

## ***Industry 2 – Educational Services***

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## 1.0 Current Employees

## **1.1 Provincial Overview**

## 1.1 Provincial Overview (N=159)

Most commonly, businesses operating in the educational services industry employ janitors, caretakers and building superintendents (26%, n=42).

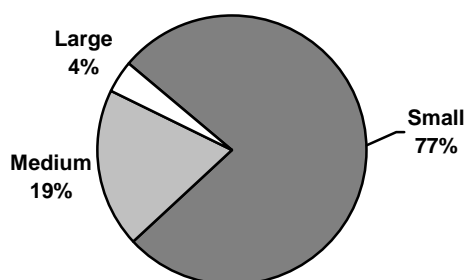
**Table E1: Top Five Occupations of Surveyed Businesses\* - Educational Services - Provincial Overview**

<b>NOC Code</b>	<b>Occupation Name</b>	<b>n</b>	<b>% (N=159)</b>
6663	Janitors, caretakers and building superintendents	42	26.3
1411	General office clerks	39	24.5
1241	Secretaries (except legal and medical)	33	20.6
4131	College and other vocational instructors	31	19.7
6472	Elementary and secondary school teacher assistants	25	15.7

\*Multiple responses allowed.

On average, businesses in the educational services industry employ 18 paid employees. Furthermore, these surveyed businesses employ a total of 6,528 employees. Just over three-quarters of businesses are small, employing one to 19 employees (77%, n=122).

**Figure E1: Business Size – Educational Services - Provincial Overview (N=159)**



The large majority of employees among surveyed businesses (82%) are permanent. Of permanent employees, 88% are employed on a full-time basis.

**Table E2: Profile of Employees – Educational Services - Provincial Overview**

<b>Employee Classification</b>	<b>n</b>	<b>%</b>
Permanent	5,361	82.4
Casual/Contract	982	15.1
Seasonal	166	2.6
<b>Employee Total</b>	<b>6,508</b>	<b>100.0</b>
<b>Business Total</b>	<b>158<sup>1</sup></b>	<b>-</b>

<b>Status of Permanent Positions</b>	<b>n</b>	<b>%</b>
Full-time	4,734	88.3
Part-time	625	11.7
<b>Employee Total</b>	<b>5,359</b>	<b>100.0</b>
<b>Business Total</b>	<b>150<sup>2</sup></b>	<b>-</b>

<sup>1</sup> Businesses with missing data were excluded from this analysis.

<sup>2</sup> Businesses with missing data were excluded from this analysis.

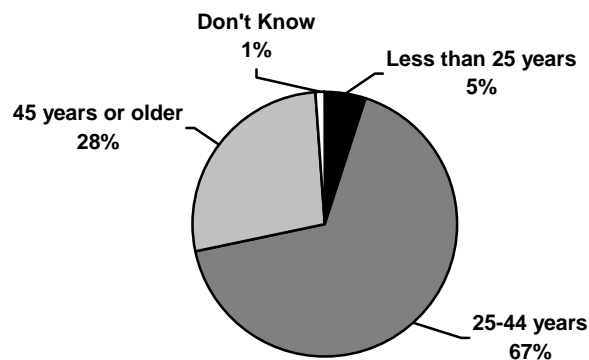
Over one-half of employees from surveyed businesses (58%) have a university degree as their highest level of education.

**Table E3: Highest Education Level of Employees – Educational Services - Provincial Overview**

	<i>n</i>	%
University degree	3,807	58.3
Journey person certification	261	4.0
College certificate or diploma	1,052	16.1
High school	1,175	18.0
Less than high school	233	3.6
<b>Employee Total</b>	<b>6,528</b>	<b>100.0</b>
<b>Business Total</b>	<b>159</b>	<b>-</b>

Two-thirds of businesses in the educational services industry (67%, n=107) report their employees to be, on average, between the ages of 25 and 44 years. Just over one-quarter (28%, n=44) report an average age of 45 years or older.

**Figure E2: Average Age of Workforce – Educational Services - Provincial Overview (N=159)**



## **1.2 Urban/Rural Subdivision**

**1.2.1 Urban Subdivision**

**1.2.2 Rural Subdivision**

### 1.2.1 Urban Subdivision (N=101)

Most commonly, urban businesses operating in the educational services industry employ general office clerks (27%, n=27).

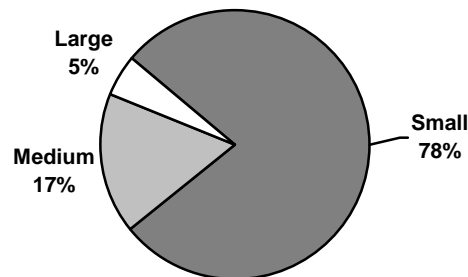
**Table E4: Top Five Occupations of Surveyed Businesses\* - Educational Services – Urban Subdivision**

<b>NOC Code</b>	<b>Occupation Name</b>	<b>n</b>	<b>% (N=101)</b>
1411	General office clerks	27	26.7
4131	College and other vocational instructors	24	23.8
6663	Janitors, caretakers and building superintendents	19	18.8
1241	Secretaries (except legal and medical)	14	13.9
0312	Administrators – post-secondary education and vocational training	14	13.9

\*Multiple responses allowed.

On average, urban businesses in the educational services industry employ 19 paid employees. Furthermore, these surveyed businesses employ a total of 4,390 employees. Just over three-quarters of businesses are small, employing one to 19 employees (78%, n=79).

**Figure E3: Business Size – Educational Services – Urban Subdivision (N=101)**



Among surveyed businesses, the large majority of employees (83%) are permanent. Of permanent employees, 88% are employed on a full-time basis.

**Table E5: Profile of Employees – Educational Services – Urban Subdivision**

<b>Employee Classification</b>	<b>n</b>	<b>%</b>
Permanent	3,630	83.0
Casual/Contract	650	14.9
Seasonal	93	2.1
<b>Employee Total</b>	<b>4,373</b>	<b>100.0</b>
<b>Business Total</b>	<b>100<sup>3</sup></b>	<b>-</b>

<b>Status of Permanent Positions</b>	<b>n</b>	<b>%</b>
Full-time	3,180	87.7
Part-time	447	12.3
<b>Employee Total</b>	<b>3,627</b>	<b>100.0</b>
<b>Business Total</b>	<b>95<sup>4</sup></b>	<b>-</b>

<sup>3</sup> Businesses with missing data were excluded from this analysis.

<sup>4</sup> Businesses with missing data were excluded from this analysis.



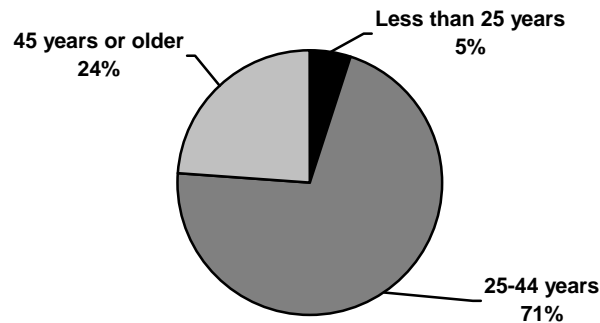
Just over one-half of employees from surveyed businesses (56%) have a university degree as their highest level of education.

**Table E6: Highest Education Level of Employees – Educational Services – Urban Subdivision**

	<i>n</i>	%
University degree	2,459	56.0
Journey person certification	216	4.9
College certificate or diploma	743	16.9
High school	782	17.8
Less than high school	190	4.3
<b>Employee Total</b>	<b>4,390</b>	<b>100.0</b>
<b>Business Total</b>	<b>101</b>	<b>-</b>

Almost three-quarters of urban businesses in the educational services industry (71%, n=72) report their employees to be, on average, between the ages of 25 and 44 years. Approximately one-quarter (24%, n=24) report an average age of 45 years or older.

**Figure E4: Average Age of Workforce – Educational Services – Urban Subdivision (N=101)**



### 1.2.2 Rural Subdivision (N=53)

**PLEASE NOTE THAT THE MARGIN OF ERROR IS ABOVE 10%, THEREFORE, FINDINGS SHOULD BE INTERPRETED WITH CAUTION.**

Most commonly, rural businesses operating in the educational services industry employ janitors, caretakers and building superintendents (45%, n=24).

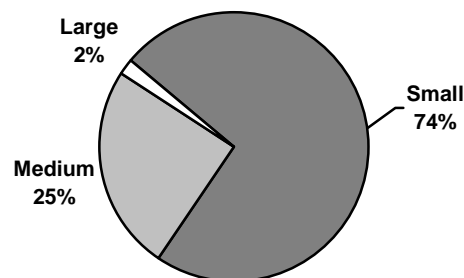
**Table E7: Top Five Occupations of Surveyed Businesses\* - Educational Services – Rural Subdivision**

<b>NOC Code</b>	<b>Occupation Name</b>	<b>n</b>	<b>% (N=53)</b>
6663	Janitors, caretakers and building superintendents	24	45.3
1241	Secretaries (except legal and medical)	20	37.7
6472	Elementary and secondary school teacher assistants	20	37.7
4142	Elementary school and kindergarten teachers	17	32.1
5111	Librarians	16	30.2

\*Multiple responses allowed.

On average, rural businesses in the educational services industry employ 17 paid employees. Furthermore, these surveyed businesses employ a total of 1,869 employees. Approximately three-quarters of businesses are small, employing one to 19 employees (74%, n=39).

**Figure E5: Business Size – Educational Services – Rural Subdivision (N=53)**



Among surveyed businesses, the large majority of employees (80%) are permanent. Of permanent employees, 90% are employed on a full-time basis.

