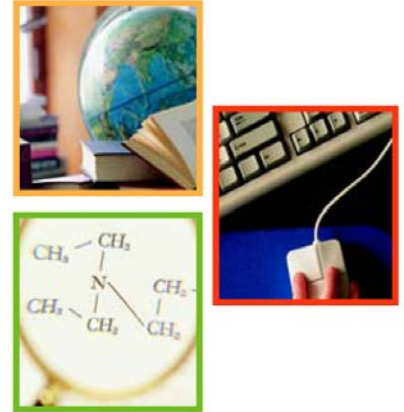


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Education Indicators in Canada: An International Perspective

2018

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Foreword

The primary objectives of the Pan-Canadian Education Indicators Program (PCEIP) are to develop and maintain a set of statistics that provide information about education and learning in Canada and to support evidence-based policy making. PCEIP has been doing this since publishing its first set of education indicators for Canada and its jurisdictions in 1996. In September 2009, a set of international indicators was introduced in the first edition of *Education Indicators in Canada: An International Perspective*. Each year, this PCEIP series presents indicators for Canada and its provinces/territories, placing them in a broader international context.

Education Indicators in Canada: An International Perspective was designed to expand upon the information for Canada that is provided to the Organisation for Economic Co-operation and Development (OECD) for publication in *Education at a Glance: OECD Indicators (EAG)*. The additional, internationally comparable data provided by *Education Indicators in Canada* complement EAG and support the mission of the Canadian Education Statistics Council (CESC) to “create and commit to comprehensive and long-term strategies, plans, and programs to collect, analyze, and disseminate nationally and internationally policy-relevant and comparable statistical information.”

Thirteen indicators are included in *Education Indicators in Canada: An International Perspective*. The first twelve present information on: educational attainment (Indicator A1); on-time and extended high school graduation rates (A2); upper secondary graduation rates (A3); international students (A4); transitions to the labour market (A5); labour market outcomes (A6); the financial resources invested in education (B1, B2 and B3); and the organization of learning environments at the elementary and secondary levels (C1, C2 and C3). A 13th indicator (D) adds a selection of topics related to Goal 4 of the Sustainable Development Goals (SDG) on inclusive and equitable education.¹

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

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

1. For more information, see UNESCO Institute for Statistics (UIS): Sustainable Development Goal 4 Web site (<http://uis.unesco.org/en/topic/sustainable-development-goal-4>).

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Acronyms and abbreviations

ASETS – Access and Support to Education and Training Survey

AUS – Australia

AUT – Austria

BEL – Flanders (Belgium)

CAUBO – Canadian Association of University Business Officers

CEGEP – Collège d'enseignement général et professionnel

CESC – Canadian Education Statistics Council

CHL – Chile

CMEC – Council of Ministers of Education, Canada

CZE – Czech Republic

DEU – Germany

DNK – Denmark

EAG – Education at a Glance

ENG - England (UK)

ESES – Elementary-Secondary Education Survey

ESP – Spain

EST – Estonia

FEDEX – Survey of Federal Government Expenditures in Support of Education

FIN – Finland

FINCOL – Financial Statistics of Community Colleges and Vocational Schools

FIUC – Financial Information of Universities and Colleges Survey

FRA – France

GBR – England (UK)

GBR-NIR – Northern Ireland (UK)

GDP – gross domestic product

GED – general education diploma

GRC – Greece

ICT – information and communication technologies

IDN-JAK – Jakarta (Indonesia)

ILO – International Labour Organisation

INAC – Indigenous and Northern Affairs Canada

INES – Indicators of Education Systems

IRL – Ireland

ISCED – International Standard Classification of Education

ISR – Israel

ITA – Italy

JPN – Japan

KOR – Korea

LFS – Labour Force Survey
LTU – Lithuania
NEET – not in employment, not in education (or training)
NGS – National Graduates Survey
NLD – Netherlands
NOR – Norway
NZL – New Zealand
OECD – Organisation for Economic Co-operation and Development
PCEIP – Pan-Canadian Education Indicators Program
PIAAC – Programme for the International Assessment of Adult Competencies
PISA – Programme for International Student Assessment
POL – Poland
PPPs – purchasing power parities
PSIS – Postsecondary Student Information System
PS-TRE – problem solving in technology-rich environments
R&D – research and development
RUS – Russian Federation
SGP – Singapore
SLID – Survey of Labour and Income Dynamics
SUFBS – Survey of Uniform Financial System – School Boards
SVK – Slovak Republic
SVN – Slovenia
SWE – Sweden
TUR – Turkey
UKM – United Kingdom
UNESCO – United Nations Educational, Scientific and Cultural Organization
UOE – UNESCO/OECD/Eurostat data collection
USA – United States

Introduction

Education Indicators in Canada: An International Perspective

Education Indicators in Canada: An International Perspective 2018 reports on certain aspects of the educational systems in Canada's provinces and territories and places them in an international context. The indicators presented here align with the definitions and methodologies used by the Organisation for Economic Co-operation and Development (OECD). This set of internationally comparable indicators offers statistical information for the following key themes:

[Chapter A](#), ***The output of educational institutions and the impact of learning***, profiles educational attainment among the adult population. It also presents information on on-time and extended graduation rates at the upper secondary level, and on relationships between educational attainment and labour market outcomes. In addition, it explores the extent of international student enrolment in college and university programs in Canada and its provinces and territories, and how this has changed over time. Several aspects of the transition from education to the labour force are examined, including the extent to which young adults are neither employed nor in education.

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

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

[Chapter D](#), ***Sustainable Development Goals (SDGs) 4: Quality Education***, reports on the education-related SDGs of the 2030 Agenda for Sustainable Development. It presents a selection of internationally comparable indicators at the provincial and territorial level.

International indicators

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

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

The indicators presented in this 2018 edition align with a selection of indicators from the OECD's 2018 report and were selected based on policy relevance and the availability of data for Canada and its provinces and territories.

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

1. The 2018 version of *Education at a Glance: OECD Indicators*, which presents the latest statistics for the individual OECD member countries, is available free on the OECD Web site: www.oecd.org.

About the Pan-Canadian Education Indicators Program

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

Highlights

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

A1 Educational attainment of the adult population

- In Canada, the proportion of adults aged 25 to 64 with tertiary education (college/university completion) increased from 46% in 2005 to 57% in 2017, the highest rate among OECD countries. At the same time, the proportion of individuals with less than high school completion (“below upper secondary”) decreased, from 15% in 2005 to 9% in 2017. Similar changes were mirrored in the provinces and territories.
- In 2017, one-quarter (26%) of 25- to 64-year-olds in Canada had completed short cycle tertiary education, far greater than the average of 7% reported by the OECD.
- Canada’s average for completion of university education for 25- to 64-year-olds was 31%, the same as the OECD average. In Canada, university degree refers to bachelor’s, master’s and doctoral and equivalent degrees.
- At the post-secondary non-tertiary level, which captures the traditionally male-dominated areas of trades, the proportion of men (14%) was double that of women (7%). A larger proportion of women reported having college and university level of education, with the gap more marked at college (29% for women vs 22% for men) than university (34% for women vs 29% for men).
- Ninety-three percent of Canadian adults aged 25 to 34 had attained at least upper secondary education (a high school diploma) in 2017, compared with 86% for those aged 55 to 64, reflecting change in attainment patterns for high school completion over time. There were differences observed between provinces and territories in the proportion of adults aged 25 to 34 with at least a high school diploma; 2017 figures for all provinces and territories ranged from 56% to 96%.

A2 On-time and extended graduation rate

- In 2015/2016, over three quarters (79%) of students in Canada completed high school within the three year period after starting Grade 10 (“secondary 3”).
- Across provinces and territories, the proportion of students who completed high school in the expected time ranged from 55% in Northwest Territories to 86% in New Brunswick.
- In Canada, a larger proportion of females (83%) completed high school in the expected time than that of males (75%). This pattern is observed in all provinces and territories. The largest difference in the on-time high school graduation rate between males and females was found in Quebec with a 12 percentage point difference, followed by Northwest Territories (10 percentage point difference).
- By providing students who began Grade 10 in 2011/2012 with an additional two years to complete their high school education, the graduation rate increased by 11 percentage points. The additional proportion of students that graduated after the two year extended period ranged from 8 percentage point difference in Prince Edward Island, New Brunswick, and Manitoba, to 13 percentage point difference in Ontario.
- Male students who benefited the most from the two additional years to complete their high school education were found in Ontario (15 percentage point difference) and Quebec (13 percentage point difference). Similarly, females who benefited the most from the two additional years were found in Ontario and Quebec (11 percentage point difference), followed by British Columbia with 10 percentage point difference.

A3 Upper secondary graduation

- Canada's upper secondary graduation rate was 88% in 2015/2016. The OECD average was 87%, and most OECD countries reported graduation rates of at least 80%. Within the OECD, Finland and Japan had the highest graduation rates at 101% and 95% respectively. The upper secondary graduation rate corresponds to the probability that an individual will graduate from high school during his or her lifetime.
- In Canada, graduates under 25 years of age represented 83% of all graduates in 2015/2016, compared with 81% for the OECD overall.
- Upper secondary graduation rates for females were higher than those for males in all provinces and territories, as well as in most of the OECD countries for which comparable data were available. In Canada, the rate for females was 91%; the rate for males, 85%.

A4 International students

- In 2015/2016, the majority of international students in tertiary education in Canada were registered in Bachelor's or equivalent level programs, and were from Asia.
- Among G7 countries, Canada had a higher proportion of international students than Germany and Japan at all education levels. The patterns for France, the United Kingdom and the United States were more similar to Canada's, except that they all had much higher proportions at the doctoral level, and also for the master's level in the United Kingdom.
- In 2015/2016, the top destinations for Canadians who went abroad to study were the United States (60%), the United Kingdom (13%), Australia (8%), and France (3%).

A5 Transitions to the labour market

- In 2018, the majority of young Canadians aged 15 to 19 years were in school (83%). For young adults 20 to 24 years of age, the percentage who had transitioned to the labour market and were employed (44%) was similar to that of those who were still pursuing their education (43%). For those in the 25-to-29 age group, most (73%) were not in school and were employed.
- In 2018, no variation was observed in the Canadian average of young NEETs between women and men (12%) in the 15-to-29 age group. However, when "unemployed" and "not in the labour force" data were examined separately within the young NEET population, there was a greater proportion of women (9%) than men (7%) who were not in the labour force, whereas more men (6%) than women (3%) were unemployed. This trend was observed in all provinces and in the OECD average.
- In Canada in 2018, a greater proportion of women (21%) than men (15%) aged 15 to 29 years worked while they were in school. This trend, seen in all provinces, is observed year after year.

A6 Labour market outcomes

- In Canada and other OECD countries, employment prospects increase with educational attainment. In 2017, Canada's employment rate for adults aged 25 to 64 who had not completed upper secondary education (high school) was 56%. Throughout Canada, as well as in the OECD countries overall, the 2017 employment rates among the 25- to 64-year-old population were clearly highest among individuals who had a "tertiary education"; that is, a college or university credential.
- In most OECD countries in 2017, the difference in employment rates between the sexes was less pronounced among university graduates compared with the upper secondary graduates. In Canada, a 13-percentage-point difference was observed between the employment rates for men and women in the upper secondary graduation category: 78% for men compared with 65% for women. Among university and college graduates, the male-female differences narrowed to around 6 percentage points.

- Employment rates dropped for young adults aged 25-34 with lower levels of education. In 2017, 74% of young adults with upper secondary were employed versus 77% for this same age group in 2006. This was not true for young adults with tertiary education, as between the two time periods, employment rates were similar (85% in 2006; 86% in 2017).
- In Canada, for 55-64-year-olds, the employment rate was higher in 2017 at every level of education than the rate observed in 2006 indicating that the older generation increasingly postponed retirement and continued working beyond age 55. For most of the OECD countries the employment rate did not change for this age group during the same time period.

Chapter B: Financial resources invested in education

B1 Expenditure per student

- In 2015/2016, expenditure per student at the primary/secondary level was similar for Canada, other G7 countries and the OECD average.
- For the university level, at US\$25,659, Canada's figure was 55% higher than the OECD average of US\$16,518, but was third highest in the G7 behind the United Kingdom and United States.
- Similar to the OECD averages, in Canada and every province except Quebec, expenditure per student was lowest at the primary/secondary level, higher at the college level and highest at the university level. In Quebec, college expenditure per student was slightly lower than that of expenditure per student at the primary/secondary level.

B2 Expenditure on education as a percentage of GDP

- With 6% of its GDP allocated to educational institutions in 2015/2016, Canada devoted a higher share of its wealth to education than the OECD countries overall (an average of 5%). The share of GDP devoted to educational institutions varied from one province or territory to another. The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. The share of GDP is partially influenced by the size of the school-age population and enrolment in education, as well as relative wealth.
- In all G7 countries, Canada included, and at the OECD average, the share of national wealth invested in education was larger for primary and secondary education than that for tertiary education in 2015/2016.

B3 Distribution of expenditure on education

- In 2015/2016, current expenditure accounted for most of the educational expenditure in Canada, in the provinces and territories and in all OECD countries for all levels of education. In Canada, it accounted for 93% of total expenditure at the primary and secondary levels, 95% at the short cycle tertiary (college) and postsecondary non-tertiary level, and 92% at the university level. At the postsecondary level, capital expenditure was 7% in Canada, compared with 12% for the OECD average.
- At all levels of education and in all provinces and territories, the compensation of staff (teaching and non-teaching) represented the largest proportion of current expenditure in education. In Canada, it accounted, on average, for 80% of current expenditure at the primary and secondary levels, 66% at the short cycle tertiary (college) and postsecondary non-tertiary level, and 66% at the university level. For postsecondary education, the Canadian average of 66% was similar to that of Germany (67%), but slightly less than the OECD average at 68%.
- At the primary and secondary levels, compensation of teachers accounted for the largest proportion of compensation of staff. In addition, other current expenditures (not related to compensation of teaching and non-teaching staff) were higher at the postsecondary level than at the primary and secondary levels.

Chapter C: The learning environment and organization of schools

C1 Instruction time

- In Canada, in 2017/2018, the total cumulative intended instruction time in formal classroom settings was 11,100 hours on average, between the ages of 6 and 17 (this includes the primary (ages 6 to 11), lower secondary (ages 12 to 14), and upper secondary (ages 15 to 17) levels of education). By comparison, total intended instruction time for the OECD countries for which data were available was 8,820 hours. This was 2,280 fewer hours than the average total intended instruction time in all public institutions in Canada during the 2017/2018 school year.
- Total cumulative intended instruction time for students aged 6 to 17 varied by province and territory, ranging from 9,900 hours in Quebec to 11,655 in Manitoba.

C2 Teachers' working time

- In Canada, primary school teachers taught an average of 798 hours per year in 2016/2017, compared with the OECD average of 784 hours. Figures varied by province and territory, ranging from 700 hours in New Brunswick to 905 hours in Alberta.
- Net annual teaching time was 745 hours at the lower secondary level (generally Grades 7 to 9) and 746 hours at the upper secondary level (generally Grades 10 to 12). These figures for Canada are higher than the averages for the OECD countries overall—42 hours higher at the lower secondary level and 89 hours at the upper secondary level.
- Net teaching time in Finland was included as a comparison because of this country's high ranking in international academic assessments. Teachers in Finland at the primary (673) and lower secondary (589) levels had a lower net teaching time than all of the G7 countries, Canada included.
- On average in Canada, net teaching time represented about 62% of teachers' total working time. It was similar for lower and upper secondary levels taught (60%), and higher at the primary level (65%). This ratio and the pattern across levels of education taught were similar to the OECD average.

C3 Teachers' salaries

- In 2016/2017, in Canada, salaries for full-time teachers in public elementary and secondary schools do not vary across levels of education – teachers are paid the same salaries regardless of whether they are teaching at the primary, lower or upper secondary level. By contrast, in many of the countries that recently reported to the OECD, teachers' salaries tended to rise with the level of education taught.
- In lower secondary institutions, teachers at the top of their pay scales in Canada had the third highest average salaries (US\$65,474) among the G7 group of countries after Germany (US\$83,451) and the USA (US\$68,052). Within Canada, equivalent teachers in the Northwest Territories (US\$82,544), Ontario (US\$70,674), Alberta (US\$69,426) and Newfoundland and Labrador (US\$68,048) received higher salaries than the Canadian average.
- In more than half of the provinces and territories in Canada, teachers in public elementary and secondary schools reached their maximum salary after 10 years' experience—much sooner than their counterparts in other OECD countries.

Chapter D: Sustainable Developmental Goals (SDG) 4: Quality Education

- Canada's participation rate of adults in formal and non-formal education (58%) was higher than the OECD average (49%). In Canada, women and men participated in formal and non-formal education at an equal rate based on the gender parity index.
- In 2016, Canada's participation rate in organized learning one year before the official entry age (97%) was higher than the OECD average (93%), the United States (91%) and Japan (91%). The mandatory primary entry age in most provinces and territories is 6 years old (grade 1). In most provinces and territories, participation rates for 5-year-olds were above 90% (most 5-year-olds have started kindergarten).¹ The participation rate was at 100% in Saskatchewan and 99% in New Brunswick and Alberta. The lowest rates were found in Prince Edward Island (91%), Yukon (88%) and Northwest Territories (86%).
- In 2015, more students in Canada reached a minimum proficiency level in mathematics and reading than the OECD or G20 average. In Canada, more females achieved at least a minimum proficiency level in reading than males.
- In Canada, parental educational attainment played a larger role than gender in determining the proportion of adults who achieved a fixed level of proficiency in numeracy skills. Those whose parents had lower levels of educational attainment were less likely to attain this level of proficiency.

1. Kindergarten is mandatory in Prince Edward Island, New Brunswick, and Nova Scotia (where the equivalent is referred to as "grade primary").

Notes to readers

Canadian and Organisation for Economic Co-operation and Development (OECD) indicators

The following table outlines the indicators presented in this edition of *Education Indicators in Canada: An International Perspective* beside the corresponding indicators from *Education at a Glance 2018: OECD indicators*.

Education Indicators in Canada: An International Perspective 2018		Education at a Glance 2018: OECD Indicators	
A1	Educational attainment of the adult population	A1	To what level have adults studied?
A2	On-time and extended high school graduation rates		
A3	Upper secondary graduation (<i>formerly: A2</i>)	B3	Who is expected to graduate from upper secondary education? (<i>formerly: A3</i>)
A4	International Students (<i>formerly: C1</i>)	B6	What is the profile of internationally mobile students? (<i>formerly: C4</i>)
A5	Transitions to the Labour Market (<i>formerly: C2</i>)	A2	Transition from school to work: Where are today's youth? (<i>formerly: A5</i>)
A6	Labour market outcomes (<i>formerly: A3</i>)	A3	How does educational attainment affect participation in the labour market?
B1	Expenditure per student	C1	How much is spent per student on educational institutions?
B2	Expenditure on education as a percentage of GDP	C2	What proportion of national wealth is spent on education?
B3	Distribution of expenditure on education	C6	On what resources and services is education funding spent?
C1	Instruction time (<i>formerly: D1</i>)	D1	How much time do students spend in the classroom?
C2	Teachers' working time (<i>formerly: D3</i>)	D4	How much time do teachers spend teaching?
C3	Teachers' salaries (<i>formerly: D2</i>)	D3	How much are teachers and school heads paid?
D	UNESCO Sustainable Development Goal 4		

International Standard Classification of Education (ISCED) classifications and descriptions

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

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

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

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

2. See the "Reader's Guide" in Education at a Glance 2018: OECD Indicators, published by the Organisation for Economic Co-operation and Development and available on the OECD Web site: www.oecd.org and the ISCED 2011 guide available on the United Nations Educational, Scientific and Cultural Organization (UNESCO) website: www.uis.unesco.org.

Mapping to ISCED

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

Labour Force Survey (LFS)

ISCED	LFS (educational attainment)
ISCED 0/1	<ul style="list-style-type: none"> Grade 8 or lower (Quebec: Secondary II or lower)
ISCED 2	<ul style="list-style-type: none"> Grade 9 to 10 (Quebec: Secondary III or IV, Newfoundland and Labrador: 1st year of secondary) Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (non-graduate)
ISCED 3	<ul style="list-style-type: none"> Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (graduate) Some postsecondary education (non-graduate)
ISCED 4	<ul style="list-style-type: none"> Trade certificate or diploma from a vocational school or apprenticeship training
ISCED 5	<ul style="list-style-type: none"> Non-university certificate or diploma from a community college, CEGEP, school of nursing, etc. University certificate below bachelor's level
ISCED 6	<ul style="list-style-type: none"> Bachelor's degree
ISCED 7/8	<ul style="list-style-type: none"> University degree or certificate above bachelor's degree

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

Postsecondary Student Information System (PSIS)

ISCED	PSIS enrolment (program type and credential type)
ISCED 5	<ul style="list-style-type: none"> Career, technical or professional training program (diploma) Post-career, technical or professional training program (certificate, diploma, other type of credential associated with a program)
ISCED 6	<ul style="list-style-type: none"> Undergraduate program (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, associate degree, other type of credential associated with a program) Post-baccalaureate non-graduate program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program) Graduate qualifying program, second cycle (other type of credential associated with a program)
ISCED 7	<ul style="list-style-type: none"> Graduate qualifying program, third cycle Health-related residency program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program) Graduate program, second cycle (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, other type of credential associated with a program)
ISCED 8	<ul style="list-style-type: none"> Graduate program, third cycle (diploma, degree [includes applied degree], attestation and other short program credentials) Graduate program, above the third cycle (diploma)

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

Institution versus program-based levels of education

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

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

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

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

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

OECD averages

As stated in the OECD's *Education at a Glance 2018: OECD Indicators*³:

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

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

OECD member countries

In 2018, the OECD member countries are: Australia, Austria, Belgium, Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea [South Korea], Latvia, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States.

Please refer to *Education at a Glance 2018: OECD Indicators*, available on the **OECD Web site** at www.oecd.org, for the latest international statistics.

Comparisons to G7 countries and other selected countries

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

3. See the "Reader's Guide" in *Education at a Glance 2018: OECD Indicators*, published by the Organisation for Economic Co-operation and Development and available on the OECD Web site: www.oecd.org and the ISCED 2011 guide available on the United Nations Educational, Scientific and Cultural Organization (UNESCO) website: www.uis.unesco.org.

Limitations

Indicators combine discrete education statistics and give them context. This report presents a selection of indicators that places Canada and the provinces/territories in an international perspective; however, it is only a partial picture of the performance of Canada, the provinces and territories. Although indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to determine causes and suggest solutions. The aim of this report is to stimulate thinking and promote debate on global education issues.

The harmonized indicators presented in this 2018 edition align with a selection of indicators from the OECD's 2018 edition of *Education at a Glance*, and they were selected based on their policy relevance and the availability of data for Canada and its provinces and territories. The definitions and methodologies agreed upon in developing the harmonized indicators were used to produce the data for Canada and the provinces/territories, and those definitions and methodologies may differ from those used in a particular province/territory. Consequently, the numbers presented in this report may differ from those published independently by the provinces/territories.

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

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

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

Chapter A

The output of educational institutions and the impact of learning

A1 Educational attainment of the adult population

Context

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

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

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

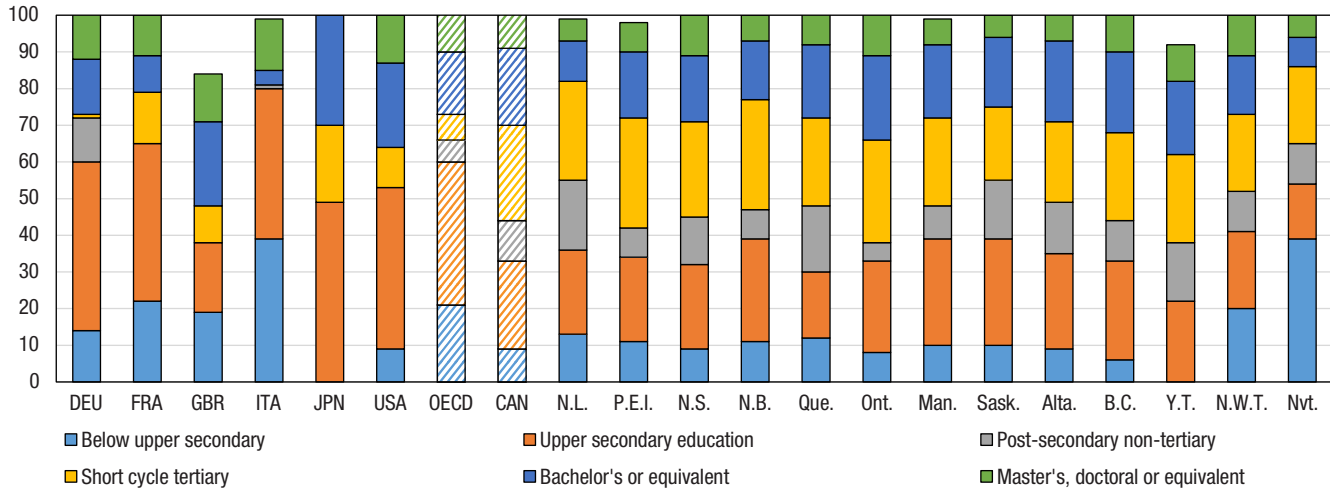
1. See the "ISCED classifications and descriptions" section in this report's [Notes to readers](#) for brief descriptions of the ISCED categories.

Observations

Chart A.1.1

Distribution of the 25- to 64-year-old population, by highest level of education attained, OECD, G7 countries, provinces and territories, 2017

percent



Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Totals may not add up to 100% due to missing or suppressed data.

Sources: Table A.1.1 and *Education at a Glance 2018: OECD Indicators*.

- Almost 6 in 10 Canadians (57%) had attained a tertiary level (college or university) education in 2017. Canada had the highest proportion of its population with a tertiary level of education among the G7 countries, with other countries ranging from 18% in Italy to 51% in Japan.
- Within Canada, tertiary level (college or university) education ranged from 35% in Nunavut to 63% in Ontario.
- A larger proportion of Canadians (26%) had attained a college qualification in comparison to OECD with 7%.
- Among G7 countries, Canada had the highest proportion of its population with short-cycle tertiary education (college), with other countries ranging from 0% in Italy to 21% in Japan.
- At the university level, the proportion of Canadians with university as the highest educational qualification is the same as that of OECD at 31%.
- Eleven percent of Canadians had attained a “postsecondary non-tertiary education”, which includes certificates or diplomas from vocational schools or apprenticeship training². Among G7 countries, this is not a common level of attainment – only Germany had a substantial proportion of the population (12%) who had postsecondary non-tertiary education as their highest level of attainment.
- Almost one in ten (9%) Canadians had not completed high school (“upper secondary”). Among G7 countries, Canada is comparable to the United States at 9% but significantly lower than Italy (39%), France (22%) and the United Kingdom (19%).

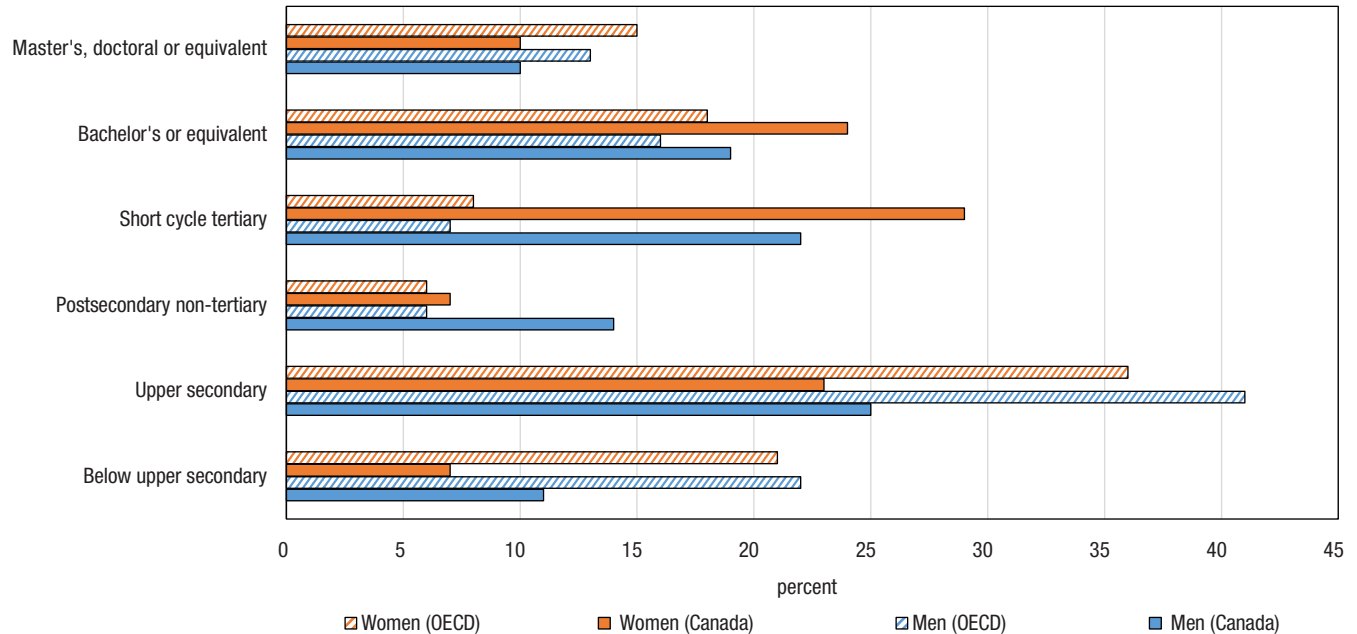
2. “For more information on the Labour Force Survey (LFS) educational attainment categories and the international classification scheme, see “Mapping to ISCED” in this report’s [Notes to readers](#) section.”

Gender differences, G7 countries and OECD

Chart A.1.2

Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, OECD and Canada, 2017

highest level of education attained



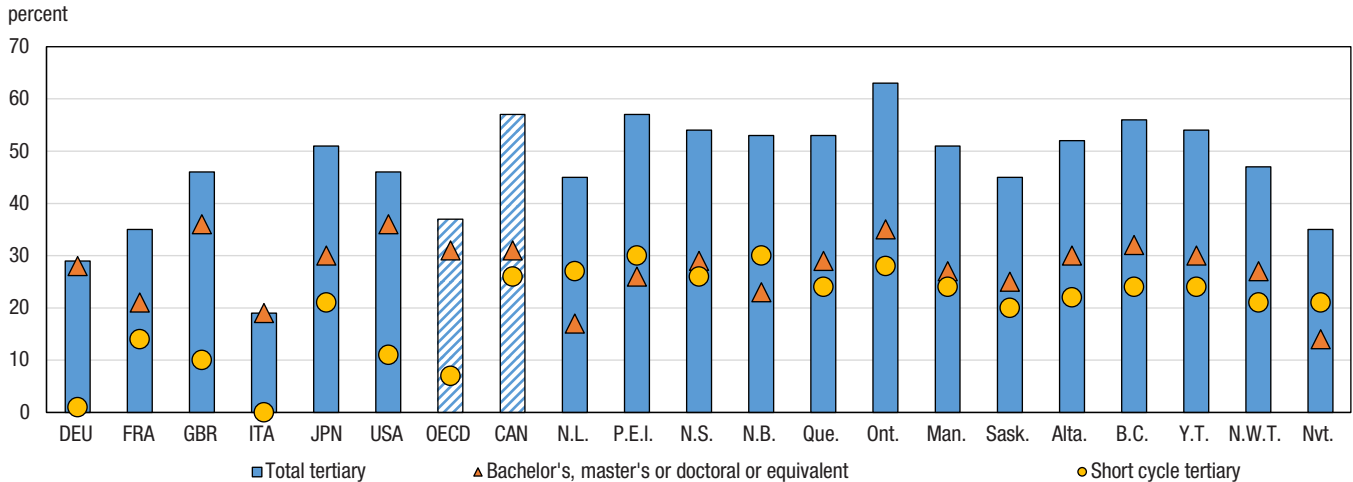
Sources: Table A.1.1 and *Education at a Glance 2018: OECD Indicators*.

- In Canada, there were more men (11%) that had less than high school (upper secondary) as their highest level of education than women (7%). These proportions were much larger in OECD, where 22% of men and 21% of women had less than a high school diploma in 2017.
- Similar gender differences were present among Canadians who reported having high school (upper secondary) as their highest level of education (25% of men and 23% of women). Larger gender differences emerge for postsecondary attainment.
- At the post-secondary non-tertiary level, which captures the traditionally male-dominated areas of trades, the proportion of men (14%) was double that of women (7%). This was not evident among the OECD, where the same proportion of men and women (6%) reported having post-secondary non-tertiary as their highest level of educational attainment. A larger proportion of women reported having college and university level of education, with the gap more marked at college (29% for women vs 22% for men) than university (34% for women vs 29% for men). In the OECD, women also outnumbered men with more women attaining a college (8% of women vs. 7% of men) or university degree (33% women vs. 29% of men) than men in 2017.

Tertiary attainment

Chart A.1.3

Proportion of the 25- to 64-year-old population with short cycle tertiary and bachelor's, master's or doctoral or equivalent degree, OECD, G7 countries, provinces and territories, 2017



Notes: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Due to rounding, totals may not match the sum of the individual values.

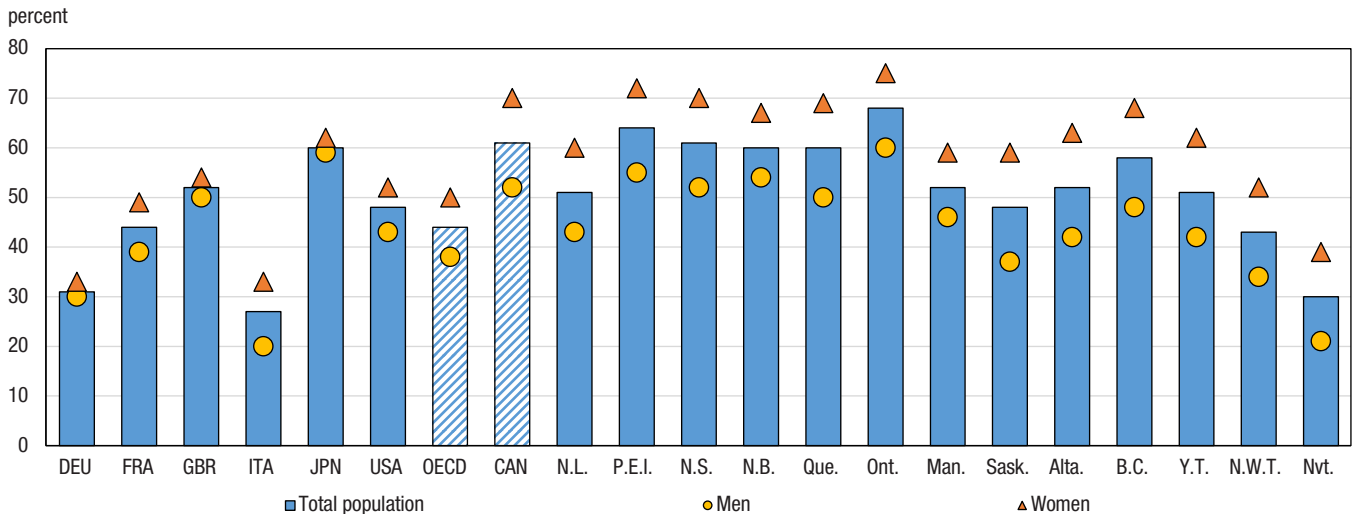
Sources: Table A.1.1, Table A.1.3. and *Education at a Glance 2018: OECD Indicators*.

- Among OECD countries, 7% of 25- to 64-year-olds, on average, had completed college programs in 2017, far fewer than the 26% reported for Canada. This number reflects Canada's well-developed college sector.
- The corresponding OECD average for university (bachelor's, master's, doctoral or equivalent) was the same as Canada's average at 31%.
- Within Canada, university attainment ranged from 14% in Nunavut to 35% in Ontario. For college, the numbers range from 20% in Saskatchewan to 30% in New Brunswick and Prince Edward Island. Both educational sectors are strong in all jurisdictions.
- Canada leads the G7 countries with the highest proportion of its population having attained tertiary education at 57% followed by Japan (51%) and the United States (46%).

Generational differences in tertiary attainment

Chart A.1.4.1

Distribution of 25-to 34-year olds that have attained tertiary education, by sex, OECD, G7 countries, provinces and territories, 2017



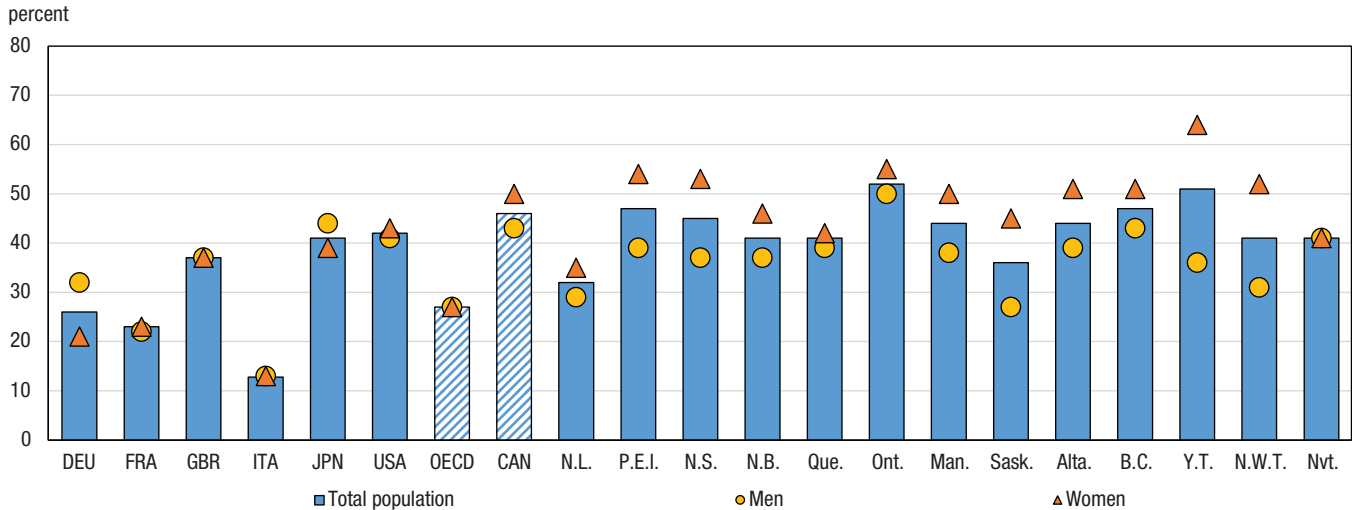
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table A.1.3. and *Education at a Glance 2018: OECD Indicators*.

- Among G7 countries, Canada had the highest proportion of 25-to-34 years old that have attained tertiary education at 61%; well above the OECD average of 44%.
- More young women tended to have attained tertiary education as their highest level of education than young men in all jurisdictions in Canada and overall in all G7 countries. In Canada, these gender differences ranged from 13 percentage points in Manitoba and New Brunswick to 22 percentage points in Saskatchewan. Among the other G7 countries, these differences ranged from 3 percentage points in Germany to 13 percentage points in Italy.
- Ontario has the highest rate had the largest proportion of men and women who had attained tertiary education (60% for men and 75% of women).

Chart A.1.4.2

Distribution of 55-to 64-year olds that have attained tertiary education, by sex, OECD, G7 countries, provinces and territories, 2017



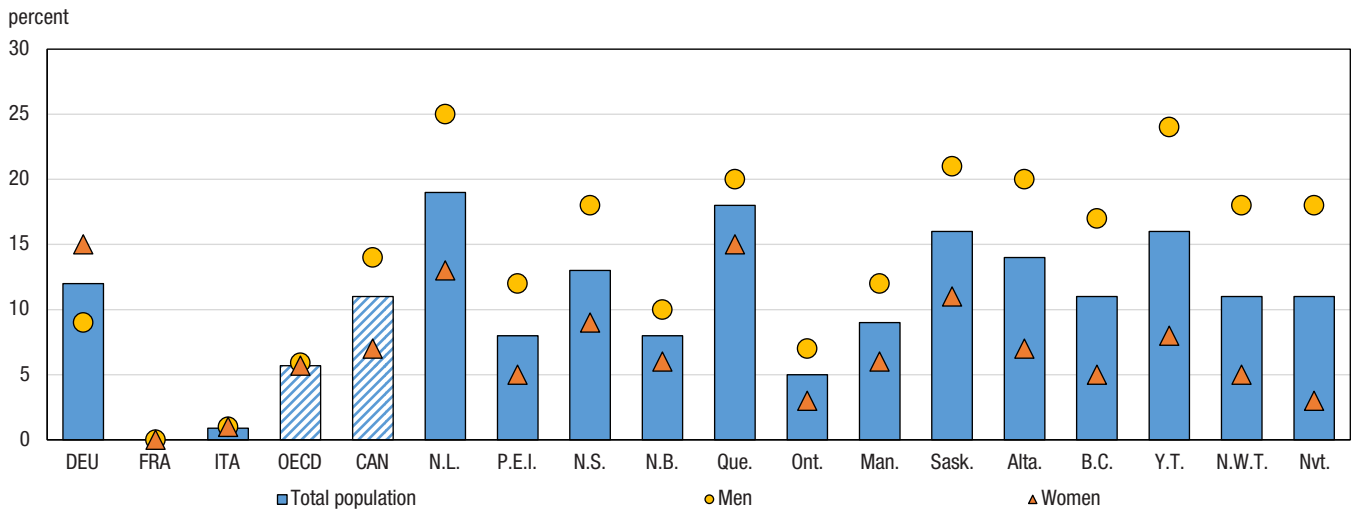
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table A.1.3. and *Education at a Glance 2018: OECD Indicators*.

- With the exception of the Yukon and Nunavut, younger people had a higher level of educational attainment than their older counterparts in Canada and overall in G7 countries. In addition, Canada's level of tertiary attainment among the older and younger generations was higher than the OECD average.
- The largest difference in tertiary attainment between the younger and older age groups was in Quebec, New Brunswick and Newfoundland and Labrador, where the younger age group had an attainment rate 19 percentage points above that of the older age group followed by Prince Edward Island with 17 percentage points above that of the older age group. There was no differences found between both age groups in the Yukon.
- As in previous years, a greater proportion of women in Canada obtained a higher level of education compared to men in 2017. This trend was more prevalent in the younger age group than in the older age group.
- The largest gender differences in tertiary attainment among men and women were in Saskatchewan among the younger age groups (22 percentage points) and in Yukon among the older age group (28 percentage points).

Chart A.1.5

Distribution of 25-to 64-year olds that have attained post-secondary non-tertiary as their highest level of education, by sex, OECD, G7 countries, provinces and territories, 2017



Notes: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Data are unavailable for the United Kingdom, the United States and Japan.

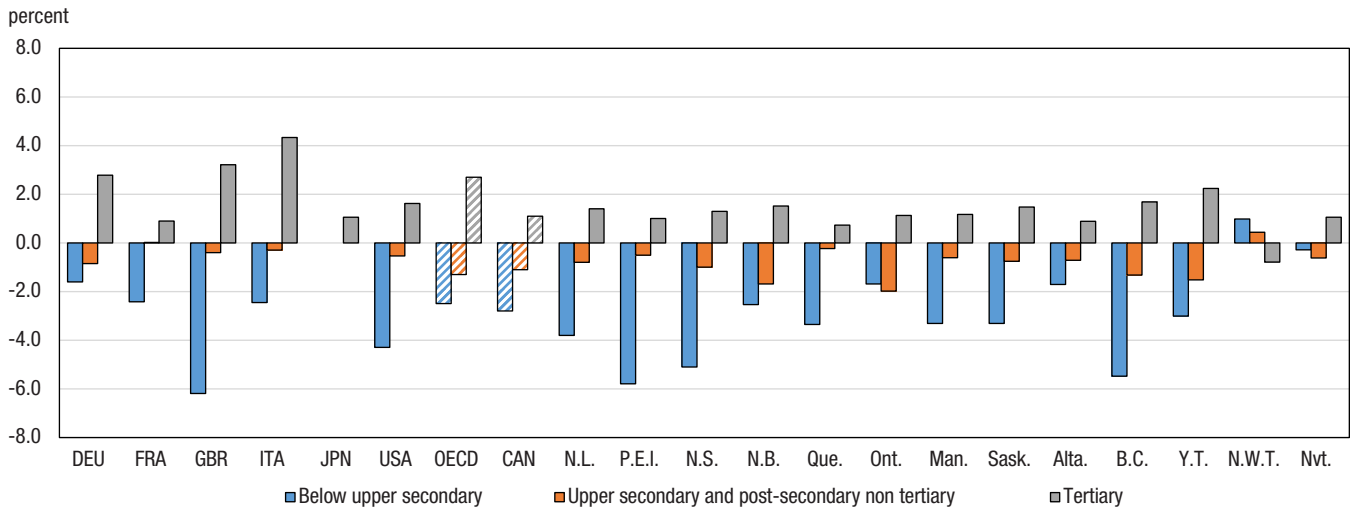
Sources: Table A.1.1 and *Education at a Glance 2018: OECD Indicators*.

- Across all provinces and territories, there are more men who have attained post-secondary non-tertiary as their highest level of education than women. In Germany, the contrary is evident, where women outnumber men 15% to 9%. There are no differences found among the OECD when observing the proportion of men and women who have attained post-secondary non-tertiary, each amounting to 6%.
- Among the jurisdictions, various gender differences emerge at the post-secondary non-tertiary level, ranging from 4 percentage points in Ontario to 16 percentage points in Yukon.
- Quebec had the highest proportion of women (15%) reporting post-secondary non-tertiary as their highest level of education followed by Newfoundland and Labrador (13%) and Saskatchewan (11%).
- Ontario and Nunavut had the lowest proportion of women that have attained post-secondary non-tertiary as their highest level of education at 3%.
- The largest proportion of men reporting post-secondary non-tertiary as their highest level of education was found in Newfoundland and Labrador at 25%, followed by Yukon (24%), Saskatchewan (21%) and Quebec and Alberta (both at 20%).

Trends in attainment levels

Chart A.1.6.2

Trends in educational attainment of 25- to 34-year-olds: compound annual growth rate of the highest level of education attained between 2005 and 2017, OECD, G7 countries, provinces and territories



Notes: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Data for upper secondary attainment in the United Kingdom include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes. The compound annual growth rate formula calculates growth between two (often extended) points in time, assuming that growth is compounded annually.

Sources: Table A.1.4. and *Education at a Glance 2018: OECD Indicators*.

- In general, the annual growth rate of the highest level of education attained between 2005 and 2017 for 25- to 34-year-olds increased among all G7 countries.
- There was a large decrease in the compound annual growth rate from 2005 to 2017 for 25-to-34-year-olds in attaining less than upper secondary education in Prince Edward Island (-5.8%), British Columbia (-5.5%) and Nova Scotia (-5.1%). This trend was also evident among G7 countries where the annual compound growth rate ranged from -1.6% in Germany to -6.2% in the United Kingdom.
- Among the G7 countries, the annual growth rate for 25- to 34-year-olds for tertiary education ranged from 1% in France to 4% in Italy.
- With the exception of the Northwest Territories, in which the compound annual growth rate for 25- to 34-year-olds for tertiary education decreased by 0.8%, the increase in the compound annual growth rate ranged from 0.7% in Quebec to 2.2% in the Yukon from 2005 to 2017.

Definitions, sources and methodology

This indicator examines educational attainment among Canada's adult population aged 25 to 64, by age group and sex. It presents a portrait of the situation in 2017, but also shows the evolution since 2005.

The percentage of the population represented by a given age group that has attained a particular education level is obtained by taking the number of persons in this age group who have received a diploma attesting to that level, dividing it by the total number of persons in this same age group, and then multiplying by 100.

Growth calculations in this indicator make use of the compound annual growth rate (CAGR) formula. The CAGR formula calculates growth between two (often extended) points in time, assuming that growth is compounded annually.

