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# Did young adults who attended a French-language high school continue their postsecondary studies in French? A look at the situation in Canada outside Quebec in 2021

by Étienne Lemyre

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# Did young adults who attended a French-language high school continue their postsecondary studies in French? A look at the situation in Canada outside Quebec in 2021

by Étienne Lemyre

## 1. Introduction

The availability of workers who are bilingual or can work in French is a common issue outside Quebec, where French is a minority official language. For example, employers who make bilingualism a requirement for some positions are more likely to experience difficulties recruiting employees,<sup>1</sup> and the need for workers who can work in French is felt in many fields, including education and health care.<sup>2</sup>

In this context, postsecondary education in French and the labour market integration of young adults who can use French at work are of particular importance. In Canada outside Quebec, people who studied at a French-language postsecondary institution are more likely to work primarily in French after their studies.<sup>3</sup> However, many young adults who attended a French-language high school pursue their college or university studies in English-language institutions.<sup>4</sup>

There are many reasons why students choose a postsecondary institution, and the possibility of doing studies at a French-language postsecondary institution varies by program, field of study and region. According to the 2022 Survey on the Official Language Minority Population,<sup>5</sup> parents of minority language teenagers<sup>6</sup> cited identity and the importance of studying in the minority official language as the main reasons their children intended to do postsecondary studies in French.

Using a data linkage of the Postsecondary Student Information System with the 2021 Census of Population, this study retrospectively examines the educational pathways and labour force entry of a cohort of young adults aged 18 to 30 in 2021. In particular, it aims to determine to what extent, after attending a French-language high school, these young adults did their postsecondary studies at a French-language or bilingual institution, based on their region of residence and field of study. The results of this study will help to identify regions and fields of study where postsecondary education in French could be developed.

## 2. Concepts and methods

This study is based on a linkage of the Postsecondary Student Information System (PSIS) with the 2021 Census of Population.

PSIS is an administrative database that comprises information on enrolments and graduates of Canadian public colleges and universities. Using information from the Canadian Information Centre for International Credentials, these postsecondary institutions can be categorized according to their language of instruction.

In 2021, for the very first time, the Census of Population included questions on the language of schooling at the elementary and secondary levels in Canada. Census data can therefore be used to determine whether adults who were living outside Quebec in 2021 participated in regular French-language educational programs in Canada. Combined with PSIS information on postsecondary education, this dataset provides retrospective information on the academic path of adults based on the language of instruction at the institutions they attended.

1. Statistics Canada. 2024. "More than one in six private sector establishments that required bilingualism expected difficulties hiring bilingual employees." *The Daily*.

2. Paez Silva, Alejandro and Louis Cornelissen. 2021. "Knowledge and use of the official minority language at work by healthcare workers, 2001 to 2016," *Ethnicity, Language and Immigration Thematic Series*.

3. Lemyre, Étienne. 2022. "Language used at work by graduates of English, French or bilingual postsecondary institutions," *Insights on Canadian Society*.

4. Lemyre, Étienne. 2025. "Use of official languages at home: An analysis based on the academic path of graduates in Canada," *Insights on Canadian Society*.

5. Pepin-Filion, Dominique, Louis Cornelissen and Étienne Lemyre. 2024. "Situation of English-speaking populations in Quebec and French-speaking populations in Canada outside Quebec: Results of the 2022 Survey on the Official Language Minority Population," *Ethnicity, Language and Immigration Thematic Series*.

6. Teenagers aged 14 to 17 with a French-speaking parent or who were eligible for elementary and secondary education in French. See the infographic [Instruction in the minority official language: Parents' intentions for their children](#).

## Target population

This study examines the academic paths of approximately 49,000 young adults who were living in Canada outside Quebec in both 2016 and 2021. The target population comprises individuals who were in a regular French-language program at a Canadian high school for at least one year and who first enrolled at a public postsecondary institution (college or university) in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years. This study excludes enrolments in non-program activities and young adults who first enrolled at a postsecondary institution in Quebec.<sup>7</sup>

The results of this study are presented based on the province of residence of young adults five years before the 2021 Census (i.e., in May 2016), prior to their first enrolment at the postsecondary level. The study includes only young adults who were Canadian citizens. Although it examines young adults who were 18 to 30 years in 2021, the vast majority (93%) of the target population were aged 18 to 23. Table A.1 in the appendix provides more information on the language characteristics of the young adults in the target population, by region.