**Table E8: Profile of Employees – Educational Services – Rural Subdivision**

<b>Employee Classification</b>	<b>n</b>	<b>%</b>
Permanent	1,502	80.4
Casual/Contract	295	15.8
Seasonal	72	3.9
<b>Employee Total</b>	<b>1,869</b>	<b>100.0</b>
<b>Business Total</b>	<b>53</b>	<b>-</b>

<b>Status of Permanent Positions</b>	<b>n</b>	<b>%</b>
Full-time	1,358	90.4
Part-time	144	9.6
<b>Employee Total</b>	<b>1,502</b>	<b>100.0</b>
<b>Business Total</b>	<b>51</b>	<b>-</b>

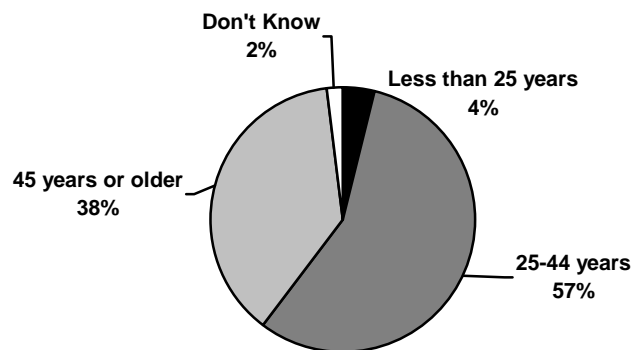
Two-thirds of employees from surveyed businesses (66%) have a university degree as their highest level of education.

**Table E9: Highest Education Level of Employees – Educational Services – Rural Subdivision**

	<i>n</i>	%
University degree	1,224	65.5
Journey person certification	21	1.1
College certificate or diploma	254	13.6
High school	347	18.6
Less than high school	23	1.2
<b>Employee Total</b>	<b>1,869</b>	<b>100.0</b>
<b>Business Total</b>	<b>53</b>	<b>-</b>

Over one-half of rural businesses in the educational services industry (57%, n=30) report their employees to be, on average, between the ages of 25 and 44 years. Over one-third (38%, n=20) report an average age of 45 years or older.

**Figure E6: Average Age of Workforce – Educational Services – Rural Subdivision (N=53)**



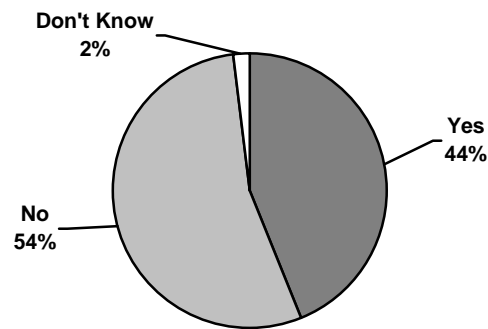
## **2.0 Hiring and Recruitment Practices**

## **2.1 Provincial Overview**

## 2.1 Provincial Overview (N=159)

Almost one-half of businesses in the educational services industry (44%, n=70) have a formal human resources plan, that is, a written plan including key elements such as recruitment, retention, compensation and benefits, training, and safety.

**Figure E7: Businesses with a Formal Human Resources Plan – Educational Services - Provincial Overview (N=159)**



Almost two-thirds of businesses in this industry (64%, n=101) hired at least one new employee over the past 12 months. Of those who hired (n=101), an average of five new employees were hired. Furthermore, these surveyed businesses hired a total of 823 employees.

College and other vocational instructors (17%, n=17) was the top occupation hired over the past 12 months.

**Table E10: Top Five Occupations Hired in the Past 12 Months\* - Educational Services - Provincial Overview**

<i>NOC Code</i>	<i>Occupation Name</i>	<i>n</i>	<i>% (N=101)</i>
4131	College and other vocational instructors	17	17.3
4142	Elementary school and kindergarten teachers	15	14.6
1411	General office clerks	9	9.2
4216	Other instructors	7	6.7
6472	Elementary and secondary school teacher assistants	7	6.7

\*Multiple responses allowed.

Of those who hired new employees over the past 12 months (n=101), 82% (n=83) were fully satisfied with their new hires.

Those not satisfied with at least one employee (n=18) reported, on average, that they were not satisfied with 22% of the new employees hired.

The primary reasons identified for dissatisfaction were new employees being unreliable (n=3) and lacking adequate training/skills (n=3).

**Table E11: Primary Reason for Dissatisfaction with New Employees – Educational Services – Provincial Overview**

	<i>n</i>	<i>% (N=18)</i>
Unreliable	3	19.0
Lacking adequate training/skills	3	17.5
Not a good fit within the company	2	12.7
Lacking work ethic/motivation	2	11.1
Difficulty adapting to position	2	11.1
Poor attitude	1	6.3
Unhappy with performance	1	4.8
Other	2	11.1
Don't know	1	6.3

Of the 823 new employees hired by surveyed businesses over the past 12 months, 51% have a university degree as their highest level of education, while 29% have a high school diploma.

**Table E12: Highest Education Level of New Employees – Educational Services - Provincial Overview**

	<i>n</i>	<i>%</i>
University	417	50.7
Public Community College	129	15.7
Private Training Institution	24	2.9
High School	241	29.3
Less than High School	12	1.5
<b>New Employee Total</b>	<b>823</b>	<b>100.0</b>
<b>Business Total</b>	<b>101</b>	<b>-</b>

Businesses that hired at least one employee from the various educational categories were asked to rate the overall job readiness of the employees from each category.

As shown below, the majority of businesses rated the job readiness of new employees as excellent or good, regardless of employees' education level:

- University graduates (n=66) – 38% of employers (n=25) rated job readiness as excellent, 54% (n=36) rated it as good, 3% (n=2) rated it as fair, one rated it as poor and 3% (n=2) were unsure.
- Public Community College graduates (n=33) – 37% of employers (n=12) rated job readiness as excellent, 50% (n=17) rated it as good, 9% (n=3) rated it as fair, and one rated it as poor.
- Private Training Institution graduates (n=12) – Eight employers rated job readiness as excellent, three rated it as good, and one rated it as poor.
- High School graduates (n=36) – 32% of employers (n=12) rated job readiness as excellent, 35% (n=12) rated it as good, 20% (n=7) rated it as fair, one rated it as poor, and 10% (n=4) were unsure.

Among surveyed businesses in the educational services industry that hired new employees over the past 12 months, a total of 10% were hired from each of the groups shown below.

**Table E13: Classifications of New Employees – Educational Services – Provincial Overview**

	<i>n</i>	%
Immigrants	31	4.3
Co-op students hired for work placement	20	2.8
Persons with disabilities	11	1.5
Aboriginals	12	1.7
<b>New Employee Total</b>	<b>722</b>	<b>10.3</b>
<b>Business Total</b>	<b>99<sup>5</sup></b>	<b>-</b>

Businesses were asked to identify, in general, the methods they use to fill staffing vacancies that occur. Overall, the most popular method is placing an ad in the newspaper (50%, n=79).

**Table E14: Methods Used to Fill Staffing Vacancies\* - Educational Services - Provincial Overview**

	<i>n</i>	% ( <i>N=159</i> )
Place ad in newspaper	79	49.9
Place ad/use Service Canada Student Employment Centre	61	38.2
Use word of mouth/employee referrals	53	33.6
Place ad on or check internet/websites	51	32.3
Post internally in your company/organization	21	13.5
Place ad in student employment centres at colleges/universities	17	10.6
Use unsolicited resumes	11	6.7
Place ad in trade/professional/association journals	10	6.2
Done through district/head office	6	3.6
Place ad on bulletin boards in local community	5	3.2
Don't hire/never have vacancies/self-employed	2	1.4
Other	6	4.2
Don't know	10	6.0

\*Multiple responses allowed.

Over the past 12 months, just over one-half of businesses in the educational services industry (56%, n=88) have had at least one vacant position available. Those with at least one vacancy (n=88) reported an average of six vacancies. Furthermore, among these surveyed businesses, there were a total of 795 vacant positions.

Of the 795 vacant positions available among these surveyed businesses, 66 positions or 8% were vacant more than once throughout the past 12 months.

Furthermore, among these surveyed businesses, just over one-half of the positions available (53%) were permanent, while 42% were casual/contract.

**Table E15: Classification of Vacancies – Educational Services – Provincial Overview**

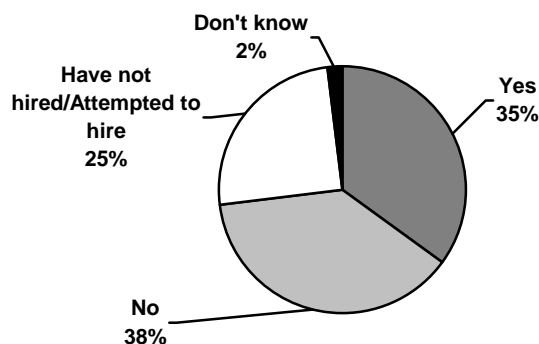
	<i>n</i>	%
Permanent	420	52.8
Casual/Contract	337	42.4
Seasonal	37	4.7
<b>Vacancy Total</b>	<b>795</b>	<b>100.0</b>
<b>Business Total</b>	<b>88</b>	<b>-</b>

<sup>5</sup> Businesses with missing data were excluded from this analysis.



Businesses were asked if they have experienced any difficulty in filling vacancies. Just over one-third (35%, n=55) have experienced difficulty, 38% (n=61) have not, and 25% (n=40) have not hired or attempted to hire.

**Figure E8: Businesses Experiencing Difficulty Filling Vacancies – Educational Services - Provincial Overview (N=159)**



The most common reason for experiencing difficulty in filling vacancies was potential hires lacking educational/training qualifications (46%, n=25).

**Table E16: Main Reason for Experiencing Difficulty in Filling Vacancies\* - Educational Services - Provincial Overview**

	<i>n</i>	<i>% (N=55)</i>
Lacking educational/training qualifications	25	46.4
Lacking experience	14	25.8
Lacking specific technical skills	9	16.0
Workforce shortage	6	11.3
Lacking proper license/permit	4	8.2
Difficult working conditions	4	7.7
Lacking bilingual skills	4	7.7
Salary expectations too high	4	7.2
Position did not provide enough hours	4	7.2
Lacking soft skills (such as communication/teamwork)	2	3.1
Location	1	2.1
Other	3	5.7

\*Multiple responses allowed.

Among businesses experiencing difficulty in filling vacancies (n=55), college and other vocational instructors (20%, n=11) was the most difficult occupation to fill over the past 12 months.