The education level corresponds to the highest level of education an individual has attained. The designation of the different levels of schooling is based on the International Standard Classification of Education (ISCED-2011) (see the “ISCED classifications and descriptions” and the “Mapping to ISCED” section for the Labour Force Survey [LFS] in Notes to readers). An individual must have successfully completed a programme at a given ISCED level to be considered as having attained that level of education. An individual who has not successfully completed a programme is assigned the preceding education level. For example, a secondary school graduate, as well as an individual who has undertaken some postsecondary education but who has not obtained a credential at that level, is considered to have attained ISCED level 3 (upper secondary education); a student who has not successfully completed secondary school is considered to have obtained ISCED level 2 (lower secondary education).

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

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

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

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

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

Table A.1.1

Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, OECD, Canada, provinces and territories, 2017

	Pre-primary and primary	Lower secondary	Upper secondary education	Post-secondary non-tertiary ¹	Tertiary education			All levels of education
					Short cycle tertiary	Bachelor's or equivalent	Master's, doctoral or equivalent	
	percent							
OECD average²								
Both sexes	7	14	39	6	7	17	14	100
Men	7	14	41	6	7	15	13	100
Women	8	13	36	6	8	18	15	100
Canada³								
Both sexes	2	7	24	11	26	21	10	100
Men	3	8	25	14	22	19	10	100
Women	2	5	23	7	29	24	10	100
Newfoundland and Labrador								
Both sexes	4	9	23	19	27	11	6	100
Men	6	9	23	25	23	10	6	100
Women	3	9	23	13	31	13	7	100
Prince Edward Island								
Both sexes	3	8	23	8	30	18	8	100
Men	4	10	26	12	25	16	7	100
Women	2	6	21	5	36	21	9	100
Nova Scotia								
Both sexes	2	7	23	13	26	18	11	100
Men	3	9	24	18	21	15	10	100
Women	1	6	22	9	30	21	12	100
New Brunswick								
Both sexes	3	8	28	8	30	16	7	100
Men	4	9	29	10	27	13	7	100
Women	2	6	27	6	33	19	7	100
Quebec								
Both sexes	4	8	18	18	24	20	9	100
Men	4	9	18	20	21	18	9	100
Women	3	7	17	15	27	22	10	100
Ontario								
Both sexes	2	6	25	5	28	23	12	100
Men	2	7	26	7	25	21	11	100
Women	2	5	23	3	31	25	12	100
Manitoba								
Both sexes	2	8	29	9	24	20	7	100
Men	2	10	30	12	21	18	7	100
Women	2	6	28	6	28	22	8	100
Saskatchewan								
Both sexes	2	8	29	16	20	19	6	100
Men	2	10	32	21	13	16	6	100
Women	2	5	26	11	26	22	7	100
Alberta								
Both sexes	2	7	26	14	22	22	8	100
Men	2	8	26	20	17	20	8	100
Women	2	5	25	7	28	25	8	100
British Columbia								
Both sexes	1	5	27	11	24	22	10	100
Men	1	6	27	17	19	19	9	100
Women	1	4	26	5	29	25	10	100
Yukon								
Both sexes	x	7	22	16	24	20	10	100
Men	x	9 ^E	24	24	16	18	8	100
Women	x	5	21	8	31	22	12	100
Northwest Territories								
Both sexes	4 ^E	16	21	11	21	16	11 ^E	100
Men	5 ^E	19	19	18	15	13	11 ^E	100
Women	3 ^E	12	24	5 ^E	27	19	10 ^E	100
Nunavut								
Both sexes	12 ^E	27	15	11	21	8	6	100
Men	12 ^E	28	14	18	17	6	5 ^E	100
Women	13 ^F	26	15	3 ^F	26	10	7	100

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

^E use with caution

1. Trade certificates or diplomas from a vocational school or apprenticeship training.

2. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed on September 17, 2018).

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

Notes: Due to rounding, totals may not match the sum of the individual values. For more information see *table 37-10-0130-01 (formerly CANSIM 477-0135)*.**Sources:** Statistics Canada, Labour Force Survey (LFS) and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

Table A.1.2

Percentage of the 25- to 64-year-old population that has attained at least upper secondary education, by age group and sex, OECD, Canada, provinces and territories, 2017

	Age group					
	25 to 64	25 to 34	30 to 34	35 to 44	45 to 54	55 to 64
	percent					
OECD average¹						
Both sexes	79	85	..	82	77	70
Men	79	83	..	81	77	72
Women	79	87	..	84	78	68
Canada²						
Both sexes	91	93	94	94	91	86
Men	90	92	92	92	90	85
Women	93	95	95	95	92	88
Newfoundland and Labrador						
Both sexes	87	94	93	92	86	78
Men	85	92	91	90	83	79
Women	88	95	95	94	88	77
Prince Edward Island						
Both sexes	89	95	95	93	89	82
Men	86	93	93	90	85	78
Women	92	96	98	96	92	85
Nova Scotia						
Both sexes	91	95	95	94	91	85
Men	88	93	93	91	87	83
Women	93	96	97	97	94	87
New Brunswick						
Both sexes	89	94	93	94	89	82
Men	86	92	92	92	86	79
Women	91	95	95	96	92	85
Quebec						
Both sexes	89	92	93	92	89	82
Men	87	89	90	90	87	81
Women	91	95	96	94	90	84
Ontario						
Both sexes	92	94	94	95	92	88
Men	91	92	93	94	91	87
Women	93	95	95	95	93	90
Manitoba						
Both sexes	90	92	92	92	90	84
Men	87	91	91	90	88	81
Women	92	94	93	94	92	88
Saskatchewan						
Both sexes	90	93	94	93	89	85
Men	88	92	92	91	86	82
Women	93	95	96	95	92	88
Alberta						
Both sexes	92	93	93	94	91	88
Men	91	91	91	93	90	87
Women	93	95	95	95	92	89
British Columbia						
Both sexes	93	96	96	95	94	89
Men	93	95	95	94	93	88
Women	94	97	97	96	94	90
Yukon³						
Both sexes	92	91	95	92	95	90
Men	90	89	91	89	96	87
Women	94	93	98	96	95	94
Northwest Territories³						
Both sexes	80	78	81	82	81	80
Men	76	72	75	76	79	76
Women	85	85	87	87	82	84
Nunavut³						
Both sexes	60	56	61	68	54	67
Men	60	53	58	70	52	74
Women	60	60	64	66	56	59

.. not available for a specific reference period

1. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed on September 17, 2018).

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

3. Caution should be exercised in interpreting these ratios and differences in ratios, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.

Note: For more information see *table 37-10-0130-01 (formerly CANSIM 477-0135)*.

Sources: Statistics Canada, Labour Force Survey (LFS) and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

Table A.1.3
Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, OECD, Canada, provinces and territories, 2017

	Short Cycle tertiary education			Bachelor's or equivalent			Master's, doctoral or equivalent			Total Tertiary		
	Age group			Age group			Age group			Age group		
	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64	25 to 64	25 to 34	55 to 64
	percent											
OECD average¹												
Both sexes	7	7	7	17	23	11	13	15	9	37	44	27
Men	7	7	7	16	20	11	11	12	9	33	38	27
Women	8	8	8	18	26	11	14	17	9	40	50	27
Canada²												
Both sexes	26	25	24	21	26	15	10	10	8	57	61	46
Men	22	22	20	19	22	15	10	8	8	50	52	43
Women	29	27	28	24	30	15	10	12	7	63	70	50
Newfoundland and Labrador												
Both sexes	27	27	22	11	17	5	6	8	4	45	51	32
Men	23	24	18	10	13	5 ^E	6	5 ^E	5	38	43	29
Women	31	29	26	13	21	5	7	11	4 ^E	52	60	35
Prince Edward Island												
Both sexes	30	29	28	18	28	13	8	7	6	57	64	47
Men	25	26	22	16	24	12	7	6 ^E	6	48	55	39
Women	36	31	34	21	33	13	9	8 ^E	6	66	72	54
Nova Scotia												
Both sexes	26	26	23	18	25	13	11	10	10	54	61	45
Men	21	23	17	15	20	12	10	9	9	46	52	37
Women	30	28	28	21	30	15	12	12	10	63	70	53
New Brunswick												
Both sexes	30	30	27	16	22	10	7	8	5	53	60	41
Men	27	29	22	13	18	10	7	6	5	47	54	37
Women	33	31	32	19	26	10	7	10	5	59	67	46
Quebec												
Both sexes	24	24	22	20	24	13	9	11	6	53	60	41
Men	21	21	19	18	20	14	9	9	6	48	50	39
Women	27	28	24	22	28	13	10	14	5	59	69	42
Ontario												
Both sexes	28	28	27	23	27	16	12	12	9	63	68	52
Men	25	27	23	21	23	16	11	10	10	58	60	50
Women	31	29	30	25	31	17	12	14	8	67	75	55
Manitoba												
Both sexes	24	22	24	20	23	14	7	7	6	51	52	44
Men	21	19	20	18	21	13	7	5	6	45	46	38
Women	28	25	29	22	26	15	8	8	6	58	59	50
Saskatchewan												
Both sexes	20	16	20	19	25	11	6	7	5	45	48	36
Men	13	11	12	16	21	10	6	5	5	35	37	27
Women	26	22	27	22	29	13	7	8	5	55	59	45
Alberta												
Both sexes	22	19	22	22	26	15	8	7	7	52	52	44
Men	17	14	16	20	22	15	8	6	7	44	42	39
Women	28	24	29	25	31	15	8	8	6	61	63	51
British Columbia												
Both sexes	24	23	23	22	27	16	10	8	8	56	58	47
Men	19	20	18	19	21	15	9	7	9	48	48	43
Women	29	27	27	25	32	16	10	9	8	64	68	51
Yukon³												
Both sexes	24	22	26	20	24	14 ^E	10	5 ^E	10 ^E	54	51	51
Men	16	19 ^F	14 ^E	18	20 ^E	13 ^E	8	x	9 ^F	42	42	36
Women	31	27 ^E	37	22	28	15 ^E	12	x	11 ^F	65	62	64
Northwest Territories³												
Both sexes	21	20	20	16	19	11 ^E	11 ^E	4 ^E	11 ^F	47	43	41
Men	15	17 ^E	13 ^E	13	14 ^E	9 ^E	11 ^E	x	9 ^F	38	34	31
Women	27	23	27	19	23	13 ^E	10 ^E	x	12 ^E	56	52	52
Nunavut³												
Both sexes	21	18	28	8	8 ^E	x	6	4 ^E	x	35	30	41
Men	17	13 ^F	30	6	x	x	5 ^E	x	x	28	21 ^E	41
Women	26	24	26 ^E	10	9 ^E	x	7	x	x	42	39	41 ^E

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

^E use with caution

1. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed on September 17, 2018).

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

3. Caution should be exercised in interpreting these percentages and differences in percentages, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.

Note: For more information see *table 37-10-0130-01 (formerly CANSIM 477-0135)*.

Sources: Statistics Canada, Labour Force Survey (LFS); and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

Table A.1.4

Trends in educational attainment of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, OECD, Canada, provinces and territories, 2005, 2010, 2015, 2016 and 2017

	Age 25 to 64						Age 25 to 34					Age 55 to 64						
	2005	2010	2015	2016	2017	2005 to 2017	2005	2010	2015	2016	2017	2005 to 2017	2005	2010	2015	2016	2017	2005 to 2017
	percent					average annual growth rate ¹	percent					average annual growth rate ¹	percent					average annual growth rate ¹
OECD average²																		
Below upper secondary	29	25	22	21	21	-2.8	21	18	16	16	15	-2.5	42	36	32	30	29	-3.1
Upper secondary and postsecondary non-tertiary	45	45	43	43	43	-0.4	48	45	42	41	41	-1.3	38	41	43	44	44	1.2
Tertiary	26	31	35	36	37	2.8	32	38	42	43	44	2.7	20	23	26	27	27	2.7
Canada³																		
Below upper secondary	15	12	10	9	9	-4.2	9	8	7	7	7	-2.8	25	18	15	14	14	-4.9
Upper secondary and postsecondary non-tertiary	39	38	35	34	34	-1.1	37	36	34	32	33	-1.1	39	40	39	39	40	0.3
Tertiary	46	50	55	56	57	1.8	54	56	59	61	61	1.1	36	42	46	46	46	2.1
Newfoundland and Labrador																		
Below upper secondary	24	19	15	14	13	-4.6	10	7	7	6	6	-3.8	38	31	24	24	22	-4.6
Upper secondary and postsecondary non-tertiary	45	45	43	42	42	-0.7	46	46	41	41	42	-0.8	40	43	44	45	46	1.2
Tertiary	31	36	42	43	45	3.1	43	46	52	53	51	1.4	22	26	32	31	32	3.3
Prince Edward Island																		
Below upper secondary	20	15	12	11	11	-4.9	11	6	5	5	5	-5.8	30	23	19	17	18	-4.0
Upper secondary and postsecondary non-tertiary	35	36	35	33	32	-0.7	33	37	33	31	31	-0.5	36	39	37	35	35	-0.3
Tertiary	45	48	53	57	57	2.0	57	57	62	64	64	1.0	34	38	44	48	47	2.7
Nova Scotia																		
Below upper secondary	18	15	11	10	9	-5.3	10	8	6	6	5	-5.1	29	21	18	16	15	-5.2
Upper secondary and postsecondary non-tertiary	40	37	36	36	36	-0.8	38	32	31	32	33	-1.0	35	38	40	41	39	0.9
Tertiary	42	49	53	54	54	2.2	52	60	63	62	61	1.3	36	40	42	43	45	2.0
New Brunswick																		
Below upper secondary	20	16	13	12	11	-4.6	9	6	6	6	6	-2.5	33	25	23	20	18	-5.0
Upper secondary and postsecondary non-tertiary	40	39	37	35	36	-0.9	41	37	34	33	34	-1.7	35	38	40	40	41	1.2
Tertiary	40	46	50	53	53	2.3	50	57	60	62	60	1.5	32	37	37	40	41	2.2
Quebec																		
Below upper secondary	19	15	12	12	11	-4.0	12	10	10	9	8	-3.4	32	23	20	20	18	-4.7
Upper secondary and postsecondary non-tertiary	37	38	37	36	35	-0.4	33	35	36	34	32	-0.2	37	42	40	42	42	1.0
Tertiary	44	47	51	52	53	1.6	55	55	55	57	60	0.7	31	35	40	39	41	2.2
Ontario																		
Below upper secondary	13	10	8	8	8	-4.3	7	6	5	6	6	-1.7	24	16	13	12	12	-5.8
Upper secondary and postsecondary non-tertiary	36	33	30	29	30	-1.5	33	30	27	26	26	-2.0	36	36	34	34	36	-0.1
Tertiary	51	57	62	63	63	1.7	59	64	67	68	68	1.1	40	48	52	53	52	2.3
Manitoba																		
Below upper secondary	17	14	11	11	10	-4.0	11	10	7	8	8	-3.3	27	21	16	17	16	-4.3
Upper secondary and postsecondary non-tertiary	42	41	39	39	38	-0.7	43	42	41	40	40	-0.6	37	39	40	40	40	0.6
Tertiary	42	45	50	50	51	1.8	46	48	52	52	52	1.2	36	40	44	43	44	1.7
Saskatchewan																		
Below upper secondary	15	13	11	10	10	-3.5	10	7	8	8	7	-3.3	24	19	16	15	15	-3.9
Upper secondary and postsecondary non-tertiary	50	51	47	46	45	-0.7	49	52	46	44	45	-0.8	42	47	49	48	49	1.3
Tertiary	35	36	42	44	45	2.0	40	41	46	48	48	1.5	33	35	35	36	36	0.6
Alberta																		
Below upper secondary	12	11	9	8	8	-3.0	9	9	7	7	7	-1.7	19	14	13	11	12	-3.7
Upper secondary and postsecondary non-tertiary	45	43	40	39	39	-1.2	44	44	40	38	40	-0.7	43	42	44	44	43	0.0
Tertiary	43	46	51	53	52	1.7	47	47	53	54	52	0.9	38	44	43	45	44	1.4

Table A.1.4

Trends in educational attainment of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, OECD, Canada, provinces and territories, 2005, 2010, 2015, 2016 and 2017

	Age 25 to 64					Age 25 to 34					Age 55 to 64									
	2005	2010	2015	2016	2017	2005	2010	2015	2016	2017	2005	2010	2015	2016	2017	2005	2010	2015	2016	2017
	percent					average annual growth rate ¹	percent					average annual growth rate ¹	percent					average annual growth rate ¹		
British Columbia																				
Below upper secondary	11	9	7	7	7	-4.3	8	7	5	5	4	-5.5	15	12	11	11	11	-2.9		
Upper secondary and postsecondary non-tertiary	45	43	39	38	37	-1.5	44	42	40	38	38	-1.3	46	45	43	42	42	-0.7		
Tertiary	44	48	54	55	56	2.1	48	51	55	57	58	1.7	39	43	46	47	47	1.6		
Yukon																				
Below upper secondary	13	18	9	10	8	-4.5	13 ^E	17 ^E	8 ^E	9 ^E	9 ^E	-3.0	18	15 ^E	12 ^E	13 ^E	10 ^E	-5.2		
Upper secondary and postsecondary non-tertiary	46	34	34	35	38	-1.5	48	36	35	39	40	-1.5	45	39	34	35	40	-1.0		
Tertiary	41	49	57	55	54	2.4	39	47	57	51	51	2.2	37	46	53	52	51	2.6		
Northwest Territories																				
Below upper secondary	25 ^F	25	17	19	20	-1.9	19 ^F	25 ^F	17	18	22	1.0	38 ^F	29	19 ^F	21 ^F	20	-5.1		
Upper secondary and postsecondary non-tertiary	33	32	36	34	33	0.0	34	29	37	40	36	0.4	24 ^F	33	41	40	39	3.9		
Tertiary	42	43	47	47	47	1.0	47	46	46	42	43	-0.8	37 ^F	38	40	39	41	0.8		
Nunavut																				
Below upper secondary	51	47	46	39	40	-2.0	45	46	46	41	44	-0.3	66	45	44	35	33	-5.7		
Upper secondary and postsecondary non-tertiary	23	26	23	26	25	0.7	28	28	27	30	26	-0.6	x	19	17	24	26	...		
Tertiary	26	27	32	35	35	2.6	26 ^F	26	27	30	30	1.1	x	36	40	41	41	...		

... not applicable

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

^F use with caution

1. The compound annual growth rate formula calculates growth between two (often extended) points in time, assuming that growth is compounded annually. The compound annual growth rate for

Canada, the provinces and territories were calculated using unrounded data for all years in the 2005-to-2017 period.

2. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed on September 17, 2018).

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

Note: For more information see *table 37-10-0130-01 (formerly CANSIM 477-0135)*.

Sources: Statistics Canada, Labour Force Survey (LFS) and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

A2 On-time and extended graduation rate

Context

High school graduation is the foundation for further education. It has become an essential milestone for students and provides economic and social benefits for society. Graduation from high school is now widely considered the minimum requirement for successful entry into the labour market.

Beginning this year, a true-cohort methodology will be used, and this rate will be referred to as the high school graduation rate. This methodology for calculating high school graduation rates has been developed in order to provide a pan-Canadian methodology that will serve the needs of provinces and territories while also improving Canada's reporting to OECD.

In this report, on-time high school graduation rates are calculated by tracking students who started Grade 10 ("Secondary 3" in Quebec) in 2013/2014 and graduated Grade 12 ("Secondary 5" in Quebec) by the end of the 2015/2016 school year.

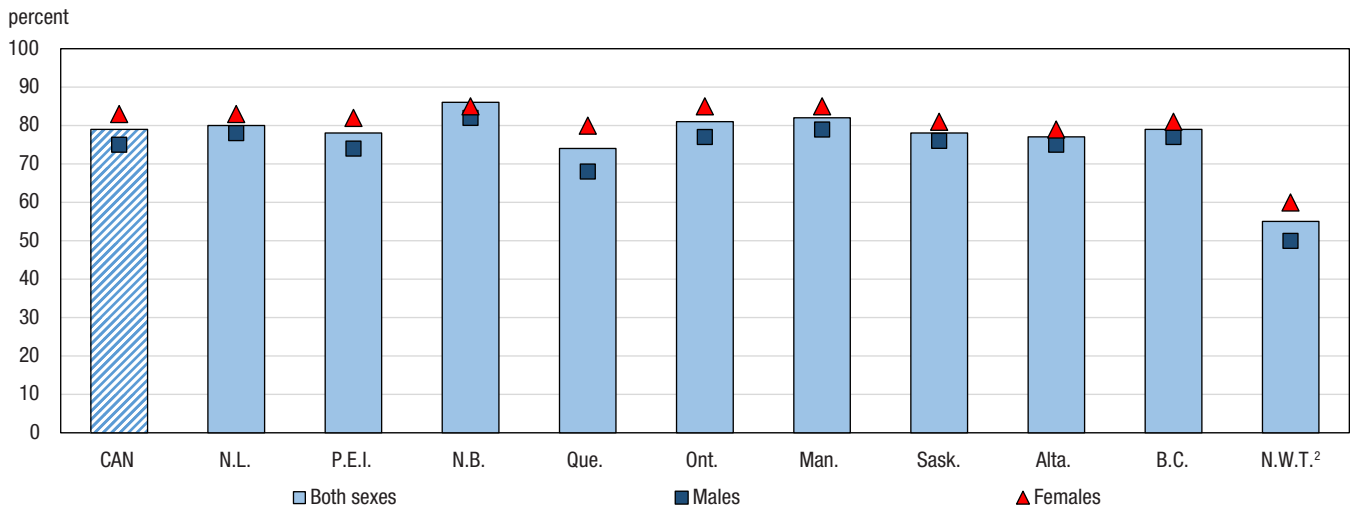
On-time high school graduation rates are also provided for 2013/2014 by tracking the group of students who started Grade 10 (Secondary 3) in 2011/2012. This 2011/2012 Grade 10 group is also tracked to determine the extended-time high school graduation rates for 2015/2016; that is, the percentage of the group that graduated high school within five years of starting Grade 10.

While the on-time and extended graduation rates (A2) follows a group of Grade 10 students for either three or five years (true-cohort methodology) in public and private schools, upper secondary graduation rates calculate the proportion of the population that graduates high school over their lifetime (A3).

Observations

Chart A.2.1

On-time high-school graduation rate, by sex, Canada, provinces and territories,¹ 2015/2016



1. Nova Scotia, Yukon and Nunavut did not participate in the second pilot data collection.

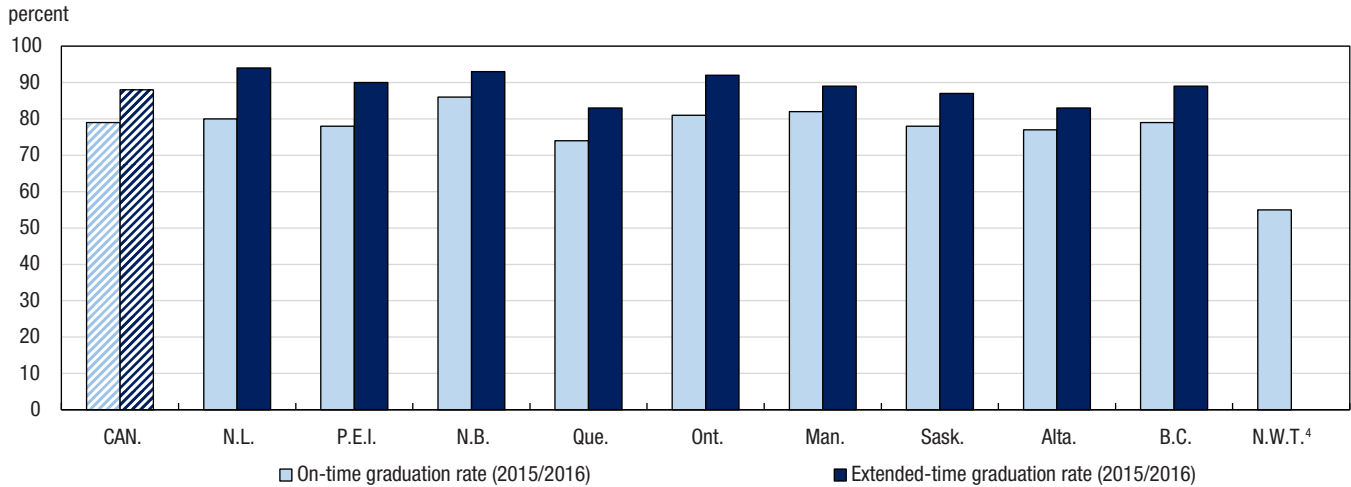
2. In the Northwest Territories, migration patterns often differ by age group and ethnicity which may affect the completion rates using this attrition rate methodology.

Notes: The true-cohort methodology uses two cohorts of students that begin in Grade 10 ("Secondary 3" in Quebec) to calculate the high school graduation rate (see the "Definitions, sources and methodology" section in Indicator A2 for more details). The on-time high-school graduation rate is comprised of students who entered Grade 10 ("Secondary 3" in Quebec) at the beginning of the 2013/2014 school year and graduated from Grade 12 ("Secondary 5" in Quebec) by the end of the 2015/2016 school year. Calculations were done using unrounded data. The bar representing Canada is filled with a diagonal line pattern to make it easier to find.

Source: Table A.2.1.

- In Canada, over three quarters (79%) of students completed high school within the three year period after starting Grade 10 ("secondary 3") in 2015/2016.
- Across provinces and territories, the proportion of students who completed high school in the expected time ranged from 55% in Northwest Territories to 86% in New Brunswick.
- In Canada, a larger proportion of females (83%) completed high school in the expected time than that of males (75%). This pattern is observed in all provinces and territories. The largest difference in the on-time high school graduation rate between males and females was found in Quebec with a 12 percentage point difference, followed by Northwest Territories with a 10 percentage point difference.

Chart A.2.2

On-time¹ and extended-time² high-school graduation rate, Canada, provinces and territories,³ 2015/2016

1. The on-time graduation rate (2015/2016) comprises of students who entered Grade 10 ("Secondary 3" in Quebec) at the beginning of the 2013/2014 school year and graduated from Grade 12 ("Secondary 5") by the end of the 2015/2016 school year.

2. The extended-graduation rate (2015/2016) comprises of students who entered Grade 10 ("Secondary 3" in Quebec) at the beginning of the 2011/2012 school year and graduated from Grade 12 ("Secondary 5") by the end of the 2015/2016 school year.

3. Nova Scotia, Yukon and Nunavut did not participate in the second pilot data collection.

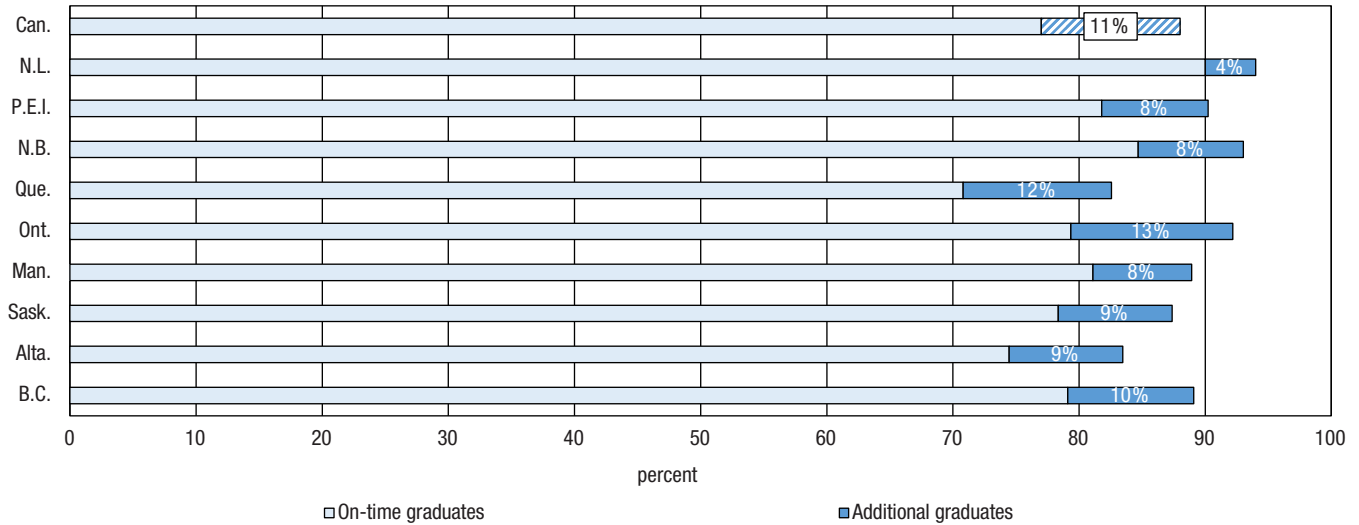
4. In the Northwest Territories, migration patterns often differ by age group and ethnicity which may affect the completion rates using this attrition rate methodology. Northwest Territories' Cohort B data was provided, however, because the attrition rate methodology is not suitable for this population it is not reported.

Notes: For more information on the true-cohort methodology, see the "Definitions, sources and methodology" section in Indicator A2 for more details). Calculations were done using unrounded data. The bars representing Canada are filled with a diagonal line pattern to make it easier to find.

Source: Table A.2.1.

- In 2015/2016, the high-school graduation rates in Canada for students who completed high school within three years of entering Grade 10 ("Secondary 3") was 79% while the extended-time graduation rate was 88%.
- The extended-time graduation rates ranged from 83% in Alberta and Quebec to 94% in Newfoundland and Labrador.
- Across provinces and territories, the largest difference between the on-time high-school graduation rate and the extended-time graduation rate in 2015/2016 was in Newfoundland and Labrador with a difference of 14 percentage points, Prince Edward Island with 12 percentage points, Ontario with 11 percentage points, followed by British Columbia (10 percentage points). There were relatively small differences between the on-time and extended-time high-school graduation rate in Alberta (with a 6 percentage point difference), Manitoba and New Brunswick (both with a 7 percentage point difference).

Chart A.2.3

On-time¹ and extended-time² graduation rates, Canada and provinces³, 2013/2014 and 2015/2016

1. The on-time high school graduation rate (2013/2014) is calculated by tracking a group of students who started Grade 10 ("Secondary 3" in Quebec) in 2011/2012.

2. The same group of students is then also tracked to determine the extended-time high school graduation rate for 2015/2016. The dark blue bars represent the proportion of students who benefited from an additional two years to graduate high school.

3. Nova Scotia, Yukon and Nunavut did not participate in the second pilot data collection. Northwest Territories' Cohort B data was provided, however, because the attrition rate methodology is not suitable for this population it is not reported.

Notes: For more information, see the "Definitions, sources and methodology" section in Indicator A2 for more details. Calculations were done using unrounded data. The bar representing Canada is filled with a diagonal line pattern to make it easier to find.

Source: Table A.2.1.

- By providing students who began Grade 10 in 2011/2012 with an additional two years to complete their high school education, the graduation rate increased by 11 percentage points. The additional proportion of students that graduated after the two year extended period ranged from 8 percentage point difference in Prince Edward Island, New Brunswick, and Manitoba, to 13 percentage point difference in Ontario.
- Across Canada, the extended-time graduation rate for females (90%) is higher than that of males (85%), which signifies that after an additional two year period, more females have graduated high school. These gender differences were more visible in Prince Edward Island and Quebec where females and males differed by 9 percentage point.
- Male students who benefited the most from the two additional years to complete their high school education were found in Ontario (15 percentage point difference) and Quebec (13 percentage point difference). Similarly, females who benefited the most from the two additional years were found in Ontario and Quebec (11 percentage point difference), followed by British Columbia with 10 percentage point difference.

Definitions, sources and methodology

This indicator presents the high school graduation rate, using a true-cohort methodology for students in public and private schools.

The true-cohort methodology follows a cohort of students from Grade 10, or Secondary 3 in Quebec, to the end of their third year of high school, and then over a period of an additional two years. Many students will graduate from Grade 12 (“Secondary 5” in Quebec) after three years, but some students take longer to complete their high school studies. Grade 10 (“Secondary 3”) is used as the starting point because this is the grade students begin accumulating credits toward Grade 12 graduation in most jurisdictions across the country. An adjustment is made to the graduation rate (using an attrition methodology) to account for students who can no longer be tracked toward graduation for such reasons as: moving out of the province or territory, moving to a band-operated school or an excluded private school, or becoming home-schooled. These students have not dropped out of school, but can no longer be followed through to graduation.

Credentials for inclusion in the Pan-Canadian comparisons	
Jurisdiction	Name of High School credential
Newfoundland and Labrador	High School Graduation Certificate
Prince Edward Island	...
Nova Scotia	...
New Brunswick	New Brunswick High School Diploma
Quebec	DES- Diplôme d'études secondaires, secteur des jeunes DES- Diplôme d'études secondaires, secteur des adultes DEP- Diplôme d'études professionnelles, secteur de la formation professionnelle ASP- Attestation de spécialisation professionnelle AEP- Attestation d'études professionnelles CFMS- Certificat de formation à un métier semi-spécialisé, secteurs jeunes ou adultes CFPT- Certificat de formation préparatoire au travail
Ontario	Ontario Secondary School Diploma (OSSD) Ontario Secondary School Diploma 2 (OSSD2) Secondary School Graduation Diploma (SSGD) Ontario Secondary School Diploma(OSSD)/Specialist High Skills Major (SHSM) Total Graduates
Manitoba	(“Regular”) High School Diploma Mature Student Diploma
Saskatchewan	“Regular” 24-credit policy “Adult 12” policy
Alberta	Alberta High School Diploma Certificate of High School Achievement Certificate of School Completion High School Equivalency Diploma
British Columbia	British Columbia Certificate of Graduation (“Dogwood”) British Columbia Adult Graduation Diploma (“Adult Dogwood”)
Yukon	...
Northwest Territories	N.W.T. High School Diploma
Nunavut	Diploma

... not applicable

Table A.2.1

True cohort high school graduation rate, by sex, Canada, provinces and territories¹, 2013/2014 to 2015/2016²

	Cohort A ³			Cohort B ⁴ (on-time)			Cohort B ⁴ (extended-time)		
	Graduation year 2015/2016			Graduation year 2013/2014			Graduation year 2015/2016		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
	percent			percent			percent		
Canada	79	75	83	77	73	81	88	85	90
Newfoundland and Labrador	80	78	83	90	89	91	94	93	95
Prince Edward Island	78	74	82	82	78	86	90	86	95
Nova Scotia	..	..	..	..	..	..	..	..	..
New Brunswick	86	82	85	85	81	88	93	91	96
Quebec	74	68	80	71	65	76	83	78	87
Ontario	81	77	85	79	75	84	92	90	95
Manitoba	82	79	85	81	79	84	89	87	91
Saskatchewan	78	76	81	78	75	82	87	85	90
Alberta	77	75	79	74	72	77	83	80	85
British Columbia	79	77	81	79	77	81	89	87	91
Yukon	..	..	..	..	..	..	..	..	..
Northwest Territories ⁵	55	50	60	..	..	..	..	..	..
Nunavut	..	..	..	..	..	..	..	..	..

.. not available for a specific reference period

1. It should be noted that comparisons of high school graduation rates between provinces and territories requires a nuanced interpretation as academic pathways, pass marks, subject requirements and the groups of students under consideration may differ from one province or territory to another.
2. The true-cohort methodology uses two cohorts of students that begin in Grade 10 ("Secondary 3" in Quebec) to calculate the high school graduation rate (see the "Definitions, sources and methodology" section in Indicator A2 for more details).
3. Cohort A comprises of students who entered Grade 10 ("Secondary 3" in Quebec) at the beginning of the 2013/2014 school year and graduated from Grade 12 ("Secondary 5" in Quebec) by the end of the 2015/2016 school year.
4. Cohort B (on-time) comprises of students who entered Grade 10 ("Secondary 3" in Quebec) at the beginning of the 2011/2012 school year and graduated from Grade 12 ("Secondary 5" in Quebec) by the end of the 2013/2014 school year. Cohort B (extended-time) includes Cohort B (on-time) students as well as students who took an extra two years to complete high school.
5. In the Northwest Territories, migration patterns often differ by age group and ethnicity which may affect the completion rates using this attrition rate methodology. Northwest Territories' Cohort B data was provided, however, because the attrition rate methodology is not suitable for this population it is not reported.

Note: Calculations were done using unrounded data.

Source: Council of Ministers of Education, Canada, *the true cohort high school graduation rate data collection (2017)*.

A3 Upper secondary graduation

Context

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

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

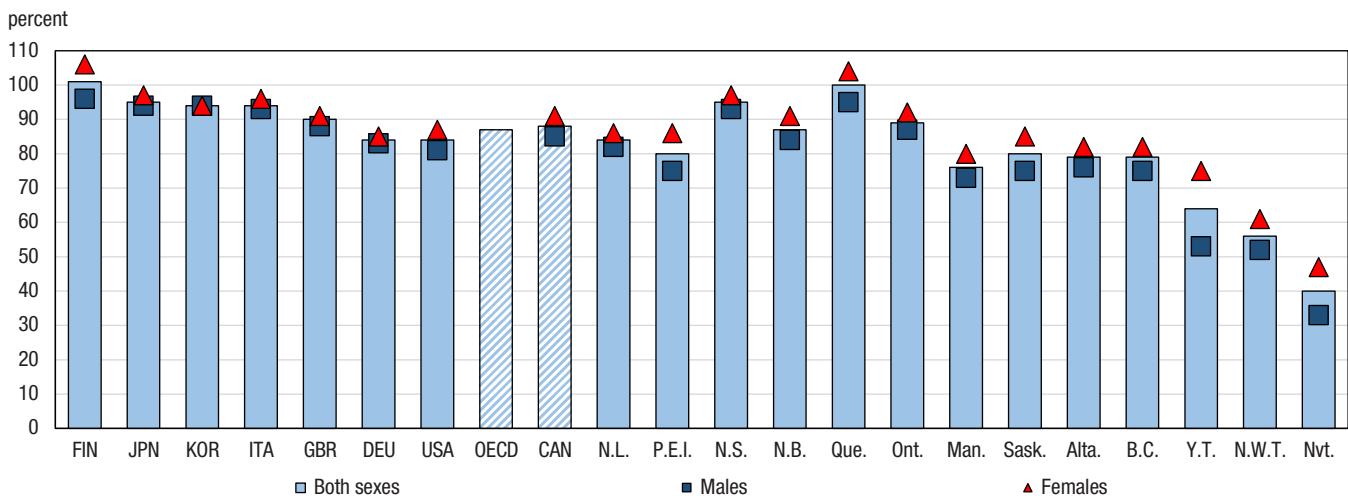
While upper secondary graduation rates calculate the proportion of the population that graduates high school over their lifetime, the on-time and extended graduation rates (A2) follows a group of Grade 10 students for either three or five years (true-cohort methodology) in public and private schools.

Observations

Employment rates by attainment

Chart A.3.1

Upper secondary graduation rates¹, by sex, OECD and selected countries, provinces and territories, 2015/2016



1. This rate reports the percentage of people who obtain a secondary-school qualification for the first time in their life during a given year, from public, private, and First Nation-operated schools, as a proportion of the population of the corresponding age. During a period when an unexpected number of people go back to school, this rate can be very high - even above 100%. Thus, this rate should be interpreted as the probability that an individual will graduate from secondary education during his or her lifetime, and should not be confused with a graduation rate as the term is generally used in Canada, which reports on how many students who enter a program complete it successfully.

Notes: The most recent data available for Canada and jurisdictions are for the 2015/2016 academic year. Countries other than Canada are ranked in descending order and include G7 countries. Data is not available for France. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. The OECD female and male upper secondary graduation rates are not available.

Sources: Table A.3.1 and *Education at a Glance 2018: OECD Indicators*.

Upper secondary graduation rates

- Canada's high school ("upper secondary") first time graduation rate was 88% in 2015/2016.¹ The majority of other OECD member countries reported graduation rates of at least 80%. Countries with higher graduation rates included Finland (101%), Japan (95%), Korea (94%), Italy (94%) and the United Kingdom (90%). Graduation rates for the United States (84%), Germany (84%) and the OECD average (87%) were both lower than that of Canada.
- Among the provinces and territories, the upper secondary graduation rates ranged from 40% in Nunavut to 100% in Quebec.

Graduation rates higher for females

- In Canada in 2015/2016, the upper secondary graduation rate for females was higher (91%) than that for males (85%). This pattern remained for all provinces and territories, notably in Yukon (22 percentage point difference), Nunavut (14 percentage point difference), Prince-Edward-Island (11 percentage point difference) and Saskatchewan (10 percentage point difference).
- This pattern was also observed in Finland, Japan, Italy, Germany, the United States and the United Kingdom. Korea was the only country whose graduation rate were the same for both males and females.

Definitions, sources and methodology

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

Upper secondary graduation rates

These rates are an estimation of the probability that an individual will graduate from high school during his or her lifetime, assuming that current conditions related to graduation all remain the same.²

Upper secondary graduation rates are the sum of graduation rates by age, and the latter are obtained by dividing graduates of a specific age by the population of the corresponding specific age. *Rates without duplication* only count individuals who had obtained, during a given year, a diploma at this level for the first time.³ In general, a graduate of upper secondary education is considered to have successfully completed the last year of education at this level, regardless of his or her age. Therefore, the upper secondary graduation rate could be affected by an unexpected number of people within a population who go back to school, this rate can be very high – even above 100%.

All data for Canada reflect the 2015/2016 school year; the OECD averages also reflect 2015/2016. Information for Canada was drawn from the Elementary-Secondary Education Survey (ESES), an administrative survey that collects data for public and private educational institutions from the provincial and territorial ministries/departments of education.⁴ To ensure comparability with other OECD countries, Statistics Canada added, for all provinces and territories (except Nova Scotia, for which data were estimated), the number of 2015/2016 graduates from private schools provided by provinces and territories at ESES collection. The number of graduates from First Nations band-operated schools (these data were obtained from Indigenous and Northern Affairs Canada), were also added to the number of public and private school graduates and included in the calculation of the upper secondary graduation

1. This rate reports on high school graduates, during a given year, from public, private, and First Nations band-operated schools as a proportion of the population of the corresponding age—a "population-based graduation rate". It provides an estimation of the probability that an individual will graduate from high school during his or her lifetime. Graduation rates are based on both the population and the current pattern of graduation, and are thus sensitive to any changes in the education system.

2. The methodology used to produce the numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; consequently, the numbers in this report may differ from those published by the provinces/territories.

3. In Canada, data on high school graduation is collected through the Elementary-Secondary Education Survey, which collects information on individuals who graduated at this level for the first time (unduplicated counts).

4. Data on graduations from some secondary programs are not uniformly available across the provinces/territories, and general education development (GED) credentials, adult basic upgrading and education, and graduation from adult school, which take place outside regular secondary school programs, are, in most instances, not included.

rates presented. Please note that Manitoba graduates from Adult Learning Centres in the province are not included in the graduation rate calculation.

For Indigenous and Northern Affairs Canada (INAC), prior to 2015/2016, funding recipient reports included automatically pre-filled graduation data for potential high school graduates, which led to inaccurate reporting results. As a result, this pre-filled data was removed from reports as of 2015/2016, contributing to a decrease in the reported graduation rate since then.

Population estimates used in the denominator of the graduation rate calculation cover the entire population, including Aboriginal people, as of January 1, 2016.

International data collection

The international figures used by the OECD are obtained from the UOE collection of statistical data on education, carried out jointly by three international organizations (UNESCO, the OECD, and Eurostat), and conducted in 2017 by the OECD.

Note: The corresponding OECD indicator is B3, Who is expected to graduate from upper secondary education?

Table A.3.1

Upper secondary graduation rates¹, by sex, OECD, Canada, provinces and territories, 2015/2016

	Total (unduplicated)			Share of graduates < 25 years old ³
	Both sexes, all ages ²	Males, all ages	Females, all ages	
	percent			
OECD average^{4,5}	87	..	..	81
Canada	88	85	91	83
Newfoundland and Labrador	84	82	86	100
Prince Edward Island	80	75	86	100
Nova Scotia	95	93	97	100
New Brunswick	87	84	91	99
Quebec	100	95	104	79
Ontario	89	87	92	97
Manitoba ^{6,7}	76	73	80	99
Saskatchewan ⁶	80	75	85	99
Alberta	79	76	82	99
British Columbia	79	75	82	98
Yukon	64	53	75	100
Northwest Territories	56	52	61	94
Nunavut	40	33	47	100

.. not available for a specific reference period

1. All graduation rates in this table are calculated according to the "net" methodology (see the "Definitions, sources and methodology" section in Indicator A3 for more details).

2. The sum of graduation rates by age, which are obtained by dividing graduates of a specific age by the population of the corresponding specific age.

3. Share of graduates under 25 years of age among the total population of graduates.

4. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed September 18, 2018).

5. The estimates submitted for Canada, to the OECD for its 2018 report reflect the 2015/2016 academic year and are included in the OECD's average figures for 2016.

6. For further information about inclusions and exclusions, please refer to "Definitions, sources and methodology" section for more details.

7. Manitoba graduates from Adult Learning Centres in the province are not included in the graduation rate calculation.

Notes: The methodology used to produce numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; as a result, the numbers in this table may differ from those published by the provinces/territories. In addition, please note that during a period when an unexpected number of people go back to school, this rate can be very high – even above 100%.

Sources: Statistics Canada: *Elementary-Secondary Education Survey (ESES)*; Indigenous and Northern Affairs Canada (INAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators* and Table 17-10-0005-01 (formerly CANSIM Table 051-0001).

A4 International students

Context

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

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

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

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

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

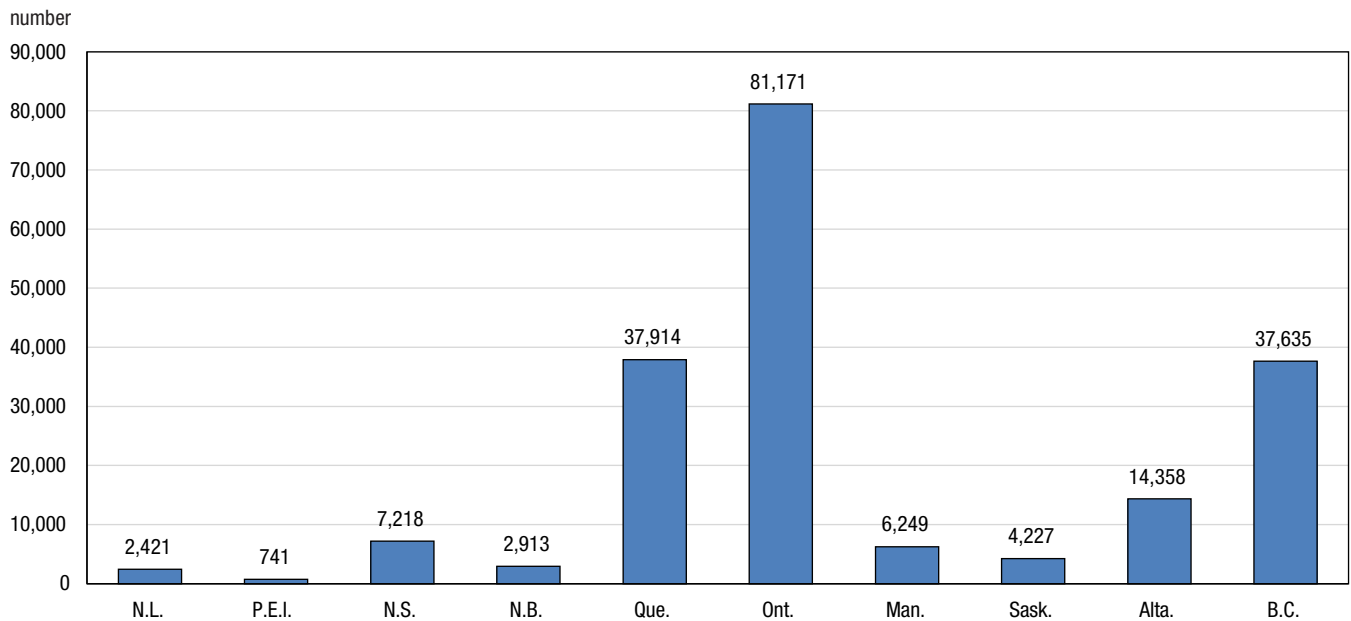
2. In Canada, universities are located in the 10 provinces; there are no universities in the territories.

