

The Daily

Statistics Canada

Monday, February 21, 2000

For release at 8:30 a.m.

MAJOR RELEASES

- **Education indicators** 2
 Education levels in Canada, already high by international standards, improved substantially during the 1990s, according to a new report on the status of education in Canada. More young people graduated from high school, and more high school graduates went on to higher education.
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Education indicators in Canada

Education indicators in Canada is a new report of the Pan-Canadian Education Indicators Program (PCEIP), a joint initiative of Statistics Canada and the Council of Ministers of Education, Canada.

This report provides a comprehensive set of statistical measures, or indicators, describing the education systems in Canada. It includes data from the 10 provinces, Yukon and the Northwest Territories. Data were chosen on the basis of two criteria: the type of education information needed for policy development, and the practical availability of data.

Education indicators in Canada is (81-582-XIE) now available free on Statistics Canada's Web site (www.statcan.ca). It is also available on the Council of Ministers of Education Web site (www.cmec.ca). A paper copy (81-582-XPE, \$20) is also available. See *How to order publications*.

For more information, contact Client Services (613-951-1503; educationstats@statcan.ca), Centre for Education Statistics.



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MAJOR RELEASES

Education indicators

Education levels in Canada, already high by international standards, improved substantially during the 1990s, according to a new report on the status of education in Canada. More young people graduated from high school, and more high school graduates went on to higher education.

In 1990, 20% of people aged 25 to 29 in Canada had less than high school education. By 1998, that percentage had dropped to 13%. Also, between 1990 and 1998, the percentage of individuals in this age group who had university degrees rose from 17% to 26%.

Internationally, among member nations of the Organisation for Economic Co-operation and Development (OECD), Canada had the highest percentage of the population (48%) with postsecondary education in 1995, compared with the OECD average of 23%.

Canadian students have also done well on large-scale international assessments of student achievement designed to measure performance in mathematics and science. One such measure was the 1994/95 Third International Mathematics and Science Study (TIMSS).

Results from TIMSS showed that Canadian students in Grade 8 placed above the international average in both mathematics and science. Grade 4 students in Canada were above the international average in science, and were comparable to the international average in mathematics.

Some highlights: Increasing and decreasing student populations, more retiring teachers, and technology

The demand for education at all levels will be affected by a number of factors as the new decade unfolds. One of these will be the size of the population, especially for elementary and secondary programs.

Population projections show that in the next 10 to 15 years, the number of young people aged 19 and under is expected to decrease in the Atlantic provinces, Quebec, Manitoba, Saskatchewan, and Yukon, lowering the demand for elementary and secondary educational services in these jurisdictions. The school-age population is expected to grow in Ontario, Alberta, British Columbia and the Northwest Territories, increasing the demand for education.

Note to readers

This release is based on a new report of the Pan-Canadian Education Indicators Program (PCEIP). The PCEIP is a joint initiative of Statistics Canada and the Council of Ministers of Education, Canada, in collaboration with the provincial and territorial ministries responsible for education and training. Its goal is to develop and disseminate a comprehensive set of statistical indicators describing students, teachers and the education systems in Canada.

A concern in the next 10 years will be the replacement of retiring teaching staff. Close to one-half of full-time university faculty and about 40% of college staff will be eligible for retirement. However, given the large growth in the number of graduate degrees, particularly at the doctoral level, there would appear to be a large replacement pool from which to hire faculty.

At the elementary and secondary level, about one-third of the current teaching force are likely to retire in the next 10 years, but it appears there will be a good overall balance between future supply and demand. However, in regions experiencing population growth, recruitment of teachers will become an important issue.

In terms of technology, early in 1999, nearly 100% of intermediate and upper secondary schools were connected to the Internet. More than three-quarters of elementary and secondary students had used the World Wide Web for educational purposes. Technology is still a new phenomenon in the classrooms across the country, and there are challenges ahead in how it will be incorporated into the curriculum to help in meeting learning goals.

Labour market outcomes: It pays to stay in school

When it comes to success in the labour market, it pays to stay in school. With each increased level of education attained, employment rates rise and unemployment rates fall. Data on recent postsecondary graduates show their earnings increase progressively with more advanced postsecondary qualifications.

The largest difference in labour market outcomes occurs between those who have completed high school and those who have not. Individuals who do not finish high school have rates of unemployment that are about two times higher than those with high school or further education.

Postsecondary graduates during the 1990s have had slightly more difficulty than their predecessors

in making the transition from school to work. Just over two-thirds of 1995 postsecondary graduates — university, college and trade/vocational — were employed full time by 1997, two years after graduation. Rates of full-time employment two years after graduation were higher among the 1986 class, particularly among college graduates (four-fifths working full time) and university graduates (three-quarters working full time).

Among graduates working full time two years after graduation, 1995 graduates at all levels had earnings about 4% to 6% lower (in constant dollars) than those of 1986 graduates.

