



Adult Learning and Foundational Skills:

Findings from the first cycle of the Programme for the International Assessment of Adult Competencies (PIAAC)



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This report was drafted under the aegis of the Council of Ministers of Education, Canada (CMEC) and Employment and Social Development Canada (ESDC). Founded in 1967, CMEC is the collective voice of Canada's ministers of education. It provides leadership in education at the pan-Canadian and international levels and contributes to the exercise of the exclusive jurisdiction of provinces and territories over education. ESDC is a department of the Government of Canada. Its mission is to build a stronger and more competitive Canada, to support Canadians in making choices that help them live productive and rewarding lives, and to improve Canadians' quality of life.

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The opinions expressed and arguments employed herein do not necessarily reflect the official views of CMEC, ESDC, or the other provincial/territorial or federal departments and agencies involved in PIAAC.

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Executive Summary

Skills play an important role in both individual and societal well-being and are necessary across a variety of contexts, from education to work and much of everyday life.

The Programme for the International Assessment of Adult Competencies (PIAAC) is a survey of adults aged 16 to 65. It assesses key cognitive skills used at work and at home that are needed to participate fully in society and the economy in the 21st century. Led by the Organisation for Economic Co-operation and Development (OECD) in partnership with countries around the world, PIAAC directly assesses proficiency in information-processing skills in three domains: literacy, numeracy, and problem solving in technology-rich environments (PS-TRE). The survey also collects information on a range of personal, socioeconomic, and other traits, including participating in different forms of adult learning, the number of adult learning activities, the amount of time dedicated to adult learning, types of learning activities, barriers to adult learning, employer support for such learning, and reasons and motivation for participation in adult learning.

Objectives

Evidence from the OECD suggests that higher levels of proficiency across the three domains are positively associated with beneficial health, social, and labour-market outcomes (OECD, 2013b) and that participation in adult learning activities among the population aged 16 to 65 correlates with higher levels of skills proficiency.

Skills have become a kind of global currency in modern economies. The value of this currency, however, can depreciate over time as the demands of economies change and as unused skills naturally decline through lack of maintenance (OECD, 2013b). Lifelong learning opportunities, which include all forms of adult learning, play an important role in developing, maintaining, and upgrading skills among adults in all occupations. As economies rapidly and continually evolve, lifelong learning gives individuals the tools needed to keep pace with the demands of the labour market. This report explores various profiles of adult learners in Canada in relation to their participation in learning activities. It examines the impacts of various sociodemographic and labour-market factors on participation in adult learning, and attempts to identify contexts where disadvantages exist.

This report includes both descriptive and regression analyses of PIAAC survey data. Descriptive analyses present the distribution of adult learning participation across Canadian jurisdictions and in comparison to other countries. Canadian results are also presented by key socioeconomic and sociodemographic variables, including gender, age, education, Indigenous identity,¹ and immigrant status. Regression analyses assess the effect of participation in adult learning on skills proficiency in Canada, both before and after accounting for other sociodemographic characteristics.

As a cross-sectional survey that collected data at a single point in time, PIAAC cannot confirm the direction of influence between skills proficiency and adult learning participation. Longitudinal data would be required to assess whether stronger skills make people more likely to participate in adult learning and/or whether adult learning participation causes people to be in a position to attain and maintain stronger skills — in short,

¹ PIAAC 2012 used the word *Aboriginal* to refer to respondents who self-identified as First Nations, Métis, or Inuit. As a result of changes in terminology since then, these respondents are referred to collectively as *Indigenous peoples* in this report. For more information on Indigenous respondents, see Statistics Canada, ESDC, & CMEC (2013).

whether the relationship between adult learning and skills might, in fact, be a virtuous circle. Instead, this report explores how skills and adult learning participation are associated. Such analysis strengthens our understanding of inequalities in learning opportunities within Canada in order to inform education policy and targeted interventions.

Key findings

- Canadians participated in adult learning at a rate higher than the average for OECD countries that participated in PIAAC, a pattern that exists across all three categories of adult learning engaged in by respondents: formal only, non-formal only, and both formal and non-formal.² Canada's provinces and territories also tended to have participation rates above the OECD average, with the exception of Newfoundland and Labrador, New Brunswick, and Nunavut. Participation rates by category of adult learning, however, vary considerably among provinces and territories.
- Participation rates in adult learning correlate with skills proficiency. Adults who demonstrated higher skill levels in literacy, numeracy, and PS-TRE were more likely to be involved in adult learning. This pattern exists internationally, at the pan-Canadian level, and within the provinces and territories.
- An examination of skills proficiency by category of adult learning reveals that respondents in the category of participating in both formal and non-formal learning demonstrated the highest skills proficiency in all three domains. Adults who participated in only non-formal learning tended to demonstrate higher skill levels than those who participated in only formal learning. Those who participated in only formal learning demonstrated the lowest skill levels of the three categories. Respondents who did not engage in any kind of adult learning demonstrated lower skill levels than participants in all other kinds of adult learning.
- Half of the respondents who participated in adult learning activities in the 12 months prior to taking the PIAAC survey did so to improve job performance or career prospects, followed by those who did so to increase knowledge or skills. At the pan-Canadian level, the vast majority of adults participating in learning (85 percent) were motivated by job-related reasons, an explanation that was given by between 81 and 89 percent of respondents across the provinces and territories. Other motivating factors for participation included the desire to start a business or being obliged to participate. These results are consistent for those who participated in formal learning only, non-formal learning only, and both types of learning.
- The most common reported barrier to participating in adult learning was being too busy at work, which was cited by 29 percent of respondents who participated in some form of adult learning. Other barriers cited by respondents include unaffordability of training, family responsibilities, inconvenient course scheduling, lack of employer support, not having the proper prerequisites, or unexpected occurrences.
- While participation rates in adult learning were very similar between men and women, differences exist in the types of activities in which they took part, their reasons for participating, and the most commonly cited barriers. Men were 50 percent more likely to cite being busy at work as an obstacle, whereas women were almost twice as likely to cite family responsibility. Additionally, in all provinces and territories, men were more likely than women to receive employer support for adult learning.

² Please see Appendix I for descriptions of the three types of adult learning.

- Age was an important factor affecting participation rates in adult learning. The rate of participation in adult learning was highest among individuals in the 25–34 age range and tended to drop as individuals get older. Adults in the 25–34 age range also demonstrated the highest proficiency levels in literacy, numeracy, and PS-TRE — proficiency levels in all three domains decreased with age. Barriers to adult learning tended to change with age as well — for example, the youngest age group (16–24) tended to report financial barriers, while being busy at work tended to become an increasingly more prominent barrier for each successive age group, peaking at 45–54.
- Educational attainment was an effective predictor of participation in adult learning, as rates of participation consistently increased with higher levels of educational attainment, a trend evident at both the pan-Canadian level and for the provinces and territories. The exception can be seen at the lowest level of educational attainment — that is, those who have not attained a high-school diploma. At this level, significant variations in participation in adult learning exist among the provinces and territories. PIAAC data also suggest a strong correlation between parental levels of educational attainment and participation in adult learning.
- Canadian-born respondents were more likely than immigrants to take part in adult learning. Participation in adult learning for immigrants became more complex when disaggregated for recent immigrants (those residing in Canada for less than 10 years) and established immigrants (those residing in Canada for more than 10 years). Recent immigrants were generally more likely than established immigrants to participate in adult learning, except in British Columbia.
- Indigenous peoples and non-Indigenous populations in Canada had similar participation rates in adult learning, except in Northwest Territories and Nunavut, where non-Indigenous respondents participated at a higher rate. Indigenous peoples tended to participate in two categories — formal learning only and both formal and non-formal learning — at higher rates than non-Indigenous peoples did. The highest rates of participation for both groups were in non-formal learning only. Outcomes for Indigenous peoples are influenced by a range of historical and contemporary factors, including social and economic exclusion and the legacy of Canada’s history of colonization.
- In Canada overall, 77 percent of adult learning occurred with some sort of employer support, whether in the form of partial or total absorption of costs or completion of learning mostly or entirely during working hours. While the types of employer support overlap, a greater proportion of adult learners received support in the form of working hours (69 percent) than in the form of monetary funding (57 percent).
- Canadians in the services-producing sector had a higher participation rate in adult learning than those in the goods-producing sector. This trend is consistent across the provinces and territories except in Northwest Territories, where those in the goods-producing sector participated in adult learning at a greater rate than those in the services-producing sector.
- Participation rates varied between the private, public, and non-profit sectors. Workers in the public sector had the highest rate of participation in adult learning, compared to the non-profit and private sectors. This trend is consistent across the provinces and territories except in Northwest Territories, where participation among those in the non-profit sector was lower than those in the private sector. Differences in educational attainment are also notable: the proportions of workers in both the public and non-profit sectors with a bachelor’s degree or higher were greater than the proportion in the private sector.
- Canadians employed in managerial and professional occupations participated in adult learning at higher rates than Canadians employed in any other occupational categories, across all provinces and territories. These individuals also consistently scored highest among all adult learners in all three skill domains and tended to have higher levels of educational attainment.

- Canadians employed by larger firms had a higher likelihood than those in smaller firms of participating in adult learning: results from PIAAC show that participation rates rose as firm size increased. Larger firms have greater resources, infrastructure, and training facilities, and are generally more likely to support training among their staff. At the same time, employees with higher skills proficiency were more likely to participate in adult learning regardless of firm size.
- Employment status appears to have a significant impact on participation rates in adult learning: at the pan-Canadian level, 65 percent of respondents who were employed participated in adult learning, compared to 51 percent of respondents who were unemployed and 27 percent of those who were outside of the labour force. Differences also exist in participation rates between those employed full time and those employed part time, with full-time workers participating at higher rates.
- Respondents who were self-employed participated in adult learning at lower rates than employees, even when they had similar educational attainment profiles. While participation rates increased with educational attainment for both groups, employees tended to participate in adult learning at significantly higher rates across all provinces and territories where data were available.

Implications

Analyses of PIAAC adult learning data demonstrate a fairly consistent positive correlation between participation in adult learning and skills in literacy, numeracy, and PS-TRE. Existing studies have drawn similar conclusions, and this report builds on those works. A variety of sociodemographic and labour-market factors can modify participation rates; thus, through a better understanding of how the aforementioned factors can impact adult learning, more effective policy and programming can be developed to increase participation, develop and enhance skills, and improve individual and societal outcomes.

Note to Reader

What is PIAAC?

An initiative of the Organisation for Economic Co-operation and Development (OECD), the Programme for the International Assessment of Adult Competencies (PIAAC) is a household survey of adults aged 16 to 65. Its aim is to assess key cognitive and workplace skills needed for successful participation in 21st-century society and the global economy.

PIAAC directly assesses cognitive skills in the areas of literacy, numeracy, and problem solving in technology-rich environments (PS-TRE). PIAAC's extensive background questionnaire also provides information about a number of other skills and personal traits.

In Canada, PIAAC was conducted by Statistics Canada and made possible by the joint effort of the ministers of education of the provinces and territories, through the Council of Ministers of Education, Canada (CMEC), and the Government of Canada, led by Employment and Social Development Canada (ESDC). For definitions and background information about PIAAC in Canada, please refer to the pan-Canadian report entitled *Skills in Canada: First Results from the Programme for the International Assessment of Adult Competencies (PIAAC)* (Statistics Canada, ESDC, & CMEC, 2013) or visit www.piaac.ca.

Foundational skills: Literacy, numeracy, and problem solving in technology-rich environments

Participation in PIAAC enables Canada to measure skills in an international context.³ The program, which builds on previous international assessments, provides internationally comparable measures of skills that are essential to processing information. PIAAC measures these skills within three domains: literacy, numeracy, and problem solving in technology-rich environments. Given the centrality of written communication and fundamental mathematics as well as the rapid integration of information and communications technology (ICT) in virtually all areas of life, individuals must have the ability to understand, process, and respond to textual and numerical information in both print and digital formats if they are to participate fully in society. Literacy, numeracy, and PS-TRE are considered key to that ability. Literacy and numeracy, developed in any language, provide a foundation for the development of other, higher-order cognitive skills. Together with PS-TRE, they are prerequisites for gaining access to, and an understanding of, specific domains of knowledge. They are also necessary in a broad range of contexts, from education and work to everyday life.

Main elements of PIAAC in Canada

The PIAAC survey is made up of three main parts: a background questionnaire, a direct assessment of skills, and a module on the use of skills.

Background questionnaire

The PIAAC background questionnaire puts the results of the skills assessment into context, classifying survey participants according to a range of factors that influence the development and maintenance of skills. In particular, the questionnaire facilitates the analysis of skills distribution across sociodemographic and socioeconomic variables. It also permits the study of outcomes that could be associated with skills. The questionnaire is divided into the following sections:

- demographic characteristics (e.g., Indigenous identity,⁴ age, gender, immigrant status);
- educational attainment and training (e.g., level of education, where and when education was attained, field of study);
- employment status and income (e.g., employed or not, type of work, earnings); and
- social and linguistic background (e.g., self-reported health status, language spoken at home).

³ The OECD refers to PIAAC as the “Survey of Adult Skills.”

⁴ PIAAC 2012 used the term *Aboriginal* in reference to respondents who self-identified as First Nations, Métis, or Inuit. As a result of changes in terminology since then, these respondents are referred to collectively as *Indigenous peoples* in this report.

Direct assessment of skills

The direct-assessment component measures foundational information-processing skills in the three domains of literacy, numeracy, and PS-TRE. Assessment participants are tested in the official language of their own choice (English or French), and thus the results are influenced by their proficiency in that language. Each skill is measured along a continuum and within the context of how it is used. To help interpret the results, the continuum has been divided into different levels of proficiency. There are six proficiency levels for literacy and numeracy (from below Level 1 to Level 5), and four for PS-TRE (below Level 1 to Level 3). These levels do not represent strict demarcations between abilities but instead describe a set of skills that individuals possess to a greater or lesser degree. This means that individuals scoring at lower levels are not precluded from completing tasks at a higher level — they are simply less likely to complete them than are individuals scoring at the higher level. Descriptions of the different levels and the abilities that they comprise can be found in Appendix I.

PIAAC recognizes that concepts such as literacy, numeracy, and PS-TRE are too complex and varied to be captured by a single measure. For example, there are multiple forms of literacy, rather than a single one. The assessment's aim, therefore, is not to redefine or simplify such concepts; rather, it is to evaluate a specific, measurable dimension of them. The skills assessed by PIAAC are defined in terms of three parameters: content, cognitive strategies, and context. The *content* and *cognitive* strategies are defined by a specific framework that describes what is being measured and guides the interpretation of results (OECD, 2012). *Context* refers to the different situations in which the skills are used, including professional, educational, personal, and societal.

Literacy

For the purposes of PIAAC, literacy is defined as “understanding, evaluating, using and engaging with written texts to participate in society, to achieve one’s goals, and to develop one’s knowledge and potential” (OECD, 2012, p. 19).

The assessment measures respondents’ ability to engage with written texts (print-based and digital) and thereby participate effectively in society, achieve goals, and develop their knowledge and potential. Tasks measure the ability of respondents to access, identify, and process information from a variety of texts that relate to a range of settings (see Appendix I for more information).

PIAAC also includes an assessment of reading components designed to provide information about adults with very low levels of proficiency in reading. It measures skills in print vocabulary (matching words with the picture of an object), sentence processing (deciding whether a sentence makes logical sense), and passage comprehension (selecting words that make the most sense in the given context). Results from the assessment of reading components are not presented in the thematic report series. Once the OECD publishes the reading-component results, the findings can then be reported at the Canadian and provincial/territorial levels.

Numeracy

PIAAC defines numeracy as “the ability to access, use, interpret and communicate mathematical information and ideas, in order to engage in and manage the mathematical demands of a range of situations in adult life” (OECD, 2012, p. 33).

The assessment measures respondents' ability to engage with mathematical information and manage the mathematical demands of a range of situations in everyday life. Tasks measure the ability of respondents to understand mathematical content and ideas (e.g., quantities, numbers, dimensions, relationships) and the representation of that content (e.g., objects, pictures, diagrams, graphs). The PIAAC assessment is designed to evaluate how mathematical concepts are applied in the real world, not whether someone can solve a set of equations in isolation. (See Appendix I for more information on the skills associated with the levels of proficiency in numeracy.)

PS-TRE

The assessment also measures respondents' ability to use “digital technology, communication tools, and networks to acquire and evaluate information, communicate with others, and perform practical tasks” (OECD, 2012, p. 45). Tasks measure the ability of respondents to understand technology (e.g., hardware, software applications, commands, and functions) and solve problems with it (see Appendix I for more information on the PS-TRE tasks). This part of the assessment is divided into two different but related parameters: familiarity with computers and how to use them; and the ability to solve problems commonly encountered in a technology-rich world.

Module on the use of skills

The module on the use of skills collects self-reported information on how respondents use a range of skills at work and in everyday life, including the frequency and intensity of use. It includes information about the use of cognitive skills (such as engagement in reading, numeracy, and ICT); non-cognitive skills (such as the capacity to work collaboratively or as a member of a team); organizational skills (such as communicating, planning, and influencing); and skills in the workplace (such as autonomy over key aspects of work and what kind of skills are employed at work).

Interpreting the data in the report

As with all comparative studies, PIAAC was designed and implemented in a way that would ensure the validity, reliability, comparability, and interpretability of results. It identified and quantified possible errors and issues that could interfere with or bias interpretation. In the present report, such errors and issues are highlighted in notes to applicable figures and tables. In Chapters 1 to 3, every figure has as its source a corresponding table in Appendix II; these tables include additional information that could prove useful to the reader. Efforts were made to provide valid international and cross-jurisdictional comparisons throughout this report. In some cases, however, such comparisons were omitted, either because of methodological challenges or because they had limited analytical value, given the objectives and scope of this report.

The data presented in this report are estimated from representative samples of adults in Canada, as well as in the other OECD countries that participated in PIAAC between 2011 and 2018 (Rounds 1, 2, and 3); their combined average score is referred to as the “OECD average.” A degree of sampling error must be taken into account in analyzing the results. Sampling error decreases as the size of the sample increases, so that the likelihood of any error is larger at the provincial/territorial level than at the level of Canada as a whole. Results are complicated further by “measurement error” — the variation that may be created because respondents did not all answer the same questions. (They answered only a selected number, and their results were then extrapolated onto the questionnaire in its entirety.) The aggregate degree of uncertainty that the sampling and measurement errors introduce is expressed by a statistic called the standard error.

When comparing average scores among provinces, territories, or population subgroups, the degree of error in each score must be considered in order to determine whether differences in scores are real or only apparent. Standard errors are used as the basis for making this determination. If the ranges within which the scores could fall when the standard error is taken into account do not overlap, then the score differences are statistically significant. The differences highlighted in the text are statistically significant unless otherwise stated. This does not necessarily mean that these differences have an impact in practice, but simply that a significant difference can be observed.

The results from PIAAC do not permit the inference of a causative relationship between variables (e.g., level of education or age) and a corresponding score. While such a relationship may in fact exist, the statistical analysis offers only a description of that relationship. More detailed research into the underlying factors would be needed to understand why particular patterns are observed.

Rounding

In the text of this report, all numbers other than standard errors are generally rounded to the nearest whole number. Proportions and average scores are presented as whole numbers. The numbers shown in the figures and data tables have been rounded to the nearest number or at one decimal place. There may be minor inconsistencies between these figures/tables and the discussion in the text with respect to score-point differences. All score-point differences mentioned in the text are based on unrounded data. Therefore, if readers calculate score-point differences using the numbers in the figures and data tables, they may obtain results that differ slightly from those in the text.

Placing results in the proper context

Comparisons between different countries, as well as between jurisdictions within Canada, should be tempered by the recognition that the populations surveyed began their schooling at any time between the early 1950s and the early 2000s, a half-century that has been marked by enormous change. Consequently, the results are affected by a number of factors that vary from place to place; these may include the following:

- the evolution of education and training systems;
- changes in education policies;
- technological advances;
- the development of regional and national economies;
- patterns of immigration; and
- changes in social norms and expectations.

Introduction

The 21st century has been characterized by dramatic changes to the ways in which people learn, work, and live. Rapid developments in information and communications technology (ICT) now affect nearly every aspect of life, becoming ever more prominent in the classroom, the workplace, and the home. Certain sets of skills are essential if individuals are to navigate this new reality and realize their full potential. The Programme for the International Assessment of Adult Competencies (PIAAC) focuses on foundational, information-processing skills in the domains of literacy, numeracy, and problem solving in technology-rich environments (PS-TRE) because skills associated with these domains are considered key to an individual's ability to understand and respond to textual and numerical information, and because they underpin the ability of individuals and societies to adapt and compete economically in a rapidly changing world. As these skills become ever more in demand, individuals who lack them may face numerous disadvantages.

PIAAC was designed to provide participating countries with a tool to better understand the presence of these skills among their populations. It provides insights into the level of these skills and how they are used at work and at home. It proceeds from the recognition that advanced skills transform people's lives, allowing them to realize their full potential, secure better employment, and participate more meaningfully in their communities. Conversely, a lack of skills can lead to unfavourable outcomes and disadvantages for individuals, groups, and even entire countries. Lower skill levels can have profound implications for a broad range of social and economic issues, such as economic inequality, unemployment, unequal political engagement, and disparities in health outcomes.

Thus, PIAAC seeks to support policy-makers in determining how ready societies — and groups and individuals within them — are to meet the rapidly changing demands of the modern world. This report provides information on participation rates in adult learning among individuals in Canada aged 16 to 65 who are not taking part in their initial regular cycle of education. It attempts to demonstrate the relationship between participation in adult learning and proficiency in foundational skills. In addition, it explores various relationships between sociodemographic characteristics, adult learning, and skills. Its purpose is to identify areas where policy can improve participation rates in adult learning and, by extension, increase skills and the social outcomes associated with them. In addition, it ventures to highlight avenues of further research for policy-makers.

Why focus on adult learning and skills?

The positive relationship between education and economic growth has been well studied since the 1960s. In more recent years, this relationship has been illuminated by research into education designed specifically for adults, which has been found to enhance not only productivity and employability (CMEC, CCU, & HRSDC, 2012; Rubenson, Desjardins, & Yoon, 2007) but also individuals' cognitive health and overall well-being (Hatch, Feinstein, Link, Wadsworth, & Richards, 2007).

The socioeconomic impact of skills has been long recognized, yet its importance has grown significantly in recent years. Dramatic changes in technology have produced corresponding dramatic changes in the workplace (Knox, Agnew, & McCarthy, 2014), changes that demand a greater diversity and depth of skills from workers. Given the importance of skills, countries often seek to measure them in order to gauge their presence within the population and to identify ways in which education systems can improve skills acquisition and maintenance. This motivation extends beyond purely labour-market concerns, however, as higher skill levels tend to be associated with numerous positive outcomes that improve quality of life,

such as better health and higher levels of political and civic engagement (Government of Canada & CMEC, 2017a).

Previous studies have shown that higher levels of foundational skills facilitate the learning of more complex skills, and individuals with higher skill levels are more likely to have higher levels of education and be in jobs that require continuous training in order to excel. Individuals with lower skill levels are at risk of becoming trapped in a cycle in which their skills remain weak or decline over time through lack of use, making it more difficult for them to participate in learning activities (OECD, 2013b, p. 24). PIAAC findings confirm that individuals with lower skill levels are less likely to participate in adult learning, yet they are the segment of the population that is most in need of skills development. When viewed in terms of its importance to skills development, and in light of unequal access to high-quality initial education, adult learning becomes a matter of even greater importance for social and economic policy.

Understanding adult learning

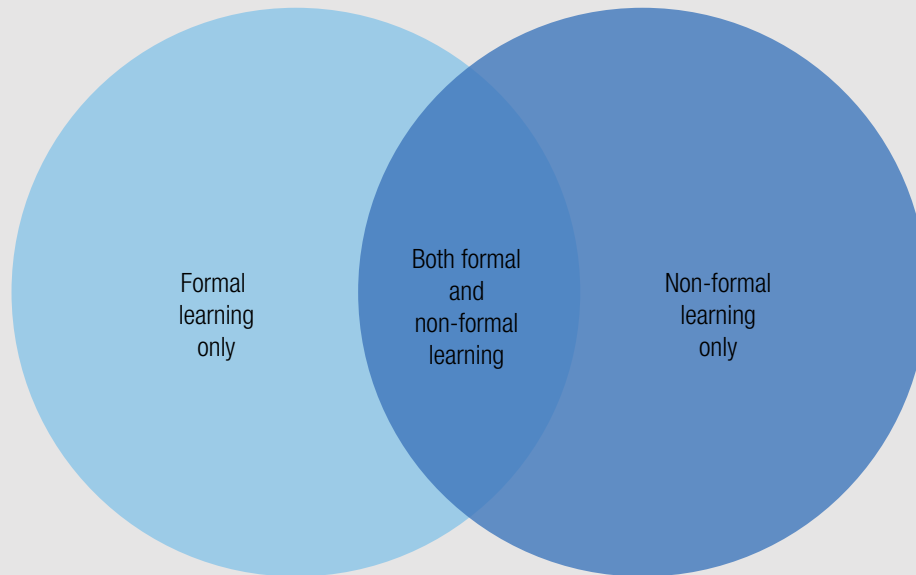
Any analysis of adult learning must begin with a recognition that the acquisition, development, and maintenance of skills occur in different contexts throughout an adult's life. To facilitate an understanding of these contexts, and to provide internationally comparable results, adult learning has been organized into three categories, outlined in previous studies:⁵

- *Formal learning*, which consists of intentional participation in structured educational programs and/or training courses with a specific learning objective. Formal learning typically counts toward a diploma, certificate, degree, or licence.
- *Non-formal learning*, which is participation in organized learning activities — both job- and non-job-related — that fall outside of the above criteria, such as a course conducted through open-distance education, an organized session for on-the-job training, or a seminar or workshop. Non-formal learning does not typically lead to a certification but generally has learning objectives.
- *Informal learning*, which consists of participation in unstructured learning that results from activities relating to work, family, or leisure. Informal learning is not as clearly defined as formal or non-formal learning, and is often random and non-intentional (European Commission, 2001). It can therefore be difficult to accurately measure participation in informal learning, and, as a result, the analysis in this report focuses primarily on formal and non-formal learning.

These categories are not mutually exclusive. For the purposes of this study, another category, *both formal and non-formal learning*, refers to instances where respondents reported participating in both of these types of learning in the 12 months prior to completing the survey. Figure I.1 provides a model of the categories of adult learning that are central to this report: formal learning, non-formal learning, and both formal and non-formal learning.

⁵ For more information on these categories, see Appendix I.

Figure I.1 Conceptual model of the relationship between formal and non-formal adult learning



Structure of this report

The analysis in this report examines results for PIAAC respondents who participated in at least one form of adult learning (i.e., formal only, non-formal only, or both) during the 12 months before completing the assessment and who were not enrolled in their first cycle of formal studies. Where data permit, the analysis also includes individuals who did not participate in any adult learning. Results reveal associations between participation rates in adult learning and proficiency levels in foundational skills, but they do not prove causality. Care should thus be taken in interpreting results, as well as in observing distinctions between results for individual provinces and territories, and between provinces and territories and Canada as a whole.

While this report pays particular attention to foundational skills, it is important to note that lifelong learning develops a wide range of knowledge and skills, which are applicable in both work and non-work contexts. Moreover, adult learning is increasingly important in enabling individuals to keep up with a rapidly changing labour market and its knowledge and skills requirements.

Chapter 1 provides an overview of the participation rates in adult learning of Canadians aged 16 to 65 who were not engaged in their initial regular cycle of education,⁶ as well as a discussion of the relationships between participation in adult learning and skills proficiency in literacy, numeracy, and PS-TRE. The chapter also looks at reasons for, and obstacles to, participation in adult learning.

Chapter 2 examines several sociodemographic factors — age, gender, and educational attainment — in order to identify potential gaps in participation rates in adult learning among various groups in Canada.

⁶ Canadians between the ages of 16 and 24 who are still engaged in their initial regular cycle of studies are excluded from the analysis, as they are not considered to be adult learners as defined by the OECD. See Appendix I.

The chapter then examines select populations in Canada. It presents findings for immigrants, looking at participation rates for recent (in Canada for less than 10 years) and established (in Canada for more than 10 years) immigrants as well as non-immigrants in Canada. Finally, the chapter focuses on Indigenous peoples in Canada — First Nations, Métis, and Inuit living off reserve — comparing their results with those of respondents who did not self-identify as Indigenous.

Chapter 3 focuses on adult learning in the labour market, examining participation rates by industry sectors (goods-producing and services-producing) and by economic sector (public, private, and non-profit). Rates are then analyzed in light of a variety of labour-market factors that affect participation in adult learning, such as occupational status, firm size, and employment status, among others.

Lastly, Chapter 4 reviews findings discussed in the report, presents possible implications for policy-makers, and highlights areas for further study.



CHAPTER 1

ADULT LEARNING AND SKILLS IN CANADA

Adult learning is important for the development of human capital both at the individual and societal levels, contributing to the development and long-term maintenance of skills, and enabling adults to adapt continually to the demands of a rapidly evolving labour market. Participation in adult learning activities, however, is not evenly distributed across populations, as some groups are more likely to participate than others. The central focus of this report is participation in adult learning in Canada, how it relates to skills, and how broader sociodemographic factors interact with this relationship.

An understanding of these relationships begins with a look at rates at which Canadians participate in adult learning activities. An important first step is to look at how Canadians overall are positioned in the international context, how Canadians in the provinces and territories are positioned in this context, and how participation rates in the provinces and territories compare with each other and with the country as a whole.

This chapter presents the results of descriptive analyses of PIAAC data on participation rates in three categories of adult learning in Canada (formal learning, non-formal learning, and both formal and non-formal learning) for the population aged 16 to 65,⁷ excluding those still engaged in their initial cycle of education. Participation rates at the pan-Canadian as well as provincial and territorial levels are compared with international findings from countries that participated in PIAAC as well as with the OECD average. This comparison is followed by an analysis of the relationships that are observed between these participation rates and proficiency levels in the foundational information-processing skills reported on by PIAAC in literacy, numeracy, and PS-TRE.

Lifelong learning in Canada: International comparison

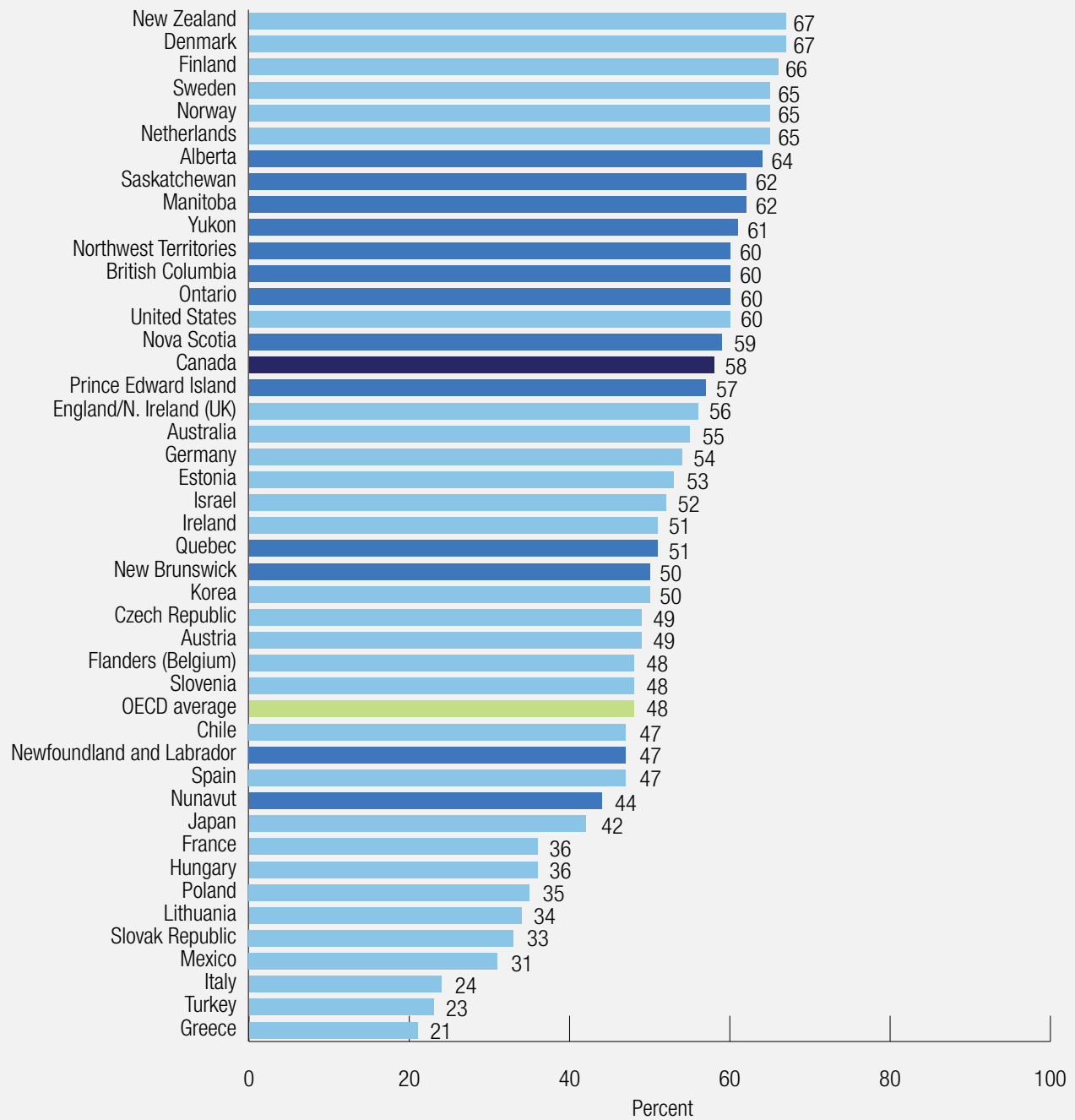
Canada's average participation rate in adult learning ranks above the OECD average. PIAAC data show that, in the 12 months prior to the survey, approximately 58 percent of Canadians aged 16 to 65 who were not engaged in their initial cycle of education, participated in some form of adult learning, be that formal, non-formal, or both.

Figure 1.1 shows the proportion of the population aged 16 to 65 who participated in any type of adult learning, in Canada, the provinces and territories, and participating OECD countries. While Canada's participation rate is higher than the average for OECD countries, it is nearly 10 percentage points lower than the average for the highest-performing countries, New Zealand and Denmark. While average participation rates in the provinces and territories are distributed across a range of 20 percentage points, from 44 percent in Nunavut to 64 percent in Alberta, the provinces and territories all average higher than several participating countries, including France and Japan.

Canada's participation rate is consistent across all three categories of adult learning. As Figures 1.2–1.4 demonstrate, Canada reported levels of participation in formal only, non-formal only, and both formal and non-formal types of learning that are all above the respective OECD averages.

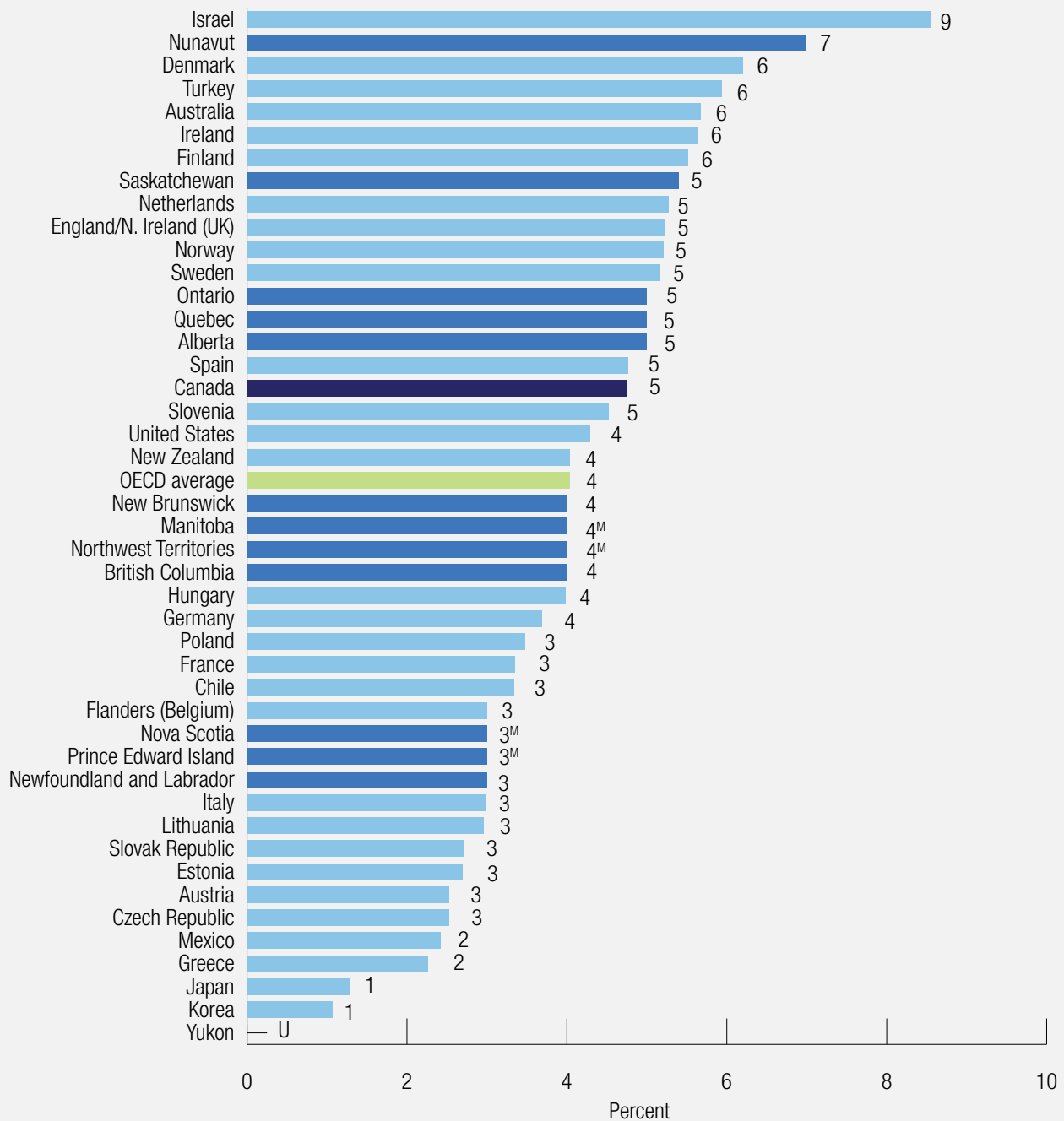
⁷ As discussed in the Introduction, the forms of adult learning are not mutually exclusive. This report discusses three categories: formal learning only, non-formal learning only, and both formal and non-formal learning. At times, a fourth category, neither formal nor non-formal learning, is used to categorize individuals who did not engage in adult learning of any kind. For descriptions of the categories of learning and other terminology used in this report, see Appendix I.

Figure 1.1 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012



Source: Appendix II, Table 1.1a

Figure 1.2 Proportion of population aged 16 to 65 who participated in only formal adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012



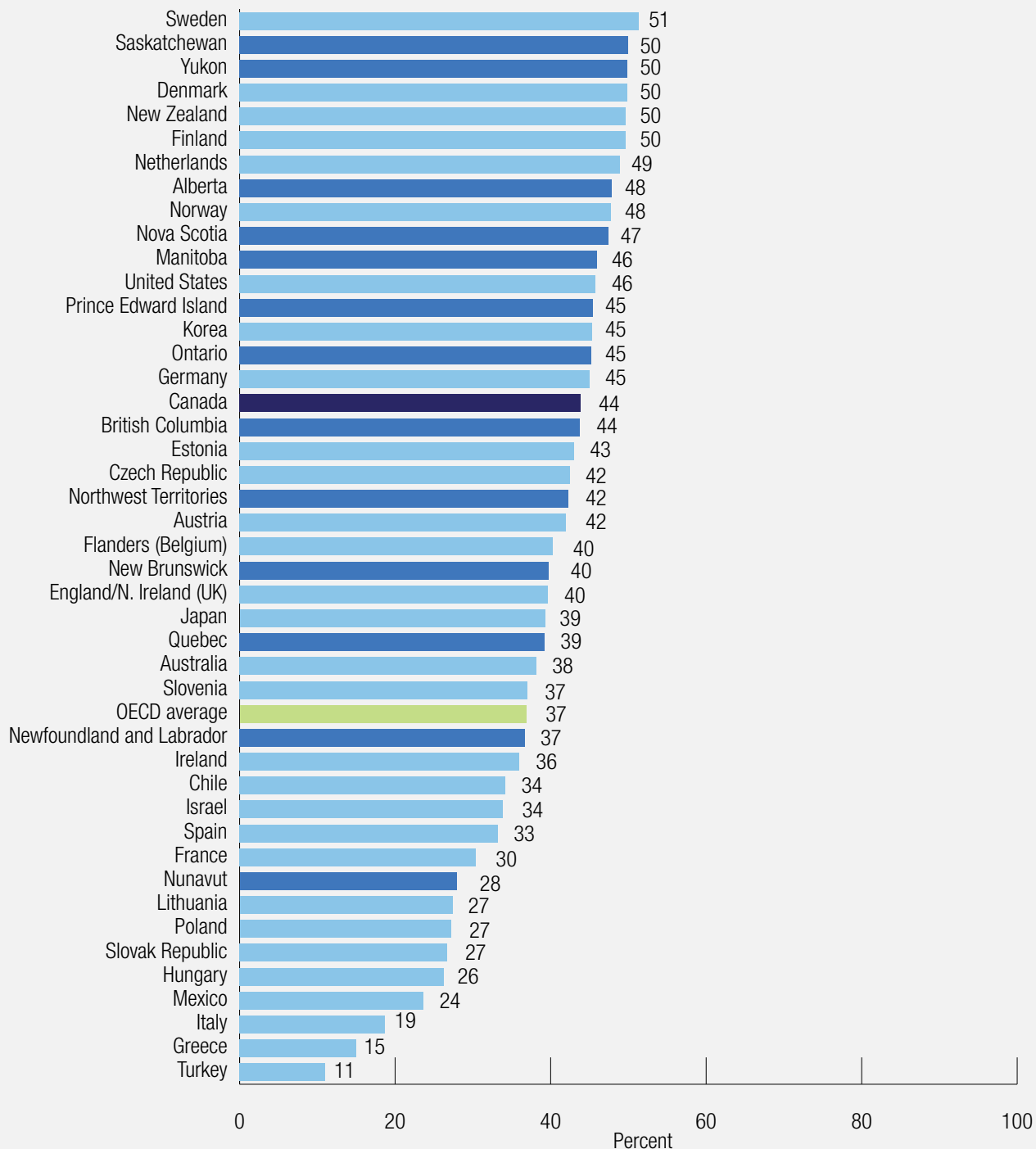
Source: Appendix II, Table 1.1a

Note: For Flanders (Belgium) and the United States, the item response rate is below 85 percent. Missing data have not been explicitly accounted for.

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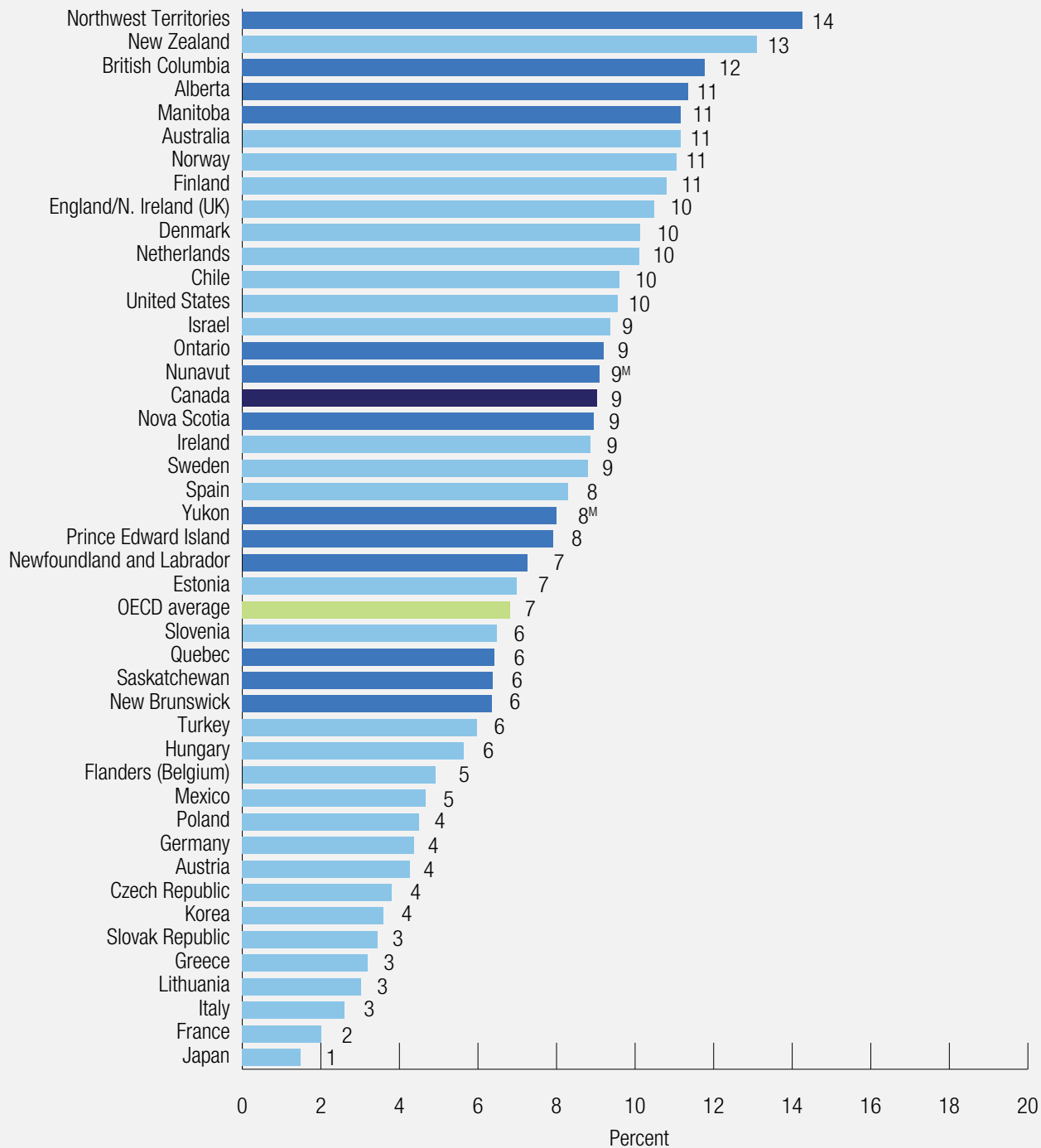
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Figure 1.3 Proportion of population aged 16 to 65 who participated in only non-formal adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012



Source: Appendix II, Table 1.1a

Figure 1.4 Proportion of population aged 16 to 65 who participated in both formal and non-formal adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012



Source: Appendix II, Table 1.1a

M – Use with caution

Improving participation rates, improving skills

Two out of three adults in Denmark and New Zealand participated in adult learning. At 58 percent, Canada's average rate of participation is nearly 10 percentage points lower than the averages of these two countries. Variation in participation rates in formal and non-formal adult learning among countries with comparable levels of economic development indicates differences in learning culture and the availability of adult learning activities. OECD findings suggest that Denmark and other countries with participation rates above 60 percent have been more successful at providing learning opportunities for individuals with skills proficiency at Level 1 or below, particularly those with lower levels of educational attainment (OECD, 2013a, p. 393).

These findings suggest that policies that target individuals with lower levels of skills, and that are tailored to their particular educational and labour-market profiles, could be effective tools for increasing participation rates and mitigating the risks these adults can face resulting from lower levels of skills.

Lifelong learning in Canada: Types, rates, and frequency of participation in adult learning

While the average rate of participation in the three categories of adult learning in Canada as a whole is above the OECD average, many Canadians do not participate in such learning. Furthermore, there are considerable variations within the country. Across the provinces and territories, the rate varies from a high of 64 percent in Alberta (placing the province near the highest rates among OECD countries) to a low of 44 percent in Nunavut (which places the territory at the OECD average).

This variation reflects the diverse conditions and contexts that exist across Canada's provinces and territories. Numerous factors, such as the number and location of institutes of higher learning, the degree of urbanization, ease of transportation, and proficiency in an official language, among others, can influence participation rates. Provincial and territorial strategic policy decisions can have an impact as well, as some provinces or territories offer large amounts of training to a small number of residents, while others do the reverse (CMEC, CCU, & HRSDC, 2012; Rubenson, Desjardins, & Yoon, 2007).

Variation also exists across provinces and territories in terms of how Canadians participate in adult learning. Figure 1.5 shows the proportion of the population that participated in adult learning by the form of learning, for the provinces and territories, Canada, and the OECD average. Participation in non-formal adult learning only was highest in Saskatchewan and Yukon (at 50 percent

each), and lowest in Newfoundland and Labrador (37 percent), Nunavut (28 percent), and Quebec (39 percent).

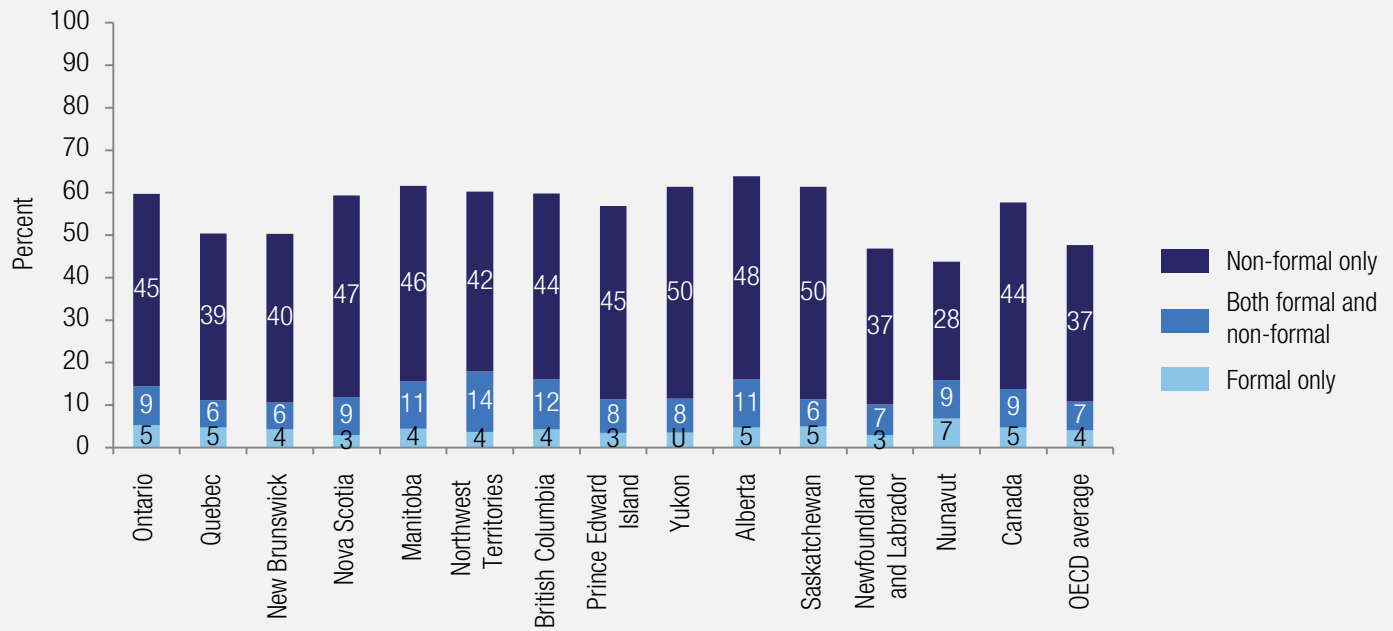
Formal adult learning only is the category in which the smallest proportion of the population participates. Rates range from 3 percent in the Atlantic provinces of Newfoundland and Labrador, Prince Edward Island, and Nova Scotia to 7 percent in Nunavut. Most of the respondents in this category were enrolled in postsecondary education (PSE) programs. Education programs that are included in formal adult learning include non-university certificates or diplomas from colleges, schools of nursing, or technical institutes; trades and vocational certificates; apprenticeship certificates; céjép diplomas or certificates; university transfer programs; and university certificates or diploma programs below a bachelor's degree (Statistics Canada, ESDC, & CMEC, 2013).⁸ Approximately one-third of participants in this category were enrolled in university programs leading to a bachelor's degree or higher.⁹ The remaining proportion of respondents in this category are distributed between those in programs leading to a high-school diploma and those pursuing a qualification defined as less than high school.

Participation in both forms of adult learning together was highest in Manitoba, Northwest Territories, British Columbia, and Alberta, and lowest in Quebec, New Brunswick, and Saskatchewan.

⁸ Here it is worth restating that the formal learning category does not include those between the ages of 16 and 24 who are still completing their initial regular cycle of studies.

⁹ This group includes respondents whose highest level of schooling successfully completed is a bachelor's degree, a university certificate above the bachelor level, a first professional degree (medical, veterinary medicine, dental, optometry, law, or divinity), a master's, or a doctorate (Statistics Canada, ESDC, & CMEC, 2013).

Figure 1.5 Percentage distribution of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, Canada, provinces, and territories, 2012



Source: Appendix II, Table 1.1a

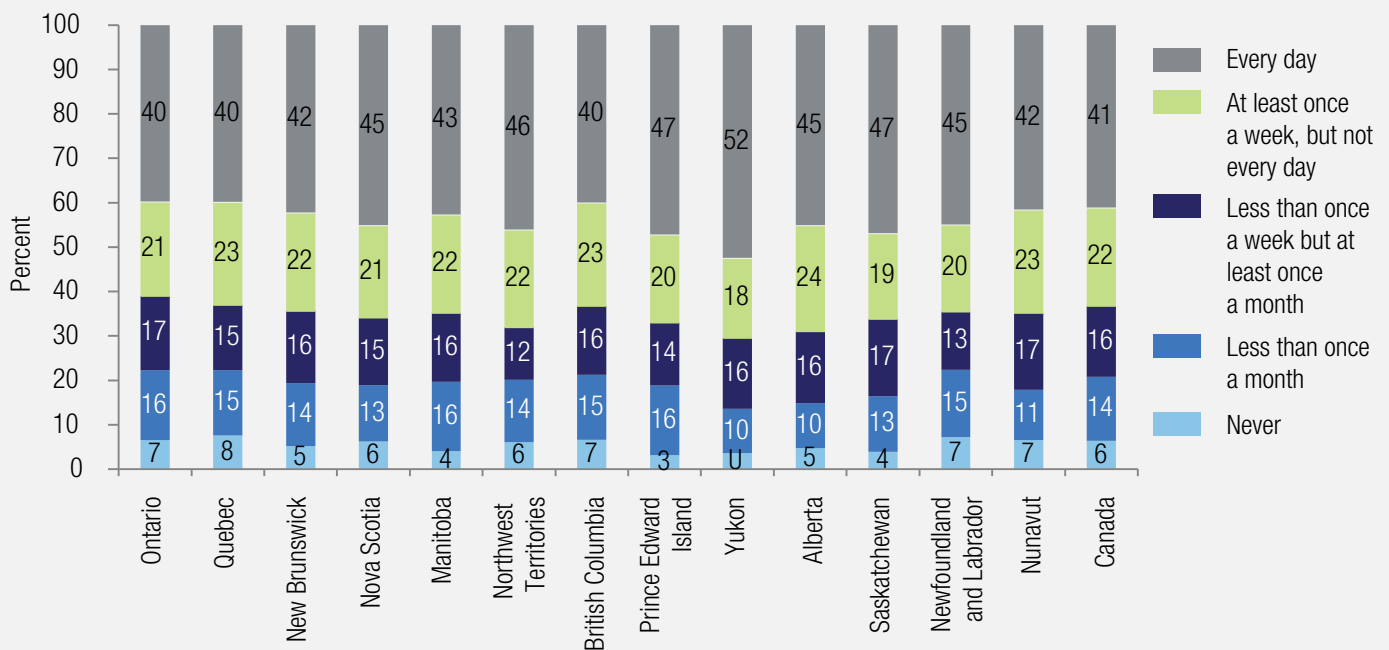
Informal adult learning in Canada

Research shows that employees spend more time on informal learning activities than on formal ones, which raises important questions about what kind of training can produce the highest gains in worker productivity (OECD, 2011). Unfortunately, answering these questions is difficult, since the literature on this form of learning is underdeveloped (De Grip, 2015), but the data from PIAAC aim to deepen our understanding. Figure 1.6 shows a detailed breakdown of how often Canadians reported engaging in informal adult learning activities.

The PIAAC data reveal that, on average, 79 percent of Canadians engaged in some type of informal learning at least once a month, with 41 percent doing so every day – this includes learning new work-related skills from co-workers and keeping up to date with work-related products. Compared with the Canadian average, a higher proportion of those in Saskatchewan, Alberta, and Yukon reported engaging in some type of informal learning at least once a month. The prevalence of this kind of learning signals an opportunity for further research into what seems to be a key but somewhat understudied component of adult learning.

Equally important is capturing the outcomes of informal learning in a recognizable and transferable way. A process of recognition of prior learning (RPL) can recognize skills as prerequisites and help individuals without formal qualifications to access further education and training opportunities or to meet the required criteria for certain employment opportunities, without spending additional time and financial resources to complete a formal credential (OECD, 2019). While RPL is beyond of the scope of this report, further research into this process in relation to informal and non-formal adult learning could be of interest.

Figure 1.6 Percentage distribution of population aged 16 to 65, by frequency of participation in informal adult learning in the past 12 months, Canada, provinces, and territories, 2012



Source: Appendix II, Table 1.2

Note: These respondents were asked “How often does your job involve learning-by-doing from the tasks you perform?”

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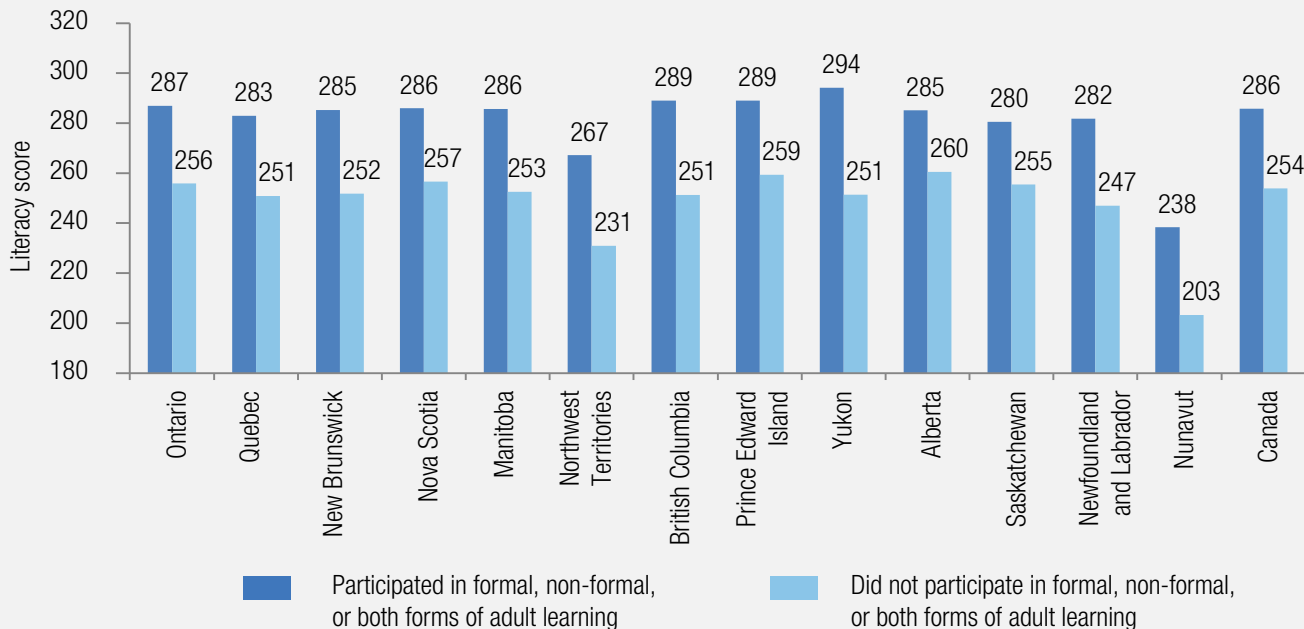
Adult learning and skills

Data from PIAAC support the results from previous studies indicating that a positive relationship exists between foundational skills and participation in adult learning activities (OECD, 2013b). Skill levels tend to correlate with participation in adult learning, with those who obtained higher scores (in literacy, numeracy, and PS-TRE) being more likely to participate in adult learning than those with lower scores. This pattern exists at the international and pan-Canadian levels, and tends to hold at the provincial and territorial level as well. Figure 1.7 shows average scores in literacy for those who participated and those who did not participate in adult learning in Canada overall as well as in the provinces and territories. Adult learners at the pan-Canadian level and at the provincial and territorial level tended to score above the average literacy score for all of Canada, which was 273 (Statistics Canada, ESDC, & CMEC, 2013). The only exceptions were adult learners in Northwest Territories and Nunavut. In numeracy, a similar trend is visible, as can be seen in Figure 1.8, which shows average numeracy scores in all provinces and territories

for those who participated in adult learning compared to those who did not. Adult learners in all provinces and territories except Nunavut scored above the average numeracy score for Canada, which was 265 (Statistics Canada, ESDC, & CMEC, 2013).

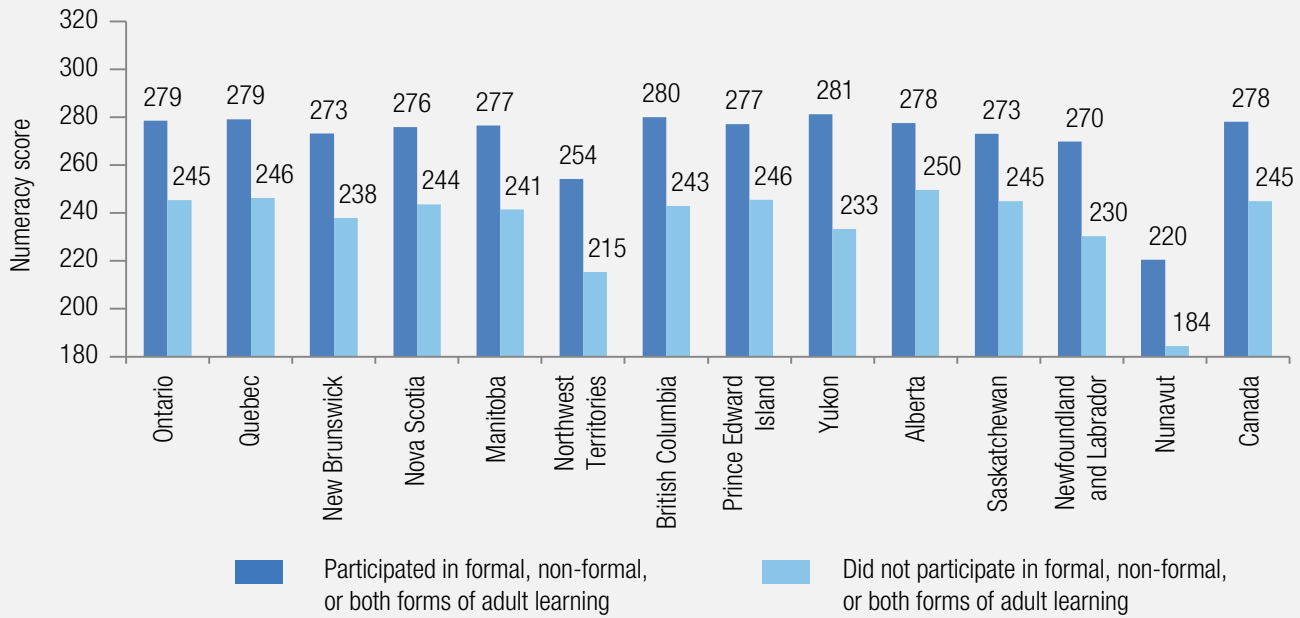
When comparing adult learners with those who did not engage in any kind of adult learning in terms of their likelihood of achieving higher scores, differences become marked. As illustrated in Figures 1.9 and 1.10, adult learners were 3.0 times more likely than those who did not participate in adult learning to score at a high proficiency level for literacy and 2.8 times more likely for numeracy. This advantage still holds (at 1.9 times more likely for literacy and 1.7 times for numeracy) even after adjusting for other sociodemographic characteristics such as age and gender.

Figure 1.7 Literacy – Average scores of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months, Canada, provinces, and territories, 2012



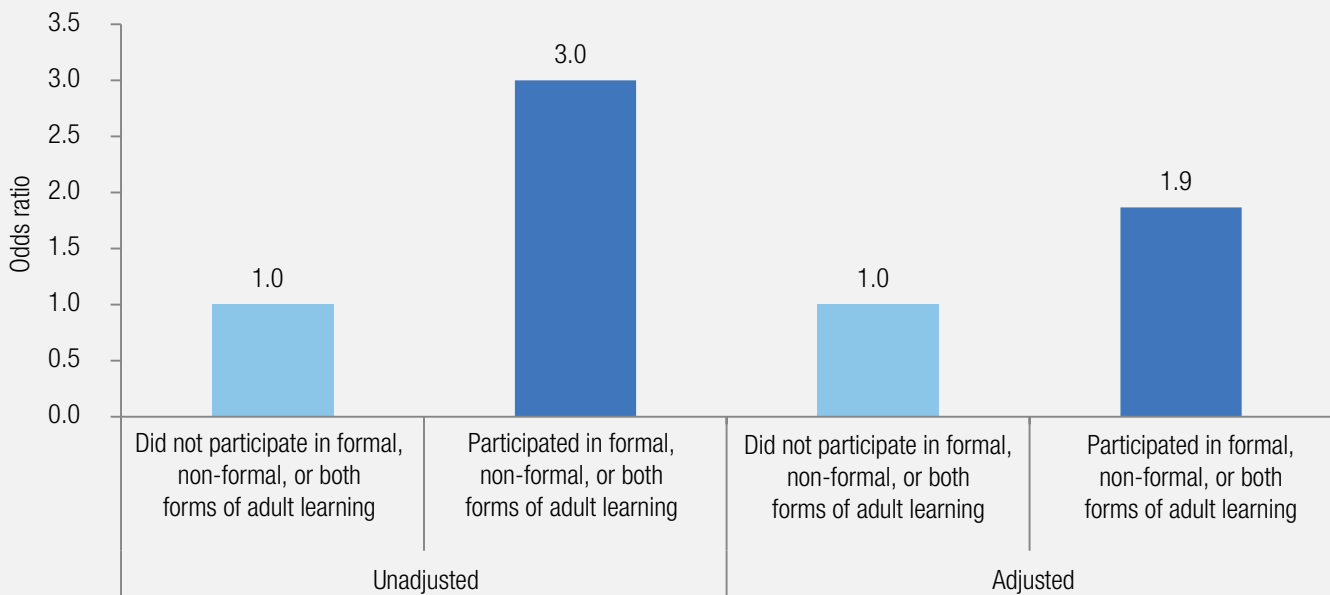
Source: Appendix II, Table 1.1a

Figure 1.8 Numeracy – Average scores of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months, Canada, provinces, and territories, 2012



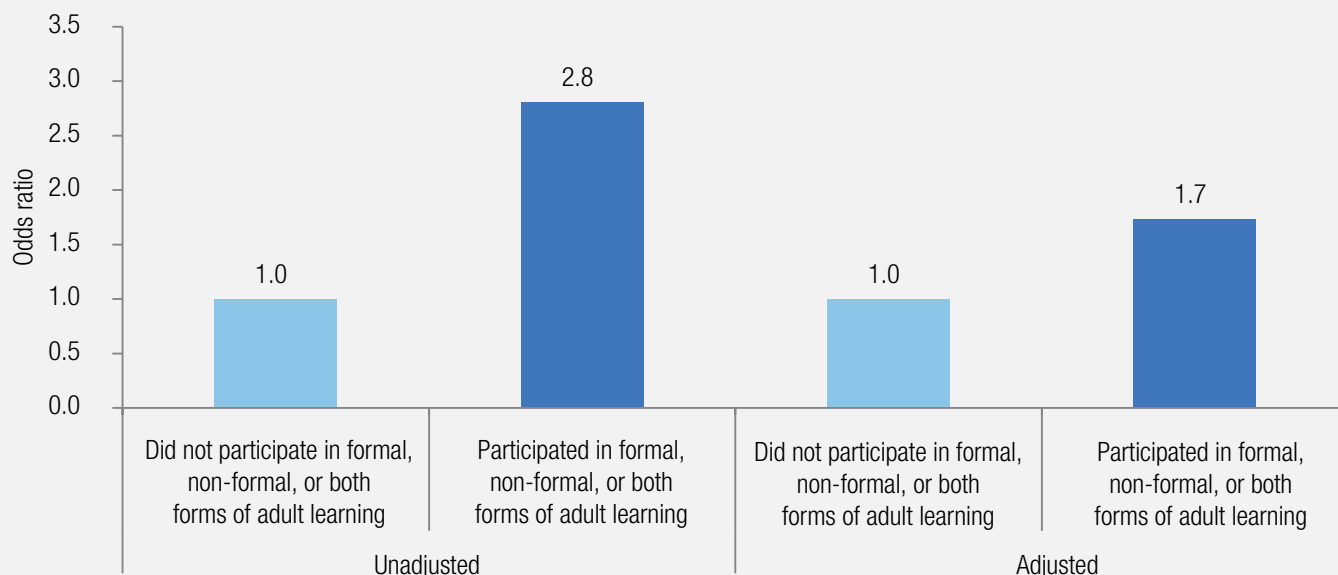
Source: Appendix II, Table 1.1b

Figure 1.9 Literacy – Adjusted and unadjusted likelihood of population aged 16 to 65 scoring at a high proficiency level, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months, Canada, 2012



Source: Appendix II, Table 1.3

Figure 1.10 Numeracy – Adjusted and unadjusted likelihood of population aged 16 to 65 scoring at a high proficiency level, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months, Canada, 2012



Source: Appendix II, Table 1.3

What is an odds ratio?

An “odds ratio” measures the odds of achieving a certain outcome compared to the odds of failing to achieve the same outcome, given a certain characteristic. Odds ratios are used to describe the likelihood that a given characteristic will affect the realization of a particular outcome.

For example, consider the case of studying for an exam. There are two possible outcomes: passing the exam or failing the exam. If we want to know what effect studying for the exam had on passing or failing, we survey all exam takers, finding that those who studied were more likely to pass than those who did not. Of course, not everyone who studied passed the exam — and not everyone who did not study failed the exam. But, overall, the likelihood of passing is greater if a person studied for the exam.

We may then want to know how great the likelihood is of passing with studying. To come up with that answer, statisticians calculate an odds ratio, a number that tells us how strong the relationship is between studying and passing. An odds ratio greater than 1.0 indicates a positive relationship. For example, an odds ratio of 3.0 would tell us that the odds of passing for a person who studies for the exam is three times greater than the odds of passing for someone who does not study. On the other hand, an odds ratio of less than 1.0 indicates a negative relationship, which means studying would correspond with lower odds of passing the test.

When policies and programs are being designed, odds ratios can help to determine the potential associations of different actions with particular outcomes. If the odds ratio in the exam-studying example is close to 1, it might be difficult to make a strong case for studying. Instead, it might be more important to look at other factors that could affect the likelihood of passing the exam, such as getting a good night’s sleep, eating a healthy breakfast, or engaging in exercise.

A related finding is that participation rates in adult learning increased with every increase in skill level: in other words, as the proficiency level increased, so too did the proportion of adult learners within that level. This trend is evident across all provinces and territories and in Canada overall, as illustrated in Figures 1.11 and 1.12. At the pan-Canadian level in literacy, for example, 79 percent of those at Level 4 or 5 participated in some form of adult learning in the period covered by the PIAAC survey, compared with 35 percent of those who scored at Level 1 or below (Figure 1.11).

The profile of participation is fairly consistent across the provinces and territories for respondents at Level 2 and above. At Level 4 or 5 in literacy, for example, the participation rate for each proficiency level clusters within four percentage points of the Canadian average (whether above or below) in every province and territory except Yukon, where the participation rate is higher. Variations at Levels 2 and 3 are larger than this, but still not major.

At Level 1 or below, the picture changes noticeably. In Alberta, for example, fully 50 percent of those who scored at Level 1 or below in literacy engaged in adult learning — 15 percentage points more than the Canadian average for this proficiency level. In Saskatchewan, the participation rate for those at Level 1 or below was 45 percent, and in Northwest Territories it was 42 percent. In New Brunswick and Newfoundland and Labrador, on the other hand, only about half as many people (25 percent for New Brunswick and 24 percent for Newfoundland and Labrador) at this skill level engaged in adult learning. As Figures 1.11 and 1.12 show, the variation across the provinces and territories at Level 1 or below is greater than it is at Level 4 or 5.

Results in numeracy paint a similar picture, as shown in Figure 1.12. For example, among respondents who scored at Level 4 or 5, the average participation rate in adult learning was 78 percent at the pan-Canadian level. Rates for all provinces and territories cluster within 7 percent above or 5 percent below this rate except in Yukon, where participation rates for this combined proficiency level are higher than the Canadian average. At Level 2 and Level 3, there are also moderate variations in participation rates between Canada overall and the provinces and territories.

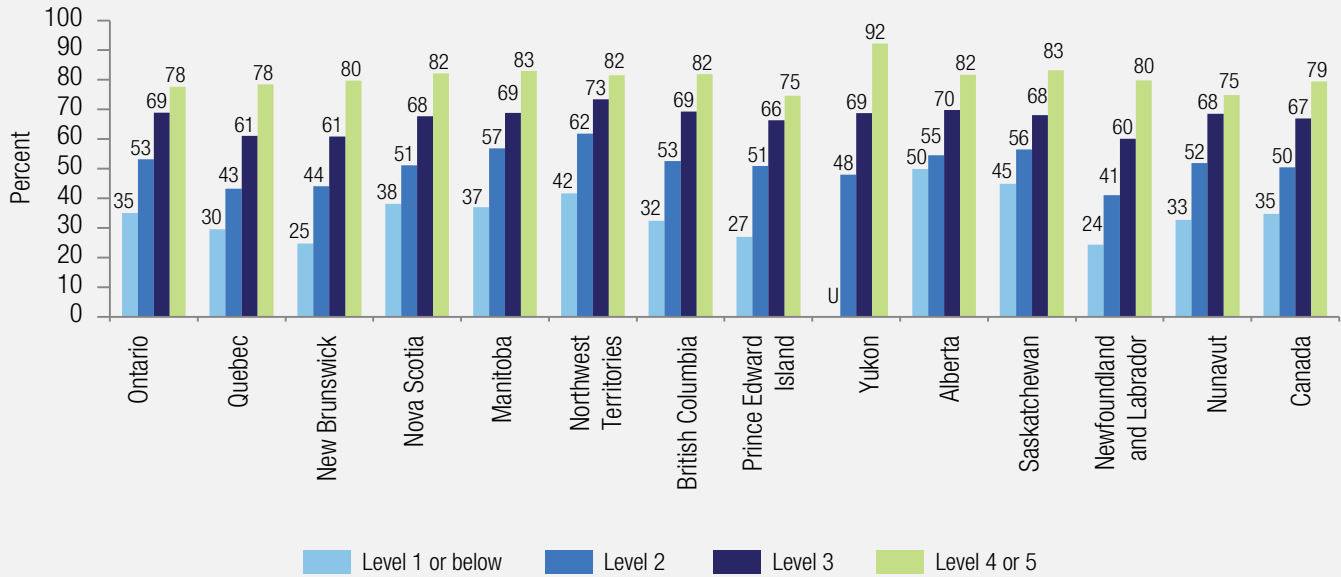
Among respondents who scored at Level 1 or below, there is once again considerable differentiation in participation rates across the provinces and territories. The average participation rate at the pan-Canadian level was 38 percent at this level, and rates ranged from a

high of 49 percent in Alberta to a low of 27 percent in Newfoundland and Labrador.

Examination of results in PS-TRE similarly reveals that those who scored at higher proficiency levels demonstrated a higher likelihood of participating in adult learning, as illustrated by Figure 1.13. The average participation rate at the pan-Canadian level among those at Level 2 or 3 was 76 percent, compared with an average participation rate of 55 percent among those scoring at Level 1 or below and of 33 percent among those who did not complete the PS-TRE assessment.¹⁰

¹⁰ See Appendix I for a description of PS-TRE non-respondents.

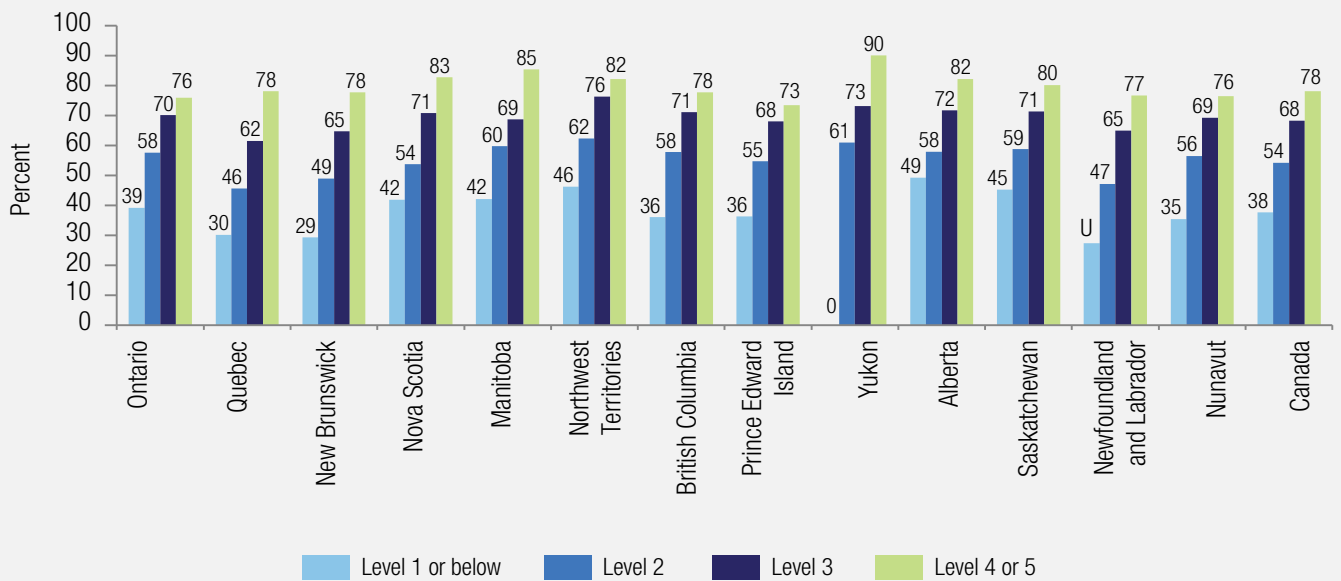
Figure 1.11 Literacy – Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, in each proficiency level, Canada, provinces, and territories, 2012



Source: Appendix II, Table 1.4a

Note: U – Too unreliable to be published

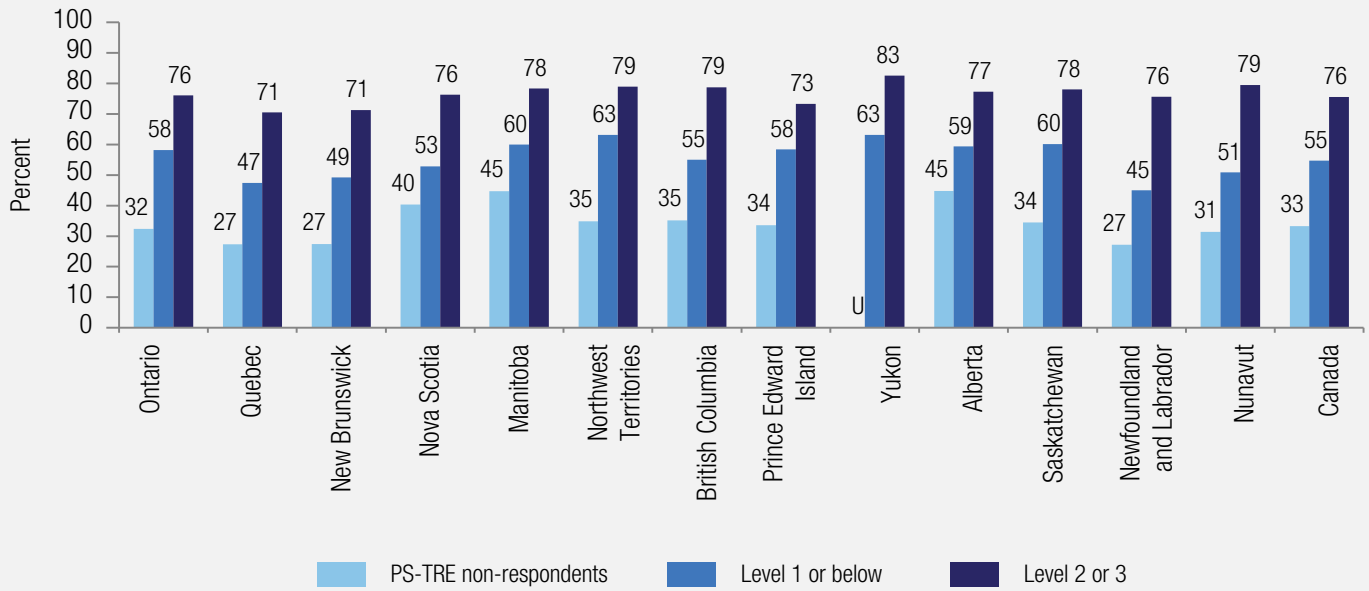
Figure 1.12 Numeracy – Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, in each proficiency level, Canada, provinces, and territories, 2012



Source: Appendix II, Table 1.4b

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Figure 1.13 PS-TRE – Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, in each proficiency level, Canada, provinces and territories, 2012



Source: Appendix II, Table 1.4c
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Skills proficiency by type of adult learning

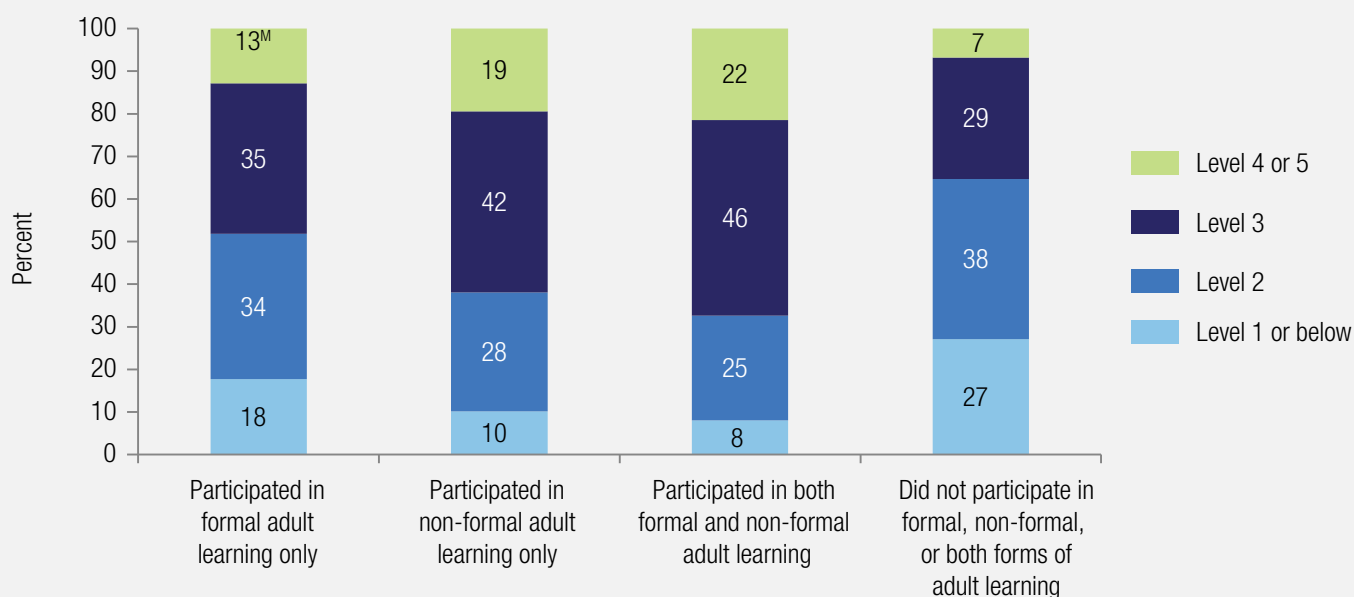
Turning to the examination of different forms of adult learning and their relationships with skills, we find that, among respondents who participated in adult learning activities, those engaging in both formal and non-formal adult learning had the highest proficiency levels in literacy, and those who engaged in formal learning only had the lowest proficiency levels, as can be seen in Figure 1.14. Those who did not participate in any form of adult learning had proficiency levels below those of respondents who reported participating in any form of adult learning.

A similar pattern can be observed in the results for numeracy, as shown in Figure 1.15.

Examination of results for PS-TRE also yields similar results, as seen in Figure 1.16, with higher proportions of participants in both forms of adult learning achieving higher proficiency levels than those who participated only in formal or non-formal learning, and greater proportions of participants in non-formal learning achieving higher proficiency levels than participants in formal learning.

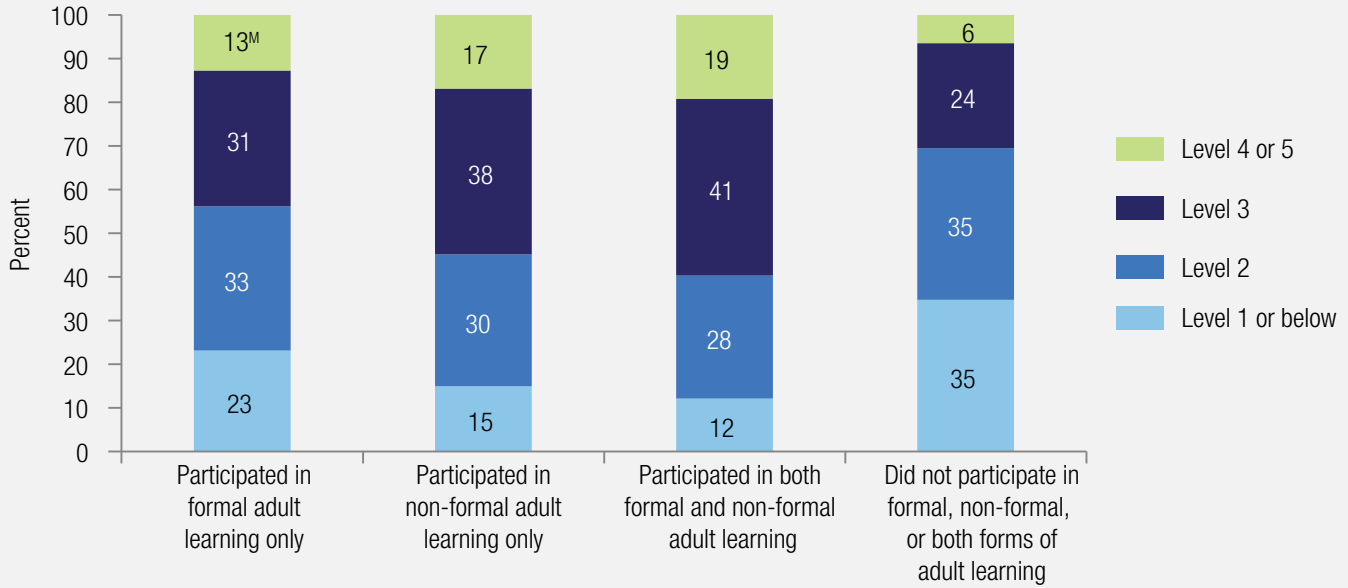
Of note is the observation that, in all three domains, non-formal adult learning is associated with a higher skill level than is formal adult learning. Formal adult learning is often emphasized when trying to increase an individual's employability (Nilsson & Nystrom, 2013), yet these results suggest that the explanation for rising skill levels is more complex, as will be explored in Chapters 2 and 3. Learners who engage in both formal and non-formal learning tend to demonstrate the highest skill levels. More research could lead to a better understanding of the complex relationships that exist between the different forms of adult learning and proficiency levels in foundational skills.

Figure 1.14 Literacy – Percentage distribution of proficiency levels of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months, Canada, 2012



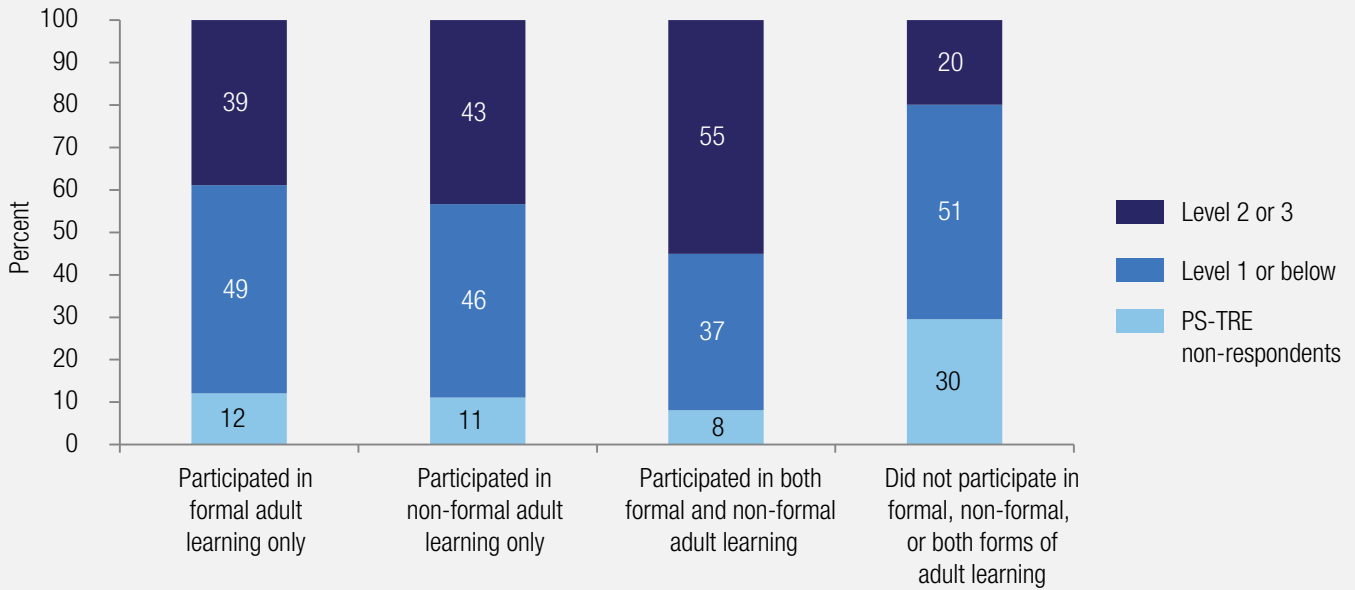
Source: Appendix II, Table 1.1a
M – Use with caution

Figure 1.15 Numeracy – Percentage distribution of proficiency levels of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months, Canada, 2012



Source: Appendix II, Table 1.1b
M – Use with caution

Figure 1.16 PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months, Canada, 2012



Source: Appendix II, Table 1.1c

Exploring the potential of non-formal adult learning

The difference in participation rates by form of learning is significant. As seen in Figure 1.5 earlier in this chapter, 44 percent of adult learners in Canada engaged in non-formal adult learning only, versus 5 percent who engaged in formal adult learning only, and 9 percent who engaged in both formal and non-formal adult learning. This difference is consistent with the results from the 2008 Access and Support to Education and Training Survey, which also found a predominant rate of participation in non-formal adult learning activities (Knighton, Hujaleh, Iacampo, & Werkneh, 2009). Considering the prevalence of non-formal learning activities, a closer look at this type of learning could be beneficial for policy-makers.

To learn more about the nature of learning activities, PIAAC asked participants about the frequency of their engagement in adult learning activities, measured by the number of learning activities in which they participated during the study period. As Figure 1.17 shows with respect to literacy and numeracy, in Canada overall, approximately half of all adult learners who participated in non-formal learning activities¹¹ reported participating in one to three non-formal learning activities in the 12 months prior to the survey, while 31 percent reported participating in more than five.

There was a significant difference in the number of hours spent on non-formal learning activities between Canadians who participated in non-formal learning only and those who participated in both formal and non-formal learning. Participants in non-formal adult learning tended to spend fewer hours on their learning activities than participants whose learning consisted of both formal and non-formal adult learning. As Figure 1.18 shows, in the 12 months prior to the PIAAC survey, almost half of participants in both forms of learning devoted 96 hours or more to their non-formal learning, as compared to 17 percent who participated in non-formal learning only. (Note that the hours shown in Figure 1.18 constitute only the non-formal component of hours spent by respondents who engaged in both formal and non-formal learning, and refer to the domains of literacy and numeracy.)

In order to better observe the relationships between non-formal adult learning and skills, closer examination of the kinds of non-formal activities participants took part in is essential. Figure 1.19 shows the participation rates in four categories of non-formal learning activities — a

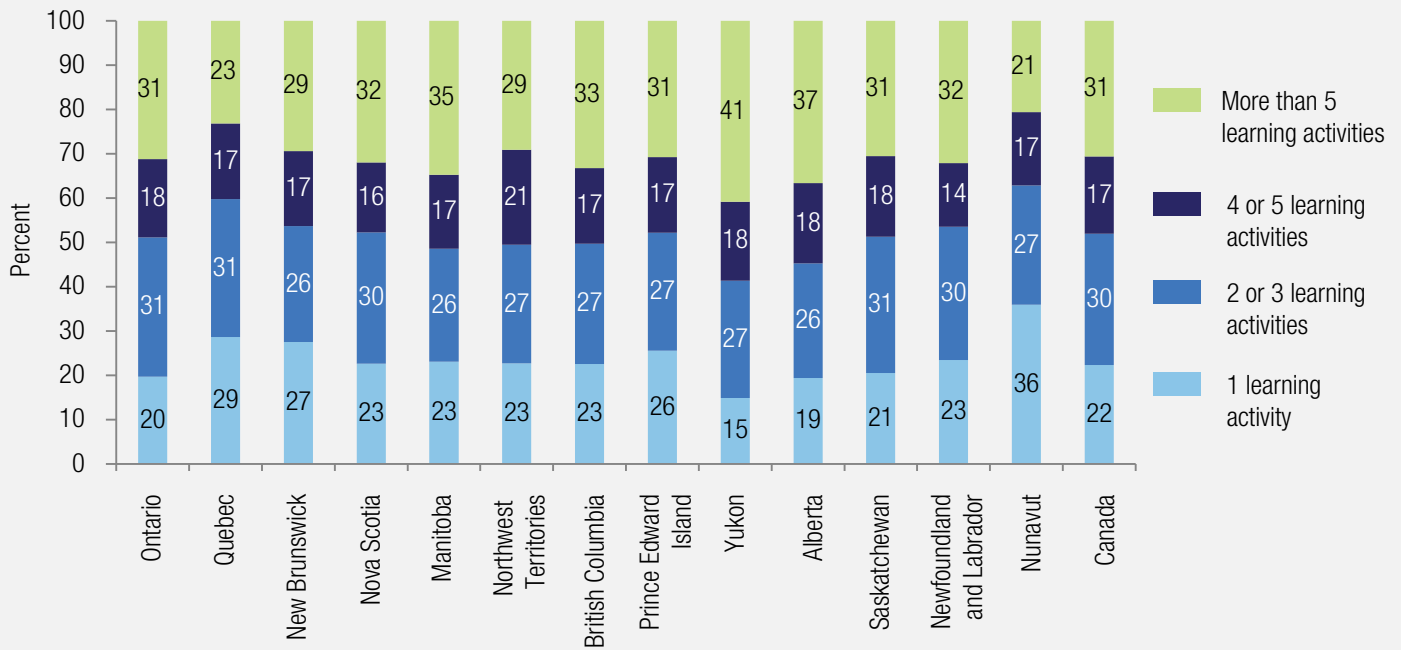
¹¹ Note that this refers to all adult learners who participated in non-formal learning activities, whether in the category non-formal only or both formal and non-formal.

course conducted through open or distance learning, a seminar or workshop, on-the-job training/training by supervisors or co-workers, and other kinds of courses or private lessons — for Canada and the provinces and territories in literacy and numeracy.

The most common type of activity engaged in by non-formal learners was on-the-job training, followed by seminars and workshops. This is true at the pan-Canadian level and in most provinces and territories, although there is some variation at the provincial and territorial level. At the pan-Canadian level and in all provinces and territories, participation in these two forms of learning activities collectively made up at least 80 percent of non-formal adult learning activities.

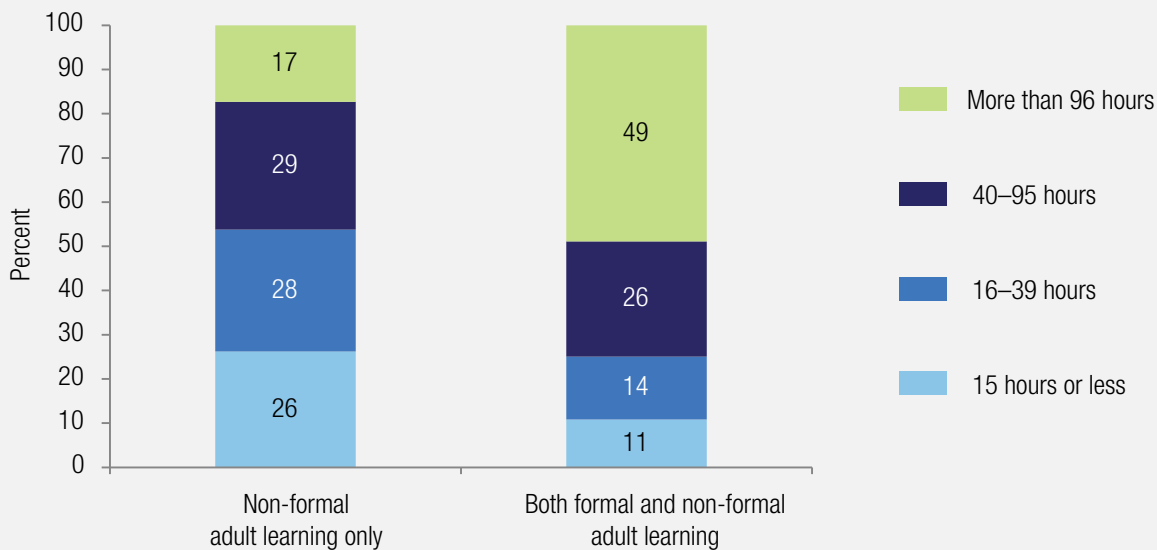
These findings are similar to from the 2008 Access and Support to Education and Training Survey, which revealed that almost twice as many Canadians aged 18 to 64 participated in courses, workshops, and on-the-job training compared with participation in an education program (Knighton et al., 2009).

Figure 1.17 Percentage distribution of population aged 16 to 65 who participated in non-formal adult learning in the past 12 months, by number of learning activities, Canada, provinces, and territories, 2012



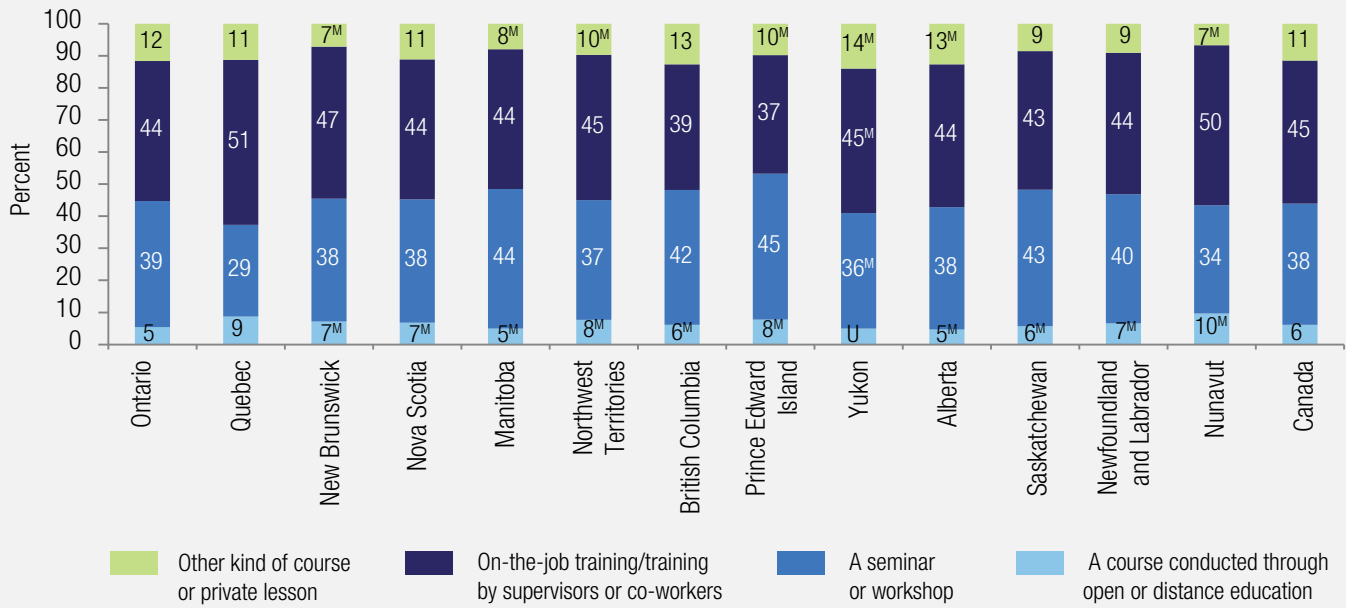
Source: Appendix II, Table 1.5

Figure 1.18 Percentage distribution of population aged 16 to 65 who participated in non-formal or both forms of adult learning in the past 12 months, by number of hours spent on non-formal adult learning, Canada, 2012



Source: Appendix II, Table 1.6

Figure 1.19 Percentage distribution of population aged 16 to 65 who participated in non-formal adult learning in the past 12 months, by type of learning activity, Canada, 2012

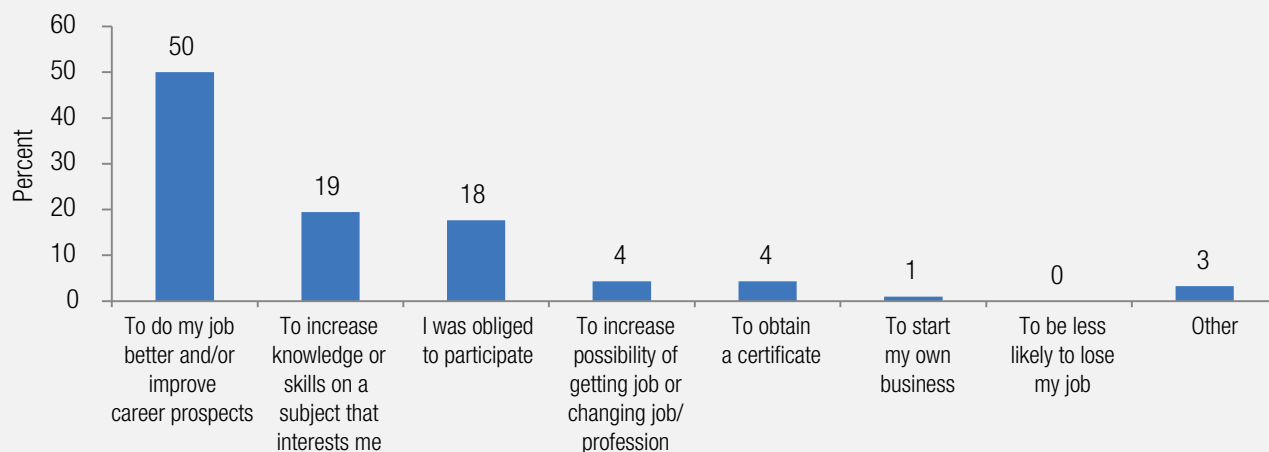


Source: Appendix II, Table 1.7
 U – Too unreliable to be published
 M – Use with caution

Non-formal learning: Reasons for participation

Individuals participate in adult learning for a variety of reasons. Figure 1.20 provides percentage distributions at the pan-Canadian level for reasons for participation in non-formal learning. In order to better comprehend the factors driving adult learners to engage in non-formal activities, PIAAC asked respondents who indicated that they had participated in non-formal learning to answer additional questions regarding their reasons for participation. Their responses indicated that 50 percent of those who participated in non-formal learning did so in order to do their job better, improve career prospects, or both. A further 19 percent had a desire to increase their knowledge or skills, and 18 percent participated because they were obliged to do so. These findings suggest that a substantial proportion of adult learners who engaged in non-formal learning activities did so voluntarily, in order to fulfil their own career or learning objectives, not because participation was mandatory. Reasons for participation in adult learning will be further explored in Chapter 3.

Figure 1.20 Proportion of population aged 16 to 65 who participated in non-formal adult learning in the past 12 months, by reason for participating, Canada, 2012

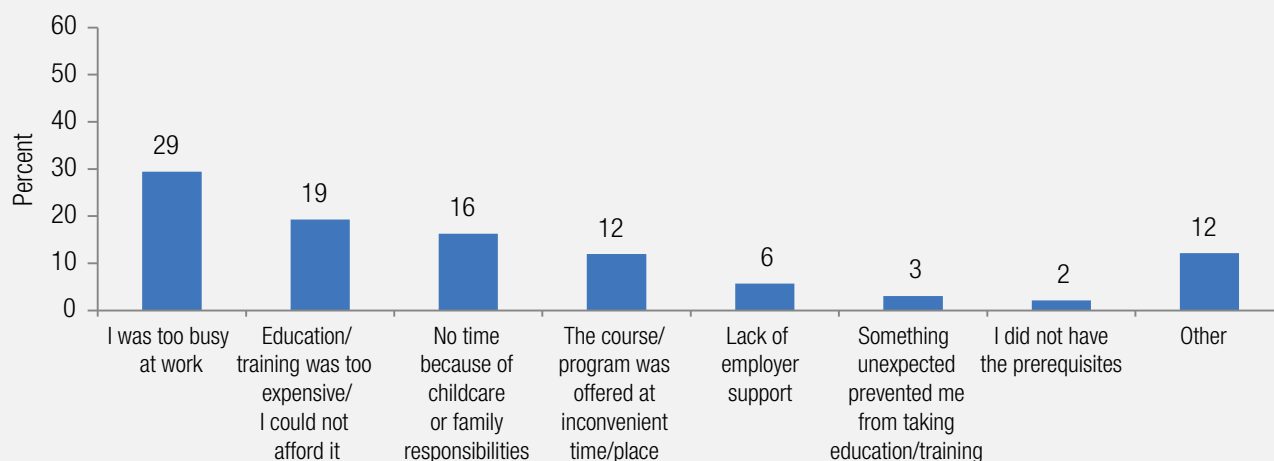


Source: Appendix II, Table 1.8

Non-formal learning: Obstacles to participation

Obstacles to participation in non-formal learning were common among both participants and non-participants, limiting participation for some entirely and limiting further participation for others. Various obstacles were reported by respondents, with some being far more prominent than others. For example, as seen in Figure 1.21, which shows participation rates in adult learning by type of barriers to participation, 29 percent of respondents stated that being too busy at work had prevented them from pursuing learning activities. Other obstacles cited include unaffordability of training, family responsibilities, inconvenient course scheduling/location, lack of employer support, an unexpected occurrence, and not having the proper prerequisites.

Figure 1.21 Proportion of population aged 16 to 65 who participated in non-formal adult learning in the past 12 months, by type of barrier to participation, Canada, 2012



Source: Appendix II, Table 1.9

Past studies have examined engagement in adult learning through a slightly different lens than the one used by PIAAC. Generally, the question was framed as “What are the reasons for non-participation?” as opposed to “What are the obstacles to participation?” While results vary somewhat from study to study, the challenges noted usually fit into one of the following five categories: lack of time or energy; lack of support; lack of accessibility; a negative attitude toward returning to education; and lack of self-confidence (Larson & Milana, 2006). Taken together with the findings from PIAAC, these results underscore the challenge faced by policy-makers and employers in increasing participation rates

in adult learning: there is no one single obstacle to participation, and it is highly likely that many individuals face multiple obstacles. The question of obstacles to participation is a complex one, and the obstacles listed above are likely to interact with other sociodemographic and labour-market factors to impact different groups in different ways. Further study into the obstacles, especially as encountered by individuals who have not participated in any form of adult learning, will be essential to inform policy that aims to reduce inequity in participation rates.

Summary

Numerous key findings emerge from the PIAAC survey. Canadians participated in adult learning at a rate that is above the OECD average; however, many Canadians did not participate at all. The latter observation is important, as adult learners are more likely to demonstrate higher skill levels in literacy, numeracy, and PS-TRE than those who did not participate in any form of adult learning. Most adult learners participated in non-formal learning only, followed by both formal and non-formal learning, and then formal learning only. A strong association can be seen between proficiency levels and participation in adult learning; the extent of the association correlates to the type of adult learning undertaken. Respondents who participated in both formal and non-formal learning represented the largest group of adult learners achieving the highest proficiency levels in all three domains.

PIAAC data also yield an understanding of the various contexts in which respondents take part in learning activities: non-formal learning activities were by far the most common type of learning in which adult learners engaged. Among the significant proportion of adult learners who participated in these types of activities, most took part in on-the-job training by supervisors or co-workers, seminars, and workshops, which suggests that the workplace is a predominant setting for non-formal adult learning.

Just as important as asking how individuals participate in learning activities is asking why they participated. Reasons for, or obstacles to, participation are crucial factors in the analysis of adult learning participation rates. Approximately half of Canadians who participated in non-formal learning activities reported doing so with the aim of doing their jobs better, improving their career prospects, or both. A much smaller proportion did so because it was obligatory. The most frequently cited obstacle was being busy at work, although many obstacles were cited, and many respondents likely faced more than one at a time.



CHAPTER 2

ADULT LEARNING ACROSS SOCIODEMOGRAPHIC PROFILES AND AMONG SELECTED POPULATION GROUPS

Understanding overall rates of participation in adult learning is an important first step in studying its relationship with skills development, but, in order to take the analysis further, various sociodemographic factors that impact participation rates must be examined. Analyzing the unequal distribution of participation rates across the population and determining how different factors impact different groups are of crucial importance to developing and evaluating policies and programs for skills development in Canada.

Opportunities for adult learning are not the same for everyone (Nilsson & Nystrom, 2013), and a high level of participation in society as a whole may conceal low rates of participation among certain groups. The correlation between skills and participation in adult learning, coupled with the correlation between skills and well-being, suggests that groups that report lower rates of participation are at a greater risk of experiencing less positive socioeconomic outcomes.

This chapter will increase the depth of analysis by examining adult learning in light of characteristics such as age, gender, and educational attainment. It will also undertake analyses of two population groups that are unique to Canada's make-up relative to other countries, immigrants and Indigenous peoples,¹² in order to provide insight into their participation rates in adult learning in light of their unique contexts within Canadian society.

Age

Previous research has shown that engagement with adult learning tends to decrease with age (Knighton et al., 2009), and data from PIAAC generally reinforce this finding. PIAAC, however, shows a deviation from established patterns: past studies have found that young adults exhibit the highest participation rates in adult education or training (Knighton et al., 2009), yet in PIAAC we encounter a comparatively low rate of participation for the youngest age group.¹³ As shown in Figure 2.1, the participation rate in adult learning was highest among 25- to 34-year-olds and declined with each subsequent age group.

PIAAC also reveals significant differences between the age groups concerning barriers to participation in adult learning. Further analysis of these findings reveals notable trends in obstacles among specific age groups. Figure 2.2 shows how different age groups reported on barriers to participation in adult learning. Financial barriers were the most commonly cited barrier among individuals 24 years of age or less, with such barriers decreasing gradually with each subsequent age group. Conversely, being busy at work was the most frequently cited obstacle for almost every other age group, with this barrier rising steadily with age and peaking among those between 45 and 54. Lack of time due to family responsibilities was most often cited among those aged 25 to 44, a group that covers two age cohorts in Figure 2.2. Lack of employer support, while not a frequently cited obstacle, was nonetheless consistent across all age groups, which suggests that this is an area that could benefit from further study.

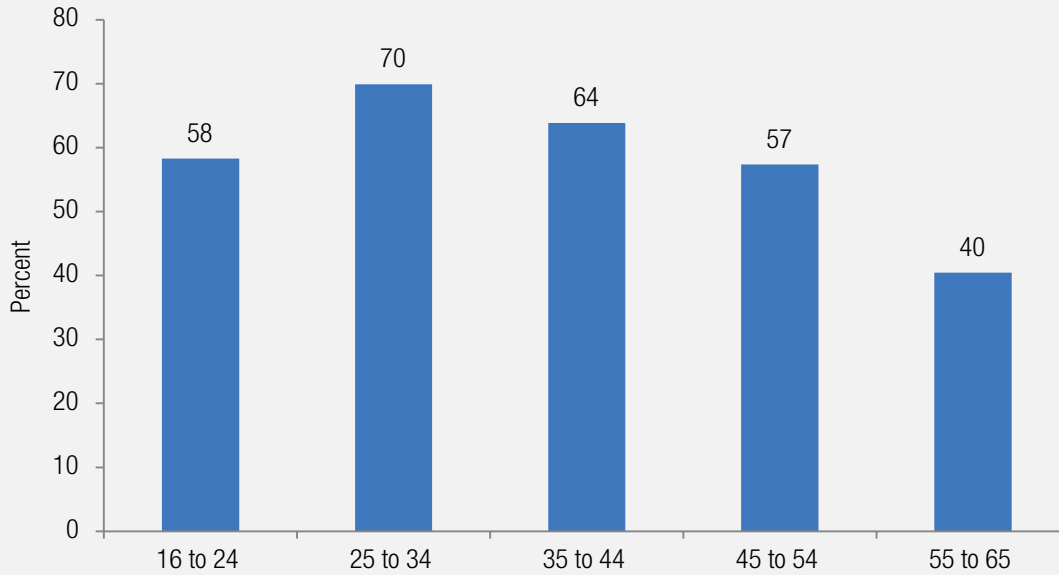
The profile of skill levels by age parallels the profile of participation rates, with older adults often facing a skills disadvantage in all three skill domains. Adult learners aged 25 to 34 years achieved the highest scores in literacy, numeracy, and PS-TRE. Average scores among respondents who reported participating in adult learning declined across subsequent age groups, as seen in Figures 2.3 and 2.4, which present average scores for literacy and numeracy, respectively. As is the case with the trend in participation, the scores of the youngest group are somewhat below those of the 35- to 44-year-old group. The same age patterns are found among those who did not participate in adult learning.

In all three skill domains, the same trend is visible: skills peaked at 25 to 34 and declined with each subsequent age group, whether measured by average scores for literacy and numeracy (Figures 2.3 and 2.4) or proficiency levels for PS-TRE (Figure 2.5).

¹² To overcome sample size limitations that can occur when analysis by sociodemographic variables divides a population into small segments, First Nations, Métis, and Inuit living off reserve are, for the purposes of this report, grouped together as "Indigenous."

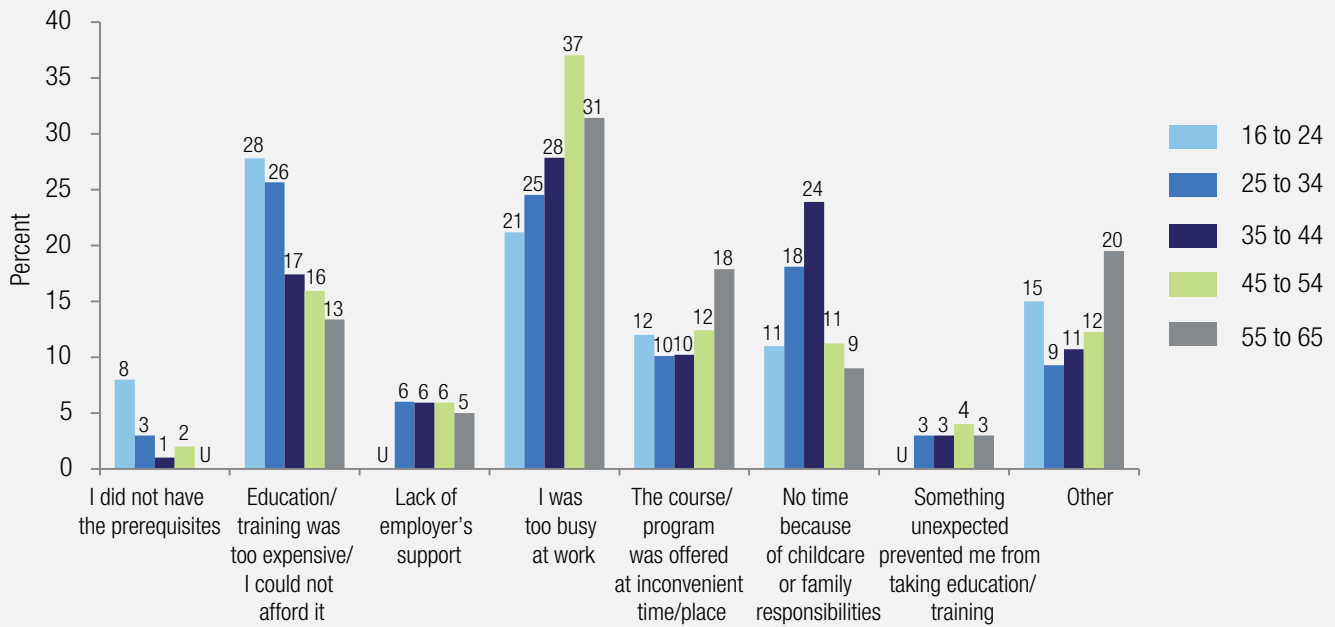
¹³ As noted in Chapter 1, PIAAC data for the 16–24 age group include only those individuals who have completed their first cycle of education or have left the education system without attaining a qualification, and not individuals who are still involved in their initial cycle of education.

