



# Postsecondary Education and Skills in Canada:

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



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CMEC and ESDC co-chair the PIAAC Advisory Committee in Canada. Members of the committee, together with the names of the people who have contributed to the project are acknowledged at the end of this report (APPENDIX III).

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

This report is the first in a thematic series on skills of Canadians based on data from the Programme for the International Assessment of Adult Competencies (PIAAC), an international assessment conducted by the Organisation for Economic Co-operation and Development (OECD). It provides an in-depth examination of the foundational skills [literacy, numeracy, and problem solving in technology-rich environments (PS-TRE)] of Canadians with postsecondary credentials, which include postsecondary non-tertiary (trade, vocational, and apprenticeship), college, and university certification.<sup>1</sup>

As an examination of skills of Canadians with postsecondary credentials, this report analyzes not only skills but also their relationship to postsecondary attainment. It answers the question of what skills Canadians with postsecondary attainment possess and how their mix of educational attainment and skills relate to their social and economic profiles. It provides the following salient findings:

- Having a postsecondary credential tends to be associated with higher levels of performance in all three skills.
- While skill levels of Aboriginal populations<sup>2</sup> remain below those of non-Aboriginal populations, the gap narrows and even disappears for Aboriginal people with postsecondary credentials. In literacy, Aboriginal Canadians with all types of postsecondary credentials perform as well as non-Aboriginal Canadians with similar credentials; in numeracy, those with college and university credentials perform at the same level.
- Across Canada, official-language minority populations with college or university credentials fare as well as their official-language majority counterparts in the same jurisdictions.
- In comparison to most OECD countries, Canada has a high proportion of immigrants<sup>3</sup>, and this needs to be considered when looking at results. At the college level, native-born Canadians score at the OECD average in literacy and foreign-born Canadians score below. At the university level, the former score above the OECD average in literacy and at the average in numeracy, while the latter score at the average in both domains. Finally, foreign-born Canadians with postsecondary non-tertiary qualifications score at the OECD average in both literacy and numeracy, while native-born Canadians score below.
- The skills of immigrants are not just correlated with their foreign birth; they are also associated with where they received their postsecondary credential and how long they have lived in Canada. Those who have received their credential in Canada, as well as those who have resided in Canada for longer periods of time, display higher skills.
- Certain sociodemographic characteristics, such as age, gender, and socioeconomic background, tend to be associated with lower skill levels. This association is weaker, however, among those who possess a postsecondary credential than among those who do not.

<sup>1</sup> A detailed description of the classification used in this report is presented in APPENDIX I.

<sup>2</sup> The Aboriginal populations participating in PIAAC comprised First Nation peoples living off-reserve, Métis, and Inuit, but did not include Aboriginals living on-reserve. A detailed description of the Aboriginal populations included in the analysis is provided in Chapter 3.

<sup>3</sup> Established immigrants differ from recent immigrants in many respects, not just the length of time they have lived in Canada. Many other factors can affect performance.

- High skills and postsecondary attainment together are associated with the best employment outcomes, as Canadians with both these attributes are the most likely of all to be employed.
- Postsecondary education and high levels of skill tend to be associated with positive social outcomes, including self-reported good health, trust in others, and having influence on government.



## Note to Reader

This report examines the foundational skills [literacy, numeracy, and problem solving in technology-rich environments (PS-TRE)] of Canadians with postsecondary education (PSE). It does so using data collected through the Programme for the International Assessment of Adult Competencies (PIAAC), a global assessment of adult skills carried out by OECD in 24 countries in 2011–12.<sup>4</sup>

PSE comprises qualifications from university, college, apprenticeship, vocational training, and cégep programs. Given this variety, it is not possible to examine specific issues in any great depth; as a result, this report provides only a general overview of PSE and highlights opportunities for further research suggested by the PIAAC data.

While this report can tell us something about Canadian PSE over the past few decades, it is important to keep in mind that a significant proportion of the Canadian population with PSE credentials obtained them outside Canada. What PIAAC can do is provide insights into the valuable skills that Canadians with PSE possess and where opportunities exist to strengthen those skills.

### ***What is PIAAC?***

The Programme for the International Assessment of Adult Competencies (PIAAC) is a household survey of adults aged 16 to 65 conducted in 2012 under the auspices of the Organisation for Economic Co-operation and Development (OECD). Its aim was to assess key cognitive and workplace skills needed for successful participation in 21<sup>st</sup>-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 that are important for success in the modern economy.

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 titled *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](http://www.piaac.ca).

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<sup>4</sup> Referred to by OECD as “Survey of Adult Skills.”

## ***Why look at skills?***

The socioeconomic impact of skills has been long recognized, yet its importance has grown significantly in recent years. Dramatic changes in technology have produced correspondingly dramatic changes in the workplace (Knox, Agnew, & McCarthy, 2014), which now demand a greater diversity and depth of skills from workers. Not surprisingly, countries seek to measure these skills. Their aim is to gauge their populations' capacity to adapt to new working conditions and to identify how their education systems can enhance it. Their motivation extends beyond purely labour-market concerns, however. High skill levels tend to be associated with numerous positive social outcomes that improve the quality of life, such as better health and higher levels of political and civic engagement, and governments are concerned about enhancing these as well.

## ***The key skills: Literacy, numeracy, and problem solving in technology-rich environments (PS-TRE)***

To measure skills in an international context, Canada joined PIAAC.<sup>5</sup> The program, which builds on previous international assessments, provides internationally comparable measures of three skills that are essential to processing information: literacy, numeracy, and PS-TRE. Given the centrality of written communication and fundamental mathematics in virtually all areas of life, as well as the rapid integration of information and communications technology (ICT), individuals must be able 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. They provide a foundation for the development of other, higher-order cognitive skills and are prerequisites for gaining access to, and an understanding of, specific domains of knowledge. In addition, they are necessary in a broad range of contexts, from education, to 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 variables. It also permits the study of outcomes that could be associated with skills. The questionnaire is divided into the following sections:

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<sup>5</sup> Referred to by OECD as "Survey of Adult Skills."

- Demographic characteristics (e.g., Aboriginal identity, age, gender, immigrant status);
- Educational attainment and training (e.g., level of education, where and when attained, field of study);
- Employment status and income (e.g., employed or not, type of work, earnings);
- Social and linguistic background (e.g., self-reported health status, language spoken at home)

### *Direct assessment of skills*

The direct-assessment component measures the three foundational information-processing skills described above. It should be noted that 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 a context of how it is used. To help interpret the results, the continuum has been divided into different levels of proficiency. These 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 individuals scoring at the higher level. Descriptions of the different levels and the abilities that they comprise are available 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 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 (Organisation for Economic Co-operation and Development, 2012). The context defines the different situations in which each of these skills is used, including professional, educational, personal, and societal.

### Literacy

Respondents are measured for their ability to engage with written texts (print-based and digital) and thereby participate in society, achieve goals, and develop their knowledge and potential. This requires accessing, identifying, and processing information from a variety of texts that relate to a range of settings. 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 OECD publishes reading-component results, the findings can then be replicated at the Canadian and provincial/territorial levels.

### Numeracy

Respondents are measured for their ability to engage with mathematical information and manage the mathematical demands of a range of situations in everyday life. This requires understanding mathematical content and ideas (e.g., quantities, numbers, dimensions, relationships) and the representation of that content (e.g., objects, pictures, diagrams, graphs).

## PS-TRE

Respondents are measured for their ability to utilize digital technology, communications tools, and networks used to acquire and evaluate information, communicate with others, and perform practical tasks. This requires understanding technology (e.g., hardware, software applications, commands and functions) and solving problems with it. Measurement is divided into two different but related parameters: (1) familiarity with computers and how to use them; and (2) 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 a range of skills are used 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, and wherever such errors and issues might be present, they were highlighted for the reader in notes to figures and tables. In addition, efforts were made to provide valid international and cross-jurisdictional comparisons throughout the report. In some cases, however, such comparisons were omitted, either because of methodological challenges or because they provided 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 from the OECD countries that participated in Round I of PIAAC between 2008 and 2013 whose combined average score is referred to as the “OECD average.” Consequently, there is a degree of sampling error that must be taken into account in analyzing the results. Sampling error decreases as the size of the sample increases, so the likelihood of any error is larger at the provincial/territorial level than at the level of Canada as a whole. This is complicated further by “measurement error,” the variation that may be created because respondents do not all answer the same questions. (They only answer a selected number, and their results are 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 the differences have an impact in practice, simply that a difference can be observed. More information on standard error is provided in [APPENDIX I, Methodology](#).

Lastly, it is important to note that the results from PIAAC do not permit readers to infer 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 in order to understand why particular patterns are observed.

### ***Rounding***

In this report, all numbers other than standard errors are rounded to the nearest whole number. Proportions and average scores are presented as whole numbers. The numbers shown in the Figures have been rounded to the nearest whole number using data at one decimal place. There may, however, be inconsistencies in the tables and text when referring to score-point differences. All score-point differences mentioned in the text are based on un-rounded data. Therefore, if readers calculate score-point differences using the whole numbers in the tables, they may obtain results that differ slightly from those in the text.

### ***Age ranges used in this report***

While the PIAAC data set spans the age range of 16 to 65, for this report a custom age range of 20 to 65 was established. This custom age range more adequately captures the populations that would have received some form of postsecondary training, and thus represents the target population for this report.

### ***Placing results in the proper context***

Comparisons between different countries as well as 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, such as:

- 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.

## ***Why look at postsecondary education and skills?***

Higher educational attainment has long been associated with gains to both the individual and society. For the individual, PSE enhances access to economic and social benefits (Green, 2001); for society, a higher average level of education tends to be associated with greater economic growth. The social benefits that accrue to the individual can also reasonably be viewed as benefiting society as a whole, in the form of such outcomes as lower healthcare costs or a greater sense of civic engagement (OECD, 2015). For policy-makers to better understand these benefits, the association between PSE and skills needs to be closely examined.

Employment outcomes of individuals are tied to a range of complex and interconnected factors, including, but not limited to, regional labour markets, educational attainment, the skills measured through PIAAC, and other job-specific skills. Generally, higher levels of education are associated with higher employment rates (Canadian Education Statistics Council, 2012a). It is worth noting that even during severe economic downturns, employment losses are less severe for those with postsecondary education, and individuals with PSE credentials recover more quickly than those with lower educational attainment (CESC, 2012b).

A further justification for exploring the connections between PSE and skills is the considerable investment Canada has made in postsecondary education: Canada has a greater proportion of postsecondary graduates than any other OECD country (OECD, 2015). Moreover, Canada is a country with a very diverse population that includes a high proportion of immigrants, some of whom received PSE education before coming to Canada, and some of whom have obtained qualifications here, often in a second or third language.

This report proceeds from two assumptions: skills matter to the well-being of both societies and individuals, and so does PSE attainment. To determine to what degree these assumptions are correct, it explores the relationship between PSE attainment and skills, and the impact of these two attributes on social and economic outcomes. Specifically, it provides a general skills overview of highly educated Canadians, including their strengths and weaknesses; a closer look at the diversity of Canada's population and its skills profile; and the interactions of skills and PSE attainment in relation to labour-market and social outcomes.

This report focuses on the Canadian population with PSE. As noted above, this group includes a significant proportion of Canadians who received their credentials abroad, and, therefore, caution should be used in interpreting the findings as an assessment of the Canadian PSE system. The report primarily examines Canada as a whole, rather than individual provinces and territories. Where it includes demographic breakdowns, it limits itself to the skills profiles in the domains of literacy and numeracy, confining discussion of PS-TRE to educational-attainment level. Due to limitations of the data, PS-TRE analysis was not performed by demographic breakdowns in order to avoid producing low-quality estimates. Future in-depth analysis of PS-TRE results will undoubtedly yield an even richer understanding of the skills of Canadians with PSE.

## ***Postsecondary classification in this report***

Given the diversity of PSE systems in Canada and internationally, the classification of PSE levels is complex. Two considerations governed its development for this report: first, it needed to ensure that all levels of PSE attainment were captured in the analyses, and second, it needed to be as closely aligned as possible with levels used by the International Standard Classification of Education (ISCED) to ensure the validity of international comparisons. These considerations led to the classification of PSE graduates into three categories:

- Postsecondary non-tertiary: graduates of apprenticeship, trade, and vocational-training programs, including those with college or cégep technical training of short duration (under two years), and holders of pre-university cégep diplomas and university-transfer certificates.
- College: holders of college and cégep technical diplomas of longer duration (two years or more), and holders of university certificates below the bachelor level.
- University: holders of bachelor's, master's, or Ph.D. degrees, or first professional degrees.<sup>6</sup>

## ***Structure of the report***

The introduction to this report provides a background discussion. Chapter 1 provides a general look at the skills profiles of graduates of different types of postsecondary education in Canada. It also offers a glimpse into the skills that Canadians develop outside formal systems of education. Chapter 2 considers the interplay of sociodemographic and sociocultural characteristics with skills and education. Chapter 3 examines the range of both social and labour-market outcomes of Canadians with PSE and investigates their connection to skills. Lastly, the conclusion looks at the implications of the findings discussed in the report and offers highlights of the skills profiles of Canadians with PSE.

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<sup>6</sup> For a full description of PSE classification used in this report, as well as a brief description of the Canadian PSE systems, refer to APPENDIX I, Methodology.







## **CHAPTER 1**

# **SKILLS OF POSTSECONDARY EDUCATION GRADUATES IN CANADA**

Canada's provinces and territories have highly developed PSE systems that offer a variety of opportunities to students of differing backgrounds, interests, and aptitudes. Moreover, Canada attracts a large number of immigrants with advanced educational qualifications. Together these two factors have produced an exceptionally high level of PSE attainment: fully 65 per cent of Canadians between the ages of 20 and 65 have completed some form of PSE (Table 1.1, see APPENDIX II), a figure that places Canada at the top of OECD in PSE attainment and well above the OECD average of 38 per cent.<sup>7</sup>

Canadians' penchant for PSE manifests itself in every type of qualification. Twenty-eight per cent of the adult population have a bachelor's degree or higher, compared with the OECD average of 22 per cent; 22 per cent have a college credential, compared with 11 per cent in OECD; and 15 per cent have some type of postsecondary non-tertiary qualification, versus 5 per cent in OECD (Table 1.2). With respect to the last category, it should be noted that this difference may

be due in some measure to the inclusion of vocational training in PSE in Canada, while such training is delivered at the secondary level in many other countries.

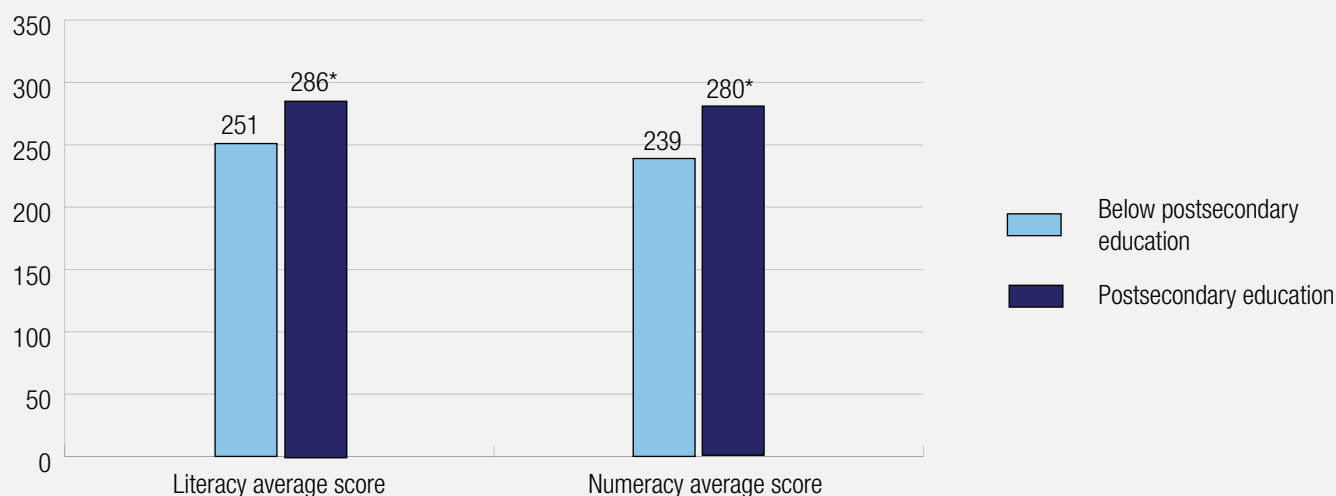
This chapter examines the skill levels associated with different types of PSE qualifications<sup>8</sup> in Canada as a whole and in individual jurisdictions. While the analysis will touch on comparisons between Canadians with and without PSE, it will largely focus on the skills profiles of those with various types of PSE credentials.

### ***Skills of Canadians with postsecondary attainment***

Canadians with PSE credentials have stronger skills than those without: in all three categories of PSE (university, college, and postsecondary non-tertiary), those with PSE outperform those without in literacy, numeracy, and PS-TRE (Figures 1.1 and 1.2). Additionally, more than twice the proportion of people who did not complete the computer-based

**Canadians with PSE have stronger skills in literacy, numeracy, and PS-TRE than those without.**

**Figure 1.1 Literacy and numeracy – Average score of population aged 20 to 65, by educational attainment, Canada, 2012**



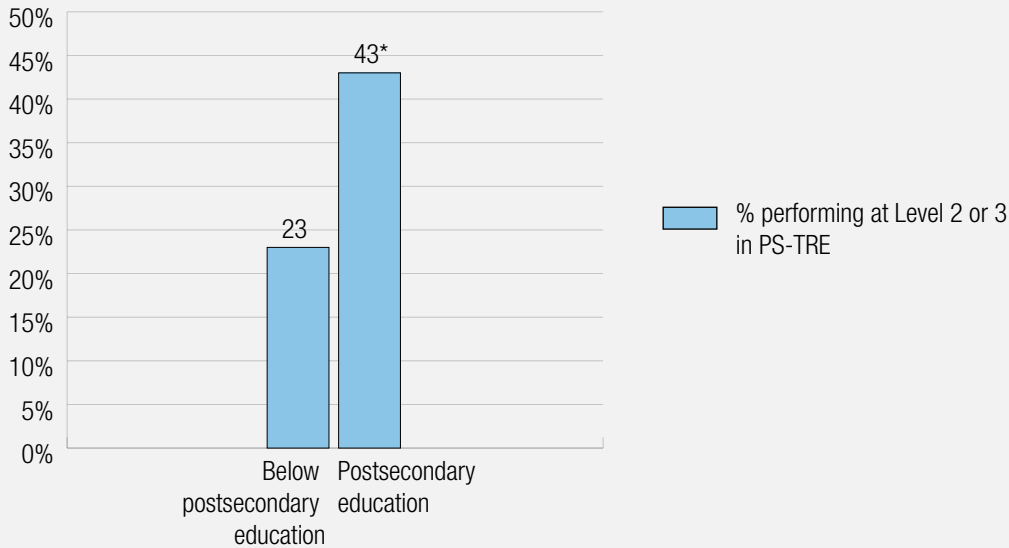
\*The difference between this score and that of individuals without postsecondary education is statistically significant.

Source: Table 1.1

<sup>7</sup> In this report, reference to the OECD average means the average among countries participating in PIAAC rather than all OECD countries.

<sup>8</sup> A detailed classification of postsecondary programs for each type of postsecondary qualification examined in this report can be found in APPENDIX I.

**Figure 1.2 PS-TRE – Proportion of population aged 20 to 65 who scored at Level 2 or 3, by educational attainment, Canada, 2012**



\*The difference between this score and that of individuals without postsecondary education is statistically significant.

**Note:** PS-TRE comprises three levels.

**Source:** Table 1.3

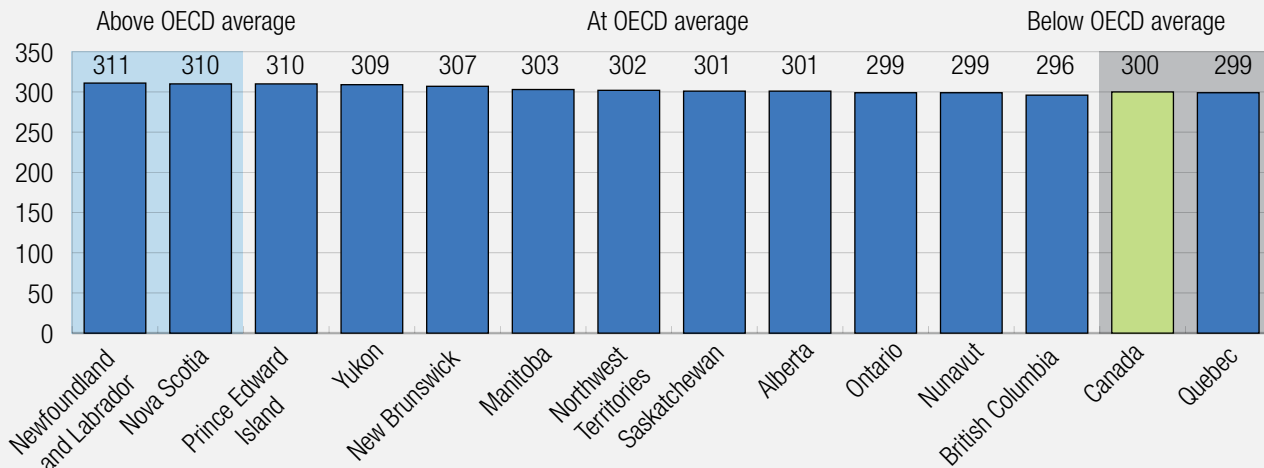
assessment (i.e., PS-TRE non-respondents) is found among Canadians without PSE compared with those with PSE (Table 1.3). Furthermore, among adults with postsecondary education, those with bachelor’s degrees or higher tend to have higher skills in all three domains than those with college or postsecondary non-tertiary education. These are encouraging findings. Given that more schooling seems to be associated with higher skill levels, Canada’s efforts to provide PSE to its population are clearly important.

The skills profiles of Canada’s PSE graduates do not, however, match those of their OECD counterparts. In literacy and numeracy, Canadians perform below the OECD average across all types of PSE attainment, although the gap is very small for university graduates in literacy (Table 1.2). In PS-TRE, postsecondary non-tertiary as well as college graduates perform at the OECD average, while university graduates perform slightly below (Table 1.4). Again, this finding should be viewed in the context of the diversity of PSE populations in Canada, which include holders of both Canadian and international credentials. This issue will be explored in more detail in Chapter 3.

The picture changes, however, when results are analyzed at the jurisdictional level. In most jurisdictions, Canadians perform at or above the OECD average. For instance, as Figures 1.3–1.5 show, university graduates in 10 jurisdictions perform at the OECD average in literacy and PS-TRE, and in 9 jurisdictions perform at the average in numeracy. Notably, university graduates in Newfoundland and Labrador and Nova Scotia perform above the OECD average in literacy (Figure 1.3), and in Nova Scotia, they perform above the average in PS-TRE (Figure 1.5). As will be found in numerous cases throughout this report, score differences at the pan-Canadian level (relative to the OECD average) can paint a different picture than would be suggested by differences at the jurisdictional level. This is because of the different weightings given to jurisdictions, based on their relative share of the Canadian population, or because non-significant differences in each jurisdiction add up to a significant difference in score for the Canadian population as a whole. (See the section on “Interpreting the data in the report ” in [Note to Reader](#).)

**University graduates in Newfoundland and Labrador and in Nova Scotia perform above the OECD average in literacy.**

**Figure 1.3 Literacy – Average score of population aged 20 to 65, bachelor’s degree or higher, OECD average, Canada, provinces and territories, 2012**

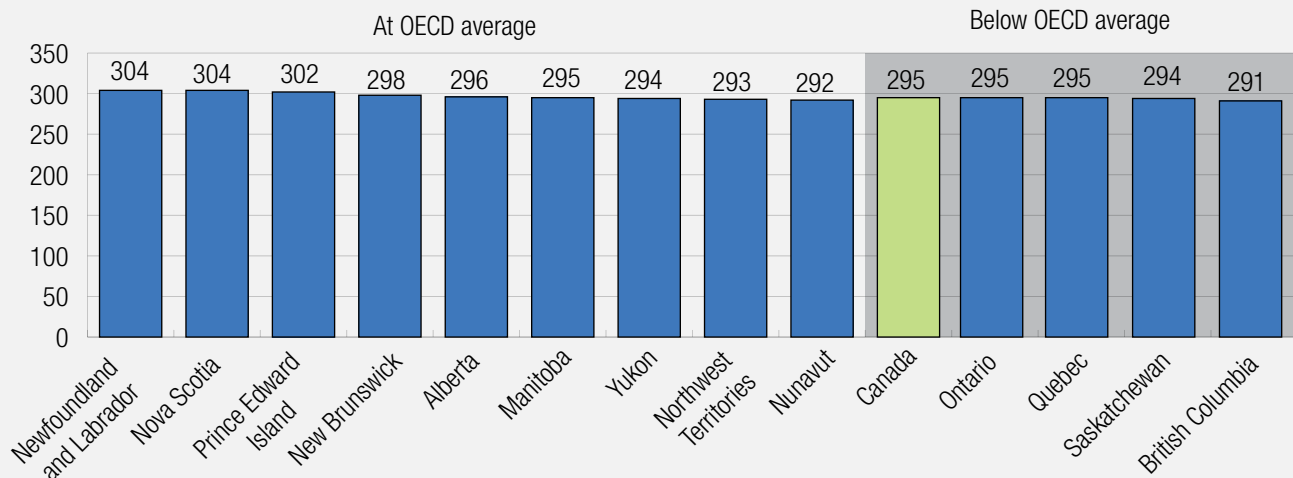


**Note:** The OECD average is 302. The grey area represents scores that are statistically significantly lower than the OECD average. The blue area represents scores that are statistically significantly higher than the OECD average. The degree of error in each score must be considered in order to determine whether apparent differences in scores are in fact statistically significant. See “Interpreting the data in the report.”

**Source:** Table 1.2

**Numeracy skills among university graduates is at the OECD average in nine jurisdictions.**

**Figure 1.4 Numeracy – Average score of population aged 20 to 65, bachelor’s degree or higher, OECD average, Canada, provinces and territories, 2012**

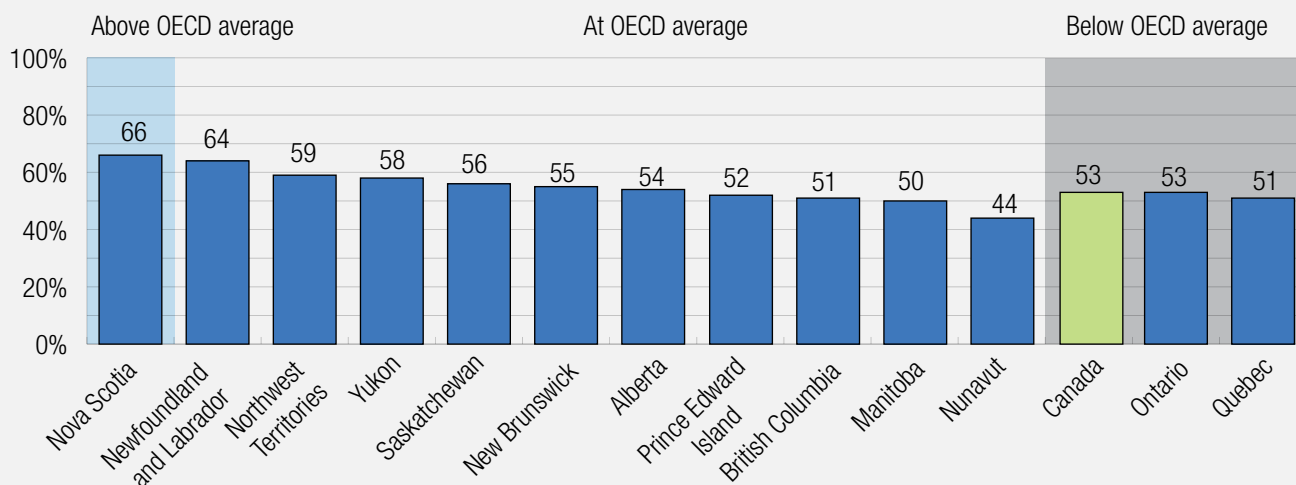


**Note:** The OECD average is 302. The grey area represents scores that are statistically significantly lower than the OECD average.

**Source:** Table 1.2

University graduates perform above the OECD average in PS-TRE in Nova Scotia and on a par with it in 10 more jurisdictions.

**Figure 1.5 PS-TRE – Proportion of population aged 20 to 65 who scored at Level 2 or 3, bachelor’s degree or higher, OECD average, Canada, provinces and territories, 2012**



**Note:** The OECD average is 57%. The grey area represents scores that are statistically significantly lower than the OECD average. The blue area represents scores that are statistically significantly higher than the OECD average.

**Source:** Table 1.4

### Field of study

Graduates from certain fields have higher skills than those from others. In literacy, for example, university and college graduates in the humanities, social sciences, sciences,<sup>9</sup> and health display the strongest skills (Table 1.5A). In numeracy, the picture is a bit more complex: among college graduates, those in the sciences and humanities, engineering, manufacturing, and construction perform at the highest levels; while among university graduates, those with qualifications in the sciences and engineering, manufacturing, and construction show the greatest degree of proficiency (Figures 1.6 and 1.7).

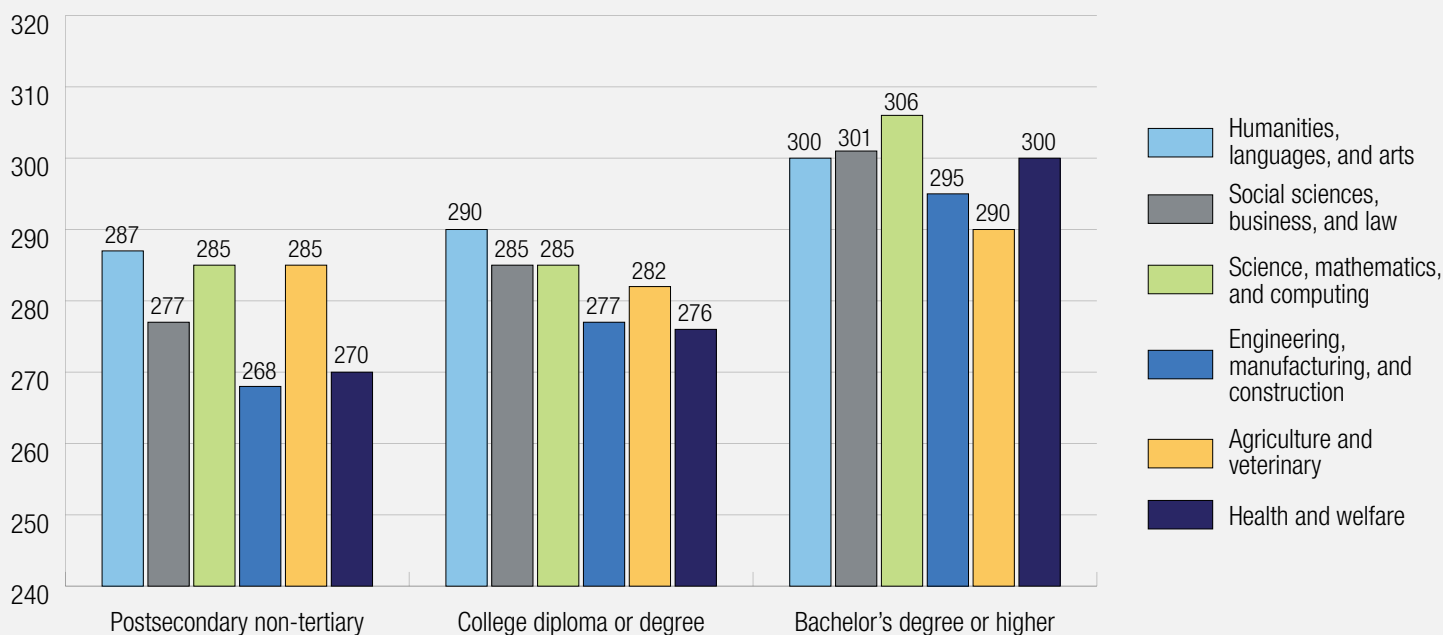
PIAAC gathered data on a wide array of fields of study, but for ease of analysis this report has consolidated a number of them into broader groupings. Specifically, graduates in the two PIAAC categories of (a) science, mathematics, and computing; and (b) engineering, manufacturing, and construction have been collapsed into the single category of science and technology.

On average in OECD, PSE graduates in this category perform above their counterparts in other fields of study in both literacy and numeracy. This is not the case in Canada, however, where science and technology graduates perform above graduates in other fields in numeracy but are on a par in literacy (Figures 1.8 and 1.9).

<sup>9</sup> The category “sciences” here refers to science, mathematics, and computing.

**University and college graduates in the humanities, social sciences, sciences, and health have the strongest literacy skills.**

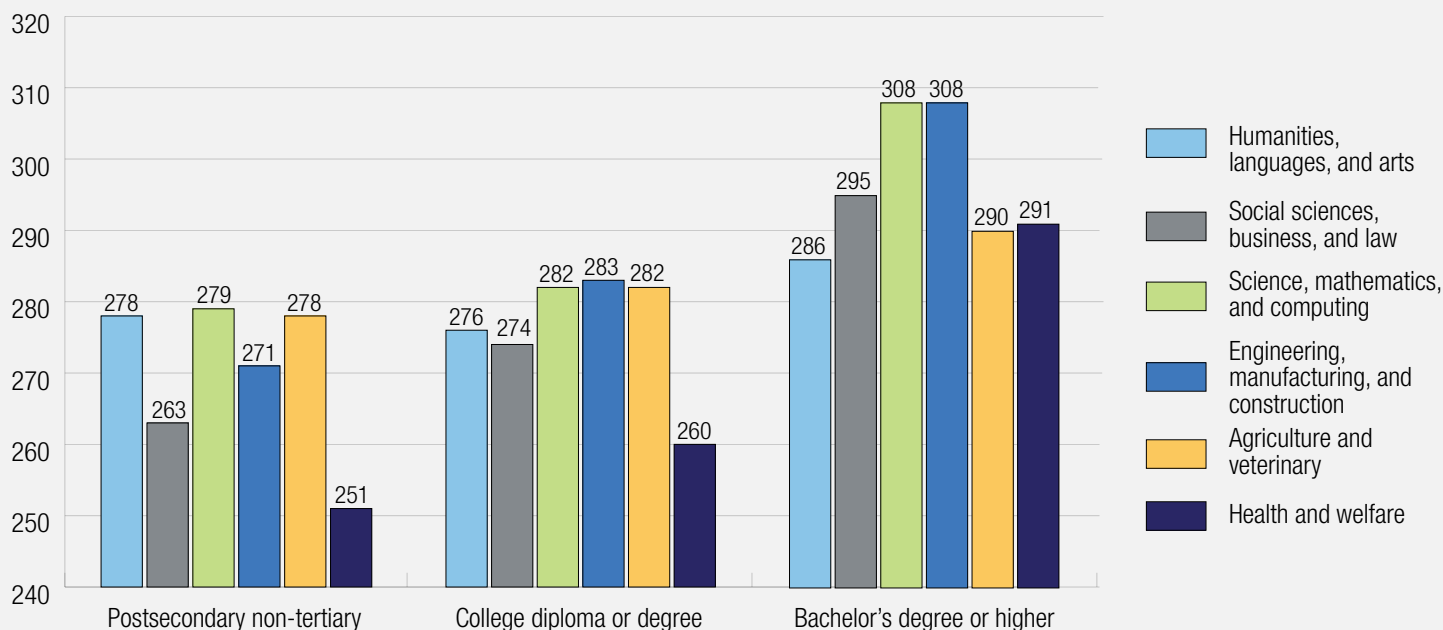
**Figure 1.6 Literacy – Average score of population aged 20 to 65, by field of study and educational attainment, Canada, 2012**



Source: Table 1.5A

**University and college graduates in sciences, engineering, manufacturing, and construction have the strongest numeracy skills.**

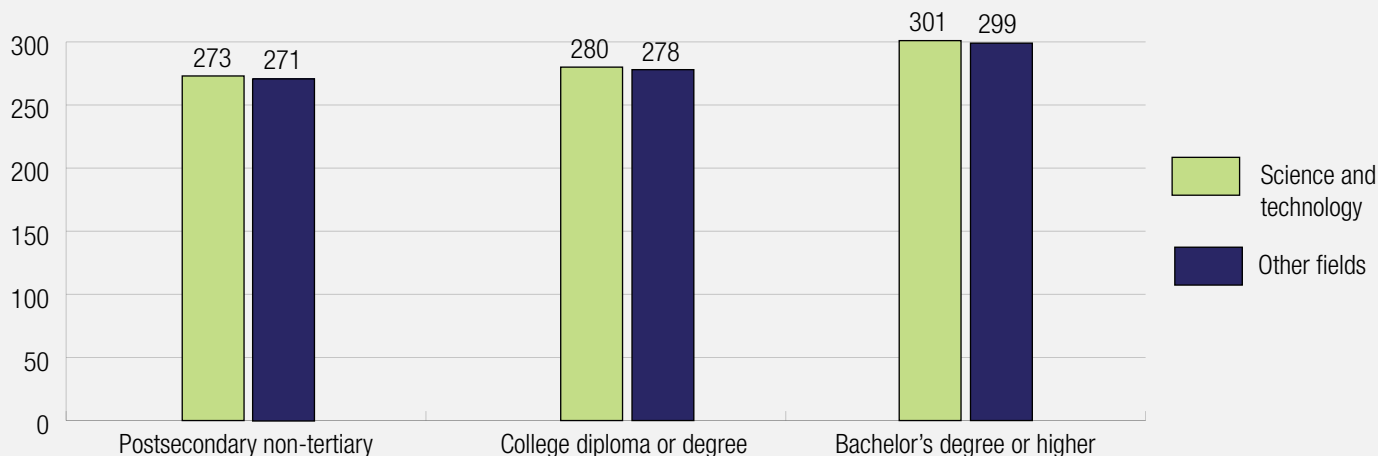
**Figure 1.7 Numeracy – Average score of population aged 20 to 65, by field of study and educational attainment, Canada, 2012**



Source: Table 1.5B

Science and technology graduates perform as well in literacy as graduates from other fields.

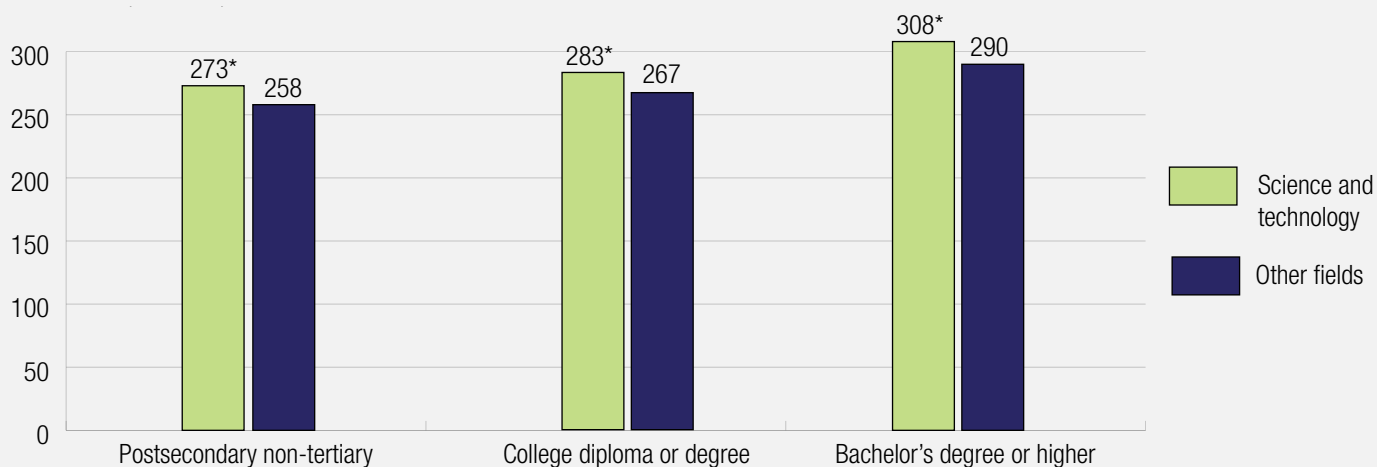
**Figure 1.8 Literacy – Average score of population aged 20 to 65, by science and technology field of study and educational attainment, Canada, 2012**



Source: Table 1.6A

Science and technology graduates perform higher in numeracy than other graduates.

**Figure 1.9 Numeracy – Average score of population aged 20 to 65, by science and technology field of study and educational attainment, Canada, 2012**



\*The difference between the score of science and technology graduates and that of individuals who graduate from other fields is statistically significant.

Source: Table 1.6B

## *Summary*

As the data demonstrate, Canadians who hold PSE credentials have stronger skills in literacy, numeracy, and PS-TRE than those who do not. This association suggests that encouraging PSE attainment may be a way for countries to raise their general skill levels, and Canada is well-positioned to do so: it already has the highest level of PSE attainment in OECD.

Some of the characteristics of Canada's population (such as its large immigrant population) are closely correlated with performance when compared with other OECD countries and will be explored in depth in the next chapter. While Canada has high PSE attainment, this does not mean that those graduates perform at a higher level than their counterparts from countries where PSE attainment is lower. Canadians with PSE credentials, for example, perform below the OECD average in literacy and numeracy, while performing at the same level in PS-TRE (with the exception of university graduates). These average figures for Canada as a whole conceal differences within the country, as average scores in a number of jurisdictions are at or above the OECD average.





## **CHAPTER 2**

# **DEMOGRAPHIC AND SOCIOCULTURAL CHARACTERISTICS AND SKILLS**

Canada is one of the most diverse countries in the world. It features a vast land mass with a highly dispersed population, a fast-growing Aboriginal population, two official languages, and a large number of immigrants. More than 200 different first languages are spoken in Canada, with English and French predominating: in 2011, English was the mother tongue of almost 58 per cent of the population, and French that of almost 22 per cent (Statistics Canada, 2011a). Canada is home to numerous Aboriginal populations, significant proportions of which have a first language that is neither English nor French.

This diversity makes it difficult to generalize about Canada's educational and skills profile. However, it is possible to make one important observation: as noted in Chapter 1, Canadians are highly educated, with the highest level of PSE attainment in OECD found among Canadians between the ages of 20 and 65. Furthermore, this difference between Canada and other countries becomes even more marked when one examines women and older populations. Sixty-six per cent of Canadian adult women have completed education or training beyond the high-school level, versus the OECD average of 40 per cent; and 58 per cent of all Canadians between the ages of 60 and 65 are similarly qualified, compared with 26 per cent in OECD (Figure 2.1, Table 2.3A).

This chapter offers an examination of the populations in Canada and their PSE attainment and skills by focusing on such sociodemographic characteristics as age, gender, and socioeconomic background. The populations in question are then examined against sociocultural characteristics: Aboriginal identification, official-language minorities, and immigrant status.

## ***Sociodemographic characteristics and skills profiles***

### *Age*

PIAAC revealed that older Canadians have lower average skills in both literacy and numeracy than their younger counterparts (Tables 2.1A and 2.1B), a pattern seen across OECD countries. While skills generally decline with successive age groups, this does not necessarily mean that skill levels decline with age: PIAAC examined different age groups at one time, not the same age groups at different times. For example, Canadians aged 20–29 demonstrate the highest levels of skill, and this result is unlikely to be explained by the current engagement of a portion of this group in formal education.<sup>10</sup>

**Figure 2.1 Proportion of males and females aged 20 to 65 who completed education beyond high school, OECD average and Canada, 2012**

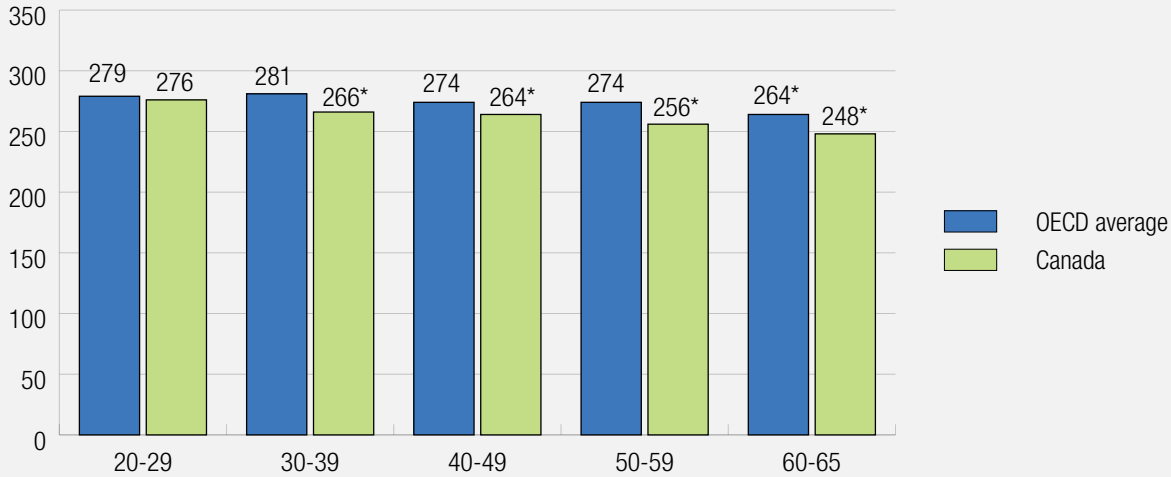
Jurisdiction	Gender	Postsecondary non-tertiary		College diploma or degree		Bachelor's degree or higher	
		%	Standard error	%	Standard error	%	Standard error
OECD average	Male	5	(0.1)	9	(0.1)	22	(0.1)
	Female	5	(0.1)	12	(0.1)	23	(0.1)
Canada	Male	15	(2.1)	22	(0.6)	26	(0.5)
	Female	15	(1.7)	22	(0.6)	29	(0.5)

It is important to note, however, that for younger age groups, Canada's advantage is not as great. In fact, among 25- to 34-year-olds, there are a number of OECD countries that show higher levels of university attainment than Canada, where 33 per cent of this group has completed a university degree: these include the Netherlands (42 per cent), the United Kingdom (42 per cent), Finland (40 per cent), Ireland (39 per cent), and Australia (38 per cent) (OECD, 2015, Table A1.3a).

<sup>10</sup> To test whether current enrolment in a program of education affects the overall average skills of the group, results were examined against those for the group when current students were excluded. They revealed that in Canada as a whole, and in one jurisdiction, there was a statistically significant drop in the average score only at the postsecondary non-tertiary level of education. It was therefore decided to include students in the overall analysis.

Younger Canadians have stronger numeracy skills than older ones across all types of PSE attainment.

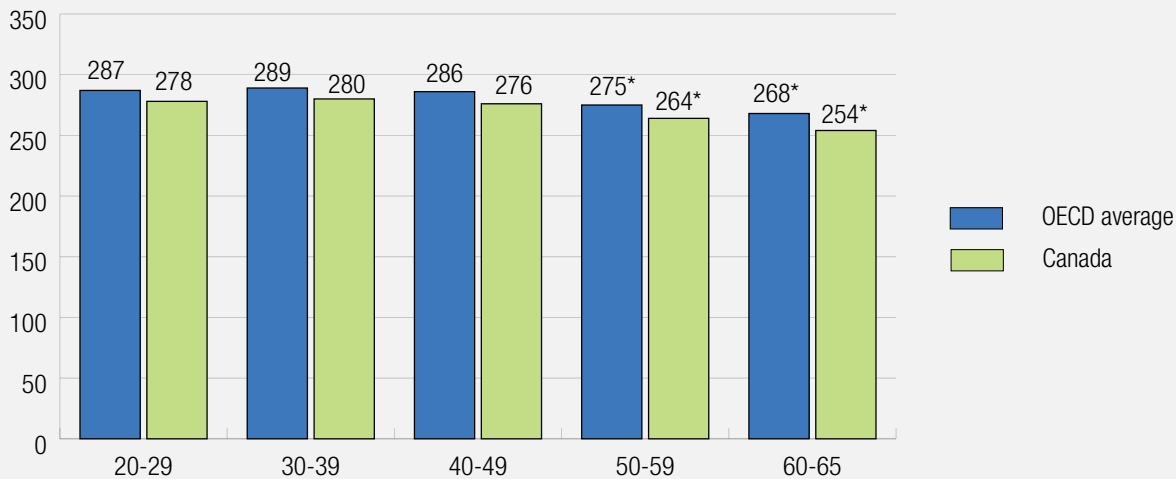
**Figure 2.2 Numeracy – Average score of population aged 20 to 65, by age, postsecondary non-tertiary graduates, OECD average and Canada, 2012**



\*The difference between this score and that of individuals 20–29 years old is statistically significant.

Source: Table 2.1B

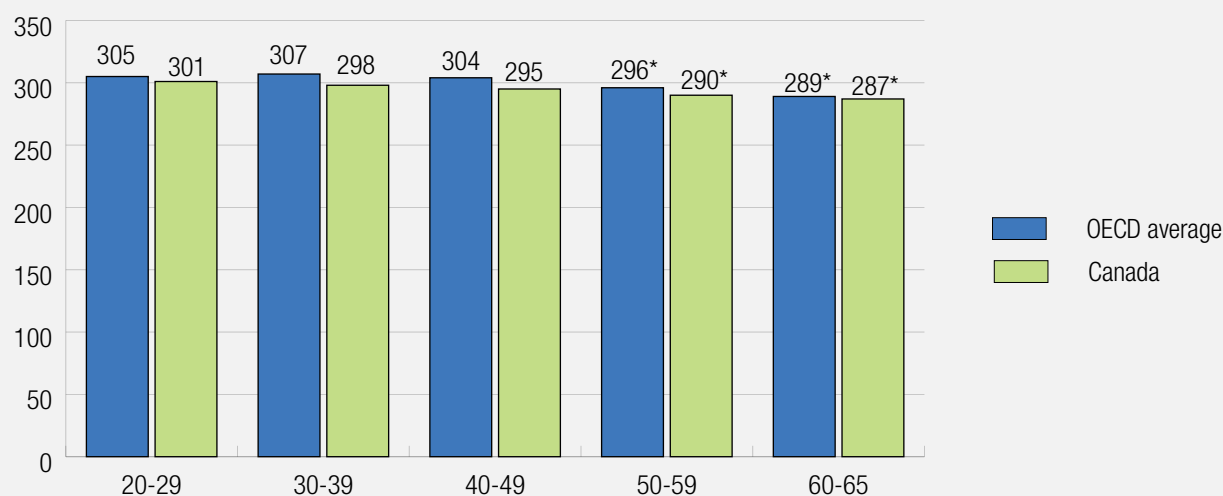
**Figure 2.3 Numeracy – Average score of population aged 20 to 65, by age, college graduates, OECD average and Canada, 2012**



\* The difference between this score and that of individuals 20–29 years old is statistically significant.

Source: Table 2.1B

**Figure 2.4 Numeracy – Average score of population aged 20 to 65, by age, university graduates, OECD average and Canada, 2012**



\*The difference between this score and that of individuals 20–29 years old is statistically significant.

Source: Table 2.1B

Differences in skill levels between age groups diminish with PSE. Canadians aged 60–65 who have not attained PSE perform 30 points below those aged 20–29 in literacy and 35 points below them in numeracy.

The difference in scores is greater between younger and older age groups for postsecondary non-tertiary and college certification (between 24 and 28 points) and shrinks somewhat for university graduates (between 14 and 17 points) (Figures 2.2–2.4).

### Gender

Canadian women have lower skills in literacy and numeracy than men across all educational levels of PSE, with one exception: among Canadians with postsecondary non-tertiary qualifications, there is no difference between the sexes in literacy (Figures 2.5 and 2.6).

When broken down by age, the results reveal that in literacy, only 40–49-year-old university-educated women score lower than their male counterparts (Table

2.3A);<sup>11</sup> in numeracy, the youngest (20–29) and the oldest (60–65) cohorts of women with postsecondary non-tertiary qualifications score at the same level as their male counterparts, whereas in all other groups (i.e., combinations of age range and education level), men outperform women (Table 2.3B).

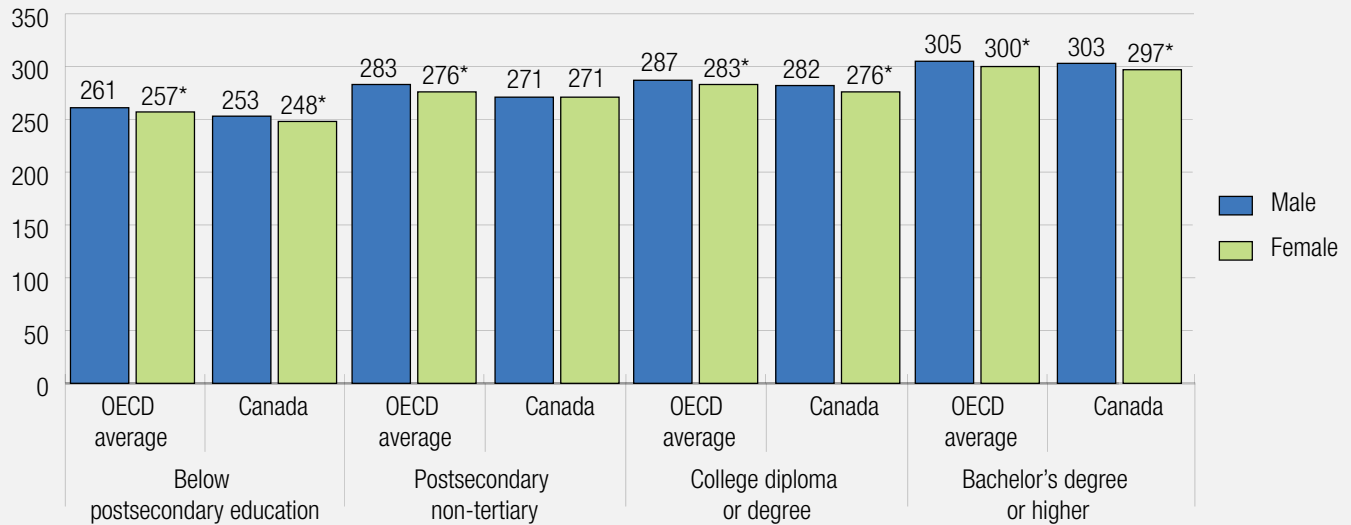
At the jurisdictional level, differences in literacy between men and women with PSE are largely absent; in numeracy, however, men outperform women for most levels of PSE, as can be seen in Figure 2.7.<sup>12</sup>

<sup>11</sup> This is true despite the differences in the average scores noted earlier. This is because non-significant differences for each age group add up to a statistically significant difference in score for the population as a whole.

<sup>12</sup> At the jurisdictional level, this result is largely a reflection of larger coefficients of variation accompanying smaller sample sizes.

Women with postsecondary non-tertiary qualifications are on a par with men in literacy, while for other types of PSE attainment, women have lower scores.

**Figure 2.5 Literacy – Average score of population aged 20 to 65, by gender and educational attainment, OECD average and Canada, 2012**

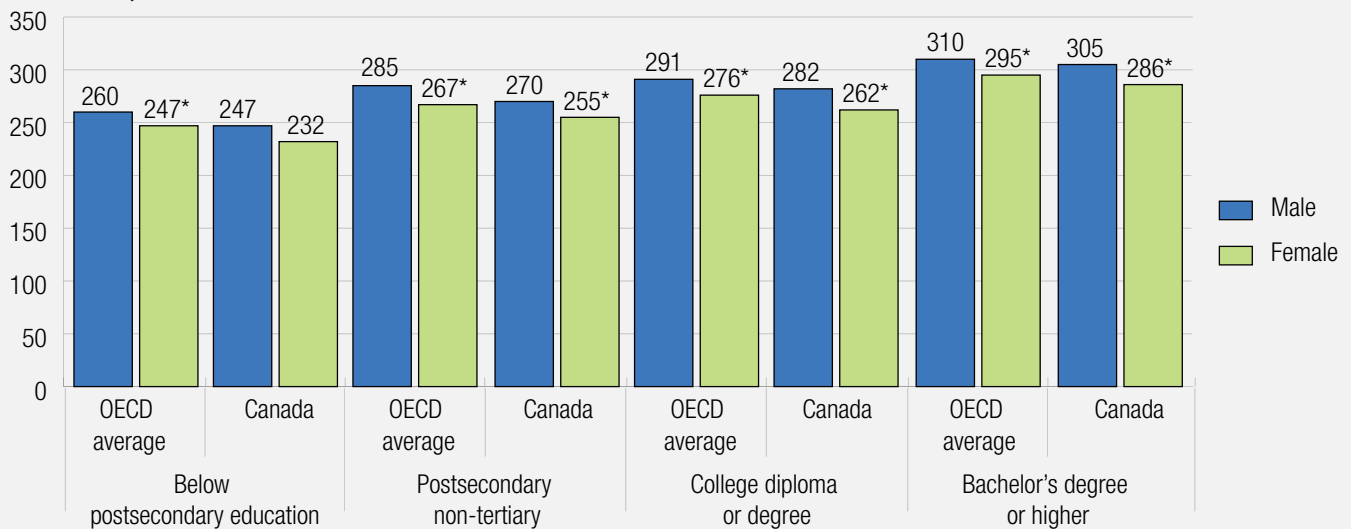


\*The difference between this score and that of males is statistically significant.

Source: Table 2.2A

Women have lower numeracy scores than men in Canada and across OECD.

**Figure 2.6 Numeracy – Average score of population aged 20 to 65, by gender and educational attainment, OECD average and Canada, 2012**



\*The difference between this score and that of males is statistically significant.

Source: Table 2.2B

In most jurisdictions, men and women perform on a par in literacy at every level of PSE attainment.

**Figure 2.7 Literacy and numeracy – Average performance of population aged 20 to 65, by gender and educational attainment, Canada, provinces and territories, 2012**

Literacy	NL	PE	NB	NS	QC	ON	MB	SK	AB	BC	YK	NT	NU
Postsecondary non-tertiary	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded
College diploma or degree	Shaded	Shaded	Shaded	Shaded	Unshaded	Shaded	Shaded	Shaded	Unshaded	Shaded	Shaded	Shaded	Shaded
Bachelor's degree or higher	Shaded	Shaded	Shaded	Shaded	Unshaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded	Shaded

Numeracy	NL	PE	NB	NS	QC	ON	MB	SK	AB	BC	YK	NT	NU
Postsecondary non-tertiary	Shaded	Shaded	Unshaded	Unshaded	Unshaded	Unshaded	Shaded	Shaded	Unshaded	Shaded	Shaded	Unshaded	Shaded
College diploma or degree	Unshaded	Shaded	Unshaded	Shaded	Unshaded	Unshaded	Shaded	Unshaded	Unshaded	Unshaded	Shaded	Shaded	Shaded
Bachelor's degree or higher	Unshaded	Shaded	Unshaded	Unshaded	Unshaded	Unshaded	Shaded	Unshaded	Unshaded	Unshaded	Unshaded	Unshaded	Shaded

**Note:** The shaded cells represent jurisdictions where men and women perform on a par. Unshaded cells represent jurisdictions where men outperform women.

**Source:** Tables 2.2A and 2.2B

### *Socioeconomic background*

Being raised by highly educated parents is closely linked to socioeconomic background and is both directly and indirectly linked to access to opportunities to develop skills. Adults from disadvantaged backgrounds face greater obstacles both in school and in the labour market (OECD, 2013a). OECD used parental education as its sole proxy for socioeconomic background, and its use in analyzing PIAAC results reveals two salient facts: a disadvantaged socioeconomic background tends to be associated with lower skills development, and PSE attainment can dilute this effect.

Perhaps due to more equitable access to high-quality postsecondary education, one's background plays less of a role in skills acquisition in Canada than in OECD as a whole. Most notably, Canadians who have a postsecondary non-tertiary or college credential and whose parents have graduated from high school or attained a postsecondary non-tertiary credential perform

as well in literacy and numeracy as those whose parents have a college or university degree (Tables 2.4A and 2.4B).

### *Sociocultural characteristics and skills profiles*

In a country as diverse as Canada, sociocultural factors must be considered alongside socioeconomic ones when examining skills outcomes. Canada includes many different Aboriginal populations, who constitute one of the fastest-growing segments in the country (Statistics Canada, 2011b). As an officially bilingual country, Canada counts a significant proportion of its populations living in minority-language contexts. It is also home to a large and well-educated immigrant population whose size grows every year. Each of these groups faces different circumstances and has different needs, and their performance is of considerable importance in the formulation of labour-market and educational policies.

## Aboriginal identification

Aboriginal populations make a significant contribution to the diversity of Canada's demography. Aboriginal Canadians reside across the country, but almost 80 per cent live in Ontario, Manitoba, Saskatchewan, Alberta, and British Columbia. They also represent the majority of the population in Nunavut and Northwest Territories (Statistics Canada, 2011b).

The data presented in this section should not be interpreted as representative of all Aboriginal populations in Canada. The Aboriginal populations participating in PIAAC comprised First Nation peoples living off-reserve (48 per cent), Métis (44 per cent), and Inuit (5 per cent) (Statistics Canada/ESDC/CMEC, 2013) but did not include Aboriginals living on-reserve — a group that constitutes 38 per cent of the country's entire Aboriginal population (Statistics Canada, 2011b). Oversamples of Aboriginal people were drawn in Ontario, Manitoba, Saskatchewan, British Columbia (only for those living off-reserve in large urban centres), Yukon, Northwest Territories, and Nunavut. For ease of reference, in this report the term "Aboriginal populations" is used to describe the population surveyed in PIAAC, even though

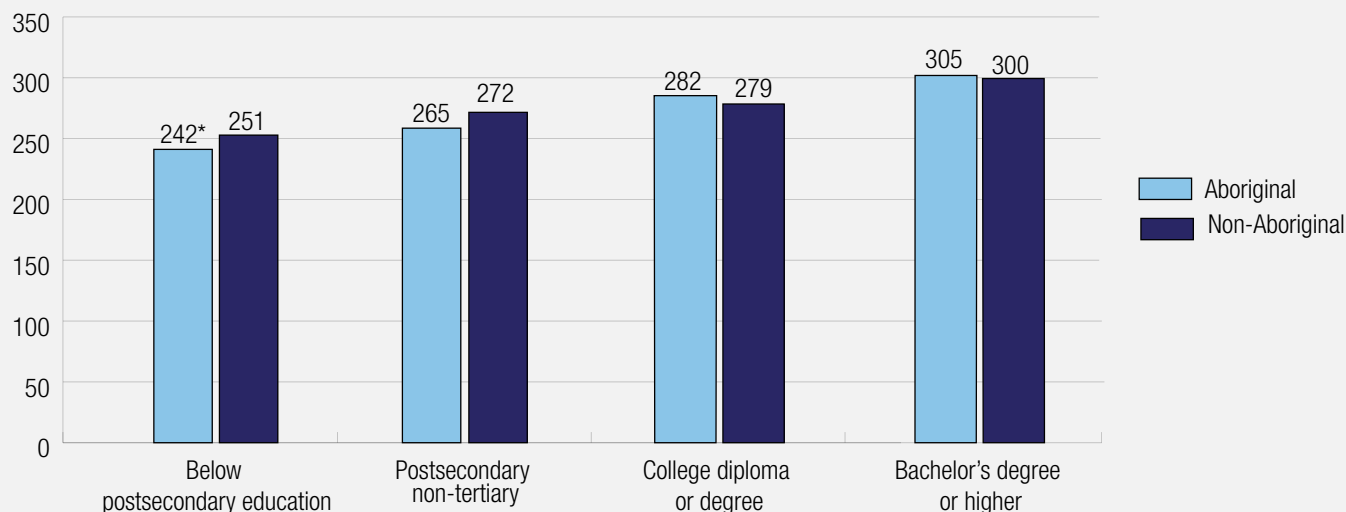
it does not describe the entire Aboriginal population of the country.

In literacy, Aboriginal Canadians with postsecondary non-tertiary certification, college, or university credentials perform at the same level as non-Aboriginal Canadians; in numeracy, those with college and university credentials perform on a par with their non-Aboriginal counterparts (Figures 2.8 and 2.9). This is an encouraging finding, suggesting as it does that PSE may play an important role in building the skills of Aboriginal populations.

To examine these results in greater depth, please refer to the report in this thematic series focused on Aboriginal populations in Canada.

Off-reserve Aboriginal populations with PSE perform on a par in literacy with non-Aboriginal populations.

**Figure 2.8 Literacy – Average score of population aged 20 to 65, by off-reserve Aboriginal identification and educational attainment, Canada, 2012**

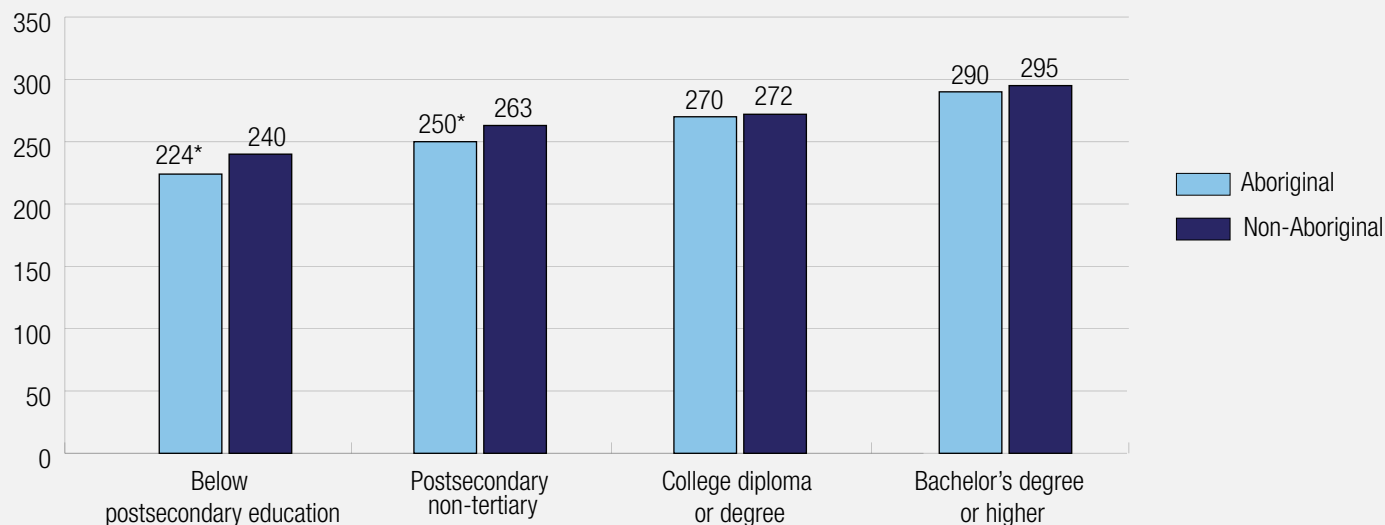


\* The difference between this score and that of non-Aboriginal populations is statistically significant.

Source: Table 2.5A

Off-reserve Aboriginal populations perform on a par in numeracy with non-Aboriginal populations at the college and university levels.

**Figure 2.9 Numeracy – Average score of population aged 20 to 65, by off-reserve Aboriginal identification and educational attainment, Canada, 2012**



\*The difference between this score and that of non-Aboriginal populations is statistically significant.

Source: Table 2.5B

### Official-language minorities

Canada has two official languages — English and French — and groups that speak one of these in a jurisdiction where the majority speak the other are designated “official-language minorities.” Outside Quebec, a total of 3 per cent of the population lives in an official-language minority context (Table 2.6A): this includes francophones who constitute 4 per cent of the population in Ontario, 3 per cent in Manitoba, and 33 per cent in New Brunswick.<sup>13</sup> In Quebec, 8 per cent of the population constitutes an anglophone official-language minority.

In literacy and numeracy, minority-language groups with PSE perform at the same level as their majority-language counterparts in their respective jurisdictions across Canada, with only one exception: francophone language minorities with postsecondary non-tertiary credentials show lower skill levels in literacy and numeracy than anglophone language majorities (Tables 2.6A and 2.6B).

<sup>13</sup> Both English and French are official languages in New Brunswick. Given the greater prevalence of anglophones, the analysis here includes francophones in New Brunswick as an official-language minority.

### Immigrant status

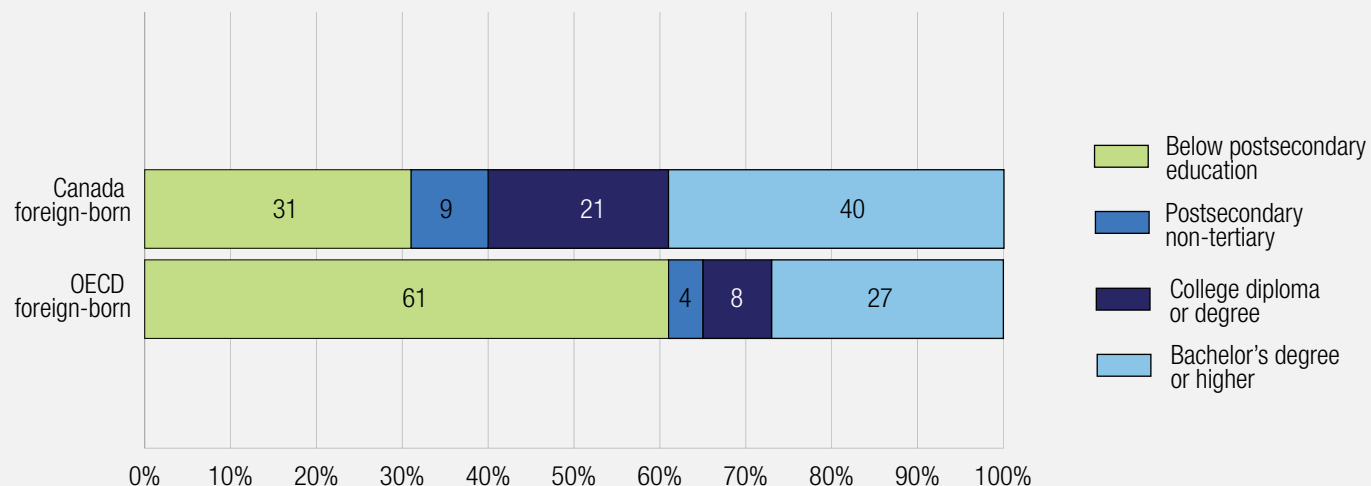
The number of foreign-born people as a proportion of the entire population, as reported in PIAAC in 2012, is 27 per cent in Canada, as compared with 12 per cent in OECD as a whole (see “Definitions” in APPENDIX I). This percentage is the second-highest among OECD members (after Australia). Sixty nine per cent of immigrants to Canada aged 20 to 65 have some PSE qualifications, in comparison to 64 per cent of those born in Canada. Foreign-born Canadians also fare well in terms of PSE attainment when compared with the average of their counterparts across OECD (Figures 2.10 and 2.11; Table 2.7A).

The relationship between PSE and skill levels is more complicated in Canada than in many other countries, at least in part due to language considerations. PIAAC in Canada was conducted in English or French, which meant that many immigrants were evaluated in a language other than their mother tongue. To this consideration must be added length of residence in Canada and domestic (versus foreign) obtention of PSE credentials, which are also correlated with immigrant skill levels. It should also be noted that the immigrant population with international credentials is quite diverse, demonstrating a broad range of skill levels. This range may be an outcome of such factors as field of study and country in which highest qualification was obtained.



More immigrants to Canada have attained PSE qualifications compared with the OECD average.

Figure 2.10 Proportion of foreign-born population aged 20 to 65, by educational attainment, OECD average and Canada, 2012



Source: Table 2.7A

Both immigrant and Canadian-born university-educated populations perform at or above the OECD average in literacy and numeracy.

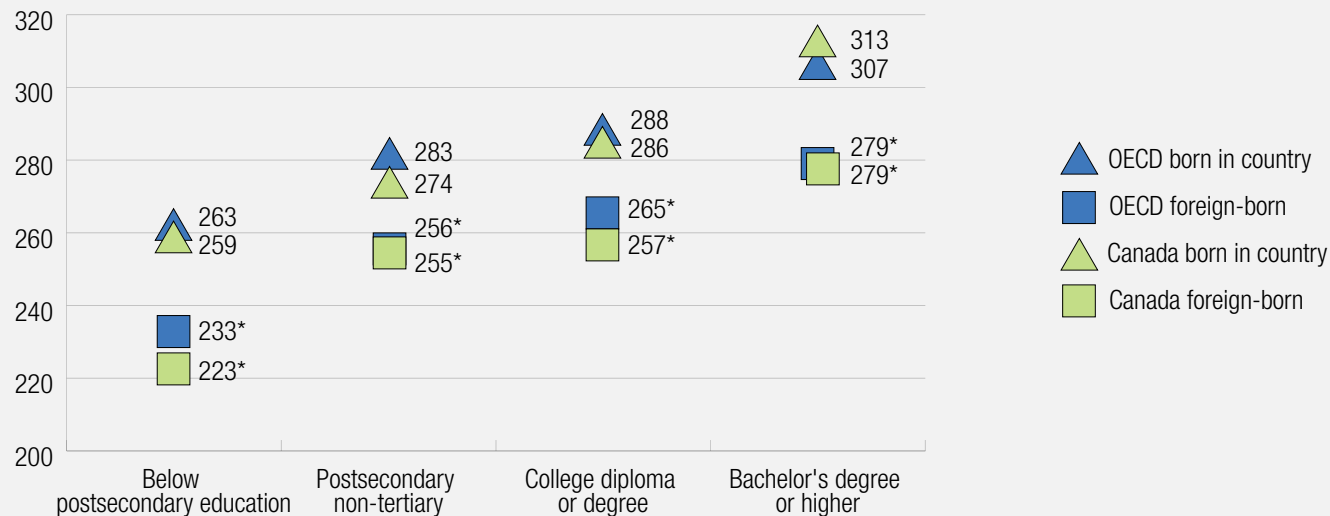
Figure 2.11 Literacy and numeracy – Average performance of population aged 20 to 65, by foreign-born status and educational attainment, Canada compared with the OECD average for equivalent groups, 2012

	Literacy			Numeracy		
	Postsecondary non-tertiary	College diploma or degree	Bachelor's degree or higher	Postsecondary non-tertiary	College diploma or degree	Bachelor's degree or higher
<b>Foreign-born</b>	At	Below	At	At	Below	At
<b>Born in country</b>	Below	At	Above	Below	Below	At

Source: Tables 2.7A and 2.7B

**In Canada and across OECD, native-born populations outperform foreign-born populations in literacy and numeracy.**

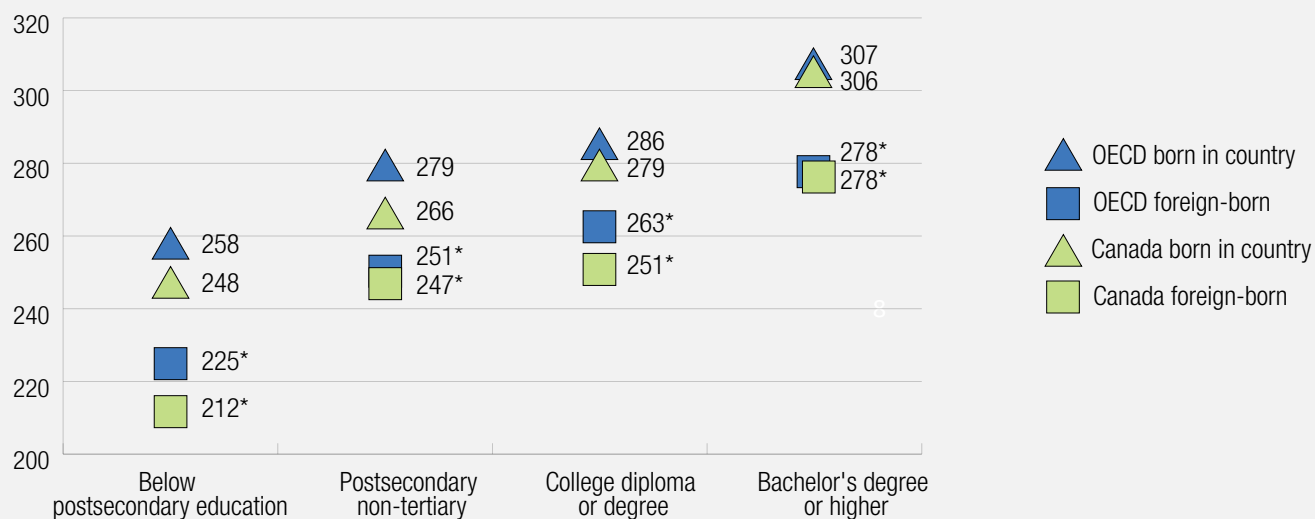
**Figure 2.12 Literacy – Average score of population aged 20 to 65, by foreign-born status and educational attainment, OECD average and Canada, 2012**



\*The difference between this score and that of individuals born in country is statistically significant.

Source: Table 2.7A

**Figure 2.13 Numeracy – Average score of population aged 20 to 65, by foreign-born status and educational attainment, OECD average and Canada, 2012**



\*The difference between this score and that of native-born individuals is statistically significant.

Source: Table 2.7B

When the results for foreign- and Canadian-born populations are examined by level of PSE, no clear pattern emerges with respect to country of birth and achieving the OECD average (Figure 2.11): some groups perform below their corresponding OECD average, while others are at or above it (Tables 2.7A and 2.7B). Figures 2.12 and 2.13 present the scores of the populations in question.

When foreign-born Canadians are compared with their native-born counterparts, the results show that the former perform below the latter in both literacy and numeracy across every level of PSE attainment (Tables 2.7A and 2.7B). This is true for Canada as a whole and for oversampled populations in Ontario and Quebec (Tables 2.8A and 2.8B).<sup>14</sup>

This finding must be viewed in the context of the length of time spent in Canada. Established immigrants (those who have been in the country 10 years or longer) with a college or university degree generally have higher literacy and numeracy skills than those who have arrived more recently, and this may in part be due to superior command of an official language, given that the survey was conducted in English or French (Tables 2.8A and 2.8B).

The foregoing result should also be viewed in light of where PSE credentials were obtained. Here we can examine groups in two ways, by comparing:

1. Canada’s entire population with that of OECD, regardless of where the PSE credential was obtained; and
2. Canada’s domestically educated immigrants with their foreign-educated counterparts.

In literacy, domestically educated Canadians with PSE credentials perform at or above the OECD average for domestically educated PSE graduates, with the exception of PSE non-tertiary graduates.

