## Education Indicators in Canada

 2007

# Education Indicators 



Program


Conseil des ministres de l'Éducation (Canada)

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# Education Indicators in Canada 

## Report of the Pan-Canadian Education Indicators Program 2007

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## Symbols

The following standard symbols are used in this publication not available for any reference period
.. not available for a specific reference period
... not applicable
p preliminary
r revised
e estimate
x suppressed to meet the confidentiality requirements of the Statistics Act
E use with caution
F too unreliable to be published

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## The Pan-Canadian Education Indicators Program

## Background

This document is the fifth edition of Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program.

The Pan-Canadian Education Indicators Program, or PCEIP, is a joint venture of Statistics Canada and the Council of Ministers of Education, Canada (CMEC).

In the Victoria Declaration of 1993, the provincial and territorial ministers responsible for education and training agreed to create PCEIP. 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. A consultation with provincial and territorial governments and other education stakeholders the following year led to the definition of a new set of indicators, designed to address key policy issues. Similar consultations were held in the fall of 2004 and the modifications to the indicator set from those consultations have been incorporated in subsequent editions of Education Indicators in Canada.

In 1999, the first PCEIP report based on the new indicator set was published, followed by reports in 2003 and 2005.

## What is unique about PCEIP

The Pan-Canadian Education Indicators are not the only indicators on Canadian education systems. Within Canada, many jurisdictions have developed education indicators, or are in the process of doing so.

The diversity of education systems in Canada and differences in definitions and data collection methods often restrict meaningful interjurisdictional comparisons. The Pan-Canadian Education Indicators incorporate extensive methodological work aimed at harmonizing data across jurisdictions. Indeed, the goal of the program is to provide consistent and high-quality information on education for all of Canada to support informed decision-making, policy formulation and program development.

Internationally, the Organisation for Economic Co-operation and Development produces a set of education indicators called the Indicators of Educational Systems (INES). The INES indicators compare education systems of OECD member countries. Results are published annually in Education at a Glance: OECD Indicators. Canada
has participated in this project since its inception in 1988. PCEIP incorporates certain INES indicators to provide an international framework for pan-Canadian and jurisdictional indicators.

## Value of education indicators

Indicators combine discrete education statistics and give them context. Indicators permit comparisons-between jurisdictions, over time, and with commonly accepted standards.

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 diagnose the causes of problems and suggest solutions. The aim of this report is to stimulate thinking and promote debate on education issues.

## In this edition

The indicators are divided into five chapters. Chapter A, A Portrait of the School-Age Population, focuses on demographic trends for the population aged 5 to 29 , and considers indicators of cultural diversity, low income, and family background for the population aged 5 to 24 .

Chapter B, Financing Education Systems, looks at trends in public and private expenditures on education, examines the distribution of capital and operating expenditures, and reports on student debt.

Chapter C, Elementary-Secondary Education, includes indicators on pre-school children, enrolment, graduation, and human resources at the elementary-secondary level. Other topics covered are information and communications technology and student achievement.

Chapter D, Postsecondary Education, provides similar information at the postsecondary level, looking at participation and graduation data for apprenticeship programs, colleges, and universities, as well as human resources at universities. It also covers research and development, adult literacy, and the educational attainment of the working-age population.

Finally, Chapter E, Transitions and Outcomes, looks at transitions from high school to postsecondary education and work, and provides information on labour market outcomes by level of education.

The indicators in this report were selected on the basis of two criteria: relevance for policy development and availability of data. They are based on the most recent available data. Excel tables will be updated regularly and made available on the Web.

## Highlights

## Chapter A: A portrait of the school-age population

## Population size

- The population aged 5 to 14 years is projected to decrease by less than half a million between 2001 and 2011, to about 3.7 million.
- The population aged 15 to 19 years is projected to peak at 2.2 million in 2011. It is expected to drop between 2011 and 2021.
- The 20- to 24 -year-old population is expected to peak at about 2.3 million in 2016 and to decrease until 2026, when it is expected to stabilize at 2.1 million.
- The population aged 25 to 29 is projected to increase in size until 2021, but is not expected to regain 1991 levels.
- Due to the recent trend in fertility rates, most jurisdictions could experience a period of decline in their preschool, elementary, secondary and postsecondary age populations.
- The Aboriginal identity population aged 0 to 29 is projected to increase steadily over the next 10 years. The only Aboriginal population group that is projected to decrease by 2016 is the Métis, both in the 5-to-14 and the 15-to-19 age groups.


## Culłural diversify

- Diversity among the school-age population (aged 5 to 24 years) generally increased between 1991 and 2001.
- In Toronto and Vancouver, over 25\% of the school-age population in 2001 were immigrants, and approximately 20\% had a home language other than English or French.
- The proportion of the school-age population with Aboriginal identity is significant and growing in Canada's census metropolitan areas (CMAs) and in areas outside the CMAs in certain provinces and territories. In 2001, they represented $2 \%$ of the school-age population living in CMAs and $9 \%$ of the school-age population living outside metropolitan areas.


## Low income

- In 2004, 7\% of all children living with two parents were in low-income situations. Among children living in lone-parent families, the proportion was $26 \%$.
- For those children living with one parent in 1999 , just under half experienced a spell of low income at some time between 1999 and 2004, with $32 \%$ having low income for more than one year.


## Family background

- The proportion of 5- to 14 -year-olds who were living with married parents fell from $78 \%$ in 1991 to $69 \%$ in 2001. Among teenagers aged 15 to 19 , the corresponding proportions were $71 \%$ and $68 \%$. The proportions of $5-$ to 19 -yearolds raised by parents in common-law situations doubled between 1991 and 2001. In 2001, 19\% of 5-to-19-year-old children lived with a lone parent.
- By 2001, more young adults were living at home with their parents. According to 2001 Census data, $57 \%$ of 20 - to 24 -year-olds lived with their parents, a noticeable rise compared with $50 \%$ a decade earlier.
- More parents were working full-time in 2001 compared with 10 years earlier. The proportion of children aged 5 to 14 living in two-parent families where both parents were working full-time rose from $45 \%$ to $49 \%$.
- Between 1996 and 2001, the census years that offer comparable Aboriginal identity data, the proportion of 5- to 14 -year-old Aboriginal children living with both parents (married or common-law) remained fairly constant at $60 \%$. The proportion of Aboriginal children aged 5 to 14 living with a lone parent increased from 29\% to $35 \%$, while the proportion of those not living with their parents decreased from $10 \%$ to $5 \%$.
- Between 1996 and 2001, the proportion of Aboriginal people aged 15 to 19 who were lone parents themselves increased from $2 \%$ to $4 \%$.
- Between 1996 and 2001, the proportion of Aboriginal children aged 5 to 14 living in two-parent families where both parents worked full-time increased from 35\% to $41 \%$.


## Chapter B: Financing education systems

## Total expenditure on education

- Between 1997/1998 and 2002/2003, total education expenditure in Canada rose $12 \%$ in 2001 constant dollars to $\$ 72.3$ billion, with $67 \%$ of the overall increase occurring at the postsecondary level.
- Average Canadian per capita expenditure increased $7 \%$ to $\$ 2,305$ between $1997 /$ 1998 and 2002/2003.
- In Canada, total public and private expenditure on education increased $14 \%$ while GDP rose $17 \%$, resulting in total education spending dropping from $6.6 \%$ of GDP in 1999/2000 to $6.4 \%$ in 2002/2003.


## Public and private expenditure on education

- In the 2005/2006 fiscal year, governments spent $\$ 75.7$ billion (in 2001 constant dollars) on all levels of education, which represented $16.1 \%$ of total public expenditures. Spending on health that year accounted for $19.9 \%$ of public expenditures.
- Between 1997/1998 and 2002/2003, combined federal, provincial/territorial and municipal government expenditure (in constant dollars) in Canada grew by 10\% at the postsecondary level; expenditure at the elementary-secondary level increased by $5 \%$.
- In 2002/2003, $\$ 3.6$ billion in private expenditures was spent at the elementarysecondary level and $\$ 9.2$ billion at the postsecondary level.
- In 2004, $43 \%$ of Canadian households incurred educational expenses for such items as textbooks, school supplies and tuition costs, spending an average of $\$ 2,484$.
- In 2005/2006, university tuition fees ranged from $\$ 2,948$ in education to $\$ 11,724$ in dentistry. Undergraduate university tuition cost an average of $\$ 3,788$. At the Canada level, the share of total university revenues accounted for by student fees and other non-government revenues decreased slightly from 47\% in 1999/2000 to $46 \%$ in 2004/2005.
- In 2004/2005, Canadian universities' expenditures totaled $\$ 21$ billion, with capital and operating expenditures respectively accounting for $10 \%$ and $90 \%$ of the total. Sixty-one per cent of operating expenses were devoted to compensation for academic and other staff.


## Student debt

- The 2000 university graduates who borrowed from government student loan programs owed an average of $\$ 16,200$ at graduation, $25 \%$ more than 1995 university graduates. Similarly, the 2000 college graduates owed an average of $\$ 11,700,20 \%$ more than 1995 college graduates.
- Almost one-quarter of 2000 graduates who did not pursue any further postsecondary education program still owed debt to government student loan programs five years after graduation.


## Chapter C: Elementary-secondary education

## Early years and school readiness

- Canadian parents reported in 2004/2005 that the physical health of their 4- and 5 -year-old children was generally very good.
- In 2004/2005, $18 \%$ of 4 - and 5 -year-old boys had received a diagnosis of asthma at some point in their lives, along with $9 \%$ of 4 - and 5 -year-old girls.
- Approximately $60 \%$ of 4 - and 5 -year-olds had an adult who read to them every day.
- More 4- and 5-year-old girls than boys looked at books or tried to read on their own daily ( $75 \%$ vs. $67 \%$ among the 5 -year-olds).
- In 2004/2005, the vast majority of 4- and 5-year-olds had normal or advanced receptive language skills ( $83 \%$ to $89 \%$ depending on gender and age).


## Elementary-secondary school enrolments and educators

- Between the $1997 / 1998$ and 2004/2005 school years, enrolments in public elementary and secondary schools rose in only two provinces, Ontario and Alberta.
- There were approximately 310,000 educators country-wide in 2004/2005.The number of female educators far exceeded the number of male educators in all age groups. Most full-time educators, whether male or female, were in the 30-to-59 age range. The proportions of full-time educators in the oldest age group were very low, with few working after the age of 60 .
- Between $1997 / 1998$ and 2004/2005, the number of students per educator declined. The student-educator ratio in public elementary-secondary schools fell from 16.6 to 15.9 at the Canada level.


## Secondary school graduation

- The pan-Canadian high school graduation rate in $2002 / 2003$ was $74 \%$.
- In Canada as a whole, in 2002/2003, graduation rates were higher for females (78\%) than for males (70\%). The situation was the same in 1997/1998.


## Student achievement

- In terms of mathematics literacy, Canada's performance on OECD's Programme for International Student Assessment (PISA) was strong, with only Hong KongChina and Finland, performing significantly better than Canada.
- Across Canada, $71 \%$ of 13 -year-olds and $64 \%$ of 16 -year-olds reached the expected levels on the 2004 science assessment of the School Achievement Indicators Program (SAIP).
- In the SAIP writing assessment, in 2002, $84 \%$ of 13 -year-olds and $61 \%$ of 16 -year-olds reached the expected levels.
- In the SAIP mathematics assessment, in 2001, 64\% of 13-year-olds and $50 \%$ of 16 -year-olds reached the expected levels in mathematics content.


## Information and communications technologies (ICT)

- In 2003, the average number of students per school computer in OECD countries was 15 . Canada's average of six students per every school computer is among the most favourable.
- In Canada, $89 \%$ of 15 -year-olds in 2003 had a home Internet connection, ranking second after Sweden (90\%).
- Overall, about $90 \%$ of students in Canada reported frequent computer use at home in 2003, about double that claiming frequent use of school computers (4 in 10).
- Although at least $95 \%$ of Canadian 15 -year-old students had access to computers, either at home or at school, over one-quarter (28\%) said they "never" used computers for learning their school material.


## Chapter D: Postsecondary education

## Enrolment in postsecondary education

- In 2004, there were 267,800 registered apprentices in Canada, $64 \%$ more than in 1994.
- In the 2004/2005 academic year, the total number of full-time students enrolled in public colleges and institutes in all jurisdictions was about 514,000.
- Between 1994/1995 and 2004/2005, undergraduate enrolment at Canadian universities increased $19 \%$, rising from 658,300 students to 785,700 , with most of this growth occurring since the latter part of the 1990s. In 2004/2005, there were 148,700 graduate students in Canada. This represents an increase of $32 \%$ over the decade, a faster rate of growth than at the total undergraduate level. Most of this increase has occurred since the latter part of the 1990s.
- Full-time students are the drivers behind this growth as their numbers have grown $28 \%$ since 1999 to a record 631,900 students in 2004/2005. In contrast, parttime enrolment at the undergraduate level decreased $11 \%$ to 155,300 students between 1994/1995 and 1999/2000, and since then has remained at this lower level
- Women have constituted the majority in full-time undergraduate studies for some time, and now their enrolment at the total graduate level is equal to that of men. Since 1994/1995, men's share of full-time undergraduate enrolment has decreased from $46 \%$ to $42 \%$. Men's share of graduate enrolment dropped from $56 \%$ to $51 \%$ over the same period.


## Postsecondary completions and graduation rates

- The apprenticeship branches of provincial and territorial governments reported 19,700 individuals completing registered apprenticeship programs in 2004, up $17 \%$ from 1994. The number of completers increased in all major trade groups, with the "other trades" group, metal fabricating, and industrial and related mechanical trades showing the highest growth rates over the decade.
- In 2004/2005, there were 173,000 graduates from public colleges and institutes in Canada.
- In 2004, there were about 31,000 more graduates from Canadian universities than in 1994, with women accounting for three-quarters of this increase. In 2004, women accounted for $60 \%$ of graduates compared with $57 \% 10$ years earlier.
- The physical, natural and applied sciences accounted for $23 \%$ of university graduates in 2004.


## Universify educafors

- Between 1994/1995 and 2004/2005, the total number of full-time university educators rose by $6 \%$. This global increase masked diverging evolution among the ranks of faculty: the number of full and associate professors employed in Canadian universities actually fell $6 \%$ and $5 \%$, respectively, while the number of educators in the "other ranks," which captures entry-level assistant professors, lecturers and instructors, jumped 41\%. By 2004/2005, these educators accounted for $32 \%$ of the total full-time teaching faculty, up from $24 \%$ in 1994/1995.
- Since 1999, the age profile of university educators in Canada has become both younger and older. In 2004/2005, 19\% of educators were 30 to 39 years of age, up from $16 \%$ in 1999/2000. Over this same period, the proportion of faculty who were 50 to 59 years of age dropped from $39 \%$ to $33 \%$ and the proportion aged 60 and over increased from $12 \%$ to $16 \%$.
- Women accounted for $32 \%$ of all full-time university educators by $2004 / 2005$, up from $23 \%$ a decade earlier.
- Between 1994/1995 and 2004/2005, average salaries of full-time university faculty increased $4 \%$ (in 2001 constant dollars) to about $\$ 87,000$.


## Research and development

- In 2004, Canada conducted $\$ 24.2$ billion worth of R\&D (in real 2001 dollars). This represents $2.0 \%$ of the gross domestic product (GDP). Between 2000 and 2004, expenditure on $\mathrm{R} \& D$ grew by $16 \%$, a rate just high enough to keep the ratio of the GDP constant.
- Canada's R\&D performance appears below the OECD countries' average at $2.3 \%$. Canada slipped one place from 11th in 2002 to 12th in 2004 among OECD countries.
- In 2004, universities accounted for slightly more than one-third of all R\&D in Canada, second to the business sector which accounted for more than half of all R\&D.
- In 1991, universities across Canada contributed $\$ 3.8$ billion (in real 2001 dollars) worth of R\&D. By 2004, R\&D in the university sector more than doubled to $\$ 8.4$ billion.


## Liferacy

- Just over half ( $52 \%$ ) of the population aged 16 and over in 2003 had levels of prose literacy proficiency at Level 3 or above (as measured in IALSS 2003), while $48 \%$ performed at Levels 1 or 2 on the prose literacy scale. These individuals are likely to face real challenges in coping with the emerging skill demands of a knowledge-based economy.
- The proportion of adults at each level of the prose literacy scale did not differ noticeably between the urban and the rural populations.
- Prose literacy proficiency tends to be lower after age 35 . After the age of 55 , more than half of the population had a proficiency level below Level 3 on the prose literacy scale-the level considered as the desired threshold for coping in a knowledge-based society. Among the population aged 66 and over, more than half ( $52 \%$ ) had a score at Level 1.
- At the pan-Canadian level, $78 \%$ of the population aged 16 and over with a university degree achieved Level 3 or above for prose proficiency, compared with $22 \%$ of those without a high school diploma. Approximately one-third of the population aged 16 and over with a university degree (35\%) is at the highest levels of prose proficiency, compared with $4 \%$ of the population without a high school diploma.
- Individuals who have document literacy scores at the lowest level of proficiency have a much lower employment rate than do those at higher levels of proficiency. For instance, $57 \%$ of individuals who scored at Level 1 of the document proficiency scale are employed, compared with $81 \%$ of those who scored at Levels 4/5.


## Educational attainment of the population aged 25 to 64

- In terms of the percentage of the population with a university degree, Canada ranked sixth overall, according to the OECD.
- In 2001, the proportion of Aboriginal people with less than high school education was $39 \%$, down substantially from $45 \%$ five years earlier. Between 1996 and 2001, the proportion of Aboriginal people with a high school diploma increased from $21 \%$ to $23 \%$, while the share of those with postsecondary qualifications at the trade, college, or university level increased from 33\% to $38 \%$.
- In 2001, $8 \%$ of Aboriginal people aged 25 to 64 had a university education, compared with $23 \%$ in the non-Aboriginal population.
- The proportion of Aboriginal people with postsecondary credentials was noticeably higher among the younger cohorts, as compared with Aboriginal people aged 55 to 64 . Similar trends were observed in the North American Indian, Métis and Inuit populations.
- In 2001, Aboriginal men were more likely than Aboriginal women to have trade qualifications ( $20 \%$ versus $12 \%$, respectively). On the other hand, Aboriginal women were considerably more likely than Aboriginal men to have college diplomas ( $18 \%$ versus $11 \%$ ) or university degrees ( $9 \%$ versus $6 \%$ ).


## Chapter E: Transitions and outcomes

## Transitions to postsecondary education

- Among the cohort of youth who were 19 -years-old in 2003 , roughly $10 \%$ of males were classified as high-school dropouts, compared with $6 \%$ of females the same age.
- At the Canada level in 2003, approximately $15 \%$ of 22 - to 24 -year-olds were high school graduates who had never attempted a postsecondary program. A relatively higher proportion of males (18\%) than females (12\%) fell into this category.
- Among the 22- to 24-year-olds who were in Cycle 3 of the Youth in Transition Survey (YITS) in 2004, some had reported that they were high school dropouts in 1999, when they were 18- to 20-years-old. Of these, $38 \%$ had returned to school and had either obtained a high school diploma or had participated in a postsecondary program.


## Transitions to the labour market

- In 2005/2006, just over half of all students aged 17 to 29 were working while they attended school. At every age in this range, the percentage of students with jobs was higher in 2005/2006 than in 1995/1996.
- Compared with the 1995 graduating class, 2000 graduates from both college and university had higher rates of full-time employment two years after graduation Among university graduates, $74 \%$ of the 2000 class worked full-time two years after graduation, compared with $69 \%$ of the 1995 class.
- The highest proportions of full-time employed university graduates were from business, management and public administration, as well as personal, protective and transportation services.
- While median earnings generally rose slightly for university graduates between 1995 and 2000, college graduates' earnings remained steady at $\$ 28,000$ two years after graduation and declined five years after graduation (from $\$ 35,000$ for the 1995 graduate cohort to $\$ 33,000$ for the 2000 graduate cohort).


## Labour market outcomes

- By 2006, the unemployment rate had fallen to $12 \%$ for those with less than high school and $4 \%$ for university graduates from recent higher levels of $14 \%$ and $5 \%$, respectively, in 2002.
- In 2000, more than $60 \%$ of earners in the lowest annual earnings category (less than $\$ 20,000$ ) had no more than a high school education. However, more than $60 \%$ of earners in the top category ( $\$ 100,000$ or more) had a university degree.
- In the 50-to-54 age group, university-educated workers earned an average of $\$ 61,000$, more than twice the earnings of workers the same age with less than high school (\$29,000).



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# A portrait of the school-age population 

## Introduction

The school-age population (defined here as the population aged 5 to 24 ) is slowly changing. Its size, cultural diversity, and family characteristics are all evolving in ways and directions to which schools and teachers have to adapt. This chapter presents the evolution of some key characteristics of the school-age population and attempts to highlight some of the challenges for the education systems in Canada. These trends will have a country-wide influence but may not apply to specific local areas. Furthermore, the statistical portrait traced here could be enriched further with scores of other important statistics, on topics such as health, exposure to violence, or activities outside schools.

Indicator A1 looks at the evolution of the size of the school-age population, and the population aged 0 to 4 and 25 to 29, from 1991 to 2001, and provides projections through to 2031. Indicator A1 also looks at the size of the school-age Aboriginal identity population in 2001, and provides projections through to 2016, the latest date for which projections are currently available.

Indicator A2 presents the increasing diversity of the school-age population in terms of immigrants, visible minorities, and languages spoken at home in some of the major census metropolitan areas (CMAs) in Canada. It also traces shifts in the proportion of the population aged 5 to 24 with Aboriginal identity.

Indicator A3 shows the proportion of the school-age population in low-income families.

Indicator A4 provides information on the makeup of Canadian families, on living arrangements of children and young adults, as well as work activities of parents.


## Population size

## Confexi

This indicator provides an overview of recent trends and projections for the pre-school-age population ( 0 to 4 ), the school-age population, which comprises the elementary (aged 5 to 14), secondary (aged 15 to 19) and postsecondary (aged 20 to 24) levels of education, and for the population aged 25 to 29 .

Demographic information is an important factor to consider in anticipating the demand for education services. At ages when schooling is compulsory, trends in population size provide a direct indication of resource requirements of the education systems-from teacher hiring to investment in the construction and maintenance of buildings to program planning that meets the educational needs of particular sectors of the population. The relationship between population change and capacity requirement is not linear, however. For instance, students can be transported from areas where demand exceeds capacity to areas where unused capacity exists; within certain legislated limits, ratios of students to teachers can vary; and schools can operate below capacity level.

At the postsecondary level, trends in population provide a sense of the changing size of the potential "clientele."

## Findings

The pre-school population is projected to slightly fluctuate around 1.8 million, having reached a high of 2 million in 1991 and a projected low of 1.7 million in 2006. The population aged 0 to 4 , however, is the most uncertain group to project because it is entirely dependent on the fertility rate assumption. Given current demographic assumptions, the population aged 5 to 14 years peaked at 4.1 million in 2001 (Chart A.1.1 and Table A.1.1). That population is projected to decrease by less than half a million between 2001 and 2011 to about 3.7 million, as the smaller cohorts born in the late 1990s and early 2000s enter elementary schools. After 2016, it may start to slowly increase again if fertility rates remain constant from 2006 on, as assumed in the medium-growth scenario of Statistics Canada's official population projections (see 2007 PCEIP Handbook ${ }^{1}$ ).

## Chart A.1.1

Estimated and projected population, age groups 0 to 4, 5 to 14, 15 to 19, 20 to 24 and 25 to 29, Canada, 1991 to 2031


Source: Table A.1.1.

The population aged 15 to 19 years is projected to peak in 2011 at 2.2 million, $12.5 \%$ above the 1991 level. It is expected to drop between 2011 and 2021 and then increase slightly to 2.1 million in 2031, assuming again that the 2006 fertility rates remain constant throughout the projection period.

The 20- to 24-year-old population is expected to peak in size in 2016 at about 2.3 million and to decrease until 2026, when it is expected to stabilize at 2.1 million.

The oldest group, those aged 25 to 29, decreased in size by $11 \%$ between 1991 and 2006. Although this group is projected to increase in size until 2021, after which it decreases slightly, it is not expected to regain 1991 levels.

Due to the recent trend in fertility rates, most jurisdictions could experience a period of decline in their pre-school, elementary, secondary and postsecondary age populations. Between 2006 and 2031, Ontario and Northwest Territories are the only jurisdictions that can expect growth for all age groups from age 0 to 29 . Growth is projected for British Columbia for the population between 0 and 19 and for the 25-to-29 age group, for Alberta for the 0-to-14 age group, and for Manitoba for the 0 to 4 age group. The other provinces are likely to see declines, especially across the 5-to-14 population group. Among this age group, these declines from 2006 to 2031 are projected to be between 15 and 20\% for Prince Edward Island, Nova Scotia and Saskatchewan, and over 20\% for Newfoundland and Labrador and New Brunswick. Among the territories, this group will likely decline slightly until 2026 in Yukon, while in the Northwest Territories this group will likely slightly increase from 2021 to 2031. Nunavut can expect its 5 -to- 14 population to remain relatively stable after an increase between 2006 and 2011. Jurisdictional differences are affected by immigration, inter-jurisdictional migration, and, in Nunavut, the high fertility rate among its Aboriginal population.

## Aboriginal identity population

Compared with the total Canadian population, the Aboriginal population has a higher fertility rate and, therefore, is likely to continue to grow much faster than the total population. Education systems and the labour market in regions with a high concentration of Aboriginal peoples will need to be prepared for this growth.

The population aged 0 to 29 who identified themselves as a member of an Aboriginal group was estimated at 622,000 in the 2001 Census (Table A.1.2). Of this number, the majority was North American Indian ( $68 \%$ or 424,000 ). The Métis represented $27 \%(167,000)$, and the Inuit, $5 \%(31,000)$.

According to Statistics Canada's medium-growth scenario, the Aboriginal population growth is expected to slow down due to a decline in fertility rates. Nevertheless, the Aboriginal identity population aged 0 to 29 is projected to increase steadily over the next 10 years.

The number of Aboriginal people aged 0 to 29 is projected to increase to 754,000 by 2016, 21\% above the 2001 level. In comparison, the total Canadian population aged 0 to 29 is projected to remain about the same for this period. The Inuit population aged 0 to 29 is projected to grow the most between 2001 and 2016 ( $32 \%$ ), followed by the North American Indian (26\%) and the Métis (7\%) populations. This pattern holds true for every age breakdown.

The only Aboriginal population group which is projected to decrease by 2016 is the Métis, both in the 5 to 14 and the 15 to 19 age groups. For the North American Indian and the Inuit populations, the largest increase is projected for the 20 -to- 24 age group, while the greatest increase for the Métis population is projected for the 25 to 29 age group. Differential fertility among the three Aboriginal groups is the main determinant of dissimilar growth patterns.

The pre-school Aboriginal population ( 0 to 4 years) is expected to increase $28 \%$ between 2001 and 2016, compared with just $1 \%$ for the total Canadian population. The population aged 0 to 4 , again, is the most uncertain group to project because it is entirely dependent on the fertility assumption.

Chart A.1.2
Estimated and projected Aboriginal identity population, age groups 0 to 4,5 to 14, 15 to 19, 20 to 24 and 25 to 29, Canada, 2001 to 2016


Source: Table A.1.2.

In 2001, the elementary school-age group (5 to 14 years) had 238,000 Aboriginal children. This age group presents the smallest projected growth of all age groups within the Aboriginal population, namely $7 \%$ above 2001 levels. In comparison, however, the total population aged 5 to 14 in Canada is projected to decrease $10 \%$ for the same period.

The secondary school-age Aboriginal population ( 15 to 19 years) is expected to increase $12 \%$ between 2001 and 2016, compared with a decline of $5 \%$ for the total Canadian population.

During the projection period, an important and growing number of young Aboriginal adults will be entering the postsecondary education system and/or the labour market. Specifically, the proportion of young Aboriginal adults aged 20 to 24 is projected to increase by $43 \%$, and those aged 25 to 29 is projected to increase by $39 \%$. This is much greater than the projected increase for the total Canadian population ( $9 \%$ and $15 \%$, respectively).

## Jurisdictions

The provinces that are expected to have the largest absolute number of Aboriginal people aged 0 to 29 by 2016 are Quebec ( 63,000 ), Ontario (131,000), Manitoba $(126,000)$, Saskatchewan $(121,000)$, Alberta $(121,000)$, and British Columbia $(110,000)$. In the territories, the Aboriginal population aged 0 to 29 is projected to reach 5,000 in Yukon, 17,000 in the Northwest Territories, and 22,000 in Nunavut.

By 2016, Saskatchewan can expect a substantial increase in the size of its Aboriginal population aged 20 to 29, which is projected to be $65 \%$ above the 2001 level (Chart A1.3). The Aboriginal population aged 20 to 29 in Manitoba and Alberta is projected to be $47 \%$ and $45 \%$ above 2001 levels, respectively. The Aboriginal population aged 20 to 29 in Quebec, Ontario and British Columbia is projected to increase between 27 and 30\%.

The provinces that can expect a fair increase in the size of their Aboriginal population aged 0 to 14 between 2001 and 2016 are Quebec (17\%), Manitoba (21\%), and Saskatchewan (22\%).

Among the territories, Nunavut is likely to see a substantial increase in the size of its Aboriginal population aged 20 to 29 by 2016, which is projected to be $65 \%$ above the 2001 level. Yukon and the Northwest Territories can also expect large increases in the size of the Aboriginal population aged 20 to $29: 57 \%$ and $52 \%$ above 2001 levels, respectively.

Between 2001 and 2016, the Aboriginal population aged 0 to 14 is also projected to grow substantially in the territories: $47 \%$ in Yukon, $40 \%$ in the Northwest Territories, and $28 \%$ in Nunavut.

## Chart A.1.3

Percentage growth between 2001 and 2016, Aboriginal identity population aged 0 to 14 and 20 to 29, selected provinces and territories


Source: Table A.1.2.

## Endnołe

1. Statistics Canada and Council of Ministers of Education, Canada. 2007. Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.

## Cultural diversity

## Confex

Using census data, this indicator captures four major aspects of the diversity of the school-age population. It measures the proportion of the school-age population who are immigrants, who are visible minorities, and whose home language is neither English nor French. It also presents the proportions of the population aged 5 to 24 with Aboriginal identity in Canada and its jurisdictions.

Since 2000, an average of 241,000 immigrants of all ages has arrived in Canada every year. With the decline in births (see Indicator A1), more than half of Canada's demographic growth is currently attributable to immigration. Nearly three-quarters (73\%) of the immigrants who came in the 1990s settled in just three census metropolitan areas (CMAs): Toronto, Vancouver, and Montreal. The vast majority of them have come from non-western countries: $60 \%$ from Asia and $20 \%$ from the Caribbean, Latin America and Africa. This results in a rapidly growing and increasingly diverse population in certain CMAs that contrasts with the slow-growing (or even declining) and relatively homogeneous population elsewhere.

Primarily as a result of immigration, the cultural makeup of the school-age population is growing more diverse. This diversity has an impact on teaching, support services, and school dynamics, in many ways. The challenge is to adapt the learning environment to the needs of students who are immigrant, Aboriginal, or not fluent in the teaching language, in a school community where students are from diverse cultural backgrounds.

The focus of this indicator is on areas of the most significant diversity. This is not to underestimate issues that may also arise in areas where only a small minority of the school-age population has different cultural backgrounds.

## Findings

## Immigration, visible minorities and non-official languages

In Toronto and Vancouver, over 25\% of the school-age population in 2001 were immigrants, over $40 \%$ were visible minorities, and approximately $20 \%$ had a home language other than English or French (Charts A.2.1, A.2.2 and A.2.3 and Tables A.2.1, A.2.2 and A.2.3). Toronto and Vancouver are among the world's most multi-ethnic urban centres. In 2017, more than half of the population aged 5 to 24 in Toronto (57\%) and Vancouver (55\%) is expected to belong to a visible minority group.

## Chart A.2.1

Proportion of immigrants among the school-age population (ages 5 to 24), selected census metropolitan areas (CMAs), 1991, 1996 and 2001


Chart A.2.2
Proportion of visible minorities among the school-age population (ages 5 to 24), selected census metropolitan areas, 1991, 1996 and 2001


Source: Table A.2.2.

Chart A.2.3
Proportion of the school-age population (ages 5 to 24) with non-official home languages, selected census metropolitan areas (CMAs), 1991, 1996 and 2001


Source: Table A.2.3.

The other eight CMAs where diversity is particularly significant are Montreal, Ottawa-Gatineau (Ontario part), Kitchener, Hamilton, London, Windsor, Calgary, and Abbotsford. In these CMAs in 2001, between $9 \%$ and $14 \%$ of the school-age population were immigrants, between $12 \%$ and $21 \%$ were visible minorities, and between 6\% and 10\% had a home language other than English or French. Comparable percentages of visible minorities among the school-age population are found also in the CMAs of Winnipeg, Edmonton, and Victoria.

Diversity generally increased between 1991 and 2001. The school-age population whose home language is neither English nor French increased in relative terms in the majority of the 10 most diverse CMAs, except London, Kitchener, and Montreal, where it remained fairly stable. The proportion of immigrants declined slightly in Calgary, and remained fairly stable in Montreal, London, Kitchener, and Abbotsford. The proportion of visible minorities, many of whom were born in Canada, grew in all 10 CMAs shown in Chart A.2.2.

## Aboriginal identity population

Because the birth rate remains higher among the Aboriginal than the non-Aboriginal population, the proportion of the population aged 5 to 24 with Aboriginal identity is significant and growing in the CMAs and in areas outside the CMAs in certain provinces and territories (Chart A.2.4, Table A.2.4 and Table A.2.5).

In 2001, $93 \%$ of the population aged 5 to 24 had Aboriginal identity in Nunavut, $61 \%$ in the Northwest Territories, and $29 \%$ in Yukon. Among the provinces, Manitoba and Saskatchewan had the highest proportions of the population aged 5 to 24 with Aboriginal identity in 2001, both within and outside CMAs. The non-CMA parts of Newfoundland and Labrador, Alberta, and British Columbia, as well as the CMAs of Thunder Bay and Sudbury were the other areas of the country with a high and growing proportion of the population aged 5 to 24 with Aboriginal identity in 2001.

Chart A.2.4
Proportion of the population aged 5 to 24 with Aboriginal identity, 1996 and 2001


Note: Nunavut and Northwest Territories: data are calculated using the 1999 boundaries.
Source: Table A.2.5.

## Low income

## Confext

This indicator provides information on the proportion of the school-age population living in low-income circumstances, including the duration of low-income spells.

Family income is strongly associated with academic results. Living in lowincome ${ }^{1}$ circumstances impedes school readiness of pre-school children, reduces the likelihood of attending university and increases the likelihood of living in low-income circumstances as an adult. Information on the number and characteristics of children in low-income families can help develop appropriate policies and programs that target children most in need. Examples include pre-school and after-school programs, inschool access to computers and the Internet, and student loan programs.

## Findings

The proportion of the school-age population living in low-income families differs significantly by family type. It is also influenced by economic conditions. Between 1990 and 1995, the proportions rose significantly for all family types, but then decreased, with figures for 2000 and 2004 remaining relatively stable. In 2004, 7\% of all children living with two parents were in low-income situations, down from $8 \%$ in 2000. Among children living in lone-parent families, the proportion was $26 \%$ in 2004, down from $27 \%$ in 2000 . For those not living with their parents, most of whom were between 19 and 24 years of age, the proportion was $38 \%$ in 2004 compared with $39 \%$ in 2000 (Table A.3.1).

A longitudinal perspective reveals that among children living with two parents in $1999,81 \%$ never fell in low income, $9 \%$ lived a spell of low income of less than a year at some point between 1999 and 2004, and 10\% had a period of low income due to changes in employment or family circumstances that lasted for a year or more (Chart A.3.1 and Table A.3.2).

Children living in lone-parent families were much more at risk of experiencing a longer period of low income. For those living with one parent in 1999, just under half experienced a spell of low income at some time between 1999 and 2004; for $32 \%$, the spell lasted more than a year.

Finally, for those who were not living with their parents in 1999, 44\% experienced low income between 1999 and 2004, with $27 \%$ having low income for more than one year.

## Chart A.3.1

Distribution of the school-age population (ages 5 to 24), by number of years in low income ${ }^{1}$ between 1999 and 2004, by family situation in 1999, Canada


1. Based on after-tax low-income cutoffs.

Source: Table A.3.2.

In 2004, the proportion of the school-age population living in low income was higher than the Canadian average in Newfoundland and Labrador, Saskatchewan, Alberta and British Columbia. The lowest were in Prince Edward Island, Nova Scotia, and New Brunswick. Over the 1999 to 2004 period, the provinces with the highest proportions of the school-age population who spent more than a year with an income below the low-income cutoffs (LICOs) were also Newfoundland and Labrador, Manitoba, and British Columbia, while the proportions were the lowest in Prince Edward Island and Ontario (Charts A.3.2 and A.3.3).

Chart A.3.2
Percentage of the school-age population (ages 5 to 24) in low income, ${ }^{1}$ Canada and provinces, 2004


1. Based on after-tax low-income cutoffs.

Source: Table A.3.1.

## Chart A.3.3

Percentage of the school-age population (ages 5 to 24) who spent more than a year in low income ${ }^{1}$ between 1999 and 2004, Canada and provinces


1. Based on after-tax low-income cutoffs.

Source: Table A.3.2.

## Endnote

1. For methodological information on the after-tax low-income cutoffs (LICOs) used here, see 2007 PCEIP Handbook.

## Family background

## Context

Families sometimes undergo transformations that may affect children's learning, either positively or negatively. As parents and teachers are partners in the education of children, it is important that children from all types of families be accommodated in schools and that strong links be maintained with their parents.

This indicator provides information on the composition of Canadian families and on the living arrangements and work activity of parents. It also presents data on the living arrangements of Aboriginal children and young Aboriginal adults.

## Findings

## Family composition

Children of elementary-secondary school ages were less likely to live with married parents in 2001 than a decade earlier (Chart A.4.1). The proportion of 5- to 14-yearolds who were living with married parents fell from $78 \%$ in 1991 to $69 \%$ in 2001. Among teenagers aged 15 to 19, the corresponding proportions were $71 \%$ and $68 \%$ (Table A.4.1).

The proportions of 5- to 19-year-olds raised by parents in common-law situations doubled between 1991 and 2001, rising from $6 \%$ to $11 \%$ in the 5 -to-14 age group and from $3 \%$ to $6 \%$ for those aged 15 to 19. In 2001, among children aged 5 to 14, those in Quebec (24\%), Yukon (18\%), the Northwest Territories (23\%) and Nunavut (25\%) were much more likely to be living with common-law parents compared with 5 - to 14 -year-olds in the rest of Canada.

The proportion of the total school-age population (aged 5 to 24) living with a lone parent also increased over the decade, rising from $14 \%$ to $17 \%$. In 2001, the highest percentages were found in Yukon (24\%) and Northwest Territories (20\%).

Census data indicate that, in 2001, 19\% of children in the 5-to-14 and 15-to19 age groups lived with a lone parent. These proportions represent increases over 1991, although changes to the census definition of family in 2001 make comparisons with previous years difficult. In 2001, the largest proportions of children aged 5 to 14 living in lone-parent families were recorded for Nova Scotia, Yukon, and Northwest Territories; the lowest were in Prince Edward Island and Alberta.

## Chart A.4. 1

Living arrangements of children aged 5 to 14, Canada, 1991 and 2001


Source: Table A.4.1.

## Young adults

By 2001, more young adults were living at home with their parents. According to 2001 Census data, $57 \%$ of 20- to 24 -year-olds lived with their parents, a noticeable rise compared with 50\% a decade earlier (Chart A.4.2 and Table A.4.1).

## Chart A.4. 2

Living arrangements of population aged 20 to 24, Canada, 1991 and 2001


Source: Table A.4.1.

In 2001, the proportions of young adults who lived with their parents were highest in Newfoundland and Labrador and Ontario, and lowest in Saskatchewan, Alberta, and the three territories (Chart A.4.3).

Chart A.4.3
Proportion of population aged 20 to 24 living with their parents, Canada, provinces and territories, 2001


## Work activity of parents

More parents were working full-time in 2001 compared with 10 years earlier (Table A.4.2). The proportion of children aged 5 to 14 living in two-parent families where both parents were working full-time rose from $45 \%$ to $49 \%$. At the same time, the proportion of those who had one parent working full-time and another working part-time remained fairly stable. And the proportion of children with one parent working full-time and one staying at home declined from $23 \%$ to $20 \%$.

Some similar changes are evident for 5 - to 14 -year-old children in lone parent families (Table A.4.2). The proportion of children whose parent worked full-time rose from $56 \%$ in 1991 to $59 \%$ in 2001. With the additional 1-percentage-point increase in the proportion with a lone parent who worked part-time, this resulted in a 5-percentage-point decline in the proportion of children with a lone parent who was not working, meaning not working for pay or not self-employed.

In Canada, the highest proportions of children aged 5 to 14 with two parents, or a lone parent, who worked full-time were found in Prince Edward Island, Yukon, and Northwest Territories.

## Living arrangements of the population aged 5 to 24 with Aboriginal identity

## Children aged 5 to 14

Between 1996 and 2001, the census years that offer comparable Aboriginal identity data, the proportion of $5-$ to 14 -year-old Aboriginal children living with both parents (married or common-law) remained fairly constant (Chart A.4.4 and Table A.4.3). The proportion of Aboriginal children aged 5 to 14 living with a lone parent increased from $29 \%$ to $35 \%$, while the proportion of those not living with their parents decreased from $10 \%$ to $5 \%$.

Chart A.4.4
Living arrangements of Aboriginal identity children aged 5 to 14 and 15 to 19, Canada, 1996 and 2001


In 2001, the proportion of children aged 5 to 14 living with a lone parent was $36 \%$ in the North American Indian population, $33 \%$ in the Métis population, and $24 \%$ in the Inuit population.

In the provinces and territories in 2001, the proportions of Aboriginal children aged 5 to 14 living in lone-parent families ranged from $19 \%$ in Newfoundland and Labrador to $40 \%$ in Saskatchewan. Between 1996 and 2001, the largest increases in the proportion of Aboriginal children living with a lone parent were in New Brunswick ( 9 percentage points), Saskatchewan ( 8 percentage points), and Yukon (12 percentage points).

## Teens aged 15 to 19

Turning to Aboriginal teens, the proportion of 15- to 19-year-olds living with both parents (married or common-law) remained fairly stable in 2001 (Chart A.4.4 and Table A.4.3). The proportion of those aged 15 to 19 who were living with a lone parent increased from $25 \%$ in 1996 to $29 \%$ in 2001, while the proportion of those not living with their parents declined from $23 \%$ to $18 \%$. Although the proportion of Aboriginal teenagers not living with their parents generally decreased over the fiveyear period, it was higher than the figure for the total Canadian population (7\%) in
2001. This finding may reflect the different family structures typically found in the Aboriginal and the non-Aboriginal populations; for example, many Aboriginal people tend to live with extended family members. Indeed, 2001 Census data reveal that among Aboriginal teens aged 15 to 19 who were not living with their parents, $10 \%$ were living with "non-family persons" (relatives and/or non-relatives).

In 2001, the proportion of 15- to 19-year-olds living with a lone parent was $30 \%$ in the North American Indian population, $27 \%$ in the Métis population, and $21 \%$ in the Inuit population. The proportion of those not living with their parents was 20\% in the North American Indian population, 15\% in the Métis population, and $19 \%$ in the Inuit population.

In the provinces and territories in 2001, the proportions of Aboriginal teenagers aged 15 to 19 living in lone-parent families ranged from $15 \%$ in Newfoundland and Labrador to $37 \%$ in Yukon. The largest increases between 1996 and 2001 in the proportion of Aboriginal teenagers living with a lone parent were in Yukon (14 percentage points) and the Northwest Territories (7 percentage points).

Between 1996 and 2001, the proportion of Aboriginal people aged 15 to 19 who were lone parents themselves increased from $2 \%$ to $4 \%$. In 2001, this proportion was highest in the North American Indian (5\%) and the Inuit (4\%) populations, and lowest in the Métis population (2\%).

Among the provinces and territories in 2001, Manitoba and Saskatchewan had the highest proportions of 15 - to 19-year-old Aboriginal teens who were lone parents (5\% in both jurisdictions). Between 1996 and 2001, the largest increase in the proportion of Aboriginal teens in this age group who were lone parents was in Nunavut (4 percentage points).

## Young adults aged 20 to 24

Census data from both 1996 and 2001 show that the majority of young Aboriginal adults aged 20 to 24 were not living with their parents: $64 \%$ and $62 \%$, respectively (Chart A.4.5 and Table A.4.3). These proportions were lower in the total Canadian population (50\% in 1996 and $43 \%$ in 2001).

Chart A.4.5
Living arrangements of Aboriginal identity population aged 20 to 24, Canada, 1996 and 2001


Source: Table A.4.3.

A growing proportion of young Aboriginal adults were living as lone parents: $12 \%$ in 2001 versus $9 \%$ in 1996 (Table A.4.3). In the provinces and territories in 2001, the proportions of young Aboriginal adults aged 20 to 24 who were lone parents were highest in Manitoba (17\%) and Saskatchewan (18\%). The largest increases in the proportion of young Aboriginal adults living as lone parents were in Prince Edward Island ( 9 percentage points) and Yukon ( 7 percentage points). The increase in single parenting among young adults occurred in the North American Indian (5 percentage points) and the Inuit (6 percentage points) populations, but not among the Métis.

## Work activity of parents

Similar to the findings for the total Canadian population, Aboriginal parents of schoolage children were more likely to work full-time in 2001 than in 1996 (Table A.4.4). Between 1996 and 2001, the proportion of Aboriginal children aged 5 to 14 living in two-parent families where both parents worked full-time increased from $35 \%$ to $41 \%$.

In 2001, the highest proportion of Aboriginal children aged 5 to 14 living in two-parent families where both parents worked full-time was found among the Métis population (46\%), followed by the Inuit (40\%) and North American Indian (38\%) populations. These proportions are below the figure for the total Canadian population ( $49 \%$ ), and reflect the high unemployment rate in some First Nations communities and in the North.

Higher proportions of lone parents were working in 2001 than in 1996. The proportion of Aboriginal children aged 5 to 14 living with one parent who worked full-time rose from $35 \%$ to $45 \%$. The proportion who had a lone parent working parttime increased from $14 \%$ to $15 \%$.

The proportion who had a lone parent working part-time increased from 14\% to $15 \%$. This resulted in a decline from $51 \%$ to $40 \%$ in the overall proportion of Aboriginal children living with a lone parent who was not working; that is, not working for pay or not self-employed.

In 2001, the highest proportion of Aboriginal children aged 5 to 14 living with a lone parent who did not work for pay or was not self-employed was found among the North American Indian population (43\%), followed by the Inuit (33\%) and the Métis (30\%) populations. These proportions are all above the $24 \%$ estimated for the total Canadian population.

In the provinces and territories in 2001, the highest proportions of Aboriginal children aged 5 to 14 with two parents or a lone parent working full-time were found in Newfoundland and Labrador, Prince Edward Island, Yukon, and Northwest Territories. Again, reflecting the high unemployment rate in some First Nations communities, the highest proportions of Aboriginal children aged 5 to 14 living with a lone parent who did not work for pay or who was not self-employed were seen in Manitoba, Saskatchewan, and British Columbia.

## Chapter B

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## Chapter B Charts

## Chart B.1.1

Indices of change in combined public and private expenditure on education, in 2001 constant dollars, by level of education, Canada, 1997/1998 to 2002/2003 (1997/1998 = 100)

## Chart B.1.2

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## Chart B.3.1

Percentage of graduates who borrowed from government student loan programs, 1995 and 2000 graduates, Canada and provinces

## Chart B.3.2

Percentage of 2000 graduates still owing to government student loan programs 2 and 5 years after graduation, Canada and provinces

## Financing education systems

## Introduction

One of the key indicators of social and economic progress in Canada and in a growing number of other countries throughout the world is the proportion of youth who attain high literacy standards and complete advanced levels of education. These higher educational expectations, driven in part by the needs of a global knowledge society, ensure that education remains a funding priority for many governments and private households.

While investment in education is now seen as central to the development of advanced societies, no absolute standards exist for measuring the financial resources needed to ensure optimal returns for individual students or, for that matter, to society as a whole. Nonetheless, comparisons between provinces and territories and between countries can provide a starting point for discussion by evaluating the variation in educational investment that exists between jurisdictions.

Indicator B1 examines the combined expenditure on education in Canada by governments and private households. In addition to the overall pattern of public and private expenditure across the country, expenditure amounts are displayed per capita and in relation to gross domestic product (GDP).

Indicator B2 looks at public expenditure relative to expenditure on other government programs, as well as private expenditure on education, including expenditure by households and by individuals on university tuition.

Finally, Indicator B3 examines debt loads incurred by college and university students.


## Total expenditure on education

## Contex

This indicator displays total education expenditure in Canada, from both public (federal, provincial/territorial, and municipal governments) and private sources. ${ }^{1}$

Governments provide most of the funding for education at all levels, but many households also pay for education services or resources. To obtain a full picture of education expenditure in Canada, this indicator includes expenditure by all orders of government (including crown corporations and agents, federal research funding councils, federal funding to schools on reserve), and by the private sector and households. The results cannot be used to compare provincial/territorial governments' funding commitment to education.

The measures reported here should be interpreted in the light of various interrelated supply and demand factors, including the demographic structure of the population, enrolment rates at different levels of education, and changes in the overall value of goods and services produced in the economy. It is also important to note that, although amounts are presented in constant dollars in order to provide a consistent picture over time, the impact of spending on education in any jurisdiction will be affected by a number of factors, including changes to the cost of living within jurisdictions.

## Findings

## Tołal expenditure

Between 1997/1998 and 2002/2003, total education expenditure in Canada rose 12\% in 2001 constant dollars ${ }^{2}$ to $\$ 72.3$ billion, with $67 \%$ of the overall increase occurring at the postsecondary level (Tables B.1.1 and B.1.2).

Universities recorded the greatest share of the postsecondary increases; expenditure at this level increased $42 \%$ over the six-year period. Expenditure at the elementary-secondary level showed much less change, increasing $6 \%$ to $\$ 42.7$ billion, while expenditure at the college level increased and then remained stable. The tradevocational level showed an overall decline, $15 \%$ lower in 2002/2003 compared with 1997/1998 (Chart B.1.1).

## Chart B.1.1

Indices of change in combined public and private expenditure on education, in 2001 constant dollars, by level of education, Canada, 1997/1998 to 2002/2003 (1997/1998 = 100)


Source: Table B.1.2.

Over the six-year period, total expenditure increased across all jurisdictions, with the exception of Newfoundland and Labrador and New Brunswick, where it dropped by $14 \%$ and $2 \%$, respectively, mostly as a result of spending reductions in trade-vocational programs. The decline in expenditure in Newfoundland and Labrador was, in fact, a return to "normal" expenditure levels after a significant but short-term funding increase in the mid-1990s, notably for the Atlantic Groundfish Strategy. For most jurisdictions, expenditure increases were higher at the postsecondary level than at the elementary-secondary level. Expenditure at the elementary-secondary level generally increased (Tables B.1.1 and B.1.2).

In 2002/2003, $59 \%$ of total expenditure was at the elementary-secondary level and $41 \%$ at the postsecondary level (Table B.1.3).

## Expendifure per capita

Among the provinces, average per capita expenditure for 2002/2003 ranged from $\$ 2,029$ to $\$ 2,748$. Reflecting higher operating costs and a much younger population, average per capita expenditure in the territories ranged from $\$ 4,311$ in the Yukon to $\$ 5,938$ in Nunavut (Table B.1.4).

Average Canadian per capita expenditure increased $7 \%$ to $\$ 2,305$ between 1997/ 1998 and 2002/2003. In most jurisdictions, per capita expenditure increased by between $5 \%$ and $16 \%$ between 1997/1998 and 2002/2003. Saskatchewan showed the greatest increase in per capita expenditure over this period, at $19 \%$, becoming the province with the highest education spending on a per capita basis. Per capita expenditure, however, remained relatively stable in New Brunswick and Ontario, while decreasing in Newfoundland and Labrador. The pronounced drop in Newfoundland and Labrador can be attributed to the end of short-term funding increases, notably for the Atlantic Groundfish Strategy, and the return to normal expenditure levels.

In interpreting this measure, comparisons between jurisdictions should be made with care. Per capita expenditure are obviously affected by changes to the size of the population as a whole, but factors that influence spending on education also need to be taken into account, such as the size of the school-age population and the cost of living. Indicators A1, C2, and D1 provide information on demographic and enrolment factors.

## Expenditure relative to GDP

In Canada, total public and private expenditure on education increased $14 \%$ while GDP rose 17\% (both based on current dollar terms; data not shown), resulting in total education spending dropping from 6.6\% of GDP in 1999/2000 to 6.4\% in 2002/ 2003 (Table B.1.5). Expenditure as a proportion of GDP increased in Quebec, Saskatchewan and British Columbia and remained stable in Prince Edward Island and Manitoba, while decreasing in the other jurisdictions.

Expenditure relative to GDP in 2002/2003 ranged from 18.5\% in Nunavut to $5.3 \%$ in Alberta (Chart B.1.2 and Table B.1.5). However, comparisons between jurisdictions should be made with care. Expenditure on education relative to GDP are affected by the size of, and changes in, GDP (which is a disadvantage for provinces with large GDP or those in which GDP is growing rapidly), as well as by the size and changes to the size of the school age population (which disadvantages provinces with relatively small, or a declining, school age population). Furthermore, richer provinces such as Ontario and Alberta require a lower percentage of expenditure on education relative to GDP to maintain a given level of educational services. Appendix 3 in the 2007 PCEIP Handbook shows changes in provincial-territorial GDP over the period.

Chart B.1.2
Combined public and private expenditure on education as a percentage of GDP, Canada and jurisdictions, 2002/2003


Note: Data cannot be used to compare provincial/territorial governments' funding commitment to education.
Source: Table B.1.5.

## Endnotes

1. The 2007 PCEIP Handbook provides information on the various components that go into the calculation of expenditure. Per student expenditure data are not available for this edition of the PCEIP Report because comparable enrolment and expenditure data were not available at the time the publication was being prepared. Information on per student expenditure will be included in future editions.
2. Unless otherwise indicated, all amounts are in 2001 constant Canadian dollars.

## Public and private expenditure on education

## Context

This indicator is intended to provide policy makers with a better understanding of shifts that may be occurring in expenditure on education and to inform related discussions about student access to education in Canada.

Governments in Canada provide funding to cover the costs of basic education at the elementary and secondary levels. Nonetheless, parents often incur costs for materials and supplies, and for a variety of school activities. In some cases, parents pay for private tutoring or enroll their children in private schools where they pay tuition fees.

At the postsecondary level, community colleges and universities receive substantial funding from governments, but also rely on student tuition fees as an important source of revenue. Students and their parents also assume greater responsibility at this level for books and supplies, and for travel and living costs.

The 2007 PCEIP Handbook provides information on the various components that go into the calculation of expenditure.

## Findings

In the 2005/2006 fiscal year, governments spent $\$ 75.7$ billion ${ }^{1,2}$ on all levels of education, which represented $16.1 \%$ of total public expenditure (Table B.2.1). Spending on health that year accounted for $19.9 \%$ of public expenditure. In 1997/1998, education and health expenditure were roughly the same. However, from 1997/1998 to 2003/2004, health expenditure increased $37 \%$ while education expenditure increased $11 \%$. Then, from 2003/2004 to 2005/2006, both types of expenditure increased almost equally ( $11 \%$ for education and $12 \%$ for health).

## Public expenditure

Between 1997/1998 and 2002/2003, combined federal, provincial/territorial and municipal government expenditures in Canada grew by $10 \%$ at the postsecondary level; expenditure at the elementary-secondary level increased by 5\% (Table B.2.2 and Table B.2.3). Over this period, total government expenditure on education increased across western provinces and in the territories, as well as in Prince Edward Island and Quebec, with the increases ranging from 8\% in Prince Edward Island to $22 \%$ in Alberta (Chart B.2.1). Expenditure decreased by 2\% in Nova Scotia and

Ontario, and by $16 \%$ in Newfoundland and Labrador. The drop in Newfoundland and Labrador was due to the end of short-term funding increases (notably for the Atlantic Groundfish Strategy) and the return to normal expenditure levels.

Chart B.2.1
Percentage change in public expenditure on education between $1997 / 1998^{1}$ and 2002/2003, Canada and jurisdictions


1. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. As a result, the data in this chart for Nvt. and the N.W.T. apply to the $1999 / 2000$ to 2002/2003 period.
Source: Table B.2.3.

For most jurisdictions, expenditure increases were higher at the postsecondary level than at the elementary-secondary level. However, Newfoundland and Labrador, Nova Scotia, and New Brunswick experienced a decrease in postsecondary expenditure, due to a drop in expenditure on trade-vocational programs (Table B.2.2).

## Private expenditure

In 1997/1998, households and other private sources spent $\$ 9.0$ billion on education. Five years later, private expenditure had reached $\$ 12.8$ billion, a $42 \%$ increase, about six times the percentage increase in the sector's public expenditure over the same years. In 2002/2003, $\$ 3.6$ billion in private expenditure was spent at the elementarysecondary level and $\$ 9.2$ billion at the postsecondary level (Tables B.2.4 and B.2.5). The overall amount of private spending on education is affected by changes in participation levels, as well as by costs such as tuition fees. Information on postsecondary enrolment is provided in Indicator D1.

In 2002/2003, private expenditure as a percentage of total expenditure on education was close to $18 \%$ at the Canada level. This percentage ranged from $10 \%$ to $24 \%$ among the provinces, and between $3 \%$ and $5 \%$ among the territories (Chart B.2.2).

Chart B.2.2
Private expenditure as a percentage of total expenditure on education, Canada and jurisdictions, 2002/2003


Source: Table B.2.6.

Private spending at the elementary-secondary level represented $8 \%$ of total elementary-secondary expenditure compared with $22 \%$ at the college level and $39 \%$ at the university level (Table B.2.6). The higher proportion of private expenditure at the postsecondary level reflects the role of tuition fees, which almost all college and university students pay. Although some families send their children to private elementary-secondary schools, most schooling at this level is publicly funded.

For all jurisdictions, except Nunavut, the proportion of private spending to total spending at the postsecondary level was much higher than at the elementarysecondary level (Table B.2.6). Private spending on postsecondary education ranged between $3 \%$ and $12 \%$ in the territories. Among the provinces, private spending ranged from 20\% of total spending at the postsecondary level in Newfoundland and Labrador and Prince Edward Island to 47\% in Nova Scotia.

## Expenditure by households

In 2004, $43 \%$ of Canadian households incurred educational expenses for such items as textbooks, school supplies and tuition costs, spending an average of $\$ 2,484$ (Table B.2.7). The highest costs were for tuition fees: an average of $\$ 1,392$ for elementary-secondary tuition among households that incurred this expense, and an average of $\$ 3,593$ for postsecondary tuition.

The percentage of households incurring educational expenses among the provinces ranged from $36 \%$ in New Brunswick to $46 \%$ in Alberta. Only $9 \%$ of households paid tuition at the pre-elementary and elementary-secondary levels compared with $18 \%$ at the postsecondary level. Among the households incurring tuition costs at the pre-elementary and elementary-secondary levels, the average amount spent varied widely, from less than $\$ 500$ in Newfoundland and Labrador, New Brunswick, Saskatchewan, to $\$ 2,677$ in Nova Scotia and $\$ 3,237$ in Ontario (Table B.2.7). For households that paid postsecondary tuition, average expenditure was lowest in Quebec, at $\$ 1,655$, and highest in Nova Scotia at $\$ 4,693$.

## University fuition fees

Table B.2.8 presents tuition fees in constant dollars, from 1991/1992 to 2005/2006, in order to allow comparison over time. Undergraduate university tuition fees increased over this period from an average of $\$ 1,998$ to $\$ 3,788$ at the Canada level. Interprovincially, Nova Scotia had the highest tuition fees in 2005/2006, at \$5,571, while Quebec had the lowest at $\$ 1,717$. Over the 15 -year period, tuition fees more than doubled in Nova Scotia, Ontario, Saskatchewan and Alberta while Quebec tuition fees were up only 15\% (Table B.2.8 and Charts B.2.3 through B.2.5). Tuition fees increased in almost all provinces in the 1990s. Since 1999/2000, tuition fees in Newfoundland and Labrador, Quebec and Manitoba have dropped. Table B.2.9 presents tuition fees in current dollars for 2006/2007; average undergraduate tuition fees in Canada were $\$ 4,347$.

Chart B.2.3
Average ${ }^{1}$ undergraduate university tuition fees, Canada and Atlantic provinces, 1991/1992 to 2005/2006 (in 2001 constant dollars)


1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.

Source: Table B.2.8.

Chart B.2.4
Average ${ }^{1}$ undergraduate university tuition fees, Canada, Quebec, Ontario and Manitoba, 1991/1992 to 2005/2006 (in 2001 constant dollars)
dollars

1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.

Source: Table B.2.8.

## Chart B.2.5

Average ${ }^{1}$ undergraduate university tuition fees, Canada, Saskatchewan, Alberta and British Columbia, 1991/1992 to 2005/2006 (in 2001 constant dollars)
dollars

1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.

Source: Table B.2.8.

In 1991/1992, average tuition fees for various programs ranged from a low of $\$ 1,869$ in education to a high of $\$ 2,531$ in dentistry. By 2005/2006, the gap had widened significantly, with fees ranging from $\$ 2,948$ in education to $\$ 11,724$ in dentistry (Table B.2.10). Over the fifteen years, dentistry tuition jumped $363 \%$ while education-faculty tuition increased a relatively low $58 \%$. The programs that experienced the biggest increases in tuitions include dentistry, medicine and law. In 2006/2007, dentistry had the highest average tuition fees, $\$ 13,463$ in current dollars, followed by medicine at $\$ 10,553$ and then law, at $\$ 7,221$ (Table B.2.11).

Apart from tuition fees, the only other information available is on extra compulsory fees institutions charge for athletics, health services, student association, etc. In 2001 constant dollars, the weighted average additional compulsory fees for undergraduates in Canada were $\$ 339$ in 1993/1994 and $\$ 535$ in 2005/2006 (data not shown in a specific table of this publication).

## Privale revenues at universities

At the Canada level, the share of total university revenues accounted for by student fees and other non-government revenues decreased slightly from 1999/2000 to 2004/ 2005. Among provinces in 2004/2005, Nova Scotia, at $61.6 \%$, had the highest proportion of private revenues, rising from $58.4 \%$ five years earlier. Quebec, at $31.9 \%$, had the smallest proportion of private funding in 2004/2005, compared with $36.4 \%$ five years earlier (Table B.2.12).

These five-year estimates indicate that the trend in the 1990s for student fees and other non-government revenues to cover a larger share of total university revenues has moderated. During the 1990s, the proportion of university revenues from government sources dropped by 10 percentage points or more across most provinces (Table B2.10, 2005 PCEIP Report ${ }^{3}$ ).

## Capital and operating expenditure af universities

In 2004/2005, Canadian universities' expenditure totaled $\$ 21$ billion, with capital and operating expenditure respectively accounting for $10 \%$ and $90 \%$ of the total. Sixtyone percent of operating expenses were devoted to compensation for academic and other staff (Tables B.2.13 and B.2.14). The percentage breakdown between capital and operating expenditure, as well as between academic and other compensation, was relatively stable between 1999/2000 and 2004/2005. Across provinces, the share of university resources allocated to operating expenditure was generally close to the Canadian average.

## Endnotes

1. Data in this paragraph are from the Public Institutions Division and not directly comparable with other expenditure data in Chapter B.
2. Unless otherwise indicated, all amounts are in 2001 constant Canadian dollars.
3. Statistics Canada and Council of Ministers of Education, Canada. 2005. Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.

## Student debł

## Context

This indicator shows data on student debt from government-run student loan programs, using data for the classes of 1995 and 2000, the two most recent graduating classes for which comparable pan-Canadian survey results are available.

Public debate and concern about rising student debt has grown as the cost to households of attending postsecondary institutions has risen. Rising student debt levels among postsecondary graduates raise concerns about access to postsecondary education, especially at the university level where tuition fees are higher. The student loans programs offered by the federal and provincial governments operate under the principle that access to postsecondary education should be independent of an individual's financial situation.

These data focus on graduates and do not include students who may not have completed their postsecondary studies. Non-completers who have incurred student debt may face additional repayment difficulties because of the potential impact on their employment opportunities.

## Findings

## Levels of student deb $\ddagger$ in Canada

Across Canada, the percentage of college graduates borrowing from government student loan programs to help finance their postsecondary education remained fairly stable, at $46 \%$ in 1995 and $47 \%$ in 2000; the percentage of university graduates borrowing from these programs increased slightly, from $48 \%$ in 1995 to $51 \%$ in 2000 (Table B.3.1). However, those in the 2000 cohort who held government student loan debt owed more (measured in constant dollars) at the time of graduation than their 1995 counterparts.

The 2000 university graduates who borrowed from government student loan programs owed an average of $\$ 16,200$ at graduation, $26 \%$ more than 1995 university graduates (Table B.3.1). Similarly, the 2000 college graduates owed an average of $\$ 11,700$, $21 \%$ more than 1995 college graduates. In 1995 government student loan programs increased the limit on the total amount permissible to borrow in all provinces except for Quebec.

## Student debt by province

The percentage of college graduates who borrowed from government student loan programs increased in most jurisdictions from 1995 to 2000. Relatively large increases occurred in Newfoundland and Labrador, Prince Edward Island, New Brunswick and British Columbia (Chart B.3.1 and Table B.3.1). Quebec was the only province where the percentage of college graduates who borrowed fell, from $57 \%$ in 1995 to $53 \%$ in 2000. In Ontario, the percentage of college graduates who reported having borrowed from government student loan programs was stable. Similarly, in most provinces, there were increases in the percentages of university graduates reporting having borrowed from government student loan programs. However, Alberta saw a decrease in the percentage of university graduates reporting having borrowed.

With very few exceptions, student-loan debt levels at graduation increased for both college and university graduates between 1995 and 2000 (Table B.3.1). The exceptions are college graduates in Quebec (15\% decrease), Saskatchewan ( $8 \%$ decrease), and college and university graduates in British Columbia ( $12 \%$ and $3 \%$ decrease, respectively). The largest increases in average debt at graduation occurred among college graduates in Prince Edward Island, where average debt increased 67\% and among university graduates in Newfoundland and Labrador and Ontario where increases in student loan debt were $48 \%$ and $43 \%$, respectively.

Among college graduates in 2000, those in Quebec reported the lowest average amount owed at the time of graduation, $\$ 6,700$ (Table B.3.1). Corresponding debt levels for college graduates were highest in Newfoundland and Labrador $(\$ 14,500)$ and Ontario ( $\$ 14,400$ ). Quebec university graduates in 2000 also reported the lowest amount owed on government student loans upon graduation, at $\$ 11,000$, on average; Manitoba followed, with university graduates in 2000 reporting owing average debt of $\$ 14,400$. Government student loan debt levels were highest among the 2000 cohort of university graduates in Newfoundland and Labrador, at $\$ 22,500$. Tuition fees are one factor in total student debt. Indicator B2 provides information on tuition fees.

Chart B.3.1
Percentage of graduates who borrowed from government student loan programs, 1995 and 2000 graduates, Canada and provinces


Chart B.3.1
Percentage of graduates who borrowed from government student loan programs, 1995 and 2000 graduates, Canada and provinces (concluded)


## Rate of repayment

The percentages of 2000 graduates who did not pursue any further postsecondary education program who still owed debt to government student loan programs two and five years after graduation were similar for college and university, with both at approximately $33 \%$ two years after graduation and $22 \%$ five years after graduation (Chart B.3.2 and Table B.3.2). Provinces with the highest proportions of graduates still owing two and five years after graduation were Newfoundland and Labrador and New Brunswick, while Manitoba had the lowest proportion of graduates still owing in both time periods. At the same time, the highest average debt owed two and five years after graduation occurred in Newfoundland and Labrador, and the lowest average debt owed occurred in Quebec.

## Chart B.3.2

Percentage of 2000 graduates ${ }^{1}$ still owing to government student loan programs 2 and 5 years after graduation, Canada and provinces


1. Includes only 2000 graduates who did not pursue any further postsecondary education program.

Source: Table B.3.2.

In comparing rates of repayment among provinces, it is important to consider economic factors that may play a role by affecting employment patterns. Indicator E2 provides information about transitions to the labour force of postsecondary students. Indicator E3 provides information on unemployment rates by province.

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## Elementary-secondary education

## Introduction

The indicators in this chapter offer an overview of pre-elementary, elementary and secondary education in Canada.

The first indicator, C 1 , looks at the early years and school readiness of 4 - and 5 -year-olds. Various aspects of their physical, social and cognitive development are examined to reveal to what extent they are ready to face the academic and social challenges of starting school.

As school attendance to age 16 is compulsory in most jurisdictions (to age 18 in New Brunswick and Ontario), elementary-secondary enrolment charts across the country reflect demographic trends. Kindergarten programs are also now almost universal. Indicator C2 examines trends in enrolment, in the student-educator ratio, and in the size, age and distribution of the educator workforce by sex.

Secondary school graduation rates, a traditional measure of educational outcomes, are the focus of Indicator C3, which includes comparisons with other countries, as well as among the Canadian jurisdictions.

Closer attention to measuring outcomes has become a hallmark of education policy in the last 15 years or so. Indicator C 4 examines the achievement of students in key areas such as reading, mathematics and science, and looks at changes in these achievement results over time.

Many aspects of everyday life now demand some knowledge of information and communication technology, and education is no exception. Both educators and students have become increasingly reliant on computers and information technology, creating the need for equipment and the skills to use it proficiently. Indicator C5 presents information on computer use among 15-year-old students-at school and at home. Availability of computers and the Internet, frequency of use, and computers as learning aids are explored.


## Early years and school readiness

## Context

This indicator examines data on the physical, social and cognitive development of 4- and 5-year-olds.

The developmental stages of early childhood are complex, multidimensional and interdependent. General theory indicates that, among young children, social development and behaviour emerge, and are enhanced, through participation in structured activities outside school and activities with friends. Any child's early development can influence how prepared he or she will be to enter the school environment.

Long-term success in school, as well as later in life, may be influenced by a child's achievements in the first years of school. But learning does not begin with formal schooling. The first years lay the foundation for reading and writing, and mathematics and science concepts. The importance of these early years has been recognized by Canadian governments as "critical in the development and future wellbeing of the child, establishing the foundation for competence and coping skills that will affect learning, behaviour and health." ${ }^{1}$

This section is based on pan-Canadian data from the National Longitudinal Survey of Children and Youth (NLSCY) and portrays the school readiness of young children. Such information helps all levels of government assess whether or not children will be prepared and equipped for the academic and social challenges that will confront them when they enter the education system.

## Findings

## Health status

Overall, Canadian parents of 4- and 5 -year-olds believe that their children are in good health. Parents' reports on the physical health of their children were captured in cycle 6 of the NLSCY, conducted in 2004/2005. Most boys (89\%) and girls (92\%) were considered to be in "excellent" or "very good" health (Table C.1.1).

Only small proportions of 4- and 5-year-old boys and girls had physical challenges such as difficulty seeing, hearing, walking, or being understood when speaking ( Chart C.1.1 and Table C.1.1). Health problems such as asthma and allergies were markedly more prevalent among this group of youngsters. In 2004/2005, 18\%
of boys had received a diagnosis of asthma at some point in their lives, along with $9 \%$ of girls. The proportions of boys and girls who were reported to have long-term allergies were $16 \%$ and $10 \%$, respectively.

## Chart C.1.1

Prevalence of physical limitations among 4- and 5-year-olds, by sex, Canada, 2004/2005


1. Note that the data now show the percentage of children who have ever been diagnosed with asthma, not just those who had an asthma attack in the 12 months before the survey.
Note: Data points not shown in the chart are too unreliable to be published or have been suppressed to meet the confidentiality requirements of the Statistics Act. Please see Table C.1.1 for more details.

Source: Table C.1.1.

## Participation in activities

In 2004/2005, many young children participated in regularly scheduled activities outside of school hours (Table C.1.1). Participation in sports that involved a coach or instructor was most common, with $38 \%$ of girls and $46 \%$ of boys reporting at least weekly involvement. For the boys, this represents a significant increase over the 2000/ 2001 figure (38\%) reported in the 2005 PCEIP Report. Girls were more likely (43\%) to take regular lessons in dance, gymnastics or martial arts than were boys (21\%). This time, the figure for the girls is significantly higher than it was in 2000/2001 (37\%). In 2004/2005, participation in music, art and other non-sport activities was less popular when compared with the other categories, reported for about $11 \%$ of boys and $17 \%$ of girls. About $15 \%$ of 4 - and 5 -year-olds participated in clubs, groups or community programs.

## Exposure to books and reading

Once they enter Grade 1, children are expected to begin learning to read and write, two fundamentals that largely condition their experience in school and beyond. Access to books, pencils and language development in the pre-school years helps prepare children for the reading and writing challenges they will confront during their formal education.

According to their parents, the majority of 4-year-olds looked at books, magazines or comics by themselves, every day at home. But a gender gap emerged: $77 \%$ of girls spent time with such printed materials every day, compared with $61 \%$ of boys (Chart C.1.2 and Table C.1.1).

Chart C.1.2
Interest in books and reading among 4- and 5-year-olds, by sex, Canada, 2004/2005


Source: Table C.1.1.

Children are expected to progress from merely looking at books to pretending to read them. Among 5 -year-olds, a large proportion of girls (75\%) and boys (67\%) had daily contact with books. This means that they either looked at books on their own or they tried to read by themselves.

Young children who are surrounded by reading material, who see adults reading regularly, and who are read to at a very early age often develop their own appetite for reading. This seems to have been the environment for many 4 - and 5 -year-olds in 2004/2005. About 6 in 10 had an adult who read to them every day (Table C.1.1). This also implies, however, that well over one-third of young children will enter school without such exposure to books and other printed material.

## Peabody Picture Vocabulary Test

The NLSCY uses a more objective measure of the child's cognitive development to complement the perceptions reported by parents. The Peabody Picture Vocabulary Test-Revised (PPVT-R) assesses receptive vocabulary at ages 4 and 5. Receptive vocabulary refers to the understood vocabulary of the child: that is, the number of words a child understands when he or she hears them spoken. A child's (or adult's) understood vocabulary level is measured relative to other individuals of the same age.

In 2004/2005, the vast majority of 4 - and 5 -year-olds had normal or advanced receptive language skills on the PPVT-R; about $14 \%$ performed relatively poorly. About the same proportions of boys and girls were high performers (Chart C.1.3 and Table C.1.2); differences by sex are not statistically significant.

## Chart C.1.3

Peabody Picture Vocabulary Test (Revised) scores for 4- and 5-year-olds, by sex, Canada, 2004/2005


Note: This chart contains certain estimates with relatively high coefficients of variation. Please see Table C.1.2 for more details.
Source: Table C.1.2.

Findings from the NLSCY confirm that children who demonstrated some delay in motor/social development are three times as likely to have vocabulary problems two years later. And those who experienced vocabulary problems (as measured with the PPVT-R) are twice as likely to experience school achievement problems two years later. ${ }^{2}$

## Endnotes

1. First Ministers' Meeting, News release: Communiqué on Early Childhood Development. Ottawa, September 11, 2000.
2. Ivan P. Fellegi, Presentation at "Investing in Children: A National Research Conference," Ottawa, October 27-29, 1998.

## Elementary-secondary school: enrolments and educators

## Context

Information on enrolment at the elementary-secondary level, as well as on the number of educators, is captured in this indicator. A student-educator ratio, which measures the total human resources available to students, is also presented, along with some characteristics of the educator workforce.

As school attendance is compulsory to age 16 or 18, elementary-secondary enrolment largely reflects demographic trends. The size of the school-age population in any jurisdiction is affected not only by the birth rate within that jurisdiction, but also by migration into and out of the jurisdiction. Areas experiencing a substantive decline in the school-age population may also face underused facilities and pressure to reassess staff levels and to reduce the programs offered. Conversely, areas in which enrolments have been rising may encounter pressure to increase funding to maintain per-student expenditure.

Secondary school enrolment is also affected by the number of years of study required for secondary graduation, as well as postsecondary entrance requirements. For example, in some jurisdictions, the prerequisite for postsecondary attendance is the completion of specific courses rather than a secondary school diploma.

Educators represent one of the largest occupational groups in Canada. Salaries of educators represent about two-thirds of total expenditures in elementary-secondary education. A number of important policy issues relate to this workforce, including supply and demand, full- versus part-time employment, and sex and age distribution.

The data presented in this indicator refer to enrolment and educators in public schools only, whereas the finance data presented in Chapter B include both public and private schools. As a result, expenditures per student cannot be calculated.

## Findings

## Overall enrolment

Between the 1997/1998 and 2004/2005 school years, the number of full-time equivalent (FTE) enrolments in public elementary and secondary schools rose in only two jurisdictions: Alberta and Ontario (Chart C.2.1 and Table C.2.1). Migration was behind the increase in Alberta, as the province's strong economy continued to attract people from other provinces. High levels of international immigration accounted for the rise in Ontario.

The largest decline in FTE enrolments, 22\%, occurred in Newfoundland and Labrador, as the province continued to lose population through an extremely strong net migration outflow to other provinces, combined with the lowest fertility rate in the country.

## Chart C.2.1

Percentage change in full-time-equivalent enrolments in public elementary and secondary schools, Canada and jurisdictions, ${ }^{1,2,3}$ 1997/1998 to 2004/2005


1. Until 2000/2001 in Que. and Man., includes enrolments in adult programs and professional training under the authority of the school boards or districts. Certain jurisdictions include all students whether or not they are funded, while others include only funded students.
2. In Ont., excludes publicly funded hospital and provincial schools, care, treatment and correctional facilities.
3. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. This creates a break in series for the N.W.T. in 1999/2000. As a result, the overall percentage change is calculated for the period 1999/2000 to 2004/2005 for the N.W.T. and Nvt.
Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.
Source: Table C.2.1.

## Educators

All employees in the public school system (either school-based or school districtbased) who are required to have teaching certification as a condition of their employment are considered to be educators. This definition, therefore, goes beyond classroom teachers and includes principals, vice-principals, and professional nonteaching staff (consultants, guidance counsellors and religious and pastoral counsellors, for example).

There were approximately 310,000 educators country wide in 2004/2005, up $2.4 \%$ over 1997/1998 (Table C.2.2). In most jurisdictions, the number of educators (measured in full-time equivalents, or FTEs) increased over this eight-year period. Declines were recorded in Newfoundland and Labrador, Nova Scotia, New Brunswick and British Columbia (Chart C.2.2 and Table C.2.2).

## Chart C.2.2

Percentage change in full-time-equivalent educators ${ }^{1}$ in public elementary and secondary schools, Canada and jurisdictions, ${ }^{2,3,4,5}$ 1997/1998 to 2004/2005


1. Full-time equivalent (FTE) educator is defined as the number of full-time educators on September 30th (or as close as possible thereafter) of the school year, plus the sum of part-time educators according to their percentage of a full-time employment allocation (determined by the province or territory).
2. In Ont., excludes publicly funded hospital and provincial schools, care, treatment and correctional facilities.
3. In Sask., includes educators in provincially funded schools (including "associated independent" and "historic" high schools) and excluding "independent" "First Nations" schools and postsecondary sites.
4. All educators in Lloydminster are included in Sask.'s counts and none of them are captured in the counts for Alta.
5. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. This creates a break in series for the N.W.T. in $1999 / 2000$. As a result, the overall percentage change is calculated for the period 1999/2000 to 2004/2005 for the N.W.T. and Nvt.
Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.
Source: Table C.2.2.

## Student-educator ratio

Between 1997/1998 and 2004/2005, the student-educator ratio in public elementarysecondary schools fell from 16.6 to 15.9 at the Canada level, meaning there were fewer students per educator (Table C.2.3). The general decline in the ratio is seen across jurisdictions over this period.

In 2004/2005, the number of students per educator ranged between lows of 13.6 in Newfoundland and Labrador and 11.5 in Yukon to a high of 17.5 in British Columbia (Chart C.2.3 and Table C.2.3). The ratio was at or above the 15.9 figure for Canada in about half of the remaining jurisdictions.

The student-educator ratio should not be taken as a measure of classroom size because the definition of "educator" captures more than just classroom teachers. In addition, average classroom size depends not only on the number of teachers and students, but also on the hours of instructional time per week, the per-teacher hours worked, and the division of time between classroom instruction and other activities.

## Chart C.2.3

Student-educator ratio in public elementary and secondary schools, Canada and jurisdictions, 2004/2005


Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.
Source: Table C.2.3.

## Composition of the full-time educator workforce

For 2004/2005, the number of full-time educators (i.e., a headcount) in public elementary-secondary schools is available for some, but not all, Canadian jurisdictions. An estimate at the Canada level is not available because of differences in reporting that result in a lack of comparable data from Prince Edward Island, Nova Scotia, Manitoba, Yukon, Northwest Territories, and Nunavut. The first four jurisdictions report data as a headcount of all teachers, without distinguishing between full- and part-time educators; the last two report on full-time equivalent educators.

Among the provinces with comparable headcounts for 2004/2005, Quebec and Ontario had the largest numbers of full-time educators in 2004/2005 (Table C.2.4), as expected given the large populations in these provinces. In both provinces, the number of female educators far exceeded the number of male educators in all age groups-a situation also seen in the other provinces (Newfoundland and Labrador, New Brunswick, Saskatchewan, Alberta and British Columbia).

Regardless of jurisdiction, most full-time educators, whether male or female, were in the 30 -to- 59 age range in 2004/2005 (Table C.2.4). British Columbia had the lowest proportion of younger educators, with $6 \%$ under 30 years of age. Newfoundland and Labrador had the highest proportion of educators in the 40-to49 age group (40\%). The proportions of full-time educators in the oldest age group were very low, with few working after the age of 60 .

Among those jurisdictions for which data are available, a comparison of the age distribution of full-time educators versus that of the full-time labour force indicates that, in general, much larger proportions of educators are approaching retirement (Chart C.2.4 and Table C.2.5). This is especially noticeable in British Columbia, where $42 \%$ of educators were aged 50 or older in 2004/2005, contrasting with $26 \%$ of individuals in the total employed labour force. Newfoundland and Labrador and Saskatchewan, on the other hand, had higher proportions of 50-plus workers in the overall employed labour force.

Chart C.2.4
Age distribution of full-time educators in public elementary-secondary schools ${ }^{1}$ versus the full-time employed labour force, ${ }^{2}$ selected provinces, 2004/2005


1. According to the age distributions on September 30th (or as close as possible thereafter) in the school year of full-time educators in public elementarysecondary schools based on data from the Elementary-Secondary Education Statistics Project. Unknown ages excluded.
2. Based on a monthly average from September to August, Labour Force Survey.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.
Source: Table C.2.5.

## Part-time status of educators by sex

As with the headcounts for full-time educators, the figures for those working parttime are not available at the Canada level. Between 1997/1998 and 2004/2005, the overall proportion of part-time educators remained stable in New Brunswick, and declined in Newfoundland and Labrador and Ontario (Table C.2.6). In Quebec, Saskatchewan, Alberta and British Columbia, the proportions of part-time educators increased over the period.

In 2004/2005, there were far more female educators working part-time in almost all jurisdictions for which comparable data are available (Table C.2.6). Quebec was the exception: similar numbers of men and women worked part-time as educators, mirroring the situation in 1999/2000 (the last year for which these data were available). Otherwise, in Newfoundland and Labrador, New Brunswick, Ontario, Saskatchewan, Alberta, and British Columbia, the number of part-time female educators was at least double or triple that for males.

The proportion of men in the educator workforce, whether full- or part-time, continues to decline. A comparison of 1997/1998 and 2004/2005 data for seven jurisdictions generally shows declines in the proportions of male educators (Chart C.2.5 and Table C.2.7). One notable exception was in Alberta, where the proportion of part-time educators who were male rose by 10 percentage points over this period.

## Chart C.2.5

Males as a percentage of educators in public elementary-secondary schools, selected provinces, 1997/1998 and 2004/2005

1. Full-time
2. Part-time

1997/19982004/2005


Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.
Source: Table C.2.7.

## Secondary school graduation

## Context

This indicator presents information on recent trends in high school graduation rates. Overall rates, along with comparisons of graduation rates at typical and after-typical ages of graduation, are presented.

High school graduation is more than a prerequisite for postsecondary education-it is a valuable credential in its own right. People who do not graduate from high school have relatively lower labour force participation rates and higher
 unemployment rates over their lifetime.

Graduation rates can be influenced by a number of factors. For example, a strong labour market with plentiful job opportunities may attract youth who have passed the age for compulsory school attendance but have not yet graduated from high school. In a weak labour market, however, youth who anticipate challenges in finding jobs may be more inclined to complete secondary school. Graduation rates also vary depending on the requirements for graduation. Entrance requirements for postsecondary education may be linked to completion of specific courses rather than to high school graduation itself.

High school graduation rates have historically been used as a basic indicator of educational outcomes. Trends in these rates are seen as an indicator of access to education and, more indirectly, as a measure of achievement. Comparisons across jurisdictions may indicate the relative effectiveness of systems in attaining what is universally acknowledged as an important educational milestone. Both in-migration and out-migration may also affect graduation rates. As well, given that some jurisdictions use a different methodology than PCEIP, the provincial secondary school graduation rate figures presented in this report may differ somewhat from those reported by the jurisdictions themselves.

This section is based on administrative data collected for the Secondary School Graduates Survey. Administrative data represents information acquired from the records of schools, school boards, or ministries or departments of education. Graduation rates can also be calculated using data from surveys of individuals such as the Youth in Transition Survey (YITS). Generally, these two sources yield somewhat different estimates of graduation rates because of differences in methodology and coverage (see 2007 PCEIP Handbook). Both sources, however, show increases in the graduation rates over the past decade or so.

## Findings

## Secondary school graduation rates

In 2002/2003, overall graduation rates were highest in Prince Edward Island, Nova Scotia and New Brunswick (Chart C.3.1 and Table C.3.1). The lowest were in the three territories. Among provinces, the lowest overall graduation rate occurred in Alberta where it was $67 \%$.

## Chart C.3.1

High school graduation rates, by sex, Canada and jurisdictions, 1997/1998 and 2002/20031,2


1. The rate for Can. excludes Que. and Ont.
2. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. This creates a break in series for the N.W.T. in 1999/2000.

Source: Table C.3.1.

British Columbia's overall graduation rate increased 6 percentage points between 1997/1998 and 2002/2003, raising it above the Canada-level average for 2002/2003 ${ }^{1}$ while increases in Alberta and the Northwest Territories brought them closer to the average for Canada (Table C.3.1). Decreases in the overall graduation rate occurred in Newfoundland and Labrador, Prince Edward Island, and Quebec; however, the rates in these provinces remained above the Canada-level figure. Manitoba also saw a 5 percentage-point drop in the overall graduation rate, bringing its rate to $71 \%$, below the average for Canada. Manitoba instituted the Adult Learning Centres Act in 2002, which modified reporting requirements for graduates. This may have the effect of apparently lowering the graduation rate reported here, since Adult Learning Centres are now reported separately.

In Canada as a whole, in 2002/2003, graduation rates were higher for females (78\%) than for males (70\%), as in 1997/1998. This gender gap was apparent in every jurisdiction, and at both time periods.

Overall graduation rates can be broken down into two components: the typicalage graduation rate, based on those graduating at the typical age of graduation or younger; and the after-typical-age graduation rate, based on those graduating after the typical age of graduation. ${ }^{2}$ Graduation at the typical age or younger generally equates with starting school at the prescribed time and completing and graduating without interruptions or repetition of grades or of significant numbers of courses. This decomposition shows the contribution to the overall rate of those graduating "on-time" versus those graduating at a later age.

Between 1997/1998 and 2002/2003, Canada's typical-age graduation rate rose from $62 \%$ to $67 \%$ (Table C.3.1). Over the same period, the after-typical-age rate decreased from $10 \%$ to $7 \%$. This may be linked to the increasingly less common practice of repeating grades. Most jurisdictions saw an increase in the typical-age graduation rate, ranging from a 2-percentage-point rise in New Brunswick up to 12 percentage points in the Northwest Territories.

The after-typical-age graduation rate remained an appreciable component of the overall graduation rate in some jurisdictions, and points to the importance of efforts that encourage young people to stay in school. In New Brunswick, in 2002/2003, the after-typical age graduation rate was much higher for males (13\%) than for females (7\%), while in Quebec, the rate was $25 \%$ for males and $23 \%$ for females (Table C.3.1).

## Endnotes

1. Data on high school graduation rates for 2002/2003 are available for all provinces and territories except Ontario. Graduates in Ontario generally represent about $37 \%$ of all graduates in Canada. Because of the elimination of Grade 13 (OAC) in Ontario, two cohorts graduated in 2002/2003. These cohorts are not reflected in the pan-Canadian average.
2. It should be noted that the administrative data pertain to graduations from the regular school system only, and not the "second chance" programs. Hence, these rates are only a measure of after-typical-age graduations in the regular school system and reveal nothing about the level or trend in after-age-graduations in the "second chance" system.

## Student achievement

## Confext

This indicator reports on the achievement of students in four key areas-reading, writing, mathematics and science-and looks at changes in these achievement results over time. ${ }^{1}$ Looking at the relative performance of different groups of students on the same or similar assessments at different time periods shows whether the level of achievement is changing. Obviously, scores on an assessment alone cannot be used to evaluate a school system, because many factors combine to produce the average scores that are reported here, but they are one of the indicators of overall performance.

The ability to read, understand, and use information is important for learning in school and throughout life. Reading literacy has an impact on an individual's ability to participate in society and to understand important public issues. Literacy is also the foundation of the skills needed for Canada to compete effectively in a global marketplace.

In recent years, there has been a growing realization that the ability to use and apply key mathematics and science concepts is now necessary across a wide range of occupations and by citizens in their daily lives. As a result, jurisdictions have revised and strengthened their mathematics and science curricula to help ensure that all students are equipped with these important skills.

## Findings

## Programme for International Student Assessment 2000 and 2003

In general, Canadian students performed very well in OECD's Programme for International Student Assessment (PISA) 2003. The major focus of this assessment was mathematics, with reading and science as minor domains and problem solving as a minor, one-time domain. The mathematics part of the assessment examined both overall mathematical literacy and literacy in four mathematics sub-domains (space and shape, change and relationships, quantity, and uncertainty). No sub-domains were measured for reading or science in 2003. (PISA 2000 had reading as its major domain and PISA 2006 focused on science.)

The first part of this section summarizes the performance of students at the Canada and provincial levels on the major PISA domains of mathematics (2003) and reading (2000). The second part compares the assessment results in reading, science, and the mathematics sub-domains of space and shape, and change and relationships in 2003 with those in 2000.

In terms of mathematics literacy, Canada's performance was strong, with only China-Hong Kong and Finland performing significantly better than Canada (Table C.4.1). Canada had similar results to Japan, and performed significantly better than the other G-7 countries.

Among the provinces, the average score for Alberta students was significantly higher than the Canadian results overall. Students in the Atlantic provinces and in Saskatchewan performed below the Canadian average, but at or above the OECD average.

In the PISA reading assessment undertaken in 2000, Canada's 15 -year-olds performed at a high level compared with their counterparts in other OECD countries; only one country, Finland, scored higher than Canada (Table C.4.2). Other countries whose average scores were not statistically different from Canada are New Zealand, Australia, Ireland, and Japan. Alberta's score for the combined reading literacy scale was higher than the Canadian average and, along with Finland, ranked at the very top. Average scores for Quebec, Ontario, Manitoba, Saskatchwan, and British Columbia were not statistically different from the Canadian average on the combined scale. Newfoundland and Labrador, Prince Edward Island, and Nova Scotia scored below the Canadian average on the combined scale, but they all ranked above the OECD average. New Brunswick's average score was about the same as the OECD average.

Comparable data are available through PISA for 2000 and 2003 for reading, science, and the mathematics sub-domains of space and shape, and change and relationships (Tables C.4.3, C.4.4 and C.4.5). Canada's average performance was not significantly different statistically between 2000 and 2003 for reading or the mathematics sub-domain of space and shape, but increased for the sub-domain of change and relationships.

No provinces showed statistically significant differences in the sub-domain of space and shape, but the average increased in the sub-domain of change and relationships for Newfoundland and Labrador, New Brunswick, Ontario, Alberta, and British Columbia. In both Prince Edward Island and Saskatchewan average reading scores dropped slightly between the two assessments. In science the Canadian average decreased slightly, reflecting lower scores in Prince Edward Island, Quebec, and Saskatchewan.

## School Achievement Indicators Program

On a pan-Canadian basis, student achievement has been reported through the School Achievement Indicators Program (SAIP) ${ }^{2}$. It measured the achievements of samples of 13- and 16-year-old students across Canada in the key subject areas of mathematics, reading, writing, and science. Three cycles of SAIP have been conducted. The first assessment, in mathematics content and problem solving, was administered in 1993. This was followed by an assessment of reading and writing in 1994, and of science in 1996. A second cycle of assessment began in 1997 and was completed in 1999. The third cycle lasted from 2001 to 2004.

The SAIP assessment was designed to determine student achievement in relation to Canada-wide expectations. Performance has been reported on the basis of five levels, with five being the highest level of achievement. Most 13-year-old students were expected to achieve at least level 2 , while most 16 -year-olds were expected to achieve level 3 or better. Because SAIP assessments in all subject areas were generally designed to retain sufficient elements from one administration to the next, they allowed for comparisons of student achievement over time within each subject area.

In SAIP, students write the assessments in either English or French. However it is important to note that in the territories, the first language of many students is an Aboriginal language. Furthermore, instruction in Aboriginal languages is also growing. The results for students in the territories should be interpreted accordingly. For SAIP mathematics and science assessments, students in Manitoba's French immersion program participated in French and are included with Manitoba (French) results.

Science results for Canadian 13- and 16-year-olds showed some downward movement between 1999 and 2004, as measured by the SAIP written science assessments. These assessments test students' knowledge of science concepts and their application in society, as well as their understanding of the nature of science. Between 1999 and 2004, the percentage of 13-year-olds performing at level 2 or above in written science declined slightly from $73 \%$ to $71 \%$ (Table C.4.6). Among 16 -yearold students, the drop was more marked as $76 \%$ of this age group achieved level 3 or higher in 1999, compared with $64 \%$ in 2004 (Table C.4.7). This reflected a drop in the performance of 16 -year-olds in all jurisdictions. Alberta was the only jurisdiction that was consistently above the pan-Canadian average in written science for both age groups in all cycles of this assessment (Tables C.4.a and C.4.b).

Table C.4.a
Performance of jurisdictions relative to Canada in SAIP assessments, showing percentage of 13-year-olds at level 2 or above

| Jurisdictions performing significantly higher than the Canadian average | Jurisdictions performing about the same as the Canadian average | Jurisdictions performing significantly lower than the Canadian average |
| :---: | :---: | :---: |
| Science (written) 1996 |  |  |
| Prince Edward Island Nova Scotia (French) Saskatchewan Alberta | Newfoundland and Labrador <br> Nova Scotia (English) <br> New Brunswick (English) <br> Quebec (English) <br> Quebec (French) <br> Manitoba (English) <br> British Columbia <br> Yukon | New Brunswick (French) <br> Ontario (English) <br> Ontario (French) <br> Manitoba (French) <br> Northwest Territories |
| Science (written) 1999 |  |  |
| Alberta | Prince Edward Island <br> Nova Scotia (English) <br> New Brunswick (English) <br> Quebec (English) <br> Quebec (French) <br> Ontario (English) <br> Manitoba (English) <br> Saskatchewan <br> British Columbia <br> Yukon | Newfoundland and Labrador <br> Nova Scotia (French) <br> New Brunswick (French) <br> Ontario (French) <br> Manitoba (French) <br> Northwest Territories <br> Nunavut |
| Science (written) 2004 |  |  |
| Alberta | Quebec (English) Quebec (French) Ontario (English) Manitoba (English) British Columbia | Newfoundland and Labrador <br> Prince Edward Island <br> Nova Scotia (English) <br> Nova Scotia (French) <br> New Brunswick (English) <br> New Brunswick (French) <br> Ontario (French) <br> Manitoba (French) <br> Saskatchewan <br> Yukon <br> Northwest Territories |

Table C.4.a
Performance of jurisdictions relative to Canada in SAIP assessments, showing percentage of 13-year-olds at level 2 or above (continued)

| Jurisdictions performing significantly higher than the Canadian average | Jurisdictions performing about the same as the Canadian average | Jurisdictions performing significantly lower than the Canadian average |
| :---: | :---: | :---: |
| Mathematics (content) 1997 |  |  |
| Nova Scotia (French) <br> Quebec (English) <br> Quebec (French) <br> Alberta | Newfoundland and Labrador <br> New Brunswick (French) <br> Manitoba (French) <br> British Columbia <br> Yukon | Prince Edward Island <br> Nova Scotia (English) <br> New Brunswick (English) <br> Ontario (English) <br> Ontario (French) <br> Manitoba (English) <br> Saskatchewan <br> Northwest Territories |
| Mathematics (content) 2001 |  |  |
| Quebec (French) Alberta | Quebec (English) Ontario (English) British Columbia | Newfoundland and Labrador <br> Prince Edward Island <br> Nova Scotia (English) <br> Nova Scotia (French) <br> New Brunswick (English) <br> New Brunswick (French) <br> Ontario (French) <br> Manitoba (English) <br> Manitoba (French) <br> Saskatchewan <br> Yukon <br> Northwest Territories <br> Nunavut |


|  | Mathematics (problem solving) 1997 |  |
| :--- | :--- | :--- |
| Quebec (English) | Prince Edward Island | Newfoundland and Labrador |
| Quebec (French) | New Brunswick (French) | Nova Scotia (English) |
| Alberta | Manitoba (French) | Nova Scotia (French) |
|  | Saskatchewan | New Brunswick (English) |
|  |  | Ontario (English) |
|  |  | Ontario (French) |
|  |  | Manitoba (English) |
|  |  | British Columbia |
|  |  | Yukon |
|  |  | Northwest Territories |
|  |  |  |
|  |  |  |
|  |  | Mathematics (problem solving) 2001 |
|  | Nova Scotia (French) | Newfoundland and Labrador |
|  | New Brunswick (French) | Nova Sdward Island |
|  | Quebec (English) | New Brunswick (English) |
|  | Quebec (French) | Manitoba (English) |
|  | Ontario (English) | Saskatchewan |
|  | Ontario (French) | British Columbia |
|  | Manitoba (French) | Northwest Territories |
|  | Yukon | Nunavut |
|  |  |  |
|  |  |  |
|  |  |  |

Table C.4.a
Performance of jurisdictions relative to Canada in SAIP assessments, showing percentage of 13-year-olds at level 2 or above (concluded)

| Jurisdictions performing <br> significantly higher than <br> the Canadian average | Jurisdictions performing <br> about the same as the <br> Canadian average | Jurisdictions performing <br> significantly lower than the <br> Canadian average |
| :--- | :--- | :--- |
| Writing 2002 |  |  |
|  | Quebec (English) | Newfoundland and Labrador |
|  | Quebec (French) | Prince Edward Island |
| Ontario (English) | Nova Scotia (English) |  |
| Manitoba (English) | Nova Scotia (French) |  |
| Alberta | New Brunswick (English) |  |
| British Columbia | New Brunswick (French) |  |
|  |  | Ontario (French) |
|  | Manitoba (French) |  |
|  | Saskatchewan |  |
|  |  | Yukon |
|  |  | Northwest Territories |

Notes: The terms "significantly higher" and "significantly lower" refer to statistically significant differences between the results of jurisdictions and the results at the Canada level. Results are statistically different with $95 \%$ confidence if the relevant confidence intervals do not overlap.
Results for only the written portion of the science assessment are shown in this table. The practical tasks component is not reported on because it was not administered in 2004 (though it was administered in 1996 and 1999).
While SAIP mathematics assessments were conducted in 1993, 1997, and 2001, only those conducted in 1997 and 2001 are comparable because of significant changes in scoring methods and assessment design since 1993.
For SAIP mathematics and science assessments, students in Manitoba's French immersion program participated in French and are included with Manitoba (French) results.
For the writing assessment, caution is advised when comparing achievement results based on assessment instruments prepared in different languages, despite the extensive efforts to ensure equivalence for the sake of equity and fairness for all students. Every language has unique features that are not readily equivalent and render comparisons between languages inherently difficult. On specific jurisdictional results, comparisons are made to the Canadian results by language. That is, English jurisdictions are compared to the Canadian English results, and the French ones to the Canadian French average.
The SAIP Writing III Assessment (2002) is the third in a series of writing assessments. Other writing assessments were administered in 1994 and 1998, but their results cannot be compared with those from 2002.

Nunavut did not participate in the 2004 science assessment or the 2002 writing assessment.
Sources: CMEC. 2005. School Achievement Indicators Program (SAIP). Science III 2004. CMEC.2003. School Achievement Indicators Program (SAIP). Writing III 2002. CMEC. 2002. School Achievement Indicators Program (SAIP). Mathematics III 2001.

Table C.4.b
Performance of jurisdictions relative to Canada in SAIP assessments, showing percentage of 16-year-olds at level 3 or above

| Jurisdictions performing <br> significantly higher than <br> the Canadian average | Jurisdictions performing <br> about the same as the <br> Canadian average | Jurisdictions performing <br> significantly lower than the <br> Canadian average |
| :--- | :--- | :--- |
| Science (written) 1996 |  |  |
| Nova Scotia (French) | Prince Edward Island | Newfoundland and Labrador |
| Quebec (French) | Nova Scotia (English) | New Brunswick (French) |
| Alberta | New Brunswick (English) | Ontario (English) |
|  | Quebec (English) | Ontario (French) |
|  | Manitoba (English) | Northwest Territories |
|  | Manitoba (French) |  |
|  | Saskatchewan |  |
|  | British Columbia |  |
|  | Yukon |  |
|  |  |  |


|  | Science (written) 1999 |  |
| :--- | :--- | :--- |
| Prince Edward Island | Newfoundland and Labrador | New Brunswick (French) |
| Quebec (French) | Nova Scotia (English) | Ontario (French) |
| Manitoba (English) | Nova Scotia (French) | Northwest Territories |
| Alberta | New Brunswick (English) | Nunavut |
|  | Quebec (English) |  |
|  | Ontario (English) |  |
|  | Manitoba (French) |  |
|  | Saskatchewan |  |
|  | British Columbia |  |
|  | Yukon |  |
|  |  |  |


| Science (written) 2004 |  |  |
| :---: | :---: | :---: |
| Alberta | Newfoundland and Labrador <br> Quebec (French) <br> Ontario (English) <br> British Columbia <br> Yukon | Prince Edward Island Nova Scotia (English) Nova Scotia (French) New Brunswick (English) New Brunswick (French) Quebec (English) Ontario (French) Manitoba (English) Manitoba (French) Saskatchewan Northwest Territories |
| Mathematics (content) 1997 |  |  |
| Nova Scotia (French) Quebec (English) Quebec (French) | Nova Scotia (English) <br> New Brunswick (French) <br> Manitoba (French) <br> Alberta <br> Yukon | Newfoundland and Labrador <br> Prince Edward Island <br> New Brunswick (English) <br> Ontario (English) <br> Ontario (French) <br> Manitoba (English) <br> Saskatchewan <br> British Columbia <br> Northwest Territories |
| Mathematics (content) 2001 |  |  |
| Manitoba (French) Alberta | Nova Scotia (French) <br> New Brunswick (French) <br> Ontario (English) <br> Manitoba (English) <br> British Columbia <br> Yukon | Newfoundland and Labrador <br> Prince Edward Island <br> Nova Scotia (English) <br> New Brunswick (English) <br> Ontario (French) <br> Saskatchewan <br> Northwest Territories <br> Nunavut |

Table C.4.b
Performance of jurisdictions relative to Canada in SAIP assessments, showing percentage of 16-year-olds at level 3 or above (concluded)

| Jurisdictions performing significantly higher than the Canadian average | Jurisdictions performing about the same as the Canadian average | Jurisdictions performing significantly lower than the Canadian average |
| :---: | :---: | :---: |
| Mathematics (problem solving) 1997 |  |  |
| Nova Scotia (French) <br> Quebec (English) <br> Quebec (French) <br> Alberta | Nova Scotia (English) <br> New Brunswick (French) <br> Manitoba (English) <br> Manitoba (French) <br> Saskatchewan | Newfoundland and Labrador <br> Prince Edward Island <br> New Brunswick (English) <br> Ontario (English) <br> Ontario (French) <br> British Columbia <br> Yukon <br> Northwest Territories |
| Mathematics (problem solving) 2001 |  |  |
| New Brunswick (French) <br> Manitoba (French) <br> Alberta | Nova Scotia (French) <br> Ontario (English) <br> Manitoba (English) <br> Saskatchewan <br> British Columbia | Newfoundland and Labrador <br> Prince Edward Island <br> Nova Scotia (English) <br> New Brunswick (English) <br> Ontario (French) <br> Yukon <br> Northwest Territories <br> Nunavut |
| Writing 2002 |  |  |
| Quebec (English) | Newfoundland and Labrador <br> New Brunswick (English) <br> Quebec (French) <br> Ontario (English) <br> Manitoba (English) <br> Saskatchewan <br> Alberta <br> British Columbia | Prince Edward Island <br> Nova Scotia (English) <br> Nova Scotia (French) <br> New Brunswick (French) <br> Ontario (French) <br> Manitoba (French) <br> Yukon <br> Northwest Territories |

Notes: The terms "significantly higher" and "significantly lower" refer to statistically significant differences between the results of jurisdictions and the results at the Canada level. Results are statistically different with $95 \%$ confidence if the relevant confidence intervals do not overlap.
Results for only the written portion of the science assessment are shown in this table. The practical tasks component is not reported on because it was not administered in 2004 (though it was administered in 1996 and 1999).
While SAIP mathematics assessments were conducted in 1993, 1997, and 2001, only those conducted in 1997 and 2001 are comparable because of significant changes in scoring methods and assessment design since 1993.
For SAIP mathematics and science assessments, students in Manitoba's French immersion program participated in French and are included with Manitoba (French) results.
For the writing assessment, caution is advised when comparing achievement results based on assessment instruments prepared in different languages, despite the extensive efforts to ensure equivalence for the sake of equity and fairness for all students. Every language has unique features that are not readily equivalent and render comparisons between languages inherently difficult. On specific jurisdictional results, comparisons are made to the Canadian results by language. That is, English jurisdictions are compared to the Canadian English results, and the French ones to the Canadian French average.
The SAIP Writing III Assessment (2002) is the third in a series of writing assessments. Other writing assessments were administered in 1994 and 1998, but their results cannot be compared with those from 2002.

Quebec 16-year-olds did not participate in the 2001 mathematics assessment.
Nunavut did not participate in the 2004 science assessment or the 2002 writing assessment.
Sources: CMEC.2005. School Achievement Indicators Program (SAIP). Science III 2004. CMEC.2003. School Achievement Indicators Program (SAIP). Writing III 2002. CMEC.2002. School Achievement Indicators Program (SAIP). Mathematics III 2001.

In previous cycles of the written component of the SAIP science assessment, the performance of Canadian 13-year-olds remained stable between 1996 and 1999 at level 2 or above, whereas the achievement of 16-year-olds increased at level 3 or above (Tables C.4.6 and C.4.7).

The SAIP mathematics assessment had two domains: a content component and a problem solving component. The content component was designed to test for knowledge of mathematics concepts in the areas of numbers and operations, data management and statistics, algebra and functions, and measurement and geometry; whereas the second component allowed for the demonstration of mathematics problem solving skills. Although mathematics has been assessed since 1993 in SAIP, only those assessments conducted in 1997 and 2001 are comparable because of significant changes that were made in the scoring methods and assessment design after the 1993 assessment. It is important to keep in mind that Quebec 16-year-olds did not participate in the 2001 mathematics assessment.

The mathematics performance of 13-year-old students in Canada improved between 1997 and 2001. Over this period, the percentage of 13 -year-olds performing at level 2 or above in mathematics content increased by 5 percentage points from 59\% to $64 \%$, owing mainly to an improvement in the percentage of students from Ontario (English) achieving level 2 or above. This meant that the performance of 13-yearolds from Ontario (English) was similar to that of Canadian students overall, whereas it was below the Canadian average in 1997 (Table C.4.a). Quebec (French) and Alberta were the only jurisdictions in which 13-year-old students scored above the Canadian average in both the 1997 and 2001 mathematics content assessments.

The improvement of Canadian 13-year-olds was more marked in problem solving as the percentage of this age-group achieving level 2 or higher increased by 16 percentage points, from $52 \%$ to $68 \%$ (Table C.4.6). The results for 13 -year-old students in mathematics problem solving increased between 1997 and 2001 in most jurisdictions, and remained stable in the others. Despite generally positive trends between the 1997 and 2001 mathematics problem solving assessments, only Alberta performed above the pan-Canadian average in 2001 (as they did in 1997) with the rest of the jurisdictions split between those whose results were similar to the Canadian average and those performing below the Canadian average (Table C.4.a). The performance of 13-year-olds in Nova Scotia (French), Ontario (English and French), and Yukon was below the Canadian average in 1997, but was similar to the countrywide average in 2001.

In 2001, a lower percentage of 16 -year-olds in Canada achieved the target level than did 13-year-old students in both mathematics components. In 2001, about half of all 16-year-old students attained the expected level for their age-group in both the mathematics content and problem solving components. Compared with the 1997 assessment, these results represent a decline in performance in mathematics content (when $60 \%$ of this age-group achieved level 3 or higher) and an improvement in problem solving (when about $40 \%$ achieved level 3 or higher) (Table C.4.7).

The only jurisdictions whose 16 -year-olds outperformed the Canada average at level 3 or above in the 2001 mathematics content assessment were Manitoba (French) (63\%) and Alberta (61\%). Both of these jurisdictions had performed at the Canada level in 1997. Sixteen-year-old students in Ontario from the English school system, as well as those in Manitoba (English) and British Columbia performed about the same as the Canadian average in 2001, whereas they had performed below the Canada average in the previous cycle of the mathematics content assessment.

As was the case in the mathematics content assessment, 16-year-olds in New Brunswick (French) and Manitoba (French) performed above the Canadian average in problem solving, as did those in Alberta. Alberta students also scored above the pan-Canadian average in 1997, whereas those from New Brunswick (French) and Manitoba (French) performed about the same as the Canadian average. The performance of 16-year-olds in Ontario (English), and British Columbia was below the Canadian average in 1997, but about the same as other Canadian students in 2001.

Only results for the latest SAIP writing assessment (i.e., SAIP Writing III Assessment 2002) are presented in this report because it is not appropriate to compare its results with those of previous writing assessments conducted in 1994 and 1998. The changes that were made to the administration procedures, the tasks, and the scoring criteria for Writing III in 2002 render historical comparisons impossible.

The Writing III assessment indicates that in 2002 most 13-year-old students in Canada were writing at or above the expected levels. Across Canada, $84 \%$ of 13-year-olds reached level 2 or above. A lower percentage of 16 -year-olds, $61 \%$, achieved the expected level or higher (Tables C.4.6 and C.4.7).

## Endnotes

1. In this section, comparisons between populations are made with respect to confidence intervals. Differences are said to be statistically significant if the confidence intervals do not overlap (see 2007 PCEIP Handbook for more details on confidence intervals). Only differences that are statistically significant are discussed in this section.
2. The SAIP Science assessment of 2004 was the last SAIP test administered. Starting in 2007, the new Pan-Canadian Assessment Program (PCAP) is being introduced.

## Information and communications technologies (ICT)

## Context

This indicator presents data on computer use among students-at school and at home. Availability of computers and the Internet, frequency of use, and computers as learning aids are explored.

Information and communications technologies (ICT) are both pervasive symbols of modern society and essential business tools. With the increasingly widespread use of computers, equipping students with computer skills has become an important goal of school systems across the country.

Education authorities across Canada have recognized the importance of integrating ICT into teaching and learning. Considerable effort has been devoted to acquiring hardware and software for elementary and secondary schools, providing Internet connections, taking advantage of new learning tools, and helping educators improve their own ICT-related skills.

Many now consider ICT use in schools to be an essential part of a student's education. Students who are comfortable with computers and information technology may find it easier to progress and succeed in school and then to make a smooth transition into the labour market.

Information on computer use and accessibility is available through the Program for International Student Assessment (PISA), which assesses the performance and achievements of 15 -year-old students. PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development. In Canada, PISA is administered through the following partnership: the Council of Ministers of Education, Canada; Human Resources and Skills Development Canada; and Statistics Canada.

