



Issue Area: Learning

Digging a little deeper

Human capital encompasses the knowledge, skills, competencies and other attributes embodied in individuals and communities. These various attributes contribute to overall creativity, vitality and well-being of communities as well as represent an important asset from which to build. “Better literacy skills improve employment prospects, income, reduce dependence on social assistance, promote health, and reduce criminal offending. They help integrate immigrants into the workforce and society at large.” (*Literacy Matters for BC*, Literacy BC, www.literacy.bc.ca)

Learning includes access to opportunities including formal and informal education and training. Because literacy skills erode if not exercised regularly, opportunities for lifelong learning and growth also represent important elements of community vitality. Brain-based research has proven the importance of early learning, so strategies to promote early childhood development are important elements of a nurturing and caring community that strives to ensure that all children get a strong start.

Overview

Golden offers many early learning opportunities for families with young children; however, the Early Development Index shows that 37% of children in kindergarten are vulnerable in at least 1 domain, which is higher than the provincial average of 30% and a dramatic increase since 2001-2004. As well, child care availability for infants and toddlers is still an issue.

School District 6 reports that a high percentage of school aged children in elementary grades are meeting or exceeding expectations in reading and writing; our high school students’ provincial exams are higher than the provincial scores by 2%; and our graduation rates are higher than the provincial rate, but these graduation rates are lower than in the past - especially for Aboriginal students.

As for the adult sector, Golden offers many formal and informal learning opportunities for adults and our high school completion rate is slightly higher than the provincial rate, but the number of adults that do not have a certificate, diploma or degree is below the BC average by 4%. Golden’s Composite Learning Index shows that our scores for progress in lifelong learning are lower than the provincial score by 8 points and the rest of Canada by 5 points. According to the International Adult Literacy and Skills Survey, approximately 40% of BC adults still have low literacy skills.

Education and Literacy Profile of Golden & Area A

In Golden and Area A, residents of all ages can access a variety of formal and informal learning opportunities. Local schools, the college, library, community organizations, businesses and volunteers work together to support literacy. Committees such as the Early Childhood Development Coalition and the Community Literacy Planning Committee help to determine the learning needs and interests of community members, build partnerships and collaborations, and coordinate programming and services to address the needs. The following provides information about learning opportunities and statistics for 3 pillars - Early Years, School-Aged and Adults.

Early Years

Early Learning Organizations and Services:

From the number of organizations that provide programs and services for families with children aged birth to 6, it's apparent that people in Golden understand the importance of early learning:

- Home based child care, playschools, three licensed preschools
- StrongStart BC - Provides free school-based, early learning services for adults and their young children, aged birth to five. Includes developmentally appropriate activities, toys, stories, music and art to help children get ready for success in kindergarten.
- Early Childhood Development Coalition (ECDC) - The ECDC includes members from a wide variety of community organizations and coordinates quality programs and services for families with young children in Golden and rural communities. They are developing a new Strategic Plan which states their main goals for the next 5 years.
- Town of Golden - Provides events and recreational activities for families with young children.
- Columbia Basin Alliance for Literacy - Provides free early learning programs such as Mother Goose and Books for Babies, and information on early learning.
- Child Care Resource and Referral - Provides childcare and parenting information, lends toys, and sells affordable craft supplies.
- Okanagan Regional Library - Lends books, CDs and DVDs and offers programs such as Story Times
- Golden Health Unit - Provides assessment for babies' developmental stages and offer programs such as Baby Talk.
- Early Intervention Services - Support for children with developmental delays (e.g. Infant Development Program, Supported Child Development Program, Speech and Language Pathologist)
- Community Action Program for Children - Provides free programs such as Bubbly Babies and Parent and Tots.
- Parent and Tot programs - Activities, stories, songs and toys for families with young children
- School District 6 - Offers the Ready, Set, Learn program to help transition preschoolers into kindergarten and full day kindergarten started in September 2010.

Indicators → The Early Development Instrument:

The Early Development Instrument is a questionnaire designed to measure children's development in kindergarten. Results for Golden in 2009-2010 suggest that 37% of our children (ages 4 and 5) are considered vulnerable in at least one domain of development,* which is a dramatic increase since 2001-2004. EDI findings show that Revelstoke has the lowest recorded vulnerability (15.5%) of any district

throughout the province. District staff members attribute this finding to the strong community-based system already in place throughout this district in support of early learning.

The Initial Wave 4 EDI data shows that province-wide 30% of children in kindergarten were vulnerable. Over the last 10 years, nearly a third of BC's children have consistently been developmentally behind in kindergarten. The BC government, as part of their overall strategic plan, has articulated a goal of reducing ED vulnerability to 15% by the year 2015. (Southeast Kootenay Community Summary, Fall 2010)

* Notice that Wave 4 contains only 1 year of data compared to Waves 1, 2 and 3 that include 2 to 4 years of data. As a result, Wave 4 figures can be skewed by a smaller number of children.



