

## FIGURES AND TABLES

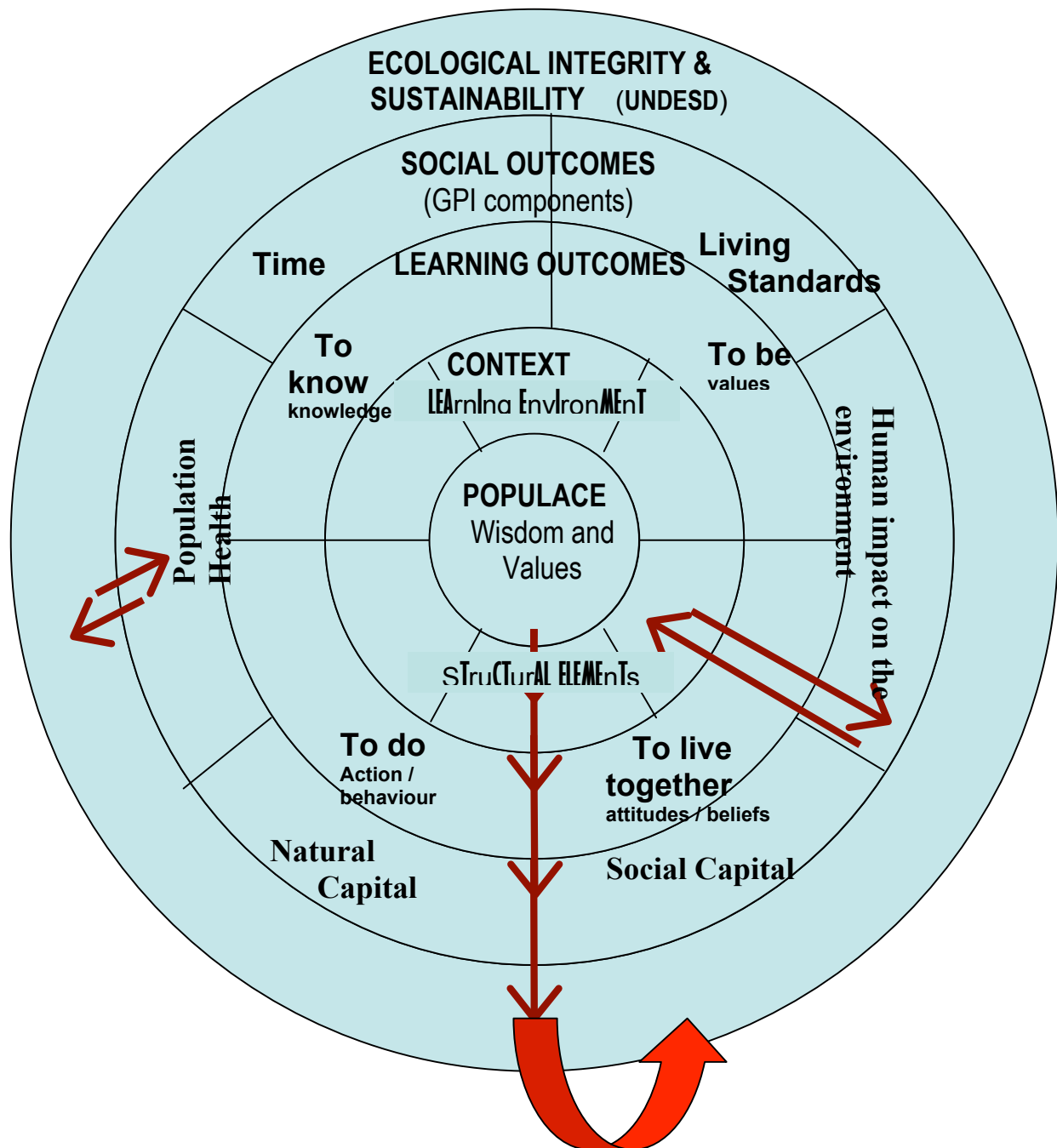
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