Observations

International students in tertiary education

Chart A.4.1

Number of international students in tertiary education, by province,¹ 2015/2016



1. The total for Canada was 194,850 international students.

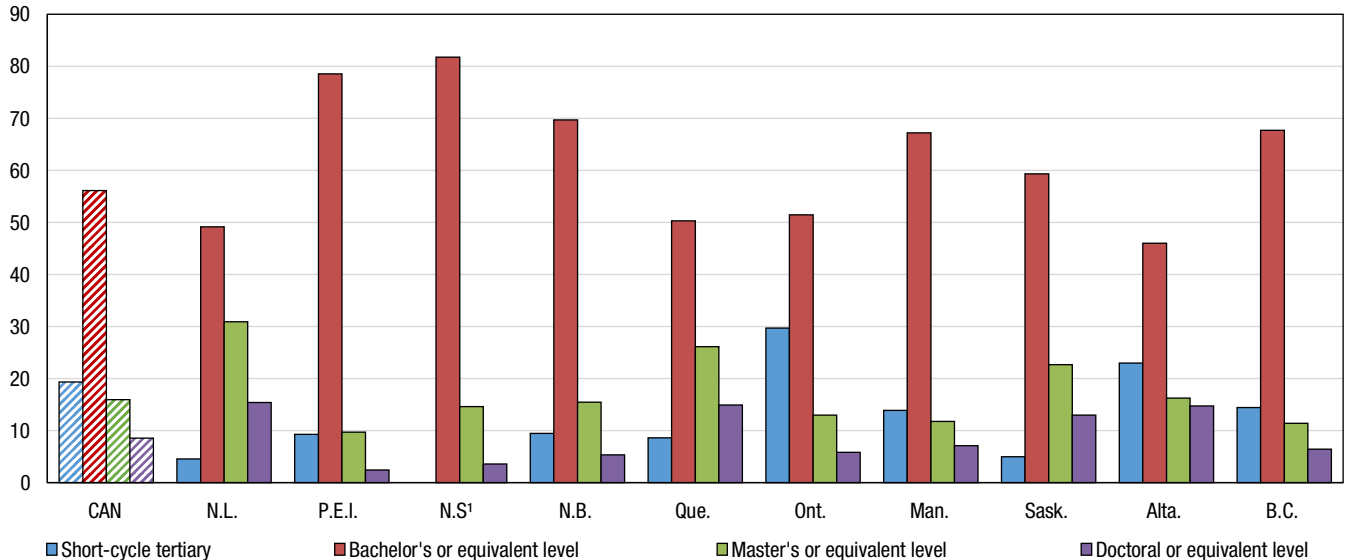
Source: Table A.4.2.

- In 2015/2016, there were 194,850 international students studying in Canada. Ontario attracted the largest proportion of international students (42%), followed by Quebec (20%) and British Columbia (19%).

Chart A.4.2

Distribution of international students in tertiary education, by level of education, Canada and provinces, 2015/2016

percent



1. Nova Scotia does not report information about international students at the short-cycle tertiary (college) level.

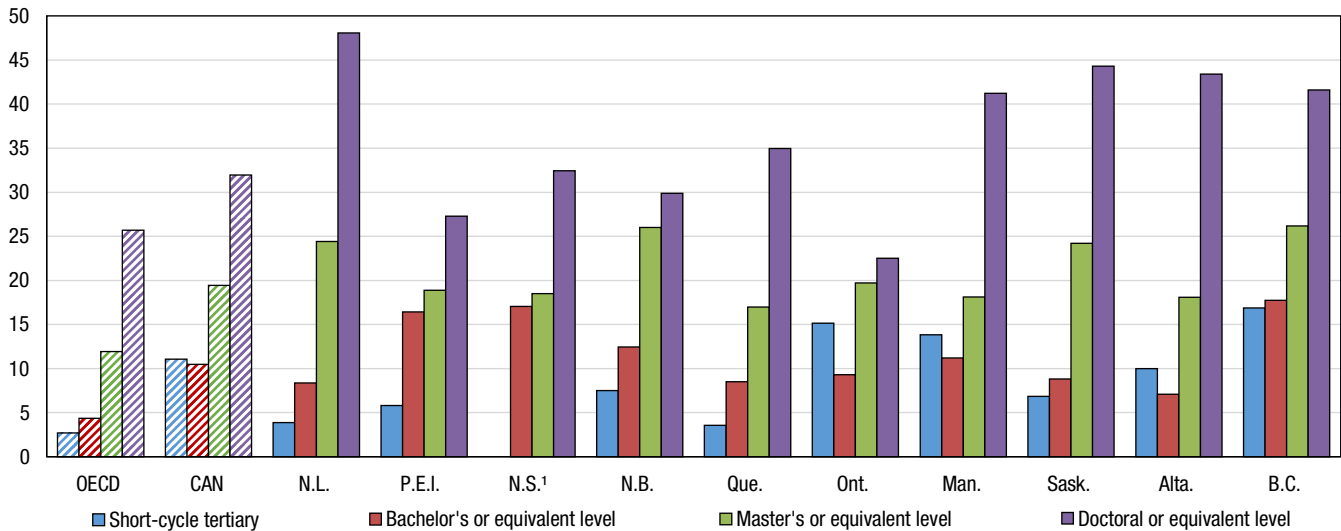
Note: The bars representing Canada are filled with a diagonal line pattern to make them easier to find.

Source: Table A.4.1.

- The majority of international students in tertiary education in Canada were registered in Bachelor's or equivalent level programs. This was true for every province.
- The proportion of international students registered at the short-cycle tertiary level (college) varied greatly by province; accounting for almost a third in Ontario (30%) to only 5% in Newfoundland and Labrador and Saskatchewan.

Chart A.4.3a
Proportion of international students among all tertiary enrolments, by level of education, OECD, Canada and provinces, 2015/2016

percent



1. Nova Scotia does not report information about international students at the short-cycle tertiary (college) level.

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

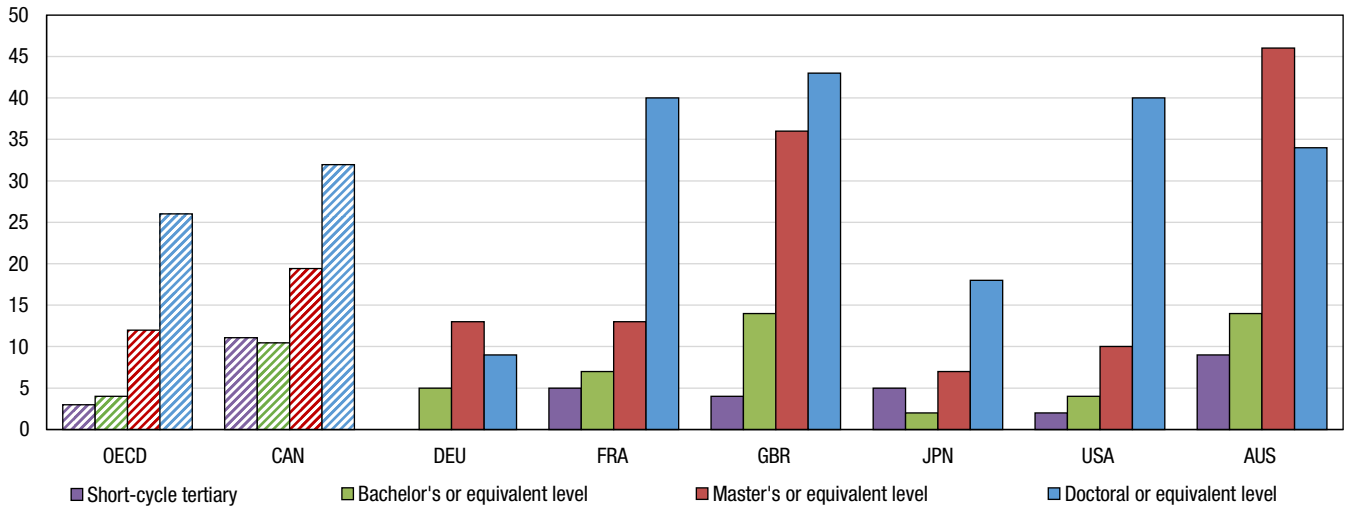
Sources: Table A.4.1 and *Education at a Glance 2018: OECD Indicators*.

- While the Canada figure for Doctoral or equivalent level programs (32%) is above the proportion observed for all OECD countries (26%) overall, there are variations across provinces, as this proportion ranges from 23% in Ontario to 48% in Newfoundland and Labrador.
- The percentage of international students rises with level of study at the university level (Bachelor's, Master's, and Doctoral levels).
- The highest proportions of international students at the college level were seen in British Columbia (17%), Ontario (15%) and Manitoba (14%), with all other provinces at or below 10%.

Chart A.4.3b

Proportion of international students among all tertiary enrolments, by level of education, OECD, G7¹ countries and Australia,² 2015/2016

percent



1. International student information was not available for Italy.

2. Australia is also shown as an example of a comparable English speaking country.

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

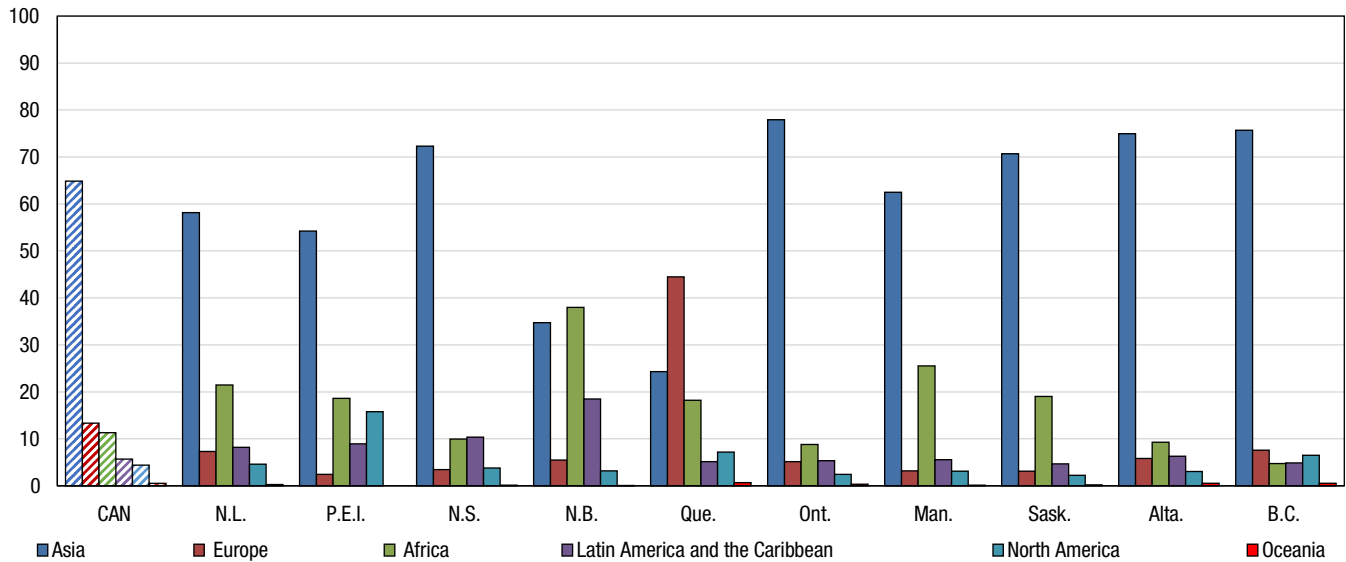
Sources: Table A.4.1 and *Education at a Glance 2018: OECD Indicators*.

- In comparison to other G7 countries, Canada had a higher proportion of international students than Germany and Japan at all education levels. The patterns for France, the United Kingdom and the United States were more similar to Canada's, except that they all had much higher proportions at the doctoral level, and also for the master's level in the United Kingdom.
- Australia, while not a G7 country is included for comparison because it also hosts large numbers of immigrants. In comparison to Canada, with the exception of short-cycle tertiary (college), Australia had higher proportions of international students at all levels of education, especially at the master's level where the proportion of international student (46%) exceeded all the G7 countries.

Chart A.4.4

Distribution of international students in tertiary education, by region of origin, Canada and provinces, 2015/2016

percent

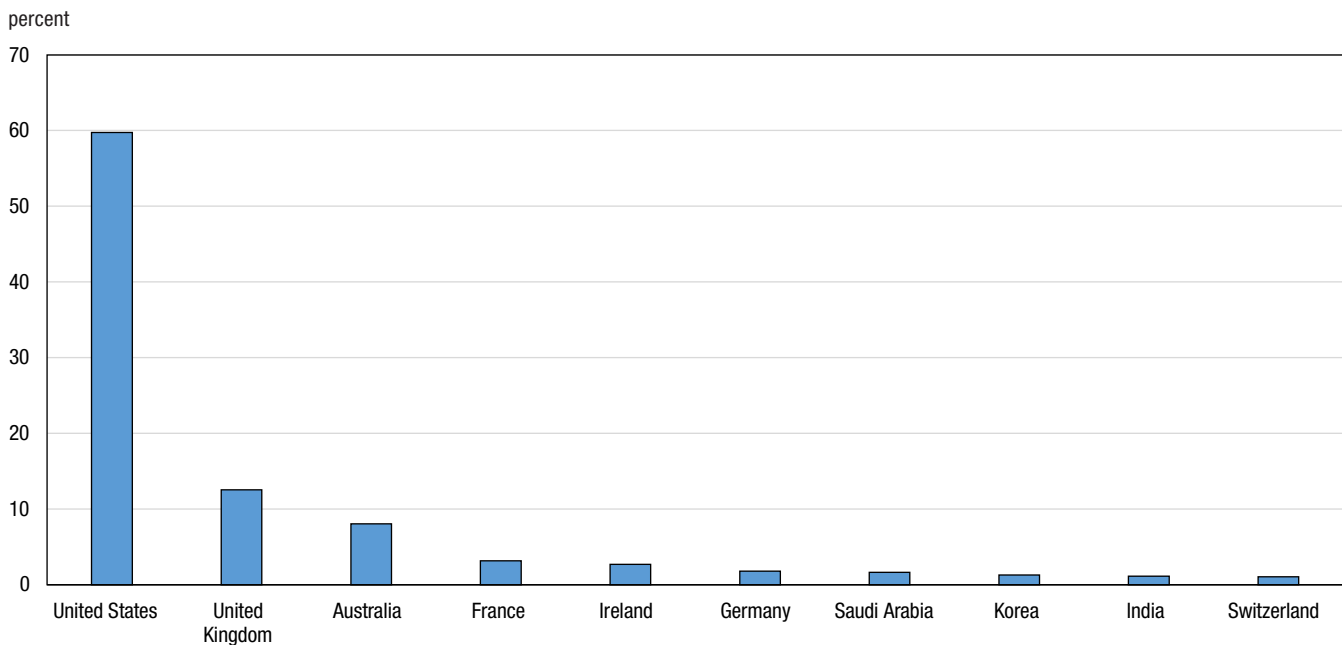


Notes: These proportions were calculated based on students for whom the country of origin was known (the "other" category [not reported origin] was excluded from the calculation). The bars representing Canada are filled with a diagonal line pattern to make them easier to find.

Source: Table A.4.2.

- The majority of international students in Canada were from Asia (65%). Asia was the largest source region for every province except New Brunswick and Quebec.
- In New Brunswick, the primary region of origin was Africa (38%), which was still close with Asia (35%).
- In Quebec, the largest source region was Europe (45%), followed by Asia (24%), then Africa (18%).
- Africa was the second highest source region in 6 provinces, in addition to being first in New Brunswick.

Chart A.4.5
Top 10 destination countries for Canadians studying abroad, 2015/2016



Source: *Education at a Glance 2018: OECD indicators*.

- In 2015/2016, the top destinations for Canadians who went abroad to study were the United States (60%), the United Kingdom (13%), Australia (8%), and France (3%).

Definitions, sources and methodology

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

International students are those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, the concept of “international students” includes non-permanent residents³, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as “offshore students”) as well as non-Canadian students studying via the Internet.

Foreign students correspond to a broader concept that includes students who are educated in a country for which they do not hold citizenship. In Canada, the concept of “foreign students” includes all “international students”, plus all students who are landed immigrant/permanent residents⁴.

The proportion of enrolment at a given education level by international students is obtained by dividing the number of students who are neither Canadian citizens nor permanent residents of Canada by the total number of students at that level, and multiplying this ratio by 100. The total number of students includes all individuals educated in Canada, whether they are Canadian citizens, permanent residents or foreign nationals as well as “off-shore students”, but it excludes all Canadian citizens and permanent residents who are educated abroad.

The Canadian data were drawn from Statistics Canada’s Postsecondary Student Information System (PSIS), which covers only public postsecondary institutions. Results for some jurisdictions rely in part on estimates made for non-responding institutions. Due to certain methodological adjustments that have been made to the PSIS collection tool to improve reporting and mapping to ISCED, comparisons of results with those from previous years should not be made.

3. “Non-permanent residents” are people from another country in Canada on Work or Study Permits or as refugee claimants and any non-Canadian-born family living with them.

4. A “permanent resident/landed immigrant” is a person who has been granted the right to live in Canada permanently by immigration authorities.

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

Note: The corresponding OECD indicator is B6, *What is the profile of internationally mobile students?*

Table A.4.1

International students in tertiary education and distribution of international enrolments, by level of tertiary education, Canada and provinces, 2015/2016

	International students ¹ as a percentage of all tertiary enrolment					Distribution of international students by level of tertiary education			
	Total tertiary	Short-cycle tertiary	Bachelor's or equivalent level	Master's or equivalent level	Doctoral or equivalent level	Short-cycle tertiary	Bachelor's or equivalent level	Master's or equivalent level	Doctoral or equivalent level
	percent					percent			
OECD total^{2,3}	5.7	2.7	4.3	11.9	25.7	..	..	..	..
Canada⁴	12.2	11.1	10.5	19.4	32.0	19.3	56.1	16.0	8.6
Newfoundland and Labrador	11.6	3.9	8.4	24.4	48.1	4.6	49.1	30.9	15.4
Prince Edward Island	14.3	5.7	16.4	18.6	29.0	9.2	78.7	9.4	2.7
Nova Scotia	15.2	..	17.0	18.5	32.5	..	81.8	14.6	3.6
New Brunswick	13.1	7.5	12.5	26.0	29.9	9.5	69.8	15.4	5.4
Quebec	9.7	3.5	8.5	17.0	35.0	8.7	50.3	26.1	14.9
Ontario	11.9	15.1	9.3	19.7	22.5	29.7	51.5	13.0	5.8
Manitoba	12.8	13.9	11.2	18.1	41.2	13.9	67.2	11.8	7.1
Saskatchewan	11.5	6.8	8.8	24.2	44.3	4.9	59.4	22.7	13.0
Alberta	10.0	10.0	7.1	18.1	43.4	23.0	46.0	16.3	14.7
British Columbia	19.0	16.9	17.7	26.2	41.6	14.4	67.7	11.4	6.5

.. not available for a specific reference period

1. International students are those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, international students are defined on the basis of their immigration status. Thus, international students include students who are not Canadian citizens nor permanent residents. This includes students who are in Canada with a study permit, students in Canada on another visa related to diplomatic, trade or other missions, and other non-Canadians with refugee or unknown status. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

2. The OECD total includes foreign students for seven countries.

3. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed September 11, 2018).

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

Sources: Statistics Canada, Postsecondary Student Information System (PSIS) and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

Table A.4.2
Distribution of international students¹ in tertiary education, by region of origin and selected countries of citizenship, Canada and provinces, 2015/2016

	Newfoundland and Labrador	Prince Edward Island	Nova Scotia	New Brunswick	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia	Canada ²
	number										
Africa	519	138	720	1,101	6,909	6,951	1,536	744	1,335	1,761	21,717
Nigeria	210	102	189	87	135	3,018	885	501	501	597	6,225
Morocco	3	0	30	96	990	210	39	0	9	27	1,401
Cameroon	15	3	27	165	702	195	12	18	54	27	1,221
Egypt	33	6	48	9	258	537	39	15	114	117	1,176
Tunisia	0	0	6	39	858	69	12	3	30	18	1,035
Ghana	54	9	63	21	45	369	81	81	105	111	942
Senegal	0	0	33	72	600	123	69	3	9	9	915
Ivory Coast	0	0	12	84	477	174	15	3	6	3	771
Kenya	9	3	27	6	48	234	69	18	72	189	672
Libya	57	3	39	9	165	216	12	24	36	42	600
Algeria	3	0	3	9	423	57	3	0	9	6	510
North America	111	117	273	93	2,712	1,941	189	87	441	2,415	8,382
United States of America	111	117	273	90	2,697	1,941	189	87	441	2,415	8,358
Latin America & Caribbean	198	66	747	537	1,944	4,218	333	183	906	1,824	10,959
Brazil	21	6	30	6	357	708	162	33	243	474	2,043
Mexico	21	3	33	12	354	537	42	27	195	426	1,650
Jamaica	12	6	33	15	18	531	42	33	78	123	891
Colombia	12	3	21	3	201	273	12	27	99	147	795
Venezuela	6	0	15	9	132	393	6	6	102	105	774
Trinidad and Tobago	0	3	9	387	12	246	3	0	12	27	705
Bahamas	6	48	252	3	12	171	6	0	6	21	522
Asia	1,407	402	5,211	1,008	9,204	61,698	3,762	2,766	10,749	28,125	124,326
China	675	285	3,069	456	3,684	31,626	2,187	1,524	5,772	14,814	64,086
India	159	15	360	87	1,401	15,357	429	360	1,584	4,959	24,705
Saudi Arabia	51	42	981	210	564	2,658	60	228	240	906	5,937
South Korea	42	9	75	12	282	2,727	123	45	474	1,323	5,109
Iran	105	0	51	66	966	1,023	162	126	591	645	3,735
Pakistan	72	6	48	24	321	1,263	165	135	252	402	2,688
Viet Nam	18	0	9	18	306	939	93	57	291	432	2,166
Bangladesh	153	6	180	30	216	768	144	99	219	276	2,085
Hong Kong	3	6	18	0	54	945	105	21	150	783	2,082
Japan	9	15	36	33	168	480	21	15	117	666	1,563
Taiwan	9	6	18	0	87	408	18	12	87	588	1,233
Malaysia	24	6	30	15	42	480	39	21	78	270	1,002
Turkey	9	3	39	0	201	480	15	0	30	180	960
Indonesia	9	0	9	3	21	309	21	3	45	402	825
Philippines	6	0	9	3	21	216	33	18	126	195	621
Lebanon	0	0	24	3	345	138	3	3	27	30	570
Europe	177	18	249	159	16,857	4,104	192	123	831	2,826	25,533
France	12	3	15	63	15,003	450	12	6	66	219	15,846
United Kingdom	27	3	51	27	198	606	12	18	141	549	1,635
Russian Federation	9	3	24	6	111	789	51	9	90	426	1,512
Germany	27	0	45	12	195	279	18	12	102	489	1,182
Ukraine	9	0	12	3	30	519	48	24	78	198	909
Italy	6	0	12	9	201	219	3	3	48	102	600
Oceania	6	0	9	3	270	282	9	9	78	195	861
Not Reported³	3	0	9	9	18	1,977	231	309	21	495	3,069
Total	2,421	741	7,218	2,913	37,914	81,171	6,249	4,227	14,358	37,635	194,850

0 true zero or a value rounded to zero.

1. International students are those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, international students are defined on the basis of their immigration status. Thus, international students include students who are not Canadian citizens nor permanent residents. This includes students who are in Canada with a study permit, students in Canada on another visa related to diplomatic, trade or other missions, and other non-Canadians with refugee or unknown status. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

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

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

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

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

A5 Transitions to the labour market

Context

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

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

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

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

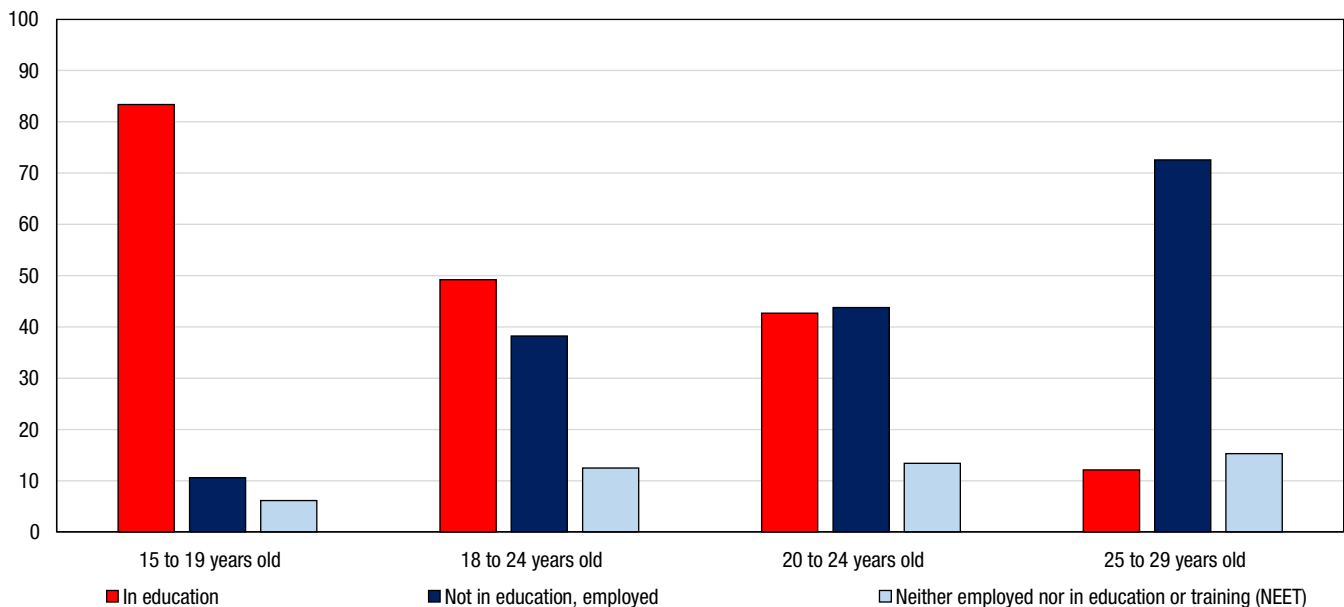
Observations

Young adults in education, not in education

Chart A.5.1

Portrait of the 15- to 29-year-old Canadian population by age group and education and employment status, 2018

percent

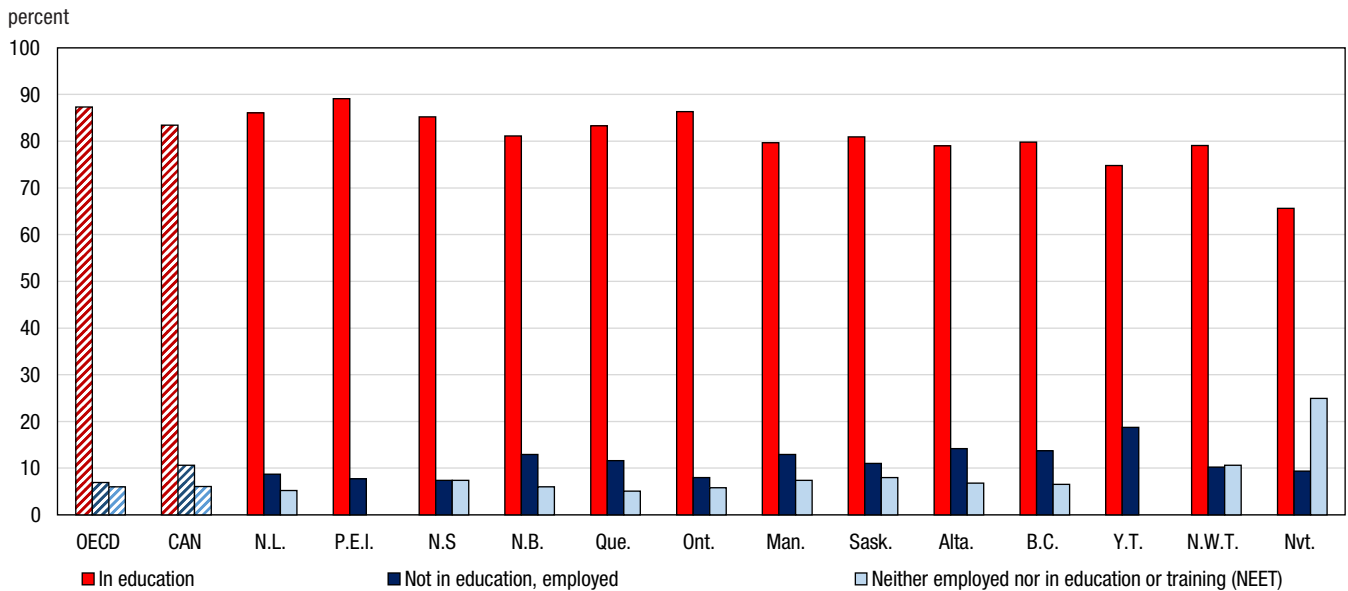


Source: Table A.5.1.

- In 2018, the majority of young Canadians aged 15 to 19 (83%) were in school. For young adults, a higher proportion of adults aged 18 to 24 were in school (49%) in comparison to those who had transitioned to the labour market and were employed (38%). Among adults aged 20 to 24, similar proportions were observed between those in school (43%) and those who were employed (44%). For those in the 25- to 29-year-old age group, most (73%) were no longer in school and were employed.
- In 2018, the proportion of young Canadians “not in education, employment or training” (NEET) was higher for those aged 25 to 29 years (15%) than for those aged 18 to 24 years (13%), 20 to 24 years (13%) or 15 to 19 years (6%).

Chart A.5.2.1

Distribution of the 15- to 19-year-old population by education and employment status, OECD, Canada, provinces and territories, 2018



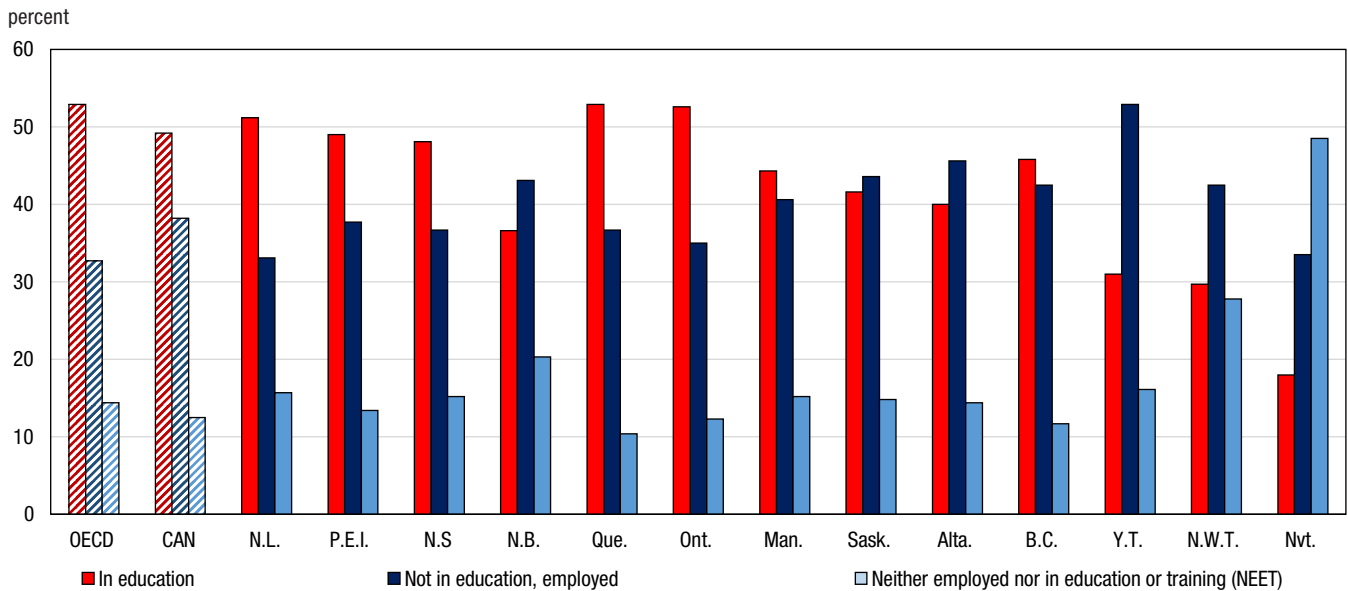
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table A.5.4 and *Education at a Glance 2018: OECD Indicators*.

- In 2018, the majority of young Canadians aged 15 to 19 years (83%) were still studying, similar to that of OECD (87%). Among the jurisdictions, this percentage varied from 66% in Nunavut to 89% in Prince Edward Island.
- Roughly one out of ten Canadians were no longer in education and employed (11%), 4 percent higher than the OECD average (7%). This proportion ranged from 7% in Nova Scotia to 19% in Yukon.

Chart A.5.2.2

Distribution of the 18- to 24-year-old population by education and employment status, OECD, Canada, provinces and territories, 2018



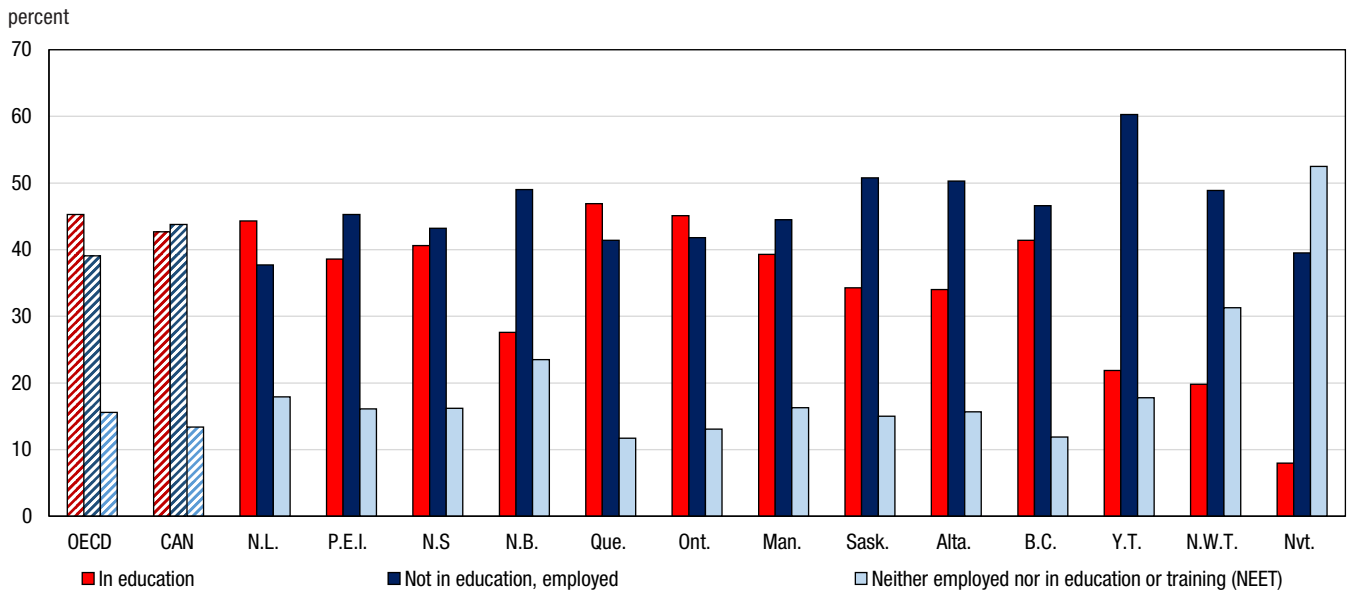
Note: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table A.5.4 and *Education at a Glance 2018: OECD Indicators*.

- At the national level, a larger proportion of young adults aged 18 to 24 were in school (49%) in comparison to those who had transitioned to the labour market and were employed (38%). According to the OECD average, a higher proportion of 18-24 year olds were in school (53%) in comparison to those were employed (33%). These percentages varied more widely at the provincial and territorial level.
- The proportion of young Canadians in education varied greatly among the provinces and territories, ranging from 18% in Nunavut to 53% in both Ontario and Quebec.
- Among young Canadians who had transitioned into the labour market and were employed, less variations among the provinces and territories were observed, ranging from 34% in Nunavut to 53% in Yukon.
- In Manitoba, Saskatchewan, Alberta and British Columbia, similar proportions of young adults were found among those in education and employed.
- The proportion of NEETs among 18- to 24-year-olds ranged from 10% in Quebec to 49% in Nunavut. The Canadian average was 13%, 1 percent less than the OECD average of 14%.

Chart A.5.2.3

Distribution of the 20- to 24-year-old population by education and employment status, OECD, Canada, provinces and territories, 2018



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

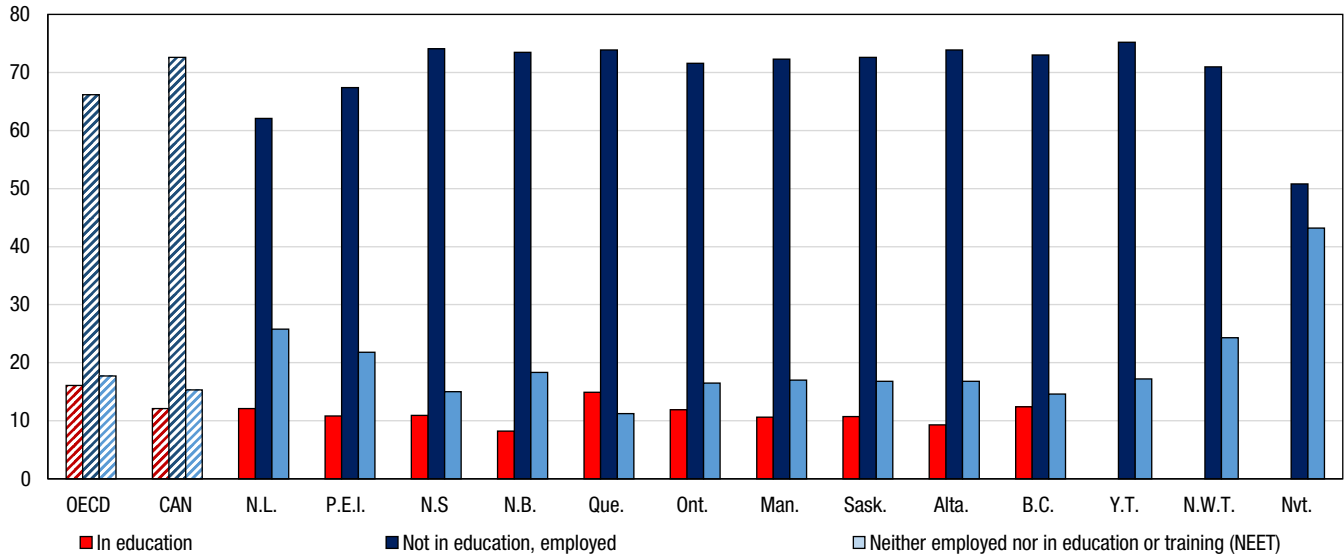
Sources: Table A.5.4 and *Education at a Glance 2018: OECD Indicators*.

- In 2018, a larger proportion of young Canadians aged 20 to 24 (44%) were no longer in school and were employed compared with the OECD average (39%). Among the jurisdictions, this proportion ranged from 38% Newfoundland to 60% in Yukon.
- The proportion of NEETs among 20- to 24-year-olds ranged from 12% in British Columbia and Quebec to 53% in Nunavut. The Canadian average was 13%, 3 percent less than the OECD average of 16%.
- For the NEET population aged 20 to 24, there was greater variation among the provinces and territories than for NEETs in the other age groups.

Chart A.5.2.4

Distribution of the 25- to 29-year-old population by education and employment status, OECD, Canada, provinces and territories, 2018

percent



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

Sources: Table A.5.4 and *Education at a Glance 2018: OECD Indicators*.

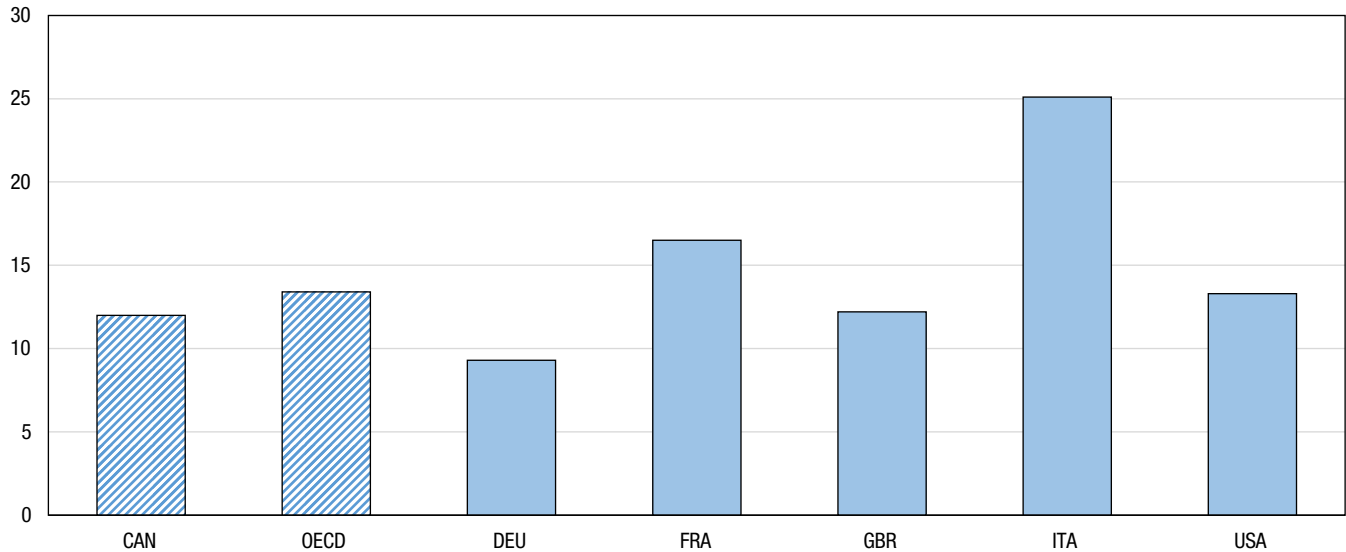
- In 2018, 12% of young Canadians aged 25 to 29 were in school whereas across the OECD countries, 16% were in school. Among the jurisdictions, this proportion ranged from 8% in New Brunswick to 15% in Quebec.
- The highest rate of young NEETs was observed in the 25-29 age group: the Canadian average was 15%. This trend was observed across all provinces except in Nova Scotia, New Brunswick and Quebec, where the highest rate of NEETs existed among the 20-24 age group.
- Similar to the Canadian average, OECD's 25 to 29 age group had the highest rate of NEET (18%), this average was 3% higher than the Canadian average.
- The proportion of young NEETs varied greatly among the provinces and territories ranging from 11% in Quebec to 43% in Nunavut.

Not employed, not in education (NEET)

Chart A.5.3

Distribution of the 15- to 29-year-old population not in education, unemployed or not in the labour force (NEET), OECD and G7 countries, 2018

percent



Notes: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Data for Japan is not available.

Sources: Table A.5.1, Table A.5.4 and *Education at a Glance 2018: OECD Indicators*.

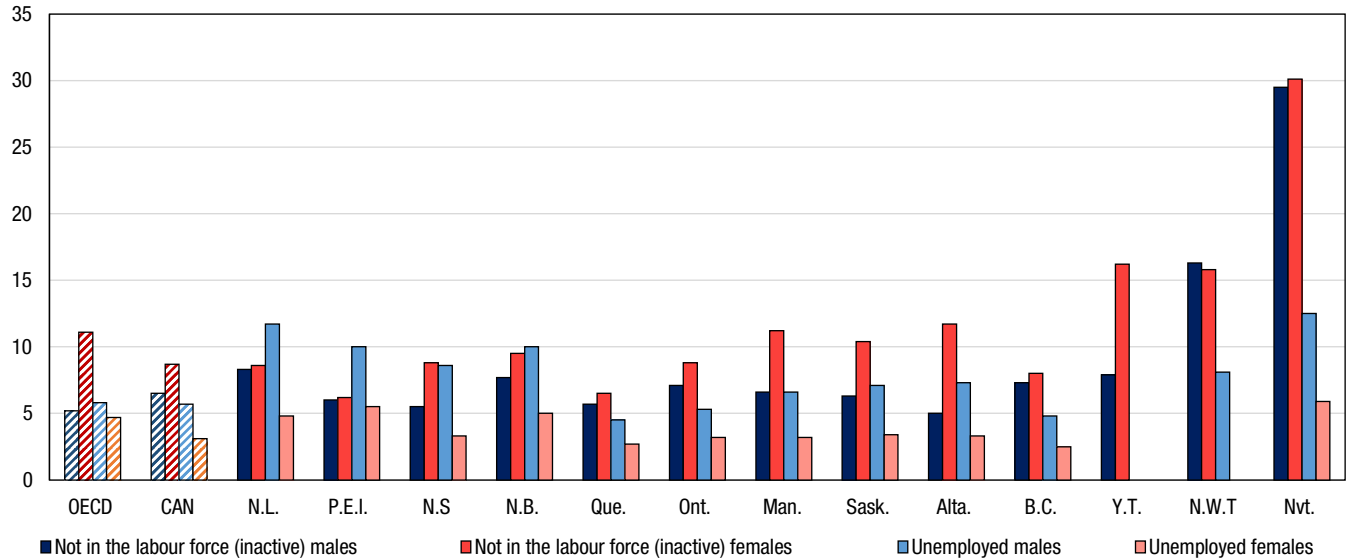
- In 2018, 12% of Canadians 15 to 29 years were not in education, employment or training (NEET), it is comparable to the OECD average of 13%. However, there is greater variability between the countries. Among the G7 countries, Italy had the highest rate of NEET (25%) while Germany had the lowest rate of NEETs (9%).

Not employed, not in education (NEET) by sex

Chart A.5.5.1

Distribution of the 15- to 29-year-old NEET population (not in education, unemployed or not in the labour force (inactive)), by sex, OECD, Canada, provinces and territories, 2018

percent



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

Sources: Table A.5.2 and *Education at a Glance 2018: OECD Indicators*.

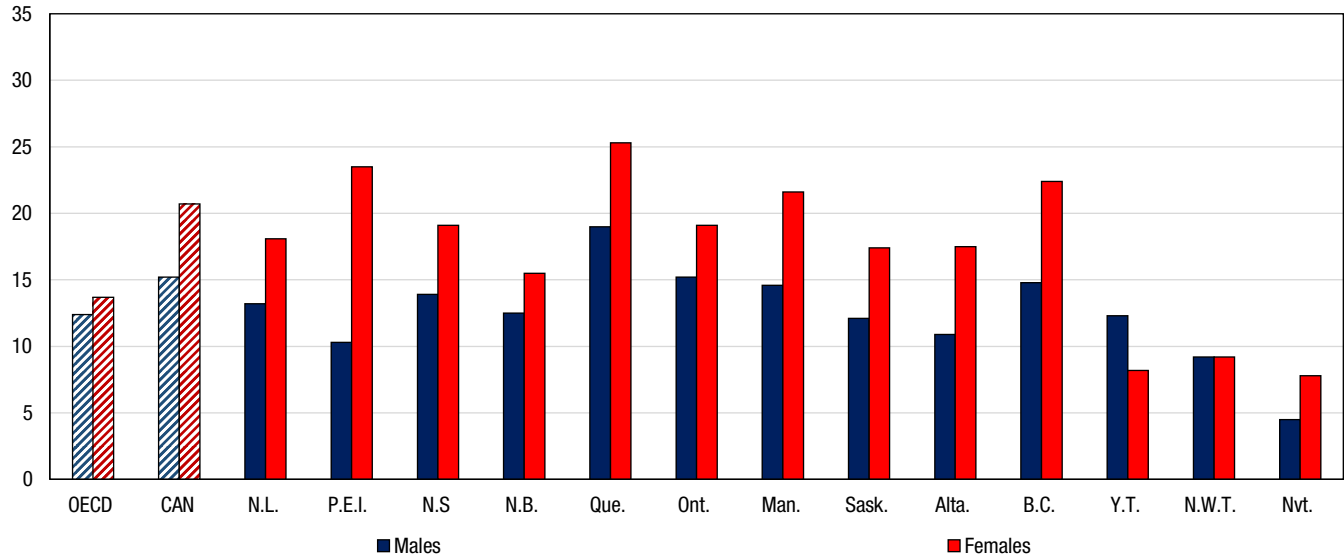
- In 2018, 12% of women and men in the 15-to-29 age group were not in education, employment or training (NEET) in Canada. At the Canadian average, a greater proportion of men (6%) than women (3%) were unemployed, whereas more women (9%) than men (7%) were not in the labour force. This trend was observed in all provinces and territories, with the exception of the Northwest Territories.
- A similar trend was observed across the OECD average where 6% of men and 5% of women were unemployed. There remains a significant difference between the proportion of women (11%) and men (5%) who were not in the labour force.
- The proportion of women and men who are not in the labour force, varied among the jurisdictions, ranging from 5% in Alberta to 30% in Nunavut for men, and 6% in Prince Edward Island to 30% in Nunavut for women.