Figure 2.1 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by age group, Canada, 2012



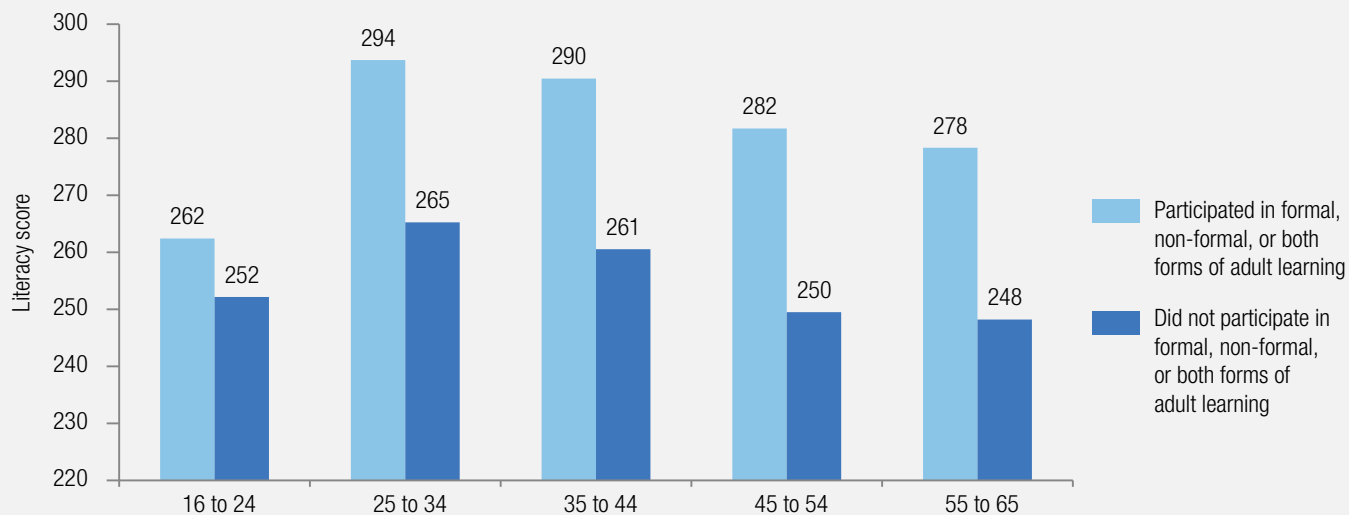
Source: Appendix II, Table 2.1a

Figure 2.2 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by barrier to participation in adult learning and age group, Canada, 2012



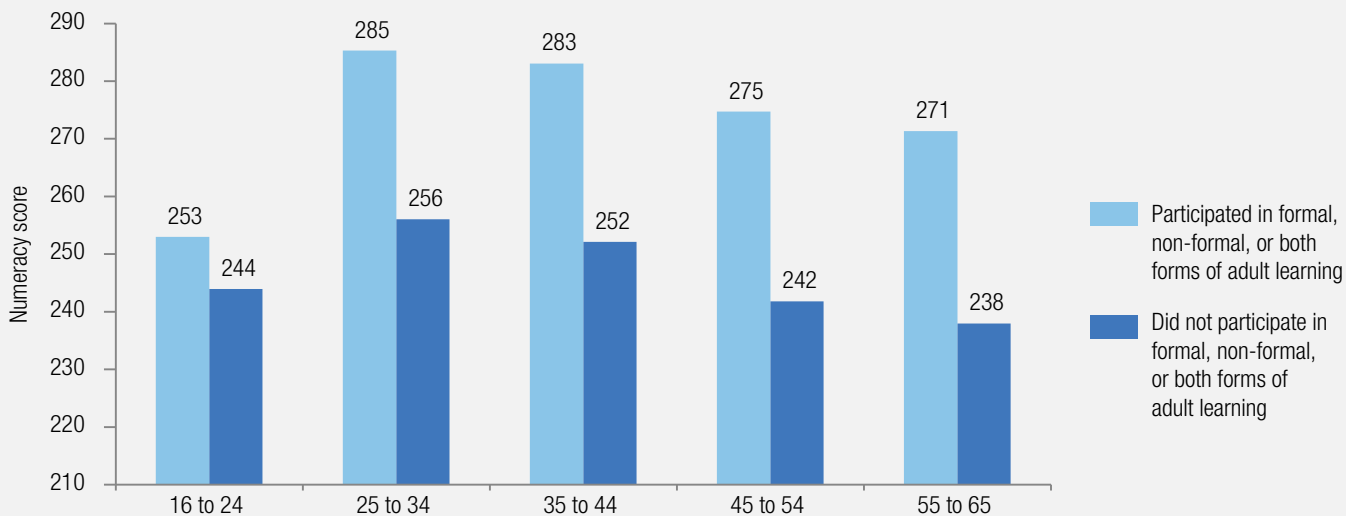
Source: Appendix II, Table 2.1d
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Figure 2.3 Literacy – Average scores of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, 2012



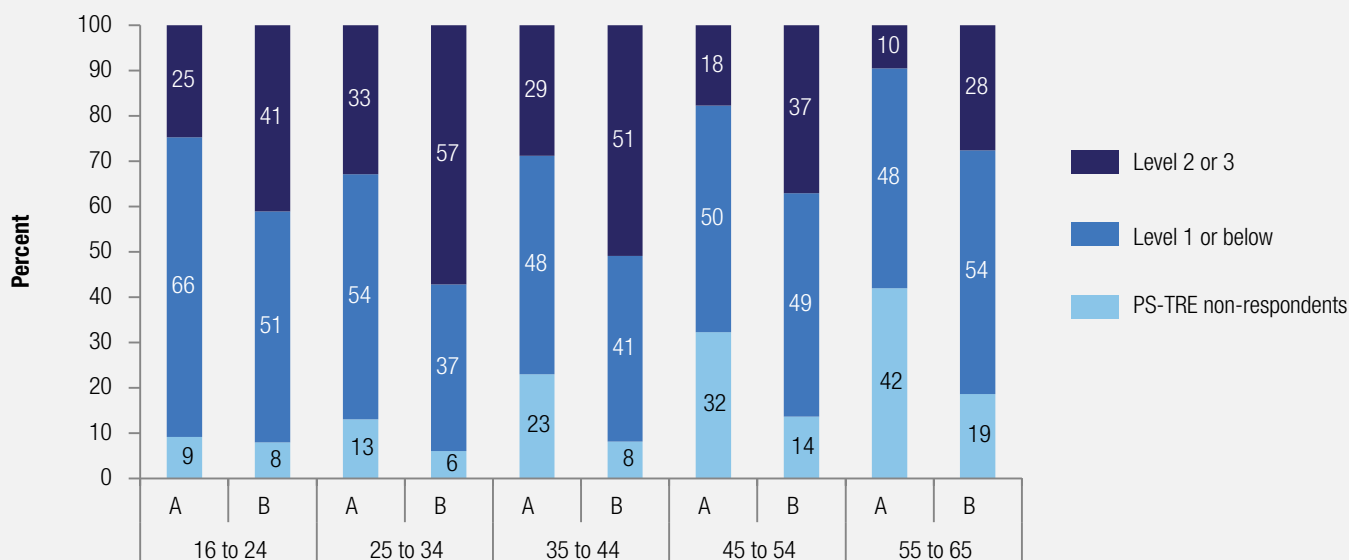
Source: Appendix II, Table 2.1a

Figure 2.4 Numeracy – Average scores of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, 2012



Source: Appendix II, Table 2.1b

Figure 2.5 PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, 2012



Source: Appendix II, Table 2.1c

A – Did not participate in formal, non-formal, or both forms of adult learning
 B – Participated in formal, non-formal, or both forms of adult learning

Figures 2.3 through 2.5 also illustrate the skills gaps between respondents who reported having participated and those reporting not having participated in adult learning, with the former scoring higher than the latter in every age cohort. The skills gap is particularly large in PS-TRE, where the proportion of respondents who attained the highest levels of proficiency is noticeably greater among those who participated in adult learning across all age groups: among those 55 and over, for example, it is almost three times as high as those who did not participate in such learning.

The observation that declining skills correlate with increasing age is in line with observations made by the OECD. Possible reasons for declining skills include the deterioration of unused skills over time (Government of Canada & CMEC, 2017b), lower employer investment in the skills of adult workers, and fewer incentives for older workers to improve their skills (OECD, 2013b). A related question is whether increasing the participation rate of older adults in education might reduce or eliminate their skills gap relative to younger adults. This is a question of considerable significance, given the importance of skills to individual well-being and the fact that close to one in

four Canadians will be aged 65 years or over in 2030 – a proportion that is up considerably from 2003, when this figure was closer to one in seven (Statistics Canada, 2014b).

Gender

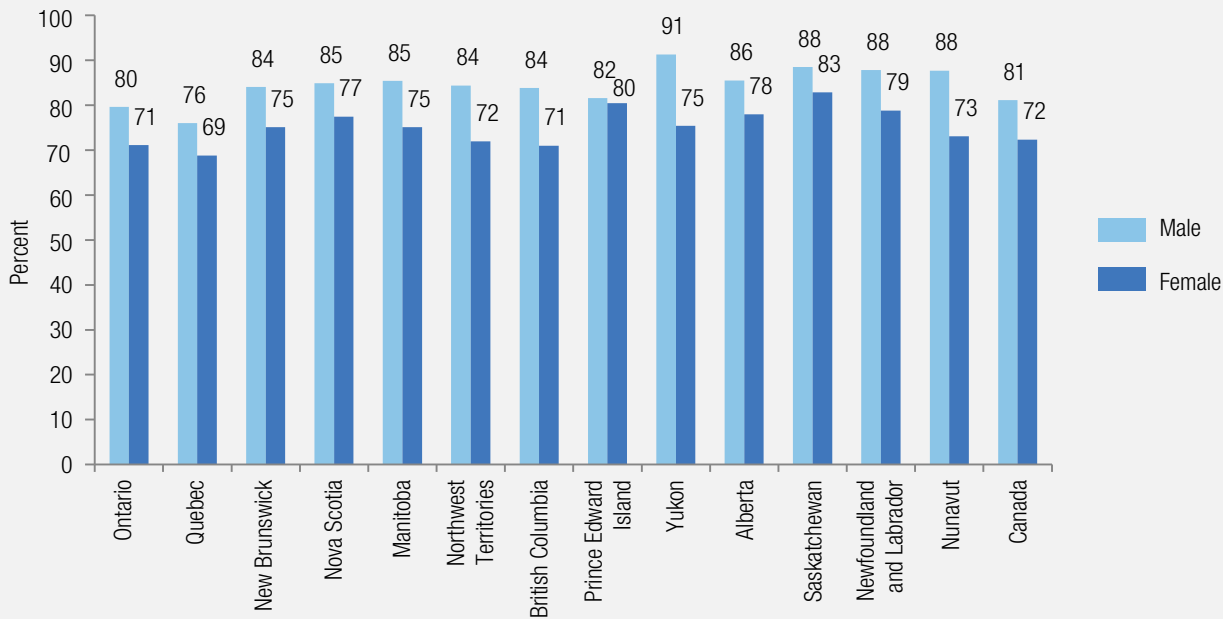
While rates of participation in adult learning were very similar for men and women in Canada, differences exist in the contexts surrounding participation. To begin with, while, at the pan-Canadian level and in almost all of the provinces and territories, men and women tended to participate in adult learning at similar rates, they did so with varying levels of employer support, as illustrated by Figure 2.6. Men were more likely to receive employer support than were women; this was true at the pan-Canadian level and in all provinces and territories.

Research has also shown that there are differences between women and men in the types of learning activities chosen and motivations for choosing them (Boeren, 2011). PIAAC results confirm that men and women reported engaging in different types of non-formal learning activities. As illustrated in Figure 2.7, a higher proportion of men than women participated in on-the-job training or training by supervisors or co-workers, whereas a higher proportion of women than men participated in a seminar, workshop, or other kind of course or private lesson.

PIAAC also reveals significant gender differences concerning barriers to participation in adult learning. Among respondents who reported barriers, men and women both said that they were too busy at work to engage in adult learning, but men were 1.5 times more likely than women to cite this as a reason. Women, on the other hand, were almost twice as likely as men to cite childcare or family responsibilities as barriers, as illustrated in Figure 2.8.

In the PIAAC assessment, participants in adult learning attained higher proficiency levels than non-participants, regardless of gender. Little difference is evident in the proficiency levels of women and men in literacy and PS-TRE (Appendix II, Tables 2.2a and 2.2c). In numeracy, however, more male than female participants demonstrated a high proficiency level (Appendix II, Table 2.2b). This gap merits further study, particularly in regard to ways in which the types of learning activities engaged in by men and women might impact numeracy skill levels differently.

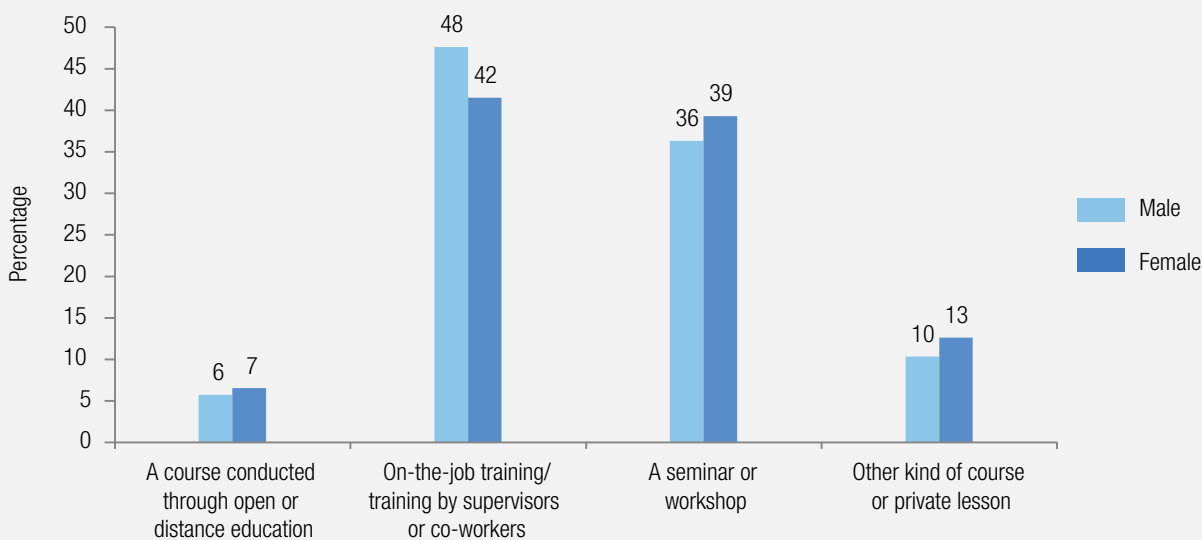
Figure 2.6 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months with employer support, by gender, Canada, provinces, and territories, 2012



Source: Appendix II, Table 2.2e

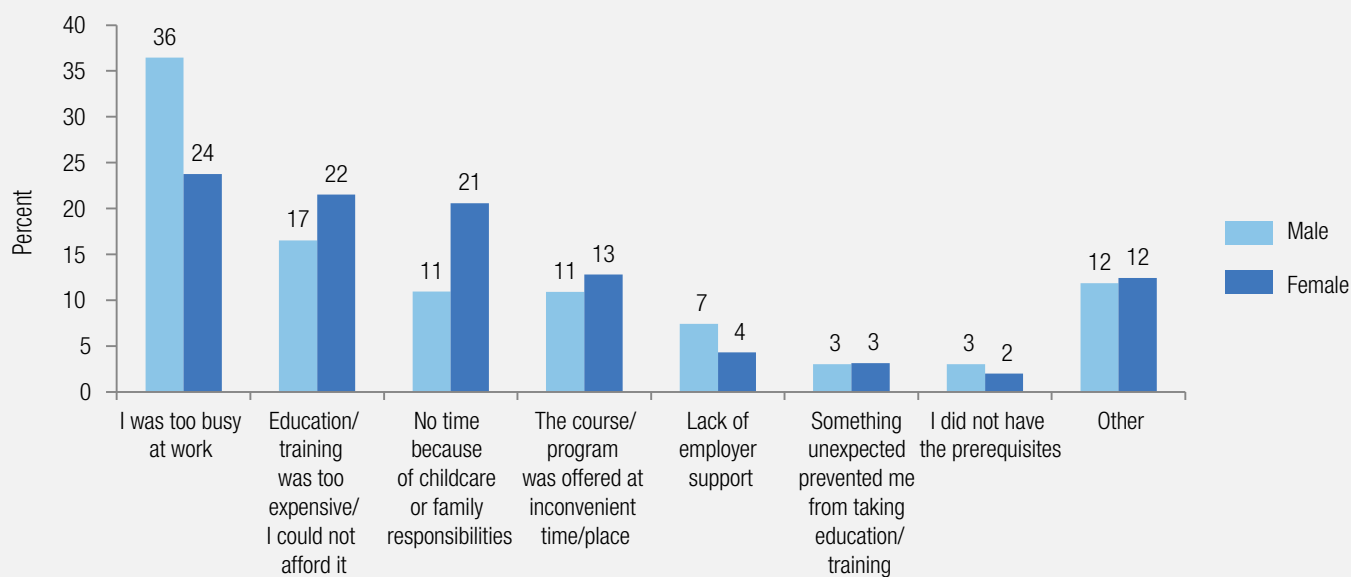
Note: "Employer support" is defined in terms of "funding" (i.e., the employer partly or entirely covering the cost of adult learning) or in terms of "time" (i.e., the employer allowing employees to attend adult learning partly or entirely during working hours).

Figure 2.7 Proportion of population aged 16 to 65 who participated in non-formal adult learning in the past 12 months, by type of learning activity and gender, Canada, 2012



Source: Appendix II, Table 2.2d

Figure 2.8 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by gender and type of barrier to participation, Canada, 2012



Source: Appendix II, Table 2.2f

Educational attainment

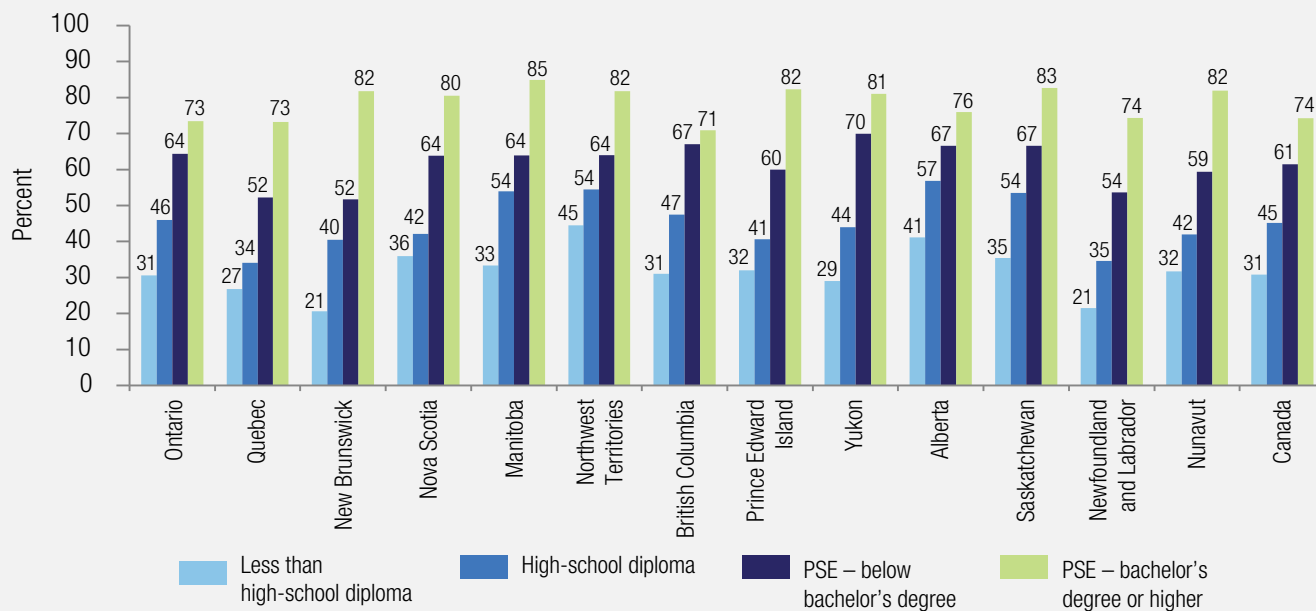
Educational attainment is recognized as an important modifier for skills proficiency. It is also an effective predictor of participation in adult learning. The participation rate in adult learning rises with educational attainment, a finding that is consistent with recent research showing a linear relationship between educational attainment and engagement in job-related education and training (Gluszynski, Werkneh, & Zhao, 2014). Figure 2.9 shows proportions of the population who participated in adult learning by educational attainment. Participation rates by educational level across the provinces and territories do not deviate substantially from the pan-Canadian average, with one exception: among those with less than a high-school diploma, the average participation rate is 31 percent across the country but ranges from a low of 21 percent in Newfoundland and Labrador and New Brunswick to a high of 45 percent in Northwest Territories. These disparities merit further investigation, as individuals without a high-school diploma are among those who might derive the greatest benefit from the skills enhancement that can be gained from participating in adult learning.

Respondents with the highest participation rate show the highest levels of proficiency in literacy, numeracy,

and PS-TRE in all provinces and territories, across all educational levels. Those who participated in adult learning scored higher than respondents who reported not having participated in adult learning by about 20 points in literacy (see Figure 2.10) and numeracy at every educational level. This raw-score difference translates into a greater proportional difference at lower scores than higher ones, which is a significant finding: it means that those who benefit most from adult learning are those with the lowest educational credentials — the very individuals who are most in need of enhancing their skills and employment prospects in a rapidly changing economy.

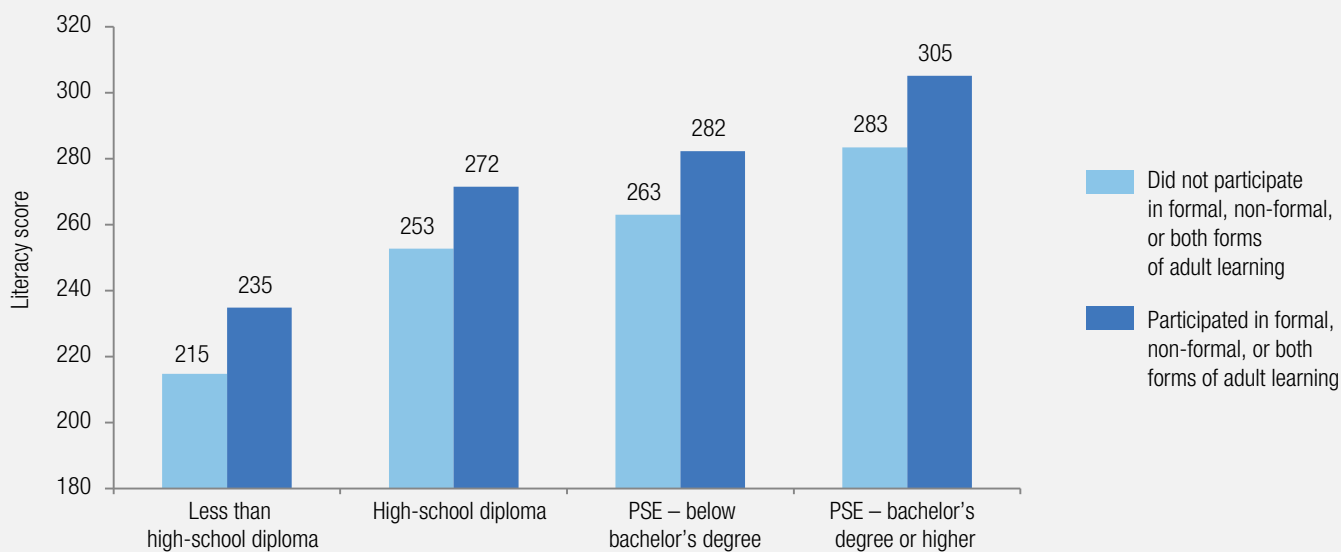
Literacy and numeracy skills of adult learners in the provinces and territories for each level of educational attainment are generally at the Canadian average, although there are a few exceptions to this trend (see Appendix II, Tables 2.3a and 2.3b).

Figure 2.9 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by educational attainment, Canada, provinces, and territories, 2012



Source: Appendix II, Table 2.3a

Figure 2.10 Literacy – Average scores of population aged 16 to 65, by participation and non-participation in formal, non-formal or both forms of adult learning in the past 12 months and educational attainment, Canada, 2012



Source: Appendix II, Table 2.3a

Parental educational attainment

While an individual's educational attainment is a well-known modifier for proficiency levels, in recent years parental educational attainment has also been highlighted as a good predictor of skills proficiency (OECD, 2010). Studies have observed that readiness for life-long learning is often rooted in childhood and later nurtured in education systems. Parental values, expectations, and levels of education can influence individuals' goals and aspirations, including those pertaining to education and learning.

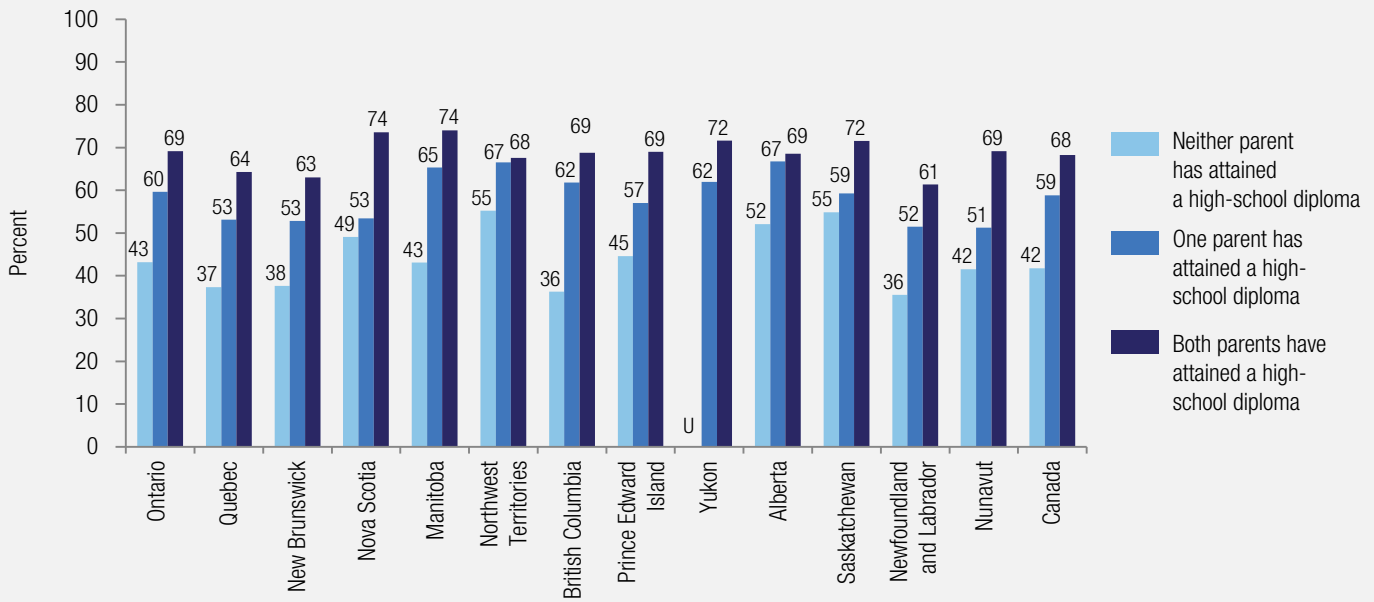
Figure 2.11 shows the proportion of the population who participated in adult learning, by parental attainment of secondary education. Individuals from families where both parents attained a high-school diploma exhibited higher participation rates in adult learning than those who come from families where neither, or only one, parent has this diploma. Individuals from families where only one parent attained a high-school diploma tended to score higher than individuals from families where neither parent has this diploma. This trend is consistent at the provincial and territorial level as well as at the pan-Canadian level.

Figure 2.12 shows the proportion of the population who participated in adult learning, by parental attainment of postsecondary education. Paralleling the increase in participation among individuals whose parents both had a high-school diploma, in contrast to no diploma, at the pan-Canadian level, almost three out of four individuals from families where both parents attained a bachelor's degree or higher participated in adult learning, compared with just over half when neither parent has such a degree. This trend is consistent across the provinces and territories.

As noted earlier, higher participation in adult learning is correlated with higher skill levels, and thus it would be expected that individuals from families with higher levels of parental educational attainment would generally show greater proficiency in foundational skills. This is indeed the case. For example, Figure 2.13 shows the distribution of proficiency levels in numeracy, by participation in adult learning and parental attainment of postsecondary education. Those who participated in adult learning and whose parents both have a bachelor's degree or higher attained the highest proficiency levels, with 27 percent reaching Level 4 or 5. This figure is more than five times higher than the corresponding percentage among those who did not participate in adult learning and whose parents did not have a bachelor's degree or higher.

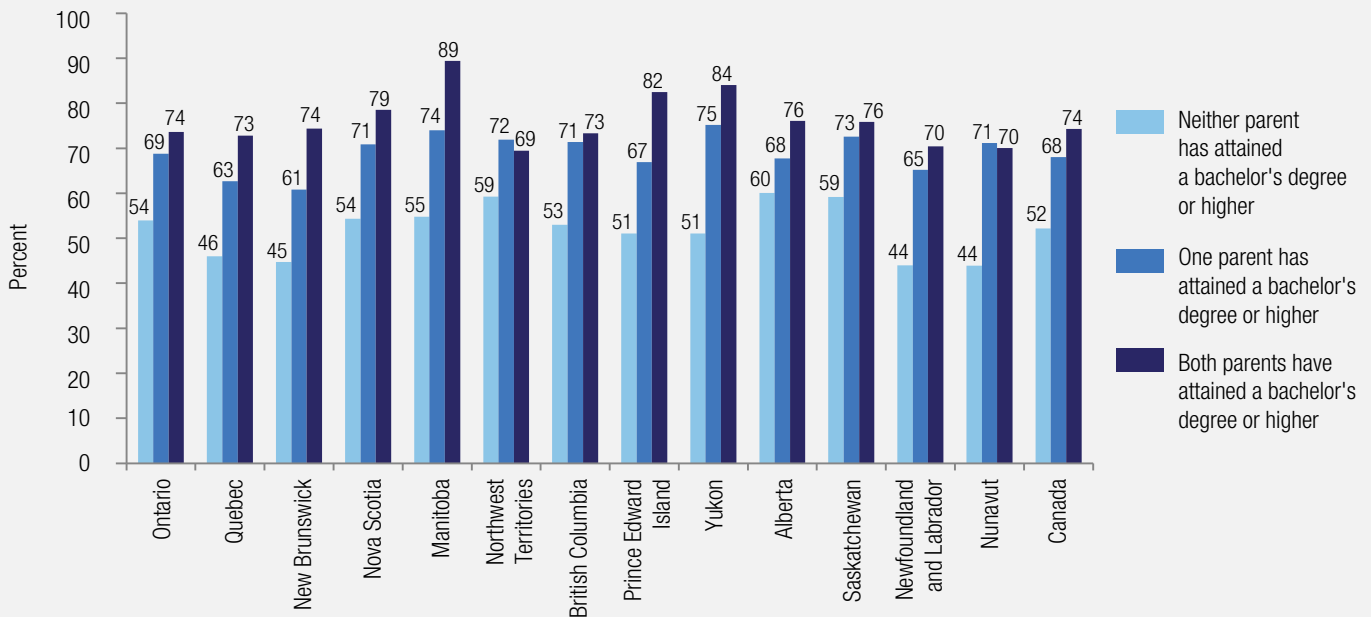
Given the potential correlation between parental educational attainment and individuals' own educational attainment, analysis controlling for the respondents' educational attainment was performed in order to determine the independent association of parental educational attainment with adult learning participation. As seen in Figure 2.14, among those who participated in adult learning, those whose parents both had a bachelor's degree or higher were more likely to have a bachelor's degree or higher themselves, compared with those who come from families where only one parent had a bachelor's degree. Moreover, those with at least one parent who had a bachelor's degree or higher were more likely to have a bachelor's degree or higher themselves, compared with those who come from families where neither parent had a bachelor's degree. A similar pattern was observed when comparing Canadians who come from families where neither, only one, or both parents had a high-school diploma (Appendix II, Table 2.4d).

Figure 2.11 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by parental secondary educational attainment, Canada, provinces, and territories, 2012



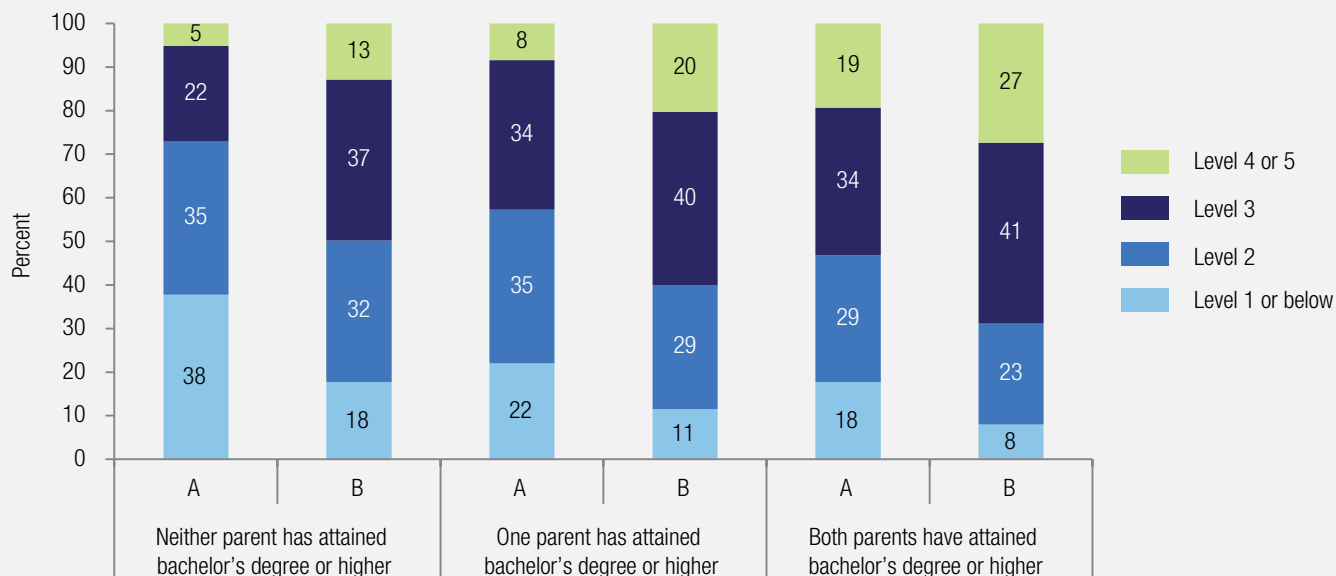
Source: Appendix II, Table 2.4a
 U – Too unreliable to be published

Figure 2.12 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by parental postsecondary educational attainment, Canada, provinces, and territories, 2012



Source: Appendix II, Table 2.4a

Figure 2.13 Numeracy – Percentage distribution of proficiency levels of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental postsecondary educational attainment, Canada, 2012

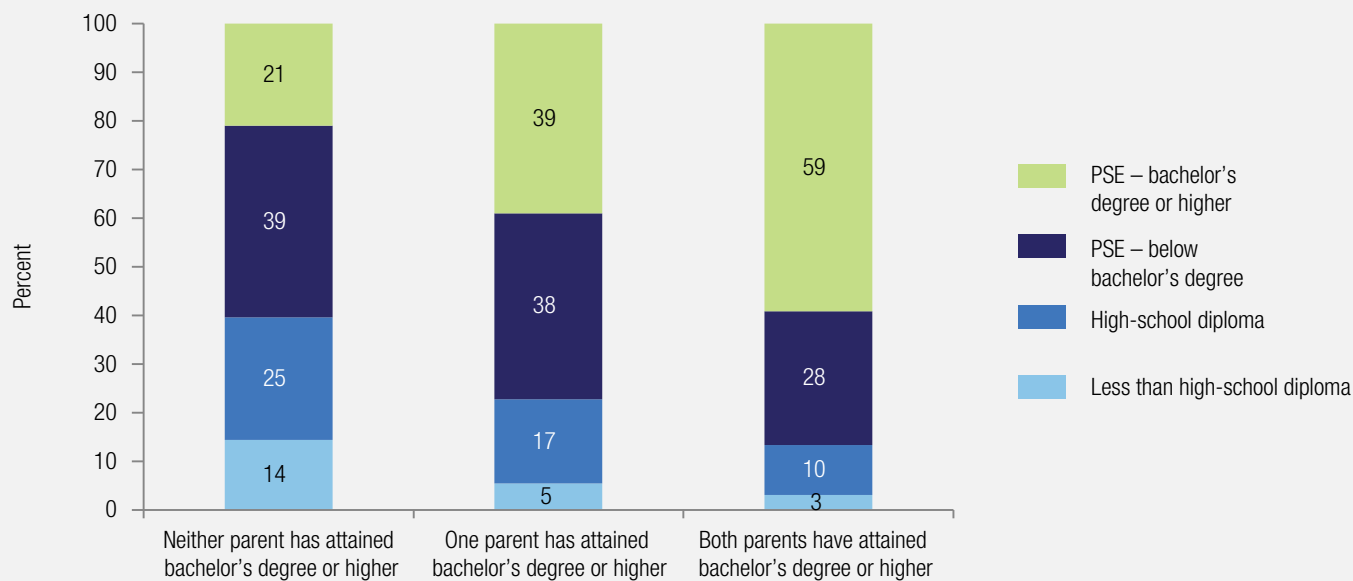


Source: Appendix II, Table 2.4b

A – Did not participate in formal, non-formal, or both forms of adult learning

B – Participated in formal, non-formal, or both forms of adult learning

Figure 2.14 Percentage distribution of population aged 16 to 65, by educational attainment and parental postsecondary educational attainment, Canada, 2012

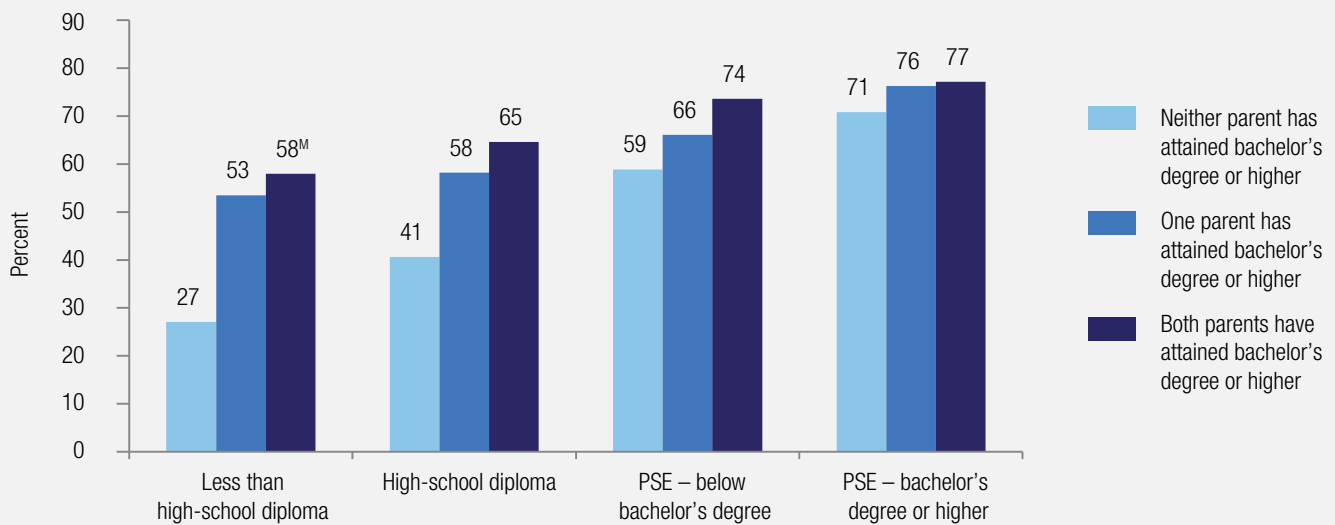


Source: Appendix II, Table 2.4d

As for their adult learning participation, at every level of educational attainment, Canadians with at least one parent who had a bachelor's degree or higher were more likely to participate in adult learning activities compared with those who come from families where neither parent had a bachelor's degree (Figure 2.15). Similarly, at all educational attainment levels except for those with a bachelor's degree or higher, Canadians with at least one parent who attained a high-school diploma were more likely to participate in adult learning activities compared with those who come from families where neither parent had a high-school diploma (Appendix II, Table 2.4d). These results demonstrate that parental educational attainment is positively associated with adult learning participation, regardless of an individual's own educational attainment.

Higher education thus seems to have a self-reproducing effect: people with higher educational attainment are more likely to have children who have higher educational attainment themselves *and* who are more likely to participate in adult learning; and these children have an advantage in skills proficiency.

Figure 2.15 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by educational attainment and parental postsecondary educational attainment, Canada, 2012



Source: Appendix II, Table 2.4d
M – Use with caution

Selected populations

Immigrants

Canada is a multicultural society, and immigrants are an important part of the country's unique composition. Canada has the highest proportion of immigrants among the G8 countries: according to the 2011 National Household Survey, one in every five people in Canada was foreign-born (Statistics Canada, 2013b).¹⁴ PIAAC oversampled immigrants in order to provide reliable data regarding skills among this group that represents an invaluable segment of Canada's cultural fabric.¹⁵

The PIAAC results show that the rate of participation in adult learning was higher for the Canadian-born population (59 percent) than the immigrant population (53 percent), a finding that is echoed in other studies (Gluszynski et al., 2014).

In addition to surveying immigrants in Canada as a whole, PIAAC oversampled immigrants in Quebec, Ontario, British Columbia, and Alberta, as these four provinces are home to the vast majority (94.8 percent) of Canada's foreign-born population (Statistics Canada, 2013b).¹⁶ As a result of this oversampling, PIAAC data were able to distinguish between recent (fewer than 10 years in Canada) and established immigrants (10 years or more in Canada).¹⁷

As indicated in Figure 2.16, when immigrants are categorized into those who are recent and those who are established, significant differences become evident: recent immigrants had higher participation rates than their established counterparts, except in British Columbia. The 2003 Adult Literacy and Life Skills Survey

(ALL) revealed a similar difference in participation rates. ALL results showed that recent immigrants had adult-learning participation rates that were closer to those of native-born Canadians than did established immigrants (Statistics Canada, 2008). In PIAAC, notwithstanding their lower rate of participation in adult learning, established immigrants showed higher skill levels than recent immigrants.

It is possible that the difference in participation rates between established immigrants, recent immigrants, and the Canadian-born could be attributed to the fact that age structures of the two immigrant groups and the Canadian-born differ considerably. Recent immigrants are much younger than the Canadian-born, while established immigrants are older than both recent immigrants and the Canadian-born (Government of Canada & CMEC, 2017b). As previously mentioned, PIAAC data show that the participation rate in adult learning is highest among 25- to 34-year-olds and declines with each subsequent age group.

The difference in literacy, numeracy, and PS-TRE proficiency levels between the two immigrant groups is small in comparison with the difference between immigrant adult learners as a whole and their Canadian-born counterparts (see Figure 2.17 for literacy proficiency levels by immigrant status). For example, the latter are 2.7 times more likely than the former to score at a high proficiency level in literacy (controlling for age, gender, educational attainment, and language background).¹⁸ One avenue to reducing the skills gap could be an increase in the rates of participation in adult learning among established immigrants, as this group demonstrated somewhat lower participation levels than the other two groups.

¹⁴ This trend holds for the 2016 census, in which 21.9 percent of the population responded that they were or had been a landed immigrant or permanent resident in Canada (Statistics Canada 2017a).

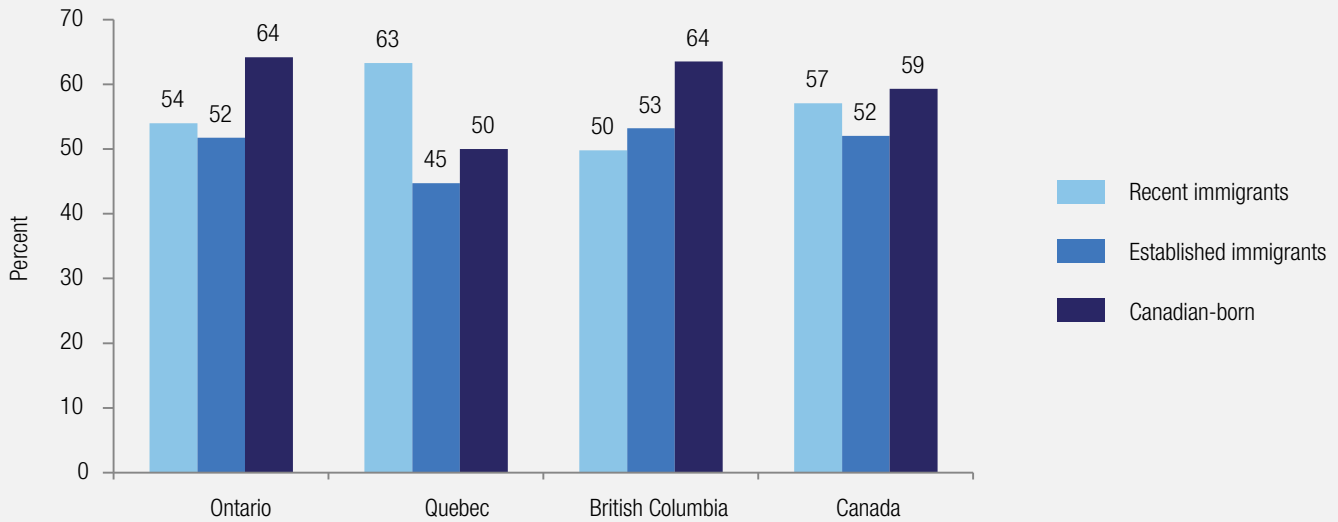
¹⁵ A more detailed analysis of skills proficiency among immigrants can be found in the 2017 thematic report *Skills Proficiency of Immigrants in Canada* (Government of Canada & CMEC 2017b).

¹⁶ Recent immigrants were oversampled (i.e., their proportion in the sample is higher than their proportion in the population) in order to obtain statistically reliable results in Quebec, Ontario, British Columbia, and Alberta. The oversampled population of recent immigrants in Alberta on its own was not large enough to generate statistically reliable results. As a result, it is included in the aggregated category of immigrants residing in the Prairies, which comprise Alberta, Saskatchewan, and Manitoba. The sample for this broader category is large enough to generate reliable estimates for analysis.

¹⁷ It is worth noting that PIAAC was administered in Canada in English and French. For some respondents with a non-official language as their mother tongue, low test scores may, to some extent, reflect their low proficiency in the test language rather than low proficiency in literacy, numeracy, and/or PS-TRE per se.

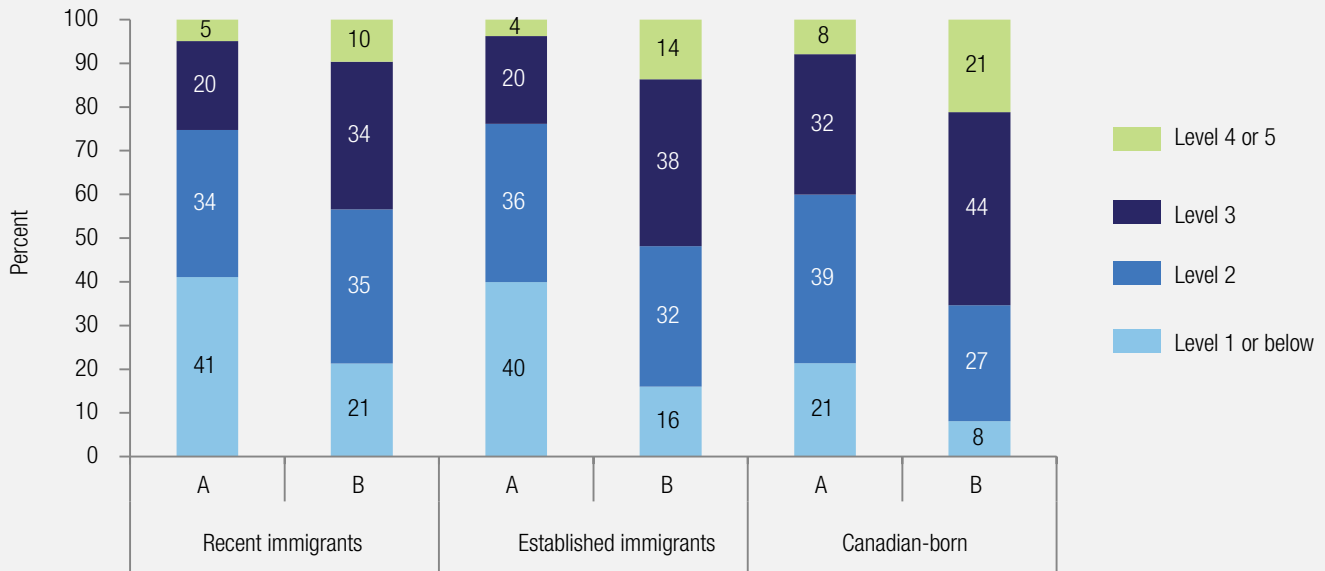
¹⁸ For a more in-depth examination of the results of immigrant populations in Canada, see Government of Canada & CMEC (2017b).

Figure 2.16 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by immigrant status, Canada and oversampled populations, 2012



Source: Appendix II, Table 2.5a

Figure 2.17 Literacy – Percentage distribution of proficiency levels of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months and immigrant status, Canada, 2012



Source: Appendix II, Table 2.5a

A – Did not participate in formal, non-formal, or both forms of adult learning
 B – Participated in formal, non-formal, or both forms of adult learning

Indigenous peoples

Indigenous peoples represent a distinct population in Canada. They are descendants of the original inhabitants of the country and are custodians of languages, traditions, cultures, and spiritual beliefs that are of immeasurable value within Canada's cultural fabric. According to the 2011 National Household Survey (NHS), approximately 1.4 million Canadians identified themselves as Aboriginal. This represented 4.3 percent of Canada's population at the time (Statistics Canada, 2013a).¹⁹ PIAAC oversampled Indigenous peoples in order to generate reliable data on this unique population.

Before undertaking this analysis, it is important to note that the diverse experiences of Indigenous identity groups in Canada have been and continue to be significantly different from the experiences of non-Indigenous peoples, and also that educational attainment rates are lower among Indigenous peoples than among the non-Indigenous population. Skills proficiency results for Indigenous peoples must be viewed with these contexts in mind.

The Indigenous peoples participating in PIAAC comprised First Nations peoples living off reserve (48 percent), Métis (44 percent), and Inuit (5 percent) (Statistics Canada, ESDC, & CMEC, 2013, p. 42),²⁰ but did not include Indigenous peoples living on reserve — a group that constitutes 38 percent of the country's entire Indigenous population (Statistics Canada, 2011). For the purposes of this report, the term *Indigenous peoples* is used to describe the population surveyed in PIAAC, even though it does not describe the entire Indigenous population of the country.²¹ Oversamples of Indigenous peoples were drawn in Ontario, Manitoba, Saskatchewan, British Columbia (only for those living in large urban centres), Yukon, Northwest Territories, and Nunavut. It is worth noting that almost 80 percent of Indigenous Canadians (on and off reserve) live in Ontario and the four western provinces, and that Indigenous peoples constitute a majority of the population in Nunavut and Northwest Territories (Statistics Canada, 2011).

¹⁹ In this report, the National Household Survey 2011 has been consulted where possible in order to present data that are most reflective of the population during the period in which PIAAC data were collected. As of the 2016 Canadian Census, approximately 1.6 million Canadians identify themselves as Indigenous, representing 4.9 per cent of the Canadian population.

²⁰ In addition, 1 percent reported multiple Indigenous identities, and 2 percent included other Indigenous identities (Statistics Canada, ESDC, & CMEC, 2013, p. 42).

²¹ This report does not disaggregate data on Indigenous respondents.

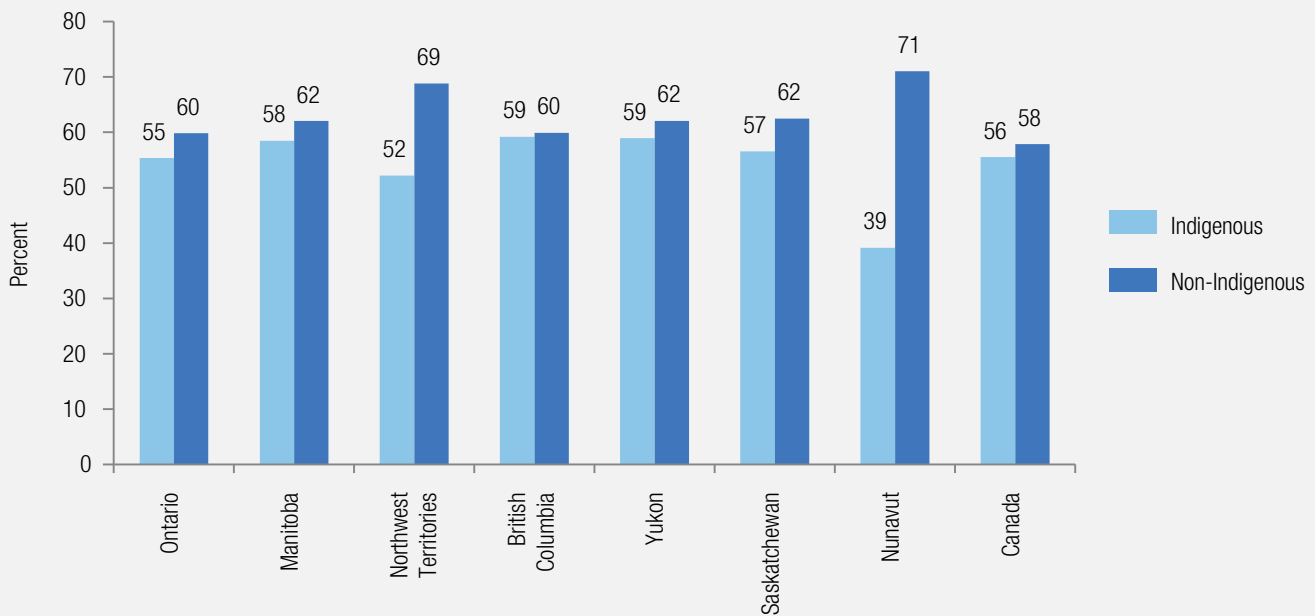
Contrary to past research, which has found that individuals who identify as Indigenous are less likely to be engaged in job-related education or training (Gluszynski et al., 2014), PIAAC revealed little difference in adult-learning participation rates between the Indigenous and non-Indigenous populations in Canada as a whole. Differences do exist at the provincial/territorial level, however, with pronounced gaps in Northwest Territories and Nunavut. Figure 2.18 illustrates the proportions of the Indigenous and non-Indigenous populations who participated in adult learning in Canada and in the oversampled provinces and territories.

Of those engaged in adult learning, more Indigenous peoples than non-Indigenous people participated in formal learning only and both formal and non-formal learning. Nevertheless, non-formal learning was the most common mode among both groups, as seen in Figure 2.19.

Indigenous and non-Indigenous respondents also had similar participation rates in different types of non-formal learning activities. Listed from the most to the least popular, these are: on-the-job training/training by supervisors or co-workers; a seminar or workshop; another kind of course or private lesson; and a course conducted through open or distance education (see Appendix II, Table 2.6d).

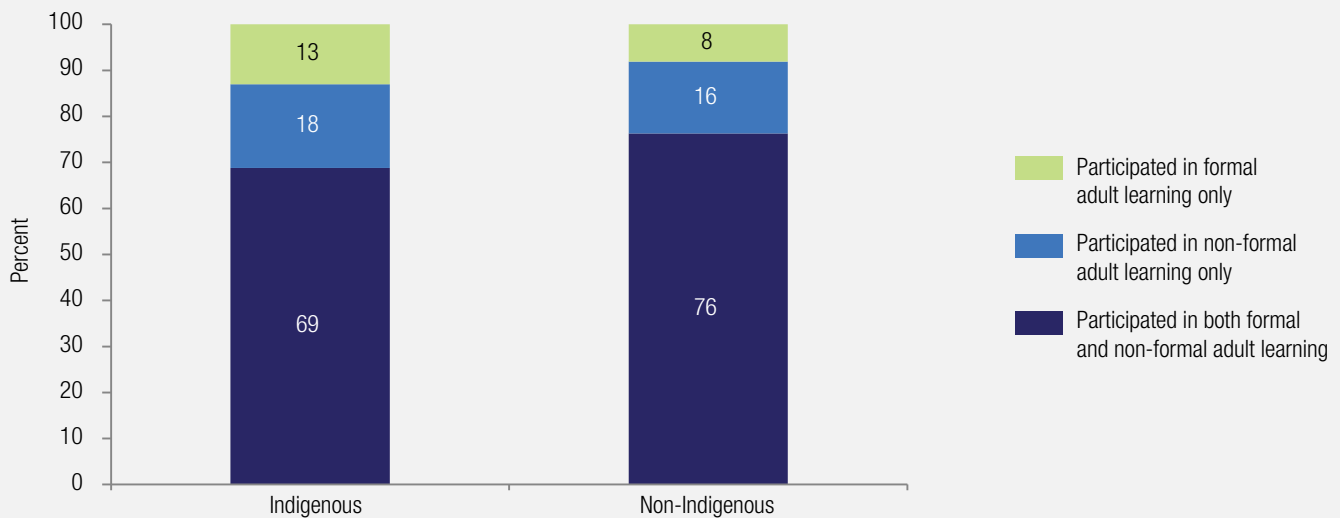
Differences between Indigenous and non-Indigenous populations with respect to self-reported barriers to formal, non-formal, or both forms of adult learning are shown in Figure 2.20. While non-Indigenous people most frequently cited being too busy at work as a barrier to participation, Indigenous participants most commonly mentioned financial cost, which suggests a need for increased financial support for Indigenous populations to pursue adult learning. This finding is particularly relevant following the release of the report of the Truth and Reconciliation Commission of Canada, which calls upon the Canadian government to create a joint strategy between Indigenous and non-Indigenous populations to address the educational and employment gaps between the two groups, which are the legacy of social and economic marginalization and colonization (Truth and Reconciliation Commission of Canada, 2015).

Figure 2.18 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by Indigenous identification, Canada and oversampled populations, 2012



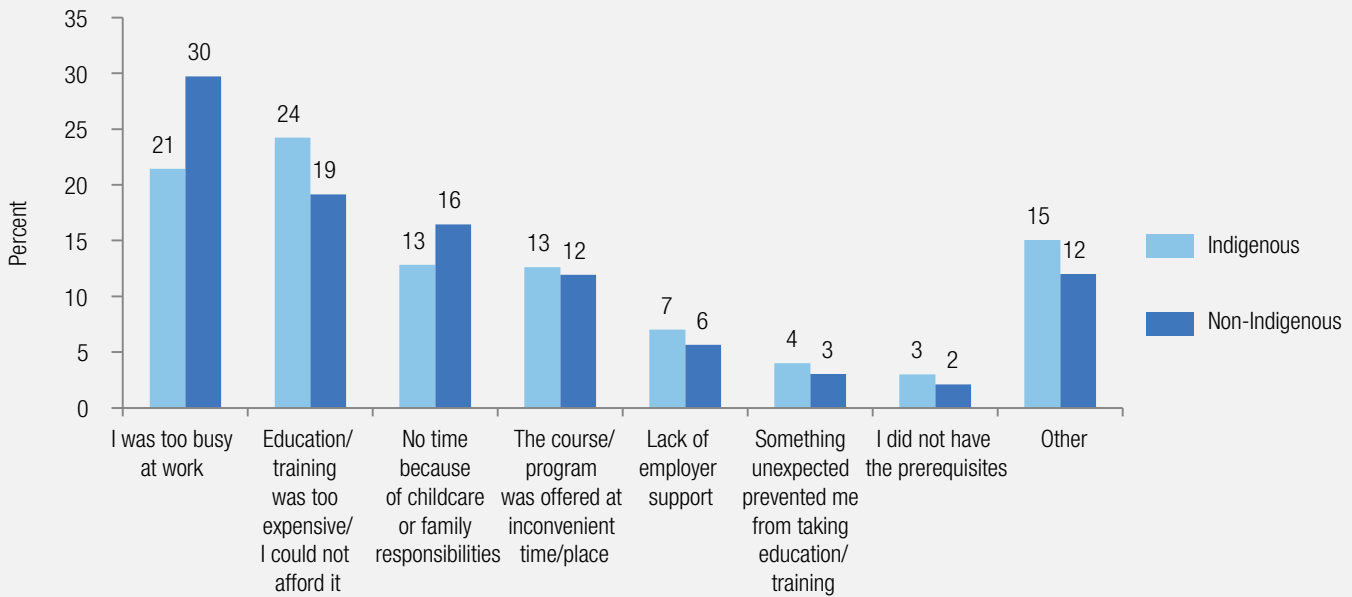
Source: Appendix II, Table 2.6a

Figure 2.19 Percentage distribution of population aged 16 to 65 who participated in adult learning, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and Indigenous identification, Canada, 2012



Source: Appendix II, Table 2.6a

Figure 2.20 Percentage distribution of population aged 16 to 65, by type of barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months and Indigenous identification, Canada, 2012



Source: Appendix II, Table 2.6e

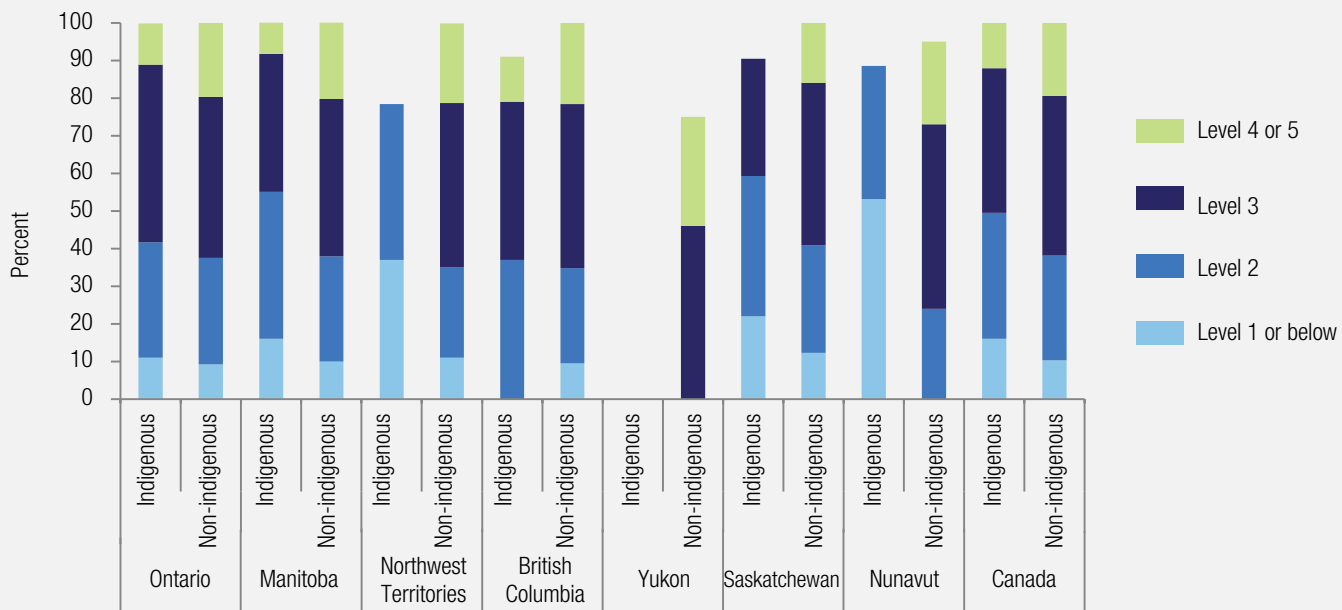
The results of the PIAAC assessment show gaps in proficiency levels between Indigenous and non-Indigenous adult learners. Figure 2.21 illustrates proficiency levels in literacy for Indigenous and non-Indigenous adult learner. In literacy, as well as the other two domains, non-Indigenous adult learners demonstrated higher foundational skills than Indigenous adult learners in every province and territory for which data are available (see Appendix II, Tables 2.6a–2.6c).

This skills gap between non-Indigenous and Indigenous learners can be explained partly by educational attainment, as illustrated in Figure 2.22, which shows average scores in literacy by participation in adult learning, Indigenous identification, and educational attainment. Differences in skill levels between Indigenous and non-Indigenous populations are fairly small at every level of education — a result that is all the more noteworthy given that almost 15 percent of Indigenous peoples report having an Indigenous language as their mother tongue (Statistics Canada, 2014a), while PIAAC was administered only in English and French. It must be noted in this context, however, that educational attainment rates among Indigenous peoples are

significantly lower than they are among non-Indigenous people: 64 percent of the former, for example, have completed high school, compared with 83 percent of the latter.²²

²² For a more in-depth examination of the results of Indigenous peoples in PIAAC, see Government of Canada & CMEC (2016).

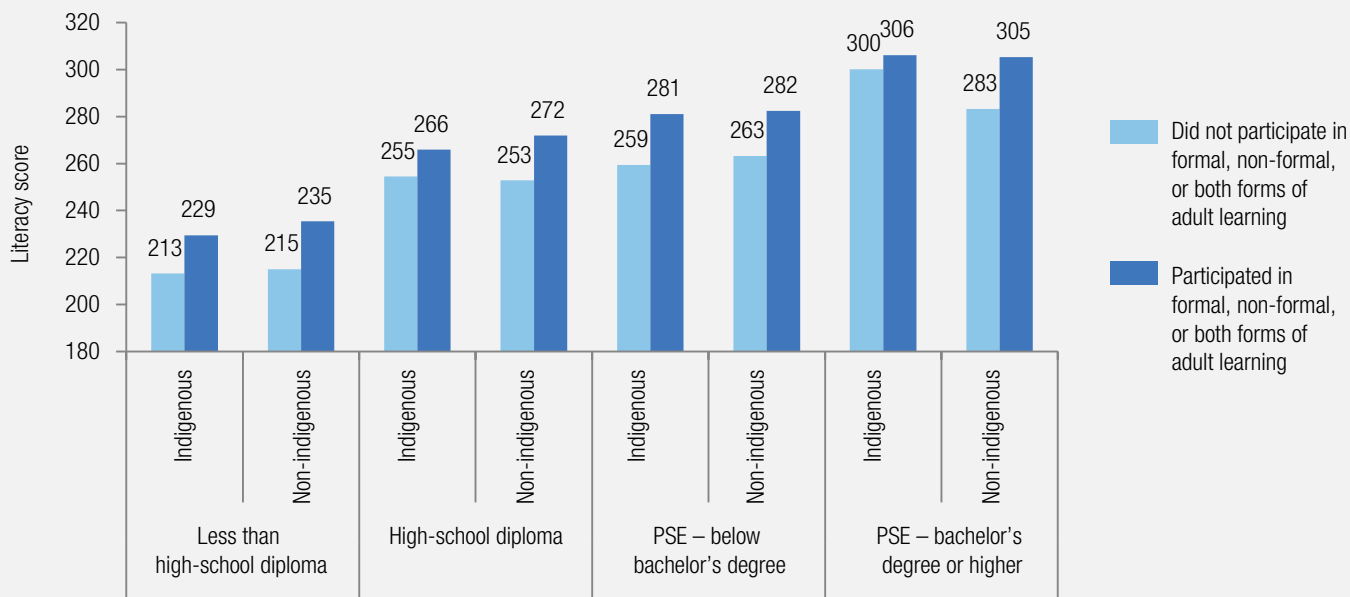
Figure 2.21 Literacy – Percentage distribution of proficiency levels of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by Indigenous identification, Canada and oversampled populations, 2012



Source: Appendix II, Table 2.6a

Note: Some results are not shown, as they are too unreliable to be published or have been suppressed to meet the confidentiality requirements of the Statistics Act.

Figure 2.22 Literacy – Average scores of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months, educational attainment, and Indigenous identification, Canada, 2012



Source: Appendix II, Table 2.6f

Summary

As demonstrated in this chapter, certain sociodemographic characteristics are associated with greater participation rates in adult learning and skill levels. In terms of age, individuals between 25 and 34 demonstrated the highest rate of participation in adult learning. With respect to education, participation rates rose with the educational attainment of individuals and their parents. In terms of immigration status, Canadian-born respondents demonstrated higher rates of participation than immigrants, as well as showing higher proficiency in literacy and numeracy among the adult-learning population.

Participation rates in adult learning were similar between Indigenous and non-Indigenous populations; however, the latter demonstrated higher levels of proficiency than the former in all three domains. Participation rates among men and women were similar across Canada, although these two groups cited different barriers preventing them from participating in adult learning.



CHAPTER 3

ADULT LEARNING AND THE LABOUR MARKET

Adult learning is inextricably connected to the labour market, with employers, employees, policy-makers, and job seekers continuously measuring the costs and benefits of engaging in various learning activities.

The motivations of each group are complex and varied. Individuals increasingly recognize that upgrading skills can improve job prospects and is often, in fact, necessary for retaining a job in a time of rapid technological change. Employers recognize that on-the-job training and employment-related education can be an important element in enhancing productivity. Governments recognize that adult education not only stimulates economic growth but also enhances the foundational skills that play a vital role in an individual's likelihood of participating in the labour force (Statistics Canada, 2008).

It is important to note here that the relationships between participation rates in adult learning, skill levels, and labour force characteristics are only one of many complex relationships in the labour market; still, there can be no doubt that lifelong learning is closely tied to labour-market outcomes (OECD, 2013b). It is equally true that not all individuals have the same access to education — a realization that has grown in recent years and has been accompanied by measures to reduce the impact of unequal access through job-related education and training (Nilsson & Nystrom, 2013).

This chapter examines these issues in greater detail. Data collected from PIAAC contribute to our understanding of how job characteristics are connected to participation in adult learning in Canada. In this chapter, skill levels and participation rates in adult learning are examined with respect to factors such as labour-market status, various occupational groupings, economic sector, firm size, employer support (in the form of time or monetary funding), and reasons for participation. Considering its importance to skills development, participation in adult learning, and labour-market outcomes, educational attainment is included in the analysis when appropriate. The aim of this examination is to provide a deeper understanding of adult learning across various labour-market profiles for stakeholders in adult learning.

Labour-market profiles

Adult learning by employment status

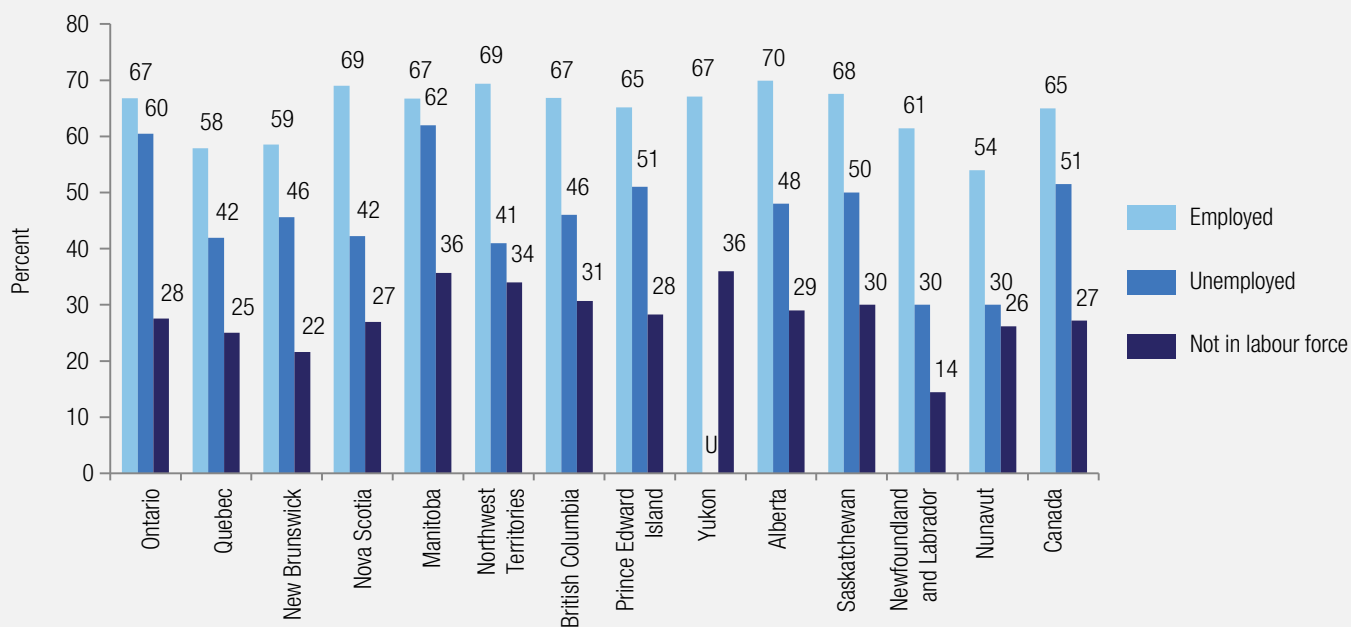
Given that a significant proportion of adult learning occurs in the workplace, the questions of whether or not an individual is employed and to what capacity they are employed need to be considered. PIAAC data reveal that, at the pan-Canadian level, the average rate of participation in adult learning was highest among Canadians who were employed (65 percent) compared with those who were unemployed (51 percent) or out of the labour force (27 percent) (Figure 3.1). The participation rate of the employed was not significantly different from that of the unemployed in Prince Edward Island, New Brunswick, Ontario, Manitoba, Saskatchewan, and Alberta.²³ Higher participation rates than the Canadian average among the employed were observed in Nova Scotia, Alberta, and Northwest Territories, and lower rates were found in New Brunswick, Quebec, and Nunavut.

PIAAC found that more than half of unemployed Canadians were engaged in adult learning. This increased engagement may reflect the growth of a knowledge-based economy, where the acquisition or development of new skills is widely seen as a key component of employability over the long term (Statistics Canada, 2008; Nilsson & Nystrom, 2013). At the provincial and territorial level, participation rates among the unemployed were lower than the Canadian average in Newfoundland and Labrador and Nunavut, and higher than average in Ontario and Manitoba (Figure 3.1).

Whether individuals work full time or part time can be a factor in participation in adult learning as well. Figure 3.2 shows proportions of the population who participated in adult learning, disaggregated by those who work part time and those who work full time, for the provinces and territories and for Canada overall. Adults who were employed full time demonstrated higher participation rates in adult learning than those who were employed part time in all provinces and territories; however, this difference is statistically significant only in Nova Scotia, Ontario, Alberta, Northwest Territories, and Nunavut.

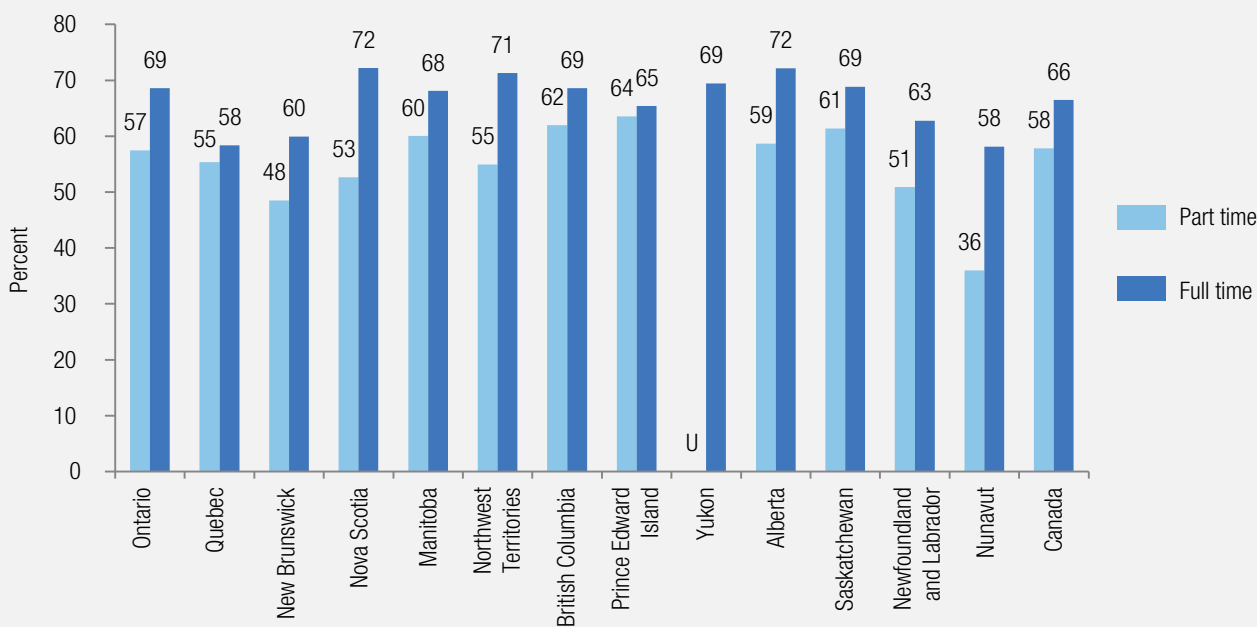
²³ Throughout this chapter, only differences that are statistically significant are noted.

Figure 3.1 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by employment status, Canada, provinces, and territories, 2012



Source: Appendix II, Table 3.5
 U – Too unreliable to be published

Figure 3.2 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by part-time or full-time employment, Canada, provinces, and territories, 2012



Source: Appendix II, Table 3.6
 U – Too unreliable to be published

Participation rates among individuals working full time were lower than the Canadian average in New Brunswick, Quebec, and Nunavut, and higher in Nova Scotia, Alberta, and Northwest Territories. Among part-time workers, several provinces and territories had participation rates below the Canadian average, but only those in Nunavut were significantly lower, with a difference of over 20 percentage points (Figure 3.2).

Further research into adult learning and employment status — particularly among the unemployed — could be of value, especially a closer examination of relationships between adult learning, employment status, and other factors such as educational attainment, obstacles to participation, and the types of learning activities undertaken.

Adult learning and skills by industry

Under the North American Industry Classification System (NAICS),²⁴ designed to provide common definitions of the industrial structures of Canada, Mexico, and the United States, the Canadian economy can be broken down into two broad industry sectors, the goods-producing and services-producing sectors. While these two broad sectors are quite diverse and composed of many different types of occupations and sub-sectors, dividing the Canadian economy in this way allows for the observation of differences in participation rates that exist between the two categories.

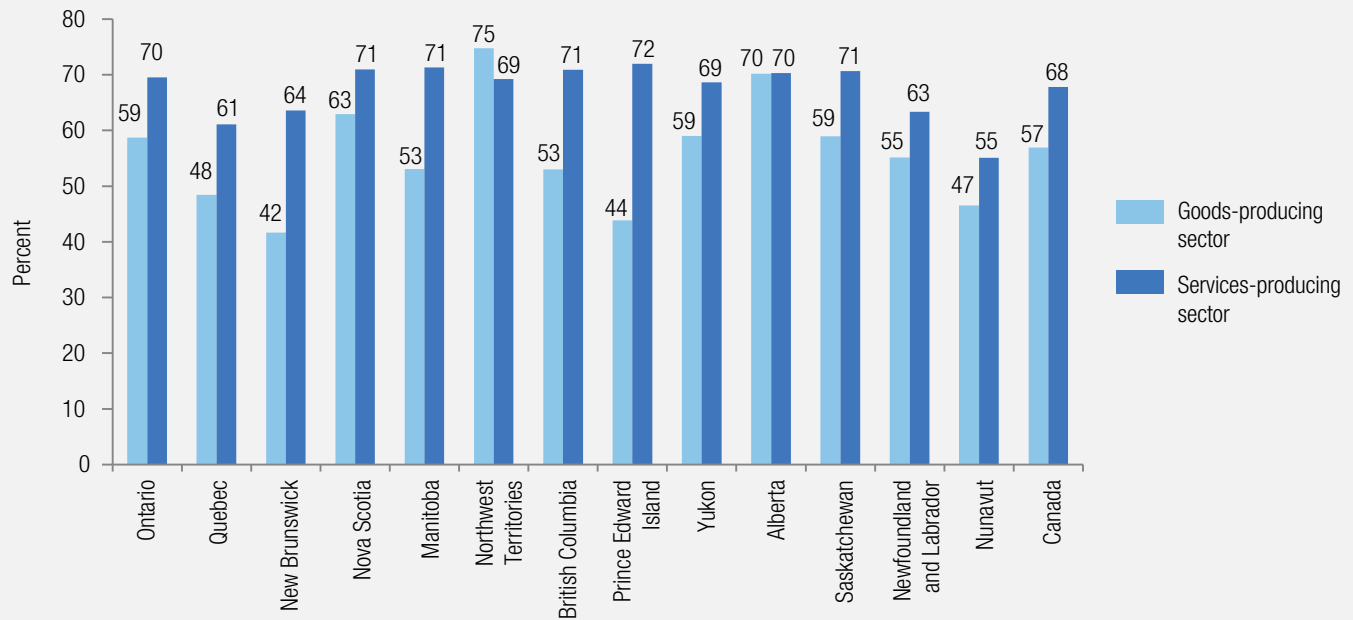
As seen in Figure 3.3, the rate of participation in adult learning at the pan-Canadian level was higher for individuals employed in the services-producing sector (68 percent) than in the goods-producing sector (56 percent). This trend holds across almost all provinces and territories. The services-producing sector's advantage in participation rates was especially pronounced in Prince Edward Island, New Brunswick, British Columbia, and Manitoba. The opposite trend is seen in Northwest Territories, where employees in the goods-producing sector participated in adult learning at a higher rate than those in the services-producing sector.

Given that adults with higher levels of educational attainment are more likely to participate in adult learning — an association that was demonstrated in Chapter 2 — a better understanding of adult learning by sector requires a closer look at sectorial educational attainment rates.

Based on responses to PIAAC, it is apparent that individuals who work in the services-producing sector tend to have higher levels of educational attainment than those who work in the goods-producing sector. Data show that the proportion of individuals with a bachelor's degree or higher was more than twice as large in the services-producing sector as it was in the goods-producing sector, and the proportion of individuals with less than a high-school diploma was half as large (Figure 3.4). There may be many reasons for these differences, but one of the most important is certainly that the educational prerequisites for jobs in the services sector are generally higher than for those in the goods sector (Xu & Lin, 2007).

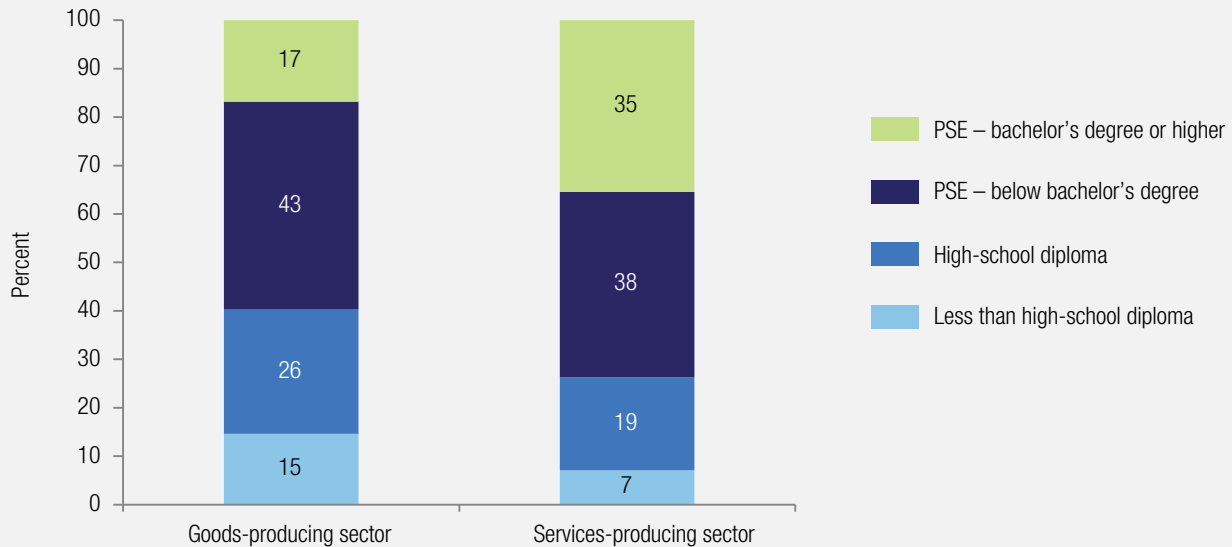
²⁴ Statistics Canada (2017b) uses the categorization of industries as outlined by NAICS to define the services-producing sector (wholesale trade; retail trade; transportation and warehousing; information and cultural industries; finance and insurance; real estate and rental and leasing; professional, scientific, and technical services; management of companies and enterprises; administrative and support, waste management and remediation services; education services; health care and social assistance; arts, entertainment, and recreation; accommodation and food services; other services except public administration; and public administration), and the goods-producing sector (agriculture, forestry, fishing, and hunting; mining, quarrying, oil and gas extraction; utilities; construction; and manufacturing).

Figure 3.3 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by industry sector, Canada, provinces, and territories, 2012



Source: Appendix II, Table 3.1a

Figure 3.4 Percentage distribution of population aged 16 to 65, by educational attainment and industry sector, Canada, 2012



Source: Appendix II, Table 3.1e

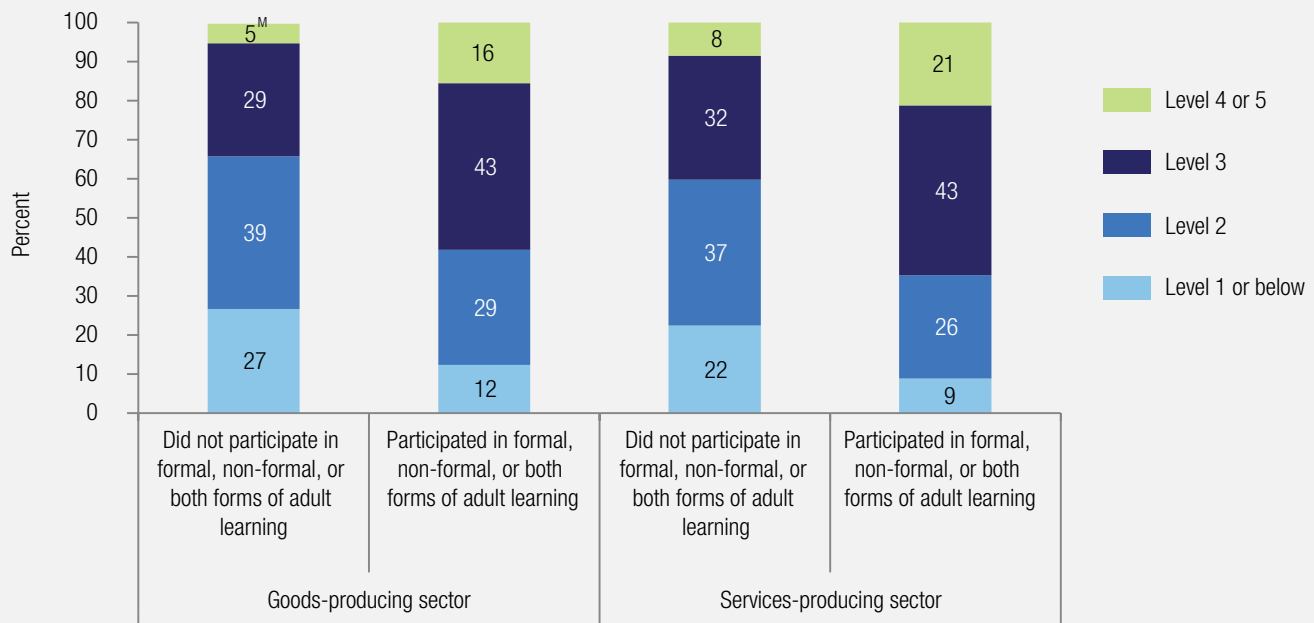
The relationship between educational attainment and skills tends to persist when controlling for industry sector. Individuals in the services-producing sector tended to achieve higher proficiency levels in all three domains (literacy, numeracy, and PS-TRE), but — interestingly — a comparison of skill levels between the two sectors that controls for participation in adult learning does not uniformly favour the services sector. In literacy and PS-TRE, adult learners in service-producing industries showed higher skill levels. As illustrated in Figure 3.5, in literacy, a greater proportion of individuals in the services-producing sector scored at Level 4 or 5, and a smaller proportion scored at Level 1 or below when compared with the goods-producing sector. This is the case for both adult learners and those who did not participate in adult learning. The same trends are also observed in PS-TRE (Appendix II, Table 3.1e).

In numeracy, however, the distribution of skill levels is more or less the same between the goods-producing and services-producing sectors, as can be seen in Figure 3.6. The distribution of proficiency levels for

individuals who participated in adult learning was essentially the same across the goods-producing and the services-producing sectors; similarly, the distribution of proficiency levels for those who did not participate in adult learning was more or less the same.

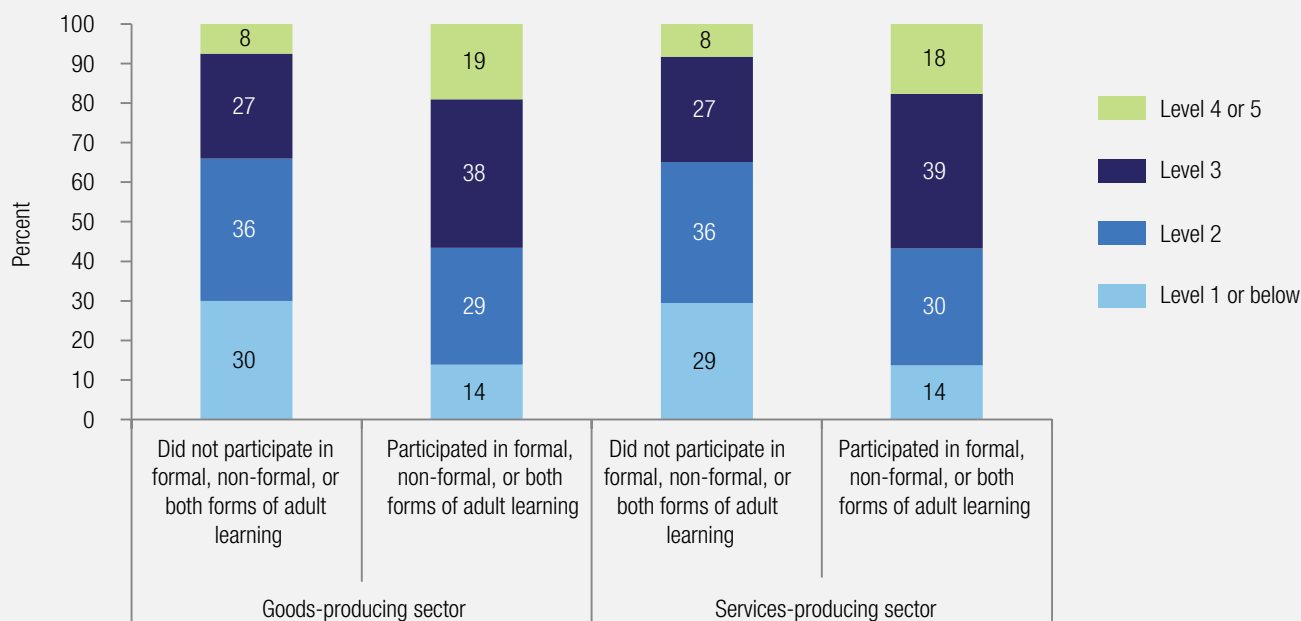
In all three skill domains, adult learners in both sectors tended to score higher than those who did not participate in adult learning.

Figure 3.5 Literacy – Percentage distribution of proficiency levels of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months and industry sector, Canada, 2012



Source: Appendix II, Table 3.1a
M – Use with caution

Figure 3.6 Numeracy – Percentage distribution of proficiency levels of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months and industry sector, Canada, 2012



Source: Appendix II, Table 3.1b

PIAAC findings regarding differences in adult education participation rates between the two industry categories support results from Canada’s Workplace and Employee Survey (WES), which found that employers in the services sector — specifically in the finance, insurance, information, cultural, communication, education, and health-services industries — are more likely to provide employee training than those in the goods sector (Plante, 2005). These findings may highlight the importance of employers investing in adult learning, and they have important implications for the goods-producing sector. Given that the provision of training has been shown to increase participation rates among employees (Xu & Lin, 2007), and that training raises skill levels, skills disadvantages in the goods-producing sector could potentially be lessened by an increased availability of learning opportunities for employees.

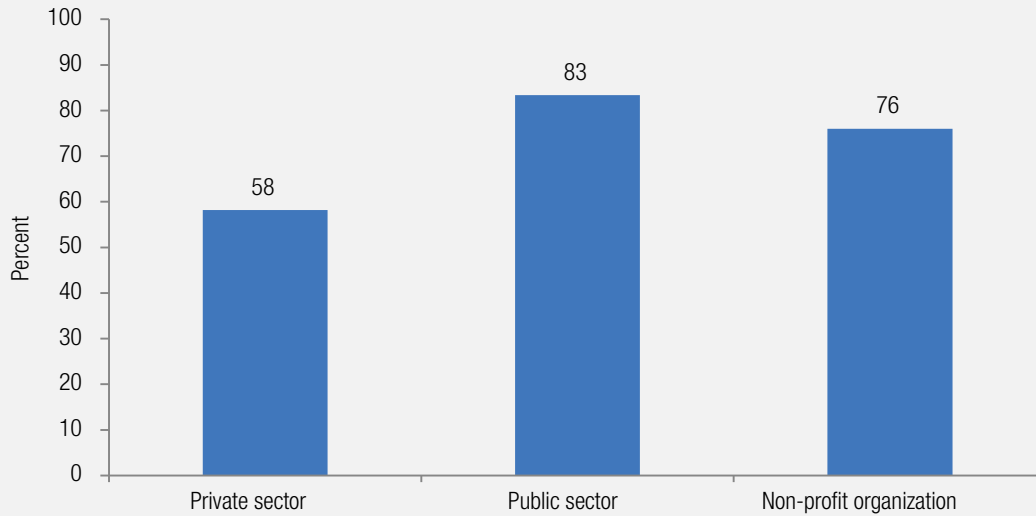
Adult learning and skills by economic sector

Significant differences are also observed in participation rates in adult learning when the Canadian economy is broken down into the private, non-profit, and public sectors. At the pan-Canadian level, respondents in the private sector participated at a rate of 58 percent, those in the non-profit sector participated at a rate of

76 percent, and those in the public sector demonstrated the highest rates of participation, at 83 percent (Figure 3.7).

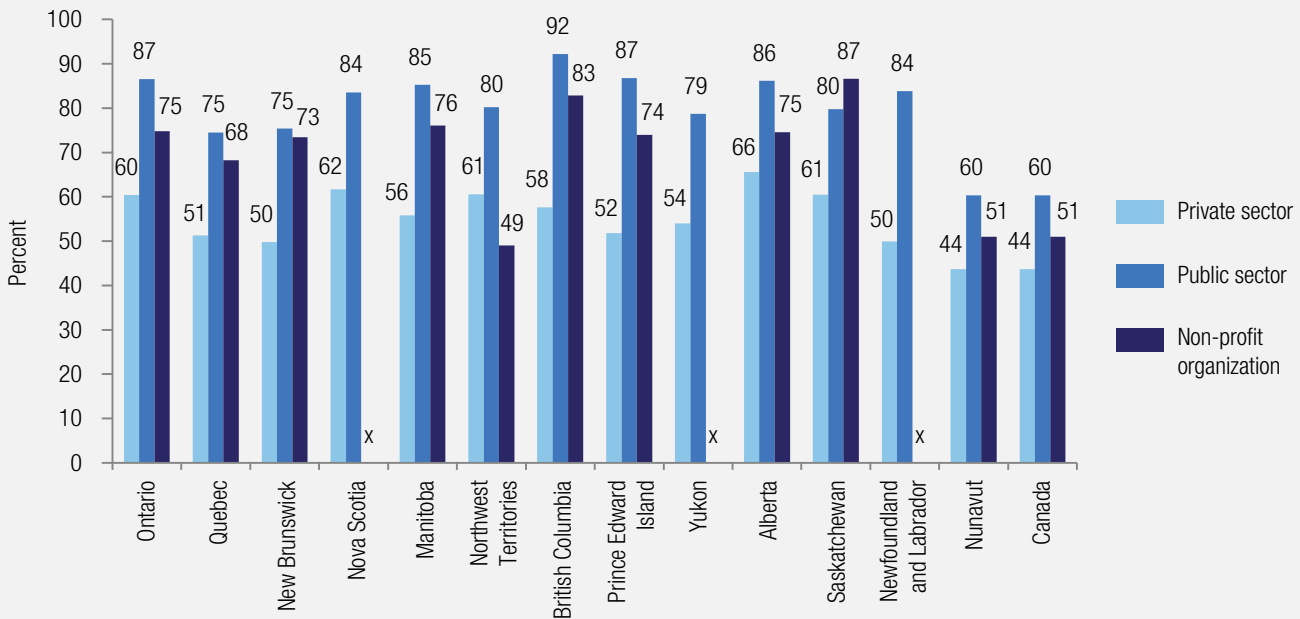
The rate of participation across the provinces and territories is consistently higher for adults who were employed in the public sector or non-profit organizations compared with those who were employed in the private sector with the exception of Northwest Territories, where the proportion of adult learners in the non-profit sector was lower than in the private sector (Figure 3.8). This general finding is consistent with past reports, which have found that employment in the public sector is associated with a higher probability of engagement in job-related education and training than is employment in the private sector (Gluszynski et al., 2014).

Figure 3.7 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by economic sector, Canada, 2012



Source: Appendix II, Table 3.2a

Figure 3.8 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by economic sector, Canada, provinces, and territories, 2012



Source: Appendix II, Table 3.2a

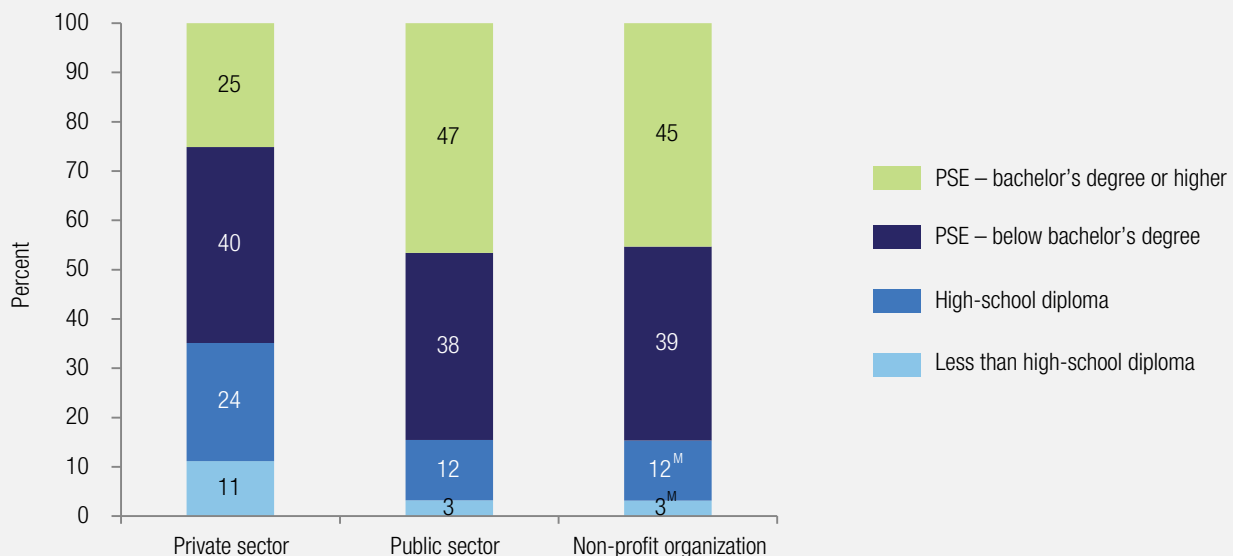
x – Suppressed to meet the confidentiality requirements of the *Statistics Act*

Once again, an examination of educational attainment is necessary, given its importance as a modifier for participation in adult learning. As seen in Figure 3.9, PIAAC data reveal that Canadians working in both the public and non-profit sectors were more likely to have a bachelor's degree or higher, compared with those working in the private sector. Among the three economic sectors, the private sector had the largest proportion of individuals with less than a high-school diploma. Given the connection between educational attainment and adult learning, these findings accord with past studies that report a higher incidence of participation in adult learning among workers in the public and non-profit sectors than in the private sector (Myers & Myles, 2005).

At every level of educational attainment, respondents at the pan-Canadian level who were employed in the public and non-profit sectors were more likely to participate in adult learning activities than were workers in the private sector (Figure 3.10).

Turning to skills outcomes by sector, the non-profit sector had the largest proportion of individuals scoring at the highest proficiency levels in literacy (Figure 3.11) and PS-TRE (Appendix II, Table 3.2c), among those who participated in adult learning, whereas the public sector had the largest proportion scoring at the highest proficiency level in numeracy (Appendix II, Table 3.2b). In all three sectors, respondents who participated in adult learning activities tended to score at higher levels than those who did not participate in adult learning. Based on these findings, private sector employees seem to face a skills disadvantage, in that both public and non-profit sector employees generally tend to score higher than their private sector counterparts and are more likely to participate in adult learning. This trend, coupled with generally higher levels of educational attainment among workers in the public and non-profit sectors, means that adult learning is all the more important for employees in the private sector.

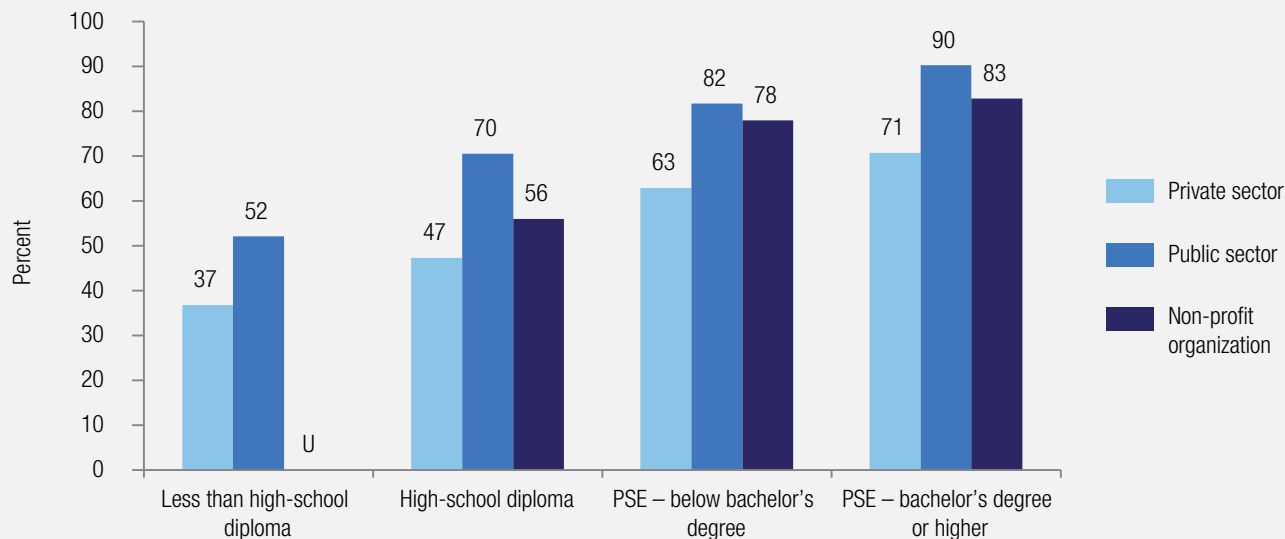
Figure 3.9 Percentage distribution of population aged 16 to 65, by educational attainment and economic sector, Canada, 2012



Source: Appendix II, Table 3.2d

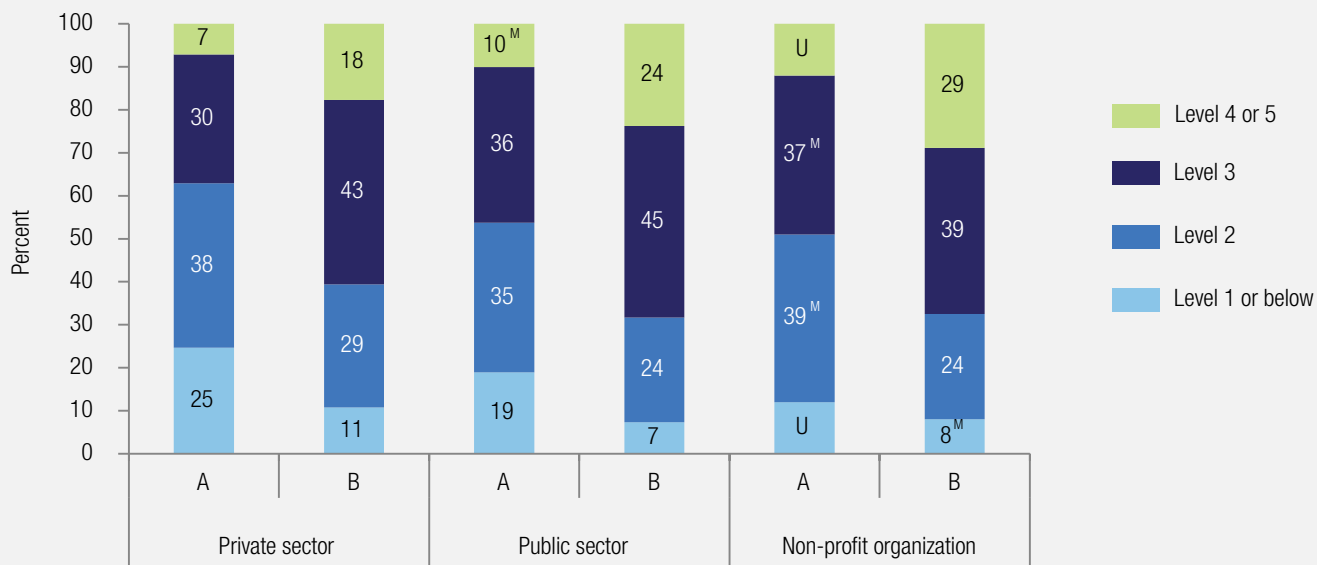
M – Use with caution

Figure 3.10 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by economic sector and educational attainment, Canada, 2012



Source: Appendix II, Table 3.2d
U – Too unreliable to be published

Figure 3.11 Literacy – Percentage distribution of proficiency levels of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months and economic sector, Canada, 2012



Source: Appendix II, Table 3.2a
A – Did not participate in formal, non-formal, or both forms of adult learning
B – Participated in formal, non-formal, or both forms of adult learning
M – Use with caution
U – Too unreliable to be published

Adult learning and skills by occupational status

As we have seen, participation rates in adult learning are modified to varying degrees by a variety of sociodemographic and labour-market factors, and the same is true for occupational status. For the purposes of this report, and in order to permit observations regarding participation rates and occupational status, Canadian workers were divided into four broad categories of occupational classification. Using the International Standard Classification of Occupations (ISCO)²⁵ as a reference, data from PIAAC have been sorted into four occupational categories: managerial and professional occupations; service and support occupations; trade, production, and manufacturing occupations; and manual and other service occupations.

Organizing PIAAC results in this way reveals that the rate of participation in adult learning was significantly higher for Canadians employed in managerial and professional occupations than any other category, at the pan-Canadian level and in all provinces and territories. The rate of participation among those employed in these occupations was higher than the Canadian average in Prince Edward Island, Nova Scotia, and Manitoba, and lower in Quebec and Nunavut (Appendix II, Table 3.3a).

Once again, correlations between participation rates in adult learning and proficiency levels are evident, as individuals in managerial and professional occupations scored the highest in literacy, numeracy, and PS-TRE among adult learners in all four occupational categories. Figure 3.12 presents the percentage distribution of literacy proficiency scores across the four categories, showing that those in managerial and professional occupations were most likely to attain Level 4 or 5, regardless of whether they had participated in adult learning or not.

This finding supports past research, which has frequently demonstrated that participation in job-related training is associated with occupational status; specifically, individuals in managerial and professional occupations are more likely to engage in adult learning (Statistics Canada & HRSDC, 2001; Xu & Lin, 2007).

As noted in previous sections of this report, there is a clear relationship between participation rates in adult learning, skill levels, and educational attainment. Thus,

it is important to acknowledge that the individuals who occupy managerial and professional occupations tend to have higher levels of educational attainment than those in other professional categories (Figure 3.13).

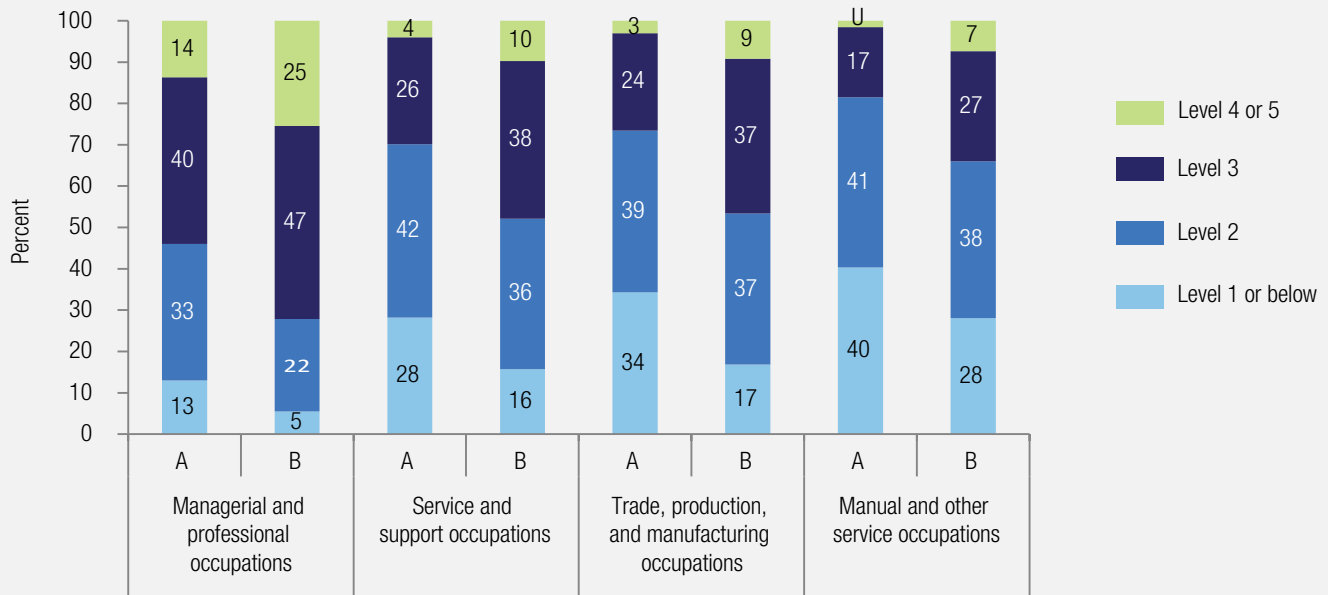
Further detail about participation rates by occupational field can be obtained by organizing data according to the National Occupational Classification (NOC).²⁶ When PIAAC data are grouped according to the NOC's 10 broad occupational categories, they reveal higher-than-average participation in adult learning in occupations related to health; social science, education, government and religion; and natural and applied sciences (Figure 3.14).

These findings suggest once again that adult learning opportunities could effectively mitigate some of the skills disadvantages that originate from unequal levels of educational attainment. They also once again highlight the importance of policy and programs that take into account that those who are most in need of these adult learning opportunities are often the least likely to participate in them. The skills discrepancies between occupations that remain when controlling for participation in adult learning and for educational attainment point to a need for more research into the role of occupation in skills proficiency.

²⁵ The International Standard Classification of Occupations (ISCO) is one of the main international classifications for which the International Labour Organization (ILO) is responsible. It belongs to the international family of economic and social classifications. ISCO is a tool for organizing jobs into a clearly defined set of groups according to the tasks and duties undertaken in the job.

²⁶ The 2011 NOC is a four-tiered, hierarchical structure of occupational groups with successive levels of classification. It contains 10 broad categories, 40 major groups, 140 minor groups, and 500 unit groups. See the Government of Canada's NOC webpage, at <http://noc.esdc.gc.ca/English/noc/Concordance.aspx?ver=>

Figure 3.12 Literacy – Percentage distribution of proficiency levels of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational status, Canada, 2012

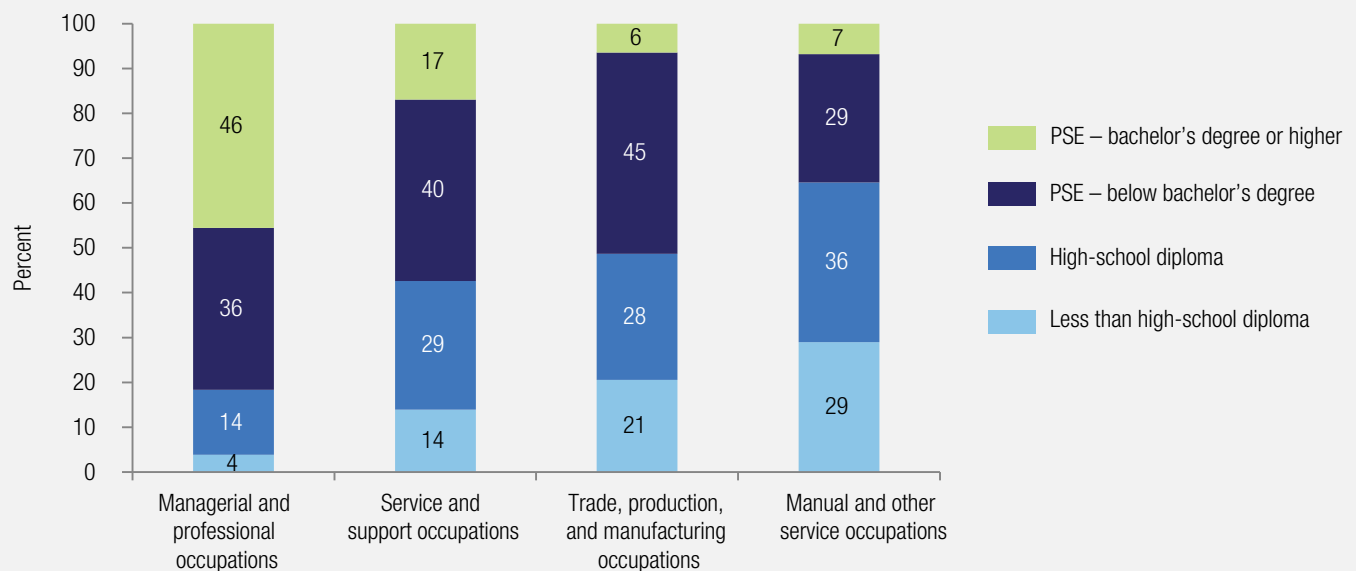


Source: Appendix II, Table 3.3a

A – Did not participate in formal, non-formal, or both forms of adult learning

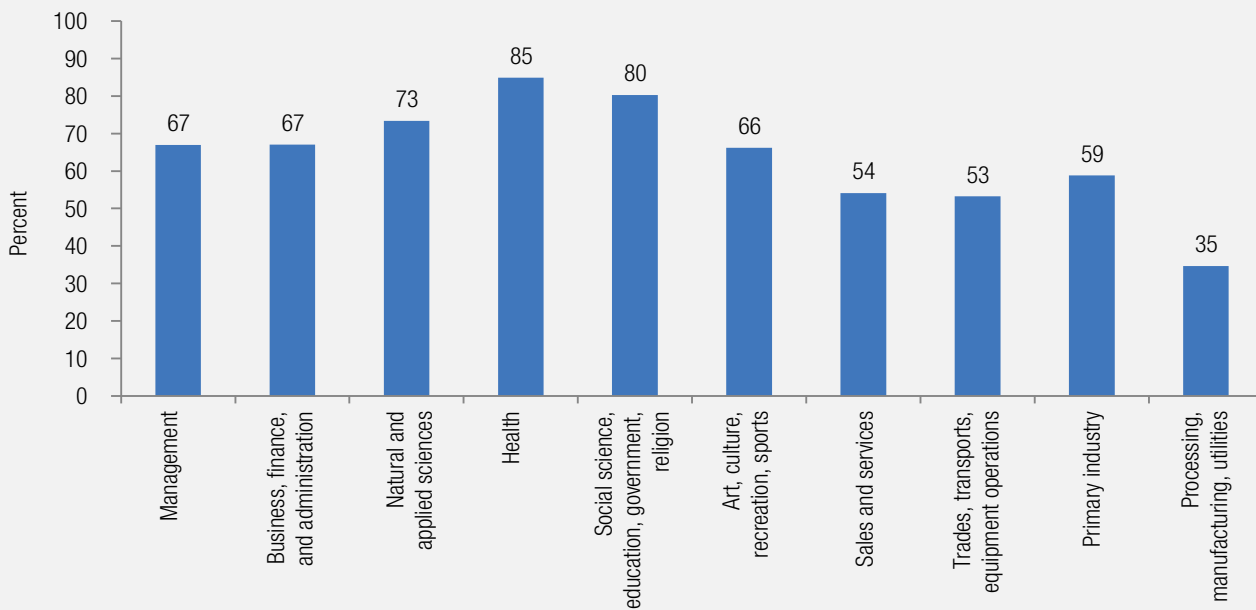
B – Participated in formal, non-formal, or both forms of adult learning

Figure 3.13 Percentage distribution of population aged 16 to 65, by educational attainment and ISCO occupational status, Canada, 2012



Source: Appendix II, Table 3.3d

Figure 3.14 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by NOC occupational status, Canada, 2012



Source: Appendix II, Table 3.3e

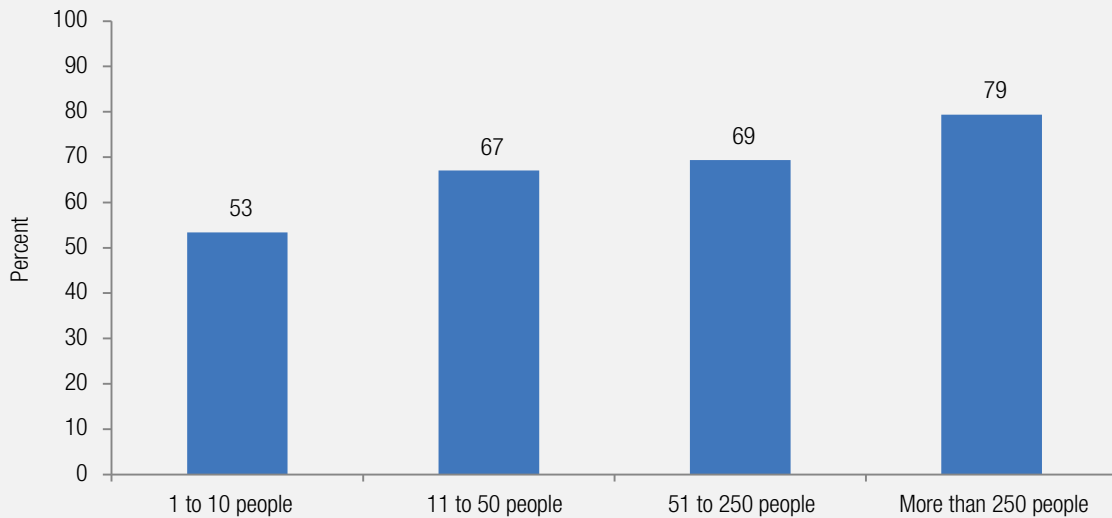
Adult learning and skills by firm size

Firm size can be a good indicator of access to adult learning opportunities: larger firms are more likely to have greater resources, infrastructure, and training facilities than smaller ones, with a consequently greater potential for internal mobility (Gluszynski et al., 2014). The augmented capability of larger firms to provide learning opportunities, coupled with the greater possibility of workers improving their employment outcomes through skills development, suggests that larger firms should enjoy higher rates of participation among employees than smaller firms.

Findings from PIAAC corroborate this assumption. Figure 3.15 shows that participation rates in adult learning rose as firm size increased. This is consistent with the results of the Access and Support to Education and Training Survey (ASETS) of 2008, and the Workplace and Employee Survey (WES) of 2005, which found that firms with 100 or more employees had a high likelihood of supporting training among their staff (for WES, see Plante, 2005).

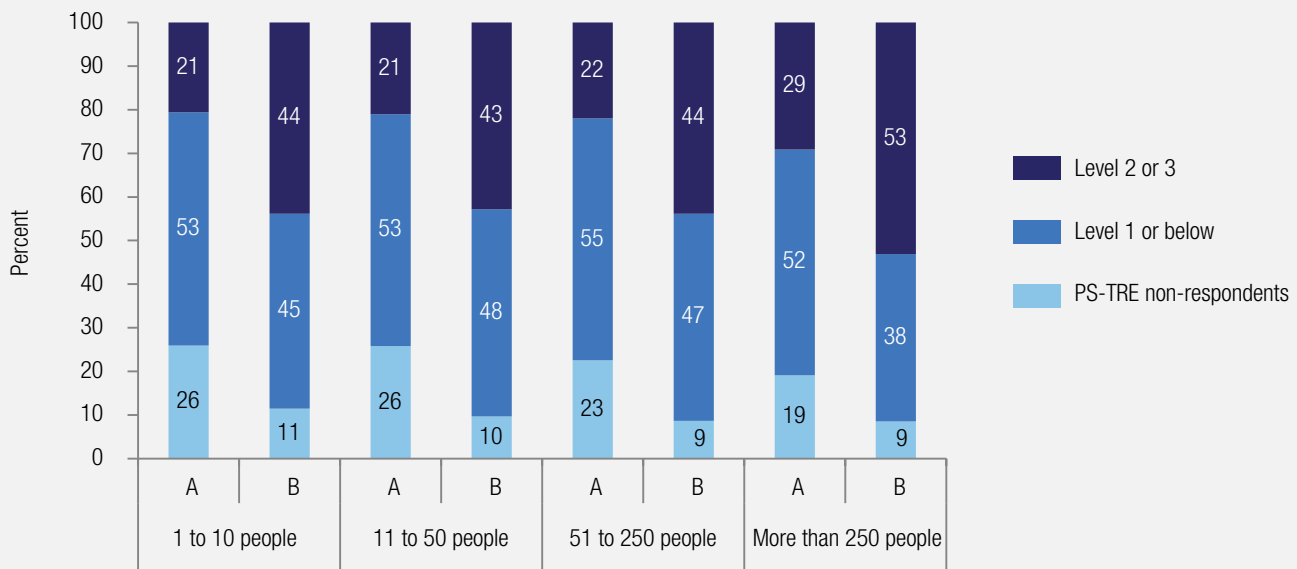
Within all categories of firm size, employees at high levels of proficiency in literacy, numeracy, and PS-TRE had higher participation rates in formal, non-formal, or both forms of adult learning than those at low levels of proficiency (Appendix II, Tables 3.4a–3.4c). Figure 3.16, which shows results in PS-TRE by participation in adult learning and firm size, underscores the strong relationship between participation in adult learning and skill levels. Although participation rates in adult learning and proficiency levels in foundational skills were similar among individuals working at all firms with fewer than 250 employees, there was a significant difference for individuals working at firms with more than 250 people. Those in the latter category demonstrated higher participation rates in adult learning, in addition to a greater likelihood of scoring at high proficiency levels. The same trend is evident in literacy and numeracy.

