

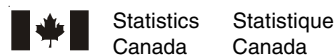
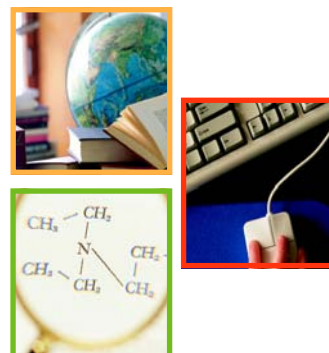
Education Indicators in Canada: An International Perspective

2010

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2010

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September 2010

Catalogue no. 81-604-X

Frequency: Annual

ISSN 1709-8653

Ottawa

Cette publication est également disponible en français (n° 81-604 au catalogue).

Note of appreciation

Canada owes the success of its statistical system to a long-standing partnership between Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued cooperation and goodwill.

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. Then 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 will present indicators for Canada and its provinces/territories, placing them in a broader international context. The report has been designed to complement and expand upon the information for Canada that is provided annually to the Organisation for Economic Co-operation and Development (OECD) for publication in its *Education at a Glance (EAG)* report. The relatively new PCEIP report, *Education Indicators in Canada: An International Perspective*, was developed in response to a request from the provinces and territories via the Strategic Management Committee of the Canadian Education Statistics Council (CESC).

A set of 10 international indicators is presented in this year's *Education Indicators in Canada: An International Perspective*. But what exactly *is* an indicator? To be developed as an indicator, an educational statistic must take its meaning from comparisons between different countries or jurisdictions, over time or in relation to commonly understood and defined standards. Although such statistics cannot reveal all, they do convey a good deal of information about education systems by reporting on the condition of certain key features. Indicators provide a way of gauging performance and progress, which may signal improvements or reveal problems. They cannot provide a precise interpretation of past events, offer clear judgement about present conditions, or point to specific policy remedies for problems that may be identified. However, indicators can provide the basis for important new understandings about how education systems are functioning overall. Indicators serve as tools to aid ongoing dialogues about education systems that will, in turn, make substantial contributions to education policy and planning.

This year's set of indicators captures information on educational attainment, graduation rates at the upper secondary and postsecondary levels, labour market outcomes, the economic benefits of education, expenditures on education, international students, transitions to the labour market, and participation in adult learning—for Canada, and its provinces/territories. The intention is to allow Canada and its jurisdictions to be compared in an international context; that is, among other OECD countries. Data were taken from the sources cited and represent the most recent data that can be used to arrive at comparable international figures. As all definitions, categories and methodologies align with those of the International Standard Classification of Education (ISCED) to allow standardized and comparable statistics, the resulting figures 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 relevant ISCED categories, and outlines how the Statistics Canada data used are aligned with this international system.

Highlights for all 10 indicators appear at the beginning of this report, and complete indicator texts are presented under three general themes: the output of educational institutions and the impact of learning (Indicators A1 through A5); financial resources invested in education (B1 and B2); and access to education, participation and progression (C1 through C3). The tables for all of these indicators follow these chapters, and the report concludes with a list of *Committees and organizations*, which outlines the many individuals who have played important roles in producing and reviewing this report.

Education Indicators in Canada: An International Perspective, 2010 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 CESC was established in 1989 to improve the quality and comparability of Canadian education data and to provide information that can inform policy development in education.



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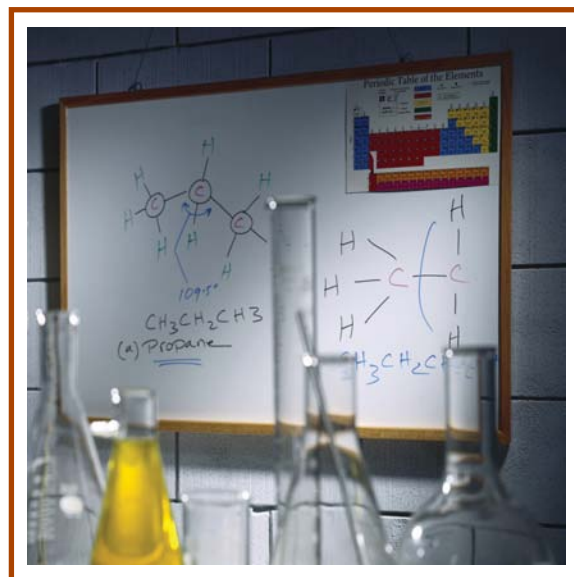
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Acronyms and abbreviations

ASETS	Access and Support to Education and Training Survey
CEGEP	Collège d'enseignement général et professionnel
CESC	Canadian Education Statistics Council
CMEC	Council of Ministers of Education, Canada
EAG	Education at a Glance
ESESP	Elementary-Secondary Education Statistics Project
FEDEX	Survey of Federal Government Expenditures in Support of Education
FINCOL	Financial Statistics of Community Colleges and Vocational Schools
FIUC	Financial Information of Universities and Colleges Survey
GDP	gross domestic product
GED	general education diploma
ILO	International Labour Organisation
INES	Indicators of Educational Systems
ISCED	International Standard Classification of Education
LFS	Labour Force Survey
NGS	National Graduates Survey
OECD	Organisation for Economic Co-operation and Development
PCEIP	Pan-Canadian Education Indicators Program
PPPs	purchasing power parities
PSIS	Postsecondary Student Information System
R&D	research and development
SC	Statistics Canada
SLID	Survey of Labour and Income Dynamics
SUFSB	Survey of Uniform Financial System – School Boards
UNESCO	United Nations Educational, Scientific and Cultural Organization
UOE	UNESCO/OECD/Eurostat data collection





Introduction

Education Indicators in Canada: An International Perspective

This report, *Education Indicators in Canada: An International Perspective, 2010*, is the second in a series that places certain aspects of the educational systems in Canada's provinces and territories into an international context. A series of indicators that have been developed to align with the definitions and methodologies used by the Organisation for Economic Co-operation and Development (OECD) are presented. This year's set of internationally comparable indicators, which offers the latest available statistical information for several key themes, are organized by chapter:

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 rates at the upper secondary and tertiary (college and university) levels. Relationships between educational attainment and labour force status are also explored. The section concludes by looking at the economic benefits of education; specifically, relative earnings of workers by educational attainment.

Chapter B, *Financial resources invested in education*, focuses on expenditure on education. Information on education expenditure as a percentage of GDP is presented, which reflects spending on education relative to a country's (or province's or territory's) overall amount of resources. Then the proportions of current and capital expenditures are outlined.

Chapter C, *Access to education, participation and progression*, explores the extent of international student mobility, as well as aspects of transitions from education to the labour force and participation in adult learning.

International indicators

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

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 complete data for all OECD member countries, including Canada.¹

The harmonized indicators presented in this 2010 edition align with a selection of indicators from the OECD's 2010 edition of *Education at a Glance*, and they were selected based on their importance for the jurisdictions 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. Virtually all data for Canada and its provinces and territories are presented along with the most recent OECD averages.

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.

In the Victoria Declaration of 1993, the provincial and territorial ministers responsible for education and training agreed to create a program of pan-Canadian education indicators. PCEIP's mission is to publish a set of statistical measures on education systems in Canada for policy makers, practitioners and the general public to monitor the performance of education systems across jurisdictions and over time.

The first indicators published under the PCEIP banner appeared in 1996. In 1999, the first PCEIP report, based on a new set of indicators, was published, followed by reports in 2003, 2005, and 2007. Beginning in 2009, the traditional PCEIP publications evolved into a new line of electronic products. The PCEIP product line includes regular updates of tables for Canadian education indicators, fact sheets related to these indicators, and this relatively new international report.

More information about PCEIP 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.

1. The 2010 version of *Education at a Glance*, which presents the latest statistics for the individual OECD member countries, is available free on the OECD's Web site: www.oecd.org.

Highlights

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

A1 Educational attainment of the adult population

- Between 1998 and 2008, the proportion of adults aged 25 to 64 with below upper secondary attainment (the equivalent of less than high school completion) decreased steadily, from 21% to 13%, in Canada. Such declines were mirrored in the provinces, as well as on average for the OECD countries.
- In 2008, 92% of Canadian adults aged 25 to 34 had attained at least upper secondary education, compared with 80% for those aged 55 to 64, reflecting change in attainment patterns over time.
- There were relatively small differences between provinces in the proportion of adults aged 25 to 34 with at least a secondary school diploma; figures ranged from 88% in Manitoba to 93% in New Brunswick, Ontario, and British Columbia.
- In 2008, one-quarter (24%) of 25- to 64-year-olds in Canada had completed tertiary-type B programs, far greater than the average of 9% reported by the OECD for its 31 member countries. In Canada, tertiary-type B includes non-university certificates or diplomas from community colleges, CEGEPs, or schools of nursing, as well as university certificates below the bachelor's level.
- The corresponding international figure for tertiary-type A/advanced research programmes was 21%, which compares with 25% in Canada. In Canada, tertiary-type A refers to bachelor and master's degrees and other university degrees or certificates above a bachelor's degree (but below a doctorate), and advanced research programmes comprises doctorates and post-doctoral programmes.

A2 Upper secondary graduation

- Canada's upper secondary graduation rate was 77% in 2007. The majority of other OECD member countries also reported graduation rates above 75%, and the OECD average was 80%. The upper secondary graduation rate measures the proportion of secondary school graduates in relation to the size of the population of youth at the typical age of graduation.

- Upper secondary graduation rates for females were higher than those for males in all provinces and territories, as well as in the vast majority of OECD countries for which comparable data were available. In Canada, the rate for females was 81%; the rate for males, 73%.

A3 Tertiary graduation

- In 2006, the tertiary-type B (mainly college credentials) graduation rate, which includes only first-time graduates, was 26.4% in Canada. The latest comparable average available from the OECD for its member countries is 9.5%. This wide gap clearly indicates the strength of the tertiary-type B education sector in Canada, one seen in only a few of its fellow OECD countries. (The tertiary graduation rate measures the proportion of tertiary graduates in relation to the size of the population of youth at the typical age of graduation.)
- Canada's average graduation rate for tertiary-type A (first-time graduates, bachelor's degree) was 34.1% (2007), approximately 4 percentage points lower than the most recent average of 38.0% registered by the OECD. This is not actually low, however, when taking into account the entire tertiary sector in Canada, where many postsecondary students choose to pursue tertiary-type B programmes.
- In Canada, the estimated first time graduation rate for women in tertiary-type B programs (32.2%) was higher than that for men (20.9%)—a rather sizeable gender gap of 11 percentage points. The rates for tertiary-type A (43.2% for women versus 25.3% for men) reveal an even larger gap of 18 percentage points. The comparable OECD gender gaps were 2.3 percentage points for tertiary-type B and 15.5 percentage points for tertiary-type A.
- With the exception of Prince Edward Island, where the graduation rate for men in tertiary-type B programs was 46.3% (versus 31.8% for women), the rates for women were higher than those for men across the provinces. And the tertiary-type A graduation rates for women were, without exception, above those for men across the country.

A4 Labour market outcomes

- In Canada and other OECD countries, it is evident that employment prospects increase with educational attainment. In 2008, Canada's employment rate for adults aged 25 to 64 who had not completed upper secondary education was 58%, while the rate for upper secondary and postsecondary non-tertiary graduates was 77%, and the figure for tertiary graduates, 83%.
- In most OECD countries, the difference in employment rates between the sexes was less pronounced among graduates of tertiary-type A and advanced research programmes compared with the upper secondary graduates. In Canada, a 12-percentage-point difference was observed between men and women in the upper secondary graduation category. The male-female difference was half as large (6 percentage points) for graduates of tertiary-type A/advanced research programmes.
- Between 1998 and 2008, the difference in the overall employment rates for tertiary graduates and individuals without upper secondary graduation narrowed slightly in Canada, decreasing from 29 percentage points to 25. In the provinces, these gaps also tended to get smaller over time.

A5 Economic benefits of education

- The relative earnings of Canadians aged 25 to 64 clearly indicate that mean annual earnings from employment (before tax) rise along with educational attainment. This pattern is also seen in the OECD countries.
- For 2007, the most notable earnings advantage is seen among those who had graduated from university programs, ISCED 5A/6 (tertiary-type A or advanced research programmes). These graduates earned considerably more—75% more on average—than high school or trade/vocational programme graduates.
- Among individuals who had successfully completed a university education, earnings were notably higher in all provinces, ranging from an advantage of 45% in Alberta to 103% in New Brunswick.
- Women in Canada continue to earn much less than men, regardless of their educational attainment. In 1998, the average annual earnings for women with tertiary education (college or university) were 61% those of men; by 2007, the gender gap had narrowed slightly, yet women's earnings were still only 63% of men's.

Chapter B: Financial resources invested in education

B1 Expenditure on education as a percentage of GDP

- With 6.1% of its GDP allocated to educational institutions in 2006, Canada devoted more than the 5.7% average registered in the OECD countries. The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. It is also partially driven by the size of the school-age population and enrolment in education, as well as the country's relative wealth.
- The financial commitment to educational institutions varied from one province or territory to another. While 4.3% of Alberta's GDP was invested in educational institutions in 2006, more than double that proportion was invested in Yukon and Nunavut: 9.0% and 13.1%, respectively.
- In 2006, 43% (2.6% of 6.1%) of the share of the GDP that Canada invested in education was allocated to the tertiary sector. Among the OECD countries, Canada, along with the United States (41%), allocated the largest share of education spending to tertiary education.

B2 Distribution of expenditure on education

- The proportions of education expenditure allocated to current spending were relatively high in Canada in 2006: 92% for primary and secondary education, and 94% for tertiary. These figures are fairly similar to the average proportions reported by the OECD for its member countries: 92% and 91%, respectively. Current expenditure reflects spending on school resources that are used each year for the operation of schools.
- For primary and secondary education, the compensation of staff (78%)—particularly teachers (62%)—accounted for the largest proportion of current expenditure in Canada in 2006, a situation mirrored in all other OECD countries. At the tertiary level in Canada, 63% of current expenditure was devoted to compensation of all staff; 37%, to compensation for teaching staff. The proportion of current expenditure allocated to compensation of all staff

employed in education was larger for the primary and secondary category than for the tertiary category in all provinces and territories with the exception of Yukon.

- In Canada, 6.5% of education expenditure for tertiary education was allocated to capital expenditure; the OECD average was 9.3%. For primary and secondary, the corresponding figures for Canada and the OECD were 7.6%. Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings.
- With the exception of Prince Edward Island, Saskatchewan, Alberta and British Columbia, the proportion allocated to capital expenditure was generally greater for primary and secondary education than for tertiary education.

Chapter C: Access to education, participation and progression

C1 International students

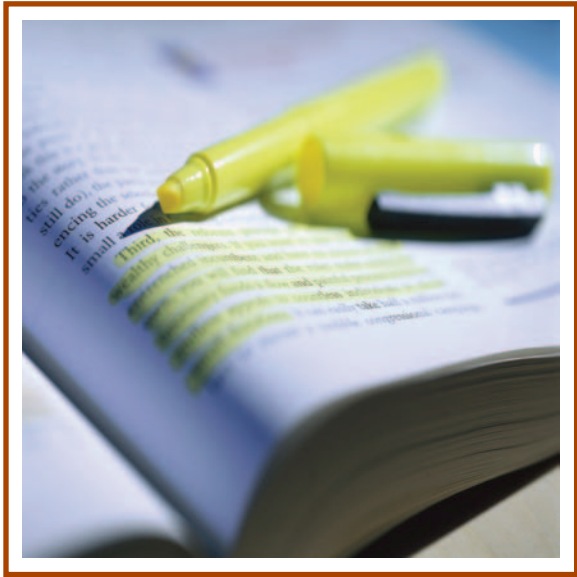
- In Canada, international students accounted for a higher proportion of enrolment in advanced research programmes (20%) than in tertiary-type A (7%) and tertiary-type B (4%) programmes. International students are those who are not Canadian citizens and who do not hold a permanent residency permit in Canada.
- The proportions of international students in advanced research programmes were higher than the Canada and OECD averages (20% and 18%, respectively) in seven provinces: Prince Edward Island (46%), Saskatchewan (35%), Newfoundland and Labrador (33%), Manitoba (29%), British Columbia (24%), New Brunswick (24%), and Alberta (21%). Generally, there was less variation across the provinces in the proportion of international students enrolled in tertiary-type A and tertiary-type B programmes.

C2 Transitions to the labour market

- In 2008, 20% of 15- to 19-year-olds in Canada were no longer pursuing a formal education. This figure is high, given that school attendance is compulsory until at least age 16 in most of Canada and until age 18 in Ontario and New Brunswick.
- Among OECD countries, an average of 15% of 15- to 19-year-olds were not in education in 2008. This proportion decreased over the decade, from 20% in 1998, while it remained stable in Canada.
- The proportion of 15- to 19-year-olds no longer in education varied from one province to another, from 14% in New Brunswick to 26% in Alberta. The corresponding estimates for the North were also high, ranging from 25% to 34%.
- Some provinces seem more successful than others in meeting the challenge of integrating young adults with relatively low educational attainment into the labour force. In the Western provinces, the association of relatively high employment rates (around 70%) and relatively high proportions of young people not in education indicates that labour markets with shortages can draw and employ young people regardless of their educational attainment.

C3 Participation in adult education

- In Canada in 2008, 42% of adults aged 25 to 64 had participated in formal and/or non-formal education or training for job-related or personal reasons. On average, adults in OECD countries participated in education and training at the same rate (41%) as their Canadian counterparts. Formal education and training consists of structured learning activities that lead to a formal credential, such as recognized degrees, diplomas, certificates or licenses. Non-formal education and training consists of structured learning activities that do not lead to a formal credential.
- In Canada, adults in the 25-to-34 age group participated in adult education at almost twice the rate (50%) as those aged 55 to 64 (28%). In most provinces, the highest participation rates were also observed for the youngest adults.
- Participation rates for adults in the 35-to-44 and 45-to-54 age groups, who represent a large part of the labour force, or potential labour force, were somewhat lower than for those aged 25 to 34, yet they remained above 40%.
- Adult participation in education and training is positively related to educational attainment. This is the case in Canada as a whole, and in each province. In Canada, 18% of adults who had less than secondary school completion as their highest level of attainment had participated in education and training in 2008. This figure increased to 54% for those with a tertiary education.



Notes to readers

Canadian and OECD indicators

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

Outline of indicators in *Education Indicators in Canada* and *Education at a Glance*

Education Indicators in Canada: An International Perspective, 2010	Education at a Glance 2010: OECD Indicators
A1 Educational attainment of the adult population	A1 To what level have adults studied?
A2 Upper secondary graduation	A2 How many students finish secondary education and access tertiary education?
A3 Tertiary graduation	A3 How many students finish tertiary education?
A4 Labour market outcomes	A6 How does participation in education affect participation in the labour market?
A5 Economic benefits of education	A7 What are the economic benefits of education?
B1 Expenditures on education as a percentage of GDP	B2 What proportion of national wealth is spent on education?
B2 Distribution of expenditures on education	B6 On what resources and services is education funding spent?
C1 International students	C2 Who studies abroad and where?
C2 Transitions to the labour market	C3 How successful are students in moving from education to work?
C3 Participation in adult learning	A5 How many adults participate in adult learning?

ISCED classifications and descriptions

The following table, as outlined in the OECD's publication *Highlights from Education at a Glance 2009*,² introduces the International Standard Classification of Education (ISCED) and provides a brief description for each category.

International education categories and descriptions

ISCED classification (and subcategories)	Description
Pre-primary education ISCED 0	The first stage of organised instruction designed to introduce very young children to the school atmosphere. Minimum entry age of 3.
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. Duration: 6 years.
Lower secondary education ISCED 2 (subcategories: 2A prepares students for continuing academic education, leading to 3A; 2B has stronger vocational focus, leading to 3B; 2C offers preparation for entering workforce)	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 (subcategories: 3A prepares students for university-level education at level 5A; 3B for entry to vocationally-oriented tertiary education at level 5B; 3C prepares students for workforce or for post-secondary non tertiary-education, ISCED 4)	Even 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 the age of 15 or 16.
Postsecondary non-tertiary education ISCED 4 (subcategories: 4A may prepare students for entry to tertiary education, both university-level and vocationally-oriented education; 4B typically prepares students to enter the workforce)	Programmes at this level may be regarded nationally as part of upper secondary or post-secondary education, but in terms of international comparison their status is less clear cut. Programme content may not be much more advanced than in upper secondary, and is certainly lower than at tertiary level. Entry typically requires completion of an upper secondary programme. Duration usually equivalent to between 6 months and 2 years of full-time study.
Tertiary education ISCED 5 (subcategories 5A and 5B, see below)	ISCED 5 is the first stage of tertiary education (the second—ISCED 6—involves advanced research). At level 5, it is often more useful to distinguish between two subcategories: 5A, which represent longer and more theoretical programmes; and 5B, where programmes are shorter and more practically oriented. Note, though, that as tertiary education differs greatly between countries, the demarcation between these two subcategories is not always clear cut.
Tertiary-type A ISCED 5A	“Long-stream” programmes that are theory based and aimed at preparing students for further research or to give access to highly skilled professions, such as medicine or architecture. Entry preceded by 13 years of education, students typically required to have completed upper secondary or post-secondary non-tertiary education. Duration equivalent to at least 3 years of full-time study, but 4 is more usual.
Tertiary-type B ISCED 5B	“Short-stream” programmes that are more practically oriented or focus on the skills needed for students to directly enter specific occupations. Entry preceded by 13 years of education; students may require mastery of specific subjects studied at levels 3B or 4A. Duration equivalent to at least 2 years of full-time study, but 3 is more usual.
Advanced research programmes ISCED 6	The second stage of tertiary education. Programmes are devoted to advanced study and original research.

2. See Organisation for Economic Co-operation and Development, 2009. *Highlights from Education at a Glance 2009*, Readers' Guide. More detailed definitions and explanations of the ISCED standard are available at: <http://www.oecd.org/dataoecd/35/11/43619343.pdf>.

Mapping to ISCED

The report uses the International Standard Classification of Education (ISCED-97) to classify the highest level of education successfully completed (educational attainment) and levels of schooling (enrolment). To facilitate understanding for those who are less familiar with this classification, the following tables show the correspondence between ISCED and the more familiar terminology in Canada, according to the data source(s) used for the various indicators.

Labour Force Survey (LFS)

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

Survey of Labour and Income Dynamics (SLID)

ISCED	SLID (educational attainment)
ISCED 0/1	<ul style="list-style-type: none"> Never attended school 1 to 4 years elementary school 5 to 8 years elementary school
ISCED 2	<ul style="list-style-type: none"> 9 to 10 years elementary and secondary school 11-13 years of elementary and secondary school (but did not graduate)
ISCED 3	<ul style="list-style-type: none"> Graduated from high school Some non-university postsecondary (no certificate) Some university (no certificate)
ISCED 4	<ul style="list-style-type: none"> Certificates or diplomas from a business or commercial school Certificates or diplomas from a trade or vocational school
ISCED 5B	<ul style="list-style-type: none"> Certificates or diplomas from a CEGEP Certificates or diplomas from a community college or institute of applied arts and technology University certificate below Bachelor's
ISCED 5A	<ul style="list-style-type: none"> Bachelor's degree University certificate above Bachelor's but below Master's Master's Degree in medicine, dentistry, veterinary medicine, optometry or first professional degree in law
ISCED 6	<ul style="list-style-type: none"> Doctorate (PhD)

Postsecondary Student Information System (PSIS)

ISCED	PSIS (enrolment and graduation)
ISCED 5A	<ul style="list-style-type: none"> • College or CEGEP technical postsecondary program • Undergraduate level certificate or diploma • College post-diploma program
ISCED 5A	<ul style="list-style-type: none"> • College university transfer program (includes associate degree) • Collaborative degree program (combined college and university postsecondary program but not University transfer) • Applied degree • Bachelor's degree • First professional degree • Licence undergraduate • Licentiate or testamur • Master's qualifying year • Master's degree • University graduate-level certificate or diploma • PhD qualifying year or probationary • Internship (post-MD) • Residency (medical, dental, veterinary)
ISCED 6	<ul style="list-style-type: none"> • PhD • Equivalent earned doctorate • Post-doctoral program

Access and Support to Education and Training Survey (ASETS)

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

OECD averages

As stated in the OECD's *Education at a Glance*³:

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, 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

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

Please refer to *Education at a Glance 2010: OECD Indicators*, available on the OECD's Web site @ www.oecd.org, for the latest international statistics. The international data presented in this report reflect the figures available at the time of writing; however, the OECD may have made further adjustments that will not be reflected in the OECD averages presented in this report.

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 the causes of problems 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 2010 edition align with a selection of indicators from the OECD's 2010 edition of *Education at a Glance*, and they were selected based on their importance for the jurisdictions 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

3. See Organisation for Economic Co-operation and Development, 2010. *Education at a Glance 2010: OECD Indicators*, Readers' Guide, available at: www.oecd.org.

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 *EAG*.

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, it is preferable to avoid comparing, for any given indicator, the results presented in this report with those presented in the previous edition (any revisions to data in last year's report, however, will be available upon request).

The OECD and other international organizations provide detailed guidelines and definitions to assist member countries with filling out the complex data collection templates 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. The international data presented in this report reflect the figures available at the time of writing; however, the OECD may have made further adjustments that will not be reflected here. For more detailed information on the latest international statistics, please refer to the OECD's Web site for the *EAG*: www.oecd.org.

Squared brackets [] are used in some tables when the data cannot be disaggregated to conform with the presentation of the ISCED classification categories. When a number appears in brackets, this indicates that the data for that category/column are actually included in the data in another category/column of the table. For example, a [5] appearing in Column 3 signals that the data required for Column 3 are, in this case, captured along with the data presented in Column 5.

Chapter A

A1

The output of educational institutions and the impact of learning

Educational attainment of the adult population

Context

This indicator provides a profile of the educational attainment of the adult population aged 25 to 64. A large proportion of people in this age range have completed their formal education; therefore, this indicator provides information on the stock of knowledge available to societies and economies. Data are presented by age group, indicating the distribution of educational attainment within this working-age population. Educational attainment reflects the highest level of education completed, based on the International Standard Classification of Education (ISCED) categories.⁴

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. The educational attainment of individuals in the labour force also influences the competitiveness and prosperity of economies. Variations in attainment over time reflect differences in access to education, and indicate the evolution of knowledge available to a society.

Observations

Educational attainment of Canada's working-age population

In Canada, just over one-quarter (26%) of individuals aged 25 to 64 had an “upper secondary education” as their highest level of attainment in 2008; this represents the equivalent of secondary school completion (Table A.1.1). Similar proportions had finished programs in one of the postsecondary groupings under “tertiary education,” which corresponds to college and university in Canada. This indicates attainment at ISCED 5B or ISCED 5A/6 level: 24% and 25%, respectively. An estimated 12% of Canadian adults in this age range had “postsecondary non-tertiary education” as their highest level attained; this includes certificates or diplomas from vocational schools or apprenticeship training. Not surprisingly, the proportion with less than high school completion (ISCED 2) was low (9%), and the figure for those with Grade 8 or less

4. Please see the “ISCED classifications and descriptions” section in this report’s *Notes to readers* for brief descriptions of the ISCED categories.