Combining work and school

Chart A.5.6

Proportion of 15- to 29-year-old males and females in education who are employed, OECD, Canada, provinces and territories, 2018

percent



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

Sources: Table A.5.2 and Education at a Glance 2018: OECD Indicators.

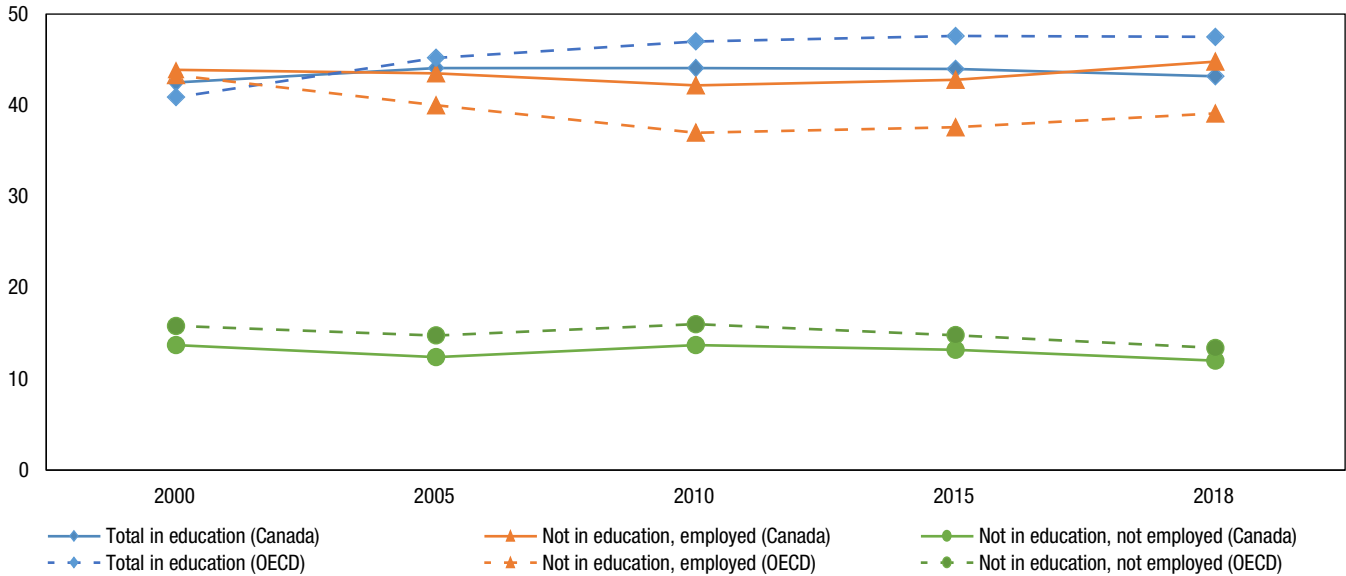
- In 2018, a greater proportion of women (21%) than men (15%) aged 15 to 29 years were working while in school in Canada.¹ This trend, which has persisted for several years, is observed in all provinces and as well as in the OECD average for women (14%) and men (12%).
- In contrast, Yukon had a greater proportion of men (12%) than women (8%) working at the same time they were in school.

1. This proportion is calculated by dividing the percentage of men (or women) in education and employed by the percentage of men (or women) in education, multiplied by 100.

Chart A.5.7

Trends in the proportion of 15- to 29-year olds in education and not in education, OECD and Canada, 2000, 2005, 2010, 2015 and 2018

percent



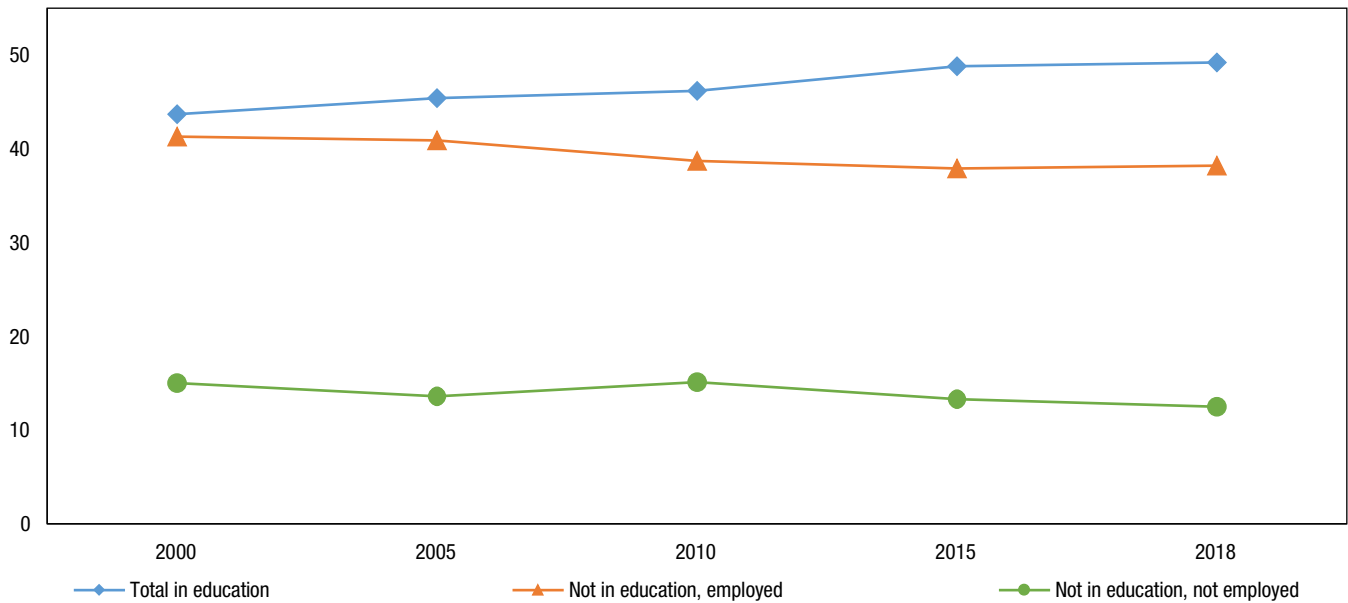
Sources: Table A.5.4 and *Education at a Glance 2018: OECD Indicators*.

- In both 2000 and 2018, the same proportion of 15- to 29-year olds (43%) in Canada were in education. Differences emerged from 2000 to 2018 for OECD, where in 2000, 41% of young adults were in education compared to 48% in 2018.
- A similar proportion of young Canadians were employed and no longer in education in 2018 (45%) in comparison to 2000 where 44% were. On average for OECD, less young adults (39%) were employed in 2018 in comparison to 2000, where 43% were employed and no longer in education.
- In addition, a smaller proportion of these young Canadians were no longer in education and not employed in 2018 (12%) in comparison to 2000 where 14% were.

Chart A.5.8

Trends in the proportion of 18- to 24-year olds in education and not in education, Canada, 2000, 2005, 2010, 2015 and 2018

percent

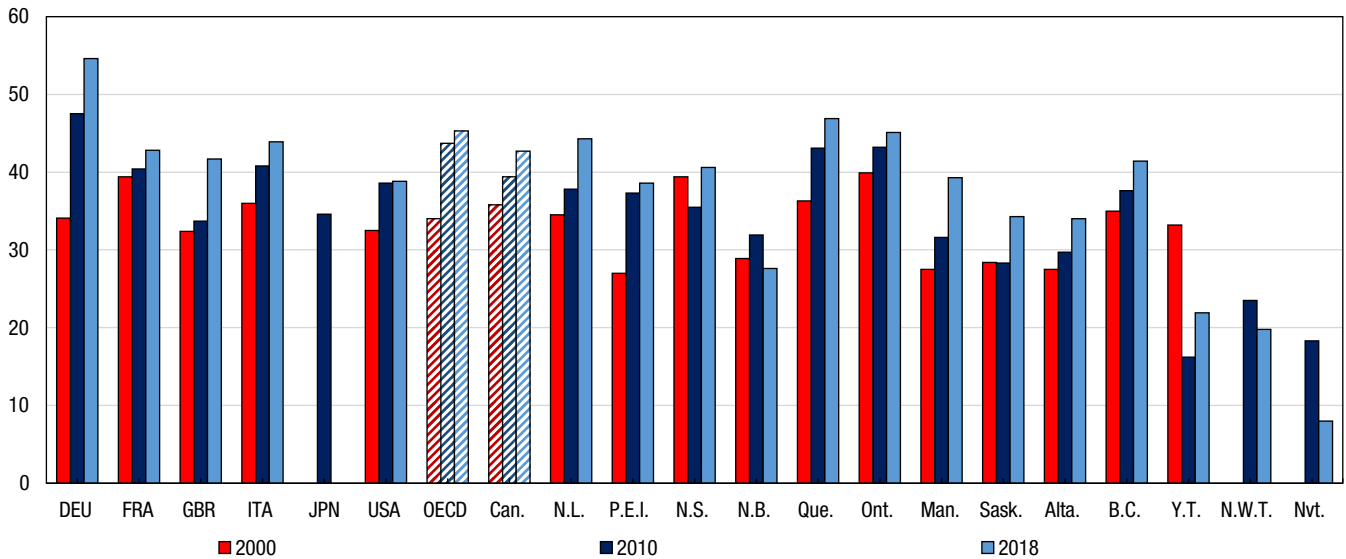
Sources: Table A.5.4 and *Education at a Glance 2018: OECD Indicators*.

- From 2000 to 2018, there has been an increase in the proportion of 18- to 24-year olds in Canada that are in school (44% in 2000, 49% in 2018).
- Less young Canadians (13%) found themselves without employment while they were no longer in education in 2018 in comparison to 2000 where 15% were not employed.

Chart A.5.9

Distribution of the 20- to 24-year-old population in education, OECD, G7 countries, provinces and territories, 2000, 2010 and 2018

percent



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

Sources: Table A.5.4 and *Education at a Glance 2018: OECD Indicators*.

- From 2000 to 2018, the proportion of young Canadians aged 20 to 24 in education increased by nearly 7 percentage points from 36% to 43%. In addition, the OECD saw an increase in the proportion of 20 to 24 year olds in school from 34% in 2000 to 45% in 2018 (11 percentage points).
- In the last 8 years, nearly all jurisdictions saw an increase in the proportions of young Canadians in school, with the exception of New Brunswick (-4 percentage points), the Northwest Territories (-4 percentage points) and Nunavut (-10 percentage points).
- From 2000 to 2018, Manitoba and Prince Edward Island saw the largest increase of nearly 12 percentage points in young adults aged 20 to 24 in school, followed by Quebec (+11 percentage points).
- In 2018, Canada and France (43%) follow behind the United States (39%) with the smallest proportion of 20-to-24 in education of G7 countries.

Definitions, sources and methodology

The indicator is calculated using cross-tabulations for the following variables: school attendance, labour force status, sex, age (15 to 29 overall; 15 to 19; 18 to 24; 20 to 24; and 25 to 29) and educational attainment (highest level of education attained). Individuals are categorized by their education status (in education or not in education) and their labour force status (employed, unemployed, or not in the labour force). Some historical data are also presented.

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

In addition to those who are employed, the total “not in education” portion of the 15- to 29-year-old population also includes those who are neither employed nor in education (or training). Such individuals are sometimes referred to as the “NEET” population. This captures a somewhat diverse group of young people in a number of possible situations. Some may be part of this group by choice, perhaps taking time off work and/or school to travel or to start families and care for their young children. Some might prefer to be working, but have abandoned the job search temporarily. These people would be seen as “not in the labour force”² as opposed to those who are seeking work but are unemployed. The group of people who are not in education and are either “unemployed” or “not in the labour force” is a population that could potentially be at risk for economic and social difficulties.

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

Note: The corresponding OECD indicator is A2, *Transition from school to work: Where are today’s youth?*

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

Table A.5.1
Percentage of 15-to 29-year-olds in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2018

	In education				Not in education				Total
	Employed ¹	Unemployed ²	Not in Labour Force ³	Total, in education	Employed ¹	Unemployed ²	Not in Labour Force ³	Total, Not in education	
	percent								
OECD average⁴									
15 to 29	13.0	1.8	32.7	47.5	39.1	5.3	8.1	52.5	100.0
15 to 19	14.5	3.0	70.3	87.3	6.9	2.1	3.9	12.7	100.0
18 to 24	16.8	2.3	33.8	52.9	32.7	6.0	8.4	47.1	100.0
20 to 24	16.0	2.1	27.3	45.3	39.1	6.7	8.9	54.7	100.0
25 to 29	9.1	1.0	6.1	16.1	66.2	6.8	10.9	83.9	100.0
Canada⁵									
15 to 29	17.9	2.0	23.3	43.2	44.8	4.4	7.6	56.8	100.0
15 to 19	28.1	4.9	50.4	83.4	10.6	2.3	3.8	16.6	100.0
18 to 24	22.6	2.0	24.7	49.2	38.2	5.1	7.4	50.8	100.0
20 to 24	21.1	1.3	20.4	42.7	43.8	5.3	8.1	57.3	100.0
25 to 29	6.9	0.4 ^E	4.9	12.1	72.6	5.2	10.1	87.9	100.0
Newfoundland and Labrador									
15 to 29	15.6	2.4 ^E	27.8	45.8	37.4	8.3	8.5	54.2	100.0
15 to 19	20.3	5.0 ^E	60.8	86.1	8.7 ^E	2.4 ^E	2.8 ^E	13.9	100.0
18 to 24	20.7	2.3 ^E	28.2	51.2	33.1	9.3	6.3 ^E	48.8	100.0
20 to 24	20.7	F	21.6	44.3	37.7	10.7 ^E	7.3 ^E	55.7	100.0
25 to 29	6.7 ^E	x	5.0 ^E	12.1	62.1	11.3 ^E	14.5	87.9	100.0
Prince Edward Island									
15 to 29	16.7	3.3 ^E	25.3	45.3	40.7	7.8	6.1	54.7	100.0
15 to 19	28.5	6.6 ^E	54.0	89.1	7.7 ^E	x	x	10.9 ^E	100.0
18 to 24	19.7	3.9 ^E	25.4	49.0	37.7	7.3 ^E	6.0 ^E	51.0	100.0
20 to 24	17.5	3.2 ^E	17.9	38.6	45.3	8.5 ^E	7.7 ^E	61.4	100.0
25 to 29	4.6 ^E	x	5.9 ^E	10.8 ^E	67.4	12.4 ^E	9.4 ^E	89.2	100.0
Nova Scotia									
15 to 29	16.5	3.2 ^E	23.6	43.3	43.5	6.0	7.1	56.7	100.0
15 to 19	23.6	8.4 ^E	53.2	85.2	7.4	3.1 ^E	4.3 ^E	14.8	100.0
18 to 24	21.5	2.2 ^E	24.4	48.1	36.7	8.2	7.1	51.9	100.0
20 to 24	20.6	F	18.5	40.6	43.2	9.0	7.2	59.4	100.0
25 to 29	6.6 ^E	x	3.9 ^E	10.9	74.1	5.5	9.5	89.1	100.0
New Brunswick									
15 to 29	14.0	1.8 ^E	22.4	38.1	45.7	7.6	8.6	61.9	100.0
15 to 19	27.1	4.4 ^E	49.7	81.1	12.9	3.8 ^E	2.2 ^E	18.9	100.0
18 to 24	13.2	1.8 ^E	21.6	36.6	43.1	9.7	10.6	63.4	100.0
20 to 24	10.1	x	16.5	27.6	49.0	10.1	13.4	72.4	100.0
25 to 29	5.4 ^E	x	F	8.2 ^E	73.5	8.6	9.8	91.8	100.0
Quebec									
15 to 29	22.1	2.3	20.4	44.9	45.5	3.6	6.1	55.1	100.0
15 to 19	32.1	5.5	45.7	83.3	11.6	2.3 ^E	2.8	16.7	100.0
18 to 24	29.9	2.6	20.4	52.9	36.7	4.0	6.4	47.1	100.0
20 to 24	27.6	1.8 ^E	17.6	46.9	41.4	4.1	7.5	53.1	100.0
25 to 29	10.0	F	4.4	14.9	73.9	4.1	7.2	85.1	100.0
Ontario									
15 to 29	17.1	2.0	25.9	45.0	42.8	4.3	7.9	55.0	100.0
15 to 19	28.4	5.0	52.9	86.3	8.0	2.2	3.6	13.7	100.0
18 to 24	21.2	2.0	29.4	52.6	35.0	4.9	7.5	47.4	100.0
20 to 24	19.4	1.2 ^E	24.5	45.1	41.8	5.1	8.1	54.9	100.0
25 to 29	5.9	F	5.8	11.9	71.6	5.3	11.3	88.1	100.0

Table A.5.1
Percentage of 15-to 29-year-olds in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2018

	In education				Not in education				Total
	Employed ¹	Unemployed ²	Not in Labour Force ³	Total, in education	Employed ¹	Unemployed ²	Not in Labour Force ³	Total, Not in education	
	percent								
Manitoba									
15 to 29	18.0	2.2	21.5	41.7	44.5	5.0	8.8	58.3	100.0
15 to 19	26.1	5.7	48.0	79.7	12.9	2.2 ^E	5.2	20.3	100.0
18 to 24	24.2	1.7	18.3	44.3	40.6	6.4	8.8	55.7	100.0
20 to 24	23.4	0.9 ^E	15.0	39.3	44.5	6.9	9.4	60.7	100.0
25 to 29	5.7	x	4.5	10.6	72.3	5.5	11.5	89.4	100.0
Saskatchewan									
15 to 29	14.6	1.5	23.1	39.2	47.2	5.3	8.3	60.8	100.0
15 to 19	25.8	3.8 ^E	51.3	80.9	11.0	2.3 ^E	5.7	19.1	100.0
18 to 24	16.6	1.1 ^E	23.9	41.6	43.6	6.7	8.1	58.4	100.0
20 to 24	14.3	0.9 ^E	19.1	34.3	50.8	7.1	7.8	65.7	100.0
25 to 29	6.1	x	4.4 ^E	10.7	72.6	6.1	10.7	89.3	100.0
Alberta									
15 to 29	14.1	2.2	20.5	36.8	49.5	5.4	8.3	63.2	100.0
15 to 19	21.2	5.4	52.4	79.0	14.2	2.5 ^F	4.4 ^E	21.0	100.0
18 to 24	18.6	1.7 ^E	19.6	40.0	45.6	6.6	7.9	60.0	100.0
20 to 24	18.4	1.5 ^E	14.1	34.0	50.3	7.0	8.8	66.0	100.0
25 to 29	5.6 ^E	x	3.2 ^E	9.3	73.9	6.0	10.8	90.7	100.0
British Columbia									
15 to 29	18.5	1.2	22.6	42.3	46.4	3.7	7.6	57.7	100.0
15 to 19	30.3	2.7 ^E	46.8	79.8	13.7	2.0 ^E	4.5	20.2	100.0
18 to 24	21.4	1.2 ^E	23.1	45.8	42.5	4.0	7.7	54.2	100.0
20 to 24	20.6	0.9 ^E	19.9	41.4	46.6	3.9	8.0	58.6	100.0
25 to 29	6.6	x	5.4	12.4	73.0	4.8	9.8	87.6	100.0
Yukon									
15 to 29	10.4	x	24.5	35.5	50.9	x	11.8	64.5	100.0
15 to 19	21.7	x	52.0	74.8	18.7 ^E	x	x	25.2 ^E	100.0
18 to 24	x	x	24.8	31.0	52.9	x	13.7 ^E	69.0	100.0
20 to 24	x	x	16.5 ^E	21.9 ^E	60.3	x	14.9 ^E	78.1	100.0
25 to 29	x	..	x	x	75.2	x	14.9 ^E	92.4	100.0
Northwest Territories									
15 to 29	9.2^E	x	21.8	32.4	45.5	6.1	16.1^E	67.6	100.0
15 to 19	21.7 ^E	x	53.6	79.1	10.2 ^E	x	9.9 ^E	20.9	100.0
18 to 24	6.2 ^E	x	23.0	29.7	42.5	8.2 ^E	19.5 ^E	70.3	100.0
20 to 24	x	x	13.3 ^E	19.8 ^E	48.9	10.7 ^E	20.6 ^E	80.2	100.0
25 to 29	x	..	x	x	71.0	6.8 ^F	17.5 ^E	95.3	100.0
Nunavut									
15 to 29	6.0	x	21.9	29.0	31.8	9.4	29.8	71.0	100.0
15 to 19	11.9	x	51.1	65.6	9.4 ^E	x	21.1	34.4	100.0
18 to 24	x	x	13.1	18.0	33.5	12.5	36.0	82.0	100.0
20 to 24	x	x	x	8.0 ^E	39.5	14.0	38.5	92.0	100.0
25 to 29	x	..	x	x	50.8	11.7	31.6	94.0	100.0

.. not available for a specific reference period

x suppressed to meet the confidentiality requirements of the Statistics Act

^E use with caution

^F too unreliable to be published

1. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)

2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.

3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.

4. The OECD data can be found at <http://stats.oecd.org/>, Education at a Glance Database (accessed on September 25, 2018).

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

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability. Due to rounding, sub-totals and totals may not match the sum of the individual values. Caution should be exercised in interpreting the ratios for the provinces and territories and differences in ratios between the provinces/territories and over time, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, small age-groups, or for cross-classified variables will be associated with larger variability.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), Education at a Glance 2018: OECD Indicators.

Table A.5.2

Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, OECD, Canada, provinces and territories, 2018

	In education				Not in education					
	Employed ¹	Unemployed ²	Not in labour force ³	Total, in education	NEETs (not in employment not in education or training)				Total, not in education	Total
					Employed ¹	Unemployed ²	Not in labour force ³	Sub-total, not employed ⁴		
percent										
OECD average⁵										
Both sexes	13.0	1.8	32.7	47.5	39.1	5.3	8.1	13.4	52.5	100.0
Males	12.4	1.8	32.1	46.2	42.8	5.8	5.2	11.0	53.8	100.0
Females	13.7	1.9	33.4	48.9	35.2	4.7	11.1	15.8	51.1	100.0
Canada⁶										
Both sexes	17.9	2.0	23.3	43.2	44.8	4.4	7.6	12.0	56.8	100.0
Males	15.2	2.1	23.6	40.9	46.9	5.7	6.5	12.2	59.1	100.0
Females	20.7	1.9	23.0	45.6	42.7	3.1	8.7	11.8	54.4	100.0
Newfoundland and Labrador										
Both sexes	15.6	2.4 ^F	27.8	45.8	37.4	8.3	8.5	16.8	54.2	100.0
Males	13.2	F	25.6	40.9	39.0	11.7	8.3	20.1	59.1	100.0
Females	18.1	2.7 ^E	30.2	51.0	35.7	4.8 ^E	8.6	13.3	49.0	100.0
Prince Edward Island										
Both sexes	16.7	3.3 ^F	25.3	45.3	40.7	7.8	6.1	13.9	54.7	100.0
Males	10.3	3.5 ^E	27.8	41.5	42.4	10.0	6.0 ^F	16.0	58.5	100.0
Females	23.5	3.2 ^F	22.7	49.4	38.9	5.5 ^E	6.2 ^F	11.7	50.6	100.0
Nova Scotia										
Both sexes	16.5	3.2 ^F	23.6	43.3	43.5	6.0	7.1	13.2	56.7	100.0
Males	13.9	3.2 ^F	25.3	42.4	43.5	8.6	5.5	14.1	57.6	100.0
Females	19.1	3.2 ^E	22.0	44.3	43.6	3.3 ^E	8.8	12.1	55.7	100.0
New Brunswick										
Both sexes	14.0	1.8 ^F	22.4	38.1	45.7	7.6	8.6	16.2	61.9	100.0
Males	12.5	2.1 ^F	21.9	36.6	45.7	10.0	7.7	17.7	63.4	100.0
Females	15.5	1.4 ^F	22.9	39.8	45.7	5.0	9.5	14.5	60.2	100.0
Quebec										
Both sexes	22.1	2.3	20.4	44.9	45.5	3.6	6.1	9.7	55.1	100.0
Males	19.0	2.3	20.1	41.4	48.4	4.5	5.7	10.2	58.6	100.0
Females	25.3	2.4	20.6	48.4	42.5	2.7	6.5	9.2	51.6	100.0
Ontario										
Both sexes	17.1	2.0	25.9	45.0	42.8	4.3	7.9	12.2	55.0	100.0
Males	15.2	2.0	26.2	43.4	44.1	5.3	7.1	12.5	56.6	100.0
Females	19.1	1.9	25.7	46.7	41.3	3.2	8.8	12.0	53.3	100.0
Manitoba										
Both sexes	18.0	2.2	21.5	41.7	44.5	5.0	8.8	13.8	58.3	100.0
Males	14.6	2.4	22.7	39.7	47.1	6.6	6.6	13.2	60.3	100.0
Females	21.6	2.0	20.1	43.7	41.9	3.2	11.2	14.4	56.3	100.0
Saskatchewan										
Both sexes	14.6	1.5	23.1	39.2	47.2	5.3	8.3	13.6	60.8	100.0
Males	12.1	1.8 ^F	24.2	38.0	48.6	7.1	6.3	13.4	62.0	100.0
Females	17.4	1.1 ^F	21.9	40.5	45.7	3.4	10.4	13.8	59.5	100.0
Alberta										
Both sexes	14.1	2.2	20.5	36.8	49.5	5.4	8.3	13.7	63.2	100.0
Males	10.9	2.4	20.9	34.2	53.4	7.3	5.0	12.4	65.8	100.0
Females	17.5	1.9 ^F	20.0	39.5	45.5	3.3	11.7	15.0	60.5	100.0
British Columbia										
Both sexes	18.5	1.2	22.6	42.3	46.4	3.7	7.6	11.3	57.7	100.0
Males	14.8	1.5 ^F	23.2	39.5	48.4	4.8	7.3	12.1	60.5	100.0
Females	22.4	0.9 ^F	21.9	45.3	44.2	2.5	8.0	10.5	54.7	100.0
Yukon										
Both sexes	10.4	x	24.5	35.5	50.9	x	11.8	13.6	64.5	100.0
Males	12.3 ^F	x	25.7	39.2	51.2	x	7.9 ^F	9.6 ^F	60.8	100.0
Females	8.2 ^F	..	23.1	31.3	50.5	x	16.2 ^F	18.2 ^F	68.7	100.0

Table A.5.2

Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, OECD, Canada, provinces and territories, 2018

	In education				Not in education					
	Employed ¹	Unemployed ²	Not in labour force ³	Total, in education	NEETs (not in employment not in education or training)				Total, not in education	Total
					Employed ¹	Unemployed ²	Not in labour force ³	Sub-total, not employed ⁴		
percent										
Northwest Territories										
Both sexes	9.2 ^E	x	21.8	32.4	45.5	6.1	16.1 ^F	22.1	67.6	100.0
Males	9.2 ^E	x	22.8	32.7	42.8	8.1 ^E	16.3 ^F	24.4	67.3	100.0
Females	9.2 ^E	x	20.8	32.0	47.9	x	15.8 ^F	20.0 ^F	68.0	100.0
Nunavut										
Both sexes	6.0	x	21.9	29.0	31.8	9.4	29.8	39.2	71.0	100.0
Males	4.5 ^F	x	19.3	24.8	33.1	12.5	29.5	42.1	75.2	100.0
Females	7.8 ^E	x	24.8	33.7	30.3	5.9	30.1	36.0	66.3	100.0

.. not available for a specific reference period

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

^E use with caution

^F too unreliable to be published

- Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)
- Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
- Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
- Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."

5. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed on September 25, 2018).

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

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability. Due to rounding, sub-totals and totals may not match the sum of the individual values. Caution should be exercised in interpreting the ratios for the provinces and territories and differences in ratios between the provinces/territories and over time, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, small age-groups, or for cross-classified variables will be associated with larger variability.

Sources: Statistics Canada, Labour Force Survey (LFS) and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

Table A.5.3

Percentage of 25- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, Canada, provinces and territories, 2018

	Not in education						Total
	Total, in education	Employed ¹	NEETs (not in employment, not in education or training)			Total, not in education	
			Unemployed ²	Not in labour force ³	Sub-total, not employed ⁴		
percent							
Canada⁵							
Total, all levels of education	12.1	72.6	5.2	10.1	15.3	87.9	100
Below upper secondary	3.4 ^E	53.7	7.9	35	42.9	96.6	100
Upper secondary and postsecondary non-tertiary	10.9	68.7	7.3	13.1	20.4	89.1	100
Tertiary	13.6	76.6	3.8	6	9.8	86.4	100
Newfoundland and Labrador							
Total, all levels of education	12.1	62.1	11.3^F	14.5	25.8	87.9	100
Below upper secondary	x	41.8 ^E	x	39.1 ^E	51.6 ^F	93.3	100
Upper secondary and postsecondary non-tertiary	F	51.4	16.3 ^F	23.5 ^E	39.8	91.2	100
Tertiary	14.5 ^F	70.6	8.3 ^F	6.6 ^E	14.8 ^F	85.5	100
Prince Edward Island							
Total, all levels of education	10.8^F	67.4	12.4^F	9.4^E	21.8	89.2	100
Below upper secondary	x	x	40.8 ^F	x	65.8 ^F	94.2	100
Upper secondary and postsecondary non-tertiary	F	53.5	21.8 ^F	14.6 ^E	36.4 ^F	89.9	100
Tertiary	11.6 ^F	76.8	5.8 ^F	F	11.7 ^F	88.4	100
Nova Scotia							
Total, all levels of education	10.9	74.1	5.5	9.5	15	89.1	100
Below upper secondary	x	50.2 ^E	F	29.5 ^E	44.1 ^F	94.3	100
Upper secondary and postsecondary non-tertiary	13.1 ^F	65.8	8.1 ^F	13 ^E	21.1	86.9	100
Tertiary	10.1 ^F	82	F	5.1 ^E	7.9 ^F	89.9	100
New Brunswick							
Total, all levels of education	8.2^E	73.5	8.6	9.8	18.3	91.8	100
Below upper secondary	..	36.6 ^E	F	33.4 ^E	63.4 ^F	100	100
Upper secondary and postsecondary non-tertiary	F	71.9	9.8 ^F	11.1 ^E	20.9	92.8	100
Tertiary	9.4 ^F	77.6	6.1 ^F	7 ^E	13 ^F	90.6	100
Quebec							
Total, all levels of education	14.9	73.9	4.1	7.2	11.2	85.1	100
Below upper secondary	F	58.2	9.6 ^F	27.3	37	95.2	100
Upper secondary and postsecondary non-tertiary	5.1 ^F	79	7.2 ^F	8.7	15.9	94.9	100
Tertiary	21.3	73.3	1.7 ^F	3.7 ^E	5.4 ^F	78.7	100
Ontario							
Total, all levels of education	11.9	71.6	5.3	11.3	16.5	88.1	100
Below upper secondary	F	44.3	5.4 ^F	47	52.4	96.7	100
Upper secondary and postsecondary non-tertiary	15.5	58.6	7.1	18.8	25.9	84.5	100
Tertiary	11	78.7	4.5	5.9	10.4	89	100
Manitoba							
Total, all levels of education	10.6	72.3	5.5	11.5	17	89.4	100
Below upper secondary	x	54.2	7.2 ^F	33.9	41.1	95.3	100
Upper secondary and postsecondary non-tertiary	11.2	68.2	7.6	13	20.6	88.8	100
Tertiary	11.2	79	3.4 ^F	6.4 ^E	9.8	88.8	100
Saskatchewan							
Total, all levels of education	10.7	72.6	6.1	10.7	16.8	89.3	100
Below upper secondary	x	45.7	10 ^F	41 ^E	51	96.7	100
Upper secondary and postsecondary non-tertiary	12.3	69	7.8	11	18.7	87.7	100
Tertiary	10.3	81.3	3.7 ^F	4.8 ^E	8.4 ^F	89.7	100
Alberta							
Total, all levels of education	9.3	73.9	6	10.8	16.8	90.7	100
Below upper secondary	..	65.7	x	29.4 ^E	34.3 ^F	100	100
Upper secondary and postsecondary non-tertiary	8.5 ^F	74.5	7.1 ^F	9.9	17	91.5	100
Tertiary	11.3 ^F	74.8	5.4 ^F	8.5 ^E	13.9	88.7	100
British Columbia							
Total, all levels of education	12.4	73	4.8	9.8	14.6	87.6	100
Below upper secondary	x	56	x	31 ^E	39.4 ^F	95.5	100
Upper secondary and postsecondary non-tertiary	10.9	73	6.6 ^F	9.6	16.1	89.1	100
Tertiary	14	74.5	3.4 ^F	8.1	11.5	86	100

Table A.5.3

Percentage of 25- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, Canada, provinces and territories, 2018

	Total, in education	Employed ¹	Not in education			Total, not in education	Total
			NEETs (not in employment, not in education or training)		Not in labour force ³		
			Unemployed ²	Sub-total, not employed ⁴			
			percent				
Yukon							
Total, all levels of education	x	75.2	x	14.9 ^E	17.2 ^E	92.4	100
Below upper secondary	..	x	x	x	x	100	100
Upper secondary and postsecondary non-tertiary	x	68.7	x	x	23.2 ^F	91.9	100
Tertiary	x	82.3	x	x	x	90.7	100
Northwest Territories							
Total, all levels of education	x	71	6.8 ^E	17.5 ^E	24.3 ^F	95.3	100
Below upper secondary	x	35 ^E	x	40.9 ^E	56.4	91.4	100
Upper secondary and postsecondary non-tertiary	x	73.6	x	15.6 ^E	22.2 ^F	95.8	100
Tertiary	x	93.8	x	x	x	97.6	100
Nunavut							
Total, all levels of education	x	50.8	11.7	31.6	43.2	94	100
Below upper secondary	x	31.9 ^E	17 ^E	49	66.1	98	100
Upper secondary and postsecondary non-tertiary	x	66.9	x	x	x	91.3	100
Tertiary	x	72.7	x	x	x	88.8	100

.. not available for a specific reference period

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

^E use with caution

^F too unreliable to be published

1. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)
2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
4. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."
5. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability. Due to rounding, sub-totals and totals may not match the sum of the individual values. Caution should be exercised in interpreting the ratios for the provinces and territories and differences in ratios between the provinces/territories and over time, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, small age-groups, or for cross-classified variables will be associated with larger variability.

Sources: Statistics Canada, Labour Force Survey (LFS) and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

Table A.5.4

Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2000, 2005, 2010, 2015 and 2018

	2000			2005			2010			2015			2018		
	In education		Not in education	In education		Not in education	In education		Not in education	In education		Not in education	In education		Not in education
	Total	Em- employed	Not em- employed ¹	Total	Em- employed	Not em- employed ¹	Total	Em- employed	Not em- employed ¹	Total	Em- employed	Not em- employed ¹	Total	Em- employed	Not em- employed ¹
	percent														
OECD average²															
15 to 29	40.9	43.3	15.8	45.2	40.0	14.8	47.0	37.0	16.0	47.6	37.6	14.8	47.5	39.1	13.4
15 to 19	80.0	11.0	9.0	84.0	8.3	7.8	85.8	14.2	7.9	87.4	6.6	6.7	87.3	6.9	5.9
18 to 24	..	..	..	..	..	..	..	..	..	..	..	..	52.9	32.7	14.5
20 to 24	34.0	47.9	18.1	40.4	42.4	17.2	43.7	37.3	19.0	45.1	37.7	17.2	45.3	39.1	15.6
25 to 29	11.4	68.5	20.0	13.6	67.5	18.9	15.0	64.4	20.5	15.9	64.4	19.7	16.1	66.2	17.7
Canada³															
15 to 29	42.5	43.9	13.7	44.1	43.5	12.4	44.1	42.2	13.7	44.0	42.8	13.2	43.2	44.8	12.0
15 to 19	80.6	11.2	8.2	80.3	12.7	7.0	81.5	10.2	8.3	83.0	10.3	6.8	83.4	10.6	6.0
18 to 24	43.7	41.3	15.0	45.4	40.9	13.6	46.2	38.7	15.1	48.8	37.9	13.3	49.2	38.2	12.5
20 to 24	35.8	48.5	15.7	39.2	46.4	14.4	39.4	45.1	15.6	41.6	44.0	14.4	42.7	43.8	13.4
25 to 29	10.6	72.2	17.2	12.4	71.8	15.8	12.8	70.2	16.9	12.8	69.5	17.7	12.1	72.6	15.3
Newfoundland and Labrador															
15 to 29	46.3	29.9	23.7	47.3	33.2	19.5	43.6	34.7	21.7	45.1	37.5	17.4	45.8	37.4	16.8
15 to 19	88.7	4.0 ^E	7.2 ^E	85.7	6.8 ^E	7.4	80.2	8.0 ^E	11.7	85.4	7.6 ^E	7.1 ^E	86.1	8.7 ^E	5.2 ^E
18 to 24	45.9	26.9	27.1	48.6	31.5	19.9	44.0	29.7	26.3	46.6	35.7	17.7	51.2	33.1	15.7
20 to 24	34.5	33.9	31.6	40.7	37.6	21.6	37.8	34.6	27.6	37.3	43.1	19.6	44.3	37.7	17.9
25 to 29	8.7 ^F	56.4	34.9	10.1 ^E	58.8	31.1	11.9	62.4	25.6	16.3	59.1	24.6	12.1	62.1	25.8
Prince Edward Island															
15 to 29	40.6	42.3	17.0	44.1	39.2	16.8	47.5	38.1	14.4	44.5	40.2	15.3	45.3	40.7	13.9
15 to 19	81.0	11.2	7.9 ^E	82.7	8.8 ^E	8.5 ^E	85.7	8.5 ^E	5.8 ^E	83.4	8.8 ^E	7.8 ^E	89.1	7.7 ^E	F
18 to 24	37.2	45.7	17.1	42.5	36.0	21.5	46.2	37.1	16.7	46.7	36.1	17.3	49.0	37.7	13.4
20 to 24	27.0	54.7	18.3	34.7	42.1	23.2	37.3	43.9	18.8	38.3	43.2	18.5	38.6	45.3	16.1
25 to 29	7.8 ^F	65.7	26.5	6.3 ^F	74.0	19.8 ^E	12.2 ^F	67.8	20.0	7.9 ^F	72.3	19.8	10.8 ^F	67.4	21.8
Nova Scotia															
15 to 29	45.1	40.3	14.6	43.3	41.0	15.8	43.5	41.0	15.6	42.6	44.0	13.4	43.3	43.5	13.2
15 to 19	82.9	9.1	8.0	79.3	12.1	8.5	83.2	8.1	8.7	81.7	9.0	9.2	85.2	7.4	7.4 ^E
18 to 24	48.1	35.6	16.3	42.8	40.9	16.3	43.5	37.4	19.1	43.7	42.1	14.2	48.1	36.7	15.2
20 to 24	39.4	42.7	17.9	35.7	46.2	18.1	35.5	44.4	20.1	36.9	49.9	13.1	40.6	43.2	16.2
25 to 29	11.2	70.6	18.2	10.6	68.0	21.4	9.2	72.8	17.9	12.6	69.9	17.5	10.9	74.1	15.0
New Brunswick															
15 to 29	39.6	41.6	18.9	42.1	42.4	15.5	42.6	42.3	15.1	40.4	43.0	16.6	38.1	45.7	16.2
15 to 19	82.9	9.7	7.4	79.1	12.5	8.4	84.8	8.3	7.0 ^E	83.9	8.2	7.9	81.1	12.9	6.0 ^E
18 to 24	38.2	39.9	21.8	41.5	41.2	17.2	42.4	39.3	18.3	39.7	41.4	19.0	36.6	43.1	20.3
20 to 24	28.9	46.4	24.7	35.2	46.6	18.2	31.9	48.0	20.0	29.3	50.2	20.5	27.6	49.0	23.5
25 to 29	5.8 ^F	69.3	24.9	10.0	69.8	20.1	8.4 ^F	72.8	18.8	8.7 ^E	70.4	21.0	8.2 ^F	73.5	18.3
Quebec															
15 to 29	42.4	41.1	16.5	42.1	44.4	13.5	45.0	41.2	13.8	46.7	39.7	13.6	44.9	45.5	9.7
15 to 19	78.7	10.9	10.4	78.0	13.7	8.2	77.4	12.5	10.1	81.7	11.2	7.2	83.3	11.6	5.1
18 to 24	43.9	37.8	18.3	43.8	41.1	15.1	48.0	37.3	14.6	52.4	33.7	13.8	52.9	36.7	10.4
20 to 24	36.3	44.4	19.2	38.2	46.0	15.8	43.1	42.4	14.5	47.4	37.9	14.8	46.9	41.4	11.7
25 to 29	11.3	68.7	19.9	13.7	70.3	16.0	15.8	67.4	16.8	16.9	65.3	17.8	14.9	73.9	11.2
Ontario															
15 to 29	43.7	44.4	11.8	47.2	41.0	11.8	47.1	38.8	14.1	46.5	40.4	13.0	45.0	42.8	12.2
15 to 19	82.2	9.8	8.0	82.8	10.5	6.6	84.2	7.8	8.0	86.0	8.1	5.9	86.3	8.0	5.8
18 to 24	48.5	39.2	12.3	51.5	35.8	12.7	50.8	33.2	15.9	53.4	33.9	12.7	52.6	35.0	12.3
20 to 24	39.9	47.5	12.6	44.9	41.5	13.6	43.2	39.6	17.2	45.3	40.5	14.2	45.1	41.8	13.1
25 to 29	10.0	75.1	14.8	12.6	72.1	15.3	13.3	69.6	17.1	12.2	69.5	18.2	11.9	71.6	16.5
Manitoba															
15 to 29	39.1	47.9	13.0	42.7	45.2	12.1	41.6	45.7	12.6	40.4	47.6	12.0	41.7	44.5	13.8
15 to 19	76.3	15.8	7.9	78.4	14.7	6.9	79.1	13.5	7.4	78.4	15.3	6.3	79.7	12.9	7.4
18 to 24	34.5	51.2	14.4	39.8	46.9	13.3	38.8	47.3	13.9	37.9	48.1	14.0	44.3	40.6	15.2
20 to 24	27.5	57.9	14.6	33.8	52.2	14.0	31.6	54.0	14.4	32.2	53.0	14.9	39.3	44.5	16.3
25 to 29	11.6	71.6	16.8	12.2	71.8	16.0	12.4	71.2	16.4	13.3	72.4	14.3	10.6	72.3	17.0

Table A.5.4

Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, OECD, Canada, provinces and territories, 2000, 2005, 2010, 2015 and 2018

	2000			2005			2010			2015			2018		
	In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Em- employed	Not em- employed ¹	Total	Em- employed	Not em- employed ¹	Total	Em- employed	Not em- employed ¹	Total	Em- employed	Not em- employed ¹	Total	Em- employed	Not em- employed ¹
	percent														
Saskatchewan															
15 to 29	41.2	45.3	13.5	40.9	47.7	11.4	38.9	49.0	12.0	37.3	49.9	12.8	39.2	47.2	13.6
15 to 19	77.7	14.4	7.9	77.1	14.9	8.0	78.4	14.6	7.0	78.4	15.1	6.4	80.9	11.0	8.0
18 to 24	35.9	47.7	16.3	35.4	51.0	13.6	35.3	51.0	13.6	38.1	48.1	13.8	41.6	43.6	14.8
20 to 24	28.4	54.2	17.4	29.8	56.9	13.3	28.3	57.5	14.2	31.2	53.1	15.7	34.3	50.8	15.0
25 to 29	9.7	74.0	16.3	9.7	76.9	13.4	10.9	74.3	14.8	10.5	74.3	15.2	10.7	72.6	16.8
Alberta															
15 to 29	37.9	50.2	11.8	39.5	50.1	10.4	36.1	51.8	12.1	35.6	52.6	11.9	36.8	49.5	13.7
15 to 19	75.5	17.3	7.2	76.8	18.1	5.1	80.0	12.1	7.9	81.2	13.3	5.4	79.0	14.2	6.8
18 to 24	32.7	54.8	12.5	37.1	51.5	11.4	36.1	51.5	12.5	37.3	50.7	11.9	40.0	45.6	14.4
20 to 24	27.5	60.3	12.3	31.3	56.5	12.2	29.7	59.0	11.3	28.6	58.3	13.1	34.0	50.3	15.7
25 to 29	11.0	73.0	16.0	11.6	74.7	13.6	7.5	76.4	16.1	9.3	75.4	15.3	9.3	73.9	16.8
British Columbia															
15 to 29	43.3	43.8	12.9	43.2	44.7	12.1	43.1	44.1	12.8	42.7	43.1	14.2	42.3	46.4	11.3
15 to 19	83.7	10.3	6.1	80.2	13.1	6.7	81.9	11.5	6.6	79.4	11.2	9.4	79.8	13.7	6.5
18 to 24	43.0	41.9	15.1	42.2	44.0	13.8	44.4	41.9	13.7	46.3	39.8	13.9	45.8	42.5	11.7
20 to 24	35.0	48.8	16.3	36.1	49.6	14.3	37.6	48.2	14.2	40.2	46.0	13.8	41.4	46.6	11.9
25 to 29	11.6	72.1	16.3	12.1	72.5	15.4	13.8	69.3	16.9	12.7	68.5	18.8	12.4	73.0	14.6
Yukon															
15 to 29	42.8	39.0	18.2	38.7	47.0	14.3	36.0	44.5	19.4	38.7	49.9	11.4	35.5	50.9	13.6
15 to 19	69.1	13.7 ^E	17.2	72.9	20.6	x	69.1	17.0 ^E	13.9 ^E	78.1	13.6 ^E	x	74.8	18.7 ^E	x
18 to 24	41.0	36.7	22.3	29.0	53.7	17.3	21.0 ^E	54.6	24.4 ^E	36.0	49.7	14.3 ^E	31.0	52.9	16.1 ^E
20 to 24	33.2 ^E	45.0	21.8	22.7 ^E	57.5	19.8 ^E	16.2 ^E	59.2	24.5 ^E	27.8 ^E	56.8	15.4 ^E	21.9 ^E	60.3	17.8 ^E
25 to 29	x	72.5	16.5 ^E	x	75.7	19.6 ^E	x	69.7	22.0 ^E	x	81.2	10.6 ^E	x	75.2	17.2 ^E
Northwest Territories															
15 to 29	..	..	..	34.4	46.3	19.3	39.3	40.4	20.3	39.0	43.3	17.8	32.4	45.5	22.1
15 to 19	..	..	..	73.8	10.7 ^E	15.5 ^E	76.8	8.0 ^E	15.2	75.9	11.1 ^E	13.0 ^E	79.1	10.2 ^E	10.6 ^E
18 to 24	..	..	..	28.7	46.1	25.3	35.2	38.7	26.1	39.2	38.2	22.6 ^E	29.7	42.5	27.8
20 to 24	..	..	..	16.5 ^E	56.6	26.9 ^E	23.5 ^E	50.3	26.1 ^E	31.1	46.9	22.0 ^E	19.8 ^E	48.9	31.3
25 to 29	..	..	..	F	75.5	16.6 ^E	8.0 ^E	71.1	20.9 ^E	8.7 ^E	72.8	18.5 ^E	x	71.0	24.3 ^E
Nunavut															
15 to 29	..	..	..	32.2	36.5	31.4	33.8	31.6	34.6	28.4	32.2	39.4	29.0	31.8	39.2
15 to 19	..	..	..	66.8	10.7 ^E	22.5	66.9	10.0	23.1	63.1	10.1	26.9	65.6	9.4 ^E	24.9
18 to 24	..	..	..	26.4 ^E	35.1	38.5	26.3	30.7	42.9	19.7	31.3	49.0	18.0	33.5	48.5
20 to 24	..	..	..	F	43.0	39.6	18.3	34.9	46.8	11.5 ^E	36.6	51.9	8.0 ^E	39.5	52.5
25 to 29	..	..	..	x	59.9	34.2	x	57.7	36.9	x	54.5	42.7	x	50.8	43.2

.. not available for a specific reference period

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

^E use with caution

F too unreliable to be published

1. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in labour force."

2. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed on September 25, 2018).

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

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability. Due to rounding, sub-totals and totals may not match the sum of the individual values. Caution should be exercised in interpreting the ratios for the provinces and territories and differences in ratios between the provinces/territories and over time, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, small age-groups, or for cross-classified variables will be associated with larger variability.

Sources: Statistics Canada, Labour Force Survey (LFS) and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

A6 Labour market outcomes

Context

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

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

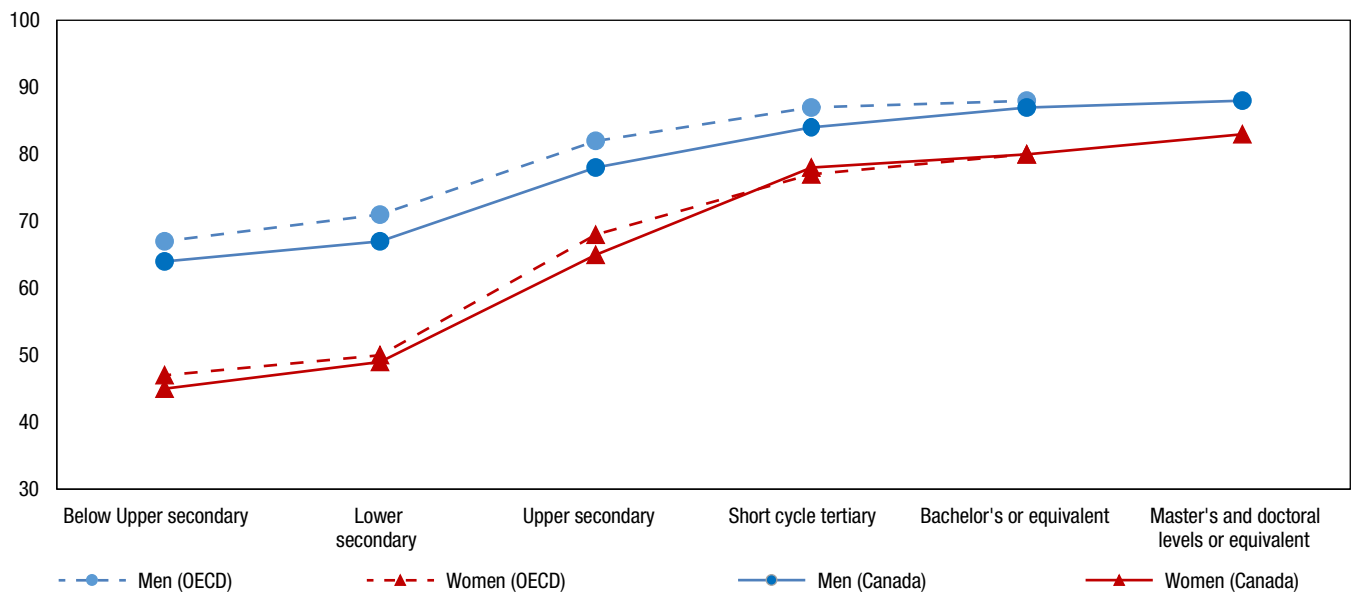
Observations

Employment rates by attainment

Chart A.6.1

Employment rates of 25- to 64-year-olds, by highest level of education attained and sex, OECD and Canada, 2017

percent



Note: OECD average is not available for combined master's and doctoral levels.

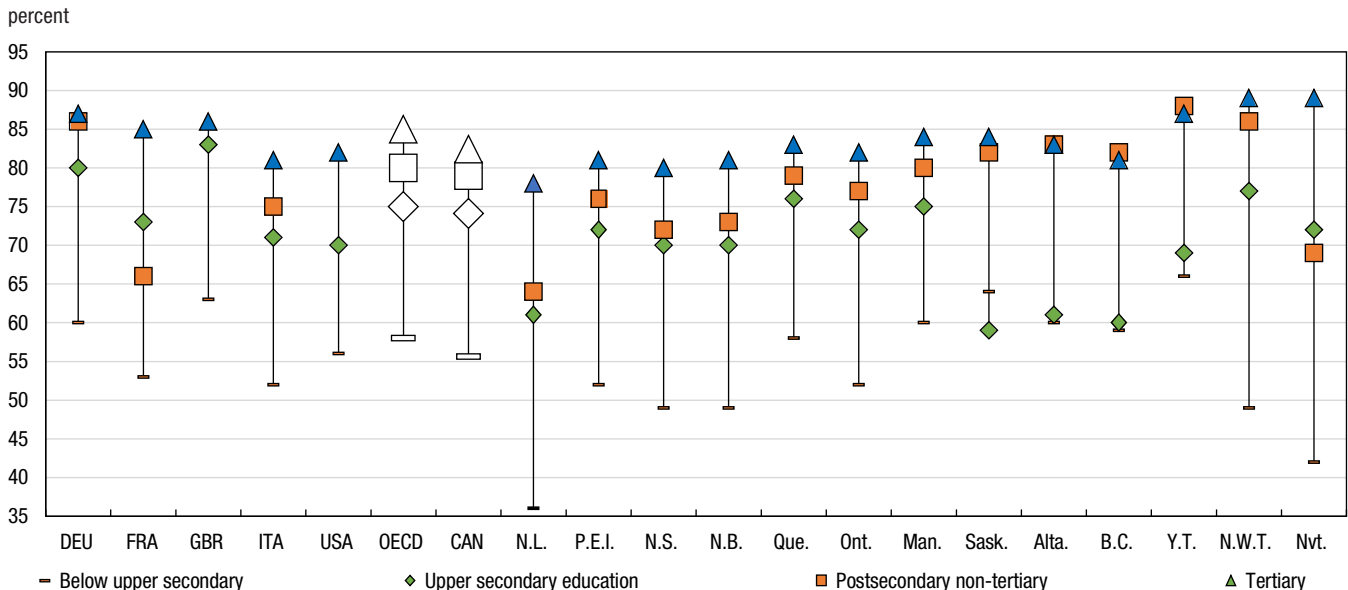
Sources: Table A.6.1, Table A.6.3.1 and *Education at a Glance 2018: OECD Indicators*.

- Employment rates rose with levels of educational attainment both in Canada and at the OECD average.
- In Canada and for the OECD average, women had consistently lower employment rates than men.
- This gender gap in employment rates in Canada was largest (19 percentage points) among those with the least education and smallest (7 percentage points) among the men and women with bachelor's or equivalent education.² This was also true at the OECD average, with a larger gap between men and women at the below upper secondary level (20 percentage points) and a smaller gap at the bachelor's or equivalent (8 percentage points).

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

2. The highest level of educational attainment for which comparable data for Canada and OECD are available.

Chart A.6.2
Employment rates of the 25- to 64-year-old population, by highest level of education attained, OECD, G7 countries, provinces and territories, 2017



Note: The markers representing Canada and the OECD are enlarged and without colour to make them easier to find.

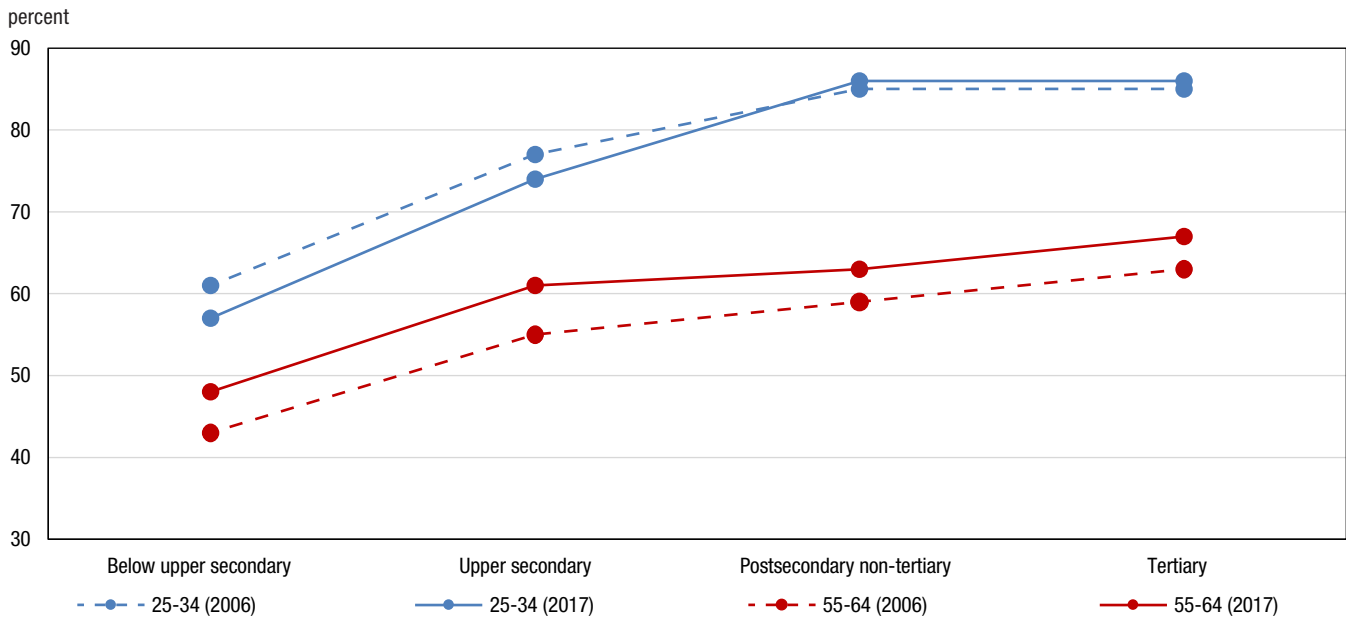
Sources: Table A.6.1, Table A.6.2. and *Education at a Glance 2018: OECD Indicators*.

- Employment rates also rose with levels of educational attainment across all provinces, territories, G7 countries and at the OECD average. However, the magnitude and the nature of the educational advantage varied among the Canadian jurisdictions.
- Although tertiary graduates generally had the highest employment rates in 2017, this was not true in Alberta, British Columbia and the Yukon, where those with postsecondary non-tertiary had equal to or higher employment rates.
- Employment rates for Canadians with tertiary education were comparable to those of G7 countries, with Canada's employment rate being slightly higher than Italy, but lower than that of France, Germany and the United Kingdom.
- Employment rates for Canadians with less than upper secondary education ranged widely across the country, from 36% in Newfoundland and Labrador to 69% in the Yukon.

Employment rates by attainment, 2006 and 2017

Chart A.6.3

Employment rates of the 25- to 34-year-old and 55- to 64-year-old population, by highest level of education attained, Canada, 2006 and 2017



Sources: Tables A.6.3.2, A.6.3.3 and *Education at a Glance 2018: OECD Indicators*.

- In 2017, 74% of young adults with upper secondary education were employed versus 77% for this same age group in 2006.
- This was not true for young adults with postsecondary non-tertiary or tertiary education, as between the two time periods, employment rates were more similar.
- In Canada, for 55-to 64-year-olds, the employment rate was higher in 2017 at every level of education than the rate observed in 2006 indicating that the older generation increasingly postponed retirement and continued working beyond age 55. For most of the OECD countries the employment rate did not change for this age group during the same time period.

Definitions, sources and methodology

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

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

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

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

Note: The corresponding OECD indicator is A3, *How does educational attainment affect participation in the labour market?*

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

Table A.6.1

Employment rates¹ of 25- to 64-year-olds, by highest level of education attained and sex, OECD, Canada, provinces and territories, 2017

	Pre-primary and primary	Lower secondary	Upper secondary education	Post-secondary non-tertiary ²	Short cycle tertiary	Bachelor's level or equivalent	Master's and doctoral levels or equivalent	All levels of education
	percent							
OECD averages³								
Both sexes	45	61	75	80	81	84	88	76
Men	57	71	82	85	87	88	91	82
Women	35	50	68	..	77	80	85	69
Canada⁴								
Both sexes	45	59	72	79	81	83	85	77
Men	55	67	78	82	84	87	88	81
Women	33	49	65	74	78	80	83	73
Newfoundland and Labrador								
Both sexes	27	41	59	64	74	84	84	65
Men	29	46	61	63	76	86	79	65
Women	23 ^E	36	57	64	72	82	87	65
Prince Edward Island								
Both sexes	44	54	71	76	78	83	85	75
Men	54	59	76	80	82	84	89	77
Women	26 ^E	48	65	66	75	82	83	72
Nova Scotia								
Both sexes	37	52	69	72	78	83	82	74
Men	42	59	73	70	79	85	86	75
Women	27 ^E	42	64	74	77	82	79	72
New Brunswick								
Both sexes	35	54	69	73	79	83	89	74
Men	41	56	74	72	81	86	92	76
Women	25	51	64	74	76	81	86	72
Quebec								
Both sexes	46	63	73	79	82	84	86	78
Men	53	69	79	81	85	85	87	81
Women	35	55	66	76	79	82	86	75
Ontario								
Both sexes	44	55	70	77	80	83	85	77
Men	56	63	76	80	84	88	88	81
Women	32	44	64	69	77	80	82	73
Manitoba								
Both sexes	52	62	75	80	83	85	87	79
Men	70	71	82	84	86	86	91	83
Women	29	47	68	74	80	83	83	74
Saskatchewan								
Both sexes	46	63	76	82	82	85	85	79
Men	65	70	82	85	88	89	91	83
Women	22 ^E	49	69	76	79	83	80	74
Alberta								
Both sexes	50	64	74	83	81	83	86	79
Men	67	72	81	85	87	88	91	84
Women	32	52	67	74	77	79	81	73
British Columbia								
Both sexes	51	63	73	82	79	82	84	78
Men	56	71	80	84	82	86	86	82
Women	44	52	66	75	78	80	83	74
Yukon								
Both sexes	x	68	84	88	83	90	90	85
Men	x	75	84	90	87	91	93	87
Women	x	56	83	85	82	89	88	83
Northwest Territories								
Both sexes	40 ^E	51	73	86	85	91	96	77
Men	43 ^E	51	75	86	87	92	96	77
Women	x	52	72	84	84	90	95	78

Table A.6.1

Employment rates¹ of 25- to 64-year-olds, by highest level of education attained and sex, OECD, Canada, provinces and territories, 2017

	Pre-primary and primary	Lower secondary	Upper secondary education	Post-secondary non-tertiary ²	Short cycle tertiary	Bachelor's level or equivalent	Master's and doctoral levels or equivalent	All levels of education
	percent							
Nunavut								
Both sexes	35	45	73	69	76	93	94	64
Men	34 ^E	45	82	68	78	97	99	65
Women	35	45	63	x	74	91	91	62

.. not available for a specific reference period

x suppressed to meet the confidentiality requirements of the Statistics Act

^E use with caution

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

2. Trade certificates or diplomas from a vocational school or apprenticeship training.

3. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed September 17, 2018).

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

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

Table A.6.2

Trends in employment rates¹ of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, OECD, Canada, provinces and territories, 2005, 2006, 2010, 2016 and 2017

	Age 25 to 64					Age 25 to 34					Age 55 to 64				
	2005	2006	2010	2016	2017	2005	2006	2010	2016	2017	2005	2006	2010	2016	2017
	percent					percent					percent				
OECD average²															
Below upper secondary	56	57	54	56	57	61	63	57	59	59	38	39	39	44	45
Upper secondary and postsecondary non-tertiary	75	76	73	75	76	77	79	75	76	77	50	51	52	58	60
Tertiary	84	85	83	84	85	85	86	83	83	84	66	66	67	72	73
Canada³															
Below upper secondary	56	57	55	55	56	62	61	58	57	57	41	43	43	47	48
Upper secondary and postsecondary non-tertiary	76	76	74	74	74	80	80	77	76	78	57	57	58	61	61
Tertiary	82	83	81	82	82	85	85	84	85	86	62	63	65	67	67
Newfoundland and Labrador															
Below upper secondary	36	37	38	41	36	39	35	42	49	39	26	29	31	34	33
Upper secondary and postsecondary non-tertiary	64	65	64	65	61	65	65	67	67	64	43	45	45	50	48
Tertiary	77	77	76	77	78	79	82	80	80	82	50	49	48	55	55
Prince Edward Island															
Below upper secondary	60	55	54	52	52	62	61	55	57	50	49	40	43	48	49
Upper secondary and postsecondary non-tertiary	72	74	71	71	72	76	78	72	72	72	56	59	59	62	62
Tertiary	83	82	82	80	81	88	84	83	86	87	58	59	63	62	63
Nova Scotia															
Below upper secondary	50	48	51	50	49	55	56	52	52	54	35	35	40	44	41
Upper secondary and postsecondary non-tertiary	73	71	70	68	70	77	73	72	71	74	51	51	55	55	57
Tertiary	80	80	81	81	80	85	86	85	85	84	54	54	61	63	63
New Brunswick															
Below upper secondary	46	46	51	46	49	46	47	48	44	52	33	33	40	43	46
Upper secondary and postsecondary non-tertiary	72	73	71	70	70	76	78	71	72	72	51	51	55	56	59
Tertiary	80	81	81	81	81	87	87	87	86	86	52	56	58	62	60
Quebec															
Below upper secondary	52	53	54	54	58	59	58	60	57	59	36	39	40	45	51
Upper secondary and postsecondary non-tertiary	74	73	72	75	76	79	80	78	80	84	51	49	52	60	59
Tertiary	81	82	82	83	83	84	85	85	87	87	55	55	59	62	64
Ontario															
Below upper secondary	58	58	53	53	52	63	61	53	55	52	44	44	41	47	45
Upper secondary and postsecondary non-tertiary	77	76	73	71	72	80	78	75	73	73	59	59	59	60	61
Tertiary	83	83	81	82	82	85	86	84	85	85	65	65	67	69	69
Manitoba															
Below upper secondary	63	63	64	60	60	59	60	59	56	56	51	52	56	59	59
Upper secondary and postsecondary non-tertiary	81	81	81	76	77	81	82	82	78	79	63	63	66	63	63
Tertiary	86	85	85	84	84	89	88	86	85	87	66	66	70	69	68

Table A.6.2

Trends in employment rates¹ of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, OECD, Canada, provinces and territories, 2005, 2006, 2010, 2016 and 2017

	Age 25 to 64					Age 25 to 34					Age 55 to 64				
	2005	2006	2010	2016	2017	2005	2006	2010	2016	2017	2005	2006	2010	2016	2017
	percent					percent					percent				
Saskatchewan															
Below upper secondary	63	66	65	64	59	61	63	63	59	50	51	57	59	61	60
Upper secondary and postsecondary non-tertiary	82	82	82	79	79	81	83	82	81	80	62	64	70	67	68
Tertiary	85	85	86	84	84	87	88	88	87	87	69	68	73	69	69
Alberta															
Below upper secondary	68	71	65	60	61	73	69	64	60	65	54	60	55	54	52
Upper secondary and postsecondary non-tertiary	82	83	80	77	77	84	85	81	77	78	68	68	65	66	67
Tertiary	84	85	82	82	83	85	86	84	86	85	71	71	72	69	70
British Columbia															
Below upper secondary	59	59	57	59	60	67	64	61	62	65	39	41	45	49	49
Upper secondary and postsecondary non-tertiary	75	76	74	74	76	79	81	78	77	81	57	56	58	62	63
Tertiary	80	80	79	80	81	84	83	81	84	86	62	63	63	68	67
Yukon															
Below upper secondary	56	62	52	66	69	x	70	51 ^E	67	57	43 ^E	44 ^F	48	57	69
Upper secondary and postsecondary non-tertiary	83	84	76	84	86	81	84	76	83	79	75	79	66	78	81
Tertiary	88	89	85	86	87	91	92	84	91	93	74	77	77	72	71
Northwest Territories															
Below upper secondary	62	63	48	59	49	58	67	41	62	44	58	53	48	55	43
Upper secondary and postsecondary non-tertiary	87	89	88	79	77	88	91	87	77	77	77	81	80	73	68
Tertiary	92	93	90	90	89	90	91	92	87	91	87	85	82	81	75
Nunavut															
Below upper secondary	46	51	52	43	42	41	47	44	39	36	37	47	49	48	40
Upper secondary and postsecondary non-tertiary	78	80	71	69	72	78	78	70	60	67	x	x	79	74	73
Tertiary	93	93	89	85	83	89	93	93	86	83	x	83	92	82	83

.. not available for a specific reference period

x suppressed to meet the confidentiality requirements of the Statistics Act

^E use with caution

1. Number of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds in employment as a percentage of the populations aged 25 to 64, 25 to 34 and 55 to 64, respectively.

2. The OECD data can be found at <http://stats.oecd.org/>, Education at a Glance Database (accessed September 17, 2018).

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

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), Education at a Glance 2018: OECD Indicators.

Table A.6.3.1

Trends in employment rates¹ of 25 to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2006 and 2017

	Below upper secondary		Upper secondary		Postsecondary non-tertiary ²		Tertiary		All levels of education	
	2006	2017	2006	2017	2006	2017	2006	2017	2006	2017
percent										
OECD averages³										
Both sexes	57	57	..	75	..	80	85	85	74	76
Men	69	67	..	82	..	85	89	89	82	82
Women	47	47	..	68	..	..	80	81	65	69
Canada⁴										
Both sexes	57	56	75	72	79	79	83	82	76	77
Men	66	64	81	78	83	82	87	86	81	81
Women	46	45	69	65	72	74	79	80	71	73
Newfoundland and Labrador										
Both sexes	37	36	61	59	70	64	77	78	63	65
Men	42	40	69	61	67	63	80	79	65	65
Women	33	32	53	57	74	64	76	77	60	65
Prince Edward Island										
Both sexes	55	52	75	71	72	76	82	81	74	75
Men	63	57	78	76	75	80	85	84	76	77
Women	44	42	72	65	66	66	81	78	72	72
Nova Scotia										
Both sexes	48	49	71	69	72	72	80	80	71	74
Men	55	55	77	73	74	70	84	83	74	75
Women	40	40	66	64	70	74	78	79	68	72

Table A.6.3.1

Trends in employment rates¹ of 25 to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2006 and 2017

	Below upper secondary		Upper secondary		Postsecondary non-tertiary ²		Tertiary		All levels of education	
	2006	2017	2006	2017	2006	2017	2006	2017	2006	2017
	percent									
New Brunswick										
Both sexes	46	49	72	69	74	73	81	81	71	74
Men	53	51	77	74	77	72	83	84	74	76
Women	38	44	68	64	70	74	79	79	68	72
Quebec										
Both sexes	53	58	71	73	75	79	82	83	73	78
Men	62	64	77	79	79	81	85	86	78	81
Women	43	49	65	66	70	76	79	81	68	75
Ontario										
Both sexes	58	52	75	70	79	77	83	82	77	77
Men	67	61	80	76	83	80	88	86	83	81
Women	48	41	69	64	73	69	79	79	72	73
Manitoba										
Both sexes	63	60	80	75	84	80	85	84	80	79
Men	74	71	86	82	87	84	88	87	85	83
Women	50	43	74	68	79	74	82	82	75	74
Saskatchewan										
Both sexes	66	59	81	76	85	82	85	84	81	79
Men	76	69	86	82	89	85	88	89	85	83
Women	53	42	75	69	80	76	83	81	76	74
Alberta										
Both sexes	71	61	81	74	87	83	85	83	82	79
Men	81	71	89	81	91	85	91	88	89	84
Women	58	47	74	67	75	74	80	78	75	73
British Columbia										
Both sexes	59	60	74	73	82	82	80	81	76	78
Men	69	68	80	80	85	84	85	84	82	82
Women	48	50	68	66	73	75	76	79	70	74
Yukon										
Both sexes	62	69	82	84	89	88	89	87	82	85
Men	69	77	81	84	88	90	91	90	84	87
Women	53	56	82	83	91	85	87	85	81	83
Northwest Territories										
Both sexes	63	49	88	73	90	86	93	89	85	77
Men	66	49	91	75	91	86	95	91	87	77
Women	60	48	86	72	82	84	92	88	83	78
Nunavut										
Both sexes	51	42	79	73	83	69	93	83	71	64
Men	54	42	76	82	84	68	94	86	72	65
Women	49	42	83	63	x	x	93	81	70	62

.. not available for a specific reference period

x suppressed to meet the confidentiality requirements of the Statistics Act

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

2. Trade certificates or diplomas from a vocational school or apprenticeship training.

3. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed September 17, 2018).

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

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

Table A.6.3.2

Trends in employment rates¹ of 25 to 34-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2006 and 2017

	Below upper secondary		Upper secondary		Postsecondary non-tertiary ²		Tertiary		All levels of education	
	2006	2017	2006	2017	2006	2017	2006	2017	2006	2017
	percent									
OECD averages³										
Both sexes	63	59	..	..	79	77	86	84	78	78
Men	75	70	..	..	87	84	91	89	87	85
Women	48	45	..	..	69	68	81	80	70	71
Canada⁴										
Both sexes	61	57	77	74	85	86	85	86	81	81
Men	73	65	84	80	89	89	89	89	86	85
Women	44	43	70	66	78	81	83	84	76	78
Newfoundland and Labrador										
Both sexes	35	39	60	57	70	76	82	82	70	71
Men	40	46	67	62	68	74	84	80	71	71
Women	31	x	54	51	73	78	81	82	68	72
Prince Edward Island										
Both sexes	61	50	77	71	82	78	84	87	79	81
Men	67	53	78	77	83	85	84	90	79	83
Women	47	x	75	63	78	x	85	85	79	78
Nova Scotia										
Both sexes	56	54	72	70	78	82	86	84	79	79
Men	61	63	81	75	81	83	88	84	82	80
Women	46	38 ^F	63	63	72	81	85	84	76	78
New Brunswick										
Both sexes	47	52	76	69	84	82	87	86	81	79
Men	54	58	81	74	86	83	88	87	82	81
Women	35 ^F	42 ^F	71	62	80	79	86	85	79	77
Quebec										
Both sexes	58	59	76	78	84	87	85	87	80	83
Men	70	64	81	83	87	89	87	88	84	84
Women	40	48	69	72	80	85	84	86	77	82
Ontario										
Both sexes	61	52	77	72	82	82	86	85	81	80
Men	73	62	82	77	88	85	90	89	86	84
Women	45	37	69	65	73	73	82	83	77	77
Manitoba										
Both sexes	60	56	80	77	88	86	88	87	82	82
Men	78	71	87	84	92	91	92	90	88	86
Women	33	34	73	69	83	77	85	85	76	77
Saskatchewan										
Both sexes	63	50	81	77	88	85	88	87	84	81
Men	79	61	87	82	91	90	93	92	89	86
Women	42	31 ^E	72	70	84	75	85	84	78	77
Alberta										
Both sexes	69	65	83	75	90	86	86	85	84	81
Men	84	74	89	83	95	90	92	92	91	88
Women	51	49	75	64	78	74	81	81	76	75
British Columbia										
Both sexes	64	65	78	78	89	90	83	86	80	83
Men	73	74	84	85	93	92	86	88	85	87
Women	51	52	71	69	82	82	80	85	76	80
Yukon										
Both sexes	70	57	80	75	91	86	92	93	84	84
Men	78 ^E	x	87	81	94	89	95	94	89	87
Women	x	x	73	67	x	x	89	92	79	81
Northwest Territories										
Both sexes	67	44	91	73	93	93	91	91	86	76
Men	69	43 ^F	94	65 ^E	93	92	97	92	89	72
Women	65	44 ^E	87	79	x	x	87	91	82	80

Table A.6.3.2

Trends in employment rates¹ of 25 to 34-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2006 and 2017

	Below upper secondary		Upper secondary		Postsecondary non-tertiary ²		Tertiary		All levels of education	
	2006	2017	2006	2017	2006	2017	2006	2017	2006	2017
	percent									
Nunavut										
Both sexes	47	36	78	63	x	77	93	83	70	58
Men	53	37	76	74	x	74	97	86	71	59
Women	40	34	81	51	x	x	90	80	68	57

.. not available for a specific reference period

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

[†] use with caution

1. Number of 25- to 34-year-olds in employment as a percentage of the population aged 25 to 34.

2. Trade certificates or diplomas from a vocational school or apprenticeship training.

3. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed September 17, 2018).

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

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

Table A.6.3.3

Trends in employment rates¹ of 55 to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2006 and 2017

	Below upper secondary		Upper secondary		Postsecondary non-tertiary ²		Tertiary		All levels of education	
	2006	2017	2006	2017	2006	2017	2006	2017	2006	2017
	percent									
OECD averages³										
Both sexes	39	45	..	..	51	60	66	73	50	60
Men	49	54	..	..	59	66	71	78	59	67
Women	32	38	..	..	43	54	58	68	42	54
Canada⁴										
Both sexes	43	48	55	61	59	63	63	67	56	62
Men	52	57	63	66	63	66	68	71	63	67
Women	34	38	49	56	51	58	57	64	49	58
Newfoundland and Labrador										
Both sexes	29	33	43	50	47	45	49	55	40	47
Men	34	39	55	51	42	45	56	62	45	50
Women	24	28	34	49	56	46	44	48	35	44
Prince Edward Island										
Both sexes	40	49	60	61	57	64	59	63	53	60
Men	49	57	69	66	62	68	69	67	61	65
Women	30	39	50	56	48	56	53	60	46	55
Nova Scotia										
Both sexes	35	41	52	56	50	58	54	63	48	57
Men	43	44	57	61	52	58	61	69	53	60
Women	27	37	47	52	49	58	48	59	42	55
New Brunswick										
Both sexes	33	46	49	60	55	58	56	60	47	57
Men	42	49	56	67	62	57	62	65	54	61
Women	23	42	42	54	43	61	51	56	40	53
Quebec										
Both sexes	39	51	48	60	52	58	55	64	48	60
Men	49	60	57	66	55	62	61	68	56	65
Women	30	40	40	55	46	55	50	59	41	54
Ontario										
Both sexes	44	45	58	60	62	65	65	69	58	63
Men	52	54	64	64	66	67	70	72	64	67
Women	38	35	53	55	53	61	61	66	53	59
Manitoba										
Both sexes	52	59	61	62	68	65	66	68	61	65
Men	59	69	68	69	71	65	68	72	66	70
Women	46	42	54	56	64	66	65	65	57	59

Table A.6.3.3

Trends in employment rates¹ of 55 to 64-year-olds by highest level of education attained and sex, OECD, Canada, provinces and territories, 2006 and 2017

	Below upper secondary		Upper secondary		Postsecondary non-tertiary ²		Tertiary		All levels of education	
	2006	2017	2006	2017	2006	2017	2006	2017	2006	2017
	percent									
Saskatchewan										
Both sexes	57	60	64	66	64	71	68	69	63	67
Men	68	70	72	72	71	73	74	75	71	73
Women	44	43	57	60	54	67	63	66	56	61
Alberta										
Both sexes	60	52	67	65	71	70	71	70	68	66
Men	71	58	77	70	76	72	79	76	76	71
Women	48	44	59	61	58	61	65	65	60	61
British Columbia										
Both sexes	41	49	54	61	60	68	63	67	56	63
Men	53	55	64	67	67	70	72	69	65	67
Women	31	42	46	56	47	60	56	65	47	59
Yukon										
Both sexes	44 ^E	69	78	80	80	81	77	71	72	75
Men	x	73	74	77	73	83	78	79	73	79
Women	x	x	81	83	x	x	77	67	72	71
Northwest Territories										
Both sexes	53	43	77	66	86	70	85	75	75	66
Men	55	42	93	80	83	72	87	78	79	68
Women	51	x	x	55	x	x	83	73	70	63
Nunavut										
Both sexes	47	40	x	73	x	72	83	83	61	66
Men	x	x	x	x	x	75	x	85	62	73
Women	x	x	x	x	x	x	x	81	60	58

.. not available for a specific reference period

x suppressed to meet the confidentiality requirements of the Statistics Act

^E use with caution

1. Number of 55- to 64-year-olds in employment as a percentage of the population aged 55 to 64.

2. Trade certificates or diplomas from a vocational school or apprenticeship training.

3. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed September 17, 2018).

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

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

Chapter B

Financial resources invested in education

B1 Expenditure per student

Context

This indicator provides information on the investment, from all sources, in each student in public and private institutions at several levels of education. Expenditure by educational institutions per student is largely influenced by teachers' salaries (see Indicators B3 and C3), pension systems, teaching and instructional hours (see Indicators C1, C2), the cost of teaching materials and facilities, the program provided (e.g., general or vocational), and the number of students enrolled in the education system. Policies to attract new teachers or to reduce average class size or change staffing patterns have also contributed to changes in expenditure by educational institutions per student over time. Ancillary and R&D services can also influence the level of expenditure by educational institutions per student.

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

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

The indicator shows direct public and private expenditure by educational institutions¹ in relation to the number of full-time equivalent students enrolled. Note that variations in expenditure by educational institutions per student may reflect not only variations in the resources provided to students (e.g., variations in the ratio of students to teaching staff) but also variations in relative salary and price levels.²

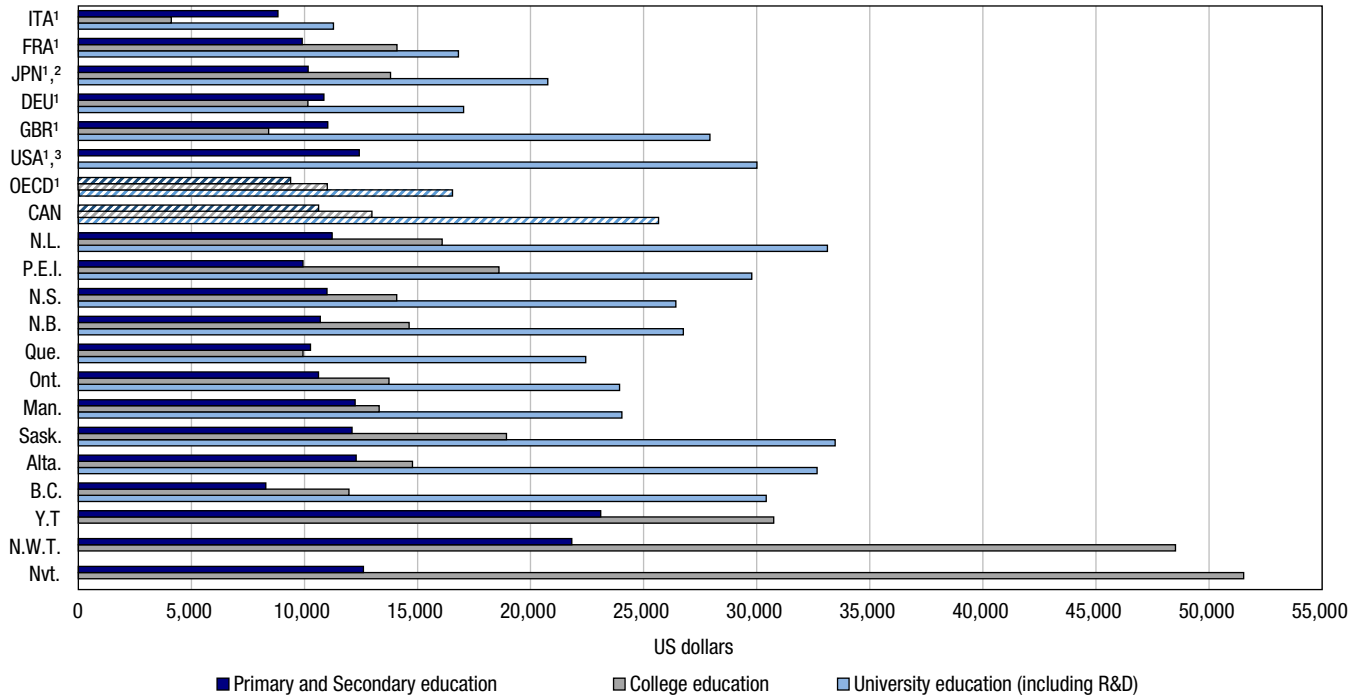
1. This indicator (B1) presents "expenditure by educational institutions", as data are collected by type of institution. Indicator B2 uses the term "expenditure on educational institutions", as the financial data are collected by source of funds, type of transaction, and level of education. As the two sources are not the same, the totals may differ.

2. In Education at a Glance, the OECD publishes figures that have been adjusted for cost-of-living differences between countries using purchasing power parities (PPP). In this Canadian report, two sets of figures are published for Canada, the provinces and the territories: one in Canadian dollars; the second in US dollars after PPP conversion of the Canadian dollar. No PPP conversion to adjust for cost-of-living differences between provinces and territories was made.

Observations

Chart B.1.1

Annual expenditure (US dollars) by educational institutions per student for all services, primary, secondary, college and university education, OECD, G7 countries, provinces and territories, 2015/2016



1. Primary and Secondary education measure also includes post-secondary non-tertiary.

2. Includes data from another category.

3. University education measure includes all tertiary.

Notes: Refer to source table Table B.1.1.2 for methodological notes. Countries other than Canada are ranked in ascending order at the primary/secondary level and include the G7 countries. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table B.1.1.2, and *Education at a Glance 2018: OECD indicators*.

- Expenditure per student at the primary/secondary level was similar for Canada, the provinces, other G7 countries and the OECD average. In the territories, the structural costs associated with delivering education at the primary and secondary, and college level tend to be higher than those in the provinces.
- For primary/secondary levels, educational core services represented the bulk of expenditure per student in Canada, and across provinces and territories, ranging from 93% for the Newfoundland and Labrador, to 99% in Yukon. The corresponding OECD average was similar at 94% of total expenditures on core education.
- For the college level (short cycle tertiary), expenditure per student in Canada (US\$12,995) was higher than the OECD average (US\$11,022). For the available G7 countries, there was a range with Italy being the lowest and Canada being in the middle behind Japan and France. Within Canada, between provinces there was also variation, with Saskatchewan and Prince Edward Island being the highest and Quebec being the lowest.
- For the university level, at US\$25,659, Canada's figure was 55% higher than the OECD average of US\$16,518, but was third highest in the G7 behind the United Kingdom and United States.
- Similar to the OECD averages, in Canada and every province except Quebec, expenditure per student was lowest at the primary/secondary level, higher at the college level and highest at the university level. In Quebec, college expenditure per student was slightly lower than that of expenditure per student at the primary/secondary level.

Definitions, sources and methodology

Data refer to the 2015/2016 financial year and the 2015/2016 school year. Unlike previous publications, the financial and enrolment data here are not processed to reflect a single calendar year. These data are collected for the elementary and secondary levels as well as for the college and university sectors. The OECD figures are from the UOE data collection on education statistics, administered by the OECD in 2017.³

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

Financial data for elementary and secondary school levels are based on three Statistics Canada surveys: the Survey of Uniform Financial System – School Boards (this is the largest source of expenditure reporting); the Elementary-Secondary Education Survey (ESES) and the Survey of Federal Government Expenditures in Support of Education (FEDEX). The survey data are consolidated with federal and provincial expenditures on education, and other sources of revenue, to give a more complete picture of government expenditures.

Enrolment data for elementary and secondary school levels are the sum of enrolment in public and private schools (ESES), and enrolment in First Nations band-operated schools (Indigenous and Northern Affairs Canada).

In Quebec, vocational training and general education for adults are included at the secondary level. Given that a significant number of these enrolments are part time, the headcounts were adjusted to FTE enrolments using a factor of 0.6 for vocational training, and 0.2 for adult education. Students enrolled in regular programs for youth who were over 21 years of age were treated as part-time and a factor of 0.2 was applied. Due to these changes, this year's estimate of expenditure per student is not comparable with estimates from previous years (publication years 2017 or earlier).

Financial data for the college level came from the Financial Information of Community Colleges and Vocational Schools Survey (FINCOL). For the university sector, the financial data were drawn from the Financial Information of Universities and Colleges Survey (FIUC), done in conjunction with the Canadian Association of University Business Officers (CAUBO), and the Survey of Federal Government Expenditures in Support of Education (FEXEX). These survey data are then consolidated with federal and provincial expenditures on education, and other sources of revenue, to give a more complete picture of government expenditures at the two levels.

Subsequently, educational institutions that have both enrolment as well as expenditure data are kept in the analysis. For college, if an institution has expenditure data but no enrolment, the FINCOL value for that college is subtracted from the total expenditure. For university, where there is more complete coverage, if an institution has expenditure data but no enrolment data, the enrolment data was estimated based on public information.

The enrolment figures for both the college and university levels come from the Postsecondary Student Information System (PSIS). In the case of colleges, a new methodology was used in order to calculate full-time equivalent enrolments. This method used course-level data in order to estimate a ratio for calculating the number of full-time equivalent enrolments. Apprentices were treated as full-time students due to their high resource use while they are in school sessions.

For university, student-program enrolments on a given day from the fall term were used to approximate a full-time enrolment count. Part-time students identified in this count were divided by 3.5 and added to the number of full-time students.

In addition, for both the university and college sectors, financial data are collected at an institutional level only, and thus cannot be divided by type of program. As a result, expenditures also include any expenditure for programs that are not at the diploma, Bachelor's, Master's, or Doctoral levels such as career, technical or professional training programs. In order to be consistent, enrolment for these additional programs have also been retained in the analysis.

3. For more information, see Annex 3 of Education at a Glance 2018: OECD Indicators, available on the OECD Web site: www.oecd.org.

For comparison with the OECD, expenditure in Canadian currency was converted into equivalent US dollars by dividing the national currency figure by the purchasing power parity (PPP) index for the gross domestic product (GDP). The value of 1.25 (for 2015/2016) was used. The PPP index was used because the market exchange rate is affected by many factors (interest rates, trade policies, economic growth forecasts, etc.) that have little to do with current relative domestic purchasing power in different OECD countries. Expenditure data are not adjusted for the differences in the cost of living across the provinces and territories.

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

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

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

Note: The corresponding OECD indicator is C1, *How much is spent per student on educational institutions?*

Table B.1.1.1

Annual expenditure by educational institutions per student, for all services, by educational level, Canadian dollars, Canada, provinces and territories, 2015/2016

	Pre-primary, primary, lower secondary, upper secondary	College	Bachelor's, master's, or doctoral levels, or equivalent including R&D ¹
	Canadian dollars		
Canada	13,298	16,243	32,073
Newfoundland and Labrador	14,031	20,110	41,400
Prince Edward Island	12,427	23,253	37,225
Nova Scotia	13,754	17,606	33,023
New Brunswick	13,383	18,290	33,447
Quebec	12,834	12,425	28,051
Ontario	13,272	17,166	29,910
Manitoba	15,304	16,638	30,041
Saskatchewan ²	15,136	23,663	41,836
Alberta	15,357	18,477	40,829
British Columbia	10,371	14,955	38,017
Yukon	28,880	38,441	...
Northwest Territories	27,274	60,632	...
Nunavut	15,766	64,408	...

... not applicable

1. For the university sector, financial data are collected at an institutional level only, and cannot be divided by type of program. As a result, expenditures also include any expenditures for programs that are not at the Bachelor's, Master's, or Doctoral levels such as career, technical or professional training programs.

2. For the college level, regional colleges are excluded from the calculation.

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories. As of the 2015/2016 data year there have been changes in the methodology, so these values should not be directly compared to previous years. Please see the *Definitions, sources and methodology* section of chapter B1 for details.

In Quebec, vocational training and general education for adults are included at the secondary level. Note that this indicator does not follow the OECD's new method for calculating expenditure, and focuses on expenditures by educational institutions.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; and Postsecondary Student Information System (PSIS).

Table B.1.1.2

Annual expenditure by educational institutions per student, for all services, by educational level, in equivalent US dollars converted using purchasing power parity, OECD, Canada, provinces and territories, 2015/2016

	Pre-primary, primary, lower secondary, upper secondary	College	Bachelor's, master's, or doctoral levels, or equivalent including R&D ¹
	US dollars		
OECD average^{2,3}	9,401	11,022	16,518
Canada⁴	10,639	12,995	25,659
Newfoundland and Labrador	11,225	16,088	33,120
Prince Edward Island	9,942	18,602	29,780
Nova Scotia	11,003	14,085	26,419
New Brunswick	10,706	14,632	26,757
Quebec	10,267	9,940	22,441
Ontario	10,618	13,733	23,928
Manitoba	12,243	13,310	24,033
Saskatchewan ⁵	12,109	18,931	33,469
Alberta	12,286	14,782	32,663
British Columbia	8,297	11,964	30,414
Yukon	23,104	30,753	...
Northwest Territories	21,819	48,506	...
Nunavut	12,613	51,527	...

... not applicable

- For the university sector, financial data are collected at an institutional level only, and cannot be divided by type of program. As a result, expenditures also include any expenditures for programs that are not at the Bachelor's, Master's, or Doctoral levels such as career, technical or professional training programs.
- The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed on September 11, 2018).
- In column 1, the OECD average includes postsecondary non-tertiary, while the figures for Canada and the provinces and territories do not.
- Due to early cut-off dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2015: OECD Indicators*. The figures presented in this table represent the most recent available.
- For the college level, regional colleges are excluded from the calculation.

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories. As of the 2015/2016 data year there have been changes in the methodology, so these values should not be directly compared to previous years. Please see the Definitions, sources and methodology section of chapter B1 for details. In Quebec, vocational training and general education for adults are included at the secondary level. Note that this indicator does not follow the OECD's new method for calculating expenditure, and focuses on expenditures by educational institutions.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

Table B.1.2.1

Annual expenditure by educational institutions per student, on core services and ancillary services, Canadian dollars, Canada, provinces and territories, 2015/2016

	Pre-primary, primary, upper and lower secondary		Total
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	
	Canadian dollars		
Canada	12,658	640	13,298
Newfoundland and Labrador	13,020	1,012	14,031
Prince Edward Island	11,822	605	12,427
Nova Scotia	12,900	854	13,754
New Brunswick	12,819	563	13,383
Quebec	12,074	760	12,834
Ontario	12,681	592	13,272
Manitoba	14,629	675	15,304
Saskatchewan	14,400	736	15,136
Alberta	14,662	695	15,357
British Columbia	9,967	404	10,371
Yukon	28,622	258	28,880
Northwest Territories	25,985	1,288	27,274
Nunavut	15,385	381	15,766

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories. As of the 2015/2016 data year there have been changes in the methodology, so these values should not be directly compared to previous years. Please see the *Definitions, sources and methodology* section of chapter B1 for details. In Quebec, vocational training and general education for adults are included at the secondary level. Note that this indicator does not follow the OECD's new method for calculating expenditure, and focuses on expenditures by educational institutions.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS).

Table B.1.2.2

Annual expenditure by educational institutions per student, on core services and ancillary services, in equivalent US dollars converted using purchasing power parity, Canada, provinces and territories, 2015/2016

	Pre-primary, primary, upper and lower secondary		Total
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	
	US dollars		
OECD average ^{1,2}	8,822	579	9,401
Canada ³	10,127	512	10,639
Newfoundland and Labrador	10,416	809	11,225
Prince Edward Island	9,458	484	9,942
Nova Scotia	10,320	683	11,003
New Brunswick	10,255	451	10,706
Quebec	9,659	608	10,267
Ontario	10,144	473	10,618
Manitoba	11,703	540	12,243
Saskatchewan	11,520	589	12,109
Alberta	11,730	556	12,286
British Columbia	7,974	323	8,297
Yukon	22,898	206	23,104
Northwest Territories	20,788	1,031	21,819
Nunavut	12,308	305	12,613

1. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed September 11, 2018).

2. In columns 1 to 3, the OECD averages include postsecondary non-tertiary education. The average for total expenditures in the OECD includes a different number of countries than the averages for educational core services and ancillary services separately. Hence the total may not add up to the sum of these two components.

3. Due to early cutoff dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2018: OECD Indicators*. The figures presented in this report represent the most recent available.