EDI Data Table

SD 5, 6 & 19 East Kootenay/Revelstoke



| | EDI Count | | | | Physical Health & Well-Being | | | | Social Competence | | | | Emotional Maturity | | | | Language & Cognitive Dev. | | | | Communication Skills | | | | Vuln. on One or More Scales | | | |
|-------------------|-----------|-----|-----|----|------------------------------|------|------|------|-------------------|------|------|------|--------------------|------|------|------|---------------------------|------|------|------|----------------------|------|------|------|-----------------------------|------|------|------|
| | W1 | W2 | W3 | W4 | W1 | W2 | W3 | W4 | W1 | W2 | W3 | W4 | W1 | W2 | W3 | W4 | W1 | W2 | W3 | W4 | W1 | W2 | W3 | W4 | W1 | W2 | W3 | W4 |
| SD 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cranbrook - Rural | 182 | 216 | 138 | 63 | 7.7 | 14.0 | 10.1 | 7.9 | 10.4 | 12.6 | 20.3 | 11.1 | 14.0 | 16.0 | 19.7 | 12.7 | 4.9 | 10.3 | 8.0 | 9.5 | 2.7 | 11.6 | 9.4 | 15.9 | 20.9 | 33.8 | 33.3 | 22.2 |
| Cranbrook - South | 298 | 288 | 213 | 90 | 11.1 | 14.9 | 12.2 | 11.1 | 13.8 | 14.6 | 10.8 | 17.8 | 15.5 | 16.7 | 21.1 | 7.8 | 10.1 | 8.4 | 8.0 | 5.6 | 6.4 | 9.4 | 10.3 | 8.9 | 26.5 | 30.6 | 28.6 | 24.4 |
| Cranbrook - North | 160 | 121 | 73 | 45 | 8.8 | 21.7 | 15.3 | 15.6 | 8.1 | 16.5 | 23.3 | 13.3 | 10.2 | 34.2 | 23.3 | 8.9 | 5.0 | 10.8 | 16.4 | 13.3 | 3.8 | 11.7 | 15.1 | 13.3 | 18.1 | 44.6 | 39.7 | 24.4 |
| Sparwood/Elkford | 237 | 223 | 153 | 81 | 5.1 | 9.0 | 11.8 | 9.9 | 8.9 | 11.3 | 13.1 | 16.0 | 6.8 | 4.9 | 12.4 | 19.8 | 5.1 | 6.8 | 7.2 | 6.2 | 6.3 | 9.4 | 12.4 | 12.3 | 15.6 | 21.5 | 26.1 | 28.4 |
| Cranbrook - East | 203 | 185 | 126 | 41 | 6.9 | 20.5 | 13.5 | 17.1 | 6.4 | 16.8 | 7.1 | 17.1 | 8.4 | 31.9 | 10.3 | 12.2 | 6.4 | 10.3 | 6.3 | 12.2 | 6.4 | 9.2 | 7.1 | 4.9 | 18.2 | 41.1 | 24.6 | 36.6 |
| Fernie | 146 | 124 | 70 | 43 | 11.0 | 11.3 | 4.4 | 18.6 | 18.5 | 15.4 | 11.4 | 18.6 | 12.3 | 9.8 | 10.0 | 16.3 | 9.0 | 6.5 | 4.4 | 7.0 | 8.2 | 8.1 | 7.2 | 16.3 | 28.1 | 25.0 | 17.1 | 39.5 |
| SD 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Windermere | 184 | 237 | 163 | 92 | 4.3 | 5.5 | 8.6 | 13.0 | 8.7 | 5.5 | 6.7 | 4.3 | 6.0 | 3.4 | 6.1 | 6.5 | 6.5 | 5.1 | 4.9 | 6.6 | 5.4 | 6.8 | 6.7 | 8.7 | 16.3 | 13.1 | 18.4 | 21.7 |
| Kimberley | 117 | 177 | 125 | 75 | 13.7 | 9.6 | 10.4 | 9.3 | 7.7 | 10.7 | 15.2 | 16.0 | 10.3 | 13.6 | 16.0 | 14.7 | 9.6 | 9.6 | 4.0 | 6.7 | 5.2 | 5.6 | 8.0 | 6.7 | 22.2 | 22.6 | 24.8 | 24.0 |
| Golden | 159 | 213 | 127 | 54 | 4.4 | 17.4 | 7.1 | 29.6 | 1.9 | 13.1 | 12.7 | 7.4 | 7.0 | 17.0 | 21.8 | 16.7 | 3.8 | 11.3 | 11.9 | 9.3 | 5.0 | 9.9 | 11.1 | 11.1 | 13.2 | 34.3 | 31.5 | 37.0 |
| SD 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Revelstoke | 89 | 150 | 150 | 58 | 4.5 | 4.0 | 3.4 | 1.7 | 5.6 | 4.7 | 2.7 | 6.9 | 5.6 | 4.0 | 3.3 | 3.4 | 12.4 | 4.0 | 2.7 | 10.3 | 5.6 | 4.0 | 3.3 | 3.4 | 19.1 | 12.0 | 6.7 | 15.5 |

Source:
 2000-2010 EDI (Human Early Learning Partnership)
 W1 - Wave 1 (2000-2004), W2 - Wave 2 (2004-2007), W3 - Wave 3 (2007-2009), W4 - Wave 4, Year One (2009-2010)

Indicators → Books for Babies program for new parents and their infants

In 2008, Books for BC Babies conducted a quantitative study of the program and found that:

- 60.4% of parents read to their babies more as a result of receiving the resource kit.
- 48% of parents in the study used the library more often (78% of whom use the library once a week or more.)
- 33.7% joined the library after receiving the resource kit.
- 91% of parents attended or planned to attend library programs as a result of the program.

The statistics came from the report: 'Literacy Bag Program Brings Parents into Libraries: A Survey of Johnson.

School Aged

Schools in Golden and Area:

The Golden Zone of the Rocky Mountain School District (SD 6) includes 3 elementary schools, a high school, Alternate school, and Learning at Home. A new independent school is planning to open this September 2012 - the Alpine Independent School - and will offer a French Immersion program for children in kindergarten to grade 3.

Informal Learning Opportunities for School-Aged Children:

A number of community organizations provide programs and services for school-aged children.

