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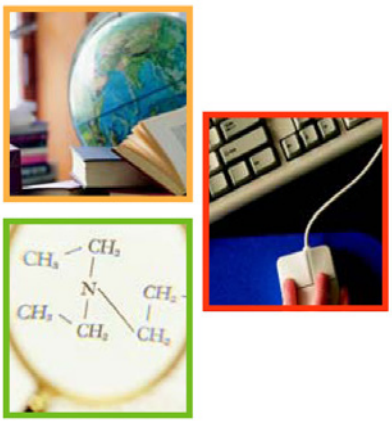
Education Indicators in Canada: An International Perspective

2016



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Standard table symbols

The following symbols are used in Statistics Canada publications:

.	not available for any reference period
..	not available for a specific reference period
...	not applicable
0	true zero or a value rounded to zero
0^s	value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded
^{p}	preliminary
^{r}	revised
x	suppressed to meet the confidentiality requirements of the *Statistics Act*
^{E}	use with caution
F	too unreliable to be published
*	significantly different from reference category ($p < 0.05$)

Correction note:

The reference year for Section B3 Distribution of expenditure on education was incorrectly identified as 2014, it has now been corrected to 2013.

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An HTML version is also available.

Cette publication est aussi disponible en français.

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 2016*. The first 11 present information on: educational attainment (Indicator A1); upper secondary graduation rates (A2); labour market outcomes (A3); the financial resources invested in education (B1, B2 and B3); international students (C1); transitions to the labour market (C2); and the organization of learning environments at the elementary and secondary levels (D1, D2 and D3). A 12th indicator (E1) adds a selection of topics related to a recent assessment of adult literacy and numeracy.

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

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

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Acronyms and abbreviations

ASETS – Access and Support to Education and Training Survey

AUS – Australia

CAUBO – Canadian Association of University Business Officers

CEGEP – Collège d'enseignement général et professionnel

CESC – Canadian Education Statistics Council

CMEC – Council of Ministers of Education, Canada

DEU – Germany

EAG – Education at a Glance

ENG – England (United Kingdom)

ESES – Elementary-Secondary Education Survey

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 – Great Britain

GDP – gross domestic product

GED – general education diploma

ICT – information and communication technologies

ILO – International Labour Organisation

INAC – Indigenous and Northern Affairs Canada

INES – Indicators of Education Systems

ISCED – International Standard Classification of Education

ITA – Italy

JPN – Japan

KOR – Korea

LFS – Labour Force Survey

NEET – not in employment, not in education (or training)

NGS – National Graduates Survey

OECD – Organisation for Economic Co-operation and Development

PCEIP – Pan-Canadian Education Indicators Program

PIAAC – Programme for the International Assessment of Adult Competencies

PISA – Programme for International Student Assessment

PPPs – purchasing power parities

PSIS – Postsecondary Student Information System

PS-TRE – problem solving in technology-rich environments

R&D – research and development

SLID – Survey of Labour and Income Dynamics

SUFSB – Survey of Uniform Financial System – School Boards

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 2016 reports on certain aspects of the educational systems in Canada's provinces and territories and places them in an international context. The indicators presented here align with the definitions and methodologies used by the Organisation for Economic Co-operation and Development (OECD). This set of internationally comparable indicators offers statistical information for the following key themes:

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

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

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

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

Chapter E, ***Intergenerational Mobility in Education*** draws on data from the Program for the International Assessment of Adult Competencies; a survey that assessed the literacy, numeracy and problem solving skills of adults aged 16 to 65. This chapter focuses on intergenerational mobility in education as well as skills by parental educational attainment.

International indicators

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

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

The indicators presented in this 2016 edition align with a selection of indicators from the OECD's 2016 report and were selected based on policy relevance and the availability of data for Canada and its provinces and territories.

1. The 2016 version of *Education at a Glance: OECD Indicators*, which presents the latest statistics for the individual OECD member countries, is available free on the OECD Web site: www.oecd.org.

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

About the Pan-Canadian Education Indicators Program

The Pan-Canadian Education Indicators Program (PCEIP) is an ongoing initiative of the Canadian Education Statistics Council: a partnership between Statistics Canada and the Council of Ministers of Education, Canada. More information about PCEIP, including the full line of products, is available on the Statistics Canada Web site at www.statcan.gc.ca and the Web site of the Council of Ministers of Education, Canada at www.cmec.ca.

Highlights

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

A1 Educational attainment of the adult population

- In Canada, the proportion of adults aged 25 to 64 with tertiary education (college/university completion) increased from 46% in 2005 to 55% in 2015, 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 10% in 2015. Similar changes were mirrored in the provinces.
- In 2015, one-quarter (26%) of 25- to 64-year-olds in Canada had completed short cycle tertiary education, far greater than the average of 8% reported by the OECD.
- Canada's average for completion of university education for 25- to 64-year-olds was 30%, a rate just above the OECD figure at 28%. 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 (15%) was close to double that of women (7%). The opposite was true at the college and university levels, with the gap more marked at college (29% for women vs 22% for men) than university (32% for women and 27% for men).
- Ninety-three percent of Canadian adults aged 25 to 34 had attained at least upper secondary education (a high school diploma) in 2015, compared with 85% for those aged 55 to 64, reflecting change in attainment patterns for high school completion over time. There were relatively small differences between provinces in the proportion of adults aged 25 to 34 with at least a high school diploma; 2015 figures for all provinces ranged from 90% to 95%.

A2 Upper secondary graduation

- Canada's upper secondary graduation rate was 86% in 2014. The OECD average was 85%, and most OECD countries reported graduation rates of at least 80%. Within the OECD, Japan and Finland had the highest graduation rates at 97%. The upper secondary graduation rate corresponds to the probability that an individual will graduate from high school during his or her lifetime.
- In Canada, graduates under 25 years of age represented 94% of all graduates in 2014, compared with 98% for the OECD overall.
- Upper secondary graduation rates for females were higher than those for males in all provinces and territories, as well as in most of the OECD countries for which comparable data were available. In Canada, the rate for females was 89%; the rate for males, 84%.
- In Canada in 2014, successful completion in public secondary schools was 76%. This indicator measures the "on-time" graduation of the 2011/2012 cohort of Grade 10 students (Secondary III in Quebec), an indication of the efficiency of the public school system. Among the provinces and territories, the proportion of students who completed their education within the expected time varied considerably, from 17% in Nunavut to 84% in New Brunswick and Ontario.

A3 Labour market outcomes

- In Canada and other OECD countries, employment prospects increase with educational attainment. In 2015, Canada's employment rate for adults aged 25 to 64 who had not completed upper secondary education (high school) was 55%. In and throughout Canada, as well as in the OECD countries overall, the 2015 employment rates among the 25- to 64-year-old population were clearly highest—around 82% and beyond—among individuals who had a "tertiary education"; that is, a college or university credential.
- Between 2005 and 2015, employment rates were consistently higher among individuals with a tertiary education compared with those who had not attained that level of education, both throughout Canada and the OECD countries overall.
- In most OECD countries in 2015, the difference in employment rates between the sexes was less pronounced among university graduates compared with the upper secondary graduates. In Canada, a 13-percentage-point difference was observed between the employment rates for men and women in the upper secondary graduation category: 77% for men compared with 64% for women. Among university and college graduates, the male–female differences narrowed to around 7 and 8 percentage points, respectively.
- Employment rates dropped for young adults aged 25-34 with lower levels of education. In 2015, 73% of young adults with upper secondary were employed versus 78% for this same age group in 2005. This was not true for young adults with postsecondary non-tertiary or tertiary education, as between the two time periods, employment rates were more similar.
- In Canada, for 55-64-year-olds, the employment rate was higher in 2015 at every level of education than the rate observed in 2005 indicating that the older generation increasingly postponed retirement and continued working beyond age 55. For most of the OECD countries the employment rate did not change for this age group during the same time period.

Chapter B: Financial resources invested in education

B1 Expenditure per student

- Expenditure per student at the primary/secondary level was similar for Canada, other G7 countries and the OECD average.
- At $US 25,598, Canada's expenditure per student at the university level was almost 60% higher than the OECD average of $US 16,199, but was similar to the averages from the United Kingdom and United States.

B2 Expenditure on education as a percentage of GDP

- With 6.0% of its GDP allocated to educational institutions in 2013, Canada devoted a higher share of its wealth to education than the OECD countries overall (an average of 5.2%). The share of GDP devoted to educational institutions varied from one province or territory to another. The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. The share of GDP is partially influenced by the size of the school-age population and enrolment in education, as well as relative wealth.
- In 2013, 42% of the share of GDP that Canada invested in education was allocated to the tertiary sector. Among the OECD countries, Canada, along with the United States (43%) and Chile (43%) , allocated the largest share of education spending to tertiary education.
- Among the G7 countries, Italy spent the highest share of GDP invested in education on primary and secondary education at 74% while the United States spent the lowest at 57%. Canada was slightly higher at 58%.

B3 Distribution of expenditure on education

- In 2013, current expenditure accounted for most of the educational expenditure in Canada, in the provinces and territories and in all OECD countries for all levels of education. In Canada, it accounted for 93% of total expenditure at the primary and secondary levels, 95% at the short cycle tertiary (college) and postsecondary non-tertiary level, and 91% at the university level. At the postsecondary level, capital expenditure was 8% in Canada, compared with 11% for the OECD average.
- At all levels of education and in all provinces and territories, the compensation of staff (teaching and non-teaching) represented the largest proportion of current expenditure in education. In Canada, it accounted, on average, for 80% of current expenditure at the primary and secondary levels, 66% at the short cycle tertiary (college) and postsecondary non-tertiary level, and 67% at the university level. For postsecondary education, the Canadian and OECD averages were both 67%.
- At the primary and secondary levels, compensation of teachers accounted for the largest proportion of compensation of staff. In addition, other current expenditures (not related to compensation of teaching and non-teaching staff) was higher at the postsecondary level than at the primary and secondary levels.

Chapter C: Access to education, participation and progression

C1 International students

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

C2 Transitions to the labour market

- In 2016, the majority of young Canadians aged 15 to 19 years were in school (83%). For young adults 20 to 24 years of age, the percentage who had transitioned to the labour market and were employed (44%) was similar to that of those who were still pursuing their education (41%). For those in the 25-to-29 age group, most (71%) were not in school and were employed.
- In 2016, little variation was observed in the Canadian average of young NEETs between women (13%) and men (14%) in the 15-to-29 age group. However, when "unemployed" and "not in the labour force" data were examined separately within the young NEET population, there was a greater proportion of women (9%) than men (7%) who were not in the labour force, whereas more men (7%) than women (3%) were unemployed. This trend was observed in almost all provinces and territories and in the OECD average.
- In Canada in 2016, a greater proportion of women (44%) than men (35%) aged 15 to 29 years worked while they were in school. This trend, seen in all provinces, is observed year after year.

Chapter D: The learning environment and organization of schools

D1 Instruction time

- In Canada, in 2015/2016, the total intended instruction time in formal classroom settings was 8,307 hours on average, between the ages of 6 and 14 (this includes the primary (ages 6 to 11) and lower secondary (ages 12 to 14) levels of education). By comparison, total intended instruction time for the OECD countries for which data were available was 7,477 hours. This was 830 fewer hours than the average total intended instruction time in all public institutions in Canada during the 2015/2016 school year.
- Total intended instruction time for students aged 6 to 17 (primary, lower secondary and upper secondary levels) varied by province and territory, ranging from 12,252 hours in the Northwest Territories to 9,900 hours in Quebec (where upper secondary ends at age 16).

D2 Teachers' salaries

- In Canada, the salary for teachers at the beginning of their careers, in public elementary and secondary schools was about $51,046 Canadian dollars in 2013/2014, ranging from $41,700 in Quebec to $74,088 in the Northwest Territories.
- In 2013/2014, teachers' salaries in and throughout Canada were similar regardless of the level of education being taught. Overall in Canada, average salaries for teachers at the beginning of their career (presented in US dollars for international comparisons) were $39,492 in both primary and lower secondary institutions, and $39,658 for those in upper secondary institutions. The comparable OECD averages (US dollars) were all lower, and they also varied by level taught, at $31,028, $32,485 and $34,186, respectively.
- In over one half of the provinces and territories in Canada, teachers in public elementary and secondary schools reached their maximum salary after 10 years' experience—much sooner than their counterparts in other OECD countries.
- Within the G7 group of countries, teachers from Germany with 15 years of experience ($US 69,431) had the highest average salary. This compares with $US 65,511 for their Canadian counterparts.

D3 Teachers' working time

- In Canada, primary school teachers taught an average of 796 hours per year in 2013/2014, compared with the OECD average of 776 hours. Figures varied by province and territory, ranging from 700 hours in New Brunswick to 905 hours in Alberta.
- Within the G7 group of countries, net teaching time for teachers in the United States (981), Germany (750) and England (745) was higher than the Canadian average (743).
- 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 lower secondary level had a lower net teaching time than all of the G7 countries (589 hours), Canada included.
- Net annual teaching time was 743 hours at the lower secondary level (generally Grades 7 to 9) and 744 hours at the upper secondary level (generally Grades 10 to 12). These figures for Canada are higher than the averages for the OECD countries overall—49 hours higher at the lower secondary level and 100 hours at the upper secondary level.
- On average in Canada, net teaching time represented about 60% of teachers' total working time. It was similar for lower and upper secondary levels taught (60%), and higher at the primary level (65%). This ratio and the pattern across levels of education taught were similar to the OECD average.

Chapter E: Intergenerational Mobility in Education

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

- Mobility between two generations from upper secondary or post-secondary non-tertiary to tertiary education is particularly large in Canada, in relation to the OECD average and to G7 countries. In fact, mobility at this level in Canada is second largest among these countries, after Korea.
- In Canada and the OECD, intergenerational mobility from upper secondary or postsecondary non-tertiary to tertiary is generally greater among women than among men. The difference in mobility at this level between women and men is larger in Canada than the OECD average.
- In Canada, intergenerational mobility from upper secondary or postsecondary non-tertiary to tertiary education is greater among those with foreign-born parents than among those with native-born parents. The reverse pattern is seen in OECD countries on average. In fact, intergenerational mobility in Canada among those with foreign-born parents is second largest in the OECD, after New Zealand.
- Intergenerational perpetuation of tertiary education in Canada is higher than that of any other level of education. Canada is above the OECD average and many other PIAAC participating countries in intergenerational perpetuation at this level. On the other end of the scale, intergenerational perpetuation of below upper secondary in Canada is lower than the OECD average, and lower than that of G7 countries except for Japan.

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 2016: OECD indicators*.

Education Indicators in Canada: An International Perspective 2016		Education at a Glance 2016: OECD Indicators	
A1	Educational attainment of the adult population	**A1**	To what level have adults studied?
A2	Upper secondary graduation	**A2**	How many students are expected to complete upper secondary education?
A3	Labour market outcomes	**A5**	How does educational attainment affect participation in the labour market?
B1	Expenditure per student	**B1**	How much is spent per student?
B2	Expenditure on education as a percentage of GDP	**B2**	What proportion of national wealth is spent on education?
B3	Distribution of expenditure on education	**B6**	On what resources and services is education funding spent?
C1	International students	**C4**	Who studies abroad and where?
C2	Transitions to the labour market	**C5**	Transition from school to work: Where are the 15-29 year-olds?
D1	Instruction time	**D1**	How much time do students spend in the classroom?
D2	Teachers' salaries	**D3**	How much are teachers paid?
D3	Teachers' working time	**D4**	How much time do teachers spend teaching?
E1	Intergenerational mobility in education	**A4**	To what extent does parents' background influence educational attainment?

International Standard Classification of Education (ISCED) classifications and descriptions

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

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

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

International Standard Classification of Education (ISCED) 2011 classification	Description
Early childhood education/ Pre-primary education ISCED 0	ISCED level 0 refers to early childhood programmes that have an intentional education component. These programmes aim to develop socio-emotional skills necessary for participation in school and society. They also develop some of the skills needed for academic readiness and prepare children for entry into primary education. ISCED level 0 programmes target children below the age of entry into ISCED level 1. There are two categories of ISCED level 0 programmes: early childhood educational development and pre-primary education. The former has educational content designed for younger children (in the age range of 0 to 2 years), whilst the latter is designed for children from age 3 years to the start of primary education.
Primary education ISCED 1	Designed to provide a sound basic education in reading, writing and mathematics and a basic understanding of some other subjects. Entry age: between 5 and 7. Typical duration: 6 years.
Lower secondary education ISCED 2	Completes provision of basic education, usually in a more subject-oriented way with more specialist teachers. Entry follows 6 years of primary education; duration is 3 years. In some countries, the end of this level marks the end of compulsory education.
Upper secondary education ISCED 3	Stronger subject specialisation than at lower-secondary level, with teachers usually more qualified. Students typically expected to have completed 9 years of education or lower secondary schooling before entry and are generally around 15 or 16 years old.
Postsecondary non-tertiary education ISCED 4	Internationally, this level straddles the boundary between upper secondary and postsecondary education, even though it might be considered upper secondary or postsecondary in a national context. Programme content may not be significantly more advanced than that in upper secondary, but is not as advanced as that in tertiary programmes. Duration usually the equivalent of between 6 months and 2 years of full-time study. Students tend to be older than those enrolled in upper secondary education.
Short-cycle tertiary education ISCED 5	Programmes at ISCED level 5, or short-cycle tertiary education, are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practically based, occupationally-specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes. Academic tertiary education programmes below the level of a Bachelor's programme or equivalent are also classified as ISCED level 5. ISCED level 5 has a minimum duration of two years and is typically but not always shorter than three years. For education systems with modular programmes where qualifications are awarded by credit accumulation, a comparable amount of time and intensity would be required.
Bachelor's or equivalent level ISCED 6	Largely theory-based programmes designed to provide sufficient qualifications for entry to advanced research programmes and professions with high skill requirements, such as medicine, dentistry or architecture. Duration at least 3 years full-time, though usually 4 or more years. They are traditionally offered by universities and can also be offered at some colleges.
Master's or equivalent level ISCED 7	Programmes at ISCED level 7, or Master's or equivalent level, are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Programmes at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification.
Doctoral or equivalent level ISCED 8	Programmes that lead directly to the award of an advanced research qualification, e.g., Ph.D. The theoretical duration of these programmes is 3 years, full-time, in most countries (for a cumulative total of at least 7 years full-time equivalent at the tertiary level), although the actual enrolment time is typically longer. Programmes are devoted to advanced study and original research.

2. See the "Reader's Guide" in *Education at a Glance 2016: OECD Indicators*, published by the Organisation for Economic Co-operation and Development and available on the OECD Web site: www.oecd.org and the ISCED 2011 guide available on the United Nationals Educational, Scientific and Cultural Organization (UNESCO) website: www.uis.unesco.org.

Mapping to ISCED

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

Labour Force Survey (LFS)

ISCED	LFS (educational attainment)
ISCED 0/1	• Grade 8 or lower (Quebec: Secondary II or lower)
ISCED 2	• Grade 9 to 10 (Quebec: Secondary III or IV, Newfoundland and Labrador: 1st year of secondary) • Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (non-graduate)
ISCED 3	• Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (graduate) • Some postsecondary education (non-graduate)
ISCED 4	• Trade certificate or diploma from a vocational school or apprenticeship training
ISCED 5	• Non-university certificate or diploma from a community college, CEGEP, school of nursing, etc. • University certificate below bachelor's level
ISCED 6	• Bachelor's degree
ISCED 7/8	• University degree or certificate above bachelor's degree

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

Postsecondary Student Information System (PSIS)

ISCED	PSIS enrolment (program type and credential type)
ISCED 5	• Career, technical or professional training program (diploma) • Post-career, technical or professional training program (certificate, diploma, other type of credential associated with a program)
ISCED 6	• Undergraduate program (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, associate degree, other type of credential associated with a program) • Post-baccalaureate non-graduate program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program) • Graduate qualifying program, second cycle (other type of credential associated with a program)
ISCED 7	• Graduate qualifying program, third cycle • Health-related residency program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program) • Graduate program, second cycle (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, other type of credential associated with a program)
ISCED 8	• Graduate program, third cycle (diploma, degree [includes applied degree], attestation and other short program credentials) • Graduate program, above the third cycle (diploma)

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

Institution versus program-based levels of education

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

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

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

OECD averages

As stated in the OECD's *Education at a Glance 2016: OECD Indicators*[2]:

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

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

OECD member countries

In 2016, the OECD member countries are: Australia, Austria, Belgium, Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea [South Korea], Latvia, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States.

Please refer to *Education at a Glance 2016: OECD Indicators*, available on the OECD Web site at www.oecd.org, for the latest international statistics.

Comparisons to G7 countries and other selected countries

In this edition of Education Indicators in Canada: An International Perspective, data from G7 countries are presented in comparison to Canada where available. The other G7 countries are the United States, France, Germany, Italy, Japan and the United Kingdom. In some cases, data from non-G7 countries such as Australia is presented when it has been deemed appropriate because of the subject matter – e.g. immigrant outcomes.

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 2016 edition align with a selection of indicators from the OECD's 2016 edition of *Education at a Glance*, and they were selected based on their policy relevance and the availability of data for Canada and its provinces and territories. The definitions and methodologies agreed upon in developing the harmonized indicators were used to produce the data for Canada and the provinces/territories, and those definitions and methodologies may differ from those used in a particular province/territory. Consequently, the numbers presented in this report may differ from those published independently by the provinces/territories.

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

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

The OECD and other international organizations provide detailed guidelines and definitions to help member countries complete the complex data collection process in order to achieve the highest possible level of comparability. However, the countries must best apply these guidelines to their own data. Depending on the degree to which national concepts match these guidelines and to which national classifications of education map adequately to ISCED, the comparability may be affected. For more detailed information on the latest international statistics, please refer to *EAG*, available on the OECD Web site at www.oecd.org.

Chapter A

The output of educational institutions and the impact of learning

A1 Educational attainment of the adult population

Context

This indicator provides a profile of the educational attainment of the adult population aged 25 to 64; that is, the percentage of that population that has successfully completed a certain level of education. For this international indicator, educational attainment reflects the highest level of education completed, based on the International Standard Classification of Education (ISCED) categories.[1] As all subsequent indicators are examined by educational attainment within this international structure, this opening indicator, A1, sets the stage with an overview of the situation in Canada, including a breakdown of attainment by sex to reveal any gender differences. Information on generational differences reflects the shifts in educational attainment over time. Overall trends are also presented. This portrait of educational attainment places Canada and its provinces and territories in an international context.

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

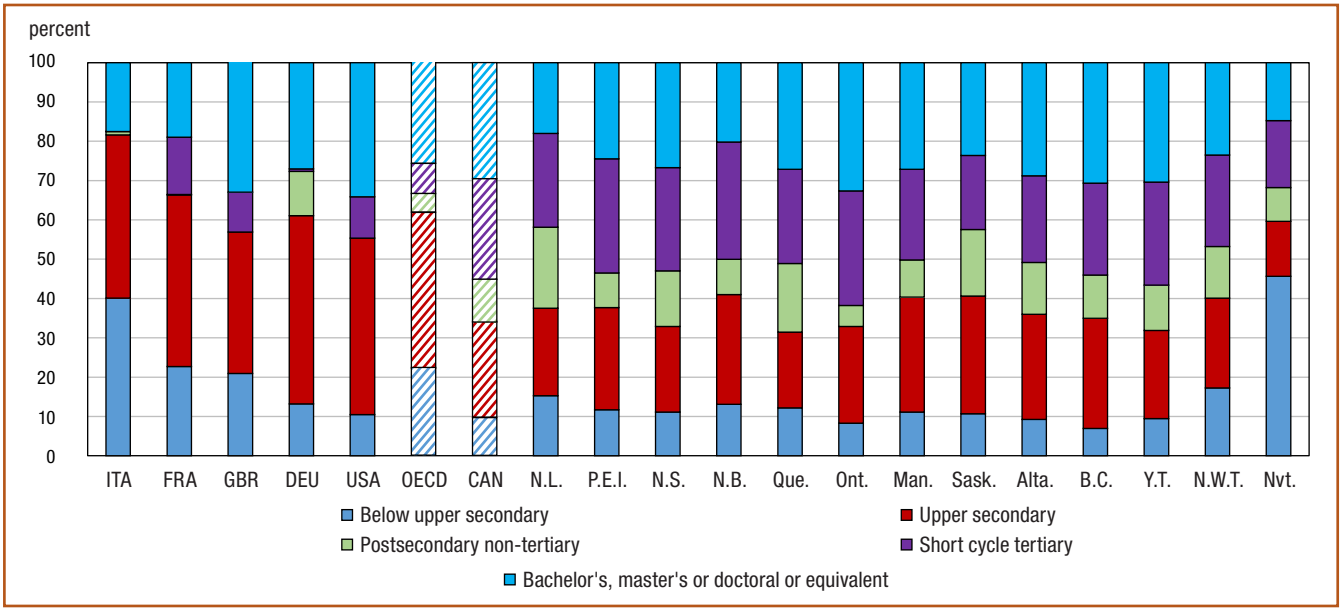
The distribution of educational attainment across Canada should not be considered an exact reflection of any educational system's output because many other factors come into play; for example, differences in labour market and economic situations, in the relative magnitude of international and inter-jurisdictional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

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

Observations

Educational attainment in Canada

Chart A.1.1
Distribution of the 25- to 64-year-old population, by highest level of education attained, Canada, provinces and territories, 2015



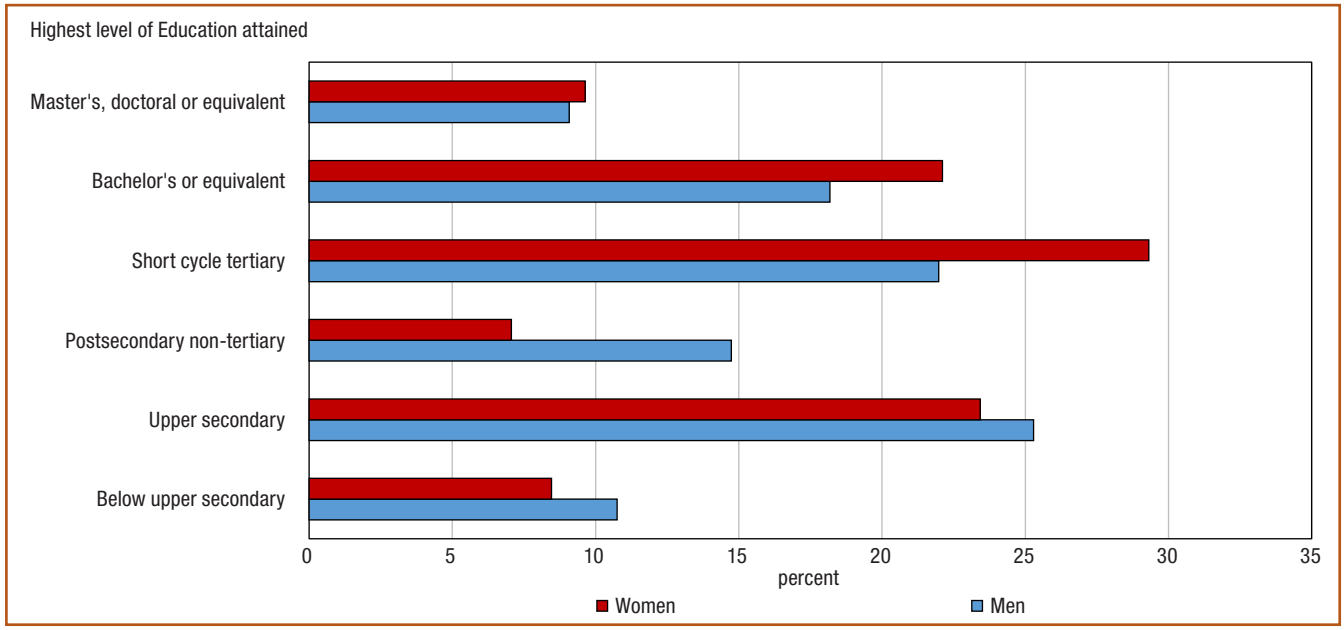
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Sources: Table A.1.1, Table A.1.4 and Education at a Glance 2016: OECD indicators.

- Roughly one-quarter (26%) of Canadians 25- to 64-years-old had attained a college (short cycle tertiary) qualification, while 30% had completed their education at the university level. Canada had the highest proportion of its population aged 25 to 64 years old with short-cycle tertiary education (26%) among G7 countries, with the other countries ranging from 0% (Italy) to 15% (France).
- At the university level, the proportion of Canadians (30%) with university as the highest educational qualification is more similar to that of other G7 countries.
- Approximately 11% of Canadians had attained a "postsecondary non-tertiary education", which includes certificates or diplomas from vocational schools or apprenticeship training.[2] Among G7 countries, this is not a common level of attainment – only Germany had a substantial proportion of the population (11%) who had postsecondary non-tertiary education as their highest level of attainment.
- One in 10 Canadians (10%) had not completed high school ("upper secondary"). Among G7 countries, Canada is comparable to the United States at 10% and Germany at 13%, but significantly lower than the United Kingdom (21%), France (23%) and Italy (40%).

2. For more information on the Labour Force Survey (LFS) educational attainment categories and the international classification scheme, see "Mapping to ISCED" in this report's Notes to readers section.

Gender differences, Canada and OECD

Chart A.1.2
Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, Canada, 2015

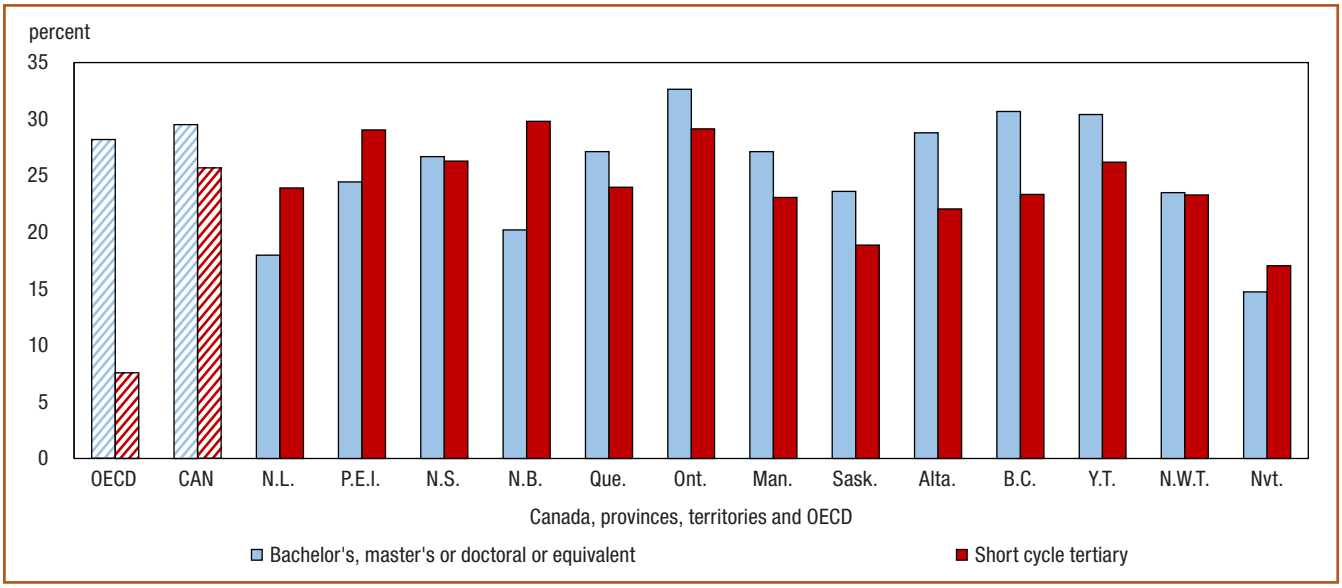


Source: Table A.1.1.

- Overall, men had lower levels of educational attainment than women. A larger proportion of men had below upper secondary education as their highest level of educational attainment.
- At the post-secondary non-tertiary level, which captures the traditionally male-dominated areas of trades, the proportion of men (15%) was close to double that of women (7%). The opposite was true at the college and university levels, with the gap more marked at college (29% for women vs 22% for men) than university (32% for women and 27% for men).

Tertiary attainment

Chart A.1.3
Proportion of the 25- to 64-year-old population with short cycle tertiary and bachelor's, master's or doctoral or equivalent degree, 2015

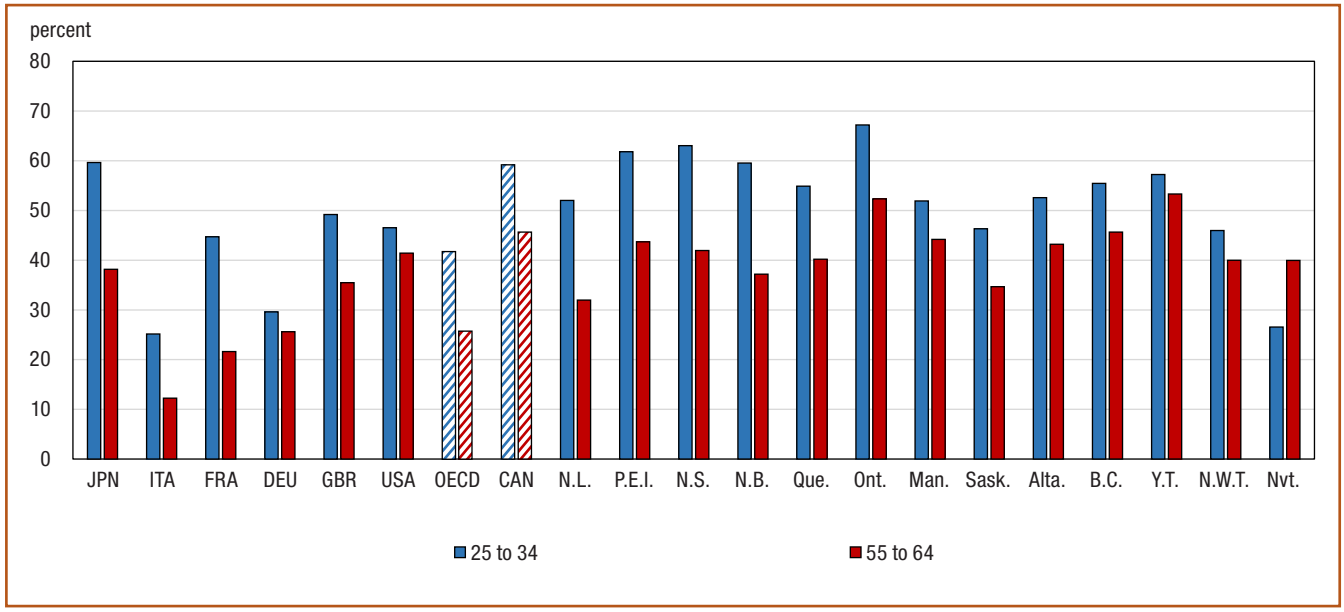


Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Sources: Table A.1.1, Table A.1.3 and Education at a Glance 2016:OECD indicators.

- Among OECD countries 8% of 25- to 64-year-olds, on average, had completed college programs in 2015, far fewer than the 26% reported for Canada. This number reflects Canada's well-developed college sector.
- The corresponding OECD average for university (bachelor's, master's, doctoral or equivalent) was 28%, just under Canada's average of 30%.
- Within Canada, university attainment ranged from 15% in Nunavut to 33% in Ontario. For college, the numbers range from 17% in Nunavut to 30% in New Brunswick. Both educational sectors are strong in all jurisdictions.

Generational differences in tertiary attainment

Chart A.1.4
Proportions of the population aged 25 to 34 and 55 to 64 that have attained tertiary education, 2015

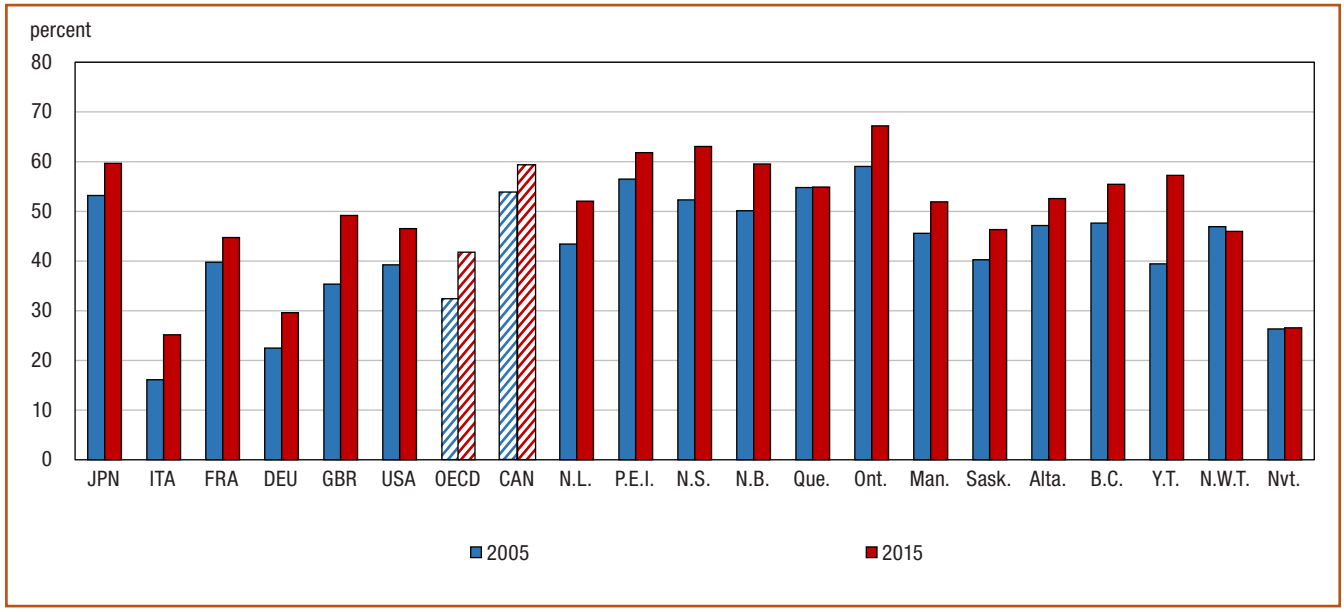


Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Sources: Table A.1.3 and Education at a Glance 2016: OECD indicators.

- Younger people had a higher level of educational attainment than their older counterparts in Canada and other OECD countries. This was also true in virtually all of the provinces and territories. In addition, Canada's level of tertiary attainment among the older and younger generations was higher than the OECD average.
- The largest difference in tertiary attainment between the older and younger age groups was in New Brunswick, where the younger age group had an attainment rate 22 percentage points above that of the older age group. The smallest difference was in the Yukon, with a difference of four percentage points between the age groups.
- A different pattern was seen in Nunavut, where the proportion of adults with a tertiary credential was higher among the older age group.

Trends in attainment levels

Chart A.1.5
Proportion of the 25- to 34-year-old population with tertiary education, 2005 and 2015



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Sources: Table A.1.4 and Education at a Glance 2016: OECD indicators.

- Between 2005 and 2015, the proportion of the 25-34-year-old Canadians that had attained tertiary education increased by 5 percentage points (from 54% to 59%). During the same period, the proportion of the same age group in OECD countries on average increased from 32 to 42 percent with the smallest increase in France (5 percentage points) and the largest in the United Kingdom (14 percentage points).

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 2015, 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.

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 2015 information presented for Canada on population and educational attainment is based on data from the LFS, which surveys approximately 56,000 households every month.[3] The LFS seeks to obtain a detailed and timely picture of the population aged 15 or older throughout the country. It allows proxy reporting, meaning that information on the entire household can be collected from a single member of the household. In all, this type of reporting accounts for approximately 65% of all information collected. Figures from the Organisation for Economic Co-operation and Development (OECD) are those reported by the OECD, and are drawn from OECD and Eurostat databases, as compiled from national labour force surveys or population registers.

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

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

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

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

Table A.1.1
Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, Canada, provinces and territories, 2015

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

.. not available for a specific reference period
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
F too unreliable to be published
1. Trade certificates or diplomas from a vocational school or apprenticeship training.
2. These averages are from Education at a Glance 2016: OECD Indicators, table A.1.1 Educational attainment of 25-64 year-olds (2015), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Note: Due to rounding, totals may not match the sum of the individual values.
Source: Statistics Canada, Labour Force Survey (LFS).

Table A.1.2

Percentage of the 25- to 64-year-old population that has attained at least upper secondary education, by age group and sex, Canada, provinces and territories, 2015

	Age group					
	25 to 64	25 to 34	30 to 34	35 to 44	45 to 54	55 to 64
	percent					
OECD average[1]						
Both sexes	**78**	**84**	**83**	**81**	**76**	**68**
Men	**78**	**83**	**82**	**80**	**76**	**71**
Women	**78**	**86**	**85**	**82**	**76**	**65**
Canada[2]						
Both sexes	**90**	**93**	**94**	**93**	**90**	**85**
Men	**89**	**92**	**92**	**93**	**89**	**84**
Women	**92**	**95**	**95**	**94**	**92**	**86**
Newfoundland and Labrador						
Both sexes	**85**	**93**	**93**	**90**	**82**	**76**
Men	**84**	92	92	88	80	78
Women	**86**	94	94	92	85	75
Prince Edward Island						
Both sexes	**88**	**95**	**96**	**93**	**87**	**81**
Men	**84**	92	93	88	82	76
Women	**92**	98	99	97	91	85
Nova Scotia						
Both sexes	**89**	**94**	**94**	**93**	**88**	**82**
Men	**87**	92	91	91	85	80
Women	**91**	96	96	95	91	84
New Brunswick						
Both sexes	**87**	**94**	**94**	**94**	**86**	**77**
Men	**85**	91	93	92	84	75
Women	**89**	96	96	95	89	79
Quebec						
Both sexes	**88**	**90**	**91**	**92**	**89**	**80**
Men	**87**	88	89	91	87	80
Women	**89**	93	94	93	90	81
Ontario						
Both sexes	**92**	**95**	**95**	**94**	**91**	**87**
Men	**91**	94	94	94	91	86
Women	**92**	96	96	94	92	87
Manitoba						
Both sexes	**89**	**93**	**93**	**91**	**88**	**84**
Men	**87**	92	92	89	86	80
Women	**91**	93	94	93	90	88
Saskatchewan						
Both sexes	**89**	**92**	**93**	**92**	**88**	**84**
Men	**87**	91	92	90	84	79
Women	**92**	93	95	95	93	88
Alberta						
Both sexes	**91**	**93**	**93**	**92**	**89**	**87**
Men	**90**	92	92	92	88	86
Women	**92**	94	94	93	91	88
British Columbia						
Both sexes	**93**	**95**	**96**	**95**	**93**	**89**
Men	**92**	94	94	95	92	88
Women	**94**	97	97	95	94	89
Yukon[3]						
Both sexes	**91**	**92**	**89**	**94**	**88**	**88**
Men	**88**	90	88	94	84	86
Women	**93**	95	92	94	92	89
Northwest Territories[3]						
Both sexes	**83**	**83**	**82**	**86**	**81**	**81**
Men	**82**	83	84	84	79	81
Women	**84**	83	79	88	83	80
Nunavut[3]						
Both sexes	**54**	**54**	**55**	**51**	**57**	**56**
Men	**53**	50	49	49	54	65
Women	**56**	59	62	53	62	46

1. These averages are from *Education at a Glance 2016: OECD Indicators*, Table A.1.3 Trends in Education attainment by age group (2005 and 2015) , which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org and OECDstat Web site at stats.oecd.org.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
3. Caution should be exercised in interpreting these ratios and differences in ratios, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.

