



# Adult Competencies among Indigenous Peoples in Canada:

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



Government of Canada

Gouvernement du Canada



cmec

Council of Ministers of Education, Canada

Conseil des ministres de l'Éducation (Canada)

This report is drafted under the aegis of the Council of Ministers of Education, Canada (CMEC) and Indigenous Services Canada (ISC). Founded in 1967, CMEC is the collective voice of Canada's ministers of education. It provides leadership in education at the pan-Canadian and international levels and contributes to the exercise of the exclusive jurisdiction of provinces and territories over education. ISC is a department of the Government of Canada. It works collaboratively with partners to improve access to high quality services for First Nations, Inuit and Métis. ISC's vision is to support and empower Indigenous peoples to independently deliver services and address the socio-economic conditions in their communities.

The PIAAC Thematic Report Series is being developed as part of a broader joint effort of the ministers of education of the provinces and territories, through CMEC; the Government of Canada, led by Employment and Social Development Canada (ESDC); and a number of federal departments and agencies, such as ISC. This joint effort was established to support Canada's participation in the Programme for the International Assessment of Adult Competencies (PIAAC) and the consequent research and analysis that can inform policy development.

We thank the more than 27,000 Canadians who gave of their time to participate in PIAAC. We also thank the federal, provincial, and territorial officials for their support, participation, expertise, and guidance in the development of this report.

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.

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

Council of Ministers of Education, Canada  
95 St. Clair West, Suite 1106  
Toronto, Ontario M4V 1N6

Telephone: 416-962-8100  
Fax: 416-962-2800  
E-mail: [cmec@cmec.ca](mailto:cmec@cmec.ca)

© 2021 Council of Ministers of Education, Canada

*Ce rapport est également disponible en français.*

---

# TABLE OF CONTENTS

LIST OF TABLES AND FIGURES.....	i
Executive Summary .....	1
Note to Reader .....	4
<i>What is PIAAC?</i> .....	4
<i>Foundational skills: literacy, numeracy, and problem solving in technology-rich environments (PS-TRE)</i> .....	4
<i>Main elements of PIAAC in Canada</i> .....	4
<i>Interpreting the data in the report</i> .....	7
Introduction .....	9
<i>The adult skills of Indigenous peoples in Canada in context</i> .....	9
<i>Who are the Indigenous peoples in Canada?</i> .....	10
<i>From “Aboriginal” to “Indigenous”</i> .....	15
<i>PIAAC and the sampling of the Indigenous population in Canada</i> .....	15
<i>Indigenous peoples in Canada and education: historical context</i> .....	17
<i>Education, context, and skills for the 21<sup>st</sup> century</i> .....	20
<i>Why skills matter for Indigenous peoples</i> .....	23
CHAPTER 1: OVERVIEW OF SKILLS AMONG INDIGENOUS PEOPLES IN CANADA.....	25
<i>Skills among Indigenous populations in the international context</i> .....	26
<i>Skills among Indigenous populations in the Canadian context</i> .....	30
<i>Skills among First Nations, Métis, and Inuit</i> .....	33
CHAPTER 2: SKILLS BY SOCIODEMOGRAPHIC CHARACTERISTICS .....	37
<i>Age</i> .....	38
<i>Skills proficiency among youth aged 16 to 24</i> .....	43

<i>Gender and skill levels</i> .....	46
<i>Mother tongue and the language of the test</i> .....	46
CHAPTER 3: SKILLS BY EDUCATIONAL ATTAINMENT .....	51
<i>Educational profiles of Indigenous peoples</i> .....	52
<i>Skill levels by educational attainment</i> .....	54
<i>Skill proficiency by educational attainment and by province and territory</i> .....	57
<i>Skill levels by educational attainment in Indigenous and non-Indigenous populations</i> .....	60
<i>Educational attainment and gender</i> .....	65
CHAPTER 4: SKILLS AND LABOUR MARKET OUTCOMES .....	67
<i>Employment status</i> .....	68
<i>Educational attainment</i> .....	75
<i>Occupation</i> .....	75
<i>Industry</i> .....	77
Conclusion .....	83
References .....	85
APPENDIX I: METHODOLOGY AND DEFINITIONS .....	93
<i>Foundational skills: definitions and descriptions of proficiency levels in PIAAC</i> .....	94
<i>Interpreting the results</i> .....	98
<i>Definitions</i> .....	98
<i>Employment status</i> .....	99
<i>Highest level of educational attainment</i> .....	99
<i>Background questionnaire</i> .....	100
APPENDIX II: TABLES .....	101
APPENDIX III: ENGAGEMENT WITH INDIGENOUS STAKEHOLDERS .....	249
APPENDIX IV: LIST OF PARTNERS .....	251

---

## LIST OF TABLES AND FIGURES

- Figure I.1 Indigenous population and proportion of total population, by province or territory, 2011  
National Household Survey data
- Table I.1 Indigenous population and proportion of Indigenous population by Indigenous identification, Canada and oversampled populations, 2012
- Table I.2 Sample sizes of population aged 16 to 65, by Indigenous identification, Canada and oversampled populations, 2012
- Figure I.2 Likelihood of populations aged 16 to 65 at the highest proficiency levels reporting positive social and economic outcomes, Indigenous and non-Indigenous populations, Canada, 2012
- Figure 1.1 Literacy – Average scores of population aged 16 to 65, OECD average, participating countries, and Indigenous population in Canada, 2012
- Figure 1.2 Numeracy – Average scores of population aged 16 to 65, OECD average, participating countries, and Indigenous population in Canada, 2012
- Figure 1.3 PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, OECD average, participating countries, and Indigenous population in Canada, 2012
- Figure 1.4 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of Indigenous population aged 16 to 65, Canada and oversampled populations, 2012
- Figure 1.5 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of Indigenous population aged 16 to 65, Canada and oversampled populations, 2012
- Figure 1.6 PS-TRE – Percentage distribution of proficiency levels of Indigenous population aged 16 to 65, Canada, oversampled populations, and Canadian average, 2012
- Figure 1.7 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification, Canada, 2012
- Figure 1.8 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification, Canada, 2012
- Figure 1.9 Literacy – Percentage distribution of proficiency levels of population aged 16 to 65, by Indigenous identification, Canada, 2012
- Figure 1.10 Numeracy – Percentage distribution of proficiency levels of population aged 16 to 65, by Indigenous identification, Canada, 2012
- Figure 1.11 PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by Indigenous identification, Canada, 2012

- Figure 2.1 Literacy – Average scores of population aged 16 to 65, by age group, Indigenous population and general population, Canada, 2012
- Figure 2.2 Numeracy – Average scores of population aged 16 to 65, by age group, Indigenous population and general population, Canada, 2012
- Figure 2.3 Literacy – Average scores of the Indigenous population aged 16 to 65, by age group, oversampled populations, 2012
- Figure 2.4 Literacy – Average scores of population aged 16 to 65, by Indigenous identification and age group, Canada, 2012
- Figure 2.5 Numeracy – Average scores of population aged 16 to 65, by Indigenous identification and age group, Canada, 2012
- Figure 2.6 Literacy – Average scores of population aged 16 to 24, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012
- Figure 2.7 Numeracy – Average scores of population aged 16 to 24, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012
- Figure 2.8 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 24, by Indigenous identification, Canada, 2012
- Figure 2.9 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 24, by Indigenous identification, Canada, 2012
- Figure 2.10 Proportion of total Indigenous population aged 16 to 65 whose mother tongue was not the same as the language of the test, Canada and oversampled populations, 2012
- Figure 2.11 Proportion of population aged 16 to 65 whose mother tongue was not the same as the language of the test, by Indigenous identification, Canada, 2012
- Figure 2.12 Literacy – Average scores of population aged 16 to 65, by Indigenous identification and relationship between mother tongue and language of the test, Canada, 2012
- Figure 2.13 Numeracy – Average scores of population aged 16 to 65, by Indigenous identification and relationship between mother tongue and language of the test, Canada, 2012
- Figure 3.1 Proportion of population aged 16 to 65 with less than a high-school diploma as highest level of educational attainment, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012
- Figure 3.2 Proportion of population aged 16 to 65 with postsecondary education, bachelor's degree or higher, as highest level of educational attainment, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012
- Figure 3.3 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by educational attainment, Indigenous population and non-Indigenous population, Canada, 2012
- Figure 3.4 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by educational attainment, Indigenous population and non-Indigenous population, Canada, 2012
- Figure 3.5 PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by educational attainment, Indigenous population and non-Indigenous population, Canada, 2012

- Figure 3.6 Literacy – Average scores for population aged 16 to 65, by educational attainment, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012
- Figure 3.7 Numeracy – Average scores for population aged 16 to 65, by educational attainment, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012
- Figure 3.8 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada, 2012
- Figure 3.9 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada, 2012
- Figure 3.10 PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65 with less than a high-school diploma as highest level of educational attainment, by Indigenous identification, Canada, 2012
- Figure 3.11 PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65 with postsecondary education, bachelor's degree or higher, as highest level of educational attainment, by Indigenous identification, Canada, 2012
- Figure 3.12 Literacy and numeracy – Similarities and differences in average performance of population aged 16 to 65, by Indigenous identification and educational attainment, Canada, 2012
- Figure 3.13 Literacy – Average scores of Indigenous population aged 16 to 65, by gender and educational attainment, Canada, 2012
- Figure 3.14 Numeracy – Average scores of Indigenous population aged 16 to 65, by gender and educational attainment, Canada, 2012
- Figure 4.1 Proportion of population aged 16 to 65 employed, unemployed, and not in the labour force, Indigenous population and non-Indigenous population, Canada, 2012
- Figure 4.2 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by employment status, Indigenous population and non-Indigenous population, Canada, 2012
- Figure 4.3 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by employment status, Indigenous population and non-Indigenous population, Canada, 2012
- Figure 4.4 Proportion of population aged 16 to 65, by educational attainment and employment status, Indigenous population and non-Indigenous population, Canada, 2012
- Figure 4.5 Literacy – Average scores of Indigenous population aged 16 to 65, by employment status, Canada and oversampled populations, 2012
- Figure 4.6 Numeracy – Average scores of Indigenous population aged 16 to 65, by employment status, Canada and oversampled populations, 2012
- Figure 4.7 Proportion of population aged 16 to 65 employed, unemployed, and not in the labour force, by Indigenous identification, Canada, 2012
- Figure 4.8 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and employment status, Canada, 2012

- Figure 4.9 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and employment status, Canada, 2012
- Figure 4.10 Literacy – Average scores for population aged 16 to 65, by National Occupational Classification, Indigenous population and non-Indigenous population, Canada, 2012
- Figure 4.11 Numeracy – Average scores for population aged 16 to 65, by National Occupation Classification, Indigenous population and non-Indigenous population, Canada, 2012
- Figure 4.12 Literacy – Difference in scores between the Indigenous and non-Indigenous populations aged 16 to 65 employed in the same industry (North American Industry Classification System), Canada, 2012
- Figure 4.13 Numeracy – Difference in scores between the Indigenous and non-Indigenous populations aged 16 to 65 employed in the same industry (North American Industry Classification System), Canada, 2012
- Figure 4.14 Proportion of population aged 16 to 65, by Indigenous identification and sector of employment, Canada, 2012
- Figure 4.15 Literacy – Average scores for population aged 16 to 65 working in the services-producing sector, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012
- Figure 4.16 Numeracy – Average scores for population aged 16 to 65 working in the services-producing sector, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012
- Figure 4.17 Literacy – Average scores for population aged 16 to 65 working in the services-producing sector, by Indigenous identification, Canada 2012
- Figure 4.18 Numeracy – Average scores for population aged 16 to 65 working in the services-producing sector, by Indigenous identification, Canada 2012

## Executive Summary

- The Programme for the International Assessment of Adult Competencies (PIAAC), conducted under the auspices of the Organisation for Economic Co-operation and Development (OECD), provides internationally comparable measures of three skills that are essential to processing information: literacy, numeracy, and problem solving in technology-rich environments (referred to as PS-TRE). This report examines these foundational skills among the Indigenous peoples of Canada living off reserve.
- It is worth mentioning that while the data were collected in 2011–12, the findings remain relevant and can inform policy and orient research. Moreover, these data are different from those gathered in other surveys, such as those conducted by Statistics Canada and the First Nations Regional Health Survey. This is the first time that such data are available for Indigenous peoples.
- The report uses PIAAC data in order to situate the skills of off-reserve Indigenous peoples in both Canadian and international contexts. Moreover, it includes contextual background to help situate the results. The purpose of the report is to identify areas where policy can enhance skills and, by extension, the social outcomes associated with them. In particular, the report attempts to highlight promising avenues of further research for policy-makers in education and labour markets. However, the report does not provide specific policy recommendations.
- The total Canadian PIAAC sample comprised about 27,000 respondents aged 16 to 65. Oversamples of Indigenous peoples living off reserve were drawn in British Columbia (only for those living off reserve in large urban centres), Saskatchewan, Manitoba, Ontario, Yukon, Northwest Territories, and Nunavut.<sup>1</sup>
- In literacy and numeracy, Canada’s off-reserve Indigenous population demonstrated lower proficiency than the OECD average; in PS-TRE, this population demonstrated comparable proficiency and had a notably higher participation rate in the assessment than the OECD average. When compared with the Canadian average, Indigenous peoples scored lower in all three domains, but the differences in PS-TRE proficiency and the participation rate in the computer-based assessment are fairly small. These averages conceal different outcomes, however, once they are disaggregated by Indigenous identification and by province and territory.
- First Nations and Registered Indians<sup>2</sup> scored below the Canadian average in literacy, numeracy, and PS-TRE. There is considerable overlap between these two Indigenous groups, with the result being that their respective proficiency levels are very close, but not identical. Their results are also close to the average for Indigenous peoples as a whole.
- Métis demonstrated comparatively high foundational skills. In literacy, for example, Métis scored at the Canadian average, and in numeracy they scored slightly below it. In PS-TRE, the proportion of Métis scoring at the highest levels of proficiency is on par with the Canadian average, while the proportion that opted out of the computer-based assessment is below that for Canada as a whole.

<sup>1</sup> Throughout this report, results presented by province and territory refer only to these provinces and territories, which drew oversamples of Indigenous peoples living off reserve.

<sup>2</sup> PIAAC sampled both registered and non-registered First Nations. When the term “First Nations” is used in this analysis, it refers to the entire First Nations sample population. When possible, scores for the proportion of this sample population with registered status, referred to herein as “Registered Indians,” have been reported alongside data for the First Nations sample population as a whole. Additionally, note that the term “Status Indian” may be used interchangeably with “Registered Indian.” Similarly, “non-registered” is interchangeable with “non-status.” For more information, see the Definitions section in Appendix I.

- Inuit scored significantly below the Canadian average in literacy, numeracy, and PS-TRE. Furthermore, almost half of Inuit did not complete the PS-TRE test, which is more than twice the corresponding proportion for all Canadians.
- Results among Indigenous peoples differ not only by Indigenous identification but also by province and territory. Most notably, Indigenous peoples in Ontario and British Columbia showed significantly higher skill levels than their Indigenous counterparts elsewhere in Canada. In literacy, for example, those in Ontario scored above the Canadian average, while those in British Columbia scored only marginally lower.
- Indigenous peoples in Manitoba and Saskatchewan scored below the average for Canada as a whole in both literacy and numeracy.
- Indigenous peoples in Northwest Territories scored below the Canadian average in both literacy and numeracy, while Indigenous peoples in Yukon scored below the average in numeracy and at the average in literacy. It should be noted, however, that the sample sizes of Indigenous peoples in both these territories are quite small; as a result, the confidence intervals in both domains are very large, especially in Yukon, and comparisons to the Canadian averages should be viewed in that light.
- Indigenous peoples in Nunavut, who are predominantly Inuit, scored below the Canadian average in literacy, numeracy, and PS-TRE.
- Skill levels are correlated with certain sociodemographic factors, notably age, educational attainment, and mother tongue. The first two variables are of interest because the age and educational attainment profiles of Indigenous peoples are very different from those for the Canadian population as a whole. In particular, the Indigenous population is very young (a median age of approximately 28 in 2011, compared with 41 for the non-Indigenous population) and shows lower levels of educational attainment: proportionally, more than twice as many Indigenous as non-Indigenous respondents had not completed high school, and fewer than half as many held a bachelor's degree or higher. This difference in educational attainment can be explained partly by the differences that exist in age profiles, as a higher proportion of Indigenous Canadians may not have reached the age of completing postsecondary studies at the time of the survey.
- The variable of language is of interest because a high proportion of Indigenous peoples took the test in a language other than their mother tongue (varying between 7 percent of First Nations respondents and 32 percent of Inuit respondents), which would be expected to affect results. Taken together, the distribution of all three sociodemographic factors (age, education, and mother tongue) has important consequences for skill levels.
- Skill differences between Indigenous and non-Indigenous peoples are not uniform across age cohorts, and gaps are noticeably larger among younger respondents than older respondents.
- For those with the same levels of educational attainment, there are only minor differences in literacy between Indigenous and non-Indigenous peoples. The only exception to this is among those with less than a high-school diploma, where Indigenous peoples scored lower than their non-Indigenous counterparts by a small, but not insignificant, margin.
- In numeracy, as well, educational attainment attenuates the difference between Indigenous and non-Indigenous respondents. At the level of bachelor's degree or higher, there is no gap in skills between the two groups, while at the other levels of attainment there are gaps, although they are not especially large. The one exception to this is again among respondents without a high-school diploma, where the gap is sizeable. For Inuit and Registered Indians, however, there are significant gaps in numeracy at all levels of educational attainment, including among those with a bachelor's degree or higher.

- Educational attainment among Indigenous peoples varies by province and territory. Whereas the proportion of non-Indigenous people without a high-school diploma ranges between 12 percent and 17 percent by province and territory, among Indigenous peoples it ranges between 22 percent and 65 percent. In particular, Indigenous peoples in Ontario and British Columbia are more likely to have completed high school than Indigenous peoples in Manitoba, Saskatchewan, Northwest Territories, and Nunavut.
- Findings from PIAAC suggest that having a mother tongue that is different from the language of the test can impact test results for Indigenous peoples. In the Indigenous population as a whole, those whose mother tongue is the same as the language of the test (French or English) scored higher in literacy and PS-TRE than those whose mother tongue is different than the language of the test. For the Registered Indian population, those whose mother tongue was the same as the language of the test scored higher by large margins in literacy (25 points) and numeracy (30 points).
- Comparing the Indigenous and non-Indigenous populations who took the test in a language other than their mother tongue, First Nations, Inuit, and Métis showed lower skill levels, with one exception: Métis scored at the same level as the non-Indigenous population in numeracy.
- Skills are closely correlated with employment status among both Indigenous and non-Indigenous populations, with the employed demonstrating higher proficiencies than the unemployed or those not in the labour force.
- There are significant differences in labour-market outcomes between Indigenous and non-Indigenous peoples, although these differences diminish with increased rates of education attained by Indigenous peoples.
- There is a clear difference in employment status between Métis, on the one hand, and First Nations and Inuit on the other. The employment profile of Métis is almost identical to that of the non-Indigenous population, whereas among First Nations and Inuit, the employment rate is 20 percentage points lower than among the non-Indigenous population (56 percent versus 76 percent).
- Among First Nations who are employed or not in the labour force, levels in literacy and numeracy are lower than they are in the non-Indigenous population in the same employment categories. Among the unemployed, however, skill levels are the same in both groups.
- Among Métis, skill levels in literacy and numeracy are statistically identical with their non-Indigenous counterparts in almost every employment category; however, among the employed, Métis scored lower than their non-Indigenous counterparts in numeracy.
- Among Inuit, skill levels are lower than those of their non-Indigenous counterparts in every employment category.
- A gender-based analysis of the data was conducted and did not reveal statistically significant gaps in literacy, numeracy, or PS-TRE between men and women in either the total Indigenous or Registered Indian populations.

## Note to Reader

This report examines the foundational skills—literacy, numeracy, and problem solving in technology-rich environments (PS-TRE)—of First Nations living off reserve, Métis, and Inuit in Canada. It does so using data collected through the Programme for the International Assessment of Adult Competencies (PIAAC), a global assessment of adult skills led by the Organisation for Economic Co-operation and Development (OECD) and carried out in over 40 countries and sub-national regions between 2012 and 2016.<sup>3</sup>

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

An initiative of the OECD, PIAAC is a household survey of adults aged 16 to 65. Its aim is to assess key cognitive and workplace skills needed for successful participation in 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. PIAAC's extensive background questionnaire also provides information about a number of other skills and personal traits.

In Canada, PIAAC was conducted by Statistics Canada and made possible by the joint effort of the ministers of education of the provinces and territories, through the Council of Ministers of Education, Canada (CMEC), and the Government of Canada, led by Employment and Social Development Canada (ESDC). For definitions and background information about PIAAC in Canada, please refer to the pan-Canadian report 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).

### ***Foundational skills: literacy, numeracy, and problem solving in technology-rich environments (PS-TRE)***

To measure skills in an international context, Canada joined PIAAC.<sup>4</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.

<sup>3</sup> More information regarding PIAAC is available in Appendix I.

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

## Background questionnaire

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

- demographic characteristics (e.g., Indigenous identity,<sup>5</sup> 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 listed above. It should be noted that assessment participants are tested in the official language of their 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 included 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 [OECD], 2012). The context defines the different situations in which each of these skills is used, including professional, educational, personal, and societal.

## Literacy

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

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 (see Appendix I for more information).

<sup>5</sup> PIAAC 2012 used the term “Aboriginal” to indicate respondents who self-identified as First Nations, Métis, or Inuit. Due to changes in terminology since then, these respondents are referred to collectively as Indigenous people in this report.

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

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

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).

The PIAAC definition is designed to evaluate how mathematical concepts are applied in everyday life—not whether someone can solve a set of equations in isolation (see Appendix I for more information).

## PS-TRE

With respect to PS-TRE, respondents are measured for their ability to use “digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks” (OECD, 2012, p. 45).

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 (see Appendix I for more information).

## 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 pan-Canadian 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 PIAAC between 2008 and 2016 (Rounds 1 and 2), 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 that 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 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, but simply that a difference can be observed.

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 educational attainment 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 at one decimal place. There may be minor 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.

## Oversampling

At various points in this report, we use the term “oversampled” in reference to certain Indigenous populations. This simply means that a sample size of the population in question was increased in order to obtain statistically reliable results. Oversamples of Indigenous peoples living off reserve were drawn in British Columbia (only for those living off reserve in large urban centres), Saskatchewan, Manitoba, Ontario, Yukon, Northwest Territories, and Nunavut. This has allowed results to be presented not only for Indigenous peoples living off reserve as a whole, but also—in many cases—for the populations of First Nations, Métis, and Inuit. When available, results for those who self-identified as Registered Indians were reported alongside results for non-registered First Nations, Métis, and Inuit to provide wider comparative analyses.

## Placing results in the proper context

Comparisons between different countries, as well as provinces and territories 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.

In the case of First Nations, Métis, and Inuit in Canada, these factors are joined by others related to their very particular experience in Canada, including the unique hardships they have historically faced in education—in particular, with respect to residential schools and their legacy—which made their experience very different from that of non-Indigenous Canadians. This context will be described in more detail in later chapters.

Furthermore, it should be reiterated that PIAAC in Canada was administered only in English or in French. Therefore, any observations made using data regarding PIAAC scores among Indigenous populations must take into account the fact that many Indigenous respondents took the test in a language that was different than their mother tongue, a factor that can have both direct and indirect impacts on test scores, as will be discussed in greater depth in Chapter 2.

It should also be noted that, since the survey was conducted, a number of important events have occurred and reports have been released, such as the 2015 final report of the Truth and Reconciliation Commission of Canada (TRC), and the 2019 final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, among others, which add to the context of the Indigenous experience in Canada and should inform not only the interpretation of PIAAC results but also future studies and work regarding education and Indigenous populations.

# Introduction

## *The adult skills of Indigenous peoples in Canada in context*

The world today is undergoing dramatic change, with consequences that are extensive and far-reaching. The proliferation of information and communications technology (ICT) now affects nearly every aspect of our lives. From the level of society to that of the individual, information technology is disrupting and transforming old ways of doing things. Today we work, shop, learn, and socialize in ways that were almost unheard of a generation ago. Societies and individuals have no choice but to adapt to this change. One of the most important areas in which this adaptation must take place is that of skills, since economies are placing new demands on the labour market. Automation, for example, has eliminated the need for many routine cognitive and craft skills, while computerization has dramatically increased the demand for high-level cognitive and technical skills. Both of these developments are expected to continue throughout the 21<sup>st</sup> century.

The Programme for the International Assessment of Adult Competencies (PIAAC) was conceived to provide participating countries with a better understanding of the skills their respective populations command. In particular, it aimed to draw a portrait of the availability of so-called foundational skills of literacy, numeracy, and problem solving in technology-rich environments (PS-TRE). These foundational skills were chosen because they are considered key to an individual's ability to understand and respond to textual and numerical information, and because they underpin the ability of both individuals and societies to adapt and compete economically in a rapidly changing world.

PIAAC provides insights into the availability of these key skills and how they are used at work and at home. It proceeds from the recognition that advanced skills transform people's lives, allowing them to realize their full potential, obtain better employment, and participate more meaningfully in the life of their communities. Corollary to this is that a lack of skills can lead to unfavourable outcomes for individuals, groups, and even entire countries. As the labour market demands increasingly high levels of foundational skills essential to the analysis and processing of information, individuals without these skills are more likely to find themselves at a disadvantage. Thus, lower levels of skills have profound consequences for a wide range of social issues, including economic inequality, unemployment, and unequal political efficacy and health outcomes.

PIAAC assists policy-makers in determining how ready societies—and groups within them—are to adapt to the rapid changes that are upon us, and this constitutes the rationale for this document. It aims to situate the skills of Indigenous peoples within both Canadian and international contexts, with a view to understanding how well those skills prepare Indigenous peoples for our increasingly globalized, technological society. This report focuses on PIAAC results for off-reserve Indigenous peoples; it presents results for the total sample Indigenous population, as well as those for specific Indigenous peoples in Canada (First Nations off reserve, Métis, and Inuit). Where possible, results are also broken down by province and territory. In addition to measuring overall skill levels, it examines the relationship between skills and wider socioeconomic status. The purpose is to identify areas where policy can enhance skills and, by extension, the social outcomes associated with them. In particular, the report attempts to highlight promising avenues of further research for policy-makers in education and labour markets.

This report has chosen to focus on Indigenous peoples because their experiences within Canadian society have been and continue to be distinct from the experience of the population that do not self-identify as Indigenous. They are descendants of the original inhabitants of the country and are the custodians of languages, traditions, cultures, and spiritual beliefs that are of immeasurable value to Canada's cultural fabric.

Evaluating the PIAAC results for Indigenous peoples is not, however, a straightforward process. It involves three significant challenges: first, the term “Indigenous” requires explanation, since it covers three distinct groups (First Nations, Métis, and Inuit) who are legally defined by the Canadian constitution; second, the term comprises such a wide range of peoples, cultures, and languages that it risks being as much an impediment as an aid to understanding; and third, the historical context in which Indigenous peoples live is, for many Canadians, not well understood. This last point is of particular importance. Unlike other groups examined in PIAAC, Indigenous peoples have a unique history characterized by cultural and demographic disruption that is intimately tied to educational policies and practices. Inevitably, this context has a direct bearing not only on the skills outcomes of Indigenous peoples, but also on policies related to education and training in Indigenous communities.

Furthermore, it is important that PIAAC results among Indigenous populations be interpreted with an acknowledgement of the complex and rich depth of Indigenous knowledge and holistic ways of knowing and learning, which nurture a balanced and purposeful life where mind, body, and spirit are connected and interdependent. These important elements of education among Indigenous populations may not be reflected in the survey results.

This introduction aims to provide information regarding these challenges. It begins with a description of the Indigenous peoples of Canada in order to provide context for the interpretation of the data presented in this report.

### ***Who are the Indigenous peoples in Canada?***

According to the 2011 National Household Survey (NHS),<sup>6</sup> approximately 1.4 million Canadians identified themselves as Aboriginal.<sup>7</sup> This represented 4.3 percent of Canada’s population at the time (Statistics Canada, 2013a). The Indigenous peoples of Canada are defined in the *Constitution Act, 1982* as comprising the “Indian, Inuit, and Métis peoples of Canada.”<sup>8</sup> For the purposes of the NHS, participants were able to self-identify as belonging to one or more of these groups. Some First Nations possess Registered or Treaty Indian status under the *Indian Act* or membership in a First Nation or Indian band. It is important to note that, while this section of the report will be discussing Indigenous populations in Canada in their entirety in order to provide context, PIAAC sampled only First Nations who were living off reserve (registered and non-registered), Métis, and Inuit, and only those individuals who were between the ages of 16 and 65, and therefore some segments of the population are not included in this analysis of skills proficiency. This is of particular importance for the analysis of First Nations peoples, as more than one-third of the First Nations population in Canada at the time of the NHS were living on reserve and were therefore not included in the sample.

Indigenous populations are diverse, within as well as across Canada’s provinces and territories, and the Indigenous share of the total population in any given province or territory varies widely from one region to another. For example, in 2011, Ontario was home to 301,430 Indigenous people, approximately 21.4 percent of the total Indigenous population in Canada at the time. This, however, represented a very small proportion (only 2.4 percent) of the province’s total population. The Indigenous populations of Northwest Territories and

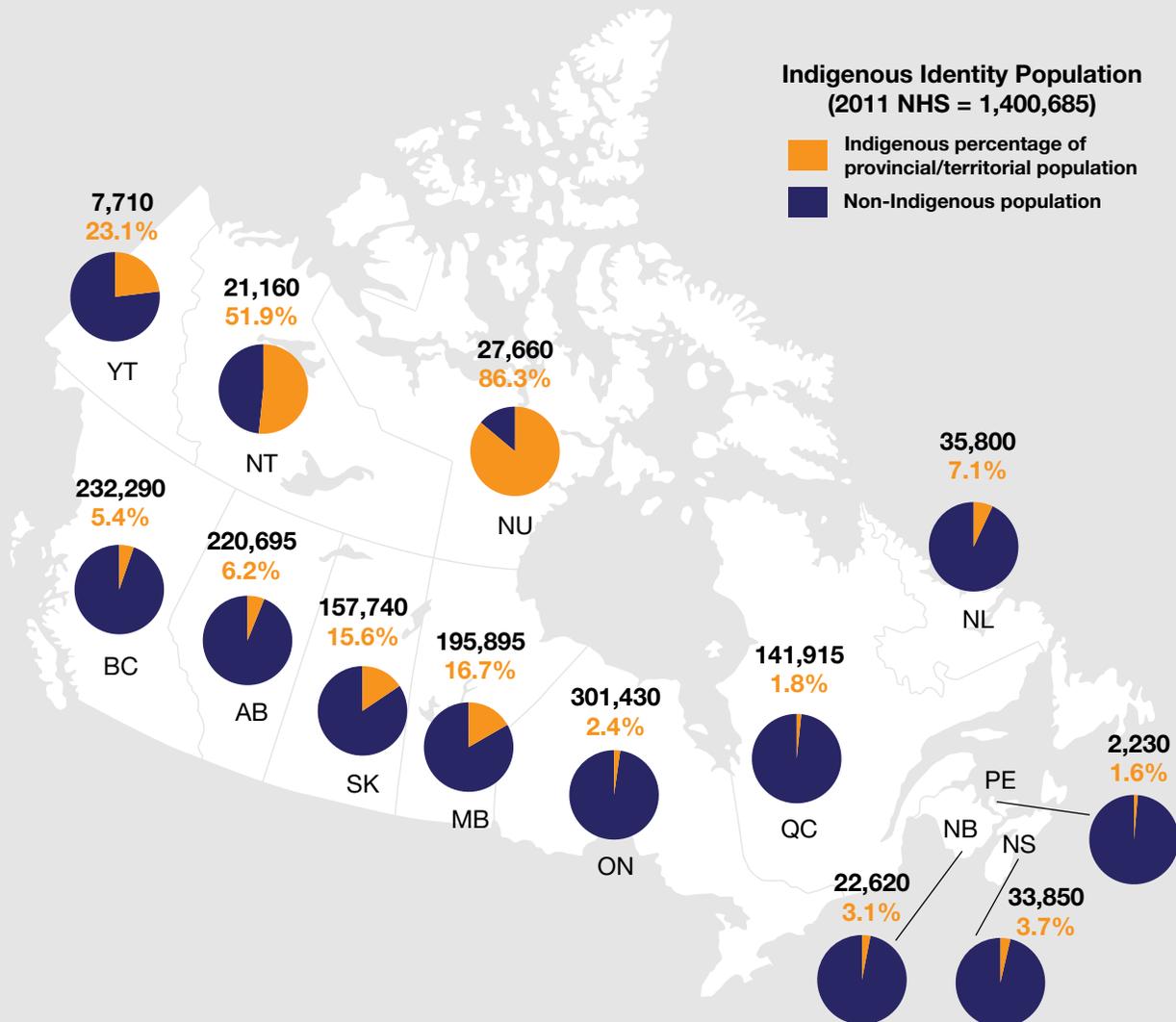
<sup>6</sup> In this report, the National Household Survey 2011 has been consulted where possible in order to present data that are most reflective of the population during the period in which PIAAC data were collected. As of the 2016 Canadian Census, approximately 1.6 million Canadians identify themselves as Indigenous, representing 4.9 percent of the population of Canada.

<sup>7</sup> At the time of the National Household Survey, the term “Aboriginal” was still seen as the most appropriate and inclusive term to refer to the descendants of the original inhabitants of Canada.

<sup>8</sup> *Constitution Act, 1982, Part II*, s. 35 (2). The act uses the term “Aboriginal” to refer to Indigenous peoples.

Nunavut in 2011, on the other hand, accounted for 51.9 percent and 86.3 percent, respectively, of those territories' total populations, but represented much smaller proportions of the total number of Indigenous people living in Canada. Figure I.1 illustrates this geographic distribution by showing the number of people that identified themselves as Indigenous living in each province and territory, as well as the proportion they represent of the total population by province or territory. Table I.1 presents the Indigenous population for Canada and oversampled populations by Indigenous identification, and shows the proportion of First Nations, Registered Indians, Métis, and Inuit within the total Indigenous population of each province or territory.

**Figure I.1 Indigenous population and proportion of total population, by province or territory, 2011 National Household Survey data**



**Source:** Adapted from Aboriginal Affairs and Northern Development Canada (AANDC) (2013)

**Note:** Numbers in black represent the total provincial or territorial Indigenous population.

**Table I.1 Indigenous population and proportion of Indigenous population by Indigenous identification, Canada and oversampled populations, 2011**

	Indigenous population	First Nations as % of Indigenous population	Registered Indians as % of Indigenous population	Métis as % of Indigenous population	Inuit as % of Indigenous population
Canada	1,400,685	61	46	32	4
Ontario	301,430	72	47	26	1
Manitoba	195,895	61	57	38	0
Northwest Territories	21,160	67	63	13	20
British Columbia	232,290	70	52	28	1
Yukon	7,710	88	77	9	2
Saskatchewan	157,740	68	62	32	0
Nunavut	27,360	1	1	0	99

Source: AANDC (2013)

Note: Throughout this report, provinces and territories are listed in tables and figures in the order in which they joined Confederation.

The Indigenous population in Canada has consistently experienced rapid growth over the past 20 years. Between 1996 and 2006, for example, it grew by 45 percent, a rate that is almost six times that of the non-Indigenous population. More recently, the Indigenous population increased by 504,345, or 42.5 percent, between 2006 and 2016, compared with a 9.6 percent increase for the non-Indigenous population (Statistics Canada, 2015). Much of this growth was concentrated in large urban centres across the country, and it is likely that not all of it is due simply to natural growth, but partly to non-demographic factors as well, such as changing patterns of self-reported identity (Statistics Canada, 2017b).

The profile of the Indigenous population in Canada is characterized by a great deal of diversity. This diversity has a number of important dimensions including, but not limited to, language, culture, history, demographic structure, legal status, and living situation (i.e., on reserve and off reserve), in addition to geographical location. In addition, the *Constitution Act, 1982* recognizes three “Aboriginal” peoples in Canada: Indians (First Nations), Métis, and Inuit. Finally, it should be noted that today’s Indigenous population is very young. Given that foundational skills, educational attainment, and a host of socioeconomic indicators vary considerably with age, the age profiles of First Nations, Métis, and Inuit populations, which will be discussed later in the report, should be kept in mind.

## First Nations

Until the 1970s, the term “Indian” was commonly used to refer to the original inhabitants of Canada who did not exclusively identify as Inuit or Métis. Since the 1970s, the term “First Nation” has been adopted by communities and governments to replace the word “Indian,” which many communities found offensive. It is important to note that there is no legal definition of “First Nation” in Canada; the Canadian government derives the legal status of First Nations from the *Indian Act* of 1876, which outlines the limitations placed on First Nations by Canada’s federal government and delineates two categories—status and non-status. The former, by meeting certain requirements under the *Indian Act*, are recognized by the government as “Indians,” which entitles them to specific rights and benefits, while the latter do not meet those legally established criteria and therefore are not entitled to the same rights and benefits. Despite this division

within Canadian law, “status” and “non-status” do not necessarily reflect or define collective identity or an individual’s sense of belonging within a community (Strategic Alliance of Broadcasters for Aboriginal Reflection [SABAR], 2012).

Between 2006 and 2011, the number of First Nations people increased by 23 percent, or 156,525 persons (Statistics Canada, 2013a).<sup>9</sup> In the 2011 NHS, 851,560 people identified themselves as First Nations, a number that represented 61 percent of the total Indigenous population of Canada at the time. Of this number, 528,910 were living off reserve. It is important to note that the NHS also allows respondents to identify themselves as “Registered or Treaty Indian.”<sup>10</sup> There is considerable overlap between First Nations and Registered Indians, as 75 percent of those who identify as First Nations also report being a Registered or Treaty Indian.

The population referred to in this report as “First Nations” was categorized as such based on responses to the self-identification questions in the PIAAC background questionnaire. For more information on Indigenous identity groups, please see Appendix I.

Individuals identifying as First Nations and living off reserve, along with First Nations communities living on reserve, constitute more than 50 distinct nations and 50 language groups (Crown-Indigenous Relations and Northern Affairs Canada, 2017). As noted above, PIAAC surveyed only Indigenous people living off reserve. This limitation has a significant bearing on results for First Nations peoples, since 38 percent (and 50 percent who are also Registered Indians) were living on reserves at the time of the 2011 NHS, and their skill profiles are thus not captured in PIAAC.

## Métis

The Métis population is composed of people with mixed Indigenous and European ancestry who have identified themselves as Métis. While Métis were initially the offspring of First Nations and European unions, the gradual establishment of distinct Métis communities, outside of First Nations and European cultures and settlements, as well as subsequent marriage between Métis women and Métis men, resulted in the genesis of a new Indigenous people with distinctive cultural elements that are separate from both First Nations and settler societies (SABAR, 2012). Métis identify not only with a unique culture and language, but also with a historic homeland that roughly includes Manitoba, Saskatchewan, and Alberta, as well as parts of Ontario, British Columbia, and Northwest Territories.

Definitions regarding Métis identity vary widely. For some, the definition is restricted to those tracing ancestry to one of the historic Métis nations, such as those around and beyond the Great Lakes, the Red River/Assiniboine basins, and the western Prairies (Chartrand, Logan & Daniels, 2006, p. 12). Increasingly, however, Canadians of mixed Indigenous and European ancestry who are not necessarily associated with these historic criteria have also self-identified as Métis.

In the 2011 NHS, 451,795 individuals self-identified as Métis.<sup>11</sup> Between 1996 and 2006, the number of Canadians enumerated as Métis in the Census rose by 91 percent (EnviroNics Institute, 2010, p. 23). Since 2001, the Métis population has experienced the largest percentage increase among Indigenous peoples.

<sup>9</sup> This population has continued to grow, with the number of people identifying as First Nations rising to 977,230 as of the 2016 Census, with over 648,000 living off reserve.

<sup>10</sup> For definitions of “Registered Indian” and “Treaty Indian,” please see Appendix I.

<sup>11</sup> By the 2016 Census, over 587,000 people identified as Métis.

While relatively high levels of fertility among Métis may help to explain some current increases in population, a significant portion of recent growth, as mentioned earlier, has also been attributed to changes in self-reporting of Indigenous identity over time and across generations.

It is worth noting here that the legal status of Métis and their relationship with the Government of Canada remained unresolved until recently. For generations, Métis were not legally considered to be “Indians”; however, in 2013 through the *Manitoba Métis Federation Inc. v. Canada* case, and again in 2016 through the *Daniels v. Canada* decision, the Supreme Court of Canada ruled that Métis and non-status Indians were defined as “Indians” under the *Constitution Act*.

The population referred to in this report as “Métis” was categorized as such based on responses to the self-identification questions in the PIAAC background questionnaire. It is important to note that since the PIAAC data collection, more recent efforts in collaboration with the Métis Nation have shifted the way in which data collection identifies Métis people. This means that demographic information is compiled based on official registration with the Métis Nation, as opposed to merely self-identification. This is significant to note as it impacts the data available, data analysis, and related inferences. For more detailed information on Indigenous identity groups, please see Appendix I.

## Inuit

The Arctic homeland of the Inuit in Canada, known collectively as Inuit Nunangat, comprises four northern Canadian regions: the Inuvialuit Settlement Region; Nunavut; Nunavik in northern Quebec; and Nunatsiavut in Newfoundland and Labrador. Inuit have occupied Inuit Nunangat for more than 4,000 years (Inuit Tapiriit Kanatami, 2016), but also reside outside these regions, referred to as “southern” Canada, at a rate of 26.9 percent according to the 2011 NHS. In 2011, 37.5 percent of Inuit outside of Inuit Nunangat lived in large urban centres. In the 2011 NHS, Inuit numbered 59,445,<sup>12</sup> or 4.2 percent of the total Indigenous population. Between 2006 and 2011, the number of Inuit increased by 18 percent, or 9,090 persons (Statistics Canada, 2013a).

Inuit are more likely than First Nations or Métis to live in rural settings. In the 2006 Census, approximately 30 percent of Inuit were recorded as living in an urban centre, compared with 66 percent of Métis and 74 percent of non-status First Nations (Environics Institute, 2010, p. 25). However, the urban population has been growing in recent years. Inuit make up the majority of the population in Nunavut. Another striking feature of the Inuit population is its linguistic profile. Fully 58.5 percent of Inuit report an Indigenous language as their mother tongue, compared with 18.7 percent of First Nations and 1.8 percent of Métis. Furthermore, 8.5 percent report no knowledge of either official language, compared with 0.6 percent of First Nations and 0.1 percent of Métis. These demographic factors are likely to have had a significant impact on results in PIAAC, as the survey in Canada was administered only in English and French.

The population referred to in this report as “Inuit” was categorized as such based on responses to the self-identification questions in the PIAAC background questionnaire. For more detailed information on Indigenous identity groups, please see Appendix I.

---

<sup>12</sup> By the 2016 Census, 65,025 people identified as Inuit.

## ***From “Aboriginal” to “Indigenous”***

For many years, “Aboriginal” was seen as the most appropriate and inclusive term to refer to the descendants of the original inhabitants of Canada and was further popularized with the repatriation of the Canadian constitution in 1982 (SABAR, 2012). The Canadian constitution today recognizes three groups of “Aboriginal” peoples—Indians (First Nations), Métis, and Inuit. However, there has been a recent transition to the term “Indigenous” to refer to the descendants of the original inhabitants of what became Canada. This movement has been in part to acknowledge the international legal rights of Indigenous people in Canada under the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP), which Canada officially adopted in 2016. Although terms such as “Aboriginal” remain relevant in some contexts and for some communities, this report, following recent preferences, utilizes the term “Indigenous” wherever possible. It should be noted as well that many Indigenous peoples prefer to use the traditional names for themselves from their original languages, such as Nuu-chah-nulth, Anishinaabe, Nehiyahaw, Inuit, Kanienkaha:ka, Abenaki, and so on.

## ***PIAAC and the sampling of the Indigenous population in Canada***

The total Canadian PIAAC sample comprised about 27,000 respondents aged 16 to 65. Certain demographic groups, including Indigenous peoples, immigrants, official language minorities, and youth aged 16 to 24, were oversampled. The PIAAC questionnaire allows respondents to identify themselves as Indigenous<sup>13</sup> and as First Nations, Métis, or Inuit. It also allows respondents to self-identify as Registered Indians. While selecting “Registered Indian” does not exclude an individual from self-identifying with another group on the background questionnaire, and there is in fact considerable overlap between First Nations and Registered Indians, this report presents data for Registered Indians parallel to the data for other populations.

This report provides insight into all of these groups, but with an important caveat: it examines only Indigenous populations living off reserve. While this has little impact on findings for Métis or Inuit, since only very small numbers live on First Nations reserves, or on those who claim multiple identities (since they are very few in number), it significantly circumscribes results for First Nations, as outlined below. As stated, this report also provides insight into the Registered Indian population, as recognized by the 1876 *Indian Act* and its amendments.

As noted earlier, Indigenous populations were oversampled in specific provinces and territories so as to provide provincial and territorial estimates about Indigenous populations in particular. More specifically, the sample size of the Indigenous population was increased in order to obtain statistically reliable results for those provinces and territories. Oversamples of Indigenous peoples were drawn in British Columbia (only for those living off reserve in large urban centres), Saskatchewan, Manitoba, Ontario, Yukon, Northwest Territories, and Nunavut. This oversampling of Indigenous populations has allowed results to be presented for Indigenous peoples in general, but also, when possible, for First Nations, Métis, and Inuit populations. Where possible, additional results for those who identified as Registered Indians are presented parallel to the other data. For the purpose of oversampling, Indigenous respondents are defined as persons who identified as belonging to one or more of the following groups: First Nations, Registered Indians, Métis, and Inuit.

---

<sup>13</sup> In this report, data for the “non-Indigenous” population are often presented alongside data for the Indigenous population or for First Nations, Métis, and Inuit. For the purpose of this report, “non-Indigenous” refers to the population that does not self-identify as Indigenous.

Oversampling resulted in a total number of 5,378 Indigenous individual respondents in the total sample for Canada. Table I.2 provides information on the sample sizes of the population aged 16 to 65 by Indigenous identification, in Canada and in provinces and territories where Indigenous populations were oversampled.

**Table I.2 Sample sizes of population aged 16 to 65, by Indigenous identification, Canada and oversampled populations, 2012**

	Indigenous	First Nations	Registered Indians	Métis	Inuit	Non-Indigenous
<b>Canada</b>	5,378	2,406	2,112	2,225	694	21,629
<b>Ontario</b>	1,241	650	480	566	-	3,975
<b>Manitoba</b>	872	235	249	632	-	1,415
<b>Northwest Territories</b>	454	297	328	72	81	461
<b>British Columbia</b>	658	339	258	307	-	2,036
<b>Yukon</b>	356	294	272	56	-	470
<b>Saskatchewan</b>	678	309	301	356	-	913
<b>Nunavut</b>	594	-	-	-	579	176

**Source:** Datasets for the 2012 Programme for the International Assessment of Adult Competencies

For sampling purposes, this report often groups together all Indigenous respondents into one variable: “Indigenous.” When used, this variable refers to all respondents within the sample area of the particular analysis (Canada or a province or territory) who selected an Indigenous identity when completing the PIAAC background questionnaire. This category is used to overcome the limitations of the sample size when examining the population by socioeconomic or demographic characteristics that divided it into small segments. This approach is used only as a first layer analysis of the data; it should not be interpreted as a lack of cognizance of the diversity of Indigenous populations in Canada.

Notwithstanding these limitations, this report was developed to be relevant for as many applications as possible, and thus analysis was carried out using registered and non-registered status, where possible. It should be noted that a very small number of respondents identified as belonging to more than one Indigenous group and that these respondents were also excluded from the analysis due to their small sample size.<sup>14</sup> This means that when this report presents findings on a particular Indigenous group (e.g., Inuit), it is referring only to respondents who identified as belonging exclusively to that particular Indigenous group.

Lastly, as this report analyzes data related to Indigenous people in Canada, it is valuable to underscore and address the notion of data sovereignty. The decolonization of statistics is a necessary step toward the exercise of Indigenous authority over information governance, which would improve the relevance of existing statistical frameworks as well as Indigenous participation in data collection processes and governance. This requires a nation-based approach informed by good-faith examinations of questions of jurisdiction, policies, and procedures. The ultimate objective of Indigenous data sovereignty is to generate information that better responds to the needs and aspirations of Indigenous peoples, including self-determination. Achieving data sovereignty is an ongoing process, and, as such, readers should engage with this report with a degree of circumspection.

<sup>14</sup> Please see Appendix I for more information.

## ***Indigenous peoples in Canada and education: historical context***

Indigenous peoples have been living in what is now Canada since time immemorial. Indigenous societies are linguistically and culturally diverse, and derive from traditional world views that place them within a socially, materially, and spiritually integrated ecosystem where human beings exist in respectful and equitable relationships with both living and non-living things (Bopp, 1984). Indigenous Elders traditionally played, and continue to play, a central role in education and are revered as keepers of knowledge and culture. Education and the transmission of culture and history occurred primarily through an oral tradition that—while existing alongside other traditions—was viewed as intrinsic to Indigenous societies. This education was also rooted in the natural environment (St. Germain & Dyck, 2011) and was holistic—it addressed the total being and the whole community (O'Connor & Sterenberg, 2014).

These world views, as well as Indigenous ways of life and understandings, were undermined in many ways by assimilationist and colonialist practices, founded in racist beliefs. The disruption of Indigenous cultures is vividly illustrated in the domain of education. It is important to note that, in this context, we use the term “education” to mean formal classroom instruction, rather than the general transmission of knowledge and culture to children, characteristic of all societies.

Formalized education was introduced to Indigenous communities by European missionaries as early as the 17<sup>th</sup> century in order to Christianize and assimilate Indigenous peoples into European settler society. Government involvement in Indigenous education increased throughout the 19<sup>th</sup> century and, after Confederation in 1867, sweeping policies, which included the 1876 *Indian Act* and the extension of a network of government-sponsored, church-operated residential schools, undermined Indigenous sovereignty and attempted to erode Indigenous culture and identity. These schools spread across the southern and central parts of the country as Europeans settled further west, and reached the North in the middle of the 20<sup>th</sup> century.

### **Indigenous peoples and education policy: residential schools**

The residential school system undermined the autonomy of Indigenous peoples. Mandatory attendance at residential schools, together with other assimilationist laws and policies, caused permanent ruptures in the transmission of traditional knowledge, language, and culture, and extinguished practices that were vital to the cultural survival of Indigenous peoples (Royal Commission on Aboriginal Peoples [RCAP], 1996a; Truth and Reconciliation Commission of Canada [TRC], 2015a, 2015d). The TRC has described these practices as cultural genocide<sup>15</sup> (TRC, 2015e).

Through residential schools came a series of practices that ranged from willful neglect to active persecution. Schools were chronically underfunded, receiving a per capita allotment that was a third or less of the funding directed to comparable facilities for non-Indigenous children (Barnes, Josefowitz, & Cole, 2006, p. 20). Limited funding inevitably resulted in underqualified teachers, overcrowded classrooms, poor construction and maintenance of buildings, and an inadequate diet for students (TRC, 2015d).

These problems were aggravated by a ubiquitous indifference to the quality of education provided in residential schools. Indigenous students were subject to very low scholastic expectations, to the extent that, prior to the Second World War, many residential schools required Indigenous youth to contribute to

<sup>15</sup> The TRC defines “cultural genocide” as “the destruction of those structures and practices that allow the group to continue as a group” (TRC, 2015a, p. 3).

the sustainability of the schools by spending a considerable portion of each day completing domestic and farm work, rather than pursuing academic studies. Students were also subject to curricula and pedagogical methods that were not culturally congruent with their backgrounds, with the result that many experienced difficulties learning (Chartrand et al., 2006; RCAP, 1996a).

This pedagogical neglect was in turn amplified by institutionalized efforts to eradicate Indigenous cultural practices. Most schools prohibited the use of Indigenous languages, which “likely impeded aboriginal children’s ability to progress in first-language proficiency and to learn English as a second language” (Barnes et al., 2006, p. 24). Added to this was a belief that Indigenous children needed to be separated from their parents in order to be “civilized” (TRC, 2015a, p. 85). This belief produced an amendment to the *Indian Act* in 1920 that gave the federal government the authority to force any First Nations child to attend a residential school. Children as young as three years old were taken from their parents and placed in residential schools, which were often very far from home (Barnes et al., 2006).

The prohibition of Indigenous languages and cultural activities, and the separation from family and community, often caused deep psychological scars, leaving Indigenous children feeling confused and ashamed about their identities and heritage (TRC, 2015e). In addition to these many injustices, sexual and physical abuse against Indigenous children was widespread throughout the residential school system.

Not surprisingly, the TRC (2015a) has described the residential school system as an attack on Indigenous children, families, languages, culture, spirituality, and nations. Yet it is important to acknowledge that there were significant differences among Indigenous groups in how this attack was experienced.

### Residential schools and Métis

The experience of Métis people in residential schools was arguably more complicated than that of First Nations. In general, Métis were “made to feel they were lesser than either of their halves, not ‘Indian’ enough for benefits or Indigenous rights, but not ‘white’ enough to be seen as equal to the dominant society” (Chartrand et al., 2006, p. 22). On a broad level, the federal government considered Métis children among the targeted population residential schools aimed to “civilize” and assimilate, but it did not deem the education of Métis to be under its purview. Although admission of Métis children to residential schools was allowed at various times, their schooling was considered a provincial or territorial responsibility; consequently, students would often be removed from their classrooms and denied access to an education within these federally funded institutions. However, in some cases where the federal government had banned Métis students from residential schools, church officials continued to recruit them. The result was that Métis often found themselves wedged between the federal and provincial/territorial governments, all of whom denied jurisdictional responsibility for their distinct needs (Chartrand et al., 2006). Despite an inconsistent policy regarding their attendance, many Métis children were educated within this system built to assimilate Indigenous peoples. The number of Métis attendees in residential schools is unknown, and their experiences are too often overlooked. Today, like First Nations, Métis individuals, families, and communities are coping with the intergenerational repercussions of these practices.

Inevitably, this history has had a profound effect in shaping the attitudes of Métis toward Canada’s educational systems. Like other Indigenous peoples, Métis were denied recognition of their traditional knowledge and ways of learning and, at the same time, were denied access to a formal education by non-Indigenous peoples. As stated in the TRC’s final report, “The Métis experience is an important reminder that the impact of residential schools extends beyond the formal residential school program that Indian Affairs operated” (TRC, 2015c, p. 4).

## Residential schools and Inuit

The Inuit experience of residential schools was different from that of First Nations and Métis peoples in that the encounter with residential schools in the North occurred later, in the second half of the 20<sup>th</sup> century. Prior to the 1950s, Indigenous schooling in the North was a church initiative. The mission schools became the basis of the residential school system, which expanded under the direction of the federal Department of Northern Affairs with the opening of day schools and hostels after the Second World War. Jurisdictional responsibility for these schools was eventually transferred to provincial and territorial governments in the 1970s. Despite the more recent appearance of government-regulated schools in the North and their distinct structure from the early residential school system in the rest of Canada, the intent was, as in the South, the assimilation of Indigenous children.

Formal education had a far-reaching impact among Inuit communities, disrupting family relationships, as well as devastating language, culture, and spiritual beliefs. The Inuit experience in government-regulated schools was also shaped by geographical conditions that contributed to social and economic disruption. Inuit children often had to travel very far from their communities to attend school and, in some cases, were separated from their parents and other family members for years (TRC, 2015b). In the eastern Arctic, the federal government established hostels and day schools in certain communities that served a large catchment area, which prompted many parents to relocate in order to be closer to their children. These developments had profoundly negative effects on Inuit societies, playing “a major role in the rapid transformation of the region’s traditional, land-based lifestyles and economies,” and the “removal of children added to the damage already done by other economic and demographic changes” (TRC, 2015b, p. 4 and p. 216). Furthermore, the promise of education was not fulfilled, as “jobs—which were the main inducement to parents to give up their young people—generally failed to materialize” (TRC, 2015b, p. 187).

## Indigenous peoples and education policy from 1945

In the years following the Second World War, Indigenous education policy shifted from segregation, imposed through the residential schools, toward integration. This was a gradual process, as the last residential school did not close until 1996. It was also not academically successful: in 1967, the federal government reported that, among those enrolled in the provincial school system, high-school dropout rates were close to 94 percent among Indigenous students, compared with 15 percent among the non-Indigenous population (Gordon & White, 2014). The failure of the education system, whether provincial or federal, led to a push for significant reform.

Education reform in the second half of the 20<sup>th</sup> century, and the federal government’s shift toward ending the residential school system, coincided with a broader policy change toward Indigenous peoples, as outlined in the *Statement of the Government of Canada on Indian Policy* (1969), known as the White Paper. The goal of this policy was to end the federal government’s legal and financial obligations toward Indigenous peoples by terminating the Treaties negotiated with First Nations, as well as by eliminating Indian status and rights. Indigenous leaders and organizations, fuelled by grassroots resistance and empowerment, opposed and ultimately rejected this approach. As part of the resistance to government policy, Indigenous peoples proposed a new vision and structure for Indigenous education. In 1972, the National Indian Brotherhood, now the Assembly of First Nations, released its policy paper entitled *Indian Control of Indian Education* (ICIE), which called for Indigenous education based on two principles: parental involvement and local control (Pidgeon, Muñoz, Kirkness, & Archibald, 2013). Not long after, the federal government began to fund Band-operated schools but did not accompany this funding with Indigenous control over the delivery and content of education (Gordon & White, 2014).

By the 1970s, 60 percent of First Nations students were attending public schools in provincial and territorial education systems (St. Germain & Dyck, 2011, p. 7). This figure highlights the division of responsibilities between levels of government: the federal government is responsible for funding elementary and secondary schools on reserve, through Band Councils and other First Nations educational authorities,<sup>16</sup> and provincial and territorial governments are responsible for all education off reserve.

Indigenous control of education was among the sweeping recommendations made by the 1996 Royal Commission on Aboriginal Peoples. However, despite the commission's conclusions regarding education and many other broad issues, such as self-government and health, little action followed. Leading up to the new millennium, residential school survivors began sharing their stories, launching lawsuits against the government for cases of historical abuse, and demanding the creation of a government commission to address the intergenerational trauma and other impacts of the legacy of the residential school system. Created by the Indian Residential Schools Settlement Agreement, the TRC published its final report in July 2015, which notably underlined the continued omnipresence of racism and systemic discrimination inherited from the residential school system and outlined 94 Calls to Action. With regards to the Canadian educational system, the TRC targets school completion rates, the income gap between Indigenous and non-Indigenous populations, and equitable school funding. Overall, it identifies education as the key to reconciliation in Canada.

### ***Education, context, and skills for the 21<sup>st</sup> century***

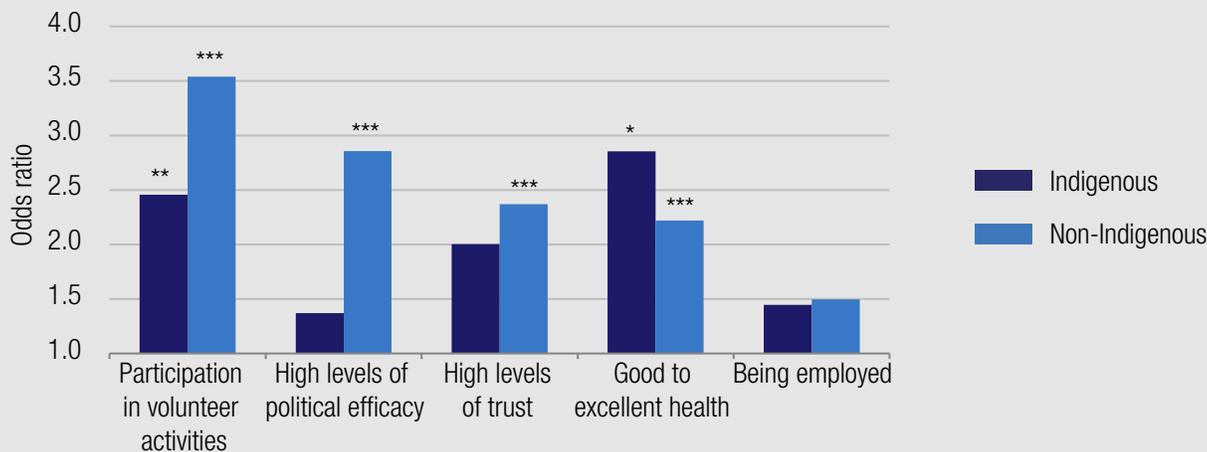
PIAAC highlights the importance of foundational skills in information processing and analysis in achieving positive social and economic outcomes. Figure I.2 shows the likelihood of the Indigenous and non-Indigenous populations in Canada aged 16 to 65 who scored at the highest proficiency levels reporting positive social and economic outcomes when compared with individuals scoring at lower levels within their respective populations. It illustrates that, at the highest proficiency levels, Indigenous respondents are as likely as non-Indigenous respondents at the same proficiency level to be employed and are more likely to report good to excellent health. Furthermore, previous research involving data from PIAAC has demonstrated that Indigenous people at higher levels of proficiency are generally more likely to report positive health and social outcomes than those at lower levels of proficiency.<sup>17</sup>

---

<sup>16</sup> In addition to these schools, seven federally operated schools still exist on reserve today (O'Connor & Sterenberg, 2014, p. 9).

<sup>17</sup> Please see *The health and social dimensions of adult skills in Canada: Findings from the Programme for the International Assessment of Adult Competencies (PIAAC)* (CMEC, 2017a) for more information on these outcomes, as reported by Indigenous peoples.

**Figure I.2 Likelihood of populations aged 16 to 65 at the highest proficiency levels reporting positive social and economic outcomes, Indigenous and non-Indigenous populations, Canada, 2012**



**Source:** Table I.1 in Appendix II

**Note:** Odds ratios are adjusted for age, gender, educational attainment, and immigrant and language background.

\* Represents a statistically significant p-value of <0.05

\*\* Represents a statistically substantially significant p-value of <0.01

\*\*\* Represents a statistically highly significant p-value of <0.001

PIAAC data highlight some other notable differences between Indigenous peoples and non-Indigenous peoples. At these same higher levels of skill, Indigenous respondents are less likely to participate in volunteer activities and to report trust, and they are far less likely to feel they can influence the political process. These findings point to the need for further research into factors that influence outcomes for Indigenous populations in Canada, especially those outcomes that pertain to engagement with society.

Research has highlighted the importance of education for skills development, yet, as we have seen, the education policies affecting Indigenous peoples in Canada have had harmful and lasting impacts on individuals and communities across the country. These impacts continue to systemically discriminate against Indigenous peoples, both as groups and individuals, and to influence the participation rates of Indigenous youth in education to this day, which in turn affects skills development (Battiste, 2009).

Skills development and maintenance cannot be viewed in terms of access to or participation in education alone. The ways in which we develop skills throughout our lives are connected not only to the ways in which we learn, but also to the ways in which we live, connect with others, and work.

### High-school attainment

According to the 2011 National Household Survey, rates of high-school completion for First Nations, Métis, and Inuit aged 18 to 44 were 60 percent, 74 percent, and 41 percent, respectively, in comparison to 89 percent for the non-Indigenous population (Bougie, Kelly-Scott, & Arriagada, 2013, p. 4). While rates of high-school completion have increased significantly in recent decades, the total number of Indigenous peoples without a high-school diploma or equivalent is on the rise as the population experiences rapid growth (Gordon & White, 2014). It is important to note, however, that, when the necessary supports are in

place, many youth return to school: Indigenous “leavers” are, in fact, more likely than their non-Indigenous counterparts to resume their studies at a later date (Bougie et al., 2013).

High-school non-completion has obvious negative implications for accessing postsecondary education and serves to entrench a longstanding gap in postsecondary educational attainment between Indigenous and non-Indigenous peoples. Eliminating this gap is a difficult challenge. Indigenous learners’ non-completion of high school is impacted by a wide variety of factors, including many that are pressing—such as lower household income levels, food insecurity, comparatively higher school and residential mobility, lack of ability to speak an Indigenous language, having to move to attend school due to a lack of high schools in or around their community, parental residential school attendance, and precarious housing (Bougie & Sénécal, 2010).

### Postsecondary educational attainment

In 2011, 48.4 percent of Indigenous peoples had completed some form of postsecondary education, compared with 64.7 percent of the non-Indigenous population (Statistics Canada, 2013c).<sup>18</sup> While rates of Indigenous attainment in colleges and trades were comparable to those among the non-Indigenous population, the gap in university attainment was significant (Bougie et al., 2013; Gordon & White, 2014): 9.8 percent of the Indigenous population held a university degree, compared with 26.5 percent of the non-Indigenous population (Statistics Canada, 2013c).

Despite continuing gaps, these findings, together with rising rates of high-school completion, indicate an increase in Indigenous educational attainment over time. There are certainly many factors that have contributed to this increase, but some of the more salient ones include the provision of childcare, access to courses by correspondence, alternative education programs, an increase in culturally relevant programs, and better-prepared teachers (R.A. Malatest, 2004, pp. 1–2). Against these positive factors must be noted continued barriers to postsecondary educational attainment, which include financial constraints, having dependent children while studying, having to leave a community or region to access postsecondary education, and challenges in finding suitable housing (Ogilvie & Eggleton, 2011). While these kinds of barriers are experienced by non-Indigenous students as well, they occur with greater seriousness and frequency among their Indigenous counterparts.

It is important also to note that, while postsecondary educational attainment among Indigenous peoples is increasing, this increase has not been uniform. While, in 1996, all three Indigenous groups had similar proportions of postsecondary educational attainment, the rate among Inuit has not kept pace with that achieved by First Nations and Métis since then (Gordon & White, 2014, p. 12). There are likely to be many reasons for this, including the fact that Métis and First Nations living off reserve are more likely to live in non-Indigenous communities where postsecondary institutions are located, to be acculturated to dominant systems of learning, and to have increased access to postsecondary education by virtue of residing in less remote locations (Gordon & White, 2014, p. 15).

### Language

Language is central to the cultural identity of any people. As the Royal Commission on Aboriginal Peoples noted in 1996, language is the principal means by which “members of a culture communicate meaning and make sense of their shared experience” (RCAP, 1996b, p. 563). The significance of this idea for Indigenous

<sup>18</sup> It is important to note that the NHS reports findings for people aged 25–64, while PIAAC sampled people aged 16–65.

peoples becomes apparent when one examines the state of Indigenous languages in Canada. In the 2016 Canadian Census, over 70 distinct languages belonging to 12 Indigenous language families were recorded in Canada (Statistics Canada, 2017a), and 12.5 percent of the total Indigenous population reported an Indigenous language as their mother tongue (Statistics Canada, 2017a). Among First Nations living off reserve, 13.4 percent reported being able to converse in an Indigenous language. The same was true for 1.7 percent of Métis and 64 percent of Inuit (Statistics Canada, 2017a, pp. 4, 6, 8). While, between 2006 and 2016, the proportion of Indigenous peoples who indicated they were able to hold a conversation in an Indigenous language declined by just over 5 percent, the number of people in the Indigenous population able to speak an Indigenous language increased by 3.1 percent (Statistics Canada, 2017a, p. 3). Norris (2007) notes that at least 10 once-flourishing Indigenous languages have gone extinct over the past 100 years and estimates that only Nihiyaw (Cree), Anishinaabe (Ojibway), and Inuktut (Inuit) will survive the current century.

This precariousness is underscored by the status of Indigenous languages in Canada's public schools, where they are not currently treated as languages of learning (Ball, 2014). This is in spite of the fact that increasing numbers of Indigenous parents want their children to learn an Indigenous language (Ball, 2014), and that—according to census data—more people can speak an Indigenous language than report one as their mother tongue (Norris, 2007). Furthermore, there is growing evidence that Indigenous language proficiency can positively impact academic success (Guèvremont & Kohen, 2012) and self-esteem among Indigenous peoples (Task Force on Aboriginal Languages and Culture, 2005, iv). Nonetheless, less than one-fifth of Indigenous young people today are learning their ancestral languages (Ball & McIvor, 2013), and this has significant implications for cultural continuity and skills development.

### ***Why skills matter for Indigenous peoples***

As discussed at the beginning of this introduction, advanced foundational skills are the instruments that enable individuals to compete in a changing and challenging world, and they are correlated with a variety of positive outcomes, such as good health and economic autonomy. The gaps in economic, social, and health outcomes that often exist between Indigenous and non-Indigenous peoples in Canada are, in part, both a result and a cause of the gaps in skills proficiencies that are observed between Indigenous and non-Indigenous peoples in the PIAAC data.

Indigenous peoples have experienced a distinct disparity in educational opportunities when compared with their non-Indigenous counterparts. Furthermore, a history of oppressive practices, including the residential school system, has had multigenerational impacts on individuals, families, and communities. The economic, social, and health outcomes that have resulted from the legacy of these practices have left many Indigenous people poorly equipped with the foundational skills needed to improve their outcomes. This leads to the reproduction of the aforementioned conditions, which, once again, impede skills acquisition among future generations.

Whether obtained through formal education, job training, or other means, higher proficiency in foundational information-processing skills can give Indigenous peoples the tools to improve their economic, social, and health outcomes. While gaps in certain outcomes remain between Indigenous and non-Indigenous peoples even at the highest skills proficiencies, as seen in Figure I.2, and further study is needed to better understand them, higher levels of foundational skill tend to correlate with improved outcomes in many areas.<sup>19</sup>

<sup>19</sup> Please see *The health and social dimensions of adult skills in Canada: Findings from the Programme for the International Assessment of Adult Competencies (PIAAC)* (CMEC, 2017a) for more information.

This report examines proficiency levels in the foundational skills of literacy, numeracy, and problem solving in technology-rich environments among Indigenous peoples living off reserve in Canada. It also makes observations (when sufficient data are available) about differences in proficiency that exist between Indigenous and non-Indigenous peoples,<sup>20</sup> among Indigenous groups, and among peoples across the participating provinces and territories. In many cases, the Canadian average<sup>21</sup> has been presented as well, to place PIAAC results for Indigenous peoples in Canada in the broader, pan-Canadian context.

All of this is done with the recognition that an understanding of the historical and cultural contexts faced by Indigenous peoples in Canada is critical to interpreting skills outcomes. No analysis of PIAAC results for Indigenous peoples can make sense without acknowledging the unique experiences of each population. Interpretation of the data must rest on recognition of the histories, persistent discrimination, lack of self-determination, and socioeconomic conditions faced by Indigenous peoples, and programming and policy guided by this data will be most effective if they take these broader contexts into account.

---

<sup>20</sup> Throughout this report, skills proficiency scores among First Nations, Métis, and Inuit are presented alongside scores for respondents who did not select an Indigenous identity (non-Indigenous) at both the national and provincial/territorial levels. The non-Indigenous population was selected for comparison because of the particular experiences and histories of Indigenous peoples in Canada—particularly in education—that are not shared by non-Indigenous peoples.

<sup>21</sup> In this report, “Canadian average” refers to the average score for the general population of Canada as sampled by PIAAC, which includes Indigenous peoples living off reserve.



## CHAPTER 1

# OVERVIEW OF SKILLS AMONG INDIGENOUS PEOPLES IN CANADA

Indigenous peoples in Canada—First Nations, Métis, and Inuit—are the keepers of Indigenous languages, traditions, cultures, and spiritual beliefs, which contribute greatly to Canada’s unique make-up.

Given the uniqueness and the devastating consequences of the experiences and histories of Indigenous peoples in Canada, particularly in education, and the association between well-being and skills, it was important to generate reliable data regarding the skills profiles of Indigenous peoples. To provide such data, PIAAC oversampled off-reserve Indigenous peoples in several provinces and territories. The aim was to assess the readiness of Indigenous peoples in Canada to fully participate in the society and economy of the 21<sup>st</sup> century.

This chapter presents an overview of the foundational skills of First Nations living off reserve, Métis, and Inuit in Canada. It presents results for literacy, numeracy, and problem solving in technology-rich environments (PS-TRE) among Indigenous peoples in comparison with results for countries that participated in PIAAC and for the total Canadian population. Results are also broken down to the provincial and territorial level, where scores for Indigenous peoples are compared across oversampled provinces and territories (oversampled populations), as well as with the Canadian average.

Lastly, skills proficiency scores are presented for First Nations, Registered Indians, Métis, and Inuit, alongside non-Indigenous Canadians and the Canadian average. It is worth reiterating that the non-Indigenous population was selected for comparison in many cases to highlight potential differences between the results for Indigenous peoples in Canada and the results for peoples who collectively do not share in the unique experiences and histories of First Nations, Métis, and Inuit.

## ***Skills among Indigenous populations in the international context***

PIAAC provides an opportunity to examine literacy, numeracy, and PS-TRE skills among Indigenous peoples in Canada in an international context by comparing them to skills among the populations of other countries participating in the assessment.

Figure 1.1 presents average scores of the population aged 16 to 65 in literacy, for countries that participated in PIAAC, for the OECD overall, and for the Indigenous population in Canada. In literacy, Indigenous peoples

scored an average score of 260 (Level 2).<sup>22</sup> This result places the scores of Indigenous peoples living off reserve in Canada significantly below scores for such countries as Japan and Finland; on par with scores for France and Slovenia; and ahead of scores for such countries as Israel, Spain, and Italy, which scored 255, 252, and 250, respectively.

Figure 1.2 presents average scores of the population aged 16 to 65 in numeracy for countries that participated in PIAAC, for the OECD overall, and for the Indigenous population in Canada. Indigenous peoples scored an average of 244, which is noticeably lower than the OECD average of 263 and also well below the score in literacy among Indigenous peoples. This result places the scores of Indigenous peoples statistically below those of such top-performing countries as Japan, the Netherlands, and Finland, on par with Italy and Spain, and ahead of Turkey and Chile.

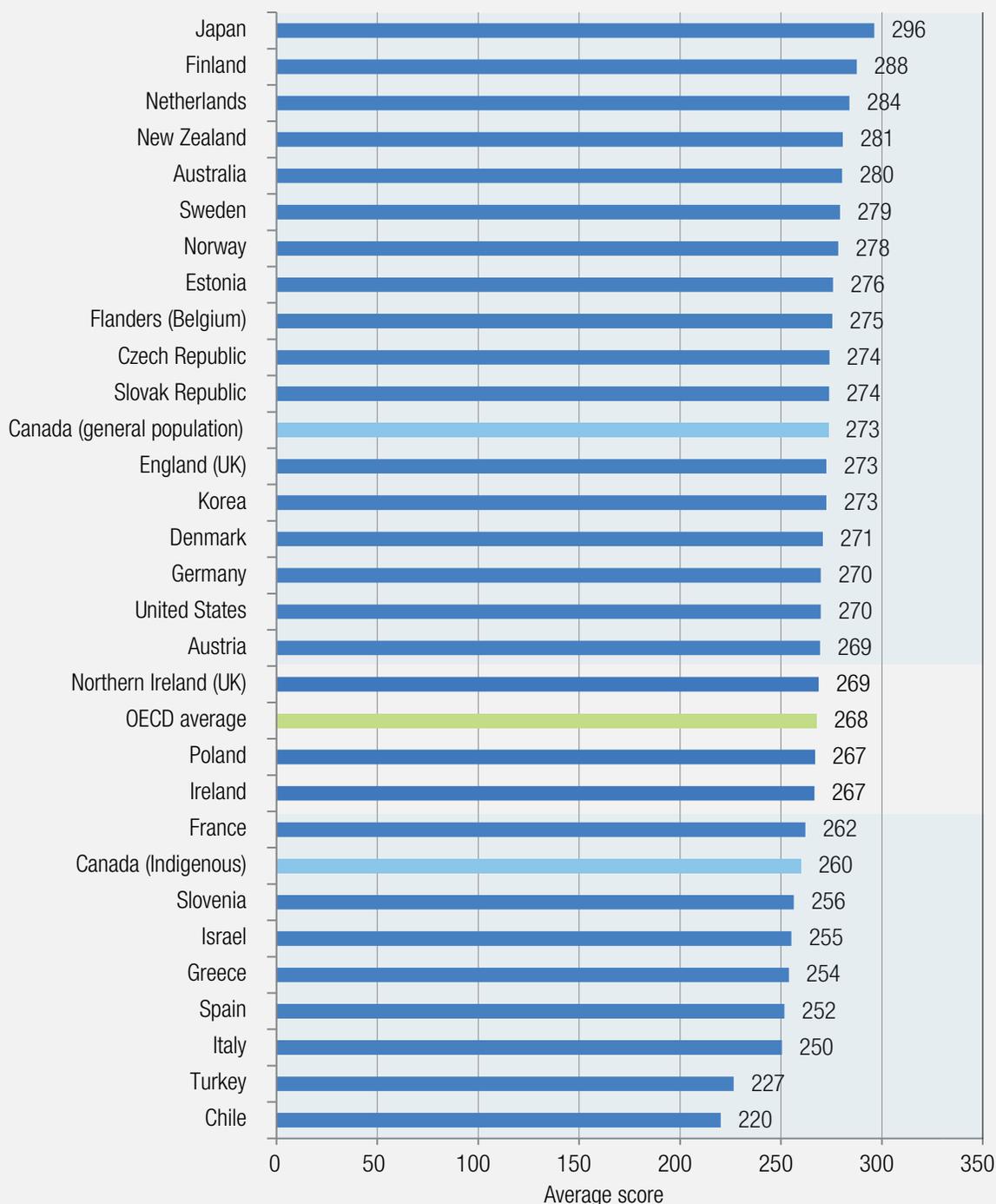
With respect to PS-TRE (where respondents are grouped according to skill levels, not average scores<sup>23</sup>), we find that proficiency diverges from literacy and numeracy results. Figure 1.3 presents the percentage distribution of proficiency levels for the population aged 16 to 65 for the OECD average, participating countries, and the Canadian Indigenous population. Thirty percent of Indigenous peoples fall into the highest skill grouping (Level 2 or 3), which is not statistically different from the OECD average (31 percent). Furthermore, only 21 percent of Indigenous peoples were PS-TRE non-respondents (those who failed the information and communications technology (ICT) core test or opted out of it), compared with 26 percent for the OECD average.<sup>24</sup>

<sup>22</sup> For information on the scores and proficiency levels in PIAAC, please see the section Foundational skills: Definitions and descriptions of proficiency levels in PIAAC in Appendix I

<sup>23</sup> For more information regarding skill levels in PS-TRE, please see Appendix I.

<sup>24</sup> Please see Table 1.3c in Appendix II for further data regarding PS-TRE skills proficiency scores for Indigenous peoples in Canada.

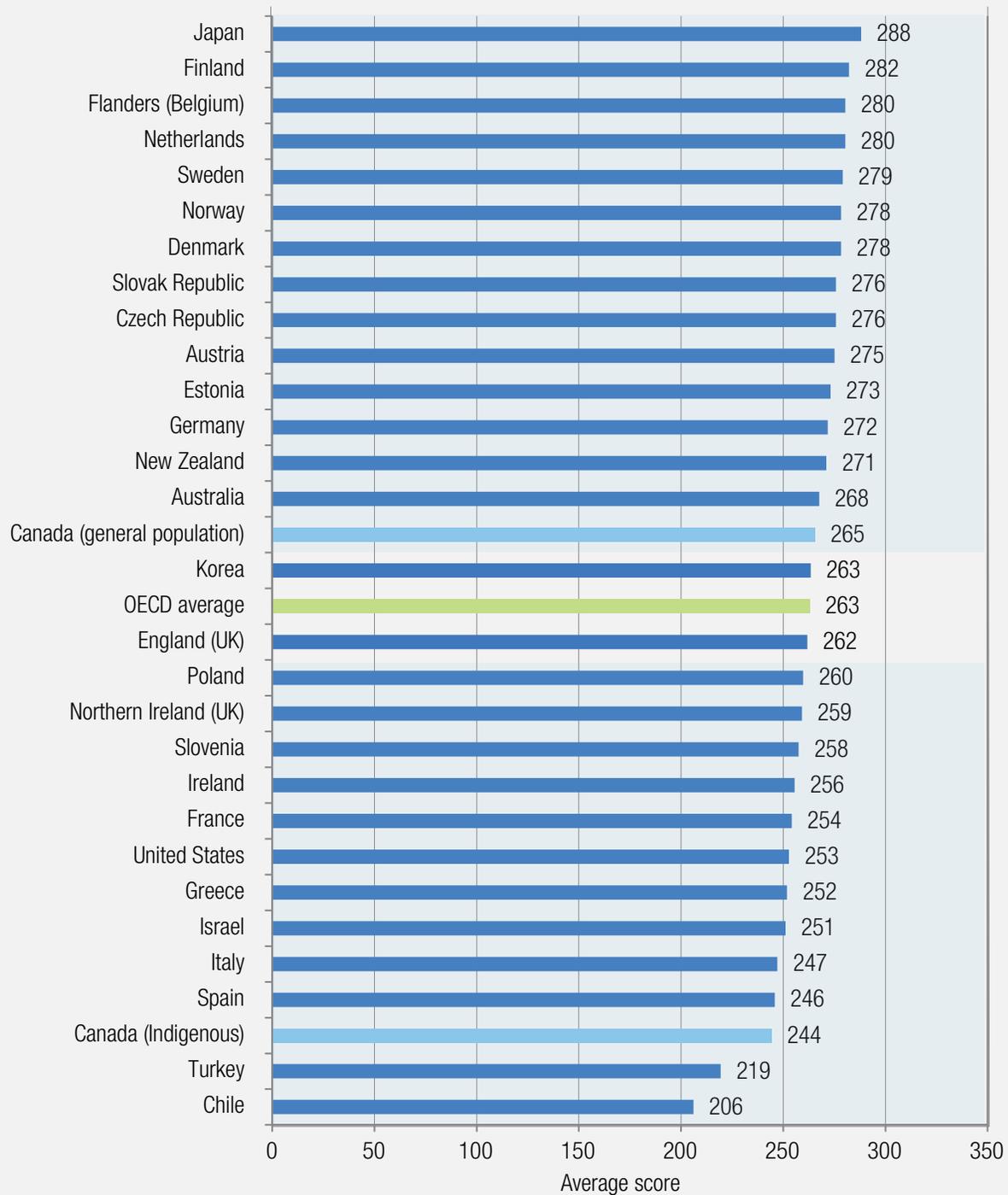
**Figure 1.1 Literacy – Average scores of population aged 16 to 65, OECD average, participating countries, and Indigenous population in Canada, 2012**



**Source:** Table 1.1a in Appendix II

**Note:** Country scores in the non-shaded area are not statistically different from the OECD average.

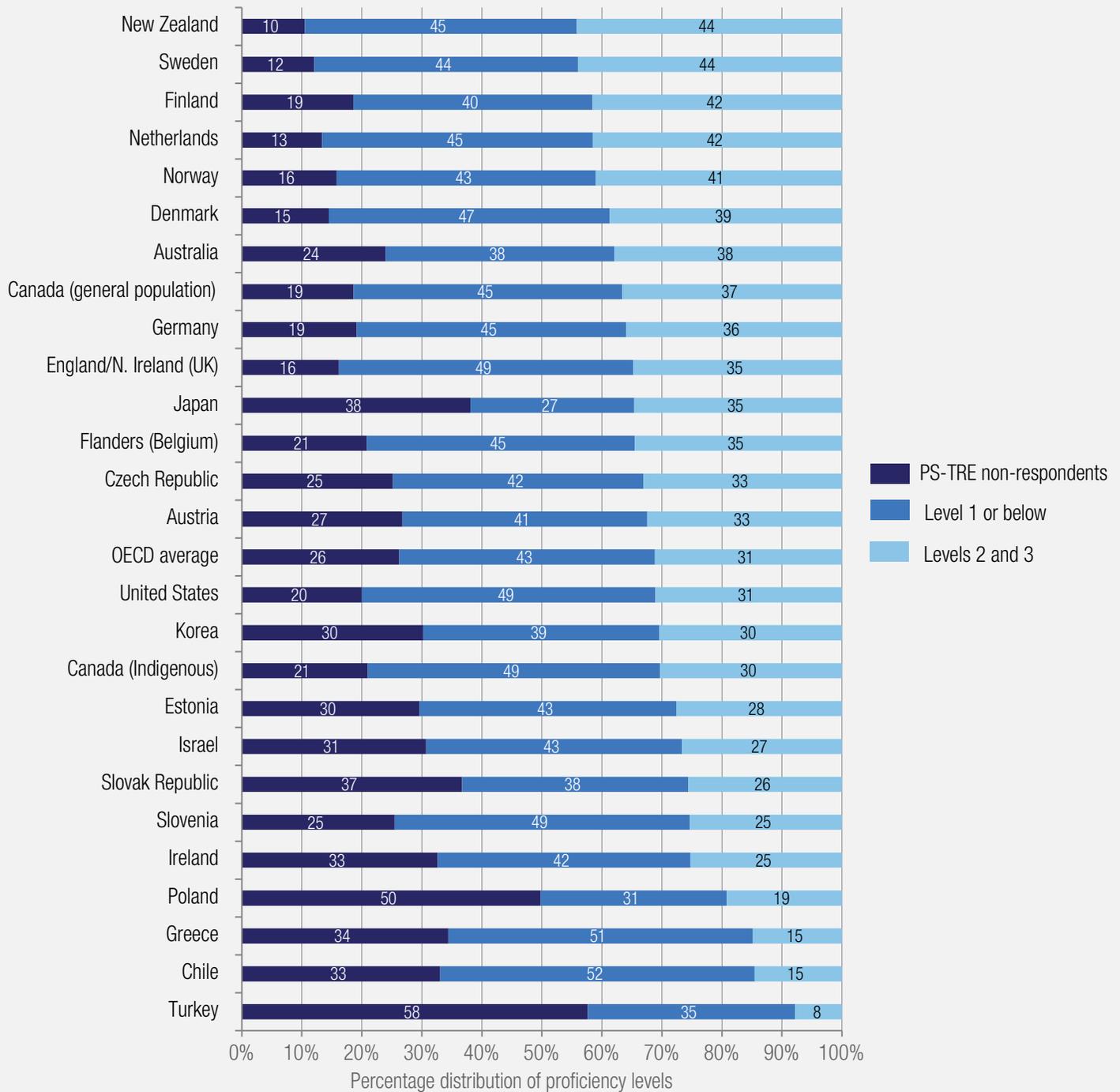
**Figure 1.2 Numeracy – Average scores of population aged 16 to 65, OECD average, participating countries, and Indigenous population in Canada, 2012**



**Source:** Table 1.1b in Appendix II

**Note:** Country scores in the non-shaded area are not statistically different from the OECD average.

**Figure 1.3 PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, OECD average, participating countries, and Indigenous population in Canada, 2012**



**Source:** Datasets for the 2012 Programme for the International Assessment of Adult Competencies, Table B.1.6

**Note:** Countries are ranked in descending order of adults at Levels 2 and 3. Cyprus, Italy, and Spain did not participate in PS-TRE.

## ***Skills among Indigenous populations in the Canadian context***

When we look at the PIAAC results in the Canadian context, we see that Indigenous peoples scored 13 points lower in literacy and 21 points lower in numeracy than the overall Canadian population. In PS-TRE, the proportion of Indigenous respondents attaining Level 2 or 3 was 7 percentage points below that of the general population of Canada; the proportion of the Indigenous sample that did not complete the ICT core test was 4 percentage points higher than that of the general population.

Results by province and territory demonstrate a more complex portrait of skills of the Indigenous populations in Canada, characterized by noticeable variation.<sup>25</sup> Figure 1.4 shows average literacy scores of the Indigenous population aged 16 to 65 in Canada and in oversampled populations. In Ontario and British Columbia, respondents who identified themselves as Indigenous tended to score higher than those in other provinces or territories, with average literacy skill scores of 269 and 266, respectively.<sup>26</sup> The literacy scores for Indigenous peoples in British Columbia are not significantly different from the average for the general population of Canada, and Indigenous peoples in Ontario scored above the overall average for Canada. Indigenous peoples in Manitoba, with an average score of 259, tended to score at the same level as Indigenous peoples in other provinces, but below the average for the Canadian population in general. The average scores of Indigenous peoples in Northwest Territories, Saskatchewan, and Nunavut, at 229, 248, and 207, respectively, are below that for the general population of Canada (273).

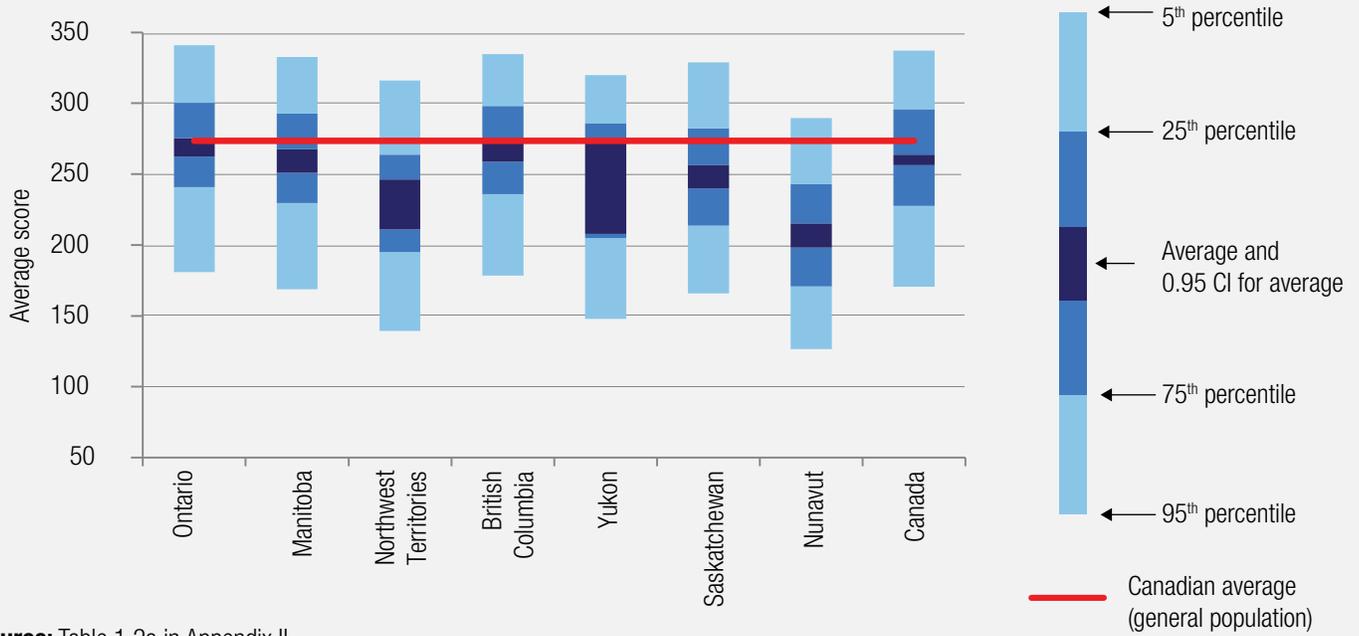
In numeracy, a similar pattern of differences among provinces and territories holds. Figure 1.5 shows average numeracy scores of the Indigenous population aged 16 to 65 in Canada and in oversampled populations. Indigenous respondents in Ontario and British Columbia averaged scores of 252 and 250, respectively, higher than the average scores for Indigenous peoples in other provinces and territories. Unlike in literacy, however, Indigenous peoples in Ontario and British Columbia scored below the overall Canadian average in numeracy.

---

<sup>25</sup> It is important that these results are viewed with an understanding of the proportion of the population for each Indigenous identity group in the provinces and territories, and average scores for each identity group in each province and territory.

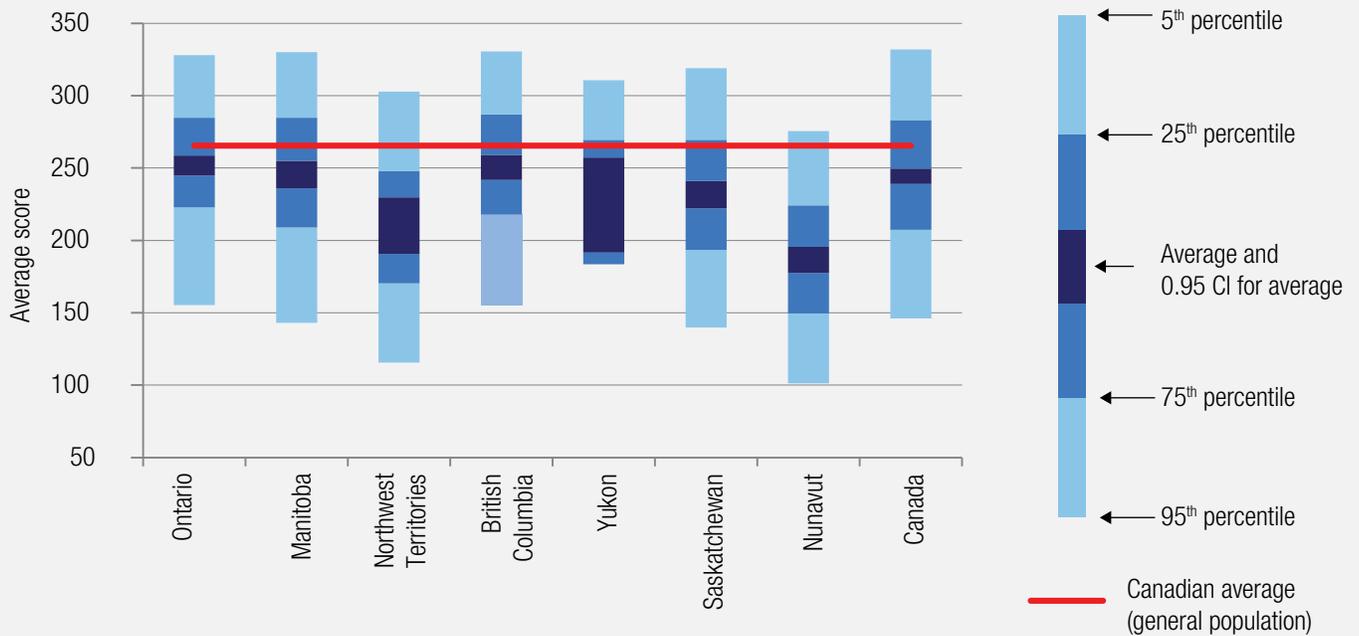
<sup>26</sup> Average literacy scores for Manitoba and Yukon were numerically slightly lower, but the difference between these and average literacy scores in Ontario and British Columbia is not statistically significant.

**Figure 1.4 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of Indigenous population aged 16 to 65, Canada and oversampled populations, 2012**



Source: Table 1.2a in Appendix II

**Figure 1.5 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of Indigenous population aged 16 to 65, Canada and oversampled populations, 2012**

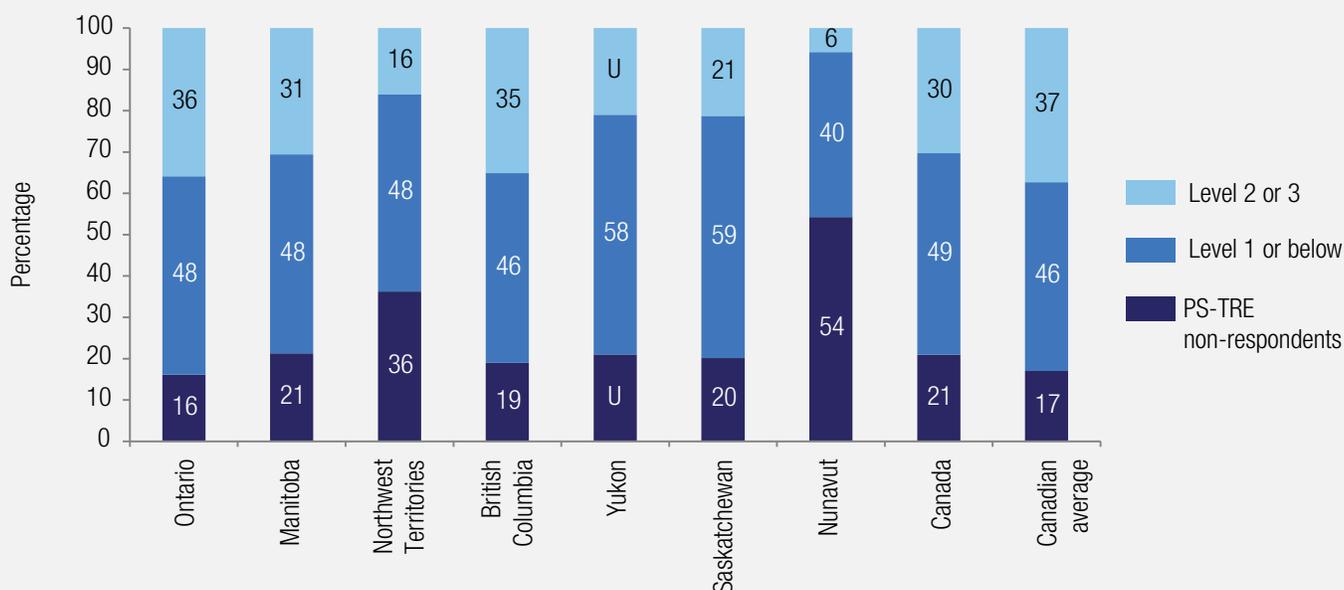


Source: Table 1.2b in Appendix II

Figure 1.6 presents the percentage distribution of proficiency levels in PS-TRE among the Indigenous population aged 16 to 65 in Canada and in oversampled populations. The proportion of Indigenous peoples scoring at Level 2 or 3 in PST-TRE was 36 percent in Ontario, 35 percent in British Columbia, and 31 percent in Manitoba—none of these statistically different from the average of 30 percent for Indigenous peoples in Canada. Results for Indigenous peoples in Northwest Territories and Nunavut show markedly lower skill levels, however, with only 16 percent in the former and 6 percent in the latter scoring at Level 2 or 3.<sup>27</sup>

Skill levels also mirror familiarity with computers in the provinces and territories. Between 16 percent and 21 percent of Indigenous peoples in British Columbia, Saskatchewan, Manitoba, and Ontario were PS-TRE non-respondents—figures that are not statistically different from that for the general population of Canada (17 percent). On the other hand, more than a third of respondents in Northwest Territories, and more than half in Nunavut, did not take the PS-TRE test—figures that are more than double and triple, respectively, the levels among Indigenous peoples in Ontario. It should be noted that gaps in ICT infrastructure have the potential to impact scores for certain populations in areas with less access.

**Figure 1.6 PS-TRE – Percentage distribution of proficiency levels of Indigenous population aged 16 to 65, Canada, oversampled populations, and Canadian average, 2012**



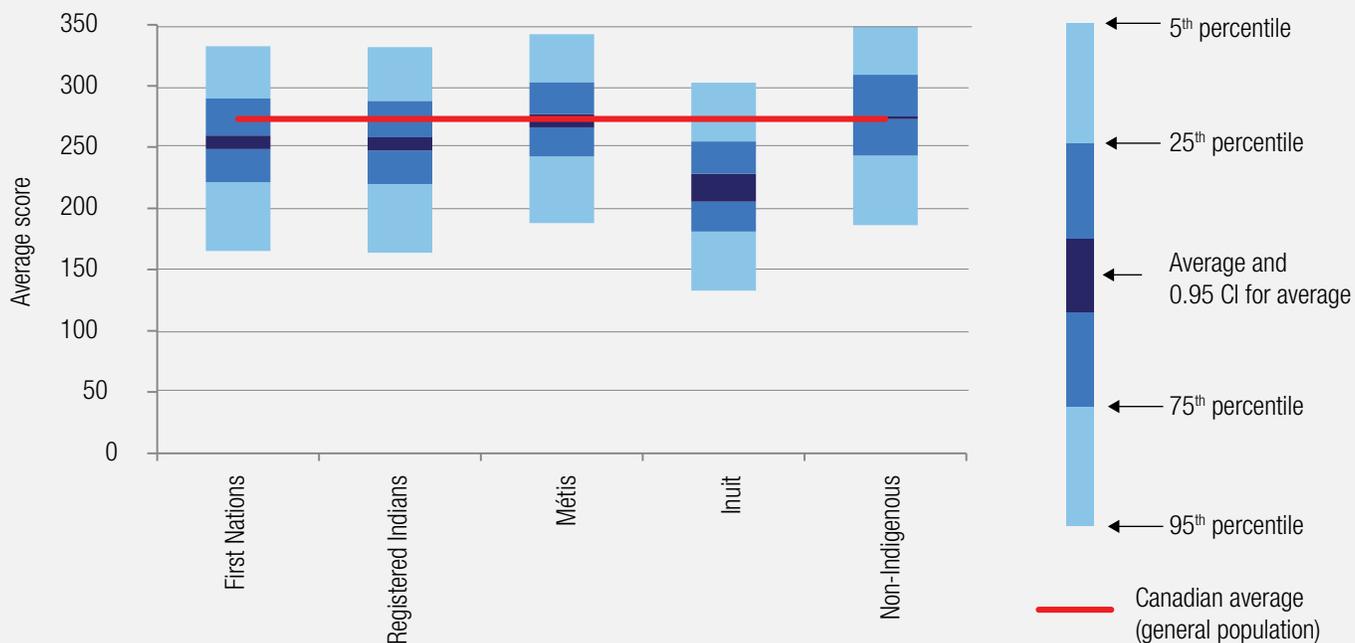
**Source:** Table 1.3c in Appendix II  
 U Too unreliable to be published

## Skills among First Nations, Métis, and Inuit

The results from PIAAC highlight variations in proficiency scores among those who identify as First Nations, Métis, and Inuit. The following set of figures shows results for First Nations, Registered Indians, Métis, and Inuit, alongside results for non-Indigenous Canadians, across the three domains of foundational skills.