**Table E17: Top Three Occupations That Were Difficult to Fill Over the Past 12 Months\* - Educational Services - Provincial Overview**

<i>NOC Code</i>	<i>Occupation Name</i>	<i>n</i>	<i>% (N=55)</i>
4131	College and other vocational instructors	11	19.6
4142	Elementary school and kindergarten teachers	8	15.5
4216	Other instructors	8	13.9

\*Multiple responses allowed.

Just over three-quarters of businesses in the educational services industry (79%, n=126) did not have any employees retire over the past 12 months. Of the surveyed businesses that did experience retirement (n=33), a total of 167 employees retired, averaging two employees per business.

Of businesses that experienced employee retirement over the past 12 months (n=33), elementary school and kindergarten teachers (35%, n=11) was the top occupation from which employees retired.

**Table E18: Top Five Occupations From Which Employees Retired Over the Past 12 Months\* - Educational Services - Provincial Overview**

<i>NOC Code</i>	<i>Occupation Name</i>	<i>n</i>	<i>% (N=33)</i>
4142	Elementary school and kindergarten teachers	11	34.5
4121	University professors	5	15.5
4131	College and other vocational instructors	3	10.3
4216	Other instructors	3	9.5
5211	Library and archive technicians and assistants	3	8.6

\*Multiple responses allowed.

Just over one-half of businesses in this industry (53%, n=84) do not expect any employees to retire in the next five years. Of the surveyed businesses that expect employee retirement over this period (n=75), an average of four employees are expected to retire, with retirement totaling 535 employees.

Most commonly, employees are expected to retire from the elementary school and kindergarten teachers occupation (26%, n=20).

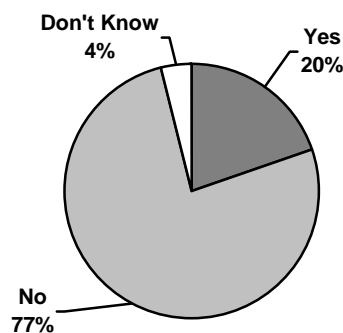
**Table E19: Top Five Occupations From Which Employees Are Expected to Retire Over the Next Five Years\* - Educational Services - Provincial Overview**

<i>NOC Code</i>	<i>Occupation Name</i>	<i>n</i>	<i>% (N=75)</i>
4142	Elementary school and kindergarten teachers	20	26.1
4131	College and other vocational instructors	13	17.3
1411	General office clerks	8	10.9
4216	Other instructors	6	8.3
6663	Janitors, caretakers and building superintendents	6	7.6

\*Multiple responses allowed.

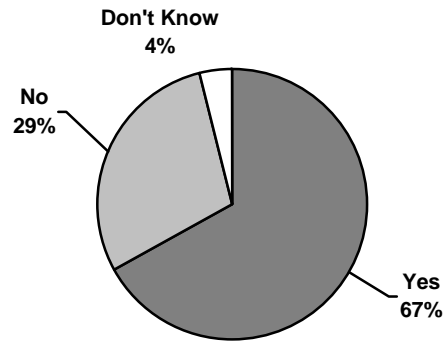
Twenty percent of businesses in the educational services industry (n=31) expect their owner/manager/CEO to retire within the next five years.

**Figure E9: Businesses Expecting Owner/Manager/CEO to Retire in Next Five Years – Educational Services - Provincial Overview (N=159)**



Of businesses that expect their owner/manager/CEO to retire within the next five years (n=31), two-thirds (67%, n=21) have a formal or informal succession plan in place.

**Figure E10: Businesses with a Succession Plan – Educational Services - Provincial Overview (N=31)**



## **2.2 Urban/Rural Subdivision**

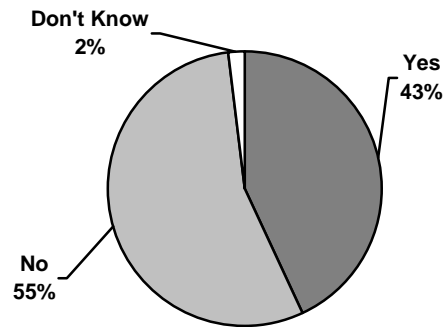
### **2.2.1 Urban Subdivision**

### **2.2.2 Rural Subdivision**

### 2.2.1 Urban Subdivision (N=101)

Almost one-half of urban businesses in the educational services industry (43%, n=43) have a formal human resources plan, that is, a written plan including key elements such as recruitment, retention, compensation and benefits, training, and safety.

**Figure E11: Businesses with a Formal Human Resources Plan – Educational Services – Urban Subdivision (N=101)**



Two-thirds of urban businesses in this industry (66%, n=67) hired at least one new employee over the past 12 months. Of those who hired (n=67), an average of four new employees were hired. Furthermore, these surveyed businesses hired a total of 494 employees.

College and other vocational instructors (21%, n=14) was the top occupation hired over the past 12 months.

**Table E20: Top Four Occupations Hired in the Past 12 Months\* - Educational Services - Urban Subdivision**

<i>NOC Code</i>	<i>Occupation Name</i>	<i>n</i>	<i>% (N=67)</i>
4131	College and other vocational instructors	14	20.9
4142	Elementary school and kindergarten teachers	7	10.4
1411	General office clerks	6	9.0
4216	Other instructors	6	9.0

\*Multiple responses allowed.

Of those who hired new employees over the past 12 months (n=67), 82% (n=55) were fully satisfied with their new hires.

Those not satisfied with at least one employee (n=12) reported, on average, that they were not satisfied with 25% of the new employees hired.

The primary reason identified for dissatisfaction was new employees being unreliable (n=3).

**Table E21: Primary Reason for Dissatisfaction with New Employees – Educational Services – Urban Subdivision**

	<i>n</i>	% ( <i>N=12</i> )
Unreliable	3	25.0
Lacking adequate training/skills	2	16.7
Not a good fit within the company	2	16.7
Lacking work ethic/motivation	1	8.3
Poor attitude	1	8.3
Difficulty adapting to position	1	8.3
Other	1	8.3
Don't know	1	8.3

Of the 494 new employees hired by surveyed businesses over the past 12 months, over one-half (57%) have a university degree as their highest level of education, while 21% have a high school diploma.

**Table E22: Highest Education Level of New Employees – Educational Services – Urban Subdivision**

	<i>n</i>	%
University	279	56.5
Public Community College	81	16.4
Private Training Institution	20	4.0
High School	105	21.3
Less than High School	9	1.8
<b>New Employee Total</b>	<b>494</b>	<b>100.0</b>
<b>Business Total</b>	<b>67</b>	<b>-</b>

Businesses that hired at least one employee from the various educational categories were asked to rate the overall job readiness of the employees from each category.

The majority of businesses rated the job readiness of new employees as excellent or good, regardless of employees' education level:

- University graduates (n=46) – 44% of employers (n=20) rated job readiness as excellent, 48% (n=22) rated it as good, one rated it as fair, one rated it as poor, and 4% (n=2) were unsure.
- Public Community College graduates (n=21) – Seven employers rated job readiness as excellent, 11 rated it as good, two rated it as fair, and one rated it as poor.
- Private Training Institution graduates (n=10) – Six employers rated job readiness as excellent, three rated it as good, and one rated it as poor.
- High School graduates (n=19) – Eight employers rated job readiness as excellent, eight rated it as good, one rated it as fair, one rated it as poor, and one was unsure.

Among surveyed businesses that hired new employees over the past 12 months, a total of 10% were hired from each of the groups shown below.

**Table E23: Classifications of New Employees – Educational Services – Urban Subdivision**

	<i>n</i>	%
Immigrants	20	4.1
Co-op students hired for work placement	13	2.7
Persons with disabilities	9	1.9
Aboriginals	8	1.7
<b>New Employee Total</b>	484	10.4
<b>Business Total</b>	66 <sup>6</sup>	-

Businesses were asked to identify, in general, the methods they use to fill staffing vacancies that occur. In urban areas, the most popular method is placing an ad in the newspaper (50%, n=50).

**Table E24: Methods Used to Fill Staffing Vacancies\* - Educational Services - Urban Subdivision**

	<i>n</i>	% (N=101)
Place ad in newspaper	50	49.5
Place ad/use Service Canada Student Employment Centre	41	40.6
Use word of mouth/employee referrals	36	35.6
Place ad on or check internet/websites	32	31.7
Place ad in student employment centres at colleges/universities	12	11.9
Post internally in your company/organization	10	9.9
Use unsolicited resumes	8	7.9
Place ad in trade/professional/association journals	5	5.0
Place ad on bulletin boards in local community	3	3.0
Don't hire/never have vacancies/self-employed	2	2.0
Done through district/head office	2	2.0
Other	6	6.0
Don't know	7	6.9

\*Multiple responses allowed.

Over the past 12 months, 58% of urban businesses in the educational services industry (n=59) have had at least one vacant position available. Those with at least one vacancy (n=59) reported an average of five vacancies. Furthermore, among these surveyed businesses, there were a total of 494 vacant positions.

Of the 494 vacant positions available among these surveyed businesses, 41 positions or 8% were vacant more than once throughout the past 12 months.

Furthermore, among these surveyed businesses, just over one-half of the positions available (53%) were permanent, while 45% were casual/contract.

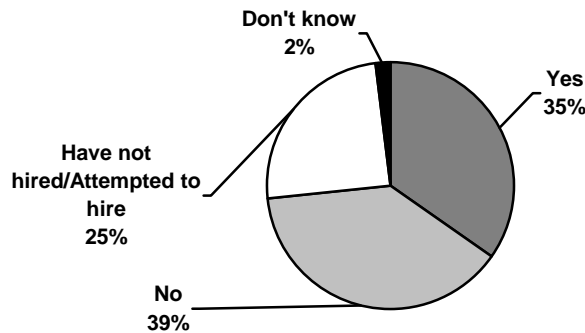
**Table E25: Classification of Vacancies – Educational Services – Urban Subdivision**

	<i>n</i>	%
Permanent	261	52.8
Casual/Contract	222	44.9
Seasonal	11	2.2
<b>Vacancy Total</b>	494	100.0
<b>Business Total</b>	59	-

<sup>6</sup> Businesses with missing data were excluded from this analysis.

Businesses were asked if they have experienced any difficulty in filling vacancies. Just over one-third (35%, n=35) have experienced difficulty, while 39% (n=39) have not and 25% (n=25) have not hired or attempted to hire.

