

EDUCATION AT A GLANCE 2017

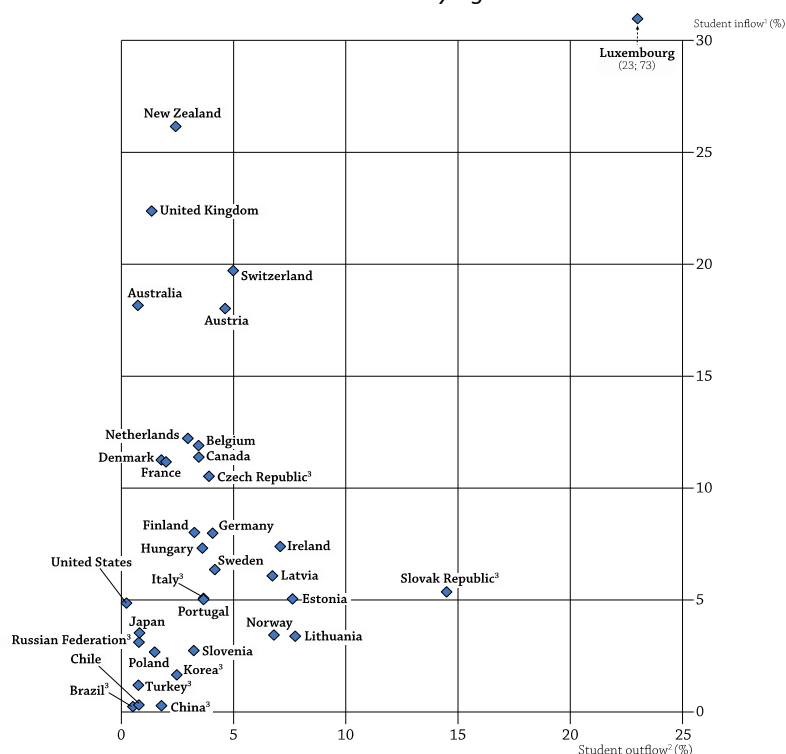
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Canada

- **Canada attracts more tertiary students from abroad than it sends:** international students in tertiary education represent 11.9% of national students studying home and abroad whereas only 3.4% of Canadian students were enrolled abroad.
- **In 2016, 61% of 25-34 year-old Canadians held a tertiary qualification,** the highest share of all OECD countries after Korea (70%). However, the share of 25-34 year-olds who had completed a master's or doctoral degree is below the OECD average.
- **Canada has a larger share of 30-44 year-olds who have at least one tertiary-educated parent than on average across OECD countries and economies.** Canadians with non-tertiary educated parents enjoy greater upward educational mobility than on average across OECD countries.
- **Canada devotes a higher share of public expenditure, and spends more on education as a percentage of GDP than on average across OECD countries.**

Figure 1. International student circulation in total tertiary education (2015)

International or foreign students studying in the country and national students studying abroad as a percentage of total national students studying home and abroad



1. Student inflow represents the number of international students on a country's soil for every 100 national students studying home or abroad in the OECD area (y-axis).

2. Student outflow represents the percentage of national students studying abroad (x-axis).

3. Data refer to foreign students instead of international students.

Source: OECD (2017), Table C4.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Despite the high tuition fees paid by international students, Canada attracts more students from abroad than it sends

- In 2015, Canada attracted about 172 000 international tertiary students, representing 11.9% of national students home and abroad (Figure 1). This is above the average share observed across OECD countries (8.7%). In comparison, only 3.4% of Canadian tertiary students were enrolled abroad, which is about half of the average across OECD countries (5.9%).
- The share of international students increases with tertiary level of education in Canada, as it does across most OECD countries. In Canada, international students make up 9.9% of students at bachelor's level, 13.6% at master's level and 29.9% at doctoral level. On average across OECD countries, the respective shares are 4.3%, 11.5% and 25.7%.
- In Canada, in line with figures across OECD countries, international students tend to enrol more than national students in the science, technology, engineering and mathematics (STEM) fields of study. In 2015, in Canada, 36% of international students enrolled in STEM fields compared to 23% of national students. This is similar to the OECD averages of 32% of international students and 22% of national students.
- The three fields of study that attracted the highest shares of international students in Canada are: business, administration and law (29% of all international students); engineering, manufacturing and construction (18% of all international students); and social sciences, journalism and information (14% of all international students).
- In many countries, international students pay higher tuition fees than those paid by nationals. The difference is particularly striking in Canada where international students pay three times more than nationals. However, the large number of students coming to Canada to study seems to indicate that these high tuition fees are not preventing international students from enrolling.