Figure 3.15 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by firm size, Canada, 2012



Source: Appendix II, Table 3.4a

Figure 3.16 PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation and non-participation in formal, non-formal, or both forms of adult learning in the past 12 months and firm size, Canada, 2012



Source: Appendix II, Table 3.4c

A – Did not participate in formal, non-formal, or both forms of adult learning
 B – Participated in formal, non-formal, or both forms of adult learning

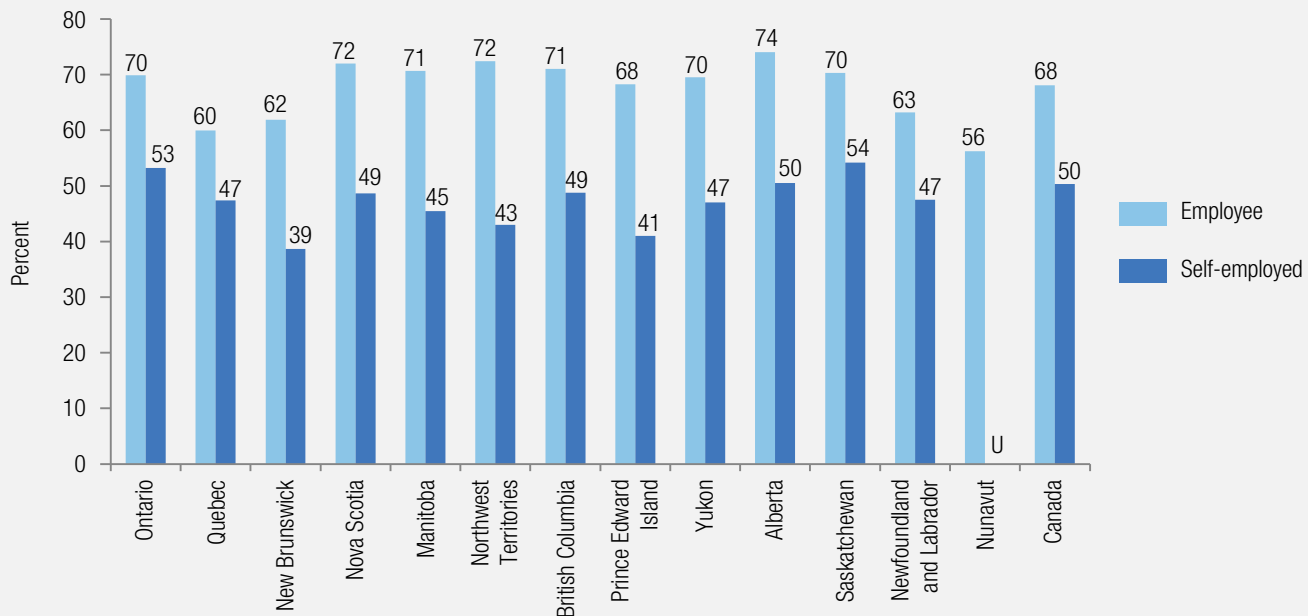
Adult learning and self-employment

As previously demonstrated, the ability of a firm to provide training opportunities to individuals working for them is an important modifier for rates of participation among employees (a modifier that is closely related to the size of the firm). Understanding this, it is logical to ask whether participation rates in adult learning are different when individuals work for themselves. PIAAC data confirm that a gap exists between employees and the self-employed. Figure 3.17 illustrates that self-employed individuals had lower participation rates than employees, a finding that is consistent with previous studies (Gluszynski et al., 2014; Statistics Canada, 2011; Xu & Lin, 2007). The gap between these two groups exists in all provinces and territories (although the figure is not statistically significant for Yukon), but there are notable variations. Among employees, for example, participation rates were lower than the Canadian average in Newfoundland and Labrador, New Brunswick, Quebec, and Nunavut, and higher in Nova Scotia, Alberta, and Northwest Territories. Turning to the self-employed, we find that only New Brunswick had a participation rate that was lower than the Canadian average in a statistically significant way.

It is important to note that the difference between employees and self-employed individuals holds even for different educational attainment levels. As shown in Figure 3.18, employees and the self-employed had very similar profiles of educational attainment at the pan-Canadian level, and engagement in adult learning increased with level of education for both groups.

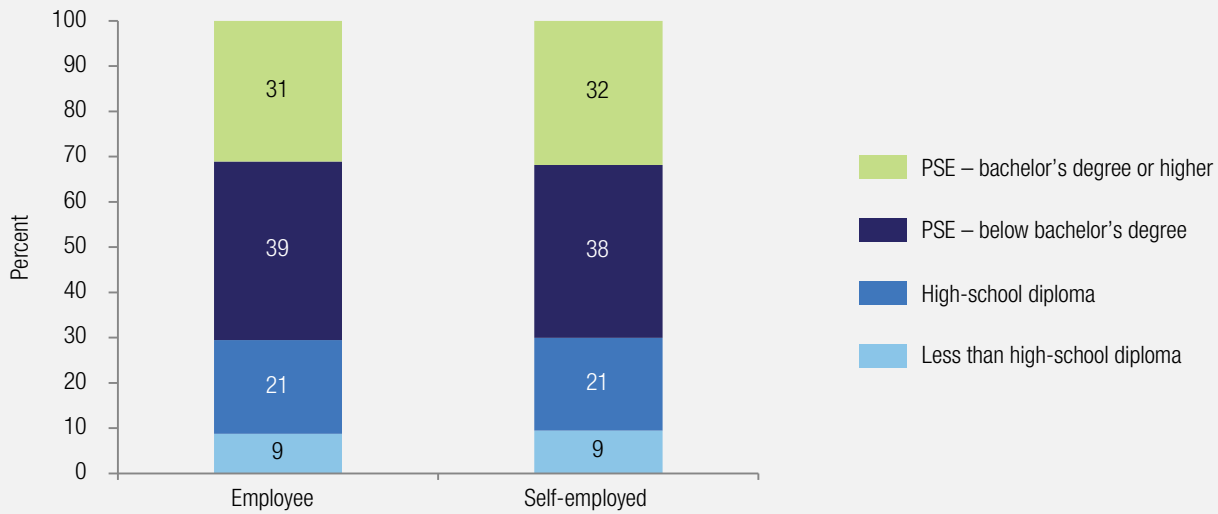
Nonetheless, at every level of education — from less than a high-school diploma to a bachelor's degree or above — employees participated more in adult education than did the self-employed, as seen in Figure 3.19. This difference is most pronounced at the lowest levels of educational attainment. This finding merits further study, as it raises important questions about the relationship between self-employment and adult learning. Considering that gaps in participation persist even with increasing levels of educational attainment, more in-depth research could be useful to identify which factors disproportionately impact participation rates in adult learning activities among the self-employed.

Figure 3.17 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by employee or self-employed status, Canada, provinces, and territories, 2012



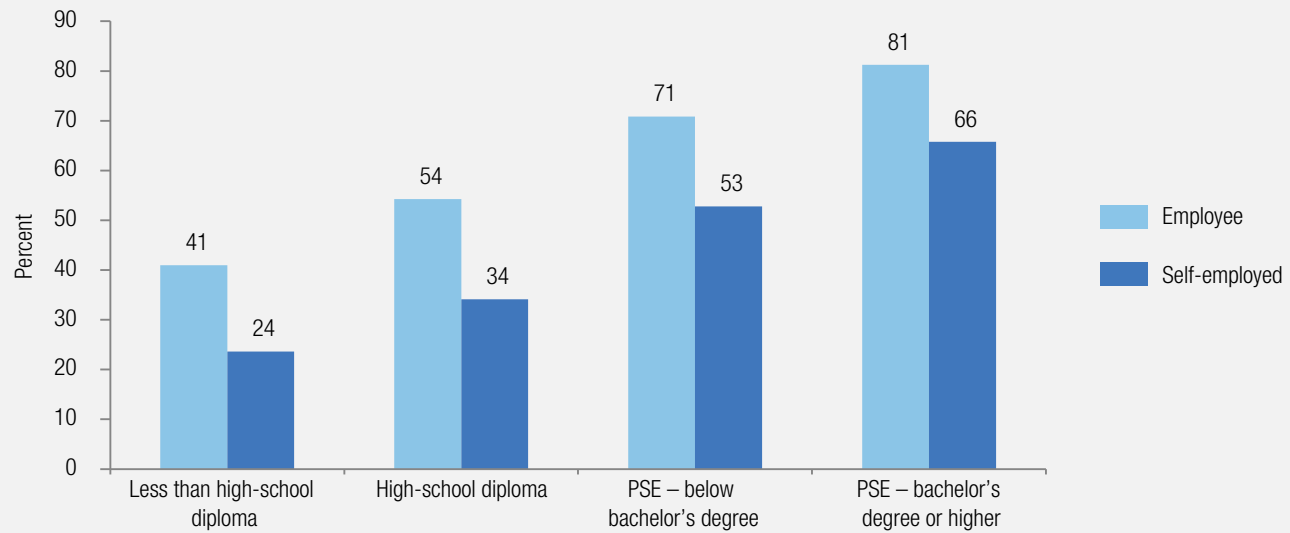
Source: Appendix II, Table 3.7a
U – Too unreliable to be published

Figure 3.18 Percentage distribution of population aged 16 to 65, by educational attainment and status as employee or self-employed, Canada, 2012



Source: Appendix II, Table 3.7b

Figure 3.19 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by status as employee or self-employed and educational attainment, Canada, 2012



Source: Appendix II, Table 3.7b

Employer support for adult learning

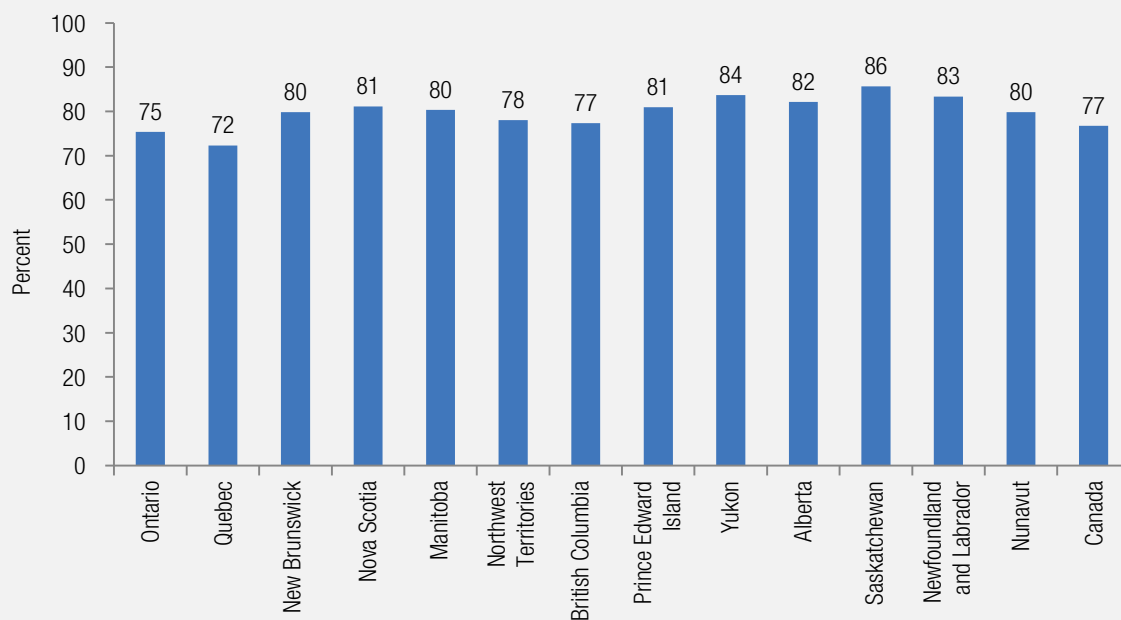
Findings thus far indicate an intimate relationship between the workplace and participation in adult learning: a significant proportion of non-formal learning – the most common type of adult learning – takes place at work; employees and firms with greater resources are more likely to participate; and many participants engage in such learning in order to do their jobs better. It makes sense, therefore, to look more closely at the impact the employer has on participation rates.

PIAAC findings show that employer support is an important impetus for individuals engaging in adult learning, as illustrated in Figure 3.20. At the pan-Canadian level, 77 percent of adult learning occurred

with some sort of employer support, in the form of partial or total absorption of costs by the employer, or completion of learning mostly or entirely during working hours. The types of support adult learners receive, however, varied across the provinces and territories. The proportion of adult learners who received employer support in the form of both monetary funding and working hours was lower than the Canadian average in Quebec, and higher than the average in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Saskatchewan, Alberta, and Yukon.

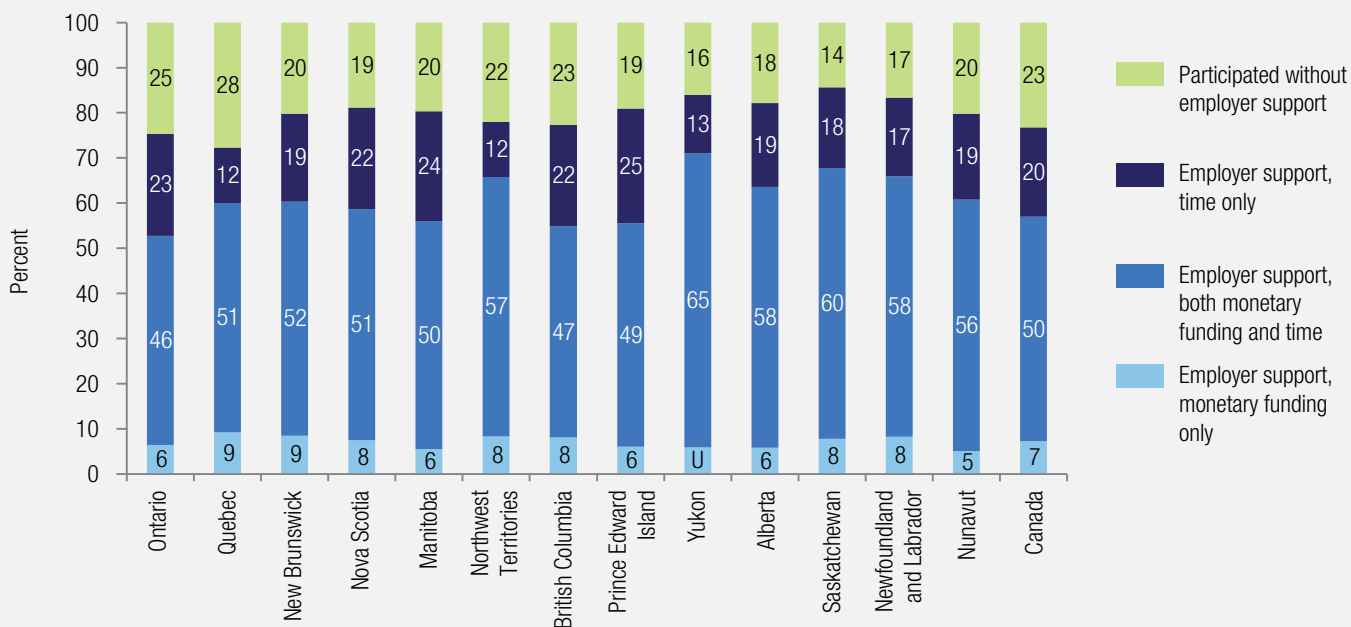
Further analysis shows that, out of the 77 percent of respondents who received employer support for adult learning, a greater proportion received it in the form of working hours (69 percent) than in the form of monetary funding (57 percent), as illustrated in Figure 3.21.

Figure 3.20 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months with employer support, Canada, provinces, and territories, 2012



Source: Appendix II, Table 3.8a

Figure 3.21 Percentage distribution population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months, by type of employer support, Canada, provinces, and territories, 2012

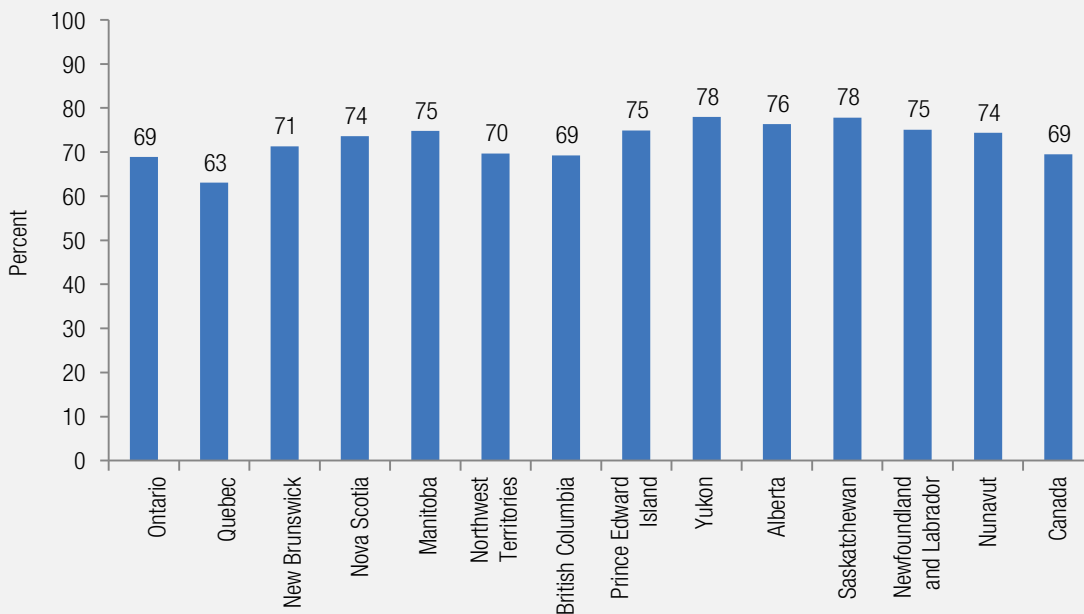


Source: Appendix II, Table 3.8a

Participation rates for employees who received support in the form of working hours were lower than the Canadian average in Quebec, and higher in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Manitoba, Saskatchewan, Alberta, and Yukon (Figure 3.22). Participation rates for employees who received support in the form of monetary funding were lower than the Canadian average in Ontario, and higher in Newfoundland and Labrador, Quebec, Saskatchewan, Alberta, Yukon, and Northwest Territories (Figure 3.23).

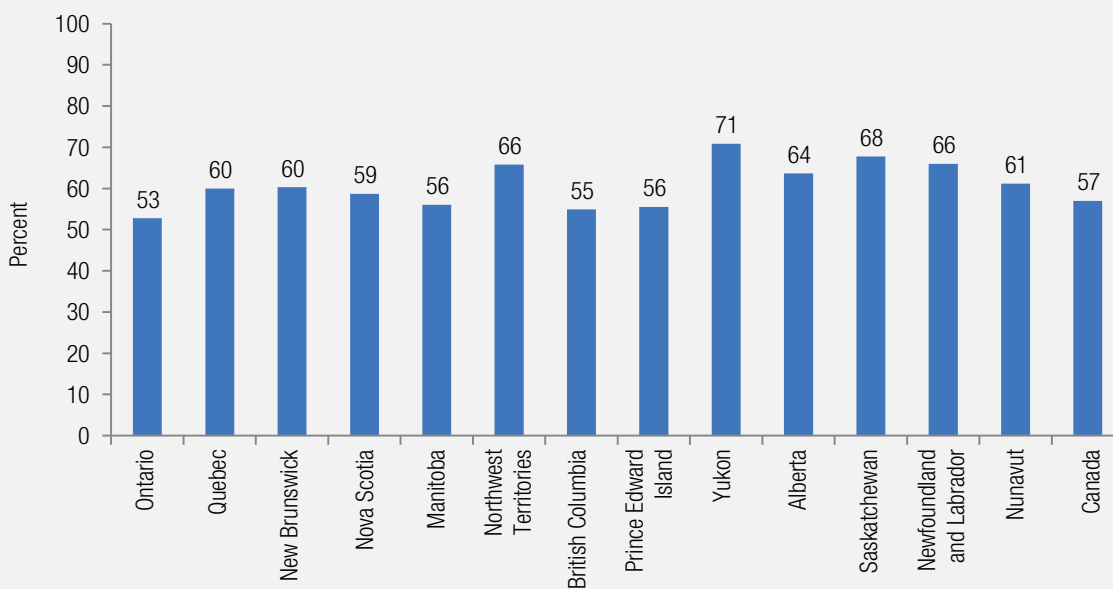
Many of the obstacles discussed in Chapter 1, such as a lack of time at work, the cost of training, or inconvenient scheduling, could be overcome by an increase in employer support. Increased employer support for adult learning opportunities among employees could be an effective tool for increasing the level of participation in adult learning activities, both among those who have participated in adult learning in the past and those who have not.

Figure 3.22 Proportion of population aged 16 to 65 who participated in formal, non-formal, of both forms of adult learning in the past 12 months during working hours, Canada, provinces, and territories, 2012



Source: Appendix II, Table 3.8b

Figure 3.23 Proportion of population aged 16 to 65 who participated in formal, non-formal, of both forms of adult learning in the past 12 months with grant received from employer, Canada, provinces, and territories, 2012



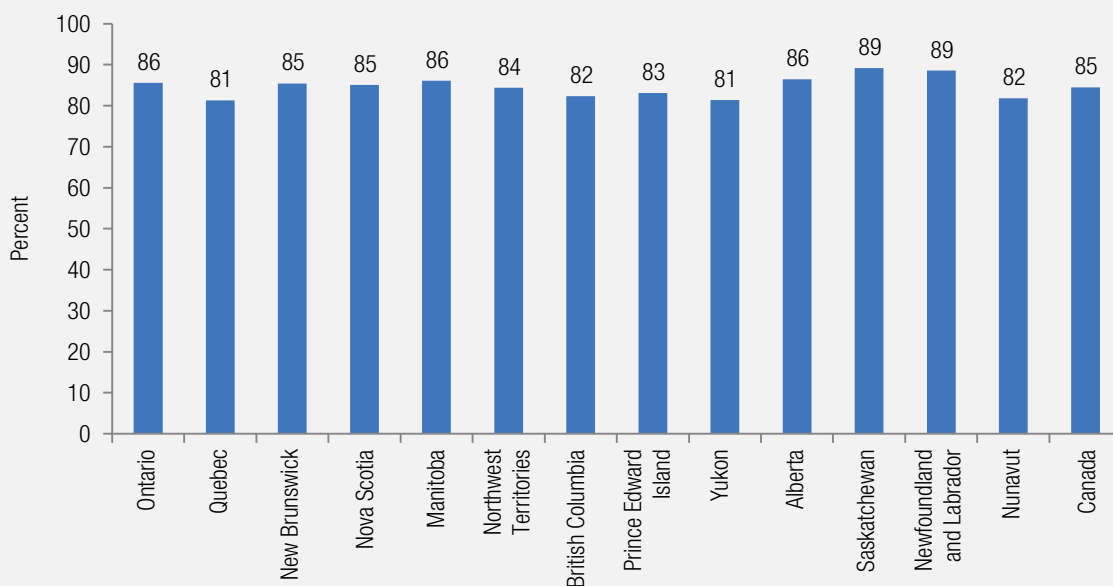
Source: Appendix II, Table 3.8c

Adult learners: Reasons and motivation

As discussed in Chapter 1, many Canadians participated in non-formal adult learning for job-related reasons. This is true for adult learning in general. At the pan-Canadian level, the vast majority of adults participating in learning (85 percent) were motivated by job-related reasons, an explanation that was given by between 81 and 89 percent of respondents across the provinces and territories (Figure 3.24). These rates represent a slight increase over a past analysis that found that 82 percent participated in adult learning for job-related reasons (Statistics Canada, 2008). PIAAC also found that the dominance of job-related reasons for participation in adult learning was consistent across age groups. These findings provide important insights into the factors that drive adult learners to learn.

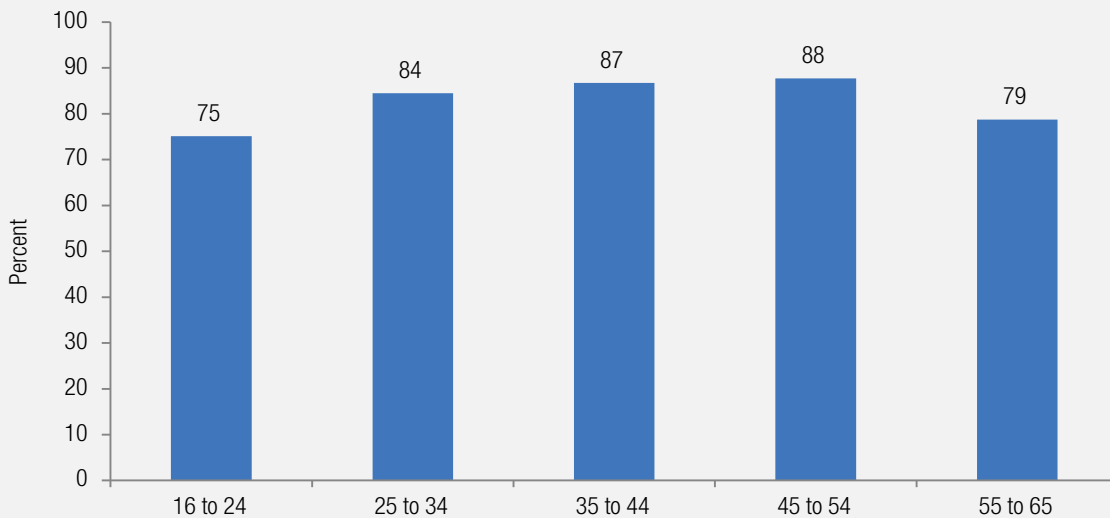
The proportion of Canadians who participated in adult learning for work-related reasons appears to fluctuate with age, as illustrated by Figure 3.25. Work-related reasons for participation were reported the least by the youngest age group (16 to 24), at 75 percent, which is below the Canadian average for individuals who participated for work-related reasons and below the average in every province or territory. The rate at which Canadians reported work as a motivating factor increased with each age group, peaking at 88 per cent among those aged 45 to 54, then dropping to 79 percent among those aged 55 to 65.

Figure 3.24 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months for job-related reasons, Canada, provinces, and territories, 2012



Source: Appendix II, Table 3.9a

Figure 3.25 Proportion of population aged 16 to 65 who participated in formal, non-formal, or both forms of adult learning in the past 12 months for job-related reasons, by age group, Canada, 2012



Source: Appendix II, Table 3.9b

Summary

Participation rates in adult learning have increased for employed as well as unemployed Canadians in recent years. Given the positive association between adult learning and proficiency levels in literacy, numeracy, and PS-TRE, this increase in adult learning suggests that there may be a growing awareness of the importance of skills development in improving labour-market outcomes. It is important to remember, however, that adult learning is not solely the domain of the learners: employers also play an important role in supporting workers' participation in adult training. This is most evident in the form of time and/or money provided by employers, which is associated with higher rates of participation and higher skill levels. Other factors associated with these outcomes are full-time employment, bigger firm size, and employment in the services sector.

Correlation is not causation, however, and there is a risk in attributing higher levels of participation to one or two factors. Any analysis of labour-market profiles and participation rates has to take into account the interconnectedness of individuals' educational attainment, sociodemographic characteristics, and skill levels. In order to inform employer policies and programs geared toward improving labour-market outcomes in the future, it is critical to consider how these relationships and results can be leveraged and learned from.



CHAPTER 4

IMPLICATIONS

This report has provided an overview of observations drawn from analysis of PIAAC data regarding adult learners in Canada. This chapter reviews key messages from the findings presented in this report and briefly discusses their implications for policy and program development and evaluation, as well as considering areas for further research. It is important to note that results reveal associations between participation rates in adult learning and proficiency levels in foundational skills, but they do not prove causality. Care should thus be taken in interpreting results, including where differences between Canada as a whole and individual provinces and territories are apparent.

Canadian participation rates in adult learning are above the OECD average, but some Canadian adults do not participate in any adult learning activities

Data collected by PIAAC reveal that approximately 58 percent of the Canadian population aged 16 to 65 participated in formal, non-formal, or both formal and non-formal types of adult learning in the 12 months prior to the assessment. This average is 9 percentage points higher than the OECD average of 48 percent. The percentage in most provinces and territories is also above the OECD average. Many Canadians, however, were not involved in adult learning at all. Percentages of non-participants at the provincial and territorial level vary between a low of 36 percent in Alberta to a high of 56 percent in Nunavut. An OECD report on the PIAAC results suggests that countries such as Denmark, Norway, Finland, and the Netherlands — all of which enjoy participation rates of 65 percent or higher — are more successful at engaging individuals with lower skills levels (those achieving at Level 1 or below) in adult learning (OECD, 2013a). An opportunity exists for Canadian policy-makers to target training for these individuals with lower skills in order to make progress in reducing the proportion of individuals scoring at the lowest levels of skills proficiency, thus reducing skills gaps and increasing average skill levels among Canadians. Challenges also exist, however, as, while these individuals are the most in need of skills development, they are simultaneously the least likely to participate in adult learning.

Educational attainment is a good indicator of participation in adult learning and of skills proficiency

Educational attainment is an important indicator of participation in adult learning, as participation rates in adult learning tend to rise with levels of educational

attainment. This pattern holds across provinces and territories, with the exception of individuals at the lowest level of educational attainment. Individuals with less than a high-school diploma demonstrate participation rates in adult learning that fluctuate by as much as 23 percentage points among the provinces and territories.

Educational attainment is also a good predictor of skills proficiency. As mentioned, adult learners tend to score higher in skills proficiency than those who did not participate in any form of adult learning. Adult learners with higher levels of education tend to score higher than adult learners with lower levels of education. For example, adult learners with less than a high-school diploma scored 20 points higher than non-learners with the same level of educational attainment (235 compared with 215) in literacy, but adult learners with a bachelor's degree or higher in turn outscored their counterparts with less than a high-school diploma by 70 points (305 compared with 235).

PIAAC results also reveal that educational attainment can have cross-generational impacts, in that respondents whose parents had obtained higher levels of educational attainment demonstrated a higher likelihood of participation in adult learning as well as higher skill levels. This observation aligns with the findings of OECD research and highlights the mutually reinforcing nature of the relationship between education and adult learning.

The relationship between adult learning, educational attainment, and skills is an important one and could benefit from further study. Individuals at lower levels of educational attainment are less likely to participate in adult learning and more likely to have lower skills proficiency. Through the development or strengthening of foundational skills, adult learning opportunities could provide effective pathways to mitigate the negative impacts often associated with lower levels of educational attainment. An interesting question would be whether or not adults with lower levels of educational attainment and lower skills proficiency might choose to revisit formal education as their foundational skills improve through adult learning opportunities.

Sociodemographic factors can have diverse impacts on participation in adult learning

Various sociodemographic factors seem to have a bearing on adult learning. While little difference seems to exist between men and women in terms of participation rates in adult learning, they report distinct differences

in the obstacles they experience. Women, for example, were nearly twice as likely to report childcare or family responsibilities as an obstacle to adult learning opportunities, and were less likely to report receiving employer support.²⁷ Despite similar participation rates, such variations in obstacles should be taken into account when developing policy and programs, particularly when targeting non-participants in adult learning.

Participation rates as well as skill levels tend to decline with age: in PIAAC, both peaked with the 25- to 34-year-old cohort and diminished with each subsequent age cohort. This trend suggests that adult learning opportunities could be an effective tool to help Canadians maintain skills as they age and keep up with the demands of an evolving economy.

Participation rates are higher for Canadian-born individuals than they are for immigrants, both recent and established; however, it is noteworthy that recent immigrants participated at a higher rate than established immigrants. Further study would be useful to highlight the different factors that have an impact on both recent and established immigrants and the obstacles each group faces. A more detailed analysis of skills proficiency among immigrants can be found in the thematic report *Skills Proficiency of Immigrants in Canada: Findings from the Programme for the International Assessment of Adult Competencies* (Government of Canada & CMEC, 2017b).

Considering the correlative relationship between skills and economic, social, and health outcomes, increasing opportunities for, and participation rates in, learning activities could be an important step toward narrowing the skills gaps between older and younger Canadians, and between immigrants and the Canadian-born, and subsequently narrowing gaps in these outcomes.

In addition to identifying participation trends, it is important to recognize barriers to participation, especially when they contribute to unequal access between groups. While the focus of this report is mainly on participants in adult learning, non-participants experience some of the same obstacles, in addition to other possible disadvantages sometimes associated with lower skills. These barriers may also reflect some of the sociodemographic and labour market profiles discussed throughout the report.

Skills proficiency and participation in adult learning are closely related

A strong correlative relationship exists between foundational skills and participation in adult learning. Individuals who score higher in literacy, numeracy, and PS-TRE were more likely to have participated in adult learning in the period covered by the PIAAC survey. The type of learning is also pertinent, as individuals who participated in both formal and non-formal learning tended to achieve the highest proficiency levels among respondents, followed by those that participated in non-formal learning only, both groups achieving higher levels than those who participated in formal learning only. The most frequently cited types of non-formal learning reported by participants were on-the-job training/training sessions with supervisors or co-workers, and workshops or seminars. Respondents who reported no participation in any type of adult learning consistently demonstrated the lowest levels of skills proficiency.

These findings suggest that adult learning is an important tool for developing skills and maintaining them over the long term. The very consistent results from analyses of PIAAC data, even when controlling for sociodemographic factors and characteristics linked to the labour market, support this conclusion. Individuals with higher scores in all three skill domains were considerably more likely to have participated in adult learning than those who scored at the lower end. This is an important observation, considering the strong correlation between skills development and well-being. Furthermore, the strong association between participation in both non-formal and formal learning suggests that supplementing formal education programs or training courses with ongoing learning opportunities at work and outside of work leads to a higher probability of adults developing and maintaining high levels of skill throughout their life. In an ever-changing world with constant technological advancement and increased demand for more complex skills, it is thus important to find ways to provide better support and reduce barriers for individuals who do not have equal access to learning activities, but who nonetheless wish to participate in adult learning in order to develop and maintain their skills.

²⁷ Since the collection of the PIAAC data, there have been changes to the Canada Labour Code, such as increased leave and family support. These changes are aimed at increasing female participation in the workforce and could improve women's ability to participate in training opportunities.

Indigenous peoples participate in adult learning at similar rates to the non-Indigenous population, but a skills gap still exists between the two groups

PIAAC results reveal that, across Canada, Indigenous peoples living off reserve tended to participate in adult learning at the same rate of non-Indigenous individuals, except in Nunavut and the Northwest Territories. Nunavut shows the most dramatic disparity, where the non-Indigenous population had the highest participation rate across the provinces and territories, at 71 percent, and Indigenous populations have the lowest rate, at 39 percent. Despite similar participation rates, Indigenous adult learners tended to achieve lower proficiency levels and to face financial barriers to adult learning to a greater degree than the non-Indigenous population.

Implications suggested by these findings are two-fold. First, they highlight the importance of addressing the significant gaps in educational attainment rates between Indigenous and non-Indigenous peoples, as skills gaps between the two groups become far less significant when the analysis controls for levels of educational attainment. Second, they suggest that further study on adult learning among Indigenous peoples would be useful in understanding the trends for individual Indigenous identity groups. For example, Indigenous peoples in Nunavut, who are predominantly Inuit, demonstrated the lowest rate of Indigenous participation in adult learning of all provinces and territories. This finding highlights the importance of understanding the unique contexts, histories, and barriers faced by First Nations, Métis, and Inuit, and the different contexts in which they live across the provinces and territories.

Participation in adult learning varies depending on economic sector, employment status, and employer support

When the economy is divided into two broad sectors — goods-producing and services-producing — analysis of PIAAC results at the pan-Canadian level demonstrates that respondents employed in the services sector participated in adult learning at a higher rate than those in the goods sector, by a margin of 11 percentage points. Employees in the services-producing sector are twice as likely as those in the goods-producing sector to hold a bachelor's degree or higher. Higher levels of participation in adult learning and higher levels of educational attainment correlate with generally higher levels of skills proficiency in literacy and PS-TRE among workers in the services sector, although levels in numeracy are more or less the same. The differences between the

two sectors can be explained largely by the generally higher educational requirements for employment in the services sector, and the correlative relationship between educational attainment and participation in adult learning. Furthermore, analysis of the data has shown that employers in the services sector are more likely to provide training to employees.

Participation rates varied between the public, private, and non-profit sectors, with Canadians employed in the public and non-profit sectors demonstrating the highest rates of participation. This pattern holds at all levels of educational attainment. In addition to having the lowest rate of participation, the private sector also had the smallest proportion of workers holding a bachelor's degree or higher. These trends are consistent across the provinces and territories.

Employment status also plays an important role in adult learning. Employed Canadians participated in adult learning at higher rates than the unemployed, with full-time employees participating at higher rates than those employed part time. Employees participated at higher rates than the self-employed, even when educational attainment is similar, and those working at larger firms tended to participate more than those at smaller firms. These findings suggest an important correlation between employer commitments to worker development and access to adult learning opportunities. Considering the relationship between skills and participation in adult learning, employers could benefit from increasing access to learning opportunities for their employees.

The majority of Canadians who participated in formal, non-formal, or both types of adult learning did so for job-related reasons, including the desire to be better at their jobs, to build knowledge, and to advance their careers. As labour-market demands for the cognitive skills measured by PIAAC are high, and these skills correlate closely with participation in adult learning, employers could benefit from increasing support for learning opportunities for workers.

Analysis of PIAAC data regarding labour-market profiles and their relation to participation rates in adult learning suggests that employers have an intrinsic role to play in adult learning. A number of important observations support this suggestion. First, a substantial proportion of non-formal adult learning (the most common type) takes place in work-related settings. Furthermore, employed individuals tend to participate more than the unemployed, employees at firms with more resources tend to participate more, and those who are self-employed tend to participate less. Sectors in which employers are more likely to support adult learning for

employees tend to see higher rates of participation as well. In fact, the majority of adult learning that takes place does so with the support of employers: at the pan-Canadian level, over 80 percent of male adult learners and over 70 percent of female adult learners participated in learning activities with employer support.

Findings suggest that the willingness and ability of employers to invest in adult learning and support the development of skills among their employees are important factors in overall participation rates. Policy and programming that aims to increase this willingness and ability among employers could therefore be an important pathway to increasing access to and participation in adult learning among working Canadians, thereby increasing the supply of workers with skills to meet growing demands.

Conclusion

The data collected by PIAAC on adult learning and skills in literacy, numeracy, and PS-TRE present an opportunity for reflection on the importance of participation in adult learning and the relationship between adult learning and skills proficiency. Prior studies have highlighted the positive nature of this relationship, and this report builds on that work. The findings here overwhelmingly suggest that increasing participation in adult learning presents a promising pathway to increasing skill levels among Canadians and reducing skill gaps that exist between groups.

The dynamic that exists between educational attainment, adult learning, and skills proficiency is of the utmost importance to policy and programs that seek to improve skills and, by extension, the outcomes that tend to accompany rising skill levels. Higher levels of educational attainment tend to lead to higher levels of skills among individuals. They also tend to lead to a higher likelihood of participating in adult learning activities, which in turn tends to contribute to skill levels. Inherent to this relationship, however, is the disadvantage that those with lower levels of educational attainment are at risk of facing. The lower levels of skill often associated with lower educational attainment are often compounded by lower rates of engagement with adult learning opportunities. This is a matter of crucial concern for policy-makers, as those with lower levels of educational attainment could find themselves trapped in a cycle where skills decline over time through lack of maintenance and reskilling.

With that said, it is important to note that adult learning can have benefits for individuals with lower levels of skills and those with moderate to high skills. For instance, focusing on individuals with lower levels of skills could be an effective tool for increasing participation rates and mitigating the risks adults with lower levels of skills can face. Similarly, further study of obstacles to participation, especially as encountered by individuals who have not participated in any form of adult learning, and comparing the barriers to participation among different groups, will be essential to inform policy that aims to reduce inequities in participation rates. At the same time, participation in adult learning is also important for individuals with moderate to high skills who are facing increasing demands for higher level skills. These individuals benefit from adult learning by maintaining and increasing their skills.

While a variety of challenges exist for policy- and program-makers with respect to increasing participation rates in adult learning activities, this report offers insights into the complexity of the issues, some of the gaps that are present, and the numerous factors that can influence adult learning in Canada. These insights should offer some direction for interventions aimed at providing Canadians who have different sociodemographic characteristics, and who face different circumstances, with opportunities to learn, increase their skills, and improve the well-being of themselves, their communities, and Canadian society as a whole.

Possible areas for future research

This report explores various profiles of adult learners in Canada in relation to their participation in learning activities, as measured by PIAAC. While it provides a comprehensive look at different facets of adult learning, it is not exhaustive. The PIAAC data set is a rich source of information, and the findings from this report could be used to inform future analyses and research questions on adult learning, such as:

- an examination of recognition of prior learning (RPL) in relation to informal and non-formal adult learning;

- an exploration of the role of postsecondary institutions in adult learning and in developing lifelong learners;
- further analysis of how a lack of foundational skills (e.g., “essential skills”) can limit the benefits of adult learning and training;
- an analysis of the concept of a “culture of lifelong learning”;
- a more detailed look at why the majority of adults participate in adult learning for work-related reasons, as well as analysis of whether the work-related and non-work-related reasons for participating in adult learning are related;
- an analysis of the extent to which the availability of learning opportunities is a barrier to participation; and
- an analysis of employer support for adult learning and how this impacts participation and skill development.

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APPENDIX I

METHODOLOGY AND DEFINITIONS

Background on adult learning terminology

Discussions on how to approach adult learning date back as far as the early 1970s, when the OECD and UNESCO formally acknowledged the importance of lifelong learning as the key to improving active citizenship, social cohesion, and employability of the workforce (OECD, 1973). Subsequently, questions were raised about the domain of adult education, which was initially described as the entire body of formal and non-formal processes leading to full personal development as well as participation in balanced and independent social, economic, and cultural development (UNESCO, 1976). With additional guidance from the European Commission, this full range of learning activity was eventually classified according to three basic categories: formal, non-formal, and informal (European Commission, 2000 and 2001). As countries around the world started to engage in discussions about adult education, corresponding definitions diverged in order to correspond to different landscapes. This PIAAC report adheres to the definitions listed below, which are the product of numerous analyses and conversations between national and international third-party technical experts as well as policy-makers.

Definitions and classifications used in this report

Adult learning:

- consists of organized, structured programs of education (full time and part time) adapted to the needs of persons aged 16 and older who are not in their initial formal cycle of studies (Martínez de Morentin de Goñi, 2006).

Adult learners:

- are adults between 25 and 65 years old who participated in formal, non-formal, or both forms of learning in the past 12 months, or
- are adults between 16 and 24 years old who are not completing their initial formal cycle of studies and who participated in formal, non-formal, or both forms of learning in the past 12 months.

The decision to include individuals aged 16–19 is based on reasons relating to sample size and international comparability. Including adults aged 16–19 who are not in their initial formal cycle of studies allowed the analysis to optimize the number of responses that were received

while still capturing individuals who made the return to learning that is characteristic of adult education. The inclusion of this age group is also consistent with analyses completed by the OECD and UNESCO (OECD, 2013b; UNESCO, 2009), which allows for the international comparability of this report's findings.

Formal adult learning:

- is a learning activity that is structured and sequentially organized in which learners follow a program of study or a series of experiences planned and directed by a teacher or trainer and generally leading to some formal recognition of educational performance, such as a certificate, licence, diploma, or degree
- can be provided in the system of schools, colleges, universities, and other formal educational institutions that constitutes a traditional continuous cycle of full-time education (Myers, Conte, & Rubenson, 2014)

Non-formal learning:

- is structured and organized learning that may take place both within and outside educational institutions but does not lead to a formal credential (e.g., a degree or diploma)
- typically does not lead to certification and does not follow the traditional continuous cycle that is characteristic of formal learning
- includes activities such as participation in workshops, seminars, private lessons, and guided/organized workplace training
- may cover educational programs to impart adult literacy, adult basic education, life skills, work skills, and general culture (Myers et al., 2014)

Informal learning:

- is less organized and less structured than either formal or non-formal learning in terms of learning objectives and learning time
- may include activities such as learning a new skill from a co-worker, using the Internet to learn, attending a talk, learning by doing, and any other unstructured learning activities that may occur on a self-directed, family-directed, work-directed, or other basis
- may be intentional or non-intentional (“incidental”/random) (Rubenson, Desjardins, & Yoon, 2007)

There exists some dissonance on whether informal learning must be non-intentional (Werquin, 2010; Myers et al., 2014). Making this distinction depends, in part, on whether incidental learning is viewed separately from informal learning. Given that this report does not recognize incidental learning as a discrete form of adult learning, largely due to the fact that its random nature makes it difficult to capture empirically, here “informal learning” can be understood as being either intentional or non-intentional. Furthermore, while data on informal learning were collected from participants, the definitional parameters surrounding informal learning activities were not as comprehensive as those that were used for formal and non-formal learning. This lack of detail creates the challenge of distinguishing between work-related activities where “learning by doing” is taking place and work-related activities where it is not. For example, it is unclear whether following a co-worker’s process instructions would be categorized as informal learning in the same way that independently using trial and error to solve a problem might be. As a result, this report concentrates primarily on the data on formal and non-formal learning; in this report, these two types of learning are referred to as “adult learning.”

Interpreting the results

To describe the performance of adults in all three domains of literacy, numeracy, and problem solving in technology-rich environments (PS-TRE), the term “proficiency” is sometimes used in this report. Proficiency is defined as “a continuum of ability involving the mastery of information-processing tasks of increasing complexity” (OECD, 2013c, p. 64). In order to represent proficiency in a way that is comprehensible and comparable, the proficiency scales have been divided into “proficiency levels” based on score-point ranges and the difficulty of the tasks within these ranges. These levels suggest what adults with particular proficiency scores in a particular skills domain can do. Six proficiency levels are used for literacy and numeracy (Levels 1 through 5, as well as below Level 1) and four for PS-TRE (Levels 1 through 3, as well as below Level 1). It is important to note that proficiency levels are not meant to represent standards or benchmarks, but rather are intended to aid in the interpretation and understanding of the findings. For a detailed description of the proficiency levels for each of the three domains, refer to *The Survey of Adult Skills: Reader’s Companion* (OECD, 2013c).

In addition to proficiency levels, scores are used as a reference point to show the score-point difference between different groups of individuals. Comparisons

between scores should be made using standard-error tests. Such tests can identify, with a known probability, whether differences noted in scores are actual differences in the populations being compared or the possible effect of sampling and measurement decisions. For example, when an observed difference is significant at the 0.05 level, it implies that the probability is at least 95 percent that the two scores being compared are different, taking into account possible sampling and measurement errors. When comparing provinces and territories, extensive use is made of this type of test to reduce the likelihood that any spurious differences due to sampling and measurement error be interpreted as real. Such a test determines whether differences observed between populations are statistically significant.

In principle, in this document, comparisons are made only when differences are statistically significant (i.e., they are worth taking into consideration to support decisions and policy development). In this respect, it is worth noting that, in general, the smaller the population for which a score has been obtained, the larger the standard error — which then means that differences in average scores between two small populations must be relatively large to be considered statistically significant.

Detailed information regarding the methodology employed in PIAAC, including the target population, sampling, data collection, and design can be found in Annex A of *Skills in Canada: First Results from the Programme for the International Assessment of Adult Competencies (PIAAC)* (Statistics Canada, ESDC, & CMEC, 2013).

Foundational skills: Definitions and descriptions of proficiency levels

The skills assessed by PIAAC are defined in terms of three parameters: content, cognitive strategies, and context. The *context* defines the different situations in which each of these skills is used, including professional, educational, personal, and societal. The *content* and *cognitive strategies* — summarized in the following tables for each domain and each proficiency level — are defined by a specific framework that describes what is being measured and guides the interpretation of results (OECD, 2012).

Literacy

Literacy is defined as “understanding, evaluating, using and engaging with written texts to participate in society, to achieve one’s goals, and to develop one’s knowledge and potential” (OECD, 2012, p. 19).

The population of adults aged 16 to 65 was assessed over a continuum of ability in literacy using a measurement scale ranging from 0 to 500. Proficiency levels are used to help interpret the findings. OECD has divided reporting scales for literacy into five proficiency levels (with an additional category, “below Level 1”), defined by a particular score-point range, where each level corresponds to a description of what adults with particular scores can do in concrete terms.

Table AI.1 Description of literacy proficiency levels

Level	Score range	Descriptors of the characteristics of literacy tasks
5	376–500	At this level, tasks may require the respondent to search for and integrate information across multiple, dense texts; construct syntheses of similar and contrasting ideas or points of view; or evaluate evidenced-based arguments. Application and evaluation of logical and conceptual models of ideas may be required to accomplish tasks. Evaluating reliability of evidentiary sources and selecting key information are frequently key requirements. Tasks often require respondents to be aware of subtle, rhetorical cues and to make high-level inferences or use specialized background knowledge.
4	326–375	Tasks at this level often require respondents to perform multiple-step operations to integrate, interpret, or synthesize information from complex or lengthy continuous, non-continuous, mixed, or multiple type texts. Complex inferences and application of background knowledge may be needed to perform successfully. Many tasks require identifying and understanding one or more specific, non-central ideas in the text in order to interpret or evaluate subtle evidence-claim or persuasive discourse relationships. Conditional information is frequently present in tasks at this level and must be taken into consideration by the respondent. Competing information is present and sometimes seemingly as prominent as correct information.
3	276–325	Texts at this level are often dense or lengthy, and include continuous, non-continuous, mixed, or multiple pages of text. Understanding text and rhetorical structures becomes central to successfully completing tasks, especially navigating complex digital texts. Tasks require the respondent to identify, interpret, or evaluate one or more pieces of information, and often require varying levels of inference. Many tasks require the respondent to construct meaning across larger chunks of text or to perform multi-step operations in order to identify and formulate responses. Often tasks also demand that the respondent disregard irrelevant or inappropriate content to answer accurately. Competing information is often present, but it is not more prominent than the correct information.
2	226–275	At this level, the medium of texts may be digital or printed, and texts may include continuous, non-continuous, or mixed types. Tasks at this level require respondents to make matches between the text and information and may require paraphrasing or low-level inferences. Some competing pieces of information may be present. Some tasks require the respondent to: <ul style="list-style-type: none"> ▪ cycle through or integrate two or more pieces of information based on criteria; ▪ compare and contrast or reason about information requested in the question; and/or ▪ navigate within digital texts to access and identify information from various parts of a document.
1	176–225	Most of the tasks at this level require the respondent to read relatively short digital or print continuous, non-continuous, or mixed texts to locate a single piece of information that is identical to or synonymous with the information given in the question or directive. Some tasks, such as those involving non-continuous texts, may require the respondent to enter personal information onto a document. Little, if any, competing information is present. Some tasks may require simple cycling through more than one piece of information. Knowledge and skill in recognizing basic vocabulary, determining the meaning of sentences, and reading paragraphs of text is expected.
Below 1	0–175	The tasks at this level require the respondent to read brief texts on familiar topics to locate a single piece of specific information. There is seldom any competing information in the text, and the requested information is identical in form to information in the question or directive. The respondent may be required to locate information in short continuous texts. However, in this case, the information can be located as if the text were non-continuous in format. Only basic vocabulary knowledge is required, and the reader is not required to understand the structure of sentences or paragraphs or to make use of other text features. Tasks below Level 1 do not make use of any features specific to digital texts.

Numeracy

PIAAC defines numeracy as “the ability to access, use, interpret and communicate mathematical information and ideas, in order to engage in and manage the mathematical demands of a range of situations in adult life” (OECD, 2012, p. 33).

The population of adults aged 16 to 65 was assessed over a continuum of ability in numeracy using a measurement scale ranging from 0 to 500. As is the case for literacy, the results for numeracy are presented either as an average score or as a distribution across proficiency levels.

Table AI.2. Description of numeracy proficiency levels

Level	Score range	Descriptors of the characteristics of numeracy tasks
5	376–500	Tasks at this level require the respondent to understand complex representations and abstract and formal mathematical and statistical ideas, possibly embedded in complex texts. Respondents may have to integrate multiple types of mathematical information where considerable translation or interpretation is required; draw inferences; develop or work with mathematical arguments or models; and justify, evaluate, and critically reflect upon solutions or choices.
4	326–375	Tasks at this level require the respondent to understand a broad range of mathematical information that may be complex, abstract, or embedded in unfamiliar contexts. These tasks involve undertaking multiple steps and choosing relevant problem-solving strategies and processes. Tasks tend to require analysis and more complex reasoning about quantities and data; statistics and chance; spatial relationships; and change, proportions, and formulas. Tasks at this level may also require understanding arguments or communicating well-reasoned explanations for answers or choices.
3	276–325	Tasks at this level require the respondent to understand mathematical information that may be less explicit, embedded in contexts that are not always familiar, and represented in more complex ways. Tasks require several steps and may involve the choice of problem-solving strategies and relevant processes. Tasks tend to require the application of number sense and spatial sense; recognizing and working with mathematical relationships, patterns, and proportions expressed in verbal or numerical form; and interpretation and basic analysis of data and statistics in texts, tables, and graphs.
2	226–275	Tasks at this level require the respondent to identify and act on mathematical information and ideas embedded in a range of common contexts where the mathematical content is fairly explicit or visual, with relatively few distractors. Tasks tend to require the application of two or more steps or processes involving calculation with whole numbers and common decimals, percents, and fractions; simple measurement and spatial representation; estimation; and interpretation of relatively simple data and statistics in texts, tables, and graphs.
1	176–225	Tasks at this level require the respondent to carry out basic mathematical processes in common, concrete contexts where the mathematical content is explicit, with little text and minimal distractors. Tasks usually require one-step or simple processes involving counting; sorting; performing basic arithmetic operations; understanding simple percents such as 50 percent; or locating, identifying, and using elements of simple or common graphical or spatial representations.
Below 1	0–175	Tasks at this level require the respondents to carry out simple processes such as counting, sorting, performing basic arithmetic operations with whole numbers or money, or recognizing common spatial representations in concrete, familiar contexts where the mathematical content is explicit, with little or no text or distractors.

PS-TRE

For the PS-TRE domain, respondents are measured for their ability to use “digital technology, communications tools, and networks to acquire and evaluate information, communicate with others, and perform practical tasks” (OECD, 2012, p. 47). The PS-TRE proficiency scale was divided into four levels.

Table AI.3. Description of PS-TRE proficiency levels

Level	The types of tasks completed successfully at each level of proficiency
3	At this level, tasks typically require the use of both generic and more specific technology applications. Some navigation across pages and applications is required to solve the problem. The use of tools (e.g., a sort function) is needed to make progress toward the solution. The task may involve multiple steps and operators. The respondent may have to define the problem's goal, and the criteria to be met may or may not be explicit. There are typically high monitoring demands. Unexpected outcomes and impasses are likely to occur. The task may require evaluating the relevance and reliability of information to discard distractors. Integration and inferential reasoning may be needed to a large extent.
2	At this level, tasks typically require the use of both generic and specific technology applications. For instance, respondents may have to make use of a novel online form. Some navigation across pages and applications is required to solve the problem. The use of tools (e.g., a sort function) can facilitate the problem's resolution. The task may involve multiple steps and operators. The goal of the problem may have to be defined by the respondent, though the criteria to be met are explicit. There are higher monitoring demands. Some unexpected outcomes or impasses may appear. The task may require evaluating the relevance of a set of items to discard distractors. Some integration and inferential reasoning may be needed.
1	At this level, tasks typically require the use of widely available and familiar technology applications, such as e-mail software or a web browser. There is little or no navigation required to access the information or commands required to solve the problem. The problem may be solved regardless of the respondent's awareness and use of specific tools and functions (e.g., a sort function). The tasks involve few steps and a minimal number of operators. At the cognitive level, the respondent can readily infer the goal from the task statement; problem resolution requires the respondent to apply explicit criteria; and there are few monitoring demands (e.g., the respondent does not have to check whether he or she has used the appropriate procedure or made progress toward the solution). Identifying contents and operators can be done through a simple match. Only simple forms of reasoning, such as assigning items to categories, are required; there is no need to contrast or integrate information.
Below 1	Tasks are based on well-defined problems involving the use of only one function within a generic interface to meet one explicit criterion, without any categorical, inferential reasoning or transforming of information. Few steps are required and no sub-goal has to be generated.
Non-respondents	This category includes those individuals who did not report previous computer experience, did not pass the information and communications technology core test, or opted not to be assessed by a computer-based test.



APPENDIX II

TABLES

Table 1.1a

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
OECD average	Participated in adult learning	48	(0.1)	14	(0.2)	32	(0.3)	41	(0.3)	14	(0.2)	278	(0.2)
	Formal only	4	(0.1)	17	(0.7)	32	(0.9)	38	(0.9)	13	(0.7)	272	(0.8)
	Non-formal only	37	(0.1)	14	(0.2)	32	(0.3)	41	(0.3)	14	(0.2)	277	(0.3)
	Both formal and non-formal	7	(0.1)	10	(0.4)	27	(0.7)	45	(0.8)	19	(0.6)	287	(0.6)
	Did not participate in adult learning	52	(0.1)	28	(0.2)	39	(0.3)	27	(0.2)	5	(0.1)	251	(0.2)
Countries¹													
Australia	Participated in adult learning	55	(0.7)	7	(0.7)	25	(1.0)	45	(1.3)	23	(1.2)	293	(1.1)
	Formal only	6	(0.4)	14 ^M	(3.2)	32	(4.2)	40	(4.4)	14 ^M	(3.1)	277	(4.1)
	Non-formal only	38	(0.8)	7	(0.8)	25	(1.2)	45	(1.6)	24	(1.6)	294	(1.4)
	Both formal and non-formal	11	(0.5)	5 ^M	(1.3)	22	(2.5)	46	(3.2)	27	(2.7)	299	(2.3)
	Did not participate in adult learning	45	(0.7)	21	(1.0)	36	(1.5)	34	(1.3)	8	(0.9)	261	(1.3)
Austria	Participated in adult learning	49	(0.7)	10	(0.9)	33	(1.3)	45	(1.3)	12	(0.8)	281	(1.1)
	Formal only	3	(0.2)	U	(3.1)	23 ^M	(5.9)	50	(5.6)	19 ^M	(4.7)	290	(4.9)
	Non-formal only	42	(0.7)	10	(1.0)	35	(1.5)	44	(1.5)	11	(0.9)	279	(1.2)
	Both formal and non-formal	4	(0.3)	U	(1.6)	21 ^M	(4.0)	54	(4.5)	21	(3.4)	297	(2.9)
	Did not participate in adult learning	51	(0.7)	23	(1.1)	44	(1.4)	29	(1.4)	4	(0.5)	256	(1.2)
Canada	Participated in adult learning	58	(0.5)	11	(0.5)	28	(0.8)	42	(1.0)	19	(0.8)	286	(0.8)
	Formal only	5	(0.3)	18	(2.1)	34	(3.0)	35	(3.1)	13 ^M	(2.2)	271	(2.8)
	Non-formal only	44	(0.5)	10	(0.7)	28	(1.0)	42	(1.2)	19	(0.9)	286	(1.0)
	Both formal and non-formal	9	(0.3)	8	(1.2)	25	(2.0)	46	(2.4)	22	(2.0)	291	(1.9)
	Did not participate in adult learning	42	(0.5)	27	(0.9)	38	(1.1)	29	(0.9)	7	(0.6)	254	(0.9)
Chile	Participated in adult learning	47	(1.8)	44	(2.8)	37	(2.1)	17	(2.0)	3 ^M	(0.9)	233	(3.0)
	Formal only	3	(0.4)	35	(5.6)	35	(5.8)	22 ^M	(5.9)	U	(4.4)	245	(6.7)
	Non-formal only	34	(1.3)	49	(2.7)	37	(2.4)	13	(1.8)	U	(0.6)	226	(2.7)
	Both formal and non-formal	10	(1.1)	28	(4.0)	38	(4.2)	28	(4.4)	U	(2.5)	255	(4.5)
	Did not participate in adult learning	53	(1.8)	70	(1.7)	24	(1.6)	6 ^M	(1.0)	U	(0.3)	200	(2.0)

Table 1.1a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Czech Republic	Participated in adult learning	49	(1.1)	8	(1.0)	35	(2.6)	46	(2.2)	11	(1.2)	281	(1.3)
	Formal only	3	(0.3)	13 ^M	(3.6)	30 ^M	(6.8)	42 ^M	(7.1)	U	(5.2)	279	(5.7)
	Non-formal only	42	(1.1)	8	(1.1)	36	(2.7)	45	(2.2)	11	(1.3)	280	(1.3)
	Both formal and non-formal	4	(0.4)	U	(1.5)	21 ^M	(5.4)	58	(6.1)	18 ^M	(4.6)	297	(3.9)
	Did not participate in adult learning	51	(1.1)	17	(1.6)	43	(2.0)	36	(2.0)	5 ^M	(0.8)	264	(1.5)
Denmark	Participated in adult learning	67	(0.6)	11	(0.6)	32	(1.0)	44	(1.1)	12	(0.8)	278	(0.9)
	Formal only	6	(0.3)	16	(2.2)	33	(3.3)	38	(4.2)	13 ^M	(2.9)	273	(2.9)
	Non-formal only	50	(0.6)	11	(0.7)	33	(1.0)	44	(1.1)	12	(0.8)	279	(0.9)
	Both formal and non-formal	10	(0.4)	10	(1.6)	26	(2.6)	48	(3.1)	16	(2.1)	285	(1.9)
	Did not participate in adult learning	33	(0.6)	29	(1.2)	39	(1.4)	29	(1.3)	4	(0.7)	250	(1.3)
England/N. Ireland (UK)	Participated in adult learning	56	(0.8)	12	(0.9)	30	(1.2)	40	(1.5)	18	(1.2)	283	(1.3)
	Formal only	5	(0.4)	20 ^M	(3.6)	34	(4.1)	34	(4.0)	13 ^M	(2.8)	269	(4.2)
	Non-formal only	40	(0.7)	11	(1.0)	30	(1.5)	41	(1.8)	19	(1.5)	284	(1.5)
	Both formal and non-formal	10	(0.5)	8 ^M	(1.6)	27	(2.2)	45	(2.9)	20	(2.5)	289	(2.6)
	Did not participate in adult learning	44	(0.8)	24	(1.3)	39	(1.4)	30	(1.4)	8	(0.8)	258	(1.4)
Estonia	Participated in adult learning	53	(0.6)	9	(0.7)	31	(1.1)	44	(1.2)	16	(0.8)	284	(1.0)
	Formal only	3	(0.3)	U	(2.8)	28	(4.4)	44	(5.0)	19 ^M	(3.4)	288	(4.2)
	Non-formal only	43	(0.7)	10	(0.8)	32	(1.0)	43	(1.3)	14	(0.9)	282	(1.0)
	Both formal and non-formal	7	(0.3)	5 ^M	(1.3)	23	(2.9)	48	(2.9)	24	(2.4)	297	(2.6)
	Did not participate in adult learning	47	(0.6)	20	(1.0)	41	(1.3)	34	(1.2)	5	(0.7)	261	(1.1)
Finland	Participated in adult learning	66	(0.6)	7	(0.6)	23	(1.0)	43	(1.0)	27	(0.9)	297	(0.9)
	Formal only	6	(0.3)	8 ^M	(2.0)	20	(3.3)	46	(3.7)	26	(3.3)	296	(3.3)
	Non-formal only	50	(0.7)	7	(0.6)	24	(1.1)	43	(1.3)	25	(1.1)	295	(1.1)
	Both formal and non-formal	11	(0.5)	4 ^M	(1.1)	16	(2.1)	44	(2.8)	36	(2.5)	309	(2.3)
	Did not participate in adult learning	34	(0.6)	21	(1.2)	36	(1.6)	33	(1.4)	10	(0.9)	264	(1.5)

Table 1.1a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Flanders (Belgium)	Participated in adult learning	48	(0.8)	9	(0.7)	26	(1.4)	47	(1.6)	18	(1.1)	287	(1.2)
	Formal only	3	(0.2)	15 ^M	(3.7)	27	(3.9)	43	(5.2)	14 ^M	(3.7)	278	(4.2)
	Non-formal only	40	(0.8)	9	(0.7)	27	(1.5)	47	(1.7)	18	(1.2)	288	(1.3)
	Both formal and non-formal	5	(0.3)	6 ^M	(2.0)	24	(3.5)	49	(4.2)	20 ^M	(3.7)	292	(3.3)
	Did not participate in adult learning	52	(0.8)	22	(1.0)	37	(1.1)	33	(1.2)	8	(0.7)	261	(1.1)
France	Participated in adult learning	36	(0.6)	14	(0.8)	33	(1.1)	41	(1.2)	12	(0.6)	275	(0.9)
	Formal only	3	(0.2)	19	(3.0)	30	(3.4)	39	(4.5)	12 ^M	(2.7)	271	(3.7)
	Non-formal only	30	(0.6)	14	(0.8)	33	(1.2)	42	(1.3)	11	(0.6)	275	(0.9)
	Both formal and non-formal	2	(0.2)	U	(2.8)	25	(4.2)	45	(5.4)	22 ^M	(4.2)	293	(4.1)
	Did not participate in adult learning	64	(0.6)	29	(0.7)	39	(1.0)	27	(0.9)	4	(0.5)	250	(0.8)
Germany	Participated in adult learning	54	(1.0)	11	(0.9)	32	(1.5)	43	(1.4)	15	(1.0)	281	(1.2)
	Formal only	4	(0.3)	16 ^M	(3.4)	29	(4.2)	39	(5.5)	16 ^M	(3.9)	278	(4.9)
	Non-formal only	45	(1.0)	10	(0.9)	32	(1.6)	43	(1.6)	14	(1.1)	281	(1.2)
	Both formal and non-formal	4	(0.3)	U	(2.5)	23 ^M	(4.3)	47	(4.8)	23 ^M	(4.2)	295	(3.6)
	Did not participate in adult learning	46	(1.0)	28	(1.5)	40	(1.5)	27	(1.3)	4	(0.6)	251	(1.4)
Greece	Participated in adult learning	21	(0.7)	17	(1.9)	39	(2.4)	35	(2.2)	9 ^M	(1.5)	268	(2.4)
	Formal only	2	(0.3)	22 ^M	(7.3)	45 ^M	(8.3)	22 ^M	(6.2)	U	(4.0)	260	(7.2)
	Non-formal only	15	(0.7)	16	(2.4)	39	(3.0)	36	(2.7)	9 ^M	(1.9)	269	(3.0)
	Both formal and non-formal	3	(0.3)	17 ^M	(5.6)	37 ^M	(6.8)	38	(4.9)	U	(3.9)	269	(4.9)
	Did not participate in adult learning	79	(0.7)	31	(1.2)	42	(1.3)	23	(1.2)	4	(0.6)	248	(1.3)
Hungary	Participated in adult learning	36	(0.7)	9	(0.9)	32	(1.4)	47	(1.7)	12	(1.2)	281	(1.1)
	Formal only	4	(0.3)	17 ^M	(3.2)	40	(4.6)	34	(4.2)	9 ^M	(2.8)	268	(3.5)
	Non-formal only	26	(0.6)	9	(1.0)	32	(1.8)	47	(2.0)	12	(1.4)	281	(1.5)
	Both formal and non-formal	6	(0.4)	5 ^M	(1.5)	26	(3.6)	53	(4.1)	16 ^M	(2.9)	293	(2.6)
	Did not participate in adult learning	64	(0.7)	26	(1.0)	44	(1.2)	27	(1.2)	3	(0.5)	251	(1.0)
Ireland	Participated in adult learning	51	(0.7)	12	(0.9)	34	(1.1)	41	(1.1)	13	(1.0)	277	(1.3)
	Formal only	6	(0.4)	15 ^M	(2.5)	39	(3.9)	36	(3.8)	10 ^M	(2.1)	270	(3.4)
	Non-formal only	36	(0.8)	12	(1.1)	34	(1.3)	41	(1.6)	13	(1.2)	277	(1.6)
	Both formal and non-formal	9	(0.4)	10 ^M	(1.8)	30	(3.0)	45	(3.5)	15	(2.3)	283	(2.4)
	Did not participate in adult learning	49	(0.7)	25	(1.5)	41	(1.4)	29	(1.3)	4	(0.6)	253	(1.4)

Table 1.1a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Israel	Participated in adult learning	52	(0.7)	18	(0.9)	32	(1.4)	37	(1.6)	12	(0.9)	271	(1.2)
	Formal only	9	(0.4)	17	(2.3)	31	(2.8)	38	(3.2)	13	(2.2)	272	(3.2)
	Non-formal only	34	(0.8)	20	(1.1)	34	(1.6)	36	(1.7)	11	(1.0)	267	(1.6)
	Both formal and non-formal	9	(0.4)	12 ^M	(2.1)	28	(3.3)	42	(3.7)	17	(2.3)	283	(2.8)
	Did not participate in adult learning	48	(0.7)	42	(1.2)	35	(1.3)	20	(1.3)	4	(0.5)	234	(1.4)
Italy	Participated in adult learning	24	(0.9)	17	(1.6)	36	(1.9)	40	(2.1)	7	(1.0)	268	(1.6)
	Formal only	3	(0.3)	20 ^M	(5.8)	34 ^M	(7.1)	39 ^M	(6.8)	U	(3.4)	264	(6.0)
	Non-formal only	19	(0.8)	17	(2.0)	37	(2.5)	40	(2.3)	6 ^M	(1.0)	267	(2.0)
	Both formal and non-formal	3	(0.3)	U	(3.8)	27 ^M	(5.8)	48	(7.5)	U	(5.3)	283	(5.3)
	Did not participate in adult learning	76	(0.9)	34	(1.5)	45	(1.2)	20	(1.2)	2 ^M	(0.3)	242	(1.3)
Japan	Participated in adult learning	42	(0.7)	3	(0.4)	17	(1.1)	50	(1.4)	30	(1.2)	305	(0.9)
	Formal only	1	(0.2)	x	x	26 ^M	(7.5)	40 ^M	(8.3)	27 ^M	(6.8)	296	(6.9)
	Non-formal only	39	(0.7)	3 ^M	(0.5)	17	(1.2)	50	(1.5)	30	(1.2)	306	(1.0)
	Both formal and non-formal	1	(0.2)	x	x	20 ^M	(6.0)	49	(8.1)	30 ^M	(6.9)	306	(4.4)
	Did not participate in adult learning	58	(0.7)	7	(0.7)	28	(1.3)	48	(1.4)	17	(1.1)	289	(1.1)
Korea	Participated in adult learning	50	(0.8)	7	(0.6)	34	(1.2)	48	(1.5)	11	(0.8)	282	(0.9)
	Formal only	1	(0.1)	x	x	31 ^M	(7.9)	51 ^M	(10.6)	U	(7.2)	288	(5.6)
	Non-formal only	45	(0.8)	8	(0.6)	35	(1.3)	47	(1.6)	10	(0.9)	280	(0.9)
	Both formal and non-formal	4	(0.3)	x	x	22 ^M	(4.0)	58	(5.4)	19 ^M	(3.7)	299	(3.0)
	Did not participate in adult learning	50	(0.8)	22	(1.0)	45	(1.3)	30	(1.2)	3	(0.4)	256	(1.0)
Lithuania	Participated in adult learning	34	(0.8)	9	(1.1)	36	(2.0)	44	(2.1)	11	(1.8)	280	(1.8)
	Formal only	3	(0.3)	U	(4.4)	42	(6.0)	38 ^M	(7.2)	U	(4.5)	273	(5.3)
	Non-formal only	27	(0.9)	8	(1.2)	35	(2.3)	45	(2.3)	11 ^M	(1.9)	281	(2.0)
	Both formal and non-formal	3	(0.4)	U	(3.0)	34 ^M	(6.3)	46	(7.3)	U	(5.4)	285	(4.9)
	Did not participate in adult learning	66	(0.8)	21	(1.1)	46	(1.4)	29	(1.4)	4 ^M	(0.6)	257	(1.2)
Mexico	Participated in adult learning	31	(0.7)	42	(1.7)	41	(1.6)	16	(1.6)	U	(0.6)	234	(1.7)
	Formal only	2	(0.2)	52	(6.1)	35 ^M	(6.3)	U	(4.3)	x	x	222	(6.2)
	Non-formal only	24	(0.7)	42	(1.8)	42	(1.9)	15	(1.8)	U	(0.5)	233	(1.9)
	Both formal and non-formal	5	(0.4)	33	(3.9)	37	(5.3)	26 ^M	(4.4)	U	(2.4)	246	(3.9)
	Did not participate in adult learning	69	(0.7)	60	(1.1)	33	(1.1)	6	(0.7)	U	(0.2)	211	(1.3)

Table 1.1a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Netherlands	Participated in adult learning	65	(0.6)	9	(0.8)	24	(0.9)	46	(1.2)	22	(1.0)	291	(1.0)
	Formal only	5	(0.4)	16 ^M	(3.6)	31	(4.3)	37	(4.3)	17 ^M	(3.1)	276	(4.4)
	Non-formal only	49	(0.7)	8	(0.8)	24	(1.1)	46	(1.4)	22	(1.1)	292	(1.0)
	Both formal and non-formal	10	(0.5)	6 ^M	(1.4)	18	(2.4)	50	(3.0)	26	(2.7)	299	(2.4)
	Did not participate in adult learning	35	(0.6)	22	(1.2)	36	(1.5)	33	(1.4)	10	(0.9)	264	(1.6)
New Zealand	Participated in adult learning	67	(0.7)	9	(0.7)	28	(1.1)	43	(1.4)	19	(0.9)	288	(1.0)
	Formal only	4	(0.3)	10 ^M	(2.0)	31	(3.7)	45	(4.6)	14 ^M	(3.1)	283	(3.1)
	Non-formal only	50	(0.8)	9	(0.8)	28	(1.3)	43	(1.7)	20	(1.1)	289	(1.2)
	Both formal and non-formal	13	(0.5)	9 ^M	(1.5)	28	(2.5)	44	(2.7)	18	(2.2)	287	(2.3)
	Did not participate in adult learning	33	(0.7)	21	(1.3)	36	(1.4)	34	(1.6)	9	(1.2)	263	(1.7)
Norway	Participated in adult learning	65	(0.7)	10	(0.8)	27	(1.0)	46	(1.1)	17	(0.9)	285	(0.9)
	Formal only	5	(0.3)	15 ^M	(3.5)	28	(4.1)	42	(3.9)	14 ^M	(2.7)	277	(3.6)
	Non-formal only	48	(0.7)	9	(0.9)	26	(1.3)	47	(1.3)	17	(1.1)	286	(1.0)
	Both formal and non-formal	11	(0.5)	10 ^M	(1.7)	25	(2.3)	46	(2.7)	19	(2.0)	287	(2.3)
	Did not participate in adult learning	35	(0.7)	19	(1.3)	38	(1.6)	34	(1.6)	9	(0.8)	265	(1.4)
Poland	Participated in adult learning	35	(0.7)	10	(1.1)	31	(1.7)	42	(1.8)	16	(1.2)	283	(1.2)
	Formal only	3	(0.3)	12 ^M	(2.8)	33	(4.0)	39	(3.9)	16 ^M	(3.3)	281	(3.7)
	Non-formal only	27	(0.7)	11	(1.4)	32	(2.2)	41	(2.3)	16	(1.5)	282	(1.4)
	Both formal and non-formal	4	(0.3)	U	(1.9)	27	(3.7)	48	(4.3)	19 ^M	(3.2)	293	(3.5)
	Did not participate in adult learning	65	(0.7)	26	(1.0)	41	(1.3)	28	(1.1)	5	(0.5)	253	(0.9)
Slovak Republic	Participated in adult learning	33	(0.8)	6	(0.8)	29	(1.7)	53	(1.7)	13	(1.2)	287	(1.4)
	Formal only	3	(0.2)	U	(2.6)	36	(5.1)	46	(4.7)	11 ^M	(3.2)	282	(3.5)
	Non-formal only	27	(0.7)	5	(0.8)	29	(2.0)	54	(2.0)	13	(1.3)	288	(1.5)
	Both formal and non-formal	3	(0.3)	U	(3.1)	26 ^M	(5.0)	51	(6.5)	17 ^M	(4.3)	290	(3.9)
	Did not participate in adult learning	67	(0.8)	16	(0.9)	41	(1.3)	39	(1.2)	4	(0.5)	265	(0.8)
Slovenia	Participated in adult learning	48	(0.7)	17	(1.1)	36	(1.2)	39	(1.3)	9	(0.8)	269	(1.2)
	Formal only	5	(0.3)	13 ^M	(2.3)	26 ^M	(4.4)	51	(4.8)	10 ^M	(3.0)	280	(3.0)
	Non-formal only	37	(0.8)	19	(1.3)	38	(1.5)	36	(1.5)	7	(0.9)	264	(1.3)
	Both formal and non-formal	6	(0.4)	9 ^M	(2.5)	29	(3.4)	46	(3.9)	17 ^M	(2.9)	286	(3.1)
	Did not participate in adult learning	52	(0.7)	36	(1.4)	41	(1.4)	20	(1.1)	2 ^M	(0.4)	240	(1.2)

Table 1.1a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Spain	Participated in adult learning	47	(0.7)	18	(0.9)	38	(1.1)	36	(1.2)	8	(0.6)	266	(0.9)
	Formal only	5	(0.3)	19 ^M	(3.3)	34	(3.5)	39	(4.3)	8 ^M	(2.3)	267	(3.4)
	Non-formal only	33	(0.7)	20	(1.2)	40	(1.4)	34	(1.3)	6	(0.7)	262	(1.1)
	Both formal and non-formal	8	(0.4)	10 ^M	(1.8)	31	(3.4)	44	(3.7)	16	(2.5)	283	(2.6)
	Did not participate in adult learning	53	(0.7)	39	(1.4)	41	(1.2)	18	(1.1)	2 ^M	(0.4)	236	(1.3)
Sweden	Participated in adult learning	65	(0.7)	9	(0.7)	26	(1.2)	45	(1.2)	20	(0.9)	288	(0.9)
	Formal only	5	(0.4)	28	(4.1)	29	(4.6)	33	(4.2)	9 ^M	(2.4)	255	(5.2)
	Non-formal only	51	(0.8)	7	(0.7)	27	(1.5)	46	(1.2)	20	(1.1)	290	(1.1)
	Both formal and non-formal	9	(0.4)	7 ^M	(1.7)	18	(2.6)	48	(3.2)	28	(2.7)	300	(3.1)
	Did not participate in adult learning	35	(0.7)	23	(1.5)	36	(1.9)	33	(1.7)	8	(0.9)	259	(1.6)
Turkey	Participated in adult learning	23	(0.8)	35	(2.0)	47	(2.2)	17	(1.4)	U	(0.4)	240	(1.5)
	Formal only	6	(0.5)	44	(4.9)	45	(5.3)	11 ^M	(2.4)	x	x	230	(2.8)
	Non-formal only	11	(0.5)	30	(2.9)	48	(3.0)	20	(2.3)	U	(0.6)	244	(2.1)
	Both formal and non-formal	6	(0.4)	33	(3.9)	47	(3.9)	18	(2.9)	U	(0.8)	242	(3.3)
	Did not participate in adult learning	77	(0.8)	53	(1.7)	38	(1.8)	9	(0.8)	U	(0.1)	219	(1.4)
United States	Participated in adult learning	60	(1.0)	13	(1.0)	29	(1.3)	41	(1.3)	17	(1.2)	281	(1.3)
	Formal only	4	(0.3)	23 ^M	(4.3)	29	(3.9)	34	(4.6)	14 ^M	(3.7)	267	(5.7)
	Non-formal only	46	(1.0)	12	(1.1)	30	(1.6)	42	(1.5)	16	(1.2)	281	(1.4)
	Both formal and non-formal	10	(0.5)	11 ^M	(1.8)	28	(2.7)	41	(3.7)	20	(2.7)	286	(2.4)
	Did not participate in adult learning	40	(1.0)	29	(1.5)	39	(2.0)	27	(1.2)	6	(0.8)	251	(1.5)
Provinces and territories													
Newfoundland and Labrador	Participated in adult learning	47	(1.5)	11	(1.7)	33	(2.2)	40	(2.6)	16	(1.9)	282	(2.1)
	Formal only	3	(0.4)	x	x	41 ^M	(10.1)	41 ^M	(11.0)	x	x	280	(8.0)
	Non-formal only	37	(1.5)	12	(2.0)	33	(2.8)	39	(3.4)	15	(2.3)	280	(2.4)
	Both formal and non-formal	7	(0.8)	U	(4.2)	24 ^M	(7.1)	44 ^M	(8.8)	23 ^M	(5.9)	292	(6.4)
	Did not participate in adult learning	53	(1.5)	31	(2.0)	41	(2.4)	24	(1.9)	4 ^M	(1.0)	247	(2.0)

Table 1.1a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Prince Edward Island	Participated in adult learning	57	(1.8)	7 ^M	(1.7)	29	(3.3)	46	(2.9)	18 ^M	(3.2)	289	(4.0)
	Formal only	3 ^M	(0.7)	U	(7.9)	x	x	U	(13.1)	x	x	266	(9.0)
	Non-formal only	45	(1.9)	7 ^M	(2.1)	30	(3.6)	46	(3.2)	17 ^M	(3.5)	288	(4.4)
	Both formal and non-formal	8	(1.0)	x	x	x	x	48 ^M	(8.5)	31 ^M	(7.8)	306	(6.4)
	Did not participate in adult learning	43	(1.8)	25	(3.4)	36	(3.2)	31	(3.2)	8 ^M	(2.1)	259	(4.2)
Nova Scotia	Participated in adult learning	59	(1.4)	11	(1.5)	29	(1.9)	40	(2.5)	20	(2.2)	286	(2.2)
	Formal only	3 ^M	(0.5)	x	x	31 ^M	(9.7)	41 ^M	(12.0)	x	x	284	(9.0)
	Non-formal only	47	(1.6)	11	(1.8)	28	(2.2)	40	(3.0)	20	(2.7)	285	(2.4)
	Both formal and non-formal	9	(1.0)	U	(3.0)	31 ^M	(6.4)	44	(6.2)	20 ^M	(4.9)	291	(5.0)
	Did not participate in adult learning	41	(1.4)	25	(2.4)	40	(3.0)	28	(2.7)	6 ^M	(1.5)	257	(2.8)
New Brunswick	Participated in adult learning	50	(1.4)	9 ^M	(1.7)	30	(2.4)	44	(2.4)	16	(1.9)	285	(2.2)
	Formal only	4	(0.6)	x	x	37 ^M	(10.0)	44 ^M	(13.5)	x	x	272	(7.0)
	Non-formal only	40	(1.5)	9 ^M	(1.8)	31	(2.8)	43	(2.8)	17	(2.1)	285	(2.4)
	Both formal and non-formal	6	(0.8)	x	x	23 ^M	(7.3)	52 ^M	(9.0)	x	x	295	(6.9)
	Did not participate in adult learning	50	(1.4)	28	(2.1)	39	(2.3)	29	(2.0)	4 ^M	(1.0)	252	(1.9)
Quebec	Participated in adult learning	51	(0.8)	12	(0.9)	29	(1.2)	41	(1.1)	18	(1.0)	283	(1.2)
	Formal only	5	(0.3)	19 ^M	(3.2)	28	(4.1)	39	(4.9)	14 ^M	(2.7)	272	(4.0)
	Non-formal only	39	(0.8)	11	(1.0)	30	(1.4)	42	(1.2)	17	(1.1)	283	(1.4)
	Both formal and non-formal	6	(0.5)	9 ^M	(2.2)	25	(3.4)	42	(3.8)	24	(3.5)	292	(3.0)
	Did not participate in adult learning	49	(0.8)	29	(1.2)	40	(1.4)	27	(1.2)	5	(0.5)	251	(1.3)
Ontario	Participated in adult learning	60	(1.0)	9	(0.9)	28	(1.6)	43	(1.8)	20	(1.4)	287	(1.5)
	Formal only	5	(0.5)	17 ^M	(4.3)	37	(5.2)	36	(5.3)	U	(3.8)	271	(5.0)
	Non-formal only	45	(1.0)	9	(1.0)	28	(1.9)	43	(2.1)	20	(1.7)	288	(1.7)
	Both formal and non-formal	9	(0.7)	7 ^M	(2.0)	25	(3.4)	45	(4.8)	22	(3.5)	292	(3.4)
	Did not participate in adult learning	40	(1.0)	26	(1.7)	37	(2.3)	29	(1.8)	8	(1.3)	256	(1.7)
Manitoba	Participated in adult learning	62	(1.3)	10	(1.7)	29	(2.5)	41	(3.0)	19	(2.6)	286	(2.5)
	Formal only	4 ^M	(0.7)	U	(7.8)	44 ^M	(11.0)	U	(7.7)	U	(6.5)	266	(8.5)
	Non-formal only	46	(1.8)	10 ^M	(1.9)	29	(2.8)	41	(3.2)	21	(3.0)	287	(3.0)
	Both formal and non-formal	11	(1.1)	U	(3.6)	24 ^M	(6.1)	52	(7.4)	U	(5.5)	288	(5.1)
	Did not participate in adult learning	38	(1.3)	28	(3.0)	35	(3.5)	30	(3.0)	6 ^M	(1.8)	253	(3.6)

Table 1.1a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Saskatchewan	Participated in adult learning	62	(1.8)	13	(1.9)	29	(2.8)	42	(2.4)	15	(2.2)	280	(2.7)
	Formal only	5 ^M	(0.9)	U	(8.5)	49 ^M	(10.1)	x	x	x	x	255	(8.8)
	Non-formal only	50	(1.9)	13	(2.0)	27	(3.0)	44	(2.9)	17	(2.5)	283	(2.7)
	Both formal and non-formal	6	(0.8)	U	(4.7)	28 ^M	(7.3)	45 ^M	(9.3)	U	(5.7)	281	(6.1)
	Did not participate in adult learning	38	(1.8)	26	(3.2)	37	(3.2)	32	(3.3)	5 ^M	(1.6)	255	(3.5)
Alberta	Participated in adult learning	64	(1.8)	13	(1.8)	25	(2.4)	42	(3.4)	20	(2.3)	285	(2.5)
	Formal only	5 ^M	(0.9)	U	(8.4)	x	x	35 ^M	(10.7)	x	x	265	(9.7)
	Non-formal only	48	(2.3)	12 ^M	(2.0)	25	(2.7)	41	(3.5)	21	(2.5)	287	(2.8)
	Both formal and non-formal	11	(1.3)	U	(4.7)	20 ^M	(5.7)	51	(7.4)	17 ^M	(5.1)	288	(6.3)
	Did not participate in adult learning	36	(1.8)	23	(2.8)	37	(3.7)	32	(3.7)	8 ^M	(1.8)	260	(3.2)
British Columbia	Participated in adult learning	60	(1.9)	10	(1.5)	26	(2.4)	43	(2.7)	21	(2.4)	289	(2.3)
	Formal only	4	(0.7)	U	(6.4)	29 ^M	(8.5)	30 ^M	(9.2)	U	(9.0)	282	(9.9)
	Non-formal only	44	(1.8)	10 ^M	(1.8)	25	(2.9)	44	(3.4)	20	(3.1)	289	(2.9)
	Both formal and non-formal	12	(1.2)	U	(2.8)	25 ^M	(5.6)	45	(5.8)	23 ^M	(6.0)	293	(5.3)
	Did not participate in adult learning	40	(1.9)	30	(2.9)	35	(3.0)	29	(3.1)	7 ^M	(1.7)	251	(3.3)
Yukon	Participated in adult learning	61	(5.9)	U	(3.5)	21 ^M	(6.7)	45 ^M	(8.1)	25 ^M	(8.1)	294	(11.2)
	Formal only	U	(1.2)	x	x	U	(24.1)	U	(21.2)	x	x	242	(21.9)
	Non-formal only	50	(5.6)	U	(3.4)	U	(7.6)	45 ^M	(9.4)	U	(9.4)	296	(12.1)
	Both formal and non-formal	8 ^M	(2.0)	U	(4.2)	U	(10.3)	56 ^M	(16.2)	U	(12.9)	300	(11.4)
	Did not participate in adult learning	39 ^M	(5.9)	U	(11.4)	36 ^M	(11.7)	32 ^M	(10.3)	U	(2.7)	251	(13.1)
Northwest Territories	Participated in adult learning	60	(2.1)	23 ^M	(4.2)	32	(3.3)	32	(3.4)	14 ^M	(2.4)	267	(5.7)
	Formal only	4 ^M	(0.8)	47 ^M	(15.6)	x	x	U	(10.0)	x	x	236	(13.6)
	Non-formal only	42	(1.9)	22 ^M	(4.3)	33	(3.7)	32	(4.0)	14 ^M	(2.6)	268	(5.5)
	Both formal and non-formal	14	(1.2)	19 ^M	(5.2)	30 ^M	(7.0)	36 ^M	(7.0)	U	(5.3)	273	(7.9)
	Did not participate in adult learning	40	(2.1)	48	(6.5)	30	(4.3)	18 ^M	(3.4)	U	(2.0)	231	(6.7)
Nunavut	Participated in adult learning	44	(2.4)	41	(3.9)	32	(3.4)	21	(2.9)	6 ^M	(1.7)	238	(4.5)
	Formal only	7	(1.1)	60 ^M	(10.1)	x	x	U	(5.7)	x	x	214	(10.5)
	Non-formal only	28	(2.2)	38	(4.7)	34	(4.7)	20 ^M	(4.1)	8 ^M	(2.1)	243	(5.2)
	Both formal and non-formal	9 ^M	(1.5)	27 ^M	(6.1)	x	x	32 ^M	(7.0)	x	x	251	(6.9)
	Did not participate in adult learning	56	(2.4)	67	(3.6)	24	(2.7)	8 ^M	(2.2)	U	(0.7)	203	(5.1)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

Table 1.1a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		

¹ The item response rate is below 85 percent for Flanders (Belgium) and United States. Missing data have not been explicitly accounted for.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 1.1b

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
OECD average	Participated in adult learning	48	(0.1)	16	(0.2)	31	(0.3)	37	(0.3)	16	(0.2)	276	(0.3)
	Formal only	4	(0.1)	22	(0.7)	31	(0.9)	34	(0.9)	13	(0.7)	266	(0.9)
	Non-formal only	37	(0.1)	16	(0.2)	31	(0.3)	37	(0.3)	16	(0.2)	276	(0.3)
	Both formal and non-formal	7	(0.1)	12	(0.5)	28	(0.8)	41	(0.8)	19	(0.6)	283	(0.7)
	Did not participate in adult learning	52	(0.1)	33	(0.2)	36	(0.3)	25	(0.2)	6	(0.1)	246	(0.3)
Countries¹													
Australia	Participated in adult learning	55	(0.7)	13	(0.9)	30	(1.1)	38	(1.3)	18	(0.8)	282	(1.2)
	Formal only	6	(0.4)	23	(3.8)	34	(4.1)	32	(4.1)	10 ^M	(2.4)	263	(4.4)
	Non-formal only	38	(0.8)	12	(1.0)	30	(1.4)	39	(1.5)	20	(1.1)	284	(1.5)
	Both formal and non-formal	11	(0.5)	11 ^M	(2.0)	29	(3.1)	41	(2.9)	19	(2.4)	285	(2.9)
	Did not participate in adult learning	45	(0.7)	31	(1.2)	36	(1.7)	26	(1.4)	7	(0.7)	247	(1.5)
Austria	Participated in adult learning	49	(0.7)	9	(0.8)	29	(1.2)	43	(1.2)	19	(0.9)	287	(1.1)
	Formal only	3	(0.2)	U	(3.8)	22 ^M	(5.8)	43	(6.3)	26 ^M	(5.1)	293	(5.9)
	Non-formal only	42	(0.7)	9	(0.9)	30	(1.4)	42	(1.3)	18	(1.0)	285	(1.3)
	Both formal and non-formal	4	(0.3)	U	(1.5)	21 ^M	(4.1)	50	(5.4)	24	(3.7)	300	(3.4)
	Did not participate in adult learning	51	(0.7)	21	(1.1)	39	(1.2)	31	(1.3)	8	(0.8)	261	(1.4)
Canada	Participated in adult learning	58	(0.5)	15	(0.6)	30	(0.8)	38	(1.0)	17	(0.7)	278	(1.0)
	Formal only	5	(0.3)	23	(2.6)	33	(3.0)	31	(3.6)	13 ^M	(2.4)	265	(3.3)
	Non-formal only	44	(0.5)	15	(0.7)	30	(0.9)	38	(1.2)	17	(0.8)	279	(1.1)
	Both formal and non-formal	9	(0.3)	12	(1.5)	28	(2.1)	41	(2.2)	19	(1.8)	283	(2.4)
	Did not participate in adult learning	42	(0.5)	35	(0.9)	35	(0.9)	24	(0.8)	6	(0.5)	245	(1.1)
Chile	Participated in adult learning	47	(1.8)	48	(3.4)	33	(2.0)	15	(1.9)	4 ^M	(1.0)	225	(4.0)
	Formal only	3	(0.4)	48	(5.4)	29 ^M	(5.9)	16 ^M	(4.7)	x	x	232	(5.9)
	Non-formal only	34	(1.3)	53	(3.3)	33	(2.4)	12	(1.9)	3 ^M	(0.7)	219	(3.5)
	Both formal and non-formal	10	(1.1)	31 ^M	(5.6)	36	(3.8)	27 ^M	(4.5)	U	(2.6)	250	(6.8)
	Did not participate in adult learning	53	(1.8)	80	(1.8)	16	(1.4)	3 ^M	(0.7)	U	(0.3)	181	(2.1)
Czech Republic	Participated in adult learning	49	(1.1)	9	(1.1)	31	(1.8)	44	(2.0)	16	(1.3)	284	(1.3)
	Formal only	3	(0.3)	13 ^M	(3.5)	30 ^M	(6.5)	40 ^M	(7.2)	16 ^M	(4.7)	281	(5.1)
	Non-formal only	42	(1.1)	9	(1.2)	31	(2.0)	44	(2.2)	15	(1.4)	284	(1.5)
	Both formal and non-formal	4	(0.4)	U	(2.1)	23 ^M	(7.4)	45 ^M	(8.2)	28 ^M	(5.1)	300	(4.6)
	Did not participate in adult learning	51	(1.1)	18	(1.4)	40	(1.7)	35	(1.9)	6	(1.0)	265	(1.6)

Table 1.1b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Denmark	Participated in adult learning	67	(0.6)	11	(0.7)	28	(0.9)	41	(1.0)	21	(0.7)	287	(0.9)
	Formal only	6	(0.3)	15	(2.4)	31	(3.0)	38	(3.9)	16	(2.6)	277	(3.2)
	Non-formal only	50	(0.6)	9	(0.7)	27	(1.1)	42	(1.2)	21	(1.0)	288	(1.0)
	Both formal and non-formal	10	(0.4)	9	(1.5)	24	(2.5)	42	(3.1)	24	(2.6)	292	(2.3)
	Did not participate in adult learning	33	(0.6)	24	(1.2)	36	(1.4)	31	(1.4)	9	(0.7)	260	(1.4)
England/N. Ireland (UK)	Participated in adult learning	56	(0.8)	18	(1.1)	32	(1.4)	35	(1.3)	16	(1.1)	274	(1.3)
	Formal only	5	(0.4)	30	(3.6)	35	(3.8)	25	(3.5)	11 ^M	(3.1)	255	(4.7)
	Non-formal only	40	(0.7)	16	(1.3)	31	(1.6)	36	(1.5)	16	(1.2)	276	(1.6)
	Both formal and non-formal	10	(0.5)	15	(2.2)	31	(2.8)	37	(3.2)	16	(2.2)	278	(2.8)
	Did not participate in adult learning	44	(0.8)	35	(1.4)	36	(1.4)	23	(1.3)	6	(0.8)	245	(1.5)
Estonia	Participated in adult learning	53	(0.6)	10	(0.6)	33	(0.9)	42	(1.0)	15	(0.8)	282	(0.8)
	Formal only	3	(0.3)	12 ^M	(3.4)	30	(4.1)	39	(5.1)	19 ^M	(4.0)	283	(4.3)
	Non-formal only	43	(0.7)	10	(0.7)	34	(0.9)	42	(1.1)	14	(0.8)	281	(1.0)
	Both formal and non-formal	7	(0.3)	6 ^M	(1.4)	26	(2.8)	47	(3.2)	21	(2.4)	292	(2.3)
	Did not participate in adult learning	47	(0.6)	21	(0.9)	42	(1.1)	31	(0.9)	6	(0.5)	259	(0.9)
Finland	Participated in adult learning	66	(0.6)	9	(0.6)	26	(0.9)	42	(1.1)	24	(1.0)	292	(1.1)
	Formal only	6	(0.3)	11 ^M	(2.5)	26	(4.1)	39	(4.2)	23	(3.2)	288	(3.7)
	Non-formal only	50	(0.7)	9	(0.7)	28	(1.1)	41	(1.3)	22	(1.0)	290	(1.1)
	Both formal and non-formal	11	(0.5)	5 ^M	(1.2)	18	(2.2)	45	(2.9)	32	(2.6)	305	(2.3)
	Did not participate in adult learning	34	(0.6)	23	(1.2)	37	(1.4)	30	(1.4)	10	(0.8)	261	(1.5)
Flanders (Belgium)	Participated in adult learning	48	(0.8)	8	(0.7)	24	(1.1)	44	(1.4)	25	(1.1)	295	(1.2)
	Formal only	3	(0.2)	13 ^M	(3.4)	25	(4.1)	46	(5.3)	15 ^M	(3.8)	280	(4.4)
	Non-formal only	40	(0.8)	7	(0.7)	23	(1.2)	44	(1.5)	26	(1.2)	296	(1.2)
	Both formal and non-formal	5	(0.3)	U	(2.3)	23	(3.6)	44	(4.2)	27	(3.8)	298	(3.6)
	Did not participate in adult learning	52	(0.8)	22	(1.0)	35	(1.3)	32	(1.4)	11	(1.0)	265	(1.1)
France	Participated in adult learning	36	(0.6)	19	(1.0)	31	(1.2)	37	(1.1)	13	(0.8)	271	(1.1)
	Formal only	3	(0.2)	29	(3.9)	30 ^M	(5.2)	33	(3.9)	7 ^M	(2.0)	255	(4.0)
	Non-formal only	30	(0.6)	17	(1.0)	31	(1.2)	38	(1.3)	14	(0.9)	273	(1.1)
	Both formal and non-formal	2	(0.2)	12 ^M	(3.7)	22 ^M	(5.4)	42	(5.9)	23 ^M	(4.8)	288	(4.6)
	Did not participate in adult learning	64	(0.6)	37	(0.8)	35	(0.9)	23	(0.7)	5	(0.4)	240	(0.8)

Table 1.1b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Germany	Participated in adult learning	54	(1.0)	12	(1.0)	28	(1.2)	40	(1.2)	20	(1.0)	285	(1.2)
	Formal only	4	(0.3)	18 ^M	(3.8)	24 ^M	(4.8)	39	(5.0)	19 ^M	(4.2)	279	(4.9)
	Non-formal only	45	(1.0)	11	(0.9)	29	(1.4)	41	(1.4)	20	(1.1)	286	(1.3)
	Both formal and non-formal	4	(0.3)	7 ^M	(2.4)	20 ^M	(3.4)	46	(4.2)	27	(4.2)	298	(4.4)
	Did not participate in adult learning	46	(1.0)	29	(1.5)	36	(1.3)	28	(1.4)	7	(0.7)	252	(1.7)
Greece	Participated in adult learning	21	(0.7)	19	(2.3)	33	(2.9)	35	(2.8)	13	(1.7)	271	(2.7)
	Formal only	2	(0.3)	29 ^M	(7.8)	33 ^M	(7.1)	U	(8.7)	U	(5.4)	258	(8.6)
	Non-formal only	15	(0.7)	18	(2.4)	33	(3.1)	36	(2.8)	13	(2.0)	272	(3.2)
	Both formal and non-formal	3	(0.3)	14 ^M	(4.2)	33 ^M	(6.6)	40	(6.6)	U	(4.8)	274	(6.9)
	Did not participate in adult learning	79	(0.7)	32	(1.3)	42	(1.4)	22	(1.3)	4	(0.5)	246	(1.2)
Hungary	Participated in adult learning	36	(0.7)	10	(0.9)	26	(1.4)	41	(1.7)	23	(1.3)	291	(1.4)
	Formal only	4	(0.3)	18 ^M	(3.4)	34	(4.4)	33	(4.4)	15 ^M	(3.4)	273	(4.5)
	Non-formal only	26	(0.6)	9	(1.0)	26	(1.7)	42	(1.9)	23	(1.6)	292	(1.7)
	Both formal and non-formal	6	(0.4)	6 ^M	(1.8)	22	(3.3)	41	(4.1)	32	(3.5)	303	(3.6)
	Did not participate in adult learning	64	(0.7)	24	(1.0)	36	(1.3)	31	(1.1)	9	(0.7)	260	(1.2)
Ireland	Participated in adult learning	51	(0.7)	18	(1.1)	35	(1.3)	35	(1.4)	11	(1.0)	268	(1.3)
	Formal only	6	(0.4)	22	(2.9)	38	(3.9)	31	(3.6)	9 ^M	(2.0)	262	(3.5)
	Non-formal only	36	(0.8)	18	(1.3)	35	(1.8)	35	(1.7)	11	(1.1)	268	(1.6)
	Both formal and non-formal	9	(0.4)	15	(2.2)	34	(3.3)	39	(3.1)	13 ^M	(2.5)	276	(2.9)
	Did not participate in adult learning	49	(0.7)	34	(1.5)	41	(1.4)	21	(1.1)	4 ^M	(0.6)	240	(1.7)
Israel	Participated in adult learning	52	(0.7)	21	(1.0)	30	(1.3)	33	(1.4)	16	(0.9)	270	(1.3)
	Formal only	9	(0.4)	20	(2.5)	29	(3.1)	35	(3.3)	16	(2.4)	271	(3.3)
	Non-formal only	34	(0.8)	22	(1.2)	30	(1.6)	33	(1.6)	14	(1.1)	267	(1.6)
	Both formal and non-formal	9	(0.4)	16	(2.3)	29	(2.8)	33	(3.2)	22	(2.6)	280	(3.4)
	Did not participate in adult learning	48	(0.7)	45	(1.3)	31	(1.3)	18	(1.1)	5	(0.6)	229	(1.5)
Italy	Participated in adult learning	24	(0.9)	17	(1.6)	36	(2.0)	37	(2.0)	10	(1.0)	269	(1.8)
	Formal only	3	(0.3)	23 ^M	(5.6)	36 ^M	(6.2)	33 ^M	(6.4)	U	(3.3)	261	(6.4)
	Non-formal only	19	(0.8)	17	(1.9)	37	(2.5)	37	(2.2)	10	(1.3)	269	(2.1)
	Both formal and non-formal	3	(0.3)	17 ^M	(4.2)	28 ^M	(6.4)	43	(6.5)	U	(4.6)	274	(5.8)
	Did not participate in adult learning	76	(0.9)	38	(1.3)	40	(1.3)	19	(1.1)	3	(0.3)	238	(1.3)

Table 1.1b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Japan	Participated in adult learning	42	(0.7)	4	(0.5)	22	(1.2)	46	(1.4)	27	(1.2)	300	(1.0)
	Formal only	1	(0.2)	U	(5.8)	34 ^M	(8.4)	37 ^M	(8.5)	U	(5.5)	279	(7.1)
	Non-formal only	39	(0.7)	4	(0.6)	22	(1.4)	47	(1.5)	28	(1.2)	301	(1.1)
	Both formal and non-formal	1	(0.2)	x	x	34 ^M	(7.6)	46 ^M	(7.8)	U	(5.3)	289	(5.0)
	Did not participate in adult learning	58	(0.7)	11	(0.9)	33	(1.3)	43	(1.1)	14	(0.8)	280	(1.1)
Korea	Participated in adult learning	50	(0.8)	12	(0.7)	37	(1.4)	41	(1.4)	10	(0.9)	275	(1.1)
	Formal only	1	(0.1)	U	(4.7)	29 ^M	(8.3)	49 ^M	(9.8)	U	(8.1)	285	(6.4)
	Non-formal only	45	(0.8)	13	(0.8)	38	(1.4)	40	(1.4)	9	(0.9)	273	(1.2)
	Both formal and non-formal	4	(0.3)	U	(1.4)	27	(4.4)	52	(4.4)	19 ^M	(3.8)	293	(3.4)
	Did not participate in adult learning	50	(0.8)	30	(1.0)	43	(1.3)	24	(1.1)	3	(0.4)	246	(1.0)
Lithuania	Participated in adult learning	34	(0.8)	9	(1.2)	32	(2.1)	41	(1.9)	18	(1.8)	286	(1.9)
	Formal only	3	(0.3)	U	(3.6)	39 ^M	(8.8)	42 ^M	(8.0)	U	(4.4)	278	(4.9)
	Non-formal only	27	(0.9)	9	(1.4)	32	(2.4)	40	(2.1)	19	(2.0)	286	(2.2)
	Both formal and non-formal	3	(0.4)	U	(2.6)	28 ^M	(6.2)	43	(6.8)	24 ^M	(5.9)	294	(5.2)
	Did not participate in adult learning	66	(0.8)	25	(1.2)	43	(1.3)	27	(1.1)	5	(0.6)	254	(1.2)
Mexico	Participated in adult learning	31	(0.7)	50	(1.8)	35	(1.6)	13	(1.4)	U	(0.4)	224	(1.9)
	Formal only	2	(0.2)	65	(6.0)	27 ^M	(6.0)	U	(3.5)	x	x	203	(6.7)
	Non-formal only	24	(0.7)	50	(2.1)	36	(2.0)	13	(1.6)	U	(0.4)	224	(1.9)
	Both formal and non-formal	5	(0.4)	41	(3.9)	39	(5.0)	17 ^M	(3.8)	U	(2.1)	235	(4.4)
	Did not participate in adult learning	69	(0.7)	69	(1.0)	26	(1.0)	5	(0.5)	U	(0.1)	199	(1.2)
Netherlands	Participated in adult learning	65	(0.6)	9	(0.7)	27	(1.0)	43	(1.4)	21	(1.0)	288	(1.0)
	Formal only	5	(0.4)	20 ^M	(3.8)	33	(4.8)	34	(4.0)	14 ^M	(2.8)	269	(4.6)
	Non-formal only	49	(0.7)	8	(0.7)	26	(1.1)	43	(1.7)	22	(1.2)	291	(1.1)
	Both formal and non-formal	10	(0.5)	8 ^M	(1.6)	25	(2.6)	48	(3.0)	19	(2.2)	289	(2.9)
	Did not participate in adult learning	35	(0.6)	24	(1.2)	35	(1.4)	32	(1.3)	10	(0.8)	261	(1.5)
New Zealand	Participated in adult learning	67	(0.7)	15	(0.7)	30	(1.0)	37	(1.2)	18	(0.9)	279	(1.2)
	Formal only	4	(0.3)	18 ^M	(3.3)	33	(5.2)	36	(4.5)	13 ^M	(2.8)	272	(3.3)
	Non-formal only	50	(0.8)	14	(0.9)	29	(1.2)	37	(1.3)	19	(1.0)	281	(1.4)
	Both formal and non-formal	13	(0.5)	16	(1.9)	31	(2.6)	36	(2.7)	17	(2.1)	277	(2.7)
	Did not participate in adult learning	33	(0.7)	30	(1.6)	35	(1.7)	26	(1.5)	8	(0.8)	252	(1.8)

Table 1.1b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Norway	Participated in adult learning	65	(0.7)	12	(0.7)	25	(1.1)	41	(1.2)	21	(0.9)	285	(1.1)
	Formal only	5	(0.3)	19	(2.7)	26	(3.1)	39	(3.9)	16 ^M	(3.3)	273	(4.2)
	Non-formal only	48	(0.7)	11	(0.9)	25	(1.3)	41	(1.4)	23	(1.1)	288	(1.3)
	Both formal and non-formal	11	(0.5)	13	(1.8)	24	(2.6)	43	(2.8)	20	(2.1)	285	(3.0)
	Did not participate in adult learning	35	(0.7)	21	(1.3)	35	(1.5)	32	(1.5)	13	(1.1)	265	(1.7)
Poland	Participated in adult learning	35	(0.7)	14	(1.2)	34	(1.7)	38	(1.7)	14	(1.0)	276	(1.4)
	Formal only	3	(0.3)	20	(3.2)	31	(3.8)	36	(4.3)	13 ^M	(3.2)	271	(3.8)
	Non-formal only	27	(0.7)	14	(1.3)	35	(2.0)	37	(1.9)	14	(1.3)	276	(1.6)
	Both formal and non-formal	4	(0.3)	12 ^M	(2.6)	29	(4.4)	44	(4.8)	15 ^M	(3.3)	283	(3.0)
	Did not participate in adult learning	65	(0.7)	31	(1.2)	40	(1.5)	24	(1.3)	5	(0.6)	247	(1.2)
Slovak Republic	Participated in adult learning	33	(0.8)	6	(0.8)	25	(1.6)	49	(2.1)	21	(1.7)	294	(1.6)
	Formal only	3	(0.2)	U	(2.8)	30	(4.9)	45	(5.3)	17 ^M	(3.9)	287	(4.0)
	Non-formal only	27	(0.7)	5 ^M	(1.0)	24	(1.8)	50	(2.3)	21	(2.1)	295	(1.9)
	Both formal and non-formal	3	(0.3)	U	(2.4)	24 ^M	(4.3)	47	(5.6)	25 ^M	(4.6)	300	(4.0)
	Did not participate in adult learning	67	(0.8)	19	(0.9)	37	(1.1)	36	(1.2)	8	(0.6)	264	(0.9)
Slovenia	Participated in adult learning	48	(0.7)	17	(1.1)	32	(1.4)	37	(1.6)	13	(1.2)	272	(1.6)
	Formal only	5	(0.3)	13 ^M	(2.4)	25	(3.7)	44	(4.5)	18 ^M	(3.3)	284	(3.3)
	Non-formal only	37	(0.8)	19	(1.2)	34	(1.5)	35	(1.7)	11	(1.2)	268	(1.6)
	Both formal and non-formal	6	(0.4)	8 ^M	(2.2)	27	(3.4)	46	(4.3)	19 ^M	(3.4)	289	(3.2)
	Did not participate in adult learning	52	(0.7)	38	(1.2)	37	(1.3)	22	(1.2)	4	(0.5)	239	(1.2)
Spain	Participated in adult learning	47	(0.7)	20	(1.0)	41	(1.4)	32	(1.3)	7	(0.6)	261	(1.0)
	Formal only	5	(0.3)	22 ^M	(3.8)	42	(4.2)	30	(3.6)	U	(2.0)	258	(3.7)
	Non-formal only	33	(0.7)	21	(1.2)	41	(1.5)	32	(1.5)	6	(0.8)	260	(1.2)
	Both formal and non-formal	8	(0.4)	12	(2.0)	36	(3.2)	41	(3.4)	11 ^M	(2.1)	274	(2.7)
	Did not participate in adult learning	53	(0.7)	43	(1.1)	39	(1.2)	16	(0.9)	2 ^M	(0.3)	229	(1.2)
Sweden	Participated in adult learning	65	(0.7)	11	(0.8)	26	(1.4)	41	(1.3)	23	(0.8)	288	(1.1)
	Formal only	5	(0.4)	31	(4.8)	29	(4.8)	29	(3.9)	11 ^M	(2.5)	252	(5.4)
	Non-formal only	51	(0.8)	9	(0.9)	27	(1.4)	42	(1.4)	23	(1.0)	290	(1.2)
	Both formal and non-formal	9	(0.4)	8 ^M	(1.9)	20 ^M	(3.8)	42	(4.0)	30	(2.5)	297	(3.3)
	Did not participate in adult learning	35	(0.7)	24	(1.5)	33	(2.2)	32	(1.7)	11	(1.1)	261	(1.7)

Table 1.1b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Turkey	Participated in adult learning	23	(0.8)	39	(2.2)	37	(2.4)	20	(1.9)	4 ^M	(0.8)	239	(2.0)
	Formal only	6	(0.5)	49	(4.6)	34	(4.5)	14 ^M	(2.8)	U	(1.2)	228	(3.7)
	Non-formal only	11	(0.5)	34	(2.9)	38	(3.4)	23	(2.9)	4 ^M	(1.1)	245	(2.8)
	Both formal and non-formal	6	(0.4)	38	(4.0)	38	(4.1)	21 ^M	(3.5)	U	(1.4)	239	(3.7)
	Did not participate in adult learning	77	(0.8)	58	(1.8)	31	(1.6)	10	(0.6)	1 ^M	(0.2)	209	(1.8)
United States	Participated in adult learning	60	(1.0)	21	(1.0)	32	(1.4)	34	(1.3)	13	(1.0)	267	(1.3)
	Formal only	4	(0.3)	40	(5.0)	27	(3.9)	22 ^M	(4.0)	11 ^M	(3.4)	244	(7.3)
	Non-formal only	46	(1.0)	20	(1.1)	32	(1.6)	35	(1.4)	13	(1.1)	270	(1.4)
	Both formal and non-formal	10	(0.5)	22	(2.7)	34	(3.1)	32	(2.5)	13	(2.0)	266	(2.9)
	Did not participate in adult learning	40	(1.0)	43	(1.6)	36	(1.8)	18	(1.5)	4	(0.6)	232	(1.9)
Provinces and territories													
Newfoundland and Labrador	Participated in adult learning	47	(1.5)	20	(1.9)	34	(2.3)	33	(2.4)	13	(1.9)	270	(2.4)
	Formal only	3	(0.4)	U	(6.5)	48 ^M	(11.8)	x	x	x	x	267	(8.6)
	Non-formal only	37	(1.5)	21	(2.3)	35	(2.6)	32	(2.7)	13 ^M	(2.1)	268	(2.9)
	Both formal and non-formal	7	(0.8)	U	(6.0)	25 ^M	(6.2)	40 ^M	(7.3)	18 ^M	(5.4)	281	(6.9)
	Did not participate in adult learning	53	(1.5)	47	(2.2)	34	(2.4)	16	(2.0)	4 ^M	(1.0)	230	(2.3)
Prince Edward Island	Participated in adult learning	57	(1.8)	15 ^M	(2.6)	33	(3.6)	38	(3.0)	15 ^M	(2.6)	277	(4.1)
	Formal only	3 ^M	(0.7)	U	(9.8)	42 ^M	(13.9)	x	x	x	x	249	(10.5)
	Non-formal only	45	(1.9)	15 ^M	(3.1)	33	(3.8)	38	(3.5)	14 ^M	(2.9)	276	(4.3)
	Both formal and non-formal	8	(1.0)	x	x	29 ^M	(8.4)	43 ^M	(8.0)	x	x	294	(7.9)
	Did not participate in adult learning	43	(1.8)	34	(3.9)	36	(3.7)	23	(3.4)	7 ^M	(2.3)	246	(5.2)
Nova Scotia	Participated in adult learning	59	(1.4)	18	(1.9)	30	(2.6)	35	(2.2)	17	(1.8)	276	(2.5)
	Formal only	3 ^M	(0.5)	U	(9.1)	U	(9.7)	U	(10.6)	U	(9.2)	271	(11.4)
	Non-formal only	47	(1.6)	18	(2.1)	30	(2.7)	35	(2.5)	17	(1.9)	275	(2.6)
	Both formal and non-formal	9	(1.0)	15 ^M	(4.7)	26 ^M	(6.5)	38 ^M	(7.5)	20 ^M	(5.1)	282	(6.9)
	Did not participate in adult learning	41	(1.4)	36	(3.0)	37	(3.0)	21	(2.8)	5 ^M	(1.3)	244	(3.1)
New Brunswick	Participated in adult learning	50	(1.4)	16	(1.9)	34	(2.3)	38	(2.7)	12	(2.0)	273	(2.3)
	Formal only	4	(0.6)	x	x	35 ^M	(10.3)	34 ^M	(8.9)	x	x	260	(8.1)
	Non-formal only	40	(1.5)	17	(2.0)	35	(2.4)	37	(2.9)	12 ^M	(2.1)	273	(2.6)
	Both formal and non-formal	6	(0.8)	U	(4.2)	28 ^M	(8.7)	47 ^M	(9.0)	U	(6.4)	286	(6.8)
	Did not participate in adult learning	50	(1.4)	40	(2.2)	36	(2.4)	21	(2.0)	4 ^M	(1.1)	238	(2.2)

Table 1.1b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Quebec	Participated in adult learning	51	(0.8)	14	(0.9)	31	(1.2)	39	(1.2)	16	(1.0)	279	(1.2)
	Formal only	5	(0.3)	19 ^M	(3.5)	31	(4.9)	36	(4.5)	14 ^M	(2.9)	272	(4.1)
	Non-formal only	39	(0.8)	13	(1.1)	32	(1.5)	39	(1.3)	16	(1.2)	279	(1.3)
	Both formal and non-formal	6	(0.5)	11 ^M	(2.0)	26	(3.1)	40	(4.1)	22	(3.1)	288	(3.0)
	Did not participate in adult learning	49	(0.8)	32	(1.3)	38	(1.4)	25	(1.1)	5	(0.5)	246	(1.2)
Ontario	Participated in adult learning	60	(1.0)	15	(1.1)	30	(1.4)	37	(1.7)	17	(1.4)	279	(1.8)
	Formal only	5	(0.5)	25 ^M	(4.4)	32 ^M	(5.5)	33 ^M	(6.9)	U	(4.5)	262	(6.0)
	Non-formal only	45	(1.0)	15	(1.2)	30	(1.7)	37	(2.1)	18	(1.5)	280	(2.0)
	Both formal and non-formal	9	(0.7)	12 ^M	(2.4)	29	(3.9)	41	(3.8)	19	(2.9)	283	(3.8)
	Did not participate in adult learning	40	(1.0)	35	(1.5)	33	(1.8)	24	(1.7)	8	(1.2)	245	(1.9)
Manitoba	Participated in adult learning	62	(1.3)	16	(2.2)	31	(2.3)	37	(3.4)	16	(2.6)	277	(3.5)
	Formal only	4 ^M	(0.7)	U	(8.4)	33 ^M	(10.6)	U	(12.2)	U	(7.5)	265	(8.7)
	Non-formal only	46	(1.8)	16	(2.6)	31	(2.7)	37	(3.4)	17	(2.8)	277	(4.0)
	Both formal and non-formal	11	(1.1)	12 ^M	(3.7)	33 ^M	(5.8)	38 ^M	(7.3)	17 ^M	(5.4)	280	(6.1)
	Did not participate in adult learning	38	(1.3)	35	(3.3)	34	(3.2)	27	(2.8)	U	(1.6)	241	(4.3)
Saskatchewan	Participated in adult learning	62	(1.8)	18	(2.1)	30	(3.1)	38	(3.2)	14	(2.0)	273	(2.6)
	Formal only	5 ^M	(0.9)	U	(10.7)	U	(14.1)	U	(10.7)	U	(4.8)	247	(10.6)
	Non-formal only	50	(1.9)	17	(2.1)	29	(3.3)	40	(3.5)	15	(2.1)	276	(2.5)
	Both formal and non-formal	6	(0.8)	15 ^M	(5.0)	35 ^M	(7.9)	36 ^M	(8.3)	U	(5.4)	271	(7.2)
	Did not participate in adult learning	38	(1.8)	35	(3.1)	35	(2.8)	25	(3.0)	6 ^M	(1.6)	245	(3.4)
Alberta	Participated in adult learning	64	(1.8)	18	(2.3)	27	(2.8)	36	(3.0)	19	(1.9)	278	(2.8)
	Formal only	5 ^M	(0.9)	U	(8.8)	42 ^M	(12.7)	U	(9.5)	U	(6.9)	261	(9.4)
	Non-formal only	48	(2.3)	17	(2.6)	27	(2.7)	37	(3.3)	20	(2.5)	279	(3.2)
	Both formal and non-formal	11	(1.3)	U	(5.3)	25 ^M	(7.7)	40 ^M	(8.3)	19 ^M	(5.6)	281	(7.3)
	Did not participate in adult learning	36	(1.8)	32	(3.6)	35	(3.7)	25	(3.2)	7 ^M	(1.7)	250	(4.0)
British Columbia	Participated in adult learning	60	(1.9)	14	(1.5)	29	(2.5)	40	(2.7)	17	(2.2)	280	(2.4)
	Formal only	4	(0.7)	U	(7.1)	29 ^M	(9.4)	U	(12.1)	U	(9.8)	277	(10.5)
	Non-formal only	44	(1.8)	14	(1.9)	29	(3.2)	41	(3.3)	16	(2.2)	279	(2.8)
	Both formal and non-formal	12	(1.2)	U	(3.8)	28 ^M	(5.9)	42	(6.4)	19 ^M	(5.5)	284	(6.5)
	Did not participate in adult learning	40	(1.9)	37	(3.3)	31	(3.5)	24	(3.1)	7 ^M	(1.8)	243	(4.0)

