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Literacy Performance of Working-Age Aboriginal People in Canada

Findings based on the
International Adult Literacy
and Skills Survey (IALSS) 2003

REPORT

Bagala Biswal

Learning Policy Directorate

Strategic Policy and Research

July 2008



***Literacy Performance of Working-Age
Aboriginal People in Canada
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and Skills Survey (IALSS) 2003***

***by:
Bagala Biswal***

***for:
Learning Policy Directorate
Strategic Policy and Research
Human Resources and Social Development Canada***

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Executive Summary

The International Adult Literacy and Skills Survey (IALSS) conducted in 2003 presents a first and unique opportunity to examine the literacy, numeracy and problem solving proficiencies of the working age Aboriginal population in Canada. Where possible, analyses were conducted for three groups – North American Indians, Métis and Inuit and for three territories – Yukon, Northwest Territories (N.W.T.) and Nunavut. However, the results must be used with caution because the sample was not representative of the total Aboriginal population in Canada.

Analyses were also conducted for samples of Aboriginal people living in urban areas in Manitoba and Saskatchewan, and Aboriginal people living in selected communities in the territories (covering a majority of the populated areas). Exceptionally, the sample is representative of these groups of Aboriginal people.

Though Aboriginal people form a small minority of the population, about 3.3%, they are found all over Canada, however, they are concentrated in Ontario, the western provinces and the territories. Because they are the fastest growing sub population group, only 63% of them are of working age (16-65 years old). Based on the IALSS data, this report describes the literacy, numeracy and problem solving proficiencies of the working age Aboriginal population. Overall, the analyses in the study compare the performance of Aboriginal People with Non-Aboriginal people where the results are indicative of relative differences in performance rather than providing precise estimates.

There are five levels of literacy and numeracy proficiency. An average literacy score at level 3 (above 276 points) is indicative that the population as a whole has a literacy level appropriate for working in a modern economy. In general, Aboriginal people had lower average scores than Non-Aboriginal people in the four domains. For example, 58% of the Aboriginal people scored below level 3 in prose literacy compared to 41.4% of the non-aboriginal people. This was largely due to low scores and high proportions of them in the two lower levels of proficiency. Indeed, those that scored at the highest literacy proficiency levels had average scores that approximated the Non-Aboriginal population. However, a very high proportion of Aboriginal youth scored below level 3 which is a cause for concern. About 65% of Aboriginal youth had prose literacy below level 3 compared to only 36% for Non-Aboriginal youth.

The analyses have shown that, though for analytical as well as policy purposes Aboriginal people are considered as a whole, there are variations in their literacy performance as well as their educational and employment outcomes. The Inuit in Nunavut did not shine in comparisons of literacy performance, largely due to the fact that most of them speak Inuktitut, but the literacy assessments were conducted in English and French. However, the Inuit taken as a whole, although they were the smallest of the three groups, were not different from their other Aboriginal counterparts. Métis, a much larger group, had a higher proportion of people scoring level 3 and above compared to other Aboriginal groups. They tended to be able to parlay their education and literacy skills into employment and high yearly earnings. Of the sub-groups, the largest – North American Indians and the smallest – Inuit in Nunavut had poorer literacy

performance (nearly 60% scored below level 3) and as a consequence, lower education and employment outcomes.

Many of the findings for the Canadian population were replicated for the Aboriginal population. A clear relationship between literacy proficiency and education was found as well as a direct relationship between literacy scores and employment, and literacy scores and total yearly earnings. Women outperformed men in prose literacy. Those Aboriginal people with high literacy scores earn equally high total yearly earnings as the other Canadians with high literacy scores.

1. Introduction

Literacy is fundamental for successful participation in the work force and in society. Many disadvantaged groups experience poor employment outcomes because of their low literacy proficiencies. Outcome data for Aboriginal people has been scarce. Up to now, the only aggregate information on literacy for Aboriginal people in Canada dates back to the precursor of International Adults Literacy Survey (IALS), the Survey of Literacy Skills Used in Daily Activities in 1989 (LSUDA). Based on Census data it is known that the Aboriginal population has lower educational attainment and poorer labour market outcomes compared to other Canadians.

The number of working age Aboriginal people (15 and older) will be close to a million – about 3.4% of the working-age population overall by the end of 2017 (Statistics Canada 2005). During this period, the proportion of Aboriginal people in the young adult population (aged 20 to 29) is projected to grow significantly – faster than for the same age group overall. Certain provinces will be affected more than the others due to different concentration levels of Aboriginal people in those provinces. The degree to which such provinces can integrate these young people in the labour force will become increasingly important.

In this context, Luffman and Sussman (2007) compared the employment, occupational distribution and skill level characteristics of the off-reserve Aboriginal and Non-Aboriginal populations in the Western Canada labour force based on the 2005 Labour Force Survey (LFS) data. The study found that the labour market outcome of the Aboriginal labour force in Western Canada is progressing in many respects but substantial gaps remain between the Aboriginal and Non-Aboriginal populations.

Another study (see Finnie and Meng, 2002) used the LSUDA to investigate minority-white income differences and the role cognitive skills play in those patterns. Some minority groups have substantially lower (tested) levels of literacy and numeracy skills than whites and other more economically successful minorities, and in the case of certain male groups these differences play a significant role in explaining the observed income patterns. The ethnic-white income gaps are, however, much smaller for women, and the literacy and numeracy variables do not have much of a role to play in explaining those differences.

How do Aboriginal and Non-Aboriginal people compare in terms of their various literacy skills levels? Are some groups of the Aboriginal population faring better than the others? What is the relationship between their skills level and their employment status and income? These research questions remained unanswered until the release of the International Adults Literacy and Skills Survey (IALSS), which presents a first and unique opportunity to examine the assessed literacy, numeracy and problem-solving proficiencies of the Aboriginal population in Canada. The data also allows investigation of the consequences of their literacy proficiency on their employment and income outcomes.

Box 1
The Aboriginal Population in IALSS 2003

The International Adults Literacy and Skills Survey (IALSS) 2003 surveyed 20,000 respondents aged 16-65 representing 21,360,683 adults. The Aboriginal sample size in IALSS is very small and is not representative of the total Aboriginal population in Canada. However, the IALSS survey presents a unique opportunity to examine the literacy, numeracy and problem solving proficiencies of the Aboriginal population recognizing this limitation. Analyses do not provide reliable estimates but are useful for comparative purposes, indicative of orders of magnitude, of relative differences in performance (better/worse) or in proportions (more/less). The data for Aboriginal people in the territories is representative and is more reliable. Aboriginal people were also over-sampled in urban areas of Manitoba and Saskatchewan.

This report describes the literacy, numeracy and problem-solving proficiencies of the Aboriginal population between the ages of 16 and 65 in Canada. Where possible, results are presented for North American Indians, Métis and Inuit, and Aboriginal people in three territories. Where possible, the Aboriginal sub-group results are compared with the results of the Non-Aboriginal population.

The plan for the rest of the paper is the following. The remaining part of this section discusses the demographic profile of Aboriginal population in Canada. Section 2 describes the distribution of working age Aboriginal people living in various provinces and territories. Section 3 is devoted to explaining the educational attainment of Aboriginal people while section 4 is devoted to explaining their labour market status. Section 5 presents in detail the literacy performance of Aboriginal people in comparison to Non-Aboriginal people. This section also includes the relationships between literacy level or literacy scores, and education and labour market outcomes of Non-Aboriginal people and various sub-groups of Aboriginal people including those in the territories. The discussion of the relationship between the literacy proficiencies of Non-Aboriginal and various sub-groups of Aboriginal people and their annual earnings is covered in Section 6. Finally, Section 7 concludes the report.

Aboriginal and Non-Aboriginal Population

In 2001, about 3.3% (just under 1 million) of the Canadian population identified themselves as Aboriginal people, composed of three major groups: the North American Indians (62%), the Métis (30%) and the Inuit (5%). (Table A1) They were the fastest growing sub population. The median age (24.7) of the Aboriginal population was 13 years younger than that of the Non-Aboriginal population (37.7) in Canada, as a result of the higher birth rate among Aboriginal people. Between 1996 and 2001, the Aboriginal population grew by 22.2% compared to 3.4% for the Non-Aboriginal population. The Métis population grew fastest among the three groups, growing by 43%, however, their median age (27) was highest of the three groups, about 10 years younger than the median age of the Non-Aboriginal population.

Though the Aboriginal population was distributed among all the provinces of Canada, there were over 150,000 of them in Ontario, Manitoba, Alberta and British Columbia. Saskatchewan had the highest proportion (14%) in the population. The Census in 2001 showed that the Aboriginal people made up a much larger proportion of the total population in the territories. The concentration of the Aboriginal population varied in the territories: 85% in Nunavut, 50% in Northwest Territories and 23% in the Yukon. Aboriginal people also lived in large numbers in urban areas of Manitoba and Saskatchewan. An estimated 73,000 Aboriginal people lived in urban areas in Manitoba, accounting for nine percent of the total urban population in that province. In Saskatchewan, the urban Aboriginal population exceeded 60,000, representing 10% of the province's urban population. (Census 2001).

2. Distribution of Working Age Aboriginal People

There were roughly 640,000 Aboriginal people of working age (aged 16-65 years), about 3.0% of the working age population. (Table 1 and Appendix–Table A2). They constituted only 63% of the total Aboriginal population because of the large proportion of children and youth. The population numbers of Aboriginal people for each province provide the basis for the calculation of the proportions of persons with low literacy and numeracy skills.

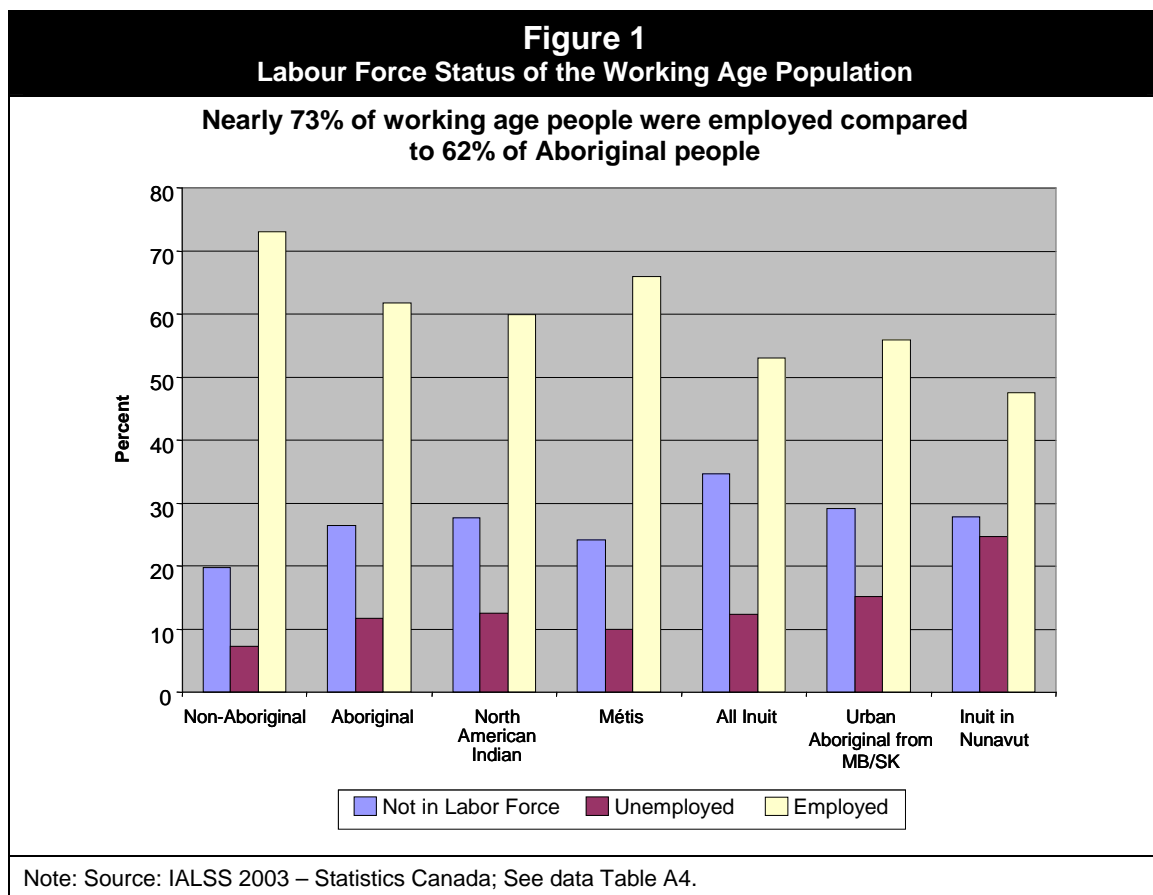
Table 1						
The Population Distribution of the Working Age (16-65 years)						
Non-Aboriginal and Aboriginal People in the Provinces and Territories						
Among the Aboriginal Working Age Population, the largest number of North American Indians lived in Ontario, the largest number of Métis in Alberta and British Columbia and the largest number of Inuit in Quebec						
Province/ Territories	Non- Aboriginal	Aboriginal (% of population)	Total	North American Indian	Métis	Inuit
Newfoundland and Labrador	352,114	22,212 (5.9%)	374,326	10,766	8,953	3,529
Prince Edward Island	93,136	1,768 (1.9%)	94,904	1,262	414	92
Nova Scotia	621,268	13,659 (2.2%)	634,927	8,987	5,730	1,077
New Brunswick	500,160	11,104 (2.2%)	511,264	6,544	3,945	822
Quebec	5,080,669	46,853 (0.9%)	5,127,522	21,793	18,272	11,366
Ontario	8,078,177	173,051 (2.1%)	8,251,228	134,287	50,637	635
Manitoba	658,517	59,673 (8.3%)	718,190	20,291	39,176	343
Saskatchewan	568,751	46,385 (7.5%)	615,136	21,405	23,856	2,135
Alberta	2,041,855	104,254 (4.9%)	2,146,109	38,078	66,176	0
British Columbia	2,681,716	138,734 (4.9%)	2,820,450	75,028	67,440	5,394
Yukon	16,161	3,213 (16.6%)	19,374	2,638	511	67
Northwest Territories	15,792	9,465 (37.5%)	25,257	4,176	3,153	2,188
Nunavut	3,051	9,015 (74.7%)	12,066	58	89	8,899
Canada	20,711,367	639,386 (3.0%)	21,350,753	345,313	288,352	36,547
Percentage	97.0	3.0	100.0	1.62	1.35	0.2
Source: IALSS 2003 – Statistics Canada.						

There were more North American Indians (345,313) and Métis (288,352) than Inuit (36,547). Ontario had the largest number of North American Indians; British Columbia had the largest number of Métis and Quebec had the largest number of Inuit. The distribution of the working age Aboriginal people in provinces and territories shows that the majority of Aboriginal people lived in Ontario (27%) followed by BC (22%) and Alberta (16%). The three territories only accounted for 3.5% of the total Aboriginal people in Canada (Table A2a). In the territories, Nunavut had 75% working age population from Aboriginal group compared to only 38% in N.W.T. and 17% in Yukon. (Table A2b).

3. Employment Status of Aboriginal People

Between 1996 and 2001, the working age Aboriginal population grew slightly more than that of the total Aboriginal population, 25% (Table A3) compared to 22.2% (Table A1). The working age population in Canada as a whole also grew slightly more rapidly than that of the population of all ages, by 4.8% (Table A3) compared to 3.9% (Table A1). The Aboriginal working age population represented about 3% of the total Canadian working age labour force in 2001, up from 2.5% in 1996. (Appendix–Table A3).

Nearly 73% of working age Non-Aboriginal people were employed compared to 62% of Aboriginal people. Only 7.3% of Non-Aboriginal people were unemployed and 19.7% were not in the labour force compared to 11.7% and 26.5% respectively among Aboriginal people. About two thirds of Métis were employed, the highest proportions among the Aboriginal groups. Only 10% of Métis were unemployed in comparison to 12.5% North American Indians and 12.4% of Inuit. Unemployment among Inuit in Nunavut was the highest (24.7%) among all Aboriginal categories. Over 26% of all groups were not in the labour force, with the highest proportion (34.6%) among the Inuit. (Figure 1, Appendix–Table A4).



In all three territories, 56% of the Aboriginal people were employed compared to 84% of Non-Aboriginal people. Overall unemployment among Aboriginal people in three territories was around 19% compared to only 5% of the Non-Aboriginal people. Similarly, nearly 25% of the Aboriginal people in three territories were not in the labour force compared to only 11% of the Non-Aboriginal population. (Table A4a).

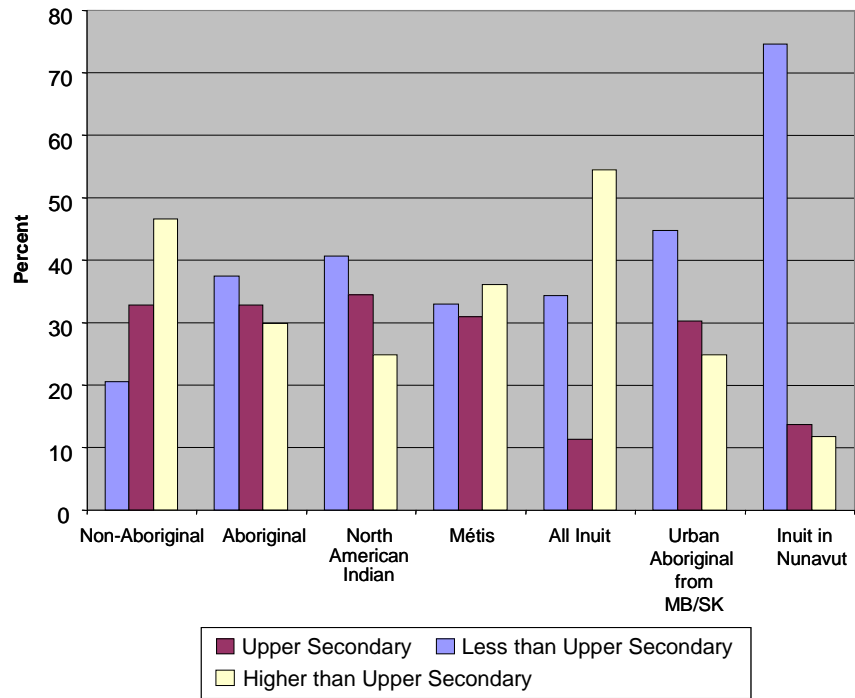
4. Educational Attainment of Aboriginal People

A higher proportion of Non-Aboriginal Canadians had higher education attainment than Aboriginal people. About 46.6% of Non-Aboriginal people had more than upper secondary education compared to 30% of Aboriginal people. Altogether about 198,000 Aboriginal people had more than upper secondary education. However, the Inuit had nearly 55% of people with higher than upper secondary education compared to 25% of North American Indians and 36% of Métis. Aboriginal and Non-Aboriginal people had an equal percent of people (33%) with upper secondary education. Also, 20.5% of Non-Aboriginal people had less than upper secondary education compared to 37.4% of Aboriginal people, where North American Indians had 40.7%, Métis 33% and Inuit 34.3%.