## Findings

## Students per computer

In 2003, the average number of students per school computer in OECD countries was 15 (Chart C.5.1 and Table C.5.1). Ratios varied widely in this international comparison of 15 -year-old students. Canada's average of 6 students per every school computer is among the most favourable. The ratios for Australia (4:1), the United Kingdom (5:1) and Finland (7:1) reflect similar access to computers. And, in Japan, Sweden and the United States, the student-to-computer averages were all under 10.

A provincial comparison of 2003 data generally shows little variation in access to school computers. In 5 of the 10 provinces, the average number of students per computer was 5 (Chart C.5.1 and Table C.5.1). In the other half, ratios were between 4:1 (Manitoba) and 8:1 (Quebec).

## Chart C.5.1

Average number of students per school computer, ${ }^{1}$ Canada, other countries and provinces, 2003


1. Total number of students enrolled in the school divided by the total number of computers for the school in which 15 -year-olds are enrolled.

Source: Table C.5.1.

## Infernet access

The percentage of 15 -year-old students with Internet access via their home computers was generally fairly high throughout the OECD countries in 2003 (Table C.5.1). Across 10 of the 14 reporting countries, over 7 in 10 students had Internet access at home. In Canada, $89 \%$ had a home Internet connection, ranking second after Sweden (90\%).

In every province, a majority of 15 -year-old students had access to a home computer with an Internet connection. Newfoundland and Labrador (80\%) and New Brunswick (81\%) reflected connectivity similar to that of the United Kingdom (81\%) and the United States ( $82 \%$ ). Overall, provincially, at least 8 in 10, and as many as 9 in 10 , students had home Internet access.

## Access to computers, at home and school

Generally, access to computers-at home and at school-was high among 15-yearold students in the OECD countries. While $17 \%$ did not have a computer available at home, the percentage reporting no availability at school was much lower, at $9 \%$ (Chart C.5.2 and Table C.5.2). The availability of home computers was lower than the overall OECD average of $83 \%$ in Mexico (51\%) and the Russian Federation ( $37 \%$ ). However, much higher proportions of students in these two countries could use computers at school ( $83 \%$ and $76 \%$, respectively) in 2003.

In all Canadian provinces, at least 9 out of 1015 -year-old students had access to computers at home, and virtually all reported having a computer available at school.

## Chart C.5.2

Percentage of 15-year-old students who reported availability of computers at home and at school, Canada, other countries and provinces, 2003


Source: Table C.5.2.

## Frequency of computer use

In almost all of the OECD reporting countries, the 15 -year-olds who said they used computers at home and at school were far more likely to report frequent use at home. The overall OECD averages for frequent computer use at home versus school were $72 \%$ and $41 \%$, respectively (Chart C.5.3 and Table C.5.3). And, on average across OECD countries, relatively low proportions of students said they "never" used computers at home (15\%) or at school ( $15 \%$ ).

A provincial comparison of the frequency of student computer use mirrors the international results. Overall, about $90 \%$ of students in Canada reported frequent computer use at home in 2003, about double that claiming frequent use of school computers (4 in 10). In each province, the proportion of 15 -year-old computer users who said they "never" used computers at home, or at school, were low ( $10 \%$ or less) for the most part. In New Brunswick and Quebec, however, $15 \%$ and $17 \%$ of the student computer users, respectively, said they did not use computers at school.

## Chart C.5.3

Percentage of 15-year-old students who reported using computers at home and at school, ${ }^{1}$ Canada, other countries and provinces, 2003


1. Frequent: Computer used almost every day or a few times each week.

Infrequent: Computer used between once a week and once a month or less than once a month.
Never: Computer never used.
Source: Table C.5.3.

## Student use of computers to support education

While information technology is more available and more frequently used in schools and the home than it used to be, this does not guarantee that computers are used for educational purposes such as researching a topic on the Internet or writing a report. Across OECD countries, about half (51\%) of 15 -year-olds reported using computers quite often to help them learn school material (Chart C.5.4 and Table C.5.4), while $30 \%$ reported never using computers to support their learning.

Although $95 \%$ or more of Canadian 15 -year-old students had access to computers, either at home or at school, over one-quarter (28\%) said they "never" used computers for learning their school material. Many did take advantage of computers for this purpose, however, some every day or a few times a week (29\%) and some either weekly or once a month (24\%). Among the provinces, $35 \%$ of students in British Columbia reported frequent use of computers to support their learning and $21 \%$ reported that they never used computers for schoolwork (Chart C.5.4). In Quebec, the results were reversed: $15 \%$ reported frequent use of computers to support schoolwork, while $45 \%$ said they never did so.

## Chart C.5.4

Percentage of 15 -year-old students who reported using computers to help them learn school material, ${ }^{1}$ Canada, other countries and provinces, 2003


[^0]Source: Table C.5.4.

## Differences in male-female access and use of computers

Across OECD countries, there were no significant differences between males and females in terms of availability of computers. In most countries, however, more males than females frequently used computers at home and at school (Chart C.5.5 and Table C.5.5). The gender-gap was less pronounced among frequent users of school computers, however. Across OECD countries, $42 \%$ of males and $39 \%$ of females reported frequent use of computers at school. In Canada, the proportions were 47\% and $35 \%$, respectively.

## Chart C.5.5

Percentage of 15 -year-old students who reported frequent use of computers at school, ${ }^{1}$ by sex, Canada, other countries and provinces, 2003


1. Computer used almost every day or a few times each week to help learn school material.

Source: Table C.5.5.

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# Postsecondary education 

## Introduction

Postsecondary education helps individuals become better educated citizens and contributes to one's social and economic well-being. Postsecondary education has a direct impact on people's ability to compete in the labour market, on the types of jobs they obtain, and the remuneration they receive. Progress in the sciences and technology is linked to a strong research and development (R\&D) sector, drawing on the abilities of highly trained individuals. Formal education, either at the "typical" age of study, or later as an adult learner, has an important role to play in developing the human capital that is needed by individuals and jurisdictions to compete in the knowledge economy. This chapter consists of the following six sections, each focusing on a different aspect of the postsecondary education system in Canada.

Indicator D1 provides information on student enrolment in registered apprenticeship, college, and university programs, as well as reporting on differences by sex.

Postsecondary completions for registered apprenticeship and college programs, and university degrees are the topic of Indicator D2. Also covered are completions and graduation rates by sex, and, at the university level, by field of study.

Indicator D3 looks at university educators. In addition to showing how many educators there are in Canada and the jurisdictions, it also examines the male-female distribution and the age breakdown of educators as a group compared with the overall population.

Indicator D4 presents information on the amount of R\&D conducted in universities in Canada and its financing, along with selected international comparisons.

Indicator D5 examines patterns in the distribution of literacy skills among the Canadian population aged 16 and over.

Indicator D6 provides an international comparison of the educational attainment of Canadians. It also provides a portrait of the educational profile of the population with Aboriginal identity.

The data presented in this chapter pertain to the registered apprenticeship, college, and university levels. Previous editions of PCEIP rounded out the postsecondary picture by including data on the trade-vocational sector. At the time of writing this report, no data beyond those presented in the 2003 PCEIP Report ${ }^{1}$ were available for this level; hence they are not presented here.


# Enrolment in postsecondary education 

## Context

With rising secondary school graduation rates, many industrialized countries have come to view participation in postsecondary education as an important prerequisite for working and further learning. Postsecondary education also plays a role in the social welfare of a nation and affects numerous aspects of one's life. An educated and highly skilled workforce is widely viewed as a crucial element for the continued economic and social growth and development of Canada and the regions of the country.

In Canada, postsecondary programs are offered through colleges, institutes, university colleges, universities, and private institutions. Trends in enrolment provide information on the supply of skills and knowledge that future entrants to the labour force are likely to provide, as well as helping postsecondary institutions and policy makers assess the demand on the system. Data on the balance between male and female participation and how that has shifted over time help determine what steps, if any, may be needed to encourage higher levels of participation among both males and females.

## Findings

## Registered apprenticeship

The apprenticeship training system has played a major role over the past century in enabling business and industry in Canada to remain competitive. As skills shortages are anticipated in some trades ${ }^{2}$ and regions of the country, it is important to better understand enrolment and completion trends in apprenticeship programs in order to support actions aimed at ensuring an adequate supply of skilled workers in the trades (for completion trends, see Indicator D2). A series of key measures on apprenticeship enrolment is presented here.

In 2004, there were 267,800 registered apprentices in Canada, $64 \%$ more than in 1994 (Table D.1.1). All major trade groups contributed to this increase. In 2004, building construction; metal fabricating; electrical, electronics and related; and motor vehicle and heavy equipment trades were the largest fields, each accounting for over 45,000 registered apprentices. Together, these trade groups accounted for approximately three-quarters ( $76 \%$ ) of the increase in all registered apprentices over the past decade. Although the "other trades" group was the smallest apprenticeship field, it posted the
highest rate of growth over the decade, registering almost four times as many apprentices in 2004 as in 1994. In 2004, there were about 8,000 apprentices in this trade group. Part of this growth is related to the fact that this field has expanded over the years to include a variety of newly established registered apprenticeship programs; for example, set dresser, grip, and assistant cameraperson in the motion picture and theatre sector (Table D.1.2).

Over the decade, the total number of registered apprentices increased in all provinces except New Brunswick, where the number fell $13 \%$ to about 4,400 apprentices (Table D.1.1). Over half of all apprentices in 2004 were registered in Ontario (35\%) and Quebec (23\%), with another 20\% in Alberta, and 10\% in British Columbia. The proportion of registered apprentices in Ontario and Quebec is in line with their share of the population. ${ }^{3}$ In contrast, Alberta enrolled 20\% of all registered apprentices but accounted for only $10 \%$ of the population. Furthermore, Alberta's share of all registered apprentices in Canada increased by 3 percentage points, from $17 \%$ in 1994. The higher concentration of apprentices in Alberta relative to its population is coincident with good economic conditions and a booming mining, oil and gas extraction industry in that province. ${ }^{4}$ British Columbia accounted for $13 \%$ of the population of Canada in 2004, but for only $10 \%$ of all registered apprentices (Table D.1.1).

As was the case in Alberta, the number of registered apprentices in Newfoundland and Labrador and Manitoba grew at a faster rate than the Canada average over the decade, and as a result they enrolled a higher share of all registered apprentices in 2004 than in 1994.

Between 1994 and 2004, the proportion of female registered apprentices in all trades increased from $6 \%$ to $9 \%$. The only fields in which women have a substantial representation are the food and service trades and the other trades field. In 2004, women accounted for $62 \%$ and $51 \%$, respectively, of all apprentices in these fields (Chart D.1.1 and Table D.1.2).

Chart D.1.1
Number of registered apprentices, by sex and major trade group, Canada, 2004


Source: Table D.1.2.

In 2004, half of the 267,800 registered apprentices in Canada were in their twenties, one-quarter were between the ages of 30 and 39 , and another $17 \%$ were 40 or older (Table D.1.3). Although apprentices under age 20 represented only $7 \%$ of all registered apprentices in 2004, the number of registered apprentices in this age group was four times higher than in 1994. The number of registered apprentices aged 40 or older also posted substantial rates of growth and their representation among all registered apprentices grew from $11 \%$ in 1994 to $17 \%$ in 2004.

## College enrolment

This section provides information on the number of full-time students enrolled in public colleges and institutes, as well as their gender profile in the 2003/2004 and 2004/2005 academic years. ${ }^{5}$ The source of enrolment information for these two years is a provisional survey of the ministries and departments of education in Canada, conducted by Statistics Canada, in which jurisdictions report summary information on enrolment in, and graduates of, public colleges and institutes. ${ }^{6}$ For jurisdictions where these data are not available in existing databases, data are either obtained directly from the colleges or are generated from data originally submitted to Statistics Canada for the Postsecondary Student Information System (PSIS). A longer time series of data on enrolment in public colleges and institutes is dependent on the possibility of producing historical revisions to the college data that have been traditionally collected by Statistics Canada from individual student records using PSIS and its precursors (see 2007 PCEIP Handbook for more information about these data sources).

In the 2004/2005 academic year, the total number of full-time students enrolled in public colleges and institutes in all jurisdictions was about 514,000, fairly stable from the previous academic year (Table D.1.4). Students registered in any program that is eligible for academic credit in a diploma or certificate program or in a university transfer program are included in the data. More specifically, these programs include career-technical, university transfer, university-college, pre-employment and preapprenticeship vocational programs, as well as the in-class portion of apprenticeship programs.

Women comprise less than half of all full-time students in public colleges and institutes in five jurisdictions. This differs from the situation in universities in all jurisdictions where women account for the majority of students, particularly at the undergraduate level. In 2004/2005, the percentage of women among all full-time students in public colleges and institutes ranged from $39 \%$ to $45 \%$ in Newfoundland and Labrador, Prince Edward Island, New Brunswick, Manitoba, and Alberta, but was $50 \%$ or more in all other jurisdictions (Table D.1.4). To some extent, the lower representation of women among full-time students in public colleges and institutes may be related to their traditionally lower representation in skilled trades. Examining the percentage of women by type of program would help to develop a better understanding of the makeup of the full-time student body in public colleges and institutes. The lower percentage of women in public colleges and institutes may also be related to the increasing enrolment of women in university.

## University enrolment

Between 1994/1995 and 2004/2005, undergraduate enrolment at Canadian universities increased $19 \%$, rising from 658,300 students to 785,700 , with most of this growth occurring since the latter part of the 1990s. Full-time students are the drivers behind this growth as their numbers have grown $28 \%$ since 1999 to a record 631,900 students in 2004/2005. In contrast, part-time enrolment at the undergraduate level decreased $11 \%$ to 155,300 students between 1994/1995 and 1999/2000, and since then has remained at this lower level (Table D.1.5).

Over the decade, all provinces registered an increase in the number of fulltime undergraduate students. Since 1999/2000, Ontario and Manitoba have posted growth rates in excess of $40 \%$ (representing an additional 86,700 students in Ontario and an additional 7,400 in Manitoba). In Ontario, part of this enrolment growth is explained by the double cohort, ${ }^{7}$ which led to large increases in enrolment in 2002/ 2003 and 2003/2004 (although other provinces also attracted students from Ontario). Comparatively speaking, Saskatchewan, Newfoundland and Labrador, and New Brunswick have posted the lowest rates of growth since 1999/2000: 6\%, 9\%, and $11 \%$, respectively (Table D.1.5).

Unlike the picture at the Canada level, part-time undergraduate enrolment in Alberta increased 50\% between 1994/1995 and 1999/2000, but these gains were wiped out by subsequent declines. Part-time enrolment in British Columbia increased along with full-time enrolment over the decade, but at a slower rate. Since 1999/ 2000, the number of part-time undergraduates has also risen in Prince Edward Island and Saskatchewan (Table D.1.5).

In 2004/2005, there were 148,700 graduate students in Canada. This represents an increase of $32 \%$ over the decade, a faster rate of growth than at the total undergraduate level. Most of this increase has occurred since the latter part of the 1990s. As is the case at the undergraduate level, the majority of graduate students ( $71 \%$ ) are studying on a full-time basis. However, unlike the decrease shown at the undergraduate level, the number of graduate students pursuing their studies on a part-time basis has increased $13 \%$ since 1994/1995 (Table D.1.5).

Total graduate enrolment experienced significant growth over the decade in all provinces except Manitoba and Saskatchewan, where it was more or less stable. Unlike the decline in part-time students at the undergraduate level, part-timers at the graduate level increased $13 \%$ between 1994 and 2004. Over this period, Newfoundland and Labrador, Nova Scotia, Alberta, and British Columbia had the highest rates of growth in part-time graduate enrolment. In these four provinces, the number of part-time graduate students grew throughout the decade, even during the mid-1990s when enrolment at this level had shown a mild decline at the Canada level (Table D.1.5).

Women have constituted the majority in full-time undergraduate studies for some time, and now their enrolment at the total graduate level is equal to that of men. Since 1994/1995, men's share of full-time undergraduate enrolment has decreased from $46 \%$ to $42 \%$ (Chart D.1.2 and Table D.1.6). Men's share of graduate enrolment dropped from $56 \%$ to $51 \%$ over the same period. Decreases in the percentage of male students at the full-time undergraduate and total graduate levels are found in all provinces. (For information on the distribution of male and female graduates by level and field of study, see Chart D.2.4, Tables D.2.6, D.2.7, and D.2.8, and related text.)

Chart D.1.2
Percentage of males among full-time undergraduate enrolment, Canada and provinces, 1994/1995 and 2004/2005


[^1]
## Endnotes

1. See Statistics Canada and Council of Ministers of Education, Canada. 2003. Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582XIE. Ottawa, available at www.statcan.ca or www.cmec.ca. The program of electronic updates to PCEIP will post updated tables for the trade-vocational level once new data become available; see www.statcan.ca or www.cmec.ca.
2. Prasil, Sandrine. 2005. "Registered Apprentices: The Class of 1992, a Decade Later." Culture, Tourism and the Centre for Education Statistics - Research Papers, Statistics Canada Catalogue number 81-595-MIE-Number 035.
3. The source of population data used in this section is Statistics Canada, CANSIM, table 051-0001. Accessed at www.statcan.ca on June 5, 2007.
4. Prasil, Sandrine. 2005. "Registered Apprentices: The Class of 1992, a Decade Later." Culture, Tourism and the Centre for Education Statistics - Research Papers, Statistics Canada Catalogue number 81-595-MIE-Number 035.
5. Part-time enrolment data is not reported on in this publication because discrepancies in the data reporting were still being resolved between Statistics Canada and the jurisdictions.
6. In this data collection, Statistics Canada asked the ministries and departments of education to report the aggregate numbers of students enrolled, broken out by available variables. This is in contrast to other enrolment and graduates surveys conducted by Statistics Canada in which they obtained this data based on individual student records that are maintained by public colleges and institutions.
7. Following a major change in policy, 2002/2003 was the last year for grade 13 in Ontario. One immediate consequence of this change was the "double cohort" of students entering the postsecondary system in 2003/2004. The double cohort comprised the last graduating class from the old system with the extra year and the first graduating class from the new system.

## Postsecondary completions and graduation rates

## Context

This indicator presents trends in completions for registered apprenticeship programs, college diploma and certificate programs, and university degrees, by sex. Graduation rates are also provided at the university level by sex and field of study.

Graduation from postsecondary education expands ones social, in addition to economic, potential. Trends in postsecondary completions and graduation rates offer insights into the response of Canadian education systems to changes in the demand for skills in the labour market. This indicator covers a spectrum of postsecondary programs, from theoretical and research-based graduate programs at the university level to practical, job-related apprenticeship training.

The balance between male and female graduates is one measure of equity, and information is presented here on the relative percentages of male and female graduates from registered apprenticeship, college, and university programs.

Previous editions of PCEIP rounded out the postsecondary picture by including data on the trade-vocational sector. At the time of writing this report, no data beyond those presented in the 2003 PCEIP Report were available for this level; hence, they are not presented here.

## Findings

## Registered apprenticeship training

The apprenticeship branches of provincial and territorial governments reported 19,700 individuals completing registered apprenticeship programs in 2004, up $17 \%$ from 1994 (Table D.2.1). The number of completers increased in all major trade groups, with the "other trades" group, metal fabricating, and industrial and related mechanical trades showing the highest growth rates over the decade ( $42 \%, 34 \%$, and $22 \%$, respectively) (Table D.2.2). The "other trades" group is small in terms of the absolute number of completers ( 355 in 2004) but it showed one of the fastest growth rates over the decade. In part, this is owing to its expansion over the years to include a variety of the newly established registered apprenticeship programs. Examples of some of the trades included in this category are child and youth worker and early childhood educator, as well as set dresser and assistant cameraperson.

The two largest trade groups in 2004 were the metal fabricating trades and motor vehicle and heavy equipment trades, each accounting for $24 \%$ and $21 \%$ of that year's completers, respectively (Chart D 2.1 and Table D.2.2). The metal fabricating trades contributed $42 \%$ of the total increase in apprenticeship completers between 1994 and 2004, followed by electrical, electronics, and related, which accounted for $18 \%$ of the overall increase in completers.

Between 1994 and 2004, the number of individuals completing registered apprenticeship programs increased in all jurisdictions, with the exception of Newfoundland and Labrador (down 19\% or 45 completers), New Brunswick (down $13 \%$ or 80 completers), and British Columbia (down $34 \%$ or 980 completers) (Table D.2.1).

The food and services and "other trades" groups were the only trades where the majority of completers were women, $76 \%$ and $54 \%$ of completers respectively in 2004. All other trades are still overwhelmingly male dominated; furthermore, the percentage of women completers in these trades was fairly similar in 2004 to what it was a decade earlier. Overall, the proportion of women among registered apprenticeship graduates rose from $9 \%$ to $11 \%$ between 1994 and 2004 (Table D.2.2).

Chart D.2.1
Registered apprenticeship completions, by trade group, Canada, 1994 and 2004


Notes: Trades ranked according to number of completions in 2004.
Source: Table D.2.2.

## College graduations

This section provides information on the number of students who graduated from public colleges and institutes in 2003/2004 and 2004/2005, by the type of credential granted and sex. The source of these data is a provisional survey of the ministries and departments of education in Canada, conducted by Statistics Canada, in which jurisdictions report summary information on graduates of public colleges and institutes. ${ }^{1}$ For the jurisdictions where these data are not available in existing databases, data are either obtained directly from the colleges or are generated from data originally submitted to Statistics Canada for the Postsecondary Student Information System
(PSIS). A longer time series of data on graduates from public colleges and institutes is dependent on the possibility of producing historical revisions to the college data that have been traditionally collected by Statistics Canada from individual student records using PSIS and its precursors (see 2007 PCEIP Handbook for more information about these data sources).

In 2004/2005, there were 173,000 graduates from public colleges and institutes in Canada, about 2\% more than the previous year (Table D.2.5). Graduates are those who graduated or completed the requirements for certificates, diplomas or degrees in the reference year. ${ }^{2}$

In 2004/2005, degree programs in public colleges and institutes were mainly offered in Alberta and British Columbia, where graduates from these programs comprised $5 \%$ and $12 \%$ of all graduates, respectively (Table D.2.5). These degreesmost being bachelor's degrees in applied programs-are offered by colleges and university colleges.

In 2004/2005, women accounted for at least half of all graduates from public colleges and institutes in all jurisdictions, with the exception of Prince Edward Island ( $41 \%$ of the graduate body) and New Brunswick (43\%).

## Universiły degrees

In 1976, the graduation rate from bachelor's and first professional degree programs for Canada as a whole was $18 \%$. Graduation rates rose steeply in the 1980s, reaching $28 \%$ by 1991 . The rate climbed to a peak of $33 \%$ in 1996 , after which it slipped to about $31 \%$ for the rest of the decade and into the early part of the 2000s. In 2004, the graduation rate from bachelor's and first professional degree programs had regained the previous high of $33 \%$ (Chart D.2.2 and Table D.2.3).

Chart D.2.2
University graduation rates, by level of degree, Canada, 1976 to 2004


Note: Graduation rates were calculated by dividing the number of graduates by the population at the typical age of graduation (age 22 for bachelor's and first professional degrees, age 24 for master's degrees, and age 27 for earned doctorates). Rates include foreign students.

[^2]Graduation rates are calculated by dividing the total number of graduates by the population at the "typical" age of graduation, using the population age 22 for bachelor's and first professional degrees, age 24 for master's degrees, and age 27 for doctorates. (This measure should not be confused with a graduation rate that shows graduates as a proportion of enrolment.) The graduation rate of $33 \%$ in 2004 means that the number of bachelor's and first professional graduates that year represented $33 \%$ of the population aged 22. Obviously, not all students graduate at the "typical" age and only a portion of the population aged 22 is attending university, but this measure provides an indication of involvement in education. (For more information, see 2007 PCEIP Handbook.)

Based on the province of study, Nova Scotia posted the highest bachelor's graduation rate in 2004, at 54\%, followed by New Brunswick (39\%) and Ontario (38\%).The lowest rates were in British Columbia (24\%), Alberta (29\%), Saskatchewan (30\%), and Prince Edward Island (31\%) (Chart D.2.3 and Table D.2.4). Graduation rates based on province of study will tend to be higher for provinces with a relatively large number of universities and out-of-province students. ${ }^{3}$

Note that jurisdictional differences related to average age, institutional transfer arrangements, and the types of institution can have a material effect on graduation rates, and care should be exercised in making comparisons. Socio-economic circumstances may also affect graduation rates. In a strong economy, as in Alberta at the moment, high school graduates may choose to defer enrolment in a postsecondary institution in order to take advantage of employment opportunities, while young people from out of the jurisdiction may move there for work, raising the size of the population used to calculate the graduation rate. Finally, jurisdictions with increasing part-time enrolments will have a greater number of students who graduate at a later age than the "typical age" used in calculating the graduation rate here.

From 1976 to 1989, the overall graduation rate at the master's level held steady at $3 \%$. The rate rose rapidly over the next few years and was $5 \%$ from 1992 to 1997. Since then it has increased to $7 \%$ in 2004 (Chart D.2.2 and Table D.2.4).

In 2004, master's graduation rates in the provinces ranged from $2 \%$ in Prince Edward Island to 14\% in Nova Scotia. The rates were higher in 2004 than in 1991 in all provinces, with the exception of Manitoba, where the rate was the same in 2004 as it was in 1991 (3\%). Over this period, rates more than doubled in Newfoundland and Labrador (from $2 \%$ to 7\%), Nova Scotia (from 6\% to 14\%), and Alberta (from 3\% to $6 \%$ ).

The overall graduation rate for doctoral students stayed almost the same, at $0.4 \%$ to $0.5 \%$, from 1976 to 1990 , then doubled to $1 \%$ by 2004, when about 4,200 doctorates were awarded. Between 1991 and 2004, the graduation rate for doctorates increased in all provinces offering this degree, with the rate at least doubling in Newfoundland and Labrador (rising from $0.3 \%$ to $0.6 \%$ ), New Brunswick (rising from $0.1 \%$ to $0.4 \%$ ), and Quebec (rising from $0.6 \%$ to $1.2 \%$ ). Prior to 1999, Prince Edward Island did not offer earned doctorates (Table D.2.4).

As noted in Indicator D1, between 1994 and 2004, women were the drivers behind enrolment growth in Canadian universities (see Table D.1.5). This trend is reflected in the graduation statistics. In 2004, there were about 31,000 more graduates from Canadian universities than in 1994, with women accounting for three-quarters of this increase. In 2004, women accounted for $60 \%$ of graduates compared with $57 \%$ 10 years earlier. In all provinces, the majority of 2004 graduates were women; in Prince Edward Island, $67 \%$ were women (Table D.2.8).

## Chart D.2.3

University graduation rates, by level of degree and province of study, Canada and provinces, 2004


Notes: Provinces are ranked according to bachelor's and first professional degrees graduation rates.
Graduation rates were calculated by dividing the number of graduates by the population at the typical age of graduation (age 22 for bachelor's and first professional degrees, age 24 for master's degrees, and age 27 for earned doctorates). Rates presented in this table include foreign students. The data for British Columbia do not include bachelor's degrees granted by university colleges.
Source: Table D.2.4.

Chart D.2.4
University graduation rates, by level of degree and sex, Canada, 1994 and 2004


Note: Graduation rates were calculated by dividing the number of graduates by the population at the typical age of graduation (age 22 for bachelor's and first professional degrees, age 24 for master's degrees, and age 27 for earned doctorates). Rates presented in this table include foreign students.
Source: Table D.2.6.

## Field of study

By 2004, business, management, and public administration had surpassed social and behavioural sciences and law as the field of study with the most graduates in Canada. It accounted for $21 \%$ of all university graduates that year. Social and behavioural sciences and law was the second-largest field of study (accounting for 20\% of all graduates), followed by education (accounting for 12\%) (Table D.2.8). The physical, natural and applied sciences accounted for $23 \%$ of graduates in $2004 .{ }^{4}$ Social and behavioural sciences and law, and business, management and public administration were the leading fields of study in almost every province.

Although the total number of men graduating from university programs increased between 1994 and 2004, the number of male graduates decreased in several fields of study (Tables D.2.7 and D.2.8). In contrast, the number of women increased in every field of study, except for the humanities and education, where their numbers in 2004 were similar to those in 1994. In the physical, natural, and applied sciences, generally a male-dominated area, women posted a higher growth rate than men (49\% as compared with $25 \%$ ), and this was the case in each of the specific disciplines making up this field of study with the exception of mathematics, computer and information sciences. In 2004 women accounted for only $30 \%$ of graduates in mathematics, computer and information sciences (down from 33\% a decade earlier). In 2004, women had the lowest representation among graduates in architecture, engineering, and related technologies, where they accounted for $25 \%$ of the graduating class that year.

## Endnotes

1. In this data collection, Statistics Canada asks the ministries and departments of education to report the aggregate numbers of students enrolled, broken out by available variables. This is in contrast to other enrolment and graduates surveys conducted by Statistics Canada in which they obtain this data based on individual student records that are maintained by public colleges and institutions.
2. Excluded are completers of continuing education programs (unless they lead to a certificate, diploma or degree), part-time trade courses, basic training and skill development, university transfer programs, and provincial apprenticeship programs.
3. Typically, graduation rates are also reported by province of residence. However, many universities did not report that information for their graduates. As a result, comparisons across jurisdictions for graduation rates by province of residence are not available.
4. This broad agglomeration of fields of study consists of the physical and life sciences and technologies; mathematics, computer and information sciences; architecture, engineering, and related technologies; and agriculture, natural resources, and conservation.

## University educafors

## Confex

This indicator presents information on the number of university educators, providing breakdowns by age and sex.

The issue of ageing staff is a central concern facing the management of universities. The group of educators who are now preparing for retirement was hired in the 1970s, at a time of significant growth in the postsecondary system. As the youth population declined in the 1980s, slowing enrolment growth meant fewer educators were hired during this period. The large numbers of faculty hired during the 1970s enrolment boom are now retiring or are preparing to do so in the next 5 to 10 years. This has raised the issue of a potential risk of a faculty shortage in Canadian universities. However, other factors may also intervene to affect the need to hire faculty. Indicator A1 shows that the population of 15 - to 19 -year-olds is expected to decline over the next 5 years, while the population of 20 - to 24 -year-olds will begin to decline in 2016. While the bulk of the university-going population has traditionally come from these two age groups, these population decreases may not translate into declines in the number of university students, as participation rates also have a bearing on enrolment levels. The growing importance of a university education in a knowledgebased economy and increased accessibility to education may translate into a higher demand for a university education, among both the typical university-age population and other, non-traditional populations. Factors such as funding, the need to address quality issues (e.g., student-faculty interaction, class size), and the increasing demand for university-based research may also have a bearing on faculty hiring. ${ }^{1}$

Male educators have traditionally been in the majority in universities. This indicator examines the balance between males and females, both in terms of age groups and academic rank.

## Findings

## Number of university educators

The 18\% increase in total university enrolment between 1994/1995 and 2004/2005 (Table D.1.5) contrasts with the $6 \%$ rise in the overall number of full-time university educators over the same period (Table D.3.1). The number of full and associate professors employed in Canadian universities actually fell $6 \%$ and $5 \%$, respectively, over the decade. The rise in the overall number of full-time university educators is the result of a $41 \%$ jump in the "other ranks," which captures entry-level assistant professors, lecturers and instructors. By 2004/2005, these educators accounted for $32 \%$ of the total full-time teaching faculty, up from $24 \%$ in 1994/1995.

Newfoundland and Labrador and Manitoba were the only provinces that saw a decrease in the total number of full-time university educators. All other provinces experienced an increase, with Alberta showing the fastest rate of growth, a $21 \%$ increase in the number of full-time educators over the decade (from 3,100 to 3,700 educators). In Quebec, the number of educators was about the same in 2004/2005 as in 1994/1995 (Table D3.1).

## Age of university educators

Since 1999, the age profile of university educators in Canada has changed. In 2004/2005, 19\% of educators were 30 to 39 years of age, slightly higher than in 1999/2000 (16\%). While the proportion of faculty who were 50 to 59 years of age dropped from $39 \%$ in 1999/2000 to $33 \%$ in 2004/2005, the proportion aged 60 and over increased from $12 \%$ to $16 \%$ over this same period. The proportion of university faculty who were 40 to 49 was about the same in 2003/2004 as in 1999/2000. ${ }^{2}$ In Canada, the median age of full-time university educators in 2004/2005 was 49.

Full-time university educators are older than the overall labour force (Chart D.3.1).

## Chart D.3.1

Age distribution of full-time university educators compared with that of the labour force, Canada, 2004/2005


Note: Age distributions of educators and labour force are calculated as a percentage of the educator and labour force populations aged 30 and over.
Source: Table D.3.3.

In all provinces, faculty aged 50 or more accounted for about one-third or more of all faculty. Manitoba had a higher percentage of faculty aged 60 and over than any other province (Table D.3.2).

## Gender distribution

Women accounted for $32 \%$ of all full-time university educators by 2004/2005, up from 23\% a decade earlier (Chart D.3.2 and Table D.3.1).

Chart D.3.2
Female educators as a percentage of full-time university educators, Canada and provinces, 1994/1995 and 2004/2005


Note: Provinces ranked by percentage in 2004/2005.
Source: Table D.3.1.

There were fewer women at higher ranks, with women accounting for $19 \%$ of full professors, $35 \%$ of associate professors, and $44 \%$ of other ranks. Nevertheless, the percentage of women among full professors almost doubled in the 10-year period. In 2004/2005, the percentage of women among full professors ranged from $15 \%$ in Newfoundland and Labrador to $24 \%$ in Prince Edward Island. In all provinces, the proportion of female faculty increased, with the largest increases occurring in Prince Edward Island (24 percentage points) and Saskatchewan (12 percentage points).

## Salary of full-time university educators

Between 1994/1995 and 2004/2005, average salaries of university faculty increased $4 \%$ to about $\$ 87,000$ (measured in constant 2001 dollars) (Table D.3.4). Differences across provinces reflect, in part, variation in the distribution of faculty across fields of study, as well as in the proportion of teaching staff with administrative duties. Average salaries are higher for provinces that have higher proportions of faculty in programs like medicine and dentistry and that rely to a greater extent on teaching faculty with administrative duties. Differences may also reflect the higher salaries that some universities may have to pay in order to attract and or retain candidates from the private sector.

The gender gap in earnings narrowed slightly as the average salary of female educators rose from $84 \%$ of that of male educators in 1994/1995 to $87 \%$ in 2004/2005. The gender gap within academic ranks showed little change over the decade: women in full professorships and in other ranks earned approximately $95 \%$ of what their male counterparts earned, and women in associate professorships earned $97 \%$ of what men earned. Much of the overall gender gap therefore stems from the lower representation of women in the higher ranks. The gender gap within ranks is mainly related to the higher representation of men in higher-paying faculties in the sciences, such as medicine, dentistry, computer sciences, and in business.

In 2004/2005, the female-to-male earnings ratio for full professors ranged from $87 \%$ in Saskatchewan to $103 \%$ in Prince Edward Island, a situation in which women in this rank earn slightly more than men. For associate professors, this ratio was between $94 \%$ and $98 \%$ in all provinces, except Saskatchewan, where there was no gender gap at this level.

## Endnotes

1. Robert J. Giroux. "Looking down the road by the numbers: Challenges to universities in the next 10 years." Policy Options, September 2003, 10-14.
2. The source for the 1999 data is the 2003 PCEIP Report: Statistics Canada and Council of Ministers of Education, Canada. 2003. Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.

## Research and development

## Contex ${ }^{\text {T }}$

This indicator presents contextual, financial, and output information for university research and development (R\&D).

R\&D, along with teaching and community service, is a traditional function of universities. Systematic, scientifically based investigation is conducted by university faculty and is an integral part of student training. This work can then be built on to develop market-ready products and processes. Universities play an important role in the R\&D system in Canada. At the pan-Canadian level, the university sector is the second-largest contributor of R\&D after business. In most provinces, universities represent the primary source of such efforts.

Specific issues facing each province in relation to university R\&D vary, but common threads include finding mechanisms to fund both the direct and indirect costs of research; supporting the supply and retention of highly qualified researchers; transferring new ideas and knowledge from the university sector into the public and commercial domains; and supporting the research capacity of smaller universities.

## Findings

## R\&D as a sector, and within universities

In 2004, Canada conducted $\$ 24.2$ billion worth of R\&D (in real 2001 dollars). This is close to double the amount of R\&D ( $+93 \%$ ) conducted in 1991. After rising in the mid- to late 1990s, the amount of R\&D conducted in Canada was stable between 2002 and 2003, but posted a $4 \%$ increase the following year (Table D.4.4).
$\mathrm{R} \& \mathrm{D}$ intensity is one measure that is commonly used to compare the level of effort different jurisdictions put toward $R \& D$, and it is measured as the ratio of $R \& D$ expenditures to gross domestic product (GDP). In 2004, Canada spent $2.0 \%$ of GDP on $\mathrm{R} \& \mathrm{D}$. Despite the increasing amount of $\mathrm{R} \& \mathrm{D}$ conducted in Canada, the ratio of R\&D to GDP for Canada has remained stable since 2000, but was 0.4 percentage points higher than in 1991 (Table D.4.2).

In comparison, OECD countries, on average, spent $2.3 \%$ of their GDP on R\&D in 2004. That year, Canada placed 12th among all OECD countries in R\&D intensity, slipping slightly from 11th place in 2002 (as reported in 2005 PCEIP Report) (Chart D.4.1 and Table D.4.1).

Chart D.4.1
Total domestic expenditures on R\&D as percentage of GDP, Canada in relation to all OECD countries, 2004 (or latest available year)


Source: Table D.4.1.

Among the jurisdictions, the ratio of R\&D expenditures to GDP was highest in Quebec (2.7\%) and Ontario (2.3\%) (Chart D.4.2 and Table D.4.2). Since 2000, this ratio has remained more or less stable in all jurisdictions.

Universities account for a large share of Canada's R\&D activity. In 2004, they accounted for slightly more than one-third of all R\&D in Canada, second to the business sector which accounted for more than half of all R\&D. In comparison, the federal and provincial governments together accounted for about 9\% (Table D.4.3).

In all but four provinces, the university sector was the single largest contributor to R\&D in 2004, accounting for between $33 \%$ and $68 \%$ of total R\&D activity. In Quebec, Ontario, and British Columbia, business was the single largest R\&Dperforming sector; however, in each of these provinces, universities accounted for
about one-third of R\&D. In Alberta, universities and business each contribute about $40 \%$ of $\mathrm{R} \& \mathrm{D}$. The federal government is the largest $\mathrm{R} \& \mathrm{D}$ performer in the territories (Table D.4.3).

In all provinces, universities play a comparatively larger role in total R\&D activity than do their counterparts in other G-7 countries (except Italy) and leading OECD countries. Among the G-7, other than Canada and Italy, universities accounted for between $13 \%$ (Japan) and $21 \%$ (United Kingdom) of total R\&D, while among the top three OECD R\&D-performing countries, they accounted for between $20 \%$ and $22 \%$. In the United States, Canada's closest economic competitor, universities accounted for $14 \%$ of R\&D (Table D.4.3).

Chart D.4.2
Total domestic expenditures on R\&D as a percentage of GDP (national or provincial), Canada and provinces, 2004


Source: Table D.4.2.

Within a province's overall R\&D activities, the role played by universities depends on many factors. Chief among these are the province's involvement in R\&D in general; the importance of other R\&D sectors such as industry (which in turn is often tied to the structure of the economy); the distribution of R\&D among basic research, applied research, and development; and levels of academic research funding.

## R\&D contributed by universities

In 1991, universities across Canada contributed $\$ 3.8$ billion (in real 2001 dollars) worth of $\mathrm{R} \& \mathrm{D}$. By 2004, R\&D in the university sector more than doubled to $\$ 8.4$ billion. The annual rate of growth in university R\&D slowed somewhat in 2003 and 2004 to $6 \%$ and $8 \%$, respectively, compared with an average rate of growth in the first two years of the millennium of $13 \%$. In comparison, $\mathrm{R} \& D$ carried out in the business sector, the largest R\&D performing sector in Canada, grew by $115 \%$ over the decade and into the early 2000s, then fell slightly in 2003 ( $-2 \%$ ) from the previous year, after which this loss was recouped in 2004 (+2\%) (Table D.4.4).

Chart D.4.3
Percentage change in R\&D expenditures contributed by sector, Canada and provinces, 1991 to 2004


Note: Que. and Ont. figures exclude federal government expenditures allocated in the National Capital Region. Expenditures contributed by the provincial governments and private non-profit sector are not shown here because of the relatively smaller role that they play in conducting R\&D in Can. Provinces are ranked by percentage change in university expenditure.
Source: Table D.4.4.

All provinces registered increases in the amount of R\&D contributed by universities over the 1990s and into the 2000s. However, in 2004, most provinces remained rather stable in the amount of $\mathrm{R} \& D$ provided by their universities or posted a slight decline compared with the previous year. The exception was Ontario where university R\&D increased $18 \%$ in 2004 from the previous year to total $\$ 3.6$ billion (in real 2001 dollars) (Chart D.4.3 and Table D.4.4).

## Sources of funds for university R\&D

Universities are the largest financial supporters of their own research, accounting for $46 \%$ of funding from all sources in 2004. Funds from the universities mainly cover the indirect costs of $R \& D$ and faculty salaries that are not covered by external funding. The second and third largest funding sources are the federal government, through sponsorship of university $\mathrm{R} \& D$ (accounting for $26 \%$ of university $R \& D$ funding) and provincial governments (12\%). In 2004, business accounted for just $8 \%$ of university R\&D funds (Table D.4.5).

The two revenue streams supporting university financing of their own research activities include general university funds-essentially block grants that can be used to support R\&D activity - and universities' own revenue sources-revenue generated by the university from the sale of goods and services other than direct sponsorship of R\&D (see 2007 PCEIP Handbook for further explanation of these categories of funding, as well as the glossary entry for sources of funds for university $\mathrm{R} \& D$ ).

The use of universities' own revenue sources for funding their R\&D increased more than threefold between 1991 and 2004, from half a billion dollars in 1991 to $\$ 1.7$ billion in 2004 in real 2001 dollars. As a result, universities' own revenue sources accounted for $14 \%$ of total university R\&D funding in 1991, then increased to $22 \%$ in 2000, and has since remained, more or less, at this level. Between 1991 and 2004, general university funds as a source of funding of $R \& D$ grew by less than the average for all sources of funds ( $41 \%$ for general university funds as compared with $119 \%$ for all funding sources) and thereby went from accounting for $39 \%$ of total funding in 1991 to $25 \%$ in 2004 (Table D.4.5).

The federal government, through sponsorship of R\&D, contributed $\$ 2.2$ billion of funding in 2004 (in real 2001 dollars). Federal sponsorship more than doubled $(+129 \%)$ between 1991 and 2004. However, it had decreased through the mid-1990s with reinvestment beginning in 1997 through the granting councils and the introduction of new initiatives such as the Canada Foundation for Innovation. Since 2000, the federal government's share of university R\&D funding has increased slightly from $22 \%$ to $26 \%$ (Table D.4.5).

Funding from the business sector for university R\&D activities increased by about two and a half times between 1991 and 2004. Since 2000, the absolute amount of university R\&D dollars funded by business has increased slightly, but their share of funding has decreased slightly from $10 \%$ to $8 \%$.

Funding trends differ by province (Table D.4.5). Universities in all provinces are the single largest sources of funds for their own research, ranging from $63 \%$ of university R\&D funding in Prince Edward Island to 39\% in Alberta in 2004. Universities in the Atlantic provinces relied proportionately more on their own funding than did universities in the rest of Canada. In Alberta, universities fund a smaller share of their own R\&D than do universities in other provinces; however, this is countered by a larger contribution, proportionally speaking, from the provincial government. This is likely tied to the substantial revenues of the provincial government, and in turn related to the economic situation in Alberta.


## Liferacy

## Context

This indicator examines patterns in the distribution of literacy skills among the Canadian population aged 16 and over.

Literacy skills have never been more important to national economies. Information and communications technology, as well as globalization, are forcing economies into a growing reliance on versatile and highly literate workers. Literacy skills are also essential for individuals to realize their full economic and social potential, and are the foundation upon which people acquire additional knowledge and skills throughout adulthood. Finally, literacy skills are strongly associated with individual outcomes in multiple facets of life, such as work, education, home and the community. Inadequate proficiencies in literacy thus increase the risk of exclusion for specific societal groups.

## International Adult Literacy and Skills Survey (IALSS)

Literacy skills of Canadians were assessed through the International Adult Literacy and Skills Survey (IALSS) conducted in 2003. More than 23,000 individuals aged 16 and over from across the ten provinces and three territories participated, a sufficient number to provide accurate estimates for all of Canada's jurisdictions. Moreover, the sample of Aboriginal people living in urban areas in Manitoba and Saskatchewan, and in selected communities in the territories, was large enough to provide estimates for those groups. While IALSS data are not representative of the total Aboriginal population in Canada, they nevertheless provide a unique opportunity to examine the literacy proficiency of a portion of the Aboriginal population in Canada.

IALSS assessed adult literacy across four domains: prose (skills needed to understand ordinary texts, such as news stories, brochures, and instruction manuals), document (skills needed to understand forms or graphics, such as job applications, maps, and timetables), numeracy (mathematical skills), and problem solving (planning and reasoning skills).

In each domain, Level 1 denotes the lowest proficiency level and Level 5 denotes the highest proficiency level. Since only a small proportion of the population actually reached level 5, whenever results are presented by proficiency level, levels 4 and 5 are combined.

Level 3 literacy proficiency is generally considered as the "desired" threshold of competence for being able to cope with the increasing skill demands of today's knowledge-based economy. Indeed, in developed countries, performance at Level 3
or above is generally associated with a number of positive outcomes, such as better economic success and independence, as well as improved opportunities for lifelong learning. ${ }^{1}$ Individuals at Levels 1 and 2 of literacy proficiency, on the other hand, typically have not yet mastered the minimum foundation needed to attain higher levels of performance in society. ${ }^{2}$

## Findings

## Incidence of high and low proficiency in Canada

At the pan-Canadian level, just over half (52\%) of the adult population aged 16 and over in 2003 had levels of prose literacy proficiency at Level 3 or above. There thus remain a fairly large proportion of Canadian adults who show low levels of literacy: $48 \%$ performed at Levels 1 or 2 on the prose literacy scale. These individuals are likely to face real challenges in coping with the emerging skill demands of a knowledgebased economy.

## Average proficiency scores of provinces and terrifories

Literacy in Canada is not uniformly distributed. Saskatchewan, Alberta, British Columbia, and the Yukon are the four jurisdictions where average proficiency scores were found to be consistently above the Canadian averages across all four domains measured in IALSS 2003. On the other hand, average proficiency scores in Newfoundland and Labrador, New Brunswick, and Nunavut were found to be consistently below the Canadian average. In Quebec, the average scores for prose and document proficiency were below the Canadian averages, while for the numeracy and problem solving proficiencies there were no significant differences (Table D.5.1).

When looking at the proportions of the adult population aged 16 and over at each level of the prose proficiency scale, Newfoundland and Labrador, New Brunswick, Quebec, and Nunavut clearly have a significant proportion of their adult population at risk of not being able to fully reach their social and economic potential. The proportion of individuals scoring below Level 3 on the prose proficiency scale is around $55 \%$ in the three provinces; in Nunavut this proportion reaches 73\% (Chart D.5.1 and Table D.5.2).

Chart D.5.1
Percentage of population at each prose proficiency level, population aged 16 and over, Canada and jurisdictions, 2003


Note: This chart contains certain estimates with relatively high coefficients of variation. Please see Table D.5.2 for more details.
Source: Table D.5.2.

The factors associated with literacy proficiencies are multiple and they interact in complex ways. Following are potential explanations for the particularly high proficiency scores of the Yukon and the particularly low average proficiency scores of Nunavut.

The Yukon has the highest average proficiency scores in all four literacy domains, as well as the highest proportion of the adult population scoring at Levels 3, 4, and 5 ( $67 \%$ ) on the prose literacy scale. Data from the 2001 Census of Canada and the 2003 Yukon Labour Force Survey show that when compared to Canada as a whole, the population in the Yukon is more concentrated in the 25 -to- 54 age group and in management, social science and government occupations. These ages (especially the 46-to-55 age group) and types of occupations have been found to be associated with higher literacy performance.

The overall lower average literacy scores and lower proportion of adults at Level 3 or above on the prose literacy scale in Nunavut can be explained by the fact that IALSS assessments were conducted solely in English or French. The mother tongue of over 60\% of respondents in Nunavut is neither English nor French but Inuktitut. Furthermore, over half of the Nunavut respondents use Inuktitut on a daily basis. Since IALSS measures literacy of respondents in English or French, it does not
provide an accurate profile of the effective competencies of the population in Nunavut. For a majority of respondents in this jurisdiction, IALSS results are more an indicator of their proficiencies in a second language, especially for older age groups.

## Urban and rural populations

At the pan-Canadian level, the proportion of adults at each level of the prose literacy scale did not differ noticeably between the urban and the rural populations (Table D.5.2).

At the jurisdictional level, the largest differences between the urban and the rural populations were found in Newfoundland and Labrador, New Brunswick, the Northwest Territories, and Nunavut, where the proportion of the population at or above Level 3 was at least 12 percentage points higher in the urban than in the rural populations (Chart D.5.2 and Table D.5.2).

Chart D.5.2
Proportion of the urban and the rural populations at or above Level 3 for prose proficiency, population aged 16 and over, Canada and jurisdictions, 2003


Source: Table D.5.2.

## Prose liferacy proficiency and age

At the pan-Canadian level, the largest proportion of the population within each age group reached Level 3 on the prose literacy scale - the level considered as the desired threshold for coping in a knowledge-based society. One exception to this pattern was observed among the population aged 66 and over, for whom the largest proportion was found at Level 1 (Table D.5.3).

Chart D.5.3
Distribution of prose proficiency levels, by age group, population aged 16 and over, Canada, 2003


Note: This chart contains certain estimates with relatively high coefficients of variation. Please see Table D.5.3 for more details.
Source: Table D.5.3.

Chart D.5.3 shows that proficiency in prose literacy tends to decrease with age. The largest observed decline occurred between the two oldest age groups. A majority of those aged 66 and over ( $82 \%$ ) scored at Levels 1 or 2 on the prose literacy scale, considerably more than the still high percentage (58\%) among those aged 56 to 65 .

For the younger age groups, the proportion of individuals with prose proficiency levels at Level 3 or above was $62 \%$ for 16 - to 25 -year-olds, $67 \%$ for 26 - to 35 -yearolds, $59 \%$ for 36 - to 45 -year-olds, and $56 \%$ for 46 - to 55 -year-olds.

Across all jurisdictions, more than one-third of individuals aged 16 to 25 have prose proficiency scores below the Level 3 benchmark. This could negatively impact their participation in postsecondary education and their success in the labour market.

## Educational atfainment and prose proficiency

The contribution of a strong foundation in literacy to educational success is wellknown. At the same time, high levels of education should be expected to lead to higher levels of literacy.

At the pan-Canadian level, $78 \%$ of the population aged 16 and over with a university degree achieved Level 3 or above for prose proficiency, compared to $22 \%$ of those without a high school diploma. Approximately one-third of the population aged 16 and over with a university degree (35\%) is at the highest levels of prose proficiency, compared to $4 \%$ of the population without a high school diploma (Table D.5.4).

Across jurisdictions, the proportions of university graduates who achieved Levels 4 or 5 for prose proficiency were lowest in Quebec (30\%) and Ontario (31\%), and highest in Saskatchewan (45\%), the Northwest Territories (45\%), and Yukon (50\%).

## Employment and document proficiency

While many factors are likely to interact in finding employment, there clearly is a relationship between literacy proficiency and labour market outcomes. Among the literacy domains, document literacy is the one often regarded as the most relevant in the analysis of the relationship between literacy and the labour market. At the Canada level, individuals who have document literacy scores at the lowest level of proficiency have a much lower employment rate than do those at higher levels of proficiency. For instance, $57 \%$ of individuals who scored at Level 1 of the document proficiency scale are employed, compared to $81 \%$ of those who scored at Levels $4 / 5$ (Chart D.5.4, Table D.5.5). Individuals at Levels 1 and 2 of document proficiency have employment rates that are 16 and 2 percentage points lower respectively than the national employment rate (73\%). In contrast, individuals at Levels 3 and $4 / 5$ have employment rates that are 4 and 8 percentage points higher than the national employment rate. There is a notable increase in the employment rate between the population at proficiency Levels 1 and 2.

Chart D.5.4
Employment rate, by document proficiency levels, population aged 16 to 65, Canada and jurisdictions, 2003


Note: This chart contains certain estimates with relatively high coefficients of variation. Please see Table D.5.5 for more details.
Source: Table D.5.5.

As Canada is moving towards an increasingly knowledge-based economy, the demand for high literacy proficiency is likely to increase further in the future. These findings highlight the importance of building and maintaining human capital amongst Canadians of working age.

The relationship between document literacy proficiency and employability is also observed across provinces and territories, although this relationship appears stronger in some jurisdictions than in others. The largest percentage point difference in employment rates between individuals at Levels $4 / 5$ and those at Level 1 were found in Newfoundland and Labrador (40), British Columbia (34), the Northwest Territories (31), Yukon (30), and Nunavut (47). The difference in employment rates between individuals at Levels $4 / 5$ and those at Level 1 of the document literacy scale were much smaller in Prince Edward Island (17) and Alberta (11) (Table D.5.5).

## Prose liferacy in selected Aboriginal populations

As mentioned above, IALSS increased the sample size of Aboriginal people living in urban areas in Manitoba and Saskatchewan, and in selected communities in the territories (covering a majority of the populated areas). Thus, this section describes the prose literacy proficiency of the Aboriginal population aged 16 and over living in urban Manitoba and urban Saskatchewan, in the Northwest Territories and the Yukon, as well as the Inuit population in Nunavut.

Chart D.5.5
Distribution of prose proficiency levels, by Aboriginal (urban) and non-Aboriginal (urban and rural) populations aged 16 and over in Manitoba and Saskatchewan, 2003


Source: Table D.5.6.

The prose literacy performance of the Aboriginal populations surveyed is generally lower than that of the total Canadian population. In Manitoba and Saskatchewan, a little over $60 \%$ of the urban Aboriginal population scored below Level 3 on the prose proficiency scale, compared with $45 \%$ of non-Aboriginal people in Manitoba and 39\% in Saskatchewan (Chart D.5.5 and Table D.5.6).

There is little difference in the distribution of prose proficiency scores among the urban Aboriginal people surveyed in Manitoba and Saskatchewan.

Turning to the territories, 55\% of the Aboriginal population in Yukon and 69\% of the Aboriginal population in the Northwest Territories had prose proficiency scores below Level 3. In Nunavut, the proportion of the Inuit population scoring under the Level 3 benchmark on the prose proficiency scale was $88 \%$ (Table D.5.7).

It is important to understand the context behind these findings. The literacy performance of the Aboriginal populations surveyed in IALSS is in part a reflection of differing levels of formal education and use of a mother tongue other than English or French.

For instance, compared to the non-Aboriginal population, educational attainment tends to be lower among the Aboriginal population. Data from the 2001 Census show that $53 \%$ of Aboriginal adults in urban Manitoba and Saskatchewan had completed high school or undertaken postsecondary education, compared to $63 \%$ of the total non-Aboriginal population. The gap was even larger in the territories, where $45 \%$ of Aboriginal people had completed high school or postsecondary education, compared to $81 \%$ of the non-Aboriginal population.

These differences in educational attainment are important in light of the positive relationship that exists between education and literacy proficiency. In the report ${ }^{3}$ on the Canadian Results of the 2003 International Adult Literacy and Skills Survey, it was demonstrated that Aboriginal respondents who had the lowest levels of formal educational attainment also had the lowest average prose literacy scores. Further, it was shown that in some jurisdictions, differences in literacy performance between the Aboriginal and the non-Aboriginal populations were greatly reduced once education was accounted for. In other jurisdictions, however, large differences in literacy performance between these populations remained even after controlling for education; this suggested that other factors were at play in explaining the lower literacy performance of the Aboriginal populations surveyed. One such factor may be related to language, as discussed above.

## Endnotes

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2. Strucker J and Yamamoto K. (2005). "Component Skills of Reading: Tipping Points and Five Classes of Adult Literacy Learners", (unpublished).
3. Human Resources and Skills Development Canada and Statistics Canada. 2005. Building on our Competencies: Canadian Results of the International Adult Literacy and Skills Survey 2003. Catalogue no. 81-617-XIE. Ottawa.


# Educational attainment of the population aged 25 to 64 

## Context

This indicator provides an international comparison of the educational attainment of working-age Canadians, those aged 25 to 64 . From a life-cycle perspective, this age band roughly covers people who are old enough to have completed their education, but still young enough to work. ${ }^{1}$ This indicator also provides a portrait of the educational profile of the population with Aboriginal identity.

Canada's economic prosperity and competitiveness is very much contingent upon the skills of its workforce. Educational attainment, or the highest level of education completed, is one means of measuring this aspect of human capital. Indirectly, trends in attainment rates may also reflect changes in access to education and the equity of education systems.

As older workers retire and are replaced by younger, more educated workers, the educational level of the labour force rises. Shifts in the educational profile of the labour force provide insights into the impact of the retirement of different age cohorts and the demands for skills being placed on youth.

## Infernational comparisons

In many countries, one form of postsecondary education, either university or college, is prevalent. Canada offers two parallel systems of education after high school, both of which require a high school certificate for admission and play a key role in the development of knowledge and skills.

In 2004, no other OECD nation had a higher proportion of its population aged 25 to 64 with either a college or university credential than Canada (Chart D.6.1 and Table D.6.1). It is important to note, however, that the data source for the Canadian data (Labour Force Survey) does not allow for a clear delineation between "postsecondary non-tertiary education" and "Tertiary-type B education", as used by OECD. As a result, the figure reported for college (Tertiary-type B) is inflated. In $2004,45 \%$ of Canada's population aged 25 to 64 had either a college or university education, compared with 39\% in the United States, $37 \%$ in Japan, and $35 \%$ and 34\% in Sweden and Finland, respectively.

Chart D.6.1
Proportion of the population aged 25 to 64 with college or university qualifications, top ten OECD countries, 2004


Source: Table D.6.1.

In terms of the percentage of the population with a university degree, Canada ranked sixth overall, according to the OECD. In 2004, 22\% of Canada's population aged 25 to 64 had a university education. In comparison, the United States (30\%), Norway (29\%), the Netherlands (27\%), Denmark (25\%), and Iceland (24\%) had a higher proportion of their working-age population with university degrees. In 2004, Canada had a percentage of university graduates similar to that in Australia and Korea (Table D.6.1).

Among the jurisdictions, the proportion of the working-age population with university degrees varies from $25 \%$ in Ontario to $13 \%$ in Newfoundland and Labrador and in Nunavut, and the proportion with college credentials varies from a high of $41 \%$ in Yukon to $16 \%$ in Newfoundland and Labrador and Saskatchewan (Table D.6.1).

## Aboriginal identity population: Improving the education profile

Between 1996 and 2001, census years with comparable Aboriginal identity data, the education profile improved noticeably among individuals aged 25 to 64 who identified themselves as a member of an Aboriginal group.

In 2001, the proportion of Aboriginal people with less than high school education was $39 \%$, down substantially from $45 \%$ five years earlier (Chart D.6.2 and Table D.6.2).

Between 1996 and 2001, the proportion of Aboriginal people with a high school diploma increased from $21 \%$ to $23 \%$, while the share of those with postsecondary qualifications at the trade, college, or university level increased from $33 \%$ to $39 \%$.

Chart D.6.2
Population aged 25 to 64 with Aboriginal identity, by level of educational attainment, Canada, 1996 and 2001


Source: Table D.6.2.

More specifically, the proportion with a trade certificate increased from 14\% to $16 \%$. Similarly, college diploma holders increased their share of the working-age population from $13 \%$ to $15 \%$. About $8 \%$ were university graduates, up from $6 \%$ five years earlier.

These changes have helped close the gap somewhat between the educational profile of the Aboriginal and non-Aboriginal populations. In particular, the proportion with a trade certificate in 2001 was higher among Aboriginal people, where they represented $16 \%$ of the working-age population, compared with $13 \%$ in the nonAboriginal population. The proportions with college qualifications were also close, 15\% among Aboriginal people and 18\% among non-Aboriginal people (Tables D.6.2 and D.6.4).

However, the gap in university graduates remained wide. In 2001, $8 \%$ of Aboriginal people aged 25 to 64 had a university education, compared with $23 \%$ in the non-Aboriginal population.

Data at the Canada level permit an examination of the situation for specific Aboriginal groups. Between 1996 and 2001, the proportion of the North American Indian, Métis, and Inuit populations aged 25 to 64 with less than high school education fell by approximately six percentage points for each group, to $41 \%$ for the North American Indian population, $34 \%$ for the Métis population, and $48 \%$ for the Inuit population. Corresponding increases took place in the proportion with high school or postsecondary education. The proportion with a high school diploma increased by 2 to 3 percentage points among all three groups, while the percentage of individuals with postsecondary qualifications increased from $33 \%$ to $37 \%$ among the North American Indian population, $36 \%$ to $43 \%$ among the Métis population, and 28\% to $32 \%$ among the Inuit population.

## Jurisdictions

Between 1996 and 2001, the proportion of the Aboriginal identity population of working age with less than high school education decreased in every jurisdiction, and the proportion of those with postsecondary qualifications at the trade, college, or university level increased, with the exception of New Brunswick (Table D.6.2).

In 2001, between $31 \%$ and $51 \%$ of the Aboriginal working-age population had postsecondary qualifications (Chart D.6.3). The highest percentages were found in Newfoundland and Labrador (48\%), Prince Edward Island (51\%), Nova Scotia (48\%), and Yukon (48\%). Aboriginal people were least likely to have postsecondary qualifications in Quebec (33\%), Manitoba (32\%), and Nunavut (31\%).

Chart D.6.3
Population aged 25 to 64 with Aboriginal identity, selected levels of educational attainment, Canada and jurisdictions, 2001


Source: Table D.6.2.

The Labour Force Survey constitutes another data source from which to draw information on the educational attainment of the Aboriginal population living in Western Canada, which is a region with a fairly large concentration of Aboriginal people. The LFS, however, covers the Aboriginal population residing off-reserve only. Therefore, data from Table D. 6.3 should not be directly compared with census-based Aboriginal tables in this series, which cover the Aboriginal population residing both on and off reserve, and which define the levels of educational attainment somewhat differently.

Data from 2004 show that the proportions of the off-reserve Aboriginal population aged 25 to 64 with postsecondary credentials at the college and university levels were 28\% in Manitoba, 19\% in Saskatchewan, 26\% in Alberta, and 24\% in British Columbia. The proportion of Aboriginal people residing off reserve with a bachelor's degree or a university degree or certificate above the bachelor's degree was 10\% in Manitoba, Saskatchewan, and Alberta, and 8\% in British Columbia (Table D.6.3).

## Evolution of educational attainment over time

One way to examine the evolution of educational attainment over time is to compare the educational attainment of different age cohorts for a single census year. If younger Aboriginal cohorts show a higher level of educational attainment than the older Aboriginal cohorts, it suggests that educational attainment among the Aboriginal population is rising over time.

Examination of 2001 Census results shows that substantially fewer Aboriginal people in the younger age groups had not completed high school, as compared with Aboriginal people aged 55 to 64 (Chart D.6.4 and Table D.6.2). Additionally, the proportion with a high school diploma was highest among 25- to 34-year-olds, and lowest among 55- to 64-year-olds. Similar trends were observed for individuals who identified themselves as North American Indian, Métis, and Inuit.

Chart D.6.4
Population aged 25 to 64 with Aboriginal identity, by level of educational attainment and age group, Canada, 2001


Source: Table D.6.2.

The proportion of Aboriginal people with postsecondary credentials was also noticeably higher among the younger cohorts, as compared with Aboriginal people aged 55 to 64 . Similar trends were observed in the North American Indian, Métis and Inuit populations.

Interestingly, more Aboriginal people aged 35 to 44 and 45 to 54 had trade qualifications ( $17 \%$ for both age groups) than the youngest age group (14\%). Similarly, more 45 - to 54 -year-olds held a university degree ( $9 \%$ ) than the 35 - to 44 -year-olds (7\%). This data may in part be a reflection of the significant amount of continuing education among the adult Aboriginal population after the age of 34 .

## Educational attainment and gender

Examination of census results shows that between 1996 and 2001, the education profile of both Aboriginal men and women improved noticeably, as the proportion of Aboriginal men and women with less than high school education decreased 6 and 7 percentage points, respectively (Chart D.6.5 and Table D.6.5).

Chart D.6.5
Level of educational attainment in the population aged 25 to 64 with Aboriginal identity, by sex, Canada, 1996 and 2001


Chart D.6.5 reveals larger overall increases in the share of Aboriginal women with postsecondary education as compared with Aboriginal men. Over the five-year period, the proportion of Aboriginal men with postsecondary credentials went up 4 percentage points, while this proportion went up 6 percentage points for Aboriginal women.

In 2001, Aboriginal men were more likely than Aboriginal women to have trade qualifications ( $20 \%$ versus $12 \%$, respectively). On the other hand, Aboriginal women were considerably more likely than Aboriginal men to have college diplomas ( $18 \%$ versus $11 \%$ ) or university degrees ( $9 \%$ versus $6 \%$ ).

Increases in the percentage of men and women with postsecondary credentials over the five-year period were observed among the North American Indian and Métis populations. A fairly large difference between the proportion of men and women with postsecondary credentials in 1996 and in 2001 was observed among the Inuit population: this proportion went up 6 percentage points among women, while this proportion actually decreased 1 percentage point among men. This decline was due to proportionately fewer Inuit men obtaining trade qualifications in 2001 as compared with 1996.

## Endnote

1. The labour force participation rate falls off after age 55. Still, about half the population aged 55 to 64 continues to be active in the labour market.

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## Transitions and outcomes

## Introduction

The transition from secondary school to the postsecondary world and into the labour market is a critical stage for young people. New surveys are beginning to shed light on youth pathways through these important years. While more research is needed, it is clear that the pathways are varied and complex.

To evaluate the performance of education systems, outcomes must be measured. It is difficult to disentangle the role of the education systems from that of the communities and myriad other factors.

Indicator E1 addresses youth transitions to postsecondary education. Data from the Labour Force Survey are used to trace education participation year by year from age 15 to adulthood. High school graduation patterns of youth are examined using the Youth in Transition Survey (YITS). This survey also affords a look at the proportion of youth progressing to postsecondary education-including those youth who have not completed high school-and their educational status by the time they reach their early to mid-twenties.

Indicator E 2 looks at transitions to the labour market, including the extent to which students combine schooling and work, along with an examination of employment rates, earnings, and mobility characteristics for recent postsecondary graduates.

Indicator E3, labour market outcomes, examines unemployment rates and earnings for different levels of educational attainment, in Canada and abroad. Analyses on the association between educational attainment and unemployment are also conducted for the off-reserve Aboriginal population in Western Canada.


## Transitions to postsecondary education

## Contex

This indicator considers the transition from high school to postsecondary education. Participation rates in education for individuals aged 15 to 29 are presented, comparing the 1995/1996 and 2005/2006 rates for Canada and the provinces. The Youth in Transition Survey (YITS) is used to look at high school graduation in 1999 and 2003 based on two separate cohorts of youth that have been surveyed. Data from YITS are also used to determine the percentage of youth who went on to postsecondary education, and to examine their progression through postsecondary education. These issues are examined at both the Canada and jurisdictional levels.

A number of factors influence the level of participation in postsecondary education and the transition from school to the labour market. They include the availability of educational programs, accessibility of financial support, labour market conditions, and the real and perceived benefits of education. In Canada, the different education systems in each jurisdiction also play a role in the education path followed by students.

## Findings

## Participation in education

The transition to postsecondary education begins to be noticeable among 17-yearolds, although by 2005/2006, more of them were at the primary/secondary school level than 10 years earlier (Table E.1.1).

Between 1995/1996 and 2005/2006, the participation rate for university remained stable for 17 -year-olds, but almost doubled for 18-year-olds, rising from $10 \%$ to $19 \%$ (Chart E.1.1 and Table E.1.1). This increase may have been partly due to the elimination of Grade 13 in Ontario. The trend to an increasing rate of participation in university is also clear for every age from 19 to 24 , as reflected in the 4 - to 6-percentage-point increases. By 2005/2006, more than one-quarter of young adults aged 19 through to 22 were in university, as were about one-fifth of 23- and 24-yearolds.

At the college level, the participation rate declined among 17-year-olds between 1995/1996 and 2005/2006, partly reflecting higher rates of participation at the primary/secondary level. Participation rates were generally similar for both years for students between the ages of 18 and 29 , with the exception of a decline in participation among 21-year-olds. College participation rates continued to be highest for young people between the ages of 18 and 20 (Chart E.1.2 and Table E.1.1).

## Chart E.1.1

Participation rate at the university level, by age, Canada, 1995/1996 and 2005/2006


Source: Table E.1.1.

## Chart E.1.2

Participation rate at the college level, by age, Canada, 1995/1996 and 2005/2006


Source: Table E.1.1.

## University participation rate, provinces

Although the data do not permit an examination of participation rates by single age for the provinces, information is available for three age groups that also cover 15- to 29 -year-olds. The university participation rate did vary somewhat for the 15 -to-19 age group between 1995/1996 and 2005/2006, but the greatest differences-increases in every province-are seen in the 20 -to- 24 group (Chart E.1.3 and Table E.1.2). The rise was particularly noticeable in Nova Scotia, New Brunswick and Manitoba, as each recorded a 10 -percentage-point rise in the participation rate at the university level. By contrast, Alberta's rate remained fairly stable and, at $17 \%$ at the end of the period, it was the lowest among the provinces.

Chart E.1.3
University participation rate among 20- to 24-year-olds, Canada and provinces, 1995/1996 and 2005/2006


Note: The participation rate is based on a monthly average from September to April.
Source: Table E.1.2.

## High school graduation at age 19

Results from the Youth in Transition Survey (YITS), a longitudinal survey developed by Human Resources and Social Development Canada and Statistics Canada, can be used to better understand the major transitions in the lives of youth, particularly their pathways from high school to postsecondary education and training, and the initial transition from schooling to the labour market.

YITS surveys two cohorts of youth every two years. One cohort entered the survey when they were between the ages of 18 and 20 in 1999 (referred to in YITS as cohort B); a second cohort began their participation in YITS when they were 15 years old in 1999 (referred to in YITS as cohort A).

This section presents information on the two samples of 19-year-olds that have been surveyed by YITS; one in 1999 through cohort B and the other in 2003 through cohort A. For those who were 19 years of age in 1999, the data used are from the first cycle of YITS and are representative of Canadian youth who were 19 as of December 1999. For those who were 19 in 2003, the data used are from the third cycle of YITS-cohort A. In the first cycle, cohort A was representative of Canadian youth who were 15 years of age as of December 1999, but the results from the third cycle for cohort A may not be representative of 19 -year-old Canadian youth in December 2003 (see the 2007 PCEIP Handbook for more details). For this reason, a comparison of the educational profile of these two populations of 19-year-olds can only be made while keeping these characteristics in mind.

By the time the 15 -year-olds of 1999 were 19 in 2003, $87 \%$ had graduated from high school, while another $5 \%$ were still pursuing their high school education. Another 8\% had dropped out of high school without completing their studies (Table E.1.3). ${ }^{1}$

Among the cohort of youth that was 19-years-old in 2003, roughly $10 \%$ of males were classified as dropouts, compared with $6 \%$ of females the same age (Table E.1.3).

While a direct comparison between the two groups of 19-year-olds that have cycled through YITS can only be made with caution, the results seem to suggest that the high school graduation profile of 19-year-olds in 2003 had improved in relation to the 19 -year-olds in 1999, with a 7 -percentage-point rise in the incidence of high school graduation. ${ }^{2}$

Among the provinces, the proportion of youth who had dropped out of high school in 2003, the year in which young people from cohort A had their 19th birthdays, ranged from about $11 \%$ in Quebec to about $4 \%$ in Prince Edward Island. In Quebec, the proportion of 19-year-olds who had graduated from high school in 2003 was about $82 \%$, lower than the Canadian average. However, $7 \%$ of Quebec youth were still in high school at age 19-the highest proportion in Canada, along with Nova Scotia. In 2003, the largest male-female gaps in terms of the incidence of dropping out were observed in Newfoundland and Labrador, Quebec and Alberta. The provinces with smaller or no gender gaps were Ontario, Saskatchewan and British Columbia (Table E.1.3).

Some of those who leave high school before graduating will, over time, return to complete their secondary studies or progress to other forms of education, such as postsecondary education, with or without ever having formally graduated from high school. The last section below, which focuses on high school dropouts who return to education, looks specifically at the educational experiences that the YITS cohort B youth who were high school dropouts when they were 18 - to 20 -years-old had had by the time they reached the 22-to-24 age group.

## Participation in postsecondary education by the ages of 22 to 24

After three cycles of YITS, it is possible to examine the educational situation of those who were 18 to 20 years of age in 1999 by the time they had reached their early to mid-twenties. In 2003, when YITS cohort B had reached the ages of 22 to 24, about three-quarters of them who were no longer in high school had taken some type of postsecondary education (whether or not they had completed it at the time of the survey) (Chart E.1.4 and Table E.1.4). ${ }^{3}$ In YITS, postsecondary education refers to any postsecondary program that is above the high school level, is geared towards a diploma, certificate or degree, and would take three months or more to complete. In 2003, the proportion of 22- to 24 -year-olds in YITS who had participated in some form of postsecondary education was higher for females (82\%) than for males (71\%) (Table E.1.4). The proportion who had begun a postsecondary education program but dropped out before completing it was fairly similar for both sexes ( $11 \%$ for females; $13 \%$ for males). ${ }^{4}$

Chart E.1.4
Postsecondary education (PSE) status of 22- to 24-year-olds ${ }^{1}$ who were no longer in high school, Canada and provinces, ${ }^{2}$ December 2003


1. This sample of youth is representative of Canadian youth who were 18 to 20 years of age as of December 1999. However, in 2003, they were not representative of 22- to 24 -year-old Canadian youth.
2. Province of interview in 2003.

Notes: Provinces ranked by postsecondary participation. Percentage distributions, which are calculated on rounded data, may not add up to $100 \%$. This chart contains certain estimates with relatively high coefficients of variation. Please see Table E.1.4 for more details. For more information on the methodology for the Youth in Transition Survey, see 2007 PCEIP Handbook (Statistics Canada and Council of Ministers of Education, Canada. 2007. Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.).

Source: Table E.1.4.

Among the provinces, the proportion of youth who had participated in postsecondary education by the time they reached 22 to 24 years of age ranged from $80 \%$ in Newfoundland and Labrador and Ontario to $65 \%$ in Alberta. In all provinces, the percentage of females was higher than the percentage of males. Saskatchewan and Alberta were the provinces with the highest proportion of youth who had graduated from high school by the ages of 22 to 24 , but had never pursued postsecondary education (24\%). In Quebec and Ontario, the figures for both males and females were lower than the aggregate estimates at the Canada level (Table E.1.4).

By the time individuals have reached the 22-to-24 age band, it can reasonably be assumed that a substantial proportion should have been able to finish an initial program of postsecondary education: $44 \%$ of those who were aged 22 to 24 in 2003 had graduated from a postsecondary program, while another $20 \%$ were still pursuing studies in their first postsecondary program. Some people who had graduated from one postsecondary program had, by this age, already gone on to pursue further education (these youth are referred to as "postsecondary education graduate continuers" in Table E.1.4).

The proportion of youth who had graduated from postsecondary education by December 2003 was highest in Quebec (54\%), partly reflecting the structure of the province's education system (Table E.1.4). Most Quebec students finish high school
a year earlier than students in other provinces and then enter a CEGEP (a postsecondary institution) to pursue a college level or university preparation program.

If access to postsecondary education is considered not only in terms of participation, but also in terms of persistence and completion, it is worth noting that, by the time they have reached the 22-to- 24 age group, about $12 \%$ of Canadian young people were postsecondary dropouts; i.e., by 2003, they had attended some type of postsecondary program but had not completed it (Table E.1.4).

At the Canada level in 2003, approximately 15\% of 22- to 24-year-olds were high school graduates who had never attempted a postsecondary program (Table E1.4). In other words, they had the fundamental academic preparation for a postsecondary education but, for one reason or another, had not pursued it by their mid-twenties. A relatively higher proportion of males (18\%) than females (12\%) fell into this category. This gender gap was observed in all provinces except Prince Edward Island, where a similar percentage of male and female 22- to 24-year-olds were high school graduates who had not attended a postsecondary program.

Another $9 \%$ of those aged 22 to 24 were high school dropouts with no postsecondary education. This percentage was higher for males (12\%) than for females (6\%).

## High school dropouts who return to educction

Some people who drop out of high school do eventually complete their studies at this level and/or participate in a postsecondary program. Among the 22- to 24-yearolds who were in Cycle 3 of YITS in 2003, some reported that they were high school dropouts in 1999, when they were 18 to 20 years old. By the time they were aged 22 to 24 , however, $38 \%$ of these dropouts had returned to school and had either obtained a high school diploma or had participated in a postsecondary program (Table E.1.5). A higher percentage of females ( $46 \%$ versus $33 \%$ of males) had returned to graduate from high school or to pursue a postsecondary education (whether or not they had completed this postsecondary education).

In the provinces, the percentage of youth who were high school dropouts when they were in the 18 -to- 20 age group but who had obtained their high school graduation or undertaken postsecondary education by the time they were 22- to 24-years-old ranged from $27 \%$ in Manitoba to $51 \%$ in Nova Scotia (Table E.1.5). In Quebec, Ontario, Manitoba, Alberta and British Columbia, the female dropouts were more likely to later graduate from high school or to pursue a postsecondary education than their male counterparts.

## Endnotes

1. As mentioned earlier in Section C3, graduation rates may differ because of different data sources, different definitions, or different parameters such as the age at which they are measured.
2. Other studies such as Bowlby (2005) have confirmed this, using data from the Labour Force Survey, by showing a decline in the proportion of high school dropouts between the early 1990s and the early 2000s.
3. This sample of youth is representative of Canadian youth who were 18 to 20 years of age as of December 1999. However, in 2003, they were not representative of 22- to 24-year-old Canadian youth.
4. In terms of Table E.1.4 and Chart E.1.4, youth who had participated in postsecondary education as of December 2003 include the following categories: postsecondary graduate continuers, postsecondary graduate non-continuers, postsecondary continuers, and postsecondary dropouts. See the 2007 PCEIP Handbook for definitions of each of these categories.

## Transitions to the labour marke ${ }^{\text {\& }}$

## Context

This indicator considers the transition from postsecondary education to the labour market, through the examination of employment rates and earnings, as well as the mobility of students and graduates across Canada and its jurisdictions.

This indicator first looks at the connection between education and the employment status of the population aged 15 to 29. Later, it examines the transition from postsecondary education to work by means of full-time employment, earnings and migration characteristics. Postsecondary graduates represent a large investment in the development of human capital; therefore, it is important to monitor their transition from school to the labour market.

## Findings

## Transitions between education and the labour markef

In 2005/2006, just over half of all students aged 17 to 29 were working while they attended school. At every age in this range, the percentage of students with jobs was higher in 2005/2006 than in 1995/1996 (Table E.2.1). For these ages overall, many college ( $55 \%$ ) and university ( $50 \%$ ) students reported combining jobs and school. Among students aged 17 to 25 , those in college were more likely than those in university to be working. From age 26 to 29 , however, the situation was reversed, and the percentages of university students who worked exceeded those for college students.

The provincial data by age group also show an overall increase in the proportion of students combining school with work (Table E.2.2). As expected, the proportions rose by age group, from $37 \%$ for the 15 -to-19 group to $57 \%$ in the 25 -to- 29 group in 2005/2006. And, for the most part, the percentages of working students by province increased for each of the three age groups between 1995/1996 and 2005/2006. However, considerable variations exist across provinces in the percentages of students combining school with study. In the 20-to-24 age group, $30 \%$ of university students in Newfoundland and Labrador and nearly 4 out of 10 students in New Brunswick combined school with study in 2005/2006 (Chart E.2.1). In comparison, nearly 6 out of 10 students in Quebec and Manitoba in this age group combined school with study.

Chart E.2.1
Proportion of 20- to 24-year-old students who were also working, Canada and provinces, 1995/1996 and 2005/2006


Source: Table E.2.2.

In 2005/2006, $71 \%$ of 15 -year-olds were attending school at the elementarysecondary level and were not working. Another 19\% were attending school and working (Table E.2.3).

By age 18, much greater variety is evident in the combinations of schooling and work, reflecting the transitions underway. In 2005/2006, 14\% of 18-year-olds were attending elementary-secondary school and working, and $14 \%$ were at that level and not working. Another $11 \%$ of 18 -year-olds were college students with jobs, and $8 \%$ were college students without jobs. Six percent were working while attending university, while $11 \%$ were university students who did not have a job. And, in 2005/ $2006,21 \%$ of 18 -year-olds were working but were not part of the formal school system (Table E.2.3).

At age 21, university accounts for a peak share of the student population. In 2005/2006, $14 \%$ were combining university with work; another $15 \%$ were attending university but not working. Among all of the education-labour force combinations at age 21, the non-student employed category was largest, representing $42 \%$ of the population.

By age 25 , a large majority of the population was no longer in the education system. Over two-thirds (67\%) of 25 -year-olds were working, another $6 \%$ were looking for work, and $9 \%$ were not in the labour force (Table E.2.3). An examination of the labour force categories by age group reveals a similar pattern: $72 \%$ of 25 - to 29 -yearolds in Canada were no longer students and were employed in 2005/2006 (Table E.2.4). Another $5 \%$ were seeking work, and $9 \%$ were neither students nor in the labour force.

The provincial data again reflect Alberta's strong labour market, as over threequarters ( $76 \%$ ) of the province's 25 - to 29 -year-olds were "non-student employed" in 2005/2006 (Table E.2.4). With the exceptions of Newfoundland and Labrador (62\%) and Nova Scotia (69\%), the figures for the other provinces were closer to the Canadalevel estimate of $72 \%$. And, although about half ( $48 \%$ ) of the 20- to 24 -year-old population Canada-wide was employed in 2005/2006, Alberta had the largest proportion of employed people in this age group-60\% (Chart E.2.2). By contrast, estimates for this age group in the other provinces range from 34\% (Newfoundland and Labrador) to $54 \%$ in Saskatchewan.

Chart E.2.2
Proportion of 20- to 24-year-olds who were non-students and employed, 2005/2006


Source: Table E.2.4.

## Full-time employment of postsecondary graduates

Compared with the 1995 graduating class, 2000 graduates from both college and university had higher rates of full-time employment two years after graduation (Table E.2.5). Among university graduates, $74 \%$ of the 2000 class worked full-time two years after graduation, compared with $69 \%$ of the 1995 class (Chart E.2.3). Similarly, among college graduates, $78 \%$ of the 2000 class worked full-time two years after graduation, compared with $70 \%$ of the 1995 class (Chart E.2.4). Five years after graduation, approximately $80 \%$ of postsecondary graduates were working fulltime, as had been the case in 1995. At the university level, a higher percentage of graduates were working full-time in all provinces five years after graduation than two years after graduation.

The pattern for college students graduating in 2000 was more diverse across provinces. In general, college graduates also experienced increases in the percentages working full-time five years after graduation compared with two years after. However, 2000 graduates in Manitoba and Saskatchewan experienced almost no increases while those in Nova Scotia and New Brunswick experienced slight decreases.

Several provinces saw a slightly lower percentage of their 2000 college or university graduates in full-time employment five years after graduation in comparison with 1995 graduates. This is true for Quebec, Manitoba and British Columbia at the university level, and Nova Scotia and New Brunswick at the college level.

## Chart E.2.3

Percentage of 1995 and 2000 university graduates working full-time, two and five years after graduation, by province of study


Source: Table E.2.5.

## Chart E.2.4

Percentage of 1995 and 2000 college graduates working full-time, two and five years after graduation, by province of study


Source: Table E.2.5.

In most fields of study, and at both time periods, a higher percentage of men than women were working full-time (Tables E.2.6 and E.2.7). Between 1995 and 2000, the percentage working full-time two years after graduation rose for both sexes; five years after graduation, the percentage for males declined slightly while the percentage for females rose.

In 2000, graduates from most fields of study at the college level were more likely to be employed five years after graduation than after only two years, the exceptions being physical and life sciences and technologies, along with agriculture, natural resources and conservation.

In 2000, five years after graduation, there was considerable variation in rates of employment by field of study for university graduates (Table E.2.6). The highest proportions of full-time employed university graduates were from business, management and public administration, as well as personal, protective and transportation services. The lowest rates of full-time employment were among graduates of the visual and performing arts and communications technologies, as well as physical and life sciences, and technologies, along with humanities.

## Education and earnings

University graduates had higher median annual earnings than college graduates in 1995 and 2000 (Table E.2.8). While median earnings in 2001 constant dollars generally rose slightly for university graduates between 1995 and 2000, college graduates' earnings remained steady at $\$ 28,000$ two years after graduation and declined five years after graduation. This trend is common across jurisdictions, except in Ontario and Alberta, where college graduates experienced an increase in median earnings from 1995 to 2000.

The distribution of earnings of 2000 graduates shows that males typically earn more than females, with the greatest difference shown in the 75 th percentile two and five years after graduation (Table E.2.9). The gap in distribution of earnings between college and university graduates grew five years after graduation, with a difference of $\$ 13,000$ in the 50 th and 75 th percentiles, compared with a difference of $\$ 10,000$ in the 50 th and $\$ 12,000$ in the 75 th percentiles two years after graduation.

Two years after graduation, in both 1995 and 2000, median earnings for college graduates remained steady for both males and females (Table E.2.10). By contrast, five years after graduation, earnings decreased for males and were steady at $\$ 31,000$ for females. All fields of study saw an increase in earnings in 2000 from two to five years after graduation. Class of 2000 graduates from education programs at the college level had the lowest median earnings both two and five years after graduation. By comparison, architecture, engineering and related technologies graduates had the highest earnings. In addition, across fields of study there is generally a larger gap at the college level than at the university level between male and female earnings, with significant gaps occurring in humanities and personal, protective and transportation services.

Among university graduates, median earnings differ significantly from those of college graduates and generally increased between 1995 and 2000 for men and women in most fields of study (Chart E.2.5 and Table E.2.11). However, there was considerable variation in median earnings among fields of study. Five years after graduation, median earnings of 2000 university graduates ranged from $\$ 34,000$ for graduates from visual and performing arts and communications technologies to $\$ 55,000$ for graduates from architecture, engineering and related technologies. While female university graduates earned less than males in most fields, the gender gap in earnings narrowed over the period, with the largest decrease in the gap occurring in mathematics, computer and information sciences.

Chart E.2.5
Median annual earnings of 1995 and 2000 university graduates working full-time, five years after graduation, by sex and selected field of study (in thousands of 2001 constant dollars)


1. EDU - Education; VIS - Visual and Performing Arts, and Communications Technologies; HUM - Humanities; SOC - Social and Behavioural Sciences, and Law; BUS - Business, Management and Public Administration; PHY - Physical and Life Sciences, and Technologies; MATH - Mathematics, Computer and Information Sciences; ARC - Architecture, Engineering and Related Technologies; AGR - Agriculture, Natural Resources and Conservation; HEA - Health, Parks, Recreation and Fitness.
Note: Some data should be used with caution. Please see Table E.2.11 for more details.
Source: Table E.2.11.

## Mobility of postsecondary students and graduates

For both 1995 and 2000 graduates, a higher proportion of university students than college students migrated out of their home province to study (Tables E.2.12 and E.2.13). Among 2000 university graduates, $8.6 \%$ had left their province of residence to study at a university in another jurisdiction. This was more than twice the rate of student mobility among college graduates (3.5\%).

Unlike 1995 graduates, graduate migration was higher than student migration for 2000 university and college graduates. Among the 2000 university graduates, the percentage of graduates who had left their jurisdiction of study two years after graduation (11.6\%) exceeded the percentage of students who had left their jurisdiction of residence to attend university (8.6\%). At the college level, $5.9 \%$ had left their jurisdiction of study two years after graduation, surpassing the percentage of students who had left their jurisdiction of residence to attend college (3.5\%) (Table E.2.13). In 1995, the situation was the opposite, with student migration higher than graduate migration, especially at the university level (Table E.2.12).

In 2000, Quebec and Ontario continued to experience lower rates of outmigration of students and graduates at the university level than was the case for other jurisdictions (Chart E.2.6). Ontario also had lower rates of student and graduate mobility at the college level (Chart E.2.7). Alberta gained the most overall from mobility as a result of net in-migration for college and university graduates. At the
college level, Alberta is the only jurisdiction with any substantial gains from net overall migration. At the university level, the only other province with gains from net overall migration is Ontario, albeit with a much lower rate.

Newfoundland and Labrador continued to experience the largest losses in percentage terms due to student and graduate mobility at the college level, followed closely by the territories. At the university level, many provinces experienced substantial net losses due to student and graduate mobility. They include Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Manitoba and Saskatchewan. Among 2000 university graduates, Nova Scotia gained from student migration, however because of a larger out-migration of graduates Nova Scotia experienced a substantial net loss from overall migration.

Chart E.2.6
Mobility characteristics of the class of 2000, university graduates, Canada and provinces


Source: Table E.2.13.

## Chart E.2.7

Mobility characteristics of the class of 2000, college graduates, Canada and jurisdictions


Note: Data points not shown in the chart are too unreliable to be published or have been suppressed to meet the confidentiality requirements of the Statistics Act. The chart also contains certain estimates with relatively high coefficients of variation. Please see Table E. 2.13 for more details.

Source: Table E.2.13.

## Labour market outcomes

## Context

This indicator shows the labour market outcomes for different levels of education in terms of unemployment and earnings.

An important goal of education is the development of citizens who are able to participate as effective workers in a modern knowledge-based economy and society. This indicator focuses on two important labour market outcomes by examining differences in unemployment rates and earnings by level of educational attainment in Canada and other industrialized countries. It also looks at these differences for younger cohorts, providing indications as to how youth with different levels of education are coping in the transition from school to work. With the recently available Labour Force Survey data on the Aboriginal population in Western Canada, it sheds some light on the relationship between levels of education and unemployment rates among the off-reserve Aboriginal people from these provinces.

These measures can help students and educators understand the benefits of higher education and can point to segments of the population where policy intervention may be needed.

## Findings

## Unemployment rates and level of education

In Canada, the early 1990s were marked by a recession that bottomed out in 1993, with unemployment rates reaching $11 \%$. The economy recovered in the second half of the 1990s and unemployment rates gradually dropped to $6 \%$ by 2006 (Table E.3.1).

While unemployment rates were high for all individuals in the early 1990s, those with higher education fared best. At the lowest point of the recession, the unemployment rate for Canadians without high school completion was $17 \%$ compared with $6 \%$ for university graduates. By 2006, the unemployment rate had fallen to $12 \%$ for those with less than high school and $4 \%$ for university graduates (Chart E.3.1).

## Chart E.3.1

Unemployment rates of population aged 15 and over, by level of education, Canada, 1990 to 2006
Less than high school ${ }^{1}$
College or trade ${ }^{3}$

1. Includes individuals having no education or education below high school graduation.
2. Includes high school graduates and individuals who have some postsecondary education (not completed).
3. Includes individuals with trade certificate or diploma from a vocational school or apprenticeship training; non-university certificate or diploma from a
community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level.
4. Includes individuals with bachelor's degree or university degree/certificate above bachelor's level.
Notes: The data for 1995 to 1998 have been revised and are different from those previously published in 2005 PCEIP Report (Statistics Canada and
Council of Ministers of Education, Canada. 2005. Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program. Catalogue
no. 81-582-XIE. Ottawa.).
The unemployment rate is based on a monthly average from January to December.

Source: Table E.3.1.

In 2006, the unemployment rate for 25 - to 29 -year-olds with less than high school stood at $13 \%$ compared with $4 \%$ for university graduates (Table E.3.2). In 2006, the unemployment rates of university-educated 25 - to 29 -year-olds were between $2 \%$ and $7 \%$ in all provinces. On the other hand, unemployment rates for those who did not complete high school ranged from 6\% in Alberta to over 20\% in the four Atlantic provinces (Chart E.3.2).

Overall, unemployment rates for people with less than high school education were at least double those of university graduates in all provinces except for British Columbia in 2006 and in more than half of them, they were more than three times higher (Chart E.3.2 and Table E.3.2). Youth with low educational attainment are most at risk of economic marginalization, especially in weaker labour markets.

Chart E.3.2
Unemployment rates of 25- to 29-year-olds, selected levels of education, Canada and provinces, 2006


1. Includes individuals having no education or education below high school graduation.
2. Includes individuals with bachelor's degree or university degree/certificate above bachelor's level.

Note: The unemployment rate is based on a monthly average from January to December.
Source: Table E.3.2.

## Unemployment rates and level of education in the Aboriginal population

Among the Aboriginal population aged 15 and over, higher levels of formal educational attainment are also associated with lower unemployment rates. This pattern is illustrated with the off-reserve Aboriginal labour force data for Manitoba, Saskatchewan, Alberta, and British Columbia, for 2005 and 2006. In 2005, the unemployment rate for Aboriginal people with less than high school education stood at $21.5 \%$ compared with $3.7 \%$ for university graduates (Table E.3.3). In 2006, even though the unemployment rate for Aboriginal university graduates increased 2.2 percentage points over 2005, individuals in this group were still almost three times less likely to be unemployed than Aboriginal people who did not complete high school.

## Education and earnings

Educational attainment has a strong impact on earnings. For individuals, the expectation of higher incomes is an incentive to invest in further education.

The distribution of earners by educational attainment demonstrates a polarization of earnings, with higher levels being largely dominated by those with the highest amount of educational achievement. In 2000, more than $60 \%$ of earners in the lowest annual earnings category (less than $\$ 20,000$ ) had no more than a high school education. However, more than $60 \%$ of earners in the top category ( $\$ 100,000$ or more) had a university degree (Chart E.3.3 and Table E.3.4).

Chart E.3.3
Distribution of earners, by educational attainment at different earnings levels, Canada, 2000


1. Includes individuals having no education or education below high school graduation.
2. Includes high school graduates and individuals who have some postsecondary education (not completed).
3. Includes graduates of trade-vocational programs.
4. Includes graduates of community colleges, CEGEPs, schools of nursing and similar programs at this level.
5. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Source: Table E.3.4.

In 2003, mean annual earnings (before taxes) were $69 \%$ higher for university graduates and $12 \%$ higher for college or trade graduates than for individuals with high school diplomas (Table E.3.5). Those who did not complete high school earned $22 \%$ less than those who did. Comparable differences exist across industrialized countries (Chart E.3.4).

Chart E.3.4
Relative earnings for 25- to 64-year-olds, by level of educational attainment, selected OECD countries (high school and trade-vocational education =100), 2002, 2003 and 2004


Notes: Countries are ranked in descending order of relative earnings for the population with university education. Data for Italy not available at the college level.

Source: Table E.3.5.

Differences in mean annual earnings by level of education increased with age and, in 2000 , peaked in the 50 -to- 54 age group (Table E.3.6).The gaps are largest when university graduates are compared with other workers. In the 25-to-29 age group, university graduates earned an average of $\$ 31,000$, or about a third more than those with less than high school, who earned $\$ 21,000$ (Chart E.3.5). In the 50-to-54 age group, university-educated workers earned an average of $\$ 61,000$, more than twice the earnings of workers with less than high school $(\$ 29,000)$.

Chart E.3.5
Average employment income, by age group and education level, Canada, 2000


Source: Table E.3.6.


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## Structure of education and training in Canada

In Canada, education is the responsibility of the 10 provinces and 3 territories. While educational structures and institutions across the country are similar in many ways, they have been developed by each jurisdiction to respond to the particular circumstances, geographical situation, and historical and cultural heritage of the population they serve. This appendix describes the various structures and organization of education and training in Canada today.

## Pre-elementary programs

Pre-elementary programs-pre-Grade 1 education offered by public, private, and federal schools, as well as schools for the visually and hearing impaired - are available to children, typically 4 or 5 years of age, in all jurisdictions.

Most jurisdictions offer one year of public pre-elementary programs, with Quebec, Ontario, Manitoba, Saskatchewan, and Alberta offering additional years (see Figure 1 at the end of this appendix). In most jurisdictions, pre-elementary programs in the year before Grade 1 are offered to children who turn 5 years of age by a certain date in the school year as specified in jurisdictional legislation. In most jurisdictions, attendance in these programs is optional, although in Nova Scotia, and New Brunswick it is mandatory. The intensity of these programs varies by jurisdiction, some offering full-day programs, some offering half-day programs, and some offering both.

In Quebec, one additional year of pre-elementary programming is publicly available to some 4 -year-olds with disabilities or from low-income families. In Ontario, the provision of an additional year of pre-elementary (for 4-year-olds) is dependent on the choice of the local school board, with funding coming from the Ministry of Education. In Ontario, all school boards offer this program for their students. In Manitoba, one additional year of pre-elementary programming is offered at the discretion of each school division with two school divisions currently providing this program, which is not funded by the Department of Education. Two additional years of pre-elementary programming are funded in schools in Saskatchewan communities where a significant portion of pre-school children are not ready to participate fully in the learning opportunities offered to kindergarten and Grade 1 students. These programs are not mandatory and not universal. Alberta also offers two additional fully funded years of pre-elementary programming, targeted to students with disabilities or to those who are considered talented/gifted.

In addition to publicly provided programs, some private schools in all jurisdictions also offer one or more years of pre-elementary programming. However, it is important to note that private day-care programs or early childhood education programs are not offered as part of the formal education system and are not included in the data presented in this report on pre-elementary programs.

## Elementary and secondary education

Public education is provided free to all Canadian citizens and permanent residents until the end of secondary school-normally at age 18. The ages for compulsory schooling vary from one jurisdiction to another; generally, schooling is required from age 6 or 7 as of a certain date as specified in jurisdictional legislation (age 5 in New Brunswick and British Columbia) to age 16. In New Brunswick, since July 1, 1999, schooling is compulsory to the age of 18 or until graduation, with all students who were in the system as of that date affected by the new regulation.

In most jurisdictions, elementary-secondary education consists of 12 years of study, Grades 1 through 12; the only exception is Quebec. Quebec's elementarysecondary system has 11 years- 6 years of elementary school and 5 years of secondary school. Following a major change in policy, 2002-2003 was the last year for Grade 13 in Ontario. One immediate consequence of this change was the "double cohort" of students entering the postsecondary system in 2003-2004 (comprising the last graduating class from the old system with the extra year and the first graduating class from the new system).

The elementary-secondary continuum is broken up into different grade combinations in different jurisdictions so that the point of transition between elementary and secondary school varies from jurisdiction to jurisdiction (see Figure 1 at the end of this appendix).

The organization of grades in schools varies by jurisdiction and can also vary at the local level within a jurisdiction. Elementary schools cover the first six to eight years of compulsory schooling. Afterwards, children may proceed to a middle school or junior high/intermediate school that usually covers Grade 6 or 7 to Grade 8 or 9 , or they may go directly to a secondary education program. In many northern and rural communities, one school building may house all levels, from kindergarten to Grade 11 or 12.

A great variety of programs-vocational (job training) as well as academic-is offered at the secondary level. Some jurisdictions offer dual credit courses that simultaneously give students both high school and postsecondary credits.

Secondary school diplomas are granted to students who pass the compulsory and optional courses of their programs.

Public funding at the pre-elementary and elementary-secondary levels comes either directly from the provincial/territorial government or through a mix of provincial transfers and local taxes collected either by the local government or by school boards with taxing powers. Private school funding comes primarily from fees and endowments, except in Quebec, which also provides funds for private schools (which have discretion over admission criteria). Manitoba also provides some provincial funding to private schools that meet specified provincial requirements. The federal government pays for the tuition fees of Aboriginal children and for children of employees who live on Federal Crown lands (National Defence, Agriculture and Transport).

## Postsecondary education

Once secondary school has been successfully completed, students may apply to a college career program or to a university. Traditionally, enrolment in trade-vocational programs, such as apprenticeship or other programs geared towards preparation for employment in an occupation or trade, did not require graduation from secondary school. However, requirements are evolving so that more and more programs, especially in trades dealing with advanced technology or having implications for public safety, are now requiring high school graduation.

Apprenticeship training involves a contract between an apprentice and an employer, registered with the jurisdiction, in which the employer provides the apprentice with training and experience for a trade. Programs vary in length from two to five years, depending on the trade. Registered apprenticeship combines on-the-job experience with four- to eight-week periods of in-class training each year of the program. In most jurisdictions the in-class portion is usually taken at a postsecondary institution during the apprenticeship training. However, in Quebec, the in-class training is taken prior to beginning an apprenticeship program.

Currently there are approximately 170 registered trades in Canada, each with specific standards and training requirements as set down by each jurisdiction. In some of these trades, apprenticeship certification is compulsory for entry into and practice of the trade, while in others, although it indicates the holder's level of competence, apprenticeship certification is voluntary and one can practise the trade without it. Compulsory and voluntary trades vary by jurisdiction; however, there are similarities across jurisdictions in that compulsory trades commonly include those with advanced technology or that involve public safety. In 45 of the 170 registered trades, the provinces and territories have agreed on interprovincial standards. In these 45 trades, candidates who achieve a standard agreed upon among the provinces qualify for the interprovincial Red Seal and are allowed to work anywhere in Canada without further training or examination.

In this publication, data relating to trade-vocational programs in Quebec that are administered at the elementary-secondary level are reported at that level.

Postsecondary education is available in both government-supported and private institutions, some of which award degrees. A major distinction at an institutional level across all jurisdictions is made between "degree-granting" and "non-degreegranting" institutions. Degree-granting institutions-both public and private-have authority under provincial legislation to grant degrees, and include universities, university colleges, and some community colleges.

Universities typically offer four-year undergraduate programs leading to bachelor's degrees. Advanced degrees include master's degrees, generally requiring two years of study after a first degree, and doctoral degrees, requiring three to five years of postgraduate study and research as well as a dissertation. Not all universities offer advanced degrees, particularly at the doctoral level. In addition to universities, university colleges are recognized degree-granting institutions that offer three- to four-year bachelor's programs. Both universities and university colleges also offer programs leading to diplomas and certificates, but the primary emphasis is on degree programs. Additionally, a number of jurisdictions have begun to give limited degreegranting authority to community colleges. These institutions still offer diploma and certificate programs. The degree programs offered by these institutions are either two-year associate degrees or three- to four-year applied degrees in a particular area of specialty of the institution.

A university or other institution may also be affiliated or federated with another university. Federated institutions are degree-granting institutions responsible for their own administration, but under the federation agreement the granting of degrees rests with the parent institution. Affiliated institutions are ones with limited or no degreegranting authority, and in which the granting of degrees rests with the parent institution. A number of colleges have authority to offer divinity degrees, but are not in the full sense recognized degree-granting institutions.

While the majority of degree-granting institutions are public, private institutions exist in a number of provinces. For many years, there have been private institutions that offer programs in divinity. Increasingly, there are private institutions that offer degree programs in liberal arts, business, and trades.

The systems of public non-degree-granting institutions in Canada for the most part were created by provincial and territorial governments in the 1960s to provide labour market preparation programs as alternatives to the more theoretically oriented programs of universities. Depending on the province or territory, they are called colleges, regional colleges, centres, colleges of applied arts and technology, community colleges, institutes, schools, or, in Quebec, collèges d'enseignement général et professionnel (CEGEPs).

Public non-degree-granting institutions offer vocationally oriented programs in a wide range of semi-professional and technical fields, leading to diplomas and certificates and, in the case of Quebec, to diplomas and attestations. Diplomas are generally granted for successful completion of two- and three-year programs (threeyear programs in Quebec), while certificate programs usually take up to one year. In Quebec, attestations are awarded for the completion of shorter technical programs, and are generally viewed as the equivalent to certificates awarded in other jurisdictions.

In Quebec, students wishing to go on to university are generally required to successfully complete a two-year pre-university program offered by CEGEPs. In some circumstances, students with a technical-stream CEGEP diploma of college studies may undertake university studies.

Several college systems offer university transfer programs-typically the first two years of a university undergraduate program, usually in cooperation with a university, at which the remainder of the program would be completed.

Private non-degree-granting institutions are subject to varying degrees of government regulation and can be classified in terms of the extent of government oversight. Recognized institutions are those that have been given authority to grant academic credentials by provincial or territorial governments through charters or legislation that provide mechanisms to ensure institutional and program quality. Nonrecognized, but licensed, institutions are primarily monitored by governments with a view to consumer protection rather than institutional or program quality. Finally, non-recognized, non-licensed institutions are private institutions that are not regulated by government.

Private non-degree-granting institutions may be called colleges, institutes, schools, or academies depending on the jurisdiction. Credentials issued include diplomas and certificates, with a tendency for programs to be much shorter and more intensive than programs in public institutions. In Quebec, private subsidized institutions may also offer two-year pre-university programs and three-year technical programs.

The source of funds at the postsecondary level will depend on the nature of the institution. For universities and public non-degree granting institutions, public funding comes directly from the provincial/territorial government (mostly in the form of operating and capital grants) and from the federal government (mostly for sponsored research). Private funding for those institutions is made up of tuition and other fees, donations (including bequests), investment, and non-government grants and contracts. Private non-degree-granting institutions receive very little or no public funding, except indirectly through support to students; funding for these private institutions comes mostly from tuition fees.

For a more detailed overview of postsecondary systems in Canada, see the Web site of the Canadian Information Centre for International Credentials at http://www.cicic.ca/postsec/vol1.overview.en.stm.

Figure 1
Levels within pre-elementary and elementary-secondary schools, by jurisdiction


1. Prince Edward Island introduced its pre-elementary program in 2000-2001.
2. 2002-2003 was the last year for the Ontario Academic Course (13th year of high-school).

## Glossary

## A

Aboriginal ancestry/origin:
Refers to those persons who reported at least one Aboriginal origin (North American Indian, Métis or Inuit) in response to the Census of Population question on ethnic origin. The question asks about the ethnic or cultural group(s) to which the respondent's ancestors belong.

## Aboriginal identity:

Refers to those persons who, on the Census of Population, reported identifying with at least one Aboriginal group (North American Indian, Métis or Inuit). Also included are individuals who did not report an Aboriginal identity, but did report being a Registered or Treaty Indian, and/or Band or First Nation membership ("not included elsewhere" category). Registered Indian status refers to those who reported they were registered under the Indian Act of Canada. Treaty Indians are persons who are registered under the Indian Act of Canada and can prove descent from a Band that signed a treaty. The term "treaty Indian" is more widely used in the Prairie provinces.

## Aboriginal population:

The Aboriginal population in Canada is not a homogeneous group and there is no single or "correct" definition; the choice of a definition depends on the purpose for which it is to be used. The Census of Population collects information on four concepts: ethnic origin (or ancestry), Aboriginal identity, Registered Indian status, and Band membership.

## Academic rank:

This refers to a classification of university teaching staff according to level of academic appointment. Generally, the ranking consists of "full professor" at the top, followed by "associate professor". The "other" category refers to assistant professors, lecturers, and instructors.

## After-typical-age graduation rate:

At the secondary school level, the after-typical-age graduation rate is calculated by relating the number of graduates whose age is greater than the typical age of graduation to the population at the typical age of graduation. The typical age of graduation is
the age at which persons complete high school if they start at the prescribed age and experience no repetition or interruption in their schooling. The typical age of graduation is 18 for all jurisdictions except Quebec, where it is 17.

## B

## Birth rate:

Number of births per 1,000 population.

## C

## Capital expenditure:

Expenditures used to purchase assets intended to last longer than one year. It is also a measure of the value of capital acquired during the year in question. These expenditures include spending for the construction, renovation or major repair of buildings and to replace or purchase new equipment.

Career technical programs (by registration status):
These programs, which are offered at community colleges, prepare students to enter occupations at a level between that of the university-trained professional and the skilled tradesperson. Secondary school completion or equivalent is a normal prerequisite for entry. These programs require at least one school year of 24 weeks or more for completion. Most take two or three years and some take longer. One-year programs lead to a certificate and the longer ones lead to a diploma.

Full-time/part-time: A classification of enrolment as either full time or part time is made according to institutional definitions. Since standard pan-Canadian definitions of full-time and part-time enrolment do not exist, it can be expected that the definitions used by institutions will vary somewhat.

## CEGEP:

CEGEP is a French acronym for "Collège d'enseignement général et professionnel." These institutions are at the postsecondary level (students enter CEGEP after completing six years of elementary school and five years of secondary school) and offer two-year pre-university programs and three-year technical programs leading to a Diploma of College Studies (DCS) as well as shorter technical programs leading to an Attestation of College Studies (ACS). A Diploma of College Studies (DCS) is required for admission to university. Pre-university programs lead to university, whereas technical programs generally lead to the labour market, but can, under certain conditions, also lead to university.

## Census metropolitan area (CMA):

A census geographical unit consisting of one or more adjacent municipalities centered on a large urban area (known as the urban core). The census population count of the urban core is at least 100,000 to form a census metropolitan area (CMA). To be included in the CMA, other adjacent municipalities must have a high degree of integration with the central urban area, as measured by commuting flows derived from census place of work data. Once an area becomes a CMA, it is retained as a CMA even if the population of its urban core declines below 100,000.

## Coefficient of variation (CV):

Coefficients of variation (CV) provide a measure of the reliability of the estimate, taking into account sampling variability. In order to estimate whether the difference between two values is statistically significant, the following formula can be applied to approximate a $95 \%$ confidence interval:
$\mathrm{Y} \pm 2(\mathrm{CV} \times \mathrm{Y}) / 100$, where Y is the estimate
This approximate confidence interval gives a range within which the true value in the population is likely to fall. If two confidence intervals do not overlap, then the difference between the two estimates is statistically significant. It should be noted that this formula is approximate because it estimates a confidence interval that is slightly higher than the $95 \%$ level of confidence.

## College:

Refers to community colleges, CEGEPs, technical institutes, hospital and regional schools of nursing, and establishments providing technological training in specialized fields. In counting the number of institutions, hospital schools of radiography, medical technology and health records are included.

## College diplomas and certificates (as presented in Tables D.2.3 and D.2.4):

Includes diplomas and certificates awarded by postsecondary non-university institutions in career-technical and university transfer and university college programs, as well as those awarded by radiography, medical technology, health records and registered nursing programs in hospital schools.

## Common-law:

Refers to two people of the opposite sex or of the same sex who live together as a couple, but who are not legally married to each other.

## Constant dollars:

Constant dollars are derived by applying a price deflator to convert expenditures displayed in a time series to a price level that existed at a certain point in time (the base year) (see "Basic reference statistics," Appendix 3, 2007 PCEIP Handbook). Constant dollars eliminate the changes in the purchasing power of the dollar over time. The result is a series as it would exist if the dollar had a purchasing power equal to the purchasing power in the base year.

## $E$

Earnings or employment income:
Refers to total income received as wages and salaries, net income from a non-farm unincorporated business and/or professional practice, and/or net farm self-employment income.

## Educational attainment:

Measures an individual's highest level of completed schooling, and is sometimes used as a proxy measure of human capital. Levels of educational attainment derived from the Census of Population are as follows:

Less than high school: persons who did not graduate from high school.
High school: high school graduates with no further education, or with some postsecondary education, but with no degree, certificate or diploma.
Trade-vocational: persons with a trades certificate or diploma from a vocational or apprenticeship training.
College: persons with non-university certificate or diploma from a community college, CEGEP, school of nursing.
University: persons with a bachelors degree, university degree or certificate above bachelors, or certificate below bachelors degree.

## Elementary schools:

Schools are classified as elementary if they provide Grade 6 and under or a majority of elementary grades.

## Elementary-secondary educators:

Includes all employees in the public elementary-secondary school system (either school-based or school district-based) who are required to have teaching certification as a condition of their employment. Generally includes teaching staff, principals, viceprincipal, and professional non-teaching staff such as pedagogical consultants, guidance counsellors and special education teachers. It includes all educators in regular public schools, provincial reformatory or custodial schools, and of other students recognized and funded by a province or territory (correspondence or distance programs, private schools or independent schools financed by federal departments such as the Department of National Defence and the Department of Indian and Northern Affairs are excluded). Substitute/Supply teachers, temporary replacement teachers, teachers on leave, student assistants and teaching assistants are excluded. All teachers in regular programs for youth, adult upgrading programs and vocational programs for youth and adults are considered in this definition.

## Elementary-secondary enrolment:

Number of students (headcount) enrolled in public elementary-secondary schools operated by school boards or the province in September (or as close as possible thereafter) of the school year. It includes all students in regular public schools (graded and ungraded), provincial reformatory or custodial schools, and other students recognized and funded by a province or territory. It also includes other non-standard enrolment including students receiving educational services (if recognized by the province) and for schools and/or school districts that receive funding in a unique manner. They may be non-graduates who are taking only a few courses required to complete graduation. For example, a student who is enrolled in only $25 \%$ of a "regular" course load and for whom the school or school district receives only $25 \%$ of the usual funding. This category may not apply to some provinces or territories. It excludes correspondence or distance education enrolments, private school students, independent school students or students in schools financed by federal departments (e.g., the Department of National Defence and the Department of Indian and Northern Affairs).

