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Follow-up on Education and Labour Market Pathways of Young Canadians Aged 18 to 20 – Results from YITS Cycle 3

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Youth in Transition Survey

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1. Introduction

Today, no one questions the importance of education. Globalization and the changes that have taken place in information and communication technologies have led to the development of a knowledge-based economy the two main components of which are knowledge and information. The competition is no longer for low-skilled, poorly paid jobs but rather for highly skilled positions (Schleicher, 2006).

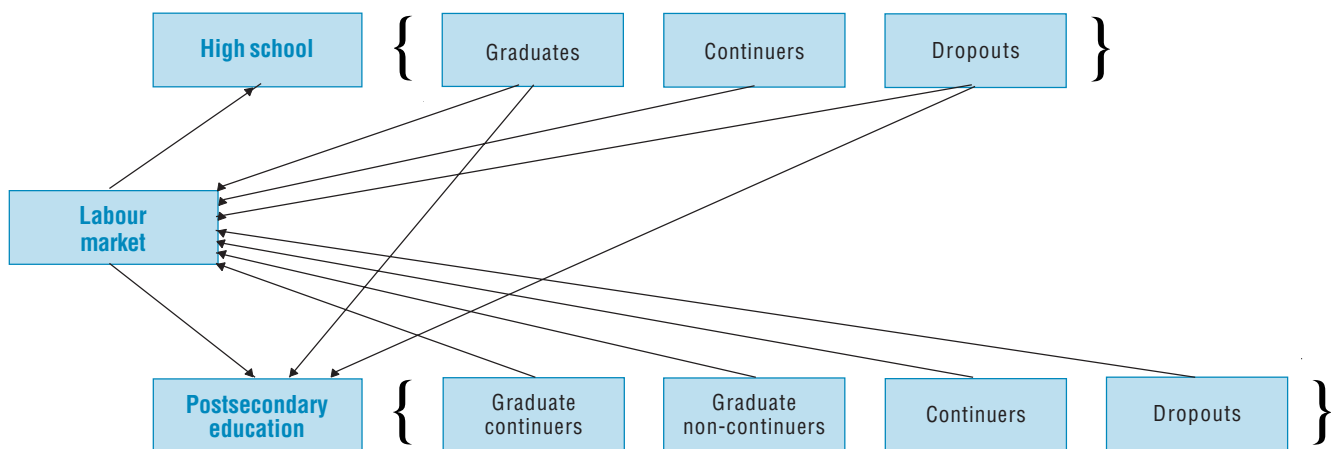
The minimum qualification now required is a high school diploma. This diploma also opens the door to higher learning or the labour market. In addition, the labour market is increasingly demanding and a postsecondary education is virtually essential in order to gain access to it. Between 2004 and 2008, two thirds of new jobs will require a postsecondary education or qualifications for management positions (HRSDC, 2004).

The transition process from education to the labour market is therefore key and depends on a number of factors such as the overall status of the labour market, the wide range of training options available to youth, family background, social support and the quality of the labour market information available at the time of seeking employment (OECD, 2005).

Most youth make this important transition when in their early twenties and employ many different strategies.

This report describes the main pathways that youth undertake, in order to give us a better understanding of their strategies for these transitions (see Figure 1.1).

Figure 1.1
Pathways of Canadian youth



This report is based on the Youth in Transition Survey (YITS), a longitudinal survey developed by Human Resources Development Canada and Statistics Canada in the late 1990s. This survey contacts the same respondents every two years to provide temporal data on the education and work activities for the same individuals. In this report, the data used are from the first three cycles and pertain to the entire cohort, that is, youth between ages 18 and 20 in 1999 who participated in the survey and who were still participating in the survey in December 2003.¹ Additional information about the survey is presented in Appendix A.

Reader's note

To lighten the text, tables and graphs, this report refers to dates of December 1999, December 2001 and December 2003, dates at which the school status (high school and postsecondary education), as well as the work status have been evaluated. December 1999 refers to cycle 1, when the youth were between 18 and 20 years-old; December 2001 refers to cycle 2 when the youth were between 20 and 22 years-old and December 2003 refers to cycle 3 when the youth were between 22 and 24 years-old.

It is important for the reader to know that the statistics presented in this report are representative of individuals aged 18 to 20 who were residents of Canada in 2000 when the YITS interviews were conducted and were contacted again in the follow-up interviews of 2002 and 2004. At the last interview, these individuals were aged between 22 and 24 years-old.

2. High school

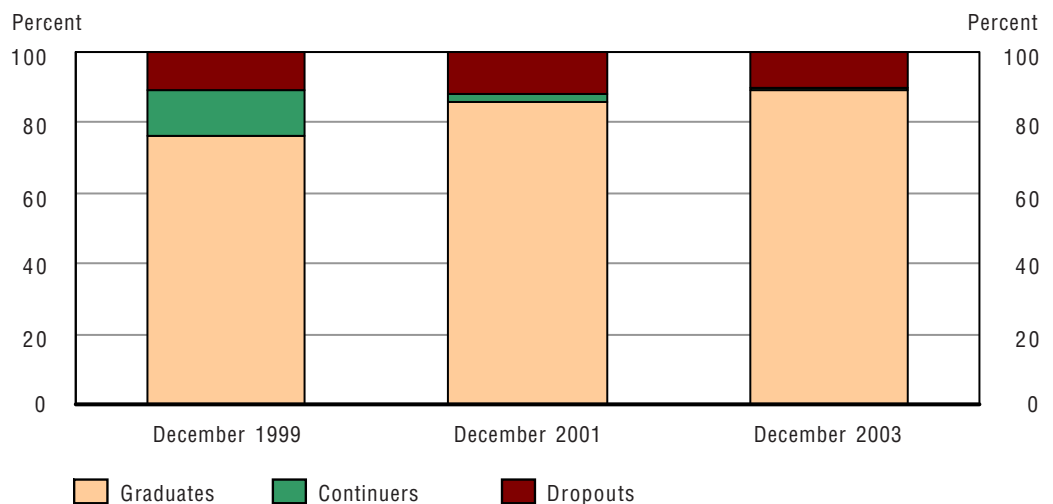
Primary and secondary education plays an important role in developing the skills and knowledge essential for full participation in economic and social life. While these skills and knowledge are also developed in the home and in the community, school is generally regarded as the place of choice for ensuring their optimal development. This section will look at the high school status and pathways of youth over a four-year period, from December 1999 to December 2003.

Nearly 90% of youth had graduated from high school as of December 2003

Since the usual age of graduation from high school is 18 in most provinces and territories of Canada, it is not surprising to note that just 1% of survey respondents were still in high school as of December 2003, twelve percentage points lower than four years earlier (see Table B1 in Appendix B). Conversely, the graduation rate had increased. While about 75% of respondents had their diploma in hand as of December 1999, another 13% (for a total of about 90%) could boast of having this diploma four years later (see Chart 2.1).

Chart 2.1

High school status as of December 1999, December 2001 and December 2003



Source: Table B1 in Appendix B.

One important statistic of secondary education is doubtless the school dropout rate. Youth who dropped out of high school without graduating are at a disadvantage both in the labour market and in their daily activities. From December 1999 to December 2003, the percentage of survey participants who left high school without graduating went from 11% in 1999 to 12% in 2001 and down to 10% in 2003. The increase in the dropout rate in 2001 was due to the fact that a large number of continuers dropped out between December 1999 and December 2001. This number was actually higher than the number of dropouts who went back to school. The situation was reversed between December 2001 and December 2003, when the number of dropouts who graduated or went back to school was higher than the number of continuers, causing a decrease of two percentage points in the dropout rate.

As in the previous cycles, the high school dropout rates for males (13%) were much higher than for females (7%), for all provinces. Alberta came out on top as the province with the highest dropout rates for both males and females. In December 2003, more than one male in six (15%) was a high school dropout while slightly more than one female in ten (11%) shared this status. The highly active labour market in that province may be a factor in explaining this high dropout rate. In addition, provinces with a much higher rate of unemployment, such as Newfoundland and Labrador and New Brunswick (unemployment rates of 23% and 15%, respectively, among those aged 20 to 24 in 2003), had a much lower school dropout rate than Alberta.

These results are comparable to those of Bowlby (2005), who calculated the dropout rates for youth aged 20 to 24 based on the Labour Force Survey. The rates calculated were virtually the same as those of the YITS for the months of December 1999 and December 2001. The regional trends were also consistent. The study also reports that a high proportion of dropouts were working during 2004-2005 (about 62%). Their unemployment rate nevertheless stood at 19%, or double the unemployment rate of other youth ages 20 to 24. Alberta's dropouts were more likely to be working than high school graduates in the other provinces.