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

Table A.1.3
Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2015

	Short Cycle tertiary education			Bachelor's or equivalent			Master's, doctoral or equivalent			Total Tertiary		
	Age group			Age group			Age group			Age group		
	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64
	percent											
OECD average[1]												
Both sexes	8	8	7	16	21	11	12	14	9	35	42	26
Men	7	7	7	15	19	11	12	12	10	32	36	26
Women	8	8	8	17	24	10	13	17	8	37	48	25
Canada[2]												
Both sexes	26	25	23	20	25	15	9	9	8	55	59	46
Men	22	22	19	18	21	14	9	8	9	49	50	42
Women	29	28	27	22	29	15	10	11	7	61	68	49
Newfoundland and Labrador												
Both sexes	24	25	20	12	20	8	6	7	4	42	52	32
Men	19	23	14	11	17	9	5	5	4[E]	35	45	27
Women	29	28	26	13	22	7	7	9	4	49	59	37
Prince Edward Island												
Both sexes	29	30	24	17	28	13	7	4[E]	6	53	62	44
Men	22	26	14	15	22	13	6	4[E]	6	43	52	34
Women	36	33	33	20	33	14	8	5[E]	7	63	71	53
Nova Scotia												
Both sexes	26	27	22	17	24	12	10	12	7	53	63	42
Men	22	25	16	15	20	12	9	10	8	45	54	35
Women	31	30	28	19	28	13	11	13	7	60	72	48
New Brunswick												
Both sexes	30	32	23	15	21	9	6	7	5	50	60	37
Men	27	29	20	12	16	9	5	6	4	45	50	33
Women	32	34	27	17	27	9	6	7	5	55	69	41
Quebec												
Both sexes	24	23	21	18	22	13	9	10	6	51	55	40
Men	21	20	19	17	17	13	8	8	7	46	45	39
Women	27	26	23	20	27	13	9	12	6	56	65	42
Ontario												
Both sexes	29	29	27	22	27	16	11	11	9	62	67	52
Men	26	28	23	20	24	16	11	9	11	57	61	50
Women	32	31	30	23	30	17	11	13	8	66	73	55
Manitoba												
Both sexes	23	21	23	20	25	14	7	7	7	50	52	44
Men	19	17	19	17	20	13	7	5	7	43	42	39
Women	27	24	28	23	29	15	7	8	6	57	62	49
Saskatchewan												
Both sexes	19	18	18	17	22	12	6	6	5	42	46	35
Men	12	12	10	15	19	11	6	6	6	33	37	27
Women	26	24	26	20	26	12	6	7	4	52	56	43
Alberta												
Both sexes	22	20	21	20	24	15	9	8	8	51	53	43
Men	17	16	14	17	20	14	8	6	9	42	42	38
Women	27	25	28	23	29	15	9	10	6	60	64	49
British Columbia												
Both sexes	23	22	22	22	26	16	9	8	8	54	55	46
Men	18	16	16	20	23	16	9	7	10	47	45	41
Women	29	27	28	23	30	16	9	9	7	61	65	50
Yukon[3]												
Both sexes	26	22	27	20	26	17	10	10[E]	10[E]	57	57	53
Men	21	20	23[E]	16	21[E]	13[E]	10	x	10[E]	47	47	46
Women	31	24	30	25	30	20[E]	11	13[E]	10[E]	66	68	60
Northwest Territories[3]												
Both sexes	23	21	19	16	17	15[E]	7	8[E]	6[E]	47	46	40
Men	19	20[E]	13[E]	13	15[E]	13[E]	7[E]	x	x	39	41	32
Women	28	23[E]	24	19	18[E]	17[E]	8	9[E]	x	55	50	48
Nunavut[3]												
Both sexes	17	15	26	8	5[E]	x	7	7[E]	x	32	27	40
Men	14	12[E]	26[E]	6	x	x	7[E]	x	x	27	21	43
Women	20	18	26[E]	9	x	x	8	8[E]	x	37	33	35[E]

x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
1. These averages are from *Education at a Glance 2016: OECD Indicators*, Table A.1.2, Percentage of adults who have attained tertiary education, by type of programme and age group (2015) which represents the most recent available dat for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org and OECDstat Web site at stats.oecd.org.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
3. Caution should be exercised in interpreting these percentages and differences in percentages, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: 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, Canada, provinces and territories, 2005, 2010 and 2015

	Age 25 to 64				Age 25 to 34				Age 55 to 64			
	2005	2010	2015	2005 to 2015	2005	2010	2015	2005 to 2015	2005	2010	2015	2005 to 2015
	percent			average annual growth rate[1]	percent			average annual growth rate[1]	percent			average annual growth rate[1]
OECD average[2]												
Below upper secondary	29	26	22	-2.7	21	18	16	-2.3	43	37	31	-3.0
Upper secondary and postsecondary non-tertiary	45	44	43	-0.4	48	45	42	-1.2	38	41	42	1.2
Tertiary	27	30	35	2.7	32	38	42	2.7	20	23	26	2.6
Canada[3]												
Below upper secondary	15	12	10	-4.2	9	8	7	-3.2	25	18	15	-4.8
Upper secondary and postsecondary non-tertiary	39	38	35	-1.1	37	36	34	-0.8	39	40	39	0.1
Tertiary	46	50	55	1.8	54	56	59	1.0	36	42	46	2.3
Newfoundland and Labrador												
Below upper secondary	24	19	15	-4.2	10	7	7	-3.7	38	31	24	-4.7
Upper secondary and postsecondary non-tertiary	45	45	43	-0.6	46	46	41	-1.2	40	43	44	1.0
Tertiary	31	36	42	3.1	43	46	52	1.8	22	26	32	3.9
Prince Edward Island												
Below upper secondary	20	15	12	-5.3	11	6	5	-7.5	30	23	19	-4.5
Upper secondary and postsecondary non-tertiary	35	36	35	-0.0	33	37	33	0.1	36	39	37	0.4
Tertiary	45	48	53	1.8	57	57	62	0.9	34	38	44	2.5
Nova Scotia												
Below upper secondary	18	15	11	-4.7	10	8	6	-5.3	29	21	18	-4.7
Upper secondary and postsecondary non-tertiary	40	37	36	-1.1	38	32	31	-1.9	35	38	40	1.3
Tertiary	42	49	53	2.3	52	60	63	1.9	36	40	42	1.5
New Brunswick												
Below upper secondary	20	16	13	-3.9	9	6	6	-2.9	33	25	23	-3.7
Upper secondary and postsecondary non-tertiary	40	39	37	-0.8	41	37	34	-1.9	35	38	40	1.3
Tertiary	40	46	50	2.2	50	57	60	1.7	32	37	37	1.6
Quebec												
Below upper secondary	19	15	12	-4.2	12	10	10	-2.6	32	23	20	-4.7
Upper secondary and postsecondary non-tertiary	37	38	37	-0.2	33	35	36	0.8	37	42	40	0.8
Tertiary	44	47	51	1.5	55	55	55	0.0	31	35	40	2.6
Ontario												
Below upper secondary	13	10	8	-4.5	7	6	5	-3.3	24	16	13	-5.6
Upper secondary and postsecondary non-tertiary	36	33	30	-1.7	33	30	27	-2.0	36	36	34	-0.5
Tertiary	51	57	62	1.9	59	64	67	1.3	40	48	52	2.7
Manitoba												
Below upper secondary	17	14	11	-4.1	11	10	7	-4.3	27	21	16	-5.0
Upper secondary and postsecondary non-tertiary	42	41	39	-0.7	43	42	41	-0.5	37	39	40	0.7
Tertiary	42	45	50	1.9	46	48	52	1.3	36	40	44	2.1
Saskatchewan												
Below upper secondary	15	13	11	-3.5	10	7	8	-3.0	24	19	16	-3.8
Upper secondary and postsecondary non-tertiary	50	51	47	-0.6	49	52	46	-0.7	42	47	49	1.4
Tertiary	35	36	42	1.9	40	41	46	1.4	33	35	35	0.4
Alberta												
Below upper secondary	12	11	9	-2.5	9	9	7	-1.8	19	14	13	-3.9
Upper secondary and postsecondary non-tertiary	45	43	40	-1.3	44	44	40	-0.9	43	42	44	0.1
Tertiary	43	46	51	1.8	47	47	53	1.1	38	44	43	1.4
British Columbia												
Below upper secondary	11	9	7	-4.8	8	7	5	-5.4	15	12	11	-3.0
Upper secondary and postsecondary non-tertiary	45	43	39	-1.4	44	42	40	-1.0	46	45	43	-0.7
Tertiary	44	48	54	2.1	48	51	55	1.5	39	43	46	1.6
Yukon												
Below upper secondary	13	18	9	-3.3	13[E]	17[E]	8[E]	-5.0	18	15[E]	12[E]	-3.8
Upper secondary and postsecondary non-tertiary	46	34	34	-3.0	48	36	35	-3.0	45	39	34	-2.6
Tertiary	41	49	57	3.4	39	47	57	3.8	37	46	53	3.6
Northwest Territories												
Below upper secondary	25[E]	25	17	-3.6	19[E]	25[E]	17	-1.4	38[E]	29	19[E]	-6.7
Upper secondary and postsecondary non-tertiary	33	32	36	0.9	34	29	37	1.0	24[E]	33	41	5.3
Tertiary	42	43	47	1.0	47	46	46	-0.2	37[E]	38	40	0.7
Nunavut												
Below upper secondary	51	47	46	-1.1	45	46	46	0.2	66	45	44	-4.1
Upper secondary and postsecondary non-tertiary	23	26	23	-0.3	28	28	27	-0.4	x	19	17	x
Tertiary	26	27	32	2.1	26[E]	26	27	0.1	x	36	40	x

x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
1. The average annual growth rates for Canada, the provinces and territories were calculated using unrounded data for all years in the 2005-to-2015 period.
2. The averages and average annual growth rates are from *Education at a Glance 2016: OECD Indicators*, Table A.1.3, Trends in Educational attainment by age group (2005 and 2015), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org and OECDstat Web site at stats.oecd.org.
3. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016 OECD Indicators*.

A2 Upper secondary graduation

Context

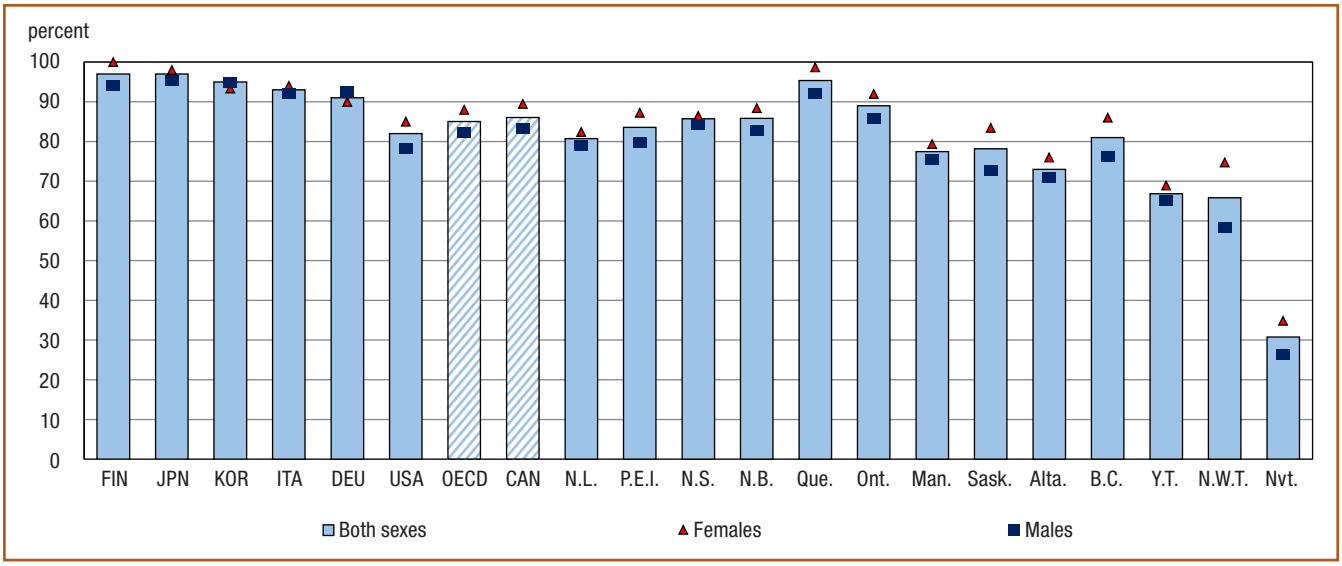
This indicator presents upper secondary school graduation rates. Graduation rates are often seen as a measure of student achievement. A comparison of overall rates gives some information about the extent to which school systems are succeeding in providing students with what is universally recognized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

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

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

Observations

Chart A.2.1
Upper secondary graduation rates, by sex, Canada, OECD and selected countries, 2014



Notes: The most recent data available for Canada and jurisdictions are for 2014, reflecting reports for the 2013/2014 academic year. Countries other than Canada are ranked in descending order and include the G-7 group of countries. Data are not available for the U.K. and France.
The bars representing Canada and the OECD are filled with a diagonal line pattern, to make them easier to find.
Sources: Table A.2.1, Education at a Glance 2016: OECD Indicators, Table A.2.1, Upper secondary and post-secondary non-tertiary graduation rates (2014).

Upper secondary graduation rates

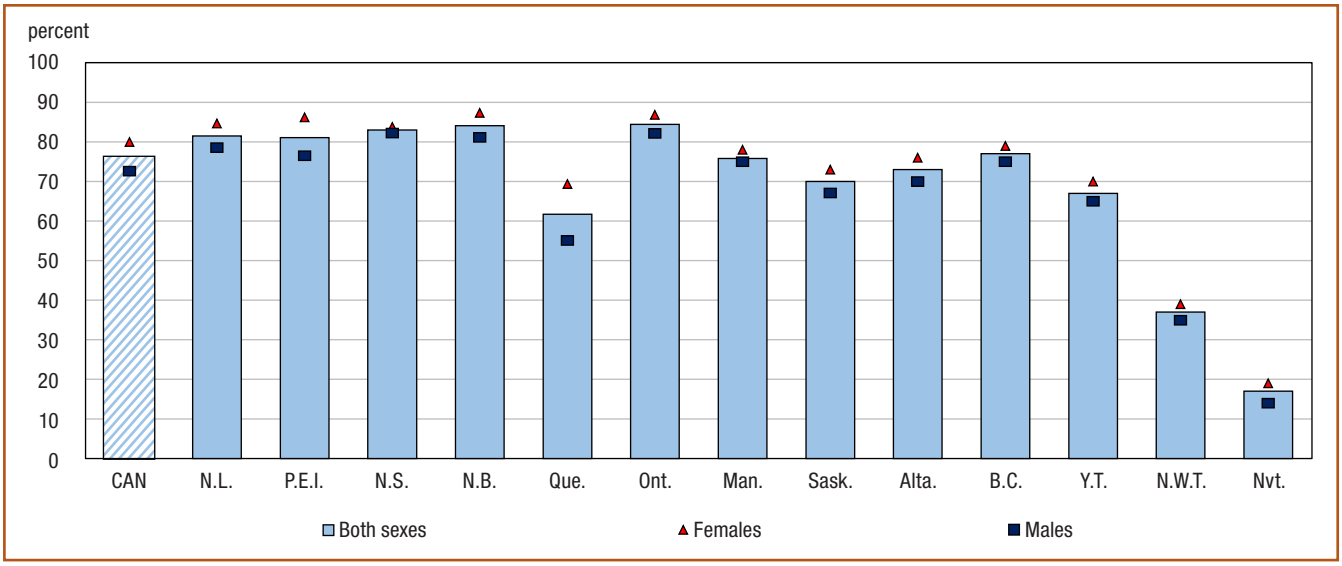
- Canada's high school ("upper secondary") graduation rate was 86% in 2014.[1] The majority of other OECD member countries reported graduation rates of at least 80%. Countries with higher graduation rates included Finland and Japan (97%), Korea (95%), Italy (93%) and Germany (91%). Graduation rates for the United States (82%) and the OECD average (85%) were both lower than that of Canada.

Graduation rates higher for females

- In Canada in 2014, the high school graduation rate for females was higher (89%) than that for males (84%), and was almost the same as the OECD averages for females and males (88% vs 83%). Germany and Korea were the only countries in the OECD whose graduation rates were higher for males than for females (2 and 1 percentage points higher).

Successful completion of upper secondary programmes

Chart A.2.2
Successful completion of upper secondary programmes in public schools, 16- to 19-year-olds, by sex, 2014



Notes: 15- to 18-year-olds in Quebec. The most recent data available for Canada and jurisdictions are for 2014, reflecting reports for the 2013/2014 academic year.
The bar representing Canada is filled with a diagonal line pattern to make it easier to find.
Source: Table A.2.2.

- Over three quarters of students (76%) in Canada completed high school within the three-year period typically covered by upper secondary education.[2]
- The proportion of students who completed their education in the expected time varied considerably across the country: from 17% in Nunavut to 84% in New Brunswick and Ontario.
- The successful on-time completion of upper secondary programmes was higher for females than for their male counterparts in all provinces and territories. For the provinces, the lowest female-male gap was in Nova Scotia at two percentage points while the highest was in Quebec at 14 percentage points. At the Canada level the difference was 7 percentage points.

1. This rate reports on high school graduates, during a given year, from public, private, and First Nations band-operated schools as a proportion of the population of the corresponding age—a "population-based graduation rate". It provides an estimation of the probability that an individual will graduate from high school during his or her lifetime.
2. These successful completion rates were calculated using a proxy cohort-based methodology. See the "Definition, data sources and methodology" section for this indicator. The OECD average was not produced for *Education at a Glance 2016: OECD Indicators*.

Definitions, sources and methodology

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

Upper secondary graduation rates

These rates are an estimation of the probability that an individual will graduate from high school during his or her lifetime, assuming that current conditions related to graduation all remain the same.[3]

Upper secondary graduation rates are the sum of graduation rates by age, and the latter are obtained by dividing graduates of a specific age by the population of the corresponding specific age. *Rates without duplication* only count individuals who had obtained, during a given year, a diploma at this level for the first time.[4] In general, a graduate of upper secondary education is considered to have successfully completed the last year of education at this level, regardless of his or her age.

All data for Canada reflect the 2013/2014 school year; the OECD averages also reflect 2013/2014. Information for Canada was drawn from the Elementary-Secondary Education Survey (ESES), an administrative survey that collects data for public and private educational institutions from the provincial and territorial ministries/departments of education.[5] To ensure comparability with other OECD countries, Statistics Canada added, for all provinces and territories (except Ontario and Nova Scotia, for which data were estimated), the number of 2013/2014 graduates from private schools provided by provinces and territories at ESES collection. The number of graduates from First Nations band-operated schools (these data were obtained from Indigenous and Northern Affairs Canada), were also added to the number of public and private school graduates and included in the calculation of the upper secondary graduation rates presented.

Population estimates used in the denominator of the graduation rate calculation cover the entire population, including Aboriginal people, as of January 1, 2014.

Successful completion of upper secondary programmes in public schools

An adjusted proxy cohort for examination of the successful completion of upper secondary programmes has been developed for public schools (as per the scope of the ESES data collection) for Canada and the jurisdictions. It was calculated by dividing the number of 16- to 19-year-old graduates (15- to 18-year-olds in Quebec) in 2013/2014 by the number of Grade 10 (3^{e} secondaire in Quebec) enrolments recorded three years earlier (i.e., in 2011/2012). This ratio has been adjusted to take into account deaths and interprovincial and international migration factors.

The adjustment factor is generated by dividing the 14- to 15-year-old population in 2011 (which represents the Grade 10 students) by the 17- to 18-year-old population in 2014 (which represents the Grade 10 students who graduated three years later). For Canada, where there is more in-migration than out-migration, the adjustment factor is below 100%. If this adjustment is not made, the inclusion of recent in-migrants who were not part of the original Grade 10 cohort would result in an overestimation of the number of graduates that were part of the original universe (the 2011 Grade 10 enrolments). This adjustment implicitly assumes that graduation rates of recent immigrants are identical to graduation rates of those in the original cohort.

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

3. The methodology used to produce the numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; consequently, the numbers in this report may differ from those published by the provinces/territories.
4. In Canada, data on high school graduation is collected through the Elementary-Secondary Education Survey, which collects information on individuals who graduated at this level for the first time (unduplicated counts).
5. Data on graduations from some secondary programs are not uniformly available across the provinces/territories, and general education development (GED) credentials, adult basic upgrading and education, and graduation from adult school, which take place outside regular secondary school programs, are, in most instances, not included. Manitoba graduates from Adult Learning Centres in the province are not included in the graduation rate calculation.

International data collection

The international figures used by the OECD are obtained from the UOE collection of statistical data on education, carried out jointly by three international organizations (UNESCO, the OECD, and Eurostat), and conducted in 2015 by the OECD.

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

Table A.2.1
Upper secondary graduation rates[1], by sex, Canada, provinces and territories, 2014

	Total (unduplicated)			
	Both sexes, all ages[2]	Males, all ages	Females, all ages	Share of graduates < 25 years old[3]
	percent			
OECD average[4,5]	**85**	**83**	**88**	**98**
Canada	**86**	**84**	**89**	**94**
Newfoundland and Labrador	81	79	82	100
Prince Edward Island	84	80	87	100
Nova Scotia	86	85	86	100
New Brunswick	86	83	89	100
Quebec	95	92	99	82
Ontario	89	86	92	97
Manitoba[6]	77	76	79	99
Saskatchewan[6]	78	73	83	100
Alberta	73	71	76	99
British Columbia	81	77	86	97
Yukon	67	65	69	100
Northwest Territories	66	58	75	94
Nunavut	31	27	35	99

1. All graduation rates in this table are calculated according to the "net" methodology (see the "Definitions, sources and methodology" section in Indicator A2 for more details).
2. The sum of graduation rates by age, which are obtained by dividing graduates of a specific age by the population of the corresponding specific age.
3. Share of graduates under 25 years of age among the total population of graduates.
4. These averages are from *Education at a Glance 2016: OECD Indicators*, Table A.2.1, Upper secondary and post-secondary non-tertiary graduation rates (2014) and Table A.2.2, Profile of upper secondary graduates from general and vocational programmes (2014), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
5. The estimates submitted for Canada, to the OECD for its 2016 report are for 2013; they reflect the 2012/2013 academic year and are included in the OECD's average figures for 2014.
6. For further information about inclusions and exclusions, please refer to "Definitions, sources and methodology" section for more details.

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

Sources: Statistics Canada, Elementary-Secondary Education Survey (ESES); Indigenous and Northern Affairs Canada (INAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*.

Table A.2.2
Successful completion[1] of upper secondary programmes in public schools, 16- to 19-year-olds,[2] by sex, Canada, provinces and territories, 2014

	Both sexes	Females	Males
		percent	
OECD[3]	**..**	**..**	**..**
Canada	**76**	**80**	**73**
Newfoundland and Labrador	81	85	79
Prince Edward Island	81	86	77
Nova Scotia	83	84	82
New Brunswick	84	87	81
Quebec[4]	62	69	55
Ontario	84	87	82
Manitoba[4]	76	78	75
Saskatchewan	70	73	67
Alberta	73	76	70
British Columbia	77	79	75
Yukon	67	70	65
Northwest Territories	37	39	35
Nunavut	17	19	14

.. not available for a specific reference period
1. The proxy cohort rate is calculated by Statistics Canada using 2011/2012 Grade 10 ("Secondaire 3" in Quebec) enrolments and 16- to 19-year-olds (15- to 18-year-olds in Quebec) graduates data in 2013/2014. The methodology used to produce numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; as a result, the numbers in this table may differ from those published by the provinces/territories.
2. 15- to 18-year-olds in Quebec.
3. The completon rate is not included in *Education at a Glance 2016: OECD Indicators*.
4. As enrolments and graduates from non-public institutions (e.g. private schools, publicly funded independent schools) are not included in these calculations, these rates should not be interpreted as the total successful completion of all upper secondary programs.

Sources: Statistics Canada, Elementary-Secondary Education Survey (ESES)

A3 Labour market outcomes

Context

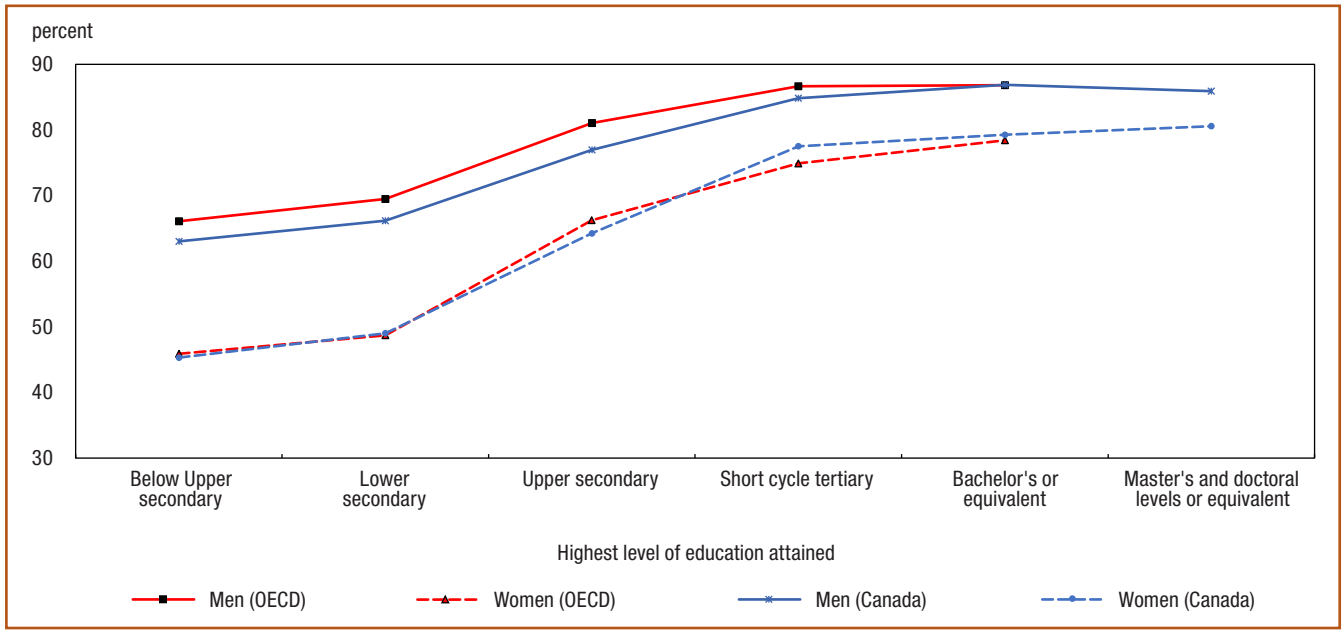
This indicator examines the connection between educational attainment and the labour market by looking at employment rates among the adult population aged 25 to 64. This relationship is explored by sex and by age group (25 to 34 and 55 to 64). Trends in employment rates by educational attainment are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

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

Observations

Employment rates by attainment

Chart A.3.1
Employment rates of 25- to 64-year-olds, by highest level of education attained and sex, Canada and OECD, 2015

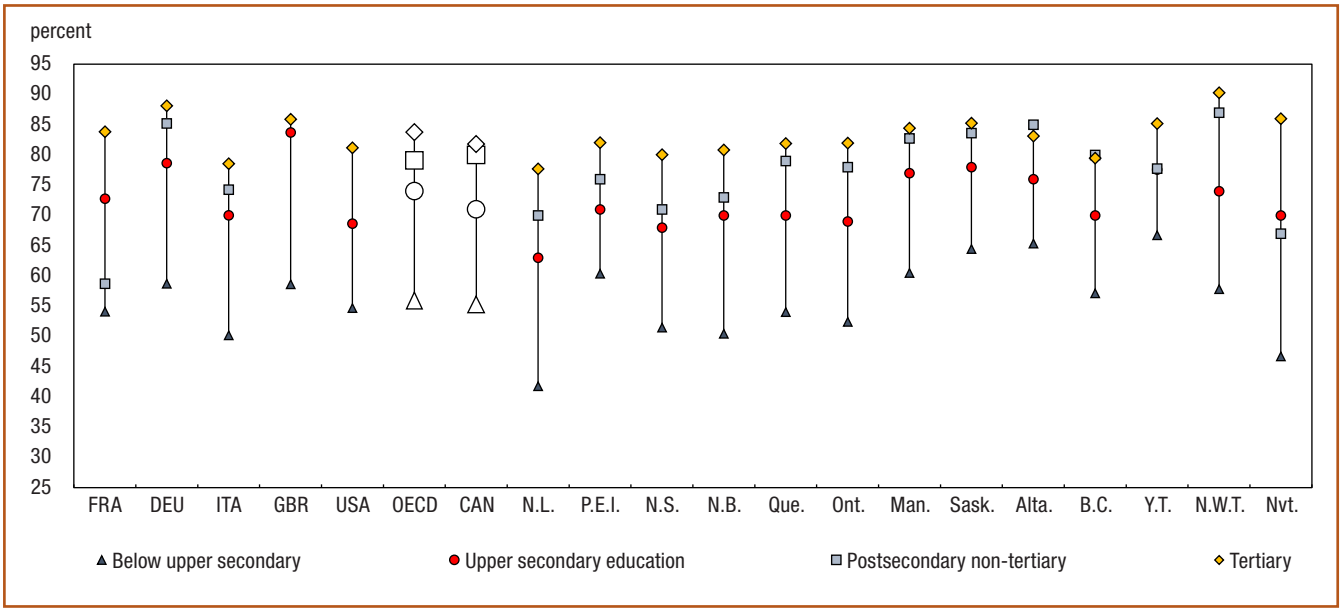


Sources: Table A.3.1 and Education at a Glance 2016: OECD Indicators.

- 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 (18 percentage points) among those with the least education and smallest (8 percentage points) among the men and women with bachelor's or equivalent education[2]. This was also true at the OECD average, with a larger gap between men and women at the below upper secondary level (20 percentage points) and a smaller gap at the bachelor's or equivalent (9 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.3.2
Employment rates of the 25- to 64-year-old population, by highest level of education attained, 2015

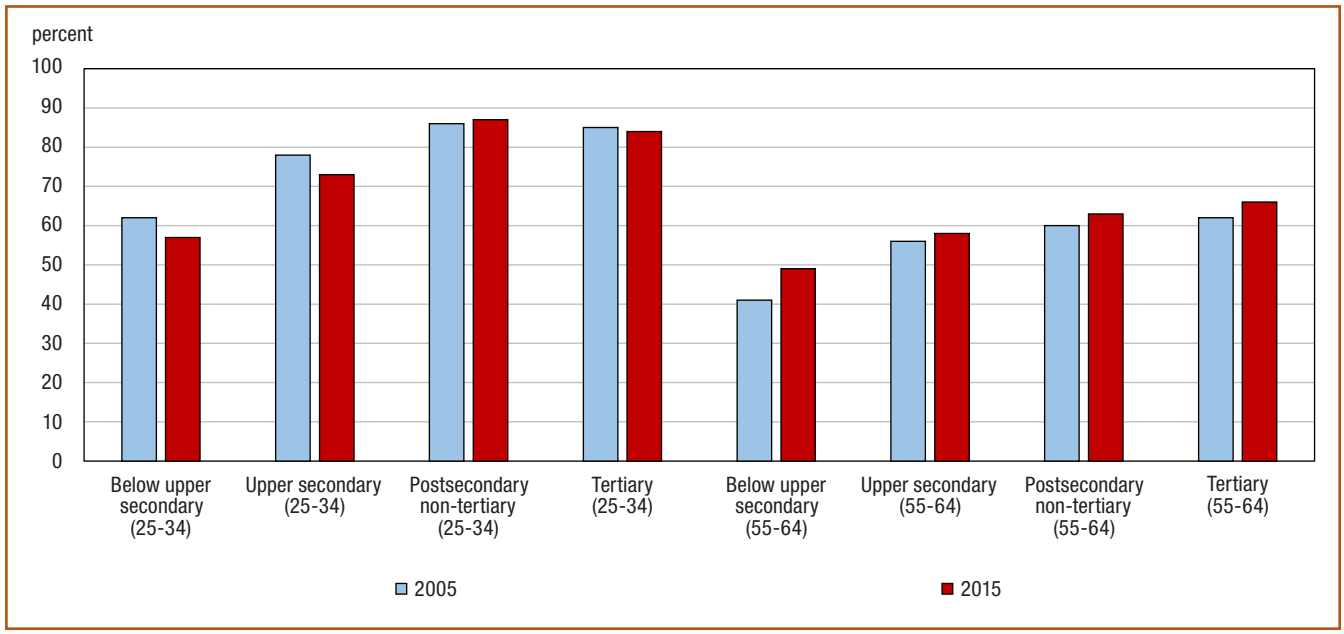


Note: The markers representing Canada and the OECD are enlarged and without colour to make them easier to find.
Sources: Table A.3.1, Table A.3.2 and Education at a Glance 2016: OECD Indicators.

- Employment rates also rose with levels of educational attainment across all provinces, territories, G7 countries and at the OECD average. However, the magnitude and the nature of the educational advantage varied among the Canadian jurisdictions.
- Although tertiary graduates generally had the highest employment rates in 2015, this was not true in Alberta and British Columbia, where those with postsecondary non-tertiary had slightly higher employment rates.
- Employment rates for Canadians with tertiary education were comparable to those of G7 countries, with Canada's employment rate being slightly higher than the US or Italy, but lower than that of France, Germany and the United Kingdom.
- Employment rates for Canadians with less than upper secondary education ranged widely across the country, with rates that were significantly lower than the Canadian and OECD averages in Newfoundland and Labrador and Nunavut, but significantly higher than both the Canada and OECD averages and in other G7 countries in the Yukon, Saskatchewan and Alberta.

Employment rates by attainment, 2005 and 2015

Chart A.3.3
Employment rates of the 25- to 34-year and 55- to 64-year-old population, by highest level of education attained, 2005 and 2015



Sources: Tables A.3.3.2 and A.3.3.3.

- Employment rates decreased for young Canadians aged 25-34 with lower levels of education between 2005 and 2015. In 2015, 73% of young adults with upper secondary were employed versus 78% for this same age group in 2005.
- This was not true for young adults with postsecondary non-tertiary or tertiary education, as between the two time periods, employment rates were more similar.
- In Canada, for 55-64-year-olds, the employment rate was higher in 2015 at every level of education than the rate observed in 2005 indicating that the older generation increasingly postponed retirement and continued working beyond age 55. For most of the OECD countries the employment rate did not change for this age group during the same time period.

Definitions, sources and methodology

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

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

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

The 2015 data for Canada and its provinces and territories were drawn from the Labour Force Survey (LFS), which surveys approximately 56,000 households every month.[3] The LFS excludes the following from the scope of the survey: individuals who live on reserves or in other Aboriginal settlements in the provinces, full-time members of the Canadian Forces and institutional residents. The LFS employment rate is based on a monthly average from January to December. Figures from the Organisation for Economic Co-operation and Development (OECD) are those reported by the OECD, and they are extracted from the OECD and Eurostat databases compiled from national labour force surveys for the OECD member countries.

Note: The corresponding OECD indicator is A5, *How does educational attainment affect participation in the labour market?*.

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

Table A.3.1

Employment rates[1] of 25- to 64-year-olds, by highest level of education attained and sex, Canada, provinces and territories, 2015

	Pre-primary and primary	Lower secondary	Upper secondary education	Post-secondary non-tertiary[2]	Short cycle tertiary	Bachelor's level or equivalent	Master's and doctoral levels or equivalent	All levels of education
	percent							
OECD averages[3]								
Both sexes	..	**60**	**74**	**79**	**80**	**82**	..	..
Men	..	**69**	**81**	**84**	**87**	**87**	..	..
Women	..	**49**	**66**	**76**	**75**	**78**	..	..
Canada[4]								
Both sexes	**45**	**59**	**71**	**80**	**81**	**83**	**83**	**76**
Men	**54**	**66**	**77**	**82**	**85**	**87**	**86**	**81**
Women	**36**	**49**	**64**	**75**	**78**	**79**	**81**	**72**
Newfoundland and Labrador								
Both sexes	**32**	**46**	**63**	**70**	**75**	**80**	**85**	**67**
Men	36	49	67	71	79	83	87	70
Women	27	43	58	69	72	78	83	65
Prince Edward Island								
Both sexes	**47**	**65**	**71**	**76**	**82**	**82**	**84**	**76**
Men	48	69	76	78	85	85	85	78
Women	43[E]	57	64	72	80	80	83	74
Nova Scotia								
Both sexes	**35**	**56**	**68**	**71**	**78**	**81**	**85**	**73**
Men	44	61	74	71	79	84	85	75
Women	24[E]	48	61	71	77	78	84	71
New Brunswick								
Both sexes	**38**	**57**	**70**	**73**	**79**	**84**	**85**	**73**
Men	40	62	73	74	81	84	87	74
Women	34	51	67	70	77	84	83	72
Quebec								
Both sexes	**46**	**58**	**70**	**79**	**81**	**83**	**82**	**76**
Men	53	64	75	81	83	86	83	79
Women	37	50	64	77	79	80	81	73
Ontario								
Both sexes	**44**	**55**	**69**	**78**	**81**	**83**	**83**	**76**
Men	56	63	75	81	86	88	87	81
Women	34	45	63	71	77	79	80	72
Manitoba								
Both sexes	**54**	**62**	**77**	**83**	**83**	**85**	**86**	**79**
Men	65	72	82	85	88	89	89	84
Women	39	47	71	78	79	83	82	75
Saskatchewan								
Both sexes	**48**	**69**	**78**	**84**	**84**	**86**	**86**	**81**
Men	64	77	84	86	89	88	88	85
Women	24	53	71	79	82	84	84	76
Alberta								
Both sexes	**55**	**68**	**76**	**85**	**83**	**83**	**83**	**80**
Men	65	77	83	88	90	87	86	85
Women	43	56	69	75	78	80	81	74
British Columbia								
Both sexes	**42**	**61**	**70**	**80**	**77**	**80**	**84**	**75**
Men	46	67	78	81	81	85	88	80
Women	38	53	62	75	74	77	80	70
Yukon								
Both sexes	**x**	**69**	**78**	**78**	**82**	**87**	**88**	**81**
Men	x	72	83	84	82	92	86	83
Women	x	65	72	59	83	84	90	79
Northwest Territories								
Both sexes	**52**	**60**	**74**	**87**	**87**	**92**	**96**	**81**
Men	53	53	82	88	92	92	96	82
Women	52[E]	67	67	86	84	92	97	79
Nunavut								
Both sexes	**46**	**47**	**70**	**67**	**78**	**93**	**97**	**64**
Men	42	44	69	65	81	94	96	61
Women	50	51	70	73	76	92	97	67

.. not available for a specific reference period
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
1. Number of 25- to 64-year-olds in employment as a percentage of the population aged 25 to 64.
2. Trade certificates or diplomas from a vocational school or apprenticeship training.
3. These averages are from *Education at a Glance 2016: OECD Indicators*, Table A.5.1, Employment rates, by educational attainment (2015), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org and OECDstat Web site at stats.oecd.org.
4. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*.

Table A.3.2

Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2005, 2010 and 2015

	Age 25 to 64				Age 25 to 34				Age 55 to 64			
	2005	2010	2015	2005 to 2015	2005	2010	2015	2005 to 2015	2005	2010	2015	2005 to 2015
	percent			average annual growth rate[2]	percent			average annual growth rate[2]	percent			average annual growth rate[2]
OECD average[3]												
Below uppersecondary	56	55	56	-0.1	61	57	58	-0.6	38	40	43	1.2
Upper secondary andpostsecondary non-tertiary	75	73	74	-0.1	77	75	76	-0.2	50	53	57	1.4
Tertiary	84	83	84	-0.0	84	83	82	-0.2	65	67	71	0.8
Canada[4]												
Below upper secondary	56	55	55	-0.2	62	58	57	-0.8	41	43	49	1.9
Upper secondary and postsecondary non-tertiary	76	74	74	-0.4	80	77	77	-0.4	57	58	59	0.4
Tertiary	82	81	82	-0.0	85	84	84	-0.1	62	65	66	0.6
Newfoundland and Labrador												
Below upper secondary	36	38	42	1.4	39	42	39	0.1	26	31	38	3.9
Upper secondary and postsecondary non-tertiary	64	64	66	0.3	65	67	70	0.7	43	45	51	1.7
Tertiary	77	76	78	0.1	79	80	82	0.4	50	48	54	0.7
Prince Edward Island												
Below upper secondary	60	54	60	0.1	62	55	58	-0.6	49	43	56	1.4
Upper secondary and postsecondary non-tertiary	72	71	72	-0.0	76	72	73	-0.4	56	59	58	0.4
Tertiary	83	82	82	-0.1	88	83	86	-0.2	58	63	64	1.0
Nova Scotia												
Below upper secondary	50	51	51	0.3	55	52	60	0.9	35	40	42	2.0
Upper secondary and postsecondary non-tertiary	73	70	69	-0.5	77	72	73	-0.5	51	55	55	0.8
Tertiary	80	81	80	0.1	85	85	85	-0.0	54	61	60	1.0
New Brunswick												
Below upper secondary	46	51	50	0.9	46	48	49	0.5	33	40	47	3.6
Upper secondary and postsecondary non-tertiary	72	71	71	-0.2	76	71	70	-0.8	51	55	60	1.6
Tertiary	80	81	81	0.1	87	87	87	-0.0	52	58	59	1.1
Quebec												
Below upper secondary	52	54	54	0.3	59	60	56	-0.5	36	40	48	3.0
Upper secondary and postsecondary non-tertiary	74	72	74	0.1	79	78	80	0.1	51	52	58	1.2
Tertiary	81	82	82	0.1	84	85	84	0.0	55	59	62	1.1
Ontario												
Below upper secondary	58	53	52	-1.1	63	53	56	-1.2	44	41	46	0.5
Upper secondary and postsecondary non-tertiary	77	73	71	-0.8	80	75	72	-1.1	59	59	59	0.0
Tertiary	83	81	82	-0.1	85	84	84	-0.1	65	67	68	0.4
Manitoba												
Below upper secondary	63	64	60	-0.4	59	59	55	-0.7	51	56	57	1.2
Upper secondary and postsecondary non-tertiary	81	81	79	-0.2	81	82	81	0.0	63	66	65	0.4
Tertiary	86	85	84	-0.1	89	86	86	-0.3	66	70	71	0.8
Saskatchewan												
Below upper secondary	63	65	64	0.2	61	63	56	-0.9	51	59	60	1.7
Upper secondary and postsecondary non-tertiary	82	82	80	-0.2	81	82	82	0.1	62	70	68	0.8
Tertiary	85	86	85	0.0	87	88	87	0.0	69	73	71	0.4
Alberta												
Below upper secondary	68	65	65	-0.4	73	64	62	-1.5	54	55	61	1.3
Upper secondary and postsecondary non-tertiary	82	80	79	-0.4	84	81	81	-0.4	68	65	67	-0.2
Tertiary	84	82	83	-0.1	85	84	85	-0.0	71	72	72	0.1
British Columbia												
Below upper secondary	59	57	57	-0.3	67	61	61	-0.9	39	45	51	2.7
Upper secondary and postsecondary non-tertiary	75	74	72	-0.4	79	78	78	-0.2	57	58	56	-0.1
Tertiary	80	79	79	-0.0	84	81	84	-0.0	62	63	65	0.4
Yukon												
Below upper secondary	56	52	67	1.7	x	51[E]	73	x	43[E]	48	60	3.3
Upper secondary and postsecondary non-tertiary	83	76	78	-0.7	81	76	79	-0.3	75	66	69	-0.9
Tertiary	88	85	85	-0.3	91	84	87	-0.4	74	77	72	-0.3
Northwest Territories												
Below upper secondary	62	48	58	-0.7	58	41	70	1.9	58	48	42[E]	-3.1
Upper secondary and postsecondary non-tertiary	87	88	79	-1.0	88	87	73	-1.8	77	80	66	-1.6
Tertiary	92	90	90	-0.2	90	92	92	0.2	87	82	80	-0.8
Nunavut												
Below upper secondary	46	52	47	0.1	41	44	36	-1.3	37	49	55	3.9
Upper secondary and postsecondary non-tertiary	78	71	69	-1.3	78	70	63	-2.1	x	79	70	x
Tertiary	93	89	86	-0.7	89	93	87	-0.3	x	92	80	x

0 true zero or a value rounded to zero
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
1. Number of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds in employment as a percentage of the populations aged 25 to 64, 25 to 34 and 55 to 64, respectively.
2. The average annual growth rates for Canada, the provinces and territories were calculated using unrounded data for all years in the 2005 to 2015 period.
3. These averages are from *Education at a Glance 2016: OECD Indicators*, Table A.5.3, Trends in employment rates, by educational attainment and age group (2005, 2010 and 2015), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org and OECDstat Web site at stats.oecd.org.
4. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*.