Table 1.1b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
				%	SE	%	SE	%	SE	%	SE		
Yukon	Participated in adult learning	61	(5.9)	U	(4.7)	30 ^M	(7.2)	37 ^M	(8.5)	19 ^M	(5.5)	281	(8.3)
	Formal only	U	(1.2)	U	(26.2)	U	(23.9)	x	x	x	x	223	(23.3)
	Non-formal only	50	(5.6)	U	(4.8)	31 ^M	(8.7)	37 ^M	(10.0)	U	(7.1)	284	(9.3)
	Both formal and non-formal	8 ^M	(2.0)	U	(9.0)	U	(10.4)	52 ^M	(15.4)	U	(10.3)	286	(12.6)
	Did not participate in adult learning	39 ^M	(5.9)	44 ^M	(12.9)	U	(11.6)	U	(10.2)	U	(3.0)	233	(14.2)
Northwest Territories	Participated in adult learning	60	(2.1)	32	(4.8)	29	(3.4)	27	(2.7)	11 ^M	(2.2)	254	(6.8)
	Formal only	4 ^M	(0.8)	55 ^M	(15.3)	U	(14.2)	x	x	x	x	218	(18.3)
	Non-formal only	42	(1.9)	32	(5.2)	29	(4.0)	27	(3.9)	12 ^M	(2.3)	255	(6.7)
	Both formal and non-formal	14	(1.2)	25 ^M	(6.4)	30 ^M	(7.2)	34 ^M	(6.2)	U	(6.1)	263	(9.3)
	Did not participate in adult learning	40	(2.1)	57	(5.2)	27	(4.3)	13 ^M	(3.0)	U	(1.7)	215	(7.4)
Nunavut	Participated in adult learning	44	(2.4)	53	(3.7)	26	(3.7)	16 ^M	(2.9)	5 ^M	(1.2)	220	(5.2)
	Formal only	7	(1.1)	74	(7.7)	U	(8.0)	x	x	x	x	190	(10.4)
	Non-formal only	28	(2.2)	53	(4.5)	26 ^M	(4.3)	16 ^M	(3.6)	U	(2.0)	224	(6.0)
	Both formal and non-formal	9 ^M	(1.5)	32 ^M	(6.5)	34 ^M	(9.0)	x	x	x	x	243	(8.1)
	Did not participate in adult learning	56	(2.4)	77	(3.2)	16 ^M	(3.0)	6 ^M	(1.6)	U	(0.7)	184	(4.8)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

¹ The item response rate is below 85 percent for Flanders (Belgium) and United States. Missing data have not been explicitly accounted for.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 1.1c

PS-TRE – Percentage distribution and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
				%	SE	%	SE	%	SE
OECD average	Participated in adult learning	48	(0.1)	16	(0.2)	45	(0.3)	38	(0.3)
	Formal only	4	(0.1)	16	(0.6)	45	(1.0)	38	(0.9)
	Non-formal only	37	(0.1)	17	(0.2)	46	(0.3)	37	(0.3)
	Both formal and non-formal	7	(0.1)	10	(0.4)	41	(0.8)	49	(0.8)
	Did not participate in adult learning	52	(0.1)	40	(0.2)	43	(0.3)	16	(0.2)
Countries¹									
Australia	Participated in adult learning	55	(0.7)	14	(0.8)	38	(1.3)	48	(1.3)
	Formal only	6	(0.4)	21	(2.7)	41	(4.2)	37	(4.5)
	Non-formal only	38	(0.8)	15	(0.9)	38	(1.4)	48	(1.6)
	Both formal and non-formal	11	(0.5)	11	(1.6)	35	(2.7)	53	(2.4)
	Did not participate in adult learning	45	(0.7)	37	(1.0)	42	(1.5)	21	(1.4)
Austria	Participated in adult learning	49	(0.7)	15	(0.8)	42	(1.4)	43	(1.3)
	Formal only	3	(0.2)	10 ^M	(2.8)	32 ^M	(5.6)	57	(5.5)
	Non-formal only	42	(0.7)	16	(1.0)	44	(1.5)	40	(1.5)
	Both formal and non-formal	4	(0.3)	6 ^M	(1.7)	32	(5.3)	62	(5.2)
	Did not participate in adult learning	51	(0.7)	40	(1.1)	42	(1.3)	19	(1.0)
Canada	Participated in adult learning	58	(0.5)	11	(0.4)	45	(0.9)	45	(0.8)
	Formal only	5	(0.3)	12	(1.7)	49	(3.4)	39	(3.3)
	Non-formal only	44	(0.5)	11	(0.6)	46	(1.1)	43	(1.1)
	Both formal and non-formal	9	(0.3)	8	(1.0)	37	(2.1)	55	(2.2)
	Did not participate in adult learning	42	(0.5)	30	(0.7)	51	(0.9)	20	(0.8)
Chile	Participated in adult learning	47	(1.8)	22	(1.4)	58	(2.2)	20	(2.3)
	Formal only	3	(0.4)	12 ^M	(2.7)	58	(4.6)	30	(4.5)
	Non-formal only	34	(1.3)	26	(1.7)	59	(2.3)	15	(1.9)
	Both formal and non-formal	10	(1.1)	9 ^M	(2.1)	53	(5.2)	38	(5.5)
	Did not participate in adult learning	53	(1.8)	52	(2.0)	44	(1.6)	4 ^M	(0.9)
Czech Republic	Participated in adult learning	49	(1.1)	15	(1.2)	45	(1.7)	40	(1.6)
	Formal only	3	(0.3)	U	(2.1)	51	(7.6)	44 ^M	(7.6)
	Non-formal only	42	(1.1)	17	(1.4)	45	(1.9)	38	(1.8)
	Both formal and non-formal	4	(0.4)	U	(1.8)	36 ^M	(6.1)	59	(6.5)
	Did not participate in adult learning	51	(1.1)	39	(1.5)	41	(1.8)	20	(1.5)

Table 1.1c (cont'd)

PS-TRE – Percentage distribution and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
				%	SE	%	SE	%	SE
Denmark	Participated in adult learning	67	(0.6)	9	(0.5)	46	(1.0)	44	(1.0)
	Formal only	6	(0.3)	14	(1.5)	40	(3.9)	46	(4.0)
	Non-formal only	50	(0.6)	9	(0.6)	48	(1.2)	43	(1.1)
	Both formal and non-formal	10	(0.4)	7	(1.0)	39	(2.6)	54	(2.7)
	Did not participate in adult learning	33	(0.6)	28	(0.9)	53	(1.2)	20	(1.1)
England/N. Ireland (UK)	Participated in adult learning	56	(0.8)	10	(0.7)	47	(1.3)	43	(1.2)
	Formal only	5	(0.4)	14	(2.3)	51	(3.9)	34	(4.0)
	Non-formal only	40	(0.7)	10	(0.8)	47	(1.6)	43	(1.6)
	Both formal and non-formal	10	(0.5)	5 ^M	(1.0)	45	(3.2)	50	(3.3)
	Did not participate in adult learning	44	(0.8)	25	(1.1)	55	(1.3)	20	(1.1)
Estonia	Participated in adult learning	53	(0.6)	19	(0.6)	47	(1.1)	34	(1.1)
	Formal only	3	(0.3)	13 ^M	(2.3)	42	(3.8)	45	(3.7)
	Non-formal only	43	(0.7)	21	(0.7)	49	(1.3)	30	(1.2)
	Both formal and non-formal	7	(0.3)	9	(1.5)	36	(2.9)	55	(2.9)
	Did not participate in adult learning	47	(0.6)	49	(0.8)	40	(1.0)	11	(0.8)
Finland	Participated in adult learning	66	(0.6)	11	(0.6)	41	(1.1)	48	(1.1)
	Formal only	6	(0.3)	7 ^M	(1.8)	32	(3.8)	61	(3.7)
	Non-formal only	50	(0.7)	13	(0.8)	44	(1.3)	43	(1.2)
	Both formal and non-formal	11	(0.5)	5 ^M	(1.0)	32	(2.7)	64	(2.6)
	Did not participate in adult learning	34	(0.6)	39	(1.2)	41	(1.4)	20	(1.1)
Flanders (Belgium)	Participated in adult learning	48	(0.8)	7	(0.5)	48	(1.4)	45	(1.4)
	Formal only	3	(0.2)	10 ^M	(2.9)	42	(5.3)	47	(5.1)
	Non-formal only	40	(0.8)	7	(0.6)	49	(1.7)	44	(1.6)
	Both formal and non-formal	5	(0.3)	5 ^M	(1.3)	39	(3.7)	56	(3.8)
	Did not participate in adult learning	52	(0.8)	29	(0.9)	50	(1.2)	21	(1.1)
Germany	Participated in adult learning	54	(1.0)	9	(0.7)	46	(1.5)	45	(1.4)
	Formal only	4	(0.3)	U	(1.8)	43	(4.7)	53	(4.2)
	Non-formal only	45	(1.0)	11	(0.8)	46	(1.6)	43	(1.6)
	Both formal and non-formal	4	(0.3)	U	(1.1)	36	(4.1)	61	(4.0)
	Did not participate in adult learning	46	(1.0)	32	(1.2)	48	(1.5)	20	(1.1)

Table 1.1c (cont'd)

PS-TRE – Percentage distribution and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
				%	SE	%	SE	%	SE
Greece	Participated in adult learning	21	(0.7)	18	(1.7)	54	(2.7)	28	(2.6)
	Formal only	2	(0.3)	28 ^M	(5.5)	57	(6.3)	15 ^M	(4.4)
	Non-formal only	15	(0.7)	17	(2.0)	54	(3.1)	28	(2.9)
	Both formal and non-formal	3	(0.3)	11 ^M	(3.3)	54	(6.3)	35 ^M	(6.4)
	Did not participate in adult learning	79	(0.7)	46	(1.0)	45	(1.1)	9	(0.6)
Hungary	Participated in adult learning	36	(0.7)	16	(1.0)	41	(1.6)	43	(1.6)
	Formal only	4	(0.3)	21	(3.2)	46	(4.7)	33	(4.3)
	Non-formal only	26	(0.6)	16	(1.2)	42	(2.0)	41	(2.0)
	Both formal and non-formal	6	(0.4)	10 ^M	(1.7)	33	(3.0)	57	(3.2)
	Did not participate in adult learning	64	(0.7)	39	(1.2)	45	(1.3)	17	(0.9)
Ireland	Participated in adult learning	51	(0.7)	23	(1.0)	45	(1.5)	32	(1.3)
	Formal only	6	(0.4)	23	(2.8)	48	(3.5)	29	(3.3)
	Non-formal only	36	(0.8)	26	(1.2)	44	(1.8)	30	(1.5)
	Both formal and non-formal	9	(0.4)	11	(1.5)	47	(3.3)	42	(3.2)
	Did not participate in adult learning	49	(0.7)	50	(1.3)	38	(1.3)	12	(0.9)
Israel	Participated in adult learning	52	(0.7)	19	(0.8)	44	(1.3)	37	(1.2)
	Formal only	9	(0.4)	19	(1.9)	44	(2.8)	38	(3.0)
	Non-formal only	34	(0.8)	21	(1.1)	44	(1.5)	35	(1.4)
	Both formal and non-formal	9	(0.4)	15	(1.7)	44	(2.8)	41	(3.1)
	Did not participate in adult learning	48	(0.7)	43	(1.0)	42	(1.2)	15	(0.9)
Japan	Participated in adult learning	42	(0.7)	26	(1.2)	28	(1.2)	46	(1.3)
	Formal only	1	(0.2)	25 ^M	(5.4)	28 ^M	(7.5)	47	(7.3)
	Non-formal only	39	(0.7)	26	(1.2)	28	(1.2)	46	(1.3)
	Both formal and non-formal	1	(0.2)	26 ^M	(5.9)	27 ^M	(5.7)	46	(6.5)
	Did not participate in adult learning	58	(0.7)	48	(1.2)	27	(1.2)	24	(0.9)
Korea	Participated in adult learning	50	(0.8)	19	(0.7)	46	(1.3)	36	(1.3)
	Formal only	1	(0.1)	15 ^M	(4.8)	43 ^M	(8.8)	43 ^M	(9.1)
	Non-formal only	45	(0.8)	20	(0.8)	46	(1.3)	34	(1.3)
	Both formal and non-formal	4	(0.3)	U	(1.3)	39	(5.2)	58	(5.1)
	Did not participate in adult learning	50	(0.8)	49	(1.0)	37	(1.2)	14	(0.9)

Table 1.1c (cont'd)

PS-TRE – Percentage distribution and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
				%	SE	%	SE	%	SE
Lithuania	Participated in adult learning	34	(0.8)	8	(1.0)	62	(1.9)	30	(1.8)
	Formal only	3	(0.3)	U	(2.1)	66	(6.5)	29 ^M	(6.4)
	Non-formal only	27	(0.9)	10	(1.2)	61	(2.1)	29	(2.1)
	Both formal and non-formal	3	(0.4)	x	x	57	(5.8)	40	(5.7)
	Did not participate in adult learning	66	(0.8)	37	(1.0)	55	(1.3)	9	(0.9)
Mexico	Participated in adult learning	31	(0.7)	40	(1.5)	44	(1.7)	16	(1.4)
	Formal only	2	(0.2)	47	(4.5)	38	(5.1)	16 ^M	(4.6)
	Non-formal only	24	(0.7)	39	(1.7)	46	(1.9)	15	(1.5)
	Both formal and non-formal	5	(0.4)	37	(3.8)	40	(4.3)	23 ^M	(4.0)
	Did not participate in adult learning	69	(0.7)	72	(0.9)	24	(0.9)	4	(0.6)
Netherlands	Participated in adult learning	65	(0.6)	7	(0.5)	45	(1.2)	48	(1.2)
	Formal only	5	(0.4)	13 ^M	(2.5)	46	(4.5)	41	(4.8)
	Non-formal only	49	(0.7)	7	(0.6)	45	(1.4)	48	(1.4)
	Both formal and non-formal	10	(0.5)	5 ^M	(1.2)	40	(2.9)	55	(3.1)
	Did not participate in adult learning	35	(0.6)	22	(1.3)	54	(1.5)	23	(1.3)
New Zealand	Participated in adult learning	67	(0.7)	6	(0.4)	45	(1.0)	49	(1.0)
	Formal only	4	(0.3)	7 ^M	(2.4)	39	(5.3)	53	(5.3)
	Non-formal only	50	(0.8)	6	(0.4)	46	(1.3)	48	(1.4)
	Both formal and non-formal	13	(0.5)	5 ^M	(1.0)	44	(2.5)	51	(2.4)
	Did not participate in adult learning	33	(0.7)	17	(1.0)	54	(1.5)	29	(1.5)
Norway	Participated in adult learning	65	(0.7)	9	(0.6)	43	(1.0)	48	(1.0)
	Formal only	5	(0.3)	14	(2.1)	41	(3.7)	45	(3.8)
	Non-formal only	48	(0.7)	9	(0.7)	44	(1.3)	47	(1.2)
	Both formal and non-formal	11	(0.5)	8	(1.3)	35	(2.7)	57	(2.8)
	Did not participate in adult learning	35	(0.7)	26	(1.2)	51	(1.6)	23	(1.4)
Poland	Participated in adult learning	35	(0.7)	31	(1.4)	40	(1.7)	29	(1.7)
	Formal only	3	(0.3)	22	(2.8)	48	(4.4)	29	(4.1)
	Non-formal only	27	(0.7)	35	(1.8)	38	(2.0)	28	(2.1)
	Both formal and non-formal	4	(0.3)	19	(3.1)	45	(4.4)	36	(4.2)
	Did not participate in adult learning	65	(0.7)	68	(0.8)	25	(0.8)	8	(0.6)

Table 1.1c (cont'd)

PS-TRE – Percentage distribution and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
				%	SE	%	SE	%	SE
Slovak Republic	Participated in adult learning	33	(0.8)	19	(1.1)	41	(1.7)	40	(1.6)
	Formal only	3	(0.2)	14 ^M	(2.7)	46	(5.6)	41	(5.7)
	Non-formal only	27	(0.7)	20	(1.2)	41	(1.9)	39	(1.8)
	Both formal and non-formal	3	(0.3)	12 ^M	(2.9)	40	(5.0)	47	(5.0)
	Did not participate in adult learning	67	(0.8)	51	(1.1)	35	(1.1)	14	(0.8)
Slovenia	Participated in adult learning	48	(0.7)	13	(0.9)	53	(1.4)	35	(1.3)
	Formal only	5	(0.3)	7 ^M	(1.7)	48	(4.5)	45	(4.3)
	Non-formal only	37	(0.8)	15	(1.0)	55	(1.6)	30	(1.4)
	Both formal and non-formal	6	(0.4)	x	x	44	(3.3)	54	(3.4)
	Did not participate in adult learning	52	(0.7)	42	(1.0)	47	(1.2)	10	(0.8)
Sweden	Participated in adult learning	65	(0.7)	8	(0.6)	41	(1.2)	50	(1.2)
	Formal only	5	(0.4)	20 ^M	(3.5)	47	(4.6)	33	(4.2)
	Non-formal only	51	(0.8)	8	(0.7)	43	(1.3)	50	(1.3)
	Both formal and non-formal	9	(0.4)	4 ^M	(1.1)	30	(3.4)	66	(3.4)
	Did not participate in adult learning	35	(0.7)	23	(1.1)	54	(1.7)	23	(1.5)
Turkey	Participated in adult learning	23	(0.8)	39	(2.4)	46	(2.6)	16	(2.0)
	Formal only	6	(0.5)	46	(5.4)	44	(5.6)	10 ^M	(2.2)
	Non-formal only	11	(0.5)	39	(3.1)	45	(3.2)	16	(2.4)
	Both formal and non-formal	6	(0.4)	31	(3.6)	48	(4.5)	21 ^M	(3.7)
	Did not participate in adult learning	77	(0.8)	68	(1.6)	28	(1.6)	4	(0.5)
United States	Participated in adult learning	60	(1.0)	9	(0.9)	51	(1.6)	40	(1.5)
	Formal only	4	(0.3)	14 ^M	(3.8)	53	(4.5)	34	(4.6)
	Non-formal only	46	(1.0)	10	(1.0)	50	(1.9)	40	(1.9)
	Both formal and non-formal	10	(0.5)	5 ^M	(1.0)	50	(3.2)	45	(3.2)
	Did not participate in adult learning	40	(1.0)	31	(1.6)	52	(1.5)	17	(1.1)
Provinces and territories									
Newfoundland and Labrador	Participated in adult learning	47	(1.5)	17	(1.5)	43	(2.3)	40	(2.3)
	Formal only	3	(0.4)	U	(6.6)	49 ^M	(10.4)	36 ^M	(10.5)
	Non-formal only	37	(1.5)	19	(1.9)	43	(2.5)	37	(2.5)
	Both formal and non-formal	7	(0.8)	U	(3.2)	39 ^M	(7.1)	53	(7.2)
	Did not participate in adult learning	53	(1.5)	42	(2.0)	47	(2.3)	11	(1.7)

Table 1.1c (cont'd)

PS-TRE – Percentage distribution and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
				%	SE	%	SE	%	SE
Prince Edward Island	Participated in adult learning	57	(1.8)	13	(1.8)	50	(3.2)	36	(3.2)
	Formal only	3 ^M	(0.7)	24 ^M	(7.8)	45 ^M	(12.3)	U	(11.9)
	Non-formal only	45	(1.9)	13	(2.0)	54	(3.4)	33	(3.3)
	Both formal and non-formal	8	(1.0)	U	(3.9)	34 ^M	(8.0)	56	(8.4)
	Did not participate in adult learning	43	(1.8)	35	(2.6)	48	(3.3)	18	(2.8)
Nova Scotia	Participated in adult learning	59	(1.4)	11	(1.4)	41	(2.3)	48	(2.1)
	Formal only	3 ^M	(0.5)	x	x	x	x	50 ^M	(11.1)
	Non-formal only	47	(1.6)	12	(1.7)	42	(2.5)	46	(2.3)
	Both formal and non-formal	9	(1.0)	8 ^M	(2.4)	37 ^M	(6.7)	56	(6.3)
	Did not participate in adult learning	41	(1.4)	24	(2.2)	54	(2.7)	22	(2.2)
New Brunswick	Participated in adult learning	50	(1.4)	13	(1.6)	46	(3.0)	41	(3.0)
	Formal only	4	(0.6)	17 ^M	(5.7)	52 ^M	(9.2)	31 ^M	(8.6)
	Non-formal only	40	(1.5)	14	(1.8)	46	(2.8)	40	(2.9)
	Both formal and non-formal	6	(0.8)	x	x	x	x	53 ^M	(10.8)
	Did not participate in adult learning	50	(1.4)	35	(2.0)	48	(2.6)	17	(2.4)
Quebec	Participated in adult learning	51	(0.8)	10	(0.7)	49	(1.2)	41	(1.1)
	Formal only	5	(0.3)	9 ^M	(2.1)	48	(4.5)	44	(4.4)
	Non-formal only	39	(0.8)	11	(0.8)	50	(1.3)	39	(1.3)
	Both formal and non-formal	6	(0.5)	5 ^M	(1.2)	42	(3.4)	53	(3.4)
	Did not participate in adult learning	49	(0.8)	27	(0.9)	55	(1.1)	18	(1.0)
Ontario	Participated in adult learning	60	(1.0)	10	(0.7)	44	(1.6)	46	(1.5)
	Formal only	5	(0.5)	13 ^M	(3.2)	49	(5.3)	37	(5.6)
	Non-formal only	45	(1.0)	10	(0.9)	45	(2.0)	45	(1.9)
	Both formal and non-formal	9	(0.7)	6 ^M	(1.3)	39	(4.0)	55	(4.0)
	Did not participate in adult learning	40	(1.0)	31	(1.7)	48	(1.8)	21	(1.8)
Manitoba	Participated in adult learning	62	(1.3)	17	(1.9)	42	(2.6)	41	(2.6)
	Formal only	4 ^M	(0.7)	20 ^M	(6.4)	46 ^M	(10.9)	34 ^M	(10.3)
	Non-formal only	46	(1.8)	17	(2.3)	42	(3.0)	41	(2.9)
	Both formal and non-formal	11	(1.1)	17 ^M	(4.5)	38	(5.6)	46	(6.0)
	Did not participate in adult learning	38	(1.3)	35	(2.9)	46	(3.3)	19	(2.9)

Table 1.1c (cont'd)

PS-TRE – Percentage distribution and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012

	Participation in adult learning	%	SE	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
				%	SE	%	SE	%	SE
Saskatchewan	Participated in adult learning	62	(1.8)	8	(1.3)	53	(2.7)	39	(2.7)
	Formal only	5 ^M	(0.9)	U	(4.4)	63 ^M	(11.4)	U	(11.4)
	Non-formal only	50	(1.9)	8 ^M	(1.4)	52	(3.1)	40	(3.1)
	Both formal and non-formal	6	(0.8)	U	(3.1)	47	(7.5)	46 ^M	(7.9)
	Did not participate in adult learning	38	(1.8)	25	(2.3)	57	(3.2)	18	(2.7)
Alberta	Participated in adult learning	64	(1.8)	11	(1.7)	43	(2.7)	46	(2.6)
	Formal only	5 ^M	(0.9)	U	(7.3)	53 ^M	(11.6)	30 ^M	(9.7)
	Non-formal only	48	(2.3)	10 ^M	(1.8)	45	(3.3)	45	(3.1)
	Both formal and non-formal	11	(1.3)	U	(4.4)	31 ^M	(6.5)	57	(7.2)
	Did not participate in adult learning	36	(1.8)	24	(2.7)	52	(3.8)	24	(3.5)
British Columbia	Participated in adult learning	60	(1.9)	12	(1.6)	39	(2.8)	49	(2.9)
	Formal only	4	(0.7)	U	(2.2)	46 ^M	(9.4)	48 ^M	(9.3)
	Non-formal only	44	(1.8)	12	(1.9)	41	(3.4)	46	(3.5)
	Both formal and non-formal	12	(1.2)	12 ^M	(3.4)	29 ^M	(6.3)	59	(6.8)
	Did not participate in adult learning	40	(1.9)	32	(2.9)	48	(3.4)	20	(3.0)
Yukon	Participated in adult learning	61	(5.9)	U	(2.7)	49 ^M	(8.7)	45 ^M	(8.0)
	Formal only	U	(1.2)	x	x	80 ^M	(15.9)	x	x
	Non-formal only	50	(5.6)	U	(3.1)	49 ^M	(9.3)	45 ^M	(8.1)
	Both formal and non-formal	8 ^M	(2.0)	U	(2.4)	U	(19.5)	U	(19.6)
	Did not participate in adult learning	39 ^M	(5.9)	34 ^M	(9.8)	49 ^M	(14.6)	U	(12.3)
Northwest Territories	Participated in adult learning	60	(2.1)	15	(2.1)	50	(4.7)	36	(4.7)
	Formal only	4 ^M	(0.8)	U	(15.8)	55 ^M	(14.5)	U	(9.4)
	Non-formal only	42	(1.9)	15	(2.1)	50	(4.8)	35	(4.5)
	Both formal and non-formal	14	(1.2)	9 ^M	(2.9)	49 ^M	(9.1)	42 ^M	(8.6)
	Did not participate in adult learning	40	(2.1)	42	(3.3)	44	(3.7)	14	(2.3)
Nunavut	Participated in adult learning	44	(2.4)	36	(4.0)	44	(4.0)	20	(3.1)
	Formal only	7	(1.1)	56	(9.1)	x	x	x	x
	Non-formal only	28	(2.2)	34	(4.8)	45	(5.0)	21 ^M	(4.2)
	Both formal and non-formal	9 ^M	(1.5)	25 ^M	(5.2)	48	(6.9)	27 ^M	(6.1)
	Did not participate in adult learning	56	(2.4)	63	(3.8)	33	(3.8)	U	(1.5)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

Table 1.1c (cont'd)**PS-TRE – Percentage distribution and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, OECD average, countries, provinces, and territories, 2012**

	Participation in adult learning	%	SE	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
				%	SE	%	SE	%	SE

¹ The item response rate is below 85 percent for Flanders (Belgium) and United States. Missing data have not been explicitly accounted for.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 1.2

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by informal learning by doing in the past 12 months, Canada, provinces, and territories, 2012

	Informal learning – Learning by doing	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Canada	Never	6	(0.2)	257	(2.6)	250	(2.8)
	Less than once a month	14	(0.4)	276	(1.5)	270	(1.7)
	Less than once a week but at least once a month	16	(0.5)	286	(1.8)	280	(2.0)
	At least once a week but not every day	22	(0.5)	289	(1.3)	285	(1.6)
	Every day	41	(0.7)	274	(1.0)	266	(1.3)
Newfoundland and Labrador	Never	7	(0.8)	251	(6.3)	240	(6.7)
	Less than once a month	15	(1.5)	275	(4.3)	265	(5.0)
	Less than once a week but at least once a month	13	(1.2)	287	(4.3)	278	(5.6)
	At least once a week but not every day	20	(1.4)	287	(4.4)	280	(4.9)
	Every day	45	(1.9)	268	(2.3)	255	(2.9)
Prince Edward Island	Never	3 ^M	(0.7)	247	(15.9)	230	(18.3)
	Less than once a month	16	(1.6)	281	(6.1)	272	(6.4)
	Less than once a week but at least once a month	14	(1.5)	286	(6.1)	276	(6.5)
	At least once a week but not every day	20	(1.9)	296	(5.1)	289	(6.6)
	Every day	47	(2.0)	279	(4.2)	267	(5.5)
Nova Scotia	Never	6	(0.8)	264	(5.8)	251	(7.8)
	Less than once a month	13	(1.3)	283	(5.3)	274	(5.2)
	Less than once a week but at least once a month	15	(1.2)	290	(4.2)	281	(4.8)
	At least once a week but not every day	21	(1.3)	291	(3.7)	284	(4.0)
	Every day	45	(1.8)	272	(2.7)	261	(2.8)
New Brunswick	Never	5	(0.6)	249	(6.0)	236	(7.5)
	Less than once a month	14	(1.4)	269	(6.4)	259	(7.8)
	Less than once a week but at least once a month	16	(1.4)	284	(4.3)	276	(4.1)
	At least once a week but not every day	22	(1.6)	284	(3.6)	274	(4.0)
	Every day	42	(2.1)	270	(2.6)	257	(3.0)
Quebec	Never	8	(0.4)	252	(3.1)	248	(3.1)
	Less than once a month	15	(0.6)	271	(2.1)	268	(2.2)
	Less than once a week but at least once a month	15	(0.6)	284	(2.1)	283	(2.2)
	At least once a week but not every day	23	(0.7)	284	(1.7)	283	(1.6)
	Every day	40	(0.8)	272	(1.4)	267	(1.4)
Ontario	Never	7	(0.5)	264	(4.7)	257	(5.0)
	Less than once a month	16	(0.9)	277	(2.8)	271	(3.1)
	Less than once a week but at least once a month	17	(0.9)	286	(3.3)	278	(3.7)
	At least once a week but not every day	21	(0.8)	290	(2.5)	286	(2.8)
	Every day	40	(1.3)	277	(1.7)	269	(2.2)

Table 1.2 (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by informal learning by doing in the past 12 months, Canada, provinces, and territories, 2012

	Informal learning – Learning by doing	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Manitoba	Never	4	(0.7)	261	(11.9)	249	(14.3)
	Less than once a month	16	(1.5)	284	(5.2)	273	(6.2)
	Less than once a week but at least once a month	16	(1.6)	284	(4.5)	277	(4.9)
	At least once a week but not every day	22	(1.6)	280	(4.0)	274	(4.6)
	Every day	43	(2.1)	273	(3.0)	263	(3.9)
Saskatchewan	Never	4 ^M	(0.7)	256	(12.8)	248	(15.2)
	Less than once a month	13	(1.2)	292	(6.6)	284	(6.1)
	Less than once a week but at least once a month	17	(1.5)	279	(4.9)	274	(5.0)
	At least once a week but not every day	19	(1.4)	287	(4.1)	280	(4.6)
	Every day	47	(1.7)	265	(3.5)	258	(3.8)
Alberta	Never	5	(0.8)	247	(9.9)	236	(11.2)
	Less than once a month	10	(1.0)	282	(6.1)	277	(7.2)
	Less than once a week but at least once a month	16	(1.3)	289	(4.7)	285	(5.3)
	At least once a week but not every day	24	(1.8)	293	(4.3)	286	(4.5)
	Every day	45	(2.1)	274	(3.0)	264	(3.4)
British Columbia	Never	7	(0.9)	253	(10.2)	244	(10.1)
	Less than once a month	15	(1.4)	273	(4.5)	268	(5.2)
	Less than once a week but at least once a month	16	(1.3)	286	(5.6)	279	(6.0)
	At least once a week but not every day	23	(1.5)	293	(3.6)	290	(3.8)
	Every day	40	(1.9)	275	(3.4)	264	(3.9)
Yukon	Never	U	(1.9)	287	(16.2)	278	(22.7)
	Less than once a month	10 ^M	(2.0)	285	(15.9)	269	(12.1)
	Less than once a week but at least once a month	16 ^M	(3.5)	295	(14.4)	290	(11.5)
	At least once a week but not every day	18 ^M	(3.7)	292	(13.6)	282	(12.7)
	Every day	52	(6.8)	278	(11.2)	262	(10.3)
Northwest Territories	Never	6 ^M	(1.1)	205	(22.6)	188	(22.1)
	Less than once a month	14	(1.7)	269	(5.9)	260	(8.8)
	Less than once a week but at least once a month	12	(1.4)	267	(6.0)	257	(8.1)
	At least once a week but not every day	22	(2.2)	278	(7.3)	269	(7.0)
	Every day	46	(2.0)	261	(6.3)	249	(6.8)
Nunavut	Never	7 ^M	(1.3)	221	(12.4)	206	(11.7)
	Less than once a month	11	(1.2)	229	(10.4)	211	(9.8)
	Less than once a week but at least once a month	17	(1.6)	239	(8.4)	225	(8.3)
	At least once a week but not every day	23	(2.2)	244	(6.3)	228	(6.0)
	Every day	42	(2.5)	227	(5.3)	213	(6.0)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

Table 1.2 (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by informal learning by doing in the past 12 months, Canada, provinces, and territories, 2012

	Informal learning – Learning by doing	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE

Note: These respondents were asked "How often does your job involve learning-by-doing from the tasks you perform?"

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 1.3

Literacy and Numeracy – Logistic regression predicting the odds of scoring at one higher proficiency level at least given the sociodemographic characteristics, Canada, 2012

Variables	Categories	Literacy		Numeracy	
Unadjusted					
Participation in adult learning	<i>Did not participate in adult learning (Reference)</i>				
	Participated in adult learning	3.0	***	2.8	***
Adjusted					
Participation in adult learning	<i>Did not participate in adult learning (Reference)</i>				
	Participated in adult learning	1.9	***	1.7	***
Age group	<i>16 to 24 (Reference)</i>				
	25 to 34	1.3	*	1.2	
	35 to 44	1.2		1.1	
	45 to 54	0.9		0.9	
	55 to 65	0.8		0.8	
Educational attainment	<i>Less than high-school diploma (Reference)</i>				
	High-school diploma	4.0	***	3.7	***
	Postsecondary education – below bachelor's degree	5.9	***	6.2	***
	Postsecondary education – bachelor's degree or higher	19.8	***	20.8	***
Gender	<i>Female (Reference)</i>				
	Male	1.2	**	1.9	***
Test language	<i>Test language not same as native language (Reference)</i>				
	Test language same as native language	1.5	***	1.3	***
Immigrant status	<i>Immigrants (Reference)</i>				
	Canadian-born	2.6	***	2.3	***

Source: The Programme for the International Assessment of Adult Competencies, 2012.

*** p<0.01, ** p<0.05, * p<0.1.

Table 1.4a

Literacy – Percentage distribution of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and proficiency level, Canada, provinces, and territories, 2012

	Proficiency level	Participated in adult learning		Did not participate in adult learning	
		%	SE	%	SE
Canada	Level 1 or below	35	(1.5)	65	(1.5)
	Level 2	50	(1.1)	50	(1.1)
	Level 3	67	(1.0)	33	(1.0)
	Level 4 or 5	79	(1.5)	21	(1.5)
Newfoundland and Labrador	Level 1 or below	24	(3.0)	76	(3.0)
	Level 2	41	(2.5)	59	(2.5)
	Level 3	60	(2.9)	40	(2.9)
	Level 4 or 5	80	(5.3)	20 ^M	(5.3)
Prince Edward Island	Level 1 or below	27 ^M	(5.0)	73	(5.0)
	Level 2	51	(4.3)	49	(4.3)
	Level 3	66	(3.0)	34	(3.0)
	Level 4 or 5	75	(5.1)	25 ^M	(5.1)
Nova Scotia	Level 1 or below	38	(4.2)	62	(4.2)
	Level 2	51	(2.8)	49	(2.8)
	Level 3	68	(3.0)	32	(3.0)
	Level 4 or 5	82	(3.7)	18 ^M	(3.7)
New Brunswick	Level 1 or below	25	(3.7)	75	(3.7)
	Level 2	44	(2.8)	56	(2.8)
	Level 3	61	(2.5)	39	(2.5)
	Level 4 or 5	80	(4.7)	20 ^M	(4.7)
Quebec	Level 1 or below	30	(1.9)	70	(1.9)
	Level 2	43	(1.6)	57	(1.6)
	Level 3	61	(1.6)	39	(1.6)
	Level 4 or 5	78	(2.2)	22	(2.2)
Ontario	Level 1 or below	35	(2.7)	65	(2.7)
	Level 2	53	(2.1)	47	(2.1)
	Level 3	69	(1.8)	31	(1.8)
	Level 4 or 5	78	(3.0)	22	(3.0)
Manitoba	Level 1 or below	37	(5.1)	63	(5.1)
	Level 2	57	(3.6)	43	(3.6)
	Level 3	69	(2.9)	31	(2.9)
	Level 4 or 5	83	(4.2)	17 ^M	(4.2)
Saskatchewan	Level 1 or below	45	(5.2)	55	(5.2)
	Level 2	56	(3.6)	44	(3.6)
	Level 3	68	(2.9)	32	(2.9)
	Level 4 or 5	83	(4.5)	17 ^M	(4.5)

Table 1.4a (cont'd)

Literacy – Percentage distribution of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and proficiency level, Canada, provinces, and territories, 2012

	Proficiency level	Participated in adult learning		Did not participate in adult learning	
		%	SE	%	SE
Alberta	Level 1 or below	50	(5.3)	50	(5.3)
	Level 2	55	(3.9)	45	(3.9)
	Level 3	70	(3.5)	30	(3.5)
	Level 4 or 5	82	(4.4)	18 ^M	(4.4)
British Columbia	Level 1 or below	32	(4.6)	68	(4.6)
	Level 2	53	(3.6)	47	(3.6)
	Level 3	69	(3.3)	31	(3.3)
	Level 4 or 5	82	(4.1)	18 ^M	(4.1)
Yukon	Level 1 or below	U	(13.5)	65 ^M	(13.5)
	Level 2	48 ^M	(13.4)	52 ^M	(13.4)
	Level 3	69	(7.4)	31 ^M	(7.4)
	Level 4 or 5	92	(4.1)	U	(4.1)
Northwest Territories	Level 1 or below	42	(4.4)	58	(4.4)
	Level 2	62	(4.7)	38	(4.7)
	Level 3	73	(3.8)	27	(3.8)
	Level 4 or 5	82	(5.8)	18 ^M	(5.8)
Nunavut	Level 1 or below	33	(3.1)	67	(3.1)
	Level 2	52	(5.0)	48	(5.0)
	Level 3	68	(7.2)	32 ^M	(7.2)
	Level 4 or 5	75	(9.8)	U	(9.8)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 1.4b

Numeracy – Percentage distribution of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and proficiency level, Canada, provinces, and territories, 2012

	Proficiency level	Participated in adult learning		Did not participate in adult learning	
		%	SE	%	SE
Canada	Level 1 or below	38	(1.2)	62	(1.2)
	Level 2	54	(1.0)	46	(1.0)
	Level 3	68	(0.9)	32	(0.9)
	Level 4 or 5	78	(1.6)	22	(1.6)
Newfoundland and Labrador	Level 1 or below	27	(2.4)	73	(2.4)
	Level 2	47	(3.0)	53	(3.0)
	Level 3	65	(3.7)	35	(3.7)
	Level 4 or 5	77	(5.8)	23 ^M	(5.8)
Prince Edward Island	Level 1 or below	36	(4.6)	64	(4.6)
	Level 2	55	(3.9)	45	(3.9)
	Level 3	68	(3.7)	32	(3.7)
	Level 4 or 5	73	(6.9)	27 ^M	(6.9)
Nova Scotia	Level 1 or below	42	(3.6)	58	(3.6)
	Level 2	54	(3.3)	46	(3.3)
	Level 3	71	(3.4)	29	(3.4)
	Level 4 or 5	83	(3.8)	17 ^M	(3.8)
New Brunswick	Level 1 or below	29	(2.8)	71	(2.8)
	Level 2	49	(2.7)	51	(2.7)
	Level 3	65	(3.2)	35	(3.2)
	Level 4 or 5	78	(6.5)	22 ^M	(6.5)
Quebec	Level 1 or below	30	(1.7)	70	(1.7)
	Level 2	46	(1.5)	54	(1.5)
	Level 3	62	(1.6)	38	(1.6)
	Level 4 or 5	78	(2.5)	22	(2.5)
Ontario	Level 1 or below	39	(2.3)	61	(2.3)
	Level 2	58	(1.9)	42	(1.9)
	Level 3	70	(1.8)	30	(1.8)
	Level 4 or 5	76	(2.9)	24	(2.9)
Manitoba	Level 1 or below	42	(4.5)	58	(4.5)
	Level 2	60	(3.0)	40	(3.0)
	Level 3	69	(2.8)	31	(2.8)
	Level 4 or 5	85	(4.6)	15 ^M	(4.6)
Saskatchewan	Level 1 or below	45	(4.2)	55	(4.2)
	Level 2	59	(3.8)	41	(3.8)
	Level 3	71	(2.9)	29	(2.9)
	Level 4 or 5	80	(4.8)	20 ^M	(4.8)

Table 1.4b (cont'd)

Numeracy – Percentage distribution of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and proficiency level, Canada, provinces, and territories, 2012

	Proficiency level	Participated in adult learning		Did not participate in adult learning	
		%	SE	%	SE
Alberta	Level 1 or below	49	(4.6)	51	(4.6)
	Level 2	58	(4.3)	42	(4.3)
	Level 3	72	(3.6)	28	(3.6)
	Level 4 or 5	82	(4.0)	18 ^M	(4.0)
British Columbia	Level 1 or below	36	(3.8)	64	(3.8)
	Level 2	58	(3.6)	42	(3.6)
	Level 3	71	(3.4)	29	(3.4)
	Level 4 or 5	78	(5.0)	22 ^M	(5.0)
Yukon	Level 1 or below	U	(12.8)	67 ^M	(12.8)
	Level 2	61 ^M	(11.4)	39 ^M	(11.4)
	Level 3	73	(9.5)	U	(9.5)
	Level 4 or 5	90	(6.8)	U	(6.8)
Northwest Territories	Level 1 or below	46	(4.2)	54	(4.2)
	Level 2	62	(4.7)	38	(4.7)
	Level 3	76	(4.2)	24 ^M	(4.2)
	Level 4 or 5	82	(6.4)	U	(6.4)
Nunavut	Level 1 or below	35	(2.8)	65	(2.8)
	Level 2	56	(6.2)	44	(6.2)
	Level 3	69	(6.4)	31 ^M	(6.4)
	Level 4 or 5	76	(12.3)	U	(12.3)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 1.4c

PS-TRE – Percentage distribution of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and proficiency level, Canada, provinces, and territories, 2012

	Proficiency level	Participated in adult learning		Did not participate in adult learning	
		%	SE	%	SE
Canada	PS-TRE non-respondents	33	(1.0)	67	(1.0)
	Level 1 or below	55	(0.8)	45	(0.8)
	Level 2 or 3	76	(0.9)	24	(0.9)
Newfoundland and Labrador	PS-TRE non-respondents	27	(2.1)	73	(2.1)
	Level 1 or below	45	(2.4)	55	(2.4)
	Level 2 or 3	76	(3.3)	24	(3.3)
Prince Edward Island	PS-TRE non-respondents	34	(4.0)	66	(4.0)
	Level 1 or below	58	(2.6)	42	(2.6)
	Level 2 or 3	73	(3.4)	27	(3.4)
Nova Scotia	PS-TRE non-respondents	40	(3.9)	60	(3.9)
	Level 1 or below	53	(2.1)	47	(2.1)
	Level 2 or 3	76	(2.5)	24	(2.5)
New Brunswick	PS-TRE non-respondents	27	(3.2)	73	(3.2)
	Level 1 or below	49	(2.3)	51	(2.3)
	Level 2 or 3	71	(3.3)	29	(3.3)
Quebec	PS-TRE non-respondents	27	(1.6)	73	(1.6)
	Level 1 or below	47	(1.2)	53	(1.2)
	Level 2 or 3	71	(1.5)	29	(1.5)
Ontario	PS-TRE non-respondents	32	(2.0)	68	(2.0)
	Level 1 or below	58	(1.6)	42	(1.6)
	Level 2 or 3	76	(1.8)	24	(1.8)
Manitoba	PS-TRE non-respondents	45	(3.4)	55	(3.4)
	Level 1 or below	60	(2.5)	40	(2.5)
	Level 2 or 3	78	(2.7)	22	(2.7)
Saskatchewan	PS-TRE non-respondents	34	(5.1)	66	(5.1)
	Level 1 or below	60	(2.5)	40	(2.5)
	Level 2 or 3	78	(2.9)	22	(2.9)
Alberta	PS-TRE non-respondents	45	(4.5)	55	(4.5)
	Level 1 or below	59	(3.0)	41	(3.0)
	Level 2 or 3	77	(3.0)	23	(3.0)
British Columbia	PS-TRE non-respondents	35	(3.8)	65	(3.8)
	Level 1 or below	55	(3.3)	45	(3.3)
	Level 2 or 3	79	(3.3)	21	(3.3)
Yukon	PS-TRE non-respondents	U	(13.1)	76 ^M	(13.1)
	Level 1 or below	63	(6.3)	37 ^M	(6.3)
	Level 2 or 3	83	(9.7)	U	(9.7)
Northwest Territories	PS-TRE non-respondents	35	(4.6)	65	(4.6)
	Level 1 or below	63	(3.5)	37	(3.5)
	Level 2 or 3	79	(3.2)	21	(3.2)

Table 1.4c (cont'd)

PS-TRE – Percentage distribution of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and proficiency level, Canada, provinces, and territories, 2012

	Proficiency level	Participated in adult learning		Did not participate in adult learning	
		%	SE	%	SE
Nunavut	PS-TRE non-respondents	31	(3.0)	69	(3.0)
	Level 1 or below	51	(4.3)	49	(4.3)
	Level 2 or 3	79	(7.4)	U	(7.4)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 1.5

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in non-formal adult learning in the past 12 months, by number of learning activities, Canada, provinces, and territories, 2012

	Number of learning activities	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Canada	1 learning activity	22	(0.7)	276	(2.0)	267	(2.2)
	2 or 3 learning activities	30	(0.7)	286	(1.5)	279	(1.7)
	4 or 5 learning activities	17	(0.7)	292	(1.7)	284	(2.1)
	More than 5 learning activities	31	(0.8)	294	(1.6)	287	(1.7)
Newfoundland and Labrador	1 learning activity	23	(1.9)	271	(4.6)	259	(6.0)
	2 or 3 learning activities	30	(2.0)	280	(4.0)	265	(4.6)
	4 or 5 learning activities	14	(1.3)	284	(5.4)	271	(6.2)
	More than 5 learning activities	32	(2.1)	292	(3.7)	283	(4.5)
Prince Edward Island	1 learning activity	26	(2.5)	282	(5.7)	270	(5.8)
	2 or 3 learning activities	27	(2.2)	288	(5.7)	277	(5.4)
	4 or 5 learning activities	17	(1.9)	294	(6.0)	284	(7.4)
	More than 5 learning activities	31	(2.3)	297	(5.8)	286	(6.5)
Nova Scotia	1 learning activity	23	(1.7)	273	(3.9)	260	(5.4)
	2 or 3 learning activities	30	(2.0)	285	(3.9)	277	(4.2)
	4 or 5 learning activities	16	(1.5)	294	(5.1)	284	(5.8)
	More than 5 learning activities	32	(1.7)	293	(3.6)	283	(4.3)
New Brunswick	1 learning activity	27	(2.1)	279	(3.8)	267	(4.3)
	2 or 3 learning activities	26	(2.2)	286	(4.4)	273	(4.7)
	4 or 5 learning activities	17	(1.6)	282	(5.7)	269	(6.3)
	More than 5 learning activities	29	(2.6)	296	(3.9)	286	(4.5)
Quebec	1 learning activity	29	(1.0)	273	(2.3)	269	(2.5)
	2 or 3 learning activities	31	(1.2)	286	(2.2)	283	(2.1)
	4 or 5 learning activities	17	(1.0)	294	(2.5)	288	(2.6)
	More than 5 learning activities	23	(0.8)	290	(2.2)	286	(2.3)
Ontario	1 learning activity	20	(1.2)	278	(3.7)	269	(4.3)
	2 or 3 learning activities	31	(1.3)	287	(2.6)	279	(3.2)
	4 or 5 learning activities	18	(1.2)	291	(3.5)	283	(3.6)
	More than 5 learning activities	31	(1.4)	296	(2.7)	287	(3.0)
Manitoba	1 learning activity	23	(2.0)	282	(5.5)	271	(6.3)
	2 or 3 learning activities	26	(1.9)	286	(4.2)	277	(5.6)
	4 or 5 learning activities	17	(1.6)	290	(5.0)	281	(5.8)
	More than 5 learning activities	35	(2.0)	291	(3.9)	282	(5.4)
Saskatchewan	1 learning activity	21	(2.2)	270	(5.1)	262	(5.1)
	2 or 3 learning activities	31	(2.5)	277	(4.5)	272	(4.5)
	4 or 5 learning activities	18	(1.6)	292	(5.6)	285	(5.2)
	More than 5 learning activities	31	(2.1)	293	(4.1)	283	(4.4)

Table 1.5 (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in non-formal adult learning in the past 12 months, by number of learning activities, Canada, provinces, and territories, 2012

	Number of learning activities	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Alberta	1 learning activity	19	(2.0)	274	(6.5)	263	(6.9)
	2 or 3 learning activities	26	(2.1)	285	(4.5)	277	(5.5)
	4 or 5 learning activities	18	(1.9)	292	(5.6)	286	(7.4)
	More than 5 learning activities	37	(1.8)	294	(4.3)	287	(4.6)
British Columbia	1 learning activity	23	(2.2)	280	(4.0)	268	(4.9)
	2 or 3 learning activities	27	(2.2)	285	(4.4)	275	(4.3)
	4 or 5 learning activities	17	(1.8)	295	(6.2)	287	(6.6)
	More than 5 learning activities	33	(2.1)	297	(4.3)	290	(4.8)
Yukon	1 learning activity	15 ^M	(4.8)	282	(17.3)	274	(16.8)
	2 or 3 learning activities	27	(3.9)	295	(14.8)	284	(11.4)
	4 or 5 learning activities	18 ^M	(3.6)	297	(15.1)	287	(16.7)
	More than 5 learning activities	41	(5.5)	304	(12.6)	288	(12.4)
Northwest Territories	1 learning activity	23	(1.8)	243	(9.0)	229	(10.7)
	2 or 3 learning activities	27	(2.2)	265	(7.5)	251	(7.7)
	4 or 5 learning activities	21	(1.8)	282	(7.7)	270	(9.1)
	More than 5 learning activities	29	(2.5)	286	(5.6)	276	(7.3)
Nunavut	1 learning activity	36	(3.9)	232	(9.0)	210	(9.6)
	2 or 3 learning activities	27	(3.2)	246	(6.4)	230	(7.6)
	4 or 5 learning activities	17	(2.1)	261	(9.9)	248	(11.9)
	More than 5 learning activities	21 ^M	(4.9)	254	(10.7)	243	(11.6)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

SE Standard error

Table 1.6

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in non-formal or both forms of adult learning in the past 12 months, by time dedicated to non-formal adult learning, Canada, provinces, and territories, 2012

	Time dedicated to non-formal adult learning	Non-formal adult learning only						Both formal and non-formal adult learning					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE			Average score	SE	Average score	SE
Canada	Less than 16 hours	26	(0.7)	279	(1.6)	270	(1.8)	11	(1.3)	286	(5.9)	279	(7.7)
	16 to less than 40	28	(0.7)	285	(1.8)	278	(1.8)	14	(1.1)	284	(5.1)	277	(5.4)
	40 to less than 96	29	(0.8)	295	(1.7)	287	(1.9)	26	(1.9)	298	(3.9)	290	(4.2)
	96 hours or more	17	(0.7)	286	(2.4)	279	(2.6)	49	(1.9)	292	(2.8)	283	(3.0)
Newfoundland and Labrador	Less than 16 hours	24	(2.3)	268	(4.5)	253	(5.3)	x	x	x	x	x	x
	16 to less than 40	30	(2.3)	280	(4.2)	269	(5.1)	x	x	292	(15.6)	283	(18.1)
	40 to less than 96	28	(2.2)	286	(4.5)	277	(5.8)	30 ^M	(6.3)	306	(7.4)	290	(10.8)
	96 hours or more	18	(2.0)	287	(5.7)	272	(6.2)	45	(6.1)	289	(10.3)	280	(10.4)
Prince Edward Island	Less than 16 hours	22	(2.6)	278	(6.8)	262	(6.0)	U	(4.9)	295	(16.4)	278	(18.1)
	16 to less than 40	32	(2.6)	288	(5.5)	279	(5.6)	U	(4.7)	307	(19.2)	291	(20.6)
	40 to less than 96	33	(2.5)	292	(4.9)	281	(6.5)	16 ^M	(5.1)	305	(9.5)	301	(12.3)
	96 hours or more	14	(2.0)	291	(10.4)	283	(10.6)	60	(7.3)	310	(8.9)	296	(11.8)
Nova Scotia	Less than 16 hours	27	(2.0)	280	(4.3)	265	(5.0)	U	(3.5)	280	(20.3)	272	(24.1)
	16 to less than 40	25	(1.6)	279	(4.0)	270	(5.0)	12 ^M	(3.3)	269	(14.7)	255	(15.3)
	40 to less than 96	29	(2.0)	292	(4.5)	283	(4.2)	24 ^M	(4.8)	294	(8.5)	288	(11.5)
	96 hours or more	19	(1.9)	293	(5.3)	286	(5.0)	54	(5.8)	297	(6.7)	287	(10.2)
New Brunswick	Less than 16 hours	28	(1.9)	279	(3.9)	264	(4.3)	U	(1.9)	293	(22.2)	279	(17.9)
	16 to less than 40	27	(1.8)	276	(4.8)	266	(5.3)	U	(4.0)	293	(9.9)	274	(12.4)
	40 to less than 96	27	(1.8)	295	(3.9)	283	(5.0)	34 ^M	(7.7)	300	(11.9)	290	(11.0)
	96 hours or more	17	(2.2)	294	(6.2)	282	(6.6)	49	(7.3)	292	(10.6)	286	(11.6)
Quebec	Less than 16 hours	26	(1.0)	276	(2.3)	273	(2.3)	16	(2.3)	295	(7.3)	292	(7.4)
	16 to less than 40	32	(1.0)	286	(2.5)	281	(2.3)	18	(2.3)	300	(7.2)	297	(7.6)
	40 to less than 96	25	(1.1)	292	(2.3)	286	(2.2)	22	(2.4)	295	(6.1)	291	(6.7)
	96 hours or more	17	(1.0)	277	(3.7)	274	(3.6)	45	(3.1)	288	(4.1)	283	(4.1)
Ontario	Less than 16 hours	28	(1.3)	280	(2.9)	271	(3.4)	13 ^M	(2.7)	287	(9.5)	279	(11.6)
	16 to less than 40	25	(1.3)	285	(3.2)	278	(3.4)	14	(2.2)	284	(8.7)	275	(8.7)
	40 to less than 96	28	(1.4)	297	(2.5)	289	(3.2)	25	(3.3)	305	(6.1)	296	(6.7)
	96 hours or more	18	(1.2)	290	(4.4)	283	(5.0)	48	(3.3)	290	(5.6)	279	(6.2)
Manitoba	Less than 16 hours	29	(2.6)	283	(5.1)	269	(5.8)	13 ^M	(3.5)	283	(15.9)	284	(18.8)
	16 to less than 40	26	(2.1)	290	(4.6)	281	(5.6)	U	(4.6)	284	(13.9)	269	(19.1)
	40 to less than 96	29	(1.9)	297	(4.7)	291	(5.7)	24 ^M	(5.2)	291	(10.0)	285	(9.2)
	96 hours or more	16	(1.8)	275	(8.0)	263	(9.9)	51	(5.9)	289	(7.1)	279	(7.9)
Saskatchewan	Less than 16 hours	26	(2.4)	278	(4.2)	271	(4.5)	U	(1.8)	268	(26.8)	239 ^M	(40.9)
	16 to less than 40	29	(2.3)	277	(5.9)	271	(5.6)	14 ^M	(3.9)	255	(18.1)	238	(21.6)
	40 to less than 96	28	(2.4)	287	(4.3)	282	(4.2)	31 ^M	(6.9)	276	(11.8)	264	(12.3)
	96 hours or more	16	(2.1)	298	(6.9)	287	(7.4)	51	(7.0)	292	(7.3)	287	(8.9)

Table 1.6 (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in non-formal or both forms of adult learning in the past 12 months, by time dedicated to non-formal adult learning, Canada, provinces, and territories, 2012

	Time dedicated to non-formal adult learning	Non-formal adult learning only						Both formal and non-formal adult learning					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE			Average score	SE	Average score	SE
Alberta	Less than 16 hours	22	(2.0)	280	(5.3)	268	(6.3)	U	(1.9)	313	(35.7)	317	(35.9)
	16 to less than 40	28	(2.2)	284	(6.1)	275	(6.4)	10 ^M	(2.9)	268	(18.7)	265	(21.8)
	40 to less than 96	33	(2.4)	293	(5.2)	288	(6.1)	27 ^M	(6.4)	279	(13.6)	272	(12.4)
	96 hours or more	17	(1.9)	291	(7.6)	280	(9.0)	59	(6.8)	295	(6.6)	288	(7.9)
British Columbia	Less than 16 hours	22	(2.3)	283	(5.8)	271	(6.8)	U	(3.3)	263	(20.5)	248	(26.9)
	16 to less than 40	27	(2.4)	288	(5.8)	282	(5.5)	16 ^M	(4.1)	276	(15.0)	272	(18.1)
	40 to less than 96	33	(2.6)	297	(5.1)	286	(5.9)	31 ^M	(5.6)	306	(6.5)	297	(9.4)
	96 hours or more	17	(1.9)	280	(5.2)	274	(5.9)	44	(5.2)	296	(5.9)	287	(5.8)
Yukon	Less than 16 hours	11 ^M	(2.9)	285	(27.5)	280	(28.4)	U	(2.2)	282	(21.4)	250	(21.9)
	16 to less than 40	25 ^M	(5.2)	298	(13.2)	286	(11.7)	U	(5.6)	316	(16.5)	291	(13.1)
	40 to less than 96	41 ^M	(7.8)	299	(17.0)	288	(13.5)	U	(18.4)	306	(29.2)	296	(37.9)
	96 hours or more	22 ^M	(5.2)	297	(11.5)	278	(12.3)	59 ^M	(15.7)	298	(14.3)	284	(17.8)
Northwest Territories	Less than 16 hours	16	(2.1)	252	(11.5)	232	(15.0)	U	(1.8)	241	(31.5)	217	(28.3)
	16 to less than 40	24	(1.8)	261	(8.1)	245	(9.3)	13 ^M	(3.7)	270	(21.0)	271	(23.6)
	40 to less than 96	40	(2.3)	277	(7.1)	269	(8.3)	23 ^M	(5.7)	270	(14.1)	259	(15.7)
	96 hours or more	20	(2.2)	273	(8.8)	258	(10.1)	59	(5.3)	277	(8.6)	267	(9.8)
Nunavut	Less than 16 hours	11 ^M	(2.3)	248	(11.4)	226	(12.5)	x	x	x	x	x	x
	16 to less than 40	21	(3.0)	252	(11.1)	237	(11.5)	x	x	246	(17.2)	234	(19.5)
	40 to less than 96	38	(3.6)	254	(7.5)	236	(8.9)	24 ^M	(5.5)	235	(14.7)	230	(17.6)
	96 hours or more	29	(3.7)	221	(9.6)	198	(11.6)	55	(5.1)	261	(11.3)	253	(12.0)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the Statistics Act

SE Standard error

Table 1.7

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in non-formal adult learning in the past 12 months, by type of learning activities, Canada, provinces, and territories, 2012

	Type of learning activities	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Canada	A course conducted through open or distance education	6	(0.4)	294	(3.2)	286	(3.9)
	On-the-job training/training by supervisors or co-workers	45	(0.9)	286	(1.5)	279	(1.3)
	A seminar or workshop	38	(0.8)	292	(1.5)	284	(1.8)
	Other kind of course or private lesson	11	(0.5)	299	(2.7)	292	(2.8)
Newfoundland and Labrador	A course conducted through open or distance education	7 ^M	(1.4)	297	(13.2)	279	(12.7)
	On-the-job training/training by supervisors or co-workers	44	(2.5)	279	(3.2)	268	(3.6)
	A seminar or workshop	40	(2.5)	287	(3.6)	275	(4.4)
	Other kind of course or private lesson	9	(1.4)	299	(8.9)	291	(9.1)
Prince Edward Island	A course conducted through open or distance education	8 ^M	(1.8)	288	(10.6)	270	(10.5)
	On-the-job training/training by supervisors or co-workers	37	(3.3)	289	(5.0)	277	(6.1)
	A seminar or workshop	45	(3.0)	299	(5.3)	288	(6.2)
	Other kind of course or private lesson	10 ^M	(1.7)	285	(10.1)	281	(11.0)
Nova Scotia	A course conducted through open or distance education	7 ^M	(1.2)	296	(7.1)	289	(8.6)
	On-the-job training/training by supervisors or co-workers	44	(2.0)	284	(3.7)	275	(4.0)
	A seminar or workshop	38	(2.0)	292	(4.1)	282	(4.4)
	Other kind of course or private lesson	11	(1.4)	305	(6.0)	297	(7.3)
New Brunswick	A course conducted through open or distance education	7 ^M	(1.5)	301	(12.9)	289	(14.6)
	On-the-job training/training by supervisors or co-workers	47	(3.1)	285	(3.7)	273	(3.7)
	A seminar or workshop	38	(2.9)	290	(4.0)	279	(4.3)
	Other kind of course or private lesson	7 ^M	(1.3)	303	(12.0)	293	(12.0)
Quebec	A course conducted through open or distance education	9	(0.9)	287	(3.5)	282	(3.8)
	On-the-job training/training by supervisors or co-workers	51	(1.3)	287	(2.0)	281	(2.0)
	A seminar or workshop	29	(1.2)	293	(2.5)	289	(2.4)
	Other kind of course or private lesson	11	(0.8)	292	(3.6)	290	(3.8)
Ontario	A course conducted through open or distance education	5	(0.7)	300	(6.0)	288	(7.6)
	On-the-job training/training by supervisors or co-workers	44	(1.6)	287	(2.4)	280	(2.4)
	A seminar or workshop	39	(1.5)	291	(2.5)	281	(3.0)
	Other kind of course or private lesson	12	(1.0)	305	(4.5)	297	(4.6)
Manitoba	A course conducted through open or distance education	5 ^M	(1.1)	307	(14.4)	296	(18.1)
	On-the-job training/training by supervisors or co-workers	44	(2.6)	282	(3.7)	276	(4.6)
	A seminar or workshop	44	(2.7)	294	(3.9)	282	(4.6)
	Other kind of course or private lesson	8 ^M	(1.5)	295	(10.0)	286	(12.1)
Saskatchewan	A course conducted through open or distance education	6 ^M	(1.1)	312	(9.8)	301	(13.7)
	On-the-job training/training by supervisors or co-workers	43	(2.8)	280	(4.3)	273	(3.8)
	A seminar or workshop	43	(2.8)	289	(4.5)	283	(4.1)
	Other kind of course or private lesson	9	(1.4)	290	(8.9)	274	(9.9)

Table 1.7 (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in non-formal adult learning in the past 12 months, by type of learning activities, Canada, provinces, and territories, 2012

	Type of learning activities	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Alberta	A course conducted through open or distance education	5 ^M	(1.1)	291	(12.3)	279	(13.1)
	On-the-job training/training by supervisors or co-workers	44	(3.1)	287	(3.8)	279	(4.3)
	A seminar or workshop	38	(2.6)	293	(4.6)	287	(5.2)
	Other kind of course or private lesson	13 ^M	(2.2)	293	(9.4)	288	(9.8)
British Columbia	A course conducted through open or distance education	6 ^M	(1.3)	291	(11.2)	289	(11.0)
	On-the-job training/training by supervisors or co-workers	39	(2.3)	287	(4.1)	278	(4.2)
	A seminar or workshop	42	(2.5)	297	(4.1)	287	(4.7)
	Other kind of course or private lesson	13	(1.8)	295	(7.3)	289	(8.7)
Yukon	A course conducted through open or distance education	U	(1.6)	290	(16.5)	281	(14.5)
	On-the-job training/training by supervisors or co-workers	45 ^M	(8.8)	305	(14.0)	294	(11.2)
	A seminar or workshop	36 ^M	(9.2)	295	(13.6)	279	(11.5)
	Other kind of course or private lesson	14 ^M	(3.3)	298	(13.6)	284	(15.7)
Northwest Territories	A course conducted through open or distance education	8 ^M	(1.8)	278	(16.8)	263	(15.3)
	On-the-job training/training by supervisors or co-workers	45	(2.6)	272	(5.6)	260	(7.5)
	A seminar or workshop	37	(2.3)	278	(7.9)	267	(9.3)
	Other kind of course or private lesson	10 ^M	(2.0)	294	(11.2)	283	(11.3)
Nunavut	A course conducted through open or distance education	10 ^M	(2.1)	284	(10.8)	274	(11.0)
	On-the-job training/training by supervisors or co-workers	50	(4.0)	241	(6.6)	224	(7.7)
	A seminar or workshop	34	(3.8)	264	(7.5)	251	(8.8)
	Other kind of course or private lesson	7 ^M	(1.8)	242	(22.1)	234	(21.5)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 1.8

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in non-formal adult learning in the past 12 months, by reason for participating, Canada, provinces, and territories, 2012

	Reason for participating in non-formal adult learning	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Canada	To do my job better and/or improve career prospects	50	(0.9)	287	(1.4)	279	(1.5)
	To be less likely to lose my job	0 ^M	(0.1)	243	(10.8)	246	(12.2)
	To increase possibility of getting job or changing job/ profession	4	(0.4)	280	(4.2)	266	(4.5)
	To start my own business	1 ^M	(0.1)	264	(8.1)	255	(8.7)
	I was obliged to participate	18	(0.6)	286	(2.1)	279	(2.3)
	To increase knowledge or skills on a subject that interests me	19	(0.7)	292	(2.1)	285	(2.3)
	To obtain a certificate	4	(0.4)	287	(4.0)	275	(4.6)
	Other	3	(0.3)	296	(4.6)	285	(5.6)
Newfoundland and Labrador	To do my job better and/or improve career prospects	48	(2.5)	280	(3.1)	267	(3.7)
	To be less likely to lose my job	x	x	x	x	x	x
	To increase possibility of getting job or changing job/ profession	3 ^M	(0.7)	268	(11.9)	239	(11.8)
	To start my own business	x	x	x	x	x	x
	I was obliged to participate	22	(1.9)	285	(4.8)	272	(5.8)
	To increase knowledge or skills on a subject that interests me	18	(1.5)	296	(4.8)	286	(5.3)
	To obtain a certificate	6 ^M	(1.3)	268	(13.1)	260	(13.7)
	Other	3 ^M	(0.8)	281	(12.4)	272	(13.1)
Prince Edward Island	To do my job better and/or improve career prospects	50	(3.2)	292	(5.1)	279	(5.4)
	To be less likely to lose my job	x	x	-	-	-	-
	To increase possibility of getting job or changing job/ profession	3 ^M	(1.0)	288	(15.3)	270	(18.2)
	To start my own business	x	x	-	-	-	-
	I was obliged to participate	20	(2.3)	287	(6.1)	277	(6.5)
	To increase knowledge or skills on a subject that interests me	18	(2.2)	303	(6.8)	290	(8.4)
	To obtain a certificate	4 ^M	(1.2)	284	(17.3)	267	(18.9)
	Other	U	(1.6)	277	(24.1)	271	(25.3)
Nova Scotia	To do my job better and/or improve career prospects	48	(2.2)	287	(3.6)	277	(4.2)
	To be less likely to lose my job	x	x	x	x	x	x
	To increase possibility of getting job or changing job/ profession	3 ^M	(0.7)	268	(11.2)	253	(14.6)
	To start my own business	x	x	x	x	x	x
	I was obliged to participate	22	(1.7)	283	(4.3)	272	(5.4)
	To increase knowledge or skills on a subject that interests me	15	(1.4)	300	(6.2)	290	(6.5)
	To obtain a certificate	6	(1.0)	270	(9.6)	268	(10.4)
	Other	5 ^M	(1.1)	290	(10.8)	275	(11.8)

Table 1.8 (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in non-formal adult learning in the past 12 months, by reason for participating, Canada, provinces, and territories, 2012

	Reason for participating in non-formal adult learning	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
New Brunswick	To do my job better and/or improve career prospects	55	(2.7)	288	(3.1)	274	(3.3)
	To be less likely to lose my job	x	x	x	x	x	x
	To increase possibility of getting job or changing job/ profession	U	(1.4)	269	(15.4)	264	(22.2)
	To start my own business	x	x	-	-	-	-
	I was obliged to participate	19	(2.3)	288	(6.0)	275	(6.5)
	To increase knowledge or skills on a subject that interests me	15	(1.4)	285	(5.1)	275	(5.8)
	To obtain a certificate	4 ^M	(0.9)	291	(9.4)	286	(10.9)
	Other	3 ^M	(0.7)	293	(11.0)	280	(11.7)
Quebec	To do my job better and/or improve career prospects	49	(1.2)	284	(1.6)	279	(1.6)
	To be less likely to lose my job	U	(0.1)	223	(14.6)	217	(22.1)
	To increase possibility of getting job or changing job/ profession	4	(0.5)	270	(5.2)	267	(5.8)
	To start my own business	1 ^M	(0.2)	270	(8.7)	269	(9.9)
	I was obliged to participate	17	(1.0)	282	(3.6)	277	(3.5)
	To increase knowledge or skills on a subject that interests me	25	(1.0)	294	(3.0)	290	(3.2)
	To obtain a certificate	2 ^M	(0.3)	280	(10.2)	284	(11.4)
	Other	2	(0.4)	283	(9.4)	275	(8.7)
Ontario	To do my job better and/or improve career prospects	49	(1.8)	290	(2.4)	282	(2.7)
	To be less likely to lose my job	U	(0.0)	155 ^M	(35.6)	147 ^M	(28.0)
	To increase possibility of getting job or changing job/ profession	5	(0.7)	280	(6.9)	263	(7.3)
	To start my own business	1 ^M	(0.2)	263	(14.2)	253	(13.6)
	I was obliged to participate	19	(1.2)	285	(3.3)	279	(3.6)
	To increase knowledge or skills on a subject that interests me	18	(1.3)	289	(3.7)	282	(4.3)
	To obtain a certificate	5	(0.7)	289	(7.1)	273	(6.8)
	Other	3 ^M	(0.6)	303	(8.3)	293	(10.7)
Manitoba	To do my job better and/or improve career prospects	50	(2.7)	286	(3.2)	276	(4.5)
	To be less likely to lose my job	U	(0.3)	282	(26.6)	307	(22.4)
	To increase possibility of getting job or changing job/ profession	5 ^M	(1.0)	296	(10.9)	277	(10.1)
	To start my own business	U	(0.6)	259	(30.4)	241	(28.9)
	I was obliged to participate	17	(1.9)	297	(5.3)	290	(6.6)
	To increase knowledge or skills on a subject that interests me	20	(1.8)	291	(6.0)	281	(6.6)
	To obtain a certificate	4 ^M	(0.9)	277	(12.6)	265	(15.2)
	Other	2 ^M	(0.6)	291	(15.7)	288	(16.7)

Table 1.8 (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in non-formal adult learning in the past 12 months, by reason for participating, Canada, provinces, and territories, 2012

	Reason for participating in non-formal adult learning	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Saskatchewan	To do my job better and/or improve career prospects	55	(2.8)	279	(3.3)	273	(3.2)
	To be less likely to lose my job	x	x	-	-	-	-
	To increase possibility of getting job or changing job/ profession	3 ^M	(0.8)	265	(11.7)	247	(13.4)
	To start my own business	x	x	x	x	x	x
	I was obliged to participate	15	(2.1)	289	(7.4)	281	(7.7)
	To increase knowledge or skills on a subject that interests me	18	(1.7)	293	(5.4)	284	(6.2)
	To obtain a certificate	6 ^M	(1.3)	268	(9.3)	268	(10.2)
	Other	4 ^M	(1.0)	300	(9.2)	291	(8.9)
Alberta	To do my job better and/or improve career prospects	55	(2.8)	282	(3.5)	276	(4.3)
	To be less likely to lose my job	x	x	x	x	x	x
	To increase possibility of getting job or changing job/ profession	4 ^M	(1.1)	292	(18.3)	267	(20.5)
	To start my own business	x	x	x	x	x	x
	I was obliged to participate	14	(1.6)	290	(5.9)	285	(6.6)
	To increase knowledge or skills on a subject that interests me	18	(2.0)	295	(7.7)	287	(9.1)
	To obtain a certificate	5 ^M	(0.9)	298	(11.1)	285	(13.3)
	Other	4 ^M	(1.1)	291	(14.2)	278	(15.8)
British Columbia	To do my job better and/or improve career prospects	50	(2.5)	290	(4.1)	281	(3.8)
	To be less likely to lose my job	x	x	x	x	x	x
	To increase possibility of getting job or changing job/ profession	3 ^M	(0.8)	295	(13.4)	287	(15.5)
	To start my own business	x	x	226 ^M	(68.2)	204 ^M	(63.7)
	I was obliged to participate	18	(2.1)	287	(7.4)	278	(9.6)
	To increase knowledge or skills on a subject that interests me	20	(2.0)	296	(5.2)	285	(5.8)
	To obtain a certificate	5 ^M	(1.2)	285	(9.4)	272	(11.1)
	Other	4 ^M	(1.0)	302	(10.3)	285	(11.0)
Yukon	To do my job better and/or improve career prospects	57	(6.5)	304	(12.7)	294	(9.9)
	To be less likely to lose my job	x	x	-	-	-	-
	To increase possibility of getting job or changing job/ profession	U	(1.7)	288	(26.4)	266 ^M	(44.3)
	To start my own business	x	x	x	x	x	x
	I was obliged to participate	U	(4.6)	285	(15.0)	267	(16.2)
	To increase knowledge or skills on a subject that interests me	20 ^M	(5.6)	293	(17.8)	283	(13.8)
	To obtain a certificate	U	(1.7)	293	(14.7)	286	(12.6)
	Other	U	(1.1)	303	(22.0)	284	(26.9)

Table 1.8 (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in non-formal adult learning in the past 12 months, by reason for participating, Canada, provinces, and territories, 2012

	Reason for participating in non-formal adult learning	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Northwest Territories	To do my job better and/or improve career prospects	54	(3.7)	268	(5.9)	255	(7.2)
	To be less likely to lose my job	x	x	x	x	x	x
	To increase possibility of getting job or changing job/ profession	5 ^M	(1.3)	244	(16.4)	225	(19.3)
	To start my own business	x	x	-	-	-	-
	I was obliged to participate	13	(2.0)	280	(8.6)	271	(11.6)
	To increase knowledge or skills on a subject that interests me	19	(2.6)	264	(9.1)	249	(11.5)
	To obtain a certificate	4 ^M	(0.9)	302	(18.5)	301	(23.9)
	Other	U	(1.6)	296	(11.4)	293	(13.1)
Nunavut	To do my job better and/or improve career prospects	52	(4.3)	250	(5.9)	234	(7.0)
	To be less likely to lose my job	x	x	-	-	-	-
	To increase possibility of getting job or changing job/ profession	5 ^M	(1.8)	216	(16.9)	200	(22.7)
	To start my own business	x	x	x	x	x	x
	I was obliged to participate	19 ^M	(3.3)	251	(9.8)	231	(12.0)
	To increase knowledge or skills on a subject that interests me	18 ^M	(3.1)	265	(10.2)	249	(10.4)
	To obtain a certificate	x	x	x	x	x	x
	Other	U	(1.6)	222	(34.5)	209	(33.8)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 1.9

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months, Canada, provinces, and territories, 2012

	Barriers to adult learning participation	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Canada	I did not have the prerequisites	2	(0.3)	265	(5.4)	257	(6.7)
	Education/training was too expensive/I could not afford it	19	(0.9)	280	(2.7)	268	(2.9)
	Lack of employer's support	6	(0.5)	292	(5.4)	291	(5.7)
	I was too busy at work	29	(0.9)	289	(1.8)	284	(2.3)
	The course/program was offered at inconvenient time/place	12	(0.7)	293	(2.7)	282	(2.9)
	No time because of childcare or family responsibilities	16	(0.9)	282	(2.9)	271	(3.5)
	Something unexpected prevented me from taking education/training	3	(0.4)	286	(5.3)	269	(6.3)
	Other	12	(0.6)	278	(3.0)	270	(3.2)
Newfoundland and Labrador	I did not have the prerequisites	U	(0.7)	237 ^M	(40.3)	210 ^M	(53.0)
	Education/training was too expensive/I could not afford it	17	(2.5)	265	(8.1)	251	(7.1)
	Lack of employer's support	8 ^M	(1.9)	291	(12.7)	282	(13.1)
	I was too busy at work	26	(2.7)	291	(4.7)	281	(5.1)
	The course/program was offered at inconvenient time/place	19	(2.5)	292	(6.1)	280	(7.7)
	No time because of childcare or family responsibilities	9 ^M	(1.6)	298	(7.4)	286	(8.6)
	Something unexpected prevented me from taking education/training	3 ^M	(0.9)	276	(18.5)	260	(20.7)
	Other	16	(2.3)	263	(9.9)	254	(12.1)
Prince Edward Island	I did not have the prerequisites	U	(1.5)	279	(17.7)	271	(17.4)
	Education/training was too expensive/I could not afford it	13	(1.9)	289	(9.1)	280	(10.4)
	Lack of employer's support	5 ^M	(1.4)	305	(14.3)	298	(15.4)
	I was too busy at work	35	(3.6)	304	(5.7)	294	(8.0)
	The course/program was offered at inconvenient time/place	16	(2.4)	285	(9.6)	274	(11.5)
	No time because of childcare or family responsibilities	8 ^M	(1.8)	281	(12.5)	261	(10.8)
	Something unexpected prevented me from taking education/training	6 ^M	(1.6)	285	(11.5)	259	(14.0)
	Other	14 ^M	(2.4)	278	(11.1)	267	(13.0)
Nova Scotia	I did not have the prerequisites	U	(0.8)	274	(23.5)	261	(20.6)
	Education/training was too expensive/I could not afford it	21	(2.0)	283	(6.2)	270	(6.2)
	Lack of employer's support	6 ^M	(1.5)	271	(13.0)	268	(13.6)
	I was too busy at work	29	(2.9)	299	(5.7)	292	(5.6)
	The course/program was offered at inconvenient time/place	11	(1.8)	294	(7.8)	284	(8.8)
	No time because of childcare or family responsibilities	12	(1.6)	283	(10.1)	263	(11.0)
	Something unexpected prevented me from taking education/training	5 ^M	(1.5)	285	(24.4)	272	(29.9)
	Other	14	(1.8)	270	(9.4)	262	(10.1)

Table 1.9 (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months, Canada, provinces, and territories, 2012

	Barriers to adult learning participation	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
New Brunswick	I did not have the prerequisites	U	(0.9)	253	(22.3)	250	(23.3)
	Education/training was too expensive/I could not afford it	22	(2.8)	288	(6.5)	271	(6.7)
	Lack of employer's support	8 ^M	(1.9)	290	(13.5)	277	(13.5)
	I was too busy at work	24	(2.6)	292	(6.1)	282	(6.5)
	The course/program was offered at inconvenient time/place	14 ^M	(2.5)	299	(11.0)	290	(11.4)
	No time because of childcare or family responsibilities	12	(1.9)	289	(7.9)	274	(8.7)
	Something unexpected prevented me from taking education/training	U	(1.5)	290	(14.6)	273	(22.7)
	Other	13	(2.0)	266	(7.8)	254	(8.7)
Quebec	I did not have the prerequisites	3 ^M	(0.6)	261	(8.3)	258	(9.5)
	Education/training was too expensive/I could not afford it	14	(1.1)	276	(3.5)	270	(3.8)
	Lack of employer's support	5	(0.7)	291	(6.3)	298	(8.0)
	I was too busy at work	24	(1.3)	284	(3.3)	286	(3.5)
	The course/program was offered at inconvenient time/place	13	(1.1)	286	(4.4)	283	(4.9)
	No time because of childcare or family responsibilities	20	(1.3)	279	(3.6)	270	(3.7)
	Something unexpected prevented me from taking education/training	4	(0.6)	273	(7.8)	267	(9.3)
	Other	17	(1.3)	276	(4.3)	274	(4.1)
Ontario	I did not have the prerequisites	2 ^M	(0.4)	269	(14.5)	257	(15.9)
	Education/training was too expensive/I could not afford it	22	(1.6)	282	(4.4)	268	(4.8)
	Lack of employer's support	6	(0.9)	299	(8.2)	297	(8.4)
	I was too busy at work	31	(1.5)	293	(3.3)	288	(3.5)
	The course/program was offered at inconvenient time/place	11	(1.1)	290	(5.8)	281	(6.5)
	No time because of childcare or family responsibilities	16	(1.3)	280	(5.3)	268	(6.1)
	Something unexpected prevented me from taking education/training	2 ^M	(0.5)	285	(12.5)	253	(14.3)
	Other	11	(1.0)	277	(6.0)	268	(6.7)
Manitoba	I did not have the prerequisites	U	(0.7)	279	(13.2)	268	(21.6)
	Education/training was too expensive/I could not afford it	14	(2.0)	287	(7.0)	275	(6.8)
	Lack of employer's support	7 ^M	(1.6)	294	(12.0)	284	(12.4)
	I was too busy at work	31	(2.9)	299	(5.4)	293	(7.0)
	The course/program was offered at inconvenient time/place	11	(1.7)	295	(7.1)	283	(8.5)
	No time because of childcare or family responsibilities	14 ^M	(2.4)	280	(8.5)	271	(9.1)
	Something unexpected prevented me from taking education/training	4 ^M	(1.1)	299	(11.1)	277	(17.0)
	Other	16	(2.5)	279	(11.1)	270	(12.4)

Table 1.9 (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months, Canada, provinces, and territories, 2012

	Barriers to adult learning participation	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Saskatchewan	I did not have the prerequisites	U	(1.3)	227	(28.5)	209	(34.3)
	Education/training was too expensive/I could not afford it	16	(2.1)	273	(8.2)	260	(7.6)
	Lack of employer's support	6 ^M	(1.4)	289	(12.4)	285	(11.3)
	I was too busy at work	30	(2.9)	287	(6.1)	283	(6.2)
	The course/program was offered at inconvenient time/place	17	(2.5)	295	(10.9)	284	(11.4)
	No time because of childcare or family responsibilities	13 ^M	(2.2)	295	(12.3)	280	(13.8)
	Something unexpected prevented me from taking education/training	3 ^M	(1.0)	275	(16.0)	254	(22.1)
	Other	12	(2.0)	277	(7.2)	263	(8.1)
Alberta	I did not have the prerequisites	U	(1.3)	268	(13.6)	254	(19.6)
	Education/training was too expensive/I could not afford it	15	(2.5)	270	(11.5)	258	(12.5)
	Lack of employer's support	9 ^M	(2.0)	285	(13.3)	280	(15.9)
	I was too busy at work	33	(3.1)	287	(5.5)	280	(5.9)
	The course/program was offered at inconvenient time/place	16	(2.3)	299	(6.0)	283	(8.0)
	No time because of childcare or family responsibilities	13 ^M	(2.1)	282	(9.0)	273	(9.9)
	Something unexpected prevented me from taking education/training	U	(0.9)	279	(19.4)	267	(27.2)
	Other	8 ^M	(1.9)	288	(11.2)	285	(13.2)
British Columbia	I did not have the prerequisites	U	(1.0)	268	(11.3)	267	(18.8)
	Education/training was too expensive/I could not afford it	23	(2.6)	281	(6.2)	271	(5.7)
	Lack of employer's support	3 ^M	(1.1)	290	(12.5)	300	(14.6)
	I was too busy at work	29	(2.8)	282	(7.2)	271	(7.8)
	The course/program was offered at inconvenient time/place	10	(1.7)	301	(7.5)	284	(7.7)
	No time because of childcare or family responsibilities	17	(2.3)	290	(7.9)	282	(10.4)
	Something unexpected prevented me from taking education/training	4 ^M	(1.1)	306	(10.2)	295	(11.5)
	Other	11	(1.8)	283	(9.6)	271	(10.3)
Yukon	I did not have the prerequisites	U	(1.8)	226 ^M	(54.7)	194	(27.5)
	Education/training was too expensive/I could not afford it	9 ^M	(2.2)	281	(13.4)	264	(11.7)
	Lack of employer's support	U	(2.0)	277	(25.6)	259	(27.2)
	I was too busy at work	42 ^M	(8.3)	303	(12.0)	293	(12.2)
	The course/program was offered at inconvenient time/place	U	(7.9)	319	(31.3)	307	(26.8)
	No time because of childcare or family responsibilities	9 ^M	(2.9)	264	(17.3)	243	(18.5)
	Something unexpected prevented me from taking education/training	U	(1.7)	275	(16.6)	254	(13.8)
	Other	9 ^M	(3.0)	279	(12.5)	273	(12.8)

Table 1.9 (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months, Canada, provinces, and territories, 2012

	Barriers to adult learning participation	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Northwest Territories	I did not have the prerequisites	U	(1.0)	204	(16.1)	195	(15.1)
	Education/training was too expensive/I could not afford it	12 ^M	(2.3)	266	(13.3)	247	(13.2)
	Lack of employer's support	10	(1.4)	267	(11.2)	258	(12.6)
	I was too busy at work	25	(2.7)	269	(12.5)	258	(13.1)
	The course/program was offered at inconvenient time/place	15	(2.0)	276	(9.9)	259	(10.3)
	No time because of childcare or family responsibilities	15 ^M	(2.8)	257	(10.8)	234	(11.9)
	Something unexpected prevented me from taking education/training	U	(1.8)	291	(21.6)	268	(26.2)
	Other	15 ^M	(2.9)	273	(10.7)	261	(12.5)
Nunavut	I did not have the prerequisites	U	(1.3)	183	(21.0)	172	(21.0)
	Education/training was too expensive/I could not afford it	5 ^M	(1.4)	227	(15.8)	211	(21.0)
	Lack of employer's support	8 ^M	(2.3)	243	(15.4)	230	(17.4)
	I was too busy at work	28	(3.4)	246	(7.4)	232	(7.7)
	The course/program was offered at inconvenient time/place	17	(2.6)	249	(9.6)	234	(10.2)
	No time because of childcare or family responsibilities	18 ^M	(3.1)	205	(11.5)	181	(12.0)
	Something unexpected prevented me from taking education/training	U	(1.2)	219	(17.9)	193	(19.7)
	Other	17 ^M	(3.3)	228	(14.5)	212	(14.7)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 2.1a

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Participation in adult learning	Age group	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	16 to 24	58	(2.3)	24	(3.2)	33	(4.2)	35	(3.4)	9 ^M	(2.9)	262	(3.9)
		25 to 34	70	(1.1)	8	(1.0)	25	(1.8)	43	(2.4)	25	(1.6)	294	(1.6)
		35 to 44	64	(1.1)	8	(0.9)	25	(1.6)	46	(1.8)	20	(1.4)	290	(1.4)
		45 to 54	57	(1.1)	12	(1.0)	31	(1.6)	41	(1.9)	17	(1.4)	282	(1.5)
		55 to 65	40	(1.1)	13	(1.3)	32	(1.8)	40	(1.9)	14	(1.5)	278	(1.7)
	Did not participate in adult learning	16 to 24	42	(2.3)	27	(3.8)	42	(4.5)	28	(4.0)	U	(1.9)	252	(4.0)
		25 to 34	30	(1.1)	19	(1.9)	37	(2.6)	34	(2.5)	9 ^M	(1.7)	265	(2.1)
		35 to 44	36	(1.1)	25	(1.9)	34	(2.3)	31	(2.0)	10	(1.4)	261	(2.2)
		45 to 54	43	(1.1)	31	(1.6)	36	(1.8)	26	(1.7)	7	(1.0)	250	(1.9)
		55 to 65	60	(1.1)	29	(1.4)	40	(1.8)	27	(1.4)	4 ^M	(0.7)	248	(1.4)
Newfoundland and Labrador	Participated in adult learning	16 to 24	48 ^M	(9.3)	U	(13.8)	x	x	U	(11.1)	x	x	260	(9.7)
		25 to 34	67	(3.5)	7 ^M	(2.4)	27 ^M	(5.1)	46	(5.7)	19 ^M	(4.5)	290	(3.8)
		35 to 44	55	(3.5)	7 ^M	(2.1)	28 ^M	(4.9)	44	(6.1)	21 ^M	(4.6)	291	(3.8)
		45 to 54	48	(2.9)	12 ^M	(3.3)	36	(4.6)	38	(5.1)	14 ^M	(3.8)	278	(3.8)
		55 to 65	27	(2.5)	19 ^M	(4.8)	39 ^M	(6.6)	33 ^M	(6.2)	U	(3.9)	266	(4.8)
	Did not participate in adult learning	16 to 24	52 ^M	(9.3)	x	x	59 ^M	(13.7)	U	(9.2)	x	x	247	(6.7)
		25 to 34	33	(3.5)	x	x	38 ^M	(8.5)	33 ^M	(8.5)	x	x	261	(7.5)
		35 to 44	45	(3.5)	25 ^M	(4.8)	38	(5.4)	30 ^M	(5.0)	U	(3.0)	258	(5.3)
		45 to 54	52	(2.9)	33	(4.3)	40	(4.4)	25 ^M	(4.2)	U	(1.4)	244	(4.2)
		55 to 65	73	(2.5)	36	(4.0)	43	(4.1)	18	(2.7)	U	(1.2)	240	(2.9)
Prince Edward Island	Participated in adult learning	16 to 24	48 ^M	(8.7)	x	x	U	(17.6)	x	x	x	x	258	(15.1)
		25 to 34	66	(4.3)	x	x	25 ^M	(6.6)	46	(7.2)	x	x	299	(7.0)
		35 to 44	62	(3.3)	x	x	23 ^M	(6.0)	53	(6.4)	x	x	297	(5.5)
		45 to 54	64	(3.3)	U	(3.6)	32	(5.1)	44	(5.1)	15 ^M	(4.2)	283	(5.0)
		55 to 65	41	(2.9)	U	(3.2)	30 ^M	(6.8)	45 ^M	(8.1)	U	(6.0)	286	(5.2)
	Did not participate in adult learning	16 to 24	52 ^M	(8.7)	x	x	U	(17.3)	U	(18.7)	x	x	262	(12.4)
		25 to 34	34	(4.3)	U	(7.3)	U	(9.0)	46 ^M	(10.8)	U	(7.0)	276	(13.0)
		35 to 44	38	(3.3)	U	(7.4)	35 ^M	(7.2)	34 ^M	(7.7)	U	(5.0)	267	(7.6)
		45 to 54	36	(3.3)	27 ^M	(6.8)	42 ^M	(7.0)	26 ^M	(5.3)	U	(3.0)	252	(6.4)
		55 to 65	59	(2.9)	29 ^M	(5.2)	38	(5.8)	26 ^M	(4.9)	U	(2.6)	253	(6.2)
Nova Scotia	Participated in adult learning	16 to 24	62	(6.4)	x	x	37 ^M	(11.1)	41 ^M	(9.5)	x	x	265	(8.5)
		25 to 34	68	(3.4)	U	(2.3)	23 ^M	(4.1)	44	(5.5)	29 ^M	(5.1)	302	(4.5)
		35 to 44	70	(3.1)	10 ^M	(2.9)	26	(4.0)	44	(5.1)	20 ^M	(4.3)	288	(4.3)
		45 to 54	61	(2.8)	11 ^M	(2.4)	31	(4.4)	37	(3.8)	20 ^M	(4.0)	284	(3.8)
		55 to 65	43	(2.3)	15 ^M	(3.2)	33	(4.3)	37	(5.4)	15 ^M	(3.7)	276	(4.0)
	Did not participate in adult learning	16 to 24	38 ^M	(6.4)	U	(10.8)	x	x	U	(13.9)	x	x	253	(11.4)
		25 to 34	32	(3.4)	x	x	40 ^M	(8.4)	35 ^M	(7.6)	x	x	263	(6.4)
		35 to 44	30	(3.1)	U	(5.0)	40 ^M	(8.5)	31 ^M	(7.6)	15 ^M	(5.0)	276	(5.9)
		45 to 54	39	(2.8)	29 ^M	(6.3)	40 ^M	(6.6)	25 ^M	(5.1)	U	(2.7)	253	(5.8)
		55 to 65	57	(2.3)	29	(3.7)	41	(4.2)	26	(3.3)	U	(1.6)	250	(3.9)

Table 2.1a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Participation in adult learning	Age group	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
New Brunswick	Participated in adult learning	16 to 24	45 ^M	(7.8)	x	x	U	(16.0)	U	(14.0)	x	x	255	(12.4)
		25 to 34	63	(3.2)	U	(2.3)	24 ^M	(5.2)	50	(7.2)	20 ^M	(5.0)	294	(4.4)
		35 to 44	63	(3.1)	U	(1.8)	28 ^M	(4.9)	50	(6.4)	18 ^M	(4.5)	293	(3.7)
		45 to 54	49	(2.6)	11 ^M	(3.0)	32	(4.2)	40	(4.5)	16 ^M	(3.4)	282	(4.0)
		55 to 65	35	(2.4)	11 ^M	(3.0)	38	(5.0)	39	(5.8)	12 ^M	(3.4)	276	(3.7)
	Did not participate in adult learning	16 to 24	55	(7.8)	x	x	39 ^M	(12.7)	35 ^M	(10.7)	x	x	257	(8.0)
		25 to 34	37	(3.2)	18 ^M	(5.0)	35 ^M	(6.5)	41 ^M	(6.9)	U	(3.9)	267	(5.2)
		35 to 44	37	(3.1)	22 ^M	(5.3)	39	(6.4)	34	(5.6)	U	(3.1)	259	(4.6)
		45 to 54	51	(2.6)	33	(3.9)	38	(4.4)	25	(3.7)	U	(1.8)	245	(3.8)
		55 to 65	65	(2.4)	30	(2.7)	42	(3.6)	23	(3.7)	U	(2.2)	247	(3.0)
Quebec	Participated in adult learning	16 to 24	50	(4.2)	28 ^M	(5.6)	36 ^M	(6.2)	30 ^M	(5.9)	U	(3.4)	254	(5.7)
		25 to 34	63	(1.6)	8 ^M	(1.5)	22	(2.0)	44	(3.0)	26	(2.3)	295	(2.4)
		35 to 44	60	(1.6)	9	(1.4)	25	(2.1)	45	(2.4)	20	(1.9)	289	(2.2)
		45 to 54	50	(1.5)	14	(2.0)	33	(2.8)	39	(2.5)	13	(2.0)	276	(2.3)
		55 to 65	31	(1.3)	14	(2.0)	41	(2.8)	36	(3.0)	9 ^M	(2.1)	270	(2.7)
	Did not participate in adult learning	16 to 24	50	(4.2)	28 ^M	(6.0)	38 ^M	(7.6)	x	x	x	x	251	(5.9)
		25 to 34	37	(1.6)	17 ^M	(2.8)	38	(3.7)	37	(3.3)	8 ^M	(2.0)	267	(2.5)
		35 to 44	40	(1.6)	25	(2.8)	35	(3.0)	31	(2.6)	9 ^M	(1.5)	259	(2.9)
		45 to 54	50	(1.5)	35	(2.3)	38	(2.4)	23	(2.4)	4 ^M	(1.1)	245	(2.4)
		55 to 65	69	(1.3)	32	(2.0)	44	(1.9)	22	(1.6)	2 ^M	(0.7)	244	(2.1)
Ontario	Participated in adult learning	16 to 24	61	(5.0)	23 ^M	(6.1)	30 ^M	(8.1)	34 ^M	(7.9)	U	(7.0)	267	(8.7)
		25 to 34	70	(2.1)	7 ^M	(1.5)	28	(3.2)	41	(4.1)	24	(3.1)	293	(2.9)
		35 to 44	66	(1.9)	7 ^M	(1.5)	25	(3.0)	47	(3.3)	20	(2.4)	291	(2.4)
		45 to 54	59	(2.0)	9 ^M	(1.6)	30	(3.3)	43	(4.0)	18	(2.6)	285	(2.4)
		55 to 65	43	(2.1)	14 ^M	(2.4)	30	(3.4)	41	(3.4)	15 ^M	(2.8)	278	(3.1)
	Did not participate in adult learning	16 to 24	39	(5.0)	x	x	46 ^M	(9.6)	28 ^M	(9.1)	x	x	255	(8.3)
		25 to 34	30	(2.1)	19 ^M	(3.6)	37	(5.6)	32 ^M	(5.4)	12 ^M	(3.4)	268	(4.3)
		35 to 44	34	(1.9)	24	(3.3)	35	(3.9)	31	(3.5)	10 ^M	(2.5)	260	(4.1)
		45 to 54	41	(2.0)	28	(3.4)	37	(3.8)	25	(3.4)	9 ^M	(2.3)	254	(3.8)
		55 to 65	57	(2.1)	29	(2.9)	37	(3.9)	29	(2.6)	5 ^M	(1.6)	249	(2.7)
Manitoba	Participated in adult learning	16 to 24	57	(8.0)	U	(6.2)	33 ^M	(10.4)	39 ^M	(10.6)	U	(7.5)	273	(9.3)
		25 to 34	77	(3.3)	U	(3.1)	28 ^M	(5.5)	42	(5.6)	22 ^M	(4.4)	291	(4.4)
		35 to 44	68	(3.3)	11 ^M	(3.4)	26 ^M	(4.8)	45	(6.3)	19 ^M	(5.3)	287	(5.1)
		45 to 54	62	(2.9)	12 ^M	(3.6)	30 ^M	(5.3)	37	(5.4)	21 ^M	(4.0)	283	(4.3)
		55 to 65	42	(3.2)	U	(4.2)	33 ^M	(6.3)	42	(6.5)	U	(5.5)	282	(4.9)
	Did not participate in adult learning	16 to 24	43 ^M	(8.0)	U	(10.0)	52 ^M	(13.7)	x	x	x	x	259	(10.6)
		25 to 34	23	(3.3)	U	(10.5)	U	(8.9)	37 ^M	(7.9)	U	(4.4)	256	(10.3)
		35 to 44	32	(3.3)	U	(9.1)	36 ^M	(8.6)	30 ^M	(8.8)	U	(5.2)	254	(11.8)
		45 to 54	38	(2.9)	30 ^M	(5.6)	36 ^M	(6.4)	27 ^M	(6.3)	U	(3.8)	250	(7.6)
		55 to 65	58	(3.2)	29 ^M	(5.2)	35 ^M	(6.0)	32	(4.5)	U	(2.2)	251	(4.5)

Table 2.1a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Participation in adult learning	Age group	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Saskatchewan	Participated in adult learning	16 to 24	65	(8.3)	U	(9.2)	39 ^M	(9.8)	x	x	x	x	262	(8.6)
		25 to 34	71	(3.4)	9 ^M	(2.8)	30 ^M	(5.5)	45	(5.3)	16 ^M	(3.8)	285	(4.2)
		35 to 44	70	(3.2)	13 ^M	(3.7)	25 ^M	(4.9)	44	(5.9)	18 ^M	(5.4)	285	(5.9)
		45 to 54	62	(3.2)	16 ^M	(3.6)	29 ^M	(5.2)	38	(5.5)	17 ^M	(4.1)	278	(4.9)
		55 to 65	44	(3.3)	U	(4.3)	31 ^M	(5.4)	43	(5.8)	13 ^M	(4.2)	278	(5.1)
	Did not participate in adult learning	16 to 24	35 ^M	(8.3)	U	(15.7)	x	x	x	x	-	-	234	(11.9)
		25 to 34	29	(3.4)	x	x	38 ^M	(9.2)	35 ^M	(9.6)	x	x	259	(9.0)
		35 to 44	30	(3.2)	30 ^M	(7.8)	25 ^M	(7.7)	37 ^M	(8.1)	U	(4.7)	259	(7.5)
		45 to 54	38	(3.2)	26 ^M	(5.8)	33 ^M	(5.6)	37	(5.9)	U	(2.8)	256	(7.0)
		55 to 65	56	(3.3)	25 ^M	(5.4)	42	(5.6)	28 ^M	(5.1)	U	(2.6)	255	(5.7)
Alberta	Participated in adult learning	16 to 24	70	(8.3)	U	(11.7)	x	x	U	(10.5)	x	x	255	(10.5)
		25 to 34	72	(3.2)	U	(4.1)	17 ^M	(4.5)	43	(7.1)	29 ^M	(6.0)	297	(5.7)
		35 to 44	64	(3.5)	U	(3.2)	23 ^M	(5.0)	49	(5.4)	19 ^M	(3.5)	290	(3.8)
		45 to 54	65	(3.5)	14 ^M	(4.0)	29 ^M	(5.0)	41	(5.9)	16 ^M	(3.7)	278	(4.7)
		55 to 65	50	(5.2)	15 ^M	(4.3)	34 ^M	(6.1)	37 ^M	(6.7)	14 ^M	(4.2)	277	(5.5)
	Did not participate in adult learning	16 to 24	30 ^M	(8.3)	x	x	U	(20.1)	x	x	x	x	256	(13.0)
		25 to 34	28	(3.2)	x	x	37 ^M	(10.9)	36 ^M	(8.8)	x	x	261	(6.8)
		35 to 44	36	(3.5)	21 ^M	(6.3)	34 ^M	(8.2)	33 ^M	(7.3)	U	(4.1)	266	(7.2)
		45 to 54	35	(3.5)	27 ^M	(6.2)	31 ^M	(6.8)	32 ^M	(6.3)	U	(4.2)	257	(6.9)
		55 to 65	50	(5.2)	x	x	42	(6.6)	31 ^M	(6.3)	x	x	258	(5.0)
British Columbia	Participated in adult learning	16 to 24	58	(5.1)	16 ^M	(4.8)	34 ^M	(8.9)	45 ^M	(9.4)	U	(3.2)	269	(4.6)
		25 to 34	78	(3.7)	U	(2.9)	27 ^M	(4.9)	43	(5.1)	23 ^M	(4.5)	292	(4.8)
		35 to 44	62	(4.3)	10 ^M	(3.2)	21 ^M	(4.3)	45	(6.9)	24 ^M	(6.2)	293	(4.7)
		45 to 54	58	(3.1)	11 ^M	(3.6)	28 ^M	(5.3)	41	(4.6)	19 ^M	(3.9)	284	(4.7)
		55 to 65	44	(3.6)	U	(3.7)	25 ^M	(5.0)	45	(6.2)	22 ^M	(5.2)	291	(4.7)
	Did not participate in adult learning	16 to 24	42	(5.1)	U	(12.5)	U	(9.7)	31 ^M	(8.1)	U	(3.7)	248	(12.8)
		25 to 34	22 ^M	(3.7)	20 ^M	(6.7)	37 ^M	(10.6)	32 ^M	(10.1)	U	(5.7)	264	(7.4)
		35 to 44	38	(4.3)	29 ^M	(7.7)	29 ^M	(7.8)	31 ^M	(7.1)	U	(5.6)	259	(8.7)
		45 to 54	42	(3.1)	35 ^M	(6.1)	35 ^M	(5.9)	26 ^M	(5.3)	U	(2.6)	243	(7.2)
		55 to 65	56	(3.6)	28 ^M	(4.8)	38	(5.0)	29 ^M	(5.3)	U	(2.2)	249	(5.5)

Table 2.1a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Participation in adult learning	Age group	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Yukon	Participated in adult learning	16 to 24	U	(24.4)	U	(14.1)	U	(33.8)	x	x	x	x	279	(28.6)
		25 to 34	63 ^M	(19.8)	U	(9.4)	U	(9.6)	49 ^M	(14.5)	U	(10.9)	289	(14.1)
		35 to 44	64	(9.4)	U	(4.7)	U	(6.6)	43 ^M	(11.0)	U	(13.1)	295	(13.8)
		45 to 54	60	(9.8)	U	(4.1)	U	(7.2)	U	(14.5)	U	(18.6)	304	(18.2)
		55 to 65	63	(6.2)	U	(5.9)	U	(15.7)	U	(18.6)	U	(11.0)	291	(14.0)
	Did not participate in adult learning	16 to 24	U	(24.4)	x	x	U	(46.9)	U	(26.9)	x	x	234	(35.0)
		25 to 34	U	(19.8)	x	x	U	(38.1)	U	(30.3)	x	x	256	(28.8)
		35 to 44	36 ^M	(9.4)	U	(9.3)	x	x	U	(25.8)	x	x	264	(17.8)
		45 to 54	40 ^M	(9.8)	U	(10.5)	U	(15.4)	x	x	x	x	264	(15.4)
		55 to 65	37 ^M	(6.2)	x	x	U	(14.5)	U	(13.5)	x	x	228	(32.4)
Northwest Territories	Participated in adult learning	16 to 24	65	(6.6)	33 ^M	(10.8)	x	x	30 ^M	(7.8)	x	x	246	(12.3)
		25 to 34	70	(4.0)	19 ^M	(5.0)	31 ^M	(5.6)	34 ^M	(6.0)	17 ^M	(3.9)	273	(7.9)
		35 to 44	64	(5.4)	19 ^M	(5.7)	28 ^M	(5.9)	35 ^M	(7.3)	18 ^M	(5.2)	277	(7.3)
		45 to 54	58	(4.3)	24 ^M	(5.0)	37	(5.9)	27 ^M	(4.7)	12 ^M	(3.9)	262	(5.4)
		55 to 65	41	(4.5)	27 ^M	(8.4)	29 ^M	(8.1)	33 ^M	(7.7)	U	(5.5)	264	(9.2)
	Did not participate in adult learning	16 to 24	35 ^M	(6.6)	59 ^M	(13.7)	x	x	U	(10.2)	x	x	220	(12.7)
		25 to 34	30	(4.0)	U	(12.7)	32 ^M	(10.2)	24 ^M	(7.4)	U	(7.1)	253	(11.2)
		35 to 44	36	(5.4)	51 ^M	(9.3)	U	(9.3)	x	x	x	x	227	(11.6)
		45 to 54	42	(4.3)	54 ^M	(8.9)	31 ^M	(7.1)	x	x	x	x	216	(12.2)
		55 to 65	59	(4.5)	47 ^M	(8.8)	33 ^M	(9.7)	x	x	x	x	234	(7.2)
Nunavut	Participated in adult learning	16 to 24	48	(5.2)	61	(8.3)	32 ^M	(8.8)	x	x	x	x	207	(10.2)
		25 to 34	53	(5.1)	37	(5.6)	35 ^M	(6.7)	21 ^M	(5.3)	U	(3.5)	241	(7.6)
		35 to 44	43	(3.8)	33 ^M	(7.5)	29 ^M	(6.9)	28 ^M	(6.2)	U	(4.0)	253	(7.6)
		45 to 54	37	(4.7)	34 ^M	(8.1)	31 ^M	(7.4)	29 ^M	(7.9)	U	(3.9)	248	(10.5)
		55 to 65	34 ^M	(6.1)	41 ^M	(10.5)	x	x	U	(7.5)	x	x	240	(10.5)
	Did not participate in adult learning	16 to 24	52	(5.2)	73	(6.4)	22 ^M	(6.5)	x	x	x	x	193	(7.8)
		25 to 34	47	(5.1)	63	(8.3)	24 ^M	(6.4)	x	x	x	x	209	(10.6)
		35 to 44	57	(3.8)	72	(5.9)	22 ^M	(5.5)	x	x	x	x	200	(6.9)
		45 to 54	63	(4.7)	64	(7.0)	28 ^M	(6.4)	x	x	x	x	206	(8.3)
		55 to 65	66	(6.1)	62 ^M	(10.4)	x	x	U	(6.4)	x	x	207	(10.8)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 2.1b

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Participation in adult learning	Age group	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	16 to 24	58	(2.3)	29	(3.4)	37	(3.4)	24	(3.4)	10 ^M	(2.9)	253	(4.6)
		25 to 34	70	(1.1)	13	(1.3)	27	(1.7)	40	(2.0)	20	(1.4)	285	(1.7)
		35 to 44	64	(1.1)	13	(1.1)	29	(1.5)	41	(1.7)	18	(1.7)	283	(1.7)
		45 to 54	57	(1.1)	17	(1.2)	31	(1.4)	37	(1.8)	15	(1.2)	275	(1.7)
		55 to 65	40	(1.1)	18	(1.4)	33	(2.1)	35	(2.0)	13	(1.4)	271	(2.0)
	Did not participate in adult learning	16 to 24	42	(2.3)	35	(4.1)	38	(3.9)	23 ^M	(3.8)	U	(1.8)	244	(4.1)
		25 to 34	30	(1.1)	29	(2.4)	34	(2.2)	28	(2.4)	9 ^M	(1.6)	256	(2.5)
		35 to 44	36	(1.1)	31	(1.8)	32	(1.9)	27	(1.8)	9	(1.3)	252	(2.3)
		45 to 54	43	(1.1)	37	(1.6)	33	(1.9)	23	(1.7)	6	(1.0)	242	(2.1)
		55 to 65	60	(1.1)	38	(1.3)	37	(1.6)	20	(1.4)	4 ^M	(0.7)	238	(1.8)
Newfoundland and Labrador	Participated in adult learning	16 to 24	48 ^M	(9.3)	x	x	40 ^M	(12.8)	U	(8.2)	x	x	251	(10.8)
		25 to 34	67	(3.5)	13 ^M	(3.2)	32	(5.1)	38	(6.2)	17 ^M	(4.6)	281	(4.8)
		35 to 44	55	(3.5)	13 ^M	(3.2)	31	(5.1)	39	(5.5)	16 ^M	(4.8)	280	(4.7)
		45 to 54	48	(2.9)	23 ^M	(4.1)	37	(4.4)	27	(4.4)	13 ^M	(3.8)	265	(4.4)
		55 to 65	27	(2.5)	32	(5.0)	36	(5.3)	27 ^M	(5.4)	U	(2.3)	250	(5.0)
	Did not participate in adult learning	16 to 24	52 ^M	(9.3)	43 ^M	(12.1)	44 ^M	(11.5)	x	x	x	x	233	(8.6)
		25 to 34	33	(3.5)	32 ^M	(6.7)	36 ^M	(7.4)	24 ^M	(7.1)	U	(4.6)	251	(8.2)
		35 to 44	45	(3.5)	36	(5.4)	36 ^M	(6.0)	24 ^M	(4.9)	U	(2.5)	245	(5.9)
		45 to 54	52	(2.9)	46	(5.0)	36	(5.4)	16 ^M	(3.7)	U	(1.3)	227	(4.4)
		55 to 65	73	(2.5)	57	(3.1)	31	(3.0)	10 ^M	(2.1)	U	(1.1)	219	(3.6)
Prince Edward Island	Participated in adult learning	16 to 24	48 ^M	(8.7)	U	(17.5)	U	(16.2)	x	x	x	x	244	(14.6)
		25 to 34	66	(4.3)	U	(4.3)	27 ^M	(5.3)	40	(6.5)	20 ^M	(5.9)	285	(7.0)
		35 to 44	62	(3.3)	U	(3.7)	31 ^M	(7.8)	40 ^M	(7.3)	19 ^M	(5.0)	287	(7.6)
		45 to 54	64	(3.3)	15 ^M	(4.4)	38	(5.3)	37	(5.3)	U	(3.6)	271	(5.1)
		55 to 65	41	(2.9)	15 ^M	(4.4)	34 ^M	(7.3)	37 ^M	(6.6)	14 ^M	(4.1)	275	(5.7)
	Did not participate in adult learning	16 to 24	52 ^M	(8.7)	x	x	50 ^M	(15.5)	x	x	x	x	249	(16.3)
		25 to 34	34	(4.3)	U	(7.8)	37 ^M	(11.6)	U	(12.7)	U	(6.8)	260	(15.5)
		35 to 44	38	(3.3)	28 ^M	(7.2)	38 ^M	(8.6)	x	x	x	x	256	(8.7)
		45 to 54	36	(3.3)	39 ^M	(7.4)	36 ^M	(7.3)	x	x	x	x	236	(8.8)
		55 to 65	59	(2.9)	40	(5.8)	32	(5.0)	20 ^M	(4.4)	U	(2.7)	240	(6.1)

Table 2.1b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Participation in adult learning	Age group	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Nova Scotia	Participated in adult learning	16 to 24	62	(6.4)	30 ^M	(8.3)	35 ^M	(9.1)	x	x	x	x	254	(9.5)
		25 to 34	68	(3.4)	U	(3.4)	25 ^M	(4.9)	42	(5.5)	24 ^M	(5.1)	293	(4.5)
		35 to 44	70	(3.1)	18 ^M	(3.7)	28	(4.3)	36	(4.8)	18 ^M	(4.0)	276	(5.1)
		45 to 54	61	(2.8)	19	(3.1)	31	(4.8)	32	(4.1)	17 ^M	(3.2)	274	(4.4)
		55 to 65	43	(2.3)	22 ^M	(3.9)	33	(5.1)	31	(5.0)	14 ^M	(3.7)	267	(5.4)
	Did not participate in adult learning	16 to 24	38 ^M	(6.4)	x	x	38 ^M	(12.3)	U	(10.7)	x	x	243	(11.4)
		25 to 34	32	(3.4)	33 ^M	(7.2)	42 ^M	(7.4)	x	x	x	x	247	(7.3)
		35 to 44	30	(3.1)	22 ^M	(6.1)	36 ^M	(7.5)	31 ^M	(7.9)	U	(4.2)	265	(6.0)
		45 to 54	39	(2.8)	42 ^M	(7.1)	35 ^M	(6.6)	17 ^M	(4.3)	U	(2.8)	239	(7.1)
		55 to 65	57	(2.3)	40	(3.7)	37	(4.5)	19 ^M	(3.9)	U	(1.5)	237	(3.7)
New Brunswick	Participated in adult learning	16 to 24	45 ^M	(7.8)	x	x	U	(14.5)	U	(8.7)	x	x	237	(12.0)
		25 to 34	63	(3.2)	U	(3.8)	33 ^M	(6.0)	40 ^M	(7.2)	16 ^M	(4.4)	282	(4.9)
		35 to 44	63	(3.1)	11 ^M	(2.8)	33	(4.4)	42	(4.4)	14 ^M	(3.8)	281	(3.8)
		45 to 54	49	(2.6)	18 ^M	(3.7)	33	(4.4)	38	(4.9)	11 ^M	(3.3)	271	(4.7)
		55 to 65	35	(2.4)	19 ^M	(3.8)	38	(4.9)	33	(4.7)	9 ^M	(3.0)	265	(4.4)
	Did not participate in adult learning	16 to 24	55	(7.8)	35 ^M	(9.2)	34 ^M	(9.6)	x	x	x	x	245	(9.2)
		25 to 34	37	(3.2)	29 ^M	(5.6)	x	x	32 ^M	(6.5)	x	x	255	(6.2)
		35 to 44	37	(3.1)	36	(5.7)	39 ^M	(6.6)	x	x	x	x	243	(4.7)
		45 to 54	51	(2.6)	42	(4.1)	35	(4.3)	20 ^M	(3.9)	U	(1.7)	233	(4.6)
		55 to 65	65	(2.4)	44	(3.4)	37	(3.5)	15 ^M	(2.6)	U	(1.7)	231	(3.3)
Quebec	Participated in adult learning	16 to 24	50	(4.2)	26 ^M	(4.8)	38	(6.2)	29 ^M	(5.9)	U	(3.1)	256	(5.3)
		25 to 34	63	(1.6)	9	(1.4)	26	(2.2)	42	(2.7)	23	(2.3)	292	(2.4)
		35 to 44	60	(1.6)	11	(1.6)	29	(2.1)	42	(2.9)	17	(2.0)	283	(2.1)
		45 to 54	50	(1.5)	17	(2.1)	33	(2.7)	36	(2.2)	14	(1.6)	273	(2.0)
		55 to 65	31	(1.3)	18	(2.1)	41	(3.1)	33	(3.2)	9 ^M	(2.0)	266	(2.9)
	Did not participate in adult learning	16 to 24	50	(4.2)	33 ^M	(5.7)	35 ^M	(6.6)	x	x	x	x	249	(5.7)
		25 to 34	37	(1.6)	21	(2.5)	38	(3.4)	33	(3.1)	8 ^M	(2.0)	262	(2.7)
		35 to 44	40	(1.6)	27	(3.0)	36	(3.1)	29	(2.6)	8 ^M	(1.4)	255	(2.6)
		45 to 54	50	(1.5)	37	(2.4)	36	(2.6)	23	(2.3)	4 ^M	(0.9)	242	(2.4)
		55 to 65	69	(1.3)	37	(2.2)	42	(2.0)	19	(1.5)	2 ^M	(0.7)	238	(2.1)

Table 2.1b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Participation in adult learning	Age group	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Ontario	Participated in adult learning	16 to 24	61	(5.0)	29 ^M	(7.1)	38 ^M	(7.9)	U	(7.0)	U	(7.3)	254	(10.4)
		25 to 34	70	(2.1)	14	(2.4)	28	(3.0)	39	(3.6)	19	(2.7)	283	(3.3)
		35 to 44	66	(1.9)	12	(1.8)	30	(2.9)	40	(3.1)	19	(2.6)	284	(2.8)
		45 to 54	59	(2.0)	15	(2.1)	31	(2.6)	38	(3.3)	17	(2.2)	278	(2.9)
		55 to 65	43	(2.1)	19	(2.5)	33	(3.4)	35	(3.9)	13 ^M	(2.6)	271	(3.2)
	Did not participate in adult learning	16 to 24	39	(5.0)	35 ^M	(9.7)	41 ^M	(10.3)	x	x	x	x	245	(10.3)
		25 to 34	30	(2.1)	32	(4.8)	30	(4.8)	27	(4.1)	U	(3.7)	256	(5.4)
		35 to 44	34	(1.9)	30	(3.4)	33	(3.7)	26	(3.3)	11 ^M	(2.7)	252	(4.4)
		45 to 54	41	(2.0)	35	(3.3)	33	(3.8)	24	(3.8)	8 ^M	(2.0)	245	(4.1)
		55 to 65	57	(2.1)	40	(2.5)	34	(3.1)	21	(2.9)	5 ^M	(1.4)	237	(3.2)
Manitoba	Participated in adult learning	16 to 24	57	(8.0)	U	(7.9)	44 ^M	(9.4)	U	(10.8)	U	(6.4)	260	(9.3)
		25 to 34	77	(3.3)	15 ^M	(4.1)	27 ^M	(5.3)	38 ^M	(6.8)	20 ^M	(5.0)	283	(5.2)
		35 to 44	68	(3.3)	14 ^M	(3.8)	30 ^M	(5.3)	40	(6.1)	17 ^M	(4.7)	279	(6.6)
		45 to 54	62	(2.9)	18 ^M	(4.5)	30	(4.7)	37	(5.4)	15 ^M	(3.9)	274	(5.4)
		55 to 65	42	(3.2)	16 ^M	(5.0)	36	(5.9)	33	(5.3)	14 ^M	(4.7)	272	(5.9)
	Did not participate in adult learning	16 to 24	43 ^M	(8.0)	U	(12.8)	x	x	U	(12.0)	x	x	250	(12.7)
		25 to 34	23	(3.3)	35 ^M	(8.9)	32 ^M	(8.3)	30 ^M	(7.5)	U	(3.4)	240	(10.9)
		35 to 44	32	(3.3)	34 ^M	(8.7)	28 ^M	(7.5)	33 ^M	(8.9)	U	(3.4)	243	(13.1)
		45 to 54	38	(2.9)	41	(5.7)	27 ^M	(5.3)	26 ^M	(5.4)	U	(3.3)	240	(8.5)
		55 to 65	58	(3.2)	33	(4.9)	41	(6.3)	23 ^M	(4.8)	U	(2.0)	240	(5.4)
Saskatchewan	Participated in adult learning	16 to 24	65	(8.3)	31 ^M	(9.1)	38 ^M	(10.3)	x	x	x	x	251	(8.8)
		25 to 34	71	(3.4)	15 ^M	(3.9)	30 ^M	(5.9)	40	(6.4)	15 ^M	(4.0)	277	(4.7)
		35 to 44	70	(3.2)	14 ^M	(4.1)	27 ^M	(7.0)	44	(5.8)	16 ^M	(4.7)	281	(5.6)
		45 to 54	62	(3.2)	22 ^M	(4.0)	30 ^M	(5.4)	34	(5.3)	14 ^M	(3.5)	268	(5.1)
		55 to 65	44	(3.3)	17 ^M	(4.3)	34 ^M	(6.0)	37 ^M	(6.6)	U	(4.2)	271	(5.0)
	Did not participate in adult learning	16 to 24	35 ^M	(8.3)	U	(14.8)	U	(17.8)	x	x	x	x	228	(15.5)
		25 to 34	29	(3.4)	31 ^M	(8.4)	34 ^M	(8.2)	x	x	x	x	251	(10.3)
		35 to 44	30	(3.2)	34 ^M	(7.8)	29 ^M	(6.7)	32 ^M	(7.3)	U	(3.4)	249	(8.2)
		45 to 54	38	(3.2)	34 ^M	(5.7)	30 ^M	(6.1)	29 ^M	(5.8)	U	(3.2)	247	(7.8)
		55 to 65	56	(3.3)	38	(5.6)	38	(5.4)	19 ^M	(4.4)	U	(2.2)	240	(5.5)