For foreign-educated Canadians, the picture is somewhat different. Those with PSE non-tertiary and university credentials perform at the OECD average for foreign-educated adults in both literacy and numeracy; college graduates perform below the OECD average in both domains (Figures 2.14 and 2.15).

Turning next to Canada’s immigrant population, we find that immigrants who have obtained their PSE credential in Canada demonstrate higher skills than those who obtained their credential abroad. This is true for Canada as a whole and for all oversampled jurisdictions except for postsecondary non-tertiary credential holders. (Tables 2.10A and 2.10B).

**The literacy and numeracy skill levels of Canada’s PSE graduates are generally at or below the OECD average.**

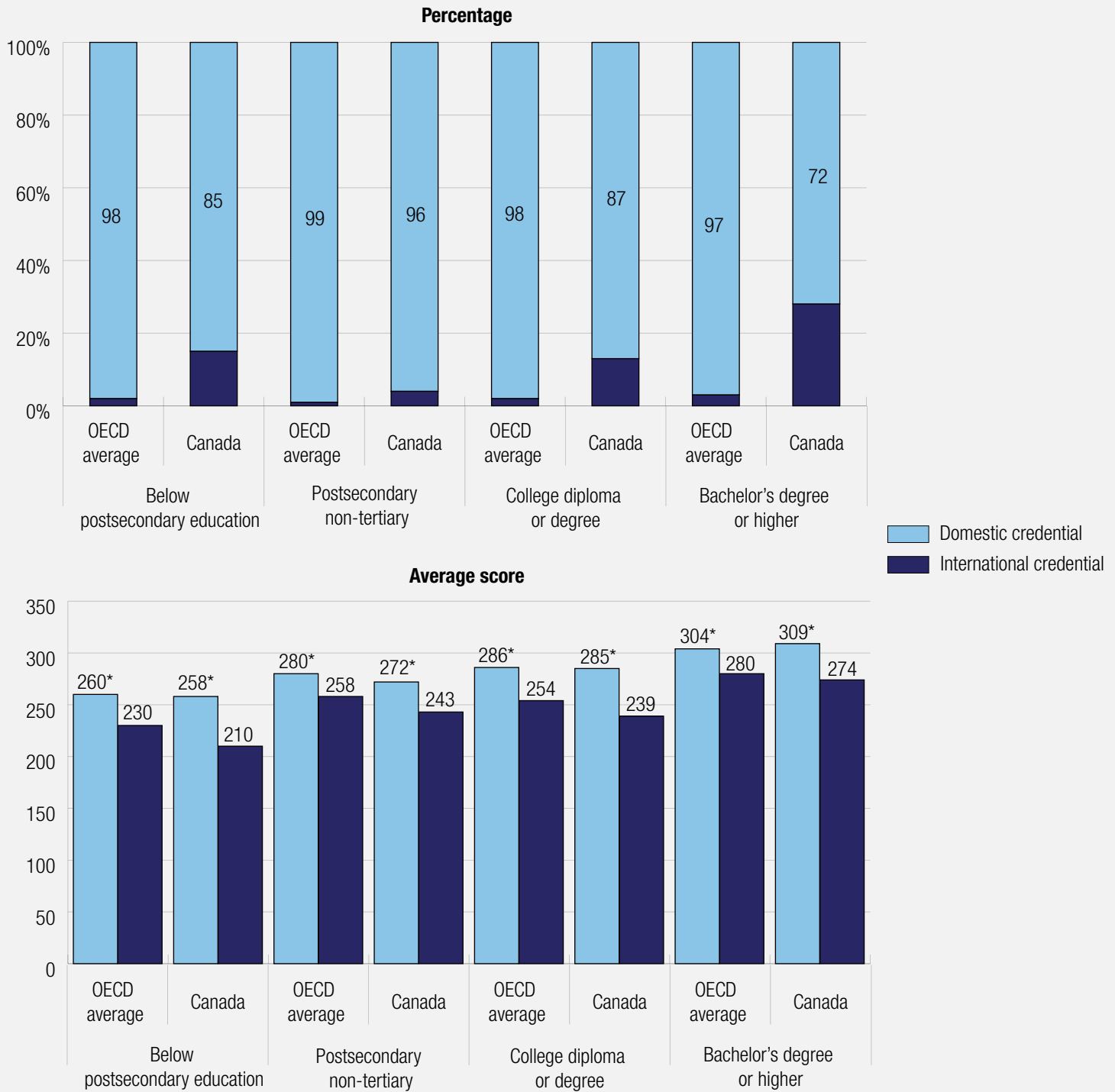
**Figure 2.14 Literacy and numeracy – Average performance of population aged 20 to 65, by source of credential and educational attainment, Canada compared with the OECD average for equivalent groups, 2012**

	Literacy				Numeracy			
	Below postsecondary education	Postsecondary non-tertiary	College diploma or degree	Bachelor's degree or higher	Below postsecondary education	Postsecondary non-tertiary	College diploma or degree	Bachelor's degree or higher
<b>Domestic credential</b>	At	Below	At	Above	Below	Below	Below	At
<b>International credential</b>	Below	At	Below	At	Below	At	Below	At

**Source:** Tables 2.9A and 2.9B

<sup>14</sup> “Oversampled” here refers to a sample size that was increased in order to obtain statistically reliable results. The immigrant population was oversampled in Quebec, Ontario, and British Columbia.

**Figure 2.15 Literacy – Proportion and average score of population aged 20 to 65, by source of credential and educational attainment, OECD average and Canada, 2012**



\*The difference between this score and that of adults with an international credential is statistically significant.

Source: Table 2.9A

## ***Summary***

As this chapter demonstrates, certain sociodemographic (age, gender, and socioeconomic background) and sociocultural (Aboriginal identity, language, and immigrant status) characteristics seem to be associated with differences in literacy and numeracy levels. The results also show that PSE attainment may serve to mitigate or even eliminate these differences — an encouraging finding in light of ongoing efforts to make PSE accessible to all Canadians.





## **CHAPTER 3**

# **PSE OUTCOMES AND THEIR CONNECTIONS TO SKILLS**

Data show that PSE attainment is generally associated with positive labour-market outcomes — notably higher employment rates and wages — as well as positive social outcomes, such as better health and higher rates of civic and political engagement (OECD, 2015). This chapter examines how these outcomes are related to the skills profiles of Canadians with PSE. It analyzes specific educational and labour-market characteristics and includes those who were enrolled in PSE programs at the time they responded to PIAAC as well as PSE graduates.

### Labour-market outcomes

Postsecondary education is strongly correlated with being employed. Among Canadians who did not have any postsecondary attainment, 69 per cent were employed in 2012 versus 82 per cent of those with a postsecondary non-tertiary qualification, 84 per cent of those with a college qualification, and 86 per cent of those with a university education (Table 3.1A). It is also worth noting that employment levels for those with postsecondary non-tertiary are higher in Canada than they are in OECD as a whole, while for college- and

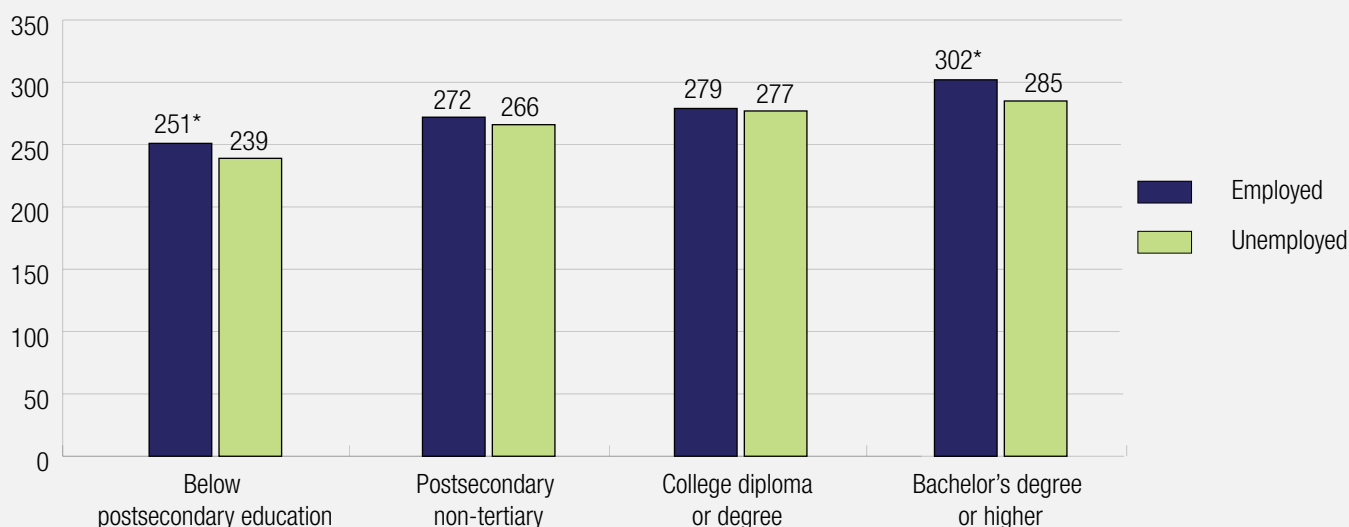
university-educated Canadians, they are at the same level as OECD. Furthermore, while those with PSE have a statistically higher rate of employment, this does not guarantee individual employment outcomes, as these are also closely tied to regional labour needs, the structure of the economy, and job availability. Lastly, Canadians with both high skills and PSE attainment are the most likely of all to be employed (Tables 3.1A and 3.1B).

This last finding prompts a related question: for a given level of PSE, do skill levels differ between the employed and unemployed? It appears from the data that the answer is no, as literacy and numeracy scores among employed individuals with the same level of education are similar to those of their unemployed counterparts (Figures 3.1 and 3.2). There are, however, exceptions: unemployed Canadians with a university education score lower in both numeracy and literacy than employed Canadians with the equivalent levels of education.

PSE and skill levels also impact earnings, which are greatest among those with PSE credentials and the highest skills (Figures 3.3 and 3.4). Significantly, though, disparities in earnings are not uniform across type of credential; there are larger disparities between university

**Employed university graduates have stronger literacy and numeracy skills than their unemployed counterparts.**

**Figure 3.1 Literacy – Average score of population aged 20 to 65, by employment status and educational attainment, Canada, 2012**

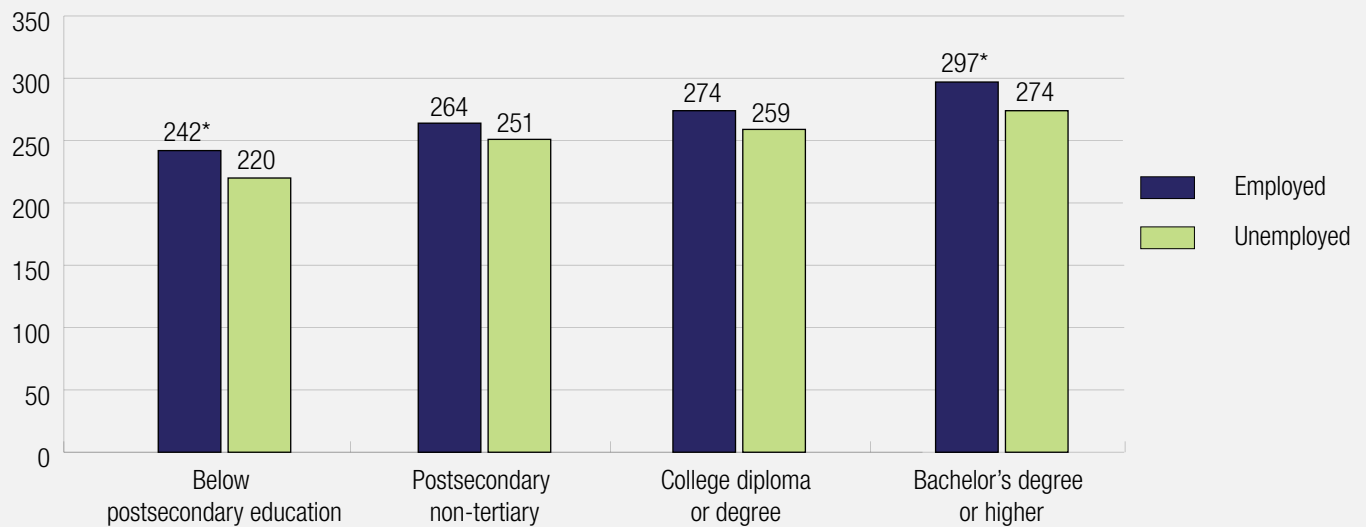


\*The difference between this score and that of unemployed individuals is statistically significant.

Source: Table 3.1A



**Figure 3.2 Numeracy – Average score of population aged 20 to 65, by employment status and educational attainment, Canada, 2012**



\*The difference between this score and that of unemployed individuals is statistically significant.

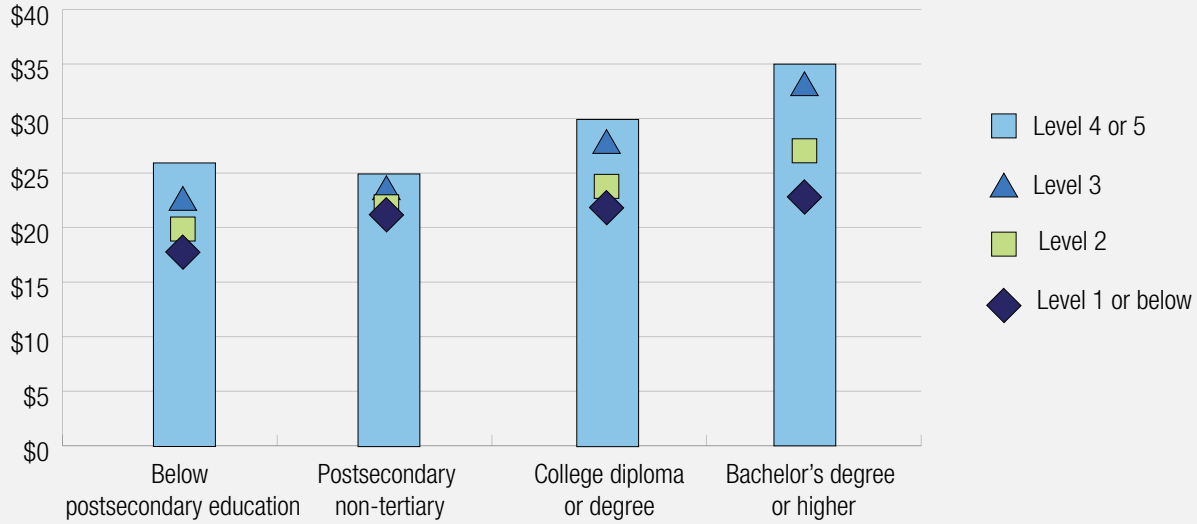
**Source:** Table 3.1B

graduates – and, to some extent, college graduates – than among postsecondary non-tertiary graduates. This is true for differences in both literacy and numeracy skills, but higher levels of numeracy are associated with an even larger earnings premium than higher levels of literacy.

The skills advantage in numeracy, discussed in Chapter 2, may give science and technology graduates an advantage in securing employment. Among university-educated Canadians, for example, the employment rate among science and technology graduates is between three and five percentage points higher than it is for graduates from other fields, depending on their proficiency in literacy. Among college-educated Canadians, the difference in employment levels is somewhat greater, ranging between six and 14 percentage points higher, depending on their proficiency in literacy. Among those with postsecondary non-tertiary qualifications, the difference varies by three to seven percentage points (Figures 3.5 and 3.6).

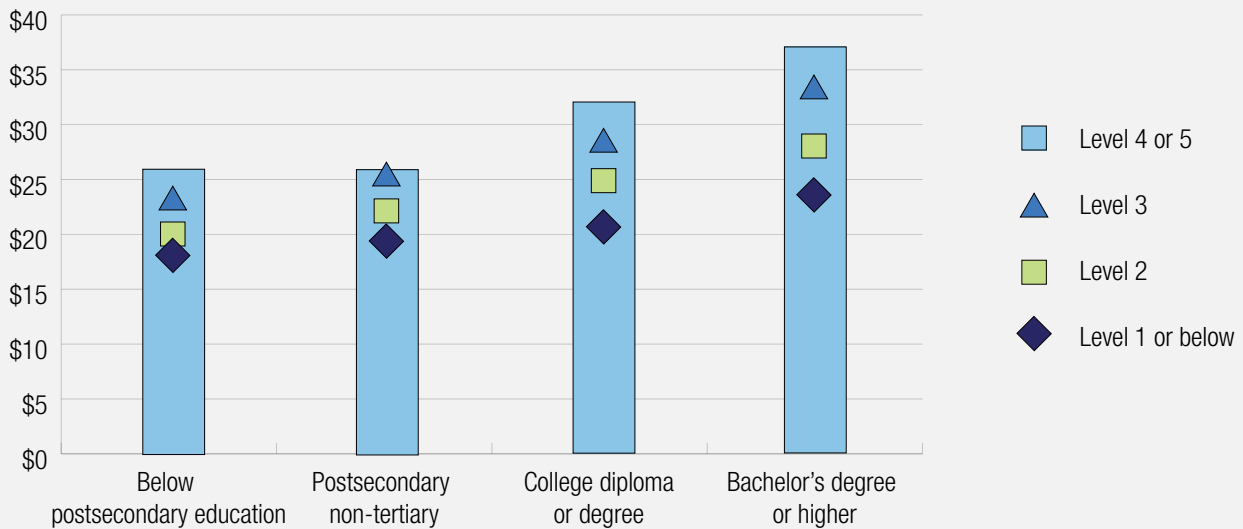
**PSE attainment and high levels of skill tend to be associated with higher earnings.**

**Figure 3.3 Literacy – Average hourly earnings in C\$ of employed population aged 20 to 65, by proficiency level and educational attainment, Canada, 2012**



Source: Table 3.2A

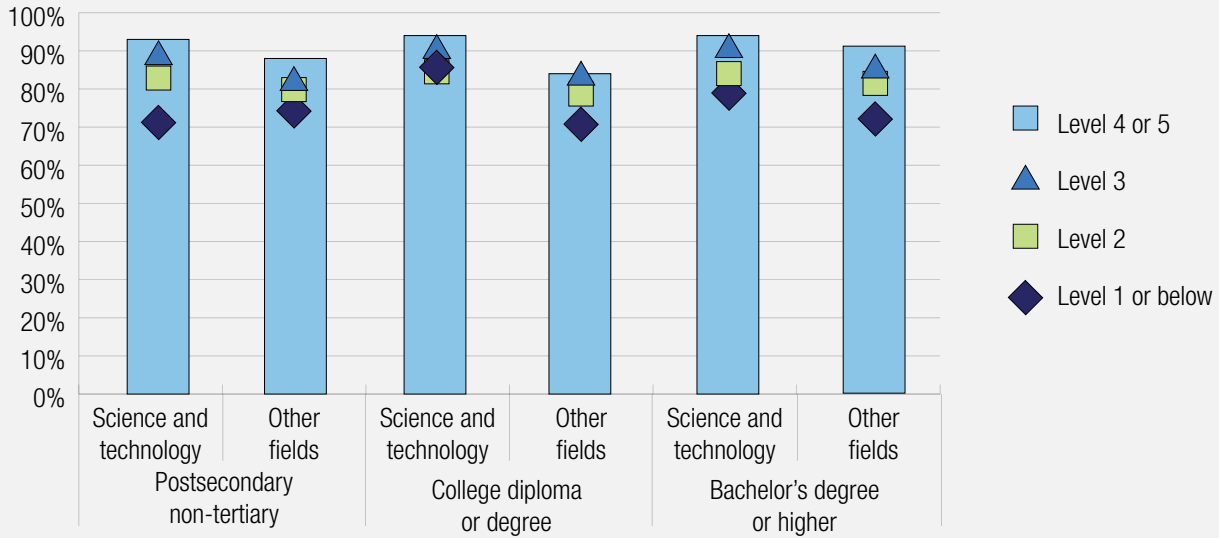
**Figure 3.4 Numeracy – Average hourly earnings in C\$ of employed population aged 20 to 65, by proficiency level and educational attainment, Canada, 2012**



Source: Table 3.2B

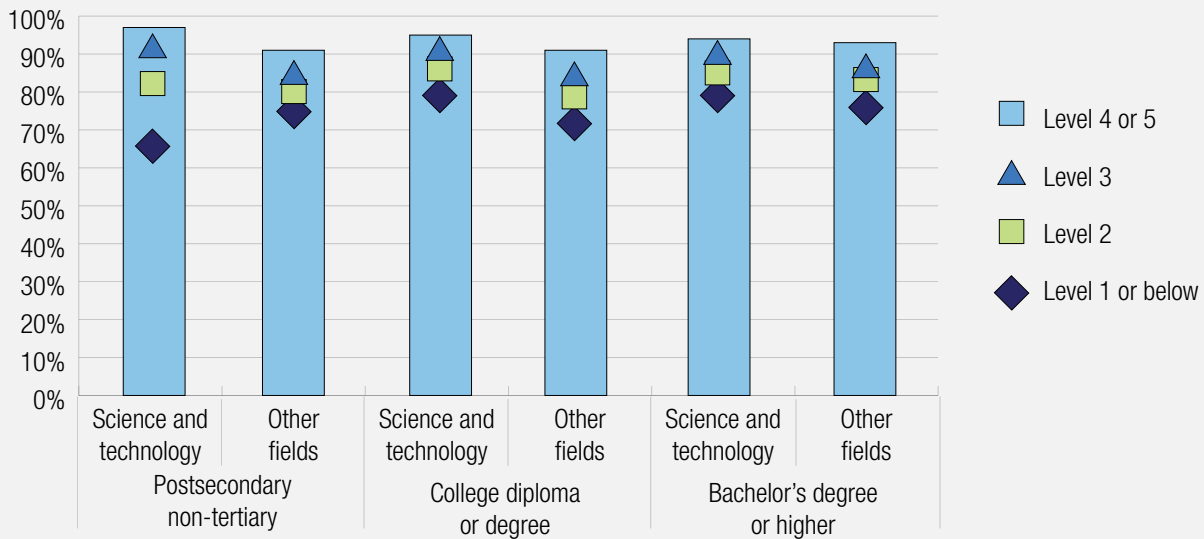
Science and technology graduates with high skills have the strongest employment outcomes.

**Figure 3.5 Employment outcomes – Employment rate of population aged 20 to 65, by literacy proficiency level, science and technology and other fields of study, and educational attainment, Canada, 2012**



Source: Table 3.3A

**Figure 3.6 Employment outcomes – Employment rate of population aged 20 to 65, by numeracy proficiency level, science and technology and other fields of study, and educational attainment, Canada, 2012**



Source: Table 3.3B

## Social outcomes

There is a strong relationship between skills, educational attainment, and social outcomes. In the area of health, for example, Canadians with higher skills in both literacy and numeracy report better health than those with lower skills. Specifically, a greater proportion of those who scored at Level 3 or above in these two domains indicate that their health is excellent than those who scored at Level 2 or below. It should also be noted that self-reported health outcomes rise not only with skill levels but also with educational attainment, as PSE graduates generally report excellent health more often than non-PSE graduates with the same skill levels (Figure 3.7).

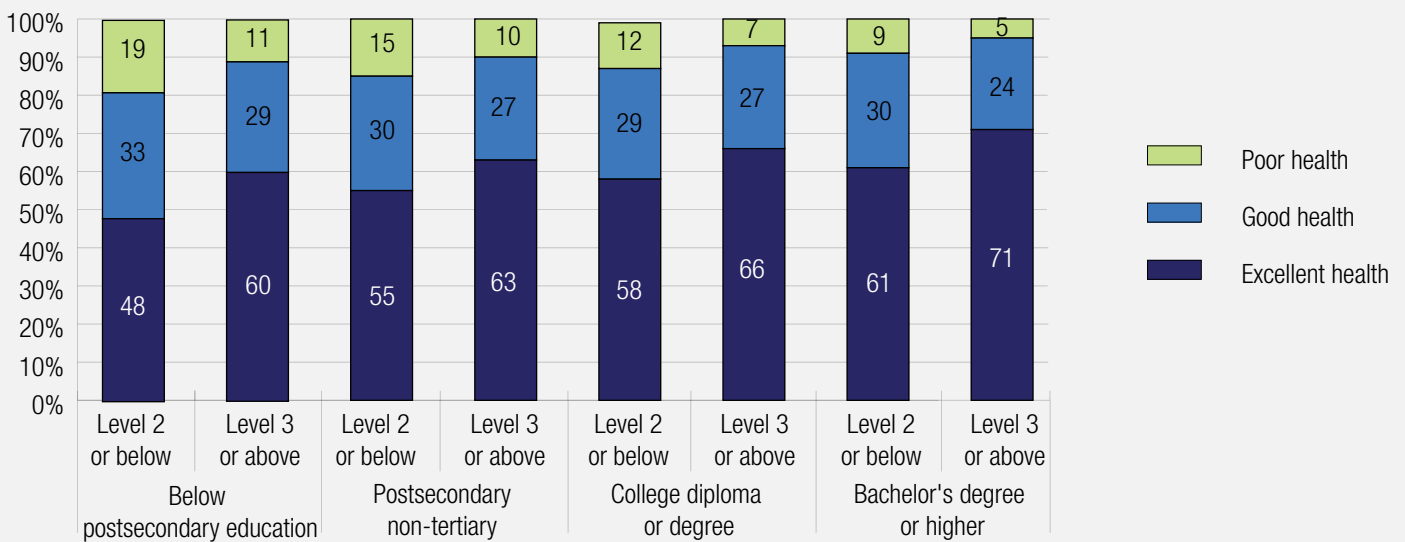
This positive correlation with PSE attainment is also found with other desirable social outcomes (Tables 3.5A and 3.5B). This is especially true of university graduates, who show the highest levels of such outcomes even when controlling for skill level. Among Canadians who perform at Level 3 or above in literacy, for example, 51 per cent of university graduates report that they believe they influence government, and 38 per cent report

trusting others, as compared with 38 per cent and 29 per cent, respectively, of college graduates, and 36 per cent and 25 per cent, respectively, of those with a postsecondary non-tertiary qualification.

Note, too, that these relationships may also be mediated by other factors, such as income.

**People with PSE attainment and strong literacy skills are more likely to report excellent health.**

**Figure 3.7 Health outcomes – Proportion of population aged 20 to 65, by literacy proficiency level and educational attainment, Canada, 2012**



Source: Table 3.4A

## *Summary*

Canadians with PSE qualifications report strong employment outcomes and demonstrate success in finding and maintaining employment. Science and technology graduates lead those from other fields in being employed, which might be a result of their higher scores in numeracy. (Their scores in literacy are on a par with the scores of other graduates.) Significantly, skill levels generally do not differ between the employed and unemployed for any given level of PSE.

Canadians with PSE also report positive social outcomes, and these increase with higher levels of skill. This correlation sometimes even holds between educational levels: in some instances, highly skilled individuals with a lower level of education show better social outcomes than lower-skilled individuals who have higher levels of education. For people with the same levels of skill, however, PSE is generally associated with an advantage, as those who possess a postsecondary qualification report better health (for example) than those who do not. Lastly, the most positive social outcomes are reported by those who have both high levels of educational attainment and high levels of skill.

## Conclusion

The PIAAC data show that Canadians with PSE have strong skills in literacy, numeracy, and PS-TRE, highlighting the important role of PSE in building the skills of our population. Canadians who have completed PSE show a higher level of skill in all three domains (literacy, numeracy, and PS-TRE) than those who have not. In addition, higher levels of attainment combined with higher levels of skill tend to be associated with better labour-market and social outcomes. Canadians with PSE are generally very successful in finding employment and maintaining their skill levels while employed.

Having a PSE qualification appears to reduce the differences that are observed between certain groups, such as Aboriginal populations, older Canadians, immigrants, and others. This finding argues for a deeper understanding of the potentially important role that PSE may play in building skills profiles.

### *Possible areas for further research*

This report offers a profile of Canadians with PSE qualifications and their skills as measured by PIAAC. While it provides a comprehensive look at different facets of skills development, it is not exhaustive. The PIAAC data set offers many opportunities for deeper analysis of different PSE populations. What follows is a list of potential analyses that could be undertaken to further enrich the findings contained within this report.

- An analysis of relationships between the three foundational skills — literacy, numeracy, and PS-TRE — and how these relationships manifest themselves in different PSE populations;
- A detailed exploration of PS-TRE for different populations with PSE, including off-reserve Aboriginal populations, younger people, women, and immigrant populations;
- A closer examination of the relationships between such demographic factors as age, gender, and socioeconomic background and how they affect skills profiles in all three domains;
- A further analysis of the population with PSE by field of study and type of PSE credential;
- A detailed profile of immigrant populations with PSE, including country of origin, first language, and country that issued the credential, as well as a comparative analysis of foreign- and native-born Canadians who hold a Canadian PSE credential;
- An analysis of employment outcomes — including salaries, types of occupations, and self-reported skills performed at work — to help create a more detailed profile of the working populations with PSE and the skills they require for success in the workplace.

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## APPENDIX I

## METHODOLOGY

**PSE classification used in this report**

Report classification	ISCED level	Description	Variables included
Postsecondary non-tertiary	ISCED 4a, b, c	Apprenticeship, trade/vocational/college and cégep technical training certificate/ diploma programs under two years' duration; pre-university cégep diploma and university transfer certificate	Apprenticeship certificate
			Trade/vocational certificate or non-university certificate/diploma from college, nursing, or technical AND length of completion of trade/vocational/non-university certificate/diploma full-time in less than three months, three months to less than 12 months, one year, or greater than one year but less than two years
			College and cégep technical training certificate with length to successful completion of less than three months, three months to less than 12 months, one year, or greater than one year but less than two years
College diploma or degree	ISCED 5b	College diploma and cégep technical training diploma (two years or more in duration), university certificate below bachelor's	Cégep technical training and college diploma of more than two years' duration
			Trade/vocational certificate or non-university certificate/diploma from college, nursing, or technical AND length of completion of trade/vocational/non-university certificate/diploma full-time in two years, greater than two years but less than three years, or three years or more OR university certificate or diploma below bachelor's degree
Bachelor's degree or higher	ISCED 5a	Bachelor's, master's, first professional degree	Bachelor's degree or university certificate above bachelor level, or first professional degree (med/vet/dental/optometry/law/ divinity)
			Master's degree
	ISCED 6	Ph.D.	Ph.D.

## Canada's postsecondary education system

Provincial and territorial governments have exclusive jurisdiction in education, including higher education, with the exception of federally funded Aboriginal institutions. Across Canada, public universities and colleges offer programs that provide degrees, diplomas, and certificates. Apprenticeship programs also form an important element of education and training for many Canadians. Quebec's PSE system is distinct in offering an intermediate level of study between secondary school and university, known as *cégep* (*collège d'enseignement général et professionnel*). Cégeps offer a range of general pre-university programs, as well as technical programs leading to employment (Canadian Information Centre for International Credentials, n.d.). The public system in Canada has been supplemented by a growing number of private career colleges and degree-granting institutions (both for-profit and not-for-profit).

## Interpreting the results

To describe the performance of adults in all three domains, 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, 2013a, p.60). 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 to aid in the interpretation and understanding of the report 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, 2013b).

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 per cent that the two scores being compared are different, taking into account possible sampling and measurement errors. When comparing jurisdictions, 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, comments are made only when differences are actually 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 large to be considered statistically significant.

Detailed information regarding the methodology employed in PIAAC, including 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).

## Definitions

### Foreign-born adult

A foreign-born adult is an adult who was not born in Canada. This term is used for comparisons with other OECD countries who participated in PIAAC. As migration and immigration definitions vary from one country to another, this term is used for the purposes of international comparisons only.

### Immigrant

An immigrant is a person who is, or has ever been, a landed immigrant/permanent resident.





## APPENDIX II

### TABLES

Table 1.1

**Literacy and numeracy — Proportions and average scores of population aged 20 to 65, by age and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Age	Below postsecondary education						Postsecondary education, Total					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				AVG	SE	AVG	SE			AVG	SE	AVG	SE
<b>OECD average</b>	20 to 29	64	(0.3)	275	(0.5)	268	(0.5)	36	(0.3)	302	(0.6)	297	(0.6)
	30 to 39	52	(0.3)	264	(0.5)	259	(0.5)	48	(0.3)	302	(0.5)	299	(0.5)
	40 to 49	60	(0.3)	259	(0.5)	254	(0.5)	40	(0.3)	295	(0.5)	295	(0.5)
	50 to 59	66	(0.3)	250	(0.4)	246	(0.5)	34	(0.3)	285	(0.6)	287	(0.6)
	60 to 65	72	(0.3)	243	(0.5)	239	(0.6)	28	(0.3)	277	(0.8)	279	(0.9)
	<b>20 to 65</b>	<b>62</b>	<b>(0.1)</b>	<b>259</b>	<b>(0.2)</b>	<b>254</b>	<b>(0.2)</b>	<b>38</b>	<b>(0.1)</b>	<b>295</b>	<b>(0.2)</b>	<b>294</b>	<b>(0.3)</b>
<b>Canada</b>	20 to 29	44	(1.0)	269	(1.9)	259	(2.3)	56	(1.0)	295	(1.5)	287	(1.9)
	30 to 39	24	(0.9)	253	(3.1)	242	(3.5)	76	(0.9)	293	(1.5)	286	(1.6)
	40 to 49	30	(0.8)	246	(2.3)	235	(2.5)	70	(0.8)	286	(1.4)	282	(1.8)
	50 to 59	38	(1.0)	242	(1.9)	230	(2.2)	62	(1.0)	278	(1.3)	272	(1.5)
	60 to 65	42	(1.3)	239	(2.6)	224	(3.0)	58	(1.3)	272	(2.3)	265	(2.5)
	<b>20 to 65</b>	<b>35</b>	<b>(0.2)</b>	<b>251</b>	<b>(1.1)</b>	<b>239</b>	<b>(1.2)</b>	<b>65</b>	<b>(0.2)</b>	<b>286</b>	<b>(0.7)</b>	<b>280</b>	<b>(0.7)</b>
<b>Newfoundland and Labrador</b>	20 to 29	48	(3.0)	271	(5.1)	261	(6.2)	52	(3.0)	288	(4.7)	281	(5.5)
	30 to 39	24	(3.2)	246	(9.1)	235	(10.4)	76	(3.2)	287	(3.9)	277	(4.5)
	40 to 49	38	(2.3)	239	(4.8)	221	(5.1)	62	(2.3)	288	(3.3)	277	(3.6)
	50 to 59	43	(2.7)	226	(3.6)	205	(5.5)	57	(2.7)	276	(3.1)	263	(4.1)
	60 to 65	52	(3.4)	227	(4.2)	202	(4.7)	48	(3.4)	265	(4.0)	248	(4.4)
	<b>20 to 65</b>	<b>40</b>	<b>(0.4)</b>	<b>240</b>	<b>(2.2)</b>	<b>222</b>	<b>(2.7)</b>	<b>60</b>	<b>(0.4)</b>	<b>282</b>	<b>(1.6)</b>	<b>271</b>	<b>(2.0)</b>
<b>Prince Edward Island</b>	20 to 29	50	(4.3)	276	(8.6)	260	(9.2)	50	(4.3)	305	(7.0)	289	(7.3)
	30 to 39	29	(3.6)	249	(12.5)	237	(12.8)	71	(3.6)	301	(4.6)	291	(6.9)
	40 to 49	37	(3.7)	259	(6.6)	244	(7.4)	63	(3.7)	293	(4.9)	287	(6.9)
	50 to 59	36	(3.2)	238	(7.2)	222	(7.8)	64	(3.2)	286	(4.3)	273	(4.9)
	60 to 65	35	(3.4)	231	(9.2)	212	(9.8)	65	(3.4)	280	(5.8)	271	(6.5)
	<b>20 to 65</b>	<b>37</b>	<b>(0.6)</b>	<b>253</b>	<b>(5.1)</b>	<b>238</b>	<b>(4.9)</b>	<b>63</b>	<b>(0.6)</b>	<b>293</b>	<b>(3.4)</b>	<b>282</b>	<b>(4.4)</b>
<b>Nova Scotia</b>	20 to 29	47	(3.2)	267	(5.5)	254	(6.1)	53	(3.2)	297	(4.7)	291	(5.2)
	30 to 39	26	(2.6)	254	(6.5)	243	(7.3)	74	(2.6)	301	(3.8)	289	(3.2)
	40 to 49	27	(2.7)	253	(5.6)	239	(6.3)	73	(2.7)	284	(4.0)	273	(4.6)
	50 to 59	40	(2.6)	242	(5.1)	226	(6.4)	60	(2.6)	281	(3.4)	272	(3.7)
	60 to 65	43	(3.4)	233	(6.6)	217	(6.3)	57	(3.4)	277	(4.6)	270	(5.9)
	<b>20 to 65</b>	<b>36</b>	<b>(0.4)</b>	<b>250</b>	<b>(2.9)</b>	<b>236</b>	<b>(2.9)</b>	<b>64</b>	<b>(0.4)</b>	<b>288</b>	<b>(2.0)</b>	<b>279</b>	<b>(2.0)</b>
<b>New Brunswick</b>	20 to 29	46	(3.7)	265	(5.4)	252	(6.0)	54	(3.7)	290	(6.0)	279	(6.3)
	30 to 39	30	(2.9)	264	(5.1)	247	(6.2)	70	(2.9)	293	(4.3)	281	(4.6)
	40 to 49	36	(2.7)	241	(4.4)	231	(4.6)	64	(2.7)	287	(3.3)	278	(3.7)
	50 to 59	45	(2.5)	237	(3.6)	218	(3.6)	55	(2.5)	283	(3.6)	273	(3.9)
	60 to 65	48	(3.1)	230	(3.8)	213	(4.3)	52	(3.1)	271	(4.0)	260	(5.5)
	<b>20 to 65</b>	<b>41</b>	<b>(0.5)</b>	<b>247</b>	<b>(2.2)</b>	<b>231</b>	<b>(2.3)</b>	<b>59</b>	<b>(0.5)</b>	<b>286</b>	<b>(1.9)</b>	<b>276</b>	<b>(1.8)</b>

Table 1.1 (continued)

**Literacy and numeracy — Proportions and average scores of population aged 20 to 65, by age and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Age	Below postsecondary education						Postsecondary education, Total					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				AVG	SE	AVG	SE			AVG	SE	AVG	SE
Quebec	20 to 29	34	(1.6)	259	(3.1)	256	(3.1)	66	(1.6)	293	(2.5)	290	(2.4)
	30 to 39	22	(1.2)	251	(4.3)	245	(4.2)	78	(1.2)	292	(1.9)	287	(1.9)
	40 to 49	28	(1.2)	242	(3.3)	235	(3.2)	72	(1.2)	281	(1.9)	279	(2.1)
	50 to 59	42	(1.4)	232	(2.5)	225	(2.6)	58	(1.4)	268	(2.0)	266	(2.1)
	60 to 65	42	(2.1)	235	(3.3)	225	(3.8)	58	(2.1)	266	(2.3)	262	(2.3)
	<b>20 to 65</b>	<b>33</b>	<b>(0.3)</b>	<b>243</b>	<b>(1.4)</b>	<b>236</b>	<b>(1.5)</b>	<b>67</b>	<b>(0.3)</b>	<b>282</b>	<b>(1.0)</b>	<b>279</b>	<b>(0.9)</b>
Ontario	20 to 29	47	(1.9)	272	(3.1)	261	(3.7)	53	(1.9)	294	(3.3)	281	(4.5)
	30 to 39	24	(1.8)	255	(5.3)	241	(5.6)	76	(1.8)	295	(2.9)	288	(3.3)
	40 to 49	28	(1.9)	250	(4.0)	237	(4.6)	72	(1.9)	287	(2.2)	284	(2.8)
	50 to 59	36	(1.5)	244	(4.2)	230	(4.9)	64	(1.5)	281	(2.4)	275	(2.8)
	60 to 65	42	(2.4)	236	(4.9)	219	(5.4)	58	(2.4)	272	(4.6)	264	(4.9)
	<b>20 to 65</b>	<b>34</b>	<b>(0.3)</b>	<b>253</b>	<b>(1.8)</b>	<b>240</b>	<b>(1.9)</b>	<b>66</b>	<b>(0.3)</b>	<b>287</b>	<b>(1.3)</b>	<b>280</b>	<b>(1.5)</b>
Manitoba	20 to 29	54	(3.6)	270	(5.6)	258	(6.1)	46	(3.6)	295	(5.2)	288	(6.3)
	30 to 39	30	(3.7)	250	(11.0)	235	(11.8)	70	(3.7)	293	(4.6)	286	(5.0)
	40 to 49	33	(3.2)	244	(8.0)	232	(7.9)	67	(3.2)	290	(4.7)	282	(5.7)
	50 to 59	38	(2.7)	241	(7.3)	232	(7.8)	62	(2.7)	286	(4.2)	278	(5.2)
	60 to 65	48	(4.3)	241	(8.0)	225	(7.3)	52	(4.3)	275	(7.1)	264	(7.8)
	<b>20 to 65</b>	<b>40</b>	<b>(0.6)</b>	<b>251</b>	<b>(3.6)</b>	<b>239</b>	<b>(4.1)</b>	<b>60</b>	<b>(0.6)</b>	<b>289</b>	<b>(2.4)</b>	<b>281</b>	<b>(3.4)</b>
Saskatchewan	20 to 29	45	(2.9)	258	(5.5)	247	(6.9)	55	(2.9)	284	(4.6)	277	(5.7)
	30 to 39	31	(2.7)	254	(8.4)	246	(8.9)	69	(2.7)	296	(4.2)	288	(4.7)
	40 to 49	38	(3.0)	244	(8.1)	235	(8.8)	62	(3.0)	286	(5.4)	281	(5.9)
	50 to 59	44	(2.9)	244	(5.6)	233	(6.1)	56	(2.9)	286	(4.3)	278	(4.7)
	60 to 65	50	(4.8)	248	(7.8)	233	(6.9)	50	(4.8)	278	(7.6)	270	(7.4)
	<b>20 to 65</b>	<b>41</b>	<b>(0.5)</b>	<b>250</b>	<b>(3.4)</b>	<b>239</b>	<b>(3.5)</b>	<b>59</b>	<b>(0.5)</b>	<b>287</b>	<b>(2.5)</b>	<b>280</b>	<b>(2.3)</b>
Alberta	20 to 29	45	(3.0)	275	(6.2)	262	(7.8)	55	(3.0)	301	(4.6)	294	(5.2)
	30 to 39	26	(3.3)	252	(12.4)	241	(12.7)	74	(3.3)	295	(3.8)	287	(4.1)
	40 to 49	35	(3.1)	244	(7.5)	234	(8.4)	65	(3.1)	285	(5.0)	277	(5.3)
	50 to 59	35	(2.9)	255	(5.0)	245	(5.9)	65	(2.9)	280	(4.3)	275	(4.8)
	60 to 65	44	(5.7)	258	(7.7)	243	(9.6)	56	(5.7)	274	(8.4)	266	(8.0)
	<b>20 to 65</b>	<b>36</b>	<b>(0.5)</b>	<b>258</b>	<b>(3.0)</b>	<b>247</b>	<b>(3.6)</b>	<b>64</b>	<b>(0.5)</b>	<b>289</b>	<b>(2.3)</b>	<b>282</b>	<b>(2.6)</b>
British Columbia	20 to 29	47	(3.1)	271	(5.4)	264	(5.5)	53	(3.1)	299	(4.3)	290	(4.9)
	30 to 39	23	(3.2)	251	(10.5)	242	(12.2)	77	(3.2)	288	(4.2)	277	(4.6)
	40 to 49	28	(3.3)	241	(9.8)	234	(9.3)	72	(3.3)	291	(4.3)	286	(4.5)
	50 to 59	38	(3.0)	250	(7.7)	234	(8.3)	62	(3.0)	277	(5.1)	269	(5.4)
	60 to 65	39	(4.1)	244	(9.9)	231	(12.9)	61	(4.1)	279	(5.8)	276	(7.0)
	<b>20 to 65</b>	<b>34</b>	<b>(0.4)</b>	<b>253</b>	<b>(3.5)</b>	<b>243</b>	<b>(4.0)</b>	<b>66</b>	<b>(0.4)</b>	<b>287</b>	<b>(2.2)</b>	<b>280</b>	<b>(2.2)</b>

Table 1.1 (continued)

Literacy and numeracy — Proportions and average scores of population aged 20 to 65, by age and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Age	Below postsecondary education						Postsecondary education, Total					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				AVG	SE	AVG	SE			AVG	SE	AVG	SE
Yukon	20 to 29	45 <sup>M</sup>	(10.3)	257	(23.7)	241	(22.2)	55 <sup>M</sup>	(10.3)	282	(25.8)	264	(25.1)
	30 to 39	U	(13.2)	251	(25.6)	230	(35.0)	66 <sup>M</sup>	(13.2)	297	(15.5)	283	(17.6)
	40 to 49	44 <sup>M</sup>	(9.6)	260	(18.9)	245	(19.5)	56 <sup>M</sup>	(9.6)	293	(11.5)	287	(8.0)
	50 to 59	30 <sup>M</sup>	(6.9)	221	(32.8)	205 <sup>M</sup>	(39.0)	70	(6.9)	302	(17.8)	290	(15.0)
	60 to 65	U	(10.8)	250	(20.7)	233	(18.6)	75	(10.8)	288	(17.9)	266	(18.4)
	<b>20 to 65</b>	<b>36</b>	<b>(1.3)</b>	<b>248</b>	<b>(13.0)</b>	<b>231</b>	<b>(14.2)</b>	<b>64</b>	<b>(1.3)</b>	<b>294</b>	<b>(10.8)</b>	<b>281</b>	<b>(8.4)</b>
Northwest Territories	20 to 29	61	(2.7)	238	(9.8)	221	(11.6)	39	(2.7)	290	(7.9)	281	(7.6)
	30 to 39	40	(3.8)	238	(10.4)	221	(10.6)	60	(3.8)	286	(7.7)	277	(7.4)
	40 to 49	47	(3.2)	210	(10.6)	193	(11.7)	53	(3.2)	281	(6.1)	272	(6.8)
	50 to 59	36	(4.5)	214	(8.9)	198	(12.1)	64	(4.5)	267	(6.3)	256	(8.8)
	60 to 65	39	(6.1)	217	(12.6)	196	(13.8)	61	(6.1)	251	(8.7)	234	(10.0)
	<b>20 to 65</b>	<b>46</b>	<b>(0.6)</b>	<b>226</b>	<b>(7.3)</b>	<b>209</b>	<b>(8.8)</b>	<b>54</b>	<b>(0.6)</b>	<b>279</b>	<b>(4.5)</b>	<b>268</b>	<b>(4.9)</b>
Nunavut	20 to 29	78	(2.8)	202	(6.2)	185	(6.8)	22	(2.8)	259	(10.3)	247	(12.5)
	30 to 39	56	(4.1)	198	(10.5)	173	(10.1)	44	(4.1)	265	(6.9)	250	(7.9)
	40 to 49	63	(2.9)	199	(6.5)	180	(6.7)	37	(2.9)	267	(9.6)	251	(10.9)
	50 to 59	52	(4.1)	193	(9.2)	169	(10.3)	48	(4.1)	252	(7.3)	237	(7.6)
	60 to 65	69	(7.9)	184	(13.4)	172	(15.5)	31 <sup>M</sup>	(7.9)	267	(18.4)	261	(23.6)
	<b>20 to 65</b>	<b>64</b>	<b>(0.5)</b>	<b>198</b>	<b>(4.6)</b>	<b>178</b>	<b>(4.8)</b>	<b>36</b>	<b>(0.5)</b>	<b>261</b>	<b>(4.2)</b>	<b>247</b>	<b>(4.6)</b>

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

Note: The percentages add up to 100% horizontally, by age group.

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

AVG Average



Table 1.2

**Literacy and numeracy — Proportions and average scores of population aged 20 to 65, by age and postsecondary educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Age	Postsecondary non-tertiary						College diploma or degree						Bachelor's degree or higher					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				AVG	SE	AVG	SE			AVG	SE	AVG	SE			AVG	SE		
<b>OECD average</b>	20 to 29	6	(0.1)	284	(2.5)	279	(3.5)	8	(0.2)	294	(1.2)	287	(1.5)	22	(0.2)	309	(0.7)	305	(0.8)
	30 to 39	5	(0.1)	286	(2.1)	281	(2.3)	12	(0.2)	293	(1.4)	289	(1.4)	30	(0.3)	308	(0.5)	307	(0.6)
	40 to 49	6	(0.1)	278	(2.7)	274	(3.3)	12	(0.2)	288	(1.9)	286	(1.4)	23	(0.2)	303	(0.6)	304	(0.7)
	50 to 59	5	(0.1)	273	(1.9)	274	(2.5)	10	(0.2)	276	(1.6)	275	(1.6)	18	(0.2)	293	(0.7)	296	(0.8)
	60 to 65	4	(0.2)	267	(2.7)	264	(3.1)	8	(0.2)	268	(1.7)	268	(1.8)	16	(0.3)	285	(1.0)	289	(1.1)
	<b>20 to 65</b>	<b>5</b>	<b>(0.1)</b>	<b>279</b>	<b>(1.3)</b>	<b>275</b>	<b>(1.6)</b>	<b>11</b>	<b>(0.1)</b>	<b>285</b>	<b>(0.9)</b>	<b>283</b>	<b>(0.9)</b>	<b>22</b>	<b>(0.1)</b>	<b>302</b>	<b>(0.3)</b>	<b>302</b>	<b>(0.3)</b>
<b>Canada</b>	20 to 29	15	(0.9)	281	(2.9)	276	(3.3)	19	(1.0)	289	(3.0)	278	(3.7)	23	(0.9)	308	(2.4)	301	(2.7)
	30 to 39	15	(0.8)	277	(2.7)	266	(3.6)	24	(1.0)	286	(2.4)	280	(2.7)	37	(1.0)	304	(1.7)	298	(2.0)
	40 to 49	16	(0.9)	272	(2.9)	264	(3.4)	24	(0.9)	281	(2.3)	276	(2.8)	31	(1.0)	297	(1.9)	295	(2.1)
	50 to 59	15	(0.7)	264	(2.4)	256	(2.8)	23	(0.9)	271	(2.5)	264	(2.8)	23	(0.8)	293	(2.2)	290	(2.5)
	60 to 65	15	(0.9)	258	(3.6)	248	(4.0)	20	(1.1)	261	(4.0)	254	(4.3)	22	(1.2)	292	(3.2)	287	(3.2)
	<b>20 to 65</b>	<b>15</b>	<b>(0.3)</b>	<b>271</b>	<b>(1.4)</b>	<b>263</b>	<b>(1.8)</b>	<b>22</b>	<b>(0.3)</b>	<b>279</b>	<b>(1.2)</b>	<b>272</b>	<b>(1.5)</b>	<b>28</b>	<b>(0.1)</b>	<b>300</b>	<b>(1.0)</b>	<b>295</b>	<b>(1.0)</b>
<b>Newfoundland and Labrador</b>	20 to 29	16 <sup>M</sup>	(2.8)	268	(9.2)	263	(9.4)	12 <sup>M</sup>	(2.4)	274	(7.6)	262	(9.4)	23	(2.8)	310	(6.3)	304	(8.3)
	30 to 39	25	(2.7)	270	(5.9)	260	(6.6)	24	(2.6)	273	(6.4)	263	(7.4)	27	(2.7)	314	(6.8)	306	(7.6)
	40 to 49	25	(1.7)	271	(5.0)	254	(5.6)	18	(2.0)	283	(5.4)	275	(5.4)	19	(2.0)	315	(5.2)	309	(5.8)
	50 to 59	27	(2.1)	259	(4.3)	241	(4.7)	16	(1.7)	276	(5.3)	263	(5.4)	13	(2.0)	311	(5.4)	309	(9.4)
	60 to 65	22	(2.8)	261	(5.3)	239	(6.7)	16 <sup>M</sup>	(3.0)	259	(8.7)	246	(8.0)	9 <sup>M</sup>	(2.1)	283	(8.9)	272	(11.7)
	<b>20 to 65</b>	<b>24</b>	<b>(0.9)</b>	<b>266</b>	<b>(2.3)</b>	<b>250</b>	<b>(2.9)</b>	<b>17</b>	<b>(0.9)</b>	<b>274</b>	<b>(2.8)</b>	<b>264</b>	<b>(3.2)</b>	<b>18</b>	<b>(0.1)</b>	<b>311</b>	<b>(2.9)</b>	<b>304</b>	<b>(3.7)</b>
<b>Prince Edward Island</b>	20 to 29	17 <sup>M</sup>	(3.9)	296	(9.8)	279	(10.8)	14 <sup>M</sup>	(3.3)	293	(11.0)	272	(14.2)	19 <sup>M</sup>	(3.3)	322	(10.1)	310	(10.3)
	30 to 39	18 <sup>M</sup>	(3.4)	291	(9.8)	276	(12.7)	25	(3.7)	296	(6.2)	286	(9.8)	28	(3.4)	312	(7.1)	303	(8.5)
	40 to 49	17 <sup>M</sup>	(2.8)	286	(9.0)	269	(11.5)	22	(3.0)	288	(7.5)	288	(9.4)	24	(2.4)	303	(6.3)	299	(8.4)
	50 to 59	21	(2.9)	274	(7.1)	256	(8.2)	21	(2.8)	276	(7.3)	263	(8.1)	22	(2.6)	309	(6.9)	298	(7.2)
	60 to 65	21	(3.1)	254	(8.0)	243	(9.4)	22 <sup>M</sup>	(3.7)	281	(8.4)	266	(9.7)	22 <sup>M</sup>	(3.8)	305	(8.5)	301	(9.1)
	<b>20 to 65</b>	<b>19</b>	<b>(1.2)</b>	<b>280</b>	<b>(5.1)</b>	<b>264</b>	<b>(6.8)</b>	<b>21</b>	<b>(1.2)</b>	<b>286</b>	<b>(4.4)</b>	<b>276</b>	<b>(5.5)</b>	<b>23</b>	<b>(0.2)</b>	<b>310</b>	<b>(4.1)</b>	<b>302</b>	<b>(4.7)</b>
<b>Nova Scotia</b>	20 to 29	20	(2.8)	286	(6.8)	272	(10.0)	8 <sup>M</sup>	(2.0)	288	(8.9)	282	(11.6)	24	(3.1)	310	(8.5)	309	(7.2)
	30 to 39	24	(2.4)	279	(6.0)	261	(6.3)	14 <sup>M</sup>	(2.3)	295	(7.9)	285	(8.1)	36	(2.9)	319	(4.6)	309	(4.4)
	40 to 49	24	(2.5)	270	(7.1)	254	(7.0)	25	(2.7)	275	(4.7)	267	(5.9)	24	(2.2)	306	(5.6)	299	(6.8)
	50 to 59	19	(2.0)	263	(5.8)	251	(6.4)	22	(2.1)	274	(5.3)	265	(5.9)	19	(1.7)	306	(4.7)	300	(6.1)
	60 to 65	22	(3.6)	261	(7.0)	246	(7.5)	15 <sup>M</sup>	(3.0)	264	(7.2)	260	(8.4)	20	(2.4)	303	(7.7)	303	(9.1)
	<b>20 to 65</b>	<b>22</b>	<b>(0.9)</b>	<b>272</b>	<b>(3.3)</b>	<b>257</b>	<b>(3.4)</b>	<b>18</b>	<b>(1.0)</b>	<b>278</b>	<b>(3.1)</b>	<b>270</b>	<b>(3.5)</b>	<b>25</b>	<b>(0.2)</b>	<b>310</b>	<b>(2.6)</b>	<b>304</b>	<b>(2.7)</b>
<b>New Brunswick</b>	20 to 29	26	(3.1)	273	(7.8)	260	(8.5)	13 <sup>M</sup>	(2.4)	293	(9.0)	287	(11.0)	15 <sup>M</sup>	(2.9)	316	(8.7)	304	(9.8)
	30 to 39	22	(3.0)	280	(6.1)	266	(7.0)	21	(2.8)	290	(7.1)	279	(7.7)	27	(3.1)	306	(6.7)	294	(7.0)
	40 to 49	22	(2.3)	265	(6.0)	254	(7.1)	16	(2.3)	281	(5.6)	276	(6.1)	25	(2.7)	310	(4.7)	301	(4.9)
	50 to 59	22	(2.1)	270	(4.9)	255	(6.1)	15	(1.7)	271	(6.7)	265	(7.8)	19	(1.9)	307	(5.6)	301	(5.2)
	60 to 65	22	(3.1)	261	(5.9)	245	(7.1)	13 <sup>M</sup>	(2.5)	265	(7.6)	251	(10.9)	18	(2.7)	288	(7.6)	285	(8.9)
	<b>20 to 65</b>	<b>23</b>	<b>(0.9)</b>	<b>270</b>	<b>(2.8)</b>	<b>257</b>	<b>(3.2)</b>	<b>16</b>	<b>(0.9)</b>	<b>281</b>	<b>(3.2)</b>	<b>273</b>	<b>(4.1)</b>	<b>21</b>	<b>(0.2)</b>	<b>307</b>	<b>(2.8)</b>	<b>298</b>	<b>(2.7)</b>

Table 1.2 (continued)

**Literacy and numeracy — Proportions and average scores of population aged 20 to 65, by age and postsecondary educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Age	Postsecondary non-tertiary						College diploma or degree						Bachelor's degree or higher					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				AVG	SE	AVG	SE			AVG	SE	AVG	SE			AVG	SE	AVG	SE
Quebec	20 to 29	27	(1.4)	281	(3.3)	282	(3.4)	18	(1.3)	291	(3.4)	287	(3.4)	20	(1.2)	310	(3.8)	306	(4.1)
	30 to 39	18	(1.3)	271	(3.8)	266	(3.6)	24	(1.3)	286	(3.0)	283	(3.3)	36	(1.3)	306	(2.7)	300	(2.7)
	40 to 49	18	(1.2)	261	(3.2)	259	(3.1)	25	(1.2)	275	(2.9)	274	(2.9)	29	(1.4)	299	(2.6)	296	(2.9)
	50 to 59	17	(1.0)	250	(3.5)	248	(3.1)	22	(1.0)	261	(3.1)	260	(3.0)	19	(1.2)	290	(3.0)	287	(3.4)
	60 to 65	14	(1.3)	248	(4.1)	245	(4.2)	23	(1.8)	261	(3.5)	258	(3.3)	21	(1.6)	282	(3.5)	278	(3.7)
	<b>20 to 65</b>	<b>19</b>	<b>(0.5)</b>	<b>265</b>	<b>(1.8)</b>	<b>264</b>	<b>(1.8)</b>	<b>22</b>	<b>(0.5)</b>	<b>275</b>	<b>(1.8)</b>	<b>273</b>	<b>(1.6)</b>	<b>26</b>	<b>(0.1)</b>	<b>299</b>	<b>(1.4)</b>	<b>295</b>	<b>(1.3)</b>
Ontario	20 to 29	6 <sup>M</sup>	(1.4)	281	(9.8)	268	(11.1)	22	(2.0)	282	(5.4)	266	(6.8)	25	(1.8)	307	(4.2)	298	(5.7)
	30 to 39	10	(1.3)	276	(5.8)	265	(8.3)	27	(1.9)	289	(4.4)	281	(5.4)	39	(1.8)	304	(3.3)	298	(3.5)
	40 to 49	11	(1.3)	274	(7.3)	262	(8.4)	26	(1.4)	281	(4.0)	276	(4.6)	35	(1.7)	295	(2.8)	296	(3.2)
	50 to 59	11	(1.2)	267	(5.0)	258	(6.6)	25	(1.8)	272	(4.7)	265	(5.4)	27	(1.3)	294	(3.8)	290	(3.9)
	60 to 65	16	(2.0)	261	(7.4)	250	(8.5)	21	(2.3)	258	(8.4)	251	(9.4)	21	(2.5)	294	(5.8)	287	(5.9)
	<b>20 to 65</b>	<b>10</b>	<b>(0.6)</b>	<b>271</b>	<b>(3.2)</b>	<b>260</b>	<b>(4.3)</b>	<b>25</b>	<b>(0.6)</b>	<b>279</b>	<b>(2.2)</b>	<b>271</b>	<b>(2.9)</b>	<b>31</b>	<b>(0.2)</b>	<b>299</b>	<b>(1.8)</b>	<b>295</b>	<b>(1.8)</b>
Manitoba	20 to 29	12 <sup>M</sup>	(2.3)	278	(9.8)	271	(11.4)	10 <sup>M</sup>	(2.3)	273	(7.4)	270	(8.9)	24	(3.2)	312	(6.8)	303	(8.2)
	30 to 39	18	(2.2)	283	(8.4)	271	(8.8)	18	(2.5)	279	(10.0)	273	(10.1)	34	(3.4)	306	(6.4)	300	(6.9)
	40 to 49	21	(2.9)	272	(7.8)	265	(9.2)	23	(2.4)	295	(8.7)	288	(10.0)	23	(2.9)	302	(7.0)	291	(8.5)
	50 to 59	15	(2.5)	273	(6.6)	263	(7.3)	22	(2.1)	284	(7.3)	274	(7.4)	25	(2.6)	295	(6.5)	291	(8.0)
	60 to 65	21 <sup>M</sup>	(3.8)	267	(10.3)	255	(9.8)	15 <sup>M</sup>	(3.7)	274	(11.8)	262	(14.3)	16 <sup>M</sup>	(2.9)	287	(12.7)	278	(15.4)
	<b>20 to 65</b>	<b>17</b>	<b>(1.2)</b>	<b>275</b>	<b>(4.4)</b>	<b>265</b>	<b>(4.9)</b>	<b>18</b>	<b>(1.1)</b>	<b>284</b>	<b>(4.7)</b>	<b>276</b>	<b>(5.4)</b>	<b>25</b>	<b>(0.2)</b>	<b>303</b>	<b>(3.2)</b>	<b>295</b>	<b>(4.2)</b>
Saskatchewan	20 to 29	15 <sup>M</sup>	(2.6)	275	(9.4)	267	(13.6)	11 <sup>M</sup>	(2.2)	289	(9.3)	283	(11.0)	29	(2.6)	286	(7.7)	281	(8.5)
	30 to 39	24	(2.7)	278	(7.8)	271	(8.9)	19	(2.5)	287	(5.5)	284	(6.9)	25	(2.6)	319	(5.5)	307	(6.2)
	40 to 49	20	(2.7)	272	(7.8)	263	(8.5)	20	(2.8)	293	(10.9)	288	(10.2)	22	(2.4)	294	(8.7)	291	(9.9)
	50 to 59	20	(2.5)	272	(6.4)	258	(6.5)	17	(2.5)	281	(8.1)	280	(8.2)	18	(2.3)	308	(7.2)	299	(7.9)
	60 to 65	16 <sup>M</sup>	(4.2)	251	(12.7)	244	(14.4)	16 <sup>M</sup>	(3.8)	278	(9.6)	269	(10.3)	17 <sup>M</sup>	(4.0)	305	(8.8)	296	(8.7)
	<b>20 to 65</b>	<b>19</b>	<b>(1.1)</b>	<b>272</b>	<b>(4.3)</b>	<b>263</b>	<b>(4.5)</b>	<b>17</b>	<b>(1.1)</b>	<b>286</b>	<b>(4.0)</b>	<b>282</b>	<b>(3.8)</b>	<b>23</b>	<b>(0.2)</b>	<b>301</b>	<b>(3.8)</b>	<b>294</b>	<b>(3.6)</b>
Alberta	20 to 29	15 <sup>M</sup>	(2.9)	277	(9.7)	274	(11.1)	21 <sup>M</sup>	(3.6)	301	(8.4)	292	(9.2)	19	(2.6)	320	(8.0)	314	(9.1)
	30 to 39	11 <sup>M</sup>	(2.2)	273	(8.6)	259	(9.2)	24	(3.2)	289	(6.8)	281	(7.3)	38	(2.7)	304	(5.7)	299	(5.9)
	40 to 49	18 <sup>M</sup>	(3.2)	276	(12.2)	268	(12.7)	20	(3.0)	285	(7.5)	276	(9.2)	27	(2.8)	292	(6.5)	285	(7.5)
	50 to 59	18	(2.5)	272	(7.2)	265	(9.2)	25	(2.7)	274	(6.9)	267	(8.6)	23	(2.4)	292	(6.6)	292	(8.0)
	60 to 65	13 <sup>M</sup>	(3.9)	255	(13.9)	247	(12.8)	U	(5.1)	254	(22.3)	232	(18.9)	29	(4.6)	292	(11.2)	290	(11.2)
	<b>20 to 65</b>	<b>15</b>	<b>(1.3)</b>	<b>273</b>	<b>(5.0)</b>	<b>266</b>	<b>(5.6)</b>	<b>22</b>	<b>(1.3)</b>	<b>285</b>	<b>(3.4)</b>	<b>276</b>	<b>(4.3)</b>	<b>27</b>	<b>(0.2)</b>	<b>301</b>	<b>(3.5)</b>	<b>296</b>	<b>(3.9)</b>
British Columbia	20 to 29	14 <sup>M</sup>	(2.7)	292	(8.9)	280	(9.1)	17	(2.8)	296	(5.7)	291	(6.8)	21	(2.5)	306	(6.7)	297	(7.7)
	30 to 39	18	(2.7)	289	(9.5)	268	(10.9)	19	(2.8)	274	(8.4)	267	(8.4)	39	(3.2)	294	(6.2)	287	(6.7)
	40 to 49	19	(2.6)	285	(7.0)	277	(8.6)	21	(3.0)	284	(7.7)	278	(8.3)	32	(3.3)	299	(5.9)	296	(6.1)
	50 to 59	16	(2.4)	271	(6.9)	258	(7.9)	22	(2.6)	271	(8.4)	261	(8.4)	24	(2.5)	287	(9.5)	284	(10.1)
	60 to 65	9 <sup>M</sup>	(2.2)	264	(15.2)	255	(16.5)	22	(3.4)	261	(8.9)	259	(9.9)	30	(4.1)	296	(8.9)	295	(8.9)
	<b>20 to 65</b>	<b>16</b>	<b>(1.1)</b>	<b>282</b>	<b>(3.7)</b>	<b>269</b>	<b>(4.4)</b>	<b>20</b>	<b>(1.1)</b>	<b>277</b>	<b>(3.6)</b>	<b>271</b>	<b>(3.6)</b>	<b>29</b>	<b>(0.2)</b>	<b>296</b>	<b>(3.5)</b>	<b>291</b>	<b>(3.7)</b>

Table 1.2 (continued)

**Literacy and numeracy — Proportions and average scores of population aged 20 to 65, by age and postsecondary educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Age	Postsecondary non-tertiary						College diploma or degree						Bachelor's degree or higher					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				AVG	SE	AVG	SE			AVG	SE	AVG	SE			AVG	SE	AVG	SE
Yukon	20 to 29	U	(3.0)	273	(17.6)	257	(19.8)	U	(10.8)	296	(11.3)	280	(21.2)	U	(10.6)	272 <sup>M</sup>	(58.1)	251 <sup>M</sup>	(51.9)
	30 to 39	U	(11.6)	287	(31.4)	267 <sup>M</sup>	(44.7)	22 <sup>M</sup>	(6.7)	298	(15.7)	290	(16.1)	U	(8.7)	314	(10.5)	301	(12.3)
	40 to 49	11 <sup>M</sup>	(2.8)	275	(15.7)	269	(11.3)	17 <sup>M</sup>	(4.8)	289	(12.5)	284	(9.8)	28 <sup>M</sup>	(8.0)	303	(12.9)	296	(11.1)
	50 to 59	17 <sup>M</sup>	(4.4)	275	(20.6)	260	(21.6)	U	(8.5)	284	(19.0)	278	(16.5)	28 <sup>M</sup>	(7.3)	334	(28.0)	318	(25.0)
	60 to 65	U	(16.2)	271	(25.8)	243	(23.8)	U	(8.3)	273	(20.6)	253	(12.4)	U	(14.6)	317	(15.2)	301	(19.5)
	<b>20 to 65</b>	<b>17<sup>M</sup></b>	<b>(3.1)</b>	<b>279</b>	<b>(15.5)</b>	<b>261</b>	<b>(15.1)</b>	<b>22</b>	<b>(3.0)</b>	<b>290</b>	<b>(12.0)</b>	<b>280</b>	<b>(9.2)</b>	<b>25</b>	<b>(0.5)</b>	<b>309</b>	<b>(10.4)</b>	<b>294</b>	<b>(9.6)</b>
Northwest Territories	20 to 29	12 <sup>M</sup>	(2.8)	255	(11.6)	248	(11.5)	12 <sup>M</sup>	(2.1)	299	(11.1)	294	(11.0)	15	(1.7)	312	(7.6)	299	(7.3)
	30 to 39	13 <sup>M</sup>	(2.6)	272	(15.3)	260	(15.0)	22	(3.5)	274	(10.3)	263	(11.6)	24	(3.0)	306	(9.1)	299	(8.3)
	40 to 49	16	(2.7)	259	(11.6)	249	(12.6)	17 <sup>M</sup>	(3.0)	274	(10.5)	265	(15.1)	20	(2.3)	306	(7.8)	296	(9.4)
	50 to 59	23	(3.4)	251	(9.8)	236	(12.2)	21	(3.1)	265	(8.4)	254	(10.2)	19 <sup>M</sup>	(3.5)	290	(8.1)	284	(9.8)
	60 to 65	17 <sup>M</sup>	(5.3)	245	(16.7)	231	(19.3)	26 <sup>M</sup>	(8.4)	240	(15.3)	221	(16.3)	U	(6.2)	273	(20.1)	254	(21.1)
	<b>20 to 65</b>	<b>16</b>	<b>(1.0)</b>	<b>257</b>	<b>(7.3)</b>	<b>246</b>	<b>(7.2)</b>	<b>18</b>	<b>(1.0)</b>	<b>273</b>	<b>(5.8)</b>	<b>263</b>	<b>(7.2)</b>	<b>19</b>	<b>(0.2)</b>	<b>302</b>	<b>(4.8)</b>	<b>293</b>	<b>(5.5)</b>
Nunavut	20 to 29	13 <sup>M</sup>	(2.3)	235	(11.7)	220	(14.7)	5 <sup>M</sup>	(1.3)	286	(10.2)	273	(10.8)	U	(1.4)	302	(13.1)	301	(15.6)
	30 to 39	15 <sup>M</sup>	(3.0)	240	(15.4)	227	(16.3)	16	(2.5)	261	(9.9)	237	(10.2)	12 <sup>M</sup>	(3.1)	302	(9.3)	298	(11.7)
	40 to 49	12 <sup>M</sup>	(3.6)	242	(14.9)	224	(16.4)	17 <sup>M</sup>	(3.2)	270	(11.0)	250	(13.6)	8 <sup>M</sup>	(1.9)	302	(13.7)	296	(12.3)
	50 to 59	18 <sup>M</sup>	(3.2)	223	(13.7)	206	(11.7)	17 <sup>M</sup>	(3.6)	251	(12.9)	241	(12.9)	13 <sup>M</sup>	(2.5)	292	(10.8)	274	(11.8)
	60 to 65	x	x	x	x	x	x	x	x	x	x	x	x	U	(6.0)	300	(14.4)	293	(14.8)
	<b>20 to 65</b>	<b>14</b>	<b>(0.7)</b>	<b>236</b>	<b>(7.5)</b>	<b>220</b>	<b>(7.2)</b>	<b>13</b>	<b>(0.8)</b>	<b>263</b>	<b>(5.3)</b>	<b>245</b>	<b>(6.0)</b>	<b>9</b>	<b>(0.2)</b>	<b>299</b>	<b>(5.0)</b>	<b>292</b>	<b>(5.7)</b>

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

Note: The row percentages exclude *below postsecondary education* level (Table 1.1); hence the total does not add up to 100%.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

AVG Average

Table 1.3

**PS-TRE — Proficiency levels of population aged 20 to 65, by age and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Age	Below postsecondary education						Postsecondary education, Total					
		Non-respondents		Level 1 or below		Level 2 or 3		Non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
<b>OECD average</b>	20 to 29	12	(0.3)	42	(0.6)	45	(0.6)	6	(0.3)	27	(0.8)	67	(0.8)
	30 to 39	22	(0.5)	49	(0.6)	30	(0.6)	8	(0.3)	31	(0.6)	61	(0.6)
	40 to 49	32	(0.4)	49	(0.6)	19	(0.5)	10	(0.4)	41	(0.7)	49	(0.7)
	50 to 59	47	(0.5)	44	(0.5)	10	(0.3)	17	(0.5)	50	(0.8)	33	(0.8)
	60 to 65	59	(0.6)	36	(0.6)	5	(0.3)	28	(0.9)	52	(1.1)	20	(0.9)
	<b>20 to 65</b>	<b>33</b>	<b>(0.2)</b>	<b>44</b>	<b>(0.3)</b>	<b>23</b>	<b>(0.2)</b>	<b>11</b>	<b>(0.2)</b>	<b>39</b>	<b>(0.4)</b>	<b>50</b>	<b>(0.4)</b>
<b>Canada</b>	20 to 29	9	(1.0)	48	(1.9)	42	(1.9)	6	(0.8)	35	(2.0)	59	(2.0)
	30 to 39	20	(2.2)	51	(3.0)	29	(3.0)	9	(0.8)	38	(1.6)	53	(1.6)
	40 to 49	34	(2.0)	48	(2.4)	18	(1.9)	12	(0.8)	45	(1.6)	43	(1.4)
	50 to 59	41	(1.6)	48	(1.8)	11	(1.3)	18	(1.0)	53	(1.5)	29	(1.4)
	60 to 65	54	(2.1)	40	(2.3)	7 <sup>M</sup>	(1.5)	25	(1.7)	55	(2.2)	20	(1.8)
	<b>20 to 65</b>	<b>30</b>	<b>(0.7)</b>	<b>47</b>	<b>(0.9)</b>	<b>23</b>	<b>(0.8)</b>	<b>13</b>	<b>(0.5)</b>	<b>44</b>	<b>(0.9)</b>	<b>43</b>	<b>(0.8)</b>
<b>Newfoundland and Labrador</b>	20 to 29	U	(4.1)	48	(7.1)	42	(6.9)	U	(2.8)	38	(6.2)	56	(6.0)
	30 to 39	U	(5.7)	63	(8.5)	U	(8.1)	9 <sup>M</sup>	(2.3)	42	(4.6)	49	(4.3)
	40 to 49	43	(4.5)	49	(4.9)	U	(2.7)	14 <sup>M</sup>	(2.6)	44	(4.3)	43	(4.6)
	50 to 59	65	(4.3)	x	x	x	x	28	(3.1)	53	(4.2)	19 <sup>M</sup>	(3.5)
	60 to 65	75	(4.1)	x	x	x	x	43	(4.9)	50	(5.5)	U	(2.9)
	<b>20 to 65</b>	<b>46</b>	<b>(2.2)</b>	<b>41</b>	<b>(2.5)</b>	<b>13</b>	<b>(1.9)</b>	<b>18</b>	<b>(1.4)</b>	<b>46</b>	<b>(2.5)</b>	<b>36</b>	<b>(2.3)</b>
<b>Prince Edward Island</b>	20 to 29	19 <sup>M</sup>	(5.2)	43 <sup>M</sup>	(8.0)	38 <sup>M</sup>	(7.7)	x	x	x	x	61	(9.3)
	30 to 39	U	(9.1)	63 <sup>M</sup>	(10.9)	U	(7.9)	x	x	x	x	51	(5.8)
	40 to 49	37	(6.0)	48	(6.7)	15 <sup>M</sup>	(5.1)	8 <sup>M</sup>	(2.5)	50	(5.6)	43	(5.8)
	50 to 59	50	(6.1)	x	x	x	x	23 <sup>M</sup>	(4.5)	54	(5.3)	23 <sup>M</sup>	(4.4)
	60 to 65	71	(7.4)	x	x	x	x	29 <sup>M</sup>	(5.5)	53	(5.9)	18 <sup>M</sup>	(4.9)
	<b>20 to 65</b>	<b>38</b>	<b>(3.4)</b>	<b>46</b>	<b>(3.8)</b>	<b>16<sup>M</sup></b>	<b>(2.8)</b>	<b>13</b>	<b>(1.4)</b>	<b>48</b>	<b>(3.5)</b>	<b>39</b>	<b>(3.5)</b>
<b>Nova Scotia</b>	20 to 29	U	(3.4)	49	(6.1)	42	(6.1)	U	(1.6)	32 <sup>M</sup>	(5.6)	65	(5.6)
	30 to 39	U	(4.6)	58	(8.5)	31 <sup>M</sup>	(7.7)	5 <sup>M</sup>	(1.4)	30	(4.3)	65	(4.4)
	40 to 49	26 <sup>M</sup>	(6.3)	49	(7.3)	25 <sup>M</sup>	(6.2)	11 <sup>M</sup>	(2.2)	47	(4.3)	42	(4.2)
	50 to 59	39	(4.3)	48	(4.8)	13 <sup>M</sup>	(3.2)	17 <sup>M</sup>	(2.8)	52	(3.9)	31	(3.5)
	60 to 65	56	(5.1)	41	(5.2)	x	x	16 <sup>M</sup>	(3.6)	58	(5.1)	25 <sup>M</sup>	(4.8)
	<b>20 to 65</b>	<b>28</b>	<b>(2.6)</b>	<b>49</b>	<b>(2.9)</b>	<b>23</b>	<b>(2.1)</b>	<b>11</b>	<b>(1.2)</b>	<b>43</b>	<b>(2.0)</b>	<b>46</b>	<b>(1.9)</b>
<b>New Brunswick</b>	20 to 29	x	x	56	(6.5)	x	x	U	(3.3)	38 <sup>M</sup>	(6.4)	56	(7.0)
	30 to 39	24 <sup>M</sup>	(5.3)	48	(7.2)	28 <sup>M</sup>	(7.0)	10 <sup>M</sup>	(2.9)	41	(6.0)	49	(6.2)
	40 to 49	39	(4.4)	50	(5.3)	U	(3.5)	17 <sup>M</sup>	(3.1)	43	(5.2)	39	(5.3)
	50 to 59	54	(3.5)	41	(3.5)	U	(2.0)	20	(2.8)	48	(4.8)	32	(4.7)
	60 to 65	57	(5.0)	x	x	x	x	26	(4.2)	60	(5.2)	14 <sup>M</sup>	(4.6)
	<b>20 to 65</b>	<b>37</b>	<b>(2.0)</b>	<b>47</b>	<b>(2.6)</b>	<b>16</b>	<b>(2.2)</b>	<b>15</b>	<b>(1.5)</b>	<b>45</b>	<b>(2.8)</b>	<b>39</b>	<b>(2.8)</b>