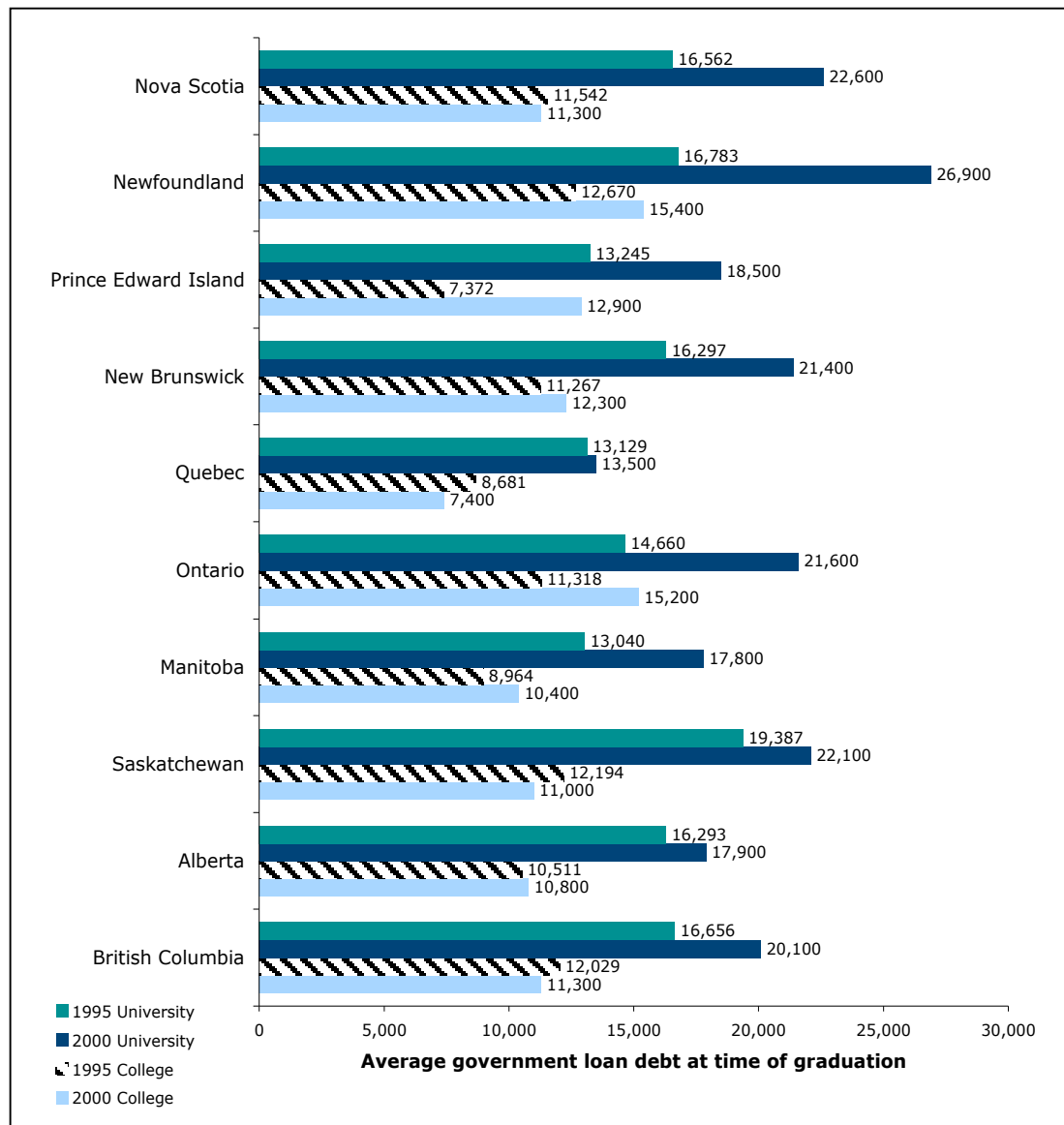
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**Figure 1. Framework for the GPI education component**



