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ABSTRACT

A pilot project developed a survey of social indicators of literacy within the Northwest region of Ontario, Canada. The project aimed to identify the following: social, economic, and cultural characteristics of the region; ways that local service providers were responding to them; and successes, gaps, and unmet challenges in literacy provision. Of 235 surveys sent to a reputational sample, 119 were returned. Fifty-four percent of respondents expressed the need for literacy programs in their communities and programming was needed for aboriginal groups. Situational barriers, such as lack of transportation and child care, were the most frequently cited barriers to learning. The following reasons were cited for existing literacy programs not meeting local needs: waiting lists, lack of funding, irrelevant material, and need for programming in remote, rural areas. Common gaps in services were identified: lack of enough early intervention, lack of programming for special needs population groups, gaps in services to outlying areas, lack of variety of programs in small communities, and lack of awareness/information of other programs. The future issues cited most often revolved around marketing of programs. Recommendations included elimination of barriers and improved access, advocacy, expanded funding, and improved referral systems. (Appendixes include 59 endnotes, 25-item bibliography, survey, and reports for 11 communities. Each report consists of three sections: community profile, observations, and community survey results.) (YLB)

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# *Social Indicators of Literacy Needs*

## **REPORT**

### **A Project to Examine Literacy Needs of Northwestern Ontario Member Communities**

**Prepared by Anne Gammage**

**for**

**Literacy Northwest**

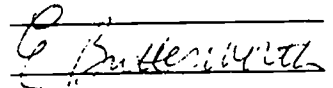
**September 5, 1992**

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## Summary of Recommendations

It is recommended that:

1. Funders and practitioners eliminate barriers and improve access to literacy programs in the Northwest Region.
2. Contact between literacy providers and the native community be increased with the objective of exploring joint advocacy for improved services.
3. Advocacy for improved services to rural and isolated areas be undertaken.
4. Workplace literacy programs, or "worker focussed" programming, be considered a high priority by funders and providers.
5. Funding for programming be expanded to ensure that the gaps in literacy services are addressed in each community.
6. Support be given for improved referral systems and communication within communities.
7. The assistance of funders and provincial literacy associations be obtained to deal with future issues, such as the need for new literacy programs in some communities and exploration of the use of distance education for basic literacy.

8. Literacy Northwest and other regional organizations work with funders, providers, the media, and other organizations to implement the foregoing recommendations.

## Acknowledgments

The author wishes to acknowledge the support and assistance of the following people and organizations, who made this project possible:

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- the Social Indicators Project Steering Committee members  
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## Introduction

Literacy Northwest (the host network), in association with the Ministry of Education, and with the assistance of a mentor network (the Adult Basic Education Association of Hamilton-Wentworth), agreed to undertake a pilot project to develop a survey for social indicators of literacy within the Northwest region of Ontario. The aim of the project was to survey the following:

- 1) the social, economic and cultural characteristics of our region;
- 2) the ways that local literacy service providers are responding to them; and
- 3) the successes as well as gaps and unmet challenges in literacy provision.

The survey results will provide Literacy Northwest and its member groups with a shared understanding of the characteristics in the Northwest region and will provide assistance with strategic planning. The process was documented to assist other literacy providers who wish to engage in similar projects.

Observations made within this report are presented strictly on the basis of statistics, confirmation of previous studies and from the perspective of the comments received from the survey respondents. Service gaps and successes are discussed on the premise that the respondents have more knowledge about their communities and that responses about programming issues cannot be validated or proven "incorrect". The resulting observations and recommendations will require follow up by literacy programs operating within each community.

Where comparisons are made using results from the Statistics Canada study "Adult Literacy in Canada, A National Study, 1991", the definitions of "literacy levels"<sup>1</sup> on the following page will apply.

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STATISTICS CANADA DEFINITIONS OF LITERACY LEVELS

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**Level 1**

Canadians at this level have difficulty dealing with printed materials. They most likely identify themselves as people who cannot read.

**Level 2**

Canadians at this level can use printed materials only for limited purposes, such as finding a familiar word in simple text. They would likely recognize themselves as having difficulties with common reading materials.

**Level 3**

Canadians at this level can use reading materials in a variety of situations, provided the material is simple, clearly laid out and the tasks involved are not too complex. While these people generally do not see themselves as having major reading difficulties, they tend to avoid situations requiring reading.

**Level 4**

Canadians at this level meet most everyday reading demands. This is a large and diverse group which exhibits a wide range of reading skills.

## *General Research Process*

### 1. Context, Scope and Methodology

Literacy Northwest encompasses a very large geographic territory. Members of this network range in location from the Manitoba border to Schreiber (east of Thunder Bay) and from the Canada - U.S. border (Fort Frances - Rainy Lake area) to Red Lake and Sioux Lookout. These are just the current communities forming a rough boundary. In terms of Provincial Districts, Literacy Northwest covers most of the Kenora, Rainy River and Thunder Bay Districts<sup>a</sup>.

Establishing a project in such a region required close examination of the methods available. With such a large area to cover, the chosen methodology was the mail out survey<sup>b</sup>.

The reputational sample method was used<sup>2</sup>, which is unobtrusive and non-reactive. "Reputational sample" refers to a selection procedure. In reputational samples, the choice of respondents depends upon someone's judgment of who are "typical" representatives. People are selected because of their reputations, they are publicly visible, or they hold a position in an organization. The information collected came from a broad range of services, resulting in a wider perspective on the gaps and

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<sup>a</sup> See Map 1 on page 11.

<sup>b</sup> See Appendix B - Social Indicators of Literacy Needs, Survey Questions for Agencies & Organizations

successes of literacy provision in the region.

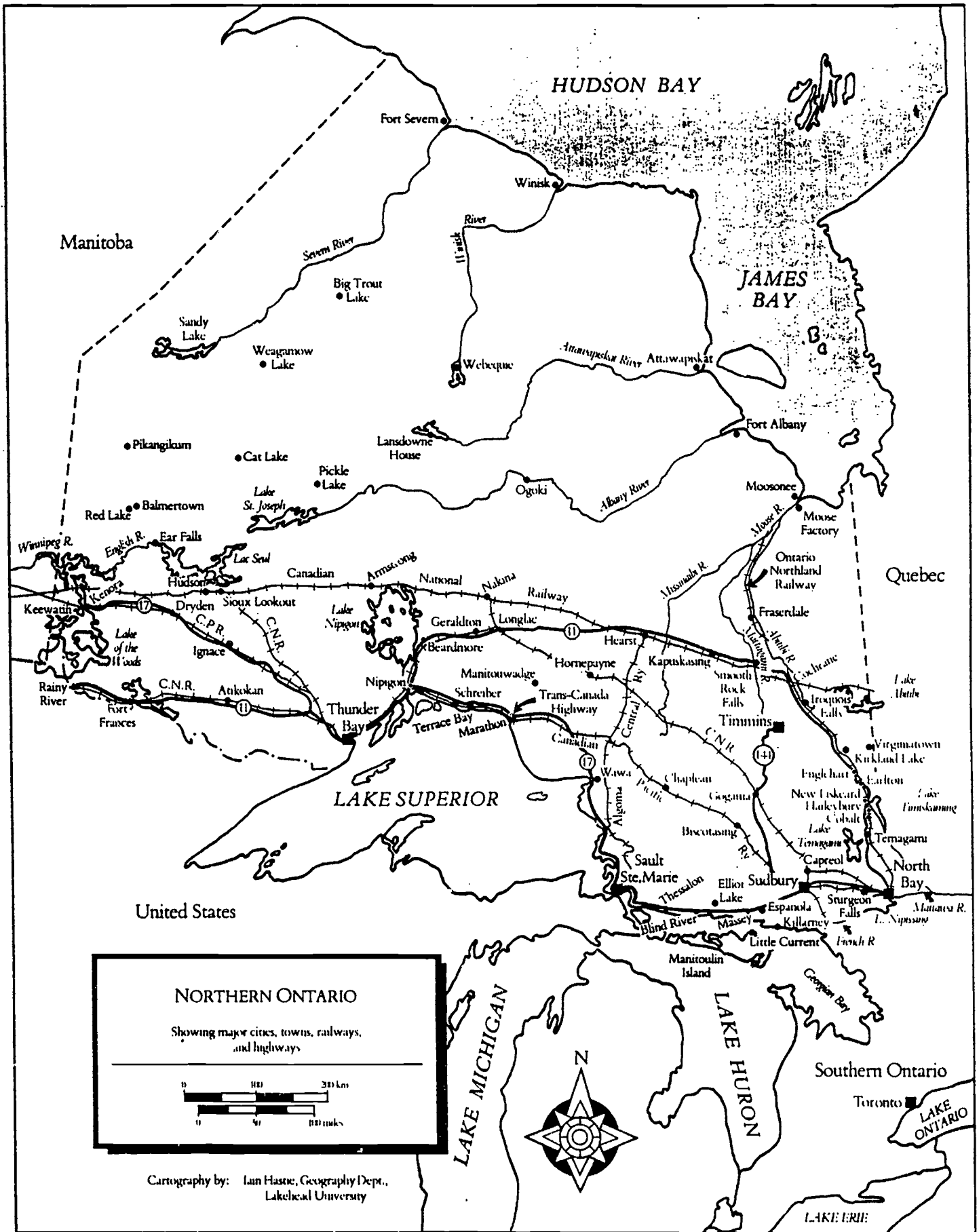
In addition to questions designed to elicit demographic and statistical data, it was decided to include additional opinion based questions on how participants in the survey perceived their own community's literacy needs. They were also asked about barriers to persons who might participate in literacy programs, gaps and overlaps in service, referral process and future directions<sup>c</sup>.

The survey was sent with a cover letter<sup>d</sup> to explain the purpose of the project and to encourage services to respond. To provide additional inducement to complete the survey, a self-addressed, stamped envelope was enclosed and respondents were also offered the choice of receiving the survey results and additional information about literacy. Using the mailing list, organizations were telephoned to ensure maximum return of the surveys.

Ten communities within the Literacy Northwest area were surveyed. Eleven communities are represented, as one response was returned from a community not currently being served by Literacy Northwest or by a community literacy program. Two hundred and thirty-five (235) surveys were mailed out and a total of one hundred and nineteen (119) were returned. A final return rate of 51% was achieved, which is rather outstanding for a non-compulsory mail out survey.

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<sup>c</sup> Ibid.



## 2. Study Participants

We decided to send the survey to literacy providers as well as to other social service organizations and agencies who might be in a position to identify persons with literacy difficulties. Front-line social service workers and administrators, government employees and literacy practitioners received the survey<sup>e</sup>. These individuals possess knowledge specific to their own communities' needs, and we felt the results would reflect current attitudes and trends towards literacy provision within a community.

## 3. Results

The returned surveys varied in manner and type of responses. Some respondents provided numbers, others used an "X" to indicate a response, and some presented their answers in terms of percentages<sup>f</sup>. Therefore, the results received are not statistically valid and cannot be used as definitive in our observations. They are, we believe, an indication of trends. The opinions expressed by the respondents about service delivery should be helpful to literacy providers in each community and will assist with regional planning.

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<sup>e</sup> Mailing list developed with input from Literacy Northwest members and the Project Steering Committee

<sup>f</sup> See the "Legend" within the "Preliminary Results" for each community.

The results are presented in two separate sections:

1. General Findings

- a) Statistical Data
- b) Opinion Based Results; and

2. Community Reports

- a) Community Profile
- b) Observations
- c) Community Survey Results

"GENERAL FINDINGS" is a section of the main report, and deals with all observations that are applicable, or of interest, to the entire area encompassed by Literacy Northwest. Any information or observations which resulted in establishing an overall picture of social indicators may be found in this section.

The section entitled "COMMUNITY REPORTS" consists of the "Community Profile", "Observations" and "Community Survey Results". The "Community Profile" is a description of the community using socio-economic information. This profile is followed by a set of "Observations" which are specific to the survey and statistical findings for each community. Finally, the survey results, titled "Community Survey Results", are presented. Included is a legend to provide the reader assistance with reading the results.



## General Findings

### A. Statistical Data

#### 1. Gender

Many communities showed a predominance of service provision to females and some showed higher participation by males (six communities indicated female predominance, four indicated male predominance, one showed no predominance and one showed indications too high in the uncertain category to show any predominance). If a program's service statistics show a fairly heavy predominance of female clients, perhaps the reasons for this could be reviewed. This may indicate a need to examine whether males receive, or seek, services less often than females.

The following table from "An Ontario Adult Literacy Report"<sup>3</sup> indicates some difference between gender when examining adult reading skill level.

**Table 9** Percentage distribution of Ontario adults aged 16-69 by reading skill level showing gender

|        | Population<br>(thousands) | Reading Skill Level |         |         |         |
|--------|---------------------------|---------------------|---------|---------|---------|
|        |                           | Level 1             | Level 2 | Level 3 | Level 4 |
| Female | 3,238                     | 6%                  | 10%     | 20%     | 64%     |
| Male   | 3,225                     | 5%                  | 7%      | 23%     | 65%     |

*Source: Survey of Literacy Skills Used in Daily Activities, Statistics Canada, 1989.*

It is interesting to note, from the previous table, that 16% of females are at reading skill Levels 1 and 2, whereas 12% of males are indicated within the same categories. Because these are Ontario figures, the report discusses the possibility of immigrant women having less access to language training than immigrant men. At the same time, the study also notes that "non-immigrant women have higher reading skills than non-immigrant men, due mostly to the smaller number of women who leave school before grade 9."<sup>4</sup>

Motivational factors could possibly be quite different according to gender. This is suggested by Serge Wagner's study<sup>5</sup>, in which the "investigation sought to contact as many men as women, but most of the people actually reached were women." The study also noted that "In many cases, women seem to be more spontaneously interested in participating in literacy activities. It may be that they are more motivated. This matter needs looking into." This suggestion that females seem more interested in participating requires further study at both the program and community level, and possibly the provincial and national level. Perhaps additional promotions directed towards male oriented activities could assist if it is determined that literacy programs have much higher percentages of female participation.

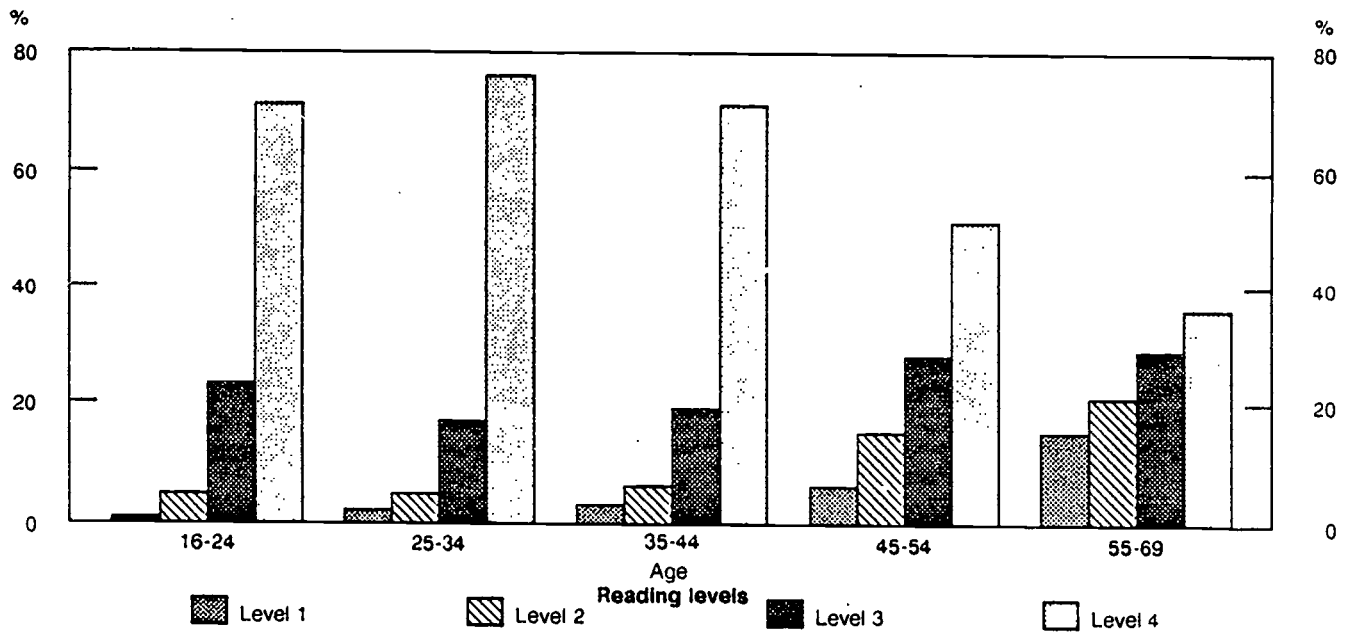
Community programs are encouraged to examine the gender patterns for their service provision to assist with local determination of needs based upon gender. Gender as an access issue may also be tied to additional factors, such as local occupational trends, marital or family status, and income levels.

## 2. Age

Our survey revealed only that adults predominantly receive services in our communities. Referring to data from Statistics Canada<sup>6</sup>, the following table shows reading level by age group for Canadians, aged 16 - 69:

Chart 3.1

Reading level by age group, Canadians aged 16-69



Note: Excludes persons who reported having no skills in either of Canada's official languages.

As shown above, "the incidence of Level 1 and 2 readers (those with skills too limited to deal with everyday reading demands) ranges from 6% to 9% for the three youngest age groups, it rises for the next two age groups from 21% among persons aged 45-54, to 36% among persons aged 55-69. This translates into over 1 million Canadians who have trouble reading such material as labels on medicine bottles or using the yellow pages."<sup>7</sup>

According to the authors of the Statistics Canada report, "The small percentage of Canadians aged 16 - 24 at the lowest levels of reading proficiency (Levels 1 and 2) looks encouraging and supports the contention that severe literacy problems will diminish with time as the Canadian population ages. And yet, the current school-leaver rate could be as high as 30%. This situation is further complicated by the fact that the literacy demands placed on individuals by society and the labour market are likely to increase over time."<sup>8</sup> Respondents in our study indicated concern about disadvantaged youth and noted difficulties with communication skills in the general 16 - 24 population group. If this is a trend which holds across our region, we can expect on-going problems in the labour force, particularly if no remedial action is taken.

As stated within "Success in the Works", we are facing an aging labour force, and "with slower population growth, young people aged 15 - 24 entering the labour force will make up a smaller portion of the available labour supply." "Older Canadians will constitute an increasing portion of the population and labour force in the next two decades. In 1986, about 49% of the labour force was over the age of 34. By the year 2000, this figure will increase to almost 60% of the labour force."<sup>9</sup>

More demands will be placed on older workers: "In the past, a large and growing supply of young workers shielded many older workers from the effects of economic swings. During downturns in the economy, younger workers are the first to lose their jobs. They are less protected by seniority, and they have not established a firm attachment to the labour market."<sup>10</sup>

"During upturns in the economy, younger workers were always available to fill new jobs, such as the demand for computer programmers during the 1970's. They will not be so readily available in the future, again requiring that the existing labour force respond to future skill demands."<sup>11</sup> "The group which has, in the past been considered the core of the labour force, males aged 25 - 44, will represent a significantly smaller proportion of the labour force by the year 2000."<sup>12</sup>

| THE MIDDLE AGING OF THE LABOUR FORCE<br>(Comparison of 1986 Figures and Projections to the Year 2000) |       |       |
|---|-------|-------|
|   | 1986  | 2000  |
| 15 to 34 Years Old  | 51.0% | 40.7% |
| 35 to 54 Years Old  | 38.5% | 48.8% |
| 55 Years and Older  | 10.5% | 10.5% |

\* SOURCE: Statistics Canada, "Labour Force Annual Averages, 1981-1988", Employment and Immigration Canada, 1989.

An important conclusion of the report *Success in the Works* is that "There will be an immediate need to retrain established workers to meet changing skill requirements."<sup>9</sup> This will require increasing training investments and resources in Northwestern Ontario.

<sup>9</sup> Statistics for table and text reference Endnote 13. See the **Employment Status and Social Assistance** category for further information.

Age factors, examined together with factors such as educational attainment, vocational barriers and geographic location, should be cause for concern to programs in Northwestern Ontario. Practitioners must be aware of these conditions and funders must be encouraged to support programs which will assist older workers, women, aboriginal peoples, immigrants and the disabled, to ensure that all who wish to participate in the world of work are given the opportunity to develop their skills and are supported in their efforts.

### 3. Cultural & Ethnic Origin

The data gathered under the category of "other cultures or ethnic origins" indicates that native peoples are predominant. This was an expected result for most of Northwestern Ontario, since this region of the province has the largest number of native reserves.

There are 66 native reserves and settlements in the Federal Electoral Districts of Kenora-Rainy River, Thunder Bay-Atikokan and Thunder Bay-Nipigon. The responses from many of the surveys indicated that more literacy programming is needed for aboriginal peoples. One of the major problems in establishing programs on reserves is the distances that are involved. Many of the reserves are in remote, fly-in areas, or there are significant distances involved in travel to the nearest community where a literacy program may be already established. Some respondents suggested that more work is necessary in promoting literacy and establishing programs on the reserves.

Northwestern Ontario has a high native population and 1986 Census figures show that 62% (Fort Frances)<sup>13</sup>, 69% (Kenora)<sup>14</sup>, and 61% (Thunder Bay)<sup>15</sup> of the employed Native population, aged 15 years and over, have not completed high school.

By comparing the previous figures for the employed Native population in the Northwestern region of the province with the

following table<sup>16</sup>, which indicates that literacy rates for the native population in Ontario are generally much lower than the general population, it is apparent that our region has a great need for literacy services for aboriginal peoples.

Table 1D: Percentage of Registered Indian and General Populations with Less than Grade 9 Education, Canada, Provinces/Territories, 1986

| Province / Territory         | Percentage of Population <sup>2</sup> with Less than Grade 9 Education <sup>3</sup> |             |       |                                 |                                 |
|------------------------------|---|-------------|-------|---------------------------------|---------------------------------|
|                              | Registered Indian Population  |             |       | General Population <sup>4</sup> | Pop. Near Reserves <sup>5</sup> |
|                              | On Reserve  | Off Reserve | Total |                                 |                                 |
| Nova Scotia and Newfoundland | 38.5  | 22.2        | 34.9  | 20.7                            | 32.5                            |
| New-Brunswick and P.E.I.     | 36.0  | 28.7        | 34.4  | 23.2                            | 30.6                            |
| Quebec                       | 50.7  | 28.4        | 46.2  | 23.8                            | 34.5                            |
| Ontario                      | 35.5  | 21.4        | 29.1  | 14.5                            | 22.6                            |
| Manitoba                     | 52.7  | 27.7        | 44.2  | 17.4                            | 29.9                            |
| Saskatchewan                 | 51.0  | 29.0        | 43.1  | 18.4                            | 27.2                            |
| Alberta                      | 44.9  | 19.8        | 35.1  | 10.6                            | 15.5                            |
| British-Columbia             | 35.6  | 22.5        | 29.8  | 11.1                            | 13.7                            |
| Yukon                        | 44.4  | 28.4        | 35.8  | 7.6                             | 17.3                            |
| NWT                          | 65.4  | 44.3        | 60.5  | 28.8                            | 21.5                            |
| Canada                       | 44.7  | 24.4        | 37.2  | 17.1                            | 25.8                            |

1. Caution: the reader should refer to the Methodology Section.
2. Populations 15 years of age and over.
3. For statistical purposes, less than grade 9 education is used as a proxy of functional illiteracy.
4. Refers to the total population (15+) of the specified geographical area less registered Indians.
5. Refers to the total population (15+) of comparison communities near reserves within the specified geographical area.

Source: INAC customized data based on 1986 Census of Canada.

Prepared by Quantitative Analysis and Socio-demographic Research, Finance and Professional Services, INAC, 1989.



In Northwestern Ontario, the Wahsa Distance Education Centre runs a special program for distance education to natives on northern reserves. Teachers at the Wahsa (Ojibway for "far away") Centre in Sioux Lookout broadcast their lessons over a native radio network. The students can hear the lessons at home through the regular broadcasts, but are encouraged to assemble at local "learning centres", where they can use a telephone conference call to ask questions or respond to the teacher. Students receive new assignments, on a weekly basis, via regular air service to their communities, and send completed assignments back on the departing planes. Facsimile machines are used for supplementary information.

Wahsa has private school status, is financed through the federal Department of Indian Affairs, and is run by the Northern Nishnawbe Education Council. The Principal, Margaret Fiddler, in a recent interview in the Globe and Mail, said 250 students are taking radio courses and about 150 are taking correspondence courses. She noted that many are in their mid-twenties who had dropped out of school and returned to their home settlements.