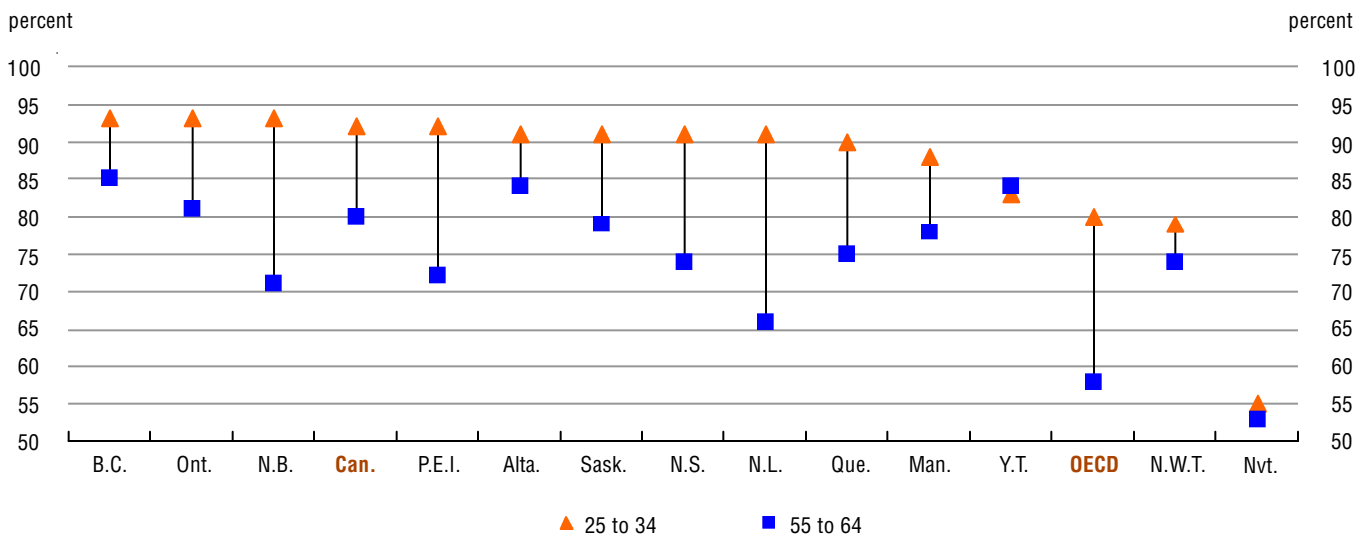
(ISCED 0/1) as their highest level of education was even lower, at 4%. This overall portrait of educational attainment in Canada’s 25- to 64-year-old population is based on data from Statistics Canada’s Labour Force Survey.

Completion of secondary school or higher

A large majority (87%) of Canadians aged 25 to 64 had attained at least upper secondary education in 2008 (Table A.1.2). As expected, the highest proportion of individuals who had completed their education at this stage (92%) was recorded for the youngest age group, those aged 25 to 34. Among the adults aged 35 to 44 and 45 to 54, 90% and 86%, respectively, had at least secondary school completion. The figure for those in the oldest group in the range, the 55- to 64-year-olds, was 80%. Although still high, the contrast with the younger age group does indicate a gap between generations in Canada: 12 percentage points (Chart A.1.1).

Chart A.1.1

Population that has attained at least upper secondary education, by age group, 2008



Source: Table A.1.2.

Internationally, an overall comparison of educational attainment for the youngest (aged 25 to 34) and oldest (55 to 64) adults also reveals a higher proportion of secondary graduates among the younger generation, yet the gap is larger: 22 percentage points for the OECD average (Table A.1.2). Data from the OECD also reveal that several countries (Korea, Chile, Ireland, Greece, Spain, Portugal, Italy, Belgium, France, Australia, Finland, Luxembourg, Mexico, Denmark, Turkey, and Netherlands), posted intergenerational differences of 20 percentage points or more in 2008, while the gap was more modest (below 10 percentage points) in countries such as Czech Republic, Switzerland, Norway, and Germany. There was little difference between the two age groups in the United States.⁵ The fairly modest 12-percentage-point difference in Canada indicates that relatively higher stages of attainment had already been

5. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments that could not be reflected here. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2010: OECD Indicators*, available on the OECD’s Web site: www.oecd.org.

successfully achieved by the older generations. In fact, with 87% of its 25- to 64-year-olds having attained at least secondary school graduation in 2008, Canada, along with Switzerland and Poland, placed fourth among OECD countries, just behind the Czech Republic (91%), the Slovak Republic (90%), and the United States (89%).

There were relatively small differences between provinces in the proportion of adults aged 25 to 34 with at least a secondary school diploma; figures ranged from 88% in Manitoba to 93% in New Brunswick, Ontario and British Columbia (Table A.1.2). But the gap between the 25-to-34 and 55-to-64 age groups reveals greater provincial differences. This is certainly the case in Newfoundland and Labrador, New Brunswick, and Prince Edward Island, which all registered a difference of 20 percentage points or more (Chart A.1.1). Differences of less than 10 percentage points were observed in Alberta and British Columbia. In the North, however, the differences between the 25-to-34 and 55-to-64 age groups were small.

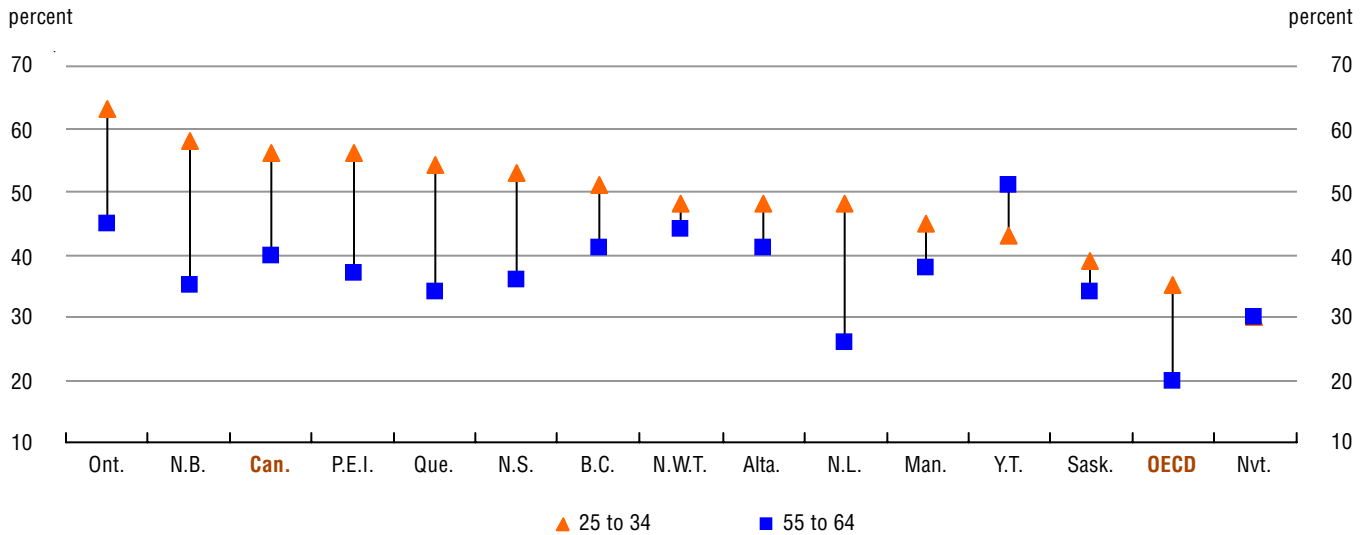
Beyond secondary school completion

There are three categories of postsecondary attainment under “tertiary education” in the ISCED classification system (see “ISCED classifications and descriptions” in *Notes to readers*): ISCED 5B (also known as tertiary-type B), ISCED 5A (tertiary-type A), and ISCED 6 (advanced research programs). In Canada, *tertiary-type B* includes non-university certificates or diplomas from community colleges, CEGEPs or schools of nursing, as well as university certificates below the bachelor’s level; *tertiary-type A* refers to bachelor and master’s degrees and other university degrees or certificates above a bachelor’s degree (but below a doctorate); and *advanced research programs* include doctorates and post-doctoral programmes. Due to some LFS limitations, ISCED 5A and 6 cannot be disentangled in Canada and the proportion recorded for tertiary-type B programs may be somewhat overestimated (see the “Definitions, sources and methodology” for this indicator).

In Canada in 2008, about half of adults aged 25 to 64 (49%) had completed some type of tertiary education (Table A.1.3). This proportion varies by age group, from 40% for 55- to 64-year-olds to 56% for the 25- to 34-year-olds, indicating a 16-percentage-point difference between generations (Chart A.1.2). The differences between the older and younger groups were fairly large in most jurisdictions, except for the Northwest Territories, Alberta, Manitoba and Saskatchewan, which all recorded differences of less than 10 percentage points. There was no difference between generations in terms of tertiary attainment in Nunavut, and the general pattern was reversed in Yukon.

Chart A.1.2

Population that has attained at least tertiary education, by age group, 2008

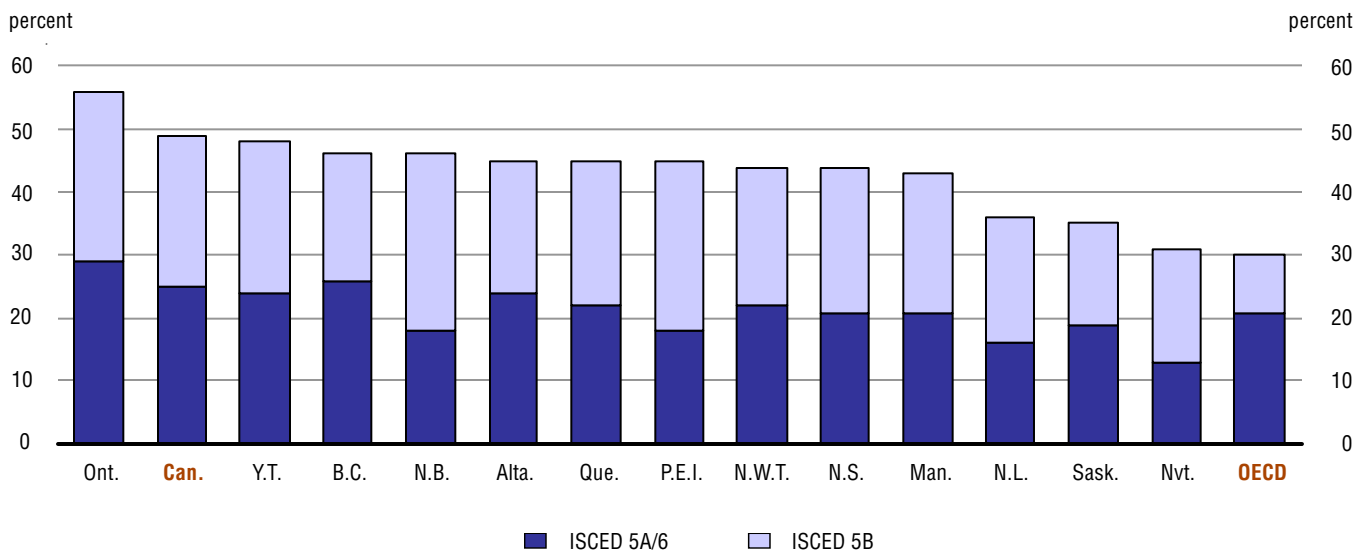


Source: Table A.1.3.

One-quarter (24%) of working-age individuals in Canada had completed tertiary-type B programs, far greater than the average of 9% reported by the OECD for its 31 member countries (Chart A.1.3). Even if somewhat overestimated, the proportion observed for Canada nevertheless reveals a strength not seen in most other OECD countries. By contrast, the corresponding international figure for tertiary-type A/advanced research programmes was 21%, which compares with 25% in Canada.

Chart A.1.3

Proportion of the 25- to 64-year-old population with tertiary-type B (ISCED 5B) and tertiary-type A or advanced research programmes (ISCED 5A/6) education, 2008



Source: Table A.1.3.

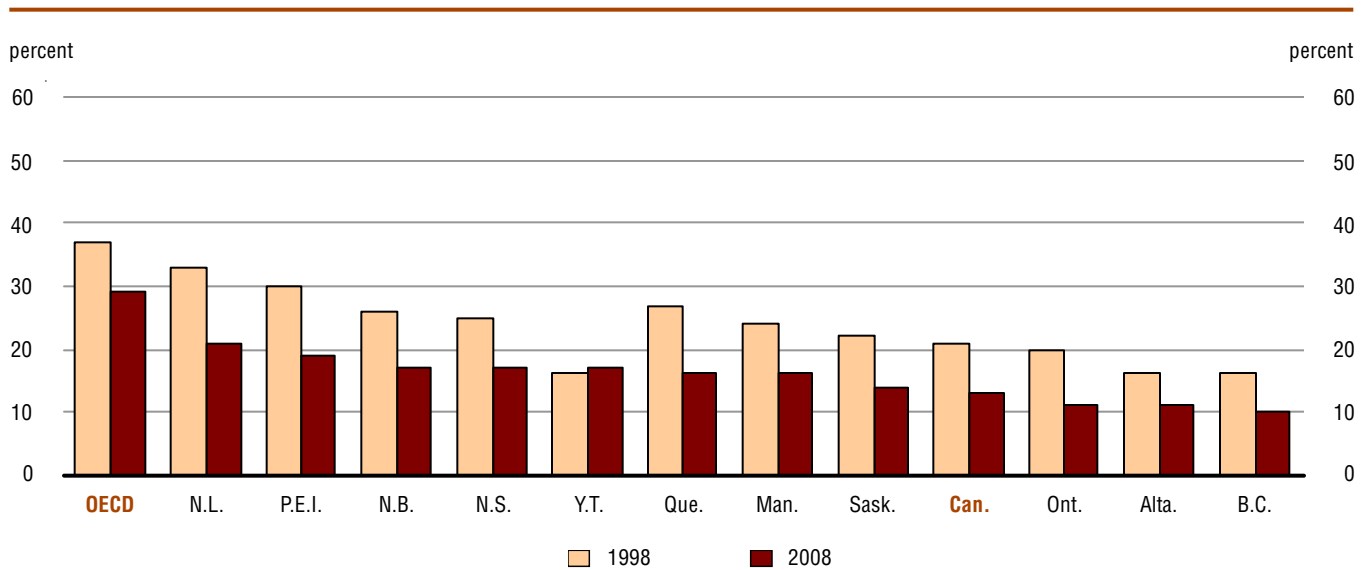
Attainment at the tertiary-type B level was quite strong in the provinces and territories, ranging from 16% in Saskatchewan to 28% in New Brunswick. For tertiary-type A/advanced research programmes, the proportions ranged from 13% in Nunavut to 29% in Ontario.

Trends in educational attainment

Between 1998 and 2008, the proportion of adults aged 25 to 64 with less than secondary school completion decreased from 21% to 13% in Canada, with a slight drop from year to year (Table A.1.4; Chart A.1.4.1). Such steady declines for “below upper secondary” attainment are mirrored in the provinces, as well as on average for the OECD countries.

Chart A.1.4.1

Proportion of the 25- to 64-year-old population with below upper secondary education, 1998 and 2008



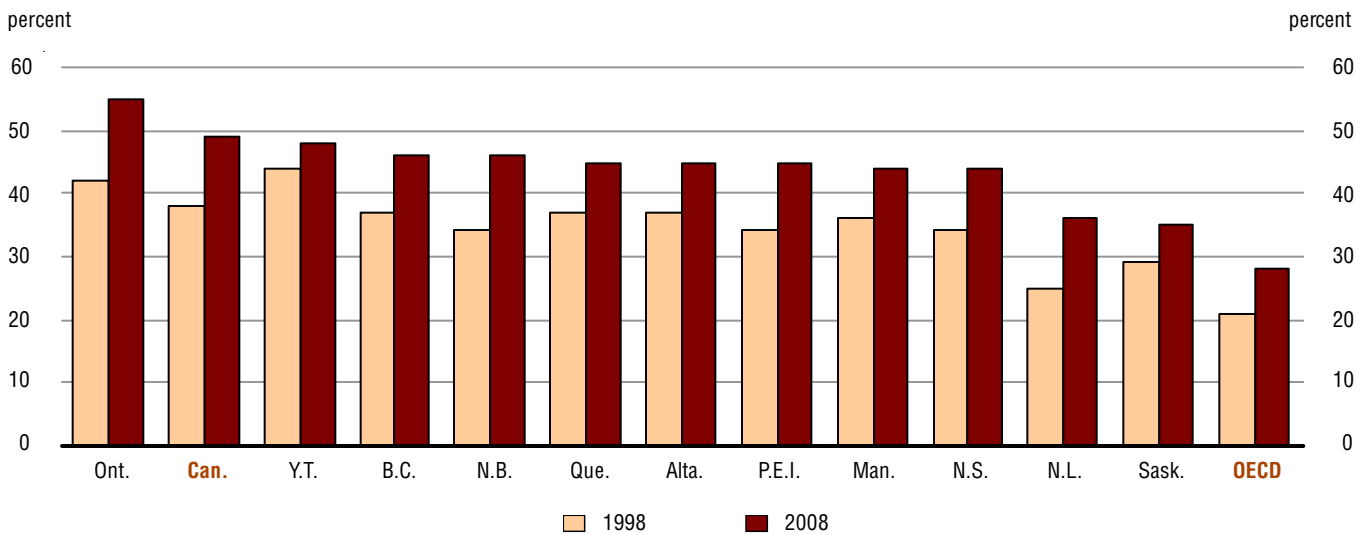
Source: Table A.1.4.

Among 25- to 64-year-olds with upper secondary/postsecondary non-tertiary attainment, the proportion for Canada declined from 40% in 1998 to 38% in 2008 (Table A.1.4). Overall, however, the 10-year trend shows little variation, with slight ups and downs from province to province.

There was an overall rise in the proportions of individuals aged 25 to 64 who had completed their education at one of the tertiary levels (type-B or type-A/advanced research programmes). For Canada, the proportion of individuals in this group rose 11 percentage points between 1998 and 2008: 38% to 49% (Table A.1.4; Chart A.1.4.2). The comparable OECD averages were 21% and 28%, respectively.

Chart A.1.4.2

Proportion of the 25- to 64-year-old population with tertiary education, 1998 and 2008



Source: Table A.1.4.

Definitions, sources and methodology

This indicator examines the educational attainment of different age groups among Canada’s adult population aged 25 to 64, typically those of working age. It presents a portrait of the situation in 2008, but also shows the evolution over the past decade.

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-97) (see the “ISCED classifications and descriptions” and the “Mapping to ISCED” section for the 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 is considered to have attained ISCED level 3; a student who has dropped out, ISCED level 2.

The information presented for Canada on population and educational attainment is based on recent data from the Labour Force Survey (LFS), a monthly survey of approximately 50,000 households. The LFS seeks to obtain a detailed and timely picture of the labour force 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 of the OECD, as compiled from national labour force surveys or 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 “tertiary-type B education programmes.” LFS data reported for the Canadian population that has attained ISCED level 5B will be somewhat overestimated because this category includes, for example, some CEGEP or college university transfer program graduates who, under the international system, would have been placed in ISCED level 4.

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



Upper secondary graduation

Context

This indicator presents upper secondary school graduation rates, a key component in assessing the performance of education systems. Graduation rates are also 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 any gender differences, which can signal whether those systems are meeting the needs of both male and female students.

Upper secondary graduation is the foundation for further education, and it has become the norm for the majority of students. 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.

Observations

Upper secondary graduation rates

Canada's upper secondary graduation rate was 77% in 2007, based on the most recent data available for the country's provinces and territories (Table A.2.1). The majority of other OECD member countries also reported graduation rates above 75%, and the latest OECD average (2008) was 80%. In the United States, the upper secondary graduation rate (77%) mirrored that for Canada, while the rate recorded for the United Kingdom (91%) was notably higher compared with both North American countries.⁶ Upper secondary graduation rates for 2007 varied across Canada, with figures of 70% or less recorded for Manitoba and Alberta, as well as for the territories. In the remaining provinces, rates ranged from 74% (Ontario) to 88% (Saskatchewan).

For the most part, the OECD upper secondary graduation rate increased slightly from year to year during the 2001-to-2007 period (Table A.2.2). At the beginning of the decade, the OECD average rate was 77%; by 2007, 82%. In Canada, the corresponding rates for these two years show little change: 78% in 2001 versus 77% in 2007. There was, however, a slight rise in 2003, which reflects the province of Ontario's "double-cohort" year, when the elimination of Grade 13 resulted in a much larger number of graduates.

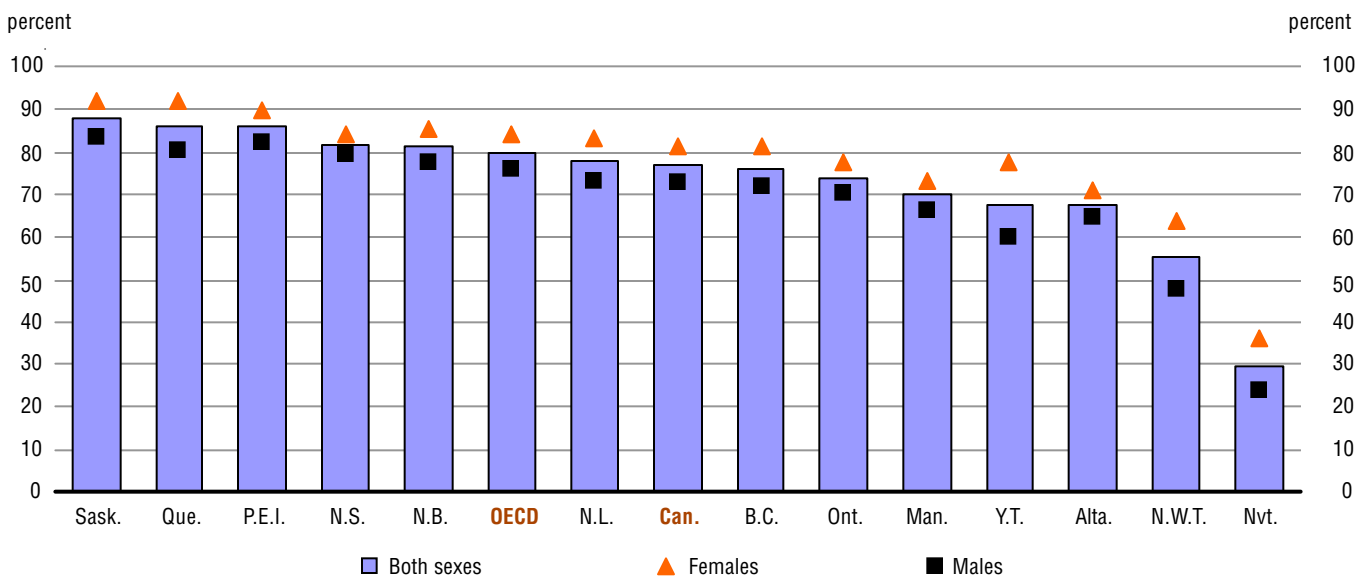
6. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments that could not be reflected here. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2010: OECD Indicators*, available on the OECD's Web site: www.oecd.org.

Rates higher for females

In Canada, the upper secondary graduation rate for females was 81%; the rate for males, 73%—a relatively large gender gap of 8 percentage points (Table A.2.1; Chart A.2.1). According to the latest figures provided by the OECD, the comparable average international rates were 84% and 76%, respectively, also revealing a female-male gap of 8 percentage points. The upper secondary graduation rates for females were higher than those for males in most OECD member countries (including Canada) for which comparable data were available. A few OECD countries (Germany, the United States, Japan and Korea) had quite small gender gaps, revealing a more balanced situation.

Chart A.2.1

Upper secondary graduation rates, by sex, 2007



Note: The most recent data available for Canada and jurisdictions are for 2007, reflecting reports for the 2006/2007 academic year.

Source: Table A.2.1.

Without exception, the female upper secondary graduation rates exceeded those for males in the provinces and territories (Chart A.2.1). Saskatchewan (92%), Quebec (92%) and Prince Edward Island (90%) had the highest female graduation rates for this level of educational attainment. Several provinces matched Canada’s female-male gap of 8 percentage points: Saskatchewan, Prince Edward Island, New Brunswick, and Ontario. While the differences between the female and male upper secondary graduation rates are between 5 to 7 percentage points in Manitoba, Alberta and Nova Scotia, the gender differences were 10 percentage points or more in the remaining provinces and territories.

Rates by programme

In 2007, the total upper secondary graduation rates for virtually all provinces and territories—Quebec was the exception—reflect graduations from general programmes in high schools (Table A.2.1). Quebec was the only province to report graduates from pre-vocational and vocational programmes, recording a rate of 38% for both sexes in 2007. The Canada-level graduation rate for these programmes (8%) was thus entirely determined by Quebec’s unique and rather extensive vocational sector.

While the female graduation rates for general programmes exceed those for males across the entire country, Quebec's rates in the pre-vocational/vocational sector show a reversal of that pattern: 41% for males versus 34% for females.

Definitions, sources and methodology

This indicator presents upper secondary graduation rates with and without duplication according to programme destination, programme orientation, and sex. *Rates with duplication* count the number of diplomas awarded in a year, while *rates without duplication* only count individuals who had obtained, during a given year, a diploma at this level for the first time. Rates with duplication are calculated by dividing the number of individuals who, regardless of their age, have graduated by the total population at typical age of graduation. Rates without duplication are obtained by subtracting those individuals who have already graduated from another upper secondary programme from the total number of upper secondary graduates.⁷ 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.

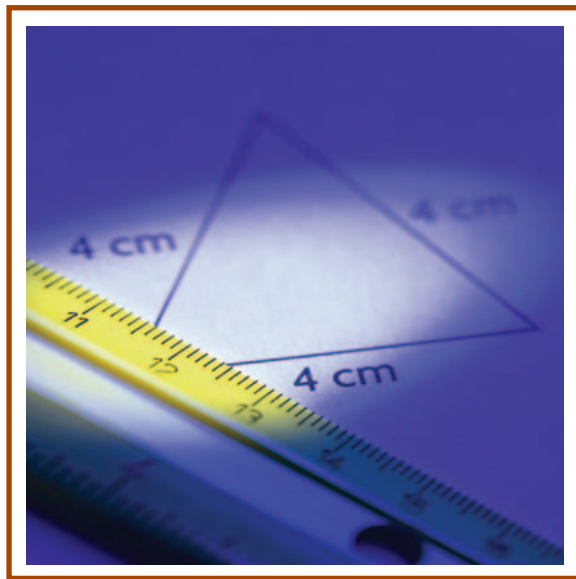
The typical age of graduation for Canada was determined to be between 17 and 18. The values used in the denominator for calculating the graduation rate are based on the average of the demographic estimates for these two ages.⁸

All data for Canada reflect the 2006/2007 school year; the OECD averages, 2007/2008. Information for Canada was drawn from the Elementary-Secondary Education Statistics Project (ESESP), an administrative survey that collects data from the provincial and territorial ministries/departments of education.⁹ To ensure comparability with other OECD countries, Statistics Canada estimated the number of graduates of private schools using the most recent data available for this sector (enrolments in 1999/2000). The number of private school graduates obtained in this way was then added to the number of public school graduates and included in the calculation of the secondary graduation rates presented.

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 2009 by the OECD.

Note: The corresponding OECD indicator is A2, *How many students finish secondary education and access tertiary education?*

7. 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 slightly from those published by the provinces/territories.
8. Upper secondary graduation rates may exceed 100% because they are calculated by dividing (1) the number of individuals who, regardless of their age, have graduated, by (2) the total population at typical age of graduation. These rates should not be used to discuss upper secondary drop-outs.
9. Data on graduations from some secondary programs are not uniformly available across jurisdictions, and general education diplomas (GEDs), adult basic upgrading and education, and graduation from adult day school, which take place outside regular secondary school programs, are, in most instances, not included.



Tertiary graduation

Context

This indicator presents graduation rates for tertiary educational programmes, using the International Standard Classification of Education (ISCED) categories.¹⁰ First-time graduation rates are presented by sex for ISCED 5B and 5A tertiary programmes. Also presented are overall rates for the ISCED 6 category, which represents advanced research programmes.

Countries in which tertiary graduation rates are high are more likely either to have or to further develop a highly skilled workforce. Tertiary graduation rates depend on access to programmes and their structure, the different requirements for graduation, and the level of qualification required in the labour market. These rates may also be influenced by economic conditions when secondary graduates choose to defer postsecondary education to take advantage of employment opportunities. International students are also a factor because those who complete a tertiary programme inflate their host country's graduation rate as they are counted as graduates, but not as part of the population.