Table A.3.3.1

Trends in employment rates[1] of 25 to 64-year-olds by highest level of education attained, Canada, provinces and territories, 2005 and 2015

	Below upper secondary		Upper secondary		Postsecondary non-tertiary[2]		Tertiary		All levels of education	
	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015
	percent									
OECD averages[3]										
Both sexes	**56**	**56**	**..**	**74**	**..**	**79**	**84**	**84**	**72**	**74**
Men	**68**	**66**	**..**	**81**	**..**	**84**	**89**	**88**	**81**	**81**
Women	**46**	**46**	**..**	**66**	**..**	**76**	**79**	**80**	**64**	**68**
Canada[4]										
Both sexes	**56**	**55**	**75**	**71**	**79**	**80**	**82**	**82**	**76**	**76**
Men	**67**	**63**	**82**	**77**	**84**	**82**	**86**	**86**	**82**	**81**
Women	**44**	**45**	**69**	**64**	**72**	**75**	**79**	**79**	**71**	**72**
Newfoundland and Labrador										
Both sexes	**36**	**42**	**60**	**63**	**68**	**70**	**77**	**78**	**62**	**67**
Men	43	45	67	67	70	71	78	81	65	70
Women	30	38	54	58	66	69	75	75	58	65
Prince Edward Island										
Both sexes	**60**	**60**	**71**	**71**	**74**	**76**	**83**	**82**	**74**	**76**
Men	65	63	76	76	77	78	85	85	77	78
Women	52	54	66	64	67	72	81	80	72	74
Nova Scotia										
Both sexes	**50**	**51**	**72**	**68**	**75**	**71**	**80**	**80**	**72**	**73**
Men	58	58	77	74	78	71	84	82	76	75
Women	40	43	67	61	70	71	76	79	67	71
New Brunswick										
Both sexes	**46**	**50**	**72**	**70**	**71**	**73**	**80**	**81**	**70**	**73**
Men	52	53	77	73	74	74	83	83	73	74
Women	39	46	68	67	65	70	78	79	67	72
Quebec										
Both sexes	**52**	**54**	**73**	**70**	**76**	**79**	**81**	**82**	**73**	**76**
Men	63	61	79	75	80	81	84	84	78	79
Women	40	46	66	64	70	77	79	80	68	73
Ontario										
Both sexes	**58**	**52**	**76**	**69**	**81**	**78**	**83**	**82**	**78**	**76**
Men	69	62	82	75	85	81	87	87	83	81
Women	46	42	69	63	72	71	79	78	72	72
Manitoba										
Both sexes	**63**	**60**	**79**	**77**	**83**	**83**	**86**	**84**	**80**	**79**
Men	74	71	85	82	87	85	89	89	85	84
Women	48	46	74	71	78	78	83	81	75	75
Saskatchewan										
Both sexes	**63**	**64**	**80**	**78**	**84**	**84**	**85**	**85**	**80**	**81**
Men	73	74	86	84	88	86	88	89	84	85
Women	49	46	74	71	79	79	83	83	76	76
Alberta										
Both sexes	**68**	**65**	**80**	**76**	**87**	**85**	**84**	**83**	**81**	**80**
Men	81	75	88	83	91	88	90	88	88	85
Women	53	53	72	69	79	75	80	79	74	74
British Columbia										
Both sexes	**59**	**57**	**73**	**70**	**80**	**80**	**80**	**79**	**75**	**75**
Men	69	63	80	78	85	81	85	84	81	80
Women	47	50	67	62	72	75	75	76	69	70
Yukon										
Both sexes	**56**	**67**	**81**	**78**	**87**	**78**	**88**	**85**	**82**	**81**
Men	64	70	79	83	87	84	88	86	82	83
Women	47	62	83	72	86	59	87	84	81	79
Northwest Territories										
Both sexes	**62**	**58**	**85**	**74**	**90**	**87**	**92**	**90**	**83**	**81**
Men	66	53	88	82	91	88	95	93	86	82
Women	59	63	82	67	87	86	90	89	80	79
Nunavut										
Both sexes	**46**	**47**	**80**	**70**	**73**	**67**	**93**	**86**	**66**	**64**
Men	50	43	82	69	77	65	97	88	70	61
Women	42	51	79	70	x	73	89	84	61	67

.. not available for a specific reference period
x suppressed to meet the confidentiality requirements of the *Statistics Act*
1. Number of 25- to 64-year-olds in employment as a percentage of the population aged 25 to 64.
2. Trade certificates or diplomas from a vocational school or apprenticeship training.
3. These averages are from *Education at a Glance 2016: OECD Indicators*, Table A.5.3, Employment rates, by educational attainment (2005 and 2015), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org and OECDstat Web site at stats.oecd.org.
4. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*.

Table A.3.3.2
Trends in employment rates[1] of 25 to 34-year-olds by highest level of education attained, Canada, provinces and territories, 2005 and 2015

	Below upper secondary		Upper secondary		Postsecondary non-tertiary[2]		Tertiary		All levels of education	
	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015
	percent									
OECD averages[3]										
Both sexes	61	58	..	..	..	..	84	82	..	..
Men	74	69	..	..	..	..	89	88	..	..
Women	47	45	..	..	..	..	80	79	..	..
Canada[4]										
Both sexes	62	57	78	73	86	87	85	84	81	80
Men	72	67	85	79	90	88	88	88	86	84
Women	48	42	70	64	78	83	82	82	76	76
Newfoundland and Labrador										
Both sexes	39	39	59	62	72	80	79	82	68	74
Men	48	50	67	63	74	80	79	84	71	76
Women	27[E]	26[E]	52	61	68	79	79	81	66	73
Prince Edward Island										
Both sexes	62	58	74	71	81	82	88	86	81	80
Men	65	66	84	78	86	88	88	90	83	84
Women	56	x	62	63	70	x	88	84	79	77
Nova Scotia										
Both sexes	55	60	73	70	83	81	85	85	79	80
Men	63	67	77	75	86	81	89	86	82	81
Women	43	46	70	63	78	81	83	85	76	79
New Brunswick										
Both sexes	46	49	75	68	81	81	87	87	79	79
Men	50	55	81	73	87	83	89	86	81	79
Women	40	34[E]	68	62	73	77	86	87	77	79
Quebec										
Both sexes	59	56	75	73	84	86	84	84	79	80
Men	69	64	81	80	87	85	86	87	83	83
Women	45	43	67	62	78	86	83	82	76	77
Ontario										
Both sexes	63	56	79	69	87	87	85	84	82	79
Men	73	66	86	76	91	89	89	88	87	84
Women	49	42	71	61	77	81	82	81	77	75
Manitoba										
Both sexes	59	55	79	79	86	88	89	86	82	82
Men	77	71	87	86	92	90	93	91	88	87
Women	34	36	70	69	79	82	85	83	75	76
Saskatchewan										
Both sexes	61	56	79	79	87	88	87	87	82	82
Men	79	69	86	86	92	91	90	91	87	87
Women	36	37	70	70	79	82	85	85	76	77
Alberta										
Both sexes	73	62	81	77	91	89	85	85	83	81
Men	87	77	89	84	95	92	91	92	91	88
Women	56	42	70	68	81	73	80	80	76	74
British Columbia										
Both sexes	67	61	77	74	87	88	84	84	81	80
Men	76	67	83	81	92	91	88	87	85	85
Women	55	50	70	64	78	82	81	81	76	76
Yukon										
Both sexes	x	73	77	79	89	79	91	87	81	83
Men	x	x	81	89	96	88	88	94	84	90
Women	x	x	74	64	x	x	93	83	78	77
Northwest Territories										
Both sexes	58	70	87	67	90	89	90	92	83	81
Men	62	57	93	72	92	88	96	94	87	82
Women	51[E]	80	80	64	x	x	87	90	79	81
Nunavut										
Both sexes	41	36	79	64	x	61	89	87	64	57
Men	48	35	82	58	x	60[E]	96	92	70	54
Women	34	37	75	71	x	x	84	83	58	60

.. not available for a specific reference period
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
1. Number of 25- to 34-year-olds in employment as a percentage of the population aged 25 to 64.
2. Trade certificates or diplomas from a vocational school or apprenticeship training.
3. These averages are from *Education at a Glance 2016: OECD Indicators*, Table A.5.3, Employment rates, by educational attainment (2005 and 2015), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org and OECDstat Web site at stats.oecd.org.
4. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*.

Table A.3.3.3

Trends in employment rates[1] of 55 to 64-year-olds by highest level of education attained, Canada, provinces and territories, 2005 and 2015

	Below upper secondary		Upper secondary		Postsecondary non-tertiary[2]		Tertiary		All levels of education	
	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015
	percent									
OECD averages[3]										
Both sexes	38	43	..	..	..	..	65	71	..	..
Men	49	51	..	..	..	..	71	76	..	..
Women	30	36	..	..	..	..	57	65	..	..
Canada[4]										
Both sexes	41	49	56	58	60	63	62	66	55	61
Men	53	57	63	64	64	66	69	71	63	66
Women	29	40	50	53	52	56	56	62	47	56
Newfoundland and Labrador										
Both sexes	26	38	40	49	46	54	50	54	38	49
Men	29	41	47	55	48	54	55	62	43	54
Women	23	36	34	44	43	53	46	47	33	44
Prince Edward Island										
Both sexes	49	56	54	57	59	61	58	64	55	60
Men	57	62	60	65	62	64	66	64	61	64
Women	39	47	49	50	53	53	53	64	48	57
Nova Scotia										
Both sexes	35	42	48	56	54	54	54	60	47	55
Men	43	46	57	61	59	54	62	63	55	57
Women	25	38	39	51	47	53	48	57	40	52
New Brunswick										
Both sexes	33	47	52	59	49	60	52	59	45	56
Men	40	50	55	61	54	64	58	62	50	59
Women	25	43	50	58	41	52	48	56	41	54
Quebec										
Both sexes	36	48	50	57	53	59	55	62	48	57
Men	48	56	60	63	58	64	63	67	57	63
Women	25	39	43	51	46	54	47	58	38	52
Ontario										
Both sexes	44	46	57	58	64	64	65	68	58	62
Men	57	53	63	62	67	67	71	74	66	67
Women	33	39	52	54	58	57	59	63	50	57
Manitoba										
Both sexes	51	57	60	64	70	68	66	71	61	67
Men	61	66	65	68	72	68	73	78	68	71
Women	41	43	54	61	68	68	59	66	54	62
Saskatchewan										
Both sexes	51	60	61	67	64	68	69	71	62	68
Men	61	69	70	75	66	71	74	73	68	72
Women	38	43	52	60	62	63	66	70	56	63
Alberta										
Both sexes	54	61	66	64	72	73	71	72	67	69
Men	69	71	76	72	75	77	76	76	74	75
Women	38	50	58	57	66	61	67	69	59	62
British Columbia										
Both sexes	39	51	55	54	59	61	62	65	56	59
Men	53	59	63	61	65	63	71	68	65	64
Women	26	41	49	48	47	55	54	61	47	54
Yukon										
Both sexes	43[E]	60	79	67	70	73	74	72	69	69
Men	x	70	76	72	62[E]	79	77	71	69	72
Women	x	x	81	62	x	x	71	73	70	66
Northwest Territories										
Both sexes	58	42[E]	76	63	80[E]	71	87	80	73	67
Men	50	x	90	68	x	72	87	84	74	67
Women	64	53[E]	x	60	x	x	86	77	73	67
Nunavut										
Both sexes	37	55	x	x	x	x	x	80	53	67
Men	x	x	x	x	x	x	x	84	57	65
Women	x	67	x	x	x	x	x	75	48	71

.. not available for a specific reference period
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
1. Number of 55- to 64-year-olds in employment as a percentage of the population aged 25 to 64.
2. Trade certificates or diplomas from a vocational school or apprenticeship training.
3. These averages are from *Education at a Glance 2016: OECD Indicators*, Table A.5.3, Employment rates, by educational attainment (2005 and 2015), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org and OECDstat Web site at stats.oecd.org.
4. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*.

Chapter B

Financial resources invested in education

B1 Expenditure per student

Context

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

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

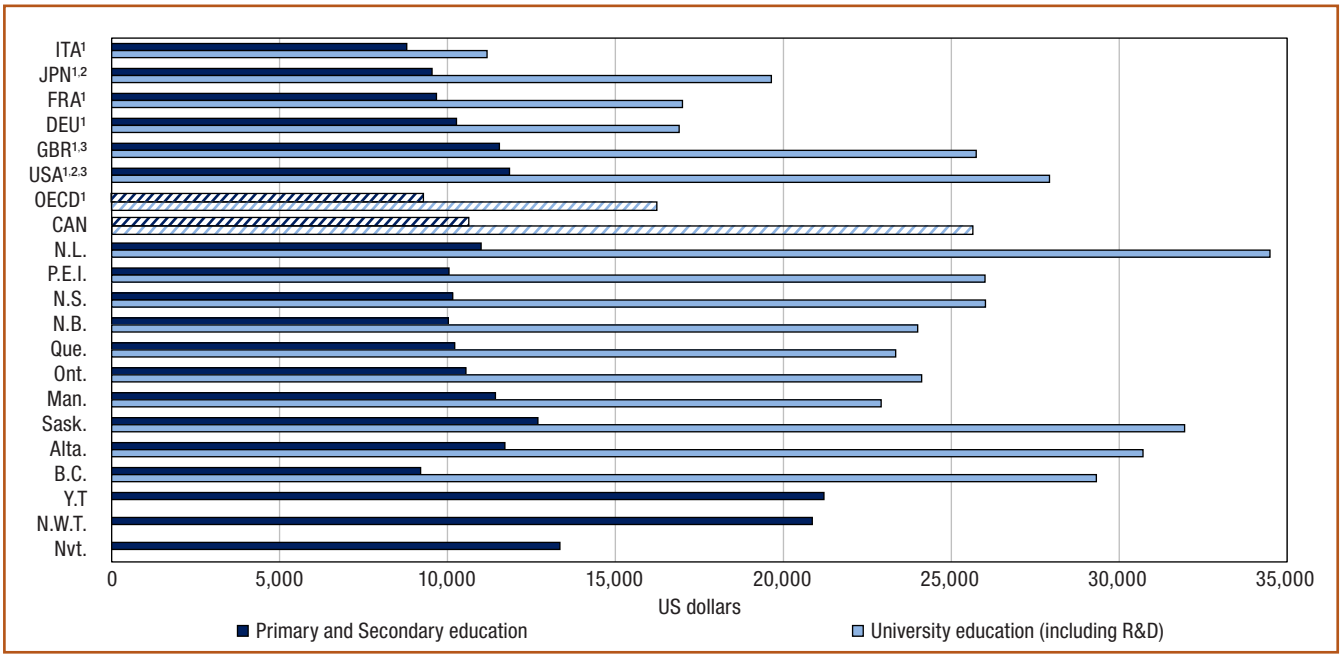
Policy-makers must also balance the importance of improving the quality of educational services with the desirability of expanding access to educational opportunities, notably at the tertiary level. In addition, decisions regarding the allocation of funds among the various levels of education are key.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

The indicator shows direct public and private expenditure by educational institutions[1] in relation to the number of full-time equivalent students enrolled. Note that variations in expenditure by educational institutions per student may reflect not only variations in the resources provided to students (e.g., variations in the ratio of students to teaching staff) but also variations in relative salary and price levels.[2]

1. This indicator (B1) presents "expenditure *by* educational institutions", as data are collected by type of institution. Indicator B2 uses the term "expenditure on educational institutions", as the financial data are collected by source of funds, type of transaction, and level of education. As the two sources are not the same, the totals may differ.
2. In *Education at a Glance 2016*, the OECD publishes figures that have been adjusted for cost-of-living differences between countries using purchasing power parities (PPP). In this Canadian report, two sets of figures are published for Canada, the provinces and the territories: one in Canadian dollars; the second in US dollars after PPP conversion of the Canadian dollar. No PPP conversion to adjust for cost-of-living differences between provinces and territories was made.

Observations

Chart B.1.1
Annual expenditure (US dollars) by educational institutions per student for all services, primary, secondary and university education, 2013/2014



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.

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 2016 OECD Indicators*, Table B.1.2 Annual expenditure per student by educational institutions for core services, ancillary services and R&D (2013), and Table B.1.1 Annual expenditure per student by educational institutions for all services (2013).

- Expenditure per student at the primary/secondary level was similar for Canada, the provinces, other G7 countries and the OECD average. In the territories, the structural costs associated with delivering education at the primary and secondary level tend to be higher than those in the provinces.
- In Canada expenditure per student at the university level was higher in all provinces than expenditure per student at the primary/secondary level.
- At $US 25,598, Canada's figure was almost 60% higher than the OECD average of $US 16,199, but was similar to the averages from the United Kingdom and United States.
- For primary/secondary levels, core educational services represented the bulk of expenditure per student in Canada, across provinces and territories, ranging from 94% for the Quebec, Nova Scotia, and Newfoundland and Labrador, to 99% in Yukon. The corresponding OECD average[3] was similar at 94% of total expenditures on core education. (See Table B.1.2.2)

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

Definitions, sources and methodology

Data refer to the 2013/2014 financial year and are for the elementary and secondary levels and for the university sector. A method is being developed to estimate this indicator for college as well. The OECD figures are from the UOE data collection on education statistics, administered by the OECD in 2015.[4]

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

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

Enrolment data for elementary and secondary school levels are the sum of enrolment in public and private schools (ESES) and enrolment in First Nations band-operated schools (Indigenous and Northern Affairs Canada). Enrolment corresponding to the 2013/2014 financial year was obtained using 5/12 of the enrolment for the 2012/2013 school year and 7/12 of the enrolment for the 2013/2014 school year.

In Quebec, vocational training and general education for adults are included at the secondary level. Given that a significant number of these enrolments are part time, the headcounts were adjusted to full-time equivalent enrolments using a ratio last calculated in the 2009/2010 school year. Saskatchewan and British Columbia also report some general education for adults at the secondary level, but the headcount was deemed to be so close to the full-time equivalent value, that unadjusted headcount was used for this indicator.

For the university sector, the financial data were drawn from the Financial Information of Universities and Colleges Survey (FIUC), done in conjunction with the Canadian Association of University Business Officers (CAUBO), and the Survey of Federal Government Expenditures in Support of Education. The enrolment figures come from the Postsecondary Student Information System (PSIS); figures for the 2012/2013 and 2013/2014 academic years were used. Enrolment was first converted into full-time equivalents (i.e., the number of part-time students was divided by 3.5). Then the two academic years were weighted to correspond to the 2013/2014 financial year (April 2013 to March 2014) by applying 5/12 of the first and 7/12 of the second.

In addition, for the university sector, financial data are collected at an institutional level only, and cannot be divided by type of program. As a result, expenditures also include any expenditure for programs that are not at the Bachelor's, Master's, or Doctoral levels such as career, technical or professional training programs. In order to be consistent, enrolment for these additional programs have also been retained in the analysis. In 2013/2014 these programs made up less than 1.5% of full time equivalent enrolments in all provinces except for Alberta and British Columbia, where they accounted for approximately 5% and 10%, respectively. Alberta and British Columbia results should be interpreted with this context. Enrolments for non-program courses (i.e. programs that do not result in a credential) were excluded.

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 1.22 (for the calendar year 2013) 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.

4. For more information, see Annex 3 of *Education at a Glance 2016: OECD Indicators*, available on the OECD Web site: www.oecd.org.

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

Education expenditure at the tertiary level also includes expenditure on research and development, such as subsidies received by the institution for research projects and an estimate of the proportion of other current expenditures allocated to research and development.

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

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

Table B.1.1.1
Annual expenditure by educational institutions per student, for all services, by educational level, Canadian dollars, Canada, provinces and territories, 2013/2014

	Pre-primary, primary, lower secondary, upper secondary	Bachelor's, master's, or doctoral levels, or equivalent including R&D[1]
	Canadian dollars	
Canada	**12,912**	**31,229**
Newfoundland and Labrador	13,419	42,075
Prince Edward Island	12,254	31,725
Nova Scotia	12,385	31,739
New Brunswick	12,228	29,277
Quebec	12,460	28,483
Ontario	12,871	29,427
Manitoba	13,942	27,949
Saskatchewan	15,485	38,979
Alberta	14,284	37,465
British Columbia	11,221	35,772
Yukon	25,876	...
Northwest Territories	25,453	...
Nunavut	16,285	...

... not applicable
1. For the university sector, financial data are collected at an institutional level only, and cannot be divided by type of program. As a result, expenditures also include any expenditures for programs that are not at the Bachelor's, Master's, or Doctoral levels such as career, technical or professional training programs.
Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the expenditure per student figures by province/territory are attributable to whether or not registrations for adult education programs are included in enrolments at the secondary level in some provinces/territories.
In Quebec, vocational training and general education for adults are included at the secondary level.
Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS).

Table B.1.1.2
Annual expenditure by educational institutions per student, for all services, by educational level, in equivalent US dollars converted using purchasing power parity, Canada, provinces and territories, 2013/2014

	Pre-primary, primary, lower secondary, upper secondary	Bachelor's, master's, or doctoral levels, or equivalent including R&D[1]
	US dollars	
OECD average[2,3]	**9,258**	**16,199**
Canada[4]	**10,583**	**25,598**
Newfoundland and Labrador	10,999	34,488
Prince Edward Island	10,044	26,004
Nova Scotia	10,152	26,016
New Brunswick	10,023	23,997
Quebec	10,213	23,347
Ontario	10,550	24,120
Manitoba	11,428	22,909
Saskatchewan	12,692	31,950
Alberta	11,708	30,709
British Columbia	9,198	29,321
Yukon	21,210	...
Northwest Territories	20,863	...
Nunavut	13,348	...

... not applicable
1. For the university sector, financial data are collected at an institutional level only, and cannot be divided by type of program. As a result, expenditures also include any expenditures for programs that are not at the Bachelor's, Master's, or Doctoral levels such as career, technical or professional training programs.
2. These averages are from *Education at a Glance 2016 OECD Indicators*, Table B.1.1a, Annual expenditure per student by educational institutions for all services (2013), and Table B1.2, Annual expenditure per student by educational institutions for educational core services, ancillary services and R&D (2013). This table presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. In column 1, the OECD average includes postsecondary non-tertiary, while the figures for Canada and the provinces and territories do not.
4. Due to early cut-off dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2015: OECD Indicators*. The figures presented in this table represent the most recent available.
Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the expenditure per student figures by province/territory are attributable to whether or not registrations for adult education programs are included in enrolments at the secondary level in some provinces/territories.
In Quebec, vocational training and general education for adults are included at the secondary level.
Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: 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, 2013/2014

	Pre-primary, primary, upper and lower secondary		
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total
	Canadian dollars		
Canada	**12,289**	**623**	**12,912**
Newfoundland and Labrador	12,638	780	**13,419**
Prince Edward Island	11,643	610	**12,254**
Nova Scotia	11,618	767	**12,385**
New Brunswick	11,631	597	**12,228**
Quebec	11,691	769	**12,460**
Ontario	12,293	578	**12,871**
Manitoba	13,321	621	**13,942**
Saskatchewan	14,758	727	**15,485**
Alberta	13,627	657	**14,284**
British Columbia	10,831	390	**11,221**
Yukon	25,605	271	**25,876**
Northwest Territories	24,365	1,088	**25,453**
Nunavut	15,924	361	**16,285**

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the expenditure per student figures by province/territory are attributable to whether or not registrations for adult education programs are included in enrolments at the secondary level in some provinces/territories.
In Quebec, vocational training and general education for adults are included at the secondary level.
Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS).

Table B.1.2.2
Annual expenditure by educational institutions per student, on core services and ancillary services, in equivalent US dollars converted using purchasing power parity, Canada, provinces and territories, 2013/2014

	Pre-primary, primary, upper and lower secondary		
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total
	US dollars		
OECD average[1,2]	**8,736**	**522**	**9,258**
Canada[3]	**10,073**	**510**	**10,583**
Newfoundland and Labrador	10,359	639	**10,999**
Prince Edward Island	9,544	500	**10,044**
Nova Scotia	9,523	629	**10,152**
New Brunswick	9,534	490	**10,023**
Quebec	9,583	630	**10,213**
Ontario	10,076	474	**10,550**
Manitoba	10,919	509	**11,428**
Saskatchewan	12,097	596	**12,692**
Alberta	11,170	539	**11,708**
British Columbia	8,878	320	**9,198**
Yukon	20,987	222	**21,210**
Northwest Territories	19,971	892	**20,863**
Nunavut	13,053	296	**13,348**

1. These averages are from *Education at a Glance 2016: OECD Indicators*, Table B.1.2, Annual expenditure per student by educational institutions on core services, ancillary services and R&D (2013), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. In columns 1 to 3, the OECD averages include postsecondary non-tertiary education. The average for total expenditures in the OECD includes a different number of countries than the averages for educational core services and ancillary services separately. Hence the total does not add up to the sum of these two components.
3. Due to early cutoff dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2016: OECD Indicators*. The figures presented in this report represent the most recent available.
Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the expenditure per student figures by province/territory are attributable to whether or not registrations for adult education programs are included in enrolments at the secondary level in some provinces/territories.
In Quebec, vocational training and general education for adults are included at the secondary level.
Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*.

B2 Expenditure on education as a percentage of GDP

Context

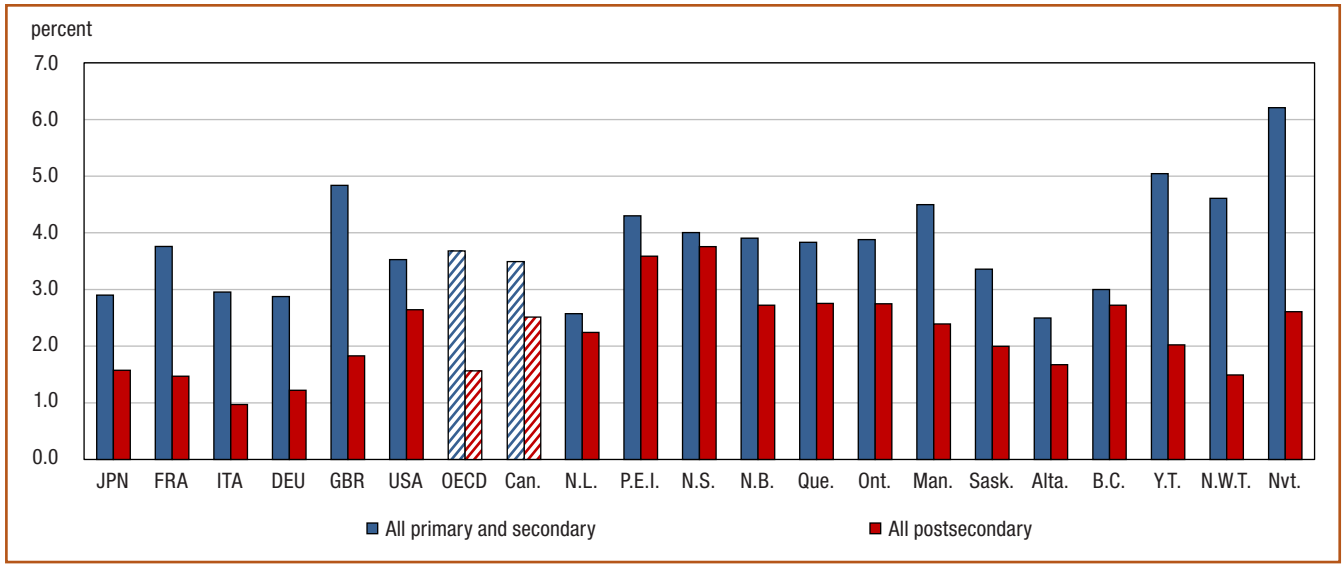
This indicator provides a measure of the proportion of national wealth that is invested in educational institutions by linking public and private expenditures with gross domestic product (GDP).

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, 2013



Notes: For the OECD, the total expenditure on all levels of education combined was 5.2% of GDP, which also included "undistributed programmes" (Table B.2.1). All postsecondary includes postsecondary 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 2016: OECD Indicators.

- With 6.0% of its GDP allocated to educational institutions in 2013 (3.5% for primary and secondary education plus 2.5% for all postsecondary education), Canada devoted more than the 5.2% average estimated at the OECD average (3.7% and 1.6% respectively).
- In 2013, the financial commitment to educational institutions varied from one province or territory to another, ranging from 4.2% of GDP in Alberta[1] to 8.8% in Nunavut[2].
- Within the G7 countries, the range was from 4.0% in Italy to 6.7% in the United Kingdom.

1. In some jurisdictions, the lower ratio of education expenditure to GDP may be a result of relatively high provincial wealth, not necessarily lower expenditures on education. Alberta and Newfoundland actually spent a relatively high amount on education per student in 2013/2014, as seen in Indicator B1, Expenditure per student (Table B.1.1.1).
2. In Nunavut and the other territories, the structural costs associated with delivering education at the primary and secondary level tend to be higher than those in the provinces.

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/secondary education than that for tertiary education in 2013.
- However, in comparison with the OECD average and most G7 countries with the exception of the United States, Canada's share of national wealth spent on education for primary and secondary education was smaller, and its share for tertiary education was larger.
- In Canada, 58% of the national wealth invested in education in 2013 was spent on primary and secondary education,[3] compared to the 70% average for the OECD countries.
- Within the G7 countries the share of GDP spent on tertiary education varied from 25% in Italy to 43% in the United States. Canada's share for tertiary education was 42%.

Definitions, sources and methodology

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

"Expenditure on educational institutions" includes spending on both instructional and non-instructional educational institutions. Instructional educational institutions are entities that provide instructional programmes (e.g., teaching) to individuals directly in an organized group setting or through distance education.[4] Non-instructional educational institutions are entities that provide advisory, administrative or professional services to other educational institutions but do not enrol students themselves.

Canada classifies expenditure by education level in a way that differs slightly from that of most other countries; that is, expenditure on pre-elementary education is grouped with expenditure at the elementary and secondary levels, while expenditure on postsecondary non-tertiary education (essentially technical and vocational training) is grouped with ISCED 5 (short-cycle tertiary) expenditure. This should not affect international comparability, however, since expenditure at the elementary and secondary levels is dominant.

The financial data for Canada were drawn from seven Statistics Canada surveys[5] and exclude expenditure related to debt service. GDP data were provided by the System of National Accounts Branch. All data for Canada, the provinces and territories refer to the 2013 financial year. The OECD averages (for the 2013 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 2015.

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

3. Canada classifies expenditure by education level in a way that differs slightly from that of most other countries; that is, expenditure on pre-elementary education is grouped with expenditure at the elementary and secondary levels, while expenditure on postsecondary non-tertiary education (essentially technical and vocational training) is grouped with ISCED 5 (short-cycle tertiary) expenditure. This should not affect comparability, however, since expenditure at the elementary and secondary levels is dominant.
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; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools.

Table B.2.1
Public and private expenditure on educational institutions as a percentage of GDP, by level of education, Canada, provinces and territories, 2013

		Postsecondary education			
	All primary and secondary education[1]	All postsecondary[2]	Short cycle tertiary (college) and post-secondary non-tertiary[3]	Bachelor's, Master's, Doctoral or equivalent	All levels of education combined (including undistributed programmes)
	percent				
OECD average[4]	**3.7**	**1.6**	**0.3**	**1.4**	**5.2**
Canada	**3.5**	**2.5**	**0.9**	**1.6**	**6.0**
Newfoundland and Labrador	**2.6**	**2.2**	0.6	1.7	**4.8**
Prince Edward Island	**4.3**	**3.6**	1.7	1.9	**7.9**
Nova Scotia	**4.0**	**3.8**	0.9	2.9	**7.8**
New Brunswick	**3.9**	**2.7**	0.9	1.8	**6.6**
Quebec	**3.8**	**2.8**	1.1	1.7	**6.6**
Ontario	**3.9**	**2.7**	1.0	1.8	**6.6**
Manitoba	**4.5**	**2.4**	0.8	1.6	**6.9**
Saskatchewan	**3.4**	**2.0**	0.6	1.4	**5.4**
Alberta	**2.5**	**1.7**	0.7	1.0	**4.2**
British Columbia	**3.0**	**2.7**	1.0	1.7	**5.7**
Yukon	**5.0**	**2.0**	2.0	...	**7.1**
Northwest Territories	**4.6**	**1.5**	1.5	...	**6.1**
Nunavut	**6.2**	**2.6**	2.6	...	**8.8**

... not applicable
1. Includes kindergarten in Canada.
2. Includes post-secondary non-tertiary for Canada. The OECD average excludes postsecondary non-tertiary.
3. Includes college diploma programs and the college portion of apprenticeship programs.
4. These averages are from *Education at a Glance 2016: OECD Indicators*, Table B.2.1, Expenditure on educational institutions as a percentage of GDP, by level of education (2013), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

Sources: Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Financial Statistics of Community Colleges and Vocational Schools; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*.

B3 Distribution of expenditure on education

Context

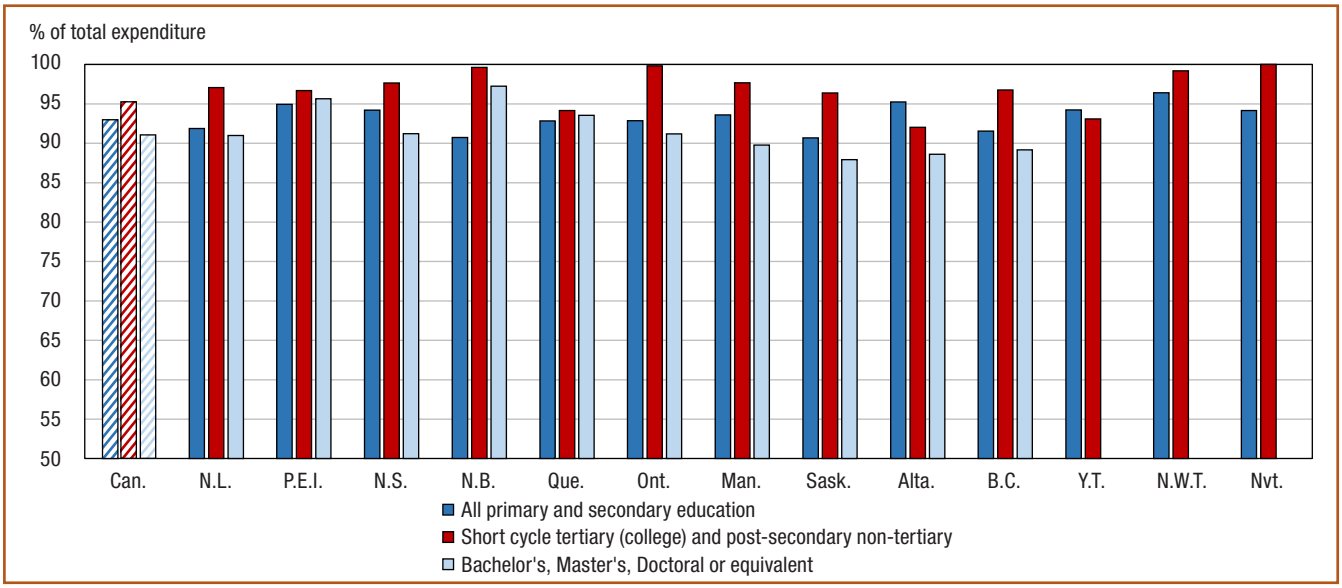
This indicator outlines spending on education services and resources, identifying the proportion of budgets allocated to current[1] and capital[2] expenditures. A breakdown of current spending—compensation of teachers, other staff and other expenses—is also presented.

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

Observations

Current and capital expenditures

Chart B.3.1
Current expenditure as a share of total expenditure on educational institutions, by level of education: all primary and secondary, short cycle tertiary (college) and post-secondary non-tertiary and university, 2013



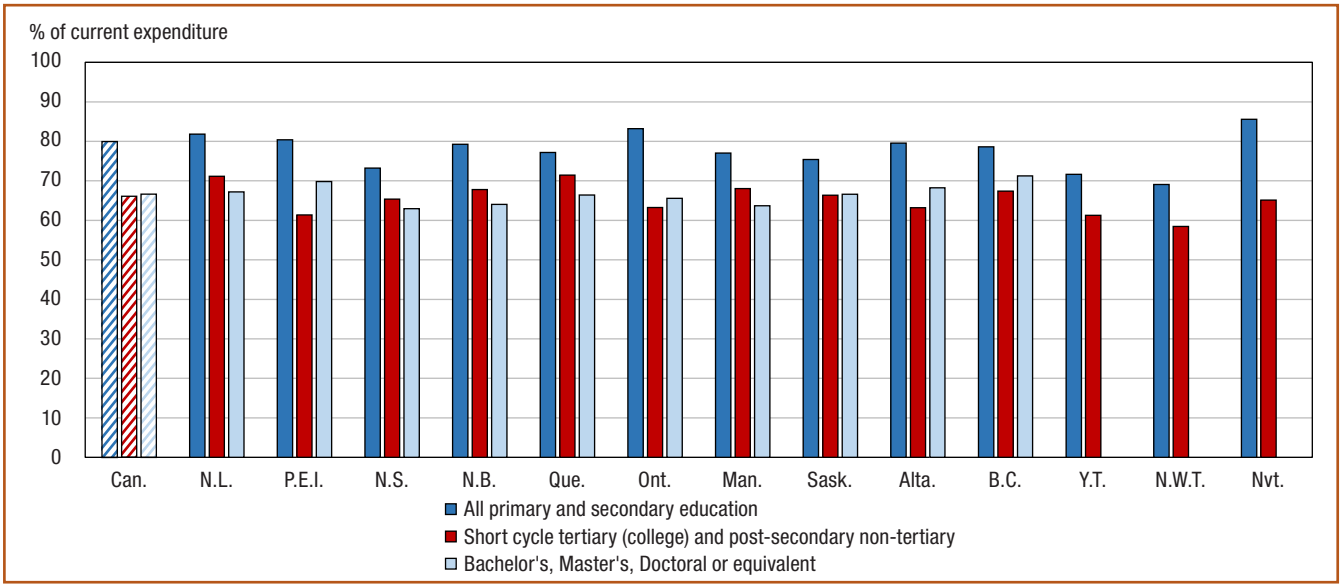
Note: The bars representing Canada are filled with a diagonal line pattern to make them easier to find.
Source: Table B.3.1.

1. Current expenditure refers to resources used each year by institutions as they carry out their activities. It is subdivided into three broad categories: compensation of teachers; compensation of other staff; and other current expenditure (teaching materials and supplies, regular maintenance and cleaning of school buildings, preparation of students' meals, and rental of school facilities).
2. Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings. These expenditures may vary widely from one year to the next. Capital expenditures that came out of operating funds or that were funded directly by the province may not be included in this calculation.

- In 2013, current spending accounted for most of the educational expenditure in Canada, in the provinces and territories, and in all OECD[3] countries, for all levels of education. In Canada, it accounted for 93% of spending at the primary and secondary levels, 95% at the short cycle tertiary (college) and postsecondary non-tertiary level, and 91% at the university level.
- With the exception of Alberta and Yukon, the highest current spending rate was observed at the short cycle tertiary (college) and postsecondary non-tertiary level, varying from 92% for Alberta to 100% for Nunavut.
- At the postsecondary level,[4] capital expenditure was 8% in Canada, compared with 11% for the OECD average (table B.3.1).

Compensation of all staff and compensation of teachers

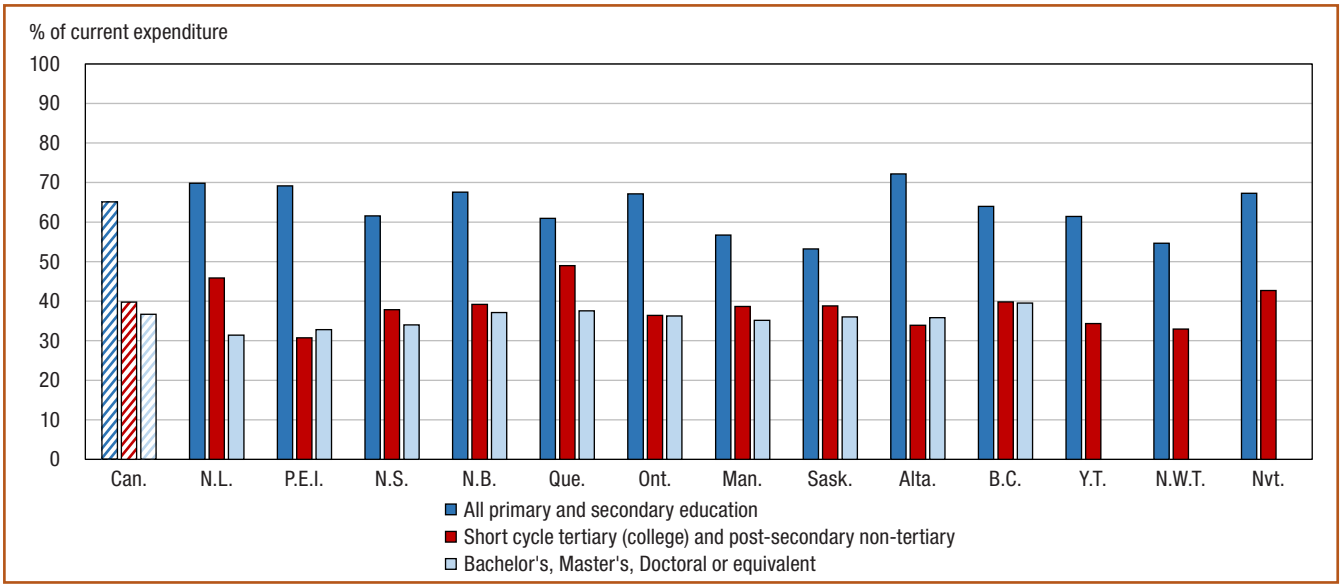
Chart B.3.2
Compensation of staff as a share of current expenditure on educational institutions, by level of education: all primary and secondary, short cycle tertiary (college) and post-secondary non-tertiary and university, 2013



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

3. Throughout this chapter, the most recent data available for the OECD and countries other than Canada are drawn from *Education at a Glance 2016: OECD Indicators* and are for 2013.
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.