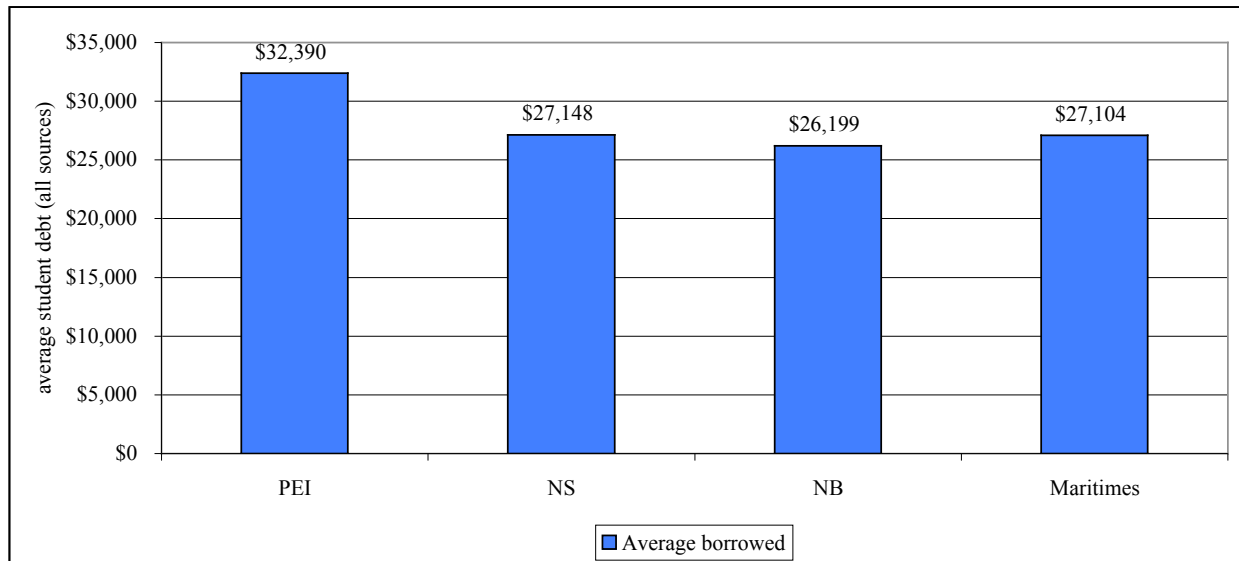
**Figure 2. Average debt from government student loans at graduation, by province, classes of 1995 and 2000 (\$2000)**



Source: Pan-Canadian Education Indicators Program (PCEIP), 2005. Data from Statistics Canada's National Graduates Survey.