**Figure E12: Businesses Experiencing Difficulty Filling Vacancies – Educational Services – Urban Subdivision (N=101)**



The most common reason for experiencing difficulty in filling vacancies was potential hires lacking educational/training qualifications (43%, n=15).

**Table E26: Main Reason for Experiencing Difficulty in Filling Vacancies\* - Educational Services - Urban Subdivision**

	<i>n</i>	<i>% (N=35)</i>
Lacking educational/training qualifications	15	42.9
Lacking experience	8	22.9
Lacking specific technical skills	7	22.0
Workforce shortage	4	11.4
Lacking proper license/permit	4	11.4
Difficult working conditions	3	8.6
Lacking bilingual skills	3	8.6
Salary expectations too high	2	5.7
Position did not provide enough hours	2	5.7
Location	1	2.9
Other	2	5.7

\*Multiple responses allowed.

Among businesses experiencing difficulty in filling vacancies (n=35), college and other vocational instructors (23%, n=8) was the most difficult occupation to fill over the past 12 months.

**Table E27: Top Three Occupations That Were Difficult to Fill Over the Past 12 Months\* - Educational Services – Urban Subdivision**

<i>NOC Code</i>	<i>Occupation Name</i>	<i>n</i>	<i>% (N=35)</i>
4131	College and other vocational instructors	8	22.9
4216	Other instructors	6	17.1
4142	Elementary school and kindergarten teachers	3	8.6

\*Multiple responses allowed.



The large majority of businesses in the educational services industry (83%, n=84) did not have any employees retire over the past 12 months. Of the surveyed businesses that did experience retirement (n=17), a total of 117 employees retired, averaging two employees per business.

Of businesses that experienced employee retirement over the past 12 months (n=17), elementary school and kindergarten teachers (n=4) was the top occupation from which employees retired<sup>7</sup>.

Over one-half of businesses in this industry (57%, n=58) do not expect any employees to retire in the next five years. Of the surveyed businesses that expect employee retirement over this period (n=43), an average of four employees are expected to retire, with retirement totaling 353 employees.

Most commonly, employees are expected to retire from the college and other vocational instructors occupation (23%, n=10).

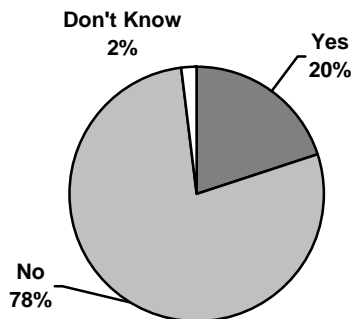
**Table E28: Top Three Occupations From Which Employees Are Expected to Retire Over the Next Five Years\* - Educational Services - Urban Subdivision**

<i>NOC Code</i>	<i>Occupation Name</i>	<i>n</i>	<i>% (N=43)</i>
4131	College and other vocational instructors	10	23.3
4142	Elementary school and kindergarten teachers	6	14.0
1411	General office clerks	5	11.6

\*Multiple responses allowed.

Twenty percent of urban businesses in the educational services industry (n=20) expect their owner/manager/CEO to retire within the next five years.

**Figure E13: Businesses Expecting Owner/Manager/CEO to Retire in Next Five Years – Educational Services – Urban Subdivision (N=101)**



Of businesses that expect their owner/manager/CEO to retire within the next five years (n=20), 14 have a formal or informal succession plan in place.

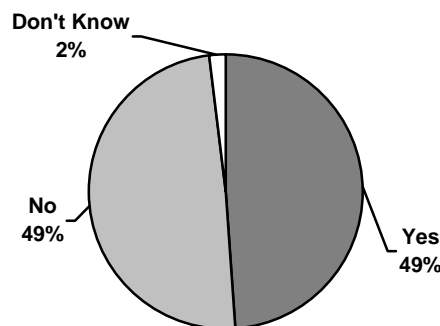
<sup>7</sup> Multiple responses allowed.

## 2.2.2 Rural Subdivision (N=53)

**PLEASE NOTE THAT THE MARGIN OF ERROR IS ABOVE 10%, THEREFORE, FINDINGS SHOULD BE INTERPRETED WITH CAUTION.**

Approximately one-half of rural businesses in the educational services industry (49%, n=26) have a formal human resources plan, that is, a written plan including key elements such as recruitment, retention, compensation and benefits, training, and safety.

**Figure E14: Businesses with a Formal Human Resources Plan – Educational Services – Rural Subdivision (N=53)**



Over one-half of rural businesses in this industry (57%, n=30) hired at least one new employee over the past 12 months. Of those who hired (n=30), an average of seven new employees were hired. Furthermore, these surveyed businesses hired a total of 314 employees.

Elementary school and kindergarten teachers (27%, n=8) was the top occupation hired over the past 12 months.

**Table E29: Top Three Occupations Hired in the Past 12 Months\* - Educational Services - Rural Subdivision**

NOC Code	Occupation Name	n	% (N=30)
4142	Elementary school and kindergarten teachers	8	26.7
6472	Elementary and secondary school teacher assistants	4	13.3
1241	Secretaries (except legal and medical)	4	13.3

\*Multiple responses allowed.

Of those who hired new employees over the past 12 months (n=30), 83% (n=25) were fully satisfied with their new hires.

Those not satisfied with at least one employee (n=5) reported, on average, that they were not satisfied with 15% of the new employees hired.

The primary reasons identified for dissatisfaction are provided in the table below.

**Table E30: Primary Reason for Dissatisfaction with New Employees – Educational Services – Rural Subdivision**

	<i>n</i>	% ( <i>N=5</i> )
Lacking work ethic/motivation	1	20.0
Unhappy with performance	1	20.0
Difficulty adapting to position	1	20.0
Lacking adequate training/skills	1	20.0
Other	1	20.0

Of the 314 new employees hired by surveyed businesses over the past 12 months, 46% have a high school diploma as their highest level of education, while 39% have a university degree.

**Table E31: Highest Education Level of New Employees – Educational Services – Rural Subdivision**

	<i>n</i>	%
University	121	38.5
Public Community College	44	14.0
Private Training Institution	2	0.6
High School	145	46.2
Less than High School	2	0.6
<b>New Employee Total</b>	<b>314</b>	<b>100.0</b>
<b>Business Total</b>	<b>30</b>	<b>-</b>

Businesses that hired at least one employee from the various educational categories were asked to rate the overall job readiness of the employees from each category.

The majority of businesses rated the job readiness of new employees as excellent or good, regardless of employees' education level:

- University graduates (n=17) – Three employers rated job readiness as excellent, 13 rated it as good, and one rated it as fair.
- Public Community College graduates (n=11) – Five employers rated job readiness as excellent, five rated it as good, and one rated it as fair.
- Private Training Institution graduates (n=1) – This employer rated job readiness as excellent.
- High School graduates (n=17) – Three employers rated job readiness as excellent, four rated it as good, seven rated it as fair, and three were unsure.

Among surveyed businesses that hired new employees over the past 12 months, a total of 10% were hired from each of the groups shown below.

**Table E32: Classifications of New Employees – Educational Services – Rural Subdivision**

	<i>n</i>	%
Immigrants	10	4.8
Co-op students hired for work placement	6	2.9
Persons with disabilities	1	0.5
Aboriginals	4	1.9
<b>New Employee Total</b>	<b>209</b>	<b>10.1</b>
<b>Business Total</b>	<b>29<sup>8</sup></b>	<b>-</b>

<sup>8</sup> Businesses with missing data were excluded from this analysis.

Businesses were asked to identify, in general, the methods they use to fill staffing vacancies that occur. In rural areas, the most popular method is placing an ad in the newspaper (51%, n=27).

**Table E33: Methods Used to Fill Staffing Vacancies\* - Educational Services - Rural Subdivision**

	<i>n</i>	<i>% (N=53)</i>
Place ad in newspaper	27	50.9
Place ad on or check internet/websites	18	34.0
Place ad/use Service Canada Student Employment Centre	17	32.1
Use word of mouth/employee referrals	15	28.3
Post internally in your company/organization	12	22.6
Place ad in trade/professional/association journals	5	9.4
Place ad in student employment centres at colleges/universities	4	7.5
Done through district/head office	4	7.5
Use unsolicited resumes	2	3.8
Place ad on bulletin boards in local community	2	3.8
Don't know	2	3.8

\*Multiple responses allowed.

Over the past 12 months, 49% of rural businesses in the educational services industry (n=26) have had at least one vacant position available. Those with at least one vacancy (n=26) reported an average of eight vacancies. Furthermore, among these surveyed businesses, there were a total of 281 vacant positions.

Of the 281 vacant positions available among these surveyed businesses, 23 positions or 8% were vacant more than once throughout the past 12 months.

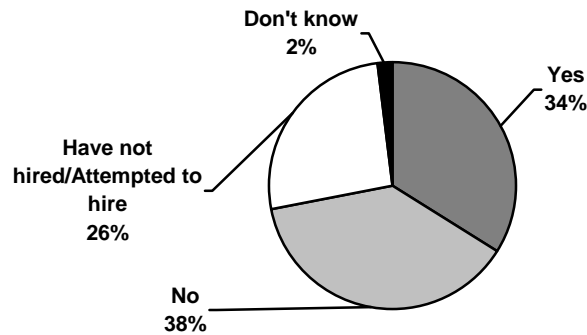
Furthermore, among these surveyed businesses, just over one-half of the positions available (53%) were permanent, while 37% were casual/contract.

**Table E34: Classification of Vacancies – Educational Services – Rural Subdivision**

	<i>n</i>	<i>%</i>
Permanent	149	53.0
Casual/Contract	103	36.7
Seasonal	29	10.3
<b>Vacancy Total</b>	<b>281</b>	<b>100.0</b>
<b>Business Total</b>	<b>26</b>	<b>-</b>

Businesses were asked if they have experienced any difficulty in filling vacancies. Approximately one-third (34%, n=18) have experienced difficulty, 38% (n=20) have not, and 26% (n=14) have not hired or attempted to hire.

