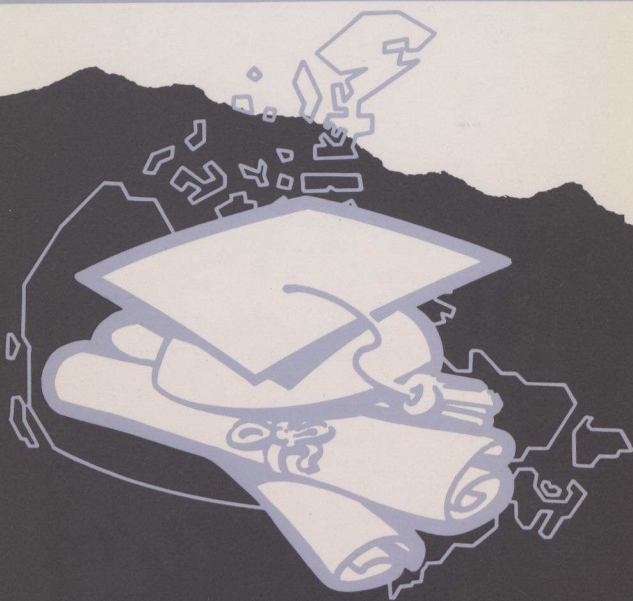


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# EDUCATION

IN CANADA

REFERENCE SERIES NO. 39



Canada





# EDUCATION IN CANADA

REFERENCE SERIES NO. 39

Prepared by  
Education, Culture and Tourism Division  
Statistics Canada

External Communications Division  
External Affairs and International Trade Canada

Academic Relations Division  
External Affairs and International Trade Canada

Published by Authority of the  
Right Honourable Joe Clark,  
Secretary of State for External Affairs,  
Government of Canada, 1989.

Dept. of External Affairs  
Min. des Affaires extérieures

FEB 26 1990

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Education in Canada means ten provincial public systems and two territorial ones, nearly as many "separate" school systems, private schools of every type and a large variety of federal educational institutions.

In coming together to build their country, Canadians from many cultural backgrounds discovered that tolerance and flexibility were necessary in order to unite so many different and often divergent elements. The education systems which evolved were designed to accommodate this diversity and build on differences of history, geographic location, and ethnic origin.

Education has always been an important part of Canadian life; the system now in place is highly respected and admired throughout the world. This booklet outlines the historical situation in which the educational structure developed and describes the various elements of the present system. The five appendices list names and addresses of educational organizations and relevant statistical information on education in Canada.

## Constitutional authority

When the four original provinces of Canada (Nova Scotia, New Brunswick, Quebec and Ontario) were united in 1867, responsibility for education was vested in provincial legislatures rather than in the national government. This constitutional jurisdiction over education was given to other territories as they achieved provincial status and was re-affirmed in the *Constitution Act, 1982*.

While the constitution does not recognize a federal presence in education, the federal government has assumed responsibility for the education of persons outside provincial jurisdictions — native peoples, armed forces personnel and their dependents in Canada and abroad, as well as inmates of federal penal institutions. More significantly, as education has expanded and its contribution to national objectives has been accepted, federal participation in the form of financial assistance has become extensive. It includes support for postsecondary education, funding of job training and re-training programs, research grants and support for the development of official minority and second-language programs.

The Council of Ministers of Education, an agency created by the provincial departments of education in 1967, provides a means whereby the provinces can consult and co-operate in matters of mutual interest and concern in education. (See Appendix C for address.)



## Provincial education systems

Because each province has exclusive constitutional responsibility for education within its boundaries, a single, national system of education has not developed in Canada. Instead, provincial autonomy has resulted in distinctive education systems reflecting historical and cultural traditions and socio-economic conditions. While there are many similarities between provinces, provincial education systems differ in organization, policies and practices. Examples of the differences between education systems can be found in compulsory school attendance ages, the length of the school year, the years of schooling designated as elementary, and the organization of postsecondary education.

Each province has a department of education headed by a minister who is an elected member of the provincial legislature. Day-to-day administration of the department is the responsibility of the deputy minister, an appointed public servant who advises the minister on policy.

Some provinces have created separate departments for postsecondary education, usually headed by their own minister. Related activities such as manpower training, technology and continuing education may also be under the jurisdiction of the minister of postsecondary education.