Canada has a large share of tertiary-educated adults, but few continue beyond a bachelor's degree

- In 2016, 61% of 25-34 year-old Canadians held a tertiary qualification, the highest share among all OECD countries after Korea (70%). Despite this large proportion of tertiary-educated adults, Canadians are less likely to obtain a master's degree. In Canada, 21% of 25-64 year-olds hold a bachelor's degree compared to an OECD average of 16%, but only 10% have completed a master's or doctoral degree against the OECD average of 13%. The gap is even more significant among younger adults: 10% of 25-34 year-olds in Canada have completed a master's or doctoral degree while the OECD average is 15%.
- The Canadian tertiary education system rests on a wide diversity of institutions and programmes: about one-quarter of Canadians aged 25-64 attained a college diploma as their highest level of education, a higher proportion than in any other OECD country.¹
- In Canada, the earnings advantage from a tertiary education over an upper secondary education is smaller than on average across OECD countries. Full-time full-year 25-64 year-old workers with tertiary education earn 41% more than those with upper secondary education, while on average across OECD countries they earn 56% more.

Canada offers greater than average upward mobility in education

- Results from the Survey of Adult Skills (PIAAC) show that in general, a greater share of 30-44 year-olds have completed tertiary education than 45-59 year-olds, regardless of their parents' education level. However, inequalities persist among the younger generation in all countries and economies that participated in the survey (Figure 2). In Canada, 42% of 30-44 year-olds have at least one tertiary-educated parent, a much greater share

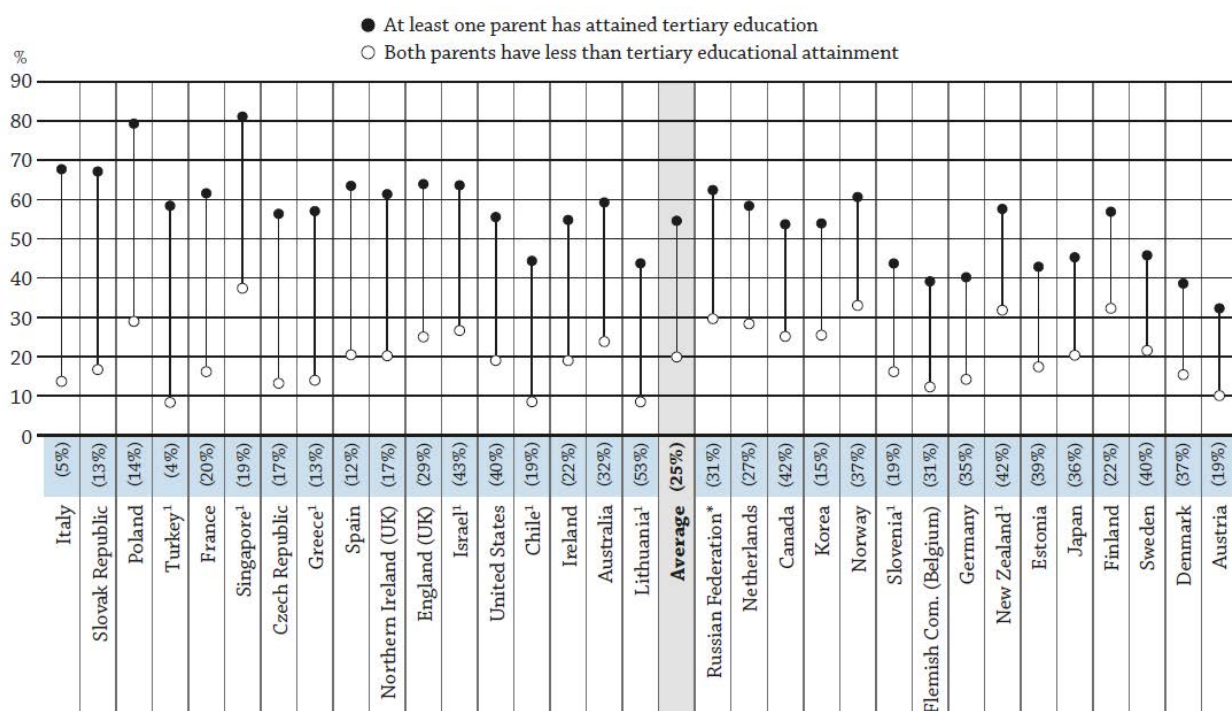
¹ For the purposes of this note, the term "college" refers to both community colleges and polytechnics. It is important to note that many community colleges and polytechnics in Canada offer both ISCED 5 (short-cycle tertiary) and ISCED 4 (post-secondary non-tertiary) programmes, including occupational preparation and adult education programmes. Data from Statistics Canada on tertiary education do not distinguish between some adult education and occupational preparation programmes, so international comparisons of tertiary education systems should be handled with some caution.