Table 2.1b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Participation in adult learning	Age group	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Alberta	Participated in adult learning	16 to 24	70	(8.3)	37 ^M	(10.8)	x	x	U	(10.8)	x	x	246	(14.1)
		25 to 34	72	(3.2)	U	(4.6)	24 ^M	(4.8)	35 ^M	(6.7)	27 ^M	(5.4)	290	(5.5)
		35 to 44	64	(3.5)	15 ^M	(3.9)	26 ^M	(5.4)	41	(5.3)	18 ^M	(4.4)	281	(4.6)
		45 to 54	65	(3.5)	19 ^M	(4.3)	29 ^M	(5.3)	37	(6.0)	15 ^M	(3.4)	271	(5.7)
		55 to 65	50	(5.2)	22 ^M	(5.2)	32 ^M	(6.5)	32 ^M	(5.9)	14 ^M	(4.0)	270	(5.8)
	Did not participate in adult learning	16 to 24	30 ^M	(8.3)	U	(17.5)	U	(18.1)	x	x	x	x	244	(12.8)
		25 to 34	28	(3.2)	31 ^M	(8.0)	37 ^M	(8.0)	x	x	x	x	250	(8.5)
		35 to 44	36	(3.5)	33 ^M	(7.1)	32 ^M	(9.1)	27 ^M	(7.1)	U	(3.9)	252	(7.6)
		45 to 54	35	(3.5)	32 ^M	(5.9)	31 ^M	(6.7)	29 ^M	(6.1)	U	(3.8)	250	(7.8)
		55 to 65	50	(5.2)	33 ^M	(6.7)	39 ^M	(8.1)	21 ^M	(5.6)	U	(3.3)	248	(5.9)
British Columbia	Participated in adult learning	16 to 24	58	(5.1)	24 ^M	(5.4)	39 ^M	(8.2)	30 ^M	(7.6)	U	(2.9)	256	(5.1)
		25 to 34	78	(3.7)	12 ^M	(3.4)	29 ^M	(6.0)	44 ^M	(7.6)	15 ^M	(3.8)	281	(4.9)
		35 to 44	62	(4.3)	13 ^M	(3.2)	25 ^M	(5.5)	40	(5.7)	22 ^M	(4.9)	285	(5.0)
		45 to 54	58	(3.1)	16 ^M	(3.9)	33	(5.3)	35	(5.3)	16 ^M	(3.6)	275	(4.3)
		55 to 65	44	(3.6)	12 ^M	(3.4)	26 ^M	(6.4)	43 ^M	(7.1)	20 ^M	(5.2)	285	(5.5)
	Did not participate in adult learning	16 to 24	42	(5.1)	42 ^M	(11.8)	x	x	23 ^M	(6.8)	x	x	239	(11.4)
		25 to 34	22 ^M	(3.7)	28 ^M	(7.8)	32 ^M	(10.1)	U	(9.0)	U	(7.4)	258	(9.0)
		35 to 44	38	(4.3)	35 ^M	(7.9)	25 ^M	(6.9)	29 ^M	(7.2)	U	(4.7)	252	(9.2)
		45 to 54	42	(3.1)	45	(6.1)	31 ^M	(6.3)	20 ^M	(5.0)	U	(2.2)	233	(7.8)
		55 to 65	56	(3.6)	35	(5.3)	36	(5.6)	24 ^M	(5.4)	U	(3.0)	240	(6.9)
Yukon	Participated in adult learning	16 to 24	U	(24.4)	U	(18.8)	x	x	U	(39.5)	x	x	266	(22.7)
		25 to 34	63 ^M	(19.8)	U	(12.1)	U	(16.8)	U	(17.2)	U	(7.2)	270	(15.9)
		35 to 44	64	(9.4)	U	(4.6)	U	(9.1)	40 ^M	(10.5)	U	(10.6)	288	(12.2)
		45 to 54	60	(9.8)	U	(4.0)	26 ^M	(7.6)	U	(13.9)	U	(18.7)	293	(14.1)
		55 to 65	63	(6.2)	U	(11.3)	U	(16.9)	U	(20.6)	U	(7.8)	278	(13.5)
	Did not participate in adult learning	16 to 24	U	(24.4)	U	(45.8)	U	(32.4)	x	x	x	x	221 ^M	(38.3)
		25 to 34	U	(19.8)	x	x	U	(28.3)	U	(27.4)	x	x	223 ^M	(39.2)
		35 to 44	36 ^M	(9.4)	x	x	U	(26.9)	U	(21.2)	x	x	243	(26.4)
		45 to 54	40 ^M	(9.8)	U	(12.0)	U	(22.7)	x	x	x	x	252	(14.8)
		55 to 65	37 ^M	(6.2)	x	x	U	(14.2)	U	(9.4)	x	x	208 ^M	(36.1)

Table 2.1b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Participation in adult learning	Age group	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Northwest Territories	Participated in adult learning	16 to 24	65	(6.6)	49 ^M	(11.6)	x	x	U	(8.2)	x	x	226	(15.2)
		25 to 34	70	(4.0)	27 ^M	(6.4)	31 ^M	(6.7)	30	(4.6)	12 ^M	(4.0)	261	(8.8)
		35 to 44	64	(5.4)	27 ^M	(6.1)	27 ^M	(6.8)	31 ^M	(6.8)	16 ^M	(4.4)	265	(8.0)
		45 to 54	58	(4.3)	34 ^M	(6.4)	32 ^M	(5.8)	24 ^M	(5.3)	U	(3.5)	249	(8.0)
		55 to 65	41	(4.5)	37 ^M	(10.3)	U	(9.6)	28 ^M	(8.3)	U	(6.5)	252	(12.7)
	Did not participate in adult learning	16 to 24	35 ^M	(6.6)	66 ^M	(12.0)	U	(10.9)	x	x	x	x	202	(17.1)
		25 to 34	30	(4.0)	42 ^M	(12.8)	x	x	U	(8.8)	x	x	243	(10.8)
		35 to 44	36	(5.4)	64	(9.1)	U	(9.9)	x	x	x	x	206	(13.0)
		45 to 54	42	(4.3)	63	(7.3)	26 ^M	(6.5)	x	x	x	x	202	(10.3)
		55 to 65	59	(4.5)	54 ^M	(9.2)	29 ^M	(7.0)	x	x	x	x	218	(10.3)
Nunavut	Participated in adult learning	16 to 24	48	(5.2)	75	(7.6)	U	(6.9)	x	x	x	x	186	(11.6)
		25 to 34	53	(5.1)	50	(6.4)	31 ^M	(7.6)	U	(5.1)	U	(2.5)	223	(7.6)
		35 to 44	43	(3.8)	44 ^M	(8.1)	U	(9.1)	23 ^M	(6.7)	U	(3.4)	239	(8.8)
		45 to 54	37	(4.7)	41 ^M	(8.5)	33 ^M	(9.6)	x	x	x	x	230	(11.1)
		55 to 65	34 ^M	(6.1)	56 ^M	(11.5)	x	x	U	(8.1)	x	x	223	(13.0)
	Did not participate in adult learning	16 to 24	52	(5.2)	82	(5.3)	U	(4.9)	x	x	x	x	176	(8.2)
		25 to 34	47	(5.1)	73	(6.5)	x	x	U	(3.9)	x	x	191	(10.5)
		35 to 44	57	(3.8)	80	(5.3)	17 ^M	(5.0)	x	x	x	x	179	(6.8)
		45 to 54	63	(4.7)	79	(6.3)	x	x	U	(3.7)	x	x	182	(9.5)
		55 to 65	66	(6.1)	69	(9.6)	x	x	U	(3.9)	x	x	195	(10.8)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 2.1c

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Age group	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Canada	16 to 24	8 ^M	(1.8)	51	(4.1)	41	(4.1)	9 ^M	(1.8)	66	(4.1)	25	(3.9)
	25 to 34	6	(0.8)	37	(1.9)	57	(1.9)	13	(1.7)	54	(2.8)	33	(2.7)
	35 to 44	8	(0.7)	41	(1.7)	51	(1.7)	23	(1.6)	48	(2.2)	29	(2.1)
	45 to 54	14	(1.0)	49	(1.6)	37	(1.4)	32	(1.5)	50	(1.9)	18	(1.5)
	55 to 65	19	(1.3)	54	(2.0)	28	(1.9)	42	(1.2)	48	(1.4)	10	(0.9)
Newfoundland and Labrador	16 to 24	x	x	64 ^M	(10.9)	x	x	x	x	62 ^M	(11.1)	x	x
	25 to 34	U	(2.2)	36	(5.5)	59	(5.2)	U	(3.1)	62	(7.2)	29 ^M	(6.9)
	35 to 44	10 ^M	(2.3)	39	(4.9)	51	(5.4)	23 ^M	(4.3)	56	(5.6)	21 ^M	(4.8)
	45 to 54	24	(3.6)	47	(4.3)	29	(4.4)	44	(3.8)	48	(4.0)	8 ^M	(2.6)
	55 to 65	41	(4.7)	47	(5.3)	12 ^M	(3.8)	60	(2.8)	36	(3.0)	U	(1.3)
Prince Edward Island	16 to 24	x	x	62 ^M	(16.0)	x	x	x	x	71 ^M	(14.1)	x	x
	25 to 34	U	(2.1)	42	(6.2)	54	(6.2)	U	(7.0)	41 ^M	(9.6)	41 ^M	(9.8)
	35 to 44	U	(1.6)	49	(6.6)	48	(6.7)	U	(7.3)	54	(8.6)	25 ^M	(7.8)
	45 to 54	21 ^M	(4.0)	52	(4.7)	27 ^M	(4.5)	44	(5.5)	46	(5.6)	U	(3.5)
	55 to 65	23 ^M	(4.4)	55	(6.2)	22 ^M	(5.3)	48	(4.2)	43	(4.5)	9 ^M	(2.7)
Nova Scotia	16 to 24	x	x	55 ^M	(10.5)	x	x	x	x	66	(10.7)	x	x
	25 to 34	U	(2.0)	28 ^M	(4.8)	67	(4.7)	U	(3.1)	58	(7.1)	35 ^M	(7.2)
	35 to 44	7 ^M	(1.9)	40	(4.6)	53	(4.8)	U	(3.4)	49	(7.9)	41 ^M	(7.5)
	45 to 54	13 ^M	(2.8)	44	(4.3)	43	(4.0)	32	(4.4)	47	(5.8)	21 ^M	(4.8)
	55 to 65	23	(3.5)	48	(4.2)	29	(3.6)	36	(3.9)	57	(4.2)	8 ^M	(2.5)
New Brunswick	16 to 24	x	x	56 ^M	(13.0)	x	x	x	x	58	(9.6)	x	x
	25 to 34	x	x	x	x	58	(7.2)	12 ^M	(3.5)	52	(7.4)	35 ^M	(7.2)
	35 to 44	6 ^M	(1.8)	43	(5.3)	51	(5.3)	27 ^M	(4.7)	53	(5.9)	20 ^M	(5.3)
	45 to 54	22	(3.5)	47	(5.2)	32	(4.7)	39	(4.0)	47	(3.9)	14 ^M	(3.2)
	55 to 65	23 ^M	(4.1)	53	(4.8)	24 ^M	(4.5)	49	(2.8)	43	(3.5)	8 ^M	(2.5)
Quebec	16 to 24	U	(1.4)	55	(6.8)	42	(6.7)	U	(2.4)	66	(6.4)	29 ^M	(6.1)
	25 to 34	5 ^M	(0.9)	38	(2.3)	57	(2.5)	10 ^M	(1.7)	60	(2.9)	30	(2.8)
	35 to 44	8	(1.2)	44	(2.3)	47	(2.4)	18	(1.8)	55	(2.7)	27	(2.6)
	45 to 54	13	(1.7)	57	(2.4)	30	(2.1)	28	(1.9)	57	(2.3)	16	(1.9)
	55 to 65	19	(1.7)	60	(2.5)	21	(2.5)	42	(1.7)	51	(1.8)	7	(1.1)
Ontario	16 to 24	U	(3.2)	46 ^M	(8.3)	47 ^M	(8.5)	U	(3.9)	71	(9.2)	U	(8.2)
	25 to 34	5 ^M	(1.1)	38	(3.4)	57	(3.6)	16 ^M	(3.8)	49	(5.8)	34 ^M	(6.0)
	35 to 44	8	(1.2)	41	(3.2)	51	(3.2)	24	(3.2)	47	(4.0)	29	(3.9)
	45 to 54	11	(1.8)	48	(2.8)	40	(2.7)	32	(2.9)	47	(3.6)	21	(3.1)
	55 to 65	19	(2.2)	54	(3.5)	27	(3.2)	44	(2.3)	45	(2.6)	11 ^M	(1.9)

Table 2.1c (cont'd)

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Age group	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Manitoba	16 to 24	U	(7.7)	44 ^M	(8.7)	39 ^M	(9.3)	x	x	60 ^M	(11.2)	x	x
	25 to 34	14 ^M	(3.2)	32	(4.9)	54	(5.1)	U	(5.4)	50 ^M	(9.3)	34 ^M	(8.7)
	35 to 44	14 ^M	(3.2)	40	(5.3)	46	(5.4)	38 ^M	(9.0)	40 ^M	(8.6)	22 ^M	(7.2)
	45 to 54	24	(3.7)	43	(4.5)	33	(4.6)	32 ^M	(5.8)	48	(5.5)	20 ^M	(6.1)
	55 to 65	18 ^M	(4.4)	58	(5.8)	24 ^M	(4.8)	49	(4.1)	42	(4.6)	U	(3.1)
Saskatchewan	16 to 24	U	(2.2)	65	(10.2)	U	(11.0)	x	x	81	(10.8)	x	x
	25 to 34	U	(1.6)	46	(5.6)	51	(5.4)	U	(3.5)	63	(7.5)	31 ^M	(7.8)
	35 to 44	U	(0.9)	50	(5.8)	48	(5.9)	17 ^M	(5.4)	55	(9.0)	28 ^M	(8.4)
	45 to 54	17 ^M	(3.2)	53	(4.4)	30	(4.3)	27	(4.2)	54	(5.7)	18 ^M	(4.6)
	55 to 65	14 ^M	(3.6)	61	(6.4)	25 ^M	(6.2)	39	(5.2)	53	(5.2)	U	(3.5)
Alberta	16 to 24	x	x	50 ^M	(14.5)	x	x	x	x	70 ^M	(21.6)	x	x
	25 to 34	U	(3.2)	33	(5.0)	60	(5.0)	U	(4.4)	57	(8.1)	30 ^M	(7.8)
	35 to 44	9 ^M	(2.3)	40	(5.6)	50	(5.8)	20 ^M	(4.1)	46	(7.5)	34 ^M	(7.4)
	45 to 54	14 ^M	(3.5)	46	(4.9)	39	(4.7)	31 ^M	(6.4)	45 ^M	(7.8)	24 ^M	(7.0)
	55 to 65	16 ^M	(4.7)	57	(6.6)	28 ^M	(5.2)	32	(4.6)	56	(5.7)	U	(4.5)
British Columbia	16 to 24	U	(2.5)	53 ^M	(9.6)	40 ^M	(9.3)	U	(4.1)	57	(9.3)	31 ^M	(8.7)
	25 to 34	9 ^M	(2.8)	35	(5.3)	57	(5.5)	U	(4.5)	48 ^M	(10.9)	40 ^M	(11.2)
	35 to 44	9 ^M	(2.6)	34	(4.7)	57	(5.1)	31 ^M	(6.2)	39	(5.7)	30 ^M	(6.5)
	45 to 54	15 ^M	(3.3)	45	(4.9)	40	(4.9)	41	(6.1)	49	(6.3)	U	(4.2)
	55 to 65	18 ^M	(4.3)	42	(6.1)	40	(6.1)	37	(4.6)	51	(5.1)	12 ^M	(3.4)
Yukon	16 to 24	x	x	x	x	U	(33.5)	x	x	U	(23.7)	x	x
	25 to 34	U	(2.0)	U	(18.5)	U	(18.5)	U	(43.6)	U	(29.1)	U	(30.2)
	35 to 44	U	(2.1)	41 ^M	(12.5)	55 ^M	(12.6)	U	(8.9)	71 ^M	(21.4)	U	(20.0)
	45 to 54	U	(2.3)	40 ^M	(12.6)	55 ^M	(13.5)	U	(8.7)	U	(21.8)	U	(20.9)
	55 to 65	U	(11.1)	60 ^M	(17.5)	U	(12.5)	67 ^M	(14.0)	U	(12.0)	U	(4.1)
Northwest Territories	16 to 24	U	(8.4)	54 ^M	(12.4)	U	(11.3)	40 ^M	(10.2)	39 ^M	(12.1)	U	(10.8)
	25 to 34	U	(2.3)	52	(7.8)	42 ^M	(7.6)	U	(6.8)	56	(8.5)	28 ^M	(8.9)
	35 to 44	18 ^M	(3.7)	36 ^M	(6.4)	46	(6.7)	46 ^M	(9.0)	40 ^M	(8.7)	U	(5.2)
	45 to 54	20 ^M	(3.8)	55	(5.2)	25 ^M	(5.0)	55	(6.6)	38	(6.2)	U	(2.9)
	55 to 65	19 ^M	(4.7)	56	(6.9)	25 ^M	(6.5)	47	(6.5)	44	(6.4)	U	(3.3)
Nunavut	16 to 24	40 ^M	(8.6)	51 ^M	(8.5)	U	(6.1)	56	(7.6)	x	x	x	x
	25 to 34	33 ^M	(6.0)	46	(7.1)	21 ^M	(5.0)	55	(6.7)	x	x	x	x
	35 to 44	32 ^M	(7.8)	38 ^M	(6.8)	29 ^M	(6.8)	58	(6.4)	36 ^M	(6.4)	U	(2.6)
	45 to 54	35 ^M	(7.1)	46 ^M	(8.2)	U	(7.8)	71	(5.9)	x	x	x	x
	55 to 65	54	(8.3)	34 ^M	(9.7)	U	(7.0)	78	(6.8)	x	x	x	x

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

Table 2.1c (cont'd)

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Age group	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 2.1d

Percentage distribution of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Barrier to adult learning participation	16 to 24		25 to 34		35 to 44		45 to 54		55 to 65	
		%	SE	%	SE	%	SE	%	SE	%	SE
Canada	I did not have the prerequisites	8 ^M	(2.3)	3 ^M	(0.9)	1 ^M	(0.3)	2 ^M	(0.4)	U	(0.5)
	Education/training was too expensive/I could not afford it	28	(3.2)	26	(2.0)	17	(1.4)	16	(1.3)	13	(1.6)
	Lack of employer's support	U	(0.7)	6 ^M	(1.2)	6	(0.9)	6	(0.9)	5 ^M	(1.1)
	I was too busy at work	21	(3.3)	25	(2.0)	28	(1.7)	37	(1.8)	31	(2.3)
	The course/program was offered at inconvenient time/place	12 ^M	(2.7)	10	(1.2)	10	(1.0)	12	(1.3)	18	(2.0)
	No time because of childcare or family responsibilities	11 ^M	(3.1)	18	(1.8)	24	(1.9)	11	(1.3)	9 ^M	(1.5)
	Something unexpected prevented me from taking education/training	U	(1.1)	3 ^M	(0.7)	3 ^M	(0.6)	4 ^M	(0.7)	3 ^M	(0.8)
	Other	15 ^M	(2.8)	9	(1.1)	11	(1.1)	12	(1.2)	20	(1.7)
Newfoundland and Labrador	I did not have the prerequisites	x	x	x	x	-	-	x	x	x	x
	Education/training was too expensive/I could not afford it	x	x	U	(5.6)	15 ^M	(4.0)	17 ^M	(4.1)	U	(7.8)
	Lack of employer's support	x	x	x	x	13 ^M	(3.7)	U	(3.6)	x	x
	I was too busy at work	x	x	18 ^M	(5.4)	26 ^M	(5.3)	36	(5.5)	25 ^M	(7.4)
	The course/program was offered at inconvenient time/place	-	-	19 ^M	(5.5)	22 ^M	(5.1)	20 ^M	(5.3)	18 ^M	(5.5)
	No time because of childcare or family responsibilities	x	x	17 ^M	(4.7)	U	(3.6)	U	(3.5)	-	-
	Something unexpected prevented me from taking education/training	x	x	x	x	U	(2.3)	x	x	x	x
	Other	x	x	22 ^M	(5.7)	10 ^M	(3.3)	8 ^M	(2.7)	31 ^M	(7.4)
Prince Edward Island	I did not have the prerequisites	-	-	x	x	x	x	x	x	-	-
	Education/training was too expensive/I could not afford it	x	x	U	(5.6)	U	(3.2)	19 ^M	(4.1)	x	x
	Lack of employer's support	-	-	x	x	U	(4.0)	x	x	x	x
	I was too busy at work	x	x	40 ^M	(8.4)	45	(7.0)	31 ^M	(5.7)	32 ^M	(6.4)
	The course/program was offered at inconvenient time/place	-	-	U	(6.9)	U	(3.8)	16 ^M	(4.8)	22 ^M	(5.6)
	No time because of childcare or family responsibilities	x	x	x	x	U	(4.1)	12 ^M	(3.7)	x	x
	Something unexpected prevented me from taking education/training	x	x	-	-	x	x	U	(2.9)	U	(5.0)
	Other	x	x	U	(6.0)	U	(3.8)	U	(3.6)	21 ^M	(5.7)

Table 2.1d (cont'd)

Percentage distribution of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Barrier to adult learning participation	16 to 24		25 to 34		35 to 44		45 to 54		55 to 65	
		%	SE	%	SE	%	SE	%	SE	%	SE
Nova Scotia	I did not have the prerequisites	x	x	x	x	x	x	x	x	x	x
	Education/training was too expensive/I could not afford it	27 ^M	(8.6)	20 ^M	(4.7)	28	(4.3)	23 ^M	(4.6)	U	(3.3)
	Lack of employer's support	-	-	x	x	U	(3.4)	U	(2.6)	x	x
	I was too busy at work	U	(9.7)	28	(4.6)	25 ^M	(5.3)	31 ^M	(5.5)	31 ^M	(5.9)
	The course/program was offered at inconvenient time/place	x	x	U	(2.5)	11 ^M	(3.6)	14 ^M	(4.4)	16 ^M	(5.1)
	No time because of childcare or family responsibilities	x	x	19 ^M	(4.4)	15 ^M	(3.8)	U	(2.4)	U	(3.0)
	Something unexpected prevented me from taking education/training	x	x	x	x	x	x	x	x	x	x
	Other	x	x	U	(4.6)	U	(2.9)	11 ^M	(3.0)	29 ^M	(5.2)
New Brunswick	I did not have the prerequisites	x	x	x	x	x	x	x	x	x	x
	Education/training was too expensive/I could not afford it	42 ^M	(11.3)	20 ^M	(5.5)	20 ^M	(4.7)	16 ^M	(5.0)	27 ^M	(6.2)
	Lack of employer's support	-	-	x	x	U	(3.1)	U	(6.1)	x	x
	I was too busy at work	x	x	U	(9.1)	25 ^M	(4.4)	28 ^M	(4.9)	28 ^M	(4.8)
	The course/program was offered at inconvenient time/place	x	x	U	(7.3)	13 ^M	(3.4)	U	(2.6)	U	(6.2)
	No time because of childcare or family responsibilities	x	x	12 ^M	(3.6)	19 ^M	(4.8)	10 ^M	(3.2)	x	x
	Something unexpected prevented me from taking education/training	x	x	x	x	x	x	x	x	x	x
	Other	x	x	U	(4.6)	12 ^M	(3.5)	17 ^M	(4.2)	U	(4.1)
Quebec	I did not have the prerequisites	U	(5.9)	3 ^M	(1.0)	U	(0.8)	U	(1.2)	x	x
	Education/training was too expensive/I could not afford it	23 ^M	(6.1)	17	(2.0)	14	(1.9)	11 ^M	(1.8)	14 ^M	(2.8)
	Lack of employer's support	x	x	5 ^M	(1.1)	5 ^M	(1.3)	4 ^M	(1.0)	x	x
	I was too busy at work	16 ^M	(4.9)	23	(2.4)	21	(2.2)	28	(2.8)	28	(4.0)
	The course/program was offered at inconvenient time/place	U	(3.7)	12 ^M	(2.0)	12 ^M	(2.2)	14	(2.0)	16 ^M	(2.7)
	No time because of childcare or family responsibilities	x	x	20	(2.2)	31	(2.6)	17	(2.4)	10 ^M	(2.2)
	Something unexpected prevented me from taking education/training	x	x	3 ^M	(1.0)	4 ^M	(1.0)	7 ^M	(1.6)	U	(1.2)
	Other	28 ^M	(6.4)	17	(2.3)	12	(1.7)	17	(2.4)	25	(3.6)

Table 2.1d (cont'd)

Percentage distribution of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Barrier to adult learning participation	16 to 24		25 to 34		35 to 44		45 to 54		55 to 65	
		%	SE	%	SE	%	SE	%	SE	%	SE
Ontario	I did not have the prerequisites	U	(3.7)	U	(0.9)	U	(0.5)	U	(0.7)	x	x
	Education/training was too expensive/I could not afford it	34 ^M	(7.4)	31	(4.1)	19	(2.3)	17	(2.4)	15 ^M	(2.8)
	Lack of employer's support	x	x	6 ^M	(1.8)	U	(1.7)	7 ^M	(1.9)	U	(1.8)
	I was too busy at work	U	(6.5)	23	(2.8)	31	(2.7)	43	(3.5)	30	(3.9)
	The course/program was offered at inconvenient time/place	U	(5.5)	9 ^M	(2.2)	10 ^M	(1.8)	9 ^M	(2.0)	18 ^M	(3.6)
	No time because of childcare or family responsibilities	U	(7.2)	20	(3.2)	22	(2.6)	10 ^M	(2.3)	x	x
	Something unexpected prevented me from taking education/training	x	x	U	(1.0)	U	(0.9)	U	(0.9)	U	(1.6)
	Other	U	(4.2)	7 ^M	(2.0)	11 ^M	(2.1)	12 ^M	(2.3)	19 ^M	(3.6)
Manitoba	I did not have the prerequisites	x	x	x	x	x	x	x	x	x	x
	Education/training was too expensive/I could not afford it	U	(11.2)	11 ^M	(3.4)	14 ^M	(4.1)	x	x	20 ^M	(6.2)
	Lack of employer's support	x	x	x	x	x	x	U	(3.2)	x	x
	I was too busy at work	U	(7.6)	37	(6.2)	20 ^M	(4.7)	45	(5.6)	25 ^M	(5.5)
	The course/program was offered at inconvenient time/place	U	(10.5)	8 ^M	(2.6)	13 ^M	(3.6)	U	(4.1)	U	(4.9)
	No time because of childcare or family responsibilities	U	(7.5)	16 ^M	(4.6)	15 ^M	(5.0)	U	(3.7)	U	(5.2)
	Something unexpected prevented me from taking education/training	x	x	U	(1.7)	U	(2.8)	U	(2.4)	U	(3.6)
	Other	U	(10.4)	17 ^M	(5.0)	22 ^M	(5.8)	U	(3.1)	18 ^M	(5.8)
Saskatchewan	I did not have the prerequisites	x	x	x	x	x	x	x	x	x	x
	Education/training was too expensive/I could not afford it	x	x	24 ^M	(5.4)	U	(2.3)	24 ^M	(6.5)	U	(3.4)
	Lack of employer's support	x	x	U	(3.8)	U	(3.6)	U	(2.4)	x	x
	I was too busy at work	x	x	29 ^M	(5.8)	32 ^M	(7.2)	31 ^M	(5.7)	31 ^M	(6.8)
	The course/program was offered at inconvenient time/place	U	(9.0)	15 ^M	(4.3)	U	(5.4)	15 ^M	(4.2)	24 ^M	(6.6)
	No time because of childcare or family responsibilities	x	x	U	(3.9)	23 ^M	(7.5)	U	(2.9)	U	(4.9)
	Something unexpected prevented me from taking education/training	x	x	x	x	x	x	x	x	x	x
	Other	U	(9.4)	U	(3.3)	U	(4.1)	U	(5.1)	U	(6.3)

Table 2.1d (cont'd)

Percentage distribution of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Barrier to adult learning participation	16 to 24		25 to 34		35 to 44		45 to 54		55 to 65	
		%	SE	%	SE	%	SE	%	SE	%	SE
Alberta	I did not have the prerequisites	x	x	x	x	x	x	x	x	-	-
	Education/training was too expensive/I could not afford it	x	x	20 ^M	(4.9)	19 ^M	(5.3)	14 ^M	(4.1)	x	x
	Lack of employer's support	-	-	U	(4.4)	U	(3.6)	U	(2.7)	x	x
	I was too busy at work	U	(17.3)	28 ^M	(6.2)	32	(5.0)	33 ^M	(6.0)	45 ^M	(8.6)
	The course/program was offered at inconvenient time/place	x	x	13 ^M	(4.4)	U	(4.0)	20 ^M	(5.0)	23 ^M	(7.0)
	No time because of childcare or family responsibilities	x	x	14 ^M	(4.4)	19 ^M	(5.3)	U	(3.5)	x	x
	Something unexpected prevented me from taking education/training	-	-	x	x	x	x	x	x	x	x
	Other	x	x	U	(3.1)	U	(2.9)	U	(4.0)	U	(4.8)
British Columbia	I did not have the prerequisites	x	x	U	(3.4)	U	(0.6)	U	(1.6)	-	-
	Education/training was too expensive/I could not afford it	34 ^M	(8.0)	33 ^M	(5.9)	18 ^M	(4.7)	20 ^M	(4.6)	x	x
	Lack of employer's support	x	x	U	(2.9)	U	(2.2)	U	(0.9)	U	(3.3)
	I was too busy at work	22 ^M	(5.4)	24 ^M	(5.2)	27 ^M	(5.4)	37	(5.3)	30 ^M	(6.9)
	The course/program was offered at inconvenient time/place	17 ^M	(5.0)	U	(3.4)	6 ^M	(2.1)	14 ^M	(3.8)	16 ^M	(4.9)
	No time because of childcare or family responsibilities	U	(3.0)	16 ^M	(4.2)	30 ^M	(5.5)	10 ^M	(3.1)	U	(4.5)
	Something unexpected prevented me from taking education/training	x	x	U	(1.9)	U	(2.4)	U	(2.1)	x	x
	Other	U	(7.2)	U	(3.0)	U	(3.4)	10 ^M	(3.3)	21 ^M	(5.3)
Yukon	I did not have the prerequisites	x	x	x	x	x	x	x	x	-	-
	Education/training was too expensive/I could not afford it	x	x	U	(4.1)	U	(2.8)	U	(4.3)	U	(4.5)
	Lack of employer's support	-	-	x	x	x	x	U	(5.6)	-	-
	I was too busy at work	U	(24.9)	U	(17.0)	55 ^M	(16.1)	U	(14.4)	U	(16.8)
	The course/program was offered at inconvenient time/place	x	x	U	(5.5)	U	(5.8)	U	(23.4)	U	(14.6)
	No time because of childcare or family responsibilities	x	x	U	(11.1)	U	(4.7)	U	(1.6)	U	(2.7)
	Something unexpected prevented me from taking education/training	-	-	x	x	U	(3.6)	x	x	U	(5.0)
	Other	x	x	U	(3.7)	U	(5.6)	U	(4.8)	U	(7.2)

Table 2.1d (cont'd)

Percentage distribution of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months and age group, Canada, provinces, and territories, 2012

	Barrier to adult learning participation	16 to 24		25 to 34		35 to 44		45 to 54		55 to 65	
		%	SE	%	SE	%	SE	%	SE	%	SE
Northwest Territories	I did not have the prerequisites	x	x	x	x	x	x	U	(2.7)	x	x
	Education/training was too expensive/I could not afford it	x	x	U	(4.7)	U	(3.7)	U	(2.9)	34 ^M	(7.2)
	Lack of employer's support	x	x	7 ^M	(2.1)	U	(4.8)	12 ^M	(3.5)	U	(5.4)
	I was too busy at work	U	(7.0)	24 ^M	(5.2)	26 ^M	(7.6)	33 ^M	(6.3)	20 ^M	(5.5)
	The course/program was offered at inconvenient time/place	U	(9.1)	13 ^M	(4.2)	18 ^M	(4.5)	U	(4.4)	U	(4.6)
	No time because of childcare or family responsibilities	U	(7.3)	U	(7.0)	25 ^M	(7.5)	x	x	x	x
	Something unexpected prevented me from taking education/training	x	x	x	x	x	x	x	x	-	-
	Other	x	x	23 ^M	(7.4)	x	x	18 ^M	(4.3)	U	(4.7)
Nunavut	I did not have the prerequisites	x	x	x	x	-	-	x	x	x	x
	Education/training was too expensive/I could not afford it	x	x	x	x	x	x	U	(3.9)	-	-
	Lack of employer's support	x	x	U	(4.3)	U	(3.1)	U	(4.9)	-	-
	I was too busy at work	U	(8.3)	23 ^M	(5.5)	29 ^M	(7.3)	31 ^M	(7.4)	53 ^M	(11.9)
	The course/program was offered at inconvenient time/place	U	(8.5)	27 ^M	(5.2)	U	(3.8)	U	(4.5)	x	x
	No time because of childcare or family responsibilities	24 ^M	(6.6)	20 ^M	(5.4)	26 ^M	(6.3)	x	x	x	x
	Something unexpected prevented me from taking education/training	x	x	x	x	x	x	x	x	-	-
	Other	U	(5.2)	U	(5.9)	U	(5.3)	24 ^M	(6.2)	x	x

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 2.2a

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and gender, Canada, provinces, and territories, 2012

	Participation in adult learning	Gender	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Male	58	(0.8)	10	(0.7)	27	(1.1)	42	(1.5)	21	(1.2)	288	(1.0)
		Female	57	(0.7)	11	(0.7)	29	(1.3)	43	(1.4)	18	(1.0)	284	(1.1)
	Did not participate in adult learning	Male	42	(0.8)	27	(1.4)	37	(1.4)	29	(1.5)	7	(0.7)	255	(1.4)
		Female	43	(0.7)	27	(1.1)	38	(1.5)	28	(1.1)	7	(0.8)	253	(1.3)
Newfoundland and Labrador	Participated in adult learning	Male	49	(1.9)	13 ^M	(2.3)	30	(3.1)	40	(3.8)	16 ^M	(3.0)	281	(3.0)
		Female	46	(1.9)	9 ^M	(2.1)	35	(3.4)	40	(3.8)	15	(2.5)	282	(2.6)
	Did not participate in adult learning	Male	51	(1.9)	34	(2.5)	40	(3.2)	23	(2.9)	U	(1.2)	243	(2.7)
		Female	54	(1.9)	29	(3.0)	43	(3.4)	25	(2.5)	U	(1.4)	251	(2.6)
Prince Edward Island	Participated in adult learning	Male	53	(3.1)	U	(2.9)	30	(4.9)	42	(4.9)	20 ^M	(4.6)	288	(4.8)
		Female	60	(1.8)	U	(2.0)	28	(3.6)	49	(3.4)	17 ^M	(3.6)	290	(4.3)
	Did not participate in adult learning	Male	47	(3.1)	27 ^M	(4.6)	35	(4.4)	29	(4.8)	U	(3.5)	256	(6.2)
		Female	40	(1.8)	22 ^M	(4.5)	38	(4.7)	33	(4.4)	8 ^M	(2.2)	263	(4.6)
Nova Scotia	Participated in adult learning	Male	61	(2.2)	12 ^M	(2.2)	27	(3.3)	39	(3.8)	21	(3.1)	286	(3.2)
		Female	57	(1.9)	9 ^M	(1.8)	30	(2.8)	42	(2.9)	19	(2.7)	286	(3.3)
	Did not participate in adult learning	Male	39	(2.2)	26	(4.0)	40	(4.7)	26	(3.8)	8 ^M	(2.2)	255	(4.4)
		Female	43	(1.9)	24	(3.2)	41	(3.8)	30	(3.4)	U	(1.8)	258	(3.0)
New Brunswick	Participated in adult learning	Male	54	(2.0)	10 ^M	(2.7)	32	(3.6)	41	(3.8)	16 ^M	(3.1)	283	(3.1)
		Female	47	(2.0)	7 ^M	(1.8)	28	(3.2)	47	(3.6)	17 ^M	(3.1)	288	(3.1)
	Did not participate in adult learning	Male	46	(2.0)	29	(3.3)	37	(3.6)	29	(3.1)	6 ^M	(1.9)	251	(3.0)
		Female	53	(2.0)	27	(2.4)	41	(3.2)	29	(2.9)	U	(1.1)	252	(2.3)
Quebec	Participated in adult learning	Male	49	(1.1)	11	(1.3)	28	(1.7)	41	(1.8)	20	(1.5)	286	(1.6)
		Female	52	(1.1)	12	(1.1)	31	(1.6)	41	(1.6)	15	(1.3)	280	(1.6)
	Did not participate in adult learning	Male	51	(1.1)	28	(1.8)	39	(1.8)	28	(1.9)	6	(0.8)	253	(1.7)
		Female	48	(1.1)	30	(1.6)	41	(1.9)	26	(1.6)	4 ^M	(0.7)	249	(1.6)
Ontario	Participated in adult learning	Male	60	(1.4)	9	(1.1)	28	(2.3)	42	(2.6)	21	(2.1)	289	(1.8)
		Female	59	(1.4)	10	(1.3)	29	(2.2)	43	(2.4)	18	(1.9)	285	(2.1)
	Did not participate in adult learning	Male	40	(1.4)	25	(2.4)	37	(2.8)	30	(2.7)	8 ^M	(1.7)	258	(2.6)
		Female	41	(1.4)	27	(2.2)	37	(3.2)	28	(2.3)	8 ^M	(1.7)	254	(2.5)
Manitoba	Participated in adult learning	Male	63	(2.1)	12 ^M	(2.1)	31	(3.3)	39	(3.8)	19	(3.0)	284	(3.0)
		Female	61	(1.9)	9 ^M	(2.4)	28	(3.6)	44	(3.8)	20 ^M	(3.8)	287	(3.5)
	Did not participate in adult learning	Male	37	(2.1)	31	(3.9)	35	(4.4)	27	(3.8)	U	(2.3)	248	(4.6)
		Female	39	(1.9)	25 ^M	(4.7)	36	(4.9)	32	(4.7)	U	(2.8)	257	(5.7)
Saskatchewan	Participated in adult learning	Male	62	(2.3)	12 ^M	(2.4)	32	(4.3)	41	(4.3)	14 ^M	(2.9)	279	(3.6)
		Female	62	(2.2)	14 ^M	(2.4)	26	(3.1)	43	(3.4)	17 ^M	(2.9)	282	(3.3)
	Did not participate in adult learning	Male	38	(2.3)	29	(4.4)	34	(4.5)	31	(4.5)	U	(2.2)	254	(4.4)
		Female	38	(2.2)	23 ^M	(4.1)	39	(4.3)	34	(4.8)	U	(2.1)	257	(4.8)
Alberta	Participated in adult learning	Male	69	(2.6)	12 ^M	(2.3)	24	(3.5)	41	(5.1)	22	(3.6)	288	(3.3)
		Female	59	(2.4)	14 ^M	(2.7)	26	(3.2)	44	(3.9)	17	(2.6)	282	(3.5)
	Did not participate in adult learning	Male	31	(2.6)	24 ^M	(4.2)	36 ^M	(6.0)	33	(5.4)	U	(2.7)	258	(4.6)
		Female	41	(2.4)	22 ^M	(3.8)	38	(4.9)	32	(4.7)	8 ^M	(2.4)	262	(3.9)

Table 2.2a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and gender, Canada, provinces, and territories, 2012

	Participation in adult learning	Gender	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
British Columbia	Participated in adult learning	Male	60	(2.6)	9 ^M	(2.0)	24	(3.8)	45	(4.0)	23	(3.2)	292	(3.6)
		Female	60	(2.4)	10 ^M	(2.2)	28	(3.5)	42	(4.4)	20 ^M	(3.5)	286	(2.9)
	Did not participate in adult learning	Male	40	(2.6)	29	(4.2)	35	(4.2)	32	(4.4)	U	(2.1)	251	(5.1)
		Female	40	(2.4)	30	(4.3)	34	(4.1)	25	(3.7)	10 ^M	(2.5)	252	(4.9)
Yukon	Participated in adult learning	Male	65	(6.0)	U	(4.1)	U	(7.3)	44 ^M	(11.3)	U	(12.0)	301	(12.8)
		Female	58	(7.3)	U	(4.5)	U	(10.4)	45 ^M	(10.6)	U	(7.9)	286	(12.7)
	Did not participate in adult learning	Male	35 ^M	(6.0)	U	(20.1)	U	(17.2)	U	(8.5)	U	(2.8)	234	(19.4)
		Female	42 ^M	(7.3)	U	(12.1)	U	(15.6)	U	(15.9)	U	(3.4)	266	(14.4)
Northwest Territories	Participated in adult learning	Male	57	(3.3)	24 ^M	(4.8)	26	(3.7)	34	(4.6)	15 ^M	(3.0)	269	(6.3)
		Female	64	(3.5)	21 ^M	(4.6)	37	(5.1)	30	(4.7)	12 ^M	(3.3)	266	(6.3)
	Did not participate in adult learning	Male	43	(3.3)	46 ^M	(7.9)	30 ^M	(5.8)	17 ^M	(5.0)	U	(2.7)	235	(8.0)
		Female	36	(3.5)	50	(7.2)	29 ^M	(5.3)	x	x	x	x	226	(8.1)
Nunavut	Participated in adult learning	Male	41	(3.3)	39	(6.0)	34	(5.4)	21 ^M	(4.2)	U	(2.3)	237	(7.1)
		Female	47	(3.2)	42	(5.6)	31	(4.6)	21 ^M	(4.4)	U	(2.4)	240	(6.0)
	Did not participate in adult learning	Male	59	(3.3)	62	(4.6)	27	(3.9)	x	x	x	x	207	(6.1)
		Female	53	(3.2)	72	(4.6)	20 ^M	(4.0)	x	x	x	x	199	(6.1)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 2.2b

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and gender, Canada, provinces, and territories, 2012

	Participation in adult learning	Gender	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Male	58	(0.8)	13	(0.8)	26	(1.3)	39	(1.4)	22	(1.1)	286	(1.1)
		Female	57	(0.7)	18	(1.0)	34	(1.4)	36	(1.5)	12	(0.9)	270	(1.4)
	Did not participate in adult learning	Male	42	(0.8)	31	(1.2)	33	(1.3)	27	(1.3)	9	(0.8)	252	(1.5)
		Female	43	(0.7)	39	(1.3)	36	(1.4)	21	(1.1)	4	(0.5)	238	(1.5)
Newfoundland and Labrador	Participated in adult learning	Male	49	(1.9)	18	(2.6)	31	(3.5)	34	(3.5)	16 ^M	(3.0)	275	(3.4)
		Female	46	(1.9)	22	(2.7)	37	(3.2)	31	(3.3)	10 ^M	(2.6)	265	(3.1)
	Did not participate in adult learning	Male	51	(1.9)	46	(3.3)	33	(3.8)	17 ^M	(3.2)	4 ^M	(1.4)	231	(3.1)
		Female	54	(1.9)	47	(3.2)	35	(3.2)	15	(2.4)	U	(1.4)	230	(2.9)
Prince Edward Island	Participated in adult learning	Male	53	(3.1)	13 ^M	(3.2)	32 ^M	(5.4)	36	(4.6)	18 ^M	(4.5)	281	(5.2)
		Female	60	(1.8)	16 ^M	(3.6)	34	(3.9)	39	(4.4)	12 ^M	(2.4)	273	(4.6)
	Did not participate in adult learning	Male	47	(3.1)	34	(4.8)	33	(4.7)	24 ^M	(4.8)	U	(3.2)	246	(6.7)
		Female	40	(1.8)	33	(5.4)	39	(5.1)	22 ^M	(4.0)	U	(2.1)	245	(6.1)
Nova Scotia	Participated in adult learning	Male	61	(2.2)	17 ^M	(2.8)	27	(3.4)	35	(3.1)	22	(2.8)	282	(3.8)
		Female	57	(1.9)	19	(2.8)	33	(3.6)	35	(3.4)	13 ^M	(2.5)	270	(3.7)
	Did not participate in adult learning	Male	39	(2.2)	32	(4.3)	35	(5.7)	25 ^M	(4.5)	8 ^M	(2.1)	249	(4.4)
		Female	43	(1.9)	40	(3.9)	39	(3.4)	17 ^M	(3.2)	U	(1.7)	239	(3.7)
New Brunswick	Participated in adult learning	Male	54	(2.0)	17 ^M	(3.0)	30	(4.2)	38	(3.8)	15 ^M	(2.9)	276	(3.3)
		Female	47	(2.0)	15 ^M	(2.7)	39	(3.6)	37	(4.0)	9 ^M	(2.2)	270	(3.1)
	Did not participate in adult learning	Male	46	(2.0)	35	(3.1)	35	(3.2)	23	(3.0)	7 ^M	(2.2)	245	(3.3)
		Female	53	(2.0)	43	(2.8)	37	(3.3)	x	x	x	x	232	(2.8)
Quebec	Participated in adult learning	Male	49	(1.1)	11	(1.1)	27	(1.6)	40	(1.8)	22	(1.5)	287	(1.6)
		Female	52	(1.1)	16	(1.3)	36	(2.0)	38	(2.0)	11	(1.3)	271	(1.6)
	Did not participate in adult learning	Male	51	(1.1)	29	(1.6)	37	(2.0)	28	(1.5)	7	(0.9)	252	(1.7)
		Female	48	(1.1)	36	(1.9)	40	(1.9)	21	(1.5)	3 ^M	(0.6)	240	(1.7)
Ontario	Participated in adult learning	Male	60	(1.4)	12	(1.5)	26	(2.1)	40	(2.5)	22	(2.0)	287	(2.3)
		Female	59	(1.4)	18	(1.7)	35	(2.1)	35	(2.2)	12	(1.7)	270	(2.4)
	Did not participate in adult learning	Male	40	(1.4)	31	(2.3)	32	(3.0)	27	(3.2)	11 ^M	(2.0)	255	(2.8)
		Female	41	(1.4)	39	(2.2)	34	(2.6)	21	(2.2)	5 ^M	(1.1)	237	(2.7)
Manitoba	Participated in adult learning	Male	63	(2.1)	15 ^M	(2.8)	29	(3.1)	36	(3.9)	20 ^M	(3.7)	281	(4.3)
		Female	61	(1.9)	16 ^M	(2.9)	34	(3.6)	37	(4.7)	12 ^M	(3.0)	272	(4.4)
	Did not participate in adult learning	Male	37	(2.1)	36	(4.7)	32	(5.1)	27	(4.4)	U	(2.3)	241	(5.1)
		Female	39	(1.9)	34	(4.9)	35	(4.0)	26	(4.2)	U	(2.5)	242	(7.0)
Saskatchewan	Participated in adult learning	Male	62	(2.3)	14 ^M	(2.8)	30	(4.3)	42	(5.0)	15 ^M	(3.1)	279	(3.6)
		Female	62	(2.2)	22	(2.6)	31	(4.3)	34	(4.3)	13 ^M	(2.7)	267	(3.4)
	Did not participate in adult learning	Male	38	(2.3)	36	(4.2)	30	(4.2)	26 ^M	(4.5)	8 ^M	(2.5)	249	(4.4)
		Female	38	(2.2)	35	(4.4)	39	(4.1)	23	(3.7)	U	(1.6)	241	(5.0)

Table 2.2b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and gender, Canada, provinces, and territories, 2012

	Participation in adult learning	Gender	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Alberta	Participated in adult learning	Male	69	(2.6)	14 ^M	(2.6)	26 ^M	(4.3)	36	(4.5)	24	(3.1)	286	(3.4)
		Female	59	(2.4)	22	(3.4)	29	(4.0)	36	(4.1)	12 ^M	(2.3)	267	(4.0)
	Did not participate in adult learning	Male	31	(2.6)	28 ^M	(4.8)	32 ^M	(5.7)	30 ^M	(5.6)	10 ^M	(3.1)	257	(5.5)
		Female	41	(2.4)	36	(4.9)	38	(4.9)	21 ^M	(4.1)	U	(2.0)	244	(5.0)
British Columbia	Participated in adult learning	Male	60	(2.6)	11 ^M	(2.3)	25	(3.3)	42	(4.6)	22	(3.7)	289	(3.6)
		Female	60	(2.4)	17	(2.5)	32	(4.2)	38	(4.1)	12 ^M	(2.3)	271	(3.3)
	Did not participate in adult learning	Male	40	(2.6)	32	(4.4)	32	(5.0)	28 ^M	(4.7)	U	(3.0)	249	(5.2)
		Female	40	(2.4)	42	(4.6)	31	(5.1)	21 ^M	(4.0)	6 ^M	(2.0)	236	(5.2)
Yukon	Participated in adult learning	Male	65	(6.0)	U	(4.5)	U	(9.6)	38 ^M	(11.6)	U	(10.0)	294	(9.8)
		Female	58	(7.3)	U	(6.5)	36 ^M	(10.0)	36 ^M	(10.7)	U	(4.0)	268	(9.9)
	Did not participate in adult learning	Male	35 ^M	(6.0)	57 ^M	(16.5)	U	(11.6)	U	(7.1)	U	(1.9)	214	(22.4)
		Female	42 ^M	(7.3)	U	(17.5)	U	(16.3)	U	(17.5)	U	(4.9)	249	(17.0)
Northwest Territories	Participated in adult learning	Male	57	(3.3)	29	(4.4)	26 ^M	(4.3)	29	(4.3)	16 ^M	(2.8)	261	(7.0)
		Female	64	(3.5)	35 ^M	(6.9)	32	(5.0)	26	(3.1)	U	(2.3)	247	(8.3)
	Did not participate in adult learning	Male	43	(3.3)	52	(6.9)	29 ^M	(5.8)	14 ^M	(4.0)	U	(2.4)	225	(8.5)
		Female	36	(3.5)	63	(5.7)	24 ^M	(5.1)	x	x	x	x	203	(8.6)
Nunavut	Participated in adult learning	Male	41	(3.3)	49	(5.5)	26 ^M	(4.6)	20 ^M	(4.4)	U	(2.1)	225	(8.2)
		Female	47	(3.2)	56	(5.5)	26 ^M	(5.3)	13 ^M	(3.5)	U	(1.5)	217	(6.5)
	Did not participate in adult learning	Male	59	(3.3)	73	(4.3)	18 ^M	(4.2)	x	x	x	x	192	(5.9)
		Female	53	(3.2)	81	(3.7)	14 ^M	(3.6)	x	x	x	x	176	(6.0)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 2.2c

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and gender, Canada, provinces, and territories, 2012

	Gender	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Canada	Male	11	(0.8)	43	(1.2)	46	(1.1)	30	(1.1)	51	(1.2)	20	(1.0)
	Female	11	(0.6)	46	(1.3)	43	(1.3)	29	(0.9)	51	(1.4)	20	(1.4)
Newfoundland and Labrador	Male	19	(2.2)	41	(3.4)	40	(3.4)	45	(2.9)	45	(3.2)	10 ^M	(2.0)
	Female	16	(2.0)	45	(3.2)	39	(3.1)	39	(2.3)	48	(3.0)	13 ^M	(2.3)
Prince Edward Island	Male	15 ^M	(3.0)	48	(4.4)	37	(4.1)	47	(4.4)	38	(4.4)	14 ^M	(3.2)
	Female	12	(1.9)	52	(3.8)	36	(3.7)	21	(2.8)	58	(5.0)	21 ^M	(4.5)
Nova Scotia	Male	13	(2.1)	39	(3.4)	48	(3.4)	28	(3.6)	49	(4.5)	23	(3.6)
	Female	9	(1.5)	44	(3.3)	47	(3.1)	20	(2.2)	58	(3.2)	21	(2.9)
New Brunswick	Male	15	(2.2)	44	(3.9)	42	(3.9)	40	(3.0)	45	(3.6)	16 ^M	(3.3)
	Female	11 ^M	(2.2)	48	(3.8)	41	(3.7)	31	(2.7)	51	(3.2)	18	(2.8)
Quebec	Male	10	(1.1)	47	(1.7)	44	(1.6)	27	(1.3)	55	(1.5)	19	(1.4)
	Female	10	(0.9)	51	(1.8)	39	(1.8)	27	(1.3)	56	(1.5)	17	(1.2)
Ontario	Male	10	(1.2)	43	(2.3)	47	(2.3)	29	(2.3)	49	(2.5)	22	(2.1)
	Female	10	(1.0)	46	(2.2)	44	(2.1)	32	(2.0)	47	(2.7)	21	(2.7)
Manitoba	Male	18	(2.4)	41	(3.2)	41	(3.3)	43	(3.9)	43	(4.1)	14 ^M	(3.2)
	Female	16	(2.4)	42	(3.7)	42	(3.6)	27	(4.0)	49	(4.8)	24 ^M	(4.2)
Saskatchewan	Male	8 ^M	(1.7)	53	(4.6)	38	(4.4)	27	(3.6)	55	(4.5)	18 ^M	(3.5)
	Female	8 ^M	(1.7)	52	(3.7)	40	(3.5)	23	(3.3)	59	(4.4)	18 ^M	(3.6)
Alberta	Male	13 ^M	(2.7)	42	(3.9)	45	(3.4)	23 ^M	(3.9)	57	(5.7)	20 ^M	(4.8)
	Female	9 ^M	(1.9)	44	(3.5)	47	(3.8)	25	(3.7)	48	(4.8)	27	(4.2)
British Columbia	Male	9 ^M	(1.9)	38	(3.9)	53	(4.1)	34	(4.0)	46	(4.3)	20 ^M	(4.3)
	Female	15 ^M	(2.5)	41	(3.7)	45	(3.8)	31	(3.6)	50	(4.7)	19 ^M	(4.0)
Yukon	Male	U	(1.5)	45 ^M	(10.2)	51 ^M	(10.4)	56 ^M	(18.4)	U	(15.7)	U	(5.0)
	Female	U	(5.3)	53 ^M	(11.5)	38 ^M	(10.5)	U	(5.8)	U	(21.3)	U	(21.4)
Northwest Territories	Male	19	(2.8)	42	(5.0)	39	(4.8)	42	(4.8)	44	(5.0)	15 ^M	(2.9)
	Female	11 ^M	(2.1)	57	(6.2)	33 ^M	(6.1)	42	(5.0)	44	(5.6)	14 ^M	(4.1)
Nunavut	Male	37	(6.1)	41	(5.4)	21 ^M	(3.9)	64	(5.2)	32 ^M	(5.3)	U	(1.9)
	Female	36	(4.5)	46	(4.9)	18 ^M	(4.2)	61	(4.3)	35	(4.4)	U	(1.7)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 2.2d

Percentage distribution of population aged 16 to 65 participating in non-formal adult learning in the past 12 months, by type of learning activities and gender, Canada, provinces, and territories, 2012

	Gender	A course conducted through open or distance education		On-the-job training/training by supervisors or co-workers		A seminar or workshop		Other kind of course or private lesson	
		%	SE	%	SE	%	SE	%	SE
Canada	Male	6	(0.6)	48	(1.7)	36	(1.4)	10	(0.7)
	Female	7	(0.6)	42	(1.2)	39	(1.2)	13	(0.8)
Newfoundland and Labrador	Male	U	(2.2)	49	(3.6)	38	(3.4)	7 ^M	(1.6)
	Female	7 ^M	(2.1)	39	(3.8)	43	(4.3)	11 ^M	(2.4)
Prince Edward Island	Male	U	(2.9)	39	(5.6)	40	(4.6)	12 ^M	(3.1)
	Female	7 ^M	(1.8)	35	(3.3)	50	(3.3)	8 ^M	(1.7)
Nova Scotia	Male	6 ^M	(1.6)	45	(3.5)	40	(3.7)	9 ^M	(2.1)
	Female	8 ^M	(1.8)	43	(2.4)	37	(2.8)	13 ^M	(2.3)
New Brunswick	Male	9 ^M	(2.3)	45	(3.9)	40	(4.0)	6 ^M	(2.0)
	Female	U	(1.7)	50	(4.5)	36	(4.1)	9 ^M	(2.1)
Quebec	Male	10	(1.3)	50	(1.8)	31	(1.9)	9	(1.1)
	Female	8	(0.9)	53	(1.7)	26	(1.5)	14	(1.2)
Ontario	Male	5 ^M	(0.9)	48	(2.9)	36	(2.6)	11	(1.5)
	Female	6 ^M	(1.0)	39	(1.9)	42	(1.9)	12	(1.4)
Manitoba	Male	5 ^M	(1.5)	49	(3.4)	40	(3.2)	6 ^M	(1.8)
	Female	U	(1.6)	38	(3.4)	47	(3.5)	10 ^M	(2.3)
Saskatchewan	Male	U	(1.6)	51	(3.5)	36	(4.3)	8 ^M	(2.2)
	Female	7 ^M	(1.9)	35	(4.1)	49	(3.6)	9 ^M	(2.0)
Alberta	Male	U	(1.1)	46	(5.0)	39	(4.3)	12 ^M	(2.8)
	Female	8 ^M	(2.1)	42	(3.1)	37	(3.8)	13 ^M	(2.6)
British Columbia	Male	7 ^M	(2.0)	45	(4.1)	37	(3.3)	11 ^M	(2.4)
	Female	6 ^M	(1.5)	34	(3.2)	47	(4.1)	14 ^M	(3.1)
Yukon	Male	U	(2.5)	59 ^M	(12.9)	U	(12.1)	6 ^M	(2.1)
	Female	U	(1.4)	26 ^M	(5.6)	46	(7.3)	25 ^M	(7.7)
Northwest Territories	Male	U	(2.4)	50	(3.8)	36	(4.1)	9 ^M	(2.3)
	Female	U	(3.4)	41	(3.9)	39	(4.5)	11 ^M	(2.6)
Nunavut	Male	x	x	53	(4.7)	32	(4.6)	x	x
	Female	8 ^M	(2.8)	47	(5.5)	35	(5.8)	10 ^M	(3.2)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 2.2e

Percentage distribution of population aged 16 to 65 participating in formal, non-formal, or both forms of adult learning in the past 12 months, by employer support and gender, Canada, provinces, and territories, 2012

	Gender	With employer support		Without employer support	
		%	SE	%	SE
Canada	Male	81	(0.9)	19	(0.9)
	Female	72	(0.8)	28	(0.8)
Newfoundland and Labrador	Male	88	(2.3)	12 ^M	(2.3)
	Female	79	(2.2)	21	(2.2)
Prince Edward Island	Male	82	(3.1)	18 ^M	(3.1)
	Female	80	(2.6)	20	(2.6)
Nova Scotia	Male	85	(1.8)	15	(1.8)
	Female	77	(2.4)	23	(2.4)
New Brunswick	Male	84	(2.4)	16	(2.4)
	Female	75	(2.9)	25	(2.9)
Quebec	Male	76	(1.3)	24	(1.3)
	Female	69	(1.6)	31	(1.6)
Ontario	Male	80	(1.8)	20	(1.8)
	Female	71	(1.7)	29	(1.7)
Manitoba	Male	85	(2.6)	15 ^M	(2.6)
	Female	75	(2.9)	25	(2.9)
Saskatchewan	Male	88	(2.6)	12 ^M	(2.6)
	Female	83	(2.8)	17	(2.8)
Alberta	Male	86	(2.8)	14 ^M	(2.8)
	Female	78	(2.5)	22	(2.5)
British Columbia	Male	84	(2.4)	16	(2.4)
	Female	71	(2.6)	29	(2.6)
Yukon	Male	91	(3.1)	U	(3.1)
	Female	75	(6.0)	25 ^M	(6.0)
Northwest Territories	Male	84	(2.8)	16 ^M	(2.8)
	Female	72	(3.2)	28	(3.2)
Nunavut	Male	88	(3.1)	12 ^M	(3.1)
	Female	73	(4.2)	27	(4.2)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 2.2f

Percentage distribution of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months and gender, Canada, provinces, and territories, 2012

	Barrier to adult learning participation	Male		Female	
		%	SE	%	SE
Canada	I did not have the prerequisites	3 ^M	(0.6)	2 ^M	(0.3)
	Education/training was too expensive/I could not afford it	17	(1.2)	22	(1.2)
	Lack of employer's support	7	(0.9)	4	(0.5)
	I was too busy at work	36	(1.6)	24	(1.1)
	The course/program was offered at inconvenient time/place	11	(1.0)	13	(0.9)
	No time because of childcare or family responsibilities	11	(1.1)	21	(1.3)
	Something unexpected prevented me from taking education/training	3 ^M	(0.5)	3	(0.4)
	Other	12	(1.0)	12	(0.8)
Newfoundland and Labrador	I did not have the prerequisites	x	x	U	(1.1)
	Education/training was too expensive/I could not afford it	17 ^M	(3.5)	18 ^M	(3.4)
	Lack of employer's support	U	(2.6)	9 ^M	(2.3)
	I was too busy at work	27	(4.5)	25	(3.7)
	The course/program was offered at inconvenient time/place	21 ^M	(4.6)	18 ^M	(3.0)
	No time because of childcare or family responsibilities	U	(2.1)	12 ^M	(2.4)
	Something unexpected prevented me from taking education/training	x	x	U	(1.1)
	Other	19 ^M	(3.8)	14 ^M	(3.1)
Prince Edward Island	I did not have the prerequisites	x	x	x	x
	Education/training was too expensive/I could not afford it	14 ^M	(3.5)	12 ^M	(2.4)
	Lack of employer's support	x	x	x	x
	I was too busy at work	40	(6.3)	31	(4.3)
	The course/program was offered at inconvenient time/place	18 ^M	(4.5)	14	(2.3)
	No time because of childcare or family responsibilities	x	x	11 ^M	(2.5)
	Something unexpected prevented me from taking education/training	U	(3.1)	6 ^M	(1.7)
	Other	12 ^M	(3.5)	16 ^M	(3.3)
Nova Scotia	I did not have the prerequisites	U	(1.7)	x	x
	Education/training was too expensive/I could not afford it	17 ^M	(3.0)	24	(3.2)
	Lack of employer's support	U	(2.2)	8 ^M	(1.8)
	I was too busy at work	37	(4.7)	22	(3.2)
	The course/program was offered at inconvenient time/place	12 ^M	(2.7)	10 ^M	(2.3)
	No time because of childcare or family responsibilities	U	(1.5)	20	(2.6)
	Something unexpected prevented me from taking education/training	U	(2.5)	x	x
	Other	16 ^M	(3.3)	12 ^M	(2.1)
New Brunswick	I did not have the prerequisites	U	(1.5)	x	x
	Education/training was too expensive/I could not afford it	21 ^M	(4.4)	23	(3.2)
	Lack of employer's support	8 ^M	(2.2)	x	x
	I was too busy at work	27 ^M	(4.7)	22	(3.0)
	The course/program was offered at inconvenient time/place	19 ^M	(4.6)	10 ^M	(2.4)
	No time because of childcare or family responsibilities	8 ^M	(2.4)	16 ^M	(3.0)
	Something unexpected prevented me from taking education/training	U	(2.5)	U	(1.7)
	Other	12 ^M	(3.2)	13 ^M	(3.0)

Table 2.2f (cont'd)

Percentage distribution of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months and gender, Canada, provinces, and territories, 2012

	Barrier to adult learning participation	Male		Female	
		%	SE	%	SE
Quebec	I did not have the prerequisites	4 ^M	(1.1)	2 ^M	(0.7)
	Education/training was too expensive/I could not afford it	12	(1.5)	17	(1.6)
	Lack of employer's support	5 ^M	(1.1)	4 ^M	(0.7)
	I was too busy at work	30	(2.4)	18	(1.4)
	The course/program was offered at inconvenient time/place	13	(1.7)	12	(1.4)
	No time because of childcare or family responsibilities	16	(2.1)	24	(1.6)
	Something unexpected prevented me from taking education/training	3 ^M	(0.7)	5 ^M	(1.0)
	Other	16	(1.9)	18	(1.6)
Ontario	I did not have the prerequisites	U	(0.7)	U	(0.5)
	Education/training was too expensive/I could not afford it	18	(2.2)	25	(2.3)
	Lack of employer's support	8 ^M	(1.6)	4 ^M	(0.9)
	I was too busy at work	40	(2.8)	24	(2.1)
	The course/program was offered at inconvenient time/place	10 ^M	(1.7)	11	(1.4)
	No time because of childcare or family responsibilities	10 ^M	(1.8)	21	(1.9)
	Something unexpected prevented me from taking education/training	U	(0.8)	2 ^M	(0.6)
	Other	11	(1.7)	11	(1.3)
Manitoba	I did not have the prerequisites	x	x	U	(1.0)
	Education/training was too expensive/I could not afford it	12 ^M	(2.7)	17 ^M	(2.9)
	Lack of employer's support	9 ^M	(2.8)	6 ^M	(1.9)
	I was too busy at work	38	(4.9)	26	(3.5)
	The course/program was offered at inconvenient time/place	9 ^M	(2.1)	13 ^M	(2.6)
	No time because of childcare or family responsibilities	11 ^M	(3.1)	16 ^M	(3.5)
	Something unexpected prevented me from taking education/training	x	x	U	(1.4)
	Other	14 ^M	(3.6)	17 ^M	(3.5)
Saskatchewan	I did not have the prerequisites	U	(2.6)	U	(1.2)
	Education/training was too expensive/I could not afford it	14 ^M	(4.0)	18 ^M	(3.1)
	Lack of employer's support	U	(2.1)	7 ^M	(2.0)
	I was too busy at work	37	(4.6)	25	(4.1)
	The course/program was offered at inconvenient time/place	16 ^M	(3.9)	17 ^M	(3.2)
	No time because of childcare or family responsibilities	13 ^M	(4.2)	13 ^M	(2.6)
	Something unexpected prevented me from taking education/training	U	(1.2)	U	(1.5)
	Other	9 ^M	(2.8)	15 ^M	(2.7)
Alberta	I did not have the prerequisites	x	x	x	x
	Education/training was too expensive/I could not afford it	13 ^M	(3.3)	17 ^M	(3.3)
	Lack of employer's support	13 ^M	(3.7)	x	x
	I was too busy at work	44	(5.5)	25	(3.2)
	The course/program was offered at inconvenient time/place	9 ^M	(2.4)	21 ^M	(3.6)
	No time because of childcare or family responsibilities	U	(2.4)	18	(2.9)
	Something unexpected prevented me from taking education/training	x	x	U	(1.5)
	Other	U	(3.2)	8 ^M	(2.0)

Table 2.2f (cont'd)

Percentage distribution of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months and gender, Canada, provinces, and territories, 2012

	Barrier to adult learning participation	Male		Female	
		%	SE	%	SE
British Columbia	I did not have the prerequisites	U	(2.1)	U	(0.8)
	Education/training was too expensive/I could not afford it	21	(3.5)	24	(3.3)
	Lack of employer's support	U	(2.3)	U	(0.6)
	I was too busy at work	31	(3.7)	27	(3.7)
	The course/program was offered at inconvenient time/place	10 ^M	(2.4)	11 ^M	(2.4)
	No time because of childcare or family responsibilities	13 ^M	(3.2)	21 ^M	(3.5)
	Something unexpected prevented me from taking education/training	U	(1.9)	U	(1.2)
	Other	10 ^M	(2.3)	11 ^M	(2.2)
Yukon	I did not have the prerequisites	x	x	x	x
	Education/training was too expensive/I could not afford it	U	(1.4)	17 ^M	(3.8)
	Lack of employer's support	U	(2.3)	U	(2.8)
	I was too busy at work	49 ^M	(12.2)	34 ^M	(8.6)
	The course/program was offered at inconvenient time/place	x	x	11 ^M	(3.5)
	No time because of childcare or family responsibilities	U	(1.7)	x	x
	Something unexpected prevented me from taking education/training	U	(2.7)	U	(1.2)
	Other	U	(3.7)	10 ^M	(2.7)
Northwest Territories	I did not have the prerequisites	U	(1.6)	x	x
	Education/training was too expensive/I could not afford it	8 ^M	(2.4)	15 ^M	(3.2)
	Lack of employer's support	9 ^M	(2.2)	12 ^M	(2.5)
	I was too busy at work	33	(4.9)	18 ^M	(3.6)
	The course/program was offered at inconvenient time/place	18 ^M	(3.3)	12 ^M	(2.4)
	No time because of childcare or family responsibilities	11 ^M	(3.5)	19 ^M	(4.3)
	Something unexpected prevented me from taking education/training	U	(2.2)	x	x
	Other	11 ^M	(2.8)	18 ^M	(5.4)
Nunavut	I did not have the prerequisites	U	(2.6)	-	-
	Education/training was too expensive/I could not afford it	8 ^M	(2.6)	x	x
	Lack of employer's support	U	(2.5)	x	x
	I was too busy at work	33 ^M	(5.7)	23	(3.6)
	The course/program was offered at inconvenient time/place	16 ^M	(3.0)	18 ^M	(4.3)
	No time because of childcare or family responsibilities	x	x	26 ^M	(4.4)
	Something unexpected prevented me from taking education/training	x	x	U	(2.0)
	Other	18 ^M	(4.5)	16 ^M	(4.2)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 2.3a

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and educational attainment, Canada, provinces, and territories, 2012

	Participation in adult learning	Educational attainment	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Less than high-school diploma	31	(1.2)	42	(3.4)	39	(3.7)	18	(2.3)	U	(1.1)	235	(2.9)
		High-school diploma	45	(1.3)	14	(1.5)	37	(2.1)	39	(2.2)	9	(1.5)	272	(1.8)
		Postsecondary education – below bachelor's degree	61	(0.8)	10	(0.7)	31	(1.3)	45	(1.7)	14	(1.3)	282	(1.2)
		Postsecondary education – bachelor's degree or higher	74	(0.9)	4	(0.6)	18	(1.0)	45	(1.4)	32	(1.4)	305	(1.1)
	Did not participate in adult learning	Less than high-school diploma	69	(1.2)	56	(2.5)	34	(2.7)	10	(1.3)	U	(0.3)	215	(2.2)
		High-school diploma	55	(1.3)	26	(1.7)	42	(2.1)	28	(1.7)	4 ^M	(0.8)	253	(1.9)
		Postsecondary education – below bachelor's degree	39	(0.8)	20	(1.3)	40	(1.5)	34	(1.8)	7	(1.0)	263	(1.4)
		Postsecondary education – bachelor's degree or higher	26	(0.9)	11	(1.3)	31	(2.2)	40	(2.7)	18	(1.9)	283	(2.0)
Newfoundland and Labrador	Participated in adult learning	Less than high-school diploma	21	(3.4)	36 ^M	(8.9)	42 ^M	(8.6)	x	x	x	x	242	(7.5)
		High-school diploma	35	(3.4)	x	x	41	(6.7)	34 ^M	(7.7)	x	x	266	(5.2)
		Postsecondary education – below bachelor's degree	54	(2.3)	11 ^M	(2.2)	41	(3.4)	39	(3.8)	9 ^M	(2.3)	275	(2.6)
		Postsecondary education – bachelor's degree or higher	74	(3.3)	x	x	x	x	51	(5.4)	36	(5.4)	314	(3.5)
	Did not participate in adult learning	Less than high-school diploma	79	(3.4)	58	(4.4)	37	(4.2)	x	x	x	x	214	(3.3)
		High-school diploma	65	(3.4)	31	(4.1)	47	(4.6)	x	x	x	x	245	(3.2)
		Postsecondary education – below bachelor's degree	46	(2.3)	16	(2.5)	46	(4.1)	35	(4.0)	U	(1.5)	263	(2.5)
		Postsecondary education – bachelor's degree or higher	26	(3.3)	x	x	22 ^M	(6.6)	50 ^M	(9.0)	x	x	301	(6.2)
Prince Edward Island	Participated in adult learning	Less than high-school diploma	32 ^M	(5.5)	U	(8.5)	47 ^M	(11.0)	x	x	x	x	251	(8.9)
		High-school diploma	41	(4.2)	U	(5.3)	42 ^M	(10.2)	37 ^M	(7.8)	U	(5.5)	273	(7.9)
		Postsecondary education – below bachelor's degree	60	(2.8)	U	(3.1)	31	(4.6)	49	(4.4)	13 ^M	(3.5)	286	(4.3)
		Postsecondary education – bachelor's degree or higher	82	(2.6)	x	x	x	x	51	(5.0)	33 ^M	(5.9)	310	(4.7)
	Did not participate in adult learning	Less than high-school diploma	68	(5.5)	69	(7.8)	25 ^M	(7.1)	x	x	x	x	204	(7.6)
		High-school diploma	59	(4.2)	20 ^M	(5.6)	48	(6.1)	27 ^M	(5.1)	U	(3.3)	259	(6.0)
		Postsecondary education – below bachelor's degree	40	(2.8)	U	(4.0)	39	(5.2)	43	(5.6)	U	(3.7)	277	(4.9)
		Postsecondary education – bachelor's degree or higher	18	(2.6)	x	x	x	x	48 ^M	(11.4)	35 ^M	(9.1)	310	(7.8)

Table 2.3a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and educational attainment, Canada, provinces, and territories, 2012

	Participation in adult learning	Educational attainment	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Nova Scotia	Participated in adult learning	Less than high-school diploma	36	(4.0)	38 ^M	(8.7)	43 ^M	(9.8)	x	x	x	x	236	(8.0)
		High-school diploma	42	(3.0)	U	(4.9)	41 ^M	(7.1)	33 ^M	(6.7)	U	(4.2)	272	(4.4)
		Postsecondary education – below bachelor's degree	64	(2.4)	10 ^M	(2.4)	36	(3.3)	44	(3.5)	11 ^M	(2.5)	279	(2.9)
		Postsecondary education – bachelor's degree or higher	80	(2.4)	U	(1.4)	11 ^M	(2.4)	46	(4.9)	40	(4.4)	314	(2.9)
	Did not participate in adult learning	Less than high-school diploma	64	(4.0)	53	(6.5)	36 ^M	(6.6)	x	x	x	x	220	(6.5)
		High-school diploma	58	(3.0)	24 ^M	(4.4)	43	(5.8)	30 ^M	(5.1)	U	(1.6)	257	(4.3)
		Postsecondary education – below bachelor's degree	36	(2.4)	16 ^M	(3.4)	46	(5.3)	31	(4.4)	U	(2.5)	266	(3.4)
		Postsecondary education – bachelor's degree or higher	20	(2.4)	x	x	x	x	47 ^M	(9.0)	23 ^M	(7.0)	297	(6.1)
New Brunswick	Participated in adult learning	Less than high-school diploma	21	(3.0)	42 ^M	(9.0)	40 ^M	(8.9)	x	x	x	x	236	(6.4)
		High-school diploma	40	(3.2)	12 ^M	(3.4)	41	(5.2)	41	(5.0)	U	(2.1)	271	(3.5)
		Postsecondary education – below bachelor's degree	52	(2.5)	U	(3.1)	36	(4.2)	46	(4.7)	10 ^M	(2.9)	280	(3.4)
		Postsecondary education – bachelor's degree or higher	82	(2.2)	x	x	x	x	49	(4.7)	33	(4.3)	309	(3.1)
	Did not participate in adult learning	Less than high-school diploma	79	(3.0)	63	(4.2)	30	(4.1)	x	x	x	x	211	(3.4)
		High-school diploma	60	(3.2)	25	(3.6)	44	(4.7)	29	(3.8)	U	(1.6)	253	(3.0)
		Postsecondary education – below bachelor's degree	48	(2.5)	13 ^M	(2.5)	43	(3.9)	38	(4.3)	U	(2.3)	269	(2.8)
		Postsecondary education – bachelor's degree or higher	18	(2.2)	x	x	28 ^M	(6.5)	57	(8.0)	x	x	292	(5.1)
Quebec	Participated in adult learning	Less than high-school diploma	27	(1.8)	42	(5.1)	40	(5.5)	x	x	x	x	233	(4.4)
		High-school diploma	34	(1.8)	17 ^M	(3.3)	39	(3.7)	36	(3.3)	7 ^M	(1.8)	266	(2.9)
		Postsecondary education – below bachelor's degree	52	(1.2)	12	(1.2)	35	(2.0)	42	(1.9)	11	(1.4)	277	(1.6)
		Postsecondary education – bachelor's degree or higher	73	(1.4)	4 ^M	(0.8)	18	(1.6)	46	(2.0)	31	(1.9)	305	(1.6)
	Did not participate in adult learning	Less than high-school diploma	73	(1.8)	60	(2.6)	34	(2.3)	x	x	x	x	211	(2.6)
		High-school diploma	66	(1.8)	24	(2.4)	44	(3.1)	28	(2.4)	4 ^M	(0.9)	255	(2.2)
		Postsecondary education – below bachelor's degree	48	(1.2)	21	(1.8)	44	(2.2)	31	(2.0)	4 ^M	(0.9)	258	(1.7)
		Postsecondary education – bachelor's degree or higher	27	(1.4)	9 ^M	(2.2)	30	(3.2)	45	(3.9)	17	(2.3)	285	(2.7)

Table 2.3a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and educational attainment, Canada, provinces, and territories, 2012

	Participation in adult learning	Educational attainment	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Ontario	Participated in adult learning	Less than high-school diploma	31	(3.0)	39	(6.3)	39 ^M	(7.3)	x	x	x	x	238	(5.6)
		High-school diploma	46	(2.3)	13 ^M	(2.5)	38	(3.8)	40	(4.0)	9 ^M	(2.4)	271	(3.1)
		Postsecondary education – below bachelor's degree	64	(1.8)	9	(1.4)	32	(2.8)	45	(3.3)	15	(2.2)	283	(2.3)
		Postsecondary education – bachelor's degree or higher	73	(1.4)	4 ^M	(1.0)	19	(2.1)	45	(2.6)	31	(2.5)	304	(2.0)
	Did not participate in adult learning	Less than high-school diploma	69	(3.0)	55	(5.6)	35 ^M	(5.8)	x	x	x	x	213	(4.7)
		High-school diploma	54	(2.3)	26	(3.1)	43	(4.6)	28	(3.4)	U	(1.4)	251	(3.2)
		Postsecondary education – below bachelor's degree	36	(1.8)	21	(3.1)	36	(3.4)	34	(3.8)	10 ^M	(2.5)	264	(3.3)
		Postsecondary education – bachelor's degree or higher	27	(1.4)	10 ^M	(1.9)	32	(3.7)	38	(4.1)	20 ^M	(3.6)	285	(3.6)
Manitoba	Participated in adult learning	Less than high-school diploma	33	(4.5)	37 ^M	(8.4)	39 ^M	(8.4)	x	x	x	x	239	(8.5)
		High-school diploma	54	(3.8)	14 ^M	(4.2)	37 ^M	(6.3)	39	(6.3)	U	(3.5)	274	(4.6)
		Postsecondary education – below bachelor's degree	64	(2.8)	U	(2.4)	32	(4.2)	44	(4.7)	16 ^M	(3.8)	286	(3.6)
		Postsecondary education – bachelor's degree or higher	85	(2.5)	U	(2.0)	19 ^M	(3.9)	45	(5.6)	32	(4.8)	305	(3.5)
	Did not participate in adult learning	Less than high-school diploma	67	(4.5)	52	(6.1)	33 ^M	(6.7)	x	x	x	x	219	(7.6)
		High-school diploma	46	(3.8)	21 ^M	(4.5)	44	(6.6)	30 ^M	(5.5)	U	(2.6)	258	(5.0)
		Postsecondary education – below bachelor's degree	36	(2.8)	19 ^M	(4.6)	32 ^M	(6.0)	41	(5.4)	U	(3.8)	268	(4.9)
		Postsecondary education – bachelor's degree or higher	15 ^M	(2.5)	x	x	30 ^M	(9.3)	47 ^M	(10.9)	x	x	286	(7.3)
Saskatchewan	Participated in adult learning	Less than high-school diploma	35	(5.2)	39 ^M	(8.5)	42 ^M	(9.7)	x	x	x	x	235	(6.2)
		High-school diploma	54	(3.7)	19 ^M	(4.3)	40	(6.4)	34	(5.3)	U	(3.1)	264	(4.7)
		Postsecondary education – below bachelor's degree	67	(2.6)	8 ^M	(2.3)	31	(3.6)	50	(4.5)	11 ^M	(3.3)	283	(3.5)
		Postsecondary education – bachelor's degree or higher	83	(2.8)	U	(2.8)	15 ^M	(4.2)	45	(4.3)	32	(4.5)	303	(4.6)
	Did not participate in adult learning	Less than high-school diploma	65	(5.2)	53	(7.7)	37 ^M	(7.9)	x	x	x	x	219	(7.3)
		High-school diploma	46	(3.7)	22 ^M	(5.1)	41	(5.3)	33	(5.1)	U	(2.1)	259	(4.8)
		Postsecondary education – below bachelor's degree	33	(2.6)	16 ^M	(5.1)	37 ^M	(7.2)	42	(5.8)	U	(2.6)	268	(4.7)
		Postsecondary education – bachelor's degree or higher	17	(2.8)	x	x	x	x	58 ^M	(10.4)	U	(8.6)	300	(6.3)

Table 2.3a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and educational attainment, Canada, provinces, and territories, 2012

	Participation in adult learning	Educational attainment	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Alberta	Participated in adult learning	Less than high-school diploma	41	(4.7)	53 ^M	(10.2)	33 ^M	(9.9)	x	x	x	x	225	(8.7)
		High-school diploma	57	(4.6)	U	(5.2)	35	(5.7)	41	(6.4)	U	(3.4)	272	(5.3)
		Postsecondary education – below bachelor's degree	67	(2.9)	10 ^M	(2.6)	27	(4.1)	47	(5.4)	15 ^M	(3.9)	285	(3.6)
		Postsecondary education – bachelor's degree or higher	76	(2.4)	U	(1.8)	15 ^M	(3.3)	44	(5.3)	36	(4.3)	308	(4.1)
	Did not participate in adult learning	Less than high-school diploma	59	(4.7)	40 ^M	(7.3)	38 ^M	(8.5)	x	x	x	x	235	(6.5)
		High-school diploma	43	(4.6)	x	x	39 ^M	(7.7)	31 ^M	(6.7)	x	x	258	(6.5)
		Postsecondary education – below bachelor's degree	33	(2.9)	16 ^M	(4.4)	38	(5.7)	39	(6.3)	U	(3.4)	269	(4.9)
		Postsecondary education – bachelor's degree or higher	24	(2.4)	U	(5.7)	32 ^M	(6.6)	34 ^M	(6.8)	19 ^M	(5.5)	276	(6.9)
British Columbia	Participated in adult learning	Less than high-school diploma	31 ^M	(6.1)	38 ^M	(11.6)	43 ^M	(13.7)	x	x	x	x	240	(8.4)
		High-school diploma	47	(3.7)	10 ^M	(3.3)	34 ^M	(5.7)	41	(6.3)	15 ^M	(4.7)	280	(5.0)
		Postsecondary education – below bachelor's degree	67	(2.7)	9 ^M	(2.3)	27	(3.9)	48	(4.2)	17 ^M	(3.3)	287	(3.5)
		Postsecondary education – bachelor's degree or higher	71	(3.3)	U	(2.1)	18 ^M	(3.3)	44	(5.1)	33	(4.7)	304	(3.8)
	Did not participate in adult learning	Less than high-school diploma	69	(6.1)	58	(8.5)	29 ^M	(8.6)	x	x	x	x	210	(9.5)
		High-school diploma	53	(3.7)	33 ^M	(5.8)	35 ^M	(6.5)	26 ^M	(5.7)	U	(3.0)	247	(6.0)
		Postsecondary education – below bachelor's degree	33	(2.7)	19 ^M	(4.3)	40	(6.5)	33 ^M	(5.7)	U	(2.9)	263	(4.7)
		Postsecondary education – bachelor's degree or higher	29	(3.3)	17 ^M	(4.7)	30 ^M	(7.3)	39 ^M	(7.7)	U	(5.4)	274	(6.4)
Yukon	Participated in adult learning	Less than high-school diploma	29 ^M	(7.9)	x	x	U	(20.7)	U	(12.4)	x	x	243	(16.0)
		High-school diploma	44 ^M	(12.7)	U	(13.2)	U	(15.0)	U	(19.8)	U	(12.7)	270	(19.3)
		Postsecondary education – below bachelor's degree	70	(6.0)	U	(3.5)	U	(11.3)	52 ^M	(11.2)	U	(7.4)	290	(13.5)
		Postsecondary education – bachelor's degree or higher	81	(9.3)	x	x	x	x	41 ^M	(13.5)	48 ^M	(15.2)	321	(12.1)
	Did not participate in adult learning	Less than high-school diploma	71	(7.9)	57 ^M	(17.7)	x	x	U	(7.3)	x	x	210	(24.9)
		High-school diploma	56 ^M	(12.7)	U	(23.5)	x	x	U	(22.9)	x	x	261	(18.8)
		Postsecondary education – below bachelor's degree	30 ^M	(6.0)	U	(6.3)	U	(20.1)	U	(18.1)	U	(4.3)	271	(14.0)
		Postsecondary education – bachelor's degree or higher	U	(9.3)	x	x	x	x	U	(29.6)	x	x	255 ^M	(52.3)

Table 2.3a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and educational attainment, Canada, provinces, and territories, 2012

	Participation in adult learning	Educational attainment	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Northwest Territories	Participated in adult learning	Less than high-school diploma	45	(4.8)	49 ^M	(9.6)	34 ^M	(8.2)	x	x	x	x	225	(11.1)
		High-school diploma	54	(5.1)	32 ^M	(8.1)	39 ^M	(7.3)	x	x	x	x	249	(8.9)
		Postsecondary education – below bachelor's degree	64	(3.9)	16 ^M	(4.7)	34	(5.2)	38	(5.8)	12 ^M	(3.3)	273	(6.5)
		Postsecondary education – bachelor's degree or higher	82	(3.6)	U	(1.9)	21 ^M	(5.1)	44	(6.6)	31 ^M	(6.2)	305	(5.0)
	Did not participate in adult learning	Less than high-school diploma	55	(4.8)	79	(6.6)	x	x	x	x	-	-	192	(8.5)
		High-school diploma	46	(5.1)	36 ^M	(10.8)	35 ^M	(8.7)	x	x	x	x	246	(9.9)
		Postsecondary education – below bachelor's degree	36	(3.9)	28 ^M	(8.6)	42 ^M	(7.4)	23 ^M	(7.4)	U	(3.6)	253	(7.8)
		Postsecondary education – bachelor's degree or higher	18 ^M	(3.6)	x	x	U	(10.5)	43 ^M	(13.9)	x	x	290	(11.3)
Nunavut	Participated in adult learning	Less than high-school diploma	32	(3.0)	73	(5.7)	23 ^M	(5.2)	x	x	x	x	194	(7.0)
		High-school diploma	42 ^M	(7.1)	x	x	55 ^M	(12.0)	U	(8.5)	x	x	244	(8.1)
		Postsecondary education – below bachelor's degree	59	(3.9)	27 ^M	(6.5)	38	(6.1)	29 ^M	(5.4)	U	(3.0)	257	(6.2)
		Postsecondary education – bachelor's degree or higher	82	(6.0)	x	x	24 ^M	(5.9)	46 ^M	(8.6)	x	x	299	(5.6)
	Did not participate in adult learning	Less than high-school diploma	68	(3.0)	84	(3.2)	x	x	x	x	-	-	182	(5.3)
		High-school diploma	58	(7.1)	35 ^M	(10.7)	46 ^M	(10.8)	x	x	x	x	239	(9.0)
		Postsecondary education – below bachelor's degree	41	(3.9)	41 ^M	(7.6)	38 ^M	(8.2)	x	x	x	x	239	(6.9)
		Postsecondary education – bachelor's degree or higher	18 ^M	(6.0)	-	-	x	x	U	(23.3)	x	x	298	(11.2)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 2.3b

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and educational attainment, Canada, provinces, and territories, 2012

	Participation in adult learning	Educational attainment	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Less than high-school diploma	31	(1.2)	51	(3.4)	34	(3.5)	14	(2.3)	U	(0.9)	223	(3.3)
		High-school diploma	45	(1.3)	23	(2.0)	38	(2.3)	32	(2.0)	8	(1.3)	261	(2.1)
		Postsecondary education – below bachelor's degree	61	(0.8)	14	(1.0)	34	(1.5)	39	(1.5)	12	(1.0)	275	(1.4)
		Postsecondary education – bachelor's degree or higher	74	(0.9)	6	(0.7)	21	(1.3)	43	(1.6)	29	(1.4)	300	(1.2)
	Did not participate in adult learning	Less than high-school diploma	69	(1.2)	65	(2.2)	27	(2.1)	7 ^M	(1.3)	U	(0.4)	202	(2.6)
		High-school diploma	55	(1.3)	36	(1.8)	39	(1.9)	22	(1.5)	3 ^M	(0.9)	241	(2.0)
		Postsecondary education – below bachelor's degree	39	(0.8)	26	(1.5)	38	(1.8)	29	(1.4)	6	(1.0)	256	(1.6)
		Postsecondary education – bachelor's degree or higher	26	(0.9)	14	(1.5)	29	(2.7)	38	(3.1)	19	(1.8)	281	(2.1)
Newfoundland and Labrador	Participated in adult learning	Less than high-school diploma	21	(3.4)	48 ^M	(9.0)	40 ^M	(8.8)	x	x	x	x	226	(7.7)
		High-school diploma	35	(3.4)	31 ^M	(6.3)	40 ^M	(7.0)	x	x	x	x	251	(6.4)
		Postsecondary education – below bachelor's degree	54	(2.3)	21	(2.9)	42	(3.5)	30	(3.4)	7 ^M	(2.2)	261	(3.2)
		Postsecondary education – bachelor's degree or higher	74	(3.3)	U	(2.1)	16 ^M	(3.9)	50	(5.1)	30	(5.0)	307	(4.2)
	Did not participate in adult learning	Less than high-school diploma	79	(3.4)	77	(4.0)	x	x	x	x	-	-	191	(4.2)
		High-school diploma	65	(3.4)	47	(4.3)	40	(4.6)	x	x	x	x	230	(3.5)
		Postsecondary education – below bachelor's degree	46	(2.3)	30	(3.2)	44	(4.1)	23	(3.5)	U	(1.4)	248	(3.1)
		Postsecondary education – bachelor's degree or higher	26	(3.3)	U	(5.1)	U	(8.5)	43 ^M	(11.4)	27 ^M	(8.4)	295	(8.2)
Prince Edward Island	Participated in adult learning	Less than high-school diploma	32 ^M	(5.5)	33 ^M	(9.1)	48 ^M	(10.8)	x	x	x	x	235	(8.3)
		High-school diploma	41	(4.2)	25 ^M	(7.2)	44 ^M	(9.1)	x	x	x	x	257	(6.3)
		Postsecondary education – below bachelor's degree	60	(2.8)	15 ^M	(4.0)	36	(5.4)	37	(4.1)	U	(4.1)	274	(6.3)
		Postsecondary education – bachelor's degree or higher	82	(2.6)	U	(2.1)	21 ^M	(4.7)	49	(6.0)	25 ^M	(4.6)	301	(4.8)
	Did not participate in adult learning	Less than high-school diploma	68	(5.5)	79	(5.9)	x	x	x	x	-	-	184	(8.1)
		High-school diploma	59	(4.2)	30 ^M	(7.0)	44	(6.7)	x	x	x	x	246	(7.7)
		Postsecondary education – below bachelor's degree	40	(2.8)	18 ^M	(4.5)	45	(6.1)	31 ^M	(5.5)	U	(3.5)	263	(5.8)
		Postsecondary education – bachelor's degree or higher	18	(2.6)	x	x	x	x	42 ^M	(11.0)	36 ^M	(10.1)	308	(10.4)

Table 2.3b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and educational attainment, Canada, provinces, and territories, 2012

	Participation in adult learning	Educational attainment	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Nova Scotia	Participated in adult learning	Less than high-school diploma	36	(4.0)	54 ^M	(9.6)	30 ^M	(8.4)	x	x	x	x	222	(10.1)
		High-school diploma	42	(3.0)	29 ^M	(5.0)	35 ^M	(5.9)	29 ^M	(4.8)	U	(3.3)	258	(4.9)
		Postsecondary education – below bachelor's degree	64	(2.4)	17	(2.8)	39	(3.6)	34	(3.3)	9 ^M	(2.3)	268	(3.2)
		Postsecondary education – bachelor's degree or higher	80	(2.4)	U	(1.6)	15 ^M	(3.1)	44	(4.1)	36	(4.2)	309	(3.1)
	Did not participate in adult learning	Less than high-school diploma	64	(4.0)	69	(5.6)	24 ^M	(6.2)	x	x	x	x	204	(6.3)
		High-school diploma	58	(3.0)	33	(5.1)	44	(5.4)	x	x	x	x	243	(4.6)
		Postsecondary education – below bachelor's degree	36	(2.4)	28	(4.6)	43	(5.1)	24 ^M	(4.6)	U	(2.4)	253	(4.1)
		Postsecondary education – bachelor's degree or higher	20	(2.4)	U	(4.0)	28 ^M	(7.1)	43 ^M	(8.8)	21 ^M	(6.7)	290	(6.3)
New Brunswick	Participated in adult learning	Less than high-school diploma	21	(3.0)	56	(8.5)	29 ^M	(8.3)	x	x	x	x	223	(7.7)
		High-school diploma	40	(3.2)	x	x	42	(5.7)	30 ^M	(5.1)	x	x	256	(4.1)
		Postsecondary education – below bachelor's degree	52	(2.5)	16 ^M	(3.9)	39	(4.8)	38	(3.8)	7 ^M	(2.1)	268	(3.6)
		Postsecondary education – bachelor's degree or higher	82	(2.2)	U	(1.5)	24 ^M	(4.5)	47	(6.2)	25 ^M	(4.4)	299	(3.2)
	Did not participate in adult learning	Less than high-school diploma	79	(3.0)	77	(3.8)	19 ^M	(3.8)	U	(1.5)	-	-	192	(3.9)
		High-school diploma	60	(3.2)	39	(4.0)	41	(4.4)	x	x	x	x	238	(3.5)
		Postsecondary education – below bachelor's degree	48	(2.5)	23	(3.7)	44	(4.1)	28	(3.5)	U	(2.7)	257	(3.2)
		Postsecondary education – bachelor's degree or higher	18	(2.2)	x	x	32 ^M	(7.6)	48 ^M	(8.5)	x	x	289	(5.8)
Quebec	Participated in adult learning	Less than high-school diploma	27	(1.8)	47	(4.9)	34	(4.6)	x	x	x	x	229	(5.0)
		High-school diploma	34	(1.8)	21	(3.0)	41	(3.7)	32	(3.0)	6 ^M	(1.6)	260	(2.9)
		Postsecondary education – below bachelor's degree	52	(1.2)	13	(1.3)	37	(1.9)	40	(2.2)	11	(1.4)	275	(1.6)
		Postsecondary education – bachelor's degree or higher	73	(1.4)	5 ^M	(0.9)	22	(2.1)	44	(2.1)	28	(1.9)	300	(1.6)
	Did not participate in adult learning	Less than high-school diploma	73	(1.8)	66	(3.0)	29	(3.0)	x	x	x	x	203	(2.8)
		High-school diploma	66	(1.8)	29	(2.8)	42	(2.8)	26	(2.5)	3 ^M	(0.9)	249	(2.3)
		Postsecondary education – below bachelor's degree	48	(1.2)	23	(1.8)	44	(2.2)	29	(2.2)	4 ^M	(1.0)	256	(1.7)
		Postsecondary education – bachelor's degree or higher	27	(1.4)	10 ^M	(2.3)	32	(3.7)	42	(3.4)	15	(2.1)	282	(2.6)

Table 2.3b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and educational attainment, Canada, provinces, and territories, 2012

	Participation in adult learning	Educational attainment	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Ontario	Participated in adult learning	Less than high-school diploma	31	(3.0)	50	(6.4)	34 ^M	(7.6)	x	x	x	x	223	(6.5)
		High-school diploma	46	(2.3)	25	(3.3)	39	(4.4)	29	(3.6)	6 ^M	(2.1)	257	(3.5)
		Postsecondary education – below bachelor's degree	64	(1.8)	15	(1.9)	34	(2.9)	38	(2.9)	13	(2.1)	275	(2.8)
		Postsecondary education – bachelor's degree or higher	73	(1.4)	7	(1.0)	22	(2.0)	44	(2.8)	27	(2.4)	299	(2.1)
	Did not participate in adult learning	Less than high-school diploma	69	(3.0)	67	(4.1)	27	(3.9)	x	x	x	x	197	(5.1)
		High-school diploma	54	(2.3)	38	(3.1)	38	(3.6)	21	(3.0)	U	(1.5)	237	(3.3)
		Postsecondary education – below bachelor's degree	36	(1.8)	29	(3.0)	34	(3.4)	29	(3.1)	8 ^M	(2.1)	254	(3.6)
		Postsecondary education – bachelor's degree or higher	27	(1.4)	13 ^M	(2.3)	30	(4.3)	36	(5.0)	21 ^M	(3.5)	284	(3.4)
Manitoba	Participated in adult learning	Less than high-school diploma	33	(4.5)	45 ^M	(9.3)	39 ^M	(8.7)	x	x	x	x	224	(9.2)
		High-school diploma	54	(3.8)	22 ^M	(5.9)	36 ^M	(6.1)	32	(5.2)	U	(3.8)	264	(5.9)
		Postsecondary education – below bachelor's degree	64	(2.8)	14 ^M	(2.8)	32	(4.5)	40	(5.5)	14 ^M	(3.5)	277	(4.2)
		Postsecondary education – bachelor's degree or higher	85	(2.5)	U	(2.2)	25	(4.1)	41	(5.9)	27 ^M	(5.1)	297	(4.5)
	Did not participate in adult learning	Less than high-school diploma	67	(4.5)	59	(5.9)	31 ^M	(5.8)	x	x	x	x	204	(9.0)
		High-school diploma	46	(3.8)	31	(5.0)	38	(5.8)	27 ^M	(4.9)	U	(2.7)	245	(5.6)
		Postsecondary education – below bachelor's degree	36	(2.8)	24 ^M	(4.9)	33 ^M	(6.0)	37	(5.0)	U	(2.9)	260	(5.2)
		Postsecondary education – bachelor's degree or higher	15 ^M	(2.5)	U	(5.8)	30 ^M	(9.8)	45 ^M	(11.6)	U	(7.3)	281	(8.3)
Saskatchewan	Participated in adult learning	Less than high-school diploma	35	(5.2)	46 ^M	(9.5)	44 ^M	(9.6)	x	x	x	x	224	(7.4)
		High-school diploma	54	(3.7)	28 ^M	(5.4)	33 ^M	(5.7)	32 ^M	(5.6)	U	(2.8)	257	(5.3)
		Postsecondary education – below bachelor's degree	67	(2.6)	13 ^M	(2.8)	35 ^M	(5.8)	42	(5.8)	11 ^M	(3.4)	276	(3.3)
		Postsecondary education – bachelor's degree or higher	83	(2.8)	U	(3.1)	19 ^M	(5.0)	46	(5.5)	26	(4.3)	295	(4.4)
	Did not participate in adult learning	Less than high-school diploma	65	(5.2)	66	(6.9)	28 ^M	(5.9)	x	x	x	x	202	(7.3)
		High-school diploma	46	(3.7)	32	(5.2)	41	(5.3)	23 ^M	(4.5)	U	(2.3)	249	(5.2)
		Postsecondary education – below bachelor's degree	33	(2.6)	24 ^M	(4.6)	36 ^M	(6.1)	34 ^M	(6.2)	U	(3.3)	260	(4.7)
		Postsecondary education – bachelor's degree or higher	17	(2.8)	x	x	x	x	49 ^M	(13.2)	U	(9.1)	295	(7.1)

Table 2.3b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and educational attainment, Canada, provinces, and territories, 2012

	Participation in adult learning	Educational attainment	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Alberta	Participated in adult learning	Less than high-school diploma	41	(4.7)	66	(9.0)	x	x	U	(5.3)	x	x	212	(8.9)
		High-school diploma	57	(4.6)	21 ^M	(5.9)	37 ^M	(6.7)	34 ^M	(7.4)	U	(3.2)	262	(6.1)
		Postsecondary education – below bachelor's degree	67	(2.9)	15 ^M	(3.4)	31	(4.3)	40	(4.9)	14 ^M	(3.2)	276	(4.1)
		Postsecondary education – bachelor's degree or higher	76	(2.4)	U	(2.6)	20 ^M	(4.3)	38	(4.1)	35	(4.0)	304	(4.2)
	Did not participate in adult learning	Less than high-school diploma	59	(4.7)	53	(7.6)	27 ^M	(7.7)	x	x	x	x	223	(7.3)
		High-school diploma	43	(4.6)	35 ^M	(7.0)	42 ^M	(7.3)	x	x	x	x	244	(6.8)
		Postsecondary education – below bachelor's degree	33	(2.9)	26 ^M	(5.3)	38 ^M	(6.8)	27 ^M	(5.7)	U	(3.6)	259	(6.0)
		Postsecondary education – bachelor's degree or higher	24	(2.4)	20 ^M	(6.3)	31 ^M	(8.1)	36 ^M	(7.8)	U	(4.8)	270	(7.5)
British Columbia	Participated in adult learning	Less than high-school diploma	31 ^M	(6.1)	42 ^M	(10.7)	44 ^M	(14.0)	x	x	x	x	228	(8.9)
		High-school diploma	47	(3.7)	19 ^M	(4.4)	32 ^M	(5.8)	37 ^M	(6.3)	U	(4.9)	270	(6.1)
		Postsecondary education – below bachelor's degree	67	(2.7)	13 ^M	(2.7)	33	(4.8)	43	(4.0)	12 ^M	(2.6)	276	(3.6)
		Postsecondary education – bachelor's degree or higher	71	(3.3)	8 ^M	(2.6)	20	(3.3)	42	(4.3)	29	(4.2)	298	(4.4)
	Did not participate in adult learning	Less than high-school diploma	69	(6.1)	62	(8.6)	27 ^M	(8.8)	x	x	x	x	200	(10.7)
		High-school diploma	53	(3.7)	42	(6.0)	33 ^M	(5.9)	20 ^M	(4.9)	U	(3.1)	235	(7.2)
		Postsecondary education – below bachelor's degree	33	(2.7)	28 ^M	(5.7)	38 ^M	(8.0)	28 ^M	(6.1)	U	(3.0)	254	(5.1)
		Postsecondary education – bachelor's degree or higher	29	(3.3)	22 ^M	(5.3)	24 ^M	(6.5)	35 ^M	(8.3)	19 ^M	(5.7)	274	(7.3)
Yukon	Participated in adult learning	Less than high-school diploma	29 ^M	(7.9)	U	(18.5)	U	(16.9)	x	x	x	x	235	(17.3)
		High-school diploma	44 ^M	(12.7)	U	(13.9)	x	x	U	(19.3)	x	x	253	(17.1)
		Postsecondary education – below bachelor's degree	70	(6.0)	U	(6.5)	33 ^M	(10.4)	U	(14.6)	U	(5.0)	280	(10.4)
		Postsecondary education – bachelor's degree or higher	81	(9.3)	U	(2.5)	U	(8.7)	41 ^M	(12.1)	U	(14.9)	306	(9.9)
	Did not participate in adult learning	Less than high-school diploma	71	(7.9)	69 ^M	(13.8)	U	(12.9)	x	x	x	x	193	(29.4)
		High-school diploma	56 ^M	(12.7)	U	(23.4)	x	x	U	(23.0)	x	x	241	(24.5)
		Postsecondary education – below bachelor's degree	30 ^M	(6.0)	U	(20.4)	U	(18.0)	U	(16.1)	U	(3.3)	252	(17.5)
		Postsecondary education – bachelor's degree or higher	U	(9.3)	x	x	U	(31.6)	U	(33.2)	x	x	244 ^M	(54.9)

Table 2.3b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and educational attainment, Canada, provinces, and territories, 2012

	Participation in adult learning	Educational attainment	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Northwest Territories	Participated in adult learning	Less than high-school diploma	45	(4.8)	64	(9.4)	24 ^M	(7.2)	x	x	x	x	206	(13.4)
		High-school diploma	54	(5.1)	45 ^M	(9.2)	33 ^M	(7.9)	x	x	x	x	234	(10.2)
		Postsecondary education – below bachelor's degree	64	(3.9)	25 ^M	(6.0)	34	(5.4)	30 ^M	(5.3)	11 ^M	(3.5)	262	(7.4)
		Postsecondary education – bachelor's degree or higher	82	(3.6)	U	(3.4)	23 ^M	(5.2)	44	(5.5)	25 ^M	(4.2)	295	(5.6)
	Did not participate in adult learning	Less than high-school diploma	55	(4.8)	86	(6.1)	x	x	x	x	-	-	173	(11.4)
		High-school diploma	46	(5.1)	45 ^M	(9.8)	39 ^M	(9.3)	x	x	x	x	231	(9.6)
		Postsecondary education – below bachelor's degree	36	(3.9)	40 ^M	(8.3)	36 ^M	(7.9)	17 ^M	(5.3)	U	(3.3)	240	(7.5)
		Postsecondary education – bachelor's degree or higher	18 ^M	(3.6)	x	x	U	(13.1)	50 ^M	(15.0)	x	x	279	(11.2)
Nunavut	Participated in adult learning	Less than high-school diploma	32	(3.0)	85	(5.2)	x	x	x	x	-	-	172	(7.9)
		High-school diploma	42 ^M	(7.1)	49 ^M	(11.2)	38 ^M	(11.7)	x	x	x	x	224	(10.2)
		Postsecondary education – below bachelor's degree	59	(3.9)	40 ^M	(7.0)	37 ^M	(6.7)	x	x	x	x	238	(7.5)
		Postsecondary education – bachelor's degree or higher	82	(6.0)	U	(4.5)	24 ^M	(7.5)	44 ^M	(7.9)	24 ^M	(5.6)	294	(6.3)
	Did not participate in adult learning	Less than high-school diploma	68	(3.0)	91	(2.8)	x	x	x	x	-	-	161	(5.6)
		High-school diploma	58	(7.1)	52 ^M	(9.3)	x	x	U	(6.6)	x	x	222	(9.0)
		Postsecondary education – below bachelor's degree	41	(3.9)	55	(8.0)	31 ^M	(8.1)	x	x	x	x	225	(5.8)
		Postsecondary education – bachelor's degree or higher	18 ^M	(6.0)	x	x	x	x	U	(19.3)	x	x	279	(15.3)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 2.3c

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and educational attainment, Canada, provinces, and territories, 2012

	Educational attainment	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Canada	Less than high-school diploma	29	(2.6)	58	(2.9)	13 ^M	(2.3)	52	(1.6)	44	(1.6)	4 ^M	(1.0)
	High-school diploma	15	(1.2)	50	(2.1)	35	(2.1)	31	(1.3)	52	(1.6)	17	(1.4)
	Postsecondary education – below bachelor's degree	10	(0.7)	49	(1.5)	42	(1.3)	22	(1.5)	55	(1.8)	23	(1.7)
	Postsecondary education – bachelor's degree or higher	6	(0.5)	35	(1.1)	58	(1.2)	15	(1.7)	48	(2.2)	36	(2.1)
Newfoundland and Labrador	Less than high-school diploma	45	(7.0)	41 ^M	(8.5)	U	(6.8)	69	(3.4)	x	x	x	x
	High-school diploma	25 ^M	(4.7)	46	(7.0)	28 ^M	(7.0)	34	(3.9)	59	(4.0)	8 ^M	(2.5)
	Postsecondary education – below bachelor's degree	18	(2.4)	54	(3.1)	29	(3.3)	31	(3.1)	53	(4.3)	16 ^M	(3.4)
	Postsecondary education – bachelor's degree or higher	U	(1.6)	24 ^M	(4.3)	72	(4.5)	13 ^M	(4.3)	46 ^M	(8.5)	41 ^M	(8.6)
Prince Edward Island	Less than high-school diploma	x	x	56 ^M	(11.9)	x	x	64	(6.8)	x	x	x	x
	High-school diploma	20 ^M	(5.0)	56	(7.7)	24 ^M	(6.7)	37	(5.4)	50	(5.7)	14 ^M	(4.4)
	Postsecondary education – below bachelor's degree	12 ^M	(2.2)	54	(4.5)	34	(4.5)	23	(3.7)	55	(5.9)	22 ^M	(5.6)
	Postsecondary education – bachelor's degree or higher	8 ^M	(2.3)	41	(5.0)	51	(5.1)	x	x	x	x	51 ^M	(9.0)
Nova Scotia	Less than high-school diploma	30 ^M	(6.7)	56	(7.4)	U	(6.4)	49	(6.0)	x	x	x	x
	High-school diploma	14 ^M	(3.7)	46	(6.0)	39	(5.5)	21 ^M	(3.6)	54	(5.0)	25 ^M	(4.6)
	Postsecondary education – below bachelor's degree	13	(1.8)	49	(3.7)	38	(3.6)	17 ^M	(2.9)	59	(4.4)	24	(3.8)
	Postsecondary education – bachelor's degree or higher	U	(1.0)	25	(3.3)	72	(3.4)	U	(3.5)	49	(7.4)	43 ^M	(7.2)
New Brunswick	Less than high-school diploma	43 ^M	(8.2)	41 ^M	(9.2)	U	(6.6)	63	(4.0)	x	x	x	x
	High-school diploma	17 ^M	(3.7)	54	(6.0)	29 ^M	(5.9)	31	(3.5)	54	(4.2)	15 ^M	(3.4)
	Postsecondary education – below bachelor's degree	13 ^M	(2.5)	50	(4.0)	36	(4.0)	25	(3.0)	50	(4.3)	25	(3.9)
	Postsecondary education – bachelor's degree or higher	5 ^M	(1.4)	36	(5.8)	60	(5.9)	U	(6.5)	50 ^M	(8.8)	34 ^M	(8.5)
Quebec	Less than high-school diploma	22	(2.8)	61	(4.5)	17 ^M	(3.9)	51	(2.5)	46	(2.4)	3 ^M	(0.9)
	High-school diploma	16	(2.2)	56	(3.9)	28	(3.6)	27	(2.0)	56	(2.4)	17	(2.1)
	Postsecondary education – below bachelor's degree	10	(1.1)	52	(1.8)	38	(1.8)	18	(1.2)	62	(1.9)	19	(1.8)
	Postsecondary education – bachelor's degree or higher	5	(0.7)	40	(1.9)	55	(2.0)	13	(1.8)	49	(3.1)	38	(3.1)

Table 2.3c (cont'd)

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and educational attainment, Canada, provinces, and territories, 2012

	Educational attainment	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Ontario	Less than high-school diploma	34 ^M	(6.0)	54	(7.2)	U	(5.4)	58	(3.6)	38	(3.6)	U	(1.9)
	High-school diploma	14	(2.2)	50	(3.6)	36	(3.5)	32	(2.7)	52	(3.4)	16 ^M	(2.8)
	Postsecondary education – below bachelor's degree	9	(1.1)	50	(2.6)	42	(2.4)	26	(3.3)	49	(3.3)	25	(3.5)
	Postsecondary education – bachelor's degree or higher	6	(0.9)	36	(2.2)	58	(2.2)	13 ^M	(2.5)	49	(3.9)	38	(3.7)
Manitoba	Less than high-school diploma	44 ^M	(8.2)	46 ^M	(8.3)	U	(4.4)	51	(6.5)	42 ^M	(7.1)	U	(3.4)
	High-school diploma	20 ^M	(4.0)	43	(4.9)	37	(5.1)	33	(4.1)	47	(5.0)	20 ^M	(4.7)
	Postsecondary education – below bachelor's degree	13 ^M	(2.4)	44	(4.6)	43	(4.5)	27 ^M	(4.8)	49	(5.5)	24 ^M	(5.3)
	Postsecondary education – bachelor's degree or higher	12 ^M	(2.7)	37	(4.1)	51	(4.5)	U	(8.4)	46 ^M	(11.0)	35 ^M	(10.4)
Saskatchewan	Less than high-school diploma	23 ^M	(5.9)	69	(6.3)	U	(3.9)	43	(6.6)	53	(6.7)	U	(3.1)
	High-school diploma	U	(3.4)	63	(5.2)	27 ^M	(5.0)	23	(3.8)	59	(5.7)	18 ^M	(4.6)
	Postsecondary education – below bachelor's degree	7 ^M	(1.8)	54	(4.4)	39	(4.5)	16 ^M	(3.8)	65	(5.9)	19 ^M	(5.2)
	Postsecondary education – bachelor's degree or higher	U	(1.5)	38	(4.6)	59	(4.7)	U	(6.2)	35 ^M	(10.5)	52 ^M	(10.5)
Alberta	Less than high-school diploma	24 ^M	(6.8)	67	(7.8)	U	(5.1)	38 ^M	(6.9)	51 ^M	(8.8)	U	(5.9)
	High-school diploma	11 ^M	(3.5)	53	(6.3)	37	(5.9)	19 ^M	(5.4)	57	(7.1)	24 ^M	(6.1)
	Postsecondary education – below bachelor's degree	11 ^M	(3.1)	44	(4.7)	44	(4.8)	22 ^M	(4.0)	48	(6.3)	30 ^M	(6.1)
	Postsecondary education – bachelor's degree or higher	8 ^M	(2.5)	29	(4.1)	63	(4.0)	21 ^M	(5.8)	51	(6.8)	28 ^M	(6.5)
British Columbia	Less than high-school diploma	U	(10.6)	63 ^M	(11.7)	U	(8.1)	46	(6.4)	51	(6.4)	U	(3.2)
	High-school diploma	20 ^M	(4.2)	38	(5.9)	42 ^M	(6.9)	42	(5.7)	40	(5.6)	18 ^M	(4.6)
	Postsecondary education – below bachelor's degree	10 ^M	(2.3)	42	(4.2)	48	(4.2)	20 ^M	(4.1)	56	(6.0)	24 ^M	(5.6)
	Postsecondary education – bachelor's degree or higher	7 ^M	(2.1)	34	(3.9)	59	(4.1)	24 ^M	(6.7)	45 ^M	(8.0)	31 ^M	(7.4)
Yukon	Less than high-school diploma	x	x	79	(12.2)	x	x	54 ^M	(16.0)	x	x	x	x
	High-school diploma	U	(2.9)	69 ^M	(14.2)	U	(13.6)	U	(25.7)	U	(28.0)	U	(23.3)
	Postsecondary education – below bachelor's degree	U	(5.9)	53 ^M	(11.8)	38 ^M	(9.9)	U	(9.6)	U	(18.7)	U	(16.6)
	Postsecondary education – bachelor's degree or higher	x	x	x	x	68 ^M	(11.8)	-	-	69 ^M	(22.0)	U	(22.0)

Table 2.3c (cont'd)

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and educational attainment, Canada, provinces, and territories, 2012

	Educational attainment	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Northwest Territories	Less than high-school diploma	37 ^M	(6.7)	53	(8.1)	U	(6.2)	67	(5.9)	x	x	x	x
	High-school diploma	11 ^M	(3.1)	64	(9.8)	U	(10.3)	27 ^M	(7.8)	51 ^M	(10.3)	22 ^M	(7.0)
	Postsecondary education – below bachelor's degree	11 ^M	(2.2)	53	(6.4)	36 ^M	(6.3)	29	(3.8)	56	(5.8)	16 ^M	(4.7)
	Postsecondary education – bachelor's degree or higher	U	(3.0)	33 ^M	(5.8)	62	(6.1)	x	x	x	x	49 ^M	(10.6)
Nunavut	Less than high-school diploma	59	(6.3)	x	x	x	x	72	(4.3)	x	x	x	x
	High-school diploma	U	(7.5)	58 ^M	(11.8)	U	(9.1)	43 ^M	(9.9)	47 ^M	(10.5)	U	(6.7)
	Postsecondary education – below bachelor's degree	27 ^M	(6.4)	48	(7.4)	25 ^M	(5.8)	45 ^M	(8.5)	46 ^M	(8.4)	U	(4.3)
	Postsecondary education – bachelor's degree or higher	15 ^M	(3.9)	35 ^M	(7.5)	51 ^M	(8.6)	48 ^M	(12.9)	x	x	x	x

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 2.4a

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE	
					%	SE	%	SE	%	SE	%	SE			
Canada	Participated in adult learning	Neither parent has attained high-school diploma	42	(1.0)	16	(1.1)	36	(2.1)	38	(2.0)	10	(1.0)	270	(1.5)	
		One parent has attained high-school diploma	59	(1.1)	11	(1.2)	29	(1.6)	43	(2.1)	18	(1.7)	284	(1.5)	
		Both parents have attained high-school diploma	68	(0.9)	7	(0.6)	24	(1.1)	45	(1.5)	24	(1.1)	294	(1.0)	
		Neither parent has attained bachelor's degree or higher	52	(0.7)	12	(0.7)	31	(1.1)	42	(1.4)	15	(1.0)	281	(1.0)	
		One parent has attained bachelor's degree or higher	68	(1.1)	8	(1.0)	25	(1.6)	43	(1.7)	23	(1.4)	292	(1.6)	
		Both parents have attained bachelor's degree or higher	74	(1.5)	6 ^M	(1.0)	19	(1.8)	45	(2.3)	30	(2.1)	302	(1.9)	
		Did not participate in adult learning	Neither parent has attained high-school diploma	58	(1.0)	36	(1.6)	39	(1.9)	22	(1.3)	3 ^M	(0.6)	240	(1.5)
	One parent has attained high-school diploma	41	(1.1)	23	(1.7)	39	(2.4)	32	(2.3)	7 ^M	(1.3)	259	(1.9)		
	Both parents have attained high-school diploma	32	(0.9)	17	(1.3)	35	(1.6)	37	(1.6)	12	(1.2)	271	(1.6)		
	Neither parent has attained bachelor's degree or higher	48	(0.7)	29	(1.2)	38	(1.4)	27	(1.0)	6	(0.5)	250	(1.2)		
	One parent has attained bachelor's degree or higher	32	(1.1)	15	(2.3)	37	(2.7)	38	(2.8)	10	(1.5)	271	(2.1)		
	Both parents have attained bachelor's degree or higher	26	(1.5)	13 ^M	(2.7)	31	(3.1)	41	(3.9)	15 ^M	(2.6)	279	(3.8)		
	Newfoundland and Labrador	Participated in adult learning	Neither parent has attained high-school diploma	36	(2.3)	19 ^M	(3.4)	43	(4.0)	32	(4.2)	U	(2.2)	263	(3.7)
			One parent has attained high-school diploma	52	(3.4)	12 ^M	(3.2)	30	(4.1)	42	(5.3)	16 ^M	(4.7)	282	(4.4)
Both parents have attained high-school diploma			61	(2.9)	U	(1.8)	25	(3.6)	47	(4.2)	23	(3.4)	297	(3.0)	
Neither parent has attained bachelor's degree or higher			44	(1.7)	14	(2.3)	34	(2.6)	41	(3.0)	11 ^M	(2.0)	276	(2.7)	
One parent has attained bachelor's degree or higher			65	(4.2)	x	x	x	x	43	(6.9)	28 ^M	(6.4)	301	(5.1)	
Both parents have attained bachelor's degree or higher			70	(6.8)	x	x	x	x	43 ^M	(10.4)	31 ^M	(9.0)	303	(6.6)	
Did not participate in adult learning		Neither parent has attained high-school diploma	64	(2.3)	40	(3.8)	41	(4.0)	x	x	x	x	235	(2.9)	
		One parent has attained high-school diploma	48	(3.4)	x	x	41	(6.6)	30	(4.8)	x	x	252	(3.8)	
		Both parents have attained high-school diploma	39	(2.9)	15 ^M	(3.6)	42	(5.5)	33	(5.1)	10 ^M	(3.3)	270	(3.9)	
		Neither parent has attained bachelor's degree or higher	56	(1.7)	33	(2.5)	43	(2.8)	21	(1.9)	3 ^M	(1.0)	244	(2.1)	
		One parent has attained bachelor's degree or higher	35	(4.2)	U	(5.7)	30 ^M	(8.2)	46 ^M	(9.4)	U	(4.6)	274	(7.4)	
		Both parents have attained bachelor's degree or higher	30 ^M	(6.8)	x	x	U	(12.7)	58 ^M	(16.8)	x	x	288	(10.3)	