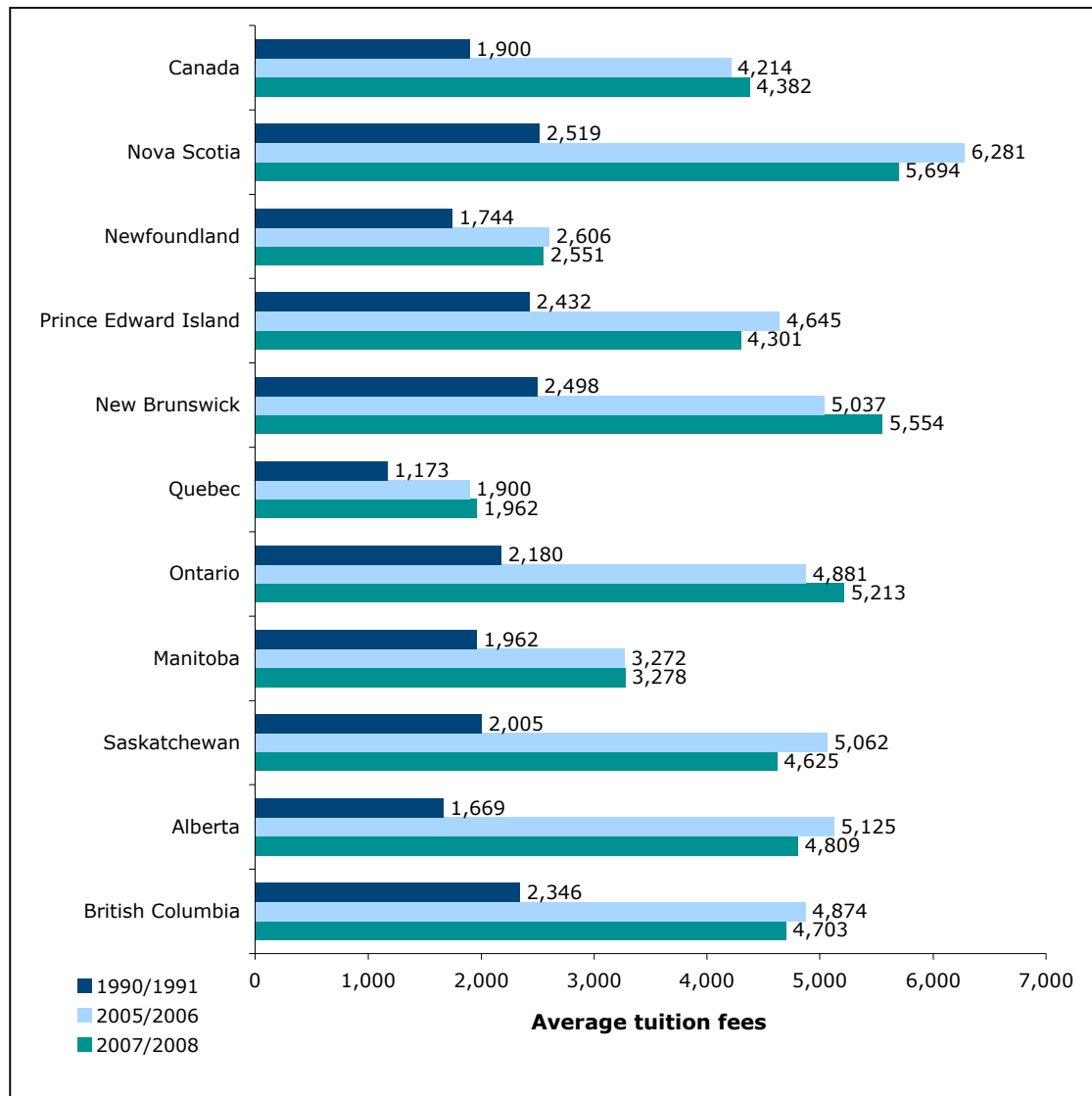
Note: "University" includes Bachelor's, Master's, and Doctorate degrees.

**Figure 3. Average amount borrowed (all sources) for the 2003 degree, post-2003 degree education or both, by Maritime province of graduation, 2005**



Source: Maritime Provinces Higher Education Commission. 2007. 2005 Survey of 2003 Maritime University Graduates: Selected Provincial Statistics. MPHEC. Available from <http://www2.mphec.ca/english/pdfs/GFU2003in2005ProvEng.pdf>. Table 1.11a.