## French-language or bilingual postsecondary institutions

In this study, French-language or bilingual postsecondary institutions are public colleges and universities<sup>8</sup> whose main campus is located in Canada outside Quebec, and where French is one of or the only language of instruction on at least one campus.<sup>9</sup> The data used in this study do not allow to determine the language of the programs taken by students who attended bilingual postsecondary institutions, where both English and French are the languages of instruction. However, the 2022 Survey on the Official Language Minority Population shows that 70%<sup>10</sup> of French-speaking adults who attended a bilingual postsecondary institution studied primarily in French or equally in French and in English.

## 3. Postsecondary enrolment and studies

After attending a French-language high school, young adults who go on to do postsecondary studies can enrol in a program at a French-language or bilingual college or university or do their studies at an English-language institution. The proportion of young adults who enrolled in a French-language or bilingual institution varied widely by region, by field of study and by level of education (college or university).

### College enrolments

In 2021, there were 20,000 young adults in Canada outside Quebec who had attended high school in French and first enrolled in college between the 2016/2017 and 2020/2021 academic years. Among them, 40% chose a French-language college.

In the territories and the provinces in Canada outside Quebec other than New Brunswick, Ontario and Manitoba, a low proportion (2%) of those who enrolled at a college chose a French-language college. In the three provinces mentioned above, the proportion of young adults who enrolled at a French-language college was comparatively higher, but varied greatly from one region to another, ranging from 14% in Ontario regions other than eastern Ontario and northern Ontario to 97% in northern New Brunswick.

7. After attending high school in French in Canada outside Quebec, some people enrol in their first postsecondary studies at an institution in Quebec, then move there. However, the data used for this study do not allow us to examine this trend, as the 2021 Census collected information on elementary and secondary education in French only from people who were still living in Canada outside Quebec at the time of census.

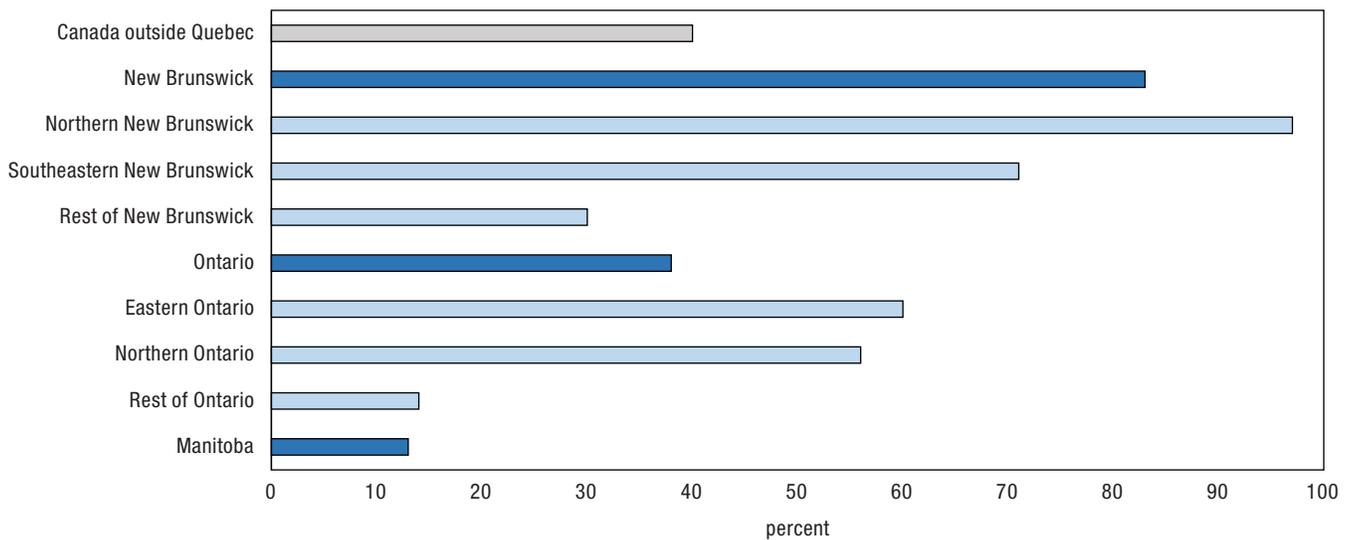
8. The institutions in the Postsecondary Student Information System receive funding from a provincial or territorial ministry of education.