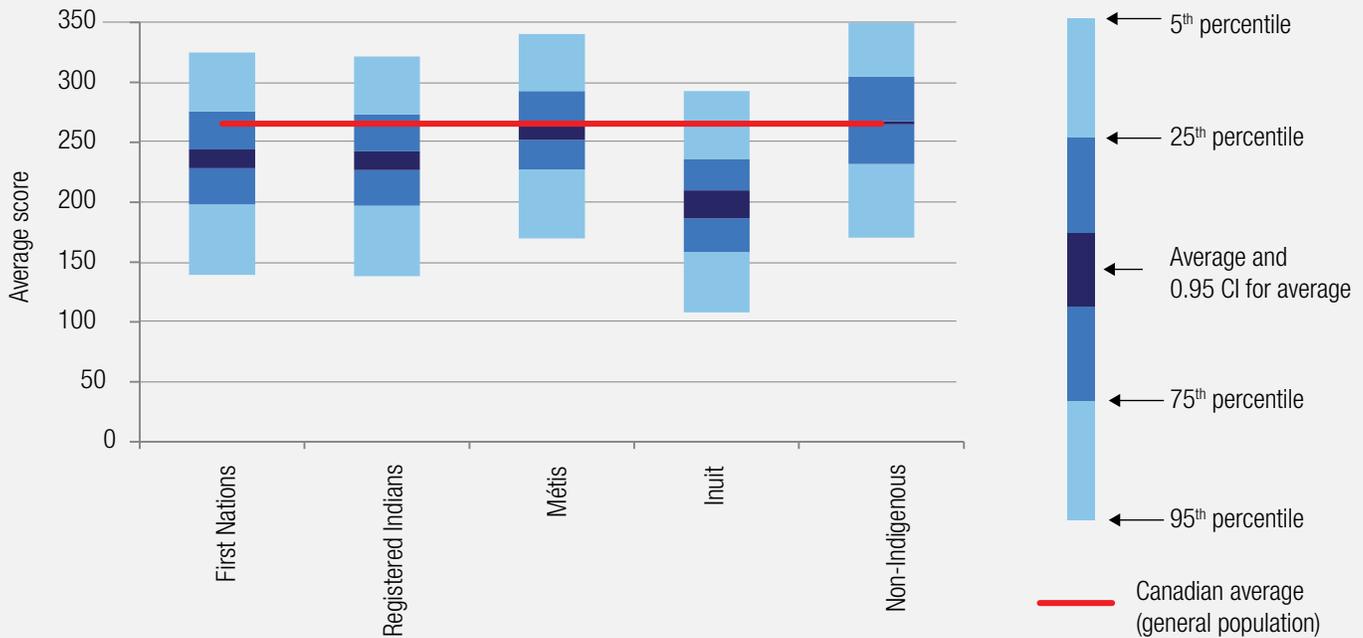
Figure 1.7 and Figure 1.8 present average scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles in literacy and numeracy, respectively, for the population aged 16 to 65, by Indigenous identification at the pan-Canadian level.

**Figure 1.7 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification, Canada, 2012**



**Source:** Table 1.2a in Appendix II

**Figure 1.8 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification, Canada, 2012**



**Source:** Table 1.2b in Appendix II

Métis consistently demonstrated the highest skills among Indigenous groups in all three domains. In literacy, Métis scored 272, which is not statistically different from the average for Canada. In numeracy, however, Métis registered an average score of 259, which is 6 points below the average for Canada of 265.

First Nations and Registered Indians scored below the average for Canada in both literacy and numeracy. The largest skills gaps are between Inuit and the Canadian average, with differences of 56 points in literacy and 67 points in numeracy.<sup>28</sup>

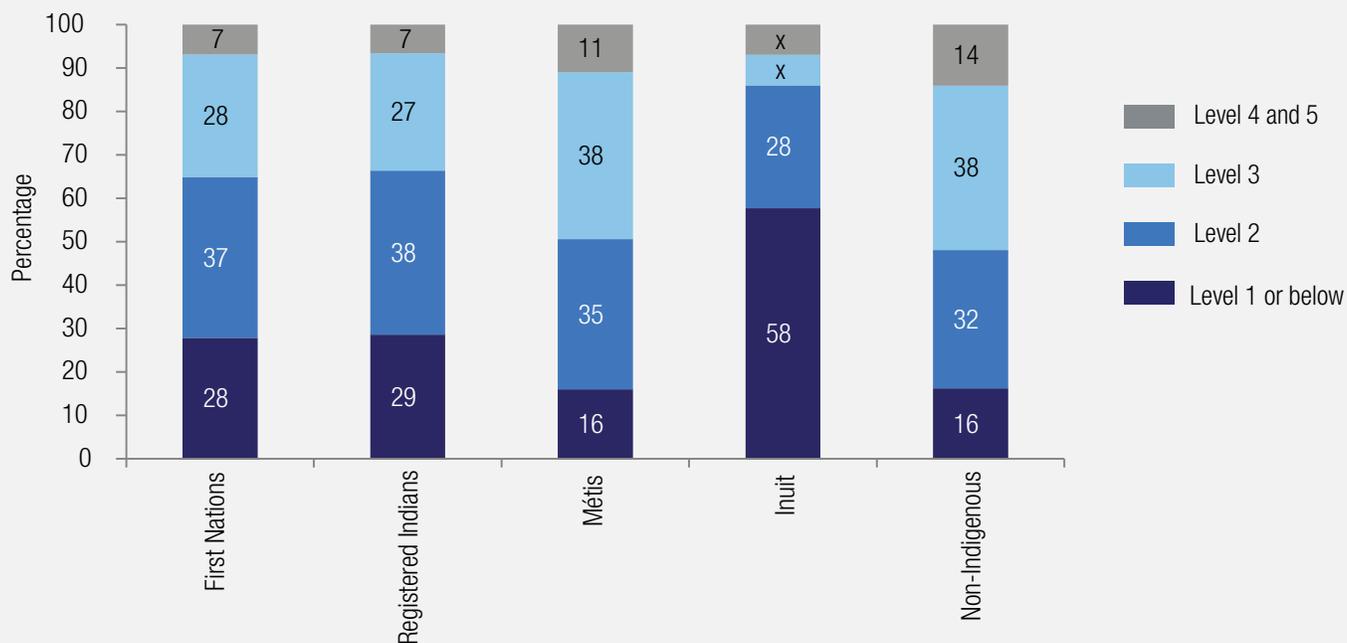
<sup>28</sup> For more information regarding education and skills in the northern territories, please see *What is the role of education in developing literacy and numeracy skills in the territories?* (Government of Canada & CMEC 2016).

Figure 1.9 shows the percentage distribution of proficiency levels in literacy for the population aged 16 to 65, by Indigenous identification; Figure 1.10 does the same for numeracy.

Among First Nations and Registered Indians, approximately 35 and 34 percent, respectively, scored at Level 3 or higher in literacy, and 25 and 23 percent, respectively, scored at Level 3 or higher in numeracy. Among Métis, nearly half scored at Level 3 or higher in literacy, and 39 percent scored at Level 3 or higher in numeracy.

Inuit face skills gaps in both literacy and numeracy, with 58 percent of Inuit respondents scoring at Level 1 or below in literacy and 68 percent scoring at Level 1 or below in numeracy. By contrast, 28 percent of First Nations, 29 percent of Registered Indians, and 16 percent of Métis scored at Level 1 or below in literacy. In numeracy, 41 percent of First Nations and 42 percent of those identifying as Registered Indians scored at Level 1 or below. This figure was considerably lower among Métis, of whom 24 percent scored at Level 1 or below in numeracy.

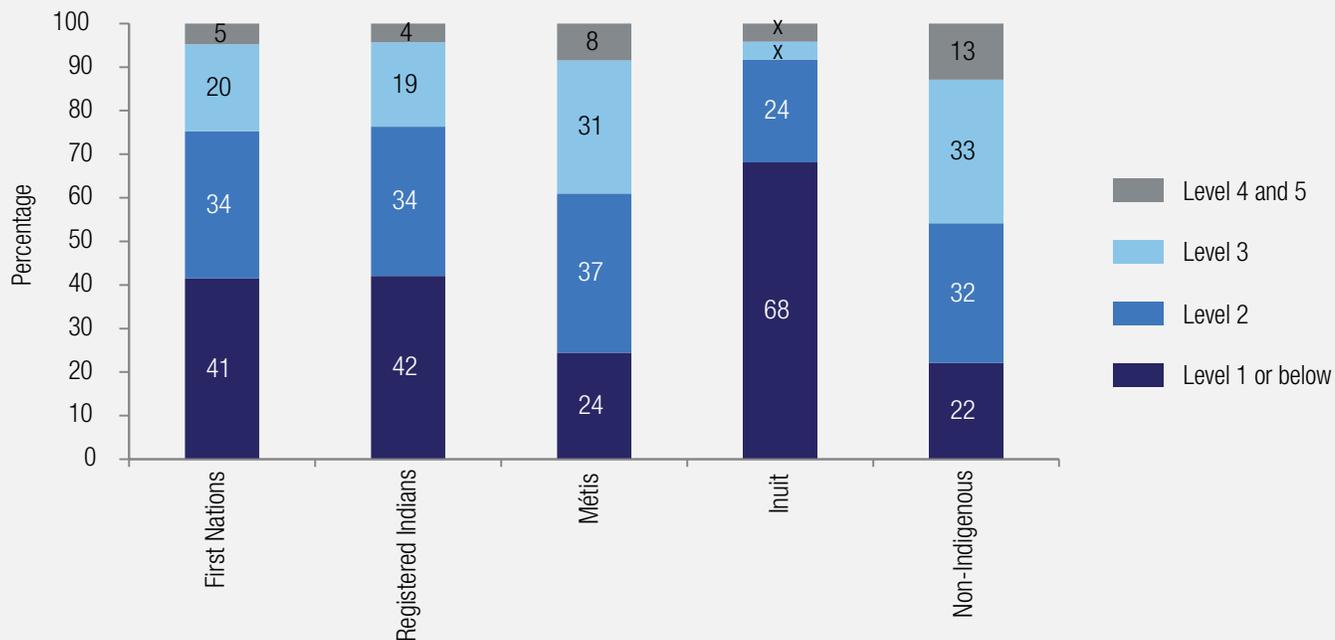
**Figure 1.9 Literacy – Percentage distribution of proficiency levels of population aged 16 to 65, by Indigenous identification, Canada, 2012**



Source: Table 1.3a of Appendix II

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

**Figure 1.10 Numeracy – Percentage distribution of proficiency levels of population aged 16 to 65, by Indigenous identification, Canada, 2012**



Source: Table 1.3b of Appendix II

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

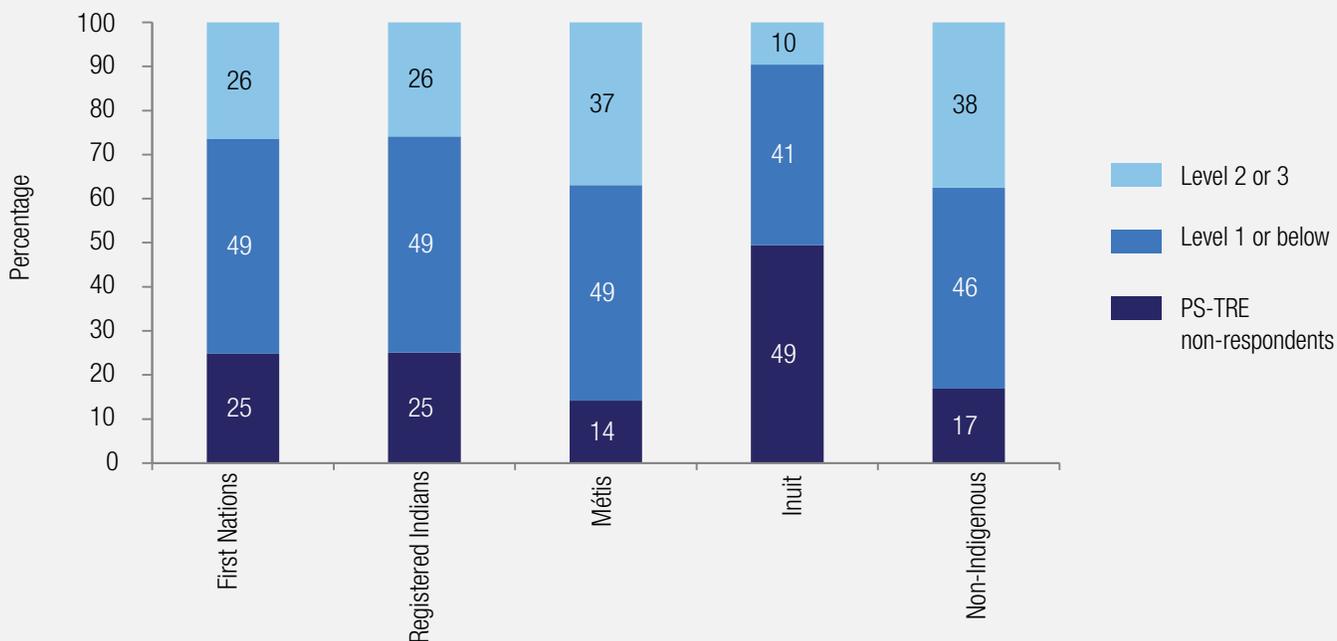
Figure 1.11 shows the percentage distribution of proficiency levels in PS-TRE at the pan-Canadian level for the population aged 16 to 65, by Indigenous identification.

In PS-TRE, 37 percent of Métis demonstrated the highest proficiency (Level 2 or 3), which is on par with the non-Indigenous population. In addition, only 14 percent of Métis were PS-TRE non-respondents, versus 17 percent of the non-Indigenous population. Among First Nations and Registered Indians, the percentage scoring at the highest levels of proficiency is 12 percentage points lower than the non-Indigenous average, while the percentage of non-respondents is 8 percentage points higher than the figure for the non-Indigenous population. Among Inuit, 10 percent scored at the highest levels of proficiency, and almost half of Inuit did not complete the test.

Any analysis of foundational skills must consider the individuals whose skills are being analyzed and the variety of sociodemographic factors that might impact their proficiency results. The unique contexts and historical experiences of Indigenous peoples in Canada are important elements to consider, but so are other sociodemographic factors that might impact Indigenous peoples in different ways than peoples who do not report an Indigenous identity.

The PIAAC background questionnaire collects information regarding numerous sociodemographic factors, which allows for the analysis of skills among Indigenous peoples while controlling for these factors.

**Figure 1.11 PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by Indigenous identification, Canada, 2012**



Source: Table 1.3c in Appendix II



## CHAPTER 2

# SKILLS BY SOCIODEMOGRAPHIC CHARACTERISTICS

This chapter focuses on skills proficiency results among Indigenous people while controlling for important sociodemographic characteristics such as age, gender, and language.

The following section first views skills proficiency scores among the Indigenous population by age cohort at the Canadian level and at the provincial/territorial level. It then presents scores among First Nations (and Registered Indians), Métis, and Inuit across Canada. Due to the unique age profiles of Indigenous peoples in Canada, proficiency scores for respondents aged 16 to 24 are then viewed more closely. The chapter then briefly discusses skills proficiency among Indigenous people by gender and then by mother tongue, the latter being of particular importance, given the unique language profiles of Indigenous peoples in Canada.

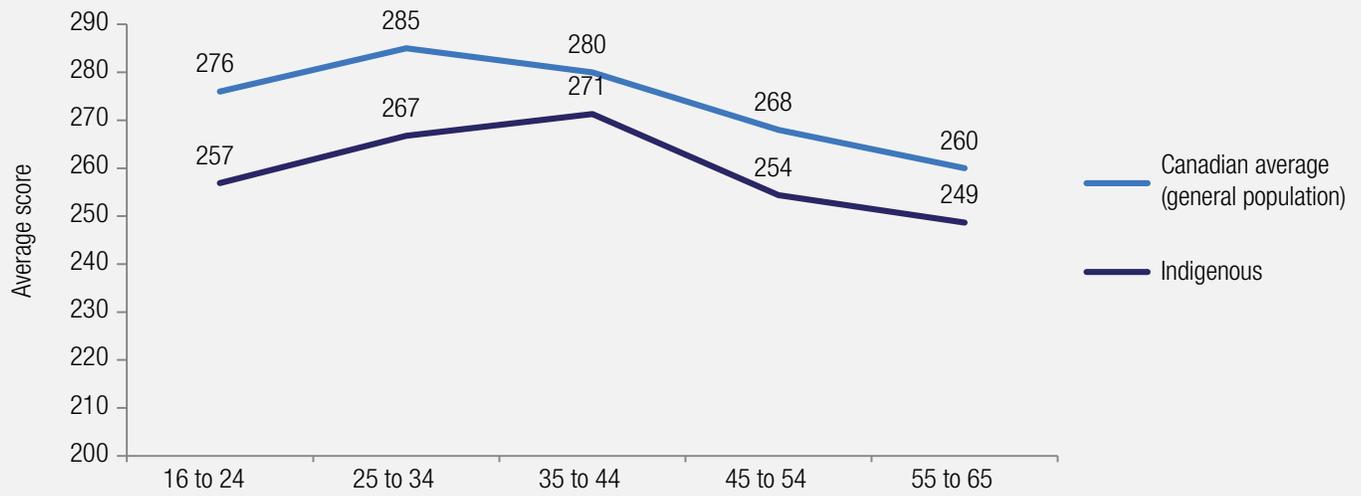
## Age

The age structure of the Indigenous population in Canada is different from that of the overall population. In particular, the Indigenous populations are much younger than the non-Indigenous population, with a median age of approximately 28 years in 2011, compared with a median age of 41 years for the non-Indigenous population. Among Indigenous groups, Inuit have the youngest median age, at 23 years, followed by First Nations at 26 years, and Métis at 31 years (Statistics Canada, 2013a, p. 16). The high proportion of young people in Indigenous populations has prompted a special focus on the youngest age cohort (falling between 16 and 24 years of age) later in this chapter.

Looking at all age groups, Indigenous respondents scored lower than non-Indigenous respondents in all three domains of literacy, numeracy, and problem solving in technology-rich environments (PS-TRE). However, this difference is not uniform across age groups. For example, as seen in Figure 2.1, which shows average literacy scores for the Indigenous population and the Canadian general population by age group, there are noticeably larger gaps in literacy among those 16 to 34 than among older respondents.

Proficiency in both literacy and numeracy peaks among Indigenous populations for those aged 25 to 44. For instance, as seen in Figure 2.2, which shows average numeracy scores for the Indigenous population and the Canadian general population by age group, both the 25-to-34 and the 35-to-44 age group significantly outperformed both the 45-to-54 age group and the 55-to-65 age group.

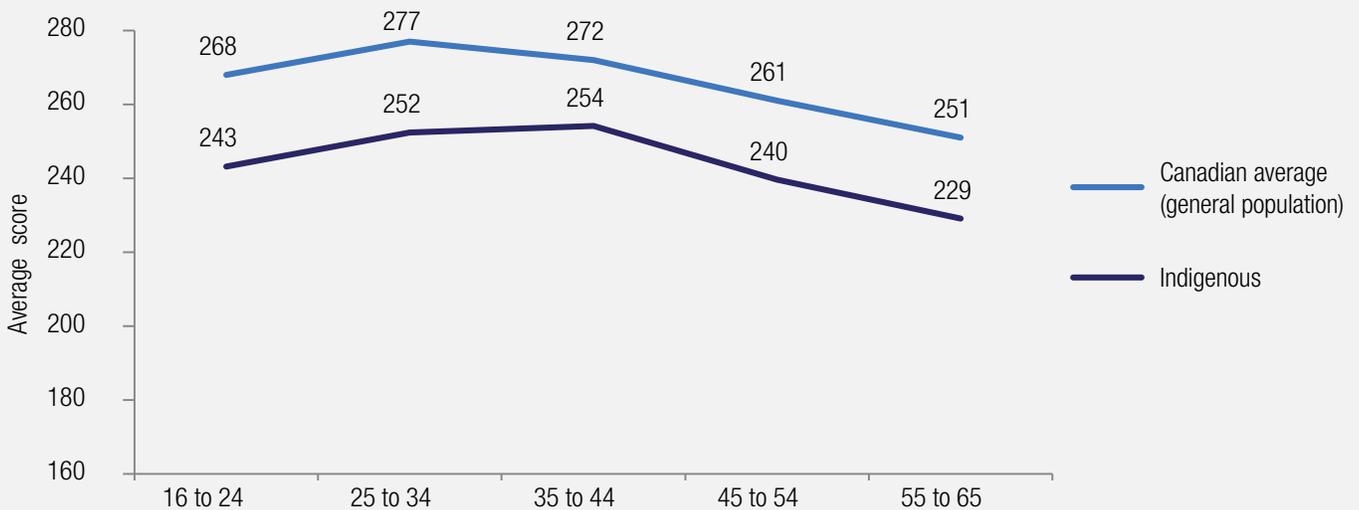
**Figure 2.1 Literacy – Average scores of population aged 16 to 65, by age group, Indigenous population and general population, Canada, 2012**



**Source:** Table 2.1a in Appendix II

**Note:** Indigenous respondents aged 35 to 44 years scored significantly higher than all other Indigenous age groups, except for those aged 25 to 34, where differences were not statistically significant.

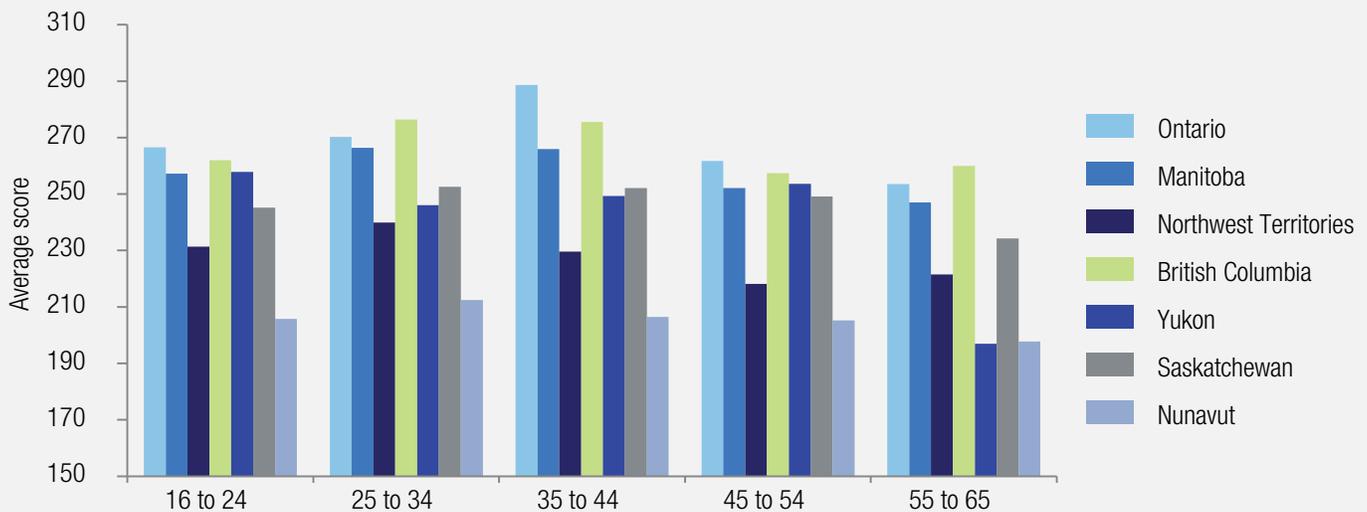
**Figure 2.2 Numeracy – Average scores of population aged 16 to 65, by age group, Indigenous population and general population, Canada, 2012**



**Source:** Table 2.1b in Appendix II

It should also be observed that large gaps exist in literacy and numeracy between Indigenous respondents of the same age group in different provinces and territories. In the case of literacy, respondents in Ontario and British Columbia consistently scored significantly higher than respondents in the territories, as illustrated in Figure 2.3, which presents average scores for the total Indigenous population aged 16 to 65, by age group and by oversampled populations.<sup>29</sup>

**Figure 2.3 Literacy – Average scores of the Indigenous population aged 16 to 65, by age group, oversampled populations, 2012**



**Source:** Table 2.1a in Appendix II

<sup>29</sup> Please see Table 2.1a in Appendix II for age distribution for provinces and territories, disaggregated by Indigenous identity group.

When looking at the results for First Nations, Registered Indians, Métis, and Inuit populations by age, a number of observations can be made. In literacy, for example, among First Nations and Registered Indians, those in the mid-age range (35 to 44 years) significantly outperformed the oldest age group (55 to 65 years) but not any other age group. It should be noted that there is no statistically significant difference in the scores of the youngest age group (16 to 24 years) and the oldest age group (55 to 65 years) in literacy among First Nations and Registered Indians. No further differences were found by age for First Nations and Registered Indians in literacy, as seen in Figure 2.4, which demonstrates average scores of the population aged 16 to 65 by age group and Indigenous identification.

Among Métis, those in the 25-to-34 and the 35-to-44 age groups outperformed not only the 55-to-65 age group but also the 16-to-24 age group. Métis scored significantly higher in literacy than other Indigenous groups in almost every age group, although the difference is less apparent in the older age groups (e.g., above 45). Among Inuit, there were no statistically significant differences in literacy by age.

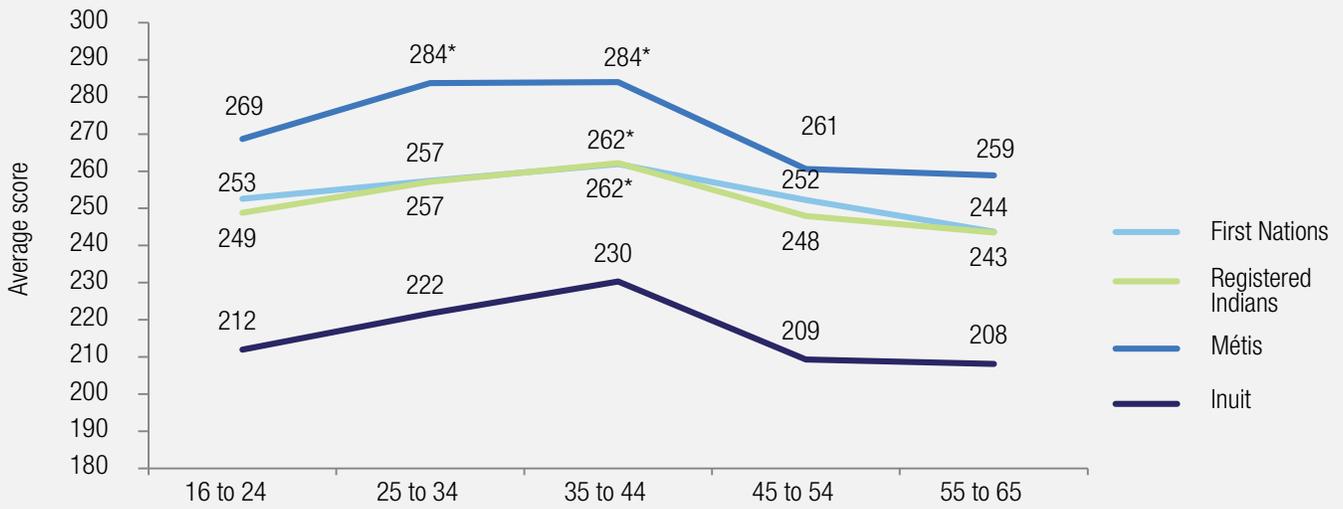
Results for numeracy followed a pattern similar to the results for literacy, with some differences, as illustrated in Figure 2.5, which shows average numeracy scores of the population aged 16 to 65 by age group and Indigenous identification. For First Nations and Registered Indian respondents, 35-to 44-year-olds outperformed the oldest age group (55 to 65 years). No further differences were found by age for First Nations and Registered Indians in this domain.

Métis respondents in the mid-range age groups (25 to 34 years and 35 to 44 years) significantly outperformed the two oldest age groups (45 to 54 years and 55 to 65 years) in numeracy. For Inuit, no statistically significant differences in numeracy were found by age.<sup>30</sup>

---

<sup>30</sup> Please see Table 2.1b in Appendix II for data regarding age distribution for First Nations, Registered Indians, Métis, and Inuit across provinces and territories.

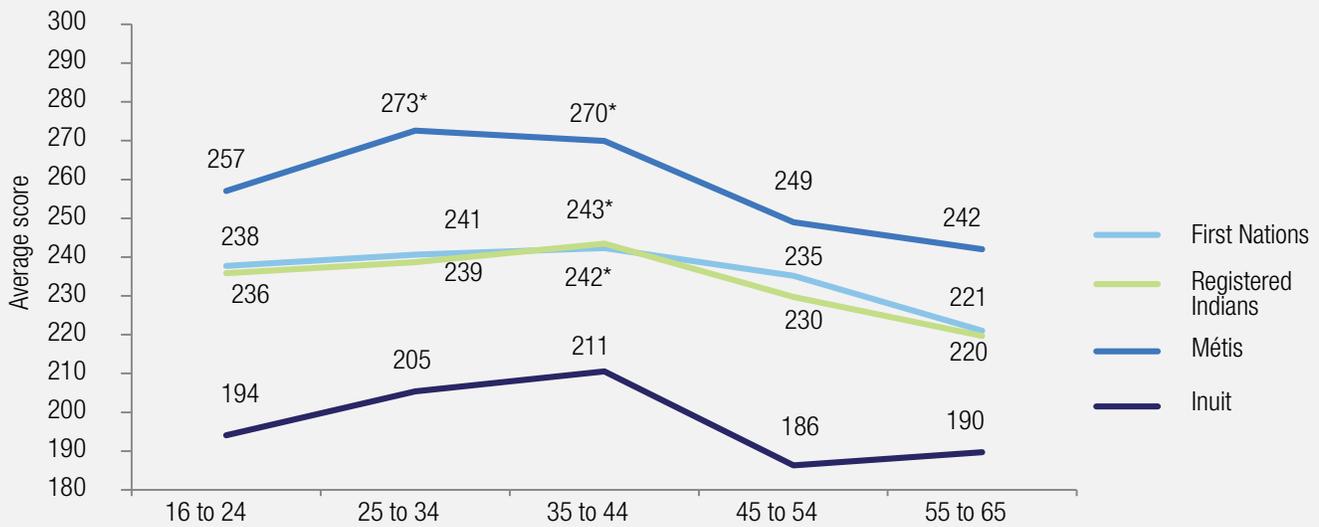
**Figure 2.4 Literacy – Average scores of population aged 16 to 65, by Indigenous identification and age group, Canada, 2012**



**Source:** Table 2.1a in Appendix II

\* Denotes a statistically significant difference in literacy scores relative to the oldest cohort of the same Indigenous group

**Figure 2.5 Numeracy – Average scores of population aged 16 to 65, by Indigenous identification and age group, Canada, 2012**



**Source:** Table 2.1b in Appendix II

\* Denotes a statistically significant difference in literacy scores relative to the oldest cohort of the same Indigenous group

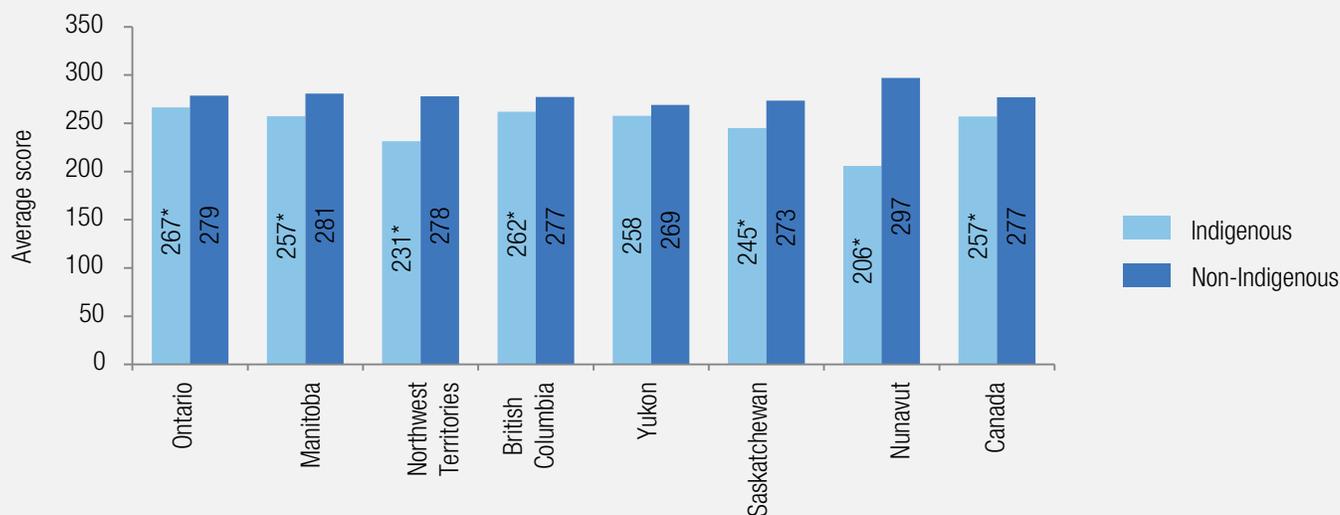
## Skills proficiency among youth aged 16 to 24

This section looks at the skills proficiency profile of Indigenous and non-Indigenous respondents aged 16 to 24, as the high proportion of the population in the youngest age group among Indigenous peoples in Canada warrants a closer look. As noted earlier, Indigenous youth are a growing demographic among Indigenous peoples in Canada. In terms of PIAAC, youth aged 16 to 24 make up 24 percent of First Nations respondents, 20 percent of Métis respondents, and 25 percent of Inuit respondents. For the non-Indigenous population, those in the 16-to-24 age group represent only 17 percent of total respondents to PIAAC in Canada.

As mentioned earlier, non-Indigenous youth aged 16 to 24 consistently outperformed their Indigenous counterparts in all three domains at the pan-Canadian level. Figures 2.6 and 2.7 show average scores for literacy and numeracy, respectively, for both Indigenous and non-Indigenous youth across the oversampled populations and at the Canadian level. Gaps between Indigenous and non-Indigenous respondents vary across the provinces and territories. For instance, gaps in literacy and numeracy are much narrower in Ontario

and British Columbia and much wider in Saskatchewan, Northwest Territories, and Nunavut. It should also be noted that, while no gaps were observed in PS-TRE at the provincial and territorial level, this may be because of small sample sizes.

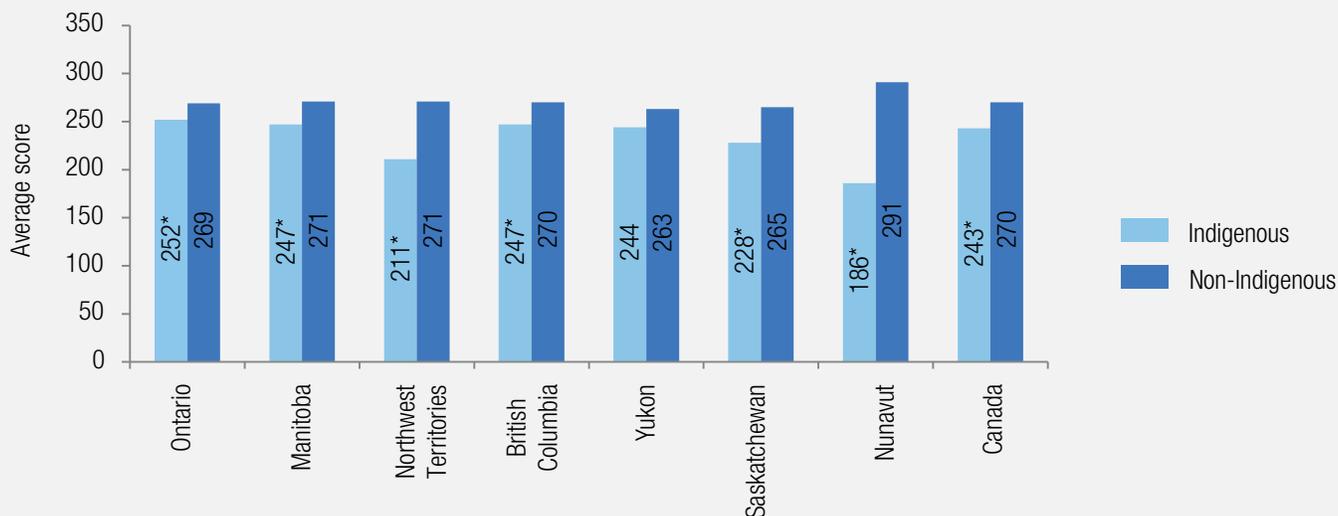
**Figure 2.6 Literacy – Average scores of population aged 16 to 24, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012**



**Source:** Table 2.1a in Appendix II

\* Denotes a statistically significant difference between the scores of Indigenous and non-Indigenous respondents in the same province or territory

**Figure 2.7 Numeracy – Average scores of population aged 16 to 24, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012**



**Source:** Table 2.1b in Appendix II

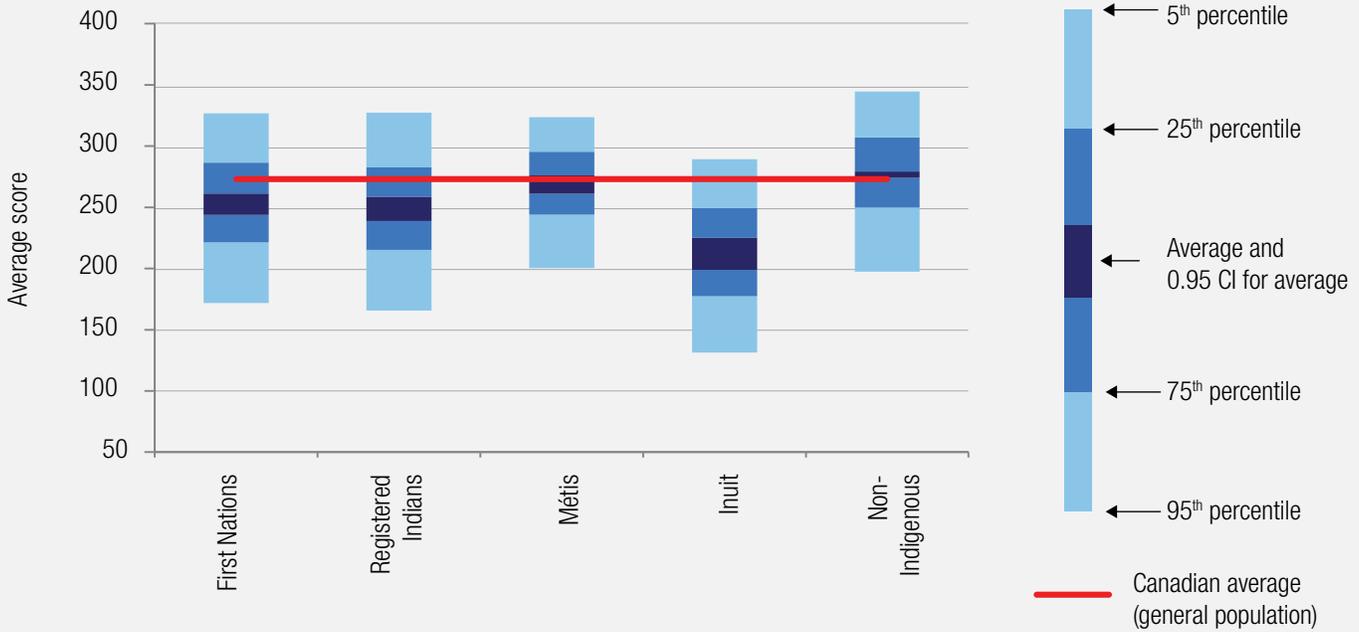
\* Denotes a statistically significant difference between the scores of Indigenous and non-Indigenous respondents in the same province or territory

Turning to differences between groups by Indigenous identification, we see that Métis scored significantly higher in literacy compared with First Nations, Registered Indians, and Inuit. Figure 2.8 shows scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles for youth aged 16 to 24 in these groups and in the non-Indigenous population.

The same pattern holds for results in numeracy, as seen in Figure 2.9, which shows score percentiles in this domain for youth aged 16 to 24 by Indigenous identification.

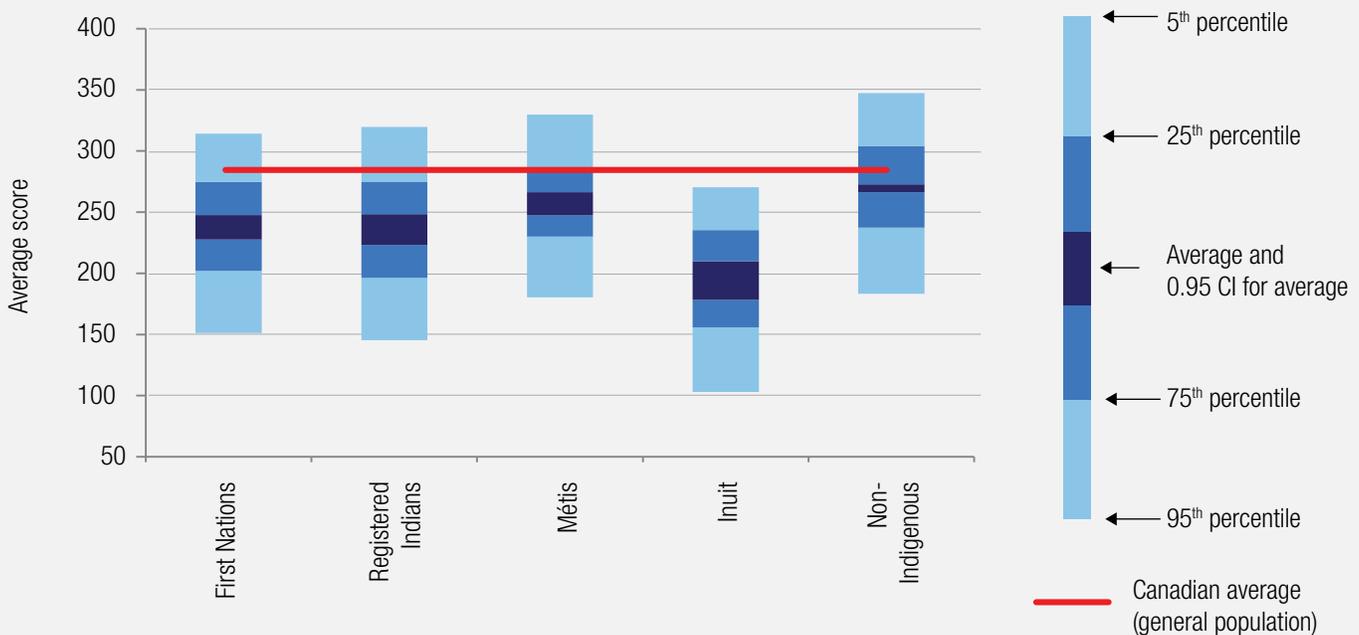
It should also be noted that Inuit aged 16 to 24 performed significantly below other Indigenous groups in both literacy and numeracy, though scores are noticeably lower in numeracy.

**Figure 2.8 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 24, by Indigenous identification, Canada, 2012**



Source: Table 2.1a in Appendix II

**Figure 2.9 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 24, by Indigenous identification, Canada, 2012**



Source: Table 2.1b in Appendix II

## ***Gender and skill levels***

The PIAAC results reveal no statistically significant gaps in literacy, numeracy, or PS-TRE between men and women in either the total Indigenous or Registered Indian populations. This is similar to the results for literacy and PS-TRE among the non-Indigenous population, but contrasts with results in numeracy, where men scored higher than women.<sup>31</sup>

This finding was also fairly consistent when we examined results by province and territory, as well as results among First Nations, Métis, and Inuit: men and women tend to score at the same skill levels in all three domains. It is important to note, however, that the PIAAC questionnaire did not ask about child-rearing responsibilities, the general provision of childcare, or transportation—all factors that could impact education rates or PIAAC scores. These topics may be of interest in further research.

As will be discussed in Chapter 3, skill differences by gender do appear among Indigenous populations when they are broken down by level of educational attainment.

## ***Mother tongue and the language of the test***

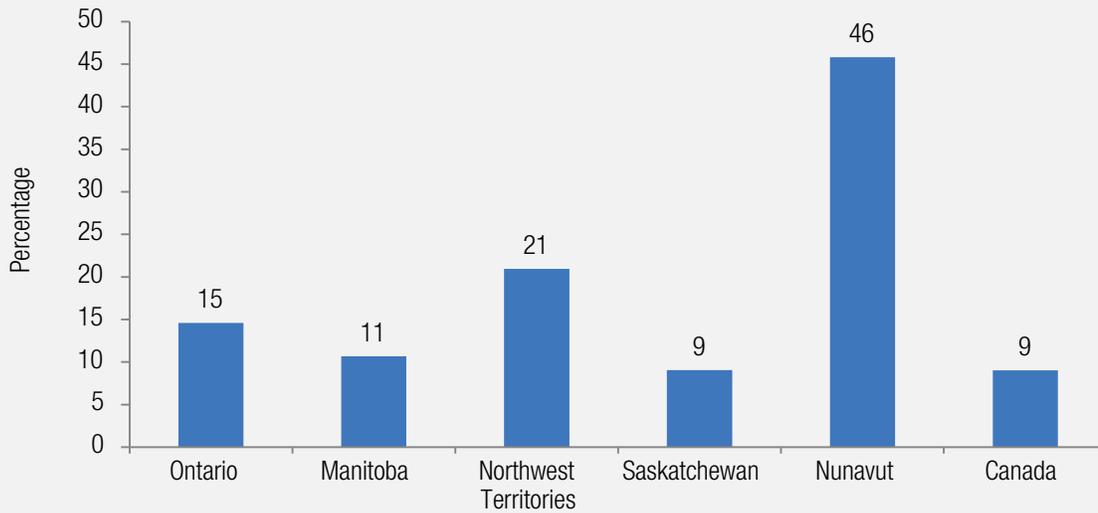
### *Language of the test*

In Canada, PIAAC was administered in the country's official languages, English or French, as chosen by respondents. As some respondents, including many Indigenous respondents, reported a mother tongue that was different from the language of the test, there are segments of the population for whom PIAAC scores in fact measure skills proficiency in a second language. Figure 2.10 presents the proportion of the total Indigenous population aged 16 to 65 whose mother tongue was not the same as the language of the test, for Canada and oversampled populations.

---

<sup>31</sup> See Table 3.2a in Appendix II for data regarding gender and skills proficiency scores by Indigenous identification.

**Figure 2.10 Proportion of total Indigenous population aged 16 to 65 whose mother tongue was not the same as the language of the test, Canada and oversampled populations, 2012**



**Source:** Table 2.2a In Appendix II

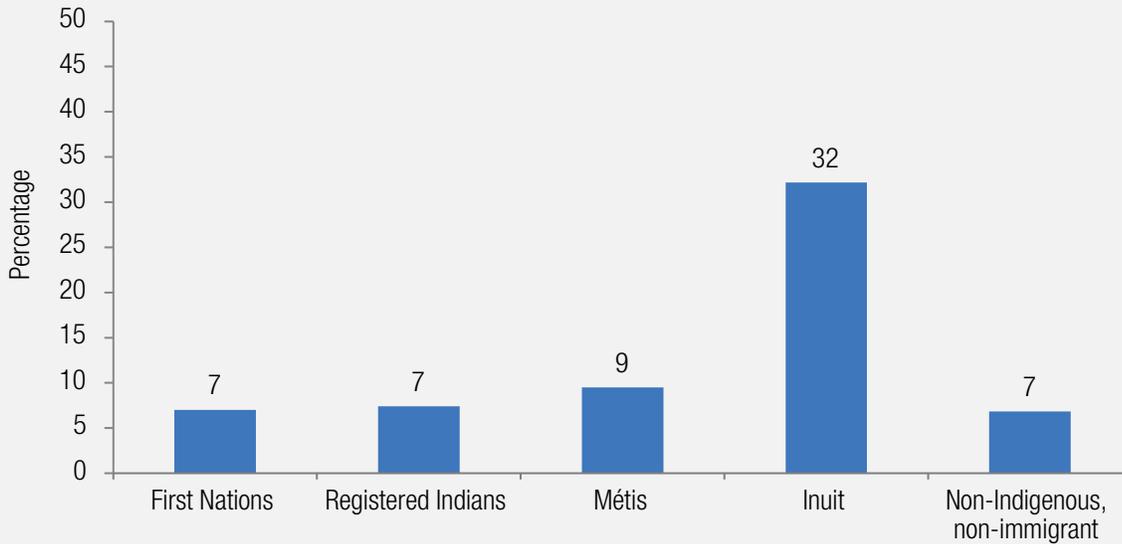
**Note:** Data for British Columbia and Yukon were unreliable.

Figure 2.11 presents the proportion of the total population aged 16 to 65 whose mother tongue was not the same as the language of the test, by Indigenous identification for Canada. For the purposes of this discussion, the non-Indigenous immigrant population was not factored in; the non-Indigenous population has been modified to include only non-Indigenous, non-immigrant respondents. This was done because skills results for this latter population are unique when controlling for mother tongue,<sup>32</sup> as will be illustrated in Figures 2.12 and 2.13. This observation suggests that the mother-tongue effect impacts test scores for some groups, such as Indigenous populations and immigrants,<sup>33</sup> differently, and that more research is required to better understand this phenomenon.

<sup>32</sup> Proficiency scores for the non-Indigenous, non-immigrant population are very similar, regardless of whether respondents had a mother tongue that was the same as the language of the test. When the non-Indigenous immigrant population is factored in, results are different.

<sup>33</sup> For more information on the impact of the mother tongue on PIAAC scores among immigrants, see *Skills proficiency of immigrants in Canada: Findings from the Programme for the International Assessment of Adult Competencies (PIAAC) CMEC (2017b)*.

**Figure 2.11 Proportion of population aged 16 to 65, whose mother tongue was not the same as the language of the test, by Indigenous identification, Canada, 2012**



**Source:** Table 2.2a in Appendix II

Language can have a bearing on PIAAC results. Low test scores for respondents with a non-official language as their mother tongue may reflect their low proficiency in the language of the test rather than low proficiency in the foundational skills tested.<sup>34</sup> Moreover, it is not possible to accurately measure the effect of official-language proficiency on the performance of respondents in the assessments, as PIAAC does not directly measure respondents' official-language proficiency. PIAAC results for literacy, numeracy, and PS-TRE among First Nations, Métis, and Inuit must, therefore, be considered with this limitation in mind.

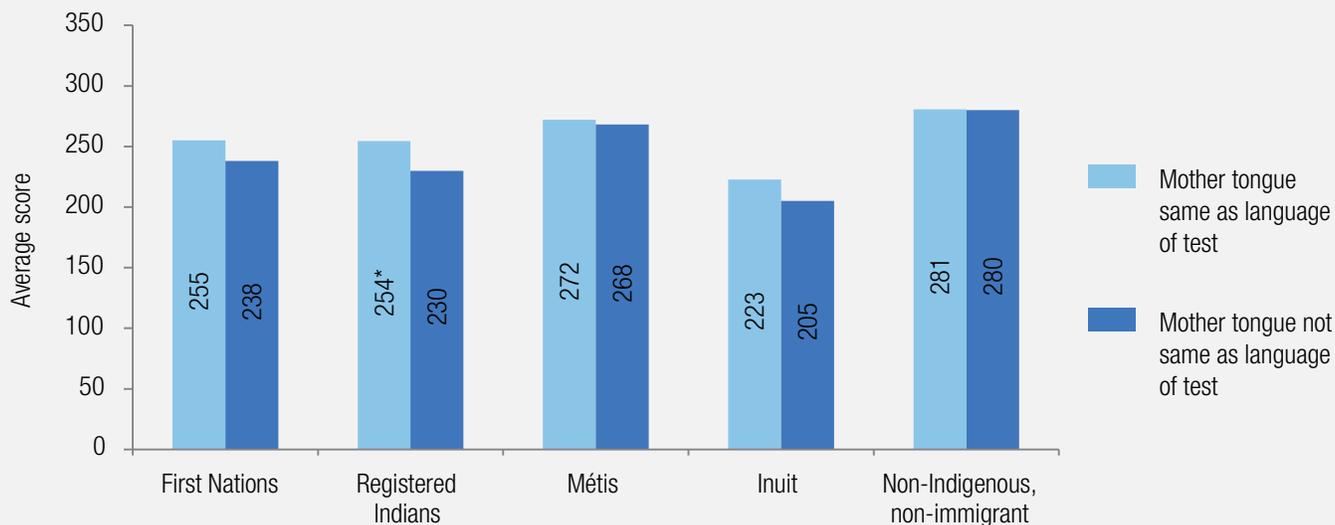
### Respondents' mother tongue

While PIAAC does not directly measure official-language proficiency, it does collect information on mother tongue from all respondents. "Mother tongue" refers to the first and second language learned at home in childhood and still understood by the individual at the time of the test. To measure the effect that language ability might have had on proficiency scores, in this section we examine the results obtained by Indigenous and non-Indigenous/non-immigrant respondents according to mother tongue.

In PIAAC, the proportion of respondents reporting a mother tongue that was different from the language of the test varied across provinces and territories as well as Indigenous groups. At the provincial/territorial level, the proportion of respondents reporting a mother tongue different from the language of the test varied from 9 percent in Saskatchewan and 15 percent in Ontario to 46 percent in Nunavut (see Figure 2.10). Some Indigenous groups were much more likely than others to report a mother tongue different from the language of the test. In Canada, 7 percent of First Nations, 9 percent of Métis, and 32 percent of Inuit reported a mother tongue that was not the same as the language of the test (see Figure 2.11). Figure 2.12 shows average scores in literacy for the population aged 16 to 65 by Indigenous identification, based on their mother tongue in relation to the language of the test. Figure 2.13 shows results for numeracy based on these same populations and variables.

<sup>34</sup> In some cases, Indigenous respondents had one of the official languages as their mother tongue but wrote the test in the other official language.

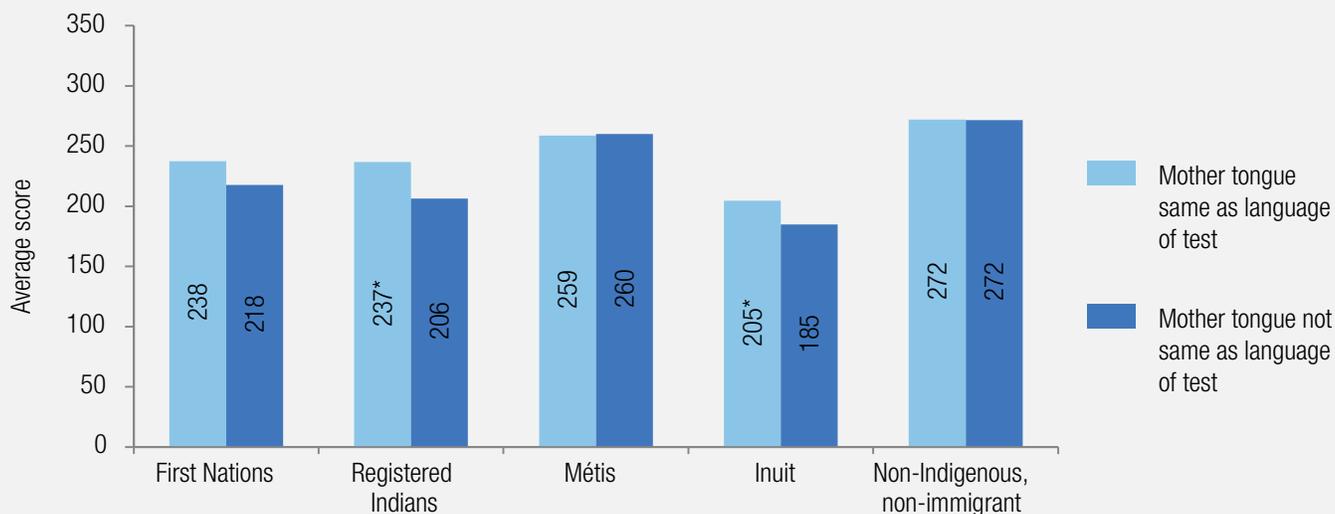
**Figure 2.12 Literacy – Average scores of population aged 16 to 65, by Indigenous identification and relationship between mother tongue and language of the test, Canada, 2012**



**Source:** Table 2.2a in Appendix II

\* The difference between this score and that of individuals whose mother tongue is not the same as the language of the test is statistically significant.

**Figure 2.13 Numeracy – Average scores of population aged 16 to 65, by Indigenous identification and relationship between mother tongue and language of the test, Canada, 2012**



**Source:** Table 2.2a in Appendix II

\* The difference between this score and that of individuals whose mother tongue is not the same as the language of the test is statistically significant.

Among the Indigenous population, the following observations are noteworthy:

- In the Indigenous population as a whole, those whose mother tongue was the same as the language of the test scored higher than those whose mother tongue was not the same as the language of the test in literacy and PS-TRE, but not in numeracy.
- In the Registered Indian population, those whose mother tongue was the same as the language of the test scored higher by large margins in literacy (25 points) and numeracy (30 points) than those whose mother tongue was not the same as the language of the test.
- In the Inuit population, those whose mother tongue was the same as the language of the test scored significantly higher than those whose mother tongue was not the same as the language of the test in numeracy, but not in literacy.

Focusing on those whose mother tongue was not the same as the language of the test, the following outcomes for Indigenous peoples relative to their non-Indigenous counterparts can be observed:

- Métis scored lower in literacy but not in numeracy.
- Both First Nations and Inuit scored lower in literacy and numeracy.

Having a mother tongue that was not the same as the language of the test also appears to play a role in the application of computer skills in PIAAC. Indigenous respondents who reported a different mother tongue from the language of the test were more likely to opt out of the computer-based assessment than those whose mother tongue was the same. In addition, among those who did take the test, fewer who had a different mother tongue from the language of the test scored at the highest levels of proficiency in PS-TRE (Levels 2 or 3) than those who reported the same mother tongue. These findings were also observed in all of the oversampled populations (where statistically reliable estimates are available), except Ontario, as well as among all Indigenous groups (again, where statistically reliable samples are available).

In addition to the direct impacts on test scores caused by having a mother tongue different from the language of the test, it is worth noting that respondents with an Indigenous mother tongue could have faced obstacles to skills development, as learning activities off reserve would take place primarily in the official languages. It is worth restating that the mother-tongue impact seems to be more than simply a language issue, based on results for the non-Indigenous, non-immigrant population, and that further research is needed to better understand how this factor impacts groups differently.



## CHAPTER 3

### SKILLS BY EDUCATIONAL ATTAINMENT

Educational attainment is well recognized as an important marker for skills proficiency. Higher levels of educational attainment are generally associated with higher levels of proficiency in literacy, numeracy, and problem solving in technology-rich environments (PS-TRE). It is an extremely important factor to include in the analysis of skills proficiency, especially when viewed in light of the fact that access to high-quality initial education is not equal for all peoples and that the experiences lived by all those interacting with education systems vary greatly. This becomes a consideration of the utmost importance when studying the skills profiles of Indigenous peoples in Canada.

This chapter therefore examines foundational skills among Indigenous peoples according to level of educational attainment.<sup>35</sup> First, respondents' skills are analyzed by the highest level of educational attainment completed. These levels of attainment are grouped into four categories: less than a high-school diploma; high-school diploma; postsecondary education below a bachelor's degree; and postsecondary education, bachelor's degree or higher. Those holding postsecondary education with a bachelor's degree or higher are also referred to as "university graduates."

Skills are then examined by level of educational attainment among Indigenous peoples at the provincial and territorial levels, and by First Nations (and Registered Indians), Métis, and Inuit at the Canadian level. Finally, results among Indigenous peoples are viewed by level of educational attainment and by gender. Once again, results must be viewed with an understanding of Indigenous peoples' unique experiences with education systems in Canada.

## ***Educational profiles of Indigenous peoples***

Typically, literacy, numeracy, and PS-TRE scores increase with each level of educational attainment. This finding holds among Indigenous peoples in Canada.<sup>36</sup> It is worth highlighting, however, that Indigenous and non-Indigenous populations present very different educational profiles at the lowest and highest levels

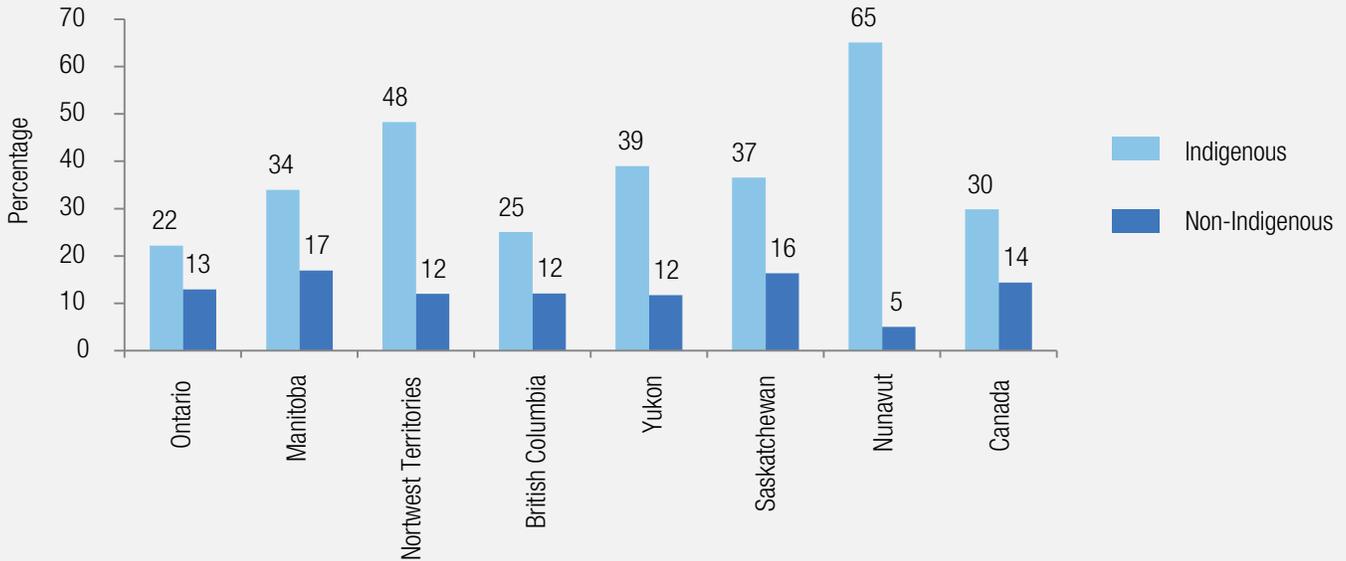
of educational attainment. Indigenous respondents in PIAAC were twice as likely as non-Indigenous respondents to report less than a high-school diploma as their highest level of educational attainment (30 percent versus 14 percent), as seen in Figure 3.1, which shows proportions of both the Indigenous and non-Indigenous populations aged 16 to 65 with less than a high-school diploma as their highest level of educational achievement.

Conversely, non-Indigenous respondents were more than twice as likely to report postsecondary education, bachelor's degree or higher, as their highest level of educational attainment (26 percent versus 11 percent). Figure 3.2 shows proportions of the Indigenous and non-Indigenous populations aged 16 to 65 with a bachelor's degree or higher as their highest level of educational attainment.

<sup>35</sup> Note that the analysis of educational attainment rates references results from the 2011 National Household Survey (NHS) and the 2012 Aboriginal Peoples Survey (APS), as these provide additional detail not available in PIAAC.

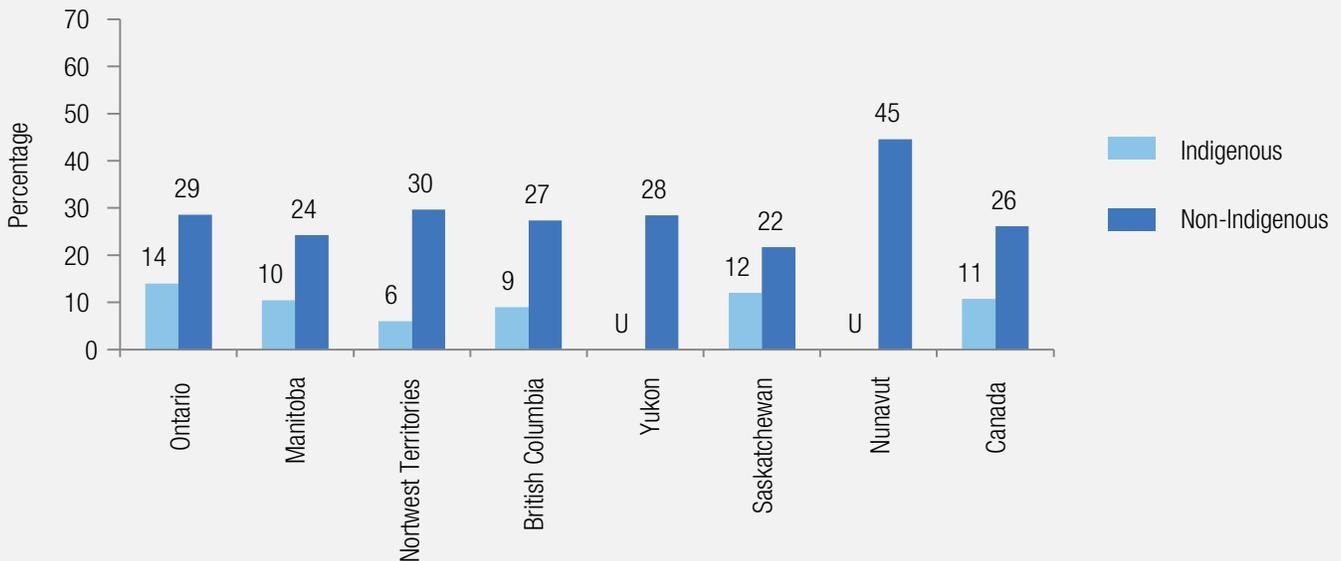
<sup>36</sup> Notwithstanding the differences in skills proficiency by educational attainment in the Indigenous population as a whole, there are no skill differences observed by educational attainment in any of the Indigenous groups; this is because smaller sample sizes render differences statistically insignificant for these groups, whereas aggregating their results does produce significant differences.

**Figure 3.1 Proportion of population aged 16 to 65 with less than a high-school diploma as highest level of educational attainment, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012**



Source: Table 3.1a in Appendix II

**Figure 3.2 Proportion of population aged 16 to 65 with postsecondary education, bachelor's degree or higher, as highest level of educational attainment, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012**



Source: Table 3.1a in Appendix II

U Too unreliable to be published

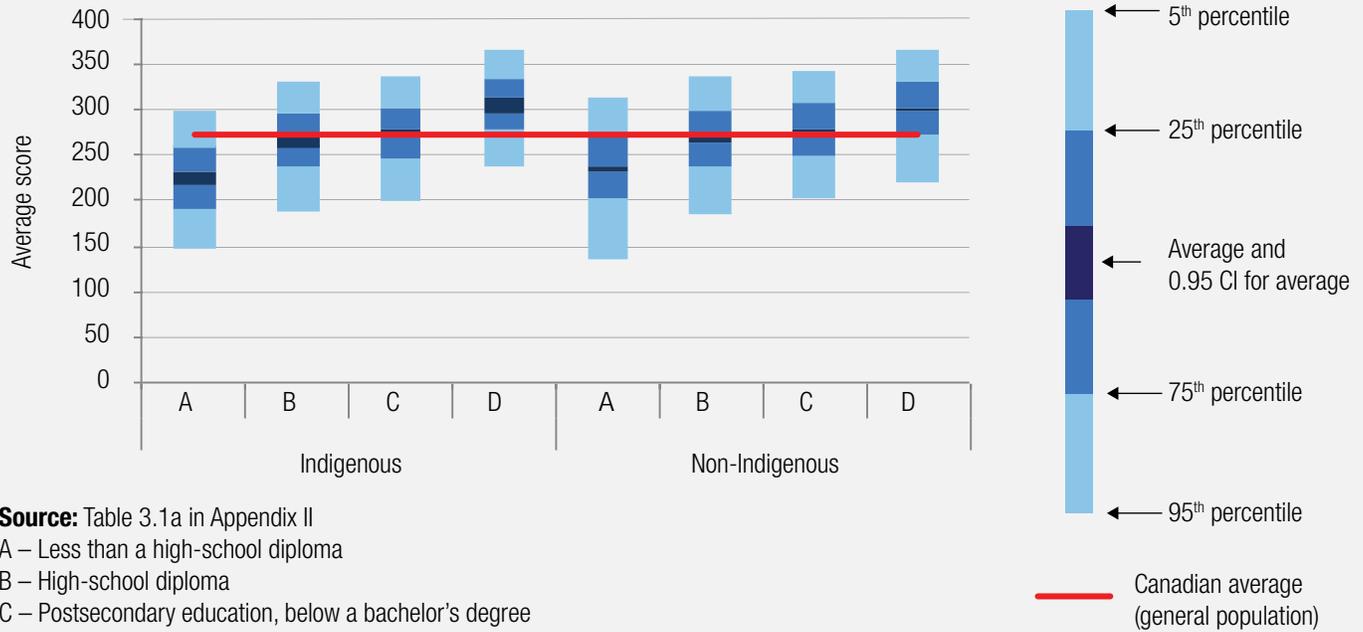
These differences in educational attainment can be explained partly by important differences in the age profile of Indigenous peoples compared with that of the general Canadian population. As noted earlier, the median age of the Indigenous population in Canada is considerably lower than that of the non-Indigenous population, and this has a substantial impact on overall levels of educational attainment and, by extension, on proficiency scores. Age is often correlated to some degree with educational attainment; in particular, younger people are less likely than older people to have completed postsecondary education. In addition, young people are more likely than older people to return to the education system at some point to complete a high-school diploma or postsecondary education. Taken together, these two facts suggest that the gap in attainment between Indigenous and non-Indigenous groups may change over time, as the youngest cohort ages. Yet, as a cross-sectional study, PIAAC can make comparisons only at a single point in time.

### ***Skill levels by educational attainment***

Looking at achievement in PIAAC by educational attainment, there are only minor differences in literacy scores between Indigenous and non-Indigenous peoples at the same level of educational attainment, with the exception of those with less than a high-school diploma, where Indigenous peoples scored 9 points lower than their non-Indigenous counterparts (225 versus 234). Figure 3.3 shows percentiles of average scores in literacy for the population aged 16 to 65 by educational attainment.

In numeracy, the picture is somewhat different: the non-Indigenous population outperformed the Indigenous population at every level of educational attainment except that of postsecondary education at a bachelor's degree or higher. The difference is especially notable at the level of less than a high-school diploma, where the gap is 16 points (207 versus 223). Figure 3.4 shows percentiles of average scores in numeracy for both the Indigenous and non-Indigenous populations, aged 16 to 65, by educational attainment.

**Figure 3.3 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by educational attainment, Indigenous population and non-Indigenous population, Canada, 2012**



**Source:** Table 3.1a in Appendix II

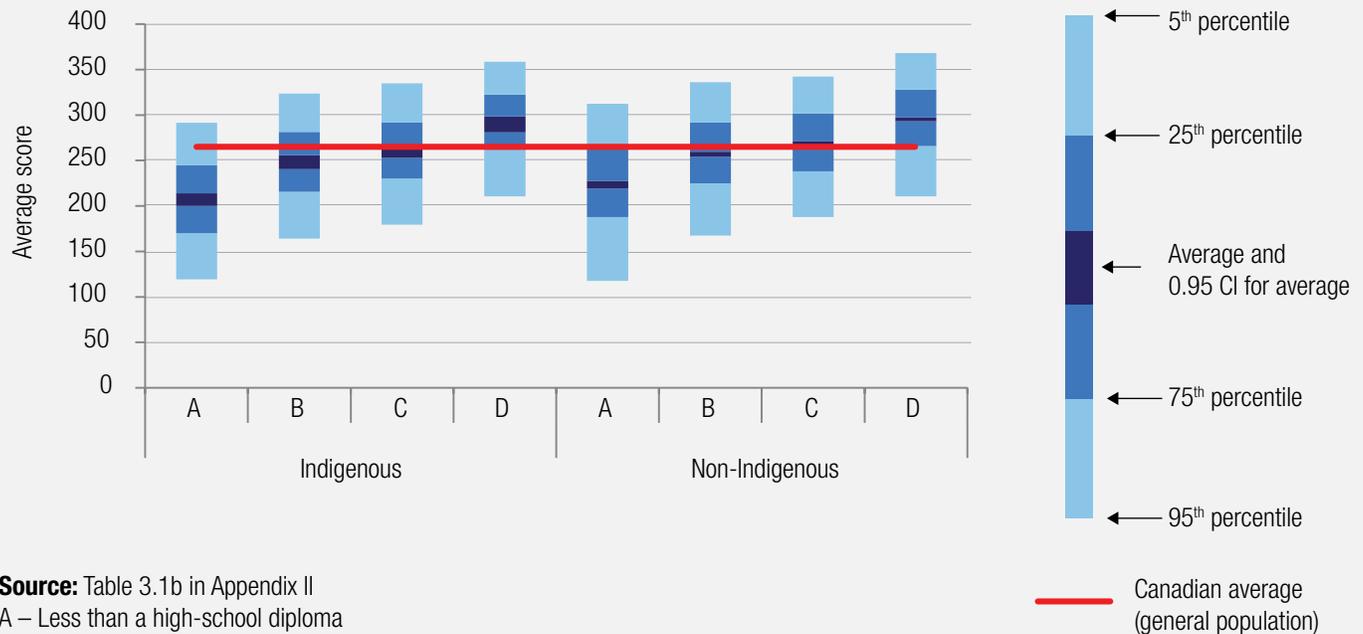
A – Less than a high-school diploma

B – High-school diploma

C – Postsecondary education, below a bachelor's degree

D – Postsecondary education, bachelor's degree or above

**Figure 3.4 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by educational attainment, Indigenous population and non-Indigenous population, Canada, 2012**



**Source:** Table 3.1b in Appendix II

A – Less than a high-school diploma

B – High-school diploma

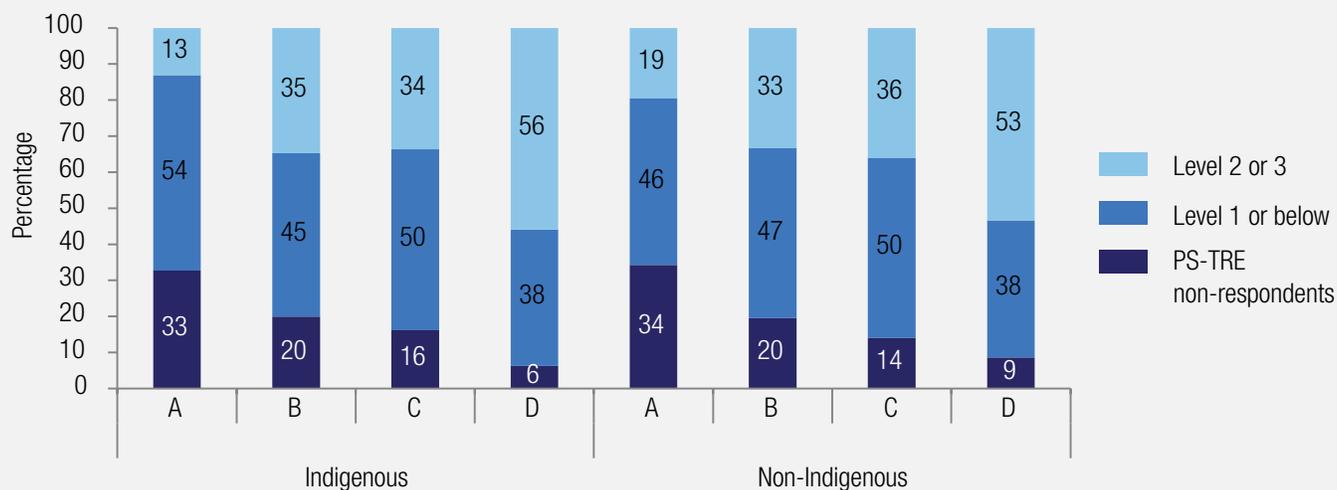
C – Postsecondary education, below a bachelor's degree

D – Postsecondary education, bachelor's degree or above

Skill levels in PS-TRE reveal once again that differences between Indigenous and non-Indigenous populations are greatest among those with less than a high-school diploma as their highest level of educational attainment. While the proportion of Indigenous and non-Indigenous respondents is almost identical at every level of education, scores among PS-TRE respondents vary between the two groups. Among those with a high-school diploma or higher, scores tend to be comparable, but among those without a high-school diploma, 54 percent of Indigenous respondents scored at Level 1 or below, compared with 46 percent of non-Indigenous respondents. Similarly, 13 percent of Indigenous respondents without a high-school diploma scored at Level 2 or 3, compared with 19 percent among the non-Indigenous population, as seen in Figure 3.5.

As the foregoing suggests, overall differences in skill levels between Indigenous and non-Indigenous populations, which become small or non-existent in many cases when level of educational attainment is equalized, reflect to a great extent differences in levels of educational attainment between the two populations. This suggests that the challenge of raising skills among Indigenous populations is, to a great extent, one of raising educational attainment levels.

**Figure 3.5 PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65, by educational attainment, Indigenous population and non-Indigenous population, Canada, 2012**



**Source:** Table 3.1c in Appendix II

A – Less than a high-school diploma

B – High-school diploma

C – Postsecondary education, below a bachelor's degree

D – Postsecondary education, bachelor's degree or above

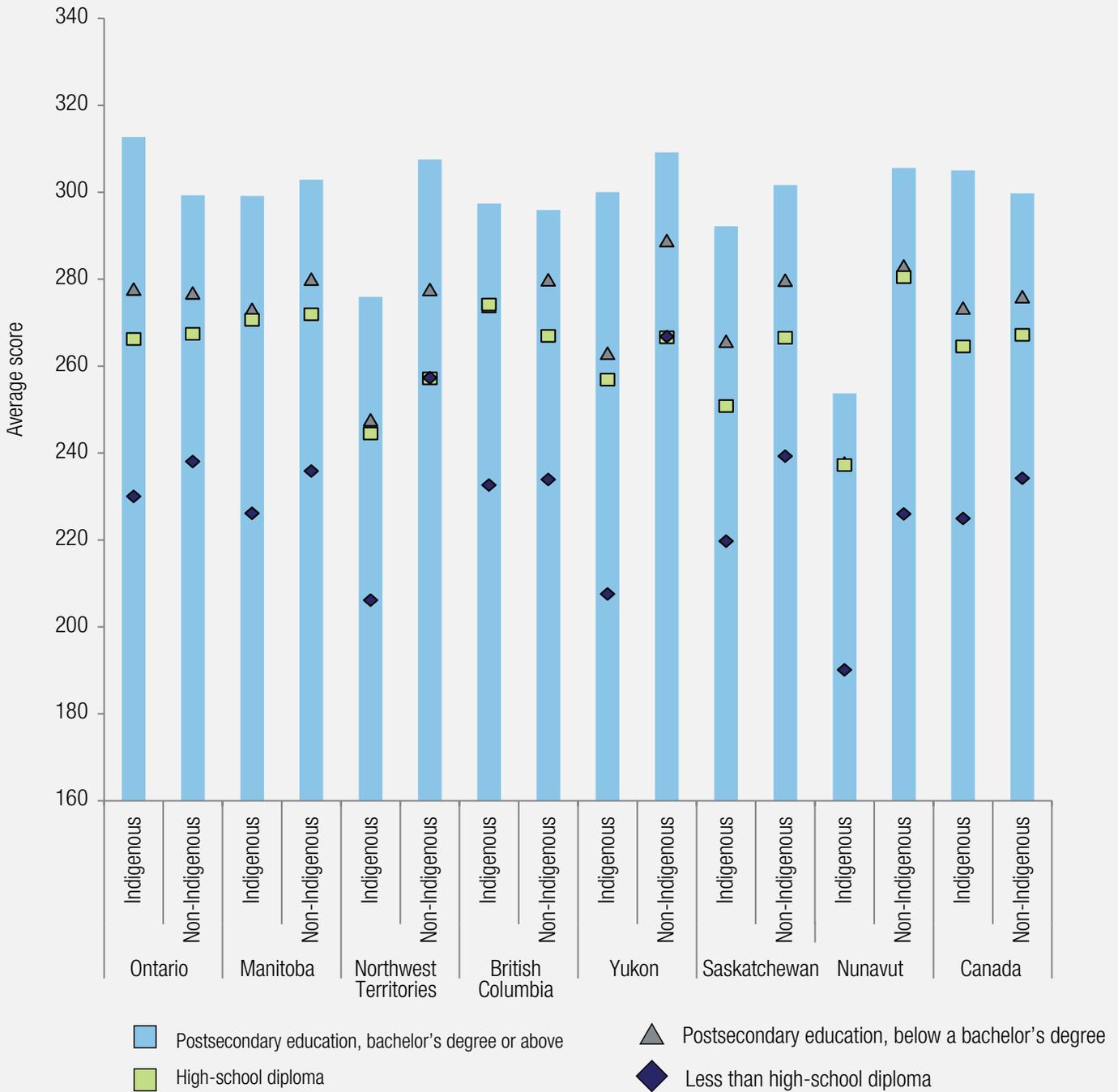
## ***Skill proficiency by educational attainment and by province and territory***

Educational attainment among Indigenous peoples varies by province and territory. Whereas the proportion of non-Indigenous peoples reporting less than a high-school diploma ranges between 12 percent and 17 percent by province/territory, among Indigenous peoples it ranges between 22 percent and 65 percent. In particular, Indigenous peoples in Ontario and British Columbia are much more likely to have a high-school diploma than Indigenous peoples in Manitoba, Saskatchewan, Northwest Territories, and Nunavut.

Looking at achievement in PIAAC by educational attainment of Indigenous groups at the provincial/territorial level, the picture is more complicated. While, at all levels of education, there were no differences in achievement of Métis compared with the non-Indigenous population in any province or territory, differences between other Indigenous groups and the non-Indigenous population are evident. First Nations adults with postsecondary education below a bachelor's degree scored lower than their non-Indigenous counterparts in literacy and numeracy in Manitoba and Saskatchewan and lower in numeracy in Yukon. In Northwest Territories, First Nations respondents with any form of postsecondary education, as well as Inuit with postsecondary education below a bachelor's degree, scored below their non-Indigenous counterparts in both literacy and numeracy. Gaps in both literacy and numeracy were also observed between Inuit with any form of postsecondary education in Nunavut and their non-Indigenous counterparts. Bobet (2015) notes that PIAAC revealed above-average skill levels among non-Indigenous adults living in Canada's territories, which contributes to wider gaps in skills between Indigenous and non-Indigenous peoples in this region.

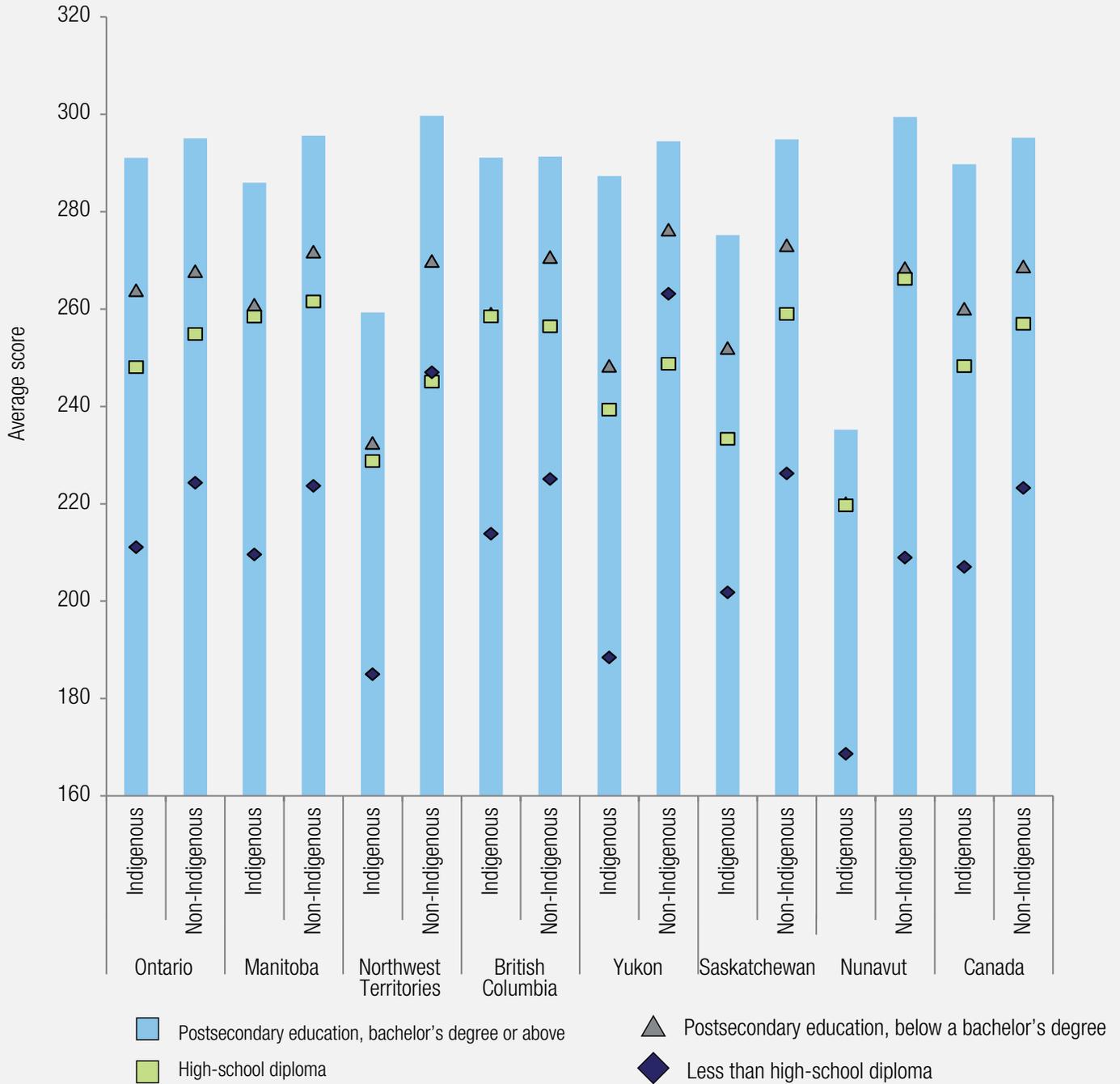
Figures 3.6 and 3.7 present average scores in literacy and numeracy, respectively, for the population aged 16 to 65, by Indigenous identification and educational attainment for Canada and the oversampled populations.

**Figure 3.6 Literacy – Average scores for population aged 16 to 65, by educational attainment, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012**



**Source:** Source: Table 3.1a in Appendix II

**Figure 3.7 Numeracy – Average scores for population aged 16 to 65, by educational attainment, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012**



Source: Table 3.1b in Appendix II

As noted above, controlling for educational attainment levels tends to reduce gaps in skill levels between Indigenous and non-Indigenous groups, and this is even more pronounced for those with postsecondary education at the bachelor's level or higher. For example, literacy scores for university graduates among First Nations, Métis, and Inuit populations are comparable to those of non-Indigenous populations, not only in Canada as a whole, but also at the provincial/territorial level in Ontario, British Columbia, Saskatchewan, Manitoba, and Yukon. Additionally, differences in numeracy scores between First Nations, Métis, and non-Indigenous university graduates are not statistically significant, although there are gaps between the non-Indigenous population and Registered Indians and Inuit at this level of education. In numeracy, Registered Indian university graduates lag behind the non-Indigenous population in Manitoba and Northwest Territories. The same can be said of First Nations in Northwest Territories and Inuit in Nunavut. No gaps are observed between Indigenous and non-Indigenous university graduates in PS-TRE.

In general, having postsecondary education at the bachelor's level or higher is also positively associated with higher PS-TRE skills across provinces and territories for individual Indigenous groups, where estimates are available. For instance, a greater proportion of university graduates among the Registered Indian population scored at Level 2 or 3 than those with less than a high-school diploma or with a postsecondary education below a bachelor's degree. A greater proportion of First Nations and Métis university graduates scored at Level 2 or 3 than those without such credentials. Among those with less than a high-school diploma, similar proportions of Indigenous and non-Indigenous respondents were PS-TRE non-respondents. However, Indigenous respondents without a high-school diploma were more likely to score at Level 1 or below in PS-TRE, and less likely to score at Level 2 or 3, compared with their non-Indigenous counterparts. Looking at Indigenous groups more closely, we find that Inuit without a high-school diploma were twice as likely as the non-Indigenous population to be PS-TRE non-respondents.

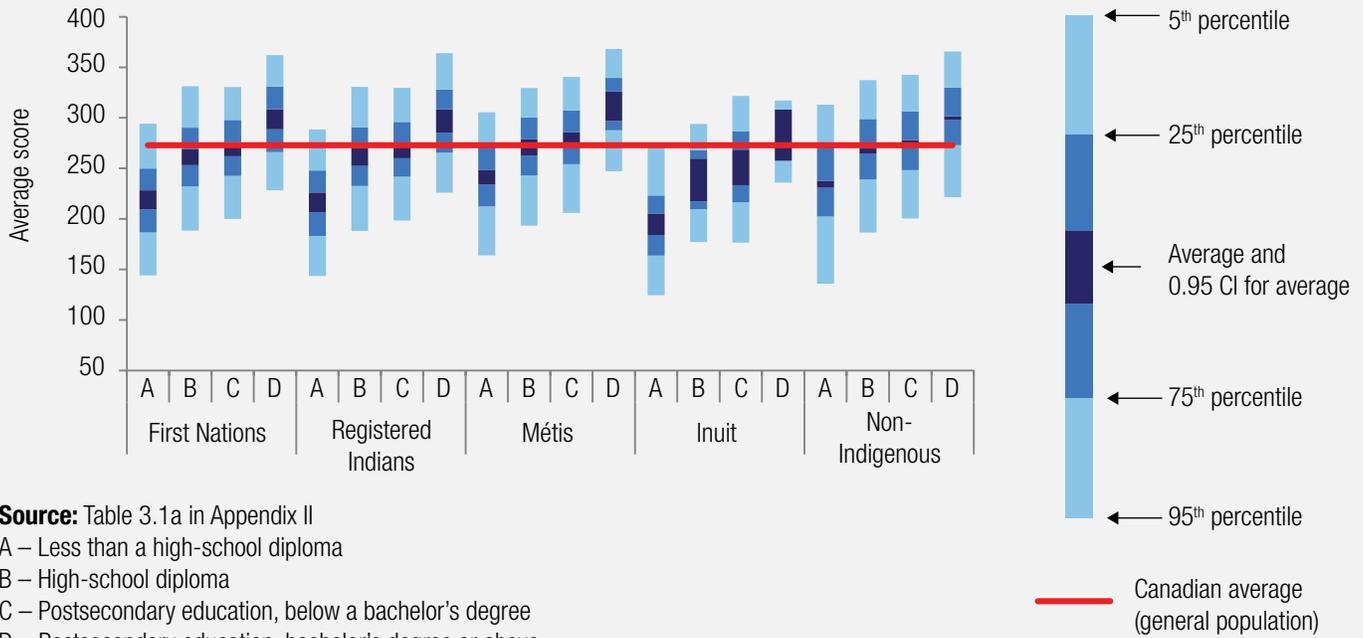
### ***Skill levels by educational attainment in Indigenous and non-Indigenous populations***

Looking more closely, it can be observed that Indigenous peoples' overall level of educational attainment varies among groups. Métis are less likely to have less than a high-school diploma as their highest level of educational attainment (24 percent of respondents) compared with

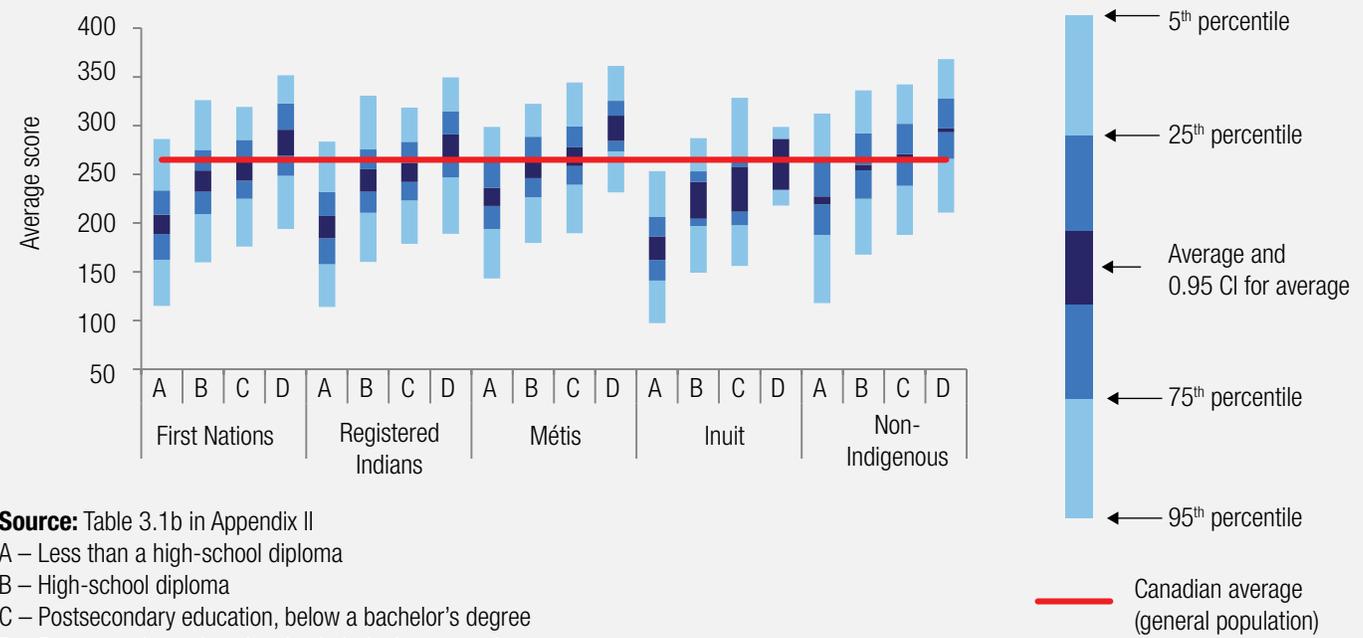
First Nations (32 percent) and Inuit (59 percent). The proportion of Métis with postsecondary education below a bachelor's degree (37 percent of respondents) is not significantly different from that of First Nations (31 percent), but is significantly higher than that of Inuit (21 percent). It is worth noting once more that the distinct age profiles of Indigenous populations could impact educational attainment levels due to the higher proportions of individuals in younger cohorts, who, because of their age, may not yet have completed postsecondary education.

PIAAC shows a strong positive correlation between educational attainment and literacy and numeracy scores for all groups by Indigenous identification—that is, higher literacy and numeracy scores tend to be associated with higher levels of educational attainment. Figures 3.8 and 3.9 show average scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles in Canada, by Indigenous identification and educational attainment, for literacy and numeracy, respectively.

**Figure 3.8 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada, 2012**



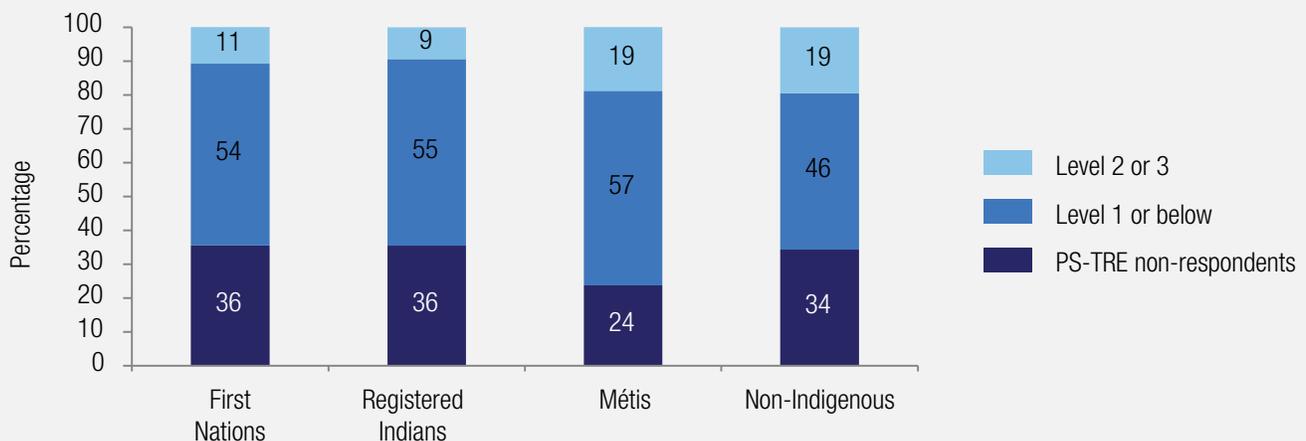
**Figure 3.9 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada, 2012**



As noted earlier, at the highest levels of educational attainment, the differences in scores in literacy and numeracy between Indigenous peoples and their non-Indigenous counterparts tend to diminish, although this is not true in numeracy for all Indigenous groups. In numeracy, scores for Registered Indian and Inuit university graduates are still significantly lower than those of their non-Indigenous counterparts. In addition, in numeracy the non-Indigenous population with postsecondary education below a bachelor's degree significantly outperformed all Indigenous groups with the same level of education, with the exception of Métis respondents.

Figure 3.10 shows the percentage distribution of skill levels in PS-TRE of the population aged 16 to 65 with less than a high-school diploma as their highest level of educational attainment, by Indigenous identification. Métis respondents with less than a high-school diploma were more likely than their non-Indigenous counterparts to have completed the PS-TRE assessment. Among Inuit, more than half of respondents with less than a high-school diploma did not complete the PS-TRE assessment. Because of the small sample size of the cohort who completed the assessment, Inuit are absent from this figure.

