



IALS and Essential Skills in Canadian Literacy Policy and Practice

A descriptive overview

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Canada

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THE CENTRE FOR LITERACY

**IALS and Essential Skills in Canadian
Literacy Policy and Practice**

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The field of literacy encompasses many disciplines and areas of engagement from early childhood through schooling to community and work contexts over the lifespan. This review is concerned with a sub-set of the field – adult literacy – with a specific focus on the influence of the International Adult Literacy Survey (IALS) on policy and practice across Canada since its release in 1994. With the upcoming release of the Programme for the International Assessment of Adult Competencies (PIAAC) results in Fall 2013, this overview describes some of the ways IALS has been used by Canadian governments and literacy organizations.

Canadian governments, federal and provincial/territorial, have used the 1994 International Adult Literacy Survey, and its successor the 2003 International Adult Literacy and Skills Survey (IALSS)¹ as a consistent point of reference. (See Annex 1 for list of international surveys).

Concurrently, but initially separate from literacy, the federal government through Human Resources and Skills Development Canada (HRSDC) developed the Essential Skills Research Project (ESRP) in the 1990s that defined nine Essential Skills and measured the complexity of job-related tasks according to the IALS scale.

IALS was developed as a population measure to lay out the distribution of skills and their relationship to other social and economic attributes.² The Essential Skills profiles developed by the ESRP were designed to describe the skills and complexities of tasks related to occupations. Neither IALS nor Essential Skills was intended to determine the abilities of an individual.

Over time, however, in Canada IALS has come to serve as a proxy for individual levels of literacy skills and the notion of Essential Skills has been applied to all forms of tasks, not only those connected to particular occupations.

Beginning in the late 1990s, in media reports, journalists cited IALS statistics without always providing a reference, “asserting 42% of Canadians have trouble completing everyday tasks or in reaching ‘level 3’, considered the minimum level for one to be able to function well in society. Indeed the number ‘42’ or the phrase ‘almost half’, [achieved through adding level 1 and level 2

¹ The first international survey, known as the International Adult Literacy Survey (IALS), was conducted in 1994 and released in 1995. The Canada report was released in 1996. The second international survey was the Adult Literacy and Life Skills Survey (ALL). The first round of data was collected in 2003 and results issued in 2005. Simultaneously, Canada published its own country report calling the survey the “International Adult Literacy and Skills Survey (IALSS).”

² Jones, Stan. “Essential Skill In Practice: Methodology and Measurement in Surveys,” in Public Policy Forum, Exploring New Directions in Essential Skills. (2005) p. 45.

together] became commonplace in articles describing the percentage of Canadians with low literacy.”³ Typically, statistics were presented only for prose literacy.

Table 1 – Prose Literacy Percentages for Canada, 1994 and 2003⁴

PROSE LITERACY	LEVEL 1	LEVEL 2	LEVEL 1 and 2
IALS (1994) – ages 16 – 69	18%	26%	44%
IALS (1994) – ages 16 and over	22%	26%	48%
IALSS (2003) – ages 16 – 65	14.6%	27.3%	41.9%
IALSS (2003) – ages 16 and over	19.9%	27.8%	47.7%

The 1994 report did not add levels 1 and 2 together. It was in the 2003 report that the federal government combined level 1 and level 2 results in data presentations. It also for the first time stated that level 3 “is considered to be the desired level of competence for coping with the increasing skill demands of the emerging knowledge and information economy.”⁵ The combining of the two levels along with the assertion that Level 3 was the threshold led to the statement that 48% of Canadians had poor literacy skills.

In 2007, the Office of Literacy and Essential Skills (OLES), (HRSDC), began to merge the files of literacy and essential skills and promote the Essential Skills Framework. Essential Skills is now seen as having equal or greater importance than literacy for policy and adherence to the Essential Skills framework is mandatory for receiving federal funding.

Methodology

This paper gathers descriptions on the use of IALS and essential skills across Canada from federal, provincial, and territorial governments web sites searched between January and March 2013. The final section looks at literacy organizations and their use of IALS and essential skills. The information comes only from web site searches. The term IALS is used to include both the 1994 IALS and the 2003 IALSS (ALL) surveys. The paper distinguishes between **Essential Skills** as defined by the HRSDC framework and more generic **essential skills**.

³ Rubenson, Kjell, and Judith Walker. “An examination of IALS and its influence on adult literacy in Canada.” (2011). The Centre for Literacy. http://www.centreforliteracy.qc.ca/sites/default/files/Rubenson_Canada.pdf. Accessed 3/03/13.

⁴ Government of Canada. “Reading the Future: A Portrait of Literacy in Canada. Highlights from the Canadian Report”. 1994. p. 2 and 3; Human Resources and Skills Development Canada, and Statistics Canada. Building on Our Competencies: Canadian Results of the International Adult Literacy and Skills Survey. 2003. Table 1.2, p. 112, Table 1.7, p. 118.

⁵ Human Resources and Skills Development Canada, and Statistics Canada. Building on Our Competencies: Canadian Results of the International Adult Literacy and Skills Survey. 2003. p. 9.

The paper has six sections. Section 1 outlines **official literacy definitions** presented on federal, provincial, and territorial jurisdictions' websites. It indicates which provinces and territories use the IALS definition, which start from, but go beyond IALS, and which do not reference IALS.

Section 2 refers to **literacy policy**. In this section, the jurisdictional web sites were searched for a stated literacy policy. Policies are categorized as having an explicit goal to raise IALS levels, as making general reference to raising literacy levels without specific reference to IALS, or as making no reference to either IALS or raising levels.

Section 3 refers to **literacy benchmarks** that document literacy progress of learners. It identifies jurisdictions that have and have not aligned their literacy benchmarks to IALS. Some jurisdictions have aligned benchmarks to Essential Skills levels.

Section 4 looks at **literacy assessment tools**, assuming that each jurisdiction would track how well learners are performing in relation to the jurisdiction's benchmarks. It looked for official assessment tools or prescribed methodologies.

Section 5 looks at the **impact of the Essential Skills methodologies** on programming for the workforce and in the workplace. With the introduction of the Labour Market Agreements, individuals with low levels of essential skills became the target for such programming.

Section 6 looks at the ways **literacy organizations promote and use IALS**. Nationally, and for each province and territory, it indicates whether literacy organizations have embedded essential skills in their mission statements, undertake activities that promote "literacy and essential skills," and whether they position literacy in the context of IALS.

This review provides a snapshot at a specific point in time, of the influence or uses of IALS on policy and practice in Canada. It confirms that IALS has a central place at the level of official statements in the Canadian literacy landscape. It shows some consistency in definitions taken directly or influenced by IALS and/or Essential Skills. However, in relation to benchmarks and assessments tools, provinces and territories are generally guided by their own education and labour market contexts. The review also shows that Essential Skills has become integral to labour market programming in many provinces and territories.

The review is not comprehensive or analytical, and does not include any direct input from informants. Those interested in the perspective of provinces and territories might consult UNESCO's Global Report on Adult Learning and Education (GRALE) for Canada, especially section 2 on adult learning and skills development systems in Canada:

http://www.cmec.ca/Publications/Lists/Publications/Attachments/283/GRALE_EN.pdf

The Centre for Literacy commissioned this review and the other background materials to help ground conversations at the 2013 Summer Institute. We used feedback from participants to produce this revised.

Section 1: Literacy Definitions

Reading the Future: A Portrait of Literacy in Canada. Backgrounder on the International Adult Literacy Survey (1996) is the source of the 1994 IALS definition of literacy:

the ability to understand and employ printed information in daily activities, at home, at work and in the community, to achieve one's goals and to develop one's knowledge and potential.

A review of Building on Our Competencies: Canadian Results of the International Adult Literacy and Skills Survey (2005) determined that the 2003 IALSS did not provide an updated definition of literacy.

The OECD PIAAC uses the following definition of literacy:

Literacy is the ability to understand and use information from written texts in a variety of contexts to achieve goals and further develop knowledge and potential.⁶

In this section, a web search was made for literacy definitions published by the federal and provincial and territorial governments.

Definitions are annotated as follows:

- **IALS definition:** Only the IALS definition is used.
- **Expands on IALS definition:** These definitions have at their core the IALS definition and/or expand the definition by adding contexts.
- **References Essential Skills:** Specific mention of Essential Skills is made in the definition
- **References grade levels:** The definition of literacy is based on grade levels.

⁶ OECD. PIAAC. "Main Elements of the Survey." <http://www.oecd.org/site/piaac/mainelementsofthesurveyofadultskills.htm>. Accessed May 10, 2013.