Table 2.4a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE	
					%	SE	%	SE	%	SE	%	SE			
Prince Edward Island	Participated in adult learning	Neither parent has attained high-school diploma	45	(3.9)	U	(4.0)	38 ^M	(6.7)	43 ^M	(7.3)	U	(4.5)	276	(6.2)	
		One parent has attained high-school diploma	57	(3.9)	U	(2.7)	29 ^M	(5.3)	48	(5.7)	19 ^M	(5.5)	292	(5.3)	
		Both parents have attained high-school diploma	69	(2.7)	U	(1.8)	23 ^M	(4.9)	48	(4.9)	24 ^M	(4.6)	298	(4.5)	
		Neither parent has attained bachelor's degree or higher	51	(2.6)	7 ^M	(2.3)	32	(4.4)	44	(4.7)	17 ^M	(3.5)	287	(4.4)	
		One parent has attained bachelor's degree or higher	67	(4.2)	x	x	24 ^M	(6.1)	51	(6.0)	x	x	297	(5.1)	
		Both parents have attained bachelor's degree or higher	82	(4.9)	x	x	23 ^M	(6.8)	48 ^M	(8.1)	x	x	298	(6.6)	
		Did not participate in adult learning	Neither parent has attained high-school diploma	55	(3.9)	29 ^M	(5.6)	44	(5.5)	20 ^M	(5.0)	U	(3.1)	249	(7.3)
	One parent has attained high-school diploma	43	(3.9)	20 ^M	(5.5)	34 ^M	(6.2)	36	(5.9)	U	(4.4)	270	(5.7)		
	Both parents have attained high-school diploma	31	(2.7)	U	(4.3)	30 ^M	(6.6)	48	(6.7)	13 ^M	(4.1)	282	(5.9)		
	Neither parent has attained bachelor's degree or higher	49	(2.6)	22	(3.6)	39	(4.1)	30	(4.2)	8 ^M	(2.6)	261	(5.0)		
	One parent has attained bachelor's degree or higher	33	(4.2)	U	(6.5)	31 ^M	(9.0)	39 ^M	(9.0)	U	(5.7)	278	(7.7)		
	Both parents have attained bachelor's degree or higher	18 ^M	(4.9)	x	x	x	x	U	(19.3)	x	x	283	(21.0)		
	Nova Scotia	Participated in adult learning	Neither parent has attained high-school diploma	49	(2.9)	13 ^M	(3.3)	39	(4.3)	36	(4.6)	12 ^M	(3.4)	274	(3.5)
			One parent has attained high-school diploma	53	(3.4)	11 ^M	(3.0)	32	(4.7)	42	(4.9)	14 ^M	(4.1)	279	(4.1)
Both parents have attained high-school diploma			74	(1.9)	7 ^M	(1.7)	21	(2.9)	44	(4.0)	28	(3.8)	299	(3.0)	
Neither parent has attained bachelor's degree or higher			54	(2.1)	11	(1.9)	34	(2.9)	39	(3.5)	16	(2.5)	281	(2.4)	
One parent has attained bachelor's degree or higher			71	(3.4)	9 ^M	(2.7)	23	(3.8)	43	(4.5)	25	(4.1)	293	(4.2)	
Both parents have attained bachelor's degree or higher			79	(3.8)	x	x	x	x	48	(6.6)	33 ^M	(5.7)	309	(5.2)	
Did not participate in adult learning			Neither parent has attained high-school diploma	51	(2.9)	32	(4.4)	45	(5.8)	20 ^M	(4.2)	U	(1.6)	243	(4.4)
One parent has attained high-school diploma		47	(3.4)	21 ^M	(5.0)	42	(5.3)	31	(4.5)	U	(2.3)	261	(5.0)		
Both parents have attained high-school diploma		26	(1.9)	14 ^M	(4.0)	32 ^M	(5.8)	40	(6.4)	14 ^M	(4.3)	278	(5.3)		
Neither parent has attained bachelor's degree or higher		46	(2.1)	28	(2.9)	43	(3.7)	25	(3.1)	4 ^M	(1.4)	252	(3.1)		
One parent has attained bachelor's degree or higher		29	(3.4)	U	(4.6)	33 ^M	(7.5)	43 ^M	(7.2)	U	(5.3)	279	(5.4)		
Both parents have attained bachelor's degree or higher		21 ^M	(3.8)	x	x	x	x	46 ^M	(11.9)	U	(9.7)	298	(9.7)		

Table 2.4a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE	
					%	SE	%	SE	%	SE	%	SE			
New Brunswick	Participated in adult learning	Neither parent has attained high-school diploma	38	(2.4)	17 ^M	(3.6)	40	(5.5)	37	(5.1)	U	(2.1)	265	(3.6)	
		One parent has attained high-school diploma	53	(2.9)	U	(3.0)	37	(5.9)	44	(5.6)	12 ^M	(3.3)	282	(3.7)	
		Both parents have attained high-school diploma	63	(2.5)	U	(1.9)	21	(3.1)	49	(4.0)	25	(3.5)	300	(3.2)	
		Neither parent has attained bachelor's degree or higher	45	(1.6)	11 ^M	(2.4)	36	(3.2)	41	(3.1)	12 ^M	(2.4)	278	(2.8)	
		One parent has attained bachelor's degree or higher	61	(3.4)	U	(3.6)	23 ^M	(5.5)	46	(5.7)	24 ^M	(4.7)	295	(5.1)	
		Both parents have attained bachelor's degree or higher	74	(4.4)	x	x	17 ^M	(4.7)	58	(7.3)	x	x	304	(4.5)	
		Did not participate in adult learning	Neither parent has attained high-school diploma	62	(2.4)	36	(3.0)	42	(3.2)	20	(2.8)	U	(1.1)	239	(3.0)
	One parent has attained high-school diploma	47	(2.9)	21 ^M	(4.3)	39	(5.5)	33	(5.4)	U	(3.3)	261	(4.7)		
	Both parents have attained high-school diploma	37	(2.5)	14 ^M	(3.9)	35	(5.4)	44	(4.8)	7 ^M	(2.2)	271	(3.6)		
	Neither parent has attained bachelor's degree or higher	55	(1.6)	29	(2.5)	40	(2.9)	27	(2.4)	U	(1.2)	249	(2.2)		
	One parent has attained bachelor's degree or higher	39	(3.4)	13 ^M	(4.1)	35 ^M	(6.0)	42	(6.7)	U	(3.8)	273	(4.6)		
	Both parents have attained bachelor's degree or higher	26 ^M	(4.4)	x	x	40 ^M	(10.4)	39 ^M	(9.2)	x	x	266	(7.5)		
	Quebec	Participated in adult learning	Neither parent has attained high-school diploma	37	(1.2)	20	(2.0)	41	(2.7)	33	(2.4)	6 ^M	(1.3)	262	(2.2)
			One parent has attained high-school diploma	53	(1.9)	11	(1.6)	32	(2.6)	43	(2.8)	14	(1.9)	280	(1.9)
Both parents have attained high-school diploma			64	(1.3)	6	(0.9)	21	(1.6)	46	(2.1)	27	(1.6)	299	(1.7)	
Neither parent has attained bachelor's degree or higher			46	(0.9)	13	(1.1)	34	(1.6)	40	(1.5)	13	(1.1)	276	(1.5)	
One parent has attained bachelor's degree or higher			63	(1.9)	8 ^M	(1.6)	25	(2.7)	43	(3.1)	24	(2.5)	293	(2.6)	
Both parents have attained bachelor's degree or higher			73	(2.6)	U	(1.7)	15	(2.3)	46	(3.5)	33	(3.1)	307	(2.9)	
Did not participate in adult learning			Neither parent has attained high-school diploma	63	(1.2)	36	(1.9)	43	(2.1)	19	(1.4)	2 ^M	(0.5)	239	(1.8)
One parent has attained high-school diploma		47	(1.9)	25	(2.1)	40	(2.8)	32	(3.0)	4 ^M	(1.3)	256	(2.2)		
Both parents have attained high-school diploma		36	(1.3)	15	(1.8)	34	(2.2)	40	(3.0)	11	(1.6)	273	(2.3)		
Neither parent has attained bachelor's degree or higher		54	(0.9)	30	(1.4)	41	(1.5)	25	(1.3)	4	(0.6)	248	(1.4)		
One parent has attained bachelor's degree or higher	37	(1.9)	17	(2.7)	36	(3.2)	39	(4.2)	8 ^M	(2.1)	269	(3.1)			
Both parents have attained bachelor's degree or higher	27	(2.6)	8 ^M	(2.8)	27 ^M	(4.9)	45	(5.4)	19 ^M	(4.8)	289	(4.7)			

Table 2.4a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE	
					%	SE	%	SE	%	SE	%	SE			
Ontario	Participated in adult learning	Neither parent has attained high-school diploma	43	(2.0)	11 ^M	(2.3)	34	(3.6)	44	(3.6)	10 ^M	(2.2)	276	(2.8)	
		One parent has attained high-school diploma	60	(2.5)	10 ^M	(2.0)	26	(3.1)	44	(3.8)	19	(3.0)	286	(2.8)	
		Both parents have attained high-school diploma	69	(1.4)	7	(1.1)	26	(2.0)	43	(2.5)	23	(1.9)	293	(2.0)	
		Neither parent has attained bachelor's degree or higher	54	(1.5)	10	(1.2)	30	(2.1)	44	(2.5)	16	(1.8)	283	(1.8)	
		One parent has attained bachelor's degree or higher	69	(2.1)	7 ^M	(1.8)	27	(2.9)	43	(3.2)	23	(2.6)	291	(2.9)	
		Both parents have attained bachelor's degree or higher	74	(2.5)	7 ^M	(1.9)	20	(3.2)	43	(3.8)	30	(3.3)	300	(3.4)	
		Did not participate in adult learning	Neither parent has attained high-school diploma	57	(2.0)	36	(3.1)	36	(3.5)	24	(2.8)	U	(1.4)	241	(3.3)
	One parent has attained high-school diploma	40	(2.5)	23	(3.5)	38	(5.1)	30	(4.1)	9 ^M	(2.8)	259	(3.8)		
	Both parents have attained high-school diploma	31	(1.4)	16	(2.1)	36	(2.9)	35	(3.2)	13 ^M	(2.3)	272	(2.8)		
	Neither parent has attained bachelor's degree or higher	46	(1.5)	29	(2.3)	37	(3.1)	27	(2.0)	7 ^M	(1.4)	251	(2.2)		
	One parent has attained bachelor's degree or higher	31	(2.1)	14 ^M	(3.8)	38	(4.8)	36	(5.3)	12 ^M	(3.2)	273	(3.8)		
	Both parents have attained bachelor's degree or higher	26	(2.5)	13 ^M	(4.2)	31 ^M	(6.4)	40	(6.5)	15 ^M	(4.1)	278	(6.1)		
	Manitoba	Participated in adult learning	Neither parent has attained high-school diploma	43	(3.5)	16 ^M	(4.2)	39	(5.0)	34	(5.3)	12 ^M	(3.7)	271	(4.8)
			One parent has attained high-school diploma	65	(4.3)	U	(3.8)	29 ^M	(5.3)	42	(6.2)	19 ^M	(3.9)	286	(4.6)
Both parents have attained high-school diploma			74	(2.4)	5 ^M	(1.6)	23	(3.5)	47	(4.7)	24 ^M	(4.2)	297	(3.3)	
Neither parent has attained bachelor's degree or higher			55	(1.9)	10 ^M	(2.1)	32	(3.5)	41	(4.0)	17	(2.6)	283	(3.1)	
One parent has attained bachelor's degree or higher			74	(3.8)	U	(2.8)	25 ^M	(5.5)	49	(6.2)	19 ^M	(5.9)	291	(4.9)	
Both parents have attained bachelor's degree or higher			89	(3.0)	x	x	x	x	42 ^M	(9.6)	36 ^M	(8.1)	308	(5.6)	
Did not participate in adult learning			Neither parent has attained high-school diploma	57	(3.5)	35	(4.8)	35	(5.1)	27 ^M	(4.5)	U	(1.9)	241	(6.3)
One parent has attained high-school diploma		35	(4.3)	20 ^M	(5.6)	39 ^M	(7.2)	35 ^M	(7.5)	U	(4.3)	262	(6.0)		
Both parents have attained high-school diploma		26	(2.4)	U	(5.7)	34 ^M	(6.7)	37	(5.9)	U	(4.5)	274	(5.9)		
Neither parent has attained bachelor's degree or higher		45	(1.9)	29	(3.5)	37	(4.3)	29	(3.7)	U	(1.9)	250	(4.3)		
One parent has attained bachelor's degree or higher		26	(3.8)	U	(6.0)	U	(9.1)	44 ^M	(10.4)	U	(8.9)	286	(7.2)		
Both parents have attained bachelor's degree or higher		11 ^M	(3.0)	x	x	U	(19.1)	U	(21.4)	x	x	279	(14.7)		

Table 2.4a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE	
					%	SE	%	SE	%	SE	%	SE			
Saskatchewan	Participated in adult learning	Neither parent has attained high-school diploma	55	(3.4)	18 ^M	(4.3)	33 ^M	(6.0)	36	(5.5)	14 ^M	(4.2)	273	(5.8)	
		One parent has attained high-school diploma	59	(3.2)	13 ^M	(3.5)	35 ^M	(5.9)	38	(4.9)	13 ^M	(4.2)	276	(4.6)	
		Both parents have attained high-school diploma	72	(2.9)	9 ^M	(2.2)	24	(3.9)	48	(3.5)	19 ^M	(3.3)	290	(3.6)	
		Neither parent has attained bachelor's degree or higher	59	(2.2)	15 ^M	(2.6)	33	(3.7)	38	(3.2)	14 ^M	(2.5)	275	(3.4)	
		One parent has attained bachelor's degree or higher	73	(4.0)	U	(3.4)	25 ^M	(5.3)	49	(5.9)	17 ^M	(4.8)	289	(4.8)	
		Both parents have attained bachelor's degree or higher	76	(5.9)	x	x	x	x	57	(7.6)	27 ^M	(8.0)	307	(6.5)	
		Did not participate in adult learning	Neither parent has attained high-school diploma	45	(3.4)	25 ^M	(5.5)	42	(5.7)	29 ^M	(5.9)	U	(2.5)	254	(5.6)
	One parent has attained high-school diploma	41	(3.2)	23 ^M	(5.0)	34	(5.2)	37	(5.9)	U	(2.8)	260	(5.6)		
	Both parents have attained high-school diploma	28	(2.9)	18 ^M	(5.2)	34 ^M	(6.0)	41	(6.7)	U	(3.4)	270	(5.0)		
	Neither parent has attained bachelor's degree or higher	41	(2.2)	25	(3.5)	37	(3.9)	33	(3.9)	U	(1.8)	257	(3.8)		
	One parent has attained bachelor's degree or higher	27	(4.0)	U	(6.5)	35 ^M	(10.5)	47 ^M	(10.6)	U	(4.4)	276	(7.0)		
	Both parents have attained bachelor's degree or higher	24 ^M	(5.9)	x	x	U	(13.1)	U	(14.4)	x	x	286	(12.1)		
	Alberta	Participated in adult learning	Neither parent has attained high-school diploma	52	(3.5)	20 ^M	(5.1)	35 ^M	(6.8)	34 ^M	(7.0)	11 ^M	(3.4)	268	(6.1)
			One parent has attained high-school diploma	67	(4.1)	U	(4.2)	27 ^M	(4.8)	41	(6.4)	20 ^M	(4.5)	286	(5.2)
Both parents have attained high-school diploma			69	(2.5)	9 ^M	(2.0)	21	(3.2)	47	(5.0)	24	(3.8)	294	(3.5)	
Neither parent has attained bachelor's degree or higher			60	(2.5)	15 ^M	(2.7)	29	(3.8)	41	(4.7)	15 ^M	(2.7)	277	(3.3)	
One parent has attained bachelor's degree or higher			68	(4.0)	U	(3.7)	20 ^M	(4.6)	44	(5.7)	25 ^M	(5.5)	295	(5.1)	
Both parents have attained bachelor's degree or higher			76	(3.8)	x	x	x	x	48	(7.7)	30 ^M	(6.6)	306	(5.4)	
Did not participate in adult learning			Neither parent has attained high-school diploma	48	(3.5)	29 ^M	(5.8)	39 ^M	(7.2)	x	x	x	x	249	(5.0)
One parent has attained high-school diploma		33	(4.1)	x	x	37 ^M	(7.7)	44 ^M	(7.6)	x	x	268	(5.8)		
Both parents have attained high-school diploma		31	(2.5)	18 ^M	(4.4)	36	(5.4)	33	(5.4)	14 ^M	(3.3)	270	(5.1)		
Neither parent has attained bachelor's degree or higher		40	(2.5)	24	(3.9)	37	(4.8)	32	(4.4)	7 ^M	(2.1)	260	(3.6)		
One parent has attained bachelor's degree or higher		32	(4.0)	U	(5.9)	37 ^M	(12.2)	42 ^M	(10.1)	U	(4.6)	274	(6.1)		
Both parents have attained bachelor's degree or higher		24	(3.8)	U	(9.3)	36 ^M	(10.4)	30 ^M	(9.8)	U	(6.8)	267	(10.2)		

Table 2.4a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE	
					%	SE	%	SE	%	SE	%	SE			
British Columbia	Participated in adult learning	Neither parent has attained high-school diploma	36	(4.1)	U	(5.6)	28 ^M	(8.1)	45 ^M	(7.7)	U	(5.0)	277	(6.0)	
		One parent has attained high-school diploma	62	(3.6)	U	(3.8)	28 ^M	(4.7)	43	(6.5)	20 ^M	(5.8)	288	(4.8)	
		Both parents have attained high-school diploma	69	(2.7)	8 ^M	(2.0)	25	(2.9)	44	(3.6)	23	(2.8)	292	(3.0)	
		Neither parent has attained bachelor's degree or higher	53	(2.4)	11 ^M	(2.3)	27	(3.3)	44	(4.1)	18 ^M	(3.2)	286	(3.1)	
		One parent has attained bachelor's degree or higher	71	(3.5)	U	(2.8)	28	(4.1)	42	(5.3)	22 ^M	(4.1)	290	(4.1)	
		Both parents have attained bachelor's degree or higher	73	(4.0)	U	(3.4)	20 ^M	(4.9)	44	(5.7)	28 ^M	(5.0)	298	(5.2)	
		Did not participate in adult learning	Neither parent has attained high-school diploma	64	(4.1)	44	(5.7)	30 ^M	(5.8)	22 ^M	(5.1)	U	(2.5)	232	(6.8)
	One parent has attained high-school diploma	38	(3.6)	24 ^M	(6.7)	42 ^M	(7.2)	25 ^M	(6.7)	U	(4.3)	256	(8.0)		
	Both parents have attained high-school diploma	31	(2.7)	20 ^M	(4.4)	34	(4.5)	36	(4.9)	U	(3.1)	266	(4.6)		
	Neither parent has attained bachelor's degree or higher	47	(2.4)	33	(3.5)	34	(3.7)	27	(3.6)	6 ^M	(1.8)	247	(4.0)		
	One parent has attained bachelor's degree or higher	29	(3.5)	23 ^M	(7.2)	37 ^M	(7.8)	31 ^M	(6.8)	U	(4.4)	262	(7.3)		
	Both parents have attained bachelor's degree or higher	27	(4.0)	U	(7.0)	31 ^M	(8.3)	44 ^M	(11.0)	U	(7.1)	275	(10.3)		
	Yukon	Participated in adult learning	Neither parent has attained high-school diploma	U	(14.3)	U	(6.6)	29 ^M	(9.4)	43 ^M	(12.7)	U	(12.4)	274	(13.6)
			One parent has attained high-school diploma	62 ^M	(14.0)	U	(11.0)	U	(11.7)	U	(12.9)	U	(24.0)	297	(26.9)
Both parents have attained high-school diploma			72	(8.6)	U	(3.2)	U	(9.5)	53 ^M	(10.4)	U	(10.4)	302	(13.0)	
Neither parent has attained bachelor's degree or higher			51	(6.9)	U	(5.7)	U	(9.7)	47 ^M	(11.1)	U	(6.9)	281	(11.8)	
One parent has attained bachelor's degree or higher			75	(7.4)	U	(3.9)	U	(8.2)	U	(15.4)	U	(17.8)	310	(15.9)	
Both parents have attained bachelor's degree or higher			84	(12.5)	x	x	U	(12.6)	x	x	U	(19.4)	310	(16.6)	
Did not participate in adult learning			Neither parent has attained high-school diploma	58 ^M	(14.3)	x	x	U	(25.5)	U	(9.5)	x	x	226	(25.1)
One parent has attained high-school diploma		U	(14.0)	U	(12.1)	x	x	U	(19.0)	x	x	254	(13.0)		
Both parents have attained high-school diploma		28 ^M	(8.6)	U	(17.1)	U	(17.7)	54 ^M	(16.2)	U	(6.0)	276	(16.6)		
Neither parent has attained bachelor's degree or higher		49	(6.9)	U	(15.3)	U	(14.5)	U	(12.9)	U	(2.9)	250	(16.2)		
One parent has attained bachelor's degree or higher	25 ^M	(7.4)	x	x	U	(38.2)	U	(23.3)	x	x	254	(35.4)			
Both parents have attained bachelor's degree or higher	U	(12.5)	x	x	x	x	U	(30.0)	x	x	293	(13.1)			

Table 2.4a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE	
					%	SE	%	SE	%	SE	%	SE			
Northwest Territories	Participated in adult learning	Neither parent has attained high-school diploma	55	(4.3)	42 ^M	(7.9)	35 ^M	(6.8)	18 ^M	(4.8)	U	(2.5)	237	(8.5)	
		One parent has attained high-school diploma	67	(5.2)	U	(6.0)	36 ^M	(6.8)	35 ^M	(9.1)	U	(5.7)	276	(7.3)	
		Both parents have attained high-school diploma	68	(2.7)	12 ^M	(3.5)	25	(3.9)	41	(4.4)	21 ^M	(3.9)	287	(5.4)	
		Neither parent has attained bachelor's degree or higher	59	(3.2)	31 ^M	(5.9)	34	(4.6)	25	(4.0)	10 ^M	(2.2)	255	(6.7)	
		One parent has attained bachelor's degree or higher	72	(5.6)	U	(3.6)	27 ^M	(6.2)	44	(6.9)	22 ^M	(6.6)	292	(6.6)	
		Both parents have attained bachelor's degree or higher	69	(5.6)	x	x	x	x	47 ^M	(8.3)	24 ^M	(7.6)	295	(6.8)	
		Did not participate in adult learning	Neither parent has attained high-school diploma	45	(4.3)	63	(9.8)	x	x	U	(3.8)	x	x	209	(8.9)
	One parent has attained high-school diploma	33	(5.2)	36 ^M	(11.6)	32 ^M	(10.7)	x	x	x	x	245	(12.9)		
	Both parents have attained high-school diploma	32	(2.7)	27 ^M	(8.9)	34 ^M	(6.5)	28 ^M	(6.4)	U	(5.1)	260	(8.4)		
	Neither parent has attained bachelor's degree or higher	41	(3.2)	51 ^M	(8.6)	31 ^M	(6.9)	x	x	x	x	224	(7.8)		
	One parent has attained bachelor's degree or higher	28 ^M	(5.6)	U	(11.6)	U	(11.7)	U	(11.1)	U	(7.9)	262	(11.1)		
	Both parents have attained bachelor's degree or higher	31 ^M	(5.6)	x	x	U	(14.4)	U	(15.9)	x	x	276	(14.0)		
	Nunavut	Participated in adult learning	Neither parent has attained high-school diploma	42	(3.9)	50	(6.5)	39 ^M	(6.5)	x	x	x	x	221	(6.1)
			One parent has attained high-school diploma	51	(7.4)	U	(7.4)	29 ^M	(7.7)	40 ^M	(8.1)	U	(5.2)	267	(8.8)
Both parents have attained high-school diploma			69	(5.2)	U	(5.8)	31 ^M	(8.7)	38 ^M	(7.4)	16 ^M	(5.0)	276	(8.5)	
Neither parent has attained bachelor's degree or higher			44	(3.5)	42	(5.5)	36	(5.2)	18 ^M	(4.0)	U	(1.8)	233	(6.3)	
One parent has attained bachelor's degree or higher			71	(5.2)	U	(6.4)	30 ^M	(8.5)	36 ^M	(8.3)	U	(6.8)	274	(7.3)	
Both parents have attained bachelor's degree or higher			70	(9.1)	x	x	x	x	47 ^M	(13.9)	U	(9.3)	292	(10.4)	
Did not participate in adult learning			Neither parent has attained high-school diploma	58	(3.9)	67	(5.1)	29 ^M	(4.8)	x	x	x	x	204	(5.3)
One parent has attained high-school diploma		49	(7.4)	60 ^M	(10.6)	x	x	U	(6.7)	x	x	211	(13.3)		
Both parents have attained high-school diploma		31 ^M	(5.2)	U	(9.8)	29 ^M	(8.9)	32 ^M	(9.5)	U	(7.1)	261	(12.4)		
Neither parent has attained bachelor's degree or higher		56	(3.5)	65	(4.2)	28	(3.9)	x	x	x	x	206	(5.0)		
One parent has attained bachelor's degree or higher		29 ^M	(5.2)	x	x	U	(14.8)	U	(14.3)	x	x	272	(13.6)		
Both parents have attained bachelor's degree or higher		30 ^M	(9.1)	x	x	x	x	x	x	x	x	249	(27.8)		

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

Table 2.4a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 2.4b

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE	
					%	SE	%	SE	%	SE	%	SE			
Canada	Participated in adult learning	Neither parent has attained high-school diploma	42	(1.0)	23	(1.7)	36	(2.1)	33	(2.0)	9	(1.1)	262	(1.7)	
		One parent has attained high-school diploma	59	(1.1)	15	(1.3)	32	(1.8)	37	(2.0)	15	(1.5)	276	(1.7)	
		Both parents have attained high-school diploma	68	(0.9)	11	(0.9)	27	(1.1)	41	(1.4)	21	(1.0)	287	(1.2)	
		Neither parent has attained bachelor's degree or higher	52	(0.7)	18	(0.8)	32	(1.0)	37	(1.3)	13	(0.8)	272	(1.1)	
		One parent has attained bachelor's degree or higher	68	(1.1)	11	(1.3)	29	(1.6)	40	(2.0)	20	(1.4)	285	(1.8)	
		Both parents have attained bachelor's degree or higher	74	(1.5)	8	(1.2)	23	(2.0)	41	(2.2)	27	(2.0)	297	(2.1)	
	Did not participate in adult learning	Neither parent has attained high-school diploma	58	(1.0)	45	(1.5)	35	(1.7)	18	(1.3)	3 ^M	(0.6)	229	(1.9)	
		One parent has attained high-school diploma	41	(1.1)	30	(1.6)	36	(1.9)	27	(1.8)	6 ^M	(1.1)	251	(1.9)	
		Both parents have attained high-school diploma	32	(0.9)	24	(1.6)	33	(1.6)	31	(1.7)	11	(1.2)	263	(1.8)	
		Neither parent has attained bachelor's degree or higher	48	(0.7)	38	(1.2)	35	(1.3)	22	(1.0)	5	(0.6)	240	(1.4)	
		One parent has attained bachelor's degree or higher	32	(1.1)	22	(2.1)	35	(2.6)	34	(2.8)	8	(1.4)	263	(2.2)	
		Both parents have attained bachelor's degree or higher	26	(1.5)	18	(2.9)	29	(3.4)	34	(3.8)	19	(2.7)	276	(4.2)	
	Newfoundland and Labrador	Participated in adult learning	Neither parent has attained high-school diploma	36	(2.3)	33	(4.4)	40	(4.6)	23 ^M	(4.1)	U	(1.8)	247	(4.2)
			One parent has attained high-school diploma	52	(3.4)	19 ^M	(4.1)	36	(4.9)	34	(5.5)	U	(3.8)	268	(4.9)
Both parents have attained high-school diploma			61	(2.9)	10 ^M	(2.6)	29	(3.8)	41	(3.9)	21	(3.5)	289	(3.5)	
Neither parent has attained bachelor's degree or higher			44	(1.7)	23	(2.7)	36	(3.3)	32	(3.1)	9 ^M	(1.9)	262	(3.0)	
One parent has attained bachelor's degree or higher			65	(4.2)	U	(3.6)	29 ^M	(6.1)	36	(5.9)	26 ^M	(6.1)	293	(6.5)	
Both parents have attained bachelor's degree or higher			70	(6.8)	x	x	U	(8.3)	42 ^M	(11.4)	x	x	298	(7.6)	
Did not participate in adult learning		Neither parent has attained high-school diploma	64	(2.3)	60	(3.5)	30	(3.4)	x	x	x	x	213	(3.4)	
		One parent has attained high-school diploma	48	(3.4)	41	(5.5)	37 ^M	(6.5)	x	x	x	x	236	(4.7)	
		Both parents have attained high-school diploma	39	(2.9)	24 ^M	(4.1)	39	(5.2)	27 ^M	(4.5)	10 ^M	(3.1)	261	(4.2)	
		Neither parent has attained bachelor's degree or higher	56	(1.7)	50	(2.6)	34	(2.8)	13	(2.0)	U	(1.0)	226	(2.5)	
		One parent has attained bachelor's degree or higher	35	(4.2)	U	(6.7)	35 ^M	(9.6)	38 ^M	(9.1)	U	(4.2)	266	(8.6)	
		Both parents have attained bachelor's degree or higher	30 ^M	(6.8)	x	x	U	(16.2)	U	(18.5)	x	x	278	(11.2)	

Table 2.4b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE	
					%	SE	%	SE	%	SE	%	SE			
Prince Edward Island	Participated in adult learning	Neither parent has attained high-school diploma	45	(3.9)	17 ^M	(4.7)	42 ^M	(6.9)	34 ^M	(7.0)	U	(3.6)	265	(5.8)	
		One parent has attained high-school diploma	57	(3.9)	U	(3.8)	35 ^M	(6.3)	40 ^M	(6.7)	15 ^M	(4.7)	279	(6.1)	
		Both parents have attained high-school diploma	69	(2.7)	11 ^M	(3.0)	29	(4.7)	41	(4.2)	19 ^M	(4.0)	286	(5.3)	
		Neither parent has attained bachelor's degree or higher	51	(2.6)	14 ^M	(2.9)	36	(5.3)	35	(4.3)	14 ^M	(3.4)	275	(5.3)	
		One parent has attained bachelor's degree or higher	67	(4.2)	U	(3.6)	31 ^M	(5.2)	46	(5.5)	14 ^M	(4.5)	283	(5.5)	
		Both parents have attained bachelor's degree or higher	82	(4.9)	U	(5.5)	28 ^M	(8.1)	38 ^M	(7.7)	U	(7.3)	286	(7.7)	
		Did not participate in adult learning	Neither parent has attained high-school diploma	55	(3.9)	41	(6.2)	36	(5.7)	17 ^M	(4.1)	U	(3.2)	234	(7.4)
	One parent has attained high-school diploma	43	(3.9)	28 ^M	(6.7)	38 ^M	(8.1)	26 ^M	(7.5)	U	(3.7)	254	(7.3)		
	Both parents have attained high-school diploma	31	(2.7)	U	(4.8)	38 ^M	(6.4)	37 ^M	(7.6)	U	(4.7)	273	(7.9)		
	Neither parent has attained bachelor's degree or higher	49	(2.6)	32	(4.5)	38	(4.2)	24 ^M	(3.9)	U	(2.5)	246	(5.7)		
	One parent has attained bachelor's degree or higher	33	(4.2)	U	(7.2)	36 ^M	(9.4)	34 ^M	(9.3)	U	(5.6)	267	(9.1)		
	Both parents have attained bachelor's degree or higher	18 ^M	(4.9)	x	x	U	(17.8)	x	x	x	x	275	(25.9)		
	Nova Scotia	Participated in adult learning	Neither parent has attained high-school diploma	49	(2.9)	24	(3.7)	36	(4.9)	30 ^M	(5.1)	10 ^M	(2.8)	262	(4.2)
			One parent has attained high-school diploma	53	(3.4)	18 ^M	(3.4)	35	(4.7)	36	(5.1)	11 ^M	(3.5)	269	(4.8)
Both parents have attained high-school diploma			74	(1.9)	13 ^M	(2.3)	23	(3.7)	39	(3.4)	25	(3.1)	290	(3.5)	
Neither parent has attained bachelor's degree or higher			54	(2.1)	21	(2.5)	33	(3.3)	33	(2.9)	13	(2.2)	269	(3.1)	
One parent has attained bachelor's degree or higher			71	(3.4)	13 ^M	(3.3)	25 ^M	(4.4)	38	(5.1)	24 ^M	(4.2)	287	(4.9)	
Both parents have attained bachelor's degree or higher			79	(3.8)	U	(3.3)	21 ^M	(5.6)	47	(7.3)	27 ^M	(5.8)	300	(5.2)	
Did not participate in adult learning			Neither parent has attained high-school diploma	51	(2.9)	47	(5.1)	37	(5.0)	x	x	x	x	228	(5.1)
One parent has attained high-school diploma		47	(3.4)	30	(5.0)	43	(5.0)	22 ^M	(4.9)	U	(2.8)	248	(5.6)		
Both parents have attained high-school diploma		26	(1.9)	24 ^M	(5.3)	31 ^M	(5.6)	33	(5.2)	12 ^M	(3.6)	266	(5.7)		
Neither parent has attained bachelor's degree or higher		46	(2.1)	41	(3.9)	38	(3.5)	19	(3.0)	U	(1.1)	237	(3.8)		
One parent has attained bachelor's degree or higher		29	(3.4)	19 ^M	(5.6)	35 ^M	(7.2)	33 ^M	(7.1)	U	(5.7)	269	(7.0)		
Both parents have attained bachelor's degree or higher		21 ^M	(3.8)	x	x	x	x	37 ^M	(11.1)	U	(9.1)	289	(11.1)		

Table 2.4b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE	
					%	SE	%	SE	%	SE	%	SE			
New Brunswick	Participated in adult learning	Neither parent has attained high-school diploma	38	(2.4)	26	(4.0)	42	(4.5)	28 ^M	(4.7)	U	(1.9)	252	(4.4)	
		One parent has attained high-school diploma	53	(2.9)	15 ^M	(4.1)	37	(5.1)	38	(5.1)	10 ^M	(3.2)	272	(4.0)	
		Both parents have attained high-school diploma	63	(2.5)	10 ^M	(2.3)	28	(3.5)	45	(4.5)	18 ^M	(3.6)	287	(3.3)	
		Neither parent has attained bachelor's degree or higher	45	(1.6)	19	(2.5)	39	(2.9)	34	(3.2)	8 ^M	(2.0)	266	(3.1)	
		One parent has attained bachelor's degree or higher	61	(3.4)	U	(4.7)	26 ^M	(4.8)	44	(5.3)	16 ^M	(4.5)	282	(5.7)	
		Both parents have attained bachelor's degree or higher	74	(4.4)	U	(2.9)	28 ^M	(6.5)	47	(7.4)	20 ^M	(6.5)	293	(5.8)	
		Did not participate in adult learning	Neither parent has attained high-school diploma	62	(2.4)	50	(3.5)	36	(3.0)	12 ^M	(2.3)	U	(1.4)	223	(3.3)
	One parent has attained high-school diploma	47	(2.9)	28	(4.6)	42	(5.6)	x	x	x	x	249	(5.1)		
	Both parents have attained high-school diploma	37	(2.5)	25 ^M	(4.7)	35	(5.3)	33	(4.7)	U	(2.4)	259	(4.4)		
	Neither parent has attained bachelor's degree or higher	55	(1.6)	42	(2.6)	36	(3.0)	19	(2.3)	U	(1.3)	234	(2.4)		
	One parent has attained bachelor's degree or higher	39	(3.4)	22 ^M	(5.2)	38	(6.4)	30 ^M	(6.8)	U	(4.4)	263	(5.5)		
	Both parents have attained bachelor's degree or higher	26 ^M	(4.4)	U	(9.6)	39 ^M	(11.1)	x	x	x	x	253	(9.6)		
	Quebec	Participated in adult learning	Neither parent has attained high-school diploma	37	(1.2)	23	(2.0)	40	(2.4)	32	(2.3)	5 ^M	(1.4)	258	(2.0)
			One parent has attained high-school diploma	53	(1.9)	13	(1.7)	36	(2.5)	39	(2.7)	12	(1.9)	276	(2.1)
Both parents have attained high-school diploma			64	(1.3)	8	(1.0)	24	(1.5)	44	(1.7)	25	(1.6)	295	(1.7)	
Neither parent has attained bachelor's degree or higher			46	(0.9)	16	(1.1)	35	(1.4)	38	(1.6)	11	(1.2)	272	(1.4)	
One parent has attained bachelor's degree or higher			63	(1.9)	8 ^M	(1.6)	28	(3.1)	42	(3.2)	23	(2.5)	291	(2.6)	
Both parents have attained bachelor's degree or higher			73	(2.6)	6 ^M	(1.8)	18	(2.6)	43	(3.7)	32	(2.9)	303	(2.8)	
Did not participate in adult learning			Neither parent has attained high-school diploma	63	(1.2)	41	(2.1)	40	(2.2)	17	(1.5)	2 ^M	(0.5)	233	(1.9)
One parent has attained high-school diploma		47	(1.9)	28	(2.5)	40	(2.4)	29	(2.6)	U	(1.2)	251	(2.3)		
Both parents have attained high-school diploma		36	(1.3)	17	(2.1)	36	(2.3)	36	(2.5)	11	(1.7)	269	(2.3)		
Neither parent has attained bachelor's degree or higher		54	(0.9)	34	(1.5)	40	(1.5)	22	(1.3)	3	(0.5)	242	(1.5)		
One parent has attained bachelor's degree or higher		37	(1.9)	19	(3.0)	37	(4.0)	36	(4.3)	7 ^M	(2.0)	264	(3.4)		
Both parents have attained bachelor's degree or higher		27	(2.6)	10 ^M	(3.2)	27 ^M	(4.7)	43	(5.3)	20 ^M	(4.8)	288	(5.2)		

Table 2.4b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE	
					%	SE	%	SE	%	SE	%	SE			
Ontario	Participated in adult learning	Neither parent has attained high-school diploma	43	(2.0)	20	(3.0)	34	(4.1)	36	(4.1)	9 ^M	(2.3)	265	(3.2)	
		One parent has attained high-school diploma	60	(2.5)	16	(2.2)	29	(3.2)	38	(3.8)	17 ^M	(3.2)	278	(3.4)	
		Both parents have attained high-school diploma	69	(1.4)	12	(1.6)	29	(2.1)	39	(2.6)	20	(1.9)	285	(2.3)	
		Neither parent has attained bachelor's degree or higher	54	(1.5)	17	(1.5)	32	(2.1)	38	(2.5)	13	(2.0)	274	(2.2)	
		One parent has attained bachelor's degree or higher	69	(2.1)	13 ^M	(2.3)	30	(3.4)	39	(3.5)	19	(2.4)	282	(3.1)	
		Both parents have attained bachelor's degree or higher	74	(2.5)	9 ^M	(2.0)	24	(3.5)	40	(4.2)	27	(3.7)	296	(3.7)	
		Did not participate in adult learning	Neither parent has attained high-school diploma	57	(2.0)	47	(3.0)	31	(3.5)	18	(2.8)	U	(1.5)	228	(3.7)
	One parent has attained high-school diploma	40	(2.5)	32	(3.5)	33	(3.5)	26	(3.7)	9 ^M	(2.7)	250	(4.2)		
	Both parents have attained high-school diploma	31	(1.4)	24	(2.7)	33	(2.9)	31	(3.4)	12 ^M	(2.3)	264	(3.1)		
	Neither parent has attained bachelor's degree or higher	46	(1.5)	40	(2.0)	31	(2.5)	22	(2.1)	7 ^M	(1.3)	240	(2.6)		
	One parent has attained bachelor's degree or higher	31	(2.1)	22 ^M	(3.9)	37	(5.1)	32 ^M	(6.0)	9 ^M	(2.8)	263	(3.9)		
	Both parents have attained bachelor's degree or higher	26	(2.5)	18 ^M	(4.5)	31 ^M	(5.8)	30 ^M	(6.7)	21 ^M	(5.0)	275	(7.0)		
	Manitoba	Participated in adult learning	Neither parent has attained high-school diploma	43	(3.5)	27 ^M	(5.5)	35	(5.7)	28	(4.1)	10 ^M	(3.0)	258	(6.0)
			One parent has attained high-school diploma	65	(4.3)	13 ^M	(3.8)	34 ^M	(6.1)	35 ^M	(6.8)	17 ^M	(4.8)	278	(5.9)
Both parents have attained high-school diploma			74	(2.4)	9 ^M	(2.0)	28	(3.6)	43	(4.9)	20 ^M	(3.9)	289	(4.0)	
Neither parent has attained bachelor's degree or higher			55	(1.9)	18 ^M	(3.1)	34	(3.1)	35	(3.3)	14 ^M	(2.8)	272	(4.2)	
One parent has attained bachelor's degree or higher			74	(3.8)	U	(3.2)	30 ^M	(5.4)	41 ^M	(7.7)	20 ^M	(5.4)	287	(5.6)	
Both parents have attained bachelor's degree or higher			89	(3.0)	U	(4.3)	22 ^M	(6.6)	43 ^M	(9.3)	27 ^M	(8.7)	299	(8.0)	
Did not participate in adult learning			Neither parent has attained high-school diploma	57	(3.5)	39	(5.0)	38	(4.9)	22 ^M	(4.1)	U	(1.5)	231	(8.0)
One parent has attained high-school diploma		35	(4.3)	32 ^M	(7.1)	33 ^M	(6.8)	30 ^M	(7.5)	U	(3.3)	249	(7.0)		
Both parents have attained high-school diploma		26	(2.4)	24 ^M	(6.2)	29 ^M	(6.6)	37	(5.7)	U	(3.8)	264	(6.1)		
Neither parent has attained bachelor's degree or higher		45	(1.9)	36	(3.7)	36	(3.9)	24	(3.1)	U	(1.5)	238	(5.1)		
One parent has attained bachelor's degree or higher		26	(3.8)	U	(6.3)	U	(8.6)	46 ^M	(10.4)	U	(7.1)	281	(7.2)		
Both parents have attained bachelor's degree or higher		11 ^M	(3.0)	U	(15.7)	U	(19.0)	x	x	x	x	272	(14.8)		

Table 2.4b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE	
					%	SE	%	SE	%	SE	%	SE			
Saskatchewan	Participated in adult learning	Neither parent has attained high-school diploma	55	(3.4)	23 ^M	(4.0)	33	(5.3)	31 ^M	(5.3)	13 ^M	(4.2)	265	(5.3)	
		One parent has attained high-school diploma	59	(3.2)	20 ^M	(4.1)	35 ^M	(5.9)	33 ^M	(5.5)	11 ^M	(3.5)	267	(5.6)	
		Both parents have attained high-school diploma	72	(2.9)	13 ^M	(2.8)	27 ^M	(4.6)	44	(4.7)	17 ^M	(3.1)	282	(3.6)	
		Neither parent has attained bachelor's degree or higher	59	(2.2)	21	(2.8)	33	(3.9)	34	(3.3)	12 ^M	(2.5)	267	(3.3)	
		One parent has attained bachelor's degree or higher	73	(4.0)	12 ^M	(3.5)	26 ^M	(6.2)	48	(6.6)	14 ^M	(3.8)	283	(4.8)	
		Both parents have attained bachelor's degree or higher	76	(5.9)	U	(3.2)	U	(9.2)	44 ^M	(10.8)	U	(8.6)	296	(7.0)	
		Did not participate in adult learning	Neither parent has attained high-school diploma	45	(3.4)	39	(6.1)	38	(6.0)	x	x	x	x	239	(5.9)
	One parent has attained high-school diploma	41	(3.2)	30 ^M	(5.5)	33 ^M	(5.8)	29 ^M	(5.0)	U	(3.3)	253	(6.3)		
	Both parents have attained high-school diploma	28	(2.9)	23 ^M	(5.8)	36	(5.6)	33 ^M	(6.7)	U	(3.8)	262	(5.9)		
	Neither parent has attained bachelor's degree or higher	41	(2.2)	35	(3.7)	35	(3.5)	25	(3.5)	U	(2.1)	245	(3.9)		
	One parent has attained bachelor's degree or higher	27	(4.0)	U	(7.0)	37 ^M	(9.0)	40 ^M	(8.2)	U	(4.2)	270	(8.1)		
	Both parents have attained bachelor's degree or higher	24 ^M	(5.9)	x	x	U	(15.2)	x	x	U	(11.2)	285	(12.0)		
	Alberta	Participated in adult learning	Neither parent has attained high-school diploma	52	(3.5)	27 ^M	(6.8)	31 ^M	(6.9)	28 ^M	(6.1)	14 ^M	(4.0)	263	(7.2)
			One parent has attained high-school diploma	67	(4.1)	16 ^M	(4.1)	31 ^M	(5.5)	36 ^M	(6.3)	17 ^M	(4.2)	278	(5.6)
Both parents have attained high-school diploma			69	(2.5)	13 ^M	(2.6)	24	(3.5)	40	(3.5)	22	(3.1)	286	(3.6)	
Neither parent has attained bachelor's degree or higher			60	(2.5)	21 ^M	(3.6)	30	(3.7)	35	(3.9)	14 ^M	(2.6)	269	(4.0)	
One parent has attained bachelor's degree or higher			68	(4.0)	13 ^M	(4.2)	23 ^M	(5.2)	39	(5.4)	25 ^M	(4.6)	291	(5.9)	
Both parents have attained bachelor's degree or higher			76	(3.8)	U	(3.5)	26 ^M	(7.0)	40 ^M	(7.3)	28 ^M	(6.4)	298	(5.7)	
Did not participate in adult learning			Neither parent has attained high-school diploma	48	(3.5)	40 ^M	(6.9)	34 ^M	(7.3)	x	x	x	x	239	(6.0)
One parent has attained high-school diploma		33	(4.1)	27 ^M	(6.6)	37 ^M	(7.4)	28 ^M	(6.6)	U	(4.0)	257	(6.6)		
Both parents have attained high-school diploma		31	(2.5)	25 ^M	(4.9)	36	(5.5)	27 ^M	(5.2)	11 ^M	(3.0)	260	(5.9)		
Neither parent has attained bachelor's degree or higher		40	(2.5)	34	(4.9)	37	(5.1)	22	(3.3)	7 ^M	(2.1)	248	(4.5)		
One parent has attained bachelor's degree or higher		32	(4.0)	21 ^M	(6.3)	34 ^M	(8.8)	38 ^M	(9.3)	U	(4.3)	264	(7.5)		
Both parents have attained bachelor's degree or higher		24	(3.8)	U	(9.7)	U	(11.6)	U	(10.0)	U	(6.4)	260	(11.2)		

Table 2.4b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE	
					%	SE	%	SE	%	SE	%	SE			
British Columbia	Participated in adult learning	Neither parent has attained high-school diploma	36	(4.1)	18 ^M	(5.9)	33 ^M	(7.1)	37 ^M	(7.6)	U	(4.9)	268	(7.2)	
		One parent has attained high-school diploma	62	(3.6)	16 ^M	(4.6)	36 ^M	(6.7)	35	(5.7)	13 ^M	(3.6)	273	(4.6)	
		Both parents have attained high-school diploma	69	(2.7)	12 ^M	(2.1)	27	(3.1)	42	(3.5)	19	(2.7)	285	(3.3)	
		Neither parent has attained bachelor's degree or higher	53	(2.4)	16	(2.4)	31	(3.9)	39	(4.1)	14 ^M	(2.4)	275	(3.1)	
		One parent has attained bachelor's degree or higher	71	(3.5)	11 ^M	(3.6)	31 ^M	(5.3)	39	(5.6)	18 ^M	(3.7)	282	(4.2)	
		Both parents have attained bachelor's degree or higher	73	(4.0)	U	(3.7)	24 ^M	(4.7)	43	(6.1)	23 ^M	(4.9)	292	(5.7)	
		Did not participate in adult learning	Neither parent has attained high-school diploma	64	(4.1)	49	(6.0)	30 ^M	(7.0)	16 ^M	(5.3)	U	(2.8)	221	(8.3)
	One parent has attained high-school diploma	38	(3.6)	28 ^M	(6.9)	36 ^M	(7.6)	29 ^M	(7.5)	U	(3.6)	252	(8.3)		
	Both parents have attained high-school diploma	31	(2.7)	31	(4.8)	30 ^M	(5.5)	29	(4.3)	11 ^M	(3.2)	257	(5.3)		
	Neither parent has attained bachelor's degree or higher	47	(2.4)	40	(4.2)	33	(4.7)	21	(3.4)	U	(2.0)	236	(4.7)		
	One parent has attained bachelor's degree or higher	29	(3.5)	32 ^M	(8.1)	28 ^M	(8.2)	31 ^M	(8.4)	U	(5.1)	256	(9.3)		
	Both parents have attained bachelor's degree or higher	27	(4.0)	U	(8.3)	U	(8.7)	36 ^M	(10.2)	U	(9.2)	277	(11.0)		
	Yukon	Participated in adult learning	Neither parent has attained high-school diploma	U	(14.3)	22 ^M	(6.4)	34 ^M	(10.8)	U	(13.9)	U	(10.0)	260	(12.4)
			One parent has attained high-school diploma	62 ^M	(14.0)	U	(10.4)	U	(13.3)	U	(16.0)	U	(27.2)	280	(25.8)
Both parents have attained high-school diploma			72	(8.6)	U	(4.4)	U	(10.9)	45 ^M	(12.0)	19 ^M	(5.8)	291	(9.8)	
Neither parent has attained bachelor's degree or higher			51	(6.9)	18 ^M	(5.3)	32 ^M	(10.0)	41 ^M	(11.9)	U	(5.0)	270	(9.6)	
One parent has attained bachelor's degree or higher			75	(7.4)	U	(8.1)	U	(12.2)	U	(14.3)	U	(18.9)	295	(16.1)	
Both parents have attained bachelor's degree or higher			84	(12.5)	U	(4.2)	U	(22.0)	U	(20.3)	U	(13.3)	298	(15.2)	
Did not participate in adult learning			Neither parent has attained high-school diploma	58 ^M	(14.3)	x	x	U	(17.3)	U	(9.9)	x	x	204	(29.7)
One parent has attained high-school diploma		U	(14.0)	x	x	U	(25.9)	U	(10.9)	x	x	230	(16.3)		
Both parents have attained high-school diploma		28 ^M	(8.6)	U	(18.0)	U	(22.2)	U	(22.7)	U	(4.2)	263	(17.6)		
Neither parent has attained bachelor's degree or higher		49	(6.9)	U	(15.4)	U	(14.6)	U	(11.0)	U	(1.7)	228	(17.9)		
One parent has attained bachelor's degree or higher		25 ^M	(7.4)	x	x	U	(27.1)	U	(26.2)	x	x	243	(39.0)		
Both parents have attained bachelor's degree or higher		U	(12.5)	x	x	U	(39.2)	x	x	x	x	289	(15.2)		

Table 2.4b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE		
					%	SE	%	SE	%	SE	%	SE				
Northwest Territories	Participated in adult learning	Neither parent has attained high-school diploma	55	(4.3)	57	(7.7)	26 ^M	(7.0)	U	(3.9)	U	(2.8)	219	(9.7)		
		One parent has attained high-school diploma	67	(5.2)	23 ^M	(7.3)	32 ^M	(7.6)	36 ^M	(6.2)	U	(3.4)	264	(7.4)		
		Both parents have attained high-school diploma	68	(2.7)	18 ^M	(4.6)	29	(4.6)	35	(4.3)	18 ^M	(3.5)	277	(6.6)		
		Neither parent has attained bachelor's degree or higher	59	(3.2)	42	(5.4)	28	(4.6)	21	(2.9)	9 ^M	(2.2)	240	(7.6)		
		One parent has attained bachelor's degree or higher	72	(5.6)	U	(6.7)	30 ^M	(7.6)	40 ^M	(7.1)	18 ^M	(5.7)	283	(8.9)		
		Both parents have attained bachelor's degree or higher	69	(5.6)	U	(5.2)	31 ^M	(8.1)	39 ^M	(8.7)	U	(7.9)	286	(6.5)		
	Did not participate in adult learning	Neither parent has attained high-school diploma	45	(4.3)	73	(7.5)	20 ^M	(5.8)	x	x	x	x	190	(12.0)		
		One parent has attained high-school diploma	33	(5.2)	45 ^M	(11.9)	37 ^M	(11.4)	x	x	x	x	226	(13.2)		
		Both parents have attained high-school diploma	32	(2.7)	34 ^M	(8.8)	35 ^M	(8.6)	23 ^M	(6.2)	U	(4.0)	251	(7.7)		
		Neither parent has attained bachelor's degree or higher	41	(3.2)	61	(7.1)	26 ^M	(5.4)	U	(3.5)	U	(1.7)	208	(9.8)		
		One parent has attained bachelor's degree or higher	28 ^M	(5.6)	U	(12.1)	U	(13.0)	U	(9.0)	U	(5.5)	255	(8.9)		
		Both parents have attained bachelor's degree or higher	31 ^M	(5.6)	U	(12.5)	x	x	U	(15.2)	x	x	260	(13.2)		
		Nunavut	Participated in adult learning	Neither parent has attained high-school diploma	42	(3.9)	67	(5.9)	26 ^M	(5.9)	x	x	x	x	199	(6.9)
				One parent has attained high-school diploma	51	(7.4)	28 ^M	(8.3)	x	x	29 ^M	(8.4)	x	x	251	(8.0)
Both parents have attained high-school diploma	69			(5.2)	22 ^M	(6.5)	27 ^M	(7.4)	38 ^M	(8.0)	13 ^M	(3.8)	266	(9.7)		
Neither parent has attained bachelor's degree or higher	44			(3.5)	56	(5.5)	28 ^M	(5.1)	13 ^M	(3.2)	U	(1.5)	213	(7.5)		
One parent has attained bachelor's degree or higher	71			(5.2)	25 ^M	(7.1)	U	(10.5)	36 ^M	(9.5)	U	(5.2)	262	(8.0)		
Both parents have attained bachelor's degree or higher	70			(9.1)	x	x	x	x	44 ^M	(14.5)	U	(8.3)	289	(9.5)		
Did not participate in adult learning	Neither parent has attained high-school diploma		58	(3.9)	80	(4.0)	18 ^M	(3.8)	x	x	x	x	183	(5.2)		
	One parent has attained high-school diploma		49	(7.4)	69	(9.0)	x	x	U	(4.7)	x	x	194	(14.2)		
	Both parents have attained high-school diploma		31 ^M	(5.2)	36 ^M	(11.7)	x	x	U	(11.1)	x	x	249	(12.7)		
	Neither parent has attained bachelor's degree or higher		56	(3.5)	77	(3.7)	18 ^M	(3.4)	x	x	x	x	185	(5.0)		
	One parent has attained bachelor's degree or higher		29 ^M	(5.2)	x	x	U	(16.0)	U	(14.2)	x	x	262	(14.9)		
	Both parents have attained bachelor's degree or higher		30 ^M	(9.1)	x	x	x	x	x	x	x	x	248	(30.9)		

Source: The Programme for the International Assessment of Adult Competencies, 2012.

Table 2.4b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Participation in adult learning	Parental education	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 2.4c

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Parental education	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Canada	Neither parent has attained high-school diploma	16	(1.2)	57	(2.0)	27	(1.8)	41	(1.2)	48	(1.2)	10	(1.1)
	One parent has attained high-school diploma	11	(1.1)	48	(1.9)	41	(1.8)	27	(1.6)	52	(2.1)	21	(1.9)
	Both parents have attained high-school diploma	8	(0.5)	38	(1.2)	54	(1.2)	16	(1.1)	52	(1.8)	32	(1.7)
	Neither parent has attained bachelor's degree or higher	12	(0.6)	49	(1.2)	38	(1.1)	32	(0.8)	50	(1.0)	17	(0.9)
	One parent has attained bachelor's degree or higher	8	(0.8)	41	(1.8)	51	(1.8)	18	(1.9)	53	(2.7)	29	(2.5)
	Both parents have attained bachelor's degree or higher	6	(0.9)	32	(2.0)	61	(2.0)	14 ^M	(2.4)	47	(4.0)	38	(3.9)
Newfoundland and Labrador	Neither parent has attained high-school diploma	30	(3.6)	50	(4.5)	20 ^M	(4.0)	55	(3.0)	40	(3.1)	5 ^M	(1.6)
	One parent has attained high-school diploma	19 ^M	(3.4)	48	(5.1)	33	(4.9)	31	(4.6)	57	(5.2)	12 ^M	(3.3)
	Both parents have attained high-school diploma	7 ^M	(1.5)	34	(4.2)	59	(4.1)	20	(3.1)	56	(4.5)	25 ^M	(4.2)
	Neither parent has attained bachelor's degree or higher	21	(1.9)	46	(2.9)	32	(3.1)	43	(2.2)	47	(2.4)	9 ^M	(1.7)
	One parent has attained bachelor's degree or higher	U	(3.1)	36	(5.8)	58	(6.1)	26 ^M	(5.9)	49	(8.0)	25 ^M	(6.6)
	Both parents have attained bachelor's degree or higher	x	x	x	x	70	(8.9)	x	x	58 ^M	(16.2)	x	x
Prince Edward Island	Neither parent has attained high-school diploma	19 ^M	(4.6)	60	(6.0)	21 ^M	(4.4)	45	(4.3)	44	(5.3)	11 ^M	(3.6)
	One parent has attained high-school diploma	16 ^M	(3.4)	48	(5.9)	36	(5.9)	35	(5.7)	45	(6.7)	21 ^M	(5.4)
	Both parents have attained high-school diploma	8 ^M	(2.3)	45	(5.1)	46	(5.2)	22 ^M	(4.4)	48	(7.3)	30 ^M	(6.8)
	Neither parent has attained bachelor's degree or higher	13 ^M	(2.6)	55	(3.9)	31	(3.7)	38	(3.3)	45	(3.8)	17 ^M	(3.1)
	One parent has attained bachelor's degree or higher	17 ^M	(3.5)	41	(6.0)	42	(6.5)	23 ^M	(5.7)	48 ^M	(8.6)	30 ^M	(8.6)
	Both parents have attained bachelor's degree or higher	x	x	x	x	53 ^M	(9.0)	x	x	U	(20.5)	x	x
Nova Scotia	Neither parent has attained high-school diploma	17 ^M	(3.0)	52	(4.3)	31	(4.3)	39	(4.6)	52	(5.0)	U	(3.4)
	One parent has attained high-school diploma	11 ^M	(2.6)	49	(5.0)	41	(4.8)	18 ^M	(3.6)	61	(4.8)	21 ^M	(4.4)
	Both parents have attained high-school diploma	7 ^M	(1.5)	32	(3.2)	62	(3.1)	9 ^M	(2.6)	50	(5.0)	41	(5.4)
	Neither parent has attained bachelor's degree or higher	13	(1.8)	46	(2.9)	41	(2.6)	26	(2.7)	57	(3.3)	17	(2.6)
	One parent has attained bachelor's degree or higher	U	(2.4)	36	(4.7)	57	(4.6)	U	(4.8)	48	(7.8)	38 ^M	(6.6)
	Both parents have attained bachelor's degree or higher	U	(1.8)	26 ^M	(5.7)	70	(5.9)	x	x	x	x	55 ^M	(12.0)

Table 2.4c (cont'd)

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Parental education	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
New Brunswick	Neither parent has attained high-school diploma	25	(3.8)	57	(5.3)	18 ^M	(4.6)	48	(2.8)	45	(3.1)	8 ^M	(2.3)
	One parent has attained high-school diploma	15 ^M	(3.4)	50	(5.0)	36	(4.9)	27	(4.1)	55	(5.0)	18 ^M	(4.3)
	Both parents have attained high-school diploma	3 ^M	(0.8)	38	(4.6)	59	(4.7)	18 ^M	(3.4)	49	(5.5)	34	(5.5)
	Neither parent has attained bachelor's degree or higher	16	(2.1)	52	(3.2)	32	(3.0)	39	(2.4)	48	(2.8)	14 ^M	(2.4)
	One parent has attained bachelor's degree or higher	U	(2.9)	39 ^M	(6.7)	53	(7.0)	16 ^M	(3.4)	51	(7.3)	33 ^M	(7.0)
	Both parents have attained bachelor's degree or higher	x	x	x	x	62	(7.5)	U	(8.5)	45 ^M	(12.0)	U	(11.6)
Quebec	Neither parent has attained high-school diploma	17	(1.8)	62	(2.4)	20	(1.9)	37	(1.7)	55	(1.8)	8	(1.1)
	One parent has attained high-school diploma	8 ^M	(1.3)	55	(2.3)	38	(2.4)	24	(1.8)	58	(2.3)	19	(2.1)
	Both parents have attained high-school diploma	7	(0.8)	38	(1.9)	56	(1.9)	11	(1.3)	55	(2.5)	34	(2.5)
	Neither parent has attained bachelor's degree or higher	12	(1.0)	54	(1.6)	34	(1.4)	30	(1.1)	56	(1.2)	14	(0.9)
	One parent has attained bachelor's degree or higher	7 ^M	(1.2)	43	(2.8)	50	(3.0)	13	(2.1)	56	(3.6)	31	(3.6)
	Both parents have attained bachelor's degree or higher	5 ^M	(1.5)	32	(3.5)	63	(3.6)	U	(1.8)	47	(6.0)	48	(6.2)
Ontario	Neither parent has attained high-school diploma	11	(1.8)	59	(4.0)	30	(3.8)	44	(2.5)	44	(2.6)	12 ^M	(2.4)
	One parent has attained high-school diploma	12	(1.9)	45	(3.3)	43	(3.2)	31	(3.6)	48	(4.6)	21 ^M	(3.7)
	Both parents have attained high-school diploma	7	(0.9)	40	(2.1)	53	(2.2)	17	(2.1)	50	(2.8)	33	(3.0)
	Neither parent has attained bachelor's degree or higher	11	(1.0)	49	(2.2)	40	(2.0)	34	(1.8)	47	(2.3)	19	(2.2)
	One parent has attained bachelor's degree or higher	6 ^M	(1.3)	43	(3.2)	51	(3.2)	19 ^M	(4.0)	51	(5.1)	30	(4.9)
	Both parents have attained bachelor's degree or higher	8 ^M	(1.5)	33	(3.5)	59	(3.8)	16 ^M	(4.0)	48	(5.8)	35	(5.7)
Manitoba	Neither parent has attained high-school diploma	30	(4.0)	49	(4.5)	21 ^M	(3.9)	46	(4.5)	45	(5.1)	U	(3.3)
	One parent has attained high-school diploma	14 ^M	(3.1)	45	(5.6)	40	(5.4)	29 ^M	(6.0)	47	(7.3)	24 ^M	(6.8)
	Both parents have attained high-school diploma	13 ^M	(2.3)	34	(3.7)	53	(4.0)	19 ^M	(4.8)	43	(6.9)	38 ^M	(6.8)
	Neither parent has attained bachelor's degree or higher	20	(2.5)	45	(3.3)	35	(3.3)	37	(3.2)	47	(3.9)	16 ^M	(3.1)
	One parent has attained bachelor's degree or higher	9 ^M	(2.7)	37	(5.7)	54	(6.0)	U	(8.0)	32 ^M	(8.7)	48 ^M	(9.4)
	Both parents have attained bachelor's degree or higher	17 ^M	(5.1)	26 ^M	(5.6)	57	(6.6)	x	x	U	(17.0)	x	x

Table 2.4c (cont'd)

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Parental education	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Saskatchewan	Neither parent has attained high-school diploma	17 ^M	(3.6)	62	(5.3)	21 ^M	(5.3)	39	(5.5)	51	(6.0)	U	(3.7)
	One parent has attained high-school diploma	U	(2.7)	60	(5.0)	33	(5.0)	17 ^M	(3.1)	64	(5.7)	19 ^M	(5.5)
	Both parents have attained high-school diploma	4 ^M	(1.3)	43	(4.3)	53	(4.5)	U	(2.9)	62	(6.0)	30 ^M	(6.1)
	Neither parent has attained bachelor's degree or higher	9 ^M	(1.7)	58	(3.3)	32	(3.3)	25	(2.9)	57	(4.0)	18 ^M	(3.4)
	One parent has attained bachelor's degree or higher	U	(2.1)	48	(6.2)	48	(6.4)	U	(4.9)	68	(9.4)	U	(8.4)
	Both parents have attained bachelor's degree or higher	x	x	x	x	71	(7.6)	-	-	54 ^M	(14.8)	46 ^M	(14.8)
	Alberta	Neither parent has attained high-school diploma	16 ^M	(4.6)	54	(5.6)	30 ^M	(5.7)	31	(4.5)	52	(6.3)	U
One parent has attained high-school diploma	13 ^M	(4.1)	46	(5.2)	41	(5.0)	24 ^M	(6.1)	52	(7.9)	24 ^M	(7.2)	
Both parents have attained high-school diploma	8 ^M	(1.8)	37	(3.5)	55	(3.6)	17 ^M	(3.4)	52	(6.1)	31 ^M	(5.4)	
Neither parent has attained bachelor's degree or higher	13 ^M	(2.3)	47	(3.8)	40	(3.7)	24	(3.3)	52	(4.6)	24 ^M	(4.1)	
One parent has attained bachelor's degree or higher	11 ^M	(3.5)	39	(6.0)	50	(6.0)	23 ^M	(6.6)	53 ^M	(9.2)	23 ^M	(7.4)	
Both parents have attained bachelor's degree or higher	U	(2.3)	31 ^M	(6.2)	64	(6.3)	U	(6.5)	52 ^M	(10.6)	34 ^M	(10.3)	
British Columbia	Neither parent has attained high-school diploma	20 ^M	(5.6)	45	(6.8)	35 ^M	(7.2)	49	(5.4)	41	(5.9)	U	(3.9)
	One parent has attained high-school diploma	U	(3.7)	46	(5.5)	43	(5.7)	31 ^M	(6.7)	48	(6.4)	21 ^M	(5.4)
	Both parents have attained high-school diploma	10 ^M	(1.8)	37	(3.6)	53	(3.8)	20 ^M	(3.9)	52	(5.3)	28 ^M	(5.1)
	Neither parent has attained bachelor's degree or higher	14 ^M	(2.7)	42	(3.6)	44	(3.8)	37	(3.8)	46	(4.2)	17 ^M	(3.4)
	One parent has attained bachelor's degree or higher	12 ^M	(2.6)	40	(5.0)	48	(5.0)	16 ^M	(4.4)	60	(7.9)	24 ^M	(6.5)
	Both parents have attained bachelor's degree or higher	U	(2.2)	35 ^M	(6.2)	60	(6.4)	U	(8.2)	44 ^M	(11.1)	37 ^M	(11.0)
	Yukon	Neither parent has attained high-school diploma	U	(4.5)	65 ^M	(14.1)	U	(13.6)	68 ^M	(20.3)	x	x	x
One parent has attained high-school diploma	U	(3.4)	U	(19.5)	U	(21.1)	U	(5.8)	83	(13.5)	U	(9.6)	
Both parents have attained high-school diploma	U	(1.2)	47 ^M	(11.1)	51 ^M	(11.1)	U	(5.6)	U	(25.0)	U	(26.1)	
Neither parent has attained bachelor's degree or higher	U	(2.4)	63 ^M	(10.7)	U	(10.3)	U	(14.2)	51 ^M	(15.4)	U	(10.1)	
One parent has attained bachelor's degree or higher	x	x	x	x	64 ^M	(13.9)	x	x	x	x	U	(17.0)	
Both parents have attained bachelor's degree or higher	x	x	x	x	57 ^M	(16.4)	-	-	U	(48.8)	U	(48.8)	

Table 2.4c (cont'd)

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and parental education, Canada, provinces, and territories, 2012

	Parental education	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Northwest Territories	Neither parent has attained high-school diploma	28	(3.6)	56	(5.8)	U	(5.6)	59	(6.6)	35 ^M	(7.0)	U	(2.9)
	One parent has attained high-school diploma	U	(3.3)	52	(7.7)	40 ^M	(7.8)	45 ^M	(11.2)	42 ^M	(10.6)	U	(6.8)
	Both parents have attained high-school diploma	9 ^M	(2.6)	43	(6.2)	49	(6.1)	15 ^M	(4.8)	56	(6.5)	28 ^M	(5.9)
	Neither parent has attained bachelor's degree or higher	20	(2.8)	53	(4.9)	27 ^M	(5.0)	49	(5.2)	41	(5.3)	10 ^M	(3.0)
	One parent has attained bachelor's degree or higher	U	(3.4)	44 ^M	(9.0)	51	(8.5)	U	(5.6)	56	(9.1)	28 ^M	(7.3)
	Both parents have attained bachelor's degree or higher	x	x	x	x	56 ^M	(11.4)	x	x	53 ^M	(15.8)	x	x
	Nunavut	Neither parent has attained high-school diploma	48	(5.1)	43	(4.9)	U	(3.3)	67	(4.5)	x	x	x
One parent has attained high-school diploma	U	(6.2)	53	(8.6)	29 ^M	(8.0)	x	x	49 ^M	(9.8)	x	x	
Both parents have attained high-school diploma	18 ^M	(5.9)	41 ^M	(8.6)	41 ^M	(8.1)	36 ^M	(10.3)	44 ^M	(10.2)	U	(7.9)	
Neither parent has attained bachelor's degree or higher	39	(5.1)	44	(4.7)	17 ^M	(4.2)	61	(4.4)	36	(4.4)	U	(1.5)	
One parent has attained bachelor's degree or higher	U	(6.5)	48 ^M	(8.5)	32 ^M	(8.5)	U	(13.1)	U	(14.7)	U	(11.1)	
Both parents have attained bachelor's degree or higher	U	(10.3)	39 ^M	(12.4)	45 ^M	(12.2)	x	x	x	x	x	x	

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 2.4d

Percentage distribution and proportion of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by educational attainment and parental educational attainment, Canada, provinces, and territories, 2012

	Parental educational attainment	Less than high-school diploma				High-school diploma				Postsecondary education – below bachelor's degree				Postsecondary education – bachelor's degree or higher			
		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning	
				%	SE			%	SE			%	SE			%	SE
Canada	Neither parent has attained high-school diploma	23	(0.8)	20	(1.4)	26	(0.8)	31	(2.1)	35	(0.8)	52	(1.7)	16	(0.6)	66	(2.3)
	One parent has attained high-school diploma	10	(0.6)	42	(2.9)	23	(1.0)	48	(2.7)	43	(1.0)	62	(1.5)	24	(1.1)	71	(1.9)
	Both parents have attained high-school diploma	4	(0.3)	50	(3.9)	18	(0.5)	55	(2.0)	36	(0.6)	68	(1.4)	41	(0.6)	77	(1.1)
	Neither parent has attained bachelor's degree or higher	14	(0.3)	27	(1.4)	25	(0.4)	41	(1.6)	39	(0.4)	59	(1.1)	21	(0.3)	71	(1.4)
	One parent has attained bachelor's degree or higher	5	(0.5)	53	(5.1)	17	(1.0)	58	(3.2)	38	(1.2)	66	(1.9)	39	(1.1)	76	(1.6)
	Both parents have attained bachelor's degree or higher	3	(0.5)	58 ^M	(9.8)	10	(1.0)	65	(5.3)	28	(1.6)	74	(2.9)	59	(1.6)	77	(2.1)
Newfoundland and Labrador	Neither parent has attained high-school diploma	36	(1.9)	19 ^M	(3.5)	20	(1.6)	26 ^M	(4.4)	36	(1.6)	51	(3.3)	8	(1.2)	66	(9.0)
	One parent has attained high-school diploma	13	(1.8)	U	(9.2)	19	(2.2)	35 ^M	(6.6)	51	(2.6)	56	(4.2)	17	(2.0)	76	(9.0)
	Both parents have attained high-school diploma	5 ^M	(1.1)	46 ^M	(13.6)	20	(2.0)	48	(6.6)	41	(2.0)	57	(4.2)	35	(1.8)	77	(4.2)
	Neither parent has attained bachelor's degree or higher	23	(0.9)	22 ^M	(3.7)	21	(0.9)	31	(3.5)	42	(1.0)	54	(2.4)	14	(0.9)	72	(4.2)
	One parent has attained bachelor's degree or higher	U	(1.9)	x	x	15 ^M	(3.3)	67 ^M	(11.5)	45	(4.1)	61	(6.5)	36	(3.7)	77	(7.5)
	Both parents have attained bachelor's degree or higher	x	x	x	x	x	x	x	x	29 ^M	(5.9)	51 ^M	(13.9)	56	(6.6)	82	(6.9)
Prince Edward Island	Neither parent has attained high-school diploma	21	(2.9)	21 ^M	(6.6)	26	(2.6)	33 ^M	(6.9)	42	(3.3)	53	(5.4)	10 ^M	(1.9)	x	x
	One parent has attained high-school diploma	10 ^M	(2.0)	50 ^M	(14.3)	26	(3.1)	34 ^M	(7.6)	41	(2.7)	57	(5.2)	23	(2.7)	86	(4.7)
	Both parents have attained high-school diploma	U	(1.2)	x	x	19	(2.4)	47	(7.5)	39	(2.3)	67	(4.4)	39	(2.3)	80	(3.7)
	Neither parent has attained bachelor's degree or higher	14	(1.6)	28 ^M	(6.6)	28	(1.6)	36	(4.9)	41	(2.0)	56	(3.5)	18	(1.5)	80	(4.2)
	One parent has attained bachelor's degree or higher	U	(1.8)	x	x	16 ^M	(3.2)	49 ^M	(11.0)	44	(3.7)	59	(6.6)	35	(3.3)	84	(4.9)
	Both parents have attained bachelor's degree or higher	x	x	x	x	x	x	x	x	35	(5.4)	x	x	53	(6.5)	86	(6.6)

Table 2.4d (cont'd)

Percentage distribution and proportion of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by educational attainment and parental educational attainment, Canada, provinces, and territories, 2012

	Parental educational attainment	Less than high-school diploma				High-school diploma				Postsecondary education – below bachelor's degree				Postsecondary education – bachelor's degree or higher			
		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning	
				%	SE			%	SE			%	SE			%	SE
Nova Scotia	Neither parent has attained high-school diploma	24	(2.3)	26 ^M	(5.3)	22	(2.2)	31 ^M	(6.2)	42	(2.5)	63	(3.5)	13	(1.5)	77	(6.1)
	One parent has attained high-school diploma	12 ^M	(2.0)	42 ^M	(8.7)	23	(2.1)	43	(6.2)	47	(2.7)	54	(4.3)	18	(2.0)	72	(5.7)
	Both parents have attained high-school diploma	5 ^M	(1.1)	55 ^M	(15.4)	18	(1.4)	55	(5.4)	36	(1.9)	75	(3.6)	41	(1.6)	83	(2.4)
	Neither parent has attained bachelor's degree or higher	15	(0.9)	29	(4.6)	25	(1.2)	38	(4.5)	44	(1.2)	63	(2.9)	17	(1.1)	79	(3.6)
	One parent has attained bachelor's degree or higher	7 ^M	(1.9)	59 ^M	(18.0)	14	(2.1)	62	(7.1)	38	(3.2)	67	(5.7)	40	(2.7)	80	(4.0)
	Both parents have attained bachelor's degree or higher	U	(2.1)	x	x	12 ^M	(3.0)	x	x	30	(3.6)	75	(8.0)	53	(4.2)	83	(4.4)
New Brunswick	Neither parent has attained high-school diploma	28	(2.1)	18	(3.0)	26	(1.6)	33	(4.7)	36	(2.2)	48	(4.3)	9 ^M	(1.6)	71	(7.9)
	One parent has attained high-school diploma	8 ^M	(1.5)	34 ^M	(9.8)	26	(2.0)	49	(6.1)	49	(3.1)	51	(4.8)	17	(2.4)	72	(5.9)
	Both parents have attained high-school diploma	3 ^M	(0.7)	x	x	25	(1.9)	41	(5.7)	35	(2.0)	58	(4.7)	36	(1.8)	87	(2.5)
	Neither parent has attained bachelor's degree or higher	18	(1.0)	20	(3.1)	27	(1.1)	35	(3.3)	40	(1.1)	50	(2.6)	15	(0.9)	78	(3.7)
	One parent has attained bachelor's degree or higher	6 ^M	(1.4)	x	x	26	(3.0)	53	(6.6)	35	(3.0)	52	(6.2)	33	(3.1)	81	(4.2)
	Both parents have attained bachelor's degree or higher	x	x	-	-	x	x	52 ^M	(12.2)	37	(4.8)	66	(8.7)	46	(4.9)	89	(3.9)
Quebec	Neither parent has attained high-school diploma	24	(0.9)	19	(2.1)	23	(0.9)	26	(2.5)	39	(1.1)	48	(2.0)	13	(0.6)	61	(3.9)
	One parent has attained high-school diploma	11	(0.9)	37	(4.4)	18	(1.2)	42	(4.3)	47	(1.4)	51	(2.5)	23	(1.2)	73	(3.0)
	Both parents have attained high-school diploma	6	(0.6)	51	(6.6)	13	(0.7)	42	(3.5)	36	(1.0)	59	(1.7)	45	(0.9)	77	(1.6)
	Neither parent has attained bachelor's degree or higher	17	(0.5)	23	(1.9)	21	(0.5)	33	(2.2)	42	(0.7)	51	(1.5)	20	(0.4)	68	(2.1)
	One parent has attained bachelor's degree or higher	7	(0.9)	48 ^M	(8.2)	15	(1.3)	42	(5.5)	39	(1.8)	58	(3.1)	39	(1.9)	77	(2.6)
	Both parents have attained bachelor's degree or higher	5 ^M	(1.6)	77	(12.6)	6 ^M	(1.1)	46 ^M	(9.5)	25	(2.1)	61	(5.1)	63	(2.0)	80	(2.6)

Table 2.4d (cont'd)

Percentage distribution and proportion of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by educational attainment and parental educational attainment, Canada, provinces, and territories, 2012

	Parental educational attainment	Less than high-school diploma				High-school diploma				Postsecondary education – below bachelor's degree				Postsecondary education – bachelor's degree or higher			
		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE		
				%	SE			%	SE			%	SE				
Ontario	Neither parent has attained high-school diploma	21	(1.5)	19 ^M	(3.4)	27	(1.8)	32	(3.7)	33	(1.5)	53	(3.7)	19	(1.6)	68	(4.0)
	One parent has attained high-school diploma	9	(1.4)	46	(7.6)	23	(1.9)	46	(6.2)	41	(1.9)	67	(3.5)	27	(2.1)	65	(3.2)
	Both parents have attained high-school diploma	3	(0.4)	54 ^M	(9.9)	19	(0.9)	55	(3.1)	35	(1.2)	68	(2.5)	43	(0.9)	77	(1.5)
	Neither parent has attained bachelor's degree or higher	12	(0.7)	27	(3.2)	27	(0.9)	43	(2.6)	38	(0.9)	62	(2.4)	23	(0.8)	69	(2.1)
	One parent has attained bachelor's degree or higher	4 ^M	(0.8)	61 ^M	(12.6)	17	(1.7)	56	(5.7)	38	(2.1)	66	(3.6)	42	(1.9)	77	(2.8)
	Both parents have attained bachelor's degree or higher	U	(0.7)	U	(25.2)	10	(1.5)	54	(8.8)	26	(2.9)	76	(4.9)	62	(2.6)	76	(2.9)
Manitoba	Neither parent has attained high-school diploma	27	(3.1)	27 ^M	(7.5)	29	(2.5)	34 ^M	(6.7)	33	(3.0)	50	(5.1)	11	(1.7)	86	(5.6)
	One parent has attained high-school diploma	12 ^M	(2.5)	U	(11.2)	26	(2.7)	70	(6.9)	42	(3.6)	66	(6.5)	20	(2.5)	77	(7.0)
	Both parents have attained high-school diploma	8 ^M	(1.4)	44 ^M	(9.9)	19	(1.8)	63	(6.7)	31	(2.1)	71	(4.7)	42	(1.7)	87	(2.8)
	Neither parent has attained bachelor's degree or higher	19	(1.2)	28 ^M	(5.4)	26	(1.2)	47	(4.0)	37	(1.2)	59	(4.3)	19	(1.2)	83	(2.9)
	One parent has attained bachelor's degree or higher	7 ^M	(2.1)	U	(18.2)	21	(2.8)	71	(7.7)	36	(3.4)	74	(6.1)	37	(3.4)	79	(6.3)
	Both parents have attained bachelor's degree or higher	U	(1.9)	U	(26.9)	13 ^M	(3.8)	94	(3.5)	17 ^M	(3.8)	75	(12.0)	64	(4.7)	95	(2.9)
Saskatchewan	Neither parent has attained high-school diploma	20	(2.5)	39 ^M	(9.3)	27	(2.7)	42	(4.2)	37	(3.4)	61	(5.5)	16	(2.5)	79	(7.3)
	One parent has attained high-school diploma	14	(1.9)	45 ^M	(10.2)	37	(2.9)	52	(6.4)	35	(2.8)	63	(5.6)	14	(2.3)	86	(6.2)
	Both parents have attained high-school diploma	8 ^M	(1.5)	33 ^M	(9.7)	20	(1.7)	64	(5.9)	38	(1.9)	74	(4.1)	34	(2.0)	82	(3.4)
	Neither parent has attained bachelor's degree or higher	16	(1.1)	42	(6.8)	29	(1.2)	50	(4.1)	38	(1.4)	62	(3.5)	17	(1.2)	83	(3.8)
	One parent has attained bachelor's degree or higher	U	(2.6)	U	(13.9)	24	(2.6)	67	(9.0)	37	(3.4)	78	(5.4)	33	(3.6)	81	(5.5)
	Both parents have attained bachelor's degree or higher	x	x	x	x	x	x	U	(20.2)	34 ^M	(6.2)	83	(7.3)	50	(7.2)	85	(6.3)

Table 2.4d (cont'd)

Percentage distribution and proportion of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by educational attainment and parental educational attainment, Canada, provinces, and territories, 2012

	Parental educational attainment	Less than high-school diploma				High-school diploma				Postsecondary education – below bachelor's degree				Postsecondary education – bachelor's degree or higher			
		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE		
				%	SE			%	SE			%	SE				
Alberta	Neither parent has attained high-school diploma	23	(3.1)	22 ^M	(5.5)	25	(2.6)	50 ^M	(8.9)	35	(3.4)	63	(6.4)	17	(2.5)	75	(7.0)
	One parent has attained high-school diploma	14 ^M	(2.5)	46 ^M	(11.1)	25	(3.0)	57	(9.3)	40	(3.7)	72	(5.2)	22	(3.0)	81	(6.1)
	Both parents have attained high-school diploma	5 ^M	(0.9)	64 ^M	(12.7)	19	(1.6)	62	(6.6)	38	(1.8)	67	(4.5)	38	(1.4)	74	(3.4)
	Neither parent has attained bachelor's degree or higher	14	(1.4)	32 ^M	(5.7)	26	(1.6)	53	(5.9)	40	(1.6)	66	(3.3)	20	(1.0)	78	(4.1)
	One parent has attained bachelor's degree or higher	8 ^M	(2.2)	66 ^M	(13.5)	21	(2.7)	67	(7.7)	33	(3.4)	66	(7.8)	38	(3.2)	70	(5.6)
	Both parents have attained bachelor's degree or higher	x	x	x	x	x	x	x	x	x	35	(3.4)	72	(7.3)	54	(4.1)	77
British Columbia	Neither parent has attained high-school diploma	18	(2.9)	U	(8.8)	31	(3.6)	25 ^M	(7.3)	31	(3.2)	47	(6.5)	20	(3.1)	55	(8.4)
	One parent has attained high-school diploma	9 ^M	(1.7)	46 ^M	(15.1)	23	(3.1)	46	(7.6)	44	(3.4)	68	(4.9)	24	(3.1)	70	(7.9)
	Both parents have attained high-school diploma	6 ^M	(1.2)	42 ^M	(13.8)	21	(1.4)	57	(5.4)	37	(1.5)	75	(3.5)	37	(1.5)	73	(3.8)
	Neither parent has attained bachelor's degree or higher	11	(1.0)	30 ^M	(7.5)	29	(1.4)	36	(4.4)	38	(1.6)	64	(3.8)	22	(1.4)	68	(5.0)
	One parent has attained bachelor's degree or higher	6 ^M	(1.7)	U	(17.7)	16	(2.3)	70	(9.2)	44	(3.5)	74	(5.2)	34	(3.2)	74	(5.8)
	Both parents have attained bachelor's degree or higher	U	(1.7)	U	(23.8)	14 ^M	(3.2)	81	(7.2)	28	(4.0)	81	(6.2)	55	(4.2)	71	(6.2)
Yukon	Neither parent has attained high-school diploma	U	(9.6)	U	(12.7)	U	(13.2)	U	(35.7)	28 ^M	(6.2)	64	(10.1)	U	(9.4)	x	x
	One parent has attained high-school diploma	U	(5.2)	U	(23.6)	U	(11.7)	53 ^M	(16.9)	38 ^M	(9.8)	U	(27.1)	U	(15.6)	x	x
	Both parents have attained high-school diploma	U	(1.4)	55 ^M	(17.8)	20 ^M	(4.8)	U	(25.4)	43	(5.6)	77	(5.7)	34	(4.7)	75 ^M	(16.0)
	Neither parent has attained bachelor's degree or higher	17 ^M	(3.6)	U	(10.8)	28 ^M	(5.3)	U	(13.2)	44	(3.7)	67	(10.8)	U	(4.4)	81	(10.1)
	One parent has attained bachelor's degree or higher	U	(3.6)	U	(38.9)	U	(7.0)	74 ^M	(14.3)	31 ^M	(10.2)	84	(6.1)	53 ^M	(16.2)	70 ^M	(16.0)
	Both parents have attained bachelor's degree or higher	x	x	x	x	U	(12.7)	x	x	x	x	U	(30.9)	44 ^M	(7.8)	x	x

Table 2.4d (cont'd)

Percentage distribution and proportion of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by educational attainment and parental educational attainment, Canada, provinces, and territories, 2012

	Parental educational attainment	Less than high-school diploma				High-school diploma				Postsecondary education – below bachelor's degree				Postsecondary education – bachelor's degree or higher			
		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning	
				%	SE			%	SE			%	SE			%	SE
Northwest Territories	Neither parent has attained high-school diploma	44	(3.2)	46	(6.7)	18	(2.3)	48 ^M	(8.4)	32	(3.1)	67	(6.9)	6 ^M	(1.2)	x	x
	One parent has attained high-school diploma	21 ^M	(3.6)	47 ^M	(11.7)	26 ^M	(5.2)	60 ^M	(12.2)	35	(4.5)	66	(6.5)	19 ^M	(3.4)	x	x
	Both parents have attained high-school diploma	12 ^M	(2.1)	67 ^M	(12.5)	20	(2.2)	53 ^M	(9.6)	32	(1.9)	65	(4.5)	36	(1.7)	78	(3.4)
	Neither parent has attained bachelor's degree or higher	32	(1.5)	49	(5.7)	21	(2.1)	48	(5.3)	34	(1.5)	67	(5.2)	13	(0.8)	83	(6.0)
	One parent has attained bachelor's degree or higher	13 ^M	(3.0)	65 ^M	(12.0)	17 ^M	(3.0)	69 ^M	(12.4)	36	(3.6)	60 ^M	(11.2)	34	(3.1)	87	(4.8)
	Both parents have attained bachelor's degree or higher	x	x	x	x	x	x	U	(21.7)	24 ^M	(4.6)	71	(10.2)	50	(5.9)	74	(7.5)
Nunavut	Neither parent has attained high-school diploma	58	(2.8)	33	(3.9)	12 ^M	(1.9)	30 ^M	(9.7)	28	(2.9)	60	(6.5)	3 ^M	(0.7)	x	x
	One parent has attained high-school diploma	34 ^M	(7.1)	U	(11.4)	22 ^M	(4.2)	47 ^M	(13.4)	32 ^M	(6.1)	68	(10.4)	12 ^M	(3.2)	78 ^M	(13.9)
	Both parents have attained high-school diploma	12 ^M	(3.6)	x	x	13 ^M	(2.2)	U	(18.5)	37	(3.7)	63	(7.4)	38	(3.5)	83	(6.0)
	Neither parent has attained bachelor's degree or higher	52	(2.6)	33	(4.1)	14	(1.6)	39 ^M	(7.7)	28	(2.3)	59	(4.7)	6	(0.8)	80	(9.2)
	One parent has attained bachelor's degree or higher	U	(4.2)	x	x	15 ^M	(3.4)	x	x	46 ^M	(7.7)	75	(9.1)	29 ^M	(6.0)	76	(11.2)
	Both parents have attained bachelor's degree or higher	x	x	x	x	x	x	x	x	U	(7.3)	x	x	56	(5.8)	x	x

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 2.5a

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and immigrant status, Canada, provinces, and territories, 2012

	Participation in adult learning	Immigrant status	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Immigrants	53	(1.2)	18	(1.3)	33	(2.0)	37	(2.3)	12	(1.4)	272	(1.7)
		Recent immigrants	57	(1.5)	21	(2.1)	35	(2.5)	34	(2.1)	10	(1.2)	265	(2.3)
		Established immigrants	52	(1.6)	16	(1.7)	32	(2.9)	38	(3.3)	14	(2.0)	275	(2.2)
		Canadian-born	59	(0.5)	8	(0.6)	27	(0.9)	44	(1.2)	21	(1.0)	290	(0.9)
	Did not participate in adult learning	Immigrants	47	(1.2)	40	(1.9)	36	(2.2)	20	(1.7)	4 ^M	(0.9)	235	(2.1)
		Recent immigrants	43	(1.5)	41	(2.4)	34	(2.6)	20	(2.2)	5 ^M	(1.5)	235	(2.9)
		Established immigrants	48	(1.6)	40	(2.5)	36	(3.0)	20	(2.2)	4 ^M	(1.0)	235	(2.6)
		Canadian-born	41	(0.5)	21	(0.9)	39	(1.1)	32	(1.1)	8	(0.7)	262	(1.0)
Quebec	Participated in adult learning	Immigrants	52	(2.1)	21	(2.5)	33	(3.3)	35	(3.0)	11 ^M	(2.2)	267	(3.2)
		Recent immigrants	63	(2.9)	23	(3.4)	36	(4.5)	33	(3.7)	8 ^M	(2.3)	262	(3.7)
		Established immigrants	45	(2.9)	19 ^M	(4.1)	30	(4.1)	36	(4.8)	14 ^M	(3.7)	271	(5.4)
		Canadian-born	50	(0.9)	10	(1.0)	29	(1.4)	43	(1.3)	19	(1.1)	287	(1.3)
	Did not participate in adult learning	Immigrants	48	(2.1)	41	(3.6)	34	(3.2)	21	(3.0)	4 ^M	(1.3)	234	(3.9)
		Recent immigrants	37	(2.9)	42	(5.1)	32	(5.0)	20 ^M	(3.5)	U	(2.4)	235	(6.2)
		Established immigrants	55	(2.9)	41	(4.5)	35	(4.2)	21 ^M	(3.6)	U	(1.5)	234	(4.6)
		Canadian-born	50	(0.9)	26	(1.4)	41	(1.6)	28	(1.4)	5	(0.6)	254	(1.4)
Ontario	Participated in adult learning	Immigrants	52	(1.5)	16	(2.0)	35	(3.0)	38	(3.3)	12 ^M	(2.3)	273	(2.7)
		Recent immigrants	54	(2.4)	19 ^M	(3.7)	38	(4.3)	35	(4.0)	8 ^M	(2.0)	266	(3.9)
		Established immigrants	52	(1.8)	15	(2.4)	34	(4.1)	38	(4.3)	13 ^M	(2.8)	275	(3.3)
		Canadian-born	64	(1.3)	6	(1.0)	26	(2.1)	45	(2.3)	23	(1.9)	293	(1.9)
	Did not participate in adult learning	Immigrants	48	(1.5)	38	(2.8)	37	(3.2)	20	(2.1)	4 ^M	(1.3)	237	(2.8)
		Recent immigrants	46	(2.4)	36	(3.6)	38	(4.1)	21	(3.5)	U	(2.4)	240	(4.7)
		Established immigrants	48	(1.8)	39	(3.4)	37	(3.9)	20	(2.5)	U	(1.4)	236	(3.5)
		Canadian-born	36	(1.3)	16	(1.8)	38	(2.8)	36	(2.7)	11	(1.8)	271	(2.2)
British Columbia	Participated in adult learning	Immigrants	52	(3.9)	17 ^M	(3.8)	31	(5.1)	38	(5.0)	14 ^M	(3.1)	274	(3.9)
		Recent immigrants	50	(3.1)	19	(3.0)	31	(4.1)	35	(4.3)	15 ^M	(3.0)	270	(4.3)
		Established immigrants	53	(5.1)	16 ^M	(4.8)	31 ^M	(6.6)	39 ^M	(6.5)	14 ^M	(4.2)	276	(5.0)
		Canadian-born	64	(1.8)	6 ^M	(1.4)	24	(2.6)	46	(3.4)	24	(3.0)	295	(2.7)
	Did not participate in adult learning	Immigrants	48	(3.9)	44	(5.3)	31 ^M	(5.3)	22 ^M	(5.1)	U	(1.8)	231	(6.1)
		Recent immigrants	50	(3.1)	47	(6.3)	27 ^M	(5.5)	21 ^M	(5.7)	U	(3.4)	230	(6.9)
		Established immigrants	47	(5.1)	42	(6.5)	32 ^M	(7.1)	x	x	x	x	231	(7.6)
		Canadian-born	36	(1.8)	21	(3.4)	36	(3.6)	33	(4.1)	10 ^M	(2.7)	265	(3.8)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 2.5b

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and immigrant status, Canada, provinces, and territories, 2012

	Participation in adult learning	Immigrant status	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Immigrants	53	(1.2)	23	(1.6)	31	(1.9)	32	(2.5)	14	(1.6)	266	(2.1)
		Recent immigrants	57	(1.5)	28	(2.1)	32	(2.3)	29	(2.0)	12	(1.4)	259	(2.5)
		Established immigrants	52	(1.6)	21	(2.0)	31	(2.5)	33	(3.3)	14	(2.0)	269	(2.6)
		Canadian-born	59	(0.5)	13	(0.7)	30	(0.9)	40	(1.0)	18	(0.8)	282	(1.0)
	Did not participate in adult learning	Immigrants	47	(1.2)	47	(2.1)	29	(2.0)	18	(1.6)	5	(0.8)	228	(2.4)
		Recent immigrants	43	(1.5)	47	(2.7)	28	(2.6)	19	(1.9)	6 ^M	(1.4)	228	(3.2)
		Established immigrants	48	(1.6)	48	(2.7)	29	(2.6)	18	(2.0)	5 ^M	(1.0)	229	(3.0)
		Canadian-born	41	(0.5)	29	(1.0)	37	(1.0)	27	(1.0)	7	(0.7)	252	(1.2)
Quebec	Participated in adult learning	Immigrants	52	(2.1)	23	(2.6)	33	(3.9)	30	(3.6)	14	(2.2)	266	(3.4)
		Recent immigrants	63	(2.9)	23	(3.6)	36	(5.7)	31 ^M	(5.6)	10 ^M	(2.5)	261	(4.1)
		Established immigrants	45	(2.9)	23 ^M	(4.0)	29	(4.4)	30	(4.9)	19 ^M	(3.6)	270	(5.8)
		Canadian-born	50	(0.9)	11	(0.9)	31	(1.3)	41	(1.2)	17	(1.1)	282	(1.2)
	Did not participate in adult learning	Immigrants	48	(2.1)	46	(2.9)	30	(3.2)	20	(2.9)	5 ^M	(1.3)	230	(4.0)
		Recent immigrants	37	(2.9)	45	(4.9)	30	(4.5)	19 ^M	(3.9)	U	(2.1)	231	(6.6)
		Established immigrants	55	(2.9)	46	(3.6)	30	(4.1)	20 ^M	(3.9)	U	(1.7)	229	(4.6)
		Canadian-born	50	(0.9)	30	(1.5)	40	(1.4)	26	(1.2)	5	(0.6)	250	(1.4)
Ontario	Participated in adult learning	Immigrants	52	(1.5)	23	(2.2)	32	(2.7)	33	(3.2)	12 ^M	(2.4)	266	(3.0)
		Recent immigrants	54	(2.4)	28	(3.6)	34	(4.1)	28	(3.5)	10 ^M	(2.2)	257	(4.3)
		Established immigrants	52	(1.8)	21	(2.6)	32	(3.2)	34	(3.9)	13 ^M	(2.8)	269	(3.5)
		Canadian-born	64	(1.3)	12	(1.4)	29	(1.6)	39	(2.1)	19	(1.7)	284	(2.2)
	Did not participate in adult learning	Immigrants	48	(1.5)	46	(2.7)	29	(2.6)	19	(2.4)	6 ^M	(1.3)	230	(3.2)
		Recent immigrants	46	(2.4)	44	(4.2)	30	(4.1)	19	(3.2)	7 ^M	(2.3)	233	(4.8)
		Established immigrants	48	(1.8)	47	(3.5)	29	(3.4)	19	(2.9)	6 ^M	(1.5)	229	(4.0)
		Canadian-born	36	(1.3)	26	(2.1)	36	(2.5)	28	(2.6)	9 ^M	(1.8)	258	(2.6)
British Columbia	Participated in adult learning	Immigrants	52	(3.9)	21 ^M	(3.7)	31	(4.3)	33	(5.1)	15 ^M	(3.5)	268	(5.2)
		Recent immigrants	50	(3.1)	26	(3.5)	26	(3.7)	33	(4.2)	15 ^M	(2.9)	264	(4.7)
		Established immigrants	53	(5.1)	20 ^M	(4.8)	32 ^M	(5.6)	33 ^M	(6.8)	15 ^M	(4.7)	269	(6.6)
		Canadian-born	64	(1.8)	10 ^M	(1.9)	29	(3.2)	43	(3.5)	18	(2.5)	285	(2.7)
	Did not participate in adult learning	Immigrants	48	(3.9)	50	(5.6)	27 ^M	(6.0)	18 ^M	(4.9)	U	(2.5)	225	(6.4)
		Recent immigrants	50	(3.1)	51	(5.7)	23 ^M	(5.0)	20 ^M	(4.6)	U	(3.4)	222	(8.6)
		Established immigrants	47	(5.1)	50	(7.2)	28 ^M	(7.6)	x	x	x	x	227	(8.1)
		Canadian-born	36	(1.8)	29	(3.8)	34	(4.2)	28	(3.7)	9 ^M	(2.4)	255	(4.7)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 2.5c

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and immigrant status, Canada, provinces, and territories, 2012

	Immigrant status	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Canada	Immigrants	15	(1.1)	51	(2.1)	34	(2.0)	42	(1.8)	46	(2.0)	13	(1.5)
	Recent immigrants	17	(1.5)	55	(2.2)	28	(2.0)	35	(2.3)	51	(2.6)	14	(1.8)
	Established immigrants	15	(1.4)	49	(2.8)	37	(2.7)	44	(2.2)	44	(2.4)	12	(1.9)
	Canadian-born	9	(0.5)	43	(1.1)	48	(1.0)	25	(0.8)	52	(1.1)	23	(1.1)
Quebec	Immigrants	14	(2.1)	54	(3.2)	32	(3.0)	34	(2.9)	51	(3.3)	15 ^M	(2.7)
	Recent immigrants	10 ^M	(2.6)	63	(3.6)	26	(3.3)	25	(3.6)	58	(4.3)	17 ^M	(3.8)
	Established immigrants	16 ^M	(3.2)	47	(4.8)	37	(4.8)	38	(3.7)	48	(4.3)	14 ^M	(3.4)
	Canadian-born	9	(0.6)	48	(1.3)	43	(1.3)	26	(1.1)	56	(1.3)	18	(1.1)
Ontario	Immigrants	14	(1.5)	53	(3.1)	33	(3.0)	42	(2.4)	45	(2.6)	13	(2.1)
	Recent immigrants	19	(3.1)	54	(3.7)	27	(3.3)	33	(4.0)	53	(4.3)	14 ^M	(2.8)
	Established immigrants	13	(1.8)	52	(3.9)	35	(3.7)	44	(3.1)	43	(3.3)	13 ^M	(2.6)
	Canadian-born	8	(0.8)	41	(2.1)	51	(2.1)	24	(2.1)	49	(2.8)	27	(2.8)
British Columbia	Immigrants	19 ^M	(3.6)	43	(4.8)	38	(4.8)	47	(5.0)	43	(5.1)	U	(3.2)
	Recent immigrants	17 ^M	(3.1)	49	(4.0)	34	(3.9)	40	(5.9)	45	(5.5)	14 ^M	(4.3)
	Established immigrants	19 ^M	(4.6)	41	(6.2)	40	(6.3)	50	(6.3)	42	(6.5)	U	(4.1)
	Canadian-born	10 ^M	(1.7)	38	(3.3)	53	(3.5)	22	(3.3)	52	(4.7)	25 ^M	(4.3)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 2.6a

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and Indigenous identification, Canada, provinces, and territories, 2012

	Participation in adult learning	Indigenous identification	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Indigenous	56	(1.7)	16	(1.6)	33	(2.5)	38	(2.4)	12	(1.6)	273	(1.9)
		Non-Indigenous	58	(0.6)	10	(0.5)	28	(0.8)	42	(1.1)	19	(0.8)	286	(0.8)
	Did not participate in adult learning	Indigenous	44	(1.7)	35	(2.5)	37	(2.5)	23	(2.3)	U	(1.7)	243	(3.4)
		Non-Indigenous	42	(0.6)	27	(0.9)	38	(1.1)	29	(0.9)	7	(0.6)	254	(0.9)
Ontario	Participated in adult learning	Indigenous	55	(2.9)	11 ^M	(2.4)	31	(4.4)	47	(4.0)	11 ^M	(2.6)	279	(3.6)
		Non-Indigenous	60	(1.0)	9	(0.9)	28	(1.7)	43	(1.8)	20	(1.4)	287	(1.5)
	Did not participate in adult learning	Indigenous	45	(2.9)	26 ^M	(4.8)	38	(5.5)	27 ^M	(5.1)	U	(5.9)	256	(7.6)
		Non-Indigenous	40	(1.0)	26	(1.7)	37	(2.3)	29	(1.8)	8	(1.3)	256	(1.7)
Manitoba	Participated in adult learning	Indigenous	58	(3.0)	16 ^M	(3.6)	39	(5.4)	37	(4.5)	9 ^M	(2.0)	269	(4.0)
		Non-Indigenous	62	(1.4)	10 ^M	(1.9)	28	(2.7)	42	(3.2)	21	(2.9)	288	(2.8)
	Did not participate in adult learning	Indigenous	42	(3.0)	38 ^M	(6.9)	36	(5.3)	22 ^M	(4.8)	U	(1.8)	240	(7.7)
		Non-Indigenous	38	(1.4)	27	(3.3)	35	(3.9)	31	(3.3)	7 ^M	(2.0)	254	(4.0)
Saskatchewan	Participated in adult learning	Indigenous	57	(3.6)	22 ^M	(4.1)	37	(5.7)	31	(4.5)	U	(3.9)	263	(5.4)
		Non-Indigenous	62	(2.0)	12	(2.0)	29	(3.1)	43	(2.6)	16	(2.4)	282	(2.9)
	Did not participate in adult learning	Indigenous	43	(3.6)	44	(7.1)	39 ^M	(7.5)	15 ^M	(3.9)	U	(1.2)	231	(5.6)
		Non-Indigenous	38	(2.0)	24	(3.3)	36	(3.6)	34	(3.5)	6 ^M	(1.8)	259	(3.6)
British Columbia	Participated in adult learning	Indigenous	59	(3.5)	U	(3.7)	37 ^M	(8.4)	42 ^M	(8.6)	12 ^M	(3.6)	278	(4.7)
		Non-Indigenous	60	(2.0)	9	(1.6)	25	(2.4)	44	(2.8)	22	(2.5)	289	(2.4)
	Did not participate in adult learning	Indigenous	41	(3.5)	34 ^M	(5.9)	36 ^M	(6.2)	26 ^M	(5.6)	U	(2.3)	246	(5.5)
		Non-Indigenous	40	(2.0)	29	(3.0)	35	(3.1)	29	(3.2)	7 ^M	(1.7)	252	(3.4)
Yukon	Participated in adult learning	Indigenous	59	(7.2)	U	(11.2)	U	(14.7)	U	(17.0)	U	(10.6)	263	(17.5)
		Non-Indigenous	62	(7.0)	U	(2.5)	U	(7.0)	46 ^M	(8.3)	29 ^M	(8.6)	302	(10.9)
	Did not participate in adult learning	Indigenous	41 ^M	(7.2)	59 ^M	(19.3)	x	x	U	(8.3)	x	x	211	(26.7)
		Non-Indigenous	38 ^M	(7.0)	U	(13.1)	U	(13.9)	U	(14.4)	U	(3.4)	263	(14.7)
Northwest Territories	Participated in adult learning	Indigenous	52	(3.7)	37 ^M	(8.5)	41	(6.2)	U	(6.1)	U	(2.4)	239	(9.6)
		Non-Indigenous	69	(2.5)	11 ^M	(2.4)	24	(3.4)	44	(4.0)	21	(3.3)	289	(3.3)
	Did not participate in adult learning	Indigenous	48	(3.7)	62	(8.4)	25 ^M	(5.4)	x	x	x	x	212	(9.3)
		Non-Indigenous	31	(2.5)	24 ^M	(6.5)	37 ^M	(6.3)	28	(4.5)	U	(3.6)	261	(5.9)
Nunavut	Participated in adult learning	Indigenous	39	(2.8)	53	(5.1)	35	(4.6)	x	x	x	x	218	(5.7)
		Non-Indigenous	71	(5.0)	U	(2.2)	24 ^M	(5.7)	49	(6.3)	22 ^M	(5.5)	296	(4.1)
	Did not participate in adult learning	Indigenous	61	(2.8)	71	(3.7)	24	(3.2)	x	x	x	x	197	(5.2)
		Non-Indigenous	29 ^M	(5.0)	U	(6.9)	U	(12.2)	40 ^M	(13.0)	U	(7.0)	275	(7.0)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 2.6b

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and Indigenous identification, Canada, provinces, and territories, 2012

	Participation in adult learning	Indigenous identification	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Indigenous	56	(1.7)	26	(2.0)	36	(2.4)	29	(2.7)	9 ^M	(1.7)	258	(3.3)
		Non-Indigenous	58	(0.6)	15	(0.6)	30	(0.8)	38	(1.1)	17	(0.7)	279	(1.0)
	Did not participate in adult learning	Indigenous	44	(1.7)	49	(2.9)	32	(2.6)	17	(2.7)	3 ^M	(0.9)	226	(3.5)
		Non-Indigenous	42	(0.6)	34	(0.9)	35	(1.0)	24	(0.8)	7	(0.5)	246	(1.1)
Ontario	Participated in adult learning	Indigenous	55	(2.9)	18 ^M	(3.8)	41	(4.5)	32	(4.4)	9 ^M	(2.2)	264	(4.4)
		Non-Indigenous	60	(1.0)	15	(1.1)	30	(1.4)	38	(1.8)	17	(1.4)	279	(1.9)
	Did not participate in adult learning	Indigenous	45	(2.9)	39	(5.3)	38	(5.6)	21 ^M	(5.9)	U	(1.7)	235	(6.4)
		Non-Indigenous	40	(1.0)	35	(1.5)	33	(1.9)	24	(1.8)	8	(1.2)	246	(1.9)
Manitoba	Participated in adult learning	Indigenous	58	(3.0)	26 ^M	(4.7)	38	(5.3)	28	(4.2)	7 ^M	(2.0)	255	(5.2)
		Non-Indigenous	62	(1.4)	15	(2.3)	30	(2.6)	38	(3.7)	17	(2.9)	279	(3.7)
	Did not participate in adult learning	Indigenous	42	(3.0)	50	(6.2)	29 ^M	(5.6)	18 ^M	(4.0)	U	(1.3)	224	(8.0)
		Non-Indigenous	38	(1.4)	33	(3.7)	34	(3.6)	28	(3.1)	U	(1.9)	244	(4.8)
Saskatchewan	Participated in adult learning	Indigenous	57	(3.6)	32	(4.6)	39	(5.6)	23 ^M	(4.3)	U	(3.3)	248	(5.8)
		Non-Indigenous	62	(2.0)	17	(2.3)	30	(3.3)	39	(3.5)	14	(2.2)	275	(2.8)
	Did not participate in adult learning	Indigenous	43	(3.6)	60	(6.1)	29 ^M	(6.0)	x	x	x	x	213	(6.6)
		Non-Indigenous	38	(2.0)	32	(3.5)	35	(3.1)	27	(3.3)	6 ^M	(1.8)	249	(3.7)
British Columbia	Participated in adult learning	Indigenous	59	(3.5)	18 ^M	(4.8)	40 ^M	(7.2)	33 ^M	(6.6)	U	(3.9)	265	(5.8)
		Non-Indigenous	60	(2.0)	14	(1.6)	28	(2.6)	40	(2.8)	18	(2.3)	281	(2.5)
	Did not participate in adult learning	Indigenous	41	(3.5)	46	(6.4)	34 ^M	(6.2)	17 ^M	(4.9)	U	(1.3)	228	(6.4)
		Non-Indigenous	40	(2.0)	37	(3.4)	31	(3.6)	24	(3.2)	8 ^M	(1.9)	244	(4.1)
Yukon	Participated in adult learning	Indigenous	59	(7.2)	U	(12.2)	U	(16.4)	U	(16.0)	U	(2.2)	247	(14.6)
		Non-Indigenous	62	(7.0)	U	(4.4)	27 ^M	(7.2)	41 ^M	(8.9)	23 ^M	(6.9)	290	(8.7)
	Did not participate in adult learning	Indigenous	41 ^M	(7.2)	71 ^M	(14.6)	x	x	U	(4.0)	x	x	190	(30.1)
		Non-Indigenous	38 ^M	(7.0)	U	(17.1)	U	(14.2)	U	(13.9)	U	(3.9)	246	(17.4)
Northwest Territories	Participated in adult learning	Indigenous	52	(3.7)	54	(8.6)	30 ^M	(6.5)	x	x	x	x	221	(11.2)
		Non-Indigenous	69	(2.5)	15 ^M	(3.1)	28	(3.4)	38	(3.4)	19	(2.9)	280	(4.5)
	Did not participate in adult learning	Indigenous	48	(3.7)	71	(6.8)	20 ^M	(5.6)	x	x	x	x	194	(10.4)
		Non-Indigenous	31	(2.5)	33 ^M	(6.4)	37 ^M	(6.5)	22 ^M	(6.2)	U	(3.4)	250	(7.4)
Nunavut	Participated in adult learning	Indigenous	39	(2.8)	69	(4.8)	24 ^M	(4.6)	x	x	x	x	197	(6.5)
		Non-Indigenous	71	(5.0)	U	(2.9)	33 ^M	(6.1)	43	(6.7)	17 ^M	(4.1)	286	(4.3)
	Did not participate in adult learning	Indigenous	61	(2.8)	82	(3.0)	15 ^M	(2.9)	x	x	x	x	177	(4.9)
		Non-Indigenous	29 ^M	(5.0)	27 ^M	(7.8)	x	x	34 ^M	(8.7)	x	x	260	(6.9)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 2.6c

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and Indigenous identification, Canada, provinces, and territories, 2012

	Indigenous identification	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Canada	Indigenous	15	(1.5)	49	(2.4)	37	(2.5)	33	(2.1)	50	(2.6)	17	(2.3)
	Non-Indigenous	11	(0.4)	44	(0.9)	45	(0.8)	29	(0.7)	51	(0.9)	20	(0.9)
Ontario	Indigenous	8 ^M	(1.8)	50	(4.7)	42	(4.6)	28	(3.6)	47	(5.2)	25 ^M	(6.0)
	Non-Indigenous	10	(0.7)	44	(1.6)	46	(1.6)	31	(1.7)	48	(1.9)	21	(1.8)
Manitoba	Indigenous	19 ^M	(4.1)	47	(5.0)	34	(4.5)	30 ^M	(5.6)	53	(6.4)	17 ^M	(4.4)
	Non-Indigenous	17	(2.1)	41	(2.8)	42	(2.8)	36	(3.3)	45	(3.6)	19	(3.1)
Saskatchewan	Indigenous	15 ^M	(4.4)	59	(4.9)	26	(4.1)	35	(5.0)	54	(5.8)	U	(4.0)
	Non-Indigenous	7 ^M	(1.3)	52	(2.9)	41	(2.9)	24	(2.5)	57	(3.5)	19	(3.0)
British Columbia	Indigenous	14 ^M	(4.4)	47	(7.2)	39 ^M	(6.6)	33 ^M	(5.6)	47	(6.9)	21 ^M	(5.1)
	Non-Indigenous	12	(1.6)	39	(2.9)	49	(3.0)	32	(3.0)	48	(3.5)	20	(3.1)
Yukon	Indigenous	U	(3.2)	70 ^M	(12.9)	U	(11.7)	57 ^M	(18.4)	U	(16.1)	U	(4.5)
	Non-Indigenous	U	(3.1)	43 ^M	(9.3)	51 ^M	(8.5)	U	(12.2)	U	(17.8)	U	(16.2)
Northwest Territories	Indigenous	23 ^M	(4.2)	57	(7.3)	20 ^M	(6.7)	56	(4.6)	36	(4.9)	U	(2.8)
	Non-Indigenous	9 ^M	(2.0)	44	(5.0)	48	(4.9)	18 ^M	(3.7)	57	(5.8)	25 ^M	(4.8)
Nunavut	Indigenous	44	(5.0)	48	(4.8)	8 ^M	(2.4)	64	(3.9)	33	(4.0)	U	(1.4)
	Non-Indigenous	16 ^M	(3.4)	33 ^M	(9.2)	51 ^M	(8.7)	43 ^M	(11.4)	38 ^M	(10.4)	U	(8.8)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 2.6d

Percentage distribution of population aged 16 to 65 participating in non-formal adult learning in the past 12 months, by type of learning activities and Indigenous identification, Canada, provinces, and territories, 2012

	Indigenous identification	A course conducted through open or distance education		On-the-job training/training by supervisors or co-workers		A seminar or workshop		Other kind of course or private lesson	
		%	SE	%	SE	%	SE	%	SE
Canada	Indigenous	5 ^M	(1.0)	48	(2.6)	33	(2.1)	14	(1.8)
	Non-Indigenous	6	(0.5)	45	(0.9)	38	(0.8)	11	(0.5)
Ontario	Indigenous	2 ^M	(0.6)	51	(4.6)	36	(4.0)	11 ^M	(2.4)
	Non-Indigenous	5	(0.7)	44	(1.6)	39	(1.6)	12	(1.0)
Manitoba	Indigenous	4 ^M	(1.2)	48	(4.6)	31	(3.4)	17 ^M	(4.8)
	Non-Indigenous	5 ^M	(1.2)	43	(2.8)	45	(2.9)	7 ^M	(1.5)
Saskatchewan	Indigenous	U	(1.4)	47	(4.1)	38	(4.1)	11 ^M	(3.3)
	Non-Indigenous	6 ^M	(1.2)	43	(3.1)	43	(3.0)	8 ^M	(1.5)
British Columbia	Indigenous	U	(2.6)	44 ^M	(8.2)	29 ^M	(5.7)	21 ^M	(6.5)
	Non-Indigenous	6 ^M	(1.3)	39	(2.3)	42	(2.6)	12	(1.8)
Yukon	Indigenous	U	(3.0)	56 ^M	(17.9)	U	(13.1)	U	(3.9)
	Non-Indigenous	U	(1.9)	42 ^M	(9.7)	38 ^M	(9.9)	16 ^M	(4.4)
Northwest Territories	Indigenous	U	(2.5)	47	(5.3)	40	(5.2)	8 ^M	(2.4)
	Non-Indigenous	9 ^M	(1.9)	44	(2.8)	35	(1.9)	11 ^M	(2.8)
Nunavut	Indigenous	U	(2.7)	60	(5.3)	27 ^M	(5.7)	U	(2.8)
	Non-Indigenous	15 ^M	(4.4)	34	(4.7)	44	(3.8)	U	(2.2)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 2.6e

Percentage distribution of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months and Indigenous identification, Canada, provinces, and territories, 2012

	Barrier to adult learning participation	Indigenous		Non-Indigenous	
		%	SE	%	SE
Canada	I did not have the prerequisites	3 ^M	(0.7)	2	(0.3)
	Education/training was too expensive/I could not afford it	24	(2.5)	19	(0.9)
	Lack of employer's support	7 ^M	(1.6)	6	(0.5)
	I was too busy at work	21	(2.1)	30	(0.9)
	The course/program was offered at inconvenient time/place	13	(1.7)	12	(0.7)
	No time because of childcare or family responsibilities	13	(1.5)	16	(1.0)
	Something unexpected prevented me from taking education/training	4 ^M	(0.9)	3	(0.4)
	Other	15	(2.1)	12	(0.6)
Ontario	I did not have the prerequisites	U	(1.5)	1 ^M	(0.4)
	Education/training was too expensive/I could not afford it	31	(4.6)	22	(1.6)
	Lack of employer's support	U	(1.9)	6	(0.9)
	I was too busy at work	25 ^M	(4.1)	31	(1.5)
	The course/program was offered at inconvenient time/place	11 ^M	(2.9)	11	(1.2)
	No time because of childcare or family responsibilities	9 ^M	(1.6)	16	(1.4)
	Something unexpected prevented me from taking education/training	U	(1.9)	2 ^M	(0.5)
	Other	13 ^M	(3.1)	11	(1.0)
Manitoba	I did not have the prerequisites	x	x	U	(0.8)
	Education/training was too expensive/I could not afford it	13 ^M	(2.9)	15	(2.3)
	Lack of employer's support	x	x	8 ^M	(1.8)
	I was too busy at work	24 ^M	(4.9)	33	(3.2)
	The course/program was offered at inconvenient time/place	12 ^M	(2.6)	11	(1.8)
	No time because of childcare or family responsibilities	23 ^M	(5.0)	12 ^M	(2.6)
	Something unexpected prevented me from taking education/training	U	(1.2)	4 ^M	(1.3)
	Other	20 ^M	(6.0)	15 ^M	(2.8)
Saskatchewan	I did not have the prerequisites	U	(1.6)	x	x
	Education/training was too expensive/I could not afford it	21 ^M	(5.4)	15	(2.4)
	Lack of employer's support	U	(2.0)	6 ^M	(1.6)
	I was too busy at work	22 ^M	(4.6)	32	(3.2)
	The course/program was offered at inconvenient time/place	15 ^M	(4.2)	17 ^M	(2.9)
	No time because of childcare or family responsibilities	13 ^M	(3.3)	13 ^M	(2.6)
	Something unexpected prevented me from taking education/training	U	(1.6)	x	x
	Other	16 ^M	(4.1)	12 ^M	(2.3)
British Columbia	I did not have the prerequisites	x	x	U	(1.0)
	Education/training was too expensive/I could not afford it	34 ^M	(7.9)	22	(2.6)
	Lack of employer's support	U	(1.4)	3 ^M	(1.1)
	I was too busy at work	22 ^M	(5.3)	29	(2.9)
	The course/program was offered at inconvenient time/place	U	(2.6)	10 ^M	(1.7)
	No time because of childcare or family responsibilities	13 ^M	(3.1)	17	(2.4)
	Something unexpected prevented me from taking education/training	U	(3.8)	4 ^M	(1.1)
	Other	x	x	11 ^M	(1.8)

