

F too unreliable to be published.

Totals might not add to one hundred due to rounding.

Totals have been rounded to the nearest thousand.

Table B3
Schooling pathways of 20 year old youth who had dropped out of high school as of December 1999

Total number of high school dropouts, December 1999	48,250
Schooling status, December 2001	%
High school graduates	6*
High school continuers	5*
High school dropouts, PSE	16
High school dropouts, no PSE	73

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

Total has been rounded to the nearest fifty.

Table B4

High school pathways for youth aged 20 to 22, December 1999 to December 2001

High school status, December 1999	High school status, December 2001				
	Graduates	Continuers	Dropouts	Total	Total
	%	%	%	%	Number
All					
Graduates	100	...	...	100	922,000
Continuers	75	9	16	100	150,000
Dropouts	8	6	86	100	136,000
18 years of age					
Graduates	100	...	...	100	251,000
Continuers	79	7	13	100	110,000
Dropouts	13*	7*	80	100	39,000
19 years of age					
Graduates	100	...	...	100	327,000
Continuers	62	15**	24	100	29,000
Dropouts	5*	5**	90	100	48,000
20 years of age					
Graduates	100	...	...	100	343,000
Continuers	60	F	26**	100	11,000
Dropouts	6**	6*	86	100	48,000

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

... indicates not applicable

F too unreliable to be published.

Totals have been rounded to the nearest thousand.

Totals might not add to one hundred due to rounding.

Table B5

Proportion of high school dropouts who participated in postsecondary education, December 2001

Total number of high school dropouts, December 2001	45,400
Proportion of high school dropouts who participated in postsecondary education	%
All	18
Male	17
Female	19*

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

F too unreliable to be published.

Total has been rounded to the nearest fifty.

Table B6

Postsecondary status of youth who were high school dropouts as of December 2001

Total number of high school dropouts who participated in postsecondary education	8,000
Postsecondary status as of December 2001	%
Graduates	35
Continuers	44
Leavers	21*

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

Total has been rounded to the nearest fifty.

Table B7

Postsecondary institutions attended by youth who were high school dropouts as of December 2001

Total number of high school dropouts who participated in postsecondary education	8,000
Type of institution	%
College/CEGEP	64
Publicly funded technical institute or trade/vocational school	15**
Private business school or private training institute	15**
Other	F

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

Total has been rounded to the nearest fifty.

Appendix C: Tables from Post-secondary Section

Table C1

Distribution of postsecondary status for youth who were no longer in high school, December 1999 and December 2001

Year	December 1999	December 2001
Age	20 years	22 years
	%	%
Postsecondary status		
High school dropouts – no PSE	11	10
High school graduates – no PSE	19	14
Postsecondary continuers (non graduates)	48	31
Postsecondary continuers (graduates)	7	13
Postsecondary graduates (non-continuers)	8	21
Postsecondary leavers	8	11

Note: Totals might not add to one hundred due to rounding.

Table C2

Postsecondary status of youth aged 22 who were no longer in high school, by province

	Graduate continuers	Graduate non- continuers	Continuers	Leavers	High school graduates, no PSE	High school dropouts, no PSE	Total
	%	%	%	%	%	%	Number
Canada	13	21	31	11	14	10	382,000
Canada without Quebec	7	20	36	11	16	9	291,450
Newfoundland and Labrador	5**	27	38	12*	11*	7**	8,300
Prince Edward Island	F	23	29	7**	17*	F	2,200
Nova Scotia	12*	28	22	12*	18*	8*	12,350
New Brunswick	7**	32	26	9*	19	7**	9,600
Quebec	29	25	15	12	7	12	90,550
Ontario	6	19	42	12	13	8	139,650
Manitoba	7*	25	28	9*	17	16*	13,900
Saskatchewan	7**	21	33	12*	21	6*	15,050
Alberta	9*	19	31	10*	20	11*	39,400
British Columbia	9*	19	30	11	20	11*	49,600

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

F too unreliable to be published.

National numbers have been rounded to the nearest thousand and provincial numbers have been rounded to the nearest fifty.

Table C3

Postsecondary status of youth who were no longer in high school aged 20 to 22, December 2001, by province

	Graduate continuers	Graduate non- continuers	Continuers	Leavers	High school graduates, no PSE	High school dropouts, no PSE	Total
	%	%	%	%	%	%	Number
Canada	9	14	38	11	18	10	1,147,000
Canada without Quebec	4	13	43	10	20	9	877,000
Newfoundland and Labrador	5	16	42	11	17	9*	24,850
Prince Edward Island	4**	17	34	7	25	13**	6,150
Nova Scotia	6	19	39	10	16	10	36,150
New Brunswick	5*	21	34	9	24	7	29,450
Quebec	25	19	22	12	9	14	270,100
Ontario	3	11	50	10	18	8	425,150
Manitoba	5*	15	34	9	23	13	42,550
Saskatchewan	5*	15	35	11	28	7	43,000
Alberta	5	14	31	10	26	14	119,100
British Columbia	5	14	40	10	21	12	146,200

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

F too unreliable to be published.