9. At the college level, they include Collège de l'Île (P.E.I.), Collège communautaire du Nouveau-Brunswick (N.B.), Maritime College of Forest Technology (N.B.), Collège Boréal (Ont.), Collège La Cité (Ont.) and École technique et professionnelle (Man.). At the university level, they include Université Sainte-Anne (N.S.), Université de Moncton (N.B.), Laurentian University (including the University of Sudbury) (Ont.), the University of Hearst (Ont.), the University of Ottawa (Ont.), Saint Paul University (Ont.), York University (Ont.), Université de Saint-Boniface (Man.), the University of Regina (Sask.), the University of Alberta (Alta.) and Simon Fraser University (B.C.).

10. This percentage should be used with caution.

**Chart 3.1**

**Proportion of people enrolled in college who chose a French-language institution, by place of residence in 2016**



**Notes:** Among young adults aged 18 to 30 years in 2021 who attended a French-language high school and who first enrolled at a college in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years. Due to small numbers, results are not shown for Atlantic provinces other than New Brunswick, for Western provinces other than Manitoba, and for the territories.  
**Sources:** Statistics Canada, integrated data from the Postsecondary Students Information System and the 2021 Census of Population. Canadian Information Centre for International Credentials.

Nearly all (99%) of the young adults who enrolled at a French-language college chose an institution in the province where they lived in 2016; they therefore did not leave their province of residence to study.<sup>11</sup>

In New Brunswick<sup>12</sup>, the proportion of young adults who enrolled at a French-language college varied by field of study.<sup>13</sup> Those who enrolled in an arts and humanities program (49%) or a science, technology, engineering and mathematics (STEM) program (70%) were less likely to have chosen a French-language college than those who enrolled in a program in a field of study geared toward services to people and other trades<sup>14</sup> (86%), such as health, education and law. The appendix includes a table that provides more results on college enrolments of young adults in New Brunswick by field of study.

11. However, in provinces where there is no French-language college, all young adults who enrolled at a French-language college chose an institution outside their province of residence.  
 12. Due to small numbers and sparse data on college fields of study, it is not possible to systematically determine the distribution of college enrolments by field of study among young adults from other provinces and territories.  
 13. Based on the Classification of Instructional Programs (CIP). Due to small numbers, the results are shown only for a selection of fields of study, while some fields of study had to be combined.  
 14. Programs related to legal professions and studies, health care, education and teaching, and other trades, services, natural resources and conservation (including social work and related programs).

### Why do students choose to do postsecondary studies in English rather than in French?

Results from the 2022 Survey on the Official Language Minority Population (SOLMP) include the reasons why French-speaking adults chose to pursue postsecondary studies in either French or English.<sup>15</sup>

The main reason given by French-speaking adults for choosing to study in English at the postsecondary level was that the program they were interested in was offered in English only. This was the case for 54% of French-speaking adults who studied at college in English and 40% of those who studied at university (undergraduate level) in English.

Furthermore, the most common reason given by French-speaking adults who attended college in French was that they felt more comfortable studying in French (60%).<sup>16</sup> This reason was also given by 47% of French-speaking adults who completed an undergraduate program in French. Of these adults, more than half (53%) also gave identity as a reason for choosing to study in French.