## Elementary-secondary schools:

Schools are classified as elementary is they provide Grade 6 and under or a majority of elementary grades, and secondary if they offer Grade 7 and over or a majority of secondary grades.

## Employment rate:

The number of employed persons as a percentage of the population 15 years of age and older. Employed persons are those who, during the Labour Force Survey reference week did any work for pay or profit, or had a job and were absent from work.

## Expenditures on research and development (R\&D):

Total research and development (R\&D) expenditures performed in a country's national territory during a given year. Total research and development expenditures include R\&D performed within a country and funded from all sources, including governments, business enterprises, non-profit organizations, higher education institutions and foreign sources, but exclude payments sent abroad for R\&D performed in other countries. Total expenditures on $\mathrm{R} \& \mathrm{D}$ represent the aggregate of the total $\mathrm{R} \& \mathrm{D}$ expenditures of the performing sectors (government, business enterprise, higher education, and private non-profit organizations). The definition of (total) expenditures on research and development in a provincial context is similar; expenditures are assigned to the province in which the performing establishment is located.

## $F$

## Federal schools:

Include schools administered directly by the federal government, overseas schools operated by the Department of National Defence for dependants of Canadian Forces personnel, and schools operated by Indian and Northern Affairs Canada or by band councils.

## Fertility rate:

Number of births per woman.

## Full-time equivalent (FTE) elementary-secondary educator:

The number of full-time elementary-secondary educators on September 30th (or as close as possible thereafter) of the school year, plus the sum of part-time educators according to their percentage of a full-time employment allocation (determined by the province or territory).

## Full-time equivalent (FTE) enrolment:

Represents full-time elementary-secondary enrolments on September $30^{\text {th }}$ (or as close as possible thereafter) of the school year, plus the sum of part-time enrolments according to their percentage of a full-time enrolment allocation (determined by the province or territory).

Full-time university educators:
Full-time teaching staff in degree-granting institutions who have a teaching assignment and are under contract for 12 months or more. Administrative and support staff are excluded, as are staff solely engaged in research. Teaching and research assistants are also excluded.

## G

G-7/G-8:
A group of the leading seven industrialized countries: Canada, France, Germany, Italy, Japan, United Kingdom, and the United States. The group remained at seven until the Russian Federation, which had attended G-7 meetings as an observer throughout the 1990s, was invited to formalize this relationship in 1997 (hence the group became the G-8).

## Gender gap (salary):

The average salary of females as a percentage of the average salary of males.

## Government student loan programs:

Programs under which provincial and federal governments provide loans to Canadians enrolled in full- or part-time postsecondary education, based on eligibility and need.

## Graduates:

Postsecondary level: Students who completed the requirements for degrees, diplomas or certificates from university, college or other postsecondary programs during the calendar year of their graduation. Only graduates from public postsecondary institutions are included.

Secondary school: Students who obtain a secondary school graduation certificate. Does not include people who complete high school outside the regular secondary school systems. Data on graduations from some secondary programs are not uniformly available across jurisdictions, and general education diplomas (GED), 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. (See the 2007 PCEIP Handbook for a discussion of the differences between graduation rates calculated from administrative data and population surveys.)

## Graduate enrolment (by registration status):

This includes university students in master's and doctoral degree programs or in graduate diploma and certificate programs. Also includes hospital residents, and since 1980, interns.

Full-time/Part-time enrolment: A classification of enrolment as either full-time or part-time is made according to institutional definitions. Since standard panCanadian definitions of full-time and part-time enrolment do not exist, it can be expected that the definitions used by institutions will vary somewhat.

## Graduation rates:

For college and university programs, graduation rates have been calculated by dividing the total number of graduates by the population at the "typical" age of graduation. The typical ages at graduation that have been used in this publication are:

- College: 21
- Bachelor's and first professional degrees: 22
- Master's degrees: 24
- Earned doctorate degrees: 27

This measure should not be confused with a graduation rate that shows graduates as a proportion of enrolment, which is not used in this report.

At the elementary-secondary level, graduation rates are calculated by relating the number of graduates of all ages to the population at the typical age of graduation, where the typical age of graduation is the age at which persons complete high school if they start at the prescribed age and experience no repetition or interruption in their schooling. The typical age of graduation is 18 for all jurisdictions except Quebec, where it is 17 . (See also "After-typical-age-graduation rate".)

## Gross domestic product (GDP):

Represents the total market value of a country's (or province/territory's) goods and services produced over the year.

## M

High school status:

- High school continuers: Respondents who were continuing their studies at a high school institution and who had not yet graduated as of the reference date.
- High school graduates: Respondents who have completed the minimum requirements for a high school graduation certificate, diploma or equivalent are considered to have graduated.
- High school dropouts: Respondents who had not completed the high school graduation requirements, and were not attending high school as of the reference date.


## Home language:

Refers to the language spoken most often, or on a regular basis, at home by the individual at the time of the census. In this report data are presented for persons of school age for whom the home language is neither English nor French.

## Household:

Refers to a person or a group of persons (other than foreign residents) who occupy a private dwelling and do not have a usual place of residence elsewhere in Canada.

## Human capital:

The knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being (this definition has been developed by the OECD and used for the purposes of this report).

## Immigrants:

Refers to people who are, or have been, landed immigrants in Canada. A landed immigrant is a person who has been granted the right to live in Canada permanently by immigration authorities. Some immigrants have resided in Canada for a number of years, while others have arrived recently. Does not include non-permanent residents who are defined as people from another country who had an employment authorization, a study authorization, or a Minister's permit, or who were refugee claimants at the time of the census and family members living here with them.

## Index:

Annual cumulative percentage changes in a variable from a given base year, expressed as an index with the base year equal to 100 . An index value of 140, for example, 10 years after the base year, would indicate a $40 \%$ increase in the variable over that time period.

## Indirect costs of research:

Those costs that are incurred by an institution by virtue of the fact that researchers conduct sponsored or intramural research with the support of the institution. They are expenditures that cannot be identified readily and specifically with a particular project, instructional or other activity of the institution. Examples include the costs of the office of research or intellectual property management services, departmental administration, utilities, physical plant operation and maintenance, library, laboratory furniture and permanent equipment.

## Inuit:

Broadly refers to people who are descendants of Aboriginal people who historically inhabited the Arctic regions of Canada, Alaska, Greenland, and Russia, and who self-identify as such.

## Labour force:

The portion of the civilian, non-institutional population 15 years of age and over who form the pool of available workers in Canada. To be considered a member of the labour force, an individual must be working (either full-time or part-time) or unemployed but actively looking for work.

## Labour force participation rate:

The participation rate represents the labour force expressed as a percentage of the population 15 years of age and over.

## Literacy, IALSS:

The 2003 International Adult Literacy and Skills Survey (IALSS) assessed adult literacy across four domains:

Prose literacy is the knowledge and skills needed to understand and use information from texts including editorials, news stories, brochures and instruction manuals.
Document literacy refers to the knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables and charts.
Numeracy is the knowledge and skills needed to effectively manage the mathematical demands of diverse situations.
Problem solving is the goal-directed thinking and action in situations for which no routine solutions exist. The problem solver has a more or less well defined goal, but it is not immediately obvious how to reach it. The incongruence of goals and admissible operators constitutes a problem. The understanding of the problem situation and its step-by-step transformation, based on planning and reasoning, constitute the process of problem solving.

## Literacy, PISA:

The OECD initiated the Programme for International Student Assessment (PISA) to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students. PISA assesses youth in three domains: reading literacy, mathematical literacy, and scientific literacy. These domains are defined in PISA as:

Reading literacy is the ability to understand, use, and reflect on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.
Mathematical literacy is the capacity to identify, understand and engage in mathematics, and to make well-founded judgments about the role that mathematics plays in an individual's current and future private life, occupational life, social life with peers and relatives, and as a constructive, concerned and reflective citizen.

Scientific literacy is defined as the capacity to use scientific knowledge, to identify questions and to draw evidence-based conclusions in order to understand and help make decisions about the natural world and the changes made to it through human activity.

## Living arrangements:

Cohabitation status or household composition of the school-age population. For instance: living with parent(s), with the sub-categories of married parents, commonlaw parents and lone parent; as well as not living with parent(s), including the subcategories of living as a spouse, living as a lone parent, and other living arrangements.

## Lone parent:

Guardians and adults, regardless of marital status, without a partner but with children in their care.

## Low income:

The income level, conveyed by Statistics Canada's low-income cutoffs (LICOs), at which a family may be in "straitened circumstances" because it has to spend significantly more of its income on the basics (food, shelter and clothing), than does the average family. The LICOs depend on family and community size.

## Low-income cutoffs (LICOs): Low-income cutoffs (LICOs):

Represent an income threshold where a family is likely to spend $20 \%$ more of its income on food, shelter and clothing than the average family, leaving less income available for other expenses such as health, education, transportation and recreation. LICOs are calculated for families and communities of different sizes.

## M

Medium-growth scenario, Aboriginal population:
Assumes that fertility and mortality will be declining, that migration trends will continue their course as observed during the second half of the 1990s, and that fertility will undergo a slow decline over the projected period.

Medium-growth scenario, total Canadian population:
Assumes that fertility and immigration remain at their current levels throughout the projection period. It also assumes that Ontario, Alberta and British Columbia gain population through interjurisdictional migrations and that all other jurisdictions lose population through interjurisdictional migrations.

## Métis:

Broadly refers to people who are of mixed Aboriginal and non-Aboriginal ancestry and who self-identify as Métis.

## Migration rate:

The rate of out- (in-) migration to study is defined as the number of graduates who left (entered) a jurisdiction to pursue their studies, as a percentage of the number of graduates by jurisdiction of residence prior to enrolment. Used as a measure of "student mobility". The rate of out- (in-) migration after graduation is defined as the number of graduates who left (entered) a jurisdiction two years after graduation, as a percentage of the number of graduates of the jurisdiction. Used as a measure of "graduate mobility".

## N

## North American Indian:

This term is used for those persons who self-identify North American Indian, and broadly refers to people who consider themselves as part of the First Nations in Canada, whether or not they have legal Indian status according to the Indian Act of Canada.

## Not in the labour force:

Persons not in the labour force are those who, during the Labour Force Survey reference week, were unwilling or unable to offer or supply labour services under conditions existing in their labour markets; that is, they were neither employed nor unemployed.

## -

## Operating expenditures:

Expenditures which an institution purchases and consumes within a year and which the institution purchases on an ongoing basis. Examples of operating expenditures include costs directly attributable to instruction such as salaries, instructional aids, administrative support, teacher development, and costs for other educators such as counsellors. In this report, operating expenditures are categorized further into:

Compensation of staff (educators and other staff): Expenditure on compensation of staff includes gross salaries (before deduction of taxes, contributions for retirement or health care plans, and other contributions or premiums for social insurance or other purposes), plus expenditure on retirement (actual or imputed expenditure by employers or third parties to finance retirement benefits for current educational personnel) and other non-salary compensation (fringe benefits).
Statistics on compensation of university staff are categorized as follows: academic salaries paid to full- and part-time staff members engaged in instruction and research activities; other salaries and wages paid to other full- and part-time staff; and benefits such as pensions, group life insurance, medical and dental plans and other employee benefit plans.

Other operating expenditures: Covers all non-salary related items such as spending on tuition fees and books, spending attributable to research and development, utilities, school services under contract, building operations and maintenance staff and so on. Other non-salary costs include those related to the maintenance of buildings as well as supplementary costs such as lunch programs and transportation.

## Organisation for Economic Co-operation and Development (OECD):

A multidisciplinary international body made up of 30 member countries that offers a structure/forum for governments to consult and co-operate with each other in order to develop and refine economic and social policy. While the OECD does not set rules and regulations to settle disputes like other international bodies, it encourages the negotiation of agreements and the promotion of legal codes in certain sectors. Its work can lead to binding and non-binding agreements between the member countries to act in a formal way. The OECD is best known for its publications and statistics. Its 30 member countries are: Australia, Austria, Belgium, Canada, 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, United Kingdom, United States.

## P

## Participation rates in education:

This is calculated by taking the total enrolment of a particular level of education as a percentage of a specified population group.

## Peabody Picture Vocabulary Test-Revised (PPVT-R):

The Peabody Picture Vocabulary Test-Revised (PPVT-R) is administered to 4- and 5 -year-olds. This test measures children's receptive language skills or the verbal component of intelligence. It is a "normed" test; that is, participants' performances are reported and scored relative to that of an overall population. A wide range of scores represents an average level of ability, taking the age of the child into consideration. Scores below the lower threshold of this range reflect a delayed receptive vocabulary, and scores above the higher threshold demonstrate an advanced receptive vocabulary.

The PPVT-R is scaled to an average of 100 . The range of average receptive vocabulary measured by the PPVT-R covers scores from 85 to 115. A score below 85 is considered a delayed score, and a score above 115 is considered an advanced score. Scoring is adjusted to reflect different abilities of 4- and 5-year-olds.

## Per capita expenditure:

This measure divides the spending on education in Canada, or in a province or territory, by the total population, to show how much is spent on education per person.

## Postsecondary education status:

Refers to a youth's overall postsecondary status.
Postsecondary graduates: Respondents who have graduated from a postsecondary institution (i.e., respondents who have completed the graduation requirements towards a diploma, certificate or degree) and includes both graduate continuers and graduate non-continuers.

Postsecondary graduate continuer: Someone who has already graduated from a postsecondary institution and is attending an additional postsecondary program as of the reference date.

Postsecondary graduate non-continuer: Someone who has graduated from a postsecondary institution and is not pursuing additional education in a postsecondary institution as of the reference date.
Postsecondary continuers: Someone who is attending a postsecondary education institution but has not yet graduated as of the reference date.
Postsecondary dropouts: Someone who has attended postsecondary education but is no longer pursuing it and has never graduated from a postsecondary education institution as of the reference date.

High school dropout, no postsecondary education: Refers to someone who has dropped out of high school and has never attended postsecondary education as of the reference date.
High school graduate, no postsecondary education: Refers to someone who is a high school graduate and has never attempted postsecondary education as of the reference date.

## Pre-elementary programs:

Pre-Grade 1 programs offered by public, private and federal schools, as well as schools for the visually and hearing impaired, generally targeting children 4 or 5 years of age. Junior and senior kindergarten programs in the formal education system are included, but early childhood education programs outside the formal education system are not included.

## Private business colleges:

Private schools, licensed or not by a jurisdiction, providing professional and vocational training for profit.

## Private expenditures:

Expenditures on education by households or other private entities (commercial and not-for-profit) consisting of:

- Fees paid to educational institutions (e.g., for tuition, registration, laboratory, lodging, meals and for other services provided to students by the institution). Note that Statistics Canada surveys only institutions and, therefore, costs for offcampus housing not provided by the institution are not included in the total amount spent.
- Financial aid to students or households coming from private sources (e.g., scholarships from business firms and religious and other non-profit organizations).
- Direct payments by private entities to educational institutions (e.g., contributions or subsidies to vocational-technical schools, contracts let to universities for research or other services, grants to educational institutions from non-profit organizations, charitable donations [other than from households], expenditures by private employers for apprenticeship training and other school and work-based educational programs).


## Private schools:

Operated and administered by individuals or groups. They may be either denominational or non-denominational.

## Private revenues at universities:

Revenue obtained from any source other than government, categorized as:
Student fees: Payments obtained from students directly in the form of tuition and other fees.

Non-government grants and contracts, donations and bequests: Financial support received by colleges and universities from donors, wills from grants and contracts from sources other than government, the latter provided with specific stipulations.

Sales: Revenue from sales of services and products by the institution.
Investment: Revenue from dividends, bonds, mortgages, short-term notes and bank interest.

Miscellaneous revenue of colleges and universities: Commissions, royalties and fees from the use of institution-owned rights or properties, fees for services rendered, library and other similar fines, rentals, net gain or loss on the sale of fixed assets and any type of revenue not identified under other forms of revenue.

## Public college and institute enrolment (by registration status

Includes enrolment in publicly funded colleges and institutes only. Colleges and institutes are institutions created under the authority either of a province's Colleges Act or equivalent, or under a Societies Act or equivalent with education as a primary purpose. These institutions are created primarily to offer certificate, diploma, and transfer or continuing education and professional development programs three years or less in length. They generally require high school completion for admissions.

Full-time/Part-time: Full-time/Part-time status is defined by the reporting by the reporting postsecondary institution.

## Public expenditures:

Refer to total operating and capital expenditures at all levels of government. Public expenditures include:

- Direct purchases by governments of educational resources (e.g., direct payments of teachers' salaries by a central or regional education ministry, direct payments by a municipality to building contractors for construction of school buildings, procurement of textbooks by a jurisdiction or regional authority for subsequent distribution to local authorities or schools).
- Direct payments by government agencies to educational institutions that have the responsibility of purchasing educational resources themselves (e.g., government block grants to universities which they use to compensate personnel, a government subsidy to a private school, and government payments under contract to a private firm undertaking educational research).
- Direct expenditures designated for capital projects (e.g., building expansions or construction, laboratory equipment in support of research and development).
- Public to private transfers (e.g., financial aid in the form of government scholarships and grants, special public subsidies [such as for transport, medical expenses, studies abroad], family allowances or child allowances that are contingent on student status, student loans).
Note that public expenditures on education as presented in Table B.2.1 are not consistent with this definition as they are derived from a different data source in order to permit comparisons of spending across governmental programs. (See the 2007 PCEIP Handbook for more details.)


## Public schools:

Established and operated by local school authorities pursuant to the public schools legislation of the province or territory. Also included in this category are Protestant and Roman Catholic separate schools and schools operated in Canada by National Defence within the framework of the public schools system.

## R

## Real dollars:

A dollar estimate of the volume of activity obtained by applying the growth in a volume index to the value of a specific series for a given reference period.

## Receptive vocabulary:

Receptive vocabulary refers to the understood vocabulary of the child; that is, the number of words a child understands when he or she hears them spoken. A child's (or adult's) understood vocabulary level is measured relative to other individuals of the same age. In the NLSCY, receptive or understood vocabulary level is measured using the Peabody Picture Vocabulary Test - Revised.

## Registered apprentices:

Based on data provided by provincial/territorial apprenticeship branches and include all individuals registered in an apprenticeship program, regardless of whether or not they had been enrolled in any formal classroom training during the year. The apprenticeship program can be either Red Seal or non-Red Seal and can be either compulsory or voluntary.

## Registered apprenticeship completions:

Refers to those who received a Red Seal or provincial certificate for completing both the in-class and on-the-job training required by apprenticeship programs. The Red Seal or Interprovincial Standards Program was introduced in the late 1950s to make it easier for skilled workers to move across Canada without having to re-qualify in a trade when entering employment in a new province. By comparison, a provincial certificate is valid only for the province in which it is issued. The Red Seal is available in 45 trades at this time, in trades such as cabinet maker, machinist, motor vehicle body repair, roofer, bricklayer and welder.

## Registered apprenticeship programs:

A program based on a contract registered with the province/territory, between the apprentice and the employer, in which the employer agrees to provide an opportunity to obtain the experience and skill required for a trade. Programs vary in length from two to five years, depending on the trade. Registered apprenticeship combines on-the-job experience with four- to eight-week periods of in-class training. In most jurisdictions, the in-class portion is usually taken at a postsecondary institution during the apprenticeship training. In Quebec, however, the in-class training is taken prior to beginning the apprenticeship program. Depending on the jurisdiction and trade, graduates of apprenticeship programs can receive both a Certificate of Apprenticeship and a Certificate of Qualification.

## Research and development (R\&D):

Creative work undertaken on a systematic basis in order to increase the stock of scientific and technical knowledge and to use this knowledge in new applications. The central characteristic of $\mathrm{R} \& D$ is an appreciable element of novelty and of uncertainty. New knowledge, products or processes are sought. The work is normally performed by, or under the supervision of, persons with postgraduate degrees.

## S

School-age population:
Comprises all individuals between the ages of 5 and 24, whether or not they are in school. This is the age range at which most people undertake their formal education.

Schools for the visually or hearing impaired:
Provide special facilities and training for visually or hearing impaired students. Most of these institutions are under direct provincial or territorial government administration.

## Secondary schools:

Include public, private and federal schools, and schools for the visually and hearing impaired. Schools are classified as secondary if they offer either Grade 7 and over, or a majority of years at the secondary level.

## Sources of funds for university R\&D:

Federal government: Through the Natural Sciences and Engineering Research Council (NSERC), the Social Sciences and Humanities Research Council (SSHRC), the Canadian Institutes of Health Research (CIHR), the Canada Foundation for Innovation and federal departments and agencies.
Provincial governments: Including municipal governments.
Business enterprises: Including donations, bequests and contracts from individuals and businesses.
Private non-profit organizations: Including donations, bequests, and contracts from foundations and not-for-profit organizations.

Foreign sources: Funding entities located abroad.
Universities: Universities fund their own R\&D using two revenue streams:
General university funds: These represent government transfers (or block grants) to universities that are used to support R\&D activity. Although in essence these funds represent indirect government spending on $\mathrm{R} \& \mathrm{D}$, for the purposes of panCanadian statistics they are allocated to university funding due to the difficulty of categorizing these funds as provincial or federal. However in international comparisons, these funds are included as indirect government funding at the overall government level.
Own revenue sources: This refers to self-generated revenue of universities from sources such as tuition fees, investment income, revenue from sales of services and products by the institution and license and patent incomes.

## Sponsorship of university R\&D:

Refers to university research that is supported either in the form of a grant or by means of a contract from a source external to the institution. Funding sources include government, business enterprises, and donors.

## Student-computer ratio:

Total number of students enrolled in a school divided by the total number of computers in the school. This report uses data on this measure from PISA which in turn reports this ratio for schools in which 15-year-olds are enrolled.

## Student-educator ratio:

The student-educator ratio is a measure of the human resources available to students in public elementary and secondary schools. It is calculated by dividing the number of full-time equivalent enrolments by the number of full-time equivalent educators.

## T

## Total expenditures:

Combined public and private expenditures on education.

## Trades:

There are approximately 170 registered trades in Canada, each with specific standards and training requirements as set down by each province and territory. Provinces designate each trade as "compulsory" or "voluntary". In order to work in a compulsory trade an individual must either be registered as an apprentice or have the proper certification through completion of apprenticeship training. Voluntary trades also have apprenticeship programs, but registration as an apprentice or certification is not mandatory in order to work in the trade.

## Trade-vocational programs:

Trade-vocational programs at community colleges and similar institutions are those that do not require secondary school completion and do not include continuing education or general interest programs. They include the following programs:

Pre-employment/pre-apprenticeship programs: Provide basic training in a particular trade, offering entry-level skills for employment. These programs also offer the knowledge and skills required to enter an apprenticeship program.
Registered apprenticeship programs: A program based on a contract registered with the province/territory, between the apprentice and the employer, in which the employer agrees to provide an opportunity to obtain the experience and skill required for a trade. Programs vary in length from two to five years, depending on the trade. Registered apprenticeship combines on-the-job experience with six- to eight-week periods of in-class training. In most jurisdictions, the in-class portion is usually taken at a postsecondary institution during the apprenticeship training. In Quebec, however, the in-class training is taken prior to beginning the apprenticeship program. Depending on the jurisdiction and trade, graduates of apprenticeship programs can receive both a Certificate of Apprenticeship and a Certificate of Qualification.

Pre-vocational academic upgrading or basic training for skill development (BTSD programs): Designed to help individuals obtain or upgrade prerequisites in basic education to qualify for further training or employment. They are aimed at improving the students' knowledge in the basic subjects of mathematics, English or French, and the general sciences.
Pre-vocational language programs: These programs offer a basic knowledge of English or French. As second language programs, they are primarily aimed at recent immigrants and others whose first language is neither English nor French.
Skill upgrading or refresher programs: Designed to instruct students in new occupational methods and techniques. Students in these programs have prior training and work experience in their occupation, but require further training, in order that they may keep pace with rapid changes in their field often brought on by new technology.
Job readiness training (JRT): Designed to increase the employability of students wanting to enter or re-enter the labour force. The program assists students by providing them with career exploration, job search, life skills and basic academic training.

Orientation programs: Designed to guide students into trade or vocational occupations and provide them with job search skills. These programs are not designed to teach the skills necessary for specific employment but to provide the student with sufficient knowledge to pursue an occupation. Programs included in this category are career exploration, employment orientation for women, introduction to non-traditional occupations, industrial orientation.

Special training and other programs: Includes training programs designed for the specific needs of particular groups, industries or communities. These programs offer classroom or on-the-job training, as well as both in combination, to counter skill shortages in the labour market. Also included in this group are tradevocational and preparatory programs that do not fall into any other major category type.

## Tuition fees, undergraduate university:

Undergraduate tuition fees charged to full-time Canadian students over the academic year; that is, September to April. The undergraduate faculties used in the calculations are Agriculture, Architecture, Arts, Commerce, Education, Engineering, Household Sciences, Music, and Science, as well as the faculties of Dentistry, Medicine, and Law, where students graduate with "first professional degrees." Tables B.2.10 and B.2.11 also present average tuition fees for graduate studies (Master's and doctorates). Excluded in all tuition tables are additional fees for items such as athletics, health services, student association, etc.

## Typical-age graduation rate:

At the secondary school level this is calculated by relating the number of graduates whose age is equal to or less than the typical age of graduation to the population at the typical age of graduation. The typical age of graduation is the age at which persons complete high school if they start at the prescribed age and experience no repetition or interruption in their schooling. The typical age of graduation is 18 for all jurisdictions except Quebec, where it is 17 .

## U

## Undergraduate enrolment (by registration status):

University students in bachelor's, first professional and applied degree programs, students in an undergraduate preliminary or pre-bachelor year, as well as those in undergraduate diploma and certificate, license undergraduate, and licentiate testamur programs.

Full-time/part-time enrolment: A classification of enrolment as either full time or part time is made according to institutional definitions. Since standard panCanadian definitions of full-time and part-time enrolment do not exist, it can be expected that the definitions used by institutions will vary somewhat.

## Unemployment rate:

Shows the unemployed as a proportion of the labour force. Unemployed individuals are those who, during the Labour Force Survey (LFS) reference week, were available for work and were either on temporary layoff, had looked for work in the past four weeks or had a job to start within the next four weeks. The LFS divides the population aged 15 and over into three mutually exclusive groups: those who are employed, those who are unemployed, and those who are not in the labour force.

## Universities:

These include:
Universities: Independent institutions granting degrees in at least arts and sciences.
Colleges of theology: Independent institutions granting degrees only in theology.
Liberal arts colleges: Independent institutions granting degrees in only in arts.
Other: Independent institutions granting degrees in specialized fields other than theology (such as engineering, fine arts).

University college programs:
These refer to degree-granting programs offered by community colleges. These differ from university transfer programs also offered by some community colleges, as the college offers the degree-granting program in its entirety (that is, all the years of the degree-granting program). Community colleges offering these programs are able to do so as they have been awarded degree-granting powers in certain fields or programs of study by the jurisdiction.

## University degrees granted:

Degrees, diplomas and certificates awarded by universities in Canada.
University expenditures on research and development (R\&D):
University expenditures on research and development ( $\mathrm{R} \& \mathrm{D}$ ) are estimated by the Science, Innovation and Electronic Information Division (SIEID) of Statistics Canada based on the following calculations. University expenditures on research and development are equal to:
a) sponsored research expenditures (available from Canadian Association of University Business Officers (CAUBO) sources) (The CAUBO survey provides revenue data on sponsored research for member institutions);
b) indirect expenditures on sponsored research (those not reimbursed by sponsors);
c) a value for the fraction of faculty members' time assumed to be devoted to sponsored and non-sponsored research (correcting for cases where sponsored research covers salaries of principal investigators);
d) indirect expenditures related to faculty members' time on research (c above); and
e) teaching hospitals not included in CAUBO sources.

The list of institutions retained for the estimation of $\mathrm{R} \& \mathrm{D}$ expenditures is based on payments (grants and contracts) awarded to institutions or their faculty for sponsored research and reported in the annual CAUBO survey.

## University transfer programs:

Programs of postsecondary non-university institutions that require secondary school completion to enter, and which provide a student with standing equivalent to the first or second year of a university degree program with which a student can apply for admission to subsequent senior years at a degree-granting institution. The "général" programs of the Quebec CEGEPs, completion of which is a prerequisite for entry into Quebec universities, are included in this classification.

## v

Visible minority:
Refers to the visible minority group to which the respondent belongs. The Employment Equity Act defines visible minorities as "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour".


## Chapter A tables

Table A.1.1
Estimates and projections, population aged 0 to 29, Canada and jurisdictions, 1991 to 2031

Table A.1.2
Estimates and projections, population aged 0 to 29 with Aboriginal identity, Canada and jurisdictions, 2001 to 2016

Table A.2.1
Proportion of immigrants among the school-age population (ages 5 to 24), Canada and jurisdictions, in and out of census metropolitan areas (CMAs), 1991, 1996 and 2001
Table A.2.2
Proportion of visible minorities among the school-age population (ages 5 to 24), Canada and jurisdictions, in and out of census metropolitan areas (CMAs), 1991, 1996 and 2001

Table A.2.3
Proportion of the school-age population (ages 5 to 24) with non-official home language, Canada and jurisdictions, in and out of census metropolitan areas (CMAs), 1991, 1996 and 2001

Table A.2.4
Proportion of the population aged 5 to 24 with Aboriginal identity, Canada, in and out of census metropolitan areas (CMAs), 1996 and 2001
Table A.2.5
Proportion of the population aged 5 to 24 with Aboriginal identity, jurisdictions, in and out of census metropolitan areas (CMAs), 1996 and 2001182

## Table A.3.1

Percentage of the school-age population (ages 5 to 24) in low income, Canada and provinces, 1990, 1995, 2000 and 2004

Table A.3.2
Distribution of the school-age population (ages 5 to 24), by number of years in low income between 1999 and 2004, Canada and provinces

Table A.4.1
Distribution of the school-age population, by age group and living arrangements, Canada and jurisdictions, 1991 and 2001

Table A.4.2
Distribution of the school-age population, by age group and work activity of parents, Canada and jurisdictions, 1991 and 2001

Table A.4.3
Distribution of the population aged 5 to 24 with Aboriginal identity, by age group and living arrangements, Canada and jurisdictions, 1996 and 2001

Table A.4.4
Distribution of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001


Table A.1.1
Estimates and projections, population aged 0 to 29, Canada and jurisdictions, 1991 to 2031

Ages 0 to 4

Population in thousands

| 1991 | 1,958 | 38 | 10 | 62 | 49 | 456 | 731 | 84 | 79 | 212 | 228 | 3 | 4 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 1996 | 1,961 | 31 | 9 | 57 | 45 | 459 | 755 | 82 | 72 | 200 | 242 | 2 | 4 | 4 |
| 2001 | 1,759 | 25 | 8 | 48 | 38 | 382 | 708 | 73 | 62 | 191 | 215 | 2 | 3 | 4 |
| 2006 | 1,698 | 23 | 7 | 43 | 35 | 375 | 668 | 70 | 60 | 201 | 207 | 2 | 3 | 4 |
| 2011 | 1,725 | 22 | 7 | 42 | 34 | 380 | 680 | 72 | 59 | 208 | 213 | 2 | 3 | 4 |
| 2016 | 1,782 | 21 | 7 | 42 | 33 | 382 | 714 | 75 | 58 | 216 | 225 | 2 | 4 | 4 |
| 2021 | 1,817 | 20 | 7 | 42 | 32 | 379 | 745 | 76 | 56 | 218 | 233 | 2 | 4 | 4 |
| 2026 | 1,813 | 19 | 7 | 40 | 31 | 370 | 760 | 75 | 53 | 216 | 234 | 2 | 4 | 4 |
| 2031 | 1,781 | 18 | 6 | 38 | 29 | 355 | 758 | 73 | 50 | 213 | 233 | 2 | 4 | 4 |


| Indices of change |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 1991 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1996 | 100 | 82 | 95 | 92 | 92 | 101 | 103 | 98 | 92 | 94 | 106 | 95 | 100 |
| 2001 | 90 | 67 | 80 | 78 | 79 | 84 | 97 | 87 | 79 | 90 | 94 | 71 | 79 |
| 2006 | 87 | 62 | 72 | 70 | 72 | 82 | 91 | 84 | 75 | 95 | 91 | 64 | 78 |
| 2011 | 88 | 59 | 72 | 68 | 69 | 83 | 93 | 86 | 74 | 98 | 94 | 68 | 78 |
| 205 | 102 |  |  |  |  |  |  |  |  |  |  |  |  |
| 2016 | 91 | 57 | 73 | 68 | 68 | 84 | 98 | 89 | 74 | 102 | 99 | 72 | 82 |
| 2021 | 93 | 54 | 72 | 67 | 66 | 83 | 102 | 91 | 71 | 103 | 102 | 72 | 85 |
| 2026 | 93 | 50 | 69 | 65 | 62 | 81 | 104 | 90 | 67 | 102 | 103 | 72 | 85 |
| 2031 | 91 | 47 | 65 | 61 | 59 | 78 | 104 | 88 | 63 | 100 | 102 | 68 | 82 |
| 203105 |  |  |  |  |  |  |  |  |  |  |  |  |  |

Table A.1.1
Estimates and projections, population aged 0 to 29, Canada and jurisdictions, 1991 to 2031 (continued)

|  | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Y.T. | N.W.T. | Nvt. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Ages 5 to 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Population in thousands |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1991 | 3,832 | 91 | 20 | 124 | 105 | 941 | 1,368 | 159 | 160 | 399 | 449 | 5 | 7 | 5 |
| 1996 | 4,024 | 79 | 20 | 125 | 100 | 922 | 1,500 | 165 | 160 | 426 | 509 | 5 | 8 | 6 |
| 2001 | 4,095 | 64 | 19 | 118 | 93 | 924 | 1,601 | 165 | 147 | 436 | 510 | 4 | 7 | 7 |
| 2006 | 3,927 | 56 | 17 | 105 | 84 | 863 | 1,591 | 159 | 131 | 420 | 484 | 4 | 7 | 7 |
| 2011 | 3,697 | 50 | 15 | 94 | 75 | 793 | 1,508 | 149 | 119 | 411 | 465 | 4 | 7 | 7 |
| 2016 | 3,669 | 47 | 15 | 89 | 71 | 791 | 1,484 | 147 | 116 | 421 | 471 | 3 | 7 | 7 |
| 2021 | 3,764 | 45 | 15 | 88 | 70 | 798 | 1,536 | 152 | 116 | 436 | 491 | 4 | 7 | 7 |
| 2026 | 3,868 | 44 | 15 | 88 | 68 | 799 | 1,606 | 156 | 114 | 447 | 512 | 4 | 7 | 7 |
| 2031 | 3,910 | 42 | 14 | 86 | 66 | 790 | 1,657 | 157 | 109 | 449 | 523 | 4 | 8 | 7 |
| Indices of change |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1991 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1996 | 105 | 87 | 102 | 101 | 95 | 98 | 110 | 104 | 100 | 107 | 113 | 112 | 112 | 119 |
| 2001 | 107 | 71 | 96 | 95 | 88 | 98 | 117 | 104 | 92 | 109 | 114 | 98 | 111 | 132 |
| 2006 | 102 | 61 | 86 | 85 | 79 | 92 | 116 | 100 | 82 | 105 | 108 | 88 | 105 | 129 |
| 2011 | 96 | 55 | 77 | 76 | 71 | 84 | 110 | 93 | 75 | 103 | 104 | 77 | 102 | 135 |
| 2016 | 96 | 52 | 74 | 71 | 67 | 84 | 108 | 93 | 73 | 106 | 105 | 75 | 104 | 135 |
| 2021 | 98 | 50 | 74 | 71 | 66 | 85 | 112 | 96 | 72 | 109 | 109 | 79 | 107 | 135 |
| 2026 | 101 | 49 | 74 | 71 | 65 | 85 | 117 | 98 | 71 | 112 | 114 | 82 | 110 | 137 |
| 2031 | 102 | 47 | 73 | 69 | 63 | 84 | 121 | 99 | 68 | 112 | 116 | 82 | 111 | 137 |


| Ages 15 to 19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Population in thousands |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1991 | 1,928 | 55 | 10 | 68 | 60 | 465 | 709 | 82 | 74 | 182 | 217 | 2 | 3 | 2 |
| 1996 | 2,010 | 46 | 10 | 63 | 54 | 499 | 720 | 79 | 79 | 198 | 254 | 2 | 3 | 2 |
| 2001 | 2,117 | 40 | 10 | 63 | 52 | 468 | 805 | 83 | 80 | 228 | 281 | 2 | 3 | 3 |
| 2006 | 2,165 | 34 | 10 | 63 | 49 | 474 | 849 | 85 | 76 | 235 | 280 | 2 | 4 | 3 |
| 2011 | 2,170 | 30 | 10 | 58 | 45 | 480 | 880 | 86 | 67 | 228 | 278 | 2 | 4 | 3 |
| 2016 | 2,006 | 26 | 8 | 52 | 40 | 417 | 839 | 79 | 59 | 215 | 262 | 2 | 3 | 3 |
| 2021 | 1,953 | 24 | 8 | 47 | 37 | 411 | 805 | 76 | 57 | 218 | 261 | 2 | 3 | 3 |
| 2026 | 1,990 | 24 | 8 | 47 | 36 | 416 | 823 | 78 | 57 | 225 | 269 | 2 | 4 | 3 |
| 2031 | 2,058 | 23 | 8 | 47 | 36 | 419 | 862 | 81 | 57 | 234 | 282 | 2 | 4 | 3 |


| Indices of change |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 1991 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1996 | 104 | 84 | 101 | 94 | 90 | 107 | 102 | 97 | 107 | 109 | 117 | 100 | 107 |
| 2001 | 110 | 73 | 102 | 93 | 87 | 100 | 114 | 101 | 108 | 125 | 129 | 124 | 107 |
| 2006 | 112 | 62 | 102 | 93 | 82 | 102 | 120 | 105 | 102 | 129 | 129 | 103 | 115 |
| 2011 | 113 | 54 | 95 | 86 | 76 | 103 | 124 | 105 | 90 | 126 | 128 | 98 | 122 |
| 158 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2016 | 104 | 48 | 84 | 76 | 67 | 90 | 118 | 97 | 80 | 119 | 121 | 98 | 112 |
| 2021 | 101 | 45 | 77 | 70 | 62 | 88 | 114 | 94 | 76 | 120 | 120 | 103 | 112 |
| 153 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2026 | 103 | 43 | 77 | 69 | 60 | 89 | 116 | 96 | 76 | 124 | 124 | 118 | 115 |
| 2031 | 107 | 43 | 78 | 70 | 60 | 90 | 122 | 100 | 76 | 129 | 130 | 123 | 118 |

Table A.1.1
Estimates and projections, population aged 0 to 29, Canada and jurisdictions, 1991 to 2031 (concluded)

|  | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Y.T. | N.W.T. | Nvt. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Ages 20 to 24 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Population in thousands |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1991 | 2,088 | 51 | 10 | 70 | 57 | 503 | 802 | 82 | 67 | 201 | 238 | 2 | 4 | 2 |
| 1996 | 2,002 | 44 | 10 | 65 | 55 | 471 | 745 | 80 | 69 | 197 | 259 | 2 | 3 | 2 |
| 2001 | 2,110 | 36 | 9 | 61 | 50 | 516 | 785 | 78 | 70 | 230 | 268 | 2 | 3 | 2 |
| 2006 | 2,253 | 35 | 10 | 64 | 51 | 491 | 873 | 85 | 75 | 252 | 308 | 3 | 4 | 3 |
| 2011 | 2,295 | 31 | 10 | 64 | 49 | 496 | 914 | 87 | 70 | 251 | 313 | 2 | 4 | 3 |
| 2016 | 2,304 | 28 | 9 | 60 | 46 | 502 | 944 | 87 | 63 | 245 | 311 | 2 | 4 | 3 |
| 2021 | 2,146 | 25 | 8 | 54 | 41 | 441 | 904 | 81 | 56 | 232 | 295 | 2 | 4 | 3 |
| 2026 | 2,097 | 23 | 8 | 50 | 38 | 435 | 873 | 79 | 54 | 233 | 294 | 2 | 4 | 3 |
| 2031 | 2,138 | 23 | 8 | 50 | 38 | 440 | 893 | 81 | 54 | 240 | 303 | 2 | 4 | 3 |
| Indices of change |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1991 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1996 | 96 | 88 | 100 | 93 | 96 | 94 | 93 | 97 | 103 | 98 | 109 | 98 | 85 | 94 |
| 2001 | 101 | 71 | 95 | 86 | 88 | 103 | 98 | 95 | 104 | 114 | 113 | 83 | 84 | 98 |
| 2006 | 108 | 69 | 105 | 92 | 89 | 98 | 109 | 103 | 112 | 126 | 129 | 115 | 101 | 115 |
| 2011 | 110 | 62 | 105 | 91 | 85 | 99 | 114 | 106 | 104 | 125 | 131 | 110 | 106 | 140 |
| 2016 | 110 | 55 | 98 | 85 | 80 | 100 | 118 | 106 | 93 | 122 | 130 | 106 | 109 | 136 |
| 2021 | 103 | 49 | 87 | 77 | 71 | 88 | 113 | 99 | 83 | 115 | 124 | 97 | 101 | 131 |
| 2026 | 100 | 46 | 81 | 71 | 67 | 87 | 109 | 96 | 80 | 116 | 123 | 92 | 101 | 136 |
| 2031 | 102 | 45 | 82 | 71 | 65 | 87 | 111 | 99 | 81 | 120 | 127 | 97 | 103 | 136 |


|  | Ages 25 to 29 |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Population in thousands |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1991 | 2,507 | 49 | 10 | 81 | 64 | 627 | 967 | 94 | 79 | 242 | 284 | 3 | 4 |
| 1996 | 2,152 | 42 | 9 | 66 | 54 | 499 | 823 | 79 | 65 | 211 | 295 | 3 | 4 |
| 2001 | 2,074 | 32 | 8 | 59 | 50 | 474 | 807 | 76 | 62 | 228 | 270 | 2 | 3 |
| 2006 | 2,226 | 31 | 9 | 58 | 48 | 538 | 849 | 79 | 65 | 257 | 284 | 2 | 4 |
| 2011 | 2,330 | 32 | 10 | 62 | 49 | 506 | 921 | 85 | 69 | 268 | 320 | 2 | 4 |
| 2016 | 2,377 | 30 | 10 | 62 | 48 | 512 | 962 | 87 | 65 | 268 | 325 | 2 | 4 |
| 2021 | 2,392 | 27 | 9 | 58 | 45 | 518 | 992 | 87 | 59 | 262 | 324 | 2 | 4 |
| 2026 | 2,241 | 25 | 8 | 53 | 40 | 460 | 954 | 82 | 54 | 248 | 309 | 2 | 4 |
| 2031 | 2,199 | 23 | 8 | 50 | 38 | 454 | 928 | 79 | 52 | 249 | 309 | 2 | 4 |


| Indices of change |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1991 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1996 | 86 | 85 | 88 | 81 | 84 | 80 | 85 | 84 | 82 | 87 | 104 | 90 | 89 | 108 |
| 2001 | 83 | 66 | 79 | 74 | 78 | 76 | 83 | 81 | 78 | 94 | 95 | 68 | 74 | 107 |
| 2006 | 89 | 64 | 83 | 72 | 74 | 86 | 88 | 84 | 82 | 106 | 100 | 68 | 81 | 104 |
| 2011 | 93 | 65 | 92 | 77 | 77 | 81 | 95 | 90 | 87 | 110 | 113 | 85 | 94 | 121 |
| 2016 | 95 | 60 | 92 | 77 | 74 | 82 | 99 | 92 | 82 | 110 | 115 | 85 | 99 | 138 |
| 2021 | 95 | 55 | 87 | 72 | 70 | 83 | 103 | 92 | 75 | 108 | 114 | 85 | 99 | 134 |
| 2026 | 89 | 50 | 79 | 66 | 63 | 73 | 99 | 87 | 68 | 102 | 109 | 78 | 94 | 130 |
| 2031 | 88 | 47 | 74 | 62 | 59 | 72 | 96 | 84 | 66 | 103 | 109 | 75 | 92 | 134 |

Sources: 1991 to 2005: Estimates of population, by age group and sex, Canada, provinces and territories, Statistics Canada.
2006 to 2031: Population Projections for Canada, Provinces and Territories 2005-2031, Statistics Canada, Catalogue No. 91-520-XWE.

Table A.1.2
Estimates and projections, population aged 0 to 29 with Aboriginal identity, Canada and jurisdictions, 2001 to 2016


Table A.1.2
Estimates and projections, population aged 0 to 29 with Aboriginal identity, Canada and jurisdictions, 2001 to 2016 (continued)


Table A.1.2
Estimates and projections, population aged 0 to 29 with Aboriginal identity, Canada and jurisdictions, 2001 to 2016 (concluded)


Notes: 2001 base year population is adjusted for census net undercount and incompletely enumerated reserves.
Due to rounding, the total may not be equal to the sum of all ages.
Comparable data are not available for 1991 and 1996, and population projections for 2021 and beyond are not available.
The data in this table are based on a different projection series than the data in Table A.1.1. The two should not be directly compared.
Source: Projections of the Aboriginal Populations, Canada, Provinces and Territories: Detailed Statistical Tables, 2001 to 2017, Catalogue no. 91-547-SCB, Statistics Canada, Demography Division, Scenario B.

Table A.2.1
Proportion of immigrants among the school-age population (ages 5 to 24), Canada and jurisdictions, in and out of census metropolitan areas (CMAs), 1991, 1996 and 2001

|  | 1991 | 1996 | 2001 |
| :---: | :---: | :---: | :---: |
|  | percentage |  |  |
| Canada | 9 | 10 | 10 |
| CMA | 13 | 14 | 15 |
| Non-CMA | 2 | 2 | 2 |
| Newfoundland and Labrador | 1 | 1 | 1 |
| St. John's | 1 | 2 | 1 |
| Non-CMA | <1 | $<1$ | <1 |
| Prince Edward Island | 1 | 1 | 1 |
| Nova Scotia | 2 | 2 | 2 |
| Halifax | 3 | 4 | 5 |
| Non-CMA | 1 | 1 | 1 |
| New Brunswick | 2 | 2 | 2 |
| Saint John | 2 | 1 | 2 |
| Non-CMA | 2 | 2 | 1 |
| Quebec | 6 | 6 | 6 |
| Chicoutimi | 1 | 1 | 1 |
| Montreal | 11 | 12 | 11 |
| Quebec | 2 | 2 | 3 |
| Sherbrooke | 3 | 4 | 5 |
| Trois-Rivières | 1 | 1 | 1 |
| Ottawa-Gatineau (Quebec part) | 4 | 4 | 5 |
| Non-CMA | 1 | 1 | 1 |
| Ontario | 13 | 14 | 15 |
| Hamilton | 10 | 10 | 11 |
| Kingston | 6 | 6 | 5 |
| Kitchener | 13 | 12 | 12 |
| London | 10 | 10 | 10 |
| Oshawa | 7 | 6 | 4 |
| Ottawa-Gatineau (Ontario part) | 12 | 13 | 14 |
| St. Catharines-Niagara | 6 | 6 | 6 |
| Sudbury | 1 | 1 | 2 |
| Thunder Bay | 3 | 3 | 2 |
| Toronto | 24 | 26 | 26 |
| Windsor | 10 | 11 | 13 |
| Non-CMA | 3 | 3 | 3 |
| Manitoba | 7 | 6 | 6 |
| Winnipeg | 10 | 8 | 8 |
| Non-CMA | 3 | 3 | 3 |
| Saskatchewan | 2 | 2 | 2 |
| Regina | 4 | 4 | 4 |
| Saskatoon | 4 | 4 | 4 |
| Non-CMA | 1 | 1 | 1 |
| Alberta | 8 | 8 | 7 |
| Calgary | 12 | 12 | 11 |
| Edmonton | 10 | 10 | 8 |
| Non-CMA | 3 | 3 | 3 |
| British Columbia | 12 | 14 | 15 |
| Abbotsford | 9 | 9 | 9 |
| Vancouver | 20 | 25 | 26 |
| Victoria | 7 | 7 | 7 |
| Non-CMA | 4 | 4 | 3 |
| Yukon | 5 | 4 | 3 |
| Northwest Territories ${ }^{1}$ | 2 | 2 | 2 |
| Nunavut ${ }^{1}$ | $\ldots$ | ... | $<1$ |

1. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999-2000.
Source: 1991, 1996 and 2001 Census of Population, Statistics Canada.

A2 Education Indicators in Canada
Table A.2.2
Proportion of visible minorities among the school-age population (ages 5 to 24), Canada and jurisdictions, in and out of census metropolitan areas (CMAs), 1991, 1996 and 2001

|  | 1991 | 1996 | 2001 |
| :---: | :---: | :---: | :---: |
|  | percentage |  |  |
| Canada | 11 | 13 | 16 |
| CMA | 17 | 20 | 23 |
| Non-CMA | 2 | 2 | 2 |
| Newfoundland and Labrador | 1 | 1 | 1 |
| St. John's | 1 | 2 | 1 |
| Non-CMA | 1 | <1 | <1 |
| Prince Edward Island | 1 | 2 | 1 |
| Nova Scotia | 4 | 5 | 5 |
| Halifax | 8 | 9 | 10 |
| Non-CMA | 2 | 2 | 2 |
| New Brunswick | 1 | 1 | 2 |
| Saint John | 3 | 3 | 4 |
| Non-CMA | 1 | 1 | 1 |
| Quebec | 7 | 8 | 9 |
| Chicoutimi | 1 | 1 | 1 |
| Montreal | 14 | 16 | 17 |
| Quebec | 2 | 2 | 2 |
| Sherbrooke | 3 | 3 | 3 |
| Trois-Rivières | 1 | 1 | 1 |
| Ottawa-Gatineau (Quebec part) | 5 | 4 | 5 |
| Non-CMA | 1 | 1 | 1 |
| Ontario | 15 | 18 | 22 |
| Hamilton | 9 | 10 | 13 |
| Kingston | 5 | 6 | 6 |
| Kitchener | 11 | 11 | 14 |
| London | 9 | 10 | 12 |
| Oshawa | 7 | 7 | 8 |
| Ottawa-Gatineau (Ontario part) | 16 | 18 | 21 |
| St. Catharines-Niagara | 5 | 5 | 6 |
| Sudbury | 2 | 2 | 3 |
| Thunder Bay | 3 | 3 | 3 |
| Toronto | 30 | 37 | 42 |
| Windsor | 12 | 13 | 17 |
| Non-CMA | 3 | 2 | 3 |
| Manitoba | 8 | 8 | 9 |
| Winnipeg | 13 | 14 | 16 |
| Non-CMA | 2 | 1 | 1 |
| Saskatchewan | 3 | 3 | 3 |
| Regina |  | 6 | 6 |
| Saskatoon | 6 | 6 | 6 |
| Non-CMA | 1 | 1 | 1 |
| Alberta | 10 | 11 | 12 |
| Calgary | 16 | 18 | 19 |
| Edmonton | 14 | 15 | 17 |
| Non-CMA | 3 | 3 | 3 |
| British Columbia | 17 | 21 | 26 |
| Abbotsford | 13 | 15 | 21 |
| Vancouver | 30 | 37 | 44 |
| Victoria | 9 | 10 | 12 |
| Non-CMA | 6 | 6 | 5 |
| Yukon | 4 | 4 | 3 |
| Northwest Territories ${ }^{1}$ | 2 | 2 | 4 |
| Nunavut ${ }^{1}$ | ... | ... | <1 |

1. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999-2000.
Source: 1991, 1996 and 2001 Census of Population, Statistics Canada.

Table A.2.3
Proportion of the school-age population (ages 5 to 24) with non-official home language, Canada and jurisdictions, in and out of census metropolitan areas (CMAs), 1991, 1996 and 2001

|  | 1991 | 1996 | 2001 |
| :---: | :---: | :---: | :---: |
|  | percentage |  |  |
| Canada | 6 | 7 | 8 |
| CMA | 9 | 10 | 11 |
| Non-CMA | 3 | 3 | 3 |
| Newfoundland and Labrador | <1 | 1 | 1 |
| St. John's | <1 | 1 | <1 |
| Non-CMA | 1 | 1 | 1 |
| Prince Edward Island | <1 | <1 | <1 |
| Nova Scotia | 1 | 1 | 2 |
| Halifax | 1 | 2 | 2 |
| Non-CMA | 1 | 1 | 1 |
| New Brunswick | 1 | <1 | , |
| Saint John | <1 | <1 | 1 |
| Non-CMA | 1 | 1 | 1 |
| Quebec | 5 | 5 | 5 |
| Chicoutimi | <1 | <1 | <1 |
| Montreal | 9 | 10 | 9 |
| Quebec | 1 | 1 | 1 |
| Sherbrooke | 1 | 2 | 2 |
| Trois-Rivières | <1 | <1 | <1 |
| Ottawa-Gatineau (Quebec part) | 2 | 3 | 3 |
| Non-CMA | 2 | 2 | 2 |
| Ontario | 8 | 10 | 10 |
| Hamilton | 6 | 7 | 8 |
| Kingston | 2 | 2 | 3 |
| Kitchener | 8 | 8 | 9 |
| London | 5 | 6 | 6 |
| Oshawa | 2 | 2 | 2 |
| Ottawa-Gatineau (Ontario part) | 7 | 8 | 9 |
| St. Catharines-Niagara | 2 | 3 | 3 |
| Sudbury | 1 | 1 | 1 |
| Thunder Bay | 3 | 2 | 1 |
| Toronto | 15 | 18 | 19 |
| Windsor | 7 | 7 | 10 |
| Non-CMA | 2 | 2 | 2 |
| Manitoba | 8 | 8 | 7 |
| Winnipeg | 6 | 6 | 5 |
| Non-CMA | 10 | 10 | 9 |
| Saskatchewan | 4 | 4 | 4 |
| Regina | 2 | 2 | 2 |
| Saskatoon | 3 | 3 | 2 |
| Non-CMA | 5 | 5 | 5 |
| Alberta | 6 | 6 | 6 |
| Calgary | 6 | 8 | 8 |
| Edmonton | 6 | 6 | 6 |
| Non-CMA | 5 | 5 | 5 |
| British Columbia | 8 | 11 | 12 |
| Abbotsford | 7 | 7 | 10 |
| Vancouver | 13 | 20 | 22 |
| Victoria | 2 | 4 | 4 |
| Non-CMA | 2 | 3 | 2 |
| Yukon | 1 | 2 | 1 |
| Northwest Territories ${ }^{1}$ | 35 | 33 | 6 |
| Nunavut ${ }^{1}$ | ... | ... | 61 |

1. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999-2000.
Source: 1991, 1996 and 2001 Census of Population, Statistics Canada.

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Table A.2.4
Proportion of the population aged 5 to 24 with Aboriginal identity, Canada, in and out of census metropolitan areas (CMAs), 1996 and $2001{ }^{1}$

|  | Aboriginal identity by group |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1996 |  |  |  | 2001 |  |  |  |
|  | Total Aboriginal identity ${ }^{2}$ | North American Indian | Métis | Inuit | Total Aboriginal identity ${ }^{2}$ | North American Indian | Métis | Inuit |
|  | percentage |  |  |  | percentage |  |  |  |
| Canada | 4 | 3 | 1 | <1 | 5 | 3 | 1 | <1 |
| CMA | 2 | 1 | 1 | <1 | 2 | 1 | 1 | <1 |
| Non-CMA | 8 | 5 | 2 | 1 | 9 | 6 | 2 | 1 |

1. Data from the 1991 Census are not directly comparable.
2. Total Aboriginal identity includes the Aboriginal groups (North American Indian, Métis and Inuit), multiple Aboriginal responses and Aboriginal responses not included elsewhere.
Source: 1996 and 2001 Census of Population, Statistics Canada.

Table A.2.5
Proportion of the population aged 5 to 24 with Aboriginal identity, jurisdictions, in and out of census metropolitan areas (CMAs), 1996 and 2001¹

|  | Total Aboriginal identity ${ }^{2}$ |  |
| :---: | :---: | :---: |
|  | 1996 | 2001 |
|  | percentage |  |
| Newfoundland and Labrador | 3 | 5 |
| St. John's | 1 | 1 |
| Non-CMA | 5 | 8 |
| Prince Edward Island | 1 | 1 |
| Nova Scotia | 2 | 3 |
| Halifax | 1 | 1 |
| Non-CMA | 3 | 4 |
| New Brunswick | 2 | 3 |
| Saint John | 1 | 1 |
| Non-CMA | 2 | 4 |
| Quebec | 1 | 2 |
| Total Quebec CMA | <1 | <1 |
| Chicoutimi | 1 | 1 |
| Montreal | <1 | <1 |
| Québec | <1 | 1 |
| Sherbrooke | <1 | <1 |
| Trois-Rivières | 1 | 1 |
| Ottawa-Gatineau (Quebec part) | 2 | 2 |
| Non-CMA | 3 | 4 |
| Ontario | 2 | 2 |
| Total Ontario CMA | 1 | 1 |
| Hamilton | 1 | 2 |
| Kingston | 1 | 2 |
| Kitchener | 1 | 1 |
| London | 2 | 2 |
| Oshawa | 1 | 1 |
| Ottawa-Gatineau (Ontario part) | 1 | 1 |
| St. Catharines-Niagara | 1 | 2 |
| Sudbury | 4 | 7 |
| Thunder Bay | 8 | 10 |
| Toronto | <1 | 1 |
| Windsor | 1 | 2 |
| Non-CMA | 4 | 5 |

Table A.2.5
Proportion of the population aged 5 to 24 with Aboriginal identity, jurisdictions, in and out of census metropolitan areas (CMAs), 1996 and 2001 ${ }^{1}$ (concluded)

|  | Total Aboriginal identity ${ }^{2}$ |  |
| :---: | :---: | :---: |
|  | 1996 | 2001 |
|  | percentage |  |
| Manitoba | 17 | 20 |
| Winnipeg | 10 | 12 |
| Non-CMA | 26 | 30 |
| Saskatchewan | 17 | 20 |
| Total Saskatchewan CMA | 10 | 13 |
| Regina | 10 | 12 |
| Saskatoon | 11 | 13 |
| Non-CMA | 21 | 26 |
| Alberta | 6 | 8 |
| Total Alberta CMA | 4 | 5 |
| Calgary | 3 | 3 |
| Edmonton | 5 | 6 |
| Non-CMA | 10 | 12 |
| British Columbia | 6 | 6 |
| Total British Columbia CMA | 3 | 3 |
| Abbotsford | 3 | 4 |
| Vancouver | 2 | 3 |
| Victoria | 3 | 4 |
| Non-CMA | 10 | 12 |
| Yukon | 24 | 29 |
| Northwest Territories ${ }^{3}$ | 58 | 61 |
| Nunavut ${ }^{3}$ | 92 | 93 |

1. Data from the 1991 Census are not directly comparable.
2. Total Aboriginal identity includes the Aboriginal groups (North American Indian, Métis and Inuit), multiple Aboriginal responses and Aboriginal responses not included elsewhere.
3. Nunavut and Northwest Territories: data are calculated using 1999 boundaries.

Source: 1996 and 2001 Census of Population, Statistics Canada.


Table A.3.1
Percentage of the school-age population (ages 5 to 24) in low income, ${ }^{1}$
Canada and provinces, 1990, 1995, 2000 and 2004

|  | 1990 | 1995 | 2000 | 2004 |
| :---: | :---: | :---: | :---: | :---: |
|  | percentage |  |  |  |
| Canada |  |  |  |  |
| All | 14 | 19 | 15 | 15 |
| Living with two parents | 7 | 10 | 8 | 7 |
| Living with Ione parent | 32 | 38 | 27 | 26 |
| Not living with any parent | 33 | 43 | 39 | 38 |
| Newfoundland and Labrador |  |  |  |  |
| All | 17 | 19 | 17 | 17 |
| Living with two parents | 10 | 13 | 10 | 9 |
| Living with Ione parent | 46 | 43 | 38 | 26 |
| Not living with any parent | 32 | 45 | 45 | 50 |
| Prince Edward Island |  |  |  |  |
| All | 7 | 10 | 11 | 7 |
| Living with two parents | 3 | 4 | 6 | 3 |
| Living with lone parent | 15 | 28 | 14 | 10 |
| Not living with any parent | 21 | 22 | 34 | 31 |
| Nova Scotia |  |  |  |  |
| All | 12 | 18 | 14 | 11 |
| Living with two parents | 3 | 8 | 7 | 4 |
| Living with Ione parent | 35 | 43 | 25 | 23 |
| Not living with any parent | 32 | 40 | 35 | 35 |
| New Brunswick |  |  |  |  |
| All | 13 | 18 | 12 | 10 |
| Living with two parents | 5 | 9 | 5 | 3 |
| Living with lone parent | 37 | 39 | 26 | 24 |
| Not living with any parent | 25 | 34 | 34 | 27 |
| Quebec |  |  |  |  |
| All | 16 | 21 | 16 | 13 |
| Living with two parents | 8 | 11 | 8 | 7 |
| Living with lone parent | 39 | 37 | 30 | 21 |
| Not living with any parent | 36 | 52 | 41 | 36 |
| Ontario |  |  |  |  |
| All | 11 | 17 | 13 | 14 |
| Living with two parents | , | 9 | 7 | 7 |
| Living with lone parent | 24 | 38 | 23 | 27 |
| Not living with any parent | 28 | 38 | 40 | 39 |
| Manitoba |  |  |  |  |
| All | 18 | 23 | 17 | 13 |
| Living with two parents | 10 | 13 | 9 | 7 |
| Living with lone parent | 36 | 40 | 36 | 21 |
| Not living with any parent | 36 | 52 | 38 | 36 |
| Saskatchewan |  |  |  |  |
| All | 18 | 19 | 15 | 16 |
| Living with two parents | 10 | 11 | 6 | 6 |
| Living with Ione parent | 39 | 40 | 31 | 21 |
| Not living with any parent | 34 | 36 | 35 | 42 |
| Alberta |  |  |  |  |
| All | 16 | 21 | 15 | 16 |
| Living with two parents | 6 | 10 | 8 | 8 |
| Living with lone parent | 40 | 47 | 22 | 22 |
| Not living with any parent | 35 | 47 | 35 | 42 |
| British Columbia |  |  |  |  |
| All | 15 | 19 | 18 | 18 |
| Living with two parents | 7 | 13 | 11 | 10 |
| Living with Ione parent | 29 | 28 | 28 | 36 |
| Not living with any parent | 36 | 40 | 43 | 36 |

1. Based on after-tax low-income cutoffs.

Note: The data for 1990, 1995 and 2000 have been revised and may be different from those previously published in the Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program 2005.
Sources: 1990 and 1995: Survey of Consumer Finances, Statistics Canada. 2000 and 2004: Survey of Labour and Income Dynamics, Statistics Canada.

A3 Education Indicators in Canada
Table A.3.2
Distribution of the school-age population (ages 5 to 24), by number of years in low income ${ }^{1}$ between 1999 and 2004, Canada and provinces

|  | Never in Iow income | Up to one year in low income | More than one year in low income | Total |
| :---: | :---: | :---: | :---: | :---: |
| Canada percentage |  |  |  |  |
|  |  |  |  |  |
| All | 74 | 11 | 15 | 100 |
| Living with two parents | 81 | 9 | 10 | 100 |
| Living with Ione parent | 55 | 14 | 32 | 100 |
| Not living with any parent | 56 | 17 | 27 | 100 |
| Newfoundland and Labrador |  |  |  |  |
| All | 65 | 14 | 21 | 100 |
| Living with two parents | 76 | 12 | 12 | 100 |
| Living with lone parent | 32 | 16 | 53 | 100 |
| Not living with any parent | 30 | 24 | 47 | 100 |
| Prince Edward Island |  |  |  |  |
| All | 79 | 8 | 13 | 100 |
| Living with two parents | 79 | 8 | 12 | 100 |
| Living with lone parent | F | F | F | F |
| Not living with any parent | F | F | F | F |
| Nova Scotia |  |  |  |  |
| All | 70 | 12 | 18 | 100 |
| Living with two parents | 81 | 8 | 12 | 100 |
| Living with lone parent | 40 | 20 | 41 | 100 |
| Not living with any parent | 50 | 28 | 22 | 100 |
| New Brunswick |  |  |  |  |
| All | 70 | 14 | 16 | 100 |
| Living with two parents | 78 | 13 | 10 | 100 |
| Living with lone parent | 49 | 13 | 39 | 100 |
| Not living with any parent | 48 | 22 | 29 | 100 |
| Quebec |  |  |  |  |
| All | 75 | 8 | 16 | 100 |
| Living with two parents | 83 | 6 | 11 | 100 |
| Living with Ione parent | 56 | 9 | 35 | 100 |
| Not living with any parent | 53 | 19 | 28 | 100 |
| Ontario |  |  |  |  |
| All | 79 | 10 | 11 | 100 |
| Living with two parents | 83 | 9 | 8 | 100 |
| Living with Ione parent | 62 | 13 | 25 | 100 |
| Not living with any parent | 63 | 14 | 23 | 100 |
| Manitoba |  |  |  |  |
| All | 70 | 11 | 19 | 100 |
| Living with two parents | 76 | 8 | 15 | 100 |
| Living with lone parent | 48 | 22 | 31 | 100 |
| Not living with any parent | 62 | 13 | 25 | 100 |
| Saskatchewan |  |  |  |  |
| All | 70 | 15 | 16 | 100 |
| Living with two parents | 77 | 12 | 12 | 100 |
| Living with lone parent | 49 | 20 | 31 | 100 |
| Not living with any parent | 59 | 21 | 19 | 100 |
| Alberta |  |  |  |  |
| All | 71 | 11 | 17 | 100 |
| Living with two parents | 75 | 9 | 15 | 100 |
| Living with lone parent | 62 | 11 | 26 | 100 |
| Not living with any parent | 56 | 22 | 23 | 100 |
| British Columbia |  |  |  |  |
| All | 67 | 13 | 20 | 100 |
| Living with two parents | 76 | 11 | 12 | 100 |
| Living with lone parent | 44 | 19 | 37 | 100 |
| Not living with any parent | 54 | F | 37 | 100 |

1. Based on after-tax low-income cutoffs.

Source: Survey of Labour and Income Dynamics, Statistics Canada.

Table A.4.1
Distribution ${ }^{1}$ of the school-age population, by age group and living arrangements, Canada and jurisdictions, 1991 and 2001

|  | 1991 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |
|  | percentage |  |  |  | percentage |  |  |  |
| Canada dercerne |  |  |  |  |  |  |  |  |
| Living with parent(s) | 84 | 98 | 90 | 50 | 87 | 99 | 93 | 57 |
| Married parents | 66 | 78 | 71 | 39 | 62 | 69 | 68 | 43 |
| Common-law parents | 4 | 6 | 3 | 1 | 8 | 11 | 6 | 2 |
| Lone parent | 14 | 15 | 16 | 9 | 17 | 19 | 19 | 11 |
| Not living with any parent | 16 | 2 | 10 | 50 | 13 | 1 | 7 | 43 |
| Living as spouse | 7 | 0 | 2 | 25 | 5 | 0 | 2 | 20 |
| Living as lone parent | 1 | 0 | 0 | 2 | 1 | 0 | 1 | 3 |
| Other living arrangements | 9 | 2 | 7 | 23 | 7 | 1 | 5 | 20 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number in thousands) | 7,590.4 | 3,782.2 | 1,863.7 | 1,944.5 | 7,995.7 | 4,027.7 | 2,036.1 | 1,931.9 |
| Newfoundland and Labrador |  |  |  |  |  |  |  |  |
| Living with parent(s) | 87 | 97 | 93 | 62 | 90 | 99 | 95 | 68 |
| Married parents | 75 | 83 | 80 | 52 | 69 | 72 | 74 | 56 |
| Common-law parents | 3 | 4 | 2 | 1 | 6 | 9 | 5 | 2 |
| Lone parent | 10 | 10 | 11 | 9 | 16 | 18 | 16 | 10 |
| Not living with any parent | 13 | 3 | 7 | 38 | 10 | 1 | 5 | 32 |
| Living as spouse | 6 | 0 | 2 | 22 | 4 | 0 | 1 | 16 |
| Living as lone parent | 1 | 0 | 0 | 2 | 2 | 0 | 1 | 5 |
| Other living arrangements | 6 | 3 | 5 | 14 | 4 | 1 | 3 | 12 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number in thousands) | 192.5 | 91.0 | 54.1 | 47.3 | 137.3 | 64.3 | 39.3 | 33.7 |
| Prince Edward Island |  |  |  |  |  |  |  |  |
| Living with parent(s) | 86 | 98 | 91 | 55 | 88 | 100 | 94 | 58 |
| Married parents | 71 | 82 | 75 | 45 | 68 | 75 | 73 | 46 |
| Common-law parents | 3 | 4 | 3 | 1 | 5 | 7 | 3 | 1 |
| Lone parent | 12 | 12 | 14 | 9 | 16 | 17 | 17 | 11 |
| Not living with any parent | 14 | 2 | 9 | 45 | 12 | 0 | 6 | 42 |
| Living as spouse | 7 | 0 | 2 | 26 | 5 | 0 | 2 | 20 |
| Living as lone parent | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 5 |
| Other living arrangements | 7 | 2 | 7 | 18 | 5 | 0 | 4 | 16 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number in thousands) | 39.4 | 19.9 | 10.1 | 9.4 | 38.0 | 19.1 | 10.2 | 8.7 |
| Nova Scotia |  |  |  |  |  |  |  |  |
| Living with parent(s) | 84 | 98 | 91 | 50 | 87 | 99 | 94 | 54 |
| Married parents | 67 | 78 | 73 | 41 | 62 | 69 | 69 | 42 |
| Common-law parents | 3 | 5 | 3 | 1 | 6 | 8 | 5 | 2 |
| Lone parent | 13 | 15 | 15 | 9 | 19 | 22 | 20 | 10 |
| Not living with any parent | 16 | 2 | 9 | 50 | 13 | 1 | 6 | 46 |
| Living as spouse | 7 | 0 | 2 | 25 | 5 | 0 | 1 | 19 |
| Living as lone parent | 1 | 0 | 1 | 3 | 1 | 0 | 1 | 5 |
| Other living arrangements | 8 | 2 | 7 | 21 | 7 | 1 | 4 | 22 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number in thousands) | 256.5 | 123.4 | 66.9 | 66.2 | 234.7 | 117.7 | 61.3 | 55.7 |

Table A.4.1
Distribution ${ }^{1}$ of the school-age population, by age group and living arrangements, Canada and jurisdictions, 1991 and 2001 (continued)


Table A.4.1
Distribution ${ }^{1}$ of the school-age population, by age group and living arrangements, Canada and jurisdictions, 1991 and 2001 (continued)

|  | 1991 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |
|  | percentage |  |  |  | percentage |  |  |  |
| Saskatchewan |  |  |  |  |  |  |  |  |
| Living with parent(s) | 82 | 97 | 87 | 39 | 83 | 99 | 89 | 42 |
| Married parents | 67 | 78 | 71 | 32 | 61 | 70 | 67 | 32 |
| Common-law parents | 3 | 5 | 3 | 1 | 5 | 8 | 4 | 1 |
| Lone parent | 12 | 14 | 13 | 6 | 17 | 21 | 17 | 8 |
| Not living with any parent | 18 | 3 | 13 | 61 | 17 | 1 | 11 | 58 |
| Living as spouse | 7 | 0 | 3 | 30 | 6 | 0 | 2 | 25 |
| Living as lone parent | 1 | 0 | 1 | 3 | 2 | 0 | 2 | 6 |
| Other living arrangements | 10 | 3 | 10 | 28 | 9 | 1 | 7 | 27 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number in thousands) | 296.2 | 159.2 | 73.5 | 63.6 | 286.9 | 145.2 | 77.1 | 64.6 |
| Alberta |  |  |  |  |  |  |  |  |
| Living with parent(s) | 80 | 98 | 86 | 38 | 83 | 99 | 90 | 44 |
| Married parents | 64 | 78 | 68 | 30 | 63 | 74 | 68 | 34 |
| Common-law parents | 3 | 5 | 3 | 1 | 5 | 8 | 4 | 1 |
| Lone parent | 13 | 15 | 14 | 7 | 15 | 17 | 17 | 9 |
| Not living with any parent | 20 | 2 | 14 | 62 | 17 | 1 | 10 | 56 |
| Living as spouse | 8 | 0 | 4 | 29 | 7 | 0 | 2 | 25 |
| Living as lone parent | 1 | 0 | 0 | 3 | 1 | 0 | 1 | 3 |
| Other living arrangements | 11 | 2 | 10 | 30 | 9 | 1 | 7 | 29 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number in thousands) | 761.5 | 393.6 | 177.3 | 190.6 | 859.1 | 428.6 | 219.7 | 210.9 |
| British Columbia |  |  |  |  |  |  |  |  |
| Living with parent(s) | 81 | 98 | 87 | 43 | 87 | 99 | 92 | 56 |
| Married parents | 64 | 77 | 68 | 34 | 63 | 71 | 67 | 43 |
| Common-law parents | 4 | 6 | 4 | 1 | 5 | 7 | 4 | 1 |
| Lone parent | 14 | 15 | 16 | 8 | 18 | 21 | 20 | 11 |
| Not living with any parent | 19 | 2 | 13 | 57 | 13 | 1 | 8 | 44 |
| Living as spouse | 7 | 0 | 3 | 26 | 5 | 0 | 2 | 18 |
| Living as Ione parent | 1 | 0 | 0 | 2 | 1 | 0 | 1 | 3 |
| Other living arrangements | 11 | 2 | 10 | 29 | 8 | 1 | 6 | 24 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number in thousands) | 873.5 | 440.8 | 210.8 | 221.9 | 1,011.1 | 501.4 | 268.9 | 240.8 |
| Yukon |  |  |  |  |  |  |  |  |
| Living with parent(s) | 78 | 95 | 82 | 34 | 85 | 97 | 90 | 46 |
| Married parents | 53 | 65 | 58 | 22 | 48 | 52 | 52 | 31 |
| Common-law parents | 10 | 14 | 9 | 3 | 14 | 18 | 12 | 4 |
| Lone parent | 15 | 16 | 15 | 10 | 24 | 27 | 27 | 11 |
| Not living with any parent | 22 | 5 | 18 | 66 | 15 | 3 | 10 | 54 |
| Living as spouse | 8 | 0 | 3 | 32 | 5 | 0 | 2 | 23 |
| Living as lone parent | 1 | 0 | 1 | 4 | 1 | 0 | 0 | 6 |
| Other living arrangements | 13 | 5 | 14 | 30 | 8 | 3 | 7 | 24 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number in thousands) | 8.2 | 4.3 | 1.9 | 1.9 | 8.2 | 4.3 | 2.3 | 1.6 |

Table A.4.1
Distribution ${ }^{1}$ of the school-age population, by age group and living arrangements, Canada and jurisdictions, 1991 and 2001 (concluded)

|  | 1991 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |
|  | percentage |  |  |  | percentage |  |  |  |
| Northwest Territories |  |  |  |  |  |  |  |  |
| Living with parent(s) | 75 | 93 | 79 | 34 | 84 | 98 | 87 | 43 |
| Married parents | 53 | 65 | 57 | 24 | 48 | 53 | 53 | 28 |
| Common-law parents | 9 | 14 | 8 | 2 | 17 | 23 | 13 | 4 |
| Lone parent | 12 | 14 | 14 | 8 | 20 | 23 | 21 | 11 |
| Not living with any parent | 25 | 7 | 21 | 66 | 16 | 2 | 13 | 57 |
| Living as spouse | 9 | 0 | 4 | 31 | 7 | 0 | 3 | 29 |
| Living as lone parent | 1 | 0 | 0 | 3 | 2 | 0 | 3 | 7 |
| Other living arrangements | 16 | 7 | 17 | 32 | 7 | 2 | 7 | 21 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number in thousands) | 12.5 | 6.5 | 2.8 | 3.2 | 12.7 | 7.1 | 2.9 | 2.6 |
| Nunavut |  |  |  |  |  |  |  |  |
| Living with parent(s) | 78 | 93 | 81 | 41 | 82 | 98 | 80 | 33 |
| Married parents | 57 | 67 | 62 | 30 | 45 | 52 | 50 | 21 |
| Common-law parents | 8 | 12 | 5 | 1 | 18 | 25 | 12 | 3 |
| Lone parent | 13 | 13 | 14 | 10 | 18 | 21 | 18 | 9 |
| Not living with any parent | 22 | 7 | 19 | 59 | 18 | 2 | 20 | 67 |
| Living as spouse | 11 | 0 | 7 | 39 | 11 | 0 | 9 | 46 |
| Living as lone parent | 1 | 0 | 1 | 2 | 2 | 0 | 4 | 8 |
| Other living arrangements | 10 | 7 | 11 | 18 | 5 | 2 | 7 | 13 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number in thousands) | 9.0 | 5.0 | 1.9 | 2.1 | 11.2 | 6.6 | 2.5 | 2.1 |

1. To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to $100 \%$, as recommended by Census methodology.
Source: 1991 and 2001 Census of Population, Statistics Canada.

Table A.4.2
Distribution ${ }^{1}$ of the school-age population, by age group and work activity of parents, Canada and jurisdictions, 1991 and 2001

|  | 1991 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |
|  | percentage |  |  |  | percentage |  |  |  |
| Canada |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 48 | 45 | 53 | 48 | 52 | 49 | 56 | 54 |
| One full time, other part time | 24 | 26 | 22 | 18 | 23 | 25 | 21 | 18 |
| One full time, other neither working for pay nor self-employed | 22 | 23 | 19 | 22 | 19 | 20 | 16 | 19 |
| Other ${ }^{2}$ | 7 | 5 | 7 | 12 | 6 | 6 | 6 | 9 |
| Population (number in thousands), two-parent family | 5,324.4 | 3,148.6 | 1,387.2 | 788.7 | 5,597.8 | 3,220.7 | 1,497.1 | 880.0 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 60 | 56 | 65 | 63 | 63 | 59 | 67 | 67 |
| Part time | 13 | 15 | 12 | 11 | 15 | 16 | 13 | 11 |
| Neither working for pay nor self-employed | 27 | 29 | 23 | 26 | 22 | 24 | 19 | 22 |
| Population (number in thousands), Ione-parent family | 1,026.6 | 557.1 | 288.9 | 180.6 | 1,387.8 | 772.8 | 394.3 | 220.8 |
| Newfoundland and Labrador |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 50 | 51 | 50 | 47 | 52 | 51 | 53 | 50 |
| One full time, other part time | 17 | 18 | 16 | 13 | 17 | 18 | 17 | 13 |
| One full time, other neither working for pay nor self-employed | 23 | 23 | 23 | 25 | 20 | 19 | 19 | 23 |
| Other ${ }^{2}$ | 10 | 7 | 11 | 16 | 12 | 12 | 11 | 14 |
| Population (number in thousands), two-parent family | 148.7 | 79.1 | 44.4 | 25.1 | 102.5 | 52.2 | 30.8 | 19.5 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 56 | 57 | 56 | 55 | 50 | 46 | 55 | 55 |
| Part time | 9 | 9 | 10 | 9 | 11 | 12 | 10 | 8 |
| Neither working for pay nor self-employed | 34 | 34 | 34 | 36 | 39 | 41 | 35 | 37 |
| Population (number in thousands), Ione-parent family | 19.5 | 9.1 | 6.1 | 4.3 | 21.3 | 11.6 | 6.4 | 3.3 |
| Prince Edward Island |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 56 | 55 | 58 | 54 | 65 | 65 | 66 | 64 |
| One full time, other part time | 23 | 24 | 22 | 20 | 20 | 22 | 18 | 17 |
| One full time, other neither working for pay nor self-employed | 16 | 17 | 14 | 15 | 11 | 11 | 11 | 13 |
| Other ${ }^{2}$ | 5 | 4 | 6 | 11 | 3 | 3 | 4 | 6 |
| Population (number in thousands), two-parent family | 29.1 | 17.0 | 7.8 | 4.3 | 27.6 | 15.7 | 7.8 | 4.1 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 69 | 67 | 72 | 67 | 75 | 75 | 78 | 69 |
| Part time | 9 | 11 | 7 | 6 | 14 | 14 | 11 | 14 |
| Neither working for pay nor self-employed | 22 | 21 | 21 | 27 | 12 | 12 | 11 | 17 |
| Population (number in thousands), Ione-parent family | 4.8 | 2.5 | 1.4 | 0.9 | 6.0 | 3.3 | 1.8 | 1.0 |

Table A.4.2
Distribution ${ }^{1}$ of the school-age population, by age group and work activity of parents, Canada and jurisdictions, 1991 and 2001 (continued)

|  | 1991 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |
|  | percentage |  |  |  | percentage |  |  |  |
| Nova Scotia |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 43 | 42 | 47 | 40 | 49 | 47 | 52 | 49 |
| One full time, other part time | 24 | 26 | 22 | 20 | 23 | 25 | 22 | 19 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 25 | 26 | 22 | 25 | 21 | 21 | 19 | 22 |
| Other ${ }^{2}$ | 8 | 6 | 9 | 15 | 7 | 6 | 7 | 10 |
| Population (number in thousands), two-parent family | 180.4 | 102.2 | 50.7 | 27.5 | 160.4 | 91.0 | 45.1 | 24.3 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 50 | 45 | 56 | 54 | 53 | 48 | 60 | 57 |
| Part time | 17 | 19 | 15 | 12 | 17 | 18 | 15 | 15 |
| Neither working for pay nor self-employed | 34 | 36 | 29 | 35 | 31 | 33 | 26 | 29 |
| Population (number in thousands), Ione-parent family | 34.2 | 18.3 | 10.1 | 5.9 | 44.1 | 25.9 | 12.5 | 5.7 |
| New Brunswick |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 45 | 45 | 49 | 41 | 53 | 51 | 57 | 54 |
| One full time, other part time | 21 | 23 | 20 | 18 | 21 | 22 | 20 | 17 |
| One full time, other neither working for pay nor self-employed | 25 | 25 | 22 | 26 | 19 | 20 | 17 | 20 |
| Other ${ }^{2}$ | 9 | 7 | 9 | 15 | 6 | 6 | 6 | 9 |
| Population (number in thousands), two-parent family | 154.0 | 87.2 | 44.4 | 22.4 | 131.8 | 73.9 | 37.5 | 20.4 |
| Work activity, lone-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 51 | 48 | 53 | 52 | 61 | 58 | 65 | 65 |
| Part time | 15 | 16 | 15 | 12 | 15 | 17 | 14 | 11 |
| Neither working for pay nor self-employed | 35 | 36 | 32 | 36 | 24 | 26 | 21 | 24 |
| Population (number in thousands), Ione-parent family | 27.4 | 14.3 | 8.5 | 4.6 | 31.9 | 18.0 | 9.3 | 4.6 |
| Quebec |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 45 | 44 | 47 | 41 | 53 | 52 | 56 | 51 |
| One full time, other part time | 20 | 21 | 20 | 16 | 19 | 20 | 18 | 17 |
| One full time, other neither working for pay nor self-employed | 27 | 28 | 25 | 28 | 21 | 21 | 20 | 23 |
| Other ${ }^{2}$ | 8 | 7 | 9 | 14 | 7 | 6 | 7 | 9 |
| Population (number in thousands), two-parent family | 1,289.6 | 768.2 | 332.1 | 189.3 | 1,258.1 | 721.7 | 328.8 | 207.6 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 58 | 56 | 61 | 57 | 65 | 62 | 69 | 68 |
| Part time | 12 | 12 | 12 | 10 | 12 | 13 | 12 | 10 |
| Neither working for pay nor self-employed | 31 | 32 | 27 | 33 | 23 | 25 | 19 | 22 |
| Population (number in thousands), Ione-parent family | 276.4 | 147.9 | 79.2 | 49.2 | 349.4 | 189.0 | 99.7 | 60.7 |

Table A.4.2
Distribution ${ }^{1}$ of the school-age population, by age group and work activity of parents, Canada and jurisdictions, 1991 and 2001 (continued)


Table A.4.2
Distribution ${ }^{1}$ of the school-age population, by age group and work activity of parents, Canada and jurisdictions, 1991 and 2001 (continued)

|  | 1991 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |
|  | percentage |  |  |  | percentage |  |  |  |
| Alberta |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 49 | 45 | 57 | 54 | 50 | 44 | 57 | 57 |
| One full time, other part time | 28 | 31 | 24 | 21 | 29 | 32 | 25 | 21 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 18 | 21 | 14 | 16 | 17 | 20 | 14 | 15 |
| Other ${ }^{2}$ | 5 | 4 | 5 | 9 | 4 | 4 | 4 | 6 |
| Population (number in thousands), two-parent family | 512.3 | 327.8 | 126.2 | 58.2 | 583.1 | 349.8 | 159.0 | 74.3 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 65 | 61 | 70 | 68 | 71 | 68 | 75 | 73 |
| Part time | 15 | 16 | 13 | 12 | 14 | 15 | 11 | 11 |
| Neither working for pay nor self-employed | 21 | 23 | 17 | 20 | 16 | 17 | 13 | 16 |
| Population (number in thousands), Ione-parent family | 97.2 | 57.7 | 25.6 | 14.0 | 130.1 | 74.5 | 37.6 | 18.0 |
| British Columbia |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 43 | 39 | 50 | 47 | 42 | 39 | 48 | 47 |
| One full time, other part time | 29 | 32 | 26 | 22 | 29 | 33 | 27 | 22 |
| One full time, other neither working for pay nor self-employed | 22 | 24 | 17 | 20 | 19 | 21 | 16 | 19 |
| Other ${ }^{2}$ | 6 | 5 | 6 | 12 | 9 | 8 | 9 | 13 |
| Population (number in thousands), two-parent family | 591.9 | 364.2 | 150.7 | 77.0 | 689.4 | 390.5 | 191.7 | 107.1 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 63 | 59 | 68 | 66 | 57 | 52 | 62 | 63 |
| Part time | 15 | 17 | 14 | 12 | 19 | 21 | 16 | 14 |
| Neither working for pay nor self-employed | 22 | 24 | 18 | 21 | 25 | 27 | 21 | 23 |
| Population (number in thousands), Ione-parent family | 118.1 | 67.0 | 33.2 | 17.9 | 185.6 | 104.6 | 54.5 | 26.6 |
| Yukon |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 55 | 49 | 65 | 71 | 61 | 55 | 70 | 74 |
| One full time, other part time | 26 | 29 | 21 | 12 | 25 | 30 | 19 | 11 |
| One full time, other neither working for pay nor self-employed | 14 | 17 | 10 | 9 | 10 | 10 | 8 | 11 |
| Other ${ }^{2}$ | 5 | 5 | 4 | 9 | 4 | 4 | 4 | 4 |
| Population (number in thousands), two-parent family | 5.2 | 3.4 | 1.3 | 0.5 | 5.0 | 3.0 | 1.5 | 0.6 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 80 | 77 | 91 | 74 | 73 | 72 | 75 | 69 |
| Part time | 10 | 13 | 4 | 10 | 16 | 17 | 15 | 14 |
| Neither working for pay nor self-employed | 10 | 10 | 5 | 15 | 11 | 11 | 11 | 17 |
| Population (number in thousands), Ione-parent family | 1.2 | 0.7 | 0.3 | 0.2 | 2.0 | 1.2 | 0.6 | 0.2 |

Table A.4.2
Distribution ${ }^{1}$ of the school-age population, by age group and work activity of parents, Canada and jurisdictions, 1991 and 2001 (concluded)


1. To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to $100 \%$, as recommended by Census methodology.
2. Both parents working part time; one part time, the other neither working for pay nor self-employed; both neither working for pay nor self-employed.

Source: 1991 and 2001 Census of Population, Statistics Canada.

Table A.4.3
Distribution ${ }^{1}$ of the population aged 5 to 24 with Aboriginal identity, by age group and living arrangements, Canada and jurisdictions, 1996 and 2001 ${ }^{2}$


Table A.4.3
Distribution ${ }^{1}$ of the population aged 5 to 24 with Aboriginal identity, by age group and living arrangements, Canada and jurisdictions, 1996 and 2001 ${ }^{2}$ (continued)

| 1996 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |


| Newfoundland and Labrador, total Aboriginal identity ${ }^{3}$ | percentage |  |  |  | percentage |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
| Living with parent(s) | 84 | 93 | 92 | 59 | 87 | 98 | 89 | 60 |
| Married parents | 60 | 63 | 70 | 47 | 58 | 60 | 65 | 44 |
| Common-law parents | 9 | 13 | 8 | 3 | 14 | 19 | 10 | 7 |
| Lone parent | 14 | 17 | 14 | 9 | 16 | 19 | 15 | 9 |
| Not living with any parent | 16 | 7 | 8 | 41 | 13 | 2 | 11 | 40 |
| Living as spouse | 7 | 0 | 3 | 26 | 6 | 0 | 4 | 25 |
| Living as lone parent | 1 | 0 | 0 | 2 | 2 | 0 | 2 | 7 |
| Other living arrangements | 8 | 7 | 6 | 13 | 4 | 2 | 4 | 9 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | 5,660 | 2,890 | 1,360 | 1,415 | 7,185 | 3,585 | 2,045 | 1,550 |

Prince Edward Island, total Aboriginal identity ${ }^{3}$

|  | 87 | 96 | 79 | 56 | 82 | 100 | 76 | 39 |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Living with parent(s) | 57 | 64 | 53 | 33 | 50 | 54 | 52 | 30 |
| Married parents | 9 | 10 | 0 | 22 | 12 | 21 | 0 | 0 |
| Common-law parents | 22 | 22 | 26 | 0 | 20 | 25 | 24 | 9 |
| Lone parent | 13 | 4 | 21 | 44 | 18 | 0 | 24 | 61 |
| Not living with any parent | 4 | 0 | 11 | 0 | 5 | 0 | 8 | 22 |
| Living as spouse | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 9 |
| Living as lone parent | 9 | 4 | 11 | 44 | 12 | 0 | 16 | 30 |
| Other living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| All living arrangements | 395 | 245 | 100 | 45 | 520 | 285 | 125 | 115 |
| Population (number) |  |  |  |  |  |  |  |  |


| Nova Scotia, total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Living with parent(s) | 78 | 92 | 79 | 43 | 83 | 97 | 86 | 43 |
| Married parents | 41 | 44 | 45 | 28 | 40 | 44 | 45 | 23 |
| Common-law parents | 9 | 14 | 6 | 2 | 11 | 16 | 8 | 2 |
| Lone parent | 28 | 34 | 28 | 13 | 32 | 37 | 32 | 17 |
| Not living with any parent | 22 | 8 | 21 | 57 | 18 | 3 | 14 | 57 |
| Living as spouse | 8 | 0 | 4 | 29 | 6 | 0 | 2 | 24 |
| Living as lone parent | 2 | 0 | 1 | 9 | 4 | 0 | 4 | 15 |
| Other living arrangements | 12 | 8 | 16 | 19 | 8 | 3 | 8 | 19 |
| All living arrangements | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ | 100 | 100 | 100 | 100 | 100 | $\mathbf{1 0 0}$ |
| Population (number) | $\mathbf{4 , 8 0 0}$ | 2,615 | $\mathbf{1 , 1 6 5}$ | $\mathbf{1 , 0 9 5}$ | $\mathbf{6 , 6 0 0}$ | $\mathbf{3 , 6 1 0}$ | $\mathbf{1 , 5 7 5}$ | $\mathbf{1 , 4 1 5}$ |

New Brunswick,
total Aboriginal identity ${ }^{3}$

| Living with parent(s) | 76 | 92 | 78 | 36 | 84 | 98 | 83 | 46 |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Married parents | 40 | 48 | 45 | 16 | 42 | 45 | 41 | 33 |
| Common-law parents | 13 | 18 | 9 | 3 | 14 | 18 | 13 | 3 |
| Lone parent | 23 | 26 | 24 | 17 | 29 | 35 | 29 | 10 |
| Not living with any parent | 24 | 8 | 22 | 64 | 16 | 2 | 17 | 54 |
| Living as a spouse | 10 | 0 | 6 | 38 | 6 | 0 | 4 | 25 |
| Living as lone parent | 2 | 0 | 1 | 8 | 2 | 0 | 2 | 10 |
| Other living arrangements | 12 | 8 | 15 | 18 | 7 | 2 | 11 | 18 |
| All living arrangements | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ |
| Population (number) | $\mathbf{4 , 0 6 5}$ | $\mathbf{2 , 1 7 5}$ | $\mathbf{9 1 0}$ | $\mathbf{9 8 0}$ | $\mathbf{6 , 0 2 0}$ | $\mathbf{3 , 2 1 0}$ | $\mathbf{1 , 6 2 5}$ | $\mathbf{1 , 1 9 0}$ |

Table A.4.3
Distribution ${ }^{1}$ of the population aged 5 to 24 with Aboriginal identity, by age group and living arrangements, Canada and jurisdictions, 1996 and 2001 ${ }^{\text {² }}$ (continued)


Table A.4.3
Distribution ${ }^{1}$ of the population aged 5 to 24 with Aboriginal identity, by age group and living arrangements, Canada and jurisdictions, 1996 and 2001 ${ }^{2}$ (continued)

| 1996 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |



| Yukon, total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Living with parent(s) | 75 | 91 | 69 | 39 | 81 | 92 | 86 | 43 |
| Married parents | 28 | 33 | 26 | 18 | 26 | 27 | 28 | 16 |
| Common-law parents | 24 | 31 | 20 | 7 | 22 | 27 | 22 | 7 |
| Lone parents | 23 | 26 | 23 | 14 | 34 | 38 | 37 | 20 |
| Not living with any parent | 25 | 9 | 31 | 61 | 19 | 8 | 14 | 57 |
| Living as spouse | 9 | 0 | 8 | 34 | 6 | 0 | 5 | 25 |
| Living as lone parent | 2 | 0 | 3 | 6 | 3 | 0 | 2 | 13 |
| Other living arrangements | 14 | 9 | 20 | 21 | 10 | 8 | 7 | 19 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | 2,160 | $\mathbf{1 , 2 4 5}$ | 465 | 450 | 2,355 | $\mathbf{1 , 3 3 5}$ | 570 | 450 |


| Northwest Territories, <br> total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Living with parent(s) | 79 | 91 | 78 | 43 | 84 | 97 | 85 | 46 |
| Married parents | 42 | 45 | 48 | 28 | 39 | 41 | 44 | 25 |
| Common-law parents | 19 | 27 | 11 | 5 | 22 | 30 | 16 | 6 |
| Lone parents | 17 | 20 | 18 | 9 | 24 | 26 | 25 | 15 |
| Not living with any parent | 21 | 9 | 22 | 57 | 16 | 3 | 15 | 54 |
| Living as spouse | 7 | 0 | 5 | 32 | 6 | 0 | 4 | 29 |
| Living as lone parent | 1 | 0 | 1 | 6 | 3 | 0 | 4 | 9 |
| Other living arrangements | 12 | 9 | 15 | 19 | 7 | 3 | 8 | 16 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | $\mathbf{7 , 7 4 0}$ | $\mathbf{4 , 4 8 0}$ | $\mathbf{1 , 7 6 0}$ | $\mathbf{1 , 5 0 0}$ | $\mathbf{7 , 7 6 5}$ | $\mathbf{4 , 4 8 5}$ | $\mathbf{1 , 7 9 5}$ | $\mathbf{1 , 4 8 5}$ |

Table A.4.3
Distribution ${ }^{1}$ of the population aged 5 to 24 with Aboriginal identity, by age group and living arrangements, Canada and jurisdictions, 1996 and 2001 ${ }^{2}$ (concluded)

|  | 1996 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |
| Nunavut, total Aboriginal identity ${ }^{3}$ dercentage |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Living with parent(s) | 79 | 92 | 78 | 41 | 83 | 98 | 80 | 34 |
| Married parents | 50 | 56 | 54 | 28 | 45 | 51 | 49 | 21 |
| Common-law parents | 15 | 21 | 9 | 3 | 19 | 26 | 12 | 3 |
| Lone parents | 14 | 15 | 15 | 11 | 18 | 21 | 18 | 9 |
| Not living with any parent | 21 | 8 | 22 | 59 | 17 | 2 | 20 | 66 |
| Living as spouse | 10 | 0 | 10 | 41 | 10 | 0 | 9 | 47 |
| Living as Ione parent | 1 | 0 | 0 | 3 | 2 | 0 | 4 | 9 |
| Other living arrangements | 10 | 8 | 11 | 15 | 5 | 2 | 7 | 11 |
| All living arrangements | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | 9,550 | 5,625 | 2,135 | 1,790 | 10,450 | 6,240 | 2,335 | 1,880 |

1. To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to $100 \%$, as recommended by Census methodology.
2. Comparisons for the general population are based on 1991 and 2001 Census data. For the population with Aboriginal identity, however, 1991 Census data are not directly comparable with those from subsequent censuses; therefore, 1996 and 2001 Census data were used to examine this population.
3. Total Aboriginal identity includes the Aboriginal groups (North American Indian, Métis and Inuit), multiple Aboriginal responses and Aboriginal responses not included elsewhere.
Source: 1996 and 2001 Census of Population, Statistics Canada.

Table A.4.4
Distribution ${ }^{1}$ of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001²

|  | 1996 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |
|  | percentage |  |  |  | percentage |  |  |  |
| Canada, total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 38 | 35 | 43 | 42 | 43 | 41 | 48 | 49 |
| One full time, other part time | 18 | 18 | 17 | 15 | 18 | 19 | 17 | 16 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 24 | 25 | 21 | 20 | 23 | 24 | 19 | 21 |
| Other ${ }^{4}$ | 21 | 22 | 19 | 23 | 16 | 17 | 15 | 15 |
| Population (number), two-parent family | 165,590 | 109,730 | 38,880 | 16,980 | 202,335 | 134,240 | 49,020 | 19,070 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 39 | 35 | 45 | 51 | 48 | 45 | 53 | 53 |
| Part time | 13 | 14 | 13 | 11 | 14 | 15 | 13 | 10 |
| Neither working for pay nor self-employed | 48 | 51 | 42 | 38 | 38 | 40 | 34 | 37 |
| Population (number), Ione-parent family | 80,025 | 53,220 | 18,775 | 8,035 | 113,095 | 76,970 | 26,665 | 9,455 |
| Canada, North American Indian |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 36 | 33 | 41 | 41 | 40 | 38 | 45 | 45 |
| One full time, other part time | 16 | 16 | 16 | 13 | 16 | 16 | 15 | 14 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 24 | 26 | 22 | 21 | 25 | 26 | 22 | 23 |
| Other ${ }^{4}$ | 24 | 24 | 22 | 25 | 19 | 20 | 18 | 19 |
| Population (number), two-parent family | 109,475 | 74,005 | 24,750 | 10,720 | 123,425 | 83,880 | 28,625 | 10,920 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 38 | 35 | 43 | 51 | 46 | 43 | 50 | 51 |
| Part time | 12 | 12 | 12 | 9 | 13 | 14 | 12 | 8 |
| Neither working for pay nor self-employed | 50 | 53 | 45 | 40 | 42 | 43 | 38 | 40 |
| Population (number), Ione-parent family | 53,950 | 36,080 | 12,330 | 5,535 | 75,750 | 52,445 | 17,235 | 6,075 |
| Canada, Métis |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 42 | 39 | 48 | 46 | 50 | 46 | 55 | 57 |
| One full time, other part time | 22 | 23 | 21 | 17 | 23 | 24 | 21 | 19 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 22 | 24 | 18 | 17 | 19 | 21 | 15 | 17 |
| Other ${ }^{4}$ | 15 | 15 | 13 | 19 | 9 | 9 | 9 | 7 |
| Population (number), two-parent family | 40,930 | 25,580 | 10,660 | 4,690 | 61,145 | 38,245 | 16,310 | 6,595 |
| Work activity, lone-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 43 | 37 | 53 | 56 | 54 | 54 | 61 | 57 |
| Part time | 15 | 16 | 14 | 13 | 15 | 15 | 14 | 12 |
| Neither working for pay nor self-employed | 42 | 47 | 34 | 31 | 30 | 30 | 25 | 31 |
| Population (number), Ione-parent family | 20,650 | 13,525 | 5,190 | 1,935 | 29,835 | 19,560 | 7,640 | 2,630 |

Table A.4.4
Distribution ${ }^{1}$ of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001 ${ }^{2}$ (continued)

|  | 1996 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |
|  | percentage |  |  |  | percentage |  |  |  |
| Canada, Inuit |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 39 | 39 | 43 | 32 | 42 | 40 | 46 | 41 |
| One full time, other part time | 19 | 20 | 17 | 21 | 20 | 21 | 18 | 16 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 22 | 22 | 21 | 23 | 21 | 21 | 18 | 23 |
| Other ${ }^{4}$ | 19 | 18 | 20 | 24 | 18 | 17 | 18 | 20 |
| Population (number), two-parent family | 11,350 | 7,700 | 2,490 | 1,155 | 12,480 | 8,665 | 2,770 | 1,040 |
| Work activity, lone-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 48 | 50 | 49 | 38 | 50 | 50 | 51 | 51 |
| Part time | 16 | 17 | 16 | 16 | 16 | 17 | 15 | 19 |
| Neither working for pay nor self-employed | 35 | 33 | 34 | 46 | 33 | 33 | 35 | 30 |
| Population (number), Ione-parent family | 2,890 | 1,870 | 645 | 380 | 4,270 | 2,850 | 965 | 450 |
| Newfoundland and Labrador, total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 48 | 47 | 51 | 46 | 57 | 55 | 61 | 57 |
| One full time, other part time | 14 | 13 | 17 | 15 | 16 | 16 | 15 | 14 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 18 | 21 | 13 | 16 | 15 | 16 | 13 | 15 |
| Other ${ }^{4}$ | 19 | 19 | 18 | 23 | 13 | 13 | 12 | 15 |
| Population (number), two-parent family | 3,945 | 2,190 | 1,055 | 700 | 5,130 | 2,820 | 1,520 | 790 |
| Work activity, lone-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 47 | 45 | 57 | 38 | 56 | 57 | 65 | 29 |
| Part time | 10 | 10 | 11 | 8 | 8 | 10 | 5 | 7 |
| Neither working for pay nor self-employed | 43 | 45 | 32 | 54 | 36 | 33 | 30 | 64 |
| Population (number), Ione-parent family | 805 | 490 | 190 | 125 | 1,135 | 695 | 305 | 135 |
| Prince Edward Island, total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 66 | 73 | 64 | 0 | 59 | 63 | 62 | 60 |
| One full time, other part time | 13 | 8 | 18 | 100 | 19 | 22 | 38 | 0 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 17 | 14 | 18 | 0 | 13 | 10 | 0 | 40 |
| Other ${ }^{4}$ | 4 | 5 | 0 | 0 | 7 | 5 | 15 | 0 |
| Population (number), two-parent family | 260 | 185 | 60 | 15 | 315 | 210 | 70 | 35 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 0 |
| Full time | 44 | 56 | 29 | 100 | 57 | 62 | 57 | 0 |
| Part time | 0 | 0 | 0 | 0 | 14 | 23 | 0 | 0 |
| Neither working for pay nor self-employed | 56 | 44 | 71 | 0 | 29 | 15 | 43 | 0 |
| Population (number), Ione-parent family | 85 | 55 | 25 | $0{ }^{5}$ | 105 | 70 | 30 | 0 |

Table A.4.4
Distribution ${ }^{1}$ of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001² ${ }^{2}$ (continued)

|  | 1996 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |
|  | percentage |  |  |  | percentage |  |  |  |
| Nova Scotia, total Aboriginal identity ${ }^{3}$ a |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 31 | 29 | 35 | 29 | 45 | 45 | 46 | 46 |
| One full time, other part time | 14 | 15 | 13 | 9 | 14 | 14 | 12 | 14 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 27 | 27 | 28 | 25 | 24 | 24 | 22 | 26 |
| Other ${ }^{4}$ | 28 | 28 | 24 | 37 | 17 | 17 | 20 | 14 |
| Population (number), two-parent family | 2,435 | 1,520 | 595 | 325 | 3,345 | 2,145 | 840 | 360 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 35 | 32 | 38 | 48 | 47 | 44 | 50 | 57 |
| Part time | 14 | 12 | 18 | 14 | 19 | 20 | 21 | 10 |
| Neither working for pay nor self-employed | 51 | 56 | 43 | 38 | 34 | 36 | 29 | 33 |
| Population (number), Ione-parent family | 1,360 | 890 | 325 | 145 | 2,100 | 1,350 | 505 | 245 |
| New Brunswick, total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 43 | 41 | 45 | 51 | 51 | 48 | 53 | 57 |
| One full time, other part time | 11 | 13 | 8 | 11 | 11 | 13 | 10 | 7 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 27 | 27 | 30 | 19 | 23 | 25 | 17 | 24 |
| Other ${ }^{4}$ | 19 | 19 | 16 | 19 | 15 | 14 | 20 | 12 |
| Population (number), two-parent family | 2,120 | 1,440 | 495 | 180 | 3,330 | 2,025 | 870 | 430 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 49 | 49 | 47 | 55 | 54 | 51 | 61 | 54 |
| Part time | 6 | 8 | 5 | 0 | 13 | 29 | 9 | 8 |
| Neither working for pay nor self-employed | 45 | 43 | 49 | 45 | 33 | 34 | 30 | 38 |
| Population (number), Ione-parent family | 950 | 565 | 215 | 170 | 1,720 | 1,125 | 470 | 120 |
| Quebec, total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 41 | 40 | 44 | 40 | 47 | 45 | 53 | 45 |
| One full time, other part time | 15 | 15 | 17 | 16 | 15 | 16 | 14 | 13 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 23 | 25 | 21 | 21 | 23 | 24 | 20 | 26 |
| Other ${ }^{4}$ | 21 | 21 | 18 | 23 | 15 | 16 | 13 | 16 |
| Population (number), two-parent family | 15,020 | 9,500 | 3,620 | 1,895 | 16,545 | 10,865 | 3,850 | 1,825 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 43 | 38 | 51 | 49 | 55 | 52 | 61 | 57 |
| Part time | 10 | 10 | 12 | 9 | 10 | 10 | 11 | 6 |
| Neither working for pay nor self-employed | 47 | 52 | 37 | 42 | 36 | 38 | 28 | 38 |
| Population (number), Ione-parent family | 5,390 | 3,215 | 1,370 | 805 | 7,275 | 4,685 | 1,790 | 800 |

Table A.4.4
Distribution ${ }^{1}$ of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001² ${ }^{\text {(continued) }}$

|  | 1996 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |
|  | percentage |  |  |  | percentage |  |  |  |
| Ontario, total Aboriginal identity ${ }^{3}$ a |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 39 | 36 | 42 | 45 | 45 | 44 | 47 | 49 |
| One full time, other part time | 18 | 19 | 18 | 15 | 20 | 20 | 21 | 16 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 25 | 27 | 23 | 21 | 24 | 25 | 20 | 22 |
| Other ${ }^{4}$ | 18 | 19 | 17 | 19 | 12 | 12 | 12 | 14 |
| Population (number), two-parent family | 27,775 | 17,580 | 6,850 | 3,345 | 37,210 | 23,905 | 9,380 | 3,920 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 36 | 31 | 42 | 56 | 49 | 48 | 53 | 52 |
| Part time | 15 | 16 | 16 | 10 | 16 | 18 | 13 | 9 |
| Neither working for pay nor self-employed | 48 | 53 | 41 | 34 | 34 | 34 | 34 | 39 |
| Population (number), Ione-parent family | 14,190 | 9,260 | 3,365 | 1,560 | 20,135 | 13,530 | 4,785 | 1,820 |
| Manitoba, total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 35 | 31 | 41 | 41 | 42 | 38 | 48 | 52 |
| One full time, other part time | 15 | 16 | 15 | 11 | 17 | 18 | 15 | 15 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 25 | 26 | 21 | 22 | 23 | 24 | 20 | 18 |
| Other ${ }^{4}$ | 25 | 27 | 22 | 26 | 19 | 20 | 17 | 15 |
| Population (number), two-parent family | 26,735 | 17,635 | 6,385 | 2,720 | 31,500 | 21,250 | 7,490 | 2,755 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 34 | 30 | 42 | 48 | 44 | 40 | 51 | 56 |
| Part time | 10 | 10 | 10 | 7 | 11 | 11 | 13 | 12 |
| Neither working for pay nor self-employed | 56 | 60 | 49 | 45 | 45 | 49 | 36 | 33 |
| Population (number), Ione-parent family | 13,105 | 8,965 | 2,880 | 1,260 | 17,980 | 12,745 | 4,015 | 1,215 |
| Saskatchewan, total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 32 | 29 | 41 | 39 | 40 | 37 | 47 | 49 |
| One full time, other part time | 16 | 16 | 17 | 14 | 15 | 15 | 14 | 15 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 24 | 26 | 18 | 16 | 22 | 24 | 18 | 18 |
| Other ${ }^{4}$ | 28 | 29 | 24 | 30 | 23 | 25 | 21 | 18 |
| Population (number), two-parent family | 23,920 | 16,680 | 5,270 | 1,970 | 27,950 | 19,350 | 6,475 | 2,120 |
| Work activity, lone-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 34 | 31 | 41 | 42 | 41 | 39 | 46 | 46 |
| Part time | 11 | 12 | 10 | 9 | 10 | 14 | 12 | 7 |
| Neither working for pay nor self-employed | 55 | 57 | 49 | 50 | 47 | 48 | 43 | 47 |
| Population (number), Ione-parent family | 13,320 | 9,360 | 2,975 | 990 | 19,105 | 13,790 | 3,975 | 1,335 |

Table A.4.4
Distribution ${ }^{1}$ of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001 ${ }^{\text {² }}$ (continued)

|  | 1996 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |
|  | percentage |  |  |  | percentage |  |  |  |
| Alberta, total Aboriginal identity ${ }^{3}$ a |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 39 | 36 | 45 | 44 | 44 | 41 | 51 | 50 |
| One full time, other part time | 19 | 20 | 18 | 15 | 19 | 20 | 18 | 15 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 23 | 25 | 19 | 19 | 24 | 25 | 19 | 23 |
| Other ${ }^{4}$ | 18 | 18 | 17 | 22 | 13 | 13 | 12 | 13 |
| Population (number), two-parent family | 25,250 | 17,600 | 5,605 | 2,045 | 32,855 | 22,390 | 7,735 | 2,725 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 49 | 46 | 54 | 56 | 55 | 53 | 60 | 58 |
| Part time | 14 | 15 | 12 | 15 | 11 | 13 | 8 | 8 |
| Neither working for pay nor self-employed | 37 | 39 | 33 | 30 | 34 | 34 | 32 | 34 |
| Population (number), Ione-parent family | 12,815 | 8,505 | 3,075 | 1,230 | 18,360 | 12,335 | 4,425 | 1,600 |
| British Columbia, total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 37 | 34 | 42 | 44 | 38 | 35 | 43 | 44 |
| One full time, other part time | 22 | 23 | 20 | 18 | 24 | 25 | 22 | 22 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 22 | 24 | 21 | 19 | 23 | 24 | 20 | 20 |
| Other ${ }^{4}$ | 19 | 19 | 17 | 19 | 16 | 17 | 15 | 13 |
| Population (number), two-parent family | 25,980 | 17,030 | 6,330 | 2,620 | 31,625 | 20,570 | 7,980 | 3,075 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 37 | 33 | 43 | 55 | 45 | 42 | 51 | 50 |
| Part time | 16 | 17 | 15 | 14 | 17 | 17 | 17 | 15 |
| Neither working for pay nor self-employed | 47 | 51 | 43 | 31 | 38 | 41 | 33 | 35 |
| Population (number), lone-parent family | 14,805 | 9,865 | 3,600 | 1,340 | 20,610 | 13,630 | 5,290 | 1,690 |
| Yukon, total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 50 | 47 | 58 | 55 | 58 | 57 | 60 | 58 |
| One full time, other part time | 15 | 17 | 12 | 9 | 20 | 22 | 18 | 11 |
| One full time, other neither working for pay |  |  |  |  |  |  |  |  |
| nor self-employed | 16 | 17 | 12 | 9 | 11 | 11 | 11 | 21 |
| Other ${ }^{4}$ | 19 | 18 | 19 | 27 | 11 | 10 | 12 | 11 |
| Population (number), two-parent family | 1,135 | 810 | 220 | 110 | 1,110 | 725 | 285 | 100 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 68 | 67 | 62 | 79 | 66 | 62 | 76 | 72 |
| Part time | 10 | 11 | 14 | 0 | 17 | 21 | 10 | 11 |
| Neither working for pay nor self-employed | 22 | 23 | 24 | 21 | 17 | 17 | 15 | 17 |
| Population (number), Ione-parent family | 500 | 325 | 105 | 70 | 805 | 505 | 205 | 90 |

Table A.4.4
Distribution ${ }^{1}$ of the population aged 5 to 24 with Aboriginal identity, by age group and work activity of parents, Canada and jurisdictions, 1996 and 2001 ${ }^{2}$ (concluded)

|  | 1996 |  |  |  | 2001 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 | 5 to 24 | 5 to 14 | 15 to 19 | 20 to 24 |
| Northwest Territories, total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 48 | 48 | 50 | 44 | 54 | 52 | 57 | 57 |
| One full time, other part time | 18 | 19 | 16 | 14 | 16 | 18 | 14 | 9 |
| One full time, other neither working for pay nor self-employed | 19 | 20 | 18 | 16 | 19 | 19 | 17 | 17 |
| Other ${ }^{4}$ | 16 | 14 | 17 | 27 | 11 | 10 | 13 | 17 |
| Population (number), two-parent family | 4,770 | 3,210 | 1,050 | 505 | 4,715 | 3,170 | 1,070 | 470 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 62 | 63 | 62 | 54 | 66 | 67 | 66 | 59 |
| Part time | 14 | 14 | 14 | 14 | 14 | 14 | 15 | 11 |
| Neither working for pay nor self-employed | 24 | 23 | 24 | 32 | 21 | 19 | 29 | 30 |
| Population (number), Ione-parent family | 1,350 | 890 | 320 | 140 | 1,840 | 1,165 | 445 | 225 |
| Nunavut, total Aboriginal identity ${ }^{3}$ |  |  |  |  |  |  |  |  |
| Work activity, two-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Both full time | 36 | 37 | 38 | 26 | 38 | 38 | 39 | 35 |
| One full time, other part time | 19 | 20 | 17 | 16 | 20 | 20 | 65 | 16 |
| One full time, other neither working for pay nor self-employed | 23 | 23 | 23 | 28 | 23 | 23 | 20 | 24 |
| Other ${ }^{4}$ | 21 | 20 | 23 | 30 | 20 | 19 | 20 | 25 |
| Population (number), two-parent family | 6,235 | 4,345 | 1,345 | 545 | 6,705 | 4,800 | 1,445 | 460 |
| Work activity, Ione-parent family | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Full time | 48 | 49 | 48 | 39 | 46 | 48 | 42 | 40 |
| Part time | 19 | 19 | 19 | 18 | 18 | 18 | 19 | 23 |
| Neither working for pay nor self-employed | 33 | 31 | 33 | 42 | 35 | 34 | 39 | 37 |
| Population (number), Ione-parent family | 1,340 | 830 | 320 | 190 | 1,920 | 1,330 | 415 | 170 |

1. To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to $100 \%$, as recommended by Census methodology.
2. Comparisons for the general population are based on 1991 and 2001 Census data. For the population with Aboriginal identity, however, 1991 Census data are not directly comparable with those from subsequent censuses; therefore, 1996 and 2001 Census data were used to examine this population.
3. Total Aboriginal identity includes the Aboriginal groups (North American Indian, Métis and Inuit), multiple Aboriginal responses and Aboriginal responses not included elsewhere.
4. Both parents working part time; one part time, the other neither working for pay nor self-employed; both neither working for pay nor self-employed.
5. Data randomly rounded. Independently rounded numbers for the sub-categories (full time, part time, not working for lone-parent families) in Prince Edward Island are 10, 0,0 , respectively; however, percentages were calculated to add up to $100 \%$, as recommended by Census methodology.
Source: 1996 and 2001 Census of Population, Statistics Canada.

