

Table IV-4: CLI and Pillar Scores, by Province, CMA and Economic Regions, 2007¹

	CLI Score ²	Learning to Know ³	Learning to Do ⁴	Learning to Live Together ⁵	Learning to Be ⁶
Canada	76	5.1	5.2	4.8	5.4
New Brunswick	61	3.2	3.6	4.5	4.2
Saint John	66	3.5	4.5	4.2	4.6
Fredericton	68	4.2	4.4	6.4	4.3
Quebec	67	5.0	4.3	3.8	4.3
Montréal	70	6.3	5.1	3.7	4.0
Ontario	80	5.5	5.4	5.2	5.8
Ottawa	91	6.0	6.4	5.9	7.1
Greater Sudbury	70	4.3	5.0	6.2	4.3
Toronto	80	6.2	5.4	4.8	5.6
Guelph	88	5.1	5.7	6.2	5.9
Kitchener	85	5.0	5.6	6.0	6.7
Saskatchewan	79	3.9	6.0	6.1	5.7
Saskatoon	89	4.7	7.7	6.8	6.3
Alberta	86	5.3	6.7	5.0	6.4
Calgary	93	5.9	6.8	5.1	7.4
Lethbridge - Medicine Hat*	75	4.5	6.5	5.1	4.6
Red Deer*	87	4.2	7.0	5.0	6.7
British Columbia	82	5.8	5.7	4.9	5.9
Vancouver	82	6.5	5.9	4.5	5.7
Victoria	86	5.5	5.7	6.0	6.7

Source: Canadian Council on Learning, released May 29th 2007.

<http://www.ccl-cca.ca/CCL/Reports/CLI2007/Resources.htm?Language=EN>

*Economic Regions

1. Data used is the best available in 2007, the year of data varies by indicator
2. Interpreted as being on a scale of 100. The CLI Score should be used for comparative purposes to measure progress at the local and at the national level. The mean value for 2007 at the national level is 76.

3. Learning to Know refers to the acquisition of the fundamental skills and knowledge needed to function in the world. Encompasses six indicators; child development in terms of vocabulary, concepts/shapes and number knowledge; literacy student skills of 15 year olds in reading and math and uses the proportion of students above the G7 mean (Programme for International Student Assessment); proportion of Canadians 20-24 who have not completed high school and are not attending school (Statistics Canada Labour Force Survey); the proportion of Canadians 20-24 who are participating in post-secondary education (LFS), post-secondary attainment among working-age Canadians (LFS); and the proportion of 15 year olds performing above the G7 mean in problem solving (PISA.)

4. Learning to Do is related to occupational success in that it refers to the acquisition of applied skills -technical and hands-on skills and knowledge. Encompasses two indicators; proportion of Canadians 20-64 in the labour force that have participated in formal job-related training (Adult Education and Training Survey); and the percentage of firms offering formal classroom or workplace training, availability of work training (Statistics Canada's Workplace and Employee Survey.)

5. Learning to Live Together measures the development of inter-personal skills in terms of attaining values of respect and concern for fellow citizens and appreciation of the diversity of Canadians. This area of learning is essential for societal cohesion. Encompasses three indicators; proportion of taxfilers claiming charitable donations on their personal tax declarations (Statistics Canada's Longitudinal Administrative Database); proportion of Canadians engaged in unpaid activities as part of a group or organization (Canada's National Survey of Giving Volunteering and Participating); and the proportion of Canadians who reported expenditures on contribution and dues for social clubs, co-operatives, political and fraternal organizations and alumni associations (Statistics Canada Survey of Household Spending.)

6. Learning to Be is an indicator that seeks to reflect the attainment of introspective knowledge and the development of the whole person; physically, mentally and spiritually. This aspect is closely tied with personal discovery, self-knowledge, creativity and the achievement of a healthy balance in life. Encompasses four indicators; proportion of children 5 and older who are read to daily by a parent or other adult (Statistics Canada National Longitudinal Survey of Children and Youth); exposure to media measured by household spending on reading materials and the internet in the home (Stats Can Survey of Household Spending); proportion of households reporting expenditures on sports and recreation facilities each year (StatsCan Sof HS); and the proportion of households reporting spending on cultural activities and the performing arts (StatsCan Sof HS).

Note: The CLI score is derived at using the various indicators with a regression equation, factor analysis and structural equation modelling. The regression equation matched sixteen indicators with five socio-economic outcomes to determine a correlation of 0.84. These indicators were then clustered into pillars using factor analysis. Indicators that help to explain a similar trend are grouped together and receive a pillar score. Learning to Know, Learning to Do, Learning to Live Together, Learning to Be are marked on a relative scale with an average of approximately 5 and a standard deviation of 1. Each of the mentioned indicators is then weighted with an importance of 34 per cent, 17 percent, 26 percent and 23 percent respectively to arrive at the final CLI Score.