

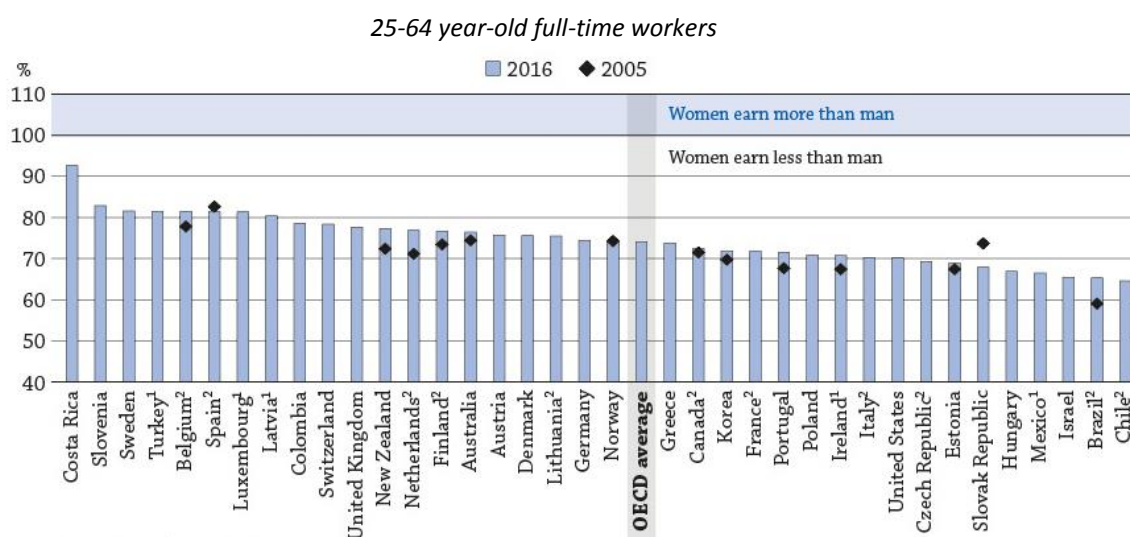
## EDUCATION AT A GLANCE 2018

*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 OECD and partner countries.

### Canada

- **Tertiary-educated women in Canada earned 72% of their male peers' earnings in 2015**, a share that has been almost constant since 2005 (71%).
- **In 2017, 61% of 25-34 year-olds in Canada held a tertiary qualification, the highest share of all OECD countries after Korea (70%).** However, the share who had completed a master's or doctoral degree was 10%, below the OECD average of 14%.
- **Over 65% of foreign-born adults in Canada had a tertiary degree in 2017, the highest share across OECD countries with data.** Among tertiary-educated adults, native-born adults had a higher employment rate (84%) than foreign-born adults (80%).
- **In Canada overall, 12% of 15-29 year-olds are neither in employment nor in education or training (NEET), slightly below the OECD average of 13%. However, among Canadian provinces and territories, this rate varies from 10% in Quebec to 36% in Nunavut.**

**Figure 1. Trends in women's earnings as a percentage of men's earnings for full-time workers with tertiary education (2005, 2016)**



1. Earnings net of income tax.

2. Year of reference differs from 2016. Refer to the source table for details.

Countries are ranked in descending order of the earnings of 25-64 year-old women as a percentage of men's earnings in 2016.

Source: OECD (2018), Table 4.3 and Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933802266>

## Women in Canada have higher educational attainment but lower earnings and worse labour market outcomes than men

- In the last decade, the educational attainment of 25-64 year-olds in Canada has increased significantly, especially for women. Between 2007 and 2017, the share of tertiary-educated women increased by 11 percentage points, from 52% to 63%. During the same period the share of tertiary-educated men increased by 6 percentage points, from 44% to 50%.
- In Canada, the share of tertiary-educated women is greater than the share of tertiary-educated men, but men's earnings are still higher than women's. In 2015, tertiary-educated women in Canada earned 72% of the earnings of tertiary-educated men, almost identical to the proportion in 2005 (71%). The relative earnings of tertiary-educated women in Canada in 2015 are slightly below the average across OECD countries in 2016 (74%) (Figure 1).
- Tertiary education still pays off for women. In 2015, tertiary-educated women in Canada earned 49% more than women with upper secondary education. Earnings for those with a master's, doctoral or equivalent degree are almost double (93% more). This is similar to what is observed on average across OECD countries where tertiary-educated women earn 59% more than their upper secondary-educated peers and those with a master's, doctoral or equivalent degree earn 94% more.
- Adults who leave education without at least upper secondary education are penalised in the labour market. In Canada, as is the case on average across OECD countries, women with low educational attainment (i.e. below upper secondary education) have the lowest employment rates. In 2017, in Canada, 42% of 25-34 year-old women with low educational attainment were employed compared with 65% of their male peers. Among tertiary-educated 25-34 year-olds, 84% of women and 89% of men are employed.