Table 1.3 (continued)

PS-TRE — Proficiency levels of population aged 20 to 65, by age and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Age	Below postsecondary education						Postsecondary education, Total					
		Non-respondents		Level 1 or below		Level 2 or 3		Non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Quebec	20 to 29	8 <sup>M</sup>	(1.5)	57	(3.6)	35	(3.4)	4 <sup>M</sup>	(0.8)	36	(2.6)	60	(2.6)
	30 to 39	16	(2.5)	57	(4.4)	27	(3.9)	8	(0.9)	43	(1.7)	48	(1.8)
	40 to 49	29	(2.9)	55	(3.5)	15 <sup>M</sup>	(2.6)	12	(1.3)	50	(2.2)	39	(2.1)
	50 to 59	43	(2.4)	51	(2.4)	6 <sup>M</sup>	(1.3)	18	(1.5)	60	(2.4)	22	(2.0)
	60 to 65	57	(3.2)	39	(3.2)	U	(1.5)	22	(2.0)	63	(2.7)	14	(2.1)
	<b>20 to 65</b>	<b>32</b>	<b>(1.2)</b>	<b>52</b>	<b>(1.5)</b>	<b>16</b>	<b>(1.3)</b>	<b>12</b>	<b>(0.6)</b>	<b>49</b>	<b>(1.0)</b>	<b>39</b>	<b>(1.0)</b>
Ontario	20 to 29	9 <sup>M</sup>	(1.9)	46	(3.6)	45	(3.6)	5 <sup>M</sup>	(1.2)	36	(3.6)	59	(3.7)
	30 to 39	20 <sup>M</sup>	(3.8)	48	(5.1)	32 <sup>M</sup>	(5.4)	8 <sup>M</sup>	(1.4)	38	(3.2)	54	(3.2)
	40 to 49	34	(3.8)	47	(4.4)	19 <sup>M</sup>	(3.6)	11	(1.4)	44	(2.7)	44	(2.4)
	50 to 59	40	(3.4)	47	(3.8)	13 <sup>M</sup>	(2.9)	16	(1.8)	51	(2.8)	32	(2.6)
	60 to 65	58	(3.8)	35	(3.8)	U	(2.4)	27	(3.6)	53	(4.5)	19 <sup>M</sup>	(4.0)
	<b>20 to 65</b>	<b>30</b>	<b>(1.6)</b>	<b>45</b>	<b>(1.8)</b>	<b>25</b>	<b>(1.6)</b>	<b>12</b>	<b>(0.9)</b>	<b>44</b>	<b>(1.5)</b>	<b>44</b>	<b>(1.5)</b>
Manitoba	20 to 29	19 <sup>M</sup>	(5.1)	39 <sup>M</sup>	(6.6)	42	(6.3)	U	(3.8)	32 <sup>M</sup>	(5.6)	58	(6.0)
	30 to 39	45	(7.4)	31 <sup>M</sup>	(7.2)	24 <sup>M</sup>	(6.6)	10 <sup>M</sup>	(2.4)	36	(5.8)	54	(5.8)
	40 to 49	37	(5.7)	47	(7.0)	16 <sup>M</sup>	(5.2)	18 <sup>M</sup>	(3.6)	42	(5.3)	40	(5.7)
	50 to 59	45	(5.1)	44	(4.9)	11 <sup>M</sup>	(3.4)	20 <sup>M</sup>	(3.4)	52	(5.0)	28 <sup>M</sup>	(4.9)
	60 to 65	59	(7.0)	37 <sup>M</sup>	(7.4)	U	(3.1)	39 <sup>M</sup>	(6.9)	42	(6.8)	19 <sup>M</sup>	(5.9)
	<b>20 to 65</b>	<b>38</b>	<b>(2.9)</b>	<b>40</b>	<b>(3.0)</b>	<b>22</b>	<b>(2.6)</b>	<b>17</b>	<b>(1.8)</b>	<b>41</b>	<b>(2.6)</b>	<b>42</b>	<b>(2.8)</b>
Saskatchewan	20 to 29	U	(3.1)	63	(6.5)	29 <sup>M</sup>	(5.7)	U	(1.8)	50	(6.7)	46	(6.6)
	30 to 39	U	(4.3)	63	(6.8)	25 <sup>M</sup>	(6.1)	U	(1.5)	43	(6.1)	54	(6.2)
	40 to 49	23 <sup>M</sup>	(5.3)	59	(6.5)	17 <sup>M</sup>	(5.6)	U	(2.0)	51	(6.1)	43	(6.1)
	50 to 59	33	(5.4)	56	(5.8)	U	(3.9)	15 <sup>M</sup>	(3.4)	55	(5.2)	30 <sup>M</sup>	(5.1)
	60 to 65	48	(7.7)	x	x	x	x	26 <sup>M</sup>	(6.1)	54	(8.7)	U	(7.5)
	<b>20 to 65</b>	<b>24</b>	<b>(2.3)</b>	<b>59</b>	<b>(2.7)</b>	<b>18</b>	<b>(2.4)</b>	<b>9</b>	<b>(1.2)</b>	<b>50</b>	<b>(3.0)</b>	<b>41</b>	<b>(3.0)</b>
Alberta	20 to 29	U	(3.2)	48	(6.6)	44	(6.8)	U	(4.3)	30 <sup>M</sup>	(6.1)	59	(6.6)
	30 to 39	U	(5.6)	56 <sup>M</sup>	(11.4)	U	(10.6)	11 <sup>M</sup>	(2.8)	34	(5.0)	56	(5.1)
	40 to 49	29 <sup>M</sup>	(6.5)	50	(7.9)	21 <sup>M</sup>	(5.5)	14 <sup>M</sup>	(3.4)	43	(4.5)	43	(4.9)
	50 to 59	25 <sup>M</sup>	(6.4)	58	(7.4)	U	(5.7)	19 <sup>M</sup>	(3.5)	49	(4.7)	32	(5.1)
	60 to 65	x	x	53	(8.6)	x	x	26 <sup>M</sup>	(6.6)	52 <sup>M</sup>	(9.5)	U	(8.5)
	<b>20 to 65</b>	<b>20</b>	<b>(3.1)</b>	<b>52</b>	<b>(4.0)</b>	<b>27</b>	<b>(3.1)</b>	<b>15</b>	<b>(1.7)</b>	<b>40</b>	<b>(2.6)</b>	<b>46</b>	<b>(2.6)</b>
British Columbia	20 to 29	10 <sup>M</sup>	(2.1)	42	(4.9)	48	(4.8)	5 <sup>M</sup>	(1.7)	31 <sup>M</sup>	(6.4)	64	(6.5)
	30 to 39	30 <sup>M</sup>	(9.2)	42 <sup>M</sup>	(9.8)	U	(9.6)	11 <sup>M</sup>	(2.8)	35	(5.4)	54	(5.5)
	40 to 49	45	(7.4)	34 <sup>M</sup>	(7.4)	U	(6.8)	12 <sup>M</sup>	(2.7)	42	(5.2)	46	(5.1)
	50 to 59	46	(6.0)	41	(5.9)	U	(4.5)	21 <sup>M</sup>	(4.3)	49	(4.7)	30	(4.4)
	60 to 65	41 <sup>M</sup>	(8.9)	46 <sup>M</sup>	(9.4)	U	(6.7)	18 <sup>M</sup>	(5.0)	52	(6.8)	30 <sup>M</sup>	(6.1)
	<b>20 to 65</b>	<b>33</b>	<b>(2.6)</b>	<b>41</b>	<b>(2.8)</b>	<b>26</b>	<b>(2.7)</b>	<b>13</b>	<b>(1.8)</b>	<b>41</b>	<b>(2.7)</b>	<b>45</b>	<b>(2.6)</b>

Table 1.3 (continued)

PS-TRE — Proficiency levels of population aged 20 to 65, by age and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Age	Below postsecondary education						Postsecondary education, Total					
		Non-respondents		Level 1 or below		Level 2 or 3		Non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Yukon	20 to 29	U	(2.6)	76 <sup>M</sup>	(16.3)	U	(15.7)	x	x	U	(22.7)	x	x
	30 to 39	U	(41.0)	U	(33.8)	U	(22.9)	U	(2.9)	U	(15.7)	52 <sup>M</sup>	(15.2)
	40 to 49	U	(9.5)	U	(24.0)	U	(23.5)	U	(3.2)	43 <sup>M</sup>	(10.1)	50 <sup>M</sup>	(10.1)
	50 to 59	U	(20.3)	U	(17.7)	U	(6.1)	U	(3.7)	52 <sup>M</sup>	(15.0)	U	(15.1)
	60 to 65	U	(15.1)	x	x	x	x	U	(17.0)	U	(18.3)	U	(15.3)
	<b>20 to 65</b>	<b>U</b>	<b>(10.8)</b>	<b>55<sup>M</sup></b>	<b>(12.8)</b>	<b>U</b>	<b>(10.3)</b>	<b>U</b>	<b>(5.3)</b>	<b>43<sup>M</sup></b>	<b>(9.1)</b>	<b>43<sup>M</sup></b>	<b>(8.2)</b>
Northwest Territories	20 to 29	18 <sup>M</sup>	(5.7)	58	(8.7)	U	(8.2)	x	x	x	x	57	(8.3)
	30 to 39	33 <sup>M</sup>	(8.3)	50 <sup>M</sup>	(9.6)	U	(7.2)	U	(2.8)	46	(7.1)	46	(6.1)
	40 to 49	57	(6.4)	35 <sup>M</sup>	(6.7)	U	(4.1)	17 <sup>M</sup>	(5.2)	40	(6.0)	43	(6.3)
	50 to 59	50 <sup>M</sup>	(9.2)	x	x	x	x	18 <sup>M</sup>	(4.6)	58	(5.8)	23 <sup>M</sup>	(5.1)
	60 to 65	59 <sup>M</sup>	(10.8)	x	x	x	x	44 <sup>M</sup>	(10.6)	43 <sup>M</sup>	(10.7)	U	(5.8)
	<b>20 to 65</b>	<b>38</b>	<b>(3.0)</b>	<b>48</b>	<b>(4.9)</b>	<b>14<sup>M</sup></b>	<b>(4.3)</b>	<b>14</b>	<b>(1.8)</b>	<b>47</b>	<b>(4.0)</b>	<b>39</b>	<b>(3.5)</b>
Nunavut	20 to 29	44	(5.1)	49	(5.3)	U	(2.7)	21 <sup>M</sup>	(6.6)	53 <sup>M</sup>	(10.5)	U	(9.3)
	30 to 39	68	(6.6)	x	x	x	x	29 <sup>M</sup>	(7.6)	41 <sup>M</sup>	(7.4)	30 <sup>M</sup>	(6.5)
	40 to 49	64	(6.0)	x	x	x	x	31 <sup>M</sup>	(7.8)	39 <sup>M</sup>	(8.2)	U	(10.2)
	50 to 59	78	(6.2)	x	x	x	x	49	(6.9)	41 <sup>M</sup>	(7.3)	U	(4.2)
	60 to 65	88	(7.7)	x	x	x	x	59 <sup>M</sup>	(14.6)	x	x	x	x
	<b>20 to 65</b>	<b>61</b>	<b>(3.4)</b>	<b>35</b>	<b>(3.5)</b>	<b>U</b>	<b>(1.4)</b>	<b>34</b>	<b>(3.9)</b>	<b>42</b>	<b>(4.5)</b>	<b>24</b>	<b>(3.6)</b>

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

Note: The percentages add up to 100% horizontally, by age group.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

Table 1.4

PS-TRE — Proficiency levels of population aged 20 to 65, by age and postsecondary educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Age	Postsecondary non-tertiary						College diploma or degree						Bachelor's degree or higher					
		Non-respondents		Level 1 or below		Level 2 or 3		Non-respondents		Level 1 or below		Level 2 or 3		Non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
OECD average	20 to 29	9	(1.8)	39	(2.5)	52	(2.6)	6	(0.8)	34	(2.0)	60	(2.0)	6	(0.4)	22	(0.9)	72	(0.9)
	30 to 39	12	(1.1)	44	(2.5)	45	(2.5)	8	(0.6)	38	(1.5)	54	(1.5)	6	(0.3)	26	(0.7)	68	(0.7)
	40 to 49	16	(1.5)	52	(2.7)	32	(2.5)	11	(0.6)	49	(1.9)	40	(1.9)	8	(0.4)	36	(0.9)	56	(0.9)
	50 to 59	26	(1.9)	51	(3.5)	23	(6.1)	18	(1.1)	57	(1.6)	25	(1.3)	13	(0.6)	47	(1.0)	40	(1.0)
	60 to 65	44	(2.7)	44	(3.0)	11	(2.0)	29	(1.5)	59	(1.8)	13	(1.4)	23	(1.0)	52	(1.4)	25	(1.3)
	<b>20 to 65</b>	<b>18</b>	<b>(1.0)</b>	<b>47</b>	<b>(1.6)</b>	<b>34</b>	<b>(1.5)</b>	<b>13</b>	<b>(0.4)</b>	<b>47</b>	<b>(0.8)</b>	<b>41</b>	<b>(0.8)</b>	<b>9</b>	<b>(0.2)</b>	<b>34</b>	<b>(0.4)</b>	<b>57</b>	<b>(0.5)</b>
Canada	20 to 29	7 <sup>M</sup>	(1.6)	44	(4.8)	49	(4.8)	5 <sup>M</sup>	(1.5)	38	(4.0)	57	(4.0)	5 <sup>M</sup>	(1.0)	26	(2.9)	68	(3.1)
	30 to 39	11 <sup>M</sup>	(2.0)	52	(3.7)	37	(3.6)	10	(1.4)	40	(2.7)	51	(2.9)	7	(0.9)	32	(2.0)	61	(1.9)
	40 to 49	16	(2.2)	54	(3.0)	30	(2.5)	14	(1.5)	47	(3.0)	39	(2.8)	9	(1.0)	39	(2.0)	52	(2.0)
	50 to 59	25	(2.5)	57	(3.3)	18	(2.4)	18	(1.7)	56	(2.2)	26	(2.2)	13	(1.4)	46	(2.6)	40	(2.6)
	60 to 65	32	(3.4)	56	(4.3)	11 <sup>M</sup>	(3.2)	29	(3.3)	59	(4.0)	12 <sup>M</sup>	(2.9)	17	(2.5)	52	(3.5)	32	(3.3)
	<b>20 to 65</b>	<b>17</b>	<b>(1.1)</b>	<b>53</b>	<b>(1.9)</b>	<b>30</b>	<b>(1.6)</b>	<b>14</b>	<b>(0.8)</b>	<b>47</b>	<b>(1.5)</b>	<b>39</b>	<b>(1.5)</b>	<b>9</b>	<b>(0.6)</b>	<b>38</b>	<b>(1.1)</b>	<b>53</b>	<b>(1.1)</b>
Newfoundland and Labrador	20 to 29	x	x	55 <sup>M</sup>	(10.7)	x	x	x	x	x	x	45 <sup>M</sup>	(10.2)	x	x	x	x	70	(10.9)
	30 to 39	U	(5.3)	61	(7.8)	26 <sup>M</sup>	(6.3)	x	x	54	(8.0)	x	x	U	(3.2)	U	(5.5)	78	(6.3)
	40 to 49	22 <sup>M</sup>	(4.5)	53	(6.0)	26 <sup>M</sup>	(5.7)	16 <sup>M</sup>	(5.0)	45 <sup>M</sup>	(8.3)	40 <sup>M</sup>	(9.0)	x	x	x	x	67	(7.8)
	50 to 59	39	(4.5)	53	(5.0)	U	(3.1)	28 <sup>M</sup>	(6.2)	60	(7.7)	U	(6.0)	x	x	x	x	51 <sup>M</sup>	(9.9)
	60 to 65	55	(7.3)	x	x	x	x	x	x	64	(9.6)	x	x	x	x	48 <sup>M</sup>	(11.8)	x	x
	<b>20 to 65</b>	<b>28</b>	<b>(2.7)</b>	<b>53</b>	<b>(3.2)</b>	<b>19</b>	<b>(2.6)</b>	<b>18</b>	<b>(2.5)</b>	<b>53</b>	<b>(4.0)</b>	<b>29</b>	<b>(4.1)</b>	<b>7<sup>M</sup></b>	<b>(1.7)</b>	<b>29</b>	<b>(4.0)</b>	<b>64</b>	<b>(4.2)</b>
Prince Edward Island	20 to 29	–	–	U	(17.8)	U	(17.8)	x	x	x	x	U	(17.4)	–	–	U	(11.9)	78	(11.9)
	30 to 39	x	x	52 <sup>M</sup>	(14.0)	x	x	x	x	x	x	48 <sup>M</sup>	(11.2)	–	–	41 <sup>M</sup>	(8.8)	59	(8.8)
	40 to 49	x	x	52 <sup>M</sup>	(9.9)	x	x	x	x	55	(8.6)	x	x	U	(4.6)	43 <sup>M</sup>	(8.3)	48 <sup>M</sup>	(8.5)
	50 to 59	x	x	57	(9.2)	x	x	20 <sup>M</sup>	(6.6)	63	(8.7)	U	(6.7)	U	(6.8)	42 <sup>M</sup>	(8.3)	42 <sup>M</sup>	(8.1)
	60 to 65	x	x	63	(9.4)	x	x	x	x	49 <sup>M</sup>	(11.7)	x	x	U	(7.5)	49 <sup>M</sup>	(11.0)	33 <sup>M</sup>	(10.1)
	<b>20 to 65</b>	<b>18<sup>M</sup></b>	<b>(3.1)</b>	<b>55</b>	<b>(5.2)</b>	<b>27<sup>M</sup></b>	<b>(5.1)</b>	<b>15<sup>M</sup></b>	<b>(2.6)</b>	<b>52</b>	<b>(5.5)</b>	<b>34</b>	<b>(5.5)</b>	<b>8<sup>M</sup></b>	<b>(2.0)</b>	<b>40</b>	<b>(4.4)</b>	<b>52</b>	<b>(4.4)</b>
Nova Scotia	20 to 29	x	x	49 <sup>M</sup>	(10.3)	x	x	x	x	x	x	61 <sup>M</sup>	(14.8)	x	x	x	x	79	(7.5)
	30 to 39	U	(3.5)	46 <sup>M</sup>	(7.8)	46 <sup>M</sup>	(7.9)	x	x	x	x	59 <sup>M</sup>	(9.9)	x	x	x	x	81	(5.6)
	40 to 49	15 <sup>M</sup>	(4.2)	56	(6.8)	29 <sup>M</sup>	(6.2)	11 <sup>M</sup>	(3.5)	50	(7.1)	39 <sup>M</sup>	(6.9)	U	(3.0)	35	(5.7)	57	(5.9)
	50 to 59	U	(5.1)	69	(6.8)	17 <sup>M</sup>	(5.4)	27 <sup>M</sup>	(4.9)	48	(6.1)	24 <sup>M</sup>	(5.5)	x	x	x	x	54	(6.5)
	60 to 65	24 <sup>M</sup>	(6.6)	61	(8.8)	U	(7.5)	x	x	70	(9.2)	x	x	x	x	x	x	50 <sup>M</sup>	(9.0)
	<b>20 to 65</b>	<b>13<sup>M</sup></b>	<b>(2.3)</b>	<b>56</b>	<b>(3.6)</b>	<b>31</b>	<b>(3.4)</b>	<b>17</b>	<b>(2.3)</b>	<b>48</b>	<b>(4.0)</b>	<b>36</b>	<b>(3.9)</b>	<b>4<sup>M</sup></b>	<b>(1.2)</b>	<b>29</b>	<b>(2.7)</b>	<b>66</b>	<b>(2.8)</b>
New Brunswick	20 to 29	x	x	54	(8.9)	x	x	x	x	x	x	70 <sup>M</sup>	(12.6)	x	x	x	x	73	(12.0)
	30 to 39	U	(4.2)	53 <sup>M</sup>	(9.2)	37 <sup>M</sup>	(9.6)	U	(7.1)	39 <sup>M</sup>	(9.0)	46 <sup>M</sup>	(9.2)	x	x	x	x	60	(9.8)
	40 to 49	30 <sup>M</sup>	(5.8)	47	(6.9)	24 <sup>M</sup>	(6.4)	x	x	56 <sup>M</sup>	(9.3)	x	x	13 <sup>M</sup>	(4.1)	33 <sup>M</sup>	(7.4)	54	(7.5)
	50 to 59	40	(5.3)	43	(6.8)	17 <sup>M</sup>	(5.4)	U	(4.1)	64	(8.6)	28 <sup>M</sup>	(8.4)	U	(2.5)	41 <sup>M</sup>	(8.0)	53	(8.4)
	60 to 65	x	x	56	(7.3)	x	x	x	x	67	(11.0)	x	x	U	(5.8)	61 <sup>M</sup>	(11.8)	U	(11.4)
	<b>20 to 65</b>	<b>25</b>	<b>(2.5)</b>	<b>50</b>	<b>(3.3)</b>	<b>26</b>	<b>(3.3)</b>	<b>12<sup>M</sup></b>	<b>(2.7)</b>	<b>50</b>	<b>(4.8)</b>	<b>39</b>	<b>(4.5)</b>	<b>8<sup>M</sup></b>	<b>(1.7)</b>	<b>37</b>	<b>(4.9)</b>	<b>55</b>	<b>(4.9)</b>

Table 1.4 (continued)

PS-TRE — Proficiency levels of population aged 20 to 65, by age and postsecondary educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Age	Postsecondary non-tertiary						College diploma or degree						Bachelor's degree or higher					
		Non-respondents		Level 1 or below		Level 2 or 3		Non-respondents		Level 1 or below		Level 2 or 3		Non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Quebec	20 to 29	6 <sup>M</sup>	(1.6)	43	(4.3)	51	(4.3)	U	(1.7)	33	(4.5)	62	(4.5)	x	x	x	x	70	(5.1)
	30 to 39	13 <sup>M</sup>	(2.1)	58	(3.7)	30	(3.6)	8 <sup>M</sup>	(1.7)	46	(3.6)	46	(3.6)	6 <sup>M</sup>	(1.3)	34	(3.0)	60	(3.1)
	40 to 49	14 <sup>M</sup>	(3.2)	62	(4.4)	24	(3.5)	15	(2.4)	50	(3.4)	35	(3.3)	7 <sup>M</sup>	(1.3)	42	(3.2)	51	(3.3)
	50 to 59	22	(2.9)	63	(3.8)	14 <sup>M</sup>	(2.8)	19	(2.3)	65	(3.3)	16 <sup>M</sup>	(2.7)	14	(2.1)	52	(4.1)	34	(3.7)
	60 to 65	31	(4.7)	61	(5.4)	U	(3.2)	25	(3.3)	66	(3.8)	9 <sup>M</sup>	(2.4)	14 <sup>M</sup>	(2.8)	62	(5.1)	24 <sup>M</sup>	(4.7)
	<b>20 to 65</b>	<b>15</b>	<b>(1.2)</b>	<b>56</b>	<b>(2.0)</b>	<b>29</b>	<b>(1.9)</b>	<b>14</b>	<b>(1.1)</b>	<b>52</b>	<b>(1.6)</b>	<b>34</b>	<b>(1.7)</b>	<b>8</b>	<b>(0.7)</b>	<b>41</b>	<b>(1.5)</b>	<b>51</b>	<b>(1.6)</b>
Ontario	20 to 29	U	(4.4)	U	(15.0)	49 <sup>M</sup>	(14.7)	U	(1.2)	45	(6.5)	53	(6.7)	U	(2.0)	28 <sup>M</sup>	(4.9)	67	(5.4)
	30 to 39	U	(5.1)	55 <sup>M</sup>	(10.0)	35 <sup>M</sup>	(9.9)	11 <sup>M</sup>	(2.9)	36	(4.6)	53	(4.7)	6 <sup>M</sup>	(1.3)	34	(3.5)	60	(3.5)
	40 to 49	20 <sup>M</sup>	(5.2)	52	(6.9)	28 <sup>M</sup>	(5.8)	12 <sup>M</sup>	(2.3)	49	(5.2)	39	(5.2)	8 <sup>M</sup>	(1.6)	38	(3.5)	53	(3.4)
	50 to 59	25 <sup>M</sup>	(5.9)	54	(7.0)	21 <sup>M</sup>	(5.9)	18 <sup>M</sup>	(3.3)	54	(4.3)	27	(4.0)	11 <sup>M</sup>	(1.9)	47	(4.3)	42	(4.3)
	60 to 65	32 <sup>M</sup>	(7.2)	56	(8.3)	U	(6.3)	33 <sup>M</sup>	(6.9)	54	(8.3)	U	(5.8)	18 <sup>M</sup>	(4.8)	51	(7.8)	31 <sup>M</sup>	(7.2)
	<b>20 to 65</b>	<b>20</b>	<b>(2.7)</b>	<b>53</b>	<b>(4.3)</b>	<b>28</b>	<b>(4.0)</b>	<b>13</b>	<b>(1.5)</b>	<b>47</b>	<b>(2.6)</b>	<b>40</b>	<b>(2.7)</b>	<b>8</b>	<b>(1.0)</b>	<b>38</b>	<b>(1.8)</b>	<b>53</b>	<b>(1.9)</b>
Manitoba	20 to 29	x	x	x	x	50 <sup>M</sup>	(11.7)	x	x	45 <sup>M</sup>	(14.6)	x	x	U	(5.1)	U	(7.8)	68	(9.1)
	30 to 39	U	(4.3)	46 <sup>M</sup>	(10.3)	47 <sup>M</sup>	(10.2)	U	(5.4)	41 <sup>M</sup>	(11.5)	48 <sup>M</sup>	(11.7)	U	(3.9)	28 <sup>M</sup>	(7.4)	62	(7.6)
	40 to 49	U	(6.0)	49 <sup>M</sup>	(9.2)	37 <sup>M</sup>	(8.7)	22 <sup>M</sup>	(6.8)	32 <sup>M</sup>	(9.4)	47 <sup>M</sup>	(10.8)	U	(6.2)	44 <sup>M</sup>	(8.5)	38 <sup>M</sup>	(8.3)
	50 to 59	25 <sup>M</sup>	(7.6)	60 <sup>M</sup>	(10.6)	U	(7.7)	26 <sup>M</sup>	(6.6)	45 <sup>M</sup>	(7.7)	28 <sup>M</sup>	(7.4)	U	(3.9)	53	(7.6)	35 <sup>M</sup>	(7.5)
	60 to 65	44 <sup>M</sup>	(11.5)	42 <sup>M</sup>	(11.0)	U	(8.4)	38 <sup>M</sup>	(10.0)	45 <sup>M</sup>	(13.0)	U	(11.0)	U	(12.1)	U	(13.7)	U	(13.1)
	<b>20 to 65</b>	<b>18<sup>M</sup></b>	<b>(3.6)</b>	<b>48</b>	<b>(4.9)</b>	<b>33</b>	<b>(5.0)</b>	<b>21</b>	<b>(3.3)</b>	<b>41</b>	<b>(5.0)</b>	<b>38</b>	<b>(5.5)</b>	<b>13<sup>M</sup></b>	<b>(2.4)</b>	<b>37</b>	<b>(3.7)</b>	<b>50</b>	<b>(4.0)</b>
Saskatchewan	20 to 29	x	x	69 <sup>M</sup>	(13.5)	x	x	x	x	x	x	52 <sup>M</sup>	(14.4)	U	(2.4)	41 <sup>M</sup>	(9.3)	55 <sup>M</sup>	(9.4)
	30 to 39	x	x	60 <sup>M</sup>	(10.1)	x	x	x	x	x	x	56 <sup>M</sup>	(13.7)	U	(3.9)	25 <sup>M</sup>	(7.8)	68	(8.2)
	40 to 49	U	(5.4)	56 <sup>M</sup>	(12.3)	U	(11.8)	x	x	55 <sup>M</sup>	(10.3)	x	x	x	x	x	x	56	(8.9)
	50 to 59	19 <sup>M</sup>	(5.4)	65	(7.9)	U	(6.8)	U	(5.8)	60	(9.3)	29 <sup>M</sup>	(7.9)	U	(5.4)	40 <sup>M</sup>	(9.2)	47 <sup>M</sup>	(9.5)
	60 to 65	x	x	53 <sup>M</sup>	(13.1)	x	x	x	x	63 <sup>M</sup>	(13.5)	x	x	x	x	U	(15.8)	x	x
	<b>20 to 65</b>	<b>13<sup>M</sup></b>	<b>(2.6)</b>	<b>61</b>	<b>(5.1)</b>	<b>26<sup>M</sup></b>	<b>(4.9)</b>	<b>7<sup>M</sup></b>	<b>(1.9)</b>	<b>53</b>	<b>(5.2)</b>	<b>40</b>	<b>(5.4)</b>	<b>6<sup>M</sup></b>	<b>(1.8)</b>	<b>38</b>	<b>(3.9)</b>	<b>56</b>	<b>(3.9)</b>
Alberta	20 to 29	x	x	U	(14.6)	x	x	x	x	x	x	57 <sup>M</sup>	(11.5)	x	x	x	x	70	(8.7)
	30 to 39	x	x	54 <sup>M</sup>	(12.9)	x	x	U	(4.7)	35 <sup>M</sup>	(9.5)	53 <sup>M</sup>	(9.4)	U	(3.9)	27 <sup>M</sup>	(6.0)	63	(6.4)
	40 to 49	U	(8.2)	52	(8.5)	29 <sup>M</sup>	(9.1)	U	(6.4)	39 <sup>M</sup>	(8.4)	49 <sup>M</sup>	(8.5)	U	(4.1)	40 <sup>M</sup>	(7.2)	47	(7.4)
	50 to 59	U	(6.6)	60	(8.9)	U	(7.9)	17 <sup>M</sup>	(5.4)	49 <sup>M</sup>	(8.6)	34 <sup>M</sup>	(8.3)	U	(7.5)	40 <sup>M</sup>	(8.3)	40 <sup>M</sup>	(8.1)
	60 to 65	x	x	62 <sup>M</sup>	(18.5)	x	x	x	x	U	(24.2)	x	x	x	x	50 <sup>M</sup>	(13.4)	x	x
	<b>20 to 65</b>	<b>17<sup>M</sup></b>	<b>(4.4)</b>	<b>52</b>	<b>(5.5)</b>	<b>31<sup>M</sup></b>	<b>(5.1)</b>	<b>15<sup>M</sup></b>	<b>(3.3)</b>	<b>39</b>	<b>(4.7)</b>	<b>45</b>	<b>(4.9)</b>	<b>13<sup>M</sup></b>	<b>(2.4)</b>	<b>33</b>	<b>(3.6)</b>	<b>54</b>	<b>(3.6)</b>
British Columbia	20 to 29	U	(1.2)	44 <sup>M</sup>	(9.8)	54 <sup>M</sup>	(9.9)	U	(4.2)	U	(11.3)	63 <sup>M</sup>	(11.7)	U	(2.9)	U	(7.7)	71	(8.1)
	30 to 39	U	(7.4)	U	(11.6)	52 <sup>M</sup>	(12.3)	U	(3.6)	40 <sup>M</sup>	(11.4)	54 <sup>M</sup>	(11.6)	12 <sup>M</sup>	(4.1)	33 <sup>M</sup>	(6.2)	55	(6.0)
	40 to 49	U	(3.6)	50 <sup>M</sup>	(9.4)	42 <sup>M</sup>	(9.0)	22 <sup>M</sup>	(6.6)	37 <sup>M</sup>	(8.3)	41 <sup>M</sup>	(9.1)	U	(3.4)	40 <sup>M</sup>	(6.9)	52	(6.9)
	50 to 59	31 <sup>M</sup>	(8.6)	50 <sup>M</sup>	(9.0)	U	(6.5)	U	(6.2)	55	(8.1)	30 <sup>M</sup>	(6.4)	19 <sup>M</sup>	(5.5)	42	(6.6)	39 <sup>M</sup>	(7.9)
	60 to 65	U	(14.1)	x	x	x	x	U	(7.1)	65 <sup>M</sup>	(11.4)	U	(10.1)	U	(8.1)	43 <sup>M</sup>	(10.7)	39 <sup>M</sup>	(10.4)
	<b>20 to 65</b>	<b>15<sup>M</sup></b>	<b>(3.0)</b>	<b>45</b>	<b>(4.9)</b>	<b>40</b>	<b>(4.6)</b>	<b>13<sup>M</sup></b>	<b>(3.2)</b>	<b>45</b>	<b>(4.5)</b>	<b>41</b>	<b>(4.5)</b>	<b>13<sup>M</sup></b>	<b>(2.6)</b>	<b>36</b>	<b>(3.3)</b>	<b>51</b>	<b>(3.4)</b>



Table 1.4 (continued)

## PS-TRE — Proficiency levels of population aged 20 to 65, by age and postsecondary educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Age	Postsecondary non-tertiary						College diploma or degree						Bachelor's degree or higher					
		Non-respondents		Level 1 or below		Level 2 or 3		Non-respondents		Level 1 or below		Level 2 or 3		Non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Yukon	20 to 29	x	x	x	x	U	(27.1)	–	–	U	(40.0)	U	(40.0)	x	x	x	x	U	(46.2)
	30 to 39	x	x	x	x	U	(27.9)	U	(7.7)	U	(23.9)	U	(25.0)	–	–	U	(13.2)	71 <sup>M</sup>	(13.2)
	40 to 49	U	(5.9)	59 <sup>M</sup>	(17.8)	U	(17.3)	x	x	x	x	55 <sup>M</sup>	(15.0)	x	x	x	x	56 <sup>M</sup>	(12.3)
	50 to 59	U	(10.9)	59 <sup>M</sup>	(17.4)	U	(15.4)	U	(4.4)	72 <sup>M</sup>	(20.0)	U	(17.1)	x	x	U	(26.9)	x	x
	60 to 65	x	x	U	(31.2)	x	x	x	x	U	(33.6)	x	x	–	–	U	(41.0)	U	(41.0)
	<b>20 to 65</b>	<b>U</b>	<b>(8.5)</b>	<b>55<sup>M</sup></b>	<b>(15.3)</b>	<b>U</b>	<b>(10.2)</b>	<b>U</b>	<b>(4.4)</b>	<b>50<sup>M</sup></b>	<b>(12.5)</b>	<b>U</b>	<b>(14.2)</b>	<b>U</b>	<b>(10.1)</b>	<b>U</b>	<b>(12.0)</b>	<b>58</b>	<b>(8.8)</b>
Northwest Territories	20 to 29	x	x	60 <sup>M</sup>	(14.9)	x	x	–	–	U	(15.9)	59 <sup>M</sup>	(15.9)	–	–	U	(12.3)	74	(12.3)
	30 to 39	x	x	59 <sup>M</sup>	(15.3)	x	x	x	x	58 <sup>M</sup>	(10.0)	x	x	x	x	x	x	65	(8.6)
	40 to 49	U	(7.1)	59 <sup>M</sup>	(12.2)	U	(11.4)	29 <sup>M</sup>	(8.4)	33 <sup>M</sup>	(9.3)	37 <sup>M</sup>	(11.5)	x	x	x	x	61 <sup>M</sup>	(10.4)
	50 to 59	25 <sup>M</sup>	(6.9)	62	(10.0)	U	(7.0)	U	(7.5)	63 <sup>M</sup>	(11.0)	U	(9.8)	x	x	50 <sup>M</sup>	(8.2)	x	x
	60 to 65	U	(19.5)	x	x	x	x	56 <sup>M</sup>	(13.7)	x	x	x	x	x	x	x	x	x	x
	<b>20 to 65</b>	<b>16<sup>M</sup></b>	<b>(3.2)</b>	<b>60</b>	<b>(6.0)</b>	<b>24<sup>M</sup></b>	<b>(5.8)</b>	<b>19</b>	<b>(2.7)</b>	<b>49</b>	<b>(5.8)</b>	<b>32<sup>M</sup></b>	<b>(5.7)</b>	<b>U</b>	<b>(3.2)</b>	<b>34</b>	<b>(5.3)</b>	<b>59</b>	<b>(5.5)</b>
Nunavut	20 to 29	x	x	70 <sup>M</sup>	(13.4)	x	x	x	x	x	x	x	x	x	x	x	x	66 <sup>M</sup>	(21.4)
	30 to 39	x	x	47 <sup>M</sup>	(12.0)	x	x	U	(11.3)	40 <sup>M</sup>	(11.1)	U	(10.4)	x	x	x	x	59 <sup>M</sup>	(13.6)
	40 to 49	48 <sup>M</sup>	(14.4)	x	x	x	x	U	(10.0)	U	(13.5)	U	(14.9)	x	x	U	(15.0)	x	x
	50 to 59	51 <sup>M</sup>	(13.3)	x	x	x	x	47 <sup>M</sup>	(15.5)	x	x	x	x	48 <sup>M</sup>	(11.8)	U	(11.5)	U	(10.5)
	60 to 65	x	x	x	x	–	–	x	x	x	x	–	–	x	x	x	x	x	x
	<b>20 to 65</b>	<b>40<sup>M</sup></b>	<b>(6.9)</b>	<b>51</b>	<b>(7.4)</b>	<b>U</b>	<b>(4.5)</b>	<b>35</b>	<b>(5.4)</b>	<b>40</b>	<b>(6.4)</b>	<b>26<sup>M</sup></b>	<b>(6.0)</b>	<b>23<sup>M</sup></b>	<b>(5.6)</b>	<b>32<sup>M</sup></b>	<b>(5.9)</b>	<b>44<sup>M</sup></b>	<b>(8.6)</b>

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

Note: The percentages add up to 100% horizontally, by age group.

<sup>M</sup> 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 1.5A

**Literacy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
<b>OECD average</b>	General programs	7	(0.8)	273	(4.9)	4	(0.2)	280	(3.9)	1	(0.1)	281	(4.2)	3	(0.1)	275	(2.9)
	Teacher training and education science	4	(0.5)	271	(3.6)	10	(0.4)	284	(1.8)	12	(0.2)	296	(0.9)	11	(0.2)	293	(0.8)
	Humanities, languages, and arts	9	(1.0)	287	(3.3)	9	(0.6)	289	(3.1)	14	(0.2)	303	(0.9)	11	(0.2)	300	(0.8)
	Social sciences, business, and law	20	(1.1)	281	(2.3)	23	(0.8)	289	(1.3)	29	(0.3)	304	(0.6)	26	(0.2)	299	(0.5)
	Science, mathematics, and computing	6	(0.5)	297	(3.0)	7	(0.5)	292	(3.3)	12	(0.2)	311	(1.0)	10	(0.2)	306	(0.9)
	Engineering, manufacturing, and construction	25	(1.0)	277	(2.3)	20	(0.6)	284	(1.6)	17	(0.3)	305	(0.8)	19	(0.2)	294	(0.6)
	Agriculture and veterinary	2	(0.3)	272	(5.3)	2	(0.1)	281	(3.6)	2	(0.1)	297	(2.6)	2	(0.1)	290	(1.5)
	Health and welfare	15	(0.9)	272	(2.1)	17	(0.7)	281	(2.2)	11	(0.2)	298	(0.9)	13	(0.2)	288	(0.6)
	Services	12	(0.7)	274	(2.4)	7	(0.2)	284	(1.8)	2	(0.1)	293	(2.4)	5	(0.1)	285	(1.4)
<b>Canada</b>	General programs	12	(1.0)	264	(4.0)	6	(0.5)	268	(4.0)	1 <sup>M</sup>	(0.2)	285	(8.7)	5	(0.3)	267	(3.0)
	Teacher training and education science	2 <sup>M</sup>	(0.4)	278	(12.1)	5	(0.4)	272	(5.3)	15	(0.6)	297	(3.0)	8	(0.3)	292	(2.8)
	Humanities, languages, and arts	6	(0.5)	287	(3.8)	8	(0.7)	290	(3.1)	14	(0.7)	300	(2.6)	10	(0.4)	296	(1.8)
	Social sciences, business, and law	12	(0.9)	277	(3.6)	21	(1.0)	285	(2.4)	30	(0.8)	301	(1.7)	23	(0.5)	293	(1.4)
	Science, mathematics, and computing	8	(0.7)	285	(3.7)	12	(0.8)	285	(3.8)	16	(0.7)	306	(2.4)	13	(0.4)	296	(1.8)
	Engineering, manufacturing, and construction	24	(1.2)	268	(2.9)	22	(1.2)	277	(2.7)	11	(0.6)	295	(3.4)	18	(0.5)	279	(1.8)
	Agriculture and veterinary	2 <sup>M</sup>	(0.3)	285	(12.3)	2 <sup>M</sup>	(0.4)	282	(7.5)	1	(0.2)	290	(7.0)	2	(0.2)	285	(5.1)
	Health and welfare	15	(1.1)	270	(3.0)	15	(0.8)	276	(3.7)	10	(0.6)	300	(3.5)	13	(0.5)	282	(2.2)
	Services	18	(1.0)	264	(3.1)	10	(0.7)	266	(3.0)	1 <sup>M</sup>	(0.2)	266	(7.9)	8	(0.4)	265	(2.1)

Table 1.5A (continued)

Literacy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Newfoundland and Labrador	General programs	20	(2.3)	267	(4.9)	9 <sup>M</sup>	(2.1)	266	(8.4)	–	–	–	–	10	(1.2)	267	(4.3)
	Teacher training and education science	x	x	x	x	3 <sup>M</sup>	(1.1)	267	(14.5)	23	(2.9)	299	(5.6)	9	(1.0)	293	(5.2)
	Humanities, languages, and arts	x	x	x	x	x	x	x	x	10 <sup>M</sup>	(2.5)	300	(10.3)	4 <sup>M</sup>	(0.9)	298	(8.7)
	Social sciences, business, and law	11	(1.6)	280	(5.9)	22	(2.5)	279	(6.2)	27	(3.2)	313	(5.8)	19	(1.4)	294	(3.6)
	Science, mathematics, and computing	4 <sup>M</sup>	(1.1)	280	(11.0)	8 <sup>M</sup>	(1.7)	285	(10.1)	17 <sup>M</sup>	(3.0)	324	(7.1)	9	(1.1)	307	(5.1)
	Engineering, manufacturing, and construction	28	(2.0)	260	(4.4)	22	(3.0)	273	(7.1)	9 <sup>M</sup>	(2.1)	322	(10.9)	21	(1.2)	273	(3.4)
	Agriculture and veterinary	x	x	x	x	x	x	269	(22.5)	x	x	x	x	U	(0.3)	275	(18.9)
	Health and welfare	11	(1.6)	270	(7.6)	15	(2.0)	270	(7.2)	12 <sup>M</sup>	(2.1)	307	(8.3)	12	(1.1)	281	(4.9)
	Services	24	(2.0)	260	(5.5)	18	(3.0)	275	(6.4)	x	x	x	x	15	(1.4)	267	(4.8)
Prince Edward Island	General programs	16 <sup>M</sup>	(3.0)	276	(10.5)	9 <sup>M</sup>	(2.3)	279	(9.7)	x	x	x	x	8	(1.1)	280	(7.4)
	Teacher training and education science	x	x	x	x	6 <sup>M</sup>	(2.0)	279	(9.9)	21	(2.5)	306	(7.9)	11	(1.2)	297	(6.7)
	Humanities, languages, and arts	x	x	x	x	5 <sup>M</sup>	(1.6)	286	(13.0)	12	(2.0)	305	(7.1)	7	(0.9)	299	(5.9)
	Social sciences, business, and law	18 <sup>M</sup>	(3.3)	294	(8.2)	21	(2.9)	291	(7.4)	25	(3.0)	303	(7.2)	21	(1.8)	297	(4.8)
	Science, mathematics, and computing	U	(2.2)	266	(13.5)	9 <sup>M</sup>	(2.8)	309	(10.1)	17 <sup>M</sup>	(3.1)	320	(9.5)	11	(1.6)	308	(6.2)
	Engineering, manufacturing, and construction	19	(3.0)	281	(9.5)	14 <sup>M</sup>	(3.3)	283	(9.7)	x	x	x	x	11	(1.6)	286	(6.8)
	Agriculture and veterinary	x	x	x	x	U	(1.6)	285	(22.0)	6 <sup>M</sup>	(1.7)	331	(12.0)	4 <sup>M</sup>	(1.0)	311	(11.9)
	Health and welfare	20	(3.2)	287	(8.6)	21	(3.2)	279	(8.8)	14 <sup>M</sup>	(2.4)	310	(8.3)	18	(1.6)	291	(6.2)
	Services	14 <sup>M</sup>	(2.8)	264	(11.0)	11 <sup>M</sup>	(2.7)	288	(12.5)	x	x	x	x	9	(1.3)	274	(7.9)

Table 1.5A (continued)

Literacy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Nova Scotia	General programs	13 <sup>M</sup>	(2.6)	259	(7.7)	6 <sup>M</sup>	(1.7)	269	(12.6)	x	x	x	x	6	(1.0)	263	(5.6)
	Teacher training and education science	3 <sup>M</sup>	(1.1)	261	(14.8)	6 <sup>M</sup>	(1.3)	274	(10.4)	13	(1.9)	300	(5.8)	8	(0.9)	289	(5.2)
	Humanities, languages, and arts	x	x	x	x	x	x	290	(14.6)	13	(1.9)	316	(7.4)	6	(0.9)	310	(6.5)
	Social sciences, business, and law	21	(2.9)	286	(7.1)	15	(2.2)	286	(7.7)	33	(3.0)	311	(4.4)	24	(1.6)	299	(3.9)
	Science, mathematics, and computing	8 <sup>M</sup>	(2.3)	281	(14.0)	8 <sup>M</sup>	(1.7)	302	(9.2)	17	(2.6)	318	(8.4)	11	(1.3)	306	(6.5)
	Engineering, manufacturing, and construction	21	(2.8)	265	(6.4)	39	(3.3)	274	(4.8)	8 <sup>M</sup>	(1.5)	316	(8.9)	21	(1.4)	277	(3.7)
	Agriculture and veterinary	x	x	x	x	x	x	x	x	x	x	x	x	U	(0.2)	280	(26.5)
	Health and welfare	17	(2.5)	263	(6.9)	15	(2.4)	271	(7.6)	14	(2.0)	303	(6.4)	15	(1.3)	279	(4.2)
	Services	16	(2.3)	278	(7.7)	8 <sup>M</sup>	(1.9)	273	(12.7)	x	x	x	x	8	(1.1)	278	(6.3)
New Brunswick	General programs	13 <sup>M</sup>	(2.4)	256	(6.3)	8 <sup>M</sup>	(2.0)	276	(9.2)	x	x	x	x	7	(1.1)	262	(5.1)
	Teacher training and education science	U	(0.8)	276	(24.2)	U	(0.9)	267	(23.3)	19	(2.9)	300	(5.4)	8	(1.1)	295	(5.3)
	Humanities, languages, and arts	U	(1.9)	301	(13.0)	x	x	302	(17.5)	14	(2.2)	314	(9.1)	7	(1.2)	310	(6.9)
	Social sciences, business, and law	10 <sup>M</sup>	(1.8)	281	(9.3)	18	(2.9)	285	(5.4)	31	(3.4)	311	(4.6)	19	(1.7)	299	(3.8)
	Science, mathematics, and computing	8 <sup>M</sup>	(1.8)	280	(8.3)	16 <sup>M</sup>	(3.1)	292	(6.9)	14 <sup>M</sup>	(3.2)	309	(8.7)	12	(1.6)	296	(4.7)
	Engineering, manufacturing, and construction	21	(3.5)	267	(6.5)	19 <sup>M</sup>	(3.3)	278	(8.6)	x	x	308	(11.6)	14	(1.6)	274	(4.8)
	Agriculture and veterinary	U	(1.1)	282	(17.4)	x	x	x	x	U	(0.8)	291	(29.5)	2 <sup>M</sup>	(0.6)	294	(15.1)
	Health and welfare	18	(2.6)	272	(6.9)	20	(2.9)	276	(7.7)	13	(2.1)	304	(7.3)	17	(1.6)	282	(4.1)
	Services	22	(3.1)	265	(6.7)	11 <sup>M</sup>	(2.5)	274	(9.2)	U	(0.8)	279	(14.3)	12	(1.4)	268	(5.1)

Table 1.5A (continued)

Literacy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Quebec	General programs	12	(1.1)	255	(4.6)	7	(0.7)	256	(5.2)	1 <sup>M</sup>	(0.2)	293	(12.5)	6	(0.4)	257	(3.2)
	Teacher training and education science	2 <sup>M</sup>	(0.4)	275	(9.9)	5	(0.7)	278	(6.0)	15	(0.9)	292	(3.1)	8	(0.4)	288	(2.6)
	Humanities, languages, and arts	13	(1.2)	284	(4.4)	12	(1.0)	288	(4.9)	18	(1.2)	297	(3.3)	14	(0.7)	291	(2.6)
	Social sciences, business, and law	10	(1.1)	271	(4.7)	15	(1.0)	281	(3.3)	27	(1.1)	302	(2.4)	18	(0.6)	291	(1.9)
	Science, mathematics, and computing	12	(1.2)	284	(3.8)	15	(1.2)	289	(2.9)	16	(1.1)	306	(3.2)	15	(0.7)	295	(2.0)
	Engineering, manufacturing, and construction	19	(1.5)	254	(4.5)	16	(1.0)	272	(4.2)	11	(0.8)	301	(5.3)	15	(0.6)	274	(3.1)
	Agriculture and veterinary	2 <sup>M</sup>	(0.6)	278	(10.0)	3 <sup>M</sup>	(0.5)	289	(9.0)	2 <sup>M</sup>	(0.4)	293	(13.2)	2	(0.3)	287	(6.9)
	Health and welfare	9	(0.9)	261	(4.5)	14	(1.2)	269	(4.1)	9	(0.8)	304	(4.1)	11	(0.6)	278	(2.7)
	Services	21	(1.5)	256	(3.6)	13	(1.0)	259	(4.7)	2 <sup>M</sup>	(0.4)	275	(11.6)	11	(0.6)	258	(2.7)
Ontario	General programs	10 <sup>M</sup>	(2.2)	263	(6.3)	6	(0.9)	275	(8.7)	U	(0.3)	290	(11.1)	4	(0.5)	272	(5.5)
	Teacher training and education science	U	(1.1)	297	(38.8)	4	(0.7)	281	(10.6)	13	(1.1)	301	(5.7)	8	(0.7)	297	(5.5)
	Humanities, languages, and arts	U	(0.7)	315	(22.5)	8 <sup>M</sup>	(1.3)	295	(6.0)	13	(1.1)	301	(4.6)	9	(0.7)	299	(3.5)
	Social sciences, business, and law	13 <sup>M</sup>	(2.4)	273	(8.7)	26	(2.0)	285	(3.7)	33	(1.4)	300	(2.8)	27	(1.1)	293	(2.1)
	Science, mathematics, and computing	7 <sup>M</sup>	(1.8)	293	(7.5)	11	(1.6)	280	(7.9)	17	(1.2)	303	(4.2)	13	(0.8)	295	(3.7)
	Engineering, manufacturing, and construction	26	(2.8)	270	(6.1)	22	(2.1)	276	(4.9)	12	(1.0)	293	(5.7)	18	(1.0)	280	(3.4)
	Agriculture and veterinary	U	(0.6)	268	(27.8)	U	(0.6)	267	(26.1)	U	(0.3)	276	(17.1)	1 <sup>M</sup>	(0.3)	270	(13.3)
	Health and welfare	21	(3.1)	269	(6.8)	14	(1.3)	273	(7.0)	10	(1.2)	297	(6.4)	13	(0.9)	280	(4.4)
	Services	17 <sup>M</sup>	(3.0)	264	(8.9)	8	(1.0)	264	(6.5)	U	(0.2)	265	(27.1)	6	(0.6)	264	(5.2)

Table 1.5A (continued)

Literacy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Manitoba	General programs	9 <sup>M</sup>	(2.3)	264	(16.2)	6 <sup>M</sup>	(1.9)	270	(17.7)	3 <sup>M</sup>	(1.1)	283	(22.3)	6	(0.9)	270	(10.4)
	Teacher training and education science	U	(1.2)	269	(13.2)	6 <sup>M</sup>	(1.8)	281	(11.1)	22	(2.5)	301	(5.6)	12	(1.3)	296	(5.0)
	Humanities, languages, and arts	x	x	285	(18.9)	7 <sup>M</sup>	(2.1)	287	(15.3)	13 <sup>M</sup>	(2.4)	302	(7.1)	9	(1.2)	296	(6.2)
	Social sciences, business, and law	11 <sup>M</sup>	(2.4)	287	(12.6)	16 <sup>M</sup>	(3.0)	295	(11.3)	22	(3.1)	303	(7.7)	17	(1.7)	298	(6.0)
	Science, mathematics, and computing	6 <sup>M</sup>	(1.8)	272	(19.7)	11 <sup>M</sup>	(2.2)	291	(11.9)	12 <sup>M</sup>	(2.4)	307	(8.8)	10	(1.3)	296	(7.0)
	Engineering, manufacturing, and construction	26	(3.1)	277	(5.5)	24	(3.4)	282	(9.6)	11 <sup>M</sup>	(2.5)	302	(9.9)	19	(1.7)	285	(4.5)
	Agriculture and veterinary	x	x	x	x	U	(1.4)	266	(10.1)	x	x	292	(16.5)	U	(0.8)	270	(12.1)
	Health and welfare	26	(4.0)	271	(7.2)	18 <sup>M</sup>	(3.1)	280	(7.3)	13 <sup>M</sup>	(2.7)	308	(8.7)	18	(1.7)	285	(4.9)
	Services	13 <sup>M</sup>	(2.5)	279	(12.0)	10 <sup>M</sup>	(2.5)	281	(15.5)	x	x	x	x	7	(1.0)	280	(9.0)
Saskatchewan	General programs	11 <sup>M</sup>	(2.7)	274	(10.8)	U	(1.6)	298	(14.2)	x	x	267	(28.3)	6 <sup>M</sup>	(1.3)	277	(8.5)
	Teacher training and education science	U	(0.6)	285	(18.8)	U	(1.5)	295	(16.2)	18	(2.7)	305	(6.2)	8	(1.1)	303	(5.8)
	Humanities, languages, and arts	U	(1.3)	307	(13.4)	U	(1.9)	277	(15.5)	12	(2.0)	310	(8.8)	7	(1.0)	304	(7.5)
	Social sciences, business, and law	12 <sup>M</sup>	(2.7)	280	(10.6)	14 <sup>M</sup>	(2.5)	296	(5.9)	26	(3.6)	303	(6.6)	18	(1.7)	296	(4.5)
	Science, mathematics, and computing	6 <sup>M</sup>	(1.7)	282	(17.0)	8 <sup>M</sup>	(2.1)	275	(15.1)	11 <sup>M</sup>	(2.2)	302	(9.1)	9	(1.2)	290	(6.8)
	Engineering, manufacturing, and construction	32	(3.1)	266	(6.6)	23	(3.6)	283	(7.0)	6 <sup>M</sup>	(1.9)	274	(27.4)	19	(1.5)	273	(5.1)
	Agriculture and veterinary	U	(1.0)	284	(20.3)	9 <sup>M</sup>	(2.9)	306	(25.7)	5 <sup>M</sup>	(1.4)	321	(11.3)	5 <sup>M</sup>	(1.1)	308	(13.2)
	Health and welfare	11 <sup>M</sup>	(1.9)	265	(8.2)	21	(2.9)	279	(7.8)	18	(2.8)	302	(10.2)	17	(1.4)	286	(5.6)
	Services	22	(3.3)	270	(9.1)	13 <sup>M</sup>	(2.9)	282	(10.0)	x	x	x	x	11	(1.3)	273	(6.9)

Table 1.5A (continued)

Literacy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Alberta	General programs	13 <sup>M</sup>	(3.4)	254	(16.7)	U	(1.6)	271	(23.2)	x	x	x	x	5 <sup>M</sup>	(1.1)	259	(12.5)
	Teacher training and education science	U	(1.8)	255	(21.6)	6 <sup>M</sup>	(1.6)	249	(11.7)	14	(2.0)	289	(9.0)	9	(1.1)	276	(6.8)
	Humanities, languages, and arts	U	(2.2)	284	(17.5)	6 <sup>M</sup>	(1.9)	299	(18.5)	9	(1.5)	309	(11.1)	7	(1.0)	302	(8.3)
	Social sciences, business, and law	11 <sup>M</sup>	(2.4)	289	(7.9)	19	(2.9)	290	(7.7)	23	(2.6)	300	(5.6)	19	(1.5)	295	(3.8)
	Science, mathematics, and computing	U	(1.4)	282	(27.9)	9 <sup>M</sup>	(2.8)	295	(15.9)	20	(2.6)	309	(8.8)	12	(1.4)	303	(7.1)
	Engineering, manufacturing, and construction	33	(4.6)	276	(7.6)	23	(3.7)	292	(7.4)	18	(3.0)	300	(7.5)	23	(1.8)	289	(4.5)
	Agriculture and veterinary	–	–	–	–	U	(1.8)	283	(21.2)	U	(0.5)	286	(11.9)	U	(0.7)	283	(15.9)
	Health and welfare	14 <sup>M</sup>	(3.3)	270	(12.6)	18	(2.9)	292	(7.4)	13 <sup>M</sup>	(2.1)	309	(9.9)	15	(1.7)	293	(6.2)
	Services	16 <sup>M</sup>	(3.4)	274	(12.6)	11 <sup>M</sup>	(2.6)	263	(11.4)	x	x	x	x	8 <sup>M</sup>	(1.4)	267	(8.8)
British Columbia	General programs	13 <sup>M</sup>	(3.3)	290	(12.2)	6 <sup>M</sup>	(1.7)	267	(16.4)	U	(1.2)	290	(23.2)	6 <sup>M</sup>	(1.1)	283	(9.0)
	Teacher training and education science	U	(1.1)	291	(30.3)	5 <sup>M</sup>	(1.3)	256	(16.8)	18	(2.4)	298	(9.6)	10	(1.2)	292	(8.2)
	Humanities, languages, and arts	x	x	285	(18.4)	9 <sup>M</sup>	(1.8)	275	(14.5)	15	(2.0)	295	(6.4)	10	(1.2)	289	(5.9)
	Social sciences, business, and law	13 <sup>M</sup>	(2.6)	280	(11.9)	17	(2.8)	286	(7.2)	31	(2.8)	301	(6.0)	22	(1.7)	294	(4.9)
	Science, mathematics, and computing	7 <sup>M</sup>	(2.1)	285	(22.7)	11 <sup>M</sup>	(2.4)	286	(9.5)	14	(1.7)	305	(6.6)	11	(1.1)	297	(4.9)
	Engineering, manufacturing, and construction	23	(3.4)	280	(7.9)	28	(3.9)	273	(6.8)	8 <sup>M</sup>	(1.5)	278	(9.4)	18	(1.8)	276	(4.7)
	Agriculture and veterinary	x	x	x	x	U	(1.0)	287	(15.3)	U	(0.8)	287	(18.7)	2 <sup>M</sup>	(0.6)	299	(15.6)
	Health and welfare	19 <sup>M</sup>	(3.6)	279	(6.1)	13 <sup>M</sup>	(2.7)	280	(11.5)	7 <sup>M</sup>	(1.2)	288	(13.2)	12	(1.2)	282	(4.8)
	Services	16 <sup>M</sup>	(3.3)	275	(11.1)	9 <sup>M</sup>	(2.4)	278	(12.0)	U	(0.8)	254	(21.7)	8	(1.1)	274	(8.0)

Table 1.5A (continued)

**Literacy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Yukon	General programs	U	(8.3)	268	(32.5)	U	(1.9)	255	(22.9)	x	x	x	x	U	(2.6)	267	(25.0)
	Teacher training and education science	U	(0.9)	265	(14.5)	U	(7.0)	302	(20.3)	U	(22.5)	301	(19.0)	x	x	301	(14.5)
	Humanities, languages, and arts	x	x	x	x	U	(7.8)	290	(17.8)	U	(7.5)	316	(17.4)	U	(3.2)	300	(15.3)
	Social sciences, business, and law	U	(7.1)	279	(18.0)	x	x	294	(24.6)	U	(12.3)	315	(9.9)	24 <sup>M</sup>	(6.7)	301	(13.8)
	Science, mathematics, and computing	U	(7.0)	341	(52.9)	U	(4.3)	281	(17.3)	U	(6.3)	324	(12.0)	11 <sup>M</sup>	(3.5)	312	(18.6)
	Engineering, manufacturing, and construction	U	(8.7)	278	(18.2)	U	(5.7)	293	(14.8)	U	(2.0)	271 <sup>M</sup>	(58.8)	13 <sup>M</sup>	(2.5)	283	(11.7)
	Agriculture and veterinary	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Health and welfare	U	(2.1)	291	(16.2)	U	(9.5)	294	(14.9)	U	(2.8)	300	(21.3)	U	(3.4)	295	(11.0)
	Services	U	(14.3)	266	(21.1)	U	(1.7)	257	(20.6)	x	x	x	x	U	(4.1)	265	(18.0)
Northwest Territories	General programs	17 <sup>M</sup>	(3.0)	246	(12.0)	U	(1.8)	237	(24.7)	x	x	x	x	7	(1.2)	247	(9.2)
	Teacher training and education science	–	–	–	–	U	(2.7)	242	(26.7)	22 <sup>M</sup>	(4.3)	283	(8.8)	10	(1.4)	275	(9.2)
	Humanities, languages, and arts	U	(1.5)	250	(15.7)	U	(1.6)	278	(18.9)	U	(3.3)	315	(18.2)	x	x	293	(12.7)
	Social sciences, business, and law	11 <sup>M</sup>	(3.3)	271	(18.0)	27 <sup>M</sup>	(4.6)	280	(9.6)	26	(4.0)	308	(9.6)	22	(2.1)	290	(8.2)
	Science, mathematics, and computing	6 <sup>M</sup>	(1.9)	261	(31.4)	10 <sup>M</sup>	(2.8)	295	(16.8)	21 <sup>M</sup>	(4.2)	313	(10.9)	13	(1.6)	301	(10.4)
	Engineering, manufacturing, and construction	33	(3.8)	255	(8.5)	22	(3.7)	261	(10.5)	7 <sup>M</sup>	(2.4)	299	(17.3)	20	(1.8)	263	(7.4)
	Agriculture and veterinary	–	–	–	–	–	–	–	–	x	x	x	x	x	x	x	x
	Health and welfare	8 <sup>M</sup>	(2.3)	263	(15.3)	U	(4.3)	274	(13.7)	U	(4.7)	301	(11.3)	11 <sup>M</sup>	(2.2)	283	(10.0)
	Services	22 <sup>M</sup>	(4.0)	260	(14.4)	15 <sup>M</sup>	(2.7)	284	(15.2)	–	–	–	–	12	(1.5)	270	(12.8)



Table 1.5A (continued)

**Literacy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Nunavut	General programs	24 <sup>M</sup>	(5.3)	230	(10.5)	15 <sup>M</sup>	(4.9)	239	(18.8)	x	x	x	x	15 <sup>M</sup>	(3.0)	235	(11.0)
	Teacher training and education science	x	x	x	x	U	(2.9)	249	(24.8)	34 <sup>M</sup>	(6.1)	289	(9.6)	13 <sup>M</sup>	(2.4)	276	(9.3)
	Humanities, languages, and arts	x	x	x	x	11 <sup>M</sup>	(3.4)	253	(18.3)	U	(2.5)	306	(16.1)	6 <sup>M</sup>	(1.7)	270	(14.0)
	Social sciences, business, and law	U	(4.6)	255	(29.8)	30 <sup>M</sup>	(5.1)	276	(8.4)	26	(4.1)	313	(9.5)	22	(2.9)	283	(7.9)
	Science, mathematics, and computing	U	(2.4)	250	(28.4)	11 <sup>M</sup>	(2.8)	283	(15.2)	14 <sup>M</sup>	(4.2)	301	(16.1)	10 <sup>M</sup>	(2.1)	282	(12.8)
	Engineering, manufacturing, and construction	30 <sup>M</sup>	(5.7)	231	(11.0)	11 <sup>M</sup>	(3.5)	251	(18.3)	x	x	288	(23.1)	17	(2.6)	241	(9.2)
	Agriculture and veterinary	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Health and welfare	x	x	x	x	U	(3.1)	262	(22.3)	12 <sup>M</sup>	(3.1)	298	(9.7)	7 <sup>M</sup>	(1.3)	275	(11.6)
	Services	20 <sup>M</sup>	(5.1)	222	(19.1)	U	(2.7)	282	(18.9)	–	–	–	–	10 <sup>M</sup>	(2.4)	237	(16.6)

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

**Note:** Respondents whose highest educational attainment is a high-school diploma or higher were asked about their field of study, but due to missing values for many participating countries, respondents with a high-school diploma were excluded from this analysis. The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> 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

AVG Average

Table 1.5B

**Numeracy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
<b>OECD average</b>	General programs	7	(0.8)	266	(5.1)	4	(0.2)	275	(3.9)	1	(0.1)	280	(5.6)	3	(0.1)	272	(3.3)
	Teacher training and education science	4	(0.5)	266	(3.7)	10	(0.4)	279	(1.9)	12	(0.2)	292	(1.0)	11	(0.2)	288	(0.8)
	Humanities, languages, and arts	9	(1.0)	278	(3.4)	9	(0.6)	281	(2.7)	14	(0.2)	295	(0.9)	11	(0.2)	292	(0.8)
	Social sciences, business, and law	20	(1.1)	278	(2.6)	23	(0.8)	286	(2.2)	29	(0.3)	303	(0.7)	26	(0.2)	297	(0.5)
	Science, mathematics, and computing	6	(0.5)	294	(3.2)	7	(0.5)	294	(3.6)	12	(0.2)	315	(1.1)	10	(0.2)	310	(1.0)
	Engineering, manufacturing, and construction	25	(1.0)	282	(2.2)	20	(0.6)	293	(1.8)	17	(0.3)	315	(0.8)	19	(0.2)	302	(0.6)
	Agriculture and veterinary	2	(0.3)	273	(4.5)	2	(0.1)	280	(3.7)	2	(0.1)	302	(3.0)	2	(0.1)	292	(1.7)
	Health and welfare	15	(0.9)	263	(2.4)	17	(0.7)	274	(2.5)	11	(0.2)	296	(1.0)	13	(0.2)	283	(0.8)
	Services	12	(0.7)	268	(2.8)	7	(0.2)	278	(1.8)	2	(0.1)	291	(2.8)	5	(0.1)	280	(1.7)
<b>Canada</b>	General programs	12	(1.0)	251	(4.5)	6	(0.5)	257	(4.8)	1 <sup>M</sup>	(0.2)	282	(10.2)	5	(0.3)	257	(3.4)
	Teacher training and education science	2 <sup>M</sup>	(0.4)	258	(10.8)	5	(0.4)	258	(5.9)	15	(0.6)	287	(2.9)	8	(0.3)	280	(2.8)
	Humanities, languages, and arts	6	(0.5)	278	(4.2)	8	(0.7)	276	(3.0)	14	(0.7)	286	(2.7)	10	(0.4)	282	(1.8)
	Social sciences, business, and law	12	(0.9)	263	(4.1)	21	(1.0)	274	(2.7)	30	(0.8)	295	(2.1)	23	(0.5)	284	(1.4)
	Science, mathematics, and computing	8	(0.7)	279	(4.2)	12	(0.8)	282	(4.2)	16	(0.7)	308	(2.7)	13	(0.4)	296	(2.1)
	Engineering, manufacturing, and construction	24	(1.2)	271	(3.4)	22	(1.2)	283	(3.0)	11	(0.6)	308	(3.3)	18	(0.5)	286	(1.7)
	Agriculture and veterinary	2 <sup>M</sup>	(0.3)	278	(11.4)	2 <sup>M</sup>	(0.4)	282	(8.8)	1	(0.2)	290	(8.3)	2	(0.2)	284	(5.4)
	Health and welfare	15	(1.1)	251	(3.8)	15	(0.8)	260	(4.0)	10	(0.6)	291	(4.1)	13	(0.5)	268	(2.6)
	Services	18	(1.0)	258	(3.5)	10	(0.7)	260	(3.2)	1 <sup>M</sup>	(0.2)	265	(7.2)	8	(0.4)	259	(2.2)

Table 1.5B (continued)

**Numeracy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Newfoundland and Labrador	General programs	20	(2.3)	250	(5.8)	9 <sup>M</sup>	(2.1)	252	(10.4)	–	–	–	–	10	(1.2)	250	(5.3)
	Teacher training and education science	x	x	x	x	3 <sup>M</sup>	(1.1)	246	(17.6)	23	(2.9)	290	(6.8)	9	(1.0)	283	(6.5)
	Humanities, languages, and arts	x	x	x	x	x	x	x	x	10 <sup>M</sup>	(2.5)	282	(10.7)	4 <sup>M</sup>	(0.9)	281	(9.5)
	Social sciences, business, and law	11	(1.6)	259	(6.3)	22	(2.5)	263	(5.6)	27	(3.2)	305	(5.2)	19	(1.4)	280	(3.8)
	Science, mathematics, and computing	4 <sup>M</sup>	(1.1)	278	(14.9)	8 <sup>M</sup>	(1.7)	279	(11.4)	17 <sup>M</sup>	(3.0)	326	(9.4)	9	(1.1)	306	(6.8)
	Engineering, manufacturing, and construction	28	(2.0)	255	(5.5)	22	(3.0)	277	(7.4)	9 <sup>M</sup>	(2.1)	331	(12.4)	21	(1.2)	272	(4.0)
	Agriculture and veterinary	x	x	x	x	x	x	266	(20.4)	x	x	x	x	U	(0.3)	271	(21.3)
	Health and welfare	11	(1.6)	242	(8.8)	15	(2.0)	252	(7.1)	12 <sup>M</sup>	(2.1)	295	(10.0)	12	(1.1)	261	(5.4)
	Services	24	(2.0)	239	(6.3)	18	(3.0)	262	(7.9)	x	x	x	x	15	(1.4)	250	(5.7)
Prince Edward Island	General programs	16 <sup>M</sup>	(3.0)	253	(11.1)	9 <sup>M</sup>	(2.3)	271	(9.3)	x	x	x	x	8	(1.1)	263	(7.8)
	Teacher training and education science	x	x	x	x	6 <sup>M</sup>	(2.0)	260	(16.1)	21	(2.5)	296	(8.0)	11	(1.2)	286	(7.2)
	Humanities, languages, and arts	x	x	x	x	5 <sup>M</sup>	(1.6)	265	(15.5)	12	(2.0)	286	(9.4)	7	(0.9)	281	(8.2)
	Social sciences, business, and law	18 <sup>M</sup>	(3.3)	276	(10.0)	21	(2.9)	278	(8.8)	25	(3.0)	294	(8.2)	21	(1.8)	284	(5.7)
	Science, mathematics, and computing	U	(2.2)	243	(13.9)	9 <sup>M</sup>	(2.8)	302	(11.7)	17 <sup>M</sup>	(3.1)	321	(12.3)	11	(1.6)	303	(7.7)
	Engineering, manufacturing, and construction	19	(3.0)	276	(11.9)	14 <sup>M</sup>	(3.3)	286	(11.9)	x	x	x	x	11	(1.6)	285	(9.4)
	Agriculture and veterinary	x	x	x	x	U	(1.6)	272	(25.9)	6 <sup>M</sup>	(1.7)	330	(15.4)	4 <sup>M</sup>	(1.0)	307	(15.3)
	Health and welfare	20	(3.2)	265	(11.4)	21	(3.2)	265	(9.8)	14 <sup>M</sup>	(2.4)	302	(8.5)	18	(1.6)	276	(6.6)
	Services	14 <sup>M</sup>	(2.8)	250	(13.2)	11 <sup>M</sup>	(2.7)	280	(15.6)	x	x	x	x	9	(1.3)	263	(9.8)

Table 1.5B (continued)

**Numeracy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Nova Scotia	General programs	13 <sup>M</sup>	(2.6)	245	(8.9)	6 <sup>M</sup>	(1.7)	259	(14.0)	x	x	x	x	6	(1.0)	250	(6.5)
	Teacher training and education science	3 <sup>M</sup>	(1.1)	234	(17.0)	6 <sup>M</sup>	(1.3)	248	(10.0)	13	(1.9)	286	(6.2)	8	(0.9)	271	(6.1)
	Humanities, languages, and arts	x	x	x	x	x	x	272	(16.9)	13	(1.9)	302	(8.5)	6	(0.9)	296	(7.5)
	Social sciences, business, and law	21	(2.9)	266	(8.3)	15	(2.2)	272	(8.5)	33	(3.0)	304	(5.1)	24	(1.6)	288	(4.3)
	Science, mathematics, and computing	8 <sup>M</sup>	(2.3)	266	(15.6)	8 <sup>M</sup>	(1.7)	292	(11.1)	17	(2.6)	319	(7.7)	11	(1.3)	302	(7.3)
	Engineering, manufacturing, and construction	21	(2.8)	261	(7.1)	39	(3.3)	274	(5.6)	8 <sup>M</sup>	(1.5)	326	(7.5)	21	(1.4)	277	(4.0)
	Agriculture and veterinary	x	x	x	x	x	x	x	x	x	x	x	x	U	(0.2)	274	(30.5)
	Health and welfare	17	(2.5)	236	(8.0)	15	(2.4)	260	(8.0)	14	(2.0)	294	(7.3)	15	(1.3)	263	(5.3)
	Services	16	(2.3)	269	(6.7)	8 <sup>M</sup>	(1.9)	262	(13.5)	x	x	x	x	8	(1.1)	269	(6.2)
New Brunswick	General programs	13 <sup>M</sup>	(2.4)	237	(7.5)	8 <sup>M</sup>	(2.0)	262	(10.7)	x	x	x	x	7	(1.1)	245	(6.1)
	Teacher training and education science	U	(0.8)	246	(13.2)	U	(0.9)	241	(21.4)	19	(2.9)	291	(5.5)	8	(1.1)	283	(5.6)
	Humanities, languages, and arts	U	(1.9)	280	(17.9)	x	x	288	(17.5)	14	(2.2)	293	(10.3)	7	(1.2)	290	(8.2)
	Social sciences, business, and law	10 <sup>M</sup>	(1.8)	260	(11.9)	18	(2.9)	272	(7.3)	31	(3.4)	303	(4.9)	19	(1.7)	287	(4.3)
	Science, mathematics, and computing	8 <sup>M</sup>	(1.8)	273	(11.3)	16 <sup>M</sup>	(3.1)	288	(8.0)	14 <sup>M</sup>	(3.2)	307	(10.4)	12	(1.6)	292	(6.0)
	Engineering, manufacturing, and construction	21	(3.5)	264	(6.7)	19 <sup>M</sup>	(3.3)	281	(10.2)	x	x	322	(13.7)	14	(1.6)	275	(5.6)
	Agriculture and veterinary	U	(1.1)	272	(21.4)	x	x	x	x	U	(0.8)	295	(26.5)	2 <sup>M</sup>	(0.6)	286	(15.2)
	Health and welfare	18	(2.6)	254	(7.3)	20	(2.9)	260	(8.8)	13	(2.1)	292	(8.5)	17	(1.6)	267	(4.7)
	Services	22	(3.1)	251	(5.8)	11 <sup>M</sup>	(2.5)	272	(10.7)	U	(0.8)	263	(14.2)	12	(1.4)	257	(4.6)

Table 1.5B (continued)

**Numeracy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Quebec	General programs	12	(1.1)	251	(4.8)	7	(0.7)	253	(5.4)	1 <sup>M</sup>	(0.2)	287	(13.0)	6	(0.4)	254	(3.5)
	Teacher training and education science	2 <sup>M</sup>	(0.4)	262	(11.1)	5	(0.7)	262	(6.3)	15	(0.9)	283	(3.1)	8	(0.4)	277	(2.8)
	Humanities, languages, and arts	13	(1.2)	281	(4.3)	12	(1.0)	281	(4.4)	18	(1.2)	287	(3.0)	14	(0.7)	284	(2.0)
	Social sciences, business, and law	10	(1.1)	265	(4.5)	15	(1.0)	277	(3.4)	27	(1.1)	296	(2.8)	18	(0.6)	286	(2.2)
	Science, mathematics, and computing	12	(1.2)	282	(4.8)	15	(1.2)	288	(3.1)	16	(1.1)	307	(3.4)	15	(0.7)	295	(2.3)
	Engineering, manufacturing, and construction	19	(1.5)	263	(5.3)	16	(1.0)	280	(4.3)	11	(0.8)	311	(4.9)	15	(0.6)	283	(3.1)
	Agriculture and veterinary	2 <sup>M</sup>	(0.6)	281	(10.8)	3 <sup>M</sup>	(0.5)	292	(8.5)	2 <sup>M</sup>	(0.4)	295	(18.0)	2	(0.3)	290	(7.7)
	Health and welfare	9	(0.9)	250	(5.7)	14	(1.2)	261	(4.3)	9	(0.8)	297	(4.4)	11	(0.6)	270	(3.0)
	Services	21	(1.5)	253	(3.8)	13	(1.0)	259	(4.5)	2 <sup>M</sup>	(0.4)	270	(9.1)	11	(0.6)	256	(2.8)
Ontario	General programs	10 <sup>M</sup>	(2.2)	247	(10.6)	6	(0.9)	261	(9.0)	U	(0.3)	286	(11.0)	4	(0.5)	258	(6.4)
	Teacher training and education science	U	(1.1)	264	(35.4)	4	(0.7)	269	(11.3)	13	(1.1)	290	(5.6)	8	(0.7)	285	(5.2)
	Humanities, languages, and arts	U	(0.7)	304	(17.4)	8 <sup>M</sup>	(1.3)	276	(7.2)	13	(1.1)	284	(5.0)	9	(0.7)	282	(3.9)
	Social sciences, business, and law	13 <sup>M</sup>	(2.4)	258	(10.7)	26	(2.0)	272	(4.2)	33	(1.4)	294	(2.8)	27	(1.1)	283	(2.1)
	Science, mathematics, and computing	7 <sup>M</sup>	(1.8)	281	(10.1)	11	(1.6)	275	(9.1)	17	(1.2)	306	(4.2)	13	(0.8)	294	(3.9)
	Engineering, manufacturing, and construction	26	(2.8)	272	(7.1)	22	(2.1)	282	(5.7)	12	(1.0)	308	(5.6)	18	(1.0)	288	(3.6)
	Agriculture and veterinary	U	(0.6)	266 <sup>M</sup>	(47.3)	U	(0.6)	271	(35.5)	U	(0.3)	278	(18.6)	1 <sup>M</sup>	(0.3)	272	(17.9)
	Health and welfare	21	(3.1)	247	(9.0)	14	(1.3)	255	(7.2)	10	(1.2)	288	(7.7)	13	(0.9)	264	(5.1)
	Services	17 <sup>M</sup>	(3.0)	259	(9.9)	8	(1.0)	256	(7.5)	U	(0.2)	264	(29.2)	6	(0.6)	258	(5.5)