Inuit in Nunavut (75%) and Aboriginal people from urban Manitoba and Saskatchewan (45%) had the highest percent of people with less than upper secondary education (Figure 2, Appendix–Table A5 and A5a). Though 54% of all Inuit (36,547) had higher than upper secondary education, the proportion was much lower (12%) for Inuit in Nunavut (8,899). In all three territories, nearly 61% of Aboriginal people had less than upper-secondary education compared to only 14% of Non-Aboriginal people. Only about 18.5% of Aboriginal people in three territories had more than upper secondary education compared to 56% of Non-Aboriginal population in three territories. The results also show that a higher proportion of the Non-Aboriginal people living in three territories (56%) had more than upper secondary education compared to the Non-Aboriginal people in Canada as a whole (47%).

Figure 2
Educational Attainment of the Working Age Population

About a third of Aboriginal people had more than upper secondary education



Note: Source: IALSS 2003 – Statistics Canada; See data Table A5.

5. Literacy Performance of Aboriginal People

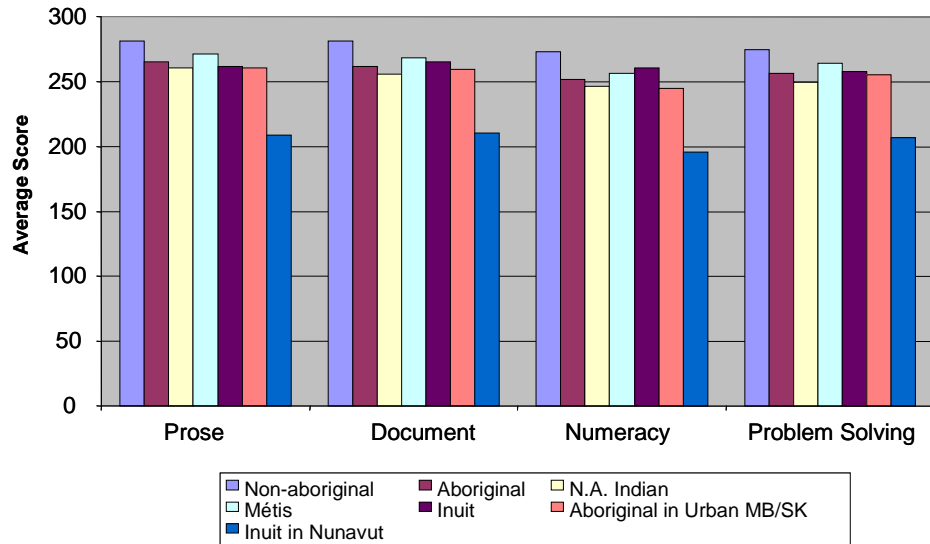
The 2003 International Adult Literacy and Skills Survey (IALSS) measured the proficiencies in prose, document, numeracy and problem solving of the Canadian population. It showed the proficiency distributions of the population in each of the ten provinces and three territories and of specific sub-populations, such as immigrants, Aboriginal people and minority language groups. The overall results from the survey suggest that the literacy performance of the Aboriginal people was lower than that of the Non-Aboriginal people.

5.1 Literacy Outcomes by Aboriginal Group and Domain

Results of literacy performance are presented for Aboriginal people including the three sub-groups of Aboriginal people - North American Indian or Métis or Inuit (Figure 3). The differences in average scores in all domains between various sub-groups of Aboriginal population (except for the Inuit in Nunavut) were not statistically significant from each other. However, there were differences in average scores in some domains when a comparison of the performance of one sub-group of Aboriginal people was made with that of the Non-Aboriginal population (Appendix–Table A6).

Figure 3
Average Literacy Scores of Aboriginal and Non-Aboriginal People

The average scores of Aboriginal groups in all four domains were at level 2 and below those of Non-Aboriginal people



Source: IALSS 2003 – Statistics Canada, See data Table A6.

Box 2
Definition of Literacy Proficiency

It is the ability to *understand* and *employ* printed information in daily activities, at home, at work and in the community. It is not about whether or not one can read but how well one reads.

- **Prose:** The knowledge and skills needed to understand and use information from texts including editorials, news stories, brochures and instruction manuals.
- **Document:** The knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables, and charts.
- **Numeracy:** The knowledge and skills required to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as balancing an account, figuring out a tip, completing an order form or determining the amount of interest on a loan from an advertisement.
- **Problem Solving:** Involves goal-directed thinking and action in situations for which no routine solution procedure is available. The understanding of the problem situation and its step-by-step transformation, based on planning and reasoning constitute the process of problem solving. (Only four proficiency levels)

Prose, document, and numeracy scales,

- **Level 1** 0 – 225 points
- **Level 2** 226 – 275 points
- **Level 3** **276 – 325 points***
- **Level 4** 326 – 375 points
- **Level 5** 376 – 500 points

Problem solving scales:

- **Level 1** 0 – 250 points
- **Level 2** 251 – 300 points
- **Level 3** 301 – 350 points
- **Level 4** 351 – 500 points

Note: The Average Score for the Population: Ideally the average score should be at or above level 3 i.e. above 276 points. This indicates that the population as a whole has a literacy level appropriate for working in a modern economy.

* **The Average Score for Each Domain:** The average score for Prose and Document Literacy and Numeracy should be at or above level 3. The standard is not as clear for Problem Solving. If the average for either literacy or numeracy is below level 3, it can affect the types of jobs that can be supported in the economy and future growth.

Ideally an average score at level 3 (above 276 points) indicates that the population as a whole has a literacy level appropriate for working in a modern economy. In general, the literacy performance of the Aboriginal population was lower than the Canadian average. The average score for all the Aboriginal groups was at level 2 in all the domains. The average prose literacy score for the Aboriginal population was 265 (level 2) compared to 281 (level 3) for the Non-Aboriginal population, representing a gap of 16 points. A similar trend held for the average scores in document literacy (20 points), numeracy (20 points) and problem solving (18 points) (Appendix–Table A6).

Among the Aboriginal groups, the literacy performance varied by the domain examined. The average performance of North American Indians fell below the Métis in all the four domains as measured in IALSS. The average performance of Métis (271) was slightly better than the Inuit (261) in Prose, the average performance of Métis (264) was also slightly better than the Inuit (257) in problem-solving, and the Inuit (260) performed better than the Métis (256) in the numeracy domain.

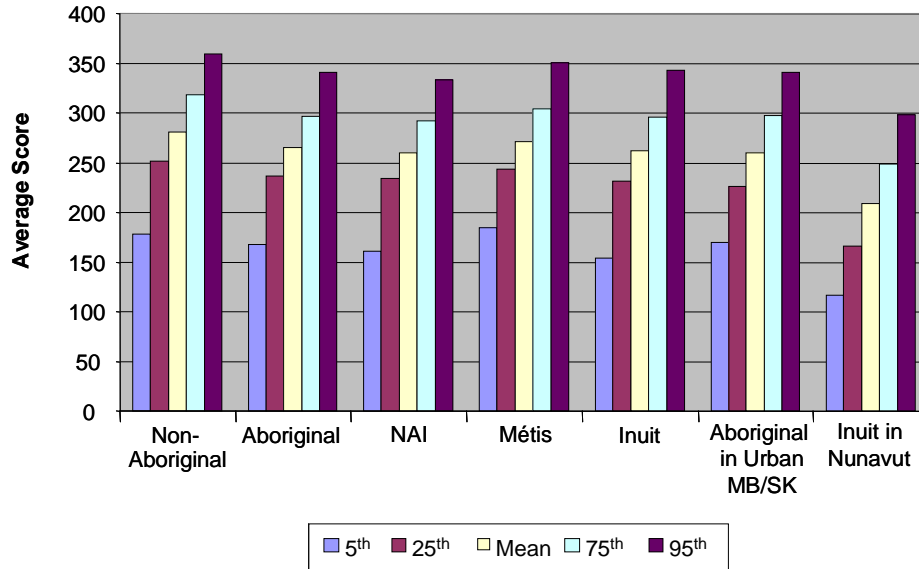
The Inuit population in Nunavut performed at a significantly lower level of literacy proficiency than Aboriginal persons elsewhere. (It should be noted that the vast majority of Inuit spoke Inuktitut and that the literacy assessments were in English and French.) The results also suggest that Inuit living outside of Nunavut performed better than those living in Nunavut. Though the average prose score for all Inuit was 261, the average score for Inuit in Nunavut was only 208. There was a gap of over 53 points between them which is equivalent to one proficiency level. A similar gap is evident in the other three domains, and between Inuit in Nunavut with other sub-groups.

a. Distribution of Prose Literacy Proficiency Scores

The distribution of prose literacy scores at the 5th, 25th, 50th, 75th and 95th percentiles are shown in Figure 4a. (Appendix–Table A7). The average scores for Prose at the 5th percentile (level 1) and 25th percentile (level 2 with the exception of Inuit in Nunavut) for the sub-groups were low contributing to the low average of the Aboriginal group as a whole. However, all the groups scored an average between 330-360 points (level 4) at the 95th percentile, similar to the Non-Aboriginal population, except the Inuit in Nunavut, who scored an average about 300 points. There appears to be a greater difference at the lower end than at upper end of the distribution. Regardless of sub group, high performers scored roughly the same and the difference matters less.

Figure 4a
Distribution of Prose Literacy Scores of Aboriginal and Non-Aboriginal People aged 16-65

All Aboriginal groups (except Inuit in Nunavut) had average scores over 300 at the 95th percentile, similar to the Non-Aboriginal population



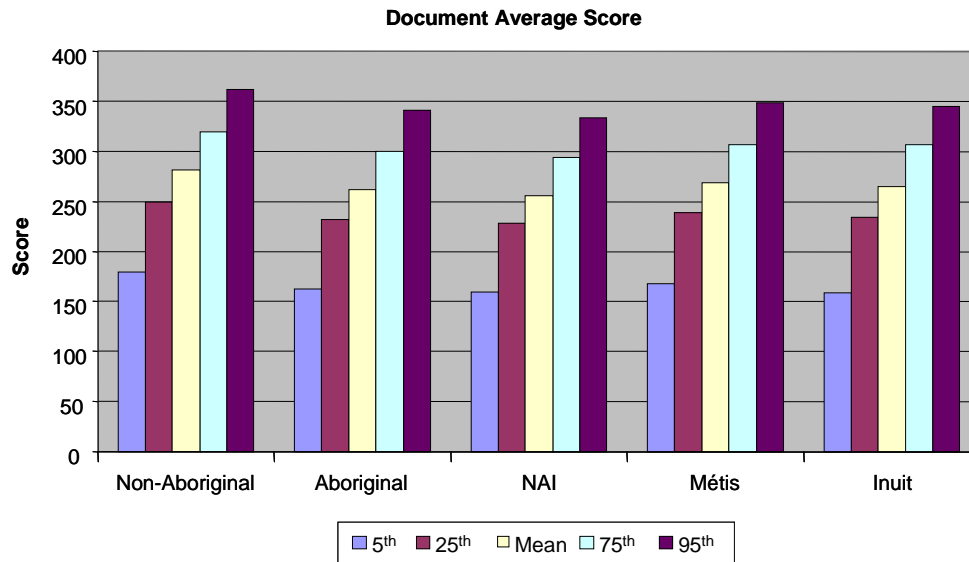
Source: IALSS 2003 – Statistics Canada, See data Table A7.

b. Distribution of Document Literacy Proficiency Scores

The distribution of document literacy scores at the 5th, 25th, 50th, 75th and 95th percentiles are shown in Figure 4b. (Appendix–Table A7). The average scores for the sub groups in document literacy at the 5th and 25th percentile are low contributing to the low average of the Aboriginal group overall. However, all the groups score an average of over 300 points at the 95th percentile, similar to the Non-Aboriginal population. The average scores at the 95th percentile for document literacy are similar to the average scores for prose at the same percentile for the Aboriginal groups. Only the Non-Aboriginal group has a mean score at level 3 (i.e. above 276).

Figure 4b
Distribution of Document Literacy Scores of Aboriginal and Non-Aboriginal People aged 16-65

The Aboriginal groups have an average document score over 300 at the 95th percentile similar to the non-Aboriginal population



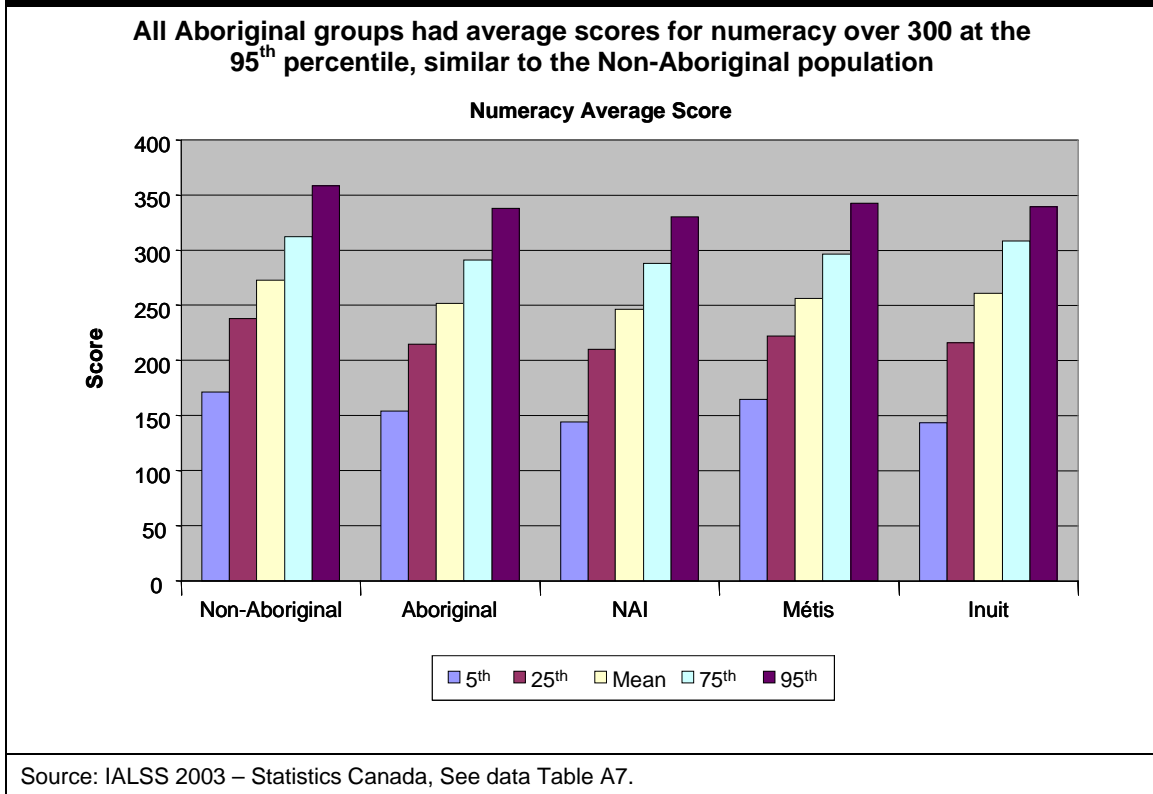
Source: IALSS 2003 – Statistics Canada, See data Table A7.

The Aboriginal groups have an average document score over 300 at the 95th percentile similar to the non-Aboriginal population

c. Distribution of Numeracy Proficiency Scores

The distribution of numeracy scores at the 5th, 25th, 50th, 75th and 95th percentiles are shown in Figure 4c. (Appendix–Table A7). The average scores for numeracy at the 5th and 25th percentile of the sub groups were low contributing to the low average of the Aboriginal population. However, all the groups scored an average of over 300 points at the 95th percentile, similar to the Non-Aboriginal population. The Inuit were the only group that had average scores over 300 points at the 75th and 95th percentile. The average was at level 2 (below 276) for all the groups except the Non-Aboriginal people. Numeracy proficiency was in general lower than prose and document literacy.

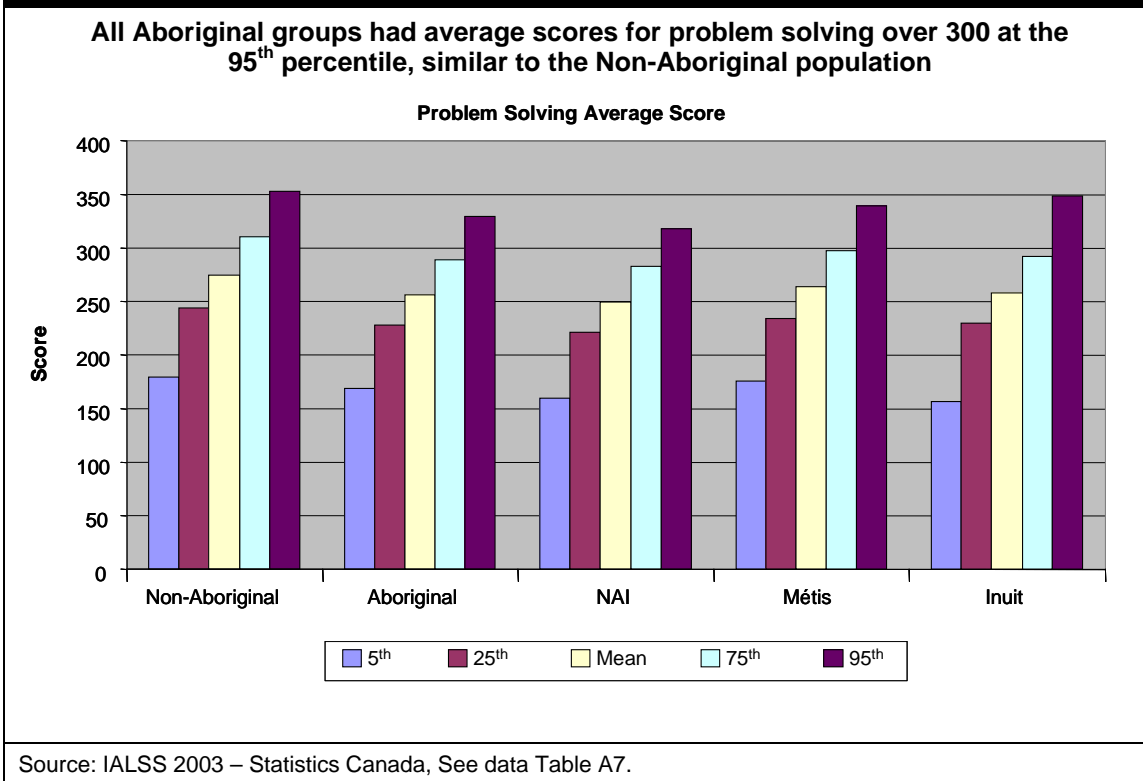
Figure 4c
Distribution of Numeracy Scores of Aboriginal and Non-Aboriginal People aged 16-65



d. Distribution of Problem Solving Proficiency Scores

The distribution of problem solving scores at the 5th, 25th, 50th, 75th and 95th percentiles are shown in Figure 4d. (Appendix–Table A7). The average scores for problem solving at the 5th and 25th percentile were low for the sub group contributing to the low average of the Aboriginal population. However, all the groups scored an average of over 300 points at the 95th percentile, similar to the Non-Aboriginal population. The Inuit had average scores higher than those of the other two groups at 95th percentile, though the Métis generally performed better than the other two groups.