Observations

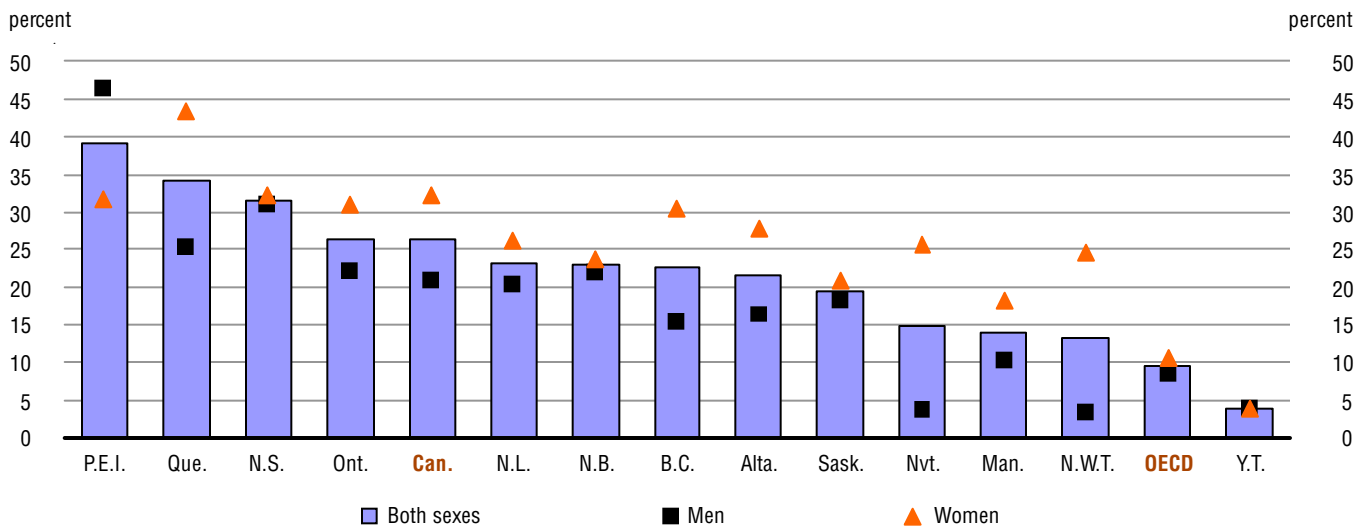
5B and 5A first-time graduations

In Canada, the ISCED 5B (tertiary-type B) graduation rate, which includes only first-time graduates, was 26.4% in 2006—the most recent available data for this sector in Canada¹¹ (Table A.3.1; Chart A.3.1). This overall rate for Canada far exceeds the latest comparable average available from the Organisation for Economic Co-operation and Development (OECD) for its member countries, estimated at 9.5% for 2008.¹² This wide gap clearly indicates the strength of the tertiary-type B education sector in Canada, one seen in only a few of its fellow OECD countries (Japan, 27.2%; Ireland, 26.0%; New Zealand, 21.3%). It also partly explains why Canada's first-time graduation

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10. Please see the “ISCED classifications and descriptions” section in this report's *Notes to readers* for brief descriptions of the ISCED categories.
 11. This category includes students who graduated for the first time from a typical community college program, a technical CEGEP program, or those who obtained, always for the first time, an undergraduate level certificate or diploma (more details are available in this indicator's “Definitions, sources and methodology” section, as well as under “Mapping to ISCED” for the “Postsecondary Student Information System (PSIS)” in the *Notes to readers* section of this report).
 12. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments that could not be reflected here. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2010: OECD Indicators*, available on the OECD's Web site: www.oecd.org.

rate for those university graduates categorized as ISCED 5A (tertiary-type A)¹³ may, at first glance, seem low in an international context. In 2007, Canada’s average graduation rate for tertiary-type A was 34.1%, approximately 4 percentage points lower than the most recent average of 38.0% registered by the OECD for 2008 (Table A.3.1; Chart A.3.2). This is not actually low, however, when taking into account the entire tertiary sector in Canada, where many postsecondary students choose to pursue tertiary-type B (mainly college) programmes. By contrast, in most OECD countries, students would be far less likely to have access to such programs and would therefore pursue tertiary-type A (university) programmes.

Chart A.3.1
Tertiary-type B graduation rates (first-time graduation), by sex, 2007



Source: Table A.3.1.

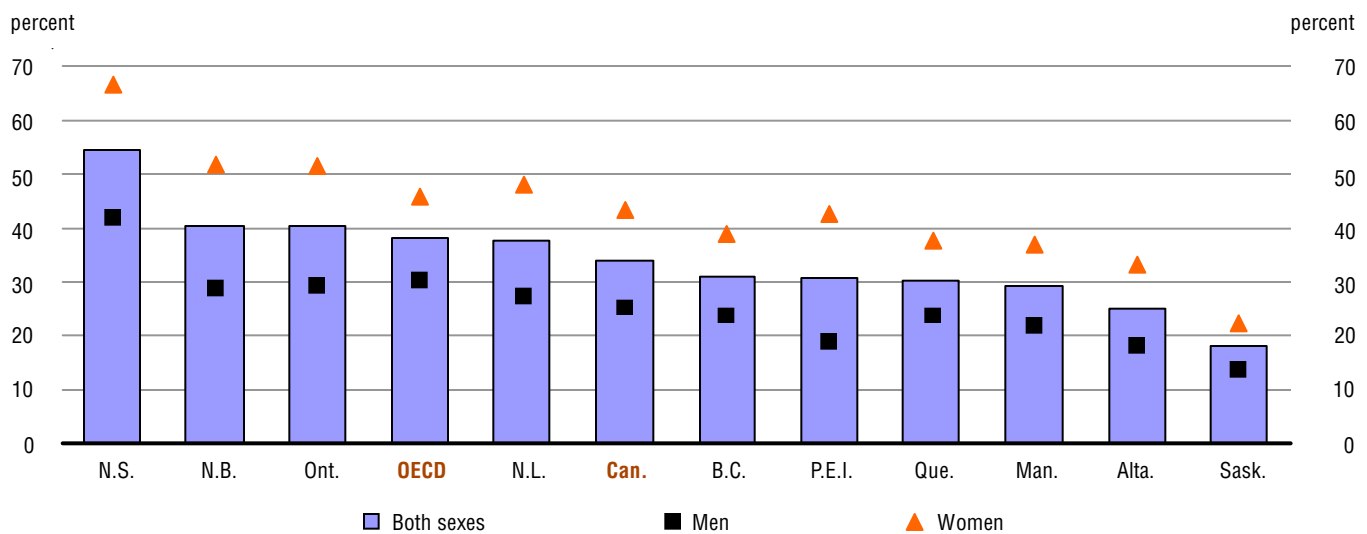
These overall first-time graduation rates for ISCED 5B and 5A varied across the country. With its overall rate of 26.5% for tertiary-type B programmes, Ontario was on par with the average for Canada (Table A.3.1; Chart A.3.1). Prince Edward Island (39.1%), Quebec (34.1%) and Nova Scotia (31.6%) are the three provinces showing rates above the national average. With 54.4%, Nova Scotia had an especially high tertiary-type A rate, due in part to its many out-of-province students. With tertiary-type A graduation rates of 40.3%, New Brunswick and Ontario, along with Newfoundland and Labrador (37.6%) were the other provinces to exceed the 34.1% Canada average. There are no programmes at this level in the territories, and figures for the remaining provinces were all below the Canadian average, with rates ranging from 18.1% in Saskatchewan¹⁴ to 31.1% in British Columbia.

13. This category includes students who obtained a bachelor’s degree for the first time (more details are available in this indicator’s “Definitions, sources and methodology” section, as well as under “Mapping to ISCED” for the “Postsecondary Student Information System (PSIS)” in the *Notes to readers* section of this report).

14. Since 2005/2006, graduates from the University of Regina, in Saskatchewan, are not available through PSIS, which, of course, affects the ISCED 5A and 6 graduation rates for Saskatchewan and, more marginally, the national rates as well.

Chart A.3.2

Tertiary-type A graduation rates (first-time graduation), by sex, 2007



Source: Table A.3.1.

Gender gaps

Overall in Canada, the estimated first time graduation rate for women in ISCED 5B programs (32.2%) was higher than that for men (20.9%)—a rather sizeable gender gap of 11 percentage points (Table A.3.1; Chart A.3.1). The rates for tertiary-type A (43.2% for women versus 25.3% for men) reveal an even larger gap between the sexes: 18 percentage points (Chart A.3.2).¹⁵ The comparable OECD estimates for 2008 also reveal higher graduation rates for women overall. The average graduation rates for ISCED 5B programs were 10.7% for women, compared with 8.4% for men. For ISCED 5A, the rates were 45.9% and 30.4%, resulting in a 15.5-percentage-point female-male difference.

With the exception of Prince Edward Island, where the graduation rate for men in ISCED 5B programs was 46.3% (versus 31.8% for women), the rates for women were higher than those for men across the provinces (Chart A.3.1). And the tertiary-type A graduation rates for women were, without exception, above those for men across the country (Chart A.3.2).

Advanced research programmes

The rate of graduation from advanced research programmes was 1.1% in Canada in 2007, below the average rate of 1.4% for the OECD countries (Table A.3.1). Rates of graduation from such programmes ranged between 0.5% in Saskatchewan and New Brunswick to 1.3% in Quebec.

15. Given the differences in the number of women and men enrolled in colleges and universities in Canada, the female-male gaps seen in first-time graduation rates for tertiary-type B and tertiary-type A programmes are expected, a situation also found in a number of OECD countries.

Definitions, sources and methodology

This indicator presents tertiary graduation rates by programme and sex. For the calculation of graduation rates, the OECD prefers to use the *net* method, which basically amounts to summing age-specific graduation rates. For countries that cannot report in this way because they are unable to provide such detailed data, including Canada, the OECD uses the *gross* method. This calculation divides the number of graduates, regardless of their age, by the total population at the typical age of graduation. An individual who obtains a degree in tertiary education during the reference year is considered a graduate.

Statistics Canada has determined the typical age at tertiary-type B graduation to be between 21 and 24, the typical age at tertiary-type A graduation to be between 22 and 25, and the typical age for obtaining a degree in advanced research programmes as between 27 and 29. The values used in the denominator for calculating graduation rates are based on the average of demographic estimates for these different age groups, based on the population estimates for the appropriate year.

OECD graduation rates are based on the *first degree* and therefore exclude individuals for whom the degree just obtained is a second degree within a given ISCED level. For ISCED 5B, the number of first college/technical CEGEP diplomas and university certificates or diplomas below bachelor was estimated by subtracting from the total number of this type of programme graduates during the reference year an estimate of the number of students for whom the diploma or certificate obtained was a second credential within this ISCED level. The same logic applies to ISCED 5A, where in order to meet the OECD's standard definition, the number of first bachelor's degrees was estimated by subtracting from the total number of bachelor's degrees granted during the reference year an estimate of the number of students for whom the bachelor's degree obtained was a second degree within this particular ISCED level. Both estimates were developed on the basis of the cohort of graduates interviewed in Statistics Canada's 2007 National Graduates Survey (NGS) (class of 2005).

Data for Canada are presented for two different calendar years, based on the most recent data available through the Postsecondary Student Information System (PSIS): 2006 for ISCED 5B, and 2007 for ISCEB 5A and 6. PSIS is a census that collects data for all units in the target population, without sampling. The target population consists of Canadian public postsecondary educational institutions (universities, community colleges and vocational centres). Each institution provides Statistics Canada with data on its programmes, its students and the degrees granted.¹⁶ As not all institutions currently provide data to PSIS, results for some jurisdictions rely in part on estimates submitted to the institutions for validation. International data were obtained from the UOE exercise in which the OECD collected statistical data on education in 2008 and they reflect that calendar year.

Note: The corresponding OECD indicator is A3, *How many students finish tertiary education?*

16. Since 2005/2006, graduates from the University of Regina, in Saskatchewan, are not available through PSIS, which, of course, affects the ISCED 5A and 6 graduation rates for Saskatchewan and, more marginally, the national rates as well.

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 trends in employment rates by attainment are also presented. Educational attainment reflects the highest level of education successfully completed, based on the International Standard Classification of Education (ISCED) categories.¹⁷

One of the main objectives of education systems is to prepare individuals so they can participate in a knowledge-oriented economy and society. For individuals, job prospects and employment rates both generally improve with higher education.

Observations

Upper secondary graduation minimum requirement

In Canada, the overall employment rate for adults aged 25 to 64 was 77% in 2008 (Table A.4.1). This compares with a rate of 74%, on average, for the OECD countries.¹⁸ In the provinces, the overall employment rate for 25- to 64-year-olds ranged from 64% in Newfoundland and Labrador to 83% in Alberta. All 2008 figures for Canada are based on data collected by the Labour Force Survey (LFS).

In OECD countries, upper secondary graduation is considered the minimum requirement for finding a good job and being competitive in the labour market. Thus, employability, judged on the basis of the employment rate (the ratio of the number of persons with a job in a given group to the total population of that group), increases with the amount of education attained. This relationship is evident in Canada, where in 2008, the employment rate for those who had not completed upper secondary education was 58%, while the rate for upper secondary and postsecondary non-tertiary graduates was 77%, and the figure for tertiary graduates, 83% (Table A.4.2). Across the country, variability in the employment rate for the “below upper secondary” category is evident, with figures ranging from 39% in Newfoundland and Labrador to 71% in Alberta.

17. Please see the “ISCED classifications and descriptions” section in this report’s *Notes to readers* for brief descriptions of the ISCED categories.

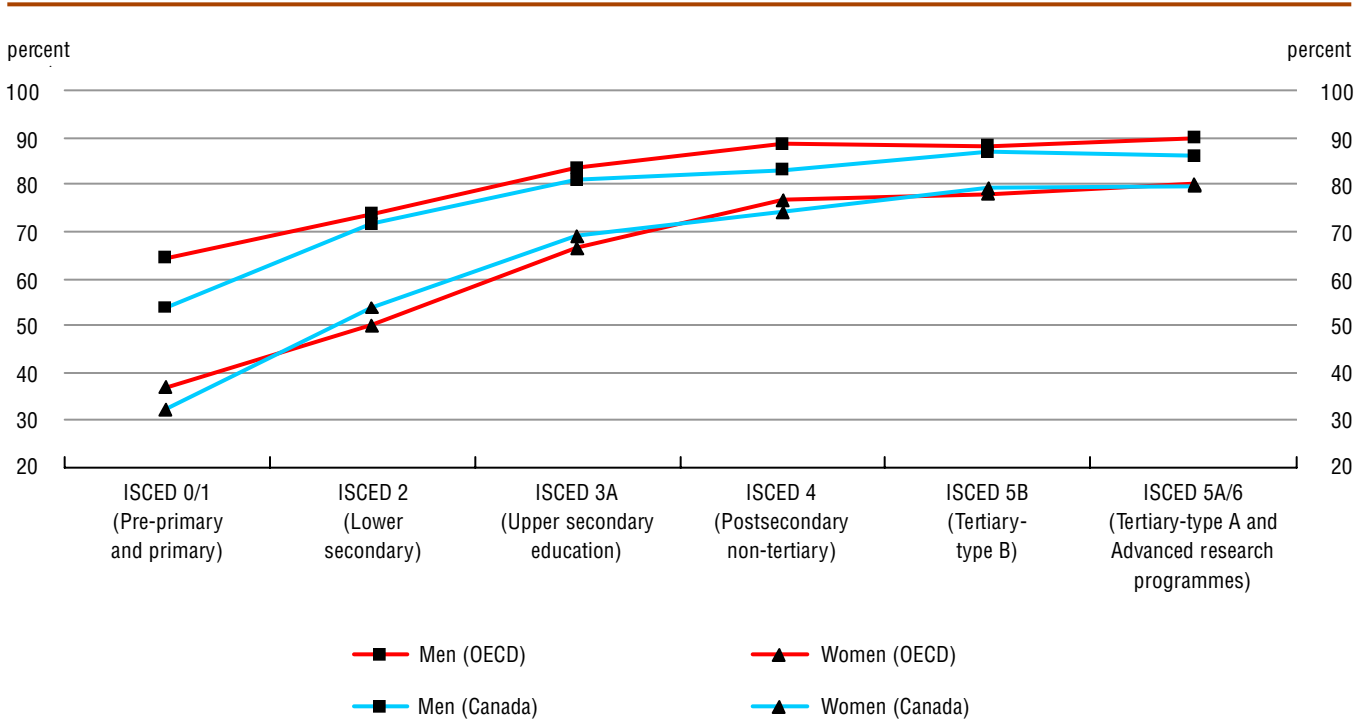
18. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments that could not be reflected here. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2010: OECD Indicators*, available on the OECD’s Web site: www.oecd.org.

Employment rates by sex

The rise in employment rates seen when educational attainment is reviewed across ISCED categories occurs among both men and women, although the rates for women are consistently lower than those recorded for men. In 2008, Canada’s employment rate for women aged 25 to 64 was 72%, compared with 82% for men in the same age range (Table A.4.1; Chart A.4.1). This compares with OECD averages of 65% and 83%, respectively. In Canada, the rate for women was above the national average in half of the provinces: Ontario (73%), Prince Edward Island (74%), Manitoba (75%), Alberta (76%) and Saskatchewan (77%). With an overall employment rate of 60% for women, Newfoundland and Labrador was the only province with a rate well below the Canada and OECD (65%) averages.

Chart A.4.1

Employment rates of 25- to 64-year-olds, by highest level of education attained and sex, 2008



Source: Table A.4.1.

In the majority of OECD countries in 2008, the difference in employment rates between the sexes was less pronounced among graduates of tertiary-type A and advanced research programmes compared with the upper secondary graduates (the OECD averages can be seen in Table A.4.1, columns 8 and 5). In Canada, a 12-percentage-point difference was observed between men and women in the upper secondary graduation category (Chart A.4.1). The male-female difference was half as large (6 percentage points) for graduates of tertiary-type A/advanced research programmes.

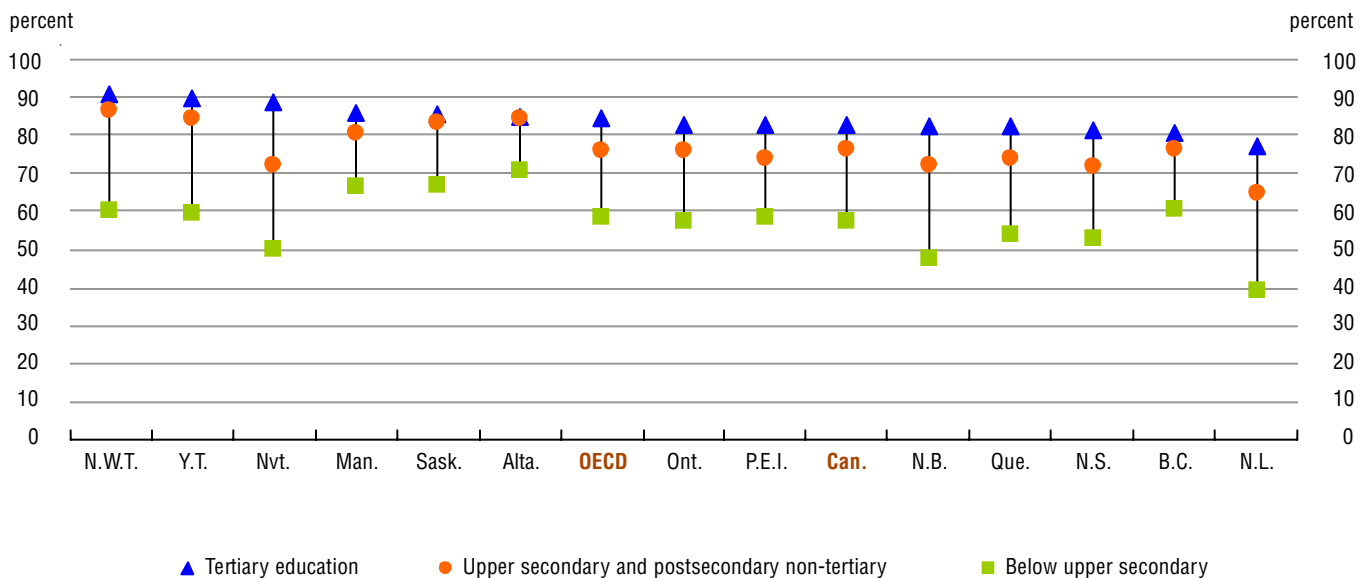
Postsecondary education, higher employment rates

Across Canada, as in other OECD countries, 25- to 64-year-old individuals with postsecondary education had consistently higher employment rates than those who had not graduated from secondary school. At the Canada level, the difference between the employment rate for tertiary graduates (83%) and the rate for those with less

than upper secondary education (58%) was substantial in 2008: 25 percentage points (Table A.4.2; Chart A.4.2). A similar gap (26 percentage points) is seen at the international level, as indicated by the most recent OECD averages for this 25- to 64-year-old group. Among the provinces, the difference between employment rates for these two education categories ranged from 14 percentage points in Alberta to 38 in Newfoundland and Labrador.

Chart A.4.2

Employment rates of the 25- to 64-year-old population, by educational attainment, 2008



Source: Table A.4.2.

The relationship between educational attainment and improved employment prospects is evident in the narrowing of the gap when the employment rate for those with tertiary completion is compared against the rate for individuals in the “upper secondary and postsecondary non-tertiary” category. In 2008, the rates were 83% and 77%, respectively, revealing a much more modest gap of 6 percentage points (Table A.4.2). The difference varied from province to province, with the largest gap (12 percentage points) noted for Newfoundland and Labrador, and the smallest (less than 1 percentage point) in Alberta. This slight difference in Alberta indicates that, in this particular province, individuals with a certificate or diploma from a vocational school or with apprenticeship training are as likely as people with a college or university diploma to be employed.

10-year trends

The difference in the employment rates for tertiary graduates and individuals without upper secondary graduation narrowed slightly in Canada between 1998 and 2008, decreasing from 29 percentage points to 25 (Table A.4.2). In the provinces, these gaps also tended to get smaller over time. This trend was most marked in British Columbia, where the difference between the two rates declined from 29 percentage points to 20. It is noticeable that such reductions in the gap have been totally attributable to rising employment for the less educated in the years of substantial and stable economic growth. These decreases arose from the rise in employment among those without upper secondary graduation.

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 and by sex, and provides insight into how this relationship has evolved over a 10-year period. The employment rate represents the percentage of employed people in this working-age population. To calculate the employment rate for a group with a particular level of educational attainment, the number of employed persons is divided by the total number of persons in the population aged 25 to 64 who have attained the education level and then multiplying this quotient by 100.

Persons considered to have a job are those who, during the reference week: (1) worked at least one hour in exchange for a wage or some benefit; or (2) had a job but were temporarily absent from work for various reasons (illness, accident, vacation, labour dispute, training, maternity or parental leave, etc.). The education level is measured according to the highest level of education attained.

The data for Canada were drawn from the Labour Force Survey (LFS), a monthly survey of approximately 50,000 households. 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 A6, *How does participation in education affect participation in the labour market?*.

Economic benefits of education

Context

This indicator focuses on the economic benefits of education by examining the relationship between educational attainment and earnings from employment. Relative earnings for the population aged 25 to 64 are presented by age group, for men and women, and over time, according to the highest level of education completed. Trends in the differences in earnings of men and women are also presented; specifically, the average annual earnings of women as a percentage of those of men. Educational attainment is based on the International Standard Classification of Education (ISCED) categories.¹⁹

A comparison of earnings according to educational attainment gives individuals an idea of the potential monetary rewards associated with higher education. Major differences in earnings can clearly signal the advantages—or disadvantages—related to completion at the various levels of education.

Observations

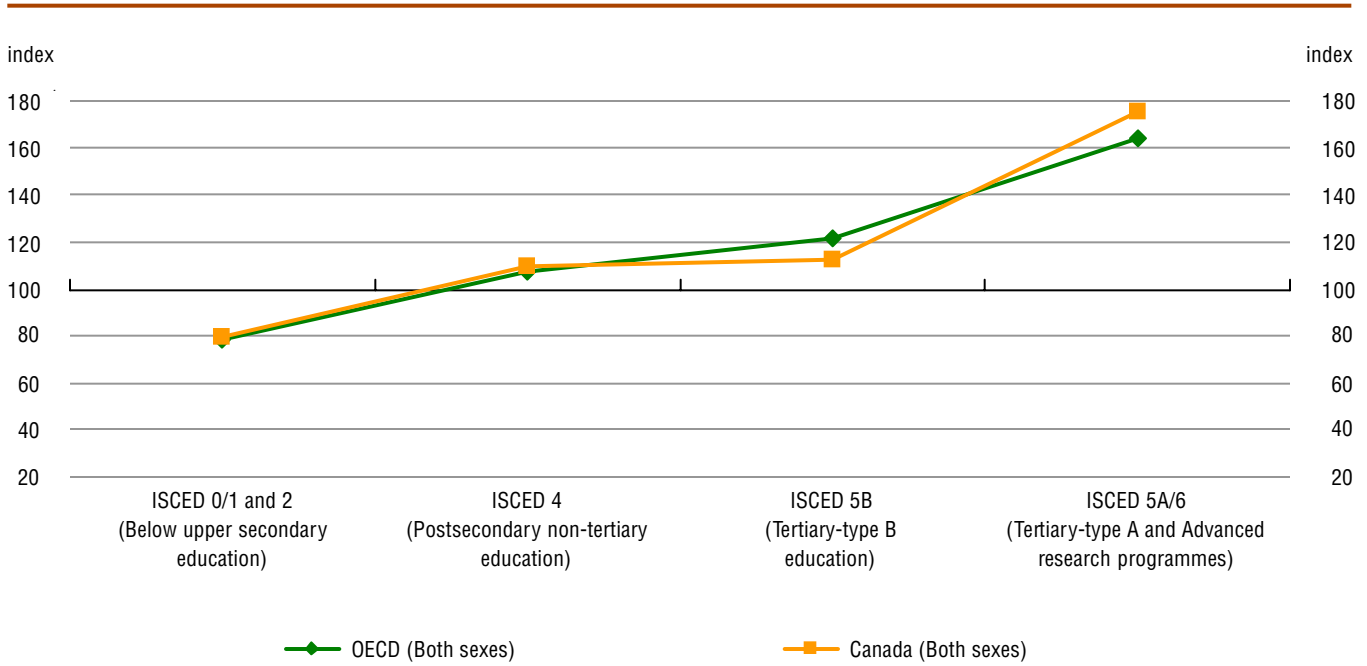
Earnings from employment by educational attainment

The relative earnings of Canadians aged 25 to 64 clearly indicate that mean annual earnings from employment (before tax) rise along with educational attainment. Statistics Canada's 2007 Survey of Labour and Income Dynamics (SLID) reveals the economic penalty encountered by the individuals who had not completed high school (those in the "below upper secondary" category), along with the benefits for those who had successfully completed programs at the postsecondary levels (Table A.5.1; Chart A.5.1). The most notable earnings advantage is seen among those who had graduated from university programs, shown as ISCED 5A/6 (tertiary-type A or advanced research programmes) (see the "Mapping to ISCED" table for SLID in the *Notes to readers* section of the report). These graduates earned considerably more in 2007 than people at other levels of educational attainment, with earnings that were 75% higher, on average, than earnings of graduates of upper secondary or postsecondary non-tertiary programs (see the "Definitions, sources and methodology" for this indicator for an explanation of the reference group).

19. Please see the "ISCED classifications and descriptions" section in this report's *Notes to readers* for brief descriptions of the ISCED categories.

Chart A.5.1

Relative earnings of 25- to 64-year-olds with income from employment, Canada and OECD, by highest level of education attained, 2007 (upper secondary and postsecondary non-tertiary education = 100)



Source: Table A.5.1.

The pattern seen in Canada is also evident internationally, according to recent estimates from the Organisation for Economic Co-operation and Development (OECD).²⁰ Again, relative earnings for the working-age population rise across the categories of education, and, like their counterparts in Canada, tertiary graduates in the other OECD countries earned considerably more than upper secondary and postsecondary non-tertiary graduates in 2007. Their earnings were, on average, 53% higher (Table A.5.1). However, the Canadian and international pictures begin to differ starting at the ISCED 5B level, where the OECD earnings premiums are higher—almost double the advantage seen for Canada (22% versus 12%) (Chart A.5.1). Then a “crossover” is seen when comparing the figures for individuals aged 25 to 64 who graduated from tertiary-type A or advanced research programmes. For this category, the OECD cites an earnings advantage of 64% for its member countries overall, indicating a rather high earnings premium for those who have completed such university programmes. In this case, however, the earnings advantage noted in Canada (75%, as previously mentioned) is even higher.

When earnings differentials are examined over time, the pattern of higher earnings for working-age individuals with tertiary education remained fairly stable in Canada. In 1998, the 25- to 64-year-olds in this group earned 40% more on average than those with upper secondary and postsecondary non-tertiary education, which compares with the 42% advantage recorded for 2007 (Table A.5.2).