This model appears to provide an excellent method for reaching remote students. The Ministry of Education, in conjunction with Literacy providers and such ventures as Contact North (the Distance Education Network in most communities of Northwestern Ontario), must examine the use of distance education for the provision of basic literacy skills.

#### 4. Language (First Language - Mother Tongue)

While the surveys indicate a predominance of English speaking clients, for literacy purposes, the next most prominent category is Native language (usually Ojibway or Ojicree).

As discussed in the previous section, Northwestern Ontario has a large native population with a high percentage who have not completed secondary school. The recommendations made within the section "Literacy Education in a Rural Environment" of the report *Literacy in Rural Communities*, indicate that "The languages of Canada's Native people (Amerindians, Inuit and Metis) are tending to disappear at an increasing rate throughout the territory of the country, to such an extent that one can predict that only three native languages will live on into the twenty-first century in a relatively intact form, namely Inuktitut, Cree and Ojibway."<sup>17</sup>

This report also states, "For the First Nations, the linguistic issues determining the need for literacy education no longer need to be demonstrated. Inquiries, studies and commissions have made concrete proposals in this matter."

The following actions are recommended within that report:

- "Respect the values and principles of the First Nations.
- Recognize that the First Nations have priority and competence in regard to literacy.

- Officially recognize the native languages and ensure their protection.
- Promote literacy for the affirmation and cultural development of the First Nations.
- Do research and help the development of literacy strategies in the languages of the First Nations.
- Ensure sufficient resources to meet the literacy objectives of the First Nations."<sup>18</sup>

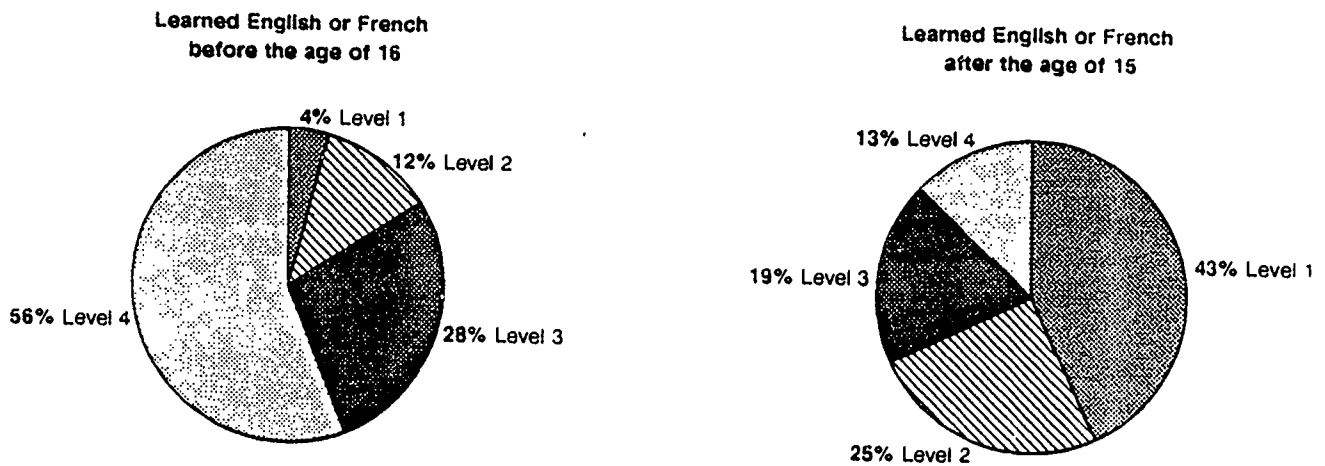
Responsibility for funding for these types of initiatives rests with the Federal and Provincial governments. As cited in the report *You Took My Talk*, "Overlapping jurisdictions and responsibilities have resulted in a fragmented and uncoordinated government approach to literacy in the aboriginal community."<sup>19</sup> It was also noted, from the same report, that the need is for a funding approach "allowing literacy workers and aboriginal communities to expend their energies on the business of promoting and developing literacy skills, rather than on bureaucratic paperchases." "Nevertheless it must be acknowledged that some provinces, such as Ontario, appear to have seized the issue of aboriginal peoples' literacy and funded projects and have taken initiatives despite outstanding jurisdictional issues."<sup>20</sup>

It is imperative, however, that literacy and linguistic issues of the First Nations peoples be addressed. Our respondents confirmed the needs that have been stated within this report and many other studies.

The issue of first language or mother tongue literacy is also an important one for immigrants. The following chart (from "Adult Literacy in Canada", Statistics Canada) indicates that "while mother tongue and age when one of the official languages was learned are clearly related to reading skill development, the influence of the length of residency in Canada on the evolution of the reading skills of immigrants is much more difficult to assess. The schooling of immigrants and the age at immigration are also dominant factors in acquiring reading skills."<sup>21</sup>

Chart 4.2

Reading level by age when started learning English or French, Canadians aged 16-69 with mother tongue other than English or French



Source: Survey of Literacy Skills Used in Daily Activities, Statistics Canada, 1989.

Note: Excludes persons who reported having no skills in either of Canada's official languages.

As indicated within the "Observations" by community, most communities in Northwestern Ontario have an immigrant population which is less than 10%<sup>h</sup> of the total population. Therefore, for every 100 persons in a community, there will be approximately 10 immigrants, some of whom will likely require education in basic English.

Literacy programs may be able to refer to these factors in the future to track clients and examine whether their area may need to provide more programming to immigrants and their families.

## 5. Geographic Location

It was not a surprise that our survey results indicate that most recipients of services are town residents. Most programs are located in an area of centralized population, such as in towns or cities, where the majority of the population of our region congregates. However, there are significant numbers of people who live in semi-rural, rural, and remote areas. Programs cannot afford to ignore these residents.

As stated in the report *Literacy in Rural Communities*<sup>22</sup>, "Action must be taken to help these rural populations. Literacy is a tool for the survival of Canada's rural realities, and it must be designed in relation to the cultural pluralism of the Canadian countryside. Such action is all the more urgent because the needs for literacy and basic education are growing as rural people become part of the global economy, as people migrate and as new demands are made on the workforce. Local populations, agricultural workers and those who have lost their position in traditional sectors have trouble in gaining access to these educational services."

"The following actions are recommended:

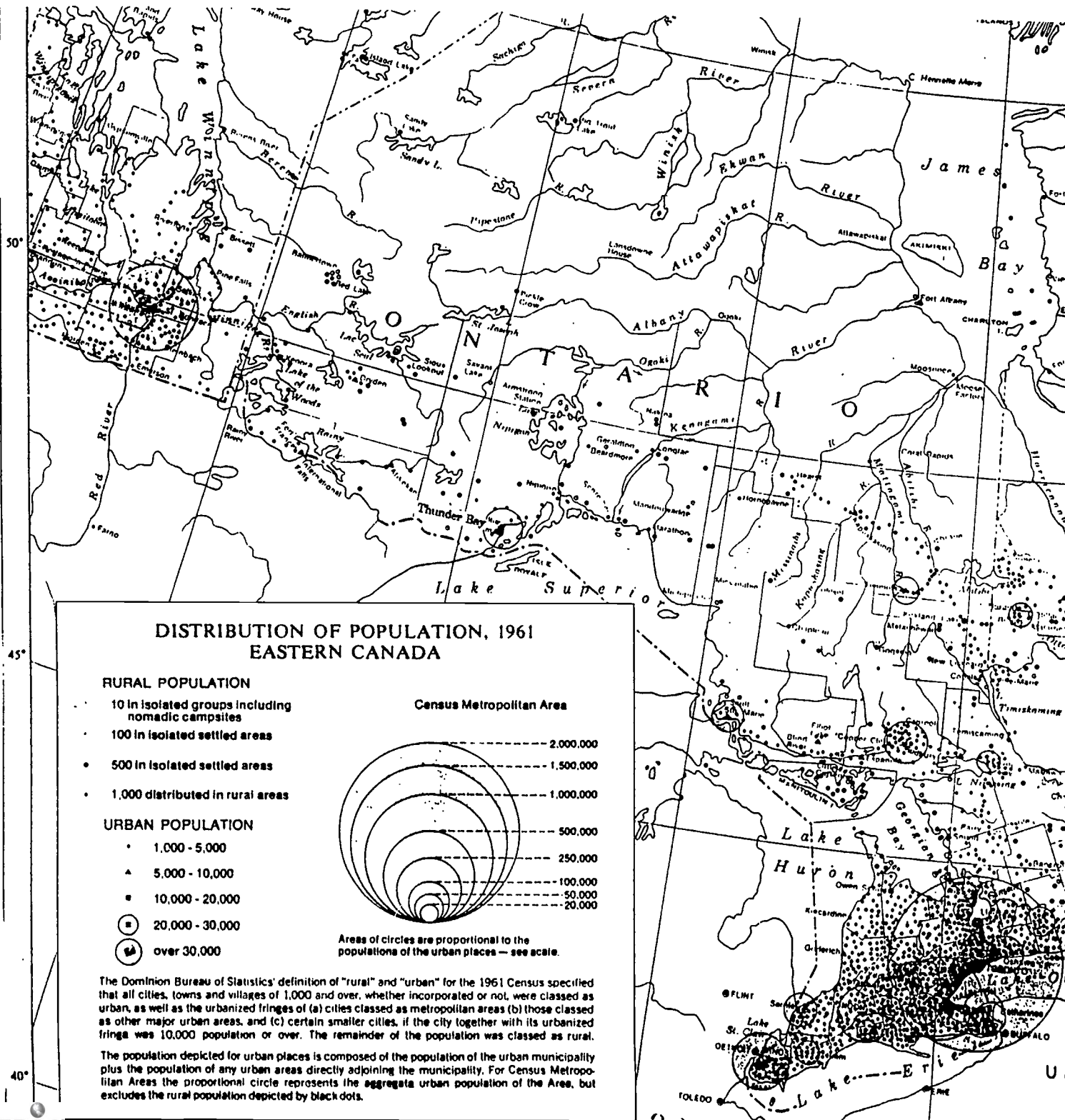
- Recognize the cultural and linguistic diversity of rural populations, and their particular interests. In particular, recognize Francophone minorities outside Quebec.

- Recognize that the means available for literacy education in rural areas are under-developed because of many obstacles, including:
  - lack of infrastructure, especially in marginalized communities, and the problem of accessibility of information;
  - large geographic distances between communities and problems of transportation;
  - isolation of the various people involved in literacy and the difficulty of getting together;
  - lack of child care facilities and more difficult access for women;
  - high cost of services;
  - feeling that the neighbours know what one is doing and the resultant lack of privacy, which does not facilitate participation in literacy activities.
  
- Recognize and promote local resources for helping individuals and communities to become literate.
  
- Recognize the particular characteristics of literacy acquisition among rural workers. For example, "literacy in the workplace" means nothing to seasonal workers in the hotel business, forestry, mining, fishing, etc. "Worker literacy"<sup>1</sup> is a more adequate and appropriate term for rural populations."<sup>23</sup>

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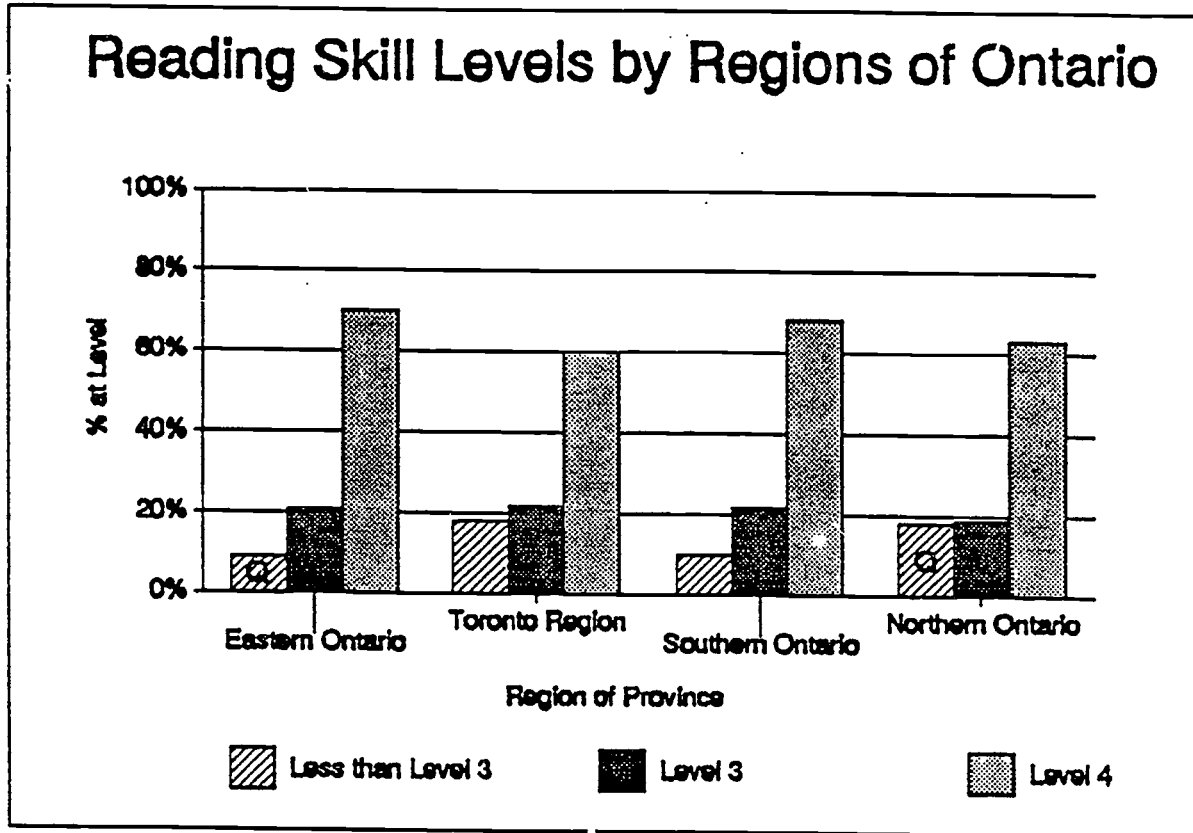
<sup>1</sup> See the **Employment Status and Social Assistance** category for further information on "Workplace" and "Worker" literacy.

The map below provides a general idea of the population of Northwestern Ontario. Although it is from 1961, the centralized population figures still fall within the attached categories. It must be noted that the rural and remote populations have increased a great deal since that time. Kenora and Rainy River Districts alone have a total population of 81,745. If we include the city and Federal Electoral Districts of Thunder Bay, the total population is over 230,000.





Literacy skills can also be examined by region in comparison with Ontario. The following figure<sup>24</sup> is an illustration:



Source: *Survey of Literacy Skills Used in Daily Activities, Statistics Canada, 1989.*

(Q) Users are cautioned that the variability associated with this estimate is high.

"Northern Ontario has a relatively lower educational attainment (43% with less than Grade 13 vs. 41% for the rest of the province; 17% with some university vs. 22% in the rest of the province). The distribution of reading skill levels fits this pattern."<sup>25</sup> For comparison purposes, it must be noted that even higher figures for less than Grade 13 attainment are documented within our study for most communities, a finding which demands the attention of funders and practitioners.<sup>1</sup>

<sup>1</sup> See the Average Education Level category for additional information.

"The literacy skills of those living in rural areas are weakest...". "This is not surprising, given that adult Canadians (aged 16 - 69) in rural areas tend to have lower levels of schooling (49% have not completed secondary school compared to 35% nationally). However, for planning and placing skill improvement programs, it should be remembered that while the highest percentages of Canadians with low literacy abilities are found in the rural areas (17% have limited reading abilities - Levels 1 and 2...), less than 20% of the Canadian population live in such areas. Since 48% of Canadians live in urban centres of 500,000 or more, the greatest number of Canadians with literacy problems live in larger urban centres."<sup>26</sup>

If numbers alone form the rationale for providing programs in Northwestern Ontario, only the largest centres of population would have literacy programs. The difficulty with this approach is that the town populations in Northwestern Ontario actually include a larger circle of population from their surrounding rural areas. This population is much more dependent upon local community services, since distances reduce or eliminate opportunities for participation.

Rural populations and remote communities cannot be ignored in terms of literacy, without increasing individual, economic and social costs.

## 6. Marital Status

Our survey results showed a high predominance of married persons, with children, seeking services in the region. Eight communities out of twelve responded in this way.

Economically, families are financially better off than single individuals, probably due to the fact that many families have more than one income to rely upon. "Today, both parents are working in fully 65% of two-parent families with children under six."<sup>27</sup>

Marital status cannot be used as a social indicator by itself, however, it may be correlated with other information, such as lower income. For example, the incidence of low income among unattached individuals can be compared on a District basis, as in the following table\*.

| INCIDENCE OF LOW INCOME BY DISTRICT    |              |        |             |
|--|--------------|--------|-------------|
|  | Thunder Bay* | Kenora | Rainy River |
| Low Income Among Single Persons        | 32 %         | 25.8%  | 27.6%       |
| Low Income Among All Economic Families | 12.4%        | 8.2%   | 10.4%       |

\* Figures include city of Thunder Bay and Thunder Bay unorganized area (figures combined and averaged).

According to the report *Living on the Margins*<sup>28</sup>, the unemployment rate for single males was four times as high as for married males, and just slightly higher for single women compared to married women. The Ottawa report states, for example, "Single parents are severely disadvantaged in the labour force. The *Other Side of Fat City* (1990) noted that while 70 per cent of single mothers in Ottawa-Carleton were in the labour force, these workers experienced a poverty rate of 24%."<sup>29</sup> This is similar to the findings within the table showing our district incidence of low income.

Cited from another report, "Ministry of Community and Social Services studies (1986) indicate that 68% of sole support parents on social assistance have less than a Grade 12 education. Census data for Ontario (1986) indicates that as many as 50% of social assistance recipients may have low levels of literacy. Most single parent families are headed by women, and many live below the poverty line." "Many of these individuals require support to assist them in the direct costs of their participation in learning - these may include child care, transportation and other requirements."<sup>30</sup>

The categories of marital status should be combined with other factors (i.e. educational attainment, employment status, income level) to provide literacy administrators with a better means of planning. Considering the broad scope of this project, literacy providers should examine the category of marital status closely, since the statistics seem to show that single or unattached persons

have a much higher incidence of low income.<sup>1</sup> This may be a social indicator for literacy providers to consider including (if they have not done so) within their program statistics.

#### 7. Employment Status and Social Assistance<sup>2</sup>

Under "Employment Status", the results of our survey indicate that most persons seeking service are employed full-time. Ten (10) of the twelve responding communities showed a predominance of fully employed persons. Some of these communities were difficult to categorize, as responses were also quite high for other than full-time employment (part-time, seasonal and occasional). This factor ties in with the category "Average Income Level" later in this report, because full-time employment does not necessarily mean an average or adequate income. The types of employment or occupational categories of those seeking services must be examined by literacy practitioners to assist with their determination of specific needs for literacy programming in each community.

Employment within our region is highly dependent upon resource based industries and tourism. "Disparities among the regions of Canada are linked to differences in regional industrial structure. The economies of the regions outside of central Canada depend heavily on resource commodities and products sold in the international market, such as paper, petroleum, fish, lumber and grain. These commodities are subject to wide and often

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<sup>1</sup> See the Income Level category for additional information.

<sup>2</sup> These two categories are combined for discussion purposes, as they are closely linked to regional economic factors.

unpredictable price movements that lead to fluctuating regional incomes. By contrast, the more diversified economies of central Canada exhibit steadier growth and are less susceptible to the boom-and-bust cycles associated with specific markets for raw materials." "Five characteristics of economic activity in the low-income/high unemployment regions stands out: small scale and relative labour intensity; a general lack of corporate agglomeration; low education and skill levels of the regional labour force; lags in the adoption of new technology; and high degrees of seasonality or cyclicity in demand."<sup>31a</sup>

Many of the reports used for this study confirm the evidence that Northwestern Ontario will continue to follow such a pattern within the regional economy and this will have long term impacts on the delivery of literacy programs. "The economic restructuring of the resource industries over the past ten years has had a significant impact on resource-based communities, especially in Northern Ontario, where they account for 16 per cent of jobs. Declines in employment have been partially offset by the relocation of some provincial and federal government offices to communities like Sudbury, Sault Ste. Marie, and Thunder Bay."<sup>32</sup>

The economic outlook for our region, while not grim, is not as optimistic as it is for regions with greater industrial diversity. "Traditional resource suppliers have been forced to become much more efficient by using new technology and less labour."<sup>33</sup> This factor, combined with an aging labour force and changing skill

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<sup>a</sup> These issues are discussed further under "Vocational Barriers", since the economy of Northwestern Ontario can be clearly linked to displacement of workers.

requirements, should compel practitioners to lobby for an increase in "worker" and "workplace" literacy programs to ensure that those communities highly dependent upon resources are able to provide upgrading within the labour pool.

The following table<sup>34</sup> illustrates the dependency of some of our communities on traditional resources.

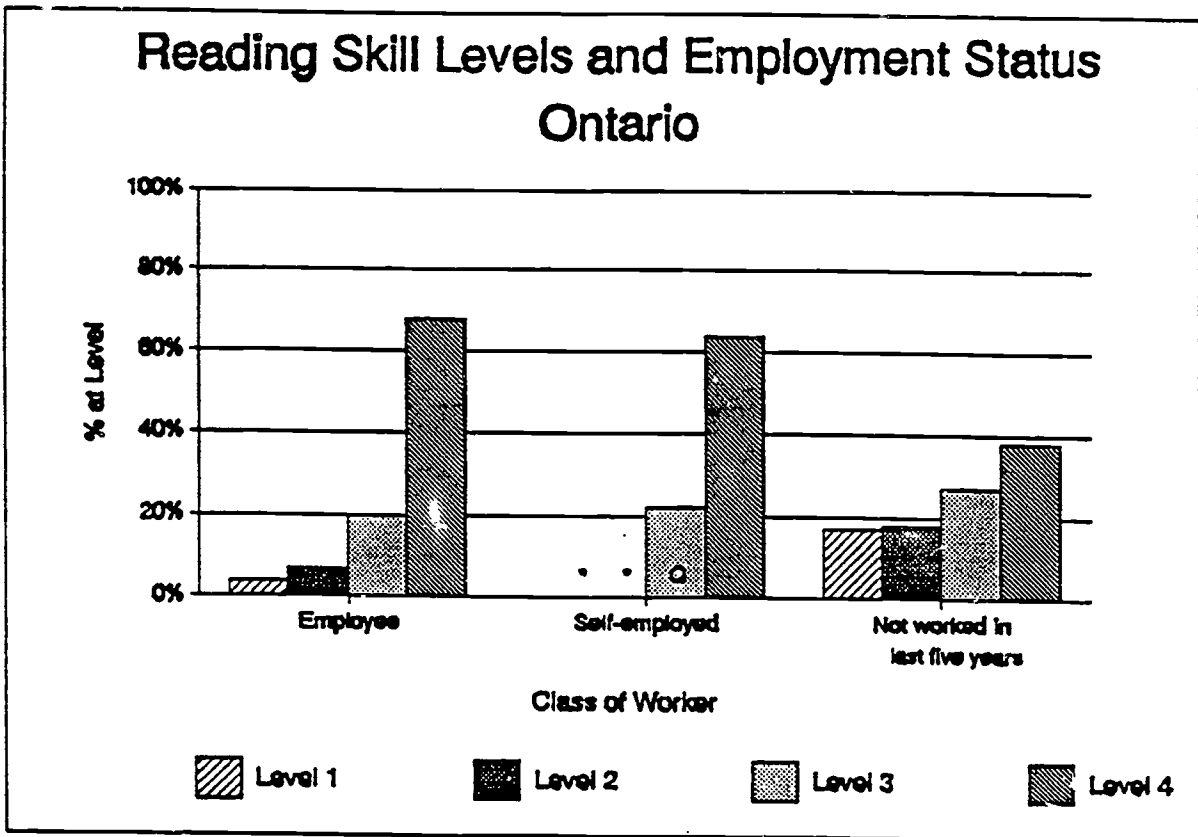
| Forestry and Mining-Dependent Communities <sup>a</sup> |                     |                |                 |                   |                |
|--|---------------------|----------------|-----------------|-------------------|----------------|
| Community  | Forestry Employment |                | Community       | Mining Employment |                |
|  | #                   | % <sup>b</sup> |                 | #                 | % <sup>b</sup> |
| Thunder Bay  | 5,000               | 11             | Sudbury         | 10,830            | 16             |
| Kapuskasing  | 1,600               | 31             | Timmins         | 3,770             | 20             |
| Dryden   | 1,200               | 24             | Elliot Lake     | 1,440             | 35             |
| Iroquois Falls   | 1,160               | 37             | Marathon        | 850               | 23             |
| Espanola   | 1,000               | 31             | Manitouwadge    | 830               | 42             |
| Kenora-Keewatin  | 1,000               | 13             | Red Lake-Golden | 820               | 33             |
| Terrace Bay-Schreiber                                  | 930                 | 46             | Kirkland Lake   | 550               | 11             |
| Fort Frances   | 890                 | 19             | Pickle Lake     | 360               | 35             |
| Red Rock-Nipigon                                       | 850                 | 41             | Wawa            | 250               | 20             |
| Hearst   | 700                 | 25             |                 |                   |                |
| Chapleau   | 600                 | 26             |                 |                   |                |
| Atikokan   | 585                 | 28             |                 |                   |                |
| Marathon   | 410                 | 11             |                 |                   |                |
| Cochrane   | 400                 | 16             |                 |                   |                |
| Sturgeon Falls   | 350                 | 16             |                 |                   |                |
| Dubreuilville  | 340                 | 70             |                 |                   |                |
| Smooth Rock Falls                                      | 290                 | 41             |                 |                   |                |
| Englehart  | 280                 | 36             |                 |                   |                |
| Longlac-Geraldton                                      | 280                 | 40             |                 |                   |                |
| Mattawa-Rutherglen                                     | 260                 | 18             |                 |                   |                |
| Ignace   | 200                 | 20             |                 |                   |                |

<sup>a</sup> Based on 1991 estimates for communities with more than 200 employees in forestry or mining and more than 10% of local jobs in either industry.