JURISDICTION	SECTION 1 LITERACY DEFINITIONS	NOTES	SOURCE
National	“The ability to understand and employ printed information in daily activities, at home, at work and in the community, to achieve one’s goals and to develop one’s knowledge and potential.”	IALS definition	Government of Canada. <u>Reading the Future: A Portrait of Literacy in Canada. Backgrounder on the International Adult Literacy Survey.</u> (1996) p. 2. http://www5.statcan.gc.ca/access_acces/alternative_alternatif.action?l=eng&loc=4198666-eng.pdf . Accessed 11/2/13.
Alberta	“Literacy is not just about reading and writing. While reading and writing provide the necessary foundation for learning, literacy is fundamentally about an individual’s capacity to put his/her skills to work in shaping the course of his or her own life. Literacy involves ‘reading the word and the world’ in a variety of contexts. Individuals need literacy skills to obtain and use information effectively, to act as informed players and to manage interactions in a variety of contexts whether the context is making decisions about health care, parenting, managing household finances, engaging in the political process, or working.”	Expands on IALS definition	Government of Alberta. <u>Living Literacy: A Literacy Framework for Alberta’s Next Generation Economy.</u> (2009) p. 2 http://eae.alberta.ca/media/219400/living%20literacy.pdf . Accessed 11/02/13.
British Columbia	“Literacy is the ability to understand and employ printed information in daily activities, at home, at work and in the community, to achieve one’s goals and to develop one’s knowledge and potential.”	IALS definition	Government of British Columbia. Ministry of Advanced Education, Innovation and Technology. “Adult Literacy” http://www.aved.gov.bc.ca/literacy/welcome.htm . Accessed 11/02/13.
Manitoba	“Literacy refers to the skill base that enables people to participate and adapt to change in the workplace, the home, and community life. It provides a foundation for further learning and includes the following: <ul style="list-style-type: none"> ○ written communication skills; reading text, document use, writing ○ numeracy ○ thinking skills to learn and solve problems ○ oral communication and interpersonal skills” 	Expands on IALS definition References Essential Skills	Government of Manitoba. Department of Advanced Education and Literacy. <u>2009 – 2010 Annual Reports, Manitoba Adult Literacy Strategy, Learning Centres in Manitoba.</u> p. 4. http://www.edu.gov.mb.ca/ael/all/publications/annual/alc_ar_09_10.pdf . Accessed 11/02/13.

JURISDICTION	SECTION 1 LITERACY DEFINITIONS	NOTES	SOURCE
New Brunswick	“Literacy is defined as the ability to understand and employ printed information in daily activities, at home, at work and in the community, to achieve one’s goals and to develop one’s knowledge and potential. In recognition of the strong employment-related needs in the province, our definition of literacy also references essential skills – skills that help people perform the tasks required by their occupation (or desired occupation), provide a foundation for learning other skills, and enhance people’s ability to innovate and adapt to workplace change. These skills include reading, document use, writing, numeracy, oral communication, working with others, thinking, computer use, and continuous learning.”	IALS definition References Essential Skills	Government of New Brunswick. <u>Working Together for Adult Literacy: An Adult Literacy Strategy for New Brunswick</u> . 2009. p. 6. http://www2.gnb.ca/content/dam/gnb/Departments/petl-epft/PDF/Literacy/AdultLiteracy_web_Eng.pdf . Accessed 11/02/13.
Newfoundland and Labrador	“Literacy is defined as the ability to understand and use the printed word in daily activities at home, at work and in the community. To become literate, an individual must go beyond knowing how to read and write, to using this knowledge for personal, social, economic, or other purposes. The level of literacy necessary depends on the user and the context in which it is used. For example, because of the groundfish moratorium, a large number of people who had worked successfully in the fishing industry required additional literacy skills before they could participate in new career training or job opportunities. Today's society, with its emphasis on information technology and communications skills, requires an even more sophisticated level of literacy than was sufficient to function a decade or two ago.”	Expands on IALS definition	Government of Newfoundland and Labrador. Department of Education. <u>Words to Live By. A Strategic Plan for Newfoundland and Labrador</u> . 2000. p.4. http://www.aes.gov.nl.ca/adultlearning/adult/litplan.pdf . Accessed 11/02/13.
Northwest Territories	“Literacy is the lifelong development of a broad range of skills in one or more of the NWT official languages for the purpose of expanding an individual’s potential for optimal health, personal success, and positive participation in community wellness and development.”	Expands on IALS definition	Government of the Northwest Territories. Education, Culture and Employment. <u>Towards Literacy: A Strategy Framework – 2008 – 2018</u> . p. 20. http://www.ece.gov.nt.ca/files/publications/NWT_Literacy_Strategy.pdf . Accessed 11/02/13.

JURISDICTION	SECTION 1 LITERACY DEFINITIONS	NOTES	SOURCE
Nova Scotia	“the ability to understand and employ printed information in daily activities, at home, at work and in the community, to achieve one’s goals and to develop one’s knowledge and potential.”	IALS definition	Nova Scotia Provincial Literacy Coalition and the Nova Scotia Department of Education. <u>Enhancing Program Quality: Standards for Community-Based Adult Literacy Programs</u> . 1999. http://www.gonssal.ca/General-Public/Documents-Resources/documents/Enhancingprogramquality--standardsforcommunity-basedadulteracyprograms.pdf . Accessed 14/02/13.
Nunavut	“Literacy means more than learning how to read, write, and calculate. It involves understanding and being able to use the information required to function effectively in one’s own context and society. In Nunavut, this means being connected to language and culture. Literacy is how people understand and use information at home, at work and in their community. Literacy is about being able to function in the world around us. Literacy also includes having the critical understanding and decision-making abilities an individual needs in their community or surroundings. Students who have the reading, writing and numeracy skills needed to go on to college or university are considered “literate.” Within his own context, a hunter is also “literate” if he knows the land, can repair his snow machine, or set nets under the ice. Both the student and the hunter are contributing members of our society in Nunavut. In the context of this Strategy, literacy means literacy in Inuktitut, Inuinnaqtun, and English at an equal level.”	Expands on IALS definition	Government of Nunavut. <u>Adult Learning Strategy</u> . (2008) p. 54. http://www.tunnjavik.com/documents/publications/2008-08-11-Nunavut-Adult-Learning-Strategy-English.pdf . Accessed 11/02/13.
Ontario	“Literacy skills are needed every day – at work, at home, at school, and in the community. These skills help people to take part in further education and training, as well as to find and keep jobs. They form the essential foundation upon which people can build additional skills, and they help people become more independent.”	Expands on IALS definition	Government of Ontario. Ministry of Training, Colleges and Universities. “Literacy in Ontario: The Rewards Are for Life” http://www.tcu.gov.on.ca/eng/training/literacy/ontliteracy/ont_lit.html . Accessed 11/02/13.

JURISDICTION	SECTION 1 LITERACY DEFINITIONS	NOTES	SOURCE
Prince Edward Island	“Skills needed to read and respond to printed material commonly found at work, at home and in the community. (Basic literacy is grades 1 to 6; functional literacy is grades 7 to 12).”	Expands on IALS definition References grade levels	Government of Prince Edward Island. Department of Education and Early Childhood Education. “Strategy for Adult Literacy/Education” http://www.gov.pe.ca/eecd/index.php3?number=1028862&lang=E . Accessed 11/02/13.
Quebec	“Basic education should enable people to: <ul style="list-style-type: none"> ○ understand and use written information in a range of contexts to meet their goals and broaden their knowledge and abilities ○ communicate effectively with varied audiences ○ use information and communications technologies for many purposes ○ participate actively filling their roles as citizens” 	Expands on IALS definition	Government of Quebec. Ministry of Education. <u>Government Policy on Adult Education and Continuing Education and Training</u> . 2002. p. 9 – 10. http://www.mels.gouv.qc.ca/REFORME/formation_con/Politique/politique_a.pdf . Accessed 11/02/13.
Saskatchewan	“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.”	Expands on IALS definition (UNESCO definition)	Government of Saskatchewan. Ministry of Education. Literacy Office. “Adult Literacy” http://www.education.gov.sk.ca/literacy/adult-literacy . Accessed 29/03/13.
Yukon	“Literacy is a person’s ability to understand and use information and basic technology in daily activities at home, school, work and in the community in an attempt to reach personal goals and develop individual potential.”	IALS definition	Government of Yukon. Ministry of Education. <u>Yukon Literacy Strategy 2001</u> . p.2. http://www.education.gov.yk.ca/pdf/yukon_literacy_strategy.pdf . Accessed 11/02/13.

Section 2: Literacy Policy

Most provinces and territories have policies, strategic plans, strategies, or legislation related to adult literacy. These documents reflect the spirit in which each jurisdiction approaches the issue.

While most definitions based on IALS are very broad, policies are often more specific. For example, many jurisdictions refer to the five IALS levels to articulate targets such as raising literacy to level 3. Since the levels were the same for IALS and IALSS, this section uses “IALS” as the generic term.

Policies are annotated as follows:

- **References IALS:** The policy makes an explicit reference to IALS (and in one case PIAAC)
- **Vision consistent with IALS:** The vision in the policy does not specifically reference IALS but is consistent with it
- **Commits to raise levels:** The policy makes reference to a commitment to raising literacy levels
- **No policy found:** No policy was found through this search.