**Figure 3.10 PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65 with less than a high-school diploma as highest level of educational attainment, by Indigenous identification, Canada, 2012**

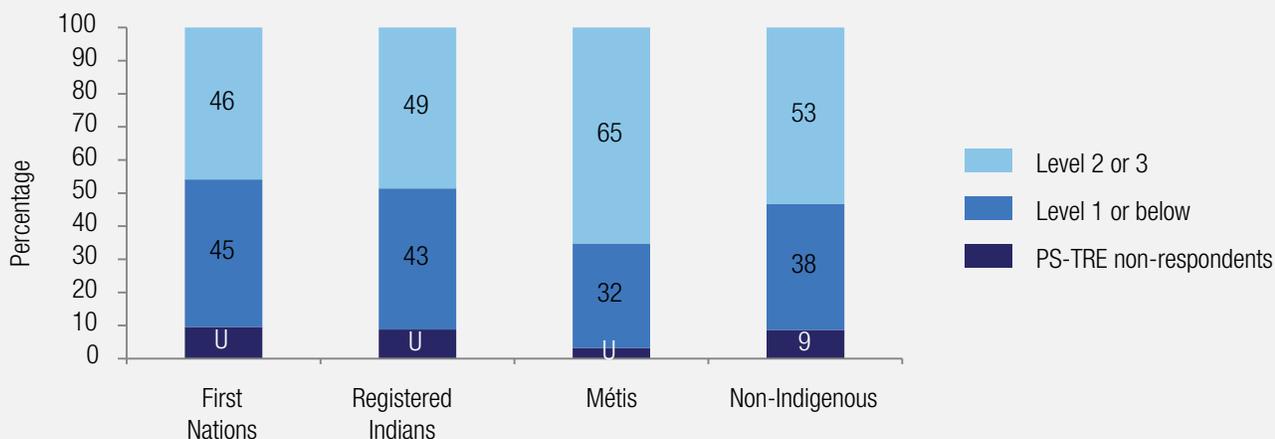


**Source:** Table 3.1c in Appendix II

**Note:** Data are not available for the Inuit population because of sample size limitations.

In PS-TRE, educational attainment at the level of a bachelor's degree or higher is associated with noticeably higher proficiency than for any other kind of educational attainment. Figure 3.11 shows the percentage distribution of skill levels for the population aged 16 to 65 with postsecondary education at a level of bachelor's degree or higher, by Indigenous identification. Compared with people at all other levels of educational attainment, those with a bachelor's degree or higher were more likely to be able to complete the computer-based assessment and less likely to opt out. Furthermore, fewer scored at Level 1 or below, and more scored at Level 2 or 3 (see Figure 3.5 above). This was true for all Indigenous groups, although it could not be confirmed among Inuit because of sample-size limitations.

**Figure 3.11 PS-TRE – Percentage distribution of proficiency levels of population aged 16 to 65 with postsecondary education, bachelor's degree or higher, as highest level of educational attainment, by Indigenous identification, Canada, 20122**



**Source:** Table 3.1c in Appendix II

**Note:** Data are not available for the Inuit population because of sample size limitations.

U Too unreliable to be published

As the measurement of PS-TRE skills requires respondents to solve problems using a computer, PS-TRE skills could not be measured for all respondents, as some completed PIAAC only on paper, whether owing to a lack of computer experience, failing the core ICT test, or opting out of the computer-based assessment. This occurrence was particularly prevalent among those with lower levels of education: Indigenous peoples who had not completed high school, for example, were

twice as likely not to take the test on the computer as Indigenous peoples with postsecondary education below a bachelor's degree, and five times as likely as Indigenous peoples with postsecondary education at the bachelor's level or higher. This relationship between level of educational attainment and non-completion of the computer test is more or less identical with that in the non-Indigenous population.

In summary, PIAAC reveals a gap between the average skill levels of Indigenous and non-Indigenous peoples that, to a great extent, reflects differences in educational attainment. This relationship can be seen clearly in the case of literacy, where comparisons between Indigenous and non-Indigenous peoples with the same level of educational attainment reveal almost no difference in proficiency. The one exception to this trend is among the population that has not completed a high-school diploma, among which the non-Indigenous population

scores higher in literacy than the Indigenous population. Achievement in numeracy, on the other hand, appears to be more resistant to the effects of educational attainment, except at the highest levels. These findings are summarized the Figure 3.12, which presents similarities and differences in average performance in literacy and numeracy for the population aged 16 to 65 by Indigenous identification and educational attainment in Canada.

**Figure 3.12 Literacy and numeracy – Similarities and differences in average performance of population aged 16 to 65, by Indigenous identification and educational attainment, Canada, 2012**

**A. Literacy**

	Indigenous	First Nations	Registered Indians	Métis	Inuit
Less than high-school diploma					
High-school diploma					
Postsecondary education, below bachelor's degree					
Postsecondary education, bachelor's degree or higher					

**B. Numeracy**

	Indigenous	First Nations	Registered Indians	Métis	Inuit
Less than high-school diploma					
High-school diploma					
Postsecondary education, below bachelor's degree					
Postsecondary education, bachelor's degree or higher					

**Source:** Table 3.1a and Table 3.1b in Appendix II

**Note:** The shaded cells represent observations where the non-Indigenous population outperformed Indigenous populations. The unshaded cells represent observations where the skill differences between non-Indigenous and Indigenous populations were not statistically significant.

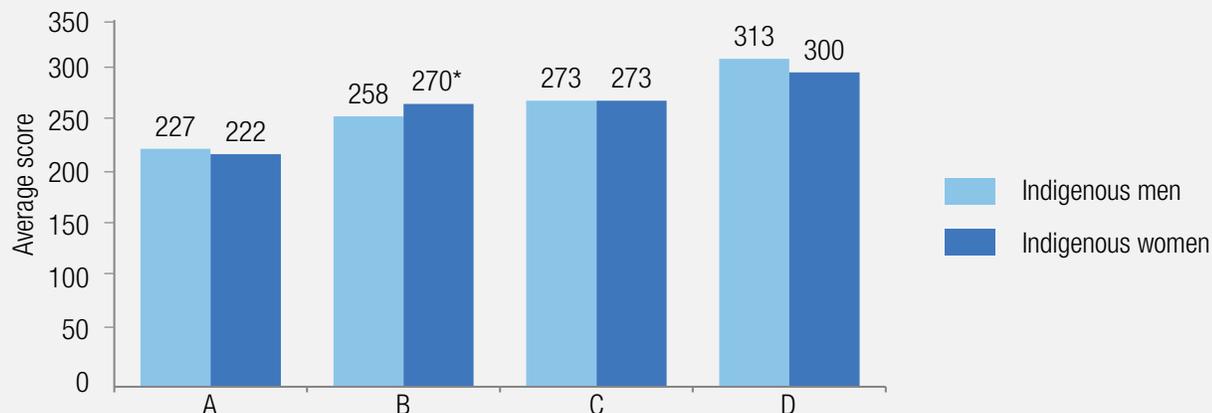
## Educational attainment and gender

As noted in Chapter 2, there are no statistically significant score differences by gender in the total Indigenous population. However, when educational attainment is taken into account, some differences appear.

Literacy scores reveal no statistically significant differences between Indigenous men and women at the same level of educational attainment, except for those with a high-school diploma as their highest level of educational attainment, where women outperformed men, as seen in Figures 3.13.

Interestingly, Indigenous men scored higher than Indigenous women in numeracy at all levels of educational attainment, except for respondents with a high-school diploma as their highest level of educational attainment, where women scored on par with men (see Figure 3.14).

**Figure 3.13 Literacy – Average scores of Indigenous population aged 16 to 65, by gender and educational attainment, Canada, 2012**



**Source:** Table 3.2a in Appendix II

\* Denotes a statistically significant difference between the scores of Indigenous women and Indigenous men

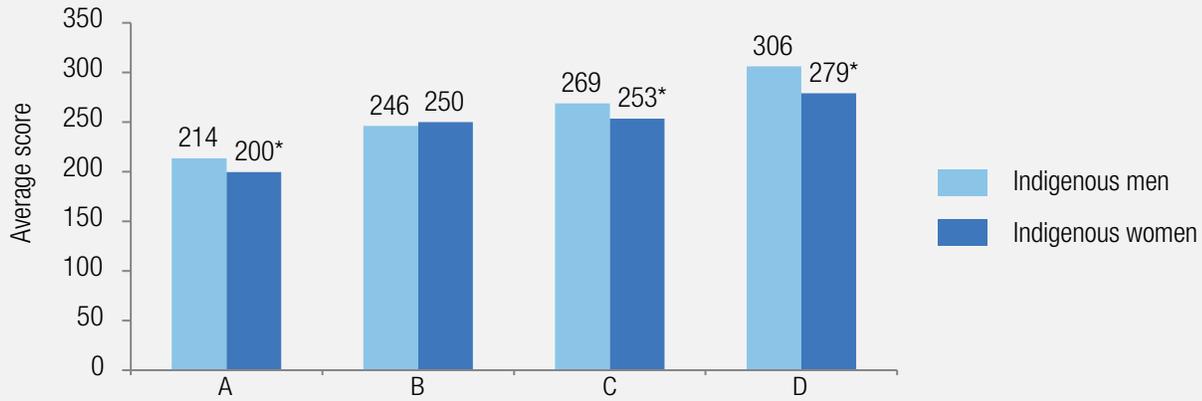
A – Less than a high-school diploma

B – High-school diploma

C – Postsecondary education, below a bachelor's degree

D – Postsecondary education, bachelor's degree or above

**Figure 3.14 Numeracy – Average scores of Indigenous population aged 16 to 65, by gender and educational attainment, Canada, 2012**



**Source:** Table 3.2a in Appendix II

\* Denotes a statistically significant difference between the scores of Indigenous women and Indigenous men

A – Less than a high-school diploma

B – High-school diploma

C – Postsecondary education, below bachelor's degree

D – Postsecondary education, bachelor's degree or above



## CHAPTER 4

# SKILLS AND LABOUR MARKET OUTCOMES

Higher information-processing skills tend to have a positive impact on labour market outcomes, such as employment and earnings. Not only can skills influence the type of employment an individual can secure, but the type of employment can in turn influence how an individual's skills evolve over time.

In Canada, Indigenous peoples have historically had a disadvantage in labour-market outcomes when compared with non-Indigenous peoples (see Statistics Canada, 2017c), notably due to the compounding effect of systemic discrimination, which has perpetuated lower levels of achievement across indicators (Battiste, 2009). Considering the relationship between foundational skills and labour market outcomes, these outcomes are an important factor to examine when analyzing skills proficiency among Indigenous peoples.

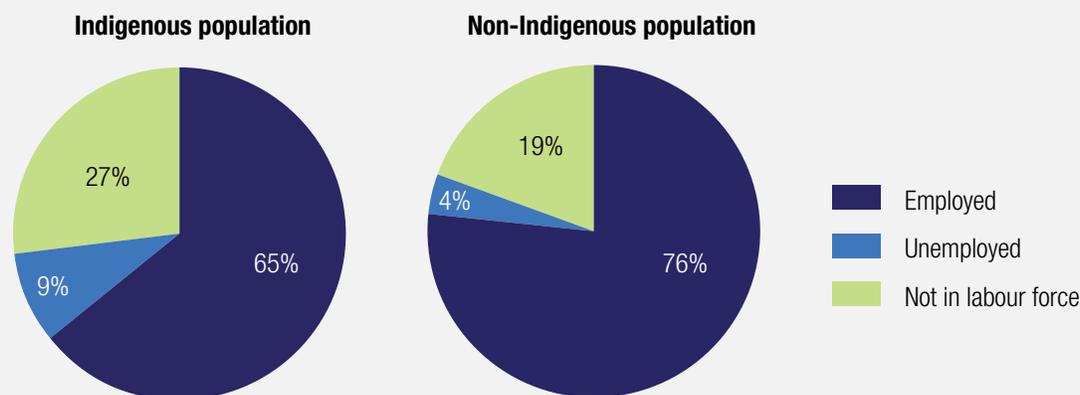
This chapter examines the relationship between skills proficiency and employment status and outcomes among Indigenous peoples across the entire 16 to 65 age range, beginning with employment status (employed, unemployed, or not in the labour force) among Indigenous peoples in Canada. Skills proficiency levels are then examined based on these employment status profiles. Similar analyses are then conducted at the pan-Canadian level for First Nations (and Registered

Indians), Métis, and Inuit. Finally, we view foundational skills proficiency scores while controlling for other variables, such as educational attainment, occupation, industry, and sector (goods- or services-producing).

## Employment status

In PIAAC, Canadians are divided into three employment status categories: employed, unemployed, and not in the labour force. Among the non-Indigenous population, 76 percent of the population are employed, 4 percent are unemployed, and 19 percent are not in the labour force.<sup>37</sup> These labour-force patterns are different from those among the Indigenous populations in Canada, as illustrated by Figure 4.1, which presents proportions of the population aged 16 to 65 by employment status and by Indigenous identification. Among the Indigenous population, 65 percent are employed, 9 percent are unemployed, and 27 percent are not in the labour force. At the provincial/territorial level, these patterns do not deviate significantly from the overall averages, with the exception of Northwest Territories and Nunavut. Employment among Indigenous peoples ranges between 55 percent (Nunavut) and 67 percent (Ontario), while the highest unemployment rate is 16 percent (Nunavut), and the largest proportion of Indigenous peoples not in the labour force is 34 percent (Northwest Territories).

**Figure 4.1 Proportion of population aged 16 to 65 employed, unemployed, and not in the labour force, Indigenous population and non-Indigenous population, Canada, 2012**

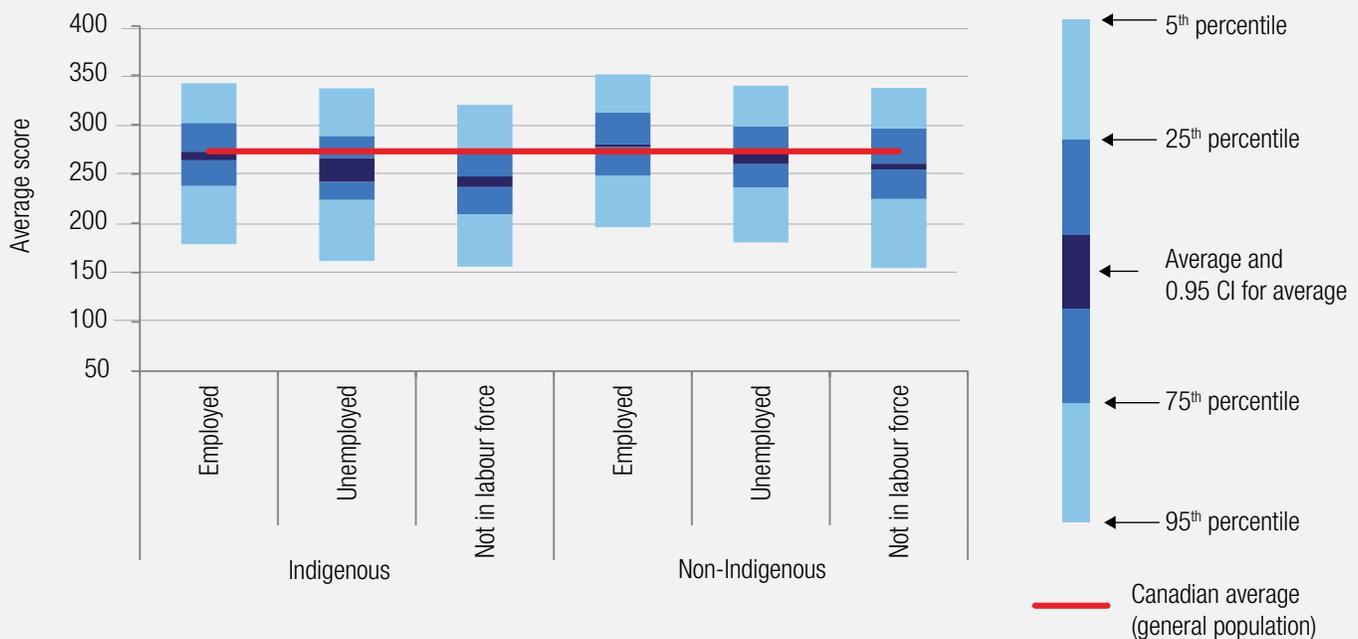


Source: Table 4.1a in Appendix II

<sup>37</sup> These percentages of employed, unemployed, and adults not in the labour force obtained from PIAAC are very similar to what was found in the Labour Force Survey in 2012.

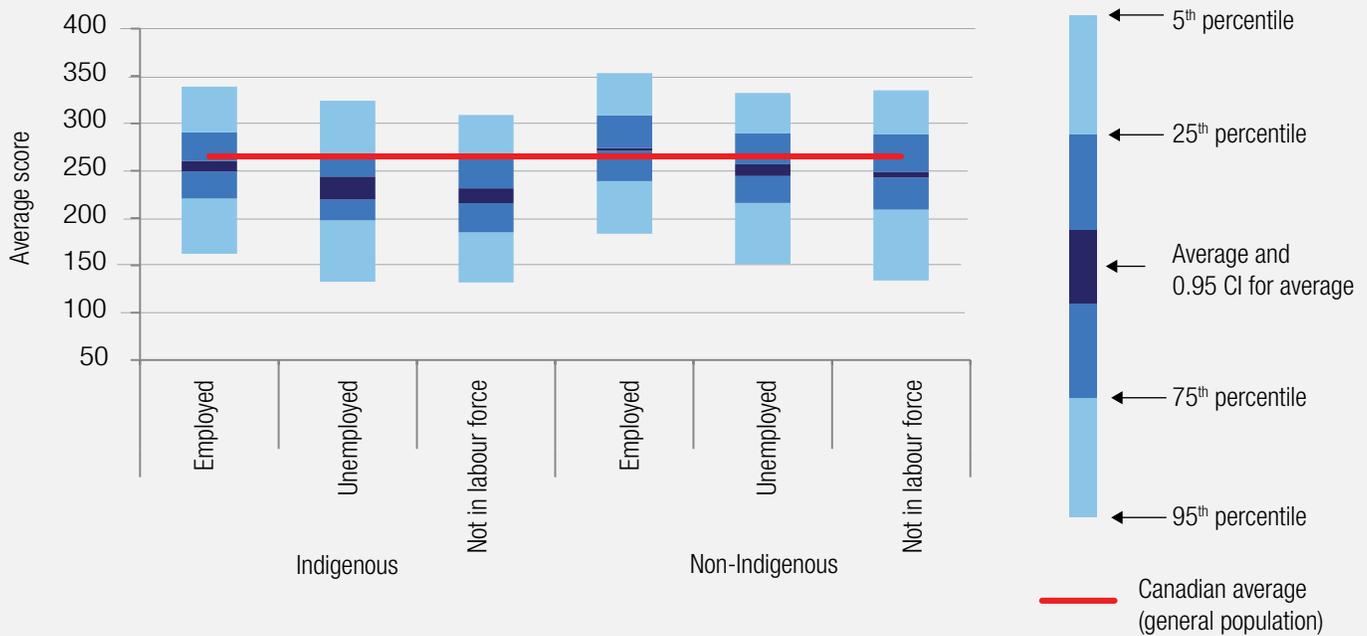
In general, employment status tends to be strongly associated with skills proficiency among both Indigenous and non-Indigenous respondents. Employed people are more likely to demonstrate higher proficiency than those who are unemployed or not in the labour force. Figures 4.2 and 4.3 show average score percentiles for literacy and numeracy, respectively, for the Indigenous and non-Indigenous populations aged 16 to 65, by employment status. The non-Indigenous population that is employed or is not in the labour force has higher literacy scores compared with those same categories within the Indigenous population. In numeracy, the non-Indigenous population significantly outperformed the Indigenous population regardless of employment status.

**Figure 4.2 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by employment status, Indigenous population and non-Indigenous population, Canada, 2012**



**Source:** Table 4.1a in Appendix II

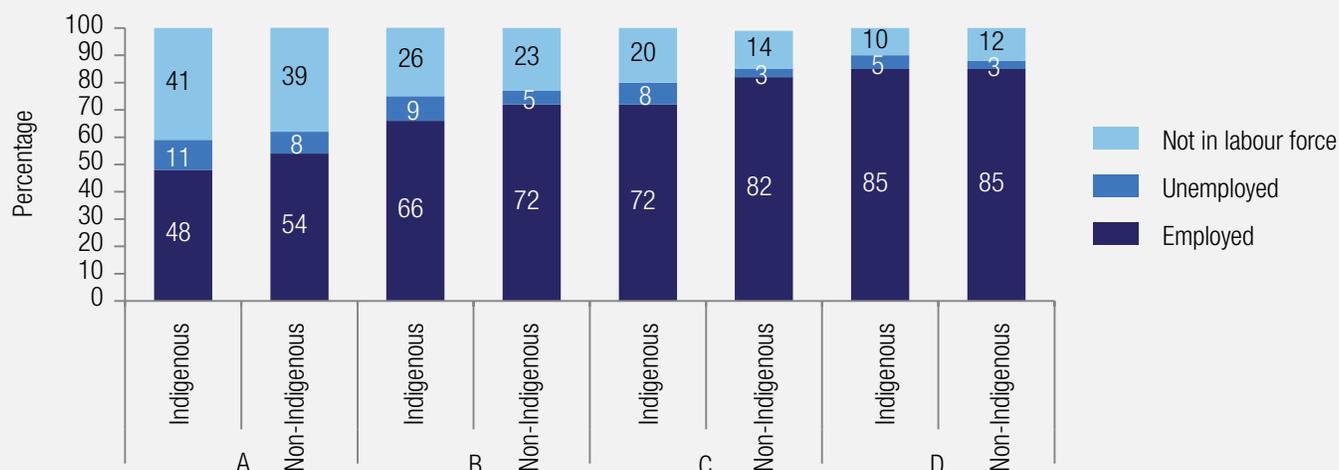
**Figure 4.3 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by employment status, Indigenous population and non-Indigenous population, Canada, 2012**



**Source:** Table 4.1b in Appendix II

The difference in labour market outcomes, as measured by employment status, between Indigenous and non-Indigenous peoples can be attributed largely to the gap in educational attainment that exists between them. Figure 4.4 shows proportions of the Indigenous and non-Indigenous populations aged 16 to 65 by educational attainment and employment status. As discussed in Chapter 3, educational attainment is closely correlated with skill levels, and both of these attributes are correlated with employment. Among individuals with comparable levels of educational attainment (see Chapter 3 for a description of the four levels of educational attainment) and skills, differences in employment rates between Indigenous and non-Indigenous peoples tend to diminish, although this is not always the case. For instance, Indigenous respondents who reported postsecondary education below a bachelor's degree were more likely to be unemployed or not in the labour force than their non-Indigenous counterparts. However, among university graduates, there is no difference in employment rates between Indigenous and non-Indigenous populations; similarly, there is no difference in employment rates among individuals with high proficiency levels in literacy and numeracy.

**Figure 4.4 Proportion of population aged 16 to 65, by educational attainment and employment status, Indigenous population and non-Indigenous population, Canada, 2012**



**Source:** Table 4.1d in Appendix II

A – Less than a high-school diploma

B – High-school diploma

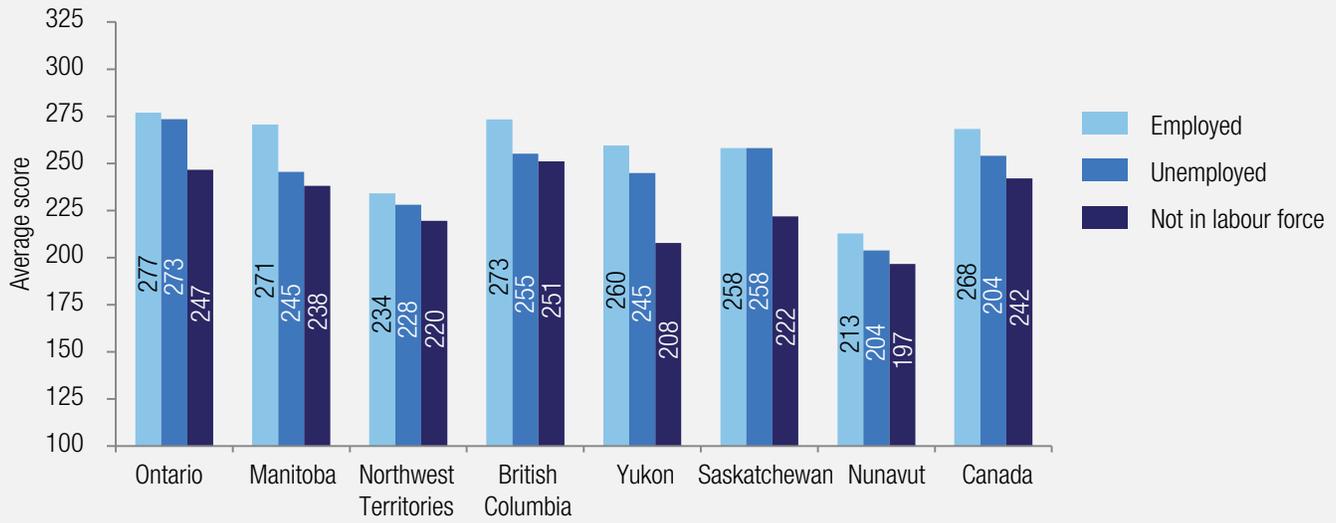
C – Postsecondary education, below bachelor's degree

D – Postsecondary education, bachelor's degree or above

In both the non-Indigenous and the Indigenous populations, the skills associated with labour-market status follow a clear pattern: the employed demonstrate the greatest proficiency in literacy and numeracy, and those not in the labour market the lowest, with the unemployed in between.<sup>38</sup> This pattern generally continues to hold among Indigenous people at the provincial/territorial level, but there are some exceptions. Figures 4.5 and 4.6 show average scores of the Indigenous population aged 16 to 65 by employment status for literacy and numeracy, respectively, across the oversampled populations. In Ontario and Saskatchewan, the employed and the unemployed show essentially the same proficiency in both literacy and numeracy. In Manitoba and British Columbia, on the other hand, employed Indigenous peoples have the highest scores in literacy and numeracy, as expected, but there is fairly little difference between the unemployed and those not in the labour force in both domains. These findings highlight the need for deeper study into the relationship between skills and employment status among Indigenous peoples, particularly at the provincial and territorial level, as the impact of skills is evidently modified by additional factors in some cases.

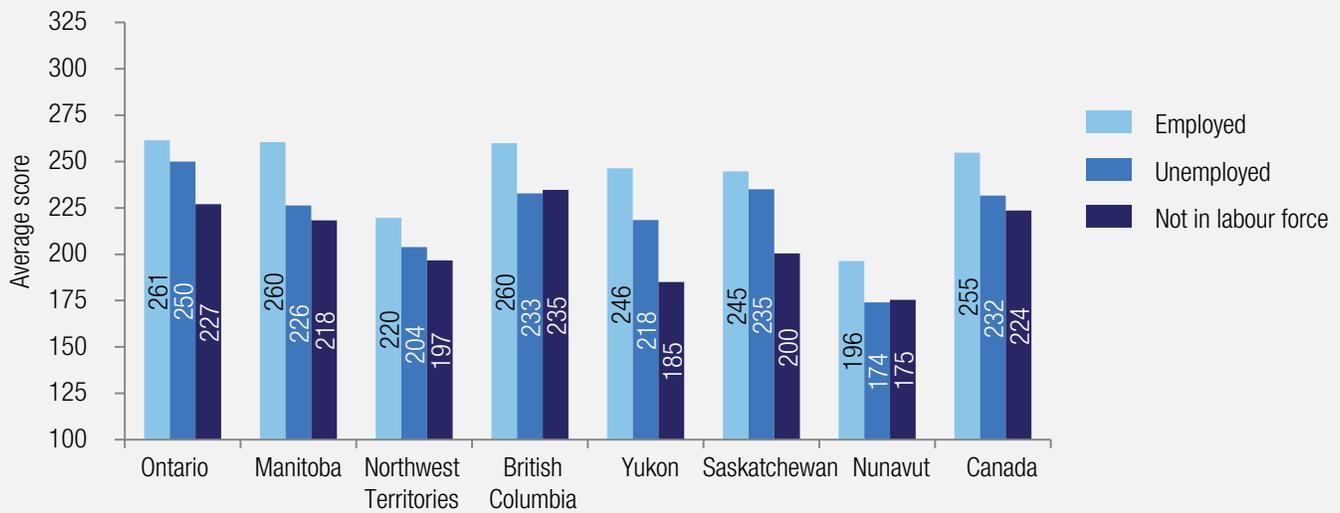
<sup>38</sup> See Statistics Canada, ESDC, & CMEC (2013).

**Figure 4.5 Literacy – Average scores of Indigenous population aged 16 to 65, by employment status, Canada and oversampled populations, 2012**



Source: Table 4.1a in Appendix II

**Figure 4.6 Numeracy – Average scores of Indigenous population aged 16 to 65, by employment status, Canada and oversampled populations, 2012**



Source: Table 4.1b in Appendix II

When we turn to employment status distribution by Indigenous identification, we find a clear difference between Métis, on the one hand, and First Nations and Inuit on the other. Figure 4.7 shows the proportions of each Indigenous population group for respondents aged 16 to 65 by employment status. The employment profile of the Métis population is almost identical to that of the non-Indigenous population shown in Figure 4.1. Among First Nations and Inuit, however, it is different: 76 percent of non-Indigenous peoples are employed, compared with 56 percent of First Nations and Inuit, while the unemployment rate among the latter two groups is almost three times as high as it is among non-Indigenous Canadians.

**Figure 4.7 Proportion of population aged 16 to 65 employed, unemployed, and not in the labour force, by Indigenous identification, Canada, 2012**



**Source:** Table 4.1a in Appendix II

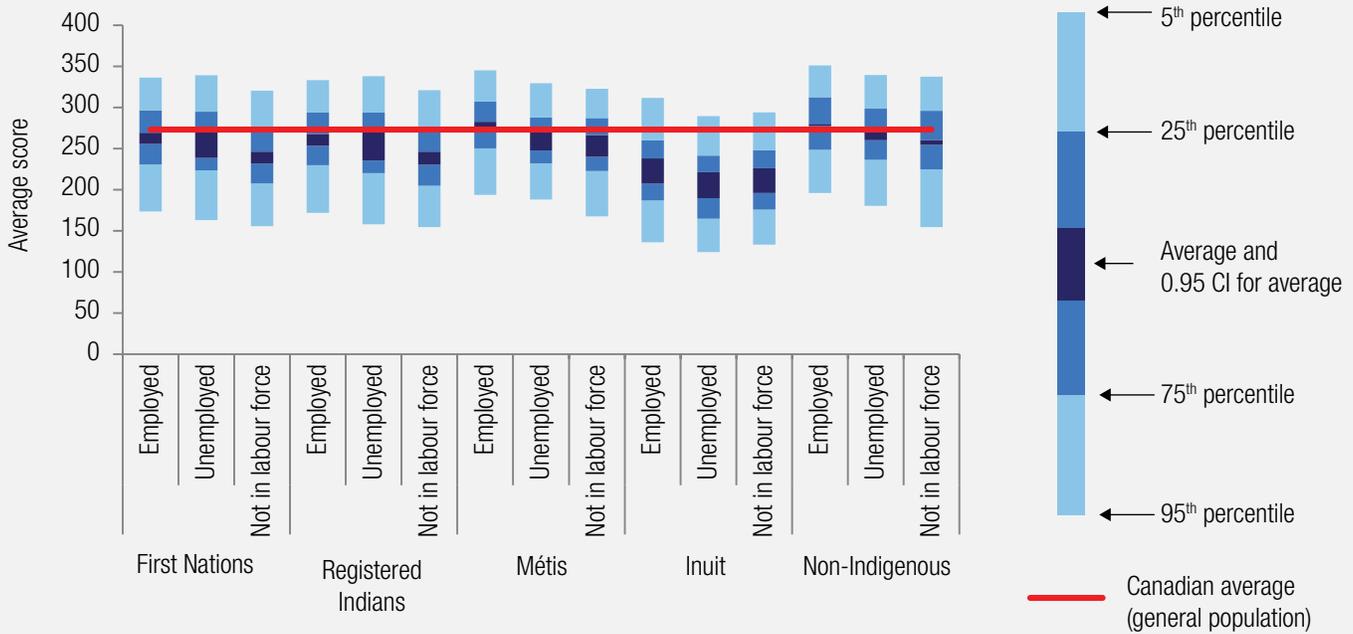
Skill levels by employment status show different outcomes by Indigenous identification. Figures 4.8 and 4.9 demonstrate average scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles, for literacy and numeracy, respectively, for the population aged 16 to 65 by Indigenous identification and employment status. Among First Nations, literacy and numeracy scores are lower than they are among the non-Indigenous population, with the exception of the unemployed, among whom skill levels are not different between the two populations. Among Inuit, skill levels are lower in every employment status category, while, among Métis, skill levels are not

statistically different from those of the non-Indigenous population, with one exception: among the employed, Métis scored lower than the non-Indigenous population in numeracy.

At the provincial and territorial level, Métis scored higher in both literacy and numeracy than First Nations or Inuit among the employed except in British Columbia and Yukon, where there is no statistical difference between Métis and First Nations.<sup>39</sup>

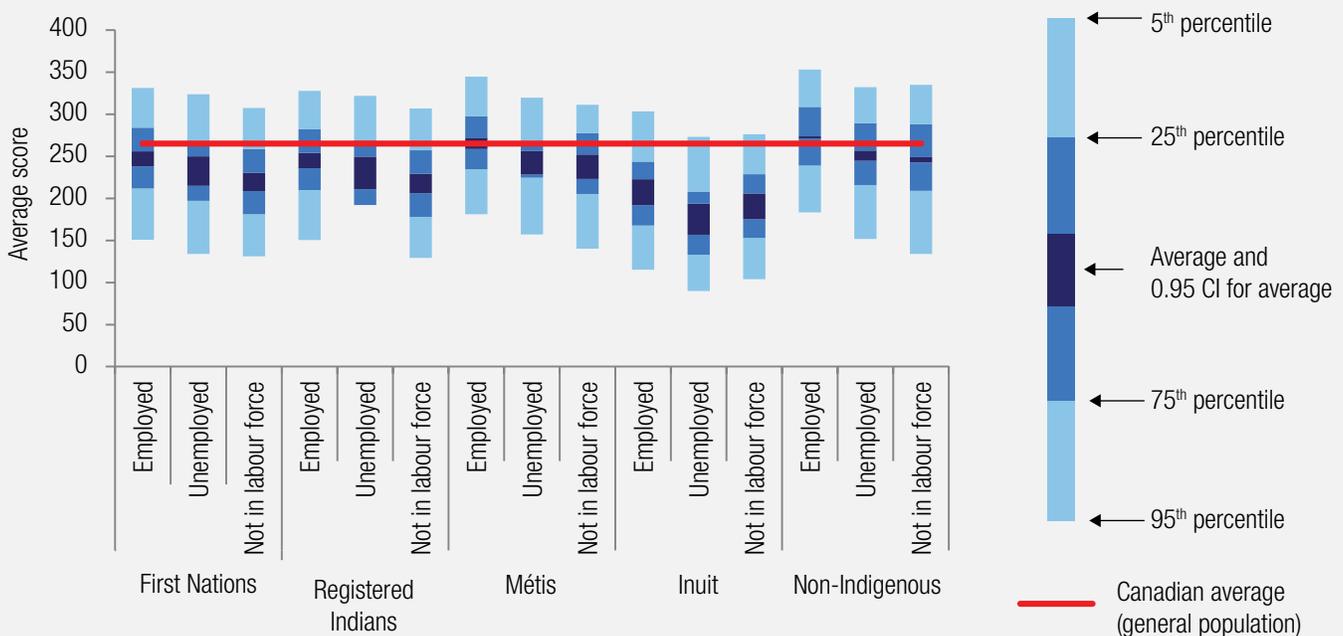
<sup>39</sup> See Tables 4.1a and 4.1b in Appendix II.

**Figure 4.8 Literacy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and employment status, Canada, 2012**



Source: Table 4.1a in Appendix II

**Figure 4.9 Numeracy – Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and employment status, Canada, 2012**



Source: Table 4.1b in Appendix II

## **Educational attainment**

When educational attainment is factored in, the employed First Nations population with a bachelor's degree or higher scored on par in literacy with their counterparts in the non-Indigenous population. In contrast, those in the overall Indigenous population who are unemployed and have a bachelor's degree or higher scored higher than their non-Indigenous counterparts. Numeracy results differ from those in literacy, in that employed Registered Indians and First Nations adults with bachelor's degrees or higher scored lower than their non-Indigenous counterparts.<sup>40</sup> It was also found that the employed Métis population scored similarly in literacy and numeracy to the employed non-Indigenous population within each level of educational attainment.

## **Occupation**

To delve deeper into the skills profiles of Indigenous peoples in the labour force, we now turn to the occupational profiles of Indigenous and non-Indigenous populations as well as to the association between skills and occupation.

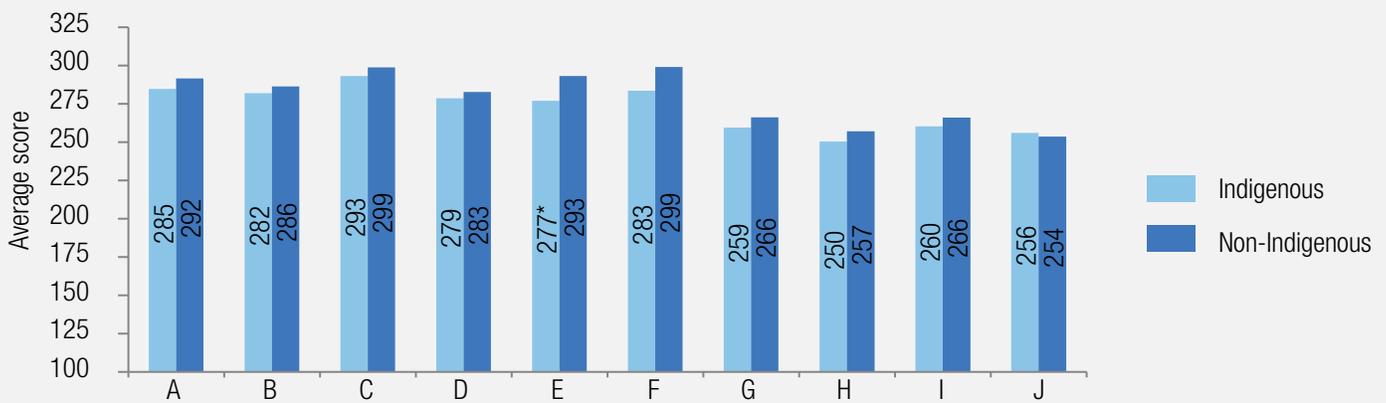
The distribution of occupational categories among Indigenous and non-Indigenous peoples is almost identical, with two exceptions: management occupations, which account for almost twice the percentage of jobs among the non-Indigenous population compared to the Indigenous populations; and trades, transport, and equipment operators, a category that accounts for 19 percent of jobs among Indigenous peoples, compared with 13 percent of jobs among the non-Indigenous population.

Mapping literacy scores by occupational categories reveals that skill levels are fairly similar between Indigenous and non-Indigenous populations, with no statistically significant differences between the two groups in most categories. There are, however some exceptions, with non-Indigenous respondents scoring higher in literacy than Indigenous respondents holding occupations in the category education, law and social, community, and government services. In numeracy, differences in scores between Indigenous and non-Indigenous respondents in the same occupational category were larger and more significant. Figures 4.10 and 4.11 show average scores in literacy and numeracy, respectively, for the Indigenous and non-Indigenous populations aged 16 to 65, by National Occupational Classification. In numeracy, non-Indigenous respondents

significantly outperformed their Indigenous counterparts in occupations in the following categories: management; business, finance, and administration; education, law and social, community, and government services; art, culture, recreation, and sport; sales and service; and trades, transport, and equipment operation.

<sup>40</sup> See Table 4.1d, Appendix II for more data on educational attainment and employment status among Indigenous populations.

**Figure 4.10 Literacy – Average scores for population aged 16 to 65, by National Occupational Classification, Indigenous population and non-Indigenous population, Canada, 2012**



**Source:** Table 4.2a in Appendix II

\* Denotes a statistically significant difference between the scores of non-Indigenous and Indigenous respondents in the same occupational category

A – Management

B – Business, finance, and administration

C – Natural and applied sciences and related occupations

D – Health

E – Education, law and social, community, and government services

F – Art, culture, recreation, and sport

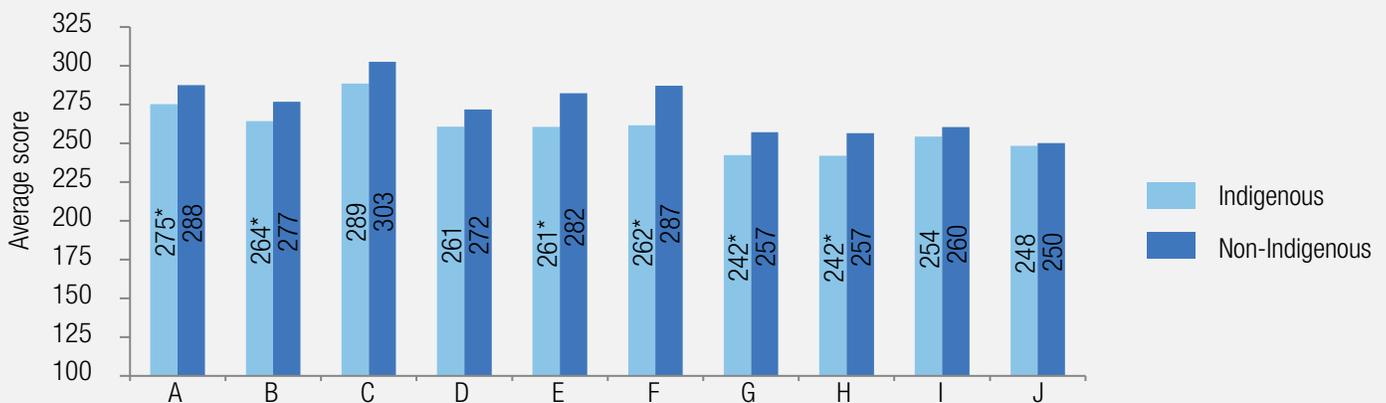
G – Sales and service

H – Trades, transport, and equipment operators and related

I – Natural resources, agriculture, and related production

J – Manufacturing and utilities

**Figure 4.11 Numeracy – Average scores for population aged 16 to 65, by National Occupation Classification, Indigenous population and non-Indigenous population, Canada, 2012**



**Source:** Table 4.2a in Appendix II

\* Denotes a statistically significant difference between the scores of non-Indigenous and Indigenous respondents in the same occupational category

A – Management

B – Business, finance, and administration

C – Natural and applied sciences and related occupations

D – Health

E – Education, law and social, community, and government services

F – Art, culture, recreation, and sport

G – Sales and service

H – Trades, transport, and equipment operators and related

I – Natural resources, agriculture, and related production

J – Manufacturing and utilities

## Industry

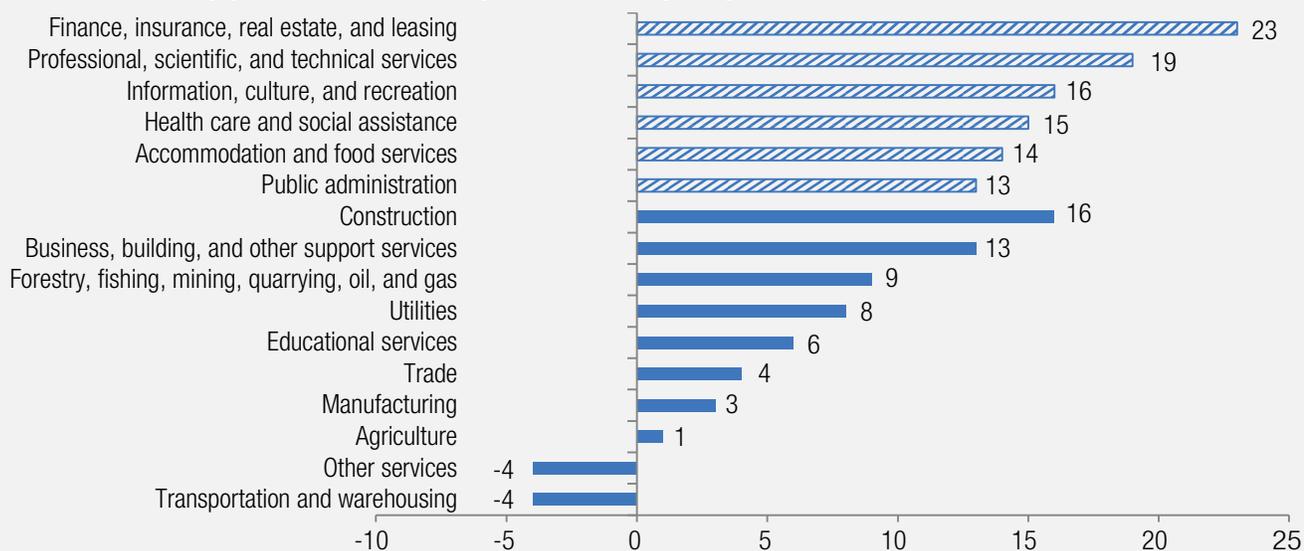
A similar approach can be taken when examining results by industry. Disaggregating by industry divides employment into different sectors of the economy (e.g., agriculture, manufacturing, public administration). Here again, the distribution of employment among Indigenous and non-Indigenous populations shows a similar pattern, with the proportion of each group roughly the same in 13 of 16 categories. In 3 categories, however, there are significant differences: manufacturing accounts for 11 percent of employment among the non-Indigenous population, compared with only 6 percent of employment among Indigenous peoples; professional, scientific, and technical services accounts for 8 percent of employment among the non-Indigenous population, compared with 4 percent among Indigenous people; and public administration accounts for 6 percent of employment among the non-Indigenous population, whereas this figure rises to 9 percent among the Indigenous population.

In contrast to the distribution of skills by occupation, where differences between Indigenous and non-Indigenous peoples are not especially notable, the distribution of skills by industry type reveals significant gaps between the two groups. Figure 4.12 shows the difference in literacy scores between Indigenous and non-Indigenous populations aged 16 to 65 employed in the same industry. The most notable differences exist in the industry of finance, insurance, real estate, and leasing, where non-Indigenous respondents scored 23 points higher than Indigenous respondents in literacy, and in professional, scientific, and technical services, where the gap is 19 points. Statistically significant gaps of between 13 and 16 points are also found in information, culture, and recreation; health care and social assistance; accommodation and food services; and public administration.

Figure 4.13 shows the differences in numeracy scores between Indigenous and non-Indigenous populations aged 16 to 65 employed in the same industry. Compared to literacy, in numeracy there are slightly larger gaps between Indigenous and non-Indigenous employees working in the same industry, and gaps are noticeable in a greater number of industries.

Finally, if the economy is viewed as two broad sectors—the goods-producing sector and the services-producing sector—we can observe that Indigenous and non-Indigenous peoples are employed in each sector in similar proportions. At the pan-Canadian level, close to 80 percent of individuals in the non-Indigenous population and in all Indigenous groups worked in the services-producing sector (see Figure 4.14).

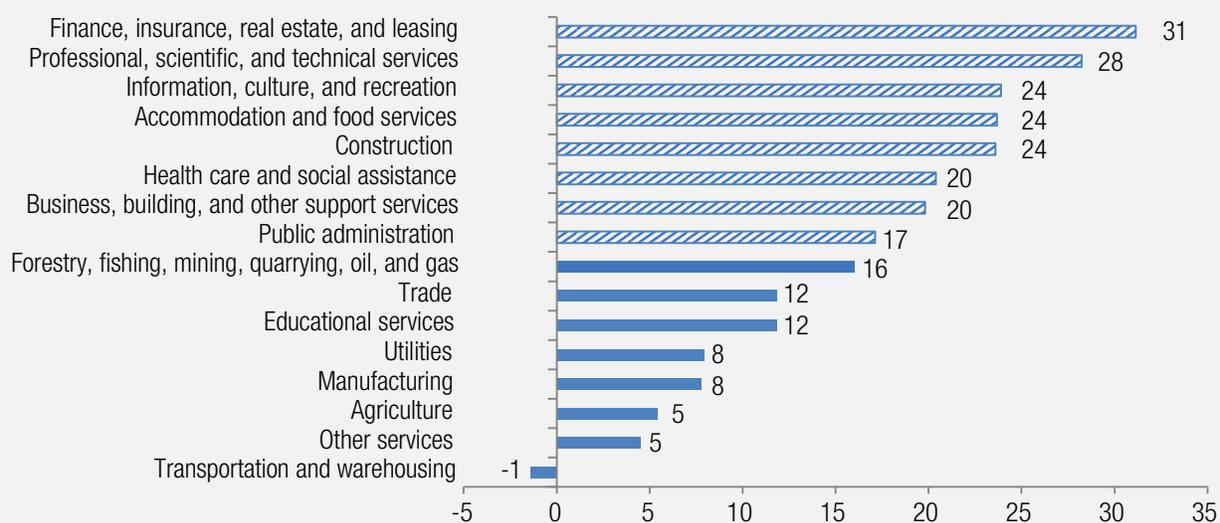
**Figure 4.12 Literacy – Difference in scores between the Indigenous and non-Indigenous populations aged 16 to 65 employed in the same industry (North American Industry Classification System), Canada, 2012**



**Source:** Table 4.3a in Appendix II

**Note:** This figure illustrates gaps in scores between Indigenous and non-Indigenous workers across a variety of sectors. Bars demonstrating values greater than zero indicate the average number of points by which non-Indigenous individuals outscored Indigenous individuals in the same sector. Bars demonstrating values below zero indicate the opposite trend. The striped bars indicate statistically significant differences in average scores between Indigenous and non-Indigenous individuals in those sectors.

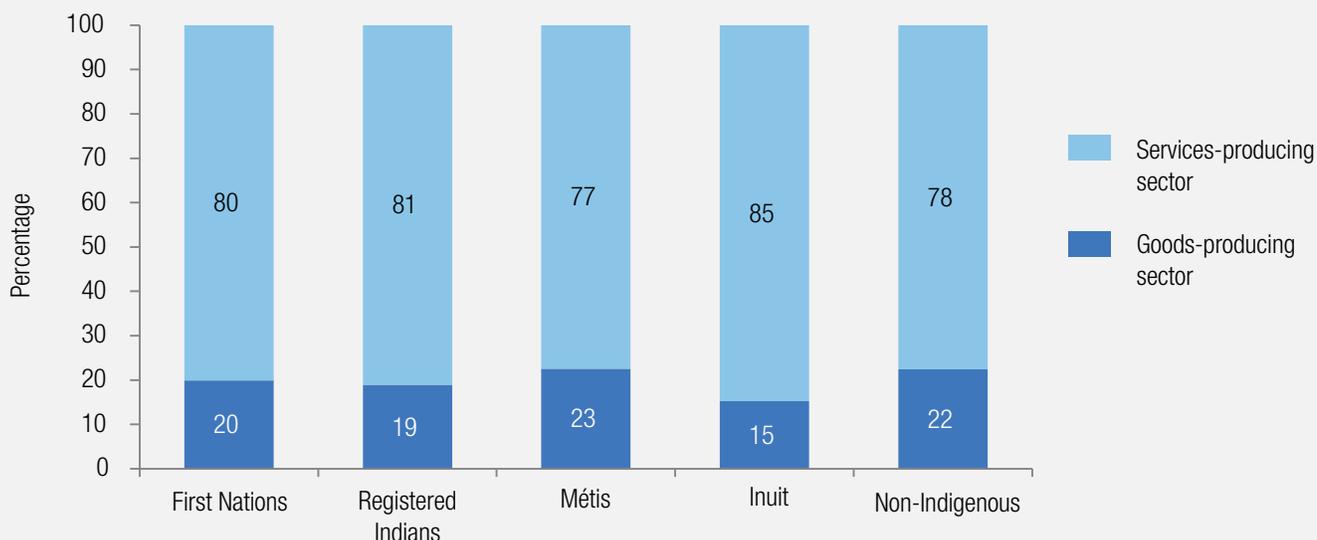
**Figure 4.13 Numeracy – Difference in scores between the Indigenous and non-Indigenous populations aged 16 to 65 employed in the same industry (North American Industry Classification System), Canada, 2012**



**Source:** Table 4.3a in Appendix II

**Note:** This figure illustrates gaps in scores between Indigenous and non-Indigenous workers across a variety of sectors. Bars demonstrating values greater than zero indicate the average number of points by which non-Indigenous individuals outscored Indigenous individuals in the same sector. Bars demonstrating values below zero indicate the opposite trend. The striped bars indicate statistically significant differences in average scores between Indigenous and non-Indigenous individuals in those sectors.

**Figure 4.14 Proportion of population aged 16 to 65, by Indigenous identification and sector of employment, Canada, 2012**



**Source:** Table 4.4a in Appendix II

Comparing skills within sectors, we find no significant differences in literacy scores in the goods-producing sector between the Indigenous and non-Indigenous populations, except in Northwest Territories and Nunavut, where the non-Indigenous population scored higher. In numeracy, the non-Indigenous population scored higher than their Indigenous counterparts at the pan-Canadian level and in Ontario, Saskatchewan, Northwest Territories, and Nunavut.<sup>41</sup>

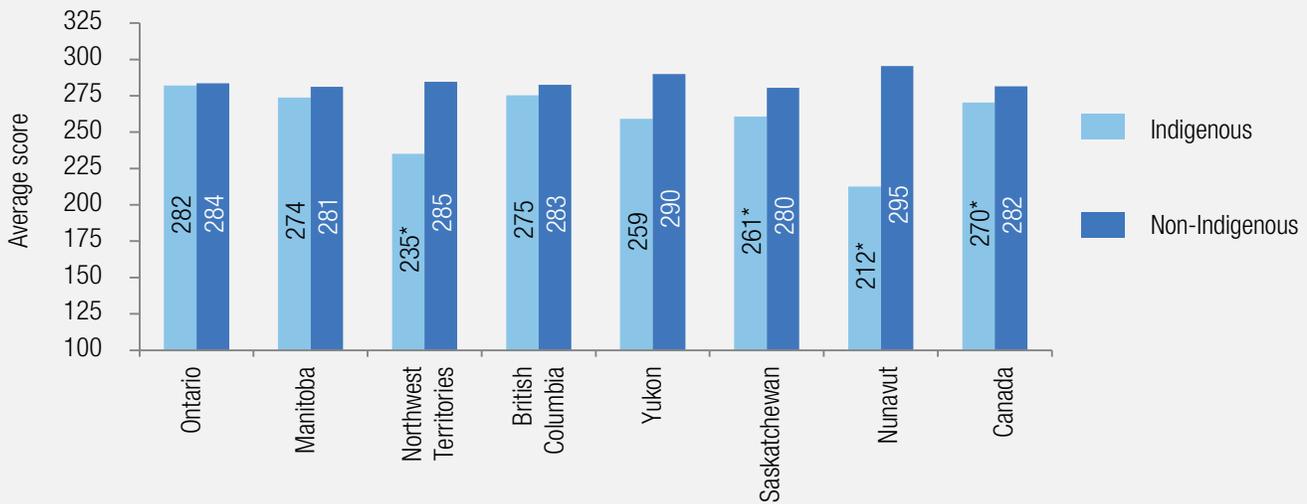
In the services-producing sector, the non-Indigenous population scored significantly higher in literacy than their Indigenous counterparts at the pan-Canadian level, and in Nunavut, Northwest Territories, and Saskatchewan. Figure 4.15 shows average scores in literacy for the Indigenous and non-Indigenous population aged 16 to 65 working in the services-producing sector for the oversampled populations. It should be noted that the Indigenous population in Ontario employed in the services-producing sector scored almost the same as the non-Indigenous population in literacy.

In numeracy, the differences in scores between Indigenous and non-Indigenous respondents employed in the services-producing sector grow slightly over those in literacy. Figure 4.16 shows average scores in numeracy for the Indigenous and non-Indigenous

populations aged 16 to 65 in the services-producing sector across the oversampled populations. The non-Indigenous population scored significantly higher in numeracy than their Indigenous counterparts at the pan-Canadian level and in all oversampled populations except Manitoba and Yukon.

<sup>41</sup> See Table 4.4a in Appendix II for more information on scores by sector for Indigenous populations.

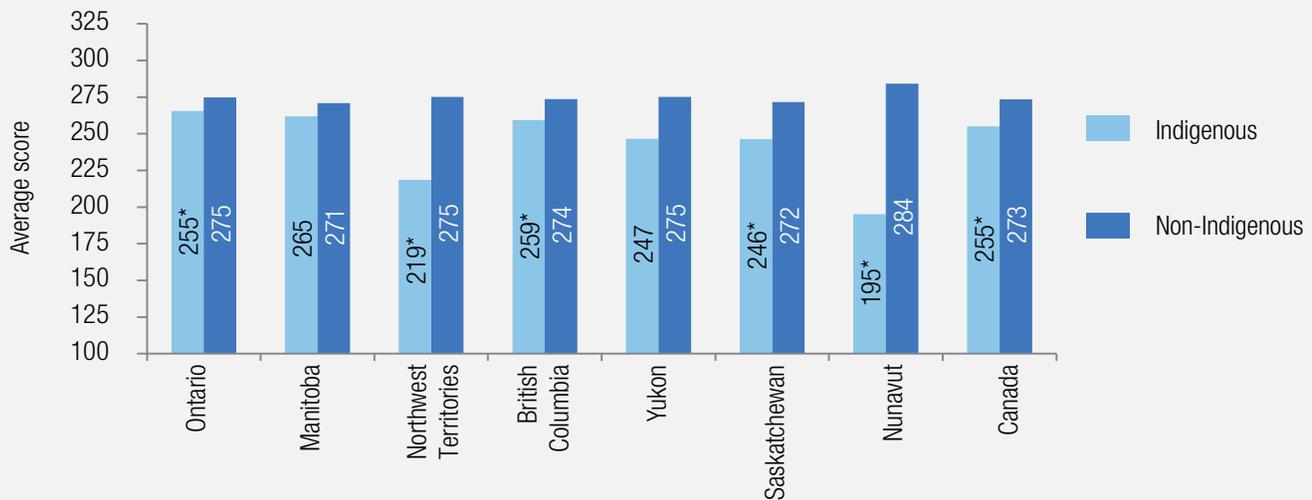
**Figure 4.15 Literacy – Average scores for population aged 16 to 65 working in the services-producing sector, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012**



Source: Table 4.4a in Appendix II

\* Denotes a statistically significant difference between the scores of non-Indigenous and Indigenous respondents in the services-producing sector

**Figure 4.16 Numeracy – Average scores for population aged 16 to 65 working in the services-producing sector, Indigenous population and non-Indigenous population, Canada and oversampled populations, 2012**



Source: Table 4.4a in Appendix II

\* Denotes a statistically significant difference between the scores of non-Indigenous and Indigenous respondents in the services-producing sector

Interestingly, a comparison of skills across these two broad sectors reveals a significant difference between Indigenous and non-Indigenous populations. While non-Indigenous respondents in the services-producing sector scored significantly higher in literacy and numeracy than those in the goods-producing sector, this is not the case with Indigenous respondents. At the pan-Canadian level, no significant differences were found in literacy or numeracy scores of Indigenous respondents employed in the goods- or services-producing sector. This is generally true at the provincial and territorial level as well, with the exception of Ontario, where the total Indigenous population in the goods-producing sector scored lower in literacy than those in the services-producing sector. Among Métis respondents, this difference is statistically significant only in Ontario and Manitoba.<sup>42</sup>

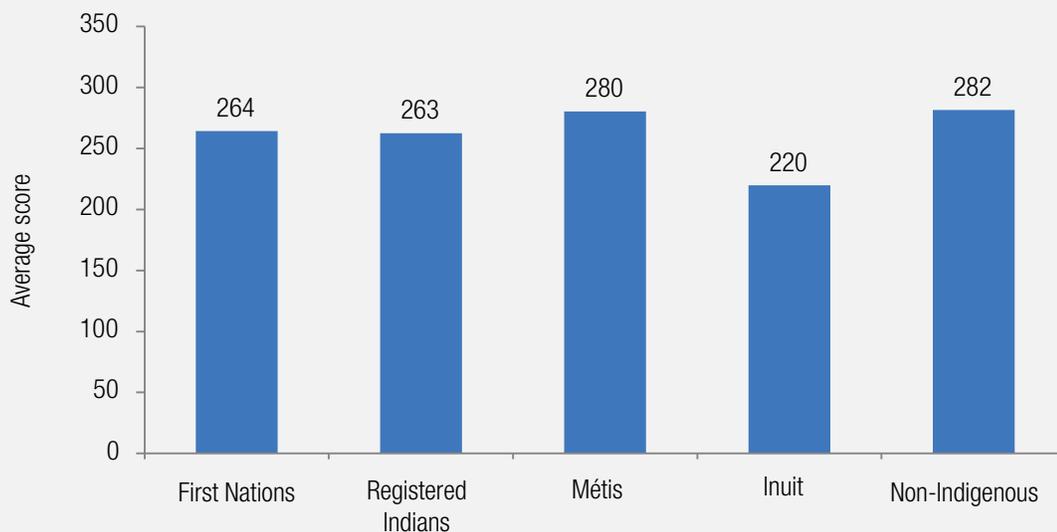
Examination of skills proficiency in the services-producing sector, where the majority of respondents are employed, by Indigenous identification, uncovers some differences as well. Figures 4.17 and 4.18 present average scores for literacy and numeracy, respectively, for the population aged 16 to 65 working in the services-producing sector, by Indigenous identification in Canada.

Notably, Métis respondents employed in the services-producing sector scored significantly higher in both literacy and numeracy than other Indigenous groups, and their literacy scores are in fact comparable to those of non-Indigenous respondents in the same sector. In contrast, Inuit respondents employed in the services-producing sector scored much lower in numeracy and literacy than First Nations and Métis.

---

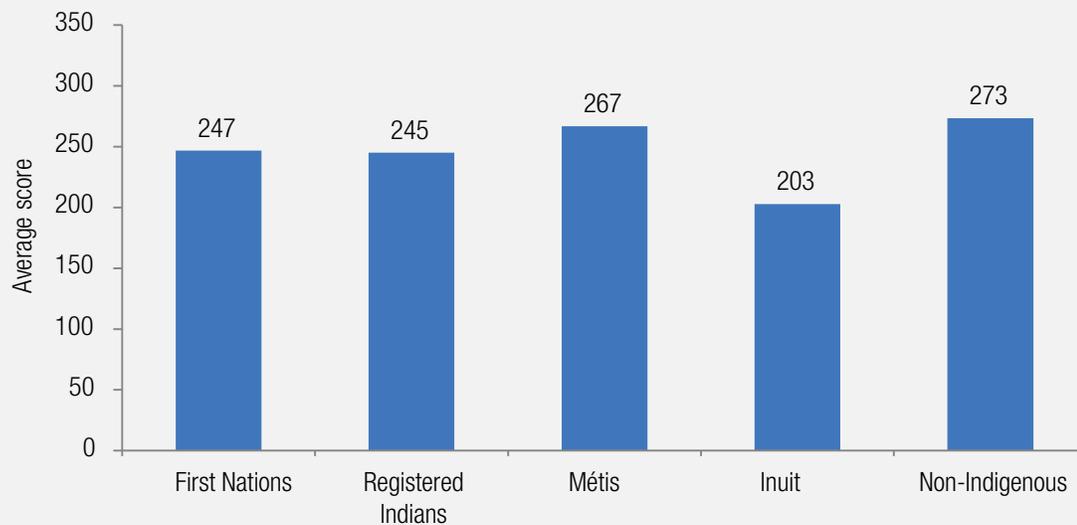
<sup>42</sup> Please see Table 4.4a in Appendix II for data regarding the scores of Indigenous populations across both goods- and services-producing sectors, disaggregated by province and territory.

**Figure 4.17 Literacy – Average scores for population aged 16 to 65 working in the services-producing sector, by Indigenous identification, Canada 2012**



Source: Table 4.4a in Appendix II

**Figure 4.18 Numeracy – Average scores for population aged 16 to 65 working in the services-producing sector, by Indigenous identification, Canada 2012**



Source: Table 4.4a in Appendix II

## Conclusion

The foundational skills assessed by the Programme for the International Assessment of Adult Competencies (PIAAC)—literacy, numeracy, and problem solving in technology-rich environments (PS-TRE)—are important building blocks for information processing and analysis. These skills support individuals in much of modern life, especially in their participation in the labour force. These skills are also critical to the acquisition of those higher-level skills that allow people to thrive in a competitive global economy characterized by an increasing reliance on technology. This report has examined these foundational skills among the Indigenous peoples of Canada living off reserve. It is important that the results summarized below be carefully reviewed within the unique contexts surrounding the experiences of Indigenous peoples in Canada, as discussed in the Introduction to this report.

In the area of literacy, Indigenous peoples in Canada show lower proficiency than both the OECD and Canadian averages. Within this population, First Nations and Registered Indians scored below the Canadian average; Métis show comparatively high proficiency, scoring at the Canadian average; and Inuit scored well below. It is noteworthy, however, that, when the data are disaggregated for levels of educational attainment, gaps in literacy scores between Indigenous and non-Indigenous peoples at the same educational attainment level are vastly reduced.

In numeracy, Indigenous peoples also show lower proficiency scores than the OECD and Canadian averages—and here the gap is larger than it is in literacy. First Nations and Registered Indians scored significantly lower than both these averages; Métis fall below the Canadian average by a small amount; and Inuit scored lower by a very wide margin. In contrast to literacy, there are differences, although not especially large, in numeracy between the Indigenous and non-Indigenous populations at every level of educational attainment except at the level of bachelor's degree or higher. The gap is most notable among those with less than a high-school diploma.

In PS-TRE, Indigenous peoples show comparable skills to the OECD average and only slightly lower skills than the Canadian average. Significantly, their participation rate in the PS-TRE assessment is noticeably above the OECD average, suggesting a greater familiarity with computer technology, although that rate is below the Canadian average. Among First Nations and Registered Indians, the percentage scoring at the highest levels is somewhat lower than the Canadian average, as is the percentage participating in the computer-based assessment. Here Métis show especially strong skills, with the percentage that scored at the highest proficiency levels matching that of the Canadian population as a whole, and the participation rate exceeding the Canadian average. Among Inuit, the percentage scoring at the highest levels is much lower than the Canadian average, while almost half of this group did not complete the computer-based assessment.

These results point to areas for further analysis and exploration. As is apparent from the contextual information provided in the Introduction to this report, understanding the historical and cultural context of Indigenous peoples in Canada is critical to accurately interpreting skills outcomes. It is evident that many factors contribute to the gap in foundational skills between Indigenous and non-Indigenous populations, reflecting the numerous differences between these two populations and among Indigenous peoples themselves. To give just one instance, the results for Inuit in all three domains are likely attributable, at least in part, to the fact that very large proportions of Inuit took the PIAAC assessment in a language (English or French) that was different from their mother tongue.

One factor that merits special mention is the history of residential schools, which severely disrupted Indigenous family and community life and largely failed to provide educational opportunities to Indigenous students. A salient result of this history is the comparatively low educational attainment rates among Indigenous peoples. As noted in Chapter 3, the proportion of Indigenous peoples who have completed a bachelor's degree or higher is much lower than that for the non-Indigenous population, while the proportion who have less than a high-school diploma is higher.

The difference in educational attainment rates goes a long way to explaining the proficiency profiles of the two groups, as the gap in skill level diminishes greatly when one compares Indigenous and non-Indigenous peoples who have the same level of education. Another crucial factor to continually consider is the pervasiveness of systemic discrimination, inherited from the racist colonization policies that prioritized assimilation, established external control, and stripped Indigenous people of their identities and self-determination (Aquash, 2013). The outcomes presented here should thus be examined in the context of other data, as well as local economic, historical, and cultural conditions, with the goal of developing programs and policies suitable to Indigenous populations in each province and territory of Canada.

## References

- Aboriginal Affairs and Northern Development Canada (AANDC). (2013). *Aboriginal demographics from the 2011 National Household Survey*. Retrieved from [https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ-AI/STAGING/texte-text/abo\\_demo2013\\_1370443844970\\_eng.pdf](https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ-AI/STAGING/texte-text/abo_demo2013_1370443844970_eng.pdf)
- Aboriginal Children in Care Working Group. (2015). *Aboriginal children in care: Report to Canada's premiers*. Ottawa: Council of the Federation Secretariat. Retrieved from <https://www.canadaspremiers.ca/aboriginal-children-in-care/>
- Aquash, M. (2013). First Nations in Canada: Decolonization and self-determination. *in education*, 19(2), 120-137. Retrieved from <https://ineducation.ca/ineducation/article/view/142/618>
- Assembly of First Nations. (2015). Description of First Nations. Retrieved from <http://www.afn.ca/en/about-afn/description-of-the-afn>
- Association of Universities and Colleges of Canada. (2011). *Trends in higher education: Vol. 1. Enrolment*. Retrieved from <https://www.univcan.ca/wp-content/uploads/2015/11/trends-vol1-enrolment-june-2011.pdf>
- Ball, J. (2014). Trouble on the frontier: The perils of persisting colonial language policies in Canada. In A. Yiakoumetti (Ed.), *Multilingualism and language in education: Sociolinguistic and pedagogical perspectives from Commonwealth countries*. Cambridge: Cambridge University Press.
- Ball, J., & Mclvor, O. (2013). Canada's big chill: Indigenous languages in education. In C. Benson & K. Kosonen (Eds.), *Language issues in comparative education: Inclusive teaching and learning in non-dominant languages and cultures*. Rotterdam: Sense Publishers.
- Barnes, R., Josefowitz, N., & Cole, E. (2006). Residential schools: Impact on Aboriginal students' academic and cognitive development. *Canadian Journal of School Psychology*, 21(1/2), 18-32. Retrieved from <http://dx.doi.org/10.1177/0829573506298751>
- Battiste, M. (2009). Aboriginal Peoples and Systemic Discrimination. *Directions*, 5(1), 4-7. Retrieved from <https://www.crff-fcr.ca/en/directions/item/23813-systemic-discrimination-against-aboriginal-peoples-vol-5-no-1>
- Bertsch, M., & Bidgood, B. A. (2010). Why is adoption like a First Nations feast? Lax Kw'alaam indigenizing adoptions in child welfare. *First Peoples Child and Family Review*, 5(1), 96-105. Retrieved from <http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/178/147>
- Blackstock, C. (2011). The Canadian Human Rights Tribunal on First Nations child welfare: Why if Canada wins, equality and justice lose. *Children and Youth Services Review*, 33(1), 187-194. Retrieved from <http://dx.doi.org/10.1016/j.childyouth.2010.09.002>

- Blackstock, C., & Trocmé, N. (2005). Community-based child welfare for Aboriginal children: Supporting resilience through structural change. *Social Policy Journal of New Zealand*, 24, 12–33. Retrieved from <https://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj24/24-pages12-33.pdf>
- Bobet, E. (2015). *Results from the 2011–2012 Programme for the International Assessment of Adult Competencies survey among Aboriginal people*. Unpublished report. Prepared for Aboriginal Affairs and Northern Development Canada.
- Bombay, A., Matheson, K., & Anisman, H. (2014). The intergenerational effects of Indian residential schools: Implications for the concept of historical trauma. *Transcultural Psychiatry*, 51(3), 320–338. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/1363461513503380>
- Bopp, J. B. (1984). *The sacred tree*. Lethbridge, AB: Four Worlds Development Press.
- Bopp, M., Bopp, J., & Lane, P. (2003). *Aboriginal domestic violence in Canada*. Ottawa: Aboriginal Healing Foundation. Retrieved from <http://www.ahf.ca/downloads/domestic-violence.pdf>
- Bougie, E. (2008). *Literacy profile of off-reserve First Nations and Métis people living in urban Manitoba and Saskatchewan: Results from the International Adult Literacy and Skills Survey 2003*. Statistics Canada Catalogue no. 81-004-x. Ottawa: Minister of Industry. Retrieved from <http://www.statcan.gc.ca/pub/81-004-x/2007005/article/10500-eng.htm>
- Bougie, E. (2009). *Aboriginal Peoples Survey, 2006: School experiences of off-reserve First Nations children aged 6 to 14*. Statistics Canada Catalogue no. 89-637-X, no. 001. Ottawa: Minister of Industry. Retrieved from <http://www.statcan.gc.ca/pub/89-637-x/89-637-x2009001-eng.pdf>
- Bougie, E., Kelly-Scott, K., & Arriagada, P. (2013). *The education and employment experiences of First Nations people living off reserve, Inuit, and Métis: Selected findings from the 2012 Aboriginal Peoples Survey*. Statistics Canada Catalogue no. 89-653-X, no. 001. Ottawa: Minister of Industry. Retrieved from <http://www.statcan.gc.ca/pub/89-653-x/89-653-x2013001-eng.pdf>
- Bougie, E., & Senécal, S. (2010). School success and the intergenerational effect of residential schooling. *Aboriginal Policy Research Consortium International (APRCi)*, 88. Retrieved from <http://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1356&context=aprci>
- Brennan, S. (2011). Violent victimization of Aboriginal women in the Canadian provinces, 2009. *Juristat*. Statistics Canada Catalogue no. 85-002-X. Ottawa: Minister of Industry. Retrieved from <http://www.statcan.gc.ca/pub/85-002-x/2011001/article/11439-eng.pdf>
- Canadian Millennium Scholarship Foundation. (2005). *Changing course: Improving Aboriginal access to post-secondary education in Canada*. Millennium Research Note No. 2. Retrieved from [https://library.carleton.ca/sites/default/files/find/data/surveys/pdf\\_files/millennium\\_2005-09\\_rn-2\\_en.pdf](https://library.carleton.ca/sites/default/files/find/data/surveys/pdf_files/millennium_2005-09_rn-2_en.pdf)
- Chansonneuve, D. (2005). *Reclaiming connections: Understanding residential school trauma among Aboriginal people*. Ottawa: Aboriginal Healing Foundation. Retrieved from <http://www.ahf.ca/downloads/healing-trauma-web-eng.pdf>

- Chartrand, L. N., Logan, T. E., & Daniels, J. D. (2006). *Métis history and experience and residential schools in Canada*. Ottawa: Aboriginal Healing Foundation. Retrieved from <http://www.ahf.ca/downloads/Métiseweb.pdf>
- CMEC. (2017a). *The health and social dimensions of adult skills in Canada: Findings from the Programme for the International Assessment of Adult Competencies (PIAAC)*. Toronto. Retrieved from [http://piaac.ca/docs/PIAAC2018/PIAAC%202012\\_Health%20and%20Social%20Dimensions\\_Canada%20EN.pdf](http://piaac.ca/docs/PIAAC2018/PIAAC%202012_Health%20and%20Social%20Dimensions_Canada%20EN.pdf)
- CMEC. (2017b). *Skills proficiency of immigrants in Canada: Findings from the Programme for the International Assessment of Adult Competencies (PIAAC)*. Toronto. Retrieved from <http://www.piaac.ca/docs/PIAAC%202012%20Immigrants%20Canada%20Final%20EN.pdf>
- Conrad, M., Finkel, A., & Jaenen, C. J. (1993). *History of the Canadian peoples: Vol. 1, Beginnings to 1867*. Toronto: Copp Clark Pitman.
- Corrado, R. R., Kuehn, S., & Margaritscu, I. (2014). Policy issues regarding the overrepresentation of incarcerated Aboriginal young offenders in a Canadian context. *Youth Justice*, 14(1), 40–62.
- Crown-Indigenous Relations and Northern Affairs Canada. (2017). *First Nations*. Retrieved from <https://www.rcaanc-cirnac.gc.ca/eng/1100100013791/1535470872302>
- Daoud, N., Smylie, J., Urquia, M., Allan, B., & O'Campo, P. (2013). The contribution of socio-economic position to the excesses of violence and intimate partner violence among Aboriginal versus non-Aboriginal women in Canada. *Canadian Journal of Public Health*, 104(4), 278–283.
- Dickason, O. P. (1992). *Canada's First Nations: A history of founding peoples from earliest times*. Toronto: McClelland & Stewart.
- Dickason, O. P. (2011). Towards a larger view of Canada's history: The Native factor. In D. Long & O. P. Dickason, *Visions of the heart: Canadian Aboriginal issues* (3<sup>rd</sup> ed., pp. 1–17). Toronto: Oxford University Press.
- Dickason, O. P., & McNab, D. T. (2009). *Canada's First Nations: A history of founding peoples from earliest times* (4<sup>th</sup> ed.). Toronto: Oxford University Press.
- Environics Institute (2010). *Urban Aboriginal Peoples Study: Main report*. Retrieved from <https://www.uaps.ca/wp-content/uploads/2010/04/UAPS-FULL-REPORT.pdf>
- First Nations Child and Family Caring Society of Canada et al. v. Attorney General of Canada (for the Minister of Indian and Northern Affairs Canada). (2016). Canadian Tribunal of Human Rights. T1340/7008. Retrieved from <http://decisions.chrt-tcdp.gc.ca/chrt-tcdp/decisions/en/item/127700/index.do?r=AAAAAQANRk5DRIMgUHJvZ3JhbQE>
- Furi, M., & Wherrett, J. (1996). *Indian status and band membership issues*. Ottawa: Political and Social Affairs Division, Library of Parliament. Retrieved from <http://www.publications.gc.ca/Collection-R/LoPBdP/BP/bp410-e.htm>

- Gordon, C. E., & White, J. P. (2014). Indigenous educational attainment in Canada. *International Indigenous Policy Journal*, 5(3), non-paginated. Retrieved from <http://ir.lib.uwo.ca/iipj/vol5/iss3/6/>
- Government of Canada & CMEC. (2016). What is the role of education in developing literacy and numeracy skills in the territories? *In focus: PIAAC in Canada*, no. 1. Retrieved from [https://www.cmec.ca/Publications/.../InFocus\\_RoleOfEducation\\_August18\\_EN.pdf](https://www.cmec.ca/Publications/.../InFocus_RoleOfEducation_August18_EN.pdf)
- Guèvremont, A. & Kohen, E. (2012). Knowledge of an Aboriginal language and school outcomes for children and adults. *International Journal of Bilingual Education and Bilingualism*, 14(1).
- Hawthorn, H. B. (Ed.). (1967). *A survey of the contemporary Indians of Canada: Economic, political, educational needs and policies*. Ottawa: Indian Affairs Branch. Retrieved from [https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/ai-arp-ls-pubs-sci3\\_1326997109567\\_eng.pdf](https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/ai-arp-ls-pubs-sci3_1326997109567_eng.pdf)
- Health Canada. (2013). *National Aboriginal Youth Suicide Prevention Strategy*. Ottawa: Health Canada. Retrieved from <http://hc-sc.gc.ca/fniah-spnia/promotion/suicide/index-eng.php>
- Hurley, C. (2000). *The Crown's fiduciary relationship with Aboriginal peoples*. Ottawa: Law and Government Division, Library of Parliament. Retrieved from <http://www.loppar.gc.ca/content/lop/ResearchPublications/prb0009-e.pdf>
- Inuit Tapiriit Kanatami. (2016). *National Inuit Suicide Prevention Strategy*. Ottawa: Inuit Tapiriit Kanatami. Retrieved from <https://www.itk.ca/wp-content/uploads/2016/07/ITK-National-Inuit-Suicide-Prevention-Strategy-2016.pdf>
- Johnson, M. K. (2012). k<sup>sup</sup> w<sup>u</sup>\_sq<sup>sup</sup> w<sup>a</sup>?q<sup>sup</sup> w<sup>a</sup>?álx (We begin to speak): Our journey with Nsyilxcn (Okanagan) language revitalization. *Canadian Journal of Native Education*, 35(1), 79–97.
- Johnson, S. L. (2011). *"I screamed internally for a long time": Traumatized urban Indigenous children in the Canadian child protection and education systems*. Unpublished doctoral dissertation, University of British Columbia. Retrieved from <http://icwrn.uvic.ca/wp-content/uploads/2013/09/i-screamed-internally.pdf>
- Kirkness, V. J. (1999). Aboriginal education in Canada: A retrospective and a prospective. *Journal of American Indian Education*, 39(1), 14–42.
- Langlois, S., & Turner, A. (2014). *Aboriginal languages and selected vitality indicators in 2011*. Ottawa: Minister of Industry/Statistics Canada. Catalogue no. 89-655-X, no. 001. Retrieved from <http://www.statcan.gc.ca/pub/89-655-x/89-655-x2014001-eng.pdf>
- Lavoie, C., Sarkar, M., Mark, M.-P., & Jenniss, B. (2012). Multiliteracies pedagogy in language teaching: An example from an Innu community in Quebec. *Canadian Journal of Native Education*, 35(1), 194–210.
- McGregor, H. E. (2013). Situating Nunavut education with Indigenous education in Canada. *Canadian Journal of Education*, 36(2), 87–118. Retrieved from <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/1226>



- Peltier, S. (2010). Facilitating language and literacy learning for students with Aboriginal English dialects. *Canadian Journal of Native Education*, 32. *Aboriginal Englishes and Education Supplement*, 114–142.
- Pidgeon, M., Muñoz, M., Kirkness, V. J., & Archibald, J. (2013). Indian control of Indian education: Reflections and envisioning the next 40 years. *Canadian Journal of Native Education*, 36(1), 5–35.
- Preston, J. P. (2008). The urgency of postsecondary education for Aboriginal peoples. *Canadian Journal of Educational Administration and Policy*, 86, 1–22. Retrieved from <https://journalhosting.ucalgary.ca/indexphp/cjeap/article/view/42767>
- Provincial and Territorial Ministers of Education. (2008). Learn Canada 2020. Joint Declaration. Retrieved from <http://www.cmec.ca/Publications/Lists/Publications/Attachments/187/CMEC-2020-DECLARATION.en.pdf>
- R. A. Malatest & Associates Ltd. (2004). *Aboriginal peoples and post-secondary education: What educators have learned*. Montreal: Canada Millennium Scholarship Foundation. Retrieved from [http://www.kpu.ca/\\_shared/assets/Aboriginal\\_Peoples\\_PostSecondary6358.pdf](http://www.kpu.ca/_shared/assets/Aboriginal_Peoples_PostSecondary6358.pdf)
- Restoule, J.-P. (2011). Looking for a way in: Aboriginal youth talk about access to university in Ontario. *Canadian Journal of Native Studies*, 31(2), 47–62.
- Romaniuc, A. (2000). Aboriginal population of Canada: Growth dynamics under conditions of encounter of civilizations. *Canadian Journal of Native Studies*, 20(1), 95–137. Retrieved from [http://www3.brandonu.ca/cjns/20.1/cjnsv20no1\\_pg95-137.pdf](http://www3.brandonu.ca/cjns/20.1/cjnsv20no1_pg95-137.pdf)
- Royal Commission on Aboriginal Peoples (RCAP). (1996a). *Report of the Royal Commission on Aboriginal Peoples: Vol. 1. Looking forward, looking back*. Ottawa: Canada Communication Group. Retrieved from <http://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>; <http://data2.archives.ca/e/e448/e011188230-01.pdf>
- Royal Commission on Aboriginal Peoples (RCAP). (1996b). *Report of the Royal Commission on Aboriginal Peoples: Vol. 3. Gathering strength*. Ottawa: Canada Communication Group. Retrieved from <http://data2.archives.ca/e/e448/e011188230-03.pdf>
- Royal Commission on Aboriginal Peoples (RCAP). (1996c). *Report of the Royal Commission on Aboriginal Peoples: Vol. 4. Perspectives and realities*. Ottawa: Canada Communication Group. Retrieved from <http://data2.archives.ca/e/e448/e011188230-04.pdf>
- Sinha, M. (Ed.) (2013). Measuring violence against women: Statistical trends. *Juristat*. Component of Statistics Canada Catalogue no. 85-002-X. Ottawa: Minister of Industry. Retrieved from <http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11766-eng.pdf>
- Sinha, V., Trocmé, N., Fallon, B., & MacLaurin, B. (2013). Understanding the investigation-stage overrepresentation of First Nations children in the child welfare system: An analysis of the First Nations component of the Canadian Incidence Study of Reported Child Abuse and Neglect 2008. *Child Abuse & Neglect*, 37(10), 821–831.

- St. Germain, G., & Dyck, L. E. (2011). *Reforming First Nations education: From crisis to hope*. Report of the Standing Senate Committee on Aboriginal Peoples. Ottawa: Senate of Canada. Retrieved from <http://www.parl.gc.ca/content/sen/committee/411/appa/rep/rep03dec11-e.pdf>
- Statistics Canada. (2012). *Aboriginal languages in Canada*. Language, 2011 Census of Population. Catalogue no. 98-314-X2011003. Ottawa: Minister of Industry. Retrieved from [http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011003\\_3-eng.pdf](http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011003_3-eng.pdf)
- Statistics Canada. (2013a). *Aboriginal peoples in Canada: First Nations People, Métis and Inuit*. National Household Survey, 2011. Catalogue no. 99-011-X2011001. Ottawa: Minister of Industry. Retrieved from <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/99-011-x2011001-eng.pdf>
- Statistics Canada. (2013b). *Aboriginal peoples and language*. National Household Survey, 2011. Catalogue no. 99-011-X2011003. Ottawa: Minister of Industry. Retrieved from [http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/99-011-x2011003\\_1-eng.pdf](http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/99-011-x2011003_1-eng.pdf)
- Statistics Canada. (2013c). *The educational attainment of Aboriginal peoples in Canada*. National Household Survey, 2011. Catalogue no. 99-012-X2011003. Ottawa: Minister of Industry. Retrieved from [https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-012-x/99-012-x2011003\\_3-eng.cfm](https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-012-x/99-012-x2011003_3-eng.cfm)
- Statistics Canada. (2015). *Aboriginal statistics at a glance* (2<sup>nd</sup> ed.). Catalogue no. 89-645-x2015001. Ottawa: Ministry of Industry. Retrieved from <http://www.statcan.gc.ca/pub/89-645-x/89-645-x2015001-eng.htm>
- Statistics Canada. (2017a). *The Aboriginal languages of First Nations people, Métis and Inuit*. Census in Brief, October 25. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016022/98-200-x2016022-eng.cfm?wbdisable=true>
- Statistics Canada. (2017b). *Aboriginal peoples in Canada: Key results from the 2016 Census*. *The Daily*, October 25. Retrieved from <http://www.statcan.gc.ca/daily-quotidien/171025/dq171025a-eng.htm?HPA=1>
- Statistics Canada. (2017c). *Aboriginal people and the labour market*. *The Daily*, March 16. Retrieved from <https://www150.statcan.gc.ca/n1/daily-quotidien/170316/dq170316d-eng.htm>
- Statistics Canada, ESDC, & CMEC. (2013). *Skills in Canada: First results from the Programme for the International Assessment of Adult Competencies (PIAAC)*. Ottawa: Minister of Industry. Retrieved from <http://www.cmec.ca/Publications/Lists/Publications/Attachments/315/Canadian-PIAAC-Report.EN.pdf>
- Stout, R., & Peters, S. (2011). *kiskinohamâtôtâpânâsk: Inter-generational effects on professional First Nations women whose mothers are residential school survivors*. Winnipeg: Prairie Women's Health Centre of Excellence and Centres of Excellence for Women's Health. Retrieved from <https://docplayer.net/35432-Kiskinohamatotapanask-inter-generational-effects-on-professional-first-nations-women-whose-mothers-are-residential-school-survivors.html>
- Strategic Alliance of Broadcasters for Aboriginal Reflection (SABAR). (2012). *Key terminology guidebook for reporting on Aboriginal topics*. Retrieved from <https://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/SABAR-Glossary-English-Final.pdf>

- Task Force on Aboriginal Languages and Cultures. (2005). *Towards a new beginning: A foundation report for a strategy to revitalize First Nation, Inuit and Métis languages and cultures*. Report. Retrieved from <https://www.afn.ca/uploads/files/education2/towardanewbeginning.pdf>
- Truth and Reconciliation Commission of Canada (TRC). (2015a). *The final report of the Truth and Reconciliation Commission of Canada: Vol. 1. Canada's residential schools: The history, Part 1. Origins to 1939*. Montreal and Kingston: McGill-Queen's University Press. Retrieved from <http://nctr.ca/reports.php>
- Truth and Reconciliation Commission of Canada (TRC). (2015b). *The final report of the Truth and Reconciliation Commission of Canada: Vol. 2. Canada's residential schools: The Inuit and Northern experience*. Montreal and Kingston: McGill-Queen's University Press. Retrieved from <http://nctr.ca/reports.php>
- Truth and Reconciliation Commission of Canada (TRC). (2015c). *The final report of the Truth and Reconciliation Commission of Canada: Vol. 3. Canada's residential schools: The Métis experience*. Montreal and Kingston: McGill-Queen's University Press. Retrieved from <http://nctr.ca/reports.php>
- Truth and Reconciliation Commission of Canada (TRC). (2015d). *The final report of the Truth and Reconciliation Commission of Canada: Vol. 5. Canada's residential schools: The legacy*. Montreal and Kingston: McGill-Queen's University Press. Retrieved from <http://nctr.ca/reports.php>
- Truth and Reconciliation Commission of Canada (TRC). (2015e). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. Montreal and Kingston: McGill-Queen's University Press. Retrieved from <http://publications.gc.ca/site/eng/9.800288/publication.html>
- Tweddle, A. (2005). Youth leaving care: How do they fare? Briefing paper. Toronto: Modernizing Income Security for Working Age Adults Task Force. Retrieved from [http://voices.mb.ca/wp-content/uploads/2016/03/Final\\_Youth\\_leaving\\_care\\_report\\_copy.pdf](http://voices.mb.ca/wp-content/uploads/2016/03/Final_Youth_leaving_care_report_copy.pdf)
- UN-Habitat. (2010). *Urban Indigenous peoples and migration: A review of policies, programmes and practices*. Nairobi: United Nations Human Settlements Programmes. Retrieved from <http://unhabitat.org/books/urban-indigenous-peoples-and-migration-a-review-of-policies-programmes-and-practices>
- United Nations Human Rights Council. (2014). *Report of the Special Rapporteur on the rights of Indigenous peoples, James Anaya: The situation of indigenous peoples in Canada*. Retrieved from [http://www.ohchr.org/Documents/Issues/IPeoples/SR/A.HRC.27.52.Add.2-MissionCanada\\_AUV.pdf](http://www.ohchr.org/Documents/Issues/IPeoples/SR/A.HRC.27.52.Add.2-MissionCanada_AUV.pdf)
- Waldram, J. (1997). *The way of the pipe: Aboriginal spirituality and symbolic healing in Canadian prisons*. Peterborough, ON: Broadview Press.
- Wesley-Esquimaux, C. C., & Smolewski, M. (2004). *Historic trauma and Aboriginal healing*. Ottawa: Aboriginal Healing Foundation. Retrieved from <http://www.ahf.ca/downloads/historic-trauma.pdf>



## **APPENDIX I**

### **METHODOLOGY AND DEFINITIONS**

## ***Foundational skills: definitions and descriptions of proficiency levels in PIAAC***

The skills assessed by PIAAC are defined in terms of three parameters: content, cognitive strategies, and context. The context defines the different situations in which each of these skills is used, including professional, educational, personal, and societal. To describe the performance of adults in all three domains—literacy, numeracy, and problem solving in technology-rich environments (PS-TRE)—the term “proficiency” is used in this report. Proficiency is defined as “a continuum of ability involving the mastery of information-processing tasks of increasing complexity” (OECD, 2013b, 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. The next section provides more detailed definitions of literacy, numeracy, and PS-TRE as well as specific descriptions of content, cognitive strategies, and context at each proficiency level.

## Literacy

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

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

**Table AI.1 Description of literacy proficiency levels**

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

## Numeracy

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

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

**Table A1.2. Description of numeracy proficiency levels**

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

## PS-TRE

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

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

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

## Interpreting the results

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

Information regarding the sampling of Indigenous populations in PIAAC can be found in the “PIAAC and the sampling of the Indigenous population in Canada” section in the Introduction.

More 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

### Aboriginal peoples

Aboriginal peoples (referred to as “Indigenous peoples” in this report) are the original inhabitants of what is now Canada. This term encompasses three distinct groups, Indians (First Nations), Métis, and Inuit, as legally defined by the *Constitution Act, 1982*.

### Indigenous peoples

There has been a recent movement from use of the term “Aboriginal” to use of the term “Indigenous” to refer to the descendants of the original inhabitants of what is now Canada. This movement has been in part to acknowledge the international legal rights of Indigenous peoples in Canada under the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP), which Canada officially adopted in 2016. In the Canadian context, however, this term is sometimes still used interchangeably with “Aboriginal.”

### First Nations

“First Nations” refers to Indigenous peoples who do not exclusively identify as Métis or Inuit (although it should be noted that a relatively small number of First Nations also identify as Métis or Inuit). Though this term has no legal definition, “First Nations” is the preferred term for Indigenous peoples legally defined as “Indian” in the *Constitution Act, 1982*. This term can be used to describe Registered (or status) Indians, Treaty Indians, as well as non-status Indians.

### Métis

Métis are individuals of mixed Indigenous and European ancestry, who identify as Métis and are distinct from First Nations, Inuit, and non-Indigenous peoples. According to the Métis National Council, “Métis” means a person who self-identifies as Métis, is distinct from other Indigenous peoples, is of historic Métis Nation ancestry and is accepted by the Métis Nation, as illustrated through citizenship registration with the Métis Nation. Note that the PIAAC data, similarly to the NHS, relied upon responses to a background questionnaire, which distinguished Métis based on self-identification, as opposed to the methodology adopted more recently in collaboration with the Métis Nation by the 2017 Aboriginal Peoples Survey (APS), which relied on Métis Nation citizen registrations.

## Inuit

Inuit are the original inhabitants of northern and Arctic Canada, which comprises Inuvialuit (a region in Northwest Territories and parts of Yukon), Nunavut, Nunavik (northern Quebec), and Nunatsiavut (northern Labrador). Inuit are not subject to the *Indian Act*, and thus are not legally considered to be “Indians.”

## Registered or Status Indians

Individuals recognized by the federal government as being registered under the *Indian Act* are referred to as Registered Indians (commonly referred to as a Status Indians). Status Indians have access to a variety of programs and services offered by federal agencies and provincial governments, which are not available to non-status Indians or Métis. The Indian Register contains the names of all Status Indians.

## Non-status Indian

Non-status Indians are individuals who self-identify as “Indian” or as members of a First Nation but are not registered as such in the Indian Register under the *Indian Act*.

## Treaty Indian

A Status Indian who belongs to a First Nation that signed a treaty with the Crown. The rights of an individual Treaty Indian depend on the precise terms and conditions of the First Nation’s treaty.

## Reserve

A tract of land, the legal title to which is held by the Crown, which has been set apart for the use and benefit of a First Nation under the *Indian Act*. Some First Nations have more than one reserve and some have none.

## Residential schools

Residential schools were schools funded by the federal government and run by Christian religious groups during most of the 19<sup>th</sup> and 20<sup>th</sup> centuries. They were designed to prepare First Nations, Métis, and Inuit children for assimilation into European Canadian society. The residential school system has been widely criticized for its forcible removal of Indigenous children from their communities, harsh living conditions, and widespread physical and sexual abuse. The last federally operated residential school was closed in 1996 (SABAR, 2012).

## Employment status

### Employed

Employed respondents were those who in the week prior to the administration of the PIAAC assessment did at least one hour of paid work as an employee or a self-employed individual, were away from a job they planned to return to, or did at least one hour of unpaid work in a business that either they or a relative owned (Statistics Canada et al., 2013, p. 61).

### Unemployed

Unemployed respondents did not identify themselves as being in any of the “employed” categories, or they indicated that they were actively looking for work in the four weeks prior to the administration of the PIAAC assessment and were able to begin work within two weeks. The unemployed population also included respondents who were waiting to begin a job for which they had been hired (Statistics Canada et al., 2013, p. 61).

### Not in the labour force

In PIAAC, those “not in the labour force” were respondents who met none of the employment conditions and had not actively looked for work in the four weeks prior to the administration of the PIAAC assessment, or would not begin work for more than three months. The “not in the labour force” population also consists of respondents who did not take active steps to find a job and were not looking for work or available to begin work within two weeks of the survey (Statistics Canada et al., 2013, p. 61). This category may include retired people, students, or those with health conditions that prevent them from working.

## Highest level of educational attainment

This term refers to the highest level of education ever completed. “Education” is defined as formal education provided in the system of schools, colleges, universities, and other formal educational institutions. Educational attainment is based on the 1997 International Standard Classification of Education (ISCED) coding developed by UNESCO. That code includes every type of education associated with obtaining a certificate or diploma the respondent has ever successfully completed. The categories include the following:

- *Less than high-school diploma*: No formal education, or elementary school or junior high/

middle school. In terms of the ISCED classification, this category includes no formal qualification or below ISCED 1, ISCED 1, and ISCED 2.

- *High-school diploma*: Senior high school, adult secondary school, or upgrading programs or courses. In terms of the ISCED classification, this category includes ISCED 3C – shorter than two years, ISCED 3C – two years or more, ISCED 3A–B, and ISCED 3 (without distinction A, B, or C, two years or more).
- *Postsecondary education below bachelor's degree*: Non-university certificate or diploma from a college, school of nursing, or technical institute; trade/vocational certificate; apprenticeship certificate; cégep diploma or certificate; university transfer programs; and university certificate or diploma programs below a bachelor's degree. In terms of ISCED classification, this category includes: ISCED 4C, ISCED 4A–B, ISCED 4 (without distinction A, B, or C), and ISCED 5B.
- *Postsecondary education, bachelor's degree or higher*: Bachelor's degree and university certificate above bachelor level. In terms of ISCED classification, this category includes ISCED 5A-bachelor's degree.
- *Postsecondary education, first professional degree, master's degree, or Ph.D.*: First professional degree (medical, veterinary medicine, dental, optometry, law, and divinity), master's and Ph.D. In terms of ISCED classification, this category includes ISCED 5A – master's degree and ISCED 6.

### Mother tongue

“Mother tongue” refers to the first and second language learned at home in childhood and still understood by the individual at the time of the survey.

## Background questionnaire

Are you an Aboriginal person, that is, First Nations, Métis or Inuit? First Nations include Status and Non-Status Indians.

- 1: Yes
- 2: No ...
- 8: Refusal
- 9: Don't know

Section J – Question identifier:

If the respondent has already specified the Aboriginal group(s), select the group(s) from the list below. If not, ask: Are you First Nations, Métis or Inuit?

- 1: First Nations (North American Indian)
- 2: Métis
- 3: Inuit (Inuk) ...
- 8: Refusal
- 9: Don't know

Section J – Question identifier:

Are you a Status Indian (Registered or Treaty) as defined by the *Indian Act* of Canada?

- 1: Yes, Status Indian (Registered or Treaty)
- 2: No ...
- 8: Refusal
- 9: Don't know

Section J – Question identifier:

Are you a member of a First Nation/Indian Band?

- 1: Yes
- 2: No ...
- 8: Refusal
- 9: Don't know

Section J – Question identifier:

What First Nation or Indian Band are you a member of?

- 8: Refusal
- 9: Don't know



## APPENDIX II

## TABLES

**Table I.1**

**Literacy — The likelihood of the population aged 16 to 65 at the highest proficiency levels (level 4 or 5) reporting positive social and economic outcomes, by Indigenous and non-Indigenous populations, Canada, 2012**

	Population			
	Non-Indigenous		Indigenous	
	Odds-ratio	p-value	Odds-ratio	p-value
<b>Participation in volunteer activities</b>	3.5	***	2.5	**
<b>High levels of political efficacy</b>	2.9	***	1.4	-
<b>High levels of trust</b>	2.4	***	2.0	-
<b>Good to excellent health</b>	2.2	***	2.9	*
<b>Being employed</b>	1.5	-	1.4	-

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

**Notes:** Increased likelihood (odds ratio) of adults scoring at level 4 or 5 in literacy reporting high levels of trust and political efficacy, good health, participating in volunteer activities and being employed, compared with adults scoring at or below level 1 in literacy. As per the OECD methodology, odds ratios are adjusted for age, gender, educational attainment, and immigrant and language background.