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories. As of the 2015/2016 data year there have been changes in the methodology, so these values should not be directly compared to previous years. Please see the *Definitions, sources and methodology* section of chapter B1 for details. In Quebec, vocational training and general education for adults are included at the secondary level. Note that this indicator does not follow the OECD's new method for calculating expenditure, and focuses on expenditures by educational institutions.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

B2

Expenditure on education as a percentage of GDP

Context

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

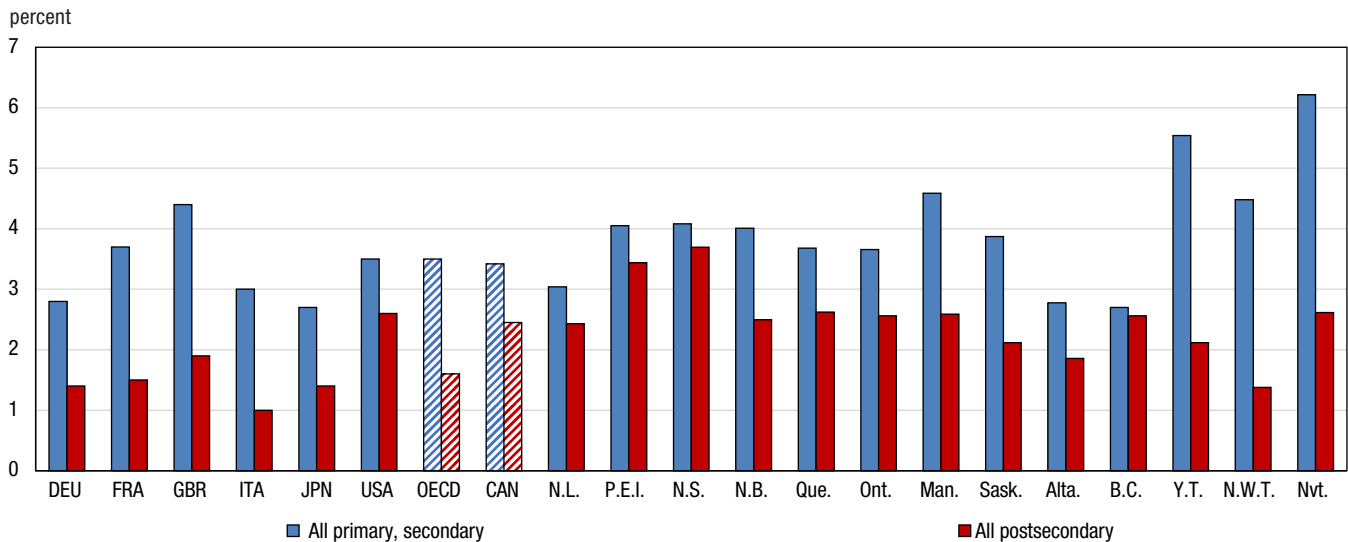
Expenditure on education is an investment that can help foster economic growth and enhance productivity. Education contributes to personal and social development and reduces social inequality. The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. It is partially influenced by the size of the school-age population and enrolment in education, as well as relative wealth.

Observations

GDP allocated to educational institutions

Chart B.2.1

Public and private expenditure on educational institutions as a percentage of GDP, by level of education, OECD, G7 countries, provinces and territories, 2015/2016



Notes: For the OECD, the total expenditure on all levels of education combined was 5.1% of GDP, which also included "undistributed programmes" (Table B.2.1). All postsecondary includes post-secondary non-tertiary for Canada. The OECD average excludes postsecondary non-tertiary. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table B.2.1 and *Education at a Glance 2018: OECD Indicators*.

- With 6% of its GDP allocated to educational institutions in 2015/2016 (3% for primary and secondary education plus 2% for all postsecondary education), Canada devoted more than the 5% average estimated by the OECD average (4% and 2% respectively).¹

1. Due to rounding, totals may not match the sum of the individual values.

- The financial commitment to educational institutions varied from one province or territory to another, ranging from 5% of GDP in Newfoundland and Labrador, Alberta and British Columbia² to 9% in Nunavut,³ in 2015/2016.
- Within the G7 countries, the range was from 4% to 6%.

Share of wealth invested in primary and secondary versus tertiary education

- In all G7 countries, Canada included, and at the OECD average, the share of national wealth invested in education was larger for primary and secondary education than that for tertiary education in 2015/2016.

Definitions, sources and methodology

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

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

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

The financial data for Canada were drawn from five Statistics Canada surveys⁵ and exclude expenditure related to debt service. GDP data were provided by the System of National Accounts Branch. All data for Canada, the provinces and territories refer to the 2015/2016 financial year. The OECD averages (for the 2015 financial year) are based on data from all countries collected by the OECD through the UOE data collection on educational systems, conducted jointly by three international organizations (UNESCO, the OECD and Eurostat) and administered by the OECD in 2017.

Note: The corresponding OECD indicator is C2, *What proportion of national wealth is spent on education?*

2. In some jurisdictions, the lower ratio of education expenditure to GDP may be a result of relatively high provincial wealth, not necessarily lower expenditures on education. Alberta and Newfoundland and Labrador actually spent a relatively high amount on education per student in 2015/2016, as seen in Indicator B1, Expenditure per student (Table B.1.1.1).

3. In Nunavut and the other territories, the structural costs associated with delivering education at the primary and secondary level tend to be higher than those in the provinces.

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

5. Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System – School Boards; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; and Financial Information of Community Colleges and Vocational Schools.

Table B.2.1

Public and private expenditure on educational institutions as a percentage of GDP, by level of education, Canada, provinces and territories, 2015/2016

	Postsecondary education				All levels of education combined (including undistributed programmes)
	All primary and secondary education ¹	All postsecondary ²	Short cycle tertiary (college) and post-secondary non-tertiary ³	Bachelor's, Master's, Doctoral or equivalent	
	percent				
OECD average⁴	3.5	1.6	0.2	1.4	5.1
Canada	3.4	2.4	0.9	1.5	5.9
Newfoundland and Labrador	3.0	2.4	0.7	1.7	5.5
Prince Edward Island	4.0	3.4	1.5	1.9	7.5
Nova Scotia	4.1	3.7	0.9	2.8	7.8
New Brunswick	4.0	2.5	0.9	1.6	6.5
Quebec	3.7	2.6	1.0	1.6	6.3
Ontario	3.7	2.6	1.0	1.6	6.2
Manitoba	4.6	2.6	1.0	1.6	7.2
Saskatchewan	3.9	2.1	0.8	1.4	6.0
Alberta	2.8	1.9	0.8	1.1	4.6
British Columbia	2.7	2.6	1.0	1.6	5.3
Yukon	5.5	2.1	2.1	...	7.7
Northwest Territories	4.5	1.4	1.4	...	5.9
Nunavut	6.2	2.6	2.6	...	8.8

... not applicable

1. Includes kindergarten in Canada.

2. Includes post-secondary non-tertiary for Canada. The OECD average excludes postsecondary non-tertiary.

3. Includes college diploma programs and the college portion of apprenticeship programs.

4. The OECD data can be found at <http://stats.oecd.org/>, *Education at a Glance Database* (accessed September 17, 2018).

Sources: Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Financial Statistics of Community Colleges and Vocational Schools; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

B3

Distribution of expenditure on education

Context

This indicator outlines spending on education services and resources, identifying the proportion of budgets allocated to current¹ and capital² expenditures. A breakdown of current spending—compensation of teachers, other staff and other expenses—is also presented.

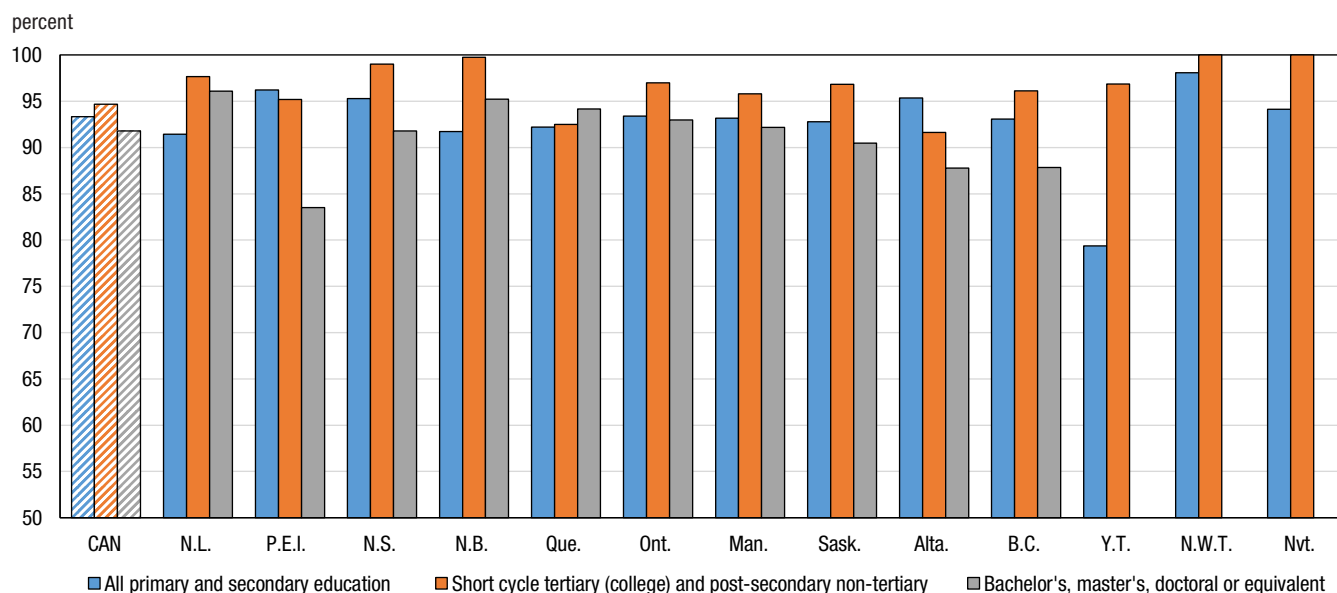
The distribution of expenditures may be influenced by a number of factors, including compensation for teachers, the generosity of pension plans, the size of the non-teaching staff, and the different needs for infrastructure. Budget allocation can affect the quality of services, the condition of equipment,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

Observations

Current and capital expenditures

Chart B.3.1

Current expenditure as a share of total expenditure on educational institutions, by level of education, Canada, provinces and territories, 2015/2016



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

Source: Table B.3.1.

- In 2015/2016, the rate of spending on current expenditure exceeded that on capital expenditure at all levels of education for Canada, provinces, territories and in all OECD³ countries. In Canada, current expenditure

1. Current expenditure refers to resources used each year by institutions as they carry out their activities. It is subdivided into three broad categories: compensation of teachers; compensation of other staff; and other current expenditure (teaching materials and supplies, regular maintenance and cleaning of school buildings, preparation of students' meals, and rental of school facilities).

2. Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings. These expenditures may vary widely from one year to the next. Capital expenditures that came out of operating funds or that were funded directly by the province or territory may not be included in this calculation.

3. Throughout this chapter, the most recent data available for the OECD and the other countries other than Canada can be found in the *Education at a Glance 2018: OECD Indicators* and correspond to the 2015 year.

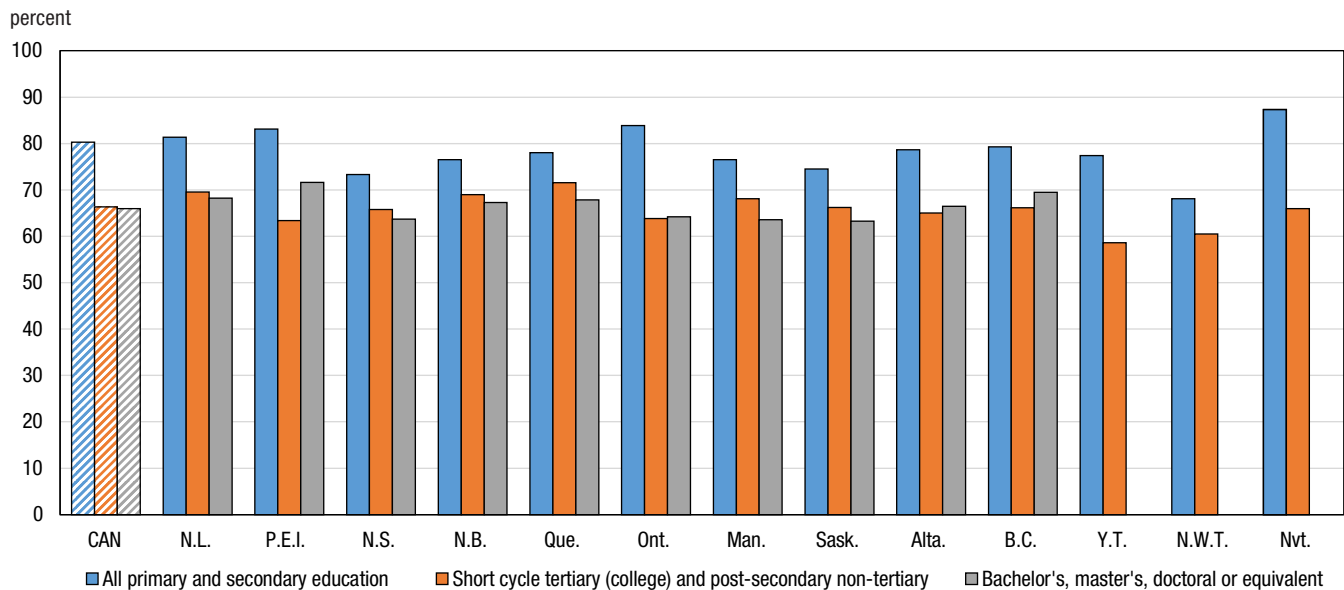
accounted for 93% of total expenditure at primary and secondary education levels; 95% for short cycle tertiary (college) and post-secondary non-tertiary level, and 92% for bachelor's, master's, doctoral or equivalent.

- Overall, the highest current spending rate was observed at the level of short cycle tertiary (college) and post-secondary non-tertiary. Within the provinces and territories, this rate varied from 79% for Manitoba to 100% for New Brunswick, Northwest Territories and Nunavut.⁴
- At the postsecondary level,⁵ capital expenditure was 7% in Canada, compared with 12% for the OECD average.

Compensation of all staff and compensation of teachers

Chart B.3.2

Compensation of staff as a share of current expenditure on educational institutions, by level of education, Canada, provinces and territories, 2015/2016



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

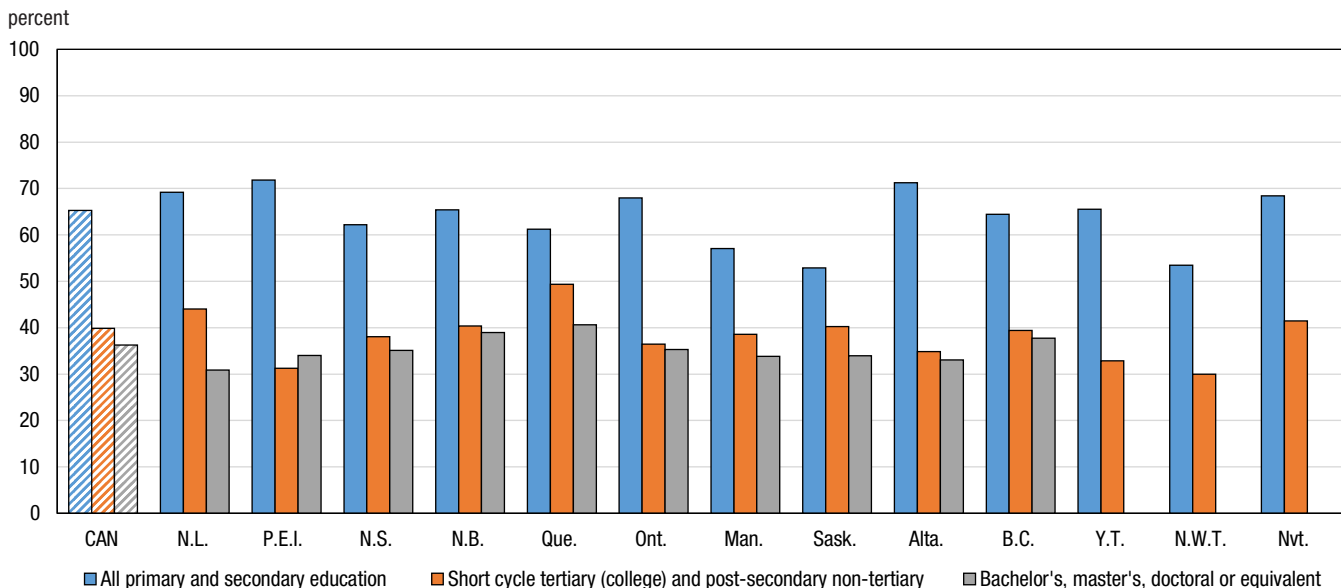
Source: Table B.3.1.

4. Current expenditures as a share of total expenditure could be recorded as higher because capital expenditures that came out of operating funds or that were funded directly by the province or territory may not be included in this calculation.

5. Throughout this chapter, for the OECD and countries other than Canada, postsecondary education refers to tertiary education and does not include postsecondary non-tertiary education (ISCED 4). This is not expected to have a substantial effect on ratios or data comparability, considering the minimal relative weight of these expenditures.

Chart B.3.3

Compensation of teachers as a share of current expenditure on educational institutions, by level of education, Canada, provinces and territories, 2015/2016



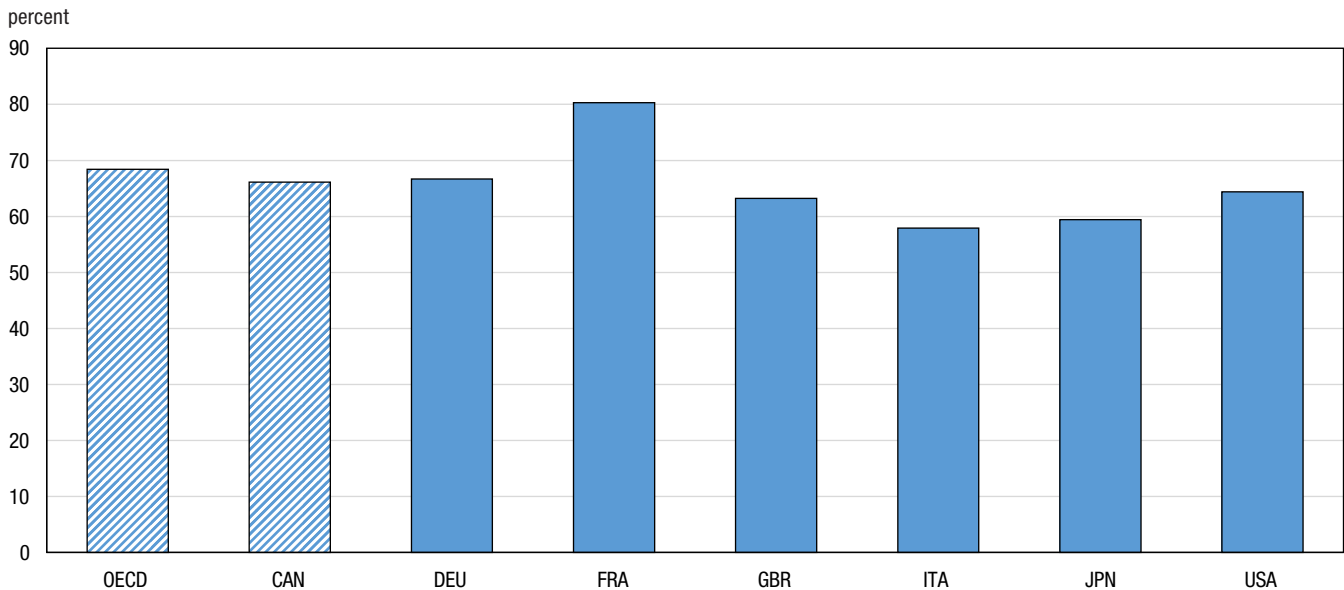
Note: The bars representing Canada are filled with a diagonal line pattern to make them easier to find.

Source: Table B.3.1.

- At all levels of education and in all provinces and territories, the compensation of staff (teaching and non-teaching) accounted for the largest proportion of current expenditure on education. In Canada, it represented on average 80% of current expenditure at the primary and secondary levels, and 66% at both the short cycle tertiary (college) and postsecondary non-tertiary level, and the university level.
- In all provinces and territories, the proportion of spending related to compensation of staff was highest in primary and secondary education, ranging from 68% in the Northwest Territories to 87% in Nunavut.
- For primary and secondary education, compensation of teachers accounted for the largest proportion of compensation of staff. In Canada, compensation of teachers at these levels represented 65% of current spending in 2015/2016, compared with 15% for compensation of other staff. This difference was less pronounced at the short cycle tertiary (college) and postsecondary non-tertiary level and at the university level.
- Other current expenditure was higher at the postsecondary level than at the primary and secondary levels. For 2015/2016, the Canadian average was 34% for short cycle tertiary (college) and postsecondary non-tertiary education, as well as for university education, compared with 20% for primary and secondary education. The OECD average for other expenditure at the postsecondary level was 32%, similar to the Canadian average.

Chart B.3.4

Compensation of all staff as a share of current expenditure on educational institutions for postsecondary education, OECD and G7 countries, 2015/2016



Notes: The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find. Canada includes post-secondary non-tertiary.

Sources: Table B.3.1 and *Education at a Glance 2018: OECD Indicators*.

- For the OECD and the G7 averages, compensation of staff (teaching and non-teaching) made up the largest proportion of current expenditure for postsecondary education. Among G7 countries, this expenditure varied from 58% in Italy to 80% in France, whereas the Canadian and OECD averages were 66% and 68% respectively.

Definitions, sources and methodology

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

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

Expenditure on educational core services includes all expenditure directly related to instruction and education; i.e., all expenditure on teachers, school buildings, teaching materials, books and administration of schools.

The data for Canada reflect the 2015/2016 financial year, and figures were drawn from five Statistics Canada surveys: the Elementary-Secondary Education Survey; the Survey of Uniform Financial System-School Boards; the Financial Information of Universities and Colleges Survey; the Survey of Federal Government Expenditures in Support of Education and Financial Information of Community Colleges and Vocational Schools. Information for OECD member countries, and the OECD averages, refer to data for the 2015 financial year and are based on the data collection on educational systems conducted jointly by three international organizations—UNESCO, the OECD and Eurostat—and administered by the OECD.

Note: The corresponding OECD indicator is C6, *On what resources and services is education funding spent?*

Table B.3.1

Distribution of total and current expenditure by educational institutions, from public and private sources, by level of education, Canada and jurisdictions, 2015/2016

	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff		Other current expenditure
				percent		
All primary and secondary education						
OECD average	..	..	..	..	..	..
Canada	93.3	6.7	65.3	15.0	80.3	19.7
Newfoundland and Labrador	91.5	8.5	69.2	12.2	81.3	18.7
Prince Edward Island	96.2	3.8	71.9	11.3	83.2	16.8
Nova Scotia	95.3	4.7	62.2	11.1	73.3	26.7
New Brunswick	91.7	8.3	65.4	11.1	76.5	23.5
Quebec	92.2	7.8	61.2	16.8	78.0	22.0
Ontario	93.4	6.6	68.0	15.9	83.9	16.1
Manitoba	93.2	6.8	57.1	19.5	76.6	23.4
Saskatchewan	92.8	7.2	52.9	21.6	74.5	25.5
Alberta	95.4	4.6	71.3	7.4	78.7	21.3
British Columbia	93.1	6.9	64.4	14.8	79.3	20.7
Yukon	79.4	20.6	65.5	11.9	77.4	22.6
Northwest Territories	98.1	1.9	53.5	14.7	68.1	31.9
Nunavut	94.1	5.9	68.4	18.9	87.3	12.7
All postsecondary						
OECD average^{1,2,3}	88.0	12.0	42.3	26.1	68.4	31.6
Canada⁴	92.8	7.2	37.5	28.3	66.1	33.9
Newfoundland and Labrador	96.5	3.5	34.2	34.4	68.6	31.4
Prince Edward Island	88.1	11.9	32.8	35.3	68.1	31.9
Nova Scotia	93.4	6.6	35.8	28.4	64.2	35.8
New Brunswick	96.8	3.2	39.5	28.4	67.9	32.1
Quebec	93.5	6.5	43.9	25.3	69.3	30.7
Ontario	94.3	5.7	35.7	28.4	64.1	35.9
Manitoba	93.3	6.7	35.3	29.7	65.0	35.0
Saskatchewan	92.2	7.8	35.7	28.4	64.1	35.9
Alberta	89.2	10.8	33.7	32.2	65.9	34.1
British Columbia	90.7	9.3	38.3	29.9	68.3	31.7
Yukon	96.9	3.1	32.9	25.8	58.6	41.4
Northwest Territories	100.0	0.0	30.0	30.5	60.5	39.5
Nunavut	100.0	0.0	41.5	24.5	66.0	34.0
Short cycle tertiary (college) and post-secondary non-tertiary						
OECD average	..	..	..	..	..	..
Canada	94.7	5.3	39.8	26.5	66.3	33.7
Newfoundland and Labrador	97.7	2.3	44.0	25.5	69.5	30.5
Prince Edward Island	95.2	4.8	31.2	32.2	63.4	36.6
Nova Scotia	99.0	1.0	38.0	27.7	65.8	34.2
New Brunswick	99.8	0.2	40.4	28.6	69.0	31.0
Quebec	92.5	7.5	49.4	22.2	71.5	28.5
Ontario	97.0	3.0	36.5	27.4	63.8	36.2
Manitoba	95.8	4.2	38.6	29.5	68.1	31.9
Saskatchewan	96.8	3.2	40.2	26.0	66.2	33.8
Alberta	91.6	8.4	34.8	30.2	65.0	35.0
British Columbia	96.1	3.9	39.4	26.8	66.2	33.8
Yukon	96.9	3.1	32.9	25.8	58.6	41.4
Northwest Territories	100.0	0.0	30.0	30.5	60.5	39.5
Nunavut	100.0	0.0	41.5	24.5	66.0	34.0

Table B.3.1

Distribution of total and current expenditure by educational institutions, from public and private sources, by level of education, Canada and jurisdictions, 2015/2016

	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	percent					
Bachelor's, Master's, Doctoral or equivalent						
OECD average	..	..	..	..	..	..
Canada⁴	91.8	8.2	36.2	29.2	66.0	34.0
Newfoundland and Labrador	96.1	3.9	30.9	37.4	68.2	31.8
Prince Edward Island	83.5	16.5	34.0	37.6	71.6	28.4
Nova Scotia	91.8	8.2	35.1	28.6	63.7	36.3
New Brunswick	95.2	4.8	39.0	28.3	67.3	32.7
Quebec	94.2	5.8	40.6	27.3	67.9	32.1
Ontario	93.0	7.0	35.3	28.9	64.2	35.8
Manitoba	92.2	7.8	33.8	29.8	63.6	36.4
Saskatchewan	90.5	9.5	34.0	29.3	63.3	36.7
Alberta	87.8	12.2	33.1	33.4	66.5	33.5
British Columbia	87.8	12.2	37.7	31.8	69.5	30.5
Yukon	...	...	...	...	...	...
Northwest Territories	...	...	...	...	...	...
Nunavut	...	...	...	...	...	...

.. not available for a specific reference period

... not applicable

1. For OECD "all postsecondary" corresponds to "tertiary" and does not include post-secondary non-tertiary.

2. The OECD data can be found at <http://stats.oecd.org/>, Education at a Glance Database (accessed September 17, 2018).

3. The most recent data available for Canada for publication in *Education at a Glance 2018* were for reference year 2015 and were used in that publication's OECD average.

4. Only public institutions are included at the university level.

Notes: Current expenditure refers to spending on resources used each year by institutions as they carry out their activities. Capital expenditure refers to spending on assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditure related to debt service into account.

Sources: Statistics Canada: Survey of Uniform Financial System - School Boards; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education and Financial Information of Community Colleges and Vocational Schools and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2018: OECD Indicators*.

Chapter C

The learning environment and organization of schools

C1 Instruction time

Context

This indicator examines the amount of time, as established in public regulations, that Canadian students aged 6 to 17 must spend in class. More precisely, this indicator shows the annual number of hours of intended instruction time in the curriculum for students by single age (ages 6 to 17). This information is for Canadian public institutions for the 2017/2018 school year. Data are presented for Canada, and for the provinces and territories.¹

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

In combination with the information on teacher working time in Indicator C2 and teachers' salaries presented in Indicator C3, this indicator on instruction time contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contribute to expanding the context for discussion of quality of instruction and understanding certain aspects of education processes.

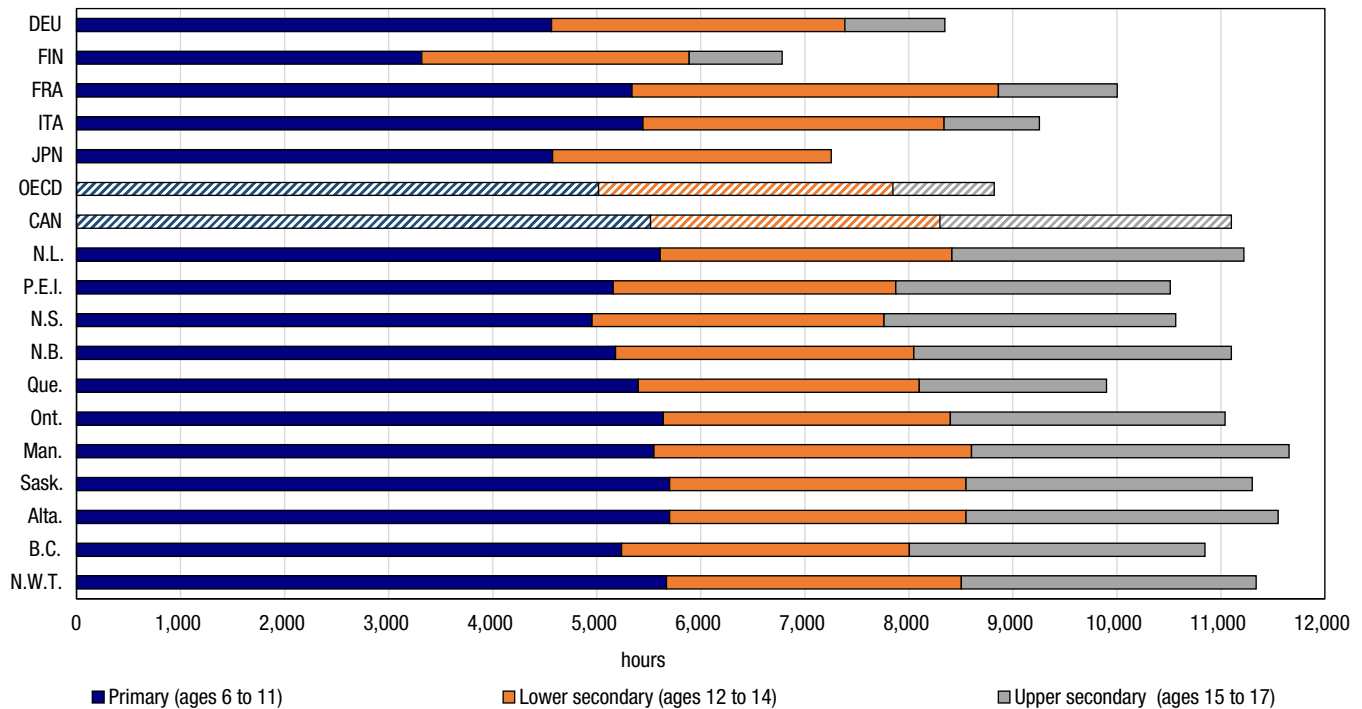
1. This includes only those jurisdictions that reported intended instruction time for all ages. Data for 2017/2018 were not available for Yukon and Nunavut.

Observations

Intended instruction time by level of education

Chart C.1.1

Total number of cumulative intended instruction hours¹ in public institutions, by level of education, OECD, selected countries, provinces and territories, 2017/2018



1. Intended instruction time refers to the number of hours per year of the compulsory and non-compulsory part of the curriculum that students are entitled to receive in public schools.

Notes: Data for Yukon and Nunavut are not available. Upper secondary data for the OECD average, Italy, France, Germany and Finland include 15 year-olds only. Upper secondary data for Japan are not available. Upper secondary data for Quebec exclude 17 year-olds. Finland is included due to their high ranking in academic assessments (USA and England are not available). The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table C.1.1 and *Education at a Glance 2018: OECD Indicators*.

- In Canada,² total cumulative intended instruction time in primary, lower and upper secondary education was highest in Manitoba at 11,655 hours. It was lowest in Quebec at 9,900 hours.
- The average total cumulative intended instruction time in formal classroom settings for primary level education (ages 6 to 11), lower secondary level education (ages 12 to 14) and upper secondary level education (ages 15 to 17) was 5,518, 2,781 and 2,801 hours, respectively.
- In comparison, average total intended time was lower for the OECD countries with 5,018 hours at the primary level and 2,830 hours at the lower secondary level.³

2. Data for age 17 in Quebec were not applicable for 2017/2018.

3. Data for ages 16 and 17 were not available for the OECD average.

Definitions, sources and methodology

Data on instruction time are from the 2017 OECD-INES, Eurydice – OECD Instruction Time Data Collection and refer to the 2017/2018 school year. Instruction time for 6- to 17-year-old students refers to the formal number of 60-minute hours per school year organized by the school for class instructional activities in the 2017/2018 reference year. Hours lost when schools are closed for statutory holidays are excluded.

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

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

The average for Canada is calculated by weighting the figures for provinces and territories by the population of children, as of January 1, 2017, for the single ages 6 to 17 in each jurisdiction. All jurisdictions except Yukon and Nunavut are taken into account in the Canada average.

Calculation of instruction time by jurisdiction	
Jurisdiction	Source/Notes on calculation of instruction time
Newfoundland and Labrador	The <i>Schools Act</i> sets the minimum instruction hours per day (kindergarten (age 5), 2½ hours; Grades 1 to 12 (ages 6 to 17), 5 hours). The collective agreement between the province and the teachers' association allows schools to provide up to a maximum of 5 hours of instruction per day for Grades 1 to 3. Compulsory and intended instruction time is 5 hours of instruction time per day multiplied by the number of instruction days (187) in a year.
Prince Edward Island	Instruction times for ages 5 to 14 are total minutes per day devoted to a subject multiplied by 181 (the number of instructional days in 2015-2016). Minutes per day for each subject are set in the following provincial documents: <i>Elementary Program of Studies and Authorized Materials</i> , <i>Intermediate Program of Studies and Authorized Materials</i> , and <i>Minister's Directive No. MD 99-05: Intermediate School Subject Time Allotments</i> . Instruction time for age 15 is based on 8 credits per year at 110 hours per credit as set in <i>Minister's Directive No. MD 11-02</i> and the <i>Senior High Program of Studies and Authorized Materials</i> .
Nova Scotia	The <i>Ministerial Education Act Regulations</i> set the minimum instruction time per day as 4 hours for Grades 1 to 2 and 5 hours for Grades 3 to 12. Regulated minimum instruction time includes recess for Grades 1 to 6. Compulsory and intended instruction time are calculated based on the minimum instruction time per day (less 15 minutes per day for recess for ages 6 to 11) multiplied by the number of instructional days (187) per year.
New Brunswick	Instruction time is based on the minimum number of hours of instruction per day set in the <i>New Brunswick Regulation 97-150 under the Education Act</i> (4 hours per day for kindergarten to Grade 2, 5 hours per day for Grades 3 to 8, 5½ hours per day for Grades 9 to 12). Compulsory and intended instruction time is the minimum instruction time per day, less 20 minutes per day for recess for ages 6 to 10 and 16 minutes per day for flexible scheduling /movement for ages 11 to 15 multiplied by the number of instructional days (185) per year.
Quebec	Compulsory and intended instruction time is based on the suggested number of hours for compulsory subjects in elementary and secondary, outlined in the <i>Basic School Regulation for Preschool, Elementary and Secondary Education</i> .
Ontario	<i>Ontario Regulation 298</i> states that the length of the instructional program of each school day for pupils of compulsory school age (Grades 1 to 12 or ages 6 to 17) should be not less than 5 hours a day. This excludes recess and scheduled intervals between classes. For elementary school pupils (Grades 1 to 8 or ages 6 to 13), compulsory and intended instruction time is 5 hours of instruction multiplied by 187 instructional days per Ontario Regulation 304. Based on the <i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (OS)</i> , for secondary school pupils (Grades 9 to 12 or ages 14 to 17), instruction time is based on 8 credits at 110 hours per credit. Secondary school pupils are required to earn a total of 30 credits. In the first two years of secondary school, a full course load of 8 credits per year must be completed. In the last two years, there is flexibility in course load distribution in obtaining the minimum 14 credits to graduate.

Manitoba	<i>Manitoba Regulation 101/95</i> states that the instructional day in a school must be not less than 5.5 hours including recesses but not including the midday intermission. For Grades 1 to 6, the instructional day is 5 hours. For Grades 7 through 12, the instructional day is 5.5 hours. The total compulsory and intended instructional time is the hours of the instructional day multiplied by the average number of 185 instructional days in a school year.
Saskatchewan	<i>Time and Credit Allocations - Core Curriculum: Principles, Time Allocations, and Credit Policy (updated June 2011)</i> provides the required minutes per subject per week for each grade. Those were divided by 60 to calculate (to two decimal places) the number of hours per week. The resulting value was multiplied by a factor of 38 (weeks in school year) to obtain hours per year.
Alberta	In accordance with section 39(1)(c) of the <i>School Act</i> , the <i>Guide to Education</i> stipulates that schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade. Schools must also ensure that students in Grades 10 to 12 have access to a minimum of 1,000 hours of instruction per school year.
British Columbia	Compulsory and intended instruction time is based on the <i>School Act Regulation</i> that sets the total yearly hours of instruction for students.
Northwest Territories	Compulsory and intended instruction time is based on the <i>Northwest Territories Education Act</i> which states that a school day shall consist of no less than 485 hours per year for Kindergarten, 995 hours per year for Grade 1 to 6 and no less than 945 hours per year for Grades 7 to 12.

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

Table C.1.1
Intended instruction time^{1,2,3} in public institutions, ages 6 through 17, by age⁴, OECD, Canada, provinces and territories, 2017/2018

	Total intended instruction time											
	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17
	number of hours per year											
OECD average⁵	825	804	821	832	860	876	923	953	954	972	..	..
Canada⁶	914	914	922	922	922	923	928	937	916	926	925	950
Newfoundland and Labrador	935	935	935	935	935	935	935	935	935	935	935	935
Prince Edward Island	860	860	860	860	860	860	905	905	905	880	880	880
Nova Scotia	701	701	888	888	888	888	935	935	935	935	935	935
New Brunswick	740	740	925	925	925	925	925	925	1,018	1,018	1,018	1,018
Quebec	900	900	900	900	900	900	900	900	900	900	900	...
Ontario ⁷	940	940	940	940	940	940	940	940	880	880	880	880
Manitoba	925	925	925	925	925	925	1,018	1,018	1,018	1,018	1,018	1,018
Saskatchewan	950	950	950	950	950	950	950	950	950	1,000	925	825
Alberta	950	950	950	950	950	950	950	950	950	1,000	1,000	1,000
British Columbia	873	873	873	873	873	873	873	947	947	947	947	947
Yukon	..	..	..	..	..	..	..	..	..	..	..	..
Northwest Territories	945	945	945	945	945	945	945	945	945	945	945	945
Nunavut	..	..	..	..	..	..	..	..	..	..	..	..

.. not available for a specific reference period

... not applicable

1. Unless otherwise specified, instruction time is based on the minimum requirements for instruction time in provincial or territorial legislation, regulation, or policy.

2. "Intended instruction time" refers to the number of hours of instruction per year for which students are entitled as parts of the curriculum.

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

4. Typically, primary education includes ages 6-11, lower secondary education includes ages 12-14, and upper secondary education includes ages 15 to 17. For more information on the age ranges by education level, please see Appendix 1: Structure of education and training in Canada (<https://www150.statcan.gc.ca/n1/pub/81-582-g/2018002/app-ann/app-ann1-eng.htm>).

5. The OECD data can be found at <http://stats.oecd.org/>, Education at a Glance Database (accessed September 18, 2018).

6. The average for Canada is calculated by weighting the figures for provinces and territories by the population of children, as of January 1, 2017, for the single ages 6 to 15 in each jurisdiction. All jurisdictions except Yukon and Nunavut are taken into account in the Canada average.

7. In Ontario, the figures reported for ages 6 to 13 are based on provisions outlined in provincial regulations. For students in Grade 11 and 12 (or ages 16 and 17), the hours of instruction noted above are the typical scenario, however; there is flexibility in course load distribution over the two years.

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), Eurydice-OECD Instruction Time Data Collection 2017.

C2 Teachers' working time

Context

This indicator focuses on the working time and teaching time of teachers in public institutions, by level of education taught, in the 2016/2017 school year. Although working time and teaching time only partly determine teachers' workloads, they provide valuable insight into the different demands that provinces and territories place on their teachers. Together with teachers' salaries (see Indicator C3), this indicator describes some key aspects of teachers' working conditions. Data are presented for Canada, and for the provinces and territories.¹

Similar to instruction time for students (see Indicator C1) and teachers' salaries (see Indicator C3), the amount of time teachers spend teaching has an impact on education budgets. Moreover, teaching hours and the extent of non-teaching duties are major components of the working conditions and may have a direct bearing on the attractiveness of teaching as an occupation.

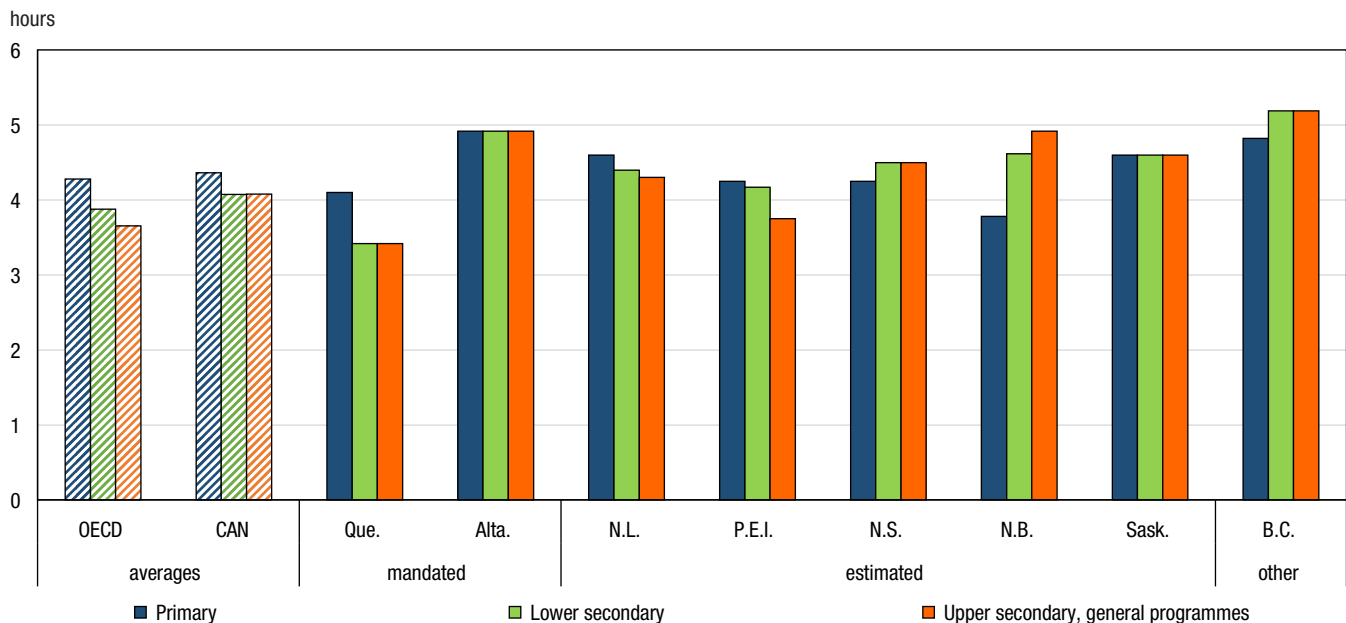
Of course, teachers also spend part of their working time on activities other than teaching, such as lesson preparation, marking, in-service training and staff meetings.

Observations

Teaching time and total working time

Chart C.2.1

Hours of teaching time per day,¹ by educational level taught, OECD, Canada and provinces, 2016/2017



1. Teaching time is calculated as the net contact time for instruction, i.e. excluding both time allocated for lunch breaks or short morning or afternoon breaks and days that the school is closed for holidays (both individual public holidays and seasonal school holidays/vacations).

Notes: Data are not available for Ontario, Manitoba, the Northwest Territories, Yukon and Nunavut. Data are derived from Table C.2.1 and are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" categories. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

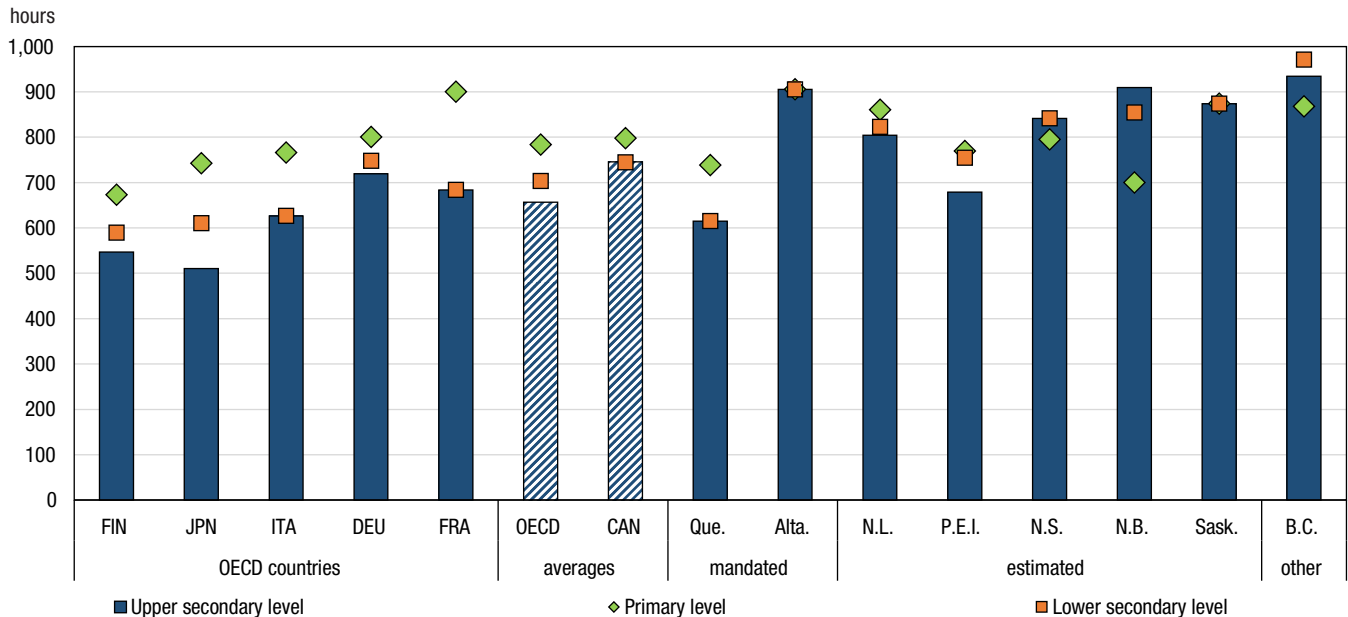
Sources: Table C.2.1 and *Education at a Glance 2018: OECD Indicators*.

1. Data for the 2016/2017 school year were not available for Yukon and Nunavut.

- For Canada in 2016/2017, the overall number of teaching hours per day was 4.4 hours for primary education, and slightly less (4.1 hours) for lower secondary and upper secondary education.
- Teaching hours per day in Canada were slightly higher than the OECD averages of 4.3 hours for primary education, 3.9 hours for lower secondary and 3.7 hours for upper secondary education.