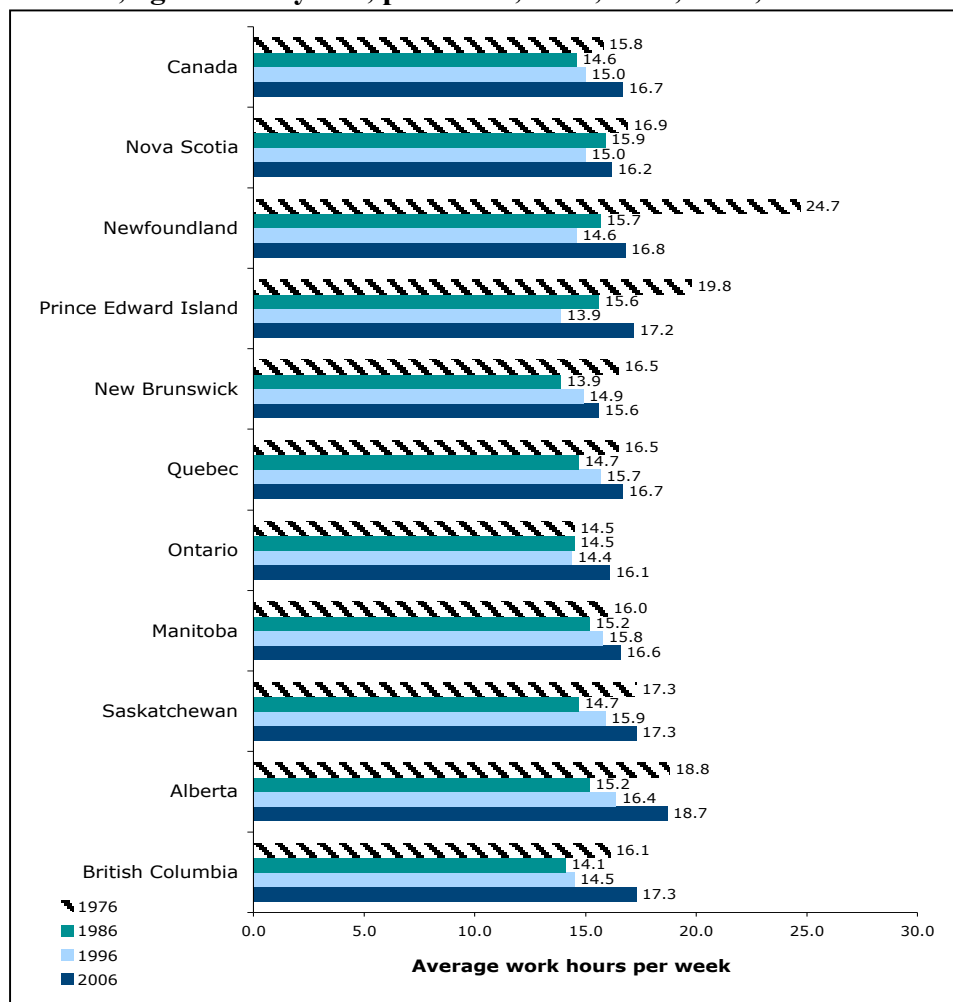
**Figure 4. Average undergraduate university tuition fees, Canada and provinces, 1990/1991, 2005/2006, and 2007/2008 (in 2005 constant dollars)**



Source: Statistics Canada. University Tuition Fees. The Daily. Thursday, September 1, 2005; Statistics Canada. University Tuition Fees. The Daily. Thursday October 18, 2007. Data source: Survey of Tuition and Living Accommodation Costs for Full-time Students, Statistics Canada.