Table 1.5B (continued)

**Numeracy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Manitoba	General programs	9 <sup>M</sup>	(2.3)	242	(14.8)	6 <sup>M</sup>	(1.9)	259	(16.1)	3 <sup>M</sup>	(1.1)	276	(27.5)	6	(0.9)	255	(10.6)
	Teacher training and education science	U	(1.2)	263	(17.7)	6 <sup>M</sup>	(1.8)	272	(13.5)	22	(2.5)	291	(7.8)	12	(1.3)	287	(7.1)
	Humanities, languages, and arts	x	x	277	(20.0)	7 <sup>M</sup>	(2.1)	269	(14.4)	13 <sup>M</sup>	(2.4)	283	(8.5)	9	(1.2)	279	(6.4)
	Social sciences, business, and law	11 <sup>M</sup>	(2.4)	275	(14.7)	16 <sup>M</sup>	(3.0)	279	(11.5)	22	(3.1)	294	(8.4)	17	(1.7)	287	(6.4)
	Science, mathematics, and computing	6 <sup>M</sup>	(1.8)	266	(20.7)	11 <sup>M</sup>	(2.2)	288	(15.7)	12 <sup>M</sup>	(2.4)	307	(11.9)	10	(1.3)	294	(9.4)
	Engineering, manufacturing, and construction	26	(3.1)	276	(7.1)	24	(3.4)	284	(10.5)	11 <sup>M</sup>	(2.5)	311	(10.1)	19	(1.7)	288	(5.8)
	Agriculture and veterinary	x	x	x	x	U	(1.4)	271	(15.7)	x	x	298	(21.3)	U	(0.8)	271	(14.7)
	Health and welfare	26	(4.0)	259	(7.8)	18 <sup>M</sup>	(3.1)	267	(9.0)	13 <sup>M</sup>	(2.7)	293	(10.5)	18	(1.7)	272	(6.0)
	Services	13 <sup>M</sup>	(2.5)	270	(10.3)	10 <sup>M</sup>	(2.5)	273	(17.0)	x	x	x	x	7	(1.0)	272	(8.6)
Saskatchewan	General programs	11 <sup>M</sup>	(2.7)	265	(14.1)	U	(1.6)	285	(18.4)	x	x	280	(33.8)	6 <sup>M</sup>	(1.3)	272	(11.9)
	Teacher training and education science	U	(0.6)	257	(40.7)	U	(1.5)	275	(16.1)	18	(2.7)	294	(6.3)	8	(1.1)	290	(5.8)
	Humanities, languages, and arts	U	(1.3)	284	(15.1)	U	(1.9)	240	(13.9)	12	(2.0)	297	(10.1)	7	(1.0)	285	(9.1)
	Social sciences, business, and law	12 <sup>M</sup>	(2.7)	262	(11.5)	14 <sup>M</sup>	(2.5)	292	(6.5)	26	(3.6)	292	(6.5)	18	(1.7)	285	(4.5)
	Science, mathematics, and computing	6 <sup>M</sup>	(1.7)	275	(17.0)	8 <sup>M</sup>	(2.1)	272	(16.1)	11 <sup>M</sup>	(2.2)	307	(10.8)	9	(1.2)	290	(7.9)
	Engineering, manufacturing, and construction	32	(3.1)	266	(9.4)	23	(3.6)	294	(7.0)	6 <sup>M</sup>	(1.9)	281	(31.4)	19	(1.5)	277	(6.3)
	Agriculture and veterinary	U	(1.0)	289	(24.5)	9 <sup>M</sup>	(2.9)	299	(24.8)	5 <sup>M</sup>	(1.4)	325	(11.3)	5 <sup>M</sup>	(1.1)	307	(12.6)
	Health and welfare	11 <sup>M</sup>	(1.9)	243	(9.9)	21	(2.9)	269	(7.7)	18	(2.8)	291	(10.9)	17	(1.4)	272	(6.1)
	Services	22	(3.3)	258	(8.0)	13 <sup>M</sup>	(2.9)	278	(9.9)	x	x	x	x	11	(1.3)	264	(6.1)

Table 1.5B (continued)

**Numeracy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
<b>Alberta</b>	General programs	13 <sup>M</sup>	(3.4)	238	(16.9)	U	(1.6)	247	(34.9)	x	x	x	x	5 <sup>M</sup>	(1.1)	241	(13.5)
	Teacher training and education science	U	(1.8)	237	(22.1)	6 <sup>M</sup>	(1.6)	235	(15.7)	14	(2.0)	280	(9.0)	9	(1.1)	265	(7.0)
	Humanities, languages, and arts	U	(2.2)	265	(22.1)	6 <sup>M</sup>	(1.9)	284	(19.1)	9	(1.5)	293	(14.5)	7	(1.0)	285	(10.1)
	Social sciences, business, and law	11 <sup>M</sup>	(2.4)	275	(10.2)	19	(2.9)	278	(10.0)	23	(2.6)	290	(6.5)	19	(1.5)	284	(4.9)
	Science, mathematics, and computing	U	(1.4)	285	(21.2)	9 <sup>M</sup>	(2.8)	287	(16.9)	20	(2.6)	311	(9.3)	12	(1.4)	303	(7.8)
	Engineering, manufacturing, and construction	33	(4.6)	281	(8.8)	23	(3.7)	298	(7.4)	18	(3.0)	309	(8.4)	23	(1.8)	296	(4.5)
	Agriculture and veterinary	–	–	–	–	U	(1.8)	284	(23.3)	U	(0.5)	278	(18.4)	U	(0.7)	283	(17.8)
	Health and welfare	14 <sup>M</sup>	(3.3)	251	(13.0)	18	(2.9)	270	(8.7)	13 <sup>M</sup>	(2.1)	297	(8.7)	15	(1.7)	276	(6.2)
	Services	16 <sup>M</sup>	(3.4)	265	(12.9)	11 <sup>M</sup>	(2.6)	251	(12.4)	x	x	x	x	8 <sup>M</sup>	(1.4)	257	(8.9)
<b>British Columbia</b>	General programs	13 <sup>M</sup>	(3.3)	276	(11.6)	6 <sup>M</sup>	(1.7)	256	(16.5)	U	(1.2)	296	(29.3)	6 <sup>M</sup>	(1.1)	274	(9.6)
	Teacher training and education science	U	(1.1)	277	(36.9)	5 <sup>M</sup>	(1.3)	238	(19.6)	18	(2.4)	288	(9.3)	10	(1.2)	280	(8.0)
	Humanities, languages, and arts	x	x	258	(15.8)	9 <sup>M</sup>	(1.8)	261	(14.7)	15	(2.0)	281	(7.8)	10	(1.2)	273	(6.3)
	Social sciences, business, and law	13 <sup>M</sup>	(2.6)	260	(13.3)	17	(2.8)	271	(7.4)	31	(2.8)	294	(7.8)	22	(1.7)	284	(6.1)
	Science, mathematics, and computing	7 <sup>M</sup>	(2.1)	269	(25.8)	11 <sup>M</sup>	(2.4)	285	(10.3)	14	(1.7)	306	(7.9)	11	(1.1)	295	(5.9)
	Engineering, manufacturing, and construction	23	(3.4)	281	(9.4)	28	(3.9)	279	(6.1)	8 <sup>M</sup>	(1.5)	296	(9.8)	18	(1.8)	283	(4.7)
	Agriculture and veterinary	x	x	x	x	U	(1.0)	271	(16.4)	U	(0.8)	282	(17.9)	2 <sup>M</sup>	(0.6)	284	(12.6)
	Health and welfare	19 <sup>M</sup>	(3.6)	259	(8.3)	13 <sup>M</sup>	(2.7)	264	(12.9)	7 <sup>M</sup>	(1.2)	281	(14.0)	12	(1.2)	266	(5.8)
	Services	16 <sup>M</sup>	(3.3)	265	(11.6)	9 <sup>M</sup>	(2.4)	274	(11.2)	U	(0.8)	262	(20.0)	8	(1.1)	268	(7.8)

Table 1.5B (continued)

**Numeracy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
<b>Yukon</b>	General programs	U	(8.3)	239	(28.9)	U	(1.9)	236	(18.3)	x	x	x	x	U	(2.6)	242	(22.0)
	Teacher training and education science	U	(0.9)	245	(24.0)	U	(7.0)	296	(20.6)	U	(22.5)	288	(18.1)	x	x	289	(14.2)
	Humanities, languages, and arts	x	x	x	x	U	(7.8)	281	(28.3)	U	(7.5)	287	(24.6)	U	(3.2)	281	(16.6)
	Social sciences, business, and law	U	(7.1)	262	(12.7)	x	x	288	(21.8)	U	(12.3)	299	(9.6)	24 <sup>M</sup>	(6.7)	289	(10.1)
	Science, mathematics, and computing	U	(7.0)	348 <sup>M</sup>	(80.4)	U	(4.3)	280	(12.5)	U	(6.3)	325	(10.5)	11 <sup>M</sup>	(3.5)	314	(16.5)
	Engineering, manufacturing, and construction	U	(8.7)	277	(16.8)	U	(5.7)	284	(12.5)	U	(2.0)	251 <sup>M</sup>	(56.5)	13 <sup>M</sup>	(2.5)	277	(10.1)
	Agriculture and veterinary	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Health and welfare	U	(2.1)	256	(18.0)	U	(9.5)	270	(23.0)	U	(2.8)	283	(19.6)	U	(3.4)	272	(16.2)
	Services	U	(14.3)	234	(32.6)	U	(1.7)	256	(13.3)	x	x	x	x	U	(4.1)	237	(27.4)
<b>Northwest Territories</b>	General programs	17 <sup>M</sup>	(3.0)	225	(11.7)	U	(1.8)	216	(23.5)	x	x	x	x	7	(1.2)	227	(8.9)
	Teacher training and education science	—	—	—	—	U	(2.7)	222	(26.0)	22 <sup>M</sup>	(4.3)	275	(12.4)	10	(1.4)	264	(12.5)
	Humanities, languages, and arts	U	(1.5)	226	(21.9)	U	(1.6)	258	(20.7)	U	(3.3)	293	(20.8)	x	x	271	(13.4)
	Social sciences, business, and law	11 <sup>M</sup>	(3.3)	255	(17.6)	27 <sup>M</sup>	(4.6)	270	(13.9)	26	(4.0)	298	(10.4)	22	(2.1)	280	(8.7)
	Science, mathematics, and computing	6 <sup>M</sup>	(1.9)	243	(30.4)	10 <sup>M</sup>	(2.8)	294	(20.2)	21 <sup>M</sup>	(4.2)	306	(11.1)	13	(1.6)	294	(10.8)
	Engineering, manufacturing, and construction	33	(3.8)	255	(9.3)	22	(3.7)	259	(10.0)	7 <sup>M</sup>	(2.4)	307	(17.3)	20	(1.8)	264	(7.7)
	Agriculture and veterinary	—	—	x	x	—	—	—	—	x	x	x	x	x	x	x	x
	Health and welfare	8 <sup>M</sup>	(2.3)	241	(20.4)	U	(4.3)	250	(17.3)	U	(4.7)	286	(11.7)	11 <sup>M</sup>	(2.2)	263	(11.9)
	Services	22 <sup>M</sup>	(4.0)	249	(17.6)	15 <sup>M</sup>	(2.7)	274	(19.3)	—	—	—	—	12	(1.5)	260	(15.0)



Table 1.5B (continued)

**Numeracy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Nunavut	General programs	24 <sup>M</sup>	(5.3)	213	(10.7)	15 <sup>M</sup>	(4.9)	218	(20.2)	x	x	x	x	15 <sup>M</sup>	(3.0)	216	(11.1)
	Teacher training and education science	x	x	x	x	U	(2.9)	241	(23.8)	34 <sup>M</sup>	(6.1)	275	(10.8)	13 <sup>M</sup>	(2.4)	256	(11.9)
	Humanities, languages, and arts	x	x	x	x	11 <sup>M</sup>	(3.4)	231	(17.0)	U	(2.5)	283	(19.5)	6 <sup>M</sup>	(1.7)	246	(12.6)
	Social sciences, business, and law	U	(4.6)	239	(33.3)	30 <sup>M</sup>	(5.1)	246	(9.8)	26	(4.1)	310	(10.6)	22	(2.9)	264	(9.6)
	Science, mathematics, and computing	U	(2.4)	239	(27.2)	11 <sup>M</sup>	(2.8)	271	(15.4)	14 <sup>M</sup>	(4.2)	296	(24.1)	10 <sup>M</sup>	(2.1)	272	(13.4)
	Engineering, manufacturing, and construction	30 <sup>M</sup>	(5.7)	223	(11.5)	11 <sup>M</sup>	(3.5)	256	(20.1)	x	x	297	(34.5)	17	(2.6)	237	(10.8)
	Agriculture and veterinary	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Health and welfare	x	x	x	x	U	(3.1)	243	(20.8)	12 <sup>M</sup>	(3.1)	293	(11.1)	7 <sup>M</sup>	(1.3)	262	(11.6)
	Services	20 <sup>M</sup>	(5.1)	210	(19.6)	U	(2.7)	276	(17.4)	–	–	–	–	10 <sup>M</sup>	(2.4)	226	(16.7)

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

**Note:** Respondents whose highest educational attainment is a high-school diploma or higher were asked about their field of study, but due to missing values for many participating countries, respondents with a high-school diploma were excluded from this analysis. The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> 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

AVG Average

Table 1.6A

**Literacy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by science and technology field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Science and technology field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	Science and technology	31	(1.1)	284	(2.2)	27	(0.9)	285	(1.4)	29	(0.3)	307	(0.6)	29	(0.2)	298	(0.5)
	Other	69	(1.1)	278	(1.4)	73	(0.9)	285	(1.1)	71	(0.3)	301	(0.4)	71	(0.2)	294	(0.3)
Canada	Science and technology	32	(1.4)	273	(2.3)	34	(1.3)	280	(2.2)	28	(0.9)	301	(2.0)	31	(0.6)	286	(1.3)
	Other	68	(1.4)	271	(1.6)	66	(1.3)	278	(1.3)	72	(0.9)	299	(1.2)	69	(0.6)	286	(0.8)
Newfoundland and Labrador	Science and technology	32	(2.1)	262	(3.9)	30	(2.9)	276	(5.8)	26	(3.1)	323	(6.0)	29	(1.5)	283	(3.1)
	Other	68	(2.1)	267	(2.8)	70	(2.9)	274	(3.2)	74	(3.1)	306	(3.4)	71	(1.5)	282	(1.9)
Prince Edward Island	Science and technology	25	(3.6)	278	(7.5)	24	(3.9)	294	(8.2)	19 <sup>M</sup>	(3.3)	321	(8.8)	22	(2.2)	297	(5.1)
	Other	75	(3.6)	281	(5.5)	76	(3.9)	284	(4.4)	81	(3.3)	307	(4.1)	78	(2.2)	292	(3.6)
Nova Scotia	Science and technology	29	(3.4)	269	(6.2)	46	(3.4)	278	(4.7)	25	(3.1)	317	(6.4)	32	(1.7)	287	(3.7)
	Other	71	(3.4)	273	(4.0)	54	(3.4)	277	(4.4)	75	(3.1)	308	(2.7)	68	(1.7)	289	(2.3)
New Brunswick	Science and technology	29	(3.3)	270	(5.2)	35	(3.7)	284	(5.8)	18 <sup>M</sup>	(3.2)	309	(7.2)	26	(2.0)	284	(3.5)
	Other	71	(3.3)	270	(3.7)	65	(3.7)	281	(3.7)	82	(3.2)	306	(3.1)	74	(2.0)	287	(2.2)
Quebec	Science and technology	31	(1.7)	266	(3.5)	31	(1.3)	280	(2.8)	26	(1.2)	304	(2.8)	29	(0.8)	284	(1.9)
	Other	69	(1.7)	265	(2.0)	69	(1.3)	273	(1.9)	74	(1.2)	298	(1.6)	71	(0.8)	281	(1.1)
Ontario	Science and technology	33	(3.1)	275	(5.2)	33	(2.6)	277	(4.2)	29	(1.7)	299	(3.2)	31	(1.3)	286	(2.4)
	Other	67	(3.1)	270	(3.9)	67	(2.6)	280	(2.6)	71	(1.7)	300	(2.1)	69	(1.3)	288	(1.4)
Manitoba	Science and technology	32	(3.4)	276	(5.6)	34	(3.7)	285	(8.1)	23	(3.4)	305	(6.3)	29	(2.0)	289	(3.8)
	Other	68	(3.4)	274	(5.5)	66	(3.7)	283	(5.5)	77	(3.4)	302	(3.8)	71	(2.0)	289	(3.0)
Saskatchewan	Science and technology	38	(3.9)	268	(6.5)	31	(3.8)	281	(6.2)	17 <sup>M</sup>	(2.8)	293	(11.1)	28	(1.9)	278	(4.3)
	Other	62	(3.9)	274	(4.9)	69	(3.8)	289	(5.2)	83	(2.8)	303	(3.9)	72	(1.9)	291	(2.8)
Alberta	Science and technology	37	(4.8)	276	(7.3)	32	(4.7)	293	(7.5)	38	(3.5)	304	(6.0)	36	(2.1)	294	(4.1)
	Other	63	(4.8)	271	(6.1)	68	(4.7)	282	(4.1)	62	(3.5)	299	(3.9)	64	(2.1)	286	(2.7)
British Columbia	Science and technology	30	(3.8)	281	(6.6)	39	(3.6)	277	(5.5)	22	(2.1)	296	(6.4)	29	(1.9)	284	(3.6)
	Other	70	(3.8)	283	(4.6)	61	(3.6)	278	(4.5)	78	(2.1)	296	(4.2)	71	(1.9)	288	(2.6)
Yukon	Science and technology	33 <sup>M</sup>	(8.0)	295	(21.8)	27 <sup>M</sup>	(8.0)	288	(13.9)	U	(7.0)	313	(17.1)	24 <sup>M</sup>	(4.6)	297	(13.1)
	Other	67	(8.0)	270	(15.3)	73	(8.0)	291	(12.9)	85	(7.0)	308	(11.1)	76	(4.6)	293	(10.8)
Northwest Territories	Science and technology	39	(4.3)	256	(8.5)	32	(3.7)	272	(8.8)	29	(3.6)	309	(10.1)	33	(2.5)	278	(5.4)
	Other	61	(4.3)	258	(8.9)	68	(3.7)	274	(6.8)	71	(3.6)	299	(5.5)	67	(2.5)	279	(5.1)
Nunavut	Science and technology	36	(5.8)	235	(10.9)	22 <sup>M</sup>	(4.5)	267	(10.1)	20 <sup>M</sup>	(3.7)	297	(10.9)	27	(3.0)	256	(7.1)
	Other	64	(5.8)	236	(9.6)	78	(4.5)	262	(6.5)	80	(3.7)	300	(5.7)	73	(3.0)	264	(4.9)

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

Note: In PIAAC, the term *science and technology* includes science, mathematics and computing, engineering, manufacturing and construction fields of study. Respondents whose highest educational attainment is a high-school diploma or higher were asked about their field of study, but due to missing values for many participating countries, respondents with a high-school diploma were excluded from this analysis. The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

SE Standard error

AVG Average

Table 1.6B

**Numeracy — Proportions and average scores of population aged 20 to 65 with a postsecondary credential, by science and technology field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Science and technology field of study	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	Science and technology	31	(1.1)	286	(2.3)	27	(0.9)	292	(1.7)	29	(0.3)	315	(0.6)	29	(0.2)	304	(0.5)
	Other	69	(1.1)	271	(1.7)	73	(0.9)	279	(1.0)	71	(0.3)	298	(0.4)	71	(0.2)	290	(0.3)
Canada	Science and technology	32	(1.4)	273	(2.8)	34	(1.3)	283	(2.5)	28	(0.9)	308	(2.0)	31	(0.6)	290	(1.3)
	Other	68	(1.4)	258	(2.1)	66	(1.3)	267	(1.6)	72	(0.9)	290	(1.2)	69	(0.6)	275	(0.9)
Newfoundland and Labrador	Science and technology	32	(2.1)	257	(5.0)	30	(2.9)	277	(6.2)	26	(3.1)	328	(7.6)	29	(1.5)	282	(3.6)
	Other	68	(2.1)	247	(3.5)	70	(2.9)	259	(3.6)	74	(3.1)	296	(3.5)	71	(1.5)	266	(2.3)
Prince Edward Island	Science and technology	25	(3.6)	268	(9.6)	24	(3.9)	292	(9.2)	19 <sup>M</sup>	(3.3)	323	(11.6)	22	(2.2)	294	(6.2)
	Other	75	(3.6)	263	(7.2)	76	(3.9)	271	(5.8)	81	(3.3)	297	(4.7)	78	(2.2)	279	(4.6)
Nova Scotia	Science and technology	29	(3.4)	263	(6.9)	46	(3.4)	277	(5.2)	25	(3.1)	321	(5.8)	32	(1.7)	286	(3.9)
	Other	71	(3.4)	254	(3.8)	54	(3.4)	264	(4.4)	75	(3.1)	299	(3.3)	68	(1.7)	275	(2.5)
New Brunswick	Science and technology	29	(3.3)	266	(5.6)	35	(3.7)	284	(6.9)	18 <sup>M</sup>	(3.2)	310	(8.8)	26	(2.0)	283	(4.2)
	Other	71	(3.3)	253	(3.8)	65	(3.7)	268	(4.4)	82	(3.2)	295	(2.9)	74	(2.0)	273	(2.1)
Quebec	Science and technology	31	(1.7)	271	(3.9)	31	(1.3)	284	(2.7)	26	(1.2)	309	(2.5)	29	(0.8)	289	(1.9)
	Other	69	(1.7)	260	(1.9)	69	(1.3)	268	(1.8)	74	(1.2)	291	(1.5)	71	(0.8)	275	(1.0)
Ontario	Science and technology	33	(3.1)	274	(5.7)	33	(2.6)	280	(4.8)	29	(1.7)	307	(3.2)	31	(1.3)	290	(2.6)
	Other	67	(3.1)	255	(5.4)	67	(2.6)	266	(3.2)	71	(1.7)	290	(2.1)	69	(1.3)	276	(1.6)
Manitoba	Science and technology	32	(3.4)	274	(6.8)	34	(3.7)	285	(9.4)	23	(3.4)	309	(7.4)	29	(2.0)	290	(5.2)
	Other	68	(3.4)	261	(6.0)	66	(3.7)	271	(5.8)	77	(3.4)	291	(4.7)	71	(2.0)	277	(3.8)
Saskatchewan	Science and technology	38	(3.9)	268	(8.6)	31	(3.8)	288	(6.6)	17 <sup>M</sup>	(2.8)	298	(12.1)	28	(1.9)	281	(4.9)
	Other	62	(3.9)	260	(4.8)	69	(3.8)	279	(4.8)	83	(2.8)	294	(3.6)	72	(1.9)	280	(2.5)
Alberta	Science and technology	37	(4.8)	282	(8.5)	32	(4.7)	295	(8.2)	38	(3.5)	310	(6.4)	36	(2.1)	299	(4.3)
	Other	63	(4.8)	256	(6.1)	68	(4.7)	267	(4.9)	62	(3.5)	288	(4.3)	64	(2.1)	273	(2.9)
British Columbia	Science and technology	30	(3.8)	278	(8.0)	39	(3.6)	281	(5.3)	22	(2.1)	303	(7.1)	29	(1.9)	288	(3.6)
	Other	70	(3.8)	265	(5.0)	61	(3.6)	265	(4.8)	78	(2.1)	288	(4.5)	71	(1.9)	276	(2.6)
Yukon	Science and technology	33 <sup>M</sup>	(8.0)	297	(21.7)	27 <sup>M</sup>	(8.0)	282	(8.4)	U	(7.0)	309	(18.4)	24 <sup>M</sup>	(4.6)	294	(9.9)
	Other	67	(8.0)	243	(15.6)	73	(8.0)	280	(12.1)	85	(7.0)	292	(10.2)	76	(4.6)	276	(9.4)
Northwest Territories	Science and technology	39	(4.3)	253	(9.2)	32	(3.7)	270	(9.1)	29	(3.6)	306	(9.0)	33	(2.5)	275	(5.8)
	Other	61	(4.3)	241	(8.5)	68	(3.7)	259	(8.7)	71	(3.6)	287	(6.2)	67	(2.5)	265	(5.3)
Nunavut	Science and technology	36	(5.8)	226	(11.4)	22 <sup>M</sup>	(4.5)	263	(10.3)	20 <sup>M</sup>	(3.7)	296	(16.9)	27	(3.0)	250	(7.7)
	Other	64	(5.8)	217	(10.0)	78	(4.5)	240	(6.9)	80	(3.7)	290	(6.7)	73	(3.0)	246	(5.2)

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

Note: In PIAAC, the term *science and technology* includes science, mathematics and computing, engineering, manufacturing and construction fields of study. Respondents whose highest educational attainment is a high-school diploma or higher were asked about their field of study, but due to missing values for many participating countries, respondents with a high-school diploma were excluded from this analysis. The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

SE Standard error

AVG Average

Table 2.1A

## Literacy — Proportions and average scores of population aged 20 to 65, by age and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Age	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	20 to 29	21	(0.1)	275	(0.5)	20	(0.7)	284	(2.5)	15	(0.4)	294	(1.2)	20	(0.2)	309	(0.7)	20	(0.1)	284	(0.4)
	30 to 39	19	(0.1)	264	(0.5)	25	(1.3)	286	(2.1)	26	(0.8)	293	(1.4)	31	(0.3)	308	(0.5)	23	(0.1)	282	(0.4)
	40 to 49	23	(0.1)	259	(0.5)	25	(1.3)	278	(2.7)	27	(0.9)	288	(1.9)	24	(0.3)	303	(0.6)	24	(0.1)	274	(0.3)
	50 to 59	23	(0.1)	250	(0.4)	21	(1.2)	273	(1.9)	21	(0.5)	276	(1.6)	17	(0.2)	293	(0.7)	22	(0.1)	262	(0.4)
	60 to 65	14	(0.1)	243	(0.5)	10	(0.8)	267	(2.7)	11	(0.8)	268	(1.7)	8	(0.2)	285	(1.0)	12	(0.1)	253	(0.5)
Canada	20 to 29	26	(0.7)	269	(1.9)	20	(1.1)	281	(2.9)	17	(1.0)	289	(3.0)	17	(0.8)	308	(2.4)	21	(0.4)	283	(1.1)
	30 to 39	15	(0.6)	253	(3.1)	21	(1.0)	277	(2.7)	23	(1.0)	286	(2.4)	29	(0.9)	304	(1.7)	22	(0.4)	284	(1.4)
	40 to 49	19	(0.6)	246	(2.3)	24	(1.2)	272	(2.9)	24	(0.9)	281	(2.3)	25	(0.9)	297	(1.9)	23	(0.4)	274	(1.3)
	50 to 59	26	(0.7)	242	(1.9)	24	(1.1)	264	(2.4)	25	(1.0)	271	(2.5)	20	(0.7)	293	(2.2)	24	(0.3)	264	(1.2)
	60 to 65	14	(0.5)	239	(2.6)	11	(0.7)	258	(3.6)	10	(0.6)	261	(4.0)	9	(0.5)	292	(3.2)	11	(0.2)	258	(1.6)
Newfoundland and Labrador	20 to 29	19	(1.4)	271	(5.1)	11 <sup>M</sup>	(1.9)	268	(9.2)	11 <sup>M</sup>	(2.1)	274	(7.6)	20	(2.4)	310	(6.3)	16	(0.7)	280	(3.4)
	30 to 39	12	(1.7)	246	(9.1)	21	(2.2)	270	(5.9)	27	(2.9)	273	(6.4)	29	(3.1)	314	(6.8)	20	(0.8)	277	(3.9)
	40 to 49	24	(1.6)	239	(4.8)	26	(1.9)	271	(5.0)	26	(2.8)	283	(5.4)	26	(2.8)	315	(5.2)	25	(1.0)	269	(3.4)
	50 to 59	27	(2.2)	226	(3.6)	29	(2.2)	259	(4.3)	23	(2.6)	276	(5.3)	18	(2.8)	311	(5.4)	25	(1.0)	254	(2.8)
	60 to 65	19	(1.5)	227	(4.2)	14	(1.7)	261	(5.3)	14 <sup>M</sup>	(2.4)	259	(8.7)	8 <sup>M</sup>	(1.7)	283	(8.9)	15	(0.7)	245	(3.2)
Prince Edward Island	20 to 29	25	(2.4)	276	(8.6)	17 <sup>M</sup>	(3.9)	296	(9.8)	13 <sup>M</sup>	(2.9)	293	(11.0)	15 <sup>M</sup>	(2.8)	322	(10.1)	19	(1.1)	290	(6.3)
	30 to 39	15	(2.1)	249	(12.5)	19 <sup>M</sup>	(3.2)	291	(9.8)	23	(3.4)	296	(6.2)	23	(3.0)	312	(7.1)	19	(1.1)	286	(5.9)
	40 to 49	24	(2.5)	259	(6.6)	21 <sup>M</sup>	(3.6)	286	(9.0)	25	(3.5)	288	(7.5)	25	(2.6)	303	(6.3)	24	(1.1)	281	(4.8)
	50 to 59	23	(2.5)	238	(7.2)	26	(3.5)	274	(7.1)	24	(2.7)	276	(7.3)	22	(2.9)	309	(6.9)	23	(1.3)	269	(4.6)
	60 to 65	14	(1.7)	231	(9.2)	17	(2.6)	254	(8.0)	15 <sup>M</sup>	(2.7)	281	(8.4)	14 <sup>M</sup>	(2.6)	305	(8.5)	15	(0.9)	263	(5.6)
Nova Scotia	20 to 29	23	(1.8)	267	(5.5)	15	(2.4)	286	(6.8)	8 <sup>M</sup>	(1.9)	288	(8.9)	17	(2.5)	310	(8.5)	17	(1.0)	283	(4.1)
	30 to 39	15	(1.7)	254	(6.5)	23	(2.5)	279	(6.0)	15	(2.5)	295	(7.9)	30	(3.0)	319	(4.6)	20	(1.2)	289	(3.5)
	40 to 49	18	(2.0)	253	(5.6)	26	(2.8)	270	(7.1)	33	(3.3)	275	(4.7)	23	(2.4)	306	(5.6)	24	(1.2)	276	(3.3)
	50 to 59	30	(2.3)	242	(5.1)	23	(2.5)	263	(5.8)	33	(3.0)	274	(5.3)	20	(1.8)	306	(4.7)	26	(1.2)	265	(3.2)
	60 to 65	15	(1.6)	233	(6.6)	13	(2.1)	261	(7.0)	11 <sup>M</sup>	(2.3)	264	(7.2)	10	(1.3)	303	(7.7)	13	(0.7)	258	(3.9)
New Brunswick	20 to 29	21	(1.8)	265	(5.4)	20	(2.6)	273	(7.8)	15 <sup>M</sup>	(2.9)	293	(9.0)	13 <sup>M</sup>	(2.7)	316	(8.7)	18	(0.9)	278	(4.1)
	30 to 39	15	(1.5)	264	(5.1)	20	(2.7)	280	(6.1)	27	(3.3)	290	(7.1)	26	(3.2)	306	(6.7)	20	(1.0)	285	(3.6)
	40 to 49	18	(1.6)	241	(4.4)	20	(2.2)	265	(6.0)	22	(2.8)	281	(5.6)	25	(2.8)	310	(4.7)	21	(0.9)	270	(3.2)
	50 to 59	31	(1.8)	237	(3.6)	26	(2.8)	270	(4.9)	26	(2.9)	271	(6.7)	24	(2.7)	307	(5.6)	28	(1.0)	262	(2.8)
	60 to 65	16	(1.1)	230	(3.8)	13	(2.0)	261	(5.9)	11 <sup>M</sup>	(2.2)	265	(7.6)	11	(1.8)	288	(7.6)	14	(0.6)	252	(2.7)
Quebec	20 to 29	20	(1.1)	259	(3.1)	29	(1.5)	281	(3.3)	16	(1.2)	291	(3.4)	15	(1.0)	310	(3.8)	20	(0.5)	281	(2.0)
	30 to 39	14	(0.9)	251	(4.3)	21	(1.4)	271	(3.8)	23	(1.3)	286	(3.0)	31	(1.3)	306	(2.7)	22	(0.6)	283	(1.8)
	40 to 49	19	(0.9)	242	(3.3)	21	(1.3)	261	(3.2)	24	(1.3)	275	(2.9)	26	(1.3)	299	(2.6)	22	(0.5)	270	(1.7)
	50 to 59	30	(1.1)	232	(2.5)	21	(1.1)	250	(3.5)	24	(1.2)	261	(3.1)	18	(1.2)	290	(3.0)	24	(0.5)	253	(1.8)
	60 to 65	16	(0.9)	235	(3.3)	9	(0.9)	248	(4.1)	13	(1.0)	261	(3.5)	10	(0.8)	282	(3.5)	12	(0.3)	253	(2.0)
Ontario	20 to 29	28	(1.2)	272	(3.1)	13 <sup>M</sup>	(2.5)	281	(9.8)	18	(1.8)	282	(5.4)	17	(1.3)	307	(4.2)	21	(0.6)	284	(2.2)
	30 to 39	15	(1.2)	255	(5.3)	20	(2.4)	276	(5.8)	24	(1.8)	289	(4.4)	27	(1.5)	304	(3.3)	21	(0.6)	286	(2.6)
	40 to 49	19	(1.4)	250	(4.0)	25	(2.8)	274	(7.3)	24	(1.4)	281	(4.0)	27	(1.5)	295	(2.8)	23	(0.7)	277	(2.1)
	50 to 59	25	(1.3)	244	(4.2)	27	(2.5)	267	(5.0)	25	(1.8)	272	(4.7)	22	(1.1)	294	(3.8)	24	(0.6)	267	(2.3)
	60 to 65	13	(0.9)	236	(4.9)	16	(2.1)	261	(7.4)	9	(1.1)	258	(8.4)	7	(0.9)	294	(5.8)	11	(0.4)	257	(3.2)

Table 2.1A (continued)

## Literacy — Proportions and average scores of population aged 20 to 65, by age and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Age	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Manitoba	20 to 29	30	(2.3)	270	(5.6)	15 <sup>M</sup>	(3.0)	278	(9.8)	12 <sup>M</sup>	(2.8)	273	(7.4)	21	(3.0)	312	(6.8)	22	(1.2)	281	(3.9)
	30 to 39	16	(2.1)	250	(11.0)	23	(3.0)	283	(8.4)	22	(2.9)	279	(10.0)	29	(3.6)	306	(6.4)	21	(1.3)	280	(4.6)
	40 to 49	17	(1.8)	244	(8.0)	26	(3.3)	272	(7.8)	27	(3.1)	295	(8.7)	19	(2.8)	302	(7.0)	21	(1.1)	275	(4.2)
	50 to 59	23	(2.1)	241	(7.3)	22	(3.3)	273	(6.6)	30	(2.5)	284	(7.3)	24	(2.6)	295	(6.5)	24	(1.1)	269	(4.2)
	60 to 65	14	(1.6)	241	(8.0)	14 <sup>M</sup>	(2.5)	267	(10.3)	10 <sup>M</sup>	(2.1)	274	(11.8)	7 <sup>M</sup>	(1.5)	287	(12.7)	11	(0.8)	259	(5.5)
Saskatchewan	20 to 29	25	(1.8)	258	(5.5)	18 <sup>M</sup>	(3.1)	275	(9.4)	14 <sup>M</sup>	(2.7)	289	(9.3)	29	(3.1)	286	(7.7)	23	(1.1)	272	(3.7)
	30 to 39	16	(1.6)	254	(8.4)	26	(3.5)	278	(7.8)	25	(3.0)	287	(5.5)	24	(2.8)	319	(5.5)	21	(1.3)	282	(4.6)
	40 to 49	19	(1.7)	244	(8.1)	21	(3.0)	272	(7.8)	24	(3.4)	293	(10.9)	20	(2.6)	294	(8.7)	20	(1.1)	270	(5.1)
	50 to 59	26	(2.2)	244	(5.6)	25	(3.3)	272	(6.4)	26	(3.3)	281	(8.1)	19	(2.6)	308	(7.2)	24	(1.3)	268	(3.9)
	60 to 65	14	(1.7)	248	(7.8)	10 <sup>M</sup>	(2.5)	251	(12.7)	11 <sup>M</sup>	(2.5)	278	(9.6)	9 <sup>M</sup>	(2.1)	305	(8.8)	11	(0.9)	263	(5.3)
Alberta	20 to 29	30	(2.2)	275	(6.2)	24 <sup>M</sup>	(4.8)	277	(9.7)	23 <sup>M</sup>	(4.0)	301	(8.4)	17	(2.3)	320	(8.0)	24	(1.4)	289	(3.7)
	30 to 39	17	(2.6)	252	(12.4)	17 <sup>M</sup>	(3.2)	273	(8.6)	26	(3.8)	289	(6.8)	33	(2.6)	304	(5.7)	23	(1.4)	283	(4.5)
	40 to 49	20	(2.0)	244	(7.5)	24 <sup>M</sup>	(4.1)	276	(12.2)	19	(3.0)	285	(7.5)	21	(2.4)	292	(6.5)	21	(1.3)	271	(4.6)
	50 to 59	22	(2.0)	255	(5.0)	27	(3.3)	272	(7.2)	26	(3.4)	274	(6.9)	19	(2.2)	292	(6.6)	23	(1.2)	271	(3.4)
	60 to 65	10	(1.7)	258	(7.7)	7 <sup>M</sup>	(2.2)	255	(13.9)	U	(2.0)	254	(22.3)	9 <sup>M</sup>	(1.7)	292	(11.2)	9	(0.7)	267	(5.5)
British Columbia	20 to 29	27	(2.0)	271	(5.4)	18 <sup>M</sup>	(3.2)	292	(8.9)	17	(2.7)	296	(5.7)	14	(1.9)	306	(6.7)	20	(1.0)	286	(3.7)
	30 to 39	14	(2.1)	251	(10.5)	24	(3.4)	289	(9.5)	20	(2.9)	274	(8.4)	28	(2.5)	294	(6.2)	21	(1.0)	279	(4.2)
	40 to 49	18	(2.2)	241	(9.8)	27	(3.5)	285	(7.0)	24	(3.5)	284	(7.7)	25	(2.9)	299	(5.9)	23	(1.2)	277	(4.6)
	50 to 59	26	(2.7)	250	(7.7)	24	(3.6)	271	(6.9)	26	(3.1)	271	(8.4)	20	(2.2)	287	(9.5)	24	(1.2)	267	(4.4)
	60 to 65	14	(1.8)	244	(9.9)	7 <sup>M</sup>	(1.6)	264	(15.2)	13	(2.0)	261	(8.9)	12	(1.9)	296	(8.9)	12	(0.8)	265	(5.5)
Yukon	20 to 29	25 <sup>M</sup>	(6.9)	257	(23.7)	U	(4.2)	273	(17.6)	U	(9.5)	296	(11.3)	U	(8.8)	272 <sup>M</sup>	(58.1)	20	(2.4)	271	(18.9)
	30 to 39	U	(9.6)	251	(25.6)	38 <sup>M</sup>	(12.4)	287	(31.4)	23 <sup>M</sup>	(5.1)	298	(15.7)	U	(6.1)	314	(10.5)	23	(2.4)	281	(18.2)
	40 to 49	25 <sup>M</sup>	(7.2)	260	(18.9)	U	(4.8)	275	(15.7)	17 <sup>M</sup>	(4.9)	289	(12.5)	U	(9.1)	303	(12.9)	21 <sup>M</sup>	(3.8)	279	(9.9)
	50 to 59	22 <sup>M</sup>	(5.5)	221	(32.8)	27 <sup>M</sup>	(8.1)	275	(20.6)	31 <sup>M</sup>	(8.4)	284	(19.0)	U	(10.3)	334	(28.0)	27	(3.3)	278	(16.7)
	60 to 65	U	(3.2)	250	(20.7)	U	(7.8)	271	(25.8)	U	(3.6)	273	(20.6)	U	(5.5)	317	(15.2)	9 <sup>M</sup>	(2.3)	279	(14.7)
Northwest Territories	20 to 29	34	(2.4)	238	(9.8)	19 <sup>M</sup>	(4.1)	255	(11.6)	17 <sup>M</sup>	(3.1)	299	(11.1)	19	(2.6)	312	(7.6)	26	(1.6)	258	(8.0)
	30 to 39	20	(2.9)	238	(10.4)	20 <sup>M</sup>	(3.7)	272	(15.3)	28	(4.0)	274	(10.3)	30	(3.8)	306	(9.1)	23	(1.6)	267	(7.5)
	40 to 49	24	(2.1)	210	(10.6)	24	(3.4)	259	(11.6)	22 <sup>M</sup>	(4.1)	274	(10.5)	24	(2.8)	306	(7.8)	24	(1.2)	248	(7.0)
	50 to 59	16	(2.2)	214	(8.9)	30 <sup>M</sup>	(5.1)	251	(9.8)	24	(3.8)	265	(8.4)	21 <sup>M</sup>	(3.6)	290	(8.1)	21	(1.2)	248	(6.3)
	60 to 65	5 <sup>M</sup>	(0.9)	217	(12.6)	U	(2.4)	245	(16.7)	U	(3.5)	240	(15.3)	6 <sup>M</sup>	(1.9)	273	(20.1)	6	(0.8)	238	(7.9)
Nunavut	20 to 29	37	(2.3)	202	(6.2)	28 <sup>M</sup>	(5.1)	235	(11.7)	13 <sup>M</sup>	(2.8)	286	(10.2)	U	(5.0)	302	(13.1)	30	(1.9)	214	(6.2)
	30 to 39	22	(2.6)	198	(10.5)	28 <sup>M</sup>	(6.7)	240	(15.4)	31	(4.2)	261	(9.9)	35 <sup>M</sup>	(10.0)	302	(9.3)	25	(2.4)	227	(8.4)
	40 to 49	21	(1.9)	199	(6.5)	19 <sup>M</sup>	(6.0)	242	(14.9)	29 <sup>M</sup>	(5.0)	270	(11.0)	19 <sup>M</sup>	(4.6)	302	(13.7)	22	(1.6)	224	(6.0)
	50 to 59	15	(1.7)	193	(9.2)	23 <sup>M</sup>	(4.3)	223	(13.7)	23 <sup>M</sup>	(4.7)	251	(12.9)	26 <sup>M</sup>	(4.9)	292	(10.8)	18	(1.3)	221	(7.0)
	60 to 65	5 <sup>M</sup>	(1.0)	184	(13.4)	x	x	x	x	x	x	x	x	U	(2.7)	300	(14.4)	4	(0.6)	210	(12.5)

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

Note: The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

AVG Average

Table 2.1B

**Numeracy — Proportions and average scores of population aged 20 to 65, by age and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Age	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	20 to 29	21	(0.1)	268	(0.5)	20	(0.7)	279	(3.5)	15	(0.4)	287	(1.5)	20	(0.2)	305	(0.8)	20	(0.1)	278	(0.4)
	30 to 39	19	(0.1)	259	(0.5)	25	(1.3)	281	(2.3)	26	(0.8)	289	(1.4)	31	(0.3)	307	(0.6)	23	(0.1)	278	(0.4)
	40 to 49	23	(0.1)	254	(0.5)	25	(1.3)	274	(3.3)	27	(0.9)	286	(1.4)	24	(0.3)	304	(0.7)	24	(0.1)	271	(0.4)
	50 to 59	23	(0.1)	246	(0.5)	21	(1.2)	274	(2.5)	21	(0.5)	275	(1.6)	17	(0.2)	296	(0.8)	22	(0.1)	260	(0.4)
	60 to 65	14	(0.1)	239	(0.6)	10	(0.8)	264	(3.1)	11	(0.8)	268	(1.8)	8	(0.2)	289	(1.1)	12	(0.1)	250	(0.5)
Canada	20 to 29	26	(0.7)	259	(2.3)	20	(1.1)	276	(3.3)	17	(1.0)	278	(3.7)	17	(0.8)	301	(2.7)	21	(0.4)	275	(1.6)
	30 to 39	15	(0.6)	242	(3.5)	21	(1.0)	266	(3.6)	23	(1.0)	280	(2.7)	29	(0.9)	298	(2.0)	22	(0.4)	275	(1.7)
	40 to 49	19	(0.6)	235	(2.5)	24	(1.2)	264	(3.4)	24	(0.9)	276	(2.8)	25	(0.9)	295	(2.1)	23	(0.4)	268	(1.6)
	50 to 59	26	(0.7)	230	(2.2)	24	(1.1)	256	(2.8)	25	(1.0)	264	(2.8)	20	(0.7)	290	(2.5)	24	(0.3)	256	(1.3)
	60 to 65	14	(0.5)	224	(3.0)	11	(0.7)	248	(4.0)	10	(0.6)	254	(4.3)	9	(0.5)	287	(3.2)	11	(0.2)	248	(1.9)
Newfoundland and Labrador	20 to 29	19	(1.4)	261	(6.2)	11 <sup>M</sup>	(1.9)	263	(9.4)	11 <sup>M</sup>	(2.1)	262	(9.4)	20	(2.4)	304	(8.3)	16	(0.7)	271	(4.1)
	30 to 39	12	(1.7)	235	(10.4)	21	(2.2)	260	(6.6)	27	(2.9)	263	(7.4)	29	(3.1)	306	(7.6)	20	(0.8)	267	(4.3)
	40 to 49	24	(1.6)	221	(5.1)	26	(1.9)	254	(5.6)	26	(2.8)	275	(5.4)	26	(2.8)	309	(5.8)	25	(1.0)	255	(3.6)
	50 to 59	27	(2.2)	205	(5.5)	29	(2.2)	241	(4.7)	23	(2.6)	263	(5.4)	18	(2.8)	309	(9.4)	25	(1.0)	238	(3.8)
	60 to 65	19	(1.5)	202	(4.7)	14	(1.7)	239	(6.7)	14 <sup>M</sup>	(2.4)	246	(8.0)	8 <sup>M</sup>	(1.7)	272	(11.7)	15	(0.7)	224	(3.7)
Prince Edward Island	20 to 29	25	(2.4)	260	(9.2)	17 <sup>M</sup>	(3.9)	279	(10.8)	13 <sup>M</sup>	(2.9)	272	(14.2)	15 <sup>M</sup>	(2.8)	310	(10.3)	19	(1.1)	275	(6.8)
	30 to 39	15	(2.1)	237	(12.8)	19 <sup>M</sup>	(3.2)	276	(12.7)	23	(3.4)	286	(9.8)	23	(3.0)	303	(8.5)	19	(1.1)	275	(7.4)
	40 to 49	24	(2.5)	244	(7.4)	21 <sup>M</sup>	(3.6)	269	(11.5)	25	(3.5)	288	(9.4)	25	(2.6)	299	(8.4)	24	(1.1)	271	(6.2)
	50 to 59	23	(2.5)	222	(7.8)	26	(3.5)	256	(8.2)	24	(2.7)	263	(8.1)	22	(2.9)	298	(7.2)	23	(1.3)	254	(5.0)
	60 to 65	14	(1.7)	212	(9.8)	17	(2.6)	243	(9.4)	15 <sup>M</sup>	(2.7)	266	(9.7)	14 <sup>M</sup>	(2.6)	301	(9.1)	15	(0.9)	250	(6.3)
Nova Scotia	20 to 29	23	(1.8)	254	(6.1)	15	(2.4)	272	(10.0)	8 <sup>M</sup>	(1.9)	282	(11.6)	17	(2.5)	309	(7.2)	17	(1.0)	273	(4.3)
	30 to 39	15	(1.7)	243	(7.3)	23	(2.5)	261	(6.3)	15	(2.5)	285	(8.1)	30	(3.0)	309	(4.4)	20	(1.2)	277	(3.2)
	40 to 49	18	(2.0)	239	(6.3)	26	(2.8)	254	(7.0)	33	(3.3)	267	(5.9)	23	(2.4)	299	(6.8)	24	(1.2)	264	(3.7)
	50 to 59	30	(2.3)	226	(6.4)	23	(2.5)	251	(6.4)	33	(3.0)	265	(5.9)	20	(1.8)	300	(6.1)	26	(1.2)	253	(3.8)
	60 to 65	15	(1.6)	217	(6.3)	13	(2.1)	246	(7.5)	11 <sup>M</sup>	(2.3)	260	(8.4)	10	(1.3)	303	(9.1)	13	(0.7)	248	(4.2)
New Brunswick	20 to 29	21	(1.8)	252	(6.0)	20	(2.6)	260	(8.5)	15 <sup>M</sup>	(2.9)	287	(11.0)	13 <sup>M</sup>	(2.7)	304	(9.8)	18	(0.9)	267	(4.4)
	30 to 39	15	(1.5)	247	(6.2)	20	(2.7)	266	(7.0)	27	(3.3)	279	(7.7)	26	(3.2)	294	(7.0)	20	(1.0)	271	(3.7)
	40 to 49	18	(1.6)	231	(4.6)	20	(2.2)	254	(7.1)	22	(2.8)	276	(6.1)	25	(2.8)	301	(4.9)	21	(0.9)	261	(3.5)
	50 to 59	31	(1.8)	218	(3.6)	26	(2.8)	255	(6.1)	26	(2.9)	265	(7.8)	24	(2.7)	301	(5.2)	28	(1.0)	248	(3.1)
	60 to 65	16	(1.1)	213	(4.3)	13	(2.0)	245	(7.1)	11 <sup>M</sup>	(2.2)	251	(10.9)	11	(1.8)	285	(8.9)	14	(0.6)	238	(3.5)
Quebec	20 to 29	20	(1.1)	256	(3.1)	29	(1.5)	282	(3.4)	16	(1.2)	287	(3.4)	15	(1.0)	306	(4.1)	20	(0.5)	279	(2.0)
	30 to 39	14	(0.9)	245	(4.2)	21	(1.4)	266	(3.6)	23	(1.3)	283	(3.3)	31	(1.3)	300	(2.7)	22	(0.6)	278	(1.8)
	40 to 49	19	(0.9)	235	(3.2)	21	(1.3)	259	(3.1)	24	(1.3)	274	(2.9)	26	(1.3)	296	(2.9)	22	(0.5)	267	(1.9)
	50 to 59	30	(1.1)	225	(2.6)	21	(1.1)	248	(3.1)	24	(1.2)	260	(3.0)	18	(1.2)	287	(3.4)	24	(0.5)	249	(1.8)
	60 to 65	16	(0.9)	225	(3.8)	9	(0.9)	245	(4.2)	13	(1.0)	258	(3.3)	10	(0.8)	278	(3.7)	12	(0.3)	246	(2.2)
Ontario	20 to 29	28	(1.2)	261	(3.7)	13 <sup>M</sup>	(2.5)	268	(11.1)	18	(1.8)	266	(6.8)	17	(1.3)	298	(5.7)	21	(0.6)	272	(3.1)
	30 to 39	15	(1.2)	241	(5.6)	20	(2.4)	265	(8.3)	24	(1.8)	281	(5.4)	27	(1.5)	298	(3.5)	21	(0.6)	277	(3.0)
	40 to 49	19	(1.4)	237	(4.6)	25	(2.8)	262	(8.4)	24	(1.4)	276	(4.6)	27	(1.5)	296	(3.2)	23	(0.7)	270	(2.6)
	50 to 59	25	(1.3)	230	(4.9)	27	(2.5)	258	(6.6)	25	(1.8)	265	(5.4)	22	(1.1)	290	(3.9)	24	(0.6)	258	(2.6)
	60 to 65	13	(0.9)	219	(5.4)	16	(2.1)	250	(8.5)	9	(1.1)	251	(9.4)	7	(0.9)	287	(5.9)	11	(0.4)	246	(3.6)

Table 2.1B (continued)

**Numeracy — Proportions and average scores of population aged 20 to 65, by age and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Age	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Manitoba	20 to 29	30	(2.3)	258	(6.1)	15 <sup>M</sup>	(3.0)	271	(11.4)	12 <sup>M</sup>	(2.8)	270	(8.9)	21	(3.0)	303	(8.2)	22	(1.2)	272	(4.6)
	30 to 39	16	(2.1)	235	(11.8)	23	(3.0)	271	(8.8)	22	(2.9)	273	(10.1)	29	(3.6)	300	(6.9)	21	(1.3)	271	(5.2)
	40 to 49	17	(1.8)	232	(7.9)	26	(3.3)	265	(9.2)	27	(3.1)	288	(10.0)	19	(2.8)	291	(8.5)	21	(1.1)	265	(4.7)
	50 to 59	23	(2.1)	232	(7.8)	22	(3.3)	263	(7.3)	30	(2.5)	274	(7.4)	24	(2.6)	291	(8.0)	24	(1.1)	260	(4.8)
	60 to 65	14	(1.6)	225	(7.3)	14 <sup>M</sup>	(2.5)	255	(9.8)	10 <sup>M</sup>	(2.1)	262	(14.3)	7 <sup>M</sup>	(1.5)	278	(15.4)	11	(0.8)	245	(5.3)
Saskatchewan	20 to 29	25	(1.8)	247	(6.9)	18 <sup>M</sup>	(3.1)	267	(13.6)	14 <sup>M</sup>	(2.7)	283	(11.0)	29	(3.1)	281	(8.5)	23	(1.1)	263	(4.9)
	30 to 39	16	(1.6)	246	(8.9)	26	(3.5)	271	(8.9)	25	(3.0)	284	(6.9)	24	(2.8)	307	(6.2)	21	(1.3)	275	(5.0)
	40 to 49	19	(1.7)	235	(8.8)	21	(3.0)	263	(8.5)	24	(3.4)	288	(10.2)	20	(2.6)	291	(9.9)	20	(1.1)	263	(5.5)
	50 to 59	26	(2.2)	233	(6.1)	25	(3.3)	258	(6.5)	26	(3.3)	280	(8.2)	19	(2.6)	299	(7.9)	24	(1.3)	258	(4.1)
	60 to 65	14	(1.7)	233	(6.9)	10 <sup>M</sup>	(2.5)	244	(14.4)	11 <sup>M</sup>	(2.5)	269	(10.3)	9 <sup>M</sup>	(2.1)	296	(8.7)	11	(0.9)	252	(5.2)
Alberta	20 to 29	30	(2.2)	262	(7.8)	24 <sup>M</sup>	(4.8)	274	(11.1)	23 <sup>M</sup>	(4.0)	292	(9.2)	17	(2.3)	314	(9.1)	24	(1.4)	280	(4.5)
	30 to 39	17	(2.6)	241	(12.7)	17 <sup>M</sup>	(3.2)	259	(9.2)	26	(3.8)	281	(7.3)	33	(2.6)	299	(5.9)	23	(1.4)	275	(5.0)
	40 to 49	20	(2.0)	234	(8.4)	24 <sup>M</sup>	(4.1)	268	(12.7)	19	(3.0)	276	(9.2)	21	(2.4)	285	(7.5)	21	(1.3)	262	(5.1)
	50 to 59	22	(2.0)	245	(5.9)	27	(3.3)	265	(9.2)	26	(3.4)	267	(8.6)	19	(2.2)	292	(8.0)	23	(1.2)	265	(3.9)
	60 to 65	10	(1.7)	243	(9.6)	7 <sup>M</sup>	(2.2)	247	(12.8)	U	(2.0)	232	(18.9)	9 <sup>M</sup>	(1.7)	290	(11.2)	9	(0.7)	256	(6.1)
British Columbia	20 to 29	27	(2.0)	264	(5.5)	18 <sup>M</sup>	(3.2)	280	(9.1)	17	(2.7)	291	(6.8)	14	(1.9)	297	(7.7)	20	(1.0)	278	(3.9)
	30 to 39	14	(2.1)	242	(12.2)	24	(3.4)	268	(10.9)	20	(2.9)	267	(8.4)	28	(2.5)	287	(6.7)	21	(1.0)	269	(4.5)
	40 to 49	18	(2.2)	234	(9.3)	27	(3.5)	277	(8.6)	24	(3.5)	278	(8.3)	25	(2.9)	296	(6.1)	23	(1.2)	271	(4.5)
	50 to 59	26	(2.7)	234	(8.3)	24	(3.6)	258	(7.9)	26	(3.1)	261	(8.4)	20	(2.2)	284	(10.1)	24	(1.2)	256	(4.9)
	60 to 65	14	(1.8)	231	(12.9)	7 <sup>M</sup>	(1.6)	255	(16.5)	13	(2.0)	259	(9.9)	12	(1.9)	295	(8.9)	12	(0.8)	259	(6.6)
Yukon	20 to 29	25 <sup>M</sup>	(6.9)	241	(22.2)	U	(4.2)	257	(19.8)	U	(9.5)	280	(21.2)	U	(8.8)	251 <sup>M</sup>	(51.9)	20	(2.4)	254	(17.9)
	30 to 39	U	(9.6)	230	(35.0)	38 <sup>M</sup>	(12.4)	267 <sup>M</sup>	(44.7)	23 <sup>M</sup>	(5.1)	290	(16.1)	U	(6.1)	301	(12.3)	23	(2.4)	265	(21.5)
	40 to 49	25 <sup>M</sup>	(7.2)	245	(19.5)	U	(4.8)	269	(11.3)	17 <sup>M</sup>	(4.9)	284	(9.8)	U	(9.1)	296	(11.1)	21 <sup>M</sup>	(3.8)	269	(7.6)
	50 to 59	22 <sup>M</sup>	(5.5)	205 <sup>M</sup>	(39.0)	27 <sup>M</sup>	(8.1)	260	(21.6)	31 <sup>M</sup>	(8.4)	278	(16.5)	U	(10.3)	318	(25.0)	27	(3.3)	265	(16.1)
	60 to 65	U	(3.2)	233	(18.6)	U	(7.8)	243	(23.8)	U	(3.6)	253	(12.4)	U	(5.5)	301	(19.5)	9 <sup>M</sup>	(2.3)	258	(14.3)
Northwest Territories	20 to 29	34	(2.4)	221	(11.6)	19 <sup>M</sup>	(4.1)	248	(11.5)	17 <sup>M</sup>	(3.1)	294	(11.0)	19	(2.6)	299	(7.3)	26	(1.6)	245	(8.9)
	30 to 39	20	(2.9)	221	(10.6)	20 <sup>M</sup>	(3.7)	260	(15.0)	28	(4.0)	263	(11.6)	30	(3.8)	299	(8.3)	23	(1.6)	255	(6.9)
	40 to 49	24	(2.1)	193	(11.7)	24	(3.4)	249	(12.6)	22 <sup>M</sup>	(4.1)	265	(15.1)	24	(2.8)	296	(9.4)	24	(1.2)	234	(7.7)
	50 to 59	16	(2.2)	198	(12.1)	30 <sup>M</sup>	(5.1)	236	(12.2)	24	(3.8)	254	(10.2)	21 <sup>M</sup>	(3.6)	284	(9.8)	21	(1.2)	235	(8.8)
	60 to 65	5 <sup>M</sup>	(0.9)	196	(13.8)	U	(2.4)	231	(19.3)	U	(3.5)	221	(16.3)	6 <sup>M</sup>	(1.9)	254	(21.1)	6	(0.8)	219	(8.9)
Nunavut	20 to 29	37	(2.3)	185	(6.8)	28 <sup>M</sup>	(5.1)	220	(14.7)	13 <sup>M</sup>	(2.8)	273	(10.8)	U	(5.0)	301	(15.6)	30	(1.9)	199	(6.0)
	30 to 39	22	(2.6)	173	(10.1)	28 <sup>M</sup>	(6.7)	227	(16.3)	31	(4.2)	237	(10.2)	35 <sup>M</sup>	(10.0)	298	(11.7)	25	(2.4)	207	(8.7)
	40 to 49	21	(1.9)	180	(6.7)	19 <sup>M</sup>	(6.0)	224	(16.4)	29 <sup>M</sup>	(5.0)	250	(13.6)	19 <sup>M</sup>	(4.6)	296	(12.3)	22	(1.6)	206	(6.0)
	50 to 59	15	(1.7)	169	(10.3)	23 <sup>M</sup>	(4.3)	206	(11.7)	23 <sup>M</sup>	(4.7)	241	(12.9)	26 <sup>M</sup>	(4.9)	274	(11.8)	18	(1.3)	201	(7.3)
	60 to 65	5 <sup>M</sup>	(1.0)	172	(15.5)	x	x	x	x	x	x	x	x	U	(2.7)	293	(14.8)	4	(0.6)	199	(14.5)

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

Note: The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

AVG Average

Table 2.2A

**Literacy — Proportions and average scores of population aged 20 to 65, by gender and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Gender	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	Male	52	(0.1)	261	(0.3)	48	(1.3)	283	(2.2)	45	(0.7)	287	(1.4)	48	(0.3)	305	(0.5)	50	(0.0)	274	(0.2)
	Female	48	(0.1)	257	(0.3)	52	(1.3)	276	(1.5)	55	(0.7)	283	(0.8)	52	(0.3)	300	(0.4)	50	(0.0)	272	(0.2)
Canada	Male	52	(0.7)	253	(1.7)	51	(1.3)	271	(2.1)	50	(1.1)	282	(1.7)	48	(0.9)	303	(1.5)	50	(0.1)	275	(0.9)
	Female	48	(0.7)	248	(1.3)	49	(1.3)	271	(1.7)	50	(1.1)	276	(1.5)	52	(0.9)	297	(1.4)	50	(0.1)	272	(0.8)
Newfoundland and Labrador	Male	49	(1.6)	236	(2.8)	48	(2.2)	261	(3.9)	47	(3.1)	274	(4.1)	51	(2.8)	314	(4.1)	49	(0.3)	263	(2.0)
	Female	51	(1.6)	244	(2.9)	52	(2.2)	270	(3.0)	53	(3.1)	275	(3.6)	49	(2.8)	307	(3.9)	51	(0.3)	267	(1.9)
Prince Edward Island	Male	62	(2.5)	252	(6.5)	40	(3.6)	282	(8.0)	42	(3.6)	287	(6.4)	39	(3.1)	315	(5.4)	48	(0.4)	275	(4.4)
	Female	38	(2.5)	254	(5.6)	60	(3.6)	279	(5.4)	58	(3.6)	286	(4.5)	61	(3.1)	306	(5.0)	52	(0.4)	281	(3.7)
Nova Scotia	Male	51	(2.2)	250	(4.3)	42	(2.6)	272	(5.5)	55	(3.0)	278	(4.3)	46	(2.3)	315	(4.0)	48	(0.4)	275	(2.6)
	Female	49	(2.2)	250	(3.2)	58	(2.6)	271	(3.8)	45	(3.0)	278	(4.7)	54	(2.3)	307	(3.7)	52	(0.4)	274	(2.4)
New Brunswick	Male	48	(1.9)	246	(3.3)	50	(3.4)	270	(4.4)	53	(3.0)	282	(5.2)	46	(2.5)	309	(4.4)	49	(0.4)	270	(2.2)
	Female	52	(1.9)	247	(3.1)	50	(3.4)	270	(3.4)	47	(3.0)	279	(4.0)	54	(2.5)	305	(3.7)	51	(0.4)	270	(2.1)
Quebec	Male	54	(0.9)	246	(2.0)	52	(1.5)	266	(2.5)	48	(1.3)	279	(2.3)	47	(1.1)	304	(1.9)	50	(0.2)	271	(1.2)
	Female	46	(0.9)	239	(2.0)	48	(1.5)	265	(2.3)	52	(1.3)	272	(2.1)	53	(1.1)	296	(1.8)	50	(0.2)	267	(1.0)
Ontario	Male	51	(1.4)	257	(3.0)	52	(2.9)	272	(4.4)	49	(2.0)	280	(3.0)	48	(1.5)	301	(2.6)	50	(0.2)	278	(1.6)
	Female	49	(1.4)	249	(2.3)	48	(2.9)	270	(4.0)	51	(2.0)	278	(3.0)	52	(1.5)	298	(2.4)	50	(0.2)	274	(1.4)
Manitoba	Male	54	(2.3)	250	(4.8)	43	(3.5)	272	(5.5)	50	(4.0)	281	(6.4)	49	(3.0)	303	(4.6)	50	(0.4)	272	(2.9)
	Female	46	(2.3)	253	(5.4)	57	(3.5)	277	(5.3)	50	(4.0)	287	(6.5)	51	(3.0)	303	(3.9)	50	(0.4)	277	(2.9)
Saskatchewan	Male	54	(2.0)	250	(4.4)	53	(3.3)	269	(5.8)	52	(3.6)	291	(6.1)	38	(3.6)	304	(5.7)	50	(0.5)	270	(2.8)
	Female	46	(2.0)	249	(4.6)	47	(3.3)	275	(5.1)	48	(3.6)	281	(4.3)	62	(3.6)	299	(5.4)	50	(0.5)	273	(2.8)
Alberta	Male	54	(2.6)	259	(4.7)	52	(4.5)	276	(6.5)	49	(3.7)	294	(5.9)	50	(2.9)	304	(5.3)	52	(0.5)	281	(2.7)
	Female	46	(2.6)	258	(4.0)	48	(4.5)	270	(7.0)	51	(3.7)	277	(4.1)	50	(2.9)	298	(3.9)	48	(0.5)	275	(2.2)
British Columbia	Male	49	(2.5)	255	(5.5)	51	(4.1)	280	(5.6)	54	(3.3)	281	(5.2)	46	(2.6)	300	(4.8)	50	(0.3)	277	(3.2)
	Female	51	(2.5)	252	(5.2)	49	(4.1)	285	(5.0)	46	(3.3)	274	(4.6)	54	(2.6)	293	(4.8)	50	(0.3)	274	(2.7)
Yukon	Male	58	(7.7)	238	(19.2)	43 <sup>M</sup>	(7.9)	285	(21.0)	49	(8.0)	295	(11.0)	41	(5.6)	333	(19.0)	49	(1.4)	277	(11.3)
	Female	42 <sup>M</sup>	(7.7)	262	(11.9)	57	(7.9)	274	(16.7)	51	(8.0)	285	(14.8)	59	(5.6)	292	(20.3)	51	(1.4)	278	(12.0)
Northwest Territories	Male	52	(2.1)	228	(8.3)	62	(4.9)	263	(7.1)	56	(5.3)	277	(8.2)	41	(4.6)	307	(7.0)	52	(0.7)	256	(6.1)
	Female	48	(2.1)	225	(7.9)	38	(4.9)	247	(9.9)	44	(5.3)	268	(7.3)	59	(4.6)	298	(5.4)	48	(0.7)	252	(6.1)
Nunavut	Male	51	(2.2)	202	(6.7)	56	(6.3)	236	(9.0)	45	(5.3)	258	(8.6)	47	(5.4)	303	(6.2)	50	(0.7)	222	(5.2)
	Female	49	(2.2)	194	(4.8)	44	(6.3)	236	(14.5)	55	(5.3)	268	(7.4)	53	(5.4)	296	(6.6)	50	(0.7)	219	(4.5)

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

Note: The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

SE Standard error

AVG Average



Table 2.2B

**Numeracy — Proportions and average scores of population aged 20 to 65, by gender and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Gender	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	Male	52	(0.1)	260	(0.3)	48	(1.3)	285	(2.6)	45	(0.7)	291	(1.2)	48	(0.3)	310	(0.5)	50	(0.0)	275	(0.3)
	Female	48	(0.1)	247	(0.3)	52	(1.3)	267	(1.7)	55	(0.7)	276	(1.0)	52	(0.3)	295	(0.4)	50	(0.0)	263	(0.2)
Canada	Male	52	(0.7)	247	(1.7)	51	(1.3)	270	(2.4)	50	(1.1)	282	(2.0)	48	(0.9)	305	(1.5)	50	(0.1)	274	(0.9)
	Female	48	(0.7)	232	(1.6)	49	(1.3)	255	(2.2)	50	(1.1)	262	(1.9)	52	(0.9)	286	(1.4)	50	(0.1)	258	(1.0)
Newfoundland and Labrador	Male	49	(1.6)	221	(3.7)	48	(2.2)	253	(4.5)	47	(3.1)	271	(4.8)	51	(2.8)	313	(4.4)	49	(0.3)	255	(2.3)
	Female	51	(1.6)	222	(3.5)	52	(2.2)	247	(3.8)	53	(3.1)	257	(3.9)	49	(2.8)	295	(5.3)	51	(0.3)	247	(2.1)
Prince Edward Island	Male	62	(2.5)	240	(5.9)	40	(3.6)	274	(9.9)	42	(3.6)	286	(8.0)	39	(3.1)	312	(7.5)	48	(0.4)	267	(4.9)
	Female	38	(2.5)	234	(6.6)	60	(3.6)	257	(6.9)	58	(3.6)	269	(5.7)	61	(3.1)	295	(4.8)	52	(0.4)	264	(4.4)
Nova Scotia	Male	51	(2.2)	240	(4.2)	42	(2.6)	266	(5.7)	55	(3.0)	275	(5.1)	46	(2.3)	316	(4.5)	48	(0.4)	270	(2.9)
	Female	49	(2.2)	231	(4.2)	58	(2.6)	250	(4.1)	45	(3.0)	263	(4.7)	54	(2.3)	294	(4.1)	52	(0.4)	257	(2.7)
New Brunswick	Male	48	(1.9)	237	(3.3)	50	(3.4)	264	(5.0)	53	(3.0)	282	(5.9)	46	(2.5)	306	(4.5)	49	(0.4)	264	(2.4)
	Female	52	(1.9)	225	(3.7)	50	(3.4)	250	(4.1)	47	(3.0)	262	(4.6)	54	(2.5)	291	(3.7)	51	(0.4)	251	(2.3)
Quebec	Male	54	(0.9)	243	(2.1)	52	(1.5)	269	(2.6)	48	(1.3)	282	(2.3)	47	(1.1)	304	(2.1)	50	(0.2)	271	(1.2)
	Female	46	(0.9)	228	(1.9)	48	(1.5)	257	(2.1)	52	(1.3)	264	(2.1)	53	(1.1)	287	(1.6)	50	(0.2)	258	(1.0)
Ontario	Male	51	(1.4)	249	(3.0)	52	(2.9)	270	(5.3)	49	(2.0)	280	(3.6)	48	(1.5)	305	(2.4)	50	(0.2)	276	(1.8)
	Female	49	(1.4)	231	(2.7)	48	(2.9)	251	(5.6)	51	(2.0)	262	(3.5)	52	(1.5)	286	(2.6)	50	(0.2)	258	(1.6)
Manitoba	Male	54	(2.3)	241	(5.1)	43	(3.5)	268	(6.8)	50	(4.0)	279	(7.0)	49	(3.0)	303	(5.7)	50	(0.4)	267	(3.7)
	Female	46	(2.3)	236	(6.5)	57	(3.5)	264	(5.2)	50	(4.0)	273	(6.9)	51	(3.0)	288	(5.2)	50	(0.4)	261	(3.7)
Saskatchewan	Male	54	(2.0)	245	(4.0)	53	(3.3)	268	(7.0)	52	(3.6)	294	(5.7)	38	(3.6)	305	(5.6)	50	(0.5)	268	(2.7)
	Female	46	(2.0)	232	(4.9)	47	(3.3)	257	(5.1)	48	(3.6)	268	(4.5)	62	(3.6)	287	(5.2)	50	(0.5)	258	(2.9)
Alberta	Male	54	(2.6)	254	(5.5)	52	(4.5)	279	(7.3)	49	(3.7)	291	(6.4)	50	(2.9)	306	(5.3)	52	(0.5)	279	(3.0)
	Female	46	(2.6)	239	(4.5)	48	(4.5)	251	(7.0)	51	(3.7)	261	(4.9)	50	(2.9)	287	(4.8)	48	(0.5)	259	(2.8)
British Columbia	Male	49	(2.5)	250	(6.3)	51	(4.1)	272	(6.2)	54	(3.3)	282	(4.7)	46	(2.6)	303	(5.0)	50	(0.3)	275	(3.1)
	Female	51	(2.5)	236	(5.2)	49	(4.1)	266	(5.7)	46	(3.3)	258	(5.2)	54	(2.6)	282	(4.9)	50	(0.3)	259	(2.8)
Yukon	Male	58	(7.7)	220	(21.7)	43 <sup>M</sup>	(7.9)	286	(20.7)	49	(8.0)	285	(10.9)	41	(5.6)	324	(13.8)	49	(1.4)	266	(10.4)
	Female	42 <sup>M</sup>	(7.7)	246	(13.2)	57	(7.9)	243	(17.6)	51	(8.0)	276	(12.3)	59	(5.6)	273	(19.5)	51	(1.4)	260	(10.6)
Northwest Territories	Male	52	(2.1)	215	(9.4)	62	(4.9)	259	(7.4)	56	(5.3)	274	(8.7)	41	(4.6)	305	(7.1)	52	(0.7)	249	(6.5)
	Female	48	(2.1)	203	(9.5)	38	(4.9)	224	(9.5)	44	(5.3)	249	(9.1)	59	(4.6)	284	(6.2)	48	(0.7)	233	(7.3)
Nunavut	Male	51	(2.2)	185	(6.5)	56	(6.3)	227	(8.9)	45	(5.3)	250	(9.9)	47	(5.4)	300	(7.7)	50	(0.7)	208	(5.4)
	Female	49	(2.2)	171	(5.6)	44	(6.3)	212	(14.4)	55	(5.3)	241	(7.5)	53	(5.4)	284	(7.8)	50	(0.7)	197	(4.9)

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

Note: The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

SE Standard error

AVG Average

Table 2.3A

## Literacy — Proportions and average scores of population aged 20 to 65, by age, gender and educational attainment, Canada, provinces and territories, 2012