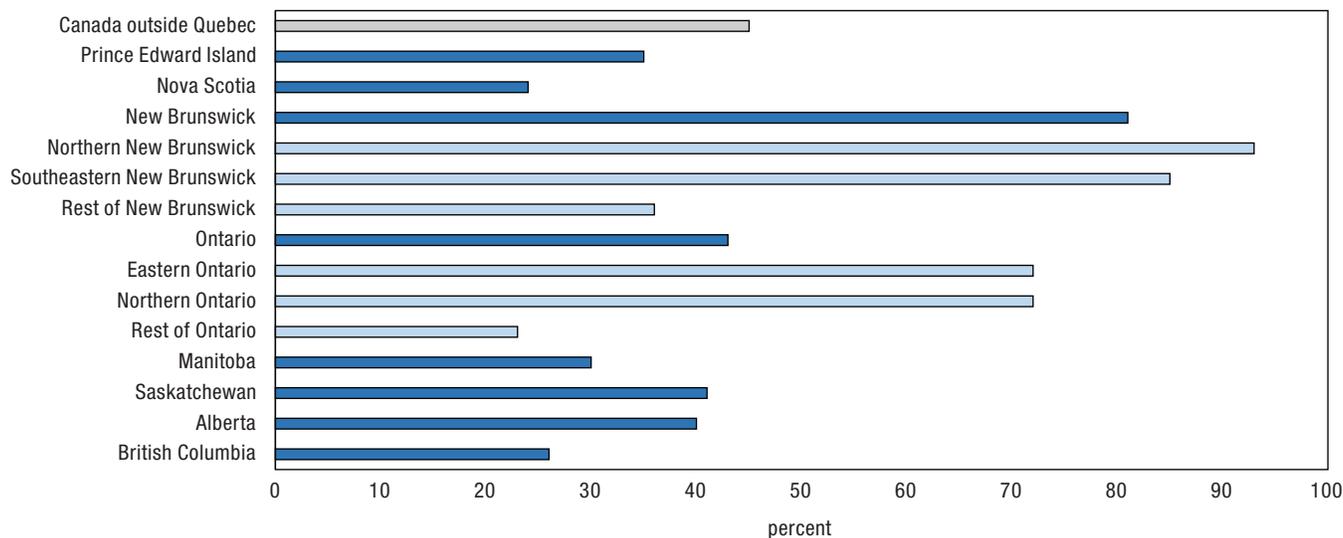
### University enrolments

In 2021, there were 29,000 young adults in Canada outside Quebec who had attended high school in French and first enrolled in university between the 2016/2017 and 2020/2021 academic years. Among them, 45% chose a French-language or bilingual institution.

The proportion of young adults enrolled in university who chose a French-language or bilingual institution was particularly high in northern (93%) and southeastern (85%) New Brunswick and in eastern (72%) and northern (72%) Ontario. A smaller proportion of young adults chose a French-language or bilingual university in British Columbia (26%) and Ontario regions other than eastern and northern Ontario (23%).

**Chart 3.2**

**Proportion of people enrolled in university who chose a French-language or bilingual institution, by place of residence in 2016**



**Notes:** Among young adults aged 18 to 30 years in 2021 who attended a French-language high school and who first enrolled at a university in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years. Due to small numbers, results are not shown for Newfoundland and Labrador nor for the territories.

**Sources:** Statistics Canada, integrated data from the Postsecondary Students Information System and the 2021 Census of Population. Canadian Information Centre for International Credentials.

15. For more information on the definition of the French-speaking population in the SOLMP, please refer to the user guide.

16. This percentage should be used with caution.

Moreover, 1 in 20 young adults who enrolled at a French-language or bilingual university chose an institution in a different province from their province of residence in 2016. This was the case for 46% of young adults from Nova Scotia who attended a French-language or bilingual university and 34% of those living in Saskatchewan. Conversely, a smaller proportion of young adults in Alberta (9%), British Columbia (8%), New Brunswick (6%) and Ontario (1%) enrolled at a French-language or bilingual university in a different province from the one where they were living in 2016.<sup>17</sup>

Among young adults who enrolled at a French-language or bilingual university in a different province from their province of residence, the main provinces they went to study were Ontario (48%), New Brunswick (23%) and Nova Scotia (15%).<sup>18</sup>

The proportion of young adults who enrolled at a French-language or bilingual university also varied by field of study. In many provinces, the proportion of young adults who enrolled in a French-language or bilingual university was higher among those in a business, humanities, health, arts, social science and education (BHASE) program than among young adults enrolled in a STEM program. This was observed in New Brunswick (85% for those enrolled in a BHASE program and 68% for those enrolled in a STEM program), Ontario (48% and 35%), Saskatchewan (47% and 29%) and British Columbia (29% and 21%).

Young adults in a field of study geared toward services to people and other trades (such as health, education and law) were much more likely than the average to choose a French-language or bilingual university in New Brunswick (97%), Ontario (53%), Manitoba (75%), Saskatchewan (67%) and Alberta (59%).

The tables in the appendix provide more information on enrolments of young adults at French-language or bilingual universities by field of study.<sup>19</sup>

### **Type of postsecondary institution chosen by young adults who attended French immersion in elementary or high school**

Young adults who attended French immersion at an English-language elementary or high school were slightly more likely to have enrolled at a French-language or bilingual university (17%) than adults who had not studied in French at either elementary or high school (16%). This difference was greatest in Ontario (19% and 15%), Manitoba (8% and 2%) and Alberta (28% and 23%).

In some fields of study, young adults who had attended French immersion were more likely than adults who had not studied in French in elementary or high school to enrol at a French-language or bilingual university. For example, this was the case in education and teaching programs (43% versus 37%) and social and behavioural sciences programs (25% versus 21%).

At the college level, only a small number of young adults who had attended French immersion chose to attend a French-language college.