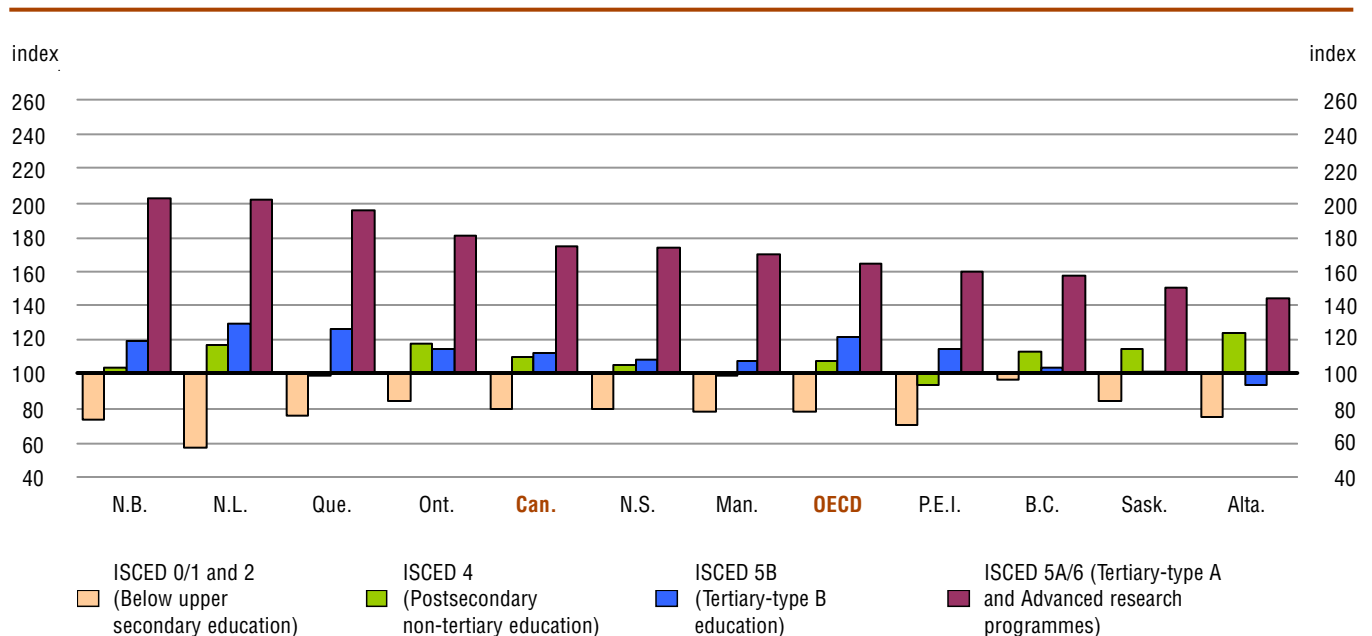
20. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments that could not be reflected here. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2010: OECD Indicators*, available on the OECD’s Web site: www.oecd.org.

In the provinces

Across the provinces, the relative earnings among the 25- to 64-year-old population reflect the patterns seen at the Canada level; however, as expected, there are a few variations. The earnings disadvantages associated with “below upper secondary education” are apparent in all provinces, although less so in British Columbia, where individuals in this category earn about 3% less than those who have successfully completed upper secondary or postsecondary non-tertiary programs (Table A.5.1; Chart A.5.2). Among individuals aged 25 to 64 who had successfully completed a university education (shown under ISCED 5A/6: tertiary-type A and advanced research programmes), earnings were notably higher in all provinces. In Ontario, Quebec, Newfoundland and Labrador, and New Brunswick, individuals in this category earned, on average, between 81% and 103% more than those who had either upper secondary or postsecondary non-tertiary as their highest level of attainment—beyond the 75% for Canada overall. In British Columbia, Saskatchewan and Alberta, these earnings premiums for university graduates are also evident, but the differentials are not as large and the earnings premiums for individuals with other types of education reflect the stronger labour markets in these provinces.

Chart A.5.2

Relative earnings of 25- to 64-year-olds with income from employment, by highest level of education attained, 2007
(upper secondary and postsecondary non-tertiary education = 100)



Source: Table A.5.1.

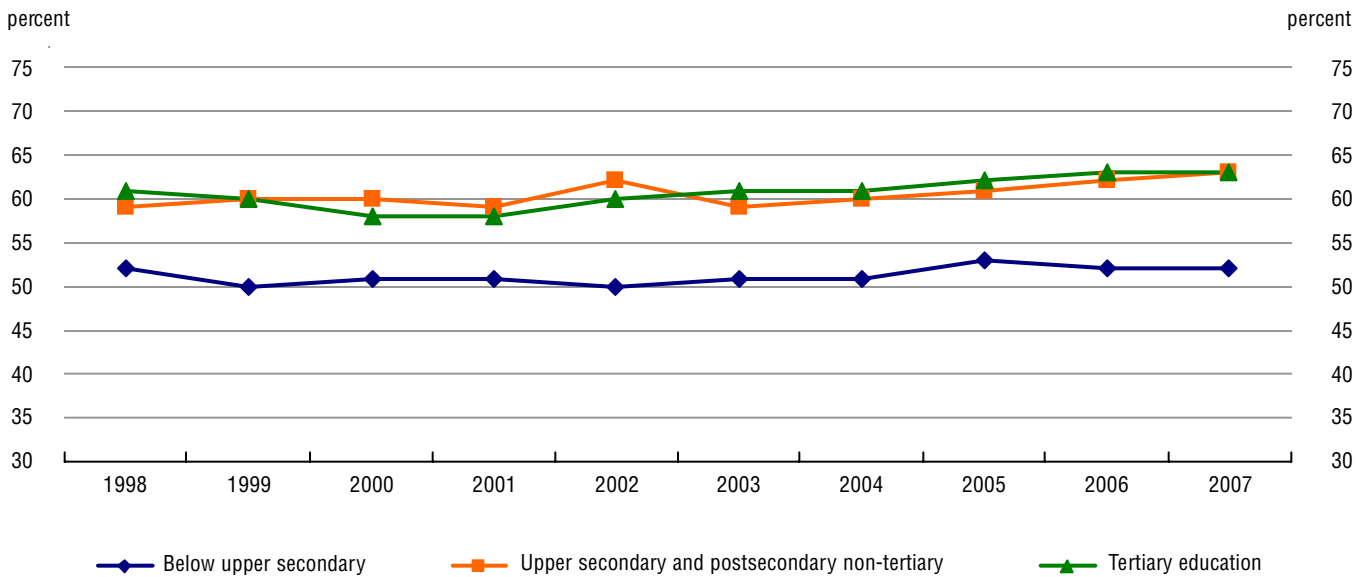
Men and women—differences in earnings

When trends in the differences between the earnings of men and women are examined, women—even those who had successfully completed some type of tertiary education (college or university)—have not fared as well as their male counterparts. Between 1998 and 2007, the average annual earnings of women as a percentage of those for men reveal that women have continued to earn much less, regardless of their level of education. Women in the “below upper secondary” educational attainment category were especially penalized over the period, earning about 50% less, on average, than

the men who had not completed high school (Table A.5.3; Chart A.5.3).²¹ Even women who had successfully completed a program at the tertiary level earned far less than the men with the same type of educational attainment. In 1998, the average annual earnings for women with tertiary education were 61% of those for men; by 2007, the gender gap had narrowed slightly, yet women’s earnings were still only 63% of those for men. But, even if earnings for men are consistently higher than those for women at every level of educational attainment, the narrowing of the gap as level of education increases indicates that the monetary gains from additional education are relatively higher for women.

Chart A.5.3

Trends in differences in earnings of men and women, by highest level of educational attainment, 1998 to 2007



Source: Table A.5.3.

Definitions, sources and methodology

This indicator focuses on the economic benefits of education by examining the relationship between educational attainment and relative earnings among the 25- to 64-year-old working-age population, by age and for each sex. It also shows how this relationship evolved between 1998 and 2007.

Relative earnings are the mean annual earnings from employment (before tax) of individuals with a certain level of educational attainment divided by the mean annual earnings from employment of individuals whose highest level of education is upper secondary or postsecondary non-tertiary, multiplied by 100.

21. Although earnings for women are lower than those for men, the difference may result from a variety of factors; for example, larger proportions of women working part time, a different mix of occupations with different rates of pay.

The estimates are limited to persons with employment income during the reference period. The average for both sexes is not the simple average of the figures for males and females, but rather an average based on the employment income of the total population. For this reason, there may be instances when the average for both sexes does not fall between the value calculated for men and that calculated for women. This phenomenon can be seen in Canada's figures for total tertiary education in Table A.5.1. In this case in particular, the relative earnings figure for men aged 25 to 64 with upper secondary or postsecondary non-tertiary education (the reference category; not shown) was \$44,697 in 2007. This same year, the relative earnings figure for men this same age who had tertiary education was \$65,299, resulting in an index of 146 $[(\$65,299 / \$44,697) * 100]$. For women, relative earnings were \$28,313 for the reference category and \$41,174 for the tertiary group; an index of 145. For both sexes combined, the relative earnings were \$37,306 for the reference category and \$52,951 for tertiary; index of 142. In this example, the index value for both sexes (142) is below that obtained for men (146) and that for women (145), even if the average earnings values for both sexes for both the reference group (\$37,306) and the tertiary group (\$52,951) fall between the figures for men (\$44,697, reference category; \$65,299, tertiary) and those for women (\$28,313, reference category; \$41,174, tertiary).

Data for Canada were obtained from the Survey of Labour and Income Dynamics (SLID), a longitudinal household survey. SLID excludes inhabitants of Yukon, the Northwest Territories and Nunavut, institutional residents and persons living on Indian reserves. Overall, these exclusions amount to less than 3% of the population.

Note: The corresponding OECD indicator is A7, *What are the economic benefits of education?*.



Chapter B

Financial resources invested in education

Expenditure on education as a percentage of GDP

B1

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. It 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 also partially driven by the size of the school-age population and enrolment in education, as well as the country's relative wealth.

Observations

GDP allocated to educational institutions

With 6.1% of its GDP allocated to educational institutions in 2006, Canada devoted more than the 5.7% average estimated by the Organisation for Economic Co-operation and Development (OECD) (based on the member countries for which comparable data were available) (Table B.1.1). Iceland and the United States, among others, devoted more of their GDP to educational institutions than did Canada (7.8% and 7.6%, respectively), while estimates for several other OECD countries, including France (6.0%), New Zealand (5.9%) and the United Kingdom (5.8%) were similar.²²

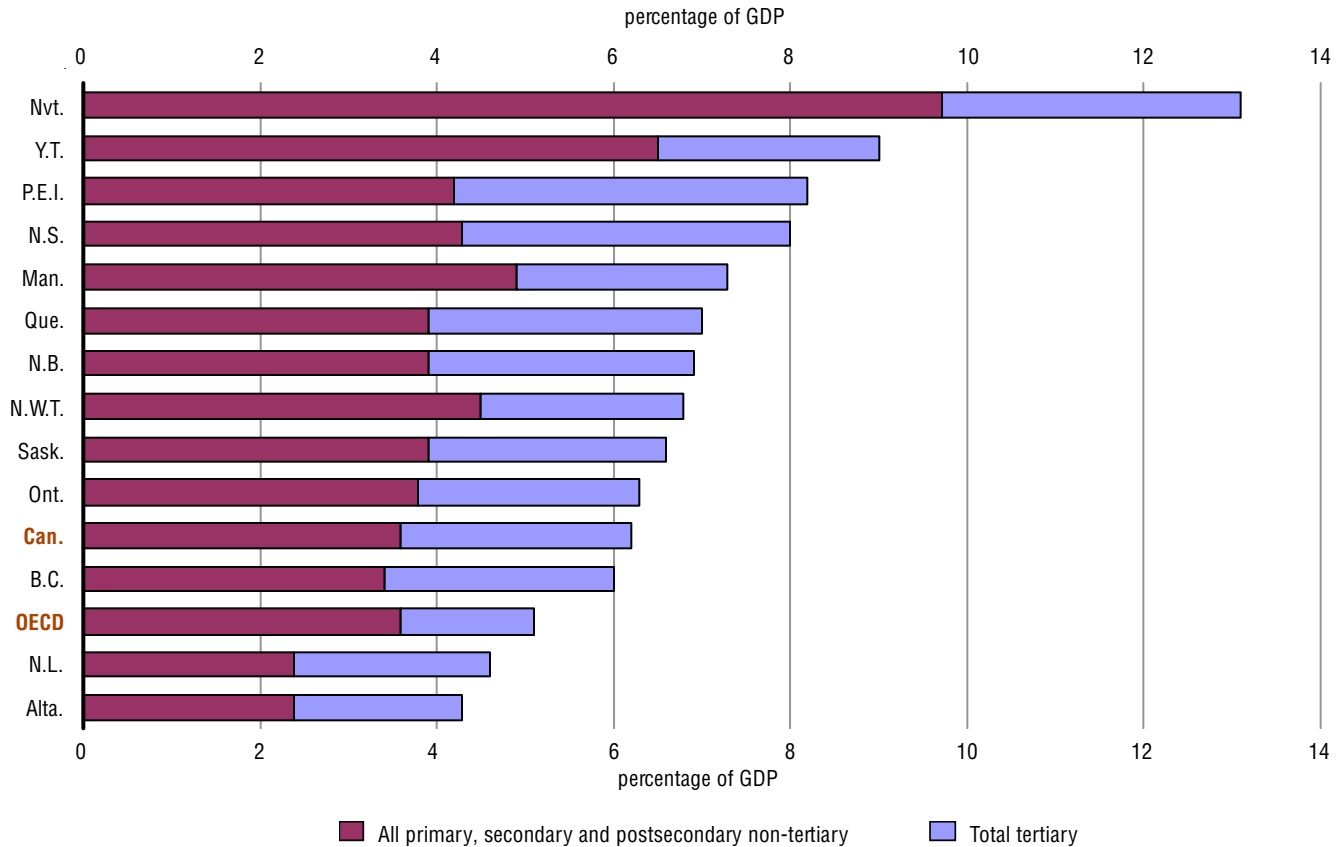
The financial commitment to educational institutions also varied from one province or territory to another (Chart B.1.1). While 4.3% of Alberta's GDP was invested in educational institutions in 2006, more than double that proportion was invested in Yukon and Nunavut: 9.0% and 13.1%, respectively. The proportion of provincial GDP exceeded the Canada level average in Prince Edward Island (8.2%) and Nova Scotia (8.0%), where both figures were slightly higher than the OECD's overall average, as well as its estimate for the United States (7.6%). Estimates for several other provinces—Manitoba, New Brunswick, Saskatchewan, Quebec, Ontario—were also higher than the 6.1% Canada average, while the estimate for

22. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments that could not be reflected here. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2010: OECD Indicators*, available on the OECD's Web site: www.oecd.org.

British Columbia (6.0%) mirrored it. In Newfoundland and Labrador (4.6%), as in Alberta (4.3%), the proportion of GDP allocated to education was below the national figure.²³

Chart B.1.1

Public and private expenditure on educational institutions as a percentage of GDP, by level of education, 2006



Source: Table B.1.1.

Primary, secondary and postsecondary non-tertiary education

In the OECD countries overall, more than half of the expenditure on educational institutions was for primary, secondary and postsecondary non-tertiary education (Table B.1.1). This is not surprising, since primary and lower secondary education is compulsory and enrolments in upper secondary education are generally high. In Canada, 59% (3.6% of 6.1%) of the national wealth invested in education in 2006 was spent on these types of education, less than the 63% average for the OECD countries overall (3.6% of 5.7%).²⁴

23. The situation in Alberta presents an example in which the low relative proportion of GDP devoted to education cannot be attributed to low amounts allocated to educational institutions; instead, it is due to relatively high provincial wealth. Alberta's per capita GDP is more than 1.5 times that of Ontario's, but the amounts invested in education depend more on the number of students in the system than on the relative wealth of the province. On a per capita basis, the two provinces invest nearly the same amounts in education.

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

In all provinces and territories, over half of the money spent on education in 2006 went towards primary, secondary and postsecondary non-tertiary education (Table B.1.1, column 2 as a percentage of column 9). Saskatchewan's figure matched the 59% average for Canada, while proportions for Ontario and Manitoba (60.3% and 67.1%, respectively) exceeded it. Calculations for the remaining provinces reveal proportions below the Canadian average, ranging from 51.2% in Prince Edward Island to 56.7% in British Columbia. Seventy percent or more of the spending on education in Nunavut (74.0%) and Yukon (72.2%) was for primary, secondary and postsecondary non-tertiary education; in the Northwest Territories, two-thirds was spent on this sector (66.2%). These higher proportions in the North are expected, given it has few tertiary schools.

Share spent on tertiary education

In 2006, 42.6% (2.6% of 6.1%) of the share of the GDP that Canada invested in education was allocated to the tertiary sector (Table B.1.1, column 6 as a percentage of column 9). This means that, among the OECD countries, Canada, along with the United States (40.8%), allocated the largest share of education spending to tertiary education.

In Prince Edward Island, 48.8% (4.0% of 8.2%) of the money spent on education went towards tertiary education (Table B.1.1; Chart B.1.1). The figures for Newfoundland and Labrador (47.8%), Nova Scotia (46.3%), Quebec (44.3%) and Alberta (44.2%) were also above the average for Canada (42.6%). In Saskatchewan (40.9%), British Columbia (43.3%) and New Brunswick (43.5%), spending on tertiary education mirrored the Canada-level average. The corresponding estimates for Ontario and Manitoba were 39.7% and 32.9%, respectively, for 2006. With few schools at the tertiary level, the proportions for the North were, as expected, well below the average for Canada, at one-third or less.

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 educational attainment and for all categories 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.²⁵ *Non-instructional educational institutions* are entities that provide advisory, administrative or professional services to other educational institutions but do not enrol students themselves.

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

The financial data for Canada were drawn from seven Statistics Canada surveys²⁶ and exclude expenditure related to debt service. GDP data are provided by the System of National Accounts Branch. All data for Canada, the provinces and territories refer to the 2006 financial year. The OECD averages (for the 2007 financial year) are based on the UOE data collection on educational systems, conducted jointly by three international organizations (UNESCO, the OECD and Eurostat) and administered by the OECD in 2009.

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

26. Elementary-Secondary Education Statistics Project; 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.

Distribution of expenditure on education

Context

This indicator outlines spending on education services and resources, identifying the proportion of budgets allocated to current and capital 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 expenditure

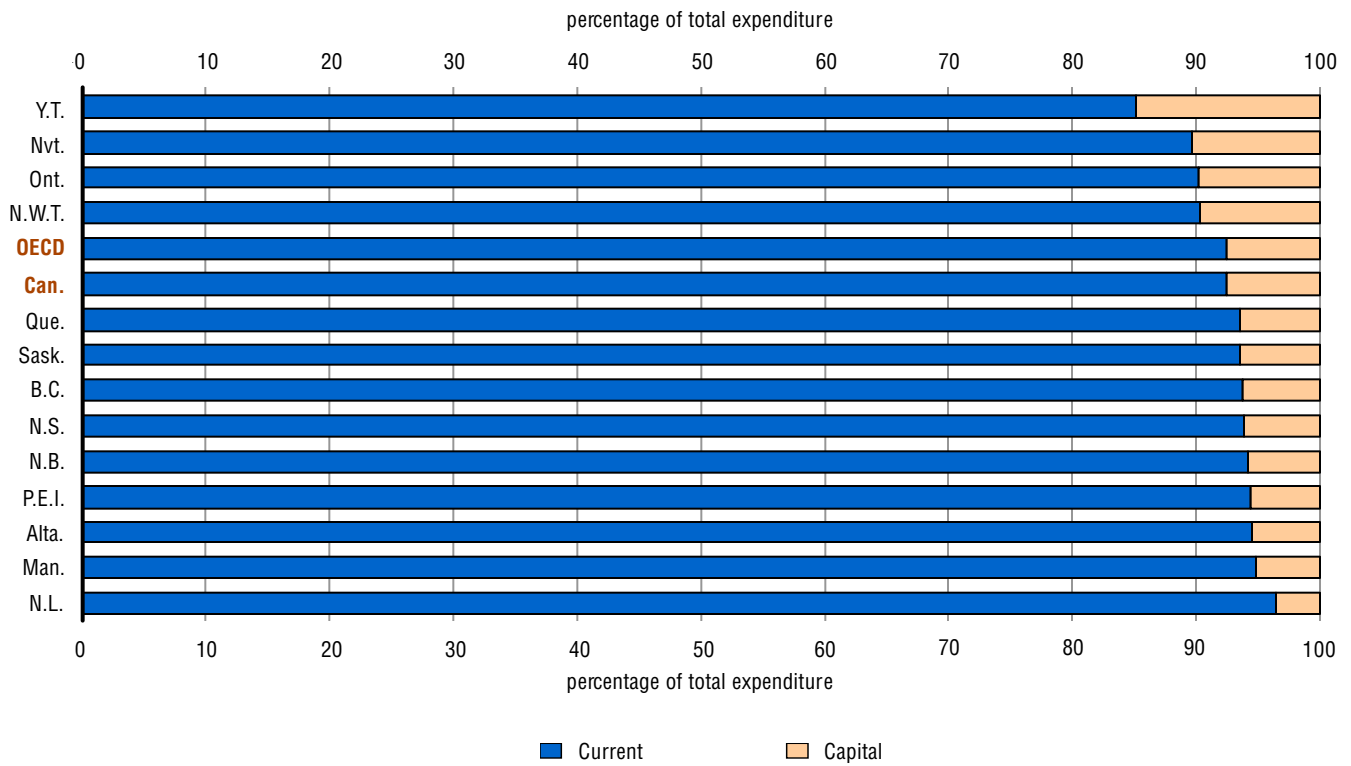
The proportions of education expenditure allocated to current spending were relatively high in Canada in 2006 (most recent data available): 92% for primary, secondary and postsecondary non-tertiary education, and 94% for tertiary (Table B.2.1; Charts B.2.1.1 and B.2.1.2). These figures are fairly similar to the average proportions reported by the Organisation for Economic Co-operation and Development (OECD) for its member countries: 92% and 91%, respectively.^{27,28} Current expenditure reflects spending on school resources that are used each year for the operation of schools.

27. In Canada, however, expenditures for postsecondary non-tertiary education are aggregated with those for tertiary-type 5B education. This is not expected to have a substantial effect on ratios or data comparability, considering the minimal relative weight of this expenditure.

28. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments that could not be reflected here. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2010: OECD Indicators*, available on the OECD Web site: www.oecd.org.

Chart B.2.1.1

Distribution of total expenditure by educational institutions for primary, secondary and postsecondary non-tertiary education, 2006



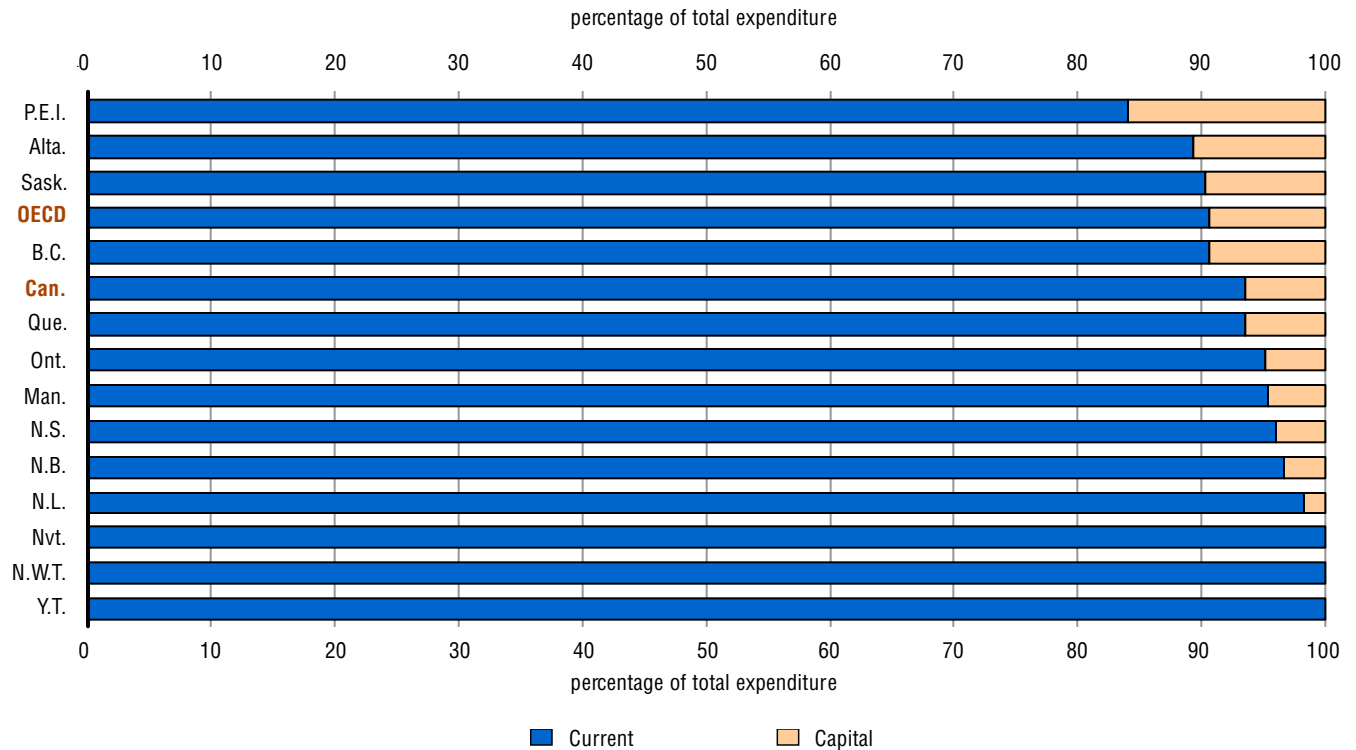
Source: Table B.2.1.

In the primary, secondary and postsecondary non-tertiary category, the share allocated to current expenditure was below the 92% for Canada in Ontario (90%), Northwest Territories (90%), Nunavut (90%) and Yukon (85%). For tertiary, spending allocated to current expenses was below Canada’s 94% in British Columbia (91%), Saskatchewan (90%), Alberta (89%) and Prince Edward Island (84%) (Table B.2.1; Charts B.2.1.1 and B.2.1.2).

According to recent data from the OECD, the relative share of current expenditure varied considerably from one country to another: from 84% in Luxembourg to 98% in Portugal, Austria, Chile and Mexico at the primary, secondary and postsecondary non-tertiary level, and from 80% in Spain to 95% or more in Belgium, Finland, Denmark, Sweden, Chile, Mexico and the United Kingdom at the tertiary level.

Chart B.2.1.2

Distribution of total expenditure by educational institutions for tertiary education, 2006



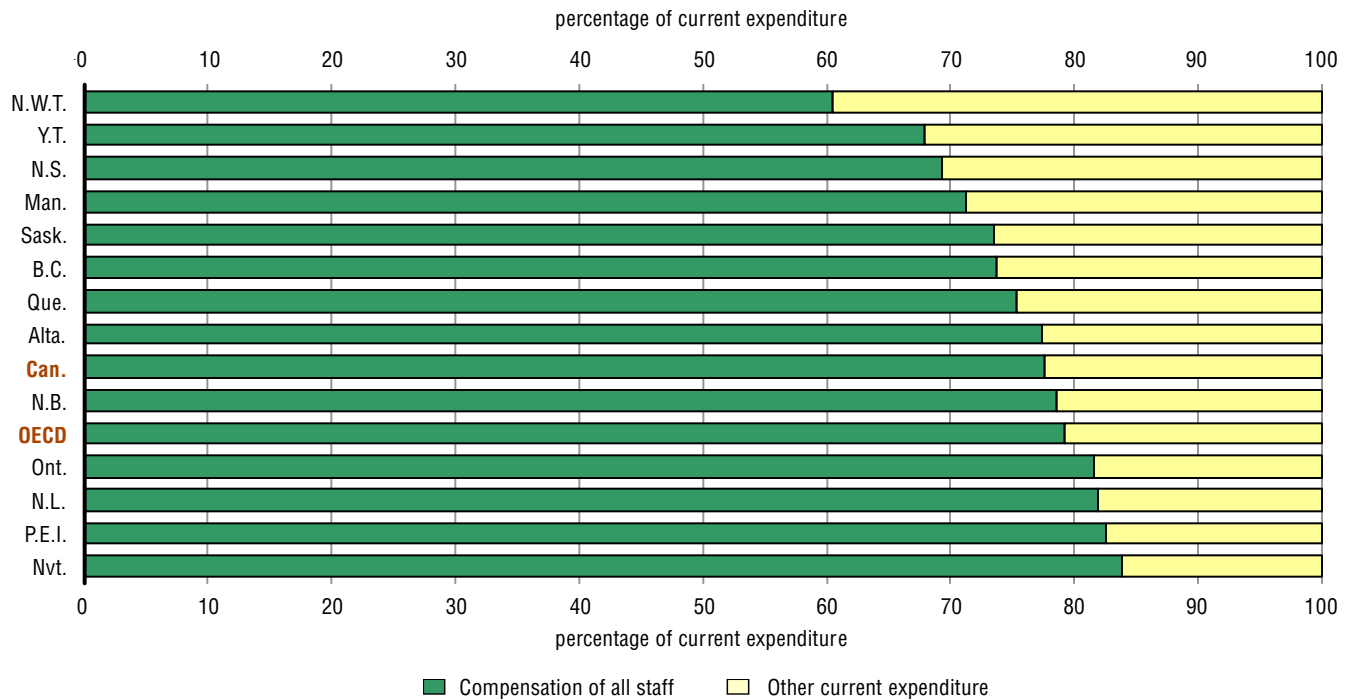
Source: Table B.2.1.