\* represents a statistically significant p-value of <0.05

\*\* represents a statistically substantially significant p-value of <0.01

\*\*\* represents a statistically highly significant p-value of <0.001

- represents a p-value that is not statistically significant

Table 1.1a

Literacy — Average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, OECD countries and Canadian Indigenous populations, 2012

	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
	Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Canada</b>	185	(1.9)	243	(1.1)	273	(0.6)	309	(0.8)	348	(1.2)
<b>Indigenous, total</b>	171	(5.4)	228	(2.3)	260	(1.9)	296	(2.1)	337	(4.0)
<b>First Nations</b>	165	(9.8)	221	(4.5)	254	(2.8)	290	(3.5)	332	(4.6)
<b>Métis</b>	188	(8.8)	242	(5.6)	272	(2.8)	303	(4.0)	342	(8.4)
<b>Inuit</b>	133	(11.8)	181	(8.1)	217	(5.8)	255	(9.8)	303	(12.4)
<b>Registered Indian, total</b>	164	(8.8)	220	(4.5)	253	(2.7)	288	(4.4)	332	(7.1)
<b>Non-Indigenous</b>	186	(1.9)	243	(1.0)	274	(0.6)	309	(0.8)	348	(1.3)
<b>OECD countries and economies</b>										
<b>Australia</b>	193	(3.1)	251	(1.3)	280	(0.9)	315	(1.2)	355	(1.7)
<b>Austria</b>	194	(2.3)	242	(1.2)	269	(0.7)	300	(1.0)	336	(1.3)
<b>Chile</b>	132	(3.3)	184	(2.3)	220	(2.4)	257	(3.3)	305	(4.6)
<b>Czech Republic</b>	203	(3.9)	249	(1.5)	274	(1.0)	302	(1.4)	336	(2.5)
<b>Denmark</b>	186	(2.4)	244	(1.0)	271	(0.6)	303	(0.9)	339	(1.5)
<b>England/N. Ireland (UK)</b>	188	(3.4)	241	(1.4)	272	(1.0)	307	(1.3)	347	(1.9)
<b>Estonia</b>	199	(2.1)	248	(0.9)	276	(0.7)	306	(0.9)	344	(1.8)
<b>Finland</b>	200	(3.2)	258	(1.2)	288	(0.7)	322	(1.0)	362	(1.5)
<b>Flanders (Belgium)</b>	191	(2.6)	246	(1.2)	275	(0.8)	309	(1.0)	344	(1.6)
<b>France</b>	174	(1.9)	232	(0.9)	262	(0.6)	297	(1.0)	334	(1.1)
<b>Germany</b>	186	(2.6)	239	(1.5)	270	(0.9)	304	(1.2)	341	(1.5)
<b>Greece</b>	176	(3.0)	224	(1.6)	254	(1.1)	285	(1.5)	328	(2.2)
<b>Ireland</b>	182	(4.2)	239	(1.7)	267	(0.9)	298	(1.1)	337	(1.8)
<b>Israel</b>	157	(3.3)	221	(1.2)	255	(0.7)	295	(1.3)	336	(2.1)
<b>Italy</b>	173	(3.2)	222	(1.6)	250	(1.1)	282	(1.6)	319	(1.8)
<b>Japan</b>	226	(2.2)	272	(1.2)	296	(0.7)	324	(0.9)	355	(1.5)
<b>Netherlands</b>	196	(3.1)	256	(1.0)	284	(0.7)	317	(0.9)	355	(1.6)
<b>New Zealand</b>	197	(2.9)	252	(1.4)	281	(0.8)	313	(1.1)	351	(1.7)
<b>Norway</b>	195	(3.0)	251	(1.3)	278	(0.6)	311	(0.8)	347	(1.7)
<b>Poland</b>	182	(2.6)	237	(1.1)	267	(0.6)	300	(0.9)	340	(1.5)
<b>Republic of Korea</b>	199	(1.8)	248	(0.8)	273	(0.6)	301	(0.9)	335	(1.9)
<b>Slovak Republic</b>	201	(2.5)	250	(1.1)	274	(0.6)	301	(0.8)	332	(1.5)
<b>Slovenia</b>	171	(3.0)	226	(1.3)	256	(0.8)	291	(1.2)	328	(1.8)
<b>Spain</b>	164	(3.0)	222	(1.2)	252	(0.7)	286	(0.8)	325	(1.9)
<b>Sweden</b>	188	(4.0)	251	(1.3)	279	(0.7)	313	(1.1)	351	(1.5)
<b>Turkey</b>	147	(3.7)	199	(2.1)	227	(1.1)	257	(1.2)	294	(1.9)
<b>United States</b>	182	(3.3)	238	(1.5)	270	(1.0)	305	(1.5)	344	(2.2)
<b>OECD average</b>	184	(0.6)	239	(0.3)	268	(0.2)	300	(0.2)	338	(0.4)

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

SE Standard error

Table 1.1b

**Numeracy — Average scores with 0.95 confidence interval and scores at the 5th, 25th, 75th, and 95th percentiles of population aged 16 to 65, OECD countries and Canadian Indigenous populations, 2012**

	5th percentile		25th percentile		Average score	SE	75th percentile		95th percentile	
	Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Canada</b>	169	(2.5)	231	(1.1)	265	(0.7)	304	(0.8)	349	(1.2)
<b>Indigenous, total</b>	146	(7.6)	207	(4.0)	244	(2.7)	283	(3.2)	332	(5.4)
<b>First Nations</b>	139	(9.2)	198	(5.9)	236	(4.0)	276	(4.9)	325	(8.0)
<b>Métis</b>	170	(8.5)	227	(5.0)	259	(3.5)	293	(4.3)	340	(7.9)
<b>Inuit</b>	108	(9.8)	159	(6.3)	198	(6.0)	236	(7.4)	293	(16.4)
<b>Registered Indian, total</b>	138	(9.5)	197	(5.8)	235	(4.0)	273	(5.2)	321	(7.8)
<b>Non-Indigenous</b>	170	(2.9)	232	(1.1)	266	(0.7)	305	(0.9)	350	(1.2)
<b>OECD countries and economies</b>										
<b>Australia</b>	169	(4.6)	235	(1.4)	268	(0.9)	305	(1.4)	352	(2.1)
<b>Austria</b>	190	(3.7)	246	(1.4)	275	(0.9)	309	(0.9)	349	(2.2)
<b>Chile</b>	106	(3.9)	166	(2.6)	206	(3.1)	248	(4.0)	303	(5.4)
<b>Czech Republic</b>	201	(2.8)	248	(1.8)	276	(0.9)	305	(1.2)	343	(2.9)
<b>Denmark</b>	190	(3.3)	247	(1.2)	278	(0.7)	313	(1.0)	355	(1.8)
<b>England/N. Ireland (UK)</b>	167	(3.0)	227	(1.6)	262	(1.1)	300	(1.5)	345	(2.1)
<b>Estonia</b>	195	(1.9)	245	(0.8)	273	(0.5)	304	(0.8)	344	(1.5)
<b>Finland</b>	194	(3.1)	251	(1.4)	282	(0.7)	317	(0.9)	361	(2.2)
<b>Flanders (Belgium)</b>	191	(2.9)	249	(1.6)	280	(0.8)	316	(1.0)	356	(2.1)
<b>France</b>	152	(2.8)	220	(1.4)	254	(0.6)	294	(0.9)	337	(1.5)
<b>Germany</b>	179	(3.6)	238	(1.5)	272	(1.0)	309	(1.3)	351	(2.1)
<b>Greece</b>	172	(2.5)	220	(1.8)	252	(1.0)	284	(1.3)	329	(2.4)
<b>Ireland</b>	161	(4.4)	225	(1.7)	256	(1.0)	291	(1.2)	336	(2.2)
<b>Israel</b>	134	(4.9)	213	(1.3)	251	(0.8)	296	(1.4)	345	(1.9)
<b>Italy</b>	161	(3.5)	215	(1.6)	247	(1.1)	282	(1.6)	324	(2.0)
<b>Japan</b>	213	(2.7)	261	(1.3)	288	(0.7)	318	(1.0)	355	(1.4)
<b>Netherlands</b>	189	(2.9)	251	(1.3)	280	(0.7)	315	(0.9)	354	(1.5)
<b>New Zealand</b>	177	(2.8)	237	(1.4)	271	(1.0)	309	(1.4)	354	(2.5)
<b>Norway</b>	181	(3.0)	248	(1.4)	278	(0.8)	315	(1.0)	357	(2.2)
<b>Poland</b>	171	(2.7)	229	(1.4)	260	(0.8)	294	(1.1)	338	(1.7)
<b>Republic of Korea</b>	181	(2.3)	236	(1.0)	263	(0.7)	295	(1.1)	332	(1.3)
<b>Slovak Republic</b>	189	(3.5)	249	(1.4)	276	(0.8)	308	(1.1)	346	(1.7)
<b>Slovenia</b>	160	(3.7)	224	(1.4)	258	(1.0)	295	(1.4)	338	(1.8)
<b>Spain</b>	149	(3.1)	216	(1.2)	246	(0.6)	281	(1.1)	322	(1.5)
<b>Sweden</b>	182	(4.1)	249	(1.4)	279	(0.8)	316	(1.3)	358	(1.7)
<b>Turkey</b>	116	(5.8)	185	(2.2)	219	(1.4)	258	(1.5)	303	(2.3)
<b>United States</b>	152	(3.8)	217	(1.8)	253	(1.2)	293	(1.7)	340	(2.6)
<b>OECD average</b>	171	(0.7)	231	(0.3)	263	(0.2)	299	(0.3)	342	(0.4)

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

SE Standard error

Table 1.2a

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification, Canada and oversampled populations, 2012**

	Indigenous identification	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
				Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Canada</b>	Indigenous, total	3	(0.0)	171	(5.4)	228	(2.3)	260	(1.9)	296	(2.1)	337	(4.0)
	First Nations	2	(0.1)	165	(9.8)	221	(4.5)	254	(2.8)	290	(3.5)	332	(4.6)
	Métis	1	(0.1)	188	(8.8)	242	(5.6)	272	(2.8)	303	(4.0)	342	(8.4)
	Inuit	0	(0.0)	133	(11.8)	181	(8.1)	217	(5.8)	255	(9.8)	303	(12.4)
	Registered Indian, total	1	(0.1)	164	(8.8)	220	(4.5)	253	(2.7)	288	(4.4)	332	(7.1)
	Non-Indigenous	97	(0.0)	186	(1.9)	243	(1.0)	274	(0.6)	309	(0.8)	348	(1.3)
<b>Ontario</b>	Indigenous, total	2	(0.0)	181	(12.3)	241	(4.1)	269	(3.3)	300	(4.0)	341	(9.6)
	First Nations	1	(0.0)	177	(19.7)	235	(7.4)	264	(4.3)	297	(5.6)	334	(7.6)
	Métis	1	(0.0)	193	(19.7)	253	(8.9)	277	(5.4)	305	(7.2)	346	(19.2)
	Registered Indian, total	1	(0.0)	176	(24.4)	233	(8.9)	264	(5.4)	297	(6.6)	335	(11.6)
	Non-Indigenous	98	(0.0)	188	(4.1)	246	(2.0)	276	(1.0)	311	(1.7)	350	(2.2)
<b>Manitoba</b>	Indigenous, total	12	(0.0)	169	(17.0)	230	(8.0)	259	(4.3)	293	(5.0)	333	(6.1)
	First Nations	5	(0.4)	157	(21.2)	213	(18.7)	244	(6.5)	277	(6.8)	319	(18.4)
	Métis	7	(0.4)	191	(12.6)	243	(9.5)	271	(4.2)	302	(5.4)	337	(6.9)
	Registered Indian, total	5	(0.4)	157	(21.4)	211	(18.2)	245	(6.4)	280	(8.0)	320	(13.8)
	Non-Indigenous	88	(0.0)	186	(9.1)	247	(2.7)	276	(2.1)	312	(3.4)	347	(4.3)
<b>Saskatchewan</b>	Indigenous, total	10	(0.1)	166	(11.3)	214	(7.1)	248	(4.2)	282	(6.8)	329	(10.9)
	First Nations	6	(0.3)	157	(20.3)	203	(8.4)	240	(6.1)	275	(6.4)	322	(25.9)
	Métis	4	(0.3)	182	(18.6)	229	(9.2)	259	(4.0)	291	(7.9)	331	(7.0)
	Registered Indian, total	6	(0.3)	157	(11.6)	202	(10.5)	238	(6.2)	272	(6.5)	320	(22.6)
	Non-Indigenous	90	(0.1)	191	(7.2)	245	(3.8)	274	(2.3)	307	(3.1)	345	(4.5)
<b>British Columbia</b>	Indigenous, total	4	(0.0)	178	(16.9)	236	(8.0)	266	(3.5)	298	(5.8)	335	(7.5)
	First Nations	2	(0.1)	170	(16.6)	228	(9.5)	259	(4.6)	295	(8.4)	332	(12.7)
	Métis	1	(0.1)	210	(13.4)	255	(11.7)	277	(4.8)	302	(7.9)	337	(12.0)
	Registered Indian, total	2	(0.2)	167	(14.7)	228	(12.8)	257	(4.9)	289	(6.6)	327	(13.0)
	Non-Indigenous	96	(0.0)	182	(8.5)	243	(3.8)	275	(1.9)	312	(2.9)	349	(5.5)
<b>Yukon</b>	Indigenous, total	22	(0.0)	148 <sup>M</sup>	(44.5)	205	(18.7)	242	(17.3)	286	(22.1)	320	(16.4)
	First Nations	19	(1.0)	147 <sup>M</sup>	(41.4)	201	(21.3)	238	(18.8)	285	(25.7)	316	(17.1)
	Métis	U	(0.9)	186	(22.6)	236	(37.4)	268	(14.2)	298	(23.7)	342	(21.1)
	Registered Indian, total	16	(2.1)	145 <sup>M</sup>	(42.4)	191	(27.3)	227	(18.2)	264	(17.8)	313	(18.6)
	Non-Indigenous	78	(0.0)	209	(24.5)	257	(16.4)	288	(10.9)	319	(9.9)	362	(22.2)

Table 1.2a (cont'd)

Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification, Canada and oversampled populations, 2012

	Indigenous identification	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
				Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Northwest Territories</b>	Indigenous, total	52	(0.1)	139	(11.1)	195	(11.7)	229	(8.9)	264	(9.9)	316	(13.3)
	First Nations	29	(2.6)	130	(13.6)	187	(12.6)	220	(10.1)	255	(11.2)	305	(16.9)
	Métis	10 <sup>M</sup>	(1.7)	182 <sup>M</sup>	(47.3)	227	(16.5)	257	(9.8)	291	(26.7)	332	(15.0)
	Inuit	12 <sup>M</sup>	(2.4)	148 <sup>M</sup>	(24.9)	195	(17.8)	225	(10.2)	260	(22.9)	295	(14.0)
	Registered Indian, total	33	(2.3)	131	(14.1)	187	(13.0)	219	(10.2)	254	(12.2)	307	(15.5)
	Non-Indigenous	48	(0.1)	197	(7.2)	248	(6.5)	280	(3.7)	314	(3.8)	355	(5.7)
<b>Nunavut</b>	Indigenous, total	85	(0.6)	127	(8.5)	171	(6.4)	207	(4.3)	243	(5.9)	289	(7.4)
	Inuit	84	(0.4)	126	(7.9)	170	(6.3)	206	(4.3)	242	(5.7)	287	(7.2)
	Non-Indigenous	15	(0.6)	209	(16.6)	265	(7.5)	290	(3.4)	320	(4.9)	352	(13.2)

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

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

Table 1.2b

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification, Canada and oversampled populations, 2012**

	Indigenous identification	%	SE	5 <sup>th</sup> percentile	SE	25 <sup>th</sup> percentile	SE	Average score	SE	75 <sup>th</sup> percentile	SE	95 <sup>th</sup> percentile	SE
				Scores		Scores				Scores		Scores	
<b>Canada</b>	Indigenous, total	3	(0.0)	146	(7.6)	207	(4.0)	244	(2.7)	283	(3.2)	332	(5.4)
	First Nations	2	(0.1)	139	(9.2)	198	(5.9)	236	(4.0)	276	(4.9)	325	(8.0)
	Métis	1	(0.1)	170	(8.5)	227	(5.0)	259	(3.5)	293	(4.3)	340	(7.9)
	Inuit	0	(0.0)	108	(9.8)	159	(6.3)	198	(6.0)	236	(7.4)	293	(16.4)
	Registered Indian, total	1	(0.1)	138	(9.5)	197	(5.8)	235	(4.0)	273	(5.2)	321	(7.8)
	Non-Indigenous	97	(0.0)	170	(2.9)	232	(1.1)	266	(0.7)	305	(0.9)	350	(1.2)
<b>Ontario</b>	Indigenous, total	2	(0.0)	155	(15.4)	223	(6.3)	252	(3.5)	285	(4.0)	328	(6.4)
	First Nations	1	(0.0)	150	(15.9)	214	(9.0)	244	(5.1)	278	(6.2)	323	(7.7)
	Métis	1	(0.0)	176	(14.6)	238	(7.8)	263	(4.6)	293	(7.4)	335	(13.2)
	Registered Indian, total	1	(0.0)	150	(24.7)	213	(10.0)	244	(6.0)	277	(8.7)	325	(10.9)
	Non-Indigenous	98	(0.0)	168	(4.7)	231	(2.3)	267	(1.2)	307	(1.5)	351	(3.1)
<b>Manitoba</b>	Indigenous, total	12	(0.0)	143	(15.5)	209	(10.0)	245	(4.8)	285	(5.0)	330	(7.5)
	First Nations	5	(0.4)	129 <sup>M</sup>	(26.2)	186	(18.5)	225	(7.4)	262	(13.2)	313	(18.5)
	Métis	7	(0.4)	165	(12.4)	230	(8.3)	261	(4.9)	296	(6.5)	336	(14.2)
	Registered Indian, total	5	(0.4)	130 <sup>M</sup>	(23.0)	186	(19.3)	226	(7.0)	265	(9.9)	312	(19.3)
	Non-Indigenous	88	(0.0)	167	(12.3)	234	(3.4)	267	(2.6)	305	(3.5)	348	(6.5)
<b>Saskatchewan</b>	Indigenous, total	10	(0.1)	140	(12.2)	193	(9.3)	232	(4.8)	270	(5.8)	319	(11.3)
	First Nations	6	(0.3)	134	(17.7)	181	(13.8)	221	(7.2)	260	(11.8)	310	(16.8)
	Métis	4	(0.3)	158	(21.7)	210	(8.4)	245	(4.9)	279	(9.2)	327	(10.8)
	Registered Indian, total	6	(0.3)	134	(14.8)	181	(13.0)	220	(7.1)	257	(11.8)	309	(16.4)
	Non-Indigenous	90	(0.1)	175	(9.2)	233	(5.5)	266	(2.1)	302	(3.1)	346	(6.2)
<b>British Columbia</b>	Indigenous, total	4	(0.0)	155	(13.1)	218	(7.8)	250	(4.4)	287	(6.0)	330	(13.0)
	First Nations	2	(0.1)	147	(23.3)	206	(11.6)	244	(5.7)	283	(8.7)	328	(12.6)
	Métis	1	(0.1)	191	(21.0)	237	(7.4)	264	(4.8)	293	(11.7)	335	(12.7)
	Registered Indian, total	2	(0.2)	145	(23.2)	206	(11.9)	240	(5.4)	276	(8.1)	315	(15.7)
	Non-Indigenous	96	(0.0)	164	(10.7)	232	(4.0)	267	(1.9)	307	(3.0)	352	(6.1)
<b>Yukon</b>	Indigenous, total	22	(0.0)	U	(52.7)	184	(28.6)	224	(16.7)	270	(18.2)	311	(15.2)
	First Nations	19	(1.0)	U	(51.9)	177 <sup>M</sup>	(29.7)	220	(18.5)	267	(22.8)	302	(19.4)
	Métis	U	(0.9)	161 <sup>M</sup>	(37.7)	224	(27.3)	255	(13.1)	285	(28.0)	340	(26.0)
	Registered Indian, total	16	(2.1)	U	(48.8)	169 <sup>M</sup>	(29.3)	209	(19.0)	250	(21.6)	304	(26.0)
	Non-Indigenous	78	(0.0)	182 <sup>M</sup>	(31.5)	241	(16.5)	274	(9.4)	309	(8.3)	354	(12.9)

Table 1.2b (cont'd)

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification, Canada and oversampled populations, 2012**

	Indigenous identification	%	SE	5 <sup>th</sup> percentile	SE	25 <sup>th</sup> percentile	SE	Average score	SE	75 <sup>th</sup> percentile	SE	95 <sup>th</sup> percentile	SE
				Scores		Scores				Scores			
<b>Northwest Territories</b>	Indigenous, total	52	(0.1)	116	(16.5)	170	(12.0)	210	(10.0)	248	(10.9)	303	(10.2)
	First Nations	29	(2.6)	108 <sup>M</sup>	(26.2)	162	(14.1)	201	(11.3)	237	(12.3)	296	(11.0)
	Métis	10 <sup>M</sup>	(1.7)	163 <sup>M</sup>	(29.8)	209	(16.8)	243	(10.3)	283	(18.1)	316	(37.8)
	Inuit	12 <sup>M</sup>	(2.4)	116 <sup>M</sup>	(25.5)	166	(21.1)	206	(12.7)	245	(13.5)	292	(24.7)
	Registered Indian, total	33	(2.3)	106 <sup>M</sup>	(24.9)	161	(14.4)	201	(10.9)	238	(12.8)	301	(14.0)
	Non-Indigenous	48	(0.1)	176	(12.3)	235	(6.2)	271	(4.5)	309	(5.1)	355	(7.1)
<b>Nunavut</b>	Indigenous, total	85	(0.6)	101	(10.9)	149	(5.9)	187	(4.6)	224	(5.9)	276	(7.0)
	Inuit	84	(0.4)	101	(11.8)	149	(6.2)	186	(4.6)	223	(5.7)	274	(9.4)
	Non-Indigenous	15	(0.6)	188	(25.3)	250	(9.1)	279	(3.0)	313	(4.6)	352	(20.0)

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

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

Table 1.3a

**Literacy — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification, Canada and oversampled populations, 2012**

	Indigenous identification	Level 1 or below		Level 2		Level 3		Level 4 or 5	
		%	SE	%	SE	%	SE	%	SE
<b>OECD average</b>		19	(0.2)	34	(0.2)	36	(0.2)	11	(0.1)
<b>Canada</b>		17	(0.5)	32	(0.7)	38	(0.7)	14	(0.5)
	Indigenous, total	24	(1.4)	36	(1.7)	32	(1.5)	8	(1.1)
	First Nations	28	(2.3)	37	(2.3)	28	(2.3)	7 <sup>M</sup>	(1.4)
	Métis	16	(1.6)	35	(2.7)	38	(2.4)	11 <sup>M</sup>	(2.1)
	Inuit	58	(4.7)	28	(3.6)	x	x	x	x
	Registered Indian, total	29	(2.2)	38	(2.7)	27	(2.7)	7 <sup>M</sup>	(1.7)
	Non-Indigenous	16	(0.5)	32	(0.7)	38	(0.7)	14	(0.5)
<b>Ontario</b>		17	(2.3)	35	(3.6)	38	(3.3)	10 <sup>M</sup>	(2.5)
	Indigenous, total	17	(2.3)	35	(3.6)	38	(3.3)	10 <sup>M</sup>	(2.5)
	First Nations	19 <sup>M</sup>	(3.4)	37	(4.4)	36	(4.3)	7 <sup>M</sup>	(2.1)
	Métis	12 <sup>M</sup>	(3.1)	33	(5.1)	42	(5.0)	U	(5.4)
	Registered Indian, total	21 <sup>M</sup>	(4.3)	37	(5.9)	35	(5.0)	U	(2.9)
	Non-Indigenous	15	(0.8)	32	(1.4)	38	(1.3)	15	(0.9)
<b>Manitoba</b>		23	(3.5)	38	(3.7)	32	(3.4)	7 <sup>M</sup>	(1.3)
	Indigenous, total	23	(3.5)	38	(3.7)	32	(3.4)	7 <sup>M</sup>	(1.3)
	First Nations	32 <sup>M</sup>	(6.3)	41	(6.2)	22 <sup>M</sup>	(4.7)	U	(2.0)
	Métis	16 <sup>M</sup>	(2.9)	36	(4.1)	40	(4.2)	9 <sup>M</sup>	(2.1)
	Registered Indian, total	32 <sup>M</sup>	(5.8)	40	(6.0)	24 <sup>M</sup>	(5.2)	U	(2.0)
	Non-Indigenous	15	(1.5)	32	(2.4)	38	(2.2)	15	(1.9)
<b>Saskatchewan</b>		33	(3.7)	38	(4.4)	24	(3.0)	U	(2.0)
	Indigenous, total	33	(3.7)	38	(4.4)	24	(3.0)	U	(2.0)
	First Nations	39	(5.3)	36	(5.3)	20 <sup>M</sup>	(3.7)	U	(3.0)
	Métis	23 <sup>M</sup>	(3.9)	40	(6.7)	29 <sup>M</sup>	(5.0)	7 <sup>M</sup>	(2.3)
	Registered Indian, total	41	(5.4)	37	(5.4)	18 <sup>M</sup>	(3.7)	U	(3.1)
	Non-Indigenous	16	(1.8)	32	(2.4)	41	(2.1)	12	(1.7)
<b>British Columbia</b>		19 <sup>M</sup>	(3.2)	36	(4.5)	37	(4.5)	8 <sup>M</sup>	(2.6)
	Indigenous, total	19 <sup>M</sup>	(3.2)	36	(4.5)	37	(4.5)	8 <sup>M</sup>	(2.6)
	First Nations	24 <sup>M</sup>	(4.6)	36	(5.0)	33 <sup>M</sup>	(5.6)	U	(3.3)
	Métis	9 <sup>M</sup>	(2.8)	36 <sup>M</sup>	(8.1)	46 <sup>M</sup>	(7.9)	9 <sup>M</sup>	(2.9)
	Registered Indian, total	24 <sup>M</sup>	(5.0)	38 <sup>M</sup>	(6.6)	32 <sup>M</sup>	(7.1)	U	(3.1)
	Non-Indigenous	17	(1.3)	29	(1.7)	39	(1.9)	16	(1.5)
<b>Yukon</b>		38 <sup>M</sup>	(11.5)	31 <sup>M</sup>	(8.4)	U	(10.0)	U	(5.9)
	Indigenous, total	38 <sup>M</sup>	(11.5)	31 <sup>M</sup>	(8.4)	U	(10.0)	U	(5.9)
	First Nations	41 <sup>M</sup>	(12.8)	30 <sup>M</sup>	(9.7)	U	(11.3)	U	(6.5)
	Métis	U	(10.5)	U	(14.2)	U	(13.6)	U	(6.1)
	Registered Indian, total	48 <sup>M</sup>	(13.5)	32 <sup>M</sup>	(8.6)	U	(7.1)	U	(2.3)
	Non-Indigenous	U	(5.5)	27 <sup>M</sup>	(7.1)	43 <sup>M</sup>	(9.2)	19 <sup>M</sup>	(6.2)

**Table 1.3a (cont'd)**

**Literacy — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification, Canada and oversampled populations, 2012**

	<b>Indigenous identification</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 or 5</b>	
<b>Northwest Territories</b>	Indigenous, total	47	(7.6)	35	(4.4)	14 <sup>M</sup>	(4.2)	U	(1.8)
	First Nations	53	(8.8)	33 <sup>M</sup>	(5.9)	x	x	x	x
	Métis	24 <sup>M</sup>	(8.0)	42 <sup>M</sup>	(9.4)	U	(8.5)	U	(6.1)
	Inuit	51 <sup>M</sup>	(10.1)	35 <sup>M</sup>	(8.3)	x	x	x	x
	Registered Indian, total	54	(8.5)	33 <sup>M</sup>	(5.6)	x	x	x	x
	Non-Indigenous	15 <sup>M</sup>	(2.5)	29	(3.1)	39	(2.7)	17	(2.8)
<b>Nunavut</b>	Indigenous, total	64	(3.0)	28	(2.3)	x	x	x	x
	Inuit	65	(3.0)	28	(2.4)	x	x	x	x
	Non-Indigenous	9 <sup>M</sup>	(2.7)	24 <sup>M</sup>	(5.2)	47	(6.2)	20 <sup>M</sup>	(4.8)

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

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

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

Table 1.3b

**Numeracy — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification, Canada and oversampled populations, 2012**

	Indigenous identification	Level 1 or below		Level 2		Level 3		Level 4 or 5	
		%	SE	%	SE	%	SE	%	SE
<b>OECD average</b>		23	(0.2)	33	(0.2)	32	(0.2)	11	(0.1)
<b>Canada</b>		23	(0.5)	32	(0.5)	33	(0.7)	13	(0.4)
	Indigenous, total	35	(1.9)	35	(1.6)	24	(1.9)	6	(0.9)
	First Nations	41	(3.1)	34	(2.5)	20	(2.2)	5 <sup>M</sup>	(1.2)
	Métis	24	(2.3)	37	(2.4)	31	(3.3)	8 <sup>M</sup>	(1.8)
	Inuit	68	(4.2)	24	(3.7)	x	x	x	x
	Registered Indian, total	42	(3.1)	34	(2.7)	19	(2.3)	4 <sup>M</sup>	(1.1)
	Non-Indigenous	22	(0.5)	32	(0.5)	33	(0.7)	13	(0.4)
<b>Ontario</b>	Indigenous, total	27	(3.1)	40	(3.0)	27	(3.1)	6 <sup>M</sup>	(1.4)
	First Nations	33	(4.4)	41	(4.2)	22	(3.6)	U	(1.6)
	Métis	18 <sup>M</sup>	(3.6)	40	(4.9)	34 <sup>M</sup>	(6.0)	U	(2.5)
	Registered Indian, total	33	(5.1)	41	(5.2)	21 <sup>M</sup>	(4.0)	U	(1.8)
	Non-Indigenous	22	(0.9)	31	(1.1)	33	(1.3)	14	(0.9)
<b>Manitoba</b>	Indigenous, total	34	(3.5)	35	(3.6)	26	(3.2)	6 <sup>M</sup>	(1.6)
	First Nations	47	(6.3)	35 <sup>M</sup>	(6.4)	14 <sup>M</sup>	(3.8)	U	(2.0)
	Métis	23	(3.2)	34	(4.4)	35	(4.2)	8 <sup>M</sup>	(2.5)
	Registered Indian, total	46	(6.0)	35 <sup>M</sup>	(6.2)	15 <sup>M</sup>	(3.9)	U	(1.7)
	Non-Indigenous	21	(1.8)	32	(2.1)	35	(2.6)	12	(1.9)
<b>Saskatchewan</b>	Indigenous, total	45	(3.9)	34	(3.7)	17	(2.6)	U	(1.7)
	First Nations	53	(5.9)	30 <sup>M</sup>	(5.7)	14 <sup>M</sup>	(3.8)	U	(2.5)
	Métis	34	(5.0)	39	(5.4)	22 <sup>M</sup>	(4.0)	U	(2.0)
	Registered Indian, total	55	(6.1)	29 <sup>M</sup>	(5.9)	13 <sup>M</sup>	(3.9)	U	(2.5)
	Non-Indigenous	21	(2.0)	33	(2.4)	35	(2.6)	11	(1.5)
<b>British Columbia</b>	Indigenous, total	29	(3.5)	37	(4.6)	28	(4.0)	U	(2.3)
	First Nations	35	(4.7)	35	(5.2)	24 <sup>M</sup>	(4.5)	U	(2.9)
	Métis	17 <sup>M</sup>	(4.0)	42 <sup>M</sup>	(7.6)	35 <sup>M</sup>	(7.3)	U	(2.5)
	Registered Indian, total	36	(5.7)	39 <sup>M</sup>	(6.6)	22 <sup>M</sup>	(4.8)	U	(1.9)
	Non-Indigenous	22	(1.5)	30	(2.0)	34	(2.0)	14	(1.4)
<b>Yukon</b>	Indigenous, total	48 <sup>M</sup>	(10.1)	34 <sup>M</sup>	(9.7)	U	(9.2)	U	(1.5)
	First Nations	51 <sup>M</sup>	(11.3)	U	(11.0)	U	(10.4)	U	(1.3)
	Métis	U	(9.7)	41 <sup>M</sup>	(13.5)	U	(10.4)	U	(6.5)
	Registered Indian, total	60 <sup>M</sup>	(10.3)	27 <sup>M</sup>	(7.6)	U	(4.1)	U	(1.5)
	Non-Indigenous	U	(7.6)	30 <sup>M</sup>	(6.9)	36 <sup>M</sup>	(8.8)	16 <sup>M</sup>	(4.7)

**Table 1.3b (cont'd)**

**Numeracy — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification, Canada and oversampled populations, 2012**

	Indigenous identification	Level 1 or below		Level 2		Level 3		Level 4 or 5	
		%	SE	%	SE	%	SE	%	SE
<b>Northwest Territories</b>	Indigenous, total	60	(6.8)	26 <sup>M</sup>	(4.7)	12 <sup>M</sup>	(3.3)	U	(1.0)
	First Nations	67	(6.8)	23 <sup>M</sup>	(5.4)	x	x	x	x
	Métis	38 <sup>M</sup>	(10.1)	32 <sup>M</sup>	(8.6)	x	x	x	x
	Inuit	63	(9.4)	29 <sup>M</sup>	(8.3)	x	x	x	x
	Registered Indian, total	67	(6.9)	23 <sup>M</sup>	(5.4)	x	x	x	x
	Non-Indigenous	20	(3.0)	32	(3.0)	33	(2.7)	15 <sup>M</sup>	(2.7)
<b>Nunavut</b>	Indigenous, total	76	(2.7)	19	(2.3)	x	x	x	x
	Inuit	77	(2.7)	19	(2.4)	x	x	x	x
	Non-Indigenous	13 <sup>M</sup>	(2.9)	32	(4.6)	40	(5.6)	15 <sup>M</sup>	(3.4)

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

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

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

Table 1.3c

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification, Canada and oversampled populations, 2012**

	Indigenous identification	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE
<b>OECD average</b>		26	(0.2)	43	(0.2)	31	(0.2)
<b>Canada</b>		17	(0.4)	46	(0.6)	37	(0.6)
	Indigenous, total	21	(1.2)	49	(1.8)	30	(1.8)
	First Nations	25	(1.8)	49	(2.6)	26	(2.4)
	Métis	14	(1.5)	49	(3.5)	37	(3.6)
	Inuit	49	(4.4)	41	(4.4)	10 <sup>M</sup>	(2.9)
	Registered Indian, total	25	(1.9)	49	(2.7)	26	(2.5)
	Non-Indigenous	17	(0.4)	46	(0.6)	38	(0.6)
<b>Ontario</b>	Indigenous, total	16	(1.6)	48	(3.2)	36	(3.1)
	First Nations	18	(2.3)	49	(4.2)	34	(3.8)
	Métis	13 <sup>M</sup>	(2.3)	47	(5.8)	40	(6.0)
	Registered Indian, total	18	(2.5)	50	(5.2)	32	(4.9)
	Non-Indigenous	16	(0.8)	44	(1.2)	39	(1.2)
<b>Manitoba</b>	Indigenous, total	21	(3.1)	48	(3.8)	31	(3.5)
	First Nations	29 <sup>M</sup>	(5.4)	51	(6.7)	20 <sup>M</sup>	(4.8)
	Métis	16 <sup>M</sup>	(2.7)	46	(5.0)	38	(4.8)
	Registered Indian, total	30 <sup>M</sup>	(5.5)	48	(6.3)	22 <sup>M</sup>	(4.5)
	Non-Indigenous	23	(1.9)	41	(2.4)	36	(2.3)
<b>Saskatchewan</b>	Indigenous, total	20	(3.1)	59	(3.8)	21	(3.2)
	First Nations	26 <sup>M</sup>	(4.8)	58	(5.8)	16 <sup>M</sup>	(4.4)
	Métis	12 <sup>M</sup>	(2.6)	59	(5.1)	28 <sup>M</sup>	(4.8)
	Registered Indian, total	24 <sup>M</sup>	(5.0)	61	(5.7)	16 <sup>M</sup>	(4.3)
	Non-Indigenous	12	(1.0)	53	(2.2)	34	(2.2)
<b>British Columbia</b>	Indigenous, total	19 <sup>M</sup>	(3.2)	46	(4.5)	35	(4.2)
	First Nations	22 <sup>M</sup>	(4.6)	48	(5.6)	30	(4.9)
	Métis	13 <sup>M</sup>	(3.3)	43 <sup>M</sup>	(9.5)	44 <sup>M</sup>	(9.5)
	Registered Indian, total	27 <sup>M</sup>	(5.9)	44	(5.6)	30	(4.1)
	Non-Indigenous	19	(1.4)	41	(1.9)	40	(1.8)
<b>Yukon</b>	Indigenous, total	U	(8.5)	58 <sup>M</sup>	(9.7)	U	(8.1)
	First Nations	U	(10.1)	59 <sup>M</sup>	(10.9)	U	(8.4)
	Métis	U	(10.5)	43 <sup>M</sup>	(13.4)	U	(13.6)
	Registered Indian, total	U	(12.4)	54 <sup>M</sup>	(11.6)	U	(7.5)
	Non-Indigenous	U	(4.6)	45 <sup>M</sup>	(10.3)	42 <sup>M</sup>	(9.6)

Table 1.3c (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification, Canada and oversampled populations, 2012**

	Indigenous identification	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
		%	SE	%	SE	%	SE
<b>Northwest Territories</b>	Indigenous, total	36	(3.3)	48	(5.3)	16 <sup>M</sup>	(4.5)
	First Nations	37	(4.4)	50	(6.0)	U	(4.7)
	Métis	22 <sup>M</sup>	(4.7)	47 <sup>M</sup>	(10.2)	31 <sup>M</sup>	(9.2)
	Inuit	45	(7.2)	43 <sup>M</sup>	(8.0)	U	(4.6)
	Registered Indian, total	38	(3.7)	48	(5.6)	U	(4.5)
	Non-Indigenous	10	(1.6)	48	(4.0)	42	(4.1)
<b>Nunavut</b>	Indigenous, total	54	(3.4)	40	(3.2)	6 <sup>M</sup>	(1.6)
	Inuit	55	(3.4)	40	(3.2)	5 <sup>M</sup>	(1.5)
	Non-Indigenous	23	(2.8)	34 <sup>M</sup>	(7.0)	43	(6.9)

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

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

**Table 2.1a**

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5th, 25th, 75th, and 95th percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
Canada		16 to 24	17	(0.0)	196	(4.5)	249	(1.9)	276	(1.3)	307	(1.6)	344	(3.3)
		25 to 34	20	(0.1)	202	(4.1)	254	(2.4)	285	(1.3)	319	(1.7)	357	(4.1)
		35 to 44	20	(0.0)	189	(4.9)	249	(2.0)	280	(1.4)	315	(1.8)	353	(2.8)
		45 to 54	23	(0.1)	174	(5.9)	235	(2.1)	268	(1.3)	305	(1.6)	346	(3.2)
		55 to 65	21	(0.0)	171	(5.2)	230	(2.1)	260	(1.1)	296	(1.7)	336	(2.6)
	Indigenous, total	16 to 24	22	(1.3)	174	(9.0)	228	(5.3)	257	(3.1)	290	(4.2)	324	(7.7)
		25 to 34	21	(1.3)	169	(17.3)	237	(4.9)	267	(3.8)	303	(6.1)	343	(10.8)
		35 to 44	20	(1.3)	180	(14.7)	239	(10.3)	271	(4.3)	306	(5.9)	345	(12.7)
		45 to 54	21	(1.3)	165	(11.9)	220	(5.0)	254	(3.1)	292	(7.0)	338	(12.4)
		55 to 65	16	(1.1)	165	(10.8)	216	(6.3)	249	(3.9)	283	(5.2)	326	(9.9)
	First Nations	16 to 24	24	(2.0)	172	(12.8)	221	(7.7)	253	(4.4)	286	(6.8)	327	(12.0)
		25 to 34	21	(1.6)	162	(21.5)	229	(10.4)	257	(5.8)	292	(8.4)	334	(13.6)
		35 to 44	19	(1.6)	165 <sup>M</sup>	(41.0)	227	(10.9)	262	(6.0)	298	(8.0)	337	(8.3)
		45 to 54	21	(1.7)	167	(15.2)	217	(8.1)	252	(4.7)	290	(9.4)	337	(16.8)
		55 to 65	16	(1.5)	159	(19.1)	214	(11.2)	244	(5.5)	274	(12.1)	332	(27.4)
	Métis	16 to 24	20	(1.8)	200	(16.3)	244	(10.3)	269	(3.8)	295	(7.7)	324	(5.0)
		25 to 34	21	(2.6)	193	(30.7)	253	(11.3)	284	(5.8)	316	(11.5)	358	(23.8)
		35 to 44	21	(2.1)	204	(18.0)	262	(7.3)	284	(6.6)	314	(11.0)	350	(18.9)
		45 to 54	23	(1.9)	171	(24.0)	229	(7.4)	261	(5.0)	296	(7.8)	341	(15.8)
		55 to 65	16	(1.5)	179	(15.9)	226	(9.2)	259	(5.5)	292	(7.0)	326	(12.8)
	Inuit	16 to 24	25	(2.4)	131	(12.6)	177	(13.2)	212	(6.6)	249	(13.0)	289	(15.7)
		25 to 34	24	(3.1)	140	(15.6)	186	(15.9)	222	(9.8)	256	(14.7)	315	(21.7)
		35 to 44	20	(2.2)	137	(21.8)	188	(9.3)	230	(11.2)	276	(18.8)	314	(30.2)
		45 to 54	17	(2.1)	134	(16.3)	180	(16.5)	209	(8.6)	240	(15.8)	295	(26.8)
		55 to 65	13 <sup>M</sup>	(2.8)	124 <sup>M</sup>	(25.8)	175 <sup>M</sup>	(40.3)	208	(14.8)	246	(32.0)	288	(31.8)
	Registered Indian, total	16 to 24	21	(1.9)	166	(15.0)	215	(11.8)	249	(5.1)	283	(8.8)	327	(21.6)
		25 to 34	23	(1.7)	161	(20.4)	229	(12.0)	257	(5.3)	292	(9.4)	334	(14.9)
		35 to 44	20	(1.9)	163 <sup>M</sup>	(48.3)	228	(10.6)	262	(6.4)	299	(8.0)	335	(13.6)
		45 to 54	22	(1.9)	167	(13.8)	216	(8.5)	248	(4.9)	280	(8.7)	337	(24.3)
		55 to 65	14	(1.6)	157	(13.8)	212	(12.7)	243	(6.8)	274	(13.1)	338	(30.8)
Non-Indigenous	16 to 24	17	(0.1)	197	(5.1)	250	(2.4)	277	(1.3)	307	(2.0)	345	(3.0)	
	25 to 34	20	(0.1)	203	(4.2)	255	(2.4)	286	(1.3)	320	(1.8)	358	(3.5)	
	35 to 44	20	(0.1)	190	(5.0)	250	(1.9)	280	(1.4)	315	(1.9)	353	(2.6)	
	45 to 54	23	(0.1)	175	(6.3)	236	(2.5)	268	(1.3)	305	(2.0)	346	(2.9)	
	55 to 65	21	(0.1)	172	(6.3)	230	(1.7)	261	(1.1)	296	(1.6)	336	(3.0)	

Table 2.1a (cont'd)

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5th, 25th, 75th, and 95th percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
Ontario	Indigenous, total	16 to 24	18	(2.0)	201 <sup>M</sup>	(38.0)	241	(14.2)	267	(5.0)	295	(8.5)	325	(11.9)
		25 to 34	22	(2.6)	171 <sup>M</sup>	(32.3)	244	(10.1)	270	(6.7)	302	(10.1)	340	(12.8)
		35 to 44	22	(2.7)	212	(17.6)	265	(8.8)	289	(7.9)	317	(13.7)	347	(16.9)
		45 to 54	19	(2.0)	182	(23.9)	231	(11.7)	262	(5.3)	294	(10.2)	328	(7.6)
		55 to 65	19	(1.9)	161	(22.6)	224	(10.7)	254	(6.5)	287	(9.0)	325	(12.5)
	First Nations	16 to 24	21	(2.7)	195 <sup>M</sup>	(36.5)	235	(14.6)	261	(7.1)	289	(10.8)	326	(11.7)
		25 to 34	23	(3.7)	169 <sup>M</sup>	(40.5)	239	(17.9)	264	(10.2)	298	(11.0)	329	(19.6)
		35 to 44	20	(2.8)	212	(14.6)	263	(11.6)	285	(6.4)	312	(12.6)	346	(19.0)
		45 to 54	18	(2.5)	181	(28.9)	230	(14.2)	262	(8.1)	298	(12.5)	328	(8.8)
		55 to 65	17	(2.6)	167	(22.2)	218	(15.9)	247	(9.6)	280	(11.4)	330	(50.1)
	Métis	16 to 24	15 <sup>M</sup>	(2.7)	227	(14.7)	257	(15.3)	277	(7.3)	302	(9.6)	320	(10.1)
		25 to 34	19 <sup>M</sup>	(3.6)	U	(63.0)	258	(28.2)	285	(8.6)	310	(15.9)	353	(20.6)
		35 to 44	26 <sup>M</sup>	(5.1)	215 <sup>M</sup>	(58.0)	265	(16.9)	292	(14.9)	330	(32.3)	346	(20.9)
		45 to 54	19	(2.6)	194 <sup>M</sup>	(36.4)	237	(17.7)	264	(6.6)	292	(9.7)	331	(17.5)
		55 to 65	21	(3.0)	U	(53.9)	235	(21.6)	262	(8.7)	296	(12.9)	321	(10.5)
	Registered Indian, total	16 to 24	16	(2.3)	157 <sup>M</sup>	(52.4)	221	(19.1)	248	(10.7)	281	(14.4)	327	(16.3)
		25 to 34	28 <sup>M</sup>	(4.7)	169 <sup>M</sup>	(52.4)	239	(17.1)	261	(11.9)	293	(20.9)	322	(17.1)
		35 to 44	23	(3.7)	218	(22.5)	269	(11.8)	289	(7.6)	314	(14.5)	337	(11.8)
		45 to 54	21 <sup>M</sup>	(3.6)	187 <sup>M</sup>	(47.2)	225	(13.1)	256	(9.1)	287	(19.7)	321	(14.5)
		55 to 65	13 <sup>M</sup>	(2.4)	168	(24.0)	225	(26.4)	256	(12.7)	282	(17.1)	357	(55.1)
	Non-Indigenous	16 to 24	18	(0.1)	202	(9.6)	254	(4.8)	279	(2.4)	309	(3.6)	346	(7.1)
		25 to 34	20	(0.2)	204	(10.9)	254	(4.2)	286	(2.4)	320	(4.6)	360	(4.7)
		35 to 44	20	(0.1)	192	(10.7)	251	(5.5)	281	(2.3)	315	(3.8)	352	(4.9)
		45 to 54	23	(0.2)	175	(11.6)	242	(3.6)	272	(2.3)	309	(3.6)	351	(5.0)
		55 to 65	20	(0.1)	164	(12.4)	231	(4.2)	262	(2.2)	299	(4.3)	338	(6.4)

Table 2.1a (cont'd)

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5th, 25th, 75th, and 95th percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
Manitoba	Indigenous, total	16 to 24	29	(2.9)	173	(15.6)	233	(9.7)	257	(5.5)	288	(9.1)	325	(12.6)
		25 to 34	25	(2.9)	161 <sup>M</sup>	(45.1)	240	(17.6)	266	(11.3)	303	(11.5)	342	(32.6)
		35 to 44	18	(2.0)	194 <sup>M</sup>	(45.0)	235	(13.8)	266	(6.4)	296	(7.3)	333	(13.0)
		45 to 54	18	(2.2)	169	(21.9)	218	(15.1)	252	(7.8)	286	(7.5)	330	(8.3)
		55 to 65	10	(1.5)	165 <sup>M</sup>	(27.9)	213	(16.4)	247	(7.8)	281	(13.3)	325	(15.6)
	First Nations	16 to 24	28 <sup>M</sup>	(5.4)	164 <sup>M</sup>	(37.7)	223	(18.6)	246	(8.9)	274	(15.6)	311	(23.7)
		25 to 34	29 <sup>M</sup>	(6.3)	161 <sup>M</sup>	(40.3)	U	(71.0)	243	(18.8)	274	(19.1)	335	(36.6)
		35 to 44	20 <sup>M</sup>	(3.8)	189	(23.9)	223	(29.7)	257	(10.2)	292	(13.8)	329	(24.1)
		45 to 54	17 <sup>M</sup>	(3.8)	168	(26.0)	194 <sup>M</sup>	(41.1)	233	(13.6)	267	(14.9)	306	(32.4)
		55 to 65	6 <sup>M</sup>	(1.8)	155	(19.5)	187 <sup>M</sup>	(38.6)	234	(17.1)	275	(42.1)	318	(22.7)
	Métis	16 to 24	29	(3.5)	183 <sup>M</sup>	(30.9)	244	(13.2)	267	(6.7)	296	(8.0)	331	(10.9)
		25 to 34	22	(3.2)	215	(27.3)	264	(19.5)	289	(6.9)	314	(10.1)	349	(19.1)
		35 to 44	17	(2.6)	209 <sup>M</sup>	(46.4)	249	(16.3)	274	(6.7)	300	(13.1)	337	(12.7)
		45 to 54	19	(2.4)	181 <sup>M</sup>	(35.9)	232	(14.1)	265	(7.2)	297	(15.7)	334	(16.9)
		55 to 65	12	(1.8)	172 <sup>M</sup>	(35.4)	217	(21.3)	251	(8.5)	284	(14.1)	328	(16.1)
	Registered Indian, total	16 to 24	26 <sup>M</sup>	(5.3)	166	(25.9)	221 <sup>M</sup>	(42.8)	248	(8.8)	278	(12.9)	308	(22.8)
		25 to 34	30 <sup>M</sup>	(6.1)	161 <sup>M</sup>	(39.5)	209 <sup>M</sup>	(47.2)	245	(18.1)	281	(22.5)	338	(34.0)
		35 to 44	21 <sup>M</sup>	(3.7)	190	(23.7)	225	(26.7)	257	(10.4)	291	(20.1)	327	(22.6)
		45 to 54	17 <sup>M</sup>	(3.7)	169 <sup>M</sup>	(29.3)	195 <sup>M</sup>	(36.3)	235	(13.7)	268	(19.1)	308	(28.9)
		55 to 65	7 <sup>M</sup>	(1.9)	155	(19.5)	184	(21.0)	223	(15.0)	261	(37.8)	296	(26.2)
	Non-Indigenous	16 to 24	18	(0.4)	215	(9.5)	253	(12.5)	281	(4.7)	311	(14.5)	346	(10.7)
		25 to 34	20	(0.4)	196	(25.8)	256	(8.9)	286	(4.4)	320	(7.9)	354	(13.1)
		35 to 44	19	(0.4)	172 <sup>M</sup>	(38.3)	252	(9.0)	278	(5.1)	315	(8.0)	350	(9.9)
45 to 54		23	(0.4)	176	(19.3)	240	(9.9)	273	(4.9)	313	(6.8)	347	(6.0)	
55 to 65		22	(0.3)	173	(18.9)	234	(6.7)	264	(3.6)	300	(5.2)	334	(7.0)	

Table 2.1a (cont'd)

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5th, 25th, 75th, and 95th percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
Saskatchewan	Indigenous, total	16 to 24	27	(2.5)	160	(20.3)	209	(15.8)	245	(6.7)	281	(9.6)	320	(17.2)
		25 to 34	24	(2.5)	175 <sup>M</sup>	(56.1)	226	(12.8)	253	(6.4)	284	(16.1)	324	(14.1)
		35 to 44	21	(2.4)	180	(15.9)	209	(16.0)	252	(6.9)	287	(13.4)	329	(9.6)
		45 to 54	20	(2.6)	162	(21.1)	211	(15.4)	249	(11.9)	284	(18.6)	355	(42.0)
		55 to 65	9	(1.3)	143 <sup>M</sup>	(43.1)	201	(24.6)	234	(10.0)	269	(12.1)	313	(42.8)
	First Nations	16 to 24	25	(3.7)	156	(14.8)	196	(15.4)	232	(10.0)	272	(17.7)	310	(18.0)
		25 to 34	27	(4.3)	162 <sup>M</sup>	(30.0)	224	(26.1)	247	(8.8)	278	(19.6)	312	(7.7)
		35 to 44	19 <sup>M</sup>	(3.7)	176 <sup>M</sup>	(32.4)	202	(18.1)	239	(9.3)	277	(12.6)	315	(10.7)
		45 to 54	20 <sup>M</sup>	(3.9)	161 <sup>M</sup>	(32.3)	206	(21.3)	250	(18.9)	287	(33.6)	355	(55.8)
		55 to 65	8 <sup>M</sup>	(1.9)	137 <sup>M</sup>	(41.9)	178 <sup>M</sup>	(39.9)	218	(15.3)	250	(18.2)	308	(42.7)
	Métis	16 to 24	29	(3.7)	189	(20.0)	233	(16.1)	261	(7.0)	289	(18.7)	326	(10.9)
		25 to 34	19 <sup>M</sup>	(3.2)	194	(24.4)	231	(18.0)	262	(8.8)	297	(21.1)	331	(11.0)
		35 to 44	22	(3.3)	194	(22.1)	234	(18.7)	268	(7.9)	302	(15.2)	334	(16.4)
		45 to 54	20	(3.2)	158 <sup>M</sup>	(32.9)	216	(21.7)	247	(10.4)	280	(14.5)	331	(45.5)
		55 to 65	10 <sup>M</sup>	(1.8)	181 <sup>M</sup>	(37.5)	218 <sup>M</sup>	(38.6)	252	(9.6)	280	(14.4)	326	(29.0)
	Registered Indian, total	16 to 24	26	(3.7)	157	(14.9)	196	(17.8)	228	(9.5)	260	(18.0)	304	(26.1)
		25 to 34	27	(4.3)	162 <sup>M</sup>	(29.9)	223	(20.4)	246	(9.1)	278	(19.4)	312	(9.8)
		35 to 44	18 <sup>M</sup>	(3.7)	175	(21.6)	202	(22.9)	241	(10.0)	278	(11.4)	315	(11.9)
		45 to 54	21 <sup>M</sup>	(3.9)	155 <sup>M</sup>	(37.7)	201	(17.4)	244	(19.9)	281	(38.2)	355 <sup>M</sup>	(60.7)
		55 to 65	8 <sup>M</sup>	(1.8)	137 <sup>M</sup>	(39.9)	185 <sup>M</sup>	(41.9)	218	(16.1)	250	(20.5)	282	(25.4)
Non-Indigenous	16 to 24	18	(0.3)	203 <sup>M</sup>	(36.2)	248	(10.6)	273	(4.1)	302	(10.0)	338	(14.3)	
	25 to 34	21	(0.3)	204	(25.0)	254	(10.3)	281	(4.5)	311	(6.5)	348	(16.5)	
	35 to 44	18	(0.3)	193	(18.2)	250	(11.2)	281	(4.9)	315	(6.2)	352	(14.3)	
	45 to 54	22	(0.4)	179	(16.6)	238	(9.8)	271	(4.6)	306	(6.2)	349	(11.7)	
	55 to 65	22	(0.3)	183	(27.4)	236	(6.5)	266	(4.1)	299	(6.7)	341	(10.9)	

Table 2.1a (cont'd)

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5th, 25th, 75th, and 95th percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>British Columbia</b>	Indigenous, total	16 to 24	32	(4.5)	177	(17.0)	229	(9.3)	262	(6.2)	296	(7.0)	325	(12.1)
		25 to 34	18 <sup>M</sup>	(3.0)	216	(20.3)	252	(11.7)	276	(6.7)	301	(17.4)	346	(16.0)
		35 to 44	17 <sup>M</sup>	(2.8)	202	(21.1)	250	(27.0)	276	(7.9)	303	(9.1)	340	(17.4)
		45 to 54	20	(3.0)	U	(108.2)	227	(17.0)	257	(8.6)	296	(12.6)	328	(13.0)
		55 to 65	13 <sup>M</sup>	(2.3)	U	(52.4)	227	(26.7)	260	(10.5)	292	(14.5)	341	(19.7)
	First Nations	16 to 24	31 <sup>M</sup>	(5.6)	175	(24.9)	222	(13.6)	256	(6.6)	297	(12.2)	324	(11.5)
		25 to 34	16 <sup>M</sup>	(3.3)	215	(26.3)	253	(13.7)	277	(9.2)	306	(19.7)	345	(13.9)
		35 to 44	18 <sup>M</sup>	(4.2)	194 <sup>M</sup>	(59.7)	239	(30.9)	269	(11.3)	298	(17.1)	337	(15.1)
		45 to 54	23 <sup>M</sup>	(4.5)	U	(58.2)	217	(28.9)	251	(12.2)	291	(15.9)	326	(17.6)
		55 to 65	11 <sup>M</sup>	(2.9)	156 <sup>M</sup>	(39.1)	210	(32.1)	245	(16.4)	281	(28.9)	337 <sup>M</sup>	(87.5)
	Métis	16 to 24	34 <sup>M</sup>	(7.0)	U	(60.7)	258	(26.7)	273	(9.7)	295	(8.9)	323	(20.6)
		25 to 34	19 <sup>M</sup>	(5.8)	233	(30.8)	249	(26.0)	277	(10.3)	300	(24.5)	346	(16.1)
		35 to 44	15 <sup>M</sup>	(3.6)	222	(14.3)	268	(24.9)	286	(8.4)	310	(10.6)	341	(20.2)
		45 to 54	16 <sup>M</sup>	(3.0)	206	(17.7)	250	(22.8)	277	(7.0)	308	(15.1)	339	(52.9)
		55 to 65	16 <sup>M</sup>	(3.9)	219	(15.2)	258	(18.5)	279	(8.3)	299	(19.1)	342	(21.5)
	Registered Indian, total	16 to 24	29 <sup>M</sup>	(6.0)	166	(18.8)	215 <sup>M</sup>	(37.1)	252	(7.7)	288	(19.3)	322	(16.2)
		25 to 34	14 <sup>M</sup>	(3.0)	207	(28.8)	253	(19.4)	276	(8.6)	300	(35.7)	350	(18.7)
		35 to 44	20 <sup>M</sup>	(5.7)	186 <sup>M</sup>	(39.9)	229 <sup>M</sup>	(40.1)	261	(13.4)	287	(11.7)	333	(22.7)
		45 to 54	25 <sup>M</sup>	(5.0)	167 <sup>M</sup>	(55.1)	226	(23.3)	252	(10.1)	287	(18.2)	320	(23.2)
		55 to 65	12 <sup>M</sup>	(3.7)	156 <sup>M</sup>	(36.3)	218 <sup>M</sup>	(66.1)	249	(20.9)	286	(32.5)	320	(46.7)
	Non-Indigenous	16 to 24	17	(0.2)	188	(15.8)	249	(5.5)	277	(3.3)	308	(3.4)	346	(9.0)
		25 to 34	20	(0.2)	204	(12.4)	256	(8.0)	286	(4.2)	321	(6.3)	351	(13.4)
		35 to 44	19	(0.2)	181	(23.3)	244	(16.2)	280	(5.1)	320	(7.5)	355	(15.2)
		45 to 54	23	(0.2)	160 <sup>M</sup>	(31.5)	233	(9.5)	267	(4.8)	307	(6.3)	346	(11.1)
		55 to 65	22	(0.1)	169 <sup>M</sup>	(37.4)	238	(11.7)	268	(4.3)	305	(6.2)	346	(9.7)

**Table 2.1a (cont'd)**

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5th, 25th, 75th, and 95th percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
Yukon	Indigenous, total	16 to 24	28 <sup>M</sup>	(9.3)	169 <sup>M</sup>	(39.2)	229	(35.9)	258	(29.0)	294	(41.2)	307	(26.7)
		25 to 34	U	(6.2)	185 <sup>M</sup>	(34.9)	208	(27.7)	246	(16.9)	278	(27.8)	323 <sup>M</sup>	(60.8)
		35 to 44	16 <sup>M</sup>	(4.4)	155 <sup>M</sup>	(31.4)	217	(32.5)	249	(19.3)	292	(21.7)	328	(15.1)
		45 to 54	18 <sup>M</sup>	(4.5)	181	(25.4)	222	(16.7)	254	(15.0)	289	(28.8)	326	(23.4)
		55 to 65	U	(8.6)	148 <sup>M</sup>	(40.9)	U	(59.0)	197 <sup>M</sup>	(45.8)	239 <sup>M</sup>	(61.0)	293 <sup>M</sup>	(54.5)
	First Nations	16 to 24	U	(10.8)	166 <sup>M</sup>	(38.3)	227 <sup>M</sup>	(40.3)	257	(31.5)	294	(44.3)	305	(28.9)
		25 to 34	U	(6.9)	182	(25.0)	206	(17.2)	238	(19.8)	267 <sup>M</sup>	(44.5)	304	(26.3)
		35 to 44	15 <sup>M</sup>	(4.6)	U	(60.9)	215 <sup>M</sup>	(44.0)	249	(20.8)	292	(37.4)	331	(22.8)
		45 to 54	17 <sup>M</sup>	(4.8)	179	(27.9)	220	(18.5)	252	(16.4)	288	(24.7)	323	(22.9)
		55 to 65	U	(10.3)	147 <sup>M</sup>	(40.9)	U	(56.5)	188 <sup>M</sup>	(48.2)	U	(84.4)	285	(31.9)
	Métis	16 to 24	U	(8.9)	234 <sup>M</sup>	(39.5)	251 <sup>M</sup>	(59.2)	271	(25.4)	300 <sup>M</sup>	(61.2)	331	(37.4)
		25 to 34	U	(6.9)	271	(22.8)	280	(29.9)	301	(18.3)	324 <sup>M</sup>	(53.8)	345	(31.4)
		35 to 44	U	(7.4)	U	(85.3)	205 <sup>M</sup>	(47.5)	249	(27.0)	292	(35.8)	317	(19.0)
		45 to 54	26 <sup>M</sup>	(7.8)	191 <sup>M</sup>	(32.9)	225	(31.7)	264	(20.6)	301 <sup>M</sup>	(50.7)	353	(43.1)
		55 to 65	U	(10.8)	191 <sup>M</sup>	(51.4)	U	(140.5)	259	(26.2)	278	(38.9)	332	(38.4)
	Registered Indian, total	16 to 24	U	(7.7)	U	(57.2)	199 <sup>M</sup>	(48.3)	233	(16.9)	263	(18.7)	306	(35.9)
		25 to 34	U	(7.4)	183	(25.6)	206	(18.0)	235	(21.7)	264 <sup>M</sup>	(46.7)	302	(25.6)
		35 to 44	18 <sup>M</sup>	(4.7)	U	(99.6)	216	(32.2)	246	(20.8)	288	(29.6)	325	(40.6)
		45 to 54	19 <sup>M</sup>	(6.0)	181	(23.9)	219	(16.5)	248	(15.5)	280	(30.8)	316	(22.1)
		55 to 65	U	(12.6)	147 <sup>M</sup>	(41.1)	U	(56.7)	187 <sup>M</sup>	(48.6)	U	(75.1)	283 <sup>M</sup>	(48.3)
	Non-Indigenous	16 to 24	13 <sup>M</sup>	(2.7)	221	(35.8)	221 <sup>M</sup>	(59.3)	269	(28.0)	302	(37.2)	329	(30.6)
		25 to 34	18	(1.8)	226	(31.0)	245 <sup>M</sup>	(59.5)	286	(22.0)	313	(20.0)	353	(30.5)
		35 to 44	22	(1.3)	209	(28.0)	258	(26.8)	291	(14.1)	321	(16.3)	365	(32.0)
45 to 54		26	(1.3)	199 <sup>M</sup>	(34.6)	268	(18.2)	295	(15.7)	332	(25.9)	365	(33.5)	
55 to 65		21	(2.5)	211	(17.9)	263	(21.1)	287	(13.2)	318	(15.5)	346	(16.2)	

Table 2.1a (cont'd)

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5th, 25th, 75th, and 95th percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Northwest Territories</b>	Indigenous, total	16 to 24	26	(2.1)	148	(18.8)	199	(20.6)	231	(11.4)	264	(13.3)	313	(32.9)
		25 to 34	20	(2.5)	173	(25.0)	207	(15.9)	240	(12.5)	268	(19.1)	332	(29.5)
		35 to 44	19	(1.7)	129 <sup>M</sup>	(22.6)	191	(22.8)	230	(11.6)	273	(19.0)	320	(37.0)
		45 to 54	21	(1.5)	U	(41.3)	179	(17.2)	218	(10.8)	258	(10.6)	305	(19.5)
		55 to 65	14	(1.4)	145 <sup>M</sup>	(27.5)	194	(12.9)	221	(9.4)	247	(15.6)	311	(31.3)
	First Nations	16 to 24	30	(3.0)	144	(19.8)	192	(20.1)	225	(11.9)	258	(14.7)	301	(21.6)
		25 to 34	19	(3.0)	165 <sup>M</sup>	(27.4)	203	(16.0)	237	(13.5)	268	(17.8)	329	(36.4)
		35 to 44	18	(2.6)	122	(19.4)	165 <sup>M</sup>	(29.5)	206	(14.8)	241	(23.2)	302	(34.4)
		45 to 54	21	(2.3)	U	(41.6)	169 <sup>M</sup>	(29.1)	208	(14.7)	251	(16.9)	293	(27.0)
		55 to 65	13	(1.8)	145 <sup>M</sup>	(26.9)	192	(18.4)	220	(11.3)	247	(20.3)	313	(42.3)
	Métis	16 to 24	22 <sup>M</sup>	(6.1)	206 <sup>M</sup>	(34.3)	234	(25.1)	262	(23.0)	294	(38.6)	318	(42.4)
		25 to 34	20 <sup>M</sup>	(4.5)	208	(26.6)	239	(31.8)	266	(16.8)	304 <sup>M</sup>	(61.1)	341	(27.4)
		35 to 44	21 <sup>M</sup>	(4.9)	158 <sup>M</sup>	(43.2)	227 <sup>M</sup>	(69.0)	263	(20.3)	308 <sup>M</sup>	(55.0)	350	(21.7)
		45 to 54	21 <sup>M</sup>	(4.1)	U	(59.6)	230	(37.2)	257	(13.8)	292	(36.7)	319	(46.3)
		55 to 65	16 <sup>M</sup>	(3.8)	183	(30.4)	203 <sup>M</sup>	(36.2)	232	(17.3)	248	(24.4)	337 <sup>M</sup>	(77.2)
	Inuit	16 to 24	20 <sup>M</sup>	(4.1)	142 <sup>M</sup>	(39.8)	182 <sup>M</sup>	(36.0)	223	(21.6)	261 <sup>M</sup>	(44.4)	U	(122.2)
		25 to 34	23 <sup>M</sup>	(7.1)	182	(27.8)	205	(21.8)	227	(17.7)	253	(33.5)	286	(27.7)
		35 to 44	19 <sup>M</sup>	(5.8)	177 <sup>M</sup>	(37.6)	219 <sup>M</sup>	(38.8)	250	(15.3)	279	(25.9)	291 <sup>M</sup>	(58.9)
		45 to 54	22 <sup>M</sup>	(4.6)	U	(57.0)	172 <sup>M</sup>	(52.5)	208	(13.1)	237	(19.8)	268	(15.3)
		55 to 65	16 <sup>M</sup>	(4.4)	U	(50.9)	185 <sup>M</sup>	(38.8)	215	(16.9)	U	(84.2)	285	(18.3)
	Registered Indian, total	16 to 24	30	(2.7)	150 <sup>M</sup>	(26.3)	201	(21.3)	232	(12.6)	265	(19.3)	317	(29.1)
		25 to 34	19	(2.2)	164 <sup>M</sup>	(30.4)	203	(14.3)	231	(13.9)	258	(19.6)	307	(32.9)
		35 to 44	16	(2.3)	121	(19.5)	166 <sup>M</sup>	(34.1)	204	(14.3)	238	(19.9)	300	(31.9)
		45 to 54	22	(2.3)	U	(41.0)	162	(19.7)	204	(13.3)	246	(14.7)	291	(29.2)
		55 to 65	13	(1.6)	136 <sup>M</sup>	(29.9)	189	(18.8)	218	(10.9)	245	(21.0)	313	(42.4)
Non-Indigenous	16 to 24	16	(2.3)	211	(17.7)	250	(21.8)	278	(10.1)	307	(14.5)	341	(22.2)	
	25 to 34	29	(2.5)	207	(12.8)	255	(13.8)	287	(6.6)	321	(9.6)	356	(11.4)	
	35 to 44	19	(1.8)	204	(18.5)	259	(15.2)	291	(6.8)	325	(9.5)	367	(12.8)	
	45 to 54	19	(1.6)	180	(23.6)	239	(15.1)	271	(4.7)	307	(9.0)	351	(12.1)	
	55 to 65	17	(1.5)	187	(26.0)	231	(14.8)	269	(7.2)	305	(10.7)	347	(16.5)	

Table 2.1a (cont'd)

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5th, 25th, 75th, and 95th percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Nunavut</b>	Indigenous, total	16 to 24	30	(0.3)	127	(18.2)	173	(11.5)	206	(6.0)	240	(11.6)	284	(13.0)
		25 to 34	25	(0.6)	129	(14.4)	170	(13.0)	212	(8.4)	250	(9.7)	298	(16.2)
		35 to 44	20	(0.6)	130	(21.4)	171	(12.7)	206	(6.2)	242	(19.3)	292	(16.7)
		45 to 54	16	(0.7)	128 <sup>M</sup>	(22.7)	168	(16.0)	205	(7.2)	241	(13.2)	285	(20.8)
		55 to 65	9	(0.5)	101 <sup>M</sup>	(29.1)	164 <sup>M</sup>	(28.8)	198	(9.0)	236	(17.3)	275	(23.0)
	Inuit	16 to 24	30	(0.4)	126	(14.4)	172	(11.7)	205	(6.1)	238	(8.7)	282	(12.3)
		25 to 34	25	(0.6)	129	(16.1)	170	(13.5)	212	(8.3)	249	(9.5)	296	(24.6)
		35 to 44	20	(0.7)	130	(21.4)	171	(12.7)	206	(6.2)	242	(19.3)	292	(16.7)
		45 to 54	16	(0.7)	127	(20.7)	168	(16.2)	204	(7.2)	239	(10.7)	280	(21.1)
		55 to 65	9	(0.5)	101 <sup>M</sup>	(32.5)	161 <sup>M</sup>	(32.9)	195	(8.8)	232	(15.1)	275	(28.5)
	Non-Indigenous	16 to 24	5 <sup>M</sup>	(1.5)	217 <sup>M</sup>	(42.6)	288 <sup>M</sup>	(48.9)	297	(12.7)	323	(27.8)	338	(16.7)
		25 to 34	26	(3.6)	240	(21.4)	273	(18.8)	300	(6.5)	324	(17.5)	367	(24.6)
		35 to 44	26	(3.8)	214	(19.9)	266	(25.7)	293	(7.2)	323	(10.6)	353	(16.5)
		45 to 54	26	(4.0)	U	(70.9)	258	(27.7)	280	(6.7)	309	(15.3)	340	(21.3)
		55 to 65	17	(2.7)	U	(71.5)	257	(32.3)	283	(15.6)	323	(16.8)	348	(14.3)

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

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

**Table 2.1b**

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
Canada		16 to 24	17	(0.0)	181	(5.3)	236	(2.4)	268	(1.6)	303	(2.1)	347	(4.7)
		25 to 34	20	(0.1)	186	(4.2)	242	(2.6)	277	(1.4)	313	(2.0)	357	(4.1)
		35 to 44	20	(0.0)	174	(5.6)	239	(2.3)	272	(1.5)	309	(1.9)	354	(4.2)
		45 to 54	23	(0.1)	160	(5.5)	225	(2.5)	261	(1.4)	301	(1.8)	347	(3.0)
		55 to 65	21	(0.0)	154	(5.6)	217	(1.9)	251	(1.4)	289	(2.1)	338	(3.7)
	Indigenous, total	16 to 24	22	(1.3)	153	(7.6)	211	(6.1)	243	(3.6)	279	(5.3)	318	(6.9)
		25 to 34	21	(1.3)	149	(17.1)	217	(8.3)	252	(4.9)	288	(7.1)	348	(15.4)
		35 to 44	20	(1.3)	150	(16.9)	221	(8.6)	254	(4.6)	293	(5.5)	332	(6.3)
		45 to 54	21	(1.3)	146	(9.1)	200	(6.0)	240	(4.2)	281	(6.0)	333	(12.5)
		55 to 65	16	(1.1)	134	(10.3)	192	(9.4)	229	(4.2)	266	(6.6)	319	(12.1)
	First Nations	16 to 24	24	(2.0)	151	(14.9)	202	(6.8)	238	(5.1)	275	(6.4)	318	(13.1)
		25 to 34	21	(1.6)	139	(16.6)	205	(19.2)	241	(7.4)	279	(11.1)	330	(21.4)
		35 to 44	19	(1.6)	U	(47.7)	203	(13.7)	242	(6.9)	283	(9.3)	327	(8.3)
		45 to 54	21	(1.7)	140	(16.2)	195	(9.7)	235	(6.2)	276	(11.6)	331	(29.5)
		55 to 65	16	(1.5)	131	(11.1)	184	(12.1)	221	(6.9)	259	(12.5)	310	(14.4)
	Métis	16 to 24	20	(1.8)	180	(17.2)	230	(12.8)	257	(4.8)	286	(6.6)	321	(9.8)
		25 to 34	21	(2.6)	189	(22.4)	240	(10.8)	273	(6.4)	306	(14.2)	360	(20.4)
		35 to 44	21	(2.1)	187	(19.0)	245	(11.2)	270	(5.6)	299	(7.7)	334	(10.5)
		45 to 54	23	(1.9)	157	(21.2)	210	(8.7)	249	(6.2)	288	(12.8)	334	(11.7)
		55 to 65	16	(1.5)	146 <sup>M</sup>	(27.1)	210	(12.9)	242	(6.4)	274	(9.6)	334	(26.0)
	Inuit	16 to 24	25	(2.4)	103	(14.7)	156	(12.8)	194	(8.0)	235	(16.0)	280	(13.0)
		25 to 34	24	(3.1)	116	(16.1)	167	(14.7)	205	(8.5)	240	(11.6)	307	(36.0)
		35 to 44	20	(2.2)	115	(12.5)	164	(9.1)	211	(14.2)	253	(20.3)	321 <sup>M</sup>	(64.3)
		45 to 54	17	(2.1)	104 <sup>M</sup>	(28.3)	152	(11.0)	186	(9.2)	218	(13.4)	284	(32.6)
		55 to 65	13 <sup>M</sup>	(2.8)	U	(33.5)	157 <sup>M</sup>	(29.7)	190	(14.4)	227	(31.0)	264	(23.2)
	Registered Indian, total	16 to 24	21	(1.9)	145	(11.4)	196	(15.5)	236	(6.4)	275	(9.2)	321	(21.8)
		25 to 34	23	(1.7)	139	(15.4)	206	(15.4)	239	(7.0)	273	(9.3)	325	(22.7)
		35 to 44	20	(1.9)	U	(67.8)	204	(14.1)	243	(7.5)	285	(7.3)	326	(9.0)
		45 to 54	22	(1.9)	141	(16.1)	193	(11.4)	230	(5.7)	267	(9.3)	325	(24.8)
		55 to 65	14	(1.6)	131	(12.4)	183	(13.4)	220	(7.9)	257	(16.0)	307	(14.2)
	Non-Indigenous	16 to 24	17	(0.1)	183	(5.7)	237	(2.2)	270	(1.6)	304	(2.2)	347	(3.7)
		25 to 34	20	(0.1)	188	(4.8)	243	(3.8)	277	(1.5)	314	(1.9)	358	(3.6)
	35 to 44	20	(0.1)	176	(6.0)	239	(2.8)	272	(1.5)	310	(2.1)	355	(4.1)	
	45 to 54	23	(0.1)	161	(7.5)	226	(2.4)	261	(1.4)	301	(2.0)	348	(3.1)	
	55 to 65	21	(0.1)	154	(4.9)	218	(2.0)	252	(1.4)	290	(2.3)	338	(3.5)	

Table 2.1b (cont'd)

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
Ontario	Indigenous, total	16 to 24	18	(2.0)	182 <sup>M</sup>	(34.5)	229	(12.6)	252	(5.3)	279	(7.8)	312	(16.2)
		25 to 34	22	(2.6)	152 <sup>M</sup>	(39.7)	224	(14.1)	252	(7.2)	283	(11.4)	335	(15.6)
		35 to 44	22	(2.7)	187	(14.9)	242	(9.0)	268	(5.7)	295	(10.2)	333	(12.7)
		45 to 54	19	(2.0)	162	(22.0)	214	(13.2)	249	(6.6)	286	(10.1)	330	(13.3)
		55 to 65	19	(1.9)	128 <sup>M</sup>	(21.8)	197	(18.0)	234	(7.3)	272	(9.7)	324	(31.5)
	First Nations	16 to 24	21	(2.7)	171 <sup>M</sup>	(48.2)	217	(14.2)	244	(7.7)	274	(11.7)	311	(12.4)
		25 to 34	23	(3.7)	148 <sup>M</sup>	(28.4)	217	(22.7)	242	(10.1)	273	(16.5)	318	(14.5)
		35 to 44	20	(2.8)	183	(17.3)	240	(13.8)	263	(6.8)	293	(18.3)	329	(11.4)
		45 to 54	18	(2.5)	155 <sup>M</sup>	(35.4)	211	(17.3)	247	(8.8)	285	(12.7)	321	(16.3)
		55 to 65	17	(2.6)	136	(20.0)	184	(18.9)	224	(11.6)	264	(16.0)	323 <sup>M</sup>	(74.0)
	Métis	16 to 24	15 <sup>M</sup>	(2.7)	223	(24.1)	249	(12.2)	266	(5.9)	286	(10.9)	316	(14.4)
		25 to 34	19 <sup>M</sup>	(3.6)	198	(20.2)	246	(24.2)	273	(9.4)	304	(22.1)	352	(34.3)
		35 to 44	26 <sup>M</sup>	(5.1)	196 <sup>M</sup>	(50.2)	248	(24.1)	273	(8.4)	298	(11.1)	338	(18.5)
		45 to 54	19	(2.6)	174 <sup>M</sup>	(38.0)	221	(14.8)	254	(8.2)	290	(20.6)	337	(18.1)
		55 to 65	21	(3.0)	U	(73.9)	222	(22.4)	247	(10.8)	282	(13.2)	328	(26.6)
	Registered Indian, total	16 to 24	16	(2.3)	U	(54.8)	202	(25.7)	235	(12.1)	272	(14.9)	317	(38.0)
		25 to 34	28 <sup>M</sup>	(4.7)	150 <sup>M</sup>	(41.4)	216	(21.6)	238	(11.4)	266	(11.4)	307	(14.7)
		35 to 44	23	(3.7)	190	(22.3)	246	(11.2)	268	(7.4)	298	(14.8)	333	(12.2)
		45 to 54	21 <sup>M</sup>	(3.6)	U	(54.8)	207	(17.3)	240	(9.6)	273	(19.1)	313	(19.3)
		55 to 65	13 <sup>M</sup>	(2.4)	137	(20.5)	195	(29.8)	231	(13.3)	266	(15.1)	339	(43.5)
	Non-Indigenous	16 to 24	18	(0.1)	180	(16.6)	235	(6.0)	269	(2.9)	305	(5.1)	351	(10.7)
		25 to 34	20	(0.2)	186	(8.9)	238	(7.1)	275	(2.9)	314	(5.1)	358	(12.0)
		35 to 44	20	(0.1)	171	(10.8)	240	(4.4)	273	(2.6)	312	(4.3)	356	(10.1)
45 to 54		23	(0.2)	157	(11.6)	231	(5.0)	265	(2.5)	305	(3.3)	352	(7.1)	
55 to 65		20	(0.1)	147	(13.2)	216	(5.1)	252	(2.4)	292	(4.2)	339	(7.5)	

Table 2.1b (cont'd)

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Manitoba</b>	Indigenous, total	16 to 24	29	(2.9)	154	(21.4)	217	(17.9)	247	(7.5)	282	(11.9)	325	(12.9)
		25 to 34	25	(2.9)	131 <sup>M</sup>	(41.2)	216	(20.3)	251	(13.1)	294	(12.4)	343	(21.9)
		35 to 44	18	(2.0)	U	(75.7)	221	(15.8)	252	(7.5)	284	(11.2)	327	(12.7)
		45 to 54	18	(2.2)	151 <sup>M</sup>	(25.6)	191	(14.0)	235	(8.6)	280	(12.5)	323	(19.2)
		55 to 65	10	(1.5)	130	(13.0)	191	(20.2)	231	(8.8)	270	(11.4)	324	(18.9)
	First Nations	16 to 24	28 <sup>M</sup>	(5.4)	137 <sup>M</sup>	(45.4)	209	(24.3)	234	(10.9)	262	(19.4)	305	(46.4)
		25 to 34	29 <sup>M</sup>	(6.3)	130 <sup>M</sup>	(33.6)	U	(69.7)	220	(21.1)	258	(30.4)	329	(52.5)
		35 to 44	20 <sup>M</sup>	(3.8)	151 <sup>M</sup>	(30.3)	196	(24.2)	238	(12.9)	274	(28.0)	330	(47.7)
		45 to 54	17 <sup>M</sup>	(3.8)	152 <sup>M</sup>	(27.1)	174 <sup>M</sup>	(34.2)	211	(13.1)	245	(19.6)	298	(25.5)
		55 to 65	6 <sup>M</sup>	(1.8)	119 <sup>M</sup>	(26.6)	146 <sup>M</sup>	(46.9)	210	(20.7)	256 <sup>M</sup>	(60.4)	306	(42.5)
	Métis	16 to 24	29	(3.5)	159	(25.9)	227	(14.5)	259	(9.2)	295	(16.1)	332	(17.2)
		25 to 34	22	(3.2)	196 <sup>M</sup>	(54.5)	262	(19.7)	282	(8.0)	308	(16.5)	354	(29.9)
		35 to 44	17	(2.6)	208	(19.1)	236	(12.6)	264	(6.4)	291	(11.7)	330	(21.4)
		45 to 54	19	(2.4)	157	(24.3)	211	(18.2)	252	(8.7)	293	(11.1)	333	(21.6)
		55 to 65	12	(1.8)	136 <sup>M</sup>	(32.3)	201	(17.4)	238	(10.3)	276	(16.9)	327	(21.5)
	Registered Indian, total	16 to 24	26 <sup>M</sup>	(5.3)	143 <sup>M</sup>	(34.2)	211	(24.0)	236	(11.1)	265	(25.3)	301	(40.2)
		25 to 34	30 <sup>M</sup>	(6.1)	130 <sup>M</sup>	(32.4)	U	(66.3)	223	(20.0)	265	(35.3)	332 <sup>M</sup>	(77.0)
		35 to 44	21 <sup>M</sup>	(3.7)	151 <sup>M</sup>	(28.9)	197 <sup>M</sup>	(34.4)	238	(12.0)	274	(20.2)	323 <sup>M</sup>	(62.4)
		45 to 54	17 <sup>M</sup>	(3.7)	153	(23.0)	177	(24.2)	213	(13.3)	251	(24.2)	298	(21.8)
		55 to 65	7 <sup>M</sup>	(1.9)	119 <sup>M</sup>	(21.3)	148 <sup>M</sup>	(30.7)	199	(16.7)	240	(29.0)	284	(27.6)
	Non-Indigenous	16 to 24	18	(0.4)	191	(16.4)	243	(9.5)	271	(4.8)	302	(8.9)	343	(11.8)
		25 to 34	20	(0.4)	181	(19.4)	243	(14.3)	277	(5.1)	316	(9.8)	359	(20.1)
		35 to 44	19	(0.4)	156 <sup>M</sup>	(26.5)	239	(13.3)	269	(6.0)	309	(7.2)	349	(17.5)
45 to 54		23	(0.4)	155 <sup>M</sup>	(27.5)	227	(10.6)	264	(5.8)	307	(5.8)	347	(19.4)	
55 to 65		22	(0.3)	161	(25.3)	225	(8.2)	255	(4.4)	292	(9.9)	335	(11.9)	

Table 2.1b (cont'd)

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
Saskatchewan	Indigenous, total	16 to 24	27	(2.5)	141	(22.9)	190	(13.4)	228	(6.8)	268	(17.3)	315	(12.7)
		25 to 34	24	(2.5)	155	(24.6)	208	(19.3)	238	(7.9)	270	(13.6)	315	(10.6)
		35 to 44	21	(2.4)	142 <sup>M</sup>	(30.4)	190	(16.3)	236	(8.6)	279	(13.4)	327	(21.3)
		45 to 54	20	(2.6)	133 <sup>M</sup>	(28.2)	194	(26.2)	232	(11.4)	272	(24.0)	325	(29.8)
		55 to 65	9	(1.3)	119 <sup>M</sup>	(32.9)	179	(17.9)	215	(10.5)	251	(14.7)	300	(19.5)
	First Nations	16 to 24	25	(3.7)	135	(22.0)	170	(22.4)	214	(10.6)	254	(20.6)	302	(21.9)
		25 to 34	27	(4.3)	142 <sup>M</sup>	(31.5)	207	(19.6)	231	(10.3)	261	(13.8)	309	(20.8)
		35 to 44	19 <sup>M</sup>	(3.7)	141	(22.4)	177 <sup>M</sup>	(31.2)	219	(12.2)	266	(11.7)	306	(22.4)
		45 to 54	20 <sup>M</sup>	(3.9)	139 <sup>M</sup>	(27.5)	184	(21.7)	230	(18.0)	272 <sup>M</sup>	(45.3)	323	(37.7)
		55 to 65	8 <sup>M</sup>	(1.9)	U	(47.2)	162 <sup>M</sup>	(43.2)	197	(15.3)	230	(30.3)	283	(29.7)
	Métis	16 to 24	29	(3.7)	166	(21.5)	211	(15.1)	245	(8.3)	277	(19.0)	325	(13.9)
		25 to 34	19 <sup>M</sup>	(3.2)	169 <sup>M</sup>	(38.4)	218	(20.7)	250	(9.9)	287	(17.3)	323	(26.8)
		35 to 44	22	(3.3)	163	(26.5)	222	(25.2)	257	(9.5)	295	(20.2)	335	(14.5)
		45 to 54	20	(3.2)	136 <sup>M</sup>	(44.5)	206	(23.7)	235	(11.8)	272	(18.5)	321	(32.9)
		55 to 65	10 <sup>M</sup>	(1.8)	147 <sup>M</sup>	(35.4)	199	(30.2)	234	(12.6)	265	(23.2)	319	(37.3)
	Registered Indian, total	16 to 24	26	(3.7)	136 <sup>M</sup>	(30.5)	169	(23.5)	210	(10.1)	247	(23.5)	300	(22.9)
		25 to 34	27	(4.3)	142 <sup>M</sup>	(31.5)	206	(21.4)	230	(10.4)	260	(14.6)	308	(21.3)
		35 to 44	18 <sup>M</sup>	(3.7)	142 <sup>M</sup>	(26.4)	182	(27.9)	223	(12.2)	268	(12.3)	305	(21.8)
		45 to 54	21 <sup>M</sup>	(3.9)	U	(43.3)	180	(22.7)	224	(19.3)	268	(42.7)	322	(42.2)
		55 to 65	8 <sup>M</sup>	(1.8)	U	(54.4)	172	(27.0)	199	(15.0)	232	(32.2)	273	(32.8)
	Non-Indigenous	16 to 24	18	(0.3)	180	(20.1)	235	(15.2)	265	(5.0)	299	(12.7)	339	(21.7)
		25 to 34	21	(0.3)	191	(27.2)	242	(13.1)	274	(5.5)	308	(10.1)	348	(10.3)
		35 to 44	18	(0.3)	186	(10.9)	247	(14.1)	276	(4.7)	309	(8.9)	351	(19.2)
45 to 54		22	(0.4)	164	(24.8)	227	(11.7)	263	(4.6)	303	(6.2)	349	(12.1)	
55 to 65		22	(0.3)	165	(15.7)	221	(11.4)	256	(4.0)	293	(5.6)	338	(12.2)	

Table 2.1b (cont'd)

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>British Columbia</b>	Indigenous, total	16 to 24	32	(4.5)	157	(18.6)	211	(18.1)	247	(6.7)	286	(12.6)	318	(15.6)
		25 to 34	18 <sup>M</sup>	(3.0)	197	(16.8)	238	(13.9)	267	(6.7)	293	(15.1)	343	(20.7)
		35 to 44	17 <sup>M</sup>	(2.8)	178 <sup>M</sup>	(31.2)	226	(22.3)	258	(8.4)	292	(11.1)	330	(14.0)
		45 to 54	20	(3.0)	132 <sup>M</sup>	(39.9)	205	(22.5)	242	(11.5)	281	(16.2)	338	(33.4)
		55 to 65	13 <sup>M</sup>	(2.3)	U	(50.8)	203	(22.7)	240	(12.4)	278	(20.5)	338	(25.4)
	First Nations	16 to 24	31 <sup>M</sup>	(5.6)	153 <sup>M</sup>	(33.9)	199	(15.1)	240	(6.5)	280	(14.3)	319	(21.0)
		25 to 34	16 <sup>M</sup>	(3.3)	194	(21.5)	249	(14.7)	271	(7.5)	295	(11.8)	336	(25.1)
		35 to 44	18 <sup>M</sup>	(4.2)	177 <sup>M</sup>	(40.4)	213 <sup>M</sup>	(45.2)	252	(10.2)	280	(17.1)	328	(18.6)
		45 to 54	23 <sup>M</sup>	(4.5)	U	(69.5)	196 <sup>M</sup>	(34.0)	235	(16.7)	274	(15.1)	337	(49.1)
		55 to 65	11 <sup>M</sup>	(2.9)	129 <sup>M</sup>	(42.9)	U	(66.4)	219	(17.2)	256	(34.1)	330	(23.4)
	Métis	16 to 24	34 <sup>M</sup>	(7.0)	168 <sup>M</sup>	(55.7)	235	(19.7)	261	(11.0)	289	(20.2)	312	(20.5)
		25 to 34	19 <sup>M</sup>	(5.8)	214 <sup>M</sup>	(48.4)	236	(22.3)	265	(11.8)	288	(35.0)	357	(25.8)
		35 to 44	15 <sup>M</sup>	(3.6)	194 <sup>M</sup>	(38.1)	244	(18.9)	267	(11.6)	302	(18.5)	334	(15.2)
		45 to 54	16 <sup>M</sup>	(3.0)	182	(20.1)	232	(16.7)	264	(7.3)	297	(22.4)	338	(23.3)
		55 to 65	16 <sup>M</sup>	(3.9)	198	(24.5)	241	(22.4)	265	(11.6)	288	(18.6)	351	(45.0)
	Registered Indian, total	16 to 24	29 <sup>M</sup>	(6.0)	138 <sup>M</sup>	(37.2)	196	(30.8)	237	(9.0)	280	(19.6)	310	(18.5)
		25 to 34	14 <sup>M</sup>	(3.0)	190	(22.4)	237	(20.0)	263	(8.8)	289	(13.7)	337	(23.0)
		35 to 44	20 <sup>M</sup>	(5.7)	171	(28.2)	206	(31.4)	244	(12.9)	275	(15.8)	323	(19.8)
		45 to 54	25 <sup>M</sup>	(5.0)	137 <sup>M</sup>	(33.2)	201	(25.0)	232	(11.5)	271	(16.7)	302	(25.2)
		55 to 65	12 <sup>M</sup>	(3.7)	U	(44.8)	195 <sup>M</sup>	(58.8)	226	(22.8)	268	(39.4)	301	(23.9)
	Non-Indigenous	16 to 24	17	(0.2)	175	(18.5)	238	(6.3)	270	(3.5)	306	(3.7)	346	(7.9)
		25 to 34	20	(0.2)	181	(28.4)	249	(15.0)	276	(4.5)	310	(7.5)	356	(15.3)
		35 to 44	19	(0.2)	166	(18.5)	237	(14.8)	273	(5.1)	315	(9.4)	360	(20.3)
45 to 54		23	(0.2)	158	(26.2)	221	(11.1)	258	(4.7)	300	(9.2)	347	(13.0)	
55 to 65		22	(0.1)	143 <sup>M</sup>	(32.1)	227	(6.2)	260	(5.1)	303	(6.1)	347	(9.9)	

Table 2.1b (cont'd)

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
Yukon	Indigenous, total	16 to 24	28 <sup>M</sup>	(9.3)	155 <sup>M</sup>	(39.8)	212	(33.4)	244	(24.2)	278	(34.1)	297	(22.7)
		25 to 34	U	(6.2)	166	(25.3)	189 <sup>M</sup>	(54.8)	229	(16.8)	258	(24.8)	320 <sup>M</sup>	(66.2)
		35 to 44	16 <sup>M</sup>	(4.4)	133 <sup>M</sup>	(32.6)	194	(31.0)	235	(18.1)	281	(24.9)	332	(40.6)
		45 to 54	18 <sup>M</sup>	(4.5)	154 <sup>M</sup>	(27.3)	210	(19.7)	236	(9.3)	264	(18.5)	303	(24.0)
		55 to 65	U	(8.6)	U	(50.8)	U	(80.2)	174 <sup>M</sup>	(53.1)	217 <sup>M</sup>	(56.2)	287	(37.4)
	First Nations	16 to 24	U	(10.8)	154 <sup>M</sup>	(41.5)	211 <sup>M</sup>	(36.1)	242	(27.2)	278	(37.7)	296	(25.3)
		25 to 34	U	(6.9)	165	(25.7)	U	(63.5)	221	(18.3)	247 <sup>M</sup>	(58.3)	288	(22.8)
		35 to 44	15 <sup>M</sup>	(4.6)	U	(62.2)	194 <sup>M</sup>	(42.9)	235	(20.0)	282	(46.3)	336	(40.7)
		45 to 54	17 <sup>M</sup>	(4.8)	U	(49.7)	206	(20.1)	233	(10.2)	264	(20.1)	295	(46.5)
		55 to 65	U	(10.3)	U	(50.6)	U	(74.4)	U	(56.6)	U	(74.1)	276 <sup>M</sup>	(53.5)
	Métis	16 to 24	U	(8.9)	224 <sup>M</sup>	(50.4)	251 <sup>M</sup>	(82.3)	265	(24.5)	282	(33.2)	347 <sup>M</sup>	(74.4)
		25 to 34	U	(6.9)	251	(13.4)	261	(26.2)	289	(20.3)	317 <sup>M</sup>	(71.7)	356	(52.7)
		35 to 44	U	(7.4)	U	(54.8)	189 <sup>M</sup>	(53.0)	236	(29.5)	286	(44.4)	325	(39.8)
		45 to 54	26 <sup>M</sup>	(7.8)	189 <sup>M</sup>	(34.5)	215	(24.9)	253	(18.3)	289	(41.2)	343 <sup>M</sup>	(58.8)
		55 to 65	U	(10.8)	U	(60.9)	U	(120.3)	239	(30.1)	256 <sup>M</sup>	(43.6)	305	(33.5)
	Registered Indian, total	16 to 24	U	(7.7)	U	(62.3)	179	(20.5)	218	(12.4)	252	(21.5)	302	(24.9)
		25 to 34	U	(7.4)	165	(27.2)	181 <sup>M</sup>	(47.6)	219	(19.5)	247 <sup>M</sup>	(73.2)	286	(37.4)
		35 to 44	18 <sup>M</sup>	(4.7)	U	(82.3)	193 <sup>M</sup>	(33.4)	231	(20.4)	273	(31.9)	323 <sup>M</sup>	(105.2)
		45 to 54	19 <sup>M</sup>	(6.0)	150 <sup>M</sup>	(42.9)	202	(18.3)	229	(9.6)	258	(15.4)	297	(24.8)
		55 to 65	U	(12.6)	U	(50.6)	U	(74.8)	U	(57.1)	196 <sup>M</sup>	(61.2)	275 <sup>M</sup>	(55.0)
Non-Indigenous	16 to 24	13 <sup>M</sup>	(2.7)	204 <sup>M</sup>	(34.7)	U	(74.1)	263	(26.1)	296	(37.2)	332	(33.2)	
	25 to 34	18	(1.8)	192 <sup>M</sup>	(41.1)	211 <sup>M</sup>	(62.4)	263	(26.0)	301	(18.1)	346	(22.3)	
	35 to 44	22	(1.3)	201	(27.0)	242	(30.2)	279	(15.8)	316	(22.4)	371	(44.1)	
	45 to 54	26	(1.3)	184 <sup>M</sup>	(38.9)	258	(17.0)	285	(13.3)	326	(26.3)	353	(14.9)	
	55 to 65	21	(2.5)	199	(21.8)	246	(19.7)	273	(11.3)	304	(12.2)	334	(19.2)	

Table 2.1b (cont'd)

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Northwest Territories</b>	Indigenous, total	16 to 24	26	(2.1)	115	(18.4)	169	(19.2)	211	(12.8)	252	(30.8)	306	(17.9)
		25 to 34	20	(2.5)	151 <sup>M</sup>	(25.2)	193	(16.5)	225	(12.0)	253	(22.4)	306	(20.5)
		35 to 44	19	(1.7)	113 <sup>M</sup>	(28.3)	167 <sup>M</sup>	(29.1)	209	(13.3)	252	(19.1)	297	(20.1)
		45 to 54	21	(1.5)	U	(34.8)	160	(14.1)	202	(11.1)	244	(11.9)	297	(25.8)
		55 to 65	14	(1.4)	120 <sup>M</sup>	(27.7)	165	(22.1)	202	(13.7)	235	(18.3)	308	(37.4)
	First Nations	16 to 24	30	(3.0)	112 <sup>M</sup>	(28.0)	161	(16.6)	203	(13.3)	240	(15.5)	297	(24.7)
		25 to 34	19	(3.0)	141 <sup>M</sup>	(42.3)	187	(19.4)	221	(12.6)	260	(28.3)	301	(13.1)
		35 to 44	18	(2.6)	102 <sup>M</sup>	(30.0)	152	(24.0)	185	(16.2)	224	(18.3)	276	(28.0)
		45 to 54	21	(2.3)	U	(43.4)	153	(21.4)	193	(15.8)	233	(22.5)	283	(21.2)
		55 to 65	13	(1.8)	U	(88.2)	165	(22.1)	201	(14.4)	232	(24.7)	316 <sup>M</sup>	(55.0)
	Métis	16 to 24	22 <sup>M</sup>	(6.1)	183 <sup>M</sup>	(32.8)	213 <sup>M</sup>	(39.8)	252	(23.4)	293	(33.2)	305	(31.5)
		25 to 34	20 <sup>M</sup>	(4.5)	177	(27.1)	213	(29.5)	247	(18.8)	288 <sup>M</sup>	(55.7)	334	(29.2)
		35 to 44	21 <sup>M</sup>	(4.9)	U	(49.8)	U	(80.8)	246	(24.6)	284	(41.6)	344	(32.3)
		45 to 54	21 <sup>M</sup>	(4.1)	U	(70.2)	216	(19.3)	243	(15.8)	278 <sup>M</sup>	(52.2)	307	(29.0)
		55 to 65	16 <sup>M</sup>	(3.8)	163 <sup>M</sup>	(29.5)	198 <sup>M</sup>	(37.6)	225	(23.3)	249	(35.7)	311 <sup>M</sup>	(61.2)
	Inuit	16 to 24	20 <sup>M</sup>	(4.1)	U	(38.8)	U	(58.7)	203	(28.4)	249 <sup>M</sup>	(56.1)	315 <sup>M</sup>	(71.3)
		25 to 34	23 <sup>M</sup>	(7.1)	161 <sup>M</sup>	(38.8)	191 <sup>M</sup>	(39.9)	216	(18.9)	239	(36.5)	270	(30.4)
		35 to 44	19 <sup>M</sup>	(5.8)	U	(47.6)	196	(27.4)	226	(16.2)	256	(17.1)	292	(23.2)
		45 to 54	22 <sup>M</sup>	(4.6)	125 <sup>M</sup>	(32.4)	156 <sup>M</sup>	(30.2)	193	(13.8)	233 <sup>M</sup>	(39.5)	278	(33.5)
		55 to 65	16 <sup>M</sup>	(4.4)	U	(71.9)	146 <sup>M</sup>	(46.3)	186	(25.1)	218 <sup>M</sup>	(52.1)	284	(41.2)
	Registered Indian, total	16 to 24	30	(2.7)	115 <sup>M</sup>	(33.1)	168	(23.2)	213	(14.1)	256	(27.8)	309	(17.7)
		25 to 34	19	(2.2)	141 <sup>M</sup>	(39.5)	186	(20.8)	218	(12.7)	246	(21.1)	298	(14.9)
		35 to 44	16	(2.3)	U	(41.9)	150	(23.3)	184	(16.0)	224	(16.4)	276	(28.1)
		45 to 54	22	(2.3)	U	(37.3)	146	(19.0)	186	(13.6)	226	(28.6)	279	(26.2)
55 to 65		13	(1.6)	U	(51.9)	160	(18.5)	196	(13.0)	228	(25.5)	316 <sup>M</sup>	(63.7)	
Non-Indigenous	16 to 24	16	(2.3)	202	(30.1)	240	(16.6)	271	(11.1)	304	(18.0)	340	(23.3)	
	25 to 34	29	(2.5)	191	(23.8)	245	(16.5)	279	(7.4)	312	(8.4)	359	(15.5)	
	35 to 44	19	(1.8)	176	(27.3)	244	(16.9)	282	(7.9)	321	(10.9)	370	(24.8)	
	45 to 54	19	(1.6)	162	(24.1)	224	(12.5)	261	(5.4)	301	(13.9)	347	(9.9)	
	55 to 65	17	(1.5)	150	(22.4)	216	(20.8)	258	(9.8)	300	(12.2)	357	(35.2)	