Table 2.6e (cont'd)

Percentage distribution of population aged 16 to 65, by barrier to participation in formal, non-formal, or both forms of adult learning in the past 12 months and Indigenous identification, Canada, provinces, and territories, 2012

	Barrier to adult learning participation	Indigenous		Non-Indigenous	
		%	SE	%	SE
Yukon	I did not have the prerequisites	U	(10.1)	x	x
	Education/training was too expensive/I could not afford it	U	(4.8)	8 ^M	(2.4)
	Lack of employer's support	U	(2.7)	U	(2.4)
	I was too busy at work	24 ^M	(5.0)	46 ^M	(9.5)
	The course/program was offered at inconvenient time/place	U	(6.7)	x	x
	No time because of childcare or family responsibilities	U	(10.6)	U	(2.2)
	Something unexpected prevented me from taking education/training	U	(3.1)	U	(1.9)
	Other	U	(2.8)	U	(3.5)
Northwest Territories	I did not have the prerequisites	U	(2.0)	x	x
	Education/training was too expensive/I could not afford it	U	(2.5)	16 ^M	(3.1)
	Lack of employer's support	8 ^M	(2.0)	12 ^M	(2.6)
	I was too busy at work	20 ^M	(3.8)	31	(4.3)
	The course/program was offered at inconvenient time/place	18 ^M	(3.6)	12 ^M	(2.2)
	No time because of childcare or family responsibilities	22 ^M	(4.9)	9 ^M	(2.2)
	Something unexpected prevented me from taking education/training	U	(3.5)	x	x
	Other	13 ^M	(3.5)	16 ^M	(3.2)
Nunavut	I did not have the prerequisites	U	(1.7)	-	-
	Education/training was too expensive/I could not afford it	6 ^M	(1.9)	x	x
	Lack of employer's support	U	(2.6)	U	(6.5)
	I was too busy at work	24	(3.6)	40	(6.4)
	The course/program was offered at inconvenient time/place	16 ^M	(3.0)	20 ^M	(4.7)
	No time because of childcare or family responsibilities	22 ^M	(4.0)	U	(3.3)
	Something unexpected prevented me from taking education/training	U	(1.4)	x	x
	Other	18 ^M	(4.3)	14 ^M	(4.3)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 2.6f

Literacy – Average scores of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months, educational attainment, and Indigenous identification, Canada, provinces, and territories, 2012

	Indigenous identification	Participated in adult learning								Did not participate in adult learning							
		Less than high-school diploma		High-school diploma		PSE – below bachelor's degree		PSE – bachelor's degree or higher		Less than high-school diploma		High-school diploma		PSE – below bachelor's degree		PSE – bachelor's degree or higher	
		Avg. score	SE	Avg. score	SE	Avg. score	SE	Avg. score	SE	Avg. score	SE	Avg. score	SE	Avg. score	SE	Avg. score	SE
Canada	Indigenous	229	(4.5)	266	(4.6)	281	(2.6)	306	(4.4)	213	(5.1)	255	(4.1)	259	(3.5)	300	(13.2)
	Non-Indigenous	235	(3.2)	272	(1.9)	282	(1.2)	305	(1.1)	215	(2.3)	253	(1.9)	263	(1.4)	283	(2.0)
Ontario	Indigenous	225	(10.8)	276	(4.7)	285	(3.9)	307	(4.9)	217	(10.2)	250	(7.4)	266	(7.3)	324	(22.9)
	Non-Indigenous	239	(6.0)	271	(3.1)	283	(2.4)	304	(2.0)	213	(4.8)	251	(3.3)	265	(3.3)	285	(3.7)
Manitoba	Indigenous	233	(8.7)	271	(7.3)	277	(4.7)	303	(4.6)	214	(12.0)	262	(7.0)	263	(7.4)	281	(17.6)
	Non-Indigenous	242	(12.1)	274	(5.1)	287	(3.9)	305	(3.7)	220	(9.2)	257	(5.5)	269	(5.2)	287	(7.3)
Saskatchewan	Indigenous	234	(12.2)	253	(5.7)	271	(4.9)	296	(13.2)	208	(8.2)	234	(8.8)	256	(8.4)	272	(16.5)
	Non-Indigenous	235	(7.6)	265	(5.1)	284	(3.7)	303	(4.8)	222	(8.2)	262	(4.9)	269	(5.1)	301	(6.4)
British Columbia	Indigenous	255	(12.9)	279	(7.7)	277	(6.7)	298	(12.9)	210	(10.3)	257	(6.6)	267	(8.5)	274	(24.6)
	Non-Indigenous	239	(9.1)	280	(5.2)	287	(3.6)	304	(3.8)	211	(10.3)	247	(6.3)	263	(4.9)	275	(6.4)
Yukon	Indigenous	228	(17.7)	267	(32.8)	266	(14.9)	301	(11.9)	190 ^M	(33.5)	226	(28.4)	257	(18.7)	-	-
	Non-Indigenous	263	(20.9)	273	(14.4)	294	(13.7)	322	(12.7)	242	(13.6)	264	(21.0)	275	(15.8)	255 ^M	(53.0)
Northwest Territories	Indigenous	215	(11.9)	240	(11.2)	254	(11.0)	276	(10.9)	189	(9.4)	246	(15.8)	237	(13.5)	x	x
	Non-Indigenous	262	(13.7)	259	(13.2)	284	(5.9)	311	(5.4)	217	(12.1)	245	(8.3)	266	(8.6)	292	(10.8)
Nunavut	Indigenous	194	(7.0)	237	(9.0)	244	(7.9)	255	(13.1)	181	(5.3)	235	(10.0)	231	(8.0)	x	x
	Non-Indigenous	-	-	275	(15.3)	290	(6.7)	306	(5.1)	212	(34.7)	281	(26.8)	269	(11.1)	305	(12.2)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.1a

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and industry, Canada, provinces, and territories, 2012

	Participation in adult learning	Industry	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Goods-producing sector	57	(1.4)	12	(1.5)	29	(2.2)	43	(2.6)	16	(1.8)	281	(2.0)
		Services-producing sector	68	(0.6)	9	(0.6)	26	(1.1)	43	(1.1)	21	(0.9)	290	(0.9)
	Did not participate in adult learning	Goods-producing sector	43	(1.4)	27	(2.0)	39	(2.2)	29	(2.3)	5 ^M	(1.1)	253	(2.1)
		Services-producing sector	32	(0.6)	22	(1.1)	37	(1.4)	32	(1.7)	8	(1.0)	261	(1.3)
Newfoundland and Labrador	Participated in adult learning	Goods-producing sector	55	(3.5)	19 ^M	(4.7)	36	(5.9)	31 ^M	(5.9)	13 ^M	(4.1)	269	(5.5)
		Services-producing sector	63	(2.0)	9 ^M	(1.9)	30	(2.7)	43	(3.3)	17	(2.4)	286	(2.5)
	Did not participate in adult learning	Goods-producing sector	45	(3.5)	30 ^M	(5.7)	44	(6.2)	x	x	x	x	246	(5.4)
		Services-producing sector	37	(2.0)	25	(3.8)	38	(4.3)	30	(3.9)	7 ^M	(2.2)	259	(3.9)
Prince Edward Island	Participated in adult learning	Goods-producing sector	44	(4.7)	U	(5.4)	30 ^M	(9.5)	45 ^M	(9.0)	U	(6.4)	284	(7.7)
		Services-producing sector	72	(2.1)	5 ^M	(1.7)	26	(4.2)	48	(3.7)	20 ^M	(4.1)	293	(4.1)
	Did not participate in adult learning	Goods-producing sector	56	(4.7)	29 ^M	(7.0)	36 ^M	(8.1)	29 ^M	(8.0)	U	(4.0)	252	(7.0)
		Services-producing sector	28	(2.1)	16 ^M	(4.2)	37	(5.3)	37	(5.5)	U	(3.7)	270	(5.7)
Nova Scotia	Participated in adult learning	Goods-producing sector	63	(4.0)	14 ^M	(3.9)	31	(4.9)	38	(5.7)	17 ^M	(5.0)	280	(4.7)
		Services-producing sector	71	(1.8)	9 ^M	(1.5)	28	(2.3)	41	(2.7)	22	(2.5)	289	(2.5)
	Did not participate in adult learning	Goods-producing sector	37	(4.0)	24 ^M	(6.6)	41 ^M	(7.0)	29 ^M	(6.8)	U	(3.9)	256	(8.1)
		Services-producing sector	29	(1.8)	20 ^M	(3.6)	41	(5.1)	30	(4.5)	9 ^M	(2.9)	265	(3.8)
New Brunswick	Participated in adult learning	Goods-producing sector	42	(3.7)	U	(4.6)	44 ^M	(7.8)	37 ^M	(6.8)	U	(3.4)	272	(4.8)
		Services-producing sector	64	(1.9)	8 ^M	(1.6)	26	(2.7)	46	(3.2)	19	(2.6)	290	(2.7)
	Did not participate in adult learning	Goods-producing sector	58	(3.7)	31	(5.0)	34 ^M	(5.9)	29 ^M	(4.9)	U	(2.9)	251	(5.6)
		Services-producing sector	36	(1.9)	19	(2.9)	44	(3.6)	32	(3.7)	U	(1.6)	259	(3.2)
Quebec	Participated in adult learning	Goods-producing sector	48	(2.0)	14	(2.2)	31	(3.1)	41	(3.3)	15	(2.5)	279	(2.8)
		Services-producing sector	61	(1.0)	10	(1.0)	28	(1.4)	43	(1.4)	20	(1.1)	288	(1.3)
	Did not participate in adult learning	Goods-producing sector	52	(2.0)	25	(2.9)	42	(3.4)	28	(3.1)	5 ^M	(1.3)	254	(2.6)
		Services-producing sector	39	(1.0)	24	(1.6)	39	(2.0)	30	(2.0)	7	(0.9)	258	(1.7)

Table 3.1a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and industry, Canada, provinces, and territories, 2012

	Participation in adult learning	Industry	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Ontario	Participated in adult learning	Goods-producing sector	59	(2.3)	12 ^M	(2.4)	30	(3.8)	43	(4.7)	16 ^M	(3.3)	282	(3.6)
		Services-producing sector	70	(1.2)	8	(0.9)	27	(1.9)	44	(2.0)	21	(1.7)	291	(1.7)
	Did not participate in adult learning	Goods-producing sector	41	(2.3)	26	(3.9)	40	(4.5)	29	(4.3)	U	(2.1)	254	(4.1)
		Services-producing sector	30	(1.2)	20	(2.2)	37	(2.9)	33	(3.3)	10 ^M	(2.1)	266	(2.5)
Manitoba	Participated in adult learning	Goods-producing sector	53	(3.7)	U	(4.1)	33 ^M	(7.1)	36 ^M	(7.0)	20 ^M	(5.1)	285	(5.9)
		Services-producing sector	71	(1.9)	10 ^M	(1.8)	27	(2.8)	43	(3.3)	21	(3.0)	289	(2.8)
	Did not participate in adult learning	Goods-producing sector	47	(3.7)	28 ^M	(6.5)	41 ^M	(8.8)	26 ^M	(7.5)	U	(2.5)	246	(7.5)
		Services-producing sector	29	(1.9)	28	(4.6)	30	(4.5)	32	(4.5)	9 ^M	(3.1)	258	(5.2)
Saskatchewan	Participated in adult learning	Goods-producing sector	59	(4.2)	17 ^M	(4.9)	37 ^M	(6.7)	40	(6.1)	U	(2.9)	267	(4.8)
		Services-producing sector	71	(2.0)	11 ^M	(2.0)	27	(3.1)	44	(2.9)	18	(2.6)	286	(3.2)
	Did not participate in adult learning	Goods-producing sector	41	(4.2)	x	x	37 ^M	(8.1)	34 ^M	(6.5)	x	x	256	(5.4)
		Services-producing sector	29	(2.0)	23	(3.8)	36	(4.8)	35	(4.6)	U	(2.7)	260	(4.4)
Alberta	Participated in adult learning	Goods-producing sector	70	(3.8)	U	(4.1)	27 ^M	(5.4)	44	(6.0)	18 ^M	(4.1)	284	(5.0)
		Services-producing sector	70	(2.0)	12 ^M	(2.1)	23	(2.8)	42	(3.8)	22	(2.8)	289	(3.0)
	Did not participate in adult learning	Goods-producing sector	30	(3.8)	22 ^M	(6.2)	30 ^M	(8.4)	37 ^M	(10.7)	U	(5.6)	264	(6.9)
		Services-producing sector	30	(2.0)	20 ^M	(4.6)	40	(5.2)	33	(4.7)	U	(2.6)	262	(4.9)
British Columbia	Participated in adult learning	Goods-producing sector	53	(4.4)	U	(4.2)	25 ^M	(7.3)	50	(6.5)	14 ^M	(4.6)	284	(5.3)
		Services-producing sector	71	(2.3)	8 ^M	(1.7)	26	(3.1)	43	(3.5)	23	(2.7)	292	(2.4)
	Did not participate in adult learning	Goods-producing sector	47	(4.4)	34 ^M	(7.4)	39 ^M	(7.9)	24 ^M	(7.0)	U	(2.3)	238	(8.8)
		Services-producing sector	29	(2.3)	27	(4.2)	34	(4.6)	31	(4.3)	9 ^M	(2.9)	256	(4.8)
Yukon	Participated in adult learning	Goods-producing sector	59 ^M	(13.2)	U	(7.5)	U	(19.3)	U	(24.3)	U	(19.1)	286	(17.1)
		Services-producing sector	69	(8.5)	U	(3.4)	U	(6.7)	45 ^M	(8.2)	29 ^M	(8.9)	300	(11.6)
	Did not participate in adult learning	Goods-producing sector	41 ^M	(13.2)	U	(17.6)	U	(25.2)	x	x	x	x	270	(20.0)
		Services-producing sector	31 ^M	(8.5)	U	(17.8)	U	(18.0)	U	(17.2)	U	(4.2)	256	(17.5)

Table 3.1a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and industry, Canada, provinces, and territories, 2012

	Participation in adult learning	Industry	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Northwest Territories	Participated in adult learning	Goods-producing sector	75	(4.6)	29 ^M	(6.5)	39 ^M	(8.4)	x	x	x	x	252	(7.4)
		Services-producing sector	69	(2.0)	18 ^M	(3.7)	30	(3.8)	35	(3.6)	17 ^M	(3.2)	276	(5.4)
	Did not participate in adult learning	Goods-producing sector	25 ^M	(4.6)	U	(12.2)	x	x	U	(10.7)	x	x	242	(10.1)
		Services-producing sector	31	(2.0)	40	(6.2)	30 ^M	(5.0)	22 ^M	(4.7)	U	(3.6)	240	(8.4)
Nunavut	Participated in adult learning	Goods-producing sector	47	(7.3)	x	x	U	(15.3)	U	(7.2)	x	x	231	(11.6)
		Services-producing sector	55	(3.5)	33	(4.3)	34	(4.4)	24	(3.7)	9 ^M	(2.2)	249	(4.9)
	Did not participate in adult learning	Goods-producing sector	53	(7.3)	58 ^M	(11.7)	U	(10.5)	x	x	x	x	219	(10.8)
		Services-producing sector	45	(3.5)	59	(5.1)	28	(4.0)	U	(3.7)	U	(1.3)	212	(6.9)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 3.1b

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and industry, Canada, provinces, and territories, 2012

	Participation in adult learning	Industry	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Goods-producing sector	57	(1.4)	14	(1.9)	29	(2.3)	38	(2.5)	19	(1.8)	281	(2.2)
		Services-producing sector	68	(0.6)	14	(0.7)	30	(1.0)	39	(1.2)	18	(0.8)	281	(1.1)
	Did not participate in adult learning	Goods-producing sector	43	(1.4)	30	(2.0)	36	(2.2)	27	(2.1)	8	(1.1)	250	(2.4)
		Services-producing sector	32	(0.6)	29	(1.4)	36	(1.6)	27	(1.4)	8	(0.8)	254	(1.5)
Newfoundland and Labrador	Participated in adult learning	Goods-producing sector	55	(3.5)	24 ^M	(4.3)	35 ^M	(6.5)	29 ^M	(7.3)	U	(4.9)	263	(6.0)
		Services-producing sector	63	(2.0)	17	(2.2)	33	(2.8)	35	(2.9)	14	(2.0)	274	(2.8)
	Did not participate in adult learning	Goods-producing sector	45	(3.5)	39 ^M	(6.7)	38 ^M	(7.5)	x	x	x	x	237	(6.1)
		Services-producing sector	37	(2.0)	37	(4.0)	33	(4.5)	23 ^M	(4.2)	U	(2.4)	248	(4.4)
Prince Edward Island	Participated in adult learning	Goods-producing sector	44	(4.7)	U	(5.8)	31 ^M	(8.6)	41 ^M	(9.9)	U	(6.7)	279	(9.1)
		Services-producing sector	72	(2.1)	13 ^M	(3.0)	32	(3.9)	39	(3.5)	16 ^M	(3.1)	280	(4.6)
	Did not participate in adult learning	Goods-producing sector	56	(4.7)	34 ^M	(6.6)	33 ^M	(8.8)	x	x	x	x	246	(8.7)
		Services-producing sector	28	(2.1)	22 ^M	(5.1)	41	(5.6)	29 ^M	(5.1)	U	(3.6)	260	(7.2)
Nova Scotia	Participated in adult learning	Goods-producing sector	63	(4.0)	18 ^M	(4.5)	31	(5.0)	33 ^M	(5.7)	18 ^M	(4.5)	276	(5.5)
		Services-producing sector	71	(1.8)	16	(2.0)	30	(3.0)	36	(2.6)	18	(2.3)	278	(2.8)
	Did not participate in adult learning	Goods-producing sector	37	(4.0)	34 ^M	(7.8)	32 ^M	(7.7)	x	x	x	x	247	(8.9)
		Services-producing sector	29	(1.8)	29 ^M	(5.0)	39	(5.2)	24 ^M	(4.0)	8 ^M	(2.4)	255	(4.2)
New Brunswick	Participated in adult learning	Goods-producing sector	42	(3.7)	19 ^M	(5.4)	39 ^M	(6.8)	35	(5.6)	U	(3.7)	266	(5.2)
		Services-producing sector	64	(1.9)	14	(1.9)	32	(2.7)	40	(3.1)	14	(2.3)	277	(2.6)
	Did not participate in adult learning	Goods-producing sector	58	(3.7)	37	(4.9)	32	(5.3)	25 ^M	(5.7)	U	(3.4)	244	(5.8)
		Services-producing sector	36	(1.9)	32	(3.6)	40	(3.7)	24	(3.3)	U	(1.9)	247	(3.4)
Quebec	Participated in adult learning	Goods-producing sector	48	(2.0)	13	(2.1)	31	(3.1)	38	(3.2)	18	(2.5)	282	(2.8)
		Services-producing sector	61	(1.0)	12	(1.0)	31	(1.3)	41	(1.5)	17	(1.2)	283	(1.3)
	Did not participate in adult learning	Goods-producing sector	52	(2.0)	26	(2.5)	40	(2.7)	28	(2.6)	6 ^M	(1.7)	255	(2.8)
		Services-producing sector	39	(1.0)	27	(1.8)	39	(2.1)	29	(1.7)	6	(0.7)	254	(1.6)

Table 3.1b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and industry, Canada, provinces, and territories, 2012

	Participation in adult learning	Industry	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Ontario	Participated in adult learning	Goods-producing sector	59	(2.3)	14 ^M	(3.1)	27	(4.1)	37	(4.8)	21 ^M	(3.8)	283	(4.3)
		Services-producing sector	70	(1.2)	13	(1.2)	30	(1.7)	39	(1.8)	18	(1.5)	282	(1.9)
	Did not participate in adult learning	Goods-producing sector	41	(2.3)	30	(4.0)	36	(4.8)	25	(3.6)	9 ^M	(2.4)	251	(4.6)
		Services-producing sector	30	(1.2)	28	(2.5)	35	(2.9)	27	(2.9)	10 ^M	(1.8)	258	(2.9)
Manitoba	Participated in adult learning	Goods-producing sector	53	(3.7)	U	(5.2)	31 ^M	(6.1)	33 ^M	(7.7)	20 ^M	(5.7)	281	(7.0)
		Services-producing sector	71	(1.9)	15	(2.3)	31	(2.9)	37	(4.0)	17 ^M	(3.2)	279	(3.8)
	Did not participate in adult learning	Goods-producing sector	47	(3.7)	31 ^M	(6.4)	36 ^M	(7.2)	29 ^M	(7.4)	U	(3.9)	243	(8.0)
		Services-producing sector	29	(1.9)	35	(5.1)	30	(4.5)	29	(4.4)	U	(2.2)	246	(5.8)
Saskatchewan	Participated in adult learning	Goods-producing sector	59	(4.2)	21 ^M	(5.4)	33 ^M	(6.3)	38 ^M	(7.3)	U	(4.1)	267	(5.6)
		Services-producing sector	71	(2.0)	15	(2.1)	30	(3.6)	39	(3.7)	16	(2.4)	278	(3.0)
	Did not participate in adult learning	Goods-producing sector	41	(4.2)	30 ^M	(6.3)	35 ^M	(6.8)	27 ^M	(6.9)	U	(4.0)	252	(5.8)
		Services-producing sector	29	(2.0)	31	(4.5)	36	(4.8)	27 ^M	(4.8)	U	(2.4)	250	(4.8)
Alberta	Participated in adult learning	Goods-producing sector	70	(3.8)	13 ^M	(4.3)	29 ^M	(5.7)	37	(5.8)	21 ^M	(4.2)	282	(6.1)
		Services-producing sector	70	(2.0)	18	(2.8)	26	(3.6)	37	(3.3)	19	(2.5)	279	(3.3)
	Did not participate in adult learning	Goods-producing sector	30	(3.8)	24 ^M	(6.1)	32 ^M	(8.9)	32 ^M	(8.8)	U	(4.6)	262	(7.3)
		Services-producing sector	30	(2.0)	31	(5.1)	36	(5.3)	26	(4.0)	U	(2.4)	253	(4.9)
British Columbia	Participated in adult learning	Goods-producing sector	53	(4.4)	U	(3.5)	33 ^M	(7.4)	41 ^M	(7.6)	17 ^M	(4.8)	283	(5.5)
		Services-producing sector	71	(2.3)	14	(1.7)	28	(2.9)	40	(3.4)	18	(2.5)	282	(2.8)
	Did not participate in adult learning	Goods-producing sector	47	(4.4)	38 ^M	(7.3)	34 ^M	(6.7)	23 ^M	(6.4)	U	(2.8)	236	(9.6)
		Services-producing sector	29	(2.3)	35	(5.3)	32 ^M	(5.6)	22 ^M	(4.9)	11 ^M	(3.2)	248	(6.1)
Yukon	Participated in adult learning	Goods-producing sector	59 ^M	(13.2)	U	(6.9)	U	(26.2)	U	(26.6)	U	(10.0)	280	(13.9)
		Services-producing sector	69	(8.5)	U	(4.8)	28 ^M	(7.7)	39 ^M	(8.6)	22 ^M	(7.0)	287	(9.1)
	Did not participate in adult learning	Goods-producing sector	41 ^M	(13.2)	U	(19.8)	x	x	U	(27.2)	x	x	263	(25.5)
		Services-producing sector	31 ^M	(8.5)	U	(21.6)	U	(16.8)	U	(15.6)	U	(2.7)	236	(19.9)

Table 3.1b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and industry, Canada, provinces, and territories, 2012

	Participation in adult learning	Industry	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Northwest Territories	Participated in adult learning	Goods-producing sector	75	(4.6)	33 ^M	(9.1)	36 ^M	(9.5)	U	(8.5)	U	(3.7)	246	(9.3)
		Services-producing sector	69	(2.0)	27 ^M	(4.5)	28	(4.0)	31	(3.2)	14 ^M	(2.6)	264	(6.5)
	Did not participate in adult learning	Goods-producing sector	25 ^M	(4.6)	43 ^M	(13.3)	x	x	U	(9.2)	x	x	237	(12.1)
		Services-producing sector	31	(2.0)	47	(5.8)	28 ^M	(5.5)	18 ^M	(5.2)	U	(2.9)	227	(9.6)
Nunavut	Participated in adult learning	Goods-producing sector	47	(7.3)	60 ^M	(10.9)	x	x	U	(8.3)	x	x	219	(12.1)
		Services-producing sector	55	(3.5)	44	(4.1)	29	(4.6)	20 ^M	(3.6)	7 ^M	(1.7)	233	(5.5)
	Did not participate in adult learning	Goods-producing sector	53	(7.3)	66 ^M	(11.2)	U	(10.5)	x	x	x	x	210	(11.5)
		Services-producing sector	45	(3.5)	68	(4.7)	22 ^M	(4.9)	x	x	x	x	197	(5.7)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 3.1c

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and industry, Canada, provinces, and territories, 2012

	Industry	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Canada	Goods-producing sector	13	(1.2)	45	(2.2)	42	(2.2)	26	(1.9)	56	(2.1)	18	(1.7)
	Services-producing sector	9	(0.5)	43	(1.1)	48	(1.1)	24	(1.2)	51	(1.4)	25	(1.3)
Newfoundland and Labrador	Goods-producing sector	25	(4.0)	48	(4.9)	28 ^M	(5.5)	46	(6.7)	43	(6.6)	U	(4.8)
	Services-producing sector	15	(1.9)	41	(3.1)	44	(3.1)	26	(2.7)	54	(4.3)	20 ^M	(3.7)
Prince Edward Island	Goods-producing sector	19 ^M	(6.0)	45 ^M	(8.3)	36 ^M	(7.8)	37 ^M	(7.2)	51	(7.8)	U	(5.3)
	Services-producing sector	11	(1.9)	49	(3.9)	39	(4.2)	26 ^M	(4.6)	50	(5.6)	24 ^M	(4.9)
Nova Scotia	Goods-producing sector	17 ^M	(3.6)	41	(4.9)	42	(5.5)	25 ^M	(4.9)	54	(6.5)	21 ^M	(5.5)
	Services-producing sector	10	(1.6)	40	(2.8)	50	(2.7)	16 ^M	(3.2)	54	(4.2)	30	(3.6)
New Brunswick	Goods-producing sector	15 ^M	(4.5)	50	(7.2)	35 ^M	(6.5)	42	(4.9)	40	(5.9)	18 ^M	(4.9)
	Services-producing sector	11	(1.6)	44	(3.4)	46	(3.5)	28	(2.9)	52	(3.6)	20 ^M	(3.5)
Quebec	Goods-producing sector	10	(1.6)	50	(3.2)	39	(3.1)	22	(2.5)	59	(3.0)	19	(2.5)
	Services-producing sector	9	(0.8)	47	(1.4)	44	(1.4)	23	(1.2)	56	(1.7)	22	(1.5)
Ontario	Goods-producing sector	15 ^M	(2.5)	43	(3.7)	42	(3.8)	25	(3.1)	57	(4.3)	18 ^M	(3.6)
	Services-producing sector	8	(0.8)	44	(2.0)	49	(1.9)	22	(2.4)	49	(2.9)	28	(3.0)
Manitoba	Goods-producing sector	18 ^M	(4.4)	43	(6.4)	39 ^M	(6.5)	38	(5.1)	48	(6.0)	U	(5.4)
	Services-producing sector	16	(2.4)	41	(3.0)	44	(3.0)	32	(4.0)	44	(4.5)	24 ^M	(3.9)
Saskatchewan	Goods-producing sector	U	(2.4)	67	(6.2)	27 ^M	(6.0)	22 ^M	(6.2)	64	(7.7)	U	(5.2)
	Services-producing sector	7 ^M	(1.5)	48	(3.2)	45	(3.3)	18 ^M	(3.6)	57	(5.0)	25 ^M	(4.3)
Alberta	Goods-producing sector	10 ^M	(3.3)	45	(6.2)	45	(5.7)	19 ^M	(5.3)	57	(7.6)	23 ^M	(6.1)
	Services-producing sector	10 ^M	(1.9)	41	(3.2)	49	(3.2)	22	(3.0)	52	(4.5)	25 ^M	(4.5)
British Columbia	Goods-producing sector	U	(4.5)	40 ^M	(7.1)	49	(7.3)	33 ^M	(7.2)	51	(7.1)	U	(5.4)
	Services-producing sector	10 ^M	(1.8)	40	(3.2)	50	(3.2)	32	(4.9)	45	(5.7)	23 ^M	(4.4)
Yukon	Goods-producing sector	x	x	72 ^M	(20.2)	x	x	U	(25.5)	U	(26.9)	U	(25.4)
	Services-producing sector	U	(1.2)	46 ^M	(9.0)	51 ^M	(9.1)	U	(17.2)	U	(18.9)	U	(14.1)

Table 3.1c (cont'd)

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and industry, Canada, provinces, and territories, 2012

	Industry	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Northwest Territories	Goods-producing sector	22 ^M	(5.8)	52 ^M	(10.1)	U	(9.0)	x	x	57 ^M	(11.1)	x	x
	Services-producing sector	12 ^M	(1.9)	48	(4.9)	40	(5.1)	31	(4.4)	47	(5.1)	22 ^M	(4.5)
Nunavut	Goods-producing sector	42 ^M	(11.9)	44 ^M	(12.8)	U	(8.9)	52 ^M	(9.0)	x	x	x	x
	Services-producing sector	26	(4.3)	48	(4.9)	26	(4.1)	55	(5.6)	39	(5.3)	U	(2.4)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 3.1d

Percentage distribution of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by form of adult learning and industry, Canada, provinces, and territories, 2012

	Industry	Formal adult learning only		Non-formal adult learning only		Both formal and non-formal adult learning		Did not participate in adult learning	
		%	SE	%	SE	%	SE	%	SE
Canada	Goods-producing sector	4	(0.6)	45	(1.4)	7	(0.7)	43	(1.4)
	Services-producing sector	4	(0.3)	53	(0.7)	11	(0.5)	32	(0.6)
Newfoundland and Labrador	Goods-producing sector	x	x	49	(3.6)	x	x	45	(3.5)
	Services-producing sector	3 ^M	(0.7)	49	(2.0)	10	(1.2)	37	(2.0)
Prince Edward Island	Goods-producing sector	x	x	36	(4.2)	x	x	56	(4.7)
	Services-producing sector	3 ^M	(0.9)	58	(2.2)	11	(1.6)	28	(2.1)
Nova Scotia	Goods-producing sector	x	x	53	(4.5)	x	x	37	(4.0)
	Services-producing sector	2 ^M	(0.5)	58	(2.0)	11	(1.4)	29	(1.8)
New Brunswick	Goods-producing sector	U	(1.9)	33	(3.4)	U	(1.7)	58	(3.7)
	Services-producing sector	2 ^M	(0.6)	52	(1.9)	9	(1.2)	36	(1.9)
Quebec	Goods-producing sector	4 ^M	(0.7)	41	(1.9)	4 ^M	(0.7)	52	(2.0)
	Services-producing sector	4	(0.4)	49	(0.9)	8	(0.6)	39	(1.0)
Ontario	Goods-producing sector	4 ^M	(1.2)	48	(2.8)	7 ^M	(1.2)	41	(2.3)
	Services-producing sector	4	(0.5)	55	(1.3)	11	(0.9)	30	(1.2)
Manitoba	Goods-producing sector	U	(1.9)	40	(3.3)	8 ^M	(2.1)	47	(3.7)
	Services-producing sector	3 ^M	(0.8)	56	(2.2)	12	(1.5)	29	(1.9)
Saskatchewan	Goods-producing sector	U	(2.6)	47	(4.5)	U	(1.7)	41	(4.2)
	Services-producing sector	4 ^M	(1.1)	59	(2.1)	8	(1.1)	30	(2.0)
Alberta	Goods-producing sector	U	(1.9)	54	(4.0)	12 ^M	(2.6)	30	(3.8)
	Services-producing sector	3 ^M	(0.7)	54	(2.9)	12	(1.9)	30	(2.0)
British Columbia	Goods-producing sector	U	(1.9)	39	(4.3)	9 ^M	(2.1)	47	(4.4)
	Services-producing sector	3 ^M	(0.8)	53	(2.4)	15	(1.7)	29	(2.3)
Yukon	Goods-producing sector	-	-	54 ^M	(14.0)	U	(2.4)	41 ^M	(13.2)
	Services-producing sector	U	(0.9)	57	(6.9)	10 ^M	(3.1)	31 ^M	(8.5)
Northwest Territories	Goods-producing sector	U	(3.0)	49	(6.4)	18 ^M	(4.7)	25 ^M	(4.6)
	Services-producing sector	2 ^M	(0.5)	52	(1.9)	15	(1.8)	31	(2.0)
Nunavut	Goods-producing sector	x	x	31 ^M	(5.5)	x	x	53	(7.3)
	Services-producing sector	5 ^M	(1.1)	38	(3.4)	12	(1.7)	45	(3.5)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.1e

Percentage distribution and proportion of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by educational attainment and industry, Canada, provinces, and territories, 2012

	Industry	Less than high-school diploma				High-school diploma				Postsecondary education – below bachelor's degree				Postsecondary education – bachelor's degree or higher			
		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning	
				%	SE			%	SE			%	SE			%	SE
Canada	Goods-producing sector	15	(0.9)	38	(3.3)	26	(1.1)	47	(2.9)	43	(1.1)	64	(2.1)	17	(1.0)	71	(3.0)
	Services-producing sector	7	(0.3)	38	(2.5)	19	(0.4)	53	(1.8)	38	(0.5)	69	(1.1)	35	(0.4)	80	(1.0)
Newfoundland and Labrador	Goods-producing sector	22 ^M	(4.1)	41 ^M	(8.4)	21	(3.1)	40 ^M	(9.0)	45	(3.7)	67	(4.7)	12 ^M	(2.9)	63 ^M	(13.6)
	Services-producing sector	11	(1.2)	36 ^M	(7.6)	16	(1.1)	44	(5.2)	47	(1.1)	65	(3.0)	27	(1.2)	83	(3.5)
Prince Edward Island	Goods-producing sector	21 ^M	(4.1)	31 ^M	(8.9)	31	(4.4)	32 ^M	(8.9)	38	(4.6)	56	(8.3)	10 ^M	(2.8)	62 ^M	(14.7)
	Services-producing sector	7	(1.2)	55 ^M	(10.4)	20	(1.6)	51	(6.4)	41	(1.8)	72	(3.3)	32	(1.2)	89	(2.8)
Nova Scotia	Goods-producing sector	11 ^M	(2.2)	43 ^M	(13.0)	23	(3.3)	46	(7.6)	52	(3.5)	68	(4.4)	14 ^M	(2.4)	x	x
	Services-producing sector	8	(1.0)	44 ^M	(7.9)	20	(1.4)	57	(4.3)	40	(1.1)	72	(2.7)	32	(1.2)	85	(2.5)
New Brunswick	Goods-producing sector	18 ^M	(3.2)	27 ^M	(5.5)	30	(2.7)	36 ^M	(6.2)	44	(4.0)	47	(5.8)	8 ^M	(1.7)	69 ^M	(13.2)
	Services-producing sector	8	(0.9)	32 ^M	(7.1)	24	(1.2)	53	(4.5)	40	(1.2)	59	(3.0)	28	(1.0)	88	(2.2)
Quebec	Goods-producing sector	15	(1.1)	27 ^M	(4.6)	22	(1.4)	37	(3.8)	49	(1.9)	51	(2.6)	14	(1.2)	79	(3.5)
	Services-producing sector	10	(0.4)	33	(3.0)	17	(0.6)	43	(2.5)	41	(0.7)	62	(1.5)	33	(0.6)	78	(1.4)
Ontario	Goods-producing sector	13	(1.7)	36	(5.6)	27	(2.0)	48	(5.3)	40	(2.2)	71	(3.4)	20	(1.8)	63	(4.9)
	Services-producing sector	4	(0.5)	43	(7.0)	20	(0.8)	51	(3.2)	37	(0.9)	71	(2.3)	39	(0.7)	80	(1.6)
Manitoba	Goods-producing sector	21	(3.2)	37 ^M	(10.8)	27	(4.4)	45 ^M	(7.8)	40	(3.5)	61	(5.6)	12 ^M	(3.0)	73	(11.7)
	Services-producing sector	12	(1.2)	32 ^M	(6.6)	22	(1.2)	63	(4.7)	35	(1.3)	74	(3.3)	31	(1.2)	89	(2.5)
Saskatchewan	Goods-producing sector	15 ^M	(2.6)	U	(9.7)	34	(3.1)	57	(6.3)	44	(3.4)	68	(5.7)	7 ^M	(2.1)	x	x
	Services-producing sector	12	(1.2)	44	(7.4)	23	(1.4)	63	(4.7)	35	(1.2)	73	(3.1)	31	(1.1)	85	(2.9)
Alberta	Goods-producing sector	14 ^M	(2.6)	64	(9.4)	24 ^M	(4.6)	63	(8.7)	43	(3.5)	72	(6.1)	18 ^M	(3.3)	80	(5.4)
	Services-producing sector	8	(1.0)	43 ^M	(8.2)	19	(1.7)	60	(5.5)	38	(1.5)	72	(3.3)	34	(1.5)	81	(2.7)
British Columbia	Goods-producing sector	16 ^M	(3.2)	U	(14.7)	29	(3.8)	43 ^M	(7.7)	39	(4.2)	62	(7.1)	16 ^M	(2.8)	71	(9.5)
	Services-producing sector	7	(1.1)	37 ^M	(10.4)	20	(1.2)	59	(6.3)	39	(1.5)	75	(3.0)	34	(1.3)	79	(3.5)

Table 3.1e (cont'd)

Percentage distribution and proportion of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by educational attainment and industry, Canada, provinces, and territories, 2012

	Industry	Less than high-school diploma				High-school diploma				Postsecondary education – below bachelor's degree				Postsecondary education – bachelor's degree or higher			
		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning	
				%	SE			%	SE			%	SE			%	SE
Yukon	Goods-producing sector	U	(5.9)	U	(12.5)	43 ^M	(13.8)	U	(39.3)	38 ^M	(10.3)	65 ^M	(17.7)	U	(3.5)	100	(0.0)
	Services-producing sector	7 ^M	(2.1)	49 ^M	(11.6)	21	(2.7)	U	(18.9)	38	(2.3)	77	(9.7)	34	(1.7)	83	(10.7)
Northwest Territories	Goods-producing sector	19 ^M	(3.8)	67	(10.6)	22 ^M	(4.7)	x	x	48	(5.2)	75	(7.0)	U	(3.9)	x	x
	Services-producing sector	17	(1.5)	57	(7.4)	18	(1.1)	58	(6.8)	36	(1.5)	69	(4.5)	29	(1.3)	85	(3.8)
Nunavut	Goods-producing sector	33 ^M	(6.5)	38 ^M	(10.7)	17 ^M	(5.3)	U	(15.8)	45	(7.3)	50 ^M	(12.6)	U	(2.7)	x	x
	Services-producing sector	42	(2.0)	39	(5.3)	14	(1.3)	48 ^M	(9.5)	30	(1.8)	67	(4.2)	14	(0.7)	86	(5.4)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error

Table 3.2a

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and economic sector, Canada, provinces, and territories, 2012

	Participation in adult learning	Economic sector	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Private sector	58	(0.7)	11	(0.8)	29	(1.1)	43	(1.3)	18	(1.0)	285	(1.1)
		Public sector	83	(0.8)	7	(0.9)	24	(1.5)	45	(1.9)	24	(1.6)	294	(1.4)
		Non-profit organization	76	(3.0)	8 ^M	(2.2)	24	(3.6)	39	(4.3)	29	(4.4)	296	(4.4)
	Did not participate in adult learning	Private sector	42	(0.7)	25	(1.2)	38	(1.4)	30	(1.3)	7	(0.8)	257	(1.2)
		Public sector	17	(0.8)	19	(2.5)	35	(2.7)	36	(3.4)	10 ^M	(1.9)	268	(3.3)
		Non-profit organization	24	(3.0)	U	(3.9)	39 ^M	(9.4)	37 ^M	(10.2)	U	(7.2)	277	(7.0)
Newfoundland and Labrador	Participated in adult learning	Private sector	50	(2.5)	14 ^M	(2.4)	35	(3.8)	36	(4.0)	14 ^M	(2.8)	277	(2.9)
		Public sector	84	(2.3)	7 ^M	(2.5)	28	(3.6)	46	(4.4)	19 ^M	(3.4)	290	(3.0)
		Non-profit organization	x	x	x	x	x	x	x	x	x	x	308	(16.8)
	Did not participate in adult learning	Private sector	50	(2.5)	27	(3.1)	41	(3.7)	27	(3.4)	U	(1.8)	254	(3.2)
		Public sector	16	(2.3)	U	(7.5)	29 ^M	(8.6)	37 ^M	(8.4)	U	(5.6)	270	(7.7)
		Non-profit organization	x	x	x	x	x	x	x	x	x	x	x	x
Prince Edward Island	Participated in adult learning	Private sector	52	(3.1)	U	(3.0)	32	(5.1)	44	(4.6)	15 ^M	(3.9)	284	(4.9)
		Public sector	87	(2.4)	U	(2.1)	22 ^M	(4.4)	51	(4.7)	23 ^M	(5.2)	299	(4.8)
		Non-profit organization	74	(10.9)	x	x	x	x	U	(17.7)	U	(13.3)	297	(11.1)
	Did not participate in adult learning	Private sector	48	(3.1)	22 ^M	(4.5)	39	(5.1)	31 ^M	(5.5)	U	(3.1)	262	(4.9)
		Public sector	13 ^M	(2.4)	U	(9.1)	x	x	50 ^M	(12.0)	x	x	270	(10.6)
		Non-profit organization	U	(10.9)	x	x	x	x	x	x	x	x	259	(24.0)
Nova Scotia	Participated in adult learning	Private sector	62	(2.2)	12 ^M	(2.1)	33	(3.1)	38	(3.2)	18	(3.0)	282	(3.0)
		Public sector	84	(2.3)	7 ^M	(2.1)	23	(3.3)	45	(4.6)	24 ^M	(4.4)	294	(3.3)
		Non-profit organization	x	x	x	x	U	(7.6)	49 ^M	(12.9)	x	x	311	(10.8)
	Did not participate in adult learning	Private sector	38	(2.2)	23	(3.4)	42	(3.8)	28	(3.7)	7 ^M	(2.4)	259	(3.7)
		Public sector	16	(2.3)	U	(7.1)	38 ^M	(10.2)	36 ^M	(8.3)	U	(6.6)	277	(8.6)
		Non-profit organization	x	x	x	x	x	x	x	x	x	x	x	x
New Brunswick	Participated in adult learning	Private sector	50	(2.2)	10 ^M	(2.7)	31	(3.7)	44	(3.5)	15 ^M	(2.7)	283	(3.1)
		Public sector	75	(2.7)	7 ^M	(1.9)	25	(3.8)	46	(4.5)	22 ^M	(3.7)	293	(3.5)
		Non-profit organization	73	(9.0)	x	x	U	(18.8)	U	(19.7)	x	x	286	(11.3)
	Did not participate in adult learning	Private sector	50	(2.2)	24	(2.9)	40	(3.2)	31	(3.4)	5 ^M	(1.6)	256	(3.1)
		Public sector	25	(2.7)	16 ^M	(5.2)	46	(7.4)	33 ^M	(6.4)	U	(3.6)	261	(5.4)
		Non-profit organization	U	(9.0)	x	x	x	x	x	x	x	x	270	(23.2)

Table 3.2a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and economic sector, Canada, provinces, and territories, 2012

	Participation in adult learning	Economic sector	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Quebec	Participated in adult learning	Private sector	51	(1.1)	12	(1.2)	30	(1.4)	41	(1.7)	16	(1.4)	281	(1.7)
		Public sector	75	(1.5)	6 ^M	(1.4)	26	(2.3)	45	(2.3)	23	(1.8)	294	(2.0)
		Non-profit organization	68	(5.5)	U	(6.1)	26 ^M	(7.4)	38 ^M	(9.5)	26 ^M	(8.5)	291	(8.9)
	Did not participate in adult learning	Private sector	49	(1.1)	26	(1.8)	40	(1.8)	29	(1.8)	5	(0.8)	255	(1.6)
		Public sector	25	(1.5)	19	(2.8)	37	(4.0)	35	(4.4)	10 ^M	(2.2)	268	(3.6)
		Non-profit organization	32 ^M	(5.5)	U	(6.6)	51 ^M	(12.4)	x	x	x	x	264	(8.6)
Ontario	Participated in adult learning	Private sector	60	(1.3)	9	(1.2)	29	(1.9)	44	(2.0)	18	(1.7)	287	(1.9)
		Public sector	87	(1.5)	7 ^M	(1.6)	24	(2.8)	45	(3.8)	24	(3.0)	293	(2.9)
		Non-profit organization	75	(6.0)	U	(3.2)	30 ^M	(7.2)	37 ^M	(8.9)	26 ^M	(7.9)	294	(6.8)
	Did not participate in adult learning	Private sector	40	(1.3)	22	(2.1)	38	(2.9)	30	(2.5)	9 ^M	(1.7)	261	(2.0)
		Public sector	13	(1.5)	U	(5.3)	32 ^M	(7.3)	42 ^M	(8.6)	U	(5.3)	273	(7.3)
		Non-profit organization	25 ^M	(6.0)	U	(7.1)	U	(15.1)	x	x	x	x	287	(13.8)
Manitoba	Participated in adult learning	Private sector	56	(2.3)	13 ^M	(2.7)	31	(3.9)	39	(4.3)	17 ^M	(3.2)	282	(3.5)
		Public sector	85	(2.1)	7 ^M	(2.3)	26	(3.4)	43	(4.2)	24	(3.5)	293	(3.3)
		Non-profit organization	76	(7.7)	U	(3.8)	U	(10.0)	48 ^M	(13.0)	U	(11.5)	301	(8.1)
	Did not participate in adult learning	Private sector	44	(2.3)	29	(4.2)	35	(5.1)	29	(4.2)	U	(2.4)	253	(4.2)
		Public sector	15	(2.1)	28 ^M	(8.5)	25 ^M	(7.6)	36 ^M	(9.0)	U	(7.1)	261	(12.7)
		Non-profit organization	24 ^M	(7.7)	x	x	U	(24.5)	U	(21.6)	x	x	252	(20.3)
Saskatchewan	Participated in adult learning	Private sector	61	(2.7)	13 ^M	(2.8)	34	(4.2)	42	(3.8)	11 ^M	(2.4)	276	(3.5)
		Public sector	80	(2.5)	11 ^M	(2.7)	22	(3.2)	43	(4.7)	23 ^M	(4.0)	290	(4.2)
		Non-profit organization	87	(5.9)	U	(6.4)	x	x	53 ^M	(12.4)	x	x	279	(9.6)
	Did not participate in adult learning	Private sector	39	(2.7)	24	(3.8)	38	(4.6)	33	(4.1)	U	(2.1)	257	(4.1)
		Public sector	20	(2.5)	U	(8.5)	30 ^M	(9.8)	38 ^M	(8.6)	U	(4.3)	261	(9.1)
		Non-profit organization	U	(5.9)	x	x	x	x	x	x	x	x	269	(29.2)
Alberta	Participated in adult learning	Private sector	66	(2.3)	12 ^M	(2.3)	25	(3.4)	44	(4.4)	19	(2.9)	286	(3.0)
		Public sector	86	(2.7)	U	(3.9)	23 ^M	(4.8)	40	(5.3)	26 ^M	(4.8)	292	(5.2)
		Non-profit organization	75	(8.6)	x	x	U	(9.8)	x	x	U	(14.3)	290	(18.0)
	Did not participate in adult learning	Private sector	34	(2.3)	22 ^M	(3.6)	37	(4.6)	33	(4.7)	8 ^M	(2.5)	262	(4.0)
		Public sector	14 ^M	(2.7)	U	(9.9)	42 ^M	(12.3)	x	x	x	x	264	(10.6)
		Non-profit organization	U	(8.6)	x	x	x	x	x	x	x	x	276	(21.7)

Table 3.2a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and economic sector, Canada, provinces, and territories, 2012

	Participation in adult learning	Economic sector	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
British Columbia	Participated in adult learning	Private sector	58	(2.6)	10 ^M	(2.2)	28	(3.4)	43	(3.5)	19	(3.0)	286	(3.0)
		Public sector	92	(2.1)	U	(2.1)	23 ^M	(4.8)	47	(5.6)	25 ^M	(4.5)	298	(3.7)
		Non-profit organization	83	(7.5)	x	x	x	x	38 ^M	(12.3)	38 ^M	(11.7)	306	(10.8)
	Did not participate in adult learning	Private sector	42	(2.6)	30	(4.0)	35	(4.0)	29	(3.5)	U	(2.0)	249	(4.5)
		Public sector	8 ^M	(2.1)	U	(15.5)	x	x	U	(14.1)	x	x	263	(16.1)
		Non-profit organization	U	(7.5)	x	x	x	x	x	x	x	x	282	(17.6)
Yukon	Participated in adult learning	Private sector	54 ^M	(11.2)	U	(4.2)	U	(13.1)	49 ^M	(15.5)	U	(12.6)	292	(15.3)
		Public sector	79	(7.5)	U	(4.4)	18 ^M	(5.3)	37 ^M	(9.3)	36 ^M	(11.2)	302	(12.4)
		Non-profit organization	x	x	x	x	U	(8.0)	73 ^M	(19.0)	x	x	302	(12.1)
	Did not participate in adult learning	Private sector	46 ^M	(11.2)	U	(18.6)	U	(18.8)	U	(15.6)	U	(3.6)	253	(18.6)
		Public sector	U	(7.5)	U	(15.0)	U	(20.2)	x	x	x	x	277	(19.6)
		Non-profit organization	x	x	x	x	x	x	x	x	x	x	x	x
Northwest Territories	Participated in adult learning	Private sector	61	(3.4)	25	(4.2)	33 ^M	(6.5)	33 ^M	(6.1)	U	(2.9)	262	(5.7)
		Public sector	80	(3.0)	15 ^M	(4.0)	30	(3.6)	34	(3.9)	20 ^M	(4.2)	279	(6.1)
		Non-profit organization	49 ^M	(14.5)	x	x	U	(16.2)	U	(15.3)	x	x	268	(14.2)
	Did not participate in adult learning	Private sector	39	(3.4)	38 ^M	(7.3)	35 ^M	(7.8)	21 ^M	(5.2)	U	(3.4)	237	(8.1)
		Public sector	20	(3.0)	42 ^M	(10.0)	30 ^M	(7.2)	x	x	x	x	239	(12.4)
		Non-profit organization	51 ^M	(14.5)	x	x	x	x	x	x	x	x	272	(24.4)
Nunavut	Participated in adult learning	Private sector	44	(4.9)	54	(8.1)	35 ^M	(8.2)	x	x	x	x	217	(7.6)
		Public sector	60	(3.7)	25 ^M	(4.3)	34	(4.5)	30	(4.2)	10 ^M	(2.7)	261	(4.4)
		Non-profit organization	51 ^M	(15.5)	x	x	U	(25.4)	x	x	-	-	237	(16.5)
	Did not participate in adult learning	Private sector	56	(4.9)	66	(6.8)	24 ^M	(6.1)	x	x	x	x	204	(8.0)
		Public sector	40	(3.7)	53	(7.1)	32 ^M	(6.0)	x	x	x	x	219	(8.3)
		Non-profit organization	49 ^M	(15.5)	x	x	x	x	x	x	x	x	243	(26.8)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.2b

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and economic sector, Canada, provinces, and territories, 2012

	Participation in adult learning	Economic sector	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Private sector	58	(0.7)	15	(0.9)	30	(1.0)	38	(1.4)	17	(1.0)	280	(1.2)
		Public sector	83	(0.8)	12	(1.1)	28	(1.5)	40	(1.7)	19	(1.4)	285	(1.6)
		Non-profit organization	76	(3.0)	14 ^M	(2.8)	30	(4.1)	39	(4.4)	17 ^M	(3.4)	279	(4.7)
	Did not participate in adult learning	Private sector	42	(0.7)	30	(1.2)	35	(1.3)	26	(1.2)	8	(0.8)	252	(1.4)
		Public sector	17	(0.8)	25	(2.6)	38	(3.1)	30	(3.2)	7 ^M	(1.7)	257	(3.2)
		Non-profit organization	24	(3.0)	22 ^M	(6.4)	37 ^M	(8.5)	31 ^M	(9.2)	U	(6.1)	264	(7.6)
Newfoundland and Labrador	Participated in adult learning	Private sector	50	(2.5)	22	(2.7)	35	(3.7)	30	(3.5)	13 ^M	(2.9)	266	(3.5)
		Public sector	84	(2.3)	14 ^M	(3.1)	32	(4.3)	38	(4.1)	15 ^M	(2.6)	279	(3.7)
		Non-profit organization	x	x	x	x	x	x	x	x	x	x	282	(14.2)
	Did not participate in adult learning	Private sector	50	(2.5)	39	(3.8)	35	(4.3)	21 ^M	(3.7)	5 ^M	(1.6)	242	(3.6)
		Public sector	16	(2.3)	30 ^M	(7.3)	26 ^M	(8.1)	31 ^M	(8.8)	U	(6.1)	263	(9.3)
		Non-profit organization	x	x	x	x	x	x	x	x	x	x	x	x
Prince Edward Island	Participated in adult learning	Private sector	52	(3.1)	17 ^M	(3.9)	35	(5.2)	36	(5.0)	12 ^M	(2.9)	272	(5.0)
		Public sector	87	(2.4)	U	(3.3)	30	(4.9)	42	(4.7)	19 ^M	(4.6)	288	(5.8)
		Non-profit organization	74	(10.9)	x	x	x	x	52 ^M	(16.4)	x	x	290	(13.2)
	Did not participate in adult learning	Private sector	48	(3.1)	25 ^M	(4.6)	39	(5.9)	28 ^M	(4.8)	U	(3.4)	255	(6.8)
		Public sector	13 ^M	(2.4)	x	x	U	(12.4)	U	(10.2)	x	x	253	(12.7)
		Non-profit organization	U	(10.9)	x	x	x	x	x	x	-	-	233	(26.9)
Nova Scotia	Participated in adult learning	Private sector	62	(2.2)	20	(2.8)	30	(3.1)	33	(3.1)	17	(2.4)	274	(3.5)
		Public sector	84	(2.3)	12 ^M	(2.4)	31	(4.4)	38	(3.5)	19 ^M	(3.4)	283	(3.9)
		Non-profit organization	x	x	x	x	U	(10.1)	46 ^M	(11.4)	x	x	296	(12.1)
	Did not participate in adult learning	Private sector	38	(2.2)	33	(4.5)	36	(3.8)	24	(3.5)	7 ^M	(2.0)	250	(4.2)
		Public sector	16	(2.3)	U	(8.6)	43 ^M	(12.0)	25 ^M	(8.3)	U	(6.3)	267	(9.7)
		Non-profit organization	x	x	x	x	x	x	x	x	-	-	x	x
New Brunswick	Participated in adult learning	Private sector	50	(2.2)	17 ^M	(2.8)	34	(3.3)	37	(3.6)	12 ^M	(2.7)	272	(3.2)
		Public sector	75	(2.7)	12 ^M	(2.7)	31	(4.1)	43	(4.5)	14 ^M	(3.1)	281	(3.8)
		Non-profit organization	73	(9.0)	x	x	U	(16.4)	U	(14.5)	x	x	262	(12.9)
	Did not participate in adult learning	Private sector	50	(2.2)	33	(3.1)	38	(3.3)	23	(3.0)	U	(2.0)	247	(3.1)
		Public sector	25	(2.7)	34 ^M	(6.6)	38 ^M	(7.5)	x	x	x	x	245	(5.9)
		Non-profit organization	U	(9.0)	x	x	x	x	x	x	x	x	250	(26.7)

Table 3.2b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and economic sector, Canada, provinces, and territories, 2012

	Participation in adult learning	Economic sector	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Quebec	Participated in adult learning	Private sector	51	(1.1)	13	(1.2)	31	(1.5)	39	(1.6)	17	(1.3)	281	(1.7)
		Public sector	75	(1.5)	10	(1.4)	30	(2.3)	43	(2.1)	17	(2.1)	285	(1.9)
		Non-profit organization	68	(5.5)	U	(6.9)	31 ^M	(10.1)	38 ^M	(8.9)	18 ^M	(6.0)	280	(7.6)
	Did not participate in adult learning	Private sector	49	(1.1)	28	(1.5)	39	(1.9)	28	(1.5)	6	(0.8)	253	(1.5)
		Public sector	25	(1.5)	22	(3.6)	40	(4.3)	31	(3.8)	7 ^M	(2.0)	260	(3.5)
		Non-profit organization	32 ^M	(5.5)	U	(8.4)	52 ^M	(12.0)	x	x	x	x	254	(8.8)
Ontario	Participated in adult learning	Private sector	60	(1.3)	14	(1.4)	31	(1.9)	38	(2.5)	18	(1.9)	281	(2.2)
		Public sector	87	(1.5)	13 ^M	(2.3)	27	(2.6)	40	(2.9)	20	(2.6)	285	(3.3)
		Non-profit organization	75	(6.0)	U	(4.4)	37 ^M	(8.5)	36 ^M	(8.4)	U	(5.6)	278	(6.5)
	Did not participate in adult learning	Private sector	40	(1.3)	29	(2.1)	34	(2.4)	26	(2.4)	11	(1.7)	255	(2.3)
		Public sector	13	(1.5)	21 ^M	(6.3)	40 ^M	(7.7)	35 ^M	(7.9)	U	(3.3)	258	(6.7)
		Non-profit organization	25 ^M	(6.0)	U	(10.6)	U	(15.9)	x	x	x	x	274	(12.6)
Manitoba	Participated in adult learning	Private sector	56	(2.3)	17 ^M	(3.7)	32	(4.5)	34	(4.8)	16 ^M	(3.5)	276	(4.6)
		Public sector	85	(2.1)	13 ^M	(3.1)	30	(4.0)	38	(5.5)	19 ^M	(4.1)	282	(4.7)
		Non-profit organization	76	(7.7)	U	(6.0)	U	(10.9)	49 ^M	(12.7)	U	(9.9)	288	(9.0)
	Did not participate in adult learning	Private sector	44	(2.3)	34	(4.4)	33	(4.4)	29	(4.4)	U	(2.1)	245	(4.7)
		Public sector	15	(2.1)	29 ^M	(8.2)	30 ^M	(8.2)	35 ^M	(9.5)	U	(4.7)	251	(12.7)
		Non-profit organization	24 ^M	(7.7)	U	(22.2)	x	x	U	(20.8)	x	x	232	(21.0)
Saskatchewan	Participated in adult learning	Private sector	61	(2.7)	16 ^M	(3.0)	32	(4.0)	39	(4.1)	13 ^M	(2.9)	273	(3.7)
		Public sector	80	(2.5)	16	(2.6)	27 ^M	(4.7)	39	(4.5)	18 ^M	(4.1)	280	(4.9)
		Non-profit organization	87	(5.9)	x	x	39 ^M	(12.1)	39 ^M	(11.4)	x	x	262	(10.5)
	Did not participate in adult learning	Private sector	39	(2.7)	32	(4.8)	34	(4.6)	28	(4.3)	U	(2.5)	251	(4.3)
		Public sector	20	(2.5)	29 ^M	(8.5)	39 ^M	(8.5)	x	x	x	x	251	(9.9)
		Non-profit organization	U	(5.9)	x	x	U	(29.8)	x	x	x	x	248	(34.3)
Alberta	Participated in adult learning	Private sector	66	(2.3)	17 ^M	(2.9)	27	(3.4)	37	(3.4)	20	(2.4)	280	(3.2)
		Public sector	86	(2.7)	16 ^M	(4.5)	26 ^M	(6.1)	37	(5.6)	21 ^M	(4.4)	282	(5.6)
		Non-profit organization	75	(8.6)	U	(11.8)	U	(12.1)	x	x	x	x	270	(23.1)
	Did not participate in adult learning	Private sector	34	(2.3)	29	(4.4)	35	(5.2)	27	(4.5)	8 ^M	(2.3)	255	(4.5)
		Public sector	14 ^M	(2.7)	U	(12.4)	U	(14.0)	x	x	x	x	253	(12.5)
		Non-profit organization	U	(8.6)	x	x	x	x	x	x	x	x	261	(29.2)

Table 3.2b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and economic sector, Canada, provinces, and territories, 2012

	Participation in adult learning	Economic sector	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
British Columbia	Participated in adult learning	Private sector	58	(2.6)	15	(2.3)	30	(3.5)	40	(3.7)	16 ^M	(3.0)	279	(3.4)
		Public sector	92	(2.1)	9 ^M	(2.9)	28 ^M	(6.5)	41	(6.0)	22 ^M	(4.2)	290	(3.8)
		Non-profit organization	83	(7.5)	U	(8.3)	U	(10.7)	41 ^M	(12.9)	U	(9.6)	285	(12.8)
	Did not participate in adult learning	Private sector	42	(2.6)	36	(4.2)	33	(4.5)	22 ^M	(3.7)	9 ^M	(2.3)	244	(5.2)
		Public sector	8 ^M	(2.1)	x	x	U	(16.5)	U	(10.6)	x	x	247	(19.3)
		Non-profit organization	U	(7.5)	x	x	x	x	x	x	x	x	270	(25.3)
Yukon	Participated in adult learning	Private sector	54 ^M	(11.2)	U	(5.0)	U	(15.6)	U	(15.8)	U	(6.9)	282	(12.2)
		Public sector	79	(7.5)	U	(5.3)	26 ^M	(5.7)	34 ^M	(9.9)	U	(11.6)	290	(9.7)
		Non-profit organization	x	x	U	(14.5)	U	(25.3)	x	x	x	x	283	(18.2)
	Did not participate in adult learning	Private sector	46 ^M	(11.2)	U	(23.4)	U	(16.3)	U	(12.2)	U	(5.8)	234	(22.2)
		Public sector	U	(7.5)	U	(19.1)	U	(32.5)	x	x	x	x	262	(21.4)
		Non-profit organization	x	x	x	x	x	x	-	-	-	-	x	x
Northwest Territories	Participated in adult learning	Private sector	61	(3.4)	34	(5.5)	30 ^M	(5.9)	28 ^M	(4.8)	9 ^M	(2.8)	251	(6.8)
		Public sector	80	(3.0)	23 ^M	(5.6)	29	(4.7)	31	(4.4)	17 ^M	(3.6)	269	(7.4)
		Non-profit organization	49 ^M	(14.5)	U	(11.2)	43 ^M	(14.3)	x	x	x	x	249	(12.1)
	Did not participate in adult learning	Private sector	39	(3.4)	47	(7.6)	30 ^M	(7.8)	16 ^M	(4.9)	U	(3.2)	227	(9.2)
		Public sector	20	(3.0)	48 ^M	(8.9)	28 ^M	(8.3)	x	x	x	x	226	(14.1)
		Non-profit organization	51 ^M	(14.5)	x	x	x	x	x	x	x	x	251	(28.6)
Nunavut	Participated in adult learning	Private sector	44	(4.9)	68	(5.7)	21 ^M	(6.2)	x	x	x	x	201	(7.9)
		Public sector	60	(3.7)	36	(4.5)	31	(5.0)	25 ^M	(4.4)	8 ^M	(2.0)	246	(5.2)
		Non-profit organization	51 ^M	(15.5)	x	x	x	x	x	x	-	-	219	(17.1)
	Did not participate in adult learning	Private sector	56	(4.9)	76	(6.0)	x	x	U	(2.6)	x	x	191	(6.9)
		Public sector	40	(3.7)	62	(6.9)	25 ^M	(7.1)	x	x	x	x	205	(8.4)
		Non-profit organization	49 ^M	(15.5)	x	x	x	x	x	x	x	x	230	(26.6)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.2c

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and economic sector, Canada, provinces, and territories, 2012

	Economic sector	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Canada	Private sector	11	(0.6)	44	(1.1)	45	(1.0)	25	(0.9)	52	(1.2)	22	(1.1)
	Public sector	8	(0.6)	44	(1.5)	48	(1.5)	22	(2.2)	53	(3.1)	25	(3.0)
	Non-profit organization	10 ^M	(2.3)	38	(4.6)	52	(4.6)	10 ^M	(3.0)	56	(7.3)	34 ^M	(7.7)
Newfoundland and Labrador	Private sector	21	(2.3)	44	(3.8)	35	(3.6)	32	(3.0)	52	(4.1)	16 ^M	(3.4)
	Public sector	13 ^M	(2.2)	41	(3.9)	46	(4.0)	29 ^M	(7.0)	45 ^M	(7.7)	26 ^M	(6.9)
	Non-profit organization	x	x	x	x	69 ^M	(18.5)	-	-	x	x	x	x
Prince Edward Island	Private sector	14 ^M	(2.7)	49	(5.0)	37	(5.1)	30	(3.5)	51	(4.5)	19 ^M	(4.0)
	Public sector	11 ^M	(2.7)	49	(4.7)	41	(4.8)	U	(10.6)	51 ^M	(10.8)	U	(9.0)
	Non-profit organization	x	x	x	x	U	(15.8)	x	x	x	x	x	x
Nova Scotia	Private sector	14	(2.2)	42	(3.1)	44	(2.9)	18	(2.8)	57	(3.7)	25	(3.3)
	Public sector	7 ^M	(1.7)	39	(3.8)	54	(4.0)	U	(6.8)	45 ^M	(8.4)	35 ^M	(8.0)
	Non-profit organization	x	x	x	x	63 ^M	(12.1)	x	x	x	x	x	x
New Brunswick	Private sector	12	(2.0)	44	(3.9)	44	(3.9)	32	(2.5)	48	(3.4)	20	(3.2)
	Public sector	10 ^M	(2.3)	45	(4.6)	45	(4.6)	30 ^M	(6.3)	53	(6.9)	U	(5.8)
	Non-profit organization	x	x	60 ^M	(17.6)	x	x	x	x	U	(24.7)	x	x
Quebec	Private sector	10	(0.9)	48	(1.7)	42	(1.6)	22	(1.2)	58	(1.6)	20	(1.3)
	Public sector	8	(1.1)	48	(2.1)	44	(2.1)	23	(2.6)	52	(3.9)	25	(3.6)
	Non-profit organization	U	(3.1)	40 ^M	(8.3)	54	(8.4)	19 ^M	(6.5)	56 ^M	(9.7)	U	(8.8)
Ontario	Private sector	11	(1.1)	44	(1.9)	46	(1.9)	24	(1.8)	51	(2.2)	25	(2.3)
	Public sector	6 ^M	(1.0)	44	(3.2)	50	(3.3)	21 ^M	(6.0)	50	(8.0)	29 ^M	(7.5)
	Non-profit organization	11 ^M	(3.5)	41 ^M	(7.5)	49	(7.5)	x	x	47 ^M	(14.0)	x	x
Manitoba	Private sector	18	(3.0)	41	(3.7)	41	(4.0)	35	(3.2)	46	(4.1)	19 ^M	(4.1)
	Public sector	16 ^M	(2.9)	41	(3.6)	43	(4.0)	29 ^M	(8.8)	42 ^M	(8.9)	29 ^M	(9.2)
	Non-profit organization	U	(4.5)	39 ^M	(11.1)	55 ^M	(10.9)	U	(18.6)	x	x	x	x
Saskatchewan	Private sector	7 ^M	(1.8)	55	(4.3)	38	(4.0)	20	(3.3)	60	(4.5)	20 ^M	(3.6)
	Public sector	7 ^M	(1.8)	47	(4.1)	46	(4.1)	U	(6.2)	59	(8.7)	26 ^M	(7.7)
	Non-profit organization	U	(6.4)	58 ^M	(12.1)	U	(11.8)	x	x	U	(30.1)	x	x
Alberta	Private sector	10 ^M	(2.2)	44	(3.4)	46	(3.2)	22	(3.0)	53	(4.3)	25	(4.0)
	Public sector	10 ^M	(2.8)	39	(5.6)	51	(5.8)	x	x	62 ^M	(11.4)	x	x
	Non-profit organization	x	x	x	x	59 ^M	(13.3)	-	-	x	x	x	x

Table 3.2c (cont'd)

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and economic sector, Canada, provinces, and territories, 2012

	Economic sector	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
British Columbia	Private sector	10 ^M	(1.9)	41	(3.7)	49	(3.7)	34	(3.7)	45	(4.3)	20 ^M	(3.7)
	Public sector	9 ^M	(2.6)	40	(5.1)	51	(4.9)	U	(11.2)	65 ^M	(14.7)	U	(12.1)
	Non-profit organization	U	(7.7)	U	(11.2)	57 ^M	(12.2)	-	-	x	x	x	x
Yukon	Private sector	U	(1.6)	58 ^M	(12.2)	39 ^M	(12.1)	U	(18.3)	U	(17.6)	U	(12.1)
	Public sector	U	(1.6)	42 ^M	(8.9)	54 ^M	(9.2)	U	(16.9)	U	(31.1)	U	(29.6)
	Non-profit organization	x	x	U	(29.4)	x	x	x	x	x	x	x	x
Northwest Territories	Private sector	19	(3.0)	49	(6.4)	32 ^M	(6.4)	37	(5.3)	46	(5.4)	17 ^M	(3.6)
	Public sector	9 ^M	(1.9)	48	(6.1)	43	(5.9)	29 ^M	(8.8)	51 ^M	(8.9)	U	(7.5)
	Non-profit organization	x	x	55 ^M	(16.6)	x	x	x	x	U	(25.9)	x	x
Nunavut	Private sector	39 ^M	(8.5)	51 ^M	(8.7)	U	(4.4)	61	(5.3)	35	(5.4)	U	(2.7)
	Public sector	24	(3.9)	45	(5.3)	31 ^M	(5.4)	51	(6.9)	43	(6.5)	U	(3.1)
	Non-profit organization	x	x	U	(24.4)	x	x	x	x	x	x	x	x

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.2d

Percentage distribution and proportion of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by educational attainment and economic sector, Canada, provinces, and territories, 2012

	Economic sector	Less than high-school diploma				High-school diploma				Postsecondary education – below bachelor's degree				Postsecondary education – bachelor's degree or higher			
		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning	
				%	SE			%	SE			%	SE			%	SE
Canada	Private sector	11	(0.4)	37	(2.1)	24	(0.4)	47	(1.7)	40	(0.5)	63	(1.1)	25	(0.4)	71	(1.2)
	Public sector	3	(0.4)	52	(6.0)	12	(0.7)	70	(3.1)	38	(1.1)	82	(1.4)	47	(1.0)	90	(1.0)
	Non-profit organization	3 ^M	(1.0)	U	(13.4)	12 ^M	(2.0)	56 ^M	(10.6)	39	(3.0)	78	(5.2)	45	(3.2)	83	(3.7)
Newfoundland and Labrador	Private sector	18	(1.7)	36 ^M	(6.3)	20	(1.5)	38	(4.8)	48	(1.9)	55	(3.6)	15	(1.4)	67	(5.4)
	Public sector	U	(1.2)	57 ^M	(18.8)	11	(1.8)	62	(8.5)	45	(2.6)	86	(2.8)	41	(2.8)	90	(3.1)
	Non-profit organization	x	x	-	-	-	-	-	-	x	x	x	x	57 ^M	(14.9)	x	x
Prince Edward Island	Private sector	16	(1.7)	42	(6.6)	31	(2.0)	39	(6.0)	37	(1.9)	58	(4.7)	16	(1.6)	72	(6.1)
	Public sector	U	(1.0)	x	x	8 ^M	(2.1)	74	(11.2)	45	(3.0)	82	(3.8)	44	(2.7)	95	(2.2)
	Non-profit organization	x	x	-	-	x	x	x	x	48 ^M	(11.8)	x	x	39 ^M	(11.8)	x	x
Nova Scotia	Private sector	12	(1.2)	40 ^M	(7.2)	25	(1.4)	49	(4.0)	42	(1.6)	66	(3.3)	22	(1.0)	80	(4.2)
	Public sector	3 ^M	(0.9)	x	x	12	(2.0)	73	(8.2)	45	(2.9)	82	(3.7)	40	(2.7)	90	(3.0)
	Non-profit organization	x	x	-	-	x	x	x	x	31 ^M	(7.6)	x	x	61	(8.5)	100	(0.0)
New Brunswick	Private sector	12	(1.3)	27 ^M	(5.0)	29	(1.3)	42	(4.3)	43	(1.5)	51	(3.5)	15	(1.3)	79	(4.3)
	Public sector	5 ^M	(1.5)	48 ^M	(15.8)	17	(1.9)	68	(7.4)	37	(2.3)	66	(4.9)	41	(2.3)	90	(2.4)
	Non-profit organization	x	x	-	-	-	-	-	-	54 ^M	(12.1)	69 ^M	(13.3)	x	x	x	x
Quebec	Private sector	14	(0.5)	32	(2.6)	21	(0.6)	37	(2.3)	43	(0.8)	53	(1.5)	22	(0.7)	73	(1.8)
	Public sector	3	(0.5)	27 ^M	(7.8)	10	(0.8)	60	(5.1)	42	(1.5)	71	(2.3)	45	(1.3)	84	(2.1)
	Non-profit organization	U	(2.7)	x	x	12 ^M	(3.7)	U	(14.4)	44	(6.4)	81	(7.6)	37	(5.5)	75	(6.4)
Ontario	Private sector	8	(0.7)	38	(4.9)	25	(0.8)	48	(2.8)	38	(1.0)	66	(2.4)	29	(0.8)	69	(2.0)
	Public sector	2 ^M	(0.7)	64 ^M	(16.3)	11	(1.5)	71	(7.3)	35	(2.3)	86	(3.2)	52	(2.0)	91	(1.6)
	Non-profit organization	x	x	x	x	x	x	U	(17.3)	40	(5.4)	78	(9.6)	47	(5.5)	82	(6.2)
Manitoba	Private sector	18	(1.5)	30	(4.7)	29	(1.8)	53	(4.8)	36	(1.8)	63	(3.5)	17	(1.6)	73	(6.3)
	Public sector	6 ^M	(1.3)	52 ^M	(16.7)	15	(2.0)	75	(7.0)	37	(2.7)	83	(4.7)	41	(2.8)	96	(1.7)
	Non-profit organization	U	(5.8)	x	x	U	(4.9)	U	(30.8)	32 ^M	(8.3)	68 ^M	(18.7)	46	(7.4)	x	x
Saskatchewan	Private sector	18	(1.4)	37 ^M	(7.2)	31	(1.5)	60	(4.2)	37	(1.8)	65	(3.6)	14	(1.6)	79	(4.9)
	Public sector	5 ^M	(1.5)	54 ^M	(17.6)	16	(2.3)	62	(8.0)	36	(2.7)	83	(4.7)	43	(2.8)	87	(3.3)
	Non-profit organization	x	x	x	x	x	x	x	x	42 ^M	(9.7)	85	(10.2)	41 ^M	(9.6)	x	x
Alberta	Private sector	12	(1.0)	50	(6.5)	22	(1.5)	57	(6.4)	40	(1.6)	69	(3.2)	26	(1.1)	75	(3.3)
	Public sector	4 ^M	(1.3)	x	x	13 ^M	(2.9)	71	(10.8)	36	(3.7)	88	(4.5)	47	(3.7)	91	(3.3)
	Non-profit organization	x	x	x	x	x	x	x	x	37 ^M	(10.0)	x	x	23 ^M	(6.9)	x	x

Table 3.2d (cont'd)

Percentage distribution and proportion of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by educational attainment and economic sector, Canada, provinces, and territories, 2012

	Economic sector	Less than high-school diploma				High-school diploma				Postsecondary education – below bachelor's degree				Postsecondary education – bachelor's degree or higher			
		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning	
				%	SE			%	SE			%	SE			%	SE
British Columbia	Private sector	11	(1.3)	32 ^M	(9.0)	25	(1.6)	48	(5.2)	39	(1.8)	66	(3.6)	24	(1.6)	65	(5.1)
	Public sector	x	x	x	x	x	x	85	(8.0)	39	(3.9)	91	(4.0)	44	(3.7)	97	(1.8)
	Non-profit organization	x	x	x	x	x	x	x	x	35 ^M	(7.0)	x	x	63	(7.0)	82	(9.9)
Yukon	Private sector	10 ^M	(3.2)	33 ^M	(9.4)	30 ^M	(5.9)	U	(21.9)	41	(5.9)	65 ^M	(12.1)	18	(2.3)	U	(32.1)
	Public sector	U	(2.3)	U	(25.0)	U	(7.0)	U	(35.0)	28 ^M	(6.2)	86	(5.3)	45	(4.0)	95	(3.5)
	Non-profit organization	x	x	x	x	U	(7.4)	x	x	69 ^M	(15.8)	x	x	x	x	100	(0.0)
Northwest Territories	Private sector	24	(2.5)	57	(7.8)	21	(2.6)	60 ^M	(10.3)	40	(2.7)	61	(5.3)	15	(2.0)	66	(7.2)
	Public sector	11 ^M	(2.2)	56 ^M	(12.2)	16	(2.3)	71	(7.3)	37	(3.2)	80	(3.8)	36	(3.4)	93	(2.2)
	Non-profit organization	U	(4.3)	x	x	U	(9.4)	x	x	40 ^M	(10.1)	x	x	U	(11.0)	x	x
Nunavut	Private sector	57	(3.4)	41	(6.4)	12 ^M	(2.0)	43 ^M	(11.1)	29	(3.3)	50 ^M	(9.1)	U	(0.9)	x	x
	Public sector	32	(3.0)	36 ^M	(7.1)	15	(2.0)	49 ^M	(11.0)	34	(2.5)	72	(6.0)	19	(1.1)	89	(4.0)
	Non-profit organization	x	x	x	x	x	x	x	x	43 ^M	(14.0)	x	x	x	x	x	x

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.3a

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational classification, Canada, provinces, and territories, 2012

	Participation in adult learning	ISCO occupational classification	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Managerial and professional occupations	72	(0.7)	5	(0.5)	22	(0.9)	47	(1.2)	25	(1.0)	298	(0.9)
		Service and support occupations	54	(1.4)	16	(1.5)	36	(2.0)	38	(1.9)	10	(1.3)	271	(1.6)
		Trade, production, and manufacturing occupations	46	(1.4)	17	(1.9)	37	(2.3)	37	(2.7)	9 ^M	(1.9)	269	(2.1)
		Manual and other service occupations	43	(2.2)	28	(4.0)	38	(4.6)	27	(3.7)	7 ^M	(2.3)	254	(4.2)
	Did not participate in adult learning	Managerial and professional occupations	28	(0.7)	13	(1.2)	33	(1.8)	40	(1.9)	14	(1.4)	277	(1.6)
		Service and support occupations	46	(1.4)	28	(2.0)	42	(2.3)	26	(1.9)	4 ^M	(0.9)	250	(1.9)
		Trade, production, and manufacturing occupations	54	(1.4)	34	(2.2)	39	(2.2)	24	(2.1)	3 ^M	(0.7)	243	(2.4)
		Manual and other service occupations	57	(2.2)	40	(3.3)	41	(4.0)	17 ^M	(3.1)	U	(0.8)	231	(3.2)
Newfoundland and Labrador	Participated in adult learning	Managerial and professional occupations	69	(2.5)	5 ^M	(1.3)	26	(2.6)	46	(3.3)	24	(3.1)	296	(2.3)
		Service and support occupations	42	(3.7)	14 ^M	(4.0)	40	(5.5)	36 ^M	(6.3)	U	(3.9)	272	(4.5)
		Trade, production, and manufacturing occupations	43	(3.4)	22 ^M	(5.3)	43	(5.8)	30 ^M	(6.1)	U	(4.0)	259	(4.8)
		Manual and other service occupations	35	(4.7)	x	x	34 ^M	(10.9)	35 ^M	(10.8)	x	x	258	(7.7)
	Did not participate in adult learning	Managerial and professional occupations	31	(2.5)	13 ^M	(3.8)	32	(5.1)	43	(4.7)	11 ^M	(3.6)	277	(4.9)
		Service and support occupations	58	(3.7)	30	(4.4)	46	(5.3)	x	x	x	x	247	(3.8)
		Trade, production, and manufacturing occupations	57	(3.4)	34	(4.6)	46	(5.7)	x	x	x	x	242	(3.7)
		Manual and other service occupations	65	(4.7)	44 ^M	(7.5)	43 ^M	(7.5)	x	x	x	x	227	(7.2)
Prince Edward Island	Participated in adult learning	Managerial and professional occupations	78	(2.1)	U	(1.7)	22 ^M	(4.1)	50	(4.5)	25 ^M	(4.3)	300	(4.1)
		Service and support occupations	52	(4.1)	U	(3.7)	38 ^M	(7.1)	46	(6.7)	U	(4.1)	277	(5.5)
		Trade, production, and manufacturing occupations	42	(5.2)	U	(5.1)	39 ^M	(9.0)	35 ^M	(8.5)	U	(6.8)	278	(7.9)
		Manual and other service occupations	34 ^M	(6.8)	U	(11.2)	x	x	U	(12.6)	x	x	251	(10.0)
	Did not participate in adult learning	Managerial and professional occupations	22	(2.1)	U	(4.2)	27 ^M	(6.1)	48	(7.6)	U	(5.4)	288	(6.7)
		Service and support occupations	48	(4.1)	18 ^M	(5.9)	39 ^M	(7.6)	35 ^M	(7.1)	U	(3.5)	266	(6.5)
		Trade, production, and manufacturing occupations	58	(5.2)	32 ^M	(6.8)	38 ^M	(7.4)	x	x	x	x	247	(7.4)
		Manual and other service occupations	66	(6.8)	35 ^M	(7.9)	37 ^M	(7.4)	x	x	x	x	242	(9.6)

Table 3.3a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational classification, Canada, provinces, and territories, 2012

	Participation in adult learning	ISCO occupational classification	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Nova Scotia	Participated in adult learning	Managerial and professional occupations	77	(2.2)	6 ^M	(1.6)	21	(2.4)	45	(4.0)	28	(3.8)	300	(2.9)
		Service and support occupations	53	(3.0)	14 ^M	(3.6)	39	(4.6)	38	(5.3)	U	(3.1)	270	(4.3)
		Trade, production, and manufacturing occupations	55	(5.1)	17 ^M	(5.1)	39	(6.3)	33 ^M	(6.3)	U	(4.6)	269	(5.7)
		Manual and other service occupations	41	(6.2)	U	(9.0)	44 ^M	(12.6)	x	x	x	x	252	(10.2)
	Did not participate in adult learning	Managerial and professional occupations	23	(2.2)	15 ^M	(3.9)	36 ^M	(6.1)	36	(5.3)	13 ^M	(3.9)	274	(4.9)
		Service and support occupations	47	(3.0)	21 ^M	(4.4)	42	(6.0)	31 ^M	(5.8)	U	(3.0)	260	(4.9)
		Trade, production, and manufacturing occupations	45	(5.1)	33 ^M	(6.0)	45	(6.7)	x	x	x	x	243	(6.4)
		Manual and other service occupations	59	(6.2)	34 ^M	(6.9)	38 ^M	(8.3)	x	x	x	x	245	(6.6)
New Brunswick	Participated in adult learning	Managerial and professional occupations	69	(1.9)	U	(1.3)	24	(3.0)	50	(3.4)	22	(2.6)	297	(2.5)
		Service and support occupations	50	(3.6)	12 ^M	(3.6)	34	(5.1)	43	(5.8)	U	(4.3)	278	(4.4)
		Trade, production, and manufacturing occupations	36	(3.4)	x	x	42 ^M	(8.0)	33 ^M	(6.4)	x	x	258	(5.7)
		Manual and other service occupations	33	(5.5)	U	(13.2)	51 ^M	(14.1)	U	(11.0)	-	-	247	(9.3)
	Did not participate in adult learning	Managerial and professional occupations	31	(1.9)	14 ^M	(3.8)	37	(5.1)	40	(4.5)	9 ^M	(2.5)	271	(4.2)
		Service and support occupations	50	(3.6)	26	(3.8)	44	(4.9)	x	x	x	x	251	(3.6)
		Trade, production, and manufacturing occupations	64	(3.4)	33	(4.7)	41	(5.7)	x	x	x	x	245	(4.4)
		Manual and other service occupations	67	(5.5)	35 ^M	(6.1)	33 ^M	(8.5)	x	x	x	x	243	(6.2)
Quebec	Participated in adult learning	Managerial and professional occupations	66	(1.3)	5	(0.9)	25	(1.4)	46	(1.6)	24	(1.3)	296	(1.3)
		Service and support occupations	46	(1.8)	18	(2.5)	38	(2.7)	36	(2.6)	7 ^M	(1.6)	266	(2.8)
		Trade, production, and manufacturing occupations	38	(1.9)	23	(3.4)	39	(4.1)	31	(3.6)	7 ^M	(1.8)	261	(3.2)
		Manual and other service occupations	34	(3.0)	33 ^M	(6.2)	34 ^M	(6.3)	26 ^M	(5.3)	U	(3.3)	251	(6.4)
	Did not participate in adult learning	Managerial and professional occupations	34	(1.3)	14	(1.5)	36	(2.6)	40	(2.5)	10	(1.5)	273	(1.7)
		Service and support occupations	54	(1.8)	30	(2.5)	43	(3.1)	23	(2.5)	4 ^M	(1.1)	248	(2.4)
		Trade, production, and manufacturing occupations	62	(1.9)	33	(2.9)	41	(3.0)	22	(2.7)	U	(1.3)	244	(2.7)
		Manual and other service occupations	66	(3.0)	40	(4.9)	42	(5.3)	x	x	x	x	232	(4.6)

Table 3.3a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational classification, Canada, provinces, and territories, 2012

	Participation in adult learning	ISCO occupational classification	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Ontario	Participated in adult learning	Managerial and professional occupations	72	(1.1)	5 ^M	(0.9)	23	(2.0)	46	(2.4)	26	(1.8)	298	(1.6)
		Service and support occupations	58	(2.7)	13 ^M	(2.5)	37	(3.3)	40	(3.4)	10 ^M	(2.4)	272	(3.0)
		Trade, production, and manufacturing occupations	48	(2.8)	13 ^M	(3.3)	36	(4.4)	41	(5.1)	9 ^M	(3.1)	274	(3.9)
		Manual and other service occupations	41	(4.8)	27 ^M	(7.6)	44 ^M	(9.6)	x	x	x	x	251	(8.1)
	Did not participate in adult learning	Managerial and professional occupations	28	(1.1)	10 ^M	(2.1)	33	(3.4)	40	(3.3)	17 ^M	(3.0)	282	(2.6)
		Service and support occupations	42	(2.7)	27	(4.1)	43	(5.2)	26 ^M	(4.7)	U	(1.8)	251	(4.1)
		Trade, production, and manufacturing occupations	52	(2.8)	36	(4.6)	37	(4.7)	23 ^M	(4.0)	U	(1.9)	241	(4.7)
		Manual and other service occupations	59	(4.8)	36 ^M	(6.2)	43 ^M	(8.1)	x	x	x	x	236	(6.6)
Manitoba	Participated in adult learning	Managerial and professional occupations	77	(2.2)	6 ^M	(1.8)	22	(2.8)	46	(3.9)	26	(3.7)	297	(2.7)
		Service and support occupations	57	(3.4)	13 ^M	(4.1)	40	(6.2)	35 ^M	(6.2)	U	(4.1)	274	(5.1)
		Trade, production, and manufacturing occupations	49	(4.2)	16 ^M	(4.7)	40 ^M	(7.2)	36 ^M	(7.0)	U	(3.9)	271	(6.0)
		Manual and other service occupations	43	(6.4)	U	(11.0)	35 ^M	(11.1)	x	x	x	x	247	(15.7)
	Did not participate in adult learning	Managerial and professional occupations	23	(2.2)	17 ^M	(4.8)	29 ^M	(6.1)	42	(5.9)	U	(4.5)	274	(5.5)
		Service and support occupations	43	(3.4)	30 ^M	(6.2)	34 ^M	(6.0)	30 ^M	(6.7)	U	(3.8)	252	(7.3)
		Trade, production, and manufacturing occupations	51	(4.2)	32 ^M	(6.9)	43 ^M	(8.7)	x	x	x	x	243	(6.5)
		Manual and other service occupations	57	(6.4)	36 ^M	(10.7)	44 ^M	(12.3)	x	x	x	x	234	(13.4)
Saskatchewan	Participated in adult learning	Managerial and professional occupations	73	(2.4)	8 ^M	(2.1)	22	(3.2)	48	(3.5)	22	(3.2)	295	(3.4)
		Service and support occupations	63	(3.8)	16 ^M	(4.1)	35 ^M	(5.8)	39	(5.9)	U	(3.9)	270	(5.2)
		Trade, production, and manufacturing occupations	57	(4.4)	x	x	41	(6.7)	38 ^M	(6.4)	x	x	263	(5.3)
		Manual and other service occupations	38 ^M	(8.0)	U	(12.6)	x	x	U	(14.3)	x	x	244	(13.1)
	Did not participate in adult learning	Managerial and professional occupations	27	(2.4)	14 ^M	(4.4)	31 ^M	(6.0)	45	(5.6)	U	(3.3)	274	(5.1)
		Service and support occupations	37	(3.8)	x	x	38 ^M	(7.4)	32 ^M	(6.8)	x	x	253	(6.3)
		Trade, production, and manufacturing occupations	43	(4.4)	x	x	38 ^M	(8.2)	28 ^M	(6.1)	x	x	250	(6.3)
		Manual and other service occupations	62	(8.0)	37 ^M	(10.3)	44 ^M	(10.3)	x	x	x	x	235	(10.1)

Table 3.3a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational classification, Canada, provinces, and territories, 2012

	Participation in adult learning	ISCO occupational classification	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Alberta	Participated in adult learning	Managerial and professional occupations	75	(2.1)	7 ^M	(1.9)	20	(2.5)	47	(4.0)	26	(3.0)	298	(2.8)
		Service and support occupations	51	(3.5)	23 ^M	(6.2)	36 ^M	(7.7)	33 ^M	(7.3)	U	(4.5)	263	(6.6)
		Trade, production, and manufacturing occupations	58	(5.2)	U	(6.0)	33 ^M	(6.4)	40 ^M	(7.8)	U	(6.1)	273	(8.0)
		Manual and other service occupations	62	(6.5)	35 ^M	(10.9)	x	x	U	(10.8)	x	x	252	(11.4)
	Did not participate in adult learning	Managerial and professional occupations	25	(2.1)	12 ^M	(3.8)	30 ^M	(4.9)	43	(5.6)	15 ^M	(3.9)	281	(5.1)
		Service and support occupations	49	(3.5)	26 ^M	(4.9)	43	(6.9)	x	x	x	x	253	(5.3)
		Trade, production, and manufacturing occupations	42	(5.2)	29 ^M	(7.8)	40 ^M	(9.7)	x	x	x	x	248	(7.4)
		Manual and other service occupations	38 ^M	(6.5)	U	(15.7)	U	(16.3)	x	x	x	x	224	(11.0)
British Columbia	Participated in adult learning	Managerial and professional occupations	73	(2.3)	5 ^M	(1.5)	20	(2.6)	48	(3.8)	27	(3.6)	300	(2.6)
		Service and support occupations	56	(3.8)	15 ^M	(3.8)	34 ^M	(5.6)	38	(5.0)	13 ^M	(4.2)	274	(5.0)
		Trade, production, and manufacturing occupations	44	(4.9)	U	(7.3)	35 ^M	(10.2)	36 ^M	(9.5)	U	(5.6)	269	(7.5)
		Manual and other service occupations	53	(6.9)	U	(7.5)	x	x	37 ^M	(12.2)	x	x	274	(11.7)
	Did not participate in adult learning	Managerial and professional occupations	27	(2.3)	17 ^M	(3.8)	30 ^M	(5.3)	39	(5.9)	15 ^M	(4.3)	273	(5.9)
		Service and support occupations	44	(3.8)	32 ^M	(6.2)	39	(5.9)	27 ^M	(4.8)	U	(2.0)	244	(6.4)
		Trade, production, and manufacturing occupations	56	(4.9)	36 ^M	(7.1)	38 ^M	(7.4)	24 ^M	(6.6)	U	(2.2)	240	(8.2)
		Manual and other service occupations	47	(6.9)	57 ^M	(11.3)	35 ^M	(10.6)	x	x	x	x	209	(12.4)
Yukon	Participated in adult learning	Managerial and professional occupations	77	(3.7)	U	(3.4)	U	(7.4)	48 ^M	(10.2)	U	(10.1)	303	(11.6)
		Service and support occupations	47 ^M	(11.6)	U	(8.3)	40 ^M	(10.3)	33 ^M	(10.7)	U	(7.1)	265	(12.8)
		Trade, production, and manufacturing occupations	U	(12.7)	U	(10.1)	x	x	37 ^M	(11.2)	x	x	269	(12.8)
		Manual and other service occupations	U	(11.7)	U	(33.4)	U	(46.7)	x	x	x	x	250	(24.4)
	Did not participate in adult learning	Managerial and professional occupations	23	(3.7)	U	(4.5)	U	(18.5)	U	(19.4)	U	(5.2)	278	(12.1)
		Service and support occupations	53 ^M	(11.6)	x	x	U	(27.0)	U	(14.4)	x	x	240	(20.8)
		Trade, production, and manufacturing occupations	64 ^M	(12.7)	U	(28.3)	x	x	U	(18.6)	x	x	251	(19.4)
		Manual and other service occupations	67 ^M	(11.7)	U	(37.7)	U	(31.7)	x	x	x	x	234	(31.9)

Table 3.3a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational classification, Canada, provinces, and territories, 2012

	Participation in adult learning	ISCO occupational classification	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Northwest Territories	Participated in adult learning	Managerial and professional occupations	76	(2.7)	11 ^M	(3.0)	30	(4.3)	39	(4.4)	20 ^M	(3.9)	285	(5.0)
		Service and support occupations	51	(4.8)	29 ^M	(8.4)	39 ^M	(8.4)	25 ^M	(6.0)	U	(2.5)	252	(8.2)
		Trade, production, and manufacturing occupations	49	(4.2)	45 ^M	(10.1)	x	x	U	(7.8)	x	x	239	(11.7)
		Manual and other service occupations	49 ^M	(8.9)	38 ^M	(11.4)	35 ^M	(11.4)	x	x	x	x	242	(10.4)
	Did not participate in adult learning	Managerial and professional occupations	24	(2.7)	27 ^M	(8.8)	26 ^M	(6.0)	36 ^M	(8.2)	U	(5.1)	266	(9.7)
		Service and support occupations	49	(4.8)	48 ^M	(9.4)	34 ^M	(8.7)	x	x	x	x	226	(9.7)
		Trade, production, and manufacturing occupations	51	(4.2)	45 ^M	(12.4)	43 ^M	(13.0)	x	x	x	x	225	(12.0)
		Manual and other service occupations	51 ^M	(8.9)	82	(9.7)	U	(9.3)	x	x	x	x	193	(9.7)
Nunavut	Participated in adult learning	Managerial and professional occupations	58	(4.2)	22 ^M	(5.0)	35	(5.1)	33	(4.9)	11 ^M	(3.1)	266	(4.9)
		Service and support occupations	39	(4.1)	51	(7.1)	32 ^M	(8.2)	x	x	x	x	224	(7.6)
		Trade, production, and manufacturing occupations	39	(6.2)	47 ^M	(11.9)	x	x	x	x	-	-	219	(12.1)
		Manual and other service occupations	41 ^M	(7.7)	69 ^M	(11.6)	U	(9.5)	x	x	x	x	203	(13.4)
	Did not participate in adult learning	Managerial and professional occupations	42	(4.2)	47	(7.2)	31 ^M	(6.5)	U	(6.5)	U	(1.7)	228	(8.9)
		Service and support occupations	61	(4.1)	68	(5.3)	25 ^M	(5.1)	x	x	x	x	200	(6.0)
		Trade, production, and manufacturing occupations	61	(6.2)	71	(9.4)	U	(9.1)	x	x	x	x	197	(9.7)
		Manual and other service occupations	59	(7.7)	75	(8.6)	x	x	x	x	-	-	192	(11.3)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.3b

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational classification, Canada, provinces, and territories, 2012

	Participation in adult learning	ISCO occupational classification	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	Managerial and professional occupations	72	(0.7)	9	(0.7)	27	(1.2)	42	(1.3)	23	(0.9)	291	(1.0)
		Service and support occupations	54	(1.4)	25	(1.8)	38	(2.3)	30	(1.9)	7 ^M	(1.3)	257	(2.0)
		Trade, production, and manufacturing occupations	46	(1.4)	20	(2.0)	33	(2.5)	37	(2.8)	10 ^M	(1.8)	268	(2.3)
		Manual and other service occupations	43	(2.2)	36	(4.4)	34	(5.0)	24	(3.9)	6 ^M	(1.9)	244	(4.5)
	Did not participate in adult learning	Managerial and professional occupations	28	(0.7)	18	(1.3)	34	(1.6)	35	(1.8)	13	(1.3)	271	(1.8)
		Service and support occupations	46	(1.4)	39	(2.2)	37	(2.2)	20	(1.6)	3 ^M	(0.7)	239	(2.3)
		Trade, production, and manufacturing occupations	54	(1.4)	39	(2.0)	35	(2.0)	22	(1.8)	5 ^M	(1.0)	240	(2.5)
		Manual and other service occupations	57	(2.2)	51	(3.2)	35	(3.4)	13 ^M	(2.4)	U	(0.8)	219	(3.6)
Newfoundland and Labrador	Participated in adult learning	Managerial and professional occupations	69	(2.5)	11 ^M	(2.1)	29	(2.8)	40	(3.4)	20	(3.0)	286	(3.1)
		Service and support occupations	42	(3.7)	29 ^M	(4.9)	38	(5.6)	27 ^M	(4.8)	U	(2.7)	255	(4.9)
		Trade, production, and manufacturing occupations	43	(3.4)	30 ^M	(5.1)	41	(6.3)	22 ^M	(4.8)	U	(3.5)	251	(5.6)
		Manual and other service occupations	35	(4.7)	33 ^M	(9.8)	40 ^M	(12.2)	x	x	x	x	241	(9.2)
	Did not participate in adult learning	Managerial and professional occupations	31	(2.5)	22 ^M	(4.6)	31 ^M	(6.0)	35 ^M	(6.1)	12 ^M	(3.8)	269	(5.4)
		Service and support occupations	58	(3.7)	46	(4.3)	39	(4.1)	x	x	x	x	230	(3.8)
		Trade, production, and manufacturing occupations	57	(3.4)	47	(4.8)	38	(5.1)	x	x	x	x	229	(4.3)
		Manual and other service occupations	65	(4.7)	59	(7.9)	34 ^M	(8.2)	x	x	x	x	208	(8.1)
Prince Edward Island	Participated in adult learning	Managerial and professional occupations	78	(2.1)	9 ^M	(2.4)	29	(4.2)	42	(3.9)	20 ^M	(3.9)	289	(4.8)
		Service and support occupations	52	(4.1)	x	x	45 ^M	(9.2)	30 ^M	(8.4)	x	x	259	(6.9)
		Trade, production, and manufacturing occupations	42	(5.2)	U	(6.9)	39 ^M	(8.4)	33 ^M	(7.2)	U	(5.4)	271	(8.0)
		Manual and other service occupations	34 ^M	(6.8)	43 ^M	(13.1)	x	x	U	(12.0)	x	x	237	(10.7)
	Did not participate in adult learning	Managerial and professional occupations	22	(2.1)	U	(5.1)	34 ^M	(7.9)	39 ^M	(7.1)	U	(5.8)	280	(7.2)
		Service and support occupations	48	(4.1)	x	x	44 ^M	(7.7)	26 ^M	(6.6)	x	x	252	(7.7)
		Trade, production, and manufacturing occupations	58	(5.2)	38 ^M	(7.2)	32 ^M	(7.6)	x	x	x	x	240	(9.6)
		Manual and other service occupations	66	(6.8)	48 ^M	(8.4)	38 ^M	(7.7)	x	x	x	x	219	(9.6)

Table 3.3b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational classification, Canada, provinces, and territories, 2012

	Participation in adult learning	ISCO occupational classification	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Nova Scotia	Participated in adult learning	Managerial and professional occupations	77	(2.2)	10 ^M	(1.9)	25	(2.5)	41	(3.1)	24	(2.9)	292	(3.2)
		Service and support occupations	53	(3.0)	29 ^M	(4.9)	38 ^M	(6.3)	28 ^M	(5.1)	U	(2.5)	253	(4.9)
		Trade, production, and manufacturing occupations	55	(5.1)	23 ^M	(6.2)	38 ^M	(6.5)	27 ^M	(7.1)	U	(4.8)	264	(6.8)
		Manual and other service occupations	41	(6.2)	43 ^M	(10.1)	U	(9.8)	x	x	x	x	239	(12.7)
	Did not participate in adult learning	Managerial and professional occupations	23	(2.2)	21 ^M	(4.4)	33	(4.8)	34	(5.0)	12 ^M	(3.9)	268	(5.6)
		Service and support occupations	47	(3.0)	36	(5.8)	41	(6.1)	19 ^M	(5.6)	U	(2.3)	244	(4.9)
		Trade, production, and manufacturing occupations	45	(5.1)	41	(6.4)	37 ^M	(8.0)	x	x	x	x	236	(6.7)
		Manual and other service occupations	59	(6.2)	46	(7.3)	34 ^M	(7.9)	x	x	x	x	232	(7.5)
New Brunswick	Participated in adult learning	Managerial and professional occupations	69	(1.9)	9 ^M	(2.0)	30	(2.9)	43	(4.1)	18 ^M	(3.0)	286	(2.9)
		Service and support occupations	50	(3.6)	22 ^M	(4.2)	39	(5.0)	33	(5.1)	U	(3.0)	261	(4.6)
		Trade, production, and manufacturing occupations	36	(3.4)	x	x	39 ^M	(8.0)	32 ^M	(6.4)	x	x	254	(6.4)
		Manual and other service occupations	33	(5.5)	48 ^M	(13.8)	x	x	U	(8.3)	x	x	231	(10.9)
	Did not participate in adult learning	Managerial and professional occupations	31	(1.9)	23 ^M	(4.3)	39	(4.8)	28	(4.2)	9 ^M	(2.9)	260	(4.8)
		Service and support occupations	50	(3.6)	41	(4.7)	41	(5.6)	x	x	x	x	233	(3.5)
		Trade, production, and manufacturing occupations	64	(3.4)	41	(4.5)	36	(4.7)	x	x	x	x	237	(4.5)
		Manual and other service occupations	67	(5.5)	45	(6.8)	29 ^M	(7.9)	x	x	x	x	233	(7.4)
Quebec	Participated in adult learning	Managerial and professional occupations	66	(1.3)	7	(0.8)	27	(1.4)	44	(1.4)	22	(1.3)	291	(1.1)
		Service and support occupations	46	(1.8)	20	(2.4)	41	(3.0)	32	(2.7)	7 ^M	(1.4)	261	(2.6)
		Trade, production, and manufacturing occupations	38	(1.9)	24	(3.4)	35	(3.9)	33	(3.3)	9 ^M	(2.2)	262	(3.8)
		Manual and other service occupations	34	(3.0)	34 ^M	(6.7)	36 ^M	(6.3)	22 ^M	(5.5)	U	(3.9)	249	(6.3)
	Did not participate in adult learning	Managerial and professional occupations	34	(1.3)	17	(1.7)	38	(2.3)	37	(2.1)	8	(1.2)	268	(1.7)
		Service and support occupations	54	(1.8)	36	(3.1)	40	(3.0)	20	(2.2)	U	(1.1)	242	(2.8)
		Trade, production, and manufacturing occupations	62	(1.9)	33	(2.7)	39	(2.9)	23	(2.5)	5 ^M	(1.4)	245	(2.8)
		Manual and other service occupations	66	(3.0)	48	(4.7)	36	(5.2)	x	x	x	x	226	(4.3)

Table 3.3b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational classification, Canada, provinces, and territories, 2012

	Participation in adult learning	ISCO occupational classification	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Ontario	Participated in adult learning	Managerial and professional occupations	72	(1.1)	9	(1.2)	26	(1.9)	42	(2.2)	23	(1.8)	292	(1.8)
		Service and support occupations	58	(2.7)	24	(3.4)	40	(4.1)	30	(3.2)	7 ^M	(2.0)	258	(3.4)
		Trade, production, and manufacturing occupations	48	(2.8)	19 ^M	(3.7)	31	(4.7)	39	(5.6)	U	(3.9)	271	(4.5)
		Manual and other service occupations	41	(4.8)	41 ^M	(8.4)	37 ^M	(8.9)	x	x	x	x	236	(8.5)
	Did not participate in adult learning	Managerial and professional occupations	28	(1.1)	16	(2.4)	34	(3.0)	34	(3.4)	16 ^M	(2.7)	276	(3.0)
		Service and support occupations	42	(2.7)	40	(4.3)	35	(4.3)	22	(3.4)	U	(1.4)	238	(4.6)
		Trade, production, and manufacturing occupations	52	(2.8)	42	(4.3)	31	(4.4)	21 ^M	(3.9)	U	(2.6)	237	(5.1)
		Manual and other service occupations	59	(4.8)	48	(7.0)	38 ^M	(6.9)	x	x	x	x	220	(7.1)
Manitoba	Participated in adult learning	Managerial and professional occupations	77	(2.2)	9 ^M	(2.2)	27	(2.8)	43	(4.4)	21 ^M	(3.5)	289	(3.6)
		Service and support occupations	57	(3.4)	24 ^M	(4.8)	39	(5.7)	25 ^M	(5.9)	U	(4.3)	260	(6.5)
		Trade, production, and manufacturing occupations	49	(4.2)	22 ^M	(6.9)	37 ^M	(7.6)	31 ^M	(6.8)	U	(5.0)	265	(7.9)
		Manual and other service occupations	43	(6.4)	41 ^M	(13.0)	x	x	U	(10.8)	x	x	235	(18.0)
	Did not participate in adult learning	Managerial and professional occupations	23	(2.2)	21 ^M	(4.8)	31 ^M	(6.5)	40	(6.1)	U	(3.6)	267	(5.6)
		Service and support occupations	43	(3.4)	36 ^M	(6.3)	36 ^M	(6.6)	25 ^M	(5.5)	U	(2.5)	239	(7.2)
		Trade, production, and manufacturing occupations	51	(4.2)	39 ^M	(7.2)	36 ^M	(8.0)	22 ^M	(7.0)	U	(3.2)	236	(7.6)
		Manual and other service occupations	57	(6.4)	42 ^M	(11.9)	x	x	U	(9.7)	x	x	226	(15.5)
Saskatchewan	Participated in adult learning	Managerial and professional occupations	73	(2.4)	9 ^M	(2.0)	27	(3.8)	44	(4.6)	20	(3.1)	288	(3.1)
		Service and support occupations	63	(3.8)	27 ^M	(5.1)	36 ^M	(6.6)	30 ^M	(5.7)	U	(3.1)	255	(5.1)
		Trade, production, and manufacturing occupations	57	(4.4)	21 ^M	(5.1)	36 ^M	(6.9)	37 ^M	(6.7)	U	(4.0)	264	(5.7)
		Manual and other service occupations	38 ^M	(8.0)	43 ^M	(13.4)	x	x	U	(12.2)	x	x	236	(14.4)
	Did not participate in adult learning	Managerial and professional occupations	27	(2.4)	18 ^M	(5.3)	34 ^M	(6.2)	39	(6.1)	U	(3.3)	268	(5.4)
		Service and support occupations	37	(3.8)	38 ^M	(6.8)	38 ^M	(6.8)	x	x	x	x	241	(6.6)
		Trade, production, and manufacturing occupations	43	(4.4)	37 ^M	(7.1)	32 ^M	(6.8)	23 ^M	(6.4)	U	(3.7)	245	(7.7)
		Manual and other service occupations	62	(8.0)	48 ^M	(10.2)	42 ^M	(10.4)	U	(7.7)	-	-	220	(11.4)

Table 3.3b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational classification, Canada, provinces, and territories, 2012

	Participation in adult learning	ISCO occupational classification	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Alberta	Participated in adult learning	Managerial and professional occupations	75	(2.1)	11 ^M	(2.1)	26	(3.2)	38	(3.2)	25	(2.6)	291	(3.0)
		Service and support occupations	51	(3.5)	34 ^M	(6.6)	33 ^M	(7.9)	28 ^M	(6.9)	U	(3.1)	248	(7.3)
		Trade, production, and manufacturing occupations	58	(5.2)	U	(6.4)	28 ^M	(7.7)	42 ^M	(8.2)	U	(5.2)	271	(8.1)
		Manual and other service occupations	62	(6.5)	40 ^M	(11.6)	x	x	U	(11.0)	x	x	244	(13.4)
	Did not participate in adult learning	Managerial and professional occupations	25	(2.1)	15 ^M	(4.2)	33 ^M	(6.0)	36	(5.7)	15 ^M	(3.9)	275	(5.2)
		Service and support occupations	49	(3.5)	40 ^M	(6.6)	39	(6.3)	x	x	x	x	238	(6.7)
		Trade, production, and manufacturing occupations	42	(5.2)	38 ^M	(8.9)	33 ^M	(9.9)	x	x	x	x	243	(8.5)
		Manual and other service occupations	38 ^M	(6.5)	62 ^M	(14.8)	x	x	x	x	-	-	211	(14.5)
British Columbia	Participated in adult learning	Managerial and professional occupations	73	(2.3)	8 ^M	(1.9)	26	(3.7)	44	(3.6)	22	(2.6)	292	(2.8)
		Service and support occupations	56	(3.8)	27 ^M	(4.5)	33	(5.3)	32 ^M	(6.0)	U	(4.4)	256	(6.3)
		Trade, production, and manufacturing occupations	44	(4.9)	U	(6.0)	35 ^M	(9.1)	36 ^M	(9.1)	U	(5.5)	271	(7.7)
		Manual and other service occupations	53	(6.9)	U	(8.5)	U	(13.8)	x	x	x	x	265	(10.2)
	Did not participate in adult learning	Managerial and professional occupations	27	(2.3)	22 ^M	(4.3)	29 ^M	(5.3)	33 ^M	(6.0)	17 ^M	(4.5)	268	(6.7)
		Service and support occupations	44	(3.8)	41 ^M	(7.2)	34 ^M	(6.8)	21 ^M	(4.8)	U	(2.0)	235	(7.2)
		Trade, production, and manufacturing occupations	56	(4.9)	41 ^M	(7.5)	36 ^M	(7.6)	21 ^M	(6.3)	U	(2.8)	235	(8.3)
		Manual and other service occupations	47	(6.9)	65	(10.1)	x	x	U	(5.1)	x	x	189	(17.1)
Yukon	Participated in adult learning	Managerial and professional occupations	77	(3.7)	U	(4.0)	U	(9.1)	41 ^M	(9.9)	23 ^M	(7.5)	291	(9.0)
		Service and support occupations	47 ^M	(11.6)	U	(10.3)	45 ^M	(9.9)	U	(8.1)	U	(5.0)	249	(10.7)
		Trade, production, and manufacturing occupations	U	(12.7)	x	x	36 ^M	(9.7)	39 ^M	(12.0)	x	x	265	(10.5)
		Manual and other service occupations	U	(11.7)	U	(45.8)	U	(32.0)	x	x	x	x	229 ^M	(45.1)
	Did not participate in adult learning	Managerial and professional occupations	23	(3.7)	U	(19.1)	U	(23.9)	U	(23.6)	U	(3.7)	260	(17.8)
		Service and support occupations	53 ^M	(11.6)	x	x	U	(20.6)	U	(17.3)	x	x	227	(21.8)
		Trade, production, and manufacturing occupations	64 ^M	(12.7)	x	x	U	(20.8)	U	(16.7)	x	x	234	(26.2)
		Manual and other service occupations	67 ^M	(11.7)	U	(35.8)	U	(30.4)	x	x	x	x	212	(30.7)

Table 3.3b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational classification, Canada, provinces, and territories, 2012

	Participation in adult learning	ISCO occupational classification	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Northwest Territories	Participated in adult learning	Managerial and professional occupations	76	(2.7)	20 ^M	(4.9)	29	(3.9)	34	(4.0)	17 ^M	(3.2)	274	(6.6)
		Service and support occupations	51	(4.8)	42 ^M	(8.7)	36 ^M	(8.5)	x	x	x	x	235	(8.0)
		Trade, production, and manufacturing occupations	49	(4.2)	48 ^M	(9.6)	x	x	U	(7.5)	x	x	233	(12.3)
		Manual and other service occupations	49 ^M	(8.9)	57 ^M	(10.7)	U	(10.8)	x	x	x	x	223	(13.5)
	Did not participate in adult learning	Managerial and professional occupations	24	(2.7)	32 ^M	(7.8)	31 ^M	(8.3)	28 ^M	(7.9)	U	(4.5)	252	(8.8)
		Service and support occupations	49	(4.8)	58	(7.7)	28 ^M	(7.4)	x	x	x	x	212	(12.0)
		Trade, production, and manufacturing occupations	51	(4.2)	58 ^M	(11.6)	U	(10.9)	x	x	x	x	218	(11.0)
		Manual and other service occupations	51 ^M	(8.9)	87	(7.3)	U	(7.3)	x	x	x	x	174	(11.7)
Nunavut	Participated in adult learning	Managerial and professional occupations	58	(4.2)	31	(4.9)	33	(5.4)	27	(4.4)	9 ^M	(2.1)	251	(5.5)
		Service and support occupations	39	(4.1)	70	(6.2)	20 ^M	(6.5)	x	x	x	x	199	(8.8)
		Trade, production, and manufacturing occupations	39	(6.2)	60 ^M	(11.3)	x	x	x	x	-	-	207	(11.8)
		Manual and other service occupations	41 ^M	(7.7)	78	(9.2)	x	x	x	x	x	x	183	(14.9)
	Did not participate in adult learning	Managerial and professional occupations	42	(4.2)	59	(7.0)	26 ^M	(7.3)	x	x	x	x	210	(8.4)
		Service and support occupations	61	(4.1)	79	(4.4)	16 ^M	(4.1)	x	x	x	x	179	(6.5)
		Trade, production, and manufacturing occupations	61	(6.2)	83	(8.7)	U	(8.0)	x	x	x	x	183	(9.4)
		Manual and other service occupations	59	(7.7)	83	(8.4)	U	(6.3)	x	x	x	x	175	(12.8)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.3c

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational classification, Canada, provinces, and territories, 2012

	ISCO occupational classification	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Canada	Managerial and professional occupations	6	(0.4)	40	(1.1)	54	(1.1)	16	(1.1)	50	(1.7)	34	(1.7)
	Service and support occupations	14	(1.1)	52	(1.9)	34	(1.7)	27	(1.7)	54	(1.9)	19	(1.6)
	Trade, production, and manufacturing occupations	20	(1.8)	51	(2.3)	29	(2.2)	35	(1.5)	53	(1.9)	11	(1.5)
	Manual and other service occupations	22	(2.8)	54	(3.7)	24	(3.6)	44	(2.6)	49	(3.2)	7 ^M	(1.8)
Newfoundland and Labrador	Managerial and professional occupations	9	(1.4)	38	(3.0)	53	(3.0)	20 ^M	(3.8)	52	(6.5)	28 ^M	(6.1)
	Service and support occupations	24 ^M	(4.2)	45	(5.5)	32 ^M	(5.4)	29	(3.3)	61	(4.6)	10 ^M	(3.2)
	Trade, production, and manufacturing occupations	32	(4.8)	50	(5.8)	18 ^M	(5.3)	47	(4.1)	45	(4.5)	U	(2.7)
	Manual and other service occupations	31 ^M	(7.8)	50 ^M	(9.9)	U	(9.0)	52	(6.8)	x	x	x	x
Prince Edward Island	Managerial and professional occupations	10 ^M	(2.0)	46	(3.7)	44	(4.1)	18 ^M	(4.4)	44	(7.1)	38 ^M	(6.8)
	Service and support occupations	9 ^M	(3.1)	63	(6.8)	28 ^M	(6.7)	17 ^M	(5.1)	64	(7.4)	19 ^M	(6.1)
	Trade, production, and manufacturing occupations	20 ^M	(5.5)	51 ^M	(9.8)	29 ^M	(8.7)	46	(6.3)	46	(7.2)	U	(4.6)
	Manual and other service occupations	31 ^M	(10.1)	50 ^M	(12.6)	U	(10.0)	44 ^M	(8.6)	46	(7.3)	U	(4.5)
Nova Scotia	Managerial and professional occupations	6 ^M	(1.0)	34	(2.9)	60	(2.9)	10 ^M	(2.8)	54	(6.1)	36	(5.7)
	Service and support occupations	12 ^M	(2.9)	51	(4.9)	36	(4.9)	19 ^M	(4.1)	59	(5.3)	22 ^M	(4.6)
	Trade, production, and manufacturing occupations	26 ^M	(4.8)	46	(6.5)	28 ^M	(5.9)	32 ^M	(6.0)	53	(6.7)	16 ^M	(5.1)
	Manual and other service occupations	19 ^M	(5.9)	57 ^M	(10.5)	U	(10.6)	34 ^M	(7.6)	49 ^M	(8.8)	U	(6.6)
New Brunswick	Managerial and professional occupations	7 ^M	(1.4)	42	(4.2)	51	(4.3)	20 ^M	(3.5)	50	(5.2)	31 ^M	(5.1)
	Service and support occupations	16 ^M	(3.2)	47	(5.6)	37	(4.9)	28	(3.8)	56	(4.5)	15 ^M	(3.7)
	Trade, production, and manufacturing occupations	26 ^M	(5.4)	54	(7.0)	20 ^M	(6.1)	51	(4.0)	41	(4.2)	U	(3.5)
	Manual and other service occupations	x	x	61 ^M	(12.0)	x	x	42	(6.0)	41 ^M	(7.7)	U	(7.0)
Quebec	Managerial and professional occupations	7	(0.7)	44	(1.5)	49	(1.4)	15	(1.4)	55	(2.1)	30	(2.1)
	Service and support occupations	13	(1.5)	56	(2.7)	31	(2.4)	24	(2.1)	59	(2.5)	18	(2.1)
	Trade, production, and manufacturing occupations	19 ^M	(3.3)	55	(3.9)	26	(3.3)	28	(2.2)	60	(2.6)	13 ^M	(2.2)
	Manual and other service occupations	17 ^M	(4.1)	58	(5.8)	25 ^M	(5.0)	38	(3.8)	55	(4.0)	U	(2.3)

Table 3.3c (cont'd)

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational classification, Canada, provinces, and territories, 2012