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Table B.1.1
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|  | Pre- <br> elementary, elementarysecondary | Tradevocational ${ }^{7}$ | College ${ }^{7}$ | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | $\begin{array}{r} \text { All } \\ \text { levels } \\ \text { combined } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | millions of 2001 constant dollars |  |  |  |  |  |
| Canada ${ }^{1}$ |  |  |  |  |  |  |
| 1997/1998 | 40,209 | 6,168 | 5,066 | 13,214 | 24,448 | 64,657 |
| 1998/1999 | 41,545 | 6,909 | 5,099 | 13,778 | 25,786 | 67,332 |
| 1999/2000 | 41,501 | 5,587 | 5757 | 15316 | 26,660 | 68,160 |
| 2000/2001 | 41,304 | 5,808 | 5,667 | 16,580 | 28,055 | 69,359 |
| 2001/2002 | 42,295 | 5,632 | 5,824 | 17,466 | 28,921 | 71,216 |
| 2002/2003 | 42,717 | 5,215 | 5,593 | 18,798 | 29,606 | 72,323 |
| Newfoundland and Labrador ${ }^{2}$ |  |  |  |  |  |  |
| 1997/1998 | 598 | 455 | 39 | 253 | 747 | 1,345 |
| 1998/1999 | 601 | 339 | 32 | 262 | 633 | 1,234 |
| 1999/2000 | 597 | 202 | 36 | 283 | 520 | 1,117 |
| 2000/2001 | 583 | 200 | 34 | 285 | 519 | 1,102 |
| 2001/2002 | 608 | 201 | 42 | 308 | 551 | 1,160 |
| 2002/2003 | 611 | 206 | 38 | 305 | 548 | 1,160 |
| Prince Edward Island |  |  |  |  |  |  |
| 1997/1998 | 137 | 59 | 30 | 49 | 137 | 274 |
| 1998/1999 | 155 | 56 | 23 | 53 | 132 | 287 |
| 1999/2000 | 152 | 36 | 24 | 58 | 118 | 270 |
| 2000/2001 | 154 | 34 | 23 | 62 | 120 | 274 |
| 2001/2002 | 156 | 32 | 25 | 66 | 123 | 280 |
| 2002/2003 | 150 | 35 | 31 | 73 | 140 | 290 |
| Nova Scotia |  |  |  |  |  |  |
| 1997/1998 | 993 | 221 | 80 | 502 | 802 | 1,795 |
| 1998/1999 | 1,101 | 223 | 98 | 559 | 880 | 1,981 |
| 1999/2000 | 1,139 | 117 | 108 | 639 | 864 | 2,003 |
| 2000/2001 | 1,015 | 142 | 106 | 661 | 909 | 1,923 |
| 2001/2002 | 1,006 | 124 | 110 | 681 | 915 | 1,921 |
| 2002/2003 | 1,032 | 91 | 110 | 731 | 932 | 1,965 |
| New Brunswick ${ }^{3}$ |  |  |  |  |  |  |
| 1997/1998 | 909 | 228 | 72 | 346 | 647 | 1,556 |
| 1998/1999 | 924 | 215 | 83 | 343 | 641 | 1,565 |
| 1999/2000 | 930 | 215 | 67 | 358 | 640 | 1,570 |
| 2000/2001 | 858 | 286 | 76 | 374 | 736 | 1,594 |
| 2001/2002 | 864 | 273 | 85 | 381 | 739 | 1,603 |
| 2002/2003 | 864 | 171 | 83 | 404 | 658 | 1,522 |
| Quebec ${ }^{4}$ |  |  |  |  |  |  |
| 1997/1998 | 8,202 | 1,155 | 2,126 | 3,370 | 6,651 | 14,853 |
| 1998/1999 | 8,269 | 1,874 | 2,118 | 3,384 | 7,377 | 15,646 |
| 1999/2000 | 8,966 | 1,199 | 2,117 | 3,686 | 7,002 | 15,969 |
| 2000/2001 | 9,068 | 1,287 | 2,201 | 3,883 | 7,370 | 16,439 |
| 2001/2002 | 9,628 | 1,240 | 2,227 | 4,231 | 7,697 | 17,326 |
| 2002/2003 | 9,318 | 1,297 | 2,144 | 4,703 | 8,144 | 17,462 |

B1 Education Indicators in Canada
Table B.1.1
Combined public and private expenditure on education, by level of education, Canada and jurisdictions,
1997/1998 to 2002/2003 (in millions of 2001 constant dollars) (continued)

|  | Preelementary, elementarysecondary | Tradevocational ${ }^{7}$ | College ${ }^{7}$ | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Ontario milions of 2001 constant dollars | millions of 2001 constant dollars |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 1997/1998 | 16,911 | 1,637 | 1,488 | 4,764 | 7,888 | 24,799 |
| 1998/1999 | 17,500 | 1,572 | 1,459 | 5,109 | 8,140 | 25,640 |
| 1999/2000 | 16,739 | 1,398 | 2,039 | 5,688 | 9,125 | 25,864 |
| 2000/2001 | 16,328 | 1,294 | 1,759 | 6,103 | 9,155 | 25,483 |
| 2001/2002 | 16,391 | 1,166 | 1,808 | 6,406 | 9,380 | 25,770 |
| 2002/2003 | 16,780 | 1,067 | 1,692 | 6,826 | 9,585 | 26,366 |
| Manitoba |  |  |  |  |  |  |
| 1997/1998 | 1,756 | 220 | 99 | 489 | 808 | 2,564 |
| 1998/1999 | 1,813 | 255 | 99 | 536 | 890 | 2,703 |
| 1999/2000 | 1,848 | 216 | 110 | 568 | 895 | 2,742 |
| 2000/2001 | 1,869 | 238 | 119 | 606 | 962 | 2,832 |
| 2001/2002 | 1,854 | 246 | 117 | 628 | 991 | 2,845 |
| 2002/2003 | 1,946 | 235 | 126 | 669 | 1,030 | 2,977 |
| Saskatchewan |  |  |  |  |  |  |
| 1997/1998 | 1,456 | 283 | 65 | 554 | 902 | 2,358 |
| 1998/1999 | 1,480 | 307 | 66 | 551 | 924 | 2,404 |
| 1999/2000 | 1,471 | 326 | 65 | 626 | 1,017 | 2,488 |
| 2000/2001 | 1,498 | 330 | 72 | 678 | 1,080 | 2,578 |
| 2001/2002 | 1,490 | 327 | 74 | 723 | 1,125 | 2,615 |
| 2002/2003 | 1,589 | 287 | 76 | 785 | 1,148 | 2,737 |
| Alberta |  |  |  |  |  |  |
| 1997/1998 | 3,870 | 755 | 436 | 1,168 | 2,359 | 6,229 |
| 1998/1999 | 4,212 | 900 | 477 | 1,246 | 2,624 | 6,836 |
| 1999/2000 | 4,154 | 727 | 583 | 1,461 | 2,770 | 6,924 |
| 2000/2001 | 4,235 | 859 | 680 | 1,688 | 3,227 | 7,462 |
| 2001/2002 | 4,401 | 853 | 671 | 1,756 | 3,280 | 7,681 |
| 2002/2003 | 4,568 | 774 | 647 | 1,800 | 3,221 | 7,789 |
| British Columbia |  |  |  |  |  |  |
| 1997/1998 | 5,043 | 939 | 578 | 1,633 | 3,150 | 8,193 |
| 1998/1999 | 5,139 | 930 | 589 | 1,645 | 3,163 | 8,302 |
| 1999/2000 | 5,186 | 987 | 540 | 1,855 | 3,383 | 8,568 |
| 2000/2001 | 5,383 | 1,025 | 530 | 2,147 | 3,703 | 9,085 |
| 2001/2002 | 5,552 | 1,043 | 598 | 2,185 | 3,826 | 9,378 |
| 2002/2003 | 5,493 | 924 | 575 | 2,411 | 3,910 | 9,403 |
| Yukon ${ }^{5}$ |  |  |  |  |  |  |
| 1997/1998 | 88 | 18 | 8 | 4 | 30 | 118 |
| 1998/1999 | 81 | 19 | 7 | 4 | 30 | 111 |
| 1999/2000 | 85 | 30 | 8 | 4 | 41 | 126 |
| 2000/2001 | 83 | 27 | 8 | 5 | 40 | 123 |
| 2001/2002 | 87 | 29 | 9 | 4 | 43 | 130 |
| 2002/2003 | 90 | 28 | 8 | 4 | 40 | 130 |
| Northwest Territories ${ }^{5,6}$ |  |  |  |  |  |  |
| 1997/1998 | 221 | 40 | 45 | 4 | 88 | 309 |
| 1998/1999 | 218 | 45 | 43 | 5 | 92 | 311 |
| 1999/2000 | 122 | 39 | 35 | 5 | 79 | 201 |
| 2000/2001 | 120 | 38 | 37 | 4 | 79 | 198 |
| 2001/2002 | 140 | 42 | 40 | 4 | 85 | 226 |
| 2002/2003 | 148 | 43 | 42 | 4 | 89 | 237 |

Table B.1.1
Combined public and private expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars) (concluded)

|  | Pre- <br> elementary, elementarysecondary | Tradevocational ${ }^{7}$ | College ${ }^{7}$ | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | millions of 2001 constant dollars |  |  |  |  |  |
| Nunavut ${ }^{5} 6$ |  |  |  |  |  |  |
| 1997/1998 | $\ldots$ | $\ldots$ |  |  |  | ... |
| 1998/1999 |  |  |  |  |  |  |
| 1999/2000 | 88 | $37^{8}$ | 21 | 1 | 60 | 148 |
| 2000/2001 | 87 | 45 | 21 | 1 | 67 | 154 |
| 2001/2002 | 92 | 55 | 16 | 2 | 73 | 165 |
| 2002/2003 | 96 | 53 | 20 | 2 | 75 | 171 |

1. The data shown at the Canada level include Canada's spending on education in foreign countries (e.g., Department of National Defence schools), and undistributed expenditure.
2. The decline in expenditure in Newfoundland and Labrador was in fact a return to "normal" expenditure level after a significant but short-term funding increase in the mid-1990s, notably for the Atlantic Groundfish Strategy.
3. Although the decrease in public and private expenditure on education in New Brunswick in 2000/2001, 2001/2002, and 2002/2003 reflects a change in employer contributions to teachers' pension plans, the actual data for 2000/2001, 2001/2002 and 2002/2003 for New Brunswick show an increase in expenditure for school district operations at the elementary/secondary level in all three years.
4. Expenditure at the elementary-secondary level in Quebec includes trade-vocational expenditure administered through the elementary-secondary system.
5. Although there are no universities in the territories, there are expenditures at the university level including student aid as well as administrative expenditures. These expenditures are also included in the provincial data.
6. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.
7. Expenditure on private business colleges is not included.
8. Slightly underestimated as tuition-fees (part of private expenditure) for the trade-vocational portion not reported for the only college in Nunavut in 1999/2000.
Note: Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.
Sources: Survey of Uniform Financial System of School Boards, Statistics Canada.
Survey of Financial Statistics of Private Elementary and Secondary Schools, Statistics Canada.
Survey of Federal Government Expenditures in Support of Education, Statistics Canada.
Survey of Financial Information of Universities and Colleges, Statistics Canada.
Financial Statistics of Community Colleges and Vocational Schools, Statistics Canada.
Provincial Expenditures on Education in Reform and Correctional Institutions, Statistics Canada.
Provincial Public Accounts.

Table B.1.2
Indices of change in combined public and private expenditure on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100)

|  | Preelementary, elementarysecondary | Tradevocational | College | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | index |  |  |  |  |  |
| Canada |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 103 | 112 | 101 | 104 | 105 | 104 |
| 1999/2000 | 103 | 91 | 114 | 116 | 109 | 105 |
| 2000/2001 | 103 | 94 | 112 | 125 | 115 | 107 |
| 2001/2002 | 105 | 91 | 115 | 132 | 118 | 110 |
| 2002/2003 | 106 | 85 | 110 | 142 | 121 | 112 |
| Newfoundland and Labrador |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 101 | 74 | 83 | 103 | 85 | 92 |
| 1999/2000 | 100 | 44 | 92 | 112 | 70 | 83 |
| 2000/2001 | 98 | 44 | 88 | 113 | 69 | 82 |
| 2001/2002 | 102 | 44 | 109 | 122 | 74 | 86 |
| 2002/2003 | 102 | 45 | 98 | 120 | 73 | 86 |
| Prince Edward Island |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 113 | 95 | 80 | 107 | 96 | 105 |
| 1999/2000 | 111 | 62 | 81 | 117 | 86 | 98 |
| 2000/2001 | 113 | 59 | 78 | 127 | 87 | 100 |
| 2001/2002 | 114 | 54 | 86 | 134 | 90 | 102 |
| 2002/2003 | 110 | 60 | 105 | 149 | 102 | 106 |
| Nova Scotia |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 111 | 101 | 123 | 111 | 110 | 110 |
| 1999/2000 | 115 | 53 | 136 | 127 | 108 | 112 |
| 2000/2001 | 102 | 64 | 133 | 132 | 113 | 107 |
| 2001/2002 | 101 | 56 | 139 | 136 | 114 | 107 |
| 2002/2003 | 104 | 41 | 139 | 146 | 116 | 109 |
| New Brunswick |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 102 | 94 | 116 | 99 | 99 | 101 |
| 1999/2000 | 102 | 94 | 94 | 103 | 99 | 101 |
| 2000/2001 | 94 | 125 | 106 | 108 | 114 | 102 |
| 2001/2002 | 95 | 120 | 118 | 110 | 114 | 103 |
| 2002/2003 | 95 | 75 | 116 | 117 | 102 | 98 |
| Quebec |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 101 | 162 | 100 | 100 | 111 | 105 |
| 1999/2000 | 109 | 104 | 100 | 109 | 105 | 108 |
| 2000/2001 | 111 | 111 | 104 | 115 | 111 | 111 |
| 2001/2002 | 117 | 107 | 105 | 126 | 116 | 117 |
| 2002/2003 | 114 | 112 | 101 | 140 | 122 | 118 |
| Ontario |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 103 | 96 | 98 | 107 | 103 | 103 |
| 1999/2000 | 99 | 85 | 137 | 119 | 116 | 104 |
| 2000/2001 | 97 | 79 | 118 | 128 | 116 | 103 |
| 2001/2002 | 97 | 71 | 122 | 134 | 119 | 104 |
| 2002/2003 | 99 | 65 | 114 | 143 | 122 | 106 |
| Manitoba |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 103 | 116 | 101 | 110 | 110 | 105 |
| 1999/2000 | 105 | 98 | 112 | 116 | 111 | 107 |
| 2000/2001 | 106 | 108 | 120 | 124 | 119 | 110 |
| 2001/2002 | 106 | 112 | 119 | 128 | 123 | 111 |
| 2002/2003 | 111 | 107 | 128 | 137 | 128 | 116 |

Table B.1.2
Indices of change in combined public and private expenditure on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100) (concluded)

|  | Preelementary, elementarysecondary | Tradevocational | College | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | index |  |  |  |  |  |
| Saskatchewan |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 102 | 109 | 102 | 99 | 102 | 102 |
| 1999/2000 | 101 | 115 | 100 | 113 | 113 | 106 |
| 2000/2001 | 103 | 117 | 112 | 122 | 120 | 109 |
| 2001/2002 | 102 | 116 | 115 | 131 | 125 | 111 |
| 2002/2003 | 109 | 102 | 117 | 142 | 127 | 116 |
| Alberta |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 109 | 119 | 109 | 107 | 111 | 110 |
| 1999/2000 | 107 | 96 | 134 | 125 | 117 | 111 |
| 2000/2001 | 109 | 114 | 156 | 145 | 137 | 120 |
| 2001/2002 | 114 | 113 | 154 | 150 | 139 | 123 |
| 2002/2003 | 118 | 102 | 148 | 154 | 137 | 125 |
| British Columbia |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 102 | 99 | 102 | 101 | 100 | 101 |
| 1999/2000 | 103 | 105 | 93 | 114 | 107 | 105 |
| 2000/2001 | 107 | 109 | 92 | 131 | 118 | 111 |
| 2001/2002 | 110 | 111 | 103 | 134 | 121 | 114 |
| 2002/2003 | 109 | 98 | 99 | 148 | 124 | 115 |
| Yukon ${ }^{3}$ |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 92 | 102 | 91 | 106 | 100 | 94 |
| 1999/2000 | 96 | 162 | 100 | 104 | 138 | 107 |
| 2000/2001 | 94 | 147 | 106 | 132 | 135 | 104 |
| 2001/2002 | 99 | 160 | 116 | 120 | 143 | 110 |
| 2002/2003 | 102 | 151 | 106 | 104 | 133 | 110 |
| Northwest Territories ${ }^{1,3}$ |  |  |  |  |  |  |
| 1997/1998 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |
| 1998/1999 |  |  |  |  |  |  |
| 1999/2000 | 100 | 100 | 100 | 100 | 100 | 100 |
| 2000/2001 | 98 | 96 | 106 | 84 | 100 | 99 |
| 2001/2002 | 115 | 106 | 115 | 77 | 108 | 112 |
| 2002/2003 | 121 | 110 | 120 | 87 | 113 | 118 |
| Nunavut ${ }^{1,3}$ |  |  |  |  |  |  |
| 1997/1998 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |
| 1998/1999 |  |  |  |  |  |  |
| 1999/2000 | 100 | 100 | 100 | 100 | 100 | 100 |
| 2000/2001 | 98 | $120^{2}$ | 97 | 111 | 112 | 104 |
| 2001/2002 | 104 | $148{ }^{2}$ | 75 | 177 | 123 | 112 |
| 2002/2003 | 108 | $141{ }^{2}$ | 95 | 222 | 126 | 115 |

1. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000 (1999/2000 = 100).
2. These indices are slightly over-estimated as the only college in Nunavut did not report tuition fees (part of private expenditure) for the trade-vocational portion until 2000/2001.
3. Although there are no universities in the territories, there are expenditures at the university level including student aid as well as administrative expenditures. These expenditures are also included in the provincial data.
Note: Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.
Source: Table B.1.1.

Table B.1.3
Percentage distribution of combined public and private expenditure on education, by level of education,
Canada and jurisdictions, 1997/1998 to 2002/2003

|  | Preelementary, elementarysecondary | Tradevocational | College | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | percentage |  |  |  |  |
| Canada |  |  |  |  |  |  |
| 1997/1998 | 62.2 | 9.5 | 7.8 | 20.4 | 37.8 | 100.0 |
| 1998/1999 | 61.7 | 10.3 | 7.6 | 20.5 | 38.3 | 100.0 |
| 1999/2000 | 60.9 | 8.2 | 8.4 | 22.5 | 39.1 | 100.0 |
| 2000/2001 | 59.6 | 8.4 | 8.2 | 23.9 | 40.4 | 100.0 |
| 2001/2002 | 59.4 | 7.9 | 8.2 | 24.5 | 40.6 | 100.0 |
| 2002/2003 | 59.1 | 7.2 | 7.7 | 26.0 | 40.9 | 100.0 |
| Newfoundland and Labrador |  |  |  |  |  |  |
| 1997/1998 | 44.4 | 33.9 | 2.9 | 18.8 | 55.6 | 100.0 |
| 1998/1999 | 48.7 | 27.5 | 2.6 | 21.2 | 51.3 | 100.0 |
| 1999/2000 | 53.5 | 18.0 | 3.2 | 25.3 | 46.5 | 100.0 |
| 2000/2001 | 52.9 | 18.1 | 3.1 | 25.8 | 47.1 | 100.0 |
| 2001/2002 | 52.5 | 17.3 | 3.6 | 26.6 | 47.5 | 100.0 |
| 2002/2003 | 52.7 | 17.8 | 3.3 | 26.3 | 47.3 | 100.0 |
| Prince Edward Island |  |  |  |  |  |  |
| 1997/1998 | 49.9 | 21.4 | 10.8 | 18.0 | 50.1 | 100.0 |
| 1998/1999 | 54.0 | 19.4 | 8.2 | 18.4 | 46.0 | 100.0 |
| 1999/2000 | 56.3 | 13.5 | 8.8 | 21.4 | 43.7 | 100.0 |
| 2000/2001 | 56.3 | 12.6 | 8.4 | 22.8 | 43.7 | 100.0 |
| 2001/2002 | 55.9 | 11.4 | 9.1 | 23.7 | 44.1 | 100.0 |
| 2002/2003 | 51.9 | 12.2 | 10.6 | 25.3 | 48.1 | 100.0 |
| Nova Scotia |  |  |  |  |  |  |
| 1997/1998 | 55.3 | 12.3 | 4.4 | 27.9 | 44.7 | 100.0 |
| 1998/1999 | 55.6 | 11.3 | 4.9 | 28.2 | 44.4 | 100.0 |
| 1999/2000 | 56.9 | 5.8 | 5.4 | 31.9 | 43.1 | 100.0 |
| 2000/2001 | 52.8 | 7.4 | 5.5 | 34.4 | 47.2 | 100.0 |
| 2001/2002 | 52.4 | 6.4 | 5.7 | 35.4 | 47.6 | 100.0 |
| 2002/2003 | 52.5 | 4.6 | 5.6 | 37.2 | 47.5 | 100.0 |
| New Brunswick |  |  |  |  |  |  |
| 1997/1998 | 58.4 | 14.7 | 4.6 | 22.3 | 41.6 | 100.0 |
| 1998/1999 | 59.0 | 13.7 | 5.3 | 21.9 | 41.0 | 100.0 |
| 1999/2000 | 59.3 | 13.7 | 4.3 | 22.8 | 40.7 | 100.0 |
| 2000/2001 | 53.8 | 17.9 | 4.8 | 23.5 | 46.2 | 100.0 |
| 2001/2002 | 53.9 | 17.0 | 5.3 | 23.7 | 46.1 | 100.0 |
| 2002/2003 | 56.8 | 11.3 | 5.5 | 26.5 | 43.2 | 100.0 |
| Quebec |  |  |  |  |  |  |
| 1997/1998 | 55.2 | 7.8 | 14.3 | 22.7 | 44.8 | 100.0 |
| 1998/1999 | 52.9 | 12.0 | 13.5 | 21.6 | 47.1 | 100.0 |
| 1999/2000 | 56.1 | 7.5 | 13.3 | 23.1 | 43.9 | 100.0 |
| 2000/2001 | 55.2 | 7.8 | 13.4 | 23.6 | 44.8 | 100.0 |
| 2001/2002 | 55.6 | 7.2 | 12.9 | 24.4 | 44.4 | 100.0 |
| 2002/2003 | 53.4 | 7.4 | 12.3 | 26.9 | 46.6 | 100.0 |
| Ontario |  |  |  |  |  |  |
| 1997/1998 | 68.2 | 6.6 | 6.0 | 19.2 | 31.8 | 100.0 |
| 1998/1999 | 68.3 | 6.1 | 5.7 | 19.9 | 31.7 | 100.0 |
| 1999/2000 | 64.7 | 5.4 | 7.9 | 22.0 | 35.3 | 100.0 |
| 2000/2001 | 64.1 | 5.1 | 6.9 | 23.9 | 35.9 | 100.0 |
| 2001/2002 | 63.6 | 4.5 | 7.0 | 24.9 | 36.4 | 100.0 |
| 2002/2003 | 63.6 | 4.0 | 6.4 | 25.9 | 36.4 | 100.0 |

Table B.1.3
Percentage distribution of combined public and private expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (concluded)

|  | Preelementary, elementarysecondary | Tradevocational | College | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage |  |  |  |  |  |
| Manitoba percentage |  |  |  |  |  |  |
| 1997/1998 | 68.5 | 8.6 | 3.9 | 19.1 | 31.5 | 100.0 |
| 1998/1999 | 67.1 | 9.4 | 3.7 | 19.8 | 32.9 | 100.0 |
| 1999/2000 | 67.4 | 7.9 | 4.0 | 20.7 | 32.6 | 100.0 |
| 2000/2001 | 66.0 | 8.4 | 4.2 | 21.4 | 34.0 | 100.0 |
| 2001/2002 | 65.2 | 8.6 | 4.1 | 22.1 | 34.8 | 100.0 |
| 2002/2003 | 65.4 | 7.9 | 4.2 | 22.5 | 34.6 | 100.0 |
| Saskatchewan |  |  |  |  |  |  |
| 1997/1998 | 61.8 | 12.0 | 2.7 | 23.5 | 38.2 | 100.0 |
| 1998/1999 | 61.6 | 12.8 | 2.7 | 22.9 | 38.4 | 100.0 |
| 1999/2000 | 59.1 | 13.1 | 2.6 | 25.2 | 40.9 | 100.0 |
| 2000/2001 | 58.1 | 12.8 | 2.8 | 26.3 | 41.9 | 100.0 |
| 2001/2002 | 57.0 | 12.5 | 2.8 | 27.7 | 43.0 | 100.0 |
| 2002/2003 | 58.0 | 10.5 | 2.8 | 28.7 | 42.0 | 100.0 |
| Alberta |  |  |  |  |  |  |
| 1997/1998 | 62.1 | 12.1 | 7.0 | 18.8 | 37.9 | 100.0 |
| 1998/1999 | 61.6 | 13.2 | 7.0 | 18.2 | 38.4 | 100.0 |
| 1999/2000 | 60.0 | 10.5 | 8.4 | 21.1 | 40.0 | 100.0 |
| 2000/2001 | 56.8 | 11.5 | 9.1 | 22.6 | 43.2 | 100.0 |
| 2001/2002 | 57.3 | 11.1 | 8.7 | 22.9 | 42.7 | 100.0 |
| 2002/2003 | 58.7 | 9.9 | 8.3 | 23.1 | 41.3 | 100.0 |
| British Columbia |  |  |  |  |  |  |
| 1997/1998 | 61.5 | 11.5 | 7.1 | 19.9 | 38.5 | 100.0 |
| 1998/1999 | 61.9 | 11.2 | 7.1 | 19.8 | 38.1 | 100.0 |
| 1999/2000 | 60.5 | 11.5 | 6.3 | 21.7 | 39.5 | 100.0 |
| 2000/2001 | 59.2 | 11.3 | 5.8 | 23.6 | 40.8 | 100.0 |
| 2001/2002 | 59.2 | 11.1 | 6.4 | 23.3 | 40.8 | 100.0 |
| 2002/2003 | 58.4 | 9.8 | 6.1 | 25.6 | 41.6 | 100.0 |
| Yukon |  |  |  |  |  |  |
| 1997/1998 | 74.7 | 15.5 | 6.7 | 3.1 | 25.3 | 100.0 |
| 1998/1999 | 73.2 | 16.8 | 6.4 | 3.5 | 26.8 | 100.0 |
| 1999/2000 | 67.2 | 23.5 | 6.3 | 3.0 | 32.8 | 100.0 |
| 2000/2001 | 67.4 | 21.8 | 6.8 | 4.0 | 32.6 | 100.0 |
| 2001/2002 | 67.1 | 22.4 | 7.0 | 3.4 | 32.9 | 100.0 |
| 2002/2003 | 69.4 | 21.2 | 6.4 | 3.0 | 30.6 | 100.0 |
| Northwest Territories ${ }^{1}$ |  |  |  |  |  |  |
| 1997/1998 | 71.4 | 12.9 | 14.4 | 1.3 | 28.6 | 100.0 |
| 1998/1999 | 70.3 | 14.4 | 13.8 | 1.5 | 29.7 | 100.0 |
| 1999/2000 | 60.7 | 19.4 | 17.4 | 2.5 | 39.3 | 100.0 |
| 2000/2001 | 60.2 | 18.9 | 18.7 | 2.1 | 39.8 | 100.0 |
| 2001/2002 | 62.1 | 18.4 | 17.7 | 1.7 | 37.9 | 100.0 |
| 2002/2003 | 62.3 | 18.2 | 17.7 | 1.8 | 37.7 | 100.0 |
| Nunavut ${ }^{1}$ |  |  |  |  |  |  |
| 1997/1998 | $\ldots$ | ... | ... | ... | ... | $\ldots$ |
| 1998/1999 |  | ... | ... | .. | .. |  |
| 1999/2000 | 59.7 | $25.3{ }^{2}$ | 14.4 | 0.6 | 40.3 | 100.0 |
| 2000/2001 | 56.5 | 29.4 | 13.5 | 0.6 | 43.5 | 100.0 |
| 2001/2002 | 55.8 | 33.6 | 9.7 | 0.9 | 44.2 | 100.0 |
| 2002/2003 | 56.1 | 31.0 | 11.8 | 1.1 | 43.9 | 100.0 |

1. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.
2. Slightly underestimated as tuition fees (part of private expenditure) for the trade-vocational portion not reported for the only college in Nunavut in 1999/2000.
Source: Table B.1.1.

Table B.1.4
Combined public and private expenditure on education per capita and index of change, Canada and jurisdictions, 1997/1998 to 2002/2003 (in 2001 constant dollars)

|  | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Y.T. | N.W.T. ${ }^{1}$ | Nvt. ${ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2001 constant dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Expenditure per capita |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1997/1998 | 2,164 | 2,440 | 2,014 | 1,925 | 2,067 | 2,042 | 2,209 | 2,256 | 2,316 | 2,201 | 2,075 | 3,709 | $\ldots$ | ... |
| 1998/1999 | 2,235 | 2,286 | 2,111 | 2,126 | 2,085 | 2,144 | 2,256 | 2,376 | 2,362 | 2,358 | 2,084 | 3,549 | $\ldots$ | $\ldots$ |
| 1999/2000 | 2,242 | 2,095 | 1,980 | 2,145 | 2,092 | 2,181 | 2,248 | 2,400 | 2,452 | 2,345 | 2,136 | 4,091 | 4,951 | 5,514 |
| 2000/2001 | 2,260 | 2,087 | 2,007 | 2,059 | 2,124 | 2,234 | 2,181 | 2,468 | 2,558 | 2,483 | 2,249 | 4,044 | 4,901 | 5,584 |
| 2001/2002 | 2,296 | 2,222 | 2,048 | 2,061 | 2,138 | 2,342 | 2,166 | 2,471 | 2,615 | 2,513 | 2,299 | 4,309 | 5,531 | 5,867 |
| 2002/2003 | 2,305 | 2,233 | 2,116 | 2,102 | 2,029 | 2,345 | 2,179 | 2,576 | 2,748 | 2,499 | 2,285 | 4,311 | 5,709 | 5,938 |
| Index of change (1997/1998 = 100) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | ... | $\ldots$ |
| 1998/1999 | 103 | 94 | 105 | 110 | 101 | 105 | 102 | 105 | 102 | 107 | 100 | 96 | $\ldots$ | $\ldots$ |
| 1999/2000 | 104 | 86 | 98 | 111 | 101 | 107 | 102 | 106 | 106 | 107 | 103 | 110 | 100 | 100 |
| 2000/2001 | 104 | 86 | 100 | 107 | 103 | 109 | 99 | 109 | 110 | 113 | 108 | 109 | 99 | 101 |
| 2001/2002 | 106 | 91 | 102 | 107 | 103 | 115 | 98 | 110 | 113 | 114 | 111 | 116 | 112 | 106 |
| 2002/2003 | 107 | 91 | 105 | 109 | 98 | 115 | 99 | 114 | 119 | 114 | 110 | 116 | 115 | 108 |

1. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. This creates a break in series for the N.W.T. in 1999/2000 (1999/2000=100).
Notes: Data in this table have been revised in comparison with data presented in 2005 PCEIP Report (Statistics Canada and Council of Ministers of Education, Canada. 2005. Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.).
Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.
Sources: Expenditure: Table B.1.1.
Population: Annual Demographic Statistics, Catalogue no. 91-213-XPB, Statistics Canada.

Table B.1.5
Combined public and private expenditure on education as a percentage of GDP and index of change,
Canada and jurisdictions, 1999/2000 to 2002/2003

|  | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Y.T. | N.W.T. | Nvt. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Expenditure as a percentage of GDP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999/2000 | 6.6 | 8.8 | 8.0 | 8.2 | 7.9 | 7.2 | 6.0 | 8.2 | 7.6 | 5.6 | 6.8 | 11.1 | 8.5 | 19.1 |
| 2000/2001 | 6.3 | 7.8 | 7.9 | 7.7 | 7.8 | 7.1 | 5.6 | 8.1 | 7.4 | 5.0 | 6.8 | 10.1 | 7.8 | 18.1 |
| 2001/2002 | 6.4 | 8.2 | 8.2 | 7.4 | 7.8 | 7.5 | 5.7 | 8.1 | 7.9 | 5.1 | 7.0 | 10.3 | 7.6 | 18.8 |
| 2002/2003 | 6.4 | 7.2 | 8.0 | 7.5 | 7.4 | 7.4 | 5.6 | 8.3 | 8.2 | 5.3 | 7.0 | 10.4 | 8.0 | 18.5 |
| Index of change$(1999-2000=100)$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1999/2000 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| 2000/2001 | 95 | 89 | 99 | 93 | 99 | 99 | 94 | 99 | 97 | 90 | 99 | 91 | 91 | 95 |
| 2001/2002 | 98 | 93 | 102 | 90 | 99 | 104 | 95 | 99 | 103 | 91 | 103 | 93 | 89 | 98 |
| 2002/2003 | 97 | 82 | 101 | 91 | 95 | 102 | 94 | 101 | 107 | 96 | 102 | 94 | 95 | 96 |

Note: Data in this table have been revised in comparison with data presented in 2005 PCEIP Report (Statistics Canada and Council of Ministers of Education, Canada. 2005. Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.).
Sources: Expenditure: Table B.1.1.
GDP: Appendix 3 in 2007 PCEIP Handbook (Statistics Canada and Council of Ministers of Education, Canada. 2007. Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.).

Table B.2.1
Public expenditure ${ }^{1}$ on education, health, social services, and non-social programs, Canada, 1989/1990 to 2005/2006 (in 2001 constant dollars)

|  | Elementarysecondary education | Postsecondary education | Other education | Total, education | Health | Social services ${ }^{2}$ | Non-social programs ${ }^{3}$ | Total expenditure |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Expenditure in millions of 2001 constant dollars |  |  |  |  |  |  |  |  |
| 1989/1990 | 31,707 | 19,963 | 2,402 | 54,071 | 50,655 | 91,184 | 179,586 | 375,497 |
| 1990/1991 | 33,471 | 20,893 | 2,496 | 56,860 | 52,919 | 96,252 | 184,620 | 390,652 |
| 1991/1992 | 36,502 | 22,156 | 2,815 | 61,472 | 57,018 | 107,818 | 188,218 | 414,526 |
| 1992/1993 | 37,998 | 22,888 | 3,360 | 64,246 | 58,327 | 112,130 | 184,001 | 418,704 |
| 1993/1994 | 37,941 | 22,906 | 3,278 | 64,126 | 58,903 | 115,423 | 182,516 | 420,968 |
| 1994/1995 | 38,158 | 22,642 | 3,773 | 64,573 | 57,839 | 108,768 | 186,530 | 417,711 |
| 1995/1996 | 36,967 | 22,726 | 3,519 | 63,213 | 58,346 | 106,809 | 190,405 | 418,772 |
| 1996/1997 | 36,217 | 21,564 | 2,829 | 60,610 | 57,937 | 106,698 | 177,825 | 403,070 |
| 1997/1998 | 35,941 | 22,037 | 3,112 | 61,091 | 60,931 | 106,626 | 171,426 | 400,074 |
| 1998/1999 | 35,551 | 23,395 | 3,808 | 62,754 | 62,421 | 107,657 | 174,466 | 407,298 |
| 1999/2000 | 36,664 | 24,169 | 4,311 | 65,145 | 72,265 | 112,959 | 185,035 | 435,405 |
| 2000/2001 | 36,635 | 25,352 | 4,231 | 66,218 | 76,998 | 114,801 | 179,766 | 437,783 |
| 2001/2002 | 36,410 | 23,537 | 4,139 | 64,518 | 82,017 | 114,231 | 178,719 | 439,485 |
| 2002/2003 | 36,759 | 25,778 | 4,236 | 66,773 | 78,549 | 111,540 | 175,125 | 431,988 |
| 2003/2004 | 37,407 | 25,998 | 4,494 | 67,900 | 83,414 | 112,999 | 176,266 | 440,578 |
| 2004/2005 | 40,034 | 29,826 | 4,705 | 74,564 | 91,569 | 117,725 | 179,604 | 463,462 |
| 2005/2006 | 40,436 | 30,603 | 4,636 | 75,676 | 93,528 | 119,917 | 181,801 | 470,921 |
| Percentage distribution of expenditure by program |  |  |  |  |  |  |  |  |
| 1989/1990 | 8.4 | 5.3 | 0.6 | 14.4 | 13.5 | 24.3 | 47.8 | 100.0 |
| 1990/1991 | 8.6 | 5.3 | 0.6 | 14.6 | 13.5 | 24.6 | 47.3 | 100.0 |
| 1991/1992 | 8.8 | 5.3 | 0.7 | 14.8 | 13.8 | 26.0 | 45.4 | 100.0 |
| 1992/1993 | 9.1 | 5.5 | 0.8 | 15.3 | 13.9 | 26.8 | 43.9 | 100.0 |
| 1993/1994 | 9.0 | 5.4 | 0.8 | 15.2 | 14.0 | 27.4 | 43.4 | 100.0 |
| 1994/1995 | 9.1 | 5.4 | 0.9 | 15.5 | 13.8 | 26.0 | 44.7 | 100.0 |
| 1995/1996 | 8.8 | 5.4 | 0.8 | 15.1 | 13.9 | 25.5 | 45.5 | 100.0 |
| 1996/1997 | 9.0 | 5.3 | 0.7 | 15.0 | 14.4 | 26.5 | 44.1 | 100.0 |
| 1997/1998 | 9.0 | 5.5 | 0.8 | 15.3 | 15.2 | 26.7 | 42.8 | 100.0 |
| 1998/1999 | 8.7 | 5.7 | 0.9 | 15.4 | 15.3 | 26.4 | 42.8 | 100.0 |
| 1999/2000 | 8.4 | 5.6 | 1.0 | 15.0 | 16.6 | 25.9 | 42.5 | 100.0 |
| 2000/2001 | 8.4 | 5.8 | 1.0 | 15.1 | 17.6 | 26.2 | 41.1 | 100.0 |
| 2001/2002 | 8.3 | 5.4 | 0.9 | 14.7 | 18.7 | 26.0 | 40.7 | 100.0 |
| 2002/2003 | 8.5 | 6.0 | 1.0 | 15.5 | 18.2 | 25.8 | 40.5 | 100.0 |
| 2003/2004 | 8.5 | 5.9 | 1.0 | 15.4 | 18.9 | 25.6 | 40.0 | 100.0 |
| 2004/2005 | 8.6 | 6.4 | 1.0 | 16.1 | 19.8 | 25.4 | 38.8 | 100.0 |
| 2005/2006 | 8.6 | 6.5 | 1.0 | 16.1 | 19.9 | 25.5 | 38.6 | 100.0 |

1. Includes expenditure by federal, provincial/territorial and local levels of government.
2. Social assistance; Workers' Compensation benefits; employee pension plan benefits and changes in equity; veterans' benefits; motor vehicle accident compensation; and other social services.
3. General government services; protection of persons and property; transportation and communication; resource conservation and industrial development; environment; recreation and culture; labour, employment and immigration; housing; foreign affairs and international assistance; regional planning and development; research establishments; general purpose transfers to other government subsectors; debt charges; and other expenditure.
Note: Data in this table allow comparisons across government programs, but are not directly comparable with the data on public expenditure in education presented in other tables.
Source: Public Institutions Division, Statistics Canada.

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Table B.2.2
Public expenditure ${ }^{1}$ on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003
(in millions of 2001 constant dollars)

|  | Pre- <br> elementary, elementarysecondary | Tradevocational | College | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | millions of 2001 constant dollars |  |  |  |  |  |
| Canada ${ }^{2}$ a |  |  |  |  |  |  |
| 1997/1998 | 37,169 | 5,633 | 4,008 | 8,811 | 18,451 | 55,620 |
| 1998/1999 | 38,402 | 6,322 | 4,064 | 9,185 | 19,570 | 57,972 |
| 1999/2000 | 38,349 | 5,082 | 4,585 | 10,302 | 19,969 | 58,318 |
| 2000/2001 | 37,985 | 5,219 | 4,334 | 10,843 | 20,397 | 58,381 |
| 2001/2002 | 38,681 | 5,033 | 4,387 | 10,856 | 20,276 | 58,957 |
| 2002/2003 | 39,143 | 4,533 | 4,354 | 11,489 | 20,375 | 59,519 |
| Newfoundland and Labrador ${ }^{3}$ |  |  |  |  |  |  |
| 1997/1998 | 574 | 435 | 25 | 179 | 640 | 1,214 |
| 1998/1999 | 587 | 328 | 24 | 185 | 537 | 1,123 |
| 1999/2000 | 576 | 188 | 34 | 198 | 419 | 996 |
| 2000/2001 | 559 | 186 | 32 | 200 | 418 | 977 |
| 2001/2002 | 584 | 184 | 38 | 213 | 435 | 1,019 |
| 2002/2003 | 579 | 185 | 35 | 219 | 439 | 1,018 |
| Prince Edward Island |  |  |  |  |  |  |
| 1997/1998 | 135 | 52 | 16 | 38 | 106 | 242 |
| 1998/1999 | 154 | 48 | 14 | 38 | 100 | 254 |
| 1999/2000 | 149 | 29 | 14 | 36 | 79 | 228 |
| 2000/2001 | 151 | 29 | 15 | 41 | 84 | 235 |
| 2001/2002 | 154 | 27 | 17 | 41 | 84 | 238 |
| 2002/2003 | 148 | 30 | 20 | 62 | 112 | 260 |
| Nova Scotia |  |  |  |  |  |  |
| 1997/1998 | 950 | 210 | 67 | 284 | 562 | 1,512 |
| 1998/1999 | 1,071 | 215 | 80 | 308 | 603 | 1,674 |
| 1999/2000 | 1,116 | 104 | 92 | 336 | 532 | 1,648 |
| 2000/2001 | 977 | 127 | 90 | 341 | 559 | 1,535 |
| 2001/2002 | 968 | 111 | 94 | 326 | 531 | 1,499 |
| 2002/2003 | 990 | 79 | 94 | 325 | 499 | 1,488 |
| New Brunswick ${ }^{4}$ |  |  |  |  |  |  |
| 1997/1998 | 893 | 215 | 60 | 242 | 516 | 1,409 |
| 1998/1999 | 908 | 207 | 70 | 223 | 500 | 1,408 |
| 1999/2000 | 915 | 204 | 49 | 237 | 491 | 1,406 |
| 2000/2001 | 844 | 273 | 61 | 248 | 582 | 1,425 |
| 2001/2002 | 848 | 262 | 71 | 247 | 580 | 1,428 |
| 2002/2003 | 848 | 157 | 67 | 257 | 481 | 1,329 |
| Quebec ${ }^{5}$ |  |  |  |  |  |  |
| 1997/1998 | 7,356 | 1,103 | 1,894 | 2,521 | 5,518 | 12,874 |
| 1998/1999 | 7,398 | 1,812 | 1,864 | 2,674 | 6,350 | 13,748 |
| 1999/2000 | 8,026 | 1,137 | 1,862 | 2,616 | 5,616 | 13,642 |
| 2000/2001 | 8,088 | 1,238 | 1,949 | 2,845 | 6,032 | 14,120 |
| 2001/2002 | 8,641 | 1,174 | 1,941 | 3,047 | 6,161 | 14,802 |
| 2002/2003 | 8,351 | 1,237 | 1,893 | 3,335 | 6,465 | 14,816 |

Table B.2.2
Public expenditure ${ }^{1}$ on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003
(in millions of 2001 constant dollars) (continued)

|  | Pre- <br> elementary, elementarysecondary | Tradevocational | College | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | millions of 2001 constant dollars |  |  |  |  |  |
| Ontario |  |  |  |  |  |  |
| 1997/1998 | 15,882 | 1,512 | 1,013 | 2,859 | 5,384 | 21,265 |
| 1998/1999 | 16,485 | 1,412 | 1,050 | 2,972 | 5,434 | 21,919 |
| 1999/2000 | 15,708 | 1,298 | 1,486 | 3,764 | 6,548 | 22,256 |
| 2000/2001 | 15,164 | 1,165 | 1,105 | 3,607 | 5,877 | 21,041 |
| 2001/2002 | 14,958 | 1,060 | 1,096 | 3,419 | 5,574 | 20,533 |
| 2002/2003 | 15,433 | 848 | 1,117 | 3,536 | 5,502 | 20,934 |
| Manitoba |  |  |  |  |  |  |
| 1997/1998 | 1,624 | 201 | 89 | 349 | 639 | 2,263 |
| 1998/1999 | 1,675 | 233 | 87 | 372 | 692 | 2,367 |
| 1999/2000 | 1,710 | 197 | 95 | 403 | 695 | 2,406 |
| 2000/2001 | 1,739 | 219 | 101 | 446 | 766 | 2,505 |
| 2001/2002 | 1,714 | 223 | 102 | 413 | 738 | 2,452 |
| 2002/2003 | 1,809 | 206 | 102 | 439 | 747 | 2,556 |
| Saskatchewan |  |  |  |  |  |  |
| 1997/1998 | 1,434 | 262 | 58 | 374 | 694 | 2,128 |
| 1998/1999 | 1,422 | 287 | 59 | 389 | 736 | 2,158 |
| 1999/2000 | 1,433 | 307 | 58 | 428 | 792 | 2,226 |
| 2000/2001 | 1,439 | 313 | 66 | 511 | 889 | 2,329 |
| 2001/2002 | 1,455 | 304 | 66 | 484 | 853 | 2,308 |
| 2002/2003 | 1,517 | 266 | 67 | 488 | 821 | 2,339 |
| Alberta |  |  |  |  |  |  |
| 1997/1998 | 3,418 | 636 | 299 | 813 | 1,748 | 5,165 |
| 1998/1999 | 3,712 | 749 | 305 | 837 | 1,891 | 5,602 |
| 1999/2000 | 3,689 | 598 | 395 | 959 | 1,952 | 5,641 |
| 2000/2001 | 3,832 | 666 | 416 | 1,029 | 2,112 | 5,944 |
| 2001/2002 | 3,977 | 658 | 417 | 1,119 | 2,194 | 6,171 |
| 2002/2003 | 4,120 | 611 | 426 | 1,128 | 2,165 | 6,285 |
| British Columbia |  |  |  |  |  |  |
| 1997/1998 | 4,575 | 795 | 436 | 1,065 | 2,296 | 6,870 |
| 1998/1999 | 4,645 | 794 | 459 | 1,095 | 2,348 | 6,993 |
| 1999/2000 | 4,714 | 859 | 437 | 1,231 | 2,526 | 7,241 |
| 2000/2001 | 4,886 | 893 | 437 | 1,483 | 2,812 | 7,699 |
| 2001/2002 | 5,047 | 909 | 486 | 1,447 | 2,842 | 7,889 |
| 2002/2003 | 4,995 | 791 | 469 | 1,607 | 2,867 | 7,862 |
| Yukon ${ }^{6}$ |  |  |  |  |  |  |
| 1997/1998 | 85 | 15 | 7 | 4 | 25 | 110 |
| 1998/1999 | 78 | 17 | 6 | 4 | 27 | 105 |
| 1999/2000 | 83 | 27 | 7 | 4 | 38 | 121 |
| 2000/2001 | 81 | 25 | 8 | 5 | 37 | 118 |
| 2001/2002 | 86 | 26 | 8 | 4 | 39 | 125 |
| 2002/2003 | 89 | 24 | 7 | 4 | 35 | 124 |

Table B.2.2
Public expenditure ${ }^{1}$ on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (in millions of 2001 constant dollars) (concluded)

|  | Pre- <br> elementary, elementarysecondary | Tradevocational | College | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | millions of 2001 constant dollars |  |  |  |  |  |
| Northwest Territories ${ }^{6,7}$ |  |  |  |  |  |  |
| 1997/1998 | 219 | 39 | 42 | 4 | 84 | 303 |
| 1998/1999 | 217 | 44 | 42 | 5 | 91 | 307 |
| 1999/2000 | 120 | 38 | 32 | 5 | 75 | 195 |
| 2000/2001 | 115 | 36 | 33 | 4 | 73 | 188 |
| 2001/2002 | 137 | 40 | 36 | 4 | 80 | 217 |
| 2002/2003 | 144 | 42 | 38 | 4 | 84 | 229 |
| Nunavut ${ }^{6,7}$ |  |  |  |  |  |  |
| 1997/1998 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | ... | ... |
| 1998/1999 | $\ldots$ | $\ldots$ | $\ldots$ |  |  |  |
| 1999/2000 | 86 | 37 | 21 | 1 | 59 | 145 |
| 2000/2001 | 86 | 44 | 20 | 1 | 65 | 151 |
| 2001/2002 | 90 | 55 | 15 | 2 | 71 | 161 |
| 2002/2003 | 90 | 52 | 19 | 2 | 73 | 163 |

1. Includes expenditure by federal, provincial/territorial and local levels of government.
2. The data shown at the Canada level include Canada's spending on education in foreign countries (e.g., Department of National Defence schools), and undistributed expenditure.
3. The decline in expenditure in Newfoundland and Labrador was in fact a return to "normal" expenditure level after a significant but short-term funding increase in the mid-1990s; notably, for the Atlantic Groundfish Strategy.
4. Although the decrease in public expenditure in New Brunswick in 2000/2001, 2001/2002, and 2002/2003 reflects a change in employer contributions to teachers' pension plans, the actual data for 2000/2001, 2001/2002 and 2002/2003 for New Brunswick show an increase in expenditure for school district operations at the elementary/secondary level in all three years.
5. Expenditure at the elementary-secondary level in Quebec includes trade-vocational expenditure administered through the elementary-secondary system.
6. Although there are no universities in the territories, there are expenditures at the university level including student aid as well as administrative expenditures. These expenditures are also included in the provincial data.
7. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.
Note: Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.
Sources: Survey of Uniform Financial System of School Boards, Statistics Canada.
Survey of Financial Statistics of Private Elementary and Secondary Schools, Statistics Canada.
Survey of Federal Government Expenditures in Support of Education, Statistics Canada.
Survey of Financial Information of Universities and Colleges, Statistics Canada.
Financial Statistics of Community Colleges and Vocational Schools, Statistics Canada.
Provincial Expenditures on Education in Reform and Correctional Institutions, Statistics Canada.
Provincial Public Accounts.

Table B.2.3
Indices of change in public expenditure on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100)

|  | Preelementary, elementarysecondary | Tradevocational | College | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | index |  |  |  |  |  |
| Canada |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 103 | 112 | 101 | 104 | 106 | 104 |
| 1999/2000 | 103 | 90 | 114 | 117 | 108 | 105 |
| 2000/2001 | 102 | 93 | 108 | 123 | 111 | 105 |
| 2001/2002 | 104 | 89 | 109 | 123 | 110 | 106 |
| 2002/2003 | 105 | 80 | 109 | 130 | 110 | 107 |
| Newfoundland and Labrador |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 102 | 75 | 93 | 103 | 84 | 93 |
| 1999/2000 | 100 | 43 | 133 | 110 | 66 | 82 |
| 2000/2001 | 97 | 43 | 127 | 111 | 65 | 81 |
| 2001/2002 | 102 | 42 | 150 | 119 | 68 | 84 |
| 2002/2003 | 101 | 43 | 136 | 122 | 69 | 84 |
| Prince Edward Island |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 114 | 93 | 84 | 100 | 94 | 105 |
| 1999/2000 | 110 | 56 | 86 | 93 | 74 | 95 |
| 2000/2001 | 112 | 55 | 92 | 106 | 79 | 97 |
| 2001/2002 | 114 | 51 | 103 | 107 | 79 | 98 |
| 2002/2003 | 110 | 57 | 123 | 163 | 105 | 108 |
| Nova Scotia |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 113 | 102 | 120 | 108 | 107 | 111 |
| 1999/2000 | 117 | 49 | 137 | 118 | 95 | 109 |
| 2000/2001 | 103 | 60 | 134 | 120 | 99 | 102 |
| 2001/2002 | 102 | 53 | 139 | 115 | 95 | 99 |
| 2002/2003 | 104 | 38 | 140 | 114 | 89 | 98 |
| New Brunswick |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 102 | 96 | 117 | 92 | 97 | 100 |
| 1999/2000 | 103 | 95 | 83 | 98 | 95 | 100 |
| 2000/2001 | 95 | 127 | 102 | 102 | 113 | 101 |
| 2001/2002 | 95 | 122 | 119 | 102 | 112 | 101 |
| 2002/2003 | 95 | 73 | 113 | 106 | 93 | 94 |
| Quebec |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 101 | 164 | 98 | 106 | 115 | 107 |
| 1999/2000 | 109 | 103 | 98 | 104 | 102 | 106 |
| 2000/2001 | 110 | 112 | 103 | 113 | 109 | 110 |
| 2001/2002 | 117 | 106 | 102 | 121 | 112 | 115 |
| 2002/2003 | 114 | 112 | 100 | 132 | 117 | 115 |
| Ontario |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 104 | 93 | 104 | 104 | 101 | 103 |
| 1999/2000 | 99 | 86 | 147 | 132 | 122 | 105 |
| 2000/2001 | 95 | 77 | 109 | 126 | 109 | 99 |
| 2001/2002 | 94 | 70 | 108 | 120 | 104 | 97 |
| 2002/2003 | 97 | 56 | 110 | 124 | 102 | 98 |
| Manitoba |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 103 | 116 | 98 | 107 | 108 | 105 |
| 1999/2000 | 105 | 98 | 107 | 116 | 109 | 106 |
| 2000/2001 | 107 | 109 | 114 | 128 | 120 | 111 |
| 2001/2002 | 106 | 111 | 115 | 118 | 116 | 108 |
| 2002/2003 | 111 | 103 | 114 | 126 | 117 | 113 |

B2 Education Indicators in Canada
Table B.2.3
Indices of change in public expenditure on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100) (concluded)

|  | Preelementary, elementarysecondary | $\begin{gathered} \text { Trade- } \\ \text { vocational } \end{gathered}$ | College | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | index |  |  |  |  |  |
| Saskatchewan |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 99 | 110 | 103 | 104 | 106 | 101 |
| 1999/2000 | 100 | 117 | 100 | 114 | 114 | 105 |
| 2000/2001 | 100 | 120 | 114 | 136 | 128 | 109 |
| 2001/2002 | 101 | 116 | 113 | 129 | 123 | 108 |
| 2002/2003 | 106 | 102 | 116 | 130 | 118 | 110 |
| Alberta |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 109 | 118 | 102 | 103 | 108 | 108 |
| 1999/2000 | 108 | 94 | 132 | 118 | 112 | 109 |
| 2000/2001 | 112 | 105 | 139 | 127 | 121 | 115 |
| 2001/2002 | 116 | 103 | 140 | 138 | 126 | 119 |
| 2002/2003 | 121 | 96 | 143 | 139 | 124 | 122 |
| British Columbia |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 102 | 100 | 105 | 103 | 102 | 102 |
| 1999/2000 | 103 | 108 | 100 | 116 | 110 | 105 |
| 2000/2001 | 107 | 112 | 100 | 139 | 122 | 112 |
| 2001/2002 | 110 | 114 | 112 | 136 | 124 | 115 |
| 2002/2003 | 109 | 99 | 108 | 151 | 125 | 114 |
| Yukon ${ }^{1}$ |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 92 | 108 | 95 | 106 | 105 | 95 |
| 1999/2000 | 98 | 179 | 105 | 103 | 149 | 110 |
| 2000/2001 | 96 | 164 | 114 | 132 | 146 | 107 |
| 2001/2002 | 101 | 174 | 122 | 120 | 153 | 113 |
| 2002/2003 | 105 | 158 | 106 | 104 | 137 | 112 |
| Northwest Territories ${ }^{1,2}$ |  |  |  |  |  |  |
| 1997/1998 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | ... |
| 1998/1999 | $\ldots$ |  | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |
| 1999/2000 | 100 | 100 | 100 | 100 | 100 | 100 |
| 2000/2001 | 96 | 96 | 103 | 84 | 98 | 97 |
| 2001/2002 | 114 | 106 | 113 | 77 | 107 | 111 |
| 2002/2003 | 120 | 110 | 120 | 87 | 113 | 117 |
| Nunavut ${ }^{1,2}$ |  |  |  |  |  |  |
| 1997/1998 | $\ldots$ | $\ldots$ | $\ldots$ | ... | $\ldots$ | $\ldots$ |
| 1998/1999 |  |  |  |  | $\ldots$ |  |
| 1999/2000 | 100 | 100 | 100 | 100 | 100 | 100 |
| 2000/2001 | 101 | 119 | 96 | 111 | 111 | 105 |
| 2001/2002 | 105 | 146 | 74 | 177 | 121 | 112 |
| 2002/2003 | 106 | 139 | 91 | 222 | 124 | 113 |

1. Although there are no universities in the territories, there are expenditures at the university level including student aid as well as administrative expenditures. These expenditures are also included in the provincial data.
2. Since the series for Nunavut starts in 1999/2000, the calculation for Northwest Territories and Nunavut is for the period 1999/2000 to 2002/2003 only (1999/2000 = 100).
Note: Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.
Source: Table B.2.2.

Table B.2.4
Private expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003
(in millions of 2001 constant dollars)

|  | Preelementary, elementarysecondary | Tradevocational ${ }^{1}$ | College ${ }^{1}$ | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels <br> combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | millions of 2001 constant dollars |  |  |  |  |  |
| Canada |  |  |  |  |  |  |
| 1997/1998 | 3,043 | 535 | 1,059 | 4,403 | 5,998 | 9,037 |
| 1998/1999 | 3,144 | 588 | 1,035 | 4,593 | 6,216 | 9,360 |
| 1999/2000 | 3,151 | 505 | 1,172 | 5,014 | 6,691 | 9,842 |
| 2000/2001 | 3,319 | 589 | 1,333 | 5,737 | 7,659 | 10,978 |
| 2001/2002 | 3,613 | 599 | 1,437 | 6,609 | 8,645 | 12,258 |
| 2002/2003 | 3,573 | 683 | 1,239 | 7,310 | 9,231 | 12,804 |
| Newfoundland and Labrador |  |  |  |  |  |  |
| 1997/1998 | 24 | 20 | 13 | 73 | 107 | 131 |
| 1998/1999 | 15 | 11 | 8 | 76 | 96 | 111 |
| 1999/2000 | 21 | 14 | 2 | 85 | 101 | 122 |
| 2000/2001 | 24 | 14 | 2 | 85 | 100 | 125 |
| 2001/2002 | 25 | 17 | 4 | 95 | 116 | 141 |
| 2002/2003 | 33 | 21 | 3 | 86 | 109 | 142 |
| Prince Edward Island |  |  |  |  |  |  |
| 1997/1998 | 1 | 7 | 13 | 11 | 31 | 33 |
| 1998/1999 | 1 | 7 | 10 | 15 | 32 | 33 |
| 1999/2000 | 2 | 7 | 10 | 22 | 39 | 41 |
| 2000/2001 | 3 | 6 | 8 | 22 | 36 | 39 |
| 2001/2002 | 3 | 5 | 9 | 25 | 39 | 42 |
| 2002/2003 | 2 | 6 | 11 | 11 | 28 | 30 |
| Nova Scotia |  |  |  |  |  |  |
| 1997/1998 | 43 | 10 | 12 | 218 | 240 | 284 |
| 1998/1999 | 31 | 9 | 17 | 251 | 276 | 307 |
| 1999/2000 | 23 | 13 | 16 | 303 | 332 | 356 |
| 2000/2001 | 38 | 15 | 15 | 320 | 350 | 388 |
| 2001/2002 | 38 | 12 | 17 | 355 | 384 | 422 |
| 2002/2003 | 43 | 12 | 17 | 405 | 434 | 477 |
| New Brunswick |  |  |  |  |  |  |
| 1997/1998 | 17 | 14 | 12 | 104 | 130 | 147 |
| 1998/1999 | 17 | 8 | 13 | 120 | 141 | 158 |
| 1999/2000 | 15 | 11 | 18 | 121 | 149 | 165 |
| 2000/2001 | 14 | 13 | 15 | 126 | 154 | 169 |
| 2001/2002 | 16 | 11 | 14 | 134 | 159 | 175 |
| 2002/2003 | 16 | 15 | 16 | 147 | 177 | 193 |
| Quebec |  |  |  |  |  |  |
| 1997/1998 | 846 | 52 | 232 | 849 | 1,133 | 1,979 |
| 1998/1999 | 871 | 62 | 255 | 710 | 1,026 | 1,898 |
| 1999/2000 | 941 | 61 | 255 | 1,070 | 1,386 | 2,327 |
| 2000/2001 | 980 | 49 | 252 | 1,038 | 1,339 | 2,319 |
| 2001/2002 | 988 | 66 | 286 | 1,184 | 1,536 | 2,524 |
| 2002/2003 | 967 | 60 | 251 | 1,368 | 1,679 | 2,646 |

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Table B.2.4
Private expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003
(in millions of 2001 constant dollars) (continued)

|  | Pre- <br> elementary, elementarysecondary | Tradevocational ${ }^{1}$ | College ${ }^{1}$ | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | millions of 2001 constant dollars |  |  |  |  |  |
| Ontario |  |  |  |  |  |  |
| 1997/1998 | 1,029 | 125 | 475 | 1,905 | 2,505 | 3,534 |
| 1998/1999 | 1,015 | 159 | 409 | 2,138 | 2,706 | 3,721 |
| 1999/2000 | 1,032 | 100 | 553 | 1,924 | 2,577 | 3,609 |
| 2000/2001 | 1,164 | 129 | 654 | 2,496 | 3,278 | 4,442 |
| 2001/2002 | 1,433 | 106 | 712 | 2,987 | 3,805 | 5,238 |
| 2002/2003 | 1,348 | 219 | 575 | 3,289 | 4,083 | 5,431 |
| Manitoba |  |  |  |  |  |  |
| 1997/1998 | 131 | 19 | 10 | 140 | 169 | 300 |
| 1998/1999 | 138 | 22 | 12 | 163 | 198 | 336 |
| 1999/2000 | 137 | 19 | 15 | 165 | 199 | 337 |
| 2000/2001 | 131 | 19 | 18 | 160 | 196 | 327 |
| 2001/2002 | 140 | 23 | 15 | 214 | 253 | 393 |
| 2002/2003 | 138 | 29 | 25 | 230 | 283 | 421 |
| Saskatchewan |  |  |  |  |  |  |
| 1997/1998 | 22 | 21 | 7 | 180 | 208 | 230 |
| 1998/1999 | 57 | 20 | 6 | 162 | 188 | 245 |
| 1999/2000 | 38 | 19 | 7 | 198 | 225 | 262 |
| 2000/2001 | 59 | 17 | 6 | 167 | 190 | 249 |
| 2001/2002 | 35 | 24 | 9 | 240 | 272 | 307 |
| 2002/2003 | 72 | 22 | 8 | 297 | 327 | 398 |
| Alberta |  |  |  |  |  |  |
| 1997/1998 | 452 | 119 | 137 | 355 | 611 | 1,064 |
| 1998/1999 | 500 | 152 | 172 | 409 | 733 | 1,233 |
| 1999/2000 | 464 | 128 | 188 | 502 | 818 | 1,283 |
| 2000/2001 | 402 | 192 | 264 | 659 | 1,115 | 1,517 |
| 2001/2002 | 424 | 195 | 255 | 637 | 1,086 | 1,510 |
| 2002/2003 | 448 | 162 | 221 | 672 | 1,055 | 1,504 |
| British Columbia |  |  |  |  |  |  |
| 1997/1998 | 468 | 143 | 143 | 568 | 854 | 1,323 |
| 1998/1999 | 494 | 135 | 130 | 550 | 815 | 1,309 |
| 1999/2000 | 471 | 128 | 104 | 625 | 856 | 1,327 |
| 2000/2001 | 497 | 133 | 93 | 664 | 890 | 1,387 |
| 2001/2002 | 505 | 135 | 112 | 738 | 984 | 1,489 |
| 2002/2003 | 498 | 133 | 106 | 804 | 1,043 | 1,541 |
| Yukon |  |  |  |  |  |  |
| 1997/1998 | 3 | 3 | 1 | .. | 4 | 8 |
| 1998/1999 | 3 | 2 | 1 | .. | 3 | 6 |
| 1999/2000 | 1 | 2 | 1 | .. | 3 | 5 |
| 2000/2001 | 2 | 2 | 1 | .. | 3 | 5 |
| 2001/2002 | 1 |  | 1 | .. | 4 | 5 |
| 2002/2003 | 1 | 3 | 1 | .. | 5 | 6 |

Table B.2.4
Private expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003
(in millions of 2001 constant dollars) (concluded)

|  | Pre- <br> elementary, elementarysecondary | Tradevocational ${ }^{1}$ | College ${ }^{1}$ | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | millions of 2001 constant dollars |  |  |  |  |  |
| Northwest Territories ${ }^{2}$ ( ${ }^{\text {a }}$ |  |  |  |  |  |  |
| 1997/1998 | 2 | 1 | 3 | $\ldots$ | 4 | 6 |
| 1998/1999 | 2 | 1 | 1 | $\cdots$ | 2 | 3 |
| 1999/2000 | 2 | 1 | 3 | .. | 4 | 6 |
| 2000/2001 | 5 | 1 | 4 | .. | 5 | 10 |
| 2001/2002 | 3 | 1 | 4 | .. | 5 | 8 |
| 2002/2003 | 3 | 1 | 4 | .. | 5 | 8 |
| Nunavut ${ }^{2}$ |  |  |  |  |  |  |
| 1997/1998 | ... | ... | ... | ... | ... | $\ldots$ |
| 1998/1999 | ... | ... | ... | ... | $\ldots$ | ... |
| 1999/2000 | 3 e | .. ${ }^{3}$ | 1 | .. | 1 | .. |
| 2000/2001 | $<1^{\text {e }}$ | 1 | 1 | .. | 2 | 2 |
| 2001/2002 | $2^{\text {e }}$ | 1 | 1 | .. | 2 | 4 |
| 2002/2003 | $5{ }^{\text {e }}$ | 1 | 2 | .. | 2 | 7 |

1. Expenditure on private business colleges is not included.
2. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.
3. The only college in Nunavut started reporting tuition fees (part of private expenditure) for the trade-vocational portion in $2000 / 2001$.

Note: Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.
Sources: Survey of Uniform Financial System of School Boards, Statistics Canada.
Survey of Financial Statistics of Private Elementary and Secondary Schools, Statistics Canada.
Survey of Financial Information of Universities and Colleges, Statistics Canada.
Financial Statistics of Community Colleges and Vocational Schools, Statistics Canada.

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Table B.2.5
Indices of change in private expenditure on education, in 2001 constant dollars, by level of education,
Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100)

|  | Pre- <br> elementary, elementarysecondary | Tradevocational ${ }^{1}$ | College ${ }^{1}$ | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | $\begin{array}{r} \text { All } \\ \text { levels } \\ \text { combined } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | index |  |  |  |  |  |
| Canada |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 103 | 110 | 98 | 104 | 104 | 104 |
| 1999/2000 | 104 | 94 | 111 | 114 | 112 | 109 |
| 2000/2001 | 109 | 110 | 126 | 130 | 128 | 121 |
| 2001/2002 | 119 | 112 | 136 | 150 | 144 | 136 |
| 2002/2003 | 117 | 127 | 117 | 166 | 154 | 142 |
| Newfoundland and Labrador |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 62 | 57 | 64 | 104 | 90 | 85 |
| 1999/2000 | 88 | 68 | 13 | 116 | 94 | 93 |
| 2000/2001 | 103 | 67 | 13 | 116 | 94 | 96 |
| 2001/2002 | 103 | 84 | 30 | 130 | 109 | 108 |
| 2002/2003 | 137 | 102 | 24 | 117 | 102 | 109 |
| Prince Edward Island |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 80 | 107 | 74 | 132 | 102 | 101 |
| 1999/2000 | 169 | 106 | 73 | 200 | 125 | 127 |
| 2000/2001 | 219 | 86 | 60 | 197 | 114 | 119 |
| 2001/2002 | 179 | 77 | 66 | 230 | 127 | 129 |
| 2002/2003 | 144 | 85 | 82 | 100 | 89 | 92 |
| Nova Scotia |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 71 | 82 | 139 | 115 | 115 | 108 |
| 1999/2000 | 54 | 128 | 132 | 139 | 138 | 125 |
| 2000/2001 | 88 | 143 | 126 | 147 | 146 | 137 |
| 2001/2002 | 89 | 117 | 135 | 163 | 160 | 149 |
| 2002/2003 | 99 | 114 | 134 | 186 | 181 | 168 |
| New Brunswick |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 100 | 59 | 109 | 115 | 108 | 107 |
| 1999/2000 | 93 | 78 | 146 | 116 | 115 | 112 |
| 2000/2001 | 85 | 92 | 127 | 121 | 119 | 115 |
| 2001/2002 | 98 | 77 | 114 | 129 | 122 | 119 |
| 2002/2003 | 97 | 106 | 129 | 141 | 136 | 132 |
| Quebec |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 103 | 119 | 110 | 84 | 91 | 96 |
| 1999/2000 | 111 | 118 | 110 | 126 | 122 | 118 |
| 2000/2001 | 116 | 94 | 109 | 122 | 118 | 117 |
| 2001/2002 | 117 | 127 | 123 | 139 | 136 | 128 |
| 2002/2003 | 114 | 115 | 108 | 161 | 148 | 134 |
| Ontario |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 99 | 127 | 86 | 112 | 108 | 105 |
| 1999/2000 | 100 | 80 | 116 | 101 | 103 | 102 |
| 2000/2001 | 113 | 103 | 138 | 131 | 131 | 126 |
| 2001/2002 | 139 | 85 | 150 | 157 | 152 | 148 |
| 2002/2003 | 131 | 175 | 121 | 173 | 163 | 154 |
| Manitoba |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 105 | 113 | 122 | 117 | 117 | 112 |
| 1999/2000 | 105 | 99 | 151 | 118 | 118 | 112 |
| 2000/2001 | 100 | 97 | 177 | 114 | 116 | 109 |
| 2001/2002 | 107 | 118 | 153 | 153 | 149 | 131 |
| 2002/2003 | 105 | 147 | 252 | 164 | 168 | 140 |

Table B.2.5
Indices of change in private expenditure on education, in 2001 constant dollars, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (1997/1998 = 100) (concluded)

|  | Pre- <br> elementary, elementarysecondary | Tradevocational ${ }^{1}$ | College ${ }^{1}$ | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | index |  |  |  |  |  |
| Saskatchewan |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 259 | 94 | 95 | 90 | 91 | 107 |
| 1999/2000 | 170 | 92 | 107 | 110 | 108 | 114 |
| 2000/2001 | 264 | 80 | 96 | 93 | 92 | 108 |
| 2001/2002 | 159 | 112 | 128 | 133 | 131 | 134 |
| 2002/2003 | 323 | 102 | 124 | 165 | 157 | 173 |
| Alberta |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 111 | 128 | 125 | 115 | 120 | 116 |
| 1999/2000 | 103 | 108 | 137 | 141 | 134 | 121 |
| 2000/2001 | 89 | 162 | 192 | 185 | 182 | 143 |
| 2001/2002 | 94 | 164 | 185 | 179 | 178 | 142 |
| 2002/2003 | 99 | 137 | 161 | 189 | 173 | 141 |
| British Columbia |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | 100 | 100 | 100 |
| 1998/1999 | 105 | 94 | 91 | 97 | 95 | 99 |
| 1999/2000 | 101 | 89 | 73 | 110 | 100 | 100 |
| 2000/2001 | 106 | 92 | 65 | 117 | 104 | 105 |
| 2001/2002 | 108 | 94 | 78 | 130 | 115 | 113 |
| 2002/2003 | 106 | 93 | 74 | 142 | 122 | 116 |
| Yukon |  |  |  |  |  |  |
| 1997/1998 | 100 | 100 | 100 | . | 100 | 100 |
| 1998/1999 | 78 | 70 | 70 | . | 70 | 73 |
| 1999/2000 | 40 | 76 | 75 | .. | 76 | 60 |
| 2000/2001 | 55 | 65 | 65 | .. | 65 | 60 |
| 2001/2002 | 43 | 89 | 85 | .. | 88 | 68 |
| 2002/2003 | 42 | 113 | 107 | . | 112 | 81 |
| Northwest Territories ${ }^{2}$ |  |  |  |  |  |  |
| 1997/1998 | ... | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |
| 1998/1999 |  |  |  | $\ldots$ |  |  |
| 1999/2000 | 100 | 100 | 100 | .. | 100 | 100 |
| 2000/2001 | 218 | 105 | 142 |  | 131 | 160 |
| 2001/2002 | 163 | 106 | 128 |  | 122 | 135 |
| 2002/2003 | 149 | 112 | 120 | .. | 118 | 128 |
| Nunavut ${ }^{2}$ |  |  |  |  |  |  |
| 1997/1998 | ... | $\ldots$ | ... | $\ldots$ | $\ldots$ | ... |
| 1998/1999 |  | $\ldots$ |  | $\ldots$ |  | $\ldots$ |
| 1999/2000 | $100{ }^{\circ}$ |  | 100 |  | 100 |  |
| 2000/2001 | $17^{\text {e }}$ | 100 | 144 | . | 222 | 100 |
| 2001/2002 | $78{ }^{\text {e }}$ | 126 | 111 | $\cdots$ | 213 | 173 |
| 2002/2003 | $199{ }^{\text {e }}$ | 115 | 224 | .. | 310 | 357 |

1. Expenditure on private business colleges is not included.
2. Since the series for Nunavut starts in 1999/2000, the calculation for Northwest Territories and Nunavut is for the period 1999/2000 to 2002/2003 only $(1999 / 2000=100)$. In the case of Nunavut at the trade-vocational level, as the only college started reporting tuition fees (part of private expenditure) for the trade-vocational portion in 2000/2001, the index calculation is for the period 2000/2001 to 2002/2003 only (2000/2001 = 100).
Note: Large year-over-year variations in public and private funding to school boards are caused by accounting adjustments to prior-year surpluses and/or deficits. This means that trends should be observed over a period of years rather than from one year to the next.
Source: Table B.2.4.

B2 Education Indicators in Canada
Table B.2.6
Private expenditure as a percentage of total expenditure on education, by level of education,
Canada and jurisdictions, 1997/1998 to 2002/2003

|  | Pre- <br> elementary, elementarysecondary | Tradevocational ${ }^{1}$ | College ${ }^{1}$ | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage |  |  |  |  |  |
| Canada |  |  |
| 1997/1998 |  |  |  |  |  |  | 7.6 | 8.7 | 20.9 | 33.3 | 24.5 | 14.0 |
| 1998/1999 | 7.6 | 8.5 | 20.3 | 33.3 | 24.1 | 13.9 |
| 1999/2000 | 7.6 | 9.0 | 20.4 | 32.7 | 25.1 | 14.4 |
| 2000/2001 | 8.0 | 10.1 | 23.5 | 34.6 | 27.3 | 15.8 |
| 2001/2002 | 8.5 | 10.6 | 24.7 | 37.8 | 29.9 | 17.2 |
| 2002/2003 | 8.4 | 13.1 | 22.1 | 38.9 | 31.2 | 17.7 |
| Newfoundland and Labrador |  |  |  |  |  |  |
| 1997/1998 | 4.0 | 4.4 | 34.1 | 29.1 | 14.3 | 9.7 |
| 1998/1999 | 2.4 | 3.4 | 26.2 | 29.2 | 15.2 | 9.0 |
| 1999/2000 | 3.5 | 6.8 | 4.8 | 30.1 | 19.4 | 10.9 |
| 2000/2001 | 4.2 | 6.8 | 5.2 | 29.9 | 19.4 | 11.3 |
| 2001/2002 | 4.0 | 8.5 | 9.3 | 30.9 | 21.1 | 12.1 |
| 2002/2003 | 5.3 | 10.0 | 8.3 | 28.1 | 19.9 | 12.2 |
| Prince Edward Island |  |  |  |  |  |  |
| 1997/1998 | 1.1 | 11.4 | 45.2 | 22.5 | 22.6 | 11.9 |
| 1998/1999 | 0.8 | 12.9 | 42.2 | 27.7 | 24.1 | 11.5 |
| 1999/2000 | 1.6 | 19.5 | 41.2 | 38.3 | 33.1 | 15.4 |
| 2000/2001 | 2.1 | 16.8 | 34.8 | 34.9 | 29.7 | 14.1 |
| 2001/2002 | 1.7 | 16.3 | 34.6 | 38.4 | 31.9 | 15.0 |
| 2002/2003 | 1.4 | 16.2 | 35.3 | 15.1 | 19.9 | 10.3 |
| Nova Scotia |  |  |  |  |  |  |
| 1997/1998 | 4.4 | 4.7 | 15.5 | 43.4 | 30.0 | 15.8 |
| 1998/1999 | 2.8 | 3.8 | 17.5 | 44.9 | 31.4 | 15.5 |
| 1999/2000 | 2.0 | 11.4 | 15.0 | 47.4 | 38.4 | 17.7 |
| 2000/2001 | 3.8 | 10.5 | 14.6 | 48.4 | 38.5 | 20.2 |
| 2001/2002 | 3.8 | 9.8 | 15.1 | 52.1 | 41.9 | 22.0 |
| 2002/2003 | 4.1 | 13.1 | 14.9 | 55.5 | 46.5 | 24.3 |
| New Brunswick |  |  |  |  |  |  |
| 1997/1998 | 1.8 | 6.1 | 16.8 | 30.1 | 20.1 | 9.4 |
| 1998/1999 | 1.8 | 3.8 | 15.8 | 34.9 | 22.0 | 10.1 |
| 1999/2000 | 1.7 | 5.1 | 26.3 | 33.7 | 23.3 | 10.5 |
| 2000/2001 | 1.6 | 4.5 | 20.2 | 33.8 | 21.0 | 10.6 |
| 2001/2002 | 1.9 | 3.9 | 16.3 | 35.2 | 21.5 | 10.9 |
| 2002/2003 | 1.9 | 8.6 | 18.8 | 36.4 | 26.9 | 12.7 |
| Quebec |  |  |  |  |  |  |
| 1997/1998 | 10.3 | 4.5 | 10.9 | 25.2 | 17.0 | 13.3 |
| 1998/1999 | 10.5 | 3.3 | 12.0 | 21.0 | 13.9 | 12.1 |
| 1999/2000 | 10.5 | 5.1 | 12.0 | 29.0 | 19.8 | 14.6 |
| 2000/2001 | 10.8 | 3.8 | 11.4 | 26.7 | 18.2 | 14.1 |
| 2001/2002 | 10.3 | 5.3 | 12.8 | 28.0 | 20.0 | 14.6 |
| 2002/2003 | 10.4 | 4.6 | 11.7 | 29.1 | 20.6 | 15.2 |
| Ontario |  |  |  |  |  |  |
| 1997/1998 | 6.1 | 7.6 | 31.9 | 40.0 | 31.8 | 14.2 |
| 1998/1999 | 5.8 | 10.1 | 28.0 | 41.8 | 33.2 | 14.5 |
| 1999/2000 | 6.2 | 7.2 | 27.1 | 33.8 | 28.2 | 14.0 |
| 2000/2001 | 7.1 | 9.9 | 37.2 | 40.9 | 35.8 | 17.4 |
| 2001/2002 | 8.7 | 9.1 | 39.4 | 46.6 | 40.6 | 20.3 |
| 2002/2003 | 8.0 | 20.5 | 34.0 | 48.2 | 42.6 | 20.6 |
| Manitoba |  |  |  |  |  |  |
| 1997/1998 | 7.5 | 8.9 | 10.0 | 28.6 | 20.9 | 11.7 |
| 1998/1999 | 7.6 | 8.6 | 12.2 | 30.5 | 22.2 | 12.4 |
| 1999/2000 | 7.4 | 9.0 | 13.5 | 29.0 | 22.3 | 12.3 |
| 2000/2001 | 7.0 | 8.0 | 14.8 | 26.3 | 20.4 | 11.5 |
| 2001/2002 | 7.6 | 9.4 | 12.9 | 34.2 | 25.5 | 13.8 |
| 2002/2003 | 7.1 | 12.2 | 19.7 | 34.3 | 27.5 | 14.1 |

Table B.2.6
Private expenditure as a percentage of total expenditure on education, by level of education, Canada and jurisdictions, 1997/1998 to 2002/2003 (concluded)

|  | Preelementary, elementarysecondary | Tradevocational | College ${ }^{1}$ | University | $\begin{array}{r} \text { All } \\ \text { post- } \\ \text { secondary } \end{array}$ | All levels combined |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage |  |  |  |  |  |
| Saskatchewan |  |  |  |  |  |  |
| 1997/1998 | 1.5 | 7.5 | 10.4 | 32.4 | 23.0 | 9.7 |
| 1998/1999 | 3.9 | 6.5 | 9.7 | 29.4 | 20.3 | 10.2 |
| 1999/2000 | 2.6 | 6.0 | 11.0 | 31.6 | 22.1 | 10.5 |
| 2000/2001 | 3.9 | 5.1 | 8.9 | 24.6 | 17.6 | 9.7 |
| 2001/2002 | 2.4 | 7.3 | 11.6 | 33.1 | 24.2 | 11.7 |
| 2002/2003 | 4.5 | 7.5 | 10.9 | 37.8 | 28.5 | 14.6 |
| Alberta |  |  |  |  |  |  |
| 1997/1998 | 11.7 | 15.7 | 31.5 | 30.4 | 25.9 | 17.1 |
| 1998/1999 | 11.9 | 16.8 | 36.0 | 32.9 | 27.9 | 18.0 |
| 1999/2000 | 11.2 | 17.6 | 32.3 | 34.4 | 29.5 | 18.5 |
| 2000/2001 | 9.5 | 22.4 | 38.8 | 39.0 | 34.6 | 20.3 |
| 2001/2002 | 9.6 | 22.8 | 37.9 | 36.3 | 33.1 | 19.7 |
| 2002/2003 | 9.8 | 21.0 | 34.1 | 37.3 | 32.8 | 19.3 |
| British Columbia |  |  |  |  |  |  |
| 1997/1998 | 9.3 | 15.3 | 24.7 | 34.8 | 27.1 | 16.1 |
| 1998/1999 | 9.6 | 14.6 | 22.1 | 33.4 | 25.8 | 15.8 |
| 1999/2000 | 9.1 | 12.9 | 19.2 | 33.7 | 25.3 | 15.5 |
| 2000/2001 | 9.2 | 12.9 | 17.6 | 30.9 | 24.0 | 15.3 |
| 2001/2002 | 9.1 | 12.9 | 18.7 | 33.8 | 25.7 | 15.9 |
| 2002/2003 | 9.1 | 14.4 | 18.4 | 33.4 | 26.7 | 16.4 |
| Yukon |  |  |  |  |  |  |
| 1997/1998 | 3.9 | 16.5 | 16.4 | .. | 14.4 | 6.5 |
| 1998/1999 | 3.3 | 11.3 | 12.6 | .. | 10.1 | 5.1 |
| 1999/2000 | 1.6 | 7.8 | 12.3 | . | 7.9 | 3.7 |
| 2000/2001 | 2.2 | 7.3 | 10.0 | .. | 6.9 | 3.8 |
| 2001/2002 | 1.7 | 9.2 | 12.0 | .. | 8.8 | 4.0 |
| 2002/2003 | 1.6 | 12.4 | 16.5 | . | 12.1 | 4.8 |
| Northwest Territories ${ }^{2}$ |  |  |  |  |  |  |
| 1997/1998 | 1.1 | 3.3 | 6.3 | .. | 4.6 | 2.1 |
| 1998/1999 | 0.7 | 2.1 | 2.0 | .. | 1.9 | 1.1 |
| 1999/2000 | 1.7 | 3.1 | 8.5 | .. | 5.3 | 3.1 |
| 2000/2001 | 3.8 | 3.3 | 11.4 | .. | 7.0 | 5.0 |
| 2001/2002 | 2.4 | 3.0 | 9.5 | .. | 6.0 | 3.7 |
| 2002/2003 | 2.1 | 3.1 | 8.6 | .. | 5.5 | 3.4 |
| Nunavut ${ }^{2,3}$ |  |  |  |  |  |  |
| 1997/1998 | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ |
| 1998/1999 |  | $\ldots$ | $\ldots$ | $\ldots$ |  | ... |
| 1999/2000 | 2.9 | .. | 3.3 | .. | 1.2 | .. |
| 2000/2001 | 0.5 | 1.4 | 4.8 | .. | 2.5 | 1.4 |
| 2001/2002 | 2.2 | 1.5 | 4.8 | .. | 2.2 | 2.2 |
| 2002/2003 | 5.4 | 1.4 | 7.7 | .. | 3.1 | 4.4 |

1. Expenditure on private business colleges is not included.
2. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.
3. The only college in Nunavut started reporting tuition fees (part of private expenditure) for the trade-vocational portion in $2000 / 2001$.

Sources: Tables B.2.2 and B.2.4.

B2 Education Indicators in Canada
Table B.2.7
Percentage of households incurring education expenditure and average expenditure per household on education, Canada and provinces, 2004

|  | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage |  |  |  |  |  |  |  |  |  |  |
| Percentage of households incurring |  |  |  |  |  |  |  |  |  |  |  |
| expenditure on education | 43 | 41 | 41 | 37 | 36 | 41 | 45 | 41 | 41 | 46 | 45 |
| Supplies, all levels | 28 | 33 | 31 | 26 | 28 | 26 | 29 | 29 | 29 | 28 | 28 |
| Textbooks, all levels | 20 | 30 | 11 | 10 | 12 | 24 | 20 | 13 | 16 | 18 | 18 |
| Tuition, pre-elementary and |  |  |  |  |  |  |  |  |  |  |  |
| elementary-secondary | 9 | 7 | F | 4 | 7 | 13 | 4 | 8 | 15 | 21 | 6 |
| Tuition, postsecondary | 18 | 15 | 14 | 12 | 13 | 17 | 20 | 14 | 16 | 18 | 19 |
|  |  |  |  |  |  | dollars |  |  |  |  |  |
| Average education expenditure per |  |  |  |  |  |  |  |  |  |  |  |
| household incurring such expenditure | 2,484 | 1,745 | 1,944 | 2,432 | 2,219 | 1,548 | 3,053 | 1,765 | 2,059 | 2,441 | 2,989 |
| Supplies, all levels | 222 | 191 | 173 | 227 | 215 | 222 | 202 | 219 | 205 | 276 | 245 |
| Textbooks, all levels | 567 | 362 | 913 | 708 | 733 | 405 | 673 | 609 | 541 | 586 | 624 |
| Tuition, pre-elementary and |  |  |  |  |  |  |  |  |  |  |  |
| elementary-secondary | 1,392 | 175 | F | 2,677 | 304 | 954 | 3,237 | 1,354 | 274 | 838 | 2,381 |
| Tuition, postsecondary | 3,593 | 2,980 | 3,983 | 4,693 | 4,436 | 1,655 | 4,589 | 2,681 | 3,227 | 3,468 | 4,171 |

Source: Survey of Household Spending, 2004, Statistics Canada.

Table B.2.8
Average ${ }^{1}$ undergraduate university tuition fees, Canada and provinces, 1991/1992 to 2005/2006 (in 2001 constant dollars)

|  | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2001 constant dollars |  |  |  |  |  |  |  |  |  |
| 1991/1992 | 1,998 | 1,777 | 2,462 | 2,600 | 2,350 | 1,493 | 2,150 | 2,253 | 2,251 | 1,862 | 2,294 |
| 1992/1993 | 2,153 | 1,927 | 2,603 | 2,833 | 2,582 | 1,634 | 2,260 | 2,572 | 2,511 | 2,182 | 2,394 |
| 1993/1994 | 2,309 | 2,233 | 2,821 | 3,071 | 2,692 | 1,746 | 2,399 | 2,658 | 2,700 | 2,598 | 2,459 |
| 1994/1995 | 2,498 | 2,369 | 2,960 | 3,347 | 2,662 | 1,909 | 2,601 | 2,736 | 2,878 | 2,851 | 2,612 |
| 1995/1996 | 2,638 | 2,516 | 3,116 | 3,611 | 2,792 | 1,876 | 2,818 | 2,820 | 2,984 | 3,096 | 2,717 |
| 1996/1997 | 2,876 | 2,872 | 3,181 | 3,897 | 3,015 | 1,848 | 3,279 | 2,935 | 2,978 | 3,280 | 2,710 |
| 1997/1998 | 3,084 | 3,391 | 3,413 | 4,176 | 3,232 | 1,929 | 3,572 | 3,153 | 3,325 | 3,530 | 2,638 |
| 1998/1999 | 3,253 | 3,376 | 3,585 | 4,341 | 3,418 | 1,905 | 3,894 | 3,339 | 3,490 | 3,765 | 2,628 |
| 1999/2000 | 3,446 | 3,443 | 3,639 | 4,391 | 3,442 | 1,872 | 4,254 | 3,611 | 3,507 | 3,856 | 2,631 |
| 2000/2001 | 3,464 | 3,373 | 3,513 | 4,640 | 3,594 | 1,828 | 4,284 | 3,235 | 3,698 | 3,909 | 2,601 |
| 2001/2002 | 3,538 | 3,006 | 3,671 | 4,788 | 3,803 | 1,825 | 4,444 | 3,222 | 3,816 | 3,979 | 2,492 |
| 2002/2003 | 3,553 | 2,603 | 3,681 | 4,919 | 3,932 | 1,779 | 4,396 | 3,052 | 4,094 | 3,882 | 3,054 |
| 2003/2004 | 3,742 | 2,451 | 3,845 | 5,174 | 4,143 | 1,765 | 4,534 | 3,022 | 4,362 | 4,143 | 3,857 |
| 2004/2005 | 3,818 | 2,386 | 3,950 | 5,444 | 4,290 | 1,746 | 4,466 | 3,013 | 4,634 | 4,473 | 4,383 |
| 2005/2006 | 3,788 | 2,330 | 4,058 | 5,571 | 4,461 | 1,717 | 4,456 | 3,035 | 4,535 | 4,216 | 4,419 |

1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.

Source: Survey of Tuition and Living Accommodation Costs for Full-time Students, Statistics Canada.

Table B.2.9
Average ${ }^{1}$ undergraduate university tuition fees, Canada and provinces, 2006/2007 (in current dollars)

|  | $2006 / 2007$ |
| :--- | ---: |
|  | dollars |
| Canada | 4,347 |
| Newfoundland and Labrador | 2,606 |
| Prince Edward Island | 4,947 |
| Nova Scotia | 6,571 |
| New Brunswick | 5,328 |
| Quebec | 1,916 |
| Ontario | 5,160 |
| Manitoba | 3,338 |
| Albertchewan | 5,063 |
| British Columbia | 4,828 |

1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.

Source: Survey of Tuition and Living Accommodation Costs for Full-time Students, Statistics Canada.

Table B.2.10
Average ${ }^{1}$ university tuition fees ${ }^{2}$ by faculty, Canada, 1991/1992 to 2005/2006 (in 2001 constant dollars)

|  | $\begin{gathered} 1991 / \\ 1992 \end{gathered}$ | $\begin{gathered} 1992 / \\ 1993 \end{gathered}$ | $\begin{array}{r} 1993 / \\ 1994 \end{array}$ | $\begin{gathered} \text { 1994/ } \\ 1995 \end{gathered}$ | $\begin{array}{r} 1995 / \\ 1996 \end{array}$ | $\begin{gathered} 1996 / \\ 1997 \end{gathered}$ | $\begin{array}{r} 1997 / \\ 1998 \end{array}$ | $\begin{array}{r} 1998 / \\ 1999 \end{array}$ | $\begin{array}{r} 1999 / \\ 2000 \end{array}$ | $\begin{array}{r} 2000 / \\ 2001 \end{array}$ | $\begin{array}{r} 2001 / \\ 2002 \end{array}$ | $\begin{array}{r} 2002 / \\ 2003 \end{array}$ | $\begin{array}{r} 2003 / \\ 2004 \end{array}$ | $\begin{gathered} 2004 / \\ 2005 \end{gathered}$ | $\begin{array}{r} 2005 / \\ 2006 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2001 constant dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dentistry | 2,531 | 2,695 | 2,887 | 3,208 | 3,356 | 4,602 | 4,535 | 5,870 | 8,141 | 8,466 | 9,030 | 9,312 | 11,022 | 11,308 | 11,724 |
| Medicine | 2,428 | 2,585 | 2,716 | 3,066 | 3,176 | 3,710 | 4,135 | 5,052 | 6,103 | 6,526 | 7,377 | 7,720 | 8,600 | 9,346 | 9,282 |
| Law | 1,967 | 2,164 | 2,307 | 2,593 | 2,679 | 2,905 | 3,092 | 3,326 | 3,619 | 4,064 | 4,318 | 4,809 | 5,645 | 6,065 | 6,211 |
| Commerce | 1,904 | 2,056 | 2,212 | 2,389 | 2,512 | 2,732 | 2,940 | 3,097 | 3,284 | 3,316 | 3,497 | 3,314 | 3,447 | 3,494 | 3,423 |
| Engineering | 2,076 | 2,240 | 2,429 | 2,628 | 2,798 | 2,953 | 3,196 | 3,382 | 3,604 | 3,642 | 3,735 | 3,701 | 4,141 | 4,232 | 4,264 |
| Science | 2,027 | 2,183 | 2,341 | 2,540 | 2,687 | 2,916 | 3,134 | 3,288 | 3,452 | 3,437 | 3,508 | 3,569 | 3,725 | 3,773 | 3,796 |
| Music | 2,011 | 2,129 | 2,265 | 2,421 | 2,548 | 2,770 | 3,026 | 3,209 | 3,464 | 3,373 | 3,419 | 3,433 | 3,538 | 3,576 | 3,541 |
| Arts | 2,007 | 2,159 | 2,312 | 2,494 | 2,641 | 2,914 | 3,112 | 3,265 | 3,428 | 3,428 | 3,436 | 3,463 | 3,588 | 3,652 | 3,582 |
| Agriculture | 1,963 | 2,121 | 2,299 | 2,411 | 2,561 | 2,779 | 3,012 | 3,137 | 3,169 | 3,174 | 3,181 | 3,160 | 3,290 | 3,335 | 3,277 |
| Architecture | 2,131 | 2,239 | 2,306 | 2,509 | 2,697 | 2,868 | 3,090 | 3,209 | 3,495 | 3,527 | 3,543 | 3,373 | 3,375 | 3,316 | 3,248 |
| Household sciences | 2,006 | 2,157 | 2,299 | 2,603 | 2,676 | 2,870 | 3,043 | 3,098 | 3,295 | 3,302 | 3,322 | 3,337 | 3,453 | 3,518 | 3,521 |
| Education | 1,869 | 2,017 | 2,159 | 2,294 | 2,393 | 2,530 | 2,693 | 2,773 | 2,886 | 2,871 | 2,879 | 2,890 | 2,964 | 2,998 | 2,948 |
| Undergraduate | 1,997 | 2,153 | 2,309 | 2,498 | 2,638 | 2,876 | 3,084 | 3,253 | 3,446 | 3,464 | 3,538 | 3,553 | 3,742 | 3,818 | 3,788 |
| Graduate | 2,130 | 2,222 | 2,430 | 2,454 | 2,681 | 2,822 | 3,176 | 3,418 | 3,729 | 4,090 | 4,448 | 4,660 | 4,861 | 5,022 | 5,518 |

1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.
2. Based on the eight-month academic year.

Source: Survey of Tuition and Living Accommodation Costs for Full-time Students, Statistics Canada.

B2 Education Indicators in Canada
Table B.2.11
Average ${ }^{1}$ university tuition fees ${ }^{2}$ by faculty, Canada, 2006/2007 (in current dollars)

|  | $2006 / 2007$ |
| :--- | ---: |
|  | dollars |
| Faculty |  |
| Dentistry | 13,463 |
| Medicine | 10,553 |
| Law | 7,221 |
| Commerce | 3,989 |
| Engineering | 4,887 |
| Science | 4,353 |
| Music | 4,092 |
| Agriculture | 4,104 |
| Architecture | 3,712 |
| Household sciences | 3,805 |
| Education | 4,037 |
| Undergraduate | 3,334 |
| Graduate | 4,347 |

1. Both in- and out-of-province students are included in the weighted average calculations; foreign students are not included.
2. Based on the eight-month academic year.

Source: Survey of Tuition and Living Accommodation Costs for Full-time Students, Statistics Canada.

Table B.2.12
University and university-college revenues, by source, as a percentage of total revenue, Canada and provinces, 1999/2000 and 2004/2005

|  | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | as a percentage of total revenue |  |  |  |  |  |  |  |  |  |  |
| Government |  |  |  |  |  |  |  |  |  |  |  |
| 1999/2000 | 53.2 | 61.2 | 54.8 | 41.6 | 50.6 | 63.6 | 47.6 | 57.7 | 56.3 | 53.8 | 53.5 |
| 2004/2005 | 54.2 | 63.0 | 59.8 | 38.4 | 48.5 | 68.1 | 47.5 | 57.2 | 57.2 | 57.0 | 52.7 |
| Student fees |  |  |  |  |  |  |  |  |  |  |  |
| 1999/2000 | 18.5 | 19.7 | 22.2 | 24.4 | 21.7 | 11.6 | 22.8 | 17.8 | 15.6 | 17.1 | 16.7 |
| 2004/2005 | 20.7 | 15.1 | 21.6 | 32.1 | 26.7 | 11.1 | 25.3 | 18.0 | 16.7 | 17.7 | 23.1 |
| Non-government grants and contracts, donations and bequests |  |  |  |  |  |  |  |  |  |  |  |
| 1999/2000 | 10.9 | 5.2 | 3.8 | 8.8 | 7.6 | 12.3 | 12.3 | 10.5 | 8.2 | 10.0 | 7.5 |
| 2004/2005 | 10.4 | 6.2 | 4.6 | 7.9 | 8.5 | 9.3 | 12.1 | 13.2 | 7.5 | 9.0 | 9.8 |
| Sales |  |  |  |  |  |  |  |  |  |  |  |
| 1999/2000 | 8.8 | 4.5 | 16.9 | 15.8 | 12.4 | 6.3 | 6.9 | 9.7 | 15.0 | 12.2 | 11.1 |
| 2004/2005 | 8.1 | 4.1 | 11.9 | 14.5 | 11.4 | 6.1 | 5.6 | 8.9 | 14.4 | 11.9 | 12.0 |
| Investment |  |  |  |  |  |  |  |  |  |  |  |
| 1999/2000 | 5.2 | 1.9 | 1.6 | 7.4 | 6.1 | 3.6 | 5.8 | 3.2 | 3.5 | 6.2 | 6.2 |
| 2004/2005 | 3.1 | 1.0 | 1.2 | 4.1 | 3.6 | 1.9 | 4.2 | 1.9 | 3.2 | 3.8 | 1.3 |
| Miscellaneous |  |  |  |  |  |  |  |  |  |  |  |
| 1999/2000 | 3.4 | 7.5 | 0.7 | 2.0 | 1.6 | 2.6 | 4.6 | 1.1 | 1.4 | 0.7 | 5.0 |
| 2004/2005 | 3.5 | 10.6 | 0.9 | 3.0 | 1.3 | 3.5 | 5.3 | 0.8 | 1.0 | 0.6 | 1.1 |

Source: Survey of Financial Information of Universities and Colleges, Statistics Canada.

Table B.2.13
University expenditure, by resource category, Canada and provinces, 1999/2000 to 2004/2005
(in thousands of 2001 constant dollars)

|  | Universities |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total capital expenditure | Total operating expenditure ${ }^{1}$ | Operating expenditure ${ }^{1}$ |  |  |  |  |
|  |  |  |  | Comp | ation |  |  |
|  |  |  | Academic salaries | Other <br> salaries and wages ${ }^{2}$ | Benefits ${ }^{3}$ | Total compensation | Other operating expenditure |
|  | thousands of 2001 constant dollars |  |  |  |  |  |  |
| 2004/2005 |  |  |  |  |  |  |  |
| Canada | 2,136,716 | 18,952,822 | 5,479,354 | 4,383,299 | 1,682,524 | 11,545,177 | 7,407,645 |
| Newfoundland and Labrador | 18,436 | 308,888 | 86,377 | 92,850 | 29,488 | 208,715 | 100,173 |
| Prince Edward Island | 17,228 | 71,756 | 18,000 | 22,303 | 7,558 | 47,861 | 23,895 |
| Nova Scotia | 61,222 | 741,177 | 215,226 | 175,129 | 59,120 | 449,475 | 291,702 |
| New Brunswick | 28,362 | 381,061 | 124,814 | 87,071 | 31,951 | 243,835 | 137,226 |
| Quebec | 688,651 | 4,181,635 | 1,271,283 | 932,637 | 404,619 | 2,608,539 | 1,573,096 |
| Ontario | 739,017 | 7,485,997 | 2,075,967 | 1,717,991 | 671,537 | 4,465,494 | 3,020,503 |
| Manitoba | 54,234 | 647,601 | 205,004 | 143,206 | 52,840 | 401,050 | 246,551 |
| Saskatchewan | 55,328 | 672,215 | 200,034 | 180,291 | 50,427 | 430,752 | 241,462 |
| Alberta | 144,283 | 1,896,962 | 511,553 | 442,024 | 157,638 | 1,111,215 | 785,747 |
| British Columbia | 329,956 | 2,565,530 | 771,096 | 589,799 | 217,346 | 1,578,241 | 987,289 |
| 2003/2004 |  |  |  |  |  |  |  |
| Canada | 2,276,749 | 17,894,117 | 5,142,659 | 4,200,272 | 1,523,956 | 10,866,886 | 7,027,231 |
| Newfoundland and Labrador | 15,287 | 303,427 | 86,006 | 92,988 | 26,179 | 205,173 | 98,254 |
| Prince Edward Island | 5,233 | 72,247 | 16,378 | 22,163 | 7,740 | 46,281 | 25,966 |
| Nova Scotia | 45,512 | 724,028 | 204,276 | 168,887 | 57,339 | 430,501 | 293,527 |
| New Brunswick | 17,726 | 373,744 | 119,752 | 84,879 | 30,975 | 235,606 | 138,139 |
| Quebec | 660,419 | 4,055,665 | 1,221,200 | 919,707 | 374,910 | 2,515,817 | 1,539,848 |
| Ontario | 967,844 | 6,862,350 | 1,875,670 | 1,606,265 | 578,370 | 4,060,305 | 2,802,045 |
| Manitoba | 49,504 | 622,103 | 195,091 | 140,710 | 47,840 | 383,641 | 238,462 |
| Saskatchewan | 104,815 | 653,392 | 193,594 | 172,039 | 45,062 | 410,695 | 242,697 |
| Alberta | 95,488 | 1,806,748 | 491,216 | 420,477 | 148,615 | 1,060,308 | 746,440 |
| British Columbia | 314,921 | 2,420,412 | 739,475 | 572,156 | 206,927 | 1,518,558 | 901,854 |
| 2002/2003 |  |  |  |  |  |  |  |
| Canada | 1,706,813 | 16,951,644 | 4,898,371 | 3,976,738 | 1,379,284 | 10,254,393 | 6,697,251 |
| Newfoundland and Labrador | 4,043 | 283,970 | 79,863 | 90,624 | 24,975 | 195,462 | 88,508 |
| Prince Edward Island | 5,204 | 67,270 | 16,533 | 21,197 | 6,281 | 44,010 | 23,260 |
| Nova Scotia | 83,247 | 687,045 | 196,231 | 164,816 | 51,612 | 412,659 | 274,385 |
| New Brunswick | 15,363 | 358,377 | 114,141 | 81,766 | 28,383 | 224,290 | 134,087 |
| Quebec | 623,850 | 3,807,250 | 1,174,431 | 868,170 | 350,510 | 2,393,112 | 1,414,139 |
| Ontario | 639,513 | 6,456,121 | 1,777,553 | 1,490,414 | 495,339 | 3,763,306 | 2,692,815 |
| Manitoba | 44,775 | 599,560 | 185,917 | 136,249 | 43,276 | 365,442 | 234,118 |
| Saskatchewan | 88,412 | 669,541 | 189,127 | 162,246 | 43,666 | 395,038 | 274,503 |
| Alberta | 55,944 | 1,751,481 | 479,813 | 408,597 | 141,280 | 1,029,690 | 721,790 |
| British Columbia | 146,462 | 2,271,030 | 684,761 | 552,659 | 193,963 | 1,431,383 | 839,647 |
| 2001/2002 |  |  |  |  |  |  |  |
| Canada | 1,483,597 | 15,554,919 | 4,557,537 | 3,758,745 | 1,211,957 | 9,528,239 | 6,026,680 |
| Newfoundland and Labrador | 16,410 | 270,843 | 86,014 | 77,277 | 24,119 | 187,410 | 83,433 |
| Prince Edward Island | 3,883 | 61,755 | 15,211 | 20,573 | 4,831 | 40,615 | 21,140 |
| Nova Scotia | 60,921 | 648,889 | 193,295 | 155,948 | 44,261 | 393,504 | 255,385 |
| New Brunswick | 8,972 | 338,096 | 110,035 | 79,992 | 27,568 | 217,595 | 120,501 |
| Quebec | 438,802 | 3,443,325 | 1,087,846 | 803,076 | 297,813 | 2,188,735 | 1,254,590 |
| Ontario | 625,231 | 5,923,880 | 1,643,906 | 1,435,658 | 417,780 | 3,497,344 | 2,426,536 |
| Manitoba | 32,632 | 563,715 | 172,612 | 132,092 | 43,462 | 348,166 | 215,549 |
| Saskatchewan | 45,817 | 641,341 | 180,934 | 151,801 | 43,273 | 376,008 | 265,333 |
| Alberta | 101,273 | 1,634,687 | 443,382 | 384,040 | 130,513 | 957,935 | 676,752 |
| British Columbia | 149,656 | 2,028,388 | 624,302 | 518,288 | 178,337 | 1,320,927 | 707,461 |

B2 Education Indicators in Canada
Table B.2.13
University expenditure, by resource category, Canada and provinces, 1999/2000 to 2004/2005
(in thousands of 2001 constant dollars) (concluded)

|  | Universities |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Totalcapitalexpenditure | Total operating expenditure ${ }^{1}$ | Operating expenditure ${ }^{1}$ |  |  |  |  |
|  |  |  | Compensation |  |  |  | Other operating expenditure |
|  |  |  | Academic salaries | Other salaries and wages ${ }^{2}$ | Benefits ${ }^{3}$ | Total compensation |  |
|  | thousands of 2001 constant dollars |  |  |  |  |  |  |
| 2000/2001 |  |  |  |  |  |  |  |
| Canada | 1,090,238 | 14,634,278 | 4,397,856 | 3,547,807 | 1,158,249 | 9,103,912 | 5,530,366 |
| Newfoundland and Labrador | 17,957 | 247,668 | 73,736 | 72,198 | 20,139 | 166,072 | 81,595 |
| Prince Edward Island | 978 | 59,696 | 15,060 | 19,109 | 3,481 | 37,650 | 22,046 |
| Nova Scotia | 40,458 | 631,956 | 192,102 | 147,609 | 42,244 | 381,955 | 250,001 |
| New Brunswick | 14,328 | 325,812 | 105,063 | 75,809 | 25,172 | 206,044 | 119,768 |
| Quebec | 360,919 | 3,205,915 | 1,059,163 | 764,570 | 269,978 | 2,093,711 | 1,112,204 |
| Ontario | 376,998 | 5,623,955 | 1,597,473 | 1,359,098 | 407,424 | 3,363,996 | 2,259,960 |
| Manitoba | 16,107 | 539,296 | 168,316 | 122,983 | 41,268 | 332,566 | 206,730 |
| Saskatchewan | 13,928 | 602,149 | 181,176 | 149,589 | 38,901 | 369,666 | 232,483 |
| Alberta | 150,529 | 1,521,047 | 409,829 | 362,394 | 147,227 | 919,450 | 601,597 |
| British Columbia | 98,037 | 1,876,784 | 595,937 | 474,449 | 162,416 | 1,232,802 | 643,982 |
| 1999/2000 |  |  |  |  |  |  |  |
| Canada | 870,067 | 13,883,536 | 4,239,903 | 3,389,671 | 1,076,471 | 8,706,045 | 5,177,492 |
| Newfoundland and Labrador | 13,816 | 244,136 | 74,542 | 69,534 | 20,253 | 164,328 | 79,808 |
| Prince Edward Island | 1,681 | 57,373 | 15,082 | 18,348 | 3,451 | 36,880 | 20,492 |
| Nova Scotia | 27,180 | 629,685 | 191,558 | 148,204 | 40,893 | 380,654 | 249,031 |
| New Brunswick | 13,713 | 317,643 | 99,227 | 75,517 | 26,365 | 201,109 | 116,534 |
| Quebec | 374,563 | 3,067,079 | 1,022,996 | 719,325 | 257,370 | 1,999,691 | 1,067,388 |
| Ontario | 224,532 | 5,314,340 | 1,523,882 | 1,308,138 | 379,410 | 3,211,430 | 2,102,910 |
| Manitoba | 19,978 | 512,338 | 162,834 | 110,715 | 37,151 | 310,700 | 201,638 |
| Saskatchewan | 22,430 | 560,369 | 180,870 | 141,174 | 40,933 | 362,977 | 197,393 |
| Alberta | 91,183 | 1,405,869 | 403,554 | 333,282 | 119,979 | 856,815 | 549,054 |
| British Columbia | 80,991 | 1,774,705 | 565,360 | 465,434 | 150,666 | 1,181,460 | 593,245 |

1. Operating expenditure includes the following funds: general operating; special purpose and trust; sponsored research; and ancillary enterprises.
2. Includes payments to all full and part time non-instructional (support) staff including among others, technicians, teaching and research laboratory technicians, clerical and secretarial, professional and managerial, janitorial, trades and maintenance. Includes payments to individuals who may hold an academic rank, or equivalent thereto, but are engaged in activities other than instruction and research.
3. Benefits include the costs of institutions' contributions (with respect to salaries) for pensions (including payments for actuarial deficiencies and past service liability), group life insurance, salary continuance insurance, dental plans, Workers' Compensation, health taxes, tuition remission, Employment Insurance, and other costs of employee benefit programs.
Source: Survey of Financial Information of Universities and Colleges, Statistics Canada.