JURISDICTION	Section 2 LITERACY POLICY	NOTES	SOURCE
National		No policy	
Alberta	<p>Four Goals:</p> <ol style="list-style-type: none"> 1. “More Albertans have a minimum of level 3 on international adult literacy measures (roughly the competencies associated with high school completion).” 2. “Albertans have increased understanding of the importance of literacy and its lifelong benefit for all.” 3. “Inclusive and accessible programs and services provide quality learning opportunities for more individuals to develop, enhance and maintain their literacy skills.” 4. “Collaborative partnerships support a continuum of literacy development for Albertans of all ages.” 	<p>References IALS Commits to raise levels</p>	<p>Government of Alberta. <u>Living Literacy: A Literacy Framework for Alberta’s Next Generation Economy</u>. (2009) p. 6. http://eae.alberta.ca/media/219400/living%20literacy.pdf. Accessed 11/02/13.</p>

JURISDICTION	Section 2 LITERACY POLICY	NOTES	SOURCE
British Columbia	“To make B.C. the best educated, most literate jurisdiction on the continent.”	Commits to raise levels	Government of British Columbia. <u>Speech from the Throne</u> . 37 th Parliament, 6 th Session. February 8, 2005. p. 9. http://www.leg.bc.ca/37th6th/Throne_Speech_2005_6th_37th.pdf . Accessed 29/03/13.
	<p>“Vision: British Columbia’s adults will attain and maintain the literacy skills necessary to participate fully in the modern society and global economy.</p> <p>Goal 1: Reduced barriers and increased participation</p> <p>Goal 2: Improved literacy rates for key populations</p> <p>Goal 3: Coordinated, quality programs that produce results”</p>	Vision consistent with IALS	Government British Columbia. <u>Adult Opportunities Action Plan, September 2007</u> . p. 1. http://www.aved.gov.bc.ca/literacy/docs/adult_opportunities_plan07.pdf . Accessed 11/02/13.
Manitoba	<p>Strategy consists of five components that focus on providing adults with easier access to literacy programs, enhancing training for Manitoba’s adult literacy instructors and developing stronger strategic partnerships among providers of adult services.</p> <ul style="list-style-type: none"> ○ “Manitoba Adult Literacy Program ○ Adult Learning Centres ○ Workforce Development/Employment Focus ○ English as an Additional Language/Immigrant Focus ○ Aboriginal Focus” 	Does not reference IALS	Government of Manitoba. Department of Advanced Education and Literacy. <u>2010 – 2011 Annual Reports, Manitoba Adult Literacy Strategy, Learning Centres in Manitoba</u> . p. 4. http://www.edu.gov.mb.ca/ael/all/publications/annual/alc_ar_09_10.pdf . Accessed 11/02/13.
	<p>“Manitoba’s participation in PIAAC will enable us to measure the skills of our working population against other provinces and territories, gain a better understanding of Manitoban’s fundamental literacy, numeracy, and problem-solving abilities, and provide valuable information to inform government policy, including the Manitoba Adult Literacy Strategy.”</p>	References IALS (PIAAC)	Government of Manitoba. Department of Advanced Education and Literacy. <u>2010 – 2011 Annual Reports, Manitoba Adult Literacy Strategy, Learning Centres in Manitoba</u> . p. 7. http://www.edu.gov.mb.ca/ael/all/publications/annual/alc_ar_09_10.pdf . Accessed 11/02/13.

JURISDICTION	Section 2 LITERACY POLICY	NOTES	SOURCE
New Brunswick	Four strategic priorities: <ol style="list-style-type: none"> 1. “reduce barriers and increase participation; 2. increase the number and range of effective adult literacy learning opportunities; 3. ensure the quality and effectiveness of adult literacy programs; and 4. strengthen partnerships to develop a robust and effective adult literacy system.” 	Consistent with IALS	Government of New Brunswick. <u>Working Together for Adult Literacy: An Adult Literacy Strategy for New Brunswick</u> . 2009. p. 7. http://www2.gnb.ca/content/dam/gnb/Departments/petl-epft/PDF/Literacy/AdultLiteracy_web_Eng.pdf . Accessed 11/02/13.
	“In order to make a measureable change the province is targeting to increase the literacy level of 45,000 adults from literacy levels 1 and 2 to level 3 within 9 years or 4,500 per year, primarily through workplace training.”	Commits to raise levels	<u>Canada-New Brunswick Labour Market Agreement, Annual Plan, Fiscal Year 2009/2010</u> . p. 4. www2.gnb.ca/content/dam/gnb/Departments/petl-epft/PDF/Literacy/AdultLiteracy_web_Eng.pdf . Accessed 29/03/13.
Newfoundland and Labrador	Three goals: <ol style="list-style-type: none"> 1. “Literacy levels which are among the highest in Canada 2. A culture which values literacy as a desirable goal for all people 3. An integrated approach to literacy development” In the 2007 provincial budget, \$140,000 was allocated to update the provincial Strategic Literacy Plan. The plan has not yet been released. (Confirmed with Literacy NL)	Commits to raise levels	Government of Newfoundland and Labrador. <u>Words to Live By, A Strategic Plan for Newfoundland and Labrador</u> . 2000. p.4. http://www.aes.gov.nl.ca/adultlearning/adult/litplan.pdf . Accessed 11/02/13.

JURISDICTION	Section 2 LITERACY POLICY	NOTES	SOURCE
Northwest Territories	Four goals: <ol style="list-style-type: none"> 1. “Increase the literacy levels of people of all ages in the NWT 2. Support literacy in the official languages of the NWT 3. Build integrated partnerships across the NWT to address literacy priorities 4. Build community capacity to meet local literacy needs” 	Commits to raise levels	Government of Northwest Territories. Education, Culture and Employment. <u>Towards Literacy: A Strategy Framework – 2008 – 2018</u> . p.20. <u>http://www.ece.gov.nt.ca/files/publications/NWT Literacy Strategy.pdf</u> . Accessed 11/02/13.

JURISDICTION	Section 2 LITERACY POLICY	NOTES	SOURCE
Nova Scotia	<p>“WHEREAS the Government of Nova Scotia is committed to the development of Nova Scotia as a learning province where every place is a learning place and everyone a learner;</p> <p>AND WHEREAS participation in lifelong learning through formal, non-formal and informal learning opportunities at all stages of life has intrinsic value, enhancing the confidence, skills and abilities of Nova Scotia residents with respect to family life, social and civic engagement, workforce participation, productivity and success, and health and well-being, including the development of mind, body and spirit and participation in community and cultural life;</p> <p>AND WHEREAS lifelong learning opportunities reflect a learning continuum ranging from participation in families, schools, post-secondary education, community and other adult-learning organizations, workplace education and training, community and cultural experiences, sports and recreation activities, and volunteer organizations;</p> <p>AND WHEREAS lifelong learning includes adult learning;</p> <p>AND WHEREAS adult learning is recognized as a shared responsibility amongst learners, their families, educators, employers and employees, communities and government;</p> <p>AND WHEREAS adult learning requires learner-centered, multi-faceted, holistic teaching approaches that are consistent with recognized adult-learning principles;</p> <p>AND WHEREAS participation in adult learning is enhanced when individuals have the necessary literacy and essential skills required to maximize their learning opportunities;”</p>	<p>Does not reference IALS</p> <p>Does not commit to raise levels</p>	<p>Government of Nova Scotia. <i>Adult Learning Act</i> (2010). http://nslegislature.ca/legc/bills/61st_2nd/3rd_read/b126.htm. Accessed 11/02/13.</p>

JURISDICTION	Section 2 LITERACY POLICY	NOTES	SOURCE
Nunavut	The strategy's key goals are: <ol style="list-style-type: none"> 1. "Engage the Adult Learner 2. Ensure Inuit languages become the foundation for adult learning in Nunavut. 3. Promote Adult Learner Success 4. Ensure communities are equal partners in the identification and development of adult education programs and services. 5. Increase Accessibility for all Nunavummiut 6. Ensure Quality in Learning Opportunities 7. Increase Coordination of Learning and Support 8. Ensure Appropriate Resource Allocation 9. Identify and Measure Accountability" 	Does not reference IALS	Government of Nunavut. <u>Adult Learning Strategy</u> . (2008) p. 8 – 9. http://www.tunnigavik.com/documents/publications/2008-08-11-Nunavut-Adult-Learning-Strategy-English.pdf . Accessed 11/02/13.
Ontario		No policy	
Prince Edward Island	The overarching mission strategy: "Equal access to adult education is a basic right of all adult learners."	Does not reference IALS Does not commit to raise levels	Government of Prince Edward Island. Department of Education and Early Childhood Development. "Strategy for Adult Literacy/Education" http://www.gov.pe.ca/eecd/index.php3?number=1028862&lang=E . Accessed 11/02/13.

JURISDICTION	Section 2 LITERACY POLICY	NOTES	SOURCE
Quebec	Policy places a priority on four areas for action: <ol style="list-style-type: none"> 1. “to provide basic education for adults 2. to maintain and continually upgrade adults’ competencies 3. to acknowledge prior learning and competencies through official recognition 4. to remove obstacles to access and retention” 	<p>Does not reference IALS</p> <p>Does not commit to raise levels</p>	Government of Quebec. Ministry of Education. <u>Government Policy on Adult Education and Continuing Education and Training</u> . 2002. p. 9 – 10. http://www.mels.gouv.qc.ca/REFORME/formation_con/Politique/politique_a.pdf . Accessed 11/02/13.
Saskatchewan	The Basic Education Program Review (1999) suggested the need for change in the way Adult Basic Education is delivered in Saskatchewan. Three primary recommendations of the review were to: <ol style="list-style-type: none"> 1. increase Adult Basic Education’s connections to employment; 2. increase the retention and success of Aboriginal learners; and 3. develop curriculum in the Adult Basic Education Level Three (Adult 10) program. 	<p>Does not reference IALS</p> <p>Does not commit to raise levels</p>	Government of Saskatchewan. Advanced Education. “ABE Curriculum Redesign” http://www.aeei.gov.sk.ca/abe/redesign Accessed 11/02/13. The Saskatchewan Literacy Office (Ministry of Education) was mandated with developing a literacy strategy, but none has been released. http://www.education.gov.sk.ca/literacy/ . Accessed 11/02/13. (confirmed with SLN)