Further study will have to be done to better determine the impact of the labour market conditions in a given region on the importance the youth of that region have in regards to graduating from high school.

Over one quarter of high school dropouts manage to graduate

One of the main objectives of the Youth in Transition Survey is to study the pathways of youth during a critical period in their life when they must make a number of choices that will affect their participation in the labour market and the development of their human capital. The graduation rate is not static. While individuals who have obtained their diploma will not have it taken away from them, it is possible for high school continuers to obtain their diploma at a more advanced age than is typical for graduation. It is also possible for dropouts, through the second chance system, to return to high school and graduate.

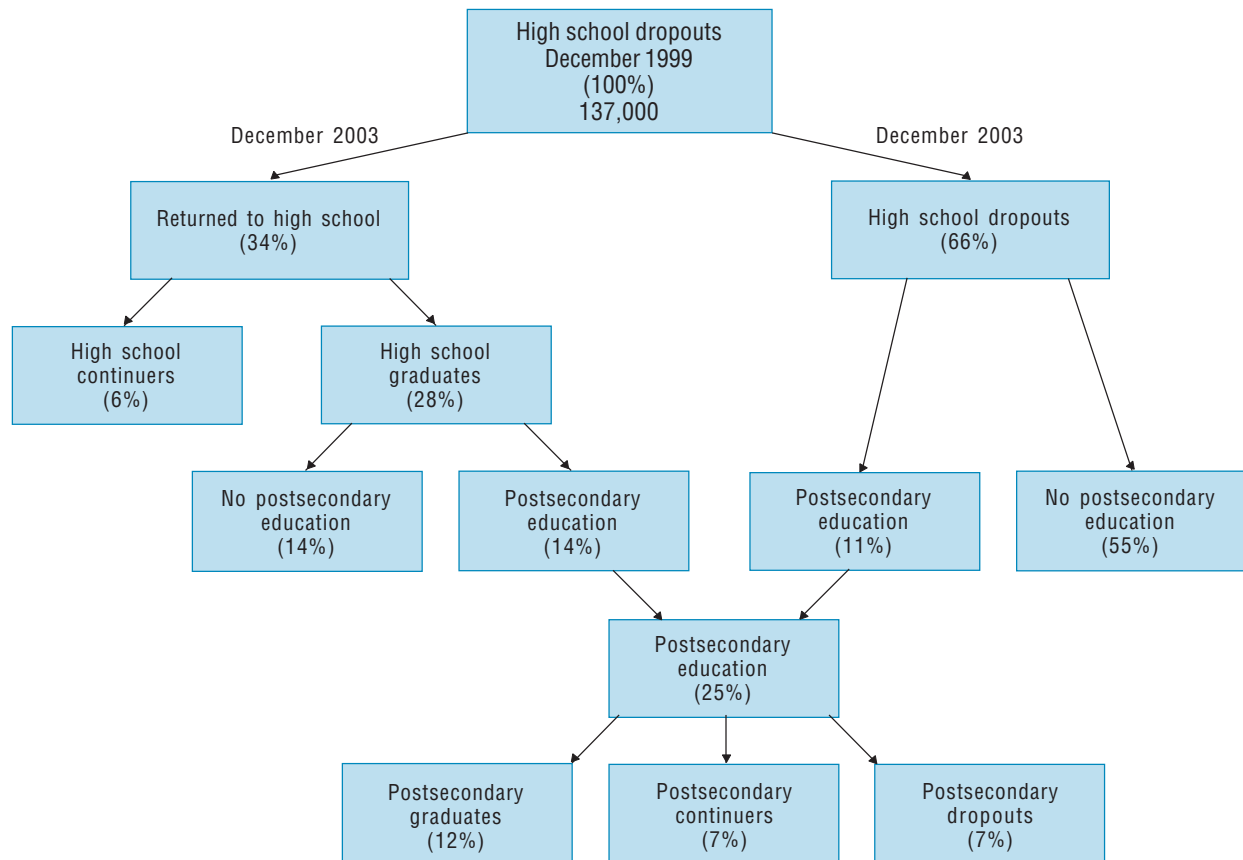
There is every indication, however, that it becomes more difficult to complete high school as time goes on. With the passing of time, fewer and fewer continuers manage to graduate (just over 70% of continuers graduated from December 1999 to December 2001, compared to just over 40% from December 2001 to December 2003 – see tables B4a and B4b in Appendix B). Also, a larger proportion of them drop out (17% of continuers dropped out between December 1999 and December 2001, compared to 45% between December 2001 and December 2003).

One quarter of dropouts took advantage of the second chance system to pursue postsecondary education

In analysing more closely the pathways of youth who dropped out in the first cycle of the survey, we see that nearly half of them took advantage of the second chance system to return to school at either the secondary or postsecondary level. While 8% of these dropouts had graduated from high school as of December 2001, the proportion had more than tripled (27%) two years later (see Table B2 in Appendix B).

About half of these new high school graduates had even undertaken postsecondary studies. In all, one-quarter of the high school dropouts, as of December 1999, had undertaken postsecondary education as of December 2003 (see Figure 2.1).

Figure 2.1
School pathways of youth between ages 18 and 20 who had dropped out of high school as of December 1999



It is worth noting that 11% of these dropouts took advantage of the second-chance system to pursue postsecondary education without first obtaining a high school diploma. Of these, a group representing 4% of the first cycle dropouts also dropped out of their postsecondary studies before completion. From the standpoint of skills and knowledge acquisition, it is difficult to say whether these individuals actually improved their situation in relation to the 55% of dropouts who did not undertake further studies in the four years after the first survey.

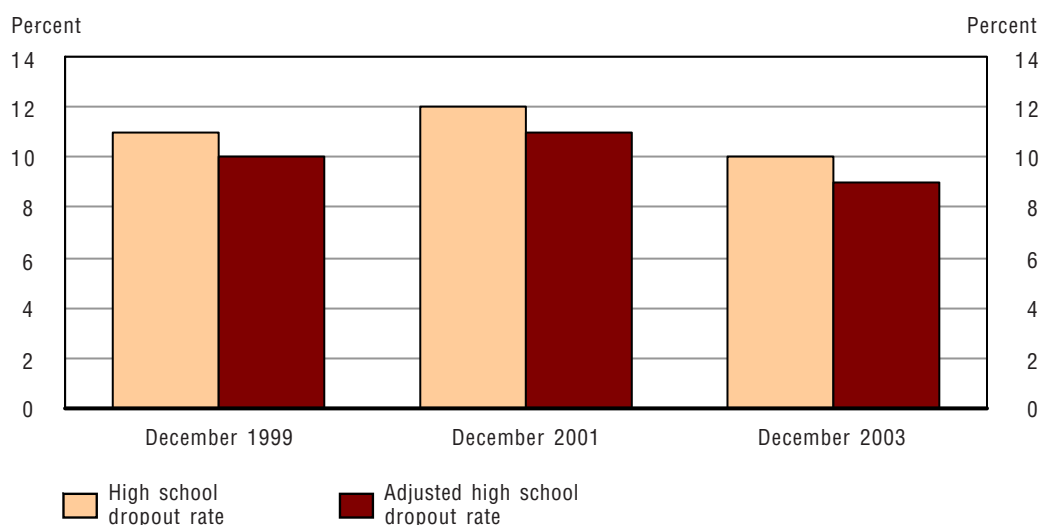
Upon closer examination of the high school dropouts at each of the three survey cycles, we note that the proportion of those who undertook postsecondary studies at any given time increased 50% between cycle 1 and cycle 2, from 10% to 15%, and did not really change in cycle 3 (16%) (see Table B5 in Appendix B).

However, a closer look at the male-female distribution provides a more interesting perspective. While the proportion of males changed little over four years, increasing from 11% to 14%, the proportion of females more than tripled, from 7% to 21%. This difference in male-female distribution may be related to their reasons for dropping out in the first place. Males were more inclined to state a desire to work as their reason for dropping out, whereas 16% of females dropped out because they were pregnant and had to look after their child.

When the participation of high school dropouts in postsecondary education is considered, the second order or effective dropout rate decreased to 9% in December 2003, a drop of 1 percentage point compared to 1999 (see Chart 2.2 and Table B3 in Appendix B).

Chart 2.2

High school dropout rates before and after taking into consideration participation in postsecondary education, December 1999, 2001 and 2003



Note: The adjusted high school dropout rate excludes high school dropouts who are postsecondary continuers or postsecondary graduates but includes high school dropouts who are also postsecondary dropouts.