Table B.2.14
Percentage distribution of university expenditure, by resource category, Canada and provinces, 1999/2000 to 2004/2005


## 32 Education Indicators in Canada

Table B.2.14
Percentage distribution of university expenditure, by resource category, Canada and provinces, 1999/2000 to 2004/2005 (concluded)

|  | Universities |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{array}{r} \text { Total } \\ \text { capital } \\ \text { expenditure } \end{array}$ | Total operating expenditure ${ }^{1}$ | Operating expenditure ${ }^{1}$ |  |  |  |  |
|  |  |  | Compensation |  |  |  | Other operating expenditure |
|  |  |  | Academic salaries | Other salaries and wages ${ }^{2}$ | Benefits ${ }^{3}$ | Total compensation |  |
|  | percentage distribution |  |  |  |  |  |  |
| 2000/2001 |  |  |  |  |  |  |  |
| Canada | 7 | 93 | 30 | 24 | 8 | 62 | 38 |
| Newfoundland and Labrador | 7 | 93 | 30 | 29 | 8 | 67 | 33 |
| Prince Edward Island | 2 | 98 | 25 | 32 | 6 | 63 | 37 |
| Nova Scotia | 6 | 94 | 30 | 23 | 7 | 60 | 40 |
| New Brunswick | 4 | 96 | 32 | 23 | 8 | 63 | 37 |
| Quebec | 10 | 90 | 33 | 24 | 8 | 65 | 35 |
| Ontario | 6 | 94 | 28 | 24 | 7 | 60 | 40 |
| Manitoba | 3 | 97 | 31 | 23 | 8 | 62 | 38 |
| Saskatchewan | 2 | 98 | 30 | 25 | 6 | 61 | 39 |
| Alberta | 9 | 91 | 27 | 24 | 10 | 60 | 40 |
| British Columbia | 5 | 95 | 32 | 25 | 9 | 66 | 34 |
| 1999/2000 |  |  |  |  |  |  |  |
| Canada | 6 | 94 | 31 | 24 | 8 | 63 | 37 |
| Newfoundland and Labrador |  | 95 | 31 | 28 | 8 | 67 | 33 |
| Prince Edward Island | 3 | 97 | 26 | 32 | 6 | 64 | 36 |
| Nova Scotia | 4 | 96 | 30 | 24 | 6 | 60 | 40 |
| New Brunswick | 4 | 96 | 31 | 24 | 8 | 63 | 37 |
| Quebec | 11 | 89 | 33 | 23 | 8 | 65 | 35 |
| Ontario | 4 | 96 | 29 | 25 | 7 | 60 | 40 |
| Manitoba | 4 | 96 | 32 | 22 | 7 | 61 | 39 |
| Saskatchewan | 4 | 96 | 32 | 25 | 7 | 65 | 35 |
| Alberta | 6 | 94 | 29 | 24 | 9 | 61 | 39 |
| British Columbia | 4 | 96 | 32 | 26 | 8 | 67 | 33 |

1. Operating expenditure includes the following funds: general operating; special purpose and trust; sponsored research; and ancillary enterprises.
2. Includes payments to all full- and part-time non-instructional (support) staff including, among others, technicians, teaching and research laboratory technicians, clerical and secretarial, professional and managerial, janitorial, trades and maintenance. Includes payments to individuals who may hold an academic rank, or equivalent thereto, but are engaged in activities other than instruction and research.
3. Benefits include the costs of institutions' contributions (with respect to salaries) for pensions (including payments for actuarial deficiencies and past service liability), group life insurance, salary continuance insurance, dental plans, Workers' Compensation, health taxes, tuition remission, Employment Insurance, and other costs of employee benefit programs.
Source: Table B.2.13.

Table B.3.1
Percentage of graduates who borrowed from government student loan programs and average debt at graduation, 1995 and 2000 graduates, ${ }^{1}$ Canada and provinces

| Province of study and level of education | Percentage of graduates who borrowed |  | Average debt at graduation of those who borrowed ${ }^{2}$ |  | Percentage change in average debt at graduation of those who borrowed |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1995 | 2000 | 1995 | 2000 |  |
|  | percentage |  | 2000 dollars |  | percentage |
| Canada |  |  |  |  |  |
| College | 46 | 47 | 9,700 | 11,700 | 21 |
| Bachelor's | 49 | 51 | 13,000 | 16,700 | 28 |
| Master's | 42 | 53 | 12,300 | 14,500 | 18 |
| Doctorate | 32 | 51 | 11,800 | 14,900 | 26 |
| All university | 48 | 51 | 12,900 | 16,200 | 26 |
| Newfoundland and Labrador |  |  |  |  |  |
| College | 50 | 63 | 12,100 | 14,500 | 20 |
| Bachelor's | 65 | 75 | 15,700 | 24,500 | 56 |
| Master's | 35 | 62 | 9,100 | 10,000 | 10 |
| Doctorate | x | $x$ | x | x |  |
| All university | 61 | 72 | 15,200 | 22,500 | 48 |
| Prince Edward Island |  |  |  |  |  |
| College | 42 | 54 | 6,600 | 11,000 | 67 |
| Bachelor's | 56 | 60 | 11,900 | 15,500 | 30 |
| Master's | .. | 69 E | .. | 12,900 E | .. |
| Doctorate |  | x | . | x |  |
| All university | 55 | 60 | 11,900 | 16,100 | 35 |
| Nova Scotia |  |  |  |  |  |
| College | 42 | 50 | 9,600 | 9,700 | 1 |
| Bachelor's | 55 | 58 | 13,500 | 19,300 | 43 |
| Master's | 39 | 57 | 12,500 | 12,000 | -4 |
| Doctorate | $26{ }^{\text {E }}$ | 32 E | F | 13,700 E |  |
| All university | 52 | 58 | 13,300 | 18,200 | 37 |
| New Brunswick |  |  |  |  |  |
| College | 46 | 61 | 9,900 | 12,200 | 23 |
| Bachelor's | 58 | 65 | 14,600 | 19,300 | 32 |
| Master's | 39 | 56 | 11,100 | 14,200 | 28 |
| Doctorate | 50 | 82 | F | 13,800 E |  |
| All university | 56 | 64 | 14,300 | 18,600 | 30 |
| Quebec |  |  |  |  |  |
| College | 57 | 53 | 7,900 | 6,700 | -15 |
| Bachelor's | 51 | 49 | 10,400 | 10,300 | -1 |
| Master's | 56 | 60 | 12,100 | 12,600 | 4 |
| Doctorate | 57 | 65 | 12,800 | 15,400 | 20 |
| All university | 51 | 52 | 10,700 | 11,000 | 3 |

B3 Education Indicators in Canada
Table B.3.1
Percentage of graduates who borrowed from government student loan programs and average debt at graduation, 1995 and 2000 graduates, ${ }^{1}$ Canada and provinces (concluded)

| Province of study and level of education | Percentage of graduates who borrowed |  | Average debt at graduation of those who borrowed ${ }^{2}$ |  | Percentage change in average debt at graduation of those who borrowed |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1995 | 2000 | 1995 | 2000 |  |
|  | percentage |  | 2000 dollars |  | percentage |
| Ontario |  |  |  |  |  |
| College | 46 | 46 | 10,600 | 14,400 | 36 |
| Bachelor's | 45 | 49 | 13,600 | 19,700 | 45 |
| Master's | 36 | 53 | 12,200 | 17,300 | 42 |
| Doctorate | 25 | 48 | 10,600 | 14,600 | 38 |
| All university | 44 | 50 | 13,400 | 19,100 | 43 |
| Manitoba |  |  |  |  |  |
| College | 26 | 31 | 7,700 | 8,900 | 16 |
| Bachelor's | 37 | 41 | 11,700 | 14,700 | 26 |
| Master's | 26 | 34 | 10,700 | 12,800 | 20 |
| Doctorate | 13 E | $37{ }^{\text {E }}$ | F | 8,100 ${ }^{\text {E }}$ | .. |
| All university | 35 | 40 | 11,600 | 14,400 | 24 |
| Saskatchewan |  |  |  |  |  |
| College | 49 | 51 | 11,700 | 10,800 | -8 |
| Bachelor's | 49 | 54 | 17,900 | 19,000 | 6 |
| Master's | 26 | 48 | 12,100 | 14,700 | 21 |
| Doctorate | X | $47^{\text {E }}$ | x | 25,800 ${ }^{\text {E }}$ | .. |
| All university | 46 | 53 | 17,500 | 18,600 | 6 |
| Alberta |  |  |  |  |  |
| College | 47 | 50 | 9,600 | 10,300 | 7 |
| Bachelor's | 59 | 54 | 15,200 | 16,700 | 10 |
| Master's | 34 | 39 | 12,700 | 11,900 | -6 |
| Doctorate | 21 | 35 | 11,800 E | $12,700 \mathrm{E}$ | 8 |
| All university | 54 | 51 | 15,000 | 16,100 | 7 |
| British Columbia |  |  |  |  |  |
| College | 28 | 44 | 11,200 | 9,900 | -12 |
| Bachelor's | 44 | 51 | 16,700 | 16,900 | 1 |
| Master's | 32 | 47 | 15,500 | 12,500 | -19 |
| Doctorate | 20 | 36 | 13,500 E | 14,800 | 10 |
| All university | 42 | 50 | 16,600 | 16,100 | -3 |

1. For graduates who incurred government student loans and who reported data two years after graduation.
2. The calculation includes graduates who had paid off government student loans completely at graduation.

Source: National Graduates Survey, Statistics Canada.

Table B.3.2
Incidence and repayment of government student loans among 2000 graduates ${ }^{1}$ who did not pursue any further postsecondary education program ${ }^{2}$, Canada and provinces

| Province of study and level of education | Percentage of graduates who borrowed percentage | Graduates still owing at graduation |  | Graduates still owing 2 years after graduation |  | Graduates still owing 5 years after graduation |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | percentage | average debt (\$) | percentage | average <br> debt (\$) | percentage | average <br> debt (\$) |
| Canada |  |  |  |  |  |  |  |
| College | 48 | 43 | 12,700 | 33 | 10,300 | 22 | 8,900 |
| Bachelor's | 51 | 46 | 19,600 | 36 | 16,200 | 24 | 14,400 |
| Master's | 51 | 37 | 17,900 | 26 | 16,300 | 19 | 14,200 |
| Doctorate | 50 | 39 | 17,900 | 27 | 15,500 | 18 | 14,500 |
| All university | 51 | 44 | 19,200 | 33 | 16,200 | 23 | 14,400 |
| Newfoundland and Labrador |  |  |  |  |  |  |  |
| College | 61 | 56 | 14,900 | 46 | 13,100 | 36 | 11,800 |
| Bachelor's | 76 | 72 | 27,000 | 59 | 23,200 | 47 | 21,000 |
| Master's | 68 | 31 | 18,200 | 20 | 18,900 | $15^{\text {E }}$ | 17,100 |
| Doctorate | x | .. |  | .. |  | .. | .. |
| All university | 73 | 61 | 26,000 | 49 | 22,700 | 38 | 20,700 |
| Prince Edward Island |  |  |  |  |  |  |  |
| College | 52 | 47 | 11,700 | 35 | 10,800 | 25 | 10,400 |
| Bachelor's | 58 | 56 | 22,400 | 44 | 17,700 | 38 | 15,300 |
| Master's | F | x | x | x | x | x | x |
| Doctorate | x | x | x | x | x | x | x |
| All university | 59 | 55 | 23,400 | 44 | 18,100 | 37 | 15,600 |
| Nova Scotia |  |  |  |  |  |  |  |
| College | 50 | 46 | 10,600 | 38 | 9,500 | 28 | 9,100 |
| Bachelor's | 58 | 55 | 25,400 | 45 | 21,700 | 36 | 17,600 |
| Master's | 56 | 31 | 20,500 | 25 | 16,800 | 18 | 12,300 |
| Doctorate | 33 E | F | 18,100 | F | 6,600 E | x | x |
| All university | 57 | 49 | 24,700 | 40 | 20,900 | 32 | 16,900 |
| New Brunswick |  |  |  |  |  |  |  |
| College | 64 | 61 | 12,200 | 45 | 10,900 | 33 | 9,300 |
| Bachelor's | 64 | 59 | 22,900 | 52 | 19,900 | 43 | 18,700 |
| Master's | 54 | 40 | 20,300 | 30 | 19,300 | 27 | 16,200 |
| Doctorate | 83 | X | x | x | x | x | $x$ |
| All university | 63 | 56 | 22,500 | 48 | 19,800 | 40 | 18,300 |
| Quebec |  |  |  |  |  |  |  |
| College | 56 | 54 | 8,000 | 40 | 6,900 | 29 | 5,900 |
| Bachelor's | 48 | 41 | 13,400 | 32 | 11,100 | 24 | 8,900 |
| Master's | 57 | 46 | 15,000 | 33 | 13,300 | 27 | 11,000 |
| Doctorate | 64 | 56 | 16,700 | 41 | 13,400 | 26 | 12,700 |
| All university | 51 | 43 | 14,000 | 32 | 11,800 | 25 | 9,600 |
| Ontario |  |  |  |  |  |  |  |
| College | 46 | 41 | 15,400 | 32 | 11,700 | 21 | 10,300 |
| Bachelor's | 50 | 47 | 22,100 | 35 | 18,300 | 21 | 17,900 |
| Master's | 50 | 39 | 19,200 | 25 | 18,600 | $17{ }^{\text {E }}$ | 18,000 |
| Doctorate | 48 | 35 | 20,100 | 20 | 20,200 | 14 | 19,000 |
| All university | 50 | 44 | 21,500 | 32 | 18,400 | 20 | 17,900 |
| Manitoba |  |  |  |  |  |  |  |
| College | 28 | 25 | 9,900 | 19 | 9,000 | 13 | 6,700 |
| Bachelor's | 42 | 39 | 18,200 | 29 | 16,100 | 20 | 14,200 |
| Master's | 35 | 24 | 18,400 | 17 | 17,200 | 14 | 12,300 |
| Doctorate | 39 | $30^{\mathrm{E}}$ | $10,800{ }^{\mathrm{E}}$ | F | F | X | x |
| All university | 41 | 36 | 18,000 | 27 | 16,200 | 19 | 14,000 |

B3 Education Indicators in Canada
Table B.3.2
Incidence and repayment of government student loans among 2000 graduates ${ }^{1}$ who did not pursue any further postsecondary education program ${ }^{2}$, Canada and provinces (concluded)

| Province of study and level of education | Percentage of graduates who borrowed percentage | Graduates <br> still owing at graduation |  | Graduates still owing 2 years after graduation |  | Graduates still owing 5 years after graduation |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | percentage | average <br> debt (\$) | percentage | average <br> debt (\$) | percentage | average <br> debt (\$) |
| Saskatchewan |  |  |  |  |  |  |  |
| College | 54 | 51 | 12,000 | 43 | 9,500 | 26 | 7,100 |
| Bachelor's | 54 | 49 | 21,800 | 43 | 18,400 | 30 | 15,100 |
| Master's | 46 | 31 | 22,400 | 21 | 18,500 | $17{ }^{\text {E }}$ | 17,500 |
| Doctorate | $40^{\mathrm{E}}$ | 34 E | 25,800 | $26{ }^{\text {E }}$ | 26,500 E | $24{ }^{\text {E }}$ | 28,700 ${ }^{\text {E }}$ |
| All university | 53 | 46 | 21,900 | 39 | 18,500 | 28 | 15,500 |
| Alberta |  |  |  |  |  |  |  |
| College | 49 | 45 | 11,200 | 34 | 8,900 | 23 | 7,200 |
| Bachelor's | 55 | 52 | 18,900 | 38 | 14,700 | 27 | 13,500 |
| Master's | 39 | 23 | 20,300 | 17 | 16,200 | 10 | 13,500 |
| Doctorate | 33 | 21 | 14,100 | 13 E | 12,300 | $8{ }^{\text {E }}$ | 10,200 |
| All university | 51 | 45 | 18,900 | 33 | 14,800 | 23 | 13,400 |
| British Columbia |  |  |  |  |  |  |  |
| College | 42 | 36 | 10,000 | 25 | 9,500 | 17 | 8,200 |
| Bachelor's | 52 | 46 | 18,800 | 35 | 14,900 | 23 | 12,100 |
| Master's | 46 | 26 | 19,300 | 18 | 17,300 | 12 | 14,500 |
| Doctorate | 36 | 29 | 17,400 | 21 | 13,200 | 16 | 10,100 |
| All university | 50 | 41 | 18,900 | 30 | 15,200 | 20 | 12,400 |

1. For graduates who incurred government student loans and who reported data at both collection points (two and five years after graduation).
2. A program for a diploma, certificate or degree above the high school level which would take someone three months or more to complete if taken full-time.
Note: Not comparable with Table B.3.1, as data in this table exclude graduates who pursued any further postsecondary education program.
Sources: National Graduates Survey, Follow-up of Graduates Survey, Statistics Canada.

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Table C.1.1
Physical limitations, participation in out-of-school activities and exposure to books, 4- and 5-year-olds, by sex, Canada, 2004/2005

|  | Boys |  | Girls |  |
| :---: | :---: | :---: | :---: | :---: |
|  | percentage | Standard error | percentage | Standard error |
| Percentage of children whose general health was: |  |  |  |  |
| Excellent | 60.8 | (1.6) | 63.3 | (1.7) |
| Very good | 27.7 | (1.5) | 28.3 | (1.7) |
| Good | x | X | X | x |
| Fair/Poor | F | F | F | F |
| Percentage of children with/who had: |  |  |  |  |
| Difficulty seeing | $2.6{ }^{\text {E }}$ | (0.5) | $4.4{ }^{\text {E }}$ | (0.8) |
| Difficulty hearing | F | F | F | F |
| Difficulty being understood when speaking | 7.8 | (1.0) | 5.3 | (0.8) |
| Difficulty walking | F | F | F | F |
| Pain or discomfort | $1.6{ }^{\text {E }}$ | (0.4) | $1.7{ }^{\text {E }}$ | (0.4) |
| Ever received a diagnosis of asthma from a health care professional ${ }^{1}$ | 18.4 | (1.4) | 8.8 | (0.9) |
| Long-term allergies | 15.5 | (1.3) | 10.3 | (1.1) |
| Long-term bronchitis | $2.3{ }^{\text {E }}$ | (0.5) | $1.5{ }^{\text {E }}$ | (0.3) |
| Percentage of children who, in the past 12 months, on a weekly basis: |  |  |  |  |
| Participated in sports that are coached | 45.7 | (1.7) | 38.2 | (1.7) |
| Took lessons/instruction in dance, gymnastics, martial arts, etc. | 20.6 | (1.4) | 43.4 | (1.7) |
| Participated in music, art or other non-sport activities | 11.2 | (1.1) | 17.2 | (1.4) |
| Participated in clubs, groups or community programs with leadership | 13.7 | (1.1) | 15.4 | (1.2) |
| Percentage of children with adult who: |  |  |  |  |
| Reads to them daily | 59.5 | (1.5) | 60.9 | (1.6) |
| Percentage of 4-year-olds who look at books, magazines or comics daily on their own | 61 | (2.4) | 76.8 | (2.2) |
| Percentage of 5-year-olds who look at books or try to read on their own daily | 67.2 | (2.3) | 74.8 | (2.1) |

1. Note that the data now show the percentage of children who have ever been diagnosed with asthma, not just those who had an asthma attack in the 12 months before the survey.
Source: National Longitudinal Survey of Children and Youth, Cycle 6, 2004/2005, Statistics Canada.

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Table C.1.2
Peabody Picture Vocabulary Test (Revised) scores for 4- and 5-year-olds, by sex, Canada, 2004/2005

|  | 4-year-olds |  |  |  | 5-year-olds |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys |  | Girls |  | Boys |  | Girls |  |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard <br> error | percentage | Standard error |
| Delayed receptive language skills | 12.3 | (1.7) | 16.9 | (2.4) | 14.1 | (1.7) | $11.3{ }^{\text {E }}$ | (2.0) |
| Normal receptive language skills | 74.0 | (2.2) | 68.3 | (2.7) | 66.8 | (2.3) | 70.9 | (2.5) |
| Advanced receptive language skills | 13.7 | (1.7) | 14.8 | (1.8) | 19.1 | (1.9) | 17.9 | (1.9) |

Source: National Longitudinal Survey of Children and Youth, Cycle 6, 2004/2005, Statistics Canada.

Table C．2．1
Full－time－equivalent enrolments in public elementary and secondary schools，Canada and jurisdictions， 1997／1998 to 2004／2005

|  | Can． | N．L． | P．E．I． | N．S． | N．B． | Que．${ }^{1}$ | Ont．${ }^{2}$ | Man．${ }^{1}$ | Sask． | Alta． | B．C． | Y．T． | N．W．T．${ }^{3}$ | Nvt．${ }^{3}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| number |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1997／1998 | 5，033，887 | 98，527 | 24，397 | 161，780 | 131，586 | 1，118，504 | 1，976，177 | 185，347 r | 189，095 | 514，256 | 611，280 | 6，097 | 16，843 | $\ldots$ |
| 1998／1999 | 5，050，945 ${ }^{\text {r }}$ | 94，628 | 24，146 | 159，449 | 129，131 | 1，116，248 | 1，994，989 | 185，666 ${ }^{\text {r }}$ | 187，975 | 525，148 ${ }^{\text {r }}$ | 610，262 ${ }^{\text {r }}$ | 5，872 | 17，434 ${ }^{\text {r }}$ | $\ldots$ |
| 1999／2000 | 5，051，658 | 91，203 | 24，089 | 158，205 | 127，003 | 1，101，644 | 2，011，430 | 190，185 r | 186，355 ${ }^{\text {r }}$ | 528，099 | 609，074 | 5，766 | 9，410 r | 9，196 |
| 2000／2001 | 5，041，302 ${ }^{\text {r }}$ | 87，550 | 23，153 | 155，873 | 124，942 | 1，094，472 | 2，026，039 | $183,141^{\text {r }}$ | 184，316 ${ }^{\text {r }}$ | 531，165 r | 606，588 ${ }^{\text {r }}$ | 5，577 | 9，317 r | 9，171 |
| 2001／2002 | 5，041，746 ${ }^{\text {r }}$ | 84，284 | 22，843 | 153，450 | 122，792 | 1，090，176 | 2，046，333 | 182，448 ${ }^{\text {r }}$ | 180，485 | 529，758 ${ }^{\text {r }}$ | 605，056＇ | 5，397 | 9，533 r | 9，194 |
| 2002／2003 | 5，020，393 「 | 81，767 | 22，615 | 150，599 | 120，600 | 1，084，434 r | 2，049，535 | 180，723 r | 176，700 | 533，127 | 596，441 | 5，412 | 9，420 r | 9，021 |
| 2003／2004 | 4，958，385 ${ }^{\text {r }}$ | 79，001 | 22，239 | 148，514 | 118，869 | 1，076，622 ${ }^{\text {r }}$ | 2，015，627 | 180，132 ${ }^{\text {r }}$ | 173，231 | 530，901 ${ }^{\text {r }}$ | 589，467 「 | 5，327 | 9，414 「 | 9，041 |
| 2004／2005 | 4，925，861 | 76，923 | 22，393 | 145，396 | 117，145 | 1，066，902 | 2，012，093 | 178，256 | 170，514 | 532，063 | 580，598 | 5，272 | 9，304 | 9，005 |
| Percentage change |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1997／1998 to |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2004／2005 | －2．1 | －21．9 | －8．2 | －10．1 | －11．0 | －4．6 | 1.8 | －3．8 | －9．8 | 3.5 | －5．0 | －13．5 | －1．1 | －2．1 |

1．Until 2000／2001，includes enrolments in adult programs and professional training under the authority of the school boards or districts．Certain jurisdictions include all students whether or not they are funded，while others include only funded students．
2．Excludes publicly funded hospital and provincial schools，care，treatment and correctional facilities．
3．Nvt．was created on April 1，1999．Prior to that date，data for Nvt．were included with data for the N．W．T．This creates a break in series for the N．W．T． in 1999／2000．As a result，the overall percentage change is calculated for the period 1999／2000 to 2004／2005 for the N．W．T．and Nvt．
Note：These data are for public schools only and do not include private schools，federal schools and schools for the visually and hearing impaired．
Source：Elementary－Secondary Education Statistics Project，Statistics Canada．

Table C.2.2
Full-time-equivalent educators ${ }^{1}$ in public elementary and secondary schools, Canada and jurisdictions, 1997/1998 to 2004/2005

|  | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. ${ }^{2}$ | Man. | Sask. ${ }^{3,4}$ | Alta. ${ }^{4}$ | B.C. | Y.T. | N.W.T. ${ }^{5}$ | Nvt. ${ }^{5}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | number |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1997/1998 | 302,819 | 6,745 | 1,439 | 9,396 | 7,696 | 73,750 | 117,047 | 12,028 | 10,963 r | 27,417 | 34,966 | 457 | 917 | $\ldots$ |
| 1998/1999 | 306,006 ${ }^{\text {r }}$ | 6,492 | 1,444 | 9,621 | 7,568 | 74,437 | 118,384 r | 12,034 | 11,157 ${ }^{\text {r }}$ | 28,041 | 35,461 | 452 | 916 | $\ldots$ |
| 1999/2000 | 306,379 r | 6,414 | 1,444 | 9,611 | 7,571 | 74,415 | 118,338 ${ }^{\text {r }}$ | 12,147 | 11,263 r | 28,037 | 35,687 | 453 | 519 | 479 |
| 2000/2001 | 309,362 r | 6,323 | 1,457 | 9,444 | 7,468 | 74,708 | 120,285 r | 12,224 | 10,971 ${ }^{\text {r }}$ | 28,877 r | 36,113 | 463 | 553 | 477 |
| 2001/2002 | 309,589 r | 6,304 | 1,467 | 9,304 | 7,263 | 74,925 | 119,829 r | 12,147 | 11,244 r | 29,669 | 35,930 | 452 | 577 | 479 |
| 2002/2003 | 308,782 「 | 6,102 | 1,479 | 9,276 | 7,285 | 76,025 | 120,402 r | 12,129 | 11,162 ${ }^{\text {r }}$ | 29,517 | 33,901 | 446 | 578 | 481 |
| 2003/2004 | 307,302 r | 5,899 | 1,485 | 9,306 | 7,330 | 76,077 r | 119,405 r | 12,169 | 11,153 ${ }^{\text {r }}$ | 29,607 r | 33,345 | 444 | 609 | 473 |
| 2004/2005 | 309,981 | 5,660 | 1,486 | 9,268 | 7,371 | 75,314 | 121,339 | 12,276 | 11,017 | 31,481 | 33,146 | 460 | 606 | 557 |

## Percentage change

1997/1998 to

| $2004 / 2005$ | 2.4 | -16.1 | 3.3 | -1.4 | -4.2 | 2.1 | 3.7 | 2.1 | 0.5 | 14.8 | -5.2 | 0.6 | 16.7 | 16.2 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

1. Full-time equivalent (FTE) educator is defined as the number of full-time educators on September 30th (or as close as possible thereafter) of the school year, plus the sum of part-time educators according to their percentage of a full-time employment allocation (determined by the province or territory).
2. Excludes publicly funded hospital and provincial schools, care, treatment and correctional facilities.
3. Includes educators in provincially funded schools (including "associated independent" and "historic" high schools) and excluding "independent" "First Nations" schools and postsecondary sites.
4. All educators in Lloydminster are included in Sask.'s counts and none of them are captured in the counts for Alta.
5. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. This creates a break in series for the N.W.T. in $1999 / 2000$. As a result, the overall percentage change is calculated for the period 1999/2000 to 2004/2005 for the N.W.T. and Nvt.
Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.
Source: Elementary-Secondary Education Statistics Project, Statistics Canada.

Table C.2.3
Student-educator ratio in public elementary and secondary schools, Canada and jurisdictions, 1997/1998 to 2004/2005

|  | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Y.T. | N.W.T. ${ }^{1}$ | Nvt. ${ }^{1}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ratio |  |  |  |  |  |  |  |  |  |  |  |  |
| 1997/1998 | 16.6 | 14.6 | 17.0 | 17.2 | 17.1 | 15.2 | 16.9 | $15.4{ }^{\text {r }}$ | 17.4 | 18.8 | 17.5 | 13.3 | $18.4{ }^{\text {r }}$ | ... |
| 1998/1999 | $16.5{ }^{\text {r }}$ | 14.6 | 16.7 | 16.6 | 17.1 | 15.0 | 16.9 r | $15.4{ }^{\text {r }}$ | $16.8{ }^{\text {r }}$ | 18.7 | 17.2 | 13.0 | $19.0{ }^{\text {r }}$ | $\ldots$ |
| 1999/2000 | $16.5{ }^{\text {r }}$ | 14.2 | 16.7 | 16.5 | 16.8 | 14.8 | $17.0{ }^{\text {r }}$ | $15.7{ }^{\text {r }}$ | $16.5{ }^{\text {r }}$ | 18.8 | 17.1 | 12.7 | 18.1 | 19.2 |
| 2000/2001 | $16.3{ }^{\text {r }}$ | 13.8 | 15.9 | 16.5 | 16.7 | $14.6{ }^{\text {r }}$ | $16.8{ }^{\text {r }}$ | $15.0{ }^{\text {r }}$ | $16.8{ }^{\text {r }}$ | 18.4 | 16.8 | 12.0 | 16.9 r | 19.2 |
| 2001/2002 | $16.3{ }^{\text {r }}$ | 13.4 | 15.6 | 16.5 | 16.9 | 14.6 | $17.1{ }^{\text {r }}$ | $15.0{ }^{\text {r }}$ | $16.1^{\text {r }}$ | 17.9 | 16.8 | 11.9 | $16.5{ }^{\text {r }}$ | 19.2 |
| 2002/2003 | $16.3{ }^{\text {r }}$ | 13.4 | 15.3 | 16.2 | 16.6 | 14.3 | $17.0{ }^{\text {r }}$ | $14.9{ }^{\text {r }}$ | $15.8{ }^{\text {r }}$ | 18.1 | 17.6 | 12.1 | 16.3 | 18.8 |
| 2003/2004 | $16.1{ }^{\text {r }}$ | 13.4 | 15.0 | 16.0 | 16.2 | $14.2{ }^{\text {r }}$ | 16.9 r | $14.8{ }^{\text {r }}$ | $14.8{ }^{\text {r }}$ | 17.9 | 17.7 | 12.0 | $15.5{ }^{\text {r }}$ | 19.1 |
| 2004/2005 | 15.9 | 13.6 | 15.1 | 15.7 | 15.9 | 14.2 | 16.6 | 14.5 | 14.5 | 16.9 | 17.5 | 11.5 | 15.4 | 16.2 |

1. Nvt. was created on April 1, 1999. Prior to that date, data for Nvt. were included with data for the N.W.T. This creates a break in series for the N.W.T. in 1999/2000.
Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.
Source: Elementary-Secondary Education Statistics Project, Statistics Canada.

Table C.2.4
Full-time educators (headcount) in public elementary-secondary schools, number and percentage distribution by age and sex, Canada and jurisdictions, 2004/2005

| Age group | Can. ${ }^{1}$ | N.L. | P.E.I. ${ }^{2}$ | N.S. ${ }^{2}$ | N.B. | Que. | Ont. | Man. ${ }^{2}$ | Sask. ${ }^{3,4}$ | Alta. ${ }^{4}$ | B.C. | Y.T. ${ }^{2}$ | N.W.T. ${ }^{5}$ | Nvt. ${ }^{5}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | num |  |  |  |  |  |  |  |
| Number of educators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Both sexes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All ages ${ }^{6}$ | - | 5,595 | . | . | 7,136 | 62,935 | 113,935 | . | 10,088 | 28,187 | 27,870 | . | . | . |
| Less than 30 |  | 502 | . | . | 842 | 6,018 | 17,221 | . | 1,514 | 4,693 | 1,717 | . | . |  |
| 30 to 39 | . | 1,698 | . | . | 2,379 | 19,973 | 32,458 | . | 2,741 | 7,434 | 6,270 | - | . |  |
| 40 to 49 |  | 2,223 | . | . | 2,046 | 17,180 | 31,382 | . | 3,311 | 8,105 | 8,172 | . | . |  |
| 50 to 59 |  | 1,156 | . | - | 1,820 | 18,645 | 29,255 | . | 2,412 | 7,412 | 10,967 | - | . | . |
| 60 and over |  | 16 | . | . | 49 | 1,119 | 1,966 | . | 110 | 543 | 744 | . | . | . |
| Male |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All ages ${ }^{6}$ | . | 2,012 | - | - | 1,985 | 17,674 | 35,717 | . | 3,467 | 9,221 | 10,722 | . | . |  |
| Less than 30 | . | 106 | . | . | 160 | 928 | 3,735 | . | 385 | 1,022 | 439 | . | . |  |
| 30 to 39 | . | 535 | . | . | 609 | 4,642 | 10,935 | . | 1,093 | 2,715 | 2,639 | . | . |  |
| 40 to 49 |  | 847 | . | . | 591 | 5,008 | 10,458 | . | 1,066 | 2,614 | 3,187 | . | . |  |
| 50 to 59 | - | 521 | . | . | 615 | 6,701 | 9,350 |  | 889 | 2,656 | 4,197 | . | . |  |
| 60 and over |  | 3 | . |  | 10 | 395 | 663 |  | 34 | 214 | 270 | . | . |  |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All ages ${ }^{6}$ | - | 3,583 | . | . | 5,151 | 45,261 | 78,218 | . | 6,621 | 18,949 | 17,148 | - | . |  |
| Less than 30 |  | 396 | . | . | 682 | 5,090 | 13,486 | . | 1,129 | 3,663 | 1,278 | . | . |  |
| 30 to 39 |  | 1,163 | . |  | 1,770 | 15,331 | 21,523 | . | 1,648 | 4,714 | 3,641 | . | . |  |
| 40 to 49 |  | 1,376 | . | . | 1,455 | 12,172 | 20,924 | . | 2,245 | 5,489 | 4,985 | . | . |  |
| 50 to 59 |  | 635 | . |  | 1,205 | 11,944 | 19,905 |  | 1,523 | 4,754 | 6,770 | . | . |  |
| 60 and over |  | 13 | . | . | 39 | 724 | 1,303 | . | 76 | 329 | 474 | . | . |  |
|  |  |  |  |  |  |  | perc |  |  |  |  |  |  |  |
| Distribution of educators ${ }^{7}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Both sexes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 30 | - | 9.0 | . | . | 11.8 | 9.6 | 15.3 | . | 15.0 | 16.6 | 6.2 | . | . |  |
| 30 to 39 |  | 30.3 | . | . | 33.3 | 31.7 | 28.9 | . | 27.2 | 26.4 | 22.5 | . | . |  |
| 40 to 49 |  | 39.7 | . | . | 28.7 | 27.3 | 27.9 | . | 32.8 | 28.8 | 29.3 | . | . |  |
| 50 to 59 | . | 20.7 | . | . | 25.5 | 29.6 | 26.1 | . | 23.9 | 26.3 | 39.4 | . | . |  |
| 60 and over | . | 0.3 | . | . | 0.7 | 1.8 | 1.8 | . | 1.1 | 1.9 | 2.7 | - | - |  |
| Male |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 30 | . | 5.3 | . | . | 8.1 | 5.3 | 10.6 | . | 11.1 | 11.1 | 4.1 | . | . |  |
| 30 to 39 | . | 26.6 | . | . | 30.7 | 26.3 | 31.1 | . | 31.5 | 29.4 | 24.5 | . | . |  |
| 40 to 49 | . | 42.1 | . |  | 29.8 | 28.3 | 29.8 |  | 30.7 | 28.3 | 29.7 | . | . |  |
| 50 to 59 | - | 25.9 | . | . | 31.0 | 37.9 | 26.6 |  | 25.6 | 28.8 | 39.1 | . | . |  |
| 60 and over | - | 0.1 | - | . | 0.5 | 2.2 | 1.9 | . | 1.0 | 2.3 | 2.5 | . | - |  |
| Female |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than 30 | - | 11.1 | . | . | 13.2 | 11.2 | 17.5 | . | 17.1 | 19.3 | 7.5 | . | . |  |
| 30 to 39 | . | 32.5 | . | . | 34.4 | 33.9 | 27.9 | . | 24.9 | 24.9 | 21.2 | . | . |  |
| 40 to 49 | . | 38.4 | . | . | 28.2 | 26.9 | 27.1 | . | 33.9 | 29.0 | 29.1 | . | . |  |
| 50 to 59 |  | 17.7 | . |  | 23.4 | 26.4 | 25.8 |  | 23.0 | 25.1 | 39.5 | . | . |  |
| 60 and over | . | 0.4 | . | . | 0.8 | 1.6 | 1.7 | . | 1.1 | 1.7 | 2.8 | . | . |  |

1. Data for Can. not available due to lack of data from P.E.I., N.S., Man., Y.T., N.W.T. and Nvt. described below.
2. P.E.I., N.S., Man. and Y.T. report combined full-time and part-time educator data only.
3. Includes educators in provincially funded schools (including "associated independent" and "historic" high schools) and excluding "independent" "First Nations" schools and postsecondary sites.
4. All educators in Lloydminster are included in Sask.'s counts and none of them are captured in the counts for Alta.
5. N.W.T. and Nvt. do not report headcount data on full-time, part-time educators or combined, only full-time equivalent educator data.
6. Includes a small number of cases for which age is not reported.
7. Percentage distribution is based on educators for whom age is reported.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.
Source: Elementary-Secondary Education Statistics Project, Statistics Canada.

Table C.2.5
Age distribution ${ }^{1}$ of full-time educators in public elementary-secondary schools and of full-time employed labour force, Canada and provinces, 2004/2005

| Age group | Fulll-time <br> educators ${ }^{2}$ | Full-time employed <br> labour force |
| :--- | ---: | ---: |
| Canada ${ }^{4}$ | percentage | percentage |
| Less than 30 |  |  |
| 30 to 39 | - | 22 |
| 40 to 49 | - | 25 |
| 50 to 59 | - | 29 |
| 60 and over | . | 20 |
| Total | . | 5 |

## Newfoundland and Labrador

| Less than 30 | 9 | 20 |
| :--- | ---: | ---: |
| 30 to 39 | 30 | 25 |
| 40 to 49 | 40 | 29 |
| 50 to 59 | 21 | 22 |
| 60 and over | 0 | 4 |
| Total | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ |

## Prince Edward Island

| Less than 30 |  | 22 |
| :--- | ---: | ---: |
| 30 to 39 |  | 23 |
| 40 to 49 | $\cdot$ | 29 |
| 50 to 59 |  | 21 |
| 60 and over | $\cdot$ | 6 |
| Total | . | $\mathbf{1 0 0}$ |

## Nova Scotia

| Less than 30 | $\cdot$ | 22 |
| :--- | :---: | ---: |
| 30 to 39 | $\cdot$ | 24 |
| 40 to 49 | $\cdot$ | 30 |
| 50 to 59 | $\cdot$ | 21 |
| 60 and over | $\cdot$ | $\mathbf{4 0 0}$ |
| Total | . |  |

## New Brunswick

| Less than 30 | 12 | 22 |
| :--- | ---: | ---: |
| 30 to 39 | 33 | 24 |
| 40 to 49 | 29 | 30 |
| 50 to 59 | 26 | 20 |
| 60 and over | 1 | 4 |
| Total | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ |

## Quebec

| Less than 30 | 10 | 21 |
| :--- | ---: | ---: |
| 30 to 39 | 32 | 24 |
| 40 to 49 | 27 | 30 |
| 50 to 59 | 30 | 20 |
| 60 and over | 2 | 4 |
| Total | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ |

## Ontario

| Less than 30 | 15 | 20 |
| :--- | ---: | ---: |
| 30 to 39 | 29 | 26 |
| 40 to 49 | 28 | 30 |
| 50 to 59 | 26 | 19 |
| 60 and over | 2 | 5 |
| Total | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ |

Table C.2.5
Age distribution ${ }^{1}$ of full-time educators in public elementary-secondary schools and of full-time employed labour force, Canada and provinces, 2004/2005 (concluded)

| Age group | Full-time educators ${ }^{2}$ | Full-time employed labour force ${ }^{3}$ |
| :---: | :---: | :---: |
|  | percentage | percentage |
| Manitoba |  |  |
| Less than 30 |  | 23 |
| 30 to 39 |  | 23 |
| 40 to 49 |  | 28 |
| 50 to 59 |  | 20 |
| 60 and over |  | 5 |
| Total |  | 100 |
| Saskatchewan |  |  |
| Less than 30 | 15 | 24 |
| 30 to 39 | 27 | 21 |
| 40 to 49 | 33 | 28 |
| 50 to 59 | 24 | 20 |
| 60 and over | 1 | 7 |
| Total | 100 | 100 |
| Alberta |  |  |
| Less than 30 | 17 | 26 |
| 30 to 39 | 26 | 23 |
| 40 to 49 | 29 | 28 |
| 50 to 59 | 26 | 18 |
| 60 and over | 2 | 5 |
| Total | 100 | 100 |
| British Columbia |  |  |
| Less than 30 | 6 | 22 |
| 30 to 39 | 23 | 24 |
| 40 to 49 | 29 | 28 |
| 50 to 59 | 39 | 21 |
| 60 and over | 3 | 5 |
| Total | 100 | 100 |

1. Percentage distributions may not add up to $100 \%$ due to rounding.
2. According to the age distributions on September 30th (or as close as possible thereafter) in the school year of full-time educators in public elementary-secondary schools based on data from the Elementary-Secondary Education Statistics Project. Unknown ages excluded. Prince Edward Island, Nova Scotia, Manitoba and Yukon report combined full-time and part-time educator data only. Northwest Territories and Nunavut do not report headcount data on full-time, part-time educators or combined, only full-time equivalent educator data.
3. Based on a monthly average from September to August, Labour Force Survey.
4. Age distribution data on full-time educators for Canada not available due to lack of data from Prince Edward Island, Nova Scotia, Manitoba, Yukon, Northwest Territories and Nunavut described in Note 2.
Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.

Table C.2.6
Part-time educators (headcount) as a percentage of educators in public elementary-secondary schools, by sex, Canada and jurisdictions, 1997/1998 and 2004/2005

|  | Can. ${ }^{1}$ | N.L. | P.E. ${ }^{1}$ | N.S. ${ }^{2}$ | N.B. | Que. | Ont. | Man. ${ }^{2}$ | Sask. | Alta. | B.C. | Y.T. ${ }^{2}$ | N.W.T. ${ }^{3}$ | Nvt. ${ }^{3}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Part-time educators as a percentage of educators |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1997/1998 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Both sexes | . | 5 |  |  | 5 | 29 | 12 |  | 13 | 14 | 21 |  |  | ... |
| Male | . | 1 | . |  | 2 | 28 | 7 |  | 3 | 4 | 8 |  | . | $\ldots$ |
| Female | . | 7 | . | . | 6 | 29 | 15 | . | 19 | 19 | 29 | . | . | ... |
| 2004/2005 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Both sexes | . | 4 | . | . | 5 | 32 | 10 | . | 14 | 17 | 23 | . | . |  |
| Male | . | 2 | . |  | 2 | 34 | 5 | . | 4 | 11 | 9 |  |  |  |
| Female | . | 5 | . | . | 6 | 32 | 13 | . | 18 | 20 | 30 | . | . |  |
| Change 1997/1998 to 2004/2005 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Both sexes | . | -1 | . | . | 0 | 3 | -2 | . | 1 | 3 | 2 | . | . | $\ldots$ |
| Male | . | 1 | . |  | 0 | 6 | -2 | . | 1 | 7 | 1 | . | . | $\ldots$ |
| Female | . | -2 | . | . | 0 | 3 | -2 | . | -1 | 1 | 1 | . | . | ... |

1. Data for Can. not available due to lack of data from P.E.I., N.S., Man., Y.T., N.W.T. and Nvt. described below.
2. P.E.I., N.S., Man. and Y.T. report combined full-time and part-time educator data only.
3. N.W.T. and Nvt. do not report headcount data on full-time, part-time educators or combined, only full-time equivalent educator data.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.
Source: Elementary-Secondary Education Statistics Project, Statistics Canada.

Table C.2.7
Males (headcount) as a percentage of educators in public elementary-secondary schools, Canada and jurisdictions, 1997/1998 and 2004/2005


1. Data for Can. not available due to lack of data from P.E.I., N.S., Man., Y.T., N.W.T. and Nvt. described below.
2. P.E.I., N.S., Man. and Y.T. report combined full-time and part-time educator data only.
3. N.W.T. and Nvt. do not report headcount data on full-time, part-time educators or combined, only full-time equivalent educator data.

Note: These data are for public schools only and do not include private schools, federal schools and schools for the visually and hearing impaired.
Source: Elementary-Secondary Education Statistics Project, Statistics Canada.

Table C.3.1
High school ${ }^{1}$ graduation rates (from first educational program), by sex and age relative to typical age of graduation, Canada and jurisdictions, 1997/1998 and 2002/2003

|  | 1997/1998 |  |  | 2002/2003 |  |  | Difference |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Both sexes | Males | Females | Both sexes | Males | Females | Both sexes | Males | Females |
|  |  | rate |  |  | rate |  |  | rate |  |
| Overall graduation rate |  |  |  |  |  |  |  |  |  |
| Canada ${ }^{2}$ | 72 | 67 | 77 | 74 | 70 | 78 | 2 | 3 | 1 |
| Newfoundland and Labrador ${ }^{3}$ | 81 | 75 | 88 | 77 | 72 | 81 | -4 | -3 | -7 |
| Prince Edward Island | 87 | 83 | 90 | 83 | 79 | 86 | -4 | -4 | -4 |
| Nova Scotia | 82 | 76 | 87 | 81 | 78 | 84 | -1 | 2 | -3 |
| New Brunswick | 83 | 78 | 89 | 82 | 77 | 86 | -1 | -1 | -3 |
| Quebec ${ }^{4}$ | 82 | 75 | 90 | 79 | 71 | 86 | -3 | -4 | -4 |
| Ontario | 76 | 72 | 82 | .. | .. | .. | .. | .. | .. |
| Manitoba ${ }^{5}$ | 76 | 71 | 81 | 71 | 67 | 76 | -5 | -4 | -5 |
| Saskatchewan | 73 | 70 | 77 | 77 | 73 | 81 | 4 | 3 | 4 |
| Alberta | 63 | 59 | 68 | 67 | 63 | 70 | 4 | 4 | 2 |
| British Columbia | 71 | 67 | 76 | 77 | 73 | 82 | 6 | 6 | 6 |
| Yukon | 58 | 53 | 64 | 57 | 52 | 60 | -1 | -1 | -4 |
| Northwest Territories ${ }^{6}$ | 34 | 30 | 38 | 43 | 38 | 50 | 9 | 8 | 12 |
| Nunavut ${ }^{6}$ | ... | $\ldots$ | $\ldots$ | 26 | 25 | 26 | .. | .. | . |
| Typical-age graduation rate |  |  |  |  |  |  |  |  |  |
| Canada ${ }^{2}$ | 62 | 57 | 67 | 67 | 62 | 72 | 5 | 5 | 5 |
| Newfoundland and Labrador ${ }^{3}$ | 75 | 67 | 83 | 71 | 65 | 77 | -4 | -2 | -6 |
| Prince Edward Island | 71 | 65 | 79 | 76 | 70 | 81 | 5 | 5 | 2 |
| Nova Scotia | 73 | 66 | 80 | 76 | 72 | 79 | 3 | 6 | -1 |
| New Brunswick | 69 | 62 | 78 | 71 | 64 | 79 | 2 | 2 | 1 |
| Quebec ${ }^{4}$ | 57 | 49 | 65 | 54 | 46 | 63 | -3 | -3 | -2 |
| Ontario | 51 | 46 | 57 | . | .. | .. | .. | .. | .. |
| Manitoba ${ }^{5}$ | 60 | 56 | 65 | 63 | 58 | 69 | 3 | 2 | 4 |
| Saskatchewan | 65 | 61 | 70 | 70 | 65 | 75 | 5 | 4 | 5 |
| Alberta | 55 | 51 | 59 | 60 | 56 | 63 | 5 | 5 | 4 |
| British Columbia | 62 | 57 | 67 | 71 | 66 | 76 | 9 | 9 | 9 |
| Yukon | 37 | 31 | 43 | 43 | 38 | 48 | 6 | 7 | 5 |
| Northwest Territories ${ }^{6}$ | 18 | 16 | 20 | 30 | 28 | 33 | 12 | 12 | 13 |
| Nunavut ${ }^{6}$ | $\ldots$ | $\ldots$ | $\cdots$ | 13 | 12 | 14 | .. | .. | .. |

## $c 3$ Education Indicators in Canada

Table C.3.1
High school ${ }^{1}$ graduation rates (from first educational program), by sex and age relative to typical age of graduation, Canada and jurisdictions, 1997/1998 and 2002/2003 (concluded)

|  | 1997/1998 |  |  | 2002/2003 |  |  | Difference |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Both sexes | Males | Females | Both sexes | Males | Females | Both sexes | Males | Females |
|  |  | rate |  |  | rate |  |  | rate |  |
| After-typical-age graduation rate |  |  |  |  |  |  |  |  |  |
| Canada ${ }^{2}$ | 10 | 10 | 9 | 7 | 8 | 6 | -3 | -2 | -3 |
| Newfoundland and Labrador ${ }^{3}$ | 6 | 8 | 5 | 6 | 7 | 4 | 0 | -1 | -1 |
| Prince Edward Island | 15 | 19 | 12 | 7 | 9 | 5 | -8 | -10 | -7 |
| Nova Scotia | 9 | 10 | 7 | 5 | 6 | 5 | -4 | -4 | -2 |
| New Brunswick | 14 | 16 | 11 | 10 | 13 | 7 | -4 | -3 | -4 |
| Quebec ${ }^{4}$ | 25 | 26 | 25 | 24 | 25 | 23 | -1 | -1 | -2 |
| Ontario | 26 | 26 | 25 | .. | .. | .. | .. | .. | .. |
| Manitoba ${ }^{5}$ | 16 | 16 | 15 | 8 | 9 | 7 | -8 | -7 | -8 |
| Saskatchewan | 8 | 9 | 7 | 7 | 8 | 6 | -1 | -1 | -1 |
| Alberta | 8 | 8 | 8 | 7 | 7 | 7 | -1 | -1 | -1 |
| British Columbia | 10 | 10 | 9 | 6 | 7 | 6 | -4 | -3 | -3 |
| Yukon | 21 | 22 | 20 | 13 | 14 | 13 | -8 | -8 | -7 |
| Northwest Territories ${ }^{6}$ | 16 | 14 | 18 | 13 | 10 | 17 | -3 | -4 | -1 |
| Nunavut ${ }^{6}$ | $\cdots$ | $\cdots$ | $\cdots$ | 13 | 13 | 13 | . | . | $\cdots$ |

1. High schools include public, private and federal schools and schools for the visually and hearing impaired. Equivalencies and "general education diplomas" are excluded.
2. The rate for Canada excludes Quebec and Ontario.
3. From 1995/1996 to 1999/2000, high school graduation was based on school results only; there were no provincial examinations.
4. Secondary graduations for Quebec include graduates from adult and trade/vocational programs.
5. Until 2000/2001, includes enrolments in adult programs and professional training under the authority of the school boards or districts.
6. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.
Source: Statistics Canada and Council of Ministers of Education, Canada. 2005. Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.

Table C.4.1
Estimated average scores, standard errors and percentage distribution of 15-year-old students by mathematics proficiency on the PISA mathematics combined scale, Canada, provinces and selected countries, 2003

| Country and province ${ }^{1}$ | Estimated average scores | Standard error | Below level 1 |  | Level 1 |  | Level 2 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Hong Kong-China | 550 | (4.5) | 3.9 | (0.7) | 6.5 | (0.6) | 13.9 | (1.0) |
| Alberta | 549 | (4.3) | 1.7 | (0.3) | 5.7 | (0.8) | 15.0 | (2.1) |
| Finland | 544 | (1.9) | 1.5 | (0.2) | 5.3 | (0.4) | 16.0 | (0.6) |
| Korea | 542 | (3.2) | 2.5 | (0.3) | 7.1 | (0.7) | 16.6 | (0.8) |
| British Columbia | 538 | (2.4) | 1.7 | (0.3) | 6.9 | (0.6) | 17.6 | (1.0) |
| Netherlands | 538 | (3.1) | 2.6 | (0.7) | 8.4 | (0.9) | 18.0 | (1.1) |
| Quebec | 537 | (4.7) | 3.3 | (0.6) | 7.8 | (0.9) | 16.2 | (1.3) |
| Liechtenstein | 536 | (4.1) | 4.8 | (1.3) | 7.5 | (1.7) | 17.3 | (2.8) |
| Japan | 534 | (4.0) | 4.7 | (0.7) | 8.6 | (0.7) | 16.3 | (0.8) |
| Canada | 532 | (1.8) | 2.4 | (0.3) | 7.7 | (0.4) | 18.3 | (0.6) |
| Ontario | 530 | (3.6) | 2.0 | (0.4) | 7.7 | (0.8) | 19.1 | (1.1) |
| Belgium | 529 | (2.3) | 7.2 | (0.6) | 9.3 | (0.5) | 15.9 | (0.6) |
| Manitoba | 528 | (3.1) | 2.8 | (0.6) | 8.2 | (0.8) | 19.2 | (1.2) |
| Macao-China | 527 | (2.9) | 2.3 | (0.6) | 8.8 | (1.3) | 19.6 | (1.4) |
| Switzerland | 527 | (3.4) | 4.9 | (0.4) | 9.6 | (0.6) | 17.5 | (0.8) |
| Australia | 524 | (2.1) | 4.3 | (0.4) | 10.0 | (0.5) | 18.6 | (0.6) |
| New Zealand | 523 | (2.3) | 4.9 | (0.4) | 10.1 | (0.6) | 19.2 | (0.7) |
| Newfoundland and Labrador | 517 | (2.5) | 2.9 | (0.6) | 9.6 | (0.9) | 22.2 | (1.6) |
| Saskatchewan | 516 | (3.9) | 3.9 | (1.0) | 9.9 | (0.9) | 20.9 | (1.5) |
| Czech Republic | 516 | (3.5) | 5.0 | (0.7) | 11.6 | (0.9) | 20.1 | (1.0) |
| Nova Scotia | 515 | (2.2) | 3.2 | (0.5) | 10.4 | (0.7) | 21.5 | (1.1) |
| Iceland | 515 | (1.4) | 4.5 | (0.4) | 10.5 | (0.6) | 20.2 | (1.0) |
| Denmark | 514 | (2.7) | 4.7 | (0.5) | 10.7 | (0.6) | 20.6 | (0.9) |
| New Brunswick | 512 | (1.8) | 3.7 | (0.5) | 10.6 | (0.6) | 22.8 | (0.9) |
| France | 511 | (2.5) | 5.6 | (0.7) | 11.0 | (0.8) | 20.2 | (0.8) |
| Sweden | 509 | (2.6) | 5.6 | (0.5) | 11.7 | (0.6) | 21.7 | (0.8) |
| Austria | 506 | (3.3) | 5.6 | (0.7) | 13.2 | (0.8) | 21.6 | (0.9) |
| Ireland | 503 | (2.4) | 4.7 | (0.6) | 12.1 | (0.8) | 23.6 | (0.8) |
| Germany | 503 | (3.3) | 9.2 | (0.8) | 12.4 | (0.8) | 19.0 | (1.0) |
| Prince Edward Island | 500 | (2.0) | 5.2 | (0.5) | 12.5 | (1.0) | 23.7 | (1.6) |
| OECD average | 500 | (0.6) | 8.2 | (0.2) | 13.2 | (0.2) | 21.1 | (0.1) |
| Slovak Republic | 498 | (3.3) | 6.7 | (0.8) | 13.2 | (0.9) | 23.5 | (0.9) |
| Norway | 495 | (2.4) | 6.9 | (0.5) | 13.9 | (0.8) | 23.7 | (1.2) |
| Luxembourg | 493 | (1.0) | 7.4 | (0.4) | 14.3 | (0.6) | 22.9 | (0.9) |
| Poland | 490 | (2.5) | 6.8 | (0.6) | 15.2 | (0.8) | 24.8 | (0.7) |
| Hungary | 490 | (2.8) | 7.8 | (0.8) | 15.2 | (0.8) | 23.8 | (1.0) |
| Spain | 485 | (2.4) | 8.1 | (0.7) | 14.9 | (0.9) | 24.7 | (0.8) |
| Latvia | 483 | (3.7) | 7.6 | (0.9) | 16.1 | (1.1) | 25.5 | (1.2) |
| United States | 483 | (2.9) | 10.2 | (0.8) | 15.5 | (0.8) | 23.9 | (0.8) |
| Russian Federation | 468 | (4.2) | 11.4 | (1.0) | 18.8 | (1.1) | 26.4 | (1.1) |
| Portugal | 466 | (3.4) | 11.3 | (1.1) | 18.8 | (1.0) | 27.1 | (1.0) |
| Italy | 466 | (3.1) | 13.2 | (1.2) | 18.7 | (0.9) | 24.7 | (1.0) |
| Greece | 445 | (3.9) | 17.8 | (1.2) | 21.2 | (1.2) | 26.3 | (1.0) |
| Serbia and Montenegro (Ser.) | 437 | (3.8) | 17.6 | (1.3) | 24.5 | (1.1) | 28.6 | (1.2) |
| Turkey | 423 | (6.7) | 27.7 | (2.0) | 24.6 | (1.3) | 22.1 | (1.1) |
| Uruguay | 422 | (3.3) | 26.3 | (1.3) | 21.8 | (0.8) | 24.2 | (0.9) |
| Thailand | 417 | (3.0) | 23.8 | (1.3) | 30.2 | (1.2) | 25.4 | (1.1) |
| Mexico | 385 | (3.6) | 38.1 | (1.7) | 27.9 | (1.0) | 20.8 | (0.9) |
| Indonesia | 360 | (3.9) | 50.5 | (2.1) | 27.6 | (1.1) | 14.8 | (1.1) |
| Tunisia | 359 | (2.5) | 51.1 | (1.4) | 26.9 | (1.0) | 14.7 | (0.8) |
| Brazil | 356 | (4.8) | 53.3 | (1.9) | 21.9 | (1.1) | 14.1 | (0.9) |

Table C.4.1
Estimated average scores, standard errors and percentage distribution of 15-year-old students by mathematics proficiency on the PISA mathematics combined scale, Canada, provinces and selected countries, 2003 (concluded)

| Country and province ${ }^{1}$ | Level 3 |  | Level 4 |  | Level 5 |  | Level 6 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Hong Kong-China | 20.0 | (1.2) | 25.0 | (1.2) | 20.2 | (1.0) | 10.5 | (0.9) |
| Alberta | 24.6 | (1.4) | 26.0 | (1.7) | 18.5 | (1.1) | 8.5 | (1.4) |
| Finland | 27.7 | (0.7) | 26.1 | (0.9) | 16.7 | (0.6) | 6.7 | (0.5) |
| Korea | 24.1 | (1.0) | 25.0 | (1.1) | 16.7 | (0.8) | 8.1 | (0.9) |
| British Columbia | 25.8 | (1.1) | 26.3 | (1.0) | 15.8 | (0.8) | 5.9 | (0.6) |
| Netherlands | 23.0 | (1.1) | 22.6 | (1.3) | 18.2 | (1.1) | 7.3 | (0.6) |
| Quebec | 23.5 | (1.5) | 25.6 | (1.5) | 16.6 | (1.2) | 7.0 | (0.8) |
| Liechtenstein | 21.6 | (2.5) | 23.2 | (3.1) | 18.3 | (3.2) | 7.3 | (1.7) |
| Japan | 22.4 | (1.0) | 23.6 | (1.2) | 16.1 | (1.0) | 8.2 | (1.1) |
| Canada | 26.2 | (0.7) | 25.1 | (0.6) | 14.8 | (0.5) | 5.5 | (0.4) |
| Ontario | 27.7 | (1.3) | 25.1 | (1.3) | 13.8 | (1.2) | 4.6 | (0.8) |
| Belgium | 20.1 | (0.7) | 21.0 | (0.6) | 17.5 | (0.7) | 9.0 | (0.5) |
| Manitoba | 26.3 | (1.4) | 24.5 | (1.5) | 14.2 | (1.2) | 4.8 | (0.6) |
| Macao-China | 26.8 | (1.8) | 23.7 | (1.7) | 13.8 | (1.6) | 4.8 | (1.0) |
| Switzerland | 24.3 | (1.0) | 22.5 | (0.7) | 14.2 | (1.1) | 7.0 | (0.9) |
| Australia | 24.0 | (0.7) | 23.3 | (0.6) | 14.0 | (0.5) | 5.8 | (0.4) |
| New Zealand | 23.2 | (0.9) | 21.9 | (0.8) | 14.1 | (0.6) | 6.6 | (0.4) |
| Newfoundland and Labrador | 27.5 | (1.5) | 23.6 | (1.4) | 11.2 | (1.1) | 3.0 | (0.5) |
| Saskatchewan | 26.7 | (1.5) | 23.7 | (1.5) | 11.7 | (1.1) | 3.2 | (0.5) |
| Czech Republic | 24.3 | (0.9) | 20.8 | (0.9) | 12.9 | (0.8) | 5.3 | (0.5) |
| Nova Scotia | 28.3 | (1.1) | 22.3 | (1.4) | 11.3 | (1.1) | 3.0 | (0.6) |
| Iceland | 26.1 | (0.9) | 23.2 | (0.8) | 11.7 | (0.6) | 3.7 | (0.4) |
| Denmark | 26.2 | (0.9) | 21.9 | (0.8) | 11.8 | (0.9) | 4.1 | (0.5) |
| New Brunswick | 27.4 | (1.0) | 22.0 | (1.0) | 10.1 | (0.8) | 3.4 | (0.4) |
| France | 25.9 | (1.0) | 22.1 | (1.0) | 11.6 | (0.7) | 3.5 | (0.4) |
| Sweden | 25.5 | (0.9) | 19.8 | (0.8) | 11.6 | (0.6) | 4.1 | (0.5) |
| Austria | 24.9 | (1.1) | 20.5 | (0.8) | 10.5 | (0.9) | 3.7 | (0.5) |
| Ireland | 28.0 | (0.8) | 20.2 | (1.1) | 9.1 | (0.8) | 2.2 | (0.3) |
| Germany | 22.6 | (0.8) | 20.6 | (1.0) | 12.2 | (0.9) | 4.1 | (0.5) |
| Prince Edward Island | 28.0 | (1.8) | 20.5 | (1.2) | 7.5 | (0.8) | 2.6 | (0.7) |
| OECD average | 23.7 | (0.2) | 19.1 | (0.2) | 10.6 | (0.1) | 4.0 | (0.1) |
| Slovak Republic | 24.9 | (1.1) | 18.9 | (0.8) | 9.8 | (0.7) | 2.9 | (0.4) |
| Norway | 25.2 | (1.0) | 18.9 | (1.0) | 8.7 | (0.6) | 2.7 | (0.3) |
| Luxembourg | 25.9 | (0.8) | 18.7 | (0.8) | 8.5 | (0.6) | 2.4 | (0.3) |
| Poland | 25.3 | (0.9) | 17.7 | (0.9) | 7.8 | (0.5) | 2.3 | (0.3) |
| Hungary | 24.3 | (0.9) | 18.2 | (0.9) | 8.2 | (0.7) | 2.5 | (0.4) |
| Spain | 26.7 | (1.0) | 17.7 | (0.6) | 6.5 | (0.6) | 1.4 | (0.2) |
| Latvia | 26.3 | (1.2) | 16.6 | (1.2) | 6.3 | (0.7) | 1.6 | (0.4) |
| United States | 23.8 | (0.8) | 16.6 | (0.7) | 8.0 | (0.5) | 2.0 | (0.4) |
| Russian Federation | 23.1 | (1.0) | 13.2 | (0.9) | 5.4 | (0.6) | 1.6 | (0.4) |
| Portugal | 24.0 | (1.0) | 13.4 | (0.9) | 4.6 | (0.5) | 0.8 | (0.2) |
| Italy | 22.9 | (0.8) | 13.4 | (0.7) | 5.5 | (0.4) | 1.5 | (0.2) |
| Greece | 20.2 | (1.0) | 10.6 | (0.9) | 3.4 | (0.5) | 0.6 | (0.2) |
| Serbia and Montenegro (Ser.) | 18.9 | (1.1) | 8.1 | (0.9) | 2.1 | (0.4) | 0.2 | (0.1) |
| Turkey | 13.5 | (1.3) | 6.8 | (1.0) | 3.1 | (0.8) | 2.4 | (1.0) |
| Uruguay | 16.8 | (0.7) | 8.2 | (0.7) | 2.3 | (0.3) | 0.5 | (0.2) |
| Thailand | 13.7 | (0.8) | 5.3 | (0.5) | 1.5 | (0.3) | 0.2 | (0.1) |
| Mexico | 10.1 | (0.8) | 2.7 | (0.4) | 0.4 | (0.1) | 0.0 | (0.0) |
| Indonesia | 5.5 | (0.7) | 1.4 | (0.4) | 0.2 | (0.1) | 0.0 | (0.0) |
| Tunisia | 5.7 | (0.6) | 1.4 | (0.3) | 0.2 | (0.1) | 0.0 | (0.0) |
| Brazil | 6.8 | (0.8) | 2.7 | (0.5) | 0.9 | (0.4) | 0.3 | (0.2) |

1. Jurisdictions are ordered by estimated average scores.

Note: Percentage distributions may not add up to $100 \%$ due to rounding.
Source: Human Resources and Skills Development Canada, Statistics Canada and Council of Ministers of Education, Canada. 2004. Measuring Up: Canadian Results of the OECD PISA Study: The Performance of Canada's Youth in Mathematics, Reading, Science and Problem Solving 2003. First Findings for Canadians Aged 15. Statistics Canada. Catalogue no. 81-590-XIE-2. Ottawa.

Table C.4. 2
Estimated average scores, standard errors and percentage distribution of 15-year-old students by reading proficiency on the PISA combined reading literacy scale, Canada, provinces and selected countries, 2000

| Country and province ${ }^{1}$ | Estimated average scores | Standard error | Below level 1 |  | Level 1 |  | Level 2 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Alberta | 550 | (3.3) | 1.8 | (0.5) | 6.1 | (0.7) | 14.7 | (0.8) |
| Finland | 546 | (2.6) | 1.7 | (0.5) | 5.2 | (0.4) | 14.3 | (0.7) |
| British Columbia | 538 | (2.9) | 2.4 | (0.5) | 7.0 | (0.7) | 17.5 | (0.9) |
| Quebec | 536 | (3.0) | 2.0 | (0.4) | 6.4 | (0.6) | 17.2 | (0.9) |
| Canada | 534 | (1.6) | 2.4 | (0.3) | 7.2 | (0.3) | 18.0 | (0.4) |
| Ontario | 533 | (3.3) | 2.6 | (0.6) | 7.4 | (0.6) | 18.2 | (0.8) |
| Manitoba | 529 | (3.5) | 2.0 | (0.4) | 8.6 | (0.9) | 18.7 | (1.2) |
| Saskatchewan | 529 | (2.7) | 2.0 | (0.5) | 7.3 | (0.5) | 19.2 | (0.9) |
| New Zealand | 529 | (2.8) | 4.8 | (0.5) | 8.9 | (0.5) | 17.2 | (0.9) |
| Australia | 528 | (3.5) | 3.3 | (0.5) | 9.1 | (0.8) | 19.0 | (1.1) |
| Ireland | 527 | (3.2) | 3.1 | (0.5) | 7.9 | (0.8) | 17.9 | (0.9) |
| Korea | 525 | (2.4) | 0.9 | (0.2) | 4.8 | (0.6) | 18.6 | (0.9) |
| United Kingdom | 523 | (2.6) | 3.6 | (0.4) | 9.2 | (0.5) | 19.6 | (0.7) |
| Japan | 522 | (5.2) | 2.7 | (0.6) | 7.3 | (1.1) | 18.0 | (1.3) |
| Nova Scotia | 521 | (2.3) | 2.9 | (0.4) | 9.2 | (0.9) | 20.7 | (1.2) |
| Newfoundland and Labrador | 517 | (2.8) | 3.5 | (0.5) | 10.3 | (0.9) | 21.0 | (1.3) |
| Prince Edward Island | 517 | (2.4) | 2.4 | (0.5) | 10.4 | (1.2) | 21.9 | (1.2) |
| Sweden | 516 | (2.2) | 3.3 | (0.4) | 9.3 | (0.6) | 20.3 | (0.7) |
| Belgium | 507 | (3.6) | 7.7 | (1.0) | 11.3 | (0.7) | 16.8 | (0.7) |
| Austria | 507 | (2.4) | 4.4 | (0.4) | 10.2 | (0.6) | 21.7 | (0.9) |
| Iceland | 507 | (1.5) | 4.0 | (0.3) | 10.5 | (0.6) | 22.0 | (0.8) |
| Norway | 505 | (2.8) | 6.3 | (0.6) | 11.2 | (0.8) | 19.5 | (0.8) |
| France | 505 | (2.7) | 4.2 | (0.6) | 11.0 | (0.8) | 22.0 | (0.8) |
| United States | 504 | (7.1) | 6.4 | (1.2) | 11.5 | (1.2) | 21.0 | (1.2) |
| New Brunswick | 501 | (1.8) | 5.1 | (0.5) | 11.7 | (0.8) | 23.1 | (1.2) |
| OECD average | 500 | (0.6) | 6.2 | (0.4) | 12.1 | (0.4) | 21.8 | (0.4) |
| Denmark | 497 | (2.4) | 5.9 | (0.6) | 12.0 | (0.7) | 22.5 | (0.9) |
| Switzerland | 494 | (4.3) | 7.0 | (0.7) | 13.3 | (0.9) | 21.4 | (1.0) |
| Spain | 493 | (2.7) | 4.1 | (0.5) | 12.2 | (0.9) | 25.7 | (0.7) |
| Czech Republic | 492 | (2.4) | 6.1 | (0.6) | 11.4 | (0.7) | 24.8 | (1.2) |
| Italy | 487 | (2.9) | 5.4 | (0.9) | 13.5 | (0.9) | 25.6 | (1.0) |
| Germany | 484 | (2.5) | 9.9 | (0.7) | 12.7 | (0.6) | 22.3 | (0.8) |
| Liechtenstein | 483 | (4.1) | 7.6 | (1.5) | 14.5 | (2.1) | 23.2 | (2.9) |
| Hungary | 480 | (4.0) | 6.9 | (0.7) | 15.8 | (1.2) | 25.0 | (1.1) |
| Poland | 479 | (4.5) | 8.7 | (1.0) | 14.6 | (1.0) | 24.1 | (1.4) |
| Greece | 474 | (5.0) | 8.7 | (1.2) | 15.7 | (1.4) | 25.9 | (1.4) |
| Portugal | 470 | (4.5) | 9.6 | (1.0) | 16.7 | (1.2) | 25.3 | (1.0) |
| Russian Federation | 462 | (4.2) | 9.0 | (1.0) | 18.5 | (1.1) | 29.2 | (0.8) |
| Latvia | 458 | (5.3) | 12.7 | (1.3) | 17.9 | (1.3) | 26.3 | (1.1) |
| Luxembourg | 441 | (1.6) | 14.2 | (0.7) | 20.9 | (0.8) | 27.5 | (1.3) |
| Mexico | 422 | (3.3) | 16.1 | (1.2) | 28.1 | (1.4) | 30.3 | (1.1) |
| Brazil | 396 | (3.1) | 23.3 | (1.4) | 32.5 | (1.2) | 27.7 | (1.3) |

Table C.4.2
Estimated average scores, standard errors and percentage distribution of 15-year-old students by reading proficiency on the PISA combined reading literacy scale, Canada, provinces and selected countries, 2000 (concluded)

| Country and province ${ }^{1}$ | Level 3 |  | Level 4 |  | Level 5 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Alberta | 26.7 | (1.2) | 28.2 | (1.0) | 22.5 | (1.4) |
| Finland | 28.7 | (0.8) | 31.6 | (0.9) | 18.5 | (0.9) |
| British Columbia | 26.3 | (1.1) | 28.7 | (1.0) | 18.1 | (1.1) |
| Quebec | 29.4 | (1.1) | 29.2 | (1.1) | 15.9 | (1.0) |
| Canada | 28.0 | (0.5) | 27.7 | (0.6) | 16.8 | (0.5) |
| Ontario | 27.5 | (0.9) | 27.6 | (1.1) | 16.7 | (1.0) |
| Manitoba | 29.6 | (1.5) | 25.2 | (1.2) | 15.9 | (1.2) |
| Saskatchewan | 29.8 | (1.3) | 27.8 | (1.1) | 14.0 | (1.0) |
| New Zealand | 24.6 | (1.1) | 25.8 | (1.1) | 18.7 | (1.0) |
| Australia | 25.7 | (1.1) | 25.3 | (0.9) | 17.6 | (1.2) |
| Ireland | 29.7 | (1.1) | 27.1 | (1.1) | 14.2 | (0.8) |
| Korea | 38.8 | (1.1) | 31.1 | (1.2) | 5.7 | (0.6) |
| United Kingdom | 27.5 | (0.9) | 24.4 | (0.9) | 15.6 | (1.0) |
| Japan | 33.3 | (1.3) | 28.8 | (1.7) | 9.9 | (1.1) |
| Nova Scotia | 29.0 | (1.3) | 24.6 | (1.5) | 13.6 | (0.9) |
| Newfoundland and Labrador | 28.4 | (1.4) | 23.5 | (1.2) | 13.3 | (0.9) |
| Prince Edward Island | 28.3 | (1.5) | 23.9 | (1.6) | 13.1 | (1.1) |
| Sweden | 30.4 | (1.0) | 25.6 | (1.0) | 11.2 | (0.7) |
| Belgium | 25.8 | (0.9) | 26.3 | (0.9) | 12.0 | (0.7) |
| Austria | 29.9 | (1.2) | 24.9 | (1.0) | 8.8 | (0.8) |
| Iceland | 30.8 | (0.9) | 23.6 | (1.1) | 9.1 | (0.7) |
| Norway | 28.1 | (0.8) | 23.7 | (0.9) | 11.2 | (0.7) |
| France | 30.6 | (1.0) | 23.7 | (0.9) | 8.5 | (0.6) |
| United States | 27.4 | (1.3) | 21.5 | (1.4) | 12.2 | (1.4) |
| New Brunswick | 29.7 | (1.1) | 21.0 | (1.0) | 9.5 | (0.6) |
| OECD average | 28.6 | (0.4) | 21.8 | (0.4) | 9.4 | (0.4) |
| Denmark | 29.5 | (1.0) | 22.0 | (0.9) | 8.1 | (0.5) |
| Switzerland | 28.0 | (1.0) | 21.0 | (1.0) | 9.2 | (1.0) |
| Spain | 32.8 | (1.0) | 21.1 | (0.9) | 4.2 | (0.5) |
| Czech Republic | 30.9 | (1.1) | 19.8 | (0.8) | 7.0 | (0.6) |
| Italy | 30.6 | (1.0) | 19.5 | (1.1) | 5.3 | (0.5) |
| Germany | 26.8 | (1.0) | 19.4 | (1.0) | 8.8 | (0.5) |
| Liechtenstein | 30.1 | (3.4) | 19.5 | (2.2) | 5.1 | (1.6) |
| Hungary | 28.8 | (1.3) | 18.5 | (1.1) | 5.1 | (0.8) |
| Poland | 28.2 | (1.3) | 18.6 | (1.3) | 5.9 | (1.0) |
| Greece | 28.1 | (1.7) | 16.7 | (1.4) | 5.0 | (0.7) |
| Portugal | 27.5 | (1.2) | 16.8 | (1.1) | 4.2 | (0.5) |
| Russian Federation | 26.9 | (1.1) | 13.3 | (1.0) | 3.2 | (0.5) |
| Latvia | 25.2 | (1.3) | 13.8 | (1.1) | 4.1 | (0.6) |
| Luxembourg | 24.6 | (1.1) | 11.2 | (0.5) | 1.7 | (0.3) |
| Mexico | 18.8 | (1.2) | 6.0 | (0.7) | 0.9 | (0.2) |
| Brazil | 12.9 | (1.1) | 3.1 | (0.5) | 0.6 | (0.2) |

1. Jurisdictions are ordered by estimated average scores.

Note: Percentage distributions may not add up to $100 \%$ due to rounding.
Sources: OECD (2001). Knowledge and Skills for Life. First Results from PISA 2000. Excel data tables.
Human Resources and Skills Development Canada, Statistics Canada and Council of Ministers of Education, Canada. 2001. Measuring Up: Canadian Results of the OECD PISA Study: The Performance of Canada's Youth in Mathematics, Reading, Science and Problem Solving. First Findings for Canadians Aged 15. Statistics Canada. Catalogue no. 81-590-XIE. Ottawa.

Table C.4.3
Comparison of estimated average performance in mathematics for PISA 2003 and PISA 2000 assessments, Canada and provinces

|  | PISA 2000 |  | PISA 2003 |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Estimated average score | 95\% confidence interval | Estimated average score | 95\% confidence interval |
| Mathematics - space and shape |  |  |  |  |
| Canada | 515 | 512 to 518 | 518 | 505 to 530 |
| Newfoundland and Labrador | 489 | 482 to 496 | 498 | 485 to 511 |
| Prince Edward Island | 500 | 492 to 508 | 480 | 467 to 493 |
| Nova Scotia | 498 | 491 to 505 | 498 | 485 to 510 |
| New Brunswick | 497 | 490 to 504 | 498 | 485 to 510 |
| Quebec | 536 | 531 to 541 | 528 | 514 to 543 |
| Ontario | 504 | 498 to 510 | 512 | 499 to 526 |
| Manitoba | 517 | 507 to 527 | 513 | 499 to 526 |
| Saskatchewan | 507 | 500 to 514 | 500 | 486 to 514 |
| Alberta | 523 | 516 to 530 | 534 | 520 to 549 |
| British Columbia | 519 | 513 to 525 | 523 | 510 to 535 |
| Mathematics - change and relationships |  |  |  |  |
| Canada | $520{ }^{1}$ | 517 to 523 | $537{ }^{1}$ | 526 to 547 |
| Newfoundland and Labrador | $497{ }^{1}$ | 491 to 503 | $521{ }^{1}$ | 510 to 531 |
| Prince Edward Island | 506 | 499 to 513 | 502 | 492 to 512 |
| Nova Scotia | 505 | 500 to 510 | 517 | 507 to 528 |
| New Brunswick | $497{ }^{1}$ | 492 to 502 | $513{ }^{1}$ | 503 to 524 |
| Quebec | 529 | 524 to 534 | 538 | 524 to 551 |
| Ontario | $513{ }^{1}$ | 508 to 518 | $536{ }^{1}$ | 524 to 548 |
| Manitoba | 523 | 515 to 531 | 532 | 521 to 544 |
| Saskatchewan | 517 | 511 to 523 | 520 | 508 to 532 |
| Alberta | $533{ }^{1}$ | 527 to 539 | $554{ }^{1}$ | 542 to 567 |
| British Columbia | $525{ }^{1}$ | 519 to 531 | $543{ }^{1}$ | 532 to 554 |

1. Statistically significant differences between 2000 and 2003. The confidence interval represents the range within which the score for the population is likely to fall, with $95 \%$ probability. Approximate confidence interval = average score $+/-(1.96 \mathrm{x}$ standard error). The confidence interval gives a range within which the true mean is likely to fall. If two confidence intervals overlap, there is no significant difference between the means.
Note: The 2003 confidence interval includes a linking error associated with the uncertainty that results from making comparisons with PISA 2000 (see Statistics Canada and Council of Ministers of Education, Canada. 2007. Education indicators in Canada: Handbookfor the Report of the PanCanadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.).
Source: Human Resources and Skills Development Canada, Statistics Canada and Council of Ministers of Education, Canada. 2004. Measuring Up: Canadian Results of the OECD PISA Study: The Performance of Canada's Youth in Mathematics, Reading, Science and Problem Solving 2003. First Findings for Canadians Aged 15. Statistics Canada. Catalogue no. 81-590-XIE-2. Ottawa.

Table C.4.4
Comparison of estimated average performance in reading for PISA 2003 and PISA 2000 assessments, Canada and provinces

|  | PISA 2000 |  |  | PISA 2003 |  |
| :--- | :---: | :---: | :---: | :---: | :---: |

1. Statistically significant differences between 2000 and 2003. The confidence interval represents the range within which the score for the population is likely to fall, with $95 \%$ probability. Approximate confidence interval = average score $+/-(1.96 \mathrm{x}$ standard error). This confidence interval gives a range within which the true mean is likely to fall. If two confidence intervals overlap, there is no significant difference between the means.
Note: The 2003 confidence interval includes a linking error associated with the uncertainty that results from making comparisons with PISA 2000 (see Statistics Canada and Council of Ministers of Education, Canada. 2007. Education indicators in Canada: Handbookfor the Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.).
Source: Human Resources and Skills Development Canada, Statistics Canada and Council of Ministers of Education, Canada. 2004. Measuring Up: Canadian Results of the OECD PISA Study: The Performance of Canada's Youth in Mathematics, Reading, Science and Problem Solving 2003. First Findings for Canadians Aged 15. Statistics Canada. Catalogue no. 81-590-XIE-2. Ottawa.

Table C.4.5
Comparison of estimated average performance in science, PISA 2003 and PISA 2000 assessments, Canada and provinces

|  | PISA 2000 |  |  | PISA 2003 |  |
| :--- | :--- | :--- | :--- | :--- | :---: |

1. Statistically significant differences between 2000 and 2003. The confidence interval represents the range within which the score for the population is likely to fall, with $95 \%$ probability. Approximate confidence interval = average score $+/-(1.96 \mathrm{x}$ standard error). This confidence interval gives a range within which the true mean is likely to fall. If two confidence intervals overlap, there is no significant difference between the means.
Notes: The 2003 confidence interval includes a linking error associated with the uncertainty that results from making comparisons with PISA 2000 (see Statistics Canada and Council of Ministers of Education, Canada. 2007. Education indicators in Canada: Handbook for the Report of the PanCanadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.). Due to rounding error, non-overlapping confidence intervals in Science for Saskatchewan and Canada share an upper or lower limit.
Source: Human Resources and Skills Development Canada, Statistics Canada and Council of Ministers of Education, Canada. 2004. Measuring Up: Canadian Results of the OECD PISA Study: The Performance of Canada's Youth in Mathematics, Reading, Science and Problem Solving 2003. First Findings for Canadians Aged 15. Statistics Canada. Catalogue no. 81-590-XIE-2. Ottawa.

Table C.4.6
Percentage of 13-year-old students at performance level 2 or above in SAIP assessments, Canada and jurisdictions

|  | Science (written) |  |  |  |  |  | Mathematics (content) |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1996 |  | 1999 |  | 2004 |  | 1997 |  | 2001 |  |
|  | Confidence |  | Confidence |  | Confidence |  | Confidence |  | Confidence |  |
|  | \% | interval | \% | interval | \% | interval | \% | interval | \% | interval |
| Canada | 71.9 | (0.8) | 73.3 | (0.8) | 71.0 | (0.8) | 59.4 | (0.8) | 64.4 | (0.8) |
| Canada (English) | .. | .. | .. | .. | 70.8 | (0.9) | .. | .. | .. | .. |
| Canada (French) | .. | .. | .. | .. | 71.6 | (1.5) | .. | .. | .. |  |
| Newfoundland and Labrador | 71.4 | (3.0) | 68.0 | (2.6) | 65.6 | (2.9) | 56.9 | (3.3) | 57.1 | (3.7) |
| Prince Edward Island | 76.4 | (2.7) | 74.3 | (2.9) | 65.8 | (2.7) | 53.6 | (3.2) | 52.7 | (3.8) |
| Nova Scotia (English) | 73.3 | (2.9) | 69.5 | (3.3) | 63.1 | (3.0) | 53.0 | (3.3) | 47.7 | (3.3) |
| Nova Scotia (French) | 73.7 | (0.0) | 61.8 | (3.5) | 58.8 | (0.0) | 66.0 | (0.0) | 48.5 | (8.6) |
| New Brunswick (English) | 70.6 | (2.9) | 69.4 | (3.2) | 61.7 | (3.0) | 54.6 | (3.3) | 51.9 | (3.2) |
| New Brunswick (French) | 60.4 | (2.9) | 60.5 | (3.1) | 48.6 | (2.9) | 63.2 | (3.0) | 57.6 | (3.4) |
| Quebec (English) | 72.6 | (2.8) | 69.6 | (3.0) | 67.9 | (3.1) | 65.3 | (3.3) | 66.6 | (3.1) |
| Quebec (French) | 73.3 | (2.6) | 72.8 | (2.8) | 73.0 | (2.8) | 78.3 | (2.6) | 74.9 | (2.9) |
| Ontario (English) | 67.4 | (2.8) | 72.1 | (3.1) | 71.8 | (2.8) | 50.0 | (3.1) | 63.4 | (3.3) |
| Ontario (French) | 57.1 | (3.1) | 57.2 | (3.3) | 63.2 | (3.1) | 51.9 | (3.0) | 56.3 | (4.3) |
| Manitoba (English) | 72.9 | (2.8) | 72.8 | (3.0) | 67.6 | (2.9) | 51.9 | (3.3) | 57.2 | (3.0) |
| Manitoba (French) | 59.8 | (3.4) | 61.2 | (3.7) | 58.4 | (2.6) | 61.9 | (3.2) | 59.2 | (4.0) |
| Saskatchewan | 76.1 | (2.7) | 75.5 | (2.9) | 65.9 | (2.8) | 47.9 | (3.2) | 52.1 | (3.1) |
| Alberta | 83.0 | (2.2) | 82.5 | (2.4) | 77.9 | (2.5) | 64.7 | (3.0) | 70.6 | (3.0) |
| British Columbia | 74.9 | (2.6) | 76.1 | (2.9) | 69.6 | (3.0) | 56.9 | (3.0) | 60.7 | (2.9) |
| Yukon | 76.2 | (3.7) | 71.3 | (2.6) | 61.5 | (2.1) | 65.4 | (5.2) | 52.5 | (7.0) |
| Northwest Territories | 40.6 | (5.0) | 52.2 | (2.3) | 48.7 | (2.3) | 31.4 | (4.2) | 40.5 | (4.2) |
| Nunavut | ... | ... | 17.5 | (2.5) | ... | ... | ... | $\ldots$ | 8.0 | (2.9) |

Table C.4.6
Percentage of 13-year-old students at performance level 2 or above in SAIP assessments, Canada and jurisdictions (concluded)

|  | Mathematics (problem solving) |  |  |  | Writing <br> 2002 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1997 |  | 2001 |  |  |  |
|  | Confidence |  | Confidence |  | Confidence |  |
| Canada | 52.2 | (0.9) | 67.6 | (0.9) | 83.5 | (0.7) |
| Canada (English) | .. | .. | .. | .. | 82.4 | (0.8) |
| Canada (French) | .. | . | . | . | 87.3 | (1.2) |
| Newfoundland and Labrador | 43.6 | (3.3) | 58.2 | (3.9) | 74.8 | (3.0) |
| Prince Edward Island | 49.3 | (3.2) | 51.8 | (4.2) | 77.9 | (2.7) |
| Nova Scotia (English) | 46.0 | (3.3) | 50.9 | (3.4) | 75.6 | (2.7) |
| Nova Scotia (French) | 48.1 | (0.0) | 57.8 | (10.6) | 72.8 | (2.7) |
| New Brunswick (English) | 47.2 | (3.3) | 57.9 | (3.3) | 77.6 | (2.6) |
| New Brunswick (French) | 53.2 | (3.1) | 65.5 | (3.6) | 78.5 | (2.5) |
| Quebec (English) | 57.9 | (3.4) | 69.2 | (3.3) | 79.0 | (2.7) |
| Quebec (French) | 66.8 | (3.0) | 71.0 | (3.6) | 88.4 | (2.2) |
| Ontario (English) | 45.4 | (3.1) | 68.7 | (3.3) | 85.3 | (2.4) |
| Ontario (French) | 43.0 | (3.0) | 68.8 | (4.5) | 79.5 | (2.9) |
| Manitoba (English) | 45.2 | (3.3) | 60.4 | (3.0) | 83.0 | (2.3) |
| Manitoba (French) | 52.1 | (3.3) | 71.1 | (4.0) | 75.0 | (2.0) |
| Saskatchewan | 51.2 | (3.2) | 60.8 | (3.2) | 75.4 | (2.8) |
| Alberta | 57.8 | (3.1) | 76.5 | (2.9) | 82.6 | (2.7) |
| British Columbia | 47.8 | (3.1) | 63.3 | (2.9) | 80.8 | (2.7) |
| Yukon | 40.7 | (5.2) | 63.7 | (7.8) | 67.6 | (2.4) |
| Northwest Territories | 27.5 | (4.1) | 32.9 | (5.1) | 57.7 | (2.4) |
| Nunavut | $\ldots$ | $\ldots$ | 2.3 | (2.3) | $\ldots$ |  |

Notes: This table shows the cumulative percentages of students at or above level 2 . The confidence interval represents the range within which the score for the population is likely to fall, with $95 \%$ probability. Approximate confidence interval = percentage $+/-(1.96 \mathrm{x}$ standard error). Results are weighted so as to correctly represent each population.
For the writing assessment, caution is advised when comparing achievement results based on assessment instruments prepared in different languages, despite the extensive efforts to ensure equivalence for the sake of equity and fairness for all students. Every language has unique features that are not readily equivalent and render comparisons between languages inherently difficult.
The 2002 SAIP writing assessment is the third in a series of writing assessments. Other writing assessments were administered in 1994 and 1998, but their results cannot be compared with those from 2002.
Results for only the written portion of the science assessment are shown in this table. The practical tasks component is not reported on because it was not assessed in 2004 (though it was assessed in 1996 and 1999).
Nunavut did not participate in the 2004 science assessment or the 2002 writing assessment.
While SAIP mathematics assessments were conducted in 1993, 1997, and 2001, only those conducted in 1997 and 2001 are comparable because of significant changes in scoring methods and assessment design since 1993.
Nova Scotia (French) has no confidence interval in 1996, 1997, and 2004, because all students in that population were tested.
Sources: CMEC. 2005. School Achievement Indicators Program (SAIP). Science III 2004. CMEC. 2003. School Achievement Indicators Program (SAIP). Writing III 2002. CMEC. 2002. School Achievement Indicators Program (SAIP). Mathematics III 2001.

Table C.4.7
Percentage of 16-year-old students at performance level 3 or above in SAIP assessments, Canada and jurisdictions

|  | Science (written) |  |  |  |  |  | Mathematics (content) |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1996 |  | 1999 |  | 2004 |  | 1997 |  | 2001 |  |
|  | \% | Confidence interval | \% | Confidence interval | \% | Confidence interval | \% | Confidence interval | \% | Confidence interval |
| Canada | 69.0 | (0.8) | 76.1 | (0.8) | 64.0 | (0.9) | 59.8 | (0.9) | 49.7 | (1.0) |
| Canada (English) | .. | .. | .. | .. | 64.0 | (1.0) | .. | .. | .. | .. |
| Canada (French) | .. | .. | .. | .. | 63.9 | (2.0) | .. | .. | .. | .. |
| Newfoundland and Labrador | 64.4 | (3.2) | 72.7 | (2.8) | 62.3 | (3.1) | 43.0 | (3.4) | 36 | (3.7) |
| Prince Edward Island | 68.6 | (3.3) | 81.3 | (3.1) | 58.0 | (3.1) | 48.5 | (3.6) | 43.2 | (4.1) |
| Nova Scotia (English) | 68.5 | (3.4) | 74.6 | (2.4) | 59.7 | (3.3) | 57.3 | (3.5) | 43.2 | (3.5) |
| Nova Scotia (French) | 80.3 | (0.0) | 73.8 | (7.6) | 58.5 | (3.1) | 76.1 | (0.0) | 55.7 | (9.5) |
| New Brunswick (English) | 69.8 | (3.1) | 72.6 | (3.3) | 57.6 | (3.1) | 47.3 | (3.5) | 42.9 | (3.4) |
| New Brunswick (French) | 58.0 | (3.1) | 69.4 | (3.1) | 57.2 | (3.1) | 63.4 | (3.2) | 50.6 | (3.6) |
| Quebec (English) | 65.6 | (3.0) | 76.7 | (2.7) | 57.7 | (3.4) | 74.3 | (3.2) | ... |  |
| Quebec (French) | 73.4 | (2.6) | 80.5 | (2.4) | 65.8 | (3.1) | 81.0 | (2.7) | $\ldots$ |  |
| Ontario (English) | 64.9 | (3.0) | 72.2 | (3.4) | 64.0 | (3.6) | 52.0 | (3.2) | 50.6 | (3.7) |
| Ontario (French) | 51.4 | (3.3) | 60.1 | (4.0) | 48.2 | (3.5) | 49.2 | (3.3) | 41.7 | (4.1) |
| Manitoba (English) | 67.8 | (3.0) | 79.8 | (2.6) | 59.3 | (3.3) | 53.4 | (3.5) | 48.9 | (3.3) |
| Manitoba (French) | 67.8 | (4.4) | 76.2 | (3.3) | 58.2 | (4.3) | 61.2 | (5.5) | 63.2 | (4.8) |
| Saskatchewan | 71.0 | (3.1) | 77.4 | (2.9) | 59.3 | (3.1) | 50.0 | (3.3) | 42.4 | (3.2) |
| Alberta | 78.6 | (2.4) | 85.8 | (2.3) | 72.4 | (2.8) | 61.4 | (3.2) | 60.5 | (3.9) |
| British Columbia | 69.2 | (2.9) | 75.8 | (3.2) | 63.6 | (3.1) | 54.6 | (3.2) | 46.4 | (3.3) |
| Yukon | 73.9 | (6.3) | 74.0 | (3.4) | 60.7 | (3.2) | 59.2 | (7.7) | 44.5 | (7.6) |
| Northwest Territories | 44.4 | (7.1) | 67.8 | (3.7) | 49.1 | (3.2) | 37.8 | (5.8) | 35.9 | (5.8) |
| Nunavut | ... | ... | 23.8 | (6.2) | ... | ... | ... | ... | 11.8 | (5.1) |

Table C.4.7
Percentage of 16-year-old students at performance level 3 or above in SAIP assessments, Canada and jurisdictions (concluded)

|  | Mathematics (problem solving) |  |  |  | $\begin{array}{\|c\|} \hline \text { Writing } \\ \hline 2002 \end{array}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1997 |  | 2001 |  |  |  |
|  | Confidence <br> \% interval |  | $\begin{array}{rr}  & \text { Confidence } \\ \% & \text { interval } \end{array}$ |  | \% | fidence <br> interval |
| Canada | 39.8 | (0.9) | 47.1 | (1.1) | 60.6 | (0.9) |
| Canada (English) | .. | .. | .. | .. | 57.7 | (1.1) |
| Canada (French) | .. | .. | .. | .. | 71.7 | (1.9) |
| Newfoundland and Labrador | 30.8 | (3.2) | 37.4 | (3.9) | 58.2 | (3.7) |
| Prince Edward Island | 27.5 | (3.2) | 39.2 | (4.1) | 51.8 | (3.5) |
| Nova Scotia (English) | 36.8 | (3.5) | 40.3 | (3.4) | 52.8 | (3.5) |
| Nova Scotia (French) | 44.2 | (0.0) | 49.2 | (12.5) | 42.8 | (4.1) |
| New Brunswick (English) | 33.6 | (3.3) | 41.8 | (3.5) | 58.4 | (3.2) |
| New Brunswick (French) | 37.1 | (3.2) | 53.2 | (4.0) | 56.4 | (3.3) |
| Quebec (English) | 46.5 | (3.6) | $\ldots$ | $\ldots$ | 66.6 | (3.5) |
| Quebec (French) | 57.0 | (3.4) | $\ldots$ | $\ldots$ | 74.5 | (3.0) |
| Ontario (English) | 33.0 | (3.0) | 46.5 | (3.9) | 57.5 | (3.6) |
| Ontario (French) | 27.8 | (3.0) | 38.9 | (4.5) | 44.8 | (4.2) |
| Manitoba (English) | 40.2 | (3.5) | 47.6 | (3.4) | 60.0 | (3.3) |
| Manitoba (French) | 45.3 | (5.5) | 59.2 | (5.2) | 42.3 | (3.5) |
| Saskatchewan | 38.6 | (3.3) | 45.3 | (3.4) | 57.1 | (3.1) |
| Alberta | 44.8 | (3.3) | 59.0 | (4.1) | 59.2 | (3.7) |
| British Columbia | 31.2 | (3.0) | 45.1 | (3.4) | 57.0 | (3.7) |
| Yukon | 30.8 | (6.9) | 31.5 | (8.1) | 50.8 | (3.7) |
| Northwest Territories | 18.5 | (4.8) | 20.0 | (6.9) | 43.0 | (3.8) |
| Nunavut | ... | ... | 5.2 | (5.7) | ... | ... |

Notes: This table shows the cumulative percentages of students at or above level 3. The confidence interval represents the range within which the score for the population is likely to fall, with $95 \%$ probability. Approximate confidence interval $=$ average score $+/-(1.96 \mathrm{x}$ standard error). Results are weighted so as to correctly represent each population.
For the writing assessment, caution is advised when comparing achievement results based on assessment instruments prepared in different languages, despite the extensive efforts to ensure equivalence for the sake of equity and fairness for all students. Every language has unique features that are not readily equivalent and render comparisons between languages inherently difficult.
The 2002 SAIP writing assessment is the third in a series of writing assessments. Other writing assessments were administered in 1994 and 1998 , but their results cannot be compared with those from 2002.
Results for only the written portion of the science assessment are shown in this table. The practical tasks component is not reported on because it was not assessed in 2004 (though it was assessed in 1996 and 1999).
Nunavut did not participate in the 2004 science assessment or the 2002 writing assessment.
While SAIP mathematics assessments were conducted in 1993, 1997, and 2001, only those conducted in 1997 and 2001 are comparable because of significant changes in scoring methods and assessment design since 1993.
Quebec 16-year-olds did not participate in the 2001 mathematics assessment.
Nova Scotia (French) has no confidence interval in 1996 and 1997 because all students in that population were tested.
Sources: CMEC. 2005. School Achievement Indicators Program (SAIP). Science III 2004. CMEC. 2003. School Achievement Indicators Program (SAIP). Writing III 2002. CMEC. 2002. School Achievement Indicators Program (SAIP). Mathematics III 2001.

Table C.5.1
Number of students per computer, ${ }^{1}$ proportion of home computers connected to the Internet, 15-year-old students, Canada, other countries and provinces, 2003

|  | Students per computer ${ }^{1}$ |  | Home computers connected to the Internet |  |
| :---: | :---: | :---: | :---: | :---: |
|  | number | Standard error | percentage | Standard error |
| Canada | 6 | (0.13) | 89 | (0.29) |
| Australia | 4 | (0.11) | 85 | (0.55) |
| Belgium | 11 | (0.42) | 75 | (0.80) |
| Finland | 7 | (0.32) | 77 | (0.77) |
| France | $\ldots$ | ... | 56 | (1.30) |
| Germany | 17 | (0.54) | 73 | (0.83) |
| Italy | 12 | (0.55) | 62 | (0.97) |
| Japan | 8 | (0.30) | 60 | (1.11) |
| Mexico | 23 | (1.46) | 18 | (1.61) |
| Sweden | 8 | (0.24) | 90 | (0.55) |
| Switzerland | 10 | (0.81) | 79 | (0.91) |
| United Kingdom | 5 | (0.15) | 81 | (0.64) |
| United States | 9 | (4.90) | 82 | (0.88) |
| OECD countries (mean) | 15 | (1.57) | 64 | (0.39) |
| Russian Federation | 14 | (0.98) | 86 | 0.98 |
| Newfoundland and Labrador | 5 | (0.08) | 80 | (1.05) |
| Prince Edward Island | 6 | (0.02) | 84 | (0.81) |
| Nova Scotia | 5 | (0.07) | 87 | (0.77) |
| New Brunswick | 6 | (0.01) | 81 | (0.61) |
| Quebec | 8 | (0.43) | 84 | (0.88) |
| Ontario | 5 | (0.18) | 92 | (0.66) |
| Manitoba | 4 | (0.12) | 84 | (1.26) |
| Saskatchewan | 5 | (0.16) | 85 | (0.87) |
| Alberta | 5 | (0.28) | 88 | (0.67) |
| British Columbia | 6 | (0.24) | 91 | (0.59) |

1. Total number of students enrolled in the school divided by the total number of computers for the school in which 15-year-olds are enrolled.

Note: Some data previouly presented in Indicator C5 of PCEIP 2003 using PISA 2000 are not available from PISA 2003.
Sources: OECD PISA database, 2003.
PISA Canada database, 2003.

## c5 Education Indicators in Canada

Table C.5.2
Percentage of 15 -year-old students who reported availability of computers at home and at school, ${ }^{1}$ Canada, other countries and provinces, 2003

|  | Computer available at home |  |  |  | Computer available at school |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Yes |  | No |  | Yes |  | No |  |
|  | \% | tandard error | \% | Standard error | \% | Standard error | \% | Standard error |
| Canada | 95 | (0.24) | 5 | (0.24) | 99 | (0.13) | 1 | (0.13) |
| Australia | 97 | (0.23) | 3 | (0.23) | 100 | (0.07) | 0 | (0.07) |
| Belgium | 94 | (0.34) | 6 | (0.34) | 91 | (0.78) | 9 | (0.78) |
| Finland | 91 | (0.46) | 9 | (0.46) | 97 | (0.73) | 3 | (0.73) |
| Germany | 96 | (0.37) | 4 | (0.37) | 93 | (0.56) | 7 | (0.56) |
| Mexico | 51 | (1.88) | 49 | (1.88) | 83 | (1.64) | 17 | (1.64) |
| Sweden | 98 | (0.24) | 2 | (0.24) | 97 | (0.56) | 3 | (0.56) |
| Switzerland | 97 | (0.30) | 3 | (0.30) | 94 | (0.73) | 6 | (0.73) |
| United States | 90 | (0.69) | 10 | (0.69) | 97 | (0.38) | 3 | (0.38) |
| OECD countries (mean) | 83 | (0.33) | 17 | (0.33) | 91 | (0.36) | 9 | (0.36) |
| Russian Federation | 37 | (2.00) | 63 | (2.00) | 76 | (1.70) | 24 | (1.70) |
| Newfoundland and Labrador | 90 | (0.71) | 10 | (0.71) | 99 | (0.27) | 1 | (0.27) |
| Prince Edward Island | 93 | (0.58) | 7 | (0.58) | 99 | (0.24) | 1 | (0.24) |
| Nova Scotia | 94 | (0.50) | 6 | (0.50) | 99 | (0.24) | 1 | (0.24) |
| New Brunswick | 90 | (0.53) | 10 | (0.53) | 98 | (0.30) | 2 | (0.30) |
| Quebec | 93 | (0.66) | 7 | (0.66) | 97 | (0.47) | 3 | (0.47) |
| Ontario | 97 | (0.41) | 3 | (0.41) | 99 | (0.14) | 1 | (0.14) |
| Manitoba | 94 | (0.73) | 6 | (0.73) | 100 | (0.17) | 0 | (0.17) |
| Saskatchewan | 94 | (0.64) | 6 | (0.64) | 100 | (0.12) | 0 | (0.12) |
| Alberta | 96 | (0.66) | 4 | (0.66) | 100 | (0.20) | 0 | (0.20) |
| British Columbia | 96 | (0.44) | 4 | (0.44) | 99 | (0.21) | 1 | (0.21) |

1. Totals might not add to 100 due to rounding.

Note: Some data previouly presented in Indicator C5 of PCEIP 2003 using PISA 2000 are not available from PISA 2003.
Sources: OECD PISA database, 2003.
PISA Canada database, 2003.

Table C.5.3
Percentage of 15-year-old students who reported using computers at home and at school, ${ }^{1}$ by frequency of use, ${ }^{2}$ Canada, other countries and provinces, 2003

|  | Computer use at home |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Frequent |  | Infrequent |  | Never |  |
|  | \% | Standard error | \% | Standard error | \% | Standard error |
| Canada | 90 | (0.29) | 6 | (0.27) | 5 | (0.21) |
| Australia | 87 | (0.47) | 9 | (0.35) | 4 | (0.23) |
| Belgium | 84 | (0.53) | 10 | (0.41) | 6 | (0.34) |
| Finland | 78 | (0.57) | 14 | (0.50) | 8 | (0.41) |
| Germany | 82 | (0.63) | 14 | (0.54) | 4 | (0.36) |
| Mexico | 48 | (1.77) | 7 | (0.51) | 44 | (1.89) |
| Sweden | 89 | (0.52) | 8 | (0.44) | 3 | (0.29) |
| Switzerland | 81 | (0.64) | 15 | (0.58) | 3 | (0.36) |
| United States | 83 | (0.71) | 9 | (0.52) | 8 | (0.52) |
| OECD countries (mean) | 72 | (0.37) | 13 | (0.22) | 15 | (0.31) |
| Russian Federation | 43 | (1.98) | 3 | (0.26) | 54 | (2.04) |
| Newfoundland and Labrador | 85 | (0.91) | 5 | (0.52) | 10 | (0.73) |
| Prince Edward Island | 88 | (0.86) | 6 | (0.61) | 7 | (0.57) |
| Nova Scotia | 89 | (0.66) | 5 | (0.48) | 6 | (0.51) |
| New Brunswick | 83 | (0.69) | 7 | (0.48) | 10 | (0.57) |
| Quebec | 85 | (0.58) | 8 | (0.67) | 7 | (0.50) |
| Ontario | 93 | (0.67) | 4 | (0.46) | 3 | (0.42) |
| Manitoba | 87 | (1.04) | 7 | (0.69) | 6 | (0.68) |
| Saskatchewan | 87 | (0.87) | 7 | (0.58) | 6 | (0.62) |
| Alberta | 89 | (0.76) | 6 | (0.68) |  | (0.68) |
| British Columbia | 91 | (0.64) | 6 | (0.52) | 4 | (0.41) |
|  | Computer use at school |  |  |  |  |  |
|  | Frequent |  | Infrequent |  | Never |  |
|  | \% Standard error |  | \% | Standard error | \% | Standard error |
| Canada | 40 | (0.89) | 52 | (0.79) | 8 | (0.43) |
| Australia | 59 | (1.01) | 38 | (0.90) | 3 | (0.26) |
| Belgium | 27 | (0.94) | 53 | (1.02) | 20 | (1.04) |
| Finland | 36 | (1.45) | 59 | (1.30) | 5 | (0.81) |
| Germany | 23 | (1.21) | 55 | (1.38) | 21 | (1.20) |
| Mexico | 54 | (1.85) | 26 | (1.22) | 20 | (1.62) |
| Sweden | 48 | (1.55) | 45 | (1.20) | 6 | (0.76) |
| Switzerland | 30 | (1.40) | 57 | (1.24) | 13 | (0.89) |
| United States | 43 | (1.38) | 49 | (1.17) | 8 | (0.68) |
| OECD countries (mean) | 41 | (0.61) | 44 | (0.56) | 15 | (0.51) |
| Russian Federation | 43 | (2.12) | 42 | (1.39) | 15 | (1.55) |
| Newfoundland and Labrador | 51 | (1.40) | 45 | (1.36) | 5 | (0.62) |
| Prince Edward Island | 47 | (1.36) | 48 | (1.35) | 6 | (0.66) |
| Nova Scotia | 39 | (1.06) | 54 | (1.11) | 8 | (0.58) |
| New Brunswick | 26 | (0.67) | 59 | (0.80) | 15 | (0.63) |
| Quebec | 26 | (1.65) | 57 | (1.47) | 17 | (1.55) |
| Ontario | 44 | (2.01) | 52 | (1.89) | 3 | (0.43) |
| Manitoba | 58 | (1.32) | 39 | (1.19) | 3 | (0.53) |
| Saskatchewan | 56 | (1.24) | 41 | (1.15) | 3 | (0.36) |
| Alberta | 49 | (2.84) | 47 | (2.76) | 4 | (0.90) |
| British Columbia | 38 | (2.07) | 54 | (1.60) | 8 | (0.90) |

1. Totals might not add to 100 due to rounding.
2. Frequent: Use computer most every day or a few times each week.

Infrequent: Use computer between once a week and once a month or less than once a month.
Never: Computer never used.
Sources: OECD PISA database, 2003.
PISA Canada database, 2003.

## c5 Education Indicators in Canada

Table C.5.4
Percentage of 15 -year-old students who reported using computers to help them learn school material, ${ }^{1}$ by frequency of use, Canada, other countries and provinces, 2003

|  | Almost <br> every day | A few times <br> each week | Between once <br> a week and <br> once a month | Less than once <br> a month | Never |
| :--- | ---: | ---: | ---: | ---: | ---: |

1. Totals might not add to 100 due to rounding.

Sources: OECD PISA database, 2003.
PISA Canada database, 2003.