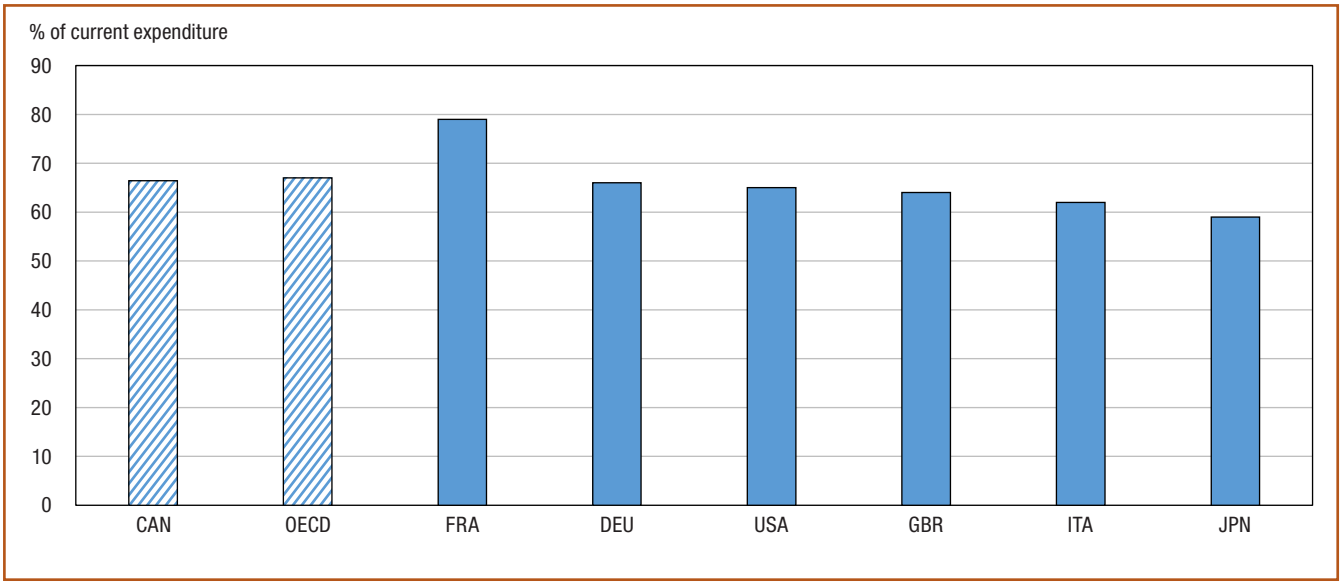
Chart B.3.3
Compensation of teachers as a share of current expenditure on educational institutions, by level of education: all primary and secondary, short cycle tertiary and post-secondary non-tertiary and university, 2013



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

- At all levels of education and in all provinces and territories, the compensation of staff (teaching and non-teaching) accounted for the largest proportion of current expenditure on education. In Canada, it represented on average 80% of current expenditure at the primary and secondary levels, 66% at the short cycle tertiary (college) and postsecondary non-tertiary level, and 67% at the university level.
- In all provinces and territories, the proportion of spending related to compensation of staff was highest in primary and secondary education, ranging from 69% in the Northwest Territories to 86% in Nunavut.
- For primary and secondary education, compensation of teachers accounted for the largest proportion of compensation of staff. In Canada, compensation of teachers at these levels represented 65% of current spending in 2013, compared with 15% for other compensation. 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 2013, the Canadian average was 34% for short cycle tertiary (college) and postsecondary non-tertiary education, and 33% for university education, compared with 20% for primary and secondary education. The OECD average for other expenditure at the postsecondary level was 33%, similar to the Canadian average of 34%.

Chart B.3.4
Compensation of all staff as a share of current expenditure on educational institutions for postsecondary education, Canada, OECD and other countries, 2013



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Table B.3.1, Education at a Glance 2016: OECD Indicators.

- For the OECD and G7 averages, as for Canada, compensation of staff (teaching and non-teaching) made up the largest proportion of current expenditure for postsecondary education. Among G7 countries, this expenditure varied from 59% in Japan to 79% in France, whereas the Canadian and OECD averages were 67%.

Definitions, sources and methodology

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

The distinction between current expenditure and capital expenditure is taken from the standard definition used in national accounts. Current refers to resources used each year by institutions as they carry out their activities. It includes research and development expenditures, which are not capital expenditures. Capital covers assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditure related to debt service into account.

The data for Canada reflect the 2013 financial year, and figures were drawn from six Statistics Canada surveys: the Elementary-Secondary Education Survey; the Survey of Uniform Financial System-School Boards; the Survey of Financial Statistics of Private Elementary and Secondary Schools; the Financial Information of Universities and Colleges Survey; the Survey of Federal Government Expenditures in Support of Education and Financial Statistics of Community Colleges and Vocational Schools. Information for OECD member countries, and the OECD averages, refer to data for the 2013 financial year and are based on the data collection on educational systems conducted jointly by three international organizations—UNESCO, the OECD and Eurostat—and administered by the OECD.

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

Table B.3.1

Distribution of total and current expenditure by educational institutions, from public and private sources, by level of education, OECD, Canada, provinces and territories, 2013

	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	percent					
All primary and secondary education						
OECD average	..	..	..	..	..	..
Canada	**93.0**	**7.0**	**65.0**	**15.0**	**80.0**	**20.0**
Newfoundland and Labrador	91.9	8.1	69.8	12.0	81.8	18.2
Prince Edward Island	94.9	5.1	69.2	11.2	80.4	19.6
Nova Scotia	94.2	5.8	61.6	11.6	73.2	26.8
New Brunswick	90.7	9.3	67.6	11.7	79.3	20.7
Quebec	92.8	7.2	60.9	16.3	77.2	22.8
Ontario	92.9	7.1	67.1	16.1	83.2	16.8
Manitoba	93.6	6.4	56.7	20.3	77.0	23.0
Saskatchewan	90.7	9.3	53.2	22.2	75.4	24.6
Alberta	95.2	4.8	72.2	7.4	79.6	20.4
British Columbia	91.5	8.5	64.0	14.6	78.6	21.4
Yukon	94.2	5.8	61.4	10.3	71.7	28.3
Northwest Territories	96.4	3.6	54.7	14.4	69.1	30.9
Nunavut	94.2	5.8	67.3	18.3	85.6	14.4
All postsecondary						
OECD average[1,2,3]	**89.0**	**11.0**	**42.0**	**25.0**	**67.0**	**33.0**
Canada[4]	**92.5**	**7.5**	**37.7**	**28.7**	**66.5**	**33.5**
Newfoundland and Labrador	92.4	7.6	35.0	33.2	68.2	31.8
Prince Edward Island	96.1	3.9	31.9	34.2	66.1	33.9
Nova Scotia	92.6	7.4	34.9	28.6	63.5	36.5
New Brunswick	98.0	2.0	37.8	27.5	65.3	34.7
Quebec	93.8	6.2	41.8	26.5	68.3	31.7
Ontario	94.0	6.0	36.3	28.5	64.8	35.2
Manitoba	92.1	7.9	36.2	28.8	65.0	35.0
Saskatchewan	90.1	9.9	36.8	29.8	66.5	33.5
Alberta	89.9	10.1	35.1	31.2	66.4	33.6
British Columbia	91.9	8.1	39.6	30.2	69.8	30.2
Yukon	93.1	6.9	34.3	26.9	61.3	38.7
Northwest Territories	99.2	0.8	32.9	25.5	58.5	41.5
Nunavut	100.0	0.0	42.7	22.5	65.1	34.9
Short cycle tertiary (college) and post-secondary non-tertiary						
OECD average	..	..	..	..	..	..
Canada	**95.2**	**4.8**	**39.7**	**26.3**	**66.0**	**34.0**
Newfoundland and Labrador	97.1	2.9	45.9	25.3	71.2	28.8
Prince Edward Island	96.7	3.3	30.7	30.7	61.4	38.6
Nova Scotia	97.6	2.4	37.8	27.5	65.4	34.6
New Brunswick	99.6	0.4	39.2	28.6	67.8	32.2
Quebec	94.2	5.8	49.0	22.4	71.4	28.6
Ontario	99.8	0.2	36.4	26.8	63.2	36.8
Manitoba	97.7	2.3	38.6	29.4	68.0	32.0
Saskatchewan	96.4	3.6	38.8	27.6	66.4	33.6
Alberta	92.0	8.0	33.9	29.3	63.2	36.8
British Columbia	96.8	3.2	39.8	27.6	67.4	32.6
Yukon	93.1	6.9	34.3	26.9	61.3	38.7
Northwest Territories	99.2	0.8	32.9	25.5	58.5	41.5
Nunavut	100.0	0.0	42.7	22.5	65.1	34.9

Table B.3.1

Distribution of total and current expenditure by educational institutions, from public and private sources, by level of education, OECD, Canada, provinces and territories, 2013 (continued)

	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
			percent			
Bachelor's, Master's, Doctoral or equivalent						
OECD average	..	..	..	..	..	..
Canada[4]	**91.1**	**8.9**	**36.7**	**30.0**	**66.7**	**33.3**
Newfoundland and Labrador	91.0	9.0	31.4	35.8	67.2	32.8
Prince Edward Island	95.6	4.4	32.8	37.0	69.8	30.2
Nova Scotia	91.2	8.8	34.0	28.9	62.9	37.1
New Brunswick	97.2	2.8	37.1	26.9	64.0	36.0
Quebec	93.5	6.5	37.6	28.9	66.4	33.6
Ontario	91.2	8.8	36.2	29.3	65.6	34.4
Manitoba	89.8	10.2	35.2	28.5	63.7	36.3
Saskatchewan	87.9	12.1	36.0	30.6	66.6	33.4
Alberta	88.6	11.4	35.8	32.4	68.2	31.8
British Columbia	89.2	10.8	39.5	31.7	71.2	28.8
Yukon	...	...	...	...	...	...
Northwest Territories	...	...	...	...	...	...
Nunavut	...	...	...	...	...	...

.. not available for a specific reference period
... not applicable
0 true zero or a value rounded to zero
1. For OECD "all postsecondary" corresponds to "tertiary" and does not include post-secondary non-tertiary.
2. These averages are from *Education at a Glance 2016: OECD Indicators*, Table B.6.1, Share of current and capital expenditure by education level (2013) and Table B.6.2, Distribution of current expenditure by resource category (2013), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. The most recent data available for Canada for publication in Education at a Glance 2016 were for reference year 2013 and were used in that publication's OECD average.
4. 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; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education and Financial Statistics of Community Colleges and Vocational Schools; Organisation for Economic Co-operation and Development (OECD); and *Education at a Glance 2016: OECD Indicators*.

Chapter C

Access to education, participation and progression

C1 International students

Context

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

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

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

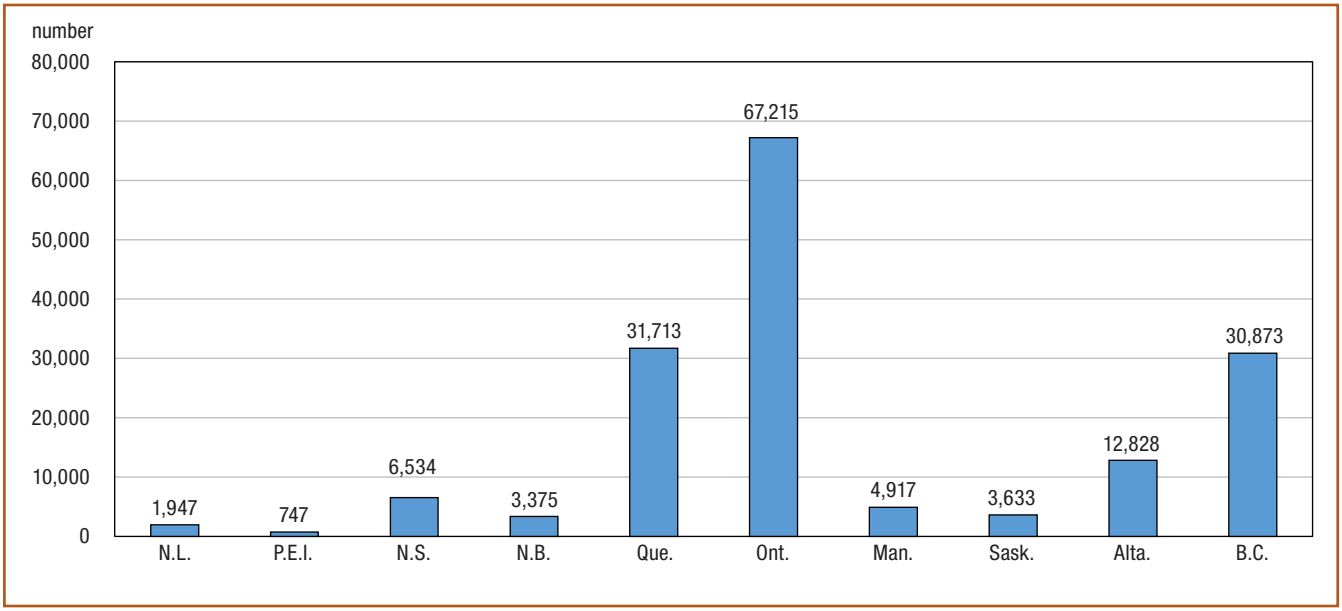
International students represent an additional source of revenue for the institutions they attend. They may also contribute to the viability of programs when the domestic student base is somewhat limited. In Canada, as in other countries that belong to the Organization for Economic Co-operation and Development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

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

Observations

International students in tertiary education

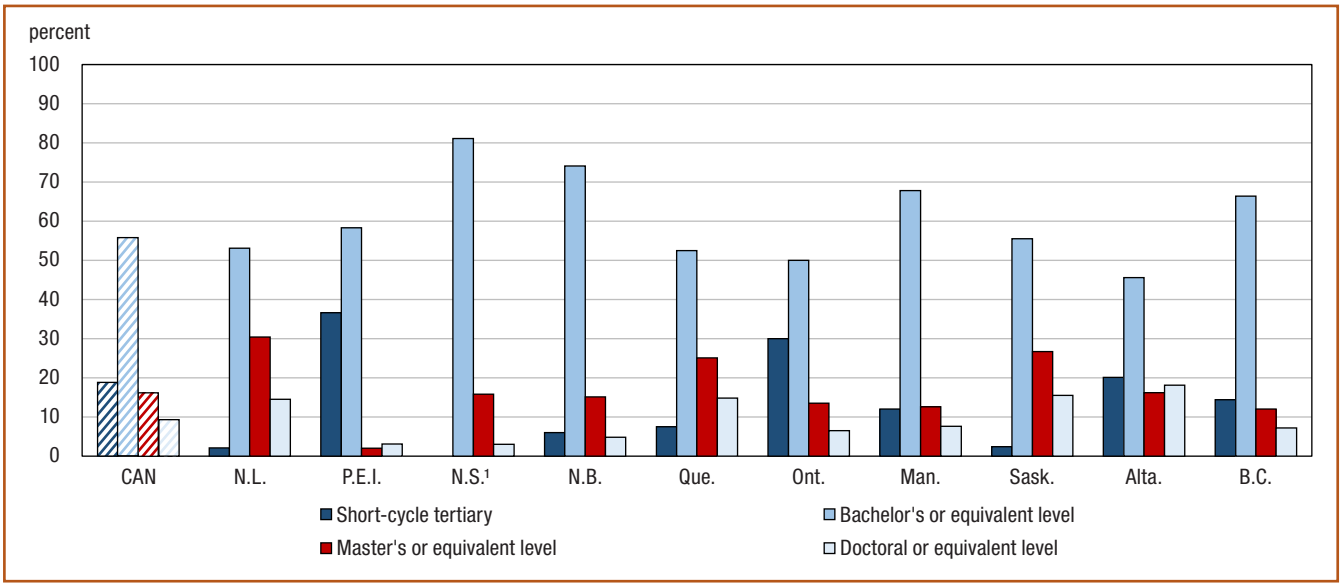
Chart C.1.1
Number of international students in tertiary education, by province[1], 2014



1. The total for Canada was 163,785 international students.
Source: Table C.1.2.

- In 2014, there were about 163,800 international students studying in Canada. Ontario attracted the largest proportion of international students (41%), followed by Quebec (19%) and British Columbia (19%).

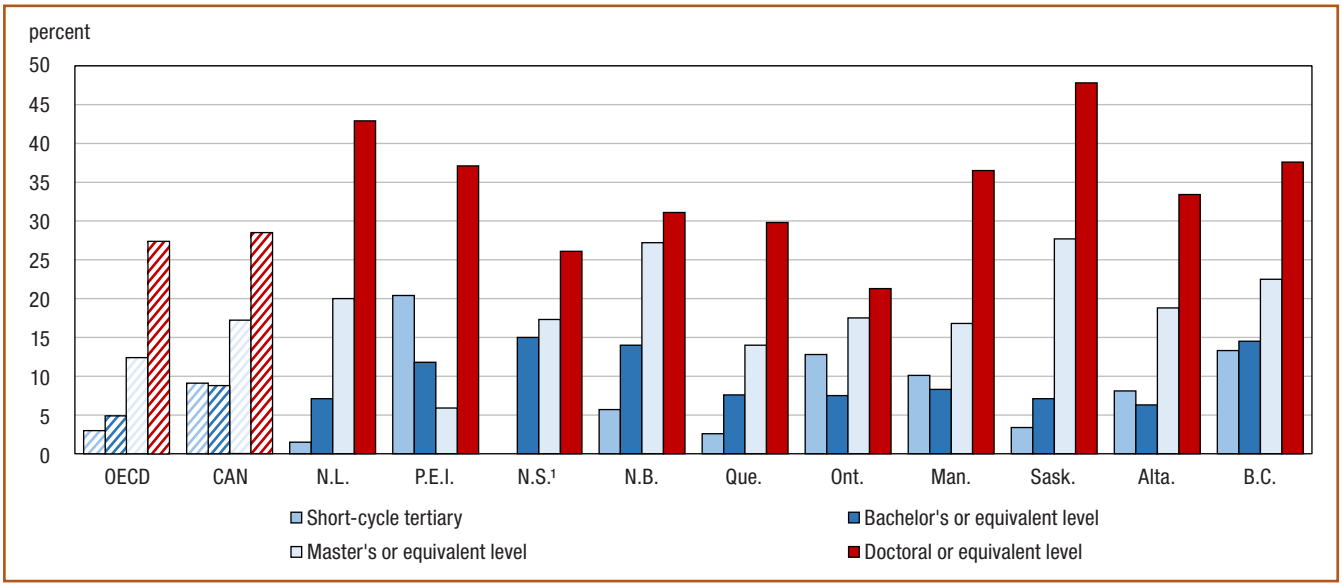
Chart C.1.2
Distribution of international students in tertiary education, by level of education, Canada and provinces, 2014



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 C.1.1.

- The majority of international students in tertiary education in Canada were registered in Bachelor's or equivalent level programs. This was true for every province.
- The proportion of international students registered at the short-cycle tertiary level (college) varied greatly by province; accounting for about a third in Prince Edward Island (37%) and Ontario (30%) to only 2% in Newfoundland and Labrador, and Saskatchewan.

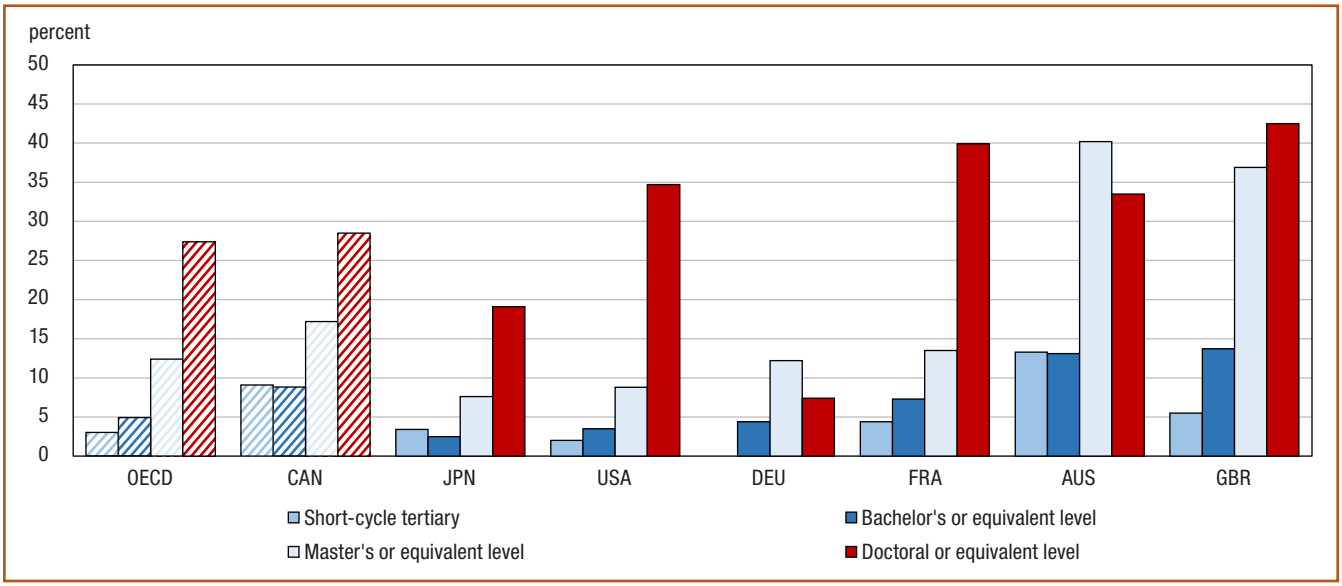
Chart C.1.3a
Proportion of international students among all tertiary enrolments, by level of education, Canada, provinces and OECD average, 2014



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.
Sources: Table C.1.1, and *Education at a Glance 2016 OECD Indicators*, Table C.4.1 — International student mobility and foreign students in tertiary education (2014).

- While the proportion of international students in Canada for Doctoral or equivalent level programs (29%) is similar to the proportion observed for all OECD countries (27%), across provinces this proportion ranged from 21% in Ontario to 48% in Saskatchewan.
- The proportion of international students rose with the level of study at the university level (Bachelor's, Master's, and Doctoral levels), except in Prince Edward Island where the Bachelor's level had a higher proportion of international students than at the Master's level.

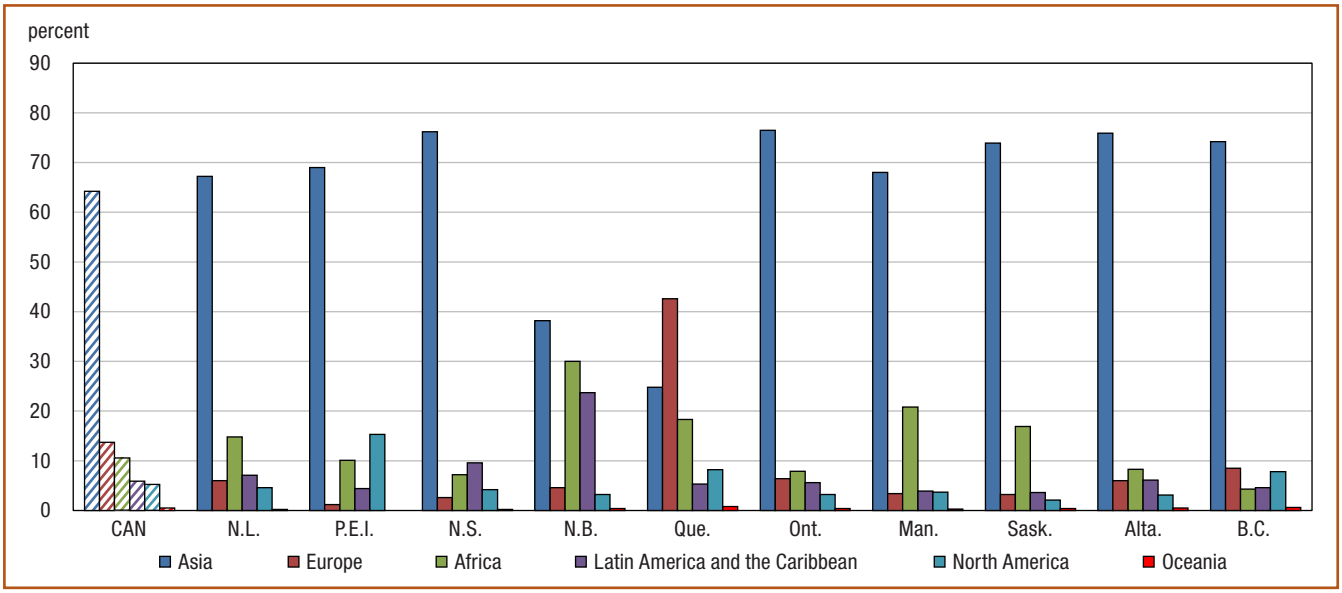
Chart C.1.3b
Proportion of international students among all tertiary enrolments, by level of education, G7[1] countries, Australia[2] and OECD average, 2014



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.
Sources: Table C.1.1, and *Education at a Glance 2016 OECD Indicators*, Table C.4.1 — International student mobility and foreign students in tertiary education (2014).

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

Chart C.1.4
Distribution of international students in tertiary education, by region of origin, Canada and provinces, 2014



Notes: These proportions were calculated based on students for whom the country of origin was known (the "other" category [not reported origin] was excluded from the calculation). The bars representing Canada are filled with a diagonal line pattern to make them easier to find.
Source: Table C.1.2.

- The majority of international students in Canada were from Asia (64%). Asia was the largest source region for every province except Quebec.
- In New Brunswick, while the primary region of origin was Asia, the proportion from that continent was significantly lower than most of the other provinces (38%). Notably, New Brunswick also had a fairly high proportion coming from Africa (30%).
- In Quebec, the largest source region was Europe (43%), followed by Asia (25%).

Definitions, sources and methodology

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

International students are those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, the concept of "international students" includes non-permanent residents[3], such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

Foreign students correspond to a broader concept that includes students who are educated in a country for which they do not hold citizenship. In Canada, the concept of "foreign students" includes all "international students", plus all students who are landed immigrant/permanent residents[4].

The proportion of enrolment at a given education level by international students is obtained by dividing the number of students who are neither Canadian citizens nor permanent residents[4] 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 "offshore students", but it excludes all Canadian citizens and permanent residents who are educated abroad.

3. "Non-permanent residents" are people from another country in Canada on Work or Study Permits or as refugee claimants and any non-Canadian-born family living with them.
4. A "permanent resident/landed immigrant" is a person who has been granted the right to live in Canada permanently by immigration authorities.

The 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 2013/2014 academic year and are drawn from the UOE collection of statistical data on education, which was carried out by the OECD in 2015. In Canada and other OECD countries, domestic and international students are usually counted on a specific day or period of the year (e.g., the PSIS enrolment data reflect the number of students who were enrolled in courses between September 30 and December 1, 2013, for the academic year 2013/2014). This procedure may not capture the total number of international students as some students may study abroad for less than a full academic year (e.g., those that enter in the winter or spring terms).

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

Table C.1.1

International students in tertiary education and distribution of international enrolments, by level of tertiary education, Canada and provinces, 2014

	International students[1] as a percentage of all tertiary enrolment					2014/2005, average annual growth rate, total tertiary	Distribution of international students by level of tertiary education			
	Total tertiary	Short-cycle tertiary	Bachelor's or equivalent level	Master's or equivalent level	Doctoral or equivalent level		Short-cycle tertiary	Bachelor's or equivalent level	Master's or equivalent level	Doctoral or equivalent level
	percent					rate	percent			
OECD average[2]	**6.4**	**3.0**	**4.9**	**12.4**	**27.4**	**..**	**..**	**..**	**..**	**..**
Canada[3]	**10.3**	**9.1**	**8.8**	**17.2**	**28.5**	**8.4**	**18.8**	**55.7**	**16.2**	**9.3**
Newfoundland and Labrador	**9.4**	1.5	7.1	20.0	42.9	6.9	2.1	53.1	30.4	14.5
Prince Edward Island	**14.0**	20.4	11.8	5.9	37.1	10.9	36.6	58.3	2.0	3.1
Nova Scotia[4]	**13.5**	..	15.0	17.3	26.1	6.1	..	81.1	15.8	3.0
New Brunswick	**14.2**	5.7	14.0	27.2	31.1	3.6	6.0	74.1	15.1	4.8
Quebec	**8.3**	2.6	7.6	14.0	29.8	6.3	7.5	52.5	25.1	14.8
Ontario	**9.9**	12.8	7.5	17.5	21.3	9.8	30.0	50.0	13.5	6.5
Manitoba	**9.7**	10.1	8.3	16.8	36.5	7.4	12.0	67.8	12.6	7.6
Saskatchewan	**10.2**	3.4	7.1	27.7	47.8	7.5	2.4	55.5	26.7	15.5
Alberta	**9.0**	8.1	6.3	18.8	33.4	9.3	20.1	45.6	16.2	18.1
British Columbia	**15.6**	13.3	14.5	22.5	37.6	9.4	14.4	66.4	12.0	7.2

.. not available for a specific reference period

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; the concept includes students who are not Canadian citizens and who are non-permanent residents, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.
2. These averages are from *Education at a Glance 2016: OECD Indicators*, Table C.4.1, Student mobility and foreign students in tertiary education (2014), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. Excludes private institutions. The values for Canada do not include the territories.
4. Nova Scotia does not report immigration status at the short-cycle tertiary (college) level.

Sources: Statistics Canada, Postsecondary Student Information System (PSIS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*.

Table C.1.2
Distribution of international students[1] in tertiary education, by region of origin and selected countries of citizenship, Canada and provinces, 2014

	Newfoundland and Labrador	Prince Edward Island	Nova Scotia	New Brunswick	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia	Canada[2]
						number					
Africa	**288**	**75**	**468**	**1,011**	**5,808**	**4,821**	**981**	**579**	**1,068**	**1,281**	**16,380**
Nigeria	111	51	150	81	72	2,073	543	399	408	378	**4,269**
Morocco	3	0	15	81	840	54	42	0	12	21	**1,068**
Egypt	18	0	57	9	213	486	24	15	96	78	**996**
Cameroon	9	3	12	147	558	123	9	12	21	27	**921**
Tunisia	0	0	3	39	771	39	9	3	12	15	**891**
Senegal	0	3	9	57	492	57	57	0	3	6	**684**
Ghana	18	3	36	18	30	306	36	48	87	78	**654**
Ivory Coast	3	0	3	60	387	60	9	0	6	3	**531**
Algeria	0	0	6	9	444	33	0	0	6	0	**501**
North America	**90**	**114**	**276**	**108**	**2,601**	**1,968**	**174**	**72**	**402**	**2,310**	**8,118**
United States of America	90	114	276	108	2,589	1,968	174	72	402	2,307	**8,100**
Latin America & Caribbean	**138**	**33**	**627**	**798**	**1,665**	**3,393**	**183**	**123**	**783**	**1,359**	**9,108**
Mexico	18	0	30	15	324	441	42	27	201	387	**1,491**
Brazil	21	0	33	6	216	453	36	15	171	249	**1,197**
Trinidad and Tobago	0	0	15	642	18	327	6	3	21	24	**1,056**
Colombia	3	3	21	6	192	255	12	18	90	114	**717**
Venezuela	6	0	12	9	102	267	12	6	63	93	**570**
Asia	**1,305**	**513**	**4,974**	**1,287**	**7,866**	**46,521**	**3,213**	**2,532**	**9,708**	**21,903**	**99,810**
China	663	426	2,703	477	2,835	22,866	1,908	1,446	4,974	12,093	**50,394**
India	126	15	411	102	1,131	9,636	315	270	1,332	2,208	**15,552**
Saudi Arabia	48	21	1,137	390	588	2,454	72	147	258	924	**6,045**
South Korea	51	6	72	15	309	2,391	114	42	429	1,248	**4,677**
Iran	99	0	57	72	921	1,290	159	153	684	654	**4,089**
Pakistan	57	3	69	24	324	1,404	93	120	261	285	**2,640**
Bangladesh	126	3	144	30	204	675	102	102	216	300	**1,902**
Hong Kong	0	3	12	3	45	723	75	27	177	711	**1,776**
Viet Nam	6	3	12	21	216	732	66	33	225	273	**1,587**
Japan	6	12	30	39	135	489	39	24	141	594	**1,503**
Taiwan	6	0	15	3	72	351	18	9	87	639	**1,203**
Malaysia	15	0	24	30	42	573	45	21	117	282	**1,155**
Turkey	6	0	45	3	183	414	12	3	33	138	**837**
Indonesia	15	0	6	3	21	294	12	3	42	336	**735**
Lebanon	6	3	24	3	288	126	6	3	39	21	**510**
Europe	**117**	**9**	**171**	**156**	**13,488**	**3,879**	**159**	**108**	**765**	**2,496**	**21,345**
France	6	0	9	54	11,925	393	12	6	72	198	**12,681**
United Kingdom	18	0	30	24	192	543	15	18	135	519	**1,497**
Russian Federation	9	0	9	6	102	855	33	9	72	393	**1,491**
Germany	24	0	30	15	192	270	48	18	120	402	**1,116**
Ukraine	12	3	6	18	27	423	27	21	60	129	**726**
Oceania	**3**	**0**	**12**	**12**	**267**	**249**	**15**	**12**	**66**	**186**	**822**
Not Reported[3]	**6**	**0**	**9**	**3**	**18**	**6,387**	**198**	**210**	**39**	**1,338**	**8,205**
Total	**1,947**	**747**	**6,534**	**3,375**	**31,713**	**67,215**	**4,917**	**3,633**	**12,828**	**30,873**	**163,785**

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; the concept includes students who are not Canadian citizens and who are non-permanent residents, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

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

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

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

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

C2 Transitions to the labour market

Context

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

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

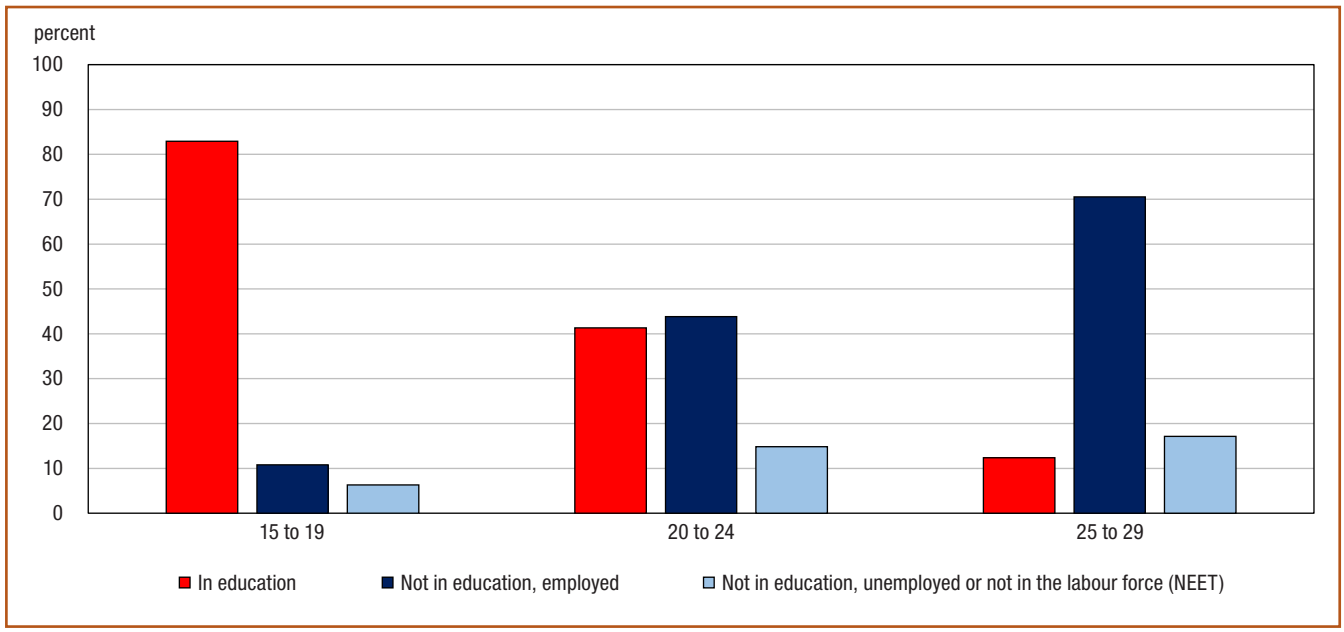
Recognition of the importance of postsecondary education for economic and social success—both for individuals and society—is widespread. However, the decisions that young people make regarding their education are often influenced by economic conditions. They may, for example, be inclined to leave school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

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

Observations

Young adults in education, not in education

Chart C.2.1
Portrait of the 15- to 29-year-old Canadian population by age group and education and employment status, 2016

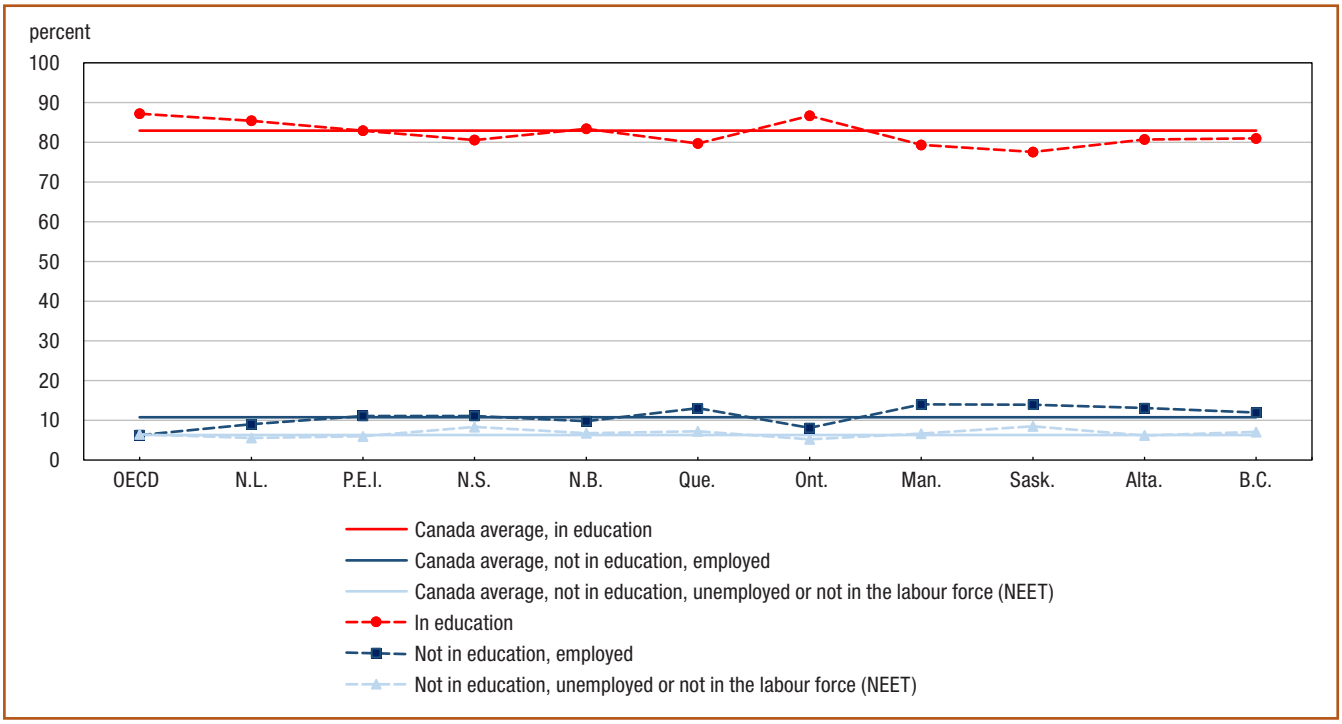


Source: Table C.2.1.

- In 2016, the majority of young Canadians aged 15 to 19 (83%) were in school. For young adults aged 20 to 24, similar proportions were noted between individuals who had transitioned to the labour market and were employed (44%) and those who were still in school (41%). For those in the 25- to 29-year-old age group, most (71%) were no longer in school and were employed.
- In 2016, the proportion of young Canadians "not in education, employment or training" (NEET) was higher for those aged 25 to 29 years (17%) than for those aged 20 to 24 years (15%) or 15 to 19 years (6%). This trend was also noted in the OECD[1] average and is observed year after year.

1. Throughout this chapter, the most recent data available for the OECD and countries other than Canada are drawn from the publication *Education at a Glance 2016: OECD Indicators* and are for 2015.

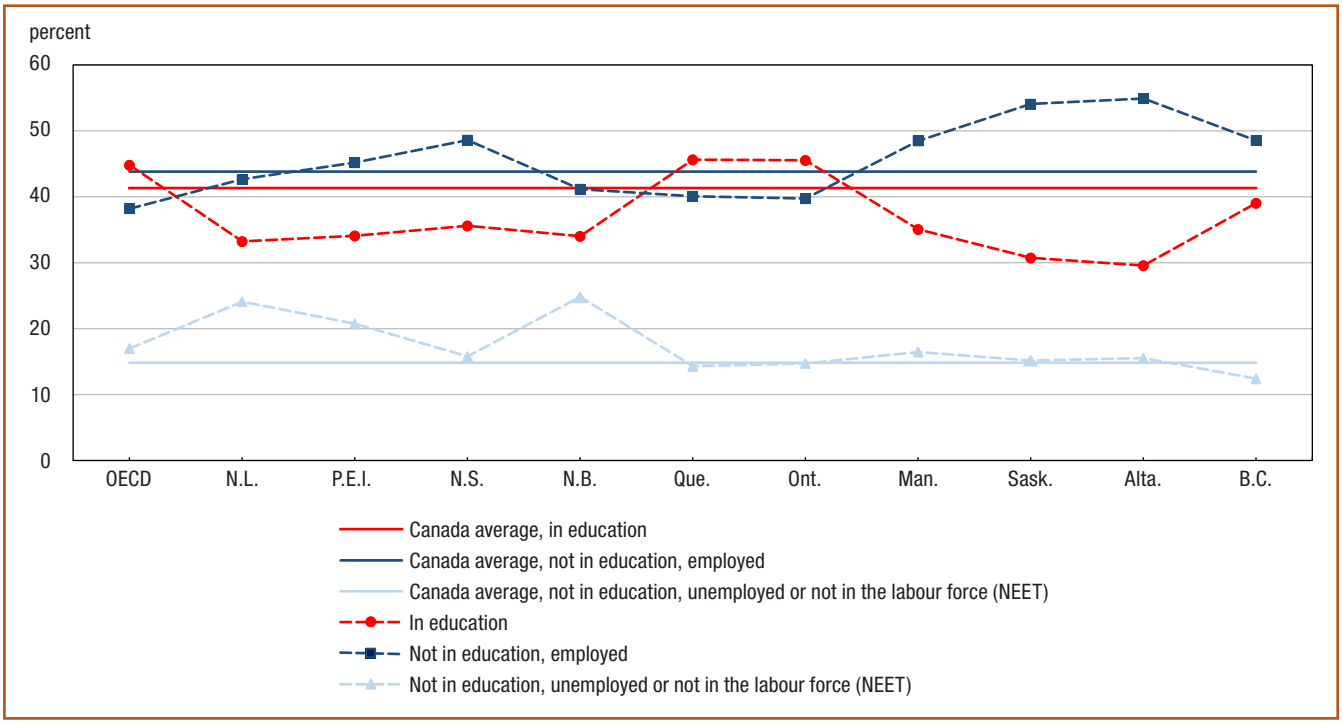
Chart C.2.2.1
Distribution of the 15- to 19-year-old population by education and employment status, OECD, Canada and provinces, 2016



Source: Table C.2.1.