Source: Table B3 in Appendix B.

The dropout rate was 2 percentage points lower in Alberta (11%), Newfoundland and Labrador (7%) and Manitoba (10%) when high school dropouts who had pursued postsecondary education were considered. These are the biggest provincial variations. Finally, when participation in postsecondary education is considered, the dropout rate for males decreased from 13% to 11% and for females from 7% to 6%.

3. Postsecondary education

In this section, we look at the participation of youth in postsecondary education and their pathways between 1999 and 2003. Some of them graduated from a postsecondary institution and entered the labour market; others took further postsecondary education after graduation with a postsecondary education credential; a number of them simply dropped out after a first attempt, while others returned after having left without a diploma.

Nearly three quarters of youth who were no longer in high school as of December 2003 had undertaken postsecondary education

The proportion of youth participating in postsecondary education at any given time has increased steadily since the start of the survey, but appears to be levelling out as this group ages. It increased from 62% in 1999, when a number were still pursuing their high school education, to 70% in 2001, and reached 76% in 2003 (see Table C1 in Appendix C).

Definition of postsecondary education status

In this analysis, postsecondary education status refers to a youth's overall postsecondary status. This status was examined during three periods: December 1999 when respondents were between 18 and 20 years-old; December 2001 when respondents were between 20 and 22 years-old and in December 2003 when they were between 22 and 24 years-old. The following postsecondary statuses are referred to throughout this report.

Participated in postsecondary education encompasses all of the following groups:

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

A postsecondary education graduate continuer is someone who has already graduated from a postsecondary institution and is still pursuing education at a postsecondary institution.

A postsecondary education graduate non-continuer is someone who has graduated from a postsecondary institution and is not pursuing education in a postsecondary institution.

A postsecondary education continuer is someone who is attending a postsecondary education institution but has not yet graduated.

A postsecondary education dropout is someone who has attended postsecondary education but is no longer pursuing it and has never graduated from a postsecondary education institution.

Definition of postsecondary education statuses (continued)

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

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

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

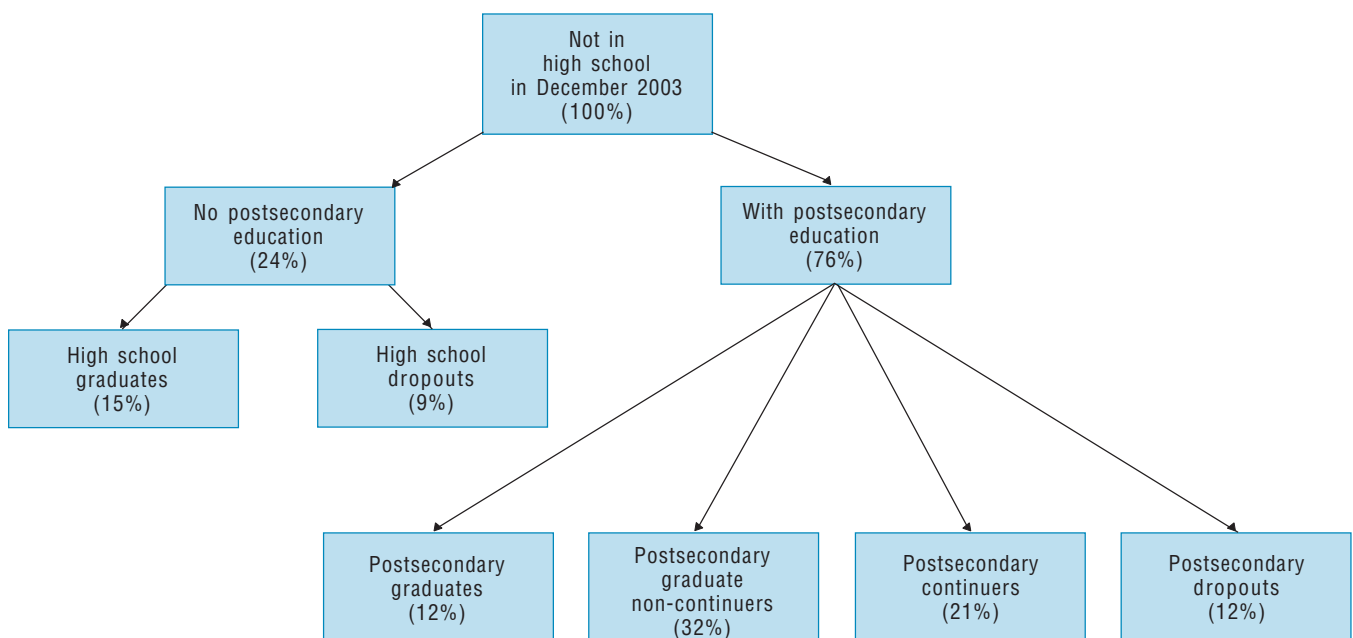
High school continuer refers to someone who is attending a high school institution and has not yet graduated.

As this group ages, they graduate from the postsecondary institution. Thus, the proportion of youth pursuing postsecondary education decreased from 53% to 32% between December 1999 and December 2003. The percentage that graduated increased more than five times, from 8% to 44%. Some left without a diploma (see definition of postsecondary education statuses – postsecondary education leavers). The proportions increased from 5% to 12%, partly a reflection of the increased participation in postsecondary education from December 1999 to December 2003. About one youth in five was still pursuing postsecondary education as of December 2003 and had not yet graduated.

According to the indicators, over half of Canadian adults ages 25 to 34 have graduated from some sort of postsecondary institution (OECD, 2003, 2005). This rate increased from 32% in 1991 to 53% in 2003. OECD data show that this rate is steadily rising in most OECD countries and that Canada has the highest rate of all OECD countries. Figure 3.1 shows the distribution of youth who were no longer in high school as of December 2003, by postsecondary status.

Figure 3.1

Distribution of youth who were no longer in high school as of December 2003, by postsecondary status



Proportion of postsecondary graduates higher in Quebec

In Quebec, most students finish high school a year earlier than in other provinces and enter a CEGEP (a postsecondary institution) to complete a college level program or a university preparation program before continuing on to university. The proportion of youth who had graduated from postsecondary education before the date of the most recent interview (December 2003) remained higher in Quebec (54%) compared to the rest of Canada (41%) (see tables C2a and C2b in Appendix C). As these young people age, however, the gap narrows. In 2001, the proportion of youth in Quebec who had graduated from postsecondary education was twice as high as for the other provinces (17% and 41%). The gap has narrowed by 13 percentage points.

Over the three cycles, more females (82%) than males (71%) undertook postsecondary education in Canada. There were also more female than male postsecondary education continuers.

Dropouts from postsecondary institutions: nearly half returned

The postsecondary dropout rate in December 2003 was 12% for Canada overall, higher than the high school dropout rate recorded. Given the age of the respondents, this rate is likely to change again in the years to come. The vast majority of provinces had a dropout rate somewhere between 10% and 12%, with Prince Edward Island posting the lowest rate, at 9%, and Nova Scotia the highest, at 16%.

As with the high school dropouts, the postsecondary dropouts returned to this type of institution. Nearly half of youth who had left a postsecondary institution as of December 1999 returned within the next four-year period. One in four had eventually graduated as of December 2003.

It seems to be more difficult for youth to go back to school as they get older and have children

There seems to be a relation between being married and, especially, having children and the pursuit of postsecondary education. Postsecondary continuers are less likely to be married than are graduates and dropouts (see Table C6 in Appendix C). Of the youth who had children, the proportion who had never undertaken postsecondary education was much higher than the average, while the proportion who had tried high school was lower.

A number of youth had pursued no postsecondary education in the first two cycles but decided to undertake such studies in cycle 3. It seems, however, that this return to school was more difficult as they got older: of youth age 22, 8% went back to school; this proportion drops to 5% for youth age 23, and to 3% for those age 24 (see Table C7 in Appendix C). Many of those who went back to school continued working either full-time or part-time and returned to a non-traditional institution (not a college or university).

Those who had pursued postsecondary education as of 1999

Of the youth who had pursued postsecondary education as of December 1999, 69% had graduated as of December 2003, while nearly 17% of them were still in school and 14% had dropped out. Of those who graduated as of December 2003, some decided to return after graduation for more education (20%). The majority, however, were in the labour market, most working full-time. A small proportion was working part-time or not at all as of December 2003.

4. Labour market

It is not surprising to note that since the start of the survey, there has been a significant decrease in the proportion of individuals in school and a significant increase in those out of school and working full-time (see Chart 4.1). In fact, as of December 2003, two in three youth were no longer enrolled in school. The majority of them were working full-time (45%) or part-time (9%) (see Table D1 in Appendix D).