Table C.5.5
Percentage of 15 -year-old students who reported use of computers at home and at school, ${ }^{1}$ by frequency of use ${ }^{2}$ and sex, Canada, other countries and provinces, 2003

| Countries and provinces | Computer use at home |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Frequent |  |  |  | Infrequent |  |  |  | Never |  |  |  |
|  | Female |  | Male |  | Female |  | Male |  | Female |  | Male |  |
|  | Standard |  | Standard |  | Standard |  | Standard |  | Standard |  | Standard |  |
|  | \% | error | \% | error | \% | error | \% | error | \% | error | \% | error |
| Canada | 88 | (0.48) | 91 | (0.39) | 7 | (0.42) | 5 | (0.32) | 5 | (0.29) | 4 | (0.26) |
| Australia | 86 | (0.63) | 89 | (0.56) | 10 | (0.52) | 8 | (0.54) | 4 | (0.39) | 4 | (0.42) |
| Belgium | 81 | (0.85) | 86 | (0.65) | 12 | (0.61) | 8 | (0.54) | 7 | (0.56) | 6 | (0.44) |
| Finland | 69 | (0.94) | 86 | (0.63) | 20 | (0.93) | 8 | (0.49) | 10 | (0.61) | 6 | (0.44) |
| Germany | 75 | (1.00) | 90 | (0.69) | 21 | (0.91) | 6 | (0.55) | 5 | (0.48) | 4 | (0.41) |
| Mexico | 47 | (2.02) | 50 | (1.99) | 8 | (0.57) | 7 | (0.80) | 46 | (2.08) | 43 | (2.05) |
| Sweden | 84 | (0.83) | 94 | (0.54) | 12 | (0.73) | 4 | (0.44) | 4 | (0.46) | 2 | (0.27) |
| Switzerland | 75 | (0.87) | 87 | (0.79) | 21 | (0.83) | 10 | (0.64) | 4 | (0.47) | 3 | (0.51) |
| United States | 82 | (0.93) | 84 | (0.83) | 9 | (0.74) | 9 | (0.59) | 9 | (0.67) | 7 | (0.67) |
| OECD countries (mean) | 68 | (0.53) | 75.1 | (0.45) | 16 | (0.36) | 11 | (0.33) | 16 | (0.37) | 14 | (0.36) |
| Russian Federation | 35 | (1.97) | 50 | (2.42) | 4 | (0.36) | 3 | (0.34) | 61 | (2.04) | 47 | (2.46) |
| Newfoundland and Labrador | 85 | (1.17) | 86 | (1.33) | 4 | (0.65) | 5 | (0.75) | 11 | (1.00) | 9 | (1.01) |
| Prince Edward Island | 88 | (1.26) | 87 | (1.28) | 6 | (0.88) | 6 | (0.88) | 6 | (0.86) | 7 | (0.86) |
| Nova Scotia | 88 | (1.00) | 89 | (0.96) | 5 | (0.64) | 5 | (0.82) | 7 | (0.85) | 6 | (0.64) |
| New Brunswick | 82 | (0.93) | 84 | (0.98) | 8 | (0.66) | 6 | (0.57) | 10 | (0.68) | 10 | (0.85) |
| Quebec | 81 | (1.08) | 89 | (0.95) | 11 | (1.08) | 5 | (0.72) | 8 | (0.70) | 6 | (0.78) |
| Ontario | 92 | (1.00) | 94 | (0.66) | 5 | (0.76) | 3 | (0.47) | 3 | (0.54) | 3 | (0.49) |
| Manitoba | 87 | (1.09) | 88 | (1.56) | 7 | (0.91) | 6 | (0.87) | 6 | (0.84) | 6 | (1.04) |
| Saskatchewan | 87 | (1.14) | 87 | (1.32) | 7 | (0.76) | 7 | (0.95) | 6 | (0.70) | 6 | (0.87) |
| Alberta | 88 | (1.49) | 91 | (1.06) | 6 | (1.03) | 6 | (0.93) | 5 | (1.09) | 3 | (0.71) |
| British Columbia | 89 | (0.90) | 92 | (0.76) | 6 | (0.76) | 5 | (0.60) | 4 | (0.57) | 3 | (0.50) |


| Countries and provinces | Computer use at school |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Frequent |  |  |  | Infrequent |  |  |  | Never |  |  |  |
|  | Female |  | Male |  | Female |  | Male |  | Female |  | Male |  |
|  | Standard |  | Standard |  | Standard |  | Standard |  | Standard |  | Standard |  |
| Canada | 35 | (1.00) | 47 | (1.11) | 57 | (0.95) | 46 | (1.02) | 8 | (0.51) | 7 | (0.48) |
| Australia | 55 | (1.37) | 63 | (1.19) | 42 | (1.24) | 34 | (1.06) | 3 | (0.35) | 3 | (0.30) |
| Belgium | 26 | (1.30) | 27 | (1.07) | 54 | (1.37) | 53 | (1.27) | 20 | (1.40) | 20 | (1.22) |
| Finland | 25 | (1.42) | 47 | (1.91) | 68 | (1.40) | 50 | (1.80) | 7 | (1.10) | 2 | (0.62) |
| Germany | 21 | (1.47) | 25 | (1.56) | 55 | (1.83) | 55 | (1.60) | 23 | (1.47) | 19 | (1.40) |
| Mexico | 53 | (2.31) | 56 | (1.92) | 27 | (1.43) | 24 | (1.41) | 21 | (1.75) | 20 | (1.80) |
| Sweden | 41 | (1.66) | 56 | (1.88) | 52 | (1.37) | 39 | (1.60) | 7 | (0.70) | 6 | (1.01) |
| Switzerland | 26 | (1.54) | 33 | (2.00) | 59 | (1.68) | 56 | (1.86) | 15 | (1.14) | 11 | (0.96) |
| United States | 39 | (1.58) | 46 | (1.58) | 52 | (1.45) | 46 | (1.42) | 8 | (0.96) | 7 | (0.68) |
| OECD countries (mean) | 39 | (0.68) | 42 | (0.71) | 46 | (0.69) | 43 | (0.62) | 15 | (0.59) | 15 | (0.55) |
| Russian Federation | 42 | (2.48) | 44 | (2.02) | 45 | (1.81) | 39 | (1.24) | 13 | (1.90) | 17 | (1.63) |
| Newfoundland and Labrador | 47 | (1.66) | 56 | (2.00) | 49 | (1.69) | 40 | (2.09) | 5 | (0.90) | 4 | (0.80) |
| Prince Edward Island | 46 | (1.78) | 48 | (1.82) | 50 | (1.86) | 45 | (1.74) | 5 | (0.78) | 7 | (0.98) |
| Nova Scotia | 33 | (1.33) | 44 | (1.60) | 59 | (1.36) | 49 | (1.75) | 8 | (0.79) | 7 | (0.97) |
| New Brunswick | 23 | (1.04) | 30 | (1.10) | 62 | (1.29) | 56 | (1.26) | 15 | (0.82) | 14 | (1.06) |
| Quebec | 20 | (2.04) | 32 | (1.77) | 62 | (2.12) | 52 | (1.55) | 18 | (2.01) | 16 | (1.49) |
| Ontario | 38 | (2.09) | 52 | (2.51) | 58 | (2.02) | 45 | (2.37) | 4 | (0.51) | 3 | (0.66) |
| Manitoba | 54 | (1.94) | 62 | (1.68) | 43 | (1.81) | 35 | (1.74) | 4 | (0.69) | 3 | (0.63) |
| Saskatchewan | 51 | (1.85) | 62 | (1.98) | 46 | (1.84) | 35 | (1.91) | 3 | (0.58) | 2 | (0.49) |
| Alberta | 44 | (3.11) | 54 | (3.20) | 52 | (2.70) | 42 | (3.52) | 4 | (1.16) | 4 | (1.05) |
| British Columbia | 32 | (2.26) | 45 | (2.45) | 60 | (1.95) | 48 | (1.83) | 8 | (1.12) | 8 | (1.03) |

1. Totals might not add to 100 due to rounding.
2. Frequent: Use computer most every day or a few times each week.

Infrequent: Use computer between once a week and once a month or less than once a month.
Never: Computer never used.
Sources: OECD PISA database, 2003.
PISA Canada database, 2003.


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## Chapter D fables

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## Table D.5.5

Employment rate, by literacy level for document proficiency, Canada and jurisdictions, population aged 16 to 65, 2003315

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Level of educational attainment in the population aged 25 to 64, OECD countries, Canada and jurisdictions, 2004

Table D.6.2
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Level of educational attainment in the population aged 25 to 64 with Aboriginal identity, by sex, Canada, 1996 and 2001
Table D.6.6
Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001

Table D.1.1
Number of registered apprentices, Canada and jurisdictions, 1994 and 2004

|  | 1994 | 2004 |
| :--- | ---: | ---: |
|  |  | number |
| Canada | 163,750 | 267,770 |
| Newfoundland and Labrador ${ }^{1}$ | 2,045 | 10,180 |
| Prince Edward Island | 385 | 715 |
| Nova Scotia | 4,205 | 5,535 |
| New Brunswick | 5,040 | 4,385 |
| Quebec | 35,965 | 60,225 |
| Ontario | 59,630 | 92,890 |
| Manitoba | 3,010 | 6,340 |
| Saskatchewan | 4,410 | 6,765 |
| Alberta | 28,555 | 54,165 |
| British Columbia | 19,770 | 25,720 |
| Yukon | 190 | 325 |
| Northwest Territories ${ }^{2}$ | 545 | 395 |
| Nunavut ${ }^{2}$ | $\ldots$ | 130 |

1. Beginning in 1997, Newfoundland and Labrador expanded its definition of registered apprentices to include students in pre-apprenticeship programs in community colleges and similar institutions.
2. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for the Northwest Territories. This creates a break in series for the Northwest Territories in 1999/2000.
Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.
Source: Registered Apprenticeship Information System, Statistics Canada.

Table D.1.2
Number of registered apprentices, by sex and major trade group, Canada, 1994 and 2004

|  | 1994 |  |  |  | 2004 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Male | Female | $\begin{array}{r} \text { Both } \\ \text { sexes } \end{array}$ | Percentage female | Male | Female | $\begin{aligned} & \text { Both } \\ & \text { sexes } \end{aligned}$ | Percentage female |
|  | number |  | percentage |  | number |  |  | percentage |
| Total, major trade groups | 153,270 | 10,480 | 163,750 | 6 | 241,995 | 25,775 | 267,770 | 9 |
| Building construction | 35,785 | 895 | 36,680 | 2 | 58,965 | 1,645 | 60,610 | 3 |
| Electrical, electronics and related | 29,685 | 510 | 30,195 | 2 | 44,315 | 1,110 | 45,425 | 2 |
| Food and service | 6,475 | 7,390 | 13,865 | 53 | 9,935 | 16,300 | 26,235 | 62 |
| Industrial and related mechanical | 13,070 | 165 | 13,235 | 1 | 19,535 | 355 | 19,890 | 2 |
| Metal fabricating | 32,500 | 375 | 32,875 | 1 | 53,560 | 1,095 | 54,655 | 2 |
| Motor vehicle and heavy equipment | 33,570 | 645 | 34,215 | 2 | 51,680 | 1,155 | 52,835 | 2 |
| Other ${ }^{1}$ | 2,185 | 500 | 2,685 | 19 | 4,005 | 4,115 | 8,120 | 51 |

1. Consists of miscellaneous trades and occupations not classified elsewhere.

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to $100 \%$.
Source: Registered Apprenticeship Information System, Statistics Canada.

Table D.1.3
Number and percentage distribution of registered apprentices, by age group, Canada, 1994 and 2004

|  | 1994 |  | 2004 |  |
| :--- | ---: | ---: | ---: | ---: |
|  | number | percentage | number | percentage |
| Under 20 | 3,865 | 2 | 17,845 | 7 |
| 20 to 24 | 39,945 | 24 | 72,135 | 27 |
| 25 to 29 | 43,810 | 27 | 61,880 | 23 |
| 30 to 34 | 31,575 | 19 | 39,655 | 15 |
| 35 to 39 | 17,920 | 11 | 28,035 | 10 |
| 40 to 44 | 9,155 | 6 | 21,870 | 8 |
| 45 and over | 7,615 | 5 | 23,615 | 9 |
| Not reported | 9,865 | 6 | 2,735 | 1 |
| Total | $\mathbf{1 6 3 , 7 5 0}$ | 100 | 267,770 | $\mathbf{1 0 0}$ |

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to $100 \%$.
Source: Registered Apprenticeship Information System, Statistics Canada.

Table D.1.4
Public college and institute full-time enrolment (headcount), by sex, Canada and jurisdictions, 2003/2004 and 2004/2005

|  | Male |  | Female |  |  |  | Both sexes |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003/2004 2004/2005 |  | 2003/2004 |  | 2004/2005 |  | 2003/2004 | 2004/2005 |
|  | number |  | number | percentage | number | percentage | number |  |
| Canada | . ${ }^{1}$ | . ${ }^{1}$ | .. ${ }^{1}$ | . | . ${ }^{1}$ | . | 511,483 | 514,266 |
| Newfoundland and Labrador ${ }^{2}$ | 2 $5,870{ }^{\text {e }}$ | $5,100{ }^{\text {e }}$ | 3,416 e | $37{ }^{\text {e }}$ | 3,316 ${ }^{\text {e }}$ | 39 e | 9,286 | 8,416 |
| Prince Edward Island ${ }^{2,4}$ | 1,202 | 1,082 | 904 | 43 | 807 | 43 | 2,106 | 1,889 |
| Nova Scotia | 4,293 | 4,407 | 4,435 | 51 | 4,603 | 51 | 8,728 | 9,010 |
| New Brunswick | 2,596 | 2,812 | 2,120 | 45 | 2,302 | 45 | 4,716 | 5,114 |
| Quebec ${ }^{3}$ | 71,963 | 70,983 | 97,385 | 58 | 97,702 | 58 | 169,348 | 168,685 |
| Ontario | 67,331 ${ }^{\text {e }}$ | 68,403 ${ }^{\text {e }}$ | 79,726 ${ }^{\text {e }}$ | $54{ }^{\text {e }}$ | 80,900 ${ }^{\text {e }}$ | $54{ }^{\text {e }}$ | 147,057 | 149,303 |
| Manitoba ${ }^{4,5}$ | 7,269 | 7,110 | 5,529 | 43 | 5,351 | 43 | 12,798 | 12,461 |
| Saskatchewan | . | .. | .. | .. | .. | .. | 9,176 ${ }^{\text {e }}$ | 9,281 ${ }^{\text {e }}$ |
| Alberta ${ }^{4}$ | 39,413 | 39,433 | 29,426 | 43 | 30,773 | 44 | 68,839 | 70,206 |
| British Columbia ${ }^{4}$ | 39,015 | 39,095 | 38,686 | 50 | 39,008 | 50 | 77,701 | 78,103 |
| Yukon | $270{ }^{\text {e }}$ | $253{ }^{\text {e }}$ | $406{ }^{\text {e }}$ | $60^{\text {e }}$ | $470{ }^{\text {e }}$ | $65{ }^{\text {e }}$ | 676 | 723 |
| Northwest Territories | 180 | 198 | 305 | 63 | 344 | 63 | 485 | 542 |
| Nunavut | 130 | 240 | 437 | 77 | 293 | 55 | 567 | 533 |

1. These numbers are not available for Canada because the full-time counts for Saskatchewan are not available and cannot be estimated.
2. Full-time/Part-time status was estimated for a small number of enrolments.
3. Data are for the fall period.
4. For a small number of enrolments, the sex is not known; therefore, the male/female split was estimated.
5. The reporting period is July 1 to June 30. Enrolment figures may include small numbers of students in adult upgrading, English as a second language, or other special training programs.
Notes: Includes enrolment for publicly funded colleges and institutes only. Data are based on aggregate collection at the jurisdictional level. Except for Quebec and Manitoba, the reporting period is September 1 to August 31.
Sources: Survey of Colleges and Institutes, Statistics Canada.
Postsecondary Student Information System, Statistics Canada.
Community College Student Information System, Statistics Canada.
Trade/Vocational Enrolment Survey, Statistics Canada.

Table D.1.5
University enrolment, by sex and registration status, Canada and provinces, 1994/1995, 1999/2000 and 2004/2005

| Male |  |  | Female |  |  | Both sexes ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1994/1995 | 1999/2000 | 2004/2005 | 1994/1995 | 1999/2000 | 2004/2005 | 1994/1995 | 1999/2000 | 2004/2005 |

Full-time students
Total ${ }^{2}$

| Canada | 270,069 | 262,647 | 327,729 | 305,643 | 330,075 | 429,165 | 575,712 | 592,722 | 756,894 |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Newfoundland and Labrador | 5,871 | 5,580 | 5,784 | 7,272 | 7,902 | 9,039 | 13,143 | 13,482 | 14,823 |
| Prince Edward Island | 1,038 | 9663 | 1,236 | 1,503 | 1,650 | 2,151 | 2,541 | 2,613 | 3,387 |
| Nova Scotia | 13,485 | 12,501 | 15,147 | 16,437 | 17,478 | 20,397 | 29,922 | 29,979 | 35,544 |
| New Brunswick | 9,162 | 7,914 | 8,580 | 10,389 | 10,317 | 11,784 | 19,551 | 18,231 | 20,364 |
| Quebec | 62,643 | 60,210 | 72,420 | 72,960 | 77,532 | 92,454 | 135,603 | 137,742 | 164,874 |
| Ontario | 109,551 | 106,851 | 143,910 | 120,753 | 130,374 | 189,312 | 230,304 | 237,225 | 333,222 |
| Manitoba | 11,043 | 9,231 | 12,258 | 11,919 | 11,634 | 16,764 | 22,962 | 20,865 | 29,022 |
| Saskatchewan | 10,926 | 10,662 | 10,632 | 12,258 | 13,278 | 14,184 | 23,184 | 23,940 | 24,816 |
| Alberta | 23,607 | 25,026 | 29,340 | 27,198 | 30,504 | 36,375 | 50,805 | 55,530 | 65,715 |
| British Columbia | 22,737 | 23,709 | 28,425 | 24,957 | 29,409 | 36,705 | 47,694 | 53,118 | 65,130 |

Undergraduate

| Canada | 219,744 | 213,615 | 265,623 | 263,268 | 281,454 | 366,309 | 483,012 | 495,069 | 631,932 |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Newfoundland and Labrador | 2,961 | 3,978 | 4,029 | 3,606 | 5,412 | 6,216 | 6,567 | 9,390 | 10,245 |
| Prince Edward Island | 1,020 | 933 | 1,191 | 1,467 | 1,590 | 2,082 | 2,487 | 2,523 | 3,273 |
| Nova Scotia | 11,706 | 10,728 | 13,095 | 14,694 | 15,492 | 18,373 | 26,400 | 26,220 | 31,428 |
| New Brunswick | 8,277 | 7,170 | 7,623 | 9,648 | 9,408 | 10,782 | 17,925 | 16,578 | 18,405 |
| Quebec | 48,615 | 45,249 | 52,431 | 61,059 | 62,589 | 72,998 | 109,674 | 107,838 | 125,229 |
| Ontario | 91,971 | 89,409 | 122,253 | 107,274 | 114,579 | 168,480 | 199,245 | 203,988 | 290,733 |
| Manitoba | 9,183 | 7,716 | 10,512 | 10,488 | 10,272 | 14,925 | 19,671 | 17,988 | 25,437 |
| Saskatchewan | 9,138 | 8,739 | 8,949 | 10,854 | 11,568 | 12,621 | 19,992 | 20,307 | 21,570 |
| Alberta | 19,821 | 21,138 | 23,412 | 23,940 | 26,802 | 30,552 | 43,761 | 47,940 | 53,964 |
| British Columbia | 17,052 | 18,558 | 22,128 | 20,229 | 23,742 | 29,520 | 37,281 | 42,300 | 51,648 |

Graduate

| Canada | 41,739 | 41,079 | 53,409 | 32,961 | 39,162 | 52,179 | 74,700 | 80,241 | $\mathbf{1 0 5 , 5 8 8}$ |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Newfoundland and Labrador | 522 | 534 | 663 | 411 | 540 | 732 | 933 | 1,074 | $\mathbf{1 , 3 9 5}$ |
| Prince Edward Island | 12 | 18 | 27 | 15 | 36 | 48 | 75 |  |  |
| Nova Scotia | 1,278 | 1,155 | 1,698 | 1,092 | 1,218 | 1,599 | 2,370 | 2,34 | 3,297 |
| New Brunswick | 630 | 534 | 735 | 465 | 501 | 648 | 1,095 | 1,035 | 1,383 |
| Quebec | 12,231 | 12,834 | 17,361 | 10,164 | 12,825 | 17,106 | 22,395 | 25,659 | 34,467 |
| Ontario | 15,561 | 15,498 | 19,650 | 11,919 | 13,935 | 18,609 | 27,480 | 29,433 | 38,259 |
| Manitoba | 1,545 | 1,221 | 1,371 | 1,092 | 1,047 | 1,365 | 2,637 | 2,268 | 2,736 |
| Saskatchewan | 1,158 | 1,068 | 1,143 | 696 | 858 | 1,062 | 1,854 | 1,926 | 2,205 |
| Alberta | 3,336 | 3,09 | 5,052 | 2,715 | 3,081 | 4,512 | 6,051 | 6,390 | 9,564 |
| British Columbia | 5,460 | 4,905 | 5,706 | 4,392 | 5,127 | 6,498 | 9,852 | 10,032 | 12,204 |

Part-time students

| Total $^{2}$ |  |  |  |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Canada | 110,301 | 101,202 | $\mathbf{1 0 1 , 2 8 0}$ | 172,959 | 153,477 | 156,081 | 283,260 | 254,679 | 257,361 |
| Newfoundland and Labrador | 1,638 | 1,119 | 1,323 | 2,388 | 1,656 | 1,839 | 4,026 | 2,775 | 3,162 |
| Prince Edward Island | 225 | 162 | 204 | 363 | 324 | 381 | 588 | 486 | 585 |
| Nova Scotia | 2,610 | 2,820 | 2,670 | 4,713 | 4,779 | 5,211 | 7,323 | 7,599 | 7,881 |
| New Brunswick | 1,788 | 1,464 | 1,644 | 3,447 | 2,631 | 2,886 | 5,235 | 4,095 | 4,530 |
| Quebec | 44,559 | 39,558 | 38,223 | 68,262 | 60,555 | 60,306 | 112,821 | 100,113 | 98,529 |
| Ontario | 36,396 | 30,723 | 33,054 | 57,684 | 44,370 | 47,136 | 94,080 | 75,093 | 80,190 |
| Manitoba | 5,358 | 3,840 | 3,876 | 7,449 | 5,988 | 6,384 | 12,807 | 9,828 | 10,260 |
| Saskatchewan | 2,952 | 2,796 | 2,964 | 5,115 | 4,719 | 5,055 | 8,067 | 7,515 | 8,019 |
| Alberta | 6,156 | 10,008 | 8,250 | 10,476 | 16,008 | 14,079 | 16,632 | 26,016 | 22,329 |
| British Columbia | 8,622 | 8,712 | 9,072 | 13,065 | 12,447 | 12,801 | 21,687 | 21,159 | 21,873 |

Table D.1.5
University enrolment, by sex and registration status, Canada and provinces, 1994/1995, 1999/2000 and 2004/2005 (concluded)

|  | Male |  |  | Female |  |  | Both sexes ${ }^{1}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1994/1995 | 1999/2000 | 2004/2005 | 1994/1995 | 1999/2000 | 2004/2005 | 1994/1995 | 1999/2000 | 2004/2005 |
| Undergraduate |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Canada | 64,977 | 60,342 | 59,754 | 110,295 | 94,929 | 93,972 | 175,272 | 155,271 | 153,726 |
| Newfoundland and Labrador | 609 | 555 | 567 | 630 | 816 | 804 | 1,239 | 1,371 | 1,371 |
| Prince Edward Island | 210 | 123 | 153 | 324 | 234 | 261 | 534 | 357 | 414 |
| Nova Scotia | 1,188 | 1,506 | 1,371 | 2,196 | 2,307 | 2,574 | 3,384 | 3,813 | 3,945 |
| New Brunswick | 615 | 921 | 918 | 1,461 | 1,566 | 1,380 | 2,076 | 2,487 | 2,298 |
| Quebec | 26,877 | 23,373 | 22,332 | 46,590 | 38,775 | 38,991 | 73,467 | 62,148 | 61,323 |
| Ontario | 21,189 | 18,858 | 20,106 | 36,942 | 28,104 | 28,188 | 58,131 | 46,962 | 48,294 |
| Manitoba | 4,137 | 2,922 | 2,925 | 5,694 | 4,446 | 4,521 | 9,831 | 7,368 | 7,446 |
| Saskatchewan | 1,320 | 1,371 | 1,719 | 2,562 | 2,544 | 3,120 | 3,882 | 3,915 | 4,839 |
| Alberta | 2,229 | 3,579 | 2,322 | 4,137 | 5,949 | 3,909 | 6,366 | 9,528 | 6,231 |
| British Columbia | 6,609 | 7,134 | 7,344 | 9,762 | 10,182 | 10,224 | 16,371 | 17,316 | 17,568 |

Graduate

| Canada | 17,880 | 16,575 | 19,050 | 20,367 | 19,491 | 24,075 | 38,247 | 36,066 | 43,125 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Newfoundland and Labrador | 225 | 267 | 396 | 258 | 318 | 462 | 483 | 585 | 858 |
| Prince Edward Island | 3 | 6 | 27 |  | 18 | 45 |  | 24 | 72 |
| Nova Scotia | 498 | 648 | 825 | 786 | 1,134 | 1,671 | 1,284 | 1,782 | 2,496 |
| New Brunswick | 273 | 240 | 252 | 360 | 297 | 378 | 633 | 537 | 630 |
| Quebec | 9,111 | 7,341 | 8,925 | 9,786 | 8,367 | 10,719 | 18,897 | 15,708 | 19,644 |
| Ontario | 4,971 | 4,320 | 4,758 | 5,499 | 4,773 | 5,430 | 10,470 | 9,093 | 10,188 |
| Manitoba | 483 | 357 | 354 | 651 | 591 | 561 | 1,134 | 948 | 915 |
| Saskatchewan | 597 | 519 | 375 | 594 | 657 | 444 | 1,191 | 1,176 | 819 |
| Alberta | 1,035 | 1,902 | 1,992 | 1,329 | 2,022 | 2,760 | 2,364 | 3,924 | 4,752 |
| British Columbia | 687 | 975 | 1,152 | 1,104 | 1,317 | 1,608 | 1,791 | 2,292 | 2,760 |

1. Includes enrolments for which sex was not reported.
2. Includes other program levels not listed in this table.

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

Table D.1.6
Percentage of males relative to total full-time university enrolment, Canada and provinces, 1994/1995 and 2004/2005

|  | Undergraduate |  | Graduate |  | Total |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1994/1995 | 2004/2005 | 1994/1995 | 2004/2005 | 1994/1995 | 2004/2005 |
|  | percentage |  | percentage |  | percentage |  |
| Canada | 45 | 42 | 56 | 51 | 47 | 43 |
| Newfoundland and Labrador | 45 | 39 | 56 | 46 | 46 | 40 |
| Prince Edward Island | 41 | 36 | 44 | 35 | 41 | 36 |
| Nova Scotia | 44 | 42 | 54 | 51 | 45 | 43 |
| New Brunswick | 46 | 41 | 58 | 53 | 47 | 42 |
| Quebec | 44 | 42 | 55 | 50 | 46 | 44 |
| Ontario | 46 | 42 | 57 | 51 | 47 | 43 |
| Manitoba | 47 | 41 | 59 | 50 | 48 | 42 |
| Saskatchewan | 46 | 41 | 62 | 52 | 47 | 42 |
| Alberta | 45 | 43 | 55 | 53 | 46 | 45 |
| British Columbia | 46 | 43 | 55 | 47 | 48 | 44 |

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to $100 \%$.
Source: Postsecondary Student Information System, Statistics Canada.

Table D.2.1
Number of registered apprenticeship completions, Canada and jurisdictions, 1994 and 2004

|  | 1994 | 2004 | Percentage change |
| :--- | ---: | ---: | ---: |
|  |  | number |  |
| Canada | 16,800 | 19,705 | percentage |
| Newfoundland and Labrador ${ }^{1}$ | 240 | 195 | 17 |
| Prince Edward Island | 50 | 85 | -19 |
| Nova Scotia | 460 | 530 | 70 |
| New Brunswick | 595 | 515 | 15 |
| Quebec | 1,395 | -13 |  |
| Ontario | 5,815 | 1510 | 144 |
| Manitoba | 435 | 1 |  |
| Saskatchewan | 385 | 8,870 | 87 |
| Alberta | 4,445 | 780 | 103 |
| British Columbia | 2,920 | 5,475 | 23 |
| Yukon | 20 | 1,940 | -34 |
| Northwest Territories ${ }^{2}$ | 45 | 30 | 50 |
| Nunavut ${ }^{2}$ | $\ldots$ | 45 | 0 |

1. Beginning in 1997, Newfoundland and Labrador expanded its definition of registered apprentices to include students in pre-apprenticeship programs in community colleges and similar institutions.
2. Nunavut was created on April 1, 1999. Prior to that date, data for Nunavut were included with data for Northwest Territories. This creates a break in series for Northwest Territories in 1999/2000.
Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.
Source: Registered Apprenticeship Information System, Statistics Canada.

Table D.2.2
Number of registered apprenticeship completions, by sex and trade group, Canada, 1994 and 2004

|  | 1994 |  |  |  | 2004 |  |  |  | Percentage change |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Male | Female | Percentage female | $\begin{aligned} & \text { Both } \\ & \text { sexes } \end{aligned}$ | Male | Female | Percentage female | Both sexes | Male | Female | $\begin{array}{r} \text { Both } \\ \text { sexes } \end{array}$ |
|  | number |  | percentage |  | number |  | percentage | number | percentage |  |  |
| Building construction trades | 2,370 | 45 | 2 | 2,415 | 2,540 | 50 | 2 | 2,590 | 7 | 11 | 7 |
| Electrical, electronics and related | 2,955 | 40 | 1 | 2,995 | 3,445 | 75 | 2 | 3,520 | 17 | 88 | 18 |
| Food and service trades | 685 | 1,280 | 65 | 1,965 | 550 | 1,715 | 76 | 2,265 | -20 | 34 | 15 |
| Industrial and related |  |  |  |  |  |  |  |  |  |  |  |
| mechanical trades | 1,670 | 15 | 1 | 1,685 | 2,035 | 20 | 1 | 2,055 | 22 | 33 | 22 |
| Metal fabricating trades | 3,540 | 20 | 1 | 3,560 | 4,710 | 75 | 2 | 4,785 | 33 | 275 | 34 |
| Motor vehicle and heavy equipment | 3,895 | 45 | 1 | 3,940 | 4,070 | 60 | 1 | 4,130 | 4 | 33 | 5 |
| Other trades ${ }^{1}$ | 200 | 50 | 20 | 250 | 165 | 190 | 54 | 355 | -18 | 280 | 42 |
| Total | 15,315 | 1,490 | 9 | 16,800 | 17,520 | 2,185 | 11 | 19,705 | 14 | 47 | 17 |

1. Consists of miscellaneous trades and occupations not classified elsewhere.

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to $100 \%$.
Source: Registered Apprenticeship Information System, Statistics Canada.

Table D.2.3
Number of diplomas and degrees granted and graduation rates, by level of education, Canada, 1976 to 2004

|  | Number of diplomas and degrees |  |  |  |  | Graduation rates |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | College diplomas and certificates | Bachelor's and first professional degrees | Master's degrees | Earned doctorate degrees | Total ${ }^{1}$ | College diplomas and certificates | Bachelor's and first professional degrees | Master's degrees | Earned doctorate degrees |
|  | number |  |  |  |  | rate |  |  |  |
| 1976 | 56,655 | 83,292 | 11,555 | 1,693 | 153,195 | 12.1 | 18.4 | 2.7 | 0.4 |
| 1977 | 60,687 | 87,356 | 12,375 | 1,702 | 162,120 | 13.0 | 18.6 | 2.8 | 0.4 |
| 1978 | 64,891 | 89,349 | 12,637 | 1,819 | 168,696 | 13.7 | 19.1 | 2.8 | 0.4 |
| 1979 | 67,883 | 87,238 | 12,351 | 1,803 | 169,275 | 14.1 | 18.3 | 2.7 | 0.4 |
| 1980 | 67,343 | 86,410 | 12,432 | 1,738 | 167,923 | 13.7 | 17.7 | 2.7 | 0.4 |
| 1981 | 68,744 | 84,926 | 12,903 | 1,816 | 168,389 | 13.7 | 17.2 | 2.7 | 0.4 |
| 1982 | 71,818 | 87,106 | 13,110 | 1,715 | 173,749 | 14.2 | 17.3 | 2.7 | 0.4 |
| 1983 | 75,776 | 89,770 | 13,925 | 1,821 | 181,292 | 15.2 | 17.7 | 2.8 | 0.4 |
| 1984 | 83,557 | 92,856 | 14,568 | 1,878 | 192,859 | 16.5 | 18.5 | 2.9 | 0.4 |
| 1985 | 84,281 | 97,551 | 15,208 | 2,004 | 199,044 | 16.9 | 19.2 | 3.0 | 0.4 |
| 1986 | 81,761 | 101,670 | 15,948 | 2,220 | 201,599 | 16.9 | 20.2 | 3.2 | 0.5 |
| 1987 | 82,419 | 103,078 | 15,968 | 2,375 | 203,840 | 18.5 | 21.2 | 3.1 | 0.5 |
| 1988 | 80,096 | 103,606 | 16,320 | 2,418 | 202,440 | 19.2 | 23.2 | 3.2 | 0.5 |
| 1989 | 82,190 | 104,981 | 16,750 | 2,573 | 206,494 | 20.1 | 24.7 | 3.4 | 0.5 |
| 1990 | 82,506 | 109,777 | 17,653 | 2,673 | 212,609 | 20.1 | 26.5 | 3.9 | 0.5 |
| 1991 | 83,824 | 114,820 | 18,033 | 2,947 | 219,624 | 20.1 | 27.8 | 4.2 | 0.6 |
| 1992 | 85,949 | 120,745 | 19,435 | 3,136 | 229,265 | 20.6 | 28.7 | 4.6 | 0.6 |
| 1993 | 92,515 | 123,202 | 20,818 | 3,356 | 239,891 | 23.2 | 29.4 | 5.0 | 0.7 |
| 1994 | 95,296 | 126,538 | 21,292 | 3,552 | 246,678 | 24.2 | 31.6 | 5.0 | 0.8 |
| 1995 | 97,195 | 127,331 | 21,356 | 3,716 | 249.598 | 24.8 | 32.3 | 5.1 | 0.9 |
| 1996 | 100,978 | 127,986 | 21,558 | 3,928 | 254,450 | 25.0 | 32.5 | 5.3 | 0.9 |
| 1997 | 105,019 | 125,794 | 21,319 | 3,966 | 256,098 | 25.8 | 31.0 | 5.3 | 0.9 |
| 1998 | 113,057 | 124,861 | 22,026 | 3,976 | 263,920 | 27.7 | 30.8 | 5.6 | 0.9 |
| 1999 | .. | 126,436 | 23,272 | 3,966 | .. | .. | 31.0 | 5.7 | 1.0 |
| 2000 | .. | 128,568 | 24,228 | 3,860 | .. | .. | 31.4 | 5.9 | 0.9 |
| 2001 | . | 129,240 | 24,906 | 3,708 | .. | .. | 31.0 | 6.0 | 0.9 |
| 2002 | .. | 134,037 | 26,325 | 3,729 | .. | .. | 30.6 | 6.3 | 0.9 |
| 2003 | .. | 140,883 | 28,980 | 3,861 | .. | .. | 32.1 | 6.7 | 0.9 |
| 2004 | . | 148,212 | 31,554 | 4,164 | .. | . | 33.3 | 7.1 | 1.0 |

1. Excludes university diploma/certificate below or above bachelor's degree.

Notes: Rates were calculated by dividing the number of graduates by the population at the typical age of graduation (age 21 for college diplomas, age 22 for bachelor's and first professional degrees, age 24 for master's degrees, and age 27 for earned doctorates). Rates include foreign students. The data for British Columbia do not include bachelor's degrees granted by university colleges. To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.
Sources: University Student Information System, Statistics Canada.
Postsecondary Student Information System, Statistics Canada.
Community College Student Information System, Statistics Canada.

Table D.2.4
Graduation rates, by program level and jurisdiction of study, Canada and jurisdictions, 1991 to 2004

| Level and year | Typical age <br> at graduation | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Y.T. | N.W.T. |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

College:

| 1991 | 21 | 20 | 9 | 27 | 7 | 9 | 40 | 16 | 10 | 10 | 19 | 11 | 7 | 10 |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 1992 | 21 | 21 | 10 | 25 | 7 | 10 | 42 | 16 | 9 | 10 | 19 | 10 | 5 | 33 |
| 1993 | 21 | 23 | 12 | 22 | 10 | 10 | 46 | 19 | 10 | 10 | 19 | 11 | 6 | 25 |
| 1994 | 21 | 24 | 13 | 25 | 10 | 12 | 47 | 20 | 11 | 11 | 20 | 13 | 7 | 32 |
| 1995 | 21 | 25 | 15 | 34 | 15 | 13 | 44 | 23 | 9 | 11 | 22 | 13 | 14 | 19 |
| 1996 | 21 | 25 | 20 | 35 | 29 | 12 | 37 | 26 | 9 | 10 | 21 | 14 | 9 | 31 |
| 1997 | 21 | 26 | 20 | 40 | 32 | 23 | 37 | 27 | 10 | 10 | 20 | 13 | 6 | 12 |
| 1998 | 21 | 28 | 26 | 53 | 34 | 26 | 40 | 30 | 9 | 8 | 20 | 14 | 21 | 17 |
| 1999 | 21 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 2000 | 21 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 2001 | 21 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 2002 | 21 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 2003 | 21 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 2004 | 21 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |

Bachelor's and first professional degrees:

| 1991 | 22 | 28 | 22 | 21 | 39 | 26 | 28 | 31 | 30 | 31 | 23 | 18 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1992 | 22 | 29 | 21 | 24 | 42 | 26 | 28 | 32 | 30 | 32 | 23 | 20 |  |
| 1993 | 22 | 29 | 22 | 23 | 42 | 27 | 30 | 33 | 31 | 33 | 23 | 21 |  |
| 1994 | 22 | 32 | 24 | 25 | 45 | 28 | 32 | 36 | 33 | 29 | 26 | 22 |  |
| 1995 | 22 | 32 | 24 | 27 | 46 | 30 | 32 | 37 | 34 | 31 | 26 | 22 |  |
| 1996 | 22 | 33 | 25 | 24 | 46 | 33 | 32 | 38 | 32 | 31 | 27 | 21 |  |
| 1997 | 22 | 31 | 26 | 27 | 47 | 32 | 30 | 36 | 31 | 28 | 26 | 22 |  |
| 1998 | 22 | 31 | 28 | 22 | 49 | 31 | 28 | 36 | 30 | 28 | 25 | 23 |  |
| 1999 | 22 | 31 | 31 | 28 | 50 | 32 | 28 | 36 | 30 | 29 | 26 | 24 |  |
| 2000 | 22 | 31 | 30 | 28 | 49 | 34 | 28 | 36 | 29 | 31 | 26 | 26 |  |
| 2001 | 22 | 31 | 31 | 28 | 46 | 34 | 27 | 35 | 30 | 31 | 26 | 25 |  |
| 2002 | 22 | 31 | 30 | 27 | 46 | 35 | 27 | 35 | 29 | 31 | 28 | 24 |  |
| 2003 | 22 | 32 | 32 | 30 | 51 | 35 | 28 | 37 | 31 | 31 | 28 | 24 |  |
| 2004 | 22 | 33 | 33 | 31 | 54 | 39 | 31 | 38 | 32 | 30 | 29 | 24 | . |

## Master's degrees:

| 1991 | 24 | 4 | 2 | 0 | 6 | 3 | 5 | 5 | 3 | 3 | 3 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 1992 | 24 | 5 | 2 | 1 | 8 | 3 | 6 | 5 | 3 | 3 | 3 | 3 |
| 1993 | 24 | 5 | 3 | 1 | 8 | 4 | 6 | 5 | 3 | 3 | 4 | 4 |
| 1994 | 24 | 5 | 2 | 1 | 8 | 3 | 7 | 5 | 3 | 3 | 4 | 4 |
| 1995 | 24 | 5 | 3 | 0 | 8 | 4 | 7 | 5 | 4 | 4 | 4 | 4 |
| 1996 | 24 | 5 | 3 | 1 | 7 | 4 | 7 | 6 | 4 | 4 | 3 | 4 |
| 1997 | 24 | 5 | 3 | 0 | 8 | 4 | 7 | 6 | 4 | 4 | 4 | 4 |
| 1998 | 24 | 6 | 4 | 0 | 7 | 4 | 7 | 6 | 3 | 4 | 4 | 4 |
| 1999 | 24 | 6 | 5 | 1 | 10 | 4 | 7 | 6 | 3 | 4 | 4 | . |
| 2000 | 24 | 6 | 6 | 1 | 9 | 4 | 8 | 6 | 3 | 4 | 4 | . |
| 2001 | 24 | 6 | 5 | 1 | 10 | 4 | 8 | 6 | 3 | 4 | 5 | . |
| 2002 | 24 | 6 | 6 | 2 | 11 | 4 | 8 | 7 | 4 | 4 | 5 | 5 |
| 2003 | 24 | 7 | 6 | 1 | 12 | 4 | 9 | 7 | 3 | 5 | 5 | . |
| 2004 | 24 | 7 | 7 | 2 | 14 | 5 | 9 | 7 | 3 | 5 | 6 | . |

D2 Education Indicators in Canada
Table D.2.4
Graduation rates, by program level and jurisdiction of study, Canada and jurisdictions, 1991 to 2004 (concluded)

| Level and year | Typical age at graduation | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Y.T. | N.W.T. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

## Earned doctorate degrees:

| 1991 | 27 | 0.6 | 0.3 | $\ldots$ | 0.5 | 0.1 | 0.6 | 0.6 | 0.4 | 0.4 | 0.6 | 0.5 | . |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 1992 | 27 | 0.6 | 0.2 | $\ldots$ | 0.4 | 0.2 | 0.7 | 0.7 | 0.5 | 0.5 | 0.7 | 0.5 | . |
| 1993 | 27 | 0.7 | 0.3 | $\ldots$ | 0.5 | 0.3 | 0.8 | 0.8 | 0.6 | 0.6 | 0.8 | 0.7 | . |
| 1994 | 27 | 0.8 | 0.3 | $\ldots$ | 0.5 | 0.3 | 0.9 | 0.9 | 0.8 | 0.6 | 0.9 | 0.7 | . |
| 1995 | 27 | 0.9 | 0.3 | $\ldots$ | 0.7 | 0.4 | 1.0 | 0.9 | 0.6 | 0.8 | 0.9 | 0.8 | . |
| 1996 | 27 | 0.9 | 0.4 | $\ldots$ | 0.6 | 0.5 | 1.1 | 1.0 | 0.6 | 0.8 | 0.9 | 0.8 | . |
| 1997 | 27 | 0.9 | 0.4 | $\ldots$ | 0.6 | 0.4 | 1.2 | 1.0 | 0.7 | 0.8 | 0.9 | 0.8 | . |
| 1998 | 27 | 0.9 | 0.4 | $\ldots$ | 0.7 | 0.3 | 1.2 | 0.9 | 0.7 | 0.7 | 0.9 | 0.8 | . |
| 1999 | 27 | 1.0 | 0.6 | 0.1 | 0.6 | 0.3 | 1.3 | 1.0 | 0.6 | 0.7 | 0.9 | 0.9 | . |
| 2000 | 27 | 0.9 | 0.5 | 0.2 | 0.5 | 0.4 | 1.3 | 0.9 | 0.6 | 0.7 | 0.9 | 1.0 | . |
| 2001 | 27 | 0.9 | 0.5 | 0.0 | 0.6 | 0.4 | 1.2 | 0.9 | 0.6 | 0.6 | 0.9 | 0.9 | . |
| 2002 | 27 | 0.9 | 0.7 | 0.0 | 0.6 | 0.2 | 1.1 | 0.9 | 0.7 | 0.7 | 0.8 | 0.9 | . |
| 2003 | 27 | 0.9 | 0.5 | 0.4 | 0.6 | 0.4 | 1.1 | 0.9 | 0.5 | 0.6 | 0.9 | 0.9 | . |
| 2004 | 27 | 1.0 | 0.6 | 0.2 | 0.7 | 0.4 | 1.2 | 1.0 | 0.6 | 0.6 | 0.9 | 0.9 | . |

Note: Graduation rates are based on jurisdiction of study. Graduation rates were calculated by dividing the number of graduates by the population at the typical age of graduation (age 21 for college diplomas, age 22 for undergraduate degrees, age 24 for master's degrees, and age 27 for earned doctorates). Rates presented in this table include foreign students. The data for British Columbia do not include bachelor's degrees granted by university colleges.
Sources: University Student Information System, Statistics Canada.
Community College Student Information System, Statistics Canada.
Postsecondary Student Information System, Statistics Canada.

Table D.2.5
Number of graduates from public colleges and institutes, by sex and type of credential, Canada and jurisdictions, 2003/2004 and 2004/2005

|  |  |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: |

D2 Education Indicators in Canada
Table D.2.5
Number of graduates from public colleges and institutes, by sex and type of credential, Canada and jurisdictions, 2003/2004 and 2004/2005 (concluded)

|  | 2003/2004 |  |  |  | 2004/2005 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Male | Female | Percentage female | $\begin{array}{r} \text { Both } \\ \text { sexes } \end{array}$ | Male | Female | Percentage female | $\begin{array}{r} \text { Both } \\ \text { sexes } \end{array}$ |
|  | number |  | percentage | number | number |  | percentage | number |
| Certificate |  |  | $\ldots$ | 3,042 |  |  | $\ldots$ | 3,427 |
| Diploma | . | . | $\ldots$ | 866 | . | . | $\ldots$ | 893 |
| Degree | ... | ... | ... | ... | ... | ... | ... | ... |
| Total | . | . | ... | 3,908 | . | . | ... | 4,320 |
| Alberta ${ }^{3}$ |  |  |  |  |  |  |  |  |
| Certificate | 2,202 | 4,848 | 69 | 7,050 | 2,694 | 4,818 | 64 | 7,512 |
| Diploma | 4,107 | 4,520 | 52 | 8,627 | 4,244 | 4,905 | 54 | 9,149 |
| Degree | 429 | 506 | 54 | 935 | 431 | 440 | 51 | 871 |
| Total | 6,738 | 9,874 | 59 | 16,612 | 7,369 | 10,163 | 58 | 17,532 |
| British Columbia ${ }^{3}$ |  |  |  |  |  |  |  |  |
| Certificate | 7,497 | 8,186 | 52 | 15,683 | 7,470 | 7,585 | 50 | 15,055 |
| Diploma | 4,648 | 5,495 | 54 | 10,143 | 4,602 | 5,179 | 53 | 9,781 |
| Degree | 1,088 | 2,035 | 65 | 3,123 | 1,178 | 2,361 | 67 | 3,539 |
| Total | 13,233 | 15,716 | 54 | 28,949 | 13,250 | 15,125 | 53 | 28,375 |
| Yukon |  |  |  |  |  |  |  |  |
| Certificate | $54{ }^{\text {e }}$ | $83{ }^{\text {e }}$ | 61 | 137 | $48{ }^{\text {e }}$ | $90^{\circ}$ | 65 | 138 |
| Diploma | $26^{\text {e }}$ | $26^{\text {e }}$ | 50 | 52 | $15^{\circ}$ | $24^{\text {e }}$ | 62 | 39 |
| Degree | $\ldots$ | $\ldots$ | $\ldots$ | ... | ... | ... | ... | $\ldots$ |
| Total | $80^{\circ}$ | 109 e | 58 | 189 | $63^{\text {e }}$ | $114{ }^{\text {e }}$ | 64 | 177 |
| Northwest Territories |  |  |  |  |  |  |  |  |
| Certificate | 16 | 38 | 70 | 54 | 16 | 47 | 75 | 63 |
| Diploma Degree | 21 | 48 | 70 | 69 | 7 | 25 | 78 | 32 |
|  | ... | ... | $\ldots$ | ... | $\ldots$ | ... | ... | ... |
| Total | 37 | 86 | 70 | 123 | 23 | 72 | 76 | 95 |
| Nunavut |  |  |  |  |  |  |  |  |
| Certificate | 32 | 119 | 79 | 151 | 18 | 34 | 65 | 52 |
| Diploma | 12 | 23 | 66 | 35 | 8 | 22 | 73 | 30 |
| Degree | ... | $\ldots$ | ... | ... | $\ldots$ | ... | ... | ... |
| Total | 44 | 142 | 76 | 186 | 26 | 56 | 68 | 82 |

1. Data are for the 2004 and 2005 calendar years.
2. The reporting period is July 1 to June 30.
3. For a small number of graduates, the sex is not known; therefore, the male/female split was estimated.
4. Canada total is higher than the sum of jurisdictional totals as counts for Ontario, Yukon and Northwest Territories consist of small counts which have been suppressed for confidentiality reasons.
Note: Data based on aggregate collection at the jurisdictional level. Except for Quebec and Manitoba, the reporting period is September 1 to August 31.
Sources: Survey of Colleges and Institutes, Statistics Canada.
Postsecondary Student Information System, Statistics Canada.
Community College Student Information System, Statistics Canada.
Trade/Vocational Enrolment Survey, Statistics Canada.

Table D.2.6
University graduation rates, by level of degree, sex and field of study, Canada, 1994 and 2004


Note: Graduation rates were calculated by dividing the number of graduates by the population at the typical age of graduation (age 22 for bachelor's and first professional degrees, age 24 for master's degrees, and age 27 for earned doctorates). Rates presented in this table include foreign students.
Source: Postsecondary Student Information System, Statistics Canada.

Table D.2.7
Number of university degrees/diplomas/certificates granted, by sex and field of study,
Canada and provinces, ${ }^{1} 1994$

|  | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | number |  |  |  |  |  |  |  |  |  |  |
| Total males | 76,473 | 1,224 | 237 | 3,549 | 1,710 | 23,499 | 29,064 | 2,853 | 2,394 | 5,487 | 6,456 |
| Education | 7,146 | 267 | 12 | 324 | 234 | 2,301 | 1,995 | 357 | 324 | 747 | 585 |
| Visual and performing arts, and communications technologies | 1,779 | 21 | 3 | 117 | 12 | 600 | 669 | 54 | 36 | 111 | 156 |
| Humanities | 8,379 | 153 | 54 | 414 | 222 | 1,968 | 3,627 | 252 | 237 | 462 | 990 |
| Social and behavioural sciences, and law | 15,354 | 204 | 27 | 615 | 255 | 3,405 | 7,284 | 699 | 402 | 936 | 1,527 |
| Physical and life sciences, and technologies | 6,696 | 147 | 24 | 396 | 129 | 1,602 | 2,616 | 306 | 150 | 609 | 717 |
| Mathematics, computer and information sciences | 4,554 | 57 | 3 | 177 | 102 | 1,344 | 1,869 | 225 | 174 | 276 | 327 |
| Architecture, engineering and related technologies | 10,407 | 120 | 18 | 510 | 264 | 3,393 | 4,062 | 276 | 258 | 822 | 684 |
| Agriculture, natural resources and conservation | 1,578 | 0 | 0 | 69 | 54 | 426 | 510 | 156 | 114 | 111 | 138 |
| Business, management and public administration | 15,219 | 177 | 72 | 702 | 333 | 6,741 | 4,641 | 333 | 471 | 849 | 900 |
| Health, parks, recreation and fitness | 5,166 | 78 | 24 | 225 | 105 | 1,605 | 1,755 | 189 | 228 | 537 | 420 |
| Other | 195 | 0 | 0 | 0 | 0 | 114 | 36 | 6 | 0 | 27 | 12 |
| Total females | 101,601 | 1,497 | 327 | 4,557 | 2,301 | 34,356 | 37,122 | 3,438 | 3,015 | 6,798 | 8,190 |
| Education | 19,164 | 492 | 39 | 735 | 573 | 7,179 | 5,133 | 900 | 840 | 1,752 | 1,521 |
| Visual and performing arts, and communications technologies | 3,531 | 21 | 6 | 126 | 48 | 1,191 | 1,383 | 132 | 60 | 231 | 333 |
| Humanities | 14,679 | 261 | 63 | 663 | 345 | 3,606 | 6,621 | 345 | 285 | 798 | 1,692 |
| Social and behavioural sciences, and law | 24,072 | 246 | 84 | 1,053 | 501 | 5,589 | 11,724 | 912 | 597 | 1,347 | 2,019 |
| Physical and life sciences, and technologies | 6,426 | 129 | 33 | 384 | 147 | 1,923 | 2,454 | 216 | 111 | 423 | 606 |
| Mathematics, computer and information sciences | 2,274 | 21 | 9 | 99 | 39 | 738 | 963 | 75 | 54 | 123 | 153 |
| Architecture, engineering and related technologies | 2,586 | 21 | 6 | 198 | 54 | 1,038 | 903 | 45 | 42 | 138 | 141 |
| Agriculture, natural resources and conservation | 1,035 | 0 | 0 | 72 | 9 | 291 | 399 | 87 | 45 | 69 | 63 |
| Business, management and public administration | 16,407 | 189 | 57 | 660 | 375 | 8,259 | 4,269 | 345 | 612 | 795 | 846 |
| Health, parks, recreation and fitness | 11,028 | 117 | 30 | 567 | 207 | 4,227 | 3,243 | 375 | 369 | 1,083 | 810 |
| Other | 399 | 0 | 0 | 0 | 3 | 315 | 30 | 6 | 0 | 39 | 6 |
| Total, both sexes ${ }^{2}$ | 178,074 | 2,721 | 564 | 8,106 | 4,011 | 57,855 | 66,186 | 6,291 | 5,409 | 12,285 | 14,646 |
| Education | 26,310 | 759 | 51 | 1,059 | 807 | 9,480 | 7,128 | 1,257 | 1,164 | 2,499 | 2,106 |
| Visual and performing arts, and communications technologies | 5,310 | 42 | 9 | 243 | 60 | 1,791 | 2,052 | 186 | 96 | 342 | 489 |
| Humanities | 23,058 | 414 | 117 | 1,077 | 567 | 5,574 | 10,248 | 597 | 522 | 1,260 | 2,682 |
| Social and behavioural sciences, and law | 39,426 | 450 | 111 | 1,668 | 756 | 8,994 | 19,008 | 1,611 | 999 | 2,283 | 3,546 |
| Physical and life sciences, and technologies | 13,122 | 276 | 57 | 780 | 276 | 3,525 | 5,070 | 522 | 261 | 1,032 | 1,323 |
| Mathematics, computer and information sciences | 6,828 | 78 | 12 | 276 | 141 | 2,082 | 2,832 | 300 | 228 | 399 | 480 |
| Architecture, engineering and related technologies | 12,993 | 141 | 24 | 708 | 318 | 4,431 | 4,965 | 321 | 300 | 960 | 825 |
| Agriculture, natural resources and conservation | 2,613 | 0 | 0 | 141 | 63 | 717 | 909 | 243 | 159 | 180 | 201 |
| Business, management and public administration | 31,626 | 366 | 129 | 1,362 | 708 | 15,000 | 8,910 | 678 | 1,083 | 1,644 | 1,746 |
| Health, parks, recreation and fitness | 16,194 | 195 | 54 | 792 | 312 | 5,832 | 4,998 | 564 | 597 | 1,620 | 1,230 |
| Other | 594 | 0 | 0 | 0 | 3 | 429 | 66 | 12 | 0 | 66 | 18 |

1. Graduates shown by province of study.
2. Includes individuals for whom sex was not reported.

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

Table D.2.8
Number of university degrees/diplomas/certificates granted, by sex and field of study,
Canada and provinces ${ }^{1}, 2004$

|  | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | number |  |  |  |  |  |  |  |  |  |  |
| Total males | 84,195 | 1,170 | 222 | 3,792 | 1,944 | 24,825 | 32,565 | 2,415 | 2,301 | 7,251 | 7,710 |
| Education | 6,117 | 198 | 24 | 246 | 186 | 1,338 | 2,370 | 231 | 222 | 654 | 648 |
| Visual and performing arts, and communications technologies | 2,460 | 24 | 0 | 108 | 36 | 876 | 897 | 81 | 54 | 174 | 210 |
| Humanities | 7,821 | 105 | 33 | 321 | 231 | 1,674 | 3,384 | 297 | 162 | 576 | 1,038 |
| Social and behavioural sciences, and law | 13,821 | 141 | 36 | 525 | 282 | 3,384 | 5,994 | 441 | 351 | 978 | 1,689 |
| Physical and life sciences, and technologies | 6,438 | 135 | 30 | 309 | 144 | 1,347 | 2,598 | 243 | 144 | 711 | 777 |
| Mathematics, computer and information sciences | 7,749 | 60 | 15 | 279 | 180 | 1,839 | 3,564 | 150 | 198 | 636 | 828 |
| Architecture, engineering and related technologies | 13,077 | 201 | 21 | 591 | 237 | 4,089 | 5,325 | 273 | 342 | 1,182 | 816 |
| Agriculture, natural resources and conservation | 1,707 | 18 | 0 | 129 | 57 | 366 | 546 | 114 | 162 | 147 | 168 |
| Business, management and public administration | 19,476 | 180 | 45 | 993 | 438 | 8,343 | 5,997 | 360 | 471 | 1,545 | 1,104 |
| Health, parks, recreation and fitness | 4,944 | 108 | 18 | 270 | 138 | 1,170 | 1,800 | 201 | 189 | 627 | 423 |
| Other | 585 | 0 | 0 | 21 | 15 | 399 | 90 | 24 | 6 | 21 | 9 |
| Total females | 124,824 | 1,989 | 453 | 5,769 | 3,000 | 36,387 | 47,856 | 3,897 | 3,528 | 10,749 | 11,196 |
| Education | 19,293 | 471 | 72 | 783 | 504 | 4,914 | 7,332 | 693 | 717 | 1,926 | 1,881 |
| Visual and performing arts, and communications technologies | 4,860 | 48 | 3 | 216 | 63 | 1,596 | 1,959 | 120 | 87 | 357 | 411 |
| Humanities | 14,520 | 234 | 45 | 663 | 390 | 2,913 | 6,582 | 507 | 300 | 1,101 | 1,785 |
| Social and behavioural sciences, and law | 27,939 | 336 | 99 | 1,143 | 594 | 7,281 | 12,177 | 834 | 633 | 1,869 | 2,973 |
| Physical and life sciences, and technologies | 8,742 | 159 | 66 | 453 | 186 | 1,668 | 3,894 | 324 | 174 | 834 | 984 |
| Mathematics, computer and information sciences | 3,324 | 30 | 0 | 156 | 42 | 729 | 1,665 | 57 | 60 | 243 | 342 |
| Architecture, engineering and related technologies | 4,374 | 81 | 9 | 168 | 60 | 1,293 | 1,923 | 135 | 114 | 336 | 255 |
| Agriculture, natural resources and conservation | 1,860 | 12 | 0 | 189 | 24 | 456 | 660 | 87 | 120 | 159 | 153 |
| Business, management and public administration | 23,688 | 255 | 60 | 1,128 | 552 | 10,845 | 6,585 | 447 | 810 | 1,713 | 1,293 |
| Health, parks, recreation and fitness | 15,195 | 360 | 99 | 840 | 558 | 3,891 | 5,016 | 654 | 504 | 2,175 | 1,098 |
| Other | 1,029 | 3 | 0 | 30 | 27 | 801 | 63 | 39 | 9 | 36 | 21 |
| Total, both sexes ${ }^{2}$ | 209,019 | 3,159 | 675 | 9,561 | 4,944 | 61,212 | 80,421 | 6,312 | 5,829 | 18,000 | 18,906 |
| Education | 25,410 | 669 | 96 | 1,029 | 690 | 6,252 | 9,702 | 924 | 939 | 2,580 | 2,529 |
| Visual and performing arts, and communications technologies | 7,320 | 72 | 3 | 324 | 99 | 2,472 | 2,856 | 201 | 141 | 531 | 621 |
| Humanities | 22,341 | 339 | 78 | 984 | 621 | 4,587 | 9,966 | 804 | 462 | 1,677 | 2,823 |
| Social and behavioural sciences, and law | 41,760 | 477 | 135 | 1,668 | 876 | 10,665 | 18,171 | 1,275 | 984 | 2,847 | 4,662 |
| Physical and life sciences, and technologies | 15,180 | 294 | 96 | 762 | 330 | 3,015 | 6,492 | 567 | 318 | 1,545 | 1,761 |
| Mathematics, computer and information sciences | 11,073 | 90 | 15 | 435 | 222 | 2,568 | 5,229 | 207 | 258 | 879 | 1,170 |
| Architecture, engineering and related technologies | 17,451 | 282 | 30 | 759 | 297 | 5,382 | 7,248 | 408 | 456 | 1,518 | 1,071 |
| Agriculture, natural resources and conservation | 3,567 | 30 | 0 | 318 | 81 | 822 | 1,206 | 201 | 282 | 306 | 321 |
| Business, management and public administration | 43,164 | 435 | 105 | 2,121 | 990 | 19,188 | 12,582 | 807 | 1,281 | 3,258 | 2,397 |
| Health, parks, recreation and fitness | 20,139 | 468 | 117 | 1,110 | 696 | 5,061 | 6,816 | 855 | 693 | 2,802 | 1,521 |
| Other | 1,614 | 3 | 0 | 51 | 42 | 1,200 | 153 | 63 | 15 | 57 | 30 |

1. Graduates shown by province of study.
2. Includes individuals for whom sex was not reported.

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


Table D.3.1
Number of full-time educators in universities, by rank and sex, Canada and provinces, 1994/1995 and 2004/2005

|  | Male |  | Female |  |  |  | Both sexes |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1994/1995 | 2004/2005 | 1994/1995 | 1994/1995 | 2004/2005 | 2004/2005 | 1994/1995 | 2004/2005 |
|  | number |  | number | percentage | number | percentage | number |  |
| Canada | 28,122 | 26,283 | 8,277 | 23 | 12,291 | 32 | 36,402 | 38,574 |
| Newfoundland and Labrador | 714 | 585 | 231 | 25 | 267 | 31 | 942 | 849 |
| Prince Edward Island | 147 | 135 | 51 | 26 | 75 | 36 | 195 | 210 |
| Nova Scotia | 1,458 | 1,380 | 543 | 27 | 786 | 36 | 1,998 | 2,166 |
| New Brunswick | 897 | 798 | 282 | 24 | 414 | 34 | 1,182 | 1,212 |
| Quebec | 7,095 | 6,387 | 1,923 | 21 | 2,580 | 29 | 9,021 | 8,970 |
| Ontario | 10,311 | 9,573 | 3,144 | 23 | 4,725 | 33 | 13,455 | 14,298 |
| Manitoba | 1,377 | 1,146 | 378 | 22 | 522 | 31 | 1,758 | 1,671 |
| Saskatchewan | 1,146 | 1,041 | 276 | 19 | 471 | 31 | 1,422 | 1,512 |
| Alberta | 2,409 | 2,544 | 669 | 22 | 1,185 | 32 | 3,081 | 3,729 |
| British Columbia | 2,565 | 2,691 | 783 | 23 | 1,260 | 32 | 3,348 | 3,954 |

Full professors

| Canada | 13,272 | 11,376 | $\mathbf{1 , 5 8 4}$ | 11 | 2,646 | 19 | 14,856 | 14,025 |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Newfoundland and Labrador | 279 | 258 | 30 | 10 | 45 | 15 | 309 | 303 |
| Prince Edward Island | 54 | 39 | 0 | 0 | 12 | 24 | 54 | 51 |
| Nova Scotia | 600 | 591 | 72 | 11 | 120 | 17 | 672 | 711 |
| New Brunswick | 477 | 360 | 75 | 14 | 102 | 22 | 552 | 462 |
| Quebec | 3,294 | 3,042 | 426 | 11 | 777 | 20 | 3,723 | 3,819 |
| Ontario | 4,779 | 3,753 | 594 | 11 | 885 | 19 | 5,373 | 4,641 |
| Manitoba | 651 | 495 | 57 | 8 | 99 | 17 | 708 | 594 |
| Saskatchewan | 627 | 474 | 36 | 5 | 99 | 17 | 663 | 576 |
| Alberta | 1,302 | 1,206 | 159 | 11 | 273 | 18 | 1,461 | 1,482 |
| British Columbia | 1,206 | 1,155 | 132 | 10 | 234 | 17 | 1,338 | 1,392 |

Associate professors

| Canada | 9,666 | 7,917 | 3,102 | 24 | 4,224 | 35 | 12,771 | 12,144 |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Newfoundland and Labrador | 309 | 207 | 105 | 25 | 111 | 35 | 414 | 318 |
| Prince Edward Island | 48 | 63 | 18 | 27 | 27 | 29 | 66 | 93 |
| Nova Scotia | 540 | 444 | 189 | 26 | 273 | 38 | 732 | 714 |
| New Brunswick | 258 | 237 | 96 | 27 | 120 | 34 | 354 | 354 |
| Quebec | 2,625 | 2,001 | 837 | 24 | 924 | 32 | 3,459 | 2,922 |
| Ontario | 3,555 | 2,928 | 1,098 | 24 | 1,617 | 36 | 4,653 | 4,545 |
| Manitoba | 444 | 306 | 153 | 26 | 177 | 36 | 600 | 486 |
| Saskatchewan | 321 | 309 | 117 | 27 | 168 | 35 | 438 | 474 |
| Alberta | 777 | 759 | 270 | 26 | 417 | 35 | 1,044 | 1,176 |
| British Columbia | 783 | 666 | 228 | 23 | 387 | 37 | 1,011 | $\mathbf{1 , 0 5 3}$ |

D3 Education Indicators in Canada
Table D.3.1
Number of full-time educators in universities, by rank and sex, Canada and provinces, 1994/1995 and 2004/2005 (concluded)

|  | Male |  | Female |  |  |  | Both sexes |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1994/1995 | 2004/2005 | 1994/1995 | 1994/1995 | 2004/2005 | 2004/2005 | 1994/1995 | 2004/2005 |
| Other ranks | number |  | number | percentage | number | percentage | number |  |
| Canada | 5,187 | 6,990 | 3,591 | 41 | 5,415 | 44 | 8,775 | 12,405 |
| Newfoundland and Labrador | 123 | 120 | 96 | 44 | 108 | 47 | 219 | 231 |
| Prince Edward Island | 42 | 30 | 33 | 44 | 39 | 59 | 75 | 66 |
| Nova Scotia | 315 | 342 | 282 | 47 | 393 | 53 | 597 | 735 |
| New Brunswick | 162 | 204 | 114 | 42 | 192 | 48 | 273 | 396 |
| Quebec | 1,179 | 1,341 | 660 | 36 | 882 | 40 | 1,836 | 2,229 |
| Ontario | 1,980 | 2,895 | 1,452 | 42 | 2,220 | 43 | 3,429 | 5,115 |
| Manitoba | 282 | 345 | 171 | 38 | 246 | 41 | 450 | 594 |
| Saskatchewan | 198 | 258 | 123 | 38 | 201 | 44 | 324 | 459 |
| Alberta | 333 | 579 | 240 | 42 | 495 | 46 | 573 | 1,074 |
| British Columbia | 579 | 870 | 423 | 42 | 639 | 42 | 1,002 | 1,512 |

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to $100 \%$.
Source: University and College Academic Staff Survey, Statistics Canada.

Table D.3.2
Age distribution and median age of full-time university educators, by sex, Canada and provinces, 2004/2005

|  | Can. | N.L. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | number of educators |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |  |
| All ages ${ }^{1}$ | 26,283 | 585 | 135 | 1,377 | 801 | 6,387 | 9,576 | 1,146 | 1,041 | 2,544 | 2,691 |
| 20 to 29 | 204 | 3 | 0 | 9 | 0 | 57 | 78 | 9 | 9 | 18 | 24 |
| 30 to 39 | 4,623 | 69 | 15 | 219 | 126 | 1,050 | 1,872 | 177 | 171 | 420 | 501 |
| 40 to 49 | 7,806 | 150 | 54 | 372 | 279 | 1,881 | 2,781 | 303 | 324 | 837 | 819 |
| 50 to 59 | 8,760 | 231 | 48 | 483 | 270 | 2,214 | 3,105 | 354 | 336 | 858 | 858 |
| 60 and over | 4,878 | 135 | 18 | 294 | 120 | 1,185 | 1,728 | 303 | 201 | 408 | 489 |
| Female |  |  |  |  |  |  |  |  |  |  |  |
| All ages ${ }^{1}$ | 12,288 | 267 | 75 | 786 | 414 | 2,583 | 4,725 | 525 | 471 | 1,188 | 1,260 |
| 20 to 29 | 141 | 0 | 0 | 9 | 9 | 30 | 60 | 6 | 3 | 6 | 9 |
| 30 to 39 | 2,730 | 54 | 15 | 162 | 93 | 549 | 1,125 | 108 | 111 | 240 | 267 |
| 40 to 49 | 4,359 | 93 | 33 | 291 | 135 | 942 | 1,641 | 189 | 162 | 408 | 462 |
| 50 to 59 | 3,900 | 84 | 21 | 252 | 138 | 828 | 1,428 | 171 | 150 | 417 | 408 |
| 60 and over | 1,149 | 33 | 3 | 69 | 33 | 237 | 462 | 54 | 42 | 111 | 111 |
| Both sexes |  |  |  |  |  |  |  |  |  |  |  |
| All ages ${ }^{1}$ | 38,574 | 852 | 210 | 2,166 | 1,212 | 8,970 | 14,298 | 1,671 | 1,512 | 3,732 | 3,954 |
| 20 to 29 | 345 | 3 | 0 | 18 | 12 | 87 | 135 | 15 | 12 | 24 | 36 |
| 30 to 39 | 7,353 | 120 | 33 | 381 | 222 | 1,596 | 2,997 | 285 | 285 | 660 | 768 |
| 40 to 49 | 12,162 | 243 | 93 | 663 | 417 | 2,823 | 4,422 | 489 | 489 | 1,245 | 1,281 |
| 50 to 59 | 12,657 | 318 | 66 | 738 | 411 | 3,042 | 4,533 | 525 | 486 | 1,278 | 1,266 |
| 60 and over | 6,027 | 168 | 18 | 363 | 153 | 1,419 | 2,187 | 354 | 240 | 522 | 597 |
| percentage distribution ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |  |  |  |  |  |
| 20 to 29 | 0.8 | 0.5 | 0.0 | 0.7 | 0.0 | 0.9 | 0.8 | 0.8 | 0.9 | 0.7 | 0.9 |
| 30 to 39 | 17.6 | 11.7 | 11.1 | 15.9 | 15.8 | 16.4 | 19.6 | 15.4 | 16.4 | 16.5 | 18.6 |
| 40 to 49 | 29.7 | 25.5 | 40.0 | 27.0 | 35.1 | 29.5 | 29.1 | 26.4 | 31.1 | 32.9 | 30.4 |
| 50 to 59 | 33.3 | 39.3 | 35.6 | 35.1 | 34.0 | 34.7 | 32.5 | 30.9 | 32.3 | 33.8 | 31.9 |
| 60 and over | 18.6 | 23.0 | 13.3 | 21.4 | 15.1 | 18.6 | 18.1 | 26.4 | 19.3 | 16.1 | 18.2 |
| Female |  |  |  |  |  |  |  |  |  |  |  |
| 20 to 29 | 1.1 | 0.0 | 0.0 | 1.1 | 2.2 | 1.2 | 1.3 | 1.1 | 0.6 | 0.5 | 0.7 |
| 30 to 39 | 22.2 | 20.5 | 20.8 | 20.7 | 22.8 | 21.2 | 23.9 | 20.5 | 23.7 | 20.3 | 21.2 |
| 40 to 49 | 35.5 | 35.2 | 45.8 | 37.2 | 33.1 | 36.4 | 34.8 | 35.8 | 34.6 | 34.5 | 36.8 |
| 50 to 59 | 31.8 | 31.8 | 29.2 | 32.2 | 33.8 | 32.0 | 30.3 | 32.4 | 32.1 | 35.3 | 32.5 |
| 60 and over | 9.4 | 12.5 | 4.2 | 8.8 | 8.1 | 9.2 | 9.8 | 10.2 | 9.0 | 9.4 | 8.8 |
| Both sexes |  |  |  |  |  |  |  |  |  |  |  |
| 20 to 29 | 0.9 | 0.4 | 0.0 | 0.8 | 1.0 | 1.0 | 0.9 | 0.9 | 0.8 | 0.6 | 0.9 |
| 30 to 39 | 19.1 | 14.1 | 15.7 | 17.6 | 18.3 | 17.8 | 21.0 | 17.1 | 18.8 | 17.7 | 19.5 |
| 40 to 49 | 31.6 | 28.5 | 44.3 | 30.7 | 34.3 | 31.5 | 31.0 | 29.3 | 32.3 | 33.4 | 32.4 |
| 50 to 59 | 32.8 | 37.3 | 31.4 | 34.1 | 33.8 | 33.9 | 31.8 | 31.5 | 32.1 | 34.3 | 32.1 |
| 60 and over | 15.6 | 19.7 | 8.6 | 16.8 | 12.6 | 15.8 | 15.3 | 21.2 | 15.9 | 14.0 | 15.1 |
| median age of educators ${ }^{3}$ |  |  |  |  |  |  |  |  |  |  |  |
| Male | 50 | 53 | 49 | 51 | 49 | 50 | 50 | 52 | 50 | 49 | 49 |
| Female | 47 | 48 | 45 | 48 | 47 | 47 | 47 | 47 | 47 | 48 | 47 |
| Both sexes | 49 | 52 | 47 | 50 | 49 | 49 | 49 | 50 | 49 | 49 | 49 |

1. Includes a small number of cases for which age is not reported.
2. Percentage distribution is based on educators for whom age is reported.
3. Median age of educators is based on individual records for which age is reported.

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded. Similarly, percentage distributions, which are calculated on rounded data, may not necessarily add up to $100 \%$.
Source: University and College Academic Staff Survey, Statistics Canada.

D3 Education Indicators in Canada
Table D.3.3
Age distribution ${ }^{1}$ of full-time university educators and of full-time employed labour force, Canada and provinces, 2004/2005

| Age group | Full-time university educators ${ }^{2}$ | Full-time employed labour force ${ }^{3}$ |
| :---: | :---: | :---: |
|  | percentage | percentage |
| Canada |  |  |
| Less than 30 | 1 | 22 |
| 30 to 39 | 19 | 25 |
| 40 to 49 | 32 | 29 |
| 50 to 59 | 33 | 20 |
| 60 and over | 16 | 5 |
| Total | 100 | 100 |
| Newfoundland and Labrador |  |  |
| Less than 30 | 0 | 20 |
| 30 to 39 | 14 | 25 |
| 40 to 49 | 29 | 29 |
| 50 to 59 | 37 | 22 |
| 60 and over | 20 | 4 |
| Total | 100 | 100 |
| Prince Edward Island |  |  |
| Less than 30 | 0 | 22 |
| 30 to 39 | 16 | 23 |
| 40 to 49 | 44 | 29 |
| 50 to 59 | 31 | 21 |
| 60 and over | 9 | 6 |
| Total | 100 | 100 |
| Nova Scotia |  |  |
| Less than 30 | 1 | 22 |
| 30 to 39 | 18 | 24 |
| 40 to 49 | 31 | 30 |
| 50 to 59 | 34 | 21 |
| 60 and over | 17 | 4 |
| Total | 100 | 100 |
| New Brunswick |  |  |
| Less than 30 | 1 | 22 |
| 30 to 39 | 18 | 24 |
| 40 to 49 | 34 | 30 |
| 50 to 59 | 34 | 20 |
| 60 and over | 13 | 4 |
| Total | 100 | 100 |
| Quebec |  |  |
| Less than 30 | 1 | 21 |
| 30 to 39 | 18 | 24 |
| 40 to 49 | 31 | 30 |
| 50 to 59 | 34 | 20 |
| 60 and over | 16 | 4 |
| Total | 100 | 100 |
| Ontario |  |  |
| Less than 30 | 1 | 20 |
| 30 to 39 | 21 | 26 |
| 40 to 49 | 31 | 30 |
| 50 to 59 | 32 | 19 |
| 60 and over | 15 | 5 |
| Total | 100 | 100 |

Table D.3.3
Age distribution ${ }^{1}$ of full-time university educators and of full-time employed labour force, Canada and provinces, 2004/2005 (concluded)

| Age group | Full-time university educators ${ }^{2}$ | Full-time employed labour force ${ }^{3}$ |
| :---: | :---: | :---: |
|  | percentage | percentage |
| Manitoba |  |  |
| Less than 30 | 1 | 23 |
| 30 to 39 | 17 | 23 |
| 40 to 49 | 29 | 28 |
| 50 to 59 | 31 | 20 |
| 60 and over | 21 | 5 |
| Total | 100 | 100 |
| Saskatchewan |  |  |
| Less than 30 | 1 | 24 |
| 30 to 39 | 19 | 21 |
| 40 to 49 | 32 | 28 |
| 50 to 59 | 32 | 20 |
| 60 and over | 16 | 7 |
| Total | 100 | 100 |
| Alberta |  |  |
| Less than 30 | 1 | 26 |
| 30 to 39 | 18 | 23 |
| 40 to 49 | 33 | 28 |
| 50 to 59 | 34 | 18 |
| 60 and over | 14 | 5 |
| Total | 100 | 100 |
| British Columbia |  |  |
| Less than 30 | 1 | 22 |
| 30 to 39 | 19 | 24 |
| 40 to 49 | 32 | 28 |
| 50 to 59 | 32 | 21 |
| 60 and over | 15 | 5 |
| Total | 100 | 100 |

1. Percentage distributions may not add up to $100 \%$ due to rounding.
2. According to the age distributions on October 1st (or as close as possible thereafter) in the school year of full-time university educators based on data from University and College Academic Staff Survey. Unknown ages excluded.
3. Based on a monthly average from September to August, Labour Force Survey.

Sources: University and College Academic Staff Survey, Statistics Canada.
Labour Force Survey, Statistics Canada.

D3 Education Indicators in Canada
Table D.3.4
Number and salary of full-time educators in universities ${ }^{1}$, by rank and sex, Canada and provinces, 1994/1995 and 2004/2005


Table D.3.4
Number and salary of full-time educators in universities ${ }^{1}$, by rank and sex, Canada and provinces, 1994/1995 and 2004/2005 (concluded)

|  |  | Quebec |  | Ontario |  | Manitoba |  | Saskatchewan ${ }^{2}$ |  | Alberta |  | British Columbia |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\begin{array}{r} 1994 / \\ 1995 \end{array}$ | $\begin{array}{r} 2004 / \\ 2005 \end{array}$ | $\begin{array}{r} 1994 / \\ 1995 \end{array}$ | $\begin{array}{r} 2004 / \\ 2005 \end{array}$ | $\begin{gathered} 1994 / \\ 1995 \end{gathered}$ | $\begin{array}{r} 2004 / \\ 2005 \end{array}$ | $\begin{gathered} 1994 / \\ 1995 \end{gathered}$ | $\begin{array}{r} 2004 / \\ 2005 \end{array}$ | $\begin{array}{r} 1994 / \\ 1995 \end{array}$ | $\begin{array}{r} 2004 / \\ 2005 \end{array}$ | $\begin{gathered} 1994 / \\ 1995 \end{gathered}$ | $\begin{array}{r} 2004 / \\ 2005 \end{array}$ |
| in 2001 constant dollars |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All teaching faculty |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Males | No. | 7,095 | 6,336 | 10,086 | 9,402 | 1,365 | 1,137 | 1,098 | 999 | 2,358 | 2,514 | 2,529 | 2,664 |
| Females | No. | 1,923 | 2,562 | 3,018 | 4,605 | 369 | 507 | 252 | 441 | 630 | 1,149 | 771 | 1,239 |
| Both sexes | No. | 9,021 | 8,898 | 13,101 | 14,004 | 1,731 | 1,641 | 1,350 | 1,440 | 2,988 | 3,660 | 3,300 | 3,903 |
| Females | \% | 21 | 29 | 23 | 33 | 21 | 31 | 19 | 31 | 21 | 31 | 23 | 32 |
| Average salary ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Males | \$ | 84,976 | 87,100 | 90,452 | 92,176 | 85,258 | 86,411 | 90,496 | 96,000 | 85,599 | 97,926 | 92,276 | 95,973 |
| Females | \$ | 74,126 | 78,585 | 75,104 | 80,807 | 68,292 | 73,227 | 72,559 | 81,713 | 70,483 | 82,978 | 75,810 | 81,706 |
| Both sexes | \$ | 82,661 | 84,646 | 86,916 | 88,438 | 81,651 | 82,356 | 87,150 | 91,622 | 82,412 | 93,242 | 88,429 | 91,446 |
| Gender gap ${ }^{3}$ | \% | 87 | 90 | 83 | 88 | 80 | 85 | 80 | 85 | 82 | 85 | 82 | 85 |
| Full professors |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Males | No. | 3,294 | 3,012 | 4,692 | 3,699 | 648 | 492 | 600 | 456 | 1,281 | 1,194 | 1,194 | 1,146 |
| Females | No. | 426 | 774 | 573 | 870 | 51 | 96 | 36 | 93 | 153 | 270 | 129 | 234 |
| Both sexes | No. | 3,723 | 3,786 | 5,265 | 4,566 | 699 | 588 | 636 | 552 | 1,431 | 1,467 | 1,320 | 1,380 |
| Females | \% | 11 | 20 | 11 | 19 | 7 | 16 | 6 | 17 | 11 | 18 | 10 | 17 |
| Average salary ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Males | \$ | 96,731 | 100,598 | 104,434 | 110,741 | 102,427 | 106,483 | 103,404 | 114,362 | 99,343 | 117,443 | 108,505 | 115,134 |
| Females | \$ | 93,075 | 96,123 | 96,328 | 105,402 | 93,264 | 97,328 | 91,115 | 99,323 | 91,119 | 110,079 | 108,188 | 111,457 |
| Both sexes | \$ | 96,311 | 99,685 | 103,552 | 109,725 | 101,732 | 104,972 | 102,728 | 111,774 | 98,464 | 116,077 | 108,474 | 114,513 |
| Gender gap ${ }^{3}$ | \% | 96 | 96 | 92 | 95 | 91 | 91 | 88 | 87 | 92 | 94 | 100 | 97 |
| Associate professors |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Males | No. | 2,625 | 1,989 | 3,492 | 2,865 | 438 | 303 | 306 | 294 | 762 | 747 | 777 | 660 |
| Females | No. | 837 | 915 | 1,068 | 1,581 | 147 | 174 | 108 | 165 | 258 | 402 | 225 | 384 |
| Both sexes | No. | 3,459 | 2,901 | 4,557 | 4,443 | 588 | 474 | 414 | 459 | 1,020 | 1,149 | 1,002 | 1,044 |
| Females | \% | 24 | 32 | 23 | 36 | 25 | 37 | 26 | 36 | 25 | 35 | 22 | 37 |
| Average salary ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Males | \$ | 80,615 | 82,109 | 85,245 | 89,415 | 75,613 | 79,976 | 80,424 | 88,441 | 73,864 | 86,443 | 84,334 | 90,690 |
| Females | \$ | 76,591 | 79,421 | 80,183 | 87,010 | 73,024 | 76,367 | 78,507 | 88,571 | 70,599 | 82,643 | 80,144 | 85,311 |
| Both sexes | \$ | 79,642 | 81,262 | 84,060 | 88,560 | 74,958 | 78,666 | 79,924 | 88,487 | 73,037 | 85,114 | 83,402 | 88,716 |
| Gender gap ${ }^{3}$ | \% | 95 | 97 | 94 | 97 | 97 | 95 | 98 | 100 | 96 | 96 | 95 | 94 |
| Other ranks |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Males | No. | 1,179 | 1,335 | 1,902 | 2,835 | 279 | 345 | 192 | 249 | 318 | 573 | 555 | 855 |
| Females | No. | 660 | 876 | 1,380 | 2,157 | 165 | 237 | 108 | 183 | 219 | 471 | 417 | 621 |
| Both sexes | No. | 1,836 | 2,211 | 3,279 | 4,992 | 441 | 579 | 303 | 432 | 537 | 1,047 | 975 | 1,479 |
| Females | \% | 36 | 40 | 42 | 43 | 37 | 41 | 36 | 42 | 41 | 45 | 43 | 42 |
| Average salary ${ }^{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Males | \$ | 61,797 | 64,032 | 65,492 | 70,757 | 60,538 | 63,412 | 66,140 | 71,024 | 58,404 | 72,224 | 68,624 | 74,354 |
| Females | \$ | 58,689 | 62,237 | 62,345 | 66,341 | 56,072 | 61,033 | 60,706 | 66,463 | 55,928 | 67,677 | 63,535 | 68,342 |
| Both sexes | \$ | 60,681 | 63,320 | 64,169 | 68,851 | 58,864 | 62,444 | 64,173 | 69,083 | 57,394 | 70,168 | 66,439 | 71,822 |
| Gender gap ${ }^{3}$ | \% | 95 | 97 | 95 | 94 | 93 | 96 | 92 | 94 | 96 | 94 | 93 | 92 |

1. Excludes: staff who have been on unpaid leave; all religious and military personnel or similar staff paid according to salary scales lower than those applying to lay staff; staff having a salary of zero or not reported.
2. Data on average salaries for Saskatchewan does not include the University of Saskatchewan.
3. Gender gap is defined as the average salary of females as a percentage of the average salary of males.

Notes: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.
Source: University and College Academic Staff Survey, Statistics Canada.


Table D.4.1
Total domestic expenditures on R\&D as a percentage of GDP, Canada in relation to all OECD countries, 2004 (or latest available year)

| OECD countries | Domestic R\&D expenditures/GDP | OECD countries | Domestic R\&D expenditures/GDP |
| :---: | :---: | :---: | :---: |
|  | percentage |  | percentage |
| Sweden (2003) ${ }^{4}$ | 3.95 | Netherlands | $1.78{ }^{\text {p }}$ |
| Finland | 3.51 | United Kingdom (2003) | 1.88 |
| Japan | 3.13 | European Union (2003) | 1.81 |
| Iceland (2003) | 2.92 | Norway | 1.61 |
| United States ${ }^{1}$ | $2.68{ }^{\text {p }}$ | Australia (2002) | 1.64 |
| Switzerland | 2.94 | Czech Republic | 1.27 |
| Republic of Korea ${ }^{2}$ | 2.85 | New Zealand (2003) | 1.14 |
| Germany | 2.49 | Ireland | $1.20{ }^{\text {P }}$ |
| Denmark | $2.48{ }^{\text {p }}$ | Italy (2003) | 1.11 |
|  |  | Spain | 1.07 |
| Total OECD | $2.26{ }^{\text {p }}$ | Hungary ${ }^{3}$ | 0.89 |
|  |  | Portugal | 0.78 |
| France | $2.16{ }^{\text {p }}$ | Turkey (2003) | 0.66 |
| Belgium | $1.90{ }^{\text {P }}$ | Greece (2003) | 0.62 |
| Austria | 2.24 | Poland | 0.58 |
|  |  | Slovak Republic | 0.53 |
| Canada | $2.01{ }^{\text {p }}$ | Mexico (2003) | 0.43 |

1. Excludes most or all capital expenditures.
2. Excludes R\&D in the social sciences and humanities.
3. Defence excluded (all or mostly).
4. Underestimated.

Sources: OECD Main Science and Technology Indicators, 2006 No. 1, June 2006, Table 02. Statistics Canada.
Estimates of Canadian Research and Development Expenditures (GERD), Canada, 1995 to 2006, and by Province 1995 to 2004. Catalogue No. 88E0006XIE2006009.

## D4 <br> Education Indicators in Canada

Table D.4.2
Total domestic expenditures on R\&D as a percentage of GDP, Canada and jurisdictions, G-7, and leading OECD countries, 1991, 1995, 2000, 2002, 2003 and 2004

|  | 1991 | 1995 | 2000 | 2002 | 2003 | 2004 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage of GDP |  |  |  |  |  |
| Canada | 1.6 | 1.7 | 1.9 「 | $2.0{ }^{\text {r }}$ | 2.0 | 2.0 |
|  | percentage of provincial/territorial GDP |  |  |  |  |  |
| Newfoundland and Labrador | 1.1 | 0.9 | 1.0 | 0.9 | 0.9 | 0.9 |
| Prince Edward Island | 0.7 | 0.6 | 1.1 | 0.8 | 1.1 | 1.0 |
| Nova Scotia | 1.4 | 1.4 | 1.5 | $1.5{ }^{\text {r }}$ | 1.4 | 1.5 |
| New Brunswick | 0.9 | 0.9 | 0.8 | $1.0{ }^{\text {r }}$ | 1.0 | 1.0 |
| Quebec ${ }^{1}$ | 1.8 | 2.1 | $2.5{ }^{\text {r }}$ | $2.8{ }^{\text {r }}$ | 2.7 | 2.7 |
| Ontario ${ }^{1}$ | 1.6 | 1.9 | 2.2 「 | 2.2 r | 2.2 | 2.3 |
| Manitoba | 1.2 | 1.1 | 1.2 | $1.3{ }^{\text {r }}$ | 1.2 | 1.3 |
| Saskatchewan | 1.0 | 1.0 | 1.1 | $1.3{ }^{\text {r }}$ | 1.1 | 1.1 |
| Alberta | 1.1 | 1.1 | 0.9 | 1.1 | 1.1 | 1.1 |
| British Columbia | 1.0 | 1.0 | 1.2 | $1.4{ }^{\text {r }}$ | 1.4 | 1.5 |
| Yukon, Northwest Territories, Nunavut ${ }^{2}$ | 0.0 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 |
|  | 1991 | 1995 | 2000 | 2002 | 2003 | 2004 |
| percentage of GDP |  |  |  |  |  |  |
| G-7 |  |  |  |  |  |  |
| Canada | 1.6 | 1.7 | 1.8 | 1.9 | 2.0 | 2.0 |
| France ${ }^{3}$ | 2.4 | 2.3 | 2.2 | 2.2 | 2.2 | $2.2{ }^{\text {p }}$ |
| Germany | 2.6 | 2.3 | 2.5 | 2.5 | 2.5 | 2.5 |
| Italy ${ }^{6}$ | 1.2 | 1.0 | 1.1 | $1.1{ }^{\text {r }}$ | $1.1{ }^{\text {' }}$ | 1.1 |
| Japan ${ }^{4}$ | 3.0 | 3.0 | 3.0 | 3.1 | 3.2 | 3.1 |
| United Kingdom ${ }^{6}$ | 2.1 | 2.0 | 1.9 | 1.9 | 1.9 | 1.9 |
| United States ${ }^{5}$ | 2.8 | 2.6 | 2.7 | 2.7 | $2.7{ }^{\text {p }}$ | $2.7{ }^{\text {p }}$ |
| Leading OECD countries |  |  |  |  |  |  |
| Finland | 2.1 | 2.4 | 3.4 | 3.4 r | 3.5 | 3.5 |
| Iceland ${ }^{6}$ | 1.2 | 1.5 | $2.7{ }^{\text {r }}$ | $3.1{ }^{\text {r }}$ | 2.9 ' | 2.9 |
| Sweden ${ }^{6}$ | 2.9 | 3.6 | 3.8 | 4.3 | 4.0 | 4.0 |
| Total OECD | .. | .. | 2.2 | 2.2 | $2.3{ }^{\text {p }}$ | $2.3{ }^{\text {p }}$ |

1. Quebec and Ontario figures exclude federal government expenditures contributed in the National Capital Region. Canada includes federal government expenditures contributed in the National Capital Region.
2. Data not available by individual territory.
3. Data for 2000 represent break in series with previous year for which data are available.
4. Data for 1991 and 1995 exclude most or all capital expenditure.
5. Data exclude most or all capital expenditures.
6. Data for 2003 .

Sources: Statistics Canada. Total spending on research and development in Canada, 1990 to 2006, and provinces, 1990 to 2004. Catalogue No. 88-0001XIE Vol. 30 no.7. OECD Main Science and Technology Indicators, 2006 No. 1, June 2006, Table 02, for G-7 and OECD countries for 2000.
Statistics Canada. Estimates of Canadian Research and Development Expenditure (GERD), Canada, 1995 to 2006, and by Province 1995 to 2004. Catalogue No. 88E0006XIE2006009 (for GERD for Yukon, Northwest Territories, Nunavut).
CANSIM II, Table 384-0002 (Territorial GDP).

Table D.4.3
Percentage of total R\&D by sector, Canada and jurisdictions, G-7, leading OECD countries, 2004

|  | Government | Federal | Provincial | Business enterprise | University ${ }^{1}$ | Private non-profit | $\underset{\text { sectors }}{\text { Al }}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | percentage |  |  |  |
| Canada | 9.3 | 8.0 | 1.3 | 55.5 | 34.8 | 0.4 | 100.0 |
| Newfoundland and Labrador | 16.6 | 13.6 | 3.0 | 15.4 | 68.0 | 0.0 | 100.0 |
| Prince Edward Island | 25.0 | 25.0 | 0.0 | 15.0 | 60.0 | 0.0 | 100.0 |
| Nova Scotia | 19.5 | 18.2 | 1.3 | 19.9 | 59.9 | 0.7 | 100.0 |
| New Brunswick | 13.5 | 11.7 | 1.8 | 33.8 | 51.4 | 1.3 | 100.0 |
| Quebec ${ }^{2}$ | 5.6 | 4.5 | 1.1 | 60.2 | 34.2 | 0.0 | 100.0 |
| Ontario ${ }^{2}$ | 3.6 | 2.8 | 0.8 | 63.6 | 32.7 | 0.1 | 100.0 |
| Manitoba | 14.8 | 14.0 | 0.8 | 31.8 | 50.3 | 3.1 | 100.0 |
| Saskatchewan | 15.9 | 12.8 | 3.1 | 26.3 | 57.8 | 0.0 | 100.0 |
| Alberta | 10.9 | 5.4 | 5.5 | 43.4 | 43.8 | 1.9 | 100.0 |
| British Columbia | 4.6 | 4.0 | 0.6 | 57.3 | 36.4 | 1.7 | 100.0 |
| Yukon, Northwest Territories and Nunavut ${ }^{3}$ | 66.7 | 66.7 | 0.0 | 33.3 | 0.0 | 0.0 | 100.0 |
| G-7 |  |  |  |  |  |  |  |
| Canada | 9.3 | 8.0 | 1.3 | 55.5 | 34.8 | 0.4 | 100.0 |
| France | $16.7{ }^{\text { }}$ | .. | .. | $62.9{ }^{\text {p }}$ | $19.1{ }^{\text {p }}$ | $1.3{ }^{\text {p }}$ | 100.0 |
| Germany ${ }^{4}$ | 13.2 | .. | .. | 70.4 | 16.3 |  | 100.0 |
| Italy ${ }^{4,6}$ and 7 | 17.5 | .. | .. | 47.3 | 33.9 | 1.4 | 100.0 |
| Japan | 9.5 | .. | .. | 75.2 | 13.4 | 1.9 | 100.0 |
| United Kingdom ${ }^{7}$ | 9.7 | .. | .. | 65.7 | 21.4 | 3.2 | 100.0 |
| United States ${ }^{5}$ | $12.2{ }^{\text { }}$ | .. | . | $70.1{ }^{\text {p }}$ | $13.6{ }^{\text {p }}$ | $4.1{ }^{\text {p }}$ | 100.0 |
| Leading OECD countries |  |  |  |  |  |  |  |
| Finland | 9.5 | .. | .. | 70.1 | 19.8 | 0.6 | 100.0 |
| Iceland ${ }^{7}$ | 24.8 | .. | .. | 51.8 | 21.3 | 2.1 | 100.0 |
| Sweden ${ }^{4,6 \text { and } 7}$ | 3.5 | .. | .. | 74.1 | 22.0 | 0.4 | 100.0 |
| Total OECD | $12.5{ }^{\text {p }}$ | .. | .. | $67.9{ }^{\text {p }}$ | $17.1^{p}$ | $2.5{ }^{\text {p }}$ | 100.0 |

1. OECD guidelines request that $R \& D$ in the entire postsecondary sector be reported; however, data for Canada are limited to $R \& D$ activities in universities and affiliated institutions as data on $R \& D$ in colleges and similar institutions are not being collected as part of the current data program at Statistics Canada.
2. Quebec and Ontario figures exclude federal government expenditures allocated in the National Capital Region. Canada includes federal government expenditures contributed in the National Capital Region.
3. Data not available by individual territory.
4. Government category includes private non-profit.
5. Government category includes federal or central government only. Business enterpise, postsecondary and private non-profit categories exclude most or all capital expenditures.
6. Data for Italy and Sweden are for 2003. Government, postsecondary, and private non-profit categories, exclude most or all capital expenditures.
7. Data for 2003.

Sources: Statistics Canada. Estimates of Canadian Research and Development Expenditures (GERD), Canada, 1995 to 2006, and by Province 1995 to 2004. Catalogue No. 88E0006XIE2006009.
OECD Main Science and Technology Indicators, 2006 No. 1, June 2006, Tables 17-20.

## D4 Education Indicators in Canada

Table D.4.4
Expenditures on R\&D, and percentage change, Canada and provinces, 1991, 2000, 2002, 2003 and 2004
(in real 2001 dollars)

|  | 1991 | 2000 | 2002 | 2003 | 2004 | $\begin{array}{r} \text { percentage } \\ \text { change } \\ 1991 / 2004 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Jurisdiction and R\&D contributing sector | millions of dollars | millions of dollars | millions of dollars | millions of dollars | millions of dollars |  |
| Canada, total | 12,556 | 20,814 | 23,299 | 23,331 | 24,189 | 93 |
| Government | 2,347 | 2,362 | 2,479 | 2,299 | 2,241 | -5 |
| Federal government | 1,965 | 2,104 | 2,168 | 1,997 | 1,938 | -1 |
| Provincial governments | 382 | 258 | 312 | 302 | 303 | -21 |
| Business enterprise | 6,245 | 12,536 | 13,378 | 13,138 | 13,434 | 115 |
| University | 3,835 | 5,859 | 7,379 | 7,806 | 8,407 | 119 |
| Private non-profit | 128 | 58 | 62 | 88 | 108 | -16 |
| Newfoundland and Labrador, total | 129 | 138 | 153 | 162 | 150 | 17 |
| Government | 47 | 35 | 37 | 27 | 25 | -48 |
| Federal government | 43 | 30 | 32 | 22 | 20 | -52 |
| Provincial government | 5 | 5 | 5 | 5 | 4 | -9 |
| Business enterprise | 12 | 20 | 21 | 25 | 23 | 90 |
| University | 69 | 83 | 95 | 110 | 102 | 47 |
| Private non-profit | 0 | 0 | 0 | 0 | 0 | 0 |
| Prince Edward Island, total | 18 | 37 | 30 | 42 | 37 | 102 |
| Government | 12 | 16 | 8 | 11 | 9 | -19 |
| Federal government | 12 | 16 | 8 | 11 | 9 | -19 |
| Provincial government | 0 | 0 | 0 | 0 | 0 | 0 |
| Business enterprise | 2 | 5 | 4 | 7 | 6 | 142 |
| University | 5 | 15 | 19 | 24 | 22 | 385 |
| Private non-profit | 0 | 0 | 0 | 0 | 0 | 0 |
| Nova Scotia, total | 276 | 370 | 403 | 388 | 412 | 49 |
| Government | 99 | 96 | 82 | 67 | 80 | -19 |
| Federal government | 93 | 90 | 76 | 62 | 75 | -20 |
| Provincial government | 6 | 6 | 6 | 6 | 6 | -4 |
| Business enterprise | 30 | 68 | 95 | 73 | 82 | 175 |
| University | 146 | 204 | 224 | 246 | 247 | 69 |
| Private non-profit | 1 | 2 | 2 | 2 | 3 | 141 |
| New Brunswick, total | 143 | 163 | 221 | 215 | 217 | 52 |
| Government | 47 | 30 | 51 | 34 | 29 | -38 |
| Federal government | 44 | 27 | 47 | 30 | 25 | -42 |
| Provincial government | 4 | 3 | 4 | 4 | 4 | 10 |
| Business enterprise | 35 | 41 | 65 | 61 | 73 | 107 |
| University | 59 | 90 | 101 | 117 | 111 | 88 |
| Private non-profit | 1 | 2 | 3 | 3 | 3 | 148 |
| Quebec, total | 3,250 | 5,762 | 6,543 | 6,635 | 6,705 | 106 |
| Government | 335 | 414 | 444 | 381 | 376 | 12 |
| Federal government | 246 | 355 | 363 | 302 | 300 | 22 |
| Provincial government | 89 | 59 | 81 | 79 | 77 | -13 |
| Business enterprise | 1,725 | 3,694 | 4,058 | 3,996 | 4,034 | 134 |
| University | 1,170 | 1,651 | 2,037 | 2,256 | 2,291 | 96 |
| Private non-profit | 19 | 2 | 3 | 3 | 4 | -81 |
| Ontario, total | 5,157 | 9,676 | 10,251 | 10,484 | 11,060 | 114 |
| Government | 420 | 389 | 392 | 422 | 392 | -7 |
| Federal government | 280 | 318 | 317 | 338 | 310 | 11 |
| Provincial government | 140 | 72 | 74 | 84 | 81 | -42 |
| Business enterprise | 3,298 | 6,936 | 6,918 | 6,979 | 7,037 | 113 |
| University | 1,353 | 2,344 | 2,933 | 3,072 | 3,620 | 168 |
| Private non-profit | 86 | 6 | 9 | 12 | 11 | -87 |

Table D.4.4
Expenditures on R\&D, and percentage change, Canada and provinces, 1991, 2000, 2002, 2003 and 2004 (in real 2001 dollars) (concluded)

| Jurisdiction and R\&D contributing sector | 1991 | 2000 | 2002 | 2003 | 2004 | $\begin{array}{r} \text { percentage } \\ \text { change } \\ 1991 / 2004 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | millions of dollars | millions of dollars | millions of dollars | millions of dollars | millions of dollars |  |
| Manitoba, total | 331 | 422 | 456 | 440 | 484 | 46 |
| Government | 114 | 74 | 73 | 65 | 72 | -37 |
| Federal government | 111 | 71 | 70 | 61 | 68 | -38 |
| Provincial government | 3 | 3 | 3 | 4 | 4 | 7 |
| Business enterprise | 75 | 136 | 147 | 132 | 154 | 107 |
| University | 133 | 194 | 220 | 231 | 244 | 83 |
| Private non-profit | 9 | 19 | 16 | 13 | 15 | 60 |
| Saskatchewan, total | 273 | 372 | 417 | 371 | 374 | 37 |
| Government | 77 | 71 | 61 | 61 | 59 | -23 |
| Federal government | 64 | 61 | 51 | 51 | 48 | -26 |
| Provincial government | 13 | 10 | 10 | 10 | 12 | -9 |
| Business enterprise | 68 | 75 | 108 | 79 | 98 | 45 |
| University | 127 | 225 | 248 | 231 | 216 | 70 |
| Private non-profit | 0 | 0 | 0 | 0 | 0 | 0 |
| Alberta, total | 1,101 | 1,373 | 1,778 | 1,710 | 1,828 | 66 |
| Government | 208 | 195 | 206 | 176 | 199 | -5 |
| Federal government | 109 | 119 | 95 | 81 | 98 | -10 |
| Provincial government | 99 | 76 | 111 | 95 | 101 | 2 |
| Business enterprise | 487 | 599 | 804 | 738 | 794 | 63 |
| University | 406 | 562 | 748 | 771 | 800 | 97 |
| Private non-profit | 0 | 17 | 21 | 24 | 35 | ... |
| British Columbia, total | 971 | 1,633 | 1,957 | 1,983 | 2,141 | 121 |
| Government | 155 | 137 | 120 | 91 | 98 | -37 |
| Federal government | 119 | 112 | 99 | 78 | 85 | -28 |
| Provincial government | 36 | 25 | 21 | 14 | 12 | -66 |
| Business enterprise | 432 | 983 | 1,091 | 1,096 | 1,228 | 184 |
| University | 376 | 502 | 736 | 763 | 779 | 107 |
| Private non-profit | 7 | 10 | 10 | 32 | 37 | 391 |

Notes: Real expenditures have been calculated by deflating the expenditures estimates using the GDP implicit price index re-referenced to $2001=100$. 1991, 2000, 2002, and 2003 are revised.
Sources: Statistics Canada. Estimates of Canadian Research and Development Expenditure (GERD), Canada, 1995 to 2006, and by Province 1995 to 2004. Catalogue No. 88E0006XIE2006009.
CANSIM II Table 358-0001 (1991 expenditures).
CANSIM II Table 384-0036 (GDP implicit price index).

Table D.4.5
Sources of funds for university R\&D expenditures in millions of real 2001 dollars and as a percentage of total funding, Canada and provinces, 1991, 1995, 2000, 2002², 2003 and 2004

| Jurisdiction and source of R\&D funds | 1991 |  | 1995 |  | 2000 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | dollars | percentage of total | dollars | percentage of total | dollars | percentage of total |
| Canada, total | 3,835.6 | 100.0 | 4,052.0 | 100.0 | 5,859.2 | 100.0 |
| Business enterprise | 267.3 | 7.0 | 325.7 | 8.0 | 559.7 | 9.6 |
| Federal government | 948.4 | 24.7 | 938.3 | 23.2 | 1,307.5 | 22.3 |
| Provincial governments | 336.9 | 8.8 | 354.8 | 8.8 | 593.9 | 10.1 |
| Private non-profit | 250.9 | 6.5 | 291.8 | 7.2 | 423.0 | 7.2 |
| Foreign sources | 12.8 | 0.3 | 26.7 | 0.7 | 50.2 | 0.9 |
| University | 2,019.3 | 52.6 | 2,114.9 | 52.2 | 2,925.0 | 49.9 |
| From own revenue sources | 533.0 | 13.9 | 697.2 | 17.2 | 1,299.4 | 22.2 |
| From general university funds ${ }^{2}$ | 1,485.8 | 38.7 | 1,417.6 | 35.0 | 1,625.7 | 27.7 |
| Newfoundland and Labrador, total | 70.0 | 100.0 | 67.8 | 100.0 | 83.6 | 100.0 |
| Business enterprise | 2.2 | 3.1 | 4.4 | 6.5 | 6.9 | 8.3 |
| Federal government | 20.1 | 28.7 | 17.3 | 25.5 | 23.4 | 27.9 |
| Provincial government | 1.2 | 1.7 | 3.9 | 5.8 | 1.5 | 1.8 |
| Private non-profit | 6.0 | 8.5 | 1.2 | 1.7 | 1.3 | 1.6 |
| Foreign sources | 0.0 | 0.0 | 0.3 | 0.5 | 0.0 | 0.0 |
| University | 40.6 | 58.1 | 40.6 | 59.9 | 50.5 | 60.4 |
| Prince Edward Island, total | 5.9 | 100.0 | 4.2 | 100.0 | 16.2 | 100.0 |
| Business enterprise | 0.1 | 2.0 | 0.5 | 10.8 | 0.6 | 3.8 |
| Federal government | 1.8 | 31.4 | 0.9 | 21.6 | 2.8 | 17.2 |
| Provincial government | 0.0 | 0.2 | 0.3 | 8.1 | 0.7 | 4.5 |
| Private non-profit | 0.3 | 5.9 | 0.3 | 8.1 | 1.0 | 6.4 |
| Foreign sources | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| University | 3.5 | 58.8 | 2.2 | 51.4 | 11.0 | 68.2 |
| Nova Scotia, total | 146.6 | 100.0 | 128.7 | 100.0 | 203.6 | 100.0 |
| Business enterprise | 5.6 | 3.8 | 8.6 | 6.7 | 20.2 | 9.9 |
| Federal government | 52.2 | 35.6 | 34.1 | 26.5 | 40.6 | 20.0 |
| Provincial government | 8.1 | 5.5 | 3.3 | 2.6 | 7.9 | 3.9 |
| Private non-profit | 4.7 | 3.2 | 4.9 | 3.8 | 10.7 | 5.3 |
| Foreign sources | 0.0 | 0.0 | 1.4 | 1.1 | 1.7 | 0.9 |
| University | 75.8 | 51.7 | 76.4 | 59.4 | 122.4 | 60.1 |
| New Brunswick, total | 58.7 | 100.0 | 60.9 | 100.0 | 89.4 | 100.0 |
| Business enterprise | 5.0 | 8.5 | 4.8 | 7.8 | 4.3 | 4.8 |
| Federal government | 14.5 | 24.7 | 15.1 | 24.7 | 15.4 | 17.2 |
| Provincial government | 3.9 | 6.6 | 4.0 | 6.6 | 2.3 | 2.6 |
| Private non-profit | 2.4 | 4.0 | 3.4 | 5.5 | 4.9 | 5.4 |
| Foreign sources | 0.0 | 0.0 | 0.3 | 0.5 | 0.6 | 0.7 |
| University | 32.9 | 56.1 | 33.4 | 54.8 | 62.0 | 69.4 |
| Quebec, total | 1,169.9 | 100.0 | 1,199.9 | 100.0 | 1,652.0 | 100.0 |
| Business enterprise | 142.1 | 12.1 | 100.9 | 8.4 | 146.9 | 8.9 |
| Federal government | 239.0 | 20.4 | 246.1 | 20.5 | 378.2 | 22.9 |
| Provincial government | 94.9 | 8.1 | 127.2 | 10.6 | 169.0 | 10.2 |
| Private non-profit | 70.0 | 6.0 | 67.6 | 5.6 | 98.7 | 6.0 |
| Foreign sources | 4.4 | 0.4 | 9.3 | 0.8 | 12.1 | 0.7 |
| University | 619.3 | 52.9 | 648.8 | 54.1 | 847.4 | 51.3 |
| Ontario, total | 1,353.2 | 100.0 | 1,537.8 | 100.0 | 2,343.3 | 100.0 |
| Business enterprise | 66.0 | 4.9 | 128.5 | 8.4 | 253.5 | 10.8 |
| Federal government | 332.8 | 24.6 | 347.4 | 22.6 | 510.7 | 21.8 |
| Provincial government | 134.0 | 9.9 | 133.3 | 8.7 | 238.0 | 10.2 |
| Private non-profit | 96.4 | 7.1 | 128.8 | 8.4 | 205.9 | 8.8 |
| Foreign sources | 1.8 | 0.1 | 6.4 | 0.4 | 22.9 | 1.0 |
| University | 722.2 | 53.4 | 793.4 | 51.6 | 1,112.3 | 47.5 |

Table D.4.5
Sources of funds for university R\&D expenditures in millions of real 2001 dollars and as a percentage of total funding, Canada and provinces, 1991, 1995, 2000, 2002 ${ }^{1}$, 2003 and 2004 (continued)

| Jurisdiction and source R\&D funds | 1991 |  | 1995 |  | 2000 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | dollars | percentage of total | dollars | percentage of total | dollars | percentage of total |
| Manitoba, total | 132.5 | 100.0 | 124.4 | 100.0 | 194.2 | 100.0 |
| Business enterprise | 3.7 | 2.8 | 4.6 | 3.7 | 15.4 | 7.9 |
| Federal government | 33.3 | 25.1 | 29.2 | 23.4 | 43.0 | 22.2 |
| Provincial government | 5.8 | 4.4 | 5.6 | 4.5 | 14.6 | 7.5 |
| Private non-profit | 15.5 | 11.7 | 14.8 | 11.9 | 17.0 | 8.8 |
| Foreign sources | 2.7 | 2.0 | 2.1 | 1.7 | 2.4 | 1.2 |
| University | 71.6 | 54.0 | 68.2 | 54.8 | 101.7 | 52.4 |
| Saskatchewan, total | 127.1 | 100.0 | 125.8 | 100.0 | 225.7 | 100.0 |
| Business enterprise | 4.4 | 3.5 | 7.8 | 6.2 | 10.1 | 4.5 |
| Federal government | 32.9 | 25.9 | 25.0 | 19.8 | 53.4 | 23.7 |
| Provincial government | 14.5 | 11.4 | 13.5 | 10.7 | 39.4 | 17.4 |
| Private non-profit | 4.8 | 3.8 | 6.3 | 5.0 | 8.2 | 3.6 |
| Foreign sources | 0.3 | 0.2 | 0.6 | 0.4 | 0.4 | 0.2 |
| University | 70.2 | 55.2 | 72.5 | 57.7 | 114.2 | 50.6 |
| Alberta, total | 405.4 | 100.0 | 429.4 | 100.0 | 560.6 | 100.0 |
| Business enterprise | 18.4 | 4.5 | 32.2 | 7.5 | 51.0 | 9.1 |
| Federal government | 97.3 | 24.0 | 120.0 | 27.9 | 116.1 | 20.7 |
| Provincial government | 50.8 | 12.5 | 47.9 | 11.2 | 94.1 | 16.8 |
| Private non-profit | 30.3 | 7.5 | 35.6 | 8.3 | 35.1 | 6.3 |
| Foreign sources | 1.4 | 0.3 | 1.3 | 0.3 | 3.4 | 0.6 |
| University | 207.3 | 51.1 | 192.4 | 44.8 | 261.0 | 46.6 |
| British Columbia, total | 375.6 | 100.0 | 386.8 | 100.0 | 502.7 | 100.0 |
| Business enterprise | 17.5 | 4.7 | 33.9 | 8.8 | 52.2 | 10.4 |
| Federal government | 129.8 | 34.6 | 110.6 | 28.6 | 126.4 | 25.1 |
| Provincial government | 25.9 | 6.9 | 18.3 | 4.7 | 27.5 | 5.5 |
| Private non-profit | 21.3 | 5.7 | 30.2 | 7.8 | 41.2 | 8.2 |
| Foreign sources | 2.5 | 0.7 | 4.6 | 1.2 | 7.0 | 1.4 |
| University | 178.4 | 47.5 | 189.2 | 48.9 | 248.3 | 49.4 |

Table D.4.5
Sources of funds for university R\&D expenditures in millions of real 2001 dollars and as a percentage of total funding, Canada and provinces, 1991, 1995, 2000, 2002 ${ }^{1}$, 2003 and 2004 (continued)

| Jurisdiction and source of R\&D funds | 2002 |  | 2003 |  | 2004 |  | $1991 / 2004$ <br> percentage <br> change |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | dollars | percentage of total | dollars | percentage of total | dollars | percentage of total |  |
| Canada, total | 7,379.2 | 100.0 | 7,806.7 | 100.0 | 8,406.7 | 100.0 | 119.2 |
| Business enterprise | 636.6 | 8.6 | 651.0 | 8.3 | 691.3 | 8.2 | 158.6 |
| Federal government | 1,798.2 | 24.4 | 2,091.5 | 26.8 | 2,173.9 | 25.9 | 129.2 |
| Provincial governments | 820.1 | 11.1 | 976.0 | 12.5 | 966.5 | 11.5 | 186.9 |
| Private non-profit | 598.3 | 8.1 | 574.6 | 7.4 | 647.9 | 7.7 | 158.2 |
| Foreign sources | 99.5 | 1.3 | 72.7 | 0.9 | 89.0 | 1.1 | 594.0 |
| University | 3,426.5 | 46.4 | 3,441.0 | 44.1 | 3,838.0 | 45.7 | 90.1 |
| From own revenue sources | 1,416.3 | 19.2 | 1,636.1 | 21.0 | 1,747.5 | 20.8 | 227.8 |
| From general university funds ${ }^{2}$ | 2,010.2 | 27.2 | 1,804.9 | 23.1 | 2,090.6 | 24.9 | 40.7 |
| Newfoundland and Labrador, total | 94.7 | 100.0 | 110.3 | 100.0 | 102.3 | 100.0 | 46.2 |
| Business enterprise | 9.9 | 10.5 | 9.4 | 8.5 | 14.6 | 14.3 | 565.8 |
| Federal government | 28.9 | 30.5 | 34.0 | 30.9 | 31.2 | 30.5 | 55.5 |
| Provincial government | 1.3 | 1.4 | 0.8 | 0.7 | 0.9 | 0.9 | -26.9 |
| Private non-profit | 1.8 | 1.9 | 4.4 | 3.9 | 2.0 | 1.9 | -67.2 |
| Foreign sources | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| University | 52.7 | 55.7 | 61.8 | 56.0 | 53.5 | 52.4 | 31.7 |
| Prince Edward Island, total | 18.3 | 100.0 | 24.1 | 100.0 | 22.6 | 100.0 | 283.3 |
| Business enterprise | 0.5 | 2.7 | 0.4 | 1.6 | 0.7 | 3.3 | 546.2 |
| Federal government | 4.2 | 23.0 | 6.3 | 26.2 | 6.5 | 28.9 | 253.4 |
| Provincial government | 0.4 | 2.1 | 0.6 | 2.4 | 0.4 | 1.6 | 3,130.8 |
| Private non-profit | 0.9 | 4.8 | 1.4 | 6.0 | 0.7 | 3.3 | 115.4 |
| Foreign sources | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| University | 12.3 | 67.4 | 15.5 | 64.3 | 14.3 | 63.2 | 311.9 |
| Nova Scotia, total | 224.9 | 100.0 | 245.8 | 100.0 | 246.2 | 100.0 | 67.9 |
| Business enterprise | 20.9 | 9.3 | 20.4 | 8.3 | 21.0 | 8.5 | 272.3 |
| Federal government | 51.9 | 23.1 | 56.9 | 23.2 | 67.5 | 27.4 | 29.2 |
| Provincial government | 6.9 | 3.1 | 6.5 | 2.6 | 7.3 | 3.0 | -9.3 |
| Private non-profit | 17.5 | 7.8 | 22.3 | 9.1 | 20.0 | 8.1 | 323.4 |
| Foreign sources | 1.4 | 0.6 | 0.9 | 0.4 | 0.0 | 0.0 | 0.0 |
| University | 126.4 | 56.2 | 138.8 | 56.5 | 130.3 | 53.0 | 71.8 |
| New Brunswick, total | 101.0 | 100.0 | 116.3 | 100.0 | 111.5 | 100.0 | 90.1 |
| Business enterprise | 2.8 | 2.7 | 4.1 | 3.5 | 3.9 | 3.5 | -21.3 |
| Federal government | 20.6 | 20.4 | 29.7 | 25.5 | 30.1 | 27.0 | 107.6 |
| Provincial government | 2.3 | 2.3 | 3.8 | 3.2 | 3.3 | 3.0 | -14.8 |
| Private non-profit | 6.1 | 6.1 | 7.1 | 6.1 | 5.4 | 4.8 | 127.3 |
| Foreign sources | 0.7 | 0.7 | 0.1 | 0.1 | 0.2 | 0.1 | ... |
| University | 68.4 | 67.7 | 71.6 | 61.5 | 68.7 | 61.6 | 108.6 |
| Quebec, total | 2,037.7 | 100.0 | 2,255.5 | 100.0 | 2,291.4 | 100.0 | 95.9 |
| Business enterprise | 172.2 | 8.5 | 179.8 | 8.0 | 168.5 | 7.3 | 18.6 |
| Federal government | 519.4 | 25.5 | 620.9 | 27.5 | 608.5 | 26.6 | 154.6 |
| Provincial government | 257.1 | 12.6 | 320.8 | 14.2 | 297.9 | 13.0 | 214.0 |
| Private non-profit | 167.9 | 8.2 | 159.2 | 7.1 | 160.5 | 7.0 | 129.2 |
| Foreign sources | 25.7 | 1.3 | 14.8 | 0.7 | 17.5 | 0.8 | 295.5 |
| University | 895.4 | 43.9 | 960.1 | 42.6 | 1,038.4 | 45.3 | 67.7 |
| Ontario, total | 2,933.4 | 100.0 | 3,072.1 | 100.0 | 3,619.9 | 100.0 | 167.5 |
| Business enterprise | 289.1 | 9.9 | 283.5 | 9.2 | 371.7 | 10.3 | 463.0 |
| Federal government | 670.8 | 22.9 | 796.4 | 25.9 | 862.9 | 23.8 | 159.3 |
| Provincial government | 301.3 | 10.3 | 344.1 | 11.2 | 369.2 | 10.2 | 175.6 |
| Private non-profit | 234.4 | 8.0 | 234.6 | 7.6 | 267.0 | 7.4 | 176.9 |
| Foreign sources | 51.0 | 1.7 | 41.9 | 1.4 | 58.4 | 1.6 | 3,167.9 |
| University | 1,386.7 | 47.3 | 1,371.7 | 44.7 | 1,690.7 | 46.7 | 134.1 |

Table D.4.5
Sources of funds for university R\&D expenditures in millions of real 2001 dollars and as a percentage of total funding, Canada and provinces, 1991, 1995, 2000, 2002¹, 2003 and 2004 (concluded)

| Jurisdiction and source of R\&D funds | 2002 |  | 2003 |  | 2004 |  | 1991/2004 <br> percentage <br> change |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | dollars | percentage of total | dollars | percentage of total | dollars | percentage of total |  |
| Manitoba, total | 219.5 | 100.0 | 230.9 | 100.0 | 243.2 | 100.0 | 83.5 |
| Business enterprise | 17.6 | 8.0 | 18.8 | 8.1 | 15.3 | 6.3 | 310.7 |
| Federal government | 54.5 | 24.8 | 60.4 | 26.1 | 67.3 | 27.7 | 102.0 |
| Provincial government | 15.5 | 7.0 | 15.3 | 6.6 | 17.6 | 7.2 | 202.9 |
| Private non-profit | 24.0 | 10.9 | 24.0 | 10.4 | 27.1 | 11.1 | 74.7 |
| Foreign sources | 2.2 | 1.0 | 1.7 | 0.8 | 1.4 | 0.6 | -47.7 |
| University | 105.8 | 48.2 | 110.7 | 48.0 | 114.5 | 47.1 | 59.9 |
| Saskatchewan, total | 249.2 | 100.0 | 230.8 | 100.0 | 217.0 | 100.0 | 70.8 |
| Business enterprise | 15.3 | 6.1 | 16.7 | 7.2 | 16.1 | 7.4 | 265.6 |
| Federal government | 54.5 | 21.9 | 60.1 | 26.1 | 57.4 | 26.5 | 74.3 |
| Provincial government | 34.3 | 13.8 | 28.1 | 12.2 | 24.6 | 11.3 | 69.4 |
| Private non-profit | 20.6 | 8.3 | 11.0 | 4.8 | 11.0 | 5.1 | 129.4 |
| Foreign sources | 0.1 | 0.0 | 0.7 | 0.3 | 0.1 | 0.0 | -64.8 |
| University | 124.4 | 49.9 | 114.2 | 49.5 | 107.9 | 49.7 | 53.8 |
| Alberta, total | 747.6 | 100.0 | 772.1 | 100.0 | 799.9 | 100.0 | 97.3 |
| Business enterprise | 45.7 | 6.1 | 55.9 | 7.2 | 52.6 | 6.6 | 185.6 |
| Federal government | 185.7 | 24.8 | 206.1 | 26.7 | 182.8 | 22.9 | 87.9 |
| Provincial government | 125.2 | 16.7 | 170.4 | 22.1 | 206.4 | 25.8 | 306.2 |
| Private non-profit | 53.5 | 7.2 | 41.3 | 5.3 | 44.3 | 5.5 | 46.4 |
| Foreign sources | 7.0 | 0.9 | 5.6 | 0.7 | 4.8 | 0.6 | 244.5 |
| University | 330.5 | 44.2 | 292.7 | 37.9 | 308.9 | 38.6 | 49.0 |
| British Columbia, total | 736.5 | 100.0 | 763.0 | 100.0 | 779.2 | 100.0 | 107.5 |
| Business enterprise | 60.1 | 8.2 | 63.7 | 8.3 | 29.7 | 3.8 | 69.9 |
| Federal government | 204.5 | 27.8 | 224.8 | 29.5 | 266.9 | 34.2 | 105.6 |
| Provincial government | 75.0 | 10.2 | 85.0 | 11.1 | 36.1 | 4.6 | 39.2 |
| Private non-profit | 69.9 | 9.5 | 71.1 | 9.3 | 113.4 | 14.6 | 431.2 |
| Foreign sources | 10.9 | 1.5 | 7.2 | 0.9 | 7.5 | 1.0 | 202.3 |
| University | 316.0 | 42.9 | 311.2 | 40.8 | 325.6 | 41.8 | 82.5 |

1. 1991, 1995, and 2000 data are revised.
2. Data on general university funds are not available at the provincial level.