Compensation of staff

Current expenditure may be 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). For primary, secondary and postsecondary non-tertiary education, the compensation of staff (78%)—particularly teachers (62%)—accounted for the largest proportion of current expenditure in Canada in 2006, a situation mirrored in all other OECD countries (Table B.2.1; Chart B.2.2.1). At the tertiary level in Canada, 63% of current expenditure was devoted to compensation of all staff; 37%, to compensation for teachers (Chart B.2.2.2).

Chart B.2.2.1

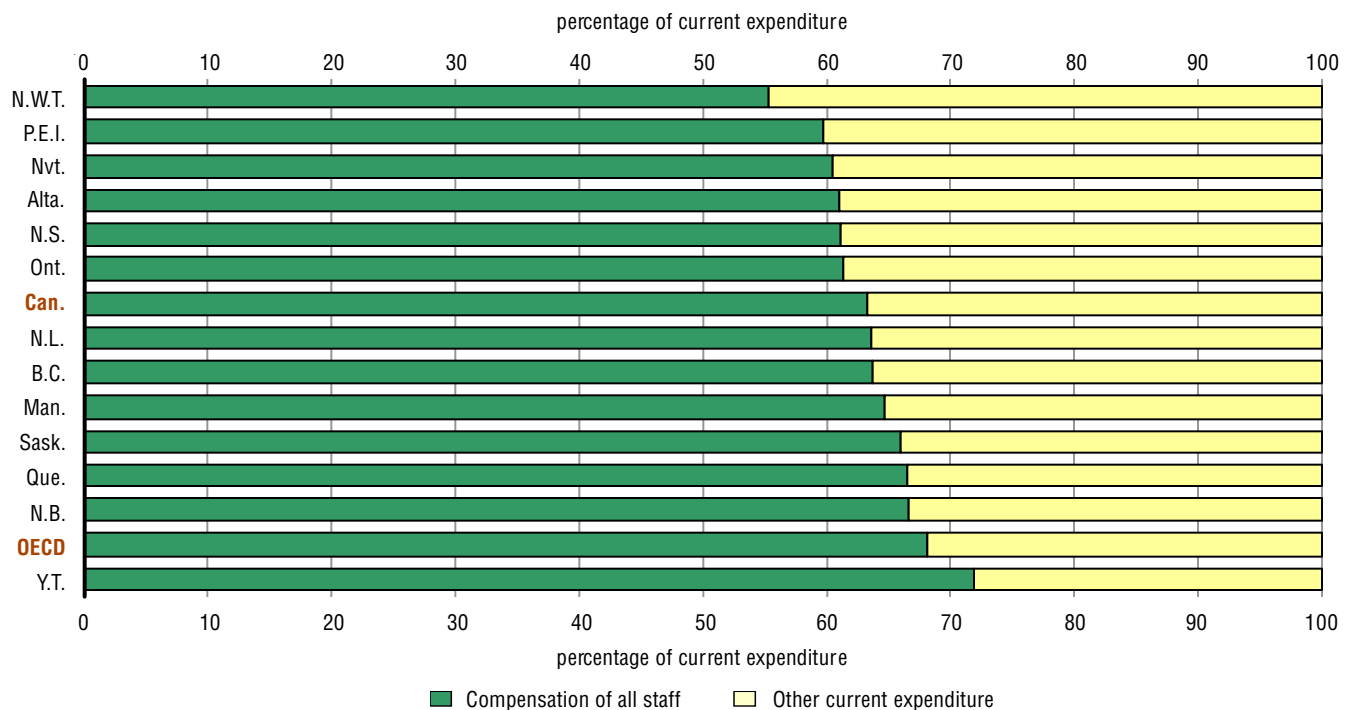
Distribution of current expenditure by educational institutions for primary, secondary and postsecondary non-tertiary education, 2006



Source: Table B.2.1.

Chart B.2.2.2

Distribution of current expenditure by educational institutions for tertiary education, 2006



Source: Table B.2.1.

As was the case for Canada overall, the proportion of current expenditure allocated to compensation of all staff employed in education was larger for the primary, secondary and postsecondary non-tertiary category than for the tertiary category in all provinces and territories with the exception of Yukon (Table B.2.1; Charts B.2.2.1 and B.2.2.2). The proportion in primary, secondary and postsecondary non-tertiary varied from 61% in the Northwest Territories to 84% in Nunavut; for tertiary, figures ranged from 55% in the Northwest Territories to 72% in Yukon.

Capital expenditure

In Canada in 2006, 6.5% of education expenditure for tertiary education was allocated to capital expenditure; the OECD average was 9.3%. For primary, secondary and postsecondary non-tertiary, the corresponding figures for Canada and the OECD were 7.6%. (Table B.2.1; Charts B.2.1.1 and B.2.1.2). Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings.

With the exception of Prince Edward Island, Saskatchewan, Alberta and British Columbia, the proportion allocated to capital expenditure was generally greater for primary, secondary and postsecondary non-tertiary education than for tertiary education.

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 income accounting. Current refers to resources used each year by institutions as they carry out their activities. 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 2006 financial year, and figures were drawn from seven Statistics Canada surveys: the Elementary-Secondary Education Statistics Project; 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; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools. Information for OECD member countries, and the OECD averages, refer to data for the 2007 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?*.



Chapter C

Access to education, participation and progression

International students

Context

This indicator presents the proportions of international and foreign students enrolled in tertiary education in accordance with the three International Standard Classification of Education (ISCED) categories,²⁹ which represent enrolments in colleges and universities. Change in the number of foreign students over time is also examined.

Students may 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. Others, particularly those in developing countries, may actually need to leave their home country to pursue a tertiary education. 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 may span regions and countries.

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

Observations

Proportion of international students in tertiary education

In Canada, international students accounted for 6% of all students enrolled in tertiary education in 2007, a proportion fairly similar to the average for OECD countries (7%) and behind Belgium (9%) (Table C.1.1). The highest proportions of international students were recorded for Australia (21%), Austria (16%), the United Kingdom (15%),

29. Please see the “ISCED classification and descriptions” section in this report’s *Notes to readers* for brief descriptions of the ISCED categories.



C1

Switzerland (14%) and New Zealand (13%).³⁰ For Canada, the concept of “international students” includes students who are not Canadian citizens and who do not hold a permanent residency permit in Canada (please see the “Definitions sources and methodology” section of this indicator for the detailed definition).

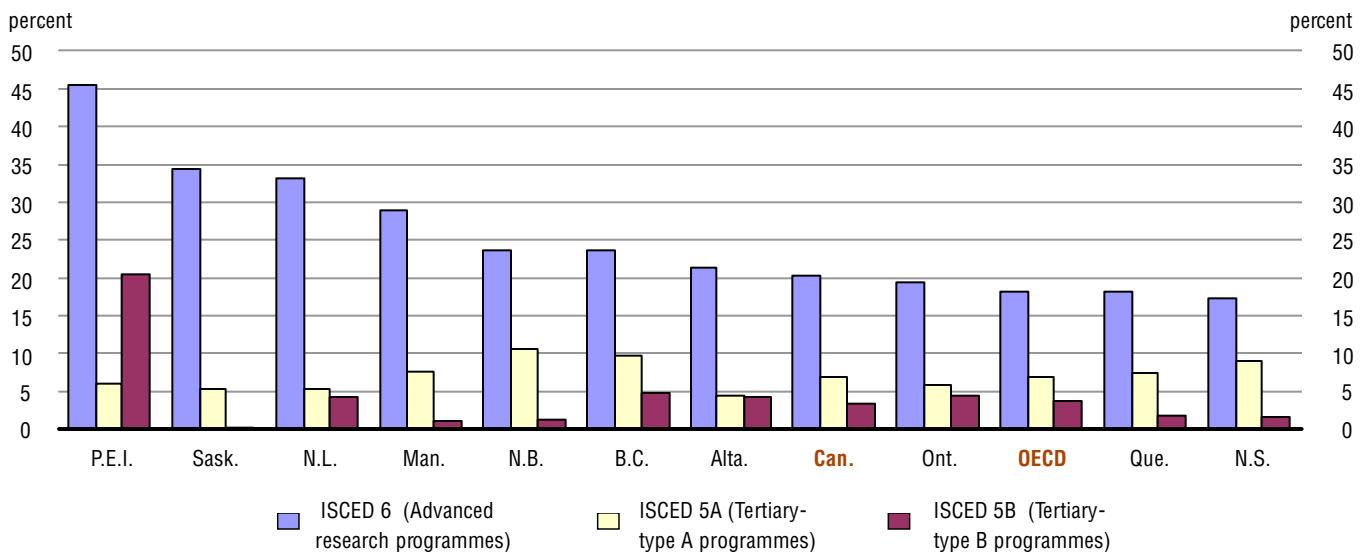
Across the provinces, there was little variation in the proportion of international students enrolled in the tertiary education systems, with figures registering close to the Canada average of 6% in six provinces: Manitoba, Ontario, Newfoundland and Labrador, Quebec, Alberta, and Saskatchewan. With 11%, Prince Edward Island has the highest proportion of international students, almost double the Canada average (Table C.1.1). These figures for Canada are drawn from the Postsecondary Student Information System (PSIS) (see the “Definitions, sources and methodology” section for this indicator, as well as the “ISCED classifications and descriptions” for PSIS in the *Notes to readers* section for more information).

International students and type of tertiary education

In Canada, international students accounted for a higher proportion of enrolment in ISCED 6 (advanced research) programmes (20%) than in ISCED 5A (tertiary-type A) (7%) and ISCED 5B (tertiary-type B) (4%) programmes. This pattern is evident in all provinces (Table C.1.1; Chart C.1.1). Correspondingly, across the OECD countries in general, 18% of students in advanced research programmes were international students, as were 7% of tertiary-type A and 4% of tertiary-type B students. While patterns vary across OECD countries, in some countries, like Australia for example—a key competitor to Canada in the market for international students—similar proportions of international students are enrolled in tertiary-type A (21%) and advanced research programmes (23%).

Chart C.1.1

Percentage of international students in tertiary enrolments, by level of education, 2007



Source: Table C.1.1.

30. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments that could not be reflected here. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2010: OECD Indicators*, available on the OECD’s Web site: www.oecd.org.

Among the provinces, the largest proportion of international students in ISCED 6 (advanced research) programmes, 46%, was observed in Prince Edward Island (this was also among the highest proportions for this category observed across the OECD countries). In six other provinces, Saskatchewan (35%), Newfoundland and Labrador (33%), Manitoba (29%), British Columbia (24%), New Brunswick (24%), and Alberta (21%) the proportions of international students in advanced research programs were higher than the Canada average (20%) and higher than the average for the OECD countries (18%) (Table C.1.1; Chart C.1.1).

Generally, there was less variation across the provinces in the proportion of international students enrolled in the ISCED 5A and 5B programmes. In all provinces, they accounted for between 5% and 10% of tertiary-type A students, and for less than 5% of all students in tertiary-type B programs. The exception is again Prince Edward Island, where 21% of tertiary type B students were from abroad in 2007 (Table C.1.1; Chart C.1.1).

Change in the number of foreign students

In Canada, as in other countries, “foreign students” covers all students who are not Canadian citizens, including those who are permanent residents of the country (thus distinguishing them from “international students”). The number of foreign students³¹ who were pursuing tertiary programmes in the country rose by 8% a year on average between 2001 and 2007, a slower rate of growth than that registered in OECD countries on average (13%) (Table C.1.1).

Prince Edward Island, Newfoundland and Labrador, and Manitoba posted the strongest growth of foreign enrolments in tertiary education, with average annual increases of more than 10% between 2001 and 2007 (Table C.1.1). All of the other provinces also registered increases, although the annual average rate of increase posted in these provinces was lower than the OECD average.

Definitions, sources and methodology

This indicator examines the proportion of international and foreign students in the different categories of tertiary education. It also provides insight into the change in the number of foreign students.

International students are those who, for the specific purpose of pursuing their education, go to a country other than their country of residence or the country in which they were previously educated. These students may be defined on the basis of either the country of which they were permanent residents or the country in which they were previously educated (regardless of their nationality). In Canada, this concept includes students who are not Canadian citizens and who do not hold a permanent residency permit in Canada. *Foreign students* are those who are educated in a country for which they do not hold citizenship. In Canada, as in other countries, this concept covers all students who are not Canadian citizens (it therefore includes permanent residents).

31. The preferred statistic from the Canadian perspective is change in the number of international students. However, a time series for this concept is not possible at this time as the OECD only recently began to collect data on this concept in 2005.

The proportion of international students at a given education level is obtained by dividing the number of students who are not Canadian citizens and who are not permanent residents of Canada by the total number of students at that level, and multiplying this ratio by 100. The proportion of foreign students at a given education level is obtained by dividing the number of students who are not Canadian citizens by the total number of students, and multiplying this ratio by 100. The total number of students includes all individuals educated in Canada, whether they are Canadian citizens or foreign nationals, but it excludes all Canadian citizens who are educated abroad.

The Canadian data are drawn from Statistics Canada's Postsecondary Student Information System (PSIS), which only covers public postsecondary institutions. As not all institutions currently provide data to PSIS, results for some jurisdictions rely in part on estimates submitted to the institutions for validation. The data on foreign students and international students reflect the 2007/2008 academic year (2006/2007 for Canada) and are drawn from the UOE collection of statistical data on education, which was carried out by the OECD in 2009.

Note: The corresponding OECD indicator is C2, *Who studies abroad and where?*.

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 the various combinations of school and work, as well as some of the transitions between the two.

In most Organisation for Economic Co-operation and Development (OECD) countries, including Canada, education policymakers strive to encourage young people to complete at least their secondary education. Recognition of the importance of postsecondary education for economic and social success—both for individuals and society—is also increasing. However, the decisions that young people make regarding their education may be influenced by economic conditions; for example, they may be inclined to leave school and enter the work force when the labour market is strong, and then continue their education when the labour market is weaker. Since many jobs now require more specialized knowledge than ever before, individuals with lower educational attainment are often comparatively disadvantaged.

A large, stylized white 'C2' logo is positioned on a dark orange rectangular background on the right side of the page.

Observations

In education, not in education

In 2008, the majority of 15- to 19-year-olds in Canada (80%) were still involved in education (Table C.2.1). This means, however, that the remaining 20% of these youth—one in five—were no longer pursuing a formal education (Chart C.2.1). This figure is high, given that school attendance is compulsory until at least age 16 in most of Canada and until age 18 in Ontario and New Brunswick. Among OECD countries, an average of 15% of 15- to 19-year-olds were not in education—the same estimate recorded for the United States.³² In comparison with Canada, however, few other OECD countries had similarly high, or higher, proportions of young people “not in education.”³³ Australia and Spain, both with 21%, reflected a situation similar

32. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments that could not be reflected here. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2010: OECD Indicators*, available on the OECD's Web site: www.oecd.org.

33. Data presented in Indicator A1 show that the attainment level of Canada's population as a whole is high relative to the OECD average. A recent Canadian study has also demonstrated the importance of “second-chance” programs in addressing the needs of the 20% who have left education between the ages of 15 and 19. While a portion of these individuals will have completed high school by age 19, others will have left early, without a high school credential. See *Interrupting High School and Returning to Education*, a Pan-Canadian Education Indicators Program (PCEIP) fact sheet, based on data from the Youth in Transition Survey (YITS) (released April 29, 2010, Statistics Canada Catalogue no. 81-582-X; available free on the Statistics Canada Web site at www.statcan.gc.ca).

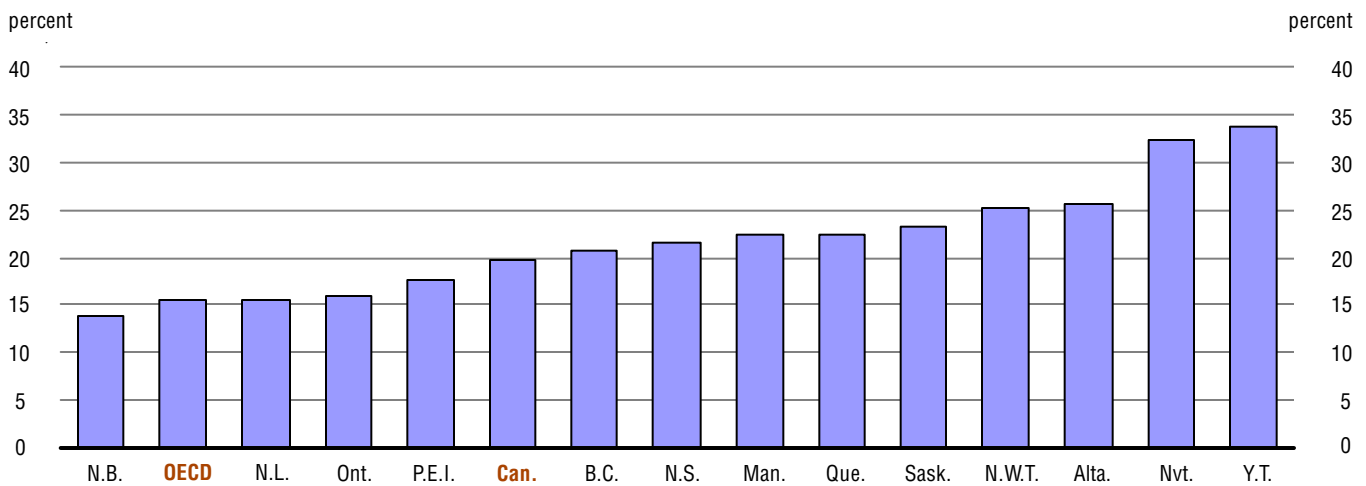
to that of Canada’s in 2008, and only Turkey (52%), the United Kingdom (24%), New Zealand (25%) and Norway (22%) registered higher proportions.

The proportion of Canadian 15- to 19-year-olds “in education” remained quite stable over the 1998-to-2008 period, at around 80% (Table C.2.2). In the OECD countries overall, the corresponding proportion rose from 80% in 1998 to 85% in 2008, indicating the growing recognition among today’s youth that staying in school is important to their future.

The proportion of young people aged 15 to 19 who were “not in education” varied from one province to another in 2008, from 14% in New Brunswick to 26% in Alberta (Table C.2.1; Chart C.2.1). The corresponding estimates for the North were also high, ranging from 25% to 34%. The attraction presented by very dynamic provincial labour markets may explain inter-provincial differences.

Chart C.2.1

Percentage of 15- to 19-year-olds not in education (employed, unemployed, and not in the labour force), 2008



Source: Table C.2.1.

Employability affected

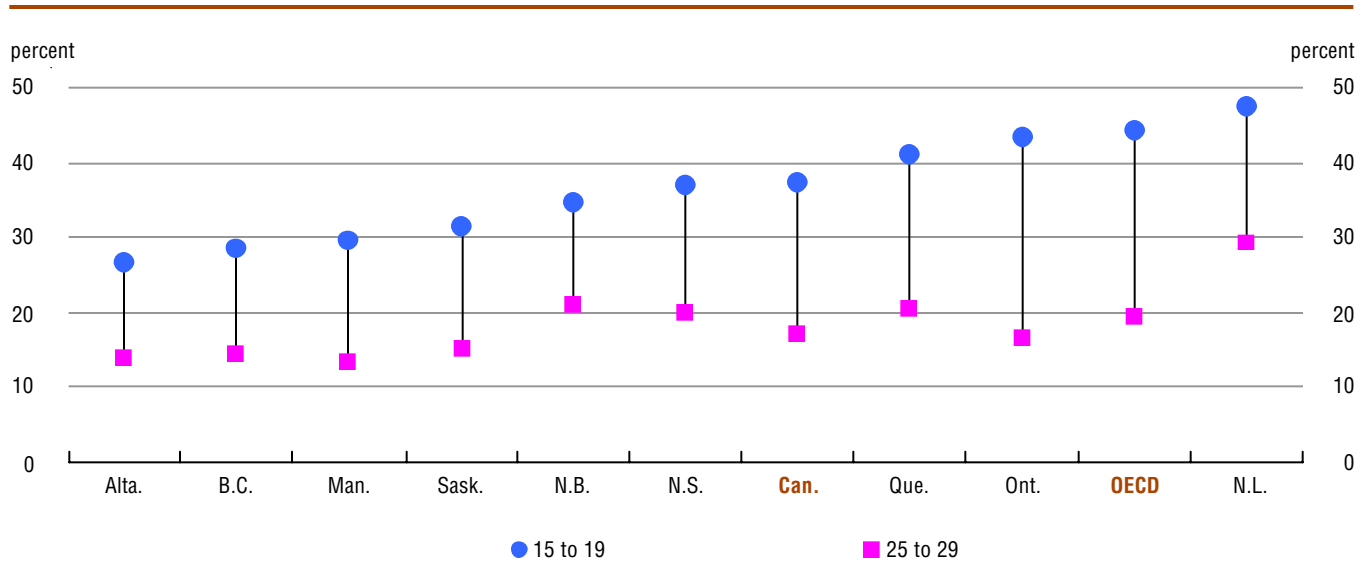
Owing to their youth, teens aged 15 to 19 often have both lower educational attainment and less work experience than young adults in their twenties. Those in the younger group who are not in school are more likely to be unemployed or not in the labour force (not looking for a job and not employed). In Canada in 2008, among 15- to 19-year-olds, about 3% were unemployed and “not in education” (Table C.2.1). And just over 4% were “not in the labour force,” meaning that they were not looking for a job, so were neither employed nor unemployed. When taken together and considered as a proportion of the 15- to 19-year-olds who were no longer pursuing their education, this “non-employment” group (the unemployed together with those not in the labour force) accounts for 37% (Chart C.2.2). This compares with 17% among young people aged 25 to 29—a considerable difference. This rather wide gap indicates the relative difficulty that the younger group, which has lower educational qualifications, may encounter in finding employment or keeping a job.

Although any young adult who is no longer pursuing an education may face some problems with employability, it appears that Canada’s 15- to 19-year-olds may fare slightly better than their counterparts in other OECD countries in terms of

moving into the labour market. According to the latest OECD averages, the same comparison of proportions for the youngest and oldest age groups yields a 25-percentage-point gap, notably higher than the 20-point difference in Canada (Table C.2.1). This indicates that, in Canada versus other countries, the 15- to 19-year-olds who are not in education are in a relatively stronger position than in some other countries when compared against those aged 25 to 29, who have likely attained a higher level of education. So, even though Canada has more not-in-education youth than other OECD countries, these 15- to 19-year-old Canadians seem to fare better in terms of integrating into the labour market.

Chart C.2.2

Non-employed 15- to 29-year-olds (unemployed and not in the labour force) as proportion of those not in education, by age group, 2008



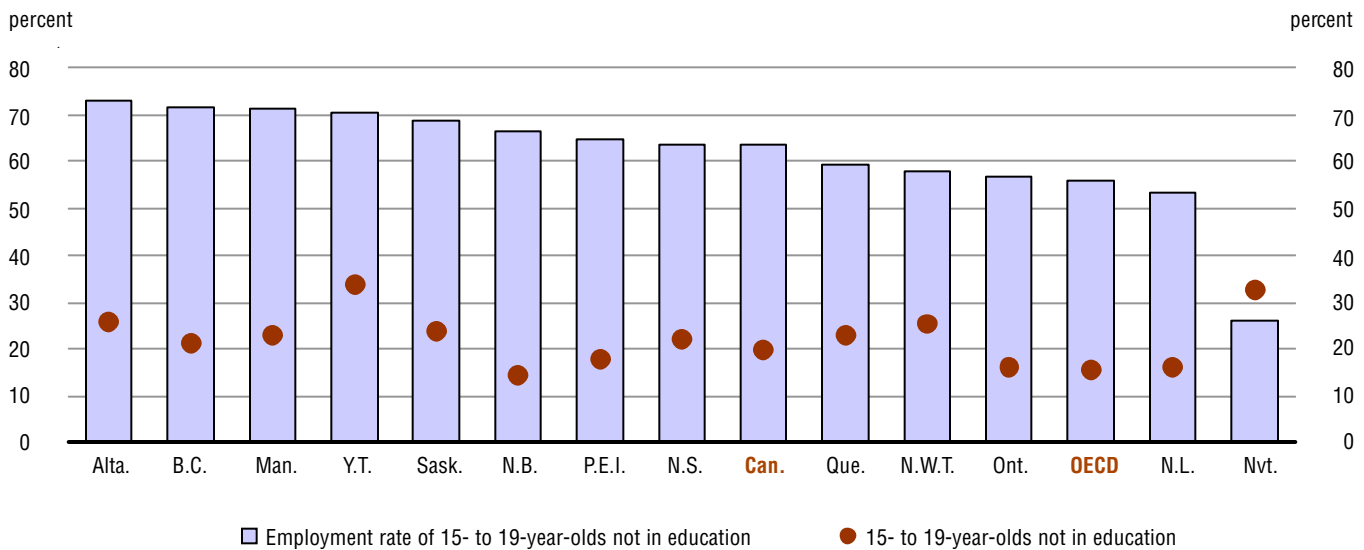
Source: Table C.2.1.

Employment rates

An examination of employment rates among not-in-education Canadians aged 15 to 19 again reveals that the country compares favourably against other OECD member countries. Considering the percentage of employed 15- to 19-year-olds in Canada (12%) as a proportion of the total for these ages who were no longer in education (20%) reveals an employment rate of 63% in 2008 (Table C.2.1; Chart C.2.3). The latest comparable OECD employment rate, 56%, is based on data from the member countries for which comparable data were available. With an employment rate of 63%, the United Kingdom paralleled Canada, while, with 69%, Australia fared better.

Chart C.2.3

Percentage of 15- to 19-year-olds not in education and their employment rate, 2008



Note: The employment rate was calculated by dividing the percentage of employed 15- to 19-year-olds who were not in education by the total percentage of 15- to 19-year-olds not in education and multiplying by 100.

Source: Table C.2.1.

As observed with respect to the OECD countries, some provinces seem more successful than others in meeting the challenge of integrating young adults with relatively low educational attainment into the labour force. In the Western provinces, the association of relatively high employment rates (around 70%) and relatively high proportions of young people not in education, indicates that labour markets with shortages can draw and employ young people regardless of their educational attainment (Chart C.2.3). The situation in the other provinces appears more typical of the difficulties young people may expect when leaving the education system early, while the patterns in the three territories are somewhat different and not unexpected for the North.

Definitions, sources and methodology

The indicator is calculated using cross-tabulations for the variables school attendance, labour force status, and age. 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). Distributions are shown for three separate young adult age groups: 15 to 19; 20 to 24; and 25 to 29). 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. 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.

The data were obtained from Statistics Canada's Labour Force Survey (LFS),³⁴ 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 C3, *How successful are students in moving from education to work?*

34. For more details on the Labour Force Survey (LFS), please see the "Definitions, sources and methodology" sections for Indicators A1 and A5, as well as the *Notes to readers*.



Participation in adult learning

Context

This indicator examines participation in education and training among the adult population aged 25 to 64. People in this age range are generally considered to be older than the typical school-age population as a large proportion have completed their initial education and training. The initial stage of education is pursued in elementary and secondary schools, and increasingly in postsecondary institutions, and often completed in young adulthood. By focussing on this age group, this indicator provides information on the proportion of adults who participate in education and training later in life for many reasons, including job- or career-related choices. Data are presented by age group and by sex, according to educational attainment, which reflects the highest level of education successfully completed.