Jurisdiction	Age	Gender	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
			%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	20 to 29	Male	70	(0.4)	275	(0.6)	5	(0.2)	284	(3.5)	7	(0.3)	297	(1.9)	18	(0.3)	312	(1.1)	51	(0.3)	284	(0.5)
		Female	59	(0.4)	274	(0.7)	6	(0.2)	286	(2.3)	10	(0.3)	292	(1.5)	26	(0.4)	308	(0.8)	49	(0.3)	285	(0.5)
	30 to 39	Male	56	(0.4)	266	(0.7)	5	(0.2)	295	(2.7)	11	(0.3)	295	(1.8)	28	(0.4)	311	(0.8)	50	(0.2)	283	(0.5)
		Female	49	(0.4)	262	(0.7)	5	(0.2)	279	(2.6)	14	(0.3)	289	(1.3)	32	(0.4)	305	(0.7)	50	(0.2)	281	(0.5)
	40 to 49	Male	62	(0.4)	260	(0.6)	5	(0.2)	281	(2.4)	10	(0.2)	292	(5.1)	23	(0.4)	306	(0.9)	50	(0.2)	275	(0.5)
		Female	57	(0.4)	258	(0.6)	6	(0.2)	274	(2.2)	14	(0.3)	286	(1.5)	23	(0.3)	299	(0.8)	50	(0.2)	273	(0.5)
	50 to 59	Male	66	(0.4)	251	(0.6)	5	(0.2)	276	(3.6)	9	(0.3)	280	(2.0)	20	(0.3)	296	(1.0)	49	(0.3)	263	(0.5)
		Female	67	(0.4)	249	(0.6)	5	(0.2)	268	(2.4)	12	(0.3)	273	(2.1)	17	(0.3)	289	(1.1)	51	(0.3)	260	(0.5)
	60 to 65	Male	70	(0.5)	244	(0.8)	4	(0.2)	271	(3.5)	8	(0.3)	268	(2.4)	18	(0.4)	287	(1.3)	48	(0.3)	255	(0.7)
		Female	74	(0.5)	242	(0.7)	4	(0.2)	263	(3.2)	9	(0.3)	269	(2.2)	13	(0.4)	283	(1.5)	52	(0.3)	250	(0.6)
Canada	20 to 29	Male	47	(1.7)	271	(2.5)	16	(1.3)	280	(4.5)	19	(1.4)	291	(4.0)	18	(1.5)	314	(3.5)	53	(0.9)	284	(1.6)
		Female	41	(1.6)	266	(2.7)	13	(1.0)	283	(3.4)	19	(1.5)	286	(4.1)	27	(1.5)	305	(3.1)	47	(0.9)	283	(1.7)
	30 to 39	Male	28	(1.4)	256	(4.5)	15	(1.2)	279	(4.1)	24	(1.7)	291	(3.4)	33	(1.6)	308	(3.0)	47	(0.9)	285	(2.0)
		Female	20	(1.3)	249	(3.8)	14	(1.1)	275	(3.6)	24	(1.3)	283	(3.1)	41	(1.3)	302	(2.6)	53	(0.9)	283	(1.9)
	40 to 49	Male	31	(1.4)	245	(3.1)	15	(1.2)	272	(4.7)	23	(1.5)	283	(3.1)	31	(1.4)	301	(2.9)	51	(0.6)	275	(1.8)
		Female	28	(1.2)	246	(3.5)	17	(1.3)	272	(3.5)	24	(1.2)	278	(3.4)	32	(1.4)	293	(2.2)	49	(0.6)	273	(1.7)
	50 to 59	Male	35	(1.3)	241	(2.9)	16	(1.0)	264	(3.6)	24	(1.3)	271	(3.8)	26	(1.1)	295	(2.8)	50	(0.7)	266	(1.8)
		Female	41	(1.3)	242	(2.5)	15	(0.9)	264	(2.9)	23	(1.3)	270	(3.1)	21	(1.2)	291	(3.8)	50	(0.7)	262	(1.7)
	60 to 65	Male	42	(1.9)	244	(4.0)	14	(1.4)	255	(5.5)	19	(1.7)	265	(4.7)	24	(1.9)	293	(4.3)	48	(0.9)	262	(2.2)
		Female	42	(2.0)	234	(3.2)	15	(1.4)	260	(4.6)	22	(1.5)	257	(5.7)	21	(1.7)	290	(4.3)	52	(0.9)	254	(2.2)
Newfoundland and Labrador	20 to 29	Male	51	(4.3)	272	(7.9)	18 <sup>M</sup>	(4.1)	261	(14.3)	9 <sup>M</sup>	(2.7)	270	(14.9)	22 <sup>M</sup>	(4.1)	313	(9.7)	49	(3.0)	279	(5.6)
		Female	46	(4.8)	271	(6.2)	15 <sup>M</sup>	(4.0)	277	(8.8)	14 <sup>M</sup>	(4.0)	276	(10.7)	25 <sup>M</sup>	(4.2)	308	(8.2)	51	(3.0)	282	(3.8)
	30 to 39	Male	22 <sup>M</sup>	(4.0)	231	(9.9)	29	(4.1)	267	(7.3)	23 <sup>M</sup>	(4.3)	280	(9.5)	26	(4.3)	315	(9.5)	51	(2.5)	275	(4.9)
		Female	27 <sup>M</sup>	(5.3)	258	(13.0)	21 <sup>M</sup>	(3.5)	274	(8.1)	24	(3.8)	267	(8.6)	28	(4.1)	313	(7.8)	49	(2.5)	279	(5.5)
	40 to 49	Male	38	(3.9)	236	(6.6)	22	(3.1)	264	(7.7)	18 <sup>M</sup>	(3.1)	278	(8.3)	22	(3.4)	315	(7.0)	46	(1.6)	267	(4.5)
		Female	38	(3.1)	241	(5.4)	27	(2.6)	275	(6.5)	18	(2.7)	287	(8.0)	17	(2.9)	314	(7.4)	54	(1.6)	271	(4.5)
	50 to 59	Male	44	(4.2)	220	(5.2)	26	(3.3)	259	(5.8)	15	(2.5)	276	(7.5)	15 <sup>M</sup>	(3.7)	318	(8.8)	51	(2.0)	253	(4.7)
		Female	43	(4.1)	233	(5.3)	29	(3.3)	259	(5.2)	17 <sup>M</sup>	(3.0)	276	(6.9)	12 <sup>M</sup>	(2.2)	303	(10.2)	49	(2.0)	256	(3.8)
	60 to 65	Male	53	(5.1)	227	(7.4)	20 <sup>M</sup>	(3.5)	249	(9.4)	16 <sup>M</sup>	(3.7)	252	(7.6)	12 <sup>M</sup>	(3.1)	299	(13.0)	47	(2.5)	244	(5.5)
		Female	50	(4.9)	226	(6.0)	25	(4.0)	269	(6.4)	17 <sup>M</sup>	(3.8)	264	(14.5)	U	(2.6)	262	(10.7)	53	(2.5)	246	(4.8)
Prince Edward Island	20 to 29	Male	65	(6.8)	277	(10.9)	U	(5.7)	302	(18.1)	U	(4.4)	282	(14.8)	U	(3.4)	345	(18.3)	47	(3.3)	286	(8.7)
		Female	37	(4.7)	274	(11.6)	18 <sup>M</sup>	(4.8)	293	(9.2)	16 <sup>M</sup>	(4.9)	300	(15.4)	29 <sup>M</sup>	(5.3)	317	(10.9)	53	(3.3)	294	(6.5)
	30 to 39	Male	38 <sup>M</sup>	(6.9)	243	(18.7)	U	(6.1)	298	(11.6)	24 <sup>M</sup>	(6.1)	306	(9.0)	20 <sup>M</sup>	(5.3)	328	(13.9)	46	(3.2)	285	(10.0)
		Female	21 <sup>M</sup>	(4.5)	258	(12.1)	19 <sup>M</sup>	(4.1)	286	(14.3)	26 <sup>M</sup>	(4.9)	288	(7.4)	35	(5.6)	305	(7.1)	54	(3.2)	287	(5.7)
	40 to 49	Male	49	(5.9)	258	(8.0)	12 <sup>M</sup>	(3.9)	288	(19.3)	24 <sup>M</sup>	(5.4)	286	(11.1)	15 <sup>M</sup>	(3.7)	308	(11.8)	51	(2.5)	276	(6.0)
		Female	25	(3.8)	261	(10.3)	21 <sup>M</sup>	(4.3)	284	(9.2)	21	(3.4)	291	(8.3)	33	(4.1)	301	(7.5)	49	(2.5)	285	(5.5)
	50 to 59	Male	43	(4.9)	234	(11.6)	18 <sup>M</sup>	(4.4)	268	(12.0)	14 <sup>M</sup>	(4.3)	272	(12.2)	24 <sup>M</sup>	(4.6)	309	(9.5)	46	(2.6)	264	(7.1)
		Female	31	(4.3)	242	(7.4)	23 <sup>M</sup>	(4.0)	278	(8.8)	27	(3.6)	277	(8.5)	20	(3.2)	308	(9.5)	54	(2.6)	273	(5.3)
	60 to 65	Male	45	(6.0)	233	(12.3)	14 <sup>M</sup>	(4.3)	254	(13.7)	16 <sup>M</sup>	(4.8)	283	(18.5)	25 <sup>M</sup>	(5.8)	310	(8.7)	52	(2.8)	263	(7.4)
		Female	25 <sup>M</sup>	(4.9)	226	(12.9)	28 <sup>M</sup>	(4.8)	254	(9.4)	28 <sup>M</sup>	(5.8)	279	(7.7)	19 <sup>M</sup>	(4.8)	298	(16.3)	48	(2.8)	262	(6.7)

Table 2.3A (continued)

## Literacy — Proportions and average scores of population aged 20 to 65, by age, gender and educational attainment, Canada, provinces and territories, 2012

Jurisdiction	Age	Gender	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
			%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Nova Scotia	20 to 29	Male	52	(5.0)	264	(7.7)	15 <sup>M</sup>	(4.0)	297	(9.8)	U	(2.9)	290	(15.6)	25 <sup>M</sup>	(4.8)	317	(8.8)	55	(2.7)	284	(5.2)
		Female	42	(5.4)	270	(7.6)	25 <sup>M</sup>	(4.6)	277	(9.1)	8 <sup>M</sup>	(2.8)	286	(9.9)	24 <sup>M</sup>	(4.5)	302	(16.7)	45	(2.7)	281	(5.9)
	30 to 39	Male	25 <sup>M</sup>	(5.0)	260	(10.5)	24 <sup>M</sup>	(4.1)	277	(10.5)	14 <sup>M</sup>	(3.8)	295	(14.6)	38	(5.2)	323	(7.2)	42	(2.3)	293	(6.1)
		Female	26	(3.7)	250	(9.4)	24	(3.1)	281	(6.7)	14 <sup>M</sup>	(2.8)	295	(9.3)	35	(4.0)	315	(5.9)	58	(2.3)	287	(4.8)
	40 to 49	Male	28	(4.3)	244	(9.1)	23 <sup>M</sup>	(4.1)	266	(12.8)	30	(4.1)	278	(6.5)	19 <sup>M</sup>	(3.6)	308	(12.1)	48	(2.2)	272	(5.3)
		Female	26	(3.3)	262	(5.7)	24	(3.5)	273	(7.3)	20	(3.0)	272	(6.5)	29	(3.6)	305	(5.9)	52	(2.2)	279	(3.4)
	50 to 59	Male	41	(3.6)	243	(8.0)	16 <sup>M</sup>	(2.8)	263	(9.0)	26	(3.4)	274	(7.2)	17	(2.3)	309	(6.8)	51	(1.6)	266	(4.5)
		Female	39	(3.4)	240	(6.1)	22	(2.7)	263	(8.1)	18 <sup>M</sup>	(3.1)	274	(8.0)	21	(2.8)	304	(7.2)	49	(1.6)	265	(4.0)
	60 to 65	Male	46	(5.5)	239	(10.8)	14 <sup>M</sup>	(4.2)	255	(18.5)	15 <sup>M</sup>	(4.9)	259	(11.1)	25 <sup>M</sup>	(4.6)	310	(9.6)	44	(2.7)	262	(6.1)
		Female	40	(4.8)	228	(7.4)	28 <sup>M</sup>	(4.8)	263	(7.3)	15 <sup>M</sup>	(3.9)	268	(11.0)	17 <sup>M</sup>	(3.4)	296	(10.9)	56	(2.7)	256	(4.8)
New Brunswick	20 to 29	Male	43	(5.3)	268	(8.7)	27 <sup>M</sup>	(6.1)	270	(14.4)	14 <sup>M</sup>	(4.1)	300	(10.6)	16 <sup>M</sup>	(4.8)	328	(12.8)	49	(3.1)	282	(6.4)
		Female	50	(5.3)	264	(7.0)	24	(3.5)	276	(8.4)	11 <sup>M</sup>	(3.3)	284	(15.9)	15 <sup>M</sup>	(3.6)	303	(8.6)	51	(3.1)	275	(5.0)
	30 to 39	Male	33	(4.6)	265	(6.8)	24 <sup>M</sup>	(4.7)	280	(9.1)	23 <sup>M</sup>	(3.9)	291	(10.7)	20 <sup>M</sup>	(5.3)	313	(13.9)	51	(2.8)	284	(4.7)
		Female	26	(3.5)	263	(7.5)	21 <sup>M</sup>	(3.7)	279	(6.2)	19 <sup>M</sup>	(3.3)	290	(7.3)	34	(4.0)	302	(6.7)	49	(2.8)	285	(3.8)
	40 to 49	Male	39	(4.1)	241	(6.9)	21 <sup>M</sup>	(4.0)	268	(9.5)	18 <sup>M</sup>	(3.9)	284	(7.2)	22	(3.3)	308	(8.3)	50	(2.3)	270	(4.5)
		Female	34	(3.9)	242	(6.3)	23	(3.6)	263	(6.9)	14 <sup>M</sup>	(2.5)	276	(8.3)	28	(4.5)	311	(6.0)	50	(2.3)	271	(4.7)
	50 to 59	Male	45	(4.3)	235	(5.5)	22	(2.9)	270	(7.5)	16	(2.4)	264	(10.9)	17	(2.8)	306	(8.0)	50	(1.7)	260	(4.4)
		Female	46	(3.9)	238	(5.2)	21 <sup>M</sup>	(3.9)	270	(6.3)	13 <sup>M</sup>	(2.4)	280	(8.3)	20	(3.2)	308	(7.8)	50	(1.7)	264	(4.1)
	60 to 65	Male	42	(5.1)	222	(6.4)	21 <sup>M</sup>	(4.4)	256	(9.0)	U	(3.6)	274	(14.5)	26	(4.3)	290	(10.4)	42	(2.1)	252	(4.7)
		Female	52	(4.8)	235	(5.8)	22 <sup>M</sup>	(4.7)	265	(8.0)	14 <sup>M</sup>	(3.5)	260	(9.5)	12 <sup>M</sup>	(2.8)	285	(9.0)	58	(2.1)	251	(4.1)
Quebec	20 to 29	Male	40	(2.5)	263	(4.0)	28	(2.4)	279	(5.0)	18	(2.0)	297	(5.0)	14	(1.5)	316	(6.4)	51	(1.2)	281	(2.7)
		Female	28	(2.2)	254	(4.9)	27	(1.9)	284	(3.8)	19	(2.0)	285	(4.2)	26	(2.1)	306	(4.3)	49	(1.2)	282	(2.4)
	30 to 39	Male	26	(2.0)	251	(5.9)	19	(1.9)	273	(5.3)	24	(1.9)	292	(4.5)	31	(1.9)	310	(4.1)	51	(1.0)	283	(2.7)
		Female	17	(1.5)	250	(6.3)	18	(1.7)	269	(4.9)	24	(2.0)	281	(3.8)	41	(2.0)	303	(3.5)	49	(1.0)	282	(2.2)
	40 to 49	Male	29	(1.8)	246	(4.7)	19	(1.7)	263	(5.0)	24	(1.8)	274	(3.9)	29	(2.0)	307	(3.7)	52	(1.1)	274	(2.3)
		Female	27	(1.8)	238	(4.3)	17	(1.5)	258	(4.4)	26	(1.8)	275	(3.9)	30	(1.9)	291	(3.7)	48	(1.1)	267	(2.5)
	50 to 59	Male	42	(2.1)	230	(3.6)	16	(1.4)	250	(4.8)	21	(1.6)	265	(4.8)	21	(1.9)	294	(4.3)	49	(1.1)	254	(2.8)
		Female	42	(1.8)	233	(3.4)	17	(1.5)	249	(4.7)	23	(1.4)	259	(3.2)	18	(1.2)	286	(3.8)	51	(1.1)	251	(2.0)
	60 to 65	Male	42	(3.1)	242	(4.8)	15	(1.8)	246	(5.5)	19	(2.3)	263	(5.2)	23	(2.5)	285	(4.2)	50	(1.4)	257	(2.7)
		Female	42	(2.3)	228	(4.3)	12	(1.8)	250	(6.4)	27	(2.3)	259	(4.5)	19	(1.9)	278	(6.1)	50	(1.4)	248	(2.8)
Ontario	20 to 29	Male	52	(2.7)	274	(4.4)	7 <sup>M</sup>	(1.8)	272	(12.7)	21	(2.4)	284	(6.4)	20	(2.6)	311	(5.9)	54	(1.7)	284	(3.1)
		Female	39	(3.6)	268	(4.6)	6 <sup>M</sup>	(1.8)	292	(15.7)	23	(3.3)	281	(7.8)	31	(3.1)	304	(5.6)	46	(1.7)	283	(3.3)
	30 to 39	Male	27	(2.7)	261	(7.9)	11 <sup>M</sup>	(2.3)	284	(7.4)	26	(3.4)	294	(6.0)	36	(3.1)	308	(5.4)	45	(1.7)	289	(3.9)
		Female	21	(2.3)	249	(6.9)	9 <sup>M</sup>	(1.7)	267	(8.6)	29	(2.5)	285	(5.4)	42	(2.5)	302	(4.3)	55	(1.7)	283	(3.3)
	40 to 49	Male	27	(2.8)	248	(5.4)	11 <sup>M</sup>	(2.1)	275	(12.7)	24	(2.7)	286	(5.8)	38	(2.4)	298	(4.3)	51	(1.4)	279	(2.9)
		Female	29	(2.7)	252	(6.1)	12 <sup>M</sup>	(2.0)	272	(6.8)	27	(2.1)	277	(5.8)	33	(2.4)	292	(4.1)	49	(1.4)	274	(3.2)
	50 to 59	Male	30	(2.2)	246	(5.9)	13	(1.9)	264	(7.7)	27	(2.7)	267	(6.8)	30	(2.0)	293	(5.0)	51	(1.2)	268	(3.0)
		Female	42	(2.4)	242	(5.0)	10	(1.6)	272	(6.3)	24	(2.4)	278	(5.9)	25	(2.2)	296	(5.8)	49	(1.2)	267	(3.4)
	60 to 65	Male	39	(3.9)	242	(7.7)	16 <sup>M</sup>	(3.3)	268	(10.8)	24	(3.9)	263	(10.1)	21 <sup>M</sup>	(3.7)	298	(9.0)	46	(1.7)	263	(4.6)
		Female	44	(3.5)	232	(6.6)	15 <sup>M</sup>	(2.8)	255	(9.9)	19 <sup>M</sup>	(3.3)	253	(13.5)	22	(3.2)	290	(7.1)	54	(1.7)	252	(4.7)

Table 2.3A (continued)

## Literacy — Proportions and average scores of population aged 20 to 65, by age, gender and educational attainment, Canada, provinces and territories, 2012

Jurisdiction	Age	Gender	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
			%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Manitoba	20 to 29	Male	55	(5.1)	265	(9.0)	13 <sup>M</sup>	(3.7)	274	(14.1)	13 <sup>M</sup>	(3.8)	266	(8.4)	20 <sup>M</sup>	(4.8)	315	(9.2)	52	(2.8)	276	(6.0)
		Female	54	(4.9)	276	(6.4)	11 <sup>M</sup>	(3.6)	283	(14.5)	U	(2.5)	290	(16.5)	29	(4.5)	310	(9.0)	48	(2.8)	288	(4.4)
	30 to 39	Male	32 <sup>M</sup>	(5.8)	253	(14.5)	12 <sup>M</sup>	(2.9)	290	(10.1)	20 <sup>M</sup>	(4.5)	271	(14.6)	36	(5.8)	302	(10.1)	47	(3.0)	279	(6.6)
		Female	27 <sup>M</sup>	(5.2)	247	(14.0)	24	(3.9)	279	(11.6)	16 <sup>M</sup>	(4.0)	287	(13.1)	33	(5.1)	311	(7.5)	53	(3.0)	282	(6.1)
	40 to 49	Male	35	(4.4)	245	(8.9)	19 <sup>M</sup>	(4.2)	265	(11.8)	23 <sup>M</sup>	(3.9)	297	(12.0)	22 <sup>M</sup>	(5.1)	308	(11.5)	50	(2.6)	275	(5.7)
		Female	31	(5.1)	242	(13.2)	23 <sup>M</sup>	(4.2)	278	(8.9)	22 <sup>M</sup>	(4.4)	292	(12.6)	24 <sup>M</sup>	(4.2)	296	(8.9)	50	(2.6)	274	(6.0)
	50 to 59	Male	42	(5.4)	237	(11.7)	12 <sup>M</sup>	(3.2)	261	(12.0)	19 <sup>M</sup>	(3.7)	287	(12.0)	27	(3.8)	298	(8.1)	50	(2.0)	266	(7.0)
		Female	34	(3.4)	245	(7.5)	19 <sup>M</sup>	(3.3)	281	(7.7)	25	(3.2)	282	(9.3)	22	(3.0)	292	(7.9)	50	(2.0)	271	(4.1)
	60 to 65	Male	53	(6.0)	244	(11.2)	22 <sup>M</sup>	(5.3)	272	(13.1)	U	(4.2)	260	(19.7)	14 <sup>M</sup>	(4.3)	277	(22.6)	51	(2.9)	256	(7.4)
		Female	42	(6.7)	236	(14.8)	21 <sup>M</sup>	(5.8)	261	(15.1)	19 <sup>M</sup>	(5.8)	283	(15.1)	17 <sup>M</sup>	(4.7)	295	(14.3)	49	(2.9)	261	(7.0)
Saskatchewan	20 to 29	Male	49	(5.3)	254	(7.3)	19 <sup>M</sup>	(4.3)	270	(13.0)	12 <sup>M</sup>	(3.5)	293	(15.0)	20 <sup>M</sup>	(5.0)	286	(13.0)	52	(2.9)	268	(5.3)
		Female	41	(5.0)	262	(8.2)	11 <sup>M</sup>	(2.8)	284	(12.7)	U	(3.1)	285	(11.4)	38	(4.9)	286	(10.9)	48	(2.9)	276	(5.2)
	30 to 39	Male	30	(4.2)	263	(12.0)	32 <sup>M</sup>	(5.5)	277	(11.5)	20 <sup>M</sup>	(4.0)	296	(8.2)	19 <sup>M</sup>	(4.6)	315	(10.6)	47	(2.9)	283	(6.4)
		Female	32	(4.7)	246	(11.5)	17 <sup>M</sup>	(3.8)	279	(9.7)	19 <sup>M</sup>	(3.4)	280	(7.0)	31	(4.0)	321	(6.9)	53	(2.9)	282	(5.4)
	40 to 49	Male	44	(5.0)	247	(10.2)	15 <sup>M</sup>	(3.4)	264	(13.5)	24 <sup>M</sup>	(4.8)	298	(16.8)	17 <sup>M</sup>	(3.7)	303	(11.3)	49	(3.5)	272	(7.4)
		Female	33	(3.8)	240	(12.6)	26 <sup>M</sup>	(4.6)	276	(9.5)	16 <sup>M</sup>	(3.6)	286	(8.7)	26	(3.7)	288	(12.1)	51	(3.5)	269	(5.9)
	50 to 59	Male	49	(4.2)	240	(7.4)	19 <sup>M</sup>	(3.8)	267	(7.8)	16 <sup>M</sup>	(2.9)	287	(8.6)	15 <sup>M</sup>	(3.0)	316	(10.0)	51	(2.4)	264	(5.1)
		Female	40	(4.0)	250	(7.8)	21 <sup>M</sup>	(3.6)	276	(9.2)	19 <sup>M</sup>	(4.0)	276	(12.5)	21 <sup>M</sup>	(4.0)	301	(10.1)	49	(2.4)	271	(5.0)
	60 to 65	Male	54	(8.3)	255	(12.5)	U	(6.3)	253	(16.9)	U	(5.6)	270	(17.2)	U	(6.6)	303	(10.8)	50	(4.3)	263	(8.0)
		Female	46	(7.2)	241	(9.9)	U	(5.2)	248	(15.6)	18 <sup>M</sup>	(4.9)	285	(11.4)	22 <sup>M</sup>	(5.9)	305	(12.7)	50	(4.3)	264	(7.6)
Alberta	20 to 29	Male	39	(5.2)	282	(8.0)	20 <sup>M</sup>	(4.5)	279	(12.3)	24 <sup>M</sup>	(5.4)	302	(12.2)	18 <sup>M</sup>	(4.5)	331	(11.6)	54	(2.8)	295	(5.0)
		Female	52	(4.9)	268	(8.3)	U	(3.4)	271	(16.9)	18 <sup>M</sup>	(4.9)	301	(11.3)	21 <sup>M</sup>	(3.6)	309	(9.9)	46	(2.8)	283	(5.1)
	30 to 39	Male	32 <sup>M</sup>	(5.7)	256	(16.9)	U	(2.8)	269	(14.1)	29 <sup>M</sup>	(6.1)	301	(10.0)	31	(4.8)	307	(11.7)	46	(2.7)	286	(7.3)
		Female	21	(3.5)	248	(13.7)	14 <sup>M</sup>	(2.9)	275	(12.5)	20 <sup>M</sup>	(3.4)	275	(9.2)	44	(3.9)	303	(5.9)	54	(2.7)	281	(4.6)
	40 to 49	Male	44	(5.0)	244	(10.0)	13 <sup>M</sup>	(3.6)	281	(12.9)	17 <sup>M</sup>	(4.2)	285	(12.0)	25	(3.3)	292	(10.7)	53	(2.1)	268	(6.4)
		Female	24 <sup>M</sup>	(4.8)	242	(12.4)	23 <sup>M</sup>	(6.5)	273	(18.4)	23 <sup>M</sup>	(3.9)	285	(9.5)	30 <sup>M</sup>	(5.2)	292	(7.1)	47	(2.1)	274	(5.8)
	50 to 59	Male	31	(4.7)	250	(9.7)	21 <sup>M</sup>	(4.7)	281	(9.4)	20 <sup>M</sup>	(4.7)	284	(10.7)	28	(4.2)	298	(8.8)	53	(2.1)	277	(5.1)
		Female	39	(5.0)	260	(6.2)	15 <sup>M</sup>	(3.6)	258	(14.5)	29	(4.6)	267	(8.4)	17 <sup>M</sup>	(3.2)	283	(11.4)	47	(2.1)	266	(4.4)
	60 to 65	Male	53	(8.2)	258	(10.8)	x	x	x	x	x	x	x	x	35 <sup>M</sup>	(7.3)	292	(15.6)	52	(4.4)	267	(7.6)
		Female	34 <sup>M</sup>	(7.8)	257	(12.1)	U	(5.7)	275	(17.8)	27 <sup>M</sup>	(8.3)	252	(21.5)	23 <sup>M</sup>	(5.9)	291	(16.3)	48	(4.4)	267	(8.2)
British Columbia	20 to 29	Male	43	(4.6)	273	(6.8)	19 <sup>M</sup>	(4.7)	294	(13.0)	20 <sup>M</sup>	(4.9)	293	(7.1)	18 <sup>M</sup>	(3.8)	304	(12.9)	53	(2.6)	287	(5.2)
		Female	52	(4.3)	270	(8.4)	10 <sup>M</sup>	(2.3)	287	(9.2)	14 <sup>M</sup>	(3.3)	299	(11.6)	24	(3.7)	307	(7.7)	47	(2.6)	285	(5.4)
	30 to 39	Male	29 <sup>M</sup>	(5.0)	255	(14.6)	20 <sup>M</sup>	(4.3)	284	(14.8)	19 <sup>M</sup>	(4.3)	266	(12.2)	31	(4.8)	300	(8.4)	48	(3.1)	277	(6.2)
		Female	17 <sup>M</sup>	(4.1)	245	(15.0)	17 <sup>M</sup>	(4.1)	295	(11.6)	19 <sup>M</sup>	(4.0)	280	(10.1)	47	(4.5)	291	(8.5)	52	(3.1)	282	(5.8)
	40 to 49	Male	31	(4.8)	236	(13.4)	19 <sup>M</sup>	(3.5)	282	(11.6)	24 <sup>M</sup>	(4.3)	286	(11.1)	25 <sup>M</sup>	(4.7)	306	(8.5)	48	(2.3)	275	(7.1)
		Female	24 <sup>M</sup>	(4.5)	247	(16.3)	20 <sup>M</sup>	(3.6)	288	(8.6)	19 <sup>M</sup>	(4.0)	282	(11.6)	38	(4.9)	294	(7.8)	52	(2.3)	279	(6.1)
	50 to 59	Male	32	(4.6)	255	(12.1)	16 <sup>M</sup>	(3.6)	266	(9.6)	25	(3.7)	280	(11.0)	27	(3.6)	296	(10.3)	50	(2.5)	274	(6.2)
		Female	44	(4.6)	246	(9.7)	16 <sup>M</sup>	(3.4)	276	(10.1)	20 <sup>M</sup>	(3.8)	260	(9.9)	20 <sup>M</sup>	(3.7)	275	(16.0)	50	(2.5)	259	(6.2)
	60 to 65	Male	38 <sup>M</sup>	(6.9)	247	(18.0)	U	(2.6)	225 <sup>M</sup>	(47.4)	23 <sup>M</sup>	(5.6)	273	(12.3)	35 <sup>M</sup>	(6.6)	294	(12.3)	49	(3.4)	268	(8.6)
		Female	40	(5.9)	241	(12.1)	13 <sup>M</sup>	(3.4)	278	(12.8)	22 <sup>M</sup>	(4.6)	249	(12.3)	25 <sup>M</sup>	(5.8)	300	(13.6)	51	(3.4)	262	(7.3)

Table 2.3A (continued)

## Literacy — Proportions and average scores of population aged 20 to 65, by age, gender and educational attainment, Canada, provinces and territories, 2012

Jurisdiction	Age	Gender	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
			%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Yukon	20 to 29	Male	x	x	264	(37.6)	U	(5.4)	259	(37.0)	U	(20.7)	300	(18.4)	x	x	x	x	40 <sup>M</sup>	(9.1)	277	(20.9)
		Female	U	(15.7)	250	(19.1)	U	(3.6)	281	(20.7)	U	(12.9)	291	(16.7)	U	(17.2)	267 <sup>M</sup>	(60.8)	60	(9.1)	267	(22.5)
	30 to 39	Male	U	(24.8)	236	(28.2)	U	(11.6)	314 <sup>M</sup>	(52.8)	U	(14.3)	306	(17.4)	U	(10.9)	320	(15.4)	51	(5.1)	279	(28.6)
		Female	U	(13.3)	278	(23.4)	U	(20.7)	272	(32.7)	U	(6.6)	281	(15.6)	U	(9.8)	311	(11.0)	49	(5.1)	284	(14.7)
	40 to 49	Male	44 <sup>M</sup>	(7.9)	240	(13.7)	11 <sup>M</sup>	(3.5)	273	(17.0)	25 <sup>M</sup>	(6.2)	285	(16.1)	U	(7.2)	324	(14.9)	47	(7.2)	272	(12.2)
		Female	U	(20.0)	278	(31.2)	U	(5.1)	276	(19.3)	U	(6.4)	299	(13.0)	U	(13.2)	293	(16.2)	53	(7.2)	285	(11.4)
	50 to 59	Male	U	(12.7)	214 <sup>M</sup>	(46.9)	U	(6.9)	279	(30.7)	U	(6.2)	286	(24.7)	U	(16.3)	345	(43.2)	56	(6.1)	277	(27.7)
		Female	U	(6.9)	239	(13.8)	U	(5.1)	267	(20.1)	U	(16.5)	283	(21.9)	U	(9.1)	313	(14.9)	44	(6.1)	279	(15.4)
	60 to 65	Male	U	(18.7)	252	(26.9)	U	(12.4)	247 <sup>M</sup>	(51.2)	U	(10.4)	283	(22.7)	U	(20.5)	316	(20.6)	53 <sup>M</sup>	(17.7)	285	(20.3)
		Female	U	(14.1)	248	(21.2)	U	(21.8)	278	(25.8)	U	(6.0)	246	(18.2)	U	(9.8)	323	(19.2)	U	(17.7)	272	(18.0)
Northwest Territories	20 to 29	Male	58	(4.4)	238	(12.0)	19 <sup>M</sup>	(4.1)	252	(13.1)	15 <sup>M</sup>	(2.7)	305	(12.7)	8 <sup>M</sup>	(2.5)	306	(14.2)	51	(3.4)	256	(9.7)
		Female	64	(3.9)	239	(12.3)	U	(2.7)	264	(22.7)	U	(3.2)	286	(12.1)	22	(3.1)	315	(10.1)	49	(3.4)	261	(9.8)
	30 to 39	Male	43	(6.1)	237	(13.7)	U	(5.1)	287	(14.5)	23 <sup>M</sup>	(4.6)	276	(16.2)	19 <sup>M</sup>	(4.8)	306	(16.6)	52	(2.8)	266	(9.5)
		Female	37	(5.6)	238	(11.3)	U	(4.5)	249	(18.6)	U	(7.3)	271	(11.3)	31	(4.9)	306	(9.3)	48	(2.8)	267	(8.0)
	40 to 49	Male	43	(5.8)	218	(14.0)	17 <sup>M</sup>	(5.3)	269	(18.2)	22 <sup>M</sup>	(6.1)	285	(13.4)	18	(2.6)	307	(13.2)	51	(3.0)	258	(8.5)
		Female	52	(5.7)	204	(14.4)	15 <sup>M</sup>	(3.0)	246	(14.7)	12 <sup>M</sup>	(3.7)	255	(16.5)	21 <sup>M</sup>	(3.9)	306	(7.2)	49	(3.0)	238	(10.6)
	50 to 59	Male	40	(6.1)	208	(12.6)	25 <sup>M</sup>	(4.5)	255	(12.9)	17 <sup>M</sup>	(3.3)	254	(16.1)	19 <sup>M</sup>	(4.7)	309	(8.8)	54	(2.6)	246	(9.2)
		Female	32 <sup>M</sup>	(7.6)	223	(12.4)	22 <sup>M</sup>	(4.9)	245	(11.5)	27 <sup>M</sup>	(5.1)	273	(11.1)	20 <sup>M</sup>	(5.3)	269	(15.4)	46	(2.6)	250	(6.5)
	60 to 65	Male	41 <sup>M</sup>	(9.6)	235	(16.8)	U	(8.1)	253	(23.3)	U	(9.4)	236	(21.8)	U	(4.8)	310	(20.6)	50	(6.4)	248	(11.7)
		Female	37 <sup>M</sup>	(9.4)	199	(16.5)	x	x	x	x	x	x	243	(20.5)	U	(9.9)	255	(25.9)	50	(6.4)	228	(10.1)
Nunavut	20 to 29	Male	80	(4.6)	207	(9.2)	13 <sup>M</sup>	(3.6)	241	(16.3)	x	x	x	x	x	x	308	(21.8)	50	(2.9)	218	(8.4)
		Female	77	(4.8)	196	(6.3)	x	x	228	(18.1)	8 <sup>M</sup>	(2.1)	288	(12.1)	x	x	x	x	50	(2.9)	211	(6.6)
	30 to 39	Male	60	(6.8)	193	(16.8)	14 <sup>M</sup>	(4.1)	238	(17.2)	11 <sup>M</sup>	(3.6)	256	(14.1)	15 <sup>M</sup>	(4.6)	306	(9.8)	49	(2.9)	223	(12.3)
		Female	53	(6.4)	204	(10.3)	U	(5.8)	242	(34.0)	21 <sup>M</sup>	(3.9)	264	(13.7)	9 <sup>M</sup>	(2.7)	297	(13.2)	51	(2.9)	231	(8.5)
	40 to 49	Male	67	(6.0)	204	(8.4)	U	(5.4)	231	(16.9)	16 <sup>M</sup>	(4.2)	271	(17.5)	U	(1.3)	283	(33.1)	53	(3.0)	221	(7.5)
		Female	58	(6.5)	193	(9.4)	U	(3.7)	258	(21.5)	19 <sup>M</sup>	(6.0)	269	(15.8)	13 <sup>M</sup>	(4.0)	308	(13.8)	47	(3.0)	227	(9.2)
	50 to 59	Male	44	(6.3)	200	(14.4)	24 <sup>M</sup>	(5.9)	229	(13.9)	21 <sup>M</sup>	(5.9)	249	(17.3)	U	(3.9)	308	(12.0)	51	(3.0)	228	(9.0)
		Female	60	(6.7)	187	(11.6)	U	(5.6)	211 <sup>M</sup>	(38.0)	U	(4.5)	255	(22.0)	16 <sup>M</sup>	(4.2)	281	(14.9)	49	(3.0)	213	(9.7)
	60 to 65	Male	56 <sup>M</sup>	(13.0)	203	(18.2)	x	x	x	x	x	x	x	x	U	(8.9)	293	(20.0)	46 <sup>M</sup>	(8.2)	226	(17.4)
		Female	80	(9.0)	173	(18.5)	x	x	x	x	x	x	x	x	x	x	x	x	54	(8.2)	196	(19.1)

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

Note: The percentages add up to 100% horizontally, by age group and gender.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

AVG Average

Table 2.3B

**Numeracy — Proportions and average scores of population aged 20 to 65, by age, gender and educational attainment, Canada, provinces and territories, 2012**

Jurisdiction	Age	Gender	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
			%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	20 to 29	Male	70	(0.4)	273	(0.7)	5	(0.2)	283	(4.4)	7	(0.3)	297	(2.3)	18	(0.3)	313	(1.2)	51	(0.3)	282	(0.6)
		Female	59	(0.4)	262	(0.7)	6	(0.2)	274	(2.3)	10	(0.3)	280	(1.9)	26	(0.4)	300	(0.9)	49	(0.3)	274	(0.5)
	30 to 39	Male	56	(0.4)	265	(0.8)	5	(0.2)	294	(2.5)	11	(0.3)	298	(1.7)	28	(0.4)	316	(0.9)	50	(0.2)	284	(0.6)
		Female	49	(0.4)	251	(0.8)	5	(0.2)	271	(3.0)	14	(0.3)	279	(1.4)	32	(0.4)	299	(0.7)	50	(0.2)	272	(0.5)
	40 to 49	Male	62	(0.4)	260	(0.7)	5	(0.2)	283	(2.9)	10	(0.2)	293	(3.3)	23	(0.4)	313	(1.0)	50	(0.2)	277	(0.5)
		Female	57	(0.4)	248	(0.7)	6	(0.2)	265	(2.5)	14	(0.3)	280	(1.6)	23	(0.3)	295	(0.9)	50	(0.2)	265	(0.5)
	50 to 59	Male	66	(0.4)	251	(0.7)	5	(0.2)	281	(4.8)	9	(0.3)	285	(1.9)	20	(0.3)	304	(1.1)	49	(0.3)	266	(0.6)
		Female	67	(0.4)	241	(0.7)	5	(0.2)	263	(2.5)	12	(0.3)	268	(2.2)	17	(0.3)	287	(1.2)	51	(0.3)	253	(0.5)
	60 to 65	Male	70	(0.5)	244	(0.9)	4	(0.2)	272	(3.8)	8	(0.3)	275	(2.5)	18	(0.4)	296	(1.4)	48	(0.3)	257	(0.7)
		Female	74	(0.5)	234	(0.8)	4	(0.2)	255	(3.2)	9	(0.3)	261	(2.4)	13	(0.4)	280	(1.5)	52	(0.3)	243	(0.7)
Canada	20 to 29	Male	47	(1.7)	266	(2.9)	16	(1.3)	280	(4.5)	19	(1.4)	287	(4.7)	18	(1.5)	313	(3.9)	53	(0.9)	281	(2.0)
		Female	41	(1.6)	251	(3.1)	13	(1.0)	270	(4.4)	19	(1.5)	267	(4.8)	27	(1.5)	293	(3.2)	47	(0.9)	268	(2.0)
	30 to 39	Male	28	(1.4)	250	(5.0)	15	(1.2)	275	(4.8)	24	(1.7)	292	(3.4)	33	(1.6)	311	(3.2)	47	(0.9)	284	(2.3)
		Female	20	(1.3)	232	(4.0)	14	(1.1)	256	(4.4)	24	(1.3)	269	(3.4)	41	(1.3)	289	(2.7)	53	(0.9)	268	(2.1)
	40 to 49	Male	31	(1.4)	239	(3.3)	15	(1.2)	272	(5.0)	23	(1.5)	285	(4.1)	31	(1.4)	306	(3.1)	51	(0.6)	275	(2.0)
		Female	28	(1.2)	230	(3.6)	17	(1.3)	257	(4.1)	24	(1.2)	267	(3.3)	32	(1.4)	284	(2.6)	49	(0.6)	260	(2.0)
	50 to 59	Male	35	(1.3)	234	(3.2)	16	(1.0)	263	(4.0)	24	(1.3)	273	(3.5)	26	(1.1)	297	(3.2)	50	(0.7)	264	(1.7)
		Female	41	(1.3)	226	(2.7)	15	(0.9)	248	(3.5)	23	(1.3)	255	(3.7)	21	(1.2)	281	(4.1)	50	(0.7)	248	(1.9)
	60 to 65	Male	42	(1.9)	235	(4.4)	14	(1.4)	252	(5.6)	19	(1.7)	268	(5.4)	24	(1.9)	296	(4.2)	48	(0.9)	259	(2.6)
		Female	42	(2.0)	214	(3.7)	15	(1.4)	245	(5.1)	22	(1.5)	242	(5.8)	21	(1.7)	278	(4.5)	52	(0.9)	238	(2.6)
Newfoundland and Labrador	20 to 29	Male	51	(4.3)	265	(9.5)	18 <sup>M</sup>	(4.1)	266	(16.3)	9 <sup>M</sup>	(2.7)	268	(15.7)	22 <sup>M</sup>	(4.1)	317	(10.0)	49	(3.0)	277	(6.5)
		Female	46	(4.8)	256	(8.0)	15 <sup>M</sup>	(4.0)	259	(9.6)	14 <sup>M</sup>	(4.0)	257	(12.7)	25 <sup>M</sup>	(4.2)	292	(11.2)	51	(3.0)	265	(4.9)
	30 to 39	Male	22 <sup>M</sup>	(4.0)	222	(12.0)	29	(4.1)	263	(9.0)	23 <sup>M</sup>	(4.3)	279	(9.9)	26	(4.3)	312	(9.8)	51	(2.5)	270	(5.5)
		Female	27 <sup>M</sup>	(5.3)	246	(14.8)	21 <sup>M</sup>	(3.5)	255	(9.8)	24	(3.8)	247	(8.8)	28	(4.1)	300	(9.6)	49	(2.5)	263	(6.0)
	40 to 49	Male	38	(3.9)	221	(7.3)	22	(3.1)	253	(8.1)	18 <sup>M</sup>	(3.1)	277	(8.7)	22	(3.4)	314	(7.7)	46	(1.6)	258	(5.1)
		Female	38	(3.1)	221	(5.8)	27	(2.6)	254	(6.8)	18	(2.7)	274	(8.7)	17	(2.9)	304	(7.6)	54	(1.6)	253	(4.6)
	50 to 59	Male	44	(4.2)	200	(6.8)	26	(3.3)	247	(6.0)	15	(2.5)	272	(8.9)	15 <sup>M</sup>	(3.7)	321	(15.5)	51	(2.0)	241	(5.9)
		Female	43	(4.1)	210	(7.5)	29	(3.3)	234	(6.4)	17 <sup>M</sup>	(3.0)	255	(6.4)	12 <sup>M</sup>	(2.2)	293	(12.3)	49	(2.0)	234	(4.9)
	60 to 65	Male	53	(5.1)	209	(7.9)	20 <sup>M</sup>	(3.5)	233	(11.0)	16 <sup>M</sup>	(3.7)	243	(11.3)	12 <sup>M</sup>	(3.1)	289	(15.4)	47	(2.5)	228	(6.3)
		Female	50	(4.9)	196	(6.2)	25	(4.0)	244	(7.4)	17 <sup>M</sup>	(3.8)	248	(10.1)	U	(2.6)	249	(18.9)	53	(2.5)	221	(4.9)
Prince Edward Island	20 to 29	Male	65	(6.8)	263	(11.1)	U	(5.7)	289	(20.5)	U	(4.4)	274	(16.7)	U	(3.4)	342	(21.6)	47	(3.3)	274	(9.1)
		Female	37	(4.7)	257	(13.4)	18 <sup>M</sup>	(4.8)	272	(12.8)	16 <sup>M</sup>	(4.9)	271	(20.4)	29 <sup>M</sup>	(5.3)	302	(10.7)	53	(3.3)	275	(7.6)
	30 to 39	Male	38 <sup>M</sup>	(6.9)	231	(19.5)	U	(6.1)	292	(16.8)	24 <sup>M</sup>	(6.1)	307	(13.2)	20 <sup>M</sup>	(5.3)	323	(17.6)	46	(3.2)	278	(11.8)
		Female	21 <sup>M</sup>	(4.5)	246	(13.1)	19 <sup>M</sup>	(4.1)	263	(16.4)	26 <sup>M</sup>	(4.9)	270	(10.8)	35	(5.6)	294	(8.0)	54	(3.2)	272	(7.0)
	40 to 49	Male	49	(5.9)	248	(9.4)	12 <sup>M</sup>	(3.9)	280	(22.6)	24 <sup>M</sup>	(5.4)	293	(15.0)	15 <sup>M</sup>	(3.7)	312	(16.1)	51	(2.5)	272	(8.3)
		Female	25	(3.8)	235	(11.2)	21 <sup>M</sup>	(4.3)	263	(11.0)	21	(3.4)	281	(8.5)	33	(4.1)	292	(9.2)	49	(2.5)	269	(6.6)
	50 to 59	Male	43	(4.9)	225	(12.5)	18 <sup>M</sup>	(4.4)	259	(15.5)	14 <sup>M</sup>	(4.3)	275	(12.7)	24 <sup>M</sup>	(4.6)	297	(10.1)	46	(2.6)	256	(7.4)
		Female	31	(4.3)	219	(7.9)	23 <sup>M</sup>	(4.0)	253	(9.4)	27	(3.6)	258	(9.8)	20	(3.2)	299	(10.0)	54	(2.6)	253	(6.0)
	60 to 65	Male	45	(6.0)	217	(12.7)	14 <sup>M</sup>	(4.3)	252	(20.4)	16 <sup>M</sup>	(4.8)	261	(19.5)	25 <sup>M</sup>	(5.8)	311	(9.0)	52	(2.8)	252	(8.8)
		Female	25 <sup>M</sup>	(4.9)	202	(14.7)	28 <sup>M</sup>	(4.8)	238	(10.5)	28 <sup>M</sup>	(5.8)	269	(9.4)	19 <sup>M</sup>	(4.8)	288	(16.7)	48	(2.8)	247	(7.7)

Table 2.3B (continued)

## Numeracy — Proportions and average scores of population aged 20 to 65, by age, gender and educational attainment, Canada, provinces and territories, 2012

Jurisdiction	Age	Gender	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
			%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Nova Scotia	20 to 29	Male	52	(5.0)	254	(7.8)	15 <sup>M</sup>	(4.0)	299	(12.1)	U	(2.9)	290	(15.1)	25 <sup>M</sup>	(4.8)	319	(10.3)	55	(2.7)	280	(5.5)
		Female	42	(5.4)	255	(9.6)	25 <sup>M</sup>	(4.6)	252	(11.4)	8 <sup>M</sup>	(2.8)	273	(16.2)	24 <sup>M</sup>	(4.5)	297	(14.1)	45	(2.7)	266	(6.1)
	30 to 39	Male	25 <sup>M</sup>	(5.0)	260	(10.7)	24 <sup>M</sup>	(4.1)	267	(11.0)	14 <sup>M</sup>	(3.8)	291	(12.3)	38	(5.2)	320	(6.9)	42	(2.3)	288	(5.7)
		Female	26	(3.7)	231	(10.3)	24	(3.1)	256	(7.0)	14 <sup>M</sup>	(2.8)	282	(10.6)	35	(4.0)	301	(6.0)	58	(2.3)	269	(4.9)
	40 to 49	Male	28	(4.3)	232	(10.2)	23 <sup>M</sup>	(4.1)	260	(12.3)	30	(4.1)	275	(8.1)	19 <sup>M</sup>	(3.6)	312	(14.2)	48	(2.2)	267	(6.1)
		Female	26	(3.3)	246	(6.6)	24	(3.5)	249	(8.9)	20	(3.0)	256	(7.9)	29	(3.6)	290	(6.5)	52	(2.2)	262	(4.4)
	50 to 59	Male	41	(3.6)	232	(10.0)	16 <sup>M</sup>	(2.8)	259	(9.5)	26	(3.4)	270	(8.7)	17	(2.3)	312	(8.9)	51	(1.6)	260	(5.3)
		Female	39	(3.4)	219	(7.1)	22	(2.7)	245	(8.7)	18 <sup>M</sup>	(3.1)	257	(8.3)	21	(2.8)	290	(7.8)	49	(1.6)	246	(4.4)
	60 to 65	Male	46	(5.5)	229	(10.5)	14 <sup>M</sup>	(4.2)	244	(18.2)	15 <sup>M</sup>	(4.9)	263	(12.4)	25 <sup>M</sup>	(4.6)	319	(10.5)	44	(2.7)	259	(7.2)
Female		40	(4.8)	207	(8.2)	28 <sup>M</sup>	(4.8)	246	(8.5)	15 <sup>M</sup>	(3.9)	257	(12.6)	17 <sup>M</sup>	(3.4)	285	(13.1)	56	(2.7)	239	(5.1)	
New Brunswick	20 to 29	Male	43	(5.3)	263	(9.7)	27 <sup>M</sup>	(6.1)	260	(15.3)	14 <sup>M</sup>	(4.1)	299	(13.4)	16 <sup>M</sup>	(4.8)	318	(15.1)	49	(3.1)	276	(6.7)
		Female	50	(5.3)	244	(8.7)	24	(3.5)	260	(8.5)	11 <sup>M</sup>	(3.3)	272	(14.8)	15 <sup>M</sup>	(3.6)	290	(10.0)	51	(3.1)	258	(5.7)
	30 to 39	Male	33	(4.6)	251	(9.1)	24 <sup>M</sup>	(4.7)	273	(9.7)	23 <sup>M</sup>	(3.9)	287	(10.7)	20 <sup>M</sup>	(5.3)	309	(15.4)	51	(2.8)	276	(5.3)
		Female	26	(3.5)	241	(7.6)	21 <sup>M</sup>	(3.7)	258	(7.5)	19 <sup>M</sup>	(3.3)	269	(8.5)	34	(4.0)	286	(7.0)	49	(2.8)	265	(4.1)
	40 to 49	Male	39	(4.1)	239	(6.3)	21 <sup>M</sup>	(4.0)	264	(10.0)	18 <sup>M</sup>	(3.9)	287	(8.6)	22	(3.3)	305	(7.4)	50	(2.3)	268	(4.3)
		Female	34	(3.9)	221	(7.0)	23	(3.6)	245	(8.5)	14 <sup>M</sup>	(2.5)	262	(8.6)	28	(4.5)	298	(6.9)	50	(2.3)	254	(5.4)
	50 to 59	Male	45	(4.3)	221	(5.5)	22	(2.9)	263	(8.8)	16	(2.4)	266	(12.7)	17	(2.8)	307	(8.6)	50	(1.7)	252	(5.0)
		Female	46	(3.9)	215	(5.1)	21 <sup>M</sup>	(3.9)	246	(8.3)	13 <sup>M</sup>	(2.4)	264	(9.8)	20	(3.2)	295	(7.2)	50	(1.7)	244	(4.6)
	60 to 65	Male	42	(5.1)	213	(6.6)	21 <sup>M</sup>	(4.4)	250	(9.8)	U	(3.6)	277	(15.4)	26	(4.3)	292	(12.4)	42	(2.1)	248	(6.1)
Female		52	(4.8)	213	(6.3)	22 <sup>M</sup>	(4.7)	242	(10.1)	14 <sup>M</sup>	(3.5)	237	(13.3)	12 <sup>M</sup>	(2.8)	274	(10.5)	58	(2.1)	230	(4.7)	
Quebec	20 to 29	Male	40	(2.5)	262	(3.9)	28	(2.4)	286	(4.9)	18	(2.0)	302	(5.2)	14	(1.5)	317	(7.2)	51	(1.2)	284	(2.8)
		Female	28	(2.2)	247	(5.8)	27	(1.9)	277	(3.9)	19	(2.0)	273	(4.9)	26	(2.1)	300	(4.4)	49	(1.2)	274	(2.7)
	30 to 39	Male	26	(2.0)	249	(5.9)	19	(1.9)	275	(5.7)	24	(1.9)	293	(4.8)	31	(1.9)	308	(4.2)	51	(1.0)	283	(2.7)
		Female	17	(1.5)	239	(6.0)	18	(1.7)	257	(4.3)	24	(2.0)	273	(4.3)	41	(2.0)	294	(3.5)	49	(1.0)	273	(2.1)
	40 to 49	Male	29	(1.8)	243	(4.3)	19	(1.7)	266	(5.0)	24	(1.8)	279	(4.1)	29	(2.0)	308	(4.2)	52	(1.1)	275	(2.4)
		Female	27	(1.8)	224	(4.3)	17	(1.5)	252	(4.7)	26	(1.8)	269	(3.8)	30	(1.9)	283	(3.6)	48	(1.1)	258	(2.6)
	50 to 59	Male	42	(2.1)	227	(3.9)	16	(1.4)	255	(4.6)	21	(1.6)	268	(4.4)	21	(1.9)	296	(5.2)	49	(1.1)	255	(2.9)
		Female	42	(1.8)	223	(3.3)	17	(1.5)	242	(4.1)	23	(1.4)	253	(3.5)	18	(1.2)	277	(3.7)	51	(1.1)	243	(2.0)
	60 to 65	Male	42	(3.1)	235	(5.3)	15	(1.8)	248	(5.9)	19	(2.3)	268	(5.7)	23	(2.5)	286	(5.0)	50	(1.4)	255	(3.2)
Female		42	(2.3)	215	(4.6)	12	(1.8)	241	(6.4)	27	(2.3)	251	(4.3)	19	(1.9)	268	(6.0)	50	(1.4)	238	(2.8)	
Ontario	20 to 29	Male	52	(2.7)	267	(5.0)	7 <sup>M</sup>	(1.8)	271	(15.4)	21	(2.4)	275	(8.5)	20	(2.6)	311	(8.0)	54	(1.7)	278	(4.2)
		Female	39	(3.6)	252	(5.8)	6 <sup>M</sup>	(1.8)	265	(17.7)	23	(3.3)	256	(8.9)	31	(3.1)	289	(6.7)	46	(1.7)	265	(3.9)
	30 to 39	Male	27	(2.7)	251	(8.3)	11 <sup>M</sup>	(2.3)	280	(10.9)	26	(3.4)	296	(6.8)	36	(3.1)	314	(5.3)	45	(1.7)	288	(4.4)
		Female	21	(2.3)	230	(7.1)	9 <sup>M</sup>	(1.7)	250	(11.0)	29	(2.5)	271	(6.3)	42	(2.5)	287	(4.7)	55	(1.7)	268	(3.7)
	40 to 49	Male	27	(2.8)	240	(6.2)	11 <sup>M</sup>	(2.1)	273	(12.0)	24	(2.7)	291	(6.9)	38	(2.4)	306	(4.7)	51	(1.4)	281	(3.4)
		Female	29	(2.7)	233	(6.7)	12 <sup>M</sup>	(2.0)	251	(9.2)	27	(2.1)	263	(5.5)	33	(2.4)	283	(4.5)	49	(1.4)	260	(3.6)
	50 to 59	Male	30	(2.2)	236	(7.2)	13	(1.9)	263	(9.2)	27	(2.7)	266	(6.9)	30	(2.0)	294	(5.5)	51	(1.2)	265	(3.1)
		Female	42	(2.4)	225	(5.3)	10	(1.6)	252	(8.2)	24	(2.4)	263	(7.3)	25	(2.2)	286	(6.5)	49	(1.2)	252	(3.7)
	60 to 65	Male	39	(3.9)	232	(8.3)	16 <sup>M</sup>	(3.3)	262	(11.6)	24	(3.9)	266	(11.3)	21 <sup>M</sup>	(3.7)	301	(9.2)	46	(1.7)	260	(5.3)
Female		44	(3.5)	209	(7.4)	15 <sup>M</sup>	(2.8)	239	(10.7)	19 <sup>M</sup>	(3.3)	235	(13.8)	22	(3.2)	276	(7.5)	54	(1.7)	233	(4.9)	

Table 2.3B (continued)

## Numeracy — Proportions and average scores of population aged 20 to 65, by age, gender and educational attainment, Canada, provinces and territories, 2012

Jurisdiction	Age	Gender	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
			%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Manitoba	20 to 29	Male	55	(5.1)	258	(10.1)	13 <sup>M</sup>	(3.7)	272	(18.8)	13 <sup>M</sup>	(3.8)	270	(12.1)	20 <sup>M</sup>	(4.8)	320	(10.1)	52	(2.8)	273	(7.4)
		Female	54	(4.9)	258	(6.7)	11 <sup>M</sup>	(3.6)	270	(11.8)	U	(2.5)	270	(14.9)	29	(4.5)	290	(11.4)	48	(2.8)	270	(4.9)
	30 to 39	Male	32 <sup>M</sup>	(5.8)	245	(15.6)	12 <sup>M</sup>	(2.9)	289	(9.6)	20 <sup>M</sup>	(4.5)	270	(14.0)	36	(5.8)	303	(11.5)	47	(3.0)	276	(7.6)
		Female	27 <sup>M</sup>	(5.2)	225	(16.3)	24	(3.9)	263	(11.7)	16 <sup>M</sup>	(4.0)	277	(15.4)	33	(5.1)	296	(7.6)	53	(3.0)	266	(6.9)
	40 to 49	Male	35	(4.4)	234	(9.9)	19 <sup>M</sup>	(4.2)	261	(14.1)	23 <sup>M</sup>	(3.9)	294	(12.4)	22 <sup>M</sup>	(5.1)	301	(12.2)	50	(2.6)	268	(6.9)
		Female	31	(5.1)	229	(13.7)	23 <sup>M</sup>	(4.2)	268	(11.2)	22 <sup>M</sup>	(4.4)	281	(14.5)	24 <sup>M</sup>	(4.2)	282	(11.1)	50	(2.6)	262	(6.2)
	50 to 59	Male	42	(5.4)	231	(12.6)	12 <sup>M</sup>	(3.2)	259	(15.0)	19 <sup>M</sup>	(3.7)	284	(12.5)	27	(3.8)	300	(9.3)	50	(2.0)	263	(7.8)
		Female	34	(3.4)	232	(9.0)	19 <sup>M</sup>	(3.3)	266	(8.4)	25	(3.2)	266	(9.5)	22	(3.0)	279	(9.7)	50	(2.0)	257	(5.0)
	60 to 65	Male	53	(6.0)	231	(10.3)	22 <sup>M</sup>	(5.3)	264	(11.9)	U	(4.2)	248	(21.8)	14 <sup>M</sup>	(4.3)	265	(25.9)	51	(2.9)	245	(7.3)
Female		42	(6.7)	218	(13.6)	21 <sup>M</sup>	(5.8)	245	(16.5)	19 <sup>M</sup>	(5.8)	270	(17.0)	17 <sup>M</sup>	(4.7)	289	(19.9)	49	(2.9)	246	(7.5)	
Saskatchewan	20 to 29	Male	49	(5.3)	247	(7.7)	19 <sup>M</sup>	(4.3)	271	(18.8)	12 <sup>M</sup>	(3.5)	297	(13.5)	20 <sup>M</sup>	(5.0)	292	(14.7)	52	(2.9)	266	(6.5)
		Female	41	(5.0)	246	(10.3)	11 <sup>M</sup>	(2.8)	260	(12.4)	U	(3.1)	261	(15.0)	38	(4.9)	275	(10.3)	48	(2.9)	260	(6.4)
	30 to 39	Male	30	(4.2)	265	(12.2)	32 <sup>M</sup>	(5.5)	279	(12.2)	20 <sup>M</sup>	(4.0)	301	(9.8)	19 <sup>M</sup>	(4.6)	308	(12.2)	47	(2.9)	284	(6.6)
		Female	32	(4.7)	230	(12.4)	17 <sup>M</sup>	(3.8)	259	(11.3)	19 <sup>M</sup>	(3.4)	268	(8.8)	31	(4.0)	307	(7.5)	53	(2.9)	266	(5.9)
	40 to 49	Male	44	(5.0)	244	(10.8)	15 <sup>M</sup>	(3.4)	262	(15.9)	24 <sup>M</sup>	(4.8)	296	(15.5)	17 <sup>M</sup>	(3.7)	303	(12.1)	49	(3.5)	270	(7.8)
		Female	33	(3.8)	222	(13.9)	26 <sup>M</sup>	(4.6)	263	(9.8)	16 <sup>M</sup>	(3.6)	274	(8.5)	26	(3.7)	283	(13.4)	51	(3.5)	257	(6.6)
	50 to 59	Male	49	(4.2)	233	(8.2)	19 <sup>M</sup>	(3.8)	259	(9.6)	16 <sup>M</sup>	(2.9)	292	(8.8)	15 <sup>M</sup>	(3.0)	321	(12.1)	51	(2.4)	261	(6.1)
		Female	40	(4.0)	233	(9.2)	21 <sup>M</sup>	(3.6)	256	(9.2)	19 <sup>M</sup>	(4.0)	268	(12.4)	21 <sup>M</sup>	(4.0)	282	(10.0)	49	(2.4)	255	(5.2)
	60 to 65	Male	54	(8.3)	245	(11.4)	U	(6.3)	256	(23.1)	U	(5.6)	274	(18.9)	U	(6.6)	300	(11.9)	50	(4.3)	258	(8.4)
Female		46	(7.2)	219	(8.1)	U	(5.2)	229	(16.0)	18 <sup>M</sup>	(4.9)	264	(12.7)	22 <sup>M</sup>	(5.9)	294	(11.6)	50	(4.3)	245	(7.1)	
Alberta	20 to 29	Male	39	(5.2)	279	(9.9)	20 <sup>M</sup>	(4.5)	282	(14.2)	24 <sup>M</sup>	(5.4)	291	(14.2)	18 <sup>M</sup>	(4.5)	329	(14.4)	54	(2.8)	291	(6.2)
		Female	52	(4.9)	247	(9.4)	U	(3.4)	254	(19.9)	18 <sup>M</sup>	(4.9)	292	(10.8)	21 <sup>M</sup>	(3.6)	298	(10.9)	46	(2.8)	266	(6.0)
	30 to 39	Male	32 <sup>M</sup>	(5.7)	247	(17.1)	U	(2.8)	269	(16.4)	29 <sup>M</sup>	(6.1)	299	(10.0)	31	(4.8)	312	(11.2)	46	(2.7)	284	(7.8)
		Female	21	(3.5)	233	(13.6)	14 <sup>M</sup>	(2.9)	254	(12.6)	20 <sup>M</sup>	(3.4)	259	(10.1)	44	(3.9)	291	(7.2)	54	(2.7)	267	(5.3)
	40 to 49	Male	44	(5.0)	240	(11.5)	13 <sup>M</sup>	(3.6)	287	(13.5)	17 <sup>M</sup>	(4.2)	276	(12.3)	25	(3.3)	294	(10.5)	53	(2.1)	266	(7.2)
		Female	24 <sup>M</sup>	(4.8)	220	(12.8)	23 <sup>M</sup>	(6.5)	257	(16.5)	23 <sup>M</sup>	(3.9)	275	(13.3)	30 <sup>M</sup>	(5.2)	276	(10.5)	47	(2.1)	258	(7.0)
	50 to 59	Male	31	(4.7)	245	(10.9)	21 <sup>M</sup>	(4.7)	285	(11.3)	20 <sup>M</sup>	(4.7)	295	(11.8)	28	(4.2)	301	(10.1)	53	(2.1)	279	(5.8)
		Female	39	(5.0)	245	(7.3)	15 <sup>M</sup>	(3.6)	235	(18.2)	29	(4.6)	245	(8.0)	17 <sup>M</sup>	(3.2)	275	(12.3)	47	(2.1)	249	(4.6)
	60 to 65	Male	53	(8.2)	251	(13.5)	x	x	x	x	x	x	x	x	35 <sup>M</sup>	(7.3)	290	(15.9)	52	(4.4)	262	(8.5)
Female		34 <sup>M</sup>	(7.8)	229	(15.0)	U	(5.7)	260	(16.2)	27 <sup>M</sup>	(8.3)	231	(18.2)	23 <sup>M</sup>	(5.9)	290	(15.3)	48	(4.4)	248	(8.8)	
British Columbia	20 to 29	Male	43	(4.6)	274	(6.8)	19 <sup>M</sup>	(4.7)	283	(13.3)	20 <sup>M</sup>	(4.9)	297	(9.4)	18 <sup>M</sup>	(3.8)	297	(14.8)	53	(2.6)	284	(5.6)
		Female	52	(4.3)	255	(8.2)	10 <sup>M</sup>	(2.3)	273	(10.7)	14 <sup>M</sup>	(3.3)	280	(8.9)	24	(3.7)	298	(7.6)	47	(2.6)	271	(5.2)
	30 to 39	Male	29 <sup>M</sup>	(5.0)	254	(17.6)	20 <sup>M</sup>	(4.3)	270	(16.2)	19 <sup>M</sup>	(4.3)	271	(11.3)	31	(4.8)	304	(9.5)	48	(3.1)	276	(6.6)
		Female	17 <sup>M</sup>	(4.1)	224	(14.1)	17 <sup>M</sup>	(4.1)	266	(13.3)	19 <sup>M</sup>	(4.0)	265	(11.7)	47	(4.5)	276	(10.5)	52	(3.1)	263	(6.6)
	40 to 49	Male	31	(4.8)	228	(13.1)	19 <sup>M</sup>	(3.5)	283	(14.7)	24 <sup>M</sup>	(4.3)	283	(11.8)	25 <sup>M</sup>	(4.7)	310	(8.8)	48	(2.3)	273	(7.1)
		Female	24 <sup>M</sup>	(4.5)	241	(16.0)	20 <sup>M</sup>	(3.6)	272	(10.2)	19 <sup>M</sup>	(4.0)	271	(12.2)	38	(4.9)	288	(8.0)	52	(2.3)	270	(5.9)
	50 to 59	Male	32	(4.6)	245	(12.0)	16 <sup>M</sup>	(3.6)	260	(11.2)	25	(3.7)	280	(8.6)	27	(3.6)	298	(11.8)	50	(2.5)	271	(6.3)
		Female	44	(4.6)	226	(10.9)	16 <sup>M</sup>	(3.4)	257	(11.9)	20 <sup>M</sup>	(3.8)	237	(10.7)	20 <sup>M</sup>	(3.7)	266	(15.2)	50	(2.5)	241	(6.6)
	60 to 65	Male	38 <sup>M</sup>	(6.9)	238	(23.0)	U	(2.6)	223 <sup>M</sup>	(46.5)	23 <sup>M</sup>	(5.6)	279	(11.4)	35 <sup>M</sup>	(6.6)	304	(10.3)	49	(3.4)	270	(10.0)
Female		40	(5.9)	225	(14.0)	13 <sup>M</sup>	(3.4)	267	(15.8)	22 <sup>M</sup>	(4.6)	237	(14.4)	25 <sup>M</sup>	(5.8)	283	(15.6)	51	(3.4)	247	(8.5)	



Table 2.3B (continued)

## Numeracy — Proportions and average scores of population aged 20 to 65, by age, gender and educational attainment, Canada, provinces and territories, 2012

Jurisdiction	Age	Gender	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
			%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Yukon	20 to 29	Male	x	x	252	(31.9)	U	(5.4)	262	(37.6)	U	(20.7)	277	(38.3)	x	x	x	x	40 <sup>M</sup>	(9.1)	262	(18.5)
		Female	U	(15.7)	227	(21.3)	U	(3.6)	254	(22.6)	U	(12.9)	284	(25.7)	U	(17.2)	246 <sup>M</sup>	(53.6)	60	(9.1)	248	(23.0)
	30 to 39	Male	U	(24.8)	209 <sup>M</sup>	(40.5)	U	(11.6)	328	(52.7)	U	(14.3)	303	(15.5)	U	(10.9)	325	(17.7)	51	(5.1)	269	(36.6)
		Female	U	(13.3)	266	(34.6)	U	(20.7)	235 <sup>M</sup>	(44.6)	U	(6.6)	264	(16.7)	U	(9.8)	290	(14.6)	49	(5.1)	259	(19.7)
	40 to 49	Male	44 <sup>M</sup>	(7.9)	226	(14.9)	11 <sup>M</sup>	(3.5)	276	(17.7)	25 <sup>M</sup>	(6.2)	282	(12.3)	U	(7.2)	326	(18.0)	47	(7.2)	265	(10.6)
		Female	U	(20.0)	263	(32.6)	U	(5.1)	262	(14.0)	U	(6.4)	287	(15.5)	U	(13.2)	280	(15.2)	53	(7.2)	272	(10.2)
	50 to 59	Male	U	(12.7)	197 <sup>M</sup>	(56.4)	U	(6.9)	271	(32.0)	U	(6.2)	276	(19.0)	U	(16.3)	332	(34.1)	56	(6.1)	264	(28.1)
		Female	U	(6.9)	225	(13.9)	U	(5.1)	240	(16.8)	U	(16.5)	279	(21.4)	U	(9.1)	293	(12.8)	44	(6.1)	266	(12.6)
	60 to 65	Male	U	(18.7)	231	(24.9)	U	(12.4)	234 <sup>M</sup>	(42.5)	U	(10.4)	262	(20.0)	U	(20.5)	302	(23.9)	53 <sup>M</sup>	(17.7)	268	(18.6)
Female		U	(14.1)	234	(20.9)	U	(21.8)	246	(27.8)	U	(6.0)	226	(18.4)	U	(9.8)	299	(17.2)	U	(17.7)	247	(16.8)	
Northwest Territories	20 to 29	Male	58	(4.4)	225	(15.4)	19 <sup>M</sup>	(4.1)	250	(13.8)	15 <sup>M</sup>	(2.7)	306	(12.2)	8 <sup>M</sup>	(2.5)	307	(19.1)	51	(3.4)	249	(11.9)
		Female	64	(3.9)	218	(12.6)	U	(2.7)	241	(15.8)	U	(3.2)	270	(10.8)	22	(3.1)	296	(8.2)	49	(3.4)	241	(9.5)
	30 to 39	Male	43	(6.1)	222	(12.9)	U	(5.1)	282	(12.2)	23 <sup>M</sup>	(4.6)	269	(16.4)	19 <sup>M</sup>	(4.8)	307	(12.3)	52	(2.8)	258	(8.8)
		Female	37	(5.6)	220	(15.1)	U	(4.5)	228	(17.1)	U	(7.3)	256	(15.0)	31	(4.9)	294	(11.6)	48	(2.8)	251	(9.5)
	40 to 49	Male	43	(5.8)	206	(12.4)	17 <sup>M</sup>	(5.3)	266	(20.7)	22 <sup>M</sup>	(6.1)	284	(16.5)	18	(2.6)	299	(15.6)	51	(3.0)	250	(7.8)
		Female	52	(5.7)	181	(16.9)	15 <sup>M</sup>	(3.0)	229	(14.5)	12 <sup>M</sup>	(3.7)	230	(20.3)	21 <sup>M</sup>	(3.9)	293	(8.5)	49	(3.0)	218	(12.2)
	50 to 59	Male	40	(6.1)	197	(15.8)	25 <sup>M</sup>	(4.5)	250	(12.5)	17 <sup>M</sup>	(3.3)	250	(18.9)	19 <sup>M</sup>	(4.7)	308	(10.6)	54	(2.6)	240	(11.1)
		Female	32 <sup>M</sup>	(7.6)	200	(14.5)	22 <sup>M</sup>	(4.9)	217	(16.5)	27 <sup>M</sup>	(5.1)	256	(11.5)	20 <sup>M</sup>	(5.3)	256	(16.7)	46	(2.6)	229	(9.0)
	60 to 65	Male	41 <sup>M</sup>	(9.6)	218	(17.6)	U	(8.1)	250	(22.1)	U	(9.4)	227	(23.2)	U	(4.8)	297	(21.8)	50	(6.4)	237	(11.9)
Female		37 <sup>M</sup>	(9.4)	171	(18.0)	x	x	x	x	x	x	215	(23.1)	U	(9.9)	234	(24.2)	50	(6.4)	201	(11.6)	
Nunavut	20 to 29	Male	80	(4.6)	192	(10.5)	13 <sup>M</sup>	(3.6)	232	(18.7)	x	x	x	x	x	x	315	(22.8)	50	(2.9)	205	(9.0)
		Female	77	(4.8)	178	(6.6)	x	x	206	(22.6)	8 <sup>M</sup>	(2.1)	271	(13.0)	x	x	x	x	50	(2.9)	192	(6.5)
	30 to 39	Male	60	(6.8)	172	(15.4)	14 <sup>M</sup>	(4.1)	233	(18.1)	11 <sup>M</sup>	(3.6)	243	(17.3)	15 <sup>M</sup>	(4.6)	302	(10.9)	49	(2.9)	208	(12.0)
		Female	53	(6.4)	175	(12.2)	U	(5.8)	222	(35.1)	21 <sup>M</sup>	(3.9)	234	(13.0)	9 <sup>M</sup>	(2.7)	291	(18.0)	51	(2.9)	206	(9.7)
	40 to 49	Male	67	(6.0)	186	(9.2)	U	(5.4)	223	(18.0)	16 <sup>M</sup>	(4.2)	265	(20.5)	U	(1.3)	280	(35.2)	53	(3.0)	207	(8.5)
		Female	58	(6.5)	171	(9.5)	U	(3.7)	225	(25.4)	19 <sup>M</sup>	(6.0)	237	(17.3)	13 <sup>M</sup>	(4.0)	301	(13.1)	47	(3.0)	205	(8.5)
	50 to 59	Male	44	(6.3)	180	(15.4)	24 <sup>M</sup>	(5.9)	214	(14.2)	21 <sup>M</sup>	(5.9)	243	(17.9)	U	(3.9)	294	(12.9)	51	(3.0)	213	(10.4)
		Female	60	(6.7)	160	(13.4)	U	(5.6)	188	(21.9)	U	(4.5)	237	(19.5)	16 <sup>M</sup>	(4.2)	260	(15.5)	49	(3.0)	189	(10.6)
	60 to 65	Male	56 <sup>M</sup>	(13.0)	197	(20.4)	x	x	x	x	x	x	x	x	U	(8.9)	297	(26.3)	46 <sup>M</sup>	(8.2)	225	(20.9)
Female		80	(9.0)	156	(22.6)	x	x	x	x	x	x	x	x	x	x	x	x	54	(8.2)	177	(20.8)	

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

Note: The percentages add up to 100% horizontally, by age group and gender.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

AVG Average

Table 2.4A

**Literacy — Proportions and average scores of population aged 20 to 65, by parental education and respondents' educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Parental education	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	Neither parent has attained high school	47	(0.2)	246	(0.4)	28	(0.9)	266	(2.6)	33	(0.8)	277	(2.1)	19	(0.2)	288	(1.0)	38	(0.1)	255	(0.3)
	At least one parent has attained high school and postsecondary non-tertiary	38	(0.2)	268	(0.4)	49	(1.2)	284	(1.8)	39	(0.8)	287	(1.7)	37	(0.3)	302	(0.5)	38	(0.2)	279	(0.3)
	At least one parent has attained college or university	15	(0.2)	282	(0.6)	23	(1.1)	283	(3.2)	28	(0.7)	293	(1.1)	45	(0.3)	308	(0.5)	24	(0.1)	296	(0.4)
Canada	Neither parent has attained high school	38	(0.9)	234	(1.8)	27	(1.0)	259	(2.2)	24	(1.0)	267	(2.2)	14	(0.6)	286	(2.7)	26	(0.4)	253	(1.1)
	At least one parent has attained high school and postsecondary non-tertiary	36	(0.9)	258	(1.8)	41	(1.5)	275	(2.3)	41	(1.3)	284	(2.1)	30	(0.9)	297	(2.0)	36	(0.5)	277	(1.0)
	At least one parent has attained college or university	26	(0.9)	275	(2.2)	32	(1.5)	281	(2.4)	35	(1.3)	283	(2.1)	56	(0.8)	305	(1.3)	38	(0.5)	290	(0.9)
Newfoundland and Labrador	Neither parent has attained high school	54	(2.3)	227	(3.4)	37	(2.6)	258	(3.7)	31	(3.4)	269	(4.9)	15	(2.3)	297	(5.6)	38	(1.4)	245	(2.7)
	At least one parent has attained high school and postsecondary non-tertiary	34	(2.3)	251	(3.7)	43	(2.6)	268	(3.2)	49	(3.8)	275	(3.9)	39	(3.7)	310	(5.0)	39	(1.6)	272	(2.2)
	At least one parent has attained college or university	12	(1.8)	282	(7.9)	20	(2.3)	280	(5.5)	21	(2.9)	287	(6.3)	46	(3.6)	315	(4.2)	22	(1.2)	296	(3.0)
Prince Edward Island	Neither parent has attained high school	40	(3.8)	240	(8.1)	33	(4.3)	272	(7.3)	27	(3.2)	278	(7.6)	12 <sup>M</sup>	(2.3)	305	(10.5)	29	(1.9)	262	(6.1)
	At least one parent has attained high school and postsecondary non-tertiary	37	(3.4)	268	(6.1)	30	(3.9)	286	(7.6)	35	(3.8)	289	(7.0)	33	(3.6)	309	(6.1)	34	(2.0)	286	(3.9)
	At least one parent has attained college or university	23	(3.3)	280	(8.0)	38	(4.8)	280	(8.1)	38	(4.1)	291	(6.1)	55	(4.0)	312	(4.7)	37	(2.2)	295	(4.3)
Nova Scotia	Neither parent has attained high school	38	(2.6)	238	(4.5)	29	(3.0)	258	(4.6)	28	(3.4)	276	(5.1)	13	(1.7)	308	(5.4)	28	(1.3)	259	(2.8)
	At least one parent has attained high school and postsecondary non-tertiary	39	(2.9)	257	(4.1)	37	(3.1)	271	(5.4)	45	(3.9)	277	(4.6)	28	(2.7)	305	(4.6)	37	(1.6)	274	(2.6)
	At least one parent has attained college or university	23	(2.5)	271	(6.3)	34	(2.9)	286	(5.7)	27	(4.1)	288	(6.1)	59	(2.9)	314	(3.5)	36	(1.5)	295	(3.0)

Table 2.4A (continued)

**Literacy — Proportions and average scores of population aged 20 to 65, by parental education and respondents' educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Parental education	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
New Brunswick	Neither parent has attained high school	50	(2.1)	233	(3.0)	36	(3.4)	258	(4.0)	30	(3.4)	268	(7.0)	16 <sup>M</sup>	(2.8)	288	(5.8)	36	(1.4)	249	(2.4)
	At least one parent has attained high school and postsecondary non-tertiary	28	(2.3)	257	(4.4)	39	(3.3)	276	(4.9)	37	(4.0)	286	(4.5)	32	(3.3)	307	(6.1)	33	(1.6)	278	(2.7)
	At least one parent has attained college or university	21	(2.0)	269	(4.7)	25	(2.8)	280	(6.5)	33	(3.6)	287	(6.1)	52	(3.2)	312	(3.9)	31	(1.5)	290	(2.5)
Quebec	Neither parent has attained high school	52	(1.4)	231	(2.2)	31	(1.8)	251	(3.0)	35	(1.8)	261	(2.3)	17	(0.9)	281	(3.2)	35	(0.8)	248	(1.3)
	At least one parent has attained high school and postsecondary non-tertiary	31	(1.2)	254	(2.6)	40	(1.7)	269	(2.7)	39	(1.7)	282	(2.4)	34	(1.3)	298	(2.0)	35	(0.7)	276	(1.3)
	At least one parent has attained college or university	17	(1.0)	266	(3.6)	29	(1.9)	280	(3.2)	27	(1.6)	288	(3.0)	49	(1.3)	308	(1.8)	30	(0.7)	291	(1.5)
Ontario	Neither parent has attained high school	35	(1.7)	235	(3.7)	28	(2.3)	266	(4.5)	20	(1.6)	267	(5.0)	14	(1.3)	289	(4.0)	24	(0.9)	256	(2.3)
	At least one parent has attained high school and postsecondary non-tertiary	35	(1.9)	258	(3.4)	43	(3.6)	274	(5.4)	39	(2.1)	287	(3.8)	28	(1.5)	295	(3.2)	35	(1.1)	278	(1.9)
	At least one parent has attained college or university	30	(1.7)	276	(3.3)	29	(3.2)	276	(5.6)	40	(2.3)	279	(3.6)	58	(1.7)	304	(2.2)	42	(1.0)	290	(1.6)
Manitoba	Neither parent has attained high school	44	(3.6)	235	(6.0)	32	(4.0)	268	(6.3)	28	(3.7)	275	(7.6)	13	(2.0)	290	(6.9)	31	(1.6)	253	(4.4)
	At least one parent has attained high school and postsecondary non-tertiary	33	(3.0)	266	(5.3)	43	(4.6)	275	(7.3)	43	(4.4)	285	(7.6)	34	(3.7)	303	(4.9)	37	(1.6)	281	(3.2)
	At least one parent has attained college or university	23	(2.4)	279	(6.1)	25	(3.9)	285	(8.3)	28	(3.4)	294	(6.9)	52	(3.5)	307	(4.4)	32	(1.5)	294	(3.1)
Saskatchewan	Neither parent has attained high school	31	(2.6)	245	(4.9)	29	(4.1)	265	(6.8)	22 <sup>M</sup>	(3.8)	287	(13.7)	17 <sup>M</sup>	(2.9)	299	(8.5)	26	(1.6)	264	(4.1)
	At least one parent has attained high school and postsecondary non-tertiary	45	(2.9)	249	(5.1)	47	(4.3)	274	(6.2)	41	(5.5)	282	(4.5)	31	(3.6)	303	(6.2)	41	(2.0)	270	(3.0)
	At least one parent has attained college or university	24	(2.3)	277	(6.2)	24	(3.9)	281	(5.8)	38	(5.0)	296	(4.4)	52	(4.1)	302	(5.4)	33	(1.9)	291	(3.1)

Table 2.4A (continued)

**Literacy — Proportions and average scores of population aged 20 to 65, by parental education and respondents' educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Parental education	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Alberta	Neither parent has attained high school	31	(2.4)	247	(4.8)	23 <sup>M</sup>	(4.0)	251	(11.4)	19 <sup>M</sup>	(3.6)	275	(7.8)	13	(2.2)	287	(10.2)	22	(1.5)	260	(4.4)
	At least one parent has attained high school and postsecondary non-tertiary	41	(3.0)	260	(5.5)	42	(4.8)	278	(6.2)	43	(4.2)	290	(5.3)	28	(2.4)	298	(6.1)	38	(1.6)	278	(3.1)
	At least one parent has attained college or university	28	(3.1)	281	(5.6)	36	(4.7)	281	(6.6)	37	(4.2)	288	(6.0)	59	(2.6)	306	(4.4)	40	(1.8)	293	(2.7)
British Columbia	Neither parent has attained high school	29	(2.7)	224	(8.1)	17	(2.6)	268	(8.4)	16 <sup>M</sup>	(2.7)	271	(9.2)	13 <sup>M</sup>	(2.2)	274	(12.1)	19	(1.3)	248	(5.3)
	At least one parent has attained high school and postsecondary non-tertiary	42	(3.0)	264	(4.9)	40	(4.0)	288	(5.4)	46	(3.7)	277	(5.6)	29	(2.8)	295	(6.2)	39	(1.5)	278	(3.0)
	At least one parent has attained college or university	29	(2.6)	272	(7.8)	43	(4.2)	286	(7.5)	38	(3.8)	281	(5.3)	58	(3.3)	301	(3.7)	42	(1.7)	288	(3.0)
Yukon	Neither parent has attained high school	38 <sup>M</sup>	(12.6)	223	(23.9)	23 <sup>M</sup>	(7.0)	276	(11.6)	U	(4.2)	269	(15.1)	U	(5.8)	294	(25.2)	22 <sup>M</sup>	(3.9)	247	(19.4)
	At least one parent has attained high school and postsecondary non-tertiary	38 <sup>M</sup>	(11.3)	261	(11.5)	47 <sup>M</sup>	(14.2)	272	(20.5)	50 <sup>M</sup>	(10.9)	291	(15.0)	U	(4.5)	311	(10.4)	35	(5.3)	278	(11.0)
	At least one parent has attained college or university	U	(8.6)	276	(22.9)	U	(10.2)	305	(27.5)	39 <sup>M</sup>	(9.1)	295	(11.2)	77	(8.7)	311	(12.6)	43	(4.0)	300	(11.6)
Northwest Territories	Neither parent has attained high school	46	(3.2)	206	(8.2)	32	(4.6)	236	(12.8)	34	(4.4)	269	(10.4)	10 <sup>M</sup>	(2.0)	269	(15.9)	34	(1.6)	226	(7.7)
	At least one parent has attained high school and postsecondary non-tertiary	31	(3.9)	239	(10.3)	39	(5.5)	268	(8.6)	32	(5.0)	265	(8.2)	30	(2.8)	307	(7.2)	32	(2.3)	263	(5.8)
	At least one parent has attained college or university	23	(3.0)	263	(9.0)	29	(4.0)	277	(11.0)	34	(5.0)	288	(9.1)	60	(2.6)	305	(5.0)	34	(1.9)	286	(5.5)
Nunavut	Neither parent has attained high school	74	(2.9)	201	(5.1)	62	(8.5)	223	(9.2)	48	(5.7)	248	(9.7)	13 <sup>M</sup>	(3.5)	281	(17.5)	60	(2.3)	212	(4.4)
	At least one parent has attained high school and postsecondary non-tertiary	18 <sup>M</sup>	(2.9)	207	(12.9)	18 <sup>M</sup>	(4.9)	254	(18.4)	23 <sup>M</sup>	(4.9)	284	(9.2)	25 <sup>M</sup>	(6.7)	299	(10.4)	19	(2.1)	243	(11.0)
	At least one parent has attained college or university	9 <sup>M</sup>	(1.7)	238	(16.1)	U	(8.1)	282	(12.4)	29 <sup>M</sup>	(4.9)	269	(12.4)	62	(5.4)	301	(6.5)	20	(2.0)	275	(6.3)

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

Note: The percentages add up to 100% vertically, by respondents' educational attainment level.