Chart C.2.2

Annual net teaching time, by educational level taught, OECD, selected countries and provinces, 2016/2017



Notes: Data are not available for Ontario, Manitoba, Northwest Territories, Yukon and Nunavut. Countries other than Canada are ranked in ascending order at the primary level and include the G7 group of countries. Finland is included due to their high ranking in academic assessments. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

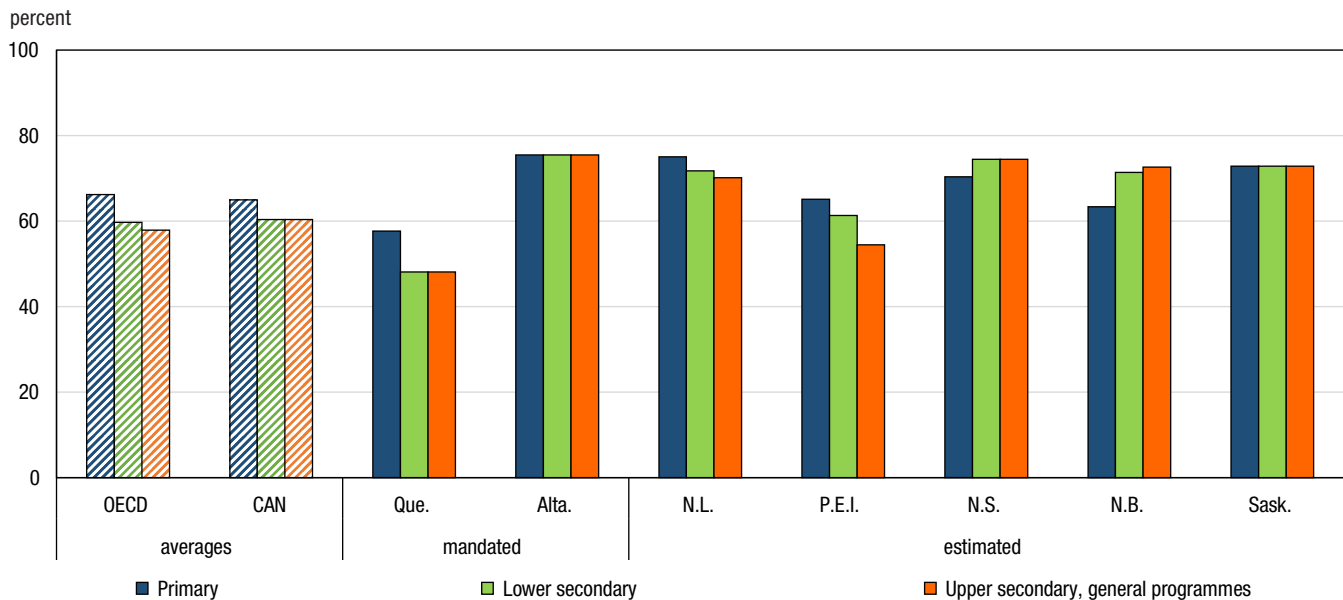
Sources: Table C.2.1 and *Education at a Glance 2018: OECD Indicators*.

- In Canada, primary school teachers taught an average of 798 hours in 2016/2017 compared with the OECD average of 784 hours. Lower secondary school teachers taught an average of 745 hours in 2016/2017, compared with 703 hours for all OECD reporting countries.
- While the upper secondary OECD average (657 hours) of annual net teaching time was significantly lower than annual net teaching time for the lower and primary levels, the Canadian upper secondary average was fairly similar to hours taught at the lower secondary level at 746 hours.
- At the primary level, annual net teaching time varied from 700 hours in New Brunswick to 905 hours in Alberta. These times were in a similar range to Finland and other G7 countries.
- At the lower secondary levels in Canada, British Columbia reported the highest annual net teaching time at 971 hours. The lowest amount (615 hours) was reported in Quebec.
- The annual net teaching time in Canada at the lower and upper secondary levels (745 and 746 hours respectively) was most similar to the comparable measure in Germany, but significantly higher than annual net teaching time in Finland, Japan, Italy and France.
- Net teaching time in Finland was included as a comparison because of this country's high ranking in international academic assessments. Teachers in Finland at the primary (673) and lower secondary (589) levels had a lower net teaching time than all of the reporting G7 countries, Canada included.

Proportion of total working time spent teaching

Chart C.2.3

Net teaching time as a percentage of total working time at school, OECD, Canada and provinces, 2016/2017



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

Sources: Table C.2.1 and *Education at a Glance 2018: OECD Indicators*.

- In Canada in 2016/2017, the proportion of net teaching time to total working time (65% for primary, 60% for lower secondary and for upper secondary) was fairly similar to the OECD averages (66% for primary education, 60% for lower secondary and 58% for upper secondary education).
- Time spent teaching as a proportion of total working time varied widely from one province or territory to another. In 2016/2017, at the lower and upper secondary levels, the proportion of working time spent teaching ranged from 48% in Quebec to 75% in Alberta.

Definitions, sources and methodology

These data are from the OECD-INES 2017 Survey on Teacher's Salaries and Working Time and refer to the 2016/2017 school year.

All jurisdictions reported instruction time in weeks and days. The "number of weeks of instruction" and the "number of days of instruction" exclude the days per school-year the school is closed for holidays (public holidays and seasonal school holidays).

Only Quebec and Alberta reported statutory working time. For those two reporting jurisdictions, the figures for net teaching time required at school are set in provincial/territorial regulation or collective agreement with the provincial/territorial teachers' union/association/federation. The remaining jurisdictions reported estimated teaching time of teachers based on the mandated instruction time set in regulation, legislation or collective agreement in each jurisdiction.

"Net teaching time" refers to the number of hours per day or hours per year that a full-time teacher teaches a group or class of students, as determined by policy. It excludes time spent outside of the classroom for non-teaching activities, such as lesson preparation, correction, in-service training and staff meetings. Net teaching time in hours per year is normally calculated as the number of teaching days per year multiplied by the number of hours a teacher

teaches per day (excluding periods of time formally allowed for breaks between lessons or groups of lessons). At the primary level, short breaks between lessons are included if the classroom teacher is responsible for the class during those breaks. Apart from Quebec and Alberta, net teaching time was estimated by subtracting from mandated instruction time (as defined in Indicator D1), time allowed for teachers during the school day for marking and preparation as well as recess, if the latter was included in instruction time and if supervision of children was not mandatory.

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

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

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

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

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

Table C.2.1
Organization of teachers' working time in public institutions, by educational level taught, OECD, Canada, provinces and territories, 2016/2017

	Number of weeks of instruction ¹			Number of days of instruction ¹			Net teaching time ²			Working time required at school ³			Total statutory working time		
	Lower Pri- mary	second- ary	Upper secondary, general programmes ⁴	Lower Pri- mary	second- ary	Upper secondary, general programmes ⁴	Lower Pri- mary	second- ary	Upper secondary, general programmes ⁴	Lower Pri- mary	second- ary	Upper secondary, general programmes ⁴	Lower Pri- mary	second- ary	Upper secondary, general programmes ⁴
OECD															
average ⁵	38	38	37	183	181	180	784	703	657	1,184	1,178	1,135	1,622	1,645	1,640
Canada ⁶	37	37	37	183	183	183	798	745	746	1,228	1,233	1,236	...	...	...
Mandated teaching and working time															
Quebec	36	36	36	180	180	180	738	615	615	1,280	1,280	1,280	1,280	1,280	1,280
Alberta ⁷	37	37	37	184	184	184	905	905	905	1,200	1,200	1,200	1,200	1,200	1,200
Estimated teaching and working time⁸															
Newfoundland and Labrador	37	37	37	187	187	187	860	823	804	1,147	1,147	1,147	...	...	...
Prince Edward Island	36	36	36	181	181	181	769	755	679	1,182	1,231	1,247	...	...	...
Nova Scotia	37	37	37	187	187	187	795	842	842	1,130	1,130	1,130	...	...	...
New Brunswick	37	37	37	185	185	185	700	854	910	1,105	1,197	1,253	...	...	...
Saskatchewan	38	38	38	190	190	190	874	874	874	1,200	1,200	1,200	...	...	...
Yukon	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other⁹															
Ontario	37	37	37	187	187	187	..	..	..	..	..	..	..	..	..
Manitoba	37	37	37	185	185	185	..	..	..	1,073	1,073	1,073	..	..	..
British Columbia	37	37	37	180	187	180	868	971	934	..	..	..	..	..	..
Northwest Territories ⁷	37	37	37	186	186	186	..	..	..	..	..	..	..	..	..
Nunavut	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

.. not available for a specific reference period

... not applicable

1. The number of weeks and days of instruction is mandated in all reporting jurisdictions; that is, it is established by collective agreement or provincial/territorial regulation/law.

2. "Net teaching time" refers to the number of hours per year that a full-time teacher teaches.

3. "Working time required at school" refers to the number of hours that a full-time teacher is expected to work, excluding overtime, non-specified preparation time, and days that the school is closed for holidays (both public holidays and seasonal school holidays/vacations).

4. General programmes cover education that was not designed explicitly to prepare participants for a specific class of occupations or trades, or for entry into further vocational or technical education programmes.

5. The OECD data can be found at <http://stats.oecd.org/>, Education at a Glance Database (accessed September 18, 2018).

6. Canada figures are weighted averages based on the number of full-time educators, and reflect public institutions in submitting jurisdictions, as reported in the 2016/2017 Elementary-Secondary Education Survey (ESES). Data for Ontario, Manitoba, British Columbia, Yukon, the Northwest Territories and Nunavut are excluded from the Canadian average.

7. Alberta's and Northwest Territories' net teaching time and "working time required at school" reflect the maximum time a full-time teacher can be assigned to teach or to work and may not necessarily be the actual hours a teacher is assigned.

8. Jurisdictions in this subgroup, in which net teaching time and total working time are not mandated in collective agreement or regulation, estimated teaching time based on mandatory instruction time, as follows: mandatory instruction time (see indicator C1) minus marking and preparation time equals "net teaching time"; mandatory instruction time plus supervision and meeting time plus time for professional development equals "working time required at school".

9. "Other" jurisdictions could not report all categories and so are not included in the Canada average, which is consistent with Canada's reporting to the OECD. In Manitoba, and British Columbia, teaching time and/or working time are estimated consistently with estimation methods of those who reported both (see note 8).

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2017 Survey on Teacher's Salaries and Working Time.

C3 Teachers' salaries

Context

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

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

In combination with the information on instruction time and teachers' working time, presented in Indicators C1 and C2, respectively, this indicator on teachers' salaries contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contributes to expanding the context for discussion of quality of instruction and understanding certain aspects of education processes.

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

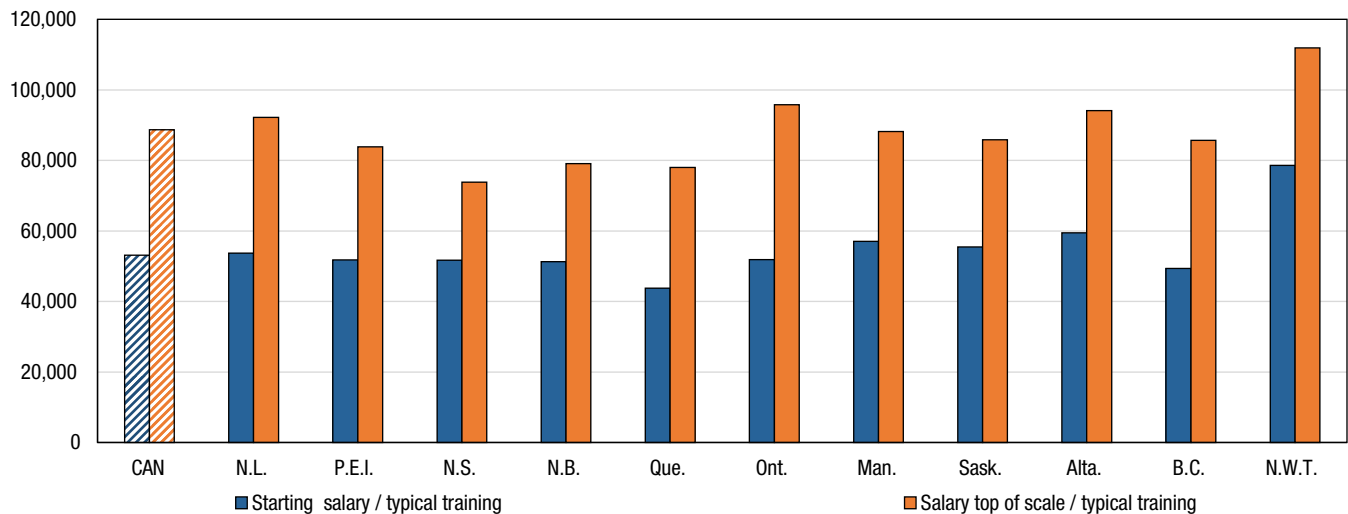
Observations

Teachers' salaries

Chart C.3.1

Annual statutory teachers' salaries, full-time teachers in primary, lower and upper secondary institutions, with typical level of training, Canadian dollars, Canada, provinces and territories, 2016/2017

Canadian dollars



Notes: Reflects salaries for full-time teachers in public institutions at the primary, lower and upper secondary levels, as reported for the 2016/2017 school year. In most jurisdictions, except Quebec, and to a lesser extent New Brunswick and British Columbia, teachers reach their max salary after 10 years. Data for Yukon and Nunavut are not available. The bars representing Canada are filled with a diagonal line pattern to make them easier to find.

Source: Table C.3.1b.

- In Canada, salaries for full-time teachers in public elementary and secondary schools do not vary across levels of education – teachers are paid the same salaries regardless of whether they are teaching at the primary, lower or upper secondary level.
- By contrast, in many of the countries that recently reported to the OECD, teachers' salaries tended to rise with the level of education taught (see Table C.3.2b).

Salaries throughout career experience

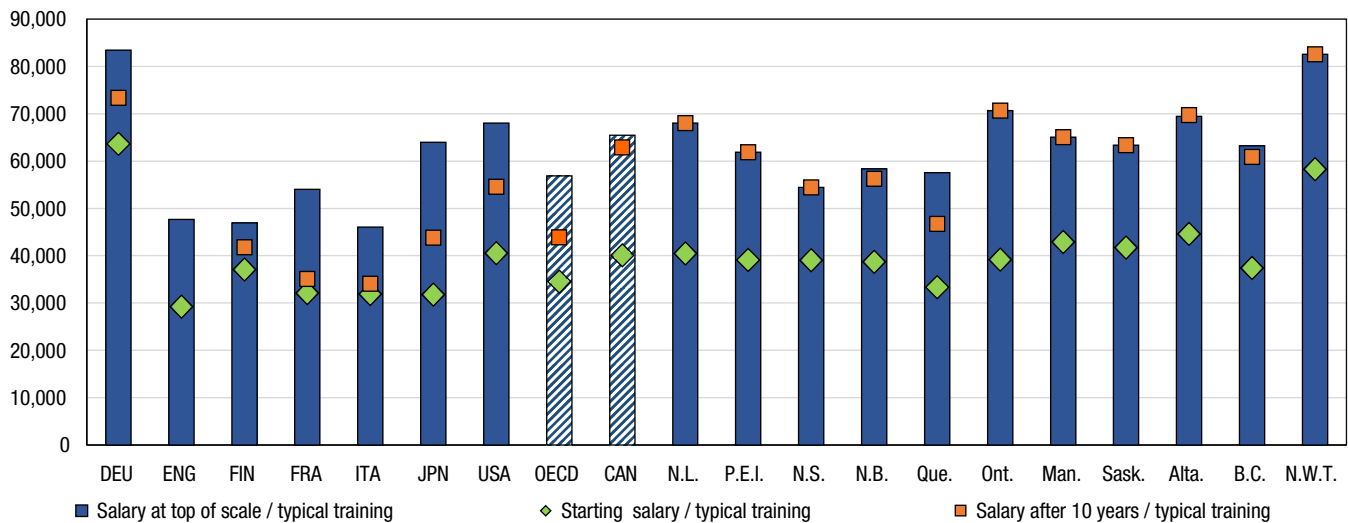
- Starting salaries for full-time teachers in primary, lower and upper secondary institutions averaged CAN\$53,163 in Canada, and CAN\$88,746 at the top of their salary scales. Typically the top of teacher's pay scales are around one and a half times their starting salaries, which ranged from CAN\$43,752 in Quebec to CAN\$78,600 in the Northwest Territories.
- In Canada, teachers in most provinces/territories reached the top of the salary range at 10 years of experience. This is, in general, sooner than teachers in other OECD countries whose salaries continued to increase beyond 10 and 15 years' experience.
- In Quebec, teachers did not reach the top of the pay scale until after 15 years' experience. Unlike other jurisdictions, in Quebec, the salary for 15 years' experience/top of scale was about CAN\$14,700 more than for teachers who had reached the 10-year point on the salary scale.

International comparison of salary levels

Chart C.3.2

Annual statutory teachers' salaries, full-time teachers in primary, lower secondary institutions, with typical level of training, by teaching experience, US dollars, OECD, G7 countries, provinces and territories, 2016/2017

US dollars



Notes: Reflects salaries, in US dollars converted using purchasing power parities, for full-time teachers in public institutions level, 2016/2017 school year. Finland is included due to their high ranking in academic assessments. Data for Yukon and Nunavut are not available. The bars representing Canada and the OECD are filled with a diagonal line pattern, to make them easier to find.

Sources: Table C.3.2b and *Education at a Glance 2018: OECD Indicators*.

- Full-time teachers in public institutions in Canada receive higher salaries overall compared with those in most other OECD countries.
- In general, teachers at the top of their pay scales in Canada had higher average salaries compared to other G7 countries. For example, in lower secondary institutions, teachers at the top of their pay scales had the third highest average salaries (US\$65,474) among the G7 group of countries after Germany (US\$83,451) and the USA (US\$68,052). Within Canada, equivalent teachers in the Northwest Territories (US\$82,544), Ontario (US\$70,674), Alberta (US\$69,426) and Newfoundland and Labrador (US\$68,048) received higher salaries than the Canadian average.

Definitions, sources and methodology

The data on annual statutory teachers' salaries were derived from the 2017 OECD-INES Teacher's Salaries and Working Time Survey and reflect the 2016/2017 school year. All information has been reported in accordance with formal policies for public educational institutions.

"Statutory salaries" refer to salaries according to official pay scales and schedules. In Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Quebec, Saskatchewan, Yukon and the Northwest Territories, the annual statutory salaries are based on 2016/2017 salary scales in collective agreements between each jurisdiction's teachers' unions/associations/federations and the provincial or territorial government. In some provinces, however, namely Ontario, Manitoba, Alberta and British Columbia, these pay scales are established at the school-board level and there is no province-wide bargaining.²

The salaries reported are gross (total sum paid by the employer); i.e., they do not include the employer's contribution to social security and pension (according to existing salary scales). It is gross salary from the employee's point of view, since it includes the part of social security contributions and pension scheme contributions that

2. In Ontario, the estimates are the midpoint of the range that is funded by the province. In Manitoba and Alberta, estimates are averages weighted on the number of students in each school board.

are paid by the employees (even if deducted automatically from the employee's gross salary by the employer). Salaries are "before tax" (before deductions for income taxes). Gross teachers' salaries are presented in current Canadian dollars, to be compared with the averages for Canada, which were derived from the provincial values (Table D.2.1). The average salary for Canada was calculated as a weighted average of all provinces (the Northwest Territories³, Yukon⁴ and Nunavut⁵ are not included). Weights used depend on the salary calculated. For teachers at the beginning of their careers (starting salaries), the number of full-time educators younger than 30 was used. For teachers with 10 years of experience, the number of full-time educators aged 35 to 44 years was used. And, for teachers with 15 years of experience, as well as those at the top of the salary scale, the number of full-time educators aged 45 or older was used. The Northwest Territories are excluded from the Canada average because the Elementary-Secondary Education Survey (ESES) does not report a breakdown by age for the number of full-time educators. Salaries have also been converted to US dollars (Table C.3.1b) using the purchasing power parity (PPP)⁵ for private consumption from the OECD National Accounts database.

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

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

3. The Northwest Territories are not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators.

4. Data for the 2016/2017 school year were not available for Yukon and Nunavut.

5. For Canada, the PPP adjustment factor for 2016/2017 is 1.355 US\$/CAN\$, which takes into account differences in cost of living across countries. A similar adjustment for comparisons across provinces and territories could not be done as it would require provincial/territorial figures for PPP, which have not yet been developed.

Table C.3.1a

Annual statutory teachers' salaries¹ in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2015/2016

	ISCED 1 (Primary education)					
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	
	Canadian dollars				ratio	
Canada²	52,616	84,085	87,737	87,737	1.67	
Newfoundland and Labrador	53,755	92,234	92,234	92,234	1.72	
Prince Edward Island	50,406	81,584	81,584	81,584	1.62	
Nova Scotia	51,711	73,804	73,804	73,804	1.43	
New Brunswick	50,775	75,542	78,296	78,296	1.54	
Quebec	42,895	62,394	76,830	76,830	1.79	
Ontario	51,263	94,612	94,612	94,612	1.85	
Manitoba	55,974	86,434	86,434	86,434	1.54	
Saskatchewan	54,440	84,295	84,295	84,295	1.55	
Alberta	59,488	94,103	94,103	94,103	1.58	
British Columbia	48,975	77,433	84,832	84,832	1.73	
Yukon	..	..	..	..	..
Northwest Territories	78,600	111,883	111,883	111,883	1.42	
Nunavut	..	..	..	..	..
	ISCED 2 (Lower secondary education)					
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	Canadian dollars				ratio	years
Canada²	52,616	84,085	87,737	87,737	1.67	11
Newfoundland and Labrador	53,755	92,234	92,234	92,234	1.72	9
Prince Edward Island	50,406	81,584	81,584	81,584	1.62	10
Nova Scotia	51,711	73,804	73,804	73,804	1.43	10
New Brunswick	50,775	75,542	78,296	78,296	1.54	11
Quebec	42,895	62,394	76,830	76,830	1.79	15
Ontario	51,263	94,612	94,612	94,612	1.85	10
Manitoba	55,974	86,434	86,434	86,434	1.54	10
Saskatchewan	54,440	84,295	84,295	84,295	1.55	10
Alberta	59,488	94,103	94,103	94,103	1.58	10
British Columbia	48,975	77,433	84,832	84,832	1.73	11
Yukon
Northwest Territories	78,600	111,883	111,883	111,883	1.42	11
Nunavut

Table C.3.1a

Annual statutory teachers' salaries¹ in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2015/2016

	ISCED 3 (Upper secondary education)					Ratio of salary at top of scale to starting salary
	Starting salary / typical training	Salary after 10 years of experience / typical training	15 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	
	Canadian dollars					ratio
Canada²	52,616	84,085		87,737	87,737	1.67
Newfoundland and Labrador	53,755	92,234		92,234	92,234	1.72
Prince Edward Island	50,406	81,584		81,584	81,584	1.62
Nova Scotia	51,711	73,804		73,804	73,804	1.43
New Brunswick	50,775	75,542		78,296	78,296	1.54
Quebec	42,895	62,394		76,830	76,830	1.79
Ontario	51,263	94,612		94,612	94,612	1.85
Manitoba	55,974	86,434		86,434	86,434	1.54
Saskatchewan	54,440	84,295		84,295	84,295	1.55
Alberta	59,488	94,103		94,103	94,103	1.58
British Columbia	48,975	77,433		84,832	84,832	1.73
Yukon	..	..		..	..	..
Northwest Territories	78,600	111,883		111,883	111,883	1.42
Nunavut	..	..		..	..	..

.. not available for a specific reference period

1. Annual statutory salaries are presented in current Canadian dollars without adjustments for differences in cost of living between provinces. The annual statutory salaries are based on 2015/2016 salary scales in collective agreements.

2. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/typical training"); aged 35 to 44 (for "Salary after 10 years of experience/typical training"); or aged 45 or older (for "Salary after 15 years of experience/typical training" and "Salary at the top of the scale/typical training"). The data reflects public institutions in submitting jurisdictions, as reported in the 2015/2016 Elementary-Secondary Education Survey (ESES). Yukon and Nunavut did not submit data and are not included in the Canadian average. The Northwest Territories is not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The Northwest Territories is included in the average for "Years from starting to top salary".

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES) 2017 Survey on Teacher's Salaries and Working Time.

Table C.3.2a

Annual statutory teachers' salaries¹ in public institutions, by level of education taught and teaching experience, US dollars, Canada, OECD, provinces and territories, 2015/2016

	ISCED 1 (Primary education)					
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	
	US dollars				ratio	
OECD average²	30,838	39,854	42,864	52,748	1.71	
Canada³	39,594	63,276	66,023	66,023	1.67	
Newfoundland and Labrador	40,452	69,408	69,408	69,408	1.72	
Prince Edward Island	37,931	61,393	61,393	61,393	1.62	
Nova Scotia	38,913	55,539	55,539	55,539	1.43	
New Brunswick	38,209	56,847	58,919	58,919	1.54	
Quebec	32,279	46,952	57,816	57,816	1.79	
Ontario	38,576	71,197	71,197	71,197	1.85	
Manitoba	42,121	65,043	65,043	65,043	1.54	
Saskatchewan	40,967	63,433	63,433	63,433	1.55	
Alberta	44,766	70,814	70,814	70,814	1.58	
British Columbia	36,855	58,270	63,838	63,838	1.73	
Yukon	..	..	..	..	..
Northwest Territories	59,148	84,194	84,194	84,194	1.42	
Nunavut	..	..	..	..	..
	ISCED 2 (Lower secondary education)					
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	US dollars				ratio	years
OECD average²	32,202	41,807	44,623	55,122	1.71	27
Canada³	39,594	63,276	66,023	66,023	1.67	11
Newfoundland and Labrador	40,452	69,408	69,408	69,408	1.72	9
Prince Edward Island	37,931	61,393	61,393	61,393	1.62	10
Nova Scotia	38,913	55,539	55,539	55,539	1.43	10
New Brunswick	38,209	56,847	58,919	58,919	1.54	11
Quebec	32,279	46,952	57,816	57,816	1.79	15
Ontario	38,576	71,197	71,197	71,197	1.85	10
Manitoba	42,121	65,043	65,043	65,043	1.54	10
Saskatchewan	40,967	63,433	63,433	63,433	1.55	10
Alberta	44,766	70,814	70,814	70,814	1.58	10
British Columbia	36,855	58,270	63,838	63,838	1.73	11
Yukon
Northwest Territories	59,148	84,194	84,194	84,194	1.42	11
Nunavut

Table C.3.2a

Annual statutory teachers' salaries¹ in public institutions, by level of education taught and teaching experience, US dollars, Canada, OECD, provinces and territories, 2015/2016

	ISCED 3 (Upper secondary education)				
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary
	US dollars				
OECD average²	33,824	44,240	46,631	57,815	1.71
Canada³	39,594	63,276	66,023	66,023	1.67
Newfoundland and Labrador	40,452	69,408	69,408	69,408	1.72
Prince Edward Island	37,931	61,393	61,393	61,393	1.62
Nova Scotia	38,913	55,539	55,539	55,539	1.43
New Brunswick	38,209	56,847	58,919	58,919	1.54
Quebec	32,279	46,952	57,816	57,816	1.79
Ontario	38,576	71,197	71,197	71,197	1.85
Manitoba	42,121	65,043	65,043	65,043	1.54
Saskatchewan	40,967	63,433	63,433	63,433	1.55
Alberta	44,766	70,814	70,814	70,814	1.58
British Columbia	36,855	58,270	63,838	63,838	1.73
Yukon	..	..	..	..	..
Northwest Territories	59,148	84,194	84,194	84,194	1.42
Nunavut	..	..	..	..	..

.. not available for a specific reference period

- The annual statutory salaries are based on 2015/2016 salary scales in collective agreements. Salaries have been converted to US dollars using the 2015/2016 purchasing power parity (PPP) for private consumption for Canada from the Organisation for Economic Co-operation and Development (OECD) National Accounts database. Although this PPP takes into account differences in cost of living across countries, it was not possible to make a similar adjustment for provinces and territories.
- The OECD data can be found at <http://stats.oecd.org/>, Education at a Glance Database (accessed September 18, 2018).
- Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/typical training"); aged 35 to 44 (for "Salary after 10 years of experience/typical training"); or aged 45 or older (for "Salary after 15 years of experience/typical training" and "Salary at the top of the scale/typical training"). The data reflects public institutions in submitting jurisdictions, as reported in the 2015/2016 Elementary-Secondary Education Survey (ESES). Yukon and Nunavut did not submit data and are not included in the Canadian average. The Northwest Territories are not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The Northwest Territories is included in the average for "Years from starting to top salary".

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), 2017 Survey on Teacher's Salaries and Working Time.

Table C.3.1b

Annual statutory teachers' salaries¹ in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2016/2017

	ISCED 1 (Primary education)					
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	
	Canadian dollars				ratio	
Canada²	53,163	85,202	88,746	88,746	1.67	
Newfoundland and Labrador	53,755	92,234	92,234	92,234	1.72	
Prince Edward Island	51,800	83,840	83,840	83,840	1.62	
Nova Scotia	51,711	73,804	73,804	73,804	1.43	
New Brunswick	51,284	76,300	79,080	79,080	1.54	
Quebec	43,752	63,377	78,041	78,041	1.78	
Ontario	51,904	95,794	95,794	95,794	1.85	
Manitoba	57,090	88,167	88,167	88,167	1.54	
Saskatchewan	55,474	85,896	85,896	85,896	1.55	
Alberta	59,488	94,103	94,103	94,103	1.58	
British Columbia	49,392	80,174	85,681	85,681	1.73	
Yukon	..	..	..	..	..
Northwest Territories	78,600	111,883	111,883	111,883	1.42	
Nunavut	..	..	..	..	..
	ISCED 2 (Lower secondary education)					
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	Canadian dollars				ratio	years
Canada²	53,163	85,202	88,746	88,746	1.67	11
Newfoundland and Labrador	53,755	92,234	92,234	92,234	1.72	9
Prince Edward Island	51,800	83,840	83,840	83,840	1.62	10
Nova Scotia	51,711	73,804	73,804	73,804	1.43	9
New Brunswick	51,284	76,300	79,080	79,080	1.54	11
Quebec	43,752	63,377	78,041	78,041	1.78	15
Ontario	51,904	95,794	95,794	95,794	1.85	10
Manitoba	57,090	88,167	88,167	88,167	1.54	10
Saskatchewan	55,474	85,896	85,896	85,896	1.55	10
Alberta	59,488	94,103	94,103	94,103	1.58	10
British Columbia	49,392	80,174	85,681	85,681	1.73	11
Yukon
Northwest Territories	78,600	111,883	111,883	111,883	1.42	10
Nunavut

Table C.3.1b

Annual statutory teachers' salaries¹ in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2016/2017

	ISCED 3 (Upper secondary education)				
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary
	Canadian dollars				ratio
Canada²	53,163	85,202	88,746	88,746	1.67
Newfoundland and Labrador	53,755	92,234	92,234	92,234	1.72
Prince Edward Island	51,800	83,840	83,840	83,840	1.62
Nova Scotia	51,711	73,804	73,804	73,804	1.43
New Brunswick	51,284	76,300	79,080	79,080	1.54
Quebec	43,752	63,377	78,041	78,041	1.78
Ontario	51,904	95,794	95,794	95,794	1.85
Manitoba	57,090	88,167	88,167	88,167	1.54
Saskatchewan	55,474	85,896	85,896	85,896	1.55
Alberta	59,488	94,103	94,103	94,103	1.58
British Columbia	49,392	80,174	85,681	85,681	1.73
Yukon	..	..	..	..	..
Northwest Territories	78,600	111,883	111,883	111,883	1.42
Nunavut	..	..	..	..	..

.. not available for a specific reference period

1. Annual statutory salaries are presented in current Canadian dollars without adjustments for differences in cost of living between provinces. The annual statutory salaries are based on 2016-2017 salary scales in collective agreements.

2. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/typical training"); aged 35 to 44 (for "Salary after 10 years of experience/typical training"); or aged 45 or older (for "Salary after 15 years of experience/typical training" and "Salary at the top of the scale/typical training"). The data reflects public institutions in submitting jurisdictions, as reported in the 2016/2017 Elementary-Secondary Education Survey (ESES). Yukon and Nunavut did not submit data and are not included in the Canadian average. The Northwest Territories is not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The Northwest Territories is included in the average for "Years from starting to top salary".

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES) 2017 Survey on Teacher's Salaries and Working Time.

Table C.3.2b

Annual statutory teachers' salaries¹ in public institutions, by level of education taught and teaching experience, US dollars, Canada, OECD, provinces and territories, 2016/2017

	ISCED 1 (Primary education)					
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	
	US dollars				ratio	
OECD average²	32,258	41,884	45,004	54,156	1.64	
Canada³	39,222	62,860	65,474	65,474	1.67	
Newfoundland and Labrador	39,659	68,048	68,048	68,048	1.72	
Prince Edward Island	38,217	61,855	61,855	61,855	1.62	
Nova Scotia	38,151	54,450	54,450	54,450	1.43	
New Brunswick	37,836	56,292	58,343	58,343	1.54	
Quebec	32,279	46,758	57,576	57,576	1.78	
Ontario	38,293	70,674	70,674	70,674	1.85	
Manitoba	42,120	65,047	65,047	65,047	1.54	
Saskatchewan	40,927	63,372	63,372	63,372	1.55	
Alberta	43,888	69,426	69,426	69,426	1.58	
British Columbia	36,440	59,150	63,213	63,213	1.73	
Yukon	..	..	..	..	..
Northwest Territories	57,989	82,544	82,544	82,544	1.42	
Nunavut	..	..	..	..	..
	ISCED 2 (Lower secondary education)					
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	US dollars				ratio	years
OECD average²	33,498	43,886	46,780	56,874	1.66	27
Canada³	39,222	62,860	65,474	65,474	1.67	11
Newfoundland and Labrador	39,659	68,048	68,048	68,048	1.72	9
Prince Edward Island	38,217	61,855	61,855	61,855	1.62	10
Nova Scotia	38,151	54,450	54,450	54,450	1.43	9
New Brunswick	37,836	56,292	58,343	58,343	1.54	11
Quebec	32,279	46,758	57,576	57,576	1.78	15
Ontario	38,293	70,674	70,674	70,674	1.85	10
Manitoba	42,120	65,047	65,047	65,047	1.54	10
Saskatchewan	40,927	63,372	63,372	63,372	1.55	10
Alberta	43,888	69,426	69,426	69,426	1.58	10
British Columbia	36,440	59,150	63,213	63,213	1.73	11
Yukon
Northwest Territories	57,989	82,544	82,544	82,544	1.42	10
Nunavut

Table C.3.2b

Annual statutory teachers' salaries¹ in public institutions, by level of education taught and teaching experience, US dollars, Canada, OECD, provinces and territories, 2016/2017

	ISCED 3 (Upper secondary education)				
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary
	US dollars				
OECD average ²	34,943	46,244	48,697	59,639	1.67
Canada ³	39,222	62,860	65,474	65,474	1.67
Newfoundland and Labrador	39,659	68,048	68,048	68,048	1.72
Prince Edward Island	38,217	61,855	61,855	61,855	1.62
Nova Scotia	38,151	54,450	54,450	54,450	1.43
New Brunswick	37,836	56,292	58,343	58,343	1.54
Quebec	32,279	46,758	57,576	57,576	1.78
Ontario	38,293	70,674	70,674	70,674	1.85
Manitoba	42,120	65,047	65,047	65,047	1.54
Saskatchewan	40,927	63,372	63,372	63,372	1.55
Alberta	43,888	69,426	69,426	69,426	1.58
British Columbia	36,440	59,150	63,213	63,213	1.73
Yukon	..	..	..	..	..
Northwest Territories	57,989	82,544	82,544	82,544	1.42
Nunavut	..	..	..	..	..

.. not available for a specific reference period

1. The annual statutory salaries are based on 2016/2017 salary scales in collective agreements. Salaries have been converted to US dollars using the 2016/2017 purchasing power parity (PPP) for private consumption for Canada from the Organisation for Economic Co-operation and Development (OECD) National Accounts database. Although this PPP takes into account differences in cost of living across countries, it was not possible to make a similar adjustment for provinces and territories.

2. The OECD data can be found at <http://stats.oecd.org/>, Education at a Glance Database (accessed September 18, 2018).

3. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/typical training"); aged 35 to 44 (for "Salary after 10 years of experience/typical training"); or aged 45 or older (for "Salary after 15 years of experience/typical training" and "Salary at the top of the scale/typical training"). The data reflects public institutions in submitting jurisdictions, as reported in the 2016/2017 Elementary-Secondary Education Survey (ESES). Yukon and Nunavut did not submit data and are not included in the Canadian average. The Northwest Territories are not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The Northwest Territories is included in the average for "Years from starting to top salary".

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), 2017 Survey on Teacher's Salaries and Working Time.

Chapter D

D1 Sustainable Developmental Goals (SDG) 4: Quality Education

Context

This Chapter, for the first time in *Education Indicators in Canada: An International Perspective*, presents indicators from the United Nations Educational, Scientific and Cultural Organization (UNESCO) Sustainable Development Goal 4 (SDG-4) on education. SDG-4 is the education-related goal of the UNESCO 2030 Agenda for Sustainable Development, which was adopted on September 25, 2015, by the United Nations General Assembly. SDG-4 is part of a broader set of 17 social, economic, and environmental SDGs that form a universal call for action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. Canada is committed to reporting on the SDG-4, as part of its commitment to the UNESCO 2030 Agenda for Sustainable Development.

The overall aim of SDG-4 is to “ensure inclusive and equitable education and promote lifelong learning opportunities for all.” SDG-4 encompasses 10 targets and 43 indicators that cover many different aspects of education.¹ This chapter focuses on the SDG-4 indicators which have been included in the OECD’s chapter on SDG-4 in *Education at a Glance 2018* specifically: 4.2.2, Participation rate in organized learning one year before the official primary entry age (the primary entry age is 6 in Canada, therefore this indicator focuses on 5 year-olds); 4.3.1, Participation rate of adults in formal and non-formal education; 4.1.1, Proportion of 15-year-olds achieving at least a minimum proficiency level (PISA level 2) in mathematics and reading; and 4.6.1, Proportion of adults (25-64 year-olds) achieving at least a fixed level of proficiency (PIAAC score 226) in functional numeracy and literacy skills.

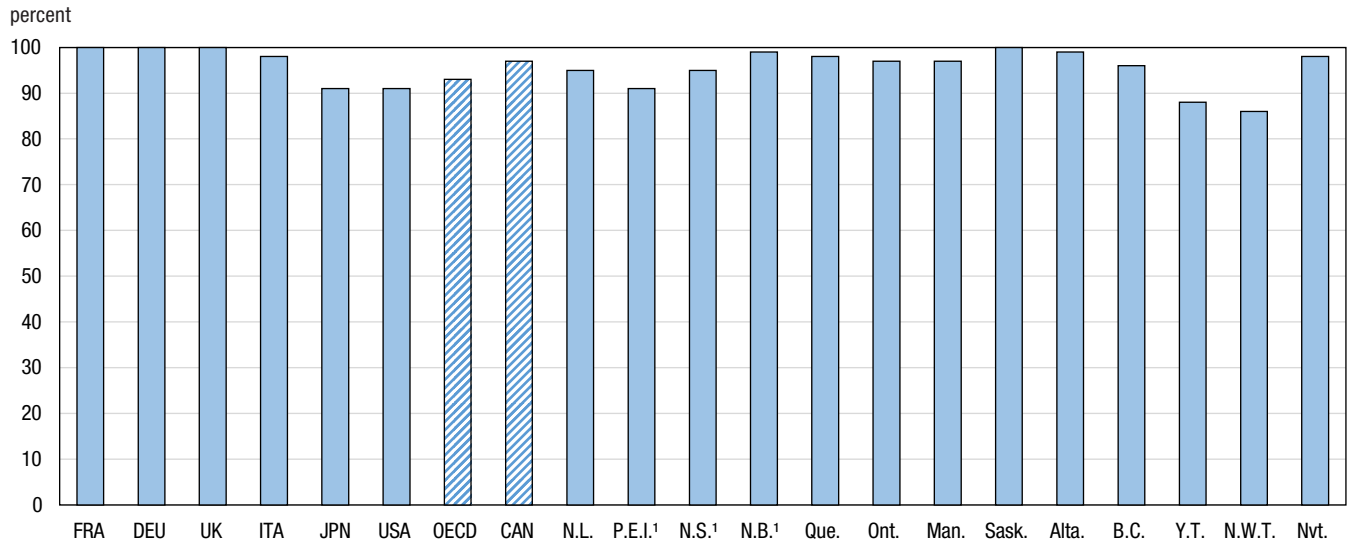
This chapter also focuses on equity in education by applying parity indexes to these indicators. The parity index is the main method chosen by the international community to measure equity across the SDG-4 indicators, and is defined by the ratio between the values of a given indicator for two different groups. An index between 0.97 and 1.03 indicates a parity between the two groups. A value that is less than 0.97 or greater than 1.03 indicates an inequity between the two groups.

1. For more information on SDG-4, see “Sustainable Development Goal 4 and its targets” <https://en.unesco.org/education2030-sdg4/targets>

Observations

Chart D.1.1

Participation rate in organized learning one year before the official primary entry age, OECD, G7 countries, provinces and territories, 2015/2016



1. Kindergarten is mandatory in Prince Edward Island, New Brunswick, and Nova Scotia (where the equivalent is referred to as "grade primary").

Notes: The most recent data available for Canada and jurisdictions are for 2015/2016. Countries other than Canada are ranked in descending order. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table D.1.1. and the Organisation for Economic Co-operation and Development (OECD).

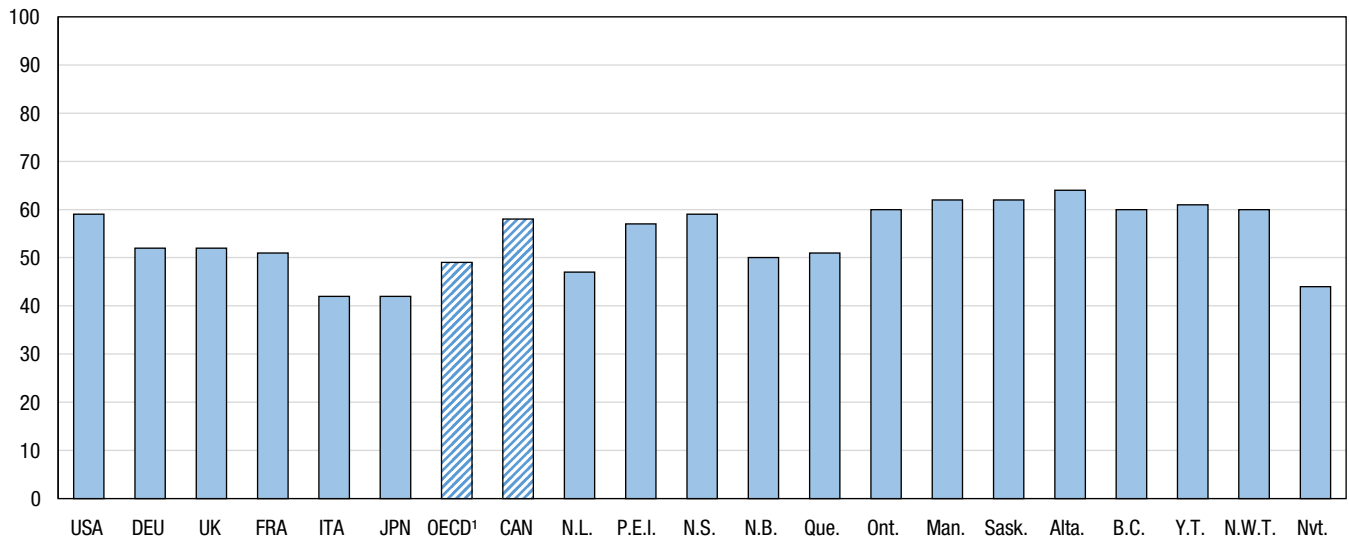
- In 2016, Canada's participation rate in organized learning one year before the official entry age (97%) was higher than the OECD average (93%), the United States (91%) and Japan (91%).
- The mandatory primary entry age in most provinces and territories is 6 years old (grade 1). In most provinces and territories, participation rates for 5-year-olds were above 95% (most 5-year-olds have started kindergarten).² The participation rate was at 100% in Saskatchewan and 99% in New Brunswick and Alberta. The lowest rates were found in Prince Edward Island (91%), Yukon (88%), and Northwest Territories (86%).

2. Kindergarten is mandatory in Prince Edward Island, New Brunswick, and Nova Scotia (where the equivalent is referred to as "grade primary").

Chart D.1.2.1

Participation rate of adults in formal and non-formal education, OECD,¹ G7 countries, provinces and territories, 2012/2015/2016

percent



1. OECD average includes data from 2015 for the second wave PIAAC countries and data for countries that participated in the Adult Education Survey (AES) in 2016.

Notes: Data for the G7 countries and for the provinces and territories are from 2012. Countries other than Canada are ranked in descending order. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

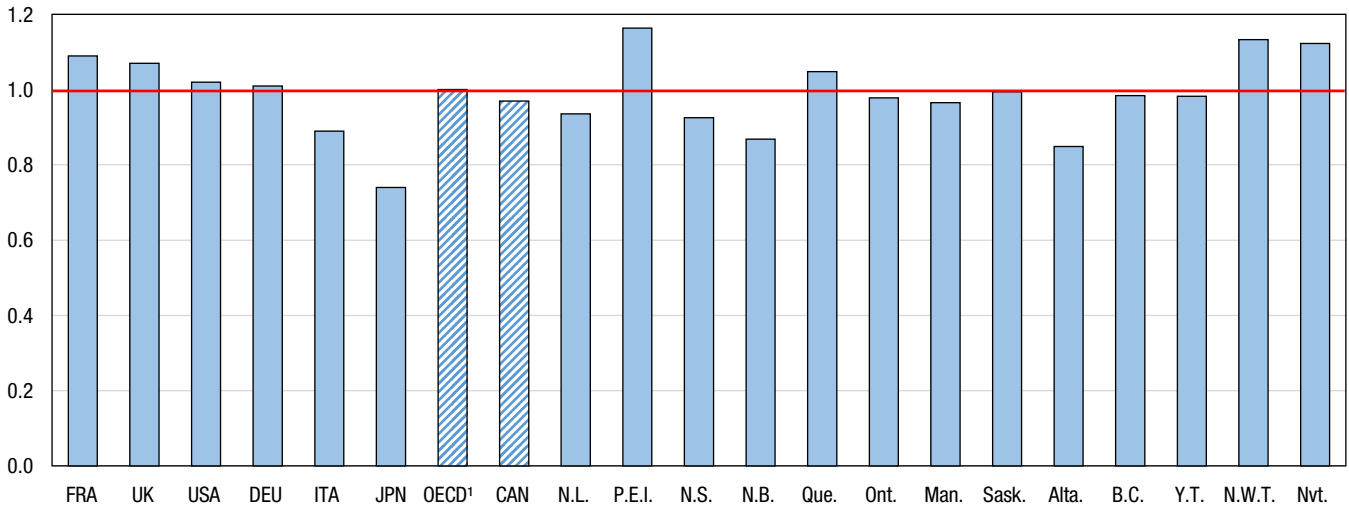
Sources: Table D.1.2.1. and the Organisation for Economic Co-operation and Development (OECD).

- Canada's participation rate of adults in formal and non-formal education (58%) was higher than the OECD average (49%) and all G7 countries with available data, except the United States (59%).
- Alberta had the highest participation rate among provinces and territories (64%), and, like most province and territories, placed higher than all of the G7 countries with available data.
- Although higher than the participation rate in both Italy (42%) and Japan (42%), Nunavut had the lowest participation rate (44%) in Canada.

Chart D.1.2.2

Participation rate of adults in formal and non-formal education, Gender Parity Index, OECD,¹ G7 countries, provinces and territories, 2012/2015/2016

gender parity index



1. OECD average includes data from 2015 for the second wave PIAAC countries and data for countries that participated in the Adult Education Survey (AES) in 2016.

Notes: Data from the G7 countries and the provinces and territories are from 2012. Countries other than Canada are ranked in descending order. The bars representing Canada and the OECD are filled with a diagonal line pattern to make them easier to find.