JURISDICTION	Section 2 LITERACY POLICY	NOTES	SOURCE
Yukon	<p>“Goal: To provide maximum opportunity for all Yukon people to acquire the necessary literacy skills to be successful in their community, work and personal life.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To promote the advantages of having effective literacy skills; 2. To develop and expand opportunities that allow Yukon people to build on their existing strengths through the development of effective literacy skills; 3. To provide creative and appropriate literacy programming that is accessible to all Yukon people; 4. To develop partnerships with First Nation Governments; 5. To develop partnerships with educators, corporations, labour organizations, communities and other appropriate stakeholders; 6. To cooperate with national and regional partners throughout Canada to reflect better technological advancement and the changing role of literacy in education and work’ 7. To be consistent with, and benefit from, the current literacy initiatives developed by our federal and provincial partners; 8. To address more effectively the global needs as identified in the latest literacy research produced in Canada and elsewhere; 9. To understand and address the literacy-based challenges of self-government and land claims both for First Nations and Yukon people; 10. To ensure that literacy programs are developed to address workplace literacy needs.” <p>The Yukon Literacy Strategy review took place from January to March 2006. http://www.literacy.ca/content/uploads/2012/11/Yukon-2012.pdf. Accessed 11/02/13.</p> <p>The Government of Yukon held the New Horizons Summit in December 2012 that focused on developing a new literacy strategy for Yukon. http://www.education.gov.yk.ca/psb/new_horizons.html. Accessed 11/02/13.</p>	<p>Does not reference IALS</p> <p>Does not commit to raise levels</p>	<p>Government of Yukon. Ministry of Education. Yukon Literacy Strategy 2001. http://www.education.gov.yk.ca/pdf/yukon_literacy_strategy.pdf. Accessed 11/02/13.</p>

Section 3: Literacy Benchmarks

Provinces and territories benchmarking literacy gains in their own ways. The oldest system in Canada is “Benchmarks” created by Manitoba in 1988.

While some provinces and territories use the IALS definition of literacy or have policy statements setting increases in IALS levels of literacy as desired outcomes, few have aligned their benchmarks to reflect IALS. Some have aligned to grade levels. Even where provinces and territories indicate their benchmarks are aligned with either IALS or ES, it is not clear what process they used to arrive at the alignment.

IALS levels generally refer to the level of a task that a person can successfully complete. Essential Skills (ES) levels refer to the complexity of the task itself. Thus, someone with level 2 score can complete level 2 IALS tasks while, in terms of ES, a person can complete a level 2 task but that does not necessarily represent their highest level of literacy.

IALS and IALSS levels were never officially converted to grades levels. Below is the only reference linking IALS levels to grade levels found in official reports.

Table 3 – Relating IALS Levels to Educational Attainment⁷

Highest level of educational attainment	Typical literacy pattern
No secondary education	Most at Level 1, particularly those who have not completed primary school; only very few individuals at Level 4/5.
Some secondary school	Largest number at Level 2; representation at Levels 1 and 3.
Secondary school graduate	Largest number at Level 3; second largest at Level 2.
Community college graduate	Largest number at Level 3; second largest at Level 4/5.
University graduate	Largest number at Level 4/5; a handful of individuals at Level 1.

Benchmarks are annotated as follows:

- **Direct and explicit reference to IALS:** Benchmarks make explicit reference to the five levels of literacy and/or to the three IALS domains – prose, document, and quantitative/numeracy.
- **Aligned with Essential Skills:** The Essential Skills are clearly identified.
- **Essential Skills are embedded:** The Essential Skills are not named, but are clearly embedded in the benchmark.
- **Based on grade levels.** Literacy is measured as an equivalent to grade level.

⁷ Reading the Future: A Portrait of Literacy in Canada. Background on the International Adult Literacy Survey (1996). p. 4.

JURISDICTION	Section 3 LITERACY BENCHMARKS	NOTES	SOURCE
National	<ul style="list-style-type: none"> • Federal government refers to literacy according to the IALSS levels • Developed Essential Skills; linked to IALSS levels • Canadian Language Benchmarks, used in federal government language programs, have been aligned with the Essential Skills • HRSDC’s “Indicators of Wellness” uses IALSS data as part of its Learning indicator 	Direct and explicit reference to IALS	
Alberta	<p>The <i>Alberta Reading Benchmarks</i> currently in pilot phase; reference to the reading levels used in IALS.</p> <p>“Reading (includes prose and document) uses 3 levels:</p> <ul style="list-style-type: none"> ○ 1a (No IALS score range because IALS scores below 200 can’t be divided into level ranges), ○ 1b (No IALS score range because IALS scores below 200 can’t be divided into level ranges) ○ 1c (IALS scores 200 – 225) ○ 2a (IALS scores 225 – 240) ○ 2b (IALS scores 241 – 260) ○ 2c (IALS scores 261 – 275) ○ 3a (IALS scores 276 – 300)” 	Direct and explicit reference to IALS	Alberta Reading Benchmarks. (n.d.). http://albertareadingbenchmarks.wordpress.com/ . Accessed 14/02/13.

JURISDICTION	Section 3 LITERACY BENCHMARKS	NOTES	SOURCE
British Columbia	<p>“Community Literacy Benchmarks Levels 1 – 4:</p> <ul style="list-style-type: none"> ○ Reading ○ Writing ○ Oral Communication ○ Math ○ Participation ○ Information Technology <p>Four levels for each competency; Levels 1 – 3 based on IALSS level 1 and Level 4 to end of IALSS Level 2. (Formerly grades 1 – 9)”</p>	Direct and explicit reference to IALS	Literacy BC and Literacy Now. <u>Monitoring and Assessment in Community-Based Adult Literacy Programs in British Columbia</u> . August 2007. http://www.nald.ca/library/research/lbc/monitoring/monitoring.pdf . Accessed 14/02/13.
Manitoba	<p>“Stages of Literacy and Learning levels 1 – 3:</p> <ul style="list-style-type: none"> ○ Reading Text ○ Document Use ○ Writing ○ Oral Communications” <ul style="list-style-type: none"> ● Linked to the Essential Skills 	Direct and explicit reference to IALS Aligned with Essential Skills	Government of Canada and Government of Manitoba Adult Learning and Literacy branch, Advanced Education and Training. <u>The Facilitators Guide</u> . (2004?). http://www.edu.gov.mb.ca/ael/all/publications/stages/pdf/fac_guide_en.pdf . Accessed 14/02/13.
New Brunswick	<p>“Community Adult Learning Program (CALP)</p> <ul style="list-style-type: none"> ○ International Adult Literacy and Skills Survey (IALSS) levels 1 and 2 (formerly grades 1 – 9) ○ General Educational Development (GED) preparation courses (both in class and online). <p>NBCC – academic upgrading (grades 11/12)”</p>	Direct and explicit reference to IALS	Government of New Brunswick. <u>Working Together for Adult Literacy: An Adult Literacy Strategy for New Brunswick</u> . 2009. http://www2.gnb.ca/content/dam/gnb/Departments/petl-epft/PDF/Literacy/AdultLiteracy_web_Eng.pdf . Accessed 11/02/13.

JURISDICTION	Section 3 LITERACY BENCHMARKS	NOTES	SOURCE
Newfoundland and Labrador	<p><i>“Adult Basic Education (ABE) is made up of three levels:</i></p> <ul style="list-style-type: none"> ○ Level I refers to basic literacy and roughly equates to K-6; ○ Level II is considered equivalent to grades 7-9; ○ Level III corresponds to grades 10-12 and requires the completion of a minimum of 36 credits in order to graduate.” 	Based on grade levels	Government of Newfoundland and Labrador. Department of Advanced Education and Skills. “Adult Basic Education” http://www.aes.gov.nl.ca/adultlearning/abe.html . Accessed 14/02/13.
Northwest Territories	<p><i>“Adult Literacy and Basic Education:</i></p> <ul style="list-style-type: none"> ○ ALBE levels 110 to 130 offered by community learning centres ○ ALBE levels 140 to 160 offered by Aurora College.” 	Based on grade levels	Government of the Northwest Territories. Education, Culture and Employment. <u>Directive Adult Literacy and Basic Education</u> . 2000.
Nova Scotia	<p><i>“The Adult Learning Program (ALP) four levels:</i></p> <ul style="list-style-type: none"> ○ Levels I (=Skill Set Grade 6) – Communication, Human Relations, Mathematics ○ Level II (=Skill Set Grade 8) – Communications and Mathematics ○ Level III (=Skill Set Grade 10) – Communications, Mathematics, Science and Social Studies ○ Level IV (=Skill Set Grade 11-12) –Biology, Career Skills Development, Chemistry, Communications, Computer Fundamentals, Global Geography, Global History, Introductory Sociology, Mathematics, Physics, Science, and Technical Communications; can be used toward the Nova Scotia High School Graduation Diploma for Adults.” 	Based on grade levels	Government of Nova Scotia. Department of Advanced Education. “Overview of adult learning program levels.” http://www.gonssal.ca/General-Public/Documents-Resources/alp_levels.shtml . Accessed 14/02/13.
Nunavut	<i>Adult Basic Education (ABE) includes six levels of study ranging from basic literacy to course work at the Grade twelve level.</i>	Based on grade levels	Nunavut Arctic College. “Adult Basic Education” http://www.arcticcollege.ca/en/education-programs/item/4912-adult-basic-education . Accessed 14/02/13.