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

AVG Average

Table 2.4B

**Numeracy — Proportions and average scores of population aged 20 to 65, by parental education and respondents' educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Parental education	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	Neither parent has attained high school	47	(0.2)	241	(0.4)	28	(0.9)	263	(3.8)	33	(0.8)	276	(2.5)	19	(0.2)	290	(1.1)	38	(0.1)	250	(0.4)
	At least one parent has attained high school and postsecondary non-tertiary	38	(0.2)	264	(0.4)	49	(1.2)	278	(1.9)	39	(0.8)	284	(1.8)	37	(0.3)	301	(0.5)	38	(0.2)	276	(0.3)
	At least one parent has attained college or university	15	(0.2)	278	(0.7)	23	(1.1)	277	(2.9)	28	(0.7)	290	(1.2)	45	(0.3)	308	(0.5)	24	(0.1)	294	(0.4)
Canada	Neither parent has attained high school	38	(0.9)	221	(2.1)	27	(1.0)	250	(2.6)	24	(1.0)	260	(2.6)	14	(0.6)	281	(3.1)	26	(0.4)	243	(1.4)
	At least one parent has attained high school and postsecondary non-tertiary	36	(0.9)	246	(1.8)	41	(1.5)	266	(2.7)	41	(1.3)	277	(2.1)	30	(0.9)	290	(2.1)	36	(0.5)	268	(1.1)
	At least one parent has attained college or university	26	(0.9)	266	(2.1)	32	(1.5)	273	(3.1)	35	(1.3)	276	(2.6)	56	(0.8)	301	(1.3)	38	(0.5)	284	(0.9)
Newfoundland and Labrador	Neither parent has attained high school	54	(2.3)	204	(3.9)	37	(2.6)	239	(5.3)	31	(3.4)	254	(5.4)	15	(2.3)	289	(6.9)	38	(1.4)	226	(2.9)
	At least one parent has attained high school and postsecondary non-tertiary	34	(2.3)	237	(4.1)	43	(2.6)	251	(4.4)	49	(3.8)	265	(4.1)	39	(3.7)	302	(6.4)	39	(1.6)	259	(2.6)
	At least one parent has attained college or university	12	(1.8)	275	(8.9)	20	(2.3)	272	(6.2)	21	(2.9)	279	(8.0)	46	(3.6)	310	(5.3)	22	(1.2)	289	(3.4)
Prince Edward Island	Neither parent has attained high school	40	(3.8)	225	(7.8)	33	(4.3)	253	(8.9)	27	(3.2)	273	(7.9)	12 <sup>M</sup>	(2.3)	294	(9.0)	29	(1.9)	249	(5.8)
	At least one parent has attained high school and postsecondary non-tertiary	37	(3.4)	253	(6.7)	30	(3.9)	265	(9.6)	35	(3.8)	278	(8.3)	33	(3.6)	303	(8.2)	34	(2.0)	273	(5.4)
	At least one parent has attained college or university	23	(3.3)	265	(8.8)	38	(4.8)	266	(10.4)	38	(4.1)	278	(7.9)	55	(4.0)	303	(5.1)	37	(2.2)	283	(5.2)
Nova Scotia	Neither parent has attained high school	38	(2.6)	222	(5.0)	29	(3.0)	243	(5.9)	28	(3.4)	267	(5.7)	13	(1.7)	299	(7.3)	28	(1.3)	245	(3.3)
	At least one parent has attained high school and postsecondary non-tertiary	39	(2.9)	244	(4.8)	37	(3.1)	254	(5.0)	45	(3.9)	266	(5.0)	28	(2.7)	300	(4.6)	37	(1.6)	262	(3.1)
	At least one parent has attained college or university	23	(2.5)	258	(7.1)	34	(2.9)	273	(6.6)	27	(4.1)	284	(6.7)	59	(2.9)	308	(3.8)	36	(1.5)	287	(3.4)

Table 2.4B (continued)

**Numeracy — Proportions and average scores of population aged 20 to 65, by parental education and respondents' educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Parental education	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
New Brunswick	Neither parent has attained high school	50	(2.1)	216	(3.1)	36	(3.4)	242	(5.4)	30	(3.4)	261	(8.2)	16 <sup>M</sup>	(2.8)	282	(6.4)	36	(1.4)	234	(2.7)
	At least one parent has attained high school and postsecondary non-tertiary	28	(2.3)	243	(5.4)	39	(3.3)	265	(5.4)	37	(4.0)	276	(5.0)	32	(3.3)	298	(5.7)	33	(1.6)	266	(3.0)
	At least one parent has attained college or university	21	(2.0)	255	(5.1)	25	(2.8)	267	(7.0)	33	(3.6)	280	(6.9)	52	(3.2)	302	(4.2)	31	(1.5)	279	(2.8)
Quebec	Neither parent has attained high school	52	(1.4)	223	(2.2)	31	(1.8)	250	(2.9)	35	(1.8)	261	(2.6)	17	(0.9)	275	(3.0)	35	(0.8)	243	(1.3)
	At least one parent has attained high school and postsecondary non-tertiary	31	(1.2)	248	(2.6)	40	(1.7)	265	(2.9)	39	(1.7)	279	(2.3)	34	(1.3)	293	(2.3)	35	(0.7)	271	(1.4)
	At least one parent has attained college or university	17	(1.0)	263	(3.8)	29	(1.9)	279	(3.0)	27	(1.6)	284	(3.2)	49	(1.3)	305	(1.8)	30	(0.7)	289	(1.5)
Ontario	Neither parent has attained high school	35	(1.7)	220	(3.8)	28	(2.3)	251	(4.9)	20	(1.6)	257	(5.6)	14	(1.3)	285	(4.9)	24	(0.9)	244	(2.5)
	At least one parent has attained high school and postsecondary non-tertiary	35	(1.9)	244	(3.6)	43	(3.6)	266	(6.9)	39	(2.1)	279	(4.2)	28	(1.5)	290	(3.3)	35	(1.1)	268	(2.3)
	At least one parent has attained college or university	30	(1.7)	266	(3.4)	29	(3.2)	266	(8.3)	40	(2.3)	271	(4.5)	58	(1.7)	300	(2.5)	42	(1.0)	283	(1.7)
Manitoba	Neither parent has attained high school	44	(3.6)	221	(7.3)	32	(4.0)	257	(7.3)	28	(3.7)	266	(8.4)	13	(2.0)	285	(9.0)	31	(1.6)	242	(5.3)
	At least one parent has attained high school and postsecondary non-tertiary	33	(3.0)	250	(5.7)	43	(4.6)	266	(8.2)	43	(4.4)	275	(8.2)	34	(3.7)	295	(5.5)	37	(1.6)	270	(3.9)
	At least one parent has attained college or university	23	(2.4)	273	(7.2)	25	(3.9)	278	(8.6)	28	(3.4)	288	(7.5)	52	(3.5)	299	(5.9)	32	(1.5)	288	(4.2)
Saskatchewan	Neither parent has attained high school	31	(2.6)	231	(4.9)	29	(4.1)	254	(7.6)	22 <sup>M</sup>	(3.8)	279	(14.2)	17 <sup>M</sup>	(2.9)	292	(9.1)	26	(1.6)	254	(4.0)
	At least one parent has attained high school and postsecondary non-tertiary	45	(2.9)	239	(5.7)	47	(4.3)	263	(6.1)	41	(5.5)	278	(5.7)	31	(3.6)	295	(6.4)	41	(2.0)	261	(3.4)
	At least one parent has attained college or university	24	(2.3)	269	(7.3)	24	(3.9)	273	(6.6)	38	(5.0)	291	(4.5)	52	(4.1)	294	(5.1)	33	(1.9)	284	(3.5)

Table 2.4B (continued)

**Numeracy — Proportions and average scores of population aged 20 to 65, by parental education and respondents' educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Parental education	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Alberta	Neither parent has attained high school	31	(2.4)	237	(6.1)	23 <sup>M</sup>	(4.0)	246	(12.7)	19 <sup>M</sup>	(3.6)	267	(8.6)	13	(2.2)	287	(11.8)	22	(1.5)	252	(5.3)
	At least one parent has attained high school and postsecondary non-tertiary	41	(3.0)	247	(6.4)	42	(4.8)	269	(8.1)	43	(4.2)	281	(6.6)	28	(2.4)	289	(7.2)	38	(1.6)	268	(3.8)
	At least one parent has attained college or university	28	(3.1)	272	(6.7)	36	(4.7)	274	(7.4)	37	(4.2)	278	(6.9)	59	(2.6)	303	(4.4)	40	(1.8)	286	(2.8)
British Columbia	Neither parent has attained high school	29	(2.7)	213	(10.4)	17	(2.6)	258	(9.1)	16 <sup>M</sup>	(2.7)	260	(7.9)	13 <sup>M</sup>	(2.2)	271	(11.7)	19	(1.3)	239	(6.1)
	At least one parent has attained high school and postsecondary non-tertiary	42	(3.0)	252	(4.7)	40	(4.0)	274	(6.9)	46	(3.7)	271	(5.7)	29	(2.8)	281	(7.3)	39	(1.5)	267	(2.8)
	At least one parent has attained college or university	29	(2.6)	264	(7.2)	43	(4.2)	272	(8.1)	38	(3.8)	276	(5.7)	58	(3.3)	300	(3.6)	42	(1.7)	282	(3.1)
Yukon	Neither parent has attained high school	38 <sup>M</sup>	(12.6)	201	(28.5)	23 <sup>M</sup>	(7.0)	264	(10.2)	U	(4.2)	258	(12.2)	U	(5.8)	275	(28.2)	22 <sup>M</sup>	(3.9)	228	(22.4)
	At least one parent has attained high school and postsecondary non-tertiary	38 <sup>M</sup>	(11.3)	246	(12.5)	47 <sup>M</sup>	(14.2)	248	(30.1)	50 <sup>M</sup>	(10.9)	282	(12.4)	U	(4.5)	298	(10.3)	35	(5.3)	263	(10.5)
	At least one parent has attained college or university	U	(8.6)	259	(21.1)	U	(10.2)	301	(31.3)	39 <sup>M</sup>	(9.1)	287	(13.1)	77	(8.7)	296	(12.5)	43	(4.0)	288	(9.4)
Northwest Territories	Neither parent has attained high school	46	(3.2)	186	(11.1)	32	(4.6)	219	(13.8)	34	(4.4)	260	(14.2)	10 <sup>M</sup>	(2.0)	257	(16.2)	34	(1.6)	209	(9.5)
	At least one parent has attained high school and postsecondary non-tertiary	31	(3.9)	223	(11.2)	39	(5.5)	260	(9.4)	32	(5.0)	253	(8.7)	30	(2.8)	297	(8.3)	32	(2.3)	250	(6.8)
	At least one parent has attained college or university	23	(3.0)	251	(7.2)	29	(4.0)	271	(10.0)	34	(5.0)	280	(11.2)	60	(2.6)	296	(5.3)	34	(1.9)	276	(5.2)
Nunavut	Neither parent has attained high school	74	(2.9)	178	(5.5)	62	(8.5)	202	(10.5)	48	(5.7)	231	(11.5)	13 <sup>M</sup>	(3.5)	262	(17.1)	60	(2.3)	191	(4.9)
	At least one parent has attained high school and postsecondary non-tertiary	18 <sup>M</sup>	(2.9)	189	(14.7)	18 <sup>M</sup>	(4.9)	242	(18.3)	23 <sup>M</sup>	(4.9)	264	(9.6)	25 <sup>M</sup>	(6.7)	286	(10.7)	19	(2.1)	226	(12.0)
	At least one parent has attained college or university	9 <sup>M</sup>	(1.7)	232	(17.6)	U	(8.1)	273	(15.3)	29 <sup>M</sup>	(4.9)	250	(12.6)	62	(5.4)	298	(8.6)	20	(2.0)	267	(6.9)

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

Note: The percentages add up to 100% vertically, by respondents' educational attainment level.

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

AVG Average

Table 2.5A

**Literacy — Proportions and average scores of population aged 20 to 65, by off-reserve Aboriginal identification and educational attainment, Canada and oversampled populations, 2012**

Jurisdiction	Aboriginal identification	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Canada	Aboriginal	51	(1.3)	242	(2.9)	18	(1.2)	265	(3.1)	18	(1.1)	282	(3.2)	12	(1.1)	305	(4.3)	3	(0.0)	261	(2.0)
	Non-Aboriginal	34	(0.2)	251	(1.1)	15	(0.3)	272	(1.5)	22	(0.3)	279	(1.2)	28	(0.1)	300	(1.0)	97	(0.0)	274	(0.6)
Ontario	Aboriginal	45	(3.1)	248	(4.7)	14	(1.8)	266	(5.6)	26	(2.5)	284	(4.6)	15 <sup>M</sup>	(2.7)	313	(7.5)	2	(0.0)	270	(3.6)
	Non-Aboriginal	34	(0.4)	254	(1.8)	10	(0.6)	272	(3.3)	25	(0.6)	279	(2.3)	31	(0.2)	299	(1.8)	98	(0.0)	276	(1.0)
Manitoba	Aboriginal	56	(3.4)	245	(6.6)	19	(2.0)	268	(4.9)	13	(1.9)	280	(6.5)	12	(1.7)	299	(5.1)	11	(0.3)	260	(4.6)
	Non-Aboriginal	38	(0.7)	253	(4.1)	17	(1.2)	276	(4.8)	18	(1.2)	284	(5.0)	27	(0.3)	303	(3.4)	89	(0.3)	276	(2.2)
Saskatchewan	Aboriginal	57	(3.8)	232	(5.3)	19	(2.8)	265	(6.6)	11 <sup>M</sup>	(1.9)	266	(5.9)	14 <sup>M</sup>	(2.4)	292	(11.8)	10	(0.3)	250	(4.5)
	Non-Aboriginal	40	(0.7)	253	(3.6)	20	(1.2)	272	(4.6)	17	(1.2)	288	(4.2)	24	(0.4)	302	(3.9)	90	(0.3)	274	(2.3)
British Columbia	Aboriginal	50	(4.2)	255	(5.5)	23	(3.0)	270	(6.8)	17 <sup>M</sup>	(2.9)	279	(7.5)	10 <sup>M</sup>	(2.5)	297	(11.4)	4	(0.1)	267	(3.8)
	Non-Aboriginal	34	(0.4)	253	(3.6)	16	(1.1)	283	(4.0)	21	(1.1)	277	(3.7)	30	(0.2)	296	(3.5)	96	(0.1)	276	(2.0)
Yukon	Aboriginal	67	(8.4)	228	(23.6)	16 <sup>M</sup>	(5.2)	256	(16.1)	U	(4.3)	273	(13.8)	U	(2.5)	300	(11.7)	22	(0.8)	242	(18.0)
	Non-Aboriginal	28	(1.8)	262	(12.4)	17 <sup>M</sup>	(3.8)	285	(17.7)	25	(3.8)	292	(12.2)	30	(0.8)	309	(10.7)	78	(0.8)	288	(10.5)
Northwest Territories	Aboriginal	66	(2.0)	215	(9.2)	15	(1.8)	243	(10.9)	12 <sup>M</sup>	(2.2)	253	(11.8)	7 <sup>M</sup>	(1.3)	276	(11.5)	50	(0.8)	228	(8.7)
	Non-Aboriginal	27	(1.5)	253	(5.8)	17	(1.4)	269	(7.1)	24	(1.7)	284	(4.7)	32	(1.3)	308	(4.8)	50	(0.8)	280	(3.5)
Nunavut	Aboriginal	74	(0.9)	196	(4.7)	15	(1.0)	230	(8.3)	9	(0.8)	250	(7.8)	U	(0.5)	254	(10.7)	83	(0.7)	207	(4.5)
	Non-Aboriginal	15 <sup>M</sup>	(3.7)	261	(12.9)	9 <sup>M</sup>	(2.1)	281	(12.2)	31	(3.9)	284	(5.4)	45	(2.9)	306	(4.6)	17	(0.7)	290	(3.5)

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

**Note:** The percentages add up to 100% horizontally, by Aboriginal identification.

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

AVG Average



Table 2.5B

**Numeracy — Proportions and average scores of population aged 20 to 65, by off-reserve Aboriginal identification and educational attainment, Canada and oversampled populations, 2012**

Jurisdiction	Aboriginal identification	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Canada	Aboriginal	51	(1.3)	224	(3.5)	18	(1.2)	250	(4.1)	18	(1.1)	270	(4.8)	12	(1.1)	290	(4.5)	3	(0.0)	245	(2.9)
	Non-Aboriginal	34	(0.2)	240	(1.3)	15	(0.3)	263	(1.9)	22	(0.3)	272	(1.5)	28	(0.1)	295	(1.0)	97	(0.0)	266	(0.7)
Ontario	Aboriginal	45	(3.1)	228	(4.9)	14	(1.8)	249	(7.0)	26	(2.5)	272	(5.6)	15 <sup>M</sup>	(2.7)	291	(5.4)	2	(0.0)	252	(3.8)
	Non-Aboriginal	34	(0.4)	240	(2.0)	10	(0.6)	261	(4.4)	25	(0.6)	271	(2.9)	31	(0.2)	295	(1.9)	98	(0.0)	267	(1.3)
Manitoba	Aboriginal	56	(3.4)	229	(7.4)	19	(2.0)	257	(6.1)	13	(1.9)	266	(8.5)	12	(1.7)	286	(6.6)	11	(0.3)	246	(5.1)
	Non-Aboriginal	38	(0.7)	241	(4.6)	17	(1.2)	267	(5.4)	18	(1.2)	277	(5.5)	27	(0.3)	296	(4.4)	89	(0.3)	267	(2.9)
Saskatchewan	Aboriginal	57	(3.8)	213	(6.1)	19	(2.8)	251	(8.1)	11 <sup>M</sup>	(1.9)	253	(6.8)	14 <sup>M</sup>	(2.4)	275	(10.9)	10	(0.3)	233	(5.3)
	Non-Aboriginal	40	(0.7)	243	(3.7)	20	(1.2)	264	(4.9)	17	(1.2)	284	(3.9)	24	(0.4)	295	(3.8)	90	(0.3)	266	(2.2)
British Columbia	Aboriginal	50	(4.2)	239	(6.8)	23	(3.0)	253	(7.3)	17 <sup>M</sup>	(2.9)	267	(8.5)	10 <sup>M</sup>	(2.5)	291	(14.3)	4	(0.1)	252	(4.8)
	Non-Aboriginal	34	(0.4)	243	(4.2)	16	(1.1)	270	(4.7)	21	(1.1)	271	(3.7)	30	(0.2)	291	(3.7)	96	(0.1)	268	(2.1)
Yukon	Aboriginal	67	(8.4)	209	(24.8)	16 <sup>M</sup>	(5.2)	238	(13.7)	U	(4.3)	264	(10.9)	U	(2.5)	287	(11.9)	22	(0.8)	224	(18.0)
	Non-Aboriginal	28	(1.8)	246	(15.4)	17 <sup>M</sup>	(3.8)	267	(19.4)	25	(3.8)	283	(9.6)	30	(0.8)	294	(9.9)	78	(0.8)	274	(9.4)
Northwest Territories	Aboriginal	66	(2.0)	197	(10.5)	15	(1.8)	228	(10.7)	12 <sup>M</sup>	(2.2)	238	(12.5)	7 <sup>M</sup>	(1.3)	259	(13.2)	50	(0.8)	211	(9.8)
	Non-Aboriginal	27	(1.5)	239	(8.6)	17	(1.4)	261	(8.6)	24	(1.7)	276	(6.7)	32	(1.3)	300	(4.7)	50	(0.8)	271	(4.3)
Nunavut	Aboriginal	74	(0.9)	176	(4.7)	15	(1.0)	212	(8.4)	9	(0.8)	232	(8.9)	U	(0.5)	235	(13.4)	83	(0.7)	187	(4.5)
	Non-Aboriginal	15 <sup>M</sup>	(3.7)	243	(14.4)	9 <sup>M</sup>	(2.1)	280	(10.9)	31	(3.9)	265	(6.0)	45	(2.9)	299	(5.1)	17	(0.7)	279	(3.1)

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

**Note:** The percentages add up to 100% horizontally, by Aboriginal identification.

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

AVG Average

Table 2.6A

**Literacy — Proportions and average scores of population aged 20 to 65, by official-language minority and educational attainment, Canada (excluding Quebec) and oversampled populations, 2012**

Jurisdiction	Official-language minority	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Canada (excluding Quebec)	Anglophone	73	(1.0)	262	(1.5)	81	(1.4)	278	(1.9)	74	(1.2)	286	(1.6)	63	(1.0)	310	(1.5)	71	(0.5)	282	(0.9)
	Francophone	4	(0.3)	247	(3.7)	4	(0.4)	264	(4.0)	3	(0.3)	279	(5.4)	3	(0.3)	308	(5.4)	3	(0.1)	271	(2.5)
	Bilingual	2	(0.4)	261	(9.9)	3 <sup>M</sup>	(0.7)	273	(6.7)	3 <sup>M</sup>	(0.5)	290	(6.4)	2	(0.3)	310	(8.1)	3	(0.2)	283	(5.0)
	Other	21	(0.9)	221	(3.2)	13	(1.2)	253	(6.0)	20	(1.1)	256	(4.0)	32	(1.0)	278	(2.2)	23	(0.5)	253	(1.9)
New Brunswick	Anglophone	54	(2.3)	254	(3.4)	58	(3.2)	277	(3.6)	57	(3.9)	286	(4.1)	57	(3.1)	309	(4.0)	56	(1.4)	276	(2.3)
	Francophone	37	(1.8)	235	(2.9)	33	(2.8)	261	(4.6)	34	(3.1)	277	(4.4)	27	(2.3)	304	(3.4)	33	(0.3)	259	(2.3)
	Bilingual	7 <sup>M</sup>	(1.5)	246	(9.4)	7 <sup>M</sup>	(1.8)	273	(9.2)	x	x	269	(10.9)	4 <sup>M</sup>	(1.1)	302	(10.0)	6	(1.0)	263	(5.2)
	Other	2 <sup>M</sup>	(0.8)	253	(16.8)	U	(1.5)	247	(29.1)	x	x	x	x	12 <sup>M</sup>	(3.2)	299	(11.1)	4 <sup>M</sup>	(0.9)	276	(9.5)
Quebec	Anglophone	9	(0.6)	255	(5.3)	7	(0.8)	274	(4.6)	6	(0.6)	279	(5.7)	10	(0.6)	304	(3.8)	8	(0.1)	277	(2.8)
	Francophone	75	(1.1)	245	(1.8)	79	(1.3)	266	(2.0)	78	(1.2)	277	(2.0)	66	(1.0)	306	(1.6)	74	(0.4)	271	(1.0)
	Bilingual	4	(0.6)	253	(6.6)	5	(0.7)	280	(6.9)	4	(0.6)	285	(6.7)	4	(0.6)	296	(8.0)	4	(0.3)	276	(4.0)
	Other	12	(0.8)	211	(4.7)	10	(0.9)	250	(5.7)	12	(1.0)	258	(5.4)	20	(0.9)	276	(3.3)	13	(0.3)	250	(2.5)
Ontario	Anglophone	69	(1.5)	264	(2.1)	76	(2.8)	275	(3.5)	70	(1.8)	285	(2.5)	59	(1.5)	310	(2.1)	67	(0.8)	283	(1.4)
	Francophone	4	(0.4)	257	(5.2)	4 <sup>M</sup>	(0.7)	263	(6.7)	4	(0.5)	275	(7.3)	3	(0.4)	313	(5.5)	4	(0.1)	275	(3.7)
	Bilingual	3 <sup>M</sup>	(0.6)	270	(14.3)	U	(1.7)	275	(9.3)	4 <sup>M</sup>	(0.8)	289	(8.6)	2 <sup>M</sup>	(0.5)	317	(10.4)	3	(0.3)	288	(6.2)
	Other	24	(1.3)	221	(4.4)	16	(2.3)	254	(9.2)	23	(1.7)	258	(5.8)	36	(1.5)	280	(3.1)	27	(0.7)	256	(2.5)
Manitoba	Anglophone	70	(5.0)	260	(3.6)	78	(3.4)	279	(4.7)	67	(3.5)	292	(4.6)	67	(3.4)	307	(3.7)	70	(2.6)	281	(2.5)
	Francophone	3 <sup>M</sup>	(0.6)	263	(8.8)	2 <sup>M</sup>	(0.5)	260	(16.1)	3 <sup>M</sup>	(0.7)	291	(10.7)	3 <sup>M</sup>	(0.7)	305	(11.0)	3	(0.2)	280	(5.9)
	Bilingual	4 <sup>M</sup>	(0.8)	268	(12.2)	7 <sup>M</sup>	(2.0)	265	(14.5)	U	(2.2)	302	(12.8)	U	(1.0)	322	(17.4)	4	(0.6)	284	(7.4)
	Other	23 <sup>M</sup>	(5.0)	220	(6.9)	13 <sup>M</sup>	(2.7)	257	(12.2)	24	(3.0)	255	(10.1)	26	(3.6)	289	(7.5)	22	(2.3)	251	(5.5)

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

**Note:** The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

AVG Average

Table 2.6B

**Numeracy — Proportions and average scores of population aged 20 to 65, by official-language minority and educational attainment, Canada (excluding Quebec) and oversampled populations, 2012**

Jurisdiction	Official-language minority	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Canada (excluding Quebec)	Anglophone	73	(1.0)	249	(1.7)	81	(1.4)	266	(2.4)	74	(1.2)	277	(2.1)	63	(1.0)	303	(1.4)	71	(0.5)	272	(1.0)
	Francophone	4	(0.3)	235	(3.6)	4	(0.4)	254	(4.8)	3	(0.3)	276	(6.4)	3	(0.3)	304	(6.2)	3	(0.1)	263	(2.8)
	Bilingual	2	(0.4)	247	(10.2)	3 <sup>M</sup>	(0.7)	270	(9.2)	3 <sup>M</sup>	(0.5)	279	(6.5)	2	(0.3)	309	(8.7)	3	(0.2)	274	(5.5)
	Other	21	(0.9)	210	(3.7)	13	(1.2)	243	(6.3)	20	(1.1)	250	(4.4)	32	(1.0)	277	(2.5)	23	(0.5)	247	(2.1)
New Brunswick	Anglophone	54	(2.3)	237	(3.4)	58	(3.2)	260	(4.0)	57	(3.9)	276	(5.2)	57	(3.1)	300	(3.8)	56	(1.4)	262	(2.4)
	Francophone	37	(1.8)	221	(3.2)	33	(2.8)	253	(4.9)	34	(3.1)	272	(5.5)	27	(2.3)	295	(4.3)	33	(0.3)	249	(2.6)
	Bilingual	7 <sup>M</sup>	(1.5)	231	(10.7)	7 <sup>M</sup>	(1.8)	254	(9.8)	x	x	264	(16.6)	4 <sup>M</sup>	(1.1)	291	(12.0)	6	(1.0)	250	(7.0)
	Other	2 <sup>M</sup>	(0.8)	240	(15.6)	U	(1.5)	243	(38.2)	x	x	x	x	12 <sup>M</sup>	(3.2)	297	(11.2)	4 <sup>M</sup>	(0.9)	270	(10.1)
Quebec	Anglophone	9	(0.6)	247	(6.2)	7	(0.8)	266	(5.6)	6	(0.6)	275	(5.8)	10	(0.6)	301	(4.4)	8	(0.1)	272	(3.0)
	Francophone	75	(1.1)	239	(1.8)	79	(1.3)	265	(2.0)	78	(1.2)	275	(1.8)	66	(1.0)	301	(1.5)	74	(0.4)	267	(0.8)
	Bilingual	4	(0.6)	250	(7.0)	5	(0.7)	277	(7.1)	4	(0.6)	281	(7.3)	4	(0.6)	293	(7.1)	4	(0.3)	272	(4.3)
	Other	12	(0.8)	201	(5.1)	10	(0.9)	245	(5.8)	12	(1.0)	258	(5.5)	20	(0.9)	275	(3.3)	13	(0.3)	247	(2.7)
Ontario	Anglophone	69	(1.5)	249	(2.3)	76	(2.8)	263	(5.0)	70	(1.8)	276	(3.2)	59	(1.5)	304	(2.0)	67	(0.8)	272	(1.7)
	Francophone	4	(0.4)	245	(5.6)	4 <sup>M</sup>	(0.7)	255	(9.3)	4	(0.5)	271	(8.3)	3	(0.4)	304	(5.8)	4	(0.1)	267	(4.1)
	Bilingual	3 <sup>M</sup>	(0.6)	255	(14.4)	U	(1.7)	277	(12.7)	4 <sup>M</sup>	(0.8)	277	(8.8)	2 <sup>M</sup>	(0.5)	319	(10.5)	3	(0.3)	281	(6.8)
	Other	24	(1.3)	211	(4.9)	16	(2.3)	247	(9.0)	23	(1.7)	252	(6.1)	36	(1.5)	279	(3.3)	27	(0.7)	250	(2.6)
Manitoba	Anglophone	70	(5.0)	250	(3.8)	78	(3.4)	270	(5.1)	67	(3.5)	284	(5.6)	67	(3.4)	297	(4.6)	70	(2.6)	271	(3.1)
	Francophone	3 <sup>M</sup>	(0.6)	251	(8.9)	2 <sup>M</sup>	(0.5)	262	(9.2)	3 <sup>M</sup>	(0.7)	284	(14.4)	3 <sup>M</sup>	(0.7)	298	(13.5)	3	(0.2)	272	(6.8)
	Bilingual	4 <sup>M</sup>	(0.8)	268	(17.4)	7 <sup>M</sup>	(2.0)	256	(16.7)	U	(2.2)	297	(16.0)	U	(1.0)	314	(17.7)	4	(0.6)	280	(9.1)
	Other	23 <sup>M</sup>	(5.0)	199	(7.7)	13 <sup>M</sup>	(2.7)	242	(13.9)	24	(3.0)	247	(10.5)	26	(3.6)	287	(9.0)	22	(2.3)	239	(6.9)

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

Note: The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

AVG Average

Table 2.7A

## Literacy — Proportions and average scores of population aged 20 to 65, by place of birth and educational attainment, OECD average and countries, 2012

Jurisdiction	Place of birth	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
<b>OECD average</b>	Born in country	62	(0.1)	263	(0.2)	5	(0.1)	283	(1.4)	11	(0.1)	288	(0.9)	22	(0.1)	307	(0.3)	88	(0.1)	276	(0.2)
	Foreign-born	61	(1.0)	233	(1.3)	4	(0.2)	256	(3.0)	8	(0.3)	265	(2.2)	27	(1.0)	279	(2.2)	12	(0.1)	248	(1.2)
<b>Australia</b>	Born in country	63	(0.6)	271	(1.3)	7	(0.4)	291	(3.0)	9	(0.4)	292	(2.8)	21	(0.5)	317	(1.4)	71	(0.7)	284	(1.0)
	Foreign-born	47	(1.2)	249	(2.4)	5	(0.5)	275	(6.8)	11	(0.7)	275	(4.4)	38	(1.2)	296	(2.2)	29	(0.7)	271	(1.6)
<b>Austria</b>	Born in country	71	(0.3)	264	(1.1)	12	(0.2)	297	(1.7)	7	(0.3)	286	(2.3)	10	(0.3)	309	(1.9)	83	(0.4)	274	(0.8)
	Foreign-born	69	(1.5)	234	(2.7)	9	(1.0)	266	(5.5)	6	(0.8)	263	(7.2)	16	(1.2)	292	(4.2)	17	(0.4)	248	(2.1)
<b>Canada</b>	Born in country	36	(0.3)	259	(1.2)	17	(0.4)	274	(1.3)	23	(0.4)	286	(1.3)	23	(0.3)	313	(1.1)	73	(0.2)	280	(0.7)
	Foreign-born	31	(0.8)	223	(2.8)	9	(0.6)	255	(4.9)	21	(0.8)	257	(2.8)	40	(0.9)	279	(1.6)	27	(0.2)	255	(1.4)
<b>Czech Republic</b>	Born in country	79	(0.5)	267	(1.0)	2	(0.3)	279	(4.3)	2	(0.2)	293	(4.4)	17	(0.3)	303	(2.5)	95	(0.5)	274	(1.0)
	Foreign-born	69	(4.8)	258	(5.7)	x	x	x	x	x	x	x	x	28 <sup>M</sup>	(4.7)	294	(11.4)	5	(0.5)	269	(5.4)
<b>Denmark</b>	Born in country	61	(0.5)	262	(0.9)	2	(0.2)	277	(4.4)	20	(0.5)	289	(1.4)	16	(0.3)	307	(1.5)	88	(0.2)	275	(0.7)
	Foreign-born	57	(1.3)	219	(2.7)	2 <sup>M</sup>	(0.5)	244	(9.3)	12	(0.9)	258	(4.4)	28	(1.1)	261	(3.1)	12	(0.2)	236	(2.0)
<b>England/ N. Ireland (UK)</b>	Born in country	64	(0.7)	263	(1.2)	U	(0.1)	303	(19.2)	13	(0.6)	285	(2.5)	23	(0.4)	309	(1.7)	85	(0.6)	277	(1.1)
	Foreign-born	49	(2.4)	238	(5.0)	x	x	x	x	x	x	257	(5.1)	39	(2.1)	280	(4.7)	15	(0.6)	256	(3.5)
<b>Estonia</b>	Born in country	56	(0.7)	268	(1.1)	6	(0.3)	276	(2.2)	16	(0.5)	281	(1.6)	23	(0.5)	304	(1.4)	86	(0.4)	279	(0.8)
	Foreign-born	48	(1.7)	248	(2.4)	8	(0.9)	250	(4.8)	18	(1.2)	254	(3.6)	26	(1.5)	275	(3.2)	14	(0.4)	256	(1.5)
<b>Finland</b>	Born in country	56	(0.6)	277	(1.1)	4	(0.3)	280	(3.4)	16	(0.4)	294	(1.5)	24	(0.3)	323	(1.3)	94	(0.2)	291	(0.7)
	Foreign-born	62	(3.5)	224	(5.7)	4 <sup>M</sup>	(1.3)	278	(17.3)	5 <sup>M</sup>	(1.4)	284	(9.7)	29	(3.4)	256	(9.8)	6	(0.2)	239	(4.3)
<b>Flanders (Belgium)</b>	Born in country	58	(0.7)	261	(1.1)	3	(0.3)	279	(3.3)	23	(0.6)	297	(1.5)	16	(0.5)	315	(1.8)	92	(0.4)	278	(0.9)
	Foreign-born	63	(2.6)	222	(4.0)	5 <sup>M</sup>	(1.0)	264	(10.0)	16	(1.9)	257	(6.3)	17	(2.0)	291	(7.5)	8	(0.4)	241	(3.5)
<b>France</b>	Born in country	70	(0.2)	253	(0.8)	–	–	–	–	11	(0.3)	290	(1.2)	19	(0.3)	303	(1.2)	87	(0.1)	266	(0.6)
	Foreign-born	74	(1.3)	215	(2.1)	–	–	–	–	6	(0.7)	260	(6.5)	20	(1.2)	270	(2.9)	13	(0.1)	229	(1.8)
<b>Germany</b>	Born in country	60	(0.6)	259	(1.2)	7	(0.4)	302	(2.5)	14	(0.5)	282	(2.4)	20	(0.5)	306	(1.5)	86	(0.7)	274	(1.0)
	Foreign-born	69	(2.1)	228	(3.1)	5 <sup>M</sup>	(0.9)	275	(9.6)	8	(1.1)	255	(5.7)	19	(1.7)	274	(5.0)	14	(0.7)	241	(2.6)
<b>Ireland</b>	Born in country	49	(0.6)	249	(1.5)	19	(0.6)	269	(1.8)	12	(0.5)	283	(1.9)	19	(0.4)	303	(1.5)	79	(0.7)	268	(1.0)
	Foreign-born	37	(1.4)	244	(3.4)	19	(1.3)	252	(5.1)	18	(1.2)	266	(3.9)	26	(1.5)	293	(3.0)	21	(0.7)	262	(2.1)
<b>Italy</b>	Born in country	86	(0.2)	246	(1.3)	1 <sup>M</sup>	(0.1)	279	(7.9)	0 <sup>M</sup>	(0.1)	267	(15.3)	14	(0.2)	283	(1.6)	90	(0.7)	251	(1.1)
	Foreign-born	90	(1.5)	224	(3.8)	U	(1.0)	253	(11.0)	–	–	–	–	8	(1.2)	270	(8.4)	10	(0.7)	228	(3.5)
<b>Japan</b>	Born in country	54	(0.2)	282	(1.0)	2	(0.2)	295	(5.4)	18	(0.2)	304	(1.4)	26	(0.1)	320	(1.1)	100	(0.1)	296	(0.7)
	Foreign-born	62 <sup>M</sup>	(13.1)	254	(16.1)	–	–	–	–	x	x	x	x	x	x	298	(21.6)	0 <sup>M</sup>	(0.1)	271	(14.0)
<b>Korea</b>	Born in country	62	(0.1)	259	(0.8)	–	–	–	–	16	(0.4)	283	(1.4)	23	(0.4)	297	(1.3)	98	(0.2)	272	(0.6)
	Foreign-born	79	(4.2)	227	(7.8)	–	–	–	–	10 <sup>M</sup>	(3.0)	256	(14.1)	11 <sup>M</sup>	(2.8)	264	(19.4)	2	(0.2)	234	(6.7)
<b>Netherlands</b>	Born in country	67	(0.6)	277	(0.9)	–	–	–	–	4	(0.3)	296	(3.2)	30	(0.5)	318	(1.1)	87	(0.3)	289	(0.7)
	Foreign-born	69	(2.3)	231	(3.8)	–	–	–	–	U	(0.6)	266	(21.3)	29	(2.2)	279	(5.2)	13	(0.3)	246	(3.2)
<b>Norway</b>	Born in country	52	(0.7)	270	(1.1)	11	(0.5)	279	(2.2)	5	(0.3)	293	(2.8)	33	(0.5)	309	(0.9)	86	(0.6)	285	(0.7)
	Foreign-born	46	(1.8)	224	(3.7)	10	(1.3)	243	(9.6)	5 <sup>M</sup>	(0.9)	257	(12.3)	39	(1.8)	271	(3.6)	14	(0.6)	246	(2.6)
<b>Poland</b>	Born in country	67	(0.6)	252	(0.8)	5	(0.3)	275	(2.5)	–	–	–	–	28	(0.5)	297	(1.2)	100	(0.1)	266	(0.6)
	Foreign-born	57 <sup>M</sup>	(13.7)	251	(15.2)	–	–	–	–	–	–	–	–	43 <sup>M</sup>	(13.7)	275	(30.6)	0 <sup>M</sup>	(0.1)	261	(16.6)
<b>Slovak Republic</b>	Born in country	79	(0.6)	268	(0.8)	1 <sup>M</sup>	(0.1)	283	(8.2)	–	–	–	–	21	(0.6)	295	(1.3)	98	(0.3)	274	(0.6)
	Foreign-born	80	(4.4)	262	(4.9)	–	–	–	–	–	–	–	–	20 <sup>M</sup>	(4.4)	293	(7.2)	2	(0.3)	268	(4.5)

Table 2.7A (continued)

Literacy — Proportions and average scores of population aged 20 to 65, by place of birth and educational attainment, OECD average and countries, 2012

Jurisdiction	Place of birth	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Spain	Born in country	66	(0.4)	239	(1.0)	2	(0.2)	273	(5.1)	9	(0.4)	269	(2.1)	23	(0.5)	290	(1.4)	87	(0.1)	254	(0.7)
	Foreign-born	75	(1.6)	222	(3.0)	3 <sup>M</sup>	(0.8)	237	(9.6)	5 <sup>M</sup>	(1.0)	245	(8.8)	17	(1.4)	268	(4.9)	13	(0.1)	231	(2.7)
Sweden	Born in country	61	(0.4)	275	(1.0)	9	(0.5)	300	(2.3)	9	(0.4)	305	(2.4)	21	(0.5)	319	(1.5)	82	(0.2)	289	(0.8)
	Foreign-born	60	(1.3)	218	(2.8)	6 <sup>M</sup>	(1.0)	250	(8.8)	9	(1.1)	260	(6.9)	25	(1.2)	271	(3.1)	18	(0.2)	236	(2.0)
United States	Born in country	51	(0.7)	259	(1.4)	10	(0.5)	268	(2.6)	10	(0.6)	286	(2.9)	28	(0.4)	307	(1.6)	85	(0.6)	276	(1.1)
	Foreign-born	58	(2.1)	213	(3.6)	5 <sup>M</sup>	(1.0)	244	(10.3)	5 <sup>M</sup>	(1.0)	255	(6.9)	32	(2.2)	283	(3.5)	15	(0.6)	239	(3.2)

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

Note: The percentages add up to 100% horizontally, by place of birth.

<sup>M</sup> 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

AVG Average

Table 2.7B

**Numeracy — Proportions and average scores of population aged 20 to 65, by place of birth and educational attainment, OECD average and countries, 2012**

Jurisdiction	Place of birth	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	Born in country	62	(0.1)	258	(0.3)	5	(0.1)	279	(1.6)	11	(0.1)	286	(0.9)	22	(0.1)	307	(0.3)	88	(0.1)	273	(0.2)
	Foreign-born	61	(1.0)	225	(1.4)	4	(0.2)	251	(3.2)	8	(0.3)	263	(2.1)	27	(1.0)	278	(2.2)	12	(0.1)	242	(1.2)
Australia	Born in country	63	(0.6)	258	(1.5)	7	(0.4)	275	(3.2)	9	(0.4)	275	(2.6)	21	(0.5)	308	(1.7)	71	(0.7)	271	(1.1)
	Foreign-born	47	(1.2)	234	(2.5)	5	(0.5)	256	(7.4)	11	(0.7)	263	(4.9)	38	(1.2)	288	(2.7)	29	(0.7)	259	(1.8)
Austria	Born in country	71	(0.3)	270	(1.2)	12	(0.2)	303	(1.9)	7	(0.3)	296	(2.3)	10	(0.3)	321	(1.9)	83	(0.4)	281	(1.0)
	Foreign-born	69	(1.5)	234	(2.8)	9	(1.0)	266	(5.7)	6	(0.8)	267	(8.1)	16	(1.2)	295	(5.0)	17	(0.4)	248	(2.2)
Canada	Born in country	36	(0.3)	248	(1.3)	17	(0.4)	266	(1.6)	23	(0.4)	279	(1.5)	23	(0.3)	306	(1.2)	73	(0.2)	272	(0.8)
	Foreign-born	31	(0.8)	212	(3.2)	9	(0.6)	247	(5.4)	21	(0.8)	251	(3.1)	40	(0.9)	278	(1.7)	27	(0.2)	250	(1.6)
Czech Republic	Born in country	79	(0.5)	269	(1.0)	2	(0.3)	285	(7.7)	2	(0.2)	287	(6.0)	17	(0.3)	313	(2.4)	95	(0.5)	277	(0.9)
	Foreign-born	69	(4.8)	249	(6.6)	x	x	x	x	x	x	x	x	28 <sup>M</sup>	(4.7)	304	(11.5)	5	(0.5)	265	(6.3)
Denmark	Born in country	61	(0.5)	271	(1.1)	2	(0.2)	281	(5.5)	20	(0.5)	298	(1.4)	16	(0.3)	318	(1.8)	88	(0.2)	284	(0.8)
	Foreign-born	57	(1.3)	228	(2.9)	2 <sup>M</sup>	(0.5)	253	(10.9)	12	(0.9)	264	(4.8)	28	(1.1)	272	(3.8)	12	(0.2)	245	(2.3)
England/ N. Ireland (UK)	Born in country	64	(0.7)	252	(1.3)	U	(0.1)	273	(23.7)	13	(0.6)	276	(3.0)	23	(0.4)	303	(1.6)	85	(0.6)	267	(1.1)
	Foreign-born	49	(2.4)	218	(5.1)	x	x	x	x	x	x	235	(5.6)	39	(2.1)	269	(5.2)	15	(0.6)	239	(3.6)
Estonia	Born in country	56	(0.7)	263	(0.8)	6	(0.3)	273	(2.3)	16	(0.5)	279	(1.4)	23	(0.5)	303	(1.4)	86	(0.4)	276	(0.6)
	Foreign-born	48	(1.7)	248	(2.6)	8	(0.9)	252	(5.4)	18	(1.2)	260	(3.9)	26	(1.5)	284	(3.1)	14	(0.4)	260	(1.6)
Finland	Born in country	56	(0.6)	271	(1.1)	4	(0.3)	278	(3.5)	16	(0.4)	291	(1.6)	24	(0.3)	319	(1.5)	94	(0.2)	286	(0.8)
	Foreign-born	62	(3.5)	218	(5.7)	4 <sup>M</sup>	(1.3)	285	(18.6)	5 <sup>M</sup>	(1.4)	283	(13.8)	29	(3.4)	249	(9.7)	6	(0.2)	233	(4.1)
Flanders (Belgium)	Born in country	58	(0.7)	265	(1.1)	3	(0.3)	281	(3.7)	23	(0.6)	302	(1.4)	16	(0.5)	325	(1.7)	92	(0.4)	284	(0.9)
	Foreign-born	63	(2.6)	230	(4.2)	5 <sup>M</sup>	(1.0)	268	(10.3)	16	(1.9)	263	(7.1)	17	(2.0)	300	(7.6)	8	(0.4)	249	(3.6)
France	Born in country	70	(0.2)	243	(0.8)	–	–	–	–	11	(0.3)	290	(1.6)	19	(0.3)	305	(1.4)	87	(0.1)	260	(0.7)
	Foreign-born	74	(1.3)	197	(2.5)	–	–	–	–	6	(0.7)	253	(7.0)	20	(1.2)	267	(3.6)	13	(0.1)	214	(2.3)
Germany	Born in country	60	(0.6)	260	(1.4)	7	(0.4)	305	(3.0)	14	(0.5)	289	(2.5)	20	(0.5)	314	(1.6)	86	(0.7)	277	(1.1)
	Foreign-born	69	(2.1)	225	(3.5)	5 <sup>M</sup>	(0.9)	270	(10.9)	8	(1.1)	260	(7.3)	19	(1.7)	283	(5.3)	14	(0.7)	240	(2.9)
Ireland	Born in country	49	(0.6)	236	(1.7)	19	(0.6)	256	(2.0)	12	(0.5)	276	(2.1)	19	(0.4)	295	(2.1)	79	(0.7)	256	(1.2)
	Foreign-born	37	(1.4)	236	(4.1)	19	(1.3)	241	(5.2)	18	(1.2)	266	(4.7)	26	(1.5)	288	(3.1)	21	(0.7)	256	(2.3)
Italy	Born in country	86	(0.2)	242	(1.2)	1 <sup>M</sup>	(0.1)	283	(9.3)	0 <sup>M</sup>	(0.1)	270	(12.8)	14	(0.2)	280	(2.1)	90	(0.7)	248	(1.1)
	Foreign-born	90	(1.5)	227	(4.2)	U	(1.0)	270	(20.5)	–	–	–	–	8	(1.2)	279	(8.8)	10	(0.7)	232	(3.7)
Japan	Born in country	54	(0.2)	275	(1.2)	2	(0.2)	278	(5.8)	18	(0.2)	291	(1.3)	26	(0.1)	319	(1.2)	100	(0.1)	289	(0.7)
	Foreign-born	62 <sup>M</sup>	(13.1)	239	(19.4)	–	–	–	–	x	x	x	x	x	x	297	(19.6)	0 <sup>M</sup>	(0.1)	262	(16.1)
Korea	Born in country	62	(0.1)	248	(0.8)	–	–	–	–	16	(0.4)	275	(1.6)	23	(0.4)	293	(1.5)	98	(0.2)	262	(0.7)
	Foreign-born	79	(4.2)	223	(8.4)	–	–	–	–	10 <sup>M</sup>	(3.0)	246	(11.9)	11 <sup>M</sup>	(2.8)	265	(20.7)	2	(0.2)	230	(7.1)
Netherlands	Born in country	67	(0.6)	274	(0.9)	–	–	–	–	4	(0.3)	295	(3.5)	30	(0.5)	315	(1.2)	87	(0.3)	287	(0.8)
	Foreign-born	69	(2.3)	221	(3.8)	–	–	–	–	U	(0.6)	264	(15.5)	29	(2.2)	277	(4.9)	13	(0.3)	238	(3.3)
Norway	Born in country	52	(0.7)	269	(1.3)	11	(0.5)	284	(2.3)	5	(0.3)	302	(3.5)	33	(0.5)	313	(1.2)	86	(0.6)	286	(0.8)
	Foreign-born	46	(1.8)	213	(4.5)	10	(1.3)	238	(11.6)	5 <sup>M</sup>	(0.9)	253	(12.9)	39	(1.8)	269	(4.3)	14	(0.6)	239	(3.2)
Poland	Born in country	67	(0.6)	246	(1.1)	5	(0.3)	267	(2.4)	–	–	–	–	28	(0.5)	290	(1.4)	100	(0.1)	259	(0.9)
	Foreign-born	57 <sup>M</sup>	(13.7)	212	(12.2)	–	–	–	–	–	–	–	–	43 <sup>M</sup>	(13.7)	229	(29.5)	0 <sup>M</sup>	(0.1)	219	(13.6)
Slovak Republic	Born in country	79	(0.6)	268	(0.9)	1 <sup>M</sup>	(0.1)	285	(9.8)	–	–	–	–	21	(0.6)	305	(1.4)	98	(0.3)	276	(0.8)
	Foreign-born	80	(4.4)	260	(5.5)	–	–	–	–	–	–	–	–	20 <sup>M</sup>	(4.4)	298	(8.2)	2	(0.3)	268	(4.8)

Table 2.7B (continued)

## Numeracy — Proportions and average scores of population aged 20 to 65, by place of birth and educational attainment, OECD average and countries, 2012

Jurisdiction	Place of birth	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Spain	Born in country	66	(0.4)	233	(0.9)	2	(0.2)	273	(4.7)	9	(0.4)	266	(2.2)	23	(0.5)	285	(1.4)	87	(0.1)	248	(0.6)
	Foreign-born	75	(1.6)	216	(3.0)	3 <sup>M</sup>	(0.8)	233	(10.2)	5 <sup>M</sup>	(1.0)	246	(9.8)	17	(1.4)	267	(5.3)	13	(0.1)	227	(2.7)
Sweden	Born in country	61	(0.4)	275	(1.2)	9	(0.5)	306	(2.3)	9	(0.4)	306	(2.7)	21	(0.5)	321	(1.6)	82	(0.2)	290	(1.0)
	Foreign-born	60	(1.3)	214	(3.2)	6 <sup>M</sup>	(1.0)	252	(11.2)	9	(1.1)	268	(6.6)	25	(1.2)	269	(3.0)	18	(0.2)	234	(2.1)
United States	Born in country	51	(0.7)	238	(1.6)	10	(0.5)	253	(3.1)	10	(0.6)	270	(3.2)	28	(0.4)	296	(1.8)	85	(0.6)	259	(1.3)
	Foreign-born	58	(2.1)	195	(4.5)	5 <sup>M</sup>	(1.0)	231	(11.1)	5 <sup>M</sup>	(1.0)	243	(7.7)	32	(2.2)	280	(4.1)	15	(0.6)	226	(4.0)

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

Note: The percentages add up to 100% horizontally, by place of birth.

<sup>M</sup> 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

AVG Average

Table 2.8A

**Literacy — Proportions and average scores of population aged 20 to 65, by recent or established immigrant status and educational attainment, Canada and oversampled populations, 2012**

Jurisdiction	Immigrant status	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Canada	Recent immigrant	5	(0.3)	220	(4.4)	3	(0.3)	247	(6.1)	5	(0.4)	242	(4.3)	14	(0.4)	273	(2.1)	7	(0.1)	253	(2.0)
	Established immigrant	16	(0.6)	226	(3.5)	11	(1.0)	255	(6.4)	18	(0.9)	260	(3.5)	23	(0.8)	283	(2.4)	17	(0.1)	257	(1.8)
	Canadian-born	79	(0.6)	259	(1.2)	86	(1.0)	274	(1.3)	77	(0.9)	286	(1.3)	64	(0.8)	313	(1.1)	76	(0.1)	280	(0.7)
Quebec	Recent immigrant	3	(0.4)	198	(7.6)	3 <sup>M</sup>	(0.4)	254	(8.8)	4	(0.5)	247	(8.0)	13	(0.6)	271	(3.5)	6	(0.1)	253	(3.3)
	Established immigrant	9	(0.7)	209	(4.7)	8	(0.9)	246	(7.0)	9	(0.8)	262	(6.1)	12	(1.0)	289	(3.9)	10	(0.1)	252	(3.0)
	Canadian-born	88	(0.7)	248	(1.6)	90	(1.0)	267	(1.9)	87	(1.0)	278	(1.9)	74	(0.9)	307	(1.4)	85	(0.1)	272	(0.9)
Ontario	Recent immigrant	6	(0.5)	231	(7.3)	3 <sup>M</sup>	(0.7)	247	(9.4)	6	(0.7)	237	(7.2)	14	(0.7)	275	(3.2)	8	(0.2)	256	(3.1)
	Established immigrant	24	(1.2)	228	(4.6)	16	(2.4)	253	(11.4)	25	(1.5)	261	(5.2)	30	(1.3)	282	(3.3)	25	(0.2)	257	(2.4)
	Canadian-born	70	(1.3)	267	(2.2)	81	(2.6)	276	(3.2)	70	(1.5)	290	(2.4)	56	(1.6)	316	(2.1)	67	(0.2)	287	(1.4)
British Columbia	Recent immigrant	7	(0.8)	215	(10.0)	4	(0.6)	261	(11.0)	5	(0.7)	247	(7.0)	16	(1.0)	270	(4.7)	9	(0.2)	251	(4.3)
	Established immigrant	24	(2.4)	227	(9.0)	16 <sup>M</sup>	(3.0)	275	(13.7)	23	(3.6)	256	(9.1)	29	(2.8)	279	(7.4)	24	(0.3)	256	(4.9)
	Canadian-born	69	(2.5)	268	(3.9)	81	(3.0)	283	(4.1)	71	(3.6)	287	(3.7)	54	(2.9)	316	(3.3)	67	(0.4)	286	(2.3)

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

**Note:** The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

SE Standard error

AVG Average



Table 2.8B

**Numeracy — Proportions and average scores of population aged 20 to 65, by recent or established immigrant status and educational attainment, Canada and oversampled populations, 2012**

Jurisdiction	Immigrant status	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Canada	Recent immigrant	5	(0.3)	206	(4.8)	3	(0.3)	241	(6.9)	5	(0.4)	236	(4.6)	14	(0.4)	270	(2.3)	7	(0.1)	247	(2.1)
	Established immigrant	16	(0.6)	215	(3.8)	11	(1.0)	246	(7.0)	18	(0.9)	253	(4.0)	23	(0.8)	283	(2.5)	17	(0.1)	251	(2.0)
	Canadian-born	79	(0.6)	248	(1.3)	86	(1.0)	266	(1.6)	77	(0.9)	279	(1.5)	64	(0.8)	306	(1.2)	76	(0.1)	272	(0.8)
Quebec	Recent immigrant	3	(0.4)	188	(7.1)	3 <sup>M</sup>	(0.4)	259	(10.5)	4	(0.5)	252	(9.5)	13	(0.6)	270	(3.8)	6	(0.1)	252	(3.6)
	Established immigrant	9	(0.7)	200	(5.3)	8	(0.9)	245	(7.8)	9	(0.8)	259	(6.2)	12	(1.0)	289	(4.7)	10	(0.1)	249	(3.3)
	Canadian-born	88	(0.7)	242	(1.6)	90	(1.0)	265	(1.9)	87	(1.0)	276	(1.7)	74	(0.9)	302	(1.4)	85	(0.1)	268	(0.8)
Ontario	Recent immigrant	6	(0.5)	217	(7.5)	3 <sup>M</sup>	(0.7)	235	(10.5)	6	(0.7)	228	(7.6)	14	(0.7)	271	(3.6)	8	(0.2)	248	(3.3)
	Established immigrant	24	(1.2)	215	(5.0)	16	(2.4)	241	(11.7)	25	(1.5)	255	(6.0)	30	(1.3)	282	(3.3)	25	(0.2)	251	(2.7)
	Canadian-born	70	(1.3)	253	(2.5)	81	(2.6)	266	(4.4)	70	(1.5)	280	(3.0)	56	(1.6)	309	(2.3)	67	(0.2)	276	(1.7)
British Columbia	Recent immigrant	7	(0.8)	199	(11.3)	4	(0.6)	248	(12.8)	5	(0.7)	244	(7.2)	16	(1.0)	268	(5.5)	9	(0.2)	245	(4.8)
	Established immigrant	24	(2.4)	220	(10.4)	16 <sup>M</sup>	(3.0)	268	(16.1)	23	(3.6)	245	(8.9)	29	(2.8)	279	(9.0)	24	(0.3)	251	(5.4)
	Canadian-born	69	(2.5)	256	(4.3)	81	(3.0)	269	(4.6)	71	(3.6)	281	(3.9)	54	(2.9)	308	(3.9)	67	(0.4)	276	(2.4)

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

**Note:** The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

SE Standard error

AVG Average

Table 2.9A

**Literacy — Proportions and average scores of population aged 20 to 65, by source of credential and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Source of credential	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	Domestic	98	(0.1)	260	(0.2)	99	(0.1)	280	(1.3)	98	(0.1)	286	(1.0)	97	(0.1)	304	(0.3)	98	(0.0)	273	(0.2)
	International	2	(0.1)	230	(3.9)	1	(0.1)	258	(7.9)	2	(0.1)	254	(5.1)	3	(0.1)	280	(4.6)	2	(0.0)	258	(3.0)
Canada	Domestic	85	(0.6)	258	(1.1)	96	(0.5)	272	(1.4)	87	(0.8)	285	(1.3)	72	(0.8)	309	(1.0)	84	(0.3)	279	(0.6)
	International	15	(0.6)	210	(3.1)	4	(0.5)	243	(8.9)	13	(0.8)	239	(3.5)	28	(0.8)	274	(1.9)	16	(0.3)	246	(1.5)
Newfoundland and Labrador	Domestic	99	(0.6)	240	(2.2)	98	(1.0)	265	(2.3)	97	(1.2)	276	(2.7)	95	(1.5)	311	(3.1)	97	(0.6)	265	(1.4)
	International	U	(0.6)	237	(26.4)	U	(1.0)	273	(19.2)	U	(1.2)	228	(15.9)	5 <sup>M</sup>	(1.5)	303	(12.3)	3 <sup>M</sup>	(0.6)	268	(10.3)
Prince Edward Island	Domestic	99	(0.7)	253	(5.1)	x	x	280	(5.2)	95	(1.6)	287	(4.6)	88	(2.2)	311	(4.3)	96	(0.7)	278	(3.8)
	International	U	(0.7)	252	(34.0)	x	x	x	x	U	(1.6)	281	(20.4)	12 <sup>M</sup>	(2.2)	301	(12.4)	4	(0.7)	289	(9.5)
Nova Scotia	Domestic	96	(0.9)	250	(2.9)	98	(0.9)	272	(3.2)	95	(1.4)	278	(3.2)	88	(1.7)	311	(2.8)	94	(0.6)	274	(1.9)
	International	4 <sup>M</sup>	(0.9)	243	(17.0)	U	(0.9)	273	(19.3)	5 <sup>M</sup>	(1.4)	268	(15.1)	12	(1.7)	302	(8.6)	6	(0.6)	280	(7.0)
New Brunswick	Domestic	98	(0.6)	246	(2.2)	98	(0.8)	270	(2.8)	x	x	281	(3.2)	92	(2.7)	308	(2.9)	97	(0.6)	269	(1.6)
	International	2 <sup>M</sup>	(0.6)	275	(15.8)	U	(0.8)	264	(17.6)	x	x	x	x	8 <sup>M</sup>	(2.7)	290	(9.6)	3 <sup>M</sup>	(0.6)	282	(7.1)
Quebec	Domestic	91	(0.7)	247	(1.6)	96	(0.6)	266	(1.8)	93	(0.7)	278	(1.8)	81	(0.9)	306	(1.4)	90	(0.3)	272	(0.8)
	International	9	(0.7)	199	(5.3)	4 <sup>M</sup>	(0.6)	244	(10.3)	7	(0.7)	241	(6.6)	19	(0.9)	271	(3.3)	10	(0.3)	244	(2.9)
Ontario	Domestic	79	(1.2)	264	(2.1)	95	(1.4)	273	(3.2)	85	(1.4)	287	(2.2)	67	(1.6)	310	(2.0)	79	(0.7)	284	(1.3)
	International	21	(1.2)	211	(4.4)	5 <sup>M</sup>	(1.4)	229	(19.4)	15	(1.4)	234	(5.1)	33	(1.6)	277	(2.7)	21	(0.7)	246	(2.2)
Manitoba	Domestic	85	(3.1)	260	(3.2)	98	(1.2)	276	(4.4)	88	(3.0)	290	(4.7)	77	(3.4)	308	(3.5)	86	(1.6)	279	(2.3)
	International	15 <sup>M</sup>	(3.1)	200	(11.0)	U	(1.2)	229	(35.2)	12 <sup>M</sup>	(3.0)	242	(14.5)	23	(3.4)	284	(8.2)	14	(1.6)	242	(8.1)
Saskatchewan	Domestic	94	(1.5)	253	(3.4)	x	x	273	(4.4)	94	(1.8)	289	(3.9)	86	(2.4)	305	(4.3)	93	(0.8)	274	(2.5)
	International	6 <sup>M</sup>	(1.5)	199	(11.5)	x	x	x	x	6 <sup>M</sup>	(1.8)	247	(15.0)	14 <sup>M</sup>	(2.4)	275	(10.9)	7	(0.8)	242	(8.7)
Alberta	Domestic	88	(1.8)	265	(3.1)	95	(2.0)	275	(5.4)	89	(2.2)	292	(3.3)	74	(2.5)	311	(3.8)	85	(1.0)	284	(1.9)
	International	12	(1.8)	213	(8.1)	U	(2.0)	232	(19.6)	11 <sup>M</sup>	(2.2)	232	(8.3)	26	(2.5)	271	(6.1)	15	(1.0)	244	(4.9)
British Columbia	Domestic	78	(2.7)	265	(3.9)	96	(1.4)	282	(4.0)	77	(3.6)	286	(3.5)	64	(3.0)	313	(3.1)	76	(1.3)	284	(2.2)
	International	22	(2.7)	213	(7.9)	4 <sup>M</sup>	(1.4)	281	(21.0)	23	(3.6)	250	(8.8)	36	(3.0)	267	(5.6)	24	(1.3)	246	(4.6)
Yukon	Domestic	89	(7.3)	245	(15.0)	96	(2.0)	279	(15.8)	78	(11.4)	294	(9.9)	U	(20.3)	318	(9.5)	80	(7.0)	276	(11.9)
	International	U	(7.3)	275 <sup>M</sup>	(51.7)	U	(2.0)	264	(27.3)	U	(11.4)	274	(27.7)	U	(20.3)	295	(17.1)	U	(7.0)	285	(15.4)
Northwest Territories	Domestic	95	(1.4)	227	(7.5)	x	x	257	(7.6)	91	(2.4)	276	(6.4)	88	(3.2)	304	(5.2)	94	(1.2)	255	(5.7)
	International	5 <sup>M</sup>	(1.4)	213	(12.7)	x	x	x	x	9 <sup>M</sup>	(2.4)	245	(15.5)	12 <sup>M</sup>	(3.2)	287	(11.4)	6 <sup>M</sup>	(1.2)	250	(8.4)
Nunavut	Domestic	x	x	198	(4.6)	x	x	234	(7.5)	96	(1.7)	265	(5.6)	82	(5.1)	301	(5.5)	97	(0.5)	220	(4.0)
	International	x	x	x	x	x	x	x	x	U	(1.7)	219	(13.4)	18 <sup>M</sup>	(5.1)	292	(9.5)	3 <sup>M</sup>	(0.5)	270	(9.9)

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

Note: The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

AVG Average

Table 2.9B

**Numeracy — Proportions and average scores of population aged 20 to 65, by source of credential and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Source of credential	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	Domestic	98	(0.1)	254	(0.3)	99	(0.1)	276	(1.7)	98	(0.1)	284	(0.9)	97	(0.1)	304	(0.4)	98	(0.0)	270	(0.2)
	International	2	(0.1)	225	(4.6)	1	(0.1)	257	(8.6)	2	(0.1)	254	(6.0)	3	(0.1)	282	(5.4)	2	(0.0)	257	(3.8)
Canada	Domestic	85	(0.6)	247	(1.3)	96	(0.5)	264	(1.7)	87	(0.8)	278	(1.5)	72	(0.8)	304	(1.1)	84	(0.3)	271	(0.8)
	International	15	(0.6)	198	(3.6)	4	(0.5)	243	(10.3)	13	(0.8)	234	(4.3)	28	(0.8)	273	(2.1)	16	(0.3)	241	(1.9)
Newfoundland and Labrador	Domestic	99	(0.6)	222	(2.7)	98	(1.0)	250	(2.9)	97	(1.2)	265	(3.2)	95	(1.5)	305	(3.8)	97	(0.6)	251	(1.6)
	International	U	(0.6)	224	(26.6)	U	(1.0)	264	(22.3)	U	(1.2)	229	(13.2)	5 <sup>M</sup>	(1.5)	295	(14.2)	3 <sup>M</sup>	(0.6)	261	(11.0)
Prince Edward Island	Domestic	99	(0.7)	237	(5.0)	x	x	265	(6.9)	95	(1.6)	277	(5.6)	88	(2.2)	302	(5.0)	96	(0.7)	265	(4.3)
	International	U	(0.7)	257	(20.2)	x	x	x	x	U	(1.6)	264	(18.4)	12 <sup>M</sup>	(2.2)	300	(15.8)	4	(0.7)	284	(10.0)
Nova Scotia	Domestic	96	(0.9)	236	(3.0)	98	(0.9)	256	(3.4)	95	(1.4)	270	(3.6)	88	(1.7)	305	(2.9)	94	(0.6)	263	(2.1)
	International	4 <sup>M</sup>	(0.9)	232	(18.9)	U	(0.9)	270	(20.6)	5 <sup>M</sup>	(1.4)	254	(15.9)	12	(1.7)	298	(9.5)	6	(0.6)	273	(7.7)
New Brunswick	Domestic	98	(0.6)	230	(2.3)	98	(0.8)	257	(3.3)	x	x	273	(4.2)	92	(2.7)	299	(2.7)	97	(0.6)	257	(1.7)
	International	2 <sup>M</sup>	(0.6)	259	(13.0)	U	(0.8)	269	(25.5)	x	x	x	x	8 <sup>M</sup>	(2.7)	288	(9.6)	3 <sup>M</sup>	(0.6)	277	(7.0)
Quebec	Domestic	91	(0.7)	240	(1.6)	96	(0.6)	264	(1.8)	93	(0.7)	275	(1.6)	81	(0.9)	301	(1.3)	90	(0.3)	267	(0.7)
	International	9	(0.7)	193	(6.0)	4 <sup>M</sup>	(0.6)	252	(10.1)	7	(0.7)	240	(6.9)	19	(0.9)	270	(3.4)	10	(0.3)	242	(3.1)
Ontario	Domestic	79	(1.2)	251	(2.4)	95	(1.4)	262	(4.2)	85	(1.4)	278	(2.9)	67	(1.6)	304	(2.1)	79	(0.7)	273	(1.5)
	International	21	(1.2)	198	(4.7)	5 <sup>M</sup>	(1.4)	229	(21.3)	15	(1.4)	231	(6.0)	33	(1.6)	276	(2.9)	21	(0.7)	241	(2.6)
Manitoba	Domestic	85	(3.1)	249	(3.4)	98	(1.2)	266	(4.9)	88	(3.0)	282	(5.4)	77	(3.4)	300	(4.6)	86	(1.6)	270	(3.0)
	International	15 <sup>M</sup>	(3.1)	181	(11.7)	U	(1.2)	218 <sup>M</sup>	(38.4)	12 <sup>M</sup>	(3.0)	234	(16.7)	23	(3.4)	279	(8.3)	14	(1.6)	230	(9.4)
Saskatchewan	Domestic	94	(1.5)	242	(3.4)	x	x	263	(4.5)	94	(1.8)	284	(3.9)	86	(2.4)	298	(3.9)	93	(0.8)	265	(2.2)
	International	6 <sup>M</sup>	(1.5)	187	(13.9)	x	x	x	x	6 <sup>M</sup>	(1.8)	250	(16.5)	14 <sup>M</sup>	(2.4)	266	(12.6)	7	(0.8)	234	(9.6)
Alberta	Domestic	88	(1.8)	252	(4.0)	95	(2.0)	268	(5.8)	89	(2.2)	283	(4.1)	74	(2.5)	307	(4.1)	85	(1.0)	275	(2.3)
	International	12	(1.8)	208	(8.8)	U	(2.0)	216	(28.9)	11 <sup>M</sup>	(2.2)	222	(10.6)	26	(2.5)	265	(7.2)	15	(1.0)	238	(5.6)
British Columbia	Domestic	78	(2.7)	255	(4.2)	96	(1.4)	269	(4.6)	77	(3.6)	280	(3.9)	64	(3.0)	306	(3.6)	76	(1.3)	275	(2.3)
	International	22	(2.7)	201	(9.3)	4 <sup>M</sup>	(1.4)	282	(20.9)	23	(3.6)	241	(9.0)	36	(3.0)	265	(6.0)	24	(1.3)	240	(5.0)
Yukon	Domestic	89	(7.3)	228	(16.1)	96	(2.0)	261	(15.7)	78	(11.4)	283	(9.2)	U	(20.3)	301	(8.5)	80	(7.0)	260	(10.7)
	International	U	(7.3)	258 <sup>M</sup>	(58.0)	U	(2.0)	271	(16.9)	U	(11.4)	271	(29.4)	U	(20.3)	284	(16.9)	U	(7.0)	275	(15.2)
Northwest Territories	Domestic	95	(1.4)	209	(9.3)	x	x	246	(7.4)	91	(2.4)	265	(7.8)	88	(3.2)	294	(6.1)	94	(1.2)	241	(6.7)
	International	5 <sup>M</sup>	(1.4)	203	(15.2)	x	x	x	x	9 <sup>M</sup>	(2.4)	236	(19.2)	12 <sup>M</sup>	(3.2)	282	(11.7)	6 <sup>M</sup>	(1.2)	242	(7.0)
Nunavut	Domestic	x	x	178	(4.8)	x	x	219	(7.3)	96	(1.7)	248	(6.5)	82	(5.1)	293	(6.1)	97	(0.5)	201	(4.1)
	International	x	x	x	x	x	x	x	x	U	(1.7)	188	(14.7)	18 <sup>M</sup>	(5.1)	285	(13.5)	3 <sup>M</sup>	(0.5)	258	(12.4)

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

Note: The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

AVG Average

Table 2.10A

**Literacy — Proportions and average scores of population aged 20 to 65, by immigrant status, source of credential, and educational attainment, Canada and oversampled populations, 2012**

Jurisdiction	Immigrant status	Source of credential	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
			%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Canada	Immigrant	Domestic	38	(2.2)	246	(4.4)	75	(3.4)	259	(6.3)	50	(2.6)	274	(3.6)	35	(1.5)	296	(2.9)	42	(1.1)	272	(2.1)
		International	62	(2.2)	210	(3.3)	25	(3.4)	236	(10.1)	50	(2.6)	237	(3.7)	65	(1.5)	270	(1.8)	58	(1.1)	244	(1.5)
	Canadian-born	Domestic	100	(0.2)	259	(1.2)	100	(0.1)	274	(1.3)	99	(0.3)	286	(1.3)	96	(0.6)	313	(1.1)	99	(0.2)	280	(0.7)
		International	U	(0.2)	274	(15.3)	0 <sup>M</sup>	(0.1)	271	(21.1)	1 <sup>M</sup>	(0.3)	268	(14.4)	4	(0.6)	314	(6.1)	1	(0.2)	301	(5.0)
Quebec	Immigrant	Domestic	39	(3.3)	224	(5.9)	74	(5.4)	253	(6.8)	53	(4.3)	273	(5.2)	37	(2.3)	297	(4.2)	45	(1.5)	267	(3.1)
		International	61	(3.3)	195	(5.7)	26 <sup>M</sup>	(5.4)	234	(12.5)	47	(4.3)	237	(7.1)	63	(2.3)	269	(3.2)	55	(1.5)	240	(3.1)
	Canadian-born	Domestic	100	(0.2)	248	(1.6)	x	x	267	(1.9)	x	x	278	(1.9)	98	(0.5)	307	(1.5)	99	(0.1)	272	(0.9)
		International	U	(0.2)	231	(32.2)	x	x	x	x	x	x	x	x	2 <sup>M</sup>	(0.5)	303	(9.3)	1 <sup>M</sup>	(0.1)	288	(10.4)
Ontario	Immigrant	Domestic	40	(3.0)	250	(6.0)	71	(6.8)	262	(10.8)	56	(3.9)	274	(4.9)	35	(2.3)	293	(4.3)	44	(1.5)	272	(2.8)
		International	60	(3.0)	214	(4.5)	29 <sup>M</sup>	(6.8)	229	(19.5)	44	(3.9)	235	(5.7)	65	(2.3)	272	(2.9)	56	(1.5)	245	(2.3)
	Canadian-born	Domestic	x	x	267	(2.2)	x	x	276	(3.2)	99	(0.4)	290	(2.4)	94	(1.4)	316	(2.2)	98	(0.4)	286	(1.5)
		International	x	x	x	x	x	x	x	x	U	(0.4)	251	(25.1)	6 <sup>M</sup>	(1.4)	318	(7.2)	2 <sup>M</sup>	(0.4)	309	(7.5)
British Columbia	Immigrant	Domestic	35 <sup>M</sup>	(6.5)	249	(12.8)	83	(6.7)	273	(14.3)	35 <sup>M</sup>	(7.5)	274	(10.8)	28	(4.7)	302	(6.5)	37	(3.6)	275	(6.2)
		International	65	(6.5)	211	(8.8)	U	(6.7)	272	(21.2)	65	(7.5)	244	(9.4)	72	(4.7)	265	(5.5)	63	(3.6)	243	(4.7)
	Canadian-born	Domestic	x	x	268	(3.9)	x	x	284	(4.1)	96	(2.0)	288	(3.9)	96	(1.7)	316	(3.4)	98	(0.7)	286	(2.3)
		International	x	x	x	x	x	x	x	x	U	(2.0)	277	(22.0)	U	(1.7)	311	(27.4)	2 <sup>M</sup>	(0.7)	293	(14.0)