- In 2016, the majority of young Canadians aged 15 to 19 years (83%) were still studying, the same as the OECD average of 87%. For the provinces, this percentage varied from 78% in Saskatchewan to 87% in Ontario.

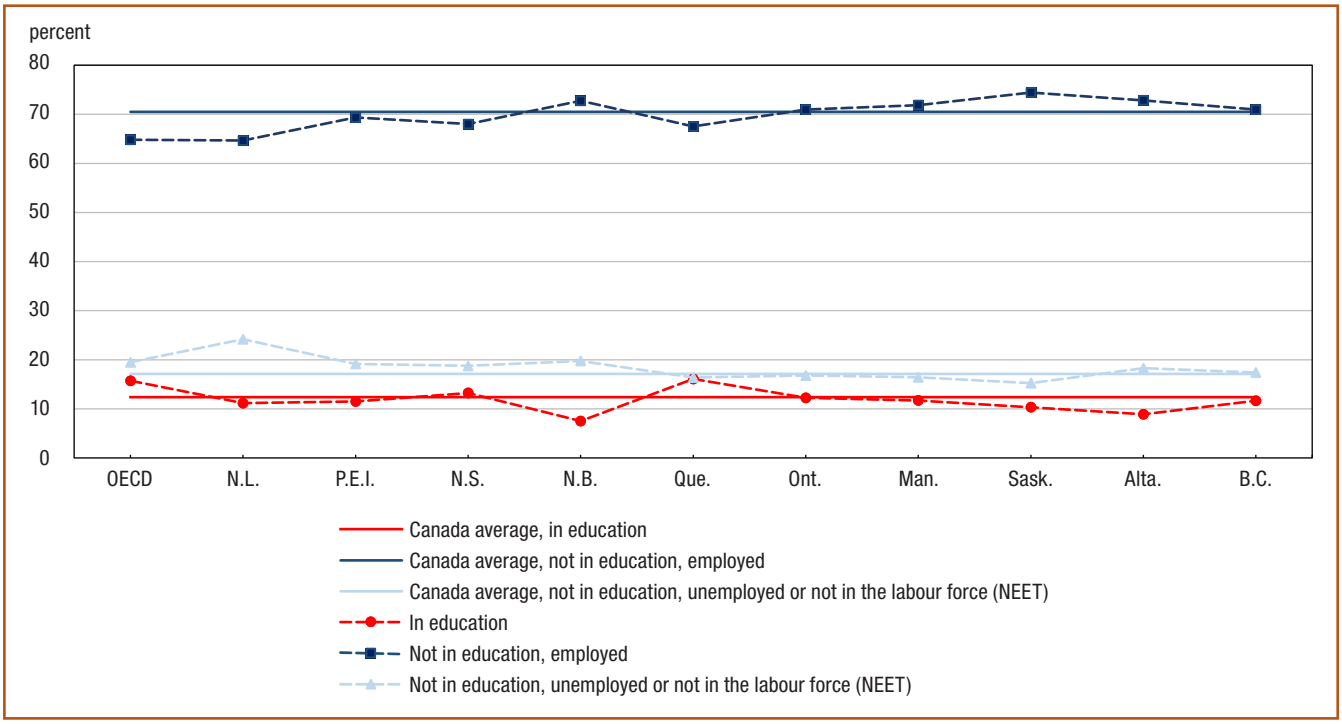
Chart C.2.2.2
Distribution of the 20- to 24-year-old population by education and employment status, OECD, Canada and provinces, 2016



Source: Table C.2.1.

- At the national level, for young adults in the 20- to 24-year age group, similar percentages were observed between individuals who were employed (44%) and those who were in school (41%). The corresponding OECD averages were 38% and 45% respectively. These percentages varied more widely at the provincial level. In general, more young adults in this age group were employed than in school. This trend was observed in all provinces except Quebec and Ontario, where the situation was the reverse.
- The proportion of NEETs among 20- to 24-year-olds ranged from 12% in British Columbia to 25% in New Brunswick. The Canadian average was 15%, compared with 17% for the OECD average.
- For the NEET population aged 20 to 24, there was greater variation among the provinces than for NEETs in the other age groups (charts C.2.2.1 and C.2.2.3), which showed relatively similar distributions.

Chart C.2.2.3
Distribution of the 25- to 29-year-old population by education and employment status, OECD, Canada and provinces, 2016

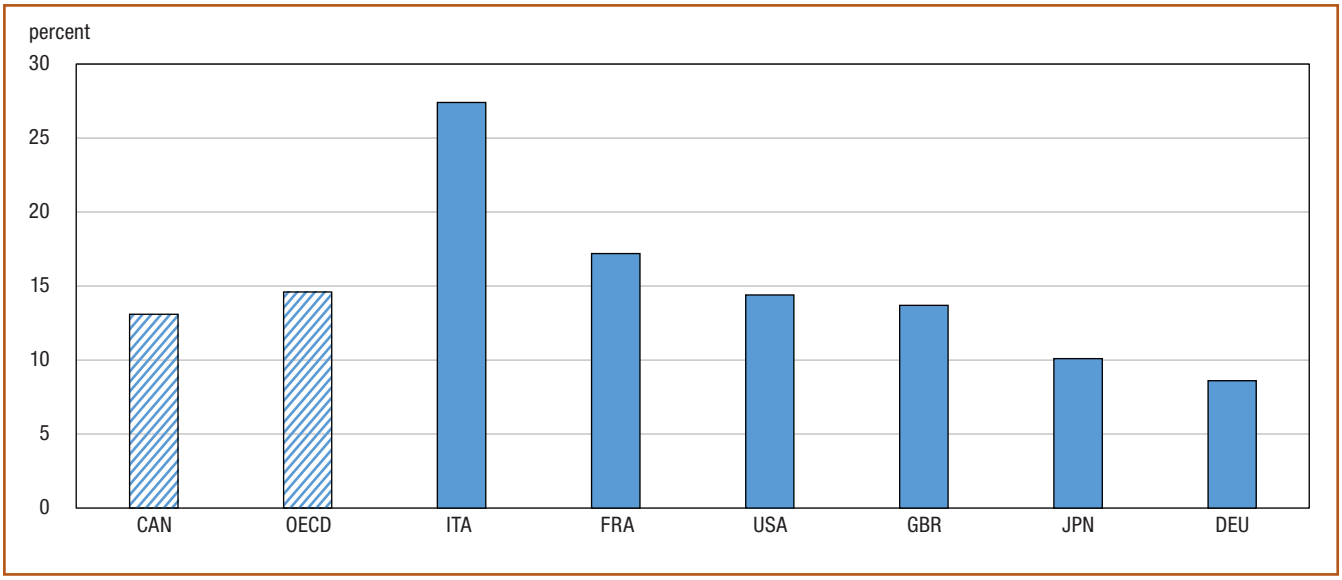


Source: Table C.2.1.

- In 2016, the majority (71%) of young Canadians aged 25 to 29 were no longer in school and were employed. The corresponding OECD average was 65%. Among the provinces, this proportion ranged from 65% in Newfoundland and Labrador to 75% in Saskatchewan.
- The highest rate of young NEETs was observed in the 25-to-29 age group: the Canadian average was 17% and provincial findings ranged from 15% in Saskatchewan to 24% in Newfoundland and Labrador. The corresponding OECD average was 20%.

Not employed, not in education (NEET)

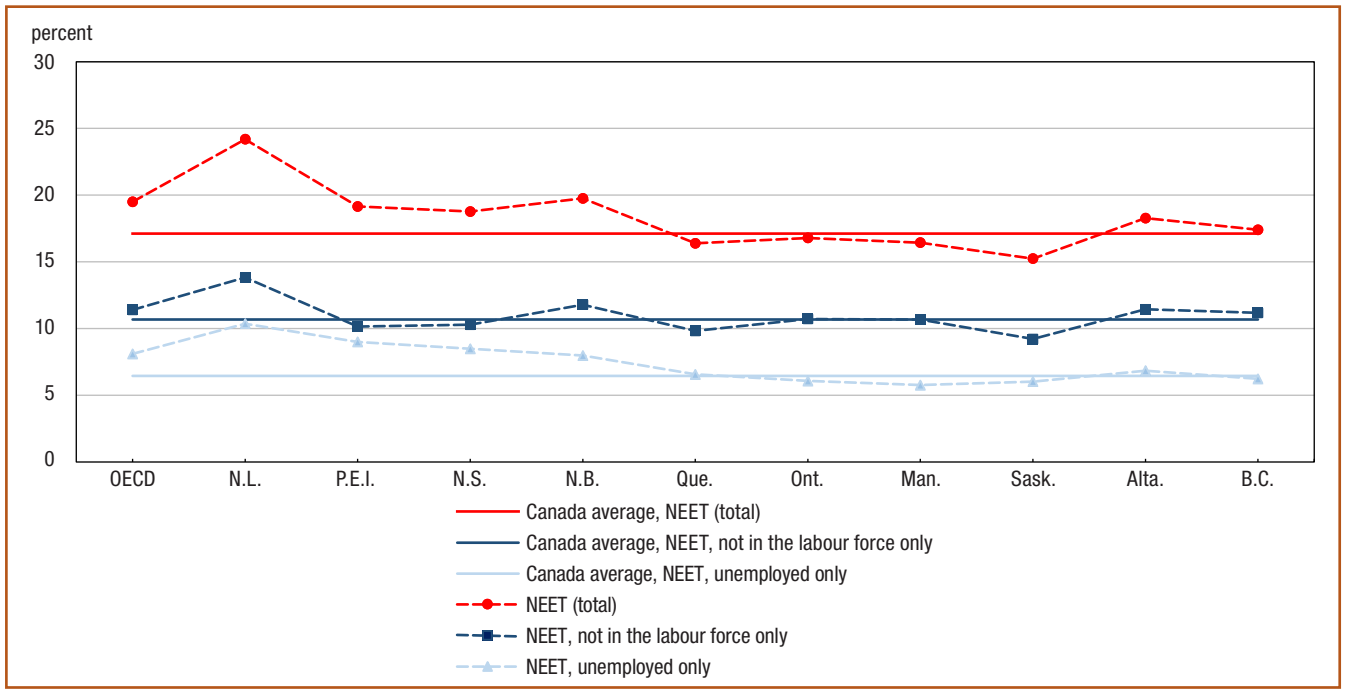
Chart C.2.3
Distribution of the 15- to 29-year-old population not in education, unemployed or not in the labour force (NEET), Canada, OECD and other countries, 2016



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Sources: Table C.2.1, Education at a Glance 2016: OECD Indicators.

- In 2016, 13% of Canadians 15 to 29 years were not in education, employment or training (NEET). This rate compares with the OECD average of 15%. However, there is a greater variability between individual countries. Among the G7 countries, this rate varied from 9% for Germany to 27% for Italy.

Chart C.2.4
Distribution of the 25- to 29-year-old population not in education, unemployed or not in the labour force (NEET), OECD, Canada and provinces, 2016

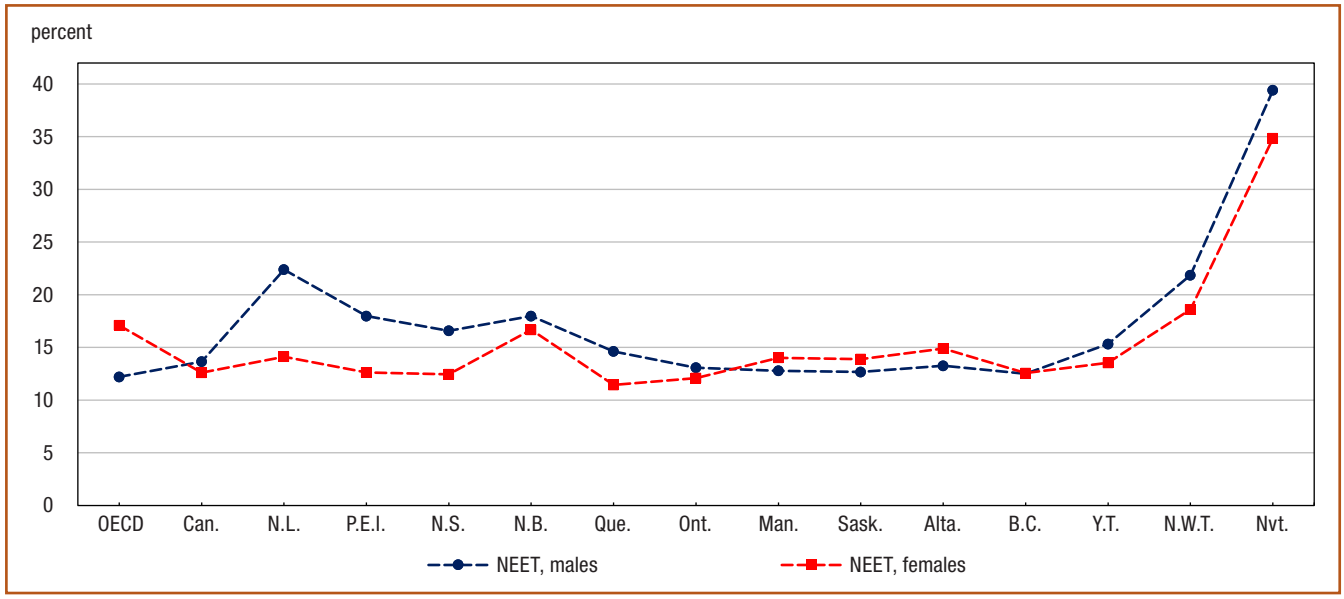


Source: Table C.2.1.

- In 2016, as in previous years, the young NEET population (unemployed or not in the labour force) was highest among Canadians aged 25 to 29, at 17%. Within this age group, more were not in the labour force (11%) than unemployed (6%). This same trend was observed in all provinces and in the OECD average.

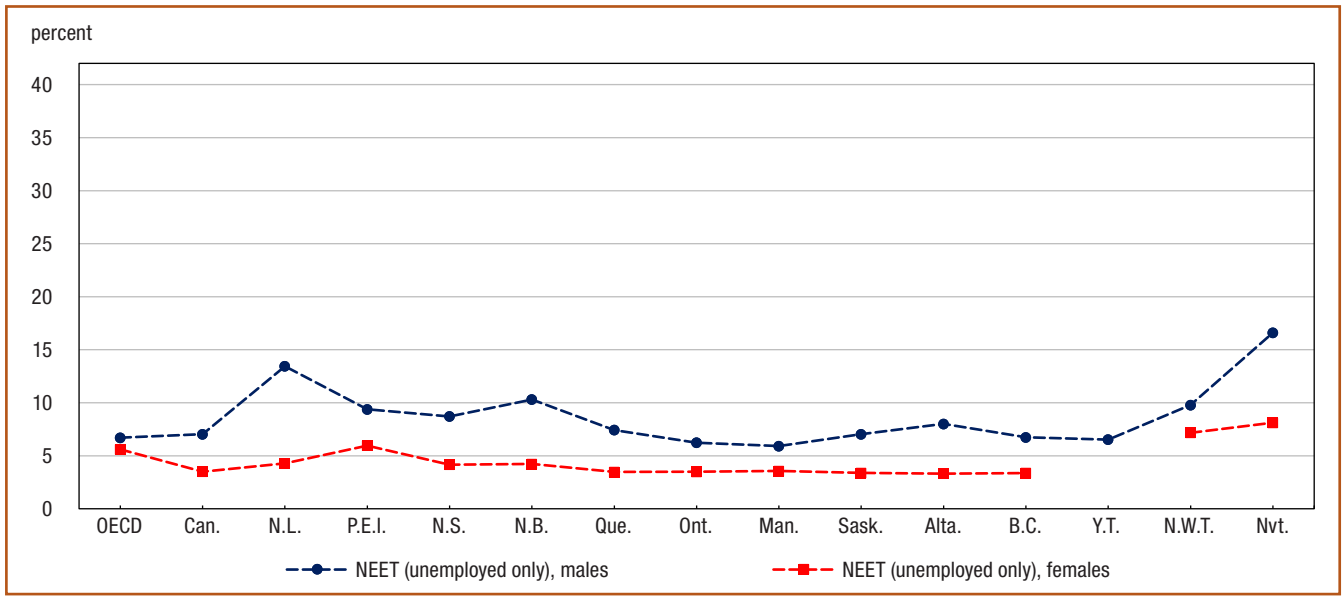
Not employed, not in education (NEET) by sex

Chart C.2.5.1
Distribution of the 15- to 29-year-old population not in education, unemployed or not in the labour force (NEET), by sex, OECD, Canada, provinces and territories, 2016



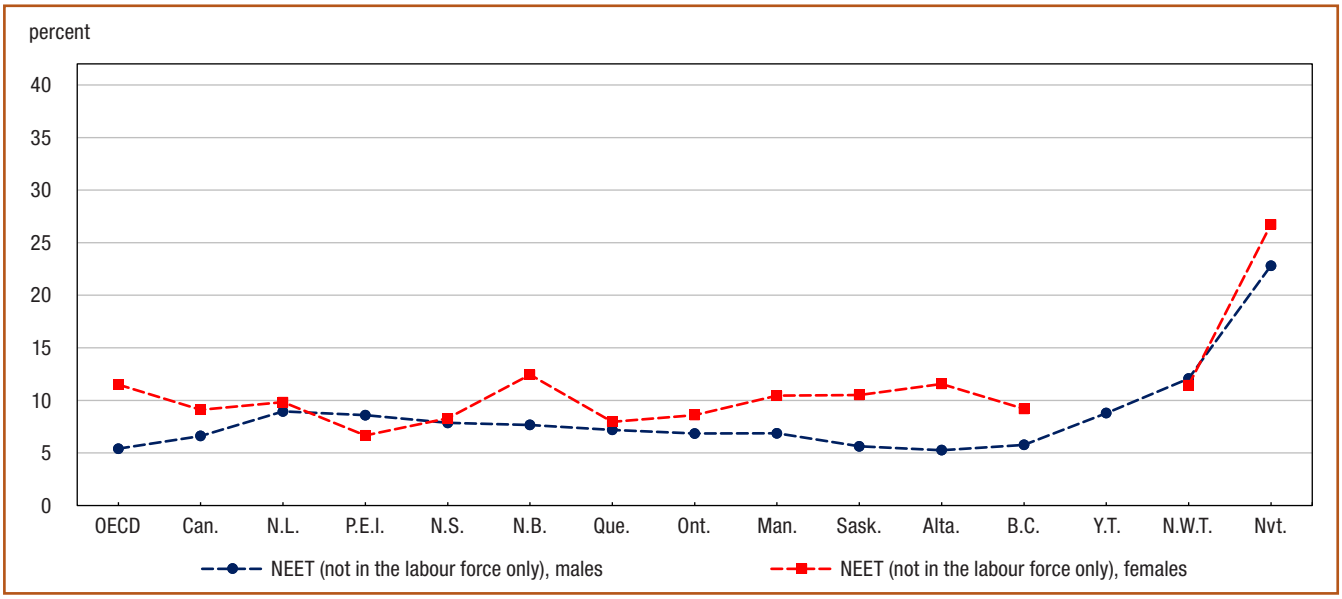
Source: Table C.2.2.

Chart C.2.5.2
Distribution of the 15- to 29-year-old population not in education, unemployed (NEET, unemployed only), by sex, OECD, Canada, provinces and territories, 2016



Source: Table C.2.2.

Chart C.2.5.3
Distribution of the 15- to 29-year-old population not in education, not in the labour force (NEET, not in the labour force only), by sex, OECD, Canada, provinces and territories, 2016

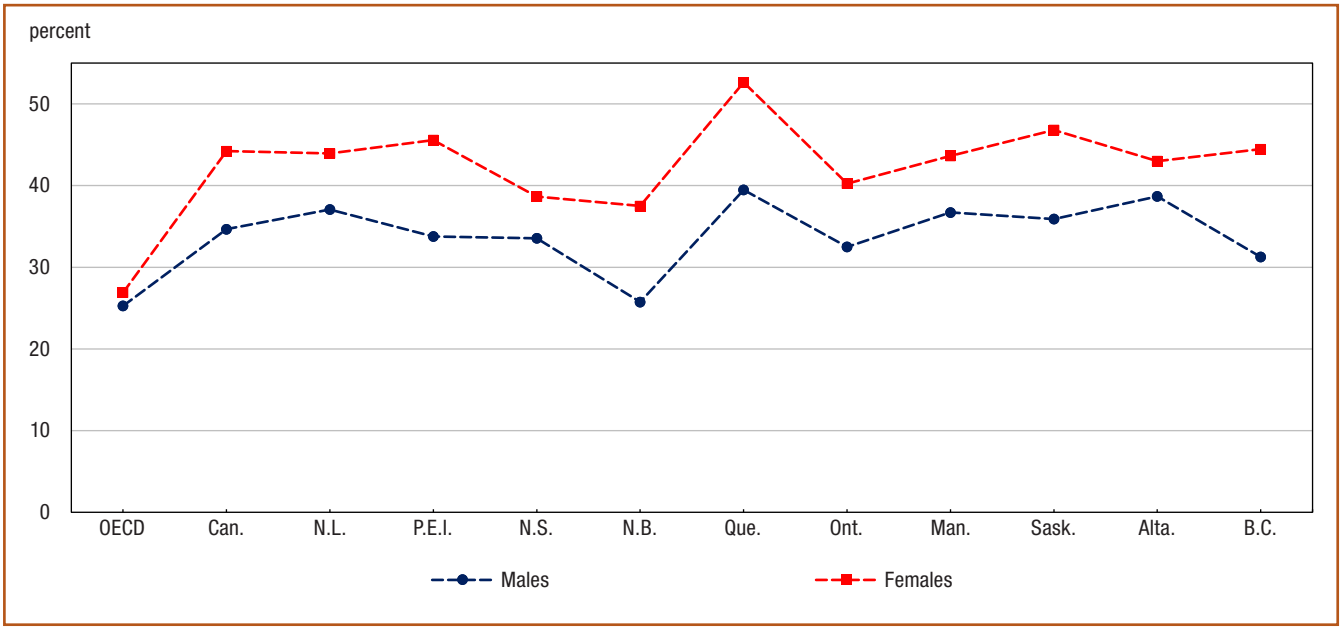


Source: Table C.2.2.

- In 2016, there was little variation between women (13%) and men (14%) in the 15-to-29 age group for the Canadian average of young NEETs, as shown in Chart C.2.5.1. The same was true for most of the provinces and territories, except Newfoundland and Labrador, Prince Edward Island, Nova Scotia and Nunavut as well as the OECD average, where the difference between women and men was greater than four percentage points.
- When unemployed individuals and those not in the labour force in the young NEET population were examined separately (charts C.2.5.2 and C.2.5.3), we found that, for the Canadian average, a greater proportion of women (9%) than men (7%) were not in the labour force, whereas more men (7%) than women (3%) were unemployed. With the exception of Prince Edward Island and the Northwest Territories, this trend was observed in all provinces and territories and in the OECD average.

Combining work and school

Chart C.2.6
Proportion of 15- to 29-year-olds males and females in education who are employed, OECD, Canada and provinces, 2016



Source: Table C.2.2.

- In Canada in 2016, a greater proportion of women (44%) than men (35%) aged 15 to 29 years were working while in school.[2] This trend, which has persisted for several years, is noted in other publications[3] and is observed in all the provinces as well as in the OECD average.

Definitions, sources and methodology

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

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

2. This proportion is calculated by dividing the percentage of men (or women) in education and employed by the percentage of men (or women) in education, multiplied by 100.
3. For example: Turcotte, Martin. 2011. "Women and Education," Women in Canada, sixth edition. Statistics Canada Catalogue no. 89-503-X, p. 14; Marshall, Katherine. 2010. "Employment patterns of secondary students," *Perspectives on Labour and Income* (September 2010, vol. 11, No. 9), Statistics Canada Catalogue no. 75-001-X, p. 7, Chart A.

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"[4] as opposed to those who are seeking work but are unemployed. The group of people who are not in education and are either "unemployed" or "not in the labour force" is a population that could potentially be at risk for economic and social difficulties.

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

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

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

Table C.2.1

Percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2016

	In education				Not in education				
	Employed[1]	Unemployed[2]	Not in Labour Force[3]	Total, in education	Employed[1]	Unemployed[2]	Not in Labour Force[3]	Total, Not in education	Total
	percent								
OECD average[4]									
15 to 29	**12.4**	**1.8**	**33.3**	**47.5**	**37.9**	**6.2**	**8.4**	**52.5**	**100.0**
15 to 19	14.7	2.9	70.7	87.2	6.3	2.2	4.3	12.8	100.0
20 to 24	15.0	2.1	27.8	44.8	38.2	7.9	9.1	55.2	100.0
25 to 29	8.6	1.1	6.1	15.7	64.8	8.1	11.4	84.3	100.0
Canada[5]									
15 to 29	**17.2**	**2.4**	**23.8**	**43.3**	**43.6**	**5.3**	**7.8**	**56.7**	**100.0**
15 to 19	26.8	5.6	50.5	82.9	10.8	2.6	3.7	17.1	100.0
20 to 24	19.6	1.6	20.2	41.3	43.8	6.4	8.4	58.7	100.0
25 to 29	6.7	0.5	5.1	12.4	70.5	6.4	10.7	87.6	100.0
Newfoundland and Labrador									
15 to 29	**17.0**	**1.6[E]**	**23.2**	**41.8**	**39.8**	**8.9**	**9.4**	**58.2**	**100.0**
15 to 19	29.1	3.9[E]	52.5	85.4	9.0[E]	2.8[E]	2.7[E]	14.6	100.0
20 to 24	17.7	x	x	33.2	42.7	13.2	10.9[E]	66.8	100.0
25 to 29	5.5[E]	x	x	11.2[E]	64.7	10.4[E]	13.8	88.8	100.0
Prince Edward Island									
15 to 29	**17.4**	**2.4[E]**	**23.6**	**43.4**	**41.3**	**7.7**	**7.6**	**56.6**	**100.0**
15 to 19	26.3	5.6[E]	51.0	82.9	11.1[E]	F	x[E]	17.1	100.0
20 to 24	17.6	x	x	34.1	45.2	11.1[E]	9.6[E]	65.9	100.0
25 to 29	7.4[E]	x	F	11.5[E]	69.4	9.0[E]	10.1[E]	88.5	100.0
Nova Scotia									
15 to 29	**15.0**	**3.1**	**23.5**	**41.6**	**43.9**	**6.5**	**8.1**	**58.4**	**100.0**
15 to 19	22.8	8.3	49.5	80.6	11.1	3.4[E]	5.0[E]	19.4	100.0
20 to 24	16.3	1.2[E]	18.1	35.6	48.6	7.2	8.6	64.4	100.0
25 to 29	6.9[E]	x	x	13.2[E]	68.0	8.5	10.3	86.8	100.0
New Brunswick									
15 to 29	**13.1**	**1.9[E]**	**26.4**	**41.3**	**41.3**	**7.3**	**10.0**	**58.7**	**100.0**
15 to 19	25.6	4.9	52.9	83.4	9.8	3.3[E]	3.5[E]	16.6	100.0
20 to 24	x	x	20.9	34.0	41.2	10.5	14.3	66.0	100.0
25 to 29	F	x	5.9[E]	7.5[E]	72.7	8.0[E]	11.8	92.5	100.0
Quebec									
15 to 29	**20.8**	**2.7**	**21.2**	**44.7**	**42.2**	**5.5**	**7.6**	**55.3**	**100.0**
15 to 19	27.9	5.6	46.2	79.7	13.1	2.9	4.3	20.3	100.0
20 to 24	26.9	2.2[E]	16.5	45.6	40.1	6.4	7.9	54.4	100.0
25 to 29	9.2	0.9[E]	6.0	16.1	67.5	6.6	9.8	83.9	100.0
Ontario									
15 to 29	**16.9**	**2.5**	**27.0**	**46.4**	**41.0**	**4.9**	**7.7**	**53.6**	**100.0**
15 to 19	26.9	5.8	53.9	86.7	8.1	2.1	3.2	13.3	100.0
20 to 24	18.8	1.5	25.2	45.5	39.7	6.1	8.6	54.5	100.0
25 to 29	6.3	0.5[E]	5.5	12.2	71.0	6.1	10.7	87.8	100.0
Manitoba									
15 to 29	**16.4**	**2.6**	**21.8**	**40.8**	**45.8**	**4.8**	**8.6**	**59.2**	**100.0**
15 to 19	25.9	5.5	47.9	79.3	14.0	2.8[E]	3.9	20.7	100.0
20 to 24	18.0	2.1[E]	14.9	35.1	48.5	5.6	10.9	64.9	100.0
25 to 29	6.3	x	x	11.7	71.9	5.8	10.7	88.3	100.0
Saskatchewan									
15 to 29	**15.3**	**2.0**	**19.4**	**36.7**	**50.1**	**5.3**	**8.0**	**63.3**	**100.0**
15 to 19	27.0	5.7	44.9	77.6	13.9	2.8[E]	5.7	22.4	100.0
20 to 24	14.8	0.8[E]	15.1	30.7	54.1	6.6	8.6	69.3	100.0
25 to 29	6.6	x	x	10.3	74.5	6.0	9.2	89.7	100.0
Alberta									
15 to 29	**14.5**	**1.8**	**19.1**	**35.5**	**50.5**	**5.7**	**8.3**	**64.5**	**100.0**
15 to 19	27.0	5.1	48.6	80.7	13.1	3.0[E]	3.2	19.3	100.0
20 to 24	14.7	0.7[E]	14.2	29.6	54.9	6.7	8.9	70.4	100.0
25 to 29	5.6	F	x[E]	8.9	72.8	6.8	11.4	91.1	100.0
British Columbia									
15 to 29	**16.1**	**2.2**	**23.9**	**42.2**	**45.3**	**5.1**	**7.4**	**57.8**	**100.0**
15 to 19	25.4	5.2	50.4	81.0	11.9	2.7[E]	4.4	19.0	100.0
20 to 24	17.9	1.7[E]	19.5	39.0	48.5	6.0	6.4	61.0	100.0
25 to 29	6.0	x	x	11.6	71.0	6.2	11.2	88.4	100.0
Yukon									
15 to 29	**x**	**x**	**24.7**	**37.0**	**48.5**	**5.9[E]**	**8.5[E]**	**63.0**	**100.0**
15 to 19	x	x	52.8	82.7	10.7[E]	x	x	17.3[E]	100.0
20 to 24	x	x	20.1[E]	25.3[E]	55.3	x	x	74.7	100.0
25 to 29	x	x	x	x	79.4	x	x	x	100.0

Table C.2.1

Percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2016 (continued)

	In education				Not in education				
	Employed[1]	Unemployed[2]	Not in Labour Force[3]	Total, in education	Employed[1]	Unemployed[2]	Not in Labour Force[3]	Total, Not in education	Total
	percent								
Northwest Territories									
15 to 29	**x**	**x**	**20.0**	**30.6**	**49.3**	**8.4**	**11.7**	**69.4**	**100.0**
15 to 19	x	x	46.5	77.0	11.4[E]	x	x	23.0[E]	100.0
20 to 24	x	x	16.5[E]	19.4[E]	51.9	12.4[E]	16.2[E]	80.6	100.0
25 to 29	x	x	x	x	76.0	x[E]	10.4[E]	x	100.0
Nunavut									
15 to 29	**x**	**x**	**22.6**	**28.1**	**34.7**	**12.6**	**24.7**	**71.9**	**100.0**
15 to 19	x	x	55.0	68.3	8.6[E]	5.7[E]	17.5	31.7	100.0
20 to 24	x	x	9.1[E]	10.3	43.2	15.1	31.5	89.7	100.0
25 to 29	x	x	x	x	53.9	x	25.6	x	100.0

x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
F too unreliable to be published
1. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.).
2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
4. These averages are from *Education at a Glance 2016: OECD Indicators*, Table C.5.2, "Trends in the percentage of 15-29 and 20-24 year-olds in education/not in education, employed or not (2000 and 2015)", which present the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org and OECDstat Web site at stats.oecd.org.
5. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability.
Due to rounding, sub-totals and totals may not match the sum of the individual values.
Caution should be exercised in interpreting the ratios for the provinces and territories and differences in ratios between the provinces/territories and over time, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, small age-groups, or for cross-classified variables will be associated with larger variability.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*; OECDstat Web site at stats.oecd.org.

Table C.2.2
Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, OECD, Canada, provinces and territories, 2016

	In education				Not in education					
						NEETs (not in employment,)				
	Employed[1]	Unemployed[2]	Not in labour force[3]	Total, in education	Employed[1]	Unemployed[2]	Not in labour force[3]	Sub-total, Unemployed or not in labour force[4]	Total, Not in education	Total
	percent									
OECD average[5]										
Both sexes	**12.4**	**1.8**	**33.3**	**47.5**	**37.9**	**6.2**	**8.4**	**14.6**	**52.5**	**100.0**
Males	**11.7**	**1.9**	**32.8**	**46.3**	**41.5**	**6.7**	**5.4**	**12.2**	**53.7**	**100.0**
Females	**13.1**	**1.9**	**33.7**	**48.7**	**34.2**	**5.6**	**11.5**	**17.1**	**51.3**	**100.0**
Canada[6]										
Both sexes	**17.2**	**2.4**	**23.8**	**43.3**	**43.6**	**5.3**	**7.8**	**13.1**	**56.7**	**100.0**
Males	**14.3**	**2.5**	**24.4**	**41.1**	**45.2**	**7.0**	**6.6**	**13.6**	**58.9**	**100.0**
Females	**20.2**	**2.3**	**23.1**	**45.6**	**41.8**	**3.5**	**9.1**	**12.6**	**54.4**	**100.0**
Newfoundland and Labrador										
Both sexes	**17.0**	**1.6[E]**	**23.2**	**41.8**	**39.8**	**8.9**	**9.4**	**18.3**	**58.2**	**100.0**
Males	14.9	1.6[E]	23.6	40.1	37.5	13.4	8.9	22.4	59.9	**100.0**
Females	19.2	1.7[E]	22.8	43.7	42.2	4.3[E]	9.8	14.1	56.3	**100.0**
Prince Edward Island										
Both sexes	**17.4**	**2.4[E]**	**23.6**	**43.4**	**41.3**	**7.7**	**7.6**	**15.3**	**56.6**	**100.0**
Males	13.7	2.3[E]	24.5	40.5	41.5	9.4	8.6	18.0	59.5	**100.0**
Females	21.1	2.6[E]	22.7	46.4	41.0	6.0[E]	6.7[E]	12.6	53.6	**100.0**
Nova Scotia										
Both sexes	**15.0**	**3.1**	**23.5**	**41.6**	**43.9**	**6.5**	**8.1**	**14.5**	**58.4**	**100.0**
Males	13.4	3.0[E]	23.6	40.1	43.4	8.7	7.9	16.6	59.9	**100.0**
Females	16.7	3.1[E]	23.4	43.2	44.4	4.2	8.3	12.5	56.8	**100.0**
New Brunswick										
Both sexes	**13.1**	**1.9[E]**	**26.4**	**41.3**	**41.3**	**7.3**	**10.0**	**17.3**	**58.7**	**100.0**
Males	10.5	1.9[E]	28.3	40.7	41.4	10.3	7.7	18.0	59.3	**100.0**
Females	15.8	1.9[E]	24.4	42.1	41.3	4.2[E]	12.4	16.7	57.9	**100.0**
Quebec										
Both sexes	**20.8**	**2.7**	**21.2**	**44.7**	**42.2**	**5.5**	**7.6**	**13.0**	**55.3**	**100.0**
Males	16.1	3.0	21.6	40.7	44.7	7.4	7.2	14.6	59.3	**100.0**
Females	25.7	2.4	20.7	48.8	39.7	3.5	8.0	11.4	51.2	**100.0**
Ontario										
Both sexes	**16.9**	**2.5**	**27.0**	**46.4**	**41.0**	**4.9**	**7.7**	**12.6**	**53.6**	**100.0**
Males	14.6	2.6	27.7	44.9	42.0	6.2	6.8	13.1	55.1	**100.0**
Females	19.3	2.3	26.3	47.9	40.0	3.5	8.6	12.1	52.1	**100.0**
Manitoba										
Both sexes	**16.4**	**2.6**	**21.8**	**40.8**	**45.8**	**4.8**	**8.6**	**13.4**	**59.2**	**100.0**
Males	14.3	2.8[E]	21.9	39.0	48.2	5.9	6.9	12.8	61.0	**100.0**
Females	18.6	2.3	21.7	42.7	43.3	3.6	10.4	14.0	57.3	**100.0**
Saskatchewan										
Both sexes	**15.3**	**2.0**	**19.4**	**36.7**	**50.1**	**5.3**	**8.0**	**13.3**	**63.3**	**100.0**
Males	12.0	1.9[E]	19.5	33.3	54.0	7.0	5.6	12.7	66.7	**100.0**
Females	18.9	2.2	19.3	40.3	45.8	3.4	10.5	13.9	59.7	**100.0**
Alberta										
Both sexes	**14.5**	**1.8**	**19.1**	**35.5**	**50.5**	**5.7**	**8.3**	**14.1**	**64.5**	**100.0**
Males	13.1	1.6[E]	19.2	34.0	52.8	8.0	5.3	13.3	66.0	**100.0**
Females	15.9	2.1	19.0	37.0	48.1	3.3	11.6	14.9	63.0	**100.0**
British Columbia										
Both sexes	**16.1**	**2.2**	**23.9**	**42.2**	**45.3**	**5.1**	**7.4**	**12.5**	**57.8**	**100.0**
Males	12.5	2.3	25.2	40.1	47.4	6.7	5.8	12.5	59.9	**100.0**
Females	19.8	2.1[E]	22.5	44.4	43.0	3.4	9.2	12.6	55.6	**100.0**
Yukon										
Both sexes	**x**	**x**	**24.7**	**37.0**	**48.5**	**5.9[E]**	**8.5[E]**	**14.5**	**63.0**	**100.0**
Males	x	x	23.0[E]	34.8	49.9	6.5[E]	8.8[E]	15.3[E]	65.2	**100.0**
Females	x	x	26.5[E]	39.5	47.0	x	x	13.5[E]	60.5	**100.0**
Northwest Territories										
Both sexes	**x**	**x**	**20.0**	**30.6**	**49.3**	**8.4**	**11.7**	**20.1**	**69.4**	**100.0**
Males	x	x	22.1[E]	29.7	48.4	9.8[E]	12.1	21.9	70.3	**100.0**
Females	x	x	18.1	31.3	50.1	7.2[E]	11.4[E]	18.6	68.7	**100.0**

Table C.2.2

Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, OECD, Canada, provinces and territories, 2016 (continued)

	In education				Not in education					
						NEETs (not in employment,)				
	Employed[1]	Unemployed[2]	Not in labour force[3]	Total, in education	Employed[1]	Unemployed[2]	Not in labour force[3]	Sub-total, Unemployed or not in labour force[4]	Total, Not in education	Total
	percent									
Nunavut										
Both sexes	**x**	**x**	**22.6**	**28.1**	**34.7**	**12.6**	**24.7**	**37.3**	**71.9**	**100.0**
Males	x	x	22.3	26.3	34.3	16.6	22.8	39.4	73.7	**100.0**
Females	x	x	22.8	30.1	35.0	8.1	26.7	34.8	69.9	**100.0**

x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
1. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)
2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
4. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."
5. These averages are from *Education at a Glance 2016: OECD Indicators*, Table C.5.2, "Trends in the percentage of 15-29 and 20-24 year-olds in education/not in education, employed or not (2000 and 2015)", which present the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org and OECDstat Web site at stats.oecd.org.
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), *Education at a Glance 2016 OECD Indicators*; OECDstat Web site at stats.oecd.org.