JURISDICTION	Section 3 LITERACY BENCHMARKS	NOTES	SOURCE
Ontario	<p><i>Ontario Adult Literacy Curriculum Framework (OALCF)</i>, 6 competencies at 3 levels</p> <ul style="list-style-type: none"> ○ “Find and Use Information ○ Communicate Ideas and Information ○ Understand and Use Numbers ○ Use Digital Technology ○ Manage Learning ○ Engage with Others” 	Essential Skills are embedded	<p>Government of Ontario. Ministry of Training, Colleges and Universities. OALCF. “Curriculum Framework.” http://www.tcu.gov.on.ca/eng/eopg/oalcf/index.html. Accessed 14/02/13.</p>
Prince Edward Island	<p>“<i>Adult Literacy</i> delivered by Holland College</p> <ul style="list-style-type: none"> ○ Preparation for the GED Exam - Subjects covered include: writing, social studies, science, literature, and mathematics. ○ High School Credits - Learners can acquire high school credits or upgrade existing marks to meet the admission requirements of post-secondary institutions or to complete requirements for the PEI High School Diploma for Mature Students.” 	Based on grade levels	<p>Holland College. “Adult Education & GED Preparation” http://www.hollandcollege.com/adult_education/. Accessed 14/02/13.</p>

JURISDICTION	Section 3 LITERACY BENCHMARKS	NOTES	SOURCE
Quebec	<p><i>Compétences de Base :</i></p> <ul style="list-style-type: none"> ○ Read ○ Write ○ Count ○ Understand and use written information in daily activities at home, in the workplace and in society in order to achieve goals and expand one's skills and abilities ○ Communicate effectively with others and with society ○ Use information and communications technologies in various contexts ○ Resolve problems ○ Adapt to changes in one's environment ○ Participate in the development of society through active citizenship ● Literacy covers the first two stages of the current literacy training courses ● Pre-secondary covers the third and fourth stages of the current literacy training courses as well as the current pre-secondary courses ● Secondary Cycle One corresponds to the first two years of secondary school. 	Essential Skills are embedded	Centre for Literacy. <u>The Literacy and Essential Skills Needs of Quebec's Anglophone Adults</u> . 2012.

JURISDICTION	Section 3 LITERACY BENCHMARKS	NOTES	SOURCE
Saskatchewan	<p><i>“Circle of Learning Levels 1 and 2 Literacy Benchmarks</i></p> <ul style="list-style-type: none"> ○ Communications ○ Numeracy ○ Lifelong Learning ○ Interpersonal Skills <p>Adult Basic Education (Level 3) – grade 10</p> <ul style="list-style-type: none"> ○ Communications ○ Mathematics ○ Science ○ Social Sciences ○ Life/Work Studies <p>Level 4 – grade 12 completion & GED”</p>	Based on grade levels	<p>Saskatchewan Adult Literacy Benchmarks, Levels 1 and 2. October 2006. http://www.ae.gov.sk.ca/abe/literacy-benchmarks/circle-of-learning-pdf. Accessed 11/02/13.</p>

JURISDICTION	Section 3 LITERACY BENCHMARKS	NOTES	SOURCE
Yukon	<p>Yukon College articulates its courses to the BC ABE system.</p> <p>The 050 courses (Grade 11) are the same as the BC Advanced level.</p> <ul style="list-style-type: none"> ○ Must include English; Mathematics, Science or Computer Studies, plus one option among: social sciences, another science, trades training at the occupational level, a language, accounting, education, and career planning. <p>The 060 courses (Grade 12) are the Provincial level.</p> <ul style="list-style-type: none"> ○ Must include Mathematics, English, either 3 courses among science, languages, humanities, social sciences, mathematics, and computer science, or advanced social sciences and two courses among science, languages, humanities, social sciences, mathematics, and computer science or studies. <p>Offers tracks similar to the fundamental and intermediate levels, but the only course that is transferable is Math 030.</p> <p>The college does not offer an adult graduation diploma.</p>	Based on grade levels	<ul style="list-style-type: none"> ○ Personal correspondence with Shawn Kitchen, Assistant Deputy Minister, Advanced Education Branch, Department of Education, March 4, 2013. ○ Province of British Columbia, Ministry of Advanced Education. <u>Adult Basic Education: A Guide to Upgrading in British Columbia's Public Post-Secondary Institutions. An Articulation Handbook 2012-2013 Edition.</u> http://www.aved.gov.bc.ca/abe/docs/handbook.pdf. Accessed 5/03/13.

Section 4: Literacy Assessment

While IALS has influenced the development of policy and benchmarks, its influence on assessment is visible in only a few jurisdictions.

Two *bone fide* tools provide an equivalent to IALS level – the Test of Workplace Essential Skills (TOWES) and Prose Document Quantitative (PDQ) Profile Series. PDQ is an American assessment tool owned by Education Testing Service (ETS) while TOWES is a Canadian tool owned by Bow Valley College. Both tools can give results from 1 – 500 on the IALS scale. TOWES test items have been validated as having the same level as IALS. PDQ also has a ‘locator’ test that gives results according to levels 1 – 5. These tools assess all three literacy elements – prose literacy, document literacy, and quantitative literacy.

The Aboriginal Adult Literacy Assessment Tool Project (AALAT) was developed as a response to IALSS. The survey assesses qualitative and quantitative information, including literacy strengths in 5 domains of literacy: Numeracy, Problem Solving, Reading, Writing, and Listening. Phase II, the Aboriginal Literacy Intake Assessment Project – (ALIAT), is nearing completion. However, these tools are not currently in use because the sponsoring organization, the Saskatchewan Aboriginal Literacy Network, lacks funding to train facilitators.⁸

Few jurisdictions specify which tests to use even when the provincial/territorial benchmark is based on IALS. Several jurisdictions refer to using assessment tools that measure according to IALS scales or levels but do not require use of TOWES or PDQ.

A search was made to determine if assessment tools were either mandated or suggested.

Assessment requirements are annotated as follows:

- **Direct and explicit reference to IALS:** Assessments are to align to the 5 IALS levels.
- **Based on demonstrations:** Assessments are based on demonstrations, portfolios, or checklists.
- **Based on grade levels:** Assessment is based on an Adult Basic Education (ABE) rubric that conforms to grade level.

⁸ “Saskatchewan Aboriginal Literacy Network” website. <http://saln.ca/>. Accessed 3/03/13. “AALAT Brochure August 2012”. <http://salnweb.files.wordpress.com/2011/09/aalat-brochure-august-2012.pdf>. Accessed 3/03/13.

JURISDICTION	Section 4 LITERACY ASSESSMENT	NOTES	SOURCE
National	None specified	Not specified	
Alberta	None specified	Not specified	
British Columbia	None specified	Not specified	
Manitoba	Students are identified through informal assessment at a level commensurate with the International Adult Literacy Survey scales. Suggested tools include: CARA, IRI, Creative Assessment; informal reading; interviews.	Direct and explicit reference to IALS	Government of Canada and Government of Manitoba Adult Learning and Literacy branch, Advanced Education and Training. <u>The Facilitators Guide</u> . (2004?) http://www.edu.gov.mb.ca/acl/all/publications/stages/pdf/fac_guide_en.pdf . Accessed 11/02/13.
New Brunswick	Based on the <i>Quality Framework for Adult Literacy and Essential Skills Service Delivery</i> , no mention of IALS-related tools.	No reference to IALS	Government of New Brunswick. <u>Quality Framework for Adult Literacy and Essential Skills Service Delivery</u> . http://www2.gnb.ca/content/dam/gnb/Departments/petl-epft/PDF/QualityFrameworkNB.pdf . Accessed 11/02/13.
Newfoundland and Labrador	ABE rubric	Based on grade levels	
Northwest Territories	ABE rubric	Based on grade levels	

Section 4			
JURISDICTION	LITERACY ASSESSMENT	NOTES	SOURCE
Nova Scotia	Adult Learning Program Level 1 and 2 uses a variety of assessment tools; none appears to be based on IALS.	No reference to IALS	Government of Nova Scotia. Nova Scotia Department of Education and Nova Scotia School for Adult Learning. <u>Intake Assessment Tools, Levels 1 and 2, Nova Scotia Adult Learning Program Curriculum</u> . ftp://ftp.ednet.ns.ca/pub/educ/nssal/intake_assessment_tools_levels_1_and_2.pdf . Accessed 11/02/13.
Nunavut	ABE rubric	Based on grade levels	
Ontario	Literacy and Basic Skills programs must record IALS point gains	Direct and explicit references to IALS	Government of Ontario. Training, Colleges and Universities. <u>EOIS-CaMS Literacy and Basic Skills Data Dictionary</u> , 2012. http://www.tcu.gov.on.ca/eng/eopg/publications/eois_cams_lbs_data_dictionary.pdf . Accessed 14/02/13.
	Workplace Literacy and Essential Skills (WLES) projects (2010 – 2012) must use : <ul style="list-style-type: none"> ○ Test of Workplace Essential Skills (TOWES) ○ Prose Document Quantitative (PDQ) Profile Series ○ recognized IALS tools 	Direct and explicit references to IALS	Government of Ontario. Training, Colleges and Universities. <u>Call for Proposals – Guidelines – Workplace Literacy and Essential Skills Projects</u> , 2010. http://www.tcu.gov.on.ca/eng/eopg/publications/2010_work_lit_guidelines.pdf . Accessed 14/02/13.
PEI	ABE rubric	Based on grade levels	
Quebec	None specified	Not specified	
Saskatchewan	A wide variety of tools including portfolio, demonstrations, and checklists. Focused on learner-centred assessment	Based on demonstrations	Saskatchewan Literacy Network and Government of Saskatchewan. <u>Learner Centred Intake and Assessment Process for Literacy Programs in</u>

JURISDICTION	Section 4 LITERACY ASSESSMENT	NOTES	SOURCE
			Saskatchewan. 2008. http://www.sk.literacy.ca/pdf_links/benchIntakeAssessmentManual.pdf . Accessed 11/02/13.
Yukon	ABE rubric	Based on grade levels	

Section 5 – Workforce and Workplace Programming

Essential Skills definitions and levels of task complexity were designed, in part, to support training in a work context. For each of the nine Essential Skills, levels of complexity were established and observed for most Canadian occupations, resulting in the Essential Skills Profiles.