## **4. Post-enrolment situation of young adults**

In 2021, the situation of young adults who had studied in French at high school and enrolled at a postsecondary institution in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years varied. In particular, about one-fifth (21%) had earned a postsecondary credential. In some respects, the socioprofessional situation of these graduates varied based on the language of instruction of the first college or university they attended.

17. Due to small numbers, results are not shown for Manitoba. Furthermore, in the territories and the provinces with no French-language or bilingual university, all young adults who enrolled at this type of university chose an institution outside their province of residence.

18. Excluding young adults whose first enrolment was at a university in Quebec, as they are not part of this study.

19. The number of people who enrolled at university after attending French-language high school in Newfoundland and Labrador, Prince Edward Island, Nova Scotia and the territories is too small to show the proportion who went to a French-language or bilingual university by field of study.

## Interprovincial mobility

Some postsecondary graduates, after earning their degree, move to another province to work or to return to their home province. For the official language minority communities where these graduates studied, this can represent a loss of trained workers who can work in French.<sup>20</sup> There was relatively little interprovincial mobility among the graduates in the population studied, since they graduated recently. In 2021, 97% of young graduates who had attended a French-language or bilingual postsecondary institution still lived in the province where they had studied. This proportion was similar among young graduates who had attended an English-language institution (96%).

## Labour market integration

The proportion of young graduates who were employed during the 2021 Census reference week (employment rate) was similar among those who had attended a French-language or bilingual postsecondary institution (68%) and among those who had attended an English-language institution (67%). However, the proportion differed by region.

In New Brunswick, the employment rate for young graduates who had studied at a French-language or bilingual institution (58%) was lower than for those who had studied at an English-language institution (72%).<sup>21</sup> The opposite was observed in Ontario (75% and 64%, respectively) and in the western provinces and the territories (78% and 73%, respectively).

There can be a number of reasons for the discrepancies observed, including the employment situation in the specific regions of residence of these young adults.

## Overqualification

Overqualification refers to the education requirements of a job being lower than a person's level of education. Young graduates are more likely to be overqualified since they are at the beginning of their career, but this may only be temporary.<sup>22</sup> In this study, overqualification refers to the proportion of postsecondary graduates working in jobs that do not require a postsecondary education,<sup>23</sup> according to the National Occupational Classification.<sup>24</sup> Among young graduates who were employed in 2021, overqualification rates were slightly lower among graduates who had attended a French-language or bilingual institution (34%) than among those who had attended an English-language institution (41%). Similar differences were observed among both college graduates (34% and 42%) and university graduates (34% and 38%).

## Use of French at work

Among young graduates who were employed in 2021, those who had attended a French-language or bilingual postsecondary institution were much more likely to use French most often at work (54%) than young adults who had attended an English-language institution (10%). These proportions were higher in New Brunswick. In the province, 84% of young graduates who had attended a French-language or bilingual postsecondary used French most often at work, compared with under half (46%) of those who had attended an English-language institution.

20. Frenette, Marc. 2024. "Retention and recruitment of young skilled minority official language speakers in Canadian provinces," *Economic and Social Reports*, 4(6).

21. This difference is mainly due to those who enrolled in college-level programs.

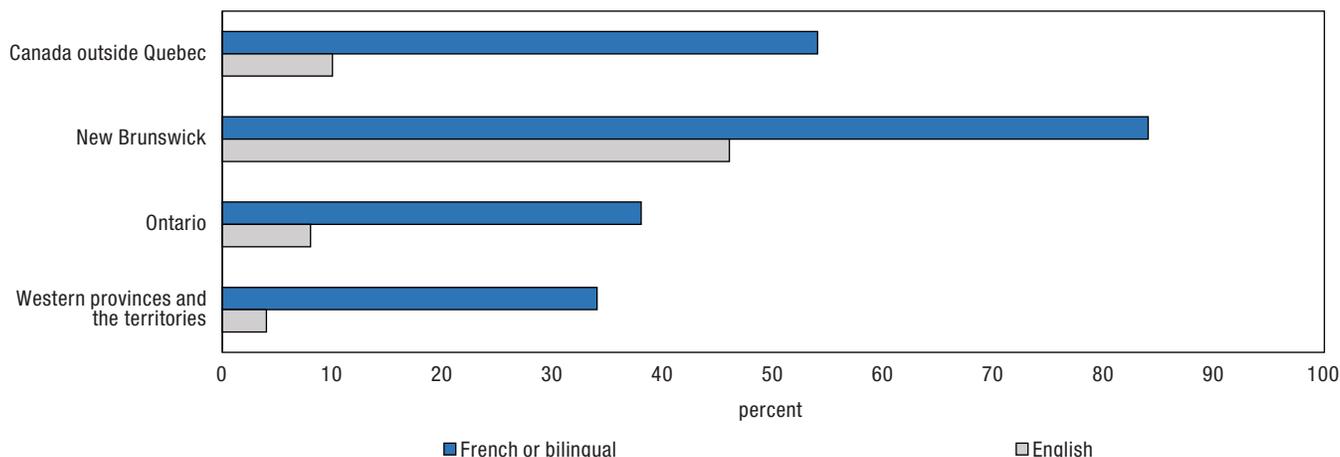
22. Cornelissen, Louis and Martin Turcotte. 2020. "Persistent overqualification among immigrants and non-immigrants," *Insights on Canadian Society*.