<sup>b</sup> % of local employment.

Source: Ministry of Treasury and Economics estimates.

From this chart<sup>35</sup>, it is clearly shown that those who have been out of the work force for an appreciable amount of time have noticeably lower skills than those who are now in, or who have recently been in, the labour force.



Source: *Survey of Literacy Skills Used in Daily Activities, Statistics Canada, 1989.*

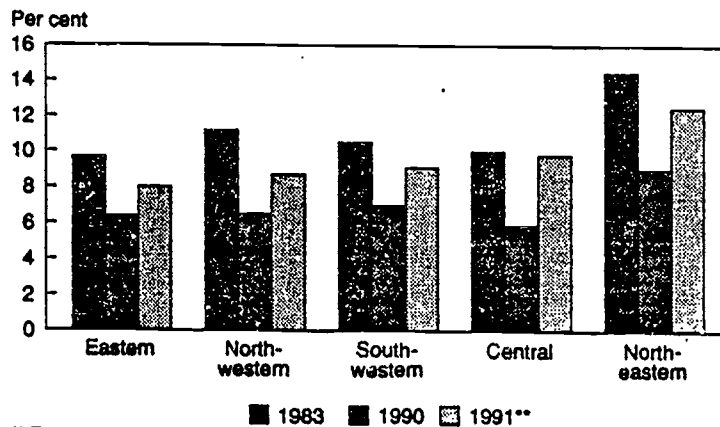
\* The sampling variability associated with this estimate is too high for the estimate to be released.

(Q) Users are cautioned that the variability associated with this estimate is high.



With the downturn in the Canadian economy, Northern Ontario unemployment rates for 1991 rose to an average of 11.2% of the labour force<sup>36</sup> (according to 1986 Census statistics, the unemployment rate averaged 9.1%, with female unemployment slightly higher than male). As of June, 1992, Statistics Canada reports an Ontario unemployment rate of 11.6%, the highest in 8 years. The following chart<sup>37</sup> indicates how Northwestern Ontario compares to the rest of the province in terms of regional unemployment rates.

Ontario Regional Unemployment Rates



\*\* First ten months.  
Source: Statistics Canada.

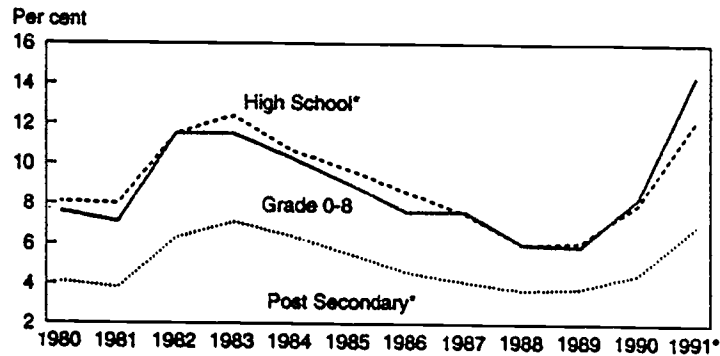
"Workers are available, but they lack the qualifications to be considered for the jobs that are vacant. In 1989, 38% of Ontarians aged 16 to 69 had reading skills that were not sufficient to meet everyday demands, and 36% were not able to deal with common numeracy tasks."

Two of the communities responding to our survey indicate that recipients of Unemployment Insurance benefits are the largest category of service seeker. Overall, our results show predominance for social assistance in the categories of General Welfare and Family Benefits.

Unemployment rates can be directly correlated with educational attainment, as shown in the following chart<sup>38</sup>.

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**Ontario Unemployment Rate  
by Educational Achievement**



\* Partial or Completed Education.  
\*\* First ten months.  
Source: Statistics Canada.

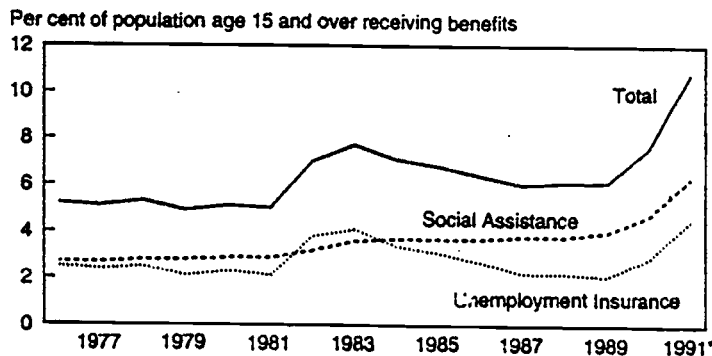
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"The impact of job losses on occupations requiring lower education levels can be seen in the unemployment rates for less educated workers. In 1991, those who never reached high school had an unemployment rate of 14.4 per cent, much higher than the 11.5 per cent peak reached in 1983. The unemployment rate for people with a partial or completed post-secondary education is 6.9 per cent so far in 1991." "More than a quarter of the labour force - 29 per cent of males and 25 per cent of females - has not completed high school."<sup>39</sup>

The following chart of Unemployment Insurance and Social Assistance Recipients indicates a much greater reliance on benefits in the province of Ontario. The share of the adult population receiving benefits is higher than at any time since the 1930's (the 1983 peak was 7.7 percent)<sup>40</sup>.

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**Ontario Unemployment Insurance and  
Social Assistance Recipients**



\* First eight months.  
Source: Statistics Canada and Ontario Ministry of Community and Social Services.

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"The major cause of the recent increase in social assistance cases has been the rise in unemployment. Other factors include growth in the number of lone-parent families, a refugee determination system that encourages claimants to seek social assistance as soon as they are in Canada, and rule changes aimed at promoting fairness in the social assistance delivery system." Due to changes in the unemployment insurance program, an estimated "10 - 13 per cent of U.I. exhaustees - turn to social assistance."<sup>41</sup>

## 8. Special Needs

Responses to our survey from the communities involved showed a variety of special needs clients. Three categories predominated (in order of slight proportion): physically challenged, learning, and mentally challenged. Quantitative data is not available to examine special needs in comparison with our survey results. Documentation within the "Observations" for each community should provide literacy practitioners with some opinion based responses for follow up to meet the needs of special needs persons.

Each community appears to have fairly individualized successes and gaps with respect to service to persons with special needs. For example, Kenora is the location of the District jail and logically showed a fairly high proportion of service provision to prisoners and inmates. Other communities show concern about the lack of, or inability to obtain, tutors for the mentally challenged.

People with disabilities may have certain needs which may be beyond the capacities of volunteer tutors. As noted in another report "there are few programs which are able to integrate these adults with other students and few programs which are designed around their special needs. The greater the disability, the greater the problem for accessing programs." "Reasoning skills, self-reliance and independence leading to integration into society are the goals for many of these learners. If they are to access

literacy programs and go on to higher education, support services and programs which meet their specific needs must be provided."<sup>42</sup>

Other groups with special needs may not have been addressed by this study. Disadvantaged youth and seniors may both be considered "special needs" groups. Disadvantaged youth appeared within some of the "Community Survey Results" as a potential target group for literacy practitioners.

The mailing list also included services for seniors. However, most did not return the surveys or commented during the telephone follow up phase that the survey did not apply to their agencies. "According to the 1989 Statistics Canada survey, 36% of people between the ages of 55 and 69 have literacy skills below the level needed to use written information on a day-to-day basis. Many of these people are still a part of the labour force and will participate in training and upgrading programs as changes continue to be introduced in their place of employment. But for those who do not have access to workforce-based programs, their ability to cope independently suffers because of limited literacy skills."<sup>43</sup>

It is important that all groups with special needs be carefully considered during the process of planning for community literacy programming.

## 9. Vocational Barriers

According to the survey responses, injured workers are slightly more numerous than displaced workers. Some communities indicate no predominance or reported equal responses for both categories.

In some communities, there were very high numbers of displaced workers, due to recent community economic upheavals. Red Rock, for instance, has recently experienced the closure of the main employer, the Domtar paper mill. Over 800 employees and their families will be affected. Other closures have occurred in the past few years, particularly in mining sector towns such as Ignace and Ear Falls.

Communities that are resource based can be particularly susceptible to fluctuations in the global economy. Downturns, such as the current recession, have impacts on the area residents which may not be evident to institutions outside the region. Northwestern Ontario's economy is dependent upon resource based industries, such as forestry, mining, processing industries based upon these resources, and tourism. Only two decades ago, many of the jobs in these industries required minimal education. Labour intensive jobs predominated and the culture of the area, combined with limited educational requirements for relatively well-paid jobs, allowed education to take on the status of a low priority.

The advent of technology has slowly changed both the nature of the jobs in these sectors and the minimum requirements for persons seeking these jobs. Many employers have changed their minimum requirements to Grade 12, due in part to new technology and to the advent of workplace safety legislation, such as WHMIS (Workplace Hazardous Materials Information System), which has a direct impact on the employee. Jobs today demand that employees must be able to read, not only to perform the work but also for their own safety.

With higher unemployment rates, downturns in the pulp and paper, forestry and mining economies, coupled with changing skills requirements, displaced workers with little formal education or lower levels of education are prime candidates for literacy services in terms of their need for assistance to obtain and maintain employment.

"For many people with stable employment, the demands of their jobs are changing at an increasing pace. For some, the introduction of new technology changes the nature of their work and new skills must be learned to do the job. Their existing skills have been adequate for many years, and the work they do, which has not demanded significant use of literacy skills, causes these skills to become dulled with time and disuse. For others, new management approaches often demand the use of written information and communications that were unnecessary under former structures.

For everyone, the ability to function effectively without adequate literacy skills is becoming more difficult than it has been at any time in the past."<sup>44</sup>

Some injured workers, particularly from resource industries, may also require substantial re-training or upgrading to obtain employment opportunities in this environment. The re-training of injured workers will require further attention by community programs.

In an area where processing and the construction trades are prominent, literacy providers should consider promotion of participation through employment and vocational counselling and rehabilitation services. Communication and cooperation with these services could prove essential during economic upheavals, since some displaced, as well as injured, workers will require much more than upgrading in technical skills.

Our report confirms previous findings, particularly noted in *Success in the Works* and *Adult Literacy in Canada*<sup>o</sup>, that re-training must be seen as a high priority.

In another survey<sup>45</sup>, a question was posed to members of the organization about employer satisfaction with the quality of training/education in preparing workers for employment with their firms. The results of this question showed that 51% of the participating businesses in Ontario were dissatisfied with the quality of education/training at the high school level. Ontario had the unfortunate distinction of having the highest rate of dissatisfaction of all the provinces. Where the upgrading of older workers has not been a priority, and businesses are increasingly dissatisfied with the abilities of younger potential employees,

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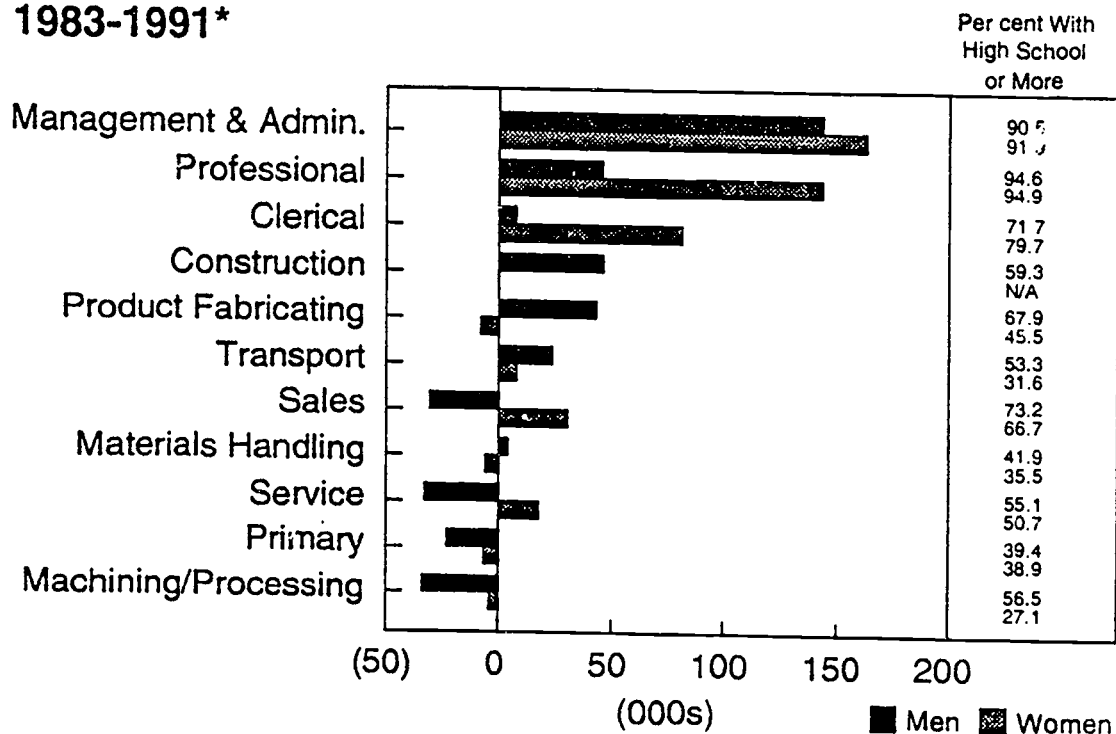
<sup>o</sup> See Endnotes and Bibliography.



solutions must be found at the provincial and local levels.

The following chart shows the changes in employment by occupation in Ontario from 1983 to 1991<sup>46</sup>:

### Change in Employment by Occupation in Ontario 1983-1991\*



Note: Per cent of 1990 labour force with high school completion or greater.

\*From 1983 to first three quarters 1991.

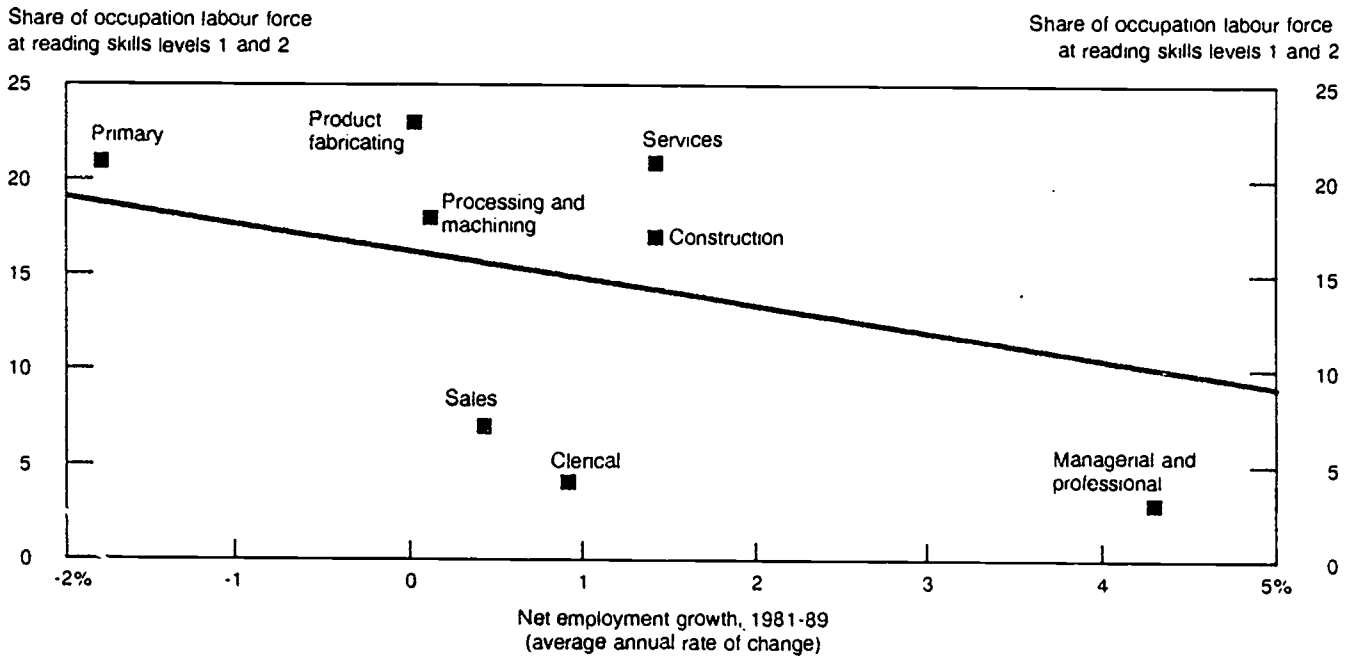
Source: Statistics Canada.

As shown in the following chart<sup>47</sup>, illiteracy can be correlated with occupation and employment growth. This is of particular value to Northwestern Ontario where there is such a predominance of resource based industries (note the primary, product fabricating, and processing and machining occupations).

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Illiteracy rates by occupation and employment growth

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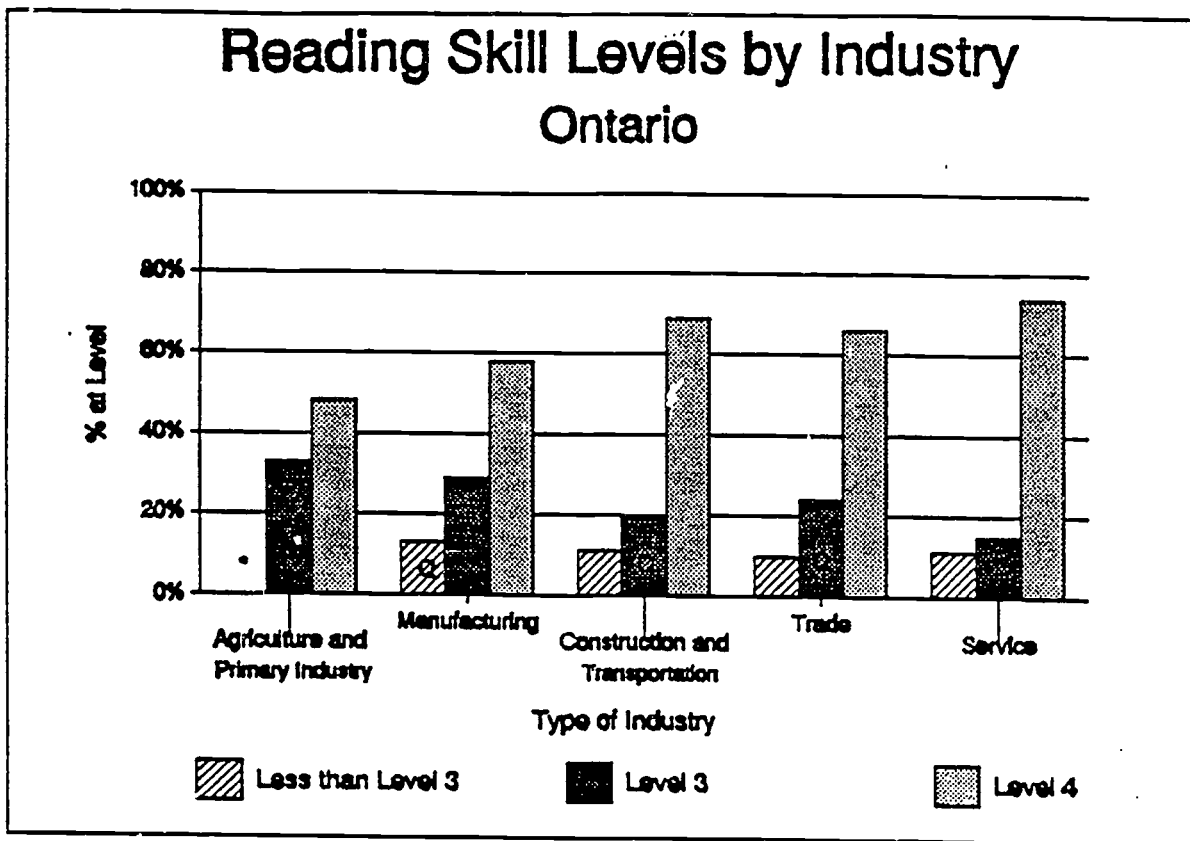


Source: Labour Force Survey and Survey of Literacy Skills Used in Daily Activities, Statistics Canada.

"The decreased relative importance of employment in goods-producing industries and the blue collar occupations where literacy skills tend to be weak, and the increased relative importance of employment in service-producing industries and white collar occupations where literacy skills are strong, reflect structural shifts in productivity growth and changing skills requirements."<sup>48</sup>

"Indeed, almost all net job creation in the 1980's was in the service sector. Equally, technical change has resulted in an overall upgrading of the skill requirements for most jobs (Myles 1988). Workers in the 1990's are increasingly required to read manuals, perform numerical calculations, operate sophisticated equipment, and use information technologies."<sup>49</sup>

By comparing the following chart<sup>50</sup> with the one on the previous page, it can be seen that the need to ensure that workers in our region are encouraged to participate in literacy programs becomes vital.



Source: Survey of Literacy Skills Used in Daily Activities, Statistics Canada, 1989.

\* The sampling variability associated with this estimate is too high for the estimate to be released.

(Q) Users are cautioned that the variability associated with this estimate is high.

## 10. Average Education Level

By a slight margin, the most frequently chosen category of average education level among all the survey respondents is Grade 9 to 13. Six communities indicate Grade 9 to 13, while 5 communities indicate Grade 8 or Less. From the figures quoted in the Community Profiles of this report, these education levels are consistent. Combined Kenora and Rainy River District figures show that Grade 9 to 13, without a secondary school diploma, accounts for 34.5% of the population over 15 years old. 19.5% of this population group has less than Grade 9. The combined figure shows that 54% of the population have not completed high school.

As a social indicator, this is a significant number of the population. This is typical both for the Northern region and for densely populated metropolitan areas, such as Toronto, and should be considered as a primary social indicator of the need for literacy services along with other categories, such as age, occupation, and income level. However, educational attainment is the only social indicator of literacy which can be used by literacy practitioners, to some extent, on its own.

This table<sup>51</sup> shows the extent of reading skill level according to level of schooling.

Percentage distribution of adults aged 16-69 by highest level of schooling showing reading skill level, Canada

|                            | Population<br>(thousands) | Reading skills |            |            |            |
|----------------------------|---------------------------|----------------|------------|------------|------------|
|                            |                           | Level 1        | Level 2    | Level 3    | Level 4    |
| <b>Canada*</b>             | <b>17,705</b>             | <b>5%</b>      | <b>10%</b> | <b>22%</b> | <b>63%</b> |
| No schooling or elementary | 1,818                     | 27%            | 33%        | 28%        | 12%(Q)     |
| Some secondary             | 4,427                     | 3%(Q)          | 13%        | 35%        | 48%        |
| Secondary completed        | 4,181                     | (1)            | 6%(Q)      | 22%        | 70%        |
| Trade School               | 1,133                     | (1)            | (1)        | 25%(Q)     | 63%        |
| Community College          | 2,458                     | (1)            | (1)        | 15%(Q)     | 81%        |
| University                 | 3,456                     | (1)            | (1)        | 8%(Q)      | 89%        |

Source: Survey of Literacy Skills Used in Daily Activities, Statistics Canada, 1989.

Note: Excludes persons who reported having no skills in either of Canada's official languages.

\* Total includes "Not Stated" level of schooling

(Q) Users are cautioned that the sampling variability associated with this estimate is high.

(1) The sampling variability associated with this estimate is too high for estimate to be released.