Departments of education have responsibility for supervision and inspection of elementary and secondary schools, provision of curricular and school organization guidelines, certification of teachers, and research and support services.

Other provincial departments may also have a role in education. They support various institutions and programs such as schools of agriculture, schools for retarded children, reform and prison schools, apprenticeship and training programs.

## Indirect federal involvement in education

In addition to the operation of federal schools, the funding of training programs and the transfer of money to the provinces for education, several federal departments and agencies are indirectly involved in education through research and support services. These are briefly described below.

The Canadian Broadcasting Corporation has provided facilities and production assistance for radio and television broadcasts to be used in schools for a number of years.

The National Film Board co-operates in the use of its facilities and has assisted provinces in establishing film libraries.



The Natural Sciences and Engineering Research Council, the Social Sciences and Humanities Research Council, and the Medical Research Council provide funding for university research programs and fellowships for graduate students.

The Canada Student Loans Plan was established in 1964. The Plan, administered by the provinces, makes possible loans to full-time students in postsecondary programs. Students are given five to ten years to pay back these loans. Repayment generally begins six months after the completion of studies. The loans are guaranteed by the federal government, which pays charges and interest to the banks providing the loans for a specified period.

Another way the federal government provides support to students is by income tax deductions. Since 1961, a student may deduct tuition fees from income under certain conditions and since 1973, students in full-time attendance at postsecondary institutions may claim a deduction of \$50 a month.





## The public system

### *Local school boards*

In varying degrees, each province has delegated responsibility for the provision of elementary and secondary education to local (often municipal) school boards. Over the years, small local boards have been consolidated into larger ones, sometimes on a county or regional basis.

The local boards, composed of elected or appointed trustees, are responsible for school management. Their powers are determined and delegated by the provincial legislatures or departments of education. Generally, they handle the business aspects of education: establishment and maintenance of schools; hiring of teachers and negotiating their salary scales; purchase of supplies and equipment; provision of school transportation facilities; and preparation of budgets. In varying degrees, they have considerable latitude in shaping school curricula within provincial guidelines. In most provinces they are authorized to levy taxes (or to requisition tax support from municipal governments) and manage grants from provincial departments of education.

### *Organization*

School attendance is compulsory for about ten years in every province. The compulsory starting age may be six or seven, and the minimum school-leaving age 15 or 16.

Elementary-secondary education usually extends over 12 years. However, many local authorities provide one or two years of pre-school education for pupils aged four and five.

The most common grade structure in Canada is the "6-3-3 system," with Grades 1 to 6 designated as elementary, Grades 7-9 as junior high school, and Grades 10 to 12 as senior high school. Other grade structures are Kindergarten-Grade 8, 9-12 or 13; and K-7, 8-12.

### *School curricula*

Elementary education is general and fundamental, and provincial curriculum guidelines normally permit wide latitude in the choice of content and methods. Its objective, however, remains what it has always been — to provide students with the knowledge and skills necessary to proceed to higher levels of study. It features basic subjects such as language, mathematics and social studies as well as an introduction to the sciences and the arts. In some jurisdictions, religious instruction and second-language education are also compulsory.



In the secondary or "high" schools, students have a choice of programs with either academic or technical and occupational orientations. There are also "special" programs for students who are unable to complete the regular secondary school program.

At one time, high schools were predominantly academic institutions, preparing students for university, while vocational schools were separate institutions. Today, in addition to technical and vocational high schools as such, most secondary schools are comprehensive or composite schools offering a variety of both academic and vocational choices. Depending on provincial requirements for graduation, a student may build a secondary program by selecting from a number of subject areas.

In general, however, high school programs provide two streams. One prepares students for university, the other for an occupation or further post-secondary education at a community college or institute of technology, although students from the university stream sometimes elect to attend community college.

In many areas, high school graduation by means of accumulating a requisite number of "credits" has replaced grade promotion. Provincial departments specify high school graduation requirements but the students and their parents decide, in consultation with the school, on the particular subjects a student takes, and their level. Thus a student registered in Grade 10 may be taking mostly Grade 10 subjects, but also some courses at other grade levels. In the final years the student may concentrate high school studies in a particular field — the physical and natural sciences, for example — to the almost total exclusion of others, such as the humanities and social sciences.

Most provinces have abolished graduation examinations administered by their departments of education, leaving individual schools to set, conduct and mark their own examinations. The elimination of centrally administered standards was intended to make high school graduation more universally accessible. High school graduation certificates, however, are still issued by provinces on the recommendation of individual schools.