**Table 2.1b (cont'd)**

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and age group, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Nunavut</b>	Indigenous, total	16 to 24	30	(0.3)	100	(16.1)	150	(9.4)	186	(6.6)	222	(12.5)	275	(12.2)
		25 to 34	25	(0.6)	108	(15.8)	151	(13.2)	193	(8.0)	233	(9.8)	290	(26.7)
		35 to 44	20	(0.6)	108 <sup>M</sup>	(21.9)	151	(11.4)	186	(7.1)	224	(17.0)	276	(26.3)
		45 to 54	16	(0.7)	99 <sup>M</sup>	(16.8)	143	(15.4)	181	(7.6)	218	(12.0)	268	(19.6)
		55 to 65	9	(0.5)	U	(45.7)	152	(19.0)	184	(9.2)	220	(16.7)	257	(18.9)
	Inuit	16 to 24	30	(0.4)	100	(15.0)	150	(9.0)	185	(6.6)	220	(10.4)	273	(13.1)
		25 to 34	25	(0.6)	108	(16.6)	150	(12.4)	192	(7.9)	232	(10.7)	288	(26.9)
		35 to 44	20	(0.7)	108 <sup>M</sup>	(21.9)	151	(11.4)	186	(7.1)	224	(17.0)	276	(26.3)
		45 to 54	16	(0.7)	99 <sup>M</sup>	(18.1)	142	(13.3)	179	(7.5)	217	(9.0)	263	(15.8)
		55 to 65	9	(0.5)	U	(55.1)	151	(16.8)	182	(9.1)	219	(17.1)	256	(21.1)
	Non-Indigenous	16 to 24	5 <sup>M</sup>	(1.5)	222	(20.1)	272 <sup>M</sup>	(50.8)	291	(20.1)	322	(37.0)	340	(24.0)
		25 to 34	26	(3.6)	219	(25.4)	262	(20.1)	290	(7.4)	318	(15.1)	365	(25.7)
		35 to 44	26	(3.8)	179 <sup>M</sup>	(33.8)	253	(27.9)	284	(10.0)	322	(15.2)	357	(14.9)
		45 to 54	26	(4.0)	U	(102.2)	244	(18.9)	267	(7.4)	296	(14.8)	328	(22.4)
		55 to 65	17	(2.7)	U	(53.6)	244	(39.6)	269	(13.5)	307	(10.0)	339	(19.5)

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

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

Table 2.1c

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and age, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
Canada		16 to 24	7	(0.7)	42	(1.8)	52	(1.9)
		25 to 34	8	(0.7)	42	(1.8)	50	(1.7)
		35 to 44	14	(0.7)	44	(1.4)	43	(1.4)
		45 to 54	22	(0.9)	50	(1.2)	29	(1.1)
		55 to 65	33	(0.9)	51	(1.1)	17	(1.0)
	Indigenous, total	16 to 24	10 <sup>M</sup>	(1.8)	52	(3.7)	39	(3.7)
		25 to 34	8 <sup>M</sup>	(1.4)	54	(4.0)	38	(4.1)
		35 to 44	17	(2.5)	45	(4.3)	39	(4.5)
		45 to 54	29	(2.8)	50	(3.3)	21	(2.3)
		55 to 65	48	(2.8)	41	(3.3)	11 <sup>M</sup>	(2.6)
	First Nations	16 to 24	12 <sup>M</sup>	(2.9)	52	(5.3)	36	(5.2)
		25 to 34	7 <sup>M</sup>	(2.1)	60	(5.7)	32 <sup>M</sup>	(5.5)
		35 to 44	23 <sup>M</sup>	(4.3)	45	(5.1)	33	(4.5)
		45 to 54	35	(5.0)	47	(4.9)	17 <sup>M</sup>	(3.4)
		55 to 65	56	(4.2)	36	(4.5)	U	(3.2)
	Métis	16 to 24	4 <sup>M</sup>	(1.0)	51	(6.4)	45	(6.5)
		25 to 34	U	(1.9)	48	(7.7)	48 <sup>M</sup>	(7.9)
		35 to 44	7 <sup>M</sup>	(2.2)	46 <sup>M</sup>	(7.7)	47 <sup>M</sup>	(8.2)
		45 to 54	21 <sup>M</sup>	(3.9)	53	(4.8)	26 <sup>M</sup>	(4.3)
		55 to 65	38	(4.3)	47	(5.2)	15 <sup>M</sup>	(4.3)
	Inuit	16 to 24	37	(5.6)	55	(6.9)	U	(4.7)
		25 to 34	45 <sup>M</sup>	(8.9)	43 <sup>M</sup>	(9.1)	U	(5.1)
		35 to 44	48	(7.7)	36 <sup>M</sup>	(8.3)	U	(10.2)
		45 to 54	56	(8.8)	38 <sup>M</sup>	(8.5)	U	(4.4)
		55 to 65	76	(9.8)	x	x	x	x
Registered Indian, total	16 to 24	10 <sup>M</sup>	(2.8)	53	(6.0)	37	(5.7)	
	25 to 34	8 <sup>M</sup>	(2.4)	59	(6.1)	33 <sup>M</sup>	(6.0)	
	35 to 44	23 <sup>M</sup>	(4.8)	45	(5.9)	32	(5.0)	
	45 to 54	37	(5.4)	50	(5.3)	13 <sup>M</sup>	(3.2)	
	55 to 65	62	(4.7)	31	(4.8)	U	(3.5)	
Non-Indigenous	16 to 24	7	(0.7)	41	(1.9)	52	(1.9)	
	25 to 34	8	(0.7)	42	(1.8)	50	(1.7)	
	35 to 44	13	(0.7)	43	(1.4)	43	(1.4)	
	45 to 54	21	(0.9)	50	(1.2)	29	(1.1)	
	55 to 65	32	(0.9)	51	(1.2)	17	(1.1)	

Table 2.1c (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and age, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
Ontario	Indigenous, total	16 to 24	U	(4.0)	46 <sup>M</sup>	(8.1)	44 <sup>M</sup>	(7.6)
		25 to 34	U	(3.5)	54	(7.5)	39 <sup>M</sup>	(6.9)
		35 to 44	6 <sup>M</sup>	(1.6)	43 <sup>M</sup>	(8.4)	51 <sup>M</sup>	(8.6)
		45 to 54	22 <sup>M</sup>	(4.1)	52	(5.5)	26 <sup>M</sup>	(5.2)
		55 to 65	38	(5.0)	45	(6.3)	U	(5.4)
	First Nations	16 to 24	U	(6.5)	45 <sup>M</sup>	(10.0)	41 <sup>M</sup>	(9.3)
		25 to 34	U	(4.5)	56 <sup>M</sup>	(10.5)	37 <sup>M</sup>	(9.5)
		35 to 44	9 <sup>M</sup>	(3.0)	42 <sup>M</sup>	(9.0)	49 <sup>M</sup>	(9.0)
		45 to 54	21 <sup>M</sup>	(5.5)	54	(8.0)	25 <sup>M</sup>	(7.3)
		55 to 65	43 <sup>M</sup>	(7.8)	46 <sup>M</sup>	(9.0)	U	(7.5)
	Métis	16 to 24	U	(2.2)	46 <sup>M</sup>	(13.6)	50 <sup>M</sup>	(13.5)
		25 to 34	U	(1.9)	52 <sup>M</sup>	(12.4)	44 <sup>M</sup>	(12.2)
		35 to 44	U	(1.2)	44 <sup>M</sup>	(14.8)	53 <sup>M</sup>	(15.1)
		45 to 54	24 <sup>M</sup>	(6.8)	47	(7.6)	29 <sup>M</sup>	(7.2)
		55 to 65	33 <sup>M</sup>	(7.6)	45 <sup>M</sup>	(9.4)	U	(8.5)
	Registered Indian, total	16 to 24	U	(8.2)	51 <sup>M</sup>	(11.0)	34 <sup>M</sup>	(9.9)
		25 to 34	U	(5.8)	59 <sup>M</sup>	(12.4)	U	(11.2)
		35 to 44	U	(3.4)	40 <sup>M</sup>	(10.8)	53 <sup>M</sup>	(11.2)
		45 to 54	23 <sup>M</sup>	(5.3)	58	(8.1)	U	(7.3)
		55 to 65	51 <sup>M</sup>	(9.3)	35 <sup>M</sup>	(9.0)	U	(9.2)
	Non-Indigenous	16 to 24	6 <sup>M</sup>	(1.0)	40	(3.3)	55	(3.3)
		25 to 34	9 <sup>M</sup>	(1.5)	41	(3.2)	50	(3.3)
		35 to 44	13	(1.4)	43	(2.5)	44	(2.5)
		45 to 54	20	(1.8)	48	(2.3)	33	(2.1)
		55 to 65	33	(1.9)	49	(2.3)	18	(2.0)

Table 2.1c (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and age, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Manitoba</b>	Indigenous, total	16 to 24	U	(4.4)	50	(7.4)	38 <sup>M</sup>	(6.3)
		25 to 34	U	(4.6)	49 <sup>M</sup>	(9.7)	40 <sup>M</sup>	(8.9)
		35 to 44	22 <sup>M</sup>	(6.2)	46	(7.2)	32 <sup>M</sup>	(6.4)
		45 to 54	34 <sup>M</sup>	(7.7)	48	(7.0)	18 <sup>M</sup>	(4.9)
		55 to 65	45	(6.9)	46	(6.7)	U	(3.6)
	First Nations	16 to 24	U	(10.1)	51 <sup>M</sup>	(14.4)	U	(10.0)
		25 to 34	U	(10.4)	64 <sup>M</sup>	(14.7)	U	(9.0)
		35 to 44	30 <sup>M</sup>	(9.8)	45 <sup>M</sup>	(11.1)	U	(9.8)
		45 to 54	U	(15.3)	48 <sup>M</sup>	(13.0)	U	(5.4)
		55 to 65	69 <sup>M</sup>	(13.2)	x	x	x	x
	Métis	16 to 24	8 <sup>M</sup>	(2.4)	47 <sup>M</sup>	(8.2)	45 <sup>M</sup>	(8.0)
		25 to 34	U	(2.0)	37 <sup>M</sup>	(10.4)	59 <sup>M</sup>	(10.5)
		35 to 44	U	(7.6)	47 <sup>M</sup>	(9.4)	38 <sup>M</sup>	(8.7)
		45 to 54	29 <sup>M</sup>	(7.2)	48 <sup>M</sup>	(8.2)	23 <sup>M</sup>	(7.2)
		55 to 65	37 <sup>M</sup>	(7.3)	53	(7.5)	U	(4.3)
	Registered Indian, total	16 to 24	U	(10.9)	49 <sup>M</sup>	(14.4)	33 <sup>M</sup>	(10.0)
		25 to 34	U	(9.6)	60 <sup>M</sup>	(14.7)	U	(10.2)
		35 to 44	36 <sup>M</sup>	(11.1)	40 <sup>M</sup>	(11.4)	U	(9.5)
		45 to 54	U	(15.9)	51 <sup>M</sup>	(13.5)	U	(5.6)
		55 to 65	75	(10.5)	x	x	x	x
	Non-Indigenous	16 to 24	16 <sup>M</sup>	(3.8)	35	(5.7)	49	(5.8)
		25 to 34	15 <sup>M</sup>	(3.0)	34	(5.1)	51	(5.0)
		35 to 44	21 <sup>M</sup>	(4.3)	39	(5.5)	40	(4.8)
		45 to 54	26	(3.8)	45	(3.9)	29	(4.3)
		55 to 65	35	(3.4)	49	(3.8)	16 <sup>M</sup>	(3.0)

Table 2.1c (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and age, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
Saskatchewan	Indigenous, total	16 to 24	U	(2.6)	65	(7.5)	29 <sup>M</sup>	(7.1)
		25 to 34	U	(3.0)	68	(8.0)	26 <sup>M</sup>	(7.6)
		35 to 44	27 <sup>M</sup>	(6.7)	51	(7.0)	22 <sup>M</sup>	(5.4)
		45 to 54	38 <sup>M</sup>	(9.3)	50 <sup>M</sup>	(8.6)	U	(4.6)
		55 to 65	42 <sup>M</sup>	(8.7)	53	(8.3)	U	(2.9)
	First Nations	16 to 24	U	(4.5)	70	(9.4)	U	(8.0)
		25 to 34	U	(4.5)	70	(10.8)	U	(10.2)
		35 to 44	39 <sup>M</sup>	(10.4)	47 <sup>M</sup>	(9.7)	U	(5.9)
		45 to 54	49 <sup>M</sup>	(13.2)	42 <sup>M</sup>	(12.1)	U	(5.0)
		55 to 65	51 <sup>M</sup>	(13.0)	x	x	x	x
	Métis	16 to 24	x	x	59 <sup>M</sup>	(11.6)	x	x
		25 to 34	x	x	65 <sup>M</sup>	(11.6)	x	x
		35 to 44	U	(6.2)	55 <sup>M</sup>	(9.7)	32 <sup>M</sup>	(8.7)
		45 to 54	U	(9.7)	61 <sup>M</sup>	(10.7)	U	(7.7)
		55 to 65	32 <sup>M</sup>	(9.0)	58 <sup>M</sup>	(10.2)	U	(5.1)
	Registered Indian, total	16 to 24	U	(3.8)	72	(9.1)	U	(8.7)
		25 to 34	U	(4.6)	71	(10.3)	U	(9.7)
		35 to 44	34 <sup>M</sup>	(11.4)	51 <sup>M</sup>	(10.6)	U	(6.4)
		45 to 54	48 <sup>M</sup>	(13.1)	45 <sup>M</sup>	(12.4)	U	(4.2)
		55 to 65	x	x	51 <sup>M</sup>	(13.4)	x	x
	Non-Indigenous	16 to 24	U	(2.3)	54	(4.9)	41	(5.1)
		25 to 34	U	(1.7)	49	(5.8)	47	(5.7)
		35 to 44	U	(1.6)	52	(5.0)	45	(4.9)
		45 to 54	19	(2.6)	54	(3.8)	27	(3.7)
		55 to 65	27	(3.2)	57	(4.0)	16 <sup>M</sup>	(3.3)

Table 2.1c (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and age, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>British Columbia</b>	Indigenous, total	16 to 24	U	(2.6)	46 <sup>M</sup>	(8.6)	46 <sup>M</sup>	(8.9)
		25 to 34	U	(1.6)	55 <sup>M</sup>	(10.5)	42 <sup>M</sup>	(10.2)
		35 to 44	U	(8.9)	35 <sup>M</sup>	(9.2)	39 <sup>M</sup>	(9.2)
		45 to 54	25 <sup>M</sup>	(6.9)	56	(8.2)	19 <sup>M</sup>	(5.4)
		55 to 65	50 <sup>M</sup>	(10.3)	31 <sup>M</sup>	(8.3)	U	(6.6)
	First Nations	16 to 24	U	(3.9)	49	(8.1)	42 <sup>M</sup>	(8.3)
		25 to 34	x	x	52 <sup>M</sup>	(13.2)	x	x
		35 to 44	U	(13.1)	U	(12.8)	33 <sup>M</sup>	(11.1)
		45 to 54	U	(9.3)	61 <sup>M</sup>	(10.3)	U	(5.0)
		55 to 65	61 <sup>M</sup>	(13.1)	U	(10.1)	U	(5.3)
	Métis	16 to 24	U	(3.0)	U	(18.5)	U	(19.1)
		25 to 34	x	x	x	x	U	(19.3)
		35 to 44	U	(8.7)	U	(15.1)	55 <sup>M</sup>	(15.1)
		45 to 54	U	(5.5)	46 <sup>M</sup>	(10.1)	40 <sup>M</sup>	(10.3)
		55 to 65	U	(16.0)	U	(13.4)	U	(12.8)
	Registered Indian, total	16 to 24	x	x	x	x	46 <sup>M</sup>	(8.7)
		25 to 34	x	x	x	x	49 <sup>M</sup>	(12.9)
		35 to 44	U	(15.9)	U	(12.7)	U	(9.9)
		45 to 54	U	(11.2)	56 <sup>M</sup>	(12.4)	U	(6.7)
		55 to 65	66 <sup>M</sup>	(14.9)	U	(12.4)	U	(4.6)
	Non-Indigenous	16 to 24	9 <sup>M</sup>	(1.9)	36	(3.1)	54	(3.2)
		25 to 34	10 <sup>M</sup>	(2.4)	37	(5.1)	53	(5.2)
		35 to 44	17 <sup>M</sup>	(3.1)	36	(3.8)	47	(4.4)
		45 to 54	26	(3.7)	46	(4.0)	28	(3.6)
		55 to 65	28	(3.4)	48	(3.9)	24	(3.5)

Table 2.1c (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and age, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
Yukon	Indigenous, total	16 to 24	U	(2.0)	76 <sup>M</sup>	(20.5)	U	(20.0)
		25 to 34	U	(4.8)	75 <sup>M</sup>	(14.3)	U	(11.7)
		35 to 44	U	(17.3)	50 <sup>M</sup>	(15.9)	U	(11.4)
		45 to 54	26 <sup>M</sup>	(7.2)	57 <sup>M</sup>	(10.2)	U	(9.6)
		55 to 65	74 <sup>M</sup>	(21.9)	U	(19.5)	U	(4.5)
	First Nations	16 to 24	U	(2.3)	78 <sup>M</sup>	(20.8)	U	(20.3)
		25 to 34	U	(6.6)	79 <sup>M</sup>	(15.1)	U	(11.1)
		35 to 44	U	(20.5)	U	(18.5)	U	(11.9)
		45 to 54	29 <sup>M</sup>	(9.0)	53 <sup>M</sup>	(12.4)	U	(11.9)
		55 to 65	x	x	U	(27.1)	x	x
	Métis	16 to 24	0	(0.0)	x	x	x	x
		25 to 34	0	(0.0)	x	x	x	x
		35 to 44	x	x	x	x	x	x
		45 to 54	x	x	64 <sup>M</sup>	(15.7)	x	x
		55 to 65	73 <sup>M</sup>	(23.6)	x	x	x	x
	Registered Indian, total	16 to 24	U	(2.4)	74 <sup>M</sup>	(15.0)	U	(15.0)
		25 to 34	U	(6.3)	81 <sup>M</sup>	(15.2)	U	(11.3)
		35 to 44	U	(20.7)	U	(18.7)	U	(11.8)
		45 to 54	34 <sup>M</sup>	(8.2)	51 <sup>M</sup>	(12.4)	U	(11.1)
		55 to 65	x	x	U	(27.2)	x	x
	Non-Indigenous	16 to 24	x	x	U	(24.8)	x	x
		25 to 34	x	x	U	(17.9)	x	x
		35 to 44	U	(1.9)	52 <sup>M</sup>	(15.1)	U	(15.0)
		45 to 54	U	(3.3)	48 <sup>M</sup>	(14.9)	U	(15.3)
		55 to 65	U	(7.9)	55 <sup>M</sup>	(13.1)	U	(10.0)

Table 2.1c (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and age, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Northwest Territories</b>	Indigenous, total	16 to 24	27 <sup>M</sup>	(5.5)	52 <sup>M</sup>	(8.8)	U	(7.9)
		25 to 34	U	(6.5)	61	(7.9)	U	(7.3)
		35 to 44	43 <sup>M</sup>	(7.5)	38 <sup>M</sup>	(8.8)	U	(8.6)
		45 to 54	49	(6.2)	44	(7.1)	U	(4.4)
		55 to 65	52 <sup>M</sup>	(9.4)	x	x	x	x
	First Nations	16 to 24	31 <sup>M</sup>	(7.7)	52 <sup>M</sup>	(10.4)	U	(8.6)
		25 to 34	U	(6.3)	63	(8.9)	U	(8.8)
		35 to 44	45 <sup>M</sup>	(9.8)	x	x	x	x
		45 to 54	50 <sup>M</sup>	(8.8)	x	x	x	x
		55 to 65	52 <sup>M</sup>	(9.0)	x	x	x	x
	Métis	16 to 24	x	x	U	(24.4)	x	x
		25 to 34	x	x	U	(19.2)	x	x
		35 to 44	U	(12.4)	x	x	x	x
		45 to 54	U	(12.9)	x	x	x	x
		55 to 65	x	x	56 <sup>M</sup>	(16.4)	x	x
	Inuit	16 to 24	x	x	49 <sup>M</sup>	(16.1)	x	x
		25 to 34	x	x	67 <sup>M</sup>	(15.4)	x	x
		35 to 44	x	x	U	(18.2)	x	x
		45 to 54	55 <sup>M</sup>	(10.2)	x	x	x	x
		55 to 65	68 <sup>M</sup>	(20.1)	x	x	x	x
	Registered Indian, total	16 to 24	28 <sup>M</sup>	(6.9)	48 <sup>M</sup>	(9.5)	U	(9.1)
		25 to 34	U	(5.3)	71	(9.1)	U	(8.0)
		35 to 44	44 <sup>M</sup>	(9.6)	x	x	x	x
		45 to 54	59	(7.1)	x	x	x	x
		55 to 65	58	(8.3)	x	x	x	x
Non-Indigenous	16 to 24	x	x	x	x	52 <sup>M</sup>	(12.1)	
	25 to 34	x	x	x	x	50	(7.2)	
	35 to 44	U	(4.4)	37 <sup>M</sup>	(6.4)	51	(7.2)	
	45 to 54	19 <sup>M</sup>	(5.0)	52	(7.1)	29 <sup>M</sup>	(6.1)	
	55 to 65	20	(2.8)	57	(6.4)	23 <sup>M</sup>	(6.1)	

**Table 2.1c (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and age, Canada and oversampled populations, 2012**

	Indigenous identification	Age group	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Nunavut</b>	Indigenous, total	16 to 24	45	(4.7)	47	(4.6)	U	(3.1)
		25 to 34	49	(5.8)	44	(5.3)	U	(3.5)
		35 to 44	56	(6.0)	38	(5.9)	U	(2.5)
		45 to 54	64	(5.2)	x	x	x	x
		55 to 65	77	(6.7)	x	x	x	x
	Inuit	16 to 24	46	(4.8)	47	(4.6)	U	(3.1)
		25 to 34	50	(5.7)	44	(5.5)	U	(3.1)
		35 to 44	56	(6.0)	38	(5.9)	U	(2.5)
		45 to 54	65	(5.3)	x	x	x	x
		55 to 65	79	(6.7)	21 <sup>M</sup>	(6.7)	0	(0.0)
	Non-Indigenous	16 to 24	x	x	x	x	80 <sup>M</sup>	(17.9)
		25 to 34	U	(7.4)	U	(12.9)	53 <sup>M</sup>	(11.8)
		35 to 44	U	(5.7)	33 <sup>M</sup>	(9.2)	55 <sup>M</sup>	(10.1)
		45 to 54	33 <sup>M</sup>	(7.4)	39 <sup>M</sup>	(11.8)	U	(11.8)
		55 to 65	47	(6.5)	35 <sup>M</sup>	(9.3)	U	(9.1)

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

<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 2.2a

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and language of the test, Canada and oversampled populations, 2012**

	Indigenous identification	Language of the test	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Canada</b>	Indigenous, total	Mother tongue same as test language	91	(0.8)	261	(2.1)	246	(2.7)
		Mother tongue not the same as test language	9	(0.8)	247	(5.1)	232	(6.8)
	First Nations	Mother tongue same as test language	93	(1.0)	255	(2.9)	238	(4.0)
		Mother tongue not the same as test language	7	(1.0)	238	(9.3)	218	(12.4)
	Métis	Mother tongue same as test language	91	(1.5)	272	(3.0)	259	(3.6)
		Mother tongue not the same as test language	9	(1.5)	268	(5.5)	260	(7.2)
	Inuit	Mother tongue same as test language	68	(3.5)	223	(7.3)	205	(7.9)
		Mother tongue not the same as test language	32	(3.5)	205	(5.4)	185	(5.5)
	Registered Indian, total	Mother tongue same as test language	93	(1.1)	254	(2.9)	237	(4.0)
		Mother tongue not the same as test language	7	(1.1)	230	(7.4)	206	(9.4)
Non-Indigenous	Mother tongue same as test language	93	(0.3)	281	(0.7)	272	(0.8)	
	Mother tongue not the same as test language	7	(0.3)	280	(2.1)	272	(2.7)	
<b>Ontario</b>	Indigenous, total	Mother tongue same as test language	85	(2.2)	269	(3.7)	250	(3.6)
		Mother tongue not the same as test language	15	(2.2)	270	(6.5)	259	(7.6)
	First Nations	Mother tongue same as test language	94	(1.4)	265	(4.3)	245	(5.2)
		Mother tongue not the same as test language	6 <sup>M</sup>	(1.4)	258	(14.3)	240	(15.7)
	Métis	Mother tongue same as test language	74	(5.1)	278	(6.8)	262	(5.0)
		Mother tongue not the same as test language	26 <sup>M</sup>	(5.1)	273	(7.4)	264	(8.7)
	Registered Indian, total	Mother tongue same as test language	94	(1.7)	264	(5.5)	245	(6.0)
		Mother tongue not the same as test language	6 <sup>M</sup>	(1.7)	254	(10.2)	238	(12.2)
Non-Indigenous	Mother tongue same as test language	91	(0.6)	286	(1.5)	276	(1.7)	
	Mother tongue not the same as test language	9	(0.6)	284	(3.4)	274	(4.5)	
<b>Manitoba</b>	Indigenous, total	Mother tongue same as test language	89	(1.4)	260	(4.6)	247	(5.1)
		Mother tongue not the same as test language	11	(1.4)	250	(6.7)	229	(8.7)
	First Nations	Mother tongue same as test language	89	(2.8)	245	(7.2)	228	(8.0)
		Mother tongue not the same as test language	11 <sup>M</sup>	(2.8)	238	(10.8)	207	(13.7)
	Métis	Mother tongue same as test language	89	(1.4)	272	(4.5)	263	(5.2)
		Mother tongue not the same as test language	11	(1.4)	258	(7.8)	246	(8.7)
	Registered Indian, total	Mother tongue same as test language	88	(2.9)	247	(7.3)	230	(7.8)
		Mother tongue not the same as test language	12 <sup>M</sup>	(2.9)	233	(10.1)	203	(12.3)
Non-Indigenous	Mother tongue same as test language	90	(1.3)	284	(2.5)	275	(3.0)	
	Mother tongue not the same as test language	10	(1.3)	282	(6.4)	271	(7.3)	

**Table 2.2a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and language of the test, Canada and oversampled populations, 2012**

	Indigenous identification	Language of the test	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Saskatchewan</b>	Indigenous, total	Mother tongue same as test language	91	(1.8)	250	(4.5)	234	(5.0)
		Mother tongue not the same as test language	9 <sup>M</sup>	(1.8)	236	(11.0)	213	(12.9)
	First Nations	Mother tongue same as test language	87	(2.9)	242	(6.8)	224	(7.8)
		Mother tongue not the same as test language	13 <sup>M</sup>	(2.9)	233	(11.9)	208	(14.8)
	Métis	Mother tongue same as test language	97	(1.1)	259	(4.0)	246	(4.9)
		Mother tongue not the same as test language	U	(1.1)	257	(18.1)	238	(18.9)
	Registered Indian, total	Mother tongue same as test language	87	(3.0)	239	(6.8)	222	(7.7)
		Mother tongue not the same as test language	13 <sup>M</sup>	(3.0)	233	(12.8)	210	(15.3)
	Non-Indigenous	Mother tongue same as test language	96	(0.7)	278	(2.5)	270	(2.1)
		Mother tongue not the same as test language	4 <sup>M</sup>	(0.7)	276	(8.8)	267	(10.1)
<b>British Columbia</b>	Indigenous, total	Mother tongue same as test language	96	(1.5)	265	(3.4)	249	(4.2)
		Mother tongue not the same as test language	U	(1.5)	290	(21.2)	290	(32.1)
	First Nations	Mother tongue same as test language	96	(2.4)	258	(4.4)	242	(5.2)
		Mother tongue not the same as test language	U	(2.4)	291	(40.7)	290 <sup>M</sup>	(65.7)
	Métis	Mother tongue same as test language	96	(1.5)	277	(4.8)	263	(4.9)
		Mother tongue not the same as test language	U	(1.5)	289	(18.4)	289	(18.2)
	Registered Indian, total	Mother tongue same as test language	97	(1.0)	257	(4.9)	240	(5.5)
		Mother tongue not the same as test language	U	(1.0)	245	(23.6)	221	(26.9)
	Non-Indigenous	Mother tongue same as test language	92	(1.2)	287	(2.3)	276	(2.5)
		Mother tongue not the same as test language	8	(1.2)	277	(8.1)	272	(8.9)
<b>Yukon</b>	Indigenous, total	Mother tongue same as test language	88	(9.2)	250	(16.1)	234	(13.6)
		Mother tongue not the same as test language	U	(9.2)	U	(79.4)	U	(91.1)
	First Nations	Mother tongue same as test language	87	(10.7)	248	(17.5)	231	(15.1)
		Mother tongue not the same as test language	U	(10.7)	U	(79.3)	U	(91.4)
	Métis	Mother tongue same as test language	x	x	267	(14.3)	255	(13.1)
		Mother tongue not the same as test language	x	x	x	x	x	x
	Registered Indian, total	Mother tongue same as test language	84	(13.3)	238	(14.2)	221	(12.6)
		Mother tongue not the same as test language	U	(13.3)	U	(79.3)	U	(91.4)
	Non-Indigenous	Mother tongue same as test language	97	(1.0)	293	(10.5)	278	(9.3)
		Mother tongue not the same as test language	U	(1.0)	284	(16.6)	280	(18.8)

**Table 2.2a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and language of the test, Canada and oversampled populations, 2012**

	Indigenous identification	Language of the test	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Northwest Territories</b>	Indigenous, total	Mother tongue same as test language	79	(3.0)	235	(8.4)	217	(9.6)
		Mother tongue not the same as test language	21	(3.0)	204	(12.2)	186	(12.8)
	First Nations	Mother tongue same as test language	71	(3.9)	226	(9.8)	206	(11.0)
		Mother tongue not the same as test language	29	(3.9)	205	(13.2)	187	(14.2)
	Métis	Mother tongue same as test language	x	x	259	(9.7)	245	(10.2)
		Mother tongue not the same as test language	x	x	x	x	x	x
	Inuit	Mother tongue same as test language	81	(6.6)	230	(10.3)	211	(13.6)
		Mother tongue not the same as test language	U	(6.6)	202	(15.2)	182	(19.7)
	Registered Indian, total	Mother tongue same as test language	74	(3.7)	225	(9.9)	206	(10.6)
		Mother tongue not the same as test language	26	(3.7)	204	(13.1)	186	(13.8)
Non-Indigenous	Mother tongue same as test language	93	(1.4)	284	(4.4)	275	(5.2)	
	Mother tongue not the same as test language	7 <sup>M</sup>	(1.4)	276	(14.7)	265	(16.0)	
<b>Nunavut</b>	Indigenous, total	Mother tongue same as test language	54	(4.7)	208	(4.8)	188	(5.5)
		Mother tongue not the same as test language	46	(4.7)	205	(5.3)	185	(5.7)
	Inuit	Mother tongue same as test language	54	(4.8)	207	(4.8)	186	(5.5)
		Mother tongue not the same as test language	46	(4.8)	205	(5.4)	185	(5.7)
	Non-Indigenous	Mother tongue same as test language	93	(2.6)	290	(3.8)	280	(3.9)
		Mother tongue not the same as test language	U	(2.6)	327	(16.7)	318	(21.7)

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

**Note:** Immigrants are excluded from the non-Indigenous population for this analysis.

<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 2.2b

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and language of the test, Canada and oversampled populations, 2012**

	Indigenous identification	Language of the test	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Canada</b>	Indigenous, total	Mother tongue same as test language	20	(1.4)	49	(2.0)	31	(1.9)
		Mother tongue not the same as test language	33	(4.1)	48	(4.5)	19	(3.1)
	First Nations	Mother tongue same as test language	24	(1.9)	49	(2.8)	28	(2.5)
		Mother tongue not the same as test language	38 <sup>M</sup>	(7.8)	51	(8.4)	U	(3.9)
	Métis	Mother tongue same as test language	14	(1.6)	49	(3.6)	37	(3.8)
		Mother tongue not the same as test language	20 <sup>M</sup>	(4.7)	48	(7.1)	32 <sup>M</sup>	(6.7)
	Inuit	Mother tongue same as test language	43	(5.6)	44	(5.9)	12 <sup>M</sup>	(4.1)
		Mother tongue not the same as test language	62	(4.0)	34	(3.8)	U	(1.5)
	Registered Indian, total	Mother tongue same as test language	24	(2.0)	49	(2.9)	27	(2.7)
		Mother tongue not the same as test language	44	(8.2)	49	(8.4)	U	(3.3)
Non-Indigenous	Mother tongue same as test language	14	(0.5)	45	(0.8)	41	(0.8)	
	Mother tongue not the same as test language	11	(1.3)	47	(2.5)	42	(2.4)	
<b>Ontario</b>	Indigenous, total	Mother tongue same as test language	16	(1.7)	48	(3.5)	36	(3.5)
		Mother tongue not the same as test language	19 <sup>M</sup>	(5.5)	48 <sup>M</sup>	(8.8)	33 <sup>M</sup>	(8.1)
	First Nations	Mother tongue same as test language	17	(2.4)	49	(4.5)	34	(4.0)
		Mother tongue not the same as test language	U	(9.8)	45 <sup>M</sup>	(13.2)	U	(12.8)
	Métis	Mother tongue same as test language	12 <sup>M</sup>	(2.3)	46	(6.6)	41 <sup>M</sup>	(7.1)
		Mother tongue not the same as test language	U	(6.4)	48 <sup>M</sup>	(10.5)	36 <sup>M</sup>	(9.9)
	Registered Indian, total	Mother tongue same as test language	17	(2.6)	49	(5.6)	34	(5.2)
		Mother tongue not the same as test language	U	(13.6)	61 <sup>M</sup>	(18.3)	U	(9.7)
	Non-Indigenous	Mother tongue same as test language	12	(0.9)	42	(1.6)	46	(1.8)
		Mother tongue not the same as test language	12 <sup>M</sup>	(2.5)	45	(4.4)	43	(4.4)
<b>Manitoba</b>	Indigenous, total	Mother tongue same as test language	19 <sup>M</sup>	(3.3)	49	(4.1)	32	(3.7)
		Mother tongue not the same as test language	42 <sup>M</sup>	(7.9)	38 <sup>M</sup>	(7.0)	20 <sup>M</sup>	(5.4)
	First Nations	Mother tongue same as test language	25 <sup>M</sup>	(5.9)	54	(7.3)	22 <sup>M</sup>	(5.3)
		Mother tongue not the same as test language	62 <sup>M</sup>	(12.3)	x	x	x	x
	Métis	Mother tongue same as test language	14 <sup>M</sup>	(2.8)	46	(5.2)	40	(5.1)
		Mother tongue not the same as test language	28 <sup>M</sup>	(6.8)	45 <sup>M</sup>	(7.8)	27 <sup>M</sup>	(7.0)
	Registered Indian, total	Mother tongue same as test language	25 <sup>M</sup>	(6.1)	50	(7.0)	25 <sup>M</sup>	(5.0)
		Mother tongue not the same as test language	62 <sup>M</sup>	(11.0)	x	x	x	x
	Non-Indigenous	Mother tongue same as test language	19	(2.4)	40	(2.8)	41	(3.0)
		Mother tongue not the same as test language	25 <sup>M</sup>	(5.1)	40 <sup>M</sup>	(6.6)	35 <sup>M</sup>	(6.9)

Table 2.2b (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and language of the test, Canada and oversampled populations, 2012**

	Indigenous identification	Language of the test	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Saskatchewan</b>	Indigenous, total	Mother tongue same as test language	18	(2.9)	60	(3.8)	23	(3.2)
		Mother tongue not the same as test language	45 <sup>M</sup>	(12.8)	48 <sup>M</sup>	(12.8)	U	(8.3)
	First Nations	Mother tongue same as test language	23 <sup>M</sup>	(4.9)	60	(6.0)	17 <sup>M</sup>	(4.5)
		Mother tongue not the same as test language	x	x	48 <sup>M</sup>	(14.8)	x	x
	Métis	Mother tongue same as test language	11 <sup>M</sup>	(2.7)	60	(5.2)	29 <sup>M</sup>	(4.9)
		Mother tongue not the same as test language	x	x	U	(22.5)	x	x
	Registered Indian, total	Mother tongue same as test language	21 <sup>M</sup>	(4.9)	63	(5.8)	17 <sup>M</sup>	(4.3)
		Mother tongue not the same as test language	U	(16.0)	x	x	x	x
	Non-Indigenous	Mother tongue same as test language	11	(1.2)	53	(2.3)	36	(2.4)
Mother tongue not the same as test language		26 <sup>M</sup>	(6.9)	45 <sup>M</sup>	(10.0)	29 <sup>M</sup>	(9.6)	
<b>British Columbia</b>	Indigenous, total	Mother tongue same as test language	19 <sup>M</sup>	(3.3)	45	(4.5)	35	(4.2)
		Mother tongue not the same as test language	x	x	x	x	U	(21.8)
	First Nations	Mother tongue same as test language	23 <sup>M</sup>	(4.8)	46	(5.5)	31	(4.9)
		Mother tongue not the same as test language	x	x	83 <sup>M</sup>	(24.8)	x	x
	Métis	Mother tongue same as test language	13 <sup>M</sup>	(3.5)	44 <sup>M</sup>	(9.6)	43 <sup>M</sup>	(9.6)
		Mother tongue not the same as test language	x	x	x	x	68 <sup>M</sup>	(22.3)
	Registered Indian, total	Mother tongue same as test language	27 <sup>M</sup>	(6.0)	43	(5.7)	30	(4.2)
		Mother tongue not the same as test language	x	x	U	(21.0)	x	x
	Non-Indigenous	Mother tongue same as test language	14	(1.8)	40	(2.5)	46	(2.7)
Mother tongue not the same as test language		U	(3.9)	46 <sup>M</sup>	(7.8)	45 <sup>M</sup>	(8.1)	
<b>Yukon</b>	Indigenous, total	Mother tongue same as test language	U	(7.2)	64	(9.5)	U	(9.1)
		Mother tongue not the same as test language	x	x	U	(38.1)	x	x
	First Nations	Mother tongue same as test language	U	(8.7)	66	(10.6)	U	(9.5)
		Mother tongue not the same as test language	x	x	U	(36.1)	x	x
	Métis	Mother tongue same as test language	U	(10.7)	42 <sup>M</sup>	(13.6)	U	(13.9)
		Mother tongue not the same as test language	0	(0.0)	x	x	x	x
	Registered Indian, total	Mother tongue same as test language	U	(10.6)	63	(10.2)	U	(8.9)
		Mother tongue not the same as test language	x	x	U	(36.1)	x	x
	Non-Indigenous	Mother tongue same as test language	U	(5.7)	41 <sup>M</sup>	(10.7)	46 <sup>M</sup>	(9.9)
Mother tongue not the same as test language		x	x	U	(19.2)	x	x	

Table 2.2b (cont'd)

PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and language of the test, Canada and oversampled populations, 2012

	Indigenous identification	Language of the test	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Northwest Territories</b>	Indigenous, total	Mother tongue same as test language	32	(3.2)	49	(6.0)	18 <sup>M</sup>	(5.3)
		Mother tongue not the same as test language	51	(6.9)	x	x	x	x
	First Nations	Mother tongue same as test language	30	(4.6)	55	(7.1)	U	(5.8)
		Mother tongue not the same as test language	53	(6.3)	x	x	x	x
	Métis	Mother tongue same as test language	22 <sup>M</sup>	(4.6)	47 <sup>M</sup>	(10.4)	31 <sup>M</sup>	(9.4)
		Mother tongue not the same as test language	x	x	x	x	0	(0.0)
	Inuit	Mother tongue same as test language	45 <sup>M</sup>	(7.8)	41 <sup>M</sup>	(8.1)	U	(5.6)
		Mother tongue not the same as test language	U	(25.7)	x	x	x	x
	Registered Indian, total	Mother tongue same as test language	33	(4.0)	52	(6.5)	U	(5.4)
		Mother tongue not the same as test language	54	(6.1)	x	x	x	x
Non-Indigenous	Mother tongue same as test language	8 <sup>M</sup>	(1.3)	47	(5.0)	45	(5.0)	
	Mother tongue not the same as test language	x	x	53 <sup>M</sup>	(15.1)	x	x	
<b>Nunavut</b>	Indigenous, total	Mother tongue same as test language	44	(4.2)	48	(4.0)	7 <sup>M</sup>	(2.3)
		Mother tongue not the same as test language	66	(3.8)	30	(3.4)	U	(1.7)
	Inuit	Mother tongue same as test language	45	(4.2)	48	(4.1)	7 <sup>M</sup>	(2.2)
		Mother tongue not the same as test language	66	(3.7)	30	(3.4)	U	(1.7)
	Non-Indigenous	Mother tongue same as test language	17 <sup>M</sup>	(2.9)	37 <sup>M</sup>	(7.6)	46 <sup>M</sup>	(8.0)
		Mother tongue not the same as test language	x	x	x	x	x	x

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

Note: Immigrants are excluded from the non-Indigenous population for this analysis.

<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 2.3a**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and gender, Canada and oversampled populations, 2012**

	Indigenous identification	Gender	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Canada</b>	Indigenous, total	Male	47	(1.5)	257	(2.7)	247	(3.0)
		Female	53	(1.5)	262	(2.4)	242	(3.5)
	First Nations	Male	45	(2.2)	251	(3.9)	239	(4.7)
		Female	55	(2.2)	256	(3.6)	233	(5.1)
	Métis	Male	49	(2.3)	268	(3.6)	261	(4.2)
		Female	51	(2.3)	275	(3.7)	256	(4.2)
	Inuit	Male	50	(3.7)	216	(7.3)	201	(7.7)
		Female	50	(3.7)	218	(6.2)	195	(6.5)
	Registered Indian, total	Male	43	(2.4)	249	(4.3)	237	(4.9)
		Female	57	(2.4)	255	(3.8)	233	(5.3)
Non-Indigenous	Male	50	(0.1)	275	(0.9)	274	(0.9)	
	Female	50	(0.1)	273	(0.8)	259	(0.9)	
<b>Ontario</b>	Indigenous, total	Male	47	(2.9)	266	(4.4)	256	(4.9)
		Female	53	(2.9)	272	(4.3)	248	(4.3)
	First Nations	Male	46	(3.1)	263	(6.7)	249	(7.6)
		Female	54	(3.1)	266	(4.0)	240	(5.1)
	Métis	Male	47	(5.0)	271	(5.3)	266	(5.9)
		Female	53	(5.0)	282	(8.8)	260	(6.2)
	Registered Indian, total	Male	47	(4.2)	262	(8.4)	249	(8.5)
		Female	53	(4.2)	266	(4.6)	240	(5.8)
	Non-Indigenous	Male	50	(0.1)	278	(1.5)	275	(1.7)
		Female	50	(0.1)	274	(1.4)	258	(1.6)
<b>Manitoba</b>	Indigenous, total	Male	46	(3.3)	259	(6.3)	253	(7.2)
		Female	54	(3.3)	259	(4.5)	239	(5.4)
	First Nations	Male	40	(5.8)	243	(12.9)	231	(15.0)
		Female	60	(5.8)	246	(6.5)	222	(8.0)
	Métis	Male	51	(3.6)	269	(5.5)	265	(6.2)
		Female	49	(3.6)	273	(4.7)	256	(6.2)
	Registered Indian, total	Male	40	(5.3)	243	(12.6)	231	(14.0)
		Female	60	(5.3)	247	(6.5)	223	(7.7)
	Non-Indigenous	Male	51	(0.5)	274	(2.9)	269	(3.5)
		Female	49	(0.5)	278	(3.0)	264	(3.7)
<b>Saskatchewan</b>	Indigenous, total	Male	48	(3.1)	244	(5.1)	232	(5.8)
		Female	52	(3.1)	252	(5.5)	232	(5.9)
	First Nations	Male	43	(4.5)	233	(6.8)	219	(8.6)
		Female	57	(4.5)	245	(8.4)	223	(8.7)
	Métis	Male	56	(3.9)	254	(6.0)	244	(6.8)
		Female	44	(3.9)	265	(5.2)	246	(6.3)
	Registered Indian, total	Male	46	(4.4)	232	(6.7)	217	(8.4)
		Female	54	(4.4)	243	(8.9)	223	(8.8)
	Non-Indigenous	Male	51	(0.4)	273	(2.9)	272	(2.7)
		Female	49	(0.4)	276	(2.8)	261	(2.9)

**Table 2.3a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and gender, Canada and oversampled populations, 2012**

	Indigenous identification	Gender	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>British Columbia</b>	Indigenous, total	Male	44	(3.3)	264	(5.2)	254	(6.3)
		Female	56	(3.3)	267	(4.5)	248	(5.2)
	First Nations	Male	45	(4.4)	257	(7.4)	248	(9.0)
		Female	55	(4.4)	262	(6.2)	240	(6.8)
	Métis	Male	42	(5.2)	279	(5.3)	268	(6.3)
		Female	58	(5.2)	276	(6.3)	261	(6.9)
	Registered Indian, total	Male	45	(5.1)	253	(8.0)	240	(8.5)
		Female	55	(5.1)	260	(7.5)	239	(7.9)
Non-Indigenous	Male	50	(0.2)	276	(3.2)	274	(3.1)	
	Female	50	(0.2)	274	(2.6)	260	(2.7)	
<b>Yukon</b>	Indigenous, total	Male	53 <sup>M</sup>	(9.1)	234	(26.5)	219	(27.8)
		Female	47 <sup>M</sup>	(9.1)	250	(13.4)	231	(10.7)
	First Nations	Male	53 <sup>M</sup>	(10.5)	229	(30.5)	213	(32.3)
		Female	47 <sup>M</sup>	(10.5)	248	(13.9)	228	(11.3)
	Métis	Male	51 <sup>M</sup>	(9.8)	267	(15.4)	258	(15.5)
		Female	49 <sup>M</sup>	(9.8)	268	(18.3)	252	(17.0)
	Registered Indian, total	Male	48 <sup>M</sup>	(9.6)	209	(28.6)	193 <sup>M</sup>	(33.7)
		Female	52 <sup>M</sup>	(9.6)	244	(13.7)	224	(11.3)
Non-Indigenous	Male	49	(2.6)	290	(12.2)	281	(10.3)	
	Female	51	(2.6)	285	(12.1)	268	(11.5)	
<b>Northwest Territories</b>	Indigenous, total	Male	48	(2.3)	228	(10.1)	215	(11.0)
		Female	52	(2.3)	229	(9.0)	206	(10.2)
	First Nations	Male	42	(3.0)	219	(12.2)	205	(13.1)
		Female	58	(3.0)	221	(10.2)	198	(11.6)
	Métis	Male	52	(8.7)	251	(13.0)	246	(12.4)
		Female	48 <sup>M</sup>	(8.7)	265	(10.4)	241	(12.0)
	Inuit	Male	60	(6.0)	227	(11.1)	210	(14.3)
		Female	40	(6.0)	221	(14.4)	199	(16.1)
Registered Indian, total	Male	44	(2.4)	220	(11.4)	208	(12.8)	
	Female	56	(2.4)	219	(10.5)	196	(10.7)	
Non-Indigenous	Male	55	(2.5)	279	(4.5)	276	(5.2)	
	Female	45	(2.5)	281	(4.2)	266	(5.0)	
<b>Nunavut</b>	Indigenous, total	Male	50	(1.1)	208	(5.2)	191	(5.3)
		Female	50	(1.1)	206	(4.7)	182	(5.5)
	Inuit	Male	50	(1.1)	207	(5.2)	190	(5.2)
		Female	50	(1.1)	205	(4.8)	181	(5.5)
	Non-Indigenous	Male	52	(5.9)	288	(5.1)	283	(5.5)
		Female	48	(5.9)	293	(4.8)	275	(4.3)

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

<sup>M</sup> Use with caution

SE Standard error

Table 2.3b

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and gender, Canada and oversampled populations, 2012**

	Indigenous identification	Gender	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Canada</b>	Indigenous, total	Male	22	(1.8)	50	(2.5)	28	(2.1)
		Female	20	(1.4)	48	(2.5)	32	(2.6)
	First Nations	Male	23	(2.4)	51	(3.9)	25	(3.4)
		Female	26	(2.2)	47	(2.9)	27	(3.0)
	Métis	Male	18	(2.6)	49	(3.8)	33	(3.5)
		Female	11	(1.3)	49	(5.1)	41	(5.1)
	Inuit	Male	54	(6.3)	36	(5.8)	U	(4.2)
		Female	45	(4.8)	46	(5.5)	U	(3.6)
	Registered Indian, total	Male	23	(2.7)	52	(4.2)	25	(3.9)
		Female	26	(2.6)	47	(3.5)	27	(3.3)
	Non-Indigenous	Male	17	(0.6)	45	(0.9)	38	(0.8)
		Female	17	(0.5)	47	(0.9)	37	(0.9)
<b>Ontario</b>	Indigenous, total	Male	16	(2.5)	50	(4.2)	34	(3.8)
		Female	17	(2.6)	46	(4.3)	37	(4.5)
	First Nations	Male	16 <sup>M</sup>	(3.6)	48	(6.3)	36	(5.8)
		Female	19 <sup>M</sup>	(3.8)	49	(5.0)	32	(4.5)
	Métis	Male	13 <sup>M</sup>	(3.2)	54	(6.3)	33 <sup>M</sup>	(6.3)
		Female	14 <sup>M</sup>	(3.5)	40 <sup>M</sup>	(8.4)	46 <sup>M</sup>	(9.4)
	Registered Indian, total	Male	13 <sup>M</sup>	(3.1)	54	(7.9)	33 <sup>M</sup>	(7.0)
		Female	22 <sup>M</sup>	(4.7)	47	(6.3)	31 <sup>M</sup>	(5.5)
	Non-Indigenous	Male	16	(1.1)	43	(1.7)	41	(1.7)
		Female	17	(0.8)	45	(1.6)	38	(1.7)
<b>Manitoba</b>	Indigenous, total	Male	19 <sup>M</sup>	(3.4)	49	(5.4)	32	(4.4)
		Female	23 <sup>M</sup>	(4.2)	47	(4.7)	29	(4.6)
	First Nations	Male	16 <sup>M</sup>	(5.3)	59 <sup>M</sup>	(10.8)	25 <sup>M</sup>	(8.2)
		Female	37 <sup>M</sup>	(7.4)	45	(7.5)	17 <sup>M</sup>	(5.5)
	Métis	Male	20 <sup>M</sup>	(4.2)	44	(6.3)	36	(5.9)
		Female	11 <sup>M</sup>	(2.6)	48	(6.1)	41	(6.1)
	Registered Indian, total	Male	U	(6.5)	55 <sup>M</sup>	(10.6)	25 <sup>M</sup>	(7.8)
		Female	37 <sup>M</sup>	(7.0)	43	(6.7)	20 <sup>M</sup>	(5.6)
	Non-Indigenous	Male	27	(2.5)	39	(3.0)	34	(2.9)
		Female	19	(2.1)	42	(3.1)	39	(2.9)
<b>Saskatchewan</b>	Indigenous, total	Male	20 <sup>M</sup>	(3.6)	59	(5.0)	21 <sup>M</sup>	(4.7)
		Female	20 <sup>M</sup>	(5.0)	58	(5.2)	22 <sup>M</sup>	(4.1)
	First Nations	Male	26 <sup>M</sup>	(5.2)	57	(6.8)	U	(6.2)
		Female	26 <sup>M</sup>	(7.5)	59	(8.0)	U	(5.5)
	Métis	Male	15 <sup>M</sup>	(3.9)	61	(7.4)	25 <sup>M</sup>	(7.3)
		Female	U	(3.2)	58	(6.1)	33 <sup>M</sup>	(6.0)
	Registered Indian, total	Male	24 <sup>M</sup>	(5.1)	59	(6.7)	U	(6.1)
		Female	U	(8.1)	62	(8.2)	U	(5.4)
	Non-Indigenous	Male	13	(1.5)	54	(3.2)	33	(3.0)
		Female	12	(1.6)	53	(2.9)	36	(2.9)

Table 2.3b (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and gender, Canada and oversampled populations, 2012**

	Indigenous identification	Gender	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>British Columbia</b>	Indigenous, total	Male	20 <sup>M</sup>	(4.3)	51	(6.4)	29 <sup>M</sup>	(5.3)
		Female	18 <sup>M</sup>	(4.3)	42	(6.6)	40 <sup>M</sup>	(6.7)
	First Nations	Male	18 <sup>M</sup>	(5.6)	58	(8.5)	24 <sup>M</sup>	(6.6)
		Female	25 <sup>M</sup>	(6.4)	39	(6.2)	36 <sup>M</sup>	(6.4)
	Métis	Male	24 <sup>M</sup>	(6.8)	36 <sup>M</sup>	(7.7)	41 <sup>M</sup>	(8.0)
		Female	U	(1.7)	48 <sup>M</sup>	(14.4)	47 <sup>M</sup>	(14.5)
	Registered Indian, total	Male	27 <sup>M</sup>	(8.0)	50 <sup>M</sup>	(8.8)	22 <sup>M</sup>	(6.6)
		Female	26 <sup>M</sup>	(8.3)	38 <sup>M</sup>	(7.2)	36 <sup>M</sup>	(6.3)
	Non-Indigenous	Male	18	(1.8)	39	(2.5)	43	(2.7)
		Female	19	(2.0)	43	(2.7)	38	(2.5)
<b>Yukon</b>	Indigenous, total	Male	U	(15.2)	54 <sup>M</sup>	(15.9)	U	(10.2)
		Female	15 <sup>M</sup>	(4.2)	62 <sup>M</sup>	(10.6)	U	(9.8)
	First Nations	Male	U	(18.4)	U	(19.0)	U	(11.2)
		Female	15	(4.4)	63 <sup>M</sup>	(10.9)	U	(10.0)
	Métis	Male	U	(19.7)	U	(15.7)	U	(17.7)
		Female	x	x	x	x	U	(17.3)
	Registered Indian, total	Male	U	(21.8)	U	(18.4)	U	(7.0)
		Female	15 <sup>M</sup>	(4.6)	67 <sup>M</sup>	(11.2)	U	(10.1)
	Non-Indigenous	Male	U	(8.3)	38 <sup>M</sup>	(11.9)	46 <sup>M</sup>	(9.9)
		Female	U	(4.3)	54 <sup>M</sup>	(14.6)	U	(13.9)
<b>Northwest Territories</b>	Indigenous, total	Male	44	(4.4)	41	(5.7)	16 <sup>M</sup>	(4.7)
		Female	30	(4.3)	54	(6.7)	U	(5.5)
	First Nations	Male	45	(6.0)	40	(6.7)	U	(5.2)
		Female	31	(5.2)	58	(7.2)	U	(5.8)
	Métis	Male	27 <sup>M</sup>	(7.1)	48 <sup>M</sup>	(12.3)	U	(11.7)
		Female	U	(6.9)	46 <sup>M</sup>	(15.2)	37 <sup>M</sup>	(12.1)
	Inuit	Male	53	(7.7)	x	x	x	x
		Female	x	x	53 <sup>M</sup>	(13.5)	x	x
	Registered Indian, total	Male	44	(5.1)	41	(6.1)	15 <sup>M</sup>	(4.9)
		Female	34	(4.6)	55	(6.9)	U	(5.3)
Non-Indigenous	Male	12 <sup>M</sup>	(2.8)	47	(4.9)	41	(3.9)	
	Female	8 <sup>M</sup>	(1.8)	49	(5.9)	43	(6.1)	

Table 2.3b (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and gender, Canada and oversampled populations, 2012**

	Indigenous identification	Gender	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Nunavut</b>	Indigenous, total	Male	57	(4.6)	37	(4.3)	7 <sup>M</sup>	(2.0)
		Female	52	(3.7)	43	(3.9)	U	(1.9)
	Inuit	Male	57	(4.7)	37	(4.4)	6 <sup>M</sup>	(1.9)
		Female	53	(3.7)	43	(3.8)	U	(1.9)
	Non-Indigenous	Male	20 <sup>M</sup>	(3.9)	37 <sup>M</sup>	(7.1)	43	(6.7)
		Female	27 <sup>M</sup>	(5.5)	31 <sup>M</sup>	(9.8)	42 <sup>M</sup>	(10.2)

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

<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 3.1a**

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Canada</b>	Indigenous, total	Less than high-school diploma	30	(1.3)	147	(7.0)	193	(5.8)	225	(3.3)	260	(4.7)	299	(6.3)
		High-school diploma	26	(1.3)	188	(9.8)	236	(5.5)	265	(2.8)	295	(4.2)	330	(8.1)
		Postsecondary education — below bachelor's degree	33	(1.3)	201	(6.9)	247	(4.1)	273	(2.2)	302	(2.8)	336	(5.1)
		Postsecondary education — bachelor's degree or higher	11	(0.9)	239	(8.4)	278	(8.3)	305	(4.3)	335	(9.4)	366	(16.8)
	First Nations	Less than high-school diploma	32	(1.5)	144	(15.0)	187	(10.9)	219	(4.8)	250	(6.0)	294	(14.1)
		High-school diploma	27	(1.8)	189	(12.4)	232	(7.3)	261	(4.0)	290	(8.9)	331	(10.6)
		Postsecondary education — below bachelor's degree	31	(1.8)	200	(10.7)	243	(6.3)	269	(3.6)	298	(6.6)	331	(7.1)
		Postsecondary education — bachelor's degree or higher	10	(1.1)	228	(15.7)	266	(7.6)	299	(5.0)	331	(13.3)	362	(16.7)
	Métis	Less than high-school diploma	24	(1.6)	164	(10.4)	212	(6.5)	241	(3.6)	273	(6.6)	306	(9.1)
		High-school diploma	26	(1.8)	193	(15.0)	243	(10.8)	271	(4.2)	301	(5.5)	329	(8.4)
		Postsecondary education — below bachelor's degree	37	(2.0)	206	(13.5)	254	(5.4)	279	(3.7)	307	(6.0)	340	(9.5)
		Postsecondary education — bachelor's degree or higher	13	(1.8)	247	(13.9)	288	(10.8)	311	(7.4)	340	(12.9)	368	(22.9)
	Inuit	Less than high-school diploma	59	(3.9)	125	(10.0)	164	(9.0)	195	(5.4)	223	(7.0)	273	(15.1)
		High-school diploma	16 <sup>M</sup>	(3.2)	177 <sup>M</sup>	(31.1)	210	(24.9)	238	(10.8)	268	(12.3)	294	(13.5)
		Postsecondary education — below bachelor's degree	21	(2.3)	176	(16.0)	217	(11.2)	251	(8.9)	287	(19.6)	322	(16.2)
		Postsecondary education — bachelor's degree or higher	U	(1.4)	236 <sup>M</sup>	(39.3)	264	(23.2)	283	(12.9)	304	(28.4)	317	(16.1)
	Registered Indian, total	Less than high-school diploma	32	(1.9)	144	(15.4)	183	(10.8)	216	(5.0)	248	(6.7)	288	(7.2)
		High-school diploma	26	(2.1)	188	(20.7)	233	(8.3)	261	(4.6)	291	(7.7)	331	(11.2)
		Postsecondary education — below bachelor's degree	32	(1.9)	198	(13.3)	242	(8.8)	268	(3.9)	296	(6.6)	330	(8.2)
		Postsecondary education — bachelor's degree or higher	10	(1.1)	226	(14.5)	266	(9.5)	297	(5.9)	328	(16.0)	364	(25.0)
Non-Indigenous	Less than high-school diploma	14	(0.1)	136	(6.1)	202	(3.3)	234	(1.7)	272	(2.6)	313	(4.9)	
	High-school diploma	25	(0.1)	187	(4.9)	239	(2.0)	267	(1.2)	299	(1.9)	337	(2.9)	
	Postsecondary education — below bachelor's degree	35	(0.1)	201	(2.6)	248	(1.4)	276	(1.0)	306	(1.6)	343	(2.2)	
	Postsecondary education — bachelor's degree or higher	26	(0.1)	221	(3.0)	273	(1.4)	300	(1.0)	330	(1.4)	366	(3.0)	

**Table 3.1a (cont'd)**

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Ontario</b>	Indigenous, total	Less than high-school diploma	22	(2.3)	151	(18.1)	199	(17.1)	230	(5.9)	265	(10.5)	302	(9.2)
		High-school diploma	27	(2.7)	202	(16.3)	244	(10.1)	266	(4.1)	291	(8.3)	325	(11.4)
		Postsecondary education — below bachelor's degree	37	(2.6)	211	(17.8)	256	(7.9)	278	(3.8)	303	(5.4)	332	(8.3)
		Postsecondary education — bachelor's degree or higher	14 <sup>M</sup>	(2.5)	256	(18.7)	290	(9.4)	313	(7.5)	342	(20.5)	364	(19.3)
	First Nations	Less than high-school diploma	25	(3.4)	150 <sup>M</sup>	(37.3)	188	(27.4)	224	(7.7)	257	(12.7)	296	(14.4)
		High-school diploma	28	(3.7)	208	(17.2)	244	(13.2)	268	(5.3)	293	(11.8)	326	(15.3)
		Postsecondary education — below bachelor's degree	35	(3.9)	215	(10.2)	254	(10.6)	277	(5.1)	303	(7.3)	330	(12.5)
		Postsecondary education — bachelor's degree or higher	11 <sup>M</sup>	(1.9)	234 <sup>M</sup>	(41.3)	282	(22.2)	308	(8.6)	337	(12.7)	370	(21.6)
	Métis	Less than high-school diploma	18	(2.6)	148 <sup>M</sup>	(35.9)	220	(17.3)	242	(7.9)	275	(8.6)	305	(8.0)
		High-school diploma	24	(3.6)	209	(12.2)	250	(13.0)	269	(5.5)	294	(11.3)	325	(18.3)
		Postsecondary education — below bachelor's degree	40	(3.5)	203	(31.6)	259	(10.8)	279	(5.8)	304	(8.3)	336	(12.2)
		Postsecondary education — bachelor's degree or higher	18 <sup>M</sup>	(5.1)	272	(9.6)	293	(10.0)	316	(13.1)	345	(31.9)	354	(15.1)
	Registered Indian, total	Less than high-school diploma	25	(3.9)	151 <sup>M</sup>	(30.1)	187 <sup>M</sup>	(31.8)	222	(10.3)	252	(16.0)	289	(32.2)
		High-school diploma	21 <sup>M</sup>	(3.5)	204	(16.0)	244	(14.1)	266	(7.5)	291	(14.3)	324	(15.9)
		Postsecondary education — below bachelor's degree	41	(4.9)	215	(14.2)	249	(11.2)	275	(6.7)	301	(10.3)	328	(14.3)
		Postsecondary education — bachelor's degree or higher	13 <sup>M</sup>	(2.9)	228	(33.3)	282	(19.0)	305	(9.6)	330	(17.3)	366	(23.3)
	Non-Indigenous	Less than high-school diploma	13	(0.1)	130	(9.9)	206	(8.1)	238	(3.3)	278	(5.0)	319	(13.6)
		High-school diploma	26	(0.1)	183	(8.5)	240	(3.6)	267	(1.9)	299	(2.7)	337	(5.1)
		Postsecondary education — below bachelor's degree	32	(0.1)	197	(7.1)	250	(3.4)	277	(2.0)	308	(3.7)	345	(4.5)
		Postsecondary education — bachelor's degree or higher	29	(0.1)	223	(6.9)	272	(3.4)	299	(1.8)	330	(2.6)	366	(5.7)

**Table 3.1a (cont'd)**

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Manitoba</b>	Indigenous, total	Less than high-school diploma	34	(3.0)	153	(13.7)	192	(13.8)	226	(7.6)	260	(14.2)	299	(17.1)
		High-school diploma	28	(2.8)	202	(13.7)	244	(10.1)	271	(4.9)	297	(6.9)	338	(10.3)
		Postsecondary education — below bachelor's degree	28	(2.5)	209	(18.5)	249	(9.5)	273	(4.2)	298	(5.5)	335	(8.2)
		Postsecondary education — bachelor's degree or higher	10	(1.5)	244	(11.4)	279	(9.8)	299	(5.1)	320	(10.1)	353	(19.3)
	First Nations	Less than high-school diploma	43	(5.2)	154	(16.0)	179	(26.7)	216	(11.1)	250	(20.9)	286	(18.6)
		High-school diploma	27 <sup>M</sup>	(4.5)	186 <sup>M</sup>	(34.3)	240	(16.1)	262	(8.2)	288	(13.5)	336	(35.5)
		Postsecondary education — below bachelor's degree	20 <sup>M</sup>	(3.6)	208	(15.3)	235	(19.8)	260	(7.5)	286	(16.8)	325	(28.0)
		Postsecondary education — bachelor's degree or higher	10 <sup>M</sup>	(2.6)	230	(26.0)	258	(38.2)	287	(9.3)	313	(23.5)	344	(24.1)
	Métis	Less than high-school diploma	27	(3.2)	160	(17.7)	209	(12.6)	239	(6.9)	270	(12.6)	310	(10.6)
		High-school diploma	29	(3.1)	212	(15.2)	249	(12.6)	276	(5.7)	303	(8.2)	337	(11.6)
		Postsecondary education — below bachelor's degree	34	(3.1)	214	(20.7)	256	(14.4)	279	(4.8)	303	(6.1)	339	(15.4)
		Postsecondary education — bachelor's degree or higher	11 <sup>M</sup>	(1.9)	259	(15.2)	290	(10.0)	308	(5.1)	326	(13.2)	360	(19.2)
	Registered Indian, total	Less than high-school diploma	42	(4.9)	152	(18.8)	179	(23.3)	216	(11.0)	253	(23.7)	286	(19.1)
		High-school diploma	24 <sup>M</sup>	(4.2)	198 <sup>M</sup>	(36.5)	241	(12.1)	261	(8.3)	287	(16.0)	327	(41.1)
		Postsecondary education — below bachelor's degree	22 <sup>M</sup>	(3.7)	202	(24.5)	234	(19.0)	261	(8.3)	287	(13.4)	328	(22.8)
		Postsecondary education — bachelor's degree or higher	12 <sup>M</sup>	(2.8)	237	(15.7)	266	(30.3)	290	(8.5)	313	(17.0)	341	(21.0)
	Non-Indigenous	Less than high-school diploma	17	(0.5)	126 <sup>M</sup>	(27.8)	205	(15.6)	236	(6.3)	276	(11.1)	316	(13.5)
		High-school diploma	27	(0.4)	195	(11.6)	244	(7.6)	272	(3.7)	306	(6.0)	339	(7.8)
		Postsecondary education — below bachelor's degree	32	(0.4)	205	(13.9)	253	(6.0)	280	(3.4)	311	(4.0)	343	(6.2)
		Postsecondary education — bachelor's degree or higher	24	(0.2)	231	(14.7)	277	(6.0)	303	(3.4)	332	(6.1)	363	(15.7)

**Table 3.1a (cont'd)**

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Saskatchewan</b>	Indigenous, total	Less than high-school diploma	37	(3.3)	149	(19.6)	189	(14.2)	220	(6.0)	252	(9.9)	293	(15.3)
		High-school diploma	25	(2.7)	182	(17.3)	224	(7.6)	251	(5.0)	277	(8.5)	322	(14.7)
		Postsecondary education — below bachelor's degree	26	(2.8)	193	(17.0)	240	(9.9)	266	(4.6)	294	(8.9)	329	(8.2)
		Postsecondary education — bachelor's degree or higher	12 <sup>M</sup>	(2.0)	216	(19.1)	259	(14.8)	292	(11.8)	327	(28.4)	357	(19.1)
	First Nations	Less than high-school diploma	38	(4.7)	144 <sup>M</sup>	(34.7)	181	(14.1)	211	(7.6)	237	(16.7)	294	(25.0)
		High-school diploma	25	(3.7)	173	(19.7)	214	(22.7)	242	(8.2)	268	(11.4)	314	(22.7)
		Postsecondary education — below bachelor's degree	25	(4.1)	188	(29.4)	237	(18.4)	260	(6.7)	285	(12.8)	312	(10.2)
		Postsecondary education — bachelor's degree or higher	12 <sup>M</sup>	(3.2)	197 <sup>M</sup>	(36.5)	250	(25.7)	287	(22.1)	333 <sup>M</sup>	(58.2)	356	(32.3)
	Métis	Less than high-school diploma	35	(4.4)	165	(20.7)	205	(12.8)	233	(7.9)	260	(15.8)	292	(18.1)
		High-school diploma	26	(3.1)	198	(22.2)	236	(11.5)	263	(6.0)	290	(7.6)	329	(21.5)
		Postsecondary education — below bachelor's degree	29	(3.5)	191 <sup>M</sup>	(41.4)	245	(11.8)	273	(5.3)	305	(12.8)	334	(14.2)
		Postsecondary education — bachelor's degree or higher	11	(1.7)	241	(13.3)	275	(19.0)	299	(6.6)	323	(13.7)	358	(14.0)
	Registered Indian, total	Less than high-school diploma	40	(4.7)	144	(17.8)	180	(19.5)	210	(7.5)	237	(17.0)	292	(39.3)
		High-school diploma	24	(3.5)	172	(21.8)	216	(20.6)	241	(8.8)	264	(13.0)	314	(22.5)
		Postsecondary education — below bachelor's degree	25	(4.1)	187	(29.4)	235	(23.0)	258	(6.8)	283	(12.1)	312	(10.0)
		Postsecondary education — bachelor's degree or higher	12 <sup>M</sup>	(3.2)	195 <sup>M</sup>	(35.6)	248	(19.8)	285	(23.1)	327 <sup>M</sup>	(72.2)	355	(52.6)
Non-Indigenous	Less than high-school diploma	16	(0.4)	149	(16.2)	209	(12.1)	239	(5.1)	274	(6.9)	314	(12.2)	
	High-school diploma	28	(0.3)	195	(9.7)	239	(5.4)	267	(3.5)	295	(3.9)	334	(7.9)	
	Postsecondary education — below bachelor's degree	34	(0.4)	209	(10.1)	256	(6.5)	280	(3.2)	306	(4.3)	338	(9.2)	
	Postsecondary education — bachelor's degree or higher	22	(0.3)	216	(31.4)	278	(7.4)	302	(3.9)	331	(4.3)	364	(9.9)	

**Table 3.1a (cont'd)**

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>British Columbia</b>	Indigenous, total	Less than high-school diploma	25	(2.8)	147	(23.7)	197	(15.7)	233	(7.4)	274	(9.3)	313	(14.1)
		High-school diploma	32	(3.7)	208	(15.7)	249	(12.5)	274	(4.7)	299	(8.7)	330	(13.9)
		Postsecondary education — below bachelor's degree	34	(3.4)	203	(13.5)	250	(8.0)	274	(5.1)	301	(8.2)	339	(15.2)
		Postsecondary education — bachelor's degree or higher	9 <sup>M</sup>	(2.1)	241	(15.5)	258	(29.3)	297	(11.4)	324	(17.0)	357	(16.4)
	First Nations	Less than high-school diploma	27	(3.5)	U	(74.7)	189	(18.6)	224	(9.5)	262	(24.9)	310	(32.3)
		High-school diploma	31	(3.9)	199	(22.4)	241	(15.9)	269	(6.5)	298	(12.6)	329	(18.4)
		Postsecondary education — below bachelor's degree	34	(4.3)	197 <sup>M</sup>	(37.8)	245	(18.9)	269	(7.5)	296	(13.7)	334	(15.0)
		Postsecondary education — bachelor's degree or higher	8 <sup>M</sup>	(2.5)	240	(26.9)	272	(37.3)	302	(11.5)	322	(15.2)	357	(29.8)
	Métis	Less than high-school diploma	19 <sup>M</sup>	(3.7)	166 <sup>M</sup>	(47.6)	232	(18.4)	255	(11.0)	286	(18.6)	311	(18.5)
		High-school diploma	36 <sup>M</sup>	(6.9)	221	(18.5)	271	(12.2)	282	(5.9)	300	(11.4)	331	(10.5)
		Postsecondary education — below bachelor's degree	34	(5.5)	219	(14.6)	260	(12.4)	280	(5.7)	306	(11.0)	339	(22.9)
		Postsecondary education — bachelor's degree or higher	U	(3.8)	249	(16.5)	249 <sup>M</sup>	(41.3)	291	(22.6)	327	(23.3)	359	(26.8)
	Registered Indian, total	Less than high-school diploma	26 <sup>M</sup>	(4.6)	143 <sup>M</sup>	(28.4)	178 <sup>M</sup>	(31.9)	215	(9.4)	250	(18.4)	293	(26.0)
		High-school diploma	35	(4.7)	205	(21.5)	246	(19.2)	272	(7.1)	297	(14.8)	326	(27.4)
		Postsecondary education — below bachelor's degree	33	(4.9)	201	(17.3)	243	(18.6)	268	(8.9)	291	(12.4)	339	(15.8)
		Postsecondary education — bachelor's degree or higher	6 <sup>M</sup>	(1.9)	246	(28.6)	266	(28.3)	293	(11.7)	314	(35.5)	342	(24.7)
	Non-Indigenous	Less than high-school diploma	12	(0.2)	132	(15.8)	199	(12.2)	234	(6.2)	276	(6.2)	311	(6.2)
		High-school diploma	27	(0.2)	168	(24.9)	235	(7.3)	267	(3.7)	305	(4.6)	341	(7.4)
		Postsecondary education — below bachelor's degree	34	(0.2)	204	(8.6)	252	(8.3)	280	(2.9)	311	(4.9)	346	(6.2)
		Postsecondary education — bachelor's degree or higher	27	(0.2)	208	(12.5)	269	(8.9)	296	(3.5)	329	(5.8)	362	(11.6)

**Table 3.1a (cont'd)**

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Yukon</b>	Indigenous, total	Less than high-school diploma	39 <sup>M</sup>	(6.8)	140 <sup>M</sup>	(31.3)	U	(99.1)	208	(23.9)	243	(26.3)	279	(25.1)
		High-school diploma	31 <sup>M</sup>	(6.6)	178 <sup>M</sup>	(42.2)	219 <sup>M</sup>	(36.5)	257	(28.8)	294	(39.5)	312	(25.9)
		Postsecondary education — below bachelor's degree	25 <sup>M</sup>	(6.8)	185 <sup>M</sup>	(35.2)	231	(24.8)	263	(14.2)	295	(15.1)	335	(17.5)
		Postsecondary education — bachelor's degree or higher	U	(2.1)	251 <sup>M</sup>	(50.5)	280	(26.1)	300	(11.7)	320	(24.5)	345	(26.2)
	First Nations	Less than high-school diploma	40 <sup>M</sup>	(7.4)	140 <sup>M</sup>	(29.4)	U	(63.2)	204	(25.8)	238	(18.7)	274	(26.4)
		High-school diploma	34 <sup>M</sup>	(7.5)	176 <sup>M</sup>	(45.1)	219 <sup>M</sup>	(37.7)	258	(30.9)	294	(39.6)	311	(38.0)
		Postsecondary education — below bachelor's degree	22 <sup>M</sup>	(6.7)	180	(26.4)	223	(24.3)	257	(15.2)	291	(21.0)	328	(18.1)
		Postsecondary education — bachelor's degree or higher	U	(2.1)	252	(26.2)	282	(16.4)	298	(11.9)	316	(20.1)	332	(15.5)
	Métis	Less than high-school diploma	U	(9.1)	166 <sup>M</sup>	(43.0)	193 <sup>M</sup>	(52.9)	236	(23.5)	272	(39.6)	293	(30.4)
		High-school diploma	U	(6.7)	183	(26.4)	204 <sup>M</sup>	(37.4)	244	(23.7)	276 <sup>M</sup>	(51.0)	313	(19.2)
		Postsecondary education — below bachelor's degree	49 <sup>M</sup>	(10.8)	201 <sup>M</sup>	(61.8)	266	(20.9)	282	(14.7)	303	(26.8)	343	(28.9)
		Postsecondary education — bachelor's degree or higher	U	(6.0)	235 <sup>M</sup>	(51.5)	276	(42.7)	305	(21.8)	336	(24.1)	355	(19.2)
	Registered Indian, total	Less than high-school diploma	47 <sup>M</sup>	(10.4)	142 <sup>M</sup>	(31.8)	U	(63.0)	203	(26.6)	238	(19.8)	275	(27.1)
		High-school diploma	23 <sup>M</sup>	(6.6)	U	(56.2)	202 <sup>M</sup>	(43.1)	230	(18.8)	256	(34.0)	303	(25.8)
		Postsecondary education — below bachelor's degree	25 <sup>M</sup>	(6.1)	179	(26.3)	222	(29.8)	256	(15.0)	290	(20.9)	323	(32.0)
		Postsecondary education — bachelor's degree or higher	U	(2.3)	256	(32.2)	284	(17.9)	300	(12.2)	316	(24.8)	332	(15.9)
	Non-Indigenous	Less than high-school diploma	12	(1.9)	183 <sup>M</sup>	(33.9)	246	(19.6)	267	(19.9)	296	(38.4)	325	(21.0)
		High-school diploma	21	(1.9)	205	(24.0)	229 <sup>M</sup>	(41.0)	267	(14.2)	296	(17.9)	319	(22.2)
		Postsecondary education — below bachelor's degree	39	(1.9)	223	(17.7)	265	(18.9)	289	(12.9)	312	(12.4)	353	(27.0)
		Postsecondary education — bachelor's degree or higher	28	(0.6)	221 <sup>M</sup>	(43.7)	284	(22.3)	309	(10.7)	344	(14.6)	370	(21.6)

**Table 3.1a (cont'd)**

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Northwest Territories</b>	Indigenous, total	Less than high-school diploma	48	(2.1)	122 <sup>M</sup>	(20.3)	174	(10.3)	206	(9.6)	239	(12.9)	288	(18.9)
		High-school diploma	22	(1.3)	175	(15.7)	214	(17.7)	245	(11.0)	274	(15.4)	321	(42.6)
		Postsecondary education — below bachelor's degree	23	(1.5)	176	(25.6)	221	(11.6)	248	(10.3)	274	(13.4)	321	(20.3)
		Postsecondary education — bachelor's degree or higher	6 <sup>M</sup>	(1.1)	U	(69.5)	245	(24.1)	276	(11.5)	314	(15.9)	340	(23.9)
	First Nations	Less than high-school diploma	51	(2.9)	107 <sup>M</sup>	(27.1)	166	(16.1)	197	(11.0)	231	(15.6)	274	(20.2)
		High-school diploma	25	(2.6)	174	(15.9)	211	(18.5)	242	(12.5)	270	(28.6)	333	(45.3)
		Postsecondary education — below bachelor's degree	19	(2.3)	161 <sup>M</sup>	(27.0)	210	(19.6)	240	(12.4)	271	(17.8)	307	(21.3)
		Postsecondary education — bachelor's degree or higher	6 <sup>M</sup>	(1.7)	183 <sup>M</sup>	(52.6)	237	(20.2)	261	(13.4)	291 <sup>M</sup>	(51.3)	323	(25.6)
	Métis	Less than high-school diploma	28 <sup>M</sup>	(7.5)	145 <sup>M</sup>	(33.0)	219	(30.5)	248	(17.4)	286 <sup>M</sup>	(72.7)	317 <sup>M</sup>	(70.9)
		High-school diploma	23 <sup>M</sup>	(4.8)	180 <sup>M</sup>	(31.6)	206 <sup>M</sup>	(38.6)	240	(20.4)	281 <sup>M</sup>	(53.8)	310	(26.0)
		Postsecondary education — below bachelor's degree	39	(6.2)	203	(26.5)	237	(20.9)	264	(11.6)	287	(24.1)	337	(30.9)
		Postsecondary education — bachelor's degree or higher	10 <sup>M</sup>	(2.9)	214 <sup>M</sup>	(53.9)	285 <sup>M</sup>	(72.8)	297	(20.9)	322	(11.7)	340	(27.6)
	Inuit	Less than high-school diploma	59	(5.7)	137 <sup>M</sup>	(37.0)	177	(28.1)	206	(11.9)	234	(18.4)	283	(27.7)
		High-school diploma	x	x	209 <sup>M</sup>	(37.6)	224 <sup>M</sup>	(51.1)	259	(15.1)	282	(24.1)	341 <sup>M</sup>	(81.9)
		Postsecondary education — below bachelor's degree	22 <sup>M</sup>	(3.8)	177 <sup>M</sup>	(43.4)	216	(22.6)	239	(11.8)	260	(26.7)	288	(30.3)
		Postsecondary education — bachelor's degree or higher	x	x	x	x	x	x	x	x	x	x	x	x
Registered Indian, total	Less than high-school diploma	53	(2.4)	111 <sup>M</sup>	(27.8)	166	(14.6)	199	(10.6)	232	(14.5)	285	(26.2)	
	High-school diploma	21	(2.0)	171 <sup>M</sup>	(35.0)	208	(18.0)	238	(13.4)	264	(22.4)	312	(34.6)	
	Postsecondary education — below bachelor's degree	20	(2.6)	167	(22.2)	214	(19.3)	240	(12.2)	268	(18.3)	307	(27.1)	
	Postsecondary education — bachelor's degree or higher	6 <sup>M</sup>	(1.5)	U	(99.8)	233	(32.0)	260	(13.6)	294 <sup>M</sup>	(54.2)	321	(20.6)	
Non-Indigenous	Less than high-school diploma	12 <sup>M</sup>	(2.2)	181 <sup>M</sup>	(32.6)	228	(14.0)	257	(9.9)	288	(17.3)	321	(31.1)	
	High-school diploma	20	(1.4)	176	(18.9)	221	(17.0)	257	(7.7)	292	(9.2)	332	(18.9)	
	Postsecondary education — below bachelor's degree	39	(1.6)	202	(16.7)	245	(11.0)	278	(4.7)	310	(5.5)	350	(10.6)	
	Postsecondary education — bachelor's degree or higher	30	(1.2)	237	(19.5)	283	(14.0)	308	(4.8)	336	(6.8)	367	(12.6)	

**Table 3.1a (cont'd)**

**Literacy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Nunavut</b>	Indigenous, total	Less than high-school diploma	65	(0.4)	119	(8.9)	158	(6.6)	190	(4.6)	221	(5.5)	267	(7.8)
		High-school diploma	13	(0.6)	U	(55.8)	215	(11.3)	237	(7.1)	263	(9.5)	297	(12.5)
		Postsecondary education — below bachelor's degree	20	(0.8)	167 <sup>M</sup>	(33.0)	210	(8.2)	238	(6.6)	266	(12.2)	310	(15.8)
		Postsecondary education — bachelor's degree or higher	U	(0.4)	210	(27.3)	234	(28.2)	254	(10.7)	269	(18.1)	311	(31.3)
	Inuit	Less than high-school diploma	66	(0.4)	118	(8.9)	158	(6.6)	190	(4.7)	221	(5.6)	267	(7.9)
		High-school diploma	13	(0.5)	162 <sup>M</sup>	(33.5)	213	(11.8)	236	(7.3)	261	(9.4)	294	(9.1)
		Postsecondary education — below bachelor's degree	20	(0.7)	164	(23.5)	209	(9.2)	237	(6.6)	265	(11.8)	309	(14.4)
		Postsecondary education — bachelor's degree or higher	U	(0.4)	210	(27.3)	233	(25.2)	249	(9.2)	262	(19.8)	286	(19.0)
	Non-Indigenous	Less than high-school diploma	5 <sup>M</sup>	(1.4)	U	(72.4)	U	(70.3)	226	(26.1)	289 <sup>M</sup>	(55.2)	312	(28.0)
		High-school diploma	12 <sup>M</sup>	(3.5)	U	(89.9)	256	(15.2)	281	(11.1)	317	(29.3)	345	(23.6)
		Postsecondary education — below bachelor's degree	39	(4.5)	206	(13.6)	256	(23.8)	283	(4.9)	313	(7.6)	339	(14.6)
		Postsecondary education — bachelor's degree or higher	45	(2.9)	244	(12.0)	282	(7.9)	306	(4.6)	330	(9.0)	363	(15.4)

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

<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 3.1b**

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
Canada	Indigenous, total	Less than high-school diploma	30	(1.3)	119	(10.9)	170	(5.3)	207	(3.5)	245	(5.1)	292	(6.8)
		High-school diploma	26	(1.3)	164	(11.4)	216	(6.0)	248	(3.9)	281	(5.6)	324	(9.0)
		Postsecondary education — below bachelor's degree	33	(1.3)	179	(8.0)	230	(5.2)	260	(3.6)	292	(4.5)	335	(9.1)
		Postsecondary education — bachelor's degree or higher	11	(0.9)	211	(12.7)	262	(9.7)	290	(4.5)	322	(9.4)	359	(12.1)
	First Nations	Less than high-school diploma	32	(1.5)	115 <sup>M</sup>	(23.6)	162	(10.2)	199	(5.1)	233	(6.6)	286	(13.1)
		High-school diploma	27	(1.8)	160	(12.5)	209	(10.3)	243	(5.6)	275	(6.7)	326	(23.9)
		Postsecondary education — below bachelor's degree	31	(1.8)	176	(10.1)	225	(7.6)	253	(5.1)	285	(6.9)	319	(11.1)
		Postsecondary education — bachelor's degree or higher	10	(1.1)	194	(18.9)	248	(12.6)	283	(6.8)	323	(11.3)	352	(23.5)
	Métis	Less than high-school diploma	24	(1.6)	143	(16.5)	194	(10.7)	227	(4.8)	263	(7.8)	299	(11.3)
		High-school diploma	26	(1.8)	179	(17.8)	226	(11.5)	257	(5.5)	289	(7.5)	323	(10.3)
		Postsecondary education — below bachelor's degree	37	(2.0)	190	(9.5)	239	(6.8)	268	(4.9)	299	(6.5)	344	(11.7)
		Postsecondary education — bachelor's degree or higher	13	(1.8)	232	(14.9)	273	(10.8)	297	(6.6)	325	(12.6)	361	(17.0)
	Inuit	Less than high-school diploma	59	(3.9)	97	(8.5)	141	(8.3)	174	(6.1)	206	(11.7)	253	(12.7)
		High-school diploma	16 <sup>M</sup>	(3.2)	149 <sup>M</sup>	(26.2)	197	(20.1)	223	(9.6)	253	(16.0)	287	(27.1)
		Postsecondary education — below bachelor's degree	21	(2.3)	156	(20.3)	198	(10.7)	235	(11.8)	268	(21.2)	328	(41.6)
		Postsecondary education — bachelor's degree or higher	U	(1.4)	218	(26.4)	246	(22.4)	260	(13.4)	283	(29.1)	299	(20.5)
	Registered Indian, total	Less than high-school diploma	32	(1.9)	114 <sup>M</sup>	(20.9)	158	(10.0)	196	(5.8)	232	(8.6)	284	(13.8)
		High-school diploma	26	(2.1)	160	(17.6)	211	(8.0)	244	(5.9)	276	(8.5)	331	(27.9)
		Postsecondary education — below bachelor's degree	32	(1.9)	179	(11.8)	223	(7.9)	252	(5.0)	283	(6.5)	318	(9.9)
		Postsecondary education — bachelor's degree or higher	10	(1.1)	189	(24.4)	247	(15.7)	278	(6.6)	315	(14.0)	349	(20.7)
Non-Indigenous	Less than high-school diploma	14	(0.1)	118	(6.8)	188	(3.5)	223	(2.1)	263	(3.0)	312	(3.8)	
	High-school diploma	25	(0.1)	168	(6.3)	225	(2.1)	257	(1.4)	292	(1.8)	336	(3.9)	
	Postsecondary education — below bachelor's degree	35	(0.1)	188	(2.8)	238	(2.0)	269	(1.1)	302	(1.6)	342	(2.1)	
	Postsecondary education — bachelor's degree or higher	26	(0.1)	211	(3.4)	266	(2.0)	295	(1.0)	328	(1.7)	368	(2.7)	

**Table 3.1b (cont'd)**

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Ontario</b>	Indigenous, total	Less than high-school diploma	22	(2.3)	122	(17.8)	176	(16.0)	211	(6.2)	248	(9.2)	288	(11.8)
		High-school diploma	27	(2.7)	177	(20.6)	221	(12.0)	248	(4.7)	276	(7.9)	312	(12.5)
		Postsecondary education — below bachelor's degree	37	(2.6)	195	(9.5)	239	(10.1)	264	(4.9)	292	(8.7)	328	(15.3)
		Postsecondary education — bachelor's degree or higher	14 <sup>M</sup>	(2.5)	227	(25.0)	272	(11.7)	291	(5.4)	317	(12.4)	355	(16.4)
	First Nations	Less than high-school diploma	25	(3.4)	124 <sup>M</sup>	(29.5)	167	(20.2)	203	(7.4)	235	(11.8)	284	(16.6)
		High-school diploma	28	(3.7)	175	(26.6)	222	(13.0)	246	(6.7)	274	(9.9)	308	(13.0)
		Postsecondary education — below bachelor's degree	35	(3.9)	196	(13.0)	235	(8.7)	259	(6.4)	285	(9.6)	319	(10.3)
		Postsecondary education — bachelor's degree or higher	11 <sup>M</sup>	(1.9)	206	(30.8)	252	(30.1)	287	(9.9)	324	(13.9)	353	(26.4)
	Métis	Less than high-school diploma	18	(2.6)	U	(62.3)	201 <sup>M</sup>	(36.6)	226	(8.9)	260	(9.8)	292	(11.8)
		High-school diploma	24	(3.6)	190	(14.6)	226	(15.4)	255	(6.5)	281	(12.5)	320	(16.3)
		Postsecondary education — below bachelor's degree	40	(3.5)	189	(23.3)	246	(10.6)	270	(6.5)	303	(11.4)	337	(13.6)
		Postsecondary education — bachelor's degree or higher	18 <sup>M</sup>	(5.1)	256	(13.5)	278	(10.8)	294	(7.5)	309	(25.6)	353	(19.9)
	Registered Indian, total	Less than high-school diploma	25	(3.9)	126 <sup>M</sup>	(36.7)	164	(24.9)	201	(10.0)	229	(17.7)	283	(19.4)
		High-school diploma	21 <sup>M</sup>	(3.5)	183	(20.4)	222	(13.8)	246	(7.8)	269	(9.2)	312	(11.7)
		Postsecondary education — below bachelor's degree	41	(4.9)	196	(15.2)	233	(8.2)	257	(7.2)	283	(12.9)	316	(12.9)
		Postsecondary education — bachelor's degree or higher	13 <sup>M</sup>	(2.9)	198	(29.0)	247	(36.0)	284	(11.1)	324	(24.3)	356	(21.6)
	Non-Indigenous	Less than high-school diploma	13	(0.1)	108	(14.0)	188	(10.0)	224	(3.8)	267	(8.3)	320	(15.1)
		High-school diploma	26	(0.1)	161	(10.0)	222	(4.3)	255	(2.1)	291	(3.5)	333	(5.3)
		Postsecondary education — below bachelor's degree	32	(0.1)	181	(6.5)	235	(3.8)	268	(2.4)	304	(3.7)	346	(5.6)
		Postsecondary education — bachelor's degree or higher	29	(0.1)	212	(5.9)	265	(3.6)	295	(1.8)	328	(3.4)	370	(5.2)

**Table 3.1b (cont'd)**

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Manitoba</b>	Indigenous, total	Less than high-school diploma	34	(3.0)	122 <sup>M</sup>	(21.8)	166	(23.2)	210	(8.4)	248	(13.0)	296	(17.8)
		High-school diploma	28	(2.8)	175	(12.7)	228	(12.2)	258	(6.6)	292	(11.4)	338	(22.0)
		Postsecondary education — below bachelor's degree	28	(2.5)	184	(10.5)	231	(13.1)	261	(5.2)	292	(7.9)	332	(7.6)
		Postsecondary education — bachelor's degree or higher	10	(1.5)	216	(17.8)	258	(14.8)	286	(6.6)	313	(8.9)	359	(17.1)
	First Nations	Less than high-school diploma	43	(5.2)	122 <sup>M</sup>	(25.8)	152 <sup>M</sup>	(25.5)	196	(11.1)	236	(16.4)	273	(21.0)
		High-school diploma	27 <sup>M</sup>	(4.5)	U	(58.4)	212	(22.6)	243	(11.7)	277	(22.7)	332	(51.2)
		Postsecondary education — below bachelor's degree	20 <sup>M</sup>	(3.6)	166	(26.0)	201	(15.9)	241	(9.5)	274	(17.5)	319	(18.0)
		Postsecondary education — bachelor's degree or higher	10 <sup>M</sup>	(2.6)	199	(29.3)	243	(24.8)	271	(11.6)	299	(25.7)	355	(43.6)
	Métis	Less than high-school diploma	27	(3.2)	134	(18.0)	189	(18.0)	226	(10.0)	270	(21.7)	309	(19.5)
		High-school diploma	29	(3.1)	192	(27.8)	240	(10.8)	269	(6.4)	302	(12.0)	341	(21.6)
		Postsecondary education — below bachelor's degree	34	(3.1)	195	(25.7)	244	(10.1)	270	(5.4)	296	(10.8)	337	(16.9)
		Postsecondary education — bachelor's degree or higher	11 <sup>M</sup>	(1.9)	227	(25.0)	275	(17.6)	296	(6.7)	319	(8.5)	365	(22.9)
	Registered Indian, total	Less than high-school diploma	42	(4.9)	121 <sup>M</sup>	(22.7)	151	(23.7)	195	(10.9)	236	(22.7)	275	(20.5)
		High-school diploma	24 <sup>M</sup>	(4.2)	162 <sup>M</sup>	(36.2)	212	(20.9)	243	(12.0)	275	(24.1)	326	(52.6)
		Postsecondary education — below bachelor's degree	22 <sup>M</sup>	(3.7)	166 <sup>M</sup>	(27.9)	205	(25.5)	243	(8.5)	278	(24.3)	320	(23.8)
		Postsecondary education — bachelor's degree or higher	12 <sup>M</sup>	(2.8)	204 <sup>M</sup>	(42.1)	247	(23.6)	273	(9.9)	303	(18.3)	341 <sup>M</sup>	(64.3)
	Non-Indigenous	Less than high-school diploma	17	(0.5)	106 <sup>M</sup>	(34.9)	189	(17.4)	224	(7.0)	265	(10.8)	308	(10.0)
		High-school diploma	27	(0.4)	171	(23.7)	230	(7.0)	262	(4.1)	297	(5.3)	340	(11.5)
		Postsecondary education — below bachelor's degree	32	(0.4)	191	(16.6)	241	(7.4)	272	(4.1)	306	(5.9)	340	(7.8)
		Postsecondary education — bachelor's degree or higher	24	(0.2)	222	(9.9)	266	(11.0)	296	(4.4)	327	(6.7)	367	(9.2)

**Table 3.1b (cont'd)**

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Saskatchewan</b>	Indigenous, total	Less than high-school diploma	37	(3.3)	124	(13.1)	164	(16.2)	202	(6.8)	238	(13.6)	283	(17.9)
		High-school diploma	25	(2.7)	157	(24.2)	203	(12.6)	233	(5.8)	264	(8.3)	312	(13.1)
		Postsecondary education — below bachelor's degree	26	(2.8)	179	(21.9)	220	(12.5)	252	(5.7)	283	(10.8)	325	(18.2)
		Postsecondary education — bachelor's degree or higher	12 <sup>M</sup>	(2.0)	188	(25.4)	240	(11.7)	275	(10.9)	310	(19.1)	342	(19.7)
	First Nations	Less than high-school diploma	38	(4.7)	122	(19.8)	156	(11.8)	191	(9.1)	225	(16.8)	277	(21.9)
		High-school diploma	25	(3.7)	U	(50.7)	189	(17.0)	222	(9.4)	253	(17.0)	297	(21.9)
		Postsecondary education — below bachelor's degree	25	(4.1)	176	(22.9)	218	(12.7)	243	(8.2)	272	(11.0)	307	(19.5)
		Postsecondary education — bachelor's degree or higher	12 <sup>M</sup>	(3.2)	176	(25.1)	233	(34.5)	270	(19.4)	315	(46.7)	334	(23.2)
	Métis	Less than high-school diploma	35	(4.4)	133 <sup>M</sup>	(31.0)	187	(14.6)	217	(9.2)	252	(16.3)	285	(30.7)
		High-school diploma	26	(3.1)	177 <sup>M</sup>	(29.9)	220	(16.9)	248	(7.0)	275	(17.4)	326	(21.6)
		Postsecondary education — below bachelor's degree	29	(3.5)	183	(14.9)	230	(9.9)	262	(7.2)	296	(18.1)	335	(17.2)
		Postsecondary education — bachelor's degree or higher	11	(1.7)	211	(30.2)	252	(25.8)	283	(8.0)	310	(19.4)	357	(28.7)
	Registered Indian, total	Less than high-school diploma	40	(4.7)	122	(15.5)	156	(12.9)	191	(8.8)	222	(15.6)	276	(22.1)
		High-school diploma	24	(3.5)	154	(21.2)	192	(17.1)	222	(9.8)	251	(19.4)	298	(26.2)
		Postsecondary education — below bachelor's degree	25	(4.1)	176	(20.4)	218	(17.0)	242	(8.3)	271	(11.6)	307	(16.9)
		Postsecondary education — bachelor's degree or higher	12 <sup>M</sup>	(3.2)	174	(24.3)	230	(30.7)	268	(20.0)	316 <sup>M</sup>	(66.2)	333	(27.2)
	Non-Indigenous	Less than high-school diploma	16	(0.4)	129 <sup>M</sup>	(24.7)	193	(12.4)	226	(5.1)	262	(14.2)	311	(14.1)
		High-school diploma	28	(0.3)	175	(9.6)	225	(6.4)	259	(4.1)	293	(6.4)	335	(12.7)
		Postsecondary education — below bachelor's degree	34	(0.4)	197	(11.1)	246	(5.8)	273	(3.0)	302	(5.3)	338	(11.7)
		Postsecondary education — bachelor's degree or higher	22	(0.3)	206	(25.0)	271	(8.2)	295	(3.8)	326	(7.1)	362	(8.2)