Table C.2.3

Percentage of 15- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, OECD, Canada, provinces and territories, 2016

	In education	Not in education					
		NEETs (not in employment, not in education or training)					
	Total, in education	Employed[1]	Unemployed[2]	Not in labour force[3]	Sub-total, Unemployed, or not in labour force[4]	Total, Not in education	Total
	percent						
OECD average[5]							
Total, all levels of education	**47.5**	**37.9**	**6.2**	**8.4**	**14.6**	**52.5**	**100.0**
Below upper secondary	**70.3**	**15.4**	**5.0**	**9.3**	**14.3**	**29.7**	**100.0**
Upper secondary and postsecondary non-tertiary	**42.0**	**42.9**	**6.8**	**8.4**	**15.2**	**58.0**	**100.0**
Tertiary	**24.8**	**62.9**	**6.9**	**6.1**	**13.0**	**75.9**	**100.7**
Canada[6]							
Total, all levels of education	**43.3**	**43.6**	**5.3**	**7.8**	**13.1**	**56.7**	**100.0**
Below upper secondary	**72.0**	**14.4**	**3.9**	**9.7**	**13.6**	**28.0**	**100.0**
Upper secondary and postsecondary non-tertiary	**42.9**	**42.4**	**6.4**	**8.3**	**14.7**	**57.1**	**100.0**
Tertiary	**24.1**	**65.1**	**4.9**	**6.0**	**10.8**	**75.9**	**100.0**
Newfoundland and Labrador							
Total, all levels of education	**41.8**	**39.8**	**8.9**	**9.4**	**18.3**	**58.2**	**100.0**
Below upper secondary	73.8	11.4[E]	5.7[E]	9.1[E]	14.8	26.2	100.0
Upper secondary and postsecondary non-tertiary	36.8	40.0	11.6	11.6	23.2	63.2	100.0
Tertiary	19.9	67.0	7.5[E]	5.7[E]	13.2[E]	80.1	100.0
Prince Edward Island							
Total, all levels of education	**43.4**	**41.3**	**7.7**	**7.6**	**15.3**	**56.6**	**100.0**
Below upper secondary	76.8	10.7[E]	7.3[E]	5.2[E]	12.5[E]	23.2	100.0
Upper secondary and postsecondary non-tertiary	39.4	40.9	9.1	10.7	19.7	60.6	100.0
Tertiary	20.8	67.8	6.1[E]	5.4[E]	11.5[E]	79.2	100.0
Nova Scotia							
Total, all levels of education	**41.6**	**43.9**	**6.5**	**8.1**	**14.5**	**58.4**	**100.0**
Below upper secondary	75.9	10.0	5.0[E]	9.2	14.2	24.1	100.0
Upper secondary and postsecondary non-tertiary	38.9	43.5	8.7	8.9	17.6	61.1	100.0
Tertiary	21.8	67.1	4.8[E]	6.3[E]	11.1	78.2	100.0
New Brunswick							
Total, all levels of education	**41.3**	**41.3**	**7.3**	**10.0**	**17.3**	**58.7**	**100.0**
Below upper secondary	77.3	7.7[E]	4.1[E]	10.9	15.0	22.7	100.0
Upper secondary and postsecondary non-tertiary	40.1	39.2	9.0	11.7	20.7	59.9	100.0
Tertiary	15.8	69.6	7.5[E]	7.1[E]	14.6	84.2	100.0
Quebec							
Total, all levels of education	**44.7**	**42.2**	**5.5**	**7.6**	**13.0**	**55.3**	**100.0**
Below upper secondary	60.9	20.8	5.5	12.8	18.3	39.1	100.0
Upper secondary and postsecondary non-tertiary	38.8	46.4	6.8	8.1	14.9	61.2	100.0
Tertiary	41.9	50.0	4.0	4.0	8.0	58.1	100.0
Ontario							
Total, all levels of education	**46.4**	**41.0**	**4.9**	**7.7**	**12.6**	**53.6**	**100.0**
Below upper secondary	77.0	11.4	2.6	9.0	11.6	23.0	100.0
Upper secondary and postsecondary non-tertiary	53.0	32.9	5.8	8.3	14.1	47.0	100.0
Tertiary	19.4	69.0	5.3	6.3	11.6	80.6	100.0
Manitoba							
Total, all levels of education	**40.8**	**45.8**	**4.8**	**8.6**	**13.4**	**59.2**	**100.0**
Below upper secondary	72.7	12.1	4.0	11.1	15.1	27.3	100.0
Upper secondary and postsecondary non-tertiary	34.2	51.1	6.0	8.7	14.7	65.8	100.0
Tertiary	18.4	72.6	3.2[E]	5.8	9.0	81.6	100.0
Saskatchewan							
Total, all levels of education	**36.7**	**50.1**	**5.3**	**8.0**	**13.3**	**63.3**	**100.0**
Below upper secondary	68.2	17.7	3.5[E]	10.6	14.1	31.8	100.0
Upper secondary and postsecondary non-tertiary	28.2	57.1	6.6	8.1	14.7	71.8	100.0
Tertiary	19.6	70.9	4.6[E]	4.9	9.5	80.4	100.0
Alberta							
Total, all levels of education	**35.5**	**50.5**	**5.7**	**8.3**	**14.1**	**64.5**	**100.0**
Below upper secondary	69.5	16.3	5.0	9.2	14.1	30.5	100.0
Upper secondary and postsecondary non-tertiary	31.0	54.0	6.5	8.6	15.1	69.0	100.0
Tertiary	13.6	74.0	5.2[E]	7.3	12.5	86.4	100.0
British Columbia							
Total, all levels of education	**42.2**	**45.3**	**5.1**	**7.4**	**12.5**	**57.8**	**100.0**
Below upper secondary	74.9	14.4	3.6[E]	7.1	10.7	25.1	100.0
Upper secondary and postsecondary non-tertiary	40.8	45.5	6.2	7.5	13.6	59.2	100.0
Tertiary	19.6	68.2	4.5	7.7	12.2	80.4	100.0

Table C.2.3

Percentage of 15- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, OECD, Canada, provinces and territories, 2016 (continued)

	In education	Not in education					
		NEETs (not in employment, not in education or training)					
	Total, in education	Employed[1]	Unemployed[2]	Not in labour force[3]	Sub-total, Unemployed, or not in labour force[4]	Total, Not in education	Total
	percent						
Yukon							
Total, all levels of education	**37.0**	**48.5**	**5.9[E]**	**8.5[E]**	**14.5**	**63.0**	**100.0**
Below upper secondary	70.8	20.5[E]	x	x	x	29.2[E]	100.0
Upper secondary and postsecondary non-tertiary	28.0[E]	51.7	8.7[E]	11.6[E]	20.3	72.0	100.0
Tertiary	15.3[E]	72.6	x	x	12.1[E]	84.7	100.0
Northwest Territories							
Total, all levels of education	**30.6**	**49.3**	**8.4**	**11.7**	**20.1**	**69.4**	**100.0**
Below upper secondary	55.1	24.3	8.9[E]	11.6[E]	20.6	44.9	100.0
Upper secondary and postsecondary non-tertiary	17.7[E]	57.5	10.8[E]	14.0	24.8	82.3	100.0
Tertiary	10.5[E]	77.7	x	x	11.8[E]	89.5	100.0
Nunavut							
Total, all levels of education	**28.1**	**34.7**	**12.6**	**24.7**	**37.3**	**71.9**	**100.0**
Below upper secondary	38.2	20.7	12.8	28.3	41.1	61.8	100.0
Upper secondary and postsecondary non-tertiary	F	53.9	14.9	20.7[E]	35.7	89.6	100.0
Tertiary	x	73.1	x	x	x	x	100.0

x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
F too unreliable to be published
1. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)
2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
4. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."
5. These averages are from *Education at a Glance 2016: OECD Indicators*, which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org and OECDstat Web site at stats.oecd.org.
6. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability.
Due to rounding, sub-totals and totals may not match the sum of the individual values.
Caution should be exercised in interpreting the ratios for the provinces and territories and differences in ratios between the provinces/territories and over time, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, small age-groups, or for cross-classified variables will be associated with larger variability.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*; OECDstat Web site at stats.oecd.org.

Table C.2.4
Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2000, 2005, 2010, 2015 and 2016

	2005			2000		
	In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percent					
OECD average[2]						
15 to 29	**44.8**	**40.2**	**14.9**	**41.4**	**43.6**	**15.1**
15 to 19	**83.3**	**8.6**	**8.2**	**80.1**	**11.4**	**9.4**
20 to 24	**40.2**	**42.3**	**17.4**	**34.7**	**48.2**	**17.7**
25 to 29	**13.9**	**67.3**	**18.7**	**12.1**	**68.7**	**19.1**
Canada[3]						
15 to 29	**44.1**	**43.5**	**12.4**	**42.5**	**43.9**	**13.7**
15 to 19	**80.3**	**12.7**	**7.0**	**80.6**	**11.2**	**8.2**
20 to 24	**39.2**	**46.4**	**14.4**	**35.8**	**48.5**	**15.7**
25 to 29	**12.4**	**71.8**	**15.8**	**10.6**	**72.2**	**17.2**
Newfoundland and Labrador						
15 to 29	**47.3**	**33.2**	**19.5**	**46.3**	**29.9**	**23.7**
15 to 19	85.7	6.8[E]	7.4	88.7	4.0[E]	7.2[E]
20 to 24	40.7	37.6	21.6	34.5	33.9	31.6
25 to 29	10.1[E]	58.8	31.1	8.7[E]	56.4	34.9
Prince Edward Island						
15 to 29	**44.1**	**39.2**	**16.8**	**40.6**	**42.3**	**17.0**
15 to 19	82.7	8.8[E]	8.5[E]	81.0	11.2	7.9[E]
20 to 24	34.7	42.1	23.2	27.0	54.7	18.3
25 to 29	6.3[E]	74.0	19.8[E]	7.8[E]	65.7	26.5
Nova Scotia						
15 to 29	**43.3**	**41.0**	**15.8**	**45.1**	**40.3**	**14.6**
15 to 19	79.3	12.1	8.5	82.9	9.1	8.0
20 to 24	35.7	46.2	18.1	39.4	42.7	17.9
25 to 29	10.6	68.0	21.4	11.2	70.6	18.2
New Brunswick						
15 to 29	**42.1**	**42.4**	**15.5**	**39.6**	**41.6**	**18.9**
15 to 19	79.1	12.5	8.4	82.9	9.7	7.4
20 to 24	35.2	46.6	18.2	28.9	46.4	24.7
25 to 29	10.0	69.8	20.1	5.8[E]	69.3	24.9
Quebec						
15 to 29	**42.1**	**44.4**	**13.5**	**42.4**	**41.1**	**16.5**
15 to 19	78.0	13.7	8.2	78.7	10.9	10.4
20 to 24	38.2	46.0	15.8	36.3	44.4	19.2
25 to 29	13.7	70.3	16.0	11.3	68.7	19.9
Ontario						
15 to 29	**47.2**	**41.0**	**11.8**	**43.7**	**44.4**	**11.8**
15 to 19	82.8	10.5	6.6	82.2	9.8	8.0
20 to 24	44.9	41.5	13.6	39.9	47.5	12.6
25 to 29	12.6	72.1	15.3	10.0	75.1	14.8
Manitoba						
15 to 29	**42.7**	**45.2**	**12.1**	**39.1**	**47.9**	**13.0**
15 to 19	78.4	14.7	6.9	76.3	15.8	7.9
20 to 24	33.8	52.2	14.0	27.5	57.9	14.6
25 to 29	12.2	71.8	16.0	11.6	71.6	16.8
Saskatchewan						
15 to 29	**40.9**	**47.7**	**11.4**	**41.2**	**45.3**	**13.5**
15 to 19	77.1	14.9	8.0	77.7	14.4	7.9
20 to 24	29.8	56.9	13.3	28.4	54.2	17.4
25 to 29	9.7	76.9	13.4	9.7	74.0	16.3
Alberta						
15 to 29	**39.5**	**50.1**	**10.4**	**37.9**	**50.2**	**11.8**
15 to 19	76.8	18.1	5.1	75.5	17.3	7.2
20 to 24	31.3	56.5	12.2	27.5	60.3	12.3
25 to 29	11.6	74.7	13.6	11.0	73.0	16.0
British Columbia						
15 to 29	**43.2**	**44.7**	**12.1**	**43.3**	**43.8**	**12.9**
15 to 19	80.2	13.1	6.7	83.7	10.3	6.1
20 to 24	36.1	49.6	14.3	35.0	48.8	16.3
25 to 29	12.1	72.5	15.4	11.6	72.1	16.3
Yukon						
15 to 29	**38.7**	**47.0**	**14.3**	**42.8**	**39.0**	**18.2**
15 to 19	72.9	x	x	69.1	13.7[E]	17.2
20 to 24	22.7[E]	57.5	19.8[E]	33.2[E]	45.0	21.8
25 to 29	x	75.7	x	x	72.5	x

Table C.2.4

Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2000, 2005, 2010, 2015 and 2016 (continued)

	2005			2000		
	In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percent					
Northwest Territories						
15 to 29	**32.7**	**48.1**	**19.2**	..	..	..
15 to 19	75.1	11.7	13.2[E]	..	..	..
20 to 24	15.2[E]	57.1	27.7	..	..	..
25 to 29	6.2[E]	76.7	17.1[E]	..	..	..
Nunavut						
15 to 29	**32.2**	**36.5**	**31.4**	..	..	..
15 to 19	66.8	10.7[E]	22.5	..	..	..
20 to 24	F	43.0	x	..	..	..
25 to 29	x	59.9	x	..	..	..

	2015			2010		
	In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percent					
OECD average[2]						
15 to 29	**47.6**	**37.9**	**14.5**	**46.9**	**37.1**	**16.0**
15 to 19	**87.3**	**6.4**	**6.3**	**85.1**	**6.9**	**8.3**
20 to 24	**45.1**	**38.0**	**16.9**	**43.5**	**37.6**	**18.8**
25 to 29	**16.3**	**64.4**	**19.3**	**15.4**	**64.3**	**20.3**
Canada[3]						
15 to 29	**44.0**	**42.8**	**13.2**	**44.1**	**42.2**	**13.7**
15 to 19	**83.0**	**10.3**	**6.8**	**81.5**	**10.2**	**8.3**
20 to 24	**41.6**	**44.0**	**14.4**	**39.4**	**45.1**	**15.6**
25 to 29	**12.8**	**69.5**	**17.7**	**12.8**	**70.2**	**16.9**
Newfoundland and Labrador						
15 to 29	**45.1**	**37.5**	**17.4**	**43.6**	**34.7**	**21.7**
15 to 19	85.4	7.6[E]	7.1[E]	80.2	8.0[E]	11.7
20 to 24	37.3	43.1	19.6	37.8	34.6	27.6
25 to 29	16.3	59.1	24.6	11.9	62.4	25.6
Prince Edward Island						
15 to 29	**44.5**	**40.2**	**15.3**	**47.5**	**38.1**	**14.4**
15 to 19	83.4	8.8[E]	7.8[E]	85.7	8.5[E]	5.8[E]
20 to 24	38.3	43.2	18.5	37.3	43.9	18.8
25 to 29	7.9[E]	72.3	19.8	12.2[E]	67.8	20.0
Nova Scotia						
15 to 29	**42.6**	**44.0**	**13.4**	**43.5**	**41.0**	**15.6**
15 to 19	81.7	9.0	9.2	83.2	8.1	8.7
20 to 24	36.9	49.9	13.1	35.5	44.4	20.1
25 to 29	12.6	69.9	17.5	9.2	72.8	17.9
New Brunswick						
15 to 29	**40.4**	**43.0**	**16.6**	**42.6**	**42.3**	**15.1**
15 to 19	83.9	8.2	7.9	84.8	8.3	7.0[E]
20 to 24	29.3	50.2	20.5	31.9	48.0	20.0
25 to 29	8.7[E]	70.4	21.0	8.4[E]	72.8	18.8
Quebec						
15 to 29	**46.7**	**39.7**	**13.6**	**45.0**	**41.2**	**13.8**
15 to 19	81.7	11.2	7.2	77.4	12.5	10.1
20 to 24	47.4	37.9	14.8	43.1	42.4	14.5
25 to 29	16.9	65.3	17.8	15.8	67.4	16.8
Ontario						
15 to 29	**46.5**	**40.4**	**13.0**	**47.1**	**38.8**	**14.1**
15 to 19	86.0	8.1	5.9	84.2	7.8	8.0
20 to 24	45.3	40.5	14.2	43.2	39.6	17.2
25 to 29	12.2	69.5	18.2	13.3	69.6	17.1
Manitoba						
15 to 29	**40.4**	**47.6**	**12.0**	**41.6**	**45.7**	**12.6**
15 to 19	78.4	15.3	6.3	79.1	13.5	7.4
20 to 24	32.2	53.0	14.9	31.6	54.0	14.4
25 to 29	13.3	72.4	14.3	12.4	71.2	16.4
Saskatchewan						
15 to 29	**37.3**	**49.9**	**12.8**	**38.9**	**49.0**	**12.0**
15 to 19	78.4	15.1	6.4	78.4	14.6	7.0
20 to 24	31.2	53.1	15.7	28.3	57.5	14.2
25 to 29	10.5	74.3	15.2	10.9	74.3	14.8

Table C.2.4

Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2000, 2005, 2010, 2015 and 2016 (continued)

	2015			2010		
	In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percent					
Alberta						
15 to 29	**35.6**	**52.6**	**11.9**	**36.1**	**51.8**	**12.1**
15 to 19	81.2	13.3	5.4	80.0	12.1	7.9
20 to 24	28.6	58.3	13.1	29.7	59.0	11.3
25 to 29	9.3	75.4	15.3	7.5	76.4	16.1
British Columbia						
15 to 29	**42.7**	**43.1**	**14.2**	**43.1**	**44.1**	**12.8**
15 to 19	79.4	11.2	9.4	81.9	11.5	6.6
20 to 24	40.2	46.0	13.8	37.6	48.2	14.2
25 to 29	12.7	68.5	18.8	13.8	69.3	16.9
Yukon						
15 to 29	**38.7**	**49.9**	**11.4**	**36.0**	**44.5**	**19.4**
15 to 19	78.1	x	x	69.1	17.0[E]	13.9[E]
20 to 24	27.8[E]	56.8	15.4[E]	16.2[E]	59.2	24.5[E]
25 to 29	x	81.2	x	x	69.7	x
Northwest Territories						
15 to 29	**39.0**	**43.3**	**17.8**	**39.3**	**40.4**	**20.3**
15 to 19	75.9	11.1[E]	13.0[E]	76.8	8.0[E]	15.2
20 to 24	31.1	46.9	22.0[E]	23.5[E]	50.3	26.1[E]
25 to 29	8.7[E]	72.8	18.5[E]	8.0[E]	71.1	20.9[E]
Nunavut						
15 to 29	**28.4**	**32.2**	**39.4**	**33.8**	**31.6**	**34.6**
15 to 19	63.1	10.1	26.9	66.9	10.0	23.1
20 to 24	11.5[E]	36.6	51.9	18.3	34.9	46.8
25 to 29	x	54.5	x	x	57.7	x

	2016		
	In education	Not in education	
	Total	Employed	Not employed[1]
	percent		
OECD average[2]			
15 to 29	..	..	..
15 to 19	..	..	..
20 to 24	..	..	..
25 to 29	..	..	..
Canada[3]			
15 to 29	**43.3**	**43.6**	**13.1**
15 to 19	**82.9**	**10.8**	**6.3**
20 to 24	**41.3**	**43.8**	**14.8**
25 to 29	**12.4**	**70.5**	**17.1**
Newfoundland and Labrador			
15 to 29	**41.8**	**39.8**	**18.3**
15 to 19	85.4	9.0[E]	5.6[E]
20 to 24	33.2	42.7	24.1
25 to 29	11.2[E]	64.7	24.2
Prince Edward Island			
15 to 29	**43.4**	**41.3**	**15.3**
15 to 19	82.9	11.1[E]	6.0[E]
20 to 24	34.1	45.2	20.7
25 to 29	11.5[E]	69.4	19.1
Nova Scotia			
15 to 29	**41.6**	**43.9**	**14.5**
15 to 19	80.6	11.1	8.3
20 to 24	35.6	48.6	15.8
25 to 29	13.2[E]	68.0	18.8
New Brunswick			
15 to 29	**41.3**	**41.3**	**17.3**
15 to 19	83.4	9.8	6.8[E]
20 to 24	34.0	41.2	24.8
25 to 29	7.5[E]	72.7	19.8
Quebec			
15 to 29	**44.7**	**42.2**	**13.0**
15 to 19	79.7	13.1	7.3
20 to 24	45.6	40.1	14.3
25 to 29	16.1	67.5	16.4

Table C.2.4

Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2000, 2005, 2010, 2015 and 2016 (concluded)

	2016		
	In education	Not in education	
	Total	Employed	Not employed[1]
	percent		
Ontario			
15 to 29	**46.4**	**41.0**	**12.6**
15 to 19	86.7	8.1	5.2
20 to 24	45.5	39.7	14.7
25 to 29	12.2	71.0	16.8
Manitoba			
15 to 29	**40.8**	**45.8**	**13.4**
15 to 19	79.3	14.0	6.7
20 to 24	35.1	48.5	16.5
25 to 29	11.7	71.9	16.4
Saskatchewan			
15 to 29	**36.7**	**50.1**	**13.3**
15 to 19	77.6	13.9	8.5
20 to 24	30.7	54.1	15.2
25 to 29	10.3	74.5	15.2
Alberta			
15 to 29	**35.5**	**50.5**	**14.1**
15 to 19	80.7	13.1	6.2
20 to 24	29.6	54.9	15.5
25 to 29	8.9	72.8	18.3
British Columbia			
15 to 29	**42.2**	**45.3**	**12.5**
15 to 19	81.0	11.9	7.1
20 to 24	39.0	48.5	12.4
25 to 29	11.6	71.0	17.4
Yukon			
15 to 29	**37.0**	**48.5**	**14.5**
15 to 19	82.7	x	x
20 to 24	25.3[E]	55.3	19.5[E]
25 to 29	x	79.4	x
Northwest Territories			
15 to 29	**30.6**	**49.3**	**20.1**
15 to 19	77.0	11.4[E]	11.6[E]
20 to 24	19.4[E]	51.9	28.7
25 to 29	x	76.0	x
Nunavut			
15 to 29	**28.1**	**34.7**	**37.3**
15 to 19	68.3	8.6[E]	23.2
20 to 24	10.3	43.2	46.5
25 to 29	x	53.9	x

.. not available for a specific reference period
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
F too unreliable to be published
1. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in labour force."
2. These averages are from *Education at a Glance 2016: OECD Indicators*, Table C.5.2b. Trends in the percentage of young people in education/not in education, employed or not, by age group and gender (2000, 2005, 2010 and 2014) and *Education at a Glance 2016: OECD Indicators*, Table C.5.2 Trends in the percentage of 15-29 and 20-24 year-olds in education/not in education, employed or not (2000 and 2015), which present the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org and OECDstat Web site at stats.oecd.org.
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.
Adjustments are made to LFS data every five years after new population estimates become available following the most recent census. At that time, all LFS data back to the previous census is re-weighted using the new population estimates (since the new population estimates will cover the inter-censal period between the two most recent censuses), and all corresponding historical LFS estimates are revised. Therefore, at the beginning of 2015, all estimates were adjusted to reflect 2011 Census population counts and LFS estimates have been revised back to January 2001.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators and Education at a Glance 2016: OECD Indicators*; OECDstat Web site at stats.oecd.org.

Chapter D

The learning environment and organization of schools

D1 Instruction time

Context

This indicator examines the amount of time, as established in public regulations, that Canadian students aged 6 to 17 must spend in class. More precisely, this indicator shows the annual number of hours of intended instruction time in the curriculum for students by single age (ages 6 to 17). This information is for Canadian public institutions for the 2015/2016 school year. Data are presented for Canada, and for the provinces and territories.[1]

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

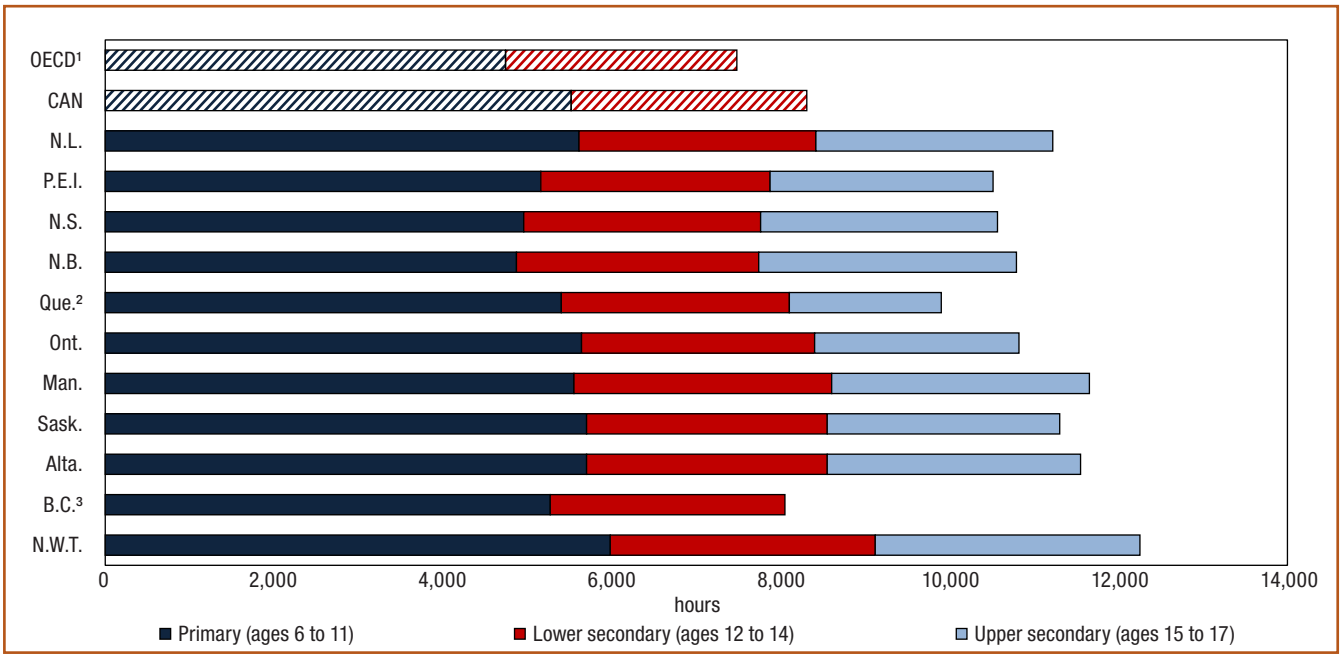
In combination with the information on teachers' salaries presented in Indicator D2 and teacher working time in Indicator D3, this indicator on instruction time contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contribute to expanding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

1. This includes only those jurisdictions that reported intended instruction time for all ages. Data for 2015/2016 were not available for Yukon and Nunavut.

Observations

Intended instruction time by level of education

Chart D.1.1
Total number of cumulative intended instruction hours in public institutions, by level of education, 2015/2016



1. The average for the upper secondary level for the OECD is not available.
2. Upper secondary education ends in Grade 11 (age 17). Further studies are completed in the CEGEP system in Quebec.
3. Data for upper secondary education for British Columbia are incomplete; therefore, this level is not presented in the chart.

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.
Source: Table D.1.1.

- In Canada[2], total cumulative intended instruction time was highest in the Northwest Territories at 12,252 hours. It was lowest in Prince Edward Island at 10,514 hours.
- The average total cumulative intended instruction time in formal classroom settings for primary level education (ages 6 to 11) and lower secondary level education (ages 12 to 14) was 5,517 and 2,790 hours, respectively.
- In comparison, average total intended time was lower for the OECD countries on average with 4,739 hours at the primary level and 2,738 hours at the lower secondary level.
- The total intended instruction time for students in upper secondary institutions (ages 15 to 17[3]) varied from 2,420 hours in Ontario to 3,135 hours in the Northwest Territories.

2. Data for ages 16 and 17 in British Columbia were not available for 2015/2016.
3. In Quebec, the total intended instruction time was 1,800 hours and includes only Grades 10 and 11, as high school ends at Grade 11 or age 16. After Grade 11, students in Quebec pursue their studies in the CEGEP system.

Definitions, sources and methodology

Data on instruction time are from the 2015 OECD-INES, Eurydice – OECD Instruction Time Data Collection 2015 and refer to the 2015/2016 school year. Instruction time for 6- to 17-year-old students refers to the formal number of 60-minute hours per school year organized by the school for class instructional activities in the 2015/2016 reference year. Hours lost when schools are closed for statutory holidays are excluded.

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

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

The average for Canada is calculated by weighting the figures for provinces and territories by the population of children as of July 1, 2015 by single age (6 to 17) in each jurisdiction. All jurisdictions except Yukon and Nunavut are taken into account in the Canada-level average.

Calculation of instruction time by jurisdiction

Jurisdiction	Source/Notes on calculation of instruction time
Newfoundland and Labrador	The Schools Act sets the minimum instruction hours per day (kindergarten (age 5), 2½ hours; Grades 1 to 12 (ages 6 to 17), 5 hours). The collective agreement between the province and the teachers' association allows schools to provide up to a maximum of 5 hours of instruction per day for Grades 1 to 3. Compulsory and intended instruction time is 5 hours of instruction time per day multiplied by the number of instruction days (187) in a year.
Prince Edward Island	Instruction times for ages 5 to 14 are total minutes per day devoted to a subject multiplied by 181 (the number of instructional days in 2014-2015). Minutes per day for each subject are set in the following provincial documents: *Elementary Program of Studies and Authorized Materials, Intermediate Program of Studies and Authorized Materials, and Minister's Directive No. MD 99-05: Intermediate School Subject Time Allotments*. Instruction time for age 15 is based on 8 credits per year at 110 hours per credit as set in *Minister's Directive No. MD 11-02 and the Senior High Program of Studies and Authorized Materials*.
Nova Scotia	The *Ministerial Education Act Regulations* set the minimum instruction time per day as 4 hours for Grades 1 to 2 and 5 hours for Grades 3 to 12. Regulated minimum instruction time includes recess for Grades 1 to 6. Compulsory and intended instruction time are calculated based on the minimum instruction time per day (less 15 minutes per day for recess for ages 6 to 11) multiplied by the number of instructional days (187) per year.
New Brunswick	Instruction time is based on the minimum number of hours of instruction per day set in the *New Brunswick Regulation 97-150 under the Education Act* (4 hours per day for kindergarten to Grade 2, 5 hours per day for Grades 3 to 8, 5½ hours per day for Grades 9 to 12). Compulsory and intended instruction time is the minimum instruction time per day, less 20 minutes per day for recess for ages 6 to 10 and 16 minutes per day for flexible scheduling /movement for ages 11 to 15 multiplied by the number of instructional days (185) per year.
Quebec	Compulsory and intended instruction time is based on the suggested number of hours for compulsory subjects in elementary and secondary, outlined in the *Basic School Regulation for Preschool, Elementary and Secondary Education*.
Ontario	*Ontario Regulation 298* states that the length of the instructional program of each school day for pupils of compulsory school age should be not less than 5 hours a day. This excludes recess and scheduled intervals between classes. For ages 6 to 13, compulsory and intended instruction time is 5 hours of instruction multiplied by 188 instructional days per *Ontario Regulation 304. Based on the Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirement, 2011 (OS)*, for ages 14 to 15, instruction time is based on 8 credits at 110 hours per credit.
Manitoba	*Manitoba Regulation 101/95* states that the instructional day in a school must be not less than 5.5 hours including recesses but not including the midday intermission. For Grades 1 to 6, the instructional day is 5 hours. For Grades 7 through 12, the instructional day is 5.5 hours. The total compulsory and intended instructional time is the hours of the instructional day multiplied by the average number of 185 instructional days in a school year.
Saskatchewan	*Time and Credit Allocations - Core Curriculum: Principles, Time Allocations, and Credit Policy (updated June 2011)* provides the required minutes per subject per week for each grade. Those were divided by 60 to calculate (to two decimal places) the number of hours per week. The resulting value was multiplied by a factor of 38 (weeks in school year) to obtain hours per year.
Alberta	In accordance with section 39(1)(c) of the *School Act*, the *Guide to Education* stipulates that schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade. Schools must also ensure that students in Grades 10 to 12 have access to a minimum of 1,000 hours of instruction per school year.
British Columbia	Compulsory and intended instruction time is based on the *School Act Regulation* that sets the total yearly hours of instruction for students.
Northwest Territories	Compulsory and intended instruction time is based on the *Northwest Territories Education Act* which states that a school day shall consist of no less than 997 hours per year for Grades 1 to 6 and no less than 1,045 hours per year for Grades 7 to 12.

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

Table D.1.1
Intended instruction time[1,2,3] in public institutions, ages 6 through 17, by age, Canada, provinces and territories, 2015/2016

	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[4]	**679**	**774**	**796**	**799**	**837**	**854**	**896**	**917**	**925**	**725**	**..**	**..**
Canada[5]	**914**	**914**	**922**	**922**	**922**	**923**	**928**	**937**	**924**	**937**	**..**	**..**
Newfoundland and Labrador[1]	935	935	935	935	935	935	935	935	935	935	935	935
Prince Edward Island[1]	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	678	678	863	863	863	925	925	925	1,018	1,018	1,018	1,018
Quebec	900	900	900	900	900	900	900	900	900	900	900	...
Ontario[6]	940	940	940	940	940	940	940	940	880	880	880	660
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	878	878	878	878	878	878	878	952	952	952	..	..
Yukon	..	..	..	..	..	..	..	..	..	..	..	..
Northwest Territories	997	997	997	997	997	997	1,045	1,045	1,045	1,045	1,045	1,045
Nunavut	..	..	..	..	..	..	..	..	..	..	..	..

.. not available for a specific reference period
... not applicable
1. Unless otherwise specified, instruction time is based on the minimum requirements for instruction time in provincial or territorial legislation, regulation, or policy.
2. "Intended instruction time" refers to the number of hours of instruction per year for which students are entitled as parts of the curriculum.
3. Education is compulsory up to the age of 16 in every Canadian jurisdiction, except for Manitoba, Ontario, New Brunswick and Nunavut, where education is compulsory up to the age of 18.
4. These averages are from *Education at a Glance 2016: OECD Indicators*, Table D.1.4 (Web only), Instruction time in compulsory general education, by age (2016), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
5. The average for Canada is calculated by weighting the figures for provinces and territories by the population of children, as of January 1, 2015, for the single ages 6 to 15 in each jurisdiction. All jurisdictions except Yukon and Nunavut are taken into account in the Canada average.
6. In Ontario, the figures reported for ages 6 to 13 are based on provisions outlined in provincial regulations.
Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), Eurydice-OECD Instruction Time Data Collection 2015.

D2 Teachers' salaries

Context

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

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

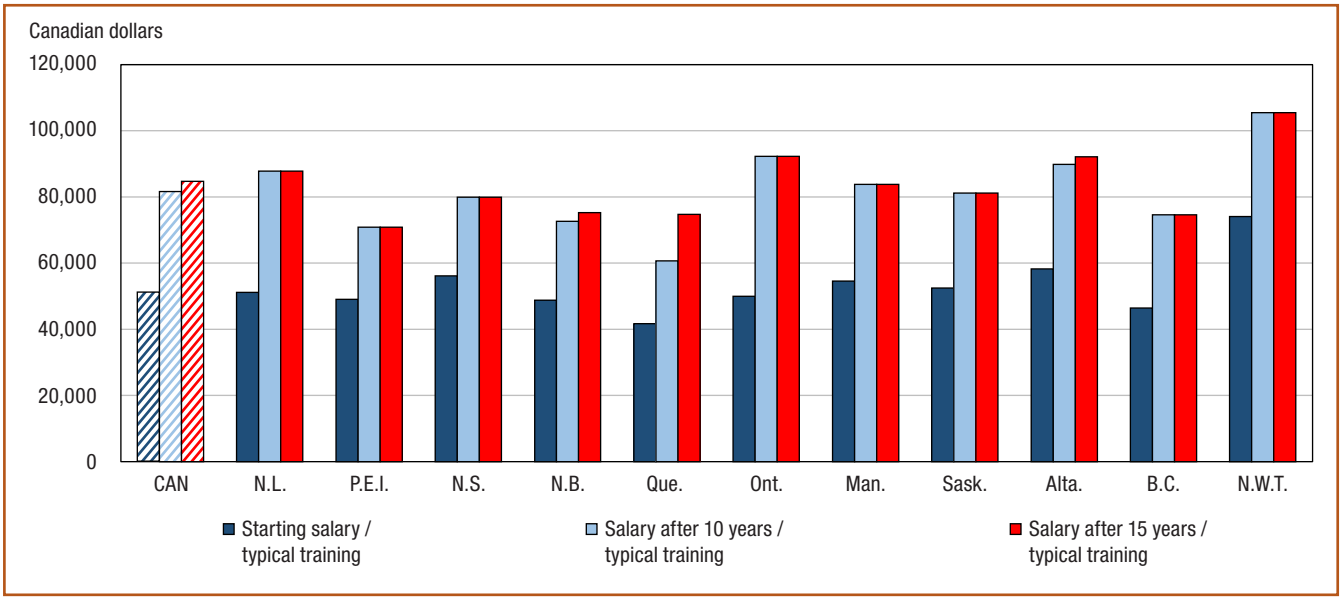
In combination with the information on instruction time and teachers' working time, presented in Indicators D1 and D3, respectively, this indicator on teachers' salaries contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contributes to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

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

Observations

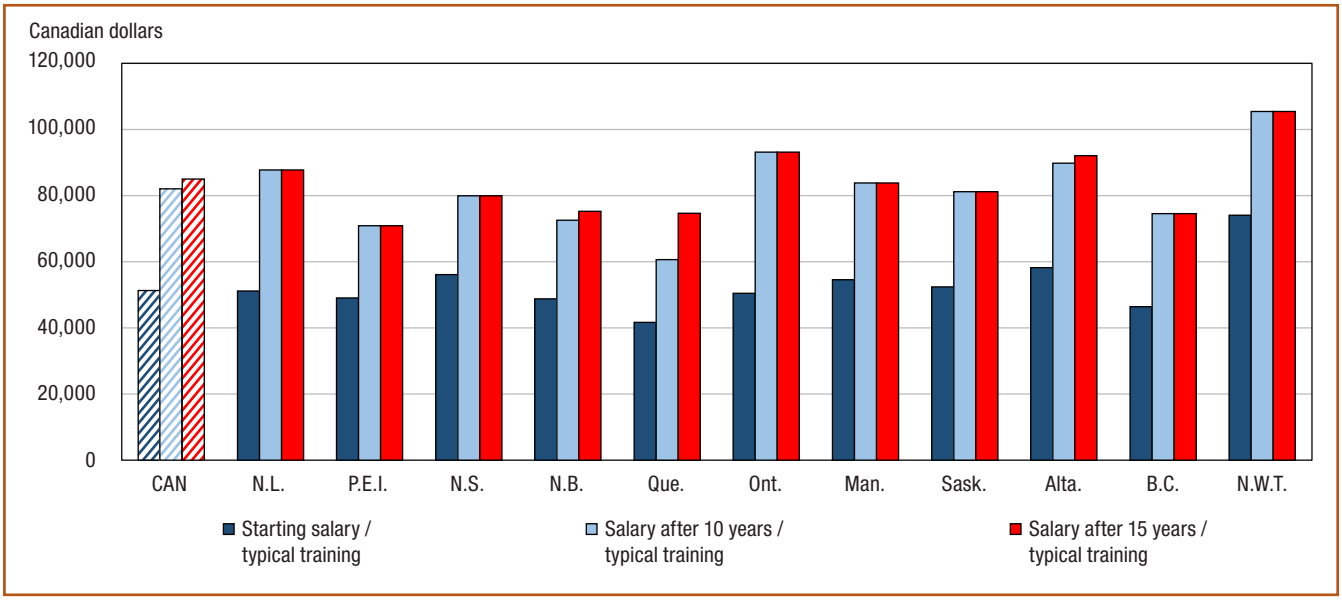
Salaries by ISCED level

Chart D.2.1.1
Annual statutory teachers' salaries, full-time teachers in primary and lower secondary institutions, by teaching experience, Canadian dollars, 2013/2014



Notes: Reflects salaries for full-time teachers in public institutions at the ISCED 1 and 2 (primary and lower secondary) levels, as reported for the 2013/2014 school year.
Data for Yukon and Nunavut are not available.
The bars representing Canada are filled with a diagonal line pattern, to make them easier to find.
Source: Table D.2.1.

Chart D.2.1.2
Annual statutory teachers' salaries, full-time teachers in upper secondary institutions, by teaching experience, Canadian dollars, Canada, 2013/2014



Notes: Reflects salaries for full-time teachers in public institutions at the ISCED 3 (upper secondary) level, as reported for the 2013/2014 school year.
Data for Yukon and Nunavut are not available.
The bars representing Canada are filled with a diagonal line pattern, to make them easier to find.
Source: Table D.2.1.

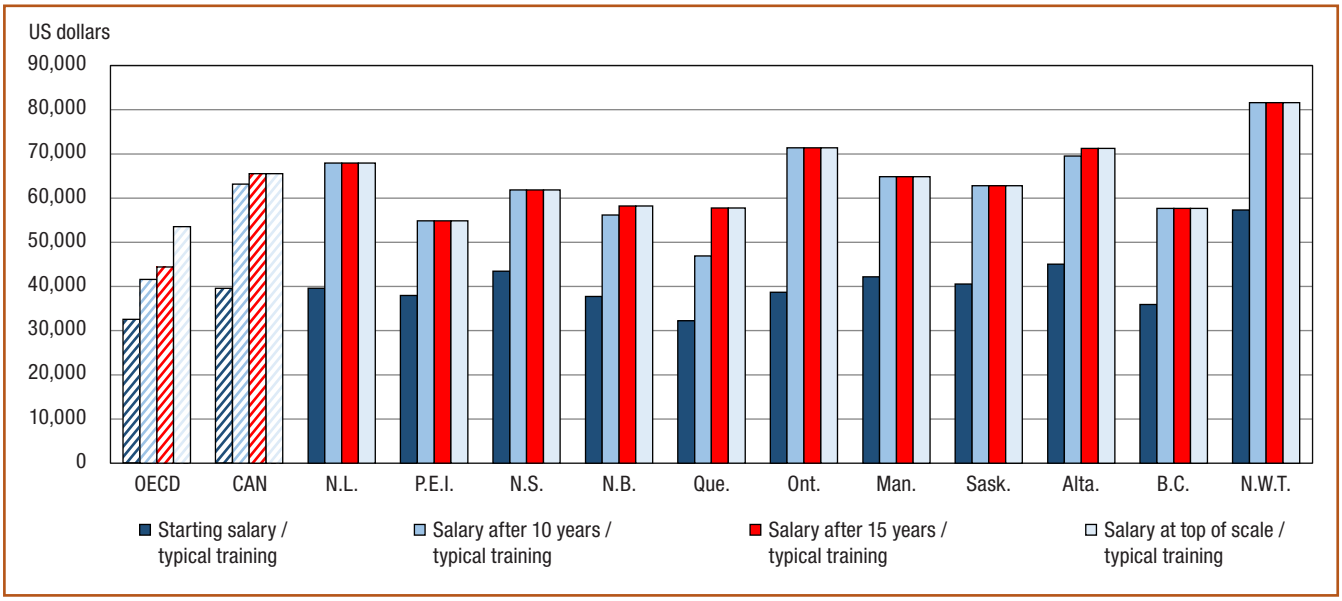
- In Canada, salaries for full-time teachers in public elementary and secondary schools were fairly consistent across levels of teaching in 2013/2014, particularly after several years of teaching experience had been acquired.
- By contrast, in many of the countries that recently reported to the OECD, teachers' salaries tended to rise with the level of education taught.

Salaries throughout career experience

- In all jurisdictions except Quebec, teachers at all three teaching levels had reached the top, or near the top, of the pay scales after 10 years' experience, typically making around one and a half times their starting salaries.
- 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 $14 035 more than for teachers who had reached the 10-year point on the on the salary scale.

International comparison of salary levels

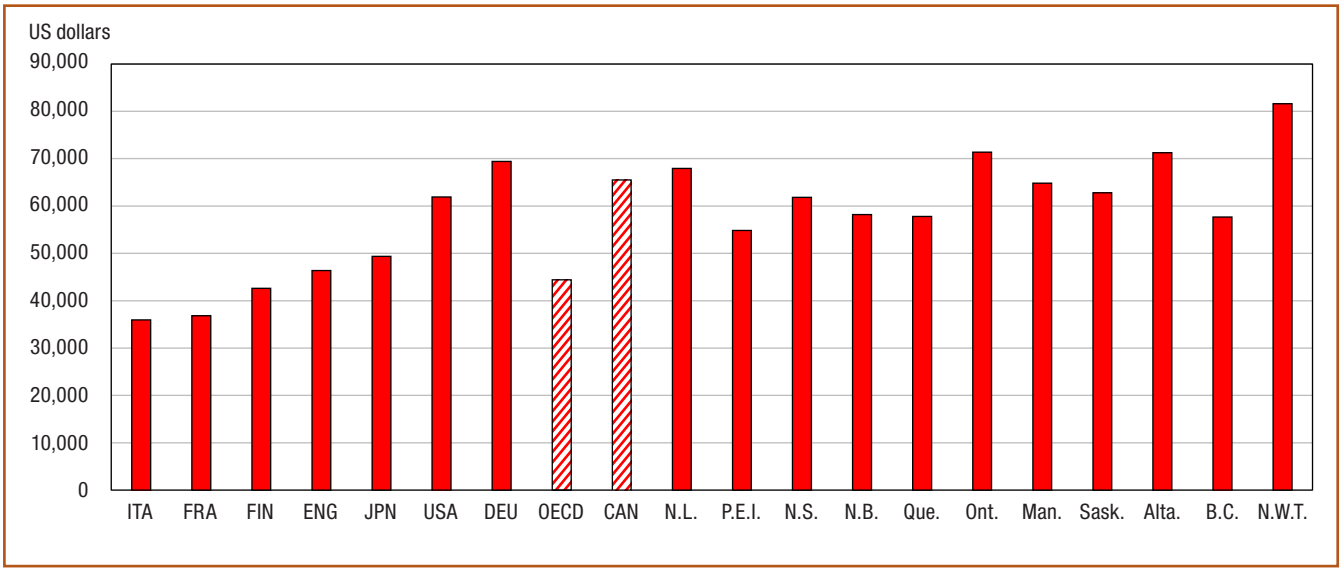
Chart D.2.2
Annual statutory teachers' salaries, full-time teachers in lower secondary institutions, by teaching experience, US dollars, Canada and OECD, 2013/2014



Notes: Reflects salaries, in US dollars converted using purchasing power parities, for full-time teachers in public institutions at the ISCED 2 (lower secondary) level, 2013/2014 school year.
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.
Source: Table D.2.2.