**Figure E15: Businesses Experiencing Difficulty Filling Vacancies – Educational Services – Rural Subdivision (N=53)**



The most common reason for experiencing difficulty in filling vacancies was potential hires lacking educational/training qualifications (n=10).

**Table E35: Main Reason for Experiencing Difficulty in Filling Vacancies\* - Educational Services - Rural Subdivision**

	<i>n</i>	<i>% (N=18)</i>
Lacking educational/training qualifications	10	55.6
Lacking experience	6	33.3
Workforce shortage	2	11.1
Lacking soft skills (such as communication/teamwork)	2	11.1
Salary expectations too high	2	11.1
Position did not provide enough hours	2	11.1
Lacking bilingual skills	1	5.6
Lacking specific technical skills	1	5.6
Difficult working conditions	1	5.6
Other	1	5.6

\*Multiple responses allowed.

Among businesses experiencing difficulty in filling vacancies (n=18), elementary school and kindergarten teachers (n=6) was the most difficult occupation to fill over the past 12 months<sup>9</sup>.

The majority of businesses in the educational services industry (70%, n=37) did not have any employees retire over the past 12 months. Of those surveyed businesses that did experience retirement (n=16), a total of 42 employees retired, averaging three employees per business.

Of businesses that experienced employee retirement over the past 12 months (n=16), elementary school and kindergarten teachers (n=8) was the top occupation from which employees retired<sup>10</sup>.

Almost one-half of businesses in this industry (42%, n=22) do not expect any employees to retire in the next five years. Of those surveyed businesses that do expect employee retirement over this period (n=31), an average of five employees are expected to retire, with retirement totaling 162 employees.

Most commonly, employees are expected to retire from the elementary school and kindergarten teachers occupation (48%, n=15).

<sup>9</sup> Multiple responses allowed.

<sup>10</sup> Multiple responses allowed.

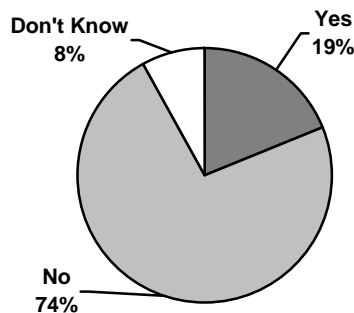
**Table E36: Top Five Occupations From Which Employees Are Expected to Retire Over the Next Five Years\* - Educational Services - Rural Subdivision**

<b>NOC Code</b>	<b>Occupation Name</b>	<b>n</b>	<b>% (N=31)</b>
4142	Elementary school and kindergarten teachers	15	48.4
6663	Janitors, caretakers and building superintendents	4	12.9
1411	General office clerks	3	9.7
1241	Secretaries (except legal and medical)	3	9.7
4141	Secondary school teachers	3	9.7

\*Multiple responses allowed.

Nineteen percent of rural businesses in the educational services industry (n=10) expect their owner/manager/CEO to retire within the next five years.

**Figure E16: Businesses Expecting Owner/Manager/CEO to Retire in Next Five Years – Educational Services – Rural Subdivision (N=53)**



Of businesses that expect their owner/manager/CEO to retire within the next five years (n=10), six have a formal or informal succession plan in place.

## **3.0 Business Outlook and Confidence**

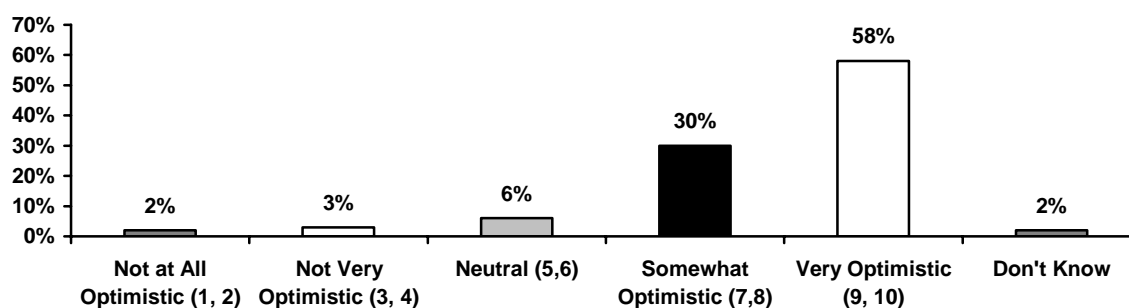
### **3.1 Provincial Overview**



### 3.1 Provincial Overview (N=159)

Businesses operating in this industry were generally optimistic about the future, providing a mean rating of 8.5 on a scale of 1 to 10, where 1 was “not at all optimistic” and 10 was “very optimistic”. The large majority of businesses provided a somewhat optimistic (30%, n=47) or very optimistic (58%, n=92) outlook toward the future.

**Figure E17: Level of Optimism About the Future – Educational Services – Provincial Overview (N=159)**



Businesses that provided an optimistic rating (7 or higher out of 10, n=139) explained their positive outlook by their business doing well (42%, n=58).

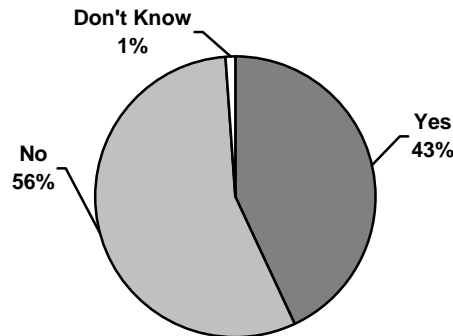
Businesses with a neutral rating (5 or 6 out of 10, n=9) mainly indicated that the future is uncertain or the business relies on limited outside funding (n=2 each), while businesses that provided a pessimistic rating (4 or lower out of 10, n=8) stated that the future is uncertain or the business is offering an essential service (n=2 each).

**Table E37: Reasons for Rating Provided\* - Educational Services – Provincial Overview**

<b>Optimistic</b>	<b>n</b>	<b>% (N=139)</b>
Business is doing well	58	42.0
Offering an essential service	28	20.0
Growing industry/company	24	17.3
Well established company	12	8.7
Business relies on limited outside funding	6	4.1
Operating in the public sector	2	1.6
Increase in operating costs	2	1.4
Other	20	14.6
Don't know/no answer	6	4.5
<b>Neutral</b>	<b>n</b>	<b>% (N=9)</b>
Future is uncertain	2	24.9
Business relies on limited outside funding	2	21.9
Economy is unstable	1	12.5
Business is not doing well	1	9.4
Offering an essential service	1	9.4
Other	1	12.5
Don't know/no answer	1	9.4
<b>Pessimistic</b>	<b>n</b>	<b>% (N=8)</b>
Future is uncertain	2	25.0
Offering an essential service	2	21.5
Increase in operating costs	1	14.2
Economy is unstable	1	14.2
Business is not doing well	1	10.8
Other	1	14.2

Almost one-half of businesses operating in the educational services industry (43%, n=68) have experienced significant changes to their external operating environment over the past two years.

**Figure E18: Experienced Significant Change to External Operating Environment Over the Past Two Years – Educational Services – Provincial Overview (N=159)**



Businesses that experienced changes (n=68) identified the biggest change as an increase in fuel prices (38%, n=26).

**Table E38: Changes Experienced\* - Educational Services – Provincial Overview**

	<i>n</i>	<i>% (N=68)</i>
Increase in fuel prices	26	37.7
Increase in cost of supplies/overhead	11	15.8
Government legislation	6	9.5
Growth in economy	5	7.9
Change in exchange rates	5	7.1
Downturn in economy	4	6.2
Workforce shortage	4	6.2
Increase in insurance rates	3	4.6
Decline in particular industries	2	2.9
Minimum wage increases	1	1.7
Increase in competition	1	1.3
Other	27	39.8

\*Multiple responses allowed.

## **3.2 Urban/Rural Subdivision**

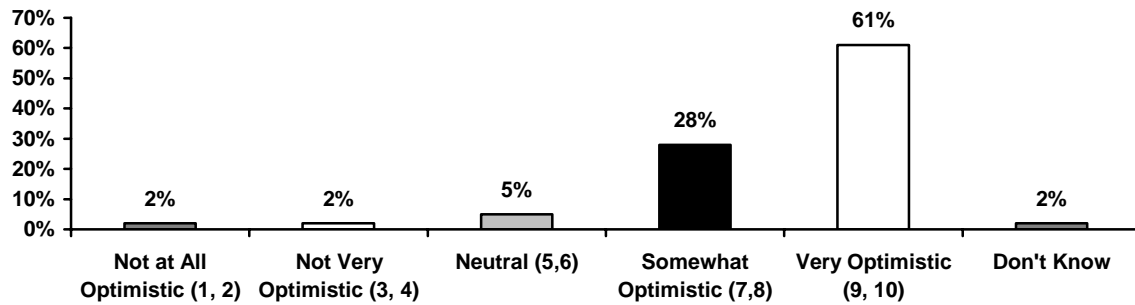
### **3.2.1 Urban Subdivision**

### **3.2.2 Rural Subdivision**

### 3.2.1 Urban Subdivision (N=101)

Urban businesses operating in this industry were generally optimistic about the future, providing a mean rating of 8.7 on a scale of 1 to 10, where 1 was “not at all optimistic” and 10 was “very optimistic”. The large majority of businesses provided a somewhat optimistic (28%, n=28) or very optimistic (61%, n=62) outlook toward the future.

**Figure E19: Level of Optimism About the Future – Educational Services – Urban Subdivision (N=101)**



Businesses that provided an optimistic rating (7 or higher out of 10, n=90) explained their positive outlook by their business doing well (47%, n=42).

Businesses with a neutral rating (5 or 6 out of 10, n=5) mainly indicated that the future is uncertain (n=2), while businesses that provided a pessimistic rating (4 or lower out of 10, n=4) indicated a variety of reasons.

