

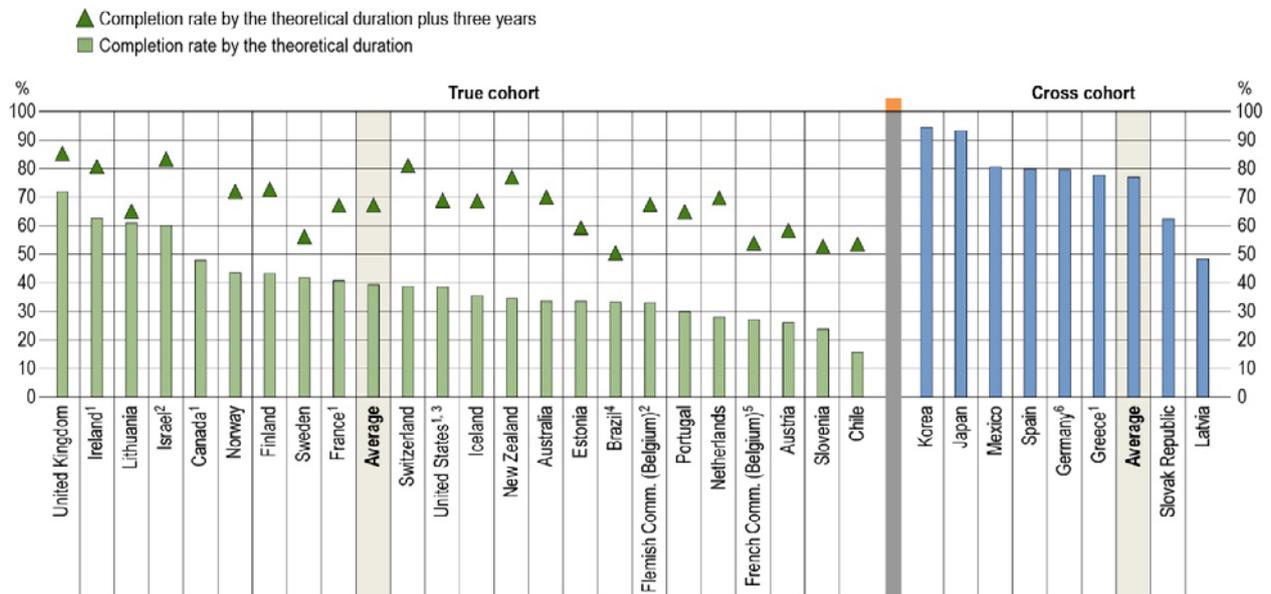
EDUCATION
AT A GLANCE 2019

Education at a Glance: OECD Indicators (OECD, 2019^[1]) 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

- **In Canada, 62% of 25-34 year-olds held a tertiary qualification in 2018 compared to 44% on average across OECD countries.** In Canada, as is the case on average across OECD countries with available data, less than half of full-time students finish their bachelor's degree within the theoretical duration of the programme.
- **The share of tertiary-educated women is higher than that of men in Canada, but their employment rate and their relative earnings are lower.** This is similar to the patterns observed on average across OECD countries.
- **In Canada, as in other OECD countries, the share of female teachers decreases at higher levels of education.** In 2017, 75% of Canadian primary to upper secondary teachers were female, falling to 49% at tertiary level.
- Canada's tertiary education system is very attractive to international students. **International students make up 13% of the overall tertiary student population despite paying higher tuition fees than national students.**

Figure 1. Completion rate of full-time students who entered a bachelor's or equivalent programme (2017)



Note: For countries with true cohort data, the completion includes students who transferred and graduated from another tertiary level.

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

2. Completion rate of students who entered a bachelor's programme does not include students who transferred and graduated from short-cycle programmes.

3. The theoretical duration plus 3 years refers to the theoretical duration plus 2 years.

4. Data do not include entrants to 6-year bachelor's programmes, which correspond to about 2% of total entrants at this level.

5. Data refer only to the hautes écoles (HE) and the écoles des arts (ESA), representing about 60% of entrants to bachelor's or equivalent programmes

Countries and economies are ranked in descending order of completion rate by theoretical duration (true cohort) or cross cohort.