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

Note: The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

AVG Average

Table 2.10B

**Numeracy — Proportions and average scores of population aged 20 to 65, by immigrant status, source of credential, and educational attainment, Canada and oversampled populations, 2012**

Jurisdiction	Immigrant status	Source of credential	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
			%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Canada	Immigrant	Domestic	38	(2.2)	235	(4.9)	75	(3.4)	248	(6.4)	50	(2.6)	266	(4.4)	35	(1.5)	294	(3.0)	42	(1.1)	265	(2.5)
		International	62	(2.2)	198	(3.7)	25	(3.4)	236	(11.4)	50	(2.6)	232	(4.6)	65	(1.5)	270	(2.2)	58	(1.1)	239	(2.0)
	Canadian-born	Domestic	100	(0.2)	248	(1.3)	100	(0.1)	266	(1.6)	99	(0.3)	279	(1.5)	96	(0.6)	306	(1.2)	99	(0.2)	271	(0.8)
		International	U	(0.2)	262	(11.8)	0 <sup>M</sup>	(0.1)	267	(17.0)	1 <sup>M</sup>	(0.3)	259	(14.2)	4	(0.6)	305	(6.7)	1	(0.2)	292	(5.8)
Quebec	Immigrant	Domestic	39	(3.3)	211	(6.0)	74	(5.4)	250	(7.8)	53	(4.3)	273	(6.3)	37	(2.3)	296	(4.9)	45	(1.5)	262	(3.8)
		International	61	(3.3)	188	(6.2)	26 <sup>M</sup>	(5.4)	245	(12.5)	47	(4.3)	239	(7.3)	63	(2.3)	270	(3.2)	55	(1.5)	240	(3.3)
	Canadian-born	Domestic	100	(0.2)	242	(1.6)	x	x	265	(1.9)	x	x	276	(1.7)	98	(0.5)	302	(1.5)	99	(0.1)	268	(0.7)
		International	U	(0.2)	248	(41.0)	x	x	x	x	x	x	x	x	2 <sup>M</sup>	(0.5)	291	(12.7)	1 <sup>M</sup>	(0.1)	283	(11.8)
Ontario	Immigrant	Domestic	40	(3.0)	238	(7.1)	71	(6.8)	245	(10.5)	56	(3.9)	264	(6.4)	35	(2.3)	290	(4.7)	44	(1.5)	263	(3.4)
		International	60	(3.0)	201	(4.7)	29 <sup>M</sup>	(6.8)	229	(21.2)	44	(3.9)	231	(6.5)	65	(2.3)	272	(3.1)	56	(1.5)	240	(2.6)
	Canadian-born	Domestic	x	x	253	(2.5)	x	x	266	(4.4)	99	(0.4)	281	(3.1)	94	(1.4)	308	(2.4)	98	(0.4)	276	(1.8)
		International	x	x	x	x	x	x	x	x	U	(0.4)	245	(25.1)	6 <sup>M</sup>	(1.4)	312	(9.4)	2 <sup>M</sup>	(0.4)	301	(9.5)
British Columbia	Immigrant	Domestic	35 <sup>M</sup>	(6.5)	246	(14.2)	83	(6.7)	263	(16.1)	35 <sup>M</sup>	(7.5)	264	(9.8)	28	(4.7)	302	(8.5)	37	(3.6)	270	(6.9)
		International	65	(6.5)	198	(9.9)	U	(6.7)	270	(18.5)	65	(7.5)	235	(9.8)	72	(4.7)	264	(6.1)	63	(3.6)	237	(5.2)
	Canadian-born	Domestic	x	x	256	(4.3)	x	x	269	(4.6)	96	(2.0)	282	(4.0)	96	(1.7)	308	(4.2)	98	(0.7)	276	(2.4)
		International	x	x	x	x	x	x	x	x	U	(2.0)	267	(22.4)	U	(1.7)	298	(28.6)	2 <sup>M</sup>	(0.7)	283	(14.7)

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

Note: The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

AVG Average

Table 3.1A

**Literacy — Proportions and average scores of non-student population aged 20 to 65, by employment status and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Employment status	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	Employed	68	(0.2)	262	(0.3)	78	(1.2)	282	(1.7)	83	(0.6)	286	(1.2)	87	(0.2)	304	(0.4)	74	(0.1)	276	(0.2)
	Unemployed	6	(0.1)	253	(1.1)	6	(0.7)	268	(4.0)	4	(0.3)	280	(2.7)	3	(0.1)	295	(1.9)	5	(0.1)	262	(0.9)
	Not in labour force	26	(0.2)	242	(0.5)	16	(1.0)	264	(2.6)	14	(0.5)	270	(1.9)	10	(0.2)	286	(1.2)	21	(0.1)	250	(0.4)
Canada	Employed	69	(0.8)	251	(1.4)	82	(1.0)	272	(1.6)	84	(1.1)	279	(1.4)	86	(0.7)	302	(1.2)	79	(0.4)	277	(0.7)
	Unemployed	4	(0.4)	239	(5.5)	3	(0.5)	266	(6.8)	3	(0.5)	277	(7.4)	3	(0.4)	285	(7.4)	4	(0.2)	261	(3.8)
	Not in labour force	27	(0.8)	232	(2.3)	15	(1.0)	255	(3.8)	13	(0.9)	264	(3.8)	11	(0.7)	281	(3.3)	17	(0.4)	249	(1.6)
Newfoundland and Labrador	Employed	51	(3.5)	240	(3.4)	74	(2.7)	267	(2.9)	78	(2.6)	277	(3.2)	88	(2.3)	315	(3.4)	68	(1.8)	272	(2.0)
	Unemployed	7	(1.0)	233	(8.8)	U	(1.1)	270	(11.5)	4 <sup>M</sup>	(1.2)	275	(11.9)	x	x	x	x	4	(0.6)	251	(7.5)
	Not in labour force	43	(3.1)	228	(3.5)	22	(2.2)	258	(4.4)	18	(2.3)	262	(6.3)	x	x	277	(8.1)	28	(1.5)	241	(2.8)
Prince Edward Island	Employed	65	(2.9)	253	(5.5)	72	(4.0)	279	(5.8)	75	(3.9)	288	(5.0)	83	(3.0)	310	(4.5)	73	(1.6)	280	(3.7)
	Unemployed	10 <sup>M</sup>	(2.4)	250	(11.7)	U	(2.0)	278	(19.6)	U	(2.0)	281	(15.5)	U	(1.8)	305	(20.2)	7 <sup>M</sup>	(1.2)	267	(8.9)
	Not in labour force	25	(2.6)	236	(8.0)	23 <sup>M</sup>	(3.8)	273	(9.7)	19 <sup>M</sup>	(3.4)	275	(8.7)	14 <sup>M</sup>	(2.6)	298	(11.4)	20	(1.3)	260	(6.4)
Nova Scotia	Employed	65	(2.8)	252	(3.3)	79	(2.4)	272	(4.1)	82	(2.6)	279	(3.5)	87	(2.3)	311	(3.2)	76	(1.3)	278	(2.0)
	Unemployed	5 <sup>M</sup>	(1.3)	252	(11.7)	U	(1.3)	293	(11.1)	5 <sup>M</sup>	(1.6)	255	(16.6)	U	(0.8)	329	(14.1)	4 <sup>M</sup>	(0.7)	269	(8.7)
	Not in labour force	31	(2.5)	238	(5.5)	18	(2.3)	257	(6.9)	13 <sup>M</sup>	(2.5)	272	(8.5)	11 <sup>M</sup>	(2.1)	296	(6.9)	20	(1.1)	254	(3.9)
New Brunswick	Employed	65	(2.6)	250	(3.0)	79	(2.5)	271	(3.1)	85	(2.8)	282	(3.8)	85	(2.1)	309	(3.1)	75	(1.7)	274	(1.9)
	Unemployed	6 <sup>M</sup>	(1.6)	247	(6.8)	7 <sup>M</sup>	(1.7)	268	(13.8)	U	(1.5)	271	(17.1)	U	(0.8)	297	(13.2)	5 <sup>M</sup>	(0.9)	261	(6.0)
	Not in labour force	30	(2.1)	229	(3.6)	14	(2.1)	260	(5.8)	11 <sup>M</sup>	(2.4)	275	(8.2)	13	(2.1)	298	(7.7)	20	(1.2)	247	(3.1)
Quebec	Employed	66	(1.2)	247	(1.9)	81	(1.2)	263	(2.2)	81	(1.4)	277	(2.0)	83	(1.1)	303	(1.5)	76	(0.7)	273	(1.0)
	Unemployed	4	(0.6)	229	(7.5)	4 <sup>M</sup>	(0.7)	261	(7.7)	2 <sup>M</sup>	(0.4)	254	(13.1)	3 <sup>M</sup>	(0.5)	280	(9.5)	3	(0.3)	250	(4.8)
	Not in labour force	30	(1.1)	225	(2.6)	15	(1.1)	243	(4.4)	17	(1.2)	259	(3.4)	14	(1.0)	279	(4.2)	20	(0.6)	244	(1.9)
Ontario	Employed	68	(1.5)	255	(2.3)	79	(2.6)	273	(3.4)	83	(1.8)	279	(2.6)	88	(1.1)	301	(2.1)	79	(0.7)	279	(1.2)
	Unemployed	4 <sup>M</sup>	(0.9)	244	(10.9)	U	(1.1)	261	(21.8)	4 <sup>M</sup>	(1.0)	282	(11.4)	3 <sup>M</sup>	(0.7)	297	(11.4)	4	(0.5)	269	(6.5)
	Not in labour force	28	(1.5)	230	(4.6)	18	(2.4)	252	(9.1)	12	(1.4)	267	(8.0)	9	(1.0)	283	(5.4)	17	(0.7)	248	(3.4)
Manitoba	Employed	77	(2.5)	250	(4.1)	84	(3.1)	276	(5.1)	88	(2.7)	284	(5.5)	89	(2.0)	305	(3.7)	83	(1.3)	275	(2.4)
	Unemployed	3 <sup>M</sup>	(1.1)	223	(26.3)	U	(1.2)	262	(16.9)	U	(0.5)	277	(13.1)	U	(1.3)	297	(15.0)	2 <sup>M</sup>	(0.6)	250	(17.8)
	Not in labour force	20	(2.5)	236	(7.0)	14 <sup>M</sup>	(2.9)	270	(8.6)	12 <sup>M</sup>	(2.6)	276	(10.5)	9 <sup>M</sup>	(1.7)	286	(10.7)	15	(1.3)	255	(5.3)
Saskatchewan	Employed	77	(2.4)	251	(3.9)	86	(2.7)	272	(4.3)	88	(2.7)	287	(4.6)	93	(2.0)	303	(4.0)	84	(1.4)	274	(2.3)
	Unemployed	U	(1.0)	255	(13.2)	U	(0.5)	235	(25.3)	U	(1.3)	294	(14.9)	U	(1.3)	318	(25.4)	2 <sup>M</sup>	(0.6)	275	(10.1)
	Not in labour force	20	(2.1)	233	(6.7)	13 <sup>M</sup>	(2.7)	267	(11.4)	9 <sup>M</sup>	(2.5)	284	(9.0)	U	(1.7)	297	(13.7)	13	(1.2)	250	(5.8)
Alberta	Employed	77	(2.8)	254	(3.8)	88	(2.9)	272	(6.0)	89	(2.2)	285	(3.9)	90	(1.9)	303	(3.5)	85	(1.2)	279	(2.2)
	Unemployed	U	(1.4)	240	(22.7)	x	x	x	x	x	x	x	x	U	(1.2)	230 <sup>M</sup>	(40.0)	2 <sup>M</sup>	(0.6)	239	(16.5)
	Not in labour force	19	(2.3)	246	(5.7)	x	x	269	(13.4)	x	x	259	(12.7)	8 <sup>M</sup>	(1.5)	278	(14.4)	13	(1.1)	258	(5.3)
British Columbia	Employed	71	(3.3)	250	(5.0)	85	(2.8)	284	(4.4)	84	(2.7)	275	(4.8)	82	(2.8)	300	(3.8)	79	(1.5)	277	(2.4)
	Unemployed	U	(1.7)	239	(17.3)	U	(1.8)	281	(18.6)	U	(1.6)	287	(13.2)	5 <sup>M</sup>	(1.4)	274	(19.1)	4 <sup>M</sup>	(0.8)	265	(9.4)
	Not in labour force	24	(2.6)	243	(8.5)	11 <sup>M</sup>	(2.1)	276	(11.1)	13 <sup>M</sup>	(2.3)	266	(9.4)	13 <sup>M</sup>	(2.3)	278	(10.0)	16	(1.2)	258	(5.3)
Yukon	Employed	76	(5.1)	259	(13.6)	78	(8.9)	284	(17.1)	84	(8.0)	291	(13.1)	97	(1.8)	309	(11.1)	83	(3.9)	285	(11.3)
	Unemployed	U	(1.2)	249	(20.1)	U	(3.4)	274	(12.5)	U	(8.6)	292	(25.8)	x	x	x	x	U	(1.8)	278	(16.0)
	Not in labour force	21 <sup>M</sup>	(5.0)	213	(33.2)	U	(8.4)	261	(28.9)	U	(2.9)	261	(19.0)	x	x	295	(20.8)	12 <sup>M</sup>	(2.7)	232	(24.9)

Table 3.1A (continued)

**Literacy — Proportions and average scores of non-student population aged 20 to 65, by employment status and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Employment status	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Northwest Territories	Employed	59	(3.3)	226	(7.3)	89	(3.1)	260	(7.5)	84	(3.5)	277	(5.8)	96	(1.5)	301	(4.4)	76	(1.9)	261	(4.8)
	Unemployed	11 <sup>M</sup>	(2.4)	229	(14.7)	x	x	x	x	x	x	x	x	–	–	–	–	6 <sup>M</sup>	(1.2)	233	(14.4)
	Not in labour force	30	(3.4)	215	(9.6)	x	x	258	(17.8)	x	x	251	(12.8)	U	(1.5)	279	(29.7)	18	(1.7)	225	(8.3)
Nunavut	Employed	55	(3.0)	203	(5.7)	77	(5.6)	232	(7.6)	88	(4.6)	265	(5.5)	95	(4.8)	302	(5.9)	65	(2.1)	230	(4.3)
	Unemployed	16	(2.6)	198	(9.8)	U	(5.3)	251	(16.1)	x	x	x	x	x	x	x	x	13	(1.8)	207	(9.5)
	Not in labour force	29	(2.1)	185	(6.5)	U	(4.1)	204	(22.2)	x	x	231	(25.6)	x	x	x	x	22	(1.5)	190	(6.5)

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

Note: The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> 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

AVG Average

Table 3.1B

**Numeracy — Proportions and average scores of non-student population aged 20 to 65, by employment status and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Employment status	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
OECD average	Employed	68	(0.2)	258	(0.3)	78	(1.2)	279	(2.0)	83	(0.6)	285	(1.0)	87	(0.2)	305	(0.4)	74	(0.1)	275	(0.2)
	Unemployed	6	(0.1)	243	(1.2)	6	(0.7)	258	(4.2)	4	(0.3)	273	(2.9)	3	(0.1)	291	(2.2)	5	(0.1)	253	(1.0)
	Not in labour force	26	(0.2)	233	(0.5)	16	(1.0)	257	(2.9)	14	(0.5)	266	(2.0)	10	(0.2)	284	(1.3)	21	(0.1)	242	(0.5)
Canada	Employed	69	(0.8)	242	(1.6)	82	(1.0)	264	(2.1)	84	(1.1)	274	(1.7)	86	(0.7)	297	(1.1)	79	(0.4)	270	(0.8)
	Unemployed	4	(0.4)	220	(5.5)	3	(0.5)	251	(7.6)	3	(0.5)	259	(7.8)	3	(0.4)	274	(9.2)	4	(0.2)	245	(4.0)
	Not in labour force	27	(0.8)	215	(2.2)	15	(1.0)	242	(3.8)	13	(0.9)	252	(3.6)	11	(0.7)	275	(3.0)	17	(0.4)	235	(1.7)
Newfoundland and Labrador	Employed	51	(3.5)	226	(3.8)	74	(2.7)	254	(3.5)	78	(2.6)	267	(3.4)	88	(2.3)	308	(3.9)	68	(1.8)	260	(2.4)
	Unemployed	7	(1.0)	204	(8.8)	U	(1.1)	250	(15.9)	4 <sup>M</sup>	(1.2)	257	(15.4)	x	x	x	x	4	(0.6)	226	(8.7)
	Not in labour force	43	(3.1)	203	(4.1)	22	(2.2)	234	(5.0)	18	(2.3)	249	(7.0)	x	x	269	(11.1)	28	(1.5)	219	(3.2)
Prince Edward Island	Employed	65	(2.9)	242	(5.3)	72	(4.0)	266	(8.3)	75	(3.9)	279	(5.8)	83	(3.0)	303	(5.6)	73	(1.6)	270	(4.6)
	Unemployed	10 <sup>M</sup>	(2.4)	227	(14.5)	U	(2.0)	252	(18.0)	U	(2.0)	264	(18.8)	U	(1.8)	288	(22.0)	7 <sup>M</sup>	(1.2)	245	(10.7)
	Not in labour force	25	(2.6)	211	(8.4)	23 <sup>M</sup>	(3.8)	253	(10.2)	19 <sup>M</sup>	(3.4)	262	(9.4)	14 <sup>M</sup>	(2.6)	296	(12.0)	20	(1.3)	242	(6.2)
Nova Scotia	Employed	65	(2.8)	240	(3.5)	79	(2.4)	258	(4.0)	82	(2.6)	272	(3.7)	87	(2.3)	303	(3.1)	76	(1.3)	268	(2.1)
	Unemployed	5 <sup>M</sup>	(1.3)	233	(11.3)	U	(1.3)	281	(15.4)	5 <sup>M</sup>	(1.6)	239	(17.2)	U	(0.8)	316	(16.3)	4 <sup>M</sup>	(0.7)	253	(8.9)
	Not in labour force	31	(2.5)	219	(6.2)	18	(2.3)	238	(8.6)	13 <sup>M</sup>	(2.5)	262	(8.7)	11 <sup>M</sup>	(2.1)	293	(8.3)	20	(1.1)	238	(5.0)
New Brunswick	Employed	65	(2.6)	237	(3.1)	79	(2.5)	258	(3.4)	85	(2.8)	273	(4.7)	85	(2.1)	299	(3.1)	75	(1.7)	262	(2.1)
	Unemployed	6 <sup>M</sup>	(1.6)	225	(9.0)	7 <sup>M</sup>	(1.7)	248	(15.4)	U	(1.5)	262	(19.1)	U	(0.8)	294	(15.7)	5 <sup>M</sup>	(0.9)	243	(7.0)
	Not in labour force	30	(2.1)	208	(3.8)	14	(2.1)	243	(6.4)	11 <sup>M</sup>	(2.4)	267	(9.9)	13	(2.1)	290	(8.6)	20	(1.2)	229	(3.5)
Quebec	Employed	66	(1.2)	241	(1.9)	81	(1.2)	261	(2.2)	81	(1.4)	276	(1.8)	83	(1.1)	299	(1.5)	76	(0.7)	269	(0.9)
	Unemployed	4	(0.6)	218	(7.3)	4 <sup>M</sup>	(0.7)	261	(8.2)	2 <sup>M</sup>	(0.4)	248	(14.9)	3 <sup>M</sup>	(0.5)	277	(10.7)	3	(0.3)	244	(5.3)
	Not in labour force	30	(1.1)	216	(2.7)	15	(1.1)	238	(4.2)	17	(1.2)	253	(3.0)	14	(1.0)	274	(4.2)	20	(0.6)	236	(1.9)
Ontario	Employed	68	(1.5)	244	(2.5)	79	(2.6)	264	(4.6)	83	(1.8)	273	(3.1)	88	(1.1)	297	(2.0)	79	(0.7)	272	(1.5)
	Unemployed	4 <sup>M</sup>	(0.9)	223	(12.2)	U	(1.1)	238	(25.5)	4 <sup>M</sup>	(1.0)	260	(11.9)	3 <sup>M</sup>	(0.7)	283	(11.9)	4	(0.5)	249	(7.0)
	Not in labour force	28	(1.5)	209	(4.4)	18	(2.4)	236	(9.5)	12	(1.4)	249	(8.1)	9	(1.0)	276	(5.2)	17	(0.7)	231	(3.5)
Manitoba	Employed	77	(2.5)	240	(4.6)	84	(3.1)	266	(5.9)	88	(2.7)	276	(6.0)	89	(2.0)	298	(5.0)	83	(1.3)	266	(3.2)
	Unemployed	3 <sup>M</sup>	(1.1)	198	(28.9)	U	(1.2)	254	(25.4)	U	(0.5)	253	(22.1)	U	(1.3)	281	(18.5)	2 <sup>M</sup>	(0.6)	229	(19.8)
	Not in labour force	20	(2.5)	215	(7.5)	14 <sup>M</sup>	(2.9)	258	(9.1)	12 <sup>M</sup>	(2.6)	269	(13.0)	9 <sup>M</sup>	(1.7)	272	(14.5)	15	(1.3)	239	(5.8)
Saskatchewan	Employed	77	(2.4)	243	(3.7)	86	(2.7)	264	(5.0)	88	(2.7)	283	(4.4)	93	(2.0)	296	(3.7)	84	(1.4)	267	(2.1)
	Unemployed	U	(1.0)	243	(18.3)	U	(0.5)	222	(16.6)	U	(1.3)	280	(23.1)	U	(1.3)	297	(22.9)	2 <sup>M</sup>	(0.6)	261	(9.8)
	Not in labour force	20	(2.1)	212	(7.6)	13 <sup>M</sup>	(2.7)	249	(10.3)	9 <sup>M</sup>	(2.5)	278	(10.9)	U	(1.7)	280	(12.7)	13	(1.2)	232	(6.4)
Alberta	Employed	77	(2.8)	244	(4.3)	88	(2.9)	266	(6.7)	89	(2.2)	278	(4.6)	90	(1.9)	297	(3.8)	85	(1.2)	271	(2.5)
	Unemployed	U	(1.4)	227	(27.0)	x	x	x	x	x	x	x	x	U	(1.2)	255	(38.0)	2 <sup>M</sup>	(0.6)	233	(20.0)
	Not in labour force	19	(2.3)	224	(6.4)	x	x	252	(16.1)	x	x	235	(13.1)	8 <sup>M</sup>	(1.5)	271	(15.2)	13	(1.1)	239	(5.5)
British Columbia	Employed	71	(3.3)	239	(5.3)	85	(2.8)	271	(5.3)	84	(2.7)	270	(4.6)	82	(2.8)	295	(3.9)	79	(1.5)	268	(2.5)
	Unemployed	U	(1.7)	214	(17.8)	U	(1.8)	255	(14.4)	U	(1.6)	273	(11.4)	5 <sup>M</sup>	(1.4)	255	(34.3)	4 <sup>M</sup>	(0.8)	244	(12.3)
	Not in labour force	24	(2.6)	229	(9.8)	11 <sup>M</sup>	(2.1)	257	(10.2)	13 <sup>M</sup>	(2.3)	260	(10.1)	13 <sup>M</sup>	(2.3)	274	(9.2)	16	(1.2)	248	(5.7)
Yukon	Employed	76	(5.1)	245	(15.4)	78	(8.9)	269	(20.5)	84	(8.0)	282	(10.7)	97	(1.8)	294	(10.2)	83	(3.9)	271	(9.9)
	Unemployed	U	(1.2)	221	(21.5)	U	(3.4)	249	(12.7)	U	(8.6)	284 <sup>M</sup>	(49.3)	x	x	x	x	U	(1.8)	262	(23.1)
	Not in labour force	21 <sup>M</sup>	(5.0)	190 <sup>M</sup>	(37.3)	U	(8.4)	230	(26.2)	U	(2.9)	252	(15.5)	x	x	290	(24.2)	12 <sup>M</sup>	(2.7)	210	(27.1)



Table 3.1B (continued)

**Numeracy — Proportions and average scores of non-student population aged 20 to 65, by employment status and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Employment status	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE	%	SE	AVG	SE
Northwest Territories	Employed	59	(3.3)	210	(10.4)	89	(3.1)	248	(7.9)	84	(3.5)	268	(8.3)	96	(1.5)	293	(5.5)	76	(1.9)	250	(6.2)
	Unemployed	11 <sup>M</sup>	(2.4)	206	(15.2)	x	x	x	x	x	x	x	x	—	—	—	—	6 <sup>M</sup>	(1.2)	211	(13.2)
	Not in labour force	30	(3.4)	195	(10.6)	x	x	240	(25.4)	x	x	237	(14.1)	U	(1.5)	262	(26.5)	18	(1.7)	206	(9.0)
Nunavut	Employed	55	(3.0)	187	(5.2)	77	(5.6)	219	(8.1)	88	(4.6)	248	(5.9)	95	(4.8)	294	(6.7)	65	(2.1)	215	(4.2)
	Unemployed	16	(2.6)	169	(11.4)	U	(5.3)	206	(25.7)	x	x	x	x	x	x	x	x	13	(1.8)	177	(10.0)
	Not in labour force	29	(2.1)	161	(6.4)	U	(4.1)	197	(15.5)	x	x	220	(25.5)	x	x	x	x	22	(1.5)	168	(6.5)

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

Note: The percentages add up to 100% vertically, by educational attainment level.

<sup>M</sup> 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

AVG Average

Table 3.2A

**Literacy — Average hourly earnings in C\$ of employed non-student population aged 20 to 65, by proficiency level, gender, and educational attainment, Canada, provinces and territories, 2012**

Jurisdiction	Educational attainment	Male								Female								Total							
		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5	
		AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE
Canada	Below postsecondary education	19	(0.7)	22	(0.7)	24	(0.8)	26	(2.2)	16	(0.6)	18	(0.5)	20	(0.7)	26 <sup>M</sup>	(5.7)	18	(0.5)	20	(0.4)	22	(0.6)	26	(2.6)
	Postsecondary non-tertiary	23	(1.7)	26	(1.1)	26	(1.0)	28	(2.8)	18	(0.9)	19	(0.6)	20	(0.5)	22	(1.8)	21	(1.0)	22	(0.6)	23	(0.6)	25	(2.0)
	College diploma or degree	23	(1.7)	26	(1.2)	30	(0.9)	33	(1.8)	21	(1.2)	22	(0.8)	25	(0.9)	26	(2.0)	22	(1.0)	24	(0.8)	28	(0.7)	30	(1.5)
	Bachelor's degree or higher	24	(3.0)	31	(1.6)	36	(0.9)	37	(1.1)	22	(2.0)	25	(1.0)	31	(0.8)	33	(1.0)	23	(1.7)	27	(1.1)	33	(0.6)	35	(0.8)
	All levels of education	21	(0.5)	25	(0.6)	30	(0.5)	34	(0.8)	18	(0.6)	21	(0.4)	25	(0.4)	30	(0.9)	19	(0.4)	23	(0.4)	28	(0.3)	32	(0.6)
Newfoundland and Labrador	Below postsecondary education	20	(1.8)	20	(1.9)	21	(2.5)	x	x	13	(0.4)	13	(0.6)	16	(1.6)	x	x	17	(1.1)	17	(1.1)	18	(1.7)	x	x
	Postsecondary non-tertiary	24	(3.7)	24	(2.1)	27	(2.0)	36 <sup>M</sup>	(8.7)	16	(2.5)	16	(1.2)	18	(1.5)	23 <sup>M</sup>	(6.7)	21	(2.4)	20	(1.2)	23	(1.4)	29 <sup>M</sup>	(5.3)
	College diploma or degree	25 <sup>M</sup>	(5.2)	30	(2.5)	31	(3.4)	U	(10.6)	19 <sup>M</sup>	(3.6)	23	(2.2)	23	(2.2)	23 <sup>M</sup>	(5.3)	23	(3.5)	26	(2.0)	27	(2.2)	26 <sup>M</sup>	(5.9)
	Bachelor's degree or higher	x	x	x	x	35	(2.7)	37	(3.7)	x	x	32	(5.1)	33	(2.0)	34	(2.8)	x	x	32	(4.3)	34	(1.7)	36	(2.4)
	All levels of education	21	(1.7)	24	(1.3)	29	(1.5)	36	(3.4)	14	(0.8)	18	(0.9)	24	(1.2)	29	(2.5)	18	(1.1)	21	(0.7)	26	(1.0)	33	(2.5)
Prince Edward Island	Below postsecondary education	13	(1.1)	15	(1.1)	16	(1.4)	x	x	12	(0.9)	13	(0.8)	16 <sup>M</sup>	(3.3)	x	x	13	(0.7)	14	(0.7)	16	(1.3)	U	(8.2)
	Postsecondary non-tertiary	14 <sup>M</sup>	(2.4)	21	(3.1)	22	(2.1)	x	x	17 <sup>M</sup>	(3.7)	18	(2.2)	19	(1.8)	x	x	16	(2.2)	19	(1.7)	20	(1.4)	20 <sup>M</sup>	(5.5)
	College diploma or degree	x	x	22 <sup>M</sup>	(5.3)	23	(2.8)	26	(3.4)	x	x	21	(2.5)	22	(1.5)	20	(3.1)	x	x	21	(2.2)	23	(1.3)	23	(2.5)
	Bachelor's degree or higher	x	x	28 <sup>M</sup>	(5.7)	34	(4.3)	36	(4.3)	x	x	27	(4.4)	29	(1.8)	29	(2.9)	x	x	28	(3.4)	31	(1.9)	32	(2.7)
	All levels of education	14	(1.6)	19	(1.4)	24	(1.7)	30	(3.6)	14	(1.2)	19	(1.2)	23	(1.0)	26	(2.3)	14	(1.2)	19	(0.9)	23	(0.9)	28	(2.2)

Table 3.2A (continued)

Literacy — Average hourly earnings in C\$ of employed non-student population aged 20 to 65, by proficiency level, gender, and educational attainment, Canada, provinces and territories, 2012

Jurisdiction	Educational attainment	Male								Female								Total							
		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5	
		AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE
Nova Scotia	Below postsecondary education	15	(1.2)	20	(2.2)	22	(3.5)	25 <sup>M</sup>	(5.0)	14	(1.1)	15	(0.9)	19	(2.6)	x	x	15	(0.8)	17	(1.3)	21	(2.2)	24 <sup>M</sup>	(4.4)
	Postsecondary non-tertiary	21 <sup>M</sup>	(5.0)	23 <sup>M</sup>	(3.8)	22	(3.0)	28	(3.4)	15	(1.4)	16	(0.9)	18	(1.1)	U	(9.1)	19	(2.7)	19	(1.7)	19	(1.4)	26	(3.8)
	College diploma or degree	25 <sup>M</sup>	(4.3)	25	(1.9)	27	(2.5)	29	(4.7)	U	(6.2)	19	(2.3)	27	(4.0)	U	(16.1)	21 <sup>M</sup>	(4.0)	22	(1.6)	27	(2.3)	33 <sup>M</sup>	(7.6)
	Bachelor's degree or higher	x	x	27 <sup>M</sup>	(5.0)	29	(2.0)	33	(3.3)	20 <sup>M</sup>	(3.8)	26	(3.5)	27	(2.0)	27	(2.3)	21 <sup>M</sup>	(3.7)	26	(2.6)	28	(1.5)	30	(2.1)
	All levels of education	18	(1.8)	22	(1.3)	26	(1.3)	30	(2.1)	15	(0.9)	17	(0.8)	23	(1.2)	28	(2.4)	17	(1.1)	20	(0.7)	24	(0.9)	29	(1.6)
New Brunswick	Below postsecondary education	16	(1.1)	18	(1.0)	19	(1.5)	x	x	13	(0.8)	15	(1.1)	17	(1.5)	16 <sup>M</sup>	(5.3)	15	(0.8)	17	(0.7)	18	(0.9)	19 <sup>M</sup>	(3.3)
	Postsecondary non-tertiary	19 <sup>M</sup>	(3.6)	19	(1.4)	21	(2.3)	20 <sup>M</sup>	(6.2)	14	(1.8)	16	(0.9)	17	(1.2)	x	x	17	(2.1)	17	(0.8)	19	(1.2)	21 <sup>M</sup>	(4.4)
	College diploma or degree	26 <sup>M</sup>	(6.4)	26	(2.8)	26	(1.9)	22 <sup>M</sup>	(5.4)	17 <sup>M</sup>	(3.0)	18	(2.1)	21	(1.9)	x	x	22	(3.6)	22	(1.8)	24	(1.3)	23 <sup>M</sup>	(4.3)
	Bachelor's degree or higher	x	x	24	(3.7)	28	(2.2)	28	(2.5)	x	x	27	(3.1)	29	(1.6)	32	(2.6)	x	x	26	(2.4)	29	(1.3)	30	(1.8)
	All levels of education	18	(1.2)	20	(0.9)	23	(1.1)	25	(1.9)	14	(0.9)	17	(0.8)	22	(1.0)	28	(2.6)	16	(0.8)	19	(0.5)	22	(0.7)	27	(1.7)
Quebec	Below postsecondary education	19	(0.7)	20	(0.8)	20	(1.0)	23	(2.9)	14	(0.6)	16	(0.7)	20	(1.3)	27 <sup>M</sup>	(7.4)	17	(0.5)	19	(0.6)	20	(0.8)	24	(2.9)
	Postsecondary non-tertiary	19	(1.6)	24	(1.2)	24	(1.1)	25	(2.2)	17	(1.1)	18	(0.8)	20	(0.9)	22	(3.3)	18	(1.0)	21	(0.8)	22	(0.8)	24	(1.9)
	College diploma or degree	23	(1.6)	24	(1.2)	27	(1.0)	28	(1.5)	21	(1.9)	22	(0.7)	22	(0.7)	25	(2.1)	22	(1.3)	23	(0.7)	25	(0.6)	27	(1.3)
	Bachelor's degree or higher	20 <sup>M</sup>	(5.4)	31	(2.5)	36	(1.3)	36	(1.3)	24	(3.2)	27	(1.7)	30	(1.0)	31	(1.3)	22	(2.7)	29	(1.6)	32	(0.8)	34	(1.0)
	All levels of education	19	(0.6)	24	(0.7)	28	(0.6)	32	(0.9)	17	(0.6)	20	(0.5)	25	(0.5)	29	(1.0)	18	(0.4)	22	(0.5)	26	(0.4)	31	(0.7)

Table 3.2A (continued)

**Literacy — Average hourly earnings in C\$ of employed non-student population aged 20 to 65, by proficiency level, gender, and educational attainment, Canada, provinces and territories, 2012**

Jurisdiction	Educational attainment	Male								Female								Total							
		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5	
		AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE
Ontario	Below postsecondary education	20	(1.3)	21	(1.4)	24	(1.6)	24 <sup>M</sup>	(4.8)	16	(0.8)	18	(0.9)	20	(1.2)	21 <sup>M</sup>	(4.5)	18	(0.8)	20	(0.8)	22	(1.0)	23	(3.0)
	Postsecondary non-tertiary	28	(4.6)	27	(3.4)	25	(1.8)	36 <sup>M</sup>	(6.3)	20	(2.7)	19	(1.4)	21	(1.8)	U	(10.9)	25	(3.0)	22	(1.7)	23	(1.4)	32 <sup>M</sup>	(5.7)
	College diploma or degree	21	(2.8)	25	(2.1)	31	(1.9)	34	(3.9)	19	(1.8)	22	(1.2)	25	(1.3)	24	(3.3)	20	(1.6)	23	(1.3)	28	(1.2)	29	(2.9)
	Bachelor's degree or higher	25 <sup>M</sup>	(7.0)	30	(2.0)	35	(1.4)	37	(1.7)	23	(3.6)	25	(1.9)	31	(1.4)	34	(1.9)	24	(3.2)	27	(1.5)	33	(1.0)	36	(1.3)
	All levels of education	22	(1.1)	25	(1.0)	30	(0.9)	35	(1.6)	18	(1.0)	21	(0.7)	26	(0.7)	31	(1.7)	20	(0.7)	23	(0.7)	28	(0.6)	33	(1.1)
Manitoba	Below postsecondary education	17	(1.7)	20	(2.0)	21	(2.1)	24 <sup>M</sup>	(5.6)	14	(1.1)	16	(1.2)	17	(1.5)	19 <sup>M</sup>	(6.0)	16	(1.2)	18	(1.2)	19	(1.4)	22 <sup>M</sup>	(4.0)
	Postsecondary non-tertiary	U	(12.5)	28	(4.6)	26	(2.6)	23 <sup>M</sup>	(6.4)	18 <sup>M</sup>	(3.1)	20	(2.1)	21	(1.9)	19	(3.0)	18 <sup>M</sup>	(4.2)	23	(2.5)	23	(1.6)	21	(2.8)
	College diploma or degree	23 <sup>M</sup>	(4.6)	20	(2.1)	25	(2.8)	30	(4.0)	15 <sup>M</sup>	(3.8)	21 <sup>M</sup>	(3.6)	26	(1.9)	27	(3.4)	19 <sup>M</sup>	(3.3)	21	(1.9)	25	(1.6)	28	(2.6)
	Bachelor's degree or higher	x	x	26	(3.8)	35	(2.6)	36	(2.9)	x	x	23	(3.4)	27	(2.2)	30	(2.0)	U	(9.7)	24	(2.3)	30	(1.8)	33	(2.0)
	All levels of education	19	(1.8)	22	(1.4)	27	(1.5)	33	(2.3)	15	(1.1)	19	(1.0)	23	(1.2)	27	(1.7)	18	(1.2)	21	(0.9)	25	(1.0)	30	(1.4)
Saskatchewan	Below postsecondary education	19	(1.7)	22	(2.7)	23	(2.2)	22 <sup>M</sup>	(6.1)	17	(1.3)	16	(1.1)	19	(1.7)	x	x	18	(1.1)	20	(1.6)	21	(1.4)	25 <sup>M</sup>	(6.1)
	Postsecondary non-tertiary	29 <sup>M</sup>	(7.4)	28	(2.7)	32	(3.5)	x	x	18	(1.7)	18	(1.6)	20	(1.9)	21 <sup>M</sup>	(3.7)	24 <sup>M</sup>	(4.3)	24	(1.9)	26	(2.1)	27 <sup>M</sup>	(5.9)
	College diploma or degree	U	(7.6)	35	(3.2)	34	(2.2)	36	(4.2)	33 <sup>M</sup>	(7.5)	27	(4.2)	24	(1.9)	27 <sup>M</sup>	(7.3)	29 <sup>M</sup>	(5.7)	30	(3.2)	29	(1.8)	33	(4.0)
	Bachelor's degree or higher	x	x	29 <sup>M</sup>	(6.0)	33	(3.1)	39	(3.3)	U	(7.3)	24 <sup>M</sup>	(4.6)	32	(2.5)	34	(3.0)	22 <sup>M</sup>	(6.9)	26	(3.6)	33	(1.9)	36	(2.2)
	All levels of education	21	(1.8)	26	(1.9)	30	(1.4)	35	(2.4)	20	(2.1)	20	(1.4)	25	(1.1)	31	(2.2)	21	(1.5)	23	(1.4)	27	(0.9)	33	(1.7)

Table 3.2A (continued)

Literacy — Average hourly earnings in C\$ of employed non-student population aged 20 to 65, by proficiency level, gender, and educational attainment, Canada, provinces and territories, 2012

Jurisdiction	Educational attainment	Male								Female								Total							
		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5	
		AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE
Alberta	Below postsecondary education	23	(3.3)	28	(3.6)	34	(4.0)	38 <sup>M</sup>	(9.0)	17 <sup>M</sup>	(3.0)	19	(2.4)	19	(1.4)	18 <sup>M</sup>	(3.2)	21	(2.3)	24	(2.2)	26	(2.2)	30 <sup>M</sup>	(7.1)
	Postsecondary non-tertiary	U	(11.2)	34 <sup>M</sup>	(6.2)	29	(2.6)	x	x	20 <sup>M</sup>	(3.7)	23	(2.5)	23	(2.4)	U	(7.8)	21	(3.5)	28	(3.0)	27	(2.1)	27 <sup>M</sup>	(7.0)
	College diploma or degree	x	x	32	(4.6)	34	(3.2)	38	(4.1)	U	(9.4)	23	(3.7)	30	(4.1)	32 <sup>M</sup>	(6.3)	26 <sup>M</sup>	(6.4)	27	(3.1)	32	(2.7)	36	(3.1)
	Bachelor's degree or higher	32 <sup>M</sup>	(6.1)	34	(4.0)	42	(3.2)	40	(4.2)	22 <sup>M</sup>	(5.5)	23	(3.1)	34	(2.9)	35	(2.9)	27	(4.1)	27	(2.6)	37	(2.2)	38	(2.5)
	All levels of education	25	(3.0)	31	(2.1)	35	(1.7)	39	(2.7)	20	(2.3)	22	(1.4)	28	(1.8)	31	(2.6)	22	(1.9)	26	(1.5)	31	(1.3)	36	(1.9)
British Columbia	Below postsecondary education	19	(2.4)	24	(2.6)	23	(1.4)	27 <sup>M</sup>	(5.8)	18 <sup>M</sup>	(3.1)	18	(2.1)	19 <sup>M</sup>	(4.4)	U	(20.3)	18	(1.9)	21	(1.7)	21	(1.9)	32 <sup>M</sup>	(10.7)
	Postsecondary non-tertiary	21 <sup>M</sup>	(5.8)	23 <sup>M</sup>	(4.8)	29	(3.1)	22 <sup>M</sup>	(5.2)	18 <sup>M</sup>	(4.0)	21	(2.2)	21	(1.4)	21	(3.2)	20 <sup>M</sup>	(4.5)	22	(2.4)	24	(1.6)	22	(3.2)
	College diploma or degree	25 <sup>M</sup>	(6.1)	28	(3.8)	31	(2.7)	34	(3.7)	22	(2.0)	21	(2.8)	27	(3.3)	U	(10.5)	23	(3.2)	25	(2.4)	29	(1.9)	33	(4.3)
	Bachelor's degree or higher	18	(2.7)	30 <sup>M</sup>	(9.7)	38	(4.1)	34	(4.2)	20 <sup>M</sup>	(5.9)	25	(2.4)	28	(1.8)	28	(2.5)	19	(3.2)	27	(4.2)	33	(2.4)	31	(2.7)
	All levels of education	20	(1.8)	26	(1.9)	31	(1.7)	31	(2.8)	19	(1.9)	21	(1.3)	24	(1.2)	29	(3.0)	20	(1.3)	24	(1.2)	28	(1.0)	30	(1.9)
Yukon	Below postsecondary education	27 <sup>M</sup>	(5.9)	28 <sup>M</sup>	(5.3)	26	(2.4)	x	x	23 <sup>M</sup>	(5.9)	24	(2.3)	25	(3.1)	x	x	26 <sup>M</sup>	(5.3)	27	(3.9)	26	(1.2)	33 <sup>M</sup>	(8.4)
	Postsecondary non-tertiary	31	(4.5)	U	(12.5)	30 <sup>M</sup>	(6.6)	31 <sup>M</sup>	(6.1)	x	x	U	(10.1)	30 <sup>M</sup>	(5.1)	26	(3.5)	29	(4.5)	U	(8.8)	30	(4.5)	29	(4.2)
	College diploma or degree	26 <sup>M</sup>	(8.4)	27 <sup>M</sup>	(4.8)	27	(3.4)	36	(5.3)	x	x	29 <sup>M</sup>	(8.5)	37	(5.4)	31 <sup>M</sup>	(6.3)	29 <sup>M</sup>	(5.8)	29 <sup>M</sup>	(7.0)	32	(4.7)	34	(4.4)
	Bachelor's degree or higher	x	x	x	x	46	(6.0)	41	(4.5)	x	x	U	(14.6)	30 <sup>M</sup>	(7.6)	35	(5.6)	x	x	U	(14.0)	37 <sup>M</sup>	(6.7)	39	(3.4)
	All levels of education	28	(4.3)	29	(3.9)	32	(3.7)	38	(4.0)	U	(7.6)	24 <sup>M</sup>	(5.7)	30	(3.0)	33	(4.3)	25 <sup>M</sup>	(5.4)	26	(4.0)	31	(2.5)	36	(2.9)

Table 3.2A (continued)

Literacy — Average hourly earnings in C\$ of employed non-student population aged 20 to 65, by proficiency level, gender, and educational attainment, Canada, provinces and territories, 2012

Jurisdiction	Educational attainment	Male								Female								Total							
		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5	
		AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE
Northwest Territories	Below postsecondary education	25	(2.6)	27	(3.7)	27 <sup>M</sup>	(5.0)	x	x	20	(1.9)	28	(4.1)	U	(9.7)	x	x	22	(1.6)	27	(2.8)	26 <sup>M</sup>	(4.7)	x	x
	Postsecondary non-tertiary	28 <sup>M</sup>	(5.0)	30	(3.5)	34	(4.6)	45 <sup>M</sup>	(7.6)	25 <sup>M</sup>	(5.3)	29	(2.7)	33	(4.8)	x	x	26	(3.9)	29	(2.3)	34	(3.4)	43 <sup>M</sup>	(7.1)
	College diploma or degree	x	x	32 <sup>M</sup>	(6.2)	36 <sup>M</sup>	(6.3)	35 <sup>M</sup>	(6.3)	29 <sup>M</sup>	(7.6)	32	(3.6)	35	(3.7)	x	x	26 <sup>M</sup>	(6.2)	32	(3.2)	36	(3.8)	35	(5.8)
	Bachelor's degree or higher	x	x	36 <sup>M</sup>	(6.8)	42	(5.2)	48	(4.7)	x	x	34	(4.7)	38	(3.6)	34	(4.2)	x	x	35	(3.9)	40	(3.1)	40	(3.3)
	All levels of education	25	(2.7)	30	(2.0)	35	(2.4)	42	(3.3)	22	(1.8)	30	(1.8)	34	(2.5)	33	(3.4)	24	(1.6)	30	(1.4)	35	(1.8)	39	(2.5)
Nunavut	Below postsecondary education	20	(1.7)	25	(2.8)	25 <sup>M</sup>	(5.4)	x	x	22	(1.5)	26	(2.5)	28 <sup>M</sup>	(5.8)	x	x	21	(1.1)	25	(1.9)	26	(3.7)	x	x
	Postsecondary non-tertiary	29	(4.1)	33	(4.8)	x	x	x	x	21 <sup>M</sup>	(4.4)	30	(4.8)	x	x	x	x	26	(3.0)	32	(3.5)	40 <sup>M</sup>	(8.1)	x	x
	College diploma or degree	34 <sup>M</sup>	(9.5)	40 <sup>M</sup>	(8.8)	43	(6.3)	x	x	36 <sup>M</sup>	(11.3)	39 <sup>M</sup>	(7.5)	43	(4.7)	42	(3.3)	35 <sup>M</sup>	(7.0)	40	(5.1)	43	(4.1)	43	(5.6)
	Bachelor's degree or higher	x	x	51	(6.6)	44	(4.7)	44	(3.9)	x	x	46	(4.0)	47	(2.8)	48	(3.8)	x	x	48	(3.4)	46	(3.0)	46	(2.6)
	All levels of education	23	(2.0)	32	(2.6)	37	(3.1)	41	(4.3)	23	(1.7)	31	(2.7)	42	(3.5)	44	(2.5)	23	(1.3)	31	(1.9)	40	(2.8)	43	(2.4)

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

Note: The analysis of hourly earnings excludes bonuses for wage and salary earners. The wage distribution was trimmed to eliminate the 1<sup>st</sup> and 99<sup>th</sup> percentiles. The OECD average is not available for this analysis as some countries suppressed data on earnings in the public use files.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

AVG Average

Table 3.2B

**Numeracy — Average hourly earnings in C\$ of employed non-student population aged 20 to 65, by proficiency level, gender, and educational attainment, Canada, provinces and territories, 2012**

Jurisdiction	Educational attainment	Male								Female								Total							
		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5	
		AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE
Canada	Below postsecondary education	19	(0.7)	22	(0.8)	25	(0.8)	25	(2.1)	16	(0.5)	18	(0.5)	20	(0.9)	29 <sup>M</sup>	(8.3)	18	(0.4)	20	(0.5)	23	(0.6)	26	(2.6)
	Postsecondary non-tertiary	22	(1.7)	26	(1.1)	27	(1.0)	27	(2.1)	18	(0.7)	19	(0.5)	21	(0.8)	23	(3.0)	20	(0.8)	22	(0.6)	25	(0.7)	26	(1.7)
	College diploma or degree	21	(1.5)	26	(1.0)	30	(0.9)	34	(1.7)	21	(1.0)	23	(0.6)	25	(0.9)	28	(2.5)	21	(0.8)	25	(0.6)	28	(0.7)	32	(1.4)
	Bachelor's degree or higher	26	(3.0)	30	(1.3)	35	(0.9)	38	(1.1)	23	(1.7)	27	(1.0)	31	(0.6)	34	(1.1)	24	(1.5)	28	(0.8)	33	(0.5)	37	(0.9)
	All levels of education	21	(0.6)	25	(0.5)	30	(0.5)	35	(0.8)	18	(0.4)	22	(0.4)	26	(0.5)	32	(1.1)	19	(0.4)	23	(0.3)	28	(0.3)	34	(0.6)
Newfoundland and Labrador	Below postsecondary education	20	(1.5)	20	(1.5)	22	(3.2)	x	x	12	(0.4)	14	(0.8)	17	(1.9)	x	x	17	(0.9)	17	(0.9)	20	(2.0)	x	x
	Postsecondary non-tertiary	23	(3.1)	25	(2.0)	27	(2.2)	36 <sup>M</sup>	(6.7)	16	(1.2)	16	(1.2)	20	(2.1)	x	x	19	(1.5)	21	(1.2)	24	(1.7)	32 <sup>M</sup>	(5.7)
	College diploma or degree	28 <sup>M</sup>	(5.0)	28	(2.5)	30	(2.8)	36 <sup>M</sup>	(8.0)	21	(3.4)	22	(1.9)	24	(2.7)	x	x	24	(3.1)	25	(1.6)	27	(2.1)	32 <sup>M</sup>	(6.8)
	Bachelor's degree or higher	x	x	25 <sup>M</sup>	(5.7)	34	(2.5)	40	(3.2)	x	x	33	(3.6)	32	(2.0)	34	(3.6)	x	x	31	(3.4)	33	(1.6)	37	(2.5)
	All levels of education	22	(1.5)	24	(1.3)	29	(1.5)	38	(3.0)	15	(0.9)	20	(1.0)	25	(1.3)	31	(3.2)	18	(0.8)	22	(0.8)	27	(1.1)	35	(2.5)
Prince Edward Island	Below postsecondary education	14	(1.0)	16	(1.0)	16	(1.4)	x	x	12	(0.8)	14	(1.2)	21 <sup>M</sup>	(6.2)	x	x	13	(0.6)	15	(0.8)	18	(2.2)	x	x
	Postsecondary non-tertiary	x	x	20 <sup>M</sup>	(3.5)	22	(2.0)	x	x	18	(2.7)	19	(2.1)	18	(2.0)	x	x	17	(2.1)	20	(1.7)	20	(1.4)	23 <sup>M</sup>	(4.7)
	College diploma or degree	x	x	20 <sup>M</sup>	(4.1)	24	(3.4)	27	(3.0)	18	(2.6)	22	(1.9)	23	(1.6)	x	x	18 <sup>M</sup>	(3.5)	21	(1.9)	23	(1.7)	26	(2.9)
	Bachelor's degree or higher	x	x	31 <sup>M</sup>	(7.0)	34	(4.4)	36	(4.8)	x	x	27	(2.8)	30	(2.2)	28	(3.9)	21 <sup>M</sup>	(6.9)	28	(3.0)	32	(2.3)	32	(3.4)
	All levels of education	15	(1.3)	19	(1.5)	24	(2.1)	30	(3.2)	16	(1.1)	20	(1.1)	25	(1.3)	26	(3.5)	15	(0.9)	20	(0.9)	25	(1.3)	28	(2.6)

Table 3.2B (continued)

**Numeracy — Average hourly earnings in C\$ of employed non-student population aged 20 to 65, by proficiency level, gender, and educational attainment, Canada, provinces and territories, 2012**

Jurisdiction	Educational attainment	Male								Female								Total							
		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5	
		AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE
Nova Scotia	Below postsecondary education	16	(2.2)	19	(2.0)	24	(3.7)	25 <sup>M</sup>	(6.1)	14	(0.8)	17	(1.8)	19	(2.2)	x	x	15	(1.2)	18	(1.3)	22	(2.5)	25 <sup>M</sup>	(5.9)
	Postsecondary non-tertiary	22 <sup>M</sup>	(5.6)	22	(3.1)	23	(3.1)	26 <sup>M</sup>	(4.7)	15	(0.9)	16	(1.1)	19	(2.0)	x	x	18	(2.2)	19	(1.7)	21	(2.0)	27 <sup>M</sup>	(4.7)
	College diploma or degree	21 <sup>M</sup>	(4.5)	25	(2.1)	26	(2.0)	34 <sup>M</sup>	(8.4)	17 <sup>M</sup>	(3.9)	21	(2.6)	29 <sup>M</sup>	(6.1)	U	(13.9)	19	(2.7)	23	(1.7)	27	(2.7)	35 <sup>M</sup>	(7.2)
	Bachelor's degree or higher	x	x	25 <sup>M</sup>	(5.6)	28	(2.3)	34	(3.0)	22	(3.2)	26	(3.2)	28	(1.6)	26	(2.9)	23	(3.1)	26	(2.8)	28	(1.3)	31	(2.1)
	All levels of education	18	(1.9)	22	(1.3)	26	(1.3)	32	(2.2)	16	(0.7)	19	(1.0)	25	(1.6)	28	(3.4)	17	(0.9)	20	(0.8)	25	(1.1)	31	(1.8)
New Brunswick	Below postsecondary education	17	(1.0)	18	(1.2)	19	(1.5)	x	x	14	(0.6)	16	(1.2)	16	(1.6)	x	x	15	(0.6)	17	(0.8)	18	(1.2)	22 <sup>M</sup>	(5.1)
	Postsecondary non-tertiary	18	(2.2)	20	(1.6)	21	(2.4)	x	x	14	(1.1)	16	(0.8)	19	(1.9)	x	x	16	(1.1)	18	(0.7)	20	(1.5)	18 <sup>M</sup>	(5.6)
	College diploma or degree	25 <sup>M</sup>	(6.1)	25	(2.8)	26	(2.2)	24 <sup>M</sup>	(4.9)	15	(2.4)	19	(2.0)	23	(2.8)	x	x	19	(2.2)	22	(1.7)	25	(1.8)	24	(3.8)
	Bachelor's degree or higher	x	x	26	(3.7)	29	(2.2)	28	(3.1)	27 <sup>M</sup>	(5.3)	27	(2.3)	29	(1.9)	35	(3.2)	23 <sup>M</sup>	(4.9)	26	(2.1)	29	(1.4)	32	(2.3)
	All levels of education	18	(0.9)	21	(0.9)	24	(1.1)	25	(2.4)	15	(0.8)	19	(0.8)	23	(1.1)	32	(3.0)	16	(0.6)	20	(0.6)	24	(0.8)	28	(2.0)
Quebec	Below postsecondary education	18	(0.7)	20	(0.9)	21	(1.2)	22	(3.0)	15	(0.6)	17	(0.8)	22	(1.6)	x	x	17	(0.5)	19	(0.7)	21	(1.0)	23	(2.8)
	Postsecondary non-tertiary	20	(1.6)	24	(1.2)	24	(1.1)	25	(2.8)	17	(1.1)	18	(0.8)	20	(1.2)	x	x	18	(1.0)	21	(0.8)	23	(0.9)	25	(2.4)
	College diploma or degree	21	(1.4)	25	(1.3)	27	(1.1)	27	(1.8)	22	(1.6)	22	(0.7)	23	(0.8)	25	(2.6)	22	(1.1)	23	(0.7)	25	(0.8)	27	(1.6)
	Bachelor's degree or higher	23 <sup>M</sup>	(5.6)	32	(2.5)	35	(1.4)	36	(1.3)	25	(2.8)	29	(1.6)	29	(1.0)	32	(1.6)	24	(2.6)	30	(1.4)	32	(0.8)	35	(1.1)
	All levels of education	19	(0.7)	24	(0.7)	27	(0.7)	32	(1.0)	17	(0.7)	21	(0.5)	25	(0.6)	30	(1.4)	18	(0.4)	22	(0.5)	26	(0.4)	31	(0.8)



Table 3.2B (continued)

Numeracy — Average hourly earnings in C\$ of employed non-student population aged 20 to 65, by proficiency level, gender, and educational attainment, Canada, provinces and territories, 2012

Jurisdiction	Educational attainment	Male								Female								Total							
		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5	
		AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE
Ontario	Below postsecondary education	19	(1.2)	22	(1.5)	25	(1.9)	22 <sup>M</sup>	(5.7)	17	(0.8)	19	(1.0)	21	(1.8)	21 <sup>M</sup>	(4.6)	18	(0.7)	20	(0.9)	23	(1.4)	22 <sup>M</sup>	(4.3)
	Postsecondary non-tertiary	27	(4.4)	25	(3.5)	27	(2.2)	31 <sup>M</sup>	(5.3)	19	(1.8)	19	(1.3)	23	(2.8)	x	x	23	(2.3)	21	(1.6)	26	(1.7)	29	(4.8)
	College diploma or degree	21	(2.4)	27	(1.9)	30	(1.7)	34	(3.3)	19	(1.4)	23	(1.2)	24	(1.4)	26 <sup>M</sup>	(4.9)	20	(1.3)	25	(1.1)	27	(1.1)	32	(2.8)
	Bachelor's degree or higher	26 <sup>M</sup>	(4.7)	29	(1.9)	34	(1.3)	38	(1.5)	24	(2.7)	26	(1.8)	33	(1.2)	36	(2.3)	24	(2.2)	27	(1.4)	33	(0.9)	37	(1.3)
	All levels of education	21	(1.1)	25	(1.0)	30	(0.9)	36	(1.3)	19	(0.8)	22	(0.7)	28	(0.9)	32	(2.0)	20	(0.6)	23	(0.5)	29	(0.6)	34	(1.0)
Manitoba	Below postsecondary education	18	(1.7)	20	(1.8)	20	(1.5)	27	(4.1)	14	(0.9)	16	(1.4)	19	(2.4)	U	(7.8)	16	(1.2)	18	(1.1)	19	(1.4)	26	(3.7)
	Postsecondary non-tertiary	U	(7.3)	30 <sup>M</sup>	(6.3)	26	(2.2)	U	(7.7)	18	(1.9)	19	(1.4)	21	(2.1)	x	x	19	(2.3)	23	(2.3)	23	(1.6)	24 <sup>M</sup>	(6.3)
	College diploma or degree	22	(3.2)	20	(2.5)	25	(2.9)	29	(4.0)	17 <sup>M</sup>	(4.2)	23	(2.8)	26	(2.2)	26 <sup>M</sup>	(4.9)	19	(2.9)	22	(1.8)	26	(1.7)	28	(3.3)
	Bachelor's degree or higher	U	(7.9)	30	(3.7)	33	(2.9)	38	(3.1)	U	(6.6)	23	(3.1)	30	(2.0)	28	(2.9)	20 <sup>M</sup>	(4.8)	26	(2.5)	32	(1.6)	34	(2.4)
	All levels of education	19	(1.5)	23	(1.4)	27	(1.5)	33	(2.6)	16	(1.0)	20	(1.1)	25	(1.1)	27	(2.1)	18	(0.9)	21	(0.9)	26	(0.9)	31	(1.9)
Saskatchewan	Below postsecondary education	18	(1.2)	22	(3.0)	25	(2.1)	20 <sup>M</sup>	(5.0)	16	(1.0)	17	(1.5)	19	(1.7)	x	x	17	(0.8)	20	(1.8)	23	(1.5)	23 <sup>M</sup>	(5.1)
	Postsecondary non-tertiary	28 <sup>M</sup>	(5.0)	27	(3.0)	33	(3.6)	U	(14.3)	17	(1.6)	19	(1.6)	21	(2.5)	x	x	23	(3.2)	23	(1.8)	28	(2.8)	28 <sup>M</sup>	(7.0)
	College diploma or degree	21 <sup>M</sup>	(5.9)	34	(4.6)	34	(2.4)	35	(4.1)	29 <sup>M</sup>	(5.1)	26	(3.2)	25	(2.5)	27 <sup>M</sup>	(8.2)	26	(4.1)	29	(3.0)	30	(2.2)	34	(4.0)
	Bachelor's degree or higher	x	x	30 <sup>M</sup>	(7.3)	33	(3.0)	38	(3.2)	19 <sup>M</sup>	(5.8)	28	(3.9)	33	(2.3)	36	(4.0)	21 <sup>M</sup>	(6.0)	29	(3.4)	33	(1.7)	37	(2.5)
	All levels of education	21	(1.4)	26	(1.9)	31	(1.5)	34	(2.3)	19	(1.4)	22	(1.3)	26	(1.2)	32	(2.9)	20	(1.1)	24	(1.2)	29	(1.0)	33	(1.8)

Table 3.2B (continued)

**Numeracy — Average hourly earnings in C\$ of employed non-student population aged 20 to 65, by proficiency level, gender, and educational attainment, Canada, provinces and territories, 2012**

Jurisdiction	Educational attainment	Male								Female								Total							
		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5	
		AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE
Alberta	Below postsecondary education	24	(3.3)	28	(4.4)	34	(3.2)	34 <sup>M</sup>	(6.0)	18	(2.3)	19	(1.6)	19	(1.9)	x	x	21	(2.0)	23	(2.4)	28	(2.4)	29 <sup>M</sup>	(5.4)
	Postsecondary non-tertiary	U	(9.6)	33	(5.0)	31	(3.6)	25 <sup>M</sup>	(8.0)	20	(2.7)	23	(2.4)	22	(3.4)	x	x	21	(2.4)	27	(2.6)	28	(2.7)	26 <sup>M</sup>	(7.0)
	College diploma or degree	25 <sup>M</sup>	(6.5)	29	(4.3)	33	(3.0)	42	(4.1)	26 <sup>M</sup>	(5.1)	25	(3.5)	31 <sup>M</sup>	(5.4)	x	x	25	(3.8)	27	(2.6)	32	(3.0)	41	(3.6)
	Bachelor's degree or higher	32 <sup>M</sup>	(6.3)	34	(4.2)	39	(3.8)	42	(4.2)	20	(3.4)	28	(3.6)	33	(3.2)	38	(3.7)	24	(3.4)	30	(2.8)	36	(2.5)	41	(2.7)
	All levels of education	25	(3.0)	30	(2.4)	35	(1.8)	40	(2.7)	20	(1.5)	23	(1.4)	28	(2.1)	35	(3.2)	22	(1.4)	26	(1.4)	32	(1.4)	38	(2.0)
British Columbia	Below postsecondary education	19	(1.5)	23	(2.6)	24	(1.9)	27 <sup>M</sup>	(8.7)	18	(2.4)	19	(1.7)	19	(2.4)	U	(29.0)	18	(1.4)	21	(1.5)	22	(1.5)	U	(13.6)
	Postsecondary non-tertiary	19 <sup>M</sup>	(4.2)	27	(4.3)	27	(3.2)	25	(4.0)	19	(2.7)	22	(2.0)	21	(1.7)	21 <sup>M</sup>	(4.1)	19	(2.0)	24	(2.0)	24	(1.8)	23	(2.7)
	College diploma or degree	22 <sup>M</sup>	(6.4)	28	(3.0)	32	(2.2)	35	(4.4)	20	(2.1)	24	(3.2)	25	(3.7)	40 <sup>M</sup>	(9.6)	21	(2.1)	26	(2.2)	30	(1.9)	36	(3.8)
	Bachelor's degree or higher	U	(10.2)	29 <sup>M</sup>	(5.0)	36	(3.1)	37	(5.1)	21 <sup>M</sup>	(4.7)	25	(2.7)	27	(1.7)	30	(2.9)	23 <sup>M</sup>	(4.9)	27	(2.7)	31	(1.8)	35	(3.5)
	All levels of education	20	(1.6)	26	(1.7)	30	(1.5)	34	(3.7)	19	(1.4)	22	(1.5)	24	(1.3)	32	(4.0)	20	(1.1)	24	(1.0)	28	(0.9)	33	(2.6)
Yukon	Below postsecondary education	30 <sup>M</sup>	(6.1)	26	(3.5)	27	(3.6)	x	x	22	(3.4)	24	(2.2)	25	(3.7)	x	x	28 <sup>M</sup>	(5.2)	25	(2.1)	26	(1.7)	36 <sup>M</sup>	(9.8)
	Postsecondary non-tertiary	28 <sup>M</sup>	(5.2)	35 <sup>M</sup>	(10.7)	28 <sup>M</sup>	(4.8)	31	(3.9)	20 <sup>M</sup>	(3.5)	29 <sup>M</sup>	(8.9)	30	(3.8)	x	x	22 <sup>M</sup>	(5.3)	32 <sup>M</sup>	(8.4)	29	(3.2)	31	(3.5)
	College diploma or degree	23 <sup>M</sup>	(7.6)	27	(3.3)	29 <sup>M</sup>	(6.4)	37	(5.7)	26 <sup>M</sup>	(4.6)	32 <sup>M</sup>	(6.5)	38	(6.3)	x	x	24 <sup>M</sup>	(4.1)	30 <sup>M</sup>	(5.2)	33	(5.5)	35	(5.5)
	Bachelor's degree or higher	x	x	39 <sup>M</sup>	(8.0)	47	(7.0)	41	(3.6)	U	(8.8)	U	(10.3)	33 <sup>M</sup>	(7.1)	36 <sup>M</sup>	(7.2)	U	(10.4)	30 <sup>M</sup>	(9.7)	38 <sup>M</sup>	(6.8)	40	(2.9)
	All levels of education	29 <sup>M</sup>	(4.9)	29	(2.6)	33	(5.3)	38	(3.6)	18 <sup>M</sup>	(4.4)	27	(4.3)	32	(3.7)	33 <sup>M</sup>	(6.0)	24	(3.3)	28	(2.9)	33	(3.5)	37	(3.0)

Table 3.2B (continued)

**Numeracy — Average hourly earnings in C\$ of employed non-student population aged 20 to 65, by proficiency level, gender, and educational attainment, Canada, provinces and territories, 2012**

Jurisdiction	Educational attainment	Male								Female								Total							
		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5		Level 1 or below		Level 2		Level 3		Level 4 or 5	
		AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE	AVG	SE
Northwest Territories	Below postsecondary education	25	(2.5)	27	(3.9)	27 <sup>M</sup>	(5.1)	x	x	21	(1.7)	29 <sup>M</sup>	(5.8)	U	(10.8)	x	x	23	(1.5)	28	(3.4)	27 <sup>M</sup>	(4.9)	x	x
	Postsecondary non-tertiary	28 <sup>M</sup>	(4.8)	31	(4.3)	36	(4.3)	x	x	25	(3.7)	31	(2.7)	34 <sup>M</sup>	(7.2)	x	x	26	(2.8)	31	(2.7)	35	(3.5)	43 <sup>M</sup>	(12.3)
	College diploma or degree	U	(9.0)	34 <sup>M</sup>	(6.4)	35 <sup>M</sup>	(7.1)	37	(4.8)	28 <sup>M</sup>	(5.1)	33	(4.6)	35	(3.9)	x	x	25 <sup>M</sup>	(4.8)	33	(3.9)	35	(4.1)	38	(4.5)
	Bachelor's degree or higher	x	x	37 <sup>M</sup>	(8.2)	42	(3.8)	48	(4.7)	35 <sup>M</sup>	(7.5)	35	(4.4)	35	(3.8)	36	(5.9)	31 <sup>M</sup>	(7.1)	36	(3.4)	38	(2.7)	44	(3.7)
	All levels of education	25	(2.1)	31	(2.2)	36	(2.6)	42	(3.4)	24	(1.7)	32	(2.4)	34	(2.5)	37	(4.8)	24	(1.1)	31	(1.6)	35	(1.9)	41	(2.8)
Nunavut	Below postsecondary education	20	(1.6)	26	(3.5)	26 <sup>M</sup>	(6.4)	x	x	23	(1.5)	27	(3.3)	x	x	x	x	22	(1.0)	27	(2.5)	26 <sup>M</sup>	(5.2)	x	x
	Postsecondary non-tertiary	29	(3.9)	34 <sup>M</sup>	(5.7)	x	x	x	x	23	(2.8)	40 <sup>M</sup>	(7.8)	x	x	x	x	26	(2.4)	36	(4.3)	35 <sup>M</sup>	(9.6)	x	x
	College diploma or degree	32 <sup>M</sup>	(9.0)	42 <sup>M</sup>	(10.8)	42	(6.7)	x	x	36 <sup>M</sup>	(7.2)	43	(5.5)	42	(4.0)	x	x	35	(5.5)	43	(5.0)	42	(4.2)	x	x
	Bachelor's degree or higher	x	x	48	(6.6)	45	(4.7)	46	(4.5)	x	x	48	(3.8)	47	(3.0)	47	(4.2)	48 <sup>M</sup>	(8.0)	48	(2.8)	46	(3.0)	46	(3.1)
	All levels of education	24	(1.7)	33	(3.2)	37	(2.8)	44	(6.3)	24	(1.5)	37	(3.5)	41	(3.5)	46	(3.2)	24	(1.2)	35	(2.3)	39	(2.4)	44	(4.4)

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

**Note:** The analysis of hourly earnings excludes bonuses for wage and salary earners. The wage distribution was trimmed to eliminate the 1<sup>st</sup> and 99<sup>th</sup> percentiles. The OECD average is not available for this analysis as some countries suppressed data on earnings in the public use files.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

AVG Average

Table 3.3A

**Employment rates — Proportions of non-student population aged 20 to 65, by literacy proficiency level, science and technology field of study, and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Proficiency level	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		Science and technology		Other		Science and technology		Other		Science and technology		Other		Science and technology		Other	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
<b>OECD average</b>	Level 1 or below	73	(5.3)	63	(4.6)	69	(3.3)	73	(4.0)	77	(4.1)	73	(2.6)	72	(3.1)	72	(1.7)
	Level 2	76	(3.9)	74	(2.5)	81	(2.2)	77	(2.0)	82	(1.7)	81	(0.9)	80	(1.1)	79	(0.6)
	Level 3	88	(1.8)	77	(2.1)	87	(1.3)	84	(2.2)	89	(0.8)	87	(0.5)	87	(0.6)	85	(0.4)
	Level 4 or 5	92	(4.1)	88	(3.2)	91	(2.1)	89	(1.7)	93	(0.9)	89	(0.7)	92	(0.8)	89	(0.7)
<b>Canada</b>	Level 1 or below	72	(7.1)	74	(3.8)	86	(4.8)	71	(4.6)	79	(7.0)	72	(5.7)	80	(3.5)	73	(2.8)
	Level 2	83	(3.2)	80	(2.2)	85	(3.0)	79	(2.6)	84	(4.1)	81	(2.5)	84	(2.0)	80	(1.4)
	Level 3	89	(2.8)	82	(2.3)	91	(2.2)	84	(2.4)	91	(2.1)	86	(1.4)	91	(1.3)	84	(1.0)
	Level 4 or 5	93	(5.6)	88	(4.6)	94	(3.1)	84	(4.4)	94	(2.3)	91	(1.6)	94	(1.8)	89	(1.5)
<b>Newfoundland and Labrador</b>	Level 1 or below	76 <sup>M</sup>	(14.1)	74	(11.3)	96	(7.6)	63 <sup>M</sup>	(14.0)	x	x	x	x	82	(10.7)	69	(8.3)
	Level 2	71	(8.2)	68	(5.1)	83	(7.7)	73	(6.2)	x	x	65 <sup>M</sup>	(11.0)	75	(5.9)	69	(3.4)
	Level 3	91	(5.1)	73	(6.3)	77	(9.3)	83	(5.8)	92	(7.4)	89	(3.7)	87	(4.5)	82	(3.1)
	Level 4 or 5	x	x	93	(10.2)	97	(8.5)	88 <sup>M</sup>	(16.0)	92	(6.7)	96	(4.1)	94	(5.0)	95	(3.7)
<b>Prince Edward Island</b>	Level 1 or below	x	x	61 <sup>M</sup>	(18.4)	x	x	U	(24.1)	x	x	x	x	x	x	62 <sup>M</sup>	(12.2)
	Level 2	71 <sup>M</sup>	(15.3)	67	(10.2)	84 <sup>M</sup>	(16.0)	64	(10.0)	x	x	76	(12.0)	77	(10.4)	68	(6.8)
	Level 3	76 <sup>M</sup>	(18.0)	78	(7.4)	83	(13.1)	80	(7.1)	70 <sup>M</sup>	(15.3)	86	(5.0)	77	(8.0)	82	(3.7)
	Level 4 or 5	x	x	U	(22.8)	88 <sup>M</sup>	(24.0)	75 <sup>M</sup>	(15.5)	85	(9.8)	87	(8.0)	86	(8.0)	81	(6.7)
<b>Nova Scotia</b>	Level 1 or below	79 <sup>M</sup>	(15.4)	73	(10.4)	x	x	63 <sup>M</sup>	(17.6)	x	x	82 <sup>M</sup>	(17.4)	75 <sup>M</sup>	(12.7)	72	(8.7)
	Level 2	80	(8.8)	76	(6.9)	77	(7.4)	85	(5.9)	80 <sup>M</sup>	(17.7)	83	(7.8)	79	(5.2)	80	(4.6)
	Level 3	84	(11.3)	80	(6.6)	89	(6.5)	83	(7.0)	93	(5.3)	83	(4.8)	89	(4.2)	82	(3.6)
	Level 4 or 5	x	x	97	(5.8)	82 <sup>M</sup>	(17.7)	85 <sup>M</sup>	(15.9)	91	(5.6)	91	(4.4)	89	(6.8)	91	(3.9)
<b>New Brunswick</b>	Level 1 or below	85 <sup>M</sup>	(15.5)	71 <sup>M</sup>	(12.0)	x	x	76 <sup>M</sup>	(15.8)	x	x	x	x	86	(11.7)	73	(8.9)
	Level 2	77	(7.9)	80	(5.8)	89	(6.9)	77	(7.7)	94	(11.3)	83	(7.4)	82	(4.9)	80	(3.4)
	Level 3	71	(10.5)	81	(6.2)	93	(5.1)	84	(5.2)	91	(6.5)	81	(4.6)	84	(4.8)	82	(3.1)
	Level 4 or 5	96	(12.1)	95	(9.0)	U	(30.9)	88	(13.6)	95	(6.1)	90	(5.6)	95	(5.5)	91	(4.7)
<b>Quebec</b>	Level 1 or below	71	(8.2)	74	(4.7)	77	(10.0)	69	(5.5)	71 <sup>M</sup>	(12.2)	63 <sup>M</sup>	(10.7)	73	(5.2)	70	(3.6)
	Level 2	83	(5.1)	78	(2.7)	82	(4.0)	74	(2.9)	80	(6.8)	74	(4.0)	82	(2.9)	75	(1.9)
	Level 3	92	(3.5)	83	(3.2)	90	(3.2)	83	(2.6)	85	(3.9)	83	(2.2)	89	(1.9)	83	(1.4)
	Level 4 or 5	98	(5.9)	88	(8.2)	91	(5.7)	92	(3.9)	90	(3.5)	94	(1.8)	91	(2.7)	93	(1.7)
<b>Ontario</b>	Level 1 or below	U	(21.0)	66 <sup>M</sup>	(11.4)	83	(9.0)	73	(8.5)	89	(9.3)	75	(9.4)	79	(7.1)	72	(5.6)
	Level 2	78	(10.1)	79	(5.9)	83	(5.9)	83	(4.4)	87	(4.7)	83	(4.0)	83	(3.6)	82	(2.3)
	Level 3	85	(7.9)	84	(5.7)	92	(3.9)	82	(4.5)	93	(3.5)	87	(2.4)	91	(2.4)	85	(1.9)
	Level 4 or 5	85 <sup>M</sup>	(18.7)	85	(13.6)	94	(5.4)	80	(7.7)	95	(3.7)	90	(3.1)	94	(3.0)	87	(3.1)
<b>Manitoba</b>	Level 1 or below	83 <sup>M</sup>	(23.5)	87	(9.1)	100	(0.0)	80 <sup>M</sup>	(15.4)	x	x	80 <sup>M</sup>	(22.0)	95	(6.9)	84	(6.8)
	Level 2	83	(10.6)	77	(8.6)	98	(3.9)	80	(9.0)	96	(9.1)	84	(7.3)	91	(5.1)	80	(4.5)
	Level 3	94	(5.4)	84	(7.2)	98	(2.5)	79	(7.9)	90	(7.6)	83	(5.4)	95	(3.0)	82	(4.0)
	Level 4 or 5	U	(38.2)	92	(11.1)	100	(0.8)	93	(8.5)	97	(5.0)	95	(4.4)	95	(4.6)	94	(3.5)

Table 3.3A (continued)

**Employment rates — Proportions of non-student population aged 20 to 65, by literacy proficiency level, science and technology field of study, and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Proficiency level	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		Science and technology		Other		Science and technology		Other		Science and technology		Other		Science and technology		Other	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Saskatchewan	Level 1 or below	91	(12.8)	68 <sup>M</sup>	(14.6)	100	(0.0)	99	(1.7)	x	x	97	(4.6)	95	(5.9)	83	(7.6)
	Level 2	96	(4.2)	86	(7.2)	86	(13.2)	82	(9.6)	x	x	91	(6.3)	94	(4.3)	87	(4.6)
	Level 3	95	(4.9)	80	(6.8)	95	(5.5)	85	(5.9)	93	(9.1)	93	(3.8)	95	(3.3)	87	(2.8)
	Level 4 or 5	x	x	89	(12.7)	x	x	93	(9.3)	99	(4.4)	92	(5.9)	99	(3.0)	91	(4.6)
Alberta	Level 1 or below	92 <sup>M</sup>	(19.7)	86	(9.6)	100	(0.0)	62 <sup>M</sup>	(18.1)	U	(28.0)	76 <sup>M</sup>	(17.1)	81 <sup>M</sup>	(14.6)	75	(9.0)
	Level 2	88	(11.2)	85	(7.7)	100	(0.0)	83	(8.5)	82 <sup>M</sup>	(19.8)	89	(5.4)	91	(6.6)	85	(4.1)
	Level 3	93	(5.9)	85	(8.8)	99	(0.7)	88	(4.6)	96	(3.9)	92	(3.9)	96	(2.3)	89	(3.7)
	Level 4 or 5	x	x	88 <sup>M</sup>	(18.5)	100	(0.6)	89	(13.5)	98	(2.1)	90	(4.8)	98	(1.4)	90	(4.6)
British Columbia	Level 1 or below	U	(32.2)	81	(12.8)	96	(3.6)	75 <sup>M</sup>	(14.9)	76 <sup>M</sup>	(14.8)	68 <sup>M</sup>	(14.6)	86	(8.3)	74	(8.6)
	Level 2	87	(12.6)	86	(6.3)	89	(8.6)	75	(8.3)	72 <sup>M</sup>	(20.6)	78	(10.8)	84	(7.2)	79	(5.3)
	Level 3	93	(9.0)	79	(7.1)	85	(8.3)	85	(6.8)	88	(7.9)	83	(5.1)	88	(4.5)	82	(3.9)
	Level 4 or 5	99	(3.2)	88	(11.1)	84 <sup>M</sup>	(16.3)	87	(11.2)	90	(11.5)	88	(5.2)	90	(7.3)	88	(4.5)
Yukon	Level 1 or below	x	x	U	(35.9)	94	(11.5)	U	(26.4)	x	x	x	x	89	(8.6)	75 <sup>M</sup>	(24.4)
	Level 2	91	(8.8)	79 <sup>M</sup>	(26.1)	85	(12.1)	80 <sup>M</sup>	(15.5)	x	x	90 <sup>M</sup>	(15.7)	84	(9.3)	83	(11.9)
	Level 3	89	(13.6)	U	(26.3)	87	(11.4)	81 <sup>M</sup>	(17.9)	95 <sup>M</sup>	(16.0)	97	(3.4)	90	(6.7)	83	(10.3)
	Level 4 or 5	96 <sup>M</sup>	(17.4)	91	(13.4)	97	(6.8)	97	(4.5)	98	(3.0)	99	(1.2)	98	(3.3)	99	(1.4)
Northwest Territories	Level 1 or below	88	(12.1)	83 <sup>M</sup>	(14.0)	x	x	88	(11.1)	x	x	85 <sup>M</sup>	(23.3)	71 <sup>M</sup>	(15.6)	85	(9.5)
	Level 2	89	(12.2)	89	(8.4)	80 <sup>M</sup>	(15.1)	88	(7.8)	94	(14.3)	94	(6.5)	86	(7.6)	90	(5.0)
	Level 3	94	(11.3)	89	(8.0)	93	(11.5)	81	(9.9)	96	(6.0)	96	(3.3)	94	(5.0)	89	(4.0)
	Level 4 or 5	x	x	x	x	92 <sup>M</sup>	(27.2)	99	(6.7)	100	(0.0)	96	(4.9)	98	(3.0)	97	(3.7)
Nunavut	Level 1 or below	70 <sup>M</sup>	(16.3)	80	(12.9)	x	x	83	(11.1)	x	x	x	x	74 <sup>M</sup>	(14.2)	82	(8.9)
	Level 2	78 <sup>M</sup>	(19.8)	78 <sup>M</sup>	(14.4)	91 <sup>M</sup>	(20.8)	87	(10.2)	x	x	100	(0.0)	79 <sup>M</sup>	(16.1)	86	(6.3)
	Level 3	x	x	x	x	100	(0.0)	88	(10.5)	x	x	99	(2.1)	93	(14.3)	89	(6.2)
	Level 4 or 5	x	x	—	—	x	x	83 <sup>M</sup>	(23.1)	x	x	98	(3.4)	100	(0.0)	93	(7.7)

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

Note: In PIAAC, the term science and technology includes science, mathematics and computing, engineering, manufacturing and construction fields of study. Respondents whose highest educational attainment is a high-school diploma or higher were asked about their field of study, but due to missing values for many participating countries, respondents with a high-school diploma were excluded from this analysis. Unemployed and not in labour force categories are excluded; hence, the total does not add up to 100%.