Figure 4d
Distribution of Problem Solving Scores of Aboriginal and Non-Aboriginal People aged 16-65

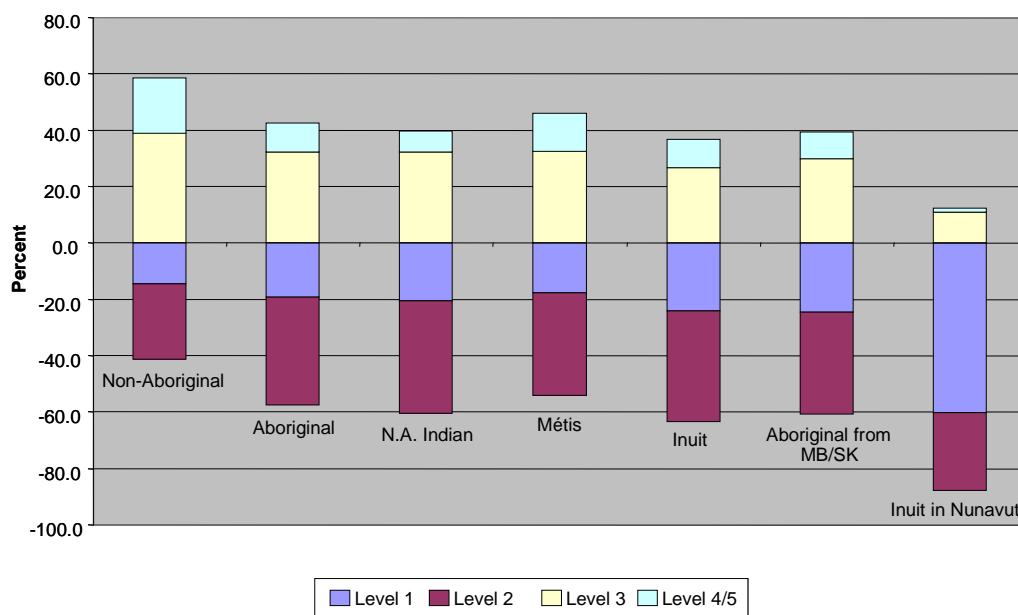


e. Distribution by Literacy/Numeracy/Problem Solving Proficiency Levels

While the average score was an indication of overall performance, the distribution of the scores among proficiency levels showed the proportion of those with high and low scores within the Aboriginal population. A comparison of the distribution of prose literacy proficiency for the three Aboriginal groups and the Non-Aboriginal population in Canada showed that higher proportions of Aboriginal people had low scores and had lower levels of proficiency. (Figure 5a, Appendix–Table A8).

Figure 5a
Distribution of Prose Literacy Proficiency Levels among
Aboriginal and Non-Aboriginal People aged 16-65

About 57% of Aboriginal people scored below level 3 in prose literacy compared to 41% of the Non-Aboriginal population



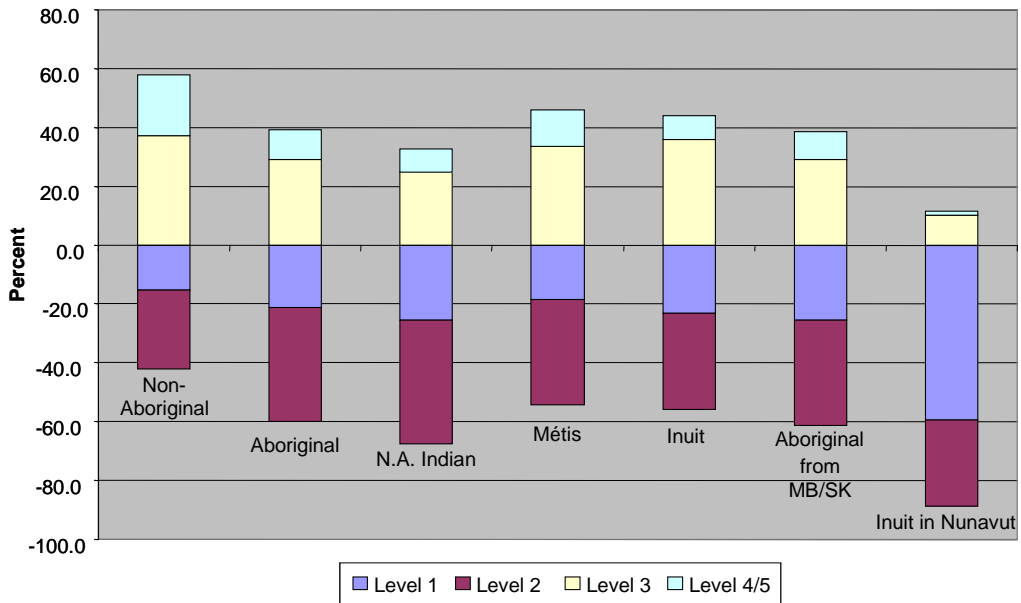
Source: IALSS 2003 – Statistics Canada, See data Table A8.

The results suggest that a significantly lower proportion of Aboriginal people scored at level 4/5 in all four domains compared to Non-Aboriginal people. Roughly, 57.6% of Aboriginal people scored below level 3 in prose literacy compared to 41.4% of the Non-Aboriginal population. Among the Aboriginal groups, 53% of Métis and 60% each of North American Indians, Inuit, and Aboriginal people from urban Manitoba/ Saskatchewan had literacy proficiency below level 3. Almost 9 out of 10 Inuit living in Nunavut performed at level 2 or below, a significantly higher proportion compared to other Aboriginal persons living elsewhere in Canada.

In other domains, about 60.0% of the Aboriginal people scored below level 3 in document literacy compared to 42.1% of the Non-Aboriginal population; 63.0% of the Aboriginal people scored below level 3 in numeracy compared to 49.3% of the Non-Aboriginal population and 82.8% of Aboriginal people scored below level 3 in problem-solving compared to 67.9% of the Non-Aboriginal population. (See Figure 5b-d, Appendix–Table A8). Because level 3 proficiency is a factor for positive labour market outcomes, a significantly higher proportion of aboriginal people can be at a disadvantage in the labour market compared to Non-Aboriginal people.

Figure 5b
Distribution of Document Literacy Proficiency Levels among
Aboriginal and Non-Aboriginal People aged 16-65

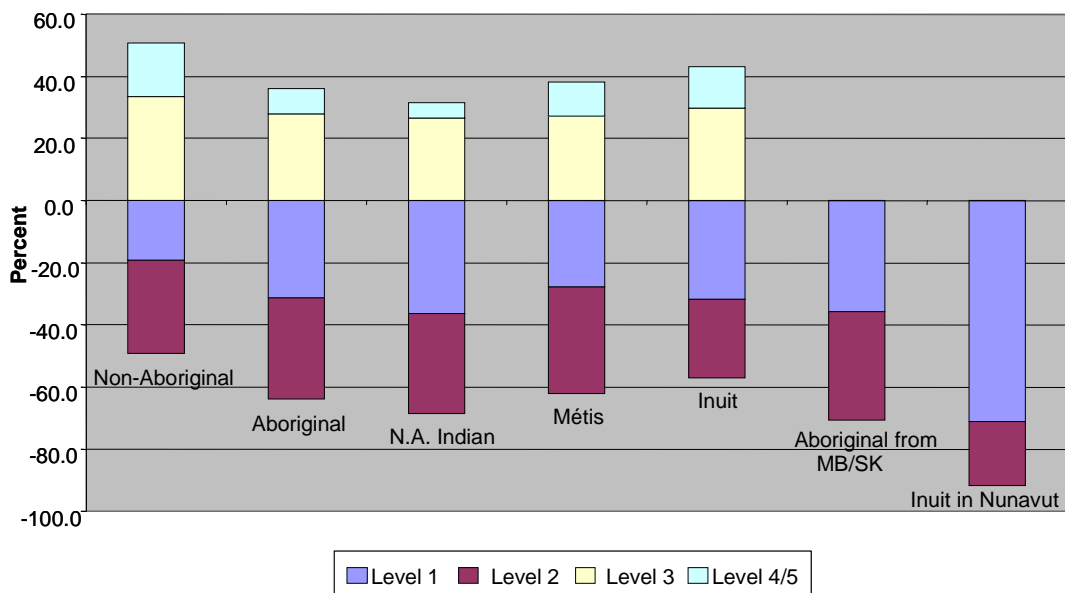
About 61% of Aboriginal people scored below level 3 in document literacy compared to 41% of the Non-Aboriginal population



Source: IALSS 2003 – Statistics Canada, See data Table A8.

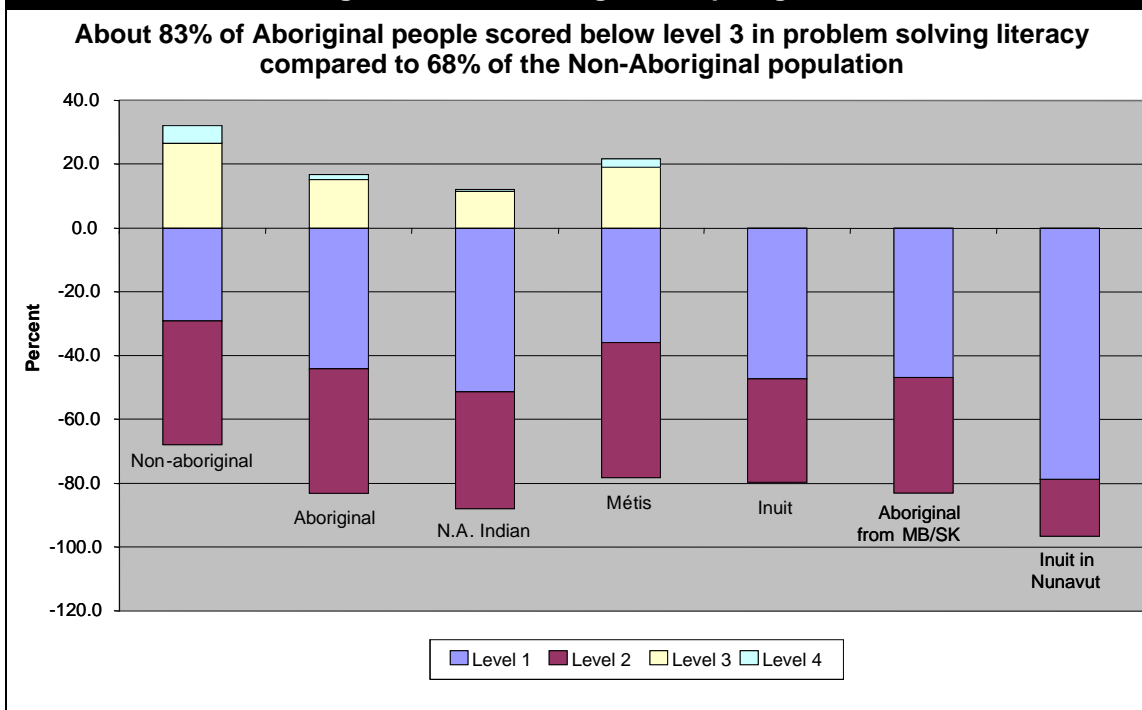
Figure 5c
Distribution of Numeracy Proficiency Levels among
Aboriginal and Non-Aboriginal People aged 16-65

About 64% of Aboriginal people scored below level 3 in numeracy literacy compared to 49% of the Non-Aboriginal population



Source: IALSS 2003 – Statistics Canada, See data Table A8.

Figure 5d
Distribution of Problem Solving Proficiency Levels among
Aboriginal and Non-Aboriginal People aged 16-65



Source: IALSS 2003 – Statistics Canada, See data Table A8.

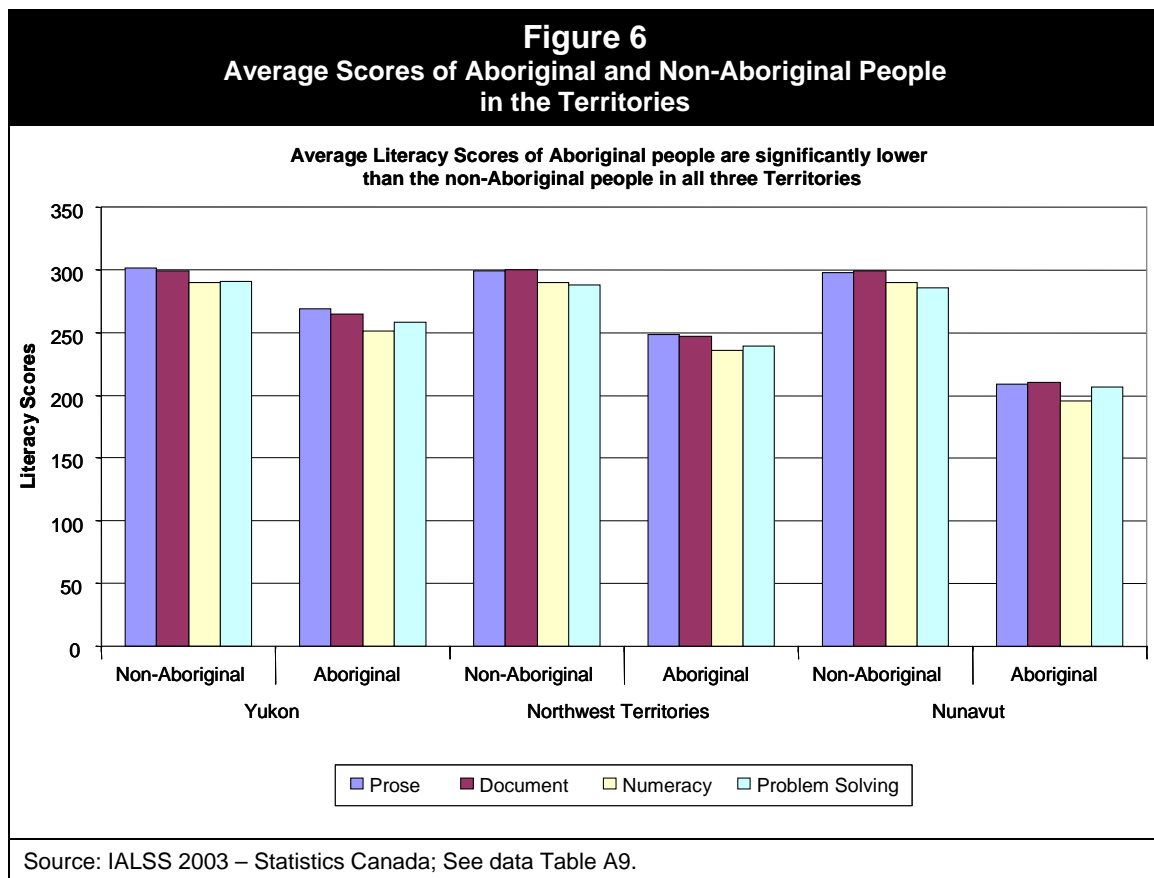
5.2 Aboriginal People in the Territories (16-65 years old)

In all three territories together, the Aboriginal population constituted around 38.3% of the 16-65 years old population. In Yukon, they were around 17% compared to 38% in N.W.T. and 75% in Nunavut. (Appendix–Table A2b).

The IALSS 2003 data showed that 84% of Non-Aboriginal people were employed compared to 56% of employment among Aboriginal people in three territories. In the non-Aboriginal population, only 5% were unemployed and 11% were not in labour force compared to 19% unemployed and 25% not in labour force among Aboriginal people. (Appendix–Table A4a).

In three territories, 56% of Non-Aboriginal people had more than higher secondary education compared to only 18.5% of Aboriginal people. However, 61% of Aboriginal people had education less than the higher secondary level compared to 14% of Non-Aboriginal people, and 20% of Aboriginal people had high school education compared to 30% of Non-Aboriginal people. Thus, Non-Aboriginal people in the territories had on average a higher education level compared to Aboriginal people living there. (Appendix–Table A5a). Also, Non-Aboriginal people in the territories had on average a higher education level compared to Non-Aboriginal people in Canada.

In the territories, the average scores of Non-Aboriginal people in all four domains were significantly higher than Aboriginal people. While the average scores of Non-Aboriginal people were found to be very similar (i.e. around 300) across all three territories, the average scores of Aboriginal people across the three territories were significantly different from each other. The Aboriginal people from Nunavut (209) scored significantly lower than the Aboriginal people from N.W.T. (248) who scored significantly lower than the Aboriginal people from Yukon (269) (Figure 6). (Appendix–Table A9). These differences between aboriginal and Non-aboriginal people were likely to have a major impact on labour market outcomes. The Non-aboriginal people scored higher in the territories than in the rest of Canada which accentuated the difference. (Table A6 and A9).



The distribution of prose and document literacy, numeracy and problem solving levels of Aboriginal people and Non-Aboriginal people in the three territories are given in Figures 7a-7d respectively (see Appendix–Table A10). The results in all four domains suggest that the proportion of Non-Aboriginal people from all three territories who scored less than level 3 is lower than that of the Aboriginal people from their respective territories. Also, the Aboriginal people from Yukon did better than N.W.T. who did better than Nunavut in all four domains. It should be noted that Yukon ranked first among all the provinces and territories in prose and problem-solving literacy, and scored second to Saskatchewan in document and numeracy literacy.¹

¹ See Statistics Canada and Human Resources and Skills Development Canada 2005, page 31-32.