### *Special programs*

A number of strategies have been developed to educate Canadian children with special needs.

For academically gifted students, enriched or accelerated programs are generally available within the regular elementary-secondary system.



Various programs have been organized for students with learning difficulties. There are public school classes for slow learners; separate institutions for the trainable mentally retarded; special classes to deal with other types of disability, such as visual or auditory impairment; and separate provincial and interprovincial institutions for the blind and deaf.

Provincial funding for the education of the handicapped is extensive. Even where special schools are operated within the local public system, it is not unusual for the province to provide full funding for special-education programs. Moreover, handicapped students are being increasingly integrated into the regular school system in an effort to help them overcome their disabilities without being made to feel different from other children.

### *Education of teachers*

When the basic requirement for an elementary teaching certificate was high school graduation plus one year of teacher training, provincial teachers' colleges provided this training in most provinces. The education of high school teachers, however, traditionally has been a responsibility of the universities. Thus in some provinces the training of elementary teachers also took place in the universities. In recent years, as provinces have raised the minimum certification requirement to a university degree as well as (or including) teacher training, the universities have assumed responsibility for all teacher education programs.

Teacher education courses of four or five years' duration combine academic and professional studies. In some universities, joint degrees (e.g., B.A. and B.Ed.) are awarded; in others, the programs lead to the B.Ed. degree only. Provision is also made for the completion of one year of professional studies following a bachelor's degree program in an academic discipline.

Although teacher education is the responsibility of the universities, only the provincial departments of education have the authority to issue certificates, which are, in fact, licences to teach in the public school system. These certificates are granted on the basis of an applicant's university record.

### *Other schools*

The public elementary and secondary systems are only one of the education options available to parents and students in Canada. Others include the separate and the private schools.

### *Separate schools*

Some provincial education systems provide for tax-supported "separate schools." Legislation in these provinces permits religious groups to establish and operate schools and allows taxpayers to specify that their municipal taxes be used to support these schools.



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The separate schools operate under boards of elected trustees, as do the regular public schools, and conform to provincial standards on curriculum, textbooks, etc. Separate schools also receive government grants, but not always at the same level as the non-denominational public system.

The overwhelming majority of separate schools in Canada are Roman Catholic, but Protestant separate schools exist in some provinces. Prince Edward Island, Nova Scotia, New Brunswick, Manitoba and British Columbia make no provisions in legislation for tax-supported separate schools.

### *Private schools*

In all but one province there exist schools which operate outside the public tax-supported systems. These private or independent schools have been established as alternatives to the public system on the basis of religion, language, or social or academic status. Nearly five per cent of all elementary and secondary students in Canada attend private schools.

Private kindergarten and nursery schools also exist for children of pre-elementary school age.

### *Federal schools*

Although education in Canada is primarily a provincial responsibility, the federal government has assumed direct responsibility for the education of native peoples, dependents of armed forces personnel and inmates of penitentiaries.

### *Indian and Inuit schools*

Education of registered Indian and Inuit children is an obligation of the federal Department of Indian and Northern Affairs (INA). The Minister of INA is authorized to maintain schools for native children or to provide access to educational services in band-operated, provincial or private schools. In 1987-88, the federal government owned and operated some 123 schools on Indian reserves. Although the Minister regulates matters such as buildings, curricula, inspection and teaching, more than 262 band councils managed their own schools during this school year. Band control and operation of schools is a growing trend, supported and encouraged by the Government of Canada.

About one-half of the native children in Canada attend provincial public schools. The federal government reimburses the provinces by paying the students' tuition fees or by contributing to the schools' capital costs.



### *Schools for dependents of DND personnel*

The Department of National Defence (DND) maintains schools for dependents of service personnel in Canada and overseas.

All military bases in Canada have their own school boards and schools; the curriculum follows that of the province in which the schools are located, with supervision and inspection provided by the provincial authorities. About 11,000 pupils attend the 50 DND schools in Canada. Another 4,300 students attend public schools. There are nine DND schools in Europe (seven in Germany, and one each in the Netherlands and Belgium) with an enrolment of 3,800.

### Education in the territories

Two geographically large areas of Canada do not have provincial status: the Yukon and the Northwest Territories.