23. In this study, the vast majority of young adults who earned a postsecondary certificate, diploma or degree earned only one postsecondary credential.

24. In particular, categorizing occupations by training, education, experience and responsibilities (TEER).

**Chart 4.1**

**Use of French most often at work in 2021 among graduates, by the language of instruction at the postsecondary institution they attended and place of residence in 2016**



**Notes:** Among young graduates aged 18 to 30 years in 2021 who attended a French-language high school and who first enrolled at a postsecondary institution in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years. Includes only graduates who were employed during the 2021 Census reference week.

**Sources:** Statistics Canada, integrated data from the Postsecondary Students Information System and the 2021 Census of Population. Canadian Information Centre for International Credentials.

### Other postsecondary studies

Some young adults continue their postsecondary studies in another program after earning their first postsecondary credential. The proportion of young graduates who enrol in a second program of study at a postsecondary institution where the language of instruction is the same as at their first institution is slightly higher among those who had attended an English-language institution (94%) than among those who attended a French-language or bilingual institution (89%). This difference was observed among both college and university graduates.

## 5. Conclusion

The availability of postsecondary courses and programs in French varies by region in Canada outside Quebec. The results of this study showed that after attending a French-language high school, the postsecondary paths of young adults vary based on their region of residence and field of study.

Outside certain regions of New Brunswick (North, Southeast) and Ontario (North, East), well under half of young adults who attended a French-language high school enrolled at a French-language or bilingual postsecondary institution. Moreover, young adults who did college studies were less likely to choose a French-language or bilingual institution than those doing university studies, except in northern New Brunswick.

Young adults who studied in a STEM field were less likely to have enrolled at a French-language or bilingual university than those in other fields of study<sup>25</sup>. Conversely, young adults studying in a field geared toward services to people and other trades (such as health, education and law) were more likely than the average to choose a French-language or bilingual institution.

On one hand, the differences observed can be due to the regional differences in the proximity of French-language or bilingual postsecondary institutions and in the availability of French-language programs. In fact, the unavailability of French programs is the main reason cited by French-speaking adults who do their postsecondary studies in English.

25. Except in Manitoba and Alberta.

On the other, the linguistic characteristics of young adults who went to a French-language high school and enrolled at their first postsecondary institution also varied from one region to another. Generally speaking, the regions where high proportions of young adults chose to study at a French-language or bilingual postsecondary institution were also the regions where high proportions of young adults had French as their mother tongue or language spoken at home (Table A.1 in the appendix). Therefore, we cannot dismiss the link between the linguistic characteristics of young adults and their choice of postsecondary institution, especially since identity and being more comfortable studying in French are among the main reasons given by French-speaking adults who do postsecondary studies in French.

Considering the importance of French-language education in Canada outside Quebec to train workers who can work in French and to preserve official language minority communities, the results of this study help to identify the regions and fields of study where young adults who have just completed high school are less likely to choose a French-language or bilingual institution. This information may be used to guide the development of new programs in French in these fields of study and these regions, in order to enable young adults who wish to pursue postsecondary education in French to do so, and, after graduation, to work in French.