- Columbia Basin Alliance for Literacy - Provides free school-based programs such as the One to One Children's Reading program at all 3 elementary schools, homework help programs for students in grades 4 to 12, and informal learning programs such as Video Production for high school students.
- Golden Women's Centre - Offers a the Girlz group program that includes discussions, art, and games
- East Kootenay Addiction Services - Offers programs to support children with different issues (e.g. discussion groups, wilderness trips)
- Golden Family Centre - Offers child and youth counseling, and a program called Roots of Empathy to increase positive social behaviour
- Town of Golden - Provides events and recreational activities for school-aged children
- Okanagan Regional Library - Lends books, CDs and DVDs and offers programs such as the Reading Club and free Internet access
- School District 6 (SD 6) - Many of the schools provide students and their families with Community Links support workers, Counselors, Aboriginal Education support workers, Learning Assistant Teachers, and Speech and Language Pathologists

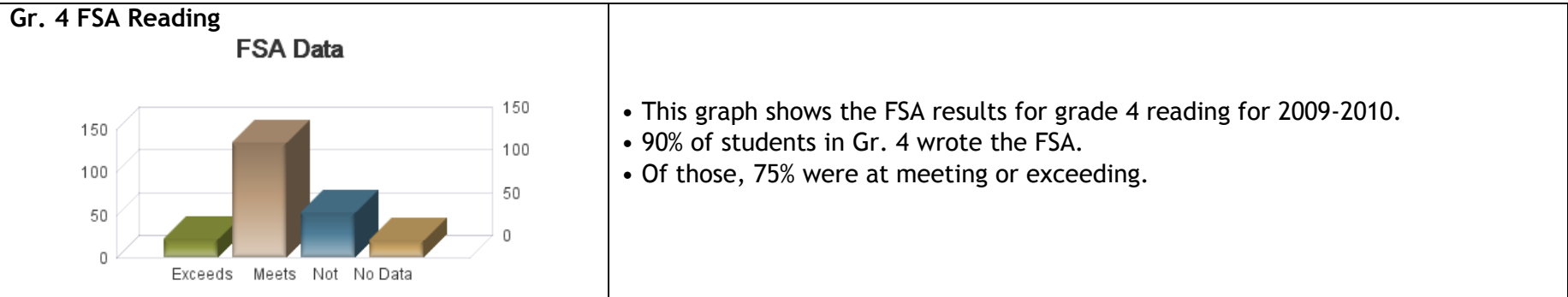
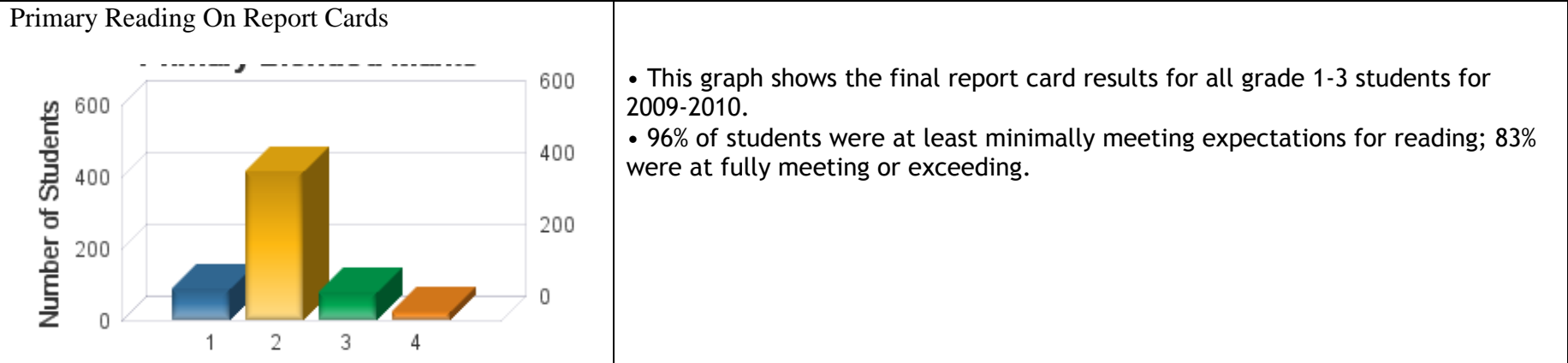
Indicators → School District 6 Data from 2009/2010 School Achievement Contract:

Indicators → Reading

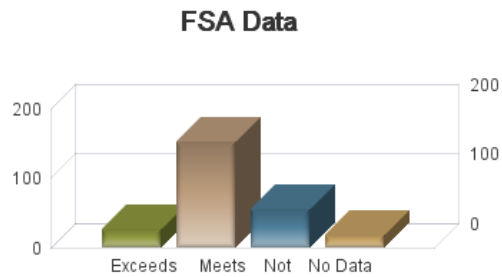
Foundation Skills Assessment trend data for reading for the three year period for comparison indicates a slight decrease at Grade 4. At Grade 7, there is a dip in FSA scores for reading in 2008-2009 and a return to the baseline level in 2009-2010.

District Data has been included from report cards to give a picture of primary students because it is now possible for SD 6 to extract the information from eSIS.

SD 6 is currently researching options with regard to the implementing of a district reading assessment and looks forward to broadening sources of data to give a more complete picture of each student.



Gr. 7 FSA Reading



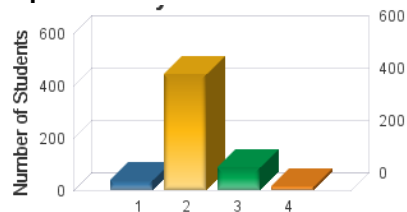
- This graph shows the FSA results for grade 7 reading for 2009-2010.
- 93% of students in Gr. 7 wrote the FSA.
- Of those, 76% were at meeting or exceeding.