In 1997, only half of 1995 graduates who were working full time reported that their current job was closely related to their program of study. The fit between education and work was highest among graduates of colleges and trade/vocational schools, not surprising given the specific occupational orientation of many of these programs.

Education equity

Among linguistic minorities, official language minorities generally have similar levels of educational attainment as the majority language group in their jurisdiction. Pan-Canadian assessments of student achievement have revealed no differences between linguistic groups in mathematics and science evaluations. However reading and writing evaluations have revealed a lower performance of French-language minorities, when compared with francophone results for Canada as a whole. In these assessments, the anglophone minority in Quebec achieved results in reading and writing evaluations that were comparable to anglophone results for Canada.

There is also a relationship between an individual's educational attainment and the socio-economic status (SES) of parents. In 1994, about one-third of persons aged 18-21 from low SES backgrounds had not completed high school, compared with

one-quarter of those from higher SES backgrounds. Between 1986 and 1994, while university participation rates rose for people from all SES backgrounds, the increase was smallest for those from low SES backgrounds.

Canada's investment in education among highest in world

Canada's investment in education is among the highest in the world, as measured by OECD indicators of education expenditure.

Per student expenditures on education in Canada, from both public and private sources, amounted to US\$6,396 in 1995, the most recent year for which internationally comparable data are available. This was second only to the United States at US\$7,905. The OECD average was US\$4,717.

In 1995, Canada spent 7.0% of GDP on education, the highest among the G-7 countries. The OECD average was 5.6%, while the United States recorded 6.7%, the second highest level.

About half of 1995 postsecondary graduates borrowed from student loan programs to finance their education, unchanged from the class of 1986. However 1995 graduates who borrowed accumulated larger debt loads, and were paying them off over a longer period. Two years after graduation, their average debt load was \$8,300, twice the amount owed by 1986 graduates (in constant dollars).

Education indicators in Canada (81-582-XPE \$20; 81-582-XIE, free) is now available. See *How to order publications*.

For more information, or to enquire about the concepts, methods or data quality of this release, contact Client Services (613-951-1503; educationstats@statcan.ca), Centre for Education Statistics. ■

OTHER RELEASES

Natural gas sales

December 1999 (preliminary)

Natural gas sales totalled 6 957 million cubic metres in December, down 3.6% from December 1998. Unusually warm weather throughout most of the country resulted in sharply lower sales to the residential (-9.2%) and commercial (-11.6%) sectors. Sales to the industrial sector (including direct sales) rose 2.2% from December 1998, due to higher demand for natural gas by electric utilities.

At the end of December 1999, year-to-date sales were up 1.1% from 1998. Sales increased to all three main sectors, with the largest increase recorded by the commercial category (+3.0%). Sales to the industrial sector (including direct sales) increased 1.0% from 1998.

Natural gas sales

	Dec. 1998	Dec. 1999 ^P	Dec. 1998 to Dec. 1999
	thousands of cubic metres		% change
Natural gas sales	7,216,215	6,956,887	-3.6
Residential	1,990,072	1,806,193	-9.2
Commercial	1,373,318	1,213,556	-11.6
Industrial	1,878,649	1,918,647	2.2
Direct	1,974,176	2,018,491	
	Year-to-date		
	1998	1999 ^P	1998 to 1999
	thousands of cubic metres		% change
Natural gas sales	63,980,351	64,694,844	1.1
Residential	14,105,630	14,135,272	0.2
Commercial	9,701,390	9,994,190	3.0
Industrial	21,668,807	20,303,484	1.0
Direct	18,504,524	20,261,898	

^P Preliminary figures.

Available on CANSIM: matrices 1052-1055.

The December 1999 issue of *Natural gas transportation and distribution* (55-002-XIB, \$13/\$125) will be available in March. See *How to order publications*.

For more information, or to enquire about the concepts, methods and data quality of this release, contact Gary Smalldridge (613-951-3567; smalgar@statcan.ca) or Tom Lewis (613-951-3596; talewis@statcan.ca), Energy Section, Manufacturing, Construction and Energy Division. ■

PUBLICATIONS RELEASED

Education indicators in Canada
Catalogue number 81-582-XIE
(Free).

Education indicators in Canada
Catalogue number 81-582-XPE
(Canada: \$20; outside Canada: US\$20).

All prices exclude sales tax.

Catalogue numbers with an -XIB or an -XIE extension are Internet versions; those with -XMB or -XME are microfiche; and -XPB or -XPE denote a paper version.

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Statistics Canada

Thursday, June 5, 1997
For release at 9:30 a.m.

MAJOR RELEASES

- **Urban transit, 1995** 2
Despite the emphasis on taking urban transit, Canadians are taking it less and less. In 1995, about 1.5 billion trips were taken on public transit, a decline of about 10 per cent from the level in the past 25 years.
- **Productivity, hourly compensation and unit labour cost, 1995** 4
Growth in productivity among Canadian businesses was relatively weak again in 1995, accompanied by sluggish gains in employment and slow economic growth during the year.

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