## 6. Appendix

**Table A.1**

**Mother tongue and language spoken most often at home in 2021, young adults aged 18 to 30 years who attended a French-language high school and who first enrolled at a postsecondary institution in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years, by province, territory or region of residence in 2016**

Provinces, territories or regions	Target population	French <sup>1</sup> as a mother tongue	French spoken at home	
	number		At least regularly	Most often <sup>2</sup>
			percent	
<b>Canada outside Quebec</b>	<b>48,570</b>	<b>39</b>	<b>49</b>	<b>34</b>
Newfoundland and Labrador	160	X	X	X
Prince Edward Island	190	43	51	39
Nova Scotia	1,130	35	40	24
New Brunswick	6,390	87	92	86
Northern New Brunswick <sup>3</sup>	3,330	95	98	96
Southeastern New Brunswick <sup>4</sup>	2,300	86	91	86
Rest of New Brunswick	770	52	70	44
Ontario	32,390	34	45	28
Eastern Ontario <sup>5</sup>	10,300	55	70	50
Northern Ontario <sup>6</sup>	4,690	65	57	38
Rest of Ontario	17,410	14	28	13
Manitoba	1,640	29	38	19
Saskatchewan	720	19	30	15
Alberta	2,850	27	44	24
British Columbia	3,030	9	22	10
Territories	80	X	X	X

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

1. Single responses.
2. Predominantly or equally often with another language.
3. Includes the census divisions (CDs) of Victoria, Madawaska, Restigouche and Gloucester.
4. Includes the CDs of Westmorland and Kent.
5. Includes the CDs of Stormont, Dundas and Glengarry, Prescott and Russell, Ottawa, Leeds and Grenville, and Lanark.
6. Includes the CDs of Nipissing, Sudbury, Greater Sudbury, Timiskaming, Cochrane, and Algoma.

**Sources:** Statistics Canada, integrated data from the Postsecondary Students Information System and the 2021 Census of Population. Canadian Information Centre for International Credentials.

**Table A.2**

**Proportion of people enrolled in college who chose a French-language institution, by selected fields of study, New Brunswick residents in 2016**

Field of study	Percent
<b>Total</b>	<b>83</b>
Science, technology, engineering and mathematics (STEM)	70
Mathematics and computer and information science	57
Business, humanities, health, arts, social science and education (BHASE)	84
Business and administration	81
Arts and humanities	49
Health care, education and teaching, legal professions and studies, other trades and services	86
Mechanics and repair, architecture, construction and precision production	76
Personal, security and transport services	88

**Notes:** Among young adults aged 18 to 30 years who attended a French-language high school and who first enrolled at a college in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years. Field of study is based on the Classification of Instructional Programs (CIP). Due to small numbers, some fields of study have been grouped and others are not shown.

**Sources:** Statistics Canada, integrated data from the Postsecondary Students Information System and the 2021 Census of Population. Canadian Information Centre for International Credentials.

**Table A.3**  
**Proportion of people enrolled in university who chose a French-language or bilingual institution, by selected fields of study, New Brunswick residents in 2016**

Field of study	Percent
<b>Total</b>	<b>81</b>
Science, technology, engineering and mathematics (STEM)	68
Science and science technology	67
Engineering and engineering technology	73
Business, humanities, health, arts, social science and education (BHASE)	85
Business and administration	87
Arts and humanities	33
Social and behavioural sciences	90
Health care, education and teaching, legal professions and studies, other trades and services	97

**Notes:** Among young adults aged 18 to 30 years who attended a French-language high school and who first enrolled at a university in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years. Field of study is based on the Classification of Instructional Programs (CIP). Due to small numbers, some fields of study have been grouped and others are not shown.

**Sources:** Statistics Canada, integrated data from the Postsecondary Students Information System and the 2021 Census of Population. Canadian Information Centre for International Credentials.

**Table A.4**  
**Proportion of people enrolled in university who chose a French-language or bilingual institution, by selected fields of study, Ontario residents in 2016**

Field of study	Percent
<b>Total</b>	<b>43</b>
Science, technology, engineering and mathematics (STEM)	35
Science and science technology	35
Engineering and engineering technology	32
Mathematics and computer and information science	36
Business, humanities, health, arts, social science and education (BHASE)	48
Business and administration	40
Arts and humanities	36
Social and behavioural sciences	57
Health care, education and teaching, legal professions and studies, other trades and services	53
Health care	61
Education and teaching	40
Trades, services, natural resources and conservation	42

**Notes:** Among young adults aged 18 to 30 years who attended a French-language high school and who first enrolled at a university in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years. Field of study is based on the Classification of Instructional Programs (CIP). Due to small numbers, some fields of study have been grouped and others are not shown.

**Sources:** Statistics Canada, integrated data from the Postsecondary Students Information System and the 2021 Census of Population. Canadian Information Centre for International Credentials.