than the average among OECD countries and economies with available data (25%). Among 30-44 year-old Canadians with at least one tertiary-educated parent, 54% completed a tertiary-type A or an advanced research programme compared to only 25% among those without a tertiary-educated parent.

- In Canada, 50% of 30-44 year-olds with non-tertiary educated parents also have less than tertiary education whereas among OECD countries and economies the average is 69%. This means that Canada offers greater opportunities for upward educational mobility among those whose parents do not have tertiary education than other OECD countries and economies.

Figure 2. Share of 30-44 year-olds who completed a tertiary-type A or advanced research programme, by parents' educational attainment (2012 or 2015)

Survey of Adult Skills (PIAAC), 30-44 year-old non-students



Note: The percentage in parentheses represents the share of 30-44 year-old non-students who have at least one parent who attained tertiary education. Data on educational attainment are based on ISCED-97.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

* See note on data for the Russian Federation in the Source section.

Countries and economies are ranked in descending order of the gap between the two groups.

Source: OECD (2017), Tables A4.1 and A4.2. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Canada devotes a greater share of public expenditure to education than on average across OECD countries

- Canada spends 13.4% of its total public expenditure on education (primary to tertiary), more than on average across OECD countries (11.3%). This also holds at the tertiary level which receives 4.6% of all public expenditure compared to 3.1% on average across OECD countries.
- Expenditure on primary to tertiary educational institutions relative to gross domestic product (GDP) is also higher in Canada (6.2% of GDP) than on average across OECD countries (5.2% of GDP). The share for secondary education in Canada (1.5% of GDP) is below the OECD average (2.1% of GDP), but the opposite is observed at the tertiary level where the share for Canada (2.6% of GDP) is higher than the OECD average (1.5% of GDP).
- In 2014, in Canada and on average across OECD countries, 91% of expenditure on primary, secondary and post-secondary non-tertiary educational institutions came from public sources. At the tertiary level, the picture changes as only 48% of expenditure comes from public sources in Canada, much lower than the OECD average of

70%. This is largely explained by the fact that expenditure by private entities (excluding household contributions) is much higher in Canada (25%) than on average across OECD countries (10%). Canadian households' contribution to expenditure on tertiary education (26%) is also higher than the OECD average (22%).

- In Canada, as across most OECD countries, annual expenditure per student by educational institutions for all services increases with the levels of education. Across all levels of education expenditure is higher in Canada than on average across OECD countries and the difference increases with the levels of education: at primary level the OECD average is USD 8 733 per student while it is USD 9 256 in Canada, at secondary level the OECD average is USD 10 106 while it is USD 12 780 in Canada, and at tertiary level the OECD average is USD 16 143 compared to USD 21 326 in Canada. At the tertiary level, expenditure per student in Canada is one of the highest among OECD countries, below only Luxembourg, Sweden, Switzerland, the United Kingdom and the United States.

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Note regarding data from Israel

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.


The Survey of Adult Skills is a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC).