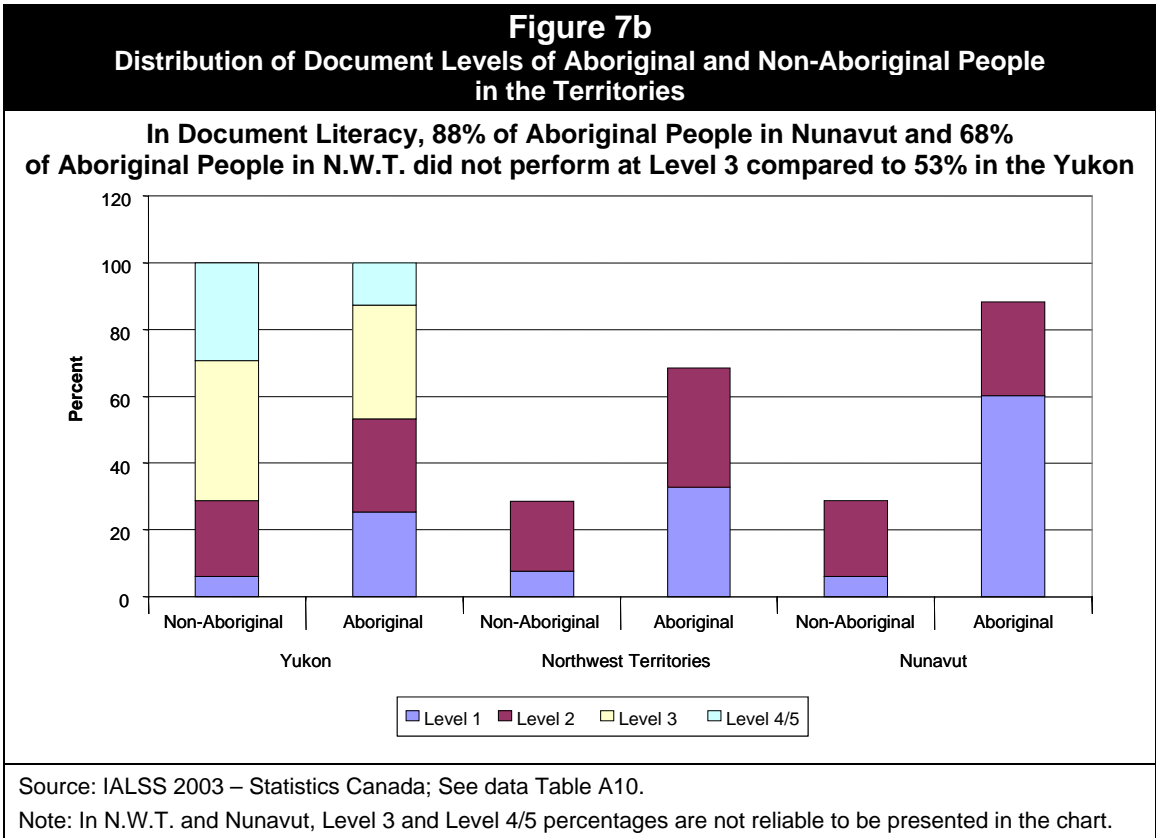
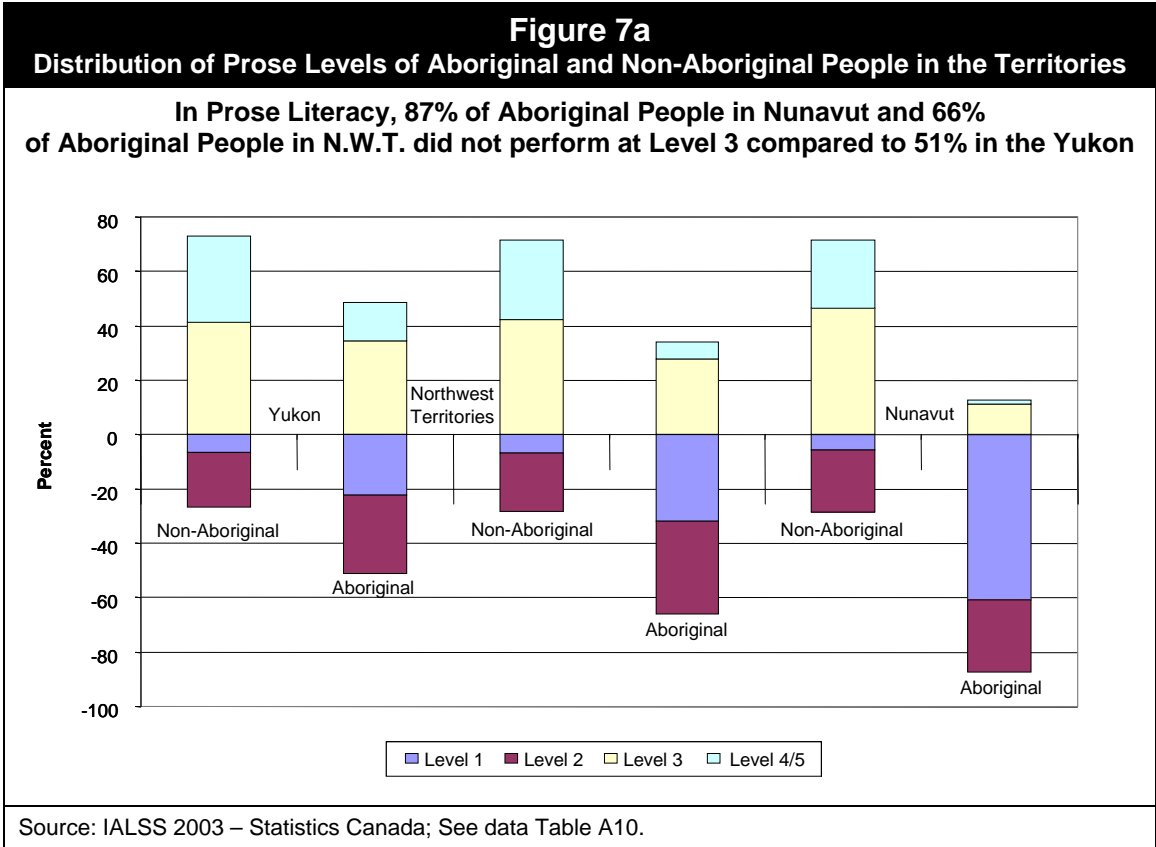
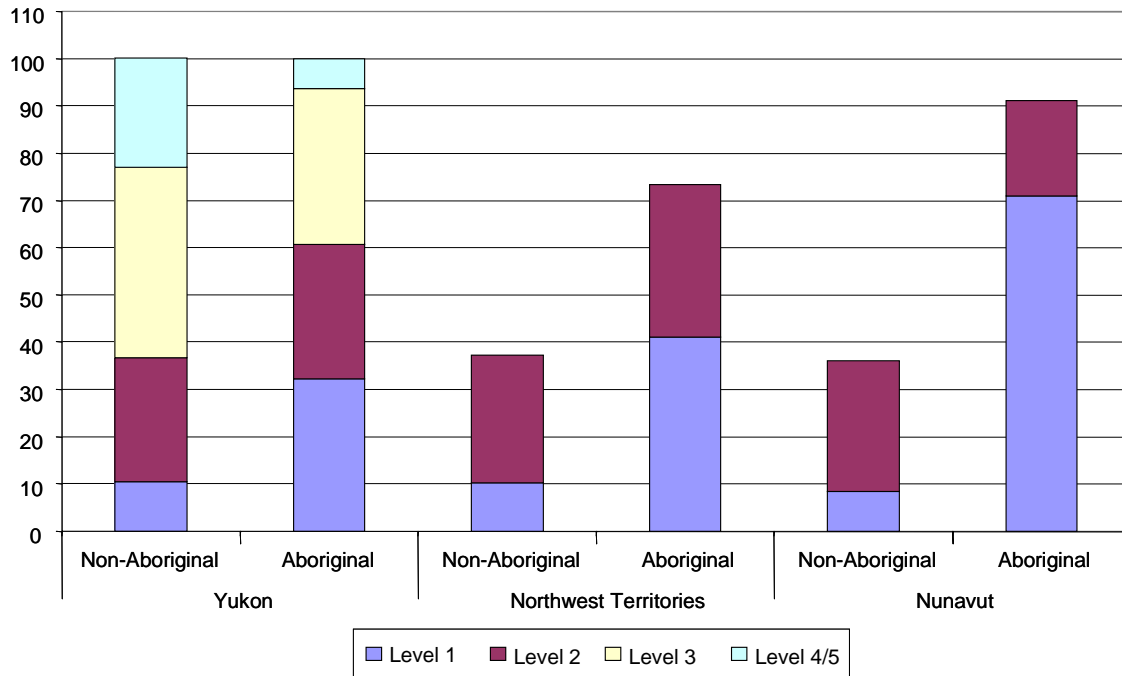


Figure 7c
Distribution of Numeracy Levels of Aboriginal and Non-Aboriginal People in the Territories

In Numeracy, 91% of Aboriginal People in Nunavut and 73% of Aboriginal People in N.W.T. did not perform at Level 3 compared to 60% in the Yukon

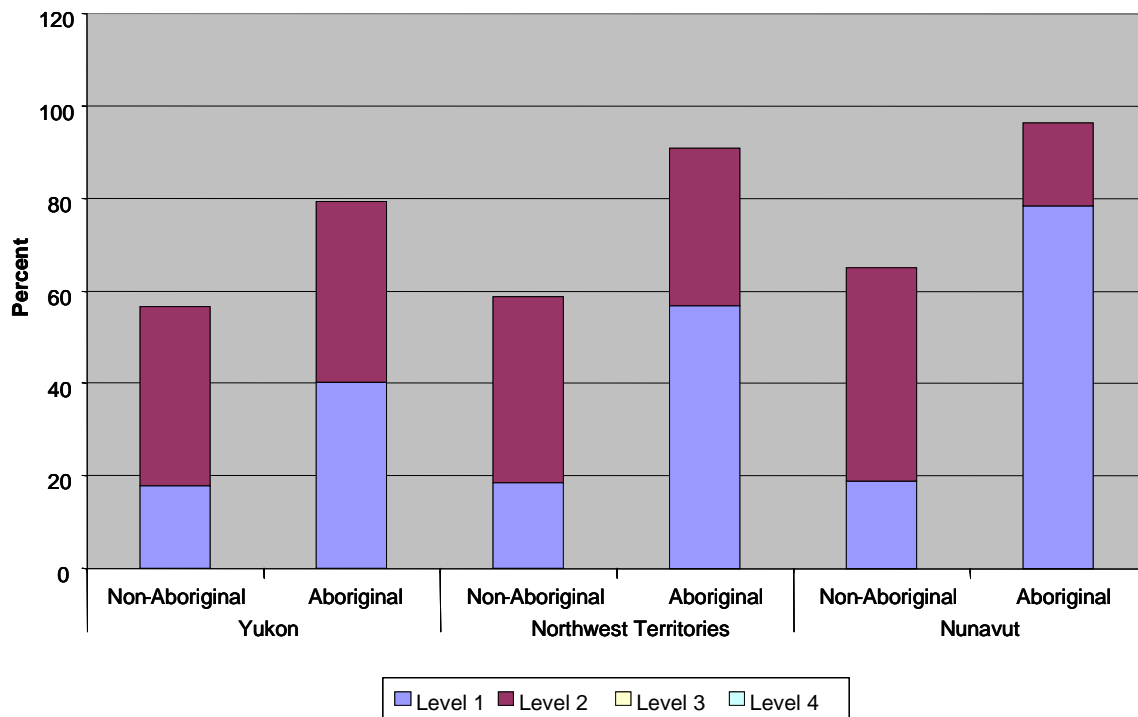


Source: IALSS 2003 – Statistics Canada; Data Table A10.

Note: In N.W.T. and Nunavut, Level 3 and Level 4/5 percentages are not reliable to be presented in the chart.

Figure 7d
Distribution of Problem Solving Levels of Aboriginal and Non-Aboriginal People in the Territories

In Problem Solving, 96% of Aboriginal People in Nunavut, 91% of Aboriginal People in N.W.T. and 79% in the Yukon did not perform at Level 3 competencies



Source: IALSS 2003 – Statistics Canada; See data Table A10.

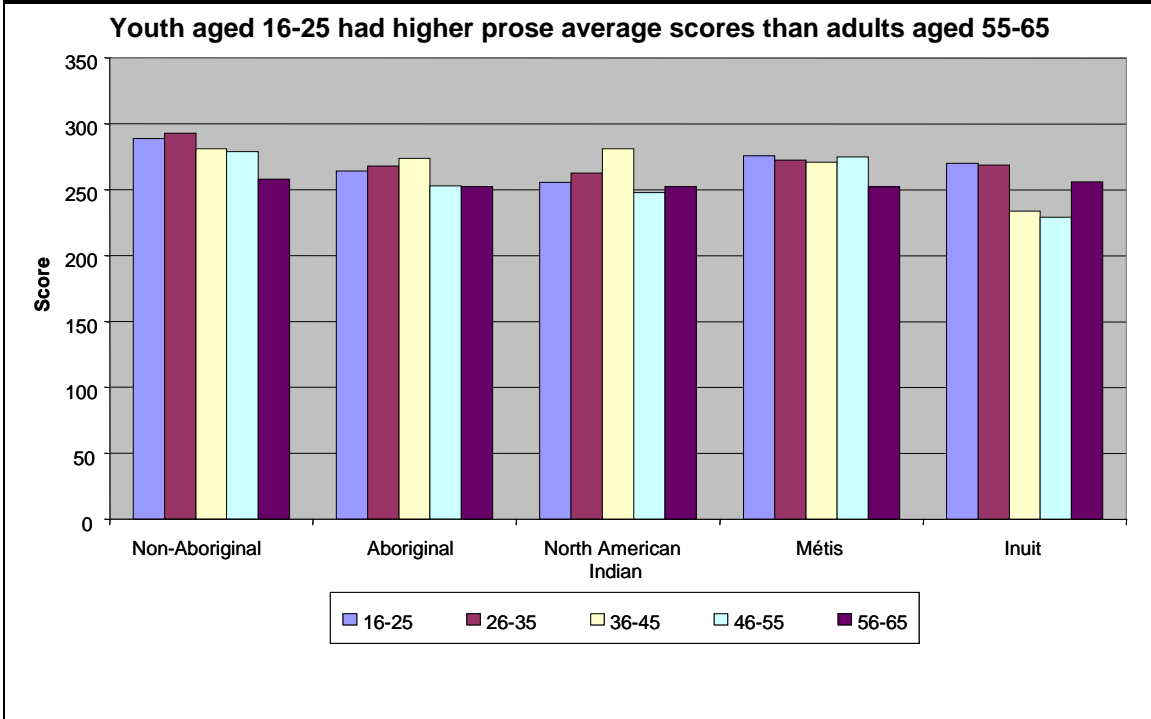
Note: Level 3 and Level 4/5 percentages are not reliable to be presented in the chart.

5.3 Variations in Literacy Proficiency by Age and Gender

a. Age

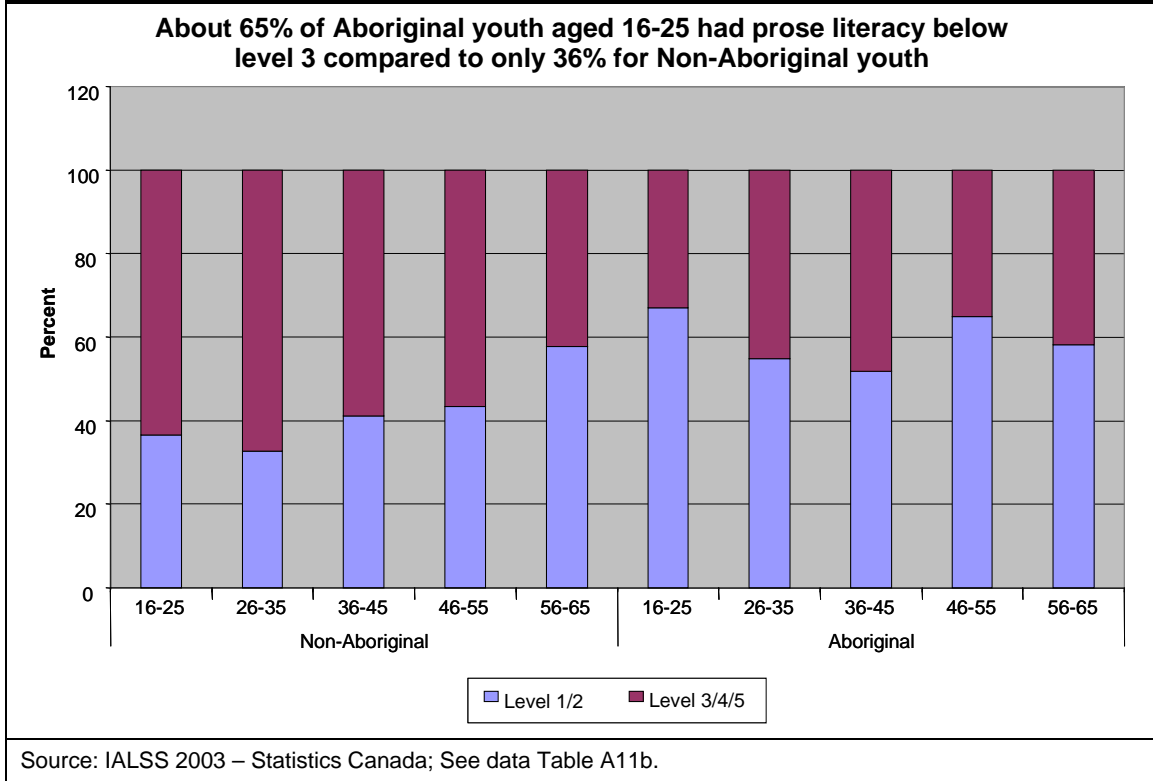
The figures 8 and 9 show the relationship between age and prose literacy (Appendix–Table A11, A11a and A11b). Youth aged 16-25 had higher scores than adults aged 55-65. The difference between the average score for Non-Aboriginal youth 16-35 and those 46-65 was about 20 points, however the difference between these age groups among the Aboriginal population was around 15 points. Notably the average score for those Non-Aboriginal people aged 46-65 was very similar to the average score for Aboriginal people aged 26-45.

Figure 8
Average Prose Literacy Scores by Age of
Aboriginal and Non-Aboriginal People aged 16-65



Source: IALSS 2003 – Statistics Canada; See data Table A11.