The school system of the Yukon is administered by the territorial department of education. Even though legislation recognizes three types of schools (public, separate, and Indian), since 1969 all students in the Yukon attend either public or separate schools. Their organization and curricula are patterned after those of the neighbouring province of British Columbia.

In 1969, responsibility for education in the Northwest Territories was transferred from the federal Department of Indian and Northern Affairs to the territorial council. The Territories have since developed their own curriculum covering six elementary and six secondary grades.

While education in the Northwest Territories is generally administered by the territorial department of education, local school boards with a measure of autonomy do exist in the urban areas of Yellowknife and Hay River.

High schools in the Northwest Territories are located only in the larger communities. Residential facilities are provided for students from outside the community.

In both the Yukon and the Northwest Territories, aid programs exist for students who wish to continue their education at postsecondary institutions in another part of the country.



In 1987-88, Canadian expenditures on elementary-secondary education totalled an estimated \$24.8 billion, or 64 per cent of all education spending (see Appendix D).

Financing of public elementary-secondary education has traditionally been a municipal responsibility, with local real estate and corporation taxes paying most of the costs. However, the expansion in educational services since the Second World War has involved other levels of government in public school financing.

At the end of the 1940s, provincial governments were contributing less than 20 per cent of net general revenues. During the following decade, as education spending nearly tripled (reflecting rising enrolments, improvement in teachers' salaries, large-scale building programs, and the growth of special services), municipal authorities sought greater support from provincial governments. Provincial grants to school boards have generally been increasing since then.

The relative contributions of provincial and local governments to public schools differ significantly from province to province, as each provincial authority determines the magnitude of its financial responsibility. In 1987-88, on average, provincial government grants accounted for nearly 70 per cent of net general expenditures on public education.

Part of the provincial support for public schools actually comes from the federal government. Of particular consequence is a federal-provincial program for the development of bilingualism in education.

Separate schools are financed by members of the religious denominations that operate them as well as by the provinces. Provincial legislation allows taxpayers who are members of these denominations to direct their school taxes toward the support of these schools.

Private schools are financed through a combination of tuition fees, private and church endowments, as well as provincial funding (subject to certain provincial educational requirements). Provincial policies on financing for private schools vary considerably — from the provision of direct grants per pupil to minimum provincial involvement in financing.





## Overview

Until about 25 years ago, higher education in Canada was provided almost exclusively by the universities, which were mainly private institutions, many with a religious affiliation. During the 1960s, however, as the demand for greater opportunity and variety in postsecondary education rose sharply, systems of publicly operated “postsecondary non-university” institutions began to develop.

These institutions are known by a variety of names: colleges of applied arts and technology in Ontario; general and vocational colleges (CEGEPs) in Quebec; institutes of applied arts and technology in Saskatchewan; institutes of technology, colleges of agricultural technology, or community colleges. Some provide training only in limited, specialized fields such as fisheries and marine or paramedical technology. They also provide most of the registered nurses’ training programs. Virtually all of these institutions (as well as the universities) offer adult education — both full-time and part-time.

Degree-granting institutions in Canada take several forms:

*Universities* — institutions which have, as a minimum, degree programs in the arts and sciences, and which usually award graduate degrees.

*Liberal arts colleges* — smaller institutions with degree programs, usually offering undergraduate degrees in arts only.

*Theological colleges* — independent institutions granting degrees in religion and theology only.

*Other specialized institutions* — offering degree programs in a single field such as engineering, art or education.

## University development in Canada

The first institutions of higher education in Canada followed European traditions. The *Séminaire de Québec*, which later became the base on which the *Université Laval* was established, was founded in 1663. The oldest English-language institution (King’s College at Windsor, Nova Scotia) opened in 1789. By 1867, Quebec had three universities and 712 classical colleges. There were also three universities in New Brunswick, five in Nova Scotia and seven in Ontario. A number of theological colleges were also established for the training of the clergy and selected lay people who wished to enter the professions. Teaching in the universities concentrated on philosophy and the classics, as well as the traditional professions of theology, medicine and law.



About the middle of the nineteenth century, Montreal's McGill University introduced courses in the natural sciences, applied science and engineering. Similar changes were taking place at Dalhousie University in Halifax, Queen's University in Kingston and the University of Toronto.