While several provinces have had long-standing workplace education programs that provide essential skills training among other activities, there has been a renewed interest across the country in essential skills training due to the Labour Market Agreements (LMAs) and to a lesser extent the Labour Market Development Agreements (LMDAs).

LMAs are federal transfers to the provinces and territories, on a per capita basis (except for the territories), for training people who are not eligible for EI. LMAs specifically target:

- Support for employed workers who do not have a high school diploma or recognized certification, or who have **low levels of literacy and essential skills**.
- Unemployed workers not eligible for EI including Aboriginal peoples, immigrants, new entrants and re-entrants to the labour market, older workers, people with disabilities, social assistance recipients, unemployed individuals previously self-employed, women, and youth.

Under the LMDAs, the federal government transfers funds collected through EI to the provinces and territories to be spent on a series of mandated services.

This section identifies government programs and initiatives that address Essential Skills issues, both for workforce and workplace training. Most initiatives provide funding for project activities. In a few cases, initiatives also provide services such as needs assessments, program development, and delivery of training.

It was been possible to verify if the programs follow a strict interpretation of Essential Skills or merely use the term as a way to describe workplace basic or foundational skills.

Workforce and Workplace programming are annotated as follows:

- **Direct and explicit reference to Essential Skills:** These initiatives specifically refer to essential skills development
- **Based on contextual or broad skills sets:** These includes literacy upgrading as part of broader skills development.

Section 5			
JURISDICTION	WORKPLACE/WORKFORCE PROGRAMMING	NOTES	SOURCE
National	<p>Adult Learning, Literacy and Essential Skills Program (ALLESF)</p> <p>“...to promote lifelong learning by reducing non-financial barriers to adult learning and to facilitate the creation of opportunities for Canadians to acquire the learning, literacy and essential skills they need to participate in a knowledge-based economy and society.”</p>	Direct and explicit reference to ES	Human Resources and Skills Development Canada. <u>Summative Evaluation of the Adult Learning, Literacy, and Essential Skills Program.</u> (2012) p. iii. http://www.rhdcc-hrsdc.gc.ca/eng/publications_resources/evaluation/2012/sp_1034_12_12-eng/page05.shtml . Accessed 11/02/13.
Alberta	<p>1. Workplace Essential Skills Training (WEST)</p> <ul style="list-style-type: none"> ○ Support training opportunities in the workplace for working Albertans to acquire the essential skills to do their jobs competently, safely and productively. ○ Assist employers with their workplace essential skills training needs to create highly productive workplaces. ○ Encourage the development of a learning culture in Alberta workplaces. 	Direct and explicit reference to ES Funded by the LMA	Government of Alberta. Human Services. Employment & Training Programs and Services “Workplace Essential Skills Training Program” http://employment.alberta.ca/AWonline/ETS/4328.html . Accessed 14/02/13.
	<p>2. Integrated Training</p> <p>Integrated Training is a program element under the Training for Work program. It is a competency-based occupation-related training program intended to provide unemployed or marginally employed adult Albertans with a unique blend of occupation-related skills, work experience placement(s), employability and/or essential skills and applied academics and/or English as a Second Language (ESL).</p>	Direct and explicit reference to ES Funded by the LMA	Government of Alberta. Human Services. Employment & Training Programs and Services “Integrated Training” http://employment.alberta.ca/AWonline/ETS/4372.html . Accessed 14/02/13.

JURISDICTION	Section 5 WORKPLACE/WORKFORCE PROGRAMMING	NOTES	SOURCE
British Columbia	<p>1. SkillsPlus</p> <p>“The program is designed to assist employers, in providing foundation skills development for their employees by integrating essential skills into workplace training.”</p> <p>“SkillsPlus supports the development and delivery of customized, effective curriculum and assessment tools to meet the human resources training needs of British Columbia’s small and mid-sized businesses.”</p>	<p>Direct and explicit reference to ES</p> <p>Funded by the LMA</p>	<p>Government of British Columbia. Ministry of Advanced Education, Innovation and Technology. “SkillsPlus” http://www.aved.gov.bc.ca/skillsplus/. Accessed 15/02/13.</p>
	<p>2. Northern Skills Training Program</p> <p>Pilot initiative “focusing on essential skills training aimed at up-skilling unionized employed and potential workers in the forest and mining sectors in the north.”</p>	<p>Direct and explicit reference to ES</p> <p>Funded by the LMA</p>	<p>Government of British Columbia. <u>Canada/British Columbia Labour Market Agreement 2011-12 Performance Outcome Report</u>. p. 3. http://www.jtst.gov.bc.ca/labourmarketagreement/docs/1112%20LMA%20POR%20FINAL.pdf. Accessed 15/02/13.</p>
	<p>3. Essential Skills to Success (Ministry of Justice)</p> <p>Offenders can gain the skills they need in “making use of the information contained in documents, such as forms, applications, maps and schedules; understanding arithmetic well enough to balance accounts, calculate tips or review receipts; being able to solve problems by creating and executing a plan.”</p> <p>“BC Corrections staff are also being trained in using plain-language communication techniques (that is, using clear, common language in all their interactions).”</p>	<p>Direct and explicit reference to ES</p>	<p>Government of British Columbia. Ministry of Justice. “Literacy Skills” http://www.pssg.gov.bc.ca/corrections/programs/literary.htm. Accessed 15/02/13.</p>

JURISDICTION	Section 5 WORKPLACE/WORKFORCE PROGRAMMING	NOTES	SOURCE
Manitoba	<p>Workplace Education Manitoba</p> <p>1. “Contact us to discover what Essential Skills solutions might benefit your organization. Whether you’re planning to implement a new process, reviewing training effectiveness or experiencing issues in the workplace that you just can’t define, contact us. Understanding the role of Essential Skills in your workplace is critical to moving forward.</p> <p>2. Engage in a consultation with us to discuss the Essential Skills required to meet your business goals. Our Essential Skills experts will partner with you to determine if there’s a need for Essential Skills training in your workplace, as well as the most suitable type of training. This assessment expertise is available to you at no cost.</p> <p>3. If an Essential Skills training solution is appropriate our Essential Skills curriculum writers and instructors can help design and deliver low-cost, customized training for your company. Alternatively, we can coach and support your in-house training staff to meet your workplace Essential Skills needs.</p> <p>4. We’ll share the cost. Funding from our provincial and federal government partners allows us to share a portion of your training costs. Together, we can design and deliver the training edge that’s missing in your workplace.”</p> <p>“WEM launched the virtual concept ES training service called Workplace Essential Skills Training – or WEST. WEST provides Essential Skills training and assessment services that lead to learning plans, training and human resource solutions, or direct referrals to select external agencies. Essential Skills training is offered at WEST Centres, at satellite locations, and also at company and union sites as negotiated.”</p>	<p>Direct and explicit reference to ES</p> <p>WEST Centre activities funded by the LMA</p>	<p>Workplace Education Manitoba. “Overview” http://www.wem.mb.ca/services_overview.aspx. Accessed 15/02/13.</p>

JURISDICTION	Section 5 WORKPLACE/WORKFORCE PROGRAMMING	NOTES	SOURCE
New Brunswick	<p>Workplace Essential Skills</p> <p>“The Department of Post-Secondary Education, Training and Labour has collaborated with business, industry, community and labour organizations to introduce Workplace Essential Skills (WES) training. This training promotes the development of a highly adaptable workforce.</p> <p>Training is customized to respond to the specific needs of your work environment and your employees. Newly learned skills can be applied immediately, with visible results.</p> <p>No matter where you are in New Brunswick, there is a WES team ready to:</p> <ul style="list-style-type: none"> ○ assess your workplace needs; ○ develop customized training that reflects the distinct needs of your employees; ○ provide the resources for quality instruction; ○ offer continued support throughout training; and ○ measure the achievement of your training objectives.” <p>Offered throughout the province via regional offices.</p>	<p>Direct and explicit reference to ES</p> <p>Funded by the LMA</p>	<p>Government of New Brunswick. <u>Workplace Essential Skills</u> brochure. N.d.</p>
Newfoundland and Labrador	<p>Job Skills/Essential Workplace Skills Program</p> <p>“This initiative provides financial assistance to employers to develop and deliver recognized on-the-job training for existing and future employees.”</p>	<p>Direct and explicit reference to ES</p> <p>Funded by the LMA</p>	<p>Government of Newfoundland and Labrador. Career, Employment and Youth Services. “Job Skills/Essential Workplace Skills” web page. http://www.aes.gov.nl.ca/foremployers/job_skills_fact_sheet.pdf. Accessed 26/02/13.</p>