Measuring labour market activity

In this analysis, youths' labour market activities were examined during three periods: December 1999 when respondents were 18 to 20 years-old, December 2001 when respondents were 20 to 22 years-old and December 2003 when respondents were 22 to 24 years-old. Youth are grouped into one of four key activity statuses:

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

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

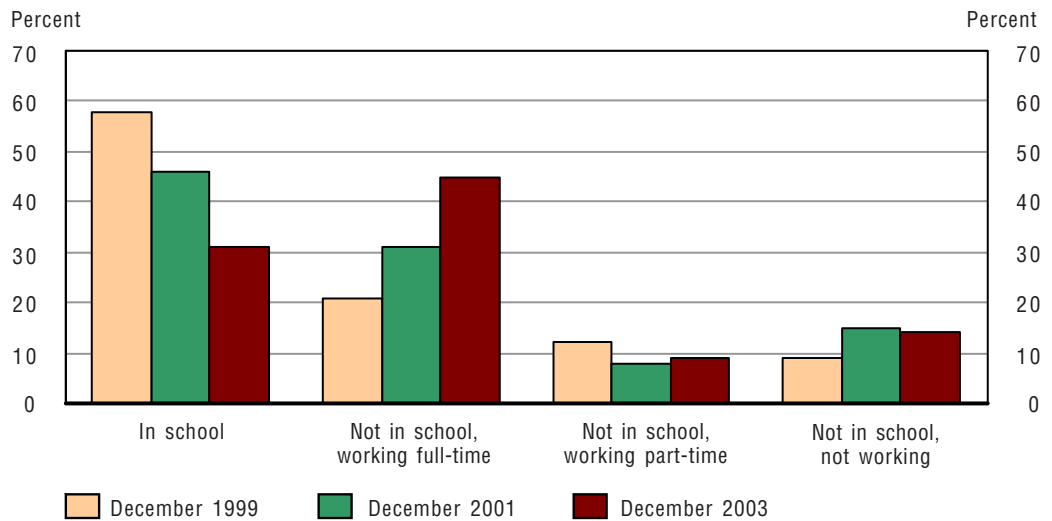
Working part-time - this group includes those who were not attending school and who worked on average less than 30 hours per week;

Not working - this group includes those who were not attending school and who were either unemployed or not in the labour market.

Between December 1999 and December 2003, the proportion of youth who were working full-time more than doubled, while the proportion of those working part-time decreased slightly. The proportion of males (51%) working full-time as of December 2003 (see Table D1 in Appendix D) was greater than the proportion of females (40%), which seems consistent with the fact that more females were enrolled in school. The reverse was observed for part-time employment (6% of males compared to 11% of females).

Chart 4.1

Distribution of youth by school/work status, December 1999 to December 2003



Source: Table D1 in Appendix D.

Part-time work was a temporary activity for youth

Part-time work was a temporary activity for youth. In December 1999, 12% of youth were out of school and working part-time. However, the majority of these youth (89%) were not working part-time four years later. The most common pathway among those working part-time was to full-time work (36%), followed by going back to school (37%) and to not working (17%).

Less than one percent of youth were not working and not in school in December 1999, in December 2001, and in December 2003

It is reassuring to see that although the proportion of youth who were not in school and not working went from 9% to 14% between December 1999 and December 2003 (see Table D1 in Appendix D), this situation was temporary for most youth in that group. Less than 1% of them were in this situation for all three cycles. The majority went back to school or found employment.

Nearly half the group of youth who were not in school and not working as of December 2003 (14%) were enrolled in school four years earlier and the other half were working. Females made up 52% of this group, and males 48%. Over 80% of them were high school graduates and 38% of them had graduated from a postsecondary institution. Nearly 30% of them were married or living common-law and more than one-quarter of them were parents. They may have been out of school and the labour market only temporarily, to start a family.

5. Transitions

Between December 1999 and December 2003, nearly 75% of youth experienced a school-work transition

Whether it was to finish their education and enter the labour market or to leave the labour market and go back to school, nearly 75% of youth experienced a study-work transition between December 1999 and December 2003.

Of the 60% of youth who were attending either high school or a postsecondary institution in December 1999, 16% of them were still in school in both December 2001 and December 2003. In the same vein, 42% of those who were working full-time in December 1999 were still working full-time in December 2001 and again in December 2003.

Of those who were still in school in December 2003, the vast majority were enrolled at a postsecondary institution. Less than 1% of youth were still in high school as of December 2003. Therefore, a significant proportion of youth who were still in school made a transition between December 1999 and December 2003 from secondary to postsecondary education.

In the same period, nearly one quarter of youth moved from studying to working full-time

Of all the school-work transitions youth experience in their early twenties, the most common is from school (secondary or postsecondary) to full-time work: a quarter of them were studying in December 1999, but had left school and were working full-time four years later. A number of youth had also gone back to school: 11% of those who were no longer in school in December 1999 were back in school in December 2003, most at the postsecondary level.

Table 5.1
School/work status of youth in December 2003, by their status in December 1999

	Status in December 2003				Total Number
	In school	Not in school, working full-time	Not in school, working part-time	Not in school, not working	
	%	%	%	%	
Status in December 1999					
In school	21 ¹	25	5	7	707,000
Not in school, working full-time	4	13 ¹	1	3	256,800
Not in school, working part-time	4	4	1 ¹	2	140,100
Not in school, not working	3	4	1	2 ¹	110,000

1. Indicates the percentage of youth who retained the same status.

Notes: Percentages in table may not add up to 100 due to rounding.

Totals have been rounded to the nearest 100.

The experience of youth in the labour market and attendance at school

Over 25% of youth were not attending school (either secondary or postsecondary) in December of each of the three cycles. In December 2003, most of these youth were high school graduates (74%) or dropouts (26%). A number had graduated from a postsecondary institution (20%) or had dropped out of postsecondary education (16%). Most of these youth were working, but both high school and postsecondary dropouts were more likely to find themselves unemployed.

In contrast, 16% of youth were attending school in December of each of the three cycles. Of these, many combined studying and working. Early labour market participation can provide students with valuable work experience, which can in turn ease the transition from school to full-time employment.

Table 5.2
Distribution of work status in 2003, by school status in December 2003

	Work status in December 2003			Total
	Working full-time	Working part-time	Not working	
	%	%	%	
Education status in December 2003				
Total	53	22	26	100
Postsecondary graduate continuers	22	41	37	100
Postsecondary graduate non-continuers	70	14	16	100
Postsecondary continuers	25	42	34	100
Postsecondary dropouts	62	13	25	100
High school graduates – no postsecondary	67	11	22	100
High school continuers – no postsecondary	26*	22**	52	100
High school dropouts – no postsecondary	62	10*	28	100

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

** indicates a coefficient of variation (CV) greater than 25% and less or equal to 33.3%

Note: Percentages in table may not add up to 100 due to rounding.