Figure 9
Distribution of Prose Literacy Levels by Age of
Aboriginal and Non-Aboriginal People aged 16-65

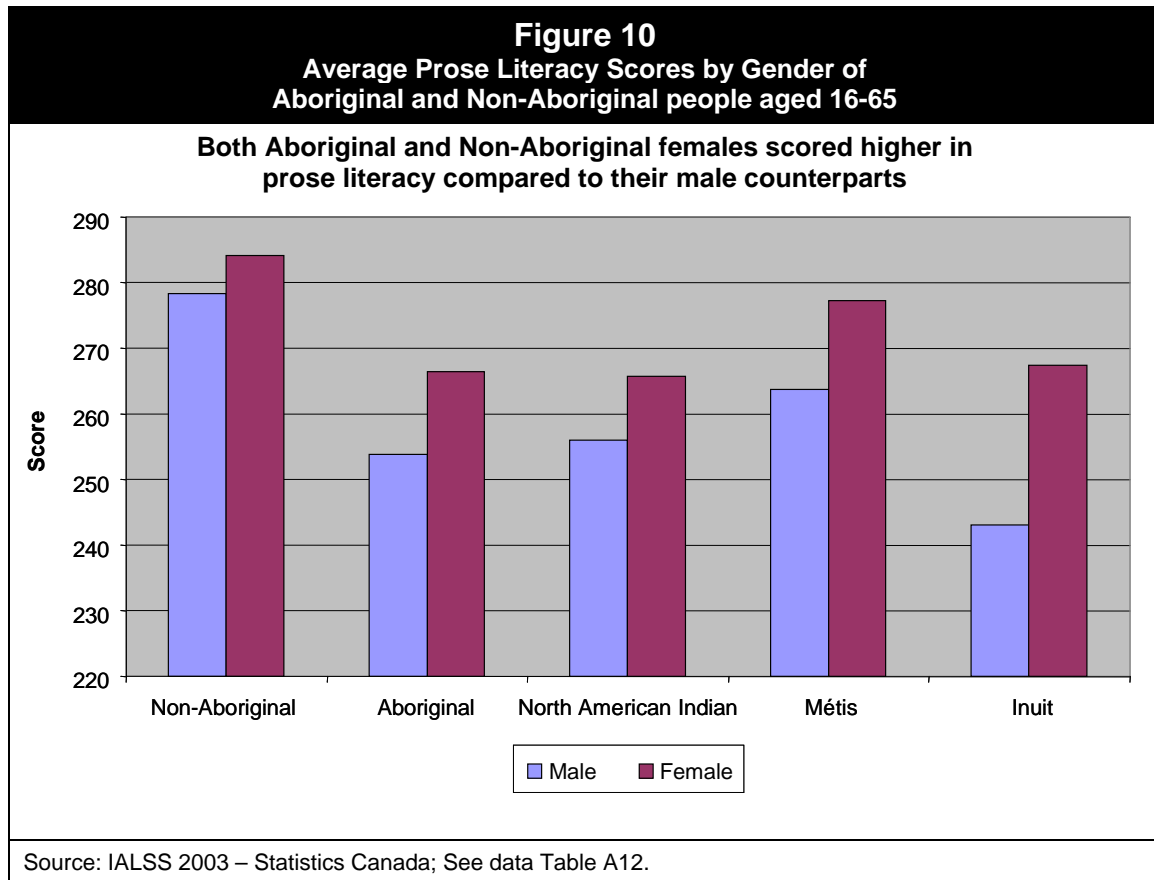


Over 65% of Aboriginal youth had prose literacy below level 3 literacy compared to 37% of Non-Aboriginal youth. Thus, two-thirds of Aboriginal youth did not have the literacy proficiency required for work in the knowledge-based economy. While about 63% of the Non-Aboriginal people in the age group of 26-45 scored above level 3, only about 47% of the Aboriginal people in this age group did so.

b. Gender

There was a gender gap in the average scores of males and females in prose literacy for all groups. The gender difference was statistically significant for the Non-Aboriginal population. In other words, Non-Aboriginal females scored on average higher than their male counterparts in prose literacy. Although, Aboriginal females in various sub-groups scored higher in prose literacy than their male counterparts, the gender difference was not found to be statistically significant.

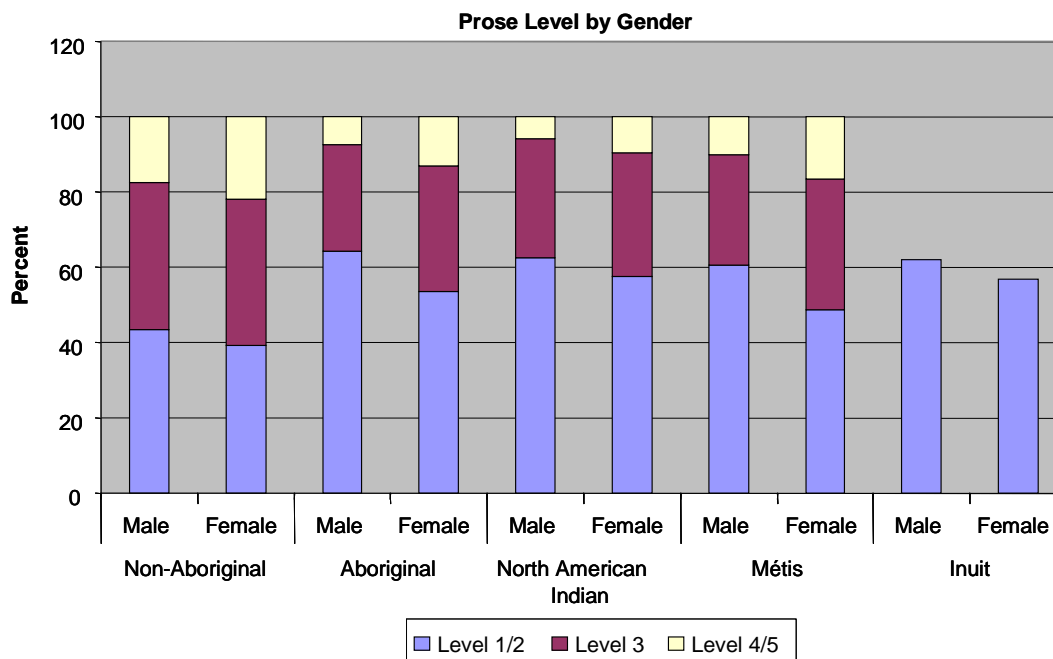
Among the Non-Aboriginal persons, the gender differences were small compared to those for Aboriginal people. While the difference in the average prose score of males and females for Aboriginal people was about 14 points, the difference between the genders for Non-Aboriginal people was only 6 points. Métis in general and Métis females in particular did better in prose literacy compared with other Aboriginal groups. In the territories, among Aboriginal people, the gender difference was lowest in Nunavut (6 points) and highest in N.W.T. (20 points). (See Appendix–Table A12 and A12a).



Among both Aboriginal and Non-Aboriginal populations, there was a lower proportion of women who scored below level 3 compared to the proportion for men, though the difference was small in both cases. The gender difference in male and female scores at level 3 and above was around 4% compared to 10% for Aboriginal males and females. A higher proportion of Métis females scored level 3 and above compared to all other Aboriginal male and female categories. The difference in Métis females scoring at level 3 and above was almost 12% higher than their male counterparts. (Appendix–Table A12b) Also, in every case, more women scored at level 3/4/5 in prose literacy than men in their respective groups.

Figure 11
Distribution of Prose Literacy Levels by Gender of Aboriginal and Non-Aboriginal people aged 16-65

The gender difference in Aboriginal male and female prose scores at level 3 and above was around 10% compared to 4% for Non-Aboriginal males and females



Source: IALSS 2003 – Statistics Canada; See data Table A12b.

Note: Level 3 and Level 4/5 percentages for Inuit are not reliable to be presented in the chart.

5.4 Literacy Proficiency and Educational Attainment

Because literacy is a foundation skill, it plays a role in the future acquisition of skills and knowledge over the life-course. It is well established that literacy performance is positively correlated with educational attainment. The relationship between literacy proficiency and three levels of educational attainment among the Aboriginal persons and others were analysed. The three levels of educational attainment used were: less than upper secondary, upper secondary and higher than upper secondary. (Appendix–Table A13 and A13a).

Overall, the positive relationship between literacy proficiency and educational attainments was confirmed both for the Aboriginal and Non-Aboriginal population. Aboriginal persons with higher than upper secondary educational attainment, had the highest average scores compared to those with lower educational attainment. The differences between Aboriginal persons and Non-Aboriginal persons with less than upper secondary education were small or negligible. However, Aboriginal persons who had upper secondary education or more, on average scored lower than Non-Aboriginal persons.

In territories, Non-Aboriginal people with less than upper secondary education scored on average significantly higher in prose literacy than the Aboriginal people with similar educational attainment. Similarly, Non-Aboriginal people with more than upper secondary education scored on average significantly higher in prose literacy than the Aboriginal people in N.W.T. and Nunavut. However, this difference is not significant when Aboriginal and Non-Aboriginal people with education at upper secondary level are compared in three territories. (Appendix–Table A13a).

The strength of the relationship varied by the Aboriginal group as shown in Figure 12 and 13. Among the North American Indians, the gap in the literacy performance between those with upper secondary education and those with more than upper secondary was largest – 36 points in prose literacy. Among the Inuit, those with less than upper secondary education scored lower than other Aboriginal people with similar educational attainment. The Inuit in Nunavut and all Aboriginal people in Nunavut were the exception – those with upper secondary education performed better on average in prose literacy compared to those with more than upper secondary education (though the difference is not statistically significant).

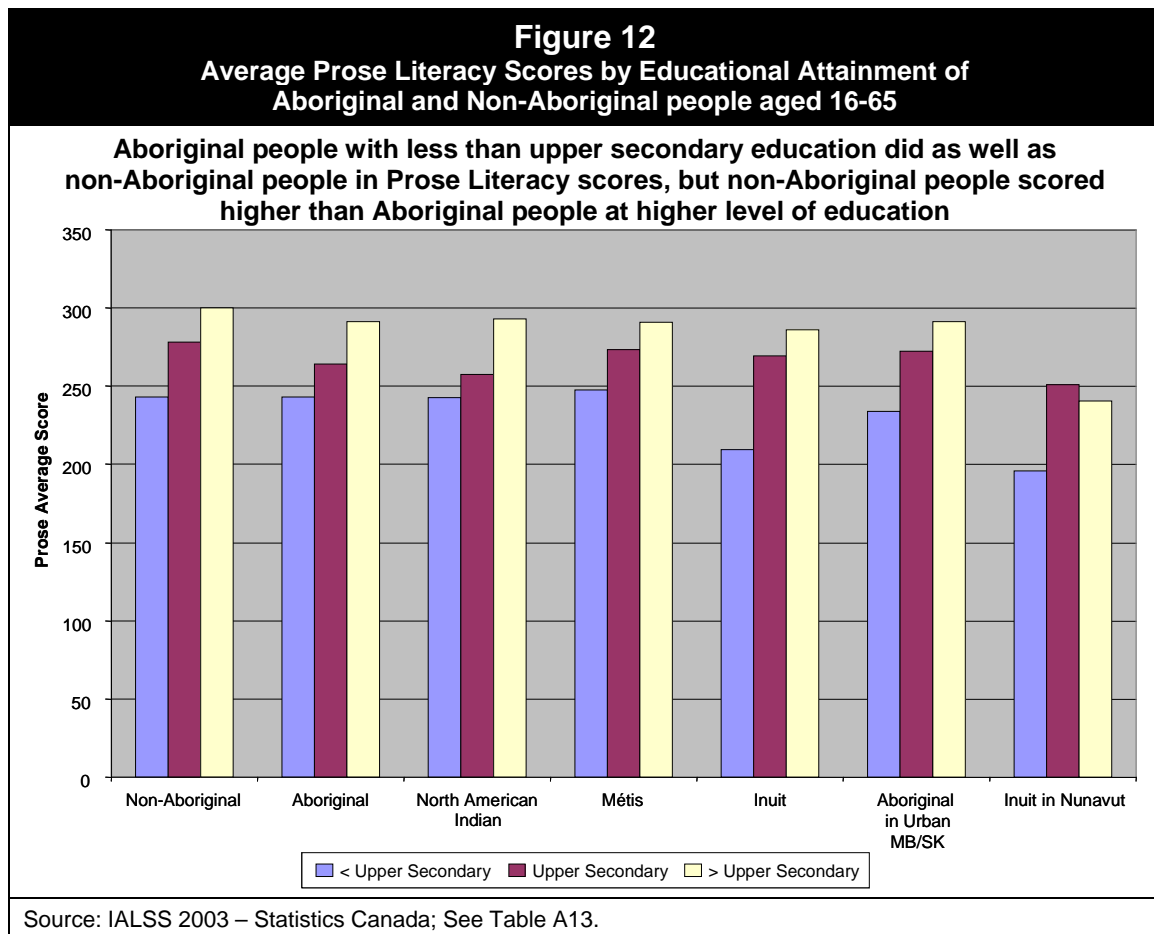
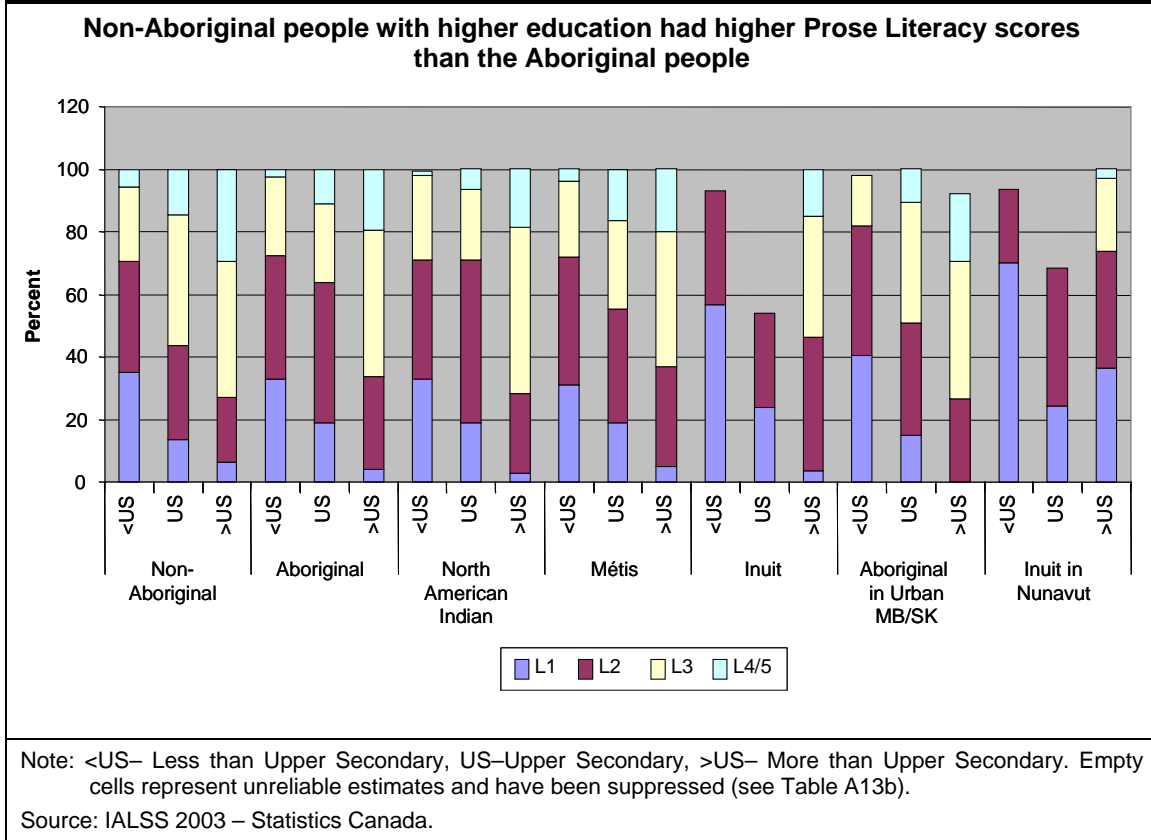


Figure 13
Distribution of Prose Literacy Levels by Educational Attainment of
Aboriginal and Non-Aboriginal people aged 16-65



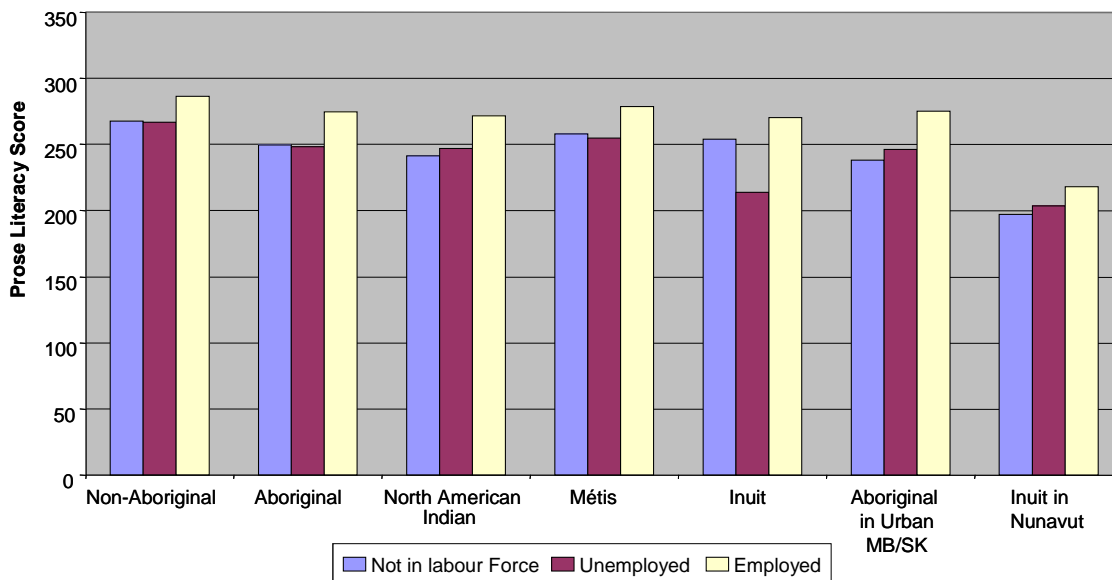
Just below three quarters of those with less than upper secondary education performed below level 3 in prose literacy – 70.6% Non-Aboriginal persons and 72.2% Aboriginal persons. A much lower proportion with higher education scored below level 3. For instance, 26.9% of non-Aboriginal persons and 33.9% of Aboriginal persons with more than upper secondary education performed below level 3 in prose literacy proficiency. In the Aboriginal as well as Non-Aboriginal population, there were more people at levels 4/5 among those who had more than upper secondary education compared to people with other levels of education. (Appendix–Table A13b).

5.5 Literacy Proficiency and Employment Outcomes

Those who were employed at the time of the survey, had higher average prose literacy scores than those who were either unemployed or not in the labour force. (Figure 14) Overall, the average literacy scores of the Non-Aboriginal population were higher than those of the Aboriginal population for those employed, unemployed or not in the labour force.

Figure 14
Average Prose Literacy Scores by Labour Force Status of
Aboriginal and Non-Aboriginal People aged 16-65

Those Aboriginal and Non-Aboriginal people who were employed had higher average Prose Literacy scores than those who were either unemployed or not in the labour force



Source: IALSS 2003 – Statistics Canada; See data Table A14.

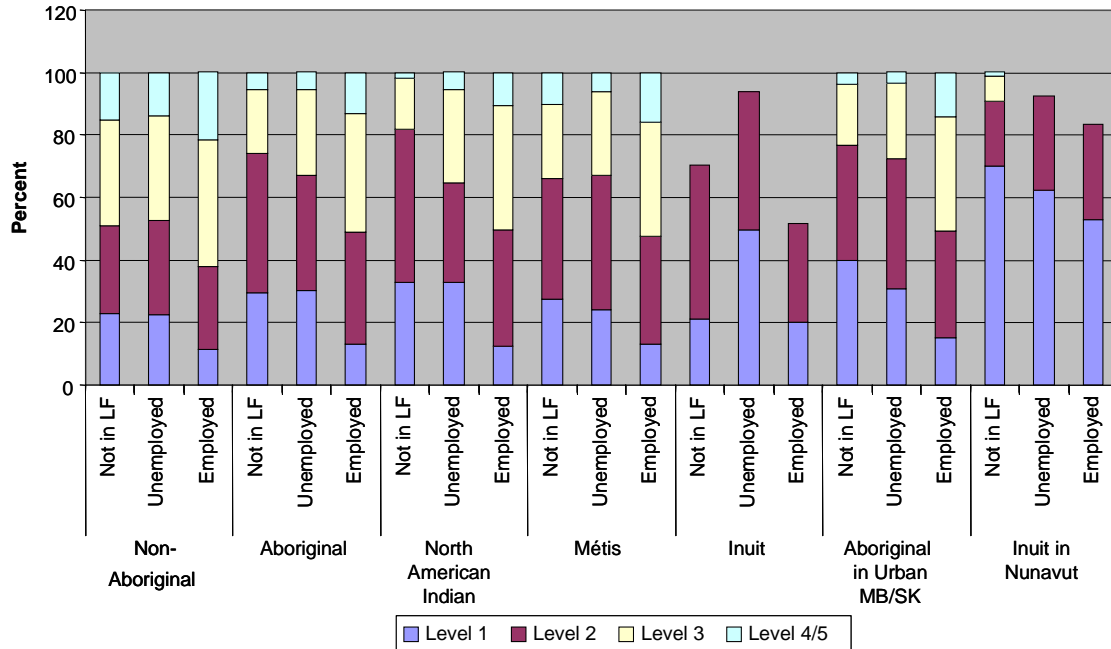
The average prose scores for Inuit in Nunavut were lower than for the Inuit as a whole, however, those unemployed had average scores around 200 whether living in Nunavut or not. Urban Aboriginal people living in Manitoba and Saskatchewan had average scores similar to the overall Aboriginal average scores for those not in the labour force, employed and unemployed. (Appendix–Table A14 and Table A14a).