Toward the end of the nineteenth century and the beginning of the twentieth, when the four western Canadian provinces were being settled, university programs based on a strong commitment to extension programs and community services began to emerge. The University of Manitoba was founded in 1877; the Universities of Saskatchewan and Alberta followed suit in 1909 and 1908 respectively. The University of British Columbia opened in 1915.

Some institutional expansion occurred after the First World War, so that by 1938 Canada had 28 universities, ranging in size from the University of Toronto, with a full-time enrolment of about 7,000, to institutions with fewer than 1,000 students. University enrolment in 1938 totalled about 40,000, representing five per cent of the population between the ages of 18 and 24.

After the Second World War, as a result of the Veterans' Rehabilitation Program, more than 50,000 ex-service men and women entered the universities. By the mid-1950s, places vacated by veterans were filled by an increasing number of high school graduates. Demand for university places continued, but the full force of expansion was not felt until the late 1960s and early 1970s. Enrolment rose from 128,600 in 1961-62 to 323,000 a decade later.

The later 1970s saw enrolment decline in some years, despite an increase in the 18-to-24 age bracket. In the 1980s, however, this situation was reversed: the number of 18-to-24-year-olds has decreased every year since 1983, while university enrolment has increased.

### *Admission policies*

Admission to universities and other degree-granting institutions is granted directly from high school graduation except in the province of Quebec, where university entrance qualification is obtained after the completion of a two-year program at a *collège d'enseignement général et professionnel (CEGEP)*.

With provincial examinations mostly discontinued in recent years, the school record has become the primary tool for evaluating applicants. There are no university entrance examinations as such in Canada; high school graduate applicants are selected on the basis of their marks and subject selection.

Most universities also provide for the admission of older "mature students"; usually, these are applicants who have spent a number of years in the work force and do not meet the normal entrance requirements.



### *Degree programs*

The bachelor's degree from a Canadian university is usually awarded after three or four years of study, depending on the student's high school graduation level at time of admission. An honours bachelor's degree, which is more specialized than the general "pass" degree, may require an additional year of study.

Admission to some professional faculties such as law, engineering, medicine, dentistry and business administration, is usually conditional upon completion of part or all of the requirements for a bachelor's degree. The programs for these fields of study, therefore, take five or six years after high school graduation to complete.

Master's degree programs are of one or two years' duration, usually following an honours bachelor's degree or equivalent. Entrance to a doctoral program normally requires a master's degree in the same field.

### Community colleges

Although universities account for nearly 60 per cent of full-time students, postsecondary education is also provided by a variety of institutions that do not have degree-granting status.

More than 250 institutions offer college-level programs. Many began as private colleges, public technical schools, or university-affiliated junior colleges. Not until the 1960s did provinces structure postsecondary non-university education into a community college system, either by transforming older institutions or by founding new ones. Community colleges are based on the philosophy that choice in postsecondary education should extend beyond universities to include students interested in a career-oriented technical program as an alternative to university education.

These colleges have developed a range of programs to meet the needs of the communities they serve. Not all of their programs are postsecondary, in that high school graduation is often not a requirement for admission, as in the skilled trades programs, for example. They also operate extensive adult education programs, so that workers already employed can take trade and technical courses.

The structure and organization of community colleges differ from province to province. In general, the province is responsible for co-ordinating, regulating and financing.

Total full-time postsecondary enrolment in community colleges was an estimated 320,000 in 1987-88, down slightly from the all-time high of 322,600 recorded in 1985-86, but still an increase of 365 per cent over 1965-66, when enrolment totalled 69,400.



Nearly 70 per cent of community college students take technical "career" programs; the rest are in university transfer programs. But full-time enrolment in community colleges represents only a small portion of the colleges' activities in educating adults. It is not unusual for a college to have a small full-time enrolment and five times as many or more students enrolled part-time in trades, technical or general interest courses.

### Training in the trades

Early in the twentieth century, rapid industrialization in Canada gave added importance to the acquisition of technical and trades skills. Since schools and universities rarely offered such instruction, alternative means to train tradespeople had to be found to meet Canada's growing needs.

A series of federal-provincial initiatives were begun, such as the agricultural training program, established in 1913. During the 1950s, a shortage of technical workers prompted the federal government to give provinces more aid for vocational training. By 1960, about 30 institutions had been opened, and in 1961 the *Technical and Vocational Training Act* was passed to encourage provinces to extend and improve facilities. Thereafter, new comprehensive schools frequently incorporated technical and vocational programs.