References

OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on Education at a Glance 2017 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

Updated data can be found on line at [OECD.Stat](http://dx.doi.org/10.1787/eag-data-en) as well as by following the **StatLinks**  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **EducationGPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=CAN&treshold=10&topic=EO>

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Key Facts for Canada in Education at a Glance 2017

| Source | Main topics in <i>Education at a Glance</i> | Canada | | OECD average | |
|--------------|--|-------------------------------------|-------------------|-------------------------------------|-------------------|
| | Fields of study | | | | |
| | Graduates in upper secondary vocational programmes | 2015 | | | |
| | | % | % Women | % | % Women |
| Table A2.1 | Business, administration and law | ** | ** | 20% | 66% |
| | Engineering, manufacturing and construction | ** | ** | 34% | 12% |
| | Health and welfare | ** | ** | 12% | 82% |
| | Services | ** | ** | 17% | 60% |
| | New entrants to tertiary education | 2015 | | | |
| | | % | % Women | % | % Women |
| Table C3.1 | Education | ** | ** | 9% | 78% |
| | Business, administration and law | ** | ** | 23% | 54% |
| | Engineering, manufacturing and construction | ** | ** | 16% | 24% |
| | Tertiary students enrolled, by mobility status | 2015 | | | |
| | | International students ¹ | National students | International students ¹ | National students |
| Table C4.2. | Education | 1% | 6% | 3% | 8% |
| | Business, administration and law | 29% | 23% | 27% | 23% |
| | Engineering, manufacturing and construction | 18% | 11% | 17% | 12% |
| | Tertiary-educated 25-64 year-olds | 2016 | | | |
| Table A1.3 | Education | ** | | 13% | |
| | Business, administration and law | ** | | 23% | |
| | Engineering, manufacturing and construction | ** | | 17% | |
| | Employment rate of tertiary-educated 25-64 year-olds | 2016 | | | |
| Table A5.3 | Education | ** | | 83% | |
| | Business, administration and law | ** | | 85% | |
| | Engineering, manufacturing and construction | ** | | 87% | |
| | Early childhood education | | | | |
| | Enrolment rates in early childhood education at age 3 | 2015 | | | |
| Table C2.1 | ISCED 01 and 02 | ** | | 78% | |
| | Expenditure on all early childhood educational institutions | 2014 | | | |
| Table C2.3 | As a percentage of GDP | ** | | 0.8% | |
| | Proportions of total expenditure from public sources | ** | | 82% | |
| | Vocational education and training (VET) | | | | |
| | Enrolment in upper secondary education, by programme orientation | 2015 | | | |
| | | General | Vocational | General | Vocational |
| Table C1.3 | Enrolment rate among population aged 15-19 year-olds | 56% | ** | 37% | 25% |
| | Graduation rates, by programme orientation | 2015 | | | |
| | | General | Vocational | General | Vocational |
| Table A2.2 | Upper secondary education - All ages | 84% | 5% | 54% | 44% |
| | Employment rate, by programme orientation | 2016 | | | |
| | | General | Vocational | General | Vocational |
| Figure A5.3. | 25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level | 72% | 84% | 70% | 80% |
| | Tertiary education | | | | |
| | Share of international or foreign students, by level of tertiary education | 2015 | | | |
| Table C4.1. | Bachelor's or equivalent | 10% | | 4% | |
| | Master's or equivalent | 14% | | 12% | |
| | Doctoral or equivalent | 30% | | 26% | |
| | All tertiary levels of education | 11% | | 6% | |
| | Educational attainment of 25-64 year-olds | 2016 | | | |
| Table A1.1 | Short-cycle tertiary | 26% | | 8% | |
| | Bachelor's or equivalent | 21% | | 16% | |
| | Master's or equivalent | 10% | | 12% | |
| | Doctoral or equivalent | ** | | 1% | |
| | Employment rate of 25-64 year-olds, by educational attainment | 2016 | | | |
| Table A5.1 | Short-cycle tertiary | 80% | | 81% | |
| | Bachelor's or equivalent | 83% | | 83% | |
| | Master's or equivalent | 84% | | 87% | |
| | Doctoral or equivalent | ** | | 91% | |
| | All tertiary levels of education | 82% | | 84% | |
| | Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100) | 2015 | | | |
| Table A6.1 | Short-cycle tertiary | 118 | | 122 | |
| | Bachelor's or equivalent | 147 | | 146 | |
| | Master's, doctoral or equivalent | 189 | | 198 | |
| | All tertiary levels of education | 141 | | 156 | |