**Table A.5**  
**Proportion of people enrolled in university who chose a French-language or bilingual institution, by selected fields of study, Manitoba residents in 2016**

Field of study	Percent
<b>Total</b>	<b>30</b>
Science, technology, engineering and mathematics (STEM)	30
Science and science technology	35
Business, humanities, health, arts, social science and education (BHASE)	30
Arts and humanities	9
Health care, education and teaching, legal professions and studies, other trades and services	75

**Notes:** Among young adults aged 18 to 30 years who attended a French-language high school and who first enrolled at a university in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years. Field of study is based on the Classification of Instructional Programs (CIP). Due to small numbers, some fields of study have been grouped and others are not shown.

**Sources:** Statistics Canada, integrated data from the Postsecondary Students Information System and the 2021 Census of Population. Canadian Information Centre for International Credentials.

**Table A.6**  
**Proportion of people enrolled in university who chose a French-language or bilingual institution, by selected fields of study, Saskatchewan residents in 2016**

Field of study	Percent
<b>Total</b>	<b>41</b>
Science, technology, engineering and mathematics (STEM)	29
Science and science technology	27
Business, humanities, health, arts, social science and education (BHASE)	47
Arts and humanities	31
Health care, education and teaching, legal professions and studies, other trades and services	67

**Notes:** Among young adults aged 18 to 30 years who attended a French-language high school and who first enrolled at a university in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years. Field of study is based on the Classification of Instructional Programs (CIP). Due to small numbers, some fields of study have been grouped and others are not shown.

**Sources:** Statistics Canada, integrated data from the Postsecondary Students Information System and the 2021 Census of Population. Canadian Information Centre for International Credentials.

**Table A.7**  
**Proportion of people enrolled in university who chose a French-language or bilingual institution, by selected fields of study, Alberta residents in 2016**

Field of study	Percent
<b>Total</b>	<b>40</b>
Science, technology, engineering and mathematics (STEM)	49
Science and science technology	51
Engineering and engineering technology	44
Business, humanities, health, arts, social science and education (BHASE)	37
Arts and humanities	14
Social and behavioural sciences	50
Health care, education and teaching, legal professions and studies, other trades and services	59
Health care	59

**Notes:** Among young adults aged 18 to 30 years who attended a French-language high school and who first enrolled at a university in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years. Field of study is based on the Classification of Instructional Programs (CIP). Due to small numbers, some fields of study have been grouped and others are not shown.

**Sources:** Statistics Canada, integrated data from the Postsecondary Students Information System and the 2021 Census of Population. Canadian Information Centre for International Credentials.

**Table A.8**  
**Proportion of people enrolled in university who chose a French-language or bilingual institution, by selected fields of study, British Columbia residents in 2016**

Field of study	Percent
<b>Total</b>	<b>26</b>
Science, technology, engineering and mathematics (STEM)	21
Science and science technology	17
Engineering and engineering technology	35
Business, humanities, health, arts, social science and education (BHASE)	29
Arts and humanities	37
Health care, education and teaching, legal professions and studies, other trades and services	26
Health care	57

**Notes:** Among young adults aged 18 to 30 years who attended a French-language high school and who first enrolled at a university in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years. Field of study is based on the Classification of Instructional Programs (CIP). Due to small numbers, some fields of study have been grouped and others are not shown.

**Sources:** Statistics Canada, integrated data from the Postsecondary Students Information System and the 2021 Census of Population. Canadian Information Centre for International Credentials.

**Table A.9**  
**Proportion of people enrolled in university who chose a French-language or bilingual institution, by selected fields of study, Canada outside Quebec residents in 2016**

Field of study	Percent
<b>Total</b>	<b>45</b>
Science, technology, engineering and mathematics (STEM)	36
Science and science technology	36
Engineering and engineering technology	36
Mathematics and computer and information science	37
Business, humanities, health, arts, social science and education (BHASE)	49
Business and administration	43
Arts and humanities	30
Social and behavioural sciences	57
Health care, education and teaching, legal professions and studies, other trades and services	64
Health care	69
Education and teaching	77
Trades, services, natural resources and conservation	50

**Notes:** Among young adults aged 18 to 30 years who attended a French-language high school and who first enrolled at a university in Canada outside Quebec between the 2016/2017 and 2020/2021 academic years. Field of study is based on the Classification of Instructional Programs (CIP). Due to small numbers, some fields of study have been grouped and others are not shown.

**Sources:** Statistics Canada, integrated data from the Postsecondary Students Information System and the 2021 Census of Population. Canadian Information Centre for International Credentials.