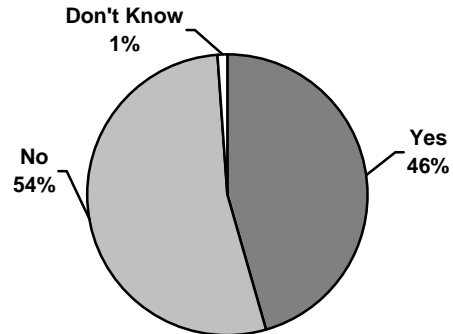
**Table E39: Reasons for Rating Provided\* - Educational Services – Urban Subdivision**

<b>Optimistic</b>	<b>n</b>	<b>% (N=90)</b>
Business is doing well	42	46.7
Growing industry/company	19	21.1
Offering an essential service	11	12.2
Well established company	7	7.8
Business relies on limited outside funding	2	2.2
Operating in the public sector	2	2.2
Increase in operating costs	1	1.1
Increase in competition	1	1.1
Other	14	15.6
Don't know/no answer	4	4.4
<b>Neutral</b>	<b>n</b>	<b>% (N=5)</b>
Future is uncertain	2	40.0
Economy is unstable	1	20.0
Business relies on limited outside funding	1	20.0
Other	1	20.0
<b>Pessimistic</b>	<b>n</b>	<b>% (N=4)</b>
Economy is unstable	1	25.0
Increase in operating costs	1	25.0
Future is uncertain	1	25.0
Other	1	25.0

\*Multiple responses allowed.

Almost one-half of urban businesses operating in the educational services industry (46%, n=46) have experienced significant changes to their external operating environment over the past two years.

**Figure E20: Experienced Significant Change to External Operating Environment Over the Past Two Years – Educational Services – Urban Subdivision (N=101)**



Businesses that experienced changes (n=46) identified the biggest change as an increase in fuel prices (41%, n=19).

**Table E40: Changes Experienced\* - Educational Services – Urban Subdivision**

	<i>n</i>	% ( <i>N=46</i> )
Increase in fuel prices	19	41.3
Government legislation	5	10.9
Increase in cost of supplies/overhead	5	10.9
Growth in economy	4	8.7
Downturn in economy	3	6.5
Workforce shortage	3	6.5
Change in exchange rates	2	4.3
Increase in insurance rates	2	4.3
Decline in particular industries	1	2.2
Minimum wage increases	1	2.2
Other	18	39.1

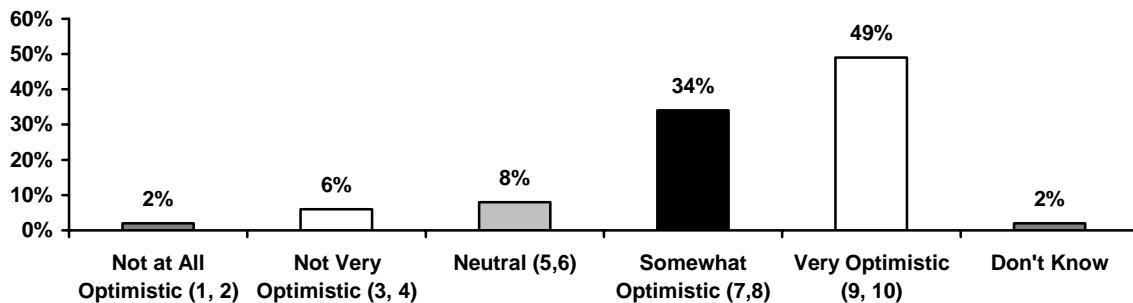
\*Multiple responses allowed.

### 3.2.2 Rural Subdivision (N=53)

**PLEASE NOTE THAT THE MARGIN OF ERROR IS ABOVE 10%, THEREFORE, FINDINGS SHOULD BE INTERPRETED WITH CAUTION.**

Rural businesses operating in this industry were generally optimistic about the future, providing a mean rating of 8.2 on a scale of 1 to 10, where 1 was “not at all optimistic” and 10 was “very optimistic”. The large majority of businesses provided a somewhat optimistic (34%, n=18) or very optimistic (49%, n=26) outlook toward the future.

**Figure E21: Level of Optimism About the Future – Educational Services – Rural Subdivision (N=53)**



Businesses that provided an optimistic rating (7 or higher out of 10, n=44) explained their positive outlook by offering an essential service (41%, n=18).

Businesses with a neutral rating (5 or 6 out of 10, n=4) mainly indicated a variety of reasons, while businesses that provided a pessimistic rating (4 or lower out of 10, n=4) indicated that the the business is offering an essential service (n=2).

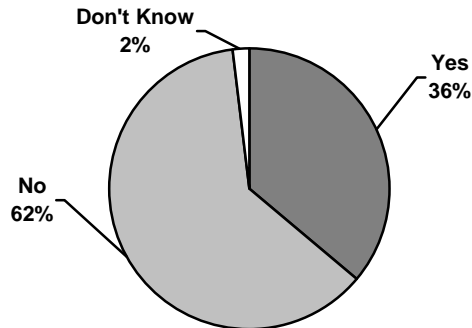
**Table E41: Reasons for Rating Provided\* - Educational Services – Rural Subdivision**

<b>Optimistic</b>	<b>n</b>	<b>% (N=44)</b>
Offering an essential service	18	40.9
Business is doing well	13	29.5
Well established company	5	11.4
Business relies on limited outside funding	4	9.1
Growing industry/company	3	6.8
Increase in operating costs	1	2.3
Future is uncertain	1	2.3
Other	3	6.8
Don't know/no answer	2	4.5
<b>Neutral</b>	<b>n</b>	<b>% (N=4)</b>
Offering an essential service	1	25.0
Business is not doing well	1	25.0
Business relies on limited outside funding	1	25.0
Don't know/no answer	1	25.0
<b>Pessimistic</b>	<b>n</b>	<b>% (N=4)</b>
Offering an essential service	2	50.0
Future is uncertain	1	25.0
Business is not doing well	1	25.0

\*Multiple responses allowed.

Just over one-third of rural businesses operating in the educational services industry (36%, n=19) have experienced significant changes to their external operating environment over the past two years.

**Figure E22: Experienced Significant Change to External Operating Environment Over the Past Two Years – Educational Services – Rural Subdivision (N=53)**



Businesses that experienced changes (n=19) identified the biggest change as an increase in the cost of supplies/overhead (n=6).

**Table E42: Changes Experienced\* - Educational Services – Rural Subdivision**

	<i>n</i>	% ( <i>N=19</i> )
Increase in cost of supplies/overhead	6	31.6
Increase in fuel prices	5	26.3
Change in exchange rates	3	15.8
Government legislation	1	5.3
Downturn in economy	1	5.3
Increase in competition	1	5.3
Decline in particular industries	1	5.3
Increase in insurance rates	1	5.3
Growth in economy	1	5.3
Workforce shortage	1	5.3
Other	8	42.1

\*Multiple responses allowed.

## **4.0 Training and Employment Development**



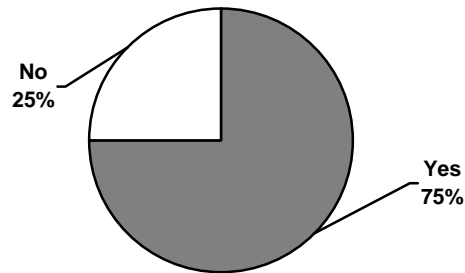
## **4.1 Provincial Overview**

#### 4.1 Provincial Overview (N=159)

Among businesses in the educational services industry, three-quarters (75%, n=119) have offered some form of informal or formal training to their employees over the past two years.

Of those businesses that made training available to their employees (n=119), 18% (n=21) did not offer formal training, while the remaining 82% (n=99) made formal training available.

**Figure E23: Percentage of Businesses that Offered Informal or Formal Training Over the Past Two Years – Educational Services - Provincial Overview (N=159)**



Of businesses that offered formal training to their employees (n=99), the most common source of formal, structured training was internal staff (70%, n=69).

Overall, formal training sessions account for approximately 5% of these businesses' overall operating budgets.

**Table E43: Sources of Formal, Structured Training\* - Educational Services - Provincial Overview**

	<i>n</i>	<i>% (N=99)</i>
Internal staff	69	70.3
A non-profit organization/professional association	33	33.4
Another public educational institution	26	26.6
A private training institution	14	14.6
NBCC or CCNB	12	12.6
Private consultant	4	4.3
Conferences, seminars, trade shows	3	3.4
Courses offered by government	3	3.1
Manufacturers training/new equipment training	1	1.1
Online/internet	1	1.1
Other	14	14.6
Don't know/no answer	1	0.9

\*Multiple responses allowed.

## **4.2 Urban/Rural Subdivision**

### **4.2.1 Urban Subdivision**

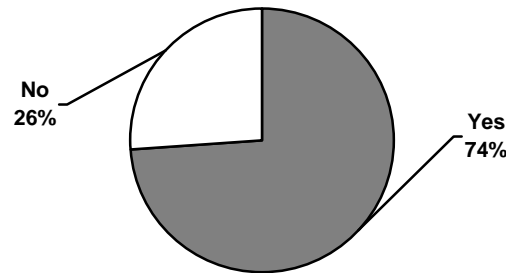
### **4.2.2 Rural Subdivision**

### 4.2.1 Urban Subdivision (N=101)

Among urban businesses in the educational services industry, approximately three-quarters (74%, n=75) have offered some form of informal or formal training to their employees over the past two years.

Of those businesses that made training available to their employees (n=75), 17% (n=13) did not offer formal training, while the remaining 83% (n=62) made formal training available.

**Figure E24: Percentage of Businesses that Offered Informal or Formal Training Over the Past Two Years – Educational Services – Urban Subdivision (N=101)**



Of businesses that offered formal training to their employees (n=62), the most common source of formal, structured training was internal staff (68%, n=42).

Overall, formal training sessions account for approximately 6% of these businesses' overall operating budgets.

**Table E44: Sources of Formal, Structured Training\* - Educational Services - Urban Subdivision**

	<i>n</i>	<i>% (N=62)</i>
Internal staff	42	67.7
A non-profit organization/professional association	21	33.9
Another public educational institution	15	24.2
A private training institution	9	14.5
NBCC or CCNB	8	12.9
Private consultant	3	4.8
Conferences, seminars, trade shows	3	4.8
Courses offered by government	2	3.2
Manufacturers training/new equipment training	1	1.6
Online/internet	1	1.6
Other	9	14.5

\*Multiple responses allowed.