Trades courses, which emphasize manipulative skills and performance of established procedures and techniques, are generally of one year's duration, and require the completion of Grade 10 for admission. These courses are provided in a variety of environments: "trade divisions" of community colleges (which teach the trades, such as plumbing, carpentry, etc.), specially designated provincial trade schools, private business colleges, and on-the-job training programs.

Training-in-industry is provided by business and industrial establishments to train new employees, re-train experienced workers or upgrade qualifications.

Apprenticeship programs combine on-the-job training with classroom instruction. Under contract with an employer, individuals learn a skilled trade and eventually reach journeyman status. Apprentices may be registered with a provincial department of labour or employment that sets standards for journeyman qualifications, or they may enter into a private agreement with an employer. In co-operation with the provinces, the federal government has introduced standard interprovincial examinations to promote the mobility of journeymen. Those who pass examinations in certain apprenticeable trades may work in any province.



Adult education is designed for persons not in the regular school system. Out-of-school adults can either acquire accreditation at various education levels or advance their personal interests.

These courses are provided by local school boards, provincial departments of education, community colleges and universities. Programs are also offered by voluntary organizations, churches, unions, professional associations, government departments, business and industry.

Adult education is not centred exclusively in institutions. As well as the time-honoured correspondence courses and in-classroom night school programs, courses are available from travelling libraries and cultural institutions such as museums and art galleries, radio, television and newspapers.

A wide range of adult education programs exists. Through part-time study, a person can upgrade qualifications by taking courses towards a high school graduation certificate, a college diploma or a university degree; a person may also take non-credit programs for personal enrichment or leisure use. Instruction is available in hobby skills, fine and applied arts, recreation and social education, to name a few. Professional development and "refresher" courses are also offered.

For the past ten years adult education has been the fastest-growing sector of Canadian education. In 1983, more than 3.2 million people were taking courses on a part-time basis. Taken as a proportion of the out-of-school population 17 years of age and above, this number means that one out of every five adults in Canada was taking part-time courses.

## Financing

As Canada's university programs and facilities expanded, governments in all provinces and the federal government became more involved in financing and planning university development. Federal contributions first took the form of per capita grants based on the population of the provinces, or grants based on institutional operating expenditures. Tax transfers to the provinces for education and other social services have since replaced direct federal support.

In 1987-88, estimated operating expenditures of Canadian universities totalled \$7.8 billion, with \$4.2 billion provided by the provinces and \$680 million by the federal government. Student fees in 1987-88 amounted to \$792 million or 12.6 per cent of operating revenues (see Appendix D).

Community colleges are funded by the provinces. Some finance community colleges completely; provincial funding is extensive at all of these institutions. The amount of autonomy they enjoy also varies.

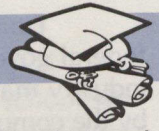


Training in the trades is financed by a combination of provincial and federal government funds as well as private-sector participation. Training-in-industry may be publicly supported in whole or in part, or entirely financed by the company providing it. Under cost-sharing agreements, the federal government may reimburse companies providing on-the-job training programs.

The federal *Vocational Rehabilitation for Disabled Persons Act* facilitates trades training for the handicapped. The federal government reimburses the province for 50 per cent of the costs of programs that allow disabled persons to support themselves fully or partially. The provinces provide training directly in community colleges or trade schools, or purchase it from the private sector or voluntary organizations.

Adult education is paid for largely by the participants.





Canada has a comprehensive, diversified system of education, designed to respond to the bilingual and multicultural character of Canadian society. The quality of Canadian education is widely respected internationally. Graduates of this country's educational institutions have been recognized by the world's most prestigious fora in all areas of academic endeavour. These same graduates have contributed immeasurably to the development of Canada, and helped make it one of the world's most industrialized and technologically sophisticated countries.

A wide range of adult education programs exists. Through lifetime study, a person can improve qualifications by taking courses toward a high school equivalent certificate, a college diploma or a university degree. A person may also take non-credit programs for personal enrichment or improved instruction in a specific industry field. The adult and applied arts, recreation and social education programs of a few professional associations and universities are also offered.

For the past few years adult education has been the fastest growing sector of Canadian education. In 1982, more than 1.3 million Canadians were taking courses on a non-credit basis. There is a recognition of the out-of-school population 17 years of age and above, the number of whom has increased to over five million in Canada who are taking part-time courses.