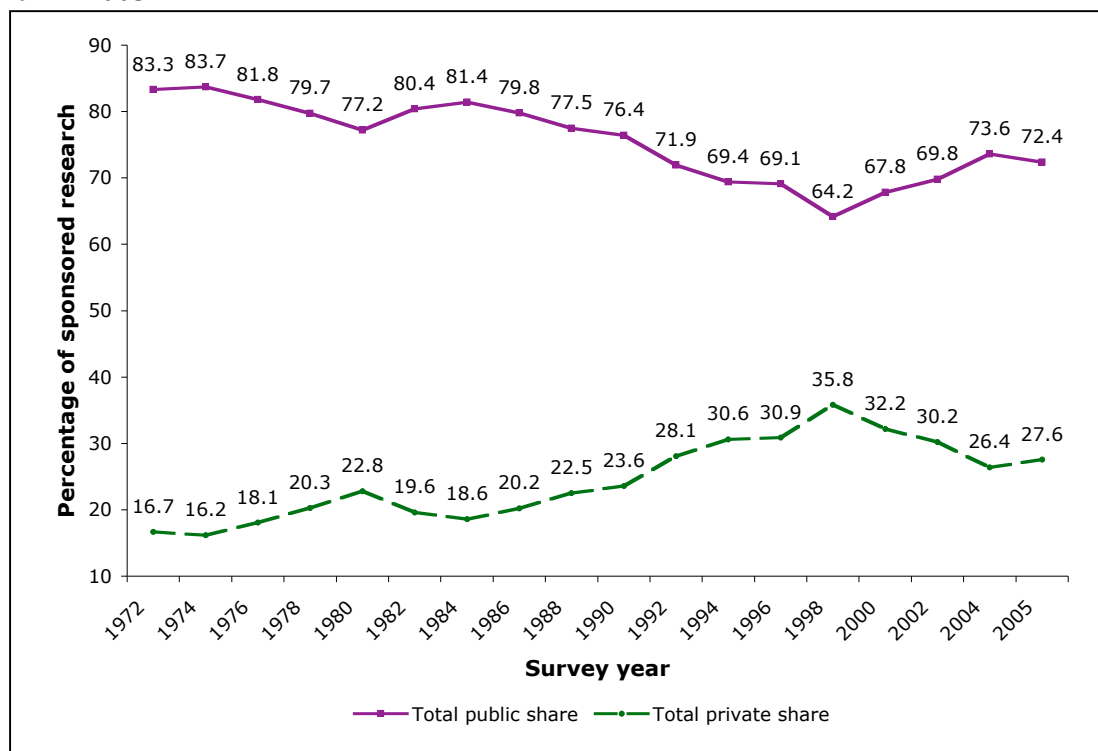
Note: All figures for 1990/1991 were converted to 2005 constant dollars using the Bank of Canada's Inflation Calculator, February 19, 2007. Figures for 2007/2008 were converted using the Bank of Canada's Inflation Calculator, October 22, 2007.

**Figure 5. Average usual hours worked per week during the school year for full-time students, aged 18–24 years, provinces, 1976, 1986, 1996, and 2006**



Source: Statistics Canada, Labour Force Survey, 1976–2006. Special tabulation.

**Figure 6. Public versus private share of sponsored research at Canadian universities, 1972–2005**



Source: Larry Dufay, Senior Research Officer, Canadian Association of University Teachers (CAUT). Personal communication, September, 2006. Original data from Statistics Canada's Financial Information of Universities and Colleges (FIUC) survey and Canadian Association of University Business Officers (CAUBO).

**Notes:**

- Categories of public funding sources include Social Sciences and Humanities Research Council (SSHRC), Health Canada, Natural Sciences and Engineering Research Council (NSERC), Canadian Institutes of Health Research (CIHR), Canada Foundation for Innovation (CFI), Canada Research Chairs, other federal sources, and provincial, municipal, other provincial, and foreign sources. Private funding sources include: a) donations and bequests from individuals, business enterprises, foundations, and non-profit organizations and b) non-government grants and contracts from individuals, business enterprises, foundations, and non-profit organizations.
- According to CAUT's Senior Research Officer Larry Dufay, prior to 2000, CAUBO did not disaggregate the data for private funding by type of source; therefore, prior to 2000, private funding is presented as a total for the sector.
- By definition, sponsored research is from sources external to the universities themselves. Therefore, Figure 6 above does not include research funding provided by the universities.
- The increase in public funding after 1998 does not, in and of itself, indicate increased university independence or academic freedom because much of the budgetary growth that has occurred at Canada's three granting councils in recent years has been tied to a requirement for commercialization, for partnering with the private sector, or with the expectation that research be made more practical. The increase in public share after 1998 can be attributed largely to the creation of the Canada Foundation for Innovation and the Canada Research Chairs Program.