Source: OECD (2019), Table B5.1. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

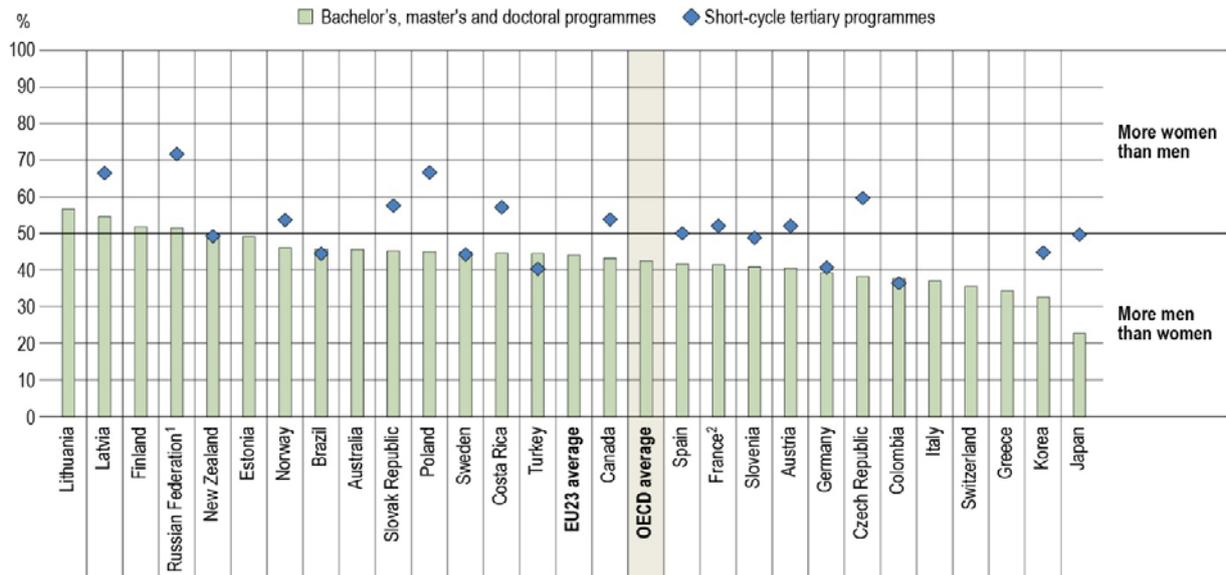
- Canada has a large share of tertiary-educated adults, but relatively few have advanced tertiary degrees in 2018, in Canada, 62% of 25-34 year-olds had completed a tertiary degree compared to 44% on average across OECD countries. Despite this above-average attainment, the proportion of tertiary-educated younger adults who have obtained a master's or a doctoral degree is below the OECD average. One-quarter of 25-34 year-olds had completed a short-cycle tertiary programme and about the same proportion had completed a bachelor's degree, but only about 10% would have completed a master's or doctoral degree against the OECD average of 15%.
- In 2015, 48% of full-time bachelor's students in Canada were able to finish their programme within the theoretical duration of four years, compared with 39% on average across OECD countries.
- As in most other countries and economies, female students in Canada are more likely to finish their bachelor's degree within the theoretical duration than male ones. In 2015, in Canada, 53% of women completed their bachelor's degree within four years while only 41% of men did so. In comparison, on average across countries and economies with true cohort data, 44% of women and 33% of men completed their bachelor's degree within the theoretical duration of the programme.
- Figure 1 shows that not completing a bachelor's degree within the theoretical duration is not equivalent to dropping out. Data on completion rates three years after the end of the theoretical duration are not available for Canada but, on average across countries with data, a large share of students do finish with additional delays: rising from an average of 39% by the end of their programmes' theoretical duration to 67% after three additional years.
- In 2015, 33% of full-time bachelor's students in Canada were still in tertiary education by the end of the theoretical duration of their programmes, and 19% had neither graduated nor remained enrolled in tertiary education. In comparison, on average across OECD countries and economies with true cohort data, 41% were still in tertiary education and 20% had not graduated and were not enrolled in tertiary education.

In Canada, as in all other OECD countries, the share of female teachers decreases at higher levels of education