**Table 3.1b (cont'd)**

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>British Columbia</b>	Indigenous, total	Less than high-school diploma	25	(2.8)	115 <sup>M</sup>	(36.8)	175	(12.0)	214	(7.3)	258	(13.8)	301	(16.2)
		High-school diploma	32	(3.7)	188	(18.5)	231	(15.6)	259	(6.0)	288	(12.2)	321	(16.8)
		Postsecondary education — below bachelor's degree	34	(3.4)	176	(27.0)	233	(12.7)	259	(5.8)	290	(8.6)	331	(12.0)
		Postsecondary education — bachelor's degree or higher	9 <sup>M</sup>	(2.1)	208 <sup>M</sup>	(37.5)	257	(23.0)	291	(14.3)	331	(28.8)	354	(17.8)
	First Nations	Less than high-school diploma	27	(3.5)	U	(108.6)	167	(19.1)	205	(9.4)	249	(19.5)	304	(22.1)
		High-school diploma	31	(3.9)	183	(14.8)	220	(14.4)	252	(7.6)	284	(20.2)	321	(19.8)
		Postsecondary education — below bachelor's degree	34	(4.3)	169	(21.5)	228	(22.9)	254	(8.4)	285	(11.6)	322	(11.9)
		Postsecondary education — bachelor's degree or higher	8 <sup>M</sup>	(2.5)	206	(33.7)	268	(28.8)	296	(20.8)	337	(38.8)	349	(21.4)
	Métis	Less than high-school diploma	19 <sup>M</sup>	(3.7)	162 <sup>M</sup>	(35.5)	219	(21.6)	240	(8.7)	267	(17.6)	297	(13.3)
		High-school diploma	36 <sup>M</sup>	(6.9)	198	(29.9)	245	(21.6)	268	(8.4)	292	(20.6)	320	(14.6)
		Postsecondary education — below bachelor's degree	34	(5.5)	196	(19.2)	239	(15.0)	267	(7.1)	297	(10.4)	346	(34.8)
		Postsecondary education — bachelor's degree or higher	U	(3.8)	233	(24.7)	252	(31.4)	285	(20.2)	319	(24.7)	359 <sup>M</sup>	(64.6)
	Registered Indian, total	Less than high-school diploma	26 <sup>M</sup>	(4.6)	111 <sup>M</sup>	(27.5)	156 <sup>M</sup>	(34.4)	196	(10.0)	236	(17.8)	295	(30.9)
		High-school diploma	35	(4.7)	186	(19.2)	227	(16.2)	255	(7.6)	282	(16.3)	317	(29.4)
		Postsecondary education — below bachelor's degree	33	(4.9)	177	(28.2)	226	(23.5)	251	(9.2)	277	(12.4)	321	(19.1)
		Postsecondary education — bachelor's degree or higher	6 <sup>M</sup>	(1.9)	206 <sup>M</sup>	(45.6)	259	(38.5)	277	(12.4)	298	(29.8)	335	(27.4)
	Non-Indigenous	Less than high-school diploma	12	(0.2)	110 <sup>M</sup>	(28.8)	184	(17.0)	225	(6.7)	270	(7.8)	312	(7.7)
		High-school diploma	27	(0.2)	149	(22.4)	221	(7.8)	256	(4.1)	296	(8.0)	346	(9.7)
		Postsecondary education — below bachelor's degree	34	(0.2)	187	(9.0)	241	(6.5)	271	(3.1)	303	(7.5)	343	(12.8)
		Postsecondary education — bachelor's degree or higher	27	(0.2)	195	(11.5)	261	(10.2)	291	(3.7)	329	(5.5)	365	(6.9)

**Table 3.1b (cont'd)**

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Yukon</b>	Indigenous, total	Less than high-school diploma	39 <sup>M</sup>	(6.8)	U	(39.7)	U	(89.0)	188	(27.1)	233	(21.7)	267	(25.9)
		High-school diploma	31 <sup>M</sup>	(6.6)	164 <sup>M</sup>	(32.3)	199 <sup>M</sup>	(35.6)	239	(27.0)	278	(39.6)	295	(22.5)
		Postsecondary education — below bachelor's degree	25 <sup>M</sup>	(6.8)	157 <sup>M</sup>	(26.5)	217	(17.0)	248	(11.1)	278	(16.8)	335	(23.9)
		Postsecondary education — bachelor's degree or higher	U	(2.1)	234 <sup>M</sup>	(40.8)	266	(14.2)	287	(11.9)	304	(26.6)	354	(45.1)
	First Nations	Less than high-school diploma	40 <sup>M</sup>	(7.4)	U	(55.0)	U	(76.9)	184	(29.6)	227	(20.2)	263	(29.2)
		High-school diploma	34 <sup>M</sup>	(7.5)	165 <sup>M</sup>	(28.1)	200 <sup>M</sup>	(38.6)	241	(29.1)	278	(38.9)	296	(25.2)
		Postsecondary education — below bachelor's degree	22 <sup>M</sup>	(6.7)	149 <sup>M</sup>	(30.5)	209	(21.3)	241	(11.6)	274	(12.2)	324	(31.3)
		Postsecondary education — bachelor's degree or higher	U	(2.1)	242	(28.4)	268	(14.2)	286	(13.6)	296	(23.7)	347	(51.8)
	Métis	Less than high-school diploma	U	(9.1)	U	(56.2)	U	(75.6)	222	(24.3)	256	(34.9)	282	(27.7)
		High-school diploma	U	(6.7)	164 <sup>M</sup>	(31.9)	188 <sup>M</sup>	(40.3)	222	(23.7)	250 <sup>M</sup>	(55.6)	292	(34.7)
		Postsecondary education — below bachelor's degree	49 <sup>M</sup>	(10.8)	207 <sup>M</sup>	(36.8)	248	(20.1)	273	(15.6)	298	(37.6)	346	(28.5)
		Postsecondary education — bachelor's degree or higher	U	(6.0)	216 <sup>M</sup>	(52.0)	259	(38.8)	292	(24.7)	324 <sup>M</sup>	(67.6)	360	(37.0)
	Registered Indian, total	Less than high-school diploma	47 <sup>M</sup>	(10.4)	U	(47.5)	U	(76.2)	184 <sup>M</sup>	(30.6)	228	(17.2)	263	(41.5)
		High-school diploma	23 <sup>M</sup>	(6.6)	160	(21.7)	179 <sup>M</sup>	(38.8)	213	(19.5)	241	(33.0)	297	(20.6)
		Postsecondary education — below bachelor's degree	25 <sup>M</sup>	(6.1)	148 <sup>M</sup>	(36.8)	207	(25.3)	239	(11.6)	271	(15.7)	318	(18.7)
		Postsecondary education — bachelor's degree or higher	U	(2.3)	242	(36.3)	269	(20.8)	287	(14.3)	298	(24.1)	347	(51.8)
	Non-Indigenous	Less than high-school diploma	12	(1.9)	U	(70.6)	239	(36.6)	263	(18.9)	294	(36.4)	331	(27.9)
		High-school diploma	21	(1.9)	180 <sup>M</sup>	(33.6)	200 <sup>M</sup>	(48.7)	249	(18.3)	283	(19.7)	317	(22.8)
		Postsecondary education — below bachelor's degree	39	(1.9)	203	(23.1)	246	(18.7)	276	(10.9)	307	(9.9)	353	(29.5)
		Postsecondary education — bachelor's degree or higher	28	(0.6)	205 <sup>M</sup>	(39.0)	264	(21.4)	294	(9.9)	334	(19.2)	360	(13.4)

**Table 3.1b (cont'd)**

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Northwest Territories</b>	Indigenous, total	Less than high-school diploma	48	(2.1)	97 <sup>M</sup>	(22.3)	150	(15.0)	185	(11.7)	220	(12.2)	282	(27.5)
		High-school diploma	22	(1.3)	154	(20.3)	198	(14.7)	229	(10.1)	261	(18.5)	307	(20.8)
		Postsecondary education — below bachelor's degree	23	(1.5)	150	(16.9)	201	(15.8)	233	(10.3)	267	(17.0)	309	(31.3)
		Postsecondary education — bachelor's degree or higher	6 <sup>M</sup>	(1.1)	191	(27.9)	222 <sup>M</sup>	(39.0)	259	(13.2)	292	(22.8)	334	(25.4)
	First Nations	Less than high-school diploma	51	(2.9)	93 <sup>M</sup>	(29.6)	144	(15.5)	177	(14.0)	212	(12.0)	260	(35.5)
		High-school diploma	25	(2.6)	146	(20.3)	192	(15.5)	223	(10.3)	252	(19.4)	302	(20.4)
		Postsecondary education — below bachelor's degree	19	(2.3)	135	(19.8)	184	(18.9)	221	(12.2)	261	(21.9)	301	(32.1)
		Postsecondary education — bachelor's degree or higher	6 <sup>M</sup>	(1.7)	180 <sup>M</sup>	(37.8)	217	(25.8)	249	(15.7)	285	(34.1)	316	(21.8)
	Métis	Less than high-school diploma	28 <sup>M</sup>	(7.5)	U	(43.6)	197	(25.3)	228	(17.9)	277 <sup>M</sup>	(57.4)	302	(23.9)
		High-school diploma	23 <sup>M</sup>	(4.8)	163 <sup>M</sup>	(27.1)	189 <sup>M</sup>	(38.4)	232	(19.3)	273 <sup>M</sup>	(63.8)	317	(26.3)
		Postsecondary education — below bachelor's degree	39	(6.2)	189	(26.9)	222 <sup>M</sup>	(42.7)	253	(12.1)	285	(22.4)	323	(29.6)
		Postsecondary education — bachelor's degree or higher	10 <sup>M</sup>	(2.9)	201 <sup>M</sup>	(55.2)	260 <sup>M</sup>	(49.8)	273	(22.8)	304	(35.1)	331	(33.9)
	Inuit	Less than high-school diploma	59	(5.7)	106 <sup>M</sup>	(28.9)	151	(18.3)	185	(15.0)	218	(27.4)	277 <sup>M</sup>	(47.3)
		High-school diploma	x	x	177 <sup>M</sup>	(42.8)	221	(33.1)	244	(16.1)	260	(28.0)	328 <sup>M</sup>	(86.1)
		Postsecondary education — below bachelor's degree	22 <sup>M</sup>	(3.8)	164 <sup>M</sup>	(27.6)	200	(26.2)	225	(15.9)	248	(25.7)	290 <sup>M</sup>	(51.8)
		Postsecondary education — bachelor's degree or higher	x	x	x	x	x	x	x	x	x	x	x	x
	Registered Indian, total	Less than high-school diploma	53	(2.4)	94 <sup>M</sup>	(25.5)	144	(13.5)	180	(13.0)	215	(15.2)	285	(45.6)
		High-school diploma	21	(2.0)	145	(21.5)	189	(18.8)	221	(11.0)	249	(19.7)	309	(32.9)
		Postsecondary education — below bachelor's degree	20	(2.6)	139	(18.4)	188	(19.6)	222	(11.5)	258	(29.4)	297	(31.1)
		Postsecondary education — bachelor's degree or higher	6 <sup>M</sup>	(1.5)	U	(69.2)	213	(29.7)	247	(15.0)	283	(36.9)	316	(22.0)
Non-Indigenous	Less than high-school diploma	12 <sup>M</sup>	(2.2)	U	(75.9)	217	(16.5)	247	(10.0)	280	(25.8)	325	(30.3)	
	High-school diploma	20	(1.4)	152	(22.7)	205	(15.6)	245	(10.9)	281	(15.2)	339	(27.3)	
	Postsecondary education — below bachelor's degree	39	(1.6)	186	(25.7)	234	(7.1)	270	(6.1)	306	(7.9)	355	(23.0)	
	Postsecondary education — bachelor's degree or higher	30	(1.2)	222	(21.4)	275	(8.7)	300	(4.7)	327	(8.6)	365	(10.1)	

**Table 3.1b (cont'd)**

**Numeracy — Percentage distributions and average scores with 0.95 confidence interval and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Nunavut</b>	Indigenous, total	Less than high-school diploma	65	(0.4)	94	(11.0)	136	(7.1)	169	(5.4)	201	(8.4)	250	(11.4)
		High-school diploma	13	(0.6)	131M	(35.9)	188	(13.0)	220	(6.8)	251	(15.0)	302	(16.6)
		Postsecondary education — below bachelor's degree	20	(0.8)	150	(21.1)	188	(10.2)	220	(6.9)	251	(10.6)	297	(13.6)
		Postsecondary education — bachelor's degree or higher	U	(0.4)	188	(21.2)	215	(26.1)	235	(13.4)	252	(29.1)	298	(33.4)
	Inuit	Less than high-school diploma	66	(0.4)	94	(11.1)	135	(7.0)	168	(5.4)	200	(8.8)	250	(11.4)
		High-school diploma	13	(0.5)	U	(53.4)	188	(10.8)	217	(6.9)	248	(8.4)	298	(21.2)
		Postsecondary education — below bachelor's degree	20	(0.7)	149	(23.9)	187	(8.7)	219	(7.0)	249	(12.1)	296	(17.5)
		Postsecondary education — bachelor's degree or higher	U	(0.4)	188	(21.2)	212	(23.2)	230	(13.1)	247	(34.2)	273	(29.9)
	Non-Indigenous	Less than high-school diploma	5M	(1.4)	U	(65.2)	U	(64.3)	209	(25.8)	256M	(43.9)	332M	(78.6)
		High-school diploma	12M	(3.5)	U	(84.6)	234	(21.9)	266	(13.1)	303	(25.5)	346	(44.8)
		Postsecondary education — below bachelor's degree	39	(4.5)	184M	(39.4)	247	(18.9)	268	(4.9)	298	(10.5)	331	(17.5)
		Postsecondary education — bachelor's degree or higher	45	(2.9)	231	(18.8)	273	(14.7)	299	(5.1)	326	(11.0)	362	(14.2)

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

<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 3.1c**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Canada</b>	Indigenous, total	Less than high-school diploma	33	(2.4)	54	(2.8)	13	(1.8)
		High-school diploma	20	(2.6)	45	(3.4)	35	(3.7)
		Postsecondary education — below bachelor's degree	16	(2.1)	50	(3.2)	34	(3.2)
		Postsecondary education — bachelor's degree or higher	6 <sup>M</sup>	(1.8)	38	(5.0)	56	(5.2)
	First Nations	Less than high-school diploma	36	(3.5)	54	(3.6)	11 <sup>M</sup>	(2.1)
		High-school diploma	23	(3.6)	44	(5.1)	32	(5.2)
		Postsecondary education — below bachelor's degree	20 <sup>M</sup>	(3.6)	49	(4.4)	31	(4.0)
		Postsecondary education — bachelor's degree or higher	U	(3.5)	45	(6.4)	46	(6.1)
	Métis	Less than high-school diploma	24	(2.9)	57	(4.7)	19 <sup>M</sup>	(4.0)
		High-school diploma	15 <sup>M</sup>	(3.4)	46	(6.0)	39	(6.4)
		Postsecondary education — below bachelor's degree	11 <sup>M</sup>	(2.0)	52	(5.6)	37	(5.8)
		Postsecondary education — bachelor's degree or higher	U	(1.1)	32 <sup>M</sup>	(8.0)	65	(8.2)
	Inuit	Less than high-school diploma	61	(5.3)	37	(5.3)	U	(1.6)
		High-school diploma	U	(17.8)	U	(16.2)	U	(7.4)
		Postsecondary education — below bachelor's degree	33 <sup>M</sup>	(7.5)	47 <sup>M</sup>	(8.6)	U	(9.8)
		Postsecondary education — bachelor's degree or higher	x	x	U	(26.6)	x	x
	Registered Indian, total	Less than high-school diploma	36	(3.9)	55	(4.3)	9 <sup>M</sup>	(2.4)
		High-school diploma	25 <sup>M</sup>	(4.4)	42	(5.5)	33 <sup>M</sup>	(5.6)
		Postsecondary education — below bachelor's degree	20 <sup>M</sup>	(3.5)	50	(4.4)	29	(4.0)
		Postsecondary education — bachelor's degree or higher	U	(4.0)	43	(6.9)	49	(7.0)
Non-Indigenous	Less than high-school diploma	34	(1.3)	46	(1.7)	19	(1.7)	
	High-school diploma	20	(0.8)	47	(1.1)	33	(1.1)	
	Postsecondary education — below bachelor's degree	14	(0.7)	50	(1.2)	36	(1.1)	
	Postsecondary education — bachelor's degree or higher	9	(0.6)	38	(1.1)	53	(1.1)	

Table 3.1c (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Ontario</b>	Indigenous, total	Less than high-school diploma	30 <sup>M</sup>	(5.3)	56	(5.9)	14 <sup>M</sup>	(3.5)
		High-school diploma	19 <sup>M</sup>	(3.9)	47	(5.1)	34	(4.8)
		Postsecondary education — below bachelor's degree	11 <sup>M</sup>	(2.2)	50	(5.0)	39	(5.0)
		Postsecondary education — bachelor's degree or higher	U	(1.2)	30 <sup>M</sup>	(9.7)	67	(9.9)
	First Nations	Less than high-school diploma	30 <sup>M</sup>	(6.5)	57	(7.2)	U	(4.7)
		High-school diploma	19 <sup>M</sup>	(6.0)	44	(7.3)	37 <sup>M</sup>	(6.8)
		Postsecondary education — below bachelor's degree	11 <sup>M</sup>	(3.2)	51	(7.1)	37 <sup>M</sup>	(6.8)
		Postsecondary education — bachelor's degree or higher	U	(1.8)	U	(12.1)	63 <sup>M</sup>	(11.9)
	Métis	Less than high-school diploma	28 <sup>M</sup>	(8.2)	55 <sup>M</sup>	(9.7)	17 <sup>M</sup>	(5.6)
		High-school diploma	U	(6.4)	51 <sup>M</sup>	(9.0)	32 <sup>M</sup>	(7.8)
		Postsecondary education — below bachelor's degree	10 <sup>M</sup>	(3.2)	49 <sup>M</sup>	(8.5)	41 <sup>M</sup>	(8.5)
		Postsecondary education — bachelor's degree or higher	x	x	x	x	70 <sup>M</sup>	(16.1)
	Registered Indian, total	Less than high-school diploma	32 <sup>M</sup>	(7.6)	58	(8.5)	U	(4.8)
		High-school diploma	U	(6.0)	48 <sup>M</sup>	(9.5)	37 <sup>M</sup>	(9.3)
		Postsecondary education — below bachelor's degree	14 <sup>M</sup>	(4.1)	51 <sup>M</sup>	(8.6)	34 <sup>M</sup>	(8.5)
		Postsecondary education — bachelor's degree or higher	x	x	x	x	60 <sup>M</sup>	(14.1)
	Non-Indigenous	Less than high-school diploma	36	(2.5)	40	(3.1)	24	(3.2)
		High-school diploma	19	(1.5)	47	(2.2)	34	(2.0)
		Postsecondary education — below bachelor's degree	14	(1.2)	49	(2.1)	37	(2.1)
		Postsecondary education — bachelor's degree or higher	8	(1.0)	39	(1.9)	54	(1.9)

Table 3.1c (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Manitoba</b>	Indigenous, total	Less than high-school diploma	33 <sup>M</sup>	(6.5)	53	(7.1)	U	(4.7)
		High-school diploma	15 <sup>M</sup>	(3.5)	46	(6.7)	39 <sup>M</sup>	(6.5)
		Postsecondary education — below bachelor's degree	16 <sup>M</sup>	(4.4)	50	(5.9)	34	(5.6)
		Postsecondary education — bachelor's degree or higher	U	(6.7)	34 <sup>M</sup>	(7.1)	53	(8.3)
	First Nations	Less than high-school diploma	40 <sup>M</sup>	(10.9)	55 <sup>M</sup>	(11.2)	U	(4.0)
		High-school diploma	U	(7.2)	48 <sup>M</sup>	(12.4)	U	(10.9)
		Postsecondary education — below bachelor's degree	U	(10.4)	48 <sup>M</sup>	(10.1)	U	(9.1)
		Postsecondary education — bachelor's degree or higher	x	x	47 <sup>M</sup>	(14.9)	x	x
	Métis	Less than high-school diploma	26 <sup>M</sup>	(5.9)	51 <sup>M</sup>	(8.4)	U	(7.8)
		High-school diploma	U	(3.8)	45 <sup>M</sup>	(8.6)	44 <sup>M</sup>	(8.7)
		Postsecondary education — below bachelor's degree	13 <sup>M</sup>	(4.0)	50	(7.6)	37 <sup>M</sup>	(7.4)
		Postsecondary education — bachelor's degree or higher	U	(5.6)	24 <sup>M</sup>	(6.3)	63	(8.0)
	Registered Indian, total	Less than high-school diploma	41 <sup>M</sup>	(10.5)	53 <sup>M</sup>	(10.6)	U	(3.3)
		High-school diploma	U	(7.5)	52 <sup>M</sup>	(13.1)	U	(11.9)
		Postsecondary education — below bachelor's degree	34 <sup>M</sup>	(11.0)	39 <sup>M</sup>	(8.8)	28 <sup>M</sup>	(8.6)
		Postsecondary education — bachelor's degree or higher	x	x	43 <sup>M</sup>	(12.8)	x	x
	Non-Indigenous	Less than high-school diploma	43	(5.2)	41	(5.7)	17 <sup>M</sup>	(4.1)
		High-school diploma	26	(3.1)	39	(4.2)	36	(4.6)
		Postsecondary education — below bachelor's degree	18	(2.7)	45	(3.7)	37	(3.8)
		Postsecondary education — bachelor's degree or higher	13 <sup>M</sup>	(2.6)	37	(3.9)	50	(4.2)

**Table 3.1c (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Saskatchewan</b>	Indigenous, total	Less than high-school diploma	27 <sup>M</sup>	(4.9)	61	(6.2)	U	(5.2)
		High-school diploma	20 <sup>M</sup>	(4.9)	59	(5.9)	21 <sup>M</sup>	(5.1)
		Postsecondary education — below bachelor's degree	U	(5.0)	60	(6.6)	28 <sup>M</sup>	(5.9)
		Postsecondary education — bachelor's degree or higher	U	(14.1)	49 <sup>M</sup>	(10.9)	34 <sup>M</sup>	(9.1)
	First Nations	Less than high-school diploma	34 <sup>M</sup>	(7.4)	59	(7.7)	U	(4.3)
		High-school diploma	23 <sup>M</sup>	(6.2)	59	(8.4)	U	(7.0)
		Postsecondary education — below bachelor's degree	U	(8.8)	60 <sup>M</sup>	(11.3)	U	(9.4)
		Postsecondary education — bachelor's degree or higher	x	x	x	x	U	(11.2)
	Métis	Less than high-school diploma	18 <sup>M</sup>	(5.3)	64 <sup>M</sup>	(11.1)	U	(10.4)
		High-school diploma	U	(7.5)	59	(8.4)	25 <sup>M</sup>	(7.6)
		Postsecondary education — below bachelor's degree	U	(2.4)	60	(7.8)	34 <sup>M</sup>	(8.0)
		Postsecondary education — bachelor's degree or higher	x	x	x	x	53 <sup>M</sup>	(11.2)
	Registered Indian, total	Less than high-school diploma	29 <sup>M</sup>	(7.4)	63	(8.0)	U	(5.0)
		High-school diploma	21 <sup>M</sup>	(5.9)	61	(8.4)	U	(7.3)
		Postsecondary education — below bachelor's degree	U	(8.9)	60 <sup>M</sup>	(10.8)	U	(8.8)
		Postsecondary education — bachelor's degree or higher	x	x	x	x	U	(10.4)
	Non-Indigenous	Less than high-school diploma	28 <sup>M</sup>	(5.0)	54	(5.8)	18 <sup>M</sup>	(4.2)
		High-school diploma	14	(2.3)	59	(3.7)	27	(3.6)
		Postsecondary education — below bachelor's degree	9 <sup>M</sup>	(1.6)	58	(4.1)	33	(4.2)
		Postsecondary education — bachelor's degree or higher	U	(1.6)	38	(4.1)	58	(4.2)

Table 3.1c (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>British Columbia</b>	Indigenous, total	Less than high-school diploma	28 <sup>M</sup>	(5.4)	51	(6.6)	22 <sup>M</sup>	(4.9)
		High-school diploma	17 <sup>M</sup>	(4.5)	39 <sup>M</sup>	(7.8)	44 <sup>M</sup>	(7.9)
		Postsecondary education — below bachelor's degree	18 <sup>M</sup>	(6.0)	48	(7.9)	34 <sup>M</sup>	(6.9)
		Postsecondary education — bachelor's degree or higher	x	x	x	x	45 <sup>M</sup>	(13.8)
	First Nations	Less than high-school diploma	32 <sup>M</sup>	(7.9)	49 <sup>M</sup>	(8.7)	19 <sup>M</sup>	(5.6)
		High-school diploma	16 <sup>M</sup>	(5.4)	46 <sup>M</sup>	(9.2)	37 <sup>M</sup>	(8.9)
		Postsecondary education — below bachelor's degree	U	(9.1)	47 <sup>M</sup>	(10.3)	30 <sup>M</sup>	(8.5)
		Postsecondary education — bachelor's degree or higher	x	x	x	x	U	(18.4)
	Métis	Less than high-school diploma	17 <sup>M</sup>	(5.4)	55 <sup>M</sup>	(12.5)	U	(12.6)
		High-school diploma	U	(8.9)	U	(15.8)	54 <sup>M</sup>	(17.1)
		Postsecondary education — below bachelor's degree	U	(3.5)	50 <sup>M</sup>	(12.9)	42 <sup>M</sup>	(12.5)
		Postsecondary education — bachelor's degree or higher	x	x	x	x	U	(26.3)
	Registered Indian, total	Less than high-school diploma	33 <sup>M</sup>	(9.2)	53 <sup>M</sup>	(11.1)	U	(5.7)
		High-school diploma	U	(8.5)	38 <sup>M</sup>	(10.8)	39 <sup>M</sup>	(10.3)
		Postsecondary education — below bachelor's degree	U	(12.8)	45 <sup>M</sup>	(11.3)	27 <sup>M</sup>	(7.7)
		Postsecondary education — bachelor's degree or higher	x	x	x	x	61 <sup>M</sup>	(15.7)
	Non-Indigenous	Less than high-school diploma	30	(4.8)	50	(4.6)	20 <sup>M</sup>	(3.6)
		High-school diploma	27	(2.8)	37	(3.4)	36	(3.4)
		Postsecondary education — below bachelor's degree	13 <sup>M</sup>	(2.5)	45	(3.7)	41	(3.4)
		Postsecondary education — bachelor's degree or higher	12 <sup>M</sup>	(2.6)	36	(3.4)	52	(3.5)

Table 3.1c (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Yukon</b>	Indigenous, total	Less than high-school diploma	U	(18.8)	U	(17.0)	U	(6.6)
		High-school diploma	U	(14.7)	74 <sup>M</sup>	(20.3)	U	(16.0)
		Postsecondary education — below bachelor's degree	U	(8.4)	53 <sup>M</sup>	(13.4)	U	(10.6)
		Postsecondary education — bachelor's degree or higher	0	(0.0)	U	(23.0)	U	(23.0)
	First Nations	Less than high-school diploma	U	(21.1)	U	(19.2)	U	(6.3)
		High-school diploma	U	(15.8)	74 <sup>M</sup>	(21.8)	U	(17.1)
		Postsecondary education — below bachelor's degree	U	(8.8)	57 <sup>M</sup>	(14.7)	U	(11.6)
		Postsecondary education — bachelor's degree or higher	0	(0.0)	U	(27.6)	U	(27.6)
	Métis	Less than high-school diploma	U	(22.8)	x	x	x	x
		High-school diploma	x	x	U	(25.5)	x	x
		Postsecondary education — below bachelor's degree	U	(19.6)	U	(18.2)	U	(16.9)
		Postsecondary education — bachelor's degree or higher	0	(0.0)	x	x	x	x
	Registered Indian, total	Less than high-school diploma	U	(21.6)	U	(19.6)	U	(5.9)
		High-school diploma	U	(28.4)	U	(26.1)	U	(9.6)
		Postsecondary education — below bachelor's degree	U	(9.5)	57 <sup>M</sup>	(15.8)	U	(12.1)
		Postsecondary education — bachelor's degree or higher	0	(0.0)	U	(28.3)	U	(28.3)
	Non-Indigenous	Less than high-school diploma	U	(5.9)	U	(21.0)	U	(22.4)
		High-school diploma	U	(18.5)	U	(22.2)	U	(20.2)
		Postsecondary education — below bachelor's degree	U	(4.7)	52 <sup>M</sup>	(11.9)	36 <sup>M</sup>	(11.3)
		Postsecondary education — bachelor's degree or higher	x	x	x	x	66 <sup>M</sup>	(11.3)

Table 3.1c (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Northwest Territories</b>	Indigenous, total	Less than high-school diploma	53	(4.5)	39	(5.1)	U	(3.2)
		High-school diploma	20 <sup>M</sup>	(5.5)	56	(9.0)	U	(8.3)
		Postsecondary education — below bachelor's degree	23 <sup>M</sup>	(4.6)	57	(8.6)	U	(7.8)
		Postsecondary education — bachelor's degree or higher	x	x	49 <sup>M</sup>	(13.7)	x	x
	First Nations	Less than high-school diploma	52	(6.0)	43	(6.3)	U	(3.4)
		High-school diploma	19 <sup>M</sup>	(5.0)	55 <sup>M</sup>	(10.7)	U	(9.9)
		Postsecondary education — below bachelor's degree	27 <sup>M</sup>	(6.4)	58 <sup>M</sup>	(9.6)	U	(7.9)
		Postsecondary education — bachelor's degree or higher	x	x	63 <sup>M</sup>	(17.0)	x	x
	Métis	Less than high-school diploma	35 <sup>M</sup>	(10.6)	x	x	x	x
		High-school diploma	x	x	69 <sup>M</sup>	(16.7)	x	x
		Postsecondary education — below bachelor's degree	U	(7.6)	48 <sup>M</sup>	(14.1)	U	(14.2)
		Postsecondary education — bachelor's degree or higher	x	x	x	x	x	x
	Inuit	Less than high-school diploma	62	(9.2)	x	x	x	x
		High-school diploma	x	x	U	(23.2)	x	x
		Postsecondary education — below bachelor's degree	x	x	71	(11.5)	x	x
		Postsecondary education — bachelor's degree or higher	0	(0.0)	x	x	x	x
	Registered Indian, total	Less than high-school diploma	53	(5.2)	39	(5.5)	U	(4.0)
		High-school diploma	21 <sup>M</sup>	(4.7)	57 <sup>M</sup>	(11.3)	U	(9.6)
		Postsecondary education — below bachelor's degree	27 <sup>M</sup>	(6.1)	60	(8.8)	U	(7.1)
		Postsecondary education — bachelor's degree or higher	x	x	56 <sup>M</sup>	(16.2)	x	x
Non-Indigenous	Less than high-school diploma	18 <sup>M</sup>	(5.8)	54 <sup>M</sup>	(11.5)	U	(11.3)	
	High-school diploma	11 <sup>M</sup>	(3.3)	59 <sup>M</sup>	(10.2)	30 <sup>M</sup>	(10.0)	
	Postsecondary education — below bachelor's degree	12	(1.7)	53	(5.7)	35	(5.2)	
	Postsecondary education — bachelor's degree or higher	U	(2.6)	31 <sup>M</sup>	(6.2)	64	(6.3)	

**Table 3.1c (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and educational attainment, Canada and oversampled populations, 2012**

	Indigenous identification	Educational attainment	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Nunavut</b>	Indigenous, total	Less than high-school diploma	64	(4.0)	33	(3.8)	U	(1.3)
		High-school diploma	32 <sup>M</sup>	(6.4)	53	(8.0)	U	(5.5)
		Postsecondary education — below bachelor's degree	39 <sup>M</sup>	(7.2)	51	(7.2)	U	(4.8)
		Postsecondary education — bachelor's degree or higher	x	x	81 <sup>M</sup>	(14.2)	x	x
	Inuit	Less than high-school diploma	64	(4.0)	33	(3.8)	U	(1.3)
		High-school diploma	31 <sup>M</sup>	(6.6)	54	(8.1)	U	(5.6)
		Postsecondary education — below bachelor's degree	40 <sup>M</sup>	(7.4)	50	(7.4)	U	(4.5)
		Postsecondary education — bachelor's degree or higher	x	x	86	(13.1)	x	x
	Non-Indigenous	Less than high-school diploma	x	x	x	x	x	x
		High-school diploma	U	(14.0)	U	(19.0)	U	(14.6)
		Postsecondary education — below bachelor's degree	20 <sup>M</sup>	(4.4)	39 <sup>M</sup>	(11.3)	40 <sup>M</sup>	(10.5)
		Postsecondary education — bachelor's degree or higher	23 <sup>M</sup>	(5.3)	27 <sup>M</sup>	(6.2)	51 <sup>M</sup>	(9.1)

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

<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 3.2a

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification, gender and educational attainment, Canada, 2012**

Indigenous identification	Educational attainment	Male						Female					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Mean	SE	Mean	SE			Mean	SE	Mean	SE
Indigenous, total	Less than high-school diploma	53	(2.4)	227	(3.8)	214	(3.7)	47	(2.4)	222	(4.3)	200	(5.1)
	High-school diploma	47	(2.9)	258	(4.4)	246	(4.7)	53	(2.9)	270	(3.7)	250	(5.2)
	Postsecondary education — below bachelor's degree	43	(2.8)	273	(3.9)	269	(5.2)	57	(2.8)	273	(2.2)	253	(3.4)
	Postsecondary education — bachelor's degree or higher	39	(5.0)	313	(6.4)	306	(6.7)	61	(5.0)	300	(6.0)	279	(5.3)
First Nations	Less than high-school diploma	51	(4.0)	222	(5.7)	207	(5.6)	49	(4.0)	216	(5.9)	190	(7.2)
	High-school diploma	46	(4.1)	256	(5.6)	243	(7.0)	54	(4.1)	265	(5.1)	243	(7.3)
	Postsecondary education — below bachelor's degree	41	(3.7)	267	(5.8)	260	(7.3)	59	(3.7)	270	(4.3)	248	(5.2)
	Postsecondary education — bachelor's degree or higher	35 <sup>M</sup>	(6.5)	309	(8.7)	300	(10.9)	65	(6.5)	293	(6.1)	273	(7.6)
Métis	Less than high-school diploma	59	(3.9)	241	(5.1)	230	(6.1)	41	(3.9)	242	(4.7)	223	(5.9)
	High-school diploma	47	(4.6)	262	(7.6)	253	(7.8)	53	(4.6)	278	(5.2)	260	(6.5)
	Postsecondary education — below bachelor's degree	45	(3.7)	280	(5.9)	278	(7.3)	55	(3.7)	277	(3.9)	260	(5.0)
	Postsecondary education — bachelor's degree or higher	44 <sup>M</sup>	(7.5)	317	(9.7)	311	(9.6)	56	(7.5)	307	(11.4)	286	(7.7)
Inuit	Less than high-school diploma	50	(4.0)	196	(6.7)	178	(7.6)	50	(4.0)	194	(6.6)	170	(7.4)
	High-school diploma	54 <sup>M</sup>	(15.6)	234	(17.2)	223	(15.5)	U	(15.6)	244	(11.0)	224	(11.4)
	Postsecondary education — below bachelor's degree	50	(6.9)	248	(16.4)	239	(21.0)	50	(6.9)	254	(10.7)	230	(12.8)
	Postsecondary education — bachelor's degree or higher	x	x	x	x	x	x	x	x	277	(16.3)	257	(17.5)
Registered Indian, total	Less than high-school diploma	49	(4.4)	217	(6.2)	202	(6.2)	51	(4.4)	216	(6.2)	190	(7.8)
	High-school diploma	45	(5.2)	258	(6.8)	244	(7.9)	55	(5.2)	265	(6.7)	244	(8.6)
	Postsecondary education — below bachelor's degree	41	(3.9)	265	(6.3)	257	(7.5)	59	(3.9)	270	(4.5)	248	(5.3)
	Postsecondary education — bachelor's degree or higher	29 <sup>M</sup>	(6.4)	314	(10.2)	302	(9.0)	71	(6.4)	290	(6.5)	268	(7.6)
Non-Indigenous	Less than high-school diploma	53	(1.1)	235	(2.2)	229	(2.5)	47	(1.1)	233	(2.7)	217	(3.0)
	High-school diploma	51	(0.9)	269	(1.8)	264	(2.1)	49	(0.9)	265	(1.4)	250	(1.6)
	Postsecondary education — below bachelor's degree	50	(0.7)	278	(1.4)	278	(1.5)	50	(0.7)	274	(1.2)	260	(1.5)
	Postsecondary education — bachelor's degree or higher	48	(0.9)	303	(1.5)	305	(1.5)	52	(0.9)	297	(1.4)	286	(1.5)

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

<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 4.1a**

**Literacy — Percentage distributions, average scores and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and employment status, Canada and oversampled populations, 2012**

	Indigenous identification	Employment status	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Canada</b>	Indigenous, total	Employed	65	(1.7)	179	(8.3)	238	(3.0)	268	(2.2)	302	(2.4)	342	(6.1)
		Unemployed	9	(0.9)	162	(21.0)	224	(11.3)	254	(6.1)	288	(11.3)	337	(13.9)
		Not in labour force	27	(1.4)	156	(9.6)	209	(5.9)	242	(2.7)	277	(5.4)	320	(8.5)
	First Nations	Employed	56	(2.5)	174	(13.2)	231	(5.6)	262	(3.5)	296	(4.5)	336	(7.3)
		Unemployed	11	(1.5)	163 <sup>M</sup>	(34.6)	224	(14.7)	256	(8.7)	295	(17.6)	339	(13.3)
		Not in labour force	33	(2.1)	156	(13.7)	208	(8.2)	239	(3.7)	271	(5.4)	321	(13.4)
	Métis	Employed	75	(2.2)	194	(11.2)	250	(4.7)	277	(2.9)	307	(3.6)	345	(6.2)
		Unemployed	5 <sup>M</sup>	(1.0)	188 <sup>M</sup>	(32.6)	232	(14.5)	260	(6.4)	288	(16.3)	329	(15.0)
		Not in labour force	19	(1.9)	168	(20.5)	223	(10.6)	253	(6.7)	287	(10.1)	323	(8.0)
	Inuit	Employed	56	(3.3)	136	(13.4)	187	(12.7)	223	(7.9)	260	(12.5)	312	(26.7)
		Unemployed	11	(1.7)	124	(18.9)	165	(19.1)	206	(8.1)	242	(12.3)	289	(20.5)
		Not in labour force	32	(3.1)	133	(14.3)	176	(14.0)	211	(7.6)	248	(16.1)	294	(15.7)
	Registered Indian, total	Employed	57	(2.5)	172	(13.9)	230	(4.9)	260	(3.6)	294	(4.1)	333	(8.9)
		Unemployed	11	(1.7)	158 <sup>M</sup>	(29.2)	220	(22.0)	254	(9.4)	294	(23.3)	338	(25.7)
		Not in labour force	32	(2.2)	154	(11.2)	205	(9.2)	238	(4.1)	271	(5.0)	321	(12.3)
	Non-Indigenous	Employed	76	(0.4)	196	(2.0)	248	(0.9)	279	(0.6)	312	(0.9)	351	(1.4)
		Unemployed	4	(0.2)	181	(11.1)	236	(4.8)	266	(2.9)	298	(3.6)	340	(7.5)
		Not in labour force	19	(0.4)	155	(7.3)	225	(2.6)	257	(1.6)	296	(2.0)	337	(3.0)
<b>Ontario</b>	Indigenous, total	Employed	67	(2.6)	193	(16.0)	252	(6.5)	277	(4.0)	306	(5.0)	347	(14.1)
		Unemployed	9 <sup>M</sup>	(1.7)	214	(14.0)	240	(28.9)	273	(9.4)	305	(17.9)	329	(15.7)
		Not in labour force	24	(2.1)	163	(18.0)	221	(9.9)	247	(4.5)	279	(7.7)	311	(11.0)
	First Nations	Employed	62	(3.4)	180	(28.1)	242	(10.9)	270	(5.3)	301	(6.9)	339	(8.6)
		Unemployed	12 <sup>M</sup>	(2.5)	212	(18.3)	251	(29.9)	278	(12.2)	310	(21.9)	329	(21.0)
		Not in labour force	26	(2.7)	167	(23.4)	224	(14.2)	247	(5.8)	280	(7.6)	310	(12.4)
	Métis	Employed	72	(3.6)	215	(14.4)	266	(6.9)	287	(6.0)	313	(9.7)	347	(18.2)
		Unemployed	5 <sup>M</sup>	(1.7)	219	(16.6)	229	(27.1)	263	(14.6)	293	(32.3)	316	(22.1)
		Not in labour force	23	(3.5)	159 <sup>M</sup>	(40.1)	221	(11.7)	248	(7.5)	281	(10.0)	313	(13.2)
	Registered Indian, total	Employed	62	(3.6)	175 <sup>M</sup>	(32.3)	235	(12.2)	265	(6.7)	298	(7.2)	338	(15.0)
		Unemployed	13 <sup>M</sup>	(3.2)	221	(16.9)	249 <sup>M</sup>	(57.5)	282	(14.8)	311	(20.9)	325	(25.7)
		Not in labour force	25	(2.7)	170	(25.0)	224	(14.7)	251	(7.2)	280	(15.2)	316	(13.7)
	Non-Indigenous	Employed	76	(0.8)	200	(3.6)	252	(2.2)	281	(1.1)	314	(2.0)	353	(2.4)
		Unemployed	5	(0.4)	192	(26.8)	245	(11.9)	273	(4.8)	305	(14.4)	347	(12.1)
		Not in labour force	19	(0.8)	141	(12.0)	225	(4.4)	257	(2.9)	298	(4.2)	339	(6.2)

Table 4.1a (cont'd)

**Literacy — Percentage distributions, average scores and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and employment status, Canada and oversampled populations, 2012**

	Indigenous identification	Employment status	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Manitoba</b>	Indigenous, total	Employed	63	(3.2)	185	(23.4)	244	(7.8)	271	(4.1)	301	(4.8)	338	(7.4)
		Unemployed	9 <sup>M</sup>	(2.1)	170	(21.2)	220 <sup>M</sup>	(39.9)	245	(9.2)	270	(18.3)	316	(26.4)
		Not in labour force	28	(3.1)	158	(22.8)	204	(19.7)	238	(8.7)	271	(11.6)	314	(14.7)
	First Nations	Employed	46	(5.3)	168	(23.0)	229	(19.1)	259	(8.2)	293	(8.4)	335	(16.6)
		Unemployed	14 <sup>M</sup>	(4.4)	180 <sup>M</sup>	(40.4)	234	(38.6)	243	(11.0)	264	(24.4)	291	(24.0)
		Not in labour force	40	(5.8)	158	(24.8)	194	(21.5)	228	(12.1)	262	(16.1)	299	(32.2)
	Métis	Employed	75	(2.8)	206	(21.1)	252	(8.1)	277	(4.2)	305	(4.9)	339	(5.7)
		Unemployed	6 <sup>M</sup>	(1.5)	153 <sup>M</sup>	(44.1)	U	(98.0)	250	(19.1)	286	(24.0)	345	(30.6)
		Not in labour force	19	(2.7)	166 <sup>M</sup>	(34.0)	222	(12.8)	252	(6.9)	287	(12.1)	323	(10.7)
	Registered Indian, total	Employed	49	(5.5)	168	(26.0)	228	(17.3)	259	(7.5)	294	(8.1)	331	(14.7)
		Unemployed	14 <sup>M</sup>	(4.3)	180 <sup>M</sup>	(40.4)	237	(29.6)	245	(11.0)	266	(14.7)	293	(23.0)
		Not in labour force	37	(5.6)	159	(21.9)	192	(21.7)	227	(12.5)	261	(19.7)	301	(29.0)
	Non-Indigenous	Employed	82	(1.3)	190	(11.5)	248	(3.0)	278	(2.2)	314	(3.0)	349	(5.5)
		Unemployed	2 <sup>M</sup>	(0.5)	U	(120.7)	244	(27.2)	262	(18.9)	300	(18.2)	337	(23.1)
		Not in labour force	15	(1.3)	153 <sup>M</sup>	(44.3)	244	(10.1)	267	(5.3)	301	(8.8)	337	(13.9)
<b>Saskatchewan</b>	Indigenous, total	Employed	63	(3.2)	181	(19.6)	229	(9.5)	258	(4.2)	290	(5.7)	328	(6.5)
		Unemployed	10 <sup>M</sup>	(2.0)	171	(19.0)	218	(25.1)	258	(19.1)	289	(28.9)	355	(49.4)
		Not in labour force	27	(3.0)	148 <sup>M</sup>	(30.7)	189	(17.1)	222	(6.8)	250	(13.0)	303	(17.9)
	First Nations	Employed	56	(4.7)	172 <sup>M</sup>	(48.7)	217	(14.7)	249	(6.3)	283	(6.7)	315	(7.9)
		Unemployed	10 <sup>M</sup>	(3.0)	173 <sup>M</sup>	(37.2)	238	(29.6)	272	(29.7)	U	(197.8)	355	(52.4)
		Not in labour force	34	(4.6)	148 <sup>M</sup>	(27.2)	184	(18.6)	215	(8.5)	240	(15.0)	298	(44.6)
	Métis	Employed	72	(4.3)	194	(11.1)	238	(10.7)	267	(4.1)	298	(8.3)	333	(6.5)
		Unemployed	9 <sup>M</sup>	(2.6)	175 <sup>M</sup>	(30.3)	207	(11.6)	237	(11.8)	264	(22.4)	314	(26.7)
		Not in labour force	18 <sup>M</sup>	(3.6)	U	(60.3)	205	(25.1)	239	(10.7)	268	(17.8)	321 <sup>M</sup>	(75.2)
	Registered Indian, total	Employed	54	(4.8)	173 <sup>M</sup>	(41.2)	215	(15.1)	246	(6.3)	278	(9.6)	311	(7.2)
		Unemployed	13 <sup>M</sup>	(3.3)	171 <sup>M</sup>	(30.6)	227 <sup>M</sup>	(45.7)	266	(26.3)	U	(106.1)	355	(45.9)
		Not in labour force	33	(4.5)	146	(18.6)	182	(22.8)	214	(9.2)	241	(16.9)	292	(34.5)
	Non-Indigenous	Employed	84	(1.5)	194	(8.4)	247	(4.6)	276	(2.4)	308	(3.7)	348	(7.7)
		Unemployed	3 <sup>M</sup>	(0.6)	223 <sup>M</sup>	(41.7)	252 <sup>M</sup>	(46.2)	277	(7.6)	299	(9.7)	323	(17.3)
		Not in labour force	14	(1.4)	173	(24.7)	231	(11.1)	261	(5.4)	295	(10.7)	332	(11.5)

**Table 4.1a (cont'd)**

**Literacy — Percentage distributions, average scores and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and employment status, Canada and oversampled populations, 2012**

	Indigenous identification	Employment status	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>British Columbia</b>	Indigenous, total	Employed	64	(3.4)	194	(11.1)	247	(10.4)	273	(4.3)	303	(5.7)	338	(9.6)
		Unemployed	12 <sup>M</sup>	(3.0)	U	(59.0)	223	(33.2)	255	(14.1)	286	(40.6)	321	(17.8)
		Not in labour force	25	(3.1)	152 <sup>M</sup>	(40.7)	221	(22.6)	251	(7.1)	283	(12.5)	327	(12.4)
	First Nations	Employed	55	(4.6)	185	(27.9)	236	(9.8)	268	(5.8)	302	(10.3)	334	(9.4)
		Unemployed	U	(4.2)	U	(92.5)	218	(27.0)	250	(20.6)	291 <sup>M</sup>	(79.1)	321	(29.5)
		Not in labour force	32	(4.3)	151 <sup>M</sup>	(27.1)	216	(21.5)	249	(8.5)	281	(16.2)	326	(13.6)
	Métis	Employed	78	(5.0)	214	(18.0)	259	(14.8)	280	(5.4)	304	(7.0)	341	(13.1)
		Unemployed	U	(4.8)	212	(28.9)	266	(28.1)	272	(11.4)	294	(28.1)	316	(26.4)
		Not in labour force	12 <sup>M</sup>	(2.8)	201 <sup>M</sup>	(52.9)	236	(26.8)	260	(11.1)	291	(18.4)	326 <sup>M</sup>	(91.7)
	Registered Indian, total	Employed	54	(5.9)	186	(22.9)	244	(14.1)	268	(5.7)	295	(6.5)	329	(12.6)
		Unemployed	U	(5.8)	U	(174.1)	216	(28.2)	248	(23.1)	283 <sup>M</sup>	(91.2)	317	(24.1)
		Not in labour force	30 <sup>M</sup>	(5.5)	149	(22.3)	207	(32.2)	241	(10.2)	276	(14.8)	328 <sup>M</sup>	(95.5)
	Non-Indigenous	Employed	76	(1.3)	189	(11.7)	248	(3.6)	279	(2.1)	315	(3.1)	352	(5.6)
		Unemployed	5	(0.7)	195	(14.7)	232	(13.3)	267	(8.2)	302	(14.0)	330	(10.6)
		Not in labour force	19	(1.1)	157	(21.9)	227	(17.7)	263	(4.4)	306	(4.8)	343	(9.2)
<b>Yukon</b>	Indigenous, total	Employed	61	(7.4)	174 <sup>M</sup>	(45.8)	227	(19.3)	260	(18.5)	295	(26.2)	326	(18.1)
		Unemployed	U	(2.4)	173 <sup>M</sup>	(30.0)	216	(28.1)	245	(15.1)	274	(24.3)	311	(18.4)
		Not in labour force	33 <sup>M</sup>	(7.3)	148 <sup>M</sup>	(39.4)	U	(68.3)	208	(29.1)	241	(28.7)	291	(28.8)
	First Nations	Employed	57	(9.0)	168 <sup>M</sup>	(31.4)	225	(22.2)	257	(21.0)	295	(28.4)	323	(20.6)
		Unemployed	U	(2.7)	177	(26.3)	219 <sup>M</sup>	(40.1)	243	(15.8)	270	(25.4)	306	(29.3)
		Not in labour force	36 <sup>M</sup>	(8.6)	149 <sup>M</sup>	(39.6)	U	(67.5)	207	(30.3)	240	(30.8)	290	(24.1)
	Métis	Employed	79	(9.1)	200	(23.5)	252	(35.9)	276	(13.5)	302	(20.8)	345	(25.8)
		Unemployed	x	x	x	x	x	x	x	x	x	x	x	x
		Not in labour force	x	x	166 <sup>M</sup>	(43.1)	189 <sup>M</sup>	(32.3)	222	(36.5)	270 <sup>M</sup>	(79.7)	272 <sup>M</sup>	(52.7)
	Registered Indian, total	Employed	50 <sup>M</sup>	(9.6)	161 <sup>M</sup>	(35.5)	212 <sup>M</sup>	(48.0)	244	(17.0)	277	(28.4)	321	(16.9)
		Unemployed	U	(3.0)	177	(21.0)	213	(32.0)	242	(15.3)	268	(24.6)	308	(26.0)
		Not in labour force	42 <sup>M</sup>	(9.6)	149 <sup>M</sup>	(39.8)	U	(67.2)	205	(31.2)	238	(31.0)	288	(40.0)
	Non-Indigenous	Employed	85	(4.5)	210	(25.5)	258	(19.7)	289	(10.7)	322	(9.2)	367	(29.6)
		Unemployed	U	(2.0)	256	(18.5)	280	(33.1)	289	(13.7)	297	(20.5)	306	(29.9)
		Not in labour force	U	(4.6)	202	(29.2)	257	(24.9)	273	(22.2)	297	(39.2)	324	(18.9)

Table 4.1a (cont'd)

**Literacy — Percentage distributions, average scores and scores at the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles of population aged 16 to 65, by Indigenous identification and employment status, Canada and oversampled populations, 2012**

	Indigenous identification	Employment status	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Northwest Territories</b>	Indigenous, total	Employed	57	(2.8)	140 <sup>M</sup>	(23.5)	202	(11.0)	234	(8.3)	268	(10.9)	321	(20.7)
		Unemployed	9 <sup>M</sup>	(1.7)	154 <sup>M</sup>	(28.5)	199	(26.5)	228	(16.1)	256	(42.1)	312	(31.7)
		Not in labour force	34	(2.7)	138	(20.2)	188	(15.2)	220	(10.7)	252	(18.0)	303	(22.7)
	First Nations	Employed	56	(3.5)	123 <sup>M</sup>	(25.0)	188	(14.0)	220	(9.7)	256	(8.7)	299	(18.5)
		Unemployed	11 <sup>M</sup>	(2.0)	151 <sup>M</sup>	(39.6)	197	(27.0)	228	(19.7)	252	(40.1)	315	(35.6)
		Not in labour force	33	(3.9)	131	(21.4)	184	(24.0)	217	(13.0)	249	(21.6)	310	(38.9)
	Métis	Employed	72	(5.7)	189	(23.3)	237	(17.9)	267	(10.4)	305	(26.3)	339	(24.4)
		Unemployed	x	x	x	x	x	x	x	x	x	x	x	x
		Not in labour force	x	x	152 <sup>M</sup>	(45.7)	204 <sup>M</sup>	(36.4)	226	(15.4)	245	(22.2)	288	(28.8)
	Inuit	Employed	45 <sup>M</sup>	(7.9)	160	(25.9)	203	(11.7)	231	(9.4)	263	(19.7)	294	(13.2)
		Unemployed	U	(4.3)	166 <sup>M</sup>	(47.1)	197 <sup>M</sup>	(60.3)	209	(21.3)	228	(29.6)	U	(86.2)
		Not in labour force	47	(6.5)	142 <sup>M</sup>	(39.0)	187	(25.2)	221	(14.7)	262	(35.4)	295	(22.7)
	Registered Indian, total	Employed	56	(3.3)	127 <sup>M</sup>	(22.3)	188	(13.7)	223	(10.1)	259	(10.8)	308	(22.0)
		Unemployed	9 <sup>M</sup>	(1.8)	147 <sup>M</sup>	(31.4)	196	(23.1)	226	(19.6)	252	(35.6)	315	(36.2)
		Not in labour force	34	(3.5)	132	(16.6)	179	(18.0)	212	(12.2)	242	(18.7)	300	(26.7)
Non-Indigenous	Employed	89	(1.1)	199	(10.6)	249	(6.7)	282	(3.9)	316	(4.7)	356	(6.7)	
	Unemployed	2 <sup>M</sup>	(0.8)	191 <sup>M</sup>	(52.0)	266 <sup>M</sup>	(81.0)	271	(20.1)	299	(31.1)	323	(20.1)	
	Not in labour force	9	(1.0)	184 <sup>M</sup>	(37.4)	231	(19.7)	266	(8.5)	301	(11.4)	336	(22.2)	
<b>Nunavut</b>	Indigenous, total	Employed	55	(2.2)	128	(10.8)	178	(7.5)	213	(4.8)	250	(5.4)	290	(12.5)
		Unemployed	16	(2.1)	123	(20.3)	161	(18.1)	204	(8.4)	242	(13.1)	294	(30.9)
		Not in labour force	29	(1.7)	124	(17.7)	165	(10.0)	197	(6.1)	223	(7.8)	284	(18.1)
	Inuit	Employed	54	(2.2)	128	(10.8)	177	(8.4)	212	(4.9)	248	(6.2)	288	(7.5)
		Unemployed	16	(2.2)	123	(20.3)	161	(18.1)	204	(8.4)	242	(13.1)	294	(30.9)
		Not in labour force	29	(1.7)	124	(17.8)	165	(11.0)	196	(6.2)	222	(7.4)	283	(26.6)
	Non-Indigenous	Employed	95	(2.2)	211	(16.3)	266	(9.2)	292	(3.4)	322	(8.0)	353	(12.7)
		Unemployed	x	x	x	x	x	x	x	x	x	x	x	x
		Not in labour force	x	x	163 <sup>M</sup>	(43.7)	U	(156.5)	251	(31.4)	279	(25.6)	329	(47.0)

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

<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 4.1b

**Numeracy — Percentage distributions, average scores and scores at the 5th, 25th, 75th, and 95th percentiles of population aged 16 to 65, by Indigenous identification and employment status, Canada and oversampled populations, 2012**

	Indigenous identification	Employment status	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Canada</b>	Indigenous, total	Employed	65	(1.7)	162	(7.7)	221	(4.1)	255	(2.9)	290	(3.1)	339	(6.3)
		Unemployed	9	(0.9)	133	(18.8)	198	(13.8)	232	(6.2)	266	(8.7)	324	(22.2)
		Not in labour force	27	(1.4)	132	(8.2)	185	(5.3)	224	(4.0)	265	(7.0)	309	(6.3)
	First Nations	Employed	56	(2.5)	151	(12.9)	212	(7.4)	247	(4.5)	284	(5.3)	331	(8.6)
		Unemployed	11	(1.5)	134 <sup>M</sup>	(28.1)	197	(20.7)	232	(8.9)	268	(23.4)	324	(22.0)
		Not in labour force	33	(2.1)	131	(11.5)	181	(7.7)	219	(5.5)	259	(8.2)	307	(9.2)
	Métis	Employed	75	(2.2)	181	(8.6)	235	(5.6)	265	(3.4)	298	(5.4)	345	(10.5)
		Unemployed	5	(1.0)	157 <sup>M</sup>	(35.5)	224	(19.4)	242	(7.1)	267	(11.6)	320	(21.0)
		Not in labour force	19	(1.9)	140	(15.6)	205	(15.0)	237	(7.4)	277	(8.3)	311	(10.4)
	Inuit	Employed	56	(3.3)	115	(17.7)	168	(10.7)	207	(7.9)	244	(10.2)	303	(50.2)
		Unemployed	11	(1.7)	90 <sup>M</sup>	(24.7)	133	(15.6)	175	(9.4)	208	(10.7)	273	(27.1)
		Not in labour force	32	(3.1)	104	(15.8)	153	(9.5)	191	(7.8)	229	(17.6)	276	(13.9)
	Registered Indian, total	Employed	57	(2.5)	151	(12.9)	210	(8.5)	245	(4.6)	282	(5.9)	328	(9.6)
		Unemployed	11	(1.7)	U	(43.9)	192	(23.2)	230	(10.0)	269	(22.3)	322	(26.6)
		Not in labour force	32	(2.2)	129	(13.4)	178	(8.0)	218	(5.9)	257	(8.4)	307	(17.7)
	Non-Indigenous	Employed	76	(0.4)	183	(2.2)	239	(1.3)	272	(0.7)	309	(0.9)	353	(1.5)
		Unemployed	4	(0.2)	152	(13.7)	216	(6.1)	251	(3.1)	289	(5.5)	332	(7.9)
		Not in labour force	19	(0.4)	134	(6.3)	209	(2.4)	246	(1.6)	288	(2.5)	335	(3.9)
<b>Ontario</b>	Indigenous, total	Employed	67	(2.6)	174	(21.6)	234	(6.5)	261	(3.6)	292	(5.7)	336	(9.1)
		Unemployed	9 <sup>M</sup>	(1.7)	180	(21.7)	227	(19.1)	250	(8.7)	274	(19.6)	307	(22.3)
		Not in labour force	24	(2.1)	131	(21.4)	195	(13.2)	227	(6.0)	266	(10.1)	305	(8.1)
	First Nations	Employed	62	(3.4)	157	(25.5)	225	(10.5)	253	(5.8)	286	(7.0)	330	(9.7)
		Unemployed	12 <sup>M</sup>	(2.5)	183	(21.6)	222	(30.8)	249	(12.5)	277	(40.4)	305	(22.1)
		Not in labour force	26	(2.7)	137 <sup>M</sup>	(29.0)	194	(18.7)	224	(8.1)	261	(14.9)	301	(11.7)
	Métis	Employed	72	(3.6)	205	(13.3)	249	(8.0)	273	(4.1)	300	(8.7)	342	(12.4)
		Unemployed	5 <sup>M</sup>	(1.7)	193 <sup>M</sup>	(42.9)	240	(22.0)	254	(10.1)	271	(17.5)	303	(18.2)
		Not in labour force	23	(3.5)	U	(40.6)	199	(25.7)	232	(9.3)	274	(12.9)	310	(14.4)
	Registered Indian, total	Employed	62	(3.6)	152 <sup>M</sup>	(30.4)	219	(10.1)	249	(6.9)	284	(10.7)	332	(12.0)
		Unemployed	13 <sup>M</sup>	(3.2)	187	(22.5)	222 <sup>M</sup>	(40.7)	252	(15.6)	285	(43.9)	305	(21.2)
		Not in labour force	25	(2.7)	135 <sup>M</sup>	(25.5)	201	(18.8)	228	(8.5)	265	(18.0)	301	(11.8)
	Non-Indigenous	Employed	76	(0.8)	185	(4.0)	240	(2.2)	274	(1.3)	311	(2.0)	355	(4.0)
		Unemployed	5	(0.4)	159 <sup>M</sup>	(33.1)	217	(11.3)	254	(5.4)	293	(12.6)	334	(17.8)
		Not in labour force	19	(0.8)	120	(12.6)	203	(6.8)	242	(3.0)	288	(4.7)	335	(8.0)

Table 4.1b (cont'd)

**Numeracy — Percentage distributions, average scores and scores at the 5th, 25th, 75th, and 95th percentiles of population aged 16 to 65, by Indigenous identification and employment status, Canada and oversampled populations, 2012**

	Indigenous identification	Employment status	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Manitoba</b>	Indigenous, total	Employed	63	(3.2)	169	(20.5)	228	(9.3)	260	(4.9)	296	(5.8)	339	(8.4)
		Unemployed	9 <sup>M</sup>	(2.1)	U	(46.9)	198	(28.6)	226	(11.1)	260	(15.6)	304	(24.9)
		Not in labour force	28	(3.1)	127 <sup>M</sup>	(24.5)	174	(18.6)	218	(9.6)	258	(18.2)	305	(22.4)
	First Nations	Employed	46	(5.3)	149 <sup>M</sup>	(27.3)	205	(19.5)	244	(9.3)	281	(10.1)	331	(17.0)
		Unemployed	14 <sup>M</sup>	(4.4)	U	(87.5)	201 <sup>M</sup>	(36.3)	223	(12.8)	253	(24.8)	290	(26.0)
		Not in labour force	40	(5.8)	128 <sup>M</sup>	(25.1)	157 <sup>M</sup>	(33.0)	204	(13.2)	244	(13.9)	286 <sup>M</sup>	(56.5)
	Métis	Employed	75	(2.8)	186	(11.8)	239	(8.1)	269	(4.7)	301	(7.0)	343	(12.3)
		Unemployed	6 <sup>M</sup>	(1.5)	U	(44.6)	U	(131.7)	232	(22.1)	273	(44.8)	316	(19.5)
		Not in labour force	19	(2.7)	139	(20.9)	200	(26.9)	240	(9.5)	283	(15.1)	321	(25.9)
	Registered Indian, total	Employed	49	(5.5)	153 <sup>M</sup>	(27.7)	211	(17.7)	245	(8.3)	281	(9.1)	325	(23.3)
		Unemployed	14 <sup>M</sup>	(4.3)	U	(66.5)	201 <sup>M</sup>	(39.6)	224	(12.9)	256	(24.1)	290	(32.0)
		Not in labour force	37	(5.6)	127 <sup>M</sup>	(26.5)	154 <sup>M</sup>	(25.8)	202	(13.4)	243	(21.1)	288	(47.7)
	Non-Indigenous	Employed	82	(1.3)	175	(9.5)	236	(3.4)	269	(2.9)	307	(3.5)	349	(7.4)
		Unemployed	2 <sup>M</sup>	(0.5)	U	(114.8)	221	(32.7)	241	(21.7)	285	(31.6)	354	(56.0)
		Not in labour force	15	(1.3)	143 <sup>M</sup>	(36.6)	228	(10.2)	256	(5.5)	295	(6.6)	336	(11.4)
<b>Saskatchewan</b>	Indigenous, total	Employed	63	(3.2)	158	(22.1)	211	(9.8)	245	(5.0)	279	(7.6)	323	(9.4)
		Unemployed	10 <sup>M</sup>	(2.0)	144	(22.7)	196	(21.3)	235	(17.9)	267	(37.4)	323	(43.0)
		Not in labour force	27	(3.0)	123	(14.2)	164	(15.7)	200	(7.2)	236	(12.1)	290	(23.5)
	First Nations	Employed	56	(4.7)	U	(60.0)	199	(14.1)	233	(8.0)	269	(9.3)	310	(13.1)
		Unemployed	10 <sup>M</sup>	(3.0)	149	(21.8)	214 <sup>M</sup>	(36.2)	248	(27.6)	U	(151.1)	323	(45.5)
		Not in labour force	34	(4.6)	123 <sup>M</sup>	(36.4)	160	(11.9)	193	(9.0)	226	(20.1)	277	(28.2)
	Métis	Employed	72	(4.3)	181	(16.6)	225	(8.6)	256	(4.6)	289	(9.3)	331	(10.2)
		Unemployed	9 <sup>M</sup>	(2.6)	148 <sup>M</sup>	(39.2)	182	(27.4)	216	(12.5)	242	(24.3)	296	(45.7)
		Not in labour force	18 <sup>M</sup>	(3.6)	130 <sup>M</sup>	(32.2)	183 <sup>M</sup>	(41.9)	218	(12.8)	253	(21.1)	297	(27.2)
	Registered Indian, total	Employed	54	(4.8)	148 <sup>M</sup>	(37.7)	198	(14.9)	231	(8.1)	267	(10.4)	308	(16.3)
		Unemployed	13 <sup>M</sup>	(3.3)	144 <sup>M</sup>	(46.3)	207 <sup>M</sup>	(48.2)	242	(24.4)	U	(96.1)	323	(43.1)
		Not in labour force	33	(4.5)	120 <sup>M</sup>	(34.3)	159	(15.8)	193	(8.9)	227	(19.2)	277	(31.6)
	Non-Indigenous	Employed	84	(1.5)	180	(8.8)	237	(4.2)	270	(2.1)	305	(3.8)	349	(6.2)
		Unemployed	3 <sup>M</sup>	(0.6)	U	(207.0)	238	(26.1)	263	(9.2)	293	(24.4)	326	(45.8)
		Not in labour force	14	(1.4)	149 <sup>M</sup>	(34.6)	212	(11.1)	247	(5.8)	287	(7.2)	329	(11.4)

Table 4.1b (cont'd)

**Numeracy — Percentage distributions, average scores and scores at the 5th, 25th, 75th, and 95th percentiles of population aged 16 to 65, by Indigenous identification and employment status, Canada and oversampled populations, 2012**

	Indigenous identification	Employment status	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>British Columbia</b>	Indigenous, total	Employed	64	(3.4)	174	(16.5)	231	(13.9)	260	(5.4)	292	(9.3)	338	(16.5)
		Unemployed	12 <sup>M</sup>	(3.0)	U	(95.4)	199	(30.6)	233	(14.1)	268	(29.9)	307	(23.2)
		Not in labour force	25	(3.1)	U	(51.8)	198	(19.3)	235	(9.2)	280	(19.5)	311	(9.1)
	First Nations	Employed	55	(4.6)	168	(14.5)	217	(15.4)	252	(7.3)	286	(10.1)	337	(25.8)
		Unemployed	U	(4.2)	U	(122.6)	197	(24.6)	231	(21.2)	270 <sup>M</sup>	(61.6)	305	(34.7)
		Not in labour force	32	(4.3)	128 <sup>M</sup>	(38.2)	189 <sup>M</sup>	(37.8)	233	(10.8)	280	(24.4)	311	(11.9)
	Métis	Employed	78	(5.0)	197	(14.2)	245	(10.3)	270	(5.5)	297	(10.8)	339	(13.8)
		Unemployed	U	(4.8)	173 <sup>M</sup>	(32.5)	240	(33.2)	246	(11.6)	270	(37.1)	299	(25.7)
		Not in labour force	12 <sup>M</sup>	(2.8)	U	(95.2)	216	(18.4)	240	(12.4)	277	(38.2)	U	(134.2)
	Registered Indian, total	Employed	54	(5.9)	173	(18.2)	222	(15.3)	252	(6.2)	282	(8.4)	317	(12.9)
		Unemployed	U	(5.8)	U	(228.6)	194 <sup>M</sup>	(33.0)	228	(24.1)	273 <sup>M</sup>	(62.1)	304	(32.4)
		Not in labour force	30 <sup>M</sup>	(5.5)	124 <sup>M</sup>	(33.9)	179 <sup>M</sup>	(43.5)	224	(13.0)	266	(24.4)	313	(32.7)
	Non-Indigenous	Employed	76	(1.3)	174	(10.1)	238	(3.7)	271	(2.2)	310	(2.8)	354	(6.2)
		Unemployed	5	(0.7)	U	(46.7)	213	(22.5)	248	(10.3)	286	(10.6)	326	(18.5)
		Not in labour force	19	(1.1)	132 <sup>M</sup>	(32.4)	217	(9.5)	255	(4.7)	300	(8.5)	345	(13.0)
<b>Yukon</b>	Indigenous, total	Employed	61	(7.4)	163 <sup>M</sup>	(30.3)	214	(29.9)	246	(16.7)	280	(25.6)	320	(17.6)
		Unemployed	U	(2.4)	159	(17.5)	188	(26.5)	218	(12.5)	244	(23.1)	295	(30.6)
		Not in labour force	33 <sup>M</sup>	(7.3)	U	(44.2)	U	(76.1)	185 <sup>M</sup>	(33.2)	225	(24.2)	279	(14.7)
	First Nations	Employed	57	(9.0)	160 <sup>M</sup>	(27.9)	211	(28.8)	244	(19.4)	280	(27.7)	313	(18.7)
		Unemployed	U	(2.7)	U	(81.7)	186	(29.2)	214	(13.6)	240	(19.6)	286 <sup>M</sup>	(51.0)
		Not in labour force	36 <sup>M</sup>	(8.6)	U	(45.7)	U	(75.5)	184 <sup>M</sup>	(34.7)	224	(22.1)	278	(21.5)
	Métis	Employed	79	(9.1)	183 <sup>M</sup>	(42.3)	238	(22.2)	264	(13.2)	291	(35.6)	346	(31.6)
		Unemployed	x	x	x	x	x	x	x	x	x	x	x	x
		Not in labour force	x	x	U	(56.2)	170 <sup>M</sup>	(48.1)	203 <sup>M</sup>	(41.3)	262 <sup>M</sup>	(77.8)	262 <sup>M</sup>	(51.2)
	Registered Indian, total	Employed	50 <sup>M</sup>	(9.6)	U	(49.1)	193 <sup>M</sup>	(41.0)	231	(17.9)	265	(19.8)	316	(23.3)
		Unemployed	U	(3.0)	153 <sup>M</sup>	(39.6)	181	(27.6)	213	(13.4)	240	(26.3)	295	(38.0)
		Not in labour force	42 <sup>M</sup>	(9.6)	U	(45.5)	U	(75.0)	183 <sup>M</sup>	(35.9)	223	(24.3)	277	(22.6)
	Non-Indigenous	Employed	85	(4.5)	181 <sup>M</sup>	(33.5)	240	(19.7)	276	(9.8)	312	(9.0)	356	(12.2)
		Unemployed	U	(2.0)	232 <sup>M</sup>	(47.8)	261	(28.0)	278	(22.0)	294	(24.3)	303	(20.5)
		Not in labour force	U	(4.6)	178 <sup>M</sup>	(39.8)	233	(31.3)	259	(19.5)	290	(40.9)	324	(22.8)

Table 4.1b (cont'd)

**Numeracy — Percentage distributions, average scores and scores at the 5th, 25th, 75th, and 95th percentiles of population aged 16 to 65, by Indigenous identification and employment status, Canada and oversampled populations, 2012**

	Indigenous identification	Employment status	%	SE	5 <sup>th</sup> percentile		25 <sup>th</sup> percentile		Average score	SE	75 <sup>th</sup> percentile		95 <sup>th</sup> percentile	
					Scores	SE	Scores	SE			Scores	SE	Scores	SE
<b>Northwest Territories</b>	Indigenous, total	Employed	57	(2.8)	116 <sup>M</sup>	(29.7)	182	(16.8)	220	(10.5)	261	(14.1)	309	(12.3)
		Unemployed	9 <sup>M</sup>	(1.7)	126 <sup>M</sup>	(29.4)	170	(26.3)	204	(13.7)	231	(33.6)	296	(26.3)
		Not in labour force	34	(2.7)	110 <sup>M</sup>	(22.4)	159	(14.2)	197	(11.1)	232	(13.7)	285	(20.8)
	First Nations	Employed	56	(3.5)	U	(35.2)	168	(24.3)	206	(12.6)	244	(13.7)	300	(16.3)
		Unemployed	11 <sup>M</sup>	(2.0)	U	(43.1)	171	(23.4)	206	(15.8)	241	(35.2)	292	(19.8)
		Not in labour force	33	(3.9)	U	(36.1)	153	(16.7)	190	(13.1)	225	(21.9)	289	(36.3)
	Métis	Employed	72	(5.7)	169	(23.5)	220	(35.5)	253	(11.0)	294	(15.1)	323	(22.2)
		Unemployed	x	x	x	x	x	x	x	x	x	x	x	x
		Not in labour force	x	x	U	(55.9)	201	(21.8)	214	(15.0)	236	(22.6)	261	(25.3)
	Inuit	Employed	45 <sup>M</sup>	(7.9)	136 <sup>M</sup>	(29.1)	179	(26.9)	217	(13.7)	252	(18.4)	298 <sup>M</sup>	(50.1)
		Unemployed	U	(4.3)	129 <sup>M</sup>	(42.0)	U	(53.8)	176	(23.9)	U	(65.3)	U	(77.9)
		Not in labour force	47	(6.5)	109 <sup>M</sup>	(35.6)	160 <sup>M</sup>	(37.6)	200	(16.3)	238	(26.0)	293	(31.9)
	Registered Indian, total	Employed	56	(3.3)	U	(37.4)	170	(19.3)	210	(12.1)	250	(13.8)	305	(14.9)
		Unemployed	9 <sup>M</sup>	(1.8)	U	(41.2)	171	(19.4)	206	(15.8)	241	(36.7)	292	(22.2)
		Not in labour force	34	(3.5)	108 <sup>M</sup>	(21.8)	151	(11.7)	185	(12.0)	219	(18.0)	275 <sup>M</sup>	(46.9)
Non-Indigenous	Employed	89	(1.1)	179	(12.6)	236	(6.9)	273	(4.5)	311	(5.4)	357	(9.1)	
	Unemployed	2 <sup>M</sup>	(0.8)	166 <sup>M</sup>	(31.0)	U	(115.1)	255	(26.2)	295 <sup>M</sup>	(55.2)	338	(45.7)	
	Not in labour force	9	(1.0)	154	(24.0)	220	(33.7)	254	(8.7)	297	(9.9)	334	(21.1)	
<b>Nunavut</b>	Indigenous, total	Employed	55	(2.2)	111	(15.9)	160	(7.1)	196	(4.6)	233	(6.7)	279	(8.6)
		Unemployed	16	(2.1)	89 <sup>M</sup>	(24.1)	130	(15.0)	174	(10.1)	209	(15.4)	279	(29.3)
		Not in labour force	29	(1.7)	97	(14.7)	142	(8.4)	175	(6.8)	207	(12.8)	267	(20.4)
	Inuit	Employed	54	(2.2)	110	(15.5)	159	(7.2)	195	(4.7)	232	(5.9)	275	(8.5)
		Unemployed	16	(2.2)	89 <sup>M</sup>	(24.1)	130	(15.0)	174	(10.1)	209	(15.4)	279	(29.3)
		Not in labour force	29	(1.7)	97	(14.8)	142	(8.7)	175	(6.8)	206	(13.1)	266	(23.8)
	Non-Indigenous	Employed	95	(2.2)	195	(25.6)	255	(8.9)	282	(3.3)	314	(5.4)	355	(14.1)
Unemployed		x	x	x	x	x	x	x	x	x	x	x	x	
Not in labour force		x	x	U	(72.6)	U	(194.6)	225	(28.8)	246	(33.5)	313 <sup>M</sup>	(58.6)	

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

<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 4.1c**
**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and employment status, Canada and oversampled populations, 2012**

	Indigenous identification	Employment status	PS-TRE non-respondents		Level 1 or below		Level 2 or 3		
			%	SE	%	SE	%	SE	
Canada	Indigenous, total	Employed	16	(1.3)	49	(2.3)	35	(2.3)	
		Unemployed	21 <sup>M</sup>	(4.8)	51	(5.9)	29 <sup>M</sup>	(5.7)	
		Not in labour force	33	(2.9)	47	(2.8)	19	(2.8)	
	First Nations	Employed	20	(1.8)	48	(3.3)	32	(3.1)	
		Unemployed	U	(7.3)	49	(7.9)	29 <sup>M</sup>	(7.5)	
		Not in labour force	34	(3.4)	49	(3.7)	17	(2.7)	
	Métis	Employed	11	(1.6)	50	(3.8)	40	(3.8)	
		Unemployed	U	(3.8)	57 <sup>M</sup>	(11.5)	U	(10.9)	
		Not in labour force	29	(4.5)	44	(6.0)	27 <sup>M</sup>	(7.1)	
	Inuit	Employed	43	(5.3)	43	(5.1)	13 <sup>M</sup>	(4.3)	
		Unemployed	65	(7.0)	x	x	x	x	
		Not in labour force	55	(6.7)	41 <sup>M</sup>	(7.0)	U	(3.6)	
	Registered Indian, total	Employed	20	(2.0)	50	(3.7)	30	(3.2)	
		Unemployed	U	(8.7)	50 <sup>M</sup>	(9.8)	29 <sup>M</sup>	(8.9)	
		Not in labour force	35	(4.4)	47	(4.0)	17 <sup>M</sup>	(3.8)	
	Non-Indigenous	Employed	14	(0.4)	46	(0.8)	40	(0.7)	
		Unemployed	17	(2.3)	45	(2.6)	37	(2.5)	
		Not in labour force	29	(1.0)	45	(1.4)	27	(1.3)	
	Ontario	Indigenous, total	Employed	10	(1.6)	49	(4.2)	41	(4.3)
			Unemployed	U	(4.3)	45 <sup>M</sup>	(12.4)	48 <sup>M</sup>	(12.6)
			Not in labour force	36	(4.2)	45	(5.1)	19 <sup>M</sup>	(4.4)
First Nations		Employed	12 <sup>M</sup>	(2.9)	50	(5.0)	37	(4.8)	
		Unemployed	x	x	x	x	50 <sup>M</sup>	(16.5)	
		Not in labour force	35	(5.6)	46	(6.7)	19 <sup>M</sup>	(6.1)	
Métis		Employed	6 <sup>M</sup>	(1.7)	48	(7.2)	46	(7.3)	
		Unemployed	x	x	x	x	U	(19.3)	
		Not in labour force	37 <sup>M</sup>	(6.5)	43 <sup>M</sup>	(8.5)	U	(7.1)	
Registered Indian, total		Employed	13 <sup>M</sup>	(3.1)	53	(6.1)	34	(5.5)	
		Unemployed	x	x	U	(21.8)	x	x	
		Not in labour force	35 <sup>M</sup>	(6.7)	45 <sup>M</sup>	(7.9)	U	(6.8)	
Non-Indigenous		Employed	13	(0.8)	45	(1.4)	42	(1.4)	
		Unemployed	16 <sup>M</sup>	(3.0)	43	(4.8)	41	(4.6)	
		Not in labour force	31	(2.1)	41	(2.6)	28	(2.6)	

**Table 4.1c (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and employment status, Canada and oversampled populations, 2012**

	Indigenous identification	Employment status	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Manitoba</b>	Indigenous, total	Employed	16 <sup>M</sup>	(3.3)	46	(4.4)	38	(4.2)
		Unemployed	U	(8.7)	59 <sup>M</sup>	(13.1)	U	(10.6)
		Not in labour force	35 <sup>M</sup>	(6.1)	49	(7.3)	16 <sup>M</sup>	(5.2)
	First Nations	Employed	23 <sup>M</sup>	(7.5)	47 <sup>M</sup>	(8.0)	30 <sup>M</sup>	(7.1)
		Unemployed	x	x	62 <sup>M</sup>	(19.6)	x	x
		Not in labour force	40 <sup>M</sup>	(9.7)	52 <sup>M</sup>	(10.7)	U	(5.1)
	Métis	Employed	14 <sup>M</sup>	(2.8)	45	(5.6)	41	(5.5)
		Unemployed	U	(9.8)	54 <sup>M</sup>	(16.4)	U	(12.3)
		Not in labour force	25 <sup>M</sup>	(6.3)	47 <sup>M</sup>	(9.1)	28 <sup>M</sup>	(9.2)
	Registered Indian, total	Employed	U	(7.6)	46	(7.3)	32 <sup>M</sup>	(6.8)
		Unemployed	x	x	60 <sup>M</sup>	(19.9)	x	x
		Not in labour force	46 <sup>M</sup>	(10.2)	47 <sup>M</sup>	(11.0)	U	(4.6)
	Non-Indigenous	Employed	22	(1.9)	41	(2.5)	37	(2.6)
		Unemployed	x	x	51 <sup>M</sup>	(15.6)	x	x
		Not in labour force	30	(4.2)	38	(5.6)	32	(4.9)
<b>Saskatchewan</b>	Indigenous, total	Employed	15 <sup>M</sup>	(3.1)	58	(4.8)	27	(4.4)
		Unemployed	U	(15.8)	62 <sup>M</sup>	(14.5)	U	(9.6)
		Not in labour force	32 <sup>M</sup>	(5.8)	58	(6.3)	U	(4.2)
	First Nations	Employed	19 <sup>M</sup>	(4.8)	59	(7.6)	22 <sup>M</sup>	(6.5)
		Unemployed	x	x	x	x	U	(11.4)
		Not in labour force	37 <sup>M</sup>	(7.4)	56	(8.0)	U	(4.4)
	Métis	Employed	12 <sup>M</sup>	(3.3)	57	(6.2)	32 <sup>M</sup>	(6.1)
		Unemployed	x	x	73 <sup>M</sup>	(16.9)	x	x
		Not in labour force	U	(8.2)	64 <sup>M</sup>	(12.0)	U	(10.1)
	Registered Indian, total	Employed	18 <sup>M</sup>	(5.0)	61	(7.2)	20 <sup>M</sup>	(6.3)
		Unemployed	x	x	x	x	U	(12.2)
		Not in labour force	32 <sup>M</sup>	(7.9)	61	(8.5)	U	(4.7)
	Non-Indigenous	Employed	10	(1.2)	53	(2.5)	36	(2.5)
		Unemployed	0	(0.0)	65 <sup>M</sup>	(14.7)	U	(14.7)
		Not in labour force	28	(4.1)	50	(4.8)	22 <sup>M</sup>	(4.6)

**Table 4.1c (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and employment status, Canada and oversampled populations, 2012**

	Indigenous identification	Employment status	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>British Columbia</b>	Indigenous, total	Employed	15 <sup>M</sup>	(3.2)	45	(5.3)	41	(5.2)
		Unemployed	U	(18.7)	U	(17.6)	U	(14.6)
		Not in labour force	26 <sup>M</sup>	(6.2)	49	(7.9)	25 <sup>M</sup>	(6.8)
	First Nations	Employed	16 <sup>M</sup>	(4.5)	48	(6.9)	35 <sup>M</sup>	(6.4)
		Unemployed	U	(27.5)	U	(20.6)	U	(18.1)
		Not in labour force	25 <sup>M</sup>	(7.2)	51 <sup>M</sup>	(9.2)	24 <sup>M</sup>	(7.9)
	Métis	Employed	U	(3.8)	41 <sup>M</sup>	(9.7)	49 <sup>M</sup>	(9.7)
		Unemployed	x	x	x	x	U	(33.6)
		Not in labour force	U	(10.4)	44 <sup>M</sup>	(14.2)	U	(13.1)
	Registered Indian, total	Employed	21 <sup>M</sup>	(5.6)	44	(7.2)	35 <sup>M</sup>	(6.0)
		Unemployed	U	(31.4)	U	(22.8)	U	(20.6)
		Not in labour force	U	(9.7)	47 <sup>M</sup>	(10.7)	24 <sup>M</sup>	(8.1)
	Non-Indigenous	Employed	17	(1.6)	41	(2.4)	42	(2.2)
		Unemployed	U	(8.7)	34 <sup>M</sup>	(8.3)	43 <sup>M</sup>	(9.0)
		Not in labour force	26	(3.4)	43	(3.7)	31	(3.4)
<b>Yukon</b>	Indigenous, total	Employed	U	(8.1)	66 <sup>M</sup>	(12.0)	U	(11.3)
		Unemployed	U	(13.2)	54 <sup>M</sup>	(15.5)	U	(11.6)
		Not in labour force	U	(21.7)	U	(19.4)	U	(7.9)
	First Nations	Employed	U	(10.2)	69 <sup>M</sup>	(13.8)	U	(12.6)
		Unemployed	U	(15.7)	x	x	x	x
		Not in labour force	U	(23.3)	U	(21.0)	U	(8.0)
	Métis	Employed	U	(12.8)	U	(15.2)	U	(14.7)
		Unemployed	x	x	x	x	x	x
		Not in labour force	x	x	x	x	x	x
	Registered Indian, total	Employed	U	(13.2)	64 <sup>M</sup>	(11.5)	U	(10.9)
		Unemployed	U	(17.0)	x	x	x	x
		Not in labour force	U	(24.6)	U	(22.3)	U	(7.5)
	Non-Indigenous	Employed	U	(4.9)	47 <sup>M</sup>	(9.9)	43 <sup>M</sup>	(9.3)
		Unemployed	x	x	U	(42.4)	x	x
		Not in labour force	30 <sup>M</sup>	(7.9)	U	(22.3)	U	(21.3)

**Table 4.1c (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and employment status, Canada and oversampled populations, 2012**

	Indigenous identification	Employment status	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Northwest Territories</b>	Indigenous, total	Employed	29	(3.1)	52	(6.5)	19 <sup>M</sup>	(5.9)
		Unemployed	x	x	48 <sup>M</sup>	(10.9)	x	x
		Not in labour force	49	(5.8)	41	(6.5)	U	(4.9)
	First Nations	Employed	33	(4.6)	54	(6.6)	U	(5.3)
		Unemployed	x	x	56 <sup>M</sup>	(12.9)	x	x
		Not in labour force	46 <sup>M</sup>	(8.1)	41 <sup>M</sup>	(8.7)	U	(7.2)
	Métis	Employed	U	(4.6)	50 <sup>M</sup>	(12.4)	U	(12.6)
		Unemployed	x	x	x	x	x	x
		Not in labour force	U	(17.8)	x	x	x	x
	Inuit	Employed	31 <sup>M</sup>	(6.3)	50 <sup>M</sup>	(9.4)	U	(8.5)
		Unemployed	x	x	x	x	0	(0.0)
		Not in labour force	55 <sup>M</sup>	(10.8)	x	x	x	x
	Registered Indian, total	Employed	32	(4.3)	54	(6.2)	U	(5.5)
		Unemployed	x	x	56 <sup>M</sup>	(12.7)	x	x
		Not in labour force	54	(6.2)	38 <sup>M</sup>	(7.8)	U	(5.8)
	Non-Indigenous	Employed	10 <sup>M</sup>	(1.8)	47	(4.4)	43	(4.2)
		Unemployed	x	x	x	x	x	x
		Not in labour force	U	(6.8)	57	(8.6)	30 <sup>M</sup>	(8.2)
<b>Nunavut</b>	Indigenous, total	Employed	46	(3.8)	47	(3.7)	7 <sup>M</sup>	(2.2)
		Unemployed	67	(6.7)	x	x	x	x
		Not in labour force	63	(4.3)	x	x	x	x
	Inuit	Employed	47	(3.9)	47	(3.7)	6 <sup>M</sup>	(2.1)
		Unemployed	67	(6.7)	x	x	x	x
		Not in labour force	63	(4.3)	x	x	x	x
	Non-Indigenous	Employed	22	(3.2)	34 <sup>M</sup>	(7.2)	45	(7.1)
		Unemployed	0	(0.0)	0	(0.0)	0	(0.0)
		Not in labour force	x	x	x	x	0	(0.0)

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

<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 4.1d

**Literacy and Numeracy — Proportions and average scores of population aged 16 to 65, by Indigenous identification, employment status, and educational attainment, Canada, 2012**

Indigenous identification	Employment status	Less than high-school diploma						High-school diploma					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Mean	SE	Mean	SE			Mean	SE	Mean	SE
<b>Indigenous, total</b>	Employed	48	(2.4)	230	(5.1)	215	(5.2)	66	(3.4)	266	(3.4)	253	(4.2)
	Unemployed	11	(1.5)	223	(7.3)	200	(8.0)	9 <sup>M</sup>	(1.7)	262	(13.5)	238	(13.8)
	Not in labour force	41	(2.1)	220	(3.7)	200	(4.7)	26	(2.6)	261	(6.0)	241	(8.5)
<b>First Nations</b>	Employed	40	(4.1)	221	(8.1)	203	(8.4)	57	(4.6)	264	(4.6)	249	(6.1)
	Unemployed	11 <sup>M</sup>	(2.3)	223	(11.6)	199	(11.7)	12 <sup>M</sup>	(3.1)	259	(17.4)	235	(17.7)
	Not in labour force	48	(4.0)	217	(5.1)	196	(6.2)	30	(3.8)	257	(6.7)	234	(10.2)
<b>Métis</b>	Employed	60	(3.9)	246	(5.2)	233	(6.2)	78	(4.2)	270	(4.6)	257	(5.8)
	Unemployed	9 <sup>M</sup>	(1.9)	235	(8.1)	220	(10.7)	4 <sup>M</sup>	(1.1)	277	(10.2)	256	(11.9)
	Not in labour force	31	(3.3)	234	(5.2)	217	(7.8)	19 <sup>M</sup>	(4.1)	274	(12.0)	257	(13.5)
<b>Inuit</b>	Employed	46	(4.2)	195	(7.1)	178	(7.5)	58	(8.9)	233	(17.1)	220	(15.0)
	Unemployed	14 <sup>M</sup>	(2.3)	189	(7.7)	157	(9.6)	U	(5.3)	234	(20.7)	214	(31.9)
	Not in labour force	40	(3.8)	197	(8.1)	176	(8.3)	31 <sup>M</sup>	(8.0)	251	(16.1)	232	(15.0)
<b>Registered Indian, total</b>	Employed	43	(4.6)	220	(8.1)	202	(8.9)	52	(5.5)	262	(5.8)	249	(7.6)
	Unemployed	11 <sup>M</sup>	(2.4)	214	(12.5)	187	(14.0)	13 <sup>M</sup>	(3.3)	259	(19.9)	235	(19.9)
	Not in labour force	47	(4.6)	213	(5.8)	192	(7.1)	35	(4.0)	261	(8.5)	239	(11.0)
<b>Non-Indigenous</b>	Employed	54	(1.5)	237	(2.2)	229	(2.6)	72	(0.9)	268	(1.5)	259	(1.7)
	Unemployed	8	(0.8)	239	(5.2)	219	(5.2)	5	(0.4)	265	(4.7)	253	(5.1)
	Not in labour force	39	(1.4)	230	(2.8)	216	(3.1)	23	(0.9)	264	(2.8)	251	(3.1)

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

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

Table 4.1d (cont'd)

**Literacy and Numeracy — Proportions and average scores of population aged 16 to 65, by Indigenous identification, employment status and educational attainment, Canada, 2012**

Indigenous identification	Employment status	Postsecondary education – below bachelor's degree						Postsecondary education – bachelor's degree or higher					
		%	SE	Literacy		Numeracy		%	SE	Literacy		Numeracy	
				Mean	SE	Mean	SE			Mean	SE	Mean	SE
<b>Indigenous, total</b>	Employed	72	(2.4)	278	(2.1)	267	(3.4)	85	(3.4)	307	(4.6)	291	(4.9)
	Unemployed	8 <sup>M</sup>	(1.7)	268	(10.6)	245	(10.6)	U	(2.2)	323	(16.4)	309	(16.8)
	Not in labour force	20	(2.0)	258	(6.3)	243	(6.8)	10 <sup>M</sup>	(2.7)	276	(10.3)	265	(11.3)
<b>First Nations</b>	Employed	64	(3.1)	273	(3.7)	259	(5.1)	81	(5.0)	299	(5.5)	283	(7.5)
	Unemployed	10 <sup>M</sup>	(2.7)	269	(16.9)	245	(17.0)	U	(4.5)	321	(20.7)	306	(20.7)
	Not in labour force	26	(2.9)	260	(7.5)	244	(8.8)	9 <sup>M</sup>	(2.5)	265	(13.6)	256	(19.9)
<b>Métis</b>	Employed	80	(3.4)	284	(3.3)	274	(4.5)	87	(5.1)	314	(7.7)	300	(7.1)
	Unemployed	U	(2.2)	270	(10.3)	250	(12.0)	U	(1.3)	333	(20.2)	323	(27.6)
	Not in labour force	15 <sup>M</sup>	(2.4)	254	(12.2)	241	(11.9)	U	(5.1)	284	(16.4)	271	(13.6)
<b>Inuit</b>	Employed	75	(5.0)	251	(11.4)	238	(15.1)	100	(0.0)	283	(12.9)	260	(13.4)
	Unemployed	U	(2.9)	252	(13.0)	218	(14.4)	...	...	...	...	...	...
	Not in labour force	17 <sup>M</sup>	(4.0)	249	(16.5)	229	(14.3)	...	...	...	...	...	...
<b>Registered Indian, total</b>	Employed	67	(3.6)	271	(3.7)	257	(5.2)	83	(5.7)	297	(6.1)	277	(6.7)
	Unemployed	11 <sup>M</sup>	(3.2)	267	(18.5)	244	(18.6)	U	(5.3)	322	(22.4)	307	(22.3)
	Not in labour force	23	(3.0)	259	(9.6)	241	(9.4)	U	(2.4)	250	(19.1)	236	(27.7)
<b>Non-Indigenous</b>	Employed	82	(0.8)	278	(1.0)	272	(1.2)	85	(0.7)	303	(1.1)	298	(1.1)
	Unemployed	3	(0.3)	279	(5.0)	262	(5.4)	3	(0.4)	285	(6.6)	275	(8.4)
	Not in labour force	14	(0.7)	263	(2.6)	251	(2.6)	12	(0.7)	284	(2.9)	280	(3.3)

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

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

... Data not available

Table 4.2a

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
Canada	Indigenous, total	Management occupations	7	(0.7)	285	(5.6)	275	(5.7)
		Business, finance and administration occupations	15	(1.3)	282	(4.8)	264	(4.3)
		Natural and applied sciences and related occupations	6	(0.7)	293	(6.7)	289	(7.6)
		Health occupations	6	(0.8)	279	(6.6)	261	(7.8)
		Occupations in education, law and social, community and government services	14	(1.1)	277	(4.3)	261	(5.0)
		Occupations in art, culture, recreation and sport	2 <sup>M</sup>	(0.5)	283	(8.7)	262	(9.3)
		Sales and service occupations	24	(1.7)	259	(5.3)	242	(5.9)
		Trades, transport and equipment operators and related occupations	19	(1.6)	250	(5.3)	242	(5.4)
		Natural resources, agriculture and related production occupations	3 <sup>M</sup>	(0.9)	260	(20.9)	254	(24.6)
		Occupations in manufacturing and utilities	5	(0.8)	256	(9.7)	248	(11.7)
	First Nations	Management occupations	8	(1.1)	278	(9.3)	268	(8.4)
		Business, finance and administration occupations	13	(1.8)	274	(5.4)	257	(7.1)
		Natural and applied sciences and related occupations	5 <sup>M</sup>	(0.9)	286	(9.0)	277	(10.4)
		Health occupations	5 <sup>M</sup>	(1.1)	277	(6.9)	254	(9.8)
		Occupations in education, law and social, community and government services	17	(1.8)	276	(7.1)	258	(8.0)
		Occupations in art, culture, recreation and sport	2 <sup>M</sup>	(0.6)	294	(17.6)	276	(18.1)
		Sales and service occupations	25	(2.4)	248	(7.6)	227	(8.7)
		Trades, transport and equipment operators and related occupations	19	(2.4)	248	(7.2)	238	(7.3)
		Natural resources, agriculture and related production occupations	3 <sup>M</sup>	(0.8)	232	(9.3)	220	(12.4)
		Occupations in manufacturing and utilities	4 <sup>M</sup>	(1.2)	265	(17.2)	257	(22.1)
	Métis	Management occupations	6	(0.9)	291	(7.6)	283	(7.5)
		Business, finance and administration occupations	16	(2.0)	290	(7.3)	272	(5.8)
		Natural and applied sciences and related occupations	6 <sup>M</sup>	(1.1)	304	(8.7)	302	(9.9)
		Health occupations	7 <sup>M</sup>	(1.2)	281	(10.9)	266	(11.6)
		Occupations in education, law and social, community and government services	11	(1.4)	285	(3.8)	271	(5.3)
		Occupations in art, culture, recreation and sport	U	(0.9)	286	(7.6)	262	(10.5)
		Sales and service occupations	23	(2.5)	276	(5.7)	261	(6.2)
		Trades, transport and equipment operators and related occupations	19	(2.3)	255	(7.5)	248	(8.4)
		Natural resources, agriculture and related production occupations	U	(1.7)	282	(30.4)	281	(34.5)
		Occupations in manufacturing and utilities	5 <sup>M</sup>	(1.1)	250	(11.5)	243	(13.2)
	Inuit	Management occupations	4 <sup>M</sup>	(1.0)	257	(13.7)	241	(13.1)
		Business, finance and administration occupations	16	(2.5)	243	(9.6)	224	(11.0)
		Natural and applied sciences and related occupations	U	(5.7)	256	(40.6)	254 <sup>M</sup>	(43.9)
		Health occupations	U	(2.3)	258	(28.6)	236	(30.3)
		Occupations in education, law and social, community and government services	15 <sup>M</sup>	(3.0)	207	(16.5)	186	(16.3)
		Occupations in art, culture, recreation and sport	4 <sup>M</sup>	(1.2)	189	(11.6)	167	(15.2)
Sales and service occupations		26 <sup>M</sup>	(4.8)	209	(6.7)	195	(8.1)	
Trades, transport and equipment operators and related occupations		17 <sup>M</sup>	(3.4)	207	(10.6)	190	(10.1)	
Natural resources, agriculture and related production occupations		U	(1.0)	214	(21.1)	202	(22.7)	
Occupations in manufacturing and utilities		...	...	...	...	...	...	