**Table 1. Percentile scores of correct answers to general political knowledge questions, by age group, 1984, 1993, 1997, and 2000**

Year	Age Group						
	18–23	24–29	30–34	35–39	40–49	50–59	60 +
1984	39.3	43.7	51.9	51.4	54.4	57.9	52.4
1993	36.7	46.7	47.1	50.3	55.5	53.1	56.0
1997	37.8	41.0	46.1	47.7	53.2	58.4	57.0
2000	31.4	36.2	47.6	49.5	51.4	59.7	58.3

Source: Adapted from Howe, Paul. "Political Knowledge and Electoral Participation in the Netherlands: Comparisons with the Canadian Case." Paper presented at the Annual conference of the Canadian Political Science Association, Winnipeg, June 3–5, 2004; accessed July 2005; available from [http://www.cpsa-acsp.ca/template\\_e.cfm?folder=conference&page\\_name=agm-papers-2004.htm](http://www.cpsa-acsp.ca/template_e.cfm?folder=conference&page_name=agm-papers-2004.htm), based on the 1984, 1993, 1997, and 2000 CES surveys.

Note: Knowledge scores for each election year are based on the number of questions respondents answered correctly in each year, with results then converted to percentile scores. Relative knowledge levels of the different age groups were calculated based on the mean percentile scores within each age group.

**Table 2. Percentage of the populace who can correctly answer questions about basic environmental facts, Canada, United States, Netherlands, Norway, 1993 and 2000**

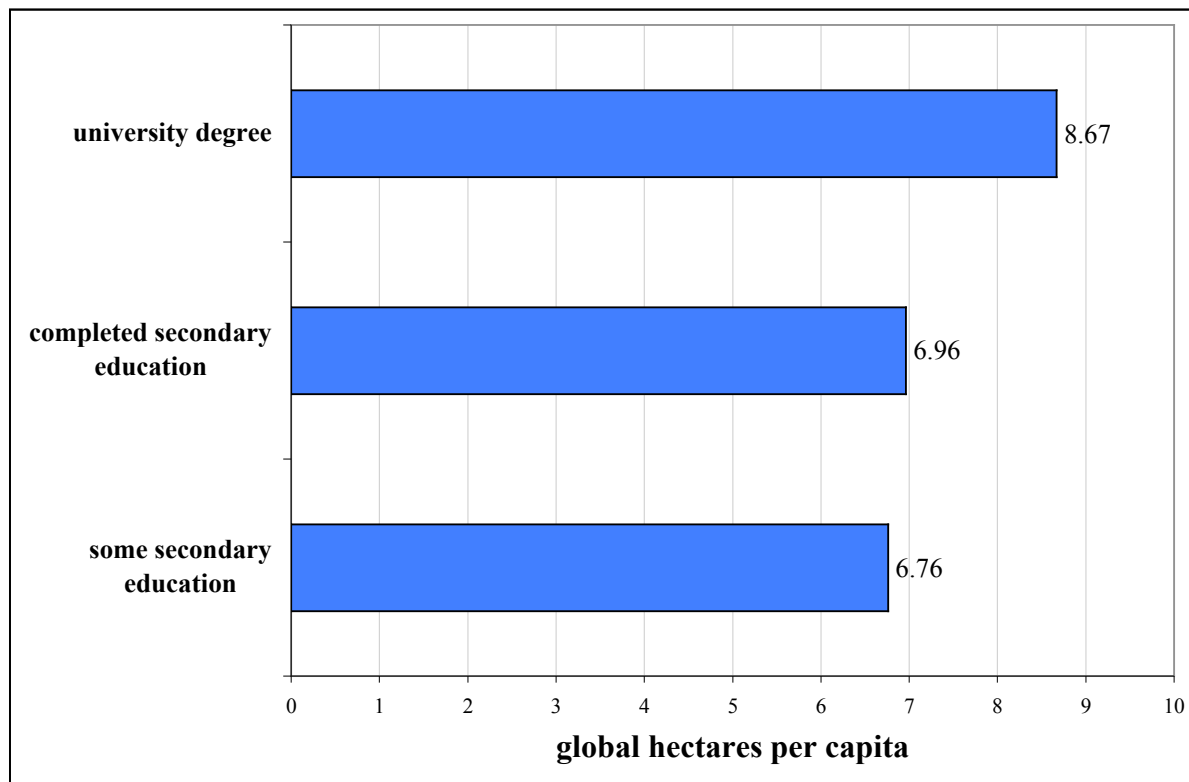
Statement	Canada		United States		Netherlands		Norway	
	1993	2000	1993	2000	1993	2000	1993	2000
1. If someone is exposed to any amount of radioactivity, they are certain to die as a result. (incorrect)	47.3	34.2	30.2	31.0	29.5	20.9	47.6	38.8
2. The greenhouse effect is caused by a hole in the earth's atmosphere. (incorrect)	26.8	22.0	14.9	14.7	28.4	30.1	26.6	28.1
3. Every time we use coal or oil or gas, we contribute to the greenhouse effect. (correct)	37.6	43.1	20.6	20.9	32.0	30.5	43.8	40.3
4. Some radioactive waste from nuclear power stations will be dangerous for thousands of years. (correct)	44.9	-	35.2	-	46.9	-	42.5	-
5. All pesticides and chemicals used on food crops cause cancer in humans. (incorrect)	21.8	-	16.4	-	27.1	-	30.0	-
6. Human beings are the main cause of plant and animal species dying out. (correct)	30.8	-	16.6	-	37.3	-	39.4	-
7. Cars are not really an important cause of air pollution in [country, e.g., Canada]. (incorrect)	58.4	-	50.1	-	30.7	-	40.6	-
8. Antibiotics can kill bacteria but not viruses. (correct)	36.0	45.3	28.6	35.2	34.1	35.6	49.1	52.0
9. Human beings developed from earlier species of animals. (correct)	32.1	26.8	15.2	15.7	25.3	24.7	33.6	34.0
10. All man-made	17.9	12.8	14.5	15.7	20.3	14.9	22.9	18.6

