

## Terminology

**Literacy:** Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.

**Lifelong learning:** The notion that learning occurs in many different contexts throughout an individual's life: in both formal and informal settings, at work, at home and in the community.

**Adult education and training:** Includes programs, courses, private lessons, correspondence courses, workshops, on-the-job training and apprenticeships.

**Informal learning:** Learning other than in the formal structure of courses, in both passive and active forms. The former involves activities such as being on a guided tour, or being sent to an organization, and the latter entails, learning by oneself, trying things out, and watching others to learn from them.

## Glossary of Terms

**Level 1:** Persons with very poor skills, where the individual may, for example, be unable to determine the correct amount of medicine to give a child from information printed on the package.

**Level 2:** People can only deal with material that is simple, clearly laid out, and in which the tasks involved are not too complex. It denotes a weak level of skill, but more hidden than Level 1. It identifies people who can read but test poorly. They have developed coping skills to manage everyday literacy demands but their low level of proficiency makes it difficult for them to face novel demands, such as learning new job skills.

**Level 3:** The minimum skills level suitable for coping with the demands of everyday life and work in a complex, advanced society. It denotes roughly the skill level required for successful secondary school completion and college entry. Like higher levels, it requires the ability to integrate several sources of information and solve more complex problems.

**Level 4 & 5:** People demonstrate a command of higher-order information-processing skills.

## Four Scales of Competency Reported

**Prose literacy:** The knowledge and skills needed to understand and use information from texts including editorials, news stories, brochures and instruction manuals.

**Document literacy:** The knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables and charts.

**Numeracy:** The knowledge and skills required to effectively manage the mathematical demands of diverse situations. (This numeracy scale replaces the quantitative scale used in IALS, where respondents were required to perform one or more arithmetic operations based on information contained in texts, either continuous or non-continuous.)

**Problem-solving:** Involves goal-directed thinking and action in situations for which no routine solution procedure is available. The problem solver has a more or less well-defined goal, but does not immediately know how to reach it. The understanding of problem situation and its step-by-step transformation, based on planning and reasoning, constitute the process of problem solving.

Source: ABC Canada/IALS Survey Glossary of