Indicators (Writing):

The District Write process was designed from the beginning to provide useful information to classroom teachers about the learning needs of their students. With a baseline established each fall in Grades 1-8, and an annual spring assessment, they have good information about students and thus are able to plan interventions and support for students who are not yet meeting expectations at their level. The trend in SMART write data is toward improved achievement.

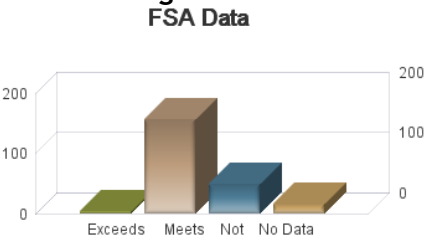
FSA trend data for the three year period for comparison indicates an increase in writing scores at Grade 4, and also for Aboriginal students and boys over the period; all other scores dipped in 2008-2009 and returned to a level comparable to the baseline in 2009-10.

Primary Writing on Report Cards



- This graph shows the final report card results for all grade 1-3 students for 2009-2010.
- 97% of students were at least minimally meeting expectations for writing; 83% were at fully meeting or exceeding.

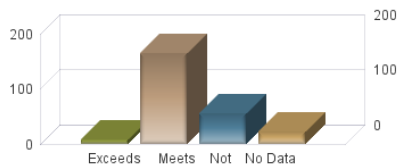
Gr. 4 FSA Writing



- This graph shows the FSA results for grade 4 writing for 2009-2010.
- 93% of students in Gr. 4 wrote the FSA for writing
- Of those, 76% were at meeting or exceeding.

Gr. 7 FSA Writing

FSA Data



- This graph shows the FSA results for grade 7 writing for 2009-2010.
- 91% of students in Gr. 7 wrote the FSA for writing
- Of those, 76% were at meeting or exceeding.

Successes:

SMART Write District Results provide evidence that the first goal has been already been met. Grade 7 SMART Write District Results (% meeting or exceeding expectations) are:

- All Students 96%
- Male 96%
- Aboriginal 100%

Challenges:

Although Grade 4 FSA reading results are at or above the provincial average, and writing results jumped 11 points this year (all students), there continues to be a gap between the FSA results and the District SMART Write results. There are a number of possible reasons for this, including significantly different assessment formats, which we will continue to investigate. The "dip" in results that occurred, particularly in Grade 7 FSA in 2008-09 was discussed in the 2010-11 Achievement Contract.

Indicators (Provincial Exams):

Provincial Exam results for Grade 10 in Principles of Math show a slight decline from last year for the cohort. The trend has been fairly stable over time with some fluctuations in Aboriginal student results. Applications of Math results are noticeably higher than the previous year with males rising 8% and Aboriginal student scores up by 17%. Essentials of Math results are higher than provincial averages for all groups. We will look for a positive trend across all Math exams with a district focus on numeracy.

Provincial English 10 2007/2008 results tell us:

- 94% successful (4% higher than 2006/2007; 2% higher than province)

Provincial English 12 2007/2008 results tell us:

- 95% successful (same as 2006/2007; 2% higher than province)

Provincial Communications 12 2007/2008 results tell us:

- 88% successful (4% higher than 2006/2007; 6% lower than provincial)

Indicators → Graduation Rates at Golden Secondary School 2009/2010:

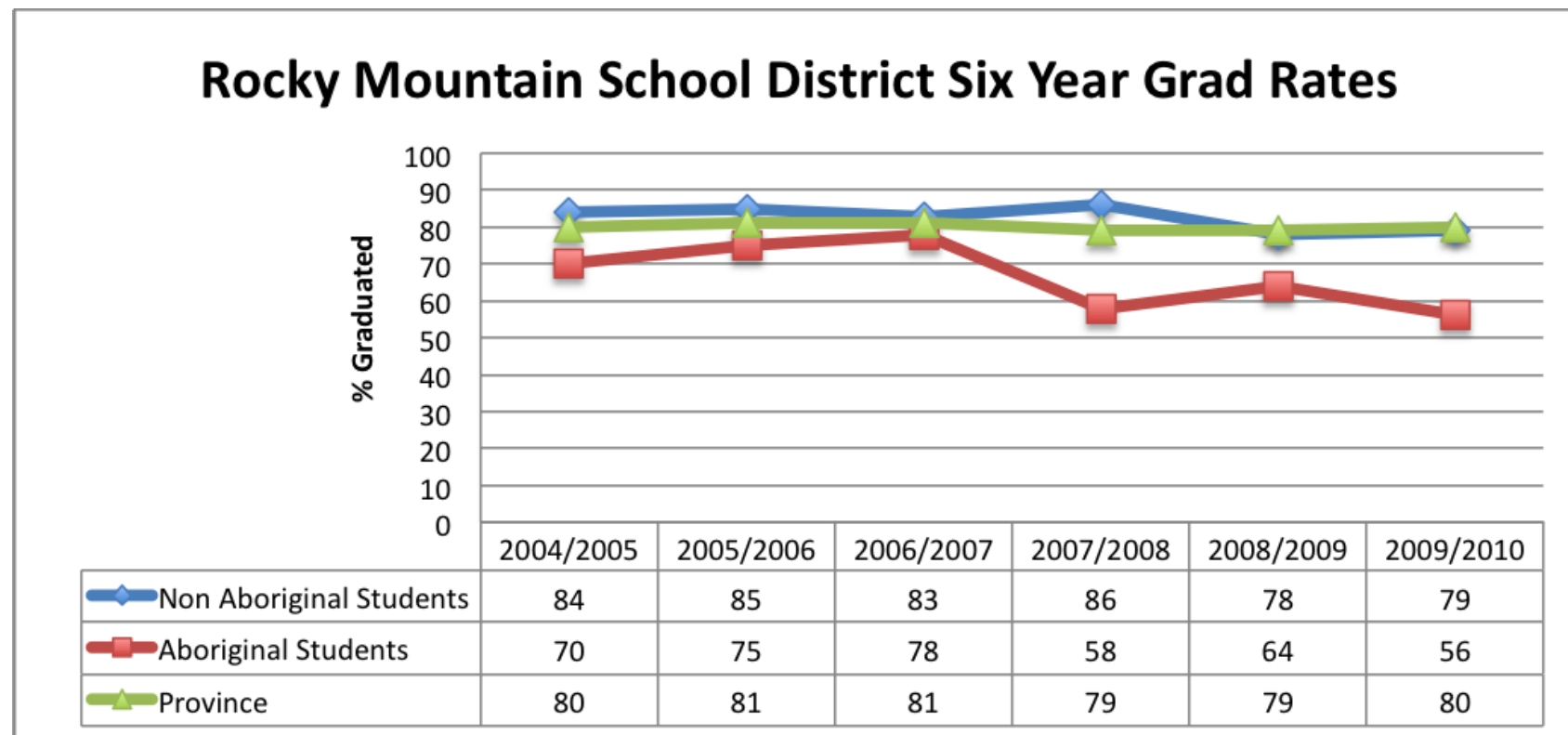
82% of 76 students graduated. This is a 9% decrease since 2005/2006.