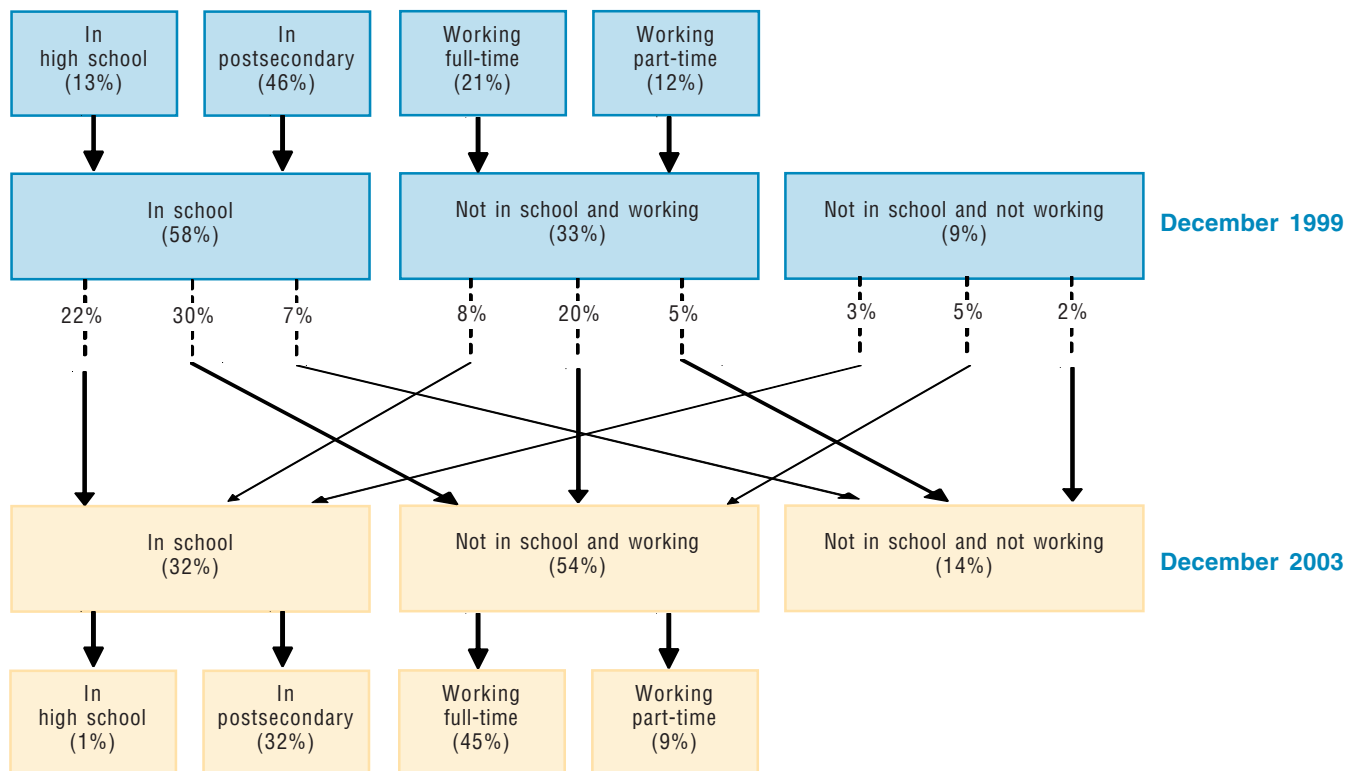
The link between school and work is obvious when we look at the school status of youth and their work status in December 2003. A much higher proportion of high school and postsecondary graduates were working full-time, while postsecondary continuers were more likely to be working part-time (possibly to pay for their education). Compared to other youth, fewer high school continuers with no postsecondary education were working. Dropouts from both secondary and postsecondary institutions were working full-time. A closer look at the job characteristics of youth (salary, level of satisfaction, type of job) could shed more light on the success of their school-work transitions.

6. Summary and conclusion

This report provides an overview of the school and labour market pathways of Canadian youth between December 1999 and December 2003.

In December 1999, 76% of youth who participated in the survey had graduated from high school. Four years later, this proportion had grown to 89%, whereas the proportion of those continuing in high school and trying to graduate remained at 1%. As of December 2003, 10% of survey participants had dropped out of high school without graduating. If we take into account high school dropouts who had undertaken postsecondary education, this rate is adjusted slightly downward to 9%.

Figure 6.1
School and labour market pathways of youth, December 1999 to December 2003



As mentioned earlier, from December 1999 to December 2003 the proportion of youth who were in school decreased from 58% to 32%, while the proportion of youth who were not studying but were working increased from 33% to 54%. Little by little, youth leave school to take their place in the labour market. A fairly high proportion of youth combined studying and working. In December 1999, 30% of them were both attending school and working; four years later, as the youth found full-time jobs and dropped out of school, this proportion had dropped to 22%.

The proportion of youth who undertook postsecondary education rose steadily since the start of the survey. In 1999, this proportion stood at 53%. It increased thereafter, to reach 75% in 2003. Over the years, a number of these youth graduated from a postsecondary institution. The proportion of postsecondary graduates went from 7% in December 1999 to 44% in 2003.

The most common transition is definitely that of youth who leave school to enter the labour market. Slightly over half of youth who were in school in December 1999 were no longer in school in December 2003 and were working either part-time or full-time. Some of those who had left school and were working went back to school. It is also interesting to note that one third of youth who were no longer in school and were not working in December 1999 chose to go back to school over the four-year period.

As they aged, fewer and fewer youth were still pursuing postsecondary education. The proportion dropped from 46% in December 1999 to 32% four years later. However, a much larger proportion of them had entered the labour market. In December 1999, this proportion was 33%, compared to 54% in December 2003.

To some extent these transitions reflect the pathways one would expect, the move from high school to postsecondary education and to the labour market. They also reflect the growing trend towards lifelong learning activities on the part of adults who must continually adapt their knowledge and skills to the growing and changing demands of the labour market.

Most studies that have been done to date based on YITS data have concerned primarily school attendance, graduation from or dropping out of high school, and participation in postsecondary education. As the youth who participate in the study grow older and enter the labour market, it will be interesting to look at the employment data and discover the relations that exist between the education and the work obtained in the course of school-work transitions.

References

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Endnote

1. The report published in June 2004 on the pathways of young Canadians (Zeman, 2004) focused on the oldest members of the cohort (those 20 years-old in December 1999 and 22 in December 2001). The results of the two reports will therefore not be comparable.

Appendix A:

What is the Youth in Transition Survey (YITS)?

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

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

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

In order to address these objectives in a timely fashion, it was decided to collect data from two age groups of youth in the first cycle of the survey in 2000. One began its participation at age 15 and the other at ages 18 to 20. Both cohorts were asked to provide a range of information on their education and employment experiences as well as information on their personal characteristics including, for example, their educational aspirations. The younger group also participated in the Programme for International Student Assessment (PISA), an internationally

recognized test to evaluate the knowledge and skills of 15-year-olds in reading, mathematics, and science. Furthermore, an interview was conducted with their parents and a questionnaire was administered to their school principals.

In total, almost 30,000 youth aged 15, and more than 22,000 youth aged 18 to 20 from the ten provinces participated in the first cycle of YITS in 2000. Analysis for both cohorts was presented in different publications available to download for free through the Internet at www.statcan.ca.

The first follow-up interview with the YITS participants took place in early 2002 with over 40,000 youth interviewed for a second time. At that time, the two cohorts were aged 17 and 20 to 22, respectively. The second follow-up interview took place two years later and over 37,000 respondents provided information on their activities at school and at work. Respondents were aged 19 and 22 to 24 at that time.

YITS methodology

Target population

YITS has two target populations: a cohort of individuals who were 18 to 20 years old on December 31, 1999 and a cohort of students who were 15 years-old on December 31, 1999. This section deals more specifically with the older cohort, which constitute the subject of this report.

Sample design: 18 to 20 year-old cohort

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

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

The sample consisted of 29,200 18 to 20-year-olds in cycle 1. In total, 23,600 (80.9%) individuals responded in cycle 1. Respondents who refused to share their data were taken out of the sample for cycle 2, which reduced it to 22,400. In cycle 2, the response rate was 83.9% or 18,800 youth who answered interviewers' questions. In cycle 3, the response rate was 78.9% or 14,800 respondents and these respondents constitute the sample for the YITS cycle 4.

Data collection

While separate data collection strategies were employed for each of the cohorts in cycle 1, the same data collection strategy was used for both cohorts in cycle 2. Data collection occurred between mid-February and mid-June 2002 using computer assisted telephone interviewing. The cycle 3 data collection was conducted between mid-February and mid-June 2004. The following table shows the response rates by province and cycle.

Table A1

Response rates, cycles 1, 2 and 3

	Cycle 1	Cycle 2	Cycle 3
Number	29,164	22,378	18,779
	%	%	%
Canada	80.9	83.9	78.9
Newfoundland and Labrador	87.7	83.0	78.4
Prince Edward Island	83.6	82.6	81.0
Nova Scotia	83.4	81.9	79.7
New Brunswick	79.7	75.7	79.3
Quebec	79.0	86.0	80.5
Ontario	78.9	86.5	76.0
Manitoba	84.5	86.6	78.3
Saskatchewan	84.2	83.1	86.5
Alberta	81.6	80.6	83.3
British Columbia	80.4	80.0	73.1

Appendix B: Tables from Section 2

Table B1

High school status in December 1999, December 2001 and December 2003, by sex and province

	December 1999									
	Men			Women			Total			Total
	Graduates	Continuers	Dropouts	Graduates	Continuers	Dropouts	Graduates	Continuers	Dropouts	
	%	%	%	%	%	%	%	%	%	Number
Canada	72	15	13	80	11	9	76	13	11	1,208,800
Newfoundland and Labrador	74	9	16**	90	5**	5**	82	7	11*	26,000
Prince Edward Island	69	10*	F	83	8*	9**	75	9	16**	6,400
Nova Scotia	69	20	11*	82	13	5**	75	17	8	38,200
New Brunswick	79	14	7**	87	8*	5**	83	11	6*	30,500
Quebec	69	11	20	83	7	11	76	9	15	297,000
Ontario	72	19	9	78	14	8	75	16	9	441,900
Manitoba	71	15	15	79	9	11*	75	12	13	44,400
Saskatchewan	77	15	8	88	7*	5*	82	11	6	44,600
Alberta	72	13	16*	76	12	13	74	12	14	124,500
British Columbia	73	13	15*	81	11	8*	77	12	11	154,900