- In Canada, in 2017, 75% of primary to upper secondary teachers were female but the share drops to 49% at tertiary level. This trend is similar to the patterns observed on average across OECD countries where 97% of teachers are female at pre-primary level, 83% at primary level, 69% at lower secondary, 60% at upper secondary and 44% at tertiary level.
- Even within tertiary education, the gender gap follows a similar pattern, with female teachers less prominent at higher levels. Figure 2 shows the percentage of women among teaching staff in public and private tertiary institutions. In Canada, as in most other OECD countries with data, the percentage of women among teaching staff is higher at short-cycle tertiary level (54%) than at bachelor's, master's and doctoral level (43%).
- Gender disparities are also observed more widely in the labour market. Despite being on average more highly educated as a group than young men, for all levels of educational attainment young women have lower employment rates. In Canada, in 2018, 70% of 25-34 year-old women had a tertiary qualification compared with 53% for men. Moreover, the unemployment rate is slightly lower for tertiary-educated younger women: in 2018, the unemployment rate was 4.3% for women compared with 4.8% for men.
- This is also reflected in the earnings of men and women. In 2016, 25-64 year-old tertiary-educated women in Canada earned 73% of the earnings of tertiary-educated men. This is slightly below the average across OECD countries in 2017 (75%).

Figure 2. Gender distribution of teachers in tertiary education (2017)

Percentage of women among teaching staff in public and private institutions



1. Tertiary includes programmes outside tertiary level.

2. Public institutions only.

Countries are ranked in descending order of the share of female teachers in bachelor's, master's and doctoral programmes.

Source: OECD/UIS/Eurostat (2019), Education at a Glance Database, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

Despite paying higher tuition fees than national students, large numbers of international tertiary students choose to study in Canada

- In 2017, Canada attracted about 210 000 international tertiary students, representing 13% of all the students in tertiary education in Canada. This is more than across OECD countries (6%) but it also reflects much faster growth over time. Between 2012 and 2017, the share of international students at tertiary level increased by 5 percentage points in Canada compared with only 1 percentage point on average across OECD countries.
- In contrast, only 3% of Canadian tertiary students were enrolled abroad, which is slightly above the average across OECD countries (2%).
- The share of international students increases with tertiary education level in Canada, as it does across most OECD countries. International students make up 11% of students at bachelor's level in Canada, 16% at master's level and 33% at doctoral level. Across OECD countries, the shares are 4% at bachelor's, 13% at master's and 22% at doctoral level.
- In many countries, international students pay higher tuition fees than nationals. The difference is particularly striking in Canada where international students pay at least three times more than nationals. However, the large number of students coming to Canada to study seems to indicate that the quality and reputation of Canadian universities offsets the high tuition fees international students have to pay.
- In 2017, 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 the People's Republic of China and 16% from India. This is similar to the situation across OECD countries where students from China make up 23% international and foreign students in tertiary education and those from India make up 8%.

References

OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris,
<https://doi.org/10.1787/f8d7880d-en>.

[1]

For more information on **Education at a Glance 2019** and to access the full set of Indicators, visit 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&treshold=10&topic=EO>.

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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.

On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

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.

Key Facts for Canada in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Canada		OECD average	
Tertiary education					
Educational attainment of 25-64 year-olds					
2018					
Table A1.1	Short-cycle tertiary	26%		7%	
	Bachelor's or equivalent	22%		17%	
	Master's or equivalent	10%		13%	
	Doctoral or equivalent	**		1%	
Tertiary attainment of 25-34 year-olds, by gender					
2018					
Table A1.2	Men	48%	53%	31%	38%
	Women	63%	70%	40%	51%
	Total	56%	62%	35%	44%
Distribution of first-time tertiary entrants by education level					
2017					
Table B4.1	Short-cycle tertiary	**		17%	
	Bachelor's or equivalent	**		76%	
	Master's or equivalent	**		7%	
Share of international or foreign students, by education level¹					
2017					
Table B6.1	Bachelor's or equivalent	11%		4%	
	Master's or equivalent	16%		13%	
	Doctoral or equivalent	33%		22%	
	All tertiary levels of education	13%		6%	
Employment rate of 25-64 year-olds, by educational attainment					
2018					
Table A3.1	Short-cycle tertiary	81%		82%	
	Bachelor's or equivalent	84%		84%	
	Master's or equivalent	85%		88%	
	Doctoral or equivalent	**		92%	
	All tertiary levels of education	83%		85%	
Employment rate of tertiary-educated 25-64 year-olds, by field of study					
2018					
Table A3.4	Education	**		84%	
	Business and administration and law	**		86%	
	Engineering, manufacturing and construction	**		89%	
	Health and welfare	**		87%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)					
2017					
Table A4.1	Short-cycle tertiary	121		120	
	Bachelor's or equivalent	153		144	
	Master's, doctoral or equivalent	190		191	
	All tertiary levels of education	146		157	
Upper secondary and vocational education and training (VET)					
Upper secondary or post-secondary non-tertiary attainment rate					
2018					
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	32%		41%	
Percentage of first-time upper secondary graduates with a vocational qualification					
2017					
Table B3.1	Vocational programmes	6%		40%	
Age at graduation from upper secondary education, by programme orientation					
2017					
Figure B3.1	General programmes	18		18	
	Vocational programmes	32		21	
Share of women among upper secondary graduates, by programme orientation					
2017					
Figure B3.2	General programmes	50%		55%	
	Vocational programmes	49%		46%	
Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education					
2018					
Table A3.3	Employment rate	78%		78%	
	Unemployment rate	7%		7%	
	Inactivity rate	16%		16%	
Total expenditure on upper secondary educational institutions, in USD² per full-time equivalent student, by programme orientation					
2016					
Table C1.1	General programmes	**		USD 9 397	
	Vocational programmes	**		USD 10 922	
Early childhood education and care (ECEC)					
Enrolment rate of 3-5 year-olds in education					
2017					
Table B2.2	ECEC and primary education	**		87%	
Share of children enrolled in private institutions					
2017					
Table B2.3	Pre-primary level (ISCED 02)	7%		34%	
Ratio of children to teaching staff					
2017					
Table B2.3	Pre-primary level (ISCED 02)	**		16	
Expenditure on children aged 3-5 enrolled in education					
2016					
Table B2.4	Annual expenditure per child, in USD ² per child	**		USD 8 141	