83% of female students graduated. This is a 13% decrease since 2005/2006.

80% of male students graduated. This is an 8% decrease since 2005/2006.

73% of aboriginal students graduated. This is a 14% decrease since 2005/2006.

According to the 2010/2011 Student Achievement Contract, graduation rates for students first time in grade 12 continue to be above the provincial rate in all areas. According to the Ministry of Education, 80% of students in BC graduated this year, which is a 2% increase since 2005/2006.



Successes:

In 2008-2009 78% of all students, 64.3% of Aboriginal students and 76.5% of male students achieved 6 year Dogwood completion. 83% of all students, 67% of Aboriginal students and 76% of male students achieved success as 'First-Time Grade 12 Graduates'. In 2009-10 the completion rate was at 79% for non-Aboriginal students.

Challenges:

The School District would like to see completion rates higher for all students. The Aboriginal completion rate is concerning, although above the provincial average. These rates are lower than we have seen in the past for both groups, and we plan to "drill down" and see what is happening in our context. In particular, since migration out of the Province factors into these rates, we wonder to what degree that may be affecting SD6 data.

ADULT

Formal and Informal Learning Opportunities for Adults:

- The College of the Rockies (COTR) - Provides post-secondary education in Golden. They offer Adult Basic Education, Skills Upgrading for Parents (with free childcare), English as a Second Language, Continuing Education, an Adventure Tourism Business Operations Certificate Diploma, Lifelong Learning program, Special Needs program, and employment and career training.
- Columbia Basin Alliance for Literacy - Supports and provides literacy initiatives such as the Skills Upgrading for Parents, One to One Adult tutoring, and parenting education programs.
- Golden Employment Services - Provides assistance with employment process, Essential Skills development, computer skills, and ESL
- Golden Women's Centre - Offers workshops and programs (e.g. Financial and health literacy), computer support, resource library
- Golden Family Centre - Offers family and emotional literacy counseling as well as workshops and programs such as Nobody's Perfect parenting program
- Okanagan Regional Library -Lends books, CDs and DVDs and offers free Internet access
- Golden Health Unit - Offers prenatal course, Baby Talk Program; distributes the resource kit for the Books for Babies program; and provides parents with information on developmental stages

Indicators → Educational Attainment:

According to Statistics Canada 2006, 24% of Golden residents over the age of 15 do not have a certificate, diploma or degree, which is below the BC average of 20%. Only 11% of Golden residents hold a university certificate, diploma or degree, which is below the BC average of 19%.

| Educational Attainment | Total | Male | Female |
|---|-------|------|--------|
| Total population 15 years and over | 3135 | 1610 | 1525 |
| No certificate, diploma or degree | 755 | 420 | 330 |
| High school certificate or equivalent | 1115 | 545 | 565 |
| Apprenticeship or trades certificate or diploma | 320 | 240 | 80 |
| College, CEGEP or other non-university certificate or diploma | 495 | 165 | 330 |
| University certificate or diploma below the bachelor level | 85 | 25 | 60 |
| University certificate, diploma or degree | 360 | 205 | 155 |

Source: Statistics Canada 2006

Indicators → High School Non-Completion Rate:

As of 2010, 81.4% of people over the age of 15 in the Thompson-Okanagan region, which Golden is a part of, have a high school education. Compared to the rest of Canada, this rate is a bit higher by 1.6%. This rate of 81.4% of adults completing high school has improved by 16% since 1990.

| Proportion of the Population (15 years and over) that have not completed high school by CMA and Economic Region, 1990, 2000-2010 | 1990 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Percentage point change 1990-2010 |
|--|------|------|------|------|------|------|------|------|------|------|------|------|-----------------------------------|
| Golden - part of the Thompson-Okanagan Region | 34.7 | 26.4 | 26.9 | 29.5 | 25.7 | 23.8 | 22.5 | 23.4 | 21.3 | 20.5 | 17.9 | 18.6 | -16.1 |
| Canada | 37.8 | 28.2 | 27.2 | 26.3 | 25 | 24.5 | 23.7 | 23.4 | 22.3 | 21.7 | 21 | 20.2 | -17.6 |