	December 2001									
	Men			Women			Total			Total
	Graduates	Continuers	Dropouts	Graduates	Continuers	Dropouts	Graduates	Continuers	Dropouts	
	%	%	%	%	%	%	%	%	%	Number
Canada	83	2	15	89	2	9	86	2	12	1,205,200
Newfoundland and Labrador	82	x	18*	94	x	5*	88	x	12*	26,000
Prince Edward Island	78	x	F	91	x	9**	84	x	F	6,400
Nova Scotia	83	F	15	95	x	5**	88	F	10	38,000
New Brunswick	90	x	10*	95	x	5**	92	x	7	30,500
Quebec	77	5	18	87	2**	11	82	4	15	295,700
Ontario	88	F	11	91	1**	8	89	1**	9	440,700
Manitoba	83	F	16	86	F	12	84	2**	14	44,700
Saskatchewan	89	F	9	95	x	5*	92	1**	7	44,600
Alberta	81	F	18	83	F	15	82	2**	16	124,900
British Columbia	81	x	17	90	F	8*	85	F	12	153,500

Table B1 – concluded

High school status in December 1999, December 2001 and December 2003, by sex and province

	December 2003									Total Number
	Men			Women			Total			
	Graduates	Continuers	Dropouts	Graduates	Continuers	Dropouts	Graduates	Continuers	Dropouts	
	%	%	%	%	%	%	%	%	%	
Canada	86	1	13	92	1	7	89	1	10	1,208,600
Newfoundland and Labrador	83	x	14**	96	x	4**	90	x	9*	25,900
Prince Edward Island	78	x	F	94	x	5	86	x	F	6,400
Nova Scotia	88	x	12	96	x	3	92	F	7	38,100
New Brunswick	90	x	10*	95	x	4**	93	x	7	30,500
Quebec	81	4*	16	90	2**	8	85	3*	12	296,300
Ontario	90	F	9	93	F	7	91	1**	8	442,000
Manitoba	86	x	14	89	F	9*	87	1**	12	44,900
Saskatchewan	92	x	8	96	F	3**	94	F	6	45,000
Alberta	85	x	15*	89	F	11	87	F	13	125,000
British Columbia	84	x	15*	94	x	6*	89	0	11	154,200

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

F too unreliable to be published

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

** indicates a coefficient of variation (CV) greater than 25% and less or equal to 33.3%

Notes: Percentages in table may not add up to 100 due to rounding.

Provincial and national totals have been rounded to the nearest 100.

Table B2

School pathways of youth who had dropped out of high school as of December 1999

	December 1999	December 2001	December 2003
	%	%	%
School status			
High school graduates	...	8	27
High school continuers	...	6	6
High school dropouts, postsecondary education	18	15	11
High school dropouts, no postsecondary education	82	72	55

... not applicable

Note: Percentages in table may not add up to 100 due to rounding.

Table B3

High school dropout rate for youth before and after taking into consideration their participation in postsecondary education by province as of December 1999, December 2001 and December 2003

	December 1999		December 2001		December 2003	
	Dropout rate	Adjusted dropout rate	Dropout rate	Adjusted dropout rate	Dropout rate	Adjusted dropout rate
	%	%	%	%	%	%
Canada	11	10	12	11	10	9
Newfoundland and Labrador	11*	x	12*	10*	9*	7**
Prince Edward Island	F	x	F	x	F	x
Nova Scotia	8	x	10	9	7	x
New Brunswick	6*	x	7	x	7	x
Quebec	15	13	15	13	12	11
Ontario	9	8	9	8	8	7
Manitoba	13	x	14	12	12	10
Saskatchewan	6	6	7	6	6	5
Alberta	14	13	16	14	13	11
British Columbia	11	11	12	10	11	10

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

F too unreliable to be published

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Note: Percentages in table may not add up to 100 due to rounding.

Table B4-A

High school pathways of youth between December 1999 and December 2001

	High school status, December 2001				
	Graduates	Continuers	Dropouts	Total	
	%	%	%	%	Number
High school status, December 1999					
Graduates	100 ¹	...	...	100	919,400
Continuers	73	10 ¹	17	100	149,800
Dropouts	8	6	86 ¹	100	136,900

... not applicable

1. Indicates the percentage of youth who retained the same status.

Notes: Percentages in table may not add up to 100 due to rounding.

Totals have been rounded to the nearest 100.

Table B4-B

High school pathways of youth between December 2001 and December 2003

	High school status, December 2003				
	Graduates	Continuers	Dropouts	Total	
	%	%	%	%	Number
High school status, December 2001					
Graduates	100 ¹	...	...	100	1,041,100
Continuers	42	13 ^{1*}	45	100	23,900
Dropouts	18	7	75 ¹	100	143,300

... not applicable

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

1. Indicates the percentage of youth who retained the same status.

Notes: Percentages in table may not add up to 100 due to rounding.

Totals have been rounded to the nearest 100.

Table B5

Proportion of high school dropouts who participated in postsecondary education as of December 1999, 2001 and 2003

	December 1999	December 2001	December 2003
	Number	Number	Number
Total number of high school dropouts	137,000	144,000	119,900
	%	%	%
Proportion of high school dropouts who participated in postsecondary education at any given time			
Total	10	15	16
Men	11	13	14
Women	7*	19*	21*

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

Note: Percentages in table may not add up to 100 due to rounding.

Table B6

Postsecondary status of youth who were high school dropouts as of December 1999, 2001 and 2003

	December 1999	December 2001	December 2003
	Number	Number	Number
Total number of high school dropouts who participated in postsecondary education	13,200**	21,400**	18,500**
	%	%	%
Postsecondary status			
Graduate continuers	x	x	x
Graduate non-continuers	20*	34	49
Continuers	62	33	17**
Dropouts	15**	30*	32*

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

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** indicates a coefficient of variation (CV) greater than 25% and less or equal to 33.3%

Note: Percentages in table may not add up to 100 due to rounding.

Appendix C: Tables from Section 3

Table C1

Distribution of postsecondary education status for youth who were no longer in high school as of December 1999, 2001 and 2003

	December 1999	December 2001	December 2003
	%	%	%
Pursued postsecondary studies	62	70	76
Graduates	8	22	44
Postsecondary graduate continuers	4	8	12
Postsecondary graduate non-continuers	4	14	32
Postsecondary continuers	49	38	20
Postsecondary dropouts	5	10	12
High school graduates – no postsecondary education	27	18	15
High school dropouts – no postsecondary education	12	11	9

Note: Percentages in table may not add up to 100 due to rounding.

Table C2-A
Postsecondary education status of youth who were no longer in high school in December 2001,
by province

	Graduate continuers	Graduate non- continuers	Continuers	Dropouts	High school graduates, no postsecondary education	High school dropouts, no postsecondary education	Total	
	%	%	%	%	%	%	%	Number
Canada	8	15	38	10	18	11	100	1,152,600
Canada without Quebec	4	13	43	10	20	10	100	879,800
Newfoundland and Labrador	5 *	15	46	11	17	7 *	100	21,400
Prince Edward Island	4 **	13	42	7 *	26	9 *	100	5,600
Nova Scotia	6	19	40	10	15	10 *	100	34,900
New Brunswick	5 *	20	36	10	22	7	100	28,700
Quebec	23	18	23	12	10	14	100	272,700
Ontario	3	12	50	10	17	8	100	426,100
Manitoba	5 *	15	34	9	25	13	100	40,700
Saskatchewan	4 *	16	32	12	28	7	100	39,200
Alberta	5	15	30	9	27	14	100	136,900
British Columbia	5	14	42	10	19	10	100	141,900

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** indicates a coefficient of variation (CV) greater than 25% and less or equal to 33.3%

Notes: Percentages in table may not add up to 100 due to rounding.

Totals have been rounded to the nearest 100.