In Canada and across other countries that belong to the Organisation for Economic Co-operation and Development (OECD), there is widespread recognition of the economic and social benefits conferred by education and training on individuals, businesses, and communities. The importance of education and training, however, is not confined to the initial cycle of learning. In recent years, widespread change in various forms, for example, the development and application of new information and communications technologies, globalization, new scientific innovations, and new ways of understanding the social and natural worlds, have affected workplaces, communities, and personal lives in various respects. Learning throughout the lifespan is a way of adjusting to and keeping abreast of change—which is not expected to slow—in the labour market, the workplace, and a knowledge-intensive world.

Observations

Overall adult participation in education and training

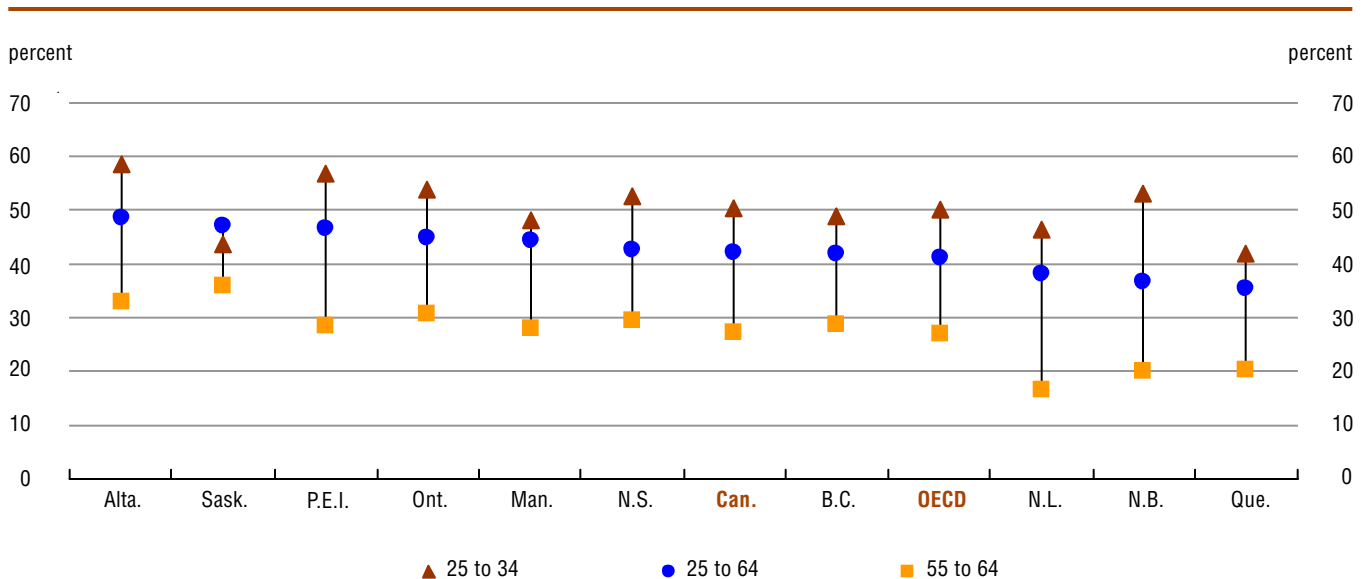
In Canada in 2008, 42% of adults aged 25 to 64 had participated in formal and/or non-formal education or training for job-related or personal reasons (Table C.3.1; Chart C.3.1). Formal education and training consists of structured learning activities that lead to a formal credential, such as recognized degrees, diplomas, certificates or licenses. Non-formal education and training consists of structured learning activities that do not lead to a formal credential. It includes courses that are not part of a program, workshops, and seminars.



On average, Canadian adults participated in education and training at the same rate as their counterparts in other OECD countries overall (41%) (Table C.3.1). According to the latest figures from the OECD,³⁵ adults in the following countries had higher rates of participation when compared with Canada: Sweden (73%), New Zealand (67%), Switzerland (57%), Finland (55%), Norway (55%), United Kingdom (49%), United States (49%), Germany, Netherlands, Denmark (45%), and the Slovak Republic (44%).

Participation in adult education in Canada and internationally is affected by myriad factors, including the structure of local and regional economies, the structure of the formal education system, opportunities for adult learning, and demographic contexts and personal needs. Participation rates varied somewhat across the country, and were above the Canada (and OECD) average in five provinces: Alberta (49%), Saskatchewan (47%), Prince Edward Island (47%), Ontario (45%), and Manitoba (44%) (Table C.3.1; Chart C.3.1). The lowest rates were recorded in Newfoundland and Labrador (38%), New Brunswick (37%) and Quebec (36%). Participation rates were similar to the Canadian average in Nova Scotia (43%) and British Columbia (42%).

Chart C.3.1
Participation rates in formal and/or non-formal education, 25- to 64-year-olds, by age group, 2008



Source: Table C.3.1.

Participation by age

In Canada overall and in most provinces, adults in the youngest age group (i.e., those aged 25 to 34) had the highest rate of participation in education and training. This pattern was also observed across most of the OECD countries. By contrast, adults nearing the age of retirement, that is those aged 55 to 64, had the lowest rates of participation in all Canadian provinces and across OECD countries. In Canada, adults in the 25-to-34 age group participated at almost twice the rate (50%) as those aged

35. The international data presented in this report reflect the figures available from the OECD at the time of writing; however, the OECD may have made further final adjustments that could not be reflected here. For more detailed information on the latest international statistics, please refer to *Education at a Glance 2010: OECD Indicators*, available on the OECD's Web site: www.oecd.org.

55 to 64 (28%) (Table C.3.1; Chart C.3.1). The levels of participation by the youngest and oldest Canadian adults were similar to the OECD averages for the corresponding age groups.

It is also important to examine the learning activities of individuals in the 35-to-44 and 45-to-54 age groups, as they represent a large part of the labour force, or potential labour force. In Canada, participation rates for individuals in these two groups were somewhat lower than for those aged 25 to 34, yet they remained above 40% (Table C.3.1). More specifically, 47% of adults aged 35 to 44 and 42% of those aged 45 to 54 participated in some type of education or training in 2008, whether for personal or job-related reasons.

The level of participation in education and training demonstrated by Canadians in the middle age groups did not differ much from that observed in some of its fellow OECD countries. The education and training participation rates for Canadians in both the 35-to-44 and 45-to-54 age groups were slightly higher than the corresponding OECD averages (44% and 40%, respectively) (Table C.3.1), but slightly lower than those for some countries, such as Germany (51% and 47%), the United Kingdom (51% and 49%) and the United States (49% and 48%).

Across the provinces, adults in Prince Edward Island, Ontario, Manitoba, Saskatchewan, and Alberta recorded higher participation rates than the Canadian and (OECD) average in both the 35-to-44 and 45-to-54 age groups (Table C.3.1). In most provinces, the highest participation rates were observed for the youngest adults (those aged 25 to 34), while rates were slightly higher among individuals aged 35 to 44 in Newfoundland and Labrador, Quebec, and Manitoba. In Saskatchewan, the highest participation rates occurred among those in the 35-to-44 and 45-to-54 age groups (over 50% for both these age groups).

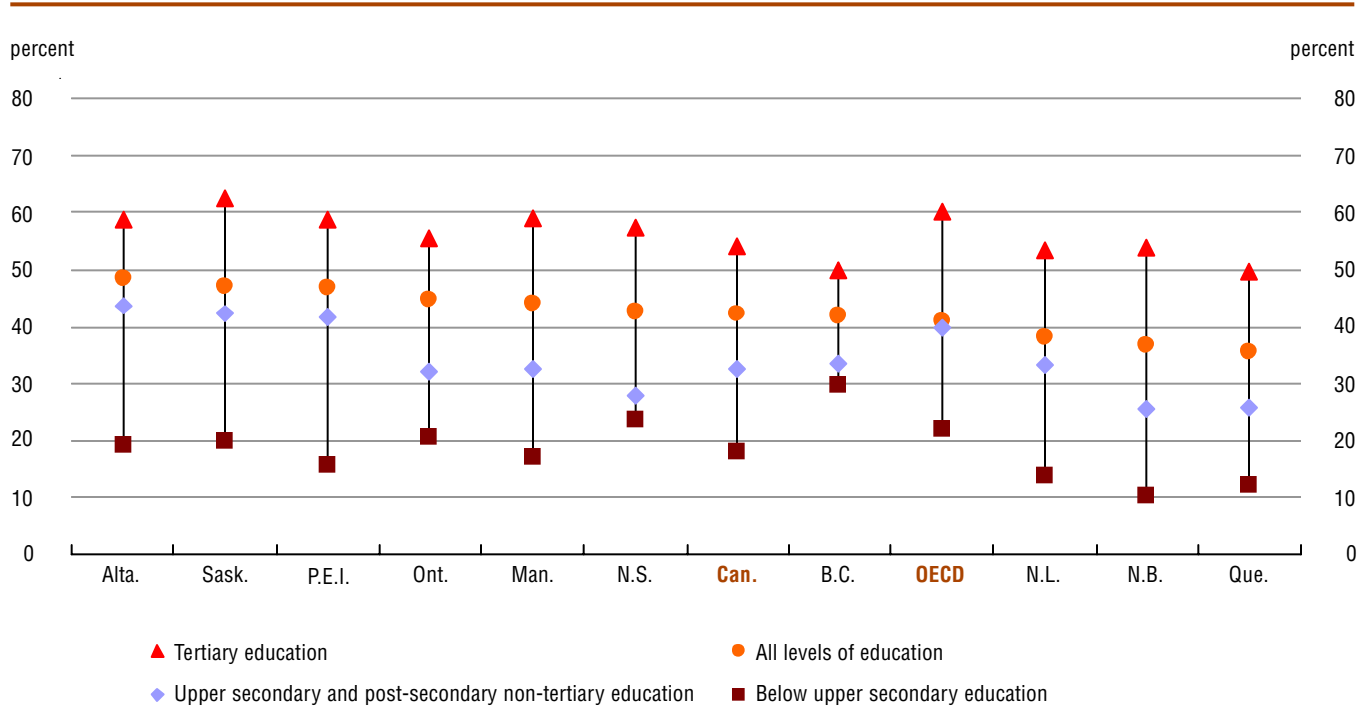
At the Canada level, there was little difference in the participation rates of men and women in education and training in the 25-to-34, 35-to-44, and 55-to-64 age groups. Women aged 45 to 54 participated in education and training at a slightly higher rate than men (46% compared with 38%) (Table C.3.1). Internationally, differences between the participation rates of men and women were also generally small.

Participation by educational attainment

Consistent with other research findings, adult participation in education and training is positively related to educational attainment, or the highest qualification held by an individual. This is the case in Canada as a whole and in each province, as well as in OECD countries in general. In Canada, 18% of adults who had “below upper secondary education” (the equivalent of less than secondary school completion) as their highest level of attainment had participated in education and training in 2008 (Table C.3.2; Chart C.3.2). This figure increased to 32% for those with upper secondary or non-tertiary postsecondary education (the equivalent of secondary school completion or trades/apprenticeship training), and to 54% for those with a tertiary (or postsecondary) education. In other words, there was a 36-percentage-point difference in the rates of participation in learning activities between adults with the highest levels of attainment and those with the lowest. For the OECD average, the difference in participation rates (38 percentage points) between the most and least educated was similar to that observed in Canada. However, average participation rates at all levels of educational attainment for the OECD are slightly higher than in Canada.

Chart C.3.2

Participation rates in formal and/or non-formal education, 25- to 64-year-olds, by educational attainment, 2008



Source: Table C.3.2.

Across the provinces, the smallest difference in participation rates by highest level of education attained was observed in British Columbia (20 percentage point difference) (Table C.3.2; Chart C.3.2). This smaller gap reflects a higher rate of participation in adult learning in British Columbia among those without secondary school compared with their Canadian counterparts. In British Columbia, 30% of those without a secondary school credential participated in adult learning activities in 2008, almost double the Canadian average (18%). Among those with a postsecondary credential, however, individuals in British Columbia participated in adult learning at a slightly lower rate than the average in Canada: 50% compared with 54%.

In all provinces except Alberta, the difference in participation rates in favour of individuals with higher educational attainment was more pronounced among women than men. In Alberta, women who had not completed secondary school had higher rates of participation in adult education and training in 2008 than did men (23% compared with 17%).

Definitions, sources and methodology

This indicator examines participation in formal and/or non-formal education and training among adults aged 25 to 64. The information is presented by educational attainment, by age group, and by sex.

The concept of adult learning presented in this indicator encompasses both formal and non-formal education regardless of whether it was taken for job-related purposes or personal interest. According to the definitions in the Classification of Learning Activities (CLA) elaborated under the leadership of Eurostat, “formal education” is defined as education provided in the formal systems of education consisting of schools, colleges, universities and other formal education institutions

and that normally constitutes a continuous ladder of full-time education for children and young people, generally beginning at age 5 to 7 and continuing up to 20 or 25 or above. “Non-formal education” is defined as any organized and sustained educational activities that do not correspond exactly to the above definitions of formal education. Non-formal education may therefore take place both within and outside educational institutions, and may cater to people of all ages. It may cover educational programs to impart adult literacy, basic education for out-of-school children, life skills, work skills and general culture. Non-formal education programs do not necessarily follow the “ladder system,” and may have differing durations.³⁶

The data for Canada and the provinces were drawn from the Access and Support to Education and Training Survey (ASETS) and refer to learning activities that took place between July 2007 and June 2008. The international figures used by the OECD are obtained for European countries from the European Adult Education Survey (AES) co-ordinated by Eurostat, and for other non-European countries, from national surveys with concepts matching closely those of the AES. The various national surveys were conducted for reference years spanning from 2005 and 2008.

Note: The corresponding OECD indicator is A5, *How many adults participate in adult learning?*

36. This indicator does not cover informal learning activities, another important component of adult learning. “Informal learning” refers to education that is not organized, does not usually have set learning objectives, and is not led by an instructor. Examples of informal activities include self-study involving a number of different media (e.g., journals, trade books, Internet research), and experiential learning.



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Distribution of the 25- to 64-year-old population, by highest level of education attained based on international classifications, Canada and jurisdictions, 2008

	Classification of the levels of education based on the International Standard Classification of Education (ISCED-97)									All levels of education
	Upper secondary education					Tertiary education				
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programme)	ISCED 3C (Long programme)/3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary education)	ISCED 5B (Type B)	ISCED 5A (Type A)	ISCED 6 (Advanced research programmes)	
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	
percent	percent	percent	percent	percent	percent	percent	percent	percent	percent	
Canada¹	4	9	...	[5]	26	12	24	25	[8]	100
Newfoundland and Labrador	9	13	...	[5]	23	20	20	16	[8]	100
Prince Edward Island	5	14	...	[5]	26	10	27	18	[8]	100
Nova Scotia	4	12	...	[5]	25	14	23	21	[8]	100
New Brunswick	7	11	...	[5]	27	9	28	18	[8]	100
Quebec	6	10	...	[5]	21	17	23	22	[8]	100
Ontario	3	8	...	[5]	26	7	27	29	[8]	100
Manitoba	4	12	...	[5]	31	10	22	21	[8]	100
Saskatchewan	3	11	...	[5]	32	20	16	19	[8]	100
Alberta	2	9	...	[5]	29	15	21	24	[8]	100
British Columbia	2	8	...	[5]	31	13	20	26	[8]	100
Yukon	2	14	...	[5]	20	16	24	24	[8]	100
Northwest Territories	9	15	...	[5]	19	13	22	22	[8]	100
Nunavut	20	23	...	[5]	17	10	18	13	[8]	100

... not applicable

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

Note: [] Data included in column of the table whose number is shown in the squared brackets.

Source: Statistics Canada, Labour Force Survey (LFS).

Table A.1.2

Percentage of 25- to 64-year-old population that has attained at least upper secondary education, by age group, Canada and jurisdictions, 2008

	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	percent				
OECD average¹	71	80	75	68	58
Canada²	87	92	90	86	80
Newfoundland and Labrador	79	91	85	76	66
Prince Edward Island	81	92	84	79	72
Nova Scotia	83	91	87	83	74
New Brunswick	83	93	87	81	71
Quebec	84	90	88	82	75
Ontario	89	93	92	88	81
Manitoba	84	88	88	84	78
Saskatchewan	86	91	89	85	79
Alberta	89	91	91	87	84
British Columbia	90	93	92	89	85
Yukon	83	83	80	85	84
Northwest Territories	76	79	75	76	74
Nunavut	57	55	57	64	53

1. These averages are from *Education at a Glance 2010: OECD Indicators*, Table A1.2a, Population with at least upper secondary education (2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.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.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table A.1.3
Percentage of 25- to 64-year-old population that has attained tertiary education, Canada and jurisdictions, by age group, 2008

	Classification of the levels of education based on the International Standard Classification of Education (ISCED-97)									
	ISCED 5B (Tertiary-type B)					ISCED 5A/6 (Tertiary-type A and Advanced research programmes)				
	Age group					Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	
	percent					percent				
OECD average¹	9	10	10	9	7	21	27	22	18	15
Canada²	24	26	26	23	19	25	30	28	21	21
Newfoundland and Labrador	20	26	24	17	15	16	22	18	13	12
Prince Edward Island	27	33	29	26	20	18	24	18	16	16
Nova Scotia	23	26	26	21	18	21	26	23	18	18
New Brunswick	28	34	31	26	20	18	24	21	14	14
Quebec	23	27	27	22	16	22	27	26	18	18
Ontario	27	29	28	27	21	29	34	32	24	24
Manitoba	22	20	24	24	19	21	25	23	19	19
Saskatchewan	16	16	17	15	16	19	24	20	15	18
Alberta	21	21	21	21	20	24	28	28	20	21
British Columbia	20	22	22	20	16	26	29	28	23	24
Yukon	24	22	23	26	23	24	21	22	24	27
Northwest Territories	22	23	20	24	22	22	25	20	20	22
Nunavut	18	18	17	19	16	13	13	11	16	14

	Classification of the levels of education based on the International Standard Classification of Education (ISCED-97)				
	Total tertiary				
	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
Column 11	Column 12	Column 13	Column 14	Column 15	
	percent				
OECD average¹	28	35	29	25	20
Canada²	49	56	54	44	40
Newfoundland and Labrador	36	48	42	30	26
Prince Edward Island	45	56	48	41	37
Nova Scotia	44	53	48	40	36
New Brunswick	46	58	52	40	35
Quebec	45	54	53	41	34
Ontario	55	63	60	51	45
Manitoba	44	45	48	43	38
Saskatchewan	35	39	37	31	34
Alberta	45	48	49	42	41
British Columbia	46	51	50	43	41
Yukon	48	43	45	50	51
Northwest Territories	44	48	41	43	44
Nunavut	31	30	28	35	30

1. These averages are from *Education at a Glance 2010: OECD Indicators*, Table A1.3a, Population with tertiary education (2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.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.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table A.1.4

Trends in educational attainment among 25- to 64-year-old population, by highest level of education attained, Canada and jurisdictions, 1997 to 2008

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2008/1998
	percent												average annual growth rate
OECD average¹													
Below upper secondary	36	37	37	36	35	34	33	32	31	30	30	29	-3.2
Upper secondary and postsecondary non-tertiary	43	42	42	42	43	44	44	44	44	44	44	44	0.8
Tertiary education	21	21	21	22	23	23	24	26	26	27	27	28	3.4
Canada²													
Below upper secondary	22	21	20	19	18	17	16	16	15	14	13	13	-4.7
Upper secondary and postsecondary non-tertiary	40	40	40	41	40	40	40	40	39	39	38	38	-0.5
Tertiary education	37	38	39	40	42	43	44	45	46	47	48	49	2.6
Newfoundland and Labrador													
Below upper secondary	33	33	32	30	29	26	24	25	24	22	21	21	-4.4
Upper secondary and postsecondary non-tertiary	43	43	45	44	44	46	47	47	45	46	44	43	0.0
Tertiary education	24	25	24	26	28	28	29	28	31	32	34	36	3.7
Prince Edward Island													
Below upper secondary	31	30	30	27	25	22	22	21	20	19	19	19	-4.5
Upper secondary and postsecondary non-tertiary	37	36	35	37	36	36	34	33	35	37	37	36	0.0
Tertiary education	32	34	36	36	39	42	44	46	45	44	45	45	2.8
Nova Scotia													
Below upper secondary	27	25	24	23	21	21	19	18	18	18	16	17	-3.8
Upper secondary and postsecondary non-tertiary	41	41	40	40	40	40	39	40	40	39	39	40	-0.2
Tertiary education	32	34	36	37	39	39	41	42	42	43	45	44	2.6
New Brunswick													
Below upper secondary	28	26	26	25	24	23	21	20	19	19	19	17	-4.2
Upper secondary and postsecondary non-tertiary	40	40	38	38	38	39	41	40	40	39	37	37	-0.8
Tertiary education	32	34	36	37	38	39	39	40	40	42	44	46	3.1
Quebec													
Below upper secondary	27	27	26	25	24	23	21	21	19	18	17	16	-5.1
Upper secondary and postsecondary non-tertiary	37	37	37	37	37	36	37	37	37	37	38	38	0.3
Tertiary education	36	37	38	38	40	41	41	42	44	44	45	45	2.0
Ontario													
Below upper secondary	20	20	18	17	16	15	14	13	13	12	11	11	-5.8
Upper secondary and postsecondary non-tertiary	37	38	38	38	37	37	36	36	36	35	34	34	-1.1
Tertiary education	42	42	44	45	47	48	50	51	51	53	55	55	2.7
Manitoba													
Below upper secondary	25	24	24	21	20	19	19	18	17	17	17	16	-4.0
Upper secondary and postsecondary non-tertiary	40	41	40	42	42	41	41	42	42	41	41	41	0.0
Tertiary education	35	36	37	37	38	39	41	40	42	42	42	44	2.0
Saskatchewan													
Below upper secondary	24	22	22	21	19	18	17	16	15	16	15	14	-4.4
Upper secondary and postsecondary non-tertiary	48	49	48	50	50	50	50	51	50	48	51	51	0.4
Tertiary education	28	29	30	30	30	31	33	34	35	36	35	35	1.9
Alberta													
Below upper secondary	18	16	16	15	14	14	14	13	12	12	11	11	-3.7
Upper secondary and postsecondary non-tertiary	46	47	47	48	46	46	47	47	45	44	44	43	-0.9
Tertiary education	36	37	37	37	40	40	40	40	43	43	44	45	2.0

Table A.1.4 (concluded)
Trends in educational attainment among 25- to 64-year-old population, by highest level of education attained, Canada and jurisdictions, 1997 to 2008

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2008/1998
	percent												average annual growth rate
British Columbia													
Below upper secondary	16	16	15	14	13	13	12	11	11	12	11	10	-4.6
Upper secondary and postsecondary non-tertiary	49	47	47	48	47	47	46	46	45	44	44	44	-0.7
Tertiary education	35	37	37	38	39	40	42	43	44	45	45	46	2.2
Yukon													
Below upper secondary	18	16	16	17	14	12	15	13	13	16	17	17	0.6
Upper secondary and postsecondary non-tertiary	41	39	41	39	42	46	42	43	46	45	41	36	-0.8
Tertiary education	41	44	43	43	44	41	43	43	41	39	42	48	0.9
Northwest Territories													
Below upper secondary	..	..	..	..	21	25	25	24	25	22	21	25	...
Upper secondary and postsecondary non-tertiary	..	..	..	..	36	36	35	35	33	31	33	32	...
Tertiary education	..	..	..	..	43	39	39	41	42	47	46	43	...
Nunavut													
Below upper secondary	...	...	..	..	..	..	..	48	50	45	38	47	...
Upper secondary and postsecondary non-tertiary	...	...	..	..	..	..	..	24	23	24	25	22	...
Tertiary education	...	...	..	..	..	..	..	28	26	31	37	32	...

.. not available for a specific reference period

... not applicable

1. The averages for 1997 through 2008 and the average annual growth rates are from *Education at a Glance 2010: OECD Indicators*, Table A1.4, Trends in educational attainment: 25-64 year-old population (1997-2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.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.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table A.2.1

Upper secondary graduation rates, by programme destination, programme orientation and sex, Canada and jurisdictions, 2007

	Total (unduplicated)			General programmes ¹			Pre-vocational / Vocational programmes ¹		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
	percent			percent			percent		
OECD average^{2,3}	80	76	84	47	41	53	44	45	43
Canada³	77	73	81	74	70	79	8	9	7
Newfoundland and Labrador	78	73	83	78	73	83	0	0	0
Prince Edward Island	86	82	90	86	82	90	0	0	0
Nova Scotia	82	79	84	82	79	84	0	0	0
New Brunswick	81	77	85	81	77	85	0	0	0
Quebec	86	81	92	74	66	82	38	41	34
Ontario	74	70	78	74	70	78	0	0	0
Manitoba	70	66	73	70	66	73	0	0	0
Saskatchewan	88	84	92	88	84	92	0	0	0
Alberta	68	65	71	68	65	71	0	0	0
British Columbia	76	72	81	76	72	81	0	0	0
Yukon	68	60	77	68	60	77	0	0	0
Northwest Territories	55	48	64	55	48	64	0	0	0
Nunavut	30	24	36	30	24	36	0	0	0

0 true zero or a value rounded to zero

- Upper secondary graduation rates for general and pre-vocational/ vocational programmes are based on all graduates, not first-time graduates; therefore, these rates are "duplicated."
- These averages are from *Education at a Glance 2010: OECD Indicators*, Table A2.1, Upper secondary graduation rates (2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.oecd.org.
- The most recent data available for Canada and jurisdictions are for 2007, reflecting reports for the 2006/2007 academic year; these estimates were submitted to the OECD for its 2010 report and will be included in its average figures for 2008.

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

The typical age of graduation for Canada was determined to be between 17 and 18. The values used in the denominator for calculating the graduation rate are based on the average of the demographic estimates for these two ages.

Sources: Statistics Canada, Elementary-Secondary Education Statistics Project (ESESP); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table A.2.2
Trends in upper secondary graduation rates (first-time), Canada and jurisdictions, 2001 to 2007

	2001	2002	2003	2004	2005	2006	2007
	percent						
OECD average^{1,2}	77	76	78	80	80	81	82
Canada²	78	78	83	79	80	77	77
Newfoundland and Labrador	79	78	79	79	81	78	78
Prince Edward Island	86	82	84	85	87	88	86
Nova Scotia	79	79	81	82	83	82	82
New Brunswick	83	84	83	82	86	86	81
Quebec	87	82	81	86	90	88	86
Ontario	75	79	89	77	77	72	74
Manitoba	70	68	71	73	72	70	70
Saskatchewan	86	84	83	81	88	87	88
Alberta	67	66	68	69	69	68	68
British Columbia	78	80	82	80	82	81	76
Yukon	53	55	54	68	65	64	68
Northwest Territories	50	41	49	53	54	58	55
Nunavut	23	26	25	23	29	28	30

1. These averages are from *Education at a Glance 2010: OECD Indicators*, Table A2.2, Trends in graduation rates (first-time) at upper secondary level (1995-2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.oecd.org.

2. The most recent data available for Canada and jurisdictions is for 2007, reflecting reports for the 2006/2007 academic year; these estimates were submitted to the OECD and will be included in its average figures for 2008.

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

The typical age of graduation for Canada was determined to be between 17 and 18. The values used in the denominator for calculating the graduation rate are based on the average of the demographic estimates for these two ages.

Sources: Statistics Canada, Elementary-Secondary Education Statistics Project (ESESP); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table A.3.1

Graduation rates in tertiary education, by programme and sex, Canada and jurisdictions, 2007

	ISCED 5B (Tertiary-type B programmes, first-time graduation)			ISCED 5A (Tertiary-type A programmes, first-time graduation)			ISCED 6 (Advanced research programmes)
	Both sexes	Men	Women	Both sexes	Men	Women	Both sexes
	percent			percent			percent
OECD average¹	9.5	8.4	10.7	38.0	30.4	45.9	1.4
Canada²	26.4	20.9	32.2	34.1	25.3	43.2	1.1
Newfoundland and Labrador	23.4	20.4	26.3	37.6	27.3	48.0	0.9
Prince Edward Island	39.1	46.3	31.8	30.8	19.0	42.7	0.6
Nova Scotia	31.6	30.9	32.2	54.4	41.8	66.6	1.0
New Brunswick	23.0	22.1	23.9	40.3	28.9	51.8	0.5
Quebec	34.1	25.3	43.3	30.5	23.8	37.7	1.3
Ontario	26.5	22.1	31.1	40.3	29.4	51.4	1.2
Manitoba	14.1	10.3	18.2	29.3	22.0	37.0	0.6
Saskatchewan ³	19.5	18.2	20.8	18.1	13.9	22.3	0.5
Alberta	21.8	16.5	27.7	25.3	18.2	33.2	1.1
British Columbia	22.7	15.3	30.4	31.1	23.6	38.9	0.7
Yukon	4.0	3.9	4.1	...	...	...	...
Northwest Territories	13.3	3.5	24.6	...	...	...	...
Nunavut	14.7	3.7	25.7	...	...	...	...