JURISDICTION	Section 5 WORKPLACE/WORKFORCE PROGRAMMING	NOTES	SOURCE
Northwest Territories	<p>Building Essential Skills</p> <p>“Northwest Territories will provide financial assistance to insured participants, including apprentices, to help develop the job-related skills needed by employers and thereby enhance their future employability. This benefit will include the costs ordinarily paid by Northwest Territories over and above the amounts recovered through tuition fees, with respect to each insured participant receiving financial assistance under this program and attending a publicly funded training institution.”</p>	<p>Direct and explicit reference to ES</p> <p>Funded via the LMDA</p>	<p>Human Resources and Skills Development Canada. “Amending Agreement No. 2 for Annex 1 of the Canada–Northwest Territories Labour Market Development Agreement.” http://www.hrsdc.gc.ca/eng/employment/partnerships/labour_market_development/nw_territories/amending_agreement/lmda_tn_w_amendment2011.shtml . Accessed 28/02/13.</p>
Nova Scotia	<p>1. Workplace Education Nova Scotia</p> <ul style="list-style-type: none"> ○ “The Workplace Education Initiative promotes learning at work and supports the development of workers by increasing workplace essential skills.” ○ “Workplace Education co-ordinators are available to help assess the learning needs of the business, recommend education programs for the workers, help the workplace apply for funding that is available to cover the cost of an instructor, and provide support while the program is taking place.” 	<p>Direct and explicit reference to ES</p>	<p>Government of Nova Scotia. Department of Labour and Advanced Education. Workplace Initiatives. “About Workplace Education” http://workplaceinitiatives.novascotia.ca/workplace-education/. Accessed 26/02/13.</p>
	<p>2. One Journey Work and Learn</p> <p>“A partnership between Labour and Advanced Education, industry and community. This program provides skill development including Essential Skills, and employment opportunities to unemployed or underemployed Nova Scotians where there is an identified industry labour shortage.”</p>	<p>Direct and explicit reference to ES</p>	<p>Government of Nova Scotia. Department of Labour and Advanced Education Workplace Initiatives. “One Journey Work And Learn” web page http://workplaceinitiatives.novascotia.ca/one-journey-work-and-learn/. Accessed 26/02/13.</p>

JURISDICTION	Section 5 WORKPLACE/WORKFORCE PROGRAMMING	NOTES	SOURCE
Nunavut	<p>Building Essential Skills</p> <p>“Funds skills training for unemployed workers to enhance their ability to find employment. Program participants may be able to receive funding to help cover tuition, books, special equipment, living allowance, transportation and childcare while on an approved training program.”</p>	<p>Direct and explicit reference to ES</p> <p>Funded via the LMDA</p>	<p>Government of Nunavut. Department of Education. “Career Training & Development” http://www.edu.gov.nu.ca/apps/authoring/dspPage.aspx?page=23. Accessed 28/02/13.</p>
Ontario	<p>Second Career</p> <ul style="list-style-type: none"> ○ “Supports eligible unemployed laid off workers acquire skills training that will assist them to find employment in occupations with demonstrated labour market prospects in Ontario.” ○ “Offers up to one year of literacy and basic skills training, essential to support skills training for eligible clients.” 	<p>Based on contextual or broad skills sets</p> <p>Funded by the LMA</p>	<p>Government of Ontario. Ministry of Training, Colleges and Universities. <u>Ontario Labour Market Agreement / Activity Plan 2012-13</u>. p. 10. http://www.tcu.gov.on.ca/eng/training/labmark/LMA2012_13Table.pdf. Accessed 28/02/13.</p>
Prince Edward Island	<p>Workplace Learning PEI</p> <p>An approach to “essential skills enhancement that strengthens people’s confidence in their ability and inspires them to take action.”</p> <p>WLPEI “helps individuals, employers and organizations build strong foundational skills to meet the demands of the changing workplace. Employees are more confident on the job, which results in better work relationships, an improved bottom line and better health and safety records.”</p>	<p>Direct and explicit reference to ES</p>	<p>Workplace Learning Prince Edward Island. http://www.workplacelearningpei.com/. Accessed 26/02/13.</p>

JURISDICTION	Section 5 WORKPLACE/WORKFORCE PROGRAMMING	NOTES	SOURCE
Quebec	<p><i>Fonds de Développement et de Reconnaissance Des Compétences de la Main-D'œuvre</i> (Development Fund and Recognition of Workforce Competencies)</p> <p>« <i>Soutien aux Promoteurs Collectifs pour le Développement de la Main-D'œuvre</i> » (Support to Group Sponsors of Labour Force Development)</p> <ul style="list-style-type: none"> ○ « <i>Objectif 1 : Acquisition de la Formation de Base par des Personnes en Emploi</i> » (Objective 1 : Acquisition of Basic Skills by Employed Persons) 	Based on contextual or broad skills sets	Government of Quebec. <u>Fonds de Développement et de Reconnaissance des Compétences de la Main-D'œuvre, Programmes De Subvention 2012-2013</u> . http://emploi.quebec.net/entreprises/format-ion/loi-competences/subventions/index.as . Accessed 1/03/13.
Saskatchewan	<p>1. Workplace Essential Skills Saskatchewan (WESS)</p> <ul style="list-style-type: none"> ○ “Supports business and industry to train low-skilled job seekers and existing low-skilled employees in the workplace to gain the workplace essential skills needed for long-term employment and/or advancement.” ○ “WESS provides funding to employer, industry, and training institution partnerships for the development and delivery of essential skills training that is tailored to their workplace.” 	<p>Direct and explicit reference to ES</p> <p>Supported with LMA funds</p>	Government of Saskatchewan. Labour Market Development Programs & Services. Labour Market Development Programs. “Workplace Essential Skills Saskatchewan (WESS)” http://www.economy.gov.sk.ca/WESS . Accessed 26/02/13.
	<p>2. Adult Basic Education - Essential Skills for the Workplace (ABE-ESWP)</p> <p>Focuses specifically on Literacy Levels 1 and 2 and helps First Nations, Métis and the unemployed gain workplace skills that allow them to enter the workforce.</p>	<p>Direct and explicit reference to ES</p> <p>Supported with LMA funds</p>	Government of Saskatchewan. Advanced Education. “Adult Basic Education - Essential Skills for the Workplace (ABE-ESWP)” http://www.ae.gov.sk.ca/abe-eswp . Accessed 26/02/13.
Yukon		No specific Essential Skills programs found	

Section 6 – Literacy Organizations and IALS & Essential Skills

This review has focused on “official” government positions regarding IALS and Essential Skills. However, the literacy field itself plays a role in promoting and supporting adoption of IALS and Essential Skills.

The linking of literacy and essential skills into literacy and essential skills (LES) has been a recent phenomenon due in part to the creation in 2007 of the Office of Literacy and Essential Skills (OLES). For some, this has moved essential skills beyond its original focus on the workplace.

This section examines national, provincial and territorial literacy organizations in relation to:

1. the inclusion of essential skills in mission statements
2. the promotion of literacy and essential skills (beyond the workplace and in contrast to focusing solely on literacy)
3. the positioning of the issue based solely or primarily on IALS

It is acknowledged that many organizations have aligned their mission statements to include LES to reflect the direction of their key funder (OLES). This review merely notes the inclusion of LES in mission statements.

Vision statements, mission statements, and objectives on the organizations web sites were reviewed to determine if IALS and/or Essential Skills were referenced, either explicitly or implicitly.

This section is annotated as follows:

- **IALS part of mission statement:** IALS, either its definition or its data, is explicitly referred to in the mission, vision or objectives statements.
- **ES part of mission statement:** The term “essential skills” appears in the mission, vision or objectives statements.
- **Promotes using LES:** The term “literacy and essential skills” or “LES” is used to describe the issue.
- **Promotes using ES in workplace/HRSDC context: In this case the term essential skills is used in a more limited way.**
- **Positions issue using IALS data:** Groups make the case for the issue by citing IALS data, specifically, using the percentage of Canadians below level 3.

JURISDICTION	Section 6 IALS AND ESSENTIAL SKILLS AND LITERACY ORGANIZATIONS	NOTES	SOURCE
National Canadian Literacy and Learning Network	<p>“Canadian Literacy and Learning Network shares knowledge, engages partners and stakeholders and builds awareness to advance literacy and learning across Canada.”</p>	<p>IALS/ES not part of mission statement</p>	Canadian Literacy and Learning Network http://www.literacy.ca/ . Accessed 2/03/13.
	<p>Uses “essential skills” in reference to HRSDC’s Essential Skills and the workplace</p>	<p>Promotes using ES in workplace/HRSDC context</p>	
	<p>Does not position issue using IALS data</p>	<p>Does not position issue using IALS data</p>	
National <i>Réseau pour le développement de l’alphabétisme et des compétences (RESDAC).</i>	<p>« <i>Le Réseau mobilise ses partenaires stratégiques autour d’un projet de société qui vise à améliorer les niveaux d’alphabétisme et des compétences des adultes francophones du Canada. Les francophones peuvent alors participer pleinement à la vie civique, économique, sociale et culturelle de leur communauté et ainsi contribuer à son épanouissement et à son développement. Le Réseau encourage la participation de tous afin de développer un continuum de services répondant aux besoins de formation des adultes francophones de niveaux 1 et 2 (selon l’échelle de l’EIACA - 2003), dans une perspective d’apprentissage tout au long de la vie. »</i></p>	<p>IALS part of mission statement</p>	<i>Réseau pour le développement de l’alphabétisme et des compétences (RESDAC).</i> http://resdac.net/index.html . Accédé 2/03/13.
	<p>Promotes “literacy and essential skills”</p>	<p>Promotes using LES</p>	
	<p>Positions the issue as : <i>L’Enquête internationale sur l’alphabétisation et les compétences des adultes (EIACA) nous informe que 42 % de l’ensemble des adultes canadiens en âge de travailler (16 à 65 ans) ont du mal à répondre aux exigences d’une société et d’une économie du savoir comme la nôtre : ils ont du mal à comprendre ce qu’ils lisent. »</i></p>	<p>Positions issue using IALS data</p>	