	ISCO occupational classification	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Ontario	Managerial and professional occupations	5	(0.7)	40	(2.1)	55	(2.1)	15	(2.3)	48	(3.5)	38	(3.3)
	Service and support occupations	10 ^M	(1.7)	54	(3.4)	36	(3.1)	28	(3.8)	53	(4.3)	19 ^M	(3.7)
	Trade, production, and manufacturing occupations	21	(2.7)	49	(4.2)	30	(4.2)	37	(2.9)	51	(3.8)	11 ^M	(3.4)
	Manual and other service occupations	32 ^M	(7.4)	47 ^M	(8.2)	21 ^M	(6.8)	47	(6.4)	46	(7.0)	U	(4.1)
Manitoba	Managerial and professional occupations	12 ^M	(2.3)	37	(2.9)	50	(3.1)	23 ^M	(4.7)	48	(6.9)	30 ^M	(6.4)
	Service and support occupations	23 ^M	(4.9)	46	(6.7)	31 ^M	(5.8)	32	(4.5)	42	(5.6)	26 ^M	(5.2)
	Trade, production, and manufacturing occupations	23 ^M	(5.6)	50	(7.3)	27 ^M	(6.3)	42	(6.1)	50	(5.9)	U	(4.1)
	Manual and other service occupations	U	(10.0)	50 ^M	(11.4)	U	(10.6)	43 ^M	(8.9)	45 ^M	(10.1)	U	(7.5)
Saskatchewan	Managerial and professional occupations	4 ^M	(1.1)	46	(3.6)	51	(3.6)	9 ^M	(2.8)	61	(7.1)	30 ^M	(6.4)
	Service and support occupations	15 ^M	(3.3)	53	(5.7)	32 ^M	(5.4)	27 ^M	(6.4)	55	(7.0)	18 ^M	(5.7)
	Trade, production, and manufacturing occupations	U	(3.8)	68	(6.0)	22 ^M	(5.1)	27 ^M	(5.9)	58	(7.2)	U	(5.6)
	Manual and other service occupations	U	(10.2)	57 ^M	(12.1)	U	(10.1)	39 ^M	(8.4)	56	(8.9)	U	(3.7)
Alberta	Managerial and professional occupations	8 ^M	(1.8)	37	(3.4)	55	(3.3)	13 ^M	(3.3)	50	(5.5)	37	(5.4)
	Service and support occupations	U	(5.3)	51	(5.7)	34 ^M	(6.4)	22 ^M	(4.5)	56	(6.6)	22 ^M	(6.1)
	Trade, production, and manufacturing occupations	19 ^M	(6.1)	50	(7.6)	32 ^M	(7.2)	x	x	59	(8.5)	x	x
	Manual and other service occupations	U	(8.2)	62 ^M	(11.7)	U	(10.5)	x	x	52 ^M	(13.1)	x	x
British Columbia	Managerial and professional occupations	6 ^M	(1.3)	36	(3.2)	58	(3.3)	21 ^M	(4.1)	47	(5.9)	32	(5.2)
	Service and support occupations	22 ^M	(4.9)	43	(5.2)	35	(5.5)	31 ^M	(5.7)	50	(6.4)	19 ^M	(5.2)
	Trade, production, and manufacturing occupations	25 ^M	(6.9)	44 ^M	(7.9)	31 ^M	(7.3)	41 ^M	(6.9)	47	(6.8)	U	(5.3)
	Manual and other service occupations	U	(2.7)	53 ^M	(12.6)	41 ^M	(12.5)	57 ^M	(10.1)	40 ^M	(10.1)	U	(2.2)
Yukon	Managerial and professional occupations	U	(1.0)	47 ^M	(9.7)	51 ^M	(9.8)	U	(4.2)	U	(23.2)	U	(22.8)
	Service and support occupations	U	(4.6)	63 ^M	(11.4)	U	(11.5)	U	(5.4)	63 ^M	(12.3)	U	(11.9)
	Trade, production, and manufacturing occupations	U	(5.0)	59 ^M	(12.2)	U	(12.5)	x	x	U	(23.4)	x	x
	Manual and other service occupations	U	(29.4)	x	x	x	x	x	x	U	(32.1)	x	x

Table 3.3c (cont'd)

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and ISCO occupational classification, Canada, provinces, and territories, 2012

	ISCO occupational classification	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Northwest Territories	Managerial and professional occupations	7 ^M	(1.8)	46	(5.3)	47	(5.3)	U	(5.4)	53	(7.7)	31 ^M	(6.2)
	Service and support occupations	14 ^M	(3.3)	63	(7.4)	23 ^M	(7.2)	34 ^M	(6.6)	51	(7.7)	15 ^M	(5.1)
	Trade, production, and manufacturing occupations	37 ^M	(9.3)	42 ^M	(11.0)	U	(9.9)	51 ^M	(8.5)	x	x	x	x
	Manual and other service occupations	40 ^M	(11.1)	41 ^M	(11.9)	U	(9.7)	70	(9.0)	x	x	x	x
Nunavut	Managerial and professional occupations	21 ^M	(4.8)	46	(5.9)	33 ^M	(5.7)	50	(6.0)	40	(6.4)	U	(3.9)
	Service and support occupations	42 ^M	(7.3)	47	(7.6)	U	(4.3)	61	(6.2)	x	x	x	x
	Trade, production, and manufacturing occupations	52 ^M	(9.3)	x	x	x	x	64	(7.3)	36 ^M	(7.3)	-	-
	Manual and other service occupations	49 ^M	(10.9)	x	x	x	x	64	(8.2)	x	x	x	x

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.3d

Percentage distribution and proportion of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by educational attainment and ISCO occupational classification, Canada, provinces, and territories, 2012

	ISCO occupational classification	Less than high-school diploma				High-school diploma				Postsecondary education – below bachelor's degree				Postsecondary education – bachelor's degree or higher			
		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning	
				%	SE			%	SE			%	SE			%	SE
Canada	Managerial and professional occupations	4	(0.3)	40	(3.7)	14	(0.5)	56	(2.2)	36	(0.5)	70	(1.2)	46	(0.5)	80	(1.0)
	Service and support occupations	14	(0.9)	34	(3.3)	29	(1.0)	47	(2.4)	40	(1.0)	60	(2.1)	17	(0.9)	66	(2.7)
	Trade, production, and manufacturing occupations	21	(1.0)	29	(3.1)	28	(1.2)	43	(3.1)	45	(1.3)	56	(1.8)	6	(0.6)	50	(5.5)
	Manual and other service occupations	29	(1.9)	38	(3.7)	36	(2.2)	38	(4.6)	29	(1.9)	54	(4.4)	7	(1.0)	36 ^M	(6.7)
Newfoundland and Labrador	Managerial and professional occupations	5 ^M	(1.2)	U	(14.8)	10	(1.3)	50	(8.3)	44	(1.7)	67	(3.7)	41	(1.7)	78	(3.5)
	Service and support occupations	19	(2.0)	23 ^M	(6.6)	30	(2.7)	37 ^M	(6.3)	43	(2.6)	46	(5.0)	8 ^M	(1.9)	x	x
	Trade, production, and manufacturing occupations	28	(3.0)	29 ^M	(6.8)	x	x	31 ^M	(7.3)	54	(2.9)	54	(4.6)	x	x	x	x
	Manual and other service occupations	43	(6.0)	U	(7.6)	36	(4.9)	40 ^M	(9.0)	x	x	56 ^M	(14.1)	x	x	x	x
Prince Edward Island	Managerial and professional occupations	U	(1.1)	x	x	10 ^M	(1.8)	55 ^M	(9.8)	43	(1.9)	74	(3.7)	44	(1.9)	89	(2.6)
	Service and support occupations	12 ^M	(2.4)	60 ^M	(13.5)	33	(3.6)	38 ^M	(7.2)	47	(3.5)	59	(5.4)	9 ^M	(2.0)	51 ^M	(14.8)
	Trade, production, and manufacturing occupations	23	(3.3)	31 ^M	(9.0)	33	(3.6)	40 ^M	(8.1)	36	(4.0)	48 ^M	(8.8)	U	(2.6)	x	x
	Manual and other service occupations	30	(4.5)	U	(11.0)	46	(5.1)	42 ^M	(12.2)	x	x	U	(10.6)	x	x	-	-
Nova Scotia	Managerial and professional occupations	5 ^M	(1.0)	41 ^M	(11.0)	11	(1.3)	56	(6.4)	38	(1.5)	75	(4.0)	47	(1.6)	87	(2.2)
	Service and support occupations	14	(2.0)	44 ^M	(9.2)	31	(2.4)	50	(4.8)	47	(2.5)	58	(4.7)	8	(1.3)	54 ^M	(12.5)
	Trade, production, and manufacturing occupations	18	(2.9)	38 ^M	(10.2)	27	(3.4)	43 ^M	(8.6)	49	(4.3)	66	(5.9)	U	(2.2)	64 ^M	(18.9)
	Manual and other service occupations	37	(4.9)	45 ^M	(9.9)	35	(4.7)	33 ^M	(7.5)	24 ^M	(4.3)	51 ^M	(11.0)	U	(1.7)	x	x
New Brunswick	Managerial and professional occupations	5 ^M	(0.8)	41 ^M	(11.3)	17	(1.5)	54	(5.8)	36	(1.8)	60	(3.3)	43	(1.6)	87	(2.3)
	Service and support occupations	13	(1.6)	23 ^M	(6.0)	33	(2.7)	47	(5.6)	46	(2.8)	55	(4.8)	8 ^M	(1.7)	77	(11.8)
	Trade, production, and manufacturing occupations	25	(2.6)	19 ^M	(5.3)	x	x	37 ^M	(6.9)	47	(3.7)	44	(5.7)	x	x	x	x
	Manual and other service occupations	26	(3.9)	26 ^M	(8.2)	44	(5.7)	28 ^M	(7.3)	x	x	44 ^M	(11.8)	x	x	x	x

Table 3.3d (cont'd)

Percentage distribution and proportion of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by educational attainment and ISCO occupational classification, Canada, provinces, and territories, 2012

	ISCO occupational classification	Less than high-school diploma				High-school diploma				Postsecondary education – below bachelor's degree				Postsecondary education – bachelor's degree or higher			
		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning	
				%	SE			%	SE			%	SE			%	SE
Quebec	Managerial and professional occupations	5	(0.5)	44	(5.2)	12	(0.7)	45	(2.9)	38	(0.8)	63	(1.9)	46	(0.7)	77	(1.5)
	Service and support occupations	16	(1.3)	31	(4.1)	27	(1.6)	36	(3.4)	45	(1.6)	54	(2.5)	12	(1.0)	59	(4.9)
	Trade, production, and manufacturing occupations	23	(1.4)	27	(3.6)	24	(1.3)	31	(3.8)	49	(1.6)	44	(2.7)	4 ^M	(0.8)	64	(8.0)
	Manual and other service occupations	34	(3.3)	26 ^M	(4.6)	26	(3.0)	29 ^M	(6.4)	35	(2.7)	44	(5.3)	4 ^M	(1.2)	57 ^M	(13.2)
Ontario	Managerial and professional occupations	3 ^M	(0.4)	41 ^M	(8.5)	15	(1.0)	52	(4.1)	34	(1.1)	73	(1.9)	49	(0.8)	79	(1.3)
	Service and support occupations	11	(1.6)	37 ^M	(7.0)	27	(1.7)	48	(4.7)	41	(2.0)	64	(4.5)	20	(1.5)	70	(4.4)
	Trade, production, and manufacturing occupations	19	(2.3)	25 ^M	(5.9)	30	(2.6)	48	(5.9)	42	(3.1)	59	(3.9)	8 ^M	(1.5)	43 ^M	(8.9)
	Manual and other service occupations	21 ^M	(3.9)	39 ^M	(8.8)	45	(4.7)	40 ^M	(8.2)	25	(4.0)	51 ^M	(10.1)	9 ^M	(2.3)	U	(6.9)
Manitoba	Managerial and professional occupations	7 ^M	(1.4)	40 ^M	(8.5)	16	(1.4)	63	(6.8)	36	(1.5)	76	(3.4)	41	(1.8)	89	(2.6)
	Service and support occupations	17	(2.6)	31 ^M	(10.3)	32	(2.6)	59	(5.5)	33	(3.2)	60	(6.3)	17 ^M	(3.2)	74	(9.2)
	Trade, production, and manufacturing occupations	27	(2.9)	31 ^M	(8.7)	27	(3.9)	49	(7.9)	40	(4.4)	58	(6.1)	U	(2.0)	63 ^M	(20.3)
	Manual and other service occupations	34 ^M	(6.0)	40 ^M	(12.8)	35 ^M	(5.9)	44 ^M	(13.8)	x	x	U	(13.6)	x	x	x	x
Saskatchewan	Managerial and professional occupations	7 ^M	(1.3)	U	(10.1)	17	(1.6)	64	(5.6)	36	(1.9)	74	(3.4)	40	(1.7)	84	(3.1)
	Service and support occupations	17 ^M	(2.8)	53 ^M	(10.5)	34	(3.0)	56	(7.6)	35	(3.5)	70	(5.8)	15 ^M	(2.7)	75	(8.2)
	Trade, production, and manufacturing occupations	19	(3.1)	45 ^M	(10.3)	32	(3.5)	54	(6.7)	46	(3.8)	63	(6.1)	U	(1.7)	x	x
	Manual and other service occupations	41	(6.8)	U	(8.0)	45	(6.7)	46 ^M	(12.4)	x	x	U	(21.0)	x	x	x	x
Alberta	Managerial and professional occupations	5 ^M	(1.0)	50 ^M	(12.0)	17	(1.3)	73	(5.7)	36	(1.6)	72	(3.6)	43	(1.4)	82	(2.6)
	Service and support occupations	17	(2.8)	U	(8.6)	30	(3.4)	52	(7.6)	36	(3.7)	60	(5.6)	17	(2.7)	58	(9.3)
	Trade, production, and manufacturing occupations	22	(3.4)	43 ^M	(10.0)	27	(4.4)	50 ^M	(9.3)	46	(3.9)	70	(7.8)	U	(1.7)	62 ^M	(20.2)
	Manual and other service occupations	30 ^M	(7.9)	72 ^M	(15.2)	29 ^M	(6.9)	U	(14.5)	33 ^M	(8.2)	70 ^M	(12.9)	U	(3.6)	x	x

Table 3.3d (cont'd)

Percentage distribution and proportion of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by educational attainment and ISCO occupational classification, Canada, provinces, and territories, 2012

	ISCO occupational classification	Less than high-school diploma				High-school diploma				Postsecondary education – below bachelor's degree				Postsecondary education – bachelor's degree or higher			
		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning	
				%	SE			%	SE			%	SE			%	SE
British Columbia	Managerial and professional occupations	4 ^M	(0.9)	U	(10.1)	15	(1.5)	63	(7.2)	39	(1.6)	74	(3.9)	42	(1.9)	80	(3.3)
	Service and support occupations	13 ^M	(2.4)	44 ^M	(14.6)	31	(3.2)	47 ^M	(7.9)	35	(2.8)	63	(5.7)	22	(3.1)	63	(7.2)
	Trade, production, and manufacturing occupations	15 ^M	(3.5)	U	(12.9)	33	(4.6)	36 ^M	(7.2)	42	(4.6)	59	(7.1)	10 ^M	(2.6)	U	(15.7)
	Manual and other service occupations	30 ^M	(6.3)	U	(17.4)	30 ^M	(5.9)	48 ^M	(12.9)	30 ^M	(7.5)	75	(11.4)	10 ^M	(3.1)	U	(14.8)
Yukon	Managerial and professional occupations	U	(1.2)	U	(14.3)	19 ^M	(4.5)	U	(22.5)	43	(4.5)	75	(8.7)	35	(3.2)	92	(3.4)
	Service and support occupations	19 ^M	(6.1)	39 ^M	(12.3)	U	(11.7)	54 ^M	(11.8)	30 ^M	(6.6)	61	(5.8)	U	(15.9)	x	x
	Trade, production, and manufacturing occupations	U	(7.8)	U	(13.7)	x	x	U	(17.9)	34 ^M	(10.8)	60 ^M	(14.7)	x	x	-	-
	Manual and other service occupations	U	(13.0)	U	(40.7)	U	(23.6)	U	(41.6)	x	x	U	(18.6)	x	x	-	-
Northwest Territories	Managerial and professional occupations	10 ^M	(1.7)	72	(9.0)	18	(2.0)	64	(8.7)	36	(2.5)	73	(6.0)	36	(2.7)	86	(2.5)
	Service and support occupations	30	(3.2)	37 ^M	(8.8)	28	(2.3)	51 ^M	(11.2)	36	(3.3)	63	(7.6)	U	(2.5)	51 ^M	(11.5)
	Trade, production, and manufacturing occupations	35	(5.0)	47 ^M	(9.5)	x	x	60 ^M	(18.8)	47	(5.7)	43	(6.6)	x	x	x	x
	Manual and other service occupations	68	(4.2)	40 ^M	(10.9)	16 ^M	(3.4)	62 ^M	(17.0)	x	x	x	x	x	x	x	x
Nunavut	Managerial and professional occupations	26	(2.6)	28 ^M	(8.0)	12 ^M	(2.2)	48 ^M	(12.0)	38	(2.3)	68	(6.3)	23	(1.4)	82	(6.2)
	Service and support occupations	59	(2.9)	32	(4.4)	18	(2.8)	41 ^M	(10.4)	x	x	55 ^M	(9.5)	x	x	x	x
	Trade, production, and manufacturing occupations	55	(5.0)	34 ^M	(7.3)	10 ^M	(3.2)	x	x	36	(5.4)	45 ^M	(10.4)	-	-	-	-
	Manual and other service occupations	76	(6.6)	39 ^M	(7.8)	x	x	U	(16.5)	x	x	x	x	-	-	-	-

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.3e

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and National Occupational Classification, Canada, provinces, and territories, 2012

	National Occupational Classification	Participated in adult learning						Did not participate in adult learning					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE			Average score	SE	Average score	SE
Canada	Management	67	(1.4)	300	(1.8)	295	(2.0)	33	(1.4)	273	(3.1)	271	(3.9)
	Business, finance, and administration	67	(1.2)	291	(1.9)	283	(2.1)	33	(1.2)	274	(2.6)	263	(2.7)
	Natural and applied sciences	73	(1.7)	305	(2.1)	308	(2.2)	27	(1.7)	282	(4.2)	287	(4.3)
	Health	85	(1.6)	285	(2.9)	274	(3.7)	15	(1.6)	265	(5.3)	254	(6.5)
	Social science, education, government, religion	80	(1.3)	298	(2.2)	287	(2.2)	20	(1.3)	270	(3.4)	259	(4.2)
	Art, culture, recreation, sports	66	(4.3)	304	(3.9)	288	(5.1)	34	(4.3)	290	(5.6)	283	(5.1)
	Sales and services	54	(1.4)	273	(1.9)	262	(2.3)	46	(1.4)	246	(2.1)	237	(2.5)
	Trades, transport, equipment operations	53	(1.7)	265	(2.3)	265	(2.6)	47	(1.7)	244	(2.7)	242	(3.0)
	Primary industry	59	(5.1)	275	(6.7)	272	(7.5)	41	(5.1)	249	(7.4)	239	(7.1)
	Processing, manufacturing, utilities	50	(2.9)	272	(4.6)	269	(4.7)	50	(2.9)	235	(4.4)	232	(4.6)
Newfoundland and Labrador	Management	72	(5.5)	302	(7.5)	297	(8.7)	28 ^M	(5.5)	274	(10.1)	265	(11.3)
	Business, finance, and administration	63	(5.0)	289	(4.9)	275	(4.8)	37	(5.0)	282	(6.1)	275	(6.9)
	Natural and applied sciences	76	(6.4)	304	(5.7)	304	(8.1)	24 ^M	(6.4)	287	(11.0)	284	(13.3)
	Health	80	(6.4)	288	(5.9)	270	(7.2)	20 ^M	(6.4)	263	(19.0)	249	(21.1)
	Social science, education, government, religion	70	(4.5)	291	(5.3)	277	(5.5)	30	(4.5)	254	(11.3)	240	(12.5)
	Art, culture, recreation, sports	66 ^M	(17.9)	299	(9.6)	287	(13.8)	U	(17.9)	305	(16.7)	294	(15.4)
	Sales and services	44	(5.4)	273	(6.2)	261	(6.8)	56	(5.4)	247	(5.0)	232	(5.4)
	Trades, transport, equipment operations	59	(4.1)	258	(5.5)	250	(6.1)	41	(4.1)	238	(7.0)	228	(7.9)
	Primary industry	36 ^M	(8.3)	256	(14.8)	251	(15.6)	64	(8.3)	246	(9.0)	232	(9.6)
	Processing, manufacturing, utilities	57	(7.8)	255	(9.1)	235	(12.0)	43 ^M	(7.8)	233	(14.5)	225	(16.6)

Table 3.3e (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and National Occupational Classification, Canada, provinces, and territories, 2012

	National Occupational Classification	Participated in adult learning						Did not participate in adult learning					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE			Average score	SE	Average score	SE
Prince Edward Island	Management	65	(6.8)	308	(7.3)	295	(9.3)	35 ^M	(6.8)	270	(11.1)	272	(13.3)
	Business, finance, and administration	60	(5.2)	293	(6.4)	280	(6.3)	40	(5.2)	284	(7.9)	274	(8.4)
	Natural and applied sciences	x	x	304	(8.9)	300	(11.4)	x	x	x	x	x	x
	Health	93	(2.9)	290	(6.8)	275	(8.1)	U	(2.9)	247	(14.5)	240	(15.6)
	Social science, education, government, religion	86	(3.7)	303	(6.0)	294	(7.0)	14 ^M	(3.7)	292	(11.0)	275	(13.9)
	Art, culture, recreation, sports	x	x	x	x	x	x	x	x	x	x	x	x
	Sales and services	55	(5.8)	266	(8.9)	249	(8.4)	45	(5.8)	259	(8.5)	248	(8.3)
	Trades, transport, equipment operations	45	(6.3)	269	(10.3)	266	(11.0)	55	(6.3)	252	(8.4)	247	(11.3)
	Primary industry	U	(12.8)	273	(18.2)	259	(18.4)	70 ^M	(12.8)	236	(15.9)	223	(16.4)
	Processing, manufacturing, utilities	48 ^M	(10.9)	281	(14.8)	269	(17.1)	52 ^M	(10.9)	235	(17.4)	218	(21.5)
Nova Scotia	Management	72	(4.3)	301	(6.8)	293	(7.7)	28	(4.3)	273	(9.1)	267	(9.8)
	Business, finance, and administration	66	(4.0)	297	(5.5)	284	(6.6)	34	(4.0)	278	(7.1)	265	(8.2)
	Natural and applied sciences	90	(4.0)	302	(7.5)	299	(8.8)	U	(4.0)	294	(30.3)	304	(33.3)
	Health	87	(3.8)	284	(5.9)	272	(7.1)	13 ^M	(3.8)	283	(12.9)	265	(16.9)
	Social science, education, government, religion	82	(3.4)	300	(4.6)	289	(5.0)	18 ^M	(3.4)	274	(10.9)	259	(11.5)
	Art, culture, recreation, sports	66	(9.6)	300	(11.4)	287	(13.7)	34 ^M	(9.6)	284	(14.4)	283	(16.8)
	Sales and services	57	(4.2)	269	(5.0)	256	(5.6)	43	(4.2)	255	(6.6)	240	(6.7)
	Trades, transport, equipment operations	60	(4.8)	268	(6.1)	263	(7.0)	40	(4.8)	245	(7.2)	242	(7.7)
	Primary industry	40 ^M	(11.6)	266	(15.1)	260	(17.2)	60 ^M	(11.6)	233	(26.8)	225	(28.5)
	Processing, manufacturing, utilities	63	(7.9)	271	(10.0)	265	(12.5)	37 ^M	(7.9)	265	(15.2)	250	(18.3)

Table 3.3e (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and National Occupational Classification, Canada, provinces, and territories, 2012

	National Occupational Classification	Participated in adult learning						Did not participate in adult learning					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE			Average score	SE	Average score	SE
New Brunswick	Management	67	(4.6)	299	(7.2)	290	(7.6)	33	(4.6)	275	(7.3)	271	(9.3)
	Business, finance, and administration	58	(4.0)	292	(5.1)	277	(5.8)	42	(4.0)	259	(5.7)	243	(5.8)
	Natural and applied sciences	60	(9.0)	307	(7.3)	309	(8.4)	40 ^M	(9.0)	274	(16.3)	267	(18.0)
	Health	84	(3.6)	287	(6.2)	272	(7.2)	16 ^M	(3.6)	257	(12.2)	239	(12.3)
	Social science, education, government, religion	78	(4.0)	299	(4.2)	286	(4.8)	22 ^M	(4.0)	261	(11.8)	248	(12.6)
	Art, culture, recreation, sports	64 ^M	(14.5)	309	(13.8)	280	(13.1)	U	(14.5)	276	(19.0)	251	(23.3)
	Sales and services	52	(4.5)	280	(5.3)	264	(5.4)	48	(4.5)	258	(4.6)	242	(5.1)
	Trades, transport, equipment operations	42	(4.8)	258	(7.0)	254	(7.6)	58	(4.8)	250	(6.4)	246	(6.5)
	Primary industry	U	(11.1)	259	(22.5)	253	(23.2)	73	(11.1)	247	(15.3)	233	(16.2)
	Processing, manufacturing, utilities	34 ^M	(8.6)	266	(12.3)	254	(16.2)	66	(8.6)	233	(9.0)	225	(8.8)
Quebec	Management	63	(2.4)	298	(2.7)	296	(2.8)	37	(2.4)	266	(4.5)	269	(4.3)
	Business, finance, and administration	63	(2.2)	292	(2.4)	286	(2.5)	37	(2.2)	267	(3.6)	259	(3.7)
	Natural and applied sciences	71	(2.8)	304	(3.3)	308	(3.2)	29	(2.8)	278	(4.9)	280	(5.3)
	Health	80	(2.5)	282	(3.8)	274	(3.9)	20	(2.5)	262	(7.3)	252	(7.5)
	Social science, education, government, religion	73	(2.2)	297	(2.6)	286	(2.6)	27	(2.2)	274	(3.4)	264	(3.6)
	Art, culture, recreation, sports	61	(5.0)	302	(5.5)	293	(4.8)	39	(5.0)	285	(6.9)	280	(7.1)
	Sales and services	46	(1.9)	270	(2.8)	267	(3.0)	54	(1.9)	245	(3.2)	240	(3.3)
	Trades, transport, equipment operations	43	(2.6)	258	(3.7)	261	(3.9)	57	(2.6)	248	(3.0)	251	(3.3)
	Primary industry	33 ^M	(6.7)	281	(8.2)	279	(9.7)	67	(6.7)	258	(9.3)	253	(10.2)
	Processing, manufacturing, utilities	38	(3.7)	268	(6.8)	269	(7.4)	62	(3.7)	243	(5.2)	239	(5.1)

Table 3.3e (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and National Occupational Classification, Canada, provinces, and territories, 2012

	National Occupational Classification	Participated in adult learning						Did not participate in adult learning					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE			Average score	SE	Average score	SE
Ontario	Management	68	(2.3)	302	(3.2)	297	(3.7)	32	(2.3)	282	(5.3)	278	(5.9)
	Business, finance, and administration	68	(2.6)	289	(3.5)	281	(3.9)	32	(2.6)	277	(4.8)	263	(5.1)
	Natural and applied sciences	67	(3.2)	306	(3.8)	311	(3.7)	33	(3.2)	284	(7.0)	291	(7.1)
	Health	86	(3.5)	284	(6.2)	272	(7.4)	14 ^M	(3.5)	267	(11.5)	255	(12.9)
	Social science, education, government, religion	84	(2.4)	299	(3.6)	287	(3.7)	16	(2.4)	264	(8.5)	253	(9.8)
	Art, culture, recreation, sports	62	(8.3)	303	(6.8)	287	(8.8)	38 ^M	(8.3)	297	(9.5)	288	(9.5)
	Sales and services	59	(2.7)	275	(3.6)	263	(4.1)	41	(2.7)	249	(4.1)	239	(5.1)
	Trades, transport, equipment operations	57	(3.4)	268	(4.8)	269	(5.4)	43	(3.4)	248	(5.1)	245	(5.8)
	Primary industry	46 ^M	(13.6)	264	(17.4)	256	(24.0)	54 ^M	(13.6)	259	(17.1)	244	(14.4)
	Processing, manufacturing, utilities	56	(5.4)	271	(7.1)	267	(8.0)	44	(5.4)	225	(8.3)	221	(8.9)
Manitoba	Management	67	(4.8)	301	(5.2)	298	(6.5)	33	(4.8)	277	(10.7)	267	(9.8)
	Business, finance, and administration	73	(4.2)	291	(5.9)	282	(6.4)	27	(4.2)	278	(8.3)	272	(8.6)
	Natural and applied sciences	82	(6.0)	310	(7.5)	315	(7.2)	18 ^M	(6.0)	279	(14.1)	278	(17.0)
	Health	88	(4.1)	289	(6.4)	275	(7.8)	12 ^M	(4.1)	259	(17.2)	250	(21.4)
	Social science, education, government, religion	81	(4.0)	296	(5.0)	282	(6.4)	19 ^M	(4.0)	261	(15.3)	245	(16.3)
	Art, culture, recreation, sports	79	(11.2)	298	(11.3)	281	(15.0)	U	(11.2)	301	(29.1)	298	(25.2)
	Sales and services	54	(4.2)	272	(6.6)	260	(8.4)	46	(4.2)	242	(8.2)	227	(8.5)
	Trades, transport, equipment operations	54	(6.3)	264	(5.8)	260	(7.2)	46	(6.3)	243	(7.6)	237	(9.1)
	Primary industry	U	(8.0)	293	(30.0)	288	(27.6)	86	(8.0)	205	(33.4)	201 ^M	(38.3)
	Processing, manufacturing, utilities	57	(7.7)	273	(16.0)	258	(20.6)	43 ^M	(7.7)	256	(12.0)	250	(12.9)

Table 3.3e (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and National Occupational Classification, Canada, provinces, and territories, 2012

	National Occupational Classification	Participated in adult learning						Did not participate in adult learning					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE			Average score	SE	Average score	SE
Saskatchewan	Management	62	(4.5)	299	(5.7)	294	(6.6)	38	(4.5)	280	(6.7)	278	(8.0)
	Business, finance, and administration	65	(4.6)	293	(5.8)	285	(6.4)	35	(4.6)	276	(7.1)	264	(8.7)
	Natural and applied sciences	91	(4.0)	302	(11.4)	307	(9.7)	U	(4.0)	269	(38.2)	266 ^M	(48.0)
	Health	84	(4.6)	279	(8.4)	266	(9.0)	16 ^M	(4.6)	258	(15.4)	247	(16.0)
	Social science, education, government, religion	77	(4.6)	298	(6.3)	287	(6.5)	23 ^M	(4.6)	274	(10.0)	267	(13.0)
	Art, culture, recreation, sports	75	(11.6)	289	(13.0)	265	(14.3)	U	(11.6)	284	(27.6)	260	(26.0)
	Sales and services	58	(4.8)	267	(6.5)	256	(6.6)	42	(4.8)	243	(8.8)	234	(10.1)
	Trades, transport, equipment operations	62	(5.0)	260	(5.9)	258	(6.5)	38	(5.0)	245	(8.9)	241	(9.4)
	Primary industry	90	(5.8)	257	(8.8)	264	(9.4)	U	(5.8)	232	(34.1)	220	(36.5)
	Processing, manufacturing, utilities	40 ^M	(13.0)	273	(19.3)	269	(23.4)	60 ^M	(13.0)	230	(14.1)	216	(15.2)
Alberta	Management	68	(4.5)	298	(5.6)	290	(6.7)	32	(4.5)	266	(9.3)	267	(9.8)
	Business, finance, and administration	66	(4.9)	296	(4.5)	286	(5.9)	34	(4.9)	281	(8.7)	269	(9.1)
	Natural and applied sciences	83	(3.9)	306	(5.4)	306	(6.5)	17 ^M	(3.9)	294	(12.1)	302	(12.2)
	Health	88	(5.1)	291	(9.8)	277	(9.8)	U	(5.1)	274	(23.5)	266	(29.4)
	Social science, education, government, religion	76	(4.7)	297	(8.8)	290	(8.5)	24 ^M	(4.7)	271	(9.2)	259	(12.6)
	Art, culture, recreation, sports	77 ^M	(13.1)	311	(12.4)	286	(23.5)	U	(13.1)	282	(15.5)	278	(14.5)
	Sales and services	55	(4.9)	260	(7.1)	247	(8.9)	45	(4.9)	249	(7.0)	237	(7.3)
	Trades, transport, equipment operations	68	(5.1)	271	(8.0)	270	(8.3)	32	(5.1)	250	(9.1)	243	(11.6)
	Primary industry	x	x	275	(10.6)	272	(12.3)	x	x	x	x	x	x
	Processing, manufacturing, utilities	56 ^M	(12.2)	276	(13.5)	279	(15.1)	44 ^M	(12.2)	231	(18.9)	236	(22.1)

Table 3.3e (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and National Occupational Classification, Canada, provinces, and territories, 2012

	National Occupational Classification	Participated in adult learning						Did not participate in adult learning					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE			Average score	SE	Average score	SE
British Columbia	Management	69	(5.4)	303	(5.3)	295	(5.8)	31 ^M	(5.4)	264	(14.0)	259	(17.0)
	Business, finance, and administration	75	(4.5)	292	(5.8)	280	(6.8)	25 ^M	(4.5)	272	(10.6)	262	(12.5)
	Natural and applied sciences	79	(6.5)	301	(6.9)	303	(7.8)	21 ^M	(6.5)	270	(16.9)	271	(26.4)
	Health	88	(5.5)	289	(9.1)	279	(9.7)	U	(5.5)	266	(32.8)	250 ^M	(43.4)
	Social science, education, government, religion	87	(4.1)	299	(6.1)	287	(6.4)	13 ^M	(4.1)	286	(22.4)	279	(30.6)
	Art, culture, recreation, sports	74	(11.5)	306	(14.2)	290	(12.7)	U	(11.5)	286	(26.0)	279	(27.1)
	Sales and services	55	(4.6)	281	(5.4)	267	(6.2)	45	(4.6)	239	(7.1)	232	(8.7)
	Trades, transport, equipment operations	44	(5.9)	260	(7.4)	264	(8.0)	56	(5.9)	230	(9.6)	225	(9.6)
	Primary industry	65 ^M	(16.9)	305	(32.6)	305	(22.6)	U	(16.9)	239	(19.8)	240	(24.7)
	Processing, manufacturing, utilities	51 ^M	(11.5)	281	(18.8)	283	(15.1)	49 ^M	(11.5)	255	(9.5)	253	(16.8)
Yukon	Management	90	(5.6)	318	(19.7)	309	(16.7)	U	(5.6)	279	(15.1)	271	(15.7)
	Business, finance, and administration	66 ^M	(18.2)	293	(17.4)	278	(13.0)	U	(18.2)	286	(24.2)	274	(23.8)
	Natural and applied sciences	91	(5.7)	320	(9.4)	320	(10.3)	U	(5.7)	304	(34.4)	291	(38.6)
	Health	U	(41.1)	319	(22.7)	307	(18.9)	U	(41.1)	259	(31.6)	217 ^M	(50.2)
	Social science, education, government, religion	77 ^M	(14.9)	296	(11.0)	277	(11.4)	U	(14.9)	242 ^M	(45.7)	231 ^M	(50.5)
	Art, culture, recreation, sports	x	x	272	(27.8)	264	(25.1)	x	x	x	x	x	x
	Sales and services	64	(6.7)	265	(17.7)	245	(19.5)	36 ^M	(6.7)	251	(22.2)	235	(21.9)
	Trades, transport, equipment operations	U	(15.5)	265	(16.6)	264	(12.9)	65 ^M	(15.5)	247	(21.8)	227	(30.0)
	Primary industry	x	x	268	(37.7)	256	(39.9)	x	x	x	x	x	x
	Processing, manufacturing, utilities	x	x	263	(39.3)	250	(39.1)	x	x	x	x	x	x

Table 3.3e (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and National Occupational Classification, Canada, provinces, and territories, 2012

	National Occupational Classification	Participated in adult learning						Did not participate in adult learning					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE			Average score	SE	Average score	SE
Northwest Territories	Management	76	(4.4)	286	(7.1)	279	(8.7)	24 ^M	(4.4)	255	(19.8)	246	(21.4)
	Business, finance, and administration	68	(4.8)	273	(9.3)	259	(12.0)	32	(4.8)	273	(13.7)	255	(12.3)
	Natural and applied sciences	81	(9.8)	303	(10.6)	302	(12.2)	U	(9.8)	273	(31.6)	270	(28.9)
	Health	x	x	285	(10.1)	267	(11.4)	x	x	x	x	x	x
	Social science, education, government, religion	87	(3.6)	278	(7.4)	266	(9.6)	13 ^M	(3.6)	271	(16.4)	261	(17.4)
	Art, culture, recreation, sports	x	x	299	(22.6)	288	(20.7)	x	x	x	x	x	x
	Sales and services	48	(5.5)	249	(10.5)	230	(11.9)	52	(5.5)	210	(12.1)	193	(15.6)
	Trades, transport, equipment operations	54	(5.0)	239	(11.3)	231	(12.9)	46	(5.0)	227	(13.5)	227	(13.6)
	Primary industry	x	x	220	(28.6)	214	(30.0)	x	x	-	-	-	-
	Processing, manufacturing, utilities	x	x	258	(17.9)	254	(18.7)	x	x	-	-	-	-
Nunavut	Management	63	(8.3)	282	(8.0)	271	(8.6)	37 ^M	(8.3)	268	(16.4)	254	(18.4)
	Business, finance, and administration	59	(5.8)	252	(9.5)	233	(9.7)	41	(5.8)	240	(8.5)	225	(9.9)
	Natural and applied sciences	66 ^M	(11.6)	268	(17.7)	263	(19.5)	U	(11.6)	229 ^M	(46.9)	223 ^M	(46.5)
	Health	75	(10.6)	244	(24.8)	234	(26.1)	U	(10.6)	222	(28.0)	198	(28.2)
	Social science, education, government, religion	60	(6.1)	271	(6.8)	256	(7.7)	40	(6.1)	193	(14.3)	179	(13.5)
	Art, culture, recreation, sports	U	(17.8)	193	(24.0)	167 ^M	(29.6)	59 ^M	(17.8)	201	(21.8)	185	(26.7)
	Sales and services	42	(6.2)	212	(9.5)	192	(9.8)	58	(6.2)	201	(9.8)	185	(9.0)
	Trades, transport, equipment operations	44	(6.6)	217	(13.3)	206	(13.7)	56	(6.6)	204	(10.5)	193	(10.0)
	Primary industry	x	x	x	x	x	x	-	-	-	-	-	-
	Processing, manufacturing, utilities	x	x	x	x	x	x	-	-	-	-	-	-

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.4a

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and firm size, Canada, provinces, and territories, 2012

	Participation in adult learning	Firm size	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	1 to 10 people	53	(1.6)	11	(1.5)	30	(2.5)	41	(2.5)	18	(1.9)	284	(2.0)
		11 to 50 people	67	(1.3)	10	(1.0)	30	(1.5)	42	(1.8)	18	(1.5)	284	(1.6)
		51 to 250 people	69	(1.2)	11	(1.3)	28	(1.8)	42	(1.9)	19	(1.9)	285	(1.8)
		More than 250 people	79	(1.1)	8	(1.0)	22	(1.9)	46	(2.5)	24	(1.6)	295	(1.6)
	Did not participate in adult learning	1 to 10 people	47	(1.6)	27	(2.0)	41	(2.4)	27	(1.9)	6 ^M	(1.2)	253	(2.2)
		11 to 50 people	33	(1.3)	25	(2.3)	38	(2.5)	29	(2.3)	7 ^M	(1.3)	256	(2.6)
		51 to 250 people	31	(1.2)	25	(2.5)	36	(3.2)	33	(2.8)	6 ^M	(1.5)	258	(2.3)
		More than 250 people	21	(1.1)	20	(2.8)	36	(3.1)	32	(3.1)	11 ^M	(2.0)	265	(3.3)
Newfoundland and Labrador	Participated in adult learning	1 to 10 people	46	(3.7)	U	(3.9)	36 ^M	(6.1)	42 ^M	(7.2)	U	(4.2)	278	(5.2)
		11 to 50 people	65	(3.4)	12 ^M	(3.1)	33	(4.0)	39	(4.8)	16 ^M	(3.6)	281	(3.7)
		51 to 250 people	71	(4.4)	15 ^M	(4.1)	31 ^M	(6.2)	35	(5.7)	19 ^M	(5.6)	280	(6.2)
		More than 250 people	79	(3.1)	U	(3.0)	26 ^M	(5.0)	47	(6.3)	21 ^M	(5.0)	293	(4.6)
	Did not participate in adult learning	1 to 10 people	54	(3.7)	29	(4.7)	40	(5.3)	24 ^M	(4.4)	U	(2.9)	251	(5.2)
		11 to 50 people	35	(3.4)	26 ^M	(5.1)	43 ^M	(7.3)	x	x	x	x	253	(5.4)
		51 to 250 people	29	(4.4)	U	(10.5)	x	x	35 ^M	(10.5)	x	x	261	(10.1)
		More than 250 people	21	(3.1)	U	(8.3)	43 ^M	(10.0)	x	x	x	x	267	(8.9)
Prince Edward Island	Participated in adult learning	1 to 10 people	49	(5.0)	U	(5.9)	33 ^M	(9.8)	42 ^M	(9.4)	16 ^M	(5.2)	283	(7.3)
		11 to 50 people	70	(3.7)	U	(3.7)	32 ^M	(6.3)	42	(6.3)	17 ^M	(5.2)	284	(6.3)
		51 to 250 people	72	(4.6)	x	x	20 ^M	(5.1)	55	(6.4)	x	x	300	(4.7)
		More than 250 people	90	(3.4)	x	x	x	x	49	(7.2)	26 ^M	(6.9)	299	(6.2)
	Did not participate in adult learning	1 to 10 people	51	(5.0)	22 ^M	(6.0)	39 ^M	(7.2)	31 ^M	(8.4)	U	(4.6)	259	(7.7)
		11 to 50 people	30	(3.7)	U	(7.6)	35 ^M	(9.3)	35 ^M	(9.8)	U	(5.0)	263	(8.5)
		51 to 250 people	28	(4.6)	x	x	39 ^M	(11.8)	34 ^M	(10.0)	x	x	267	(9.9)
		More than 250 people	U	(3.4)	x	x	x	x	x	x	x	x	279	(13.6)
Nova Scotia	Participated in adult learning	1 to 10 people	61	(4.0)	13 ^M	(3.7)	33	(4.7)	33 ^M	(6.2)	21 ^M	(4.6)	283	(4.7)
		11 to 50 people	72	(2.6)	9 ^M	(2.6)	29	(4.1)	43	(4.3)	19 ^M	(3.9)	287	(4.1)
		51 to 250 people	78	(3.2)	U	(3.9)	32 ^M	(6.1)	40	(5.6)	18 ^M	(4.8)	284	(4.7)
		More than 250 people	77	(3.1)	U	(2.7)	23 ^M	(4.6)	45	(5.7)	26 ^M	(5.1)	297	(4.1)
	Did not participate in adult learning	1 to 10 people	39	(4.0)	25 ^M	(7.2)	45 ^M	(8.4)	22 ^M	(5.4)	U	(3.9)	255	(6.1)
		11 to 50 people	28	(2.6)	x	x	44 ^M	(9.3)	29 ^M	(7.9)	x	x	256	(6.1)
		51 to 250 people	22	(3.2)	x	x	45 ^M	(12.1)	U	(7.7)	x	x	258	(8.0)
		More than 250 people	23	(3.1)	x	x	37 ^M	(10.5)	41 ^M	(11.3)	x	x	277	(8.9)

Table 3.4a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and firm size, Canada, provinces, and territories, 2012

	Participation in adult learning	Firm size	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
New Brunswick	Participated in adult learning	1 to 10 people	49	(4.1)	U	(6.2)	33 ^M	(7.1)	38 ^M	(7.1)	U	(5.5)	280	(6.5)
		11 to 50 people	58	(3.3)	11 ^M	(2.8)	29	(4.1)	43	(4.4)	17 ^M	(3.8)	284	(4.3)
		51 to 250 people	67	(3.7)	U	(2.2)	32	(5.1)	43	(5.7)	19 ^M	(4.5)	289	(4.0)
		More than 250 people	74	(3.7)	U	(2.4)	24 ^M	(5.0)	51	(7.7)	19 ^M	(6.1)	294	(4.6)
	Did not participate in adult learning	1 to 10 people	51	(4.1)	x	x	44	(6.8)	29 ^M	(6.0)	x	x	253	(4.8)
		11 to 50 people	42	(3.3)	19 ^M	(4.2)	44	(5.7)	31 ^M	(5.8)	U	(3.5)	261	(4.9)
		51 to 250 people	33	(3.7)	x	x	41 ^M	(7.4)	24 ^M	(5.4)	x	x	249	(6.1)
		More than 250 people	26	(3.7)	x	x	33 ^M	(9.0)	42 ^M	(9.5)	x	x	256	(7.7)
Quebec	Participated in adult learning	1 to 10 people	44	(2.2)	13 ^M	(2.9)	33	(3.7)	40	(3.6)	13 ^M	(2.6)	277	(3.6)
		11 to 50 people	57	(1.8)	12	(1.8)	29	(2.5)	41	(2.9)	18	(1.9)	283	(2.1)
		51 to 250 people	63	(1.8)	9 ^M	(1.6)	28	(2.2)	43	(2.4)	20	(2.2)	288	(2.6)
		More than 250 people	72	(1.6)	8 ^M	(1.5)	22	(2.5)	46	(3.2)	24	(2.6)	295	(2.4)
	Did not participate in adult learning	1 to 10 people	56	(2.2)	29	(3.2)	41	(3.3)	26	(3.5)	4 ^M	(1.4)	250	(3.0)
		11 to 50 people	43	(1.8)	25	(2.9)	42	(3.0)	28	(2.7)	6 ^M	(1.3)	256	(2.7)
		51 to 250 people	37	(1.8)	24	(3.0)	40	(3.7)	31	(3.5)	5 ^M	(1.7)	257	(2.9)
		More than 250 people	28	(1.6)	19 ^M	(3.4)	34	(5.0)	36	(4.9)	11 ^M	(2.6)	269	(3.7)
Ontario	Participated in adult learning	1 to 10 people	55	(3.0)	9 ^M	(2.5)	31	(4.2)	39	(5.3)	21 ^M	(4.3)	287	(3.9)
		11 to 50 people	69	(2.4)	7 ^M	(1.7)	32	(3.2)	46	(3.9)	14 ^M	(2.9)	285	(2.9)
		51 to 250 people	67	(2.4)	11 ^M	(2.4)	30	(3.3)	41	(3.9)	18 ^M	(3.2)	283	(3.3)
		More than 250 people	81	(1.8)	9 ^M	(1.8)	21	(2.8)	45	(3.8)	25	(2.8)	295	(2.9)
	Did not participate in adult learning	1 to 10 people	45	(3.0)	24 ^M	(4.0)	40	(5.0)	28 ^M	(4.8)	U	(2.9)	257	(5.0)
		11 to 50 people	31	(2.4)	22 ^M	(4.1)	38	(5.4)	31 ^M	(5.5)	U	(3.5)	263	(4.8)
		51 to 250 people	33	(2.4)	28 ^M	(5.1)	32 ^M	(6.0)	35	(5.3)	U	(2.5)	256	(4.7)
		More than 250 people	19	(1.8)	19 ^M	(5.0)	40	(6.2)	29 ^M	(6.6)	12 ^M	(3.9)	264	(6.3)
Manitoba	Participated in adult learning	1 to 10 people	54	(4.5)	U	(4.0)	37 ^M	(7.2)	39 ^M	(7.2)	U	(5.2)	281	(5.5)
		11 to 50 people	68	(4.2)	11 ^M	(3.3)	29 ^M	(5.7)	42	(5.1)	18 ^M	(4.6)	284	(4.6)
		51 to 250 people	77	(3.9)	U	(4.0)	26 ^M	(5.2)	38	(6.2)	24 ^M	(5.4)	289	(5.7)
		More than 250 people	82	(2.6)	U	(3.1)	25 ^M	(4.9)	44	(6.5)	24 ^M	(6.2)	295	(5.4)
	Did not participate in adult learning	1 to 10 people	46	(4.5)	35 ^M	(7.3)	33 ^M	(7.3)	28 ^M	(5.8)	U	(3.1)	242	(8.7)
		11 to 50 people	32	(4.2)	31 ^M	(7.4)	32 ^M	(8.8)	26 ^M	(7.5)	U	(5.0)	252	(9.6)
		51 to 250 people	23 ^M	(3.9)	x	x	42 ^M	(13.1)	U	(10.0)	x	x	252	(9.0)
		More than 250 people	18	(2.6)	U	(13.2)	x	x	U	(11.6)	x	x	254	(11.3)

Table 3.4a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and firm size, Canada, provinces, and territories, 2012

	Participation in adult learning	Firm size	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Saskatchewan	Participated in adult learning	1 to 10 people	59	(5.0)	U	(4.2)	35 ^M	(6.8)	44	(6.7)	U	(3.9)	275	(4.6)
		11 to 50 people	69	(3.1)	13 ^M	(4.0)	30 ^M	(5.1)	45	(5.5)	11 ^M	(3.1)	278	(4.1)
		51 to 250 people	75	(3.9)	17 ^M	(4.5)	26 ^M	(5.0)	36	(5.4)	21 ^M	(4.9)	280	(6.9)
		More than 250 people	82	(4.0)	U	(3.0)	21 ^M	(5.0)	50	(7.0)	23 ^M	(6.5)	297	(5.6)
	Did not participate in adult learning	1 to 10 people	41	(5.0)	x	x	39 ^M	(7.8)	35 ^M	(7.0)	x	x	257	(8.0)
		11 to 50 people	31	(3.1)	29 ^M	(7.5)	37 ^M	(7.6)	28 ^M	(6.9)	U	(3.1)	251	(7.4)
		51 to 250 people	25	(3.9)	28 ^M	(8.4)	x	x	35 ^M	(9.6)	x	x	263	(8.2)
		More than 250 people	18 ^M	(4.0)	U	(13.0)	x	x	U	(13.8)	x	x	259	(14.0)
Alberta	Participated in adult learning	1 to 10 people	58	(5.0)	U	(4.4)	U	(8.5)	44 ^M	(7.3)	21 ^M	(6.0)	289	(6.8)
		11 to 50 people	74	(4.1)	15 ^M	(4.0)	27 ^M	(5.4)	36 ^M	(6.1)	22 ^M	(4.3)	283	(4.9)
		51 to 250 people	75	(4.8)	16 ^M	(4.5)	27 ^M	(5.8)	42	(6.7)	15 ^M	(4.7)	279	(5.9)
		More than 250 people	86	(3.1)	U	(2.5)	21 ^M	(5.1)	49	(6.8)	26 ^M	(5.0)	300	(3.8)
	Did not participate in adult learning	1 to 10 people	42	(5.0)	22 ^M	(7.0)	45 ^M	(8.3)	24 ^M	(8.0)	U	(4.4)	258	(7.4)
		11 to 50 people	26	(4.1)	22 ^M	(6.2)	35 ^M	(7.6)	36 ^M	(7.4)	U	(4.5)	264	(6.8)
		51 to 250 people	25 ^M	(4.8)	U	(6.0)	x	x	43 ^M	(12.7)	x	x	275	(8.1)
		More than 250 people	14 ^M	(3.1)	U	(12.2)	x	x	U	(13.0)	x	x	266	(13.4)
British Columbia	Participated in adult learning	1 to 10 people	58	(5.0)	U	(4.4)	25 ^M	(5.4)	44	(5.8)	19 ^M	(4.9)	286	(5.6)
		11 to 50 people	71	(3.2)	U	(3.9)	30 ^M	(6.1)	39 ^M	(7.0)	22 ^M	(5.1)	287	(4.7)
		51 to 250 people	79	(3.5)	U	(3.7)	24 ^M	(5.3)	47	(5.7)	21 ^M	(5.5)	292	(4.6)
		More than 250 people	80	(4.1)	U	(3.7)	27 ^M	(8.2)	47 ^M	(8.8)	20 ^M	(5.2)	291	(5.5)
	Did not participate in adult learning	1 to 10 people	42	(5.0)	30 ^M	(7.7)	39 ^M	(8.4)	28 ^M	(6.9)	U	(2.0)	248	(6.8)
		11 to 50 people	29	(3.2)	38 ^M	(8.8)	37 ^M	(9.2)	20 ^M	(5.6)	U	(3.6)	235	(9.5)
		51 to 250 people	21 ^M	(3.5)	U	(8.8)	U	(13.4)	U	(12.8)	U	(8.9)	260	(9.2)
		More than 250 people	20 ^M	(4.1)	x	x	U	(13.0)	U	(12.7)	x	x	260	(18.2)
Yukon	Participated in adult learning	1 to 10 people	56 ^M	(10.2)	U	(6.4)	21 ^M	(6.8)	40 ^M	(11.6)	U	(12.9)	291	(14.9)
		11 to 50 people	78	(11.8)	U	(3.4)	U	(12.8)	55 ^M	(13.5)	U	(10.6)	293	(14.0)
		51 to 250 people	73 ^M	(19.8)	U	(4.3)	U	(9.7)	U	(19.2)	U	(27.5)	315	(25.4)
		More than 250 people	x	x	x	x	x	x	U	(32.4)	x	x	312	(15.4)
	Did not participate in adult learning	1 to 10 people	44 ^M	(10.2)	U	(21.5)	x	x	U	(18.3)	x	x	252	(20.4)
		11 to 50 people	U	(11.8)	x	x	U	(38.3)	U	(25.1)	x	x	252	(31.1)
		51 to 250 people	U	(19.8)	U	(33.1)	x	x	x	x	-	-	280 ^M	(55.2)
		More than 250 people	x	x	x	x	-	-	x	x	x	x	x	x

Table 3.4a (cont'd)

Literacy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and firm size, Canada, provinces, and territories, 2012

	Participation in adult learning	Firm size	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Northwest Territories	Participated in adult learning	1 to 10 people	65	(3.1)	29 ^M	(5.8)	37	(6.0)	24 ^M	(5.4)	U	(4.1)	257	(7.6)
		11 to 50 people	72	(3.4)	15 ^M	(4.5)	33 ^M	(6.3)	36 ^M	(6.3)	17 ^M	(3.8)	277	(6.3)
		51 to 250 people	78	(4.8)	U	(6.9)	24 ^M	(7.0)	42 ^M	(9.0)	19 ^M	(6.2)	283	(7.8)
		More than 250 people	83	(8.1)	U	(12.8)	U	(12.3)	x	x	x	x	273	(16.3)
	Did not participate in adult learning	1 to 10 people	35	(3.1)	35 ^M	(6.7)	33 ^M	(7.8)	x	x	x	x	246	(9.2)
		11 to 50 people	28	(3.4)	52 ^M	(11.4)	30 ^M	(9.0)	x	x	x	x	220	(13.1)
		51 to 250 people	22 ^M	(4.8)	45 ^M	(13.6)	U	(14.2)	x	x	x	x	235	(15.7)
		More than 250 people	U	(8.1)	x	x	x	x	x	x	x	x	265	(16.3)
Nunavut	Participated in adult learning	1 to 10 people	53	(4.7)	42 ^M	(8.5)	36 ^M	(8.2)	U	(5.7)	U	(2.3)	234	(9.2)
		11 to 50 people	55	(4.1)	28 ^M	(5.6)	39 ^M	(6.6)	25 ^M	(4.8)	U	(3.7)	253	(5.7)
		51 to 250 people	65	(9.9)	U	(9.1)	U	(8.0)	34 ^M	(10.4)	U	(7.3)	268	(11.6)
		More than 250 people	70 ^M	(13.3)	x	x	x	x	U	(15.2)	x	x	248	(14.7)
	Did not participate in adult learning	1 to 10 people	47	(4.7)	65	(6.8)	28 ^M	(6.4)	x	x	x	x	205	(8.4)
		11 to 50 people	45	(4.1)	54	(7.0)	31 ^M	(7.0)	x	x	x	x	219	(7.9)
		51 to 250 people	35 ^M	(9.9)	55 ^M	(15.8)	U	(13.9)	x	x	x	x	220	(19.3)
		More than 250 people	U	(13.3)	x	x	x	x	x	x	x	x	262	(26.3)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.4b

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and firm size, Canada, provinces, and territories, 2012

	Participation in adult learning	Firm size	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Canada	Participated in adult learning	1 to 10 people	53	(1.6)	16	(1.5)	34	(2.2)	36	(2.2)	15	(1.7)	275	(2.1)
		11 to 50 people	67	(1.3)	16	(1.4)	33	(1.9)	37	(2.1)	14	(1.4)	275	(1.9)
		51 to 250 people	69	(1.2)	15	(1.4)	29	(1.7)	38	(2.2)	18	(1.6)	279	(1.8)
		More than 250 people	79	(1.1)	12	(1.3)	24	(1.6)	42	(2.1)	23	(1.6)	289	(1.9)
	Did not participate in adult learning	1 to 10 people	47	(1.6)	35	(2.4)	36	(2.4)	24	(2.0)	6 ^M	(1.2)	245	(2.4)
		11 to 50 people	33	(1.3)	33	(2.5)	36	(2.7)	23	(2.0)	8 ^M	(1.4)	248	(3.1)
		51 to 250 people	31	(1.2)	29	(2.4)	35	(2.8)	28	(2.5)	8 ^M	(1.5)	254	(2.5)
		More than 250 people	21	(1.1)	27	(3.1)	35	(3.1)	27	(3.3)	11 ^M	(2.1)	257	(3.7)
Newfoundland and Labrador	Participated in adult learning	1 to 10 people	46	(3.7)	19 ^M	(4.3)	39 ^M	(7.1)	35 ^M	(6.7)	U	(3.7)	265	(5.4)
		11 to 50 people	65	(3.4)	22 ^M	(3.9)	33	(4.9)	34	(4.8)	11 ^M	(3.0)	268	(4.2)
		51 to 250 people	71	(4.4)	20 ^M	(5.0)	34 ^M	(5.9)	28 ^M	(6.1)	U	(6.2)	272	(7.5)
		More than 250 people	79	(3.1)	U	(3.7)	33 ^M	(6.4)	38 ^M	(7.1)	19 ^M	(5.9)	285	(5.6)
	Did not participate in adult learning	1 to 10 people	54	(3.7)	43	(5.0)	31 ^M	(5.4)	21 ^M	(5.9)	U	(2.9)	239	(5.9)
		11 to 50 people	35	(3.4)	38	(6.0)	38 ^M	(7.1)	x	x	x	x	241	(6.2)
		51 to 250 people	29	(4.4)	35 ^M	(10.7)	x	x	U	(9.5)	x	x	254	(11.2)
		More than 250 people	21	(3.1)	U	(10.4)	36 ^M	(10.7)	x	x	x	x	257	(10.4)
Prince Edward Island	Participated in adult learning	1 to 10 people	49	(5.0)	U	(7.8)	27 ^M	(6.8)	40 ^M	(8.5)	U	(5.7)	274	(8.5)
		11 to 50 people	70	(3.7)	17 ^M	(5.0)	33 ^M	(6.7)	37	(6.0)	U	(4.8)	273	(6.6)
		51 to 250 people	72	(4.6)	U	(3.0)	32 ^M	(6.4)	44 ^M	(7.8)	18 ^M	(5.2)	289	(6.0)
		More than 250 people	90	(3.4)	U	(5.7)	28 ^M	(6.4)	36 ^M	(6.4)	22 ^M	(7.1)	286	(8.2)
	Did not participate in adult learning	1 to 10 people	51	(5.0)	28 ^M	(7.6)	39 ^M	(7.3)	x	x	x	x	248	(9.5)
		11 to 50 people	30	(3.7)	27 ^M	(7.7)	41 ^M	(10.6)	x	x	x	x	249	(9.3)
		51 to 250 people	28	(4.6)	U	(10.3)	x	x	U	(10.6)	x	x	263	(11.6)
		More than 250 people	U	(3.4)	x	x	x	x	x	x	x	x	272	(14.5)
Nova Scotia	Participated in adult learning	1 to 10 people	61	(4.0)	22 ^M	(4.7)	32 ^M	(5.7)	30 ^M	(5.2)	16 ^M	(3.7)	271	(4.7)
		11 to 50 people	72	(2.6)	16	(2.6)	31	(4.6)	38	(4.9)	15 ^M	(3.9)	277	(4.4)
		51 to 250 people	78	(3.2)	19 ^M	(4.6)	30 ^M	(5.3)	33 ^M	(5.6)	19 ^M	(4.2)	275	(5.5)
		More than 250 people	77	(3.1)	11 ^M	(3.3)	27 ^M	(4.6)	39	(5.5)	22 ^M	(4.8)	288	(4.5)
	Did not participate in adult learning	1 to 10 people	39	(4.0)	37 ^M	(7.6)	35 ^M	(7.2)	x	x	x	x	244	(6.9)
		11 to 50 people	28	(2.6)	32 ^M	(7.6)	44 ^M	(8.8)	x	x	x	x	246	(5.6)
		51 to 250 people	22	(3.2)	36 ^M	(9.6)	42 ^M	(12.6)	x	x	x	x	244	(8.8)
		More than 250 people	23	(3.1)	x	x	38 ^M	(10.7)	32 ^M	(10.2)	x	x	269	(9.9)

Table 3.4b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and firm size, Canada, provinces, and territories, 2012

	Participation in adult learning	Firm size	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
New Brunswick	Participated in adult learning	1 to 10 people	49	(4.1)	19 ^M	(6.4)	39 ^M	(7.5)	33 ^M	(5.8)	U	(3.8)	266	(6.2)
		11 to 50 people	58	(3.3)	19 ^M	(3.6)	33	(4.9)	36	(5.1)	11 ^M	(3.3)	269	(4.5)
		51 to 250 people	67	(3.7)	12 ^M	(3.5)	33	(5.3)	38	(5.6)	17 ^M	(4.4)	281	(4.3)
		More than 250 people	74	(3.7)	U	(3.2)	29 ^M	(5.4)	49	(7.1)	U	(4.7)	285	(5.2)
	Did not participate in adult learning	1 to 10 people	51	(4.1)	36	(5.9)	39 ^M	(7.1)	x	x	x	x	242	(5.6)
		11 to 50 people	42	(3.3)	31 ^M	(5.8)	39	(6.3)	x	x	x	x	249	(5.8)
		51 to 250 people	33	(3.7)	40 ^M	(7.5)	37 ^M	(8.0)	x	x	x	x	240	(6.1)
		More than 250 people	26	(3.7)	35 ^M	(7.9)	41 ^M	(8.8)	x	x	x	x	238	(8.2)
Quebec	Participated in adult learning	1 to 10 people	44	(2.2)	15 ^M	(2.7)	34	(4.4)	37	(4.3)	13 ^M	(2.9)	275	(3.4)
		11 to 50 people	57	(1.8)	14	(1.9)	32	(2.6)	38	(3.0)	15	(1.9)	278	(2.3)
		51 to 250 people	63	(1.8)	11	(1.7)	32	(2.2)	41	(3.0)	17	(2.3)	283	(2.2)
		More than 250 people	72	(1.6)	10	(1.5)	25	(2.4)	43	(2.4)	22	(2.2)	290	(2.2)
	Did not participate in adult learning	1 to 10 people	56	(2.2)	32	(2.8)	38	(3.3)	26	(2.8)	U	(1.5)	247	(2.9)
		11 to 50 people	43	(1.8)	28	(3.0)	41	(3.8)	25	(2.8)	6 ^M	(1.5)	252	(2.8)
		51 to 250 people	37	(1.8)	29	(3.2)	37	(4.3)	29	(3.4)	6 ^M	(1.5)	252	(3.6)
		More than 250 people	28	(1.6)	22	(3.5)	36	(3.7)	33	(4.0)	9 ^M	(2.3)	263	(3.9)
Ontario	Participated in adult learning	1 to 10 people	55	(3.0)	13 ^M	(2.8)	36	(4.3)	35	(4.4)	17 ^M	(4.1)	278	(4.6)
		11 to 50 people	69	(2.4)	14 ^M	(2.4)	35	(3.1)	39	(3.6)	13 ^M	(2.7)	276	(3.4)
		51 to 250 people	67	(2.4)	18 ^M	(3.2)	29	(3.5)	36	(3.7)	18	(2.7)	277	(3.4)
		More than 250 people	81	(1.8)	13 ^M	(2.2)	24	(2.9)	41	(3.5)	22	(2.7)	288	(3.2)
	Did not participate in adult learning	1 to 10 people	45	(3.0)	35	(4.6)	33	(4.6)	24 ^M	(4.7)	U	(2.7)	247	(5.7)
		11 to 50 people	31	(2.4)	32	(4.7)	34 ^M	(5.7)	22 ^M	(4.7)	12 ^M	(3.9)	253	(6.1)
		51 to 250 people	33	(2.4)	31	(4.5)	35	(5.4)	26 ^M	(4.6)	8 ^M	(2.4)	252	(4.7)
		More than 250 people	19	(1.8)	26 ^M	(5.6)	37 ^M	(6.3)	25 ^M	(6.6)	12 ^M	(4.0)	256	(7.0)
Manitoba	Participated in adult learning	1 to 10 people	54	(4.5)	17 ^M	(5.4)	38 ^M	(7.4)	34 ^M	(7.8)	U	(5.0)	270	(6.9)
		11 to 50 people	68	(4.2)	18 ^M	(3.9)	30 ^M	(5.2)	40 ^M	(6.7)	U	(4.5)	273	(5.6)
		51 to 250 people	77	(3.9)	14 ^M	(4.5)	32 ^M	(5.7)	34 ^M	(6.6)	20 ^M	(5.5)	281	(6.7)
		More than 250 people	82	(2.6)	12 ^M	(3.8)	28 ^M	(5.3)	35	(5.5)	25 ^M	(5.1)	289	(6.8)
	Did not participate in adult learning	1 to 10 people	46	(4.5)	42 ^M	(8.8)	33 ^M	(9.9)	x	x	x	x	232	(8.9)
		11 to 50 people	32	(4.2)	36 ^M	(7.9)	31 ^M	(8.3)	U	(8.2)	U	(4.3)	241	(11.4)
		51 to 250 people	23 ^M	(3.9)	40 ^M	(11.7)	U	(11.8)	U	(9.5)	U	(2.8)	239	(10.7)
		More than 250 people	18	(2.6)	U	(12.3)	x	x	U	(11.4)	x	x	249	(10.7)

Table 3.4b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and firm size, Canada, provinces, and territories, 2012

	Participation in adult learning	Firm size	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Saskatchewan	Participated in adult learning	1 to 10 people	59	(5.0)	19 ^M	(5.3)	33 ^M	(7.0)	38 ^M	(8.4)	U	(4.5)	269	(5.3)
		11 to 50 people	69	(3.1)	20 ^M	(3.9)	30 ^M	(5.5)	40	(5.5)	10 ^M	(3.1)	270	(4.4)
		51 to 250 people	75	(3.9)	19 ^M	(4.7)	27 ^M	(6.1)	35 ^M	(6.5)	19 ^M	(5.1)	274	(6.8)
		More than 250 people	82	(4.0)	U	(3.4)	27 ^M	(7.9)	43 ^M	(8.3)	20 ^M	(5.4)	288	(5.7)
	Did not participate in adult learning	1 to 10 people	41	(5.0)	34 ^M	(9.2)	37 ^M	(8.7)	x	x	x	x	245	(8.7)
		11 to 50 people	31	(3.1)	37 ^M	(7.0)	36 ^M	(7.8)	U	(8.3)	U	(3.5)	244	(7.4)
		51 to 250 people	25	(3.9)	31 ^M	(9.1)	x	x	32 ^M	(8.6)	x	x	256	(9.6)
		More than 250 people	18 ^M	(4.0)	U	(15.4)	x	x	U	(11.8)	x	x	248	(15.5)
Alberta	Participated in adult learning	1 to 10 people	58	(5.0)	19 ^M	(5.5)	27 ^M	(7.1)	37 ^M	(6.8)	17 ^M	(5.5)	277	(7.7)
		11 to 50 people	74	(4.1)	21 ^M	(4.6)	27 ^M	(6.1)	35	(5.6)	18 ^M	(3.9)	274	(5.3)
		51 to 250 people	75	(4.8)	20 ^M	(5.1)	28 ^M	(5.3)	35 ^M	(5.7)	17 ^M	(4.5)	274	(6.1)
		More than 250 people	86	(3.1)	U	(2.9)	22 ^M	(5.7)	43	(6.3)	27 ^M	(5.1)	296	(4.8)
	Did not participate in adult learning	1 to 10 people	42	(5.0)	35 ^M	(8.4)	37 ^M	(9.4)	20 ^M	(6.7)	U	(4.2)	248	(8.9)
		11 to 50 people	26	(4.1)	30 ^M	(7.8)	38 ^M	(9.8)	x	x	x	x	252	(7.1)
		51 to 250 people	25 ^M	(4.8)	U	(7.3)	x	x	43 ^M	(13.2)	x	x	272	(9.3)
		More than 250 people	14 ^M	(3.1)	x	x	U	(13.8)	U	(10.3)	x	x	251	(14.2)
British Columbia	Participated in adult learning	1 to 10 people	58	(5.0)	15 ^M	(4.4)	32 ^M	(6.3)	40	(6.3)	13 ^M	(4.2)	274	(6.8)
		11 to 50 people	71	(3.2)	16 ^M	(3.9)	36 ^M	(6.1)	33 ^M	(6.2)	16 ^M	(4.6)	274	(5.4)
		51 to 250 people	79	(3.5)	U	(3.6)	26 ^M	(6.0)	46	(7.3)	18 ^M	(5.5)	285	(4.9)
		More than 250 people	80	(4.1)	U	(5.5)	U	(8.0)	42 ^M	(7.6)	21 ^M	(5.8)	286	(7.0)
	Did not participate in adult learning	1 to 10 people	42	(5.0)	36 ^M	(8.0)	39 ^M	(8.3)	21 ^M	(6.4)	U	(2.3)	242	(6.9)
		11 to 50 people	29	(3.2)	51	(8.1)	28 ^M	(8.5)	U	(4.9)	U	(4.2)	222	(10.9)
		51 to 250 people	21 ^M	(3.5)	U	(9.4)	U	(13.3)	U	(8.7)	U	(9.9)	263	(10.5)
		More than 250 people	20 ^M	(4.1)	x	x	U	(11.2)	U	(9.8)	x	x	250	(19.1)
Yukon	Participated in adult learning	1 to 10 people	56 ^M	(10.2)	U	(9.1)	U	(11.5)	U	(13.2)	U	(9.1)	280	(14.7)
		11 to 50 people	78	(11.8)	U	(5.1)	U	(13.4)	47 ^M	(14.6)	U	(5.5)	281	(10.2)
		51 to 250 people	73 ^M	(19.8)	U	(4.7)	U	(12.4)	U	(22.7)	U	(30.2)	303	(21.0)
		More than 250 people	x	x	x	x	x	x	U	(31.9)	x	x	302	(17.0)
	Did not participate in adult learning	1 to 10 people	44 ^M	(10.2)	x	x	U	(21.8)	U	(16.7)	x	x	234	(24.5)
		11 to 50 people	U	(11.8)	x	x	U	(25.3)	U	(21.1)	x	x	232 ^M	(43.9)
		51 to 250 people	U	(19.8)	U	(42.9)	x	x	x	x	-	-	264 ^M	(59.6)
		More than 250 people	x	x	x	x	x	x	x	x	x	x	x	x

Table 3.4b (cont'd)

Numeracy – Percentage distribution, average scores, and percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and firm size, Canada, provinces, and territories, 2012

	Participation in adult learning	Firm size	%	SE	Level 1 or below		Level 2		Level 3		Level 4 or 5		Average score	SE
					%	SE	%	SE	%	SE	%	SE		
Northwest Territories	Participated in adult learning	1 to 10 people	65	(3.1)	39 ^M	(6.8)	30 ^M	(5.8)	22 ^M	(5.7)	U	(3.2)	244	(8.7)
		11 to 50 people	72	(3.4)	22 ^M	(6.3)	32 ^M	(6.6)	32	(4.7)	14 ^M	(4.2)	267	(7.3)
		51 to 250 people	78	(4.8)	23 ^M	(6.8)	23 ^M	(6.9)	37 ^M	(8.0)	17 ^M	(5.0)	271	(9.6)
		More than 250 people	83	(8.1)	U	(14.3)	U	(14.6)	x	x	x	x	264	(19.8)
	Did not participate in adult learning	1 to 10 people	35	(3.1)	40 ^M	(7.7)	34 ^M	(8.6)	U	(8.2)	U	(4.4)	237	(11.1)
		11 to 50 people	28	(3.4)	63	(9.4)	x	x	U	(5.7)	x	x	203	(15.8)
		51 to 250 people	22 ^M	(4.8)	54 ^M	(13.3)	U	(11.3)	x	x	x	x	225	(16.6)
		More than 250 people	U	(8.1)	x	x	x	x	x	x	x	x	251	(23.1)
Nunavut	Participated in adult learning	1 to 10 people	53	(4.7)	56	(6.9)	26 ^M	(6.0)	U	(4.5)	U	(2.6)	218	(9.3)
		11 to 50 people	55	(4.1)	41	(6.8)	33 ^M	(8.4)	21 ^M	(5.4)	U	(2.5)	235	(6.5)
		51 to 250 people	65	(9.9)	30 ^M	(8.5)	U	(9.1)	31 ^M	(9.2)	U	(6.7)	259	(13.5)
		More than 250 people	70 ^M	(13.3)	x	x	x	x	x	x	x	x	238	(18.1)
	Did not participate in adult learning	1 to 10 people	47	(4.7)	74	(5.8)	19 ^M	(5.7)	x	x	x	x	193	(7.3)
		11 to 50 people	45	(4.1)	66	(7.7)	x	x	U	(4.6)	x	x	203	(8.7)
		51 to 250 people	35 ^M	(9.9)	60 ^M	(16.5)	U	(16.9)	x	x	x	x	201	(20.3)
		More than 250 people	U	(13.3)	x	x	x	x	x	x	x	x	250	(31.4)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.4c

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and firm size, Canada, provinces, and territories, 2012

	Firm size	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Canada	1 to 10 people	11	(1.1)	45	(2.5)	44	(2.5)	26	(1.8)	53	(2.3)	21	(2.1)
	11 to 50 people	10	(1.0)	48	(2.2)	43	(2.0)	26	(1.9)	53	(2.5)	21	(2.0)
	51 to 250 people	9	(0.9)	47	(2.0)	44	(2.0)	23	(2.1)	55	(3.1)	22	(2.4)
	More than 250 people	9	(1.0)	38	(1.8)	53	(1.9)	19	(2.1)	52	(3.1)	29	(3.0)
Newfoundland and Labrador	1 to 10 people	16 ^M	(3.5)	46	(6.7)	37 ^M	(6.6)	34	(3.3)	51	(5.0)	16 ^M	(4.5)
	11 to 50 people	19 ^M	(3.4)	42	(4.5)	38	(4.7)	31	(4.5)	54	(6.2)	U	(5.3)
	51 to 250 people	22 ^M	(3.9)	41	(6.0)	37	(6.1)	30 ^M	(8.3)	43 ^M	(7.8)	27 ^M	(8.5)
	More than 250 people	9 ^M	(2.6)	43	(5.9)	47	(6.0)	32 ^M	(8.5)	47 ^M	(9.8)	U	(8.0)
Prince Edward Island	1 to 10 people	U	(3.7)	56	(7.4)	33 ^M	(7.5)	32 ^M	(7.7)	47	(7.3)	21 ^M	(5.7)
	11 to 50 people	16 ^M	(4.0)	51	(5.5)	33 ^M	(5.5)	27 ^M	(6.7)	52 ^M	(8.6)	21 ^M	(6.9)
	51 to 250 people	U	(3.7)	42	(6.1)	47	(6.3)	U	(7.4)	62	(9.7)	U	(7.7)
	More than 250 people	U	(4.1)	44	(6.6)	45	(6.9)	-	-	x	x	x	x
Nova Scotia	1 to 10 people	14 ^M	(4.0)	44	(5.9)	42	(5.5)	15 ^M	(4.1)	64	(6.8)	20 ^M	(5.6)
	11 to 50 people	9 ^M	(2.0)	43	(5.0)	48	(4.8)	18 ^M	(5.9)	56	(8.0)	26 ^M	(6.7)
	51 to 250 people	10 ^M	(2.4)	46	(5.0)	44	(4.8)	x	x	51	(8.3)	x	x
	More than 250 people	10 ^M	(2.3)	30	(4.5)	59	(4.6)	x	x	50 ^M	(10.4)	x	x
New Brunswick	1 to 10 people	U	(3.2)	50	(7.7)	40 ^M	(6.8)	31	(3.8)	52	(5.2)	17 ^M	(4.8)
	11 to 50 people	11 ^M	(2.4)	48	(5.5)	41	(5.3)	32	(5.0)	46	(5.7)	22 ^M	(5.2)
	51 to 250 people	14 ^M	(3.4)	42	(5.8)	44	(5.6)	27 ^M	(5.9)	62	(6.9)	U	(4.8)
	More than 250 people	U	(2.4)	42 ^M	(7.1)	51	(6.7)	28 ^M	(6.9)	47 ^M	(9.0)	U	(9.1)
Quebec	1 to 10 people	11	(1.7)	51	(3.6)	38	(3.4)	26	(2.2)	57	(3.0)	17	(2.6)
	11 to 50 people	9 ^M	(1.5)	49	(2.7)	43	(2.6)	23	(2.5)	58	(3.1)	18	(2.4)
	51 to 250 people	9	(1.5)	49	(2.6)	43	(2.5)	20	(2.4)	61	(3.6)	19	(3.0)
	More than 250 people	8	(1.1)	43	(2.5)	49	(2.5)	14 ^M	(2.5)	53	(3.9)	33	(4.1)
Ontario	1 to 10 people	11 ^M	(2.1)	42	(4.7)	48	(4.9)	28	(4.2)	47	(5.3)	25 ^M	(5.4)
	11 to 50 people	8 ^M	(1.4)	51	(4.1)	42	(3.8)	22 ^M	(3.7)	53	(5.5)	25 ^M	(5.0)
	51 to 250 people	8 ^M	(1.7)	50	(3.4)	42	(3.4)	21 ^M	(3.9)	53	(5.5)	25 ^M	(4.7)
	More than 250 people	8 ^M	(1.5)	37	(3.1)	55	(3.2)	20 ^M	(4.0)	54	(5.1)	26 ^M	(4.8)
Manitoba	1 to 10 people	U	(4.9)	52	(8.2)	34 ^M	(7.8)	36 ^M	(6.2)	53	(7.9)	U	(5.3)
	11 to 50 people	20 ^M	(3.8)	41	(4.8)	38	(5.4)	35 ^M	(7.3)	38 ^M	(7.9)	27 ^M	(6.4)
	51 to 250 people	14 ^M	(3.5)	38	(6.0)	48	(6.0)	34 ^M	(7.5)	49 ^M	(8.9)	U	(7.2)
	More than 250 people	14 ^M	(3.3)	37	(5.3)	49	(5.6)	U	(7.2)	65	(10.4)	U	(8.4)
Saskatchewan	1 to 10 people	U	(3.4)	57	(6.2)	34 ^M	(5.9)	U	(6.6)	61	(8.3)	20 ^M	(5.9)
	11 to 50 people	10 ^M	(2.8)	53	(5.3)	37	(4.9)	23 ^M	(5.6)	60	(7.7)	U	(6.0)
	51 to 250 people	U	(2.7)	51	(6.2)	42	(6.2)	U	(5.8)	58	(8.9)	30 ^M	(8.5)
	More than 250 people	U	(1.0)	46	(6.3)	52	(6.5)	U	(12.5)	51 ^M	(14.2)	U	(11.5)

Table 3.4c (cont'd)

PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and firm size, Canada, provinces, and territories, 2012

	Firm size	Participated in adult learning						Did not participate in adult learning					
		PS-TRE non-respondents		Level 1 or below		Level 2 or 3		PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Alberta	1 to 10 people	U	(3.5)	41 ^M	(7.7)	51	(7.9)	23 ^M	(6.0)	58	(7.4)	20 ^M	(6.2)
	11 to 50 people	U	(4.1)	43	(5.1)	46	(4.6)	17 ^M	(5.2)	57	(7.9)	26 ^M	(7.7)
	51 to 250 people	12 ^M	(3.9)	49	(7.4)	39 ^M	(7.6)	U	(7.9)	55 ^M	(11.7)	U	(8.7)
	More than 250 people	U	(2.0)	37	(6.1)	57	(5.6)	U	(10.2)	43 ^M	(13.1)	U	(13.2)
British Columbia	1 to 10 people	15 ^M	(4.4)	41	(6.1)	44	(7.0)	21 ^M	(6.8)	57	(8.0)	U	(7.4)
	11 to 50 people	10 ^M	(3.0)	45	(5.9)	45	(5.7)	46	(7.5)	42 ^M	(7.2)	U	(4.3)
	51 to 250 people	U	(1.5)	41	(5.7)	55	(5.6)	31 ^M	(8.9)	51 ^M	(13.0)	U	(10.0)
	More than 250 people	U	(5.4)	36 ^M	(7.0)	50	(7.3)	U	(10.9)	43 ^M	(13.5)	U	(12.5)
Yukon	1 to 10 people	U	(2.0)	47 ^M	(15.3)	50 ^M	(15.4)	U	(15.2)	71 ^M	(21.0)	U	(17.7)
	11 to 50 people	U	(2.0)	58 ^M	(12.6)	38 ^M	(12.4)	U	(43.4)	U	(26.5)	U	(21.5)
	51 to 250 people	x	x	x	x	66 ^M	(17.3)	x	x	U	(52.2)	x	x
	More than 250 people	x	x	x	x	U	(30.7)	-	-	x	x	x	x
Northwest Territories	1 to 10 people	20 ^M	(3.5)	52	(6.2)	28 ^M	(5.7)	21 ^M	(4.9)	56 ^M	(10.1)	U	(8.8)
	11 to 50 people	10 ^M	(2.3)	49	(6.8)	41	(6.6)	44 ^M	(8.9)	42 ^M	(8.2)	U	(6.0)
	51 to 250 people	U	(4.3)	43 ^M	(7.2)	46 ^M	(8.3)	x	x	44 ^M	(9.8)	x	x
	More than 250 people	U	(10.5)	U	(17.0)	U	(19.0)	x	x	x	x	x	x
Nunavut	1 to 10 people	29 ^M	(7.5)	55	(7.6)	U	(6.1)	62	(7.8)	x	x	x	x
	11 to 50 people	24 ^M	(4.7)	50	(6.5)	26 ^M	(5.6)	49	(7.9)	45 ^M	(7.6)	U	(3.6)
	51 to 250 people	33 ^M	(6.4)	23 ^M	(7.6)	44 ^M	(10.0)	54 ^M	(15.2)	x	x	x	x
	More than 250 people	x	x	U	(22.3)	x	x	x	x	x	x	x	x

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.5

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and employment status, Canada, provinces, and territories, 2012

	Employment status	Participated in adult learning						Did not participate in adult learning					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE			Average score	SE	Average score	SE
Canada	Employed	65	(0.6)	288	(0.8)	281	(1.0)	35	(0.6)	259	(1.1)	253	(1.3)
	Unemployed	51	(2.6)	272	(4.1)	254	(4.9)	49	(2.6)	250	(5.0)	234	(4.8)
	Out of the labour force	27	(1.0)	268	(2.7)	257	(2.9)	73	(1.0)	244	(1.8)	230	(1.9)
Newfoundland and Labrador	Employed	61	(1.8)	283	(2.3)	272	(2.7)	39	(1.8)	256	(3.2)	245	(3.7)
	Unemployed	30 ^M	(5.1)	271	(10.4)	242	(12.7)	70	(5.1)	239	(7.7)	214	(8.8)
	Out of the labour force	14	(2.0)	271	(7.7)	254	(9.0)	86	(2.0)	238	(2.7)	216	(3.3)
Prince Edward Island	Employed	65	(2.1)	291	(4.0)	280	(4.6)	35	(2.1)	263	(4.7)	254	(6.3)
	Unemployed	51 ^M	(8.9)	273	(8.4)	250	(10.2)	49 ^M	(8.9)	256	(13.8)	232	(16.5)
	Out of the labour force	28	(4.1)	280	(8.9)	267	(9.5)	72	(4.1)	254	(6.8)	233	(7.2)
Nova Scotia	Employed	69	(1.7)	288	(2.3)	278	(2.5)	31	(1.7)	262	(3.4)	252	(3.8)
	Unemployed	42	(7.0)	278	(18.0)	260	(18.9)	58	(7.0)	254	(10.4)	238	(9.7)
	Out of the labour force	27	(2.9)	274	(6.8)	264	(8.6)	73	(2.9)	248	(4.4)	231	(5.0)
New Brunswick	Employed	59	(1.7)	287	(2.2)	275	(2.3)	41	(1.7)	257	(2.7)	247	(2.9)
	Unemployed	46	(6.5)	264	(10.7)	245	(11.1)	54	(6.5)	255	(7.7)	236	(10.4)
	Out of the labour force	22	(2.5)	276	(6.5)	265	(8.4)	78	(2.5)	240	(3.1)	221	(3.4)
Quebec	Employed	58	(0.9)	286	(1.3)	282	(1.2)	42	(0.9)	257	(1.6)	254	(1.4)
	Unemployed	42	(4.6)	264	(6.7)	259	(7.3)	58	(4.6)	245	(6.0)	238	(6.8)
	Out of the labour force	25	(1.6)	263	(3.5)	258	(3.8)	75	(1.6)	239	(2.0)	231	(2.1)
Ontario	Employed	67	(1.1)	289	(1.6)	282	(1.9)	33	(1.1)	262	(1.9)	256	(2.1)
	Unemployed	60	(5.2)	280	(7.2)	259	(7.8)	40	(5.2)	254	(9.6)	231	(9.7)
	Out of the labour force	28	(2.2)	268	(5.8)	252	(5.9)	72	(2.2)	243	(3.6)	225	(3.8)
Manitoba	Employed	67	(1.5)	288	(2.5)	279	(3.6)	33	(1.5)	254	(4.3)	245	(4.9)
	Unemployed	62 ^M	(13.5)	243	(25.3)	219	(27.3)	U	(13.5)	247	(10.9)	231	(14.2)
	Out of the labour force	36	(3.7)	276	(7.0)	267	(7.5)	64	(3.7)	248	(5.8)	232	(6.3)
Saskatchewan	Employed	68	(2.0)	282	(2.8)	275	(2.7)	32	(2.0)	259	(3.8)	251	(3.8)
	Unemployed	50 ^M	(13.0)	290	(15.4)	265	(15.4)	50 ^M	(13.0)	257	(13.7)	246	(18.3)
	Out of the labour force	30	(4.2)	260	(8.5)	244	(9.6)	70	(4.2)	246	(6.3)	227	(7.1)
Alberta	Employed	70	(1.8)	287	(2.7)	280	(3.0)	30	(1.8)	263	(3.7)	255	(4.2)
	Unemployed	48 ^M	(13.1)	236	(18.1)	232	(19.7)	52 ^M	(13.1)	240	(25.8)	230	(31.5)
	Out of the labour force	29 ^M	(4.8)	264	(8.9)	255	(10.2)	71	(4.8)	257	(5.9)	237	(6.3)
British Columbia	Employed	67	(2.2)	291	(2.3)	282	(2.4)	33	(2.2)	251	(4.2)	245	(5.0)
	Unemployed	46 ^M	(8.5)	273	(12.6)	248	(20.2)	54	(8.5)	255	(12.5)	238	(14.1)
	Out of the labour force	31	(3.0)	278	(9.1)	269	(10.0)	69	(3.0)	251	(5.6)	240	(6.0)
Yukon	Employed	67	(7.1)	298	(11.3)	286	(8.4)	33 ^M	(7.1)	259	(15.6)	241	(18.3)
	Unemployed	U	(20.5)	272	(14.9)	244	(16.9)	73 ^M	(20.5)	277	(26.9)	267	(36.2)
	Out of the labour force	36 ^M	(11.3)	258	(21.8)	239	(21.9)	64 ^M	(11.3)	220	(29.7)	197 ^M	(32.8)

Table 3.5 (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and employment status, Canada, provinces, and territories, 2012

	Employment status	Participated in adult learning						Did not participate in adult learning					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE			Average score	SE	Average score	SE
Northwest Territories	Employed	69	(1.9)	272	(5.3)	260	(6.4)	31	(1.9)	239	(7.0)	227	(8.5)
	Unemployed	41 ^M	(7.8)	251	(16.0)	228	(15.3)	59	(7.8)	223	(17.3)	199	(16.0)
	Out of the labour force	34 ^M	(5.9)	240	(13.6)	218	(15.5)	66	(5.9)	219	(8.9)	200	(9.6)
Nunavut	Employed	54	(3.0)	246	(4.5)	231	(4.8)	46	(3.0)	213	(6.5)	199	(5.7)
	Unemployed	30 ^M	(6.3)	217	(22.7)	185	(24.5)	70	(6.3)	199	(10.9)	169	(11.7)
	Out of the labour force	26	(4.0)	208	(14.0)	184	(15.4)	74	(4.0)	190	(6.9)	168	(6.8)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 3.6

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and part-time or full-time status, Canada, provinces, and territories, 2012

	Mode of employment	Participated in adult learning						Did not participate in adult learning					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE			Average score	SE	Average score	SE
Canada	Part time	58	(1.6)	286	(2.1)	274	(2.7)	42	(1.6)	265	(2.6)	255	(3.2)
	Full time	66	(0.7)	288	(0.9)	282	(1.0)	34	(0.7)	258	(1.1)	253	(1.3)
Newfoundland and Labrador	Part time	51	(5.8)	280	(6.7)	265	(7.5)	49	(5.8)	259	(7.4)	241	(8.0)
	Full time	63	(1.9)	283	(2.3)	273	(2.8)	37	(1.9)	256	(3.4)	246	(4.1)
Prince Edward Island	Part time	64	(5.9)	280	(7.8)	262	(7.8)	36	(5.9)	276	(8.0)	255	(9.5)
	Full time	65	(2.2)	293	(4.4)	283	(4.8)	35	(2.2)	261	(4.8)	254	(6.5)
Nova Scotia	Part time	53	(4.1)	286	(5.9)	272	(6.6)	47	(4.1)	265	(6.9)	251	(7.7)
	Full time	72	(1.8)	288	(2.4)	279	(2.7)	28	(1.8)	261	(4.1)	253	(4.1)
New Brunswick	Part time	48	(6.1)	286	(6.6)	267	(7.8)	52	(6.1)	263	(6.4)	250	(7.3)
	Full time	60	(1.7)	287	(2.2)	276	(2.4)	40	(1.7)	256	(2.8)	246	(3.1)
Quebec	Part time	55	(2.7)	280	(3.7)	276	(3.2)	45	(2.7)	254	(3.4)	250	(3.6)
	Full time	58	(1.0)	287	(1.3)	283	(1.3)	42	(1.0)	257	(1.7)	255	(1.6)
Ontario	Part time	57	(3.1)	285	(3.2)	271	(4.0)	43	(3.1)	271	(5.1)	260	(6.2)
	Full time	69	(1.2)	290	(1.7)	284	(2.0)	31	(1.2)	260	(2.1)	255	(2.3)
Manitoba	Part time	60	(4.3)	289	(6.8)	273	(8.6)	40	(4.3)	257	(10.6)	245	(11.7)
	Full time	68	(1.7)	288	(2.6)	280	(3.6)	32	(1.7)	254	(4.6)	245	(5.1)
Saskatchewan	Part time	61	(5.3)	274	(7.1)	264	(7.4)	39	(5.3)	251	(7.4)	236	(8.8)
	Full time	69	(1.9)	284	(2.8)	278	(2.7)	31	(1.9)	260	(3.9)	255	(4.1)
Alberta	Part time	59	(5.2)	290	(6.6)	274	(7.2)	41	(5.2)	269	(8.6)	258	(9.1)
	Full time	72	(1.9)	287	(3.0)	281	(3.2)	28	(1.9)	261	(4.2)	255	(4.6)
British Columbia	Part time	62	(5.1)	296	(5.7)	282	(7.0)	38	(5.1)	266	(6.2)	256	(9.1)
	Full time	69	(2.4)	290	(2.5)	282	(2.7)	31	(2.4)	250	(5.1)	244	(5.5)
Yukon	Part time	U	(18.9)	296	(15.5)	274	(17.8)	U	(18.9)	283	(21.1)	270	(21.8)
	Full time	69	(8.0)	298	(11.6)	287	(8.2)	31 ^M	(8.0)	253	(17.1)	235	(20.2)
Northwest Territories	Part time	55	(5.9)	265	(14.1)	252	(14.4)	45	(5.9)	226	(12.0)	211	(14.2)
	Full time	71	(2.0)	272	(5.1)	261	(6.3)	29	(2.0)	243	(8.0)	232	(9.2)
Nunavut	Part time	36 ^M	(7.6)	211	(10.9)	188	(11.2)	64	(7.6)	190	(9.7)	176	(8.8)
	Full time	58	(3.1)	252	(4.6)	237	(5.2)	42	(3.1)	221	(6.8)	207	(6.7)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 3.7a

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65, by participation in formal, non-formal, or both forms of adult learning in the past 12 months and employee or self-employed status, Canada, provinces, and territories, 2012

	Mode of employment	Participated in adult learning						Did not participate in adult learning					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE			Average score	SE	Average score	SE
Canada	Employee	68	(0.6)	288	(0.9)	280	(1.0)	32	(0.6)	257	(1.2)	250	(1.4)
	Self-employed	50	(1.7)	291	(2.3)	289	(2.5)	50	(1.7)	265	(2.6)	264	(3.0)
Newfoundland and Labrador	Employee	63	(1.9)	283	(2.4)	272	(2.8)	37	(1.9)	254	(3.5)	243	(4.2)
	Self-employed	47	(6.7)	288	(9.4)	278	(10.4)	53	(6.7)	268	(7.6)	257	(8.9)
Prince Edward Island	Employee	68	(2.0)	291	(4.2)	280	(4.9)	32	(2.0)	263	(5.4)	252	(6.3)
	Self-employed	41	(6.7)	290	(8.9)	279	(9.4)	59	(6.7)	263	(8.6)	260	(12.6)
Nova Scotia	Employee	72	(1.7)	288	(2.2)	278	(2.4)	28	(1.7)	260	(3.7)	250	(3.9)
	Self-employed	49	(5.2)	288	(7.8)	280	(8.4)	51	(5.2)	271	(8.9)	264	(10.2)
New Brunswick	Employee	62	(1.9)	287	(2.3)	275	(2.4)	38	(1.9)	254	(2.7)	242	(3.3)
	Self-employed	39	(4.9)	288	(6.8)	279	(8.6)	61	(4.9)	269	(7.1)	262	(7.0)
Quebec	Employee	60	(1.0)	287	(1.3)	283	(1.2)	40	(1.0)	257	(1.6)	252	(1.6)
	Self-employed	47	(2.3)	279	(3.6)	281	(3.3)	53	(2.3)	258	(3.4)	261	(3.2)
Ontario	Employee	70	(1.3)	288	(1.7)	280	(1.9)	30	(1.3)	259	(2.4)	251	(2.5)
	Self-employed	53	(3.5)	296	(3.3)	293	(4.2)	47	(3.5)	272	(4.2)	271	(4.3)
Manitoba	Employee	71	(1.7)	288	(2.5)	278	(3.7)	29	(1.7)	249	(4.9)	238	(5.5)
	Self-employed	45	(5.1)	289	(7.9)	285	(7.7)	55	(5.1)	272	(7.4)	269	(7.1)
Saskatchewan	Employee	70	(2.1)	282	(3.0)	274	(2.8)	30	(2.1)	255	(4.2)	246	(4.5)
	Self-employed	54	(5.3)	283	(6.4)	284	(6.5)	46	(5.3)	269	(6.1)	267	(6.5)
Alberta	Employee	74	(2.1)	288	(2.7)	280	(3.0)	26	(2.1)	265	(4.3)	254	(5.0)
	Self-employed	50	(5.2)	284	(10.2)	279	(9.9)	50	(5.2)	257	(7.2)	258	(7.9)
British Columbia	Employee	71	(2.2)	289	(2.4)	280	(2.6)	29	(2.2)	247	(4.3)	240	(4.9)
	Self-employed	49	(4.7)	302	(5.6)	300	(6.0)	51	(4.7)	259	(9.4)	254	(10.4)
Yukon	Employee	70	(7.9)	298	(11.4)	286	(8.7)	30 ^M	(7.9)	256	(17.6)	237	(21.1)
	Self-employed	47 ^M	(9.4)	296	(15.8)	284	(12.9)	53 ^M	(9.4)	269	(11.3)	260	(9.8)
Northwest Territories	Employee	72	(2.0)	272	(5.4)	260	(6.7)	28	(2.0)	235	(7.6)	223	(9.3)
	Self-employed	43 ^M	(7.5)	280	(12.7)	267	(13.2)	57	(7.5)	274	(10.4)	265	(10.9)
Nunavut	Employee	56	(3.0)	248	(4.5)	232	(4.8)	44	(3.0)	214	(6.6)	199	(6.1)
	Self-employed	U	(11.2)	218	(20.3)	201	(28.2)	69	(11.2)	208	(18.7)	199	(17.8)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 3.7b

Percentage distribution and proportion of participation in formal, non-formal, or both forms of adult learning in the past 12 months of population aged 16 to 65, by educational attainment and employee or self-employed status, Canada, provinces, and territories, 2012

	Mode of employment – employee or self-employed	Less than high-school diploma				High-school diploma				Postsecondary education – below bachelor's degree				Postsecondary education – bachelor's degree or higher			
		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning		%	SE	Participated in adult learning	
				%	SE			%	SE			%	SE			%	SE
Canada	Employee	9	(0.3)	41	(2.3)	21	(0.4)	54	(1.7)	39	(0.4)	71	(1.0)	31	(0.3)	81	(0.9)
	Self-employed	9	(1.0)	24 ^M	(4.1)	21	(1.3)	34	(3.6)	38	(1.7)	53	(2.6)	32	(1.4)	66	(2.7)
Newfoundland and Labrador	Employee	13	(1.2)	37 ^M	(6.4)	17	(1.0)	47	(4.8)	47	(1.3)	66	(2.6)	23	(1.0)	85	(3.4)
	Self-employed	U	(3.5)	x	x	12 ^M	(3.6)	-	-	43	(5.6)	51 ^M	(8.9)	36 ^M	(6.2)	59 ^M	(14.4)
Prince Edward Island	Employee	10	(1.1)	49 ^M	(8.2)	21	(1.5)	49	(5.8)	41	(1.5)	70	(3.2)	27	(1.3)	88	(2.8)
	Self-employed	16 ^M	(5.0)	x	x	36 ^M	(6.9)	U	(11.1)	29 ^M	(5.8)	54 ^M	(11.6)	19 ^M	(5.0)	x	x
Nova Scotia	Employee	8	(0.9)	47	(7.3)	21	(1.2)	55	(4.1)	43	(1.2)	75	(2.4)	27	(1.1)	88	(2.4)
	Self-employed	11 ^M	(2.9)	x	x	14 ^M	(3.3)	44 ^M	(12.8)	40	(4.6)	41 ^M	(8.3)	35	(4.8)	69	(8.8)
New Brunswick	Employee	10	(0.9)	30 ^M	(5.6)	24	(1.0)	53	(4.0)	42	(1.0)	59	(2.7)	24	(1.0)	89	(2.2)
	Self-employed	11 ^M	(2.6)	U	(11.4)	30	(4.2)	U	(6.0)	34	(4.0)	38 ^M	(10.5)	25 ^M	(4.7)	68	(10.6)
Quebec	Employee	11	(0.4)	30	(2.6)	18	(0.5)	43	(2.3)	43	(0.6)	61	(1.5)	29	(0.5)	80	(1.4)
	Self-employed	10	(1.4)	34 ^M	(6.9)	21	(1.9)	30 ^M	(5.2)	40	(2.4)	46	(3.3)	29	(2.1)	67	(3.7)
Ontario	Employee	6	(0.6)	44	(5.3)	21	(0.7)	54	(3.0)	37	(0.8)	74	(2.1)	35	(0.6)	80	(1.6)
	Self-employed	7 ^M	(1.7)	U	(8.8)	20	(2.7)	31 ^M	(6.0)	37	(3.4)	60	(5.5)	36	(2.6)	65	(4.7)
Manitoba	Employee	13	(1.3)	37 ^M	(7.1)	23	(1.1)	63	(4.1)	36	(1.2)	74	(3.2)	28	(1.1)	88	(2.8)
	Self-employed	19 ^M	(4.1)	U	(11.0)	26 ^M	(4.6)	U	(11.6)	35	(4.9)	49 ^M	(8.3)	20 ^M	(4.5)	77 ^M	(13.0)
Saskatchewan	Employee	13	(1.2)	43	(6.8)	25	(1.3)	65	(4.6)	37	(1.2)	75	(2.8)	25	(1.1)	83	(3.0)
	Self-employed	13 ^M	(3.2)	x	x	30 ^M	(4.9)	44 ^M	(11.6)	35	(4.8)	54	(7.3)	22 ^M	(4.6)	89	(6.1)
Alberta	Employee	9	(1.0)	60	(6.8)	21	(1.3)	63	(6.0)	39	(1.3)	77	(2.8)	30	(0.9)	82	(2.7)
	Self-employed	15 ^M	(3.1)	x	x	18 ^M	(4.5)	U	(17.2)	39	(4.8)	46 ^M	(9.4)	28	(4.3)	75	(8.1)
British Columbia	Employee	9	(1.1)	40 ^M	(9.5)	22	(1.3)	58	(5.4)	39	(1.4)	77	(3.3)	30	(1.2)	83	(3.0)
	Self-employed	U	(3.2)	x	x	20	(2.9)	39 ^M	(10.1)	38	(3.7)	53	(6.5)	34	(4.0)	58	(8.7)
Yukon	Employee	7 ^M	(1.9)	50 ^M	(9.9)	25	(1.9)	U	(19.6)	38	(2.0)	79	(8.9)	29	(1.5)	82	(11.4)
	Self-employed	U	(8.1)	x	x	U	(8.3)	U	(27.2)	U	(12.6)	43 ^M	(14.1)	U	(9.0)	x	x
Northwest Territories	Employee	18	(1.6)	58	(6.3)	19	(1.1)	64	(5.9)	37	(1.2)	74	(4.3)	26	(0.8)	85	(3.1)
	Self-employed	U	(3.4)	x	x	U	(4.7)	x	x	53	(8.1)	36 ^M	(9.3)	26 ^M	(5.7)	54 ^M	(11.5)
Nunavut	Employee	40	(2.0)	41	(4.6)	15	(1.3)	49 ^M	(8.9)	32	(1.9)	66	(4.5)	13	(0.7)	88	(4.8)
	Self-employed	51 ^M	(11.1)	x	x	x	x	-	-	35 ^M	(11.3)	x	x	x	x	x	x

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

- Data not available

SE Standard error

Table 3.8a

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in formal, non-formal, or both forms of adult learning in the past 12 months, by participation with or without employer support, Canada, provinces, and territories, 2012

	Employer support	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Canada	Participated in adult learning with employer support	77	(0.7)	288	(0.9)	281	(1.0)
	Funding only	7	(0.4)	282	(3.2)	273	(3.2)
	Both funding and time	50	(0.8)	289	(1.2)	283	(1.3)
	Time only	20	(0.5)	288	(1.6)	280	(1.8)
	Participated in adult learning without employer support	23	(0.7)	279	(1.7)	269	(1.8)
Newfoundland and Labrador	Participated in adult learning with employer support	83	(1.5)	284	(2.3)	273	(2.7)
	Funding only	8	(1.0)	272	(6.8)	255	(7.9)
	Both funding and time	58	(2.2)	286	(2.7)	275	(3.1)
	Time only	17	(1.9)	285	(4.1)	271	(5.3)
	Participated in adult learning without employer support	17	(1.5)	271	(5.1)	256	(5.8)
Prince Edward Island	Participated in adult learning with employer support	81	(1.8)	291	(4.1)	279	(4.6)
	Funding only	6 ^M	(1.1)	281	(8.7)	264	(9.3)
	Both funding and time	49	(2.5)	294	(4.9)	284	(5.4)
	Time only	25	(2.5)	287	(5.3)	275	(6.2)
	Participated in adult learning without employer support	19	(1.8)	281	(6.2)	267	(6.6)
Nova Scotia	Participated in adult learning with employer support	81	(1.4)	286	(2.5)	276	(2.9)
	Funding only	8	(0.9)	278	(6.6)	270	(7.3)
	Both funding and time	51	(2.2)	288	(3.0)	280	(3.3)
	Time only	22	(1.6)	282	(4.8)	269	(5.6)
	Participated in adult learning without employer support	19	(1.4)	289	(4.8)	276	(5.5)
New Brunswick	Participated in adult learning with employer support	80	(1.9)	286	(2.5)	275	(2.5)
	Funding only	9	(1.2)	280	(9.2)	264	(9.7)
	Both funding and time	52	(2.0)	288	(2.5)	277	(2.6)
	Time only	19	(1.8)	284	(5.1)	273	(6.0)
	Participated in adult learning without employer support	20	(1.9)	281	(5.9)	268	(6.0)
Quebec	Participated in adult learning with employer support	72	(1.1)	288	(1.4)	284	(1.4)
	Funding only	9	(0.6)	273	(4.2)	269	(4.3)
	Both funding and time	51	(1.1)	291	(1.6)	287	(1.6)
	Time only	12	(0.6)	287	(2.9)	283	(3.1)
	Participated in adult learning without employer support	28	(1.1)	271	(2.0)	268	(2.2)
Ontario	Participated in adult learning with employer support	75	(1.3)	289	(1.6)	281	(1.9)
	Funding only	6	(0.7)	293	(5.2)	281	(5.6)
	Both funding and time	46	(1.5)	288	(2.1)	282	(2.5)
	Time only	23	(1.1)	288	(2.6)	281	(3.2)
	Participated in adult learning without employer support	25	(1.3)	282	(3.0)	271	(3.4)
Manitoba	Participated in adult learning with employer support	80	(1.9)	288	(2.4)	280	(3.6)
	Funding only	6 ^M	(0.9)	288	(6.9)	288	(8.7)
	Both funding and time	50	(2.1)	291	(2.8)	283	(4.3)
	Time only	24	(1.8)	284	(4.2)	275	(5.4)
	Participated in adult learning without employer support	20	(1.9)	277	(6.4)	262	(7.1)

Table 3.8a (cont'd)

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in formal, non-formal, or both forms of adult learning in the past 12 months, by participation with or without employer support, Canada, provinces, and territories, 2012

	Employer support	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Saskatchewan	Participated in adult learning with employer support	86	(1.9)	281	(2.8)	274	(2.8)
	Funding only	8	(1.2)	271	(8.9)	258	(10.2)
	Both funding and time	60	(2.3)	284	(3.3)	278	(2.9)
	Time only	18	(1.6)	275	(5.4)	269	(6.0)
	Participated in adult learning without employer support	14	(1.9)	279	(7.0)	267	(6.9)
Alberta	Participated in adult learning with employer support	82	(2.0)	288	(2.6)	281	(2.9)
	Funding only	6 ^M	(1.0)	288	(10.7)	284	(10.4)
	Both funding and time	58	(2.6)	287	(3.7)	281	(4.1)
	Time only	19	(1.7)	288	(6.6)	279	(7.5)
	Participated in adult learning without employer support	18	(2.0)	276	(7.1)	264	(6.9)
British Columbia	Participated in adult learning with employer support	77	(1.9)	290	(2.7)	281	(2.8)
	Funding only	8	(1.3)	272	(10.8)	261	(10.4)
	Both funding and time	47	(2.4)	292	(3.4)	284	(3.6)
	Time only	22	(1.9)	291	(3.7)	284	(4.7)
	Participated in adult learning without employer support	23	(1.9)	286	(4.8)	276	(5.4)
Yukon	Participated in adult learning with employer support	84	(3.1)	299	(11.4)	287	(8.6)
	Funding only	U	(2.7)	286	(23.8)	263	(21.2)
	Both funding and time	65	(4.0)	303	(12.2)	291	(9.0)
	Time only	13 ^M	(3.3)	287	(15.1)	274	(15.1)
	Participated in adult learning without employer support	16 ^M	(3.1)	268	(15.2)	254	(15.3)
Northwest Territories	Participated in adult learning with employer support	78	(1.8)	270	(5.5)	259	(6.9)
	Funding only	8 ^M	(2.0)	251	(11.6)	233	(11.8)
	Both funding and time	57	(2.4)	275	(5.9)	265	(7.0)
	Time only	12	(1.3)	265	(6.9)	250	(11.0)
	Participated in adult learning without employer support	22	(1.8)	258	(10.6)	240	(10.8)
Nunavut	Participated in adult learning with employer support	80	(2.5)	246	(4.7)	230	(5.3)
	Funding only	5 ^M	(1.7)	232	(19.4)	223	(21.6)
	Both funding and time	56	(3.9)	246	(5.2)	229	(6.0)
	Time only	19 ^M	(3.3)	252	(9.0)	235	(10.9)
	Participated in adult learning without employer support	20	(2.5)	216	(8.8)	193	(9.7)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

SE Standard error

Table 3.8b

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in formal, non-formal, or both forms of adult learning in the past 12 months, by participation during or outside working hours, Canada, provinces, and territories, 2012

	Adult learning during/outside working hours	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Canada	Participated during working hours	69	(0.8)	289	(1.0)	282	(1.1)
	Participated outside working hours	31	(0.8)	280	(1.4)	270	(1.5)
Newfoundland and Labrador	Participated during working hours	75	(1.8)	285	(2.4)	274	(2.8)
	Participated outside working hours	25	(1.8)	271	(4.2)	256	(4.4)
Prince Edward Island	Participated during working hours	75	(2.1)	292	(4.1)	281	(4.7)
	Participated outside working hours	25	(2.1)	281	(5.4)	266	(5.2)
Nova Scotia	Participated during working hours	74	(1.7)	286	(2.7)	277	(3.1)
	Participated outside working hours	26	(1.7)	285	(3.9)	275	(4.5)
New Brunswick	Participated during working hours	71	(2.2)	287	(2.4)	276	(2.4)
	Participated outside working hours	29	(2.2)	281	(5.1)	267	(5.4)
Quebec	Participated during working hours	63	(1.1)	290	(1.5)	286	(1.5)
	Participated outside working hours	37	(1.1)	272	(1.8)	268	(2.0)
Ontario	Participated during working hours	69	(1.5)	288	(1.6)	281	(2.0)
	Participated outside working hours	31	(1.5)	284	(2.6)	273	(3.0)
Manitoba	Participated during working hours	75	(1.9)	288	(2.5)	280	(3.7)
	Participated outside working hours	25	(1.9)	279	(5.3)	268	(6.2)
Saskatchewan	Participated during working hours	78	(1.8)	282	(3.0)	276	(2.8)
	Participated outside working hours	22	(1.8)	276	(5.6)	264	(6.0)
Alberta	Participated during working hours	76	(2.3)	288	(2.8)	281	(3.2)
	Participated outside working hours	24	(2.3)	279	(5.8)	269	(5.9)
British Columbia	Participated during working hours	69	(2.1)	292	(2.7)	284	(3.0)
	Participated outside working hours	31	(2.1)	283	(4.6)	272	(4.9)
Yukon	Participated during working hours	78	(2.9)	300	(11.8)	288	(8.5)
	Participated outside working hours	22	(2.9)	273	(14.8)	256	(14.6)
Northwest Territories	Participated during working hours	70	(2.5)	273	(5.5)	262	(7.1)
	Participated outside working hours	30	(2.5)	256	(9.2)	238	(8.9)
Nunavut	Participated during working hours	74	(2.5)	247	(4.6)	230	(5.3)
	Participated outside working hours	26	(2.5)	220	(7.3)	200	(8.0)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

SE Standard error

Table 3.8c

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in formal, non-formal, or both forms of adult learning in the past 12 months, by participation with or without grant received from employer, Canada, provinces, and territories, 2012

	Employer grant provided/not provided	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Canada	Participated with grant	57	(0.7)	288	(1.1)	281	(1.2)
	Participated without grant	43	(0.7)	283	(1.1)	274	(1.3)
Newfoundland and Labrador	Participated with grant	66	(2.2)	284	(2.5)	273	(3.0)
	Participated without grant	34	(2.2)	278	(3.5)	264	(4.4)
Prince Edward Island	Participated with grant	56	(2.3)	292	(4.9)	282	(5.2)
	Participated without grant	44	(2.3)	285	(4.2)	271	(4.6)
Nova Scotia	Participated with grant	59	(2.1)	287	(2.7)	279	(3.0)
	Participated without grant	41	(2.1)	285	(3.1)	272	(3.6)
New Brunswick	Participated with grant	60	(2.1)	287	(2.6)	275	(2.6)
	Participated without grant	40	(2.1)	282	(3.8)	270	(4.0)
Quebec	Participated with grant	60	(1.1)	288	(1.6)	284	(1.5)
	Participated without grant	40	(1.1)	276	(1.6)	272	(1.8)
Ontario	Participated with grant	53	(1.5)	289	(2.1)	282	(2.4)
	Participated without grant	47	(1.5)	285	(1.9)	275	(2.3)
Manitoba	Participated with grant	56	(2.2)	290	(2.6)	283	(4.1)
	Participated without grant	44	(2.2)	281	(3.9)	269	(4.6)
Saskatchewan	Participated with grant	68	(2.6)	282	(3.0)	276	(2.8)
	Participated without grant	32	(2.6)	277	(4.5)	268	(4.5)
Alberta	Participated with grant	64	(2.5)	287	(3.3)	281	(3.7)
	Participated without grant	36	(2.5)	282	(4.5)	272	(4.6)
British Columbia	Participated with grant	55	(2.3)	289	(3.4)	280	(3.4)
	Participated without grant	45	(2.3)	289	(2.9)	280	(3.5)
Yukon	Participated with grant	71	(4.8)	301	(11.7)	289	(9.1)
	Participated without grant	29	(4.8)	276	(13.2)	263	(12.3)
Northwest Territories	Participated with grant	66	(2.2)	272	(5.9)	261	(6.9)
	Participated without grant	34	(2.2)	260	(7.6)	244	(9.1)
Nunavut	Participated with grant	61	(4.1)	245	(5.2)	228	(5.8)
	Participated without grant	39	(4.1)	233	(7.0)	213	(8.0)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

SE Standard error

Table 3.9a

Literacy and Numeracy – Percentage distribution and average scores of population aged 16 to 65 participating in formal, non-formal, or both forms of adult learning in the past 12 months, by participation for job- or non-job-related reasons, Canada, provinces, and territories, 2012

	Reason for participating	%	SE	Literacy		Numeracy	
				Average score	SE	Average score	SE
Canada	Non-job related	15	(0.6)	284	(1.9)	276	(2.0)
	Job related	85	(0.6)	286	(0.9)	279	(1.0)
Newfoundland and Labrador	Non-job related	11	(1.3)	279	(5.4)	268	(6.9)
	Job related	89	(1.3)	282	(2.2)	270	(2.6)
Prince Edward Island	Non-job related	17	(1.8)	281	(6.4)	270	(6.4)
	Job related	83	(1.8)	291	(4.2)	279	(4.6)
Nova Scotia	Non-job related	15	(1.4)	288	(4.7)	277	(5.3)
	Job related	85	(1.4)	286	(2.4)	276	(2.7)
New Brunswick	Non-job related	15	(1.6)	282	(6.8)	269	(7.4)
	Job related	85	(1.6)	286	(2.3)	274	(2.4)
Quebec	Non-job related	19	(0.9)	278	(2.6)	275	(2.7)
	Job related	81	(0.9)	284	(1.3)	280	(1.3)
Ontario	Non-job related	14	(1.1)	285	(3.9)	276	(4.5)
	Job related	86	(1.1)	287	(1.6)	279	(1.9)
Manitoba	Non-job related	14	(1.7)	280	(7.7)	270	(8.9)
	Job related	86	(1.7)	287	(2.5)	278	(3.5)
Saskatchewan	Non-job related	11	(1.4)	282	(8.4)	274	(9.1)
	Job related	89	(1.4)	281	(2.8)	273	(2.6)
Alberta	Non-job related	14	(1.6)	286	(6.4)	276	(5.9)
	Job related	86	(1.6)	286	(2.7)	278	(3.0)
British Columbia	Non-job related	18	(1.7)	289	(5.7)	282	(6.3)
	Job related	82	(1.7)	289	(2.5)	280	(2.5)
Yukon	Non-job related	19	(2.8)	284	(14.7)	266	(15.3)
	Job related	81	(2.8)	297	(11.7)	285	(8.4)
Northwest Territories	Non-job related	16	(1.7)	263	(12.8)	247	(13.1)
	Job related	84	(1.7)	268	(5.6)	256	(6.7)
Nunavut	Non-job related	18	(2.1)	214	(9.6)	192	(11.1)
	Job related	82	(2.1)	246	(4.2)	229	(4.6)

Source: The Programme for the International Assessment of Adult Competencies, 2012.

SE Standard error

Table 3.9b

Literacy and Numeracy – Percentage distribution of population aged 16 to 65 participating in formal, non-formal, or both forms of adult learning in the past 12 months, by participation for job- or non-job-related reasons and age group, Canada, provinces, and territories, 2012

	Reason for participating	16 to 24		25 to 34		35 to 44		45 to 54		55 to 65	
		%	SE	%	SE	%	SE	%	SE	%	SE
Canada	Non-job related	25	(3.5)	16	(1.2)	13	(1.0)	12	(0.9)	21	(1.4)
	Job related	75	(3.5)	84	(1.2)	87	(1.0)	88	(0.9)	79	(1.4)
Newfoundland and Labrador	Non-job related	36 ^M	(11.1)	8 ^M	(2.4)	10 ^M	(2.6)	7 ^M	(2.1)	20 ^M	(4.7)
	Job related	64 ^M	(11.1)	92	(2.4)	90	(2.6)	93	(2.1)	80	(4.7)
Prince Edward Island	Non-job related	x	x	13 ^M	(3.9)	12 ^M	(3.3)	13 ^M	(2.8)	33	(5.3)
	Job related	x	x	87	(3.9)	88	(3.3)	87	(2.8)	67	(5.3)
Nova Scotia	Non-job related	U	(8.2)	15 ^M	(3.6)	13 ^M	(2.4)	10 ^M	(1.8)	24	(3.6)
	Job related	81	(8.2)	85	(3.6)	87	(2.4)	90	(1.8)	76	(3.6)
New Brunswick	Non-job related	U	(9.9)	12 ^M	(3.5)	12 ^M	(2.4)	10 ^M	(2.3)	25	(3.8)
	Job related	74	(9.9)	88	(3.5)	88	(2.4)	90	(2.3)	75	(3.8)
Quebec	Non-job related	27 ^M	(5.9)	22	(1.6)	13	(1.5)	14	(1.4)	28	(2.5)
	Job related	73	(5.9)	78	(1.6)	87	(1.5)	86	(1.4)	72	(2.5)
Ontario	Non-job related	27 ^M	(6.9)	14	(2.0)	14	(2.0)	13	(1.9)	15	(2.3)
	Job related	73	(6.9)	86	(2.0)	86	(2.0)	87	(1.9)	85	(2.3)
Manitoba	Non-job related	U	(7.9)	17 ^M	(3.6)	12 ^M	(3.7)	11 ^M	(2.7)	13 ^M	(2.5)
	Job related	80	(7.9)	83	(3.6)	88	(3.7)	89	(2.7)	87	(2.5)
Saskatchewan	Non-job related	U	(4.9)	14 ^M	(3.5)	U	(1.7)	11 ^M	(2.6)	14 ^M	(3.8)
	Job related	86	(4.9)	86	(3.5)	97	(1.7)	89	(2.6)	86	(3.8)
Alberta	Non-job related	U	(11.2)	U	(4.1)	8 ^M	(1.9)	12 ^M	(2.7)	23 ^M	(4.8)
	Job related	73	(11.2)	88	(4.1)	92	(1.9)	88	(2.7)	77	(4.8)
British Columbia	Non-job related	21 ^M	(4.5)	16 ^M	(3.2)	18 ^M	(3.9)	10 ^M	(2.5)	29	(4.2)
	Job related	79	(4.5)	84	(3.2)	82	(3.9)	90	(2.5)	71	(4.2)
Yukon	Non-job related	U	(18.5)	U	(12.1)	21 ^M	(5.5)	U	(3.5)	U	(12.2)
	Job related	81 ^M	(18.5)	76	(12.1)	79	(5.5)	91	(3.5)	78	(12.2)
Northwest Territories	Non-job related	36 ^M	(8.9)	17 ^M	(3.0)	12 ^M	(3.1)	11 ^M	(3.4)	U	(3.3)
	Job related	64	(8.9)	83	(3.0)	88	(3.1)	89	(3.4)	92	(3.3)
Nunavut	Non-job related	43	(6.6)	17 ^M	(3.6)	U	(5.2)	U	(4.2)	x	x
	Job related	57	(6.6)	83	(3.6)	89	(5.2)	89	(4.2)	x	x

Source: The Programme for the International Assessment of Adult Competencies, 2012.

^M Use with caution

U Too unreliable to be published

x Suppressed to meet the confidentiality requirements of the *Statistics Act*

SE Standard error



APPENDIX III

LIST OF PARTNERS

This appendix provides a list of dedicated professionals working in federal, provincial, and territorial departments and agencies across the country who, through analysis, collaboration, and provision of guidance and various other forms of support, were instrumental in making this study a reality.

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