National numbers have been rounded to the nearest thousand and provincial numbers have been rounded to the nearest fifty.

Totals might not add to one hundred due to rounding.

Table C4

Postsecondary pathways for youth who were no longer in high school from age 20 to age 22, December 1999 to December 2001

PSE status at the age of 20, December 1999	PSE status at the age of 22, December 2001						Total	Total
	No PSE	PSE leavers	PSE continuers	PSE graduate non- continuers	PSE graduate continuers	Total		
	%	%	%	%	%	%		
No PSE	76	4*	16	4	1**	100	120,150	
PSE leavers	...	64	27	7**	F	100	30,750	
PSE continuers	...	11	52	27	11	100	175,150	
PSE graduate non-continuers	75	24	100	29,600	
PSE graduate continuers	22	79	100	26,350	

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

... indicates not applicable

F too unreliable to be published.

Totals have been rounded to the nearest fifty.

Totals might not add to one hundred due to rounding.

Table C5

Proportion of graduates who returned to postsecondary education after graduating, by province

	Age							
	20 years		21 years		22 years		All	
	%	Number	%	Number	%	Number	%	Number
Canada	40	21,000	39	36,000	37	48,000	38	104,000
Canada without Quebec	25	6,400	20	9,200	27	21,900	24	37,500
Newfoundland and Labrador	F	F	19*	250	16	450	23	1,200
Prince Edward Island	F	F	F	F	18*	100	20	250
Nova Scotia	F	F	19*	400	30	1,500	25	2,250
New Brunswick	13	150	F	F	19**	700	19	1,500
Quebec	54	14,400	60	25,350	54	26,650	56	66,350
Ontario	21*	1,550	17	2,900	26	9,050	22	13,500
Manitoba	F	F	18**	450	22	950	24	2,150
Saskatchewan	F	F	18*	500	25**	1,100	24	2,000
Alberta	29*	1,150	22*	1,600	32	3,500	28	6,250
British Columbia	26**	1,400	21**	1,900	31	4,200	27	7,500

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

F too unreliable to be published.

Totals have been rounded to the nearest fifty.

Table C6

Destination institutions of youth who graduated from postsecondary education as of December 2001

	Quebec	Rest of Canada
Total number of graduates who returned	26,650	21,900
	%	%
Type of institution		
University	83	31
College	13*	39
Other	F	29*

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

F too unreliable to be published.

Totals have been rounded to the nearest fifty.

Table C7

Proportion of postsecondary leavers who returned to postsecondary education by December 2001, by gender

	Age 22		All	
	%	Number	%	Number
All	35	11,050	37	21,500
Male	28	4,450	32	10,000
Female	43	6,550	43	11,500

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

Totals have been rounded to the nearest fifty.

Table C8

**Type of postsecondary institution to which postsecondary leavers returned,
by type of institution which they left**

Institution left	Institution returned to				
	College	University	Other	All	Number
	%	%	%	%	
College	62	22**	15**	100	950
University	32**	52	F	100	7,500
Other	F	F	F	100	5,900

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

F too unreliable to be published.

Totals have been rounded to the nearest 50.

Appendix D:

Tables from Labour Market Section

Table D1

Distribution of youth's school/work status at age 20 and 22, by gender

Age	December 1999	December 2001
	20 years	22 years
	%	%
School work status – all		
In school	56	44
Not in school – working full-time	27	34
Not in school – working part-time	7	7
Not in school – not working	10	14
School work status – Males		
In school	53	40
Not in school – working full-time	32	39
Not in school – working part-time	6	6
Not in school – not working	9	15
School work status – Females		
In school	60	48
Not in school – working full-time	21	39
Not in school – working part-time	9	9
Not in school – not working	10	14

Notes:

Totals might not add to one hundred due to rounding.

December 1999 column was calculated using Cycle 1 weights.

Table D2
Distribution of youth's school/work status at age 20 and 22, by province

Age	December 1999	December 2001
	20 years	22 years
	%	%
Newfoundland and Labrador		
In school	53	47
Not in school – working full-time	22	25
Not in school – working part-time	8*	F
Not in school – not working	18	22*
Prince Edward Island		
In school	45	41*
Not in school – working full-time	32	40
Not in school – working part-time	10**	4**
Not in school – not working	13*	15*
Nova Scotia		
In school	52	37
Not in school – working full-time	30	44
Not in school – working part-time	8**	7*
Not in school – not working	9*	12*
New Brunswick		
In school	51	34
Not in school – working full-time	29	39
Not in school – working part-time	5	6*
Not in school – not working	14	21
Quebec		
In school	60	43
Not in school – working full-time	24	34
Not in school – working part-time	6	6*
Not in school – not working	11	17
Ontario		
In school	62	47
Not in school – working full-time	25	31
Not in school – working part-time	7	8
Not in school – not working	7	15
Manitoba		
In school	46	35
Not in school – working full-time	35	42
Not in school – working part-time	10**	10*
Not in school – not working	10	13*
Saskatchewan		
In school	45	35
Not in school – working full-time	37	44
Not in school – working part-time	10	6*
Not in school – not working	8	15
Alberta		
In school	48	36
Not in school – working full-time	32	45
Not in school – working part-time	7**	6*
Not in school – not working	14*	13
British Columbia		
In school	51	40
Not in school – working full-time	29	35
Not in school – working part-time	9*	11
Not in school – not working	10*	15*

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

F too unreliable to be published.