Table C2-B
Postsecondary education status of youth who were no longer in high school in December 2003,
by province

	Graduate continuers	Graduate non- continuers	Continuers	Dropouts	High school graduates, no postsecondary education	High school dropouts, no postsecondary education	Total	
	%	%	%	%	%	%	%	Number
Canada	12	32	20	12	15	9	100	1,154,300
Canada without Quebec	9	32	23	12	16	8	100	880,400
Newfoundland and Labrador	11	38	21	11	15	5 *	100	19,600
Prince Edward Island	9 *	32	21 *	9 *	23	7 *	100	5,200
Nova Scotia	14	35	15	16	14	7	100	35,200
New Brunswick	10	37	15	12	20	7 *	100	26,900
Quebec	21	33	11	12	11	12	100	273,800
Ontario	8	32	27	12	13	7	100	419,800
Manitoba	11	30	18	12	19	10	100	40,100
Saskatchewan	8	29	20	12	24	6	100	36,700
Alberta	9	31	15	10	24	11	100	140,200
British Columbia	11	30	23	11	15	9 *	100	145,400

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

Notes: Percentages in table may not add up to 100 due to rounding.

Totals have been rounded to the nearest 100.

Table C3

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

	Men		Women		Total	
	%	Number	%	Number	%	Number
Canada	27	60,600	28	80,200	28	140,800
Canada without Quebec	22	34,900	23	47,400	23	82,300
Newfoundland and Labrador	19**	900**	24	1,200	22	2,100
Prince Edward Island	16**	200**	26*	300*	21*	400*
Nova Scotia	26*	2,000*	29	2,800*	28	4,800
New Brunswick	21*	1,100**	21*	1,500*	21	2,600
Quebec	39	25,700	40	32,800	39	58,500
Ontario	18	13,000	22	21,500	20	34,500
Manitoba	30	2,000	24	2,300	26	4,300
Saskatchewan	23*	1,400*	20	1,500	21	2,900
Alberta	24	6,000*	21	6,200	22	12,200
British Columbia	27*	7,400*	28	9,200	27	16,600

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** indicates a coefficient of variation (CV) greater than 25% and less or equal to 33.3%

Notes: Percentages in table may not add up to 100 due to rounding.

Totals have been rounded to the nearest 100.

Table C4-A

Postsecondary pathways for youth who were no longer in high school in December 1999

	Postsecondary education status, December 2001					Total Number
	No post- secondary education	Post- secondary education dropouts	Post- secondary education continuers	Post- secondary education graduate non- continuers	Post- secondary education graduate continuers	
	%	%	%	%	%	
Postsecondary education status, December 1999						
No postsecondary education	25 ¹	2	10	2	0**	408,600
Postsecondary education dropouts	...	3 ¹	1	0*	F	53,600
Postsecondary education continuers	...	5	27 ¹	10	5	480,900
Postsecondary education graduate non-continuers	...	...	x	3 ¹	1	42,000
Postsecondary education graduate continuers	...	...	x	1	3 ¹	38,300

... not applicable

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

F too unreliable to be published

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

** indicates a coefficient of variation (CV) greater than 25% and less or equal to 33.3%

1. Indicates the percentage of youth who retained the same status.

Notes: Percentages in table may not add up to 100 due to rounding.

Totals have been rounded to the nearest 100.

Table C4-B

Postsecondary pathways for youth who were no longer in high school in December 2001

	Postsecondary education status, December 2003					Total Number
	No post- secondary education	Post- secondary education dropouts	Post- secondary education continuers	Post- secondary education graduate non- continuers	Post- secondary education graduate continuers	
	%	%	%	%	%	
Postsecondary education status, December 2001						
No postsecondary education	24 ¹	1	3	1	F	326,100
Postsecondary education dropouts	...	7 ¹	3	1	0**	120,000
Postsecondary education continuers	...	4	14 ¹	14	5	421,400
Postsecondary education graduate non-continuers	x	12 ¹	3	166,900
Postsecondary education graduate continuers	x	4	5 ¹	96,900

... not applicable

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

F too unreliable to be published

** indicates a coefficient of variation (CV) greater than 25% and less or equal to 33.3%

1. Indicates the percentage of youth who retained the same status.

Notes: Percentages in table may not add up to 100 due to rounding.

Totals have been rounded to the nearest 100.

Table C4-C

Postsecondary pathways for youth who were no longer in high school in December 1999

	Postsecondary education status, December 2003					Total %
	No post- secondary education	Post- secondary education dropouts	Post- secondary education continuers	Post- secondary education graduate non- continuers	Post- secondary education graduate continuers	
	%	%	%	%	%	
Postsecondary education status, December 1999						
No postsecondary education	52 ¹	9	21	14	3	100
Postsecondary education dropouts	...	54 ¹	22	19	5	100
Postsecondary education continuers	...	12	19 ¹	48	21	100
Postsecondary education graduate non-continuers	x	81 ¹	19	100
Postsecondary education graduate continuers	x	63	37 ¹	100

... not applicable

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

1. Indicates the percentage of youth who retained the same status.

Notes: Percentages in table may not add up to 100 due to rounding.

Totals have been rounded to the nearest 100.

Table C5

Proportion of December 1999 postsecondary dropouts who returned to postsecondary education by December 2001 and December 2003, by gender

	December 2001		December 2003	
	%	Number	%	Number
Total	35	18,700	46	24,400
Men	32	9,800	44	13,500
Women	39	8,900	49	11,000

Notes: Percentages in table may not add up to 100 due to rounding.
Totals have been rounded to the nearest 100.

Table C6

Demographic characteristics of youth by their postsecondary education status

	Post-secondary education graduate continuers	Post-secondary education graduate non-continuers	Post-secondary education continuers	Post-secondary education dropouts	No post-secondary education	Total
	%	%	%	%	%	%
Total	12	32	20	12	25	100
Marital status						
Married, common-law	8	36	11	14	31	100
Single, never married	14	31	23	11	22	100
Children						
Children	3*	24	8	17	48	100
Without children	14	33	22	11	21	100
Marital status / children						
Married with children	3*	26	6	17	49	100
Married without children	11	41	13	13	21	100
Single with children	F	20	11	18*	46	100
Single without children	14	31	23	11	20	100
Age						
22 year-olds	11	20	30	11	27	100
23 year-olds	12	33	18	12	25	100
24 year-olds	13	42	11	12	22	100

F too unreliable to be published

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

Note: Percentages in table may not add up to 100 due to rounding.

Table C7

Demographic characteristics of youth by the timing of their participation in postsecondary education

	Youth who started postsecondary education in cycle 3	Youth who participated in postsecondary education at any given time	Youth who never participated in postsecondary education	Total
Number	62,400	924,600	289,200	1,214,800
	%	%	%	%
Institution type				
College	14	86	...	100
University	3	97	...	100
Other	27	73	...	100
Age				
22 year-olds	8	65	27	100
23 year-olds	5	71	24	100
24 year-olds	3	76	21	100
Province				
Newfoundland and Labrador	4**	76	20	100
Prince Edward Island	7*	63	31	100
Nova Scotia	5*	74	21	100
New Brunswick	4*	70	26	100
Quebec	3	74	24	100
Ontario	6	74	20	100
Manitoba	8	62	29	100
Saskatchewan	8	63	29	100
Alberta	6	60	34	100
British Columbia	7	69	24	100
Gender				
Men	5	65	29	100
Women	5	77	18	100
Marital status				
Married, common-law	5	65	30	100
Single, never married	6	73	21	100
Children				
Without children	5	75	20	100
With children	7	47	46	100

... not applicable

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

** indicates a coefficient of variation (CV) greater than 25% and less or equal to 33.3%

Note: Percentages in table may not add up to 100 due to rounding.

Appendix D: Tables from Section 4

Table D1

Distribution of youths' school/work status by gender

	December 1999	December 2001	December 2003
	%	%	%
School/work status – Total			
In school	58	46	31
Not in school, working full-time	21	31	45
Not in school, working part-time	12	8	9
Not in school, not working	9	15	14
School/work status – Men			
In school	55	42	29
Not in school, working full-time	25	36	51
Not in school, working part-time	10	6	6
Not in school, not working	10	16	13
School/work status – Women			
In school	61	50	34
Not in school, working full-time	17	26	40
Not in school, working part-time	13	10	11
Not in school, not working	9	14	15

Note: Percentages in table may not add up to 100 due to rounding.