Source: Statistics Canada, Labour Force Survey 2009

Indicators → Composite Learning Index (CLI):

The CLI is Canada's annual measure of progress in lifelong learning. It is based on a combination of statistical indicators that reflect the many ways Canadians learn, whether in school, in the home, at work or within the community. To reflect this broad spectrum of learning, the CLI uses a wide range of learning indicators to generate numeric scores. There are 17 indicators clustered into 4 pillars - Learning to Know, Learning to Do, Learning to Live Together, Learning to Be - and along with 26 specific measures, they are used to calculate progress in lifelong learning. A high CLI score means that a particular city, town or rural community possesses the kinds of learning conditions that foster social and economic well-being. A low CLI score means that a community is under-performing in certain aspects that are key to lifelong learning. Visit the CLI website <http://www.cli-ica.ca/en.aspx> for more details.

The CLI score should be used for comparative purposes to measure progress at the local and at the national level. The mean value for 2010 in Golden is 70. This rate has only decreased by 1 since 2006. Compared to the rest of the province, Golden's score is lower by 8 points, and compared to the rest of Canada, Golden's score is lower by 5 points.

| CLI Scores Source: Canadian Council on Learning (CCL) | 2006 | 2007 | 2008 | 2009 | 2010 | Absolute Change, 2006- 2010* | Per Cent Change, 2006- 2010* |
|---|-----------|-----------|-----------|-----------|-----------|------------------------------------|------------------------------------|
| British Columbia | 75 | 82 | 80 | 77 | 78 | 3 | 4.0 |
| Victoria | 81 | 85 | 93 | 86 | 95 | 14 | 17.3 |
| Kelowna (CMA) | 71 | 82 | 83 | 81 | 79 | 8 | 11.3 |
| Peachland | 70 | 80 | 83 | 79 | 76 | 6 | 8.6 |
| Lake Country | 70 | 82 | 83 | 80 | 75 | 5 | 7.1 |
| Kelowna (city) | 71 | 83 | 84 | 82 | 79 | 8 | 11.3 |
| *Westbank | 70 | 81 | 82 | 79 | 75 | 5 | 7.1 |
| Sunshine Coast** | 74 | 79 | 77 | 72 | 72 | -2 | -2.2 |
| Squamish | 74 | 81 | 76 | 72 | 72 | -2 | -2.7 |
| Powell River | 80 | 83 | 80 | 75 | 83 | 3 | 3.8 |
| Golden | 71 | 79 | 74 | 71 | 70 | -1 | -1.4 |
| Columbia-Shuswap A (RDEA) | 66 | 74 | 73 | 70 | 67 | 1 | 1.5 |
| Penticton | 72 | 83 | 79 | 79 | 79 | 7 | 9.7 |
| Vernon | 71 | 82 | 78 | 77 | 77 | 6 | 8.5 |
| Canada | 73 | 76 | 77 | 75 | 75 | 2 | 2.7 |

Indicators → International Adult Literacy and Skills Survey:

In 2003 the International Adult Literacy and Skills Survey (IALSS) tested over 23 000 Canadian adults (16 and older) on their skills proficiency based on four domains including prose, document, numeracy and problem-solving. IALSS conceptualized proficiency along a continuum that denoted how well adults use information to function in society and the economy on the basis of levels one to five, that is, lowest to highest. For employed Canadians, level three is the desired score to meet present and future demands of a knowledge-based economy. (Source: International Adult Literacy and Skills Survey, 2003)

IALS results:

- The Yukon, British Columbia, Alberta, and Saskatchewan had average scores significantly higher than the national average in all domains. Marc Lachance, the CCL's director of monitoring and reporting, said the regional differences in literacy rates are due to several reasons, including the number of immigrants, proportion of aging adults and the existence of social programs in that particular community.
- 40% of British Columbians adults have low levels of literacy skills (levels 1 and 2), which means that they may have trouble reading a prescription, understanding a bus schedule or keeping up with technological advances in the workplace (CCL). Identified by the Organization for Economic Co-operation and Development (OECD), this level means these people have the skills to develop "a capacity to deal only with simple, clear material involving uncomplicated tasks." People at this stage may have "everyday coping skills" but will face many challenges, such as learning new job skills, according to the OECD.
- Contrary to expectations, the 2003 IALSS found little improvement in the overall literacy of adult Canadians since they were assessed a decade ago.
- Compared to other developed countries like Czech Republic, Britain and Italy, Canada's adult literacy levels rated average, according to the 2003 OECD survey.
- For more details about key findings on IALSS, visit http://abclifeliteracy.ca/files/ialss_summary_nov_05_0.pdf

Percent of population at each proficiency level (Prose, Document, and Numeracy), 16 and over, 2003