An analysis of these findings indicates that 88% of those with no schooling or only elementary education do not have the reading skills to meet most every day demands (Levels 1, 2 and 3, using Statistics Canada's definitions<sup>p</sup>). This level drops to 51% for those with some secondary education and a much wider spread to 28% for adults who have completed secondary school. A direct correlation between the level of literacy and formal educational attainment can be seen, although literacy is much more complex an issue with many other factors involved.

"There is evidence that many individuals do not have the basic skills required even for lower skilled jobs - skills such as the ability to read reasonably sophisticated material, write clearly,

<sup>p</sup> See page 3 of this report for full definitions - Levels range between those at Level 1, who have difficulty dealing with printed materials, to Level 3, who can use reading materials in a variety of situations, provided the material is simple, clearly laid out and the tasks involved are not too complex.

speaking articulately, and understand basic arithmetic."<sup>52</sup>

"For example, a study prepared for Southam News in 1987 found that 24 per cent of adult Canadians are functionally illiterate. This means that about 4.5 million adults are unable to read and understand basic instructions or fill out standard forms<sup>9</sup>. Such basic language skills are essential for most new jobs, and for learning more sophisticated skills through training and education."<sup>53</sup>

***"Almost 25 per cent — or 4.5 million — of  
Canadians lack basic literacy skills, one-third of  
whom are secondary school graduates."***<sup>54</sup>

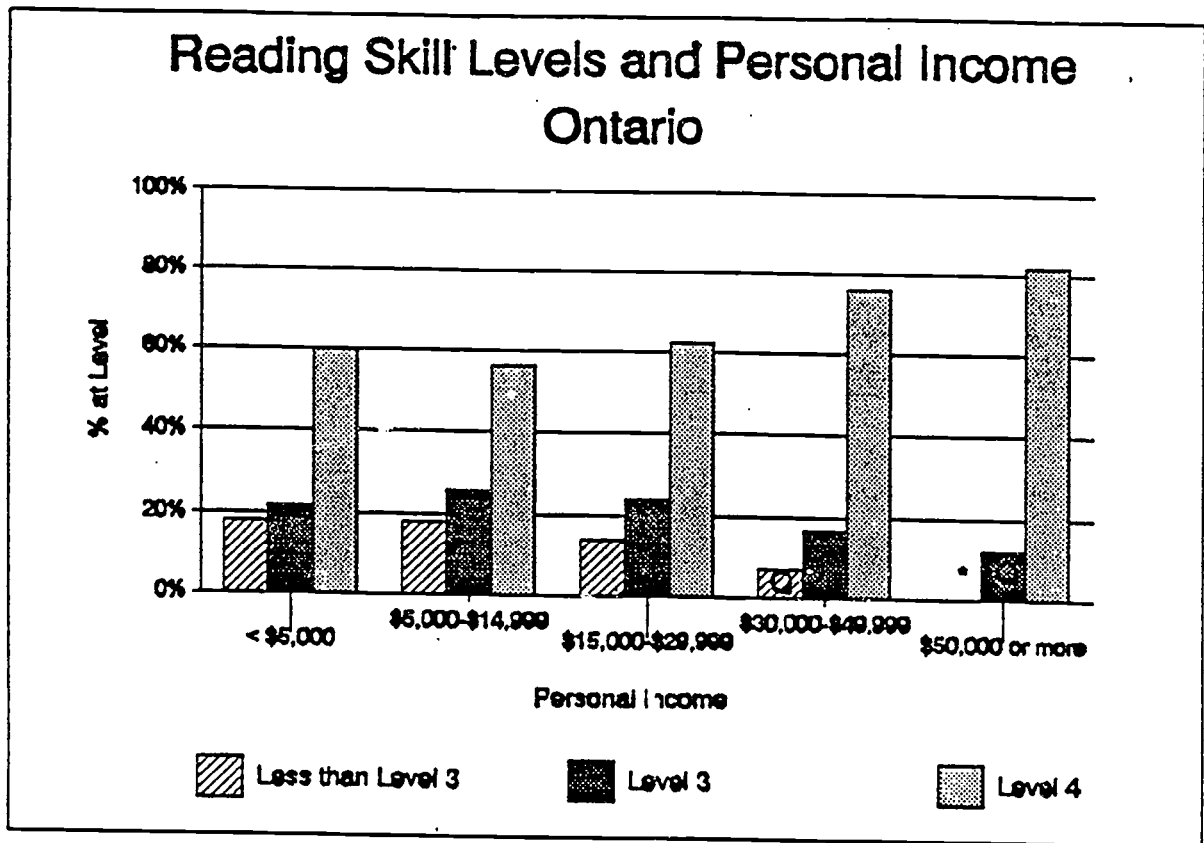
However, many of those with low educational attainment in Northwestern Ontario do not seek out literacy programs. As some respondents noted in our *Community Survey Results*, "The problem lies in the numbers requiring programs, but unable or unwilling to participate" and "There needs to be a training 'culture' established, with elimination of the stigma of illiteracy".

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<sup>9</sup> This portion of the quotation is attributed to "Literacy in Canada: A Research Report", prepared for Southam News by The Creative Research Group Ltd., 1987.

### 11. Income Level

Of the eleven communities surveyed, low to moderately low annual income levels were indicated as predominant (low income was defined as under \$10,000 while moderately low income was defined as \$10,000 - \$25,000). One community had no responses in this section. Four communities indicated low income as predominant, three showed results of moderately low income, and the remaining three communities were split between the low and moderately low income categories.



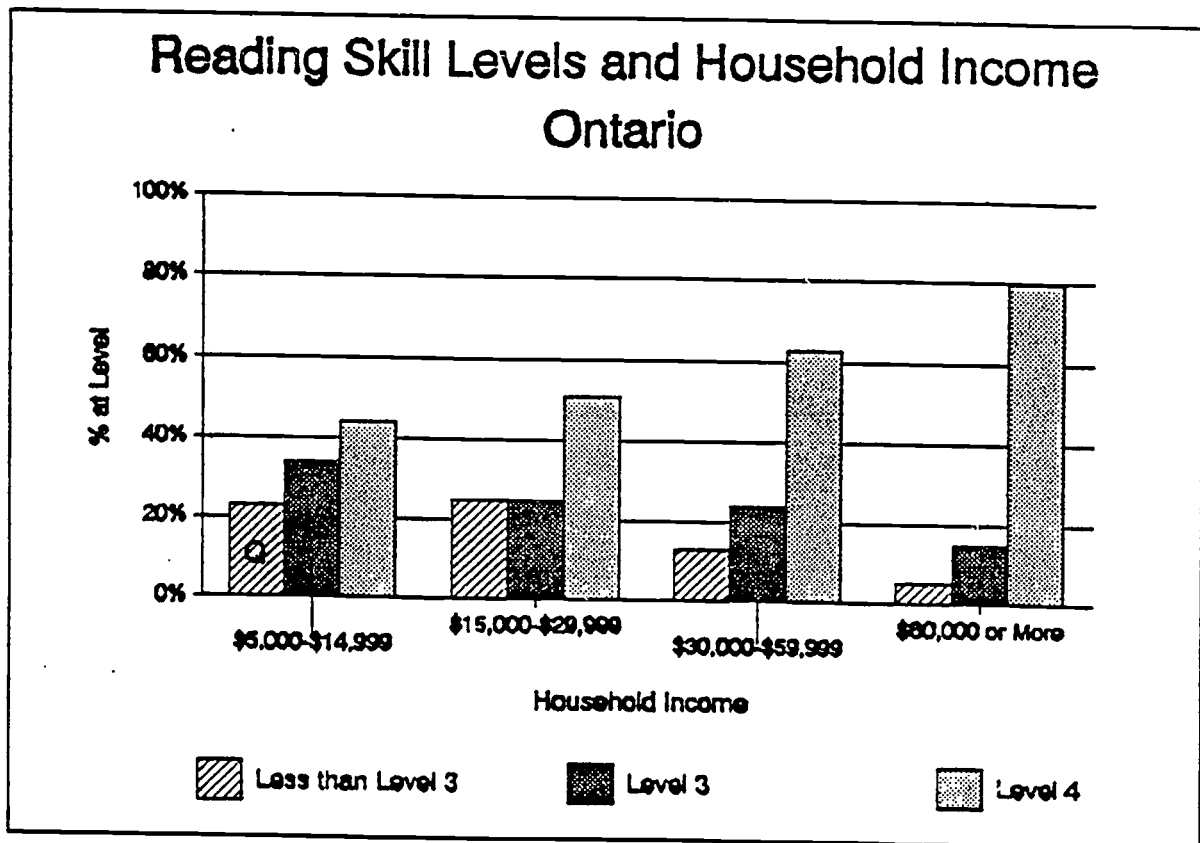
Source: Survey of Literacy Skills Used in Daily Activities, Statistics Canada, 1989.

\* The sampling variability associated with this estimate is too high for the estimate to be released.

(Q) Users are cautioned that the variability associated with this estimate is high. 55

If reading skill levels are examined against personal income and household income, the relationships are evident. According to *An Ontario Adult Literacy Report* (see table on the previous page), "Both reading skill and occupation are affected by education (which, in turn, is affected by other background factors). Thus the relation we see in this table likely exists because the two factors are jointly influenced by the same set of background variables."<sup>56</sup>

The following table indicates that "Household income shows a much more regular relationship to reading skill level than does personal income. As level of income increases there is a notably larger proportion at Level 4."<sup>57</sup>



Source: *Survey of Literacy Skills Used in Daily Activities, Statistics Canada, 1989.*  
(Q) Users are cautioned that the variability associated with this estimate is high.



Income levels cannot be discussed without examining the relative earnings for the general population. The table below illustrates a comparison of average earnings by gender for the general population and for the Native population, in terms of average employment income from all sources. As discussed under the "Cultural and Ethnic Origin" section, the Native population in our region has a significantly higher percentage of persons who have not completed high school.

| AVERAGE EMPLOYMENT INCOME BY DISTRICT   |              |          |             |
|---|--------------|----------|-------------|
|   | Thunder Bay* | Kenora   | Rainy River |
| Full-Time: Males<br>15 Years and Over   | \$31,635     | \$31,365 | \$30,602    |
| Full-Time: Females<br>15 Years and Over | \$19,429     | \$18,511 | \$17,891    |
| Part-Time: Males<br>15 Years and Over   | \$17,583     | \$16,075 | \$14,778    |
| Part-Time: Females<br>15 Years and Over | \$7,149      | \$ 7,274 | \$ 7,407    |
| Native Males<br>15 Years and Over       | \$16,561     | \$13,387 | \$12,929    |
| Native Females<br>15 Years and Over     | \$ 7,995     | \$ 8,509 | \$ 8,771    |

\* Figures include city of Thunder Bay and Thunder Bay unorganized area (figures combined and averaged).<sup>2</sup>

Throughout this study, and others, the correlation between lower education and lower income levels has been shown clearly. By examining these factors and the previous table, it appears the most

<sup>2</sup> Figures for general population from Statistics Canada, 1986 Census; Figures for native population from "Northern Ontario Native Demographics, Thunder Bay Management Area" and "Kenora Management Area" (See Endnotes).

disadvantaged groups within our region are females within the general population and, especially, females within the Native population.

By averaging incomes for the three areas studied within the preceding table, the average income of Native females is only 59% of the average income of Native males. Females in the general population fare much better using gender/income comparison, and also have generally higher incomes than those in the Native female group, with an average income level at only 60% of the average income of males in the general population.

Again, using averages from the table, Native males have the severe disadvantage of making an average income which is only 46% of the average of full-time employed males in the general population, while Native females have an average income that is only 45% (less than half) of the average full-time employment income of females in the general population. Among the total, employed Native population within the Districts of Kenora, Rainy River and Thunder Bay, 56%<sup>a</sup> earn under \$10,000.00 from employment income. Comparatively, 24%<sup>c</sup> of employed males in the general population of these districts earns less than \$10,000.00.

All of the studies examined for this report showed a direct connection between lower educational attainment and lower income levels.

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<sup>a</sup> Figures collated from "Northern Ontario Native Demographics", Kenora and Thunder Bay Management Areas (See Endnotes).

<sup>c</sup> Figures collated from Statistics Canada, 1986 Census.

As noted under the section "Marital Status", single persons, and especially single parents, are often at an economic disadvantage. Incidence of low income is much higher for single individuals, however, both personal income and household income levels are lower when reading skill levels are lower.

Literacy providers are encouraged to use both educational attainment and level of household income as critical indicators of literacy needs within our region. Combining these with other factors, such as marital status and cultural background, will provide an excellent socio-economic cross-section for literacy program planning.

## 12. Services Provided

When examining barriers to participation, it is necessary to look at the types of services which assist people wishing to access programs. Transportation is an issue mentioned very often by respondents, along with lack of child care. Literacy services are not funded sufficiently to provide transportation or child care to the level required. It should be noted, however, that services vary widely throughout the region. For example, with the exception of the city of Thunder Bay, only the communities of Kenora, Dryden, and Fort Frances have populations large enough to support subsidized public transportation. Communities with larger population bases will have more public and government services.

Cost of personal means of transportation, lack of public service, lack of volunteer drivers or funding for transportation to programs, geographic area covered by programs and winter weather, can affect the participation rates of town residents, but especially affects access for persons living outside of town.

Additional information about regional services will be available to the Kenora and Rainy River Districts upon publication of the *NETWORK NORTHWEST COMMUNITY DIRECTORY*. This directory will be available in the Fall of 1992 and will be a comprehensive services directory for the region west of Thunder Bay. If a service is not aware of this new listing, the local Volunteer Bureau can be contacted to ensure that all services are listed.

**B. Opinion Based Questions**

Responses from the opinion based questions were collected and comments regarding specific questions were examined by frequency of response. Some general findings emerged.

**1. Need for Literacy Programming**

Overall, a full 54% of respondents expressed the need for literacy programs in their communities. This is in spite of the fact that the question was intended only for communities that are not presently served by a program, and all but one currently are served by one or more programs. The responses seem to indicate a widely held view that additional literacy services are required. Forty-two per cent of respondents stated that they did not know if programs are needed.

**2. Population Groups Which Could Benefit from Establishment of Literacy Programs**

The response to this question indicated a clear need for programming for aboriginal groups. Documents such as *You Took My Talk: Aboriginal Literacy and Empowerment* demonstrate the need for effective literacy programming. Issues such as the need for greater control by aboriginal people of their own education, the need for aboriginal language instruction, and the need for and use

of culturally relevant curricula are in need of further study in the north. "Literacy skills, in aboriginal languages and English and French, are acquiring an increasing value in the aboriginal community and the commitment of aboriginal government and educators to improving literacy skills is high."<sup>58</sup>

Some respondents also commented that ILC (Independent Learning Centre) material should be more relevant to the Northern learner. Cultural barriers are a significant problem for literacy providers in many communities. Tutors who speak English and Ojibway or Ojicree are scarce in Northwestern Ontario. Many northern communities have large populations of natives living off-reserve and many have never experienced life in an urban setting. Access to culturally and regionally sensitive learning materials would provide one means of assisting literacy programs to overcome this barrier.

Other population groups mentioned in the responses to this question are individuals who did not complete their education, youth, developmentally delayed and middle aged or older people.

### 3. Barriers to Learning

Categorizing the barriers was used as a way to measure the frequency of various barriers in order to better understand those which are particularly relevant in northern Ontario.

As was hypothesized in the initial discussion of this project, situational barriers such as lack of transportation and child care were the most frequently cited (46% of respondents). Twenty-four per cent (24%) mentioned cultural barriers. Twenty-one per cent (21%) listed barriers such as lack of volunteers, lack of facility or lack of funding. Ten per cent (10%) of respondents mentioned dispositional barriers such as embarrassment or low self-esteem. It is important to mention that surveys often underestimate the importance of dispositional barriers. "Respondents are more likely to say that the cost of education is a more formidable barrier to learning than their own disinterest".<sup>59</sup>

#### 4. Effectiveness of Existing Literacy Programs

Of the total respondents to the question "If literacy programs are available in your area, do you feel they are meeting local needs?", 41% stated "yes", nineteen (19%) stated "no", and 40% said they "didn't know". When explaining, many cited various reasons for not meeting local needs such as waiting lists, lack of funding, irrelevant material and the need for some type of programming in remote, rural areas.

For example, where there are waiting lists, persons who finally come forward and want upgrading may have to wait for a program. Providers often fear these people will quickly lose interest and drop off waiting lists rather than seek another program.

## 5. Referrals

Fifty six per cent (56%) of respondents stated there is a system of referral in their community, 37% stated they "didn't know", and 10% stated there was no system in their area. Literacy providers will need to address this matter within individual communities.

## 6. Gaps and Overlaps in Service

Many respondents cited gaps in service in their area. Some respondents (47%) stated they "didn't know" of any gaps or overlaps. This result could demonstrate that community agency personnel are unaware of literacy needs in their population groups. Each community has its gaps or overlaps (only 2 or 3 overlaps were mentioned - primarily gaps were suggested). Common gaps identified were:

- lack of enough early intervention;
- lack of programming for special needs population groups;
- gaps in services to outlying areas;
- lack of variety of programs in small communities; and
- lack of awareness/information of other programs.

In terms of early intervention, it should be noted that the respondents often mentioned family literacy and the importance of encouraging reading at a young age."

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" It is encouraging to note that family literacy programming has been a vital part of some programs in Northwestern Ontario. It is imperative that funding will



One respondent wished there was one-to-one tutoring in schools as a way to prevent drop out and illiteracy. Other respondents in various communities mentioned that literacy programming should be directed toward disadvantaged youth and young persons with poor communication skills. Since the school drop-out rate and the illiteracy of youth are issues nationwide, programs in the Northwest may wish to examine how they can best respond to these needs in their own communities.

The issue of providing effective service to persons with disabilities appears to be a gap in service in many communities. Often tutors are discouraged with how slow the progress is and there is a large turnover of volunteers for this group.

#### 7. Future Directions for Literacy Programs in the Northwest

The future issues cited most often by respondents revolved around marketing of programs. The word "marketing" was never used but phrases such as "creating awareness", "advertising" and "outreach" were used and all fall under its definition.

Given the lack of human and financial resources in literacy programs it is understandable why so many mentioned the need to do more outreach activities. Recently laid off workers may not see any need for upgrading, yet awareness that there are supports for persons in transition (those with lower levels of literacy) is crucial.

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continue to support this important initiative.

Respondents also cited, as an important future direction, the general area of assessing, evaluating and planning programs. Two respondents mentioned the importance of research using consumers or potential learners. Recent reports such as *Literacy Skills Used in Daily Activities* can be consulted.

Another key issue arising from the data is the need for increasing linkages between all groups providing adult basic education, training and/or upgrading. In this way, duplication of services can be avoided, or creative solutions found that will meet the needs of those who may otherwise "fall through the cracks". In some communities not served by literacy programs (and lacking the numbers to warrant establishing one), other organizations should be permitted access to funding to incorporate literacy services into their existing structure.

Lobbying/advocating is referred to by respondents in answer to the question about the role literacy providers should take in the future. One respondent aptly remarked "lobby for stability of long-term funding, instead of spending energy/hours on grants".

## *Conclusion*

It is hoped, through the presentation of this report, that the Ministry of Education (Literacy Branch), Literacy Northwest, and its member community literacy programs will realize benefits to their planning processes.

Community literacy programs in Northwestern Ontario are conscious of the difficulties encountered in administering programs in relative isolation from one another. This study provides both a general "picture" of the social indicators of the region and individual "community reports", based upon the results of the survey. Many factors are similar between communities, and just as many show the differences which affect programming decisions. Some of the key areas in common are the need to address problems faced by learners in the region, especially lack of funded transportation and child care, and the need for additional programming targeted to single parents, displaced workers and those in certain occupational categories and age groups, social assistance recipients, disadvantaged youth, aboriginal peoples, and persons with disabilities.

This document confirms the results of many published studies and the authors encourage funders and practitioners to take the required actions which will ensure that programming is meeting the needs documented within these numerous bodies of information. The bibliography used for this project should provide additional resources to those involved in making the many difficult decisions required for future community and regional planning.

## ***Recommendations***

The following recommendations are supported by the documentation within this report. Observations, comments and final recommendations in this document confirm the observations and recommendations made in many other reports, such as: *Adult Literacy in Canada, Results of a National Study*, Statistics Canada, 1991; *Success in The Works, A Profile of Canada's Emerging Workforce*, Employment and Immigration Canada, 1989; and *Ontario Economic Outlook, Meeting the Challenge*, Ministry of Treasury and Economics, December, 1991. It is strongly urged that the recommendations within these documents and other literacy studies and conferences be acted upon. In addition, the International Conference report *Literacy in a Rural Environment* put forth several recommendations which address many of the problems faced by the residents of Northwestern Ontario which should not be ignored.

1. **Funders and practitioners eliminate barriers and improve access to literacy programs in the Literacy Northwest region.**
  - Support in the areas of child care, transportation, use of culturally relevant materials, and secure program funding is essential.

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<sup>v</sup> See Endnotes and Bibliography for further information on these and other documents.

2. Contact between literacy providers and the native community be increased with the objective of exploring joint advocacy for improved services.

- Lobby to ensure that the Independent Learning Centre material is relevant to life in northern Ontario. Curricula relevant to aboriginal people should also be developed.
- Native leaders need to be consulted about literacy needs on reserves and within treaty areas.

3. Advocacy for improved services to rural and isolated areas be undertaken.

- The communities of Northwestern Ontario are relatively isolated from each other. Each community also has a fairly significant rural population and provides service to residents in more remote areas. Access to literacy programs should be made possible through distance education services (such as Contact North, Wahsa Distance Education, and TV Ontario) and by training rural tutors to utilize these services with the learners.

4. Workplace literacy programs, or "worker" focused programming, be considered a high priority by funders and providers.
  - Many of the literacy providers in this region have been attempting to implement workplace literacy courses. Displaced workers in this region can often require significantly more than technical upgrading to pursue other employment. Funding must be provided to support the on-going development and implementation of these workplace initiatives.
  
5. Funding for programming be expanded to ensure that the gaps in literacy services are addressed in each community.
  - Funding is needed for groups in northern Ontario to continue work in the area of early intervention, programming for special needs population groups, servicing populations in outlying areas, and for marketing.
  - Literacy groups must examine expansion of programming to reach potential drop outs in schools.

6. Support be given for improved referral systems and communication within communities.

- Funding is needed to assist literacy providers in networking with their communities to promote learning opportunities for targeted population groups.
- Some respondents were unaware how to access the literacy program in their community. Marketing and advertising should be examined by each literacy service provider.

7. The assistance of funders and provincial literacy associations be obtained to deal with future issues, such as the need for new literacy programs in some communities and exploration of the use of distance education for basic literacy.

- Labour adjustment funding must be available quickly to literacy providers in northern Ontario. Many towns are "one industry towns" and will increasingly need programs to assist people in upgrading.
- In areas where it is clear that new literacy programming is needed (perhaps Ear Falls, Ignace and Armstrong), it may be necessary to prepare a needs analysis, particularly with potential learners and the general public.

- More localized learning centres, such as the types of sites operated by Contact North, are needed if and when distance education is used in order to help reduce high drop out rates and bring a personal element to learning.
  - Direction and financial assistance are required for assessing, evaluating and planning programs.
  - With increasing multicultural populations, it will be necessary for literacy providers to allow for additional English as a Second Language programs.
8. Literacy Northwest and other regional organizations work with funders, providers, the media, and other organizations to implement the foregoing recommendations.
- Literacy Northwest should submit a press release regarding this study and use it as a tool for lobbying (on behalf of each community where network members have programs).
  - Organize a workshop in the fall of members to discuss the report and begin implementing recommendations that seem feasible. Formulate clear objectives from the outcome of the workshop.



- Staff of literacy programs, adult basic education and providers and administrators of secondary and post-secondary education need to meet regularly to plan opportunities for learners and to link with other community providers of training and post secondary education.

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SOCIAL INDICATORS OF LITERACY NEEDS

SURVEY QUESTIONS FOR AGENCIES & ORGANIZATIONS

1. Please indicate the characteristics which best describe persons receiving your services: (PLEASE USE APPROXIMATE NUMBERS, IF AVAILABLE, AND INDICATE ESTIMATES BY PLACING AN "E" AFTER THE NUMBER. IF NUMBERS ARE NOT AVAILABLE PLEASE INDICATE ANSWERS WITH AN "X".)