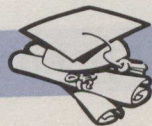
## Financing

As Canada's diversity programs and facilities expand, governments in all provinces and the federal government continue to be involved in financing and planning university, college and technical education. The bulk of per capita costs are based on the population and the province or territory based on the number of operating institutions. Tax revenues to the provinces for education and other social services have been reduced since 1982.

In 1987 the federal government provided \$1.2 billion to Canadian universities totaling \$2.2 billion with \$4.2 billion provided to the provinces and \$1.5 billion by the federal government. Canada has a 1987 projected total of \$7.9 billion or 1.5 per cent of Canada's gross national product.

Continuing college and university development is being financed from many sources, including the federal government, the provinces and the institutions. The success of education depends on the total.





## Publications on education

These publications may be purchased from Statistics Canada, Ottawa, Canada K1A 0T6.

Catalogue  
Number

## General

- 81-002 *Education Statistics Bulletin*  
81-208 *Financial Statistics of Education*  
81-220 *Advance Statistics of Education*  
81-261 *International Student Participation in Canadian Education*  
81-229 *Education in Canada: A Statistical Review*  
82-560 *Decade of Education Finance, 1970-71 to 1979-80*  
81-568 *Historical Compendium of Education Statistics: From Confederation to 1975*  
81-569 *Education Statistics for the Seventies*

## Elementary-secondary

- 81-210 *Elementary-secondary School Enrolment*  
81-257 *Minority and Second-language Education: Elementary and Secondary Levels*

## University Education

- 81-204 *Universities: Enrolment and Degrees*  
81-219 *Tuition and Living Accommodation Costs at Canadian Universities*  
81-241 *Teachers in Universities*  
81-258 *Salaries and Salary Scales of Full-time Teaching Staff at Canadian Universities*  
81-260 *University Finance: Trend Analysis*

## College and Vocational Education

- 81-222 *Community Colleges and Related Institutions: Postsecondary Enrolment and Graduates*  
81-254 *Educational Staff of Community Colleges and Vocational Schools*





## Addresses of provincial and territorial departments of education

### Newfoundland

Department of Education,  
P.O. Box 4750,  
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Department of Career Development  
and Advanced Studies  
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St. John's, Newfoundland  
A1C 5T7

### Prince Edward Island

Department of Education  
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Charlottetown, Prince Edward Island  
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### Nova Scotia

Department of Education,  
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Halifax, Nova Scotia  
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Department of Advanced Education  
and Job Training,  
P.O. Box 2086, Station "M",  
Halifax, Nova Scotia  
B3J 3B7

### New Brunswick

Department of Education,  
P.O. Box 6000,  
Fredericton, New Brunswick  
E3B 5H1

Department of Advanced Education  
and Training,  
P.O. Box 6000,  
Fredericton, New Brunswick  
E3B 5H1



## Quebec

Ministère de l'éducation,  
1035, rue de la Chevrotière,  
Québec (Québec)  
G1R 5A5

Ministère de l'enseignement  
supérieur et de la science  
1033, rue de la Chevrotière,  
Québec (Québec)  
G1R 5K9

## Ontario

Ministry of Education,  
Queen's Park, Mowat Block,  
900 Bay Street  
Toronto, Ontario  
M7A 1L2

Ministry of Colleges and  
Universities,  
101 Bloor Street West,  
Toronto, Ontario  
M5S 1P7

## Manitoba

Department of Education,  
Legislative Building,  
Winnipeg, Manitoba  
R3C 0V8

## Saskatchewan

Department of Education and  
Advanced Education,  
2220 College Avenue,  
Regina, Saskatchewan  
S4P 3V7

## Alberta

Department of Education,  
11160 Jasper Avenue,  
Edmonton, Alberta  
T5K 0L2

Department of Advanced Education,  
11160 Jasper Avenue,  
Edmonton, Alberta  
T5K 0L3



## British Columbia

Ministry of Education,  
Parliament Buildings,  
Victoria, British Columbia  
V8V 2M4

Ministry of Advanced Education and  
Job Training,  
Victoria, British Columbia  
V8V 1X4

## Yukon Territory

Department of Education,  
P.O. Box 2703,  
Whitehorse, Yukon Territory,  
Y1A 2C6

## Northwest Territories

Department of Education,  
P.O. Box 1320,  
Yellowknife, Northwest Territories  
X1A 2L9





## National education organizations

Local and provincial education associations with similar interests commonly establish a national office with a full-time secretariat to co-ordinate activities and to represent the groups on national issues.