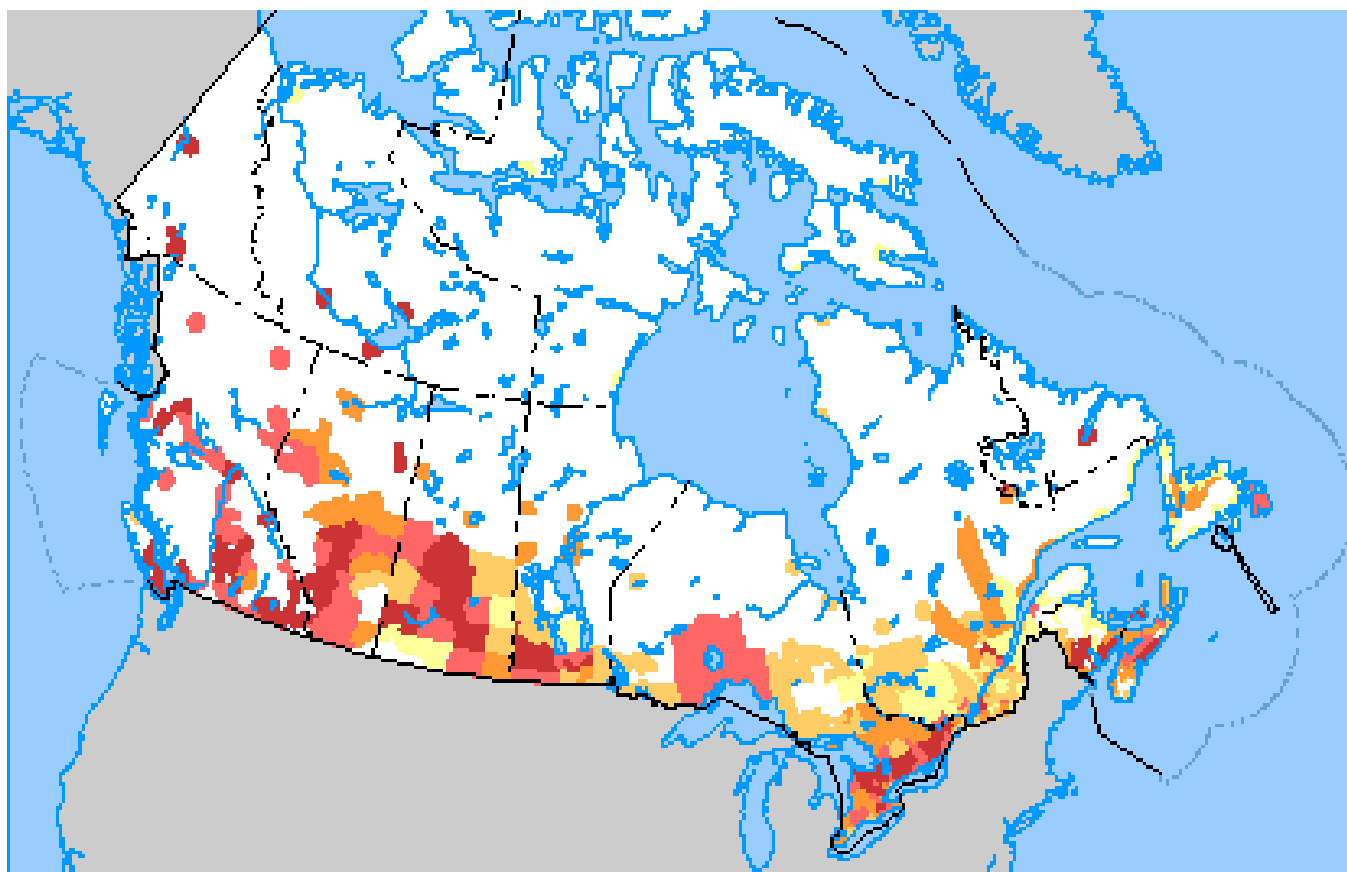
| A. Prose | Level 1 % | Level 2 % | Level 3 % | Level 4/5 % |
|---------------------------|-----------|-----------|-----------|-------------|
| Newfoundland and Labrador | 24 | 31 | 33 | 12 |
| Prince Edward Island | 20 | 30 | 34 | 16 |
| Nova Scotia | 23 | 33 | 31 | 12 |
| New Brunswick | 20 | 30 | 34 | 17 |
| Quebec | 22 | 32 | 33 | 13 |
| Ontario | 21 | 27 | 35 | 17 |
| Manitoba | 18 | 26 | 37 | 17 |
| Saskatchewan | 14 | 27 | 39 | 21 |
| Alberta | 14 | 26 | 40 | 21 |
| British Columbia | 17 | 23 | 37 | 23 |
| Yukon | 11 | 23 | 40 | 27 |
| Northwest Territories | 19 | 26 | 35 | 20 |
| Nunavut | 47 | 26 | 20 | 7.5 |
| Canada | 20 | 28 | 35 | 17 |

| B. Document | Level 1 % | Level 2 % | Level 3 % | Level 4/5 % |
|---------------------------|------------------|------------------|------------------|--------------------|
| Newfoundland and Labrador | 27 | 31 | 29 | 13 |
| Prince Edward Island | 22 | 29 | 33 | 16 |
| Nova Scotia | 20 | 28 | 35 | 18 |
| New Brunswick | 26 | 32 | 30 | 12 |
| Quebec | 25 | 32 | 30 | 13 |
| Ontario | 23 | 26 | 34 | 18 |
| Manitoba | 19 | 28 | 37 | 16 |
| Saskatchewan | 15 | 26 | 39 | 21 |
| Alberta | 15 | 25 | 37 | 23 |
| British Columbia | 17 | 23 | 35 | 24 |
| Yukon | 11 | 25 | 40 | 25 |
| Northwest Territories | 20 | 26 | 34 | 20 |
| Nunavut | 47 | 27 | 19 | 8 |
| Canada | 22 | 27 | 34 | 18 |

| C. Numeracy | Level 1 % | Level 2 % | Level 3 % | Level 4/5 % |
|---------------------------|------------------|------------------|------------------|--------------------|
| Newfoundland and Labrador | 32 | 33 | 26 | 9 |
| Prince Edward Island | 26 | 34 | 28 | 12 |
| Nova Scotia | 26 | 31 | 31 | 13 |
| New Brunswick | 30 | 35 | 26 | 9 |
| Quebec | 28 | 31 | 29 | 13 |
| Ontario | 27 | 29 | 29 | 15 |
| Manitoba | 25 | 32 | 31 | 12 |
| Saskatchewan | 20 | 29 | 34 | 17 |
| Alberta | 20 | 29 | 33 | 19 |
| British Columbia | 21 | 27 | 33 | 18 |
| Yukon | 16 | 28 | 38 | 19 |
| Northwest Territories | 25 | 28 | 33 | 15 |
| Nunavut | 56 | 22 | 15 | 7 |
| Canada | 26 | 30 | 30 | 15 |