Statement	Canada		United States		Netherlands		Norway	
	1993	2000	1993	2000	1993	2000	1993	2000
chemicals can cause cancer if you eat enough of them. (incorrect)								
11. All radioactivity is made by humans. (incorrect)	43.4	-	32.3	-	36.2	-	32.6	-
12. Astrology—the study of star signs—has some scientific truth. (incorrect)	30.6	-	23.6	-	24.6	-	27.1	-

Sources: International Social Survey Program. Codebook, ZA Study 2450, ISSP 1993, Environment I, Cologne, Germany, Zentral archiv fur Empirische Sozialforschung, 1993; accessed May 2007; available from <http://www.za.uni-koeln.de/data/en/issp/codebooks/s2450cdb.pdf>; and International Social Survey Program. Codebook, ZA Study 3440, ISSP 2000, Environment II, Cologne, Germany, Zentral archiv fur Empirische Sozialforschung, 2000; accessed May 2007; available from <http://www.za.uni-koeln.de/data/en/issp/codebooks/ZA3440cdb.pdf>.

Notes: A hyphen ( - ) denotes that the question was not asked in that year. Percentages are based on the number of people who correctly answered the statements by stating they are definitely true for correct statements and by stating they are definitely not true for incorrect statements. Questions 1–7 are considered in the ISSP study to be environmental questions and questions 8–12 are considered to be science questions.

**Figure 7. Ecological Footprint by Educational Attainment, Canada, 2005 (global hectares per capita)**



Source: Estimates developed by Hans Messinger, HFM Consulting, are based on source data from Statistics Canada's Social Policy Simulation Database, National Accounts Analytical Studies Branch, and Global Footprint Network / International Institute for Sustainable Development data for the National Ecological Footprint and Biocapacity Accounts, 2005 edition.

Note: The Ecological Footprints by education illustrate the global hectares consumed per person for the individual with the highest income in each household, disaggregated by that person's level of formal educational attainment. A global hectare is an area weighted by productivity or "the amount of biological material useful to humans that is generated in a given area." (Global Footprint Network, Footprint Term Glossary, 2007; accessed August 2007; available from [http://www.footprintnetwork.org/gfn\\_sub.php?content=glossary](http://www.footprintnetwork.org/gfn_sub.php?content=glossary).)