

PARTICIPATION IN JOB-RELATED TRAINING

WHAT IS IT?

This indicator includes two measures. The first measures the proportion of Canadians aged 25 to 64 who participate annually in any form of job-related training (either at or outside the workplace) according to Statistics Canada's annual Survey of Labour and Income Dynamics. The second measures the proportion of Canadians aged 25 to 64 who participated in any form of job-related education or training at least once during the previous six-year period, according to a new survey from Statistics Canada, the Access and Support to Education and Training Survey.

This indicator relies on two measures in order to give a more comprehensive and long-term view at participation rates for job-related training. Job-related training rates assess the ability of working-age Canadians—employed or unemployed—to maintain and develop the skills needed to stay competitive in the economy whether through courses, workshops, seminars or training.

WHY IS IT IMPORTANT TO LEARNING IN CANADA?

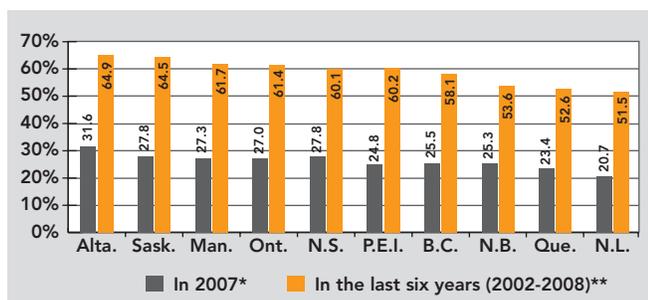
Research has shown that job-related training can contribute to the success of Canadian employers and employees. Recent evidence shows that employers can benefit from job-related training through increased labour productivity, while employees stand to gain through improved job performance, higher wages and improved career opportunities.

ONE-QUARTER OF ADULTS IN CANADA PARTICIPATE IN JOB-RELATED TRAINING

According to Statistics Canada's Survey of Labour and Income Dynamics (SLID), 26% of working-age adults took part in some form of job-related training in 2007; up from 25% in 2006. Adults living in Alberta were most likely to participate in job-related training (32%), while those living in Newfoundland and Labrador were least likely at 21% (see Chart 1).

According to the Access and Support to Education and Training Survey (ASETS), which measures participation in job-related training over time,

CHART 1: Participation in job-related education and training, ages 25–64, by province, 2007 and 2002-2008



Sources:

* Statistics Canada, Survey of Labour and Income Dynamics

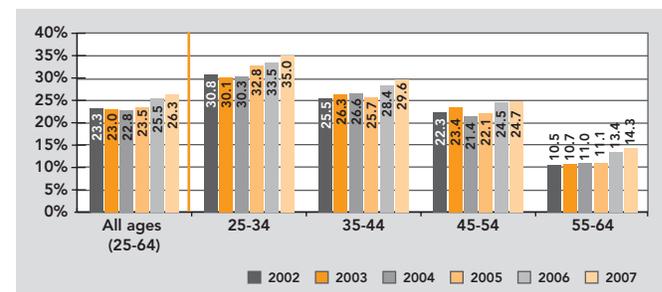
** Statistics Canada, Access and Support to Education and Training Survey

59% of Canadians aged 25 to 64 had participated in some form of job-related education or training between 2002 and 2008 (see Chart 1). This means that 41% of working-age adults took part in no form of job-related training at all over the six-year period.

YOUNGER ADULTS ARE MORE LIKELY TO PARTICIPATE IN JOB-RELATED TRAINING

According to Statistics Canada's SLID, between 2002 and 2007 the proportion of working-age adults participating in job-related training has increased from 23% to 26%. While this increase is noticeable in all age groups, Canadians aged 25 to 34 were 2.5 times more likely to participate in job-related training than those aged 55 to 64 in 2007 (see Chart 2).

CHART 2: Participation in job-related training, Canada, by age, 2002–2007



Source: Statistics Canada, Survey of Labour and Income Dynamics

CANADA RANKS BELOW MANY OTHER COUNTRIES IN PARTICIPATION IN NON-FORMAL TRAINING

According to an OECD survey, Canada ranks seventh among 21 countries when it comes to participation in non-formal job-related education—behind the United States, the United Kingdom and Switzerland (see *Table 1*).

TABLE 1: Participation in non-formal job-related education, proportion of 25- to 64-year-olds in labour force, 2003

Country	Participation
Denmark	46%
Sweden	45%
United States	44%
Finland	44%
Switzerland	41%
United Kingdom	34%
Canada ¹	29%
Austria	24%
Slovak Republic	24%
France	23%

Source: OECD, *Education at a Glance 2005*, Table C6.2, p. 310, Statlink: http://ocde.p4.siteinternet.com/publications/doifiles/962005061P1_C6.xls.

1 Reference year for Canada is 2002.

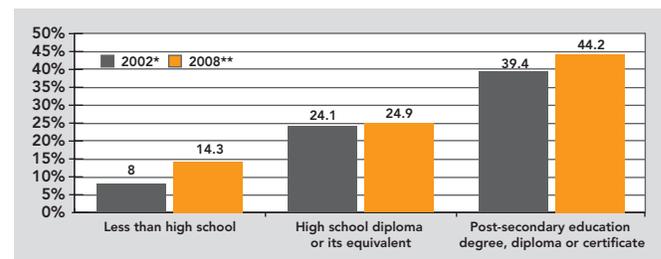
CANADA'S LEAST-EDUCATED RECEIVE THE LEAST TRAINING

Statistics Canada's ASETS survey shows that workers aged 25 to 64 with lower levels of formal education are significantly less likely to participate in job-related education or training than their more-educated counterparts. In 2008, more than four in 10 workers with a post-secondary credential participated in job-related education or training compared to only 25% of workers with a high-school diploma (see *Chart 2*).

Workers with low levels of formal education may stand to benefit the most from training, particularly in the areas of basic literacy and numeracy. Research shows that when they do participate, less-educated workers are almost twice as likely to report that learning helped them progress in the job market.¹

However, considerable gains were made in the participation rates of individuals without a high-school diploma between 2002 and 2008. During this period participation among these individuals nearly doubled, from 8% to 14% (see *Chart 3*).

CHART 3: Proportion of working Canadians who participated in job-related education or training, by educational attainment, 2002 and 2008



Sources:

*Statistics Canada, *Adult Education and Training Survey*

**Statistics Canada, *Access and Support to Education and Training Survey*

OBSTACLES TO JOB-RELATED TRAINING

Though research has consistently shown that participation in job-related training holds many benefits, Canadian workers fail to take advantage of such opportunities.

According to Statistics Canada's ASETS, a higher proportion of working-age adults in Canada reported having unmet education or training needs in 2008 compared to 2002. For example, in 2008, almost one third (32%) reported that there was training or education they would like to have taken but did not, compared to just over one-quarter (26%) in 2002.

Among those who reported having an unmet education or training need in 2008, the primary obstacles to further training were: conflict with their work schedule (39%), cost of training (36%), and family responsibilities (34%).

Other studies have shown the lack of interest to be an obstacle. According to a 2004 study,² lack of motivation or interest in job-related training was one of the biggest barriers among Canadian workers.

1 Penny Tamkin, *Measuring the Contribution of Skills to Business Performance* (Brighton: Institute for Employment Studies, 2005). Available at www.employment-studies.co.uk/summary/summary.php?id=rw39.

2 Nayda Veeman, *Adult Learning in Canada and Sweden: A Comparative Study of Four Sites* (Saskatoon: Department of Education Administration, University of Saskatchewan, 2004). Available at www.nald.ca.