... not applicable

1. These averages are from *Education at a Glance 2010: OECD Indicators*, Table A3.1, Graduation rates in tertiary education and age distribution of new graduates at tertiary-type A level (2008) and Table A3.3, Graduation rates at different tertiary levels, impact of international/foreign students (2008), which present the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.oecd.org.
2. The most recent data available for Canada's jurisdictions are for 2006 (ISCED 5B) and 2007 (ISCED 5A and 6).
3. The University of Regina, in Saskatchewan, has not reported its graduates to PSIS since 2005-2006, which, of course, affects the ISCED 5A and 6 graduation rates for Saskatchewan.

Notes: 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, Postsecondary Student Information System (PSIS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table A.4.1
Employment rates¹ of 25- to 64-year-olds, by highest level of education attained and sex, Canada and jurisdictions, 2008

				Upper secondary education		Tertiary education			All levels of education Column 9
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes)/ 3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)	ISCED 5B (Type B)	ISCED 5A/6 (Type A and Advanced research programmes)	
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	
	percent	percent	percent	percent		percent	percent		
OECD averages²									
Both sexes	49.3	61.9	73.6	75.4	74.9	81.2	82.5	85.2	74.0
Men	64.5	73.9	83.5	84.1	83.4	88.4	88.1	89.8	83.0
Women	37.0	50.1	67.1	65.2	66.5	76.9	78.2	79.9	65.1
Canada³									
Both sexes	43.4	63.9	...	[5]	74.9	79.9	82.5	82.7	77.0
Men	53.8	71.6	...	[5]	81.0	83.0	86.9	86.0	81.7
Women	32.4	54.0	...	[5]	69.1	74.2	79.2	79.6	72.4
Newfoundland and Labrador									
Both sexes	30.8	45.2	...	[5]	61.5	69.2	74.0	81.3	63.9
Men	38.4	52.1	...	[5]	69.1	70.5	79.2	82.5	67.8
Women	21.7	38.8	...	[5]	54.6	67.1	70.9	80.3	60.2
Prince Edward Island									
Both sexes	51.8	61.0	...	[5]	73.2	75.9	81.9	83.8	75.0
Men	57.2	69.0	...	[5]	77.2	77.2	82.3	82.9	76.3
Women	37.0	49.1	...	[5]	69.2	73.5	81.6	84.5	73.9
Nova Scotia									
Both sexes	39.9	57.7	...	[5]	70.6	73.0	79.8	82.6	72.6
Men	48.5	66.5	...	[5]	74.6	75.5	82.9	84.7	75.7
Women	26.8	47.2	...	[5]	67.0	68.8	77.8	80.9	69.8
New Brunswick									
Both sexes	37.2	54.1	...	[5]	72.0	74.0	81.2	84.3	72.7
Men	42.2	61.9	...	[5]	76.6	73.7	83.7	86.6	75.1
Women	29.2	45.5	...	[5]	67.7	74.4	79.2	82.5	70.4
Quebec									
Both sexes	40.4	61.6	...	[5]	71.7	76.6	82.4	81.8	74.3
Men	50.7	69.1	...	[5]	76.1	78.8	85.6	82.6	77.7
Women	29.8	52.1	...	[5]	67.5	73.5	79.7	81.1	71.0
Ontario									
Both sexes	44.3	63.0	...	[5]	74.7	79.5	83.0	82.7	77.6
Men	56.1	68.6	...	[5]	80.7	82.7	86.8	86.7	82.2
Women	33.4	55.9	...	[5]	68.8	73.3	80.0	78.9	73.2
Manitoba									
Both sexes	57.5	69.3	...	[5]	80.2	82.3	85.6	85.7	80.7
Men	72.9	78.4	...	[5]	86.5	86.8	91.8	88.1	86.2
Women	42.4	56.2	...	[5]	73.9	74.2	81.0	83.7	75.1
Saskatchewan									
Both sexes	52.6	70.5	...	[5]	81.0	86.5	85.0	85.3	81.6
Men	69.5	77.8	...	[5]	87.7	89.3	90.7	88.3	86.5
Women	27.7	58.6	...	[5]	74.1	82.6	82.3	82.8	76.8
Alberta									
Both sexes	56.3	74.4	...	[5]	82.2	88.0	84.3	85.3	83.0
Men	69.8	84.6	...	[5]	90.2	91.3	91.5	91.4	89.9
Women	40.4	60.6	...	[5]	74.5	79.0	79.9	79.5	75.7

Table A.4.1 (concluded)

Employment rates¹ of 25- to 64-year-olds, by highest level of education attained and sex, Canada and jurisdictions, 2008

				Upper secondary education		Tertiary education		All levels of education	
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes)/ 3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)	ISCED 5A/6 (Type A and Advanced research programmes)		ISCED 5B (Type B)
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7		Column 8	Column 9
	percentage	percentage	percentage	percentage	percentage	percentage	percentage	percentage	percentage
British Columbia									
Both sexes	45.1	65.9	...	[5]	74.3	82.4	79.9	80.9	76.8
Men	52.3	76.1	...	[5]	81.2	86.1	87.7	84.6	82.8
Women	38.2	53.4	...	[5]	67.7	73.9	75.5	77.4	71.0
Yukon									
Both sexes	x	61.2	...	[5]	83.3	85.4	87.5	91.6	82.7
Men	x	63.2	...	[5]	83.2	84.3	90.3	92.2	83.5
Women	x	58.5	...	[5]	83.4	90.6	86.0	91.3	84.2
Northwest Territories									
Both sexes	48.3	67.5	...	[5]	84.8	88.2	86.6	94.6	81.9
Men	48.7	71.0	...	[5]	88.4	87.3	90.3	97.1	83.6
Women	47.9	62.4	...	[5]	81.1	90.9	84.2	92.6	80.1
Nunavut									
Both sexes	47.3	53.1	...	[5]	72.8	70.6	84.3	93.8	67.8
Men	51.4	51.8	...	[5]	74.7	75.3	87.3	93.8	68.9
Women	43.4	54.6	...	[5]	70.9	x	81.7	93.9	66.7

... not applicable

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. These averages are from *Education at a Glance 2010: OECD Indicators*, Table A6.1a, Employment rates and educational attainment, by gender (2008) and Table A6.1b (Web only), Employment rates and educational attainment (2008), which present the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. 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: [] Data included in column of the table whose number is shown in the squared brackets.**Sources:** Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table A.4.2
Trends in employment rates¹ of 25- to 64-year-olds, by highest level of education attained, Canada and jurisdictions, 1997 to 2008

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
	percent											
OECD average²												
Below upper secondary	57.2	57.4	57.7	57.8	58.0	57.4	57.4	56.9	57.5	58.2	58.7	58.7
Upper secondary and postsecondary non-tertiary	74.3	74.6	75.0	75.4	75.4	75.0	74.8	74.6	74.7	75.4	76.1	76.1
Tertiary education	84.2	84.4	84.5	84.7	84.7	84.4	83.9	83.7	84.6	84.9	84.4	84.5
Canada³												
Below upper secondary	52.5	53.5	54.4	54.7	54.4	55.0	56.4	57.0	56.4	56.9	57.3	57.7
Upper secondary and postsecondary non-tertiary	73.9	74.4	75.3	76.0	75.4	75.8	76.3	76.7	76.3	76.0	76.5	76.5
Tertiary education	81.7	82.3	82.4	82.7	81.9	82.0	82.1	82.2	82.2	82.6	82.9	82.6
Newfoundland and Labrador												
Below upper secondary	32.7	34.6	36.6	34.5	35.8	35.8	35.5	39.0	36.3	37.3	37.8	39.3
Upper secondary and postsecondary non-tertiary	59.7	61.9	65.2	63.2	64.7	64.0	65.5	65.0	64.2	65.2	64.3	65.1
Tertiary education	75.1	73.9	76.7	75.4	76.4	75.9	74.8	75.1	76.6	77.5	78.2	77.2
Prince Edward Island												
Below upper secondary	52.3	54.4	50.4	56.5	55.2	55.4	57.9	57.5	60.2	55.6	55.6	58.6
Upper secondary and postsecondary non-tertiary	70.7	69.7	72.3	72.1	74.2	73.6	72.0	73.4	72.5	74.4	74.5	74.0
Tertiary education	79.7	81.1	80.1	81.7	80.9	79.9	82.3	83.0	83.2	82.2	81.9	82.7
Nova Scotia												
Below upper secondary	43.9	48.4	47.8	47.8	48.2	47.0	49.1	51.4	50.1	48.5	50.2	53.0
Upper secondary and postsecondary non-tertiary	69.2	69.6	71.4	70.9	70.3	71.9	70.3	73.2	73.1	71.4	71.6	71.5
Tertiary education	77.5	78.3	78.1	79.4	79.1	80.0	80.0	79.6	79.7	80.2	80.2	81.1
New Brunswick												
Below upper secondary	43.8	43.4	46.2	44.6	44.8	45.2	45.4	45.8	46.1	46.0	47.0	47.5
Upper secondary and postsecondary non-tertiary	69.0	68.2	69.9	71.8	68.8	70.6	70.0	72.1	72.1	72.9	73.2	72.5
Tertiary education	78.7	79.7	79.1	80.3	80.0	81.8	81.6	81.4	80.4	81.0	82.4	82.4
Quebec												
Below upper secondary	48.1	49.0	49.6	50.1	50.0	52.5	52.5	53.1	52.3	53.0	52.4	53.9
Upper secondary and postsecondary non-tertiary	69.4	70.6	72.1	73.1	72.7	73.7	74.2	74.3	73.9	73.0	73.9	73.8
Tertiary education	80.6	81.4	81.0	81.9	80.7	81.6	80.9	81.6	81.0	81.9	83.3	82.1
Ontario												
Below upper secondary	55.0	56.0	57.1	58.5	57.7	56.4	59.3	58.8	58.2	57.8	57.9	57.6
Upper secondary and postsecondary non-tertiary	74.2	75.1	76.0	76.7	76.5	76.3	76.9	77.3	76.7	75.8	75.8	75.7
Tertiary education	82.1	83.2	83.6	83.4	82.9	82.5	82.8	82.8	83.1	83.3	82.8	82.8
Manitoba												
Below upper secondary	61.7	64.2	63.7	64.8	63.2	65.8	63.9	67.1	63.0	63.4	64.9	66.5
Upper secondary and postsecondary non-tertiary	79.8	80.0	80.4	81.3	80.9	82.0	81.2	80.9	80.6	81.1	81.1	80.7
Tertiary education	83.8	84.9	85.2	84.2	84.6	85.3	85.5	85.2	85.8	85.0	85.8	85.7
Saskatchewan												
Below upper secondary	63.3	63.5	64.9	63.4	60.6	60.8	62.5	63.0	63.2	66.7	69.5	67.0
Upper secondary and postsecondary non-tertiary	81.0	82.6	81.8	82.1	80.6	81.8	82.7	82.5	81.7	82.4	82.8	83.1
Tertiary education	84.9	84.5	85.8	84.8	84.1	85.7	85.1	84.6	85.1	85.1	85.8	85.2
Alberta												
Below upper secondary	65.3	66.6	67.2	65.0	66.3	66.5	67.7	69.3	68.2	71.0	71.3	70.9
Upper secondary and postsecondary non-tertiary	81.3	81.6	81.7	81.7	81.9	82.2	82.4	82.7	82.4	82.8	83.5	84.2
Tertiary education	84.2	84.4	84.1	85.1	84.7	84.8	84.8	84.4	84.2	85.0	85.4	84.9

Table A.4.2 (concluded)

Trends in employment rates¹ of 25- to 64-year-olds, by highest level of education attained, Canada and jurisdictions, 1997 to 2008

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
	percent											
British Columbia												
Below upper secondary	52.9	51.8	53.7	53.7	54.0	54.4	55.8	58.0	58.9	59.3	61.7	60.8
Upper secondary and postsecondary non-tertiary	75.2	73.9	74.1	75.1	73.3	73.7	74.3	74.6	75.3	76.2	77.1	76.7
Tertiary education	81.2	80.8	80.7	80.9	79.1	78.5	79.4	79.7	79.7	80.1	80.3	80.5
Yukon												
Below upper secondary	60.0	61.3	59.9	60.5	56.3	60.9	61.0	58.8	55.7	61.5	58.9	59.6
Upper secondary and postsecondary non-tertiary	77.5	75.1	78.9	80.9	76.5	74.5	73.4	81.2	83.5	84.3	84.0	84.2
Tertiary education	85.1	84.2	85.1	86.6	85.5	86.5	86.7	88.4	87.5	88.8	85.4	89.5
Northwest Territories												
Below upper secondary	..	..	..	..	55.6	58.2	55.6	59.6	62.0	62.7	65.2	60.3
Upper secondary and postsecondary non-tertiary	..	..	..	..	81.9	86.0	85.7	86.2	87.2	88.8	87.4	86.2
Tertiary education	..	..	..	..	91.5	91.2	90.8	91.3	92.3	93.1	92.1	90.5
Nunavut												
Below upper secondary	...	...	..	..	..	..	..	45.5	46.3	51.2	56.7	50.4
Upper secondary and postsecondary non-tertiary	...	...	..	..	..	..	..	78.0	78.0	80.3	81.3	72.0
Tertiary education	...	...	..	..	..	..	..	91.1	92.5	93.1	90.2	88.4

.. not available for a specific reference period

... not applicable

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

2. These averages are from *Education at a Glance 2010: OECD Indicators*, Table A6.3a, Trends in employment rates of 25 to 64 year-olds by educational attainment (1997-2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. 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.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table A.5.1
Relative earnings¹ of 25- to 64-year-olds with income from employment, by highest level of education attained, age group and sex, Canada and provinces, 2007

	ISCED 0/1 and 2 (Below upper secondary education)			ISCED 4 (Postsecondary non-tertiary education) ²			ISCED 5B (Tertiary-type-B education)		
	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
	index (ISCED 3, upper secondary, and ISCED 4, postsecondary non-tertiary education = 100) ²								
OECD average^{3,4}									
Both sexes	78	82	72	107	102	113	122	117	126
Men	79	82	75	108	102	112	124	120	124
Women	76	74	70	105	103	113	126	122	125
Canada⁴									
Both sexes	79	90	74	110	110	105	112	118	117
Men	82	91	78	109	112	99	113	120	126
Women	67	76	63	106	105	111	118	128	109
Newfoundland and Labrador									
Both sexes	57	70	64	117	120	121	130	151	162
Men	62	81	67	114	111	117	137	155	143
Women	49	43	65	107	126	116	131	121	226
Prince Edward Island									
Both sexes	70	64	67	93	111	61	115	118	116
Men	64	54	61	84	102	62	104	123	92
Women	63	x	55	107	134	67	150	129	165
Nova Scotia									
Both sexes	79	92	84	105	126	102	109	110	97
Men	75	81	80	102	118	103	104	105	92
Women	79	79	100	107	139	91	128	158	129
New Brunswick									
Both sexes	74	78	69	104	91	116	119	143	80
Men	73	69	65	101	69	122	117	149	81
Women	68	x	78	113	124	98	124	139	97
Quebec									
Both sexes	76	100	75	99	105	104	126	138	133
Men	77	96	76	99	108	103	125	139	145
Women	68	91	75	98	104	107	135	150	111
Ontario									
Both sexes	84	88	74	118	132	113	114	115	113
Men	91	100	74	113	127	107	116	123	117
Women	70	65	68	121	134	113	115	109	111
Manitoba									
Both sexes	78	72	79	99	91	70	108	118	98
Men	74	68	78	108	113	65	100	102	94
Women	74	62	74	92	94	81	134	182	113
Saskatchewan									
Both sexes	84	96	85	114	130	116	102	110	114
Men	83	102	86	111	130	99	104	113	127
Women	69	56	67	125	127	134	115	147	94
Alberta									
Both sexes	75	94	65	124	129	100	94	107	97
Men	79	103	79	125	147	79	104	117	100
Women	61	77	41	109	114	138	96	113	96
British Columbia									
Both sexes	97	98	89	113	110	107	104	113	125
Men	102	87	106	106	104	97	106	104	158
Women	70	109	60	109	94	116	113	145	89

Table A.5.1 (continued)

Relative earnings¹ of 25- to 64-year-olds with income from employment, by highest level of education attained, age group and sex, Canada and provinces, 2007

	ISCED 5A/6 (Tertiary-type A and Advanced research programmes)			All tertiary education		
	Age group			Age group		
	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64
	index (ISCED 3, upper secondary, and ISCED 4, postsecondary non-tertiary education = 100) ²					
OECD average^{3,4}						
Both sexes	164	143	180	153	137	166
Men	169	144	183	158	139	170
Women	165	152	174	154	145	161
Canada⁴						
Both sexes	175	159	197	142	138	157
Men	180	160	204	146	139	169
Women	177	180	163	145	155	132
Newfoundland and Labrador						
Both sexes	202	253	134	157	202	149
Men	212	264	119	163	197	130
Women	220	271	164	166	211	200
Prince Edward Island						
Both sexes	160	177	133	129	139	122
Men	137	111	118	116	119	106
Women	215	281	136	169	186	157
Nova Scotia						
Both sexes	174	160	194	142	136	150
Men	173	125	226	135	114	167
Women	211	282	165	173	227	148
New Brunswick						
Both sexes	203	195	162	153	167	115
Men	199	221	129	151	178	106
Women	213	197	239	159	169	143
Quebec						
Both sexes	196	191	213	161	162	170
Men	203	183	224	164	159	183
Women	197	219	188	165	182	146
Ontario						
Both sexes	181	158	183	147	138	149
Men	186	163	190	152	143	158
Women	176	163	147	144	138	127
Manitoba						
Both sexes	170	150	221	135	133	147
Men	164	142	192	129	120	143
Women	196	213	244	161	197	151
Saskatchewan						
Both sexes	151	112	170	123	111	144
Men	139	93	183	120	103	160
Women	186	197	108	144	173	100

Table A.5.1 (concluded)
Relative earnings¹ of 25- to 64-year-olds with income from employment, by highest level of education attained, age group and sex, Canada and provinces, 2007

	ISCED 5A/6 (Tertiary-type A and Advanced research programmes)			All tertiary education		
	Age group			Age group		
	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64
	index (ISCED 3, upper secondary, and ISCED 4, postsecondary non-tertiary education = 100) ²					
Alberta						
Both sexes	145	161	209	118	132	149
Men	159	206	237	131	156	169
Women	134	146	122	113	129	107
British Columbia						
Both sexes	157	113	188	129	113	160
Men	162	91	182	133	98	173
Women	165	165	185	137	156	134

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

1. Relative earnings are the mean annual earnings (before tax) from employment of individuals with a certain level of educational attainment divided by the mean annual earnings (before tax) from employment of individuals whose highest level of education is upper secondary or postsecondary non-tertiary, multiplied by 100. Certain comparisons across groups and between the sexes should not be made; e.g., men aged 25 to 34 with below upper secondary education should not be compared with men aged 55 to 64 with the same educational attainment, nor with women aged 25 to 34 with below upper secondary education. Comparisons may be made between men (or women) who have different educational attainment but are in the same age group.
2. The reference category comprises individuals whose highest level of education is upper secondary or postsecondary non-tertiary.
3. These averages are from *Education at a Glance 2010: OECD Indicators*, Table A7.1, Relative earnings of the population with income from employment (2008 or latest available year), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.oecd.org.
4. The most recent data available for Canada and provinces are for 2007; these estimates were submitted to the OECD and will be included in its average figures for 2008.

Sources: Statistics Canada, Survey of Labour and Income Dynamics (SLID); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table A.5.2

Trends in relative earnings¹ for 25- to 64-year-olds, by highest level of education attained, Canada and provinces, 1998 to 2007

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
index (upper secondary and postsecondary non-tertiary education = 100)										
Canada²										
Below upper secondary	78	80	80	76	77	78	78	77	74	79
Tertiary	140	141	144	145	138	140	137	137	139	142
Newfoundland and Labrador										
Below upper secondary	59	54	55	52	62	60	57	60	54	57
Tertiary	143	127	141	130	136	136	141	153	158	157
Prince Edward Island										
Below upper secondary	72	78	72	70	66	67	68	67	73	70
Tertiary	139	126	135	137	138	138	136	133	126	129
Nova Scotia										
Below upper secondary	73	70	69	69	71	73	73	80	81	79
Tertiary	137	129	132	134	123	128	124	134	143	142
New Brunswick										
Below upper secondary	70	75	70	65	67	69	73	70	69	74
Tertiary	139	136	129	131	139	141	140	145	141	153
Quebec										
Below upper secondary	82	81	81	78	81	78	78	80	74	76
Tertiary	149	150	148	160	167	158	149	157	158	161
Ontario										
Below upper secondary	82	84	84	82	78	81	81	78	78	84
Tertiary	144	144	152	151	134	142	142	136	144	147
Manitoba										
Below upper secondary	80	71	74	84	77	78	78	82	78	78
Tertiary	120	127	134	131	135	132	131	143	139	135
Saskatchewan										
Below upper secondary	77	75	79	85	77	77	81	80	81	84
Tertiary	134	130	135	136	123	129	126	125	115	123
Alberta										
Below upper secondary	71	81	77	74	94	91	84	74	70	75
Tertiary	124	131	130	124	123	118	122	114	107	118
British Columbia										
Below upper secondary	82	86	83	77	76	84	82	92	87	97
Tertiary	124	123	123	121	117	123	114	125	132	129

.. not available for a specific reference period

1. Relative earnings are the mean annual earnings (before tax) from employment of individuals with a certain level of educational attainment divided by the mean annual earnings (before tax) from employment of individuals whose highest level of education is upper secondary or postsecondary non-tertiary, multiplied by 100.

2. The most recent data available for Canada and provinces are for 2007; these estimates were submitted to the OECD.

Note: For complete international data, see *Education at a Glance 2010: OECD Indicators*, Table A7.2a, Trends in relative earnings: Total population (1998-2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.oecd.org.

Sources: Statistics Canada, Survey of Labour and Income Dynamics (SLID); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table A.5.3
Trends in differences in earnings of men and women,¹ 25- to 64-year-olds with income from employment, by highest level of education attained, Canada and provinces, 1998 to 2007

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
	percent ¹									
Canada²										
Below upper secondary	52	50	51	51	50	51	51	53	52	52
Upper secondary and postsecondary non-tertiary	59	60	60	59	62	59	60	61	62	63
Tertiary education	61	60	58	58	60	61	61	62	63	63
Newfoundland and Labrador										
Below upper secondary	48	51	55	51	56	65	54	50	46	43
Upper secondary and postsecondary non-tertiary	54	54	61	55	53	58	54	53	54	55
Tertiary	67	64	57	60	62	62	56	57	54	57
Prince Edward Island										
Below upper secondary	56	42	52	61	54	55	57	62	54	53
Upper secondary and postsecondary non-tertiary	59	63	63	54	52	58	61	54	53	54
Tertiary	60	65	63	72	63	65	72	81	77	78
Nova Scotia										
Below upper secondary	49	47	48	54	44	48	45	48	52	55
Upper secondary and postsecondary non-tertiary	58	51	54	52	49	53	53	53	58	53
Tertiary	62	73	69	62	67	67	67	65	65	68
New Brunswick										
Below upper secondary	43	48	51	53	52	53	57	51	66	59
Upper secondary and postsecondary non-tertiary	56	56	59	55	59	58	63	66	66	64
Tertiary	65	64	61	63	64	63	57	65	68	68
Quebec										
Below upper secondary	52	51	56	53	56	53	56	57	60	59
Upper secondary and postsecondary non-tertiary	66	66	66	64	66	62	61	67	68	68
Tertiary	64	68	69	67	68	71	69	62	67	68
Ontario										
Below upper secondary	54	53	51	50	47	51	49	51	51	52
Upper secondary and postsecondary non-tertiary	59	60	63	59	60	59	62	60	67	68
Tertiary	62	58	53	54	57	57	58	64	62	65
Manitoba										
Below upper secondary	51	57	56	51	62	62	60	57	56	53
Upper secondary and postsecondary non-tertiary	56	62	61	62	63	63	68	59	56	53
Tertiary	69	65	63	69	66	68	68	66	66	66
Saskatchewan										
Below upper secondary	53	56	57	55	55	54	52	48	48	46
Upper secondary and postsecondary non-tertiary	54	59	58	59	59	61	57	55	57	56
Tertiary	58	64	62	61	64	65	69	65	66	67
Alberta										
Below upper secondary	48	44	44	39	41	36	39	45	42	44
Upper secondary and postsecondary non-tertiary	48	51	48	51	51	49	51	55	49	57
Tertiary	54	58	56	57	59	60	56	58	54	49
British Columbia										
Below upper secondary	50	41	44	58	53	57	52	59	53	44
Upper secondary and postsecondary non-tertiary	61	60	59	59	76	66	64	64	62	64
Tertiary	58	56	56	58	55	57	61	59	65	65

1. Average annual earnings of women as a percentage of earnings of men.

2. The most recent data available for Canada and provinces are for 2007; these estimates were submitted to the OECD.

Note: For complete international data, see *Education at a Glance 2010: OECD Indicators*, Table A7.3b, Trends in differences earnings between females and males (1998-2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.oecd.org.

Sources: Statistics Canada, Survey of Labour and Income Dynamics (SLID); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table B.1.1

Public and private expenditures¹ on educational institutions as a percentage of GDP, by level of education, Canada and jurisdictions, 2006

	Primary, secondary and postsecondary non-tertiary education					Tertiary education			All levels of education combined (including undistributed programmes)
	ISCED 0 (Pre-primary education, children aged 3 and older)	All primary, secondary and postsecondary non-tertiary	ISCED 1/2 (Primary and lower secondary)	ISCED 3 (Upper secondary)	ISCED 4 (Post-secondary non-tertiary)	Total tertiary	ISCED 5B (Type B)	ISCED 5A/6 (Type A and advanced research programmes)	
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8		Column 9
	percent	percent			percent			percent	
OECD average^{2,3}	0.5	3.6	2.4	1.2	0.0^s	1.5	0.2	1.3	5.7
Canada³	[2]	3.6	[2]	[2]	[7]	2.6	1.0	1.6	6.1
Newfoundland and Labrador	[2]	2.4	[2]	[2]	[7]	2.2	0.7	1.5	4.6
Prince Edward Island	[2]	4.2	[2]	[2]	[7]	4.0	1.5	2.4	8.2
Nova Scotia	[2]	4.3	[2]	[2]	[7]	3.7	0.9	2.8	8.0
New Brunswick	[2]	3.9	[2]	[2]	[7]	3.0	0.9	2.1	6.9
Quebec	[2]	3.9	[2]	[2]	[7]	3.1	1.3	1.8	7.0
Ontario	[2]	3.8	[2]	[2]	[7]	2.5	0.8	1.7	6.3
Manitoba	[2]	4.9	[2]	[2]	[7]	2.4	0.8	1.6	7.3
Saskatchewan	[2]	3.9	[2]	[2]	[7]	2.7	1.0	1.7	6.6
Alberta	[2]	2.4	[2]	[2]	[7]	1.9	0.8	1.1	4.3
British Columbia	[2]	3.4	[2]	[2]	[7]	2.6	1.1	1.6	6.0
Yukon	[2]	6.5	[2]	[2]	[7]	2.5	2.5	0.0	9.0
Northwest Territories	[2]	4.5	[2]	[2]	[7]	2.3	2.3	0.0	6.8
Nunavut	[2]	9.7	[2]	[2]	[7]	3.4	3.4	0.0	13.1

0s value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded

0 true zero or a value rounded to zero

1. Including international sources.

2. These averages are from *Education at a Glance 2010: OECD Indicators*, Table B2.2, Expenditure on educational institutions as a percentage of GDP, by level of education (2007), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.oecd.org.