Table 4.2a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Canada (cont'd)</b>	Registered Indian, total	Management occupations	7 <sup>M</sup>	(1.2)	280	(10.7)	270	(10.6)
		Business, finance and administration occupations	13 <sup>M</sup>	(2.2)	267	(5.9)	252	(7.8)
		Natural and applied sciences and related occupations	4 <sup>M</sup>	(1.1)	279	(13.6)	269	(14.7)
		Health occupations	5 <sup>M</sup>	(1.2)	288	(9.2)	267	(10.3)
		Occupations in education, law and social, community and government services	17	(2.1)	276	(7.7)	259	(8.6)
		Occupations in art, culture, recreation and sport	2 <sup>M</sup>	(0.6)	289	(19.3)	266	(21.1)
		Sales and service occupations	26	(2.7)	247	(8.0)	226	(9.6)
		Trades, transport and equipment operators and related occupations	20	(2.6)	246	(8.1)	238	(8.5)
		Natural resources, agriculture and related production occupations	3 <sup>M</sup>	(0.8)	231	(10.1)	217	(13.3)
		Occupations in manufacturing and utilities	3 <sup>M</sup>	(0.9)	253	(16.9)	238	(15.7)
	Non-Indigenous	Management occupations	13	(0.4)	292	(1.6)	288	(1.9)
		Business, finance and administration occupations	15	(0.4)	286	(1.5)	277	(1.6)
		Natural and applied sciences and related occupations	8	(0.3)	299	(2.0)	303	(1.8)
		Health occupations	6	(0.3)	283	(2.6)	272	(3.1)
		Occupations in education, law and social, community and government services	12	(0.4)	293	(1.9)	282	(2.0)
		Occupations in art, culture, recreation and sport	3	(0.2)	299	(3.0)	287	(3.3)
		Sales and service occupations	22	(0.5)	266	(1.2)	257	(1.5)
		Trades, transport and equipment operators and related occupations	13	(0.4)	257	(2.1)	257	(2.3)
		Natural resources, agriculture and related production occupations	2	(0.2)	266	(5.0)	260	(5.5)
		Occupations in manufacturing and utilities	5	(0.3)	254	(3.5)	250	(3.7)
<b>Ontario</b>	Indigenous, total	Management occupations	9 <sup>M</sup>	(1.5)	285	(6.5)	271	(7.1)
		Business, finance and administration occupations	18 <sup>M</sup>	(3.6)	295	(12.4)	272	(7.4)
		Natural and applied sciences and related occupations	10 <sup>M</sup>	(1.9)	283	(9.7)	280	(11.3)
		Health occupations	4 <sup>M</sup>	(0.9)	290	(5.3)	274	(9.1)
		Occupations in education, law and social, community and government services	15	(2.3)	283	(7.6)	266	(8.7)
		Occupations in art, culture, recreation and sport	U	(0.9)	309	(20.1)	292	(18.7)
		Sales and service occupations	23	(2.9)	272	(4.0)	253	(4.7)
		Trades, transport and equipment operators and related occupations	13 <sup>M</sup>	(2.5)	242	(12.6)	233	(12.7)
		Natural resources, agriculture and related production occupations	U	(0.7)	258	(12.6)	249	(16.5)
		Occupations in manufacturing and utilities	4 <sup>M</sup>	(0.9)	268	(9.9)	262	(13.2)
	First Nations	Management occupations	11 <sup>M</sup>	(2.4)	286	(8.7)	271	(9.6)
		Business, finance and administration occupations	12 <sup>M</sup>	(2.5)	280	(8.5)	264	(9.9)
		Natural and applied sciences and related occupations	11 <sup>M</sup>	(3.0)	279	(11.9)	268	(13.0)
		Health occupations	4 <sup>M</sup>	(1.2)	288	(9.1)	267	(16.2)
		Occupations in education, law and social, community and government services	15 <sup>M</sup>	(3.1)	278	(12.1)	254	(11.9)
		Occupations in art, culture, recreation and sport	U	(1.6)	316	(26.9)	299	(25.6)
		Sales and service occupations	24	(3.7)	264	(5.5)	244	(6.0)

**Table 4.2a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	%	SE	Literacy		Numeracy		
					Mean	SE	Mean	SE	
<b>Ontario (cont'd)</b>	First Nations (cont'd)	Trades, transport and equipment operators and related occupations	16 <sup>M</sup>	(4.4)	233	(19.3)	220	(19.6)	
		Natural resources, agriculture and related production occupations	U	(0.7)	254	(22.0)	241	(24.9)	
		Occupations in manufacturing and utilities	4 <sup>M</sup>	(1.2)	271	(15.1)	264	(13.9)	
	Métis	Management occupations	7 <sup>M</sup>	(2.1)	283	(10.8)	271	(10.9)	
		Business, finance and administration occupations	25 <sup>M</sup>	(6.8)	304	(18.4)	277	(10.2)	
		Natural and applied sciences and related occupations	8 <sup>M</sup>	(2.1)	302	(9.1)	310	(10.9)	
		Health occupations	U	(1.4)	293	(8.3)	281	(10.9)	
		Occupations in education, law and social, community and government services	15 <sup>M</sup>	(3.0)	295	(7.1)	284	(10.4)	
		Occupations in art, culture, recreation and sport	U	(0.8)	294	(22.4)	277	(20.7)	
		Sales and service occupations	22 <sup>M</sup>	(4.4)	281	(5.8)	264	(5.9)	
		Trades, transport and equipment operators and related occupations	11 <sup>M</sup>	(3.2)	257	(11.7)	252	(9.2)	
		Natural resources, agriculture and related production occupations	U	(1.3)	264	(16.8)	260	(21.6)	
		Occupations in manufacturing and utilities	U	(1.3)	268	(18.5)	268	(25.4)	
		Registered Indian, total	Management occupations	12 <sup>M</sup>	(3.4)	283	(11.9)	270	(11.5)
			Business, finance and administration occupations	13 <sup>M</sup>	(3.5)	277	(9.2)	258	(10.9)
	Natural and applied sciences and related occupations		U	(3.7)	274	(17.7)	266	(19.7)	
	Health occupations		U	(1.6)	289	(11.2)	268	(16.2)	
	Occupations in education, law and social, community and government services		16 <sup>M</sup>	(4.3)	272	(14.5)	251	(13.4)	
	Occupations in art, culture, recreation and sport		U	(2.0)	322 <sup>M</sup>	(57.8)	304 <sup>M</sup>	(54.5)	
	Sales and service occupations		17 <sup>M</sup>	(3.6)	265	(7.3)	246	(6.0)	
	Trades, transport and equipment operators and related occupations		20 <sup>M</sup>	(5.8)	225	(20.1)	213	(21.1)	
	Natural resources, agriculture and related production occupations		U	(1.0)	235	(20.6)	215	(25.7)	
	Occupations in manufacturing and utilities		U	(1.1)	279	(10.5)	270	(14.4)	
	Non-Indigenous	Management occupations	14	(0.7)	295	(2.9)	291	(3.4)	
		Business, finance and administration occupations	16	(0.9)	286	(2.4)	276	(2.8)	
		Natural and applied sciences and related occupations	9	(0.7)	299	(3.7)	304	(3.2)	
		Health occupations	6	(0.6)	281	(5.5)	270	(6.5)	
		Occupations in education, law and social, community and government services	13	(0.7)	293	(3.5)	282	(3.8)	
		Occupations in art, culture, recreation and sport	4	(0.5)	299	(5.2)	287	(5.9)	
		Sales and service occupations	21	(0.8)	270	(2.0)	259	(2.4)	
Trades, transport and equipment operators and related occupations		12	(0.7)	261	(3.9)	260	(4.4)		
Natural resources, agriculture and related production occupations		1 <sup>M</sup>	(0.2)	262	(11.4)	252	(12.1)		
Occupations in manufacturing and utilities		6	(0.5)	250	(6.3)	246	(6.6)		
<b>Manitoba</b>	Indigenous, total	Management occupations	8 <sup>M</sup>	(1.4)	290	(8.8)	283	(10.1)	
		Business, finance and administration occupations	12	(1.7)	280	(7.7)	269	(7.4)	
		Natural and applied sciences and related occupations	2 <sup>M</sup>	(0.6)	301	(10.4)	306	(12.3)	
		Health occupations	6 <sup>M</sup>	(1.6)	289	(12.4)	268	(16.4)	
		Occupations in education, law and social, community and government services	19 <sup>M</sup>	(3.4)	267	(13.2)	253	(13.8)	

**Table 4.2a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Manitoba (cont'd)</b>	Indigenous, total (cont'd)	Occupations in art, culture, recreation and sport	U	(0.9)	286	(10.3)	268	(14.0)
		Sales and service occupations	23	(2.5)	269	(5.8)	258	(7.8)
		Trades, transport and equipment operators and related occupations	21	(2.8)	258	(8.1)	251	(8.9)
		Natural resources, agriculture and related production occupations	U	(1.2)	263	(17.4)	256	(19.7)
		Occupations in manufacturing and utilities	3 <sup>M</sup>	(0.8)	259	(18.5)	254	(20.3)
	First Nations	Management occupations	U	(2.4)	274	(25.3)	257	(27.2)
		Business, finance and administration occupations	9 <sup>M</sup>	(3.0)	283	(18.7)	269	(21.3)
		Natural and applied sciences and related occupations	x	x	x	x	x	x
		Health occupations	U	(2.3)	246	(31.4)	203	(30.4)
		Occupations in education, law and social, community and government services	33 <sup>M</sup>	(8.5)	253	(21.9)	239	(23.3)
		Occupations in art, culture, recreation and sport	U	(1.5)	288	(14.5)	271	(24.6)
		Sales and service occupations	15 <sup>M</sup>	(4.0)	257	(11.8)	241	(14.8)
		Trades, transport and equipment operators and related occupations	24 <sup>M</sup>	(5.6)	254	(12.3)	245	(12.1)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
	Occupations in manufacturing and utilities	x	x	x	x	x	x	
	Métis	Management occupations	9 <sup>M</sup>	(1.9)	295	(9.3)	292	(8.6)
		Business, finance and administration occupations	13 <sup>M</sup>	(2.2)	279	(7.9)	270	(7.1)
		Natural and applied sciences and related occupations	3 <sup>M</sup>	(0.7)	302	(11.9)	308	(13.3)
		Health occupations	7 <sup>M</sup>	(2.1)	301	(10.1)	287	(13.1)
		Occupations in education, law and social, community and government services	13 <sup>M</sup>	(2.2)	283	(7.5)	269	(7.7)
		Occupations in art, culture, recreation and sport	U	(1.2)	284	(21.6)	266	(17.2)
		Sales and service occupations	27	(3.1)	275	(6.0)	265	(8.0)
		Trades, transport and equipment operators and related occupations	20	(3.1)	260	(10.4)	254	(12.7)
		Natural resources, agriculture and related production occupations	U	(1.4)	274	(16.6)	274	(15.1)
		Occupations in manufacturing and utilities	4 <sup>M</sup>	(1.1)	257	(21.0)	248	(22.2)
	Registered Indian, total	Management occupations	U	(2.1)	274	(26.6)	259	(29.1)
		Business, finance and administration occupations	8 <sup>M</sup>	(2.7)	276	(17.9)	263	(22.0)
		Natural and applied sciences and related occupations	x	x	x	x	x	x
		Health occupations	U	(2.1)	250	(29.8)	209	(30.2)
		Occupations in education, law and social, community and government services	31 <sup>M</sup>	(7.9)	254	(21.3)	239	(22.0)
		Occupations in art, culture, recreation and sport	U	(2.4)	291	(10.6)	270	(17.2)
		Sales and service occupations	16 <sup>M</sup>	(4.0)	253	(13.7)	241	(14.1)
		Trades, transport and equipment operators and related occupations	23 <sup>M</sup>	(5.8)	253	(13.4)	244	(11.9)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	x	x	x	x	x	x
	Non-Indigenous	Management occupations	12	(1.3)	292	(5.0)	287	(5.9)
		Business, finance and administration occupations	15	(1.2)	288	(4.6)	280	(5.1)
		Natural and applied sciences and related occupations	6 <sup>M</sup>	(1.2)	304	(6.6)	309	(6.7)

Table 4.2a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Manitoba (cont'd)</b>	Non-Indigenous (cont'd)	Health occupations	9	(1.1)	284	(6.7)	271	(7.7)
		Occupations in education, law and social, community and government services	12	(1.3)	295	(4.9)	281	(6.1)
		Occupations in art, culture, recreation and sport	2 <sup>M</sup>	(0.6)	296	(9.1)	286	(11.6)
		Sales and service occupations	21	(1.5)	263	(5.4)	251	(6.1)
		Trades, transport and equipment operators and related occupations	14	(1.3)	255	(5.1)	252	(6.5)
		Natural resources, agriculture and related production occupations	2 <sup>M</sup>	(0.7)	225	(31.4)	217	(32.9)
		Occupations in manufacturing and utilities	5 <sup>M</sup>	(0.9)	266	(11.6)	253	(14.2)
<b>Saskatchewan</b>	Indigenous, total	Management occupations	8 <sup>M</sup>	(2.3)	281	(9.2)	276	(11.7)
		Business, finance and administration occupations	18 <sup>M</sup>	(3.1)	256	(11.0)	239	(13.5)
		Natural and applied sciences and related occupations	U	(0.9)	310	(11.3)	303	(13.8)
		Health occupations	4 <sup>M</sup>	(0.9)	289	(10.4)	273	(10.1)
		Occupations in education, law and social, community and government services	17	(2.4)	265	(8.0)	249	(7.6)
		Occupations in art, culture, recreation and sport	U	(0.8)	262	(29.3)	238	(22.3)
		Sales and service occupations	28	(3.4)	258	(6.8)	244	(8.0)
		Trades, transport and equipment operators and related occupations	18	(2.9)	245	(9.1)	234	(9.6)
		Natural resources, agriculture and related production occupations	U	(0.6)	244	(21.7)	251	(29.1)
		Occupations in manufacturing and utilities	U	(2.2)	227	(22.8)	205 <sup>M</sup>	(41.1)
	First Nations	Management occupations	U	(1.1)	276	(13.6)	271	(18.8)
		Business, finance and administration occupations	20 <sup>M</sup>	(6.1)	244	(15.2)	224	(18.0)
		Natural and applied sciences and related occupations	U	(0.6)	300	(13.2)	301	(22.0)
		Health occupations	U	(1.2)	294	(23.0)	276	(17.8)
		Occupations in education, law and social, community and government services	19 <sup>M</sup>	(3.7)	253	(11.4)	242	(11.8)
		Occupations in art, culture, recreation and sport	U	(1.5)	275	(29.8)	249	(19.0)
		Sales and service occupations	30	(4.9)	255	(10.1)	238	(12.0)
		Trades, transport and equipment operators and related occupations	18 <sup>M</sup>	(4.8)	240	(16.0)	227	(16.3)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	x	x	x	x	x	x
	Métis	Management occupations	x	x	282	(12.5)	277	(15.9)
		Business, finance and administration occupations	14 <sup>M</sup>	(2.6)	273	(9.5)	260	(12.1)
		Natural and applied sciences and related occupations	U	(1.6)	315	(15.1)	304	(17.4)
		Health occupations	5 <sup>M</sup>	(1.4)	286	(10.8)	272	(12.2)
		Occupations in education, law and social, community and government services	14 <sup>M</sup>	(2.8)	281	(8.0)	259	(7.5)
		Occupations in art, culture, recreation and sport	x	x	x	x	x	x
		Sales and service occupations	26 <sup>M</sup>	(4.9)	261	(8.4)	252	(9.5)
Trades, transport and equipment operators and related occupations		18 <sup>M</sup>	(3.3)	250	(9.5)	241	(10.0)	
Natural resources, agriculture and related production occupations		U	(1.1)	246	(28.2)	252	(36.3)	
Occupations in manufacturing and utilities		U	(3.0)	239	(23.6)	235	(22.9)	

Table 4.2a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Saskatchewan (cont'd)</b>	Registered Indian, total	Management occupations	U	(1.2)	275	(14.2)	270	(19.5)
		Business, finance and administration occupations	21 <sup>M</sup>	(6.4)	243	(15.1)	223	(18.1)
		Natural and applied sciences and related occupations	x	x	x	x	x	x
		Health occupations	U	(0.8)	281	(25.1)	280	(26.2)
		Occupations in education, law and social, community and government services	18 <sup>M</sup>	(3.8)	246	(12.2)	236	(12.6)
		Occupations in art, culture, recreation and sport	U	(0.7)	258	(18.1)	245	(23.1)
		Sales and service occupations	31 <sup>M</sup>	(5.1)	253	(10.3)	236	(12.3)
		Trades, transport and equipment operators and related occupations	19 <sup>M</sup>	(5.0)	241	(15.5)	230	(15.4)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	x	x	x	x	x	x
	Non-Indigenous	Management occupations	15	(1.4)	293	(4.3)	289	(5.3)
		Business, finance and administration occupations	13	(1.3)	289	(4.8)	281	(5.5)
		Natural and applied sciences and related occupations	6	(0.9)	300	(10.8)	304	(9.8)
		Health occupations	9	(1.0)	277	(7.5)	264	(8.1)
		Occupations in education, law and social, community and government services	10	(1.1)	296	(5.8)	286	(6.2)
		Occupations in art, culture, recreation and sport	3 <sup>M</sup>	(0.7)	297	(12.9)	276	(15.6)
		Sales and service occupations	19	(1.4)	261	(4.8)	250	(5.1)
		Trades, transport and equipment operators and related occupations	20	(1.6)	257	(5.6)	255	(6.3)
		Natural resources, agriculture and related production occupations	3 <sup>M</sup>	(0.6)	258	(9.1)	264	(10.9)
		Occupations in manufacturing and utilities	3 <sup>M</sup>	(0.8)	248	(13.1)	240	(15.8)
<b>British Columbia</b>	Indigenous, total	Management occupations	7 <sup>M</sup>	(1.6)	292	(10.5)	283	(11.4)
		Business, finance and administration occupations	13 <sup>M</sup>	(2.2)	283	(5.9)	267	(6.4)
		Natural and applied sciences and related occupations	2 <sup>M</sup>	(0.7)	308	(11.7)	311	(14.0)
		Health occupations	U	(2.7)	272	(11.9)	259	(13.2)
		Occupations in education, law and social, community and government services	12 <sup>M</sup>	(2.3)	275	(13.7)	257	(13.4)
		Occupations in art, culture, recreation and sport	U	(0.9)	279	(11.6)	270	(14.5)
		Sales and service occupations	28	(4.0)	272	(6.1)	254	(6.3)
		Trades, transport and equipment operators and related occupations	19 <sup>M</sup>	(4.7)	264	(12.1)	254	(15.3)
		Natural resources, agriculture and related production occupations	U	(0.8)	229	(25.8)	223	(24.6)
		Occupations in manufacturing and utilities	U	(3.3)	267	(29.4)	262	(37.5)
	First Nations	Management occupations	5 <sup>M</sup>	(1.5)	277	(16.5)	269	(19.0)
		Business, finance and administration occupations	13 <sup>M</sup>	(3.2)	287	(7.4)	269	(8.0)
		Natural and applied sciences and related occupations	U	(1.0)	308	(14.4)	303	(15.9)
		Health occupations	U	(1.5)	264	(12.1)	250	(18.0)
		Occupations in education, law and social, community and government services	15 <sup>M</sup>	(3.7)	277	(19.1)	255	(18.5)
		Occupations in art, culture, recreation and sport	x	x	x	x	x	x
		Sales and service occupations	28 <sup>M</sup>	(4.9)	261	(8.1)	244	(9.5)
		Trades, transport and equipment operators and related occupations	19 <sup>M</sup>	(5.4)	253	(12.9)	237	(12.2)

**Table 4.2a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>British Columbia (cont'd)</b>	First Nation (cont'd)	Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	U	(5.6)	282	(26.9)	276	(40.6)
	Métis	Management occupations	U	(3.0)	296	(12.9)	288	(15.6)
		Business, finance and administration occupations	14 <sup>M</sup>	(3.3)	278	(9.3)	265	(10.8)
		Natural and applied sciences and related occupations	U	(1.1)	308	(17.9)	323	(24.5)
		Health occupations	U	(5.7)	273	(18.2)	262	(16.9)
		Occupations in education, law and social, community and government services	8 <sup>M</sup>	(2.4)	270	(13.8)	260	(12.9)
		Occupations in art, culture, recreation and sport	U	(2.0)	289	(10.8)	281	(14.3)
		Sales and service occupations	27 <sup>M</sup>	(5.4)	287	(5.9)	267	(6.5)
		Trades, transport and equipment operators and related occupations	x	x	284	(10.1)	283	(13.0)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	U	(2.5)	207 <sup>M</sup>	(56.5)	206 <sup>M</sup>	(56.3)
	Registered Indian, total	Management occupations	U	(1.7)	271	(27.0)	267	(27.7)
		Business, finance and administration occupations	10 <sup>M</sup>	(2.8)	280	(9.6)	268	(9.6)
		Natural and applied sciences and related occupations	U	(1.2)	304	(18.3)	294	(21.2)
		Health occupations	U	(1.6)	277	(12.2)	269	(14.3)
		Occupations in education, law and social, community and government services	17 <sup>M</sup>	(4.8)	294	(11.1)	272	(10.0)
		Occupations in art, culture, recreation and sport	U	(1.1)	255	(25.3)	238	(23.0)
		Sales and service occupations	36 <sup>M</sup>	(6.2)	264	(7.6)	247	(10.0)
		Trades, transport and equipment operators and related occupations	16 <sup>M</sup>	(4.9)	246	(21.0)	232	(18.6)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	x	x	x	x	x	x
	Non-Indigenous	Management occupations	13	(1.4)	291	(5.9)	284	(6.8)
		Business, finance and administration occupations	15	(1.5)	287	(5.1)	277	(5.6)
		Natural and applied sciences and related occupations	7	(1.0)	295	(6.4)	296	(7.6)
		Health occupations	5 <sup>M</sup>	(0.9)	288	(9.3)	278	(10.1)
		Occupations in education, law and social, community and government services	13	(1.3)	298	(5.5)	287	(6.1)
		Occupations in art, culture, recreation and sport	3 <sup>M</sup>	(0.8)	303	(11.1)	288	(9.8)
Sales and service occupations		25	(1.8)	267	(4.0)	256	(4.6)	
Trades, transport and equipment operators and related occupations		14	(1.1)	245	(6.6)	245	(6.8)	
Natural resources, agriculture and related production occupations		1 <sup>M</sup>	(0.4)	281	(22.6)	280	(20.0)	
Occupations in manufacturing and utilities		3 <sup>M</sup>	(0.6)	266	(10.1)	266	(9.7)	
<b>Yukon</b>	Indigenous, total	Management occupations	U	(2.7)	283	(17.5)	265	(13.2)
		Business, finance and administration occupations	U	(16.7)	281	(31.9)	266	(26.5)
		Natural and applied sciences and related occupations	U	(2.2)	303	(13.7)	306	(18.7)
		Health occupations	x	x	x	x	x	x
		Occupations in education, law and social, community and government services	21 <sup>M</sup>	(6.2)	259	(17.9)	246	(14.5)
		Occupations in art, culture, recreation and sport	x	x	x	x	x	x

**Table 4.2a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Yukon (cont'd)</b>	Indigenous, total (cont'd)	Sales and service occupations	U	(6.9)	251	(22.8)	230	(30.7)
		Trades, transport and equipment operators and related occupations	U	(7.1)	225	(22.9)	220	(23.7)
		Natural resources, agriculture and related production occupations	U	(2.5)	258	(26.8)	244	(26.0)
		Occupations in manufacturing and utilities	x	x	x	x	x	x
	First Nations	Management occupations	U	(3.2)	278	(22.0)	260	(19.4)
		Business, finance and administration occupations	U	(21.1)	281	(37.6)	266	(32.6)
		Natural and applied sciences and related occupations	U	(2.6)	307	(15.7)	312	(19.7)
		Health occupations	x	x	x	x	x	x
		Occupations in education, law and social, community and government services	U	(7.0)	256	(21.0)	246	(18.1)
		Occupations in art, culture, recreation and sport	x	x	x	x	x	x
		Sales and service occupations	U	(8.2)	249	(27.7)	226	(36.2)
		Trades, transport and equipment operators and related occupations	U	(8.9)	217	(25.4)	211	(23.7)
	Métis	Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	x	x	x	x	x	x
		Management occupations	U	(4.9)	299	(31.6)	281	(25.8)
		Business, finance and administration occupations	U	(7.0)	278	(22.6)	267	(25.2)
	Registered Indian, total	Natural and applied sciences and related occupations	x	x	x	x	x	x
		Health occupations	x	x	x	x	x	x
		Occupations in education, law and social, community and government services	U	(9.5)	266	(26.3)	247	(25.3)
		Occupations in art, culture, recreation and sport	...	...	...	...	...	...
		Sales and service occupations	U	(6.9)	258	(18.3)	245	(18.4)
		Trades, transport and equipment operators and related occupations	U	(6.1)	280	(42.3)	282	(41.7)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	...	...	...	...	...	...
		Management occupations	U	(4.5)	276	(21.9)	257	(19.6)
		Business, finance and administration occupations	U	(6.9)	252	(16.9)	240	(12.4)
	Non-Indigenous	Natural and applied sciences and related occupations	U	(3.3)	307	(15.7)	312	(19.7)
		Health occupations	x	x	x	x	x	x
		Occupations in education, law and social, community and government services	23 <sup>M</sup>	(5.7)	252	(22.8)	239	(18.3)
		Occupations in art, culture, recreation and sport	x	x	x	x	x	x
		Sales and service occupations	U	(8.5)	233	(24.4)	213 <sup>M</sup>	(39.6)
		Trades, transport and equipment operators and related occupations	U	(10.5)	214	(27.2)	208	(25.1)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	x	x	x	x	x	x
	Non-Indigenous	Management occupations	22 <sup>M</sup>	(5.1)	316	(18.7)	307	(16.3)
		Business, finance and administration occupations	14 <sup>M</sup>	(2.8)	296	(10.9)	282	(10.5)
Natural and applied sciences and related occupations		U	(2.0)	322	(9.9)	320	(10.6)	
Health occupations		U	(3.3)	282	(40.0)	251 <sup>M</sup>	(56.4)	

Table 4.2a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Yukon (cont'd)</b>	Non-Indigenous (cont'd)	Occupations in education, law and social, community and government services	22 <sup>M</sup>	(4.7)	289	(19.3)	272	(18.7)
		Occupations in art, culture, recreation and sport	U	(1.0)	286	(23.0)	277	(20.7)
		Sales and service occupations	U	(3.2)	265	(15.1)	252	(14.5)
		Trades, transport and equipment operators and related occupations	16 <sup>M</sup>	(4.6)	258	(19.0)	244	(26.1)
		Natural resources, agriculture and related production occupations	U	(0.3)	295	(29.7)	282	(36.2)
		Occupations in manufacturing and utilities	U	(0.9)	262	(24.8)	270	(18.9)
<b>Northwest Territories</b>	Indigenous, total	Management occupations	10 <sup>M</sup>	(2.3)	255	(15.6)	246	(19.3)
		Business, finance and administration occupations	14 <sup>M</sup>	(2.7)	253	(14.2)	235	(16.1)
		Natural and applied sciences and related occupations	U	(1.6)	267	(13.5)	254	(16.3)
		Health occupations	U	(0.7)	258 <sup>M</sup>	(47.4)	228 <sup>M</sup>	(48.2)
		Occupations in education, law and social, community and government services	18	(2.8)	241	(10.3)	221	(13.7)
		Occupations in art, culture, recreation and sport	U	(0.7)	249 <sup>M</sup>	(53.7)	228 <sup>M</sup>	(48.8)
		Sales and service occupations	31	(4.7)	220	(12.3)	203	(15.0)
		Trades, transport and equipment operators and related occupations	15 <sup>M</sup>	(2.5)	214	(12.4)	206	(12.9)
		Natural resources, agriculture and related production occupations	U	(1.5)	219	(33.6)	216	(34.6)
		Occupations in manufacturing and utilities	U	(1.2)	255	(21.2)	273	(16.3)
	First Nations	Management occupations	10 <sup>M</sup>	(2.8)	248	(15.9)	239	(18.4)
		Business, finance and administration occupations	12 <sup>M</sup>	(2.2)	252	(13.5)	236	(16.4)
		Natural and applied sciences and related occupations	x	x	x	x	x	x
		Health occupations	x	x	x	x	x	x
		Occupations in education, law and social, community and government services	19 <sup>M</sup>	(3.4)	224	(10.9)	205	(13.8)
		Occupations in art, culture, recreation and sport	x	x	x	x	x	x
		Sales and service occupations	31 <sup>M</sup>	(5.4)	204	(16.8)	186	(20.0)
		Trades, transport and equipment operators and related occupations	17 <sup>M</sup>	(3.1)	206	(12.8)	199	(16.0)
		Natural resources, agriculture and related production occupations	U	(2.1)	190	(28.6)	190 <sup>M</sup>	(34.8)
		Occupations in manufacturing and utilities	x	x	x	x	x	x
	Métis	Management occupations	U	(5.7)	264	(25.4)	255	(32.5)
		Business, finance and administration occupations	U	(7.8)	273	(23.8)	257	(24.9)
		Natural and applied sciences and related occupations	x	x	x	x	x	x
		Health occupations	x	x	x	x	x	x
Occupations in education, law and social, community and government services		U	(5.0)	276	(21.3)	252	(15.0)	
Occupations in art, culture, recreation and sport		x	x	x	x	x	x	
Sales and service occupations		U	(9.4)	257	(28.9)	240	(31.9)	
Trades, transport and equipment operators and related occupations		U	(4.2)	242	(26.3)	233	(23.4)	
Natural resources, agriculture and related production occupations		x	x	x	x	x	x	
Occupations in manufacturing and utilities		x	x	x	x	x	x	
Inuit	Management occupations	x	x	x	x	x	x	
	Business, finance and administration occupations	U	(7.9)	206	(15.7)	178	(23.2)	

Table 4.2a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Northwest Territories (cont'd)</b>	Inuit (cont'd)	Natural and applied sciences and related occupations	x	x	x	x	x	x
		Health occupations	...	...	...	...	...	...
		Occupations in education, law and social, community and government services	U	(11.7)	259	(15.5)	240	(26.4)
		Occupations in art, culture, recreation and sport	x	x	x	x	x	x
		Sales and service occupations	36 <sup>M</sup>	(10.4)	227	(18.5)	217	(25.7)
		Trades, transport and equipment operators and related occupations	U	(7.7)	222 <sup>M</sup>	(38.1)	211	(33.5)
		Natural resources, agriculture and related production occupations	...	...	...	...	...	...
		Occupations in manufacturing and utilities	...	...	...	...	...	...
	Registered Indian, total	Management occupations	10 <sup>M</sup>	(2.7)	247	(15.7)	238	(18.5)
		Business, finance and administration occupations	12 <sup>M</sup>	(2.0)	250	(13.7)	233	(15.9)
		Natural and applied sciences and related occupations	x	x	x	x	x	x
		Health occupations	x	x	x	x	x	x
		Occupations in education, law and social, community and government services	18 <sup>M</sup>	(3.1)	228	(10.9)	209	(13.8)
		Occupations in art, culture, recreation and sport	x	x	x	x	x	x
		Sales and service occupations	34	(4.9)	213	(16.6)	201	(18.8)
		Trades, transport and equipment operators and related occupations	17 <sup>M</sup>	(3.0)	207	(12.6)	197	(15.0)
		Natural resources, agriculture and related production occupations	U	(1.8)	190	(28.6)	190 <sup>M</sup>	(34.8)
		Occupations in manufacturing and utilities	x	x	x	x	x	x
	Non-Indigenous	Management occupations	13	(2.1)	291	(7.1)	284	(8.8)
		Business, finance and administration occupations	17	(2.4)	286	(7.7)	274	(9.2)
		Natural and applied sciences and related occupations	9 <sup>M</sup>	(1.9)	307	(12.0)	308	(13.9)
		Health occupations	5 <sup>M</sup>	(0.9)	284	(9.2)	266	(10.1)
		Occupations in education, law and social, community and government services	21	(2.6)	297	(6.8)	290	(7.4)
		Occupations in art, culture, recreation and sport	2 <sup>M</sup>	(0.8)	323	(11.5)	315	(13.1)
		Sales and service occupations	17	(2.1)	259	(8.5)	243	(9.0)
		Trades, transport and equipment operators and related occupations	14	(1.8)	254	(8.8)	254	(10.5)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	x	x	x	x	x	x
<b>Nunavut</b>	Indigenous, total	Management occupations	5 <sup>M</sup>	(1.2)	252	(13.0)	240	(14.6)
		Business, finance and administration occupations	17	(2.2)	236	(7.5)	217	(8.2)
		Natural and applied sciences and related occupations	x	x	223	(35.7)	213	(34.0)
		Health occupations	U	(0.9)	193	(17.7)	175	(15.3)
		Occupations in education, law and social, community and government services	17	(2.1)	205	(9.2)	187	(8.5)
		Occupations in art, culture, recreation and sport	6 <sup>M</sup>	(1.8)	193	(12.4)	172	(16.4)
		Sales and service occupations	28	(3.2)	206	(6.5)	187	(6.6)
		Trades, transport and equipment operators and related occupations	20	(2.5)	206	(9.7)	195	(9.0)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	...	...	...	...	...	...

**Table 4.2a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Nunavut (cont'd)</b>	Inuit	Management occupations	5 <sup>M</sup>	(1.2)	251	(13.4)	238	(14.8)
		Business, finance and administration occupations	17	(2.3)	235	(7.6)	217	(8.3)
		Natural and applied sciences and related occupations	x	x	223	(35.7)	213	(34.0)
		Health occupations	U	(0.9)	193	(17.7)	175	(15.3)
		Occupations in education, law and social, community and government services	16	(2.2)	200	(9.3)	182	(8.6)
		Occupations in art, culture, recreation and sport	6 <sup>M</sup>	(1.9)	189	(12.5)	166	(15.7)
		Sales and service occupations	28	(3.2)	206	(6.4)	186	(6.3)
		Trades, transport and equipment operators and related occupations	21	(2.6)	206	(9.7)	194	(8.9)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	...	...	...	...	...	...
	Non-Indigenous	Management occupations	23	(3.3)	294	(6.0)	282	(7.1)
		Business, finance and administration occupations	14 <sup>M</sup>	(2.8)	299	(8.6)	283	(10.1)
		Natural and applied sciences and related occupations	8 <sup>M</sup>	(2.4)	300	(13.5)	301	(10.7)
		Health occupations	6 <sup>M</sup>	(2.0)	293	(18.5)	286	(21.1)
		Occupations in education, law and social, community and government services	33	(3.2)	297	(6.1)	287	(6.1)
		Occupations in art, culture, recreation and sport	x	x	x	x	x	x
		Sales and service occupations	x	x	288	(17.5)	271	(22.8)
		Trades, transport and equipment operators and related occupations	8 <sup>M</sup>	(2.7)	250	(22.8)	245	(25.8)
		Natural resources, agriculture and related production occupations	...	...	...	...	...	...
Occupations in manufacturing and utilities	...	...	...	...	...	...		

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

<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

... Data not available

Table 4.2b

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
Canada	Indigenous, total	Management occupations	U	(4.2)	44	(6.8)	45	(6.9)
		Business, finance and administration occupations	9 <sup>M</sup>	(2.5)	44	(5.8)	46	(5.7)
		Natural and applied sciences and related occupations	U	(3.7)	31 <sup>M</sup>	(8.0)	60	(8.1)
		Health occupations	17 <sup>M</sup>	(4.6)	49	(8.0)	34 <sup>M</sup>	(7.7)
		Occupations in education, law and social, community and government services	14 <sup>M</sup>	(3.0)	48	(4.4)	38	(4.6)
		Occupations in art, culture, recreation and sport	U	(4.1)	57 <sup>M</sup>	(13.0)	U	(11.9)
		Sales and service occupations	16	(2.4)	51	(4.7)	33	(4.5)
		Trades, transport and equipment operators and related occupations	21	(3.4)	56	(5.3)	22 <sup>M</sup>	(5.1)
		Natural resources, agriculture and related production occupations	U	(17.6)	36 <sup>M</sup>	(10.7)	U	(16.4)
		Occupations in manufacturing and utilities	29	(2.5)	49	(2.5)	21	(2.2)
	First Nations	Management occupations	U	(7.6)	48 <sup>M</sup>	(10.2)	39 <sup>M</sup>	(9.5)
		Business, finance and administration occupations	U	(5.2)	47 <sup>M</sup>	(8.5)	39 <sup>M</sup>	(7.8)
		Natural and applied sciences and related occupations	x	x	x	x	61 <sup>M</sup>	(12.0)
		Health occupations	U	(7.4)	44 <sup>M</sup>	(12.9)	U	(13.2)
		Occupations in education, law and social, community and government services	17 <sup>M</sup>	(4.9)	47	(6.3)	36 <sup>M</sup>	(6.7)
		Occupations in art, culture, recreation and sport	x	x	U	(17.7)	x	x
		Sales and service occupations	20 <sup>M</sup>	(3.8)	52	(6.1)	28 <sup>M</sup>	(5.7)
		Trades, transport and equipment operators and related occupations	25 <sup>M</sup>	(4.9)	53	(7.6)	22 <sup>M</sup>	(7.2)
		Natural resources, agriculture and related production occupations	58 <sup>M</sup>	(13.2)	U	(12.6)	U	(7.7)
		Occupations in manufacturing and utilities	31	(3.0)	49	(3.3)	20	(2.7)
	Métis	Management occupations	U	(3.6)	41 <sup>M</sup>	(10.5)	53 <sup>M</sup>	(10.6)
		Business, finance and administration occupations	U	(2.3)	40 <sup>M</sup>	(8.5)	54 <sup>M</sup>	(8.9)
		Natural and applied sciences and related occupations	U	(4.2)	U	(11.2)	62 <sup>M</sup>	(11.6)
		Health occupations	U	(6.2)	53 <sup>M</sup>	(11.6)	34 <sup>M</sup>	(11.2)
		Occupations in education, law and social, community and government services	U	(2.9)	50	(7.0)	43	(6.9)
		Occupations in art, culture, recreation and sport	0	(0.0)	69 <sup>M</sup>	(19.4)	U	(19.4)
		Sales and service occupations	11 <sup>M</sup>	(3.1)	49	(6.8)	41	(6.5)
		Trades, transport and equipment operators and related occupations	16 <sup>M</sup>	(4.3)	59	(8.4)	24 <sup>M</sup>	(8.1)
		Natural resources, agriculture and related production occupations	U	(26.5)	U	(16.8)	U	(27.3)
		Occupations in manufacturing and utilities	23	(3.4)	51	(5.0)	26 <sup>M</sup>	(5.2)
	Inuit	Management occupations	x	x	U	(17.0)	x	x
		Business, finance and administration occupations	U	(6.0)	65	(10.8)	U	(10.3)
		Natural and applied sciences and related occupations	x	x	U	(16.5)	x	x
		Health occupations	U	(36.4)	x	x	x	x
		Occupations in education, law and social, community and government services	50 <sup>M</sup>	(12.5)	x	x	x	x
		Occupations in art, culture, recreation and sport	83	(11.2)	x	x	x	x
		Sales and service occupations	40 <sup>M</sup>	(8.4)	54	(9.0)	U	(3.2)
		Trades, transport and equipment operators and related occupations	58 <sup>M</sup>	(9.9)	x	x	x	x
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	58	(5.8)	38	(6.0)	U	(2.8)

Table 4.2b (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Canada (cont'd)</b>	Registered Indian, total	Management occupations	U	(4.8)	46 <sup>M</sup>	(10.5)	46 <sup>M</sup>	(10.9)
		Business, finance and administration occupations	U	(6.3)	51 <sup>M</sup>	(9.5)	36 <sup>M</sup>	(8.2)
		Natural and applied sciences and related occupations	x	x	x	x	54 <sup>M</sup>	(16.5)
		Health occupations	U	(9.3)	U	(16.8)	U	(17.0)
		Occupations in education, law and social, community and government services	U	(5.7)	49	(7.6)	35 <sup>M</sup>	(7.9)
		Occupations in art, culture, recreation and sport	x	x	U	(20.4)	x	x
		Sales and service occupations	21 <sup>M</sup>	(4.6)	55	(7.0)	24 <sup>M</sup>	(5.4)
		Trades, transport and equipment operators and related occupations	24 <sup>M</sup>	(5.4)	54	(8.5)	U	(8.4)
		Natural resources, agriculture and related production occupations	74	(11.5)	x	x	x	x
		Occupations in manufacturing and utilities	32	(3.9)	48	(3.6)	20 <sup>M</sup>	(3.4)
	Non-Indigenous	Management occupations	11	(1.0)	42	(2.0)	47	(1.9)
		Business, finance and administration occupations	8	(0.8)	46	(1.7)	46	(1.8)
		Natural and applied sciences and related occupations	5 <sup>M</sup>	(0.8)	34	(2.6)	61	(2.5)
		Health occupations	11	(1.4)	51	(2.7)	38	(2.7)
		Occupations in education, law and social, community and government services	9	(0.9)	43	(2.1)	48	(2.1)
		Occupations in art, culture, recreation and sport	9 <sup>M</sup>	(2.5)	33	(4.6)	59	(5.0)
		Sales and service occupations	17	(1.0)	48	(1.6)	35	(1.5)
		Trades, transport and equipment operators and related occupations	25	(1.6)	54	(2.1)	21	(1.8)
		Natural resources, agriculture and related production occupations	25	(3.9)	47	(5.6)	28 <sup>M</sup>	(5.1)
		Occupations in manufacturing and utilities	26	(0.8)	46	(1.1)	28	(1.0)
<b>Ontario</b>	Indigenous, total	Management occupations	U	(2.7)	40 <sup>M</sup>	(12.7)	52 <sup>M</sup>	(12.6)
		Business, finance and administration occupations	U	(2.3)	39 <sup>M</sup>	(11.1)	57 <sup>M</sup>	(11.8)
		Natural and applied sciences and related occupations	x	x	x	x	60 <sup>M</sup>	(12.2)
		Health occupations	U	(5.4)	48 <sup>M</sup>	(13.8)	41 <sup>M</sup>	(13.2)
		Occupations in education, law and social, community and government services	U	(6.2)	53 <sup>M</sup>	(10.4)	37 <sup>M</sup>	(9.9)
		Occupations in art, culture, recreation and sport	x	x	U	(22.4)	x	x
		Sales and service occupations	10 <sup>M</sup>	(2.8)	56	(8.9)	34 <sup>M</sup>	(8.8)
		Trades, transport and equipment operators and related occupations	U	(6.8)	69	(9.1)	U	(6.3)
		Natural resources, agriculture and related production occupations	U	(20.8)	U	(18.4)	U	(9.5)
		Occupations in manufacturing and utilities	26	(3.4)	46	(4.3)	27	(4.0)
	First Nations	Management occupations	U	(3.0)	U	(14.8)	52 <sup>M</sup>	(14.7)
		Business, finance and administration occupations	U	(6.0)	41 <sup>M</sup>	(8.8)	50 <sup>M</sup>	(8.3)
		Natural and applied sciences and related occupations	x	x	U	(19.1)	x	x
		Health occupations	x	x	x	x	47 <sup>M</sup>	(13.9)
		Occupations in education, law and social, community and government services	U	(10.8)	56 <sup>M</sup>	(12.3)	U	(10.5)
		Occupations in art, culture, recreation and sport	x	x	U	(30.5)	x	x
		Sales and service occupations	U	(6.5)	51 <sup>M</sup>	(10.2)	35 <sup>M</sup>	(9.4)
		Trades, transport and equipment operators and related occupations	U	(11.0)	68 <sup>M</sup>	(12.3)	U	(4.0)
		Natural resources, agriculture and related production occupations	x	x	U	(23.0)	x	x
		Occupations in manufacturing and utilities	25	(4.1)	47	(6.3)	29 <sup>M</sup>	(5.9)

Table 4.2b (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Ontario (cont'd)</b>	Métis	Management occupations	x	x	U	(23.0)	x	x
		Business, finance and administration occupations	U	(1.3)	U	(18.0)	61 <sup>M</sup>	(18.7)
		Natural and applied sciences and related occupations	x	x	x	x	76	(12.4)
		Health occupations	x	x	x	x	U	(22.1)
		Occupations in education, law and social, community and government services	x	x	x	x	U	(18.3)
		Occupations in art, culture, recreation and sport	0	(0.0)	x	x	x	x
		Sales and service occupations	U	(2.8)	59 <sup>M</sup>	(15.0)	U	(14.6)
		Trades, transport and equipment operators and related occupations	U	(4.9)	69 <sup>M</sup>	(15.4)	U	(14.8)
		Natural resources, agriculture and related production occupations	x	x	U	(33.0)	x	x
		Occupations in manufacturing and utilities	30 <sup>M</sup>	(5.6)	44	(7.3)	26 <sup>M</sup>	(6.8)
	Registered Indian, total	Management occupations	x	x	x	x	54 <sup>M</sup>	(17.0)
		Business, finance and administration occupations	x	x	x	x	48 <sup>M</sup>	(8.9)
		Natural and applied sciences and related occupations	x	x	U	(26.2)	x	x
		Health occupations	x	x	36 <sup>M</sup>	(11.0)	x	x
		Occupations in education, law and social, community and government services	U	(14.5)	57 <sup>M</sup>	(16.2)	U	(11.3)
		Occupations in art, culture, recreation and sport	0	(0.0)	x	x	x	x
		Sales and service occupations	U	(5.3)	56 <sup>M</sup>	(12.1)	U	(11.9)
		Trades, transport and equipment operators and related occupations	U	(10.8)	72 <sup>M</sup>	(12.1)	U	(3.9)
		Natural resources, agriculture and related production occupations	x	x	U	(33.4)	x	x
		Occupations in manufacturing and utilities	24 <sup>M</sup>	(5.0)	45 <sup>M</sup>	(8.1)	30 <sup>M</sup>	(8.3)
	Non-Indigenous	Management occupations	9 <sup>M</sup>	(1.6)	42	(3.7)	49	(3.5)
		Business, finance and administration occupations	8	(1.2)	47	(3.0)	45	(3.0)
		Natural and applied sciences and related occupations	U	(1.4)	36	(4.6)	61	(4.6)
		Health occupations	10 <sup>M</sup>	(2.3)	54	(5.8)	36	(5.7)
		Occupations in education, law and social, community and government services	7 <sup>M</sup>	(1.7)	44	(3.8)	48	(3.9)
		Occupations in art, culture, recreation and sport	U	(4.2)	27 <sup>M</sup>	(8.3)	63	(8.9)
		Sales and service occupations	14	(1.7)	46	(3.0)	39	(2.7)
		Trades, transport and equipment operators and related occupations	25	(3.0)	52	(4.2)	23	(3.6)
		Natural resources, agriculture and related production occupations	x	x	49 <sup>M</sup>	(13.1)	x	x
		Occupations in manufacturing and utilities	28	(1.5)	43	(1.9)	29	(1.9)
<b>Manitoba</b>	Indigenous, total	Management occupations	U	(3.1)	44 <sup>M</sup>	(13.9)	49 <sup>M</sup>	(13.5)
		Business, finance and administration occupations	U	(3.0)	45 <sup>M</sup>	(9.8)	48 <sup>M</sup>	(9.9)
		Natural and applied sciences and related occupations	x	x	x	x	74	(11.6)
		Health occupations	44 <sup>M</sup>	(13.0)	U	(10.6)	U	(13.2)
		Occupations in education, law and social, community and government services	U	(10.4)	46 <sup>M</sup>	(10.1)	36 <sup>M</sup>	(10.4)
		Occupations in art, culture, recreation and sport	0	(0.0)	x	x	x	x
		Sales and service occupations	8 <sup>M</sup>	(2.3)	50 <sup>M</sup>	(9.9)	43 <sup>M</sup>	(9.8)
		Trades, transport and equipment operators and related occupations	26 <sup>M</sup>	(6.7)	49 <sup>M</sup>	(8.7)	25 <sup>M</sup>	(7.7)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	29	(4.8)	52	(6.4)	19 <sup>M</sup>	(4.8)

Table 4.2b (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Manitoba (cont'd)</b>	First Nations	Management occupations	x	x	U	(22.1)	x	x
		Business, finance and administration occupations	x	x	U	(17.1)	x	x
		Natural and applied sciences and related occupations	0	(0.0)	x	x	x	x
		Health occupations	x	x	x	x	x	x
		Occupations in education, law and social, community and government services	x	x	x	x	U	(16.8)
		Occupations in art, culture, recreation and sport	0	(0.0)	x	x	x	x
		Sales and service occupations	x	x	67 <sup>M</sup>	(15.8)	x	x
		Trades, transport and equipment operators and related occupations	U	(9.8)	U	(15.8)	U	(15.7)
		Natural resources, agriculture and related production occupations	x	x	x	x	0	(0.0)
		Occupations in manufacturing and utilities	34 <sup>M</sup>	(7.8)	55 <sup>M</sup>	(9.3)	U	(5.6)
	Métis	Management occupations	U	(3.9)	U	(17.3)	U	(16.7)
		Business, finance and administration occupations	U	(3.5)	45 <sup>M</sup>	(12.0)	47 <sup>M</sup>	(12.1)
		Natural and applied sciences and related occupations	x	x	x	x	78	(11.4)
		Health occupations	U	(14.3)	38 <sup>M</sup>	(11.8)	U	(14.6)
		Occupations in education, law and social, community and government services	U	(4.4)	48 <sup>M</sup>	(10.5)	44 <sup>M</sup>	(10.4)
		Occupations in art, culture, recreation and sport	x	x	U	(55.3)	x	x
		Sales and service occupations	8 <sup>M</sup>	(2.5)	43 <sup>M</sup>	(12.0)	50 <sup>M</sup>	(12.0)
		Trades, transport and equipment operators and related occupations	U	(9.5)	50 <sup>M</sup>	(10.3)	U	(8.4)
		Natural resources, agriculture and related production occupations	0	(0.0)	x	x	x	x
		Occupations in manufacturing and utilities	22 <sup>M</sup>	(5.0)	48	(7.3)	29 <sup>M</sup>	(7.2)
	Registered Indian, total	Management occupations	x	x	x	x	x	x
		Business, finance and administration occupations	x	x	U	(17.0)	x	x
		Natural and applied sciences and related occupations	0	(0.0)	x	x	x	x
		Health occupations	x	x	x	x	x	x
		Occupations in education, law and social, community and government services	x	x	x	x	U	(16.9)
		Occupations in art, culture, recreation and sport	0	(0.0)	x	x	x	x
		Sales and service occupations	x	x	70 <sup>M</sup>	(13.0)	x	x
		Trades, transport and equipment operators and related occupations	U	(14.7)	U	(15.9)	U	(16.3)
		Natural resources, agriculture and related production occupations	x	x	x	x	0	(0.0)
		Occupations in manufacturing and utilities	37 <sup>M</sup>	(8.2)	50 <sup>M</sup>	(9.6)	U	(5.5)
Non-Indigenous	Management occupations	22 <sup>M</sup>	(4.6)	32 <sup>M</sup>	(6.5)	45	(7.1)	
	Business, finance and administration occupations	17 <sup>M</sup>	(3.8)	37 <sup>M</sup>	(6.6)	46	(6.5)	
	Natural and applied sciences and related occupations	x	x	x	x	69	(9.8)	
	Health occupations	22 <sup>M</sup>	(5.1)	50	(7.1)	28 <sup>M</sup>	(7.2)	
	Occupations in education, law and social, community and government services	11 <sup>M</sup>	(3.3)	41	(6.3)	48	(6.0)	
	Occupations in art, culture, recreation and sport	x	x	x	x	60 <sup>M</sup>	(17.3)	
	Sales and service occupations	25	(4.0)	41	(5.1)	35	(5.1)	
	Trades, transport and equipment operators and related occupations	31 <sup>M</sup>	(5.2)	53	(6.2)	17 <sup>M</sup>	(4.7)	
	Natural resources, agriculture and related production occupations	68 <sup>M</sup>	(18.1)	x	x	x	x	
	Occupations in manufacturing and utilities	30	(4.1)	42	(4.7)	28	(4.0)	

Table 4.2b (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
Saskatchewan	Indigenous, total	Management occupations	x	x	x	x	U	(13.2)
		Business, finance and administration occupations	U	(6.6)	60 <sup>M</sup>	(12.2)	U	(10.6)
		Natural and applied sciences and related occupations	0	(0.0)	x	x	x	x
		Health occupations	x	x	55 <sup>M</sup>	(14.7)	x	x
		Occupations in education, law and social, community and government services	U	(4.5)	57	(9.2)	33 <sup>M</sup>	(9.2)
		Occupations in art, culture, recreation and sport	x	x	U	(40.6)	x	x
		Sales and service occupations	U	(3.7)	59	(8.8)	30 <sup>M</sup>	(8.2)
		Trades, transport and equipment operators and related occupations	U	(10.2)	63 <sup>M</sup>	(10.6)	U	(6.4)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	28 <sup>M</sup>	(5.5)	60	(5.8)	12 <sup>M</sup>	(3.7)
	First Nations	Management occupations	x	x	69 <sup>M</sup>	(19.7)	x	x
		Business, finance and administration occupations	x	x	70 <sup>M</sup>	(19.6)	x	x
		Natural and applied sciences and related occupations	0	(0.0)	x	x	x	x
		Health occupations	x	x	x	x	x	x
		Occupations in education, law and social, community and government services	U	(7.9)	59 <sup>M</sup>	(12.7)	U	(11.9)
		Occupations in art, culture, recreation and sport	x	x	x	x	x	x
		Sales and service occupations	x	x	60 <sup>M</sup>	(12.9)	x	x
		Trades, transport and equipment operators and related occupations	x	x	U	(20.1)	x	x
		Natural resources, agriculture and related production occupations	...	...	...	...	...	...
		Occupations in manufacturing and utilities	37 <sup>M</sup>	(7.1)	55	(7.5)	U	(4.1)
	Métis	Management occupations	x	x	x	x	U	(17.2)
		Business, finance and administration occupations	x	x	50 <sup>M</sup>	(12.4)	x	x
		Natural and applied sciences and related occupations	0	(0.0)	x	x	x	x
		Health occupations	x	x	56 <sup>M</sup>	(15.5)	x	x
		Occupations in education, law and social, community and government services	x	x	54 <sup>M</sup>	(12.0)	x	x
		Occupations in art, culture, recreation and sport	0	(0.0)	x	x	x	x
		Sales and service occupations	U	(4.7)	58 <sup>M</sup>	(14.3)	U	(14.6)
		Trades, transport and equipment operators and related occupations	U	(8.3)	68 <sup>M</sup>	(11.7)	U	(7.9)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	U	(4.9)	69	(8.7)	U	(8.0)
	Registered Indian, total	Management occupations	x	x	69 <sup>M</sup>	(20.6)	x	x
		Business, finance and administration occupations	x	x	70 <sup>M</sup>	(19.9)	x	x
		Natural and applied sciences and related occupations	0	(0.0)	x	x	x	x
Health occupations		x	x	x	x	x	x	
Occupations in education, law and social, community and government services		U	(8.4)	64 <sup>M</sup>	(12.7)	U	(11.6)	
Occupations in art, culture, recreation and sport		0	(0.0)	x	x	x	x	
Sales and service occupations		U	(5.7)	59 <sup>M</sup>	(12.9)	U	(11.6)	
Trades, transport and equipment operators and related occupations		x	x	U	(19.9)	x	x	
Natural resources, agriculture and related production occupations		...	...	...	...	...	...	
Occupations in manufacturing and utilities		32 <sup>M</sup>	(7.6)	58	(8.0)	U	4.7)	

Table 4.2b (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Saskatchewan (cont'd)</b>	Non-Indigenous	Management occupations	7 <sup>M</sup>	(2.4)	46	(6.2)	46	(6.0)
		Business, finance and administration occupations	U	(2.0)	48 <sup>M</sup>	(8.3)	47 <sup>M</sup>	(8.3)
		Natural and applied sciences and related occupations	x	x	x	x	61	(10.0)
		Health occupations	U	(4.4)	56	(6.8)	34 <sup>M</sup>	(6.2)
		Occupations in education, law and social, community and government services	x	x	x	x	48	(7.6)
		Occupations in art, culture, recreation and sport	x	x	x	x	59 <sup>M</sup>	(14.1)
		Sales and service occupations	19 <sup>M</sup>	(3.7)	53	(5.1)	29	(4.6)
		Trades, transport and equipment operators and related occupations	14 <sup>M</sup>	(3.1)	66	(5.3)	20 <sup>M</sup>	(4.7)
		Natural resources, agriculture and related production occupations	0	(0.0)	75 <sup>M</sup>	(12.6)	U	(12.6)
		Occupations in manufacturing and utilities	22	(3.2)	55	(4.2)	23 <sup>M</sup>	(4.0)
<b>British Columbia</b>	Indigenous, total	Management occupations	x	x	x	x	46 <sup>M</sup>	(11.8)
		Business, finance and administration occupations	U	(4.8)	40 <sup>M</sup>	(11.3)	48 <sup>M</sup>	(11.2)
		Natural and applied sciences and related occupations	x	x	x	x	81	(12.7)
		Health occupations	x	x	70 <sup>M</sup>	(21.6)	x	x
		Occupations in education, law and social, community and government services	U	(11.8)	37 <sup>M</sup>	(9.1)	42 <sup>M</sup>	(9.5)
		Occupations in art, culture, recreation and sport	0	(0.0)	U	(27.0)	U	(27.0)
		Sales and service occupations	U	(5.6)	39 <sup>M</sup>	(8.8)	47	(7.7)
		Trades, transport and equipment operators and related occupations	U	(9.2)	U	(16.1)	U	(19.0)
		Natural resources, agriculture and related production occupations	x	x	89 <sup>M</sup>	(26.5)	x	x
		Occupations in manufacturing and utilities	26 <sup>M</sup>	(6.1)	50	(7.1)	24 <sup>M</sup>	(5.2)
	First Nations	Management occupations	0	(0.0)	61 <sup>M</sup>	(17.5)	U	(17.5)
		Business, finance and administration occupations	x	x	x	x	U	(19.6)
		Natural and applied sciences and related occupations	x	x	x	x	83 <sup>M</sup>	(18.2)
		Health occupations	x	x	79 <sup>M</sup>	(22.9)	x	x
		Occupations in education, law and social, community and government services	x	x	x	x	40 <sup>M</sup>	(12.9)
		Occupations in art, culture, recreation and sport	0	(0.0)	x	x	x	x
		Sales and service occupations	U	(4.8)	46 <sup>M</sup>	(12.0)	44 <sup>M</sup>	(11.7)
		Trades, transport and equipment operators and related occupations	U	(12.2)	U	(17.5)	U	(11.8)
		Natural resources, agriculture and related production occupations	x	x	x	x	0	(0.0)
		Occupations in manufacturing and utilities	28 <sup>M</sup>	(7.5)	49 <sup>M</sup>	(8.4)	23 <sup>M</sup>	(6.3)
Métis	Management occupations	0	(0.0)	U	(18.3)	56 <sup>M</sup>	(18.3)	
	Business, finance and administration occupations	x	x	x	x	49 <sup>M</sup>	(16.2)	
	Natural and applied sciences and related occupations	x	x	x	x	x	x	
	Health occupations	x	x	x	x	U	(29.6)	
	Occupations in education, law and social, community and government services	x	x	52 <sup>M</sup>	(16.0)	x	x	
	Occupations in art, culture, recreation and sport	0	(0.0)	U	(33.1)	U	(33.1)	
	Sales and service occupations	U	(12.5)	U	(11.6)	52 <sup>M</sup>	(11.5)	
	Trades, transport and equipment operators and related occupations	U	(10.7)	U	(34.9)	U	(39.5)	
	Natural resources, agriculture and related production occupations	0	(0.0)	x	x	x	x	
	Occupations in manufacturing and utilities	U	(8.1)	51 <sup>M</sup>	(16.2)	U	(14.3)	

Table 4.2b (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>British Columbia (cont'd)</b>	Registered Indian, total	Management occupations	0	(0.0)	x	x	x	x
		Business, finance and administration occupations	x	x	U	(18.9)	x	x
		Natural and applied sciences and related occupations	0	(0.0)	x	x	x	x
		Health occupations	0	(0.0)	x	x	x	x
		Occupations in education, law and social, community and government services	x	x	U	(12.5)	x	x
		Occupations in art, culture, recreation and sport	0	(0.0)	x	x	x	x
		Sales and service occupations	U	(10.9)	41 <sup>M</sup>	(13.1)	35 <sup>M</sup>	(10.9)
		Trades, transport and equipment operators and related occupations	U	(14.3)	U	(19.9)	U	(13.3)
		Natural resources, agriculture and related production occupations	0	(0.0)	x	x	x	x
		Occupations in manufacturing and utilities	35 <sup>M</sup>	(10.1)	42 <sup>M</sup>	(9.7)	23 <sup>M</sup>	(6.9)
	Non-Indigenous	Management occupations	14 <sup>M</sup>	(4.0)	35	(5.3)	51	(5.6)
		Business, finance and administration occupations	9 <sup>M</sup>	(2.4)	45	(6.6)	46	(6.3)
		Natural and applied sciences and related occupations	U	(2.9)	37 <sup>M</sup>	(7.7)	58	(7.8)
		Health occupations	U	(3.0)	49 <sup>M</sup>	(8.9)	46 <sup>M</sup>	(9.1)
		Occupations in education, law and social, community and government services	U	(4.2)	37	(5.4)	52	(5.4)
		Occupations in art, culture, recreation and sport	x	x	x	x	58 <sup>M</sup>	(14.0)
		Sales and service occupations	24	(3.6)	38	(4.3)	39	(4.1)
		Trades, transport and equipment operators and related occupations	32 <sup>M</sup>	(5.4)	51	(5.9)	17 <sup>M</sup>	(4.6)
		Natural resources, agriculture and related production occupations	x	x	U	(18.0)	x	x
		Occupations in manufacturing and utilities	25	(2.7)	42	(3.5)	33	(3.2)
<b>Yukon</b>	Indigenous, total	Management occupations	U	(9.5)	U	(22.2)	U	(24.0)
		Business, finance and administration occupations	x	x	x	x	U	(32.9)
		Natural and applied sciences and related occupations	x	x	x	x	76 <sup>M</sup>	(20.2)
		Health occupations	x	x	x	x	x	x
		Occupations in education, law and social, community and government services	x	x	71 <sup>M</sup>	(15.0)	x	x
		Occupations in art, culture, recreation and sport	x	x	x	x	0	(0.0)
		Sales and service occupations	U	(8.3)	U	(21.5)	U	(23.9)
		Trades, transport and equipment operators and related occupations	x	x	U	(37.5)	x	x
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	U	(17.0)	U	(15.6)	U	(7.0)
	First Nations	Management occupations	x	x	U	(28.5)	x	x
		Business, finance and administration occupations	x	x	U	(33.2)	x	x
		Natural and applied sciences and related occupations	x	x	x	x	84 <sup>M</sup>	(21.4)
		Health occupations	x	x	x	x	x	x
		Occupations in education, law and social, community and government services	x	x	66 <sup>M</sup>	(18.0)	x	x
		Occupations in art, culture, recreation and sport	x	x	x	x	0	(0.0)
		Sales and service occupations	U	(9.5)	U	(23.1)	U	(26.2)
		Trades, transport and equipment operators and related occupations	x	x	U	(47.7)	x	x
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	U	(18.3)	U	(16.8)	U	(7.0)

Table 4.2b (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Yukon (cont'd)</b>	Métis	Management occupations	x	x	x	x	x	x
		Business, finance and administration occupations	0	(0.0)	x	x	x	x
		Natural and applied sciences and related occupations	0	(0.0)	x	x	x	x
		Health occupations	0	(0.0)	x	x	x	x
		Occupations in education, law and social, community and government services	x	x	82 <sup>M</sup>	(22.3)	x	x
		Occupations in art, culture, recreation and sport	...	...	...	...	...	...
		Sales and service occupations	x	x	x	x	x	x
		Trades, transport and equipment operators and related occupations	x	x	x	x	x	x
		Natural resources, agriculture and related production occupations	...	...	...	...	...	...
		Occupations in manufacturing and utilities	x	x	U	(17.8)	x	x
	Registered Indian, total	Management occupations	U	(12.6)	x	x	x	x
		Business, finance and administration occupations	x	x	82	(12.9)	x	x
		Natural and applied sciences and related occupations	x	x	x	x	84 <sup>M</sup>	(21.4)
		Health occupations	x	x	x	x	x	x
		Occupations in education, law and social, community and government services	x	x	74 <sup>M</sup>	(16.9)	x	x
		Occupations in art, culture, recreation and sport	x	x	x	x	0	(0.0)
		Sales and service occupations	x	x	69 <sup>M</sup>	(21.4)	x	x
		Trades, transport and equipment operators and related occupations	x	x	U	(53.2)	x	x
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	U	(19.1)	U	(17.7)	U	(6.5)
	Non-Indigenous	Management occupations	x	x	x	x	U	(20.2)
		Business, finance and administration occupations	U	(5.6)	U	(23.8)	U	(22.9)
		Natural and applied sciences and related occupations	x	x	x	x	U	(27.0)
		Health occupations	x	x	x	x	U	(40.8)
		Occupations in education, law and social, community and government services	x	x	x	x	54 <sup>M</sup>	(16.8)
		Occupations in art, culture, recreation and sport	0	(0.0)	U	(24.3)	U	(24.3)
		Sales and service occupations	x	x	61 <sup>M</sup>	(12.9)	x	x
		Trades, transport and equipment operators and related occupations	U	(25.7)	U	(20.1)	U	(16.3)
		Natural resources, agriculture and related production occupations	0	(0.0)	x	x	x	x
		Occupations in manufacturing and utilities	U	(7.3)	U	(18.7)	U	(17.9)
<b>Northwest Territories</b>	Indigenous, total	Management occupations	U	(3.0)	70 <sup>M</sup>	(13.5)	U	(13.2)
		Business, finance and administration occupations	U	(7.4)	60 <sup>M</sup>	(14.4)	U	(14.4)
		Natural and applied sciences and related occupations	0	(0.0)	x	x	x	x
		Health occupations	x	x	x	x	x	x
		Occupations in education, law and social, community and government services	U	(6.5)	69	(9.8)	U	(8.5)
		Occupations in art, culture, recreation and sport	0	(0.0)	x	x	x	x
		Sales and service occupations	44	(6.6)	35 <sup>M</sup>	(8.6)	U	(8.2)
		Trades, transport and equipment operators and related occupations	x	x	48 <sup>M</sup>	(10.4)	x	x
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	46	(5.3)	43	(6.1)	U	(4.6)

Table 4.2b (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Northwest Territories (cont'd)</b>	First Nations	Management occupations	x	x	71 <sup>M</sup>	(15.1)	x	x
		Business, finance and administration occupations	x	x	71 <sup>M</sup>	(14.7)	x	x
		Natural and applied sciences and related occupations	0	(0.0)	x	x	x	x
		Health occupations	x	x	x	x	...	...
		Occupations in education, law and social, community and government services	x	x	74	(10.1)	x	x
		Occupations in art, culture, recreation and sport	x	x	x	x	0	(0.0)
		Sales and service occupations	48 <sup>M</sup>	(10.2)	35 <sup>M</sup>	(11.3)	U	(10.0)
		Trades, transport and equipment operators and related occupations	60 <sup>M</sup>	(10.1)	x	x	x	x
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	40 <sup>M</sup>	(6.8)	45	(7.3)	U	(6.2)
	Métis	Management occupations	0	(0.0)	x	x	x	x
		Business, finance and administration occupations	x	x	U	(29.0)	x	x
		Natural and applied sciences and related occupations	...	...	...	...	...	...
		Health occupations	...	...	...	...	...	...
		Occupations in education, law and social, community and government services	x	x	U	(28.8)	x	x
		Occupations in art, culture, recreation and sport	...	...	...	...	...	...
		Sales and service occupations	U	(15.7)	x	x	x	x
		Trades, transport and equipment operators and related occupations	x	x	x	x	x	x
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	44 <sup>M</sup>	(12.8)	x	x	x	x
	Inuit	Management occupations	x	x	x	x	x	x
		Business, finance and administration occupations	x	x	x	x	x	x
		Natural and applied sciences and related occupations	0	(0.0)	x	x	x	x
		Health occupations	...	...	...	...	...	...
		Occupations in education, law and social, community and government services	x	x	x	x	x	x
		Occupations in art, culture, recreation and sport	...	...	...	...	...	...
		Sales and service occupations	43 <sup>M</sup>	(14.1)	x	x	x	x
		Trades, transport and equipment operators and related occupations	x	x	x	x	x	x
		Natural resources, agriculture and related production occupations	...	...	...	...	...	...
		Occupations in manufacturing and utilities	58 <sup>M</sup>	(11.4)	x	x	x	x
Registered Indian, total	Management occupations	x	x	73 <sup>M</sup>	(14.5)	x	x	
	Business, finance and administration occupations	x	x	74 <sup>M</sup>	(13.4)	x	x	
	Natural and applied sciences and related occupations	0	(0.0)	x	x	x	x	
	Health occupations	x	x	x	x	0	(0.0)	
	Occupations in education, law and social, community and government services	x	x	74	(10.0)	x	x	
	Occupations in art, culture, recreation and sport	x	x	x	x	0	(0.0)	
	Sales and service occupations	41 <sup>M</sup>	(9.4)	34 <sup>M</sup>	(9.7)	U	(10.3)	
	Trades, transport and equipment operators and related occupations	59 <sup>M</sup>	(10.2)	x	x	x	x	
	Natural resources, agriculture and related production occupations	x	x	x	x	x	x	
	Occupations in manufacturing and utilities	47	(5.5)	42	(6.8)	U	(5.3)	

Table 4.2b (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Northwest Territories (cont'd)</b>	Non-Indigenous	Management occupations	U	(5.6)	46 <sup>M</sup>	(9.2)	43 <sup>M</sup>	(9.6)
		Business, finance and administration occupations	x	x	51	(8.1)	x	x
		Natural and applied sciences and related occupations	x	x	x	x	63 <sup>M</sup>	(12.1)
		Health occupations	x	x	54 <sup>M</sup>	(13.7)	x	x
		Occupations in education, law and social, community and government services	x	x	x	x	55	(8.3)
		Occupations in art, culture, recreation and sport	x	x	x	x	89	(11.2)
		Sales and service occupations	21 <sup>M</sup>	(6.1)	48 <sup>M</sup>	(10.6)	U	(10.3)
		Trades, transport and equipment operators and related occupations	U	(7.8)	57 <sup>M</sup>	(10.6)	U	(7.7)
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	15 <sup>M</sup>	(4.9)	57	(8.5)	28 <sup>M</sup>	(8.0)
<b>Nunavut</b>	Indigenous, total	Management occupations	x	x	53 <sup>M</sup>	(16.6)	x	x
		Business, finance and administration occupations	20 <sup>M</sup>	(6.2)	65	(7.6)	U	(5.9)
		Natural and applied sciences and related occupations	x	x	U	(24.5)	x	x
		Health occupations	U	(23.9)	x	x	x	x
		Occupations in education, law and social, community and government services	x	x	54	(7.2)	x	x
		Occupations in art, culture, recreation and sport	85	(10.6)	x	x	x	x
		Sales and service occupations	53	(6.5)	x	x	x	x
		Trades, transport and equipment operators and related occupations	53	(6.6)	x	x	x	x
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	65	(4.3)	31	(4.2)	U	(1.7)
	Inuit	Management occupations	x	x	54 <sup>M</sup>	(16.9)	x	x
		Business, finance and administration occupations	20 <sup>M</sup>	(6.3)	66	(7.6)	U	(6.0)
		Natural and applied sciences and related occupations	x	x	U	(24.5)	x	x
		Health occupations	U	(23.9)	x	x	x	x
		Occupations in education, law and social, community and government services	x	x	53	(7.2)	x	x
		Occupations in art, culture, recreation and sport	90	(8.5)	x	x	x	x
		Sales and service occupations	52	(6.6)	x	x	x	x
		Trades, transport and equipment operators and related occupations	54	(6.4)	x	x	x	x
		Natural resources, agriculture and related production occupations	x	x	x	x	x	x
		Occupations in manufacturing and utilities	65	(4.3)	31	(4.2)	U	(1.7)
Non-Indigenous	Management occupations	19 <sup>M</sup>	(4.3)	39 <sup>M</sup>	(9.0)	42 <sup>M</sup>	(9.4)	
	Business, finance and administration occupations	U	(10.0)	U	(12.1)	52 <sup>M</sup>	(13.3)	
	Natural and applied sciences and related occupations	0	(0.0)	U	(19.5)	69 <sup>M</sup>	(19.5)	
	Health occupations	x	x	x	x	x	x	
	Occupations in education, law and social, community and government services	21 <sup>M</sup>	(5.0)	U	(13.6)	48 <sup>M</sup>	(14.5)	
	Occupations in art, culture, recreation and sport	0	(0.0)	x	x	x	x	
	Sales and service occupations	x	x	x	x	x	x	
	Trades, transport and equipment operators and related occupations	U	(20.0)	x	x	x	x	
	Natural resources, agriculture and related production occupations	...	...	...	...	...	...	
	Occupations in manufacturing and utilities	x	x	x	x	x	x	

**Table 4.2b (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and National Occupational Classification (NOC), Canada and oversampled populations, 2012**

	Indigenous identification	National Occupational Classification (NOC)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE

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

<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

... Data not available

Table 4.3a

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
Canada	Indigenous, total	Agriculture	1 <sup>M</sup>	(0.2)	266	(20.8)	259	(21.3)
		Forestry, fishing, mining, quarrying, oil and gas	4 <sup>M</sup>	(0.8)	271	(12.6)	264	(17.4)
		Utilities	2 <sup>M</sup>	(0.5)	284	(22.0)	287	(28.0)
		Construction	8	(1.1)	248	(8.6)	240	(9.0)
		Manufacturing	6	(0.9)	268	(7.3)	261	(8.3)
		Trade	15	(1.4)	266	(7.4)	251	(8.6)
		Transportation and warehousing	6 <sup>M</sup>	(1.0)	268	(5.7)	258	(7.8)
		Finance, insurance, real estate and leasing	4	(0.6)	267	(8.0)	254	(6.9)
		Professional, scientific and technical services	4 <sup>M</sup>	(0.6)	282	(8.1)	270	(9.4)
		Business, building and other support services	5 <sup>M</sup>	(0.9)	254	(10.4)	239	(9.1)
		Educational services	7	(0.8)	291	(6.1)	276	(7.2)
		Health care and social assistance	13	(1.1)	265	(3.8)	246	(4.3)
		Information, culture and recreation	4 <sup>M</sup>	(0.7)	278	(5.1)	265	(6.0)
		Accommodation and food services	7	(1.0)	249	(6.2)	229	(7.4)
		Other services	5 <sup>M</sup>	(1.1)	274	(16.5)	256	(9.3)
	Public administration	9	(0.8)	286	(3.6)	273	(4.4)	
	First Nations	Agriculture	U	(0.5)	270	(42.5)	261 <sup>M</sup>	(45.1)
		Forestry, fishing, mining, quarrying, oil and gas	3 <sup>M</sup>	(0.7)	244	(11.8)	230	(14.0)
		Utilities	U	(0.9)	293	(44.4)	301 <sup>M</sup>	(59.9)
		Construction	8 <sup>M</sup>	(1.5)	239	(11.4)	228	(12.0)
		Manufacturing	7 <sup>M</sup>	(1.4)	273	(9.7)	268	(11.7)
		Trade	17	(2.2)	251	(10.4)	234	(12.6)
		Transportation and warehousing	5 <sup>M</sup>	(1.4)	260	(8.0)	250	(10.6)
		Finance, insurance, real estate and leasing	3 <sup>M</sup>	(0.5)	271	(8.1)	258	(9.7)
		Professional, scientific and technical services	4 <sup>M</sup>	(1.0)	278	(9.1)	261	(11.5)
		Business, building and other support services	5 <sup>M</sup>	(0.9)	258	(10.3)	238	(12.4)
		Educational services	8 <sup>M</sup>	(1.4)	291	(10.8)	275	(12.1)
		Health care and social assistance	14	(1.7)	262	(6.0)	238	(7.1)
		Information, culture and recreation	3 <sup>M</sup>	(0.7)	280	(10.7)	269	(12.1)
		Accommodation and food services	8	(1.4)	244	(7.0)	221	(9.7)
		Other services	3 <sup>M</sup>	(1.1)	254	(17.8)	246	(14.7)
	Public administration	10	(1.1)	281	(5.8)	267	(6.5)	
	Métis	Agriculture	1 <sup>M</sup>	(0.2)	262	(12.0)	258	(13.3)
		Forestry, fishing, mining, quarrying, oil and gas	6 <sup>M</sup>	(1.4)	285	(15.1)	281	(21.8)
		Utilities	U	(0.7)	283	(32.7)	283	(39.0)
		Construction	9 <sup>M</sup>	(1.4)	256	(13.2)	251	(14.7)
		Manufacturing	6 <sup>M</sup>	(1.1)	262	(11.8)	253	(12.5)
		Trade	14	(1.6)	285	(8.0)	273	(8.7)
		Transportation and warehousing	6 <sup>M</sup>	(1.7)	275	(8.0)	266	(10.2)
		Finance, insurance, real estate and leasing	4 <sup>M</sup>	(0.9)	277	(7.0)	260	(7.5)

Table 4.3a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Canada (cont'd)</b>	Métis (cont'd)	Professional, scientific and technical services	4 <sup>M</sup>	(0.8)	288	(16.9)	279	(18.4)
		Business, building and other support services	U	(1.6)	257	(26.8)	245	(22.5)
		Educational services	7	(1.1)	298	(6.2)	284	(9.4)
		Health care and social assistance	12	(1.7)	272	(5.8)	257	(5.9)
		Information, culture and recreation	5 <sup>M</sup>	(1.2)	279	(5.3)	265	(6.7)
		Accommodation and food services	6 <sup>M</sup>	(1.6)	258	(10.4)	241	(11.7)
		Other services	6 <sup>M</sup>	(1.8)	290	(22.4)	268	(10.4)
		Public administration	8	(1.0)	296	(4.3)	285	(5.2)
	Inuit	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	5 <sup>M</sup>	(1.4)	235	(14.3)	222	(14.2)
		Utilities	U	(0.5)	203	(18.4)	191	(20.5)
		Construction	4 <sup>M</sup>	(1.0)	215	(12.0)	203	(12.5)
		Manufacturing	U	(3.7)	278 <sup>M</sup>	(78.9)	281 <sup>M</sup>	(92.4)
		Trade	13	(1.8)	210	(8.9)	193	(10.7)
		Transportation and warehousing	4 <sup>M</sup>	(1.2)	238	(14.0)	223	(15.6)
		Finance, insurance, real estate and leasing	U	(1.1)	221	(20.6)	209	(22.7)
		Professional, scientific and technical services	U	(2.5)	274	(25.0)	264	(31.0)
		Business, building and other support services	U	(5.0)	207	(28.3)	198	(29.9)
		Educational services	U	(2.9)	199	(22.4)	182	(24.6)
		Health care and social assistance	13 <sup>M</sup>	(2.7)	221	(15.5)	199	(15.6)
		Information, culture and recreation	3 <sup>M</sup>	(0.9)	198	(15.1)	179	(16.8)
		Accommodation and food services	U	(2.7)	181	(18.6)	181	(29.6)
		Other services	U	(3.0)	211	(19.2)	179	(21.8)
		Public administration	15	(2.1)	245	(9.0)	226	(10.3)
	Registered Indian, total	Agriculture	U	(0.6)	264 <sup>M</sup>	(57.1)	257 <sup>M</sup>	(59.6)
		Forestry, fishing, mining, quarrying, oil and gas	3 <sup>M</sup>	(0.8)	244	(11.4)	228	(15.8)
		Utilities	U	(0.4)	270	(23.9)	265	(24.2)
		Construction	8 <sup>M</sup>	(1.6)	237	(14.0)	229	(14.4)
		Manufacturing	6 <sup>M</sup>	(1.7)	272	(12.4)	270	(14.9)
		Trade	16	(2.4)	246	(12.3)	226	(14.6)
		Transportation and warehousing	6 <sup>M</sup>	(1.6)	256	(8.3)	247	(11.1)
		Finance, insurance, real estate and leasing	4 <sup>M</sup>	(0.8)	262	(6.7)	248	(7.9)
		Professional, scientific and technical services	4 <sup>M</sup>	(1.1)	268	(12.0)	250	(15.1)
		Business, building and other support services	4 <sup>M</sup>	(0.9)	255	(13.6)	234	(15.7)
Educational services		9 <sup>M</sup>	(1.7)	287	(11.8)	270	(13.1)	
Health care and social assistance		14	(2.0)	268	(7.9)	245	(8.7)	
Information, culture and recreation		4 <sup>M</sup>	(0.8)	270	(7.6)	258	(9.8)	
Accommodation and food services		7 <sup>M</sup>	(1.5)	241	(9.4)	218	(12.9)	
Other services		U	(1.2)	244	(15.3)	238	(15.1)	
Public administration		11	(1.4)	281	(7.1)	268	(7.2)	

Table 4.3a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Canada (cont'd)</b>	Non-Indigenous	Agriculture	2	(0.2)	267	(4.5)	265	(5.5)
		Forestry, fishing, mining, quarrying, oil and gas	2	(0.2)	280	(3.9)	280	(4.7)
		Utilities	1	(0.1)	293	(6.1)	295	(7.1)
		Construction	7	(0.3)	263	(2.8)	263	(3.3)
		Manufacturing	11	(0.4)	271	(2.3)	269	(2.5)
		Trade	15	(0.4)	270	(1.7)	263	(2.0)
		Transportation and warehousing	5	(0.3)	264	(2.8)	257	(3.1)
		Finance, insurance, real estate and leasing	7	(0.3)	290	(2.3)	285	(2.6)
		Professional, scientific and technical services	8	(0.3)	301	(2.4)	298	(2.5)
		Business, building and other support services	3	(0.2)	267	(3.5)	259	(4.1)
		Educational services	8	(0.4)	297	(2.2)	287	(2.6)
		Health care and social assistance	12	(0.3)	280	(1.8)	266	(2.1)
		Information, culture and recreation	5	(0.3)	294	(2.4)	289	(2.6)
		Accommodation and food services	6	(0.3)	262	(2.5)	253	(2.8)
		Other services	5	(0.3)	270	(3.1)	261	(3.1)
Public administration	6	(0.3)	299	(2.4)	291	(2.6)		
<b>Ontario</b>	Indigenous, total	Agriculture	U	(0.3)	257	(26.6)	236	(27.4)
		Forestry, fishing, mining, quarrying, oil and gas	U	(1.4)	245	(16.7)	234	(15.1)
		Utilities	U	(0.5)	305	(14.0)	311	(25.9)
		Construction	7M	(2.1)	243	(24.0)	229	(24.3)
		Manufacturing	6M	(1.1)	269	(6.8)	265	(8.8)
		Trade	13	(2.0)	273	(7.4)	257	(7.2)
		Transportation and warehousing	4M	(1.2)	264	(10.4)	255	(7.8)
		Finance, insurance, real estate and leasing	5M	(1.4)	285	(8.5)	263	(8.7)
		Professional, scientific and technical services	4M	(0.9)	298	(7.5)	291	(7.8)
		Business, building and other support services	5M	(1.3)	270	(12.4)	256	(12.8)
		Educational services	9M	(2.2)	293	(15.6)	278	(15.5)
		Health care and social assistance	11	(1.8)	276	(5.9)	254	(6.7)
		Information, culture and recreation	4M	(1.1)	290	(6.2)	279	(8.8)
		Accommodation and food services	8M	(1.6)	262	(6.3)	246	(9.3)
		Other services	U	(3.4)	297	(43.1)	264	(24.3)
Public administration	11M	(2.0)	297	(5.9)	287	(7.3)		
	First Nations	Agriculture	U	(0.6)	252	(36.7)	231	(37.0)
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	x	x	x	x	x	x
		Construction	U	(3.4)	223	(34.9)	204	(33.6)
		Manufacturing	6M	(1.4)	272	(10.0)	266	(11.8)
		Trade	16M	(3.2)	271	(10.4)	255	(10.8)
		Transportation and warehousing	U	(1.9)	269	(16.0)	258	(12.8)
		Finance, insurance, real estate and leasing	4 <sup>M</sup>	(0.9)	280	(11.4)	265	(12.6)

**Table 4.3a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Ontario (cont'd)</b>	First Nations (cont'd)	Professional, scientific and technical services	5 <sup>M</sup>	(1.5)	296	(9.4)	285	(9.8)
		Business, building and other support services	6 <sup>M</sup>	(1.7)	277	(9.4)	263	(12.4)
		Educational services	9 <sup>M</sup>	(2.8)	287	(26.7)	267	(23.8)
		Health care and social assistance	12 <sup>M</sup>	(2.4)	270	(9.7)	243	(10.3)
		Information, culture and recreation	3 <sup>M</sup>	(0.8)	293	(11.2)	285	(12.4)
		Accommodation and food services	11 <sup>M</sup>	(2.7)	255	(7.4)	237	(11.1)
		Other services	U	(1.4)	243	(37.6)	232 <sup>M</sup>	(41.1)
		Public administration	10 <sup>M</sup>	(2.0)	292	(7.9)	274	(6.9)
	Métis	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	U	(3.0)	245	(17.6)	234	(15.7)
		Utilities	U	(1.1)	308	(14.5)	317	(24.6)
		Construction	U	(2.5)	274	(16.5)	266	(12.9)
		Manufacturing	6 <sup>M</sup>	(1.8)	268	(8.9)	266	(14.2)
		Trade	10 <sup>M</sup>	(2.2)	276	(9.0)	261	(8.0)
		Transportation and warehousing	U	(1.9)	260	(14.8)	252	(11.3)
		Finance, insurance, real estate and leasing	U	(2.9)	289	(12.5)	262	(11.7)
		Professional, scientific and technical services	U	(1.0)	301	(12.2)	302	(12.3)
		Business, building and other support services	U	(1.3)	288	(10.6)	273	(17.0)
		Educational services	9 <sup>M</sup>	(2.8)	310	(9.5)	299	(13.9)
		Health care and social assistance	11 <sup>M</sup>	(2.7)	283	(6.4)	268	(8.3)
		Information, culture and recreation	U	(2.2)	287	(8.7)	276	(12.9)
		Accommodation and food services	4 <sup>M</sup>	(1.3)	285	(9.3)	276	(15.1)
		Other services	x	x	319	(46.7)	277	(20.1)
		Public administration	12 <sup>M</sup>	(3.1)	302	(7.0)	300	(10.1)
	Registered Indian, total	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	x	x	x	x	x	x
		Construction	U	(4.8)	220 <sup>M</sup>	(39.0)	204 <sup>M</sup>	(38.9)
Manufacturing		7 <sup>M</sup>	(1.7)	272	(9.1)	262	(13.3)	
Trade		16 <sup>M</sup>	(4.1)	262	(12.7)	244	(10.9)	
Transportation and warehousing		U	(2.2)	243	(18.0)	238	(15.8)	
Finance, insurance, real estate and leasing		4 <sup>M</sup>	(1.2)	286	(10.9)	269	(10.6)	
Professional, scientific and technical services		3 <sup>M</sup>	(1.1)	291	(12.2)	289	(15.4)	
Business, building and other support services		3 <sup>M</sup>	(1.0)	278	(16.2)	264	(21.3)	
Educational services		U	(3.8)	282	(35.6)	265	(31.3)	
Health care and social assistance		12 <sup>M</sup>	(3.1)	270	(12.1)	246	(12.5)	
Information, culture and recreation		U	(1.2)	295	(14.8)	292	(16.3)	
Accommodation and food services		7 <sup>M</sup>	(2.0)	265	(11.8)	247	(16.7)	
Other services		U	(1.8)	223 <sup>M</sup>	(50.2)	209 <sup>M</sup>	(52.3)	
Public administration		11 <sup>M</sup>	(2.9)	291	(10.2)	273	(7.5)	

**Table 4.3a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Ontario (cont'd)</b>	Non-Indigenous	Agriculture	2 <sup>M</sup>	(0.4)	268	(8.4)	263	(9.9)
		Forestry, fishing, mining, quarrying, oil and gas	U	(0.2)	278	(10.2)	291	(14.0)
		Utilities	1 <sup>M</sup>	(0.2)	284	(11.8)	290	(14.3)
		Construction	6	(0.6)	270	(4.9)	269	(5.7)
		Manufacturing	13	(0.8)	271	(3.6)	271	(4.1)
		Trade	15	(0.8)	272	(3.2)	265	(3.8)
		Transportation and warehousing	5	(0.6)	264	(4.3)	254	(4.9)
		Finance, insurance, real estate and leasing	8	(0.5)	292	(3.8)	284	(4.2)
		Professional, scientific and technical services	8	(0.7)	302	(4.0)	299	(4.2)
		Business, building and other support services	3	(0.4)	272	(5.9)	265	(7.0)
		Educational services	8	(0.6)	295	(4.7)	287	(5.1)
		Health care and social assistance	11	(0.7)	283	(3.8)	268	(4.4)
		Information, culture and recreation	5	(0.5)	293	(4.6)	289	(5.0)
		Accommodation and food services	6	(0.6)	267	(3.7)	255	(4.1)
		Other services	5	(0.5)	275	(4.9)	263	(5.9)
Public administration	6	(0.5)	299	(4.3)	290	(5.1)		
<b>Manitoba</b>	Indigenous, total	Agriculture	U	(0.5)	244	(25.6)	238	(26.4)
		Forestry, fishing, mining, quarrying, oil and gas	U	(0.5)	253	(20.2)	256	(24.1)
		Utilities	U	(0.6)	300	(13.4)	301	(12.2)
		Construction	12 <sup>M</sup>	(2.2)	258	(8.7)	256	(10.1)
		Manufacturing	6 <sup>M</sup>	(1.5)	262	(11.2)	251	(13.7)
		Trade	9 <sup>M</sup>	(1.5)	267	(8.9)	258	(9.8)
		Transportation and warehousing	5 <sup>M</sup>	(1.4)	275	(15.7)	273	(14.5)
		Finance, insurance, real estate and leasing	4 <sup>M</sup>	(0.8)	281	(12.1)	268	(13.0)
		Professional, scientific and technical services	U	(0.9)	302	(9.5)	280	(12.8)
		Business, building and other support services	4 <sup>M</sup>	(1.3)	269	(13.7)	254	(13.1)
		Educational services	6 <sup>M</sup>	(1.2)	289	(10.1)	273	(11.1)
		Health care and social assistance	18 <sup>M</sup>	(3.1)	263	(12.8)	246	(13.8)
		Information, culture and recreation	5 <sup>M</sup>	(1.2)	285	(11.0)	275	(13.6)
		Accommodation and food services	8 <sup>M</sup>	(1.8)	264	(12.6)	252	(14.4)
		Other services	5 <sup>M</sup>	(1.0)	274	(9.5)	266	(9.1)
Public administration	13 <sup>M</sup>	(2.3)	281	(8.9)	273	(9.6)		
	First Nations	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	x	x	x	x	x	x
		Construction	11 <sup>M</sup>	(3.4)	252	(14.7)	242	(17.9)
		Manufacturing	U	(3.7)	278	(15.1)	270	(16.7)
		Trade	U	(2.1)	247	(30.5)	229	(32.3)
		Transportation and warehousing	U	(1.9)	269	(21.1)	264	(19.3)
		Finance, insurance, real estate and leasing	x	x	x	x	x	x

Table 4.3a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
Manitoba (cont'd)	First Nations (cont'd)	Professional, scientific and technical services	x	x	x	x	x	x
		Business, building and other support services	x	x	x	x	x	x
		Educational services	7 <sup>M</sup>	(2.2)	277	(20.5)	262	(24.8)
		Health care and social assistance	24 <sup>M</sup>	(7.2)	235	(23.5)	211	(21.8)
		Information, culture and recreation	U	(2.9)	264	(25.7)	247	(33.4)
		Accommodation and food services	U	(1.9)	269	(21.0)	253	(20.9)
		Other services	U	(1.3)	289	(22.5)	289	(24.3)
		Public administration	U	(6.3)	272	(16.8)	263	(17.6)
	Métis	Agriculture	U	(0.6)	257	(23.6)	250	(24.9)
		Forestry, fishing, mining, quarrying, oil and gas	U	(0.6)	263	(24.6)	270	(29.3)
		Utilities	U	(0.9)	304	(13.9)	303	(13.1)
		Construction	13 <sup>M</sup>	(2.7)	261	(10.9)	261	(12.8)
		Manufacturing	6 <sup>M</sup>	(1.5)	253	(12.8)	241	(16.9)
		Trade	11 <sup>M</sup>	(2.0)	272	(9.3)	265	(9.2)
		Transportation and warehousing	U	(1.8)	278	(20.7)	276	(18.8)
		Finance, insurance, real estate and leasing	4 <sup>M</sup>	(1.0)	286	(8.4)	275	(9.4)
		Professional, scientific and technical services	U	(1.3)	303	(10.8)	280	(16.2)
		Business, building and other support services	4 <sup>M</sup>	(1.1)	269	(14.6)	257	(15.2)
		Educational services	6 <sup>M</sup>	(1.5)	295	(10.6)	280	(11.0)
		Health care and social assistance	15 <sup>M</sup>	(2.7)	284	(7.4)	272	(9.5)
		Information, culture and recreation	4 <sup>M</sup>	(1.2)	298	(8.7)	291	(11.1)
		Accommodation and food services	9 <sup>M</sup>	(2.2)	272	(11.0)	257	(15.0)
		Other services	5 <sup>M</sup>	(1.4)	270	(10.1)	260	(10.3)
	Public administration	11 <sup>M</sup>	(2.0)	288	(8.7)	281	(9.0)	
	Registered Indian, total	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	U	(1.7)	302	(18.2)	297	(14.3)
		Construction	U	(4.4)	254	(16.3)	243	(16.8)
		Manufacturing	U	(3.1)	273	(19.9)	269	(17.1)
		Trade	6 <sup>M</sup>	(2.0)	256	(23.1)	242	(24.5)
		Transportation and warehousing	U	(1.7)	255	(18.0)	251	(13.5)
		Finance, insurance, real estate and leasing	x	x	x	x	x	x
		Professional, scientific and technical services	U	(2.4)	299	(13.0)	274	(18.8)
Business, building and other support services		x	x	x	x	x	x	
Educational services		U	(2.4)	279	(23.5)	256	(23.7)	
Health care and social assistance		21 <sup>M</sup>	(6.7)	233	(24.1)	209	(22.1)	
Information, culture and recreation		U	(2.6)	261	(25.6)	249	(34.1)	
Accommodation and food services		U	(3.1)	241	(26.9)	234	(23.9)	
Other services		U	(1.7)	279	(19.1)	281	(20.8)	
Public administration	U	(5.7)	272	(17.4)	263	(18.3)		

Table 4.3a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Manitoba (cont'd)</b>	Non-Indigenous	Agriculture	4 <sup>M</sup>	(1.1)	241	(18.0)	238	(19.0)
		Forestry, fishing, mining, quarrying, oil and gas	U	(0.4)	260 <sup>M</sup>	(45.8)	261 <sup>M</sup>	(54.0)
		Utilities	U	(0.3)	273	(16.3)	271	(19.6)
		Construction	8	(1.3)	268	(7.2)	268	(8.6)
		Manufacturing	11	(1.3)	277	(8.1)	271	(8.4)
		Trade	14	(1.4)	271	(5.0)	262	(6.0)
		Transportation and warehousing	6	(0.9)	270	(9.7)	264	(11.3)
		Finance, insurance, real estate and leasing	5	(0.8)	291	(7.0)	287	(7.8)
		Professional, scientific and technical services	5 <sup>M</sup>	(1.0)	295	(9.3)	290	(11.0)
		Business, building and other support services	2 <sup>M</sup>	(0.5)	290	(14.1)	272	(13.7)
		Educational services	8	(1.0)	288	(9.3)	275	(9.7)
		Health care and social assistance	15	(1.1)	285	(5.4)	271	(6.0)
		Information, culture and recreation	3 <sup>M</sup>	(0.7)	290	(8.7)	279	(9.3)
		Accommodation and food services	6	(1.1)	255	(10.1)	240	(11.4)
		Other services	5 <sup>M</sup>	(1.0)	273	(10.5)	262	(11.2)
Public administration	7	(1.0)	302	(7.0)	293	(7.6)		
<b>Saskatchewan</b>	Indigenous, total	Agriculture	U	(0.7)	258	(15.4)	261	(19.0)
		Forestry, fishing, mining, quarrying, oil and gas	U	(1.0)	275	(22.2)	263	(20.1)
		Utilities	x	x	x	x	x	x
		Construction	7 <sup>M</sup>	(1.7)	225	(14.4)	215	(15.1)
		Manufacturing	x	x	258	(18.0)	248	(16.8)
		Trade	18	(2.9)	254	(11.1)	241	(12.9)
		Transportation and warehousing	5 <sup>M</sup>	(1.6)	247	(16.7)	242	(19.1)
		Finance, insurance, real estate and leasing	3 <sup>M</sup>	(1.1)	264	(14.6)	250	(17.2)
		Professional, scientific and technical services	U	(0.9)	298	(14.0)	289	(20.3)
		Business, building and other support services	U	(2.3)	254	(27.0)	224 <sup>M</sup>	(37.5)
		Educational services	7 <sup>M</sup>	(1.8)	269	(13.1)	258	(13.8)
		Health care and social assistance	16 <sup>M</sup>	(3.1)	262	(8.4)	242	(9.7)
		Information, culture and recreation	8 <sup>M</sup>	(1.8)	259	(7.9)	244	(8.3)
		Accommodation and food services	7 <sup>M</sup>	(1.8)	263	(13.4)	248	(15.3)
		Other services	4 <sup>M</sup>	(1.4)	237	(16.3)	232	(16.9)
Public administration	8 <sup>M</sup>	(1.6)	277	(8.3)	268	(9.3)		
	First Nations	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	U	(1.4)	257	(18.2)	246	(20.8)
		Utilities	x	x	x	x	x	x
		Construction	U	(2.3)	209	(29.9)	196	(28.7)
		Manufacturing	x	x	x	x	x	x
		Trade	16 <sup>M</sup>	(4.9)	244	(19.8)	228	(23.8)
		Transportation and warehousing	U	(2.9)	246	(25.3)	238	(30.1)
		Finance, insurance, real estate and leasing	U	(1.6)	263	(22.4)	255	(25.9)

**Table 4.3a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Saskatchewan (cont'd)</b>	First Nations (cont'd)	Professional, scientific and technical services	x	x	x	x	x	x
		Business, building and other support services	x	x	x	x	x	x
		Educational services	8 <sup>M</sup>	(2.4)	256	(18.2)	243	(19.8)
		Health care and social assistance	16 <sup>M</sup>	(4.7)	254	(14.6)	229	(14.9)
		Information, culture and recreation	U	(3.0)	264	(11.9)	251	(13.1)
		Accommodation and food services	U	(3.0)	262	(19.8)	244	(23.7)
		Other services	U	(2.0)	227	(23.9)	219	(22.7)
		Public administration	7 <sup>M</sup>	(2.2)	260	(11.1)	253	(13.7)
	Métis	Agriculture	U	(1.4)	256	(17.1)	260	(21.7)
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	x	x	x	x	x	x
		Construction	8 <sup>M</sup>	(2.2)	238	(19.1)	230	(18.0)
		Manufacturing	U	(4.6)	259	(20.5)	249	(19.4)
		Trade	19 <sup>M</sup>	(4.4)	264	(10.3)	253	(11.6)
		Transportation and warehousing	U	(1.5)	251	(17.8)	250	(21.4)
		Finance, insurance, real estate and leasing	U	(1.2)	265	(16.1)	243	(25.0)
		Professional, scientific and technical services	U	(1.5)	312	(16.8)	312	(19.0)
		Business, building and other support services	U	(1.1)	272	(21.7)	260	(24.1)
		Educational services	7 <sup>M</sup>	(2.0)	286	(13.0)	276	(12.1)
		Health care and social assistance	16 <sup>M</sup>	(3.9)	270	(9.0)	255	(9.7)
		Information, culture and recreation	7 <sup>M</sup>	(2.0)	253	(11.6)	233	(10.7)
		Accommodation and food services	6 <sup>M</sup>	(1.7)	266	(15.0)	254	(16.8)
		Other services	U	(2.0)	251	(17.0)	250	(22.8)
	Public administration	8 <sup>M</sup>	(2.0)	293	(10.9)	281	(11.1)	
	Registered Indian, total	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	U	(1.5)	257	(18.2)	246	(20.8)
		Utilities	x	x	x	x	x	x
		Construction	U	(2.4)	213	(31.1)	201	(28.0)
		Manufacturing	x	x	x	x	x	x
		Trade	17 <sup>M</sup>	(5.1)	244	(19.8)	228	(23.8)
		Transportation and warehousing	U	(3.1)	243	(23.5)	237	(28.3)
		Finance, insurance, real estate and leasing	U	(1.7)	263	(22.4)	255	(25.9)
		Professional, scientific and technical services	x	x	x	x	x	x
Business, building and other support services		x	x	x	x	x	x	
Educational services		7 <sup>M</sup>	(2.4)	245	(19.4)	232	(21.6)	
Health care and social assistance		U	(4.8)	246	(12.8)	224	(15.1)	
Information, culture and recreation		U	(3.1)	263	(12.2)	251	(13.3)	
Accommodation and food services		U	(3.2)	256	(22.7)	239	(26.1)	
Other services		U	(2.1)	227	(23.9)	219	(22.7)	
Public administration	7 <sup>M</sup>	(2.3)	252	(12.0)	247	(15.5)		