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

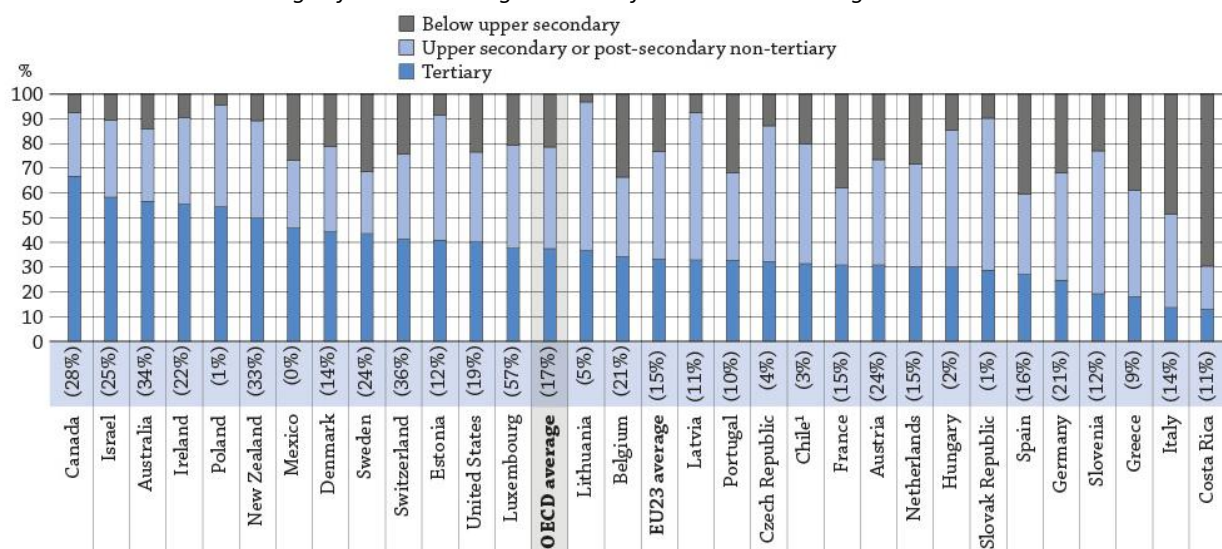
- In 2017, in Canada, 61% of 25-34 year-olds held a tertiary qualification, the highest share among all OECD countries after Korea (70%). Despite this large proportion of tertiary-educated adults, Canadians are less likely to attain a master's or a doctoral degree. In Canada, 26% of 25-34 year-olds hold a bachelor's degree, compared to an OECD average of 22%, but only 10% have completed a master's or doctoral degree against the OECD average of 14%.
- The Canadian tertiary education system is based on a wide diversity of institutions and programmes: about one-quarter of 25-64 year-olds in Canada attained a college diploma<sup>1</sup> as their highest level of education, a higher proportion than in any other OECD country.
- In Canada, 67% of foreign-born adults (25-64 year-olds) had a tertiary education in 2017, 26% had upper secondary or post-secondary non-tertiary education and 8% had not completed upper secondary. The share of tertiary-educated foreign-born adults in Canada is the highest across all OECD countries with data (Figure 2). Among tertiary-educated adults in Canada, native-born adults had a higher employment rate (84%) than foreign-born adults (80%).

---

<sup>1</sup> 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.

**Figure 2. Educational attainment of foreign-born 25-64 year-olds (2017)**

Percentage of adults with a given level of education as the highest level attained



Note: The percentage in parentheses represents the share of foreign-born adults among 25-64 year-olds.

1. Year of reference differs from 2017. Refer to the source table for more details.

Countries are ranked in descending order of the percentage of tertiary-educated foreign-born adults.

Source: OECD (2018), Table A1.3. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933801715>

## Educational and labour market outcomes vary significantly across Canadian provinces and territories

- In 2017, 7% of 25-34 year-olds in Canada had not completed upper secondary education compared to 15% on average across OECD countries. Subnational data for 2016 shows that two territories were outliers with large shares of young adults with low educational attainment: the Northwest Territories (18%) and Nunavut (41%).
- Young adults with low educational attainment have poorer labour market outcomes than their peers who completed upper secondary or tertiary education. In 2017, 59% of 25-34 year-olds without upper secondary education were employed on average across OECD countries and 57% in Canada. Subnational data for 2016 shows that in most provinces and territories at least half of young adults with low educational attainment were employed. Only New Brunswick (44%), Newfoundland and Labrador (49%), and Nunavut (39%) had an employment rate below 50% for young adults with low educational attainment. This shows that the significant share of young adults with low educational attainment in Nunavut are also likely to experience difficulties in the labour market.
- The transition from education to work can be a difficult period for many young people. Spells of unemployment and job insecurity create a challenging phase in young people's lives. In 2017 on average across OECD countries, 13% of 15-29 year-olds were neither employed nor in education or training (NEET) compared to 12% in Canada. Many OECD and partner countries have outlier region(s) with a much higher percentage of NEETs than the national average. This is particularly striking for Canada and the Russian Federation. Subnational data for 2017 shows that the share of 15-29 year-old NEETs varies from 10% in Quebec to 36% in Nunavut. Besides Nunavut, the share of NEETs only reaches 20% or more in Newfoundland and Labrador (21%) and in the Northwest Territories (20%). Nunavut and the Northwest Territories, in particular, are very large geographic areas with small populations, which poses particular economic challenges not faced in most of the provinces.

## Despite higher tuition fees for international students than national students, Canada's tertiary education system is very attractive internationally

- In 2016, Canada attracted about 189 000 international tertiary students, representing 12% of all the students in tertiary education in Canada. This is more than across OECD countries (6%). In contrast, only 3% of tertiary students in Canada were enrolled abroad, which is slightly above the share across OECD countries (2%).

- The share of international students increases with tertiary education level in Canada, as it does across most OECD countries. In Canada, international students make up 10% of students at bachelor's level, 18% at master's level and 32% at doctoral level. Across OECD countries, the respective shares are 4%, 12% and 26%.
- 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.
- 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 (20% of all international students); and social sciences, journalism and information (13% of all international students). This is similar to the picture across OECD countries where business, administration and law (27%); and engineering, manufacturing and construction (17%) are also the fields of study that attracted the highest shares of international or foreign students.
- In 2016, 21% of international students in tertiary education in Canada were from other OECD countries. The main countries of origin among OECD countries were France (8%) and the United States (4%). The largest shares of international students come from OECD partner countries: 32% from China and 11% from India. This is similar to the situation across OECD countries where 26% of international and foreign students were from other OECD countries while 22% were from China and 7% were from India.

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

### Note regarding data from Israel


The statistical data for Israel are supplied by and are 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.

Lithuania was not an OECD member at the time of preparation of *Education at a Glance* and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in *Education at a Glance*.

### References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.  
OECD/NCES (2018), *Education at a Glance Subnational Supplement*, OECD/National Center for Education Statistics, Paris and Washington, DC, <https://nces.ed.gov/surveys/annualreports/oecd/>.

**For more information on Education at a Glance 2018** and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm).

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

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

#### Questions can be directed to:

Marie-Helene Doumet  
Directorate for Education and Skills  
[Marie-Helene.Doumet@oecd.org](mailto:Marie-Helene.Doumet@oecd.org)

#### Country note author:

Simon Normandeau  
Directorate for Education and Skills  
[Simon.Normandeau@oecd.org](mailto:Simon.Normandeau@oecd.org)

## Key Facts for Canada in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Canada		OECD average	
	Equity				
	Educational attainment of 25-34 year-olds by gender	2017			
		% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	8%	5%	17%	14%
	Upper secondary or post-secondary non-tertiary	40%	26%	46%	37%
	Tertiary	52%	70%	38%	50%
	Percentage of 15-29 year-olds NEETs by country of birth	2017			
Table A2.3	Native-born	12%		13%	
	Foreign-born	13%		18%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017			
		Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	56%	55%	56%	60%
	Upper secondary or post-secondary non-tertiary	75%	71%	76%	72%
	Tertiary	84%	80%	87%	79%
	Earnings of 25-64 women relative to men, by educational attainment	2016			
Table A4.3	Below upper secondary	70%		78%	
	Upper secondary or post-secondary non-tertiary	69%		78%	
	Tertiary	72%		74%	
	Share of girls among repeaters in secondary general programmes	2016			
Table B1.3	Lower secondary	**		39%	
	Upper secondary	**		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016			
		% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	**	**	22%	20%
	Engineering, manufacturing and construction	**	**	22%	10%
	Health and welfare	**	**	12%	19%
	First-time tertiary graduates	2016			
Table B5.1	Share of female first-time tertiary graduates	**		57%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 <sup>1</sup>			
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	59%		49%	
	Participation of foreign-born adults who arrived in the country at 26 or older	52%		48%	
	Early childhood education and care (ECEC)				
	Enrolment rates in ECEC at age 3	2016			
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	**		76%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016			
Table B2.2	Public institutions	93%		68%	
	Private institutions	7%		32%	
	Expenditure on pre-primary level (ISCED 02)	2015			
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	**		USD 8 426	
	Vocational education and training (VET)				
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016			
Table B1.3	All vocational programmes	9%		44%	
	Combined school- and work-based programmes	**		11%	
	Share of women among upper secondary graduates, by programme orientation	2016			
Figure B3.1	General programmes	51%		54%	
	Vocational programmes	46%		46%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015			
Table C1.1	General programmes	**		USD 8 981	
	Vocational programmes	**		USD 10 831	
	Tertiary education				
	Share of international or foreign students, by education level <sup>2</sup>	2016			
Table B6.1	Bachelor's or equivalent	10%		4%	
	Master's or equivalent	18%		12%	
	Doctoral or equivalent	32%		26%	
	All tertiary levels of education	12%		6%	
	Share of first-time tertiary graduates by education level	2016			
Table B5.1	Short-cycle tertiary	**		14%	
	Bachelor's or equivalent	**		75%	
	Master's or equivalent	**		10%	
	Employment rate of 25-64 year-olds, by educational attainment	2017			
Table A3.1	Short-cycle tertiary	81%		81%	
	Bachelor's or equivalent	83%		84%	
	Master's or equivalent	85%		88%	
	Doctoral or equivalent	**		92%	
	All tertiary levels of education	82%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016			
Table A4.1	Short-cycle tertiary	121		123	
	Bachelor's or equivalent	152		145	
	Master's, doctoral or equivalent	186		191	
	All tertiary levels of education	144		155	



## Canada - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Canada		OECD average	
	Financial resources invested in education				
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015			
Table C1.1	Primary	USD 9 249		USD 8 539	
	Secondary	USD 12 900		USD 9 868	
	Tertiary (excluding R&D activities)	**		USD 11 049	
	Total expenditure on primary to tertiary educational institutions	2015			
Table C2.1	As a percentage of GDP	6%		5.0%	
	Share of expenditure on tertiary educational institutions by source of funds <sup>3</sup>	2015			
Figure C3.1	Public expenditure	**		73%	
	Private expenditure	**		21%	
	Public to private transfers	**		6%	
	Total public expenditure on primary to tertiary education	2015			
Table C4.1	As a percentage of total government expenditure	12.1%		11.1%	
	Teachers, the learning environment and the organisation of schools				
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016			
		Teachers	School heads	Teachers	School heads
Table D3.2.a	Pre-primary	**	**	0.82	**
	Primary	**	**	0.86	1.21
	Lower secondary (general programmes)	**	**	0.91	1.34
	Upper secondary (general programmes)	**	**	0.96	1.42
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017			
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1.a	Pre-primary	**	**	USD 30 229	USD 40 436
	Primary	USD 39 222	USD 65 474	USD 31 919	USD 44 281
	Lower secondary (general programmes)	USD 39 222	USD 65 474	USD 33 126	USD 46 007
	Upper secondary (general programmes)	USD 39 222	USD 65 474	USD 34 534	USD 47 869
	Organisation of teachers' working time in public institutions over the school year	2017			
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	**	**	1 029 hours	1 628 hours
	Primary	798 hours	**	778 hours	1 620 hours
	Lower secondary (general programmes)	745 hours	**	701 hours	1 642 hours
	Upper secondary (general programmes)	746 hours	**	655 hours	1 638 hours
	Percentage of teachers who are 50 years old or over	2016			
Table D5.1	Primary to upper secondary	26%		35%	
	Share of female teachers, in public and private institutions	2016			
Table D5.2	Primary	75%		83%	
	Lower secondary	**		69%	
	Upper secondary	75%		60%	
	Tertiary	49%		43%	
	Average class size by level of education	2016			
Table D2.1	Primary	**		21	
	Lower secondary	**		23	

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

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



From:  
**Education at a Glance 2018**  
OECD Indicators

Access the complete publication at:  
<https://doi.org/10.1787/eag-2018-en>

**Please cite this chapter as:**

OECD (2018), “Canada”, in *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2018-40-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to [rights@oecd.org](mailto:rights@oecd.org). Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at [info@copyright.com](mailto:info@copyright.com) or the Centre français d'exploitation du droit de copie (CFC) at [contact@cfcopies.com](mailto:contact@cfcopies.com).