1 - Gender:  
 Male \_\_\_\_\_ Female \_\_\_\_\_ NOT SURE \_\_\_\_\_

2 - Age:  
 Children \_\_\_\_\_ Adults (16-64) \_\_\_\_\_  
 Youths (15-24) \_\_\_\_\_ Seniors (65 +) \_\_\_\_\_

3 - Cultural & Ethnic Origins:  
 Native Peoples \_\_\_\_\_ Immigrants \_\_\_\_\_  
 Refugees \_\_\_\_\_ Other Culture \_\_\_\_\_

If other cultural characteristic, please specify (i.e. One particular group - a number of immigrant Ukrainian people in the community area):  
 \_\_\_\_\_

4 - Language:  
 First Language(s) - Mother Tongue  
 English \_\_\_\_\_ French \_\_\_\_\_  
 Native \_\_\_\_\_ - Specify: \_\_\_\_\_  
 Other \_\_\_\_\_ - Specify: \_\_\_\_\_

5 - Geographic Location:  
 Town Resident \_\_\_\_\_ Remote Resident \_\_\_\_\_  
 Rural Resident \_\_\_\_\_

6 - Marital Status:  
 Married: \_\_\_\_\_ Single: \_\_\_\_\_  
 Children - YES \_\_\_\_\_ NO \_\_\_\_\_ Children - YES \_\_\_\_\_ NO \_\_\_\_\_  
 NOT SURE \_\_\_\_\_ NOT SURE \_\_\_\_\_

7 - Employment Status:  
 Full-Time \_\_\_\_\_ Part-Time \_\_\_\_\_  
 Seasonal \_\_\_\_\_ Occasional \_\_\_\_\_

8 - Social Assistance:  
 UIC \_\_\_\_\_ Gen. Welfare \_\_\_\_\_  
 Workman's Comp. \_\_\_\_\_ Fam. Benefits \_\_\_\_\_  
 Disability Pensions \_\_\_\_\_

9 - Special Needs:  
 Mentally Challenged \_\_\_\_\_ Learning \_\_\_\_\_  
 Physically Challenged \_\_\_\_\_ Behavioural \_\_\_\_\_  
 Prisoners/Inmates \_\_\_\_\_

10 - Vocational Barriers:  
 Injured Workers \_\_\_\_\_ Displaced Workers \_\_\_\_\_

2. Is (Are) any characteristic(s) predominant? \_\_\_\_\_

3. Please indicate the average education level of persons receiving your services:

NO Formal Schooling \_\_\_\_\_  
Grade 8 or Less \_\_\_\_\_  
Grade 9 - 13 \_\_\_\_\_ Diploma: YES \_\_\_\_\_  
NO \_\_\_\_\_  
Trade Certificate/Diploma: YES \_\_\_\_\_  
NO \_\_\_\_\_  
NON-University : Certificate/Diploma YES \_\_\_\_\_  
NO \_\_\_\_\_  
University: Degree YES \_\_\_\_\_  
NO \_\_\_\_\_

4. Choose the word which best describes the income level of persons receiving your service?:

(Thousands of Dollars) \_\_\_\_\_  
Low (Under 10) \_\_\_\_\_  
Moderately Low (10 - 25) \_\_\_\_\_  
Middle (25 - 40) \_\_\_\_\_  
Moderately High (40 - 55) \_\_\_\_\_  
High (over 55) \_\_\_\_\_

Indicate whether this income is usually:  
Individual: \_\_\_\_\_  
Family: \_\_\_\_\_  
Household: \_\_\_\_\_  
DON'T KNOW: \_\_\_\_\_

5. Does your agency/organization/institution provide any of the following services:

Transportation: YES \_\_\_\_\_ NO \_\_\_\_\_  
If YES - Voluntary YES \_\_\_\_\_ NO \_\_\_\_\_  
- Funded YES \_\_\_\_\_ NO \_\_\_\_\_  
- For Fee YES \_\_\_\_\_ NO \_\_\_\_\_ Cost: \_\_\_\_\_  
Infant/Child Care: YES \_\_\_\_\_ NO \_\_\_\_\_  
Personal Counselling: YES \_\_\_\_\_ NO \_\_\_\_\_  
Financial Assistance: YES \_\_\_\_\_ NO \_\_\_\_\_  
Housing Assistance: YES \_\_\_\_\_ NO \_\_\_\_\_  
Skills Assessment: YES \_\_\_\_\_ NO \_\_\_\_\_  
Academic Assessment: YES \_\_\_\_\_ NO \_\_\_\_\_ (For Learning Disabilities)

6. Please indicate which of the following types of facilities or organizations are available in your service area:

Schools: Elementary \_\_\_\_\_ Churches: \_\_\_\_\_  
Secondary \_\_\_\_\_ Libraries: \_\_\_\_\_  
College \_\_\_\_\_ Community Hall: \_\_\_\_\_

Arenas/Recreation Facilities (Specify) \_\_\_\_\_

Volunteer Groups/Organizations/Activities:  
(Please specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Would any of these facilities be available for community programs?  
YES \_\_\_\_\_ NO \_\_\_\_\_ NOT SURE \_\_\_\_\_  
If YES, please indicate which facility or service should be contacted:  
\_\_\_\_\_  
\_\_\_\_\_

7. Which of the following educational and employment programs are available in your community service area? (Indicate with an "X")

- Canada Employment Centre Training \_\_\_\_\_
- Vocational Rehabilitation \_\_\_\_\_
- Literacy \_\_\_\_\_
- Job Placement Services \_\_\_\_\_
- Contact North (Distance Education) \_\_\_\_\_
- English As a Second Language (ESL) \_\_\_\_\_
- Adult Basic Education \_\_\_\_\_
- Life Skills \_\_\_\_\_
- Continuing Education \_\_\_\_\_
- Tutoring \_\_\_\_\_
- Other Academic \_\_\_\_\_  
(please specify): \_\_\_\_\_
- Other Technical \_\_\_\_\_  
(please specify): \_\_\_\_\_
- Other Vocational \_\_\_\_\_  
(please specify): \_\_\_\_\_
- Other Not Listed \_\_\_\_\_  
(Please specify): \_\_\_\_\_

If literacy programs are not available in your community and surrounding area, do you think there is a need for this type of service?

YES \_\_\_\_\_ NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

If yes, please indicate a preferred type of program:

Are there any particular population groups in your geographical area which you think could benefit from the establishment of literacy programs?

Are there any types of barriers in your community to persons who might need and make use of literacy services (e.g. - lack of transportation, no/limited child care services, language difficulties, cultural barriers, etc.):

Does your agency have any data or information available to assist other services in their needs analysis? YES \_\_\_\_\_ NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

If YES, please fill in your name and address at the end of the survey.

If literacy programs are available in your area, do you feel they are meeting local needs? YES \_\_\_\_\_ NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_ If NO, please explain:

Is there a system (formal or informal) in your community for referral of persons in need of literacy services? YES \_\_\_\_\_ NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_  
If yes, briefly describe how referrals take place:

Do you perceive any gaps or overlaps in services among literacy providers or courses? YES \_\_\_\_\_ NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

If yes, please explain: \_\_\_\_\_

What suggestions would you have for reducing or eliminating any gaps or overlaps in services, or are there community barriers to implementing suggestions? \_\_\_\_\_

Should these issues be addressed on a community basis?  
YES \_\_\_\_\_ NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

What direction or role do you think literacy providers should take for future community program needs?

If your service organization is involved with the provision of literacy programs, please outline the future directions of your organization (for example - project an increase/decrease in persons served, courses, maintenance, joint efforts, etc.):

Would you like to receive a summary of the survey results? YES \_\_\_\_\_ NO \_\_\_\_\_  
Would you like more information about literacy programs? YES \_\_\_\_\_ NO \_\_\_\_\_

If YES, please provide your name, address and telephone number:

**THANK YOU FOR YOUR ASSISTANCE!**

# Literacy Northwest

R.R. #3, PRONGER ROAD - DRYDEN, ONTARIO P8N 3G2 - (807) 937-6033

April 15, 1992

Literacy Northwest has undertaken the development of a regional social indicators survey project. The aim of the project is to survey the following:

- 1) the social, economic and cultural characteristics of our region;
- 2) the ways that local literacy service providers are responding to them; and
- 3) the successes as well as gaps and unmet challenges in literacy provision.

The survey results will provide Literacy Northwest and its member groups with a shared understanding of the characteristics in our region and assist us with planning for future needs. The process is also being documented and will be made available to other literacy providers in the province to assist them when examining methods for other similar planning projects.

We ask that you take some time from your busy schedules to complete the enclosed questionnaire. If you wish to receive a summary of the survey results, space has been left at the end of the questionnaire for your name and address.

If you have any questions or require assistance with the completion of the survey, please call:

Anne Gammage  
Social Indicators Project Coordinator  
Literacy Northwest  
R.R. # 3, Pronger Road  
Dryden, Ontario  
P8N 3G2

(807) 937-6033

PLEASE RETURN COMPLETED SURVEY IN THE ENCLOSED  
SELF-ADDRESSED, STAMPED ENVELOPE  
BY MAY 6, 1992

Your contribution to this project is greatly appreciated!

*COMMUNITY*

*REPORTS*

The Community Reports are presented in alphabetical order divided by tabs. Each report consists of three sections, Community Profile, Observations, and Community Survey Results.

The following communities are represented:

**ARMSTRONG**

**ATIKOKAN**

**DRYDEN**

**FORT FRANCES**

**IGNACE**

**KENORA**

**NIPIGON / RED ROCK**

**RED LAKE**

**SCHREIBER**

**SIOUX LOOKOUT**

**THUNDER BAY**

COMMUNITY PROFILE -- ARMSTRONG

Note: The statistics used in these reports are based on the 1986 Census and these findings may need to be reviewed after the release of the 1991 Census figures.

**ECONOMIC INDICATORS**

|                           |                    |
|---------------------------|--------------------|
| Population:               | 1,415 <sup>1</sup> |
| Labour Force:             | 660                |
| Average Male Income:      | \$18,328.00        |
| Average Female Income:    | \$11,307.00        |
| Average Household Income: | \$30,040.00        |

Major Employers: Great West Timber Limited  
Armstrong Resource Development Corporation  
Canadian National Railway  
Ministry of Natural Resources  
Ontario Provincial Police

Armstrong came into existence as a result of railway expansion in the early 1900's. Its primary importance was as a divisional point for the Canadian National Railway and has remained an important railway centre since. Armstrong is located 250 kilometres north of Thunder Bay on Highway 527. The economy is based on forestry, rail transportation, government services and some tourism. The local economy has suffered, along with other northern communities, more than the Provincial and National averages during the 1981-1982 recession. Armstrong is northwest of Lake Nipigon and provides some centralized services for other northern communities. It also services two reserves in close proximity, Whitesands and Gull River.

While economic conditions are not as severe as the more industrial centres in this current recession, it has nevertheless been felt.

Armstrong, and area, has the following educational, health, social service and recreation facilities:

**EDUCATIONAL FACILITIES**

Public School  
- Secondary school  
students board in Thunder  
Bay  
Contact North

**LITERACY & RELATED PROGRAMS**

None At This Time

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<sup>1</sup> 1986 Census data, Statistics Canada



**OTHER SERVICES**

|                            |                           |
|----------------------------|---------------------------|
| Social Service Worker      | Federal Government        |
| Medical Clinic             | - Canada Post             |
| Doctor                     |                           |
| Public Library             |                           |
| Outdoor Skating Rink       | Provincial Ministries     |
| Air Service/Bus Service    | - Natural Resources       |
| Curling Rink               |                           |
| Resource Development Corp. | Ontario Provincial Police |
| Radio and Television -     | 2 Radio Stations          |
| CBC - Northern Service     | - CBQ AM (CBC Northern    |
| TVO                        | Network)                  |
|                            | - CKPR AM                 |

**SELECTED POPULATION CHARACTERISTICS  
(Statistics Canada - 1986 Census)**

|  |       |     |
|--|-------|-----|
| Total Population 15 Years and Over               | 1,010 |     |
| By highest level of schooling                    |       |     |
| 1. Less than Grade 9                             | 285   | 28% |
| 2. Grades 9 - 13 - without secondary certificate | 335   | 32% |
| 3. - with secondary certificate                  | 180   | 18% |
| 4. Trades certificate or diploma                 | 35    |     |
| Other non-university education only              |       |     |
| - without certificate                            | 40    |     |
| - with certificate                               | 70    |     |
| 5. University                                    |       |     |
| - without degree                                 | 50    |     |
| - with degree                                    | 25    |     |

**Males - Predominant Occupations (In descending order)**

Not Available.

**Females - Predominant Occupations (In descending order)**

Not Available.

**Average Income**

|                                       |          |
|---------------------------------------|----------|
| Males 15 years and over with income   | \$18,328 |
| Females 15 years and over with income | 11,307   |

**Incidence of Low Income**

|  |       |
|--|-------|
| All economic families                  | 355   |
| Low income economic families           | 40    |
| Incidence of low income                | 10.9% |
| All unattached individuals             | 105   |
| Low income unattached individuals      | 10    |
| Incidence of low income                | 10.6% |
| Total population in private households | 1,420 |
| Persons in low income family units     | 190   |
| Incidence of low income                | 13.1% |

## OBSERVATIONS - ARMSTRONG

Using information from Statistics Canada (1986 Census) and information from the Social Indicators Project survey, some observations follow. Observations which are pertinent to the entire region are located under "General Findings" in the main body of the report. Only one response was received from Armstrong.

From our survey, the predominant characteristics of persons seeking social services in Armstrong are:

|                                |                                 |
|--------------------------------|---------------------------------|
| Gender:                        | Female                          |
| Age:                           | Adult                           |
| Other Cultural/Ethnic Origins: | Other Culture                   |
| First Language:                | English                         |
| Geographic Location:           | Town Resident                   |
| Marital Status:                | Married with Children           |
| Employment Status:             | Other than Full-Time            |
| Social Assistance:             | General Welfare/Family Benefits |
| Special Needs:                 | No Predominance Indicated       |
| Vocational Barriers:           | No Predominance Indicated       |
| Average Education Level:       | Grade 9 to 13                   |
| Income Level:                  | Moderately Low Income           |

This data only provides us with some profile information about persons who typically seek services in this community. Questions may be pursued as a result of this information.

### GENDER

The respondent indicated females predominantly receive or seek services, or is this simply reflective of the general population? Comparing data from our survey with Statistics Canada 1986 Census data, the percentage of females and males, over the age of 15, in the total population of Armstrong are:

#### STATISTICS CANADA

|          |       |
|----------|-------|
| FEMALES: | 46.0% |
| MALES:   | 54.0% |

#### SOCIAL INDICATORS

|       |
|-------|
| 55.2% |
| 44.8% |

This comparison shows a fair difference between the male/female population statistic when compared with the male/female figures received in our survey for persons seeking services. It is interesting that many other communities surveyed showed a tendency towards female recipients. Tracking gender along with other cross-referents would provide additional information for client profiles and needs analysis for literacy programs. (See "General Findings" for more information about gender and cross-references with other social indicators.)

### AGE

The responses indicated a predominance of adults receiving services, which is not unexpected. Most social service and educational programs, outside the regular school system, are set up for adult access. A question results which literacy providers may wish to examine further: "Are there any other age groups which may require literacy programming and have we met this need?". For example, another community indicated extremely disadvantaged youth could benefit from literacy programs. The Armstrong respondent indicated that literacy services would benefit "a number of people over the age of 30 - 40, especially those who were forced to leave home (many to residential schools) for formal education. Most did not complete beyond Grade 4."

### CULTURE & ETHNIC ORIGIN

The category of other cultures or ethnic origins indicates that "other culture" is predominant. The characteristic of the "other culture" is not expanded upon, therefore no observation can be made. The second largest category is Native peoples. This would be normal for most of Northwestern Ontario, since this region of the province has the largest number of native reserves.

There are two (2) reserves in close proximity to Armstrong. Response indicates programming targeted to aboriginal peoples may be strongly recommended. The survey results also show services provided to an estimated 45 native persons. Transportation, access and cultural barriers may be issues to consider when addressing programming for the native population living on and off reserves.

A figure of 2 immigrants receiving services is indicated within the results. Statistics Canada figures (1986) indicate that the immigrant population living in Armstrong was 10 persons out of a population of 1,415, or 0.7%. According to these statistics, and excluding immigration from English speaking countries, these immigrants are predominantly from non-English speaking European countries (5 persons of the 10, or half of the immigrant population).

### LANGUAGE - FIRST LANGUAGES/MOTHER TONGUE

The predominance of first language (mother tongue) is English. with Native languages next (the specific aboriginal language is identified as Ojibway). In the "other" category, an estimate of 3 were noted, but language was not specified. Statistics Canada figures indicate none of the population have a home language that is a "non-official language" (not English or French). This is not indicative of the immigrant population figure, and is likely not accurate when considering aboriginal populations in Northwestern Ontario.

Numbers from our survey, although not definitive, indicate 10.4% of persons served have a first language that is Ojibway (one of the two Native languages spoken in the region). (See "General Findings" for information.)

### GEOGRAPHIC LOCATION

The indicator of geographic location shows town residents are predominant as recipients of services. This is not a surprising observation, however, because literacy and educational programs are most easily accessed by persons nearest their location.

Access barriers for persons seeking literacy and related programs, such as distance and transportation issues, lack of child care or limited child care services, as well as the burden of personal cost for those services which exist, can especially affect the participation rates of rural and remote residents. (See Services Provided later in the Observations for Armstrong and "General Findings" of the main report for information on literacy levels in urban or rural locations.)

### MARITAL STATUS

Responses showed that services are predominantly provided to persons who are married, with children, which is interesting when examining other statistics for the Armstrong area. Economically, families are usually financially better off than single individuals, probably due to the fact that many families have more than one income to rely upon. Marital status is not a social indicator by itself, however, it may be correlated with other information, such as lower income. Normally, the incidence of low income among unattached individuals is much higher than for economic family units. In the Armstrong area:

|  |   |        |
|--|---|--------|
| Low income among single persons        | = | 10.6%  |
| Low income among all economic families | = | 10.9%. |

Perhaps with the broad scope of this project, literacy providers should consider examining marital status closely, since the statistics in most other communities seem to show that single or unattached persons have a much higher incidence of low income. This may be a social indicator for literacy providers to consider including (if they have not done so) within their program statistics. (More information on low income as an indicator may be found in "General Findings".)

## EMPLOYMENT STATUS and SOCIAL ASSISTANCE

According to this survey, persons seeking some types of service are predominantly other than full-time workers. This is not a significant indicator when examined by itself. If examined with the predominance of social assistance recipients, Armstrong service providers are seeing a predominance of persons receiving General Welfare/Family Benefits.

No other categories were indicated. Literacy providers may be able to track their clients to examine the predominance of employment versus social assistance, combined with other categories, such as age, income level, gender, etcetera. For example, according to Statistics Canada (1986) for the Armstrong area, 77.1% of males, 15 years and older participate in the labour force, as compared with females in the same category who have a participation rate of 51.1%.

The male unemployment rate:  
Males 15 years and older = 7.1%

The female unemployment rate:  
Females 15 years and older = 12.5%

(See "General Findings" within main report for additional information on unemployment and social assistance.)

## SPECIAL NEEDS

No predominance of clients with special needs were noted. A lack of assessment tools was indicated. Literacy providers should ensure communication is on-going with other service providers about persons with special needs.

## VOCATIONAL BARRIERS

No predominance was noted in this category.

## PREDOMINANT CHARACTERISTICS

From the survey results, seasonal/occasional workers are the most interested in basic education/upgrading programs, and full-time workers are more interested in job specific training.

### AVERAGE EDUCATION LEVEL

The predominance noted for average education level in the Armstrong area is Grade 9 to 13. From the figures quoted in the community profile, the education levels for persons receiving services show a predominance of the population without a high school education. Grade 9 to 13, without a secondary school diploma, accounts for 32% of the population over 15 years old. 28% of this population group has less than Grade 9. As a social indicator, this is a significant number of the population. The combined figure shows that 60% of the population have not completed high school. This is typical of the Northern region (See "General Findings") and should be considered as a primary social indicator along with other categories, such as age, occupation, and income level.

### INCOME LEVEL

Results show the predominant income level as moderately low income. The incidence of low income (noted in the community profile) is 10.9% for the Armstrong area and is slightly lower amongst single individuals (10.6%), therefore, income must be examined with marital status in mind. As explained earlier, statistics for most other communities show a much higher incidence of low income among single persons. Gender and cultural/ethnic origin also plays a significant role in income level.

As noted in the community profile information:

|                           |                  |             |
|---------------------------|------------------|-------------|
| Males 15 years and over   | - average income | \$18,328.00 |
| Females 15 years and over | - average income | 11,307.00   |

Compare the above figures with native population average incomes<sup>2</sup>:

|                                  |                  |             |
|----------------------------------|------------------|-------------|
| Native Males 15 years and over   | - average income | \$16,561.00 |
| Native Females 15 years and over | - average income | 7,995.00    |

Perhaps for determining major target groups for literacy needs, single adults, combined with indicators of income, social assistance and cultural and ethnic origin should be considered as primary "social indicators of literacy needs" when examining programs. (See "General Findings" for more about all of these characteristics).

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<sup>2</sup> "Northern Ontario Native Demographics, Thunder Bay Management Area", Employment & Immigration Canada. p. 2



## SERVICES PROVIDED

When examining barriers to participation, a look at what types of services are provided to assist persons with accessing programs is necessary. When looking at transportation and child care, which have been noted as problems by respondents in other communities, most services do not provide transportation or child care. Transportation is an issue, along with a lack of child care. Armstrong residents do not have access to a system of public transportation. Those interested in Literacy provision in Armstrong must examine the need for transportation and child care carefully. Due to a lack of respondents, no definitive observations can be made about transportation and child care services for literacy and educational programs.

Transportation barriers, such as cost of personal means of transportation, lack of public service, lack of volunteer drivers or funding for transportation to programs, geographic area covered by programs and winter weather, can affect the participation rates of town, rural and remote residents, but especially affects access for persons living outside of town.

## RESPONSES TO KNOWLEDGE BASED QUESTIONS

Potential target groups for literacy providers to consider are noted as those over the age of 30 to 40, especially those who were forced to leave home (many to residential schools) for formal education. Single adults were discussed earlier. With child care and associated costs being a barrier, supports must be in place to ensure that single parents are able to participate in programs. Northwestern Ontario has a high native population and figures show<sup>3</sup> that 61% of the employed Native population, aged 15 years and over, has not completed high school. Literacy services should be promoted to this potential target group in the Armstrong area.

Most communities find transportation, child care, shiftwork, embarrassment/stigma, lack of volunteers and language/cultural barriers are problems they constantly endure. With respect to barriers, the respondent also noted that "perhaps group work could be structured with children. For many people, Ojibway is the mother tongue". This respondent also indicated that "much of the resource material used is irrelevant to northerners and First Nations people".

The remaining responses are documented in the "Community Survey Results" for use by Literacy providers, who may find this information useful in planning for future needs.

SEE "CONCLUSIONS" IN THE MAIN REPORT FOR FURTHER INFORMATION RELATED TO CHARACTERISTICS COMMON THROUGHOUT THE REGION.

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<sup>3</sup> "Northern Ontario Native Demographics, Kenora Management Area", Employment and Immigration Canada, p. 3

COMMUNITY SURVEY RESULTS

Social Indicators of Literacy Needs Survey

COMMUNITY: ARMSTRONG

1 RESPONDENT

Gender: Predominance: Female

|              |                |           |
|--------------|----------------|-----------|
| Male: 43 (E) | Female: 53 (E) | Not Sure: |
|--------------|----------------|-----------|

Age: Predominance: Adult

|                        |                        |
|------------------------|------------------------|
| Children: 20 (E)       | Adults (16-64): 60 (E) |
| Youths (15-24): 15 (E) | Seniors (65+): 2 (E)   |

Cultural & Ethnic Origin: Predominance: Other Culture

|                        |                       |
|------------------------|-----------------------|
| Native Peoples: 45 (E) | Immigrants: 2 (E)     |
| Refugees:              | Other Culture: 50 (E) |

Other Cultural Characteristic:

Language: First Language(s) - Mother Tongue Predominance: English

|                 |                  |
|-----------------|------------------|
| English: 80 (E) | French: 3 (E)    |
| Native: 10 (E)  | Specify: Ojibway |
| Other: 3 (E)    | Specify:         |

Geographic Location: Predominance: Town Resident

|              |              |               |
|--------------|--------------|---------------|
| Town: 90 (E) | Rural: 3 (E) | Remote: 3 (E) |
|--------------|--------------|---------------|



**Marital Status:** **Predominance: Married with Children**

|                        |                              |                             |
|------------------------|------------------------------|-----------------------------|
| <b>Married:</b> 60 (E) | <b>Children - Yes:</b><br>40 | <b>Children - No:</b><br>20 |
| <b>Single:</b> 30 (E)  | 10                           | 20                          |
| <b>Not Sure:</b>       |                              |                             |

**Employment Status:** **Predominance: Other than Full-Time**

|                          |                           |
|--------------------------|---------------------------|
| <b>Full-Time:</b> 30 (E) | <b>Part-Time:</b> 20 (E)  |
| <b>Seasonal:</b> 20 (E)  | <b>Occasional:</b> 20 (E) |

**Social Assistance:** **Predominance: General Welfare/  
Family Benefits**

|  |  |
|--|--|
| <b>UIC:</b>  |  |
| <b>Workers' Compensation:</b>                          |  |
| <b>Disability Pensions:</b>                            |  |
| <b>General Welfare:</b> 10 (E)                         |  |
| <b>Family Benefits:</b> (Figure combined with welfare) |  |

**Special Needs:** **Predominance: NO PREDOMINANCE INDICATED  
(No assessment tools noted.)**

|                               |  |
|-------------------------------|--|
| <b>Mentally Challenged:</b>   |  |
| <b>Physically Challenged:</b> |  |
| <b>Learning:</b>              |  |
| <b>Behavioural:</b>           |  |
| <b>Prisoners/Inmates:</b>     |  |

**Vocational Barriers:** **Predominance: NO PREDOMINANCE INDICATED**

|                         |                           |
|-------------------------|---------------------------|
| <b>Injured Workers:</b> | <b>Displaced Workers:</b> |
|-------------------------|---------------------------|

**Any Characteristic Predominant?:**

- Seasonal/occasional workers are most interested in basic education/upgrading programs, and full-time workers in job specific training.

**Average Education Level: Predominance: Grade 9 - 13**

|                                      |        |                  |     |
|--------------------------------------|--------|------------------|-----|
| No Formal Schooling:                 | 2 (E)  |                  |     |
| Grade 8 or Less:                     | 10 (E) |                  |     |
| Grade 9 - 13:                        | 40 (E) | Diploma:<br>Yes: | No: |
| Trade Certificate: (30 E H.S., Trade |        |                  |     |
| Non-University: & Non-University)    |        |                  |     |
| University:                          |        | Degree:<br>Yes:  |     |
|                                      |        | 10 E             | 5 E |

**Income Level: Predominance: Moderately Low Income**

|                               |      |               |
|-------------------------------|------|---------------|
| Low (Under 10):               | 30 E | Individual:   |
| Moderately Low:<br>(10 - 25)  | 40 E | Family:       |
| Middle:<br>(25 - 40)          | 15 E | Household:    |
| Moderately High:<br>(40 - 55) | 10 E | Don't Know: X |
| High (Over 55):               |      |               |

Services Provided:

YES

NO

|                       | YES | NO |
|-----------------------|-----|----|
| Transportation:       |     | X  |
| If Yes - Voluntary    |     |    |
| - Funded              |     |    |
| - For Fee             |     |    |
| Cost of Fee:          |     |    |
| Infant/Child Care:    |     | X  |
| Personal Counselling: |     | X  |
| Financial Assistance: |     | X  |
| Housing Assistance:   |     | X  |
| Skills Assessment:    |     | X  |
| Academic Assessment:  |     | X  |

If literacy programs are not available in your community and surrounding area, do you think there is a need for this type of service?

YES X NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

If yes, please indicate a preferred type of program:

Are there any particular population groups in your geographical area which you think could benefit from the establishment of literacy programs?

A number of people over the age of 30 - 40, especially those who were forced to leave home (many to residential schools) for formal education. Most did not complete beyond grade 4.

Are there any types of barriers in your community to persons who might need and make use of literacy services (e.g. - lack of transportation, no/limited child care services, language difficulties, cultural barriers, etc.):

Child care services, language difficulties and cultural barriers. Many people have children and perhaps group work could be structured with children. For many people, Ojibwe is the mother tongue. I also note that much of the resource material used is irrelevant to northerners and First Nations People.

Does your agency have any data or information available to assist other services in their needs analysis?

YES \_\_\_\_\_ NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

If YES, please fill in your name and address at the end of the survey.

If literacy programs are available in your area, do you feel they are meeting local needs? YES \_\_\_\_\_ NO X DON'T KNOW \_\_\_\_\_

If NO, please explain:

The Ministry of Education, Independent Learning Centre, Literacy and Basic Education packages do not seem to be meeting the needs of those interested in improving skills. Material is often irrelevant to Northern ways of life. Positive feedback is not rapid unless the individual tutor is very good. Most people drop the courses. I think Learning Circles would be better.

Is there a system (formal or informal) in your community for referral of persons in need of literacy services?

YES X NO X DON'T KNOW \_\_\_\_\_

If yes, briefly describe how referrals take place:

When someone expresses interest in improving reading/writing skills, they are usually sent to the Contact North Access Site and sometimes to the School Board.

Do you perceive any gaps or overlaps in services among literacy providers or courses?

YES X NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

If yes, please explain:

- There are no locally provided services. ILC materials do not appear effective. ILC does not address numeracy, which is as important as literacy.

What suggestions would you have for reducing or eliminating any gaps or overlaps in services, or are there community barriers to implementing suggestions?

- Development of a community-based Adult Basic Education program concentrating on literacy and numeracy. Group and family oriented. Barriers include community pessimism, possible problems with co-operation between groups, need for ownership by some groups. Maybe some financial barriers.

Should these issues be addressed on a community basis?

YES X NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

What direction or role do you think literacy providers should take for future community program needs?

- Provide community with knowledge and support to develop their own programs. i.e. - resource providers, not outside implementers.

If your service organization is involved with the provision of literacy programs, please outline the future directions of your organization (for example - project an increase/decrease in persons served, courses, maintenance, joint efforts, etc.):

N/A

Would you like to receive a summary of the survey results?

YES X NO \_\_\_\_\_

Would you like more information about literacy programs?

YES X NO \_\_\_\_\_

LEGEND

Survey results were collated and placed into the tables as follows:

1. Numbers are the total of all numerical responses for that category.  
An (E) indicates only estimates received. (Example: Male - 468 (E))
2. Respondents who indicated characteristics with the use of an "X" were collated as total number of respondents, followed by an "X".  
(Example: Male -- 2 - X)
3. The top of each table indicates a predominance for that particular characteristic. Predominance is based upon all responses; those indicated by use of an "X", the average of all responses received as a percentage and numerical response totals are all included in the determination of predominance.

## COMMUNITY PROFILE -- ATIKOKAN

Note: The statistics used in these reports are based on the 1986 Census and these findings may need to be reviewed after the release of the 1991 Census figures.

### ECONOMIC INDICATORS

|                           |                    |
|---------------------------|--------------------|
| Population:               | 4,345 <sup>1</sup> |
| Labour Force:             | 2,225              |
| Average Male Income:      | \$23,479.00        |
| Average Female Income:    | \$10,608.00        |
| Average Household Income: | \$32,623.00        |

Major Employers: Proboard Manufacturing Ltd.  
Atikokan Forest Products  
Ontario Hydro  
Atikokan Board of Education  
Canada Pacific Forest Products Ltd.  
Town of Atikokan

Atikokan and its immediate area is situated between Fort Frances and Thunder Bay, on the northern border of Quetico Provincial Park. The town and surrounding townships and area have a wealth of natural resources. The economy is based on forestry, the hydro thermal generating station, government services, tourism and a mixture of light manufacturing businesses. The local economy suffered somewhat more than the Provincial and National averages during the 1981-1982 recession, mainly due to the closure of both the Caland and Steep Rock Mines. With the closure of the mines, forestry and tourism became the two most important economic activities. The opening of Highway 622 has offered new and faster access to Northern Ontario. American markets are available due to close proximity with International Falls, Minnesota.

While economic conditions are not as severe as the more industrial centres in this current recession, it has nevertheless been felt.

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<sup>1</sup> 1986 Census data, Statistics Canada

Atikokan, and area, has a good range of educational, health, social service and recreation facilities.

#### EDUCATIONAL FACILITIES

- 2 Public Schools
- 1 Separate School
- 1 Secondary School
  - Alternate Learning (special needs)
  - Alternative Education (adult)
  - ILC
  - Any adult can attend high school
  - Contact North
- Confederation College
- Lakehead University (off campus)
- Employment Learning Opportunities (Canada Employment & Immigration)
- Northwest Enterprise Centre
- Quetico Centre
  - educational, cultural and recreational facility

#### LITERACY & RELATED PROGRAMS

- Atikokan Public Library
  - "Reading Plus"
  - One-to-one Tutoring
  - Family Literacy
  - Workplace Literacy (Applied for funding)
  - ESL
  - Small Group
  - Referrals
  - Encourage people to return to school

#### OTHER SERVICES

- Hospital
- Adult Mental Health Service
- Child and Family Services and Childrens' Mental Health
- Public Health Unit
- Crisis Centre
- Child Care Centre
- Clinic
- 6 Doctors
- Public Library
- Swimming Pool
- Air Service/Bus Service
- Curling Rink
- Golf Course

- Federal Government
  - Canada Post
  - Employment & Immigration

- Provincial Ministries
  - Community & Social Services
  - Correctional Services
  - Natural Resources
  - Northern Development & Mines
  - Transportation

- Economic Development Office
- Municipal Police

- Ontario Provincial Police

**SELECTED POPULATION CHARACTERISTICS  
(Statistics Canada - 1986 Census)**

|  |              |     |
|--|--------------|-----|
| <b>Total Population 15 Years and Over</b>        | <b>3,350</b> |     |
| <b>By highest level of schooling</b>             |              |     |
| 1. Less than Grade 9                             | 505          | 15% |
| 2. Grades 9 - 13 - without secondary certificate | 1,300        | 39% |
| 3. - with secondary certificate                  | 405          | 12% |
| 4. Trades certificate or diploma                 | 175          |     |
| Other non-university education only              |              |     |
| - without certificate                            | 85           |     |
| - with certificate                               | 420          |     |
| 5. University - without degree                   | 175          |     |
| - with degree                                    | 180          |     |

**Males - Predominant Occupations (In descending order)**

1. Machining, product fabricating, assembling and repair
2. Primary
3. Service
4. Other (not specified)
5. Processing
6. Technological, social, religious, artistic and related
7. Managerial, administrative and related

**Females - Predominant Occupations (In descending order)**

1. Clerical and related
2. Service
3. Sales
4. Managerial, administrative and related
5. Teaching and related
6. Medicine and health
7. Machining, product fabricating, assembling and repair

**Average Income**

|                                       |          |
|---------------------------------------|----------|
| Males 15 years and over with income   | \$23,479 |
| Females 15 years and over with income | 10,608   |

**Incidence of Low Income**

|  |       |
|--|-------|
| All economic families                  | 1,225 |
| Low income economic families           | 185   |
| Incidence of low income                | 15.0% |
| All unattached individuals             | 430   |
| Low income unattached individuals      | 150   |
| Incidence of low income                | 34.4% |
| Total population in private households | 4,270 |
| Persons in low income family units     | 850   |
| Incidence of low income                | 15.5% |



## OBSERVATIONS - ATIKOKAN

Using information from Statistics Canada (1986 Census) and information from the Social Indicators Project survey, some observations follow. Observations which are pertinent to the entire region are located under "General Findings" in the main body of the report.

From our survey, the predominant characteristics of persons seeking social services in Atikokan are:

|                                |                                |
|--------------------------------|--------------------------------|
| Gender:                        | Uncertain                      |
| Age:                           | Adult                          |
| Other Cultural/Ethnic Origins: | Native                         |
| First Language:                | English                        |
| Geographic Location:           | Town Resident                  |
| Marital Status:                | (Slight) Married with Children |
| Employment Status:             | Full-Time                      |
| Social Assistance:             | Family Benefits                |
| Special Needs:                 | Mentally Challenged            |
| Vocational Barriers:           | Injured Workers                |
| Average Education Level:       | Grade 8 or Less                |
| Income Level:                  | Low Household Income           |

This data only provides us with some profile information about persons who typically seek services in this community. Questions may be pursued as a result of this information.

### GENDER

It appears that most respondents were uncertain as to gender of persons receiving or seeking services, or is this simply reflective of the general population? Comparing data from our survey with Statistics Canada 1986 Census data, the percentage of females and males, over the age of 15, in the total population of Atikokan are:

| STATISTICS CANADA |       | SOCIAL INDICATORS |       |
|-------------------|-------|-------------------|-------|
| FEMALES:          | 49.1% |                   | 22.4% |
| MALES:            | 50.9% |                   | 17.0% |
|                   |       | Uncertain:        | 60.6% |

This comparison shows a small difference between the relatively equal male/female population characteristic when compared with the male/female figures received in our survey for persons seeking services. Excluding the "Uncertain" responses, there appears to be a slight predominance for females using social services in the Atikokan area. It is interesting that many other communities surveyed showed a tendency towards female recipients. Tracking gender along with other cross-referents would provide additional information for client profiles and needs analysis for literacy programs. (See "General Findings" for more information about gender and cross-references with other social indicators.)

## AGE

The responses indicated a predominance of adults receiving services, which is not unexpected. Most social service and educational programs, outside the regular school system, are set up for adult access. A question results which literacy providers may wish to examine further: "Are there any other age groups which may require literacy programming and have we met this need?". For example, another community indicated extremely disadvantaged youth could benefit from literacy programs. One Atikokan respondent indicated that literacy services would benefit those who left school prior to completing Grade 8.

## CULTURE & ETHNIC ORIGIN

The category of other cultures or ethnic origins indicates that native peoples are predominant. This would be normal for most of Northwestern Ontario, since this region of the province has the largest number of native reserves.

There are nine (9) reserves in the Rainy River District, with three reserves in close proximity to Atikokan. No responses were received to the opinion based questions of the survey to indicate that programming targeted to aboriginal peoples may be strongly recommended, however, a study group is offered through the Atikokan Native Friendship Centre with tutors provided by Reading Plus. The survey results also show services provided to more than 165 native persons. Transportation, access and cultural barriers may be issues to consider when addressing programming for the native population living on and off reserves.

"Other Culture" is noted as a strong second category. Since this is not expanded upon, no observations can be made. A figure of 24 immigrants receiving services is indicated within the results. Statistics Canada figures (1986) indicate that the immigrant population living in Atikokan was 385 persons out of a population of 4,345, or just less than 10%. According to these statistics, and excluding immigration from English speaking countries, these immigrants are predominantly from non-English speaking European countries (205 persons of the 385, or slightly more than one half of the immigrants living in the area). These 1986 figures also indicate that 5 of these immigrants were from Asia.

### LANGUAGE - FIRST LANGUAGES/MOTHER TONGUE

The predominance of first language (mother tongue) is English. with Native languages next (the specific aboriginal language was not identified, but Ojibway is the language most common). In the "other" category, Italian, Polish, Russian and four "non-verbal" were noted. Statistics Canada figures indicate less than 1% of the population have a home language that is a "non-official language" (not English or French). This figure is much lower than immigrant populations and may not be accurate when considering aboriginal populations in Northwestern Ontario.

### GEOGRAPHIC LOCATION

The indicator of geographic location shows town residents are predominant as recipients of services. This is not a surprising observation, however, because literacy and educational programs are most easily accessed by persons nearest their location.

Access barriers for persons seeking literacy and related programs, such as distance and transportation issues, lack of child care or limited child care services, as well as the burden of personal cost for those services which exist, can especially affect the participation rates of rural and remote residents. (See Services Provided later in the Observations for Atikokan and "General Findings" of the main report for information on literacy levels in urban or rural locations.)

### MARITAL STATUS

Responses showed that services are predominantly provided to persons who are single, which is interesting when examining other statistics for the Atikokan area. Economically, families are financially better off than single individuals, probably due to the fact that many families have more than one income to rely upon. Marital status is not a social indicator by itself, however, it may be correlated with other information, such as lower income. For example, note the high incidence of low income among unattached individuals. In the Atikokan area:

|  |   |        |
|--|---|--------|
| Low income among single persons        | = | 34.4%  |
| Low income among all economic families | = | 15.0%. |

Perhaps with the broad scope of this project, literacy providers should consider examining marital status closely, since the statistics seem to show that single or unattached persons have a much higher incidence of low income. This may be a social indicator for literacy providers to consider including (if they have not done so) within their program statistics. (More information on low income as an indicator may be found in "General Findings".)

## EMPLOYMENT STATUS and SOCIAL ASSISTANCE

According to this survey, persons seeking some types of service are predominantly full-time workers. This is not a significant indicator when examined by itself. If examined with the predominance of social assistance recipients, Atikokan service providers are seeing a predominance of persons receiving Family Benefits.

Next in predominance is the category of unemployment insurance recipients. Literacy providers may be able to track their clients to examine the predominance of employment versus social assistance, combined with other categories, such as age, income level, gender, etcetera. For example, according to Statistics Canada (1986) for the Atikokan area, 76.8% of males, 15 years and older participate in the labour force, as compared with females in the same category who have a participation rate of 55.6%.

The male unemployment rate:  
Males 15 years and older = 17.2%

The female unemployment rate:  
Females 15 years and older = 13.1%

(See "General Findings" within main report for additional information on unemployment and social assistance.)

## SPECIAL NEEDS

According to the survey results, the predominance of clients with special needs were those who were mentally challenged. Atikokan figures also showed a fairly high response rate for special needs in learning. Literacy providers should ensure communication is on-going with other service providers about persons with special needs.

## VOCATIONAL BARRIERS

Injured workers were predominant. In an area where processing and the primary occupations are prominent, literacy providers should promote participation through employment and vocational counselling services.

## PREDOMINANT CHARACTERISTICS

From the survey results, recipients of Family Benefits, the unemployed, persons lacking minimum education for employment and those with developmental disabilities were most notable.

AVERAGE EDUCATION LEVEL

The predominance noted for average education level in the Atikokan area is Grade 8 or Less. From the figures quoted in the community profile, the education levels for persons receiving services show a predominance of the population without a high school education. Grade 9 to 13, without a secondary school diploma, accounts for 39% of the population over 15 years old. 15% of this population group has less than Grade 9. As a social indicator, this is a significant number of the population. The combined figure shows that 54% of the population have not completed high school. This is typical of the Northern region (See "General Findings") and should be considered as a primary social indicator along with other categories, such as age, occupation, and income level. As noted in the survey results, the problem indicates an increase in "on-the-job" literacy training, "as there are many people not working to a Grade 12 level".

INCOME LEVEL

Results show the predominant income level as low household income. The incidence of low income (noted in the community profile) is 15% for the Atikokan area and is also much higher amongst single individuals (34.4%), therefore, income must be examined with marital status in mind. Gender and cultural/ethnic origin also plays a significant role in income level.

As noted in the community profile information:

|  |             |
|--|-------------|
| Males 15 years and over - average income   | \$23,479.00 |
| Females 15 years and over - average income | 10,608.00   |

Compare the above figures with native population average incomes<sup>2</sup>:

|   |             |
|---|-------------|
| Native Males 15 years and over - average income   | \$12,929.00 |
| Native Females 15 years and over - average income | 8,771.00    |

Perhaps for determining major target groups for literacy needs, single adults, combined with indicators of income, social assistance and cultural and ethnic origin should be considered as primary "social indicators of literacy needs" when examining programs. (See "General Findings" for more about all of these characteristics).

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<sup>2</sup> "Northern Ontario Native Demographics, Kenora Management Area", Employment & Immigration Canada. p. 52

## SERVICES PROVIDED

When examining barriers to participation, a look at what types of services are provided to assist persons with accessing programs is necessary. When looking at transportation and child care, which have been noted as problems by respondents, some services do not provide transportation or child care. Transportation is an issue mentioned by some respondents, along with a lack of child care. Atikokan residents do not have access to a system of public transportation. Atikokan has a predominance of services offering personal counselling, transportation and child care. Literacy providers in Atikokan must examine the need for transportation and child care carefully. No observations can be made about transportation and child care services for literacy programs.

Transportation barriers, such as cost of personal means of transportation, lack of public service, lack of volunteer drivers or funding for transportation to programs, geographic area covered by programs and winter weather, can affect the participation rates of town, rural and remote residents, but especially affects access for persons living outside of town.

## RESPONSES TO KNOWLEDGE BASED QUESTIONS

Potential target groups for literacy providers to consider are noted as those who left school prior to completing Grade 8. Single adults were discussed earlier. With child care and associated costs being a barrier, Literacy providers will need support to ensure that single parents are able to participate in programs. Northwestern Ontario has a high native population and figures show<sup>3</sup> that 62% of the employed Native population, aged 15 years and over, has not completed high school. Literacy services should be promoted to this potential target group in the Atikokan area.

Atikokan is not alone in the responses received about barriers, as most communities find transportation, child care, shiftwork, embarrassment/stigma, lack of volunteers and language/cultural barriers are problems they constantly endure. With respect to barriers, one respondent also noted there is a lack of teachers "qualified to teach mentally handicapped with special needs".

The remaining responses are documented in the "Community Survey Results" for use by Literacy providers, who may find this information useful in planning for future needs.

SEE "CONCLUSIONS" IN THE MAIN REPORT FOR FURTHER INFORMATION RELATED TO CHARACTERISTICS COMMON THROUGHOUT THE REGION.

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<sup>3</sup> See Resources - "Northern Ontario Native Demographics, Kenora Management Area", Employment and Immigration Canada





**Marital Status: Predominance: (Slight) Married with Children**

|           |                  |                 |     |                |     |
|-----------|------------------|-----------------|-----|----------------|-----|
| Married:  | 110 (E)<br>3 - X | Children - Yes: | 3-X | Children - No: | 1-X |
| Single:   | 116 (E)<br>3 - X |                 | 2-X |                | 1-X |
| Not Sure: | 15               |                 |     |                |     |

**Employment Status: Predominance: Full-Time**

|            |                  |             |                 |
|------------|------------------|-------------|-----------------|
| Full-Time: | 100 (E)<br>3 - X | Part-Time:  | 13 (E)<br>2 - X |
| Seasonal:  | 52 (E)<br>1 - X  | Occasional: | 3 - X           |

**Social Assistance: Predominance: Family Benefits**

|                        |        |       |
|------------------------|--------|-------|
| UIC:                   | 75 (E) | 1 - X |
| Workers' Compensation: | 4      | 1 - X |
| Disability Pensions:   | 4      | 1 - X |
| General Welfare:       | 17 (E) | 2 - X |
| Family Benefits:       | 74 (E) | 3 - X |

**Special Needs: Predominance: Mentally Challenged**

|                        |        |       |
|------------------------|--------|-------|
| Mentally Challenged:   | 30     | 1 - X |
| Physically Challenged: | 13 (E) |       |
| Learning:              | 13     |       |
| Behavioural:           | 2      |       |
| Prisoners/Inmates:     |        |       |

**Vocational Barriers: Predominance: Injured Workers**

|                  |                 |                    |
|------------------|-----------------|--------------------|
| Injured Workers: | 22 (E)<br>1 - X | Displaced Workers: |
|------------------|-----------------|--------------------|



**Any Characteristic Predominant?:**

- Family Benefits, Abused women and children, unemployed, lacking minimum education for employment.
- Developmental disabilities.

**Average Education Level: Predominance: Grade 8 or Less**

|                                   |         |               |       |
|-----------------------------------|---------|---------------|-------|
| No Formal Schooling:              | 27 (E)  | 1 - X         |       |
| Grade 8 or Less:                  | 142 (E) | 1 - X         |       |
| Grade 9 - 13:                     | 73 (E)  | Diploma:      | No:   |
|                                   | 1 - X   | Yes:<br>2 1-X | 2 - X |
| Trade Certificate:                |         | 1 - X         | 2 - X |
| Non-University: & Non-University) |         | 1 - X         | 2 - X |
| University:                       |         | Degree:       | No:   |
|                                   |         | Yes:<br>1 - X | 2 - X |

**Income Level: Predominance: Low Income**

|                               |               |             |       |
|-------------------------------|---------------|-------------|-------|
| Low (Under 10):               | 96 E<br>3 - X | Individual: | 3 - X |
| Moderately Low:<br>(10 - 25)  | 50 E<br>2 - X | Family:     |       |
| Middle:<br>(25 - 40)          | 1 - X         | Household:  | 130 E |
| Moderately High:<br>(40 - 55) | 10 E          | Don't Know: | X     |
| High (Over 55):               |               |             |       |

| Services Provided:    | YES   | NO    |
|-----------------------|-------|-------|
| Transportation:       | 4 - X | 3 - X |
| If Yes - Voluntary    | 3 - X | 1 - X |
| - Funded              | 3 - X | 2 - X |
| - For Fee             |       | 2 - X |
| Cost of Fee:          |       |       |
| Infant/Child Care:    | 4 - X | 3 - X |
| Personal Counselling: | 5 - X | 3 - X |
| Financial Assistance: | 3 - X | 4 - X |
| Housing Assistance:   | 3 - X | 4 - X |
| Skills Assessment:    | 2 - X | 3 - X |
| Academic Assessment:  | 2 - X | 3 - X |

If literacy programs are not available in your community and surrounding area, do you think there is a need for this type of service?

YES 1 NO 1 DON'T KNOW \_\_\_\_\_

If yes, please indicate a preferred type of program:

Are there any particular population groups in your geographical area which you think could benefit from the establishment of literacy programs?

- Those who left school prior to completing Grade 8.

Are there any types of barriers in your community to persons who might need and make use of literacy services (e.g. - lack of transportation, no/limited child care services, language difficulties, cultural barriers, etc.):

- Lacking teachers qualified to teach mentally handicapped with special needs.
- Cultural Barriers.
- Lack of transportation (no bus service).
- Fear; embarrassment; self-consciousness; low self-esteem; unawareness; easy access.
- Lack of child care.

Does your agency have any data or information available to assist other services in their needs analysis?

YES 3 NO 3 DON'T KNOW 1

If literacy programs are available in your area, do you feel they are meeting local needs? YES 4 NO        DON'T KNOW 2

If NO, please explain:

- See barriers.
- Efforts of staff involved in program are terrific.

Is there a system (formal or informal) in your community for referral of persons in need of literacy services?

YES 7 NO        DON'T KNOW 1

If yes, briefly describe how referrals take place:

- Agencies make initial appointment; call Reading Plus Program and advise that a client has been referred.
- Reading Plus and Atikokan Library provides tutors and assistance.
- Called Atikokan Lifelong Learning Centre.
- Service agencies.
- I refer/suggest to clients to take advantage.

Do you perceive any gaps or overlaps in services among literacy providers or courses? YES 2 NO 3 DON'T KNOW 3

If yes, please explain:

- Lack of knowledge about each other and about learning disabilities.
- Lack of early intervention.
- Program needs more volunteers.

What suggestions would you have for reducing or eliminating any gaps or overlaps in services, or are there community barriers to implementing suggestions?

- More communication and less territorialism.

Should these issues be addressed on a community basis?

YES 1 NO 1 DON'T KNOW 2

What direction or role do you think literacy providers should take for future community program needs?

- Literacy program has "on-the-job" Literacy Worker. This should be increased, as there are many people not working to a grade 12 level.
- Possibly a need for integration into other educational agencies - high school credits completion.

If your service organization is involved with the provision of literacy programs, please outline the future directions of your organization (for example - project an increase/decrease in persons served, courses, maintenance, joint efforts, etc.):

- Project an increase in persons served and types of services offered.
- Under government budget restrictions, our first priority is day school clients.
- Study group at Atikokan Native Friendship Centre every week; tutors provided through Literacy Plus.

Would you like to receive a summary of the survey results?

YES 5 NO 3

Would you like more information about literacy programs?

YES 5 NO 2

#### LEGEND

Survey results were collated and placed into the tables as follows:

1. Numbers are the total of all numerical responses for that category. An (E) indicates only estimates received. (Example: Male - 468 (E))
2. Respondents who indicated characteristics with the use of an "X" were collated as total number of respondents, followed by an "X". (Example: Male -- 2 - X)
3. The top of each table indicates a predominance for that particular characteristic. Predominance is based upon all responses; those indicated by use of an "X", the average of all responses received as a percentage and numerical response totals are all included in the determination of predominance.

## COMMUNITY PROFILE -- DRYDEN

Note: The statistics used in these reports are based on the 1986 Census and these findings may need to be reviewed after the release of the 1991 Census figures.

### ECONOMIC INDICATORS

|                               |                     |
|-------------------------------|---------------------|
| Population (Town only):       | 6,505               |
| Population (P8N Postal Code): | 10,795 <sup>1</sup> |
| Labour Force:                 | 6,775               |
| Average Male Income:          | \$25,665.00         |
| Average Female Income:        | \$11,041.00         |
| Average Household Income:     | \$36,602.00         |
| Trading Area (Population):    | 35,000              |

Major Employers: Canadian Pacific Forest Products Limited  
Alex Wilson Coldstream Limited  
Government of Ontario (various Ministries)  
Dryden Board of Education  
Town of Dryden

The community of Dryden has been prosperous, without most of the adverse effects of the economic downturns many other communities have experienced in the region. Canadian Pacific Forest Products Limited, a diversified pulp and paper company and the town's major employer, has formed the economic base in the town for many years. Dryden serves as a trading area for other smaller communities, due to its central location in what is known as the Patricia region. This community is located on the Trans-Canada Highway, mid-way between Thunder Bay and Winnipeg, and is situated such that traffic from Fort Frances and International Falls, Minnesota, has direct access to the town.

Dryden has a wide range of educational, health, social service and recreational facilities.

### EDUCATIONAL FACILITIES

5 Public Schools  
1 Separate School  
1 Secondary School  
    - Including Adult Education  
1 College;  
    - Including Contact North  
    - Ontario Skills  
Dryden and Region Skills  
    Advisory Committee

### LITERACY & RELATED PROGRAMS

Dryden Literacy Association  
    - One-to-one Tutoring  
    - Family Literacy  
    - ESL (co-sponsored  
        with Board of Ed.)  
    - Small Group  
    - funding applied for  
        Workplace Literacy  
Dryden Board of Education  
    - Co-sponsor of ESL  
    - Joint ILC assistance

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<sup>1</sup> This number reflects the population of both the outlying rural area and the town itself.

**OTHER SERVICES**

Hospital  
 Adult Mental Health Service  
 Child Care Centre  
 Women's Crisis Shelter  
 Children's Mental Health  
 Minimal Care Home for Aged  
 Child and Family Services  
 3 Clinics  
 14 Doctors  
 5 Dentists  
 Public Library  
 Public Health Unit  
 Public Transit (Except Summer)  
 Air Service/Bus Service  
 Economic Development Office.  
 2 Arenas  
 Recreational Facility  
 2 Golf Courses  
 Curling Rink  
 Ski Club  
 Dryden Police Service  
 3 Newspapers (Local)

Federal Government Offices  
 - Canada Post  
 - Employment & Immigration  
 - Transport Canada

Provincial Ministries  
 - Agriculture & Food  
 - Attorney General (Court)  
 - Citizenship  
 - Community & Social Services  
 - Correctional Services  
 - Government Services  
 - Labour  
 - Natural Resources  
 - Northern Development & Mines  
 - Regional Coroner  
 - Revenue  
 - Tourism & Recreation  
 - Transportation

Ontario Provincial Police  
 Radio Station (Local)

**SELECTED POPULATION CHARACTERISTICS**  
 (Statistics Canada - 1986 Census)

|  |       |     |
|--|-------|-----|
| Total Population 15 Years and Over               | 8,465 |     |
| <b>By highest level of schooling</b>             |       |     |
| 1. Less than Grade 9                             | 1,160 | 14% |
| 2. Grades 9 - 13 - without secondary certificate | 2,625 | 31% |
| 3. - with secondary certificate                  | 1,400 | 17% |
| 4. Trades certificate or diploma                 | 395   |     |
| Other non-university education only              |       |     |
| - without certificate                            | 325   |     |
| - with certificate                               | 1,390 |     |
| 5. University - without degree                   | 740   |     |
| - with degree                                    | 430   |     |

**Males - Predominant Occupations<sup>2</sup> (In descending order)**

1. Construction trades
2. Processing
3. Product fabricating, assembling and repair
4. Service
5. Managerial, administrative and related
6. Forestry and logging
7. Sales

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<sup>2</sup> "Northern Ontario Occupations, by CEC", Employment & Immigration Canada, for occupations by Canada Employment Centre

**SELECTED POPULATION CHARACTERISTICS**  
**(Statistics Canada - 1986 Census)**  
**Continued**

**Females - Predominant Occupations<sup>3</sup> (In descending order)**

1. Clerical and related
2. Service
3. Sales
4. Medicine and health
5. Managerial, administrative and related
6. Teaching and related
7. Social sciences and related.

**Average Income**

|                                       |          |
|---------------------------------------|----------|
| Males 15 years and over with income   | \$25,665 |
| Females 15 years and over with income | 11,041   |

**Incidence of Low Income**

|  |        |
|--|--------|
| All economic families                  | 3,010  |
| Low income economic families           | 225    |
| Incidence of low income                | 7.4%   |
| All unattached individuals             | 1,150  |
| Low income unattached individuals      | 315    |
| Incidence of low income                | 27.3%  |
| Total population in private households | 10,660 |
| Persons in low income family units     | 985    |
| Incidence of low income                | 9.3%   |

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<sup>3</sup> "Northern Ontario Occupations, by CEC", Employment & Immigration Canada, for occupations by Canada Employment Centre

## OBSERVATIONS - DRYDEN

Using information from Statistics Canada (1986 Census) and information from the Social Indicators Project survey, some observations follow. Observations which are pertinent to the entire region are located under "General Findings" in the main body of the report.

From our survey, the predominant characteristics of persons seeking social services in Dryden are:

|                                |                                |
|--------------------------------|--------------------------------|
| Gender:                        | Female                         |
| Age:                           | Adult                          |
| Other Cultural/Ethnic Origins: | Native                         |
| First Language:                | English                        |
| Geographic Location:           | Town Resident                  |
| Marital Status:                | Married with Children          |
| Employment Status:             | Full/Part-Time                 |
| Social Assistance:             | Unemployment Insurance         |
| Special Needs:                 | Mentally/Physically Challenged |
| Vocational Barriers:           | No predominance identified     |
| Average Education Level:       | Grade 9 - 13                   |
| Income Level:                  | Moderately Low Family Income   |

This data only provides us with some profile information about persons who typically seek services in this community. Questions may be pursued as a result of this information.

### GENDER

It appears that females predominantly receive or seek services, or is this simply reflective of the general population? Comparing data from our survey with Statistics Canada 1986 Census data for the P8N postal code designation, the percentage of females and males, ages 15 to 64, in the total population of Dryden are:

#### STATISTICS CANADA

|          |     |
|----------|-----|
| FEMALES: | 48% |
| MALES:   | 52% |

#### SOCIAL INDICATORS

|     |
|-----|
| 51% |
| 49% |

This comparison indicates only a 3% differential, which could be attributable to the fact that some services receive funding which is specifically targeted to females, or for which females have traditionally been recipients (example: Family Benefits, Crisis Housing). It would be helpful to literacy programs if they would examine their own statistics regarding gender for purposes of needs analysis. (See "General Findings" for more information about gender and cross-references with other social indicators.)



### AGE

The responses indicated a predominance of adults receiving services, which is not unexpected. Most social service and educational programs, outside the regular school system, are set up for adult access. A question results which literacy providers may wish to examine further: "Are there any other age groups which may require literacy programming and have we met this need?" Some respondents indicated disadvantaged youths as a potentially needy group.

### CULTURE & ETHNIC ORIGIN

The category of other cultures or ethnic origins indicates that native peoples are predominant. This would be normal for most of Northwestern Ontario, since this region of the province has the largest number of native reserves.

There are two reserves in close proximity to Dryden. Page four of the survey results contains a question about population groups which could benefit from literacy programming. The responses indicate that programming targeted to aboriginal peoples may be recommended.

Other cultural characteristics noted include Portuguese, Italian, Philippino, Vietnamese, German and Swiss. Statistics Canada figures (1986) indicate that the immigrant population living in Dryden was 935 persons out of a population of 10,795, or 8.7%. According to these statistics, and excluding immigration from English speaking countries, these immigrants are predominantly from non-English speaking European countries (405 persons of the 935, or slightly less than half of the immigrants living in the area). These 1986 figures also indicate that 60 immigrants were from Italy and 20 were from other Asian countries.

### LANGUAGE - FIRST LANGUAGES/MOTHER TONGUE

The predominance of first language (mother tongue) is English, with categories of "Other" and "Native" being second and third in order. In the other category, German, Swiss and Ukrainian were specifically noted. Statistics Canada figures under "Home Language" indicates 0.8% of the population having a home language that is a "non-official language" (not English or French). This figure is much lower than the immigrant population figure.

### GEOGRAPHIC LOCATION

The indicator of geographic location shows town residents are predominant as recipients of services. This is not a surprising observation, however, because literacy and educational programs are most easily accessed by persons nearest their location.

Access barriers for persons seeking literacy and related programs, such as transportation issues, lack of child care or limited child care services, as well as the burden of personal cost for those services which exist, can especially affect the participation rates of rural and remote residents. (See Services Provided in the Observations for Dryden and "General Findings" of the main report for more on literacy in urban or rural locations.)

### MARITAL STATUS

Responses showed that services are predominantly provided to persons who are married and have children, which is interesting when examining other statistics for the Dryden area. Economically, families are financially better off than single individuals, probably due to the fact that many families have more than one income to rely upon. Marital status is not a social indicator by itself, however, it may be correlated with other information, such as lower income. For example, note the high incidence of low income among unattached individuals in the Dryden area:

|  |   |       |
|--|---|-------|
| Low income among single persons        | = | 27.3% |
| Low income among all economic families | = | 7.4%  |

Perhaps with the broad scope of this project, literacy providers should consider examining marital status closely, since the statistics seem to show that single or unattached persons have a much higher incidence of low income. This may be a social indicator for literacy providers to consider including (if they have not done so) within their program statistics. (More information may be obtained within "General Findings".)

### EMPLOYMENT STATUS and SOCIAL ASSISTANCE

According to this survey, persons seeking some types of service are predominantly full or part-time workers. This is not a significant indicator when examined by itself. If examined with the predominance of social assistance recipients, Dryden service providers are seeing a predominance of persons receiving unemployment insurance.

Next in predominance is the category of family benefits. Literacy providers may be able to track their clients to examine the predominance of employment versus social assistance, combined with other categories, such as age, income level, gender, etcetera. For example, according to Statistics Canada (1986) for the Dryden area, 82.6% of males, 15 years and older participate in the labour force, as compared with females in the same category who have a participation rate of 58.7%.

The male unemployment rate:

|                          |   |       |
|--------------------------|---|-------|
| Males 15 to 24 years old | = | 16.3% |
| Males 25 years and over  | = | 6.7%  |

The female unemployment rate:

|                            |   |       |
|----------------------------|---|-------|
| Females 15 to 25 years old | = | 12.3% |
| Females 25 years and over  | = | 8.6%  |

With the downturn in the Canadian economy, Northern Ontario unemployment rates for 1991 rose to an average of 11.2% of the labour force<sup>4</sup> (according to 1986 statistics, the unemployment rate averaged 9.1%, with female unemployment slightly higher than male). As of June, 1992, Statistics Canada reports an Ontario unemployment rate of 11.6%, the highest in 8 years.

### SPECIAL NEEDS

According to the survey results, the predominance of clients with special needs were those challenged mentally or physically. Dryden figures also showed a fairly high response rate for special needs in learning. One pertinent comment, regarding the lack of tutors who are willing to take clients from the local Community Living Association, should be noted from the responses on page 5 of the survey results. It appears there are difficulties obtaining tutors for some special needs clients and perhaps other avenues of providing programming for these individuals may need to be examined.

### VOCATIONAL BARRIERS

No predominance was indicated. Both injured workers and displaced workers are receiving services.

### PREDOMINANT CHARACTERISTICS

From the survey results, responses verified some of the information. No definitive observations can be made.

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<sup>4</sup> "The Northern Ontario Labour Market, March 1992" (Employment & Immigration Canada); and "Success in the Works, A Profile of Canada's Emerging Workforce", Employment & Immigration Canada

AVERAGE EDUCATION LEVEL

The predominance noted for average education level in the Dryden area is Grade 9 to 13. From the figures quoted in the community profile, the education levels of the area residents match this predominance fairly well. Grade 9 to 13, without a secondary school diploma, accounts for 31% of the population over 15 years old. 14% of this population group has less than Grade 9. As a social indicator, this is a significant number of the population. The combined figure shows that 45% of the population have not completed high school. This is typical of the Northern region (see "General Findings") and should be considered as a primary social indicator along with other categories, such as age, occupation, and income level.

INCOME LEVEL

Survey results show the predominant income level as moderately low income (slight predominance over middle income). This was noted as predominantly family income. The incidence of low income (noted in the community profile) is 7.4% for the Dryden area and is also much higher amongst single individuals, therefore, income must be examined with marital status and cultural and ethnic origin in mind. Gender and cultural/ethnic origin also plays a significant role in income level.

As noted in the community profile information:

|  |             |
|--|-------------|
| Males 15 years and over - average income   | \$25,665.00 |
| Females 15 years and over - average income | 11,041.00   |

Compare the above figures with native population average incomes<sup>5</sup>:

|   |             |
|---|-------------|
| Native Males 15 years and over - average income   | \$13,845.00 |
| Native Females 15 years and over - average income | 8,407.00    |

Perhaps for determining major target groups for literacy needs, single, adult females, combined with indicators of income, social assistance and cultural and ethnic origin should be considered as primary "social indicators of literacy needs" when examining programs. (See "General Findings" for more about all of these characteristics).

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<sup>5</sup> "Northern Ontario Native Demographics, Kenora Management Area", Employment & Immigration Canada

## SERVICES PROVIDED

When examining barriers to participation, a look at what types of services are provided to assist persons with accessing programs is necessary. When looking at transportation and child care, which have been noted as problems by respondents, some services do not provide transportation or child care. Transportation is an issue mentioned very often by respondents, along with lack of child care. Dryden residents do have access to public transportation, except in summer months. Dryden also has a predominance of services offering personal counselling, skills assessment and academic assessment.

Transportation barriers, such as cost of personal means of transportation, lack of public service, lack of volunteer drivers or funding for transportation to programs, geographic area covered by programs and winter weather, can affect the participation rates of town, rural and remote residents, but especially affects access for persons living outside of town.

## RESPONSES TO KNOWLEDGE BASED QUESTIONS

Potential target groups for literacy providers to consider are noted as Aboriginal people, disadvantaged youth, single mothers and the developmentally disabled. Single female adults were discussed earlier and with child care and associated costs being a barrier, Literacy providers will need support to ensure that single mothers are able to participate in programs. Northwestern Ontario has a high native population and figures show<sup>6</sup> that 69% of the employed Native population, aged 15 years and over, has not completed high school. Literacy services should be promoted to this potential target group in the Dryden area.

Dryden is not alone in the responses received about barriers, as most communities find transportation, child care, shiftwork, embarrassment/stigma, lack of volunteers and language/cultural barriers are problems they constantly endure.

The remaining responses are documented in the "Community Survey Results" for use by Literacy providers, who may find this information useful in planning for future needs.

SEE "CONCLUSIONS" IN THE MAIN REPORT FOR FURTHER INFORMATION RELATED TO CHARACTERISTICS COMMON THROUGHOUT THE REGION.

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<sup>6</sup> "Northern Ontario Native Demographics, Kenora Management Area", Employment and Immigration Canada

COMMUNITY SURVEY RESULTS

Social Indicators of Literacy Needs Survey

COMMUNITY: DRYDEN

16 RESPONDENTS

Gender: Predominance: Female

|           |                       |           |
|-----------|-----------------------|-----------|
| Male: 990 | Female: 1117<br>3 - X | Not Sure: |
|-----------|-----------------------|-----------|

Age: Predominance: Adult/Youth  
(Response from a regional service has affected the children figure)

|                              |                              |
|------------------------------|------------------------------|
| Children: 526<br>1 - X       | Adults (16-64): 484<br>4 - X |
| Youths (15-24): 207<br>3 - X | Seniors (65+): 146           |

Cultural & Ethnic Origin: Predominance: Native Peoples

|                              |                         |
|------------------------------|-------------------------|
| Native Peoples: 498<br>3 - X | Immigrants: 30<br>2 - X |
| Refugees: 1<br>1 - X         | Other Culture: 2 - X    |

Other Cultural Characteristic: Portugese, Italian, Philippino, Vietnamese, German, Swiss

Language: First Language(s) Predominance: English  
- Mother Tongue

|                       |                                   |
|-----------------------|-----------------------------------|
| English: 538<br>6 - X | French: 17<br>2 - X               |
| Native: 35<br>2 - X   | Specify:                          |
| Other: 45<br>1 - X    | Specify: German, Swiss, Ukrainian |

Geographic Location: Predominance: Town Resident

|                    |                     |                     |
|--------------------|---------------------|---------------------|
| Town: 450<br>6 - X | Rural: 181<br>7 - X | Remote: 16<br>2 - X |
|--------------------|---------------------|---------------------|

**Marital Status:** Predominance: **Married with Children**

|           |              |                 |           |                |     |
|-----------|--------------|-----------------|-----------|----------------|-----|
| Married:  | 275<br>7 - X | Children - Yes: | 16<br>6-X | Children - No: | 2-X |
| Single:   | 133<br>4 - X | 11              | 4-X       | 4-X            |     |
| Not Sure: | 3            |                 |           |                |     |

(One respondent included "widowed" as a category)

**Employment Status:** Predominance: **Full-Time/Part-Time**

|            |              |             |             |
|------------|--------------|-------------|-------------|
| Full-Time: | 129<br>4 - X | Part-Time:  | 89<br>5 - X |
| Seasonal:  | 20<br>4 - X  | Occasional: | 20<br>6 - X |

(One respondent indicated "Retired" as a category)

**Social Assistance:** Predominance: **UIC**

|                        |    |       |
|------------------------|----|-------|
| UIC:                   | 61 | 4 - X |
| Workers' Compensation: | 5  | 3 - X |
| Disability Pensions:   | 36 | 3 - X |
| General Welfare:       | 28 | 4 - X |
| Family Benefits:       | 45 | 3 - X |

**Special Needs:** Predominance: **Mentally/Physically Challenged**  
(Responses from a regional service affected the behavioural figure)

|                        |     |       |
|------------------------|-----|-------|
| Mentally Challenged:   | 93  | 2 - X |
| Physically Challenged: | 91  | 2 - X |
| Learning:              | 68  | 2 - X |
| Behavioural:           | 609 | 2 - X |
| Prisoners/Inmates:     |     | 2 - X |

**Vocational Barriers:** Predominance: **None**

|                  |             |                    |             |
|------------------|-------------|--------------------|-------------|
| Injured Workers: | 30<br>1 - X | Displaced Workers: | 30<br>1 - X |
|------------------|-------------|--------------------|-------------|



**Any Characteristic Predominant?:**

- Most need OSSD
- Poor environment, little education and work experience
- Majority female 20-40 years old with children, 1/2 married and 1/2 single parents.

**Average Education Level:                      Predominance:    Grade 9 - 13**

|  |       |           |       |
|--|-------|-----------|-------|
| No Formal Schooling:                                   | 3     | 1 - X     |       |
| Grade 8 or Less:                                       | 77    | 2 - X     |       |
| Grade 9 - 13:  | 276   | Diploma:  | No:   |
|  | 5 - X | Yes:      | 2 - X |
|  |       | 20    2-X |       |
| Trade Certificate:                                     |       | 37    1-X | 1 - X |
| Non-University:                      & Non-University) |       | 20    1-X | 1 - X |
| University:  |       | Degree:   |       |
|  |       | Yes:      | 1 - X |
|  |       | 2    1-X  |       |

**Income Level:                      Predominance:    (Slight) Moderately Low Income**

|                               |       |             |       |
|-------------------------------|-------|-------------|-------|
| Low (Under 10):               | 31    | Individual: | 60    |
|                               | 4 - X |             | 3 - X |
| Moderately Low:<br>(10 - 25)  | 149   | Family:     | 140   |
|                               | 2 - X |             | 1 - X |
| Middle:<br>(25 - 40)          | 143   | Household:  |       |
|                               | 2 - X |             | 2 - X |
| Moderately High:<br>(40 - 55) | 50    | Don't Know: | 3 - X |
|                               | 1 - X |             |       |
| High (Over 55):               | 5     |             |       |
|                               | 1 - X |             |       |



| Services Provided:    | YES   | NO    |
|-----------------------|-------|-------|
| Transportation:       | 3 - X | 5 - X |
| If Yes - Voluntary    | 3 - X | 4 - X |
| - Funded              | 2 - X | 4 - X |
| - For Fee             | 1 - X | 4 - X |
| Cost of Fee:          |       |       |
| Infant/Child Care:    | 3 - X | 5 - X |
| Personal Counselling: | 8 - X | 3 - X |
| Financial Assistance: |       | 9 - X |
| Housing Assistance:   | 2 - X | 9 - X |
| Skills Assessment:    | 6 - X | 7 - X |
| Academic Assessment:  | 5 - X | 4 - X |

If literacy programs are not available in your community and surrounding area, do you think there is a need for this type of service?

YES \_\_\_\_\_ NO \_\_\_\_\_ DON'T KNOW 3

- Did not know of program. Please send more information.

If yes, please indicate a preferred type of program:

- No preference

Are there any particular population groups in your geographical area which you think could benefit from the establishment of literacy programs?

- Aboriginal people - The reserves
- Disadvantaged youths, single moms
- Perhaps natives, in some locations
- Developmentally disabled

Are there any types of barriers in your community to persons who might need and make use of literacy services (e.g. - lack of transportation, no/limited child care services, language difficulties, cultural barriers, etc.):

- All of the above (mentioned several times)
- Transportation
- Child care
- Shiftwork
- Embarrassment/stigma
- Lack of volunteers to facilitate developmentally disabled
- Geographical spread out

Does your agency have any data or information available to assist other services in their needs analysis?

YES 2 NO 6 DON'T KNOW 3

If literacy programs are available in your area, do you feel they are meeting local needs? YES 4 NO 1 DON'T KNOW 6

If NO, please explain:

- Limited funding available (ie - workplace program being cancelled)
- The program could use more funding
- There are not enough volunteers

Is there a system (formal or informal) in your community for referral of persons in need of literacy services?

YES 8 NO        DON'T KNOW 4

If yes, briefly describe how referrals take place:

- Literacy Association accepts referrals from agencies/organizations, however, participation must be voluntary.
- Informally through other agencies.
- Phone calls and discussions with tutors and appointments made.
- Very informal network, but is effective.
- (Dryden District Association for Community Living) Association makes contact with Literacy; they may ask Volunteer Bureau for tutors, but very often reach a stalemate because of the lack of tutors willing to take a person from our association.
- Persons in Vermilion Bay contact Social Planning Council or Eagle River School or Lillian Berg School.
- Phone calls or referrals to Northwest or Dryden Literacy.

Do you perceive any gaps or overlaps in services among literacy providers or courses? YES 2 NO 5 DON'T KNOW 6

If yes, please explain:

- Some gaps and overlaps for adult education in general. There is not a single umbrella group responsible.
- I believe there is a need for Literacy and Continuing Education, as they offer two different services; there is a wide range of limitations in our local population and we require an overall service to meet everyone's individual needs.

What suggestions would you have for reducing or eliminating any gaps or overlaps in services, or are there community barriers to implementing suggestions?

- Can see practicality of restructuring under Local Boards. Avoid duplication; partnership input.
- The provincial government doesn't have a vision for adult education. What happens presently is very fractured.
- Believe there are services in place now that can meet some of the needs required; we do access generic services, but some of the basic skills can and should be taught at our agency.

Should these issues be addressed on a community basis?

YES 3 NO 1 DON'T KNOW 3

What direction or role do you think literacy providers should take for future community program needs?

- Lobby for stability of long-term funding, instead of spending energy/hours on grants. This time could be used more advantageously in program delivery.
- Lobby the provincial government along with other service providers.
- Provide more programs directed at youth (i.e. high school drop-outs and school aged children) to create an interest in reading that will continue into adulthood.
- Use of family as providers should be continued.
- More literacy in workforce, family based literacy programs, and Ministry of Education should offer more support and direction.

If your service organization is involved with the provision of literacy programs, please outline the future directions of your organization (for example - project an increase/decrease in persons served, courses, maintenance, joint efforts, etc.):

- Project maintaining our present delivery modes (i.e. one-to-one, small group, family literacy, English as a Second Language, and hope to find funding to renew our workplace program.
- Maintain same role.
- Not involved on a regular basis.
- Our association (Dryden District Association for Community Living) advocates independence and community integration. In terms of seeking out supported employment programs, etc. Literacy in all areas of developmental functioning should be a large part, where required.

Would you like to receive a summary of the survey results?

YES 4 NO 7

Would you like more information about literacy programs?

YES 4 NO 6

LEGEND

Survey results were collated and placed into the tables as follows:

1. Numbers are the total of all numerical responses for that category. An (E) indicates only estimates received. (Example: Male - 468 (E))
2. Respondents who indicated characteristics with the use of an "X" were collated as total number of respondents, followed by an "X". (Example: Male -- 2 - X)
3. The top of each table indicates a predominance for that particular characteristic. Predominance is based upon all responses; those indicated by use of an "X", the average of all responses received as a percentage and numerical response totals are all included in the determination of predominance.

## COMMUNITY PROFILE -- FORT FRANCES

Note: The statistics used in these reports are based on the 1986 Census and these findings may need to be reviewed after the release of the 1991 Census figures.

### ECONOMIC INDICATORS

|                               |                     |
|-------------------------------|---------------------|
| Population (Town only):       | 8,870               |
| Population (P9A Postal Code): | 10,955 <sup>1</sup> |
| Labour Force:                 | 5,715 <sup>2</sup>  |
| Average Male Income:          | \$24,075.00         |
| Average Female Income:        | \$11,520.00         |
| Average Household Income:     | \$33,922.00         |
| Trading Area (Population):    | 22,875 <sup>3</sup> |

Major Employers: Boise Cascade Canada (Newsprint & Pulp Mill)  
Fort Frances - Rainy River School Board  
LaVerendrye Hospital  
Ontario Hydro  
Town of Fort Frances  
Rainycrest Home for the Aged  
Bell Canada  
George Armstrong Construction

Fort Frances and its immediate area is situated along Rainy River, forming a natural border between Ontario and Minnesota, and is a major entry point for tourism into Northwestern Ontario. Fort Frances is Northwestern Ontario's third largest centre (Thunder Bay being largest and Kenora second largest). Since it is a "border town" to the United States, customs and brokerage services are available. The town and surrounding municipalities and townships have a wealth of natural resources. These support four basic industries: forestry, tourism, mining and manufacturing. Agriculture is also more active in the Fort Frances - Rainy River area than elsewhere in the region (outside Thunder Bay), due to a slightly milder climate. Government services contribute a large amount to the local economy. The local economy fared somewhat better than the Provincial and National averages during the 1981-1982 recession. The current recession has not hit as severely as in more industrial centres, but it has been felt.

- 
- <sup>1</sup> This number reflects the population of both the outlying rural area and the town itself.
  - <sup>2</sup> This figure consist of labour force within P9A postal code area - Fort Frances and immediate surrounding area.
  - <sup>3</sup> Population figure includes all population from the Rainy River District, including Atikokan, Emo, Fort Frances, Rainy River and all townships. U.S. population which may form part of the "trading population" is not included, as this figure was not available.

Fort Frances, and area, has a wide range of educational, health, social service and recreation facilities.

#### EDUCATIONAL FACILITIES

5 Public Schools  
2 Separate Schools  
2 Secondary Schools  
    - Including Alternative Education  
1 College (Confederation College)  
    - Including Contact North  
    - Ontario Skills  
University Extension Program  
Ontario Skills Development Committee  
Industrial Training Committee  
Canada Employment Centre Options  
Boise Cascade Apprenticeship Program  
Rainy River College, International  
Falls, Minnesota, U.S.A.

#### LITERACY & RELATED PROGRAMS

Fort Frances Volunteer  
Bureau  
"Read Write Program"  
    - One-to-one Tutoring  
    - Family Literacy  
    - Reading Circle  
    - Grammar in the  
    Workplace  
    - Developing Youth  
    Literacy:  
        - One-to-One Tutoring  
        - Peer Tutoring  
        - Small Group  
United Native Friendship  
Centre  
    - Literacy programs  
    - Basic English  
    - Native Language  
    Program  
    - Native Arts & Crafts  
    (cultural awareness  
    activities)  
    (Child Care program)

#### OTHER SERVICES

Hospital  
Nursing Home  
Home for the Aged  
Adult Mental Health Service  
Child and Family Services and  
    Childrens' Mental Health  
Native Medical Service  
Public Health Unit  
Child Care Centre  
Clinic  
13 Doctors  
5 Dentists  
Public Library  
Public Transit  
Air Service/Bus Service  
Cross Country Ski Trail  
Curling Rink  
Recreation/Arena/Pool Complex  
Golf Course  
  
Economic Development Office  
Municipal Police  
R.C.M.P.  
2 Newspapers (1- Fort Frances  
                  1- Int'l Falls)

Federal Government  
    - Canada Customs  
    - Employment & Immigration  
    - Native Medical Services

Provincial Ministries  
    - Attorney General (Court)  
    - Citizenship & Culture  
    - Community & Social Services  
    - Consumer & Commercial Rel.  
    - Correctional Services  
    - Environment  
    - Natural Resources  
    - Northern Development & Mines  
    - Revenue  
    - Skills Development  
    - Tourism & Recreation  
    - Transportation  
Ontario Provincial Police  
Canada Customs  
3 Radio Stations (1-Fort Frances  
                  2-Int'l Falls)

**SELECTED POPULATION CHARACTERISTICS**  
(Statistics Canada - 1986 Census - P9A Postal Code)

|  |       |     |
|--|-------|-----|
| Total Population 15 Years and Over               | 8,495 |     |
| By highest level of schooling                    |       |     |
| 1. Less than Grade 9                             | 1,350 | 16% |
| 2. Grades 9 - 13 - without secondary certificate | 2,910 | 34% |
| 3. - with secondary certificate                  | 1,135 | 13% |
| 4. Trades certificate or diploma                 | 270   |     |
| Other non-university education only              |       |     |
| - without certificate                            | 460   |     |
| - with certificate                               | 1,150 |     |
| 5. University                                    |       |     |
| - without degree                                 | 670   |     |
| - with degree                                    | 560   |     |

**Males - Predominant Occupations<sup>4</sup> (In descending order)**

1. Processing
2. Construction trades
3. Managerial, administrative and related
4. Service
5. Product fabricating, assembling and repair
6. Sales
7. Clerical and related AND Transport equipment operating

**Females - Predominant Occupations<sup>5</sup> (In descending order)**

1. Clerical and related
2. Service
3. Medicine and health
4. Sales
5. Managerial, administrative and related
6. Teaching and related
7. Social sciences and related.

**Average Income**

|                                       |          |
|---------------------------------------|----------|
| Males 15 years and over with income   | \$24,075 |
| Females 15 years and over with income | 11,520   |

**Incidence of Low Income**

|  |        |       |
|--|--------|-------|
| All economic families                  | 2,810  |       |
| Low income economic families           | 220    |       |
| Incidence of low income                |        | 7.7%  |
| All unattached individuals             | 1,170  |       |
| Low income unattached individuals      | 315    |       |
| Incidence of low income                |        | 27.2% |
| Total population in private households | 10,000 |       |
| Persons in low income family units     | 985    |       |
| Incidence of low income                |        | 9.9%  |

<sup>4</sup> "Northern Ontario Occupations, by CEC", Employment & Immigration Canada, for occupations by Canada Employment Centre

<sup>5</sup> "Northern Ontario Occupations, by CEC", Employment & Immigration Canada, for occupations by Canada Employment Centre



## OBSERVATIONS - FORT FRANCES

Using information from Statistics Canada (1986 Census) and information from the Social Indicators Project survey, some observations follow. Observations which are pertinent to the entire region are located under "General Findings" in the main body of the report.

From our survey, the predominant characteristics of persons seeking social services in Fort Frances are:

|                                |                       |
|--------------------------------|-----------------------|
| Gender:                        | Female (Slight)       |
| Age:                           | Adult                 |
| Other Cultural/Ethnic Origins: | Native                |
| First Language:                | English               |
| Geographic Location:           | Town Resident         |
| Marital Status:                | Single                |
| Employment Status:             | Other than Full-Time  |
| Social Assistance:             | General Welfare       |
| Special Needs:                 | Physically Challenged |
| Vocational Barriers:           | Injured Workers       |
| Average Education Level:       | Grade 9 - 13          |
| Income Level:                  | Low Individual Income |

This data only provides us with some profile information about persons who typically seek services in this community. Questions may be pursued as a result of this information.

### GENDER

It appears that females have a slight predominance when receiving or seeking services, or is this simply reflective of the general population? Comparing data from our survey with Statistics Canada 1986 Census data for the P9A postal code designation, the percentage of females and males, ages 15 to 64, in the total population of Fort Frances are:

| STATISTICS CANADA |       | SOCIAL INDICATORS |
|-------------------|-------|-------------------|
| FEMALES:          | 49.9% | 50.7%             |
| MALES:            | 50.1% | 49.3%             |

This comparison shows very little difference between the relatively equal male/female population characteristic when compared with the figures received in our survey for persons seeking services. There is a slight predominance for females using social services in the Fort Frances area. It is interesting that many other communities surveyed showed a tendency towards female recipients. Tracking gender along with other cross-referents would provide additional information for client profiles and needs analysis for literacy programs. (See "General Findings" for more information about gender and cross-references with other social indicators.)



## AGE

The responses indicated a predominance of adults receiving services, which is not unexpected. Most social service and educational programs, outside the regular school system, are set up for adult access. A question results which literacy providers may wish to examine further: "Are there any other age groups which may require literacy programming and have we met this need?". For example, another community indicated extremely disadvantaged youth could benefit from literacy programs.

## CULTURE & ETHNIC ORIGIN

The category of other cultures or ethnic origins indicates that native peoples are predominant. This would be normal for most of Northwestern Ontario, since this region of the province has the largest number of native reserves.

There are nine (9) reserves in the Rainy River District, with four reserves in close proximity to Fort Frances. The additional five reserves make use of Fort Frances' facilities and services. Page four of the survey results contains a question about population groups which could benefit from literacy programming. The responses indicate that programming targeted to aboriginal peoples may be strongly recommended for this centralized community and within the more isolated reserves.

Immigrants were noted as a strong second category. Statistics Canada figures (1986) indicate that the immigrant population living in Fort Frances was 1,020 persons out of a population of 10,955, or 9.3%. According to these statistics, and excluding immigration from English speaking countries, these immigrants are predominantly from non-English speaking European countries (265 persons of the 1,025, or slightly more than one quarter of the immigrants living in the area). These 1986 figures also indicate that 50 of these immigrants were from "Other Asia", 40 were from Italy, 15 from "Africa", 10 were from "Other Americas", and 10 were listed as "Other". When examining the breakdown of the immigrant population, although the total is no higher in proportion to other communities, Fort Frances tends to have more immigrants from the United States (42% of immigrant total and the total from English speaking countries is 61%). This is not surprising, since Fort Frances is on the border.

### LANGUAGE - FIRST LANGUAGES/MOTHER TONGUE

The predominance of first language (mother tongue) is Native languages. The predominant native languages, spoken as a "mother tongue", are Ojibway and Cree. In the "other" category, German, Ukrainian, Italian, Indo-Chinese (Laotian, Vietnamese and Chinese), Spanish and Hungarian were noted. Statistics Canada figures under "Home Language" indicates 1.5% of the population having a home language that is a "non-official language" (not English or French). This figure is much lower than the immigrant population figure, but may not be accurate for the aboriginal population.

Statistics Canada figures show that 16.4% of the population indicate a single origin as "aboriginal peoples". Numbers from our survey, although not definitive, indicate 3% of persons served have a first language that is one of the two Native languages spoken in the area. (See "General Findings" for more information.)

### GEOGRAPHIC LOCATION

The indicator of geographic location shows town residents are predominant as recipients of services. This is not a surprising observation, however, because literacy and educational programs are most easily accessed by persons nearest their location.

Access barriers for persons seeking literacy and related programs, such as distance and transportation issues, lack of child care or limited child care services, as well as the burden of personal cost for those services which exist, can especially affect the participation rates of rural and remote residents. (See Services Provided later in the Observations for Fort Frances and "General Findings" of the main report for information on literacy levels in urban or rural locations.)

### MARITAL STATUS

Responses showed that services are predominantly provided to persons who are single, which is interesting when examining other statistics for the Fort Frances area. Economically, families are financially better off than single individuals, probably due to the fact that many families have more than one income to rely upon. Marital status is not a social indicator by itself, however, it may be correlated with other information, such as lower income. For example, note the high incidence of low income among unattached individuals. In the Fort Frances area:

|  |   |       |
|--|---|-------|
| Low income among single persons        | = | 27.2% |
| Low income among all economic families | = | 7.7%. |

Perhaps with the broad scope of this project, literacy providers should consider examining marital status closely, since the statistics seem to show that single or unattached persons have a much higher incidence of low income. This may be a social indicator for literacy providers to consider including (if they have not done so) within their program statistics. (More information on low income as an indicator may be found in "General Findings".)

### EMPLOYMENT STATUS and SOCIAL ASSISTANCE

According to this survey, persons seeking some types of service are predominantly part-time, seasonal or occasional workers. This is not a significant indicator when examined by itself. If examined with the predominance of social assistance recipients, Fort Frances service providers are seeing a predominance of persons receiving general welfare.

Next in predominance is the category of disability pension recipients and family benefits recipients. Literacy providers may be able to track their clients to examine the predominance of employment versus social assistance, combined with other categories, such as age, income level, gender, etcetera. For example, according to Statistics Canada (1986) for the Fort Frances area, 78% of males, 15 years and older participate in the labour force, as compared with females in the same category who have a participation rate of 56.8%.

The male unemployment rate:  
Males 15 to 24 years old = 14%  
Males 25 years and over = 4.5%

The female unemployment rate:  
Females 15 to 25 years old = 16.9%  
Females 25 years and over = 6.9%

(See "General Findings" within main report for additional information on unemployment and social assistance.)

### SPECIAL NEEDS

According to the survey results, the predominance of clients with special needs were those who were physically challenged. Fort Frances figures also showed a fairly high response rate for special needs for the mentally challenged. Literacy providers should ensure communication is on-going with other service providers about persons with special needs.

### VOCATIONAL BARRIERS

Injured workers were predominant. In an area where processing and the construction trades are prominent, literacy providers should promote participation through employment and vocational counselling services.

### PREDOMINANT CHARACTERISTICS

From the survey results, lack of academics is most notable. No definitive observations can be made.

### AVERAGE EDUCATION LEVEL

The predominance noted for average education level in the Fort Frances area is Grade 9 to 13, without a diploma. From the figures quoted in the community profile, the education levels are consistent. Grade 9 to 13, without a secondary school diploma, accounts for 34% of the population over 15 years old. 16% of this population group has less than Grade 9. As a social indicator, this is a significant number of the population. The combined figure shows that 50% of the population have not completed high school. This is typical of the Northern region and metropolitan areas (See "General Findings") and should be considered as a primary social indicator along with other categories, such as age, occupation, and income level. The "Community Survey Results" also show a markedly high number of persons with Grade 8 or less or no formal schooling. As respondents in the "Community Survey Results" noted, "The problem lies in the numbers requiring programs, but unable or unwilling to participate" and "There needs to be a training 'culture' established, with elimination of the stigma of illiteracy".

## INCOME LEVEL

Survey results show the predominant income level as low individual income. The incidence of low income (noted in the community profile) is 9.9% for the Fort Frances area and is also much higher amongst single individuals, therefore, income must be examined with marital status in mind. Gender and cultural/ethnic origin also plays a significant role in income level.

As noted in the community profile information:

|                           |                  |             |
|---------------------------|------------------|-------------|
| Males 15 years and over   | - average income | \$24,075.00 |
| Females 15 years and over | - average income | 11,520.00   |

Compare the above figures with native population average incomes<sup>6</sup>:

|                                  |                  |             |
|----------------------------------|------------------|-------------|
| Native Males 15 years and over   | - average income | \$12,929.00 |
| Native Females 15 years and over | - average income | 8,771.00    |

Perhaps for determining major target groups for literacy needs, single adults, combined with indicators of income, social assistance and cultural and ethnic origin should be considered as primary "social indicators of literacy needs" when examining programs. (See "General Findings" for more about all of these characteristics).

## SERVICES PROVIDED

When examining barriers to participation, a look at what types of services are provided to assist persons with accessing programs is necessary. When looking at transportation and child care, which have been noted as problems by respondents, many services do not provide transportation or child care. Transportation is an issue mentioned very often by respondents, along with the lack of child care. Fort Frances residents do have access to public transportation. Fort Frances also has a predominance of services offering personal counselling, skills assessment and academic assessment.

Transportation barriers, such as cost of personal means of transportation, lack of public service, lack of volunteer drivers or funding for transportation to programs, geographic area covered by programs and winter weather, can affect the participation rates of town, rural and remote residents, but especially affects access for persons living outside of town.

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<sup>6</sup> "Northern Ontario Native Demographics, Kenora Management Area", Employment & Immigration Canada

## RESPONSES TO KNOWLEDGE BASED QUESTIONS

Potential target groups for literacy providers to consider are noted as Aboriginal people, welfare and family benefits recipients, and the underemployed. Single adults were discussed earlier. With child care and associated costs being a barrier, Literacy providers will need support to ensure that single parents are able to participate in programs. Northwestern Ontario has a high native population and figures show<sup>7</sup> that 62% of the employed Native population, aged 15 years and over, has not completed high school. Literacy services should be promoted to this potential target group in the Fort Frances area.

Fort Frances is not alone in the responses received about barriers, as most communities find transportation, child care, shiftwork, embarrassment/stigma, lack of volunteers and language/cultural barriers are problems they constantly endure.

The remaining responses are documented in the "Community Survey Results" for use by Literacy providers, who may find this information useful in planning for future needs.

SEE "CONCLUSIONS" IN THE MAIN REPORT FOR FURTHER INFORMATION RELATED TO CHARACTERISTICS COMMON THROUGHOUT THE REGION.

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<sup>7</sup> " Northern Ontario Native Demographics, Kenora Management Area", Employment and Immigration Canada



**Marital Status: Predominance: Single**

|           |              |                        |                       |
|-----------|--------------|------------------------|-----------------------|
| Married:  | 285<br>7 - X | Children - Yes:<br>7-X | Children - No:<br>2-X |
| Single:   | 396<br>6 - X | 3-X                    | 3-X                   |
| Not Sure: | 4            |                        |                       |

**Employment Status: Predominance: Other than Full-Time**

|            |             |             |             |
|------------|-------------|-------------|-------------|
| Full-Time: | 21<br>5 - X | Part-Time:  | 14<br>5 - X |
| Seasonal:  | 16<br>5 - X | Occasional: | 4<br>5 - X  |

**Social Assistance: Predominance: General Welfare**

|                        |    |       |
|------------------------|----|-------|
| UIC:                   | 16 | 7 - X |
| Workers' Compensation: |    | 4 - X |
| Disability Pensions:   | 44 | 4 - X |
| General Welfare:       | 65 | 7 - X |
| Family Benefits:       | 25 | 5 - X |

**Special Needs: Predominance: Physically Challenged**

|                        |    |       |
|------------------------|----|-------|
| Mentally Challenged:   | 82 | 3 - X |
| Physically Challenged: | 93 | 3 - X |
| Learning:              | 24 | 4 - X |
| Behavioural:           | 4  | 4 - X |
| Prisoners/Inmates:     | 33 | 1 - X |

**Vocational Barriers: Predominance: Injured Workers**

|                  |             |                    |       |
|------------------|-------------|--------------------|-------|
| Injured Workers: | 20<br>4 - X | Displaced Workers: | 3 - X |
|------------------|-------------|--------------------|-------|



**Any Characteristic Predominant?:**

- Cultural/Historical
- Lack of academics

**Average Education Level:                      Predominance:    Grade 9 - 13**

|                      |       |            |             |
|----------------------|-------|------------|-------------|
| No Formal Schooling: | 107   | 3 - X      |             |
| Grade 8 or Less:     | 416   | 4 - X      |             |
| Grade 9 - 13:        | 618   | Diploma:   | No:         |
|                      | 7 - X | Yes:       | 17      6-X |
|                      |       | 1      4-X |             |
| Trade Certificate:   |       | 3-X        | 6 - X       |
| Non-University:      |       | 3-X        | 6 - X       |
| University:          |       | Degree:    |             |
|                      |       | Yes:       | 5 - X       |
|                      |       | 2-X        |             |

**Income Level:                      Predominance:    Low Income**

|                  |       |             |       |
|------------------|-------|-------------|-------|
| Low (Under 10):  | 36    | Individual: | 41    |
|                  | 6 - X |             | 2 - X |
| Moderately Low:  | 5     | Family:     |       |
| (10 - 25)        | 6 - X |             | 3 - X |
| Middle:          |       | Household:  |       |
| (25 - 40)        | 2 - X |             | 4 - X |
| Moderately High: |       | Don't Know: |       |
| (40 - 55)        | 1 - X |             | 3 - X |
| High (Over 55):  |       |             |       |
|                  | 1 - X |             |       |

| Services Provided:    | YES                                      | NO                    |
|-----------------------|--|-----------------------|
| Transportation:       | 2 - X                                    | 9 - X                 |
| If Yes - Voluntary    | 1 - X                                    | 2 - X                 |
| - Funded              | 3 - X                                    | 2 - X                 |
| - For Fee             | 2 - X                                    | 3 - X                 |
| Cost of Fee:          | - \$40.00<br>- Through Work              | - Varies<br