Totals might not add to one hundred due to rounding.

December 1999 column was calculated using Cycle 1 data and weights.

Table D3

Distribution of work/school status at the age of 22 by work/school status at age 20

Status at age 20	Status at age 22					All	Number
	In school	Working full-time	Working part-time	Not working			
	%	%	%	%	%		
In school	63	21	7	9	100	213,000	
Working full-time	18	61	6	16	100	106,000	
Working part-time	24	41	14	21	100	30,000	
Not working	27	31	6	36	100	36,000	

Notes: Totals might not add to one hundred due to rounding.
Totals have been rounded to the nearest thousand.

Culture, Tourism and the Centre for Education Statistics

Research Papers

Cumulative Index

Statistics Canada's **Division of Culture, Tourism and the Centre for Education Statistics** develops surveys, provides statistics and conducts research and analysis relevant to current issues in its three areas of responsibility.

The **Culture Statistics Program** creates and disseminates timely and comprehensive information on the culture sector in Canada. The program manages a dozen regular census surveys and databanks to produce data that support policy decision and program management requirements. Issues include the economic impact of culture, the consumption of culture goods and services, government, personal and corporate spending on culture, the culture labour market, and international trade of culture goods and services. Its analytical output appears in the flagship publication *Focus on Culture* (#87-004, <http://www.statcan.ca:8096/bsolc/english/bsolc?catno=87-004-X>).

The **Tourism Statistics Program** provides information on domestic and international tourism. The program covers the Canadian Travel Survey and the International Travel Survey. Together, these surveys shed light on the volume and characteristics of trips and travellers to, from and within Canada. Its analytical output appears in the flagship publication *Travel-log* (#87-003, <http://www.statcan.ca:8096/bsolc/english/bsolc?catno=87-003-X>).

The **Centre for Education Statistics** develops and delivers a comprehensive program of pan-Canadian education statistics and analysis in order to support policy decisions and program management, and to ensure that accurate and relevant information concerning education is available to the Canadian public and to other educational stakeholders. The Centre conducts fifteen institutional and over ten household education surveys. Its analytical output appears in the flagship publication *Education Matters* (#81-004, <http://www.statcan.ca:8096/bsolc/english/bsolc?catno=81-004-X>), in various monographs and in *Education, skills and learning – Research papers* (#81-595, <http://www.statcan.ca:8096/bsolc/english/bsolc?catno=81-595-M>).

Following is a cumulative index of Culture, Tourism and Education research papers published to date

Arts, culture and recreation – Research papers

Forthcoming

Travel and tourism – Research papers

Forthcoming

Education, skills and learning – Research papers

81-595-MIE2002001	Understanding the rural-urban reading gap
81-595-MIE2003002	Canadian education and training services abroad: the role of contracts funded by international financial institution
81-595-MIE2003003	Finding their way: a profile of young Canadian graduates
81-595-MIE2003004	Learning, earning and leaving – The relationship between working while in high school and dropping out
81-595-MIE2003005	Linking provincial student assessments with national and international assessments
81-595-MIE2003006	Who goes to post-secondary education and when: Pathways chosen by 20 year-olds
81-595-MIE2003007	Access, persistence and financing: First results from the Postsecondary Education Participation Survey (PEPS)
81-595-MIE2003008	The labour market impacts of adult education and training in Canada
81-595-MIE2003009	Issues in the design of Canada's Adult Education and Training Survey
81-595-MIE2003010	Planning and preparation: First results from the Survey of Approaches to Educational Planning (SAEP) 2002
81-595-MIE2003011	A new understanding of postsecondary education in Canada: A discussion paper
81-595-MIE2004012	Variation in literacy skills among Canadian provinces: Findings from the OECD PISA
81-595-MIE2004013	Salaries and salary scales of full-time teaching staff at Canadian universities, 2001-2002: final report

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Education, skills and learning – Research papers

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| 81-595-MIE2004014 | In and out of high school: First results from the second cycle of the Youth in Transition Survey, 2002 |
| 81-595-MIE2004015 | Working and Training: First Results of the 2003 Adult Education and Training Survey |
| 81-595-MIE2004016 | Class of 2000: Profile of Postsecondary Graduates and Student Debt |
| 81-595-MIE2004017 | Connectivity and ICT integration in Canadian elementary and secondary schools: First results from the Information and Communications Technologies in Schools Survey, 2003-2004 |
| 81-595-MIE2004018 | Education and labour market pathways of young Canadians between age 20 and 22: an Overview |