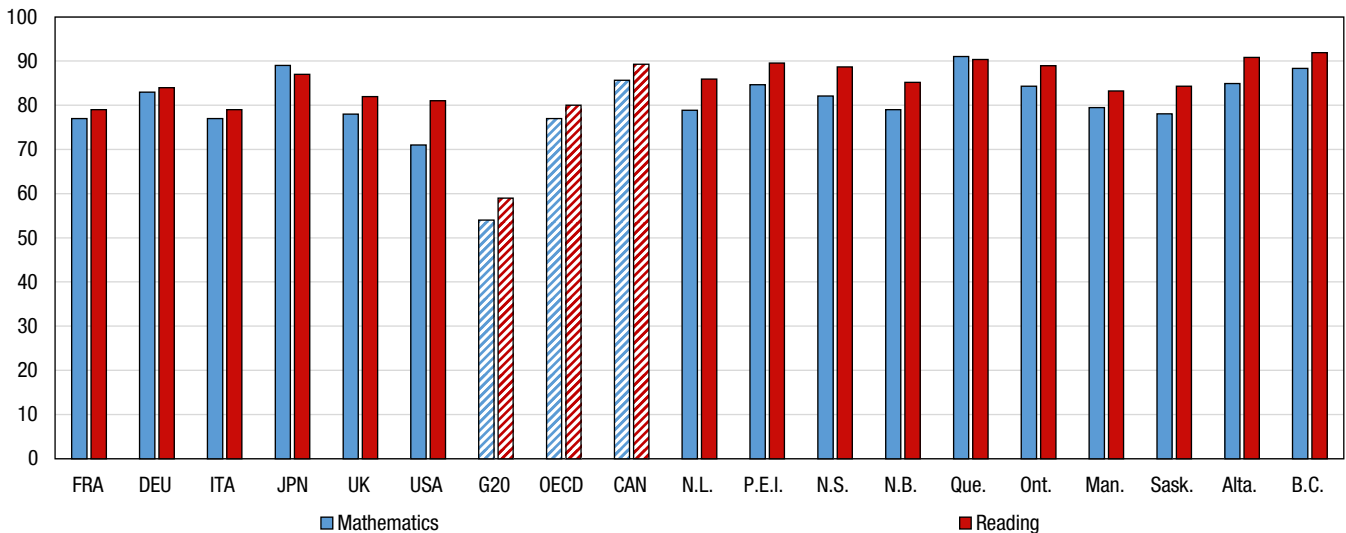
Sources: Table D.1.2.2. and the Organisation for Economic Co-operation and Development (OECD).

- Parity is considered anywhere between 0.97 and 1.03. Canada's gender parity score fell within this range which indicates that women and men participate at an equal rate in formal and non-formal education. This rate was comparable to the OECD average and to Germany and the United States.
- More men than women participated in formal and non-formal education in Newfoundland and Labrador, Nova Scotia, New Brunswick, and Alberta. However, the gender parity score for these provinces was higher than Japan, which had the lowest score among G7 countries with available data.
- Among provinces and territories, more women than men participated in formal and non-formal education in Prince Edward Island, Northwest Territories, Nunavut, and Quebec.

Chart D.1.3.1

Proportion of 15-year-olds achieving at least a minimum proficiency level (PISA level 2) in mathematics and reading, OECD, G20 average, G7 countries and provinces, 2015

percent



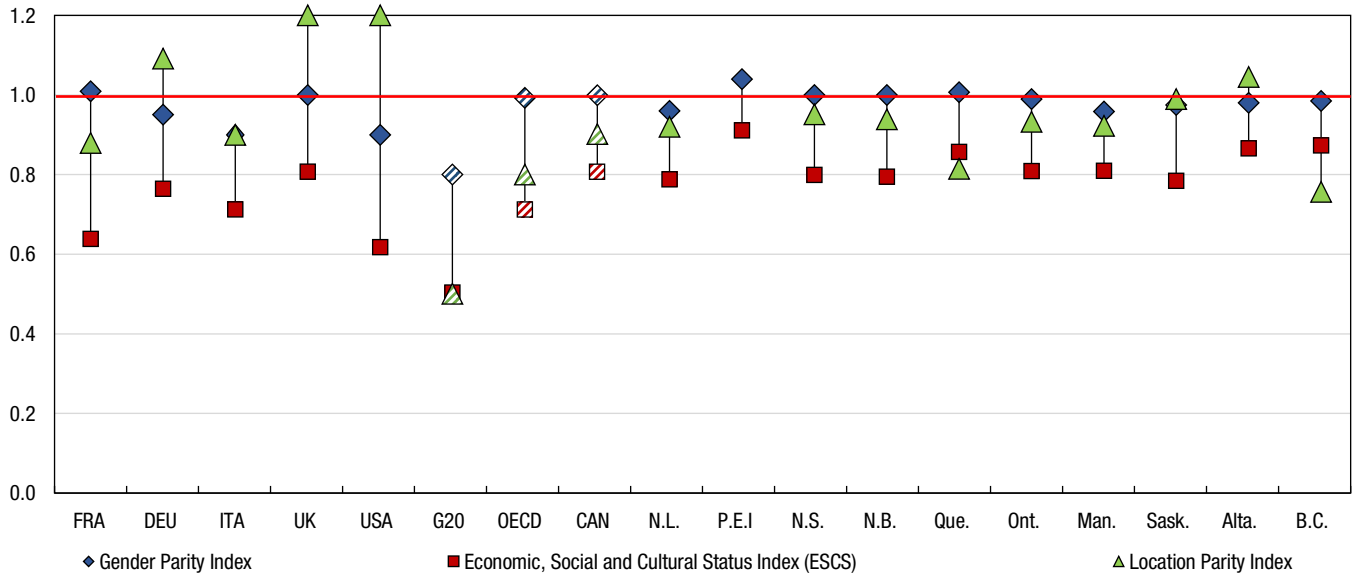
Notes: The territories did not participate in PISA 2015, and as a result are not represented in this indicator. The bars representing Canada, OECD and the G20 average are filled with a diagonal line pattern to make them easier to find.

Sources: Table D.1.3.1 and the Organisation for Economic Co-operation and Development (OECD).

- In 2015, more students in Canada reached a minimum proficiency level in mathematics and reading than the OECD or G20 average. Canada also reached a higher minimum proficiency level in reading than all G7 countries with available data, and only Japan reached a higher minimum proficiency level in mathematics.
- On average in Canada, the OECD and the G20, more students reached a minimum proficiency level in reading than in mathematics. This was true for all provinces except Quebec, where slightly more students reached a higher minimum proficiency level in mathematics.
- Among provinces, Quebec, Alberta and British Columbia had the highest proportion of students meeting the minimum proficiency levels in both mathematics and reading. In both domains, Quebec's results were above all the G7 countries.

Chart D.1.3.2

Proportion of 15-year-olds achieving at least a minimum proficiency level (PISA level 2) in mathematics, Gender Parity Index, ESCS Parity Index and Location Parity Index, OECD, G7 countries and provinces, 2015



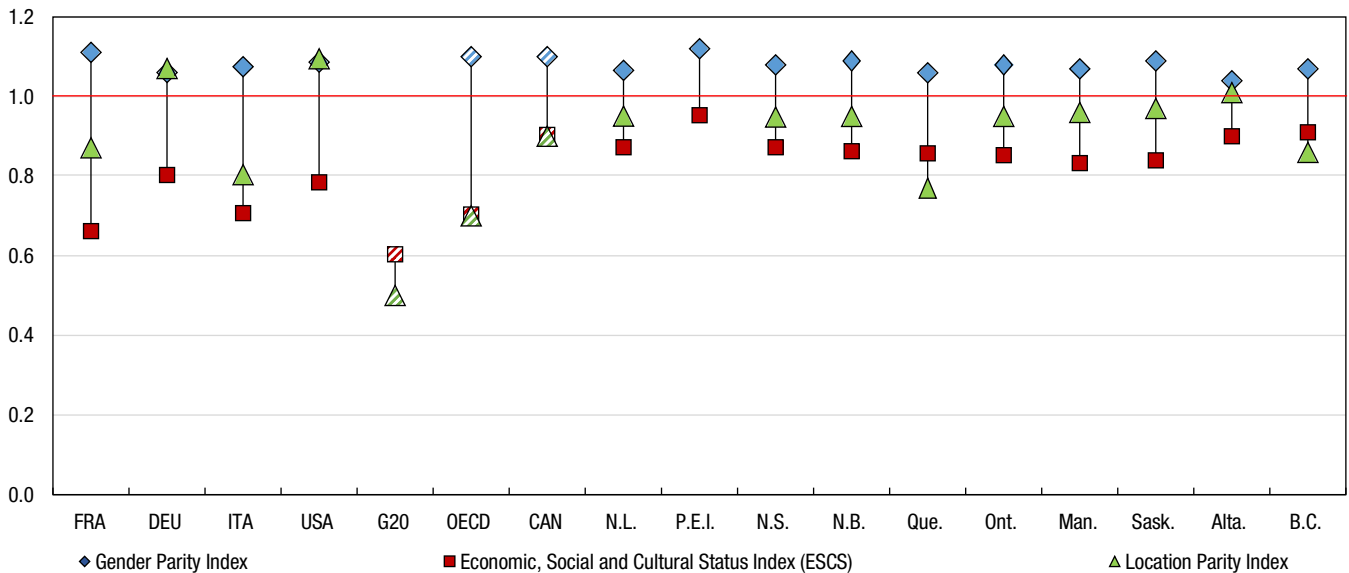
Notes: The territories did not participate in PISA 2015, and as a result are not represented in this indicator. The symbols representing Canada, OECD and the G20 average are filled with a diagonal line pattern to make them easier to find.

Sources: Table D.1.3.2. and the Organisation for Economic Co-operation and Development (OECD).

- Across all provinces; gender, economic, social and cultural status (ESCS) and location parity indexes were closer to falling within the parity range of 0.97 and 1.03 than those of all G7 countries with available data, the OECD and G20 average, in 2015. This suggests that education systems in Canada are relatively equitable, and that the proportion of 15-year-olds achieving a minimum proficiency level in mathematics is not significantly affected by gender, ESCS or location.
- In Canada and on average across the OECD, an equal proportion of boys and girls reached a minimum level of proficiency in mathematics. This was true of all provinces. In contrast, across the G20 and in Italy and the United States, more boys than girls reached this minimum level.
- Among most provinces, ESCS had a larger impact on the proportion of 15-year-olds reaching minimum proficiency levels in mathematics than did location or gender. In all provinces, ESCS scores did not fall within the parity range; they fell below it. This means that the proportion of children from the bottom quartile of the ESCS index that achieved at least a level 2 proficiency in mathematics was lower than the proportion of 15 year olds achieving level 2 proficiency in the top ESCS quartile.
- In British Columbia and Quebec however, location (rural vs urban schools) played a larger role. In these two provinces, a higher proportion of students in urban schools reached the minimum proficiency than those in rural schools. In other provinces, location did not play as great a role.

Chart D.1.3.3

Proportion of 15-year-olds achieving at least a minimum proficiency level (PISA level 2) in reading, Gender Parity Index, ESCS Parity Index and Location Parity Index, OECD, G7 countries and provinces, 2015



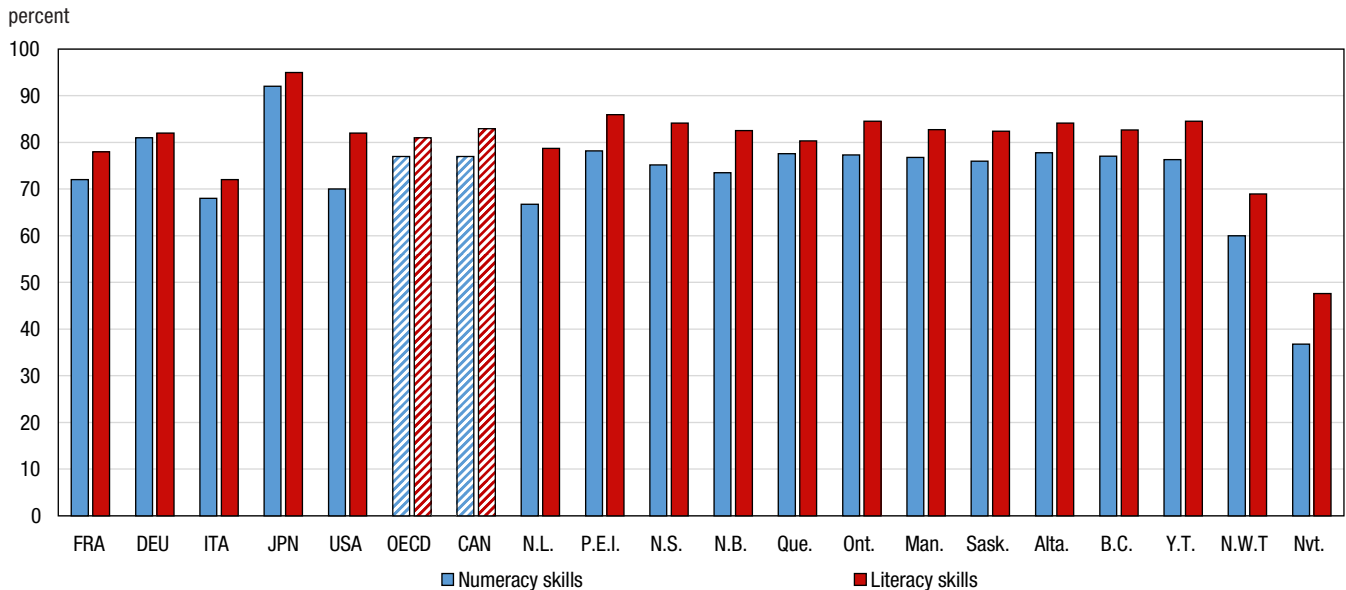
Notes: The territories did not participate in PISA 2015, and as a result are not represented in this indicator. The symbols representing Canada, OECD and the G20 average are filled with a diagonal line pattern to make them easier to find.

Sources: Table D.1.3.2. and the Organisation for Economic Co-operation and Development (OECD).

- In 2015, Canada's gender parity scores did not fall within the parity range of 0.97 and 1.03; for the most part they fell above. This means that more girls achieved at least a minimum proficiency level in reading than boys. This was true of all provinces. The economic, social and cultural status (ESCS) and location parity indexes on the other hand, tended to fall below the parity range.
- Compared to the OECD average, G7 countries with available data, and the G20 average, Canada's parity indexes tended to fall closer to the parity range. This suggests that education systems in Canada are relatively equitable, and that the proportion of 15-year-olds achieving a minimum proficiency level in reading is only slightly affected by gender, ESCS, or location when compared to global parity indexes.
- In Canada, the OECD, and G7 countries with available data, being in the bottom quartile of the ESCS index played a larger role in determining the proportion of students achieving a minimum proficiency level in reading than did location or gender. This was true of all provinces except British Columbia and Quebec, where location played a slightly larger role than ESCS.
- Among provinces, Alberta showed the smallest range in parity indexes although not all the scores fell within the parity range. This signifies that, compared to other provinces; gender, ESCS status, and location have a lesser impact on the proportion of students achieving at least a minimum proficiency level in reading in Alberta.

Chart D.1.4.1

Proportion of adults (25-to-64 year-olds) achieving at least a fixed level of proficiency (PIAAC score 226) in functional numeracy skills and literacy skills, OECD, G7 countries, provinces and territories, 2012/2015/2016



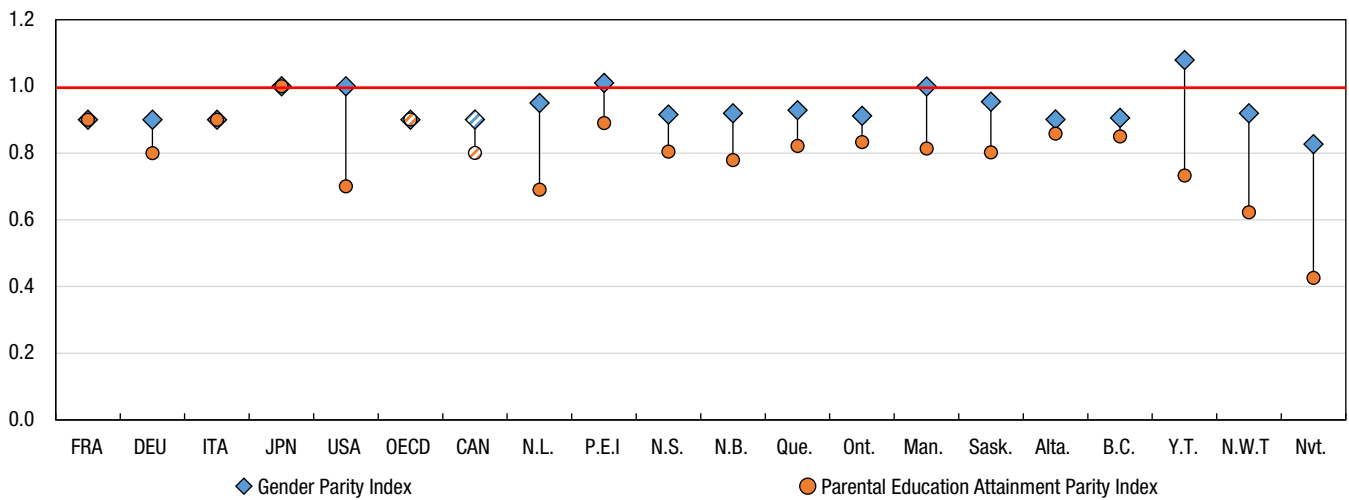
Note: The bars representing Canada and OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table D.1.4.1. and the Organisation for Economic Co-operation and Development (OECD).

- The proportion of adults achieving at least a fixed level of proficiency in literacy skills in Canada was slightly higher than the OECD average, and at the same level with the OECD in numeracy skills. Among G7 countries with available data, only Germany and Japan scored higher than Canada in numeracy skills, and only Japan scored higher than Canada in literacy skills.
- Among provinces and territories, Northwest Territories and Nunavut had the lowest proportion of adults achieving a fixed proficiency in numeracy and literacy.

Chart D.1.4.2

Proportion of adults (25-to-64 year-olds) achieving at least a fixed level of proficiency (PIAAC score 226) in functional numeracy skills, Gender Parity Index and Parental Education Attainment Parity Index, OECD, G7 countries, provinces and territories, 2012/2015/2016



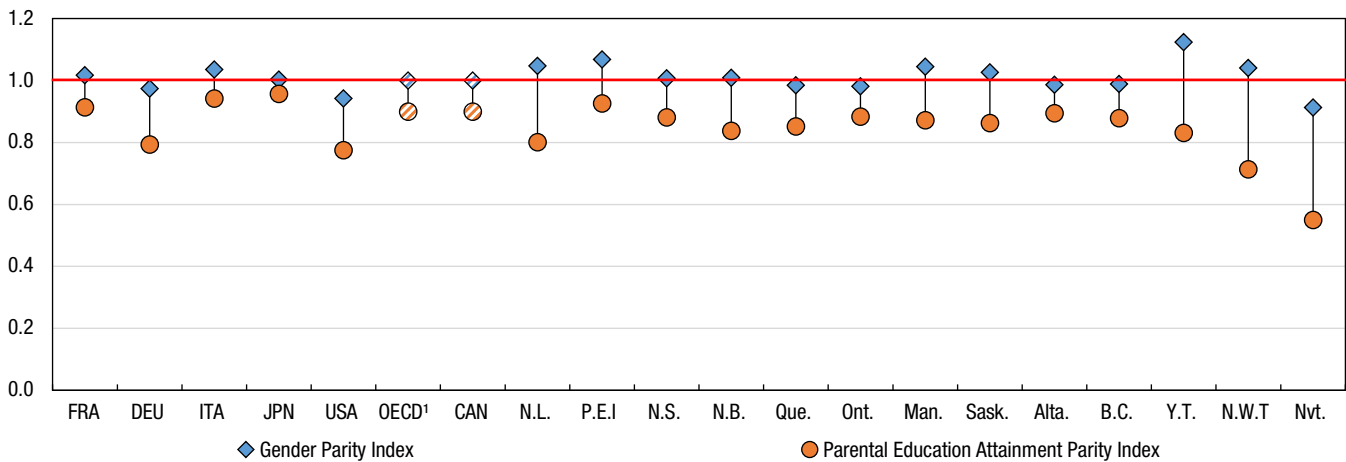
Note: The symbols representing Canada and OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table D.1.4.2. and the Organisation for Economic Co-operation and Development (OECD).

- The gender parity index shows that in Canada, among most G7 countries, and on average in the OECD, more men than women achieved a fixed level of proficiency in functional numeracy scores. Among provinces and territories, a similar pattern was found. Yukon was the only province or territory where more women than men achieved this level of proficiency.
- In Canada, parental educational attainment played a larger role than gender in determining the proportion of adults who achieved a fixed level of proficiency in numeracy skills. Those whose parents had lower levels of educational attainment were less likely to attain this level of proficiency. In the OECD, on average, parental educational attainment played a lesser role. It is important to note that, with the exception of Japan, none of the countries, provinces or territories had parental educational attainment index scores that fall within the parity range. This indicates that parental educational attainment affects functional numeracy skills in all places, even if this effect is small.
- Among provinces and territories, parental educational attainment had the greatest impact in Newfoundland and Labrador, Yukon, Northwest Territories and Nunavut.

Chart D.1.4.3

Proportion of adults (25-64 year-olds) achieving at least a fixed level of proficiency (PIAAC score 226) in functional literacy skills, Gender Parity Index and Parental Educational Attainment Parity Index, OECD,¹ G7 countries, provinces and territories, 2012/2015/2016



1. OECD average includes data from 2015 for the second wave PIAAC countries.

Note: The symbols representing Canada and OECD are filled with a diagonal line pattern to make them easier to find.

Sources: Table D.1.4.2. and the Organisation for Economic Co-operation and Development (OECD).

- On average across Canada and the OECD, a similar proportion of women and men achieved at least a fixed level of proficiency in functional literacy skills. However, parental educational attainment did exert an impact, and those whose parents had a lower level of educational attainment were less likely to achieve proficiency.
- Among most provinces and territories, a similar percentage of women and men achieved proficiency in literacy skills. In the Yukon, Prince Edward Island, Newfoundland and Labrador, Manitoba and the Northwest Territories, a higher percentage of women achieved this level of proficiency. Only in Nunavut was this situation reversed, with a higher percentage of men achieving this level.
- In Canada, the OECD and most G7 countries, parental educational attainment played a larger role than gender in determining the proportion of adults with proficiency in functional literacy skills. Those whose parents had lower educational attainment were less likely to achieve this fixed level of proficiency.
- Among provinces and territories, parental educational attainment played the largest role in determining the proportion of adults with a fixed level of proficiency in functional literacy scores in Northwest Territories and Nunavut. However, parental educational attainment played a role in all provinces and territories.

Definitions, sources and methodology

Elementary-Secondary Education Survey (ESES)

The Elementary-Secondary Education Survey (ESES) is an annual survey of administrative data that focuses primarily on public schools. It collects aggregate data from the provincial/territorial ministries or departments of education. Information on enrolments and graduates is reported by type of program and by age and sex, and grade and sex. For further information including definitions and background information about the Elementary-Secondary Education Survey (ESES), please refer to <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=5102>.

Demographic Estimates

This estimate program provides estimates of population by age and sex for Census Divisions, Census Metropolitan Areas and Economic Regions. This estimates program is used in the calculation of demographic, social and economic indicators (fertility rates, mortality rates, nuptiality rates, divorce rates, school enrolment rates, etc.) in which the population, or a part thereof, serves as the denominator. These data are used in calculation of weights for use in Statistics Canada's Surveys (Labour Force Survey, General Social Survey, Survey of Labour and Income Dynamics, etc.). In addition, the data helps in the preparation of population projections by Statistics Canada, where estimates of population by age and sex are used as the base population. For further information including definitions and background information about demographic estimates, please refer to <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3608>.

Programme for International Student Assessment (PISA)

The Programme for International Student Assessment (PISA) is a collaborative effort of member countries of the OECD along with partner countries to regularly assess youth outcomes, using common international tests, for three domains: reading, mathematics, and science. The goal of PISA is to measure students' skills in reading, mathematics, and science not only in terms of mastery of the school curriculum, but also in terms of the knowledge and skills needed for full participation in society. Internationally, around 510,000 students from 72 countries and economies participated in PISA 2015. PISA's target population comprises 15-year-olds who are attending school. In Canada, the student sample is drawn from Canada's 10 provinces; the territories have not participated in PISA to date. The PISA assessments are administered in schools, during regular school hours, in the spring. Students of schools located on Indian reserves were excluded, as were students of schools for those with severe learning disabilities, schools for blind and deaf students, and students who were being home-schooled. PISA results can be presented as the distribution of student performance across levels of proficiency. The levels range from the lowest, Level 1, to the highest, Level 6.

- **Reading:** An individual's capacity to understand, reflect on, and engage with written texts, in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.
- **Mathematics:** An individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.
- **Level 2 Proficiency:** According to the OECD, Level 2 can be considered a baseline level of proficiency, at which students begin to demonstrate the competencies that will enable them to participate effectively and productively in life. Students performing below Level 2 can still accomplish some tasks successfully, but they lack some fundamental skills that may prepare them to either enter the workforce or pursue postsecondary education.

Programme for the International Assessment of Adult Competencies (PIAAC)

In Canada, the programme for the International Assessment of Adult Competencies (PIAAC) was conducted by Statistics Canada and made possible by the joint effort of the ministers of education of the provinces and territories, through the Council of Ministers of Education (Canada) [CMEC], and the Government of Canada, led by Employment and Skills Development Canada.

PIAAC results included in *Education at a Glance 2018: OECD Indicators* are based on data from Round I (2012) and Round II (2015) countries. Round I OECD countries participating in PIAAC include Australia, Austria, Canada, Czech Republic, Denmark, England and Northern Ireland (UK), Estonia, Finland, Flanders (Belgium), France, Germany, Ireland, Italy, Japan, Korea, Netherlands, Norway, Poland, Slovak Republic, Spain, Sweden, and United States. Round II OECD countries participating in PIAAC include Chile, Greece, Israel, New Zealand, Slovenia, and Turkey. For this reason, the composition of the OECD average in PIAAC has changed from earlier publications of *Education at a Glance* and *Education Indicators in Canada: An International Perspective*.

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

- **Level 2 (score 226) Proficiency:** According to the OECD, Level 2 can be considered a baseline of proficiency level.
 - **Numeracy:** Tasks at this level require the application of two or more steps or processes involving calculation with whole numbers and common decimals, percentages and fractions; simple measurement and spatial representation; estimation; and interpretation of relatively simple data and statistics in texts, tables and graphs.
 - **Literacy:** Tasks at this level require the respondent to make matches between the text, either digital or printed, and information and may require paraphrasing or low-level inferences.

Education and Training: Formal education is planned education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous “ladder” of full-time education for children and young people. The providers may be public or private. **Non-formal education** is sustained educational activity that does not correspond exactly to the definition of formal education. **Non-formal education** may take place both within and outside educational institutions and cater to individuals of all ages. Depending on country contexts, it may cover education programmes in adult literacy, basic education for out-of-school children, life skills, work skills and general culture. The Survey of Adult Skills uses a list of possible non-formal education activities, including open or distance-learning courses, private lessons, organised sessions for on-the-job training, and workshops or seminars to prompt respondents to list all of their learning activities during the previous 12 months. Some of these learning activities might be of short duration.

Parity Indices

Gender Parity Index (GPI): is the ratio between the values of a given indicator of males and females. This is calculated by dividing the female value of an indicator by the male value of the same indicator. It is the main method chosen by the international community, such as UNESCO, to measure equity across the SDG-4 indicators. A GPI between 0.97 and 1.03 indicates parity between females and males. A value less than 0.97 indicates a disparity in favour of boys and a value more than 1.03 indicates a disparity in favour of girls.

Location Parity Index: measures progress towards parity in education participation and/or learning opportunities available for children, adolescents or youth living in rural areas in relation to those living in urban areas. This is calculated by dividing the rural value of an indicator by the urban value of the same indicator. It is the main method chosen by the international community, such as UNESCO, to measure equity across the SDG-4 indicators. A location parity index between 0.97 and 1.03 indicates parity between those living in urban and rural locations. A value less than 0.97 indicates a disparity in favour of those living in urban locations and a value more than 1.03 indicates a disparity in favour of those living in rural locations.

Economic, Social and Cultural Status (ESCS) Index: was created on the basis of the following variables: 1) the International-Socio-Economic Index of Occupational Status (ISEI); 2) the highest level of education of the student's parents, converted into years of schooling; 3) the PISA index of family wealth; 4) the PISA index of home educational resources and 5) the PISA index of possessions related to "classical" culture in the family home. This is calculated by dividing the bottom quartile of the ESCS index by the top quartile of the ESCS index of the same indicator. An ESCS index between 0.97 and 1.03 indicates parity between those children from the bottom quartile of the ESCS index and those from the top ESCS quartile. A value less than 0.97 indicates a disparity in favour of children from the top quartile of the ESCS index and a value more than 1.03 indicates a disparity in favour of those from the bottom quartile of the ESCS index.

Parental Educational Attainment Index: measures progress towards parity in education participation and/or learning opportunities available for children, adolescents and adults based on their parents educational attainment and indicates that at least one parent has attained a tertiary degree (ISCED 2011 levels 5, 6, 7 and 8). This is calculated by dividing the number of students who do not have at least one parent with a tertiary education by the number of students with at least one parent with a tertiary education. A parental educational attainment parity index between 0.97 and 1.03 indicates parity between those whose parent(s) have below a tertiary education and those who have attained at least a tertiary education. A value less than 0.97 indicates a disparity in favour of those whose parent(s) have attained a tertiary education or above and a value more than 1.03 indicates a disparity in favour of those whose parent(s) have attained less than a tertiary education.

Table D.1.1

Participation rate in organized learning one year before the official primary entry age,¹ OECD, G7 countries, provinces and territories, 2015/2016

	Participation rate in organized learning one year before the official primary entry age
	percent
OECD average	93
Canada	97
Newfoundland and Labrador	95
Prince Edward Island ²	91
Nova Scotia ²	95
New Brunswick ²	99
Quebec	98
Ontario	97
Manitoba	97
Saskatchewan	100
Alberta	99
British Columbia	96
Yukon	88
Northwest Territories	86
Nunavut	98

1. The mandatory primary entry age in most provinces and territories is 6 years old.

2. Kindergarten is mandatory in Prince Edward Island, New Brunswick and Nova Scotia (where the equivalent is referred to as "grade primary").

Sources: Statistics Canada, Elementary-Secondary Education Survey (ESES), Demographic Estimates and Organisation of Economic Co-operation and Development (OECD).

Table D.1.2.1

Participation rate of adults in formal¹ and non-formal² education, OECD, Canada, provinces and territories, 2012/2015/2016

	Participation rate of adults in formal and non-formal education
	percent
OECD average³	49
Canada	58
Newfoundland and Labrador	47
Prince Edward Island	57
Nova Scotia	59
New Brunswick	50
Quebec	51
Ontario	60
Manitoba	62
Saskatchewan	62
Alberta	64
British Columbia	60
Yukon	61
Northwest Territories	60
Nunavut	44

1. Formal education is planned education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous "ladder" of full-time education for children and young people.

2. Non-formal education may take place both within and outside educational institutions and cater to individuals of all ages. Depending on country contexts, it may cover education programmes in adult literacy, basic education for out-of-school children, life skills, work skills and general culture. The Survey of Adult Skills uses a list of possible non-formal education activities, including open or distance-learning courses, private lessons, organised sessions for on-the-job training, and workshops or seminars to prompt respondents to list all of their learning activities during the previous 12 months. Some of these learning activities might be of short duration.

3. The OECD average includes countries participating in second wave of PIAAC (2015) and data from 2016, for countries who participated in the Adult Education Survey (AES).

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

Sources: Programme for the International Assessment of Adult Competencies (PIAAC) and Organisation of Economic Co-operation and Development (OECD).

Table D.1.2.2

Participation rate of adults in formal¹ and non-formal² education, Gender Parity Index, OECD, Canada, provinces and territories, 2012/2015/2016

	Gender Parity Index ³
OECD average⁴	1.00
Canada	0.97
Newfoundland and Labrador	0.94
Prince Edward Island	1.16
Nova Scotia	0.93
New Brunswick	0.87
Quebec	1.05
Ontario	0.98
Manitoba	0.97
Saskatchewan	0.99
Alberta	0.85
British Columbia	0.98
Yukon	0.98
Northwest Territories	1.13
Nunavut	1.12

1. Formal education is planned education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous "ladder" of full-time education for children and young people.

2. Non-formal education may take place both within and outside educational institutions and cater to individuals of all ages. Depending on country contexts, it may cover education programmes in adult literacy, basic education for out-of-school children, life skills, work skills and general culture. The Survey of Adult Skills uses a list of possible non-formal education activities, including open or distance-learning courses, private lessons, organised sessions for on-the-job training, and workshops or seminars to prompt respondents to list all of their learning activities during the previous 12 months. Some of these learning activities might be of short duration.

3. Gender Parity Index (GPI) is the ratio between the values of a given indicator of males and females. This is calculated by dividing the female value of an indicator by the male value of the same indicator. A gender parity index (GPI) between 0.97 and 1.03 indicates parity between females and males. A value less than 0.97 indicates a disparity in favour of males and a value more than 1.03 indicates a disparity in favour of females.

4. The OECD average includes countries participating in second wave of PIAAC (2015) and data from 2016, for countries who participated in the Adult Education Survey (AES).

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

Sources: Programme for the International Assessment of Adult Competencies (PIAAC) and Organisation of Economic Co-operation and Development (OECD).

Table D.1.3.1

Proportion of 15-year-olds achieving at least a minimum proficiency level (PISA level 2)¹ in mathematics and in reading, OECD, Canada and provinces, 2015

	Mathematics ²	Reading ³
	percent	
OECD average	77	80
Canada	86	89
Newfoundland and Labrador	79	86
Prince Edward Island	85	90
Nova Scotia	82	89
New Brunswick	79	85
Quebec	91	90
Ontario	84	89
Manitoba	79	83
Saskatchewan	78	84
Alberta	85	91
British Columbia	88	92

1. Level 2 can be considered a baseline level of proficiency, at which students begin to demonstrate the competencies that will enable them to participate effectively and productively in life.

2. According to PISA, mathematics refers to an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.

3. According to PISA, reading refers to an individual's capacity to understand, reflect on, and engage with written texts, in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.

Note: For definitions and background information about PISA in Canada, please refer to *Measuring up: Canadian Results of the OECD PISA Study* from the Council of Ministers of Education, Canada or visit the Council of Ministers of Education Web site at <https://www.cmec.ca/251/Overview.html>

Sources: Programme for International Student Assessment (PISA) and Organisation of Economic Co-operation and Development (OECD).

Table D.1.3.2

Proportion of 15-year-olds achieving at least a minimum proficiency level (PISA level 2)¹ in mathematics and in reading, Gender Parity Index, ESCS Parity Index, Location Parity Index, OECD, G20, Canada and provinces, 2015

	Mathematics ²			Reading ³		
	Gender Parity Index ⁴	ESCS Parity Index ⁵	Location Parity Index ⁶	Gender Parity Index ⁴	ESCS Parity Index ⁵	Location Parity Index ⁶
OECD average	1.00	0.70	0.80	1.10	0.70	0.70
G20 average	0.80	0.50	0.50	..	0.60	0.50
Canada	1.00	0.82	0.90	1.10	0.90	0.90
Newfoundland and Labrador	0.96	0.78	0.92	1.07	0.87	0.95
Prince Edward Island	1.04	0.91	..	1.12	0.95	..
Nova Scotia	1.00	0.79	0.95	1.08	0.87	0.95
New Brunswick	1.00	0.79	0.94	1.09	0.86	0.95
Quebec	1.01	0.85	0.81	1.06	0.85	0.77
Ontario	0.99	0.80	0.93	1.08	0.85	0.95
Manitoba	0.96	0.80	0.92	1.07	0.83	0.96
Saskatchewan	0.97	0.78	0.99	1.09	0.84	0.97
Alberta	0.98	0.86	1.04	1.04	0.90	1.01
British Columbia	0.98	0.87	0.76	1.07	0.91	0.86

.. not available for a specific reference period

1. Level 2 can be considered a baseline level of proficiency, at which students begin to demonstrate the competencies that will enable them to participate effectively and productively in life.

2. According to PISA, mathematics refers to an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.

3. According to PISA, reading refers to an individual's capacity to understand, reflect on, and engage with written texts, in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.

4. Gender Parity Index (GPI) is the ratio between the values of a given indicator of boys and girls. This is calculated by dividing the female value of an indicator by the male value of the same indicator. A gender parity index (GPI) between 0.97 and 1.03 indicates parity between girls and boys. A value less than 0.97 indicates a disparity in favour of boys and a value more than 1.03 indicates a disparity in favour of girls.

5. Economic, Social and Cultural Status (ESCS) Index: was created on the basis of the following variables: 1) the International-Socio-Economic Index of Occupational Status (ISEI); 2) the highest level of education of the student's parents, converted into years of schooling; 3) the PISA index of family wealth; 4) the PISA index of home educational resources and 5) the PISA index of possessions related to "classical" culture in the family home. This is calculated by dividing the bottom quartile of the ESCS index by the top quartile of the ESCS index of the same indicator. An ESCS Index between 0.97 and 1.03 indicates parity between those children from the bottom quartile of the ESCS index and those from the top ESCS quartile. A value less than 0.97 indicates a disparity in favour of children from the top quartile of the ESCS index and a value more than 1.03 indicates a disparity in favour of those from the bottom quartile of the ESCS index.

6. Location Parity Index measures progress towards parity in education participation and/or learning opportunities available for children, adolescents or youth living in rural areas in relation to those living in urban areas. This is calculated by dividing the rural value of an indicator by the urban value of the same indicator. A location parity index between 0.97 and 1.03 indicates parity between those living in urban and rural locations. A value less than 0.97 indicates a disparity in favour of those living in urban locations and a value more than 1.03 indicates a disparity in favour of those living in rural locations.

Note: For definitions and background information about PISA in Canada, please refer to *Measuring up: Canadian Results of the OECD PISA Study* from the Council of Ministers of Education, Canada or visit the Council of Ministers of Education Web site at <https://www.cmec.ca/251/Overview.html>

Sources: Programme for International Student Assessment (PISA) and Organisation of Economic Co-operation and Development (OECD).

Table D.1.4.1

Proportion of adults (25-to-64 years old) achieving at least a fixed level of proficiency (PIAAC¹ score 226) in functional numeracy skills and literacy skills, OECD, Canada, provinces and territories, 2012/2015/2016

	Functional Numeracy Skills ²	Functional Literacy Skills ³
	percent	
OECD average⁴	77	81
Canada	77	83
Newfoundland and Labrador	67	79
Prince Edward Island	78	86
Nova Scotia	75	84
New Brunswick	73	83
Quebec	78	80
Ontario	77	85
Manitoba	77	83
Saskatchewan	76	82
Alberta	78	84
British Columbia	77	83
Yukon	76	85
Northwest Territories	60	69
Nunavut	37	48

1. For definitions and background information about PIAAC in Canada, please refer to *Skills in Canada: First Results from the Program for the International Assessment of Adult Competencies (PIAAC)* or visit the PIAAC Web site at <http://www.piaac.ca/>.

2. Level 2 (PIAAC score of 226) is considered the baseline of functional numeracy skills. Tasks at this level require the application of two or more steps or processes involving calculation with whole numbers and common decimals, percentages and fractions; simple measurement and spatial representation; estimation; and interpretation of relatively simple data and statistics in texts, tables and graphs.

3. Level 2 (PIAAC score of 226) is considered the baseline of functional literacy skills. Tasks at this level require the respondent to make matches between the text, either digital or printed, and information and may require paraphrasing or low-level inferences.

4. The OECD average includes countries participating in second wave of PIAAC (2015) and data from 2016, for countries who participated in the Adult Education Survey (AES).

Sources: Programme for the International Assessment of Adult Competencies (PIAAC) and Organisation of Economic Co-operation and Development (OECD).

Table D.1.4.2

Proportion of adults (25-to-64 years old) achieving at least a fixed level of proficiency (PIAAC¹ score 226) in functional numeracy skills and literacy skills, Gender Parity Index and Parental Education Attainment Index, OECD, Canada, provinces and territories, 2012/2015/2016

	Functional Numeracy Skills ²		Functional Literacy Skills ³	
	Gender Parity Index ⁴	Parental Education Attainment Index ⁵	Gender Parity Index ⁴	Parental Education Attainment Index ⁵
OECD average⁶	0.90	0.90	1.00	0.90
Canada	0.90	0.80	1.00	0.90
Newfoundland and Labrador	0.95	0.69	1.05	0.80
Prince Edward Island	1.01	0.89	1.07	0.93
Nova Scotia	0.92	0.80	1.01	0.88
New Brunswick	0.92	0.78	1.01	0.84
Quebec	0.93	0.82	0.99	0.85
Ontario	0.91	0.83	0.98	0.88
Manitoba	1.00	0.81	1.05	0.87
Saskatchewan	0.95	0.80	1.03	0.86
Alberta	0.90	0.86	0.99	0.90
British Columbia	0.91	0.85	0.99	0.88
Yukon	1.08	0.73	1.12	0.83
Northwest Territories	0.92	0.62	1.04	0.71
Nunavut	0.83	0.43	0.91	0.55

1. For definitions and background information about PIAAC in Canada, please refer to *Skills in Canada: First Results from the Program for the International Assessment of Adult Competencies (PIAAC)* or visit the PIAAC Web site at <http://www.piaac.ca/>.

2. Level 2 (PIAAC score of 226) is considered the baseline of functional numeracy skills. Tasks at this level require the application of two or more steps or processes involving calculation with whole numbers and common decimals, percentages and fractions; simple measurement and spatial representation; estimation; and interpretation of relatively simple data and statistics in texts, tables and graphs.

3. Level 2 (PIAAC score of 226) is considered the baseline of functional literacy skills. Tasks at this level require the respondent to make matches between the text, either digital or printed, and information and may require paraphrasing or low-level inferences.

4. Gender Parity Index (GPI) is the ratio between the values of a given indicator of males and females. This is calculated by dividing the female value of an indicator by the male value of the same indicator. A gender parity index (GPI) between 0.97 and 1.03 indicates parity between females and males. A value less than 0.97 indicates a disparity in favour of males and a value more than 1.03 indicates a disparity in favour of females.

5. Parental Educational Attainment Index measures progress towards parity in education participation and/or learning opportunities available for children, adolescents and adults based on their parents educational attainment and indicates that at least one parent has attained a tertiary degree (ISCED 2011 levels 5, 6, 7 and 8). This is calculated by dividing the number of students who do not have at least one parent with a tertiary education by the number of students with at least one parent with a tertiary education. A parental educational attainment parity index between 0.97 and 1.03 indicates parity between those whose parent(s) have below a tertiary education and those who have attained at least a tertiary education. A value less than 0.97 indicates a disparity in favour of those whose parent(s) have attained a tertiary education or above and a value more than 1.03 indicates a disparity in favour of those whose parent(s) have attained less than a tertiary education.

6. The OECD average includes countries participating in second wave of PIAAC (2015) and data from 2016, for countries who participated in the Adult Education Survey (AES).

Sources: Programme for the International Assessment of Adult Competencies (PIAAC) and Organisation of Economic Co-operation and Development (OECD).

Committees and organizations

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

Canadian Education Statistics Council

Name	Province/Territory	Department
Genevieve Dooling	Newfoundland and Labrador	Department of Advanced Education and Skills
Robert Gardiner	Newfoundland and Labrador	Department of Education and Early Childhood Development
Brad Colwill	Prince Edward Island	Department of Workforce and Advanced Learning
Susan Willis	Prince Edward Island	Department of Education, Early Learning, and Culture
Duff Montgomerie	Nova Scotia	Department of Labour and Advanced Education
Sandra McKenzie	Nova Scotia	Department of Education and Early Childhood Development
Jean-Marc Dupuis	New Brunswick	Post-Secondary Education, Training and Labour
John McLaughlin	New Brunswick	Department of Education and Early Childhood Development
Gérald Richard	Nouveau-Brunswick	Ministère de l'Éducation et du Développement de la petite enfance
Sylvie Barcelo	Québec	Ministère de l'Éducation, de l'Enseignement supérieur
George Zegarac	Ontario	Ministry of Training, Colleges and Universities
Nancy Naylor	Ontario	Ministry of Education
James Wilson	Manitoba	Manitoba Education and Training
J. Robert Currie	Saskatchewan	Ministry of Education
Mark McLoughlin	Saskatchewan	Ministry of Advanced Education
Rod Skura	Alberta	Alberta Innovation and Advanced Education
Dr. Curtis Clarke	Alberta	Alberta Education
Scott MacDonald	British Columbia	Ministry of Education
Shannon Baskerville	British Columbia	Ministry of Advanced Education, Skills and Training
Nicole Morgan	Yukon	Department of Education
Sylvia Haener	Northwest Territories	Department of Education, Culture and Employment
Pujuut Kusugak	Nunavut	Department of Education
Anil Arora	Canada	Statistics Canada

Strategic management committee

Name	Province/Territory	Department
Ron Smith	Newfoundland and Labrador	Department of Education and Early Childhood Development
Erika Harris	Newfoundland and Labrador	Department of Education and Early Childhood Development
Tim Harris	Prince Edward Island	Department of Workforce and Advanced Learning
Robin Phillips	Prince Edward Island	Department of Education, Early Learning and Culture

Sara Halliday	Nova Scotia	Nova Scotia Department of Education and Early Childhood Development
Greg Ells	Nova Scotia	Department of Labour and Advanced Education
Monica LeBlanc	New Brunswick	Department of Education and Early Childhood Development
Hope Brewer	New Brunswick	Department of Post-Secondary Education, Training and Labour
Dawn Gordon	New Brunswick	Maritime Provinces Higher Education Commission (MPHEC)
Richard Royer	Québec	Ministère de l'Éducation, de l'Enseignement supérieur
Kouadio Antoine N'Zué	Québec	Ministère de l'Éducation, de l'Enseignement supérieur
Eric Ward	Ontario	Ministry of Education
Kristie Pratt	Ontario	Ministry of Advanced Education and Skills Development
Dallas Morrow	Manitoba	Manitoba Education and Training
Rhonda Shaw	Manitoba	Manitoba Education and Training
Rick Johnson	Saskatchewan	Ministry of Education
Carla Groeger	Saskatchewan	Ministry of Advanced Education
Janusz Zieminski	Alberta	Alberta Education
Annik Foreman	Alberta	Alberta Advanced Education
Brett Wilmer	British Columbia	Ministry of Education
Leila Hazemi	British Columbia	Ministry of Advanced Education, Skills and Training
Simon Blakesley	Yukon	Department of Education
Kuthula Matshazi	Nunavut	Department of Education
Jennifer Young	Northwest Territories	Department of Education, Culture and Employment
Karen Mihorean	Canada	Statistics Canada
Andrée Desjardins	Canada	Statistics Canada
Margaret Michalowski	Canada	Statistics Canada
Chantal C. Beaulieu	Canada	Council of Ministers of Education, Canada
Amanda Hodgkinson	Canada	Council of Ministers of Education, Canada

NESLI Subcommittee

Name	Province or territory
Ron Smith	Newfoundland and Labrador
Mark DeMone	Prince Edward Island
Sara Halliday	Nova Scotia
Monica LeBlanc	New Brunswick
Esther Létourneau	Quebec
Eric Ward	Ontario
Rhonda Shaw	Manitoba
Valerie Picketts	Saskatchewan
Janusz Zieminski	Alberta
Brett Wilmer	British Columbia
James McCullough	Yukon
Jennifer Young	Northwest Territories
Joan Wamiti	Nunavut
Amanda Hodgkinson	Council of Ministers of Education, Canada
Jolie Lemmon	Council of Ministers of Education, Canada
Richard Franz	INES Network Representative, CMEC (Ontario)
Michael Martin	INES Network Representative, Statistics Canada

Project team¹

Name	Statistics Canada and the Council of Ministers of Education, Canada (CMEC)
Amanda Hodgkinson	Council of Ministers of Education, Canada
Robin Liu Hopson	Council of Ministers of Education, Canada
Jolie Lemmon	Council of Ministers of Education, Canada
Jeffrey Cherubin	Council of Ministers of Education, Canada
Lina Pulido	Council of Ministers of Education, Canada
Basma Laamlaoui	Council of Ministers of Education, Canada
Sylvie Brunet	Statistics Canada
Kathleen Byrne	Statistics Canada
Reico Chai	Statistics Canada
Jennifer Chew Leung	Statistics Canada
Gregory Christ	Statistics Canada
Andrée Desjardins	Statistics Canada
Benoit Desjardins	Statistics Canada
Margaret Michalowski	Statistics Canada
Donna Towns	Statistics Canada
Klarka Zeman	Statistics Canada

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