Among the North American Indians and Métis, the average prose literacy proficiency of those not in the labour force was similar to those who were unemployed. The results for Inuit, however, were different – those who were not in the labour force scored higher in prose literacy compared to those who were unemployed. This could be due to the labour market conditions where most Inuit live. But Inuit who were unemployed had significantly lower average prose literacy scores.

Compared to the Non-Aboriginal population a higher proportion of Aboriginal persons with the same labour force status performed at levels 1 and 2 in prose literacy proficiency. Overall, the literacy proficiency distribution among Inuit who were not in the labour force was better than those who were unemployed. However, this was not true for Inuit living in Nunavut. (Appendix–Table A14b).

Figure 15
Distribution of Prose Literacy Levels by Labour Force Status of
Aboriginal and Non-Aboriginal People aged 16-65

A higher proportion of Aboriginal Persons with the same labour force status performed at Levels 1 and 2 in Prose Literacy proficiency compared to Non-Aboriginal People



Note: Empty cells represent unreliable estimates and have been suppressed (see Table A14b).
 Source: IALSS 2003 – Statistics Canada.

6. Literacy Levels and Total Annual Earnings

The total annual earnings were used to compare the aggregate earnings outcomes of the Aboriginal and Non-Aboriginal population by their literacy proficiency levels. Overall, the results suggest that as the level of prose literacy proficiency increased, the percentage of people with higher total annual earnings increased for all groups. (See Appendix–Table A15). This is in conformity with the results that literacy had a large effect on earnings (see Green and Riddell, 2001). Their results showed that for every 10 percentile increase in an individual’s position on the distribution of literacy scores resulted in a three percent increase in earnings.

Figures 16a and 16b showed a positive relationship between prose literacy proficiency levels and annual earnings among both various Aboriginal and Non-Aboriginal persons. These figures show that a higher proportion of individuals with low literacy levels were found to have lower total annual earnings. The proportion with low literacy decreased as the earnings level increased. In general, the people with higher literacy levels had greater total annual earnings.

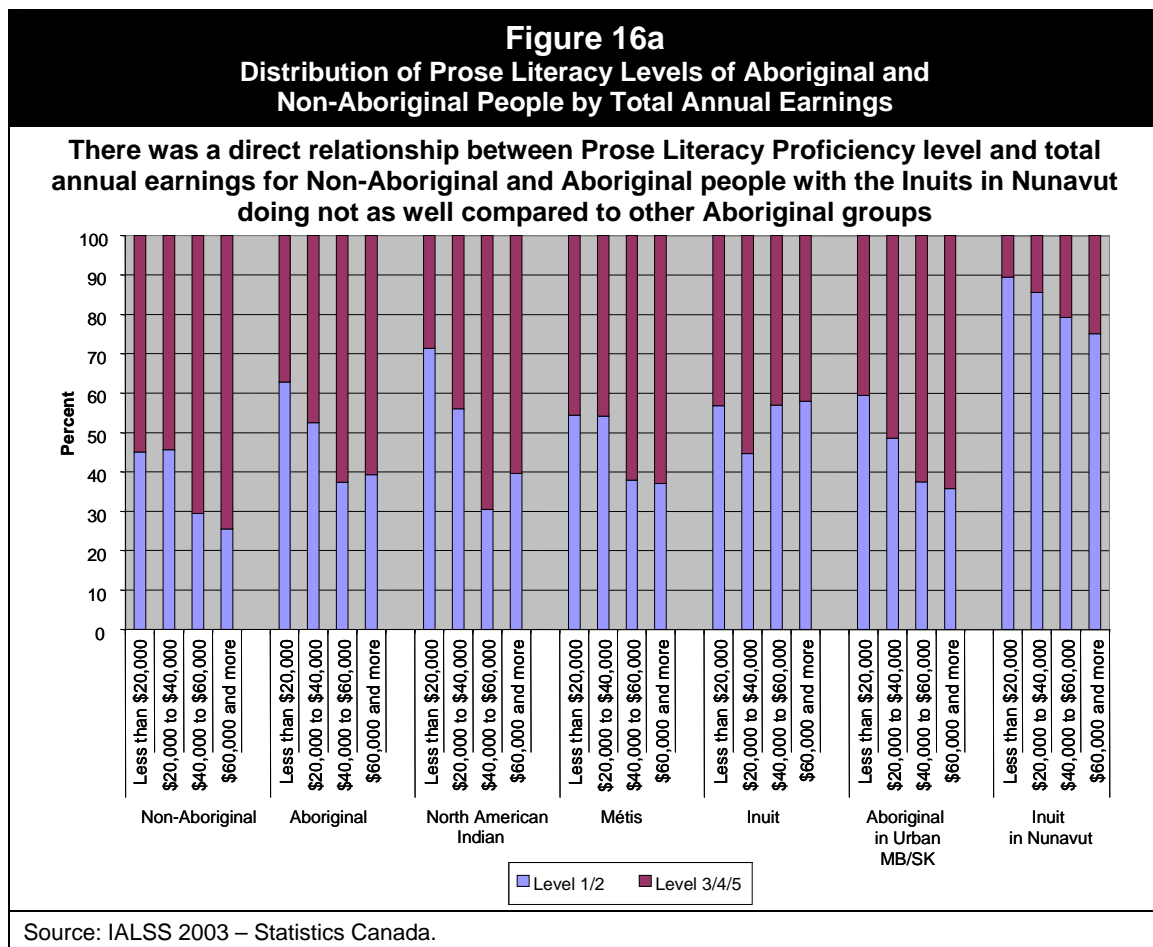
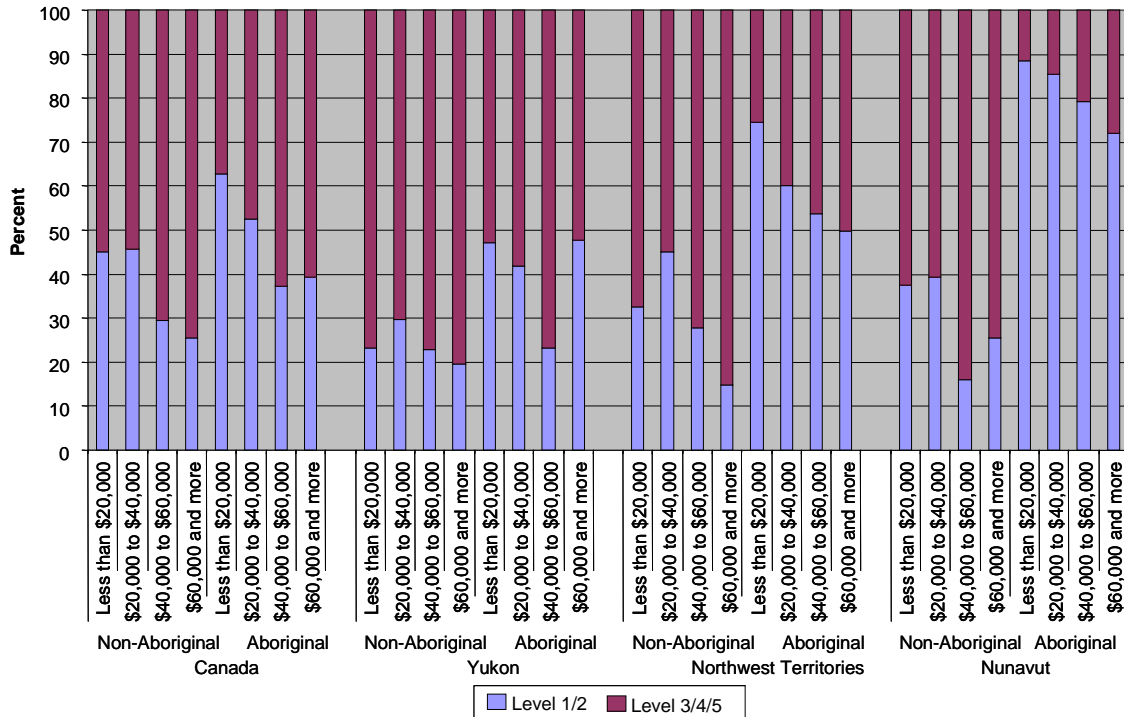


Figure 16b
Distribution of Prose Literacy Levels of Aboriginal and Non-Aboriginal People
by Total Annual Earnings-Territories

The relationship between prose literacy and earnings is generally stronger for non-Aboriginal people compared to Aboriginal people in the Territories



Source: IALSS 2003 – Statistics Canada.

These figures also showed that the relationship between prose literacy and earnings was generally stronger for Non-Aboriginal people at national and territorial levels compared to Aboriginal people. The proportion of Non-Aboriginal people with levels 3-5 increases faster with increase in income levels compared to the Aboriginal people. For Non-Aboriginal people this proportion increased from 55% for income level \$20,000 or less to 74.5% for income level \$60,000 or more. However, for Aboriginal people, this proportion increased from 37% for income level \$20,000 or less to 61% for income level \$60,000 or more.

The relationship between prose literacy and earnings seem to be stronger for Non-Aboriginal people in territories when compared with Non-Aboriginal people elsewhere. For example in Yukon, nearly 81% of Non-Aboriginal people with income more than \$60,000 had level 3 and above prose literacy level. For Aboriginal people in Yukon, this was only 52%. This result also holds for N.W.T.. In Nunavut, only 28% of Aboriginals with \$60,000 or more income had level 3 and above prose literacy levels compared to 74.5% for Non-Aboriginal people.

7. Conclusion

The International Adult Literacy and Skills Survey (IALSS) conducted in 2003 presents a first and unique opportunity to examine the literacy, numeracy and problem solving proficiencies for the working age Aboriginal population in Canada. Where possible, analyses were conducted for various groups – North American Indians, Métis and Inuit and Aboriginal people in the three Territories. However, the results must be used with caution because the sample was not representative of the total Aboriginal population.

Though Aboriginal people form a small minority of the population, about 3.3%, they are found all over Canada, however, they are concentrated in Ontario, the western provinces and the territories. Because they are the fastest growing sub population group, only 63% of them are of working age 16-65.

Many of the findings for the Canadian population were replicated for the Aboriginal population. Women outperformed men in prose literacy. A clear relationship between literacy proficiency and education was found as well as a direct relationship between literacy scores and employment. The importance of literacy as a fundamental competency for desirable education and employment outcomes was confirmed for the Aboriginal population, too.

In general, Aboriginal people had lower average scores than Non-Aboriginal people in the four domains. This was largely due to low scores and high proportions of them in the two lower levels of proficiency. Indeed, those that scored at the highest literacy proficiency levels had average scores that approximated the Non-Aboriginal population. If conditions improved the literacy performance of Aboriginal people, their employment and earnings are likely to improve, though they might live in areas with a constrained labour market.

The analyses have shown that though for analytical as well as policy purposes, Aboriginal people are considered as a whole, there are variations in their literacy performance as well as their educational and employment outcomes. The Inuit in Nunavut did not shine in comparisons of literacy performance, largely due to the fact that most of them speak Inuktitut, but the literacy assessments were conducted in English and French. However, the Inuit taken as a whole, though the smallest of the three groups, were not that far behind their other Aboriginal counterparts.

Métis and North American Indians tended to be able to parlay their education and literacy skills into positive employment outcomes and as a result, a higher proportion of them earned higher annual income. Aboriginal people from urban Manitoba and Saskatchewan also did very well in terms of employment and income compared to other Aboriginal groups. In the three territories, Aboriginal people had lower average scores in all four domains compared to Non-Aboriginal people. When Aboriginal people in the three territories are compared, Yukon performed the best, with resulting education, employment and income outcomes.

Appendix

Table A1
Demographic Profile of Aboriginal People in Canada (2001)

	Total Canadian Population	Non-Aboriginal Population	Aboriginal Population	North American Indian	Métis	Inuit
Count	29,639,030	28,662,725	976,305	608,850	292,305	45,070
Percentage	100	96.7	3.3	2.1	1.0	0.2
Percentage Change between (1996-2001)	3.9	3.4	22.2	15.1	43.2	12.1
Median Age (years)	37.3	37.7	24.7	23.5	27.0	20.6
Source: Census, 2001 – Statistics Canada.						

Table A2
Distribution of Population aged 16-65 years

Categories considered in the report		Population Count	Percent
Non-Aboriginal (Canada)		20,711,367	97.0
Aboriginal (Canada Total)		639,386	3.0
Yukon	Non-Aboriginal	16,161	
	Aboriginal	3,213	
NT	Non-Aboriginal	15,792	
	Aboriginal	9,465	
Nunavut	Non-Aboriginal	3,051	
	Aboriginal	9,015	
North American Indian (NAI)		341,156	1.6
Métis		287,328	1.3
Inuit		36,547	0.2
Aboriginal from Urban MB/SK		67,382	0.3
Inuit from Nunavut		8,899	0.04
Other Aboriginals (not included in the above two categories)		563,105	2.6
Canada		21,350,753	(Categories do not add to 100 due to non-response or, overlapping of groups.)
Source: IALSS 2003.			

Table A2a
Distribution of Aboriginal People aged 16-65 years in Provinces and Territories
(based on IALSS 2003)

	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	YT	NT	NU	Total
% Abo Pop.	3.5	0.27	2.1	1.7	7.3	27.0	9.3	7.3	16.3	21.7	0.5	1.5	1.4	100

Table A2b
Distribution of Population aged 16-65 years by Aboriginal Status in the Territories

Territories	Non-Aboriginal	Aboriginal	Total
Yukon	16,161 83.4%	3,213 16.6%	19,374 100.0%
Northwest Territories	15,792 62.5%	9,465 37.5%	25,257 100.0%
Nunavut	3,051 25.3%	9,015 74.7%	12,066 100.0%
Total	34,954 61.7%	21,693 38.3%	56,647 100.0%

Source: IALSS 2003.

Table A3
Aboriginal Working age Population (aged 15 to 64 years)
in Canada, 1996 and 2001

	1996	2001	Percent change
Aboriginal working age population	490,280	612,670	25.0%
Total Canadian working age population	19,349,150	20,276,505	4.8%
Aboriginal working age population as a percent of the total	2.5%	3.0%	

Source: Census 2001.

Table A4
Labour Force Status of Population aged 16-65 years
(percent)

	Not in Labour Force	Unemployed	Employed
Non-Aboriginal	19.7 (0.48)	7.3 (0.42)	73.0 (0.65)
Aboriginal	26.5 (3.1)	11.7 (1.88)	61.8 (3.87)
North American Indian	27.7 (4.93)	12.5 (2.91)	59.8 (6.25)
Métis	24.1 (3.09)	10.0 (2.0)	65.9 (3.24)
Inuit	34.6 (12.16)	12.4 (4.73)	53.0 (10.42)
Aboriginal from MB/SK	29.1 (1.81)	15.2 (1.55)	55.8 (1.92)
Inuit from Nunavut	27.8 (2.03)	24.7 (2.58)	47.5 (2.58)
Other Aboriginal	26.2 (3.47)	11.1 (2.09)	62.7 (4.32)
Total	19.9 (0.45)	7.4 (0.42)	72.6 (0.61)

Source: IALSS 2003 – Statistics Canada.
Note: Standard Errors are in brackets.

Table A4a
Labour Force Status of Population aged 16-65 years in Territories
(percent)

Territories	Not in LF	Unemployed	Employed
Non-Aboriginal			
Yukon	11.7 (1.83)	6.4 (1.21)	81.9 (1.99)
Northwest Territories	–	–	85.0 (2.1)
Nunavut	–	–	89.3 (2.58)
Total	10.8 (1.12)	5.2 (0.94)	83.9 (1.47)
Aboriginal			
Yukon	24.4 (4.14)	20.6 (4.73)	55.0 (4.95)
Northwest Territories	–	–	63.6 (3.46)
Nunavut	–	–	48.1 (2.49)
Total	24.7 (1.78)	19.4 (1.78)	55.9 (1.64)

Source: IALSS 2003 – Statistics Canada.
Note: Standard errors are provided in brackets and – implies an unreliable estimate.

Table A5
Educational Attainment of Aboriginal and Non-Aboriginal Population aged 16-65 Years
(percent)

	Less than Upper Secondary	Upper Secondary	Higher than Upper Secondary
Non-Aboriginal	20.5 (0.48)	32.9 (0.69)	46.6 (0.58)
Aboriginal	37.4 (4.14)	32.8 (4.3)	29.8 (2.67)
North American Indian	40.7 (7.71)	34.5 (6.81)	24.8 (4.0)
Métis	33.0 (3.8)	30.9 (4.49)	36.1 (4.24)
Inuit	34.3 (8.67)	11.3 (4.14)	54.4 (11.67)
Aboriginal from MB/SK	44.7 (1.7)	30.3 (1.23)	24.9 (1.44)
Inuit from Nunavut	74.6 (2.49)	13.7 (1.69)	11.7 (1.81)
Other Aboriginal	36.0 (4.76)	33.4 (4.96)	30.6 (3.02)
Canada	21.0 (0.49)	32.8 (0.65)	46.1 (0.58)

Source: IALSS 2003, Statistics Canada.

Note: Standard errors are provided in brackets.

Table A5a
Educational Attainment of Aboriginal and Non-Aboriginal Population
aged 16-65 years in Territories (percent)

Territories	Less than Upper Secondary	Upper Secondary	More than Upper Secondary
Non-Aboriginal			
Yukon	16.9 (1.67)	30.9 (2.58)	52.1 (2.28)
Northwest Territories	12.2 (1.6)	28.6 (3.04)	59.1 (2.66)
Nunavut	8.4 (3.24)	29.9 (5.22)	61.7 (5.27)
Total	14.1 (0.86)	29.8 (1.98)	56.1 (1.91)
Aboriginal			
Yukon	37.5 (3.83)	34.9 (4.17)	27.5 (4.16)
Northwest Territories	57.0 (3.38)	21.5 (3.14)	21.5 (1.94)
Nunavut	74.0 (2.44)	14.0 (1.69)	12.0 (1.83)
Total	61.2 (1.62)	20.4 (1.76)	18.5 (0.94)
Source: IALSS 2003—Statistics Canada.			
Note: Standard errors are provided in brackets.			