Table 4.3a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Saskatchewan (cont'd)</b>	Non-Indigenous	Agriculture	5 <sup>M</sup>	(0.9)	277	(10.6)	277	(13.2)
		Forestry, fishing, mining, quarrying, oil and gas	6 <sup>M</sup>	(1.0)	265	(8.8)	266	(10.3)
		Utilities	U	(0.3)	281	(14.8)	278	(17.1)
		Construction	11	(1.3)	261	(6.5)	260	(7.5)
		Manufacturing	4 <sup>M</sup>	(0.8)	255	(12.2)	250	(13.8)
		Trade	16	(1.6)	271	(5.6)	266	(5.8)
		Transportation and warehousing	5 <sup>M</sup>	(0.9)	272	(7.8)	269	(9.8)
		Finance, insurance, real estate and leasing	5 <sup>M</sup>	(0.9)	283	(7.5)	279	(7.9)
		Professional, scientific and technical services	6	(0.9)	302	(8.4)	299	(8.5)
		Business, building and other support services	2 <sup>M</sup>	(0.6)	282	(9.8)	275	(13.2)
		Educational services	8	(1.0)	299	(7.8)	288	(8.5)
		Health care and social assistance	13	(1.2)	274	(6.3)	257	(6.1)
		Information, culture and recreation	4 <sup>M</sup>	(0.7)	285	(10.1)	274	(10.0)
		Accommodation and food services	6	(0.9)	259	(9.4)	246	(10.5)
		Other services	4 <sup>M</sup>	(0.7)	269	(10.7)	263	(11.6)
Public administration	7	(1.0)	300	(8.5)	292	(9.5)		
<b>British Columbia</b>	Indigenous, total	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	U	(0.8)	258	(34.3)	251	(33.9)
		Utilities	x	x	x	x	x	x
		Construction	8 <sup>M</sup>	(2.3)	254	(16.8)	246	(18.5)
		Manufacturing	9 <sup>M</sup>	(2.1)	268	(17.4)	261	(17.9)
		Trade	16	(2.7)	287	(4.8)	267	(8.1)
		Transportation and warehousing	U	(4.2)	272	(18.3)	266	(24.6)
		Finance, insurance, real estate and leasing	4 <sup>M</sup>	(1.2)	287	(12.5)	279	(15.0)
		Professional, scientific and technical services	3 <sup>M</sup>	(0.8)	284	(12.6)	268	(11.4)
		Business, building and other support services	4 <sup>M</sup>	(1.1)	276	(11.2)	259	(10.2)
		Educational services	8 <sup>M</sup>	(1.9)	291	(9.4)	276	(9.0)
		Health care and social assistance	15 <sup>M</sup>	(3.4)	268	(11.7)	248	(11.8)
		Information, culture and recreation	3 <sup>M</sup>	(0.7)	275	(10.6)	263	(12.2)
		Accommodation and food services	9 <sup>M</sup>	(2.1)	248	(9.4)	229	(11.4)
		Other services	3 <sup>M</sup>	(0.8)	258	(22.8)	242	(29.6)
Public administration	5 <sup>M</sup>	(1.1)	284	(8.6)	272	(7.9)		
	First Nations	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	U	(1.4)	256	(39.1)	248	(37.4)
		Utilities	x	x	x	x	x	x
		Construction	U	(4.0)	243	(21.3)	233	(22.2)
		Manufacturing	9 <sup>M</sup>	(2.8)	273	(19.0)	260	(18.6)
		Trade	17 <sup>M</sup>	(4.1)	282	(7.3)	261	(9.8)
		Transportation and warehousing	U	(1.8)	250	(15.7)	237	(17.3)
		Finance, insurance, real estate and leasing	U	(1.1)	274	(16.2)	270	(23.3)

Table 4.3a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>British Columbia (cont'd)</b>	First Nations (cont'd)	Professional, scientific and technical services	U	(0.8)	292	(12.6)	266	(15.1)
		Business, building and other support services	U	(1.1)	245	(13.6)	231	(17.0)
		Educational services	6 <sup>M</sup>	(1.9)	303	(12.8)	284	(11.5)
		Health care and social assistance	15 <sup>M</sup>	(4.0)	270	(19.6)	244	(18.8)
		Information, culture and recreation	U	(0.8)	261	(19.6)	258	(26.7)
		Accommodation and food services	13 <sup>M</sup>	(3.8)	245	(10.7)	225	(13.0)
		Other services	x	x	x	x	x	x
		Public administration	5 <sup>M</sup>	(1.7)	272	(11.8)	263	(11.9)
	Métis	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	x	x	x	x	x	x
		Construction	5 <sup>M</sup>	(1.5)	284	(14.7)	282	(14.7)
		Manufacturing	U	(3.1)	261	(36.2)	261	(37.7)
		Trade	16 <sup>M</sup>	(4.1)	293	(6.0)	275	(11.2)
		Transportation and warehousing	U	(9.3)	281	(19.5)	278	(27.9)
		Finance, insurance, real estate and leasing	U	(2.4)	296	(20.0)	286	(23.0)
		Professional, scientific and technical services	U	(1.4)	279	(19.4)	268	(17.3)
		Business, building and other support services	5 <sup>M</sup>	(1.7)	298	(12.6)	280	(11.4)
		Educational services	U	(3.6)	281	(13.5)	268	(12.6)
		Health care and social assistance	U	(5.6)	265	(11.6)	252	(13.5)
		Information, culture and recreation	4 <sup>M</sup>	(1.3)	283	(13.0)	266	(13.3)
		Accommodation and food services	U	(1.2)	265	(10.9)	247	(13.6)
		Other services	U	(1.1)	265	(12.3)	255	(13.6)
		Public administration	5 <sup>M</sup>	(1.6)	299	(9.6)	283	(12.0)
	Registered Indian, total	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	x	x	x	x	x	x
		Construction	U	(4.4)	235 <sup>M</sup>	(46.1)	224 <sup>M</sup>	(42.5)
Manufacturing		U	(2.0)	251	(25.2)	253	(26.0)	
Trade		22 <sup>M</sup>	(5.2)	277	(7.3)	256	(9.2)	
Transportation and warehousing		U	(1.9)	257	(15.0)	246	(15.9)	
Finance, insurance, real estate and leasing		U	(1.1)	258	(16.3)	254	(30.1)	
Professional, scientific and technical services		x	x	x	x	x	x	
Business, building and other support services		U	(1.4)	243	(15.3)	223	(16.3)	
Educational services		10 <sup>M</sup>	(3.0)	291	(12.3)	275	(10.6)	
Health care and social assistance		19 <sup>M</sup>	(5.2)	285	(11.5)	262	(11.8)	
Information, culture and recreation		U	(1.4)	274	(17.0)	268	(20.2)	
Accommodation and food services		10 <sup>M</sup>	(3.1)	241	(13.7)	219	(18.2)	
Other services		x	x	x	x	x	x	
Public administration		U	(2.2)	279	(13.8)	269	(11.9)	

Table 4.3a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>British Columbia (cont'd)</b>	Non-Indigenous	Agriculture	U	(0.4)	275	(14.3)	277	(27.4)
		Forestry, fishing, mining, quarrying, oil and gas	U	(0.7)	270	(19.1)	266	(18.6)
		Utilities	U	(0.4)	292	(24.8)	288	(25.3)
		Construction	9	(1.1)	253	(8.6)	255	(8.6)
		Manufacturing	8	(1.0)	269	(8.9)	264	(9.9)
		Trade	15	(1.4)	275	(5.3)	265	(5.9)
		Transportation and warehousing	5 <sup>M</sup>	(0.9)	254	(10.4)	246	(12.5)
		Finance, insurance, real estate and leasing	7	(0.9)	292	(6.1)	289	(7.1)
		Professional, scientific and technical services	9	(1.1)	304	(6.5)	300	(6.9)
		Business, building and other support services	4 <sup>M</sup>	(0.7)	252	(12.4)	235	(15.6)
		Educational services	9	(1.0)	303	(6.7)	291	(6.7)
		Health care and social assistance	10	(1.1)	282	(6.2)	268	(7.3)
		Information, culture and recreation	4 <sup>M</sup>	(0.8)	292	(7.1)	286	(10.3)
		Accommodation and food services	7	(0.9)	256	(9.7)	246	(9.4)
		Other services	5	(0.8)	269	(10.2)	258	(11.4)
Public administration	5 <sup>M</sup>	(0.9)	308	(6.2)	308	(7.0)		
<b>Yukon</b>	Indigenous, total	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	U	(17.3)	284 <sup>M</sup>	(53.3)	268 <sup>M</sup>	(52.1)
		Utilities	x	x	x	x	x	x
		Construction	U	(7.7)	221	(35.1)	214 <sup>M</sup>	(37.5)
		Manufacturing	x	x	x	x	x	x
		Trade	U	(2.5)	246	(22.1)	233	(20.4)
		Transportation and warehousing	U	(3.7)	237	(17.8)	236	(15.6)
		Finance, insurance, real estate and leasing	U	(0.6)	260	(14.9)	250	(18.6)
		Professional, scientific and technical services	U	(0.9)	275	(33.2)	277	(35.4)
		Business, building and other support services	U	(5.3)	252	(35.0)	U	(73.3)
		Educational services	U	(2.9)	267	(33.8)	255	(31.1)
		Health care and social assistance	U	(4.8)	263	(16.4)	248	(15.0)
		Information, culture and recreation	U	(3.6)	282	(23.0)	261	(19.8)
		Accommodation and food services	U	(1.9)	230 <sup>M</sup>	(60.0)	219 <sup>M</sup>	(62.3)
		Other services	U	(1.5)	257	(34.2)	253	(36.3)
Public administration	24 <sup>M</sup>	(7.1)	262	(16.7)	251	(12.2)		
	First Nations	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	U	(21.3)	285 <sup>M</sup>	(78.5)	269 <sup>M</sup>	(78.3)
		Utilities	x	x	x	x	x	x
		Construction	U	(9.5)	208 <sup>M</sup>	(40.1)	201	(31.3)
		Manufacturing	x	x	x	x	x	x
		Trade	U	(2.7)	239	(28.5)	227	(28.3)
		Transportation and warehousing	U	(4.6)	235	(19.5)	236	(17.6)
		Finance, insurance, real estate and leasing	U	(0.8)	260	(14.9)	250	(18.6)

**Table 4.3a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Yukon (cont'd)</b>	First Nations (cont'd)	Professional, scientific and technical services	U	(1.1)	270	(39.5)	270	(42.8)
		Business, building and other support services	x	x	x	x	x	x
		Educational services	U	(3.5)	259	(35.1)	249	(32.7)
		Health care and social assistance	U	(5.5)	268	(18.0)	252	(16.0)
		Information, culture and recreation	U	(3.5)	287	(33.0)	264	(29.7)
		Accommodation and food services	U	(2.3)	229 <sup>M</sup>	(62.3)	219 <sup>M</sup>	(65.0)
		Other services	x	x	x	x	x	x
		Public administration	U	(8.3)	256	(17.9)	245	(13.6)
	Métis	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	...	...	...	...	...	...
		Construction	x	x	x	x	x	x
		Manufacturing	...	...	...	...	...	...
		Trade	x	x	x	x	x	x
		Transportation and warehousing	x	x				
		Finance, insurance, real estate and leasing	...	...	...	...	...	...
		Professional, scientific and technical services	x	x	x	x	x	x
		Business, building and other support services	x	x	x	x	x	x
		Educational services	x	x	x	x	x	x
		Health care and social assistance	U	(7.5)	245	(34.6)	232 <sup>M</sup>	(40.3)
		Information, culture and recreation	U	(7.6)	273	(28.4)	257	(24.4)
		Accommodation and food services	x	x	x	x	x	x
		Other services	x	x	x	x	x	x
		Public administration	U	(9.9)	289	(20.1)	280	(18.6)
	Registered Indian, total	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	U	(2.2)	210 <sup>M</sup>	(47.5)	192 <sup>M</sup>	(48.9)
		Utilities	x	x	x	x	x	x
		Construction	U	(12.9)	200 <sup>M</sup>	(48.6)	191	(27.8)
Manufacturing		x	x	x	x	x	x	
Trade		U	(4.1)	243	(27.6)	229	(26.2)	
Transportation and warehousing		U	(6.7)	235	(21.1)	237	(18.7)	
Finance, insurance, real estate and leasing		U	(1.0)	260	(14.9)	250	(18.6)	
Professional, scientific and technical services		U	(1.4)	268	(41.2)	269 <sup>M</sup>	(45.4)	
Business, building and other support services		U	(8.8)	250	(36.0)	U	(69.5)	
Educational services		U	(2.8)	268	(18.5)	258	(15.0)	
Health care and social assistance		U	(5.7)	261	(19.4)	240	(16.0)	
Information, culture and recreation		U	(2.8)	271	(41.5)	262 <sup>M</sup>	(55.7)	
Accommodation and food services		U	(3.1)	229 <sup>M</sup>	(68.1)	218 <sup>M</sup>	(71.3)	
Other services		x	x	x	x	x	x	
Public administration		31 <sup>M</sup>	(7.2)	255	(18.1)	244	(14.0)	

**Table 4.3a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Yukon (cont'd)</b>	Non-Indigenous	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	U	(1.2)	278	(18.2)	283	(11.8)
		Utilities	U	(0.5)	297	(40.4)	298	(45.4)
		Construction	7 <sup>M</sup>	(1.9)	279	(15.7)	275	(19.2)
		Manufacturing	U	(1.5)	309	(28.7)	301	(26.7)
		Trade	U	(3.7)	264	(14.8)	242	(23.9)
		Transportation and warehousing	U	(4.6)	252	(33.6)	229 <sup>M</sup>	(45.0)
		Finance, insurance, real estate and leasing	U	(3.5)	292	(32.1)	288	(29.5)
		Professional, scientific and technical services	U	(1.4)	308	(15.9)	297	(13.8)
		Business, building and other support services	U	(0.7)	292	(16.0)	289	(19.5)
		Educational services	U	(5.5)	324	(24.7)	308	(23.4)
		Health care and social assistance	U	(4.7)	303	(10.9)	281	(14.5)
		Information, culture and recreation	U	(1.6)	291	(14.9)	285	(15.6)
		Accommodation and food services	U	(1.5)	260	(16.1)	246	(14.7)
		Other services	U	(4.2)	277	(42.9)	271 <sup>M</sup>	(46.1)
Public administration	14 <sup>M</sup>	(4.0)	298	(12.9)	287	(12.1)		
<b>Northwest Territories</b>	Indigenous, total	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	9 <sup>M</sup>	(2.5)	233	(16.2)	223	(16.9)
		Utilities	U	(1.3)	253	(20.0)	259	(24.5)
		Construction	7 <sup>M</sup>	(2.1)	223	(13.9)	217	(15.0)
		Manufacturing	x	x	x	x	x	x
		Trade	16 <sup>M</sup>	(3.1)	225	(20.5)	213	(23.1)
		Transportation and warehousing	5 <sup>M</sup>	(1.6)	225	(15.2)	212	(17.3)
		Finance, insurance, real estate and leasing	5 <sup>M</sup>	(1.5)	259	(18.6)	246	(18.1)
		Professional, scientific and technical services	x	x	x	x	x	x
		Business, building and other support services	4 <sup>M</sup>	(1.1)	204	(27.8)	193	(26.2)
		Educational services	10 <sup>M</sup>	(1.8)	243	(12.4)	220	(14.9)
		Health care and social assistance	8 <sup>M</sup>	(2.5)	233	(14.2)	212	(20.3)
		Information, culture and recreation	U	(1.4)	254	(23.7)	234	(19.9)
		Accommodation and food services	9 <sup>M</sup>	(2.6)	211	(14.6)	187	(18.0)
		Other services	U	(1.4)	218	(28.6)	199 <sup>M</sup>	(36.0)
Public administration	17	(2.1)	256	(10.8)	244	(12.2)		
	First Nations	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	10 <sup>M</sup>	(3.2)	201	(17.0)	188	(16.4)
		Utilities	x	x	x	x	x	x
		Construction	U	(2.9)	212	(16.0)	208	(18.7)
		Manufacturing	x	x	x	x	x	x
		Trade	17 <sup>M</sup>	(4.4)	203	(27.7)	194 <sup>M</sup>	(33.0)
		Transportation and warehousing	U	(2.0)	226	(24.9)	208	(31.2)
		Finance, insurance, real estate and leasing	U	(1.3)	253	(24.1)	246	(19.3)

Table 4.3a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Northwest Territories (cont'd)</b>	First Nations (cont'd)	Professional, scientific and technical services	x	x	x	x	x	x
		Business, building and other support services	U	(1.7)	171 <sup>M</sup>	(32.8)	159 <sup>M</sup>	(26.5)
		Educational services	12 <sup>M</sup>	(2.8)	236	(12.1)	216	(15.5)
		Health care and social assistance	8 <sup>M</sup>	(2.7)	210	(15.5)	191	(18.2)
		Information, culture and recreation	x	x	x	x	x	x
		Accommodation and food services	11 <sup>M</sup>	(3.1)	222	(16.0)	196	(21.6)
		Other services	x	x	x	x	x	x
		Public administration	19 <sup>M</sup>	(3.4)	246	(12.3)	232	(15.1)
	Métis	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	U	(5.9)	284	(15.0)	277	(20.6)
		Utilities	x	x	x	x	x	x
		Construction	x	x	x	x	x	x
		Manufacturing	...	...	...	...	...	...
		Trade	x	x	x	x	x	x
		Transportation and warehousing	x	x	x	x	x	x
		Finance, insurance, real estate and leasing	U	(4.8)	271	(29.2)	254	(25.4)
		Professional, scientific and technical services	...	...	...	...	...	...
		Business, building and other support services	x	x	x	x	x	x
		Educational services	x	x	x	x	x	x
		Health care and social assistance	U	(3.2)	277	(29.9)	237	(36.8)
		Information, culture and recreation	x	x	x	x	x	x
		Accommodation and food services	x	x	x	x	x	x
		Other services	x	x	x	x	x	x
		Public administration	19 <sup>M</sup>	(5.2)	282	(16.0)	275	(18.7)
	Inuit	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	...	...	...	...	...	...
		Construction	x	x	x	x	x	x
Manufacturing		...	...	...	...	...	...	
Trade		U	(8.5)	238	(19.1)	226	(33.2)	
Transportation and warehousing		x	x	x	x	x	x	
Finance, insurance, real estate and leasing		x	x	x	x	x	x	
Professional, scientific and technical services		...	...	...	...	...	...	
Business, building and other support services		x	x	x	x	x	x	
Educational services		x	x	x	x	x	x	
Health care and social assistance		x	x	x	x	x	x	
Information, culture and recreation		x	x	x	x	x	x	
Accommodation and food services		x	x	x	x	x	x	
Other services		x	x	x	x	x	x	
Public administration		U	(4.8)	251	(25.2)	236	(24.0)	

Table 4.3a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Northwest Territories (cont'd)</b>	Registered Indian, total	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	8 <sup>M</sup>	(2.8)	201	(17.0)	188	(16.4)
		Utilities	x	x	x	x	x	x
		Construction	U	(2.6)	212	(16.0)	208	(18.7)
		Manufacturing	x	x	x	x	x	x
		Trade	19 <sup>M</sup>	(4.6)	224	(28.2)	217	(30.9)
		Transportation and warehousing	U	(2.2)	230	(16.1)	216	(20.5)
		Finance, insurance, real estate and leasing	U	(1.5)	249	(22.8)	233	(24.5)
		Professional, scientific and technical services	x	x	x	x	x	x
		Business, building and other support services	U	(1.6)	184	(28.4)	175	(25.6)
		Educational services	11 <sup>M</sup>	(2.4)	237	(12.3)	215	(15.7)
		Health care and social assistance	7 <sup>M</sup>	(2.3)	210	(15.5)	191	(18.2)
		Information, culture and recreation	x	x	x	x	x	x
		Accommodation and food services	10 <sup>M</sup>	(2.9)	210	(15.6)	191	(21.2)
		Other services	x	x	x	x	x	x
	Public administration	17 <sup>M</sup>	(3.1)	246	(12.3)	232	(14.8)	
	Non-Indigenous	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	U	(1.0)	282	(15.0)	285	(15.6)
		Utilities	U	(0.8)	281	(12.5)	273	(17.8)
		Construction	9	(1.3)	257	(8.8)	255	(12.0)
		Manufacturing	U	(0.6)	280	(34.5)	271	(36.0)
		Trade	12	(1.7)	269	(8.5)	255	(10.5)
		Transportation and warehousing	7 <sup>M</sup>	(1.5)	272	(11.0)	272	(11.8)
		Finance, insurance, real estate and leasing	5 <sup>M</sup>	(1.5)	279	(9.9)	272	(18.3)
		Professional, scientific and technical services	6 <sup>M</sup>	(1.4)	307	(10.7)	299	(9.3)
		Business, building and other support services	U	(1.4)	255	(15.8)	247	(12.3)
Educational services		7 <sup>M</sup>	(1.4)	302	(7.1)	298	(8.1)	
Health care and social assistance		9	(1.3)	283	(10.7)	265	(10.3)	
Information, culture and recreation		4 <sup>M</sup>	(1.2)	315	(9.6)	303	(12.0)	
Accommodation and food services		7 <sup>M</sup>	(1.4)	255	(13.3)	237	(17.8)	
Other services		4 <sup>M</sup>	(1.4)	285	(15.7)	275	(17.2)	
Public administration	21	(1.9)	297	(8.4)	290	(7.8)		
<b>Nunavut</b>	Indigenous, total	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	5 <sup>M</sup>	(1.6)	240	(14.8)	225	(16.1)
		Utilities	U	(0.8)	203	(18.4)	191	(20.5)
		Construction	6 <sup>M</sup>	(1.3)	207	(12.4)	195	(11.4)
		Manufacturing	x	x	x	x	x	x
		Trade	18	(2.4)	206	(10.3)	188	(10.6)
		Transportation and warehousing	x	x	243	(17.4)	230	(20.3)
		Finance, insurance, real estate and leasing	3 <sup>M</sup>	(1.0)	214	(24.1)	201	(23.9)

Table 4.3a (cont'd)

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
Nunavut (cont'd)	Indigenous, total (cont'd)	Professional, scientific and technical services	U	(0.7)	236	(27.1)	229	(23.4)
		Business, building and other support services	6 <sup>M</sup>	(1.6)	202	(12.3)	185	(14.1)
		Educational services	9 <sup>M</sup>	(2.1)	216	(10.6)	201	(9.9)
		Health care and social assistance	13	(1.8)	190	(11.6)	169	(10.6)
		Information, culture and recreation	U	(1.0)	192	(13.9)	171	(21.7)
		Accommodation and food services	U	(1.3)	172	(19.9)	161	(18.2)
		Other services	3 <sup>M</sup>	(0.9)	178	(26.0)	161	(24.0)
		Public administration	21	(2.7)	239	(6.8)	220	(8.0)
	Inuit	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	5 <sup>M</sup>	(1.6)	240	(14.8)	225	(16.1)
		Utilities	U	(0.8)	203	(18.4)	191	(20.5)
		Construction	6 <sup>M</sup>	(1.3)	207	(12.4)	195	(11.4)
		Manufacturing	x	x	x	x	x	x
		Trade	18	(2.3)	204	(9.9)	185	(10.0)
		Transportation and warehousing	x	x	243	(17.4)	230	(20.3)
		Finance, insurance, real estate and leasing	3 <sup>M</sup>	(1.0)	213	(24.6)	200	(24.5)
		Professional, scientific and technical services	U	(0.7)	236	(27.1)	229	(23.4)
		Business, building and other support services	5 <sup>M</sup>	(1.6)	201	(13.0)	183	(14.7)
		Educational services	9 <sup>M</sup>	(2.1)	213	(11.0)	199	(10.4)
		Health care and social assistance	13	(1.8)	190	(11.6)	169	(10.6)
		Information, culture and recreation	U	(1.1)	192	(13.9)	171	(21.7)
		Accommodation and food services	U	(1.3)	172	(19.9)	161	(18.2)
		Other services	3 <sup>M</sup>	(0.9)	178	(26.0)	161	(24.0)
	Public administration	20	(2.7)	237	(6.9)	218	(7.8)	
	Non-Indigenous	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	...	...	...	...	...	...
		Utilities	U	(1.8)	288	(14.9)	304	(18.4)
		Construction	U	(1.7)	231	(28.4)	221	(28.1)
		Manufacturing	x	x	x	x	x	x
		Trade	5 <sup>M</sup>	(1.5)	280	(13.7)	284	(18.9)
		Transportation and warehousing	6 <sup>M</sup>	(1.9)	268	(13.2)	258	(19.6)
		Finance, insurance, real estate and leasing	U	(1.4)	307	(22.7)	283	(21.2)
		Professional, scientific and technical services	U	(1.2)	305	(14.0)	302	(21.4)
Business, building and other support services		x	x	x	x	x	x	
Educational services		18 <sup>M</sup>	(4.7)	306	(8.6)	297	(11.1)	
Health care and social assistance		12 <sup>M</sup>	(2.2)	289	(16.6)	277	(16.7)	
Information, culture and recreation		x	x	x	x	x	x	
Accommodation and food services		x	x	x	x	x	x	
Other services		x	x	x	x	x	x	
Public administration	36	(3.5)	301	(5.7)	288	(6.1)		

**Table 4.3a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE

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

<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

... Data not available

Table 4.3b

PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012								
	Indigenous identification	North American Industry Classification System (NAICS 2007)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
Canada	Indigenous, total	Agriculture	U	(7.7)	U	(21.4)	U	(20.6)
		Forestry, fishing, mining, quarrying, oil and gas	U	(6.7)	59 <sup>M</sup>	(12.9)	U	(13.7)
		Utilities	U	(4.4)	U	(19.2)	U	(17.6)
		Construction	19 <sup>M</sup>	(4.9)	58	(6.5)	23 <sup>M</sup>	(5.5)
		Manufacturing	16 <sup>M</sup>	(4.1)	44 <sup>M</sup>	(8.0)	40 <sup>M</sup>	(8.3)
		Trade	15 <sup>M</sup>	(2.8)	45	(5.9)	40	(5.8)
		Transportation and warehousing	U	(5.6)	52 <sup>M</sup>	(13.6)	U	(13.8)
		Finance, insurance, real estate and leasing	U	(3.2)	60	(8.1)	31 <sup>M</sup>	(7.7)
		Professional, scientific and technical services	U	(8.6)	33 <sup>M</sup>	(7.4)	48 <sup>M</sup>	(8.3)
		Business, building and other support services	29 <sup>M</sup>	(8.8)	49 <sup>M</sup>	(12.8)	U	(7.6)
		Educational services	10 <sup>M</sup>	(2.9)	42	(6.3)	48	(6.5)
		Health care and social assistance	21	(3.4)	55	(5.3)	24 <sup>M</sup>	(4.4)
		Information, culture and recreation	U	(1.3)	57	(9.4)	39 <sup>M</sup>	(9.2)
		Accommodation and food services	20 <sup>M</sup>	(6.0)	53	(8.2)	27 <sup>M</sup>	(6.1)
		Other services	20 <sup>M</sup>	(6.4)	37 <sup>M</sup>	(10.3)	43 <sup>M</sup>	(13.5)
		Public administration	10 <sup>M</sup>	(2.5)	40	(4.6)	51	(4.9)
		First Nations	Agriculture	x	x	U	(36.8)	x
	Forestry, fishing, mining, quarrying, oil and gas		U	(15.8)	U	(14.7)	U	(10.5)
	Utilities		x	x	U	(47.0)	x	x
	Construction		U	(8.0)	52 <sup>M</sup>	(10.6)	U	(9.6)
	Manufacturing		U	(5.8)	40 <sup>M</sup>	(12.6)	48 <sup>M</sup>	(13.8)
	Trade		19 <sup>M</sup>	(4.7)	50	(8.1)	31 <sup>M</sup>	(6.9)
	Transportation and warehousing		U	(5.6)	70 <sup>M</sup>	(15.2)	U	(13.9)
	Finance, insurance, real estate and leasing		U	(8.1)	48 <sup>M</sup>	(10.5)	U	(9.6)
	Professional, scientific and technical services		x	x	x	x	39 <sup>M</sup>	(10.0)
	Business, building and other support services		41 <sup>M</sup>	(9.2)	36 <sup>M</sup>	(9.4)	U	(9.2)
	Educational services		U	(3.2)	46 <sup>M</sup>	(10.6)	47 <sup>M</sup>	(10.8)
	Health care and social assistance		29 <sup>M</sup>	(5.4)	48	(7.0)	23 <sup>M</sup>	(6.4)
	Information, culture and recreation		U	(2.1)	46 <sup>M</sup>	(15.0)	51 <sup>M</sup>	(15.4)
	Accommodation and food services		U	(9.7)	53 <sup>M</sup>	(10.4)	20 <sup>M</sup>	(6.4)
	Other services		34 <sup>M</sup>	(10.9)	40 <sup>M</sup>	(9.2)	U	(14.0)
	Public administration	6 <sup>M</sup>	(2.0)	46 <sup>M</sup>	(8.1)	47 <sup>M</sup>	(8.4)	
	Métis	Agriculture	x	x	x	x	U	(19.1)
		Forestry, fishing, mining, quarrying, oil and gas	U	(3.7)	65 <sup>M</sup>	(19.3)	U	(20.0)
		Utilities	0	(0.0)	U	(27.4)	U	(27.4)
		Construction	U	(5.7)	64	(9.7)	U	(8.4)
		Manufacturing	20 <sup>M</sup>	(6.4)	50 <sup>M</sup>	(8.7)	30 <sup>M</sup>	(8.7)
		Trade	U	(3.2)	39 <sup>M</sup>	(8.7)	52 <sup>M</sup>	(9.2)
		Transportation and warehousing	U	(9.8)	U	(18.0)	U	(19.6)
		Finance, insurance, real estate and leasing	x	x	62 <sup>M</sup>	(12.3)	x	x
		Professional, scientific and technical services	x	x	x	x	56 <sup>M</sup>	(14.8)
		Business, building and other support services	U	(9.0)	U	(24.2)	U	(17.8)
Educational services		U	(4.4)	38 <sup>M</sup>	(10.4)	54 <sup>M</sup>	(10.6)	
Health care and social assistance		U	(4.2)	63	(8.6)	26 <sup>M</sup>	(7.2)	
Information, culture and recreation		x	x	65 <sup>M</sup>	(11.3)	x	x	

**Table 4.3b (cont'd)**

<b>PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012</b>								
	<b>Indigenous identification</b>	<b>North American Industry Classification System (NAICS 2007)</b>	<b>PS-TRE non-respondents</b>		<b>Level 1 or below</b>		<b>Level 2 or 3</b>	
			<b>%</b>	<b>SE</b>	<b>%</b>	<b>SE</b>	<b>%</b>	<b>SE</b>
<b>Canada (cont'd)</b>	Métis (cont'd)	Accommodation and food services	U	(6.3)	52 <sup>M</sup>	(15.2)	U	(13.2)
		Other services	U	(4.8)	U	(16.4)	U	(19.2)
		Public administration	U	(4.9)	30 <sup>M</sup>	(5.8)	59	(6.6)
	Inuit	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	x	x	65 <sup>M</sup>	(17.1)	x	x
		Utilities	x	x	x	x	0	(0.0)
		Construction	52 <sup>M</sup>	(12.1)	x	x	x	x
		Manufacturing	x	x	x	x	x	x
		Trade	43 <sup>M</sup>	(7.6)	x	x	x	x
		Transportation and warehousing	x	x	65 <sup>M</sup>	(14.1)	x	x
		Finance, insurance, real estate and leasing	x	x	53 <sup>M</sup>	(16.2)	x	x
		Professional, scientific and technical services	x	x	x	x	x	x
		Business, building and other support services	x	x	U	(32.6)	x	x
		Educational services	54 <sup>M</sup>	(17.8)	x	x	x	x
		Health care and social assistance	54 <sup>M</sup>	(11.9)	x	x	x	x
		Information, culture and recreation	70 <sup>M</sup>	(15.0)	x	x	x	x
		Accommodation and food services	x	x	x	x	0	(0.0)
		Other services	x	x	U	(27.5)	x	x
		Public administration	27 <sup>M</sup>	(7.5)	54	(8.1)	U	(8.5)
		Registered Indian, total	Agriculture	x	x	U	(41.6)	x
	Forestry, fishing, mining, quarrying, oil and gas		U	(20.0)	U	(20.0)	U	(8.5)
	Utilities		x	x	U	(15.3)	x	x
	Construction		U	(8.0)	55 <sup>M</sup>	(12.1)	U	(10.2)
	Manufacturing		U	(7.9)	U	(15.7)	U	(18.0)
	Trade		19 <sup>M</sup>	(5.2)	54 <sup>M</sup>	(9.9)	27 <sup>M</sup>	(8.8)
	Transportation and warehousing		U	(4.6)	70 <sup>M</sup>	(17.2)	U	(16.6)
	Finance, insurance, real estate and leasing		U	(7.3)	67	(10.9)	U	(7.9)
	Professional, scientific and technical services		x	x	x	x	U	(12.2)
	Business, building and other support services		53 <sup>M</sup>	(11.9)	33 <sup>M</sup>	(10.9)	U	(8.5)
	Educational services		U	(4.5)	46 <sup>M</sup>	(11.0)	45 <sup>M</sup>	(11.0)
	Health care and social assistance		31 <sup>M</sup>	(6.6)	46 <sup>M</sup>	(8.4)	24 <sup>M</sup>	(7.6)
	Information, culture and recreation		U	(2.2)	56 <sup>M</sup>	(13.6)	40 <sup>M</sup>	(13.3)
	Accommodation and food services		U	(11.6)	51 <sup>M</sup>	(11.5)	U	(7.1)
	Other services		39 <sup>M</sup>	(11.4)	43 <sup>M</sup>	(8.9)	U	(10.6)
	Public administration	U	(1.6)	47 <sup>M</sup>	(9.5)	49 <sup>M</sup>	(9.6)	
	Non-Indigenous	Agriculture	28	(3.8)	50	(4.8)	21 <sup>M</sup>	(4.6)
		Forestry, fishing, mining, quarrying, oil and gas	13 <sup>M</sup>	(2.7)	46	(5.4)	41	(5.2)
		Utilities	U	(3.9)	37 <sup>M</sup>	(8.2)	54	(8.1)
		Construction	18	(2.1)	53	(2.6)	29	(2.5)
		Manufacturing	18	(1.5)	48	(2.1)	34	(2.1)
Trade		16	(1.3)	48	(1.8)	36	(1.9)	
Transportation and warehousing		25	(2.5)	47	(3.2)	28	(3.1)	
Finance, insurance, real estate and leasing		9 <sup>M</sup>	(1.5)	44	(2.6)	47	(2.5)	
Professional, scientific and technical services		6 <sup>M</sup>	(1.1)	34	(2.7)	60	(2.8)	
Business, building and other support services		18	(2.3)	50	(3.8)	31	(3.5)	

**Table 4.3b (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Canada (cont'd)</b>	Non-Indigenous (cont'd)	Educational services	8	(1.2)	41	(2.3)	51	(2.4)
		Health care and social assistance	14	(1.1)	49	(2.0)	37	(2.0)
		Information, culture and recreation	6 <sup>M</sup>	(1.3)	37	(3.3)	57	(3.5)
		Accommodation and food services	15	(1.7)	50	(2.9)	35	(2.8)
		Other services	20	(2.4)	48	(3.2)	32	(3.1)
		Public administration	5 <sup>M</sup>	(0.9)	39	(2.7)	55	(2.8)
<b>Ontario</b>	Indigenous, total	Agriculture	x	x	U	(29.9)	x	x
		Forestry, fishing, mining, quarrying, oil and gas	x	x	94	(4.8)	x	x
		Utilities	0	(0.0)	x	x	x	x
		Construction	U	(8.0)	66 <sup>M</sup>	(17.8)	U	(15.8)
		Manufacturing	U	(4.5)	57	(9.4)	32 <sup>M</sup>	(8.6)
		Trade	U	(2.7)	51 <sup>M</sup>	(10.5)	41 <sup>M</sup>	(10.3)
		Transportation and warehousing	U	(3.7)	72 <sup>M</sup>	(13.4)	U	(13.2)
		Finance, insurance, real estate and leasing	x	x	U	(18.0)	x	x
		Professional, scientific and technical services	x	x	x	x	68	(10.5)
		Business, building and other support services	U	(13.9)	41 <sup>M</sup>	(13.8)	U	(13.2)
		Educational services	U	(5.3)	43 <sup>M</sup>	(14.1)	48 <sup>M</sup>	(14.0)
		Health care and social assistance	U	(7.4)	58	(9.6)	26 <sup>M</sup>	(8.0)
		Information, culture and recreation	x	x	x	x	U	(17.0)
		Accommodation and food services	U	(10.3)	53 <sup>M</sup>	(13.5)	U	(10.5)
		Other services	U	(11.7)	U	(24.6)	U	(33.5)
		Public administration	U	(1.8)	30 <sup>M</sup>	(8.5)	66	(8.9)
	First Nations	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	0	(0.0)
		Utilities	...	...	...	...	...	...
		Construction	x	x	x	x	U	(25.6)
		Manufacturing	U	(5.4)	55 <sup>M</sup>	(13.5)	U	(11.6)
		Trade	U	(3.9)	52 <sup>M</sup>	(14.0)	U	(13.7)
		Transportation and warehousing	x	x	83 <sup>M</sup>	(15.2)	x	x
		Finance, insurance, real estate and leasing	x	x	x	x	45 <sup>M</sup>	(13.9)
		Professional, scientific and technical services	x	x	x	x	68 <sup>M</sup>	(12.5)
		Business, building and other support services	x	x	U	(20.0)	x	x
		Educational services	x	x	x	x	U	(22.7)
		Health care and social assistance	U	(13.2)	51 <sup>M</sup>	(12.7)	U	(8.2)
		Information, culture and recreation	x	x	x	x	51 <sup>M</sup>	(16.1)
		Accommodation and food services	x	x	56 <sup>M</sup>	(17.2)	x	x
		Other services	x	x	U	(21.6)	x	x
		Public administration	x	x	x	x	59 <sup>M</sup>	(13.1)
		Métis	Agriculture	x	x	x	x	x
Forestry, fishing, mining, quarrying, oil and gas	x		x	94	(5.1)	x	x	
Utilities	0		(0.0)	x	x	x	x	
Construction	x		x	77 <sup>M</sup>	(22.9)	x	x	
Manufacturing	x		x	57 <sup>M</sup>	(14.9)	x	x	
Trade	U		(4.2)	50 <sup>M</sup>	(14.2)	42 <sup>M</sup>	(13.8)	
Transportation and warehousing	x		x	U	(20.5)	x	x	

**Table 4.3b (cont'd)**

<b>PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012</b>								
	<b>Indigenous identification</b>	<b>North American Industry Classification System (NAICS 2007)</b>	<b>PS-TRE non-respondents</b>		<b>Level 1 or below</b>		<b>Level 2 or 3</b>	
			<b>%</b>	<b>SE</b>	<b>%</b>	<b>SE</b>	<b>%</b>	<b>SE</b>
<b>Ontario (cont'd)</b>	Métis (cont'd)	Finance, insurance, real estate and leasing	x	x	U	(31.3)	x	x
		Professional, scientific and technical services	0	(0.0)	U	(17.7)	69 <sup>M</sup>	(17.7)
		Business, building and other support services	x	x	U	(19.2)	x	x
		Educational services	x	x	x	x	U	(24.8)
		Health care and social assistance	x	x	67 <sup>M</sup>	(15.0)	x	x
		Information, culture and recreation	x	x	x	x	U	(27.3)
		Accommodation and food services	x	x	U	(22.1)	x	x
		Other services	x	x	U	(40.7)	x	x
		Public administration	U	(1.8)	U	(9.3)	75	(9.8)
	Registered Indian, total	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	0	(0.0)	x	x	x	x
		Utilities	0	(0.0)	x	x	x	x
		Construction	x	x	x	x	U	(29.7)
		Manufacturing	U	(5.4)	55 <sup>M</sup>	(15.1)	U	(13.4)
		Trade	U	(7.1)	61 <sup>M</sup>	(18.1)	U	(17.1)
		Transportation and warehousing	x	x	89	(13.4)	x	x
		Finance, insurance, real estate and leasing	x	x	x	x	51 <sup>M</sup>	(15.8)
		Professional, scientific and technical services	x	x	x	x	70 <sup>M</sup>	(15.9)
		Business, building and other support services	x	x	U	(19.4)	x	x
		Educational services	x	x	x	x	U	(28.1)
		Health care and social assistance	U	(18.0)	51 <sup>M</sup>	(16.4)	U	(9.5)
		Information, culture and recreation	x	x	x	x	U	(28.8)
		Accommodation and food services	x	x	x	x	U	(15.4)
		Other services	x	x	U	(30.1)	x	x
		Public administration	x	x	x	x	60 <sup>M</sup>	(15.5)
		Non-Indigenous	Agriculture	28 <sup>M</sup>	(7.6)	51	(8.5)	U
	Forestry, fishing, mining, quarrying, oil and gas		U	(5.3)	45 <sup>M</sup>	(14.9)	U	(16.3)
	Utilities		x	x	U	(16.6)	x	x
	Construction		17 <sup>M</sup>	(3.6)	50	(5.3)	32	(5.2)
	Manufacturing		19	(2.5)	47	(3.3)	34	(3.4)
	Trade		14	(2.3)	46	(3.5)	40	(3.6)
	Transportation and warehousing		22 <sup>M</sup>	(4.4)	47	(5.6)	30 <sup>M</sup>	(5.8)
	Finance, insurance, real estate and leasing		10 <sup>M</sup>	(2.4)	45	(4.4)	46	(4.4)
	Professional, scientific and technical services		5 <sup>M</sup>	(1.8)	34	(4.9)	61	(5.1)
	Business, building and other support services		14 <sup>M</sup>	(3.5)	48	(6.7)	39 <sup>M</sup>	(7.0)
	Educational services		9 <sup>M</sup>	(2.4)	39	(4.5)	52	(4.7)
Health care and social assistance	12 <sup>M</sup>		(2.1)	49	(4.3)	39	(4.2)	
Information, culture and recreation	U		(1.9)	39 <sup>M</sup>	(6.8)	58	(7.0)	
Accommodation and food services	9 <sup>M</sup>		(2.4)	54	(5.7)	37	(5.8)	
Other services	18 <sup>M</sup>		(3.9)	48	(5.7)	34 <sup>M</sup>	(5.9)	
Public administration	U		(1.4)	41	(5.4)	56	(5.3)	
<b>Manitoba</b>	Indigenous, total	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	0	(0.0)	U	(19.2)	67 <sup>M</sup>	(19.2)
		Construction	U	(9.8)	54 <sup>M</sup>	(11.1)	U	(9.0)

**Table 4.3b (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Manitoba (cont'd)</b>	Indigenous, total (cont'd)	Manufacturing	U	(14.9)	U	(14.6)	U	(14.6)
		Trade	18 <sup>M</sup>	(6.1)	44 <sup>M</sup>	(10.3)	37 <sup>M</sup>	(10.0)
		Transportation and warehousing	U	(16.5)	U	(12.3)	U	(13.7)
		Finance, insurance, real estate and leasing	x	x	x	x	51 <sup>M</sup>	(15.7)
		Professional, scientific and technical services	x	x	x	x	62 <sup>M</sup>	(20.1)
		Business, building and other support services	x	x	x	x	U	(19.1)
		Educational services	x	x	x	x	51 <sup>M</sup>	(11.1)
		Health care and social assistance	U	(10.9)	41 <sup>M</sup>	(9.3)	29 <sup>M</sup>	(9.3)
		Information, culture and recreation	0	(0.0)	U	(19.0)	U	(19.0)
		Accommodation and food services	U	(4.8)	50 <sup>M</sup>	(15.2)	U	(15.4)
		Other services	U	(6.4)	45 <sup>M</sup>	(12.3)	42 <sup>M</sup>	(11.9)
		Public administration	U	(3.7)	48 <sup>M</sup>	(13.3)	46 <sup>M</sup>	(12.7)
		First Nations	Agriculture	...	...	...	...	...
Forestry, fishing, mining, quarrying, oil and gas	...		...	...	...	...	...	
Utilities	0		(0.0)	x	x	x	x	
Construction	U		(13.9)	x	x	x	x	
Manufacturing	x		x	x	x	x	x	
Trade	x		x	x	x	x	x	
Transportation and warehousing	x		x	x	x	x	x	
Finance, insurance, real estate and leasing	x		x	x	x	x	x	
Professional, scientific and technical services	0		(0.0)	x	x	x	x	
Business, building and other support services	x		x	x	x	x	x	
Educational services	0		(0.0)	U	(22.5)	U	(22.5)	
Health care and social assistance	U		(20.0)	U	(13.1)	U	(9.9)	
Information, culture and recreation	0		(0.0)	x	x	x	x	
Accommodation and food services	0		(0.0)	x	x	x	x	
Other services	0		(0.0)	x	x	x	x	
Public administration	x	x	x	x	U	(24.7)		
Métis	Agriculture	x	x	x	x	x	x	
	Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x	
	Utilities	0	(0.0)	U	(22.9)	U	(22.9)	
	Construction	U	(13.1)	59 <sup>M</sup>	(14.6)	U	(10.5)	
	Manufacturing	U	(21.3)	U	(15.6)	U	(13.2)	
	Trade	U	(5.9)	50 <sup>M</sup>	(12.0)	37 <sup>M</sup>	(11.6)	
	Transportation and warehousing	x	x	U	(14.9)	x	x	
	Finance, insurance, real estate and leasing	x	x	x	x	58 <sup>M</sup>	(15.0)	
	Professional, scientific and technical services	x	x	x	x	U	(25.0)	
	Business, building and other support services	x	x	70 <sup>M</sup>	(22.1)	x	x	
	Educational services	x	x	x	x	51 <sup>M</sup>	(14.6)	
	Health care and social assistance	U	(5.1)	47 <sup>M</sup>	(11.8)	38 <sup>M</sup>	(12.6)	
	Information, culture and recreation	0	(0.0)	U	(19.6)	60 <sup>M</sup>	(19.6)	
	Accommodation and food services	U	(6.5)	U	(17.4)	U	(18.0)	
	Other services	U	(8.8)	45 <sup>M</sup>	(14.4)	U	(14.4)	
Public administration	U	(6.0)	U	(12.7)	52 <sup>M</sup>	(12.5)		

**Table 4.3b (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Manitoba (cont'd)</b>	Registered Indian, total	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	...	...	...	...	...	...
		Utilities	0	(0.0)	x	x	x	x
		Construction	x	x	U	(15.5)	x	x
		Manufacturing	0	(0.0)	x	x	x	x
		Trade	x	x	x	x	x	x
		Transportation and warehousing	x	x	x	x	x	x
		Finance, insurance, real estate and leasing	0	(0.0)	x	x	x	x
		Professional, scientific and technical services	0	(0.0)	x	x	x	x
		Business, building and other support services	x	x	x	x	x	x
		Educational services	x	x	U	(25.2)	x	x
		Health care and social assistance	x	x	U	(14.0)	x	x
		Information, culture and recreation	0	(0.0)	x	x	x	x
		Accommodation and food services	x	x	72 <sup>M</sup>	(16.1)	x	x
		Other services	0	(0.0)	x	x	x	x
		Public administration	0	(0.0)	U	(25.8)	U	(25.8)
	Non-Indigenous	Agriculture	50 <sup>M</sup>	(11.8)	U	(11.8)	U	(10.0)
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	x	x	x	x	U	(24.9)
		Construction	22 <sup>M</sup>	(4.6)	49 <sup>M</sup>	(8.6)	29 <sup>M</sup>	(8.4)
		Manufacturing	26 <sup>M</sup>	(6.4)	42 <sup>M</sup>	(8.6)	32 <sup>M</sup>	(8.3)
		Trade	22 <sup>M</sup>	(4.4)	46	(6.1)	33 <sup>M</sup>	(5.8)
		Transportation and warehousing	38 <sup>M</sup>	(9.3)	31 <sup>M</sup>	(9.4)	32 <sup>M</sup>	(9.6)
		Finance, insurance, real estate and leasing	24 <sup>M</sup>	(7.5)	U	(10.4)	50 <sup>M</sup>	(11.2)
		Professional, scientific and technical services	x	x	x	x	56 <sup>M</sup>	(10.0)
		Business, building and other support services	x	x	x	x	U	(20.7)
		Educational services	U	(5.1)	41 <sup>M</sup>	(8.4)	44 <sup>M</sup>	(8.2)
		Health care and social assistance	19 <sup>M</sup>	(4.0)	47	(5.7)	35 <sup>M</sup>	(5.8)
Information, culture and recreation	x	x	x	x	44 <sup>M</sup>	(13.4)		
Accommodation and food services	23 <sup>M</sup>	(6.9)	38 <sup>M</sup>	(10.0)	39 <sup>M</sup>	(10.2)		
Other services	30 <sup>M</sup>	(8.3)	35 <sup>M</sup>	(10.7)	36 <sup>M</sup>	(10.4)		
Public administration	U	(4.7)	34 <sup>M</sup>	(8.8)	57	(9.0)		
<b>Saskatchewan</b>	Indigenous, total	Agriculture	x	x	x	x	x	x
		Forestry, fishing, mining, quarrying, oil and gas	x	x	U	(29.8)	x	x
		Utilities	0	(0.0)	x	x	x	x
		Construction	x	x	70 <sup>M</sup>	(13.9)	x	x
		Manufacturing	x	x	U	(23.3)	x	x
		Trade	U	(7.2)	51 <sup>M</sup>	(12.9)	U	(12.4)
		Transportation and warehousing	x	x	78 <sup>M</sup>	(14.2)	x	x
		Finance, insurance, real estate and leasing	x	x	62 <sup>M</sup>	(19.7)	x	x
		Professional, scientific and technical services	0	(0.0)	U	(25.2)	U	(25.2)
		Business, building and other support services	70 <sup>M</sup>	(23.2)	x	x	x	x
		Educational services	x	x	56 <sup>M</sup>	(12.8)	x	x
		Health care and social assistance	U	(5.5)	71	(8.8)	U	(8.3)
		Information, culture and recreation	x	x	62 <sup>M</sup>	(17.1)	x	x

**Table 4.3b (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Saskatchewan (cont'd)</b>	Indigenous, total (cont'd)	Accommodation and food services	x	x	61 <sup>M</sup>	(13.5)	x	x
		Other services	x	x	48 <sup>M</sup>	(15.7)	x	x
		Public administration	x	x	58 <sup>M</sup>	(12.7)	x	x
	First Nations	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	...	...	...	...	...	...
		Construction	x	x	U	(26.3)	x	x
		Manufacturing	0	(0.0)	x	x	x	x
		Trade	U	(14.2)	U	(17.4)	U	(14.7)
		Transportation and warehousing	x	x	77 <sup>M</sup>	(23.8)	x	x
		Finance, insurance, real estate and leasing	x	x	U	(28.3)	x	x
		Professional, scientific and technical services	0	(0.0)	x	x	x	x
		Business, building and other support services	x	x	x	x	x	x
		Educational services	x	x	61 <sup>M</sup>	(17.1)	x	x
		Health care and social assistance	x	x	74 <sup>M</sup>	(15.5)	x	x
		Information, culture and recreation	0	(0.0)	U	(27.9)	U	(27.9)
		Accommodation and food services	0	(0.0)	x	x	x	x
		Other services	x	x	U	(23.6)	x	x
		Public administration	x	x	68 <sup>M</sup>	(22.2)	x	x
		Métis	Agriculture	x	x	x	x	x
	Forestry, fishing, mining, quarrying, oil and gas		0	(0.0)	x	x	x	x
	Utilities		0	(0.0)	x	x	x	x
	Construction		x	x	78 <sup>M</sup>	(13.2)	x	x
	Manufacturing		x	x	U	(26.6)	x	x
	Trade		U	(7.0)	U	(18.8)	U	(19.0)
	Transportation and warehousing		x	x	78 <sup>M</sup>	(17.4)	x	x
	Finance, insurance, real estate and leasing		0	(0.0)	x	x	x	x
	Professional, scientific and technical services		0	(0.0)	x	x	x	x
	Business, building and other support services		x	x	x	x	x	x
	Educational services		0	(0.0)	U	(17.3)	U	(17.3)
	Health care and social assistance		x	x	68 <sup>M</sup>	(12.6)	x	x
	Information, culture and recreation		x	x	71 <sup>M</sup>	(13.5)	x	x
	Accommodation and food services		x	x	x	x	U	(17.2)
	Other services		x	x	U	(29.2)	x	x
	Public administration	0	(0.0)	U	(16.9)	U	(16.9)	
	Registered Indian, total	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	...	...	...	...	...	...
		Construction	x	x	x	x	x	x
		Manufacturing	...	...	...	...	...	...
		Trade	U	(14.2)	U	(17.4)	U	(14.7)
		Transportation and warehousing	x	x	82 <sup>M</sup>	(21.6)	x	x
Finance, insurance, real estate and leasing		x	x	U	(28.3)	x	x	
Professional, scientific and technical services		0	(0.0)	x	x	x	x	
Business, building and other support services		x	x	x	x	x	x	

Table 4.3b (cont'd)

PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012										
	Indigenous identification	North American Industry Classification System (NAICS 2007)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3			
			%	SE	%	SE	%	SE		
<b>Saskatchewan (cont'd)</b>	Registered Indian, total (cont'd)	Educational services	x	x	70 <sup>M</sup>	(16.0)	x	x		
		Health care and social assistance	x	x	83	(11.5)	x	x		
		Information, culture and recreation	0	(0.0)	U	(27.8)	U	(27.8)		
		Accommodation and food services	x	x	U	(26.9)	x	x		
		Other services	x	x	U	(23.6)	x	x		
		Public administration	x	x	74 <sup>M</sup>	(24.0)	x	x		
	Non-Indigenous	Agriculture	U	(6.7)	59 <sup>M</sup>	(14.3)	U	(14.2)		
		Forestry, fishing, mining, quarrying, oil and gas	0	(0.0)	71	(8.0)	29 <sup>M</sup>	(8.0)		
		Utilities	0	(0.0)	x	x	x	x		
		Construction	14 <sup>M</sup>	(3.9)	65	(7.5)	21 <sup>M</sup>	(6.7)		
		Manufacturing	x	x	67 <sup>M</sup>	(11.3)	x	x		
		Trade	U	(3.5)	52	(6.1)	38	(6.1)		
		Transportation and warehousing	x	x	60 <sup>M</sup>	(11.0)	x	x		
		Finance, insurance, real estate and leasing	0	(0.0)	51 <sup>M</sup>	(13.1)	49 <sup>M</sup>	(13.1)		
		Professional, scientific and technical services	x	x	x	x	63	(9.5)		
		Business, building and other support services	x	x	47 <sup>M</sup>	(15.1)	x	x		
		Educational services	x	x	x	x	53	(7.8)		
		Health care and social assistance	14 <sup>M</sup>	(3.6)	54	(5.2)	32	(5.0)		
		Information, culture and recreation	x	x	x	x	55 <sup>M</sup>	(11.0)		
		Accommodation and food services	23 <sup>M</sup>	(7.3)	53 <sup>M</sup>	(9.2)	24 <sup>M</sup>	(6.9)		
		Other services	x	x	63 <sup>M</sup>	(11.0)	x	x		
		Public administration	U	(4.4)	40 <sup>M</sup>	(10.0)	51 <sup>M</sup>	(10.2)		
		<b>British Columbia</b>	Indigenous, total	Agriculture	0	(0.0)	x	x	x	x
				Forestry, fishing, mining, quarrying, oil and gas	0	(0.0)	x	x	x	x
	Utilities			0	(0.0)	x	x	x	x	
	Construction			x	x	x	x	U	(14.1)	
	Manufacturing			U	(4.8)	47 <sup>M</sup>	(15.2)	U	(15.0)	
Trade	U			(9.7)	U	(10.3)	57 <sup>M</sup>	(12.0)		
Transportation and warehousing	x			x	U	(36.3)	x	x		
Finance, insurance, real estate and leasing	x			x	x	x	U	(17.3)		
Professional, scientific and technical services	x			x	x	x	U	(17.2)		
Business, building and other support services	x			x	x	x	U	(16.8)		
Educational services	x			x	U	(15.8)	x	x		
Health care and social assistance	U			(12.8)	50 <sup>M</sup>	(15.4)	U	(12.1)		
Information, culture and recreation	0			(0.0)	49 <sup>M</sup>	(14.8)	51 <sup>M</sup>	(14.8)		
Accommodation and food services	U			(7.7)	56 <sup>M</sup>	(14.5)	U	(12.0)		
Other services	x			x	x	x	U	(17.0)		
Public administration	0		(0.0)	U	(16.3)	59 <sup>M</sup>	(16.3)			
First Nations	Agriculture		...	...	...	...	...	...		
	Forestry, fishing, mining, quarrying, oil and gas		0	(0.0)	x	x	x	x		
	Utilities		...	...	...	...	...	...		
	Construction		x	x	U	(26.6)	x	x		
	Manufacturing		x	x	U	(21.0)	x	x		
	Trade	x	x	U	(13.0)	x	x			
Transportation and warehousing	x	x	65 <sup>M</sup>	(21.5)	x	x				

**Table 4.3b (cont'd)**

<b>PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012</b>								
	<b>Indigenous identification</b>	<b>North American Industry Classification System (NAICS 2007)</b>	<b>PS-TRE non-respondents</b>		<b>Level 1 or below</b>		<b>Level 2 or 3</b>	
			<b>%</b>	<b>SE</b>	<b>%</b>	<b>SE</b>	<b>%</b>	<b>SE</b>
<b>British Columbia</b>	First Nations (cont'd)	Finance, insurance, real estate and leasing	x	x	x	x	x	x
		Professional, scientific and technical services	0	(0.0)	x	x	x	x
		Business, building and other support services	x	x	U	(22.4)	x	x
		Educational services	x	x	x	x	55M	(17.2)
		Health care and social assistance	x	x	x	x	U	(16.7)
		Information, culture and recreation	0	(0.0)	x	x	x	x
		Accommodation and food services	U	(9.3)	59M	(17.1)	U	(13.9)
		Other services	0	(0.0)	x	x	x	x
		Public administration	0	(0.0)	U	(23.6)	U	(23.6)
	Métis	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	0	(0.0)	x	x	x	x
		Utilities	0	(0.0)	x	x	x	x
		Construction	x	x	48M	(15.9)	x	x
		Manufacturing	x	x	x	x	U	(20.0)
		Trade	x	x	x	x	68M	(18.1)
		Transportation and warehousing	x	x	U	(45.8)	x	x
		Finance, insurance, real estate and leasing	0	(0.0)	x	x	x	x
		Professional, scientific and technical services	x	x	x	x	U	(24.0)
		Business, building and other support services	x	x	x	x	U	(25.6)
		Educational services	x	x	U	(25.8)	x	x
		Health care and social assistance	x	x	x	x	U	(15.7)
		Information, culture and recreation	0	(0.0)	U	(18.0)	57M	(18.0)
		Accommodation and food services	x	x	x	x	U	(17.7)
		Other services	x	x	71M	(18.3)	x	x
		Public administration	x	x	x	x	77M	(21.7)
	Registered Indian, total	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	0	(0.0)	x	x	x	x
		Utilities	...	...	...	...	...	...
		Construction	x	x	x	x	x	x
		Manufacturing	x	x	60 <sup>M</sup>	(19.5)	x	x
		Trade	U	(18.5)	U	(14.6)	U	(16.5)
		Transportation and warehousing	x	x	60 <sup>M</sup>	(18.2)	x	x
		Finance, insurance, real estate and leasing	x	x	x	x	x	x
		Professional, scientific and technical services	0	(0.0)	x	x	x	x
		Business, building and other support services	x	x	x	x	x	x
		Educational services	x	x	U	(18.7)	x	x
		Health care and social assistance	x	x	x	x	U	(12.4)
		Information, culture and recreation	x	x	x	x	U	(22.8)
		Accommodation and food services	U	(15.7)	x	x	x	x
Other services		0	(0.0)	x	x	x	x	
Public administration		x	x	x	x	U	(30.5)	
Non-Indigenous	Agriculture	U	(21.4)	U	(20.2)	U	(20.1)	
	Forestry, fishing, mining, quarrying, oil and gas	x	x	U	(21.1)	x	x	
	Utilities	0	(0.0)	x	x	x	x	
	Construction	25 <sup>M</sup>	(6.6)	46	(7.1)	28 <sup>M</sup>	(6.7)	

**Table 4.3b (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3		
			%	SE	%	SE	%	SE	
<b>British Columbia (cont'd)</b>	Non-Indigenous (cont'd)	Manufacturing	22 <sup>M</sup>	(6.1)	43 <sup>M</sup>	(7.8)	35 <sup>M</sup>	(7.5)	
		Trade	15 <sup>M</sup>	(3.6)	42	(5.2)	43	(5.4)	
		Transportation and warehousing	40 <sup>M</sup>	(9.0)	45 <sup>M</sup>	(9.8)	U	(7.7)	
		Finance, insurance, real estate and leasing	U	(4.5)	42 <sup>M</sup>	(8.2)	50	(8.1)	
		Professional, scientific and technical services	U	(3.1)	28 <sup>M</sup>	(6.7)	65	(7.0)	
		Business, building and other support services	U	(9.6)	53 <sup>M</sup>	(11.6)	U	(8.9)	
		Educational services	U	(3.0)	37 <sup>M</sup>	(7.5)	56	(7.4)	
		Health care and social assistance	U	(5.3)	46	(7.6)	39 <sup>M</sup>	(6.9)	
		Information, culture and recreation	x	x	x	x	49 <sup>M</sup>	(16.0)	
		Accommodation and food services	32 <sup>M</sup>	(6.7)	34 <sup>M</sup>	(6.9)	34 <sup>M</sup>	(5.9)	
		Other services	U	(7.8)	47 <sup>M</sup>	(9.5)	31 <sup>M</sup>	(9.7)	
		Public administration	x	x	x	x	68	(10.3)	
		<b>Yukon</b>	Indigenous, total	Agriculture	...	...	...	...	...
Forestry, fishing, mining, quarrying, oil and gas	x			x	x	x	x	x	
Utilities	...			...	...	...	...	...	
Construction	x			x	U	(65.7)	x	x	
Manufacturing	...			...	...	...	...	...	
Trade	x			x	U	(27.3)	x	x	
Transportation and warehousing	x			x	94	(9.5)	x	x	
Finance, insurance, real estate and leasing	x			x	x	x	x	x	
Professional, scientific and technical services	0			(0.0)	x	x	x	x	
Business, building and other support services	x			x	x	x	x	x	
Educational services	x			x	U	(28.5)	x	x	
Health care and social assistance	x			x	x	x	U	(16.8)	
Information, culture and recreation	x			x	U	(35.1)	x	x	
Accommodation and food services	x			x	x	x	x	x	
Other services	x			x	x	x	x	x	
Public administration	U			(2.8)	60 <sup>M</sup>	(13.2)	U	(12.9)	
First Nations	Agriculture			...	...	...	...	...	...
	Forestry, fishing, mining, quarrying, oil and gas			x	x	x	x	x	x
	Utilities			...	...	...	...	...	...
	Construction			x	x	U	(83.6)	x	x
	Manufacturing			...	...	...	...	...	...
	Trade			x	x	U	(30.4)	x	x
	Transportation and warehousing			x	x	94	(9.0)	x	x
	Finance, insurance, real estate and leasing	x	x	x	x	x	x		
	Professional, scientific and technical services	0	(0.0)	x	x	x	x		
	Business, building and other support services	0	(0.0)	x	x	x	x		
	Educational services	x	x	U	(29.9)	x	x		
	Health care and social assistance	x	x	x	x	U	(20.7)		
	Information, culture and recreation	x	x	x	x	x	x		
	Accommodation and food services	x	x	x	x	x	x		
	Other services	x	x	x	x	0	(0.0)		
	Public administration	U	(3.5)	63 <sup>M</sup>	(14.5)	U	(14.1)		

**Table 4.3b (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Yukon (cont'd)</b>	Métis	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	0	(0.0)
		Utilities	...	...	...	...	...	...
		Construction	x	x	x	x	x	x
		Manufacturing	...	...	...	...	...	...
		Trade	0	(0.0)	x	x	x	x
		Transportation and warehousing	...	...	...	...	...	...
		Finance, insurance, real estate and leasing	...	...	...	...	...	...
		Professional, scientific and technical services	...	...	...	...	...	...
		Business, building and other support services	x	x	x	x	0	(0.0)
		Educational services	x	x	x	x	x	x
		Health care and social assistance	x	x	U	(29.6)	x	x
		Information, culture and recreation	x	x	x	x	x	x
		Accommodation and food services	...	...	...	...	...	...
		Other services	0	(0.0)	x	x	x	x
		Public administration	x	x	x	x	U	(26.7)
Registered Indian, total	Registered Indian, total	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x
		Utilities	...	...	...	...	...	...
		Construction	x	x	U	(96.1)	x	x
		Manufacturing	...	...	...	...	...	...
		Trade	x	x	U	(30.4)	x	x
		Transportation and warehousing	x	x	98	(7.6)	x	x
		Finance, insurance, real estate and leasing	x	x	x	x	x	x
		Professional, scientific and technical services	0	(0.0)	x	x	x	x
		Business, building and other support services	x	x	x	x	x	x
		Educational services	x	x	U	(25.3)	x	x
		Health care and social assistance	x	x	x	x	U	(19.7)
		Information, culture and recreation	x	x	x	x	x	x
		Accommodation and food services	x	x	x	x	x	x
		Other services	x	x	x	x	0	(0.0)
		Public administration	U	(3.5)	63 <sup>M</sup>	(14.9)	U	(14.6)
Non-Indigenous	Non-Indigenous	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	x	x	72 <sup>M</sup>	(21.7)	x	x
		Utilities	0	(0.0)	x	x	x	x
		Construction	U	(20.3)	U	(26.8)	U	(27.8)
		Manufacturing	0	(0.0)	x	x	x	x
		Trade	x	x	76 <sup>M</sup>	(16.9)	x	x
		Transportation and warehousing	x	x	x	x	U	(20.1)
		Finance, insurance, real estate and leasing	x	x	x	x	x	x
		Professional, scientific and technical services	x	x	x	x	58 <sup>M</sup>	(17.4)
		Business, building and other support services	x	x	U	(25.3)	x	x
		Educational services	0	(0.0)	U	(31.3)	U	(31.3)
		Health care and social assistance	x	x	x	x	U	(20.8)
		Information, culture and recreation	x	x	U	(20.0)	x	x

**Table 4.3b (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3		
			%	SE	%	SE	%	SE	
<b>Yukon (cont'd)</b>	Non-Indigenous (cont'd)	Accommodation and food services	x	x	x	x	U	(19.0)	
		Other services	x	x	U	(27.6)	x	x	
		Public administration	x	x	48 <sup>M</sup>	(12.7)	x	x	
<b>Northwest Territories</b>	Indigenous, total	Agriculture	...	...	...	...	...	...	
		Forestry, fishing, mining, quarrying, oil and gas	U	(13.5)	x	x	x	x	
		Utilities	x	x	x	x	x	x	
		Construction	U	(14.6)	x	x	x	x	
		Manufacturing	x	x	x	x	0	(0.0)	
		Trade	U	(12.5)	35 <sup>M</sup>	(11.0)	U	(11.7)	
		Transportation and warehousing	x	x	72 <sup>M</sup>	(14.8)	x	x	
		Finance, insurance, real estate and leasing	x	x	64 <sup>M</sup>	(19.1)	x	x	
		Professional, scientific and technical services	0	(0.0)	x	x	x	x	
		Business, building and other support services	U	(22.0)	x	x	x	x	
		Educational services	x	x	53 <sup>M</sup>	(13.9)	x	x	
		Health care and social assistance	x	x	69 <sup>M</sup>	(13.6)	x	x	
		Information, culture and recreation	x	x	x	x	x	x	
		Accommodation and food services	x	x	48 <sup>M</sup>	(14.4)	x	x	
		Other services	0	(0.0)	100	(0.0)	0	(0.0)	
		Public administration	19 <sup>M</sup>	(5.4)	56 <sup>M</sup>	(9.7)	U	(9.2)	
		First Nations	Agriculture	...	...	...	...	...	...
			Forestry, fishing, mining, quarrying, oil and gas	U	(17.2)	x	x	x	x
Utilities	x		x	x	x	x	x		
Construction	x		x	57 <sup>M</sup>	(14.9)	x	x		
Manufacturing	x		x	x	x	0	(0.0)		
Trade	x		x	U	(18.2)	x	x		
Transportation and warehousing	x		x	x	x	x	x		
Finance, insurance, real estate and leasing	x		x	x	x	x	x		
Professional, scientific and technical services	0		(0.0)	x	x	x	x		
Business, building and other support services	x		x	x	x	0	(0.0)		
Educational services	x		x	65 <sup>M</sup>	(15.6)	x	x		
Health care and social assistance	x		x	63 <sup>M</sup>	(13.5)	x	x		
Information, culture and recreation	0		(0.0)	x	x	x	x		
Accommodation and food services	45 <sup>M</sup>		(14.1)	x	x	x	x		
Other services	x		x	x	x	0	(0.0)		
Public administration	U	(6.4)	58 <sup>M</sup>	(12.5)	U	(11.7)			
Métis	Agriculture	...	...	...	...	...	...		
	Forestry, fishing, mining, quarrying, oil and gas	x	x	x	x	x	x		
	Utilities	0	(0.0)	x	x	x	x		
	Construction	x	x	x	x	0	(0.0)		
	Manufacturing	...	...	...	...	...	...		
	Trade	x	x	x	x	x	x		
	Transportation and warehousing	x	x	x	x	x	x		
	Finance, insurance, real estate and leasing	0	(0.0)	x	x	x	x		
	Professional, scientific and technical services	...	...	...	...	...	...		
	Business, building and other support services	x	x	x	x	x	x		

**Table 4.3b (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Northwest Territories (cont'd)</b>	Métis (cont'd)	Educational services	0	(0.0)	x	x	x	x
		Health care and social assistance	x	x	x	x	x	x
		Information, culture and recreation	0	(0.0)	x	x	x	x
		Accommodation and food services	x	x	x	x	0	(0.0)
		Other services	x	x	x	x	0	(0.0)
		Public administration	x	x	U	(21.1)	x	x
	Inuit	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	...	...	...	...	...	...
		Utilities	...	...	...	...	...	...
		Construction	x	x	x	x	x	x
		Manufacturing	...	...	...	...	...	...
		Trade	x	x	x	x	x	x
		Transportation and warehousing			x	x	x	x
		Finance, insurance, real estate and leasing	x	x	x	x	x	x
		Professional, scientific and technical services	...	...	...	...	...	...
		Business, building and other support services	x	x	x	x	0	(0.0)
		Educational services	x	x	x	x	x	x
		Health care and social assistance	x	x	x	x	x	x
		Information, culture and recreation	x	x	x	x	x	x
		Accommodation and food services	x	x	x	x	0	(0.0)
		Other services	...	...	...	...	...	...
	Public administration	x	x	x	x	x	x	
	Registered Indian, total	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	U	(17.2)	x	x	x	x
		Utilities	x	x	x	x	x	x
		Construction	x	x	57 <sup>M</sup>	(14.9)	x	x
		Manufacturing	x	x	x	x	0	(0.0)
		Trade	x	x	U	(14.8)	x	x
		Transportation and warehousing	x	x	66 <sup>M</sup>	(17.3)	x	x
		Finance, insurance, real estate and leasing	x	x	x	x	x	x
		Professional, scientific and technical services	0	(0.0)	x	x	x	x
		Business, building and other support services	U	(28.0)	x	x	x	x
		Educational services	x	x	61 <sup>M</sup>	(14.9)	x	x
Health care and social assistance		x	x	63 <sup>M</sup>	(13.5)	x	x	
Information, culture and recreation		x	x	x	x	x	x	
Accommodation and food services		46 <sup>M</sup>	(13.6)	x	x	x	x	
Other services		x	x	x	x	0	(0.0)	
Public administration	18 <sup>M</sup>	(5.9)	60 <sup>M</sup>	(11.6)	U	(11.1)		
Non-Indigenous	Agriculture	...	...	...	...	...	...	
	Forestry, fishing, mining, quarrying, oil and gas	x	x	U	(20.5)	x	x	
	Utilities	x	x	x	x	x	x	
	Construction	x	x	64 <sup>M</sup>	(11.5)	x	x	
	Manufacturing	x	x	x	x	x	x	
	Trade	x	x	53 <sup>M</sup>	(13.6)	x	x	
	Transportation and warehousing	x	x	x	x	48 <sup>M</sup>	(12.9)	

**Table 4.3b (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012**

	Indigenous identification	North American Industry Classification System (NAICS 2007)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Northwest Territories (cont'd)</b>	Non-Indigenous (cont'd)	Finance, insurance, real estate and leasing	x	x	60 <sup>M</sup>	(16.6)	x	x
		Professional, scientific and technical services	0	(0.0)	U	(13.3)	67 <sup>M</sup>	(13.3)
		Business, building and other support services	x	x	U	(22.4)	x	x
		Educational services	x	x	x	x	54 <sup>M</sup>	(10.5)
		Health care and social assistance	U	(3.7)	48 <sup>M</sup>	(8.9)	43 <sup>M</sup>	(10.1)
		Information, culture and recreation	x	x	x	x	77 <sup>M</sup>	(14.6)
		Accommodation and food services	U	(12.2)	x	x	x	x
		Other services	x	x	53 <sup>M</sup>	(15.6)	x	x
		Public administration	x	x	x	x	56	(9.2)
<b>Nunavut</b>	Indigenous, total	Agriculture	...	...	...	...	...	...
		Forestry, fishing, mining, quarrying, oil and gas	x	x	59 <sup>M</sup>	(13.4)	x	x
		Utilities	x	x	x	x	0	(0.0)
		Construction	57 <sup>M</sup>	(10.6)	x	x	x	x
		Manufacturing	x	x	x	x	x	x
		Trade	46 <sup>M</sup>	(8.3)	x	x	x	x
		Transportation and warehousing	U	(19.3)	x	x	x	x
		Finance, insurance, real estate and leasing	55 <sup>M</sup>	(17.6)	x	x	x	x
		Professional, scientific and technical services	x	x	x	x	x	x
		Business, building and other support services	x	x	53 <sup>M</sup>	(15.6)	x	x
		Educational services	x	x	58 <sup>M</sup>	(9.7)	x	x
		Health care and social assistance	54	(8.6)	x	x	x	x
		Information, culture and recreation	84 <sup>M</sup>	(15.4)	x	x	x	x
		Accommodation and food services	92	(6.6)	x	x	x	x
		Other services	U	(20.6)	x	x	x	x
		Public administration	28 <sup>M</sup>	(7.6)	59	(7.8)	U	(5.9)
		Inuit	Agriculture	...	...	...	...	...
	Forestry, fishing, mining, quarrying, oil and gas		x	x	59 <sup>M</sup>	(13.4)	x	x
	Utilities		x	x	x	x	0	(0.0)
	Construction		57 <sup>M</sup>	(10.6)	x	x	x	x
	Manufacturing		x	x	x	x	0	(0.0)
	Trade		46 <sup>M</sup>	(8.5)	x	x	x	x
	Transportation and warehousing		U	(19.3)	x	x	x	x
	Finance, insurance, real estate and leasing		U	(18.2)	x	x	x	x
	Professional, scientific and technical services		x	x	x	x	x	x
	Business, building and other support services		x	x	U	(16.7)	x	x
	Educational services		x	x	60 <sup>M</sup>	(10.0)	x	x
	Health care and social assistance	54	(8.6)	x	x	x	x	
Information, culture and recreation	84 <sup>M</sup>	(15.4)	x	x	x	x		
Accommodation and food services	92	(6.6)	x	x	x	x		
Other services	U	(20.6)	x	x	x	x		
Public administration	29 <sup>M</sup>	(7.9)	59	(8.3)	U	(5.4)		
Non-Indigenous	Agriculture	...	...	...	...	...	...	
	Forestry, fishing, mining, quarrying, oil and gas	...	...	...	...	...	...	
	Utilities	x	x	x	x	x	x	
	Construction	x	x	x	x	x	x	

**Table 4.3b (cont'd)**

PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and industry, Canada and oversampled populations, 2012								
	Indigenous identification	North American Industry Classification System (NAICS 2007)	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Nunavut</b>	Non-Indigenous (cont'd)	Manufacturing	...	...	...	...	...	...
		Trade	x	x	53 <sup>M</sup>	(17.4)	x	x
		Transportation and warehousing	x	x	x	x	x	x
		Finance, insurance, real estate and leasing	x	x	x	x	x	x
		Professional, scientific and technical services	x	x	x	x	x	x
		Business, building and other support services	x	x	0	(0.0)	x	x
		Educational services	U	(9.0)	U	(10.1)	56 <sup>M</sup>	(12.7)
		Health care and social assistance	U	(13.5)	x	x	x	x
		Information, culture and recreation	0	(0.0)	x	x	x	x
		Accommodation and food services	x	x	x	x	x	x
		Other services	x	x	x	x	x	x
		Public administration	22 <sup>M</sup>	(4.6)	U	(11.1)	48 <sup>M</sup>	(11.6)

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

<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

... Data not available

Table 4.4a

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and sector of employment, Canada and oversampled populations, 2012**

	Indigenous identification	Sector	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Canada</b>	Indigenous, total	Goods-producing sector	21	(1.4)	262	(5.4)	255	(6.5)
		Services-producing sector	79	(1.4)	270	(2.5)	255	(3.1)
	First Nations	Goods-producing sector	20	(2.1)	257	(7.5)	249	(9.0)
		Services-producing sector	80	(2.1)	264	(3.8)	247	(4.9)
	Métis	Goods-producing sector	23	(1.8)	267	(7.5)	262	(9.2)
		Services-producing sector	77	(1.8)	280	(3.0)	267	(3.7)
	Inuit	Goods-producing sector	15 <sup>M</sup>	(3.7)	241	(23.3)	233	(29.0)
		Services-producing sector	85	(3.7)	220	(7.9)	203	(7.2)
	Registered Indian, total	Goods-producing sector	19	(2.3)	253	(8.8)	246	(9.9)
		Services-producing sector	81	(2.3)	263	(4.1)	245	(5.4)
	Non-Indigenous	Goods-producing sector	22	(0.5)	270	(1.6)	269	(1.8)
		Services-producing sector	78	(0.5)	282	(0.7)	273	(0.8)
<b>Ontario</b>	Indigenous, total	Goods-producing sector	18	(2.8)	256	(9.5)	246	(10.1)
		Services-producing sector	82	(2.8)	282	(3.8)	265	(3.4)
	First Nations	Goods-producing sector	16 <sup>M</sup>	(3.5)	245	(18.4)	230	(18.8)
		Services-producing sector	84	(3.5)	275	(4.4)	257	(5.2)
	Métis	Goods-producing sector	20 <sup>M</sup>	(4.1)	266	(8.2)	259	(8.6)
		Services-producing sector	80	(4.1)	294	(6.6)	278	(4.4)
	Registered Indian, total	Goods-producing sector	22 <sup>M</sup>	(4.9)	241	(19.0)	227	(19.9)
		Services-producing sector	78	(4.9)	272	(5.8)	255	(6.1)
	Non-Indigenous	Goods-producing sector	22	(1.0)	271	(2.6)	271	(3.1)
		Services-producing sector	78	(1.0)	284	(1.3)	275	(1.4)
<b>Manitoba</b>	Indigenous, total	Goods-producing sector	22	(2.7)	262	(6.8)	257	(7.4)
		Services-producing sector	78	(2.7)	274	(4.7)	262	(5.6)
	First Nations	Goods-producing sector	21 <sup>M</sup>	(5.1)	259	(10.5)	251	(11.7)
		Services-producing sector	79	(5.1)	260	(10.2)	243	(11.3)
	Métis	Goods-producing sector	23	(3.0)	263	(8.0)	260	(9.4)
		Services-producing sector	77	(3.0)	282	(4.3)	272	(4.8)
	Registered Indian, total	Goods-producing sector	23 <sup>M</sup>	(5.5)	262	(11.7)	254	(11.2)
		Services-producing sector	77	(5.5)	258	(9.2)	243	(10.2)
	Non-Indigenous	Goods-producing sector	24	(1.9)	268	(5.6)	265	(6.0)
		Services-producing sector	76	(1.9)	281	(2.5)	271	(3.2)

**Table 4.4a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and sector of employment, Canada and oversampled populations, 2012**

	Indigenous identification	Sector	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Saskatchewan</b>	Indigenous, total	Goods-producing sector	16 <sup>M</sup>	(2.8)	249	(9.7)	240	(9.4)
		Services-producing sector	84	(2.8)	261	(4.4)	246	(5.4)
	First Nations	Goods-producing sector	11 <sup>M</sup>	(3.2)	234	(15.5)	222	(15.9)
		Services-producing sector	89	(3.2)	253	(6.6)	236	(8.6)
	Métis	Goods-producing sector	22 <sup>M</sup>	(5.4)	256	(13.0)	249	(11.4)
		Services-producing sector	78	(5.4)	270	(4.5)	258	(5.0)
	Registered Indian, total	Goods-producing sector	11 <sup>M</sup>	(3.2)	236	(15.7)	224	(15.1)
		Services-producing sector	89	(3.2)	249	(6.5)	233	(8.7)
	Non-Indigenous	Goods-producing sector	26	(1.8)	264	(4.1)	264	(4.4)
		Services-producing sector	74	(1.8)	280	(2.6)	272	(2.4)
<b>British Columbia</b>	Indigenous, total	Goods-producing sector	22 <sup>M</sup>	(3.9)	266	(11.4)	262	(14.5)
		Services-producing sector	78	(3.9)	275	(3.6)	259	(4.4)
	First Nations	Goods-producing sector	28 <sup>M</sup>	(6.2)	264	(15.3)	257	(19.4)
		Services-producing sector	72	(6.2)	270	(5.0)	251	(5.9)
	Métis	Goods-producing sector	16 <sup>M</sup>	(3.9)	272	(19.6)	273	(20.4)
		Services-producing sector	84	(3.9)	282	(4.7)	269	(5.0)
	Registered Indian, total	Goods-producing sector	17 <sup>M</sup>	(4.8)	246	(21.3)	239	(21.5)
		Services-producing sector	83	(4.8)	274	(4.7)	256	(5.9)
	Non-Indigenous	Goods-producing sector	21	(1.5)	264	(5.3)	262	(5.8)
		Services-producing sector	79	(1.5)	283	(2.2)	274	(2.5)
<b>Yukon</b>	Indigenous, total	Goods-producing sector	U	(14.1)	262 <sup>M</sup>	(48.5)	249 <sup>M</sup>	(43.8)
		Services-producing sector	69 <sup>M</sup>	(14.1)	259	(14.8)	247	(13.1)
	First Nations	Goods-producing sector	U	(16.9)	260 <sup>M</sup>	(62.2)	247 <sup>M</sup>	(56.1)
		Services-producing sector	67 <sup>M</sup>	(16.9)	256	(16.1)	244	(15.2)
	Métis	Goods-producing sector	U	(12.8)	284	(28.5)	273	(42.6)
		Services-producing sector	80	(12.8)	275	(15.0)	263	(13.5)
	Registered Indian, total	Goods-producing sector	U	(11.5)	204 <sup>M</sup>	(34.6)	193	(23.0)
		Services-producing sector	83	(11.5)	253	(15.9)	241	(15.2)
	Non-Indigenous	Goods-producing sector	13 <sup>M</sup>	(2.9)	285	(13.9)	283	(14.7)
		Services-producing sector	87	(2.9)	290	(11.4)	275	(10.3)

**Table 4.4a (cont'd)**

**Literacy and Numeracy — Percentage distributions and average scores of population aged 16 to 65, by Indigenous identification and sector of employment, Canada and oversampled populations, 2012**

	Indigenous identification	Sector	%	SE	Literacy		Numeracy	
					Mean	SE	Mean	SE
<b>Northwest Territories</b>	Indigenous, total	Goods-producing sector	19	(2.9)	233	(11.8)	227	(12.0)
		Services-producing sector	81	(2.9)	235	(8.6)	219	(11.3)
	First Nations	Goods-producing sector	20 <sup>M</sup>	(3.7)	211	(13.4)	204	(14.3)
		Services-producing sector	80	(3.7)	223	(9.9)	207	(13.7)
	Métis	Goods-producing sector	21 <sup>M</sup>	(6.5)	270	(13.3)	267	(16.2)
		Services-producing sector	79	(6.5)	267	(12.1)	249	(12.4)
	Inuit	Goods-producing sector	U	(6.5)	258	(12.7)	248	(16.8)
		Services-producing sector	88	(6.5)	229	(11.2)	215	(15.6)
	Registered Indian, total	Goods-producing sector	18 <sup>M</sup>	(3.4)	211	(13.4)	204	(14.3)
		Services-producing sector	82	(3.4)	226	(10.3)	212	(13.0)
Non-Indigenous	Goods-producing sector	14	(1.5)	267	(6.4)	264	(8.5)	
	Services-producing sector	86	(1.5)	285	(4.6)	275	(4.5)	
<b>Nunavut</b>	Indigenous, total	Goods-producing sector	14	(2.0)	217	(9.6)	204	(9.4)
		Services-producing sector	86	(2.0)	212	(5.0)	195	(5.0)
	Inuit	Goods-producing sector	14	(2.0)	217	(9.6)	204	(9.4)
		Services-producing sector	86	(2.0)	211	(5.1)	193	(5.1)
	Non-Indigenous	Goods-producing sector	9 <sup>M</sup>	(2.5)	262	(20.3)	264	(24.6)
		Services-producing sector	91	(2.5)	295	(3.3)	284	(3.5)

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

<sup>M</sup> Use with caution

U Too unreliable to be published

SE Standard error

Table 4.4b

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and sector of employment, Canada and oversampled populations, 2012**

	Indigenous identification	Sector	PS-TRE non-respondents		Level 1 or below		Level 2 or 3		
			%	SE	%	SE	%	SE	
<b>Canada</b>	Indigenous, total	Goods-producing sector	16 <sup>M</sup>	(2.7)	54	(4.8)	30	(4.5)	
		Services-producing sector	16	(1.4)	47	(2.6)	37	(2.6)	
	First Nations	Goods-producing sector	19 <sup>M</sup>	(4.3)	48	(6.3)	32 <sup>M</sup>	(6.6)	
		Services-producing sector	20	(1.8)	48	(3.5)	32	(3.5)	
	Métis	Goods-producing sector	13 <sup>M</sup>	(3.0)	59	(7.0)	29 <sup>M</sup>	(6.7)	
		Services-producing sector	10 <sup>M</sup>	(1.8)	47	(4.4)	44	(4.2)	
	Inuit	Goods-producing sector	U	(10.3)	U	(16.0)	U	(21.3)	
		Services-producing sector	45	(5.0)	44	(5.4)	U	(3.7)	
	Registered Indian, total	Goods-producing sector	20 <sup>M</sup>	(5.1)	48	(7.5)	32 <sup>M</sup>	(8.2)	
		Services-producing sector	20	(2.2)	50	(4.0)	30	(3.6)	
	Non-Indigenous	Goods-producing sector	18	(1.1)	50	(1.6)	33	(1.5)	
		Services-producing sector	13	(0.5)	45	(0.9)	43	(0.8)	
	<b>Ontario</b>	Indigenous, total	Goods-producing sector	U	(3.5)	65	(8.8)	25 <sup>M</sup>	(7.7)
			Services-producing sector	10 <sup>M</sup>	(1.8)	45	(4.3)	44	(4.5)
First Nations		Goods-producing sector	U	(6.8)	57 <sup>M</sup>	(15.8)	U	(13.5)	
		Services-producing sector	12 <sup>M</sup>	(3.3)	49	(5.3)	39	(5.0)	
Métis		Goods-producing sector	U	(3.5)	71	(10.7)	U	(9.7)	
		Services-producing sector	U	(1.9)	42 <sup>M</sup>	(7.9)	52	(8.1)	
Registered Indian, total		Goods-producing sector	U	(5.6)	66 <sup>M</sup>	(14.6)	U	(13.6)	
		Services-producing sector	14 <sup>M</sup>	(3.8)	49	(6.6)	36	(5.9)	
Non-Indigenous		Goods-producing sector	19	(1.8)	48	(2.4)	33	(2.6)	
		Services-producing sector	11	(0.8)	44	(1.6)	45	(1.6)	
<b>Manitoba</b>		Indigenous, total	Goods-producing sector	21 <sup>M</sup>	(6.3)	49 <sup>M</sup>	(8.6)	31 <sup>M</sup>	(6.8)
			Services-producing sector	15 <sup>M</sup>	(3.6)	45	(4.9)	40	(5.0)
	First Nations	Goods-producing sector	U	(9.8)	U	(14.4)	U	(15.1)	
		Services-producing sector	U	(9.1)	48 <sup>M</sup>	(9.3)	29 <sup>M</sup>	(8.3)	
	Métis	Goods-producing sector	U	(9.0)	52 <sup>M</sup>	(10.5)	29 <sup>M</sup>	(8.1)	
		Services-producing sector	12 <sup>M</sup>	(2.5)	43	(6.0)	46	(6.1)	
	Registered Indian, total	Goods-producing sector	U	(14.3)	U	(12.7)	U	(15.0)	
		Services-producing sector	U	(8.8)	49 <sup>M</sup>	(8.7)	31 <sup>M</sup>	(8.0)	
	Non-Indigenous	Goods-producing sector	28	(4.2)	44	(5.6)	28 <sup>M</sup>	(5.6)	
		Services-producing sector	20	(2.1)	40	(2.7)	40	(2.6)	

Table 4.4b (cont'd)

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and sector of employment, Canada and oversampled populations, 2012**

	Indigenous identification	Sector	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Saskatchewan</b>	Indigenous, total	Goods-producing sector	U	(8.0)	61 <sup>M</sup>	(10.2)	U	(8.2)
		Services-producing sector	14 <sup>M</sup>	(3.5)	57	(5.5)	28 <sup>M</sup>	(4.8)
	First Nations	Goods-producing sector	x	x	62 <sup>M</sup>	(19.9)	x	x
		Services-producing sector	19 <sup>M</sup>	(5.6)	58	(8.4)	23 <sup>M</sup>	(7.1)
	Métis	Goods-producing sector	U	(11.3)	60 <sup>M</sup>	(12.1)	U	(10.8)
		Services-producing sector	10 <sup>M</sup>	(2.8)	56	(6.8)	34 <sup>M</sup>	(6.8)
	Registered Indian, total	Goods-producing sector	x	x	62 <sup>M</sup>	(20.4)	x	x
		Services-producing sector	18 <sup>M</sup>	(5.7)	61	(8.1)	22 <sup>M</sup>	(6.9)
	Non-Indigenous	Goods-producing sector	11 <sup>M</sup>	(2.6)	66	(4.8)	24 <sup>M</sup>	(4.3)
		Services-producing sector	10	(1.4)	49	(2.9)	41	(2.9)
<b>British Columbia</b>	Indigenous, total	Goods-producing sector	U	(6.4)	54 <sup>M</sup>	(10.6)	35 <sup>M</sup>	(9.2)
		Services-producing sector	15 <sup>M</sup>	(3.5)	42	(6.0)	43	(6.0)
	First Nations	Goods-producing sector	x	x	59 <sup>M</sup>	(14.7)	x	x
		Services-producing sector	18 <sup>M</sup>	(5.4)	44	(7.1)	37 <sup>M</sup>	(6.8)
	Métis	Goods-producing sector	U	(6.1)	44 <sup>M</sup>	(13.2)	44 <sup>M</sup>	(12.5)
		Services-producing sector	U	(4.4)	40 <sup>M</sup>	(11.3)	50 <sup>M</sup>	(11.4)
	Registered Indian, total	Goods-producing sector	x	x	64 <sup>M</sup>	(18.6)	x	x
		Services-producing sector	24 <sup>M</sup>	(6.6)	40 <sup>M</sup>	(7.0)	36 <sup>M</sup>	(6.3)
	Non-Indigenous	Goods-producing sector	22 <sup>M</sup>	(4.1)	44	(4.8)	34	(4.9)
		Services-producing sector	15	(2.0)	40	(2.8)	45	(2.5)
<b>Yukon</b>	Indigenous, total	Goods-producing sector	U	(27.1)	x	x	x	x
		Services-producing sector	11 <sup>M</sup>	(3.1)	61 <sup>M</sup>	(10.9)	U	(10.4)
	First Nations	Goods-producing sector	x	x	U	(39.2)	x	x
		Services-producing sector	U	(3.9)	62 <sup>M</sup>	(11.9)	U	(11.0)
	Métis	Goods-producing sector	x	x	x	x	x	x
		Services-producing sector	U	(5.2)	U	(18.0)	U	(17.6)
	Registered Indian, total	Goods-producing sector	x	x	U	(66.9)	x	x
		Services-producing sector	14 <sup>M</sup>	(4.4)	63 <sup>M</sup>	(11.6)	U	(10.8)
	Non-Indigenous	Goods-producing sector	U	(11.1)	56 <sup>M</sup>	(18.6)	U	(18.2)
		Services-producing sector	U	(5.4)	46 <sup>M</sup>	(10.2)	44 <sup>M</sup>	(8.9)

**Table 4.4b (cont'd)**

**PS-TRE — Percentage distributions of proficiency levels of population aged 16 to 65, by Indigenous identification and sector of employment, Canada and oversampled populations, 2012**

	Indigenous identification	Sector	PS-TRE non-respondents		Level 1 or below		Level 2 or 3	
			%	SE	%	SE	%	SE
<b>Northwest Territories</b>	Indigenous, total	Goods-producing sector	28 <sup>M</sup>	(7.6)	48 <sup>M</sup>	(12.4)	U	(11.5)
		Services-producing sector	28	(3.3)	54	(6.3)	19 <sup>M</sup>	(5.6)
	First Nations	Goods-producing sector	x	x	55 <sup>M</sup>	(10.5)	x	x
		Services-producing sector	31	(4.8)	55	(7.6)	U	(6.3)
	Métis	Goods-producing sector	x	x	x	x	x	x
		Services-producing sector	U	(5.3)	53 <sup>M</sup>	(12.1)	U	(12.4)
	Inuit	Goods-producing sector	x	x	x	x	x	x
		Services-producing sector	x	x	56	(8.9)	x	x
	Registered Indian, total	Goods-producing sector	x	x	55 <sup>M</sup>	(10.5)	x	x
		Services-producing sector	30	(4.6)	54	(7.0)	U	(6.4)
	Non-Indigenous	Goods-producing sector	20 <sup>M</sup>	(5.9)	61	(8.9)	U	(7.3)
		Services-producing sector	8 <sup>M</sup>	(1.8)	44	(4.5)	48	(4.5)
<b>Nunavut</b>	Indigenous, total	Goods-producing sector	49	(7.9)	x	x	x	x
		Services-producing sector	45	(4.1)	48	(4.1)	U	(2.5)
	Inuit	Goods-producing sector	49	(7.9)	x	x	x	x
		Services-producing sector	45	(4.2)	48	(4.2)	U	(2.4)
	Non-Indigenous	Goods-producing sector	38 <sup>M</sup>	(10.0)	x	x	x	x
		Services-producing sector	20 <sup>M</sup>	(3.5)	32 <sup>M</sup>	(7.8)	48	(7.5)

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

<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**

# **ENGAGEMENT WITH INDIGENOUS STAKEHOLDERS**

In the creation of this report, careful attention was paid to the various views, positions, and concerns of Indigenous peoples. Members of the five national Indigenous organizations were consulted in the creation of this report: the Assembly of First Nations, the Congress of Aboriginal Peoples, the Inuit Tapiriit Kanatami, the Métis Nation Council, and the Native Women's Association of Canada. Members of these organizations provided comments and flagged issues to inform the report. In addition, representatives from provinces and territories consulted with their respective Indigenous stakeholders for feedback and review.

Examples of issues that have been addressed within the report include the following:

- ensuring that accurate context and background information are provided about the lasting negative intergenerational impact of Indian residential schools and oppressive colonial legislation such as the *Indian Act*;
- providing appropriate historical and social contexts to help readers accurately understand/interpret data;
- when possible, disaggregating reporting, as such an approach is preferable for First Nations, Métis, and Inuit groups;
- avoiding pan-Indian characterization; and
- acknowledging that the characterization of Indigenous peoples must shift away from a deficit-centred approach (and toward a strength-based approach).



## **APPENDIX IV**

### **LIST OF PARTNERS**

This appendix provides a list of dedicated professionals working in federal, provincial, and territorial departments and agencies across the country who, through analysis, collaboration, and provision of guidance and various other forms of support, were instrumental in making this study a reality.

Indigenous Services Canada and the Council of Ministers of Education, Canada, would like to thank them for their support and encouragement.

## ANALYSTS AND CONSULTANTS

---

Yitian Tao	Council of Ministers of Education, Canada
Tanya Scerbina	Council of Ministers of Education, Canada
Christy Bressette	Council of Ministers of Education, Canada
Katerina Sukovski	Council of Ministers of Education, Canada
David Hull	Council of Ministers of Education, Canada
Carolynn McNally	Council of Ministers of Education, Canada
Justine Berezintsev	Council of Ministers of Education, Canada
Lara di Tomasso	External consultant

## PRODUCTION TEAM<sup>1</sup>

---

Peter Aterman	Council of Ministers of Education, Canada
Chelsea Smith	Council of Ministers of Education, Canada
Jelena Zikic	Council of Ministers of Education, Canada
Cara Des Granges	Council of Ministers of Education, Canada

## PARTNERS AND CONTRIBUTORS

---

### Expert Group

Christopher Penney	Statistics Canada
Louis Chen	Government of British Columbia, Ministry of Advanced Education
Maureen Johns	Government of Saskatchewan, Ministry of Education
Department representative	Government of Manitoba, Indigenous and Northern Relations
Tracy Camilleri	Government of Yukon, Yukon Education
Bruno Rainville	Employment and Social Development Canada
Xiaodi Xie	Employment and Social Development Canada

<sup>1</sup> Note of appreciation to the copy-editing, translation, and design services at the Council of Ministers of Education, Canada.

## Indigenous organizations

The following Indigenous organizations were consulted in the creation of this report. In addition, provinces and territories consulted their respective Indigenous organizations.

Assembly of First Nations

Congress of Aboriginal Peoples

Inuit Tapiriit Kanatami

Métis National Council

Native Women's Association of Canada

## PIAAC Advisory Committee

---

Sonya Horsburgh	Government of Nova Scotia, Department of Labour and Advanced Education
Helen Cranley	Government of Ontario, Ministry of Labour, Training and Skills Development
Martha Kornobis	Government of Ontario, Ministry of Labour, Training and Skills Development
Sandip Basi	Government of Ontario, Ministry of Labour, Training and Skills Development
Jeannette Amio	Government of Ontario, Ministry of Education
Vincent PetitClerc	Government of Quebec, Ministère de l'Enseignement supérieur
Latifa Elfassihi	Government of Quebec, Ministère de l'Enseignement supérieur
Valérie SAYSSET	Government of Quebec, Ministère de l'Éducation
Laurence Harvey	Government of Quebec, Ministère de l'Éducation
Marie-Ève Proulx	Government of Quebec, Ministère de l'Éducation
Monika Idzikowski	Government of Manitoba, Department of Advanced Education, Skills and Immigration
Regina Ramos-Urbano	Government of Manitoba, Department of Advanced Education, Skills and Immigration
Heather McTiernan	Government of New Brunswick, Department of Post-Secondary Education, Training and Labour
Dan Round	Government of Northwest Territories, Education, Culture and Employment
Louis Chen	Government of British Columbia, Ministry of Advanced Education and Skills Training
Naomi Pope	Government of British Columbia, Ministry of Advanced Education and Skills Training
Amy Wongkanlayanush	Government of British Columbia, Ministry of Advanced Education and Skills Training
Randall Gerlach	Government of British Columbia, Ministry of Advanced Education and Skills Training
Helen Akulova	Government of British Columbia, Ministry of Advanced Education and Skills Training
Roger MacInnis	Government of Prince Edward Island, Department of Education and Lifelong Learning
Anton Solomon	Government of Yukon, Yukon Education
Pamela Cunningham	Government of Alberta, Ministry of Advanced Education
Annik Foreman	Government of Alberta, Ministry of Advanced Education
Nicholas Mangozho	Government of Alberta, Ministry of Advanced Education
Audrey Robertson	Government of Saskatchewan, Ministry of Immigration and Career Training
Shannon Dumba	Government of Saskatchewan, Ministry of Immigration and Career Training
Heather Legge	Government of Newfoundland and Labrador, Department of Education
Brys Stafford	Government of Nunavut, Department of Education

Leila Hussein	Canadian Northern Economic Development Agency
Bruno Rainville	Employment and Social Development Canada
Gugsa Werkneh	Employment and Social Development Canada
Yang Zhou	Employment and Social Development Canada
Li Xu	Immigrants, Refugees and Citizenship Canada
Cédric de Chardon	Immigrants, Refugees and Citizenship Canada
Ayesha Diedrick	Indigenous Services Canada
Walter Omariba	Indigenous Services Canada
Martin Durand	Canadian Heritage
Andrea Long	Public Health Agency of Canada
Christopher Penny	Statistics Canada
Pamela Best	Statistics Canada
Pauline Lefebvre	Statistics Canada
Simone Greenberg	Statistics Canada
Sylvie Grenier	Statistics Canada
Chantal Beaulieu	Council of Ministers of Education, Canada
Katerina Sukovski	Council of Ministers of Education, Canada
Christy Bressette	Council of Ministers of Education, Canada
Maia Korotkina	Council of Ministers of Education, Canada
Cara Des Granges	Council of Ministers of Education, Canada