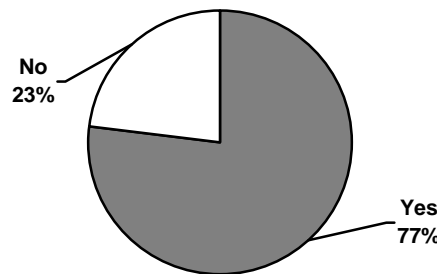
### 4.2.2 Rural Subdivision (N=53)

**PLEASE NOTE THAT THE MARGIN OF ERROR IS ABOVE 10%, THEREFORE, FINDINGS SHOULD BE INTERPRETED WITH CAUTION.**

Among rural businesses in the educational services industry, just over three-quarters (77%, n=41) have offered some form of informal or formal training to their employees over the past two years.

Of those businesses that made training available to their employees (n=41), 17% (n=7) did not offer formal training, while the remaining 83% (n=34) made formal training available.

**Figure E25: Percentage of Businesses that Offered Informal or Formal Training Over the Past Two Years – Educational Services – Rural Subdivision (N=53)**



Of businesses that offered formal training to their employees (n=34), the most common source of formal, structured training was internal staff (77%, n=26).

Overall, formal training sessions account for approximately 3% of these businesses' overall operating budgets.

**Table E45: Sources of Formal, Structured Training\* - Educational Services - Rural Subdivision**

	<i>n</i>	<i>% (N=34)</i>
Internal staff	26	76.5
A non-profit organization/professional association	11	32.4
Another public educational institution	11	32.4
A private training institution	5	14.7
NBCC or CCNB	4	11.8
Private consultant	1	2.9
Courses offered by government	1	2.9
Other	5	14.7
Don't know/no answer	1	2.9

\*Multiple responses allowed.

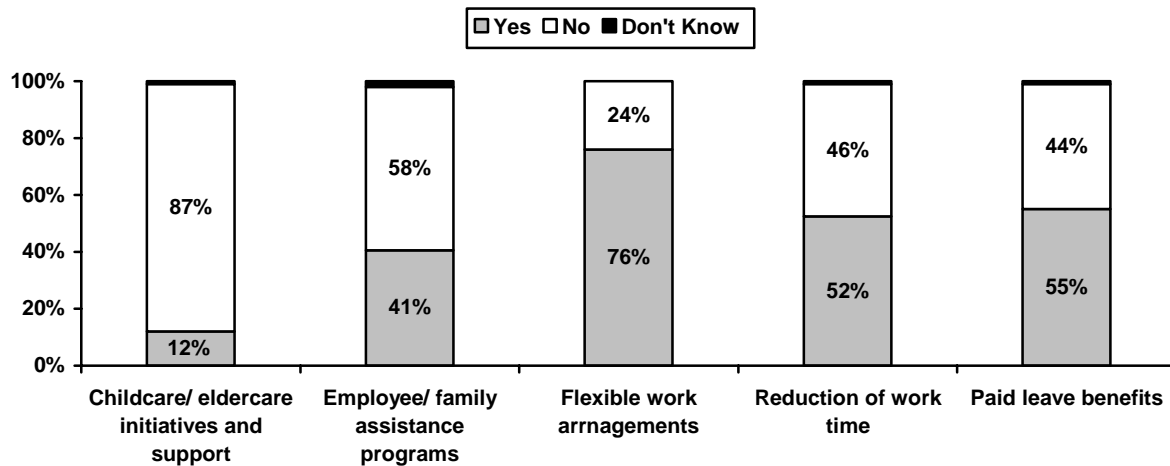
## **5.0 Family Friendly Policies and Procedures**

## **5.1 Provincial Overview**

### 5.1 Provincial Overview (N=159)

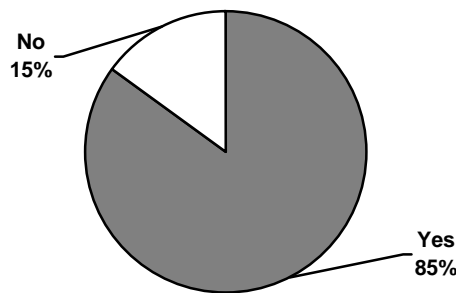
Among businesses in the educational services industry, the most common form of family-oriented benefits offered is flexible work arrangements (76%, n=121).

**Figure E26: Types of Family-Friendly Benefits Offered by Businesses – Educational Services – Provincial Overview (N=159)**



The large majority of businesses in this industry (85%, n=135) employ women in key decision-making positions such as positions at the management and senior management level. Within these businesses (n=135), women account for an average of 65% of all key decision-making positions.

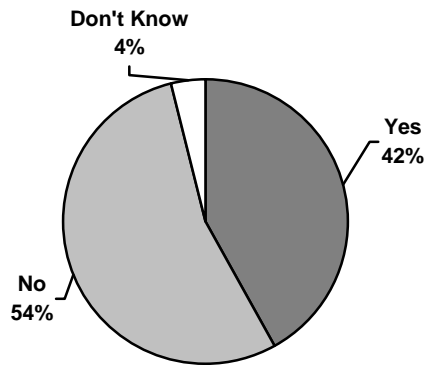
**Figure E27: Percentage of Businesses that Employ Women in Key Decision-Making Positions – Educational Services - Provincial Overview (N=159)**





To ensure that jobs of equal value earn equal pay, almost one-half of businesses in this industry (42%, n=67) have developed and implemented a written, formal gender-neutral process for job evaluation based on skill level, effort, responsibility and working conditions.

**Figure E28:** Percentage of Businesses/Organization that have a Written, Formal Gender-Neutral Process of Job Evaluation – Educational Services – Provincial Overview (N=159)



## **5.2 Urban/Rural Subdivision**

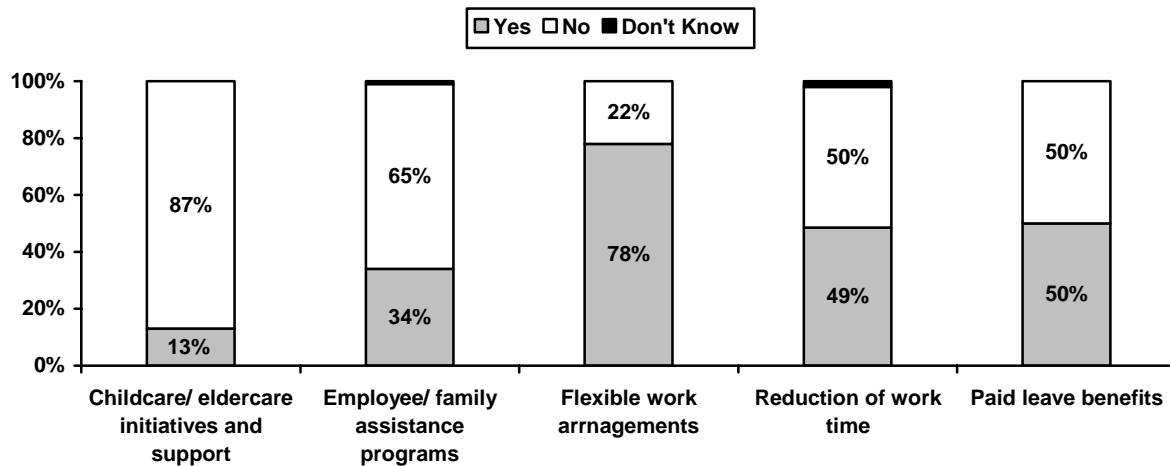
### **5.2.1 Urban Subdivision**

### **5.2.2 Rural Subdivision**

### 5.2.1 Urban Subdivision (N=101)

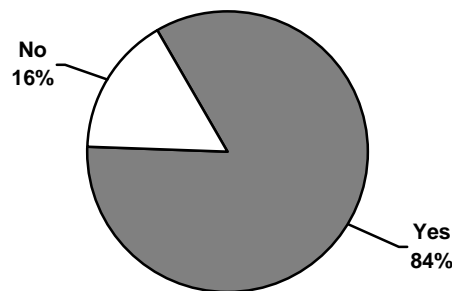
Among urban businesses in the educational services industry, the most common form of family-oriented benefits offered is flexible work arrangements (78%, n=79).

**Figure E29: Types of Family-Friendly Benefits Offered by Businesses – Educational Services – Urban Subdivision (N=101)**



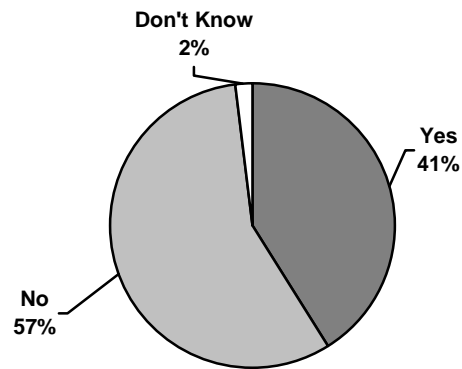
The large majority of urban businesses in this industry (84%, n=85) employ women in key decision-making positions such as positions at the management and senior management level. Within these businesses (n=85), women account for an average of 64% of all key decision-making positions.

**Figure E30: Percentage of Businesses that Employ Women in Key Decision-Making Positions – Educational Services – Urban Subdivision (N=101)**



To ensure that jobs of equal value earn equal pay, 41% of urban businesses in this industry (n=41) have developed and implemented a written, formal gender-neutral process for job evaluation based on skill level, effort, responsibility and working conditions.