The following is a partial list. For a more complete listing, see *The CEA Handbook*, published annually by the Canadian Education Association (address shown in the listing below).

**Association canadienne d'éducation de langue française**,  
1700, rue Sheppard, Sillery (Québec) G1S 1K6

**Association of Canadian Community Colleges**, 110 Eglinton Avenue  
West, Toronto, Ontario M4R 1A3

**Association of Universities and Colleges of Canada**, 151 Slater Street,  
Ottawa, Ontario K1P 5N1

**Canadian Association for Adult Education**, 29 Prince Arthur Avenue,  
Toronto, Ontario M5R 1B2

**Canadian Association of University Teachers**, Suite 1001, 75 Albert  
Street, Ottawa, Ontario K1P 5E7

**Canadian Bureau for International Education**, 85 Albert Street, Ottawa,  
Ontario K1P 6A4

**Canadian Education Association**, Suite 8-200, 252 Bloor Street West,  
Toronto, Ontario M5S 1V5

**Canadian Home and School and Parent-teacher Federation**, 323 Chapel  
Street, Ottawa, Ontario K1N 7Z2

**Canadian School Trustees' Association**, Suite 505, 124 O'Connor Street,  
Ottawa, Ontario K1P 5M8

**Canadian Teachers' Federation**, 110 Argyle Avenue, Ottawa, Ontario  
K2P 1B4

**Council of Ministers of Education, Canada**, Suite 5-200, 252 Bloor Street  
West, Toronto, Ontario M5S 1V5.

**Federation of Independent Schools of Canada**, c/o 150 Robson Street,  
Vancouver, British Columbia V6B 2A7

**Institut canadien d'éducation des adultes**, suite 800, 506 est, rue Sainte-  
Catherine, Montréal (Québec) H2L 2G7.





## Summary statistics on Canadian education (1987-88)

	Schools	Full-time teachers	Full-time enrolment	Expenditures (\$'000,000)
Elementary and secondary	15,700	271,100	4,972,500	24,780
Public	14,300	257,500	4,744,300	23,800
Private	1,400	13,600	228,200	980
Postsecondary	266	59,300	807,200	10,890
Community colleges	198	23,700	320,000	2,960
<i>Technical programs</i>			219,200	
<i>University transfer programs</i>			100,700	
Universities	68	35,800	487,300	7,770
<i>Undergraduate programs</i>			429,000	
<i>Graduate programs</i>			58,200	
Vocational training				3,130

Source: Statistics Canada, *Advance Statistics of Education, 1988-89* (Catalogue No. 81-220)

Note: Due to rounding, detail may not always add to total.





### Expenditures on education related to selected socio-economic indicators (1983-1986)

	1983	1984	1985	1986	1987*
Expenditures on education as percentage of Gross Personal Income . . . . . %	8.8	8.6	8.5	8.5	8.4
Expenditures on education as percentage of Gross Domestic Product . . . . . %	7.4	7.2	7.2	7.2	7.1
Expenditures on education per capita of population . . . . . \$	1,212	1,273	1,337	1,418	1,515
Expenditures on education per capita of labour force . . . . . \$	2,477	2,590	2,736	2,857	2,958
Government expenditures on education as percentage of total government expenditures . . . . . %	22.4	22.3	21.6	22.0	22.2

\* Estimated.

Source: Statistics Canada, *Advance Statistics of Education, 1988-89* (Catalogue No. 81-220)





Expenditure on education relative to national income  
 Socio-economic indicators (1983-1988)

Year	1983	1984	1985	1986	1987	1988
Expenditure on education as percentage of Gross Personal Income	8.8	8.8	8.5	8.3	8.3	8.3
Expenditure on education as percentage of Gross Domestic Product	7.4	7.3	7.2	7.1	7.1	7.1
Expenditure on education per capita (population)	1272	1272	1272	1272	1272	1272
Expenditure on education per capita of labour force	2477	2500	2536	2572	2599	2599
Government expenditure on education as percentage of total government expenditure	25.4	25.3	25.8	27.0	25.9	25.9

Source: Ministry of Education, Government of India, New Delhi, India  
 No. 11/1988  
 The data are for the year ending March 31, 1988.



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