Table A6
Average Literacy Scores of various sub-groups of Aboriginal and Non-Aboriginal People

	Average Prose Score	Average Document Score	Average Numeracy Score	Average Problem Solving Score
Non-Aboriginal	281.3 (0.7)	281.2 (0.6)	272.9 (0.7)	274.3 (1.1)
Aboriginal	265.0 (3.3)	261.6 (2.7)	251.4 (3.4)	256.2 (3.3)
North American Indian	260.2 (4.6)	255.8 (3.2)	246.2 (5.2)	249.4 (4.1)
Métis	271.1 (5.0)	268.1 (5.6)	256.4 (5.7)	264.2 (5.1)
Inuit	261.5 (13.6)	264.9 (11.5)	260.3 (13.1)	257.9 (12.8)
Aboriginal in urban MB/SK	260.1 (2.0)	259.4 (2.1)	244.5 (1.9)	254.9 (1.7)
Inuit in Nunavut	208.6 (3.1)	210.5 (4.2)	195.7 (3.6)	206.8 (3.3)
Other Aboriginal	265.4 (3.6)	261.4 (3.1)	251.7 (3.7)	256.1 (3.9)
Source: IALSS 2003—Statistics Canada.				
Note: Standard errors are provided in brackets.				

Table A7
Literacy Scores (by percentiles) of various sub-groups of Aboriginal and Non-Aboriginal people

Prose Score	5th	25th	Mean	75th	95th
Non-Aboriginal	178.4 (2.2)	251.1 (1.4)	281.3 (0.7)	318.5 (0.7)	359.0 (1.1)
Aboriginal	168.2 (9.1)	236.6 (7.3)	265.0 (3.3)	296.8 (4.1)	341.3 (4.7)
North American Indian	160.5 (14.2)	233.8 (7.9)	260.2 (4.6)	292.6 (4.9)	333.0 (9.1)
Métis	184.0 (8.7)	243.4 (8.5)	271.1 (5.0)	304.4 (9.0)	350.2 (7.1)
Inuit	154.1 (11.3)	231.2 (14.5)	261.5 (13.6)	295.4 (36.8)	342.9 (21.6)
Aboriginal in Urban MB/SK	169.5 (4.2)	226.3 (3.1)	260.1 (2.0)	297.0 (3.0)	341.3 (3.2)
Inuit in Nunavut	116.7 (6.2)	166.5 (3.8)	208.6 (3.1)	248.8 (5.7)	298.5 (7.0)
Other Aboriginal	168.7 (9.6)	237.7 (7.5)	265.4 (3.6)	297.0 (5.2)	340.9 (4.7)
Document Score	5th	25th	Mean	75th	95th
Non-Aboriginal	179.1 (2.0)	248.9 (1.0)	281.2 (0.6)	319.4 (0.9)	362.1 (1.8)
Aboriginal	162.0 (7.7)	231.8 (6.7)	261.6 (2.7)	299.9 (5.1)	340.6 (5.6)
North American Indian	159.3 (12.7)	228.4 (7.7)	255.8 (3.2)	293.5 (9.0)	333.1 (7.6)
Métis	167.3 (13.2)	238.4 (8.0)	268.1 (5.6)	306.9 (8.3)	348.5 (4.6)
Inuit	158.8 (9.3)	234.1 (15.9)	264.9 (11.5)	306.4 (35.4)	344.3 (24.7)
Aboriginal in urban MB/SK	172.3 (4.0)	225.2 (3.2)	259.4 (2.1)	295.8 (2.8)	342.3 (4.6)
Inuit in Nunavut	121.6 (5.9)	169.9 (4.3)	210.5 (4.2)	248.6 (6.6)	298.7 (4.6)
Other Aboriginal	162.0 (8.8)	232.8 (7.6)	261.4 (3.1)	299.4 (4.8)	340.0 (6.0)
Numeracy Score	5th	25th	Mean	75th	95th
Non-Aboriginal	171.4 (2.6)	238.2 (1.3)	272.9 (0.7)	312.4 (1.2)	358.3 (1.9)
Aboriginal	153.8 (7.8)	214.1 (6.4)	251.4 (3.4)	290.8 (6.9)	337.9 (6.5)
North American Indian	144.1 (10.8)	209.9 (6.5)	246.2 (5.2)	287.6 (12.6)	330.4 (15.6)
Métis	164.1 (12.6)	221.9 (8.7)	256.4 (5.7)	296.0 (8.1)	342.3 (6.8)
Inuit	143.2 (12.1)	215.7 (21.2)	260.3 (13.1)	308.2 (39.4)	339.3 (24.5)
Aboriginal in urban MB/SK	150.1 (5.3)	207.8 (3.2)	244.5 (1.9)	281.9 (2.4)	333.4 (3.5)

Table A7 (continued)
Literacy Scores (by percentiles) of various sub-groups of Aboriginal and Non-Aboriginal people

Numeracy Score (continued)	5th	25th	Mean	75th	95th
Inuit in Nunavut	106.8 (6.6)	156.1 (5.1)	195.7 (3.6)	234.0 (6.3)	287.7 (6.4)
Other Aboriginal	155.3 (8.4)	214.7 (7.1)	251.7 (3.7)	290.9 (8.1)	338.3 (6.8)
Problem Solving Score	5th	25th	Mean	75th	95th
Non-Aboriginal	179.3 (2.2)	243.8 (1.5)	274.3 (1.1)	310.0 (1.5)	353.2 (2.4)
Aboriginal	169.0 (9.0)	227.8 (7.2)	256.2 (3.3)	288.7 (4.0)	329.3 (5.6)
North American Indian	160.0 (15.4)	221.2 (9.0)	249.4 (4.1)	282.7 (8.4)	317.9 (8.7)
Métis	175.9 (14.0)	234.2 (10.9)	264.2 (5.1)	297.4 (7.0)	338.9 (6.8)
Inuit	156.4 (14.8)	229.3 (14.7)	257.9 (12.8)	291.9 (30.6)	348.0 (19.2)
Aboriginal in urban MB/SK	172.1 (5.6)	224.2 (2.3)	254.9 (1.7)	287.8 (2.7)	332.1 (2.8)
Inuit in Nunavut	116.0 (7.8)	169.2 (4.9)	206.8 (3.3)	244.3 (7.2)	294.5 (4.8)
Other Aboriginal	170.8 (10.6)	227.7 (8.2)	256.1 (3.9)	288.5 (4.5)	327.8 (6.7)

Source: IALSS 2003—Statistics Canada.

Note: Standard Errors are in brackets.

Table A8
Distribution of Proficiency Levels by various sub-groups of Aboriginal and Non-Aboriginal People (percent)

Prose	Level 1	Level 2	Level 3	Level 4/5
Non-Aboriginal	14.5 (0.4)	26.9 (0.8)	38.8 (0.9)	19.8 (0.8)
Aboriginal	19.4 (3.6)	38.2 (4.2)	32.1 (6.2)	10.4 (2.8)
North American Indian	20.5 (4.0)	39.9 (7.8)	32.1 (9.7)	7.5 (3.4)
Métis	17.6 (4.4)	36.4 (6.6)	32.4 (6.4)	13.6 (3.9)
Inuit	24.1 (6.9)	39.2 (16.67)	26.7 (15.7)	10.0 (6.2)
Aboriginal from urban MB/SK	24.6 (2.0)	36.0 (1.9)	29.8 (1.6)	9.6 (1.1)
Inuit in Nunavut	60.1 (2.6)	27.6 (2.5)	11.0 (2.6)	1.3 (0.4)
Other Aboriginal	18.5 (4.2)	39.8 (5.2)	31.3 (6.8)	10.4 (3.2)
Document	Level 1	Level 2	Level 3	Level 4/5
Non-Aboriginal	15.4 (0.4)	26.7 (0.7)	37.1 (1.0)	20.8 (0.7)
Aboriginal	21.8 (3.7)	37.7 (5.3)	30.1 (4.1)	10.3 (2.6)
North American Indian	24.7 (5.5)	40.4 (8.8)	26.8 (5.6)	8.1 (3.2)
Métis	18.4 (4.0)	35.2 (4.8)	33.6 (4.7)	12.8 (3.7)
Inuit	23.2 (6.8)	32.7 (16.0)	36.0 (12.6)	8.1 (7.6)
Aboriginal from urban MB/SK	25.6 (2.0)	35.8 (1.6)	29.1 (1.7)	9.5 (1.1)
Inuit in Nunavut	59.4 (3.5)	29.1 (3.2)	10.3 (3.2)	1.3 (0.6)
Other Aboriginal	21.3 (4.3)	39.2 (6.0)	29.5 (4.6)	10.0 (3.0)

Table A8 (continued)
Distribution of Proficiency Levels by various sub-groups of Aboriginal and Non-Aboriginal People (percent)

Numeracy	Level 1	Level 2	Level 3	Level 4/5
Non-Aboriginal	19.1 (0.6)	30.2 (0.6)	33.5 (0.9)	17.2 (0.7)
Aboriginal	31.3 (3.5)	32.7 (5.3)	27.8 (6.2)	8.2 (2.2)
North American Indian	35.1 (5.6)	32.4 (8.2)	27.0 (10.7)	5.5 (3.1)
Métis	27.1 (5.0)	34.1 (5.0)	28.1 (4.4)	10.8 (3.2)
Inuit	31.8 (8.9)	25.2 (13.7)	29.7 (18.2)	13.3 (9.7)
Aboriginal from urban MB/SK	35.7 (1.4)	35.0 (1.8)	–	–
Inuit in Nunavut	71.1 (3.2)	20.7 (3.0)	–	–
Other Aboriginal	31.2 (3.9)	32.5 (6.5)	27.9 (7.4)	8.3 (2.6)
Problem Solving	Level 1	Level 2	Level 3	Level 4
Non-Aboriginal	29.2 (0.8)	38.7 (0.9)	26.5 (0.9)	5.5 (0.6)
Aboriginal	43.2 (4.5)	39.6 (4.8)	15.5 (2.5)	1.7 (0.8)
North American Indian	49.9 (7.1)	37.8 (8.1)	11.6 (3.4)	0.7 (0.4)
Métis	35.6 (4.7)	42.1 (5.4)	19.6 (4.3)	2.8 (1.7)
Inuit	47.4 (14.8)	32.4 (14.4)	–	–
Aboriginal from urban MB/SK	46.9 (2.0)	36.2 (2.6)	–	–
Inuit in Nunavut	78.9 (4.3)	17.8 (3.9)	–	–
Other Aboriginal	43.3 (5.2)	39.8 (5.2)	15.2 (3.2)	1.6 (0.9)

Source: IALSS 2003–Statistics Canada.

Note: Standard errors are provided in brackets and – implies an unreliable estimate.

Table A9
Average Literacy Scores of Aboriginal and non-Aboriginal People (aged 16-65 years)
in the Territories

		Average Prose Score	Average Document Score	Average Numeracy Score	Average Problem Solving Score
Yukon	Aboriginal	269.08 (5.684)	264.29 (5.368)	251.37 (5.404)	258.54 (5.579)
	Non-Aboriginal	301.23 (2.5)	299.42 (2.762)	289.87 (2.441)	290.97 (2.871)
Northwest Territories	Aboriginal	248.31 (4.033)	246.67 (4.003)	235.79 (3.563)	239.17 (3.157)
	Non-Aboriginal	299.36 (2.518)	299.87 (2.531)	289.73 (2.36)	287.94 (2.134)
Nunavut	Aboriginal	208.63 (2.867)	210.35 (3.978)	195.8 (3.609)	207 (3.337)
	Non-Aboriginal	298.04 (3.959)	299.13 (3.898)	290.19 (4.081)	285.44 (4.799)

Source: ALL 2003—Statistics Canada.

Note: Standard errors are provided in brackets.

Table A10
Distribution of Literacy Proficiency Levels of Aboriginal and Non-Aboriginal People
(aged 16-65 years) in the Territories
(percent)

Prose		Level 1	Level 2	Level 3	Level 4/5
Yukon	Aboriginal	22.2 (4.51)	29.1 (4.95)	34.5 (4.98)	14.2 (5.35)
	Non-Aboriginal	6.4 (1.51)	20.5 (2.19)	41.3 (3.9)	31.9 (3.39)
Northwest Territories	Aboriginal	32 (3.63)	34 (2.87)	28 (3.7)	6.1 (1.65)
	Non-Aboriginal	6.9 (1.88)	21.4 (2.38)	42.3 (3.12)	29.4 (2.55)
Nunavut	Aboriginal	60.6 (2.61)	26.5 (2.58)	11.1 (1.87)	1.7 (0.55)
	Non-Aboriginal	5.6 (2)	22.8 (5.15)	46.6 (6.13)	25 (4.94)

Table A10 (continued)
Distribution of Literacy Proficiency Levels of Aboriginal and Non-Aboriginal People
(aged 16-65 years) in the Territories
(percent)

Document		Level 1	Level 2	Level 3	Level 4/5
Yukon	Aboriginal	25.3 (4.37)	28.0 (4.51)	34.0 (6.49)	12.7 (4.71)
	Non-Aboriginal	6.1 (1.26)	22.7 (2.91)	41.9 (3.27)	29.2 (2.69)
Northwest Territories	Aboriginal	32.8 (3.76)	35.6 (2.84)	–	–
	Non-Aboriginal	7.6 (1.65)	21.0 (3.04)	–	–
Nunavut	Aboriginal	60.1 (3.35)	28.0 (3.06)	–	–
	Non-Aboriginal	6.1 (2.61)	22.9 (3.73)	–	–
Numeracy		Level 1	Level 2	Level 3	Level 4/5
Yukon	Aboriginal	32.3 (4.75)	28.3 (4.27)	33.0 (5.39)	6.4 (2.97)
	Non-Aboriginal	10.5 (1.67)	26.1 (3.91)	40.3 (3.54)	23.2 (2.47)
Northwest Territories	Aboriginal	41.1 (5.71)	32.3 (6.71)	–	–
	Non-Aboriginal	10.3 (1.77)	26.9 (3.28)	–	–
Nunavut	Aboriginal	71.0 (2.82)	20.1 (2.38)	–	–
	Non-Aboriginal	8.4 (2.74)	27.7 (5.53)	–	–
Problem Solving		Level 1	Level 2	Level 3	Level 4
Yukon	Aboriginal	40.3 (4.5)	39.0 (6)	–	–
	Non-Aboriginal	17.9 (2.71)	38.7 (3.02)	–	–
Northwest Territories	Aboriginal	56.8 (3.05)	34.0 (3.05)	–	–
	Non-Aboriginal	18.4 (2.11)	40.4 (3.71)	–	–
Nunavut	Aboriginal	78.4 (3.94)	17.8 (3.66)	–	–
	Non-Aboriginal	18.8 (4.8)	46.2 (5.85)	–	–

Source: ALL 2003–Statistics Canada.

Note: Standard errors are provided in brackets and – implies an unreliable estimate.

Table A11
Average Prose Literacy Score of Aboriginal and Non-Aboriginal Population
by Age Groups

Age Group	Non-Aboriginal	Aboriginal	North American Indian	Métis	Inuit	Aboriginal from MB/SK	Inuit in Nunavut	Other Aboriginal
16-25	288.87 (1.738)	263.95 (7.330)	255.51 (6.881)	275.84 (10.947)	259.59 (23.770)	259.57 (2.487)	214.53 (5.632)	265.68 (8.403)
26-35	293.07 (1.605)	267.85 (5.815)	262.58 (8.772)	272.59 (10.453)	274.63 (20.452)	266.79 (4.608)	210.07 (6.237)	268.88 (6.557)
36-45	281.07 (1.966)	273.8 (6.625)	280.86 (10.309)	270.73 (8.560)	231.94 (15.751)	262.7 (3.345)	208.72 (7.313)	276.16 (7.585)
46-55	278.77 (1.663)	252.66 (9.071)	247.92 (13.069)	275.17 (6.559)	229.14 (17.331)	255.45 (5.031)	206.08 (15.927)	252.91 (10.472)
56-65	258.15 (2.222)	252.53 (19.006)	252.5 (35.622)	252.27 (16.933)	221.60 (11.980)	240.77 (5.552)	173.27 (9.813)	253.89 (20.544)

Source: IALSS 2003–Statistics Canada.

Note: Standard Errors are provided in brackets.

Table A11a
Average Prose Literacy Score of Aboriginal and Non-Aboriginal Population
by Age Groups—Territories

Age Group	Yukon		Northwest Territories		Nunavut	
	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal
16-25	293.1 (6.242)	278.12 (14.857)	291.26 (5.442)	252.94 (8.757)	279.07 (14.081)	214.56 (5.601)
26-35	302.91 (6.771)	258.11 (13.501)	305.71 (6.644)	259.05 (8.899)	308.63 (8.448)	211.95 (6.59)
36-45	302.66 (5.45)	266.1 (10.62)	303.55 (6.695)	242.16 (6.958)	290.98 (10.001)	208.39 (6.877)
46-55	313.55 (5.108)	270.92 (10.138)	304.18 (4.297)	238.26 (6.653)	301.3 (8.582)	201.88 (9.892)
56-65	285.74 (7.394)	264.08 (18.996)	280.44 (10.467)	231.61 (14.039)	289.34 (13.539)	173.27 (9.813)

Source: IALSS 2003–Statistics Canada.

Note: Standard errors are provided in brackets.

Table A11b
Prose Proficiency Levels of Aboriginal and Non-Aboriginal Population by Age Groups
(percent)

	Age Group	Level 1	Level 2	Level 3	Level 4/5	Level 1/2	Level 3/4/5
Non-Aboriginal	16-25	9.3 (0.91)	27.3 (2.07)	41.2 (2.83)	22.2 (1.97)	36.6	63.4
	26-35	9.1 (0.94)	23.5 (1.88)	42.2 (2.15)	25.2 (1.8)	32.6	67.4
	36-45	14.7 (1.18)	26.5 (1.75)	38.3 (2.01)	20.5 (1.69)	41.2	58.8
	46-55	15.7 (0.93)	27.6 (1.35)	38.9 (1.47)	17.8 (1.0)	43.3	56.7
	56-65	26.8 (1.65)	31 (1.57)	31.8 (1.61)	10.4 (1.19)	57.8	42.2
Aboriginal	16-25	13.5 (8.44)	53.4 (10.16)	26.2 (6.89)	6.8 (6.14)	67.0	33.0
	26-35	19.5 (6.55)	35.3 (10.89)	34 (8.82)	11.2 (4.5)	54.8	45.2
	36-45	14.6 (6.49)	37.2 (8.84)	34.1 (8.29)	14.1 (8.96)	51.8	48.2
	46-55	29.4 (7.63)	35.5 (6.92)	26.8 (6.78)	8.3 (2.94)	64.9	35.1
	56-65	29.8 (16.05)	28.4 (20.35)	32 (35.5)	9.8 (9.29)	58.2	41.8

Source: IALSS 2003–Statistics Canada.