- Full-time teachers in public institutions in Canada receive higher salaries overall compared with those in most other OECD countries.
- 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.

Chart D.2.3
Annual statutory teachers' salaries after 15 years experience, full-time teachers in lower secondary institutions, Canada, OECD and selected countries, 2013/2014



Notes: Reflects salaries, in US dollars converted using purchasing power parities, for full-time teachers in public institutions at the ISCED 2 (lower secondary) level, 2013/2014 school year.
Data for Yukon and Nunavut are not available.
Countries other than Canada are ranked in ascending order and include the G-7 group of countries. Finland is included due to their high ranking in academic assessments.
The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Sources: Table D.2.2 and *Education at a Glance 2016: OECD Indicators,* Table D.3.1a, Teachers' statutory salaries, based on typical qualifications, at different points in teachers' careers, (2014).

- Among OECD countries, Canadian full-time teachers in lower secondary institutions with 15 years of experience had the 4th highest salaries ($US 65,511), after Luxembourg ($US 112,760), Germany ($US 69,431) and the Netherlands ($US 66,366).
- In lower secondary institutions, teachers with 15 years of experience in Canada had the second highest average salaries ($US 65,511) among the G7 group of countries after Germany ($US 69,431). Within Canada, equivalent teachers in the Northwest Territories ($US 81,591), Ontario ($US 71,369) and Alberta ($US 71,258) received higher salaries than the Canadian and German averages.

Definitions, sources and methodology

The data on annual statutory teachers' salaries were derived from the 2015 OECD-INES Teacher's Salaries and Working Time Survey and reflect the 2013/2014 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 2013/2014 salary scales in collective agreements between each jurisdiction's teachers' unions/associations/federations and the provincial or territorial government. In some provinces, however, namely Ontario, Manitoba, Alberta and British Columbia, these pay scales are established at the school-board level and there is no province-wide bargaining.[2]

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.

The salaries reported are gross (total sum paid by the employer); i.e., they do not include the employer's contribution to social security and pension (according to existing salary scales). It is gross salary from the employee's point of view, since it includes the part of social security contributions and pension scheme contributions that are paid by the employees (even if deducted automatically from the employee's gross salary by the employer). Salaries are "before tax" (before deductions for income taxes). Gross teachers' salaries are presented in current Canadian dollars, to be compared with the averages for Canada, which were derived from the provincial values (Table D.2.1). The average salary for Canada was calculated as a weighted average of all provinces (the Northwest Territories[3], Yukon[4] and Nunavut[4] are not included). Weights used depend on the salary calculated. For teachers at the beginning of their careers (starting salaries), the number of full-time educators younger than 30 was used. For teachers with 10 years of experience, the number of full-time educators aged 35 to 44 years was used. And, for teachers with 15 years of experience, as well as those at the top of the salary scale, the number of full-time educators aged 45 or older was used. The Northwest Territories are excluded from the Canada average because the Elementary-Secondary Education Survey (ESES) does not report a breakdown by age for the number of full-time educators. Salaries have also been converted to US dollars (Table D.2.2) using the purchasing power parity (PPP)[5] for private consumption from the OECD National Accounts database.

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

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

3. The Northwest Territories are not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators.
4. Data for the 2013/2014 school year were not available for Yukon and Nunavut.
5. For Canada, the PPP adjustment factor for 2013/2014 is 1.293 US$/CAN$, which takes into account differences in cost of living across countries. A similar adjustment for comparisons across provinces and territories could not be done as it would require provincial/territorial figures for PPP, which have not yet been developed.

Table D.2.1

Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2013/2014

	ISCED 1 (Primary education)					ISCED 2 (Lower secondary education)					
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	Canadian dollars				ratio	Canadian dollars				ratio	years
Canada[2]	**51,046**	**81,634**	**84,677**	**84,677**	**1.66**	**51,046**	**81,634**	**84,677**	**84,677**	**1.66**	**11**
Newfoundland and Labrador	51,166	87,792	87,792	87,792	1.72	51,166	87,792	87,792	87,792	1.72	9
Prince Edward Island	49,045	70,878	70,878	70,878	1.45	49,045	70,878	70,878	70,878	1.45	10
Nova Scotia	56,149	79,937	79,937	79,937	1.42	56,149	79,937	79,937	79,937	1.42	10
New Brunswick	48,793	72,594	75,241	75,241	1.54	48,793	72,594	75,241	75,241	1.54	11
Quebec	41,700	60,655	74,690	74,690	1.79	41,700	60,655	74,690	74,690	1.79	15
Ontario[3]	49,983	92,248	92,248	92,248	1.85	49,983	92,248	92,248	92,248	1.85	10
Manitoba[4]	54,553	83,814	83,814	83,814	1.54	54,553	83,814	83,814	83,814	1.54	10
Saskatchewan[5]	52,428	81,181	81,181	81,181	1.55	52,428	81,181	81,181	81,181	1.55	10
Alberta[4]	58,228	89,850	92,104	92,104	1.58	58,228	89,850	92,104	92,104	1.58	11
British Columbia	46,410	74,564	74,564	74,564	1.61	46,410	74,564	74,564	74,564	1.61	10
Yukon	..	..	..	..	..	..	..	..	..	..	..
Northwest Territories	74,088	105,460	105,460	105,460	1.42	74,088	105,460	105,460	105,460	1.42	10
Nunavut	..	..	..	..	..	..	..	..	..	..	..

	ISCED 3 (Upper secondary education)				
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary
	Canadian dollars				ratio
Canada[2]	**51,260**	**82,048**	**85,052**	**85,052**	**1.66**
Newfoundland and Labrador	51,166	87,792	87,792	87,792	1.72
Prince Edward Island	49,045	70,878	70,878	70,878	1.45
Nova Scotia	56,149	79,937	79,937	79,937	1.42
New Brunswick	48,793	72,594	75,241	75,241	1.54
Quebec	41,700	60,655	74,690	74,690	1.79
Ontario[3]	50,470	93,148	93,148	93,148	1.85
Manitoba[4]	54,553	83,814	83,814	83,814	1.54
Saskatchewan[5]	52,428	81,181	81,181	81,181	1.55
Alberta[4]	58,228	89,850	92,104	92,104	1.58
British Columbia	46,410	74,564	74,564	74,564	1.61
Yukon	..	..	..	..	..
Northwest Territories	74,088	105,460	105,460	105,460	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 2013-2014 salary scales in collective agreements.
2. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/typical training"); aged 35 to 44 (for "Salary after 10 years of experience/typical training"); or aged 45 or older (for "Salary after 15 years of experience/typical training" and "Salary at the top of the scale/typical training"). Reflects public institutions in submitting jurisdictions, as reported in the 2013/2014 Elementary-Secondary Education Survey (ESES). Yukon and Nunavut did not submit data and are not included in the Canadian average. The Northwest Territories is not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The Northwest Territories is included in the average for "Years from starting to top salary".
3. The figures provided by Ontario are the midpoint of a range based on the provincially funded grid. They reflect the funded salary assuming the most common level of qualifications among teachers in Ontario at the relevant experience level. The salaries reported for ISCED 1 (Primary) and ISCED 2 (Lower Secondary) include Ontario elementary teachers' salaries and those for ISCED 3 (Upper Secondary) include Ontario secondary teachers' salaries. In Ontario, salary grids were established at the school board level. In 2014, the School Boards Collective Bargaining Act created a framework for province-wide bargaining on central issues, including salary increases.
4. In Manitoba and Alberta, salaries are negotiated at the school board level. The salaries shown reflect averages weighted on the number of students in each school board.
5. In Saskatchewan, salaries are based on Class IV of the Provincial Collective Bargaining Agreement between the boards of education, the government of Saskatchewan and the teachers of Saskatchewan.

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES) 2015 Survey on Teachers and the Curriculum.

Table D.2.2

Annual statutory teachers' salaries1 in public institutions, by level of education taught and teaching experience, US dollars, Canada, provinces and territories, 2013/2014

	ISCED 1 (Primary education)					ISCED 2 (Lower secondary education)					
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	US dollars				ratio	US dollars				ratio	years
OECD[2]	**31,028**	**39,673**	**42,675**	**51,254**	**1.70**	**32,485**	**41,613**	**44,407**	**53,557**	**1.70**	**25**
Canada[3]	**39,492**	**63,157**	**65,511**	**65,511**	**1.66**	**39,492**	**63,157**	**65,511**	**65,511**	**1.66**	**11**
Newfoundland and Labrador	39,585	67,922	67,922	67,922	1.72	39,585	67,922	67,922	67,922	1.72	9
Prince Edward Island	37,944	54,836	54,836	54,836	1.45	37,944	54,836	54,836	54,836	1.45	10
Nova Scotia	43,441	61,844	61,844	61,844	1.42	43,441	61,844	61,844	61,844	1.42	10
New Brunswick	37,749	56,163	58,211	58,211	1.54	37,749	56,163	58,211	58,211	1.54	11
Quebec	32,262	46,927	57,785	57,785	1.79	32,262	46,927	57,785	57,785	1.79	15
Ontario[4]	38,670	71,369	71,369	71,369	1.85	38,670	71,369	71,369	71,369	1.85	10
Manitoba[5]	42,206	64,844	64,844	64,844	1.54	42,206	64,844	64,844	64,844	1.54	10
Saskatchewan[6]	40,562	62,807	62,807	62,807	1.55	40,562	62,807	62,807	62,807	1.55	10
Alberta[5]	45,049	69,514	71,258	71,258	1.58	45,049	69,514	71,258	71,258	1.58	11
British Columbia	35,906	57,688	57,688	57,688	1.61	35,906	57,688	57,688	57,688	1.61	10
Yukon	..	..	..	..	..	..	..	..	..	..	..
Northwest Territories	57,319	81,591	81,591	81,591	1.42	57,319	81,591	81,591	81,591	1.42	10
Nunavut	..	..	..	..	..	..	..	..	..	..	..

	ISCED 3 (Upper secondary education)				
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary
	US dollars				ratio
OECD[2]	**34,186**	**43,952**	**46,379**	**56,152**	**1.68**
Canada[3]	**39,658**	**63,478**	**65,801**	**65,801**	**1.66**
Newfoundland and Labrador	39,585	67,922	67,922	67,922	1.72
Prince Edward Island	37,944	54,836	54,836	54,836	1.45
Nova Scotia	43,441	61,844	61,844	61,844	1.42
New Brunswick	37,749	56,163	58,211	58,211	1.54
Quebec	32,262	46,927	57,785	57,785	1.79
Ontario[4]	39,047	72,065	72,065	72,065	1.85
Manitoba[5]	42,206	64,844	64,844	64,844	1.54
Saskatchewan[6]	40,562	62,807	62,807	62,807	1.55
Alberta[5]	45,049	69,514	71,258	71,258	1.58
British Columbia	35,906	57,688	57,688	57,688	1.61
Yukon	..	..	..	..	..
Northwest Territories	57,319	81,591	81,591	81,591	1.42
Nunavut	..	..	..	..	..

.. not available for a specific reference period

1. The annual statutory salaries are based on 2013-2014 salary scales in collective agreements. Salaries have been converted to US dollars using the 2013/2014 purchasing power partiy (PPP) for private consumption for Canada from the Organisation for Economic Co-operation and Development (OECD) National Accounts database. Although this PPP takes into account differences in cost of living across countries, it was not possible to make a similar adjustment for provinces and territories.

2. These averages are from *Education at a Glance 2016: OECD Indicators*, Table D.3.1a, Teachers' statutory salaries, based on typical qualifications, at different points in teachers' careers (2014) and Table D.3.3a, Comparison of teachers' statutory salaries, based on typical qualifications (2014), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

3. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/typical training"); aged 35 to 44 (for "Salary after 10 years of experience/typical training"); or aged 45 or older (for "Salary after 15 years of experience/typical training" and "Salary at the top of the scale/typical training"). Reflects public institutions in submitting jurisdictions, as reported in the 2013/2014 Elementary-Secondary Education Survey (ESES). Yukon and Nunavut did not submit data and are not included in the Canadian average. The Northwest Territories are not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The Northwest Territories is included in the average for "Years from starting to top salary".

4. The figures provided by Ontario are the midpoint of a range based on the provincially funded grid. They reflect the funded salary assuming the most common level of qualifications among teachers in Ontario at the relevant experience level. The salaries reported for ISCED 1 (Primary) and ISCED 2 (Lower Secondary) include Ontario elementary teachers' salaries and those for ISCED 3 (Upper Secondary) include Ontario secondary teachers' salaries. In Ontario, salary grids were established at the school board level. In 2014, the School Boards Collective Bargaining Act created a framework for province-wide bargaining on central issues, including salary increases.

5. In Manitoba and Alberta, salaries are negotiated at the school board level. The salaries shown reflect averages weighted on the number of students in each school board.

6. In Saskatchewan, salaries are based on Class IV of the Provincial Collective Bargaining Agreement between the boards of education, the government of Saskatchewan and the teachers of Saskatchewan.

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), 2015 Survey on Teacher's Salaries and Working Time.

D3 Teachers' working time

Context

This indicator focuses on the working time and teaching time of teachers in public institutions, by level of education taught, in the 2013/2014 school year. Although working time and teaching time only partly determine teachers' workloads, they provide valuable insight into the different demands that provinces and territories place on their teachers. Together with teachers' salaries (see Indicator D2), this indicator describes some key aspects of teachers' working conditions. Data are presented for Canada, and for the provinces and territories.[1]

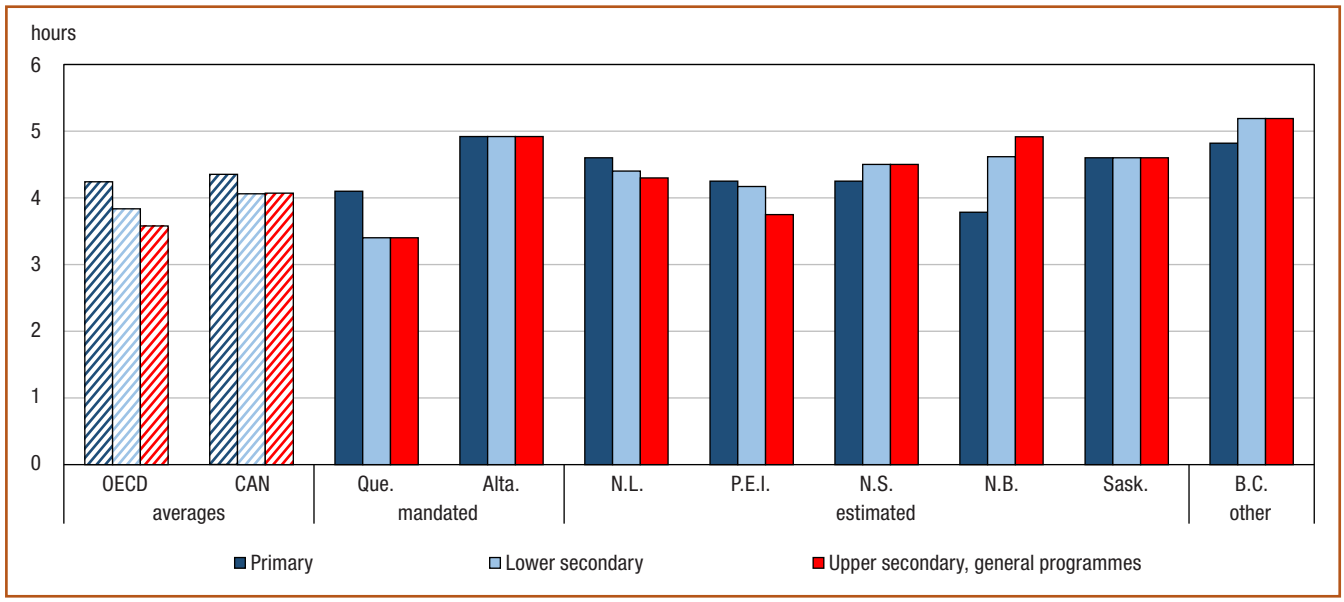
Similar to instruction time for students (see Indicator D1) and teachers' salaries (see Indicator D2), the amount of time teachers spend teaching has an impact on education budgets. Moreover, teaching hours and the extent of non-teaching duties are major components of the working conditions and may have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

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

Observations

Teaching time and total working time

Chart D.3.1
Hours of teaching time per day, by educational level taught, 2013/2014

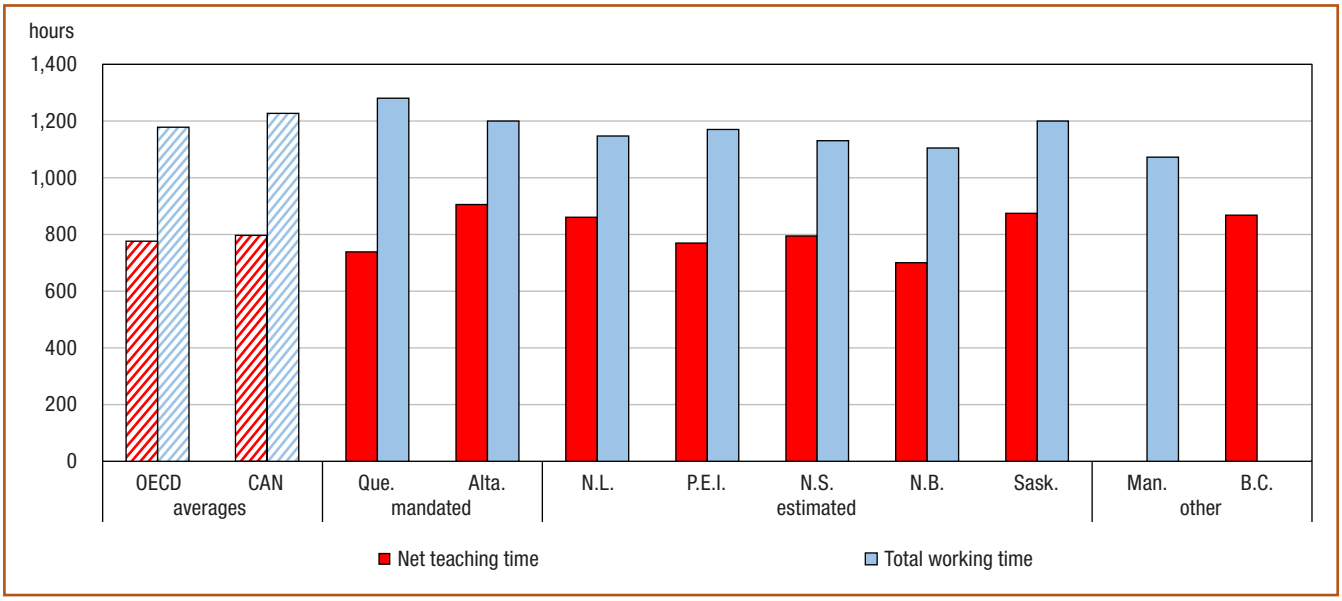


Notes: Data are not available for Ontario, Manitoba, the Northwest Territories, Yukon and Nunavut. Data are derived from Table D.3.1 and are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" categories.
The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Table D.3.1.

1. Data for the 2013/2014 school year were not available for Yukon and Nunavut.

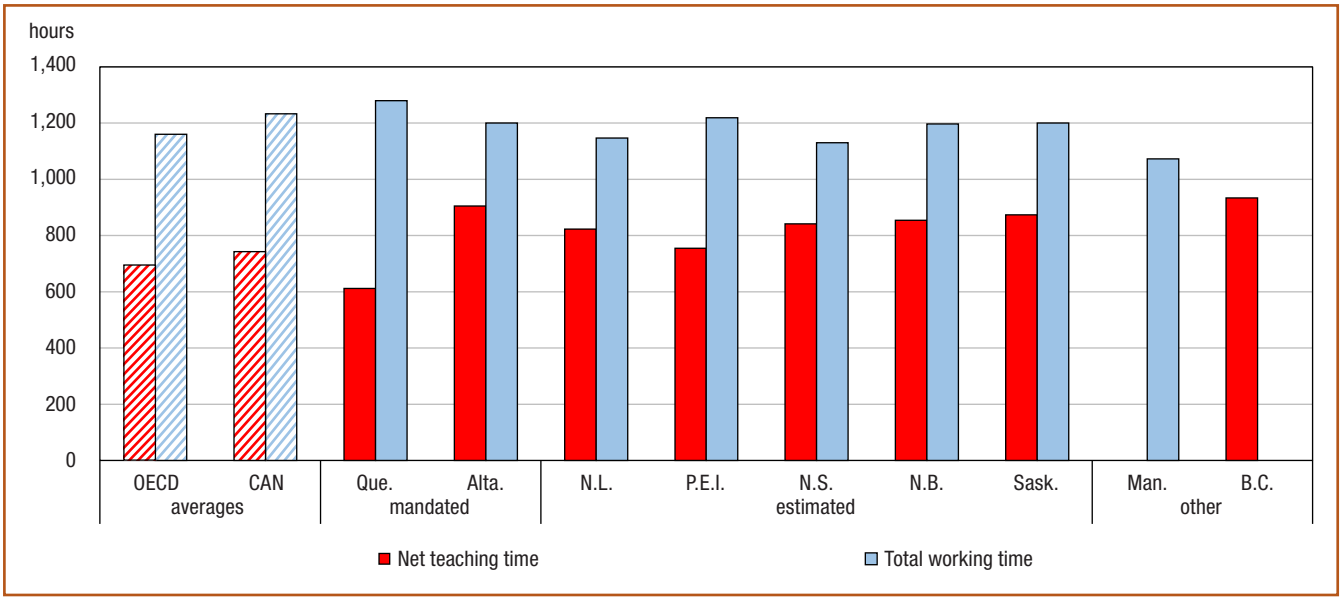
- For Canada in 2013/2014, the overall number of teaching hours per day was 4.4 hours for primary education, and slightly less (4.1 hours) for lower secondary and upper secondary education.
- Teaching hours per day in Canada were slightly higher than the OECD averages of 4.2 hours for primary education, 3.8 hours for lower secondary and 3.6 hours for upper secondary education.

Chart D.3.2.1
Annual net teaching time and total working time, primary level, 2013/2014



Notes: Data are not available for Ontario, Northwest Territories and Nunavut; data on teaching time are not available for Manitoba; data on working time are not available for British Columbia. Data are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" groups.
The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Table D.3.1.

Chart D.3.2.2
Annual net teaching time and total working time, lower secondary level, 2013/2014

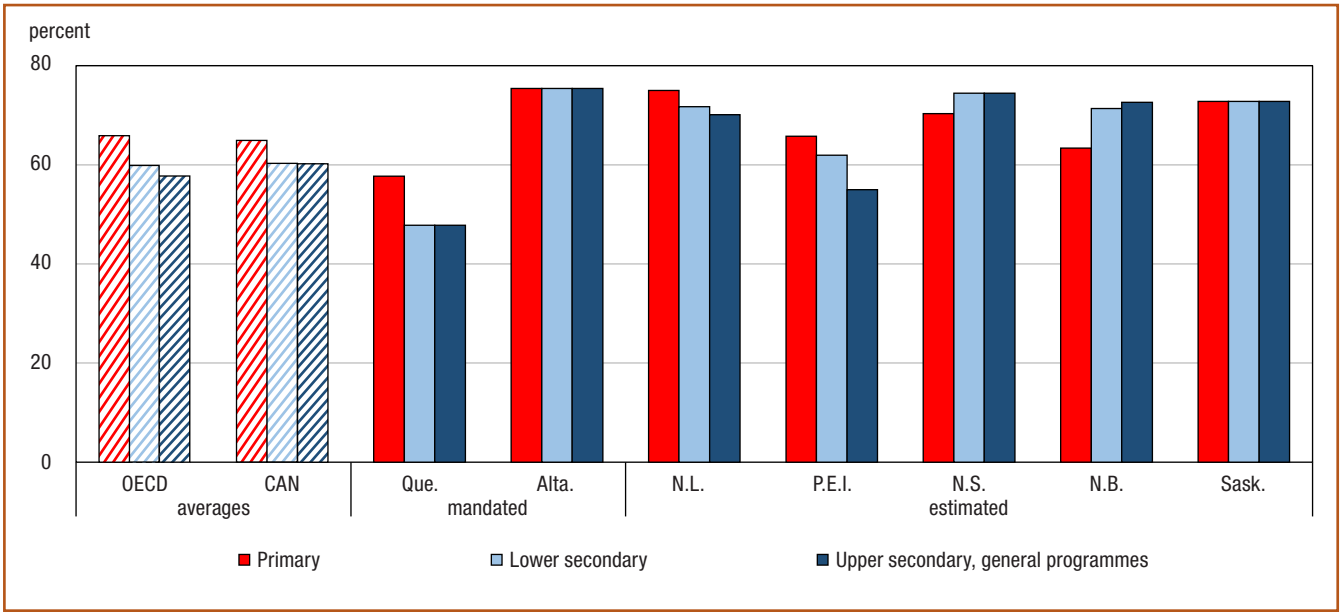


Notes: Data are not available for Ontario, Northwest Territories, Yukon and Nunavut; data on teaching time are not available for Manitoba; data on working time are not available for British Columbia.
Data are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported.
The Canada average includes jurisdictions in the "mandated" and "estimated" groups.
The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Table D.3.1.

- In Canada, primary school teachers taught an average of 796 hours in 2013/2014 compared with the OECD average of 776 hours. Lower secondary school teachers taught an average of 743 hours in 2013/2014, compared with 694 hours for all OECD reporting countries.
- At the primary level, annual net teaching time varied from 700 hours in New Brunswick to 905 hours in Alberta. Total working time varied from 1,073 hours in Manitoba to 1,280 hours in Quebec.
- At the lower secondary level, British Columbia reported the most time teaching at 934 hours; the lowest amount (612 hours) was reported in Quebec.
- Total working time among lower secondary teachers in the provinces and territories was lowest in Manitoba (1,073 hours) and highest in Quebec (1,280 hours).

Proportion of total working time spent teaching

Chart D.3.3
Net teaching time as a percentage of total working time, 2013/2014

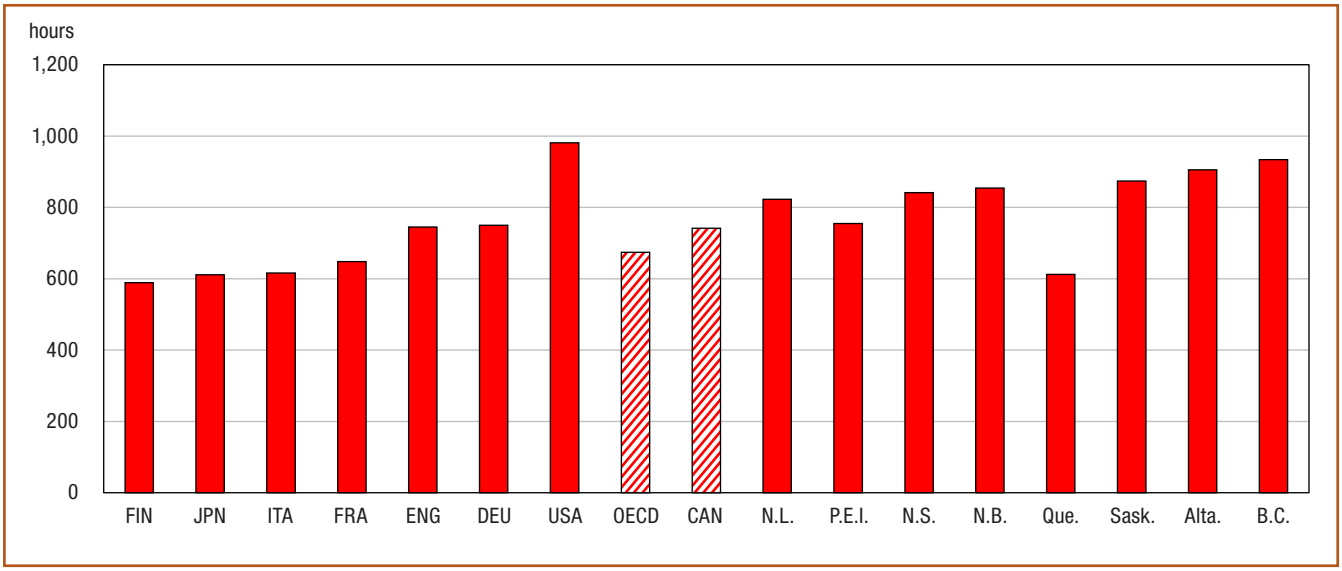


Notes: Data are not available for Ontario, Manitoba, British Columbia, the Northwest Territories, Yukon and Nunavut. The Canada average includes jurisdictions in the "mandated" and "estimated" groups.
The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Table D.3.1.

- In Canada in 2013/2014, the proportion of net teaching time to total working time was close to the OECD average for both primary and secondary education.
- Time spent teaching as a proportion of total working time varied widely from one province or territory to another. In 2013/2014, at the lower and upper secondary levels, the proportion of working time spent teaching ranged from 48% in Quebec to 75% in Alberta.

International comparison of teaching hours

Chart D.3.4
Number of teaching hours per year in general lower secondary education, Canada, provinces, OECD and selected countries, 2013/2014



Notes: The data refer to teaching hours in general lower secondary education.
Data are not available for Ontario, Manitoba, Northwest Territories, Yukon and Nunavut.
Countries other than Canada are ranked in ascending order and include the G-7 group of countries. Finland is included due to their high ranking in academic assessments.
The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Sources: Table D.3.1, *Education at a Glance 2016: OECD Indicators*, Table D.4.1, Organisation of teachers' working time (2014).

- Within the G-7 group of countries and Finland, lower secondary teachers in Canada came in fourth place for the highest number of teaching hours per year at 743 hours.
- Lower secondary teachers in Finland (589 hours), Japan (611 hours), Italy (616 hours), and France (648 hours) spend less time teaching per year than their counterparts in Canada and the United States.
- Students in Finland generally score high in international academic assessments, yet their teachers spend the lowest number of teaching hours as compared to the G-7 group of countries and the OECD average.

Definitions, sources and methodology

The data are from the OECD-INES 2015 Survey on Teacher's Salaries and Working Time and refer to the 2013/2014 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 and working 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 and working 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. Net teaching time in hours per year is normally calculated as the number of teaching days per year multiplied by the number of hours a teacher teaches per day (excluding periods of time formally allowed for breaks between lessons or groups of lessons). At the primary level, short breaks between lessons are included if the classroom teacher is responsible for the class during those breaks. Apart from Quebec and Alberta, net teaching time was estimated by subtracting from mandated instruction time (as defined in Indicator D1), time allowed for teachers during the school day for marking and preparation as well as recess, if the latter was included in instruction time and if supervision of children was not mandatory.

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

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

For all variables, the Canada level average is weighted by the number of full-time educators, for all levels of education combined,[2] for all jurisdictions who submitted figures for both teaching time and working time.

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

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

Table D.3.1
Organization of teachers' working time in public institutions, by educational level taught, Canada and jurisdictions, 2013/2014

	Number of weeks of instruction[1]			Number of days of instruction[1]			Net teaching time[2]		
	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]
	weeks			days			hours		
OECD average[5]	**38**	**37**	**37**	**183**	**181**	**180**	**776**	**694**	**644**
Canada[6]	**37**	**37**	**37**	**183**	**183**	**183**	**796**	**743**	**744**
Mandated teaching and working time									
Quebec	36	36	36	180	180	180	738	612	612
Alberta[7]	37	37	37	184	184	184	905	905	905
Estimated teaching and working time[8]									
Newfoundland and Labrador	37	37	37	187	187	187	860	823	804
Prince Edward Island	36	36	36	181	181	181	769	755	679
Nova Scotia	37	37	37	187	187	187	795	842	842
New Brunswick	37	37	37	185	185	185	700	854	910
Saskatchewan	38	38	38	190	190	190	874	874	874
Yukon	..	..	..	..	..	..	..	..	..
Other[9]									
Ontario	38	38	38	188	188	188	..	..	..
Manitoba	37	37	37	185	185	185	..	..	..
British Columbia	37	37	37	180	180	180	868	934	934
Northwest Territories	..	..	..	..	..	..	..	..	..
Nunavut	..	..	..	..	..	..	..	..	..

	Working time required at school[3]			Total statutory working time		
	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]
	hours					
OECD average[5]	**1,178**	**1,160**	**1,115**	**1,585**	**1,609**	**1,588**
Canada[6]	**1,227**	**1,233**	**1,236**	**...**	**...**	**...**
Mandated teaching and working time						
Quebec	1,280	1,280	1,280	1,280	1,280	1,280
Alberta[7]	1,200	1,200	1,200	1,200	1,200	1,200
Estimated teaching and working time[8]						
Newfoundland and Labrador	1,147	1,147	1,147	...	...	...
Prince Edward Island	1,170	1,219	1,234	...	...	...
Nova Scotia	1,130	1,130	1,130	...	...	...
New Brunswick	1,105	1,197	1,253	...	...	...
Saskatchewan	1,200	1,200	1,200	...	...	...
Yukon	..	..	..	..	..	..
Other[9]						
Ontario	..	..	..	...	...	...
Manitoba	1,073	1,073	1,073	...	...	...
British Columbia	..	..	..	...	...	...
Northwest Territories	..	..	..	...	...	...
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. These averages are from *Education at a Glance 2016: OECD Indicators*, Table D.4.1, Organisation of teachers' working time (2014), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
6. Canada figures are weighted averages based on the number of full-time educators, and reflect public institutions in submitting jurisdictions, as reported in the 2013/2014 Elementary-Secondary Education Survey (ESES). Data for Ontario, Manitoba, British Columbia, Yukon, the Northwest Territories and Nunavut are excluded from the Canadian average.
7. Alberta's net teaching time and "working time required at school" reflect the maximum time a full-time teacher can be assigned to teach or to work and may not necessarily be the actual hours a teacher is assigned.
8. Jurisdictions in this subgroup, in which net teaching time and total working time are not mandated in collective agreement or regulation, estimated teaching time based on mandatory instruction time figures as follows: mandatory instruction time (see indicator D1) minus marking and preparation time equals "net teaching time"; mandatory instruction time plus supervision and meeting time plus time for professional development equals "working time required at school".
9. "Other" jurisdictions could not report all categories and so are not included in the Canada average, which is consistent with Canada's reporting to the OECD. In Manitoba, and British Columbia, teaching time and / or working time are estimated consistently with estimation methods of those who reported both (see note 8).

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2015 Survey on Teachers Salaries and Working Time.

Chapter E

Intergenerational Mobility in Education

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

Context

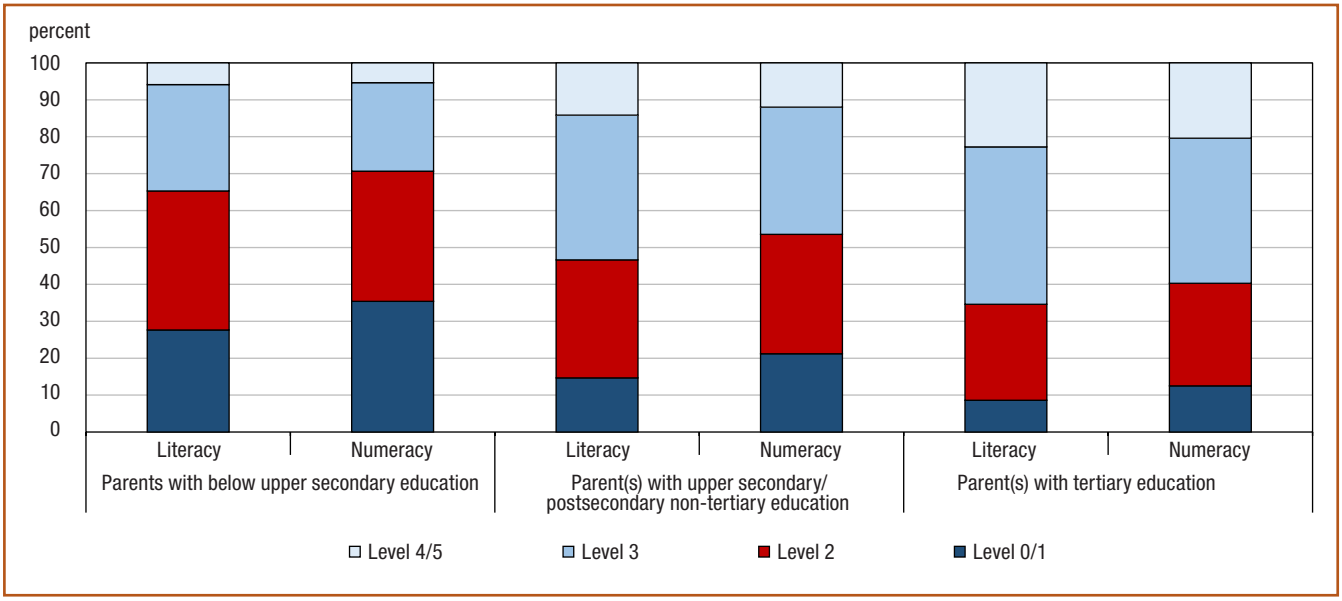
This indicator is based on data from the Program for the International Assessment of Adult Competencies (PIAAC), a household study conducted under the auspices of the Organisation for Economic Co-operation and Development (OECD). In *Education at a Glance 2016: OECD Indicators* and other OECD publications, PIAAC is referred to as the "Survey of Adult Skills."

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

This indicator draws on data from PIAAC to analyse intergenerational mobility in education as well as skills by parental educational attainment.

Observations

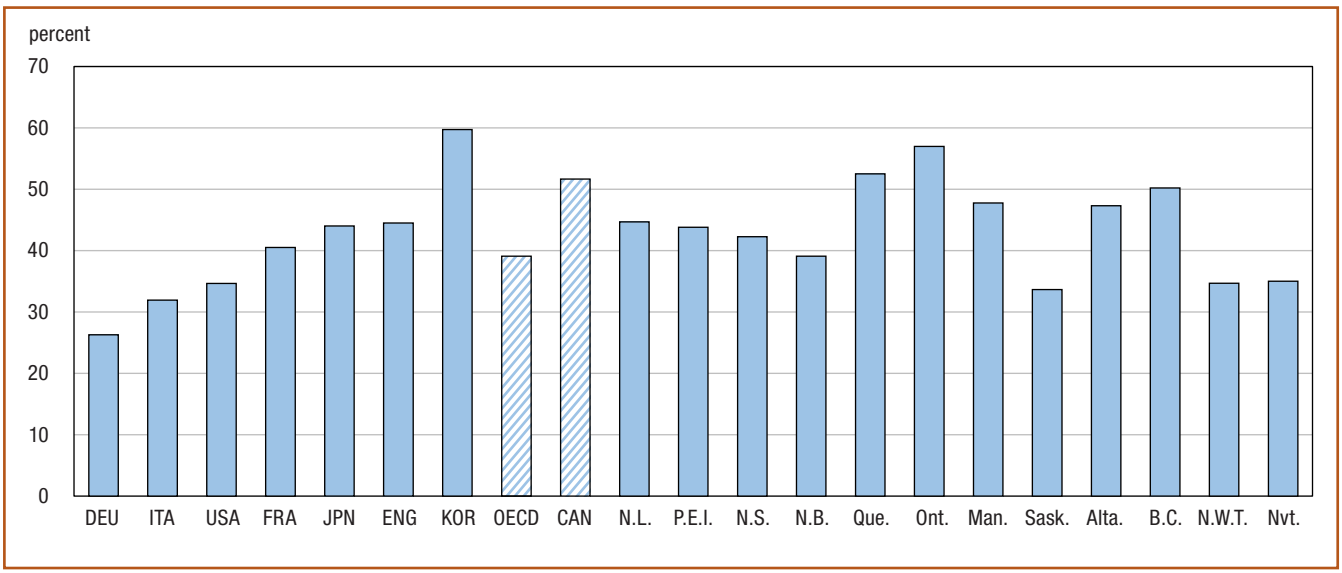
Chart E.1.1
Comparative distributions of literacy and numeracy proficiency levels of 25- to 64-year-old non-students, by highest level of parental educational attainment, Canada, 2012



Sources: Tables E.1.1.1 and E.1.1.2.

- Canadians whose parents have higher levels of educational attainment scored higher than those whose parents are less educated, in both literacy and numeracy. This finding was observed in all provinces and territories, where estimates are available.

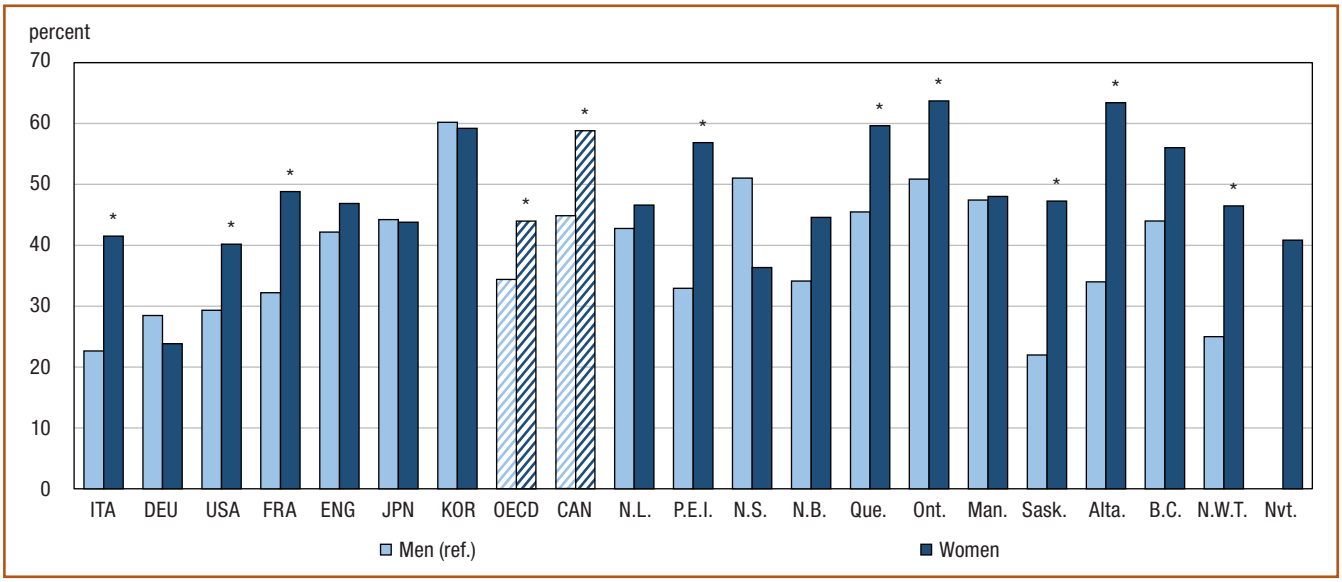
Chart E.1.2
Percentage of intergenerational mobility in education from upper secondary/postsecondary non-tertiary to tertiary of 25- to 44-year-old non-students, Canada, provinces and territories, OECD and selected countries, 2012[1]



1. The OECD average includes countries participating in Round I (2012) and Round II (2015) of PIAAC.
Notes: Data are not available in Yukon as they are too unreliable to be published.
Countries other than Canada are ranked in ascending order of the percentage of intergenerational mobility in education of 25- to 44-year old non-students.
The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Table E.1.2.