Source: Barr-Telford, L., F. Nault and J. Pignal. 2005. *Building on Our Competencies, Canadian Results of the International Adult Literacy*. This report shows the skills distributions of the population of each of the ten provinces and three territories and of specific subpopulations, such as immigrants, Aboriginal peoples and minority language groups. The report also analyses the relationships between socio-demographic characteristics, such as age, education, type of work and income, and performance in literacy, numeracy and problem solving.

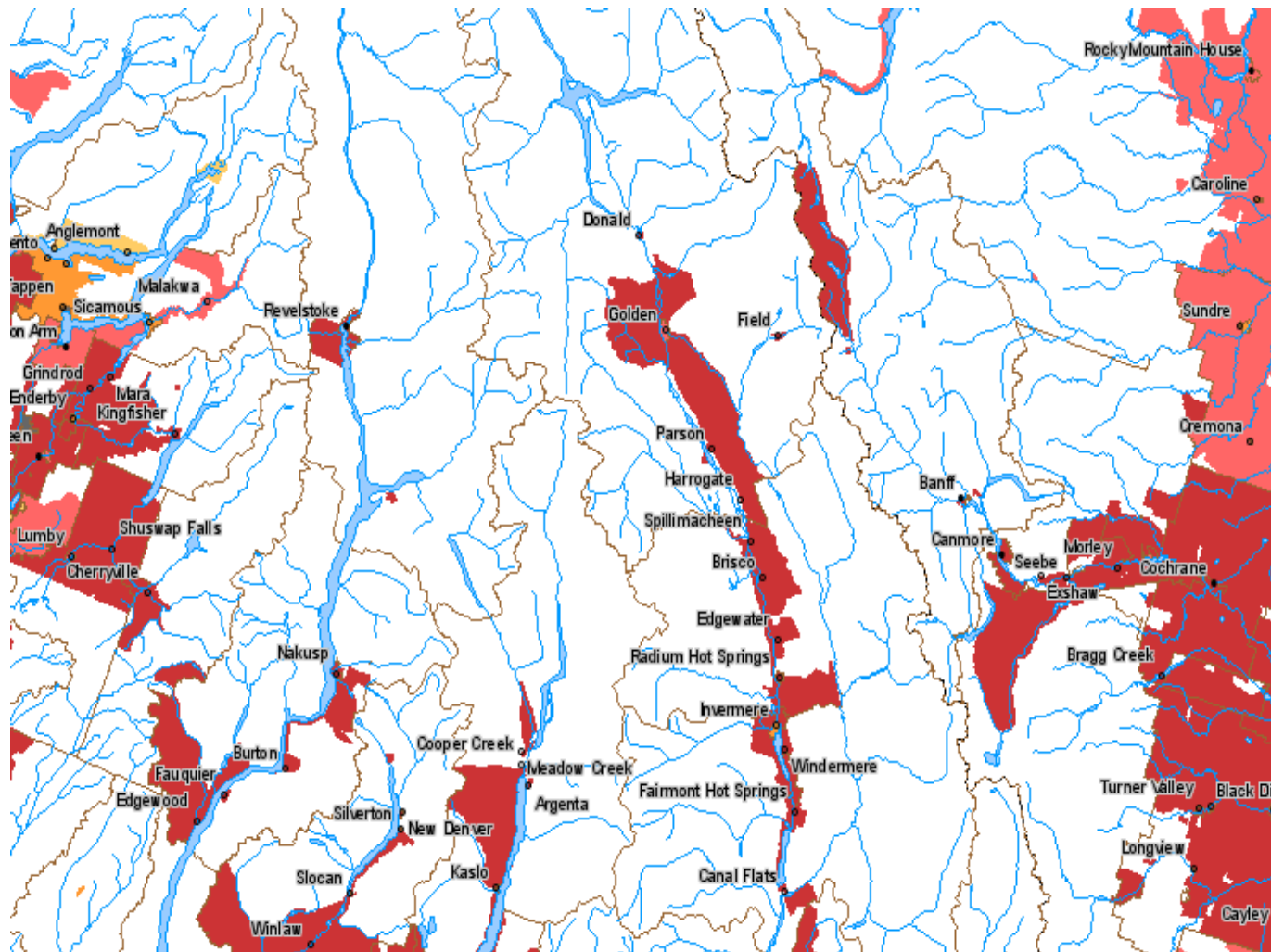
Literacy Performance on 2003 Adult Literacy Skills Survey



Population Aged 16 and Over (by census division)*

- Lowest Performers
- Second Lowest Performers
- Middle Performers
- Second Highest Performers
- Highest Performers
- Non-ecumene Population (sparsely populated areas)

*Note: Literacy performance is represented by quintiles based on the prose score results of the 2003 Adult Literacy and Skills Survey.



Population Aged 16 and Over (by census division)*

- Lowest Performers
- Second Lowest Performers
- Middle Performers
- Second Highest Performers
- Highest Performers
- Non-ecumene Population (sparsely populated areas)

*Note: Literacy performance is represented by quintiles based on the prose score results of the 2003 Adult Literacy and Skills Survey.

Source: <http://atlas.nrcan.gc.ca/site/english/maps/peopleandsociety/literacy/literacy>

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