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 tertiary-type B expenditure. This should not affect international comparability, however, since expenditure at the elementary and secondary levels is dominant. The most recent data available for Canada and the provinces are for 2006; these estimates were submitted to the OECD and will be included in its average figures for 2007.

Note: [] Data included in column of the table whose number is shown in the squared brackets.

Sources: Statistics Canada: Elementary-Secondary Education Statistics Project; 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; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table B.2.1
Distribution of total and current expenditure by educational institutions, from public and private sources, by level of education, Canada and jurisdictions, 2006

	Primary, secondary and postsecondary non-tertiary education					
	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	percentage		percentage			
OECD average^{1,2}	92.4	7.6	63.8	14.9	79.2	20.8
Canada^{2,3}	92.4	7.6	61.9	15.6	77.5	22.5
Newfoundland and Labrador	96.4	3.6	70.2	11.7	81.9	18.1
Prince Edward Island	94.4	5.6	66.6	15.9	82.5	17.5
Nova Scotia	93.8	6.2	58.0	11.3	69.3	30.7
New Brunswick	94.1	5.9	66.9	11.6	78.5	21.5
Quebec	93.5	6.5	57.4	17.9	75.3	24.7
Ontario	90.2	9.8	65.3	16.3	81.6	18.4
Manitoba	94.9	5.1	52.2	19.2	71.3	28.7
Saskatchewan	93.5	6.5	53.0	20.5	73.5	26.5
Alberta	94.6	5.4	67.1	10.3	77.4	22.6
British Columbia	93.7	6.3	59.8	13.9	73.7	26.3
Yukon	85.2	14.8	59.7	8.2	67.9	32.1
Northwest Territories	90.4	9.6	48.6	12.0	60.6	39.4
Nunavut	89.7	10.3	66.8	17.0	83.8	16.2
	Tertiary education					
	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	percentage		percentage			
OECD average^{1,2}	90.7	9.3	42.9	24.8	68.1	31.9
Canada^{2,3}	93.5	6.5	37.0	26.2	63.2	36.8
Newfoundland and Labrador	98.2	1.8	33.3	30.3	63.6	36.4
Prince Edward Island	84.1	15.9	27.2	32.5	59.7	40.3
Nova Scotia	96.0	4.0	34.4	26.8	61.2	38.8
New Brunswick	96.6	3.4	37.1	29.5	66.6	33.4
Quebec	93.6	6.4	41.7	24.8	66.5	33.5
Ontario	95.2	4.8	35.0	26.3	61.3	38.7
Manitoba	95.4	4.6	37.4	27.3	64.7	35.3
Saskatchewan	90.4	9.6	36.1	29.8	65.9	34.1
Alberta	89.4	10.6	34.5	26.5	61.0	39.0
British Columbia	90.7	9.3	38.4	25.3	63.7	36.3
Yukon	100.0	0.0	40.2	31.8	72.0	28.0
Northwest Territories	100.0	0.0	31.2	24.2	55.4	44.6
Nunavut	100.0	0.0	35.0	25.5	60.5	39.5

0 true zero or a value rounded to zero

- These averages are from *Education at a Glance 2010: OECD Indicators*, Table B6.2b, Expenditure by educational institutions, by resource category and level of education (2007), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.oecd.org.
- The most recent data available for Canada and the provinces are for 2006; these estimates were submitted to the OECD and will be included in its average figures for 2007. In Canada (and in provinces and territories), expenditures for postsecondary non-tertiary education are aggregated with those for tertiary-type 5B education.
- Public institutions only at the tertiary 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: Elementary-Secondary Education Statistics Project; 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; Organisation for Economic Co-operation and Development (OECD); and *Education at a Glance 2010: OECD Indicators*.

Table C.1.1

Student mobility and foreign students in tertiary education, and average annual growth rate for foreign enrolments, Canada and jurisdictions, 2007

	Student mobility				Foreign enrolments				2007/2001, average annual growth rate ³
	International students ¹ as a percentage of all tertiary enrolment				Foreign students ² as a percentage of all tertiary enrolment				
	Total tertiary	ISCED 5B (Tertiary- type B pro- grammes)	ISCED 5A (Tertiary- type A pro- grammes)	ISCED 6 (Advanced research pro- grammes)	Total tertiary	ISCED 5B (Tertiary- type B pro- grammes)	ISCED 5A (Tertiary- type A pro- grammes)	ISCED 6 (Advanced research programmes)	
	percentage				percentage				rate
OECD average^{3,4}	6.7	3.6	6.8	18.2	8.5	6.0	8.6	21.1	13.1
Canada⁵	6.2	3.5	6.8	20.2	13.0	9.8	13.4	38.6	7.6
Newfoundland and Labrador	5.6	4.2	5.3	33.1	7.4	4.4	7.4	48.2	14.7
Prince Edward Island	10.8	20.5	6.2	45.5	12.1	20.7	7.8	63.6	23.7
Nova Scotia	7.5	1.7	8.8	17.4	9.2	2.4	10.6	30.6	7.2
New Brunswick	8.7	1.4	10.4	23.7	10.1	1.9	11.9	36.7	6.7
Quebec	5.5	1.8	7.5	18.2	13.4	9.0	15.0	38.7	9.1
Ontario	5.8	4.6	5.8	19.4	14.2	12.8	14.0	36.7	8.7
Manitoba	6.9	1.0	7.7	28.9	10.4	2.1	11.6	45.4	13.9
Saskatchewan	4.6	0.3	5.3	34.6	7.2	3.6	7.3	48.4	0.6
Alberta	4.9	4.1	4.6	21.4	10.6	10.6	9.3	40.4	8.4
British Columbia	8.6	4.7	9.7	23.6	13.5	6.7	15.4	41.4	2.0
Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Northwest Territories	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nunavut	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

0 true zero or a value rounded to zero

- Those who, for the specific purpose of pursuing their education, go to a country other than their country of residence or the country in which they were previously educated. These students may be defined on the basis of either the country of which they were permanent residents or the country in which they were previously educated (regardless of their nationality). In Canada, for the purpose of measuring student mobility, international students are defined on the basis of their country of residence; the concept includes students who are not Canadian citizens and who do not hold a permanent residency permit in Canada.
- Those who are educated in a country for which they do not hold citizenship. In Canada, as in other countries, this concept covers all students who are not Canadian citizens (it therefore includes permanent residents).
- The OECD uses 2008 and 2000 to calculate the average annual growth rate.
- These averages are from *Education at a Glance 2010: OECD Indicators*, Table C2.1, Student mobility and foreign students in tertiary education (2000, 2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.oecd.org.
- Excludes private institutions. The most recent data available for Canada and its jurisdictions are for 2007; these estimates were submitted to the OECD and will be included in its average figures for 2008.

Sources: Statistics Canada, Postsecondary Student Information System (PSIS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table C.2.1
Percentage of 15- to 29-year-old population in education and not in education, by age group and labour force status, Canada and jurisdictions, 2008

	In education					Not in education				Total percentage
	Students in work-study programmes ¹	Other employed	Unem- ployed ²	Not in the labour force ³	Total, in education	Employed ⁴	Not in the labour force ³		Total, not in education	
							Unem- ployed ²	labour force ³		
percentage					percentage					
OECD average⁵										
15 to 19	...	14.5	2.6	63.8	84.6	8.6	2.4	4.4	15.4	100.0
20 to 24	...	13.7	1.5	25.6	42.3	43.4	6.0	8.3	57.7	100.0
25 to 29	...	8.0	0.6	5.6	14.4	69.1	5.3	11.2	85.6	100.0
Canada⁶										
15 to 19	...	30.9	4.7	44.8	80.4	12.4	2.9	4.4	19.6	100.0
20 to 24	...	20.3	1.3	17.4	38.9	48.0	5.6	7.4	61.1	100.0
25 to 29	...	7.1	0.4	5.0	12.4	72.7	5.0	9.9	87.6	100.0
Newfoundland and Labrador										
15 to 19	...	18.5	3.7	62.2	84.4	8.3	3.4	4.0	15.6	100.0
20 to 24	...	14.0	2.3	23.5	39.1	36.8	10.0	14.1	60.9	100.0
25 to 29	...	5.8	x	4.1	10.0	63.8	10.5	15.8	90.0	100.0
Prince Edward Island										
15 to 19	...	29.9	5.8	46.8	82.5	11.3	4.6	x	17.5	100.0
20 to 24	...	20.5	2.6	15.5	38.6	39.7	13.2	8.6	61.4	100.0
25 to 29	...	7.1	0.0	7.1	14.2	68.6	7.4	9.8	85.8	100.0
Nova Scotia										
15 to 19	...	28.8	4.7	44.9	78.4	13.7	3.9	4.1	21.6	100.0
20 to 24	...	15.2	1.5	18.6	35.4	46.1	9.0	9.5	64.6	100.0
25 to 29	...	4.5	x	4.4	9.3	72.7	7.1	10.9	90.7	100.0
New Brunswick										
15 to 19	...	32.9	5.1	48.0	86.1	9.2	1.8	3.0	13.9	100.0
20 to 24	...	11.5	1.3	18.0	30.9	48.7	11.1	9.3	69.1	100.0
25 to 29	...	3.0	x	3.9	7.4	73.1	7.0	12.4	92.6	100.0
Quebec										
15 to 19	...	30.0	3.8	43.7	77.5	13.3	4.2	5.0	22.5	100.0
20 to 24	...	22.4	1.1	15.6	39.1	45.9	6.9	8.1	60.9	100.0
25 to 29	...	9.2	0.5	4.9	14.6	68.1	7.4	10.0	85.4	100.0
Ontario										
15 to 19	...	30.0	5.7	48.4	84.1	9.0	2.6	4.3	15.9	100.0
20 to 24	...	22.1	1.8	20.0	43.9	42.9	5.7	7.4	56.1	100.0
25 to 29	...	7.2	0.4	5.2	12.8	72.8	4.6	9.8	87.2	100.0
Manitoba										
15 to 19	...	32.9	5.8	38.9	77.6	15.9	2.5	4.1	22.4	100.0
20 to 24	...	20.1	0.8	11.5	32.4	54.1	4.5	9.1	67.6	100.0
25 to 29	...	6.5	x	3.8	10.4	77.7	3.3	8.5	89.6	100.0
Saskatchewan										
15 to 19	...	33.8	3.6	39.3	76.7	16.0	2.3	5.0	23.3	100.0
20 to 24	...	13.3	x	14.9	28.8	62.5	3.0	5.7	71.2	100.0
25 to 29	...	4.3	x	6.4	10.8	75.7	4.8	8.7	89.2	100.0
Alberta										
15 to 19	...	32.9	3.8	37.9	74.5	18.6	2.5	4.3	25.5	100.0
20 to 24	...	13.8	x	12.9	27.2	62.3	4.4	6.1	72.8	100.0
25 to 29	...	6.6	x	4.0	11.0	76.6	2.7	9.7	89.0	100.0
British Columbia										
15 to 19	...	33.8	4.0	41.5	79.3	14.8	2.1	3.8	20.7	100.0
20 to 24	...	22.2	0.6	17.9	40.6	49.9	3.3	6.2	59.4	100.0
25 to 29	...	5.6	x	5.5	11.3	76.0	3.0	9.7	88.7	100.0

Table C.2.1 (concluded)

Percentage of 15- to 29-year-old population in education and not in education, by age group and labour force status, Canada and jurisdictions, 2008

	In education					Not in education				Total
	Students in work-study programmes ¹	Other employed	Unemployed ²	Not in the labour force ³	Total, in education	Employed ⁴	Not in the labour force ³		Total, not in education	
							Unemployed ²	Not in the labour force ³		
percentage					percentage				percentage	
Yukon										
15 to 19	...	25.7	10.1	37.2	66.3	23.7	x	x	33.7	100.0
20 to 24	...	x	0.0	10.4	15.3	61.0	11.8	15.9	84.7	100.0
25 to 29	...	x	x	x	x	75.8	x	x	87.8	100.0
Northwest Territories										
15 to 19	...	17.7	x	53.7	74.8	14.6	6.9	x	25.2	100.0
20 to 24	...	7.5	0.0	11.3	18.8	49.4	7.6	24.2	81.2	100.0
25 to 29	...	x	0.0	x	x	84.5	x	x	94.9	100.0
Nunavut										
15 to 19	...	13.0	x	51.0	67.7	8.4	x	20.1	32.3	100.0
20 to 24	...	x	x	8.3	13.2	44.7	x	34.1	86.8	100.0
25 to 29	...	x	0.0	x	x	56.1	x	28.3	92.3	100.0

... not applicable

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

0 true zero or a value rounded to zero

1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the International Labour Organisation (ILO) definition.
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. 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.)
5. These averages are from *Education at a Glance 2010: OECD Indicators*, Table C3.2a, Percentage of the youth population in education and not in education, by age group (2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.oecd.org.
6. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table C.2.2
Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada and jurisdictions, 1998, 2000, 2002, 2004, 2006 and 2008

	1998			2000			2002		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed ¹	Total	Employed	Not employed ¹	Total	Employed	Not employed ¹
	percentage			percentage			percentage		
OECD average²									
15 to 19	79.6	11.5	9.2	80.4	11.2	9.2	81.9	10.4	7.8
20 to 24	35.0	46.8	18.3	35.3	47.7	17.5	37.4	45.9	16.7
25 to 29	12.7	67.1	20.2	12.4	68.5	19.1	13.0	68.3	19.2
Canada³									
15 to 19	81.5	9.9	8.5	80.6	11.2	8.2	80.2	11.9	8.0
20 to 24	36.7	45.4	17.8	35.7	48.5	15.7	36.4	48.3	15.3
25 to 29	10.8	70.1	19.1	10.6	72.3	17.1	12.7	69.8	17.5
Newfoundland and Labrador									
15 to 19	85.6	4.1	10.3	88.7	4.0	7.3	85.3	5.9	8.8
20 to 24	35.2	27.4	37.4	34.3	33.8	32.0	38.1	39.3	22.6
25 to 29	11.8	48.4	39.7	8.7	56.2	35.2	11.8	54.5	33.7
Prince Edward Island									
15 to 19	82.7	8.7	8.6	80.9	11.2	7.9	83.8	10.2	6.0
20 to 24	27.9	50.5	21.6	26.9	54.5	18.6	32.7	43.3	23.9
25 to 29	10.5	63.1	26.4	7.8	65.7	26.5	11.2	65.4	23.4
Nova Scotia									
15 to 19	85.5	7.2	7.3	82.9	9.1	8.0	82.5	8.9	8.6
20 to 24	34.4	40.7	24.9	39.4	42.7	17.9	33.1	44.4	22.4
25 to 29	10.7	68.9	20.3	11.2	70.5	18.3	8.0	75.2	16.8
New Brunswick									
15 to 19	81.9	8.9	9.1	82.9	9.8	7.3	82.8	9.3	7.9
20 to 24	26.2	44.5	29.4	28.8	46.6	24.6	28.0	50.0	22.0
25 to 29	6.1	65.2	28.7	5.8	69.2	25.0	7.2	70.4	22.5
Quebec									
15 to 19	81.1	8.6	10.3	78.7	10.9	10.4	77.4	12.7	9.8
20 to 24	37.7	41.7	20.6	36.3	44.5	19.2	35.2	47.9	16.9
25 to 29	12.1	66.8	21.1	11.3	68.9	19.8	13.2	67.5	19.2
Ontario									
15 to 19	84.2	8.3	7.5	82.1	9.8	8.1	83.6	10.1	6.4
20 to 24	41.5	43.6	14.8	39.8	47.5	12.7	39.9	46.7	13.4
25 to 29	10.3	72.3	17.4	10.0	75.2	14.8	12.8	70.6	16.6
Manitoba									
15 to 19	78.5	14.2	7.3	76.3	15.8	7.9	77.8	15.7	6.4
20 to 24	28.6	57.4	14.1	27.4	57.9	14.6	30.6	54.7	14.7
25 to 29	11.6	72.7	15.6	11.6	71.7	16.7	11.8	71.9	16.3
Saskatchewan									
15 to 19	76.2	15.6	8.3	77.7	14.4	7.9	81.3	12.1	6.6
20 to 24	24.9	57.6	17.5	28.2	54.6	17.3	34.6	50.5	14.9
25 to 29	8.9	74.7	16.4	9.7	73.9	16.4	11.8	73.5	14.7
Alberta									
15 to 19	76.7	16.5	6.7	75.6	17.3	7.1	73.7	16.1	10.2
20 to 24	31.7	56.3	12.0	27.7	60.1	12.2	30.6	56.6	12.8
25 to 29	9.8	76.2	14.1	11.0	72.9	16.1	13.0	73.9	13.1
British Columbia									
15 to 19	79.2	10.9	9.9	83.6	10.3	6.0	78.5	13.2	8.4
20 to 24	33.8	46.3	19.9	34.9	48.9	16.2	37.7	46.4	15.9
25 to 29	12.0	67.6	20.4	11.6	72.1	16.3	13.8	67.3	18.9

Table C.2.2 (continued)

Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada and jurisdictions, 1998, 2000, 2002, 2004, 2006 and 2008

	1998			2000			2002		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed ¹	Total	Employed	Not employed ¹	Total	Employed	Not employed ¹
	percentage			percentage			percentage		
Yukon									
15 to 19	81.7	21.1	24.4	88	16.7	24.6	66.0	20.3	13.7
20 to 24	27.1	50.9	31.0	41.1	42.0	30.6	19.4	61.3	19.3
25 to 29	18.7	61.7	25.8	x	69.0	19.7	x	66.8	24.3
Northwest Territories									
15 to 19	..	..	..	..	..	..	77.4	11.5	11.2
20 to 24	..	..	..	..	..	..	12.0	63.7	24.4
25 to 29	..	..	..	..	..	..	7.0	75.7	17.3
Nunavut									
15 to 19	...	...	...	..	..	..	..	..	..
20 to 24	...	...	...	..	..	..	..	..	..
25 to 29	...	...	...	..	..	..	..	..	..
	2004			2006			2008		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed ¹	Total	Employed	Not employed ¹	Total	Employed	Not employed ¹
	percentage			percentage			percentage		
OECD average²									
15 to 19	83.0	9.4	7.8	84.5	8.2	7.5	84.6	8.6	7.0
20 to 24	39.1	43.9	17.0	40.7	43.9	15.8	42.3	43.4	14.7
25 to 29	13.6	67.4	19.0	14.2	68.4	17.8	14.4	69.1	16.5
Canada³									
15 to 19	79.1	12.2	8.8	81.1	11.6	7.3	80.4	12.4	7.3
20 to 24	38.2	47.6	14.2	38.4	48.6	13.0	38.9	48.0	13.1
25 to 29	11.9	71.9	16.2	12.3	72.1	15.5	12.4	72.7	14.9
Newfoundland and Labrador									
15 to 19	80.1	9.5	10.4	87.4	6.3	6.4	84.4	8.3	7.3
20 to 24	41.2	30.8	28.0	38.9	28.0	33.1	39.1	36.8	24.1
25 to 29	9.8	55.1	35.0	8.7	58.6	32.8	10.0	63.8	26.2
Prince Edward Island									
15 to 19	80.6	10.2	9.2	86.0	6.6	7.4	82.5	11.3	6.2
20 to 24	37.8	44.6	17.6	29.1	51.0	19.9	38.6	39.7	21.8
25 to 29	8.8	66.8	24.5	9.6	66.8	23.6	14.2	68.6	17.2
Nova Scotia									
15 to 19	81.2	10.9	7.9	82.4	9.9	7.7	78.4	13.7	7.9
20 to 24	37.5	48.4	14.1	33.3	50.3	16.4	35.4	46.1	18.5
25 to 29	15.0	62.2	22.8	13.6	65.5	20.9	9.3	72.7	18.0
New Brunswick									
15 to 19	81.8	8.5	9.7	83.2	10.0	6.8	86.1	9.2	4.7
20 to 24	29.4	49.5	21.0	33.0	51.2	15.8	30.9	48.7	20.4
25 to 29	10.5	70.4	19.1	8.5	72.7	18.7	7.4	73.1	19.5
Quebec									
15 to 19	76.3	12.5	11.2	78.6	12.5	9.0	77.5	13.3	9.2
20 to 24	37.3	46.3	16.4	38.4	46.3	15.3	39.1	45.9	15.0
25 to 29	14.1	69.1	16.9	13.3	70.9	15.8	14.6	68.1	17.3

Table C.2.2 (concluded)
Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada and jurisdictions, 1998, 2000, 2002, 2004, 2006 and 2008

	2004			2006			2008		
	In education		Not employed ¹	In education		Not employed ¹	In education		Not employed ¹
	Total	Employed		Total	Employed		Total	Employed	
	percentage			percentage			percentage		
Ontario									
15 to 19	81.8	10.5	7.7	83.1	9.3	7.6	84.1	9.0	6.9
20 to 24	41.5	45.8	12.7	41.8	45.6	12.6	43.9	42.9	13.1
25 to 29	10.8	73.3	15.9	11.7	73.0	15.3	12.8	72.8	14.4
Manitoba									
15 to 19	80.6	13.2	6.2	81.2	13.3	5.5	77.6	15.9	6.5
20 to 24	33.8	52.3	13.9	37.5	51.8	10.7	32.4	54.1	13.6
25 to 29	13.9	73.7	12.5	14.2	69.4	16.4	10.4	77.7	11.9
Saskatchewan									
15 to 19	74.4	17.0	8.7	79.0	13.6	7.4	76.7	16.0	7.3
20 to 24	32.0	52.4	15.5	33.0	53.5	13.6	28.8	62.5	8.6
25 to 29	12.4	73.9	13.7	10.8	73.7	15.5	10.8	75.7	13.5
Alberta									
15 to 19	75.6	15.7	8.7	78.1	15.9	6.0	74.5	18.6	6.8
20 to 24	30.4	58.4	11.2	31.7	58.6	9.7	27.2	62.3	10.5
25 to 29	10.3	77.0	12.7	10.1	77.7	12.2	11.0	76.6	12.4
British Columbia									
15 to 19	77.7	13.8	8.5	80.5	13.9	5.6	79.3	14.8	5.9
20 to 24	40.5	45.3	14.2	38.0	52.1	9.9	40.6	49.9	9.4
25 to 29	11.9	72.2	15.9	15.4	69.8	14.8	11.3	76.0	12.7
Yukon									
15 to 19	78.8	13.9	x	73.8	20.3	x	66.3	23.7	10.0
20 to 24	35.1	50.7	14.3	23.1	56.7	20.2	15.3	61.0	23.7
25 to 29	x	72.4	18.0	x	70.9	18.3	x	75.8	x
Northwest Territories									
15 to 19	77.8	12.3	9.9	74.8	13.3	12.0	74.8	14.6	10.6
20 to 24	20.4	59.0	20.5	16.3	66.2	17.4	18.8	49.4	31.8
25 to 29	6.4	80.4	13.1	7.1	78.8	14.2	x	84.5	10.5
Nunavut									
15 to 19	67.2	12.4	20.4	72.4	x	22.8	67.7	8.4	23.9
20 to 24	21.4	46.3	32.2	14.4	41.4	44.2	13.2	44.7	42.1
25 to 29	x	72.0	26.3	13.3	59.1	27.7	x	56.1	36.3

.. not available for a specific reference period

... not applicable

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

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 the labour force."
2. These averages are from *Education at a Glance 2010: OECD Indicators*, Table C3.4a, Trends in the percentage of the youth population in education and not in education (1995, 1997-2008), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. 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.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table C.3.1

Participation rates of 25- to 64-year-olds in formal and/or non-formal education, by sex and age group, Canada and provinces, 2008

	Men					Women				
	Age group					Age group				
	25 to 34	35 to 44	45 to 54	55 to 64	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64	25 to 64
	percentage					percentage				
OECD average^{1,2}	51	44	39	27	41	48	44	41	28	41
Canada²	50	47	38	27	41	50	48	46	28	44
Newfoundland and Labrador	44	57	41	17	40	48	43	40	16	37
Prince Edward Island	58	59	51	24	48	56	51	45	33	46
Nova Scotia	48	41	39	33	40	57	50	48	26	45
New Brunswick	46	43	29	19	34	60	44	36	21	40
Quebec	35	41	36	18	33	49	45	37	22	39
Ontario	58	50	36	32	44	50	49	49	29	45
Manitoba	47	47	44	25	41	49	59	48	31	47
Saskatchewan	43	50	52	34	45	44	55	55	38	48
Alberta	62	54	43	29	49	54	49	49	37	48
British Columbia	48	47	38	27	40	49	44	47	31	43
	Both sexes									
	Age group									
	25 to 34	35 to 44	45 to 54	55 to 64	25 to 64					
	percentage									
OECD average^{1,2}	50	44	40	27	41					
Canada²	50	47	42	28	42					
Newfoundland and Labrador	46	50	40	17	38					
Prince Edward Island	57	55	48	29	47					
Nova Scotia	53	46	44	30	43					
New Brunswick	53	43	32	20	37					
Quebec	42	43	36	20	36					
Ontario	54	49	43	31	45					
Manitoba	48	53	46	28	44					
Saskatchewan	44	53	53	36	47					
Alberta	59	51	46	33	49					
British Columbia	49	46	42	29	42					

1. These averages are from *Education at a Glance 2010: OECD Indicators*, Table A5.1a, Participation in formal and/or non-formal education by gender and age (2007), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.oecd.org.

2. The most recent data available for Canada and the provinces are for 2008; these estimates were submitted to the OECD and will be included in its average figures for 2007.

Sources: Statistics Canada, Access and Support to Education and Training Survey (ASETS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

Table C.3.2
Participation rates of 25- to 64-year-olds in formal and/or non-formal education, by sex and highest level of educational attainment, Canada and provinces, 2008

	Men				Women			
	ISCED 0/1 and 2 (Below upper secondary education)	ISCED 3C, 3B, 3A and 4 (Upper secondary and post-secondary non-tertiary education)	ISCED 5B, 5A and 6 (Tertiary education)	Total	ISCED 0/1 and 2 (Below upper secondary education)	ISCED 3C, 3B, 3A and 4 (Upper secondary and post-secondary non-tertiary education)	ISCED 5B, 5A and 6 (Tertiary education)	Total
	percentage				percentage			
OECD average^{1,2}	25	40	59	41	21	40	62	41
Canada²	21	33	53	41	14	32	55	44
Newfoundland and Labrador	19	35	54	40	10	30	53	37
Prince Edward Island	18	42	64	48	11	41	55	46
Nova Scotia	30	28	56	40	13	28	58	45
New Brunswick	9	25	51	34	11	26	56	40
Quebec	14	24	46	33	10	29	53	39
Ontario	25	33	55	44	15	31	56	45
Manitoba	19	34	56	41	13	31	61	47
Saskatchewan	22	44	62	45	17	40	63	49
Alberta	17	48	59	49	23	37	58	48
British Columbia	35	35	47	41	23	32	52	43

Both sexes				
	ISCED 0/1 and 2 (Below upper secondary education)	ISCED 3C, 3B, 3A and 4 (Upper secondary and post-secondary non-tertiary education)	ISCED 5B, 5A and 6 (Tertiary education)	Total
	percentage			
OECD average^{1,2}	22	40	60	41
Canada²	18	32	54	42
Newfoundland and Labrador	14	33	53	38
Prince Edward Island	16	42	59	47
Nova Scotia	24	28	57	43
New Brunswick	10	26	54	37
Quebec	12	26	50	36
Ontario	21	32	56	45
Manitoba	17	33	59	44
Saskatchewan	20	42	63	47
Alberta	19	43	59	49
British Columbia	30	34	50	42

1. These averages are from *Education at a Glance 2010: OECD Indicators*, Table A5.1b, Participation in formal and/or non-formal education, by gender and educational attainment (2007), which presents the most recent available data for the Organisation for Economic Co-operation and Development's 31 member countries. Please see the OECD's Web site at www.oecd.org.

2. The most recent data available for Canada and the provinces are for 2008; these estimates were submitted to the OECD and will be included in its average figures for 2007.

Sources: Statistics Canada, Access and Support to Education and Training Survey (ASETS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2010: OECD Indicators*.

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 have played a key role in the development of this publication: the Canadian Education Statistics Council (CESC) and the Strategic Management Committee of the CESC. The CMEC and Statistics Canada project team is also listed.

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37. Note of appreciation to staff of the Centre for Education Statistics at Statistics Canada for their invaluable contribution to this report, and to staff of Dissemination Division and Official Languages and Translation Division at Statistics Canada.