<sup>M</sup> 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

**Employment rates — Proportions of non-student population aged 20 to 65, by numeracy proficiency level, science and technology field of study and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Proficiency level	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		Science and technology		Other		Science and technology		Other		Science and technology		Other		Science and technology		Other	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
<b>OECD average</b>	Level 1 or below	68	(6.3)	66	(4.4)	71	(4.5)	70	(3.2)	74	(5.2)	74	(2.5)	68	(3.5)	72	(1.5)
	Level 2	77	(4.9)	74	(3.7)	81	(2.4)	77	(2.0)	80	(2.1)	82	(0.9)	79	(1.3)	80	(0.6)
	Level 3	86	(3.6)	82	(2.3)	86	(1.6)	85	(0.9)	88	(0.8)	87	(0.5)	87	(0.7)	85	(0.4)
	Level 4 or 5	94	(2.9)	87	(4.0)	92	(1.8)	90	(2.4)	93	(0.7)	90	(0.7)	93	(0.7)	90	(0.7)
<b>Canada</b>	Level 1 or below	66	(7.1)	75	(2.8)	80	(5.8)	72	(3.3)	80	(6.7)	76	(3.5)	76	(4.0)	74	(1.9)
	Level 2	82	(3.4)	80	(2.1)	86	(3.0)	79	(2.1)	84	(4.4)	83	(1.9)	84	(2.0)	80	(1.3)
	Level 3	91	(2.9)	84	(2.4)	91	(2.3)	85	(2.1)	89	(2.5)	85	(1.6)	90	(1.5)	85	(1.1)
	Level 4 or 5	97	(3.9)	91	(5.3)	95	(2.5)	91	(3.5)	94	(1.7)	93	(1.7)	95	(1.4)	92	(1.6)
<b>Newfoundland and Labrador</b>	Level 1 or below	64 <sup>M</sup>	(12.4)	68	(7.1)	92	(13.6)	67	(10.2)	x	x	U	(20.7)	69	(10.3)	67	(5.3)
	Level 2	80	(7.6)	68	(5.8)	80	(9.7)	75	(6.4)	x	x	82	(8.5)	80	(5.7)	73	(4.0)
	Level 3	88	(7.6)	83	(7.3)	82	(8.2)	86	(6.7)	91	(8.4)	88	(3.7)	86	(4.6)	86	(3.2)
	Level 4 or 5	x	x	98	(5.6)	90	(13.2)	89 <sup>M</sup>	(16.6)	94	(5.9)	96	(3.7)	93	(5.1)	95	(3.7)
<b>Prince Edward Island</b>	Level 1 or below	U	(30.6)	61 <sup>M</sup>	(12.3)	x	x	61 <sup>M</sup>	(14.9)	x	x	U	(29.5)	x	x	62	(8.5)
	Level 2	68 <sup>M</sup>	(15.7)	72	(8.1)	88	(14.3)	70	(8.4)	x	x	80	(9.4)	78	(10.1)	73	(4.9)
	Level 3	85 <sup>M</sup>	(15.2)	78	(10.1)	83	(12.2)	79	(7.7)	76 <sup>M</sup>	(16.2)	87	(4.6)	81	(7.5)	83	(3.8)
	Level 4 or 5	x	x	x	x	92 <sup>M</sup>	(16.2)	80 <sup>M</sup>	(19.1)	78	(11.7)	84	(8.2)	83	(8.1)	81	(7.5)
<b>Nova Scotia</b>	Level 1 or below	78 <sup>M</sup>	(14.8)	73	(6.7)	62 <sup>M</sup>	(19.5)	74	(10.4)	x	x	85	(13.0)	74	(11.1)	75	(5.4)
	Level 2	84	(8.7)	78	(5.4)	81	(7.8)	83	(5.5)	83 <sup>M</sup>	(18.7)	81	(6.3)	83	(5.9)	80	(3.3)
	Level 3	79	(12.9)	80	(8.3)	85	(7.2)	83	(8.0)	90	(6.2)	85	(4.0)	86	(4.8)	83	(3.4)
	Level 4 or 5	x	x	99	(2.5)	92	(13.0)	87 <sup>M</sup>	(18.9)	92	(4.9)	89	(5.3)	92	(5.3)	90	(4.4)
<b>New Brunswick</b>	Level 1 or below	85 <sup>M</sup>	(16.1)	74	(8.9)	85 <sup>M</sup>	(18.5)	78	(12.5)	x	x	88	(12.0)	85	(11.1)	77	(6.2)
	Level 2	73	(8.2)	77	(5.1)	92	(6.5)	78	(8.3)	87	(12.3)	81	(6.2)	80	(5.4)	79	(3.2)
	Level 3	74	(10.5)	91	(5.7)	93	(4.8)	84	(6.1)	94	(6.1)	83	(4.1)	86	(4.6)	85	(2.9)
	Level 4 or 5	x	x	x	x	87 <sup>M</sup>	(20.4)	92	(14.8)	95	(6.0)	89	(6.3)	93	(7.0)	90	(5.1)
<b>Quebec</b>	Level 1 or below	68	(9.0)	73	(4.6)	77	(11.5)	63	(5.2)	68 <sup>M</sup>	(16.1)	67	(7.7)	72	(6.1)	68	(3.0)
	Level 2	82	(4.0)	78	(3.2)	82	(4.2)	75	(2.9)	80	(7.7)	75	(3.4)	82	(2.7)	76	(1.8)
	Level 3	92	(3.2)	85	(3.5)	90	(3.2)	85	(2.6)	85	(4.0)	85	(2.3)	88	(2.0)	85	(1.6)
	Level 4 or 5	99	(3.2)	86	(12.6)	93	(5.4)	94	(3.6)	89	(3.4)	94	(2.3)	91	(2.3)	93	(2.0)
<b>Ontario</b>	Level 1 or below	U	(18.4)	68	(7.8)	77	(8.7)	75	(6.0)	85	(10.1)	78	(5.5)	73	(7.8)	74	(3.6)
	Level 2	78	(11.3)	83	(5.1)	83	(6.2)	80	(3.8)	84	(6.1)	86	(3.4)	82	(3.9)	83	(2.2)
	Level 3	87	(7.8)	82	(6.1)	94	(3.7)	84	(3.9)	93	(3.5)	85	(2.9)	92	(2.5)	84	(2.1)
	Level 4 or 5	94	(12.4)	93 <sup>M</sup>	(15.7)	95	(4.0)	90	(6.0)	95	(3.1)	92	(2.7)	95	(2.4)	92	(2.7)
<b>Manitoba</b>	Level 1 or below	81 <sup>M</sup>	(20.4)	84	(8.2)	100	(0.0)	81	(11.7)	x	x	78 <sup>M</sup>	(16.8)	92	(9.5)	82	(5.8)
	Level 2	84 <sup>M</sup>	(15.0)	78	(8.4)	96	(5.2)	81	(8.5)	89	(12.7)	86	(6.9)	90	(6.3)	82	(4.1)
	Level 3	91	(6.3)	83	(7.7)	99	(1.9)	83	(8.4)	93	(7.9)	85	(4.7)	95	(3.1)	84	(4.1)
	Level 4 or 5	U	(29.0)	99	(2.3)	100	(0.3)	83 <sup>M</sup>	(18.1)	98	(4.0)	96	(4.4)	97	(3.6)	94	(4.8)

Table 3.3B (continued)

Employment rates — Proportions of non-student population aged 20 to 65, by numeracy proficiency level, science and technology field of study and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Proficiency level	Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of postsecondary education			
		Science and technology		Other		Science and technology		Other		Science and technology		Other		Science and technology		Other	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Saskatchewan	Level 1 or below	91	(10.6)	73	(9.6)	92 <sup>M</sup>	(17.5)	93	(9.4)	x	x	96	(4.7)	93	(6.9)	82	(6.6)
	Level 2	95	(5.9)	83	(6.8)	86 <sup>M</sup>	(16.7)	84	(7.4)	x	x	89	(7.2)	93	(5.4)	85	(4.0)
	Level 3	97	(5.0)	85	(7.4)	95	(6.1)	84	(6.7)	92	(9.7)	92	(4.2)	95	(3.9)	88	(3.1)
	Level 4 or 5	x	x	U	(29.6)	97	(11.1)	94	(10.9)	98	(7.3)	96	(4.8)	97	(5.1)	95	(4.6)
Alberta	Level 1 or below	x	x	82	(9.2)	100	(0.0)	68	(10.4)	U	(27.3)	84	(10.5)	87	(12.1)	77	(6.2)
	Level 2	83	(13.0)	86	(7.4)	100	(0.0)	81	(7.7)	80 <sup>M</sup>	(17.7)	90	(5.7)	88	(7.3)	85	(4.4)
	Level 3	95	(5.6)	89	(8.1)	99	(0.9)	95	(4.0)	93	(6.9)	89	(4.4)	96	(3.3)	91	(2.8)
	Level 4 or 5	99	(5.5)	x	x	100	(0.0)	88 <sup>M</sup>	(16.4)	98	(1.8)	94	(5.0)	99	(1.1)	91	(5.3)
British Columbia	Level 1 or below	U	(32.1)	84	(6.8)	86 <sup>M</sup>	(16.7)	79	(9.5)	75 <sup>M</sup>	(21.6)	72	(10.8)	79	(11.2)	78	(5.2)
	Level 2	86	(12.0)	79	(9.2)	91	(9.6)	78	(6.4)	89	(9.2)	78	(6.9)	89	(5.9)	78	(4.3)
	Level 3	96	(6.6)	82	(8.2)	84	(8.5)	81	(7.5)	77	(11.9)	83	(5.4)	84	(5.6)	82	(3.7)
	Level 4 or 5	100	(2.3)	95	(9.5)	90	(12.2)	94	(7.2)	92	(8.2)	91	(5.5)	93	(5.9)	91	(4.2)
Yukon	Level 1 or below	x	x	U	(34.7)	84 <sup>M</sup>	(19.0)	68 <sup>M</sup>	(19.6)	x	x	99	(7.8)	82	(10.3)	79 <sup>M</sup>	(17.7)
	Level 2	83 <sup>M</sup>	(14.4)	U	(27.2)	89	(11.5)	82 <sup>M</sup>	(24.0)	x	x	90	(11.0)	86	(8.7)	78 <sup>M</sup>	(14.3)
	Level 3	94	(8.5)	86 <sup>M</sup>	(18.8)	89	(9.0)	U	(28.2)	95	(11.3)	99	(2.1)	92	(6.1)	89	(10.2)
	Level 4 or 5	99	(6.8)	94	(11.2)	96	(9.8)	100	(0.0)	97	(4.6)	98	(2.7)	97	(3.1)	98	(1.9)
Northwest Territories	Level 1 or below	86	(10.9)	87	(9.1)	U	(26.8)	84	(8.2)	x	x	87 <sup>M</sup>	(15.3)	69 <sup>M</sup>	(12.7)	86	(5.2)
	Level 2	95	(8.4)	86	(9.3)	82 <sup>M</sup>	(15.9)	85	(10.4)	98	(7.9)	92	(6.3)	90	(7.6)	87	(4.9)
	Level 3	92	(13.0)	90	(9.4)	94	(9.8)	84	(12.7)	95	(6.8)	97	(3.3)	94	(5.4)	92	(4.1)
	Level 4 or 5	x	x	x	x	96	(7.9)	99	(2.9)	100	(0.0)	98	(4.5)	99	(2.5)	99	(2.6)
Nunavut	Level 1 or below	66 <sup>M</sup>	(15.9)	77	(10.2)	x	x	84	(9.5)	x	x	x	x	69 <sup>M</sup>	(14.7)	81	(6.9)
	Level 2	87 <sup>M</sup>	(20.8)	82 <sup>M</sup>	(18.7)	x	x	88	(8.5)	x	x	100	(0.0)	85 <sup>M</sup>	(17.5)	89	(6.1)
	Level 3	x	x	x	x	97	(8.7)	83 <sup>M</sup>	(14.3)	x	x	99	(2.1)	97	(7.7)	91	(5.9)
	Level 4 or 5	x	x	—	—	x	x	x	x	100	(0.0)	98	(4.2)	100	(0.0)	98	(3.5)

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

Note: In PIAAC, the term *science and technology* includes science, mathematics and computing, engineering, manufacturing and construction fields of study. Respondents whose highest educational attainment is a high-school diploma or higher were asked about their field of study, but due to missing values for many participating countries, respondents with a high-school diploma were excluded from this analysis. *Unemployed* and *not in labour force* categories are excluded; hence, the total does not add up to 100%.

<sup>M</sup> 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

Health outcomes — Proportions of population aged 20 to 65, by literacy proficiency level and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Health state	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
OECD average	Excellent health	36	(0.3)	49	(0.4)	46	(2.7)	56	(1.8)	45	(1.3)	56	(1.9)	51	(0.9)	61	(0.4)	39	(0.3)	54	(0.3)
	Good health	36	(0.3)	34	(0.4)	35	(2.3)	31	(1.6)	34	(1.3)	31	(1.9)	34	(0.9)	30	(0.4)	36	(0.3)	32	(0.2)
	Poor health	28	(0.3)	17	(0.3)	19	(1.7)	13	(1.4)	20	(1.1)	13	(0.5)	16	(0.6)	10	(0.2)	26	(0.2)	14	(0.2)
Canada	Excellent health	48	(1.2)	60	(1.7)	55	(2.2)	63	(2.3)	58	(1.9)	66	(1.4)	61	(2.2)	71	(1.2)	53	(0.8)	66	(0.7)
	Good health	33	(1.1)	29	(1.7)	30	(1.8)	27	(1.7)	29	(1.7)	27	(1.5)	30	(2.1)	24	(1.1)	31	(0.7)	26	(0.7)
	Poor health	19	(0.9)	11	(1.0)	15	(1.3)	10	(1.3)	12	(1.2)	7	(0.9)	9	(1.2)	5	(0.5)	16	(0.6)	8	(0.4)
Newfoundland and Labrador	Excellent health	47	(2.9)	51	(5.6)	56	(3.5)	58	(4.8)	63	(5.3)	72	(5.1)	77	(8.2)	78	(4.0)	53	(2.0)	67	(2.6)
	Good health	28	(3.1)	36	(5.1)	27	(3.1)	31	(4.4)	25 <sup>M</sup>	(4.3)	23 <sup>M</sup>	(4.6)	x	x	17 <sup>M</sup>	(3.4)	27	(2.0)	25	(2.3)
	Poor health	24	(2.3)	13 <sup>M</sup>	(3.6)	18	(2.8)	10 <sup>M</sup>	(3.1)	12 <sup>M</sup>	(3.3)	U	(2.5)	x	x	U	(1.8)	20	(1.6)	8 <sup>M</sup>	(1.3)
Prince Edward Island	Excellent health	47	(4.1)	58	(6.5)	50	(8.0)	54	(6.3)	51	(6.7)	62	(4.5)	61 <sup>M</sup>	(11.6)	74	(3.9)	50	(3.3)	64	(2.8)
	Good health	27	(3.9)	29 <sup>M</sup>	(6.3)	32 <sup>M</sup>	(7.4)	34	(5.6)	34 <sup>M</sup>	(6.2)	30	(4.8)	U	(10.3)	24	(3.8)	28	(2.8)	28	(2.6)
	Poor health	26	(3.6)	14 <sup>M</sup>	(4.2)	18 <sup>M</sup>	(4.8)	12 <sup>M</sup>	(3.6)	U	(5.7)	U	(2.8)	U	(8.1)	U	(1.1)	22	(2.6)	8 <sup>M</sup>	(1.5)
Nova Scotia	Excellent health	44	(3.3)	61	(5.4)	57	(4.6)	56	(5.3)	56	(5.0)	60	(5.6)	72	(7.1)	74	(2.9)	51	(2.2)	65	(2.2)
	Good health	29	(3.1)	26 <sup>M</sup>	(4.6)	29	(4.3)	29	(4.7)	28	(4.3)	30	(4.8)	x	x	20	(2.3)	28	(2.1)	25	(1.9)
	Poor health	27	(3.1)	14 <sup>M</sup>	(4.4)	14 <sup>M</sup>	(3.6)	16 <sup>M</sup>	(3.5)	16 <sup>M</sup>	(4.1)	10 <sup>M</sup>	(3.3)	x	x	6 <sup>M</sup>	(1.7)	21	(2.1)	10	(1.3)
New Brunswick	Excellent health	39	(2.9)	51	(4.7)	56	(4.4)	59	(5.5)	48	(6.3)	51	(6.2)	55	(7.9)	69	(3.4)	45	(2.3)	59	(2.6)
	Good health	37	(3.0)	33	(4.8)	32	(4.2)	31 <sup>M</sup>	(5.3)	33 <sup>M</sup>	(6.0)	36 <sup>M</sup>	(6.1)	34 <sup>M</sup>	(8.8)	28	(3.5)	35	(2.2)	31	(2.6)
	Poor health	24	(2.3)	15 <sup>M</sup>	(3.5)	12 <sup>M</sup>	(2.8)	10 <sup>M</sup>	(3.3)	19 <sup>M</sup>	(5.3)	13 <sup>M</sup>	(3.6)	U	(4.2)	4 <sup>M</sup>	(1.2)	20	(1.6)	10	(1.5)
Quebec	Excellent health	47	(1.5)	62	(2.9)	54	(2.5)	65	(2.9)	62	(2.2)	66	(2.0)	62	(3.0)	71	(1.6)	54	(1.1)	67	(1.2)
	Good health	36	(1.6)	30	(2.9)	32	(2.3)	29	(2.7)	30	(1.9)	29	(2.0)	28	(2.8)	24	(1.5)	33	(1.0)	27	(1.1)
	Poor health	17	(1.2)	8 <sup>M</sup>	(1.7)	14	(1.6)	6 <sup>M</sup>	(1.4)	8	(1.3)	5 <sup>M</sup>	(0.9)	10 <sup>M</sup>	(2.0)	5 <sup>M</sup>	(0.8)	13	(0.7)	5	(0.6)
Ontario	Excellent health	48	(2.4)	60	(2.9)	55	(5.2)	59	(5.3)	59	(3.3)	66	(2.6)	61	(3.7)	70	(2.2)	54	(1.5)	65	(1.3)
	Good health	31	(2.0)	28	(2.9)	28 <sup>M</sup>	(4.9)	28	(4.6)	28	(2.9)	27	(2.8)	32	(3.6)	25	(2.0)	30	(1.3)	27	(1.2)
	Poor health	21	(1.8)	12	(2.0)	17 <sup>M</sup>	(3.2)	13 <sup>M</sup>	(3.6)	14	(2.0)	7 <sup>M</sup>	(1.5)	8 <sup>M</sup>	(1.9)	5 <sup>M</sup>	(0.9)	16	(1.1)	8	(0.8)
Manitoba	Excellent health	51	(3.2)	58	(5.3)	58	(6.6)	63	(6.4)	51	(7.7)	69	(4.9)	61	(7.9)	68	(4.1)	53	(2.6)	65	(2.4)
	Good health	32	(3.2)	30	(4.8)	27 <sup>M</sup>	(5.6)	24 <sup>M</sup>	(5.4)	26 <sup>M</sup>	(6.6)	26 <sup>M</sup>	(4.5)	35 <sup>M</sup>	(7.8)	26	(3.9)	30	(2.4)	26	(2.2)
	Poor health	18	(1.9)	12 <sup>M</sup>	(3.2)	16 <sup>M</sup>	(4.7)	13 <sup>M</sup>	(3.8)	23 <sup>M</sup>	(6.2)	U	(2.6)	U	(3.2)	U	(2.6)	16	(1.7)	9	(1.4)
Saskatchewan	Excellent health	45	(3.1)	53	(5.4)	51	(5.6)	60	(5.9)	70	(6.4)	70	(4.7)	57 <sup>M</sup>	(9.9)	71	(4.4)	51	(2.6)	64	(2.6)
	Good health	31	(3.1)	36	(4.7)	32	(5.2)	29 <sup>M</sup>	(5.8)	23 <sup>M</sup>	(6.1)	25 <sup>M</sup>	(4.8)	30 <sup>M</sup>	(9.0)	20 <sup>M</sup>	(3.3)	30	(2.3)	26	(2.1)
	Poor health	23	(2.9)	U	(3.9)	17 <sup>M</sup>	(4.6)	12 <sup>M</sup>	(3.6)	U	(3.1)	U	(2.3)	U	(4.8)	9 <sup>M</sup>	(2.5)	19	(1.9)	10 <sup>M</sup>	(1.6)
Alberta	Excellent health	55	(4.3)	66	(5.0)	53	(6.9)	63	(6.6)	44	(7.1)	64	(5.7)	60	(6.1)	75	(3.2)	53	(2.8)	68	(2.7)
	Good health	31	(4.3)	27 <sup>M</sup>	(4.6)	28 <sup>M</sup>	(6.8)	30 <sup>M</sup>	(6.3)	40 <sup>M</sup>	(6.8)	26 <sup>M</sup>	(4.9)	33 <sup>M</sup>	(5.9)	22	(3.0)	33	(2.6)	25	(2.2)
	Poor health	14 <sup>M</sup>	(2.9)	U	(2.5)	20 <sup>M</sup>	(6.3)	U	(3.9)	U	(5.4)	U	(3.5)	U	(3.7)	U	(1.6)	14	(2.1)	6 <sup>M</sup>	(1.5)
British Columbia	Excellent health	44	(3.8)	57	(5.0)	56	(8.0)	70	(5.8)	61	(6.1)	70	(4.2)	63	(5.6)	66	(3.4)	53	(2.5)	66	(2.2)
	Good health	38	(3.8)	30	(4.7)	31 <sup>M</sup>	(6.5)	19 <sup>M</sup>	(4.3)	28 <sup>M</sup>	(5.5)	22 <sup>M</sup>	(4.2)	24 <sup>M</sup>	(5.0)	24	(3.3)	33	(2.4)	24	(2.1)
	Poor health	18 <sup>M</sup>	(3.3)	13 <sup>M</sup>	(3.3)	14 <sup>M</sup>	(3.9)	12 <sup>M</sup>	(3.5)	11 <sup>M</sup>	(3.4)	U	(2.9)	13 <sup>M</sup>	(4.2)	9 <sup>M</sup>	(2.3)	15	(2.0)	10	(1.4)



Table 3.4A (continued)

Health outcomes — Proportions of population aged 20 to 65, by literacy proficiency level and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Health state	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Yukon	Excellent health	53 <sup>M</sup>	(12.8)	69 <sup>M</sup>	(16.0)	U	(14.2)	47 <sup>M</sup>	(13.7)	62 <sup>M</sup>	(12.8)	59 <sup>M</sup>	(12.6)	U	(39.1)	71	(10.5)	48	(7.5)	63	(7.6)
	Good health	31 <sup>M</sup>	(9.4)	U	(10.0)	U	(24.1)	U	(16.5)	U	(9.3)	U	(9.6)	x	x	U	(6.6)	37	(5.6)	23 <sup>M</sup>	(5.8)
	Poor health	U	(6.2)	U	(7.7)	U	(16.6)	U	(13.7)	U	(8.0)	U	(12.3)	x	x	U	(8.9)	U	(5.6)	U	(6.2)
Northwest Territories	Excellent health	40	(3.8)	54	(8.2)	44 <sup>M</sup>	(7.4)	55	(8.5)	42 <sup>M</sup>	(8.5)	65	(7.0)	59 <sup>M</sup>	(12.2)	68	(3.3)	43	(3.0)	62	(3.4)
	Good health	37	(3.4)	33 <sup>M</sup>	(8.4)	46	(7.1)	x	x	36 <sup>M</sup>	(6.8)	20 <sup>M</sup>	(6.6)	x	x	x	x	38	(2.9)	28	(2.9)
	Poor health	23	(3.1)	U	(5.1)	11 <sup>M</sup>	(3.4)	x	x	22 <sup>M</sup>	(6.1)	15 <sup>M</sup>	(4.0)	x	x	x	x	19	(2.1)	10 <sup>M</sup>	(2.2)
Nunavut	Excellent health	32	(2.9)	47 <sup>M</sup>	(13.4)	23 <sup>M</sup>	(6.6)	x	x	41 <sup>M</sup>	(7.2)	59 <sup>M</sup>	(12.6)	51 <sup>M</sup>	(10.8)	61	(5.9)	32	(2.6)	53	(6.1)
	Good health	41	(2.6)	U	(13.0)	41 <sup>M</sup>	(7.6)	U	(15.6)	39 <sup>M</sup>	(6.7)	U	(7.2)	x	x	29 <sup>M</sup>	(5.4)	41	(2.1)	28	(4.3)
	Poor health	26	(3.0)	U	(13.4)	36 <sup>M</sup>	(6.6)	x	x	U	(8.2)	U	(10.2)	x	x	U	(4.3)	26	(2.5)	18 <sup>M</sup>	(4.5)

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

Note: Self-reported health state is defined as excellent for "excellent" and "very good" scale ratings and poor for "fair" and "poor" scale ratings. The percentages add up to 100% vertically, by proficiency levels.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

Table 3.4B

Health outcomes — Proportions of population aged 20 to 65, by numeracy proficiency level and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Health state	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
OECD average	Excellent health	37	(0.3)	49	(0.4)	46	(2.3)	57	(1.7)	47	(1.4)	55	(1.4)	53	(0.9)	60	(0.4)	40	(0.3)	54	(0.3)
	Good health	35	(0.3)	34	(0.4)	35	(2.1)	31	(1.6)	34	(1.5)	31	(1.4)	32	(0.9)	30	(0.4)	35	(0.3)	32	(0.3)
	Poor health	28	(0.2)	17	(0.3)	19	(1.6)	12	(1.3)	19	(1.2)	14	(1.0)	15	(0.6)	10	(0.2)	25	(0.2)	14	(0.2)
Canada	Excellent health	49	(1.2)	59	(2.1)	55	(1.9)	64	(2.3)	60	(1.9)	66	(1.6)	64	(2.1)	70	(1.3)	55	(0.8)	66	(0.8)
	Good health	32	(1.1)	31	(1.8)	29	(1.6)	27	(2.0)	29	(1.7)	27	(1.7)	28	(1.8)	25	(1.2)	30	(0.7)	27	(0.8)
	Poor health	19	(0.8)	10	(1.2)	16	(1.3)	9	(1.3)	12	(1.2)	7	(0.9)	9	(1.1)	5	(0.6)	15	(0.5)	7	(0.4)
Newfoundland and Labrador	Excellent health	47	(2.8)	54	(7.3)	54	(3.1)	63	(5.8)	65	(4.7)	73	(5.8)	77	(6.4)	78	(4.1)	54	(1.8)	70	(2.8)
	Good health	29	(3.0)	36 <sup>M</sup>	(6.3)	28	(3.1)	31 <sup>M</sup>	(5.6)	25	(3.8)	22 <sup>M</sup>	(5.4)	U	(5.6)	17 <sup>M</sup>	(3.5)	27	(1.8)	24	(2.3)
	Poor health	24	(2.3)	U	(4.5)	18	(2.4)	U	(3.3)	11 <sup>M</sup>	(2.6)	U	(2.5)	U	(4.5)	U	(1.8)	19	(1.5)	6 <sup>M</sup>	(1.3)
Prince Edward Island	Excellent health	47	(3.7)	63	(7.8)	51	(6.1)	54	(8.2)	56	(6.3)	60	(5.7)	68	(8.0)	73	(4.2)	51	(2.6)	65	(3.1)
	Good health	27	(3.8)	27 <sup>M</sup>	(8.2)	31 <sup>M</sup>	(5.9)	36 <sup>M</sup>	(7.4)	32 <sup>M</sup>	(5.6)	31 <sup>M</sup>	(5.6)	U	(6.9)	24 <sup>M</sup>	(4.1)	28	(2.7)	28	(3.1)
	Poor health	26	(3.4)	U	(4.6)	18 <sup>M</sup>	(3.8)	U	(4.1)	U	(4.3)	U	(3.7)	U	(5.3)	U	(1.3)	20	(2.2)	7 <sup>M</sup>	(1.6)
Nova Scotia	Excellent health	45	(3.1)	61	(5.8)	57	(4.4)	55	(6.5)	58	(5.0)	58	(6.6)	74	(6.2)	73	(3.1)	53	(2.0)	65	(2.4)
	Good health	29	(3.0)	25 <sup>M</sup>	(5.3)	28	(4.0)	31 <sup>M</sup>	(5.9)	27	(3.9)	32	(5.2)	18 <sup>M</sup>	(4.9)	21	(2.4)	27	(2.0)	25	(2.0)
	Poor health	26	(2.8)	U	(4.9)	15 <sup>M</sup>	(3.5)	14 <sup>M</sup>	(4.5)	15 <sup>M</sup>	(3.9)	U	(3.9)	U	(3.6)	6 <sup>M</sup>	(1.9)	20	(1.9)	9 <sup>M</sup>	(1.6)
New Brunswick	Excellent health	39	(2.7)	54	(5.8)	58	(3.7)	54	(6.5)	51	(6.4)	49	(6.2)	61	(7.4)	68	(4.1)	48	(2.1)	58	(3.0)
	Good health	36	(2.6)	37	(5.1)	30	(3.6)	35 <sup>M</sup>	(6.1)	32 <sup>M</sup>	(5.7)	37 <sup>M</sup>	(6.4)	29 <sup>M</sup>	(6.3)	29	(3.9)	33	(1.9)	33	(2.9)
	Poor health	25	(2.2)	U	(3.2)	11 <sup>M</sup>	(2.5)	U	(4.3)	17 <sup>M</sup>	(4.9)	14 <sup>M</sup>	(3.7)	U	(4.1)	U	(1.5)	19	(1.6)	8 <sup>M</sup>	(1.5)
Quebec	Excellent health	48	(1.5)	62	(3.2)	56	(2.3)	64	(3.0)	63	(2.2)	65	(2.3)	63	(3.2)	71	(1.6)	55	(1.1)	67	(1.2)
	Good health	35	(1.6)	31	(2.8)	32	(2.1)	29	(2.8)	29	(2.0)	30	(2.3)	28	(3.0)	24	(1.6)	32	(1.1)	28	(1.2)
	Poor health	16	(1.1)	7 <sup>M</sup>	(1.6)	12	(1.5)	7 <sup>M</sup>	(1.6)	7	(1.2)	5 <sup>M</sup>	(1.0)	9 <sup>M</sup>	(1.6)	5	(0.8)	13	(0.7)	6	(0.6)
Ontario	Excellent health	50	(2.4)	59	(3.8)	54	(4.7)	62	(5.2)	59	(3.0)	66	(2.9)	63	(3.5)	69	(2.3)	55	(1.5)	66	(1.6)
	Good health	30	(1.8)	30	(3.3)	29	(4.3)	27 <sup>M</sup>	(4.5)	28	(2.6)	27	(2.9)	29	(3.2)	26	(2.1)	29	(1.3)	27	(1.4)
	Poor health	20	(1.7)	11 <sup>M</sup>	(2.7)	17 <sup>M</sup>	(3.2)	12 <sup>M</sup>	(3.8)	13	(1.9)	7 <sup>M</sup>	(1.6)	8 <sup>M</sup>	(1.8)	4 <sup>M</sup>	(0.9)	16	(1.0)	7	(0.9)
Manitoba	Excellent health	52	(3.1)	58	(5.5)	57	(6.0)	64	(6.7)	54	(6.8)	69	(5.6)	65	(6.5)	67	(4.5)	55	(2.6)	64	(2.5)
	Good health	32	(3.2)	29 <sup>M</sup>	(5.3)	28 <sup>M</sup>	(5.1)	23 <sup>M</sup>	(5.6)	26 <sup>M</sup>	(6.1)	25 <sup>M</sup>	(4.5)	29 <sup>M</sup>	(6.2)	27	(4.4)	30	(2.4)	27	(2.3)
	Poor health	17	(1.9)	13 <sup>M</sup>	(3.7)	15 <sup>M</sup>	(4.1)	13 <sup>M</sup>	(3.6)	20 <sup>M</sup>	(5.6)	U	(3.2)	U	(3.3)	U	(2.6)	15	(1.6)	9 <sup>M</sup>	(1.5)
Saskatchewan	Excellent health	48	(3.1)	48	(6.8)	51	(5.4)	61	(6.9)	69	(6.9)	70	(5.7)	58	(8.6)	72	(4.8)	52	(2.6)	64	(3.1)
	Good health	30	(2.8)	40	(6.2)	32	(4.8)	28 <sup>M</sup>	(6.5)	26 <sup>M</sup>	(6.7)	23 <sup>M</sup>	(5.9)	29 <sup>M</sup>	(7.9)	19 <sup>M</sup>	(3.7)	30	(2.2)	26	(2.5)
	Poor health	22	(2.6)	U	(4.5)	17 <sup>M</sup>	(4.2)	U	(4.5)	U	(2.4)	U	(2.7)	U	(4.9)	9 <sup>M</sup>	(2.7)	18	(1.7)	10 <sup>M</sup>	(1.8)
Alberta	Excellent health	58	(4.0)	62	(5.7)	54	(6.3)	62	(7.5)	48	(6.5)	64	(6.0)	66	(5.4)	74	(3.5)	56	(2.6)	67	(2.9)
	Good health	30	(4.0)	29	(4.7)	25 <sup>M</sup>	(5.7)	x	x	36 <sup>M</sup>	(6.4)	27 <sup>M</sup>	(5.5)	29 <sup>M</sup>	(5.2)	23	(3.4)	30	(2.5)	27	(2.3)
	Poor health	13 <sup>M</sup>	(2.7)	U	(3.2)	20 <sup>M</sup>	(5.2)	x	x	U	(5.3)	U	(3.5)	U	(3.0)	U	(1.6)	13	(2.1)	6 <sup>M</sup>	(1.6)
British Columbia	Excellent health	45	(3.6)	58	(5.4)	58	(7.2)	70	(6.1)	64	(5.5)	68	(5.1)	63	(5.3)	66	(3.7)	54	(2.5)	65	(2.5)
	Good health	37	(3.4)	32 <sup>M</sup>	(5.4)	27 <sup>M</sup>	(5.8)	20 <sup>M</sup>	(5.1)	26 <sup>M</sup>	(4.8)	24 <sup>M</sup>	(5.0)	26 <sup>M</sup>	(4.4)	24	(3.2)	31	(2.2)	25	(2.3)
	Poor health	19	(2.9)	11 <sup>M</sup>	(3.2)	15 <sup>M</sup>	(4.2)	U	(3.6)	U	(3.7)	U	(3.4)	U	(4.4)	10 <sup>M</sup>	(2.6)	15	(1.9)	10	(1.5)

Table 3.4B (continued)

Health outcomes — Proportions of population aged 20 to 65, by numeracy proficiency level and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Health state	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Yukon	Excellent health	55 <sup>M</sup>	(12.0)	66 <sup>M</sup>	(20.5)	U	(11.7)	54 <sup>M</sup>	(16.4)	58 <sup>M</sup>	(17.2)	62 <sup>M</sup>	(13.7)	U	(27.7)	73	(11.8)	49	(7.8)	66	(8.0)
	Good health	30 <sup>M</sup>	(8.4)	U	(12.6)	U	(19.9)	U	(16.7)	U	(8.5)	U	(11.6)	x	x	x	x	33	(4.8)	24 <sup>M</sup>	(6.6)
	Poor health	U	(5.7)	U	(11.2)	U	(16.5)	U	(8.7)	U	(16.9)	U	(11.5)	x	x	x	x	U	(7.1)	U	(6.0)
Northwest Territories	Excellent health	41	(3.7)	56 <sup>M</sup>	(11.7)	44	(6.6)	57	(8.7)	48	(7.2)	61	(9.0)	59	(9.6)	68	(4.0)	44	(2.5)	62	(3.6)
	Good health	36	(3.0)	x	x	44	(6.3)	x	x	29 <sup>M</sup>	(5.9)	27 <sup>M</sup>	(8.8)	x	x	x	x	36	(2.3)	30	(3.5)
	Poor health	23	(3.0)	x	x	11 <sup>M</sup>	(3.4)	x	x	23 <sup>M</sup>	(5.5)	U	(4.3)	x	x	x	x	20	(2.0)	8 <sup>M</sup>	(1.9)
Nunavut	Excellent health	33	(2.9)	44 <sup>M</sup>	(14.2)	22 <sup>M</sup>	(6.4)	x	x	46	(5.8)	55 <sup>M</sup>	(14.0)	58	(9.1)	59	(6.4)	33	(2.6)	52	(6.3)
	Good health	41	(2.6)	x	x	42 <sup>M</sup>	(7.3)	x	x	33 <sup>M</sup>	(6.5)	U	(10.0)	x	x	31 <sup>M</sup>	(6.8)	40	(2.1)	32 <sup>M</sup>	(5.9)
	Poor health	27	(3.0)	x	x	36 <sup>M</sup>	(6.9)	x	x	U	(7.4)	U	(9.5)	x	x	U	(4.6)	26	(2.4)	16 <sup>M</sup>	(4.0)

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

Note: Self-reported health state is defined as excellent for "excellent" and "very good" scale ratings and poor for "fair" and "poor" scale ratings. The percentages add up to 100% vertically, by proficiency levels.

<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

Table 3.5A

**Positive social outcomes — Proportions of population aged 20 to 65, by literacy proficiency level and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Positive social outcomes	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
<b>OECD average</b>	Trust in others	14	(0.2)	19	(0.3)	19	(1.5)	23	(1.8)	21	(0.8)	27	(0.7)	25	(0.8)	33	(0.4)	16	(0.2)	25	(0.2)
	Believe that others do not take advantage	13	(0.2)	16	(0.3)	16	(1.2)	20	(1.8)	19	(0.8)	23	(0.5)	23	(0.7)	28	(0.3)	15	(0.2)	22	(0.2)
	Believe in having influence on government	23	(0.3)	33	(0.4)	29	(1.8)	38	(1.8)	33	(1.3)	38	(0.7)	36	(0.8)	47	(0.4)	25	(0.2)	39	(0.2)
	Volunteering at least once a month	14	(0.2)	18	(0.3)	18	(1.2)	23	(1.6)	21	(1.1)	24	(1.7)	21	(0.7)	23	(0.3)	15	(0.2)	21	(0.2)
<b>Canada</b>	Trust in others	17	(0.9)	25	(1.6)	20	(1.7)	25	(1.9)	20	(1.4)	29	(1.6)	26	(1.8)	38	(1.2)	19	(0.7)	31	(0.7)
	Believe that others do not take advantage	11	(0.7)	13	(1.2)	12	(1.1)	14	(1.5)	14	(1.3)	17	(1.2)	20	(1.6)	23	(1.1)	13	(0.5)	18	(0.6)
	Believe in having influence on government	24	(1.0)	38	(1.8)	26	(1.7)	36	(2.3)	29	(2.1)	38	(1.9)	38	(2.0)	51	(1.2)	27	(0.7)	43	(0.8)
	Volunteering at least once a month	16	(0.9)	25	(1.4)	18	(1.6)	26	(1.9)	22	(1.6)	28	(1.6)	26	(1.8)	35	(1.2)	19	(0.6)	30	(0.7)
<b>Newfoundland and Labrador</b>	Trust in others	12	(1.6)	19 <sup>M</sup>	(4.3)	18 <sup>M</sup>	(3.1)	16 <sup>M</sup>	(3.1)	20 <sup>M</sup>	(4.4)	26 <sup>M</sup>	(4.8)	29 <sup>M</sup>	(8.9)	39	(4.2)	16	(1.4)	27	(2.1)
	Believe that others do not take advantage	8 <sup>M</sup>	(1.5)	U	(2.4)	11 <sup>M</sup>	(2.2)	9 <sup>M</sup>	(2.7)	13 <sup>M</sup>	(3.2)	14 <sup>M</sup>	(3.4)	U	(6.2)	20	(3.1)	10	(1.3)	13	(1.6)
	Believe in having influence on government	26	(2.9)	39	(5.5)	28	(3.3)	40	(4.9)	32	(5.0)	49	(5.2)	41 <sup>M</sup>	(9.1)	62	(3.9)	28	(2.1)	50	(2.6)
	Volunteering at least once a month	19	(2.1)	30 <sup>M</sup>	(5.1)	23	(3.0)	23 <sup>M</sup>	(4.3)	21 <sup>M</sup>	(4.3)	26 <sup>M</sup>	(4.7)	29 <sup>M</sup>	(9.1)	37	(3.8)	21	(1.7)	30	(2.2)
<b>Prince Edward Island</b>	Trust in others	20	(2.9)	22 <sup>M</sup>	(5.3)	U	(5.6)	30 <sup>M</sup>	(5.9)	31 <sup>M</sup>	(7.4)	28 <sup>M</sup>	(4.9)	40 <sup>M</sup>	(10.3)	40	(3.9)	23	(2.3)	31	(2.5)
	Believe that others do not take advantage	14 <sup>M</sup>	(2.7)	U	(3.8)	x	x	14 <sup>M</sup>	(4.6)	18 <sup>M</sup>	(5.6)	19 <sup>M</sup>	(4.1)	U	(8.2)	28	(4.0)	14	(2.1)	19	(2.2)
	Believe in having influence on government	23	(3.1)	33 <sup>M</sup>	(6.1)	27 <sup>M</sup>	(5.8)	37	(5.4)	41 <sup>M</sup>	(7.2)	49	(5.1)	39 <sup>M</sup>	(10.8)	55	(4.0)	28	(2.8)	45	(2.5)
	Volunteering at least once a month	20 <sup>M</sup>	(3.4)	31 <sup>M</sup>	(5.5)	30 <sup>M</sup>	(6.1)	36 <sup>M</sup>	(5.9)	39 <sup>M</sup>	(6.9)	43	(5.4)	31 <sup>M</sup>	(10.3)	49	(4.1)	26	(2.5)	41	(2.7)
<b>Nova Scotia</b>	Trust in others	18	(2.7)	21 <sup>M</sup>	(4.7)	18 <sup>M</sup>	(3.8)	16 <sup>M</sup>	(4.1)	23 <sup>M</sup>	(4.6)	27	(4.1)	37 <sup>M</sup>	(7.4)	36	(3.3)	20	(2.0)	27	(2.1)
	Believe that others do not take advantage	9 <sup>M</sup>	(1.6)	12 <sup>M</sup>	(3.4)	13 <sup>M</sup>	(3.3)	14 <sup>M</sup>	(3.5)	12 <sup>M</sup>	(3.4)	13 <sup>M</sup>	(3.3)	28 <sup>M</sup>	(7.2)	21	(2.5)	12	(1.5)	16	(1.5)
	Believe in having influence on government	26	(2.8)	44	(4.9)	27	(4.1)	42	(5.3)	38	(5.2)	44	(4.8)	48 <sup>M</sup>	(8.4)	60	(3.3)	30	(2.0)	50	(2.2)
	Volunteering at least once a month	20	(2.6)	27 <sup>M</sup>	(4.7)	27	(4.2)	22 <sup>M</sup>	(4.1)	27 <sup>M</sup>	(5.0)	36	(5.2)	38 <sup>M</sup>	(6.8)	43	(3.5)	25	(1.9)	34	(2.2)

Table 3.5A (continued)

## Positive social outcomes — Proportions of population aged 20 to 65, by literacy proficiency level and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Positive social outcomes	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
New Brunswick	Trust in others	16	(1.6)	20 <sup>M</sup>	(3.8)	23 <sup>M</sup>	(4.3)	23 <sup>M</sup>	(5.6)	19 <sup>M</sup>	(5.5)	37	(5.4)	35 <sup>M</sup>	(8.4)	41	(3.6)	19	(1.6)	31	(2.2)
	Believe that others do not take advantage	10 <sup>M</sup>	(1.7)	9 <sup>M</sup>	(2.7)	11 <sup>M</sup>	(3.0)	U	(3.3)	15 <sup>M</sup>	(4.8)	18 <sup>M</sup>	(3.9)	U	(6.8)	27	(3.1)	11	(1.4)	17	(1.5)
	Believe in having influence on government	16	(1.8)	31	(4.4)	24	(3.9)	38	(5.1)	34 <sup>M</sup>	(6.6)	39	(5.6)	37 <sup>M</sup>	(8.0)	48	(3.9)	22	(1.7)	40	(2.4)
	Volunteering at least once a month	19	(2.3)	30	(4.5)	23	(3.7)	32	(5.0)	37 <sup>M</sup>	(6.9)	31 <sup>M</sup>	(5.9)	43 <sup>M</sup>	(7.6)	46	(3.9)	24	(1.9)	36	(2.4)
Quebec	Trust in others	16	(1.2)	24	(2.8)	18	(1.7)	26	(2.6)	21	(2.1)	29	(2.2)	31	(2.7)	43	(1.6)	20	(0.8)	33	(1.1)
	Believe that others do not take advantage	13	(1.1)	16	(2.3)	12	(1.5)	18	(2.0)	18	(1.8)	21	(1.9)	22	(2.4)	32	(1.7)	15	(0.7)	24	(1.0)
	Believe in having influence on government	16	(1.3)	18	(2.6)	16	(1.7)	14	(2.0)	11	(1.3)	12	(1.4)	22	(2.8)	24	(1.5)	16	(0.8)	18	(0.9)
	Volunteering at least once a month	13	(1.1)	17	(2.2)	15	(1.6)	18	(2.1)	18	(1.8)	18	(1.9)	19	(2.6)	24	(1.4)	15	(0.8)	20	(0.8)
Ontario	Trust in others	16	(1.7)	25	(2.7)	22 <sup>M</sup>	(4.3)	20 <sup>M</sup>	(3.9)	18	(2.6)	28	(2.9)	23	(2.9)	36	(2.1)	19	(1.3)	30	(1.2)
	Believe that others do not take advantage	10	(1.3)	12 <sup>M</sup>	(2.2)	14 <sup>M</sup>	(2.9)	12 <sup>M</sup>	(3.4)	12 <sup>M</sup>	(2.4)	16	(2.3)	18	(2.6)	21	(1.8)	13	(1.1)	17	(1.1)
	Believe in having influence on government	26	(2.0)	38	(3.5)	27	(4.4)	40	(4.3)	35	(3.8)	44	(3.5)	43	(3.5)	60	(2.3)	31	(1.4)	49	(1.5)
	Volunteering at least once a month	15	(2.1)	26	(2.9)	17 <sup>M</sup>	(3.5)	27 <sup>M</sup>	(5.2)	22	(2.9)	30	(2.7)	28	(3.1)	36	(2.2)	19	(1.3)	31	(1.4)
Manitoba	Trust in others	22	(2.9)	29	(4.7)	12 <sup>M</sup>	(3.3)	18 <sup>M</sup>	(5.1)	26 <sup>M</sup>	(6.1)	29	(4.8)	29 <sup>M</sup>	(7.5)	37	(3.7)	22	(2.3)	30	(2.3)
	Believe that others do not take advantage	12 <sup>M</sup>	(2.2)	U	(2.2)	U	(3.0)	14 <sup>M</sup>	(4.5)	18 <sup>M</sup>	(5.1)	22 <sup>M</sup>	(4.6)	27 <sup>M</sup>	(8.5)	24	(3.9)	13	(1.9)	17	(2.0)
	Believe in having influence on government	31	(3.2)	38	(4.9)	29 <sup>M</sup>	(5.5)	41	(6.5)	40 <sup>M</sup>	(7.0)	60	(5.9)	49	(7.9)	59	(3.9)	34	(2.4)	51	(2.6)
	Volunteering at least once a month	21	(2.8)	28 <sup>M</sup>	(4.9)	28 <sup>M</sup>	(6.5)	32 <sup>M</sup>	(5.9)	22 <sup>M</sup>	(5.9)	31	(4.7)	36 <sup>M</sup>	(8.1)	39	(3.8)	25	(2.2)	33	(2.4)
Saskatchewan	Trust in others	21	(2.8)	32	(5.0)	23 <sup>M</sup>	(5.1)	27 <sup>M</sup>	(5.4)	29 <sup>M</sup>	(7.4)	38	(5.0)	32 <sup>M</sup>	(8.2)	40	(3.7)	24	(2.2)	35	(2.2)
	Believe that others do not take advantage	10 <sup>M</sup>	(1.9)	14 <sup>M</sup>	(3.8)	U	(4.1)	U	(3.8)	U	(6.5)	19 <sup>M</sup>	(4.2)	26 <sup>M</sup>	(7.7)	22 <sup>M</sup>	(3.8)	13	(1.9)	18	(2.2)
	Believe in having influence on government	28	(3.2)	47	(4.8)	30	(4.9)	43	(6.4)	33 <sup>M</sup>	(7.3)	59	(6.4)	52 <sup>M</sup>	(9.6)	61	(3.6)	31	(2.5)	53	(2.6)
	Volunteering at least once a month	20	(3.3)	30	(4.6)	16 <sup>M</sup>	(4.4)	26 <sup>M</sup>	(5.2)	24 <sup>M</sup>	(6.7)	37	(4.7)	32 <sup>M</sup>	(7.9)	42	(4.1)	21	(2.5)	35	(2.3)

Table 3.5A (continued)

## Positive social outcomes — Proportions of population aged 20 to 65, by literacy proficiency level and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Positive social outcomes	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Alberta	Trust in others	15 <sup>M</sup>	(2.8)	20 <sup>M</sup>	(4.7)	17 <sup>M</sup>	(5.6)	20 <sup>M</sup>	(6.1)	21 <sup>M</sup>	(5.5)	28 <sup>M</sup>	(5.5)	27 <sup>M</sup>	(6.6)	37	(3.9)	18	(2.2)	28	(2.3)
	Believe that others do not take advantage	11 <sup>M</sup>	(3.1)	U	(4.2)	U	(3.2)	U	(3.9)	U	(4.8)	14 <sup>M</sup>	(4.1)	17 <sup>M</sup>	(4.9)	19 <sup>M</sup>	(3.3)	11 <sup>M</sup>	(1.9)	15	(1.9)
	Believe in having influence on government	25	(3.6)	43	(5.2)	42 <sup>M</sup>	(8.0)	56	(6.7)	39 <sup>M</sup>	(6.8)	42	(5.3)	45	(7.1)	58	(3.9)	33	(2.8)	50	(2.6)
	Volunteering at least once a month	16 <sup>M</sup>	(3.2)	24 <sup>M</sup>	(4.9)	23 <sup>M</sup>	(5.7)	26 <sup>M</sup>	(7.1)	32 <sup>M</sup>	(6.5)	27	(4.4)	23 <sup>M</sup>	(5.2)	39	(3.9)	21	(2.1)	30	(2.3)
British Columbia	Trust in others	18	(2.9)	28	(4.5)	27 <sup>M</sup>	(5.6)	40	(5.7)	18 <sup>M</sup>	(4.7)	28 <sup>M</sup>	(4.8)	22 <sup>M</sup>	(5.6)	37	(3.5)	20	(2.2)	34	(2.2)
	Believe that others do not take advantage	12 <sup>M</sup>	(2.4)	14 <sup>M</sup>	(3.9)	U	(4.2)	18 <sup>M</sup>	(4.1)	U	(4.0)	12 <sup>M</sup>	(3.5)	21 <sup>M</sup>	(5.2)	20	(3.2)	13	(1.9)	16	(1.8)
	Believe in having influence on government	30	(3.3)	56	(4.6)	33 <sup>M</sup>	(6.7)	44	(5.9)	35 <sup>M</sup>	(6.4)	42	(5.8)	33 <sup>M</sup>	(6.0)	54	(3.4)	32	(2.4)	50	(2.4)
	Volunteering at least once a month	18	(2.8)	27	(4.1)	19 <sup>M</sup>	(5.9)	32 <sup>M</sup>	(5.8)	21 <sup>M</sup>	(5.2)	29	(4.1)	23 <sup>M</sup>	(4.7)	43	(3.9)	20	(1.9)	34	(2.4)
Yukon	Trust in others	U	(4.1)	U	(6.7)	U	(7.2)	U	(14.8)	U	(11.9)	U	(19.0)	U	(28.6)	29 <sup>M</sup>	(8.3)	14 <sup>M</sup>	(4.5)	28 <sup>M</sup>	(8.5)
	Believe that others do not take advantage	U	(9.4)	U	(6.7)	U	(9.6)	U	(5.4)	U	(8.5)	U	(10.6)	U	(21.9)	18 <sup>M</sup>	(6.0)	U	(5.9)	16 <sup>M</sup>	(4.4)
	Believe in having influence on government	U	(10.1)	U	(13.6)	U	(18.1)	76	(12.5)	U	(21.4)	68	(9.4)	U	(27.7)	76	(8.4)	36 <sup>M</sup>	(7.6)	63	(5.8)
	Volunteering at least once a month	U	(6.0)	U	(9.6)	U	(15.6)	59 <sup>M</sup>	(16.4)	U	(9.5)	40 <sup>M</sup>	(12.3)	U	(25.0)	61 <sup>M</sup>	(11.7)	20 <sup>M</sup>	(6.3)	45 <sup>M</sup>	(8.6)
Northwest Territories	Trust in others	18 <sup>M</sup>	(3.3)	32 <sup>M</sup>	(7.8)	21 <sup>M</sup>	(4.8)	U	(8.0)	U	(5.3)	35 <sup>M</sup>	(7.1)	37 <sup>M</sup>	(7.5)	39	(6.4)	20	(2.5)	34	(2.6)
	Believe that others do not take advantage	13 <sup>M</sup>	(2.5)	U	(4.5)	12 <sup>M</sup>	(4.0)	U	(6.2)	U	(3.7)	14 <sup>M</sup>	(4.5)	U	(8.7)	22 <sup>M</sup>	(5.8)	13	(1.8)	17 <sup>M</sup>	(2.9)
	Believe in having influence on government	34	(3.8)	54	(7.4)	33 <sup>M</sup>	(6.1)	62 <sup>M</sup>	(10.9)	30 <sup>M</sup>	(5.9)	51	(6.6)	61 <sup>M</sup>	(12.8)	71	(7.5)	35	(2.9)	61	(3.8)
	Volunteering at least once a month	25	(3.1)	28 <sup>M</sup>	(6.2)	29	(4.9)	U	(9.9)	31 <sup>M</sup>	(8.4)	41	(6.8)	U	(12.6)	51	(4.6)	27	(2.9)	40	(2.9)
Nunavut	Trust in others	13 <sup>M</sup>	(2.2)	U	(11.0)	U	(4.8)	x	x	U	(9.1)	40 <sup>M</sup>	(10.4)	32 <sup>M</sup>	(10.1)	41 <sup>M</sup>	(8.7)	15	(1.9)	36	(4.9)
	Believe that others do not take advantage	18	(2.2)	x	x	U	(5.6)	x	x	U	(8.9)	U	(9.9)	U	(14.7)	25 <sup>M</sup>	(6.2)	18	(2.3)	17 <sup>M</sup>	(4.4)
	Believe in having influence on government	28	(2.8)	U	(16.1)	32 <sup>M</sup>	(6.9)	U	(20.3)	43 <sup>M</sup>	(8.5)	42 <sup>M</sup>	(9.8)	39 <sup>M</sup>	(13.1)	62	(8.1)	30	(2.2)	52	(5.2)
	Volunteering at least once a month	23	(3.0)	U	(13.5)	27 <sup>M</sup>	(4.7)	x	x	33 <sup>M</sup>	(9.2)	40 <sup>M</sup>	(9.3)	55 <sup>M</sup>	(13.5)	52	(6.6)	25	(2.7)	40	(4.6)

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

Note: The row percentages include *positive* social outcomes only by proficiency levels; hence, the total does not add up to 100%.<sup>M</sup> Use with caution

U Too unreliable to be published

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

SE Standard error

Table 3.5B

**Positive social outcomes — Proportions of population aged 20 to 65, by numeracy proficiency level and educational attainment, OECD average, Canada, provinces and territories, 2012**

Jurisdiction	Positive social outcomes	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
<b>OECD average</b>	Trust in others	14	(0.2)	19	(0.3)	19	(1.3)	24	(2.3)	22	(0.8)	26	(0.7)	27	(0.8)	33	(0.4)	16	(0.2)	25	(0.2)
	Believe that others do not take advantage	13	(0.2)	16	(0.3)	16	(1.2)	21	(2.3)	20	(0.8)	23	(0.6)	24	(0.7)	28	(0.3)	15	(0.2)	21	(0.2)
	Believe in having influence on government	24	(0.3)	33	(0.4)	28	(1.5)	40	(1.8)	34	(1.4)	39	(1.1)	38	(0.9)	46	(0.4)	27	(0.2)	39	(0.3)
	Volunteering at least once a month	13	(0.2)	19	(0.3)	18	(1.3)	25	(1.4)	20	(1.0)	24	(1.3)	20	(0.7)	23	(0.3)	15	(0.2)	21	(0.2)
<b>Canada</b>	Trust in others	18	(0.9)	22	(1.6)	20	(1.6)	25	(1.9)	21	(1.3)	29	(1.7)	29	(2.1)	37	(1.3)	21	(0.7)	30	(0.9)
	Believe that others do not take advantage	12	(0.7)	12	(1.2)	12	(1.1)	14	(1.6)	14	(1.3)	17	(1.4)	20	(1.4)	24	(1.1)	14	(0.5)	18	(0.6)
	Believe in having influence on government	25	(0.9)	38	(2.1)	27	(1.8)	36	(2.5)	31	(1.7)	36	(1.9)	41	(2.0)	50	(1.3)	29	(0.7)	42	(0.9)
	Volunteering at least once a month	16	(0.9)	25	(2.0)	20	(1.5)	25	(2.1)	24	(1.4)	27	(1.6)	27	(1.8)	36	(1.3)	20	(0.6)	30	(0.7)
<b>Newfoundland and Labrador</b>	Trust in others	12	(1.5)	21 <sup>M</sup>	(5.0)	17	(2.7)	17 <sup>M</sup>	(4.2)	21 <sup>M</sup>	(4.2)	27 <sup>M</sup>	(5.5)	38 <sup>M</sup>	(8.4)	37	(4.4)	17	(1.4)	29	(2.6)
	Believe that others do not take advantage	7 <sup>M</sup>	(1.4)	U	(3.3)	11 <sup>M</sup>	(2.0)	U	(3.5)	11 <sup>M</sup>	(2.9)	17 <sup>M</sup>	(4.3)	U	(7.8)	19 <sup>M</sup>	(3.3)	10	(1.3)	14	(1.9)
	Believe in having influence on government	27	(2.8)	41	(6.7)	31	(2.9)	39	(6.3)	33	(4.1)	51	(6.3)	53	(8.8)	61	(4.3)	30	(1.9)	51	(2.9)
	Volunteering at least once a month	20	(2.0)	34 <sup>M</sup>	(6.9)	23	(2.8)	23 <sup>M</sup>	(5.1)	21 <sup>M</sup>	(4.0)	27 <sup>M</sup>	(5.0)	30 <sup>M</sup>	(10.0)	38	(4.1)	21	(1.6)	32	(2.5)
<b>Prince Edward Island</b>	Trust in others	18	(2.8)	28 <sup>M</sup>	(6.4)	21 <sup>M</sup>	(5.6)	29 <sup>M</sup>	(7.6)	33 <sup>M</sup>	(7.2)	25 <sup>M</sup>	(6.0)	44 <sup>M</sup>	(9.0)	39	(4.0)	24	(2.1)	32	(2.7)
	Believe that others do not take advantage	13 <sup>M</sup>	(2.6)	U	(5.0)	U	(3.1)	U	(6.0)	21 <sup>M</sup>	(5.0)	17 <sup>M</sup>	(4.2)	24 <sup>M</sup>	(7.0)	28	(3.9)	14	(1.9)	20	(2.4)
	Believe in having influence on government	22	(2.7)	38 <sup>M</sup>	(7.6)	30 <sup>M</sup>	(5.2)	36 <sup>M</sup>	(7.2)	41	(5.9)	50	(6.0)	46 <sup>M</sup>	(9.4)	55	(4.3)	30	(2.3)	47	(2.8)
	Volunteering at least once a month	19	(3.1)	37 <sup>M</sup>	(7.4)	29 <sup>M</sup>	(5.4)	41 <sup>M</sup>	(9.1)	38	(6.1)	45	(6.1)	36 <sup>M</sup>	(8.8)	49	(4.7)	26	(2.5)	44	(3.4)
<b>Nova Scotia</b>	Trust in others	19	(2.6)	17 <sup>M</sup>	(5.0)	18	(2.8)	16 <sup>M</sup>	(4.5)	25 <sup>M</sup>	(4.6)	26 <sup>M</sup>	(4.5)	41	(6.0)	35	(3.4)	22	(1.8)	26	(2.2)
	Believe that others do not take advantage	10 <sup>M</sup>	(1.7)	U	(3.8)	13 <sup>M</sup>	(3.0)	15 <sup>M</sup>	(4.4)	11 <sup>M</sup>	(2.9)	14 <sup>M</sup>	(4.0)	33 <sup>M</sup>	(6.9)	18	(2.4)	13	(1.4)	16	(1.7)
	Believe in having influence on government	27	(2.7)	45	(5.9)	29	(3.9)	43	(6.6)	36	(4.6)	48	(5.9)	53	(7.8)	59	(3.4)	32	(2.0)	52	(2.5)
	Volunteering at least once a month	22	(2.4)	25 <sup>M</sup>	(5.5)	27	(3.8)	22 <sup>M</sup>	(5.0)	29 <sup>M</sup>	(4.8)	36	(5.9)	39	(5.7)	43	(3.6)	26	(1.9)	35	(2.4)

Table 3.5B (continued)

## Positive social outcomes — Proportions of population aged 20 to 65, by numeracy proficiency level and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Positive social outcomes	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
New Brunswick	Trust in others	16	(1.6)	19 <sup>M</sup>	(4.5)	24 <sup>M</sup>	(4.0)	21 <sup>M</sup>	(5.8)	21 <sup>M</sup>	(4.8)	36	(5.3)	35 <sup>M</sup>	(6.8)	42	(4.0)	21	(1.5)	32	(2.5)
	Believe that others do not take advantage	9	(1.5)	11 <sup>M</sup>	(3.3)	11 <sup>M</sup>	(2.6)	U	(3.4)	17 <sup>M</sup>	(4.4)	16 <sup>M</sup>	(3.9)	22 <sup>M</sup>	(5.7)	28	(3.6)	12	(1.3)	18	(1.8)
	Believe in having influence on government	17	(1.9)	30	(4.9)	25	(3.6)	40	(6.4)	38	(6.0)	36 <sup>M</sup>	(6.2)	39 <sup>M</sup>	(6.5)	49	(4.3)	24	(1.7)	41	(2.6)
	Volunteering at least once a month	20	(2.0)	32 <sup>M</sup>	(5.3)	24	(3.6)	35 <sup>M</sup>	(6.4)	33 <sup>M</sup>	(5.7)	34 <sup>M</sup>	(5.8)	43	(6.3)	47	(4.4)	25	(1.6)	39	(2.5)
Quebec	Trust in others	17	(1.1)	24	(2.7)	18	(1.6)	26	(2.5)	22	(2.2)	28	(2.4)	34	(2.4)	43	(1.6)	21	(0.8)	33	(1.1)
	Believe that others do not take advantage	13	(1.0)	16	(2.3)	13	(1.5)	17	(2.0)	20	(1.8)	20	(2.0)	25	(2.4)	31	(1.7)	16	(0.8)	23	(1.1)
	Believe in having influence on government	16	(1.2)	17	(2.6)	16	(1.7)	15	(2.4)	12	(1.3)	11	(1.2)	23	(2.5)	23	(1.5)	16	(0.7)	18	(0.9)
	Volunteering at least once a month	13	(1.1)	16	(2.5)	15	(1.6)	18	(2.2)	18	(1.8)	18	(1.8)	20	(2.2)	24	(1.4)	15	(0.7)	20	(0.9)
Ontario	Trust in others	19	(1.8)	21	(3.1)	21 <sup>M</sup>	(3.7)	21 <sup>M</sup>	(4.2)	19	(2.4)	29	(3.2)	27	(3.7)	34	(2.2)	21	(1.3)	29	(1.5)
	Believe that others do not take advantage	11	(1.3)	11 <sup>M</sup>	(2.3)	14 <sup>M</sup>	(2.8)	U	(3.9)	12	(2.0)	17	(2.5)	18	(2.3)	21	(1.9)	13	(1.0)	17	(1.2)
	Believe in having influence on government	27	(2.0)	39	(3.8)	28	(4.6)	41	(5.7)	36	(3.2)	45	(3.7)	48	(3.4)	58	(2.5)	33	(1.5)	49	(1.8)
	Volunteering at least once a month	15	(1.9)	29	(3.9)	19 <sup>M</sup>	(3.3)	26 <sup>M</sup>	(5.9)	25	(2.5)	28	(2.9)	28	(2.9)	36	(2.3)	20	(1.2)	32	(1.5)
Manitoba	Trust in others	23	(2.8)	28 <sup>M</sup>	(5.1)	13 <sup>M</sup>	(3.4)	17 <sup>M</sup>	(5.1)	28 <sup>M</sup>	(6.2)	28 <sup>M</sup>	(4.9)	36 <sup>M</sup>	(7.0)	34	(4.4)	24	(2.0)	29	(2.4)
	Believe that others do not take advantage	11 <sup>M</sup>	(2.1)	U	(3.3)	U	(2.8)	U	(4.7)	19 <sup>M</sup>	(4.8)	21 <sup>M</sup>	(4.9)	23 <sup>M</sup>	(5.5)	25 <sup>M</sup>	(4.5)	13	(1.6)	18	(2.3)
	Believe in having influence on government	31	(2.9)	39	(5.8)	30 <sup>M</sup>	(5.1)	41 <sup>M</sup>	(7.0)	42	(6.6)	60	(5.9)	54	(7.8)	58	(4.3)	36	(2.4)	51	(2.8)
	Volunteering at least once a month	22	(2.7)	27 <sup>M</sup>	(5.0)	30 <sup>M</sup>	(6.6)	31 <sup>M</sup>	(6.7)	23 <sup>M</sup>	(4.7)	32	(4.8)	35 <sup>M</sup>	(6.2)	40	(4.2)	25	(2.0)	34	(2.5)
Saskatchewan	Trust in others	22	(2.8)	32 <sup>M</sup>	(5.4)	23 <sup>M</sup>	(5.1)	27 <sup>M</sup>	(7.1)	37 <sup>M</sup>	(6.9)	33 <sup>M</sup>	(5.8)	35 <sup>M</sup>	(7.4)	39	(4.0)	26	(2.3)	34	(2.6)
	Believe that others do not take advantage	11 <sup>M</sup>	(2.0)	13 <sup>M</sup>	(3.9)	U	(3.4)	U	(4.9)	24 <sup>M</sup>	(6.2)	15 <sup>M</sup>	(4.6)	28 <sup>M</sup>	(6.7)	21 <sup>M</sup>	(4.0)	15	(1.7)	17	(2.3)
	Believe in having influence on government	29	(3.4)	47	(5.9)	32	(5.0)	43 <sup>M</sup>	(7.7)	38 <sup>M</sup>	(6.9)	58	(6.8)	48 <sup>M</sup>	(8.6)	63	(4.0)	33	(2.7)	54	(3.0)
	Volunteering at least once a month	19	(2.8)	33	(5.1)	19 <sup>M</sup>	(4.0)	25 <sup>M</sup>	(5.8)	23 <sup>M</sup>	(6.1)	39	(5.4)	34 <sup>M</sup>	(7.3)	42	(4.5)	21	(2.1)	36	(2.4)



Table 3.5B (continued)

## Positive social outcomes — Proportions of population aged 20 to 65, by numeracy proficiency level and educational attainment, OECD average, Canada, provinces and territories, 2012

Jurisdiction	Positive social outcomes	Below postsecondary education				Postsecondary non-tertiary				College diploma or degree				Bachelor's degree or higher				All levels of education			
		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above		Level 2 or below		Level 3 or above	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Alberta	Trust in others	16 <sup>M</sup>	(2.7)	19 <sup>M</sup>	(4.7)	19 <sup>M</sup>	(6.0)	U	(7.2)	20 <sup>M</sup>	(5.2)	30 <sup>M</sup>	(6.1)	29 <sup>M</sup>	(5.8)	37	(4.0)	20	(2.2)	28	(2.5)
	Believe that others do not take advantage	12 <sup>M</sup>	(2.8)	U	(4.0)	U	(2.8)	U	(4.2)	11 <sup>M</sup>	(3.6)	14 <sup>M</sup>	(3.9)	15 <sup>M</sup>	(4.2)	20 <sup>M</sup>	(3.5)	11	(1.8)	15	(2.0)
	Believe in having influence on government	28	(3.5)	40 <sup>M</sup>	(6.9)	42 <sup>M</sup>	(7.0)	58	(7.5)	38 <sup>M</sup>	(6.4)	43	(6.3)	45	(5.9)	59	(3.9)	35	(2.8)	51	(3.1)
	Volunteering at least once a month	17	(2.6)	25 <sup>M</sup>	(5.7)	24 <sup>M</sup>	(5.8)	26 <sup>M</sup>	(7.7)	31 <sup>M</sup>	(6.3)	27 <sup>M</sup>	(5.8)	26 <sup>M</sup>	(4.8)	39	(4.2)	22	(2.0)	31	(2.7)
British Columbia	Trust in others	21	(3.0)	25 <sup>M</sup>	(5.0)	27 <sup>M</sup>	(5.5)	42	(6.5)	23 <sup>M</sup>	(5.5)	25 <sup>M</sup>	(5.5)	26 <sup>M</sup>	(5.6)	37	(3.8)	23	(2.4)	32	(2.4)
	Believe that others do not take advantage	12 <sup>M</sup>	(2.3)	13 <sup>M</sup>	(3.7)	12 <sup>M</sup>	(3.7)	20 <sup>M</sup>	(5.1)	U	(3.8)	12 <sup>M</sup>	(3.8)	16 <sup>M</sup>	(4.2)	22	(3.5)	13	(1.7)	18	(2.0)
	Believe in having influence on government	32	(3.5)	55	(5.5)	36 <sup>M</sup>	(6.3)	43	(6.5)	42	(6.1)	37	(5.6)	35 <sup>M</sup>	(5.9)	54	(3.7)	35	(2.4)	49	(2.5)
	Volunteering at least once a month	19	(2.7)	27 <sup>M</sup>	(4.7)	24 <sup>M</sup>	(5.2)	29 <sup>M</sup>	(5.4)	20 <sup>M</sup>	(4.9)	31	(4.7)	28 <sup>M</sup>	(5.4)	42	(4.3)	22	(2.0)	34	(2.4)
Yukon	Trust in others	U	(3.9)	U	(10.9)	U	(6.1)	U	(15.9)	U	(14.9)	U	(22.3)	U	(21.1)	U	(9.2)	16 <sup>M</sup>	(4.9)	30 <sup>M</sup>	(9.6)
	Believe that others do not take advantage	U	(7.8)	U	(11.2)	U	(6.7)	U	(6.4)	U	(7.6)	U	(12.4)	U	(14.6)	U	(7.1)	16 <sup>M</sup>	(4.8)	18 <sup>M</sup>	(5.1)
	Believe in having influence on government	U	(9.1)	U	(21.0)	U	(16.8)	80	(9.0)	55 <sup>M</sup>	(16.9)	65 <sup>M</sup>	(11.3)	77 <sup>M</sup>	(15.9)	76	(10.1)	41	(6.6)	66	(6.9)
	Volunteering at least once a month	U	(5.7)	U	(12.1)	U	(15.6)	58 <sup>M</sup>	(16.2)	U	(17.5)	U	(12.8)	U	(22.4)	61 <sup>M</sup>	(13.8)	25 <sup>M</sup>	(7.6)	45 <sup>M</sup>	(9.5)
Northwest Territories	Trust in others	20 <sup>M</sup>	(3.3)	U	(10.1)	23 <sup>M</sup>	(5.2)	U	(9.0)	17 <sup>M</sup>	(5.5)	37 <sup>M</sup>	(8.5)	43 <sup>M</sup>	(7.8)	37 <sup>M</sup>	(7.0)	22	(2.6)	32	(3.4)
	Believe that others do not take advantage	13 <sup>M</sup>	(2.3)	U	(6.5)	12 <sup>M</sup>	(3.9)	U	(7.3)	U	(4.1)	U	(6.2)	U	(8.9)	22 <sup>M</sup>	(4.9)	13	(1.6)	18	(2.8)
	Believe in having influence on government	37	(3.9)	44 <sup>M</sup>	(10.0)	34 <sup>M</sup>	(5.7)	64 <sup>M</sup>	(10.7)	31 <sup>M</sup>	(5.3)	53	(7.3)	67	(8.8)	69	(7.8)	38	(2.9)	60	(3.9)
	Volunteering at least once a month	24	(2.7)	35 <sup>M</sup>	(10.8)	29 <sup>M</sup>	(4.9)	U	(11.9)	36 <sup>M</sup>	(7.8)	37 <sup>M</sup>	(7.6)	40 <sup>M</sup>	(10.2)	49	(5.1)	28	(2.5)	40	(3.4)
Nunavut	Trust in others	13	(2.2)	x	x	U	(4.9)	x	x	31 <sup>M</sup>	(9.0)	U	(12.2)	35 <sup>M</sup>	(8.9)	40 <sup>M</sup>	(9.7)	16	(1.9)	34 <sup>M</sup>	(6.3)
	Believe that others do not take advantage	18	(2.2)	x	x	U	(5.2)	x	x	U	(7.2)	x	x	U	(13.4)	23 <sup>M</sup>	(5.7)	18	(2.3)	16 <sup>M</sup>	(4.4)
	Believe in having influence on government	28	(2.6)	U	(22.8)	33 <sup>M</sup>	(7.4)	63 <sup>M</sup>	(20.6)	42 <sup>M</sup>	(7.6)	46 <sup>M</sup>	(12.5)	46 <sup>M</sup>	(12.7)	61	(9.2)	31	(2.1)	56	(6.7)
	Volunteering at least once a month	23	(2.9)	U	(19.1)	28	(4.4)	x	x	36 <sup>M</sup>	(7.8)	36 <sup>M</sup>	(10.7)	52 <sup>M</sup>	(11.1)	53	(7.3)	26	(2.6)	39	(5.3)

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

Note: The row percentages include *positive* social outcomes only by proficiency levels; hence, the total does not add up to 100%.<sup>M</sup> 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**

The following includes 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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# **Postsecondary Education and Skills in Canada:**

## **Findings from the Programme for the International Assessment of Adult Competencies (PIAAC)**

This report is the first in a thematic series on skills of Canadians based on data from the Programme for the International Assessment of Adult Competencies (PIAAC), an international assessment conducted by the Organisation for Economic Co-operation and Development (OECD). It provides an in-depth examination of the foundational skills [literacy, numeracy, and problem solving in technology-rich environments (PS-TRE)] of Canadians with postsecondary credentials, which include postsecondary non-tertiary (trade, vocational, and apprenticeship), college, and university certification.