Note: Sources of funds in real dollars have been calculated by deflating the estimates using the GDP implicit price index re-referenced to $2001=100$. Sources: Statistics Canada. Science, Innovation and Electronic Information Division. Science and Technology Surveys Section.

CANSIM II Table 384-0036 (GDP implicit price index).


Table D.5.1
Comparison of provinces and territories based on average proficiency scores, by literacy domain, population aged 16 and over, 2003

|  | Average score | Standard error | Confidence interval $95 \%$ upper limit | Confidence interval 95\% lower limit |
| :---: | :---: | :---: | :---: | :---: |
| Prose proficiency |  |  |  |  |
| Canada | 272 | (0.7) | 274 | 271 |
| Newfoundland and Labrador | 263 | (2.0) | 267 | 259 |
| Prince Edward Island | 272 | (2.6) | 277 | 267 |
| Nova Scotia | 276 | (1.9) | 280 | 273 |
| New Brunswick | 264 | (2.1) | 268 | 260 |
| Quebec | 266 | (1.2) | 269 | 264 |
| Ontario | 270 | (1.4) | 273 | 267 |
| Manitoba | 274 | (1.7) | 277 | 270 |
| Saskatchewan | 283 | (2.2) | 287 | 279 |
| Alberta | 283 | (1.9) | 286 | 279 |
| British Columbia | 281 | (1.2) | 283 | 279 |
| Yukon | 292 | (1.7) | 296 | 289 |
| Northwest Territories | 275 | (2.4) | 280 | 271 |
| Nunavut | 230 | (2.5) | 235 | 225 |
| Document proficiency |  |  |  |  |
| Canada | 271 | (0.6) | 272 | 270 |
| Newfoundland and Labrador | 261 | (2.0) | 265 | 257 |
| Prince Edward Island | 270 | (2.8) | 276 | 265 |
| Nova Scotia | 274 | (1.8) | 278 | 271 |
| New Brunswick | 261 | (2.4) | 265 | 256 |
| Quebec | 263 | (1.4) | 266 | 260 |
| Ontario | 270 | (1.3) | 272 | 267 |
| Manitoba | 273 | (1.5) | 276 | 270 |
| Saskatchewan | 282 | (2.2) | 286 | 278 |
| Alberta | 283 | (1.8) | 287 | 279 |
| British Columbia | 282 | (1.4) | 284 | 279 |
| Yukon | 290 | (2.0) | 294 | 286 |
| Northwest Territories | 275 | (2.1) | 279 | 271 |
| Nunavut | 232 | (3.0) | 238 | 226 |

## D5 Education Indicators in Canada

Table D.5.1
Comparison of provinces and territories based on average proficiency scores, by literacy domain, population aged 16 and over, 2003 (concluded)

|  | Average score | Standard error | Confidence interval $95 \%$ upper limit | Confidence interval 95\% lower limit |
| :---: | :---: | :---: | :---: | :---: |
| Numeracy |  |  |  |  |
| Canada | 263 | (0.8) | 265 | 262 |
| Newfoundland and Labrador | 251 | (2.0) | 255 | 247 |
| Prince Edward Island | 260 | (2.5) | 265 | 255 |
| Nova Scotia | 262 | (1.6) | 265 | 259 |
| New Brunswick | 252 | (2.4) | 257 | 247 |
| Quebec | 259 | (1.3) | 262 | 257 |
| Ontario | 261 | (1.5) | 264 | 258 |
| Manitoba | 262 | (1.6) | 265 | 259 |
| Saskatchewan | 272 | (2.0) | 276 | 268 |
| Alberta | 274 | (1.8) | 277 | 270 |
| British Columbia | 272 | (1.3) | 274 | 269 |
| Yukon | 280 | (1.8) | 283 | 276 |
| Northwest Territories | 265 | (2.1) | 269 | 260 |
| Nunavut | 219 | (3.1) | 225 | 213 |
| Problem solving |  |  |  |  |
| Canada | 266 | (1.0) | 267 | 264 |
| Newfoundland and Labrador | 255 | (1.9) | 259 | 251 |
| Prince Edward Island | 262 | (2.0) | 266 | 259 |
| Nova Scotia | 267 | (2.0) | 271 | 263 |
| New Brunswick | 257 | (2.3) | 261 | 253 |
| Quebec | 262 | (1.3) | 265 | 259 |
| Ontario | 263 | (1.6) | 266 | 260 |
| Manitoba | 266 | (1.7) | 269 | 263 |
| Saskatchewan | 274 | (2.2) | 278 | 270 |
| Alberta | 274 | (2.0) | 278 | 270 |
| British Columbia | 274 | (1.4) | 277 | 271 |
| Yukon | 282 | (2.0) | 286 | 278 |
| Northwest Territories | 265 | (1.9) | 269 | 262 |
| Nunavut | 225 | (2.5) | 230 | 220 |

Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.

Table D.5.2
Literacy levels for prose proficiency, by urban/rural status, Canada and jurisdictions, population aged 16 and over, 2003

|  | Prose proficiency |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Total |  |  |  |  |  |  |  |  |
| Canada | 19.9 | (0.5) | 27.8 | (0.7) | 35.4 | (0.8) | 17.0 | (0.7) |
| Newfoundland and Labrador | 24.0 | (1.5) | 30.8 | (1.7) | 32.8 | (1.5) | 12.4 | (0.9) |
| Prince Edward Island | 19.9 | (1.6) | 29.6 | (2.0) | 34.0 | (2.5) | 16.6 | (2.1) |
| Nova Scotia | 17.3 | (1.4) | 27.5 | (1.6) | 38.4 | (2.1) | 16.8 | (1.6) |
| New Brunswick | 22.7 | (1.6) | 33.3 | (2.2) | 31.6 | (2.2) | 12.4 | (2.0) |
| Quebec | 22.3 | (1.1) | 32.3 | (1.4) | 32.8 | (1.1) | 12.6 | (0.8) |
| Ontario | 21.3 | (0.9) | 26.7 | (1.4) | 35.0 | (1.8) | 17.0 | (1.7) |
| Manitoba | 18.2 | (1.2) | 28.1 | (1.7) | 37.2 | (2.1) | 16.5 | (1.3) |
| Saskatchewan | 13.5 | (1.4) | 26.6 | (2.1) | 38.9 | (2.4) | 21.0 | (2.3) |
| Alberta | 13.6 | (1.1) | 25.9 | (2.0) | 39.6 | (2.2) | 21.0 | (1.6) |
| British Columbia | 17.3 | (0.8) | 22.7 | (1.7) | 37.2 | (2.1) | 22.9 | (1.7) |
| Yukon | 10.5 | (1.5) | 22.9 | (1.9) | 39.3 | (3.4) | 27.3 | (2.7) |
| Northwest Territories | 19.3 | (1.9) | 25.8 | (1.7) | 35.1 | (2.7) | 19.8 | (1.8) |
| Nunavut | 47.2 | (1.9) | 25.8 | (2.2) | 19.5 | (2.6) | $7.5{ }^{\text {E }}$ | (1.3) |
| Urban |  |  |  |  |  |  |  |  |
| Canada | 20.1 | (0.5) | 27.4 | (0.8) | 35.1 | (0.9) | 17.5 | (0.7) |
| Newfoundland and Labrador | 20.4 | (1.9) | 30.0 | (2.3) | 35.3 | (2.2) | 14.3 | (1.3) |
| Prince Edward Island | 23.6 | (2.0) | 27.4 | (3.1) | 33.4 | (3.4) | $15.6{ }^{\text {E }}$ | (2.9) |
| Nova Scotia | 15.8 | (1.5) | 25.8 | (2.1) | 39.9 | (3.2) | 18.4 | (2.2) |
| New Brunswick | 19.0 | (2.1) | 31.3 | (3.7) | 34.7 | (3.5) | $14.9{ }^{\text {E }}$ | (3.4) |
| Quebec | 21.3 | (1.3) | 32.0 | (1.4) | 33.4 | (1.4) | 13.4 | (0.8) |
| Ontario | 22.3 | (1.0) | 27.0 | (1.4) | 34.1 | (1.9) | 16.7 | (1.8) |
| Manitoba | 18.4 | (1.4) | 26.4 | (2.3) | 37.8 | (2.4) | 17.4 | (1.7) |
| Saskatchewan | 12.9 | (1.8) | 25.3 | (2.5) | 37.6 | (3.8) | 24.2 | (3.4) |
| Alberta | 13.9 | (1.3) | 25.4 | (2.6) | 39.4 | (2.7) | 21.3 | (1.7) |
| British Columbia | 18.4 | (0.9) | 21.9 | (1.7) | 36.3 | (2.6) | 23.5 | (2.1) |
| Yukon | $9.7{ }^{\text {E }}$ | (2.3) | 23.2 | (2.9) | 39.7 | (4.2) | 27.3 | (3.1) |
| Northwest Territories | 11.7 | (1.9) | 24.0 | (2.5) | 39.7 | (3.7) | 24.6 | (2.5) |
| Nunavut | 36.4 | (3.3) | 27.8 | (3.0) | $25.1{ }^{\text {E }}$ | (4.2) | $10.8{ }^{\text {E }}$ | (2.2) |
| Rural |  |  |  |  |  |  |  |  |
| Canada | 19.0 | (1.0) | 29.5 | (1.1) | 36.5 | (1.5) | 15.0 | (1.2) |
| Newfoundland and Labrador | 30.1 | (3.0) | 32.2 | (2.9) | 28.6 | (2.7) | $9.1{ }^{\text {E }}$ | (1.7) |
| Prince Edward Island | 16.6 | (2.1) | 31.5 | (3.1) | 34.5 | (3.9) | $17.5{ }^{\text {E }}$ | (3.4) |
| Nova Scotia | 19.3 | (1.9) | 29.5 | (2.2) | 36.5 | (2.8) | 14.7 | (2.1) |
| New Brunswick | 26.7 | (2.5) | 35.4 | (2.8) | 28.2 | (3.1) | $9.7{ }^{\text {E }}$ | (2.1) |
| Quebec | 27.1 | (2.4) | 34.0 | (3.9) | 29.9 | (2.8) | 9.0 | (1.5) |
| Ontario | 15.6 | (2.2) | 25.3 | (2.8) | 40.5 | (4.5) | $18.6{ }^{\text {E }}$ | (3.3) |
| Manitoba | $17.4{ }^{\mathrm{E}}$ | (3.1) | 33.7 | (3.8) | 35.2 | (4.6) | 13.7 | (2.2) |
| Saskatchewan | 14.6 E | (2.9) | 29.1 | (4.5) | 41.5 | (4.3) | $14.8{ }^{\text {E }}$ | (3.1) |
| Alberta | $11.7{ }^{\text {E }}$ | (3.1) | 28.9 | (4.7) | 40.4 | (6.5) | $19.0{ }^{\text {E }}$ | (4.0) |
| British Columbia | $11.6{ }^{\text {E }}$ | (2.4) | 26.9 | (3.8) | 41.8 | (4.3) | 19.7 | (3.1) |
| Yukon | 11.8 | (1.8) | 22.4 | (3.4) | 38.6 | (5.9) | 27.3 | (3.9) |
| Northwest Territories | 34.8 | (3.3) | 29.4 | (3.8) | $25.8{ }^{\text {E }}$ | (4.6) | $10.0{ }^{\text {E }}$ | (2.5) |
| Nunavut | 57.6 | (2.6) | 24.0 | (3.1) | $14.1{ }^{\mathrm{E}}$ | (2.5) | F | ... |

Note: An urban area has a minimum population concentration of 1,000 persons and a population density of at least 400 persons per square kilometre, based on the current census population count. All territory outside urban areas is classified as rural.
Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.

D5 Education Indicators in Canada
Table D.5.3
Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003

| Age group | Prose proficiency |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Canada |  |  |  |  |  |  |  |  |
| Both sexes | 19.9 | (0.5) | 27.8 | (0.7) | 35.4 | (0.8) | 17.0 | (0.7) |
| 16 to 25 | 9.5 | (0.8) | 28.3 | (2.1) | 40.6 | (2.8) | 21.6 | (1.9) |
| 26 to 35 | 9.5 | (1.0) | 24.0 | (2.0) | 41.9 | (2.1) | 24.6 | (1.8) |
| 36 to 45 | 14.7 | (1.2) | 26.7 | (1.7) | 38.2 | (2.0) | 20.3 | (1.6) |
| 46 to 55 | 15.9 | (0.9) | 27.8 | (1.3) | 38.7 | (1.4) | 17.6 | (1.0) |
| 56 to 65 | 26.9 | (1.7) | 30.9 | (1.8) | 31.8 | (1.8) | 10.4 | (1.2) |
| 66 and over | 51.5 | (2.4) | 30.6 | (2.0) | 15.7 | (1.3) | $2.2{ }^{\text {E }}$ | (0.6) |
| Males | 19.9 | (0.7) | 28.6 | (1.3) | 36.0 | (1.4) | 15.5 | (1.0) |
| 16 to 25 | 11.4 | (1.2) | 30.7 | (3.1) | 41.1 | (3.5) | 16.8 | (1.9) |
| 26 to 35 | 9.2 | (1.2) | 24.0 | (2.9) | 42.7 | (3.1) | 24.1 | (2.6) |
| 36 to 45 | 16.2 | (2.0) | 27.8 | (2.7) | 37.4 | (3.5) | 18.6 | (2.6) |
| 46 to 55 | 17.2 | (1.3) | 29.3 | (2.4) | 38.5 | (2.8) | 15.0 | (1.4) |
| 56 to 65 | 28.2 | (2.8) | 31.2 | (3.4) | 31.7 | (2.7) | $9.0{ }^{\text {E }}$ | (1.7) |
| 66 and over | 49.3 | (3.6) | 29.9 | (3.2) | 17.7 | (2.0) | F | ... |
| Females | 19.8 | (0.7) | 26.9 | (1.1) | 34.7 | (1.0) | 18.5 | (0.7) |
| 16 to 25 | $7.5{ }^{\text {E }}$ | (1.4) | 25.7 | (2.9) | 40.2 | (3.1) | 26.7 | (2.9) |
| 26 to 35 | 9.9 | (1.4) | 23.9 | (2.5) | 41.0 | (2.8) | 25.2 | (2.3) |
| 36 to 45 | 13.2 | (1.3) | 25.6 | (2.6) | 39.1 | (2.5) | 22.1 | (1.6) |
| 46 to 55 | 14.7 | (1.4) | 26.3 | (1.7) | 38.8 | (2.2) | 20.2 | (1.7) |
| 56 to 65 | 25.6 | (2.4) | 30.7 | (1.9) | 32.0 | (2.4) | 11.7 | (1.6) |
| 66 and over | 53.1 | (2.9) | 31.1 | (2.4) | 14.2 | (1.6) | $1.5{ }^{\text {E }}$ | (0.4) |
| Newfoundland and Labrador |  |  |  |  |  |  |  |  |
| Both sexes | 24.0 | (1.5) | 30.8 | (1.7) | 32.8 | (1.5) | 12.4 | (0.9) |
| 16 to 25 | $8.2{ }^{\text {E }}$ | (2.3) | 34.3 | (5.7) | 41.5 | (6.2) | $16.0{ }^{\text {E }}$ | (3.8) |
| 26 to 35 | $8.7{ }^{\text {E }}$ | (2.4) | 24.0 | (3.8) | 46.7 | (3.8) | $20.6{ }^{\text {E }}$ | (4.7) |
| 36 to 45 | $18.0{ }^{\mathrm{E}}$ | (3.5) | 32.0 | (4.4) | 35.4 | (3.7) | 14.5 | (1.8) |
| 46 to 55 | 24.4 | (2.9) | 35.0 | (4.0) | 29.3 | (3.2) | $11.2{ }^{\text {E }}$ | (2.7) |
| 56 to 65 | 37.5 | (4.5) | 32.1 | (4.5) | 24.2 | (3.9) | F | ... |
| 66 and over | 59.4 | (4.3) | 25.7 | (3.8) | $13.2{ }^{\text {E }}$ | (4.3) | x | ... |
| Males | 27.9 | (2.8) | 31.8 | (3.3) | 31.0 | (2.5) | $9.3{ }^{\text {E }}$ | (1.6) |
| 16 to 25 | F | ... | $41.7{ }^{\mathrm{E}}$ | (9.9) | $38.4{ }^{\text {E }}$ | (9.2) | F | ... |
| 26 to 35 | F | ... | 23.0 E | (6.7) | 48.0 | (7.4) | F | ... |
| 36 to 45 | $22.5{ }^{\text {E }}$ | (5.6) | $36.7{ }^{\text {E }}$ | (6.6) | 32.1 | (4.7) | $8.7{ }^{\text {E }}$ | (2.6) |
| 46 to 55 | $29.0{ }^{\mathrm{E}}$ | (5.3) | 35.4 E | (6.3) | $26.0{ }^{\text {E }}$ | (5.3) | F | ... |
| 56 to 65 | $43.1{ }^{\text {E }}$ | (7.9) | $27.8{ }^{\text {E }}$ | (7.1) | $22.6{ }^{\text {E }}$ | (6.3) | F | ... |
| 66 and over | 65.8 | (6.9) | $19.8{ }^{\text {E }}$ | (4.8) | F | ... | x | ... |
| Females | 20.3 | (1.6) | 29.9 | (2.3) | 34.5 | (2.2) | 15.3 | (1.8) |
| 16 to 25 | X | ... | $26.7{ }^{\text {E }}$ | (7.0) | $44.7{ }^{\text {E }}$ | (8.2) | 24.4 E | (6.6) |
| 26 to 35 | F |  | 24.9 | (3.9) | 45.5 | (6.1) | $22.8{ }^{\text {E }}$ | (7.4) |
| 36 to 45 | $13.8{ }^{\text {E }}$ | (3.2) | 27.6 | (3.8) | 38.6 | (5.0) | 20.1 | (3.1) |
| 46 to 55 | 19.9 E | (5.0) | 34.6 | (4.9) | 32.6 | (4.4) | 12.9 E | (3.6) |
| 56 to 65 | 32.0 | (4.9) | 36.4 | (5.5) | $25.9{ }^{\text {E }}$ | (5.9) | F | ... |
| 66 and over | 54.2 | (5.6) | $30.4{ }^{\text {E }}$ | (6.0) | F | ... | x | ... |

Table D.5.3
Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003 (continued)

| Age group | Prose proficiency |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Prince Edward Island |  |  |  |  |  |  |  |  |
| Both sexes | 19.9 | (1.6) | 29.6 | (2.0) | 34.0 | (2.5) | 16.6 | (2.1) |
| 16 to 25 | F | ... | $32.1{ }^{\mathrm{E}}$ | (6.2) | $31.0{ }^{\text {E }}$ | (6.0) | $22.7{ }^{\mathrm{E}}$ | (5.1) |
| 26 to 35 | x |  | 24.4 E | (7.2) | 47.1 E | (9.0) | 24.0 E | (7.7) |
| 36 to 45 | $14.1{ }^{\mathrm{E}}$ | (3.5) | 28.0 E | (5.2) | 38.4 E | (6.7) | $19.5{ }^{\text {E }}$ | (6.0) |
| 46 to 55 | $15.7{ }^{\text {E }}$ | (4.0) | $25.1{ }^{\text {E }}$ | (4.6) | 40.2 | (4.6) | $19.0{ }^{\mathrm{E}}$ | (5.0) |
| 56 to 65 | $24.1{ }^{\text {E }}$ | (5.9) | $36.7{ }^{\text {E }}$ | (6.6) | 31.9 E | (5.7) | F | ... |
| 66 and over | 53.8 | (4.9) | 33.9 | (5.4) | $10.8{ }^{\text {E }}$ | (2.8) | x | ... |
| Males | 23.9 | (3.0) | 31.0 | (3.6) | 33.8 | (3.6) | $11.2{ }^{\text {E }}$ | (2.3) |
| 16 to 25 | F | ... | $37.6{ }^{\text {E }}$ | (9.6) | F |  | F | ... |
| 26 to 35 | X | ... | F |  | $49.0{ }^{\text {E }}$ | (12.9) | F | ... |
| 36 to 45 | 21.4 E | (6.0) | 28.0 E | (9.1) | 39.8 E | (8.9) | F | ... |
| 46 to 55 | F |  | F |  | 40.0 | (6.2) | F | ... |
| 56 to 65 | $29.2{ }^{\text {E }}$ | (8.7) | $37.4{ }^{\mathrm{E}}$ | (10.9) | F | ... | x | ... |
| 66 and over | 53.9 E | (10.4) | $34.5{ }^{\text {E }}$ | (8.7) | F | ... | x | $\ldots$ |
| Females | 16.1 | (1.4) | 28.2 | (4.1) | 34.1 | (3.8) | $21.6{ }^{\text {E }}$ | (3.6) |
| 16 to 25 | F | ... | $26.6{ }^{\text {E }}$ | (7.6) | 31.7 E | (8.4) | F | ... |
| 26 to 35 | X | $\ldots$ | F |  | 45.3 E | (14.3) | F | ... |
| 36 to 45 | F | ... | $28.0{ }^{\text {E }}$ | (6.9) | $37.0{ }^{\text {E }}$ | (8.5) | F |  |
| 46 to 55 | F | ... | $27.7{ }^{\text {E }}$ | (8.0) | 40.3 E | (8.5) | $24.3{ }^{\text {E }}$ | (6.6) |
| 56 to 65 | F | ... | 36.1 E | (7.2) | 40.0 | (6.1) | x | ... |
| 66 and over | 53.6 | (7.4) | 33.4 E | (9.0) | F | ... | x | ... |
| Nova Scotia |  |  |  |  |  |  |  |  |
| Both sexes | 17.3 | (1.4) | 27.5 | (1.6) | 38.4 | (2.1) | 16.8 | (1.6) |
| 16 to 25 | $10.0{ }^{\text {E }}$ | (3.1) | 28.5 | (4.0) | 43.7 | (4.8) | $17.8{ }^{\text {E }}$ | (4.0) |
| 26 to 35 | F | ... | $19.3{ }^{\text {E }}$ | (3.5) | 51.7 | (5.3) | $24.0{ }^{\mathrm{E}}$ | (4.7) |
| 36 to 45 | 12.3 E | (2.5) | 24.8 | (3.4) | 40.4 | (4.4) | 22.5 | (3.7) |
| 46 to 55 | $13.7{ }^{\text {E }}$ | (2.6) | 27.2 | (3.1) | 39.5 | (4.2) | 19.6 | (3.0) |
| 56 to 65 | 19.5 | (2.8) | 34.8 | (5.3) | 34.7 | (4.8) | $11.0{ }^{\mathrm{E}}$ | (2.6) |
| 66 and over | 48.2 | (4.8) | 32.8 | (4.2) | 17.3 | (2.7) | x | ... |
| Males | 18.7 | (2.1) | 26.8 | (2.1) | 39.7 | (2.7) | 14.8 | (2.0) |
| 16 to 25 | F | ... | $32.7{ }^{\mathrm{E}}$ | (5.6) | $46.5{ }^{\text {E }}$ | (7.9) | F | ... |
| 26 to 35 | x |  | 20.9 E | (5.5) | 56.6 | (8.8) | F |  |
| 36 to 45 | $16.8{ }^{\text {E }}$ | (3.9) | 25.0 E | (4.6) | 37.5 | (5.3) | $20.7{ }^{\text {E }}$ | (5.1) |
| 46 to 55 | $18.2{ }^{\text {E }}$ | (4.9) | $27.4{ }^{\text {E }}$ | (5.0) | 36.4 | (5.1) | $18.1{ }^{\mathrm{E}}$ | (4.7) |
| 56 to 65 | $20.1{ }^{\text {E }}$ | (5.5) | $31.0{ }^{\mathrm{E}}$ | (6.3) | 37.0 | (5.9) | $12.0{ }^{\text {E }}$ | (3.9) |
| 66 and over | 52.4 | (6.7) | $24.5{ }^{\text {E }}$ | (5.2) | $21.0{ }^{\text {E }}$ | (4.8) | - | ... |
| Females | 16.1 | (2.0) | 28.0 | (3.1) | 37.2 | (2.5) | 18.6 | (2.1) |
| 16 to 25 | F | ... | 24.1 E | (6.8) | 40.9 E | (7.9) | 23.2 E | (6.6) |
| 26 to 35 | F | ... | 17.9 E | (4.3) | 47.1 | (6.7) | $29.1{ }^{\mathrm{E}}$ | (5.0) |
| 36 to 45 | $8.1^{\text {E }}$ | (2.4) | $24.6{ }^{\text {E }}$ | (4.4) | 43.1 | (6.1) | $24.2{ }^{\text {E }}$ | (4.9) |
| 46 to 55 | $9.3{ }^{\text {E }}$ | (2.5) | 26.9 E | (5.5) | 42.7 | (6.8) | $21.1{ }^{\text {E }}$ | (3.9) |
| 56 to 65 | $19.0{ }^{\text {E }}$ | (3.7) | $38.5{ }^{\text {E }}$ | (8.1) | $32.4{ }^{\mathrm{E}}$ | (7.5) | F | ... |
| 66 and over | 45.1 | (6.0) | 38.9 | (6.1) | 14.6 E | (3.4) | x | ... |

D5 Education Indicators in Canada
Table D.5.3
Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003 (continued)

| Age group | Prose proficiency |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| New Brunswick |  |  |  |  |  |  |  |  |
| Both sexes | 22.7 | (1.6) | 33.3 | (2.2) | 31.6 | (2.2) | 12.4 | (2.0) |
| 16 to 25 | F |  | $29.1{ }^{\text {E }}$ | (7.0) | $44.4{ }^{\text {E }}$ | (8.3) | F |  |
| 26 to 35 | $10.4{ }^{\text {E }}$ | (3.0) | $31.7{ }^{\text {E }}$ | (6.3) | 40.6 | (6.5) | $17.2{ }^{\text {E }}$ | (5.0) |
| 36 to 45 | 14.5 | (2.4) | 37.1 | (4.6) | 32.8 | (5.2) | $15.6{ }^{\text {E }}$ | (3.5) |
| 46 to 55 | $23.3{ }^{\mathrm{E}}$ | (4.3) | $31.4{ }^{\text {E }}$ | (5.8) | 32.2 | (5.1) | $13.2{ }^{\text {E }}$ | (3.6) |
| 56 to 65 | $28.1{ }^{\text {E }}$ | (5.4) | 40.7 | (5.7) | $25.2{ }^{\text {E }}$ | (6.3) | F | ... |
| 66 and over | 58.7 | (6.2) | $30.4{ }^{\text {E }}$ | (5.3) | F | ... | x | ... |
| Males | 25.3 | (2.6) | 33.2 | (3.8) | 30.4 | (3.4) | $11.2{ }^{\text {E }}$ | (2.6) |
| 16 to 25 | F | ... | F |  | $37.7{ }^{\text {E }}$ | (12.2) | F | ... |
| 26 to 35 | F | ... | 34.4 E | (9.2) | $32.5{ }^{\mathrm{E}}$ | (7.8) | F | ... |
| 36 to 45 | $12.9{ }^{\text {E }}$ | (3.9) | 34.7 E | (7.7) | 35.3 E | (8.4) | F |  |
| 46 to 55 | $29.2{ }^{\text {E }}$ | (6.6) | $28.1{ }^{\mathrm{E}}$ | (6.9) | $34.3{ }^{\text {E }}$ | (7.4) | F |  |
| 56 to 65 | 34.9 E | (7.8) | $34.5{ }^{\text {E }}$ | (7.6) | F |  | x | ... |
| 66 and over | $58.9{ }^{\text {E }}$ | (10.6) | $30.5{ }^{\text {E }}$ | (10.1) | F | $\ldots$ | x | ... |
| Females | 20.3 | (1.6) | 33.4 | (2.3) | 32.8 | (2.7) | $13.5{ }^{\text {E }}$ | (2.6) |
| 16 to 25 | x | ... | 20.9 E | (5.2) | $51.3{ }^{\text {E }}$ | (11.1) | 24.9 E | (8.0) |
| 26 to 35 | F |  | $29.1{ }^{\text {E }}$ | (7.6) | $48.6{ }^{\text {E }}$ | (9.8) | F | ... |
| 36 to 45 | $16.1{ }^{\mathrm{E}}$ | (5.3) | 39.5 | (6.6) | $30.3{ }^{\mathrm{E}}$ | (7.7) | F | ... |
| 46 to 55 | $17.5{ }^{\text {E }}$ | (4.0) | $34.6{ }^{\text {E }}$ | (8.3) | $30.1{ }^{\text {E }}$ | (7.7) | F | ... |
| 56 to 65 | $21.4{ }^{\text {E }}$ | (7.1) | $46.8{ }^{\text {E }}$ | (8.7) | 26.9 E | (6.5) | x | ... |
| 66 and over | 58.6 | (6.7) | $30.3{ }^{\mathrm{E}}$ | (5.9) | F | ... | x | ... |
| Quebec |  |  |  |  |  |  |  |  |
| Both sexes | 22.3 | (1.1) | 32.3 | (1.4) | 32.8 | (1.1) | 12.6 | (0.8) |
| 16 to 25 | $8.5{ }^{\text {E }}$ | (1.4) | 27.6 | (1.9) | 41.1 | (2.9) | 22.8 | (2.1) |
| 26 to 35 | 11.9 | (1.7) | 27.7 | (2.8) | 41.3 | (3.3) | 19.0 | (2.4) |
| 36 to 45 | 15.3 | (1.4) | 33.8 | (2.3) | 37.5 | (2.2) | 13.5 | (2.1) |
| 46 to 55 | 16.1 | (1.3) | 37.3 | (3.0) | 35.4 | (3.5) | $11.2{ }^{\text {E }}$ | (2.1) |
| 56 to 65 | 28.2 | (2.0) | 39.0 | (3.4) | 27.1 | (2.7) | F | ... |
| 66 and over | 62.1 | (5.4) | $28.4{ }^{\text {E }}$ | (5.3) | F | ... | F | ... |
| Males | 22.0 | (1.3) | 32.7 | (2.5) | 33.3 | (1.7) | 12.0 | (1.2) |
| 16 to 25 | $10.8{ }^{\text {E }}$ | (2.3) | 28.0 | (2.9) | 40.9 | (3.3) | 20.3 | (2.2) |
| 26 to 35 | $10.9{ }^{\text {E }}$ | (2.2) | $28.4{ }^{\text {E }}$ | (5.0) | 42.7 | (4.4) | $18.0{ }^{\mathrm{E}}$ | (3.6) |
| 36 to 45 | 17.0 | (2.1) | 34.4 | (3.5) | 36.0 | (3.5) | $12.7{ }^{\text {E }}$ | (3.6) |
| 46 to 55 | 16.4 | (2.1) | 38.5 | (5.4) | 35.0 | (5.0) | $10.2{ }^{\text {E }}$ | (2.1) |
| 56 to 65 | 30.2 | (4.3) | 39.8 | (4.4) | $24.5{ }^{\mathrm{E}}$ | (4.3) | F | ... |
| 66 and over | 61.0 | (9.1) | 25.4 E | (7.7) | F | ... | X | ... |
| Females | 22.6 | (1.8) | 32.0 | (2.1) | 32.3 | (1.4) | 13.1 | (0.8) |
| 16 to 25 | $6.1{ }^{\text {E }}$ | (1.6) | 27.1 | (3.0) | 41.4 | (3.7) | 25.4 | (3.4) |
| 26 to 35 | $13.0{ }^{\mathrm{E}}$ | (2.7) | 27.0 | (4.0) | 39.9 | (5.4) | 20.1 | (3.1) |
| 36 to 45 | 13.5 | (1.9) | 33.2 | (3.4) | 39.0 | (3.3) | 14.3 | (1.7) |
| 46 to 55 | 15.9 | (2.1) | 36.1 | (2.8) | 35.8 | (4.0) | $12.2{ }^{\text {E }}$ | (2.6) |
| 56 to 65 | 26.4 | (3.9) | 38.1 | (4.9) | 29.6 | (4.5) | F | ... |
| 66 and over | 62.9 | (8.0) | $30.5{ }^{\text {E }}$ | (8.6) | F | ... | x | ... |

Table D.5.3
Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003 (continued)

| Age group | Prose proficiency |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Ontario |  |  |  |  |  |  |  |  |
| Both sexes | 21.3 | (0.9) | 26.7 | (1.4) | 35.0 | (1.8) | 17.0 | (1.7) |
| 16 to 25 | $10.6{ }^{\text {E }}$ | (2.3) | 28.4 | (4.7) | 40.1 | (5.6) | 20.9 E | (4.0) |
| 26 to 35 | $9.0{ }^{\text {E }}$ | (1.7) | 24.0 | (3.3) | 41.6 | (5.0) | $25.5{ }^{\text {E }}$ | (4.5) |
| 36 to 45 | 16.7 | (2.5) | 25.1 | (3.3) | 37.7 | (3.9) | 20.5 | (3.2) |
| 46 to 55 | 18.8 | (2.0) | 25.8 | (2.9) | 39.4 | (3.6) | 16.1 | (2.2) |
| 56 to 65 | 30.6 | (3.5) | 27.5 | (3.8) | 30.4 | (3.9) | $11.6{ }^{\text {E }}$ | (3.1) |
| 66 and over | 51.9 | (3.8) | 31.3 | (3.4) | 14.9 E | (2.8) | F | ... |
| Males | 21.4 | (1.7) | 26.9 | (2.3) | 36.2 | (3.2) | 15.4 | (2.4) |
| 16 to 25 | $12.3{ }^{\mathrm{E}}$ | (3.3) | $31.6{ }^{\text {E }}$ | (7.7) | $42.2{ }^{\text {E }}$ | (7.6) | 13.9 E | (4.0) |
| 26 to 35 | $10.0{ }^{\mathrm{E}}$ | (2.6) | 22.3 E | (4.4) | 43.7 | (6.7) | $24.1{ }^{\mathrm{E}}$ | (6.4) |
| 36 to 45 | $18.3{ }^{\text {E }}$ | (4.6) | 24.9 E | (5.2) | $37.0{ }^{\text {E }}$ | (6.5) | 19.8 E | (4.6) |
| 46 to 55 | 18.9 E | (3.2) | 27.4 | (4.5) | 39.7 | (5.1) | $14.1{ }^{\mathrm{E}}$ | (3.0) |
| 56 to 65 | $32.0{ }^{\mathrm{E}}$ | (6.2) | 25.1 E | (8.0) | 31.9 E | (7.0) | F | ... |
| 66 and over | 49.8 | (6.4) | $32.2{ }^{\text {E }}$ | (5.5) | $14.8{ }^{\text {E }}$ | (4.0) | F | ... |
| Females | 21.1 | (1.3) | 26.5 | (2.1) | 33.9 | (2.1) | 18.5 | (1.6) |
| 16 to 25 | F |  | $25.1{ }^{\text {E }}$ | (5.5) | $38.0{ }^{\mathrm{E}}$ | (7.1) | $28.1{ }^{\text {E }}$ | (6.3) |
| 26 to 35 | $7.9{ }^{\text {E }}$ | (2.3) | $25.7{ }^{\text {E }}$ | (4.6) | 39.5 | (5.3) | $26.8{ }^{\text {E }}$ | (5.6) |
| 36 to 45 | $15.1{ }^{\text {E }}$ | (2.9) | 25.3 E | (5.7) | 38.4 | (5.1) | $21.2{ }^{\text {E }}$ | (3.6) |
| 46 to 55 | 18.6 | (2.9) | 24.3 | (3.9) | 39.0 | (5.3) | $18.1{ }^{\mathrm{E}}$ | (3.4) |
| 56 to 65 | 29.2 | (4.7) | 29.8 | (3.9) | 28.9 | (3.8) | $12.2{ }^{\text {E }}$ | (3.1) |
| 66 and over | 53.5 | (4.5) | 30.6 | (4.0) | $15.0{ }^{\text {E }}$ | (3.5) | x | ... |
| Manitoba |  |  |  |  |  |  |  |  |
| Both sexes | 18.2 | (1.2) | 28.1 | (1.7) | 37.2 | (2.1) | 16.5 | (1.3) |
| 16 to 25 | $9.3{ }^{\text {E }}$ | (2.2) | 29.9 | (4.3) | 37.9 | (6.2) | 22.9 E | (4.1) |
| 26 to 35 | $11.1{ }^{\mathrm{E}}$ | (2.9) | 23.3 | (3.5) | 46.1 | (5.9) | $19.5{ }^{\text {E }}$ | (6.1) |
| 36 to 45 | $13.2{ }^{\text {E }}$ | (2.7) | 25.7 | (3.9) | 41.1 | (3.9) | 20.0 | (3.3) |
| 46 to 55 | $12.0{ }^{\mathrm{E}}$ | (2.2) | 27.8 | (3.7) | 41.2 | (4.3) | 18.9 | (2.9) |
| 56 to 65 | $20.2{ }^{\text {E }}$ | (3.9) | 28.9 | (4.6) | 37.6 | (6.0) | $13.2{ }^{\text {E }}$ | (3.9) |
| 66 and over | 47.5 | (4.1) | 33.9 | (4.8) | $16.7{ }^{\text {E }}$ | (3.0) | x | ... |
| Males | 17.5 | (1.3) | 31.2 | (2.4) | 37.5 | (2.9) | 13.7 | (1.6) |
| 16 to 25 | 12.9 E | (3.6) | $35.6{ }^{\text {E }}$ | (6.6) | $34.5{ }^{\text {E }}$ | (6.4) | $17.0{ }^{\text {E }}$ | (4.3) |
| 26 to 35 | F |  | $26.8{ }^{\text {E }}$ | (6.4) | 48.1 | (6.2) | $17.8{ }^{\text {E }}$ | (4.9) |
| 36 to 45 | 15.9 E | (4.5) | $30.4{ }^{\text {E }}$ | (5.7) | 39.4 | (4.6) | $14.2{ }^{\text {E }}$ | (3.4) |
| 46 to 55 | 13.3 E | (3.5) | 29.6 | (3.9) | 39.4 | (4.9) | $17.7{ }^{\text {E }}$ | (3.6) |
| 56 to 65 | $17.7{ }^{\text {E }}$ | (5.1) | $31.6{ }^{\text {E }}$ | (7.9) | $40.8{ }^{\text {E }}$ | (7.5) | F | ... |
| 66 and over | 44.6 | (5.0) | 34.0 | (4.8) | $19.9{ }^{\text {E }}$ | (5.3) | x | ... |
| Females | 18.8 | (2.1) | 25.1 | (2.6) | 36.8 | (2.6) | 19.3 | (1.9) |
| 16 to 25 | 5.4 E | (1.8) | 24.0 E | (5.5) | $41.5{ }^{\text {E }}$ | (9.5) | 29.1 E | (7.3) |
| 26 to 35 | $15.1{ }^{\text {E }}$ | (4.6) | 19.6 E | (4.8) | $44.1{ }^{\text {E }}$ | (9.1) | F |  |
| 36 to 45 | $10.5{ }^{\text {E }}$ | (3.4) | $20.8{ }^{\text {E }}$ | (4.3) | 42.8 | (5.0) | 25.9 E | (5.3) |
| 46 to 55 | F |  | $26.1{ }^{\text {E }}$ | (7.4) | $43.0{ }^{\mathrm{E}}$ | (7.4) | $20.1{ }^{\text {E }}$ | (4.8) |
| 56 to 65 | $22.7{ }^{\text {E }}$ | (5.4) | 26.3 | (4.4) | $34.5{ }^{\text {E }}$ | (7.8) | $16.5{ }^{\text {E }}$ | (5.3) |
| 66 and over | 49.8 | (7.1) | 33.9 E | (8.0) | $14.3{ }^{\text {E }}$ | (4.6) | x | ... |

D5 Education Indicators in Canada
Table D.5.3
Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003 (continued)

| Age group | Prose proficiency |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Saskatchewan |  |  |  |  |  |  |  |  |
| Both sexes | 13.5 | (1.4) | 26.6 | (2.1) | 38.9 | (2.4) | 21.0 | (2.3) |
| 16 to 25 | F | ... | $32.9{ }^{\text {E }}$ | (6.8) | $38.3{ }^{\text {E }}$ | (8.6) | $24.8{ }^{\text {E }}$ | (6.4) |
| 26 to 35 | F | ... | $20.6{ }^{\text {E }}$ | (6.6) | 44.5 | (7.0) | $27.7{ }^{\text {E }}$ | (6.3) |
| 36 to 45 | F |  | $22.5{ }^{\text {E }}$ | (7.1) | 46.5 | (6.5) | $26.5{ }^{\text {E }}$ | (6.3) |
| 46 to 55 | $7.8{ }^{\text {E }}$ | (2.5) | $25.5{ }^{\text {E }}$ | (6.0) | 42.1 | (6.5) | $24.6{ }^{\text {E }}$ | (4.9) |
| 56 to 65 | F |  | $32.2{ }^{\text {E }}$ | (7.1) | 41.5 | (5.9) | F | ... |
| 66 and over | 46.9 | (6.0) | $27.5{ }^{\text {E }}$ | (4.9) | $20.7{ }^{\text {E }}$ | (5.7) | F | ... |
| Males | 15.0 | (2.0) | 27.6 | (3.4) | 40.1 | (3.6) | $17.2{ }^{\text {E }}$ | (3.0) |
| 16 to 25 | F | ... | $40.1{ }^{\text {E }}$ | (11.9) | $40.0{ }^{\text {E }}$ | (11.9) | F | ... |
| 26 to 35 | F | ... | F | ... | $47.4{ }^{\text {E }}$ | (11.8) | F | ... |
| 36 to 45 | F | ... | F | $\cdots$ | 50.9 | (8.1) | F | ... |
| 46 to 55 | F | ... | $26.0{ }^{\text {E }}$ | (7.8) | $41.1{ }^{\text {E }}$ | (8.7) | 23.4 E | (7.5) |
| 56 to 65 | F | ... | F |  | $41.9{ }^{\text {E }}$ | (10.7) | x | ... |
| 66 and over | 52.4 | (7.0) | $27.7{ }^{\text {E }}$ | (7.1) | F | ... | X | ... |
| Females | 12.0 | (1.8) | 25.7 | (2.8) | 37.7 | (4.0) | 24.6 | (3.1) |
| 16 to 25 | F | ... | F |  | F |  | $36.2{ }^{\text {E }}$ | (9.2) |
| 26 to 35 | F | $\ldots$ | F |  | $41.6{ }^{\text {E }}$ | (9.5) | 28.9 E | (6.7) |
| 36 to 45 | F | ... | $21.5{ }^{\text {E }}$ | (7.1) | $42.1{ }^{\text {E }}$ | (7.7) | $34.0{ }^{\mathrm{E}}$ | (8.6) |
| 46 to 55 | F | ... | $25.0{ }^{\mathrm{E}}$ | (6.4) | $43.2{ }^{\text {E }}$ | (7.8) | $25.8{ }^{\text {E }}$ | (6.9) |
| 56 to 65 | F |  | $34.0{ }^{\text {E }}$ | (10.7) | $41.1{ }^{\text {E }}$ | (8.3) | F | ... |
| 66 and over | $42.6{ }^{\text {E }}$ | (8.7) | $27.4{ }^{\text {E }}$ | (6.3) | F | ... | x | ... |
| Alberta |  |  |  |  |  |  |  |  |
| Both sexes | 13.6 | (1.1) | 25.9 | (2.0) | 39.6 | (2.2) | 21.0 | (1.6) |
| 16 to 25 | F | ... | 29.9 | (3.8) | 41.6 | (4.9) | 22.8 | (3.2) |
| 26 to 35 | F | ... | $23.4{ }^{\text {E }}$ | (6.2) | 45.5 | (6.2) | 26.3 | (3.9) |
| 36 to 45 | $12.0{ }^{\text {E }}$ | (3.0) | 24.7 | (3.6) | 40.1 | (3.9) | 23.2 | (3.6) |
| 46 to 55 | $10.0{ }^{\text {E }}$ | (2.4) | 22.6 | (3.8) | 42.6 | (4.0) | 24.7 | (2.8) |
| 56 to 65 | $21.0{ }^{\mathrm{E}}$ | (4.8) | $26.3{ }^{\text {E }}$ | (5.9) | 36.9 | (5.4) | $15.8{ }^{\text {E }}$ | (3.7) |
| 66 and over | 43.2 | (4.7) | 30.0 | (4.1) | $23.1{ }^{\text {E }}$ | (4.3) | F | ... |
| Males | 13.9 | (1.5) | 27.5 | (2.9) | 40.4 | (3.1) | 18.2 | (2.4) |
| 16 to 25 | F | ... | $29.6{ }^{\text {E }}$ | (6.3) | $40.7{ }^{\text {E }}$ | (7.4) | 22.8 E | (5.6) |
| 26 to 35 | F |  | $25.5{ }^{\text {E }}$ | (6.9) | $44.5{ }^{\text {E }}$ | (7.7) | $25.2{ }^{\text {E }}$ | (5.8) |
| 36 to 45 | $15.8{ }^{\text {E }}$ | (4.5) | $25.2{ }^{\text {E }}$ | (6.9) | 39.9 | (6.4) | $19.1{ }^{\mathrm{E}}$ | (6.0) |
| 46 to 55 | $9.9{ }^{\text {E }}$ | (2.8) | 26.0 E | (4.8) | 46.3 | (5.3) | $17.8{ }^{\text {E }}$ | (4.7) |
| 56 to 65 | $24.6{ }^{\text {E }}$ | (7.5) | $29.7{ }^{\text {E }}$ | (8.8) | $37.5{ }^{\text {E }}$ | (7.7) | F | ... |
| 66 and over | 37.5 | (5.7) | $31.8{ }^{\text {E }}$ | (6.7) | $25.9{ }^{\text {E }}$ | (6.2) | x | ... |
| Females | 13.2 | (1.8) | 24.3 | (2.6) | 38.7 | (3.2) | 23.8 | (1.8) |
| 16 to 25 | F | ... | $30.1{ }^{\text {E }}$ | (6.6) | 42.5 | (6.2) | $22.7{ }^{\text {E }}$ | (5.0) |
| 26 to 35 | F | ... | F | ... | 46.6 E | (8.6) | $27.5{ }^{\text {E }}$ | (6.7) |
| 36 to 45 | F | ... | $24.2{ }^{\text {E }}$ | (4.1) | 40.3 | (4.9) | 27.3 | (3.4) |
| 46 to 55 | F | ... | $19.1{ }^{\text {E }}$ | (5.0) | 38.8 | (5.4) | 32.0 | (4.8) |
| 56 to 65 | $17.4{ }^{\text {E }}$ | (5.0) | $22.8{ }^{\mathrm{E}}$ | (7.2) | 36.4 E | (8.5) | 23.3 E | (7.7) |
| 66 and over | 47.8 | (6.3) | $28.5{ }^{\text {E }}$ | (5.0) | $20.8{ }^{\text {E }}$ | (5.1) | x | ... |

Table D.5.3
Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over,
2003 (continued)

| Age group | Prose proficiency |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| British Columbia |  |  |  |  |  |  |  |  |
| Both sexes | 17.3 | (0.8) | 22.7 | (1.7) | 37.2 | (2.1) | 22.9 | (1.7) |
| 16 to 25 | 12.3 E | (2.4) | 25.0 | (3.2) | 41.0 | (3.2) | 21.7 | (2.2) |
| 26 to 35 | $12.1{ }^{\mathrm{E}}$ | (2.9) | 17.9 E | (3.7) | 36.1 | (3.5) | 33.9 | (4.3) |
| 36 to 45 | 12.4 E | (2.5) | $19.7{ }^{\text {E }}$ | (3.4) | 38.2 | (5.1) | 29.7 | (4.4) |
| 46 to 55 | 12.9 E | (2.7) | $18.5{ }^{\text {E }}$ | (3.4) | 41.1 | (3.5) | 27.6 | (3.8) |
| 56 to 65 | $22.5{ }^{\text {E }}$ | (3.9) | $25.1{ }^{\text {E }}$ | (4.3) | 39.9 | (5.4) | $12.5{ }^{\text {E }}$ | (2.8) |
| 66 and over | 37.0 | (3.1) | 32.7 | (4.1) | 25.4 E | (5.3) | F |  |
| Males | 16.1 | (1.3) | 25.5 | (2.4) | 36.7 | (2.9) | 21.7 | (2.6) |
| 16 to 25 | $14.2{ }^{\text {E }}$ | (2.7) | 26.9 E | (4.8) | 41.2 | (4.3) | 17.7 | (2.8) |
| 26 to 35 | F | ... | 19.6 E | (5.4) | $33.6{ }^{\text {E }}$ | (6.5) | 39.4 | (5.9) |
| 36 to 45 | F |  | $25.5{ }^{\text {E }}$ | (4.9) | $36.8{ }^{\text {E }}$ | (8.8) | $27.3{ }^{\text {E }}$ | (7.2) |
| 46 to 55 | $17.5{ }^{\text {E }}$ | (4.3) | $20.8{ }^{\text {E }}$ | (4.8) | 38.5 | (4.4) | $23.1{ }^{\text {E }}$ | (4.5) |
| 56 to 65 | $20.2{ }^{\text {E }}$ | (3.9) | $32.1{ }^{\mathrm{E}}$ | (5.8) | $38.3{ }^{\text {E }}$ | (6.6) | F |  |
| 66 and over | 31.9 | (5.0) | 31.4 E | (6.6) | $30.6{ }^{\text {E }}$ | (6.7) | F | ... |
| Females | 18.4 | (1.3) | 19.9 | (1.7) | 37.6 | (2.2) | 24.0 | (1.9) |
| 16 to 25 | F |  | $23.0{ }^{\text {E }}$ | (4.3) | 40.7 | (5.2) | 26.2 | (4.1) |
| 26 to 35 | $16.6{ }^{\text {E }}$ | (4.2) | $16.2{ }^{\text {E }}$ | (3.7) | 38.6 | (5.5) | $28.6{ }^{\text {E }}$ | (6.0) |
| 36 to 45 | $14.2{ }^{\text {E }}$ | (3.2) | 14.4 E | (3.4) | 39.5 | (4.6) | 31.9 | (5.2) |
| 46 to 55 | $8.2{ }^{\text {E }}$ | (2.6) | $16.1{ }^{\mathrm{E}}$ | (3.7) | 43.6 | (6.1) | $32.1{ }^{\mathrm{E}}$ | (5.4) |
| 56 to 65 | $24.7{ }^{\text {E }}$ | (6.4) | $18.3{ }^{\mathrm{E}}$ | (5.9) | $41.5{ }^{\text {E }}$ | (8.7) | $15.4{ }^{\text {E }}$ | (4.6) |
| 66 and over | 41.1 | (4.5) | 33.8 | (4.1) | $21.1{ }^{\text {E }}$ | (5.5) | F |  |
| Yukon |  |  |  |  |  |  |  |  |
| Both sexes | 10.5 | (1.5) | 22.9 | (1.9) | 39.3 | (3.4) | 27.3 | (2.7) |
| 16 to 25 | F | ... | $26.2{ }^{\text {E }}$ | (7.0) | 44.1 E | (9.7) | F |  |
| 26 to 35 | F | ... | $20.5{ }^{\text {E }}$ | (5.0) | 39.9 E | (7.7) | $30.6{ }^{\text {E }}$ | (5.7) |
| 36 to 45 | $9.0{ }^{\text {E }}$ | (2.5) | $22.7{ }^{\text {E }}$ | (4.3) | 38.7 | (4.5) | $29.5{ }^{\text {E }}$ | (5.0) |
| 46 to 55 | 5.9 E | (1.6) | $17.5{ }^{\mathrm{E}}$ | (4.3) | $36.5{ }^{\text {E }}$ | (6.3) | 40.1 | (4.8) |
| 56 to 65 | F |  | $23.6{ }^{\text {E }}$ | (6.1) | 43.6 | (7.0) | $18.3{ }^{\mathrm{E}}$ | (4.8) |
| 66 and over | $30.6{ }^{\text {E }}$ | (7.4) | F | ... | F | ... | X | ... |
| Males | $10.6{ }^{\text {E }}$ | (2.2) | 24.3 | (3.0) | 39.6 | (4.2) | 25.4 | (3.8) |
| 16 to 25 | F | ... | $27.6{ }^{\text {E }}$ | (8.7) | 39.7 E | (13.1) | F |  |
| 26 to 35 | F | ... | F |  | 40.4 E | (12.0) | $35.1{ }^{\mathrm{E}}$ | (10.4) |
| 36 to 45 | F | ... | $23.0{ }^{\text {E }}$ | (6.5) | 43.0 E | (8.7) | 23.8 E | (7.8) |
| 46 to 55 | F | ... | F | ... | 34.8 E | (9.7) | 42.1 | (6.0) |
| 56 to 65 | F | ... | F | ... | $47.0{ }^{\text {E }}$ | (9.5) | F | ... |
| 66 and over | $29.8{ }^{\text {E }}$ | (8.9) | F | ... | F | ... | x | ... |
| Females | $10.3{ }^{\text {E }}$ | (2.0) | 21.6 | (2.1) | 39.0 | (4.3) | 29.1 | (3.4) |
| 16 to 25 | F | ... | F | ... | $48.4{ }^{\text {E }}$ | (13.1) | F |  |
| 26 to 35 | F | ... | F | ... | 39.4 E | (10.8) | 26.9 E | (6.8) |
| 36 to 45 | F | ... | 22.4 E | (5.2) | 34.7 E | (6.7) | $35.0{ }^{\text {E }}$ | (6.4) |
| 46 to 55 | F | ... | $16.6{ }^{\text {E }}$ | (3.9) | $38.1{ }^{\text {E }}$ | (7.9) | 38.0 E | (8.1) |
| 56 to 65 | F | ... | F | ... | 39.8 E | (11.8) | $27.1{ }^{\text {E }}$ | (8.6) |
| 66 and over | $31.2{ }^{\text {E }}$ | (9.4) | F | ... | F | ... | x | ... |

D5 Education Indicators in Canada
Table D.5.3
Literacy levels for prose proficiency, by age group and sex, Canada and jurisdictions, population aged 16 and over, 2003 (concluded)

| Age group | Prose proficiency |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Northwest Territories |  |  |  |  |  |  |  |  |
| Both sexes | 19.3 | (1.9) | 25.8 | (1.7) | 35.1 | (2.7) | 19.8 | (1.8) |
| 16 to 25 | $17.1{ }^{\mathrm{E}}$ | (4.0) | 31.3 | (4.3) | 37.3 | (6.0) | $14.3{ }^{\text {E }}$ | (4.4) |
| 26 to 35 | $13.8{ }^{\text {E }}$ | (3.5) | $24.7{ }^{\text {E }}$ | (5.5) | 37.0 | (5.4) | 24.4 E | (4.3) |
| 36 to 45 | $17.3{ }^{\mathrm{E}}$ | (4.2) | $24.2{ }^{\text {E }}$ | (4.4) | $34.3{ }^{\text {E }}$ | (5.8) | $24.2{ }^{\text {E }}$ | (4.2) |
| 46 to 55 | 16.9 E | (3.0) | 23.6 E | (4.5) | 37.9 E | (6.3) | $21.5{ }^{\text {E }}$ | (6.0) |
| 56 to 65 | $19.1{ }^{\mathrm{E}}$ | (5.7) | 28.0 E | (8.2) | $39.4{ }^{\text {E }}$ | (10.7) | F | ... |
| 66 and over | 74.8 | (11.5) | F | ... | x | ... | x | ... |
| Males | 20.2 | (2.8) | 28.2 | (3.4) | 34.4 | (2.9) | 17.1 | (2.8) |
| 16 to 25 | $18.7{ }^{\text {E }}$ | (5.3) | 35.0 E | (6.2) | $37.4{ }^{\text {E }}$ | (6.5) | F | ... |
| 26 to 35 | F |  | 28.8 E | (9.3) | $37.5{ }^{\text {E }}$ | (8.5) | F | ... |
| 36 to 45 | $18.6{ }^{\text {E }}$ | (4.5) | 26.6 E | (5.8) | 32.3 E | (7.6) | $22.4{ }^{\mathrm{E}}$ | (5.7) |
| 46 to 55 | $17.0{ }^{\mathrm{E}}$ | (3.8) | $24.4{ }^{\text {E }}$ | (5.7) | $33.6{ }^{\text {E }}$ | (8.3) | F | ... |
| 56 to 65 | $20.5{ }^{\text {E }}$ | (6.7) | F | ... | $41.0{ }^{\mathrm{E}}$ | (9.6) | x | ... |
| 66 and over | $67.6{ }^{\text {E }}$ | (16.7) | F | ... | x | ... | x | $\ldots$ |
| Females | 18.3 | (2.6) | 23.1 | (2.9) | 35.9 | (4.2) | 22.7 | (3.3) |
| 16 to 25 | 15.4 E | (5.0) | 27.3 E | (6.6) | $37.2{ }^{\text {E }}$ | (9.7) | F | ... |
| 26 to 35 | $11.1{ }^{\mathrm{E}}$ | (3.5) | $20.7{ }^{\text {E }}$ | (5.2) | $36.6{ }^{\text {E }}$ | (6.6) | $31.6{ }^{\text {E }}$ | (5.8) |
| 36 to 45 | F |  | $21.6{ }^{\text {E }}$ | (6.0) | $36.5{ }^{\text {E }}$ | (8.9) | $26.0{ }^{\text {E }}$ | (7.1) |
| 46 to 55 | $16.8{ }^{\text {E }}$ | (4.9) | $22.7{ }^{\text {E }}$ | (7.2) | 43.3 E | (8.3) | F | ... |
| 56 to 65 | F |  | F | ... | F | ... | x | ... |
| 66 and over | 81.1 | (13.4) | x | ... | x | ... | x | ... |
| Nunavut |  |  |  |  |  |  |  |  |
| Both sexes | 47.2 | (1.9) | 25.8 | (2.2) | 19.5 | (2.6) | $7.5{ }^{\text {E }}$ | (1.3) |
| 16 to 25 | 50.9 | (5.6) | 31.9 | (4.8) | $14.1{ }^{\mathrm{E}}$ | (4.0) | F | ... |
| 26 to 35 | 42.5 | (4.5) | 22.4 E | (4.3) | $24.3{ }^{\text {E }}$ | (4.9) | F | ... |
| 36 to 45 | 45.2 | (6.2) | 27.0 E | (4.5) | $19.8{ }^{\text {E }}$ | (5.0) | F | ... |
| 46 to 55 | $35.6{ }^{\text {E }}$ | (6.0) | $26.0{ }^{\text {E }}$ | (6.2) | $27.4{ }^{\text {E }}$ | (8.1) | F | ... |
| 56 to 65 | 66.5 | (7.8) | F | ... | F | ... | x | ... |
| 66 and over | 78.9 | (10.5) | x | ... | x | ... | x | ... |
| Males | 46.5 | (2.6) | 26.8 | (3.2) | 18.8 | (2.5) | $7.8{ }^{\text {E }}$ | (2.1) |
| 16 to 25 | 48.3 | (7.7) | 39.0 E | (6.8) | F | ... | X | ... |
| 26 to 35 | 43.2 | (6.3) | 20.9 E | (6.4) | $24.1{ }^{\mathrm{E}}$ | (6.5) | F | ... |
| 36 to 45 | 43.0 E | (7.9) | 28.5 E | (6.7) | F | ... | F | ... |
| 46 to 55 | 39.3 E | (10.6) | $20.7{ }^{\text {E }}$ | (6.4) | $30.2{ }^{\text {E }}$ | (7.6) | F | ... |
| 56 to 65 | $62.0{ }^{\text {E }}$ | (13.4) | F | ... | x | ... | x | ... |
| 66 and over | $75.6{ }^{\text {E }}$ | (13.1) | x | ... | x | ... | x | ... |
| Females | 47.9 | (2.8) | 24.8 | (3.2) | $20.1{ }^{\text {E }}$ | (4.2) | $7.1^{\text {E }}$ | (2.2) |
| 16 to 25 | 53.3 | (7.2) | $25.1{ }^{\text {E }}$ | (6.0) | F |  | x | ... |
| 26 to 35 | 41.9 | (6.2) | 23.8 E | (5.7) | 24.4 E | (6.2) | F | ... |
| 36 to 45 | 47.7 | (7.7) | 25.3 E | (7.9) | F | ... | x | ... |
| 46 to 55 | $31.2{ }^{\text {E }}$ | (8.7) | $32.1{ }^{\text {E }}$ | (10.6) | F | ... | F | ... |
| 56 to 65 | 72.2 | (8.5) | x | ... | x | ... | x | ... |
| 66 and over | $83.3{ }^{\text {E }}$ | (19.4) | x | ... | x | ... | x | ... |

Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.

Table D.5.4
Literacy levels for prose proficiency, by educational attainment, Canada and jurisdictions, population aged 16 and over, 2003

|  | Prose proficiency |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Canada |  |  |  |  |  |  |  |  |
| Total education | 19.9 | (0.5) | 27.8 | (0.7) | 35.4 | (0.8) | 17.0 | (0.7) |
| High school not completed | 45.7 | (1.2) | 32.0 | (1.4) | 18.4 | (1.1) | 3.9 | (0.6) |
| High school | 15.8 | (1.0) | 31.9 | (1.1) | 38.9 | (1.3) | 13.4 | (1.0) |
| Trade-vocational | 10.6 | (1.1) | 29.0 | (2.0) | 42.8 | (2.5) | 17.6 | (2.1) |
| Non-university postsecondary | 8.9 | (1.2) | 26.0 | (2.0) | 42.4 | (2.2) | 22.7 | (2.0) |
| University | 5.1 | (0.6) | 17.1 | (1.3) | 43.4 | (1.2) | 34.5 | (1.5) |
| Newfoundland and Labrador |  |  |  |  |  |  |  |  |
| Total education | 24.0 | (1.5) | 30.8 | (1.7) | 32.8 | (1.5) | 12.4 | (0.9) |
| High school not completed | 51.7 | (2.6) | 34.0 | (2.4) | $12.3{ }^{\mathrm{E}}$ | (2.2) | F |  |
| High school | 14.4 | (2.2) | 35.5 | (3.8) | 38.3 | (3.6) | $11.8{ }^{\text {E }}$ | (2.4) |
| Trade-vocational | F |  | $36.2{ }^{\text {E }}$ | (6.1) | 42.9 E | (8.1) | F |  |
| Non-university postsecondary | $7.4{ }^{\text {E }}$ | (2.3) | 23.7 E | (4.5) | 49.9 | (4.4) | $19.0{ }^{\mathrm{E}}$ | (3.7) |
| University | x | ... | $12.0{ }^{\mathrm{E}}$ | (3.1) | 49.0 | (4.4) | 37.2 | (4.2) |
| Prince Edward Island |  |  |  |  |  |  |  |  |
| Total education | 19.9 | (1.6) | 29.6 | (2.0) | 34.0 | (2.5) | 16.6 | (2.1) |
| High school not completed | 44.9 | (3.2) | 34.8 | (3.0) | $17.4{ }^{\text {E }}$ | (2.9) | F |  |
| High school | $12.1{ }^{\mathrm{E}}$ | (3.0) | 35.4 | (5.3) | 37.9 | (5.1) | $14.5{ }^{\text {E }}$ | (3.1) |
| Trade-vocational | 11.7 E | (3.7) | 35.6 E | (8.2) | 42.2 E | (7.3) | F | ... |
| Non-university postsecondary | x | ... | $30.0{ }^{\mathrm{E}}$ | (6.6) | $41.8{ }^{\text {E }}$ | (10.8) | F |  |
| University | x | ... | F | ( | $47.0{ }^{\text {E }}$ | (7.9) | $41.6{ }^{\text {E }}$ | (7.3) |
| Nova Scotia |  |  |  |  |  |  |  |  |
| Total education | 17.3 | (1.4) | 27.5 | (1.6) | 38.4 | (2.1) | 16.8 | (1.6) |
| High school not completed | 39.7 | (2.9) | 35.1 | (3.2) | 21.1 | (2.4) | F |  |
| High school | $11.7{ }^{\text {E }}$ | (2.7) | 32.2 | (3.6) | 41.8 | (4.0) | 14.3 | (2.0) |
| Trade-vocational | 6.9 E | (2.1) | 26.2 | (3.9) | 48.7 | (6.0) | $18.2{ }^{\text {E }}$ | (5.2) |
| Non-university postsecondary | $8.7{ }^{\text {E }}$ | (2.9) | $26.1{ }^{\text {E }}$ | (4.5) | 47.6 | (6.7) | $17.6{ }^{\text {E }}$ | (5.6) |
| University | F | ... | $10.1{ }^{\text {E }}$ | (2.4) | 48.6 | (5.6) | 38.9 | (4.4) |
| New Brunswick |  |  |  |  |  |  |  |  |
| Total education | 22.7 | (1.6) | 33.3 | (2.2) | 31.6 | (2.2) | 12.4 | (2.0) |
| High school not completed | 49.4 | (3.8) | 34.4 | (3.9) | $13.8{ }^{\text {E }}$ | (3.3) | F |  |
| High school | $17.4{ }^{\text {E }}$ | (3.6) | 39.5 | (4.0) | 34.2 | (3.4) | $8.9{ }^{\text {E }}$ | (2.8) |
| Trade-vocational |  | ... | $36.5{ }^{\text {E }}$ | (8.2) | 36.1 | (5.3) | $13.1{ }^{\text {E }}$ | (4.0) |
| Non-university postsecondary | F | ... | $26.3{ }^{\mathrm{E}}$ | (8.5) | $48.7{ }^{\text {E }}$ | (13.4) | F |  |
| University | F | ... | $17.7{ }^{\text {E }}$ | (5.7) | 45.1 | (6.2) | $34.8{ }^{\text {E }}$ | (7.2) |
| Quebec |  |  |  |  |  |  |  |  |
| Total education | 22.3 | (1.1) | 32.3 | (1.4) | 32.8 | (1.1) | 12.6 | (0.8) |
| High school not completed | 51.6 | (2.2) | 33.6 | (2.9) | 13.1 | (1.6) | $1.6{ }^{\text {E }}$ | (0.5) |
| High school | 17.4 | (2.1) | 38.5 | (2.1) | 36.0 | (2.2) | 8.0 | (0.9) |
| Trade-vocational | 10.0 E | (2.5) | 28.8 | (4.0) | 44.7 | (5.1) | $16.5{ }^{\text {E }}$ | (3.3) |
| Non-university postsecondary | $8.5{ }^{\text {E }}$ | (2.6) | 34.9 | (3.6) | 40.9 | (3.2) | 15.7 | (2.4) |
| University | $4.9{ }^{\text {E }}$ | (1.1) | 21.8 | (2.6) | 43.0 | (2.2) | 30.3 | (2.7) |
| Ontario |  |  |  |  |  |  |  |  |
| Total education | 21.3 | (0.9) | 26.7 | (1.4) | 35.0 | (1.8) | 17.0 | (1.7) |
| High school not completed | 47.9 | (3.2) | 29.8 | (3.4) | 18.0 | (1.9) | $4.3{ }^{\text {E }}$ | (1.4) |
| High school | 17.8 | (1.8) | 30.7 | (2.2) | 38.0 | (2.6) | $13.4{ }^{\text {E }}$ | (2.4) |
| Trade-vocational | 15.0 E | (2.6) | 30.3 | (3.6) | 36.6 | (4.7) | $18.1{ }^{\mathrm{E}}$ | (5.2) |
| Non-university postsecondary | $10.1{ }^{\mathrm{E}}$ | (2.1) | 24.7 E | (4.3) | 41.0 | (5.5) | 24.3 E | (4.5) |
| University | $6.0{ }^{\text {E }}$ | (1.0) | 18.1 | (2.2) | 45.0 | (3.2) | 30.9 | (3.4) |

Table D.5.4
Literacy levels for prose proficiency, by educational attainment, Canada and jurisdictions, population aged 16 and over, 2003 (concluded)

|  | Prose proficiency |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Manitoba |  |  |  |  |  |  |  |  |
| Total education | 18.2 | (1.2) | 28.1 | (1.7) | 37.2 | (2.1) | 16.5 | (1.3) |
| High school not completed | 39.0 | (2.3) | 36.4 | (3.2) | 21.3 | (3.0) | $3.3{ }^{\text {E }}$ | (0.8) |
| High school | 13.7 | (2.3) | 27.6 | (3.0) | 42.5 | (2.7) | 16.3 | (2.6) |
| Trade-vocational | F | ... | 31.5 | (4.6) | 43.3 | (5.9) | $18.2{ }^{\text {E }}$ | (5.8) |
| Non-university postsecondary | F | ... | $21.6{ }^{\mathrm{E}}$ | (5.2) | 45.2 | (5.6) | $24.1{ }^{\text {E }}$ | (5.6) |
| University | F | ... | $17.2{ }^{\text {E }}$ | (3.5) | 44.8 | (5.2) | 33.5 | (5.1) |
| Saskatchewan |  |  |  |  |  |  |  |  |
| Total education | 13.5 | (1.4) | 26.6 | (2.1) | 38.9 | (2.4) | 21.0 | (2.3) |
| High school not completed | 32.6 | (3.7) | 39.5 | (4.0) | 23.9 E | (5.1) | F |  |
| High school | $10.3{ }^{\mathrm{E}}$ | (2.9) | 26.0 | (4.1) | 42.6 | (5.4) | $21.1{ }^{\mathrm{E}}$ | (5.2) |
| Trade-vocational | F | , | F | , | 48.2 E | (9.9) | 19.9 E | (5.5) |
| Non-university postsecondary | F | ... | F |  | 48.9 E | (11.2) | $26.1{ }^{\text {E }}$ | (8.3) |
| University | F | ... | $12.1{ }^{\mathrm{E}}$ | (3.7) | $42.0{ }^{\text {E }}$ | (7.5) | 44.6 | (7.4) |
| Alberta |  |  |  |  |  |  |  |  |
| Total education | 13.6 | (1.1) | 25.9 | (2.0) | 39.6 | (2.2) | 21.0 | (1.6) |
| High school not completed | 35.7 | (3.9) | 32.8 | (4.3) | 24.9 | (2.7) | F |  |
| High school | $7.8{ }^{\text {E }}$ | (2.1) | 31.8 | (3.6) | 43.9 | (2.8) | 16.5 | (2.6) |
| Trade-vocational | F |  | $30.0{ }^{\mathrm{E}}$ | (6.4) | 46.4 | (5.1) | $16.7{ }^{\text {E }}$ | (4.5) |
| Non-university postsecondary | $7.8{ }^{\text {E }}$ | (2.0) | $20.9{ }^{\text {E }}$ | (5.7) | 48.7 | (6.6) | 22.6 | (3.4) |
| University | F | ... | $12.6{ }^{\text {E }}$ | (3.6) | 42.0 | (4.2) | 42.4 | (4.2) |
| British Columbia |  |  |  |  |  |  |  |  |
| Total education | 17.3 | (0.8) | 22.7 | (1.7) | 37.2 | (2.1) | 22.9 | (1.7) |
| High school not completed | 39.5 | (3.0) | 30.0 | (2.9) | 24.4 | (2.8) | $6.2{ }^{\text {E }}$ | (1.7) |
| High school | 15.2 | (2.2) | 24.2 | (3.6) | 41.5 | (2.2) | 19.1 | (1.7) |
| Trade-vocational | $6.7{ }^{\text {E }}$ | (1.8) | $24.1{ }^{\text {E }}$ | (5.7) | 48.2 | (6.5) | $21.0{ }^{\mathrm{E}}$ | (5.2) |
| Non-university postsecondary | $8.6{ }^{\text {E }}$ | (1.9) | 22.2 | (3.5) | 39.4 E | (8.7) | $29.8{ }^{\text {E }}$ | (7.0) |
| University | $6.1{ }^{\text {E }}$ | (1.3) | 12.4 E | (2.6) | 38.5 | (3.9) | 42.9 | (4.5) |
| Yukon |  |  |  |  |  |  |  |  |
| Total education | 10.5 | (1.5) | 22.9 | (1.9) | 39.3 | (3.4) | 27.3 | (2.7) |
| High school not completed | 30.2 | (5.0) | 37.9 | (5.1) | 26.2 | (4.0) | F |  |
| High school | F | ... | 25.3 | (3.1) | 47.4 | (5.8) | $21.5{ }^{\text {E }}$ | (4.7) |
| Trade-vocational | F | ... | 23.4 E | (5.4) | 39.3 E | (7.7) | $30.7{ }^{\text {E }}$ | (6.1) |
| Non-university postsecondary | F | $\ldots$ | F | (5.) | 42.3 E | (8.2) | $30.8{ }^{\text {E }}$ | (8.6) |
| University | x | ... | F | ... | 39.3 E | (7.0) | 49.7 | (6.6) |
| Northwest Territories |  |  |  |  |  |  |  |  |
| Total education | 19.3 | (1.9) | 25.8 | (1.7) | 35.1 | (2.7) | 19.8 | (1.8) |
| High school not completed | 45.0 | (4.2) | 30.5 | (3.4) | 22.4 E | (4.3) | F |  |
| High school | $11.1{ }^{\mathrm{E}}$ | (3.1) | $28.8{ }^{\text {E }}$ | (4.9) | 38.4 | (5.5) | $21.8{ }^{\text {E }}$ | (4.9) |
| Trade-vocational | F | ... | $33.2{ }^{\text {E }}$ | (7.3) | $38.6{ }^{\text {E }}$ | (8.0) | 13.9 E | (4.2) |
| Non-university postsecondary | x | ... | $27.6{ }^{\text {E }}$ | (6.7) | 44.6 | (7.1) | $23.4{ }^{\text {E }}$ | (6.7) |
| University | x | ... | $9.6{ }^{\text {E }}$ | (3.1) | 42.7 | (5.3) | 45.2 | (5.2) |
| Nunavut |  |  |  |  |  |  |  |  |
| Total education | 47.2 | (1.9) | 25.8 | (2.2) | 19.5 | (2.6) | $7.5{ }^{\text {E }}$ | (1.3) |
| High school not completed | 68.9 | (3.4) | 23.1 | (2.0) | F |  | x | ... |
| High school | F |  | 39.3 E | (7.3) | $36.8{ }^{\text {E }}$ | (6.8) | F | ... |
| Trade-vocational | 38.9 E | (8.4) | $29.4{ }^{\text {E }}$ | (8.1) | F | ... | X | $\ldots$ |
| Non-university postsecondary | F | ... | F | ... | F |  | x |  |
| University | x | ... | F | ... | $44.0{ }^{\text {E }}$ | (7.7) | $36.3{ }^{\text {E }}$ | (8.3) |

Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.

Table D.5.5
Employment rate, by literacy level for document proficiency, Canada and jurisdictions, population aged 16 to 65, 2003

|  | Total employment rate |  |
| :---: | :---: | :---: |
|  | percentage | Standard error |
| Canada | 72.6 | (0.6) |
| Newfoundland and Labrador | 58.7 | (1.6) |
| Prince Edward Island | 66.9 | (2.2) |
| Nova Scotia | 64.3 | (1.6) |
| New Brunswick | 66.9 | (1.6) |
| Quebec | 70.0 | (0.7) |
| Ontario | 74.5 | (1.4) |
| Manitoba | 78.6 | (1.1) |
| Saskatchewan | 73.6 | (1.8) |
| Alberta | 78.7 | (1.3) |
| British Columbia | 70.6 | (1.4) |
| Yukon | 77.4 | (1.7) |
| Northwest Territories | 76.9 | (2.1) |
| Nunavut | 58.6 | (2.0) |
|  | Employment rate by document proficiency |  |
|  | percentage | Standard error |
| Level 1 |  |  |
| Canada | 57.0 | (2.1) |
| Newfoundland and Labrador | 37.0 | (4.4) |
| Prince Edward Island | 60.7 | (6.0) |
| Nova Scotia | 49.7 | (5.8) |
| New Brunswick | 51.0 | (4.9) |
| Quebec | 53.8 | (3.3) |
| Ontario | 61.5 | (4.0) |
| Manitoba | 61.2 | (3.8) |
| Saskatchewan | $56.6{ }^{\text {E }}$ | (11.0) |
| Alberta | 69.3 | (5.9) |
| British Columbia | 46.5 | (4.9) |
| Yukon | 54.1 | (6.8) |
| Northwest Territories | 59.3 | (6.1) |
| Nunavut | 42.8 | (3.4) |
| Level 2 |  |  |
| Canada | 70.2 | (1.5) |
| Newfoundland and Labrador | 57.2 | (3.8) |
| Prince Edward Island | 61.9 | (4.7) |
| Nova Scotia | 57.5 | (3.6) |
| New Brunswick | 64.5 | (4.0) |
| Quebec | 68.2 | (2.0) |
| Ontario | 73.0 | (3.1) |
| Manitoba | 77.0 | (3.1) |
| Saskatchewan | 70.5 | (6.2) |
| Alberta | 76.0 | (3.0) |
| British Columbia | 66.6 | (4.0) |
| Yukon | 73.6 | (5.0) |
| Northwest Territories | 71.0 | (4.4) |
| Nunavut | 60.8 | (4.5) |

Table D.5.5
Employment rate, by literacy level for document proficiency, Canada and jurisdictions, population aged 16 to 65, 2003 (concluded)

|  | Employment rate by <br> document proficiency |  |
| :--- | ---: | ---: |
|  | percentage | Standard error |
| Level 3 |  |  |
| Canada |  |  |
| Newfoundland and Labrador | 76.4 | $(1.1)$ |
| Prince Edward Island | 66.0 | $(4.1)$ |
| Nova Scotia | 67.8 | $(4.6)$ |
| New Brunswick | 68.0 | $(4.0)$ |
| Quebec | 74.5 | $(3.8)$ |
| Ontario | 75.1 | $(1.7)$ |
| Manitoba | 77.3 | $(2.5)$ |
| Saskatchewan | 82.1 | $(2.3)$ |
| Alberta | 75.2 | $(4.7)$ |
| British Columbia | 81.6 | $(2.5)$ |
| Yukon | 74.0 | $(3.0)$ |
| Northwest Territories | 80.4 | $(3.4)$ |
| Nunavut | 82.1 | $(2.9)$ |
| Level 4/5 | 79.9 | $(7.5)$ |
| Canada |  |  |
| Newfoundland and Labrador |  | $(1.2)$ |
| Prince Edward Island | 81.0 | $(5.5)$ |
| Nova Scotia | 76.5 | $(4.4)$ |
| New Brunswick | 78.1 | $(4.8)$ |
| Quebec | 75.6 | $(6.8)$ |
| Ontario | 76.2 | $(1.9)$ |
| Manitoba | 81.0 | $(3.0)$ |
| Saskatchewan | 81.9 | $(3.9)$ |
| Alberta | 85.4 | $(5.5)$ |
| British Columbia | 78.9 | $(2.8)$ |
| Yukon | 80.7 | $(3.4)$ |
| Northwest Territories | 80.5 | $(3.4)$ |
| Nunavut | 84.5 | $(3.5)$ |
| Sol | 90.1 | $(3.9)$ |

Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.

Table D.5.6
Literacy levels for prose proficiency, Aboriginal (urban) and non-Aboriginal (urban and rural) populations aged 16 and over in Manitoba and Saskatchewan, 2003

|  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Canada | 19.9 | (0.5) | 27.8 | (0.7) | 35.4 | (0.8) | 17.0 | (0.7) |
| Manitoba |  |  |  |  |  |  |  |  |
| Aboriginal (urban) | 26.7 | (2.6) | 34.4 | (3.1) | 29.4 | (2.6) | 9.4 | (1.4) |
| Non-Aboriginal (urban and rural) | 17.5 | (1.3) | 27.6 | (1.9) | 37.8 | (2.4) | 17.1 | (1.4) |
| Total | 18.2 | (1.2) | 28.1 | (1.7) | 37.2 | (2.1) | 16.5 | (1.3) |
| Saskatchewan |  |  |  |  |  |  |  |  |
| Aboriginal (urban) | 26.5 | (2.6) | 36.9 | (2.7) | 27.8 | (2.5) | 8.9 | (1.4) |
| Non-Aboriginal (urban and rural) | 13.2 | (1.5) | 25.5 | (2.2) | 39.3 | (2.4) | 21.9 | (2.4) |
| Total | 13.5 | (1.4) | 26.6 | (2.1) | 38.9 | (2.4) | 21.0 | (2.3) |

Note: Both Manitoba and Saskatchewan opted to increase the IALSS sample size in their provinces to allow creation of estimates for the relatively large urban Aboriginal populations.
Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.

Table D.5.7
Literacy levels for prose proficiency, Aboriginal and non-Aboriginal populations aged 16 and over in Yukon, Northwest Territories and Nunavut, 2003

|  | Level 1 |  | Level 2 |  | Level 3 |  | Level 4/5 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage | Standard error | percentage | Standard error | percentage | Standard error | percentage | Standard error |
| Canada | 19.9 | (0.5) | 27.8 | (0.7) | 35.4 | (0.8) | 17.0 | (0.7) |
| Yukon |  |  |  |  |  |  |  |  |
| Aboriginal | $26.5{ }^{\text {E }}$ | (4.5) | $28.3{ }^{\text {E }}$ | (4.9) | 32.2 | (4.7) | F |  |
| Non-Aboriginal | $7.2{ }^{\text {E }}$ | (1.6) | 21.9 | (2.1) | 40.7 | (4.0) | 30.2 | (3.2) |
| Total | 10.5 | (1.5) | 22.9 | (1.9) | 39.3 | (3.4) | 27.3 | (2.7) |
| Northwest Territories |  |  |  |  |  |  |  |  |
| Aboriginal | 36.9 | (3.5) | 32.0 | (2.5) | 25.5 | (3.4) | $5.6{ }^{\text {E }}$ | (1.5) |
| Non-Aboriginal | $8.0{ }^{\text {E }}$ | (2.1) | 21.8 | (2.4) | 41.3 | (3.0) | 28.9 | (2.4) |
| Total | 19.3 | (1.9) | 25.8 | (1.7) | 35.1 | (2.7) | 19.8 | (1.8) |
| Nunavut |  |  |  |  |  |  |  |  |
| Inuit | 61.5 | (2.3) | 26.8 | (2.3) | $10.4{ }^{\text {E }}$ | (2.5) | $1.3{ }^{\text {E }}$ | (0.4) |
| Non-Inuit | F | ... | $22.8{ }^{\text {E }}$ | (4.8) | 46.3 | (5.7) | $25.2{ }^{\text {E }}$ | (4.8) |
| Total | 47.2 | (1.9) | 25.8 | (2.2) | 19.5 | (2.6) | $7.5{ }^{\text {E }}$ | (1.3) |

Note: The three territories opted to increase their IALSS sample sizes to allow creation of estimates for the relatively large Aboriginal population in the Northwest Territories and the Yukon, as well as the large Inuit population in Nunavut.
Source: International Adult Literacy and Skills Survey, 2003, Statistics Canada.


Table D.6.1
Level of educational attainment in the population aged 25 to 64, OECD countries, Canada and jurisdictions, 2004

|  | Less than college ${ }^{1}$ | College ${ }^{2}$ | University ${ }^{3}$ | College or university | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage |  |  |  |  |
| OECD countries derentage |  |  |  |  |  |
| Australia | 69 | 9 | 22 | 31 | 100 |
| Austria | 82 | 9 | 9 | 18 | 100 |
| Belgium | 70 | 15 | 14 | 30 | 100 |
| Canada ${ }^{4}$ | 55 | 22 | 22 | 45 | 100 |
| Czech Republic ${ }^{5}$ | 88 |  |  | 12 | 100 |
| Denmark | 68 | 7 | 25 | 32 | 100 |
| Finland | 66 | 17 | 17 | 34 | 100 |
| France | 76 | 10 | 14 | 24 | 100 |
| Germany | 75 | 10 | 15 | 25 | 100 |
| Greece | 79 | 6 | 15 | 21 | 100 |
| Hungary ${ }^{5}$ | 83 |  |  | 17 | 100 |
| Iceland | 72 | 4 | 24 | 28 | 100 |
| Ireland | 72 | 10 | 18 | 28 | 100 |
| Italy ${ }^{5}$ | 89 |  | .. | 11 | 100 |
| Japan ${ }^{6}$ | 63 | 17 | 21 | 37 | 100 |
| Korea | 70 | 8 | 22 | 30 | 100 |
| Luxembourg | 77 | 9 | 13 | 23 | 100 |
| Mexico | 84 | 2 | 14 | 16 | 100 |
| Netherlands | 71 | 2 | 27 | 29 | 100 |
| New Zealand | 75 | 8 | 18 | 25 | 100 |
| Norway | 68 | 2 | 29 | 32 | 100 |
| Poland ${ }^{5}$ | 84 | . | .. | 16 | 100 |
| Portugal ${ }^{5}$ | 87 | . |  | 13 | 100 |
| Slovak republic | 88 | 1 | 12 | 12 | 100 |
| Spain | 74 | 7 | 19 | 26 | 100 |
| Sweden | 65 | 15 | 19 | 35 | 100 |
| Switzerland | 72 | 10 | 18 | 28 | 100 |
| Turkey ${ }^{5}$ | 91 | .. |  | 9 | 100 |
| United Kingdom | 74 | 8 | 18 | 26 | 100 |
| United States | 61 | 9 | 30 | 39 | 100 |
| OECD average ${ }^{5}$ | 75 | .. | .. | 25 | 100 |
| Jurisdictions |  |  |  |  |  |
| Newfoundland and Labrador | 72 | 16 | 13 | 29 | 100 |
| Prince Edward Island | 54 | 29 | 17 | 46 | 100 |
| Nova Scotia | 58 | 22 | 20 | 42 | 100 |
| New Brunswick | 61 | 24 | 16 | 40 | 100 |
| Quebec | 58 | 21 | 21 | 42 | 100 |
| Ontario | 50 | 25 | 25 | 51 | 100 |
| Manitoba | 60 | 21 | 20 | 40 | 100 |
| Saskatchewan | 67 | 16 | 18 | 34 | 100 |
| Alberta | 60 | 20 | 20 | 40 | 100 |
| British Columbia | 57 | 21 | 22 | 43 | 100 |
| Yukon | 40 | 41 | 19 | 61 | 100 |
| Northwest Territories | 46 | 35 | 19 | 54 | 100 |
| Nunavut | 63 | 24 | 13 | 37 | 100 |

1. In Canada, this is equivalent to: no education or education below high school graduation; high school graduation or some postsecondary education (not completed); trade certificate or diploma from a vocational school or apprenticeship training.
2. Tertiary-Type-B education. In Canada, this is equivalent to: non-university certificate or diploma from a community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level.
3. Tertiary-Type-A education and advanced research programs. In Canada, this is equivalent to: Bachelor's degree; university degree or certificate above bachelor's degree.
4. The data source (Labour Force Survey) does not allow for a clear delineation between
"postsecondary non-tertiary education" and "tertiary-type B education". As a result, the figure reported for College (Tertiary-type B) is inflated.
5. Disaggregation of attainment at tertiary level not available; see OECD data source for more information.
6. Year of reference 2003.

Sources: OECD, Education at a Glance, 2006 (Table A1.3a).
Labour Force Survey, Statistics Canada.

Table D.6.2
Distribution ${ }^{1}$ of the population aged 25 to 64 with Aboriginal identity, by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001

|  |  |  |  |  |  |  | Age group |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  |  |  |  |  |  |  |  |  |

Table D.6.2
Distribution ${ }^{1}$ of the population aged 25 to 64 with Aboriginal identity, by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001 (continued)

|  | Age group |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1996 |  |  |  |  | 2001 |  |  |  |  |
|  | 25 to 34 | 35 to 44 | 45 to 54 | 55 to 64 | Total 25 to 64 | 25 to 34 | 35 to 44 | 45 to 54 | 55 to 64 | Total 25 to 64 |
|  | percentage |  |  |  |  | percentage |  |  |  |  |
| Nova Scotia |  |  |  |  |  |  |  |  |  |  |
| Less than high school ${ }^{3}$ | 29 | 31 | 34 | 56 | 34 | 27 | 29 | 35 | 45 | 32 |
| High school ${ }^{4}$ | 28 | 20 | 18 | 14 | 22 | 26 | 19 | 18 | 15 | 20 |
| Trades ${ }^{5}$ | 18 | 24 | 22 | 18 | 20 | 17 | 26 | 20 | 24 | 21 |
| College ${ }^{6}$ | 15 | 16 | 13 | 6 | 14 | 18 | 16 | 15 | 10 | 16 |
| University ${ }^{7}$ | 10 | 10 | 13 | 7 | 10 | 12 | 10 | 12 | 7 | 11 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | 2,175 | 1,750 | 1,035 | 610 | 5,575 | 2,725 | 2,455 | 1,910 | 835 | 7,930 |
| New Brunswick |  |  |  |  |  |  |  |  |  |  |
| Less than high school ${ }^{3}$ | 23 | 27 | 40 | 58 | 31 | 26 | 33 | 38 | 56 | 35 |
| High school ${ }^{4}$ | 31 | 28 | 15 | 11 | 25 | 31 | 23 | 19 | 12 | 23 |
| Trades ${ }^{5}$ | 21 | 18 | 21 | 15 | 20 | 16 | 19 | 21 | 17 | 18 |
| College ${ }^{6}$ | 17 | 17 | 11 | 11 | 15 | 18 | 19 | 13 | 6 | 16 |
| University ${ }^{7}$ | 8 | 11 | 13 | 5 | 9 | 9 | 6 | 9 | 10 | 8 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | 1,795 | 1,480 | 785 | 470 | 4,525 | 2,650 | 2,840 | 1,940 | 1,085 | 8,520 |
| Quebec |  |  |  |  |  |  |  |  |  |  |
| Less than high school ${ }^{3}$ | 48 | 46 | 49 | 72 | 50 | 42 | 41 | 43 | 61 | 45 |
| High school ${ }^{4}$ | 23 | 22 | 19 | 12 | 20 | 23 | 21 | 23 | 16 | 22 |
| Trades ${ }^{5}$ | 13 | 15 | 13 | 8 | 13 | 14 | 16 | 14 | 10 | 14 |
| College ${ }^{6}$ | 11 | 9 | 10 | 3 | 9 | 13 | 13 | 11 | 6 | 11 |
| University ${ }^{7}$ | 6 | 9 | 9 | 6 | 7 | 7 | 8 | 10 | 8 | 8 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | 12,200 | 10,195 | 7,065 | 4,285 | 33,745 | 11,780 | 12,130 | 9,240 | 5,405 | 38,555 |
| Ontario |  |  |  |  |  |  |  |  |  |  |
| Less than high school ${ }^{3}$ | 34 | 36 | 45 | 65 | 40 | 27 | 30 | 36 | 54 | 34 |
| High school ${ }^{4}$ | 29 | 24 | 18 | 11 | 23 | 29 | 25 | 22 | 15 | 24 |
| Trades ${ }^{5}$ | 12 | 15 | 14 | 11 | 13 | 14 | 16 | 16 | 14 | 15 |
| College ${ }^{6}$ | 19 | 17 | 14 | 8 | 16 | 21 | 21 | 17 | 11 | 19 |
| University ${ }^{7}$ | 6 | 8 | 8 | 5 | 7 | 9 | 8 | 9 | 6 | 8 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | 25,050 | 21,295 | 13,375 | 7,495 | 67,210 | 28,745 | 31,705 | 20,925 | 11,935 | 93,320 |
| Manitoba |  |  |  |  |  |  |  |  |  |  |
| Less than high school ${ }^{3}$ | 50 | 50 | 57 | 79 | 54 | 42 | 44 | 48 | 67 | 47 |
| High school ${ }^{4}$ | 23 | 18 | 14 | 6 | 18 | 27 | 21 | 16 | 8 | 21 |
| Trades ${ }^{5}$ | 10 | 13 | 12 | 8 | 11 | 12 | 15 | 14 | 11 | 13 |
| College ${ }^{6}$ | 12 | 12 | 11 | 5 | 11 | 13 | 14 | 12 | 7 | 12 |
| University ${ }^{7}$ | 4 | 7 | 7 | 2 | 5 | 6 | 7 | 10 | 7 | 7 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | 21,090 | 15,985 | 9,740 | 5,525 | 52,345 | 22,895 | 20,820 | 13,305 | 7,410 | 64,435 |
| Saskatchewan |  |  |  |  |  |  |  |  |  |  |
| Less than high school ${ }^{3}$ | 44 | 43 | 52 | 73 | 48 | 37 | 39 | 45 | 61 | 42 |
| High school ${ }^{4}$ | 25 | 19 | 15 | 9 | 20 | 29 | 22 | 18 | 11 | 22 |
| Trades ${ }^{5}$ | 13 | 16 | 15 | 9 | 14 | 14 | 16 | 15 | 14 | 15 |
| College ${ }^{6}$ | 11 | 12 | 9 | 5 | 10 | 13 | 14 | 11 | 7 | 12 |
| University ${ }^{7}$ | 7 | 10 | 10 | 4 | 8 | 8 | 10 | 11 | 7 | 9 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | 17,255 | 12,270 | 7,015 | 4,265 | 40,800 | 18,870 | 16,350 | 9,885 | 5,375 | 50,485 |

Table D.6.2
Distribution ${ }^{1}$ of the population aged 25 to 64 with Aboriginal identity, by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001 (concluded)

|  |  |  |  |  |  |  | Age group |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  |  |  |  |  |  |  |  |  |

1. To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to $100 \%$, as recommended by Census methodology.
2. Total Aboriginal identity includes the Aboriginal groups (North American Indian, Métis and Inuit), multiple Aboriginal responses and Aboriginal responses not included elsewhere.
3. Includes individuals having no education or education below high school graduation.
4. Includes high school graduates and individuals who have some postsecondary education (not completed).
5. Includes graduates of trade-vocational programs.
6. Includes graduates of community colleges, CEGEP, schools of nursing and similar programs at this level.
7. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Source: 1996 and 2001 Census of Population, Statistics Canada.

Table D.6.3
Level of educational attainment in the population aged 25 to 64, off-reserve Aboriginal population ${ }^{1}$ from Western Canada, 2004

|  | Less than college ${ }^{3}$ | College ${ }^{4}$ | University ${ }^{5}$ | College or university | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage |  |  |  |  |
| Western Canada | 75.6 | 14.9 | 9.6 | 24.4 | 100.0 |
| Manitoba | 71.9 | 17.6 | 10.3 | 27.9 | 100.0 |
| Saskatchewan | 80.6 | 8.7 | 10.4* | 19.1 | 100.0 |
| Alberta | 74.3 | 16.0 | 9.7 | 25.7 | 100.0 |
| British Columbia | 76.6 | 15.1 | 8.4* | 23.6 | 100.0 |

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

1. Aboriginal population refers to those persons who reported identifying with at least one Aboriginal group, i.e., North American Indian, Métis or Inuit.
2. Includes Manitoba, Saskatchewan, Alberta, and British Columbia.
3. Includes no education or education below high school graduation; high school graduation or some postsecondary education (not completed); trade certificate or diploma from a vocational school or apprenticeship training.
4. Includes non-university certificate or diploma from a community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level.
5. Includes bachelor's degree; university degree or certificate above bachelor's degree.

Notes: Because the Labour Force Survey questions on Aboriginal self-identification in all four jurisdictions were added in April 2004, the data are based on a nine-month average from April to December 2004.
Data in this table allow comparisons across the off-reserve Aboriginal population from Western Canada but are not directly comparable with Labour Force Survey-based data for the general population and Census-based data for the Aboriginal population.
Source: Labour Force Survey, Statistics Canada.

Table D.6.4
Distribution ${ }^{1}$ of the population aged 25 to 64, by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001


Table D.6.4
Distribution ${ }^{1}$ of the population aged 25 to 64 , by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001 (continued)

|  |  |  |  |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
|  |  |  |  |  |  |  |  |  |  |

Table D.6.4
Distribution ${ }^{1}$ of the population aged 25 to 64, by level of educational attainment and age group, Canada and jurisdictions, 1996 and 2001 (concluded)

| Age group |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1996 |  |  |  |  | 2001 |  |  |  |  |
| 25 to 34 | 35 to 44 | 45 to 54 | 55 to 64 | Total 25 to 64 | 25 to 34 | 35 to 44 | 45 to 54 | 55 to 64 | Total 25 to 64 |


| Alberta | percentage |  |  |  |  |  | percentage |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 20 | 21 | 26 | 45 | 25 | 17 | 20 | 21 | 35 | 22 |
| High school ${ }^{3}$ | 27 | 25 | 20 | 16 | 23 | 25 | 24 | 22 | 17 | 23 |
| Trades ${ }^{4}$ | 14 | 16 | 16 | 14 | 15 | 13 | 16 | 16 | 16 | 15 |
| College ${ }^{5}$ | 20 | 19 | 17 | 12 | 18 | 20 | 20 | 18 | 15 | 19 |
| University ${ }^{6}$ | 19 | 19 | 22 | 13 | 19 | 24 | 20 | 23 | 18 | 21 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | 434,925 | 478,260 | 318,675 | 201,835 | 1,433,695 | 427,850 | 515,670 | 418,820 | 240,010 | 1,602,355 |
| British Columbia |  |  |  |  |  |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 18 | 20 | 23 | 39 | 23 | 14 | 18 | 19 | 30 | 19 |
| High school ${ }^{3}$ | 28 | 27 | 23 | 18 | 25 | 27 | 25 | 24 | 20 | 24 |
| Trades ${ }^{4}$ | 13 | 14 | 15 | 15 | 14 | 12 | 14 | 14 | 15 | 14 |
| College ${ }^{5}$ | 20 | 19 | 18 | 13 | 18 | 19 | 20 | 19 | 16 | 19 |
| University ${ }^{6}$ | 22 | 20 | 22 | 14 | 20 | 28 | 23 | 24 | 20 | 24 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | 580,685 | 632,245 | 489,155 | 320,300 | 2,022,385 | 515,725 | 653,345 | 597,045 | 377,935 | 2,144,050 |


| Yukon |  |  |  |  |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Less than high school $^{2}$ | 18 | 16 | 21 | 41 | 21 | 15 | 15 | 14 | 27 | 17 |
| High school $^{3}$ | 26 | 20 | 18 | 15 | 21 | 26 | 20 | 21 | 17 | 21 |
| Trades $^{4}$ | 15 | 19 | 19 | 17 | 18 | 15 | 19 | 18 | 20 | 18 |
| College $^{5}$ | 21 | 24 | 20 | 16 | 21 | 21 | 22 | 21 | 17 | 21 |
| University $^{6}$ | 20 | 21 | 21 | 12 | 20 | 23 | 23 | 26 | 19 | 23 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ | $\mathbf{1 0 0}$ |
| Population (number) | $\mathbf{5 , 3 5 5}$ | $\mathbf{6 , 3 3 5}$ | $\mathbf{4 , 2 7 0}$ | $\mathbf{1 , 9 0 0}$ | $\mathbf{1 7 , 8 6 0}$ | $\mathbf{3 , 8 7 0}$ | $\mathbf{5 , 5 9 5}$ | $\mathbf{5 , 0 4 5}$ | $\mathbf{2 , 4 1 0}$ | $\mathbf{1 6 , 9 2 5}$ |


| Northwest Territories |  |  |  |  |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Less than high school $^{2}$ | 25 | 22 | 29 | 53 | 27 | 23 | 24 | 22 | 41 | 25 |
| High school $^{3}$ | 23 | 21 | 15 | 10 | 19 | 24 | 19 | 19 | 13 | 20 |
| Trades $^{4}$ | 16 | 18 | 17 | 13 | 16 | 15 | 18 | 19 | 16 | 17 |
| College $^{5}$ | 20 | 21 | 17 | 11 | 19 | 19 | 20 | 18 | 11 | 18 |
| University $^{6}$ | 17 | 19 | 22 | 13 | 18 | 19 | 19 | 22 | 19 | 19 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | 7,740 | 6,895 | 4,255 | $\mathbf{1 , 8 2 0}$ | $\mathbf{2 0 , 7 1 5}$ | 5,990 | $\mathbf{6 , 7 5 0}$ | 4,890 | 2,155 | $\mathbf{1 9 , 7 8 5}$ |


| Nunavut |  |  |  |  |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Less than high school $^{2}$ | 38 | 31 | 49 | 70 | 41 | 36 | 34 | 35 | 62 | 38 |
| High school $^{3}$ | 22 | 18 | 11 | 7 | 17 | 26 | 20 | 17 | 8 | 20 |
| Trades $^{4}$ | 13 | 18 | 17 | 11 | 15 | 11 | 16 | 15 | 11 | 13 |
| College $^{5}$ | 17 | 19 | 11 | 5 | 15 | 17 | 19 | 18 | 8 | 17 |
| University $^{6}$ | 10 | 14 | 12 | 7 | 11 | 11 | 11 | 16 | 11 | 12 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Population (number) | 4,455 | 2,890 | $\mathbf{1 , 8 9 0}$ | $\mathbf{1 , 0 6 0}$ | $\mathbf{1 0 , 2 9 0}$ | $\mathbf{4 , 5 3 0}$ | $\mathbf{3 , 4 1 5}$ | 2,285 | $\mathbf{1 , 1 7 5}$ | $\mathbf{1 1 , 4 1 0}$ |

1. To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to $100 \%$, as recommended by Census methodology.
2. Includes individuals having no education or education below high school graduation.
3. Includes high school graduates and individuals who have some postsecondary education (not completed).
4. Includes graduates of trade-vocational programs.
5. Includes graduates of community colleges, CEGEP, schools of nursing and similar programs at this level.
6. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Source: 1996 and 2001 Census of Population, Statistics Canada.