JURISDICTION	Section 6 IALS AND ESSENTIAL SKILLS AND LITERACY ORGANIZATIONS	NOTES	SOURCE
Alberta	“ Literacy Alberta believes everyone should have the skills needed to fully participate in life – at work, at home and in their community.”	IALS part of mission statement	Literacy Alberta http://www.literacyalberta.ca/essential-skills . Accessed 1/03/13.
	Promotes “literacy and essential skills”	Promotes using LES	
	Positions issue as: “Studies show that 40% of adult Albertans and 35% of working age Albertans do not have the basic literacy skills”	Positions issue using IALS data	
British Columbia	“ Decoda Literacy Solutions “Our mission is to address and support the full continuum of literacy and learning priorities identified by communities across BC so that people can better participate in society and the communities themselves become even more resilient.”	IALS/ES not part of mission statement	Decoda Literacy Solutions http://decoda.ca/ . Accessed 1/03/13.
	Uses “essential skills” in reference to HRSDC’s Essential Skills	Promotes using ES in workplace/HRSDC context	
	Does not position issue using IALS data	Does not position issue using IALS data	
Manitoba	“ Literacy Partners of Manitoba is committed to supporting learners and practitioners in their efforts to improve literacy and essential skills in Manitoba, and to raising awareness of the importance of literacy and essential skills with stakeholders and partners.”	ES part of mission statement	Literacy Partners of Manitoba http://manitobaliteracy.com/ . Accessed 1/03/13.
	Promotes “literacy and essential skills”	Promotes using LES	
	Positions issue as: “42% of Canadians aged 16–65 do not have the minimum literacy skills for coping with everyday life and work.”	Positions issue using IALS data	

JURISDICTION	Section 6 IALS AND ESSENTIAL SKILLS AND LITERACY ORGANIZATIONS	NOTES	SOURCE
New Brunswick	“The Literacy Coalition of New Brunswick will provide leadership to advance literacy, lifelong learning and essential skills for all citizens through partnerships and collaboration with government, educational institutions, business, labour, community organizations and individuals.”	ES part of mission statement	Literacy Coalition of New Brunswick http://www.nb.literacy.ca/ . Accessed 1/03/13.
	Promotes “literacy and essential skills”	Promotes using LES	
	Does not position issue using IALS data	Does not position issue using IALS data	
Newfoundland and Labrador	“ Literacy Newfoundland and Labrador is a network of individuals and organizations committed to the advancement of literacy, Essential Skills , and lifelong learning in our province.”	ES part of mission statement	Literacy Newfoundland and Labrador http://www.literacynl.com/ . Accessed 1/03/13.
	Promotes “literacy and essential skills”	Promotes using LES	
	Positions issue as: “This data from 2003 reveals that over 50% of people aged 16–65 in our province are still scoring in the two lowest literacy proficiency levels.”	Positions issue using IALS data	
Northwest Territories	“ The NWT Literacy Council is dedicated to supporting the development of literacy in all official languages of the NWT.”	IALS/ES not part of mission statement	NWT Literacy Council http://www.nwt.literacy.ca/index.htm . Accessed 1/03/13.
	Uses “essential skills” in reference to HRSDC’s Essential Skills	Promotes using ES in workplace/HRSDC context	
	Positions issue as: “Approximately 42% of adults in the NWT aged 16 to 65 have literacy levels below the level they need to function in today’s society.”	Positions issue using IALS data	

JURISDICTION	Section 6 IALS AND ESSENTIAL SKILLS AND LITERACY ORGANIZATIONS	NOTES	SOURCE
Nova Scotia	“ Literacy Nova Scotia will work to ensure that all Nova Scotians have equal access to quality literacy, essential skills , and lifelong learning opportunities.”	ES part of mission statement	Literacy Nova Scotia http://www.ns.literacy.ca/index.htm . Accessed 1/03/13.
	Promotes “literacy and essential skills”	Promotes using LES	
	Does not position issue using IALS data	Does not position issue using IALS data	
Nunavut	“ The Nunavut Literacy Council promotes literacy and supports literacy initiatives in the four official languages of Nunavut - Inuktitut, Inuinnaqtun, English, and French.”	IALS/ES not part of mission statement	Nunavut Literacy Council http://www.nunavutliteracy.ca/home.htm . Accessed 2/03/13.
	Promotes “literacy and essential skills” (but primarily in reference to the workplace)	Promotes using ES in workplace/HRSDC context	
	Does not position issue using IALS data	Does not position issue using IALS data	
Ontario	“ Essential Skills Ontario inspires and leads the development of literacy and essential skills solutions through excellence in collaboration, research and innovation.”	ES part of mission statement	Essential Skills Ontario http://www.essentialskillsontario.ca/ . Accessed 2/03/13.
	Promotes “literacy and essential skills”	Promotes using LES	

JURISDICTION	Section 6 IALS AND ESSENTIAL SKILLS AND LITERACY ORGANIZATIONS	NOTES	SOURCE
	Does not position issue using IALS data	Does not position issue using IALS data	
Prince Edward Island	The PEI Literacy Alliance “advances literacy for the people of Prince Edward Island.”	IALS/ES not part of mission statement	PEI Literacy Alliance http://www.pei.literacy.ca/home . Accessed 2/03/13.
	Promotes “literacy and essential skills” (but primarily in reference to the workplace)	Promotes using LES in workplace/HRSDC context	
	Does not position issue using IALS data	Does not position issue using IALS data	
Quebec Quebec English Literacy Alliance	Quebec English Literacy Alliance – a literacy and essential skills information and referral network servicing adults in Quebec.	ES part of mission statement	Quebec English Literacy Alliance http://qela.qc.ca/ . Accessed 2/03/13.
	Promotes “literacy and essential skills”	Promotes using LES	
	Positions issue using IALS data	Positions issue using IALS data	
Québec <i>Le Regroupement des groupes populaires en alphabétisation du Québec</i>	<i>« Le Regroupement des groupes populaires en alphabétisation du Québec a pour mission : La promotion, la défense et le développement de l’alphabétisation populaire ; La promotion, la défense et le développement des groupes populaires d’alphabétisation ; La défense collective des droits des personnes lésées par leur niveau d’alphabétisme. »</i>	IALS/ES not part of mission statement	<i>Regroupement des groupes populaires en alphabétisation du Québec.</i> http://www.rgpaq.qc.ca/index.php . Accédé 2/03/13.

JURISDICTION	Section 6 IALS AND ESSENTIAL SKILLS AND LITERACY ORGANIZATIONS	NOTES	SOURCE
	Does not promote “literacy and essential skills”	Does not promote using LES	
	Does not position issue using IALS data	Does not position issue using IALS data	
Saskatchewan	“ The Saskatchewan Literacy Network promotes and supports literacy in Saskatchewan.”	IALS/ES not part of mission statement	The Saskatchewan Literacy Network http://www.sk.literacy.ca/ . Accessed 2/03/13.
	Promotes “literacy and essential skills” (but primarily in reference to the workplace and HRSDC’s Essential Skills)	Promotes using ES in workplace/HRSDC context	
	Does not position issue using IALS data	Does not position issue using IALS data	
Yukon	The Yukon Literacy Coalition (YLC) is a community-based organization committed to increasing literacy and essential skills for adult learners in the Yukon.	ES part of mission statement	Yukon Literacy Coalition http://www.yukonliteracy.ca/ . Accessed 2/03/13.
	Promotes “literacy and essential skills” (but primarily in reference to the workplace and HRSDC’s Essential Skills)	Promotes using ES in workplace/HRSDC context	
	Positions the issue as: “We are keen to address the literacy needs of the 33% of our Yukon population who have prose literacy scores at Levels 1 and 2”	Positions issue using IALS data	

Annex 1: International Adult Literacy Surveys – 1994 – 2013

Report Title	Data Collected	Data Published	Skills Measured	Countries
International Adult Literacy Survey (IALS)				
Literacy, Economy and Society: Results of the First International Adult Literacy Survey <i>Canadian Report Reading the Future: A Portrait of Literacy in Canada</i>	1994	1995	<ul style="list-style-type: none"> • Prose Literacy • Document Literacy • Quantitative Literacy 	Canada Ireland Germany The Netherlands Poland Sweden Switzerland United States
Literacy Skills for the Knowledge Society: Further Results of the International Adult Literacy Survey		1997		
Literacy in the Information Age: Final Report of the International Adult Literacy Survey		2000		
Adult Life Skills Survey (ALL) International Adult Literacy and Skills Survey (IALSS) in Canada				
Learning A Living First Results of the Adult Literacy and Life Skills Survey <i>Building on Our Competencies: Canadian Results of the International Adult Literacy and Skills Survey</i>	Round 1 2002-2003	2005	<ul style="list-style-type: none"> • Prose Literacy • Document Literacy • Numeracy • Problem Solving 	Bermuda Canada Italy Norway Switzerland United States State of Nuevo Leon (Mexico)
Literacy for Life: Further Results from the Adult Literacy and Life Skills Survey	Round 2 2006-2008	2011		

Report Title	Data Collected	Data Published	Skills Measured	Countries
Programme for the International Assessment of Adult Competencies (PIAAC)				
	Round 1 2011 – 2012	October 2013	<ul style="list-style-type: none"> • Literacy Skills • Numeracy Skills • Reading Components • Problem Solving Skills in Technology Rich Environments 	Australia Austria Belgium Canada Czech Republic Denmark Estonia Finland France Germany Ireland Italy Japan Korea Netherlands Norway Poland Russian Federation Slovak Republic Spain Sweden United Kingdom United States
	Round 2 2012 - 2016			Chile Greece Indonesia Israel Lithuania New Zealand Singapore Slovenia Turkey