Table D2
Distribution of youths' school/work status, by province

	December 1999	December 2001	December 2003
	%	%	%
Newfoundland and Labrador			
In school	60	50	31
Not in school, working full-time	16	23	39
Not in school, working part-time	11	7*	7*
Not in school, not working	14	20	24
Prince Edward Island			
In school	56	45	30
Not in school, working full-time	23	36	43
Not in school, working part-time	9*	4**	8*
Not in school, not working	12*	15	19
Nova Scotia			
In school	67	45	28
Not in school, working full-time	18	34	47
Not in school, working part-time	7*	8	9
Not in school, not working	7	14	16
New Brunswick			
In school	60	40	24
Not in school, working full-time	23	38	50
Not in school, working part-time	6	5*	7
Not in school, not working	12	17	19
Quebec			
In school	65	45	32
Not in school, working full-time	19	30	44
Not in school, working part-time	7	8	9
Not in school, not working	9	16	15
Ontario			
In school	58	52	34
Not in school, working full-time	18	28	45
Not in school, working part-time	16	8	9
Not in school, not working	8	12	12
Manitoba			
In school	51	39	29
Not in school, working full-time	30	38	49
Not in school, working part-time	12	10	8
Not in school, not working	7	14	15
Saskatchewan			
In school	51	36	27
Not in school, working full-time	31	41	47
Not in school, working part-time	10	9	9
Not in school, not working	8	15	16
Alberta			
In school	47	35	23
Not in school, working full-time	30	41	54
Not in school, working part-time	10	8	7
Not in school, not working	13	16	16
British Columbia			
In school	56	47	33
Not in school, working full-time	22	28	40
Not in school, working part-time	13	9	13
Not in school, not working	9	16	14

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

** indicates a coefficient of variation (CV) greater than 25% and less or equal to 33.3%

Note: Percentages in table may not add up to 100 due to rounding.

Table D3

Distribution of work/school status in December 1999 by work/school status in December 2003

	Status in December 2003				Total	
	In school	Not in school, working full-time	Not in school, working part-time	Not in school, not working	%	Number
	%	%	%	%		
Status in December 1999						
In school	36 ¹	42	9	13	100	707,000
Not in school, working full-time	18	61 ¹	6	15	100	256,800
Not in school, working part-time	37	36	11 ¹	17	100	140,100
Not in school, not working	28	41	9	22 ¹	100	110,000

1. Indicates the percentage of youth who retained the same status.

Notes: Percentages in table may not add up to 100 due to rounding.

Totals have been rounded to the nearest 100.

Appendix E: Tables from Section 5

Table E1-A

Distribution of work/school status in December 1999 by work/school status in December 2001

	Status in December 2001				Total	
	In school	Not in school, working full-time	Not in school, working part-time	Not in school, not working	%	Number
	%	%	%	%		
Status in December 1999						
In school	59 ¹	22	8	11	100	707,000
Not in school, working full-time	19	58 ¹	7	17	100	256,800
Not in school, working part-time	42	30	12 ¹	15	100	140,100
Not in school, not working	32	29	8	32 ¹	100	110,000

1. Indicates the percentage of youth who retained the same status.

Notes: Percentages in table may not add up to 100 due to rounding.

Totals have been rounded to the nearest 100.

Table E1-B

Distribution of work/school status in December 2001 by work/school status in December 2003

	Status in December 2003				Total	
	In school	Not in school, working full-time	Not in school, working part-time	Not in school, not working	%	Number
	%	%	%	%		
Status in December 2001						
In school	49 ¹	33	9	10	100	560,000
Not in school, working full-time	13	67 ¹	6	14	100	378,800
Not in school, working part-time	25	41	17 ¹	16	100	96,700
Not in school, not working	20	41	11	28 ¹	100	179,300

1. Indicates the percentage of youth who retained the same status.

Notes: Percentages in table may not add up to 100 due to rounding.

Totals have been rounded to the nearest 100.

Culture, Tourism and the Centre for Education Statistics

Research Papers

Cumulative index

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

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

The **Tourism Statistics Program** provides information on domestic and international tourism. The program covers the Canadian Travel Survey and the International Travel Survey. Together, these surveys shed light on the volume and characteristics of trips and travellers to, from and within Canada.

The **Centre for Education Statistics** develops and delivers a comprehensive program of pan-Canadian education statistics and analysis in order to support policy decisions and program management, and to ensure that accurate and relevant information concerning education is available to the Canadian public and to other educational stakeholders. The Centre conducts fifteen institutional and over ten household education surveys. Analysis is also published in *Education Matters* (81-004-XIE, free, <http://www.statcan.ca/bsolc/english/bsolc?catno=81-004-X>), and in the *Analytical Studies Branch research paper series* (11F0019MIE, free, <http://www.statcan.ca/bsolc/english/bsolc?catno=11F0019M>).

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81-595-MIE2002001	Understanding the rural-urban reading gap
81-595-MIE2003002	Canadian education and training services abroad: the role of contracts funded by international financial institution
81-595-MIE2003003	Finding their way: a profile of young Canadian graduates
81-595-MIE2003004	Learning, earning and leaving – The relationship between working while in high school and dropping out
81-595-MIE2003005	Linking provincial student assessments with national and international assessments
81-595-MIE2003006	Who goes to post-secondary education and when: Pathways chosen by 20 year-olds
81-595-MIE2003007	Access, persistence and financing: First results from the Postsecondary Education Participation Survey (PEPS)
81-595-MIE2003008	The labour market impacts of adult education and training in Canada
81-595-MIE2003009	Issues in the design of Canada's Adult Education and Training Survey
81-595-MIE2003010	Planning and preparation: First results from the Survey of Approaches to Educational Planning (SAEP) 2002
81-595-MIE2003011	A new understanding of postsecondary education in Canada: A discussion paper
81-595-MIE2004012	Variation in literacy skills among Canadian provinces: Findings from the OECD PISA
81-595-MIE2004013	Salaries and salary scales of full-time teaching staff at Canadian universities, 2001-2002: final report
81-595-MIE2004014	In and out of high school: First results from the second cycle of the Youth in Transition Survey, 2002
81-595-MIE2004015	Working and Training: First Results of the 2003 Adult Education and Training Survey
81-595-MIE2004016	Class of 2000: Profile of Postsecondary Graduates and Student Debt
81-595-MIE2004017	Connectivity and ICT integration in Canadian elementary and secondary schools: First results from the Information and Communications Technologies in Schools Survey, 2003-2004

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Research papers

81-595-MIE2004018	Education and labour market pathways of young Canadians between age 20 and 22: an Overview
81-595-MIE2004019	Salaries and salary scales of full-time teaching staff at Canadian universities, 2003-2004
81-595-MIE2004020	Culture Goods Trade Estimates: Methodology and Technical Notes
81-595-MIE2004021	Canadian Framework for Culture Statistics
81-595-MIE2004022	Summary public school indicators for the provinces and territories, 1996-1997 to 2002-2003
81-595-MIE2004023	Economic Contribution of Culture in Canada
81-595-MIE2004024	Economic Contributions of the Culture Sector in Ontario
81-595-MIE2004025	Economic Contribution of the Culture Sector in Canada – A Provincial Perspective
81-595-MIE2004026	Who pursues postsecondary education, who leaves and why: Results from the Youth in Transition Survey
81-595-MIE2005027	Salaries and salary scales of full-time teaching staff at Canadian universities, 2002-2003: final report
81-595-MIE2005028	Canadian School Libraries and Teacher-Librarians: Results from the 2003/04 Information and Communications Technologies in Schools Survey
81-595-MIE2005029	Manitoba postsecondary graduates from the Class of 2000 : how did they fare?
81-595-MIE2005030	Salaries and salary scales of full-time teaching staff at Canadian universities, 2004-2005: preliminary report
81-595-MIE2005031	Salaries and salary scales of full-time teaching staff at Canadian universities, 2003-2004: final report
81-595-MIE2005032	Survey of Earned Doctorates: A Profile of Doctoral Degree Recipients
81-595-MIE2005033	The Education Services Industry in Canada
81-595-MIE2005034	Connectivity and ICT Integration in First Nations Schools: Results from the Information and Communications Technologies in Schools Survey, 2003/04
81-595-MIE2005035	Registered Apprentices: A Class Ten Years Later

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Research papers

81-595-MIE2005036	Participation in Postsecondary Education: Evidence from the Survey of Labour Income Dynamics
81-595-MIE2006037	Economic Contribution of the Culture sector to Canada's Provinces
81-595-MIE2006038	Profile of Selected Culture Industries in Ontario
81-595-MIE2006039	Factors Affecting the Repayment of Student Loans
81-595-MIE2006040	Culture Goods Trade Data User Guide
81-595-MIE2006041	Health Human Resources and Education: Outlining Information Needs
81-595-MIE2006042	How Students Fund Their Postsecondary Education: Findings from the Postsecondary Education Participation Survey
81-595-MIE2006043	Educational Outcomes at Age 19 Associated with Reading Ability at Age 15
81-595-MIE2006044	Summary Public School Indicators for the Provinces and Territories, 1997-1998 to 2003-2004
81-595-MIE2006045	Follow-up on Education and Labour Market Pathways of Young Canadians Aged 18 to 20 – Results from YITS Cycle 3