Note: Standard errors are provided in brackets. Level 1 / 2 is the addition of Level 1 and Level 2, and Level 3 / 4 / 5 is the addition of Level 3, 4 and 5 respectively.

Table A12
Average Prose Literacy Score of Aboriginal and Non-Aboriginal Population by Gender

Gender	Non-Aboriginal	Aboriginal	North American Indian	Métis	Inuit	Aboriginal from MB/SK	Inuit in Nunavut	Other Aboriginal
Male	278.33 (1.314)	257.26 (5.199)	255.98 (9.009)	263.69 (5.823)	243.06 (12.417)	257.54 (2.748)	205.71 (4.055)	258.00 (5.724)
Female	284.19 (0.97)	271.06 (4.098)	265.66 (6.293)	277.19 (6.802)	267.36 (25.110)	262.13 (2.420)	211.36 (4.508)	273.27 (4.706)

Source: IALSS 2003–Statistics Canada.

Note: Standard errors are provided in brackets.

Table A12a
Average Prose Literacy Score of Aboriginal and Non-Aboriginal Population
by Gender—Territories

Gender	Yukon		Northwest Territories		Nunavut	
	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal
Male	299.37 (4.586)	261.81 (9.688)	294.89 (2.96)	238.39 (5.965)	292.83 (6.845)	205.75 (3.974)
Female	303.06 (3.158)	275.71 (8.49)	304.53 (4.919)	258.03 (4.425)	305.41 (7.68)	211.37 (3.876)

Source: IALSS 2003—Statistics Canada.

Note: Standard errors are provided in brackets.

Table A12b
Prose Proficiency Levels of Aboriginal and Non-Aboriginal Population by Gender
(percent)

		Level 1	Level 2	Level 3	Level 4/5	Level 1 +2	Level 3+4+5
Non-Aboriginal	Male	15.5 (0.69)	28.0 (1.4)	38.9 (1.53)	17.6 (1.16)	43.5	56.5
	Female	13.4 (0.68)	25.9 (1.15)	38.7 (1.25)	21.9 (0.85)	39.3	60.7
Aboriginal	Male	21.8 (4.83)	42.3 (7.28)	28.5 (9.45)	7.4 (3.14)	64.1	35.9
	Female	17.6 (5.03)	36.0 (5.97)	33.4 (5.65)	13.0 (4.17)	53.6	46.4
North American Indian	Male	21.6 (8.35)	40.9 (11.99)	31.6 (15.04)	5.9 (3.96)	62.5	37.5
	Female	19.0 (5.19)	38.6 (8.03)	32.8 (7.3)	9.6 (6.16)	57.6	42.4
Métis	Male	19.5 (5.39)	41.0 (8.49)	29.4 (8.19)	10.1 (4.62)	60.5	39.5
	Female	16.1 (7.25)	32.5 (8.38)	34.8 (7.01)	16.5 (5.19)	48.6	51.4
Inuit	Male	31.7 (9.56)	40.2 (8.64)	—	—	72	—
	Female	18.7 (8.85)	38.5 (30.04)	—	—	57.2	—
Aboriginal from MB/SK	Male	25.6 (2.74)	37.8 (2.72)	—	—	63.4	—
	Female	23.8 (2.06)	34.5 (2.48)	—	—	58.3	—
Inuit in Nunavut	Male	61.2 (3.74)	27.2 (3.78)	—	—	88.4	—
	Female	59.0 (3.57)	28.0 (3.42)	—	—	87	—
Other Aboriginal	Male	20.9 (5.33)	42.9 (8.24)	28.7 (10.6)	7.5 (3.49)	63.8	36.2
	Female	16.0 (5.82)	36.4 (6.91)	34.1 (6.43)	13.5 (4.78)	52.4	47.6

Source: IALSS 2003—Statistics Canada.

Note: Standard errors are provided in brackets and — implies an unreliable estimate. Level 1 / 2 is the addition of Level 1 and Level 2, and Level 3 / 4 / 5 is the addition of Level 3, 4 and 5 respectively.

Table A13
Average Prose Literacy Score of Aboriginal and Non-Aboriginal Population
by Educational Attainment

Education	Non-Aboriginal	Aboriginal	North American Indian	Métis	Inuit	Aboriginal in Urban MB/SK	Inuit In Nunavut	Other Aboriginal
< Upper Secondary	243.0 (1.4)	243.3 (5.6)	242.5 (10.3)	247.5 (5.2)	209.3 (5.1)	234.1 (2.6)	195.9 (3.7)	245.7 (6.1)
Upper Secondary	278.3 (1.2)	264.3 (6.0)	257.4 (8.2)	273.2 (10.6)	269.4 (24.9)	272.5 (3.9)	250.8 (7.8)	263.4 (6.7)
> Upper Secondary	300.2 (1.1)	291.1 (5.6)	293.0 (7.8)	290.8 (7.3)	285.9 (24.4)	291.5 (3.2)	240.4 (8.8)	290.7 (6.9)

Source: IALSS 2003–Statistics Canada.

Note: Standard errors are provided in brackets.

Table A13a
Average Prose Literacy Score of Aboriginal and Non-Aboriginal Population
by Educational Attainment–Territories

Education	Yukon		Northwest Territories		Nunavut	
	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal
< Upper Secondary	260.98 (6.638)	233.09 (6.119)	267.08 (6.606)	228.15 (6.151)	276.33 (17.371)	194.51 (3.283)
Upper Secondary	300.04 (4.622)	278.59 (9.906)	290.00 (7.551)	276.63 (9.125)	283.98 (7.252)	252.05 (7.727)
> Upper Secondary	315.02 (3.606)	304.51 (10.067)	310.36 (3.187)	273.92 (5.738)	307.81 (5.963)	242.42 (8.427)

Source: IALSS 2003–Statistics Canada.

Note: Standard errors are provided in brackets.

Table A13b
Prose Proficiency Levels of Aboriginal and Non-Aboriginal Population
by Educational Attainment
(percent)

	Education	Level 1	Level 2	Level 3	Level 4/5
Non-Aboriginal	< Upper Secondary	35.1 (1.4)	35.5 (1.7)	23.7 (1.7)	5.7 (1.0)
	Upper Secondary	13.3 (0.7)	30.5 (1.2)	41.4 (1.4)	14.8 (1.0)
	> Upper Secondary	6.2 (0.5)	20.7 (1.1)	43.6 (1.4)	29.5 (1.4)
Aboriginal	< Upper Secondary	32.9 (5.6)	39.3 (8.5)	25.6 (12.1)	2.3 (1.9)
	Upper Secondary	18.9 (7.5)	45.1 (8.8)	25.2 (5.2)	10.8 (4.4)
	> Upper Secondary	3.9 (1.8)	30 (8.5)	46.6 (10.0)	19.4 (6.6)
North American Indian	< Upper Secondary	33.0 (10.6)	38.1 (16.2)	27.6 (21.0)	1.4 (2.0)
	Upper Secondary	18.9 (8.4)	52.1 (12.6)	22.6 (9.0)	6.5 (4.9)
	> Upper Secondary	2.3 (1.5)	25.8 (13.2)	53 (15.3)	18.9 (11.9)
Métis	< Upper Secondary	30.8 (6.3)	41.2 (8.8)	24.1 (7.8)	3.9 (3.2)
	Upper Secondary	18.8 (10.7)	36.6 (9.3)	28.3 (7.9)	16.3 (7.9)
	> Upper Secondary	4.7 (2.7)	31.8 (12.5)	43.4 (10.9)	20.2 (7.0)
Inuit	< Upper Secondary	56.8 (8.9)	36.4 (8.1)	–	–
	Upper Secondary	23.6 (16.9)	30.2 (14.4)	–	–
	> Upper Secondary	3.6 (2.1)	42.8 (34.4)	38.5 (27.1)	15.1 (11.9)
Aboriginal in Urban MB/SK	< Upper Secondary	40.5 (3.5)	41.3 (3.0)	16.0 (2.3)	2.2 (0.7)
	Upper Secondary	15.0 (2.9)	36.0 (3.7)	38.4 (3.9)	10.7 (2.1)
	> Upper Secondary	7.9 (2.0)	26.4 (3.1)	44.2 (3.2)	21.5 (3.0)
Inuit in Nunavut	< Upper Secondary	70.3 (3.2)	23.1 (2.3)	–	–
	Upper Secondary	24.3 (7.7)	43.9 (10.0)	–	–
	> Upper Secondary	36.5 (6.6)	37.3 (7.8)	23.4 (6.5)	2.9 (2.4)
Other Aboriginal	< Upper Secondary	30.8 (6.6)	39.9 (10.3)	–	–
	Upper Secondary	19.3 (8.5)	46.2 (9.9)	–	–
	> Upper Secondary	3.3 (1.9)	32.6 (10.4)	–	–

Source: IALSS 2003—Statistics Canada.

Note: Standard errors are provided in brackets and – implies an unreliable estimate.

Table A14
Average Prose Literacy Scores of Aboriginal and Non-Aboriginal Population
by Labour Force Status

Labour Force Status	Non-Aboriginal	Aboriginal	North American Indian	Métis	Inuit	Aboriginal in Urban MB/SK	Inuit In Nunavut	Other Aboriginal
NLF	267.8 (2.0)	249.5 (6.6)	241.3 (9.4)	257.8 (8.8)	253.9 (31.0)	238.2 (3.5)	197.1 (5.7)	250.1 (7.4)
U	266.8 (3.7)	248.4 (9.3)	247.1 (14.1)	254.9 (11.2)	213.7 (11.7)	246.1 (4.3)	203.5 (6.7)	250.4 (11.3)
E	286.3 (0.9)	274.6 (4.5)	271.6 (7.3)	278.4 (6.1)	270.1 (13.1)	275.1 (2.5)	218.1 (4.8)	274.5 (5.1)

Source: IALSS 2003—Statistics Canada.

Note: Standard errors are provided in brackets, and NLF is not in labour force, U is unemployed, and E is employed.

Table A14a
Average Prose Literacy Scores of Aboriginal and Non-Aboriginal Population
by Labour Force Status -- Territories

Labour Force	Yukon		Northwest Territories		Nunavut	
	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal
Not in Labour Force	284.67 (8.6)	243.39 (7.9)	286.5 (12.5)	242.84 (8.7)	290.3 (11.9)	197.06 (5.7)
Unemployed	287.23 (9.3)	—	—	—	—	—
Employed	304.7 (2.9)	283.59 (7.8)	302.21 (2.8)	256.79 (5.2)	299.35 (4.6)	218.39 (4.3)

Source: IALSS 2003—Statistics Canada.

Note: Standard errors are provided in brackets and — implies an unreliable estimate.

Table A14b
Prose Proficiency Levels of Aboriginal and Non-Aboriginal Population
by Labour Force Status
(percent)

	Labour Force	Level 1	Level 2	Level 3	Level 4/5
Non-Aboriginal	Not in Labour Force	22.7 (1.3)	28.2 (1.4)	33.8 (1.9)	15.3 (1.4)
	Unemployed	22.4 (2.7)	30.3 (2.3)	33.5 (3.3)	13.8 (2.6)
	Employed	11.5 (0.5)	26.3 (0.8)	40.7 (1.2)	21.6 (1.0)
Aboriginal	Not in Labour Force	29.4 (8.9)	44.6 (9.2)	20.4 (5.8)	5.6 (2.6)
	Unemployed	30.3 (7.2)	36.8 (10.3)	27.4 (8.4)	5.6 (5.9)
	Employed	13.1 (3.8)	35.7 (5.3)	37.9 (7.8)	13.3 (3.6)
North American Indian	Not in Labour Force	32.7 (15.7)	49.2 (17.8)	16.3 (10.9)	1.8 (0.9)
	Unemployed	32.7 (10.5)	32.0 (15.5)	29.7 (11.4)	5.7 (7.4)
	Employed	12.3 (5.2)	37.2 (11.8)	40.0 (15.2)	10.5 (5.2)
Métis	Not in Labour Force	27.4 (8.6)	38.6 (10.4)	23.9 (7.1)	10.2 (5.8)
	Unemployed	24.2 (9.0)	42.9 (16.8)	26.8 (15.7)	6.1 (9.2)
	Employed	13.1 (5.7)	34.6 (9.0)	36.3 (6.9)	16.0 (4.5)
Inuit	Not in Labour Force	21.2 (15.5)	49.3 (47.8)	–	–
	Unemployed	49.5 (24.4)	44.4 (24.0)	–	–
	Employed	20.2 (6.4)	31.4 (9.9)	–	–
Aboriginal in Urban MB/SK	Not in Labour Force	39.9 (3.9)	36.8 (3.6)	19.4 (2.5)	3.8 (1.2)
	Unemployed	31.0 (4.4)	41.3 (3.5)	24.1 (3.8)	3.7 (2.2)
	Employed	15.0 (2.2)	34.2 (2.5)	36.7 (2.1)	14.1 (1.6)
Inuit in Nunavut	Not in Labour Force	70.1 (6.2)	20.7 (5.4)	8.2 (3.5)	1.1 (1.7)
	Unemployed	62.3 (6.0)	30.3 (5.2)	–	–
	Employed	53.1 (4.0)	30.3 (4.2)	–	–
Other Aboriginal	Not in Labour Force	28.1 (10.5)	47.3 (11.8)	19.2 (6.6)	5.4 (3.1)
	Unemployed	29.0 (8.7)	36.2 (12.2)	–	–
	Employed	12.7 (4.4)	37.3 (6.2)	–	–

Source: IALSS 2003—Statistics Canada.

Note: Standard errors are provided in brackets and – implies and unreliable estimate.

Table A15
Distribution of Prose Literacy Proficiency levels of Aboriginal
and Non-Aboriginal People by Total Annual Earnings
(percent)

		Levels 1 & 2	Levels 3, 4 & 5
Non-Aboriginal	Less than \$20,000	45.0 (1.94)	55.0 (1.94)
	\$20,000 to \$40,000	45.6 (1.53)	54.4 (1.53)
	\$40,000 to \$60,000	29.4 (2.42)	70.6 (2.42)
	\$60,000 and more	25.5 (1.72)	74.5 (1.72)
Aboriginal	Less than \$20,000	62.8 (7.79)	37.2 (7.79)
	\$20,000 to \$40,000	52.4 (7.19)	47.6 (7.19)
	\$40,000 to \$60,000	37.3 (25.75)	62.7 (25.75)
	\$60,000 and more	39.3 (10.85)	60.7 (1.85)
North American Indian	Less than \$20,000	71.4 (9.97)	28.6 (9.97)
	\$20,000 to \$40,000	55.9 (11.65)	44.1 (11.65)
	\$40,000 to \$60,000	30.4 (30.41)	69.6 (30.41)
	\$60,000 and more	39.5 (21.98)	60.5 (21.98)
Métis	Less than \$20,000	54.4 (15.31)	45.6 (15.31)
	\$20,000 to \$40,000	54.2 (9.25)	45.8 (9.25)
	\$40,000 to \$60,000	37.9 (22.56)	62.1 (22.56)
	\$60,000 and more	37.0 (13.25)	63.0 (13.25)
Inuit	Less than \$20,000	56.8 (23.06)	43.2 (23.06)
	\$20,000 to \$40,000	44.6 (24.66)	55.4 (24.66)
	\$40,000 to \$60,000	56.9 (30.36)	43.1 (30.36)
	\$60,000 and more	57.9 (26.17)	42.1 (26.17)

Table A15 (continued)
Distribution of Prose Literacy Proficiency levels of Aboriginal and Non-Aboriginal People by Total Annual Earnings (percent)

		Levels 1 & 2	Levels 3, 4 & 5	
Aboriginal in urban MB/SK	Less than \$20,000	59.5 (4.32)	40.5 (4.32)	
	\$20,000 to \$40,000	48.5 (4.86)	51.5 (4.86)	
	\$40,000 to \$60,000	37.5 (4.95)	62.5 (4.95)	
	\$60,000 and more	35.7 (8.44)	64.3 (8.44)	
Inuit in Nunavut	Less than \$20,000	89.5 (5.28)	10.5 (5.28)	
	\$20,000 to \$40,000	85.6 (5.36)	14.4 (5.36)	
	\$40,000 to \$60,000	79.3 (15.61)	20.7 (15.61)	
	\$60,000 and more	75.0 (9.71)	25.0 (9.71)	
Other Aboriginal	Less than \$20,000	62.8 (8.65)	37.2 (8.65)	
	\$20,000 to \$40,000	52.7 (8.38)	47.3 (8.38)	
	\$40,000 to \$60,000	36.8 (28.25)	63.2 (28.25)	
	\$60,000 and more	39.0 (11.58)	61.0 (11.58)	
Yukon	Non-Aboriginal	Less than \$20,000	23.3 (6.5)	76.7 (6.5)
		\$20,000 to \$40,000	29.6 (6.33)	70.4 (6.33)
		\$40,000 to \$60,000	22.9 (6.25)	77.1 (6.25)
		\$60,000 and more	19.5 (4.35)	80.5 (4.35)
	Aboriginal	Less than \$20,000	47.2 (16.26)	52.8 (16.26)
		\$20,000 to \$40,000	41.8 (16.39)	58.2 (16.39)
		\$40,000 to \$60,000	23.3 (9.26)	76.7 (9.26)
		\$60,000 and more	47.7 (15.15)	52.3 (15.15)

Table A15 (continued)
Distribution of Prose Literacy Proficiency levels of Aboriginal and Non-Aboriginal People by Total Annual Earnings (percent)

			Levels 1 & 2	Levels 3, 4 & 5
Northwest Territories	Non-Aboriginal	Less than \$20,000	32.6 (7.98)	67.4 (7.98)
		\$20,000 to \$40,000	45.1 (8.69)	54.9 (8.69)
		\$40,000 to \$60,000	27.7 (5.54)	72.3 (5.54)
		\$60,000 and more	14.9 (4.15)	85.1 (4.15)
	Aboriginal	Less than \$20,000	74.5 (8.50)	25.5 (8.50)
		\$20,000 to \$40,000	60.0 (9.02)	40.0 (9.02)
		\$40,000 to \$60,000	53.8 (9.74)	46.2 (9.74)
		\$60,000 and more	49.7 (6.52)	50.3 (6.52)
Nunavut	Non-Aboriginal	Less than \$20,000	37.5 (49.61)	62.5 (49.61)
		\$20,000 to \$40,000	39.3 (12.29)	60.7 (12.29)
		\$40,000 to \$60,000	16.0 (11.20)	84.0 (11.20)
		\$60,000 and more	25.5 (8.09)	74.5 (8.09)
	Aboriginal	Less than \$20,000	88.5 (5.01)	11.5 (5.01)
		\$20,000 to \$40,000	85.3 (4.98)	14.7 (4.98)
		\$40,000 to \$60,000	79.3 (15.61)	20.7 (15.61)
		\$60,000 and more	72.0 (10.04)	28.0 (10.04)

Source: IALSS 2003—Statistics Canada.

Note: Standard errors are provided in brackets.

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