**Figure E31: Percentage of Businesses/Organization that have a Written, Formal Gender-Neutral Process of Job Evaluation – Educational Services – Urban Subdivision (N=101)**

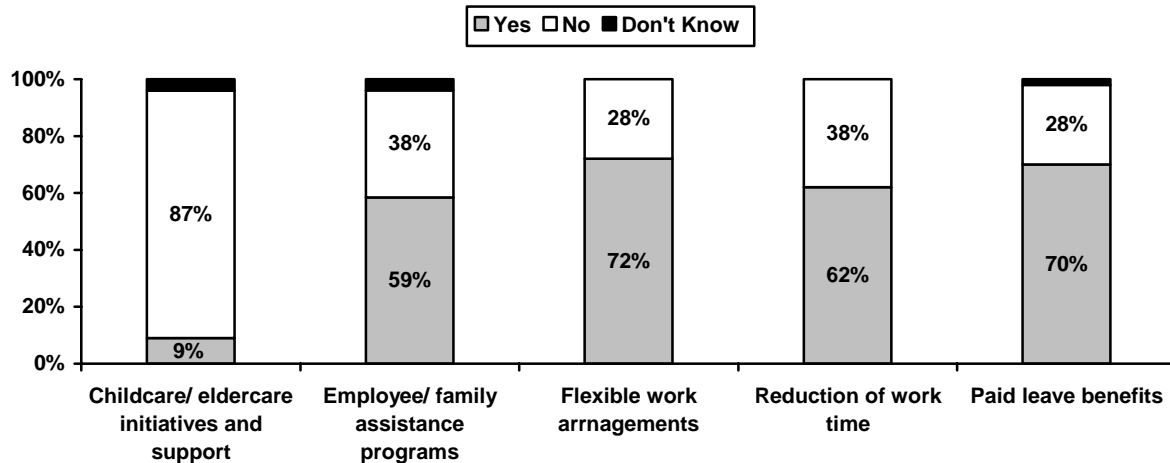


### 5.2.2 Rural Subdivision (N=53)

**PLEASE NOTE THAT THE MARGIN OF ERROR IS ABOVE 10%, THEREFORE, FINDINGS SHOULD BE INTERPRETED WITH CAUTION.**

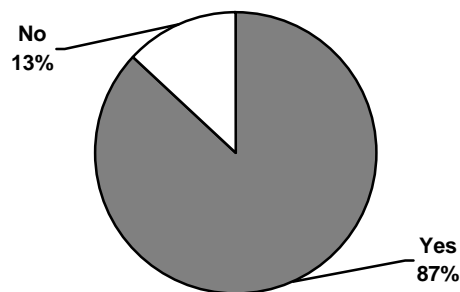
Among rural businesses in the educational services industry, the most common forms of family-oriented benefits offered are flexible work arrangements (72%, n=38) and paid leave benefits (70%, n=37).

**Figure E32: Types of Family-Friendly Benefits Offered by Businesses – Educational Services – Rural Subdivision (N=53)**



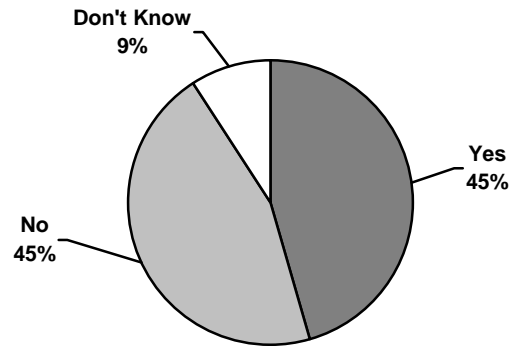
The large majority of rural businesses in this industry (87%, n=46) employ women in key decision-making positions such as positions at the management and senior management level. Within these businesses (n=46), women account for an average of 69% of all key decision-making positions.

**Figure E33: Percentage of Businesses that Employ Women in Key Decision-Making Positions – Educational Services – Rural Subdivision (N=53)**



To ensure that jobs of equal value earn equal pay, almost one-half of rural businesses in this industry (45%, n=24) have developed and implemented a written, formal gender-neutral process for job evaluation based on skill level, effort, responsibility and working conditions.

**Figure E34:** Percentage of Businesses/Organization that have a Written, Formal Gender-Neutral Process of Job Evaluation – Educational Services – Rural Subdivision (N=53)



## 6.0 Literacy

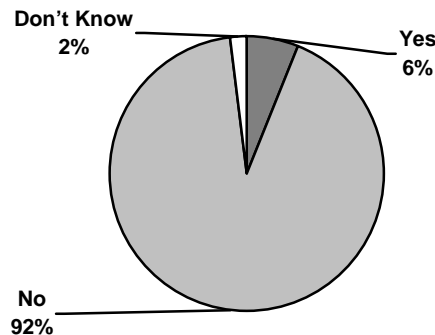
## **6.1 Provincial Overview**



## 6.1 Provincial Overview (N=159)

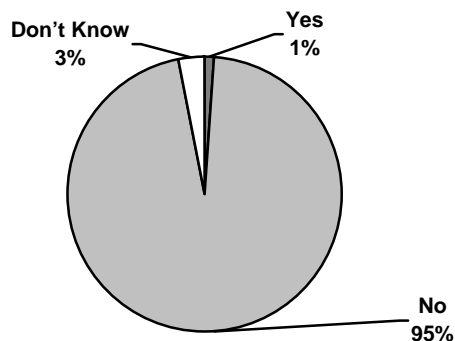
Overall, a minority of businesses in the educational services industry (6%, n=10) report having at least one employee who has difficulty reading and subsequently applying what was read to his/her job. Among these businesses (n=10), it is estimated that an average of 10% of employees experience this problem.

**Figure E35: Percentage of Businesses With Employees Who Have Difficulty Reading, Understanding or Applying What They Have Read to Their Jobs – Educational Services - Provincial Overview (N=159)**



Furthermore, a very small minority of businesses (1%, n=2) report having at least one employee who has difficulty working with numbers in his/her job, including difficulty in measuring, calculating, or observing or recording results. Among these businesses (n=2), it is estimated that an average of 18% of employees experience this problem.

**Figure E36: Percentage of Businesses With Employees Who Have Difficulty Working With Numbers in Their Jobs – Educational Services – Provincial Overview (N=159)**



Businesses in this industry with at least one employee who experiences a reading or numeracy difficulty (n=11) were asked if they have any initiatives or programs in place to support these employees. Nine these 11 businesses do not have any initiatives or programs in place.

The business that has such initiatives or programs in place offers to pay for educational upgrades/courses<sup>11</sup>.

<sup>11</sup> Multiple responses allowed.

## **6.2 Urban/Rural Subdivision**

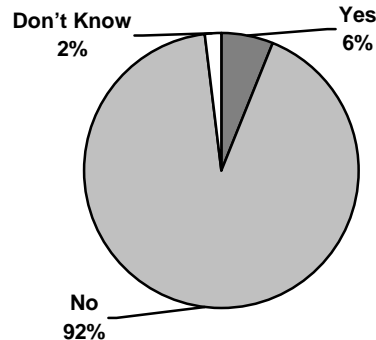
**6.2.1 Urban Subdivision**

**6.2.2 Rural Subdivision**

### 6.2.1 Urban Subdivision (N=101)

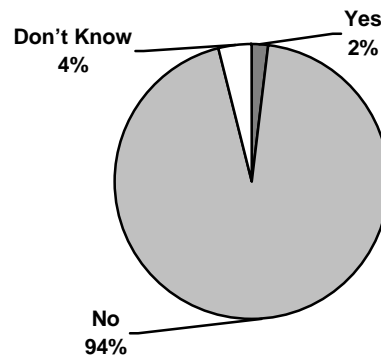
Overall, a minority of urban businesses in the educational services industry (6%, n=6) report having at least one employee who has difficulty reading and subsequently applying what was read to his/her job. Among these businesses (n=6), it is estimated that an average of 13% of employees experience this problem.

**Figure E37:** Percentage of Businesses With Employees Who Have Difficulty Reading, Understanding or Applying What They Have Read to Their Jobs – Educational Services – Urban Subdivision (N=101)



Furthermore, a very small minority of urban businesses (2%, n=2) report having at least one employee who has difficulty working with numbers in his/her job, including difficulty in measuring, calculating, or observing or recording results. Among these businesses (n=2), it is estimated that an average of 18% of employees experience this problem.

**Figure E38:** Percentage of Businesses With Employees Who Have Difficulty Working With Numbers in Their Jobs – Educational Services – Urban Subdivision (N=101)



The seven urban businesses in this industry with at least one employee who experiences a reading or numeracy difficulty were asked if they have any initiatives or programs in place to support these employees. Six of these seven businesses do not have any initiatives or programs in place.

The business that has such initiatives or programs in place offers to pay for educational upgrades/courses<sup>12</sup>.

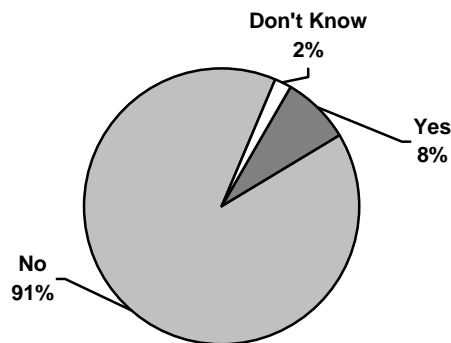
<sup>12</sup> Multiple responses allowed.

### 6.2.2 Rural Subdivision (N=53)

**PLEASE NOTE THAT THE MARGIN OF ERROR IS ABOVE 10%, THEREFORE, FINDINGS SHOULD BE INTERPRETED WITH CAUTION.**

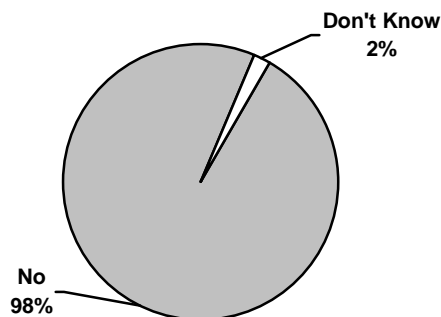
Overall, a minority of rural businesses in the educational services industry (8%, n=4) report having at least one employee who has difficulty reading and subsequently applying what was read to his/her job. Among these businesses (n=4), it is estimated that an average of 2% of employees experience this problem.

**Figure E39: Percentage of Businesses With Employees Who Have Difficulty Reading, Understanding or Applying What They Have Read to Their Jobs – Educational Services – Rural Subdivision (N=53)**



Furthermore, no rural businesses report having any employees who experience difficulty working with numbers in their jobs, including difficulty in measuring, calculating, or observing or recording results.

**Figure E40: Percentage of Businesses With Employees Who Have Difficulty Working With Numbers in Their Jobs – Educational Services – Rural Subdivision (N=53)**



The four rural businesses in this industry with at least one employee who experiences a reading difficulty were asked if they have any initiatives or programs in place to support these employees. None of these businesses have any initiatives or programs in place.