## D6 Education Indicators in Canada

Table D.6.5
Level of educational attainment in the population aged 25 to 64 with Aboriginal identity, by sex, Canada, 1996 and 2001

|  | 1996 | 2001 | Change 1996 to 2001 | 1996 | 2001 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | number |  | percentage | percentage distribution |  |
| Total Aboriginal identity ${ }^{1}$ ( ${ }^{\text {a }}$ |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 156,605 | 171,715 | 10 | 45 | 39 |
| High school ${ }^{3}$ | 74,100 | 101,360 | 37 | 21 | 23 |
| Trades ${ }^{4}$ | 48,845 | 69,265 | 42 | 14 | 16 |
| College ${ }^{5}$ | 45,755 | 66,800 | 46 | 13 | 15 |
| University ${ }^{6}$ | 21,185 | 34,465 | 63 | 6 | 8 |
| All trades, college and university | 115,780 | 170,530 | 47 | 33 | 38 |
| Total population aged 25 to 64 | 346,485 | 443,605 | 28 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 77,190 | 86,500 | 12 | 47 | 41 |
| High school ${ }^{3}$ | 32,490 | 45,770 | 41 | 20 | 22 |
| Trades ${ }^{4}$ | 29,365 | 41,340 | 41 | 18 | 20 |
| College ${ }^{5}$ | 16,165 | 23,575 | 46 | 10 | 11 |
| University ${ }^{6}$ | 8,050 | 12,435 | 54 | 5 | 6 |
| All trades, college and university | 53,580 | 77,350 | 44 | 33 | 37 |
| Total population aged 25 to 64 | 163,260 | 209,620 | 28 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 79,415 | 85,215 | 7 | 43 | 36 |
| High school ${ }^{3}$ | 41,610 | 55,590 | 34 | 23 | 24 |
| Trades ${ }^{4}$ | 19,480 | 27,925 | 43 | 11 | 12 |
| College ${ }^{5}$ | 29,585 | 43,225 | 46 | 16 | 18 |
| University ${ }^{6}$ | 13,130 | 22,030 | 68 | 7 | 9 |
| All trades, college and university | 62,195 | 93,180 | 50 | 34 | 40 |
| Total population aged 25 to 64 | 183,220 | 233,985 | 28 | 100 | 100 |
| North American Indian |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 103,325 | 108,945 | 5 | 46 | 41 |
| High school ${ }^{3}$ | 47,425 | 60,615 | 28 | 21 | 23 |
| Trades ${ }^{4}$ | 30,305 | 39,810 | 31 | 14 | 15 |
| College ${ }^{5}$ | 28,865 | 37,935 | 31 | 13 | 14 |
| University ${ }^{6}$ | 13,420 | 20,095 | 50 | 6 | 8 |
| All trades, college and university | 72,590 | 97,845 | 35 | 33 | 37 |
| Total population aged 25 to 64 | 223,340 | 267,405 | 20 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 50,740 | 54,080 | 7 | 49 | 43 |
| High school ${ }^{3}$ | 20,960 | 27,035 | 29 | 20 | 22 |
| Trades ${ }^{4}$ | 17,850 | 23,365 | 31 | 17 | 19 |
| College ${ }^{5}$ | 10,055 | 13,325 | 33 | 10 | 11 |
| University ${ }^{6}$ | 5,000 | 6,600 | 32 | 5 | 5 |
| All trades, college and university | 32,910 | 43,290 | 32 | 31 | 35 |
| Total population aged 25 to 64 | 104,610 | 124,405 | 19 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 52,585 | 54,865 | 4 | 44 | 38 |
| High school ${ }^{3}$ | 26,465 | 33,575 | 27 | 22 | 23 |
| Trades ${ }^{4}$ | 12,455 | 16,450 | 32 | 10 | 12 |
| College ${ }^{5}$ | 18,810 | 24,605 | 31 | 16 | 17 |
| University ${ }^{6}$ | 8,415 | 13,495 | 60 | 7 | 9 |
| All trades, college and university | 39,680 | 54,550 | 37 | 33 | 38 |
| Total population aged 25 to 64 | 118,730 | 142,990 | 20 | 100 | 100 |

Table D.6.5
Level of educational attainment in the population aged 25 to 64 with Aboriginal identity, by sex, Canada, 1996 and 2001 (continued)

|  | 1996 | 2001 | Change 1996 to 2001 | 1996 | 2001 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | number |  | percentage | percentage distribution |  |
|  |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 39,505 | 48,315 |  | 22 | 42 | 34 |
| High school ${ }^{3}$ | 20,990 | 33,650 | 60 | 22 | 24 |
| Trades ${ }^{4}$ | 14,620 | 24,525 | 68 | 15 | 17 |
| College ${ }^{5}$ | 13,300 | 23,985 | 80 | 14 | 17 |
| University ${ }^{6}$ | 6,365 | 12,355 | 94 | 7 | 9 |
| All trades, college and university | 34,295 | 60,865 | 77 | 36 | 43 |
| Total population aged 25 to 64 | 94,790 | 142,830 | 51 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 20,570 | 25,800 | 25 | 44 | 37 |
| High school ${ }^{3}$ | 9,260 | 15,720 | 70 | 20 | 22 |
| Trades ${ }^{4}$ | 9,185 | 15,205 | 66 | 20 | 22 |
| College ${ }^{5}$ | 4,760 | 8,530 | 79 | 10 | 12 |
| University ${ }^{6}$ | 2,625 | 5,280 | 101 | 6 | 7 |
| All trades, college and university | 16,570 | 29,020 | 75 | 36 | 41 |
| Total population aged 25 to 64 | 46,400 | 70,540 | 52 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 18,935 | 22,510 | 19 | 39 | 31 |
| High school ${ }^{3}$ | 11,730 | 17,930 | 53 | 24 | 25 |
| Trades ${ }^{4}$ | 5,440 | 9,320 | 71 | 11 | 13 |
| College ${ }^{5}$ | 8,540 | 15,450 | 81 | 18 | 21 |
| University ${ }^{6}$ | 3,745 | 7,070 | 89 | 8 | 10 |
| All trades, college and university | 17,725 | 31,845 | 80 | 37 | 44 |
| Total population aged 25 to 64 | 48,390 | 72,285 | 49 | 100 | 100 |
| Inuit |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 8,110 | 8,610 | 6 | 54 | 48 |
| High school ${ }^{3}$ | 2,600 | 3,635 | 40 | 17 | 20 |
| Trades ${ }^{4}$ | 2,165 | 2,725 | 26 | 14 | 15 |
| College ${ }^{5}$ | 1,850 | 2,325 | 26 | 12 | 13 |
| University ${ }^{6}$ | 360 | 650 | 81 | 2 | 4 |
| All trades, college and university | 4,380 | 5,700 | 30 | 29 | 32 |
| Total population aged 25 to 64 | 15,090 | 17,945 | 19 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 3,765 | 4,100 | 9 | 51 | 47 |
| High school ${ }^{3}$ | 1,160 | 1,700 | 47 | 16 | 20 |
| Trades ${ }^{4}$ | 1,515 | 1,675 | 11 | 20 | 19 |
| College ${ }^{5}$ | 830 | 985 | 19 | 11 | 11 |
| University ${ }^{6}$ | 140 | 200 | 43 | 2 | 2 |
| All trades, college and university | 2,490 | 2,860 | 15 | 34 | 33 |
| Total population aged 25 to 64 | 7,415 | 8,660 | 17 | 100 | 100 |

## D6 <br> Education Indicators in Canada

Table D.6.5
Level of educational attainment in the population aged 25 to 64 with Aboriginal identity, by sex, Canada, 1996 and 2001 (concluded)

|  | 1996 | 2001 | $\begin{array}{r} \text { Change } 1996 \\ \text { to } 2001 \end{array}$ | 1996 | 2001 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | number |  | percentage | percentage distribution |  |
| Female |  |  |  |  |  |
| Less than high school ${ }^{2}$ | 4,350 | 4,505 | 4 | 57 | 49 |
| High school ${ }^{3}$ | 1,435 | 1,930 | 34 | 19 | 21 |
| Trades ${ }^{4}$ | 650 | 1,055 | 62 | 8 | 11 |
| College ${ }^{5}$ | 1,020 | 1,345 | 32 | 13 | 14 |
| University ${ }^{6}$ | 220 | 450 | 105 | 3 | 5 |
| All trades, college and university | 1,890 | 2,845 | 51 | 25 | 31 |
| Total population aged 25 to 64 | 7,675 | 9,280 | 21 | 100 | 100 |

1. Total Aboriginal identity includes the Aboriginal groups (North American Indian, Métis and Inuit), multiple Aboriginal responses and Aboriginal responses not included elsewhere.
2. Includes individuals having no education or education below high school graduation.
3. Includes high school graduates and individuals who have some postsecondary education (not completed).
4. Includes graduates of trade-vocational programs.
5. Includes graduates of community colleges, CEGEP, schools of nursing and similar programs at this level.
6. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Note: To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to $100 \%$, as recommended by Census methodology.
Source: 1996 and 2001 Census of Population, Statistics Canada.

Table D.6.6
Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001
$\left.\begin{array}{lllrl}\hline & & & \text { Change } 1996 \\ \text { to } 2001\end{array}\right)$

Table D.6.6
Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (continued)

|  | Change 1996 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | number |  | percentage | percentage distribution |  |
| Newfoundland and Labrador |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 113,370 | 100,475 | -11 | 39 | 35 |
| High school ${ }^{2}$ | 47,680 | 45,425 | -5 | 16 | 16 |
| Trades ${ }^{3}$ | 60,155 | 61,540 | 2 | 20 | 21 |
| College ${ }^{4}$ | 36,590 | 39,450 | 8 | 12 | 14 |
| University ${ }^{5}$ | 36,195 | 39,970 | 10 | 12 | 14 |
| All trades, college and university | 132,940 | 140,960 | 6 | 45 | 49 |
| Total population aged 25 to 64 | 293,985 | 286,855 | -2 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 54,910 | 48,015 | -13 | 38 | 34 |
| High school ${ }^{2}$ | 22,375 | 21,195 | -5 | 15 | 15 |
| Trades ${ }^{3}$ | 34,320 | 34,580 | 1 | 24 | 25 |
| College ${ }^{4}$ | 15,560 | 16,775 | 8 | 11 | 12 |
| University ${ }^{5}$ | 18,020 | 18,765 | 4 | 12 | 13 |
| All trades, college and university | 67,900 | 70,120 | 3 | 47 | 50 |
| Total population aged 25 to 64 | 145,185 | 139,325 | -4 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 58,455 | 52,450 | -10 | 39 | 36 |
| High school ${ }^{2}$ | 25,300 | 24,240 | -4 | 17 | 16 |
| Trades ${ }^{3}$ | 25,830 | 26,960 | 4 | 17 | 18 |
| College ${ }^{4}$ | 21,030 | 22,680 | 8 | 14 | 15 |
| University ${ }^{5}$ | 18,180 | 21,200 | 17 | 12 | 14 |
| All trades, college and university | 65,040 | 70,840 | 9 | 44 | 48 |
| Total population aged 25 to 64 | 148,805 | 147,530 | -1 | 100 | 100 |

Prince Edward Island

| Both sexes |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Less than high school ${ }^{1}$ | 23,320 | 20,460 | -12 | 34 | 29 |
| High school ${ }^{2}$ | 13,000 | 14,325 | 10 | 19 | 20 |
| Trades ${ }^{3}$ | 10,095 | 11,040 | 9 | 15 | 16 |
| College ${ }^{4}$ | 11,520 | 12,950 | 12 | 17 | 18 |
| University ${ }^{5}$ | 10,390 | 11,925 | 15 | 15 | 17 |
| All trades, college and university | 32,005 | 35,915 | 12 | 47 | 51 |
| Total population aged 25 to 64 | 68,335 | 70,700 | 3 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 13,120 | 11,580 | -12 | 38 | 33 |
| High school ${ }^{2}$ | 6,080 | 6,705 | 10 | 18 | 19 |
| Trades ${ }^{3}$ | 6,235 | 6,610 | 6 | 18 | 19 |
| College ${ }^{4}$ | 3,915 | 4,350 | 11 | 11 | 13 |
| University ${ }^{5}$ | 4,790 | 5,350 | 12 | 14 | 15 |
| All trades, college and university | 14,940 | 16,310 | 9 | 44 | 47 |
| Total population aged 25 to 64 | 34,135 | 34,585 | 1 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 10,190 | 8,885 | -13 | 30 | 25 |
| High school ${ }^{2}$ | 6,925 | 7,620 | 10 | 20 | 21 |
| Trades ${ }^{3}$ | 3,865 | 4,435 | 15 | 11 | 12 |
| College ${ }^{4}$ | 7,610 | 8,600 | 13 | 22 | 24 |
| University ${ }^{5}$ | 5,610 | 6,580 | 17 | 16 | 18 |
| All trades, college and university | 17,085 | 19,615 | 15 | 50 | 54 |
| Total population aged 25 to 64 | 34,195 | 36,115 | 6 | 100 | 100 |

## D6 Education Indicators in Canada

Table D.6.6
Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (continued)

|  | Change 1996 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | number |  | percentage |  | tion |
| Nova Scotia |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 148,925 | 131,090 | -12 | 31 | 26 |
| High school ${ }^{2}$ | 88,205 | 90,010 | 2 | 18 | 18 |
| Trades ${ }^{3}$ | 83,555 | 86,220 | 3 | 17 | 17 |
| College ${ }^{4}$ | 78,010 | 88,295 | 13 | 16 | 18 |
| University ${ }^{5}$ | 85,570 | 100,040 | 17 | 18 | 20 |
| All trades, college and university | 247,135 | 274,555 | 11 | 51 | 55 |
| Total population aged 25 to 64 | 484,265 | 495,650 | 2 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 74,800 | 66,540 | -11 | 32 | 28 |
| High school ${ }^{2}$ | 40,910 | 41,875 | 2 | 17 | 17 |
| Trades ${ }^{3}$ | 51,645 | 53,405 | 3 | 22 | 22 |
| College ${ }^{4}$ | 29,120 | 33,325 | 14 | 12 | 14 |
| University ${ }^{5}$ | 40,925 | 45,675 | 12 | 17 | 19 |
| All trades, college and university | 121,690 | 132,405 | 9 | 51 | 55 |
| Total population aged 25 to 64 | 237,395 | 240,815 | 1 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 74,120 | 64,555 | -13 | 30 | 25 |
| High school ${ }^{2}$ | 47,285 | 48,135 | 2 | 19 | 19 |
| Trades ${ }^{3}$ | 31,915 | 32,815 | 3 | 13 | 13 |
| College ${ }^{4}$ | 48,890 | 54,965 | 12 | 20 | 22 |
| University ${ }^{5}$ | 44,655 | 54,365 | 22 | 18 | 21 |
| All trades, college and university | 125,460 | 142,145 | 13 | 51 | 56 |
| Total population aged 25 to 64 | 246,870 | 254,840 | 3 | 100 | 100 |

## New Brunswick

| Both sexes |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Less than high school ${ }^{1}$ | 128,930 | 116,540 | -10 | 33 | 29 |
| High school ${ }^{2}$ | 92,725 | 96,630 | 4 | 24 | 24 |
| Trades ${ }^{3}$ | 53,145 | 55,045 | 4 | 14 | 14 |
| College ${ }^{4}$ | 60,055 | 66,675 | 11 | 15 | 17 |
| University ${ }^{5}$ | 57,465 | 64,800 | 13 | 15 | 16 |
| All trades, college and university | 170,665 | 186,520 | 9 | 44 | 47 |
| Total population aged 25 to 64 | 392,320 | 399,690 | 2 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 66,895 | 61,530 | -8 | 34 | 31 |
| High school ${ }^{2}$ | 41,665 | 44,225 | 6 | 21 | 23 |
| Trades ${ }^{3}$ | 34,395 | 34,985 | 2 | 18 | 18 |
| College ${ }^{4}$ | 23,390 | 26,245 | 12 | 12 | 13 |
| University ${ }^{5}$ | 27,680 | 29,225 | 6 | 14 | 15 |
| All trades, college and university | 85,465 | 90,455 | 6 | 44 | 46 |
| Total population aged 25 to 64 | 194,020 | 196,220 | 1 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 62,030 | 55,005 | -11 | 31 | 27 |
| High school ${ }^{2}$ | 51,065 | 52,400 | 3 | 26 | 26 |
| Trades ${ }^{3}$ | 18,750 | 20,060 | 7 | 9 | 10 |
| College ${ }^{4}$ | 36,660 | 40,430 | 10 | 18 | 20 |
| University ${ }^{5}$ | 29,800 | 35,575 | 19 | 15 | 17 |
| All trades, college and university | 85,210 | 96,065 | 13 | 43 | 47 |
| Total population aged 25 to 64 | 198,300 | 203,480 | 3 | 100 | 100 |

Table D.6.6
Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (continued)

|  | 1996 | 2001 | $\begin{array}{r} \text { Change } 1996 \\ \text { to } 2001 \end{array}$ | 1996 | 2001 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | number |  | percentage | percentage distribution |  |
| Quebec |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 1,137,355 | 979,965 | -14 | 29 | 24 |
| High school ${ }^{2}$ | 1,035,790 | 1,018,720 | -2 | 26 | 25 |
| Trades ${ }^{3}$ | 452,155 | 505,655 | 12 | 11 | 13 |
| College ${ }^{4}$ | 569,495 | 637,890 | 12 | 14 | 16 |
| University ${ }^{5}$ | 745,935 | 866,455 | 16 | 19 | 22 |
| All trades, college and university | 1,767,585 | 2,010,000 | 14 | 45 | 50 |
| Total population aged 25 to 64 | 3,940,725 | 4,008,675 | 2 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 564,260 | 498,700 | -12 | 29 | 25 |
| High school ${ }^{2}$ | 469,630 | 470,725 | 0 | 24 | 24 |
| Trades ${ }^{3}$ | 275,140 | 298,470 | 8 | 14 | 15 |
| College ${ }^{4}$ | 254,665 | 283,635 | 11 | 13 | 14 |
| University ${ }^{5}$ | 381,695 | 424,460 | 11 | 20 | 21 |
| All trades, college and university | 911,500 | 1,006,565 | 10 | 47 | 51 |
| Total population aged 25 to 64 | 1,945,385 | 1,975,980 | 2 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 573,095 | 481,260 | -16 | 29 | 24 |
| High school ${ }^{2}$ | 566,160 | 547,990 | -3 | 28 | 27 |
| Trades ${ }^{3}$ | 177,015 | 207,185 | 17 | 9 | 10 |
| College ${ }^{4}$ | 314,825 | 354,255 | 13 | 16 | 17 |
| University ${ }^{5}$ | 364,230 | 441,995 | 21 | 18 | 22 |
| All trades, college and university | 856,070 | 1,003,435 | 17 | 43 | 49 |
| Total population aged 25 to 64 | 1,995,330 | 2,032,690 | 2 | 100 | 100 |
| Ontario |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 1,428,515 | 1,274,225 | -11 | 25 | 21 |
| High school ${ }^{2}$ | 1,433,980 | 1,509,585 | 5 | 25 | 24 |
| Trades ${ }^{3}$ | 645,285 | 677,755 | 5 | 11 | 11 |
| College ${ }^{4}$ | 1,062,780 | 1,194,425 | 12 | 18 | 19 |
| University ${ }^{5}$ | 1,212,475 | 1,528,665 | 26 | 21 | 25 |
| All trades, college and university | 2,920,540 | 3,400,845 | 16 | 51 | 55 |
| Total population aged 25 to 64 | 5,783,030 | 6,184,650 | 7 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 701,745 | 633,470 | -10 | 25 | 21 |
| High school ${ }^{2}$ | 644,065 | 694,030 | 8 | 23 | 23 |
| Trades ${ }^{3}$ | 420,205 | 435,970 | 4 | 15 | 14 |
| College ${ }^{4}$ | 439,550 | 492,450 | 12 | 16 | 16 |
| University ${ }^{5}$ | 626,900 | 764,100 | 22 | 22 | 25 |
| All trades, college and university | 1,486,655 | 1,692,520 | 14 | 52 | 56 |
| Total population aged 25 to 64 | 2,832,455 | 3,020,025 | 7 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 726,775 | 640,755 | -12 | 25 | 20 |
| High school ${ }^{2}$ | 789,915 | 815,550 | 3 | 27 | 26 |
| Trades ${ }^{3}$ | 225,080 | 241,780 | 7 | 8 | 8 |
| College ${ }^{4}$ | 623,225 | 701,975 | 13 | 21 | 22 |
| University ${ }^{5}$ | 585,575 | 764,575 | 31 | 20 | 24 |
| All trades, college and university | 1,433,880 | 1,708,330 | 19 | 49 | 54 |
| Total population aged 25 to 64 | 2,950,570 | 3,164,630 | 7 | 100 | 100 |

## D6 Education Indicators in Canada

Table D.6.6
Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (continued)

|  | 1996 | 2001 | Change 1996 to 2001 | 1996 | 2001 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | number |  | percentage | percentage distribution |  |
| Manitoba |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 179,865 | 162,600 |  | -10 | 32 | 28 |
| High school ${ }^{2}$ | 123,930 | 128,575 | 4 | 22 | 22 |
| Trades ${ }^{3}$ | 69,570 | 74,855 | 8 | 12 | 13 |
| College ${ }^{4}$ | 88,515 | 93,210 | 5 | 16 | 16 |
| University ${ }^{5}$ | 98,850 | 112,395 | 14 | 18 | 20 |
| All trades, college and university | 256,935 | 280,460 | 9 | 46 | 49 |
| Total population aged 25 to 64 | 560,725 | 571,645 | 2 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 93,400 | 85,045 | -9 | 33 | 30 |
| High school ${ }^{2}$ | 57,390 | 61,230 | 7 | 21 | 22 |
| Trades ${ }^{3}$ | 44,465 | 46,530 | 5 | 16 | 16 |
| College ${ }^{4}$ | 33,695 | 36,180 | 7 | 12 | 13 |
| University ${ }^{5}$ | 49,890 | 53,925 | 8 | 18 | 19 |
| All trades, college and university | 128,050 | 136,635 | 7 | 46 | 48 |
| Total population aged 25 to 64 | 278,835 | 282,890 | 1 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 86,470 | 77,560 | -10 | 31 | 27 |
| High school ${ }^{2}$ | 66,535 | 67,340 | 1 | 24 | 23 |
| Trades ${ }^{3}$ | 25,115 | 28,325 | 13 | 9 | 10 |
| College ${ }^{4}$ | 54,820 | 57,035 | 4 | 19 | 20 |
| University ${ }^{5}$ | 48,950 | 58,475 | 19 | 17 | 20 |
| All trades, college and university | 128,885 | 143,835 | 12 | 46 | 50 |
| Total population aged 25 to 64 | 281,895 | 288,745 | 2 | 100 | 100 |
| Saskatchewan |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 153,330 | 134,585 | -12 | 32 | 28 |
| High school ${ }^{2}$ | 101,460 | 103,875 | 2 | 22 | 22 |
| Trades ${ }^{3}$ | 69,315 | 76,050 | 10 | 15 | 16 |
| College ${ }^{4}$ | 68,465 | 74,400 | 9 | 15 | 16 |
| University ${ }^{5}$ | 79,230 | 87,005 | 10 | 17 | 18 |
| All trades, college and university | 217,010 | 237,455 | 9 | 46 | 50 |
| Total population aged 25 to 64 | 471,790 | 475,920 | 1 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 82,245 | 73,690 | -10 | 35 | 31 |
| High school ${ }^{2}$ | 48,405 | 51,090 | 6 | 21 | 22 |
| Trades ${ }^{3}$ | 42,755 | 45,605 | 7 | 18 | 19 |
| College ${ }^{4}$ | 23,190 | 25,015 | 8 | 10 | 11 |
| University ${ }^{5}$ | 38,105 | 39,945 | 5 | 16 | 17 |
| All trades, college and university | 104,050 | 110,565 | 6 | 44 | 47 |
| Total population aged 25 to 64 | 234,705 | 235,350 | 0 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 71,090 | 60,890 | -14 | 30 | 25 |
| High school ${ }^{2}$ | 53,055 | 52,785 | -1 | 22 | 22 |
| Trades ${ }^{3}$ | 26,560 | 30,445 | 15 | 11 | 13 |
| College ${ }^{4}$ | 45,270 | 49,385 | 9 | 19 | 21 |
| University ${ }^{5}$ | 41,125 | 47,065 | 14 | 17 | 20 |
| All trades, college and university | 112,955 | 126,895 | 12 | 48 | 53 |
| Total population aged 25 to 64 | 237,085 | 240,570 | 1 | 100 | 100 |

Table D.6.6
Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (continued)

|  | Change 1996 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | number |  | percentage | percentage distribution |  |
| Alberta |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 359,685 | 349,940 | -3 | 25 | 22 |
| High school ${ }^{2}$ | 332,765 | 363,210 | 9 | 23 | 23 |
| Trades ${ }^{3}$ | 214,320 | 245,890 | 15 | 15 | 15 |
| College ${ }^{4}$ | 256,320 | 299,825 | 17 | 18 | 19 |
| University ${ }^{5}$ | 270,600 | 343,505 | 27 | 19 | 21 |
| All trades, college and university | 741,240 | 889,220 | 20 | 52 | 55 |
| Total population aged 25 to 64 | 1,433,695 | 1,602,355 | 12 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 181,755 | 179,190 | -1 | 25 | 22 |
| High school ${ }^{2}$ | 146,330 | 164,990 | 13 | 20 | 21 |
| Trades ${ }^{3}$ | 148,390 | 168,730 | 14 | 21 | 21 |
| College ${ }^{4}$ | 103,850 | 120,165 | 16 | 14 | 15 |
| University ${ }^{5}$ | 139,380 | 169,065 | 21 | 19 | 21 |
| All trades, college and university | 391,620 | 457,960 | 17 | 54 | 57 |
| Total population aged 25 to 64 | 719,715 | 802,130 | 11 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 177,925 | 170,745 | -4 | 25 | 21 |
| High school ${ }^{2}$ | 186,435 | 198,220 | 6 | 26 | 25 |
| Trades ${ }^{3}$ | 65,930 | 77,155 | 17 | 9 | 10 |
| College ${ }^{4}$ | 152,475 | 179,660 | 18 | 21 | 22 |
| University ${ }^{5}$ | 131,220 | 174,440 | 33 | 18 | 22 |
| All trades, college and university | 349,625 | 431,255 | 23 | 49 | 54 |
| Total population aged 25 to 64 | 713,985 | 800,230 | 12 | 100 | 100 |
| British Columbia |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 462,430 | 416,245 | -10 | 23 | 19 |
| High school ${ }^{2}$ | 504,980 | 518,150 | 3 | 25 | 24 |
| Trades ${ }^{3}$ | 287,010 | 295,180 | 3 | 14 | 14 |
| College ${ }^{4}$ | 364,380 | 401,755 | 10 | 18 | 19 |
| University ${ }^{5}$ | 403,580 | 512,715 | 27 | 20 | 24 |
| All trades, college and university | 1,054,970 | 1,209,650 | 15 | 52 | 56 |
| Total population aged 25 to 64 | 2,022,395 | 2,144,050 | 6 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 233,195 | 210,645 | -10 | 23 | 20 |
| High school ${ }^{2}$ | 226,385 | 235,800 | 4 | 23 | 22 |
| Trades ${ }^{3}$ | 192,325 | 193,430 | 1 | 19 | 18 |
| College ${ }^{4}$ | 145,160 | 159,340 | 10 | 14 | 15 |
| University ${ }^{5}$ | 205,555 | 249,470 | 21 | 21 | 24 |
| All trades, college and university | 543,040 | 602,240 | 11 | 54 | 57 |
| Total population aged 25 to 64 | 1,002,630 | 1,048,685 | 5 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 229,230 | 205,605 | -10 | 22 | 19 |
| High school ${ }^{2}$ | 278,605 | 282,350 | 1 | 27 | 26 |
| Trades ${ }^{3}$ | 94,685 | 101,750 | 7 | 9 | 9 |
| College ${ }^{4}$ | 219,225 | 242,415 | 11 | 21 | 22 |
| University ${ }^{5}$ | 198,025 | 263,240 | 33 | 19 | 24 |
| All trades, college and university | 511,935 | 607,405 | 19 | 50 | 55 |
| Total population aged 25 to 64 | 1,019,765 | 1,095,360 | 7 | 100 | 100 |

## D6 Education Indicators in Canada

Table D.6.6
Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (continued)

|  | Change 1996 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | number |  | percentage |  | ution |
| Yukon |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 3,695 | 2,795 | -24 | 21 | 17 |
| High school ${ }^{2}$ | 3,685 | 3,615 | -2 | 21 | 21 |
| Trades ${ }^{3}$ | 3,160 | 3,045 | -4 | 18 | 18 |
| College ${ }^{4}$ | 3,745 | 3,510 | -6 | 21 | 21 |
| University ${ }^{5}$ | 3,570 | 3,960 | 11 | 20 | 23 |
| All trades, college and university | 10,475 | 10,515 | 0 | 59 | 62 |
| Total population aged 25 to 64 | 17,860 | 16,925 | -5 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 2,150 | 1,620 | -25 | 23 | 19 |
| High school ${ }^{2}$ | 1,580 | 1,600 | 1 | 17 | 19 |
| Trades ${ }^{3}$ | 2,225 | 2,020 | -9 | 24 | 24 |
| College ${ }^{4}$ | 1,575 | 1,370 | -13 | 17 | 16 |
| University ${ }^{5}$ | 1,625 | 1,785 | 10 | 18 | 21 |
| All trades, college and university | 5,425 | 5,175 | -5 | 59 | 62 |
| Total population aged 25 to 64 | 9,150 | 8,395 | -8 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 1,535 | 1,180 | -23 | 18 | 14 |
| High school ${ }^{2}$ | 2,115 | 2,020 | -4 | 24 | 24 |
| Trades ${ }^{3}$ | 940 | 1,020 | 9 | 11 | 12 |
| College ${ }^{4}$ | 2,175 | 2,145 | -1 | 25 | 25 |
| University ${ }^{5}$ | 1,945 | 2,175 | 12 | 22 | 25 |
| All trades, college and university | 5,060 | 5,340 | 6 | 58 | 63 |
| Total population aged 25 to 64 | 8,705 | 8,530 | -2 | 100 | 100 |

## Northwest Territories

| Both sexes |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Less than high school ${ }^{1}$ | 5,615 | 4,975 | -11 | 27 | 25 |
| High school ${ }^{2}$ | 4,035 | 3,995 | -1 | 19 | 20 |
| Trades ${ }^{3}$ | 3,395 | 3,380 | 0 | 16 | 17 |
| College ${ }^{4}$ | 3,910 | 3,600 | -8 | 19 | 18 |
| University ${ }^{5}$ | 3,770 | 3,845 | 2 | 18 | 19 |
| All trades, college and university | 11,075 | 10,825 | -2 | 53 | 55 |
| Total population aged 25 to 64 | 20,715 | 19,780 | -5 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 2,950 | 2,650 | -10 | 28 | 26 |
| High school ${ }^{2}$ | 1,835 | 1,825 | -1 | 17 | 18 |
| Trades ${ }^{3}$ | 2,440 | 2,350 | -4 | 23 | 23 |
| College ${ }^{4}$ | 1,635 | 1,515 | -7 | 15 | 15 |
| University ${ }^{5}$ | 1,865 | 1,800 | -3 | 17 | 18 |
| All trades, college and university | 5,940 | 5,665 | -5 | 55 | 56 |
| Total population aged 25 to 64 | 10,725 | 10,135 | -6 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 2,660 | 2,325 | -13 | 27 | 24 |
| High school ${ }^{2}$ | 2,200 | 2,170 | -1 | 22 | 22 |
| Trades ${ }^{3}$ | 955 | 1,035 | 8 | 10 | 11 |
| College ${ }^{4}$ | 2,270 | 2,085 | -8 | 23 | 22 |
| University ${ }^{5}$ | 1,900 | 2,040 | 7 | 19 | 21 |
| All trades, college and university | 5,125 | 5,160 | 1 | 51 | 53 |
| Total population aged 25 to 64 | 9,985 | 9,655 | -3 | 100 | 100 |

Table D.6.6
Level of educational attainment in the population aged 25 to 64, by sex, Canada, 1996 and 2001 (concluded)

|  | Change 1996 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | number |  | percentage | percentage distribution |  |
| Nunavut $\quad$ number percentage percentage distribution |  |  |  |  |  |
| Both sexes |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 4,260 | 4,355 | 2 | 41 | 38 |
| High school ${ }^{2}$ | 1,795 | 2,295 | 28 | 17 | 20 |
| Trades ${ }^{3}$ | 1,535 | 1,500 | -2 | 15 | 13 |
| College ${ }^{4}$ | 1,555 | 1,915 | 23 | 15 | 17 |
| University ${ }^{5}$ | 1,145 | 1,350 | 18 | 11 | 12 |
| All trades, college and university | 4,235 | 4,765 | 13 | 41 | 42 |
| Total population aged 25 to 64 | 10,290 | 11,410 | 11 | 100 | 100 |
| Male |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 2,055 | 2,110 | 3 | 38 | 36 |
| High school ${ }^{2}$ | 945 | 1,185 | 25 | 17 | 20 |
| Trades ${ }^{3}$ | 1,180 | 1,015 | -14 | 22 | 17 |
| College ${ }^{4}$ | 735 | 885 | 20 | 13 | 15 |
| University ${ }^{5}$ | 555 | 670 | 21 | 10 | 11 |
| All trades, college and university | 2,470 | 2,570 | 4 | 45 | 44 |
| Total population aged 25 to 64 | 5,465 | 5,870 | 7 | 100 | 100 |
| Female |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 2,210 | 2,245 | 2 | 46 | 40 |
| High school ${ }^{2}$ | 850 | 1,110 | 31 | 18 | 20 |
| Trades ${ }^{3}$ | 355 | 475 | 34 | 7 | 9 |
| College ${ }^{4}$ | 820 | 1,030 | 26 | 17 | 19 |
| University ${ }^{5}$ | 590 | 685 | 16 | 12 | 12 |
| All trades, college and university | 1,765 | 2,190 | 24 | 37 | 39 |
| Total population aged 25 to 64 | 4,825 | 5,540 | 15 | 100 | 100 |

1. Includes individuals having no education or education below high school graduation.
2. Includes high school graduates and individuals who have some postsecondary education (not completed).
3. Includes graduates of trade-vocational programs.
4. Includes graduates of community colleges, CEGEP, schools of nursing and similar programs at this level.
5. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Note: To ensure the confidentiality of responses collected for the Census, a random rounding process is used to alter the values reported in individual cells. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently and randomly rounded. However, apart from discrepancies due to simple rounding, the percentages are calculated to add up to $100 \%$, as recommended by Census methodology.
Source: 1996 and 2001 Census of Population, Statistics Canada.


# Chapter E fables 

Table E.1.1
Participation rate in education, by education level and age, Canada, 1995/1996 and 2005/2006

Table E.1.2
Participation rate in education, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006

Table E.1.3
Comparison of high school education status of two cohorts of 19-year-olds by sex, Canada and provinces, 1999 and 2003

Table E.1.4
Postsecondary education status of 22- to 24 -year-olds who were no longer in high school, by sex, Canada and provinces, December 2003

## Table E.1.5

Percentage of 18- to 20-year-old high school dropouts in 1999 who had graduated from high school, had some postsecondary education or graduated from a postsecondary education program by December 2003, by sex, Canada and provinces

Table E.2.1
Proportion of students who were also working, by education level and age, Canada, 1995/1996 and 2005/2006

Table E.2.2
Proportion of students who were also working, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006

Table E.2.3
Distribution of the population aged 15 to 29 , by education level, labour force status and age, Canada, 2005/2006

Table E.2.4
Distribution of the population aged 15 to 29, by education level, labour force status and age group, Canada and provinces, 2005/2006

## Table E.2.5

Percentage of 1995 and 2000 graduates working full-time, two and five years after graduation, by level of education and province of study
Table E.2.6
Percentage of 1995 and 2000 university graduates working full-time, two and five years after graduation, by sex and field of study, Canada

Table E.2.7
Percentage of 1995 and 2000 college graduates working full-time, two and five years after graduation, by sex and field of study, Canada
Table E. 2.8
Median annual earnings of 1995 and 2000 graduates working full-time, two and five years after graduation, by level of education and province of study
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Table E.2.9
Distribution of annual earnings of 2000 graduates working full-time, two and five years after graduation, by sex, level of education and province of study

Table E.2.10
Median annual earnings of 1995 and 2000 college graduates working full-time, two and five years after graduation, by sex and field of study
Table E.2.11
Median annual earnings of 1995 and 2000 university graduates working full-time, two and five years after graduation, by sex and field of study

Table E.2.12
Migration characteristics of 1995 graduates in the period before enrolling and two years after graduation, Canada and jurisdictions

## Chapter E tables

## Table E.2.13

Migration characteristics of 2000 graduates in the period before enrolling and two years after graduation, Canada and jurisdictions

Table E.3.1
Unemployment rates of population aged 15 and over,
by level of education, Canada, 1990 to 2006

Table E.3.2
Unemployment rates of 25- to 29-year-olds, by educational attainment, Canada and provinces, 1996 and 2006366

Table E.3.3
Unemployment rates of population aged 15 and over, by level of education, off-reserve Aboriginal population from Western Canada, 2004 to 2006366

Table E.3.4
Distribution of earners, by educational attainment at different earnings levels, Canada, 2000

Table E.3.5
Relative earnings of the 25 - to 64 -year-old population with income from employment, by level of educational attainment, selected OECD countries (high school and trade-vocational education $=100$ ), 2002, 2003 and 2004

Table E.3.6
Average employment income, by age group and education level, Canada, 2000

Table E.1.1
Participation rate in education, by education level and age, Canada, 1995/1996 and 2005/2006

|  | Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
|  | percentage |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995/1996 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Primary/Secondary | 97 | 93 | 72 | 38 | 13 | 4 | 2 | 2 | 1 | 1 | 1 | x | x | 1 | 1 |
| University | $x$ | x | 2 | 10 | 21 | 25 | 26 | 22 | 15 | 12 | 8 | 7 | 5 | 5 | 4 |
| College | x | 2 | 12 | 20 | 23 | 18 | 15 | 11 | 10 | 7 | 6 | 5 | 4 | 3 | 3 |
| Total | 97 | 94 | 86 | 68 | 57 | 48 | 43 | 35 | 26 | 19 | 14 | 12 | 9 | 9 | 7 |
| 2005/2006 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Primary/Secondary | 95 | 92 | 77 | 30 | 10 | 4 | 2 | 1 | 1 | 1 | x | 1 | x | x | x |
| University | x | x | 2 | 19 | 27 | 29 | 30 | 27 | 21 | 18 | 11 | 9 | 8 | 6 | 5 |
| College | 1 | 1 | 9 | 20 | 23 | 18 | 12 | 10 | 10 | 7 | 5 | 4 | 4 | 3 | 3 |
| Total | 96 | 93 | 88 | 69 | 60 | 52 | 45 | 39 | 31 | 26 | 16 | 14 | 12 | 10 | 8 |

Note: The participation rate is based on a monthly average from September to April.
Source: Labour Force Survey, Statistics Canada.

## Table E.1.2

Participation rate in education, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006


Table E.1.2
Participation rate in education, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006 (continued)

|  | Age group |  |  |
| :---: | :---: | :---: | :---: |
|  | 15 to 19 | 20 to 24 | 25 to 29 |
|  |  | percentage |  |
| Prince Edward Island |  |  |  |
| 1995/1996 |  |  |  |
| Primary/Secondary | 62 | $x$ | X |
| College | 4* | 6 * | 3* |
| University | 12 | 19 | $3^{* *}$ |
| Total | 78 | 25 | 7 |
| 2005/2006 |  |  |  |
| Primary/Secondary | 66 | X | X |
| College | 4* | 6 * | 4* |
| University | 15 | 23 | 6 * |
| Total | 84 | 29 | 10 |
| Nova Scotia |  |  |  |
| 1995/1996 |  |  |  |
| Primary/Secondary | 69 | 2* | X |
| College | 4 | 6 | 2* |
| University | 12 | 19 | 4* |
| Total | 85 | 27 | 7 |
| 2005/2006 |  |  |  |
| Primary/Secondary | 67 | 1** | x |
| College | 4 | 5 | 3 |
| University | 13 | 29 | 8 |
| Total | 84 | 35 | 11 |
| New Brunswick |  |  |  |
| 1995/1996 |  |  |  |
| Primary/Secondary | 61 | x | X |
| College | 5 | 7 | 3 |
| University | 12 | 16 | 4* |
| Total | 77 | 24 | 6 |
| 2005/2006 |  |  |  |
| Primary/Secondary | 65 | $x$ | X |
| College | 5* | 6 | 3* |
| University | 11 | 26 | 5* |
| Total | 82 | 33 | 8 |
| Quebec |  |  |  |
| 1995/1996 |  |  |  |
| Primary/Secondary | 50 | 2 | 1* |
| College | 27 | 12 | 3 |
| University | 3 | 22 | 8 |
| Total | 79 | 36 | 12 |
| 2005/2006 |  |  |  |
| Primary/Secondary | 52 | 4 | 1 |
| College | 24 | 9 | 3 |
| University | 3 | 26 | 10 |
| Total | 80 | 39 | 14 |

Table E.1.2
Participation rate in education, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006 (continued)

|  | Age group |  |  |
| :---: | :---: | :---: | :---: |
|  | 15 to 19 | 20 to 24 | 25 to 29 |
|  |  | percentage |  |
| Ontario |  |  |  |
| 1995/1996 |  |  |  |
| Primary/Secondary | 72 | 3 | 1* |
| College | 6 | 15 | 4 |
| University | 7 | 22 | 5 |
| Total | 85 | 40 | 10 |
| 2005/2006 |  |  |  |
| Primary/Secondary | 66 | 1 | $<1$ * |
| College | 7 | 13 | 4 |
| University | 12 | 28 | 7 |
| Total | 85 | 42 | 11 |
| Manitoba |  |  |  |
| 1995/1996 |  |  |  |
| Primary/Secondary | 61 | 2* | x |
| College | 3* | 5 | 3* |
| University | 12 | 17 | 6 |
| Total | 76 | 24 | 9 |
| 2005/2006 |  |  |  |
| Primary/Secondary | 63 | 2* | 1** |
| College | 4 | 8 | 3 |
| University | 12 | 27 | 9 |
| Total | 80 | 36 | 12 |
| Saskatchewan |  |  |  |
| 1995/1996 |  |  |  |
| Primary/Secondary | 61 | $1^{* *}$ | x |
| College | 3 | 4 | 3* |
| University | 11 | 20 | 6 |
| Total | 74 | 25 | 9 |
| 2005/2006 |  |  |  |
| Primary/Secondary | 65 | 1* | x |
| College | 3 | 5 | 3 |
| University | 10 | 26 | 8 |
| Total | 78 | 32 | 11 |
| Alberta |  |  |  |
| 1995/1996 |  |  |  |
| Primary/Secondary | 63 | 1* | x |
| College | 6 | 10 | 5 |
| University | 7 | 16 | 5 |
| Total | 76 | 27 | 9 |
| 2005/2006 |  |  |  |
| Primary/Secondary | 60 | $X$ | X |
| College | 8 | 12 | 4 |
| University | 8 | 17 | 5 |
| Total | 75 | 29 | 10 |

Table E.1.2
Participation rate in education, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006 (concluded)

|  | Age group |  |  |
| :---: | :---: | :---: | :---: |
|  | 15 to 19 | 20 to 24 | 25 to 29 |
|  | percentage |  |  |
| British Columbia |  |  |  |
| 1995/1996 |  |  |  |
| Primary/Secondary | 60 | 1 * | x |
| College | 9 | 13 | 5 |
| University | 8 | 15 | 3 |
| Total | 77 | 29 | 9 |
| 2005/2006 |  |  |  |
| Primary/Secondary | 60 | 1 | x |
| College | 9 | 16 | 6 |
| University | 9 | 21 | 9 |
| Total | 78 | 38 | 15 |

* indicates a coefficient of variation (CV) between $16.6 \%$ and $25 \%$.
** indicates a coefficient of variation (CV) greater than $25 \%$ and less than or equal to $33.3 \%$.
Note: The participation rate is based on a monthly average from September to April.
Source: Labour Force Survey, Statistics Canada.

Table E.1.3
Comparison of high school education status of two cohorts of 19-year-olds by sex, Canada and provinces, 1999 and 2003

|  | Male |  |  | Female |  |  | Both sexes |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Graduates | Continuers | Dropouts | Graduates | Continuers | Dropouts | Graduates | Continuers | Dropouts |
|  | percentage |  |  |  |  |  |  |  |  |
|  | 1999 |  |  |  |  |  |  |  |  |
| 19-year-olds in YITS Cycle 1, high school status as of December 1999 |  |  |  |  |  |  |  |  |  |
| Canada | 75.3 | 9.8 | 14.8 | 85.7 | 5.2 | 9.1 | 80.4 | 7.6 | 12.0 |
| Newfoundland and Labrador | 81.8 | $6.8{ }^{\text {E }}$ | $11.4{ }^{\text {E }}$ | 94.3 | x | F | 87.5 | $3.8{ }^{\text {E }}$ | $8.7{ }^{\text {E }}$ |
| Prince Edward Island | 81.0 | $12.1{ }^{\mathrm{E}}$ | 6.9 E | 88.0 | F | F | 84.5 | $7.6{ }^{\text {E }}$ | $8.0{ }^{\text {E }}$ |
| Nova Scotia | 69.2 | 16.5 | $14.2{ }^{\text {E }}$ | 88.6 | $5.8{ }^{\text {E }}$ | $5.6{ }^{\text {E }}$ | 78.8 | 11.3 | 10.0 |
| New Brunswick | 85.9 | 6.9 E | $7.2{ }^{\text {E }}$ | 88.3 | F | $6.8{ }^{\text {E }}$ | 87.1 | 5.9 E | $7.0{ }^{\text {E }}$ |
| Quebec | 69.2 | $7.7{ }^{\text {E }}$ | 23.1 | 86.7 | $4.6{ }^{\text {E }}$ | 8.7 | 77.7 | 6.2 | 16.1 |
| Ontario | 78.8 | 11.4 | 9.8 | 86.2 | 5.5 | 8.3 | 82.4 | 8.5 | 9.0 |
| Manitoba | 74.2 | $7.4{ }^{\text {E }}$ | $18.4{ }^{\text {E }}$ | 83.9 | $7.2{ }^{\text {E }}$ | $8.8{ }^{\text {E }}$ | 79.0 | $7.3{ }^{\text {E }}$ | 13.7 |
| Saskatchewan | 77.4 | $8.8{ }^{\text {E }}$ | $13.8{ }^{\text {E }}$ | 91.6 | $3.8{ }^{\text {E }}$ | $4.6{ }^{\text {E }}$ | 84.3 | $6.4{ }^{\text {E }}$ | $9.3{ }^{\text {E }}$ |
| Alberta | 77.0 | $7.0{ }^{\text {E }}$ | $16.1{ }^{\mathrm{E}}$ | 76.6 | $6.8{ }^{\text {E }}$ | 16.6 | 76.8 | 6.9 E | 16.3 |
| British Columbia | 73.9 | 12.0 E | $14.1{ }^{\mathrm{E}}$ | 85.4 | $5.2{ }^{\text {E }}$ | $9.4{ }^{\text {E }}$ | 79.6 | $8.6{ }^{\text {E }}$ | 11.8 |

## 19-year-olds in YITS

Cycle 3, high school status
as of December 2003

| Canada | 83.9 | 6.6 | 9.6 | 90.6 | 3.8 | 5.6 | 87.2 | 5.2 | 7.6 |
| :--- | :--- | :--- | ---: | :--- | :--- | :--- | :--- | :--- | :--- |
| Newfoundland and Labrador | 86.2 | 3.7 E | 10.1 | 93.3 | 1.9 E | 4.8 E | 89.9 | $2.8^{\mathrm{E}}$ | 7.3 |
| Prince Edward Island | 88.3 | 5.3 E | $6.3^{\mathrm{E}}$ | 95.0 | 2.4 E | 2.6 E | 91.8 | 3.8 | 4.4 |
| Nova Scotia | 82.8 | 9.6 | 7.6 | 90.5 | 4.5 | 5.0 | 86.8 | 7.0 | 6.3 |
| New Brunswick | 85.9 | 5.7 | 8.4 | 94.2 | $2.6^{\mathrm{E}}$ | 3.2 E | 90.3 | 4.1 | 5.7 |
| Quebec | 77.3 | 7.8 | 14.8 | 86.3 | 6 | 7.7 | 81.8 | 6.9 | 11.3 |
| Ontario | 85.1 | 7.9 | 7.0 | 92.3 | $3.1^{\mathrm{E}}$ | $4.6^{\mathrm{E}}$ | 88.8 | 5.5 | 5.8 |
| Manitoba | 83.6 | $5.2^{\mathrm{E}}$ | 11.3 | 88.8 | $3.6^{\mathrm{E}}$ | 7.6 | 86.1 | 4.4 | 9.5 |
| Saskatchewan | 88.5 | $4.2^{\mathrm{E}}$ | 7.3 | 90.0 | 2.8 E | 7.2 | 89.3 | 3.5 | 7.2 |
| Alberta | 83.2 | 4.4 | 12.4 | 89.3 | 4.3 | 6.5 | 86.1 | 4.4 | 9.5 |
| British Columbia | 90.7 | 3.4 E | 5.9 | 93.1 | $2.6^{\mathrm{E}}$ | $4.3^{\mathrm{E}}$ | 91.9 | 3.0 | 5.1 |

Notes: Percentages in table may not add up to 100 due to rounding. Cohort A is not cross-sectionally representative of the population of 19-year-olds in 2003. In this table, the province represents where the respondent lived when last in high school. For more information on the methodology for the Youth in Transition Survey, see 2007 PCEIP Handbook (Statistics Canada and Council of Ministers of Education, Canada. 2007. Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.).
Source: Youth in Transition Survey, Cycle 1 (for 19-year-olds in 1999) and Cycle 3 (for 19-year-olds in 2003), Statistics Canada.

## E 1 <br> Education Indicators in Canada

Table E.1.4
Postsecondary education status of 22- to 24-year-olds ${ }^{1}$ who were no longer in high school, by sex, Canada and provinces, ${ }^{2}$ December 2003

|  | Postsecondary graduate continuers | Postsecondary graduate non-continuers | Postsecondary continuers | Postsecondary non-continuers | High school graduates, no postsecondary education | High school dropouts, no postsecondary education |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage |  |  |  |  |  |
| Canada | 12.2 | 32.2 | 20.0 | 12.0 | 14.8 | 8.8 |
| Male | 10.3 | 28.1 | 19.4 | 13.0 | 17.7 | 11.6 |
| Female | 14.2 | 36.3 | 20.6 | 11.1 | 11.9 | 5.9 |
| Newfoundland and Labrador | 10.5 | 37.9 | 20.6 | 11.3 | 15.1 | $4.6{ }^{\text {E }}$ |
| Male | $8.6{ }^{\text {E }}$ | 36.8 | 22.9 | $8.8{ }^{\text {E }}$ | 18.1 | $4.8{ }^{\text {E }}$ |
| Female | 12.5 | 39.0 | 18.1 | 13.9 E | $12.0{ }^{\mathrm{E}}$ | F |
| Prince Edward Island | $8.5{ }^{\text {E }}$ | 31.5 | $21.0{ }^{\text {E }}$ | $9.4{ }^{\text {E }}$ | 22.6 | 6.9 E |
| Male | $5.9{ }^{\text {E }}$ | 30.8 | $19.6{ }^{\text {E }}$ | $12.4{ }^{\text {E }}$ | 22.4 | $8.8{ }^{\text {E }}$ |
| Female | $11.5{ }^{\text {E }}$ | 32.4 | $22.6{ }^{\text {E }}$ | 5.9 E | $22.8{ }^{\text {E }}$ | F |
| Nova Scotia | 13.6 | 34.8 | 15.0 | 15.6 | 14.2 | 6.8 |
| Male | 10.9 E | 30.3 | 14.7 | 14.9 | 19.3 | 9.9 E |
| Female | $16.6{ }^{\text {E }}$ | 39.7 | 15.4 | $16.3{ }^{\text {E }}$ | $8.7{ }^{\text {E }}$ | F |
| New Brunswick | 9.7 | 36.7 | 15.1 | 11.7 | 19.8 | $7.0{ }^{\text {E }}$ |
| Male | $8.0{ }^{\text {E }}$ | 30.1 | 17.9 | $11.8{ }^{\text {E }}$ | 22.9 | $9.3{ }^{\text {E }}$ |
| Female | $11.5{ }^{\text {E }}$ | 43.7 | $12.1{ }^{\mathrm{E}}$ | $11.7{ }^{\text {E }}$ | 16.5 | F |
| Quebec | 21.7 | 33.5 | 11.1 | 12.4 | 9.8 | 11.6 |
| Male | 19.0 | 29.6 | 10.4 | 13.1 | 12.4 | 15.5 |
| Female | 24.4 | 37.3 | 11.8 | 11.7 | 7.1 | 7.6 |
| Ontario | 8.2 | 32.2 | 27.1 | 12.4 | 13.4 | 6.6 |
| Male | 6.1 | 28.3 | 26.0 | 14.3 | 17.0 | 8.4 |
| Female | 10.4 | 36.2 | 28.3 | 10.5 | 9.7 | $4.8{ }^{\text {E }}$ |
| Manitoba | 10.8 | 30.4 | 17.9 | 11.6 | 19.3 | 9.9 |
| Male | 9.8 | 23.3 | 17.4 | 13.6 | 23.9 | 12.0 |
| Female | 11.7 | 37.6 | 18.5 | 9.7 | 14.7 | $7.8{ }^{\text {E }}$ |
| Saskatchewan | 7.9 | 29.4 | 20.4 | 12.3 | 24.3 | 5.8 |
| Male | $7.0{ }^{\text {E }}$ | 24.0 | 22.1 | 12.0 | 27.3 | $7.6{ }^{\text {E }}$ |
| Female | 8.8 | 35.4 | 18.5 | $12.6{ }^{\text {E }}$ | 20.9 | $3.8{ }^{\text {E }}$ |
| Alberta | 8.7 | 30.6 | 15.5 | 10.2 | 23.8 | 11.2 |
| Male | $8.4{ }^{\text {E }}$ | 27.1 | 14.4 | 9.9 | 25.5 | $14.8{ }^{\text {E }}$ |
| Female | 9.1 | 34.3 | 16.7 | 10.5 | 22.1 | $7.4{ }^{\text {E }}$ |
| British Columbia | 11.4 | 30.1 | 22.6 | 11.5 | 15.1 | $9.4{ }^{\text {E }}$ |
| Male | 9.9 E | 26.2 | 22.5 | 12.2 | 16.1 | $13.2{ }^{\text {E }}$ |
| Female | 13.0 | 34.2 | 22.7 | 10.7 | 14.1 | $5.3{ }^{\text {E }}$ |

1. This sample of youth is representative of Canadian youth who were 18 to 20 years of age as of December 1999. However, in 2003, they were not representative of 22 - to 24 -year-old Canadian youth.
2. Province of interview in 2003.

Notes: Percentages may not add up to 100 due to rounding. For more information on the methodology for the Youth in Transition Survey, see 2007 PCEIP Handbook (Statistics Canada and Council of Ministers of Education, Canada. 2007. Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.).
Source: Youth in Transition Survey, Cycle 3, Statistics Canada.

Table E.1.5
Percentage of 18- to 20-year-old high school dropouts in 1999 who had graduated from high school, had some postsecondary education or graduated from a postsecondary education program by December 2003, by sex, Canada and provinces ${ }^{1}$

|  | High school dropouts |
| :---: | :---: |
|  | percentage |
| Canada | 38.4 |
| Male | 33.3 |
| Female | 46.1 |
| Newfoundland and Labrador | $40.1{ }^{\text {E }}$ |
| Male | F |
| Female | F |
| Prince Edward Island | F |
| Male | X |
| Female | F |
| Nova Scotia | 51.3 |
| Male | 57.0 |
| Female | F |
| New Brunswick | $30.6{ }^{\text {E }}$ |
| Male | F |
| Female | F |
| Quebec | 32.8 |
| Male | 30.4 |
| Female | $37.2{ }^{\text {E }}$ |
| Ontario | 45.3 |
| Male | 37.9 |
| Female | 53.7 |
| Manitoba | 26.9 E |
| Male | $20.2{ }^{\text {E }}$ |
| Female | 34.9 E |
| Saskatchewan | $31.6{ }^{\text {E }}$ |
| Male | $32.6{ }^{\text {E }}$ |
| Female | 29.7 E |
| Alberta | 39.3 |
| Male | $30.4{ }^{\text {E }}$ |
| Female | 52.5 |
| British Columbia | $39.2{ }^{\text {E }}$ |
| Male | $33.8{ }^{\text {E }}$ |
| Female | $48.7{ }^{\text {E }}$ |

1. Province of interview in 2003.

Note: For more information on the methodology for the Youth in Transition Survey, see 2007 PCEIP Handbook (Statistics Canada and Council of Ministers of Education, Canada. 2007. Education indicators in Canada: Handbook for the Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582-XIE. Ottawa.).
Source: Youth in Transition Survey, Cycle 3, Statistics Canada.


Table E.2.1
Proportion of students who were also working, by education level and age, Canada, 1995/1996 and 2005/2006

|  | Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
|  | percentage |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1995/1996 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Primary/Secondary | 21 | 29 | 40 | 41 | 42 | 41 | 23 | 34 | 32 | X | X | x | x | X | x |
| College | x | x | 37 | 40 | 48 | 47 | 52 | 52 | 42 | 48 | 49 | 49 | 52 | 47 | 48 |
| University | X | X | 34 | 33 | 38 | 39 | 44 | 48 | 44 | 48 | 54 | 61 | 61 | 62 | 66 |
| Total | 21 | 29 | 39 | 39 | 43 | 42 | 46 | 48 | 43 | 47 | 51 | 53 | 54 | 51 | 54 |
| 2005/2006 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Primary/Secondary | 20 | 33 | 46 | 46 | 43 | 47 | 42 | 47 | 39 | 48 | x | x | x | x | x |
| College | x | 36 | 50 | 55 | 57 | 54 | 53 | 57 | 55 | 58 | 62 | 51 | 56 | 52 | 51 |
| University | X | x | 24 | 34 | 39 | 44 | 48 | 52 | 51 | 56 | 52 | 58 | 62 | 67 | 66 |
| Total | 20 | 33 | 46 | 46 | 46 | 48 | 48 | 53 | 52 | 55 | 54 | 55 | 56 | 59 | 60 |

Note: The participation rate is based on a monthly average from September to April.
Source: Labour Force Survey, Statistics Canada.

E2 Education Indicators in Canada
Table E.2.2
Proportion of students who were also working, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006


Table E.2.2
Proportion of students who were also working, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006 (continued)

|  | Age group |  |  |
| :---: | :---: | :---: | :---: |
|  | 15 to 19 | 20 to 24 | 25 to 29 |
|  |  | percentage |  |
| New Brunswick |  |  |  |
| 1995/1996 |  |  |  |
| Primary/Secondary | 27 | x | $x$ |
| College | x | 16* | X |
| University | 19* | 28 | 47 |
| Total | 25 | 24 | 35 |
| 2005/2006 |  |  |  |
| Primary/Secondary | 36 | X | x |
| College | 28* | 42 | 42** |
| University | 35 | 38 | 48* |
| Total | 36 | 38 | 46 |
| Quebec |  |  |  |
| 1995/1996 |  |  |  |
| Primary/Secondary | 19 | 36* | x |
| College | 39 | 48 | 54 |
| University | 47 | 43 | 66 |
| Total | 27 | 44 | 60 |
| 2005/2006 |  |  |  |
| Primary/Secondary | 24 | 50 | x |
| College | 56 | 62 | 52 |
| University | 35* | 56 | 64 |
| Total | 34 | 57 | 59 |
| Ontario |  |  |  |
| 1995/1996 |  |  |  |
| Primary/Secondary | 34 | 32 | $36^{* *}$ |
| College | 49 | 53 | 50 |
| University | 30 | 44 | 59 |
| Total | 35 | 47 | 54 |
| 2005-2006 |  |  |  |
| Primary/Secondary | 35 | 39 | x |
| College | 49 | 56 | 65 |
| University | 34 | 47 | 62 |
| Total | 36 | 49 | 63 |
| Manitoba |  |  |  |
| 1995/1996 |  |  |  |
| Primary/Secondary | 38 | x | x |
| College | 52 | 55 | 55 |
| University | 59 | 56 | 58 |
| Total | 42 | 54 | 57 |
| 2005/2006 |  |  |  |
| Primary/Secondary | 43 | 46* | x |
| College | 56 | 61 | 48* |
| University | 59 | 59 | 67 |
| Total | 46 | 59 | 60 |

E2 Education Indicators in Canada
Table E.2.2
Proportion of students who were also working, by education level and age group, Canada and provinces, 1995/1996 and 2005/2006 (concluded)

|  |  | Age group |  |
| :--- | :--- | ---: | :--- |
|  |  |  |  |

* indicates a coefficient of variation (CV) between $16.6 \%$ and $25 \%$
** indicates a coefficient of variation (CV) greater than $25 \%$ and less than or equal to $33.3 \%$
Note: The participation rate is based on a monthly average from September to April.
Source: Labour Force Survey, Statistics Canada.

Table E.2.3
Distribution of the population aged 15 to 29, by education level, labour force status and age, Canada, 2005/2006

|  | Age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | $\begin{array}{r} \text { Total } \\ 15 \text { to } 29 \end{array}$ |
| 2005/2006 |  |  |  |  |  |  |  | perc | centage |  |  |  |  |  |  |  |
| Non-student not in the labour force | 2.1 | 2.8 | 2.5 | 4.1 | 5.2 | 5.1 | 5.4 | 6.0 | 6.6 | 7.6 | 9.1 | 9.1 | 9.0 | 9.0 | 9.7 | 6.2 |
| Non-student unemployed | 0.5 | 1.0 | 1.7 | 3.5 | 5.1 | 5.4 | 5.3 | 4.9 | 5.2 | 5.9 | 5.6 | 5.4 | 4.9 | 4.9 | 4.6 | 4.3 |
| Non-student employed | 1.2 | 2.4 | 6.7 | 21.0 | 27.5 | 35.4 | 42.2 | 48.5 | 55.1 | 58.7 | 67.2 | 69.6 | 72.7 | 75.0 | 76.2 | 44.2 |
| University employed | X | X | 0.5 | 6.3 | 10.3 | 12.9 | 14.4 | 14.2 | 10.6 | 10.0 | 5.7 | 5.3 | 4.7 | 4.2 | 3.3 | 6.9 |
| University not in the labour force | x | x | 1.4 | 11.4 | 15.5 | 15.7 | 15.1 | 12.4 | 9.5 | 7.5 | 4.6 | 3.6 | 2.8 | 1.9 | 1.5 | 6.9 |
| College employed | X | 0.4 | 4.4 | 11.2 | 13.0 | 10.0 | 6.6 | 5.7 | 5.3 | 4.0 | 3.3 | 2.3 | 2.1 | 1.6 | 1.6 | 4.7 |
| College not in the labour force | 0.5 | 0.7 | 3.9 | 8.0 | 8.6 | 7.2 | 5.2 | 3.9 | 4.1 | 2.6 | 1.8 | 2.1 | 1.5 | 1.5 | 1.3 | 3.5 |
| Primary/secondary employed | 18.6 | 30.5 | 35.5 | 13.8 | 4.4 | 1.8 | 0.9 | 0.6 | 0.4 | 0.5 | x | x | X | x | x | 7.1 |
| Primary/secondary not in the labour force | 70.9 | 53.3 | 35.6 | 13.6 | 5.0 | 1.6 | 0.8 | 0.6 | 0.5 | 0.4 | x | 0.4 | x | x | x | 12.1 |
| Other ${ }^{1}$ | 5.9 | 8.7 | 7.7 | 7.0 | 5.4 | 4.9 | 4.2 | 3.2 | 2.8 | 2.8 | 2.4 | 1.9 | 1.7 | 1.6 | 1.6 | 4.1 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

1. Includes unemployed students attending university, college, primary or secondary schools and students attending other kinds of schools.

Source: Labour Force Survey, Statistics Canada.

E2 Education Indicators in Canada
Table E.2.4
Distribution of the population aged 15 to 29 , by education level, labour force status and age group, Canada and provinces, 2005/2006

|  | Age group |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 15 to 19 | 20 to 24 | 25 to 29 | Total 15 to 29 |
|  | percentage |  |  |  |
| Canada |  |  |  |  |
| Non-student not in the labour force | 3 | 6 | 9 | 6 |
| Non-student unemployed | 2 | 5 | 5 | 4 |
| Non-student employed | 11 | 48 | 72 | 44 |
| University employed | 3 | 12 | 5 | 7 |
| University not in the labour force | 6 | 12 | 3 | 7 |
| College employed | 6 | 6 | 2 | 5 |
| College not in the labour force | 4 | 5 | 2 | 4 |
| Primary/secondary employed | 21 | 1 | $<1^{*}$ | 7 |
| Primary/secondary not in the labour force | 36 | 1 | <1 | 12 |
| Other ${ }^{1}$ | 7 | 4 | 2 | 4 |
| Total | 100 | 100 | 100 | 100 |
| Newfoundland and Labrador |  |  |  |  |
| Non-student not in the labour force | 3* | 14 | 16 | 11 |
| Non-student unemployed | 4* | 14 | 13 | 10 |
| Non-student employed | 7 | 34 | 62 | 34 |
| University employed | 4* | 10 | 3* | 6 |
| University not in the labour force | 9 | 14 | F | 9 |
| College employed | x | 2* | x | 1* |
| College not in the labour force | 3** | 8 | $2^{* *}$ | 4 |
| Primary/secondary employed | 14 | x | x | 5 |
| Primary/secondary not in the labour force | 50 | X | x | 17 |
| Other ${ }^{1}$ | 6 | 3 | x | 4 |
| Total | 100 | 100 | 100 | 100 |
| Prince Edward Island |  |  |  |  |
| Non-student not in the labour force | 3* | 5 | 10 | 6 |
| Non-student unemployed | 3* | 11 | 11 | 8 |
| Non-student employed | 9 | 53 | 70 | 42 |
| University employed | 7* | 12 | 4** | 8 |
| University not in the labour force | 7 | 11 | x | 7 |
| College employed | 2** | 2** | X | 2* |
| College not in the labour force | 2** | 3* | 2* | 3 |
| Primary/secondary employed | 21 | x | x | 8 |
| Primary/secondary not in the labour force | 40 | x | x | 15 |
| Other ${ }^{1}$ | 7 | 2* | x | 3 |
| Total | 100 | 100 | 100 | 100 |
| Nova Scotia |  |  |  |  |
| Non-student not in the labour force | 3 | 6 | 10 | 6 |
| Non-student unemployed | 3* | 8 | 8 | 6 |
| Non-student employed | 10 | 50 | 69 | 42 |
| University employed | 5 | 14 | 5 | 8 |
| University not in the labour force | 7 | 13 | 3* | 8 |
| College employed | 2* | 2* | 1** | 2 |
| College not in the labour force | 2* | 3* | 2* | 2 |
| Primary/secondary employed | 23 | x | X | 8 |
| Primary/secondary not in the labour force | 39 | x | x | 14 |
| Other ${ }^{1}$ | 7 | 3 | 1* | 4 |
| Total | 100 | 100 | 100 | 100 |

Table E.2.4
Distribution of the population aged 15 to 29 , by education level, labour force status and age group, Canada and provinces, 2005/2006 (continued)

|  | Age group |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 15 to 19 | 20 to 24 | 25 to 29 | Total 15 to 29 |
| New Brunswick |  |  |  |  |
| Non-student not in the labour force | 2* | 6 | 9 | 6 |
| Non-student unemployed | 3* | 8 | 9 | 7 |
| Non-student employed | 11 | 52 | 73 | 45 |
| University employed | 4* | 10* | 2* | 5 |
| University not in the labour force | 7 | 15 | 2** | 8 |
| College employed | 1** | 3* | 1** | 2 |
| College not in the labour force | 4* | 3* | 2** | 3 |
| Primary/secondary employed | 24 | x | X | 8 |
| Primary/secondary not in the labour force | 37 | x | X | 12 |
| Other ${ }^{1}$ | 7 | 2 | 1** | 3 |
| Total | 100 | 100 | 100 | 100 |
| Quebec |  |  |  |  |
| Non-student not in the labour force | 3 | 6 | 8 | 6 |
| Non-student unemployed | 3 | 7 | 6 | 5 |
| Non-student employed | 11 | 44 | 70 | 43 |
| University employed | 1* | 15 | 7 | 8 |
| University not in the labour force | 2* | 11 | 3 | 5 |
| College employed | 13 | 6 | 1* | 7 |
| College not in the labour force | 9 | 3 | 1* | 4 |
| Primary/secondary employed | 12 | 2 | X | 5 |
| Primary/secondary not in the labour force | 36 | 2 | 1* | 12 |
| Other ${ }^{1}$ | 9 | 6 | 2 | 6 |
| Total | 100 | 100 | 100 | 100 |
| Ontario |  |  |  |  |
| Non-student not in the labour force | 3 | 6 | 9 | 6 |
| Non-student unemployed | 2 | 5 | 5 | 4 |
| Non-student employed | 9 | 45 | 73 | 42 |
| University employed | 4 | 13 | 4 | 7 |
| University not in the labour force | 8 | 14 | 2 | 8 |
| College employed | 3 | 7 | 3 | 4 |
| College not in the labour force | 3 | 5 | 1 | 3 |
| Primary/secondary employed | 23 | 1* | X | 8 |
| Primary/secondary not in the labour force | 38 | 1* | x | 13 |
| Other ${ }^{1}$ | 7 | 3 | 2 | 4 |
| Total | 100 | 100 | 100 | 100 |
| Manitoba |  |  |  |  |
| Non-student not in the labour force | 3 | 7 | 10 | 7 |
| Non-student unemployed | 2 | 3 | 4 | 3 |
| Non-student employed | 15 | 51 | 72 | 46 |
| University employed | 7 | 16 | 6 | 10 |
| University not in the labour force | 5 | 10 | 3* | 6 |
| College employed | 2 | 5 | 1* | 3 |
| College not in the labour force | 2* | 3* | 1** | 2 |
| Primary/secondary employed | 27 | 1** | X | 9 |
| Primary/secondary not in the labour force | 31 | 1** | X | 11 |
| Other ${ }^{1}$ | 7 | 3 | 2* | 4 |
| Total | 100 | 100 | 100 | 100 |

E2 Education Indicators in Canada
Table E.2.4
Distribution of the population aged 15 to 29, by education level, labour force status and age group, Canada and provinces, 2005/2006 (concluded)

|  | Age group |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 15 to 19 | 20 to 24 | 25 to 29 | Total 15 to 29 |
|  | percentage |  |  |  |
| Saskatchewan |  |  |  |  |
| Non-student not in the labour force | 4 | 7 | 10 | 7 |
| Non-student unemployed | 2 | 6 | 4 | 4 |
| Non-student employed | 15 | 54 | 72 | 46 |
| University employed | 5 | 12 | 4 | 7 |
| University not in the labour force | 5 | 14 | 4* | 8 |
| College employed | 1* | 2 | 1* | 1 |
| College not in the labour force | 2* | 3 | 2* | 2 |
| Primary/secondary employed | 26 | x | x | 9 |
| Primary/secondary not in the labour force | 34 | 1** | - | 12 |
| Other ${ }^{1}$ | 6 | 2 | 2 | 3 |
| Total | 100 | 100 | 100 | 100 |
| Alberta |  |  |  |  |
| Non-student not in the labour force | 3 | 6 | 10 | 6 |
| Non-student unemployed | 2 | 4 | 3 | 3 |
| Non-student employed | 18 | 60 | 76 | 52 |
| University employed | 3 | 8 | 3 | 4 |
| University not in the labour force | 5 | 9 | 2* | 6 |
| College employed | 5 | 6 | 2 | 4 |
| College not in the labour force | 3 | 5 | 2* | 3 |
| Primary/secondary employed | 26 | x | x | 8 |
| Primary/secondary not in the labour force | 31 | x | x | 10 |
| Other ${ }^{1}$ | 5 | 2 | 1 | 2 |
| Total | 100 | 100 | 100 | 100 |
| British Columbia |  |  |  |  |
| Non-student not in the labour force | 4 | 7 | 10 | 7 |
| Non-student unemployed | 2 | 3 | 4 | 3 |
| Non-student employed | 15 | 50 | 70 | 45 |
| University employed | 3 | 11 | 4 | 6 |
| University not in the labour force | 5 | 10 | 4 | 7 |
| College employed | 5 | 8 | 3 | 6 |
| College not in the labour force | 3 | 7 | 3 | 5 |
| Primary/secondary employed | 21 | 1* | X | 7 |
| Primary/secondary not in the labour force | 36 | X | x | 12 |
| Other ${ }^{1}$ | 5 | 3 | 2 | 3 |
| Total | 100 | 100 | 100 | 100 |

* indicates a coefficient of variation (CV) between $16.6 \%$ and $25 \%$
** indicates a coefficient of variation (CV) greater than $25 \%$ and less than or equal to $33.3 \%$

1. Includes unemployed students attending university, college, primary or secondary schools and students attending other kinds of schools.

Source: Labour Force Survey, Statistics Canada.

Table E.2.5
Percentage of 1995 and 2000 graduates working full-time, two and five years after graduation, by level of education and province of study

| Province of study and level of education | 1995 graduates |  | 2000 graduates |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 2 years after graduation | 5 years after graduation | 2 years after graduation | 5 years after graduation |
|  | percentage |  | percentage |  |
| Canada |  |  |  |  |
| College | 70.1 | 80.2 | 77.6 | 82.6 |
| University | 68.5 | 80.9 | 73.5 | 80.9 |
| Newfoundland and Labrador |  |  |  |  |
| College | 77.0 | 87.0 | 73.0 | 78.1 |
| University | 62.1 | 80.5 | 73.0 | 81.5 |
| Prince Edward Island |  |  |  |  |
| College | 69.1 | 83.0 | 82.6 | 84.0 |
| University | 62.2 | 79.5 | 75.8 | 83.8 |
| Nova Scotia |  |  |  |  |
| College | 65.3 | 74.2 | 75.4 | 74.4 |
| University | 68.0 | 80.5 | 75.0 | 81.7 |
| New Brunswick |  |  |  |  |
| College | 74.1 | 84.7 | 83.9 | 80.8 |
| University | 70.4 | 83.0 | 77.4 | 83.2 |
| Quebec |  |  |  |  |
| College | 67.3 | 82.1 | 78.8 | 82.5 |
| University | 66.4 | 80.4 | 72.7 | 78.4 |
| Ontario |  |  |  |  |
| College | 70.6 | 81.3 | 78.1 | 84.4 |
| University | 69.5 | 83.0 | 73.3 | 84.0 |
| Manitoba |  |  |  |  |
| College | 74.2 | 77.5 | 81.1 | 81.7 |
| University | 69.0 | 79.0 | 76.3 | 78.3 |
| Saskatchewan |  |  |  |  |
| College | 74.9 | 81.3 | 82.0 | 82.5 |
| University | 72.4 | 79.9 | 79.2 | 83.0 |
| Alberta |  |  |  |  |
| College | 77.7 | 81.4 | 82.4 | 83.6 |
| University | 72.2 | 77.7 | 77.7 | 80.4 |
| British Columbia |  |  |  |  |
| College | 63.5 | 71.4 | 71.3 | 79.1 |
| University | 67.9 | 77.3 | 69.2 | 75.9 |

[^4]E2 Education Indicators in Canada
Table E.2.6
Percentage of 1995 and 2000 university graduates working full-time, two and five years after graduation, by sex and field of study, Canada

| Field of study | 1995 university graduates |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2 years after graduation |  |  | 5 years after graduation |  |  |
|  | Both sexes | Males | Females | Both sexes | Males | Females |
|  | percentage |  |  | percentage |  |  |
| Total (all fields) | 68.5 | 74.3 | 64.7 | 80.9 | 87.1 | 76.8 |
| Personal improvement and leisure | .. | .. |  | .. | .. | .. |
| Education | 70.9 | 82.0 | 66.7 | 79.1 | 87.7 | 75.8 |
| Visual and performing arts, and |  |  |  |  |  |  |
| communications technologies | 52.7 | 60.7 | 49.7 | 60.1 | 73.0 | 55.2 |
| Humanities | 53.5 | 58.7 | 51.2 | 74.4 | 78.4 | 72.6 |
| Social and behavioural sciences, and law | 62.4 | 64.8 | 61.1 | 77.6 | 83.1 | 74.7 |
| Business, management and public administration | 83.0 | 87.6 | 79.3 | 90.9 | 93.8 | 88.7 |
| Physical and life sciences, and technologies | 53.7 | 59.0 | 48.3 | 76.8 | 79.9 | 73.5 |
| Mathematics, computer and information sciences | 77.9 | 81.6 | 71.7 | 87.1 | 89.3 | 83.4 |
| Architecture, engineering and related technologies | 81.3 | 81.8 | 78.9 | 92.8 | 93.4 | 90.3 |
| Agriculture, natural resources and conservation | 79.8 | 83.4 | 74.8 | 81.6 | 92.4 | 66.5 |
| Health, parks, recreation and fitness | 72.7 | 71.8 | 73.0 | 79.6 | 87.6 | 76.8 |
| Personal, protective and transportation services | x | x | x | x | x | x |
| Other | 66.4 | 77.2 | 60.0 | 82.5 | 91.4 | 77.3 |
| Field of study | 2000 university graduates |  |  |  |  |  |
|  | 2 years after graduation |  |  | 5 years after graduation |  |  |
|  | Both sexes | Males | Females | Both sexes | Males | Females |
|  | percentage |  |  | percentage |  |  |
| Total (all fields) | 73.5 | 76.7 | 71.3 | 80.9 | 84.3 | 78.7 |
| Personal improvement and leisure | .. | .. | .. | .. | .. | .. |
| Education | 74.3 | 78.7 | 72.7 | 82.2 | 84.7 | 81.3 |
| Visual and performing arts, and |  |  |  |  |  |  |
| communications technologies | 54.9 | 58.4 | 53.0 | 63.5 | 65.5 | 62.4 |
| Humanities | 64.0 | 65.2 | 63.4 | 71.9 | 73.8 | 70.9 |
| Social and behavioural sciences, and law | 69.5 | 76.0 | 66.5 | 80.2 | 85.6 | 77.6 |
| Business, management and public administration | 86.7 | 86.5 | 86.8 | 90.3 | 91.5 | 89.2 |
| Physical and life sciences, and technologies | 60.1 | 59.0 | 61.0 | 70.8 | 70.6 | 71.1 |
| Mathematics, computer and information sciences | 78.3 | 76.7 | 81.2 | 83.5 | 84.5 | 81.5 |
| Architecture, engineering and related technologies | 81.7 | 83.1 | 77.5 | 86.9 | 89.3 | 79.6 |
| Agriculture, natural resources and conservation | 80.4 | 87.3 | 72.3 | 85.5 | 90.0 | 80.1 |
| Health, parks, recreation and fitness | 76.9 | 76.1 | 77.2 | 82.3 | 88.3 | 80.2 |
| Personal, protective and transportation services | F | $83.4{ }^{\text {E }}$ | F | 96.7 | 95.9 | 97.0 |
| Other | $50.8{ }^{\text {E }}$ | F | $49.4{ }^{\mathrm{E}}$ | $64.6{ }^{\text {E }}$ | $70.8{ }^{\text {E }}$ | $62.3{ }^{\text {E }}$ |

Sources: National Graduates Survey, Statistics Canada.
Follow-up of Graduates Survey, Statistics Canada.

Table E.2.7
Percentage of 1995 and 2000 college graduates working full-time, two and five years after graduation, by sex and field of study, Canada

|  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |

Sources: National Graduates Survey, Statistics Canada.
Follow-up of Graduates Survey, Statistics Canada.

## E2 Education Indicators in Canada

Table E.2.8
Median annual earnings of 1995 and 2000 graduates working full-time, two and five years after graduation, by level of education and province of study

| Province of study and level of education | 1995 graduates |  | 2000 graduates |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 2 years after graduation | 5 years after graduation | 2 years after graduation | 5 years after graduation |
|  | thousands of 2001 constant dollars |  | thousands of 2001 constant dollars |  |
| Canada |  |  |  |  |
| College | 28 | 35 | 28 | 33 |
| University | 37 | 44 | 38 | 46 |
| Newfoundland and Labrador |  |  |  |  |
| College | 32 | 37 | 25 | 30 |
| University | 36 | 41 | 36 | 44 |
| Prince Edward Island |  |  |  |  |
| College | 25 | 29 | 22 | 27 |
| University | 27 | 36 | 29 | 39 |
| Nova Scotia |  |  |  |  |
| College | 23 | 28 | 20 | 25 |
| University | 32 | 41 | 34 | 41 |
| New Brunswick |  |  |  |  |
| College | 26 | 33 | 25 | 29 |
| University | 32 | 41 | 34 | 41 |
| Quebec |  |  |  |  |
| College | 25 | 32 | 24 | 30 |
| University | 38 | 43 | 39 | 43 |
| Ontario |  |  |  |  |
| College | 28 | 36 | 30 | 37 |
| University | 37 | 46 | 39 | 47 |
| Manitoba |  |  |  |  |
| College | 26 | 32 | 25 | 31 |
| University | 34 | 41 | 35 | 42 |
| Saskatchewan |  |  |  |  |
| College | 28 | 36 | 26 | 33 |
| University | 35 | 42 | 36 | 44 |
| Alberta |  |  |  |  |
| College | 28 | 36 | 30 | 39 |
| University | 35 | 46 | 39 | 48 |
| British Columbia |  |  |  |  |
| College | 32 | 37 | 32 | 35 |
| University | 41 | 47 | 38 | 44 |

Sources: National Graduates Survey, Statistics Canada.
Follow-up of Graduates Survey, Statistics Canada.

Table E.2.9
Distribution of annual earnings of 2000 graduates working full-time, two and five years after graduation, by sex, level of education and province of study

| Province of study and level of education | 2 years after graduation |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 25th percentile |  |  | 50th percentile |  |  | 75th percentile |  |  |
|  | $\begin{array}{r} \text { Both } \\ \text { sexes } \end{array}$ | Males | Females | $\begin{aligned} & \text { Both } \\ & \text { sexes } \end{aligned}$ | Males | Females | $\begin{aligned} & \text { Both } \\ & \text { sexes } \end{aligned}$ | Males | Females |
|  | thousands of 2001 constant dollars |  |  | thousands of 2001 constant dollars |  |  | thousands of 2001 constant dollars |  |  |
| Canada |  |  |  |  |  |  |  |  |  |
| College | 21 | 23 | 20 | 28 | 31 | 26 | 37 | 40 | 34 |
| University | 28 | 31 | 27 | 38 | 41 | 36 | 49 | 55 | 45 |
| Newfoundland and Labrador |  |  |  |  |  |  |  |  |  |
| College | 15 | 19 | 14 | 25 | 29 | 20 | 34 | 39 | 28 |
| University | 27 | 28 | 26 | 36 | 40 | 36 | 46 | 54 | 43 |
| Prince Edward Island |  |  |  |  |  |  |  |  |  |
| College | 17 | 19 | 14 | 22 | 25 | 20 | 31 | 36 | 26 |
| University | 12 | 9 E | 16 | 29 | 27 | 29 | 38 | 40 | 37 |
| Nova Scotia |  |  |  |  |  |  |  |  |  |
| College | 15 | 17 | 15 | 20 | 24 | 19 | 29 | 33 | 23 |
| University | 19 | 22 | 18 | 34 | 35 | 33 | 48 | 51 | 47 |
| New Brunswick |  |  |  |  |  |  |  |  |  |
| College | 20 | 21 | 18 | 25 | 28 | 23 | 32 | 36 | 29 |
| University | 23 | 26 | 22 | 34 | 39 | 31 | 45 | 49 | 40 |
| Quebec |  |  |  |  |  |  |  |  |  |
| College | 19 | 20 | 18 | 24 | 28 | 23 | 31 | 35 | 27 |
| University | 28 | 31 | 27 | 39 | 42 | 35 | 49 | 56 | 45 |
| Ontario |  |  |  |  |  |  |  |  |  |
| College | 22 | 24 | 21 | 30 | 34 | 29 | 39 | 42 | 36 |
| University | 29 | 33 | 29 | 39 | 42 | 37 | 49 | 59 | 45 |
| Manitoba |  |  |  |  |  |  |  |  |  |
| College | 20 | 22 | 19 | 25 | 29 | 23 | 32 | 38 | 29 |
| University | 24 | 25 | 23 | 35 | 37 | 34 | 44 | 47 | 42 |
| Saskatchewan |  |  |  |  |  |  |  |  |  |
| College | 20 | 21 | 20 | 26 | 30 | 25 | 34 | 37 | 31 |
| University | 29 | 29 | 29 | 36 | 39 | 35 | 46 | 49 | 43 |
| Alberta |  |  |  |  |  |  |  |  |  |
| College | 23 | 28 | 21 | 30 | 34 | 29 | 40 | 42 | 37 |
| University | 28 | 32 | 27 | 39 | 44 | 36 | 52 | 56 | 48 |
| British Columbia |  |  |  |  |  |  |  |  |  |
| College | 23 | 26 | 22 | 32 | 33 | 31 | 41 | 42 | 39 |
| University | 27 | 28 | 27 | 38 | 39 | 37 | 49 | 54 | 49 |

E2 Education Indicators in Canada
Table E.2.9
Distribution of annual earnings of 2000 graduates working full-time, two and five years after graduation, by sex, level of education and province of study (concluded)

| Province of study and level of education | 5 years after graduation |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 25th percentile |  |  | 50th percentile |  |  | 75th percentile |  |  |
|  | $\begin{aligned} & \text { Both } \\ & \text { sexes } \end{aligned}$ | Males | Females | $\begin{aligned} & \text { Both } \\ & \text { sexes } \end{aligned}$ | Males | Females | $\begin{aligned} & \text { Both } \\ & \text { sexes } \end{aligned}$ | Males | Females |
|  | thousands of 2001 constant dollars |  |  | thousands of 2001 constant dollars |  |  | thousands of 2001 constant dollars |  |  |
| Canada |  |  |  |  |  |  |  |  |  |
| College | 26 | 28 | 24 | 33 | 38 | 31 | 44 | 48 | 40 |
| University | 36 | 37 | 35 | 46 | 49 | 43 | 57 | 64 | 53 |
| Newfoundland and Labrador |  |  |  |  |  |  |  |  |  |
| College | 21 | 26 | 18 | 30 | 36 | 25 | 42 | 48 | 33 |
| University | 36 | 38 | 35 | 44 | 46 | 42 | 53 | 63 | 50 |
| Prince Edward Island |  |  |  |  |  |  |  |  |  |
| College | 19 | 22 | 18 | 27 | 30 | 24 | 34 | 41 | 30 |
| University | 31 | 34 | 30 | 39 | 39 | 38 | 50 | 51 | 48 |
| Nova Scotia |  |  |  |  |  |  |  |  |  |
| College | 19 | 22 | 18 | 25 | 30 | 23 | 33 | 42 | 27 |
| University | 31 | 33 | 29 | 41 | 46 | 38 | 55 | 61 | 54 |
| New Brunswick |  |  |  |  |  |  |  |  |  |
| College | 22 | 24 | 21 | 29 | 32 | 27 | 38 | 41 | 33 |
| University | 32 | 36 | 29 | 41 | 44 | 38 | 51 | 58 | 48 |
| Quebec |  |  |  |  |  |  |  |  |  |
| College | 25 | 29 | 23 | 30 | 34 | 27 | 37 | 41 | 32 |
| University | 35 | 38 | 32 | 43 | 48 | 40 | 57 | 64 | 50 |
| Ontario |  |  |  |  |  |  |  |  |  |
| College | 27 | 29 | 25 | 37 | 39 | 33 | 46 | 50 | 43 |
| University | 37 | 37 | 37 | 47 | 50 | 46 | 57 | 64 | 54 |
| Manitoba |  |  |  |  |  |  |  |  |  |
| College | 24 | 28 | 22 | 31 | 34 | 27 | 41 | 46 | 35 |
| University | 33 | 37 | 31 | 42 | 47 | 41 | 55 | 62 | 49 |
| Saskatchewan |  |  |  |  |  |  |  |  |  |
| College | 25 | 27 | 23 | 33 | 38 | 31 | 44 | 50 | 38 |
| University | 35 | 37 | 34 | 44 | 46 | 43 | 55 | 59 | 51 |
| Alberta |  |  |  |  |  |  |  |  |  |
| College | 29 | 35 | 26 | 39 | 44 | 35 | 50 | 55 | 46 |
| University | 37 | 41 | 35 | 48 | 55 | 46 | 64 | 73 | 55 |
| British Columbia |  |  |  |  |  |  |  |  |  |
| College | 26 | 28 | 25 | 35 | 37 | 32 | 46 | 49 | 42 |
| University | 35 | 37 | 33 | 44 | 48 | 42 | 59 | 68 | 54 |

Sources: National Graduates Survey, Statistics Canada. Follow-up of Graduates Survey, Statistics Canada.

Table E.2.10
Median annual earnings of 1995 and 2000 college graduates working full-time, two and five years after graduation, by sex and field of study

| Field of study | 1995 college graduates |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2 years after graduation |  |  | 5 years after graduation |  |  |
|  | Both sexes | Males | Females | Both sexes | Males | Females |
|  | thousands of 2001 constant dollars |  |  | thousands of 2001 constant dollars |  |  |
| Total (all fields) | 28 | 31 | 25 | 35 | 41 | 31 |
| Personal improvement and leisure | F | X | F | $23{ }^{\text {E }}$ | F | F |
| Education | 24 | F | 24 | 26 | F | 26 |
| Visual and performing arts, and |  |  |  |  |  |  |
| communications technologies | 24 | 27 | 22 | 32 | 36 | 28 |
| Humanities | 23 | $23^{\text {E }}$ | $23{ }^{\text {E }}$ | 31 | 36 E | 29 E |
| Social and behavioural sciences, and law | 25 | 26 | 25 | 31 | 36 | 30 |
| Business, management and public administration | 25 | 29 | 23 | 32 | 40 | 29 |
| Physical and life sciences, and technologies | 31 | 29 E | $32{ }^{\text {E }}$ | 42 | 41 | 43 |
| Mathematics, computer and information sciences | 34 | 36 | 30 | 42 | 46 | 37 |
| Architecture, engineering and related technologies | 32 | 33 | 27 | 41 | 42 | 33 |
| Agriculture, natural resources and conservation | 29 | 31 | 24 | 36 | 38 | 31 |
| Health, parks, recreation and fitness | 28 | 30 | 28 | 36 | 39 | 35 |
| Personal, protective and transportation services | 28 | 29 | 26 | 36 | 39 | 32 |
| Other | X | x | x | x | x | .. |
| Field of study | 2000 college graduates |  |  |  |  |  |
|  | 2 years after graduation |  |  | 5 years after graduation |  |  |
|  | Both sexes | Males | Females | Both sexes | Males | Females |
|  | thousands of 2001 constant dollars |  |  | thousands of 2001 constant dollars |  |  |
| Total (all fields) | 28 | 31 | 26 | 33 | 38 | 31 |
| Personal improvement and leisure | .. | .. | .. | .. | . | .. |
| Education | 22 | $42^{\text {E }}$ | 22 | 24 | F | 24 |
| Visual and performing arts, and |  |  |  |  |  |  |
| communications technologies | 24 | 24 | 24 | 27 | 28 | 25 |
| Humanities | 24 | 24 | $17{ }^{\text {E }}$ | $27{ }^{\text {E }}$ | 40 | $24{ }^{\text {E }}$ |
| Social and behavioural sciences, and law | 27 | 28 | 26 | 32 | 29 | 33 |
| Business, management and public administration | 28 | 30 | 27 | 33 | 36 | 32 |
| Physical and life sciences, and technologies | 29 | 29 | 30 | 36 | 41 | 35 |
| Mathematics, computer and information sciences | 32 | 34 | 25 | 37 | 38 | 33 |
| Architecture, engineering and related technologies | 33 | 33 | 30 | 39 | 41 | 34 |
| Agriculture, natural resources and conservation | 27 | 30 | 23 | 30 | 32 | 27 |
| Health, parks, recreation and fitness | 29 | 32 | 28 | 35 | 39 | 33 |
| Personal, protective and transportation services | 28 | 31 | 22 | 37 | 40 | 27 |
| Other | . | .. | .. | . | .. | .. |

Sources: National Graduates Survey, Statistics Canada.
Follow-up of Graduates Survey, Statistics Canada.

E2 Education Indicators in Canada
Table E.2.11
Median annual earnings of 1995 and 2000 university graduates working full-time, two and five years after graduation, by sex and field of study

| Field of study | 1995 university graduates |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2 years after graduation |  |  | 5 years after graduation |  |  |
|  | Both sexes | Males | Females | Both sexes | Males | Females |
|  | thousands of 2001 constant dollars |  |  | thousands of 2001 constant dollars |  |  |
| Total (all fields) | 37 | 39 | 35 | 44 | 49 | 41 |
| Personal improvement and leisure | .. | . |  | .. | .. |  |
| Education | 39 | 40 | 37 | 43 | 46 | 42 |
| Visual and performing arts, and |  |  |  |  |  |  |
| Humanities | 30 | 32 | 29 | 38 | 42 | 36 |
| Social and behavioural sciences, and law | 31 | 32 | 29 | 41 | 44 | 41 |
| Business, management and public administration | 37 | 41 | 35 | 46 | 52 | 43 |
| Physical and life sciences, and technologies | 32 | 35 | 30 | 41 | 45 | 40 |
| Mathematics, computer and information sciences | 41 | 42 | 37 | 55 | 58 | 46 |
| Architecture, engineering and related technologies | 43 | 43 | 42 | 56 | 57 | 51 |
| Agriculture, natural resources and conservation | 32 | $35^{\text {E }}$ | $29{ }^{\text {E }}$ | 43 | 45 | 37 |
| Health, parks, recreation and fitness | 43 | 43 | 43 | 49 | 51 | 49 |
| Personal, protective and transportation services | x | X | x | X | x | X |
| Other | $38{ }^{\text {E }}$ | F | $37{ }^{\text {E }}$ | $45^{\text {E }}$ | F | $38{ }^{\text {E }}$ |
| Field of study | 2000 university graduates |  |  |  |  |  |
|  | 2 years after graduation |  |  | 5 years after graduation |  |  |
|  | Both sexes | Males | Females | Both sexes | Males | Females |
|  | thousands of 2001 constant dollars |  |  | thousands of 2001 constant dollars |  |  |
| Total (all fields) | 38 | 41 | 36 | 46 | 49 | 43 |
| Personal improvement and leisure | .. | .. |  | .. | .. |  |
| Education | 38 | 39 | 37 | 45 | 46 | 44 |
| Visual and performing arts, and |  |  |  |  |  |  |
| communications technologies | 25 | 24 | 25 | 34 | 34 | 33 |
| Humanities | 30 | 31 | 29 | 40 | 41 | 39 |
| Social and behavioural sciences, and law | 34 | 37 | 33 | 42 | 43 | 41 |
| Business, management and public administration | 42 | 47 | 39 | 50 | 55 | 47 |
| Physical and life sciences, and technologies | 31 | 34 | 30 | 43 | 45 | 41 |
| Mathematics, computer and information sciences | 46 | 47 | 45 | 54 | 55 | 51 |
| Architecture, engineering and related technologies | 49 | 49 | 48 | 55 | 55 | 54 |
| Agriculture, natural resources and conservation | 35 | 37 | 31 | 41 | 44 | 38 |
| Health, parks, recreation and fitness | 43 | 42 | 43 | 50 | 53 | 49 |
| Personal, protective and transportation services | 49 | $66{ }^{\text {E }}$ | $44{ }^{\text {E }}$ | 43 E | 64 | $32{ }^{\text {E }}$ |
| Other | $37{ }^{\text {E }}$ | $59^{\mathrm{E}}$ | $36^{\text {E }}$ | 29 E | X | 29 E |

Sources: National Graduates Survey, Statistics Canada.
Follow-up of Graduates Survey, Statistics Canada.

Table E.2.12
Migration characteristics of 1995 graduates in the period before enrolling and two years after graduation, Canada and jurisdictions

| Education level and jurisdiction | Number of graduates |  |  |  |  |  |  | Migration rates |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Residence one year before enrolling | Migration to study |  | Residence at graduation | Migration after graduation |  | Residence two years after graduation | Migration to study ${ }^{1}$ |  |  | Migration after graduation ${ }^{2}$ |  |  | Overall ${ }^{3}$ |
|  |  | Out | In |  | Out | In |  | Out | In | Net | Out | In | Net | Net |
|  |  |  |  | number |  |  |  |  |  |  | rcenta |  |  |  |
| College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Canada | 81,425 | 3,079 | 3,079 | 81,425 | 2,175 | 2,176 | 81,425 | 4 | 4 | ... | 3 | 3 |  | ... |
| Newfoundland and Labrador | 832 | 122 | x | 720 | 149 | x | 634 | 15 | x | x | 21 | $x$ | x | -24 |
| Prince Edward Island | 349 | x | 120 | 440 | 46 | x | 419 | x | 34 | x | 10 | x | x | 20 |
| Nova Scotia | 1,799 | 325 | 144 | 1,617 | 166 | 201 | 1,652 | 18 | 8 | -10 | 10 | 12 | 2 | -8 |
| New Brunswick | 1,446 | 191 | x | 1,289 | 77 | x | 1,252 | 13 | x | x | 6 | x | X | -13 |
| Quebec | 17,367 | 851 | X | 16,555 | x | x | 16,570 | X | X | $x$ | X | X | X | -5 |
| Ontario | 36,889 | 258** | 1,448 | 38,079 | 768 | X | 37,520 | X | 4 | X | 2 | X | X | 2 |
| Manitoba | 2,670 | 3 | 77 | 2,543 | 139 | X | 2,491 | X | 3 | 3 | 5 | X | X | -7 |
| Saskatchewan | 1,995 | X | x | 1,483 | 94 | 416 | 1,805 | X | X | X | 6 | 28 | 22 | -10 |
| Alberta | 8,773 | 288 | 804 | 9,289 | 503 | 429 | 9,216 | 3 | 9 | 6 | 5 | 5 | -1 | 5 |
| British Columbia | 9,051 | 186 | 347 | 9,212 | x | 535 | 9,626 | 2 | 4 | 2 | x | 6 | x | 6 |
| Territories | 254 | x | x | 198 | x | x | X | X | x | X | X | X | X | $x$ |
| University |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Canada | 153,461 | 12,735 | 12,735 | 153,463 | 6,374 | 6,374 | 153,462 | 8 | 8 | ... | 4 | 4 | ... | - .. |
| Newfoundland and Labrador | 2,784 | 671 | 161 | 2,274 | 384 | 384 | 2,274 | 24 | 6 | -18 | 17 | 17 | x | -18 |
| Prince Edward Island | 799 | 387 | 101 | 514 | 78 | X | 518 | 48 | X | X | 15 | X | X | -35 |
| Nova Scotia | 5,377 | 745 | 1,864 | 6,496 | 1,151 | 264 | 5,609 | 14 | 35 | 21 | 18 | 4 | -14 | 4 |
| New Brunswick | 3,959 | 961 | 754 | 3,752 | 493 | 255 | 3,514 | 24 | 19 | -5 | 13 | 7 | -6 | -11 |
| Quebec | 48,358 | 2,001 | 2,119 | 48,476 | 865* | 338** | * 47,949 | 4 | 4 | 0 | 2 | 1 | -1 | -1 |
| Ontario | 57,207 | 3,157 | 4,050 | 58,100 | 1,455 | 1,709 | 58,354 | 6 | 7 | 2 | 3 | 3 | 0 | 2 |
| Manitoba | 5,467 | 529 | 573 | 5,511 | 535 | 127 | 5,103 | 10 | 10 | 1 | 10 | 2 | -7 | -7 |
| Saskatchewan | 5,248 | 688 | 560 | 5,120 | 457 | 461 | 5,123 | 13 | 11 | -2 | 9 | 9 | 0 | -2 |
| Alberta | 11,482 | 1,695 | 1,190 | 10,978 | 608 | 1,262 | 11,632 | 15 | 10 | -4 | 6 | 11 | 6 | 1 |
| British Columbia | 12,510 | 1,631 | 1,363 | 12,242 | 350 | 1,272 | 13,164 | 13 | 11 | -2 | 3 | 10 | 8 | 5 |
| Territories | 270 | 270 | X | X | X | 221 | 221 | X | X | X | X | X | X | X |

* indicates a coefficient of variation (CV) between $16.6 \%$ and $25 \%$
** indicates a coefficient of variation (CV) greater than $25 \%$ and less than or equal to $33.3 \%$

1. The rate of out (in) migration to study is defined as the number of graduates who left (entered) a jurisdiction to pursue studies, as a percentage of the number of graduates by jurisdiction of residence prior to enrolment. Used as a measure of "student mobility".
2. The rate of out (in) migration after graduation is defined as the number of graduates who left (entered) a jurisdiction within two years after graduation, as a percentage of the number of graduates of the jurisdiction. Used as a measure of "graduate mobility".
3. Net overall migration is defined as the difference between the number of graduates per jurisdiction based on residence two years after graduation versus residence one year before enrolment, as a percentage of the number of graduates per jurisdiction based on residence one year before enrolment.
Source: National Graduates Survey, Statistics Canada.

E2 Education Indicators in Canada
Table E.2.13
Migration characteristics of 2000 graduates in the period before enrolling and two years after graduation, Canada and jurisdictions

| Education level and jurisdiction | Number of graduates |  |  |  |  |  |  | Migration rates |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Residence one year before enrolling | Migration to study |  | Residence at graduation | Migration after graduation |  | Residence two years after graduation | Migration to study ${ }^{1}$ |  |  | Migration after graduation ${ }^{2}$ |  |  | Overall ${ }^{3}$ <br> Net |
|  |  | Out | In |  | Out | In |  | Out | In | Net | Out | In | Net |  |
|  |  |  |  | number |  |  |  |  |  |  | percenta |  |  |  |
| College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Canada | 99,950 | 3,450 | 3,450 | 99,950 | 5,850 | 5,850 | 99,950 | 3.5 | 3.5 | ... | 5.9 | 5.9 | ... | $\ldots$ |
| Newfoundland and Labrador | 1,710 | 150** | 100 | 1,660 | 400 | 160** | * 1,420 | 8.9* | 5.8* | X | 24.2 | 9.6 | -14.5 | -17.0 |
| Prince Edward Island | 760 | x | 280 | 960 | 360 | 90** | * 690 | X | 36.8 | X | 37.8 | 9.4 | -28.1 | -9.2* |
| Nova Scotia | 4,060 | 480* | 180 | 3,750 | 460 | 680 | 3,970 | 11.9 | 4.4 | -7.4 | 12.3 | 18.1 | 5.9 | -2.2 |
| New Brunswick | 2,690 | 250 * | 180 | 2,620 | 340 | 350 | 2,640 | 9.3 | 6.7 | -2.6 | 12.9 | X | 0.4 | -1.9 |
| Quebec | 16,290 | 890* | 140 * | 15,550 | 360 | 920* | 16,110 | 5.5 * | X | -4.6 | 2.3 | 5.9 | 3.6 | -1.1* |
| Ontario | 49,100 | 230 | 1,570 | 50,430 | 2,070 | 850 | 49,210 | 0.5 | 3.2 | 2.7 | 4.1 | 1.7 | -2.4 | 0.2 |
| Manitoba | 2,480 | X | 90 | 2,440 | 170 | 230** | * 2,500 | 5.3** | 3.6** | X | 7.1 | 9.4 | 2.5 | 0.8* |
| Saskatchewan | 2,670 | $230 *$ | 90 | 2,530 | 320 | 250* | 2,460 | 8.6* | $3.4 *$ | -5.2 | 12.7 | 9.9 | -2.8 | -7.9 |
| Alberta | 5,360 | 360 * | 390 | 5,390 | 390 | 1,400 | 6,400 | 6.8 | 7.3 | X | 7.3 | 26.0 | 18.7 | 19.4 |
| British Columbia | 14,390 | 360 * | 270* | 14,300 | 930 | 820* | 14,180 | 2.5 * | 1.9** | -0.6 | 6.5 | 5.7 | -0.8 | -1.5 |
| Territories | 440 | 150** | X | 300 | X | 100* | 370 | 33.4 * | X | X | 8.1** | x | X | -15.9** |

University

| Canada | 157,310 | 13,470 | 13,470 | 157,310 | 18,310 | 18,310 | 157,310 | 8.6 | 8.6 | $\ldots$ | 11.6 | 11.6 |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Newfoundland and Labrador | 2,640 | 660 | 130 | 2,120 | 560 | 480 | 2,040 | 24.9 | 4.9 | -20.1 | 26.3 | 22.6 |

* indicates a coefficient of variation (CV) between $16.6 \%$ and $25 \%$.
** indicates a coefficient of variation (CV) greater than $25 \%$ and less than or equal to $33.3 \%$.

1. The rate of out (in) migration to study is defined as the number of graduates who left (entered) a jurisdiction to pursue studies, as a percentage of the number of graduates by jurisdiction of residence prior to enrolment. Used as a measure of "student mobility".
2. The rate of out (in) migration after graduation is defined as the number of graduates who left (entered) a jurisdiction two years after graduation, as a percentage of the number of graduates of the jurisdiction. Used as a measure of "graduate mobility".
3. Net overall migration is defined as the difference between the number of graduates per jurisdiction based on residence two years after graduation versus residence one year before enrolment, as a percentage of the number of graduates per jurisdiction based on residence one year before enrolment.
Source: National Graduates Survey, Statistics Canada.

Table E.3.1
Unemployment rates of population aged 15 and over, by level of education, Canada, 1990 to 2006

|  | All levels | Less than <br> high school | High school $^{2}$ | College <br> or trade $^{3}$ | University $^{4}$ |
| :--- | :---: | :---: | ---: | ---: | ---: |

1. Includes no education or education below high school graduation.
2. Includes high school graduation or some postsecondary education (not completed).
3. Includes trade certificate or diploma from a vocational school or apprenticeship training; non-university certificate or diploma from a community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level.
4. Includes bachelor's degree; university degree or certificate above bachelor's degree.

Notes: The data for 1995 to 1998 have been revised and are different from those previously published in 2005 PCEIP Report (Statistics Canada and Council of Ministers of Education, Canada. 2005. Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program. Catalogue no. 81-582=XIE. Ottawa.).
The unemployment rate is based on a monthly average from January to December.
Source: Labour Force Survey, Statistics Canada.

## E3 Education Indicators in Canada

Table E.3.2
Unemployment rates of 25- to 29-year-olds, by educational attainment, Canada and provinces, 1996 and 2006

|  | All levels | Less than high school ${ }^{1}$ | High school ${ }^{2}$ | College or trade ${ }^{3}$ | University ${ }^{4}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1996 percentage |  |  |  |  |  |
|  |  |  |  |  |  |
| Canada | 10.5 | 21.4 | 11.8 | 8.9 | 5.7 |
| Newfoundland and Labrador | 22.1 | 41.2 | 25.0 | 19.9 | 11.3 |
| Prince Edward Island | 16.3 | 28.6 | 17.4 | 10.3 | 6.7 |
| Nova Scotia | 14.3 | 27.0 | 17.5 | 12.1 | 6.4 |
| New Brunswick | 12.6 | 28.3 | 15.9 | 8.7 | 5.4 |
| Quebec | 12.6 | 25.2 | 13.7 | 10.6 | 7.5 |
| Ontario | 10.0 | 19.0 | 12.7 | 8.4 | 5.1 |
| Manitoba | 8.5 | 18.8 | 8.9 | 6.3 | 4.5 |
| Saskatchewan | 9.8 | 24.6 | 10.1 | 6.6 | 3.4 |
| Alberta | 6.5 | 12.3 | 7.2 | 4.7 | 5.0 |
| British Columbia | 8.9 | 20.5 | 9.4 | 7.9 | 5.5 |
| 2006 |  |  |  |  |  |
| Canada | 6.1 | 13.4 | 7.3 | 5.2 | 4.4 |
| Newfoundland and Labrador | 16.7 | 53.8 | 20.9 | 16.2 | 6.8 |
| Prince Edward Island | 12.2 | 25.0 | 13.0 | 7.4 | 6.7 |
| Nova Scotia | 7.7 | 22.9 | 7.9 | 7.6 | 3.7 |
| New Brunswick | 8.4 | 22.7 | 11.5 | 6.9 | 3.5 |
| Quebec | 7.3 | 15.9 | 10.5 | 6.3 | 4.3 |
| Ontario | 6.3 | 14.4 | 7.9 | 4.9 | 4.8 |
| Manitoba | 4.5 | 6.5 | 5.8 | 3.7 | 3.2 |
| Saskatchewan | 5.5 | 13.2 | 7.0 | 4.0 | 3.1 |
| Alberta | 3.1 | 5.9 | 3.4 | 2.6 | 2.3 |
| British Columbia | 4.7 | 8.3 | 4.7 | 3.2 | 5.6 |

1. Includes no education or education below high school graduation.
2. Includes high school graduation or some postsecondary education (not completed).
3. Includes trade certificate or diploma from a vocational school or apprenticeship training; non-university certificate or diploma from a community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level.
4. Includes bachelor's degree; university degree or certificate above bachelor's degree.

Note: The unemployment rate is based on a monthly average from January to December.
Source: Labour Force Survey, Statistics Canada.

Table E.3.3
Unemployment rates of population aged 15 and over, by level of education, off-reserve Aboriginal population ${ }^{1}$ from Western Canada², 2004 to 2006

|  | All levels | Less than high school ${ }^{3}$ | High school ${ }^{4}$ | College or trade ${ }^{5}$ | University ${ }^{6}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage |  |  |  |  |
| 2004 | 13.1 | 20.7 | 13.5 | 7.8 | 5.2** |
| 2005 | 12.2 | 21.5 | 10.8 | 8.4 | $3.7 *$ |
| 2006 | 9.8 | 16.7 | 8.9 | 6.4 | 5.9* |

* indicates a coefficient of variation (CV) between $16.6 \%$ and $25 \%$.
** indicates a coefficient of variation (CV) greater than $25 \%$ and less than or equal to $33.3 \%$.

1. Aboriginal population refers to those persons who reported identifying with at least one Aboriginal group, i.e., North American Indian, Métis or Inuit.
2. Includes Manitoba, Saskatchewan, Alberta, and British Columbia. Data not comparable to Table E.3.2 as an experimental weight is used here.
3. Includes no education or education below high school graduation.
4. Includes high school graduation or some postsecondary education (not completed).
5. Includes trade certificate or diploma from a vocational school or apprenticeship training; non-university certificate or diploma from a community college, CEGEP, school of nursing and similar programs at this level; university certificate below bachelor's level.
6. Includes bachelor's degree; university degree or certificate above bachelor's degree.

Note: The unemployment rate is based on a monthly average from January to December. In 2004, the monthly average is from April to December. Source: Labour Force Survey, Statistics Canada.

Table E.3.4
Distribution of earners, by educational attainment at different earnings levels, Canada, 2000

|  | < \$20,000 | $\begin{array}{r} \$ 20,000 \text { to } \\ <\$ 40,000 \end{array}$ | $\begin{gathered} \$ 40,000 \text { to } \\ <\$ 60,000 \end{gathered}$ | $\begin{array}{r} \$ 60,000 \text { to } \\ <\$ 80,000 \end{array}$ | $\begin{array}{r} \$ 80,000 \text { to } \\ <\$ 100,000 \end{array}$ | $\begin{gathered} \$ 100,000 \\ \text { or more } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | percentage |  |  |  |  |  |
| Less than high school ${ }^{1}$ | 30 | 20 | 14 | 9 | 8 | 7 |
| High school ${ }^{2}$ | 32 | 28 | 21 | 17 | 15 | 12 |
| Trades ${ }^{3}$ | 10 | 14 | 15 | 14 | 12 | 8 |
| College ${ }^{4}$ | 15 | 21 | 21 | 19 | 17 | 13 |
| University ${ }^{5}$ | 14 | 18 | 29 | 42 | 48 | 61 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 |

1. Includes individuals having no education or education below high school graduation.
2. Includes high school graduates and individuals who have some postsecondary education (not completed).
3. Includes graduates of trade-vocational programs.
4. Includes graduates of community colleges, CEGEPs, schools of nursing and similar programs at this level.
5. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Source: 2001 Census of Population, Statistics Canada.

Table E.3.5
Relative earnings of the 25- to 64-year-old population with income from employment, by level of educational attainment, selected OECD countries (high school and trade-vocational education = 100), 2002, 2003 and 2004

|  | Below high school | College | University | College or university |
| :---: | :---: | :---: | :---: | :---: |
|  | index |  |  |  |
| Canada (2003) | 78 | 112 | 169 | 140 |
| France (2004) | 85 | 125 | 163 | 147 |
| Germany (2004) | 88 | 128 | 163 | 153 |
| Italy (2002) | 78 |  | 153 | 153 |
| United Kingdom (2004) | 67 | 124 | 174 | 158 |
| United States (2004) | 65 | 114 | 181 | 172 |

Source: OECD, Education at a Glance, 2006 (Table A9.1a).

Table E.3.6
Average employment income, by age group and education level, Canada, 2000

|  | Age group |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 15 to 19 | 20 to 24 | 25 to 29 | 30 to 34 | 35 to 39 | 40 to 44 | 45 to 49 | 50 to 54 | 55 to 59 | 60 to 64 | Total |
|  | dollars |  |  |  |  |  |  |  |  |  |  |
| All education levels | 4,921 | 13,888 | 26,421 | 33,008 | 37,010 | 39,364 | 41,020 | 41,535 | 38,535 | 32,877 | 31,757 |
| Less than high school ${ }^{1}$ | 4,002 | 14,383 | 21,161 | 24,013 | 26,593 | 28,303 | 29,177 | 29,014 | 28,060 | 25,047 | 21,230 |
| High school ${ }^{2}$ | 6,002 | 12,655 | 23,579 | 28,373 | 30,980 | 32,786 | 34,591 | 35,225 | 33,291 | 28,577 | 25,477 |
| Trades ${ }^{3}$ | 8,309 | 17,490 | 26,319 | 30,714 | 34,111 | 36,542 | 38,061 | 38,252 | 36,503 | 31,984 | 32,743 |
| College ${ }^{4}$ | 6,514 | 14,727 | 26,400 | 31,888 | 36,388 | 38,713 | 39,673 | 40,292 | 37,273 | 31,583 | 32,736 |
| University ${ }^{5}$ | 11,096 | 13,959 | 31,062 | 42,847 | 52,154 | 58,205 | 60,295 | 60,801 | 58,969 | 53,644 | 48,648 |

1. Includes individuals having no education or education below high school graduation.
2. Includes high school graduates and individuals who have some postsecondary education (not completed).
3. Includes graduates of trade-vocational programs.
4. Includes graduates of community colleges, CEGEPs, schools of nursing and similar programs at this level.
5. Includes individuals with a university degree or certificate (below or above bachelor's degree).

Source: 2001 Census of Population, Statistics Canada.


## 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. Intergovernmental committees that have played a key role in the development of this publication are the Canadian Education Statistics Council (CESC), the Strategic Management Committee of the CESC, and the Working Group on Education Indicators. The following is a list of committees and organizations that have played a key role in shaping, developing and producing this publication, as well as their membership. Staff of CMEC and Statistics Canada who have played a direct role in the production of the report are also listed.

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[^0]:    1. Frequent: Computer used almost every day or a few times each week to help learn school material. Infrequent: Computer used between once a week and once a month or less than once a month. Never: Computer never used to help learn school material.
[^1]:    Source: Table D.1.6.

[^2]:    Source: Table D.2.3.

[^3]:    Appendices

[^4]:    Sources: National Graduates Survey, Statistics Canada. Follow-up of Graduates Survey, Statistics Canada.

