

2009–2010

STATE OF LEARNING IN CANADA: A YEAR IN REVIEW

FACT SHEET

This fact sheet represents a quick overview of the Canadian Council on Learning's report *State of Learning in Canada 2009–2010: A Year in Review*.

To read the full report, visit www.ccl-cca.ca/SOLR2010.

ABOUT THIS REPORT

State of Learning in Canada: A Year in Review provides a data update of the indicators explored in CCL's two previous State of Learning reports (2007, 2008).

The purpose of this year's report is to inform our collective understanding of Canada's progress in lifelong learning by presenting the most up-to-date information available from a wide range of sources including the OECD, Statistics Canada, and the latest research and academic articles.

The report reflects the scope of lifelong learning in Canada and is organized into five chapters, each one representing a specific learning domain:

- Early childhood learning (ages 0–5)
- Learning in school (ages 5–18)
- Post-secondary education (ages 18–27)
- Adult learning (25 and beyond)
- Aboriginal learning

Early Childhood Learning

- 26% of children from low-income families showed delayed development, compared with 15% of other children.
- 88% of children aged three and younger had average or better communication skills in 2006–2007. More boys (15%) than girls (8%) exhibited delayed communication skills.
- 49% of children age five and younger had been in some type of child-care arrangement, such as day care, nursery school or care by a relative or other caregiver.
- Parents whose children had not attended any form of child care were more likely to use libraries, museums and parks (43%) and organized play groups (25%) a few times a week with their children, compared to parents whose children attended child-care services (39% and 20% respectively).

Learning in School

- 14% of 15-year-old high-school students in Canada ranked among the top performers in science according to the OECD's Programme for International Student Assessment (PISA). More than one-quarter (26%) were top performers in at least one of the three PISA subject areas (math, reading and science).
- The majority of 15-year-old high-school students in Canada reported a sense of personal and social responsibility toward environmental issues, including air pollution, energy shortages and plant and animal extinction. However, only a minority of students (on average between 13% and 17%) believed that problems associated with environmental issues would improve in the next 20 years.



- High-school dropouts cost Canada's social assistance programs and criminal justice system more than \$1.3 billion annually. The public cost of social assistance amounts to an average of \$4,000 a year for each person who drops out of high school, or a total of \$969 million a year. Costs to the criminal justice system total an average of \$220 per dropout, or \$350 million a year.

Post-secondary Education

- In 2007, 358,555 people in Canada were registered in apprenticeship training programs, an increase of 9.3% from 2006—and more than double the level a decade previous.
- In 2007, 24,495 people in Canada completed their apprenticeship training, an increase of 17.5% from 2006 and the fastest growth over the past decade.

- Enrolment at Canadian colleges (including colleges of applied arts and technology, technical institutes, CEGEPs and similar institutions) totalled 613,500 as of Oct. 31, 2005. During 2004–2005, 161,300 students graduated from these Canadian institutions.
- Of the 194,600 university graduates in 2005 that did not pursue further education, nearly half (49%) had paid for their education with some form of education loan. The proportion of graduates owing money to any source at graduation varied across the educational levels, from 44% of doctoral graduates to 54% of bachelor graduates.

Adult Learning

- According to Statistics Canada, 36% of working-age adults (aged 25 to 64 years) participated in job-related education or training in 2008—an increase from 30% in 2002. For the most part, this overall increase is attributable to the increased participation in job-related training (from 25% in 2002 to 31% in 2008) while participation in job-related education programs remained unchanged at 8%.
- 88% of Canadian employers who provided training in 2005 offered it in the form of on-the-job training, while 62% offered it in a more traditional classroom setting. Approximately 26% of employers offered both forms of training.
- Almost 12.5 million Canadians (or 46% of the population aged 15 and over) volunteered in their community in 2007.

Aboriginal Learning

Youth (ages 6 to 18)

- Nearly one-third (31%) of off-reserve Aboriginal youth participated in social clubs or groups outside of school—a key source of informal learning—compared to 21% of Canadian youth.
- Four in 10 Aboriginal youth living off-reserve reported interacting with Elders at least one hour a week outside the classroom, which is considered a key source of learning about culture and traditions.

Young adults (ages 19 to 34)

- In 2006, 40% of Aboriginal people aged 20 to 24 did not have a high-school diploma, compared to 13% among non-Aboriginal Canadians.
- In 2006 an estimated 41% of Aboriginal people aged 25 to 64 had completed a post-secondary certificate, diploma or degree. Although this rate was significantly below that of the non-Aboriginal



population (56%), Aboriginal people were on an equal footing with their non-Aboriginal counterparts at both the college and trade levels of attainment.

- This discrepancy in PSE attainment can be attributed to the university level; only 8% of Aboriginal people aged 25 to 64 had completed a university degree compared to 23% of non-Aboriginal Canadians.
- In 2006, 19% of Aboriginal people aged 25 to 64 had completed a college program (versus 20% of non-Aboriginals) and 14% had completed a program in the trades versus 12% of non-Aboriginals.

Adults (ages 35 to 64) and Elders (65 and up)

- In 2006, 18% of off-reserve Aboriginal people aged 15 to 64 accessed some form of post-secondary programming via distance education (e.g. online courses, etc.).
- For all Aboriginal adults, Métis (20%) and First Nations living off-reserve (17%) were more likely to take distance education courses than Inuit (14%).

Full references and citations can be found in the report at

www.ccl-cca.ca/SOLR2010