| Source | Main topics in <i>Education at a Glance</i> | Canada | | OECD average | |
|--------------------------------|--|---|---------------------------------------|--------------------------------------|---------------------------------------|
| Adult education and learning | | | | | |
| | Participation of 25-64 year-olds in adult education ² | 2012 | | 2012 ³ | |
| Table C6.1a | Participation in formal education only | 5% | | 4% | |
| | Participation in non-formal education only | 44% | | 39% | |
| | Participation in both formal and non-formal education | 9% | | 7% | |
| | No participation in adult education | 42% | | 50% | |
| | Financial investment in education | | | | |
| | Annual expenditure per student, by level of education (in equivalent USD, using PPPs) | 2014 | | | |
| Table B1.1 | Primary education | USD 9 256 | | USD 8 733 | |
| | Secondary education | USD 12 780 | | USD 10 106 | |
| | Tertiary (including R&D activities) | USD 21 326 | | USD 16 143 | |
| | Total expenditure on primary to tertiary educational institutions | | 2014 | | |
| Table B2.1 | As a percentage of GDP | 6.2% | | 5.2% | |
| | Total public expenditure on primary to tertiary education | 2014 | | | |
| Table B4.1 | As a percentage of total public expenditure | 13.4% | | 11.3% | |
| Teachers | | | | | |
| | Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education | 2015 | | | |
| Table D3.2a | Pre-primary school teachers | ** | | 0.78 | |
| | Primary school teachers | ** | | 0.85 | |
| | Lower secondary school teachers (general programmes) | ** | | 0.88 | |
| | Upper secondary school teachers (general programmes) | ** | | 0.94 | |
| | | Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs) | Starting salary | Salary after 15 years of experience | Starting salary |
| Table D3.1a | Pre-primary school teachers | ** | ** | USD 29 636 | USD 39 227 |
| | Primary school teachers | USD 39 179 | USD 65 621 | USD 30 838 | USD 42 864 |
| | Lower secondary school teachers (general programmes) | USD 39 179 | USD 65 621 | USD 32 202 | USD 44 623 |
| | Upper secondary school teachers (general programmes) | USD 39 179 | USD 65 621 | USD 33 824 | USD 46 631 |
| | | Organisation of teachers' working time in public institutions over the school year | Net teaching time | Total statutory working time | Net teaching time |
| Table D4.1 | Pre-primary school teachers | ** | ** | 1001 hours | 1608 hours |
| | Primary school teachers | 797 hours | ** | 794 hours | 1611 hours |
| | Lower secondary school teachers (general programmes) | 742 hours | ** | 712 hours | 1634 hours |
| | Upper secondary school teachers (general programmes) | 743 hours | ** | 662 hours | 1620 hours |
| | | Percentage of teachers who are 50 years old or over | 2015 | | |
| Table D5.1 | Primary education | 26% | | 32% | |
| | Upper secondary education | 26% | | 40% | |
| | Share of female teachers in public and private institutions | 2015 | | | |
| Table D5.2 | Primary education | 74% | | 83% | |
| | Upper secondary education | 74% | | 59% | |
| | Tertiary education | 49% | | 43% | |
| | | Ratio of students to teaching staff | 2015 | | |
| Table D2.2 | Primary education | 17 | | 15 | |
| | Secondary education | 13 | | 13 | |
| | Tertiary education | ** | | 16 | |
| | Equity | | | | |
| | Intergenerational mobility in education ² | 2012 | | 2012 ³ | |
| Tables A4.1 and A4.2 | | Both parents have less than tertiary | At least one parent attained tertiary | Both parents have less than tertiary | At least one parent attained tertiary |
| | Less than tertiary education (30-44 year-olds' own educational attainment) | 50% | 26% | 69% | 31% |
| | Tertiary-type B (30-44 year-olds' own educational attainment) | 25% | 21% | 12% | 16% |
| | Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment) | 25% | 54% | 20% | 55% |
| Transition from school to work | | | | | |
| | Percentage of people not in employment, nor in education or training (NEET) | 2016 | | | |
| Table C5.1 | 18-24 year-olds | 14% | | 15% | |
| Education and social outcomes | | | | | |
| | Percentage of adults who report having depression | 2014 | | | |
| Table A8.1 | | Men | Women | Men | Women |
| | Below upper secondary | 5% | 13% | 10% | 15% |
| | Upper secondary or post-secondary non-tertiary | 5% | 9% | 6% | 10% |
| | Tertiary | 5% | 8% | 5% | 6% |

The reference year is the year cited or the latest year for which data are available.

Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. For some countries foreign students are provided instead of international students.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. OECD average includes some countries with 2015 data.

** Please refer to the source table for details on this data.

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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