- Mobility between two generations from upper secondary or postsecondary non-tertiary to tertiary education is particularly large in Canada, in relation to the OECD average and to other participating OECD countries. Mobility at this level in Canada is second largest among these countries, after Korea.
- Mobility between two generations from upper secondary or postsecondary non-tertiary to tertiary education among provinces and territories is larger in Ontario, Quebec and British Columbia, at 50% and over.

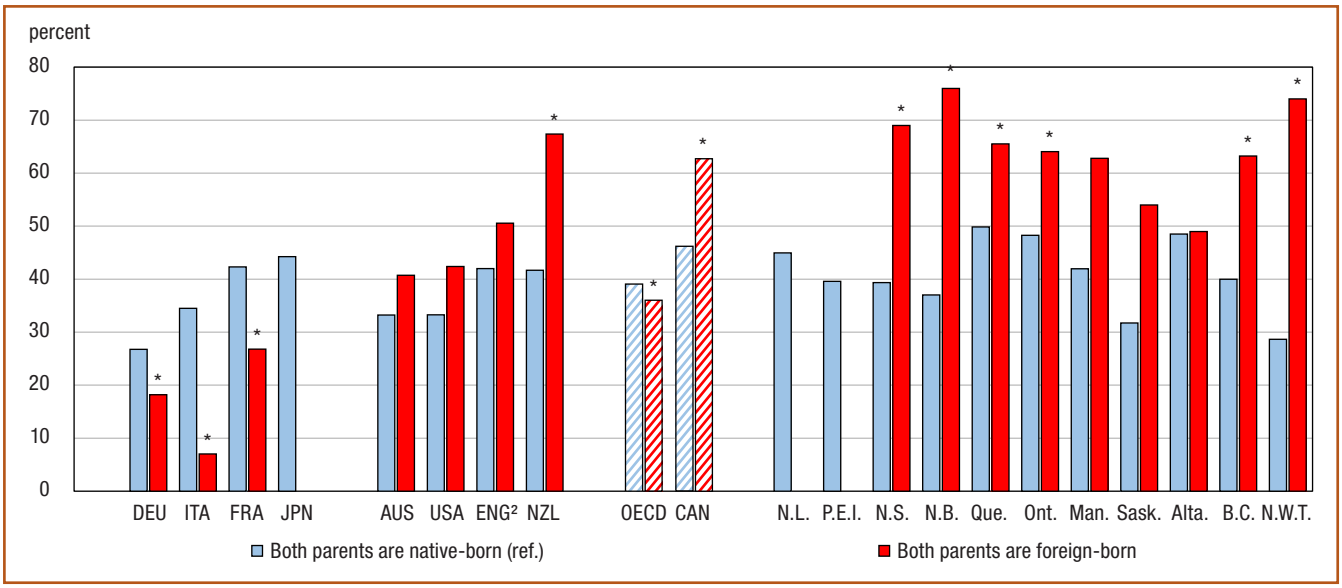
Chart E.1.3
Percentage of intergenerational mobility in education from upper secondary/postsecondary non-tertiary to tertiary of 25- to 44-year-old non-students, by gender, Canada, provinces and territories, OECD and selected countries, 2012[1]



* significantly different from reference category ($p < 0.05$)
1. The OECD average includes countries participating in Round I (2012) and Round II (2015) of PIAAC.
Notes: Some data elements are not available in Yukon and Nunavut as they are too unreliable to be published, see Table E.1.2 for further detail. Countries other than Canada are ranked in ascending order of the percentage of intergenerational mobility in education of 25- to 44-year old non-student men.
The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.
Source: Table E.1.2.

- In Canada and the OECD, intergenerational mobility from upper secondary or postsecondary non-tertiary to tertiary is generally larger among women than among men. This is also the case in France, Italy, and the United States.
- The difference in mobility from upper secondary or postsecondary non-tertiary to tertiary between women and men is larger in Canada than at the OECD average.
- In Canada, the largest differences in intergenerational mobility from upper secondary or postsecondary non-tertiary to tertiary between women and men are found in Alberta, Northwest Territories, Prince Edward Island, and Saskatchewan, at over 20 percentage points.

Chart E.1.4
Percentage of intergenerational mobility in education from upper secondary/post-secondary non-tertiary to tertiary of 25- to 44-year-old non-students, by native-born and foreign-born parents, Canada, provinces and territories, OECD and selected countries, 2012/2015[1]



* significantly different from reference category ($p < 0.05$)

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

2. In the case of England, foreign-born parents refers to those born outside of the United Kingdom.

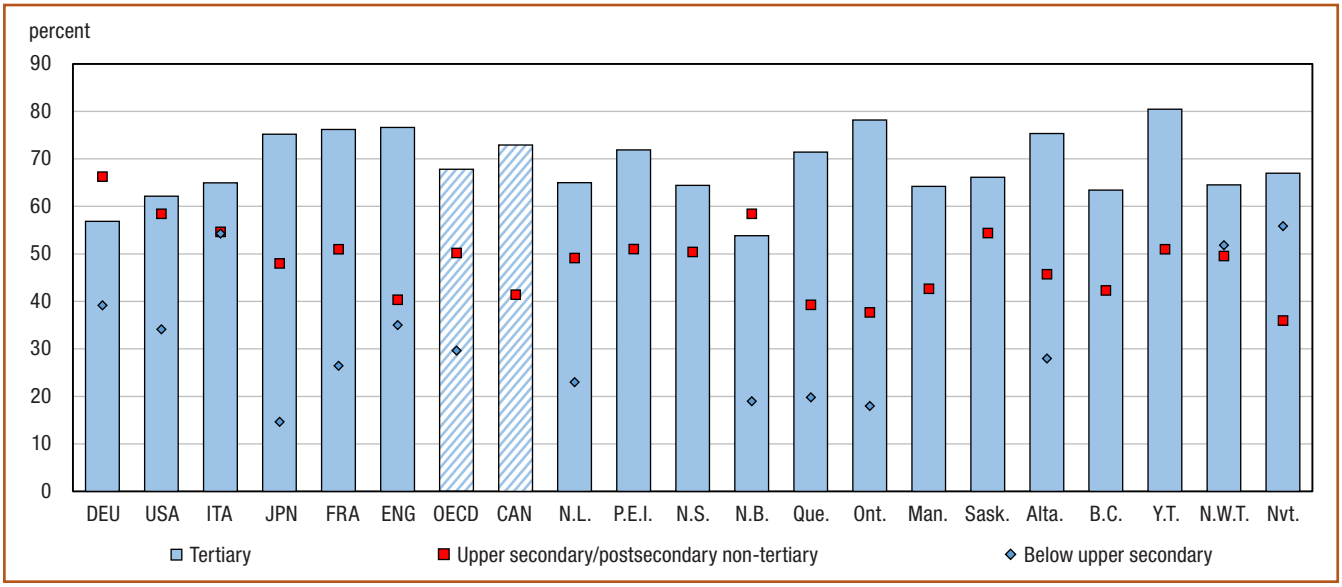
Notes: Some data elements are not available in Japan, Newfoundland and Labrador, Prince Edward Island, Yukon, and Nunavut as they are too unreliable to be published or due to a small sample size, see Table E.1.3 for further detail. Countries other than Canada are ranked in ascending order of the percentage of intergenerational mobility in education of 25- to 44-year old non-students with native-born parents.

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

Source: Table E.1.3.

- In Canada and New Zealand, intergenerational mobility from upper secondary or postsecondary non-tertiary to tertiary is larger among those with foreign-born parents than among those with native-born parents. The reverse pattern is seen in the OECD countries on average, France, Germany, and Italy, where intergenerational mobility is smaller among those with foreign-born parents than among those with native-born parents.
- In Canada, intergenerational mobility among those with foreign-born parents is second largest among the OECD participating countries, after New Zealand.
- Within Canada, intergenerational mobility in education from upper secondary or postsecondary non-tertiary to tertiary among those with an immigrant background is among the largest in New Brunswick and the Northwest Territories, at over 70%.
- In Alberta, no difference is observed in intergenerational mobility in education from upper secondary or post-secondary non-tertiary to tertiary among those with foreign-born and those with native-born parents. These differences are also not statistically significant in Manitoba and Saskatchewan.

Chart E.1.5
Percentage of intergenerational perpetuation of educational attainment of 25- to 44-year-old non-students, Canada, provinces and territories, OECD and selected countries, 2012[1]



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

Notes: Intergenerational perpetuation refers to the situation in which children attain the same level of education as the highest level attained by one or both parents. Data on intergenerational perpetuation at below upper secondary education are not available in Prince Edward Island, Nova Scotia, Manitoba, Saskatchewan, British Columbia, and Yukon as they are too unreliable to be published. Countries other than Canada are ranked in ascending order of the percentage of intergenerational perpetuation of tertiary educational attainment of 25- to 44-year old non-students.
The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Source: Table E.1.4.

- In Canada, intergenerational perpetuation of tertiary education is higher than that of any other level of education.
- Canada is above the OECD average and many other PIAAC participating countries in intergenerational perpetuation of tertiary education.
- On the other end of the scale, intergenerational perpetuation of below upper secondary in Canada is lower than the OECD average, and lower than that of G7 countries except for Japan.
- In Canada, Alberta, Ontario, and Yukon are among the highest in intergenerational perpetuation rates at the tertiary level, at 75% and over.

Definitions, sources and methodology

Programme for the International Assessment of Adult Competencies (PIAAC)

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

For this report, tables based on PIAAC data have been organized into a single indicator, E1. The tables and charts represent a selection of results from PIAAC that are included in *Education at a Glance 2014: OECD Indicators* and *Education at a Glance 2016: OECD Indicators*. Not all *EAG* tables have been reproduced.

PIAAC results included in *Education at a Glance 2016: OECD Indicators* are based on data from Round I (2012) and Round II (2015) countries. Round I OECD countries participating in PIAAC include Australia, Austria, Canada, Czech Republic, Denmark, England (UK), Estonia, Finland, Flanders (Belgium), France, Germany, Ireland, Italy, Japan, Korea, Netherlands, Northern Ireland (UK), Norway, Poland, Slovak Republic, Spain, Sweden, and United States. Round II OECD countries participating in PIAAC include Chile, Greece, Israel, New Zealand, Slovenia, and Turkey. For this reason, the composition of the OECD average in PIAAC has changed from earlier publications of *Education at a Glance* and *Education Indicators in Canada: An International Perspective*.

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

This indicator measures skills by parental educational attainment, intergenerational perpetuation of educational attainment, and intergenerational mobility from upper secondary or postsecondary non-tertiary to tertiary education by parental background and respondent's gender.

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

Data from individual Group of 7 (G7) countries have been added to facilitate comparative analysis between Canada and its provinces and territories, the OECD average, and other major advanced economies. Data from other countries have been added to certain charts and tables when deemed appropriate.

To capture challenges facing education systems in relation to young adults, the analysis examines non-student adults aged between 25 and 64 (in most instances the age range is restricted to 25 to 44 year-olds), and their parents. Intergenerational mobility in education may not be the same for those with one foreign-born parent as for those whose parents are both foreign-born. However, due to the small number of observations of such cases, this analysis focuses on comparing people whose parents are both native-born with those whose parents are both foreign-born.

Educational attainment:

Educational attainment is categorized by completion of educational programs defined by International Standard Classification of Education (ISCED-97)[1] levels, which are grouped as follows:

- Below upper secondary corresponds to ISCED levels 0, 1, 2 and 3C short programmes;
- Upper secondary or postsecondary non-tertiary corresponds to ISCED levels 3C long programmes, and levels 3B, 3A, and 4;
- Tertiary education corresponds to ISCED levels 5B, 5A, and 6.

An individual who has not successfully completed a programme is assigned the preceding education level.

Non-student:

Non-student refers to an individual who was not enrolled as a student at the time of the survey. For example, "non-students who completed tertiary education" refers to individuals who had completed tertiary education and were not students when the survey was conducted.

1. ISCED-97 was used to classify education levels for PIAAC as it was the classification in use at the time these data were published. ISCED-97 is as follows:
Levels 0,1,2 and 3C short program refers to pre-primary education, primary education, lower secondary and upper secondary programs that do not lead directly to tertiary education.
Levels 3B, 3A and 4 refers to upper secondary programs that lead directly to tertiary education and post-secondary non-tertiary education.
Levels 5B, 5A and 6 refers to short-cycle tertiary education, bachelor's or equivalent level, master's or equivalent level and doctoral or equivalent level.

Parents' educational attainment:

- below upper secondary means that both parents have attained ISCED-97 levels 0, 1, 2 or 3C short programmes;
- upper secondary or postsecondary non-tertiary means that at least one parent (either mother or father) has attained ISCED-97 levels 3A, 3B, 3C long programmes or level 4;
- tertiary means that at least one parent (either mother or father) has attained ISCED-97 levels 5A, 5B or 6.

Intergenerational mobility in education:

Intergenerational mobility in education refers to the situation in which children attain a different level of education from that of either one or both parents. Intergenerational mobility can mean attaining a level of education that is either higher or lower than the level attained by the parent(s). For example, intergenerational mobility in education from upper secondary or post-secondary non-tertiary to tertiary refers to the situation in which the highest educational attainment of parent(s) is upper secondary or postsecondary non-tertiary (i.e. either one parent or both parents have this level of education) and children have tertiary education.

Intergenerational perpetuation of educational attainment:

Intergenerational perpetuation refers to the situation in which children attain the same level of education as the highest level attained by one or both parents.

Native-born parents:

Native-born parents refers to the situation in which both parents were born in the survey country.

Foreign-born parents:

Foreign-born parents refers to the situation in which both parents were born outside the survey country.

Table E.1.1.1

Comparative distributions of literacy proficiency levels of 25- to 64-year-old non-students, by highest level of parental educational attainment, Canada, provinces and territories, 2012

	Parents with below upper secondary education		Parent(s) with upper secondary or postsecondary non-tertiary education		Parent(s) with tertiary education		All levels of parental education	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Canada								
Level 0/1	**28**	**(1.1)**	**15**	**(0.8)**	**9**	**(0.8)**	**17**	**(0.5)**
Level 2	**38**	**(1.6)**	**32**	**(1.2)**	**26**	**(1.1)**	**32**	**(0.7)**
Level 3	**29**	**(1.3)**	**39**	**(1.4)**	**43**	**(1.3)**	**37**	**(0.8)**
Level 4/5	**6**	**(0.6)**	**14**	**(1.0)**	**23**	**(1.1)**	**15**	**(0.6)**
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Newfoundland and Labrador								
Level 0/1	32	(3.3)	16	(2.3)	F	...	21	(1.8)
Level 2	42	(3.4)	37	(3.4)	25	(3.8)	37	(2.1)
Level 3	22	(2.3)	37	(3.3)	48	(5.0)	33	(1.8)
Level 4/5	F	...	10[E]	(2.1)	22[E]	(4.0)	9	(1.3)
Total	**97**	**...**	**100**	**...**	**94**	**...**	**100**	**...**
Prince Edward Island								
Level 0/1	19[E]	(4.4)	9[E]	(2.5)	F	...	12[E]	(2.3)
Level 2	42	(4.4)	28	(4.4)	24[E]	(4.3)	31	(2.4)
Level 3	30	(4.5)	46	(4.9)	48	(4.8)	42	(2.5)
Level 4/5	F	...	17[E]	(3.6)	20[E]	(4.6)	15[E]	(2.6)
Total	**92**	**...**	**100**	**...**	**93**	**...**	**100**	**...**
Nova Scotia								
Level 0/1	23	(2.8)	15[E]	(2.8)	8[E]	(2.0)	15	(1.3)
Level 2	41	(3.6)	34	(3.3)	23	(3.3)	33	(1.9)
Level 3	28	(3.2)	37	(3.5)	44	(4.2)	36	(2.1)
Level 4/5	8[E]	(1.9)	14[E]	(2.6)	26	(4.0)	16	(1.9)
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
New Brunswick								
Level 0/1	30	(2.4)	12[E]	(2.5)	6[E]	(1.6)	17	(1.4)
Level 2	42	(2.6)	34	(3.3)	25	(2.9)	35	(1.8)
Level 3	24	(2.4)	42	(3.1)	48	(3.5)	37	(1.7)
Level 4/5	4[E]	(1.1)	12[E]	(2.6)	20	(3.2)	11	(1.3)
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Quebec								
Level 0/1	30	(1.4)	15	(1.1)	9	(1.2)	19	(0.8)
Level 2	42	(1.7)	33	(1.5)	24	(1.6)	35	(1.0)
Level 3	24	(1.2)	40	(1.8)	44	(2.1)	35	(0.9)
Level 4/5	4[E]	(0.6)	12	(1.1)	23	(1.7)	11	(0.7)
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Ontario								
Level 0/1	25	(2.1)	14	(1.5)	8	(1.1)	15	(0.9)
Level 2	35	(2.9)	32	(2.3)	28	(2.0)	31	(1.6)
Level 3	33	(2.7)	39	(2.3)	41	(2.4)	38	(1.5)
Level 4/5	7[E]	(1.3)	15	(1.7)	23	(1.9)	16	(1.1)
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Manitoba								
Level 0/1	28	(3.5)	12[E]	(2.5)	8[E]	(2.3)	17	(1.7)
Level 2	36	(4.1)	31	(3.9)	23	(3.6)	31	(2.2)
Level 3	29	(4.0)	41	(4.2)	44	(5.2)	37	(2.3)
Level 4/5	7[E]	(2.2)	16[E]	(3.1)	25[E]	(4.3)	15	(2.1)
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Saskatchewan								
Level 0/1	20[E]	(3.8)	18[E]	(3.0)	6[E]	(2.0)	15	(1.7)
Level 2	38	(4.7)	32	(3.8)	23[E]	(4.1)	31	(2.5)
Level 3	32	(4.1)	39	(4.0)	52	(4.6)	41	(2.3)
Level 4/5	9[E]	(2.8)	11[E]	(2.4)	19[E]	(4.0)	13	(1.8)
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Alberta								
Level 0/1	24[E]	(4.3)	15[E]	(2.8)	9[E]	(2.3)	15	(1.6)
Level 2	37	(5.1)	29	(4.2)	24	(3.6)	29	(2.3)
Level 3	31	(4.9)	40	(4.3)	43	(3.7)	39	(2.5)
Level 4/5	8[E]	(2.3)	15[E]	(2.9)	24	(3.3)	16	(1.5)
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
British Columbia								
Level 0/1	35	(5.0)	15[E]	(2.6)	10[E]	(2.3)	17	(1.7)
Level 2	29[E]	(6.0)	31	(3.5)	27	(3.3)	29	(2.2)
Level 3	29[E]	(5.1)	38	(3.7)	42	(4.2)	37	(2.3)
Level 4/5	F	...	16[E]	(3.0)	21	(3.0)	16	(1.9)
Total	**93**	**...**	**100**	**...**	**100**	**...**	**100**	**...**

Table E.1.1.1

Comparative distributions of literacy proficiency levels of 25- to 64-year-old non-students, by highest level of parental educational attainment, Canada, provinces and territories, 2012 (continued)

	Parents with below upper secondary education		Parent(s) with upper secondary or postsecondary non-tertiary education		Parent(s) with tertiary education		All levels of parental education	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Yukon								
Level 0/1	F	...	F	...	F	...	F	...
Level 2	F	...	F	...	F	...	25[E]	(7.3)
Level 3	F	...	48[E]	(15.3)	46[E]	(10.4)	42[E]	(8.1)
Level 4/5	F	...	F	...	38[E]	(11.9)	20[E]	(5.7)
Total	**...**	**...**	**48**	**...**	**84**	**...**	**87**	**...**
Northwest Territories								
Level 0/1	50	(8.1)	24[E]	(6.0)	13[E]	(3.4)	29	(4.6)
Level 2	32[E]	(7.1)	35	(5.2)	26[E]	(6.2)	31	(2.6)
Level 3	15[E]	(3.5)	29[E]	(6.3)	40	(6.2)	28	(3.5)
Level 4/5	F	...	12[E]	(2.5)	22[E]	(5.4)	12[E]	(2.2)
Total	**96**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Nunavut								
Level 0/1	60	(4.8)	34[E]	(10.9)	17[E]	(5.3)	48	(3.6)
Level 2	32	(4.4)	27[E]	(8.5)	28[E]	(6.8)	31	(3.3)
Level 3	x	x	31[E]	(9.5)	38[E]	(8.2)	16	(2.7)
Level 4/5	x	x	F	...	17[E]	(5.1)	5[E]	(1.3)
Total	**93**	**...**	**92**	**...**	**100**	**...**	**100**	**...**

... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
F too unreliable to be published
Note: Due to rounding, totals may not match the sum of the individual values. The OECD average is not reported here as it only includes countries participating in Round I (2012) of PIAAC.
Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Table A.4.3 (L).

Table E.1.1.2

Comparative distributions of numeracy proficiency levels of 25- to 64-year-old non-students, by highest level of parental educational attainment, Canada, provinces and territories, 2012

	Parents with below upper secondary education		Parent(s) with upper secondary or postsecondary non-tertiary education		Parent(s) with tertiary education		All levels of parental education	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Canada								
Level 0/1	**35**	**(1.2)**	**21**	**(0.9)**	**13**	**(0.9)**	**23**	**(0.6)**
Level 2	**35**	**(1.5)**	**32**	**(1.2)**	**28**	**(1.2)**	**32**	**(0.7)**
Level 3	**24**	**(1.2)**	**34**	**(1.4)**	**39**	**(1.6)**	**33**	**(0.9)**
Level 4/5	**5**	**(0.6)**	**12**	**(1.0)**	**20**	**(1.1)**	**13**	**(0.6)**
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Newfoundland and Labrador								
Level 0/1	50	(3.1)	26	(2.7)	9[E]	(2.7)	33	(1.8)
Level 2	34	(2.9)	37	(3.4)	30	(4.5)	34	(1.9)
Level 3	14	(2.2)	28	(3.1)	41	(5.1)	25	(1.6)
Level 4/5	F	...	9[E]	(2.0)	19[E]	(4.0)	8	(1.2)
Total	**98**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Prince Edward Island								
Level 0/1	29	(4.8)	16[E]	(3.3)	13[E]	(3.5)	19	(2.7)
Level 2	39	(4.6)	35	(4.9)	30	(4.0)	35	(2.9)
Level 3	25	(4.0)	34	(4.3)	42	(4.6)	34	(2.7)
Level 4/5	F	...	14[E]	(3.7)	15[E]	(3.5)	12[E]	(2.2)
Total	**93**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Nova Scotia								
Level 0/1	35	(3.2)	24	(2.9)	13[E]	(2.7)	24	(1.8)
Level 2	37	(3.3)	34	(3.2)	26	(3.3)	32	(2.1)
Level 3	22	(3.3)	31	(2.6)	38	(3.0)	30	(1.8)
Level 4/5	6[E]	(1.7)	11[E]	(2.2)	23	(3.3)	13	(1.4)
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
New Brunswick								
Level 0/1	43	(2.9)	19	(2.5)	12[E]	(2.2)	26	(1.5)
Level 2	37	(2.9)	37	(3.3)	31	(3.2)	36	(1.9)
Level 3	17	(2.2)	36	(4.1)	41	(3.9)	30	(1.7)
Level 4/5	F	...	7[E]	(2.2)	16[E]	(3.4)	8	(1.2)
Total	**97**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Quebec								
Level 0/1	34	(1.5)	18	(1.3)	9	(1.1)	22	(0.8)
Level 2	40	(1.8)	35	(1.4)	27	(2.0)	35	(1.0)
Level 3	23	(1.3)	37	(1.6)	42	(1.8)	32	(0.9)
Level 4/5	3[E]	(0.7)	11	(1.1)	22	(1.5)	11	(0.7)
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Ontario								
Level 0/1	35	(2.1)	22	(1.8)	13	(1.5)	22	(1.0)
Level 2	32	(2.8)	31	(2.2)	29	(2.3)	30	(1.2)
Level 3	26	(2.5)	34	(2.7)	38	(2.6)	33	(1.6)
Level 4/5	7[E]	(1.4)	13	(2.0)	20	(1.8)	14	(1.1)
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Manitoba								
Level 0/1	35	(3.9)	21	(3.3)	10[E]	(3.1)	23	(1.9)
Level 2	36	(4.0)	30	(3.5)	26[E]	(4.5)	31	(2.3)
Level 3	23	(3.0)	36	(3.9)	44	(5.9)	34	(2.7)
Level 4/5	5[E]	(1.6)	13[E]	(2.8)	20[E]	(4.3)	12	(1.8)
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Saskatchewan								
Level 0/1	31	(3.6)	24	(3.2)	8[E]	(2.4)	21	(1.9)
Level 2	35	(3.9)	31	(3.7)	27	(4.2)	31	(2.4)
Level 3	26	(3.8)	34	(3.5)	47	(4.9)	36	(2.7)
Level 4/5	F	...	10[E]	(2.2)	17[E]	(3.7)	12	(1.7)
Total	**92**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Alberta								
Level 0/1	33	(4.6)	21[E]	(3.5)	14[E]	(2.6)	21	(2.1)
Level 2	33	(4.1)	32	(4.0)	26	(3.8)	30	(2.5)
Level 3	26	(4.2)	33	(3.5)	39	(4.4)	34	(2.4)
Level 4/5	8[E]	(2.5)	14[E]	(2.7)	21	(3.4)	15	(1.6)
Total	**100**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
British Columbia								
Level 0/1	39	(5.3)	22	(3.1)	15[E]	(2.7)	23	(2.1)
Level 2	33[E]	(5.5)	32	(3.9)	27	(3.3)	30	(2.5)
Level 3	23[E]	(4.8)	35	(3.5)	39	(3.8)	34	(2.4)
Level 4/5	F	...	11[E]	(2.3)	19	(2.9)	13	(1.6)
Total	**95**	**...**	**100**	**...**	**100**	**...**	**100**	**...**

Table E.1.1.2

Comparative distributions of numeracy proficiency levels of 25- to 64-year-old non-students, by highest level of parental educational attainment, Canada, provinces and territories, 2012 (continued)

	Parents with below upper secondary education		Parent(s) with upper secondary or postsecondary non-tertiary education		Parent(s) with tertiary education		All levels of parental education	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Yukon								
Level 0/1	F	...	F	...	F	...	21[E]	(6.4)
Level 2	F	...	F	...	F	...	30[E]	(6.8)
Level 3	F	...	F	...	39[E]	(10.3)	34[E]	(7.7)
Level 4/5	F	...	F	...	F	...	15[E]	(4.2)
Total	**...**	**...**	**...**	**...**	**39**	**...**	**100**	**...**
Northwest Territories								
Level 0/1	62	(6.5)	33[E]	(6.8)	17[E]	(4.6)	38	(4.5)
Level 2	25[E]	(5.3)	33[E]	(6.1)	29[E]	(5.1)	29	(3.5)
Level 3	10[E]	(3.0)	25[E]	(4.6)	36	(4.4)	23	(2.5)
Level 4/5	F	...	9[E]	(2.8)	17[E]	(4.4)	10[E]	(1.9)
Total	**96**	**...**	**100**	**...**	**100**	**...**	**100**	**...**
Nunavut								
Level 0/1	74	(3.9)	44[E]	(10.7)	22[E]	(6.4)	60	(3.4)
Level 2	21[E]	(3.9)	28[E]	(8.1)	28[E]	(6.9)	23	(3.2)
Level 3	x	x	x	x	36[E]	(6.8)	13[E]	(2.4)
Level 4/5	x	x	x	x	14[E]	(4.5)	4[E]	(0.9)
Total	**95**	**...**	**72**	**...**	**100**	**...**	**100**	**...**

... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
F too unreliable to be published
Note: Due to rounding, totals may not match the sum of the individual values. The OECD average is not reported here as it only includes countries participating in Round I (2012) of PIAAC.
Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), Education at a *Glance 2014: OECD Indicators*, Table A.4.3 (N).

Table E.1.2

Percentage of intergenerational mobility in education of 25- to 44-year-old non-students, by gender, Canada, provinces and territories, OECD and selected countries, 2012[1]

	Below upper secondary to upper secondary or postsecondary non-tertiary		Below upper secondary to tertiary		Upper secondary or postsecondary non-tertiary to tertiary	
	percent	standard error	percent	standard error	percent	standard error
OECD average						
Men	**49**	**(0.7)**	**21**	**(0.5)**	**34**	**(0.5)**
Women	**47**	**(0.7)**	**24**	**(0.5)**	**44**	**(0.5)**
Both sexes	**48**	**(0.5)**	**22**	**(0.3)**	**39**	**(0.4)**
Canada						
Men	**38**	**(2.7)**	**41**	**(2.9)**	**45**	**(2.4)**
Women	**40**	**(3.1)**	**42**	**(2.9)**	**59**	**(2.1)**
Both sexes	**39**	**(2.0)**	**42**	**(2.1)**	**52**	**(1.7)**
England (GBR)						
Men	45	(4.4)	22	(4.1)	42	(2.7)
Women	36	(4.4)	28	(3.5)	47	(2.5)
Both sexes	**40**	**(2.9)**	**25**	**(2.6)**	**44**	**(1.9)**
France						
Men	51	(2.3)	22	(1.9)	32	(2.2)
Women	47	(1.9)	26	(2.0)	49	(2.2)
Both sexes	**49**	**(1.5)**	**25**	**(1.3)**	**41**	**(1.3)**
Germany						
Men	55	(6.3)	13	(4.1)	28	(1.9)
Women	47	(6.8)	6	(2.8)	24	(1.9)
Both sexes	**51**	**(4.3)**	**10**	**(2.3)**	**26**	**(1.3)**
Italy						
Men	37	(2.1)	7	(1.1)	23	(2.8)
Women	38	(2.0)	10	(1.1)	42	(3.1)
Both sexes	**38**	**(1.4)**	**8**	**(0.7)**	**32**	**(2.0)**
Japan						
Men	59	(5.2)	22	(4.0)	44	(2.4)
Women	55	(5.6)	34	(4.8)	44	(2.2)
Both sexes	**57**	**(3.7)**	**28**	**(3.1)**	**44**	**(1.4)**
Korea						
Men	47	(1.8)	47	(1.7)	60	(2.2)
Women	53	(2.3)	39	(1.9)	59	(2.4)
Both sexes	**50**	**(1.2)**	**43**	**(1.0)**	**60**	**(1.4)**
United States						
Men	59	(6.2)	7	(2.2)	29	(2.4)
Women	57	(4.3)	8	(2.3)	40	(2.6)
Both sexes	**58**	**(2.7)**	**8**	**(1.6)**	**35**	**(1.7)**
Newfoundland and Labrador						
Men	36[E]	(6.8)	37[E]	(6.9)	43	(6.0)
Women	47	(5.4)	32[E]	(5.8)	47	(5.2)
Both sexes	**42**	**(4.3)**	**35**	**(4.1)**	**45**	**(4.4)**
Prince Edward Island						
Men	F	…	x	x	33[E]	(6.5)
Women	64	(8.6)	33[E]	(8.5)	57	(8.7)
Both sexes	**53**	**(6.1)**	**31[E]**	**(6.9)**	**44**	**(5.0)**
Nova Scotia						
Men	53[E]	(11.7)	39[E]	(11.8)	51	(7.3)
Women	56	(7.9)	34[E]	(6.9)	36	(5.0)
Both sexes	**55**	**(6.7)**	**37[E]**	**(6.4)**	**42**	**(4.1)**
New Brunswick						
Men	39[E]	(8.2)	32[E]	(7.3)	34[E]	(5.9)
Women	73	(5.4)	18[E]	(4.6)	45	(4.8)
Both sexes	**57**	**(5.7)**	**25[E]**	**(4.6)**	**39**	**(3.8)**
Quebec						
Men	37	(4.0)	38	(4.0)	45	(2.5)
Women	39	(3.4)	46	(3.7)	60	(2.4)
Both sexes	**38**	**(2.6)**	**42**	**(2.8)**	**53**	**(1.9)**
Ontario						
Men	31[E]	(5.1)	48	(5.2)	51	(4.5)
Women	36	(5.3)	49	(5.7)	64	(3.9)
Both sexes	**33**	**(3.4)**	**49**	**(3.5)**	**57**	**(3.2)**
Manitoba						
Men	63[E]	(14.3)	F	…	47	(6.5)
Women	52[E]	(11.5)	F	…	48	(7.0)
Both sexes	**56[E]**	**(10.7)**	**F**	**…**	**48**	**(4.4)**
Saskatchewan						
Men	49[E]	(14.2)	F	…	22[E]	(5.0)
Women	56[E]	(13.7)	F	…	47	(6.7)
Both sexes	**52[E]**	**(9.2)**	**28[E]**	**(9.4)**	**34**	**(4.5)**

Table E.1.2
Percentage of intergenerational mobility in education of 25- to 44-year-old non-students, by gender, Canada, provinces and territories, OECD and selected countries, 2012[1] (continued)

	Below upper secondary to upper secondary or postsecondary non-tertiary		Below upper secondary to tertiary		Upper secondary or postsecondary non-tertiary to tertiary	
	percent	standard error	percent	standard error	percent	standard error
Alberta						
Men	46[E]	(13.9)	F	...	34[E]	(7.0)
Women	34[E]	(10.4)	31[E]	(8.4)	63	(6.2)
Both sexes	**40[E]**	**(8.6)**	**33[E]**	**(8.3)**	**47**	**(4.7)**
British Columbia						
Men	49[E]	(14.2)	43[E]	(14.2)	44[E]	(8.1)
Women	F	...	F	...	56	(6.3)
Both sexes	**43[E]**	**(10.1)**	**41[E]**	**(9.4)**	**50**	**(4.7)**
Yukon						
Men	F	...	x	x	F	...
Women	55[E]	(15.1)	F	...	F	...
Both sexes	**F**	**...**	**F**	**...**	**F**	**...**
Northwest Territories						
Men	F	...	F	...	25[E]	(6.7)
Women	39[E]	(8.5)	x	x	46	(5.1)
Both sexes	**31[E]**	**(5.9)**	**17[E]**	**(4.2)**	**35**	**(4.8)**
Nunavut						
Men	45[E]	(7.8)	F	...	F	...
Women	25[E]	(6.4)	F	...	41[E]	(8.8)
Both sexes	**34**	**(4.5)**	**10[E]**	**(3.1)**	**35[E]**	**(9.3)**

... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
F too unreliable to be published
1. The OECD average includes countries participating in Round I (2012) and Round II (2015) of PIAAC.
Note: In this table, intergenerational mobility in education refers to the situations in which children attain higher educational level than one or both parents. The percentages do not add up to 100% because respondent's educational attainment, which is the same or lower than the highest level attained by one or both parents, is not reported.
Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*, Table A.4.5.

Table E.1.3

Percentage of intergenerational mobility in education of 25- to 44-year-old non-students, by native-born and foreign-born parents, Canada, provinces and territories, OECD and selected countries, 2012/2015[1]

	Intergenerational mobility in education: Upper secondary or postsecondary non-tertiary to tertiary			
	Both parents are native-born		Both parents are foreign-born	
	percent	standard error	percent	standard error
OECD average	**39**	**(0.4)**	**36**	**(1.1)**
Canada	**46**	**(1.9)**	**63**	**(3.1)**
Australia	33	(2.9)	41	(3.9)
England (GBR)[2]	42	(2.1)	51	(4.4)
France	42	(1.5)	27	(4.3)
Germany	27	(1.3)	18	(3.9)
Italy	34	(2.1)	7	(3.8)
Japan	44	(1.4)	..	..
New Zealand	42	(3.1)	67	(5.6)
United States	33	(1.6)	42	(6.5)
Newfoundland and Labrador	45	(4.4)	x	x
Prince Edward Island	40	(5.3)	x	x
Nova Scotia	39	(4.2)	69[E]	(13.2)
New Brunswick	37	(4.0)	76[E]	(17.7)
Quebec	50	(2.3)	66	(3.8)
Ontario	48	(4.3)	64	(4.1)
Manitoba	42	(4.7)	63	(10.0)
Saskatchewan	32	(4.6)	54[E]	(16.4)
Alberta	49	(5.9)	49[E]	(10.1)
British Columbia	40[E]	(7.2)	63	(8.8)
Yukon	F	...	F	...
Northwest Territories	29	(4.3)	74[E]	(14.6)
Nunavut	F	...	x	x

.. not available for a specific reference period
... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
F too unreliable to be published
1. The OECD average includes countries participating in Round I (2012) and Round II (2015) of PIAAC. New Zealand participated in Round II (2015) of PIAAC.
2. In the case of England (GBR), foreign-born parents refers to those born outside of the United Kingdom.
Note: In this table, intergenerational mobility in education refers to the situation in which children attain higher educational level than one or both parents. The percentages do not add up to 100% because respondent's educational attainment, which is the same or lower than the highest level attained by one or both parents of either native- or foreign-born background, is not reported.
Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*, Table A.4.3.

Table E.1.4

Percentage of intergenerational perpetuation of educational attainment of 25- to 44-year-old non-students, by gender, Canada, provinces and territories, OECD and selected countries, 2012[1]

	Intergenerational perpetuation of educational attainment					
	Below upper secondary		Upper secondary or postsecondary non-tertiary		Tertiary	
	percent	standard error	percent	standard error	percent	standard error
OECD average						
Men	**31**	**(0.7)**	**54**	**(0.6)**	**64**	**(0.7)**
Women	**29**	**(0.6)**	**47**	**(0.5)**	**72**	**(0.7)**
Both sexes	**30**	**(0.4)**	**50**	**(0.4)**	**68**	**(0.5)**
Canada						
Men	**21**	**(2.3)**	**46**	**(2.6)**	**69**	**(1.9)**
Women	**18**	**(2.3)**	**36**	**(2.1)**	**76**	**(1.7)**
Both sexes	**20**	**(1.6)**	**41**	**(1.7)**	**73**	**(1.2)**
England (GBR)						
Men	34	(4.4)	41	(3.0)	75	(3.3)
Women	36	(4.2)	40	(2.4)	78	(3.1)
Both sexes	**35**	**(2.8)**	**40**	**(2.2)**	**77**	**(2.1)**
France						
Men	26	(2.2)	57	(2.4)	71	(3.1)
Women	27	(1.8)	45	(2.2)	82	(2.3)
Both sexes	**26**	**(1.3)**	**51**	**(1.4)**	**76**	**(1.9)**
Germany						
Men	32	(5.7)	65	(2.2)	52	(2.5)
Women	47	(6.8)	68	(2.2)	62	(3.1)
Both sexes	**39**	**(4.4)**	**66**	**(1.5)**	**57**	**(1.8)**
Italy						
Men	57	(2.3)	57	(4.1)	57	(6.8)
Women	52	(2.2)	52	(3.4)	75	(6.1)
Both sexes	**54**	**(1.5)**	**55**	**(2.2)**	**65**	**(4.8)**
Japan						
Men	19	(4.6)	47	(2.3)	73	(2.4)
Women	11	(3.0)	49	(2.3)	77	(2.2)
Both sexes	**15**	**(2.7)**	**48**	**(1.4)**	**75**	**(1.6)**
United States						
Men	34	(5.9)	62	(2.3)	55	(2.5)
Women	34	(4.4)	54	(2.6)	69	(3.1)
Both sexes	**34**	**(3.2)**	**58**	**(1.6)**	**62**	**(2.1)**
Newfoundland and Labrador						
Men	27[E]	(8.0)	51	(5.7)	62	(7.5)
Women	20[E]	(5.2)	48	(5.6)	68	(7.1)
Both sexes	**23[E]**	**(4.2)**	**49**	**(4.4)**	**65**	**(4.6)**
Prince Edward Island						
Men	F	...	58	(6.8)	58	(9.2)
Women	x	x	42[E]	(8.7)	82	(4.7)
Both sexes	**F**	**...**	**51**	**(5.1)**	**72**	**(4.5)**
Nova Scotia						
Men	x	x	46	(7.5)	57	(5.6)
Women	x	x	54	(5.4)	71	(5.1)
Both sexes	**F**	**...**	**50**	**(4.1)**	**64**	**(3.6)**
New Brunswick						
Men	29[E]	(7.6)	63	(5.9)	54	(6.1)
Women	F	...	53	(5.0)	54	(4.5)
Both sexes	**19[E]**	**(4.3)**	**58**	**(4.0)**	**54**	**(3.9)**
Quebec						
Men	24	(3.2)	44	(2.5)	65	(3.2)
Women	15[E]	(2.7)	34	(2.2)	78	(2.5)
Both sexes	**20**	**(2.1)**	**39**	**(1.8)**	**71**	**(2.1)**
Ontario						
Men	21[E]	(4.5)	42	(4.9)	75	(3.0)
Women	14[E]	(4.2)	33	(3.9)	81	(2.6)
Both sexes	**18[E]**	**(3.0)**	**38**	**(3.4)**	**78**	**(1.9)**
Manitoba						
Men	F	...	42	(6.2)	64	(7.2)
Women	F	...	43	(6.6)	64	(7.3)
Both sexes	**F**	**...**	**43**	**(4.3)**	**64**	**(5.2)**
Saskatchewan						
Men	F	...	62	(5.8)	69	(7.1)
Women	F	...	45	(5.8)	64	(5.9)
Both sexes	**F**	**...**	**54**	**(4.1)**	**66**	**(3.9)**
Alberta						
Men	x	x	57	(7.9)	77	(5.3)
Women	35[E]	(8.2)	32[E]	(5.9)	73	(5.2)
Both sexes	**28[E]**	**(5.3)**	**46**	**(4.6)**	**75**	**(3.2)**

Table E.1.4

Percentage of intergenerational perpetuation of educational attainment of 25- to 44-year-old non-students, by gender, Canada, provinces and territories, OECD and selected countries, 2012[1] (continued)

	Intergenerational perpetuation of educational attainment					
	Below upper secondary		Upper secondary or postsecondary non-tertiary		Tertiary	
	percent	standard error	percent	standard error	percent	standard error
British Columbia						
Men	F	...	43[E]	(7.7)	57	(6.2)
Women	F	...	42	(6.4)	71	(5.9)
Both sexes	**F**	**...**	**42**	**(5.1)**	**63**	**(3.8)**
Yukon						
Men	F	...	F	...	67	(11.1)
Women	F	...	F	...	92	(4.4)
Both sexes	**F**	**...**	**51[E]**	**(15.3)**	**80**	**(7.4)**
Northwest Territories						
Men	47[E]	(14.1)	53[E]	(9.1)	63	(8.8)
Women	55[E]	(9.6)	46	(5.9)	66	(8.1)
Both sexes	**52**	**(7.3)**	**50**	**(5.3)**	**65**	**(6.5)**
Nunavut						
Men	45	(7.3)	x	x	61[E]	(10.9)
Women	66	(6.1)	51[E]	(9.3)	73	(10.6)
Both sexes	**56**	**(4.7)**	**36[E]**	**(7.6)**	**67**	**(7.9)**

... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
F too unreliable to be published
1. The OECD average includes countries participating in Round I (2012) and Round II (2015) of PIAAC.
Note: Intergenerational perpetuation refers to the situation in which children attain the same level of education as the highest level attained by one or both parents. The percentages do not add up to 100% because respondent's educational attainment, which is lower or higher than the highest level attained by one or both parents, is not reported.
Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2016: OECD Indicators*, Table A.4.5.

Committees and organizations

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

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