Source	Main topics in <i>Education at a Glance</i>	Canada		OECD average	
Social outcomes and adult learning					
Participation in formal and/or non-formal education, by educational attainment		2016			
Table A7.1	Below upper secondary	26%		n.a.	
	Upper secondary or post-secondary non-tertiary	50%		n.a.	
	Tertiary	70%		n.a.	
Participation in cultural or sporting activities in the last 12 months, by educational attainment		2015			
Table A6.1	Below upper secondary	**		n.a.	
	Upper secondary or post-secondary non-tertiary	**		n.a.	
	Tertiary	**		n.a.	
Financial resources invested in education					
Total expenditure on educational institutions, by level of education²		2016			
Table C1.1 and C2.1		USD/student	% GDP	USD/student	% GDP
	Primary	USD 9 207	2.1%	USD 8 470	1.5%
	Lower secondary	**	**	USD 9 884	0.9%
	Upper secondary	USD 13 856	1.5%	USD 10 368	1.1%
	Tertiary (including R&D)	USD 23 700	2.3%	USD 15 556	1.5%
Share of expenditure on educational institutions, by final source of funds		2016			
Table C3.1		Public	Private	Public	Private
	Primary, secondary and post-secondary non-tertiary	90%	10%	90%	10%
	Tertiary (including R&D)	53%	47%	66%	32%
Total public expenditure on primary to tertiary education		2016			
Table C4.1	As a percentage of total government expenditure	11.4%		10.8%	
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		2017			
Table D3.2a		Teachers	School heads	Teachers	School heads
	Pre-primary	**	**	0.78	**
	Primary	**	**	0.84	1.25
	Lower secondary (general programmes)	**	**	0.88	1.34
	Upper secondary (general programmes)	**	**	0.93	1.43
Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers²		2018			
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary	**	**	USD 31 276	USD 42 078
	Primary	USD 39 937	USD 67 301	USD 33 058	USD 45 947
	Lower secondary (general programmes)	USD 39 937	USD 67 301	USD 34 230	USD 47 675
	Upper secondary (general programmes)	USD 39 937	USD 67 301	USD 35 859	USD 49 804
Organisation of teachers' working time in public institutions over the school year		2018			
Tables D4.1a and D4.1b		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary	**	**	1 024 hours	1 613 hours
	Primary	797 hours	**	783 hours	1 612 hours
	Lower secondary (general programmes)	744 hours	**	709 hours	1 634 hours
	Upper secondary (general programmes)	746 hours	**	667 hours	1 629 hours
Percentage of teachers who are 50 years old or over		2017			
Table D5.1	Primary to upper secondary	26%		36%	
Share of female teachers, in public and private institutions		2017			
Table D5.2	Primary	75%		83%	
	Lower secondary	**		69%	
Total number of compulsory instruction time, by level of education		2019			
Table D1.1	Primary	5 518 hours		4 568 hours	
	Lower secondary	2 771 hours		3 022 hours	
	Upper secondary	908 hours		**	
Average class size by level of education		2017			
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. For some countries, data on foreign students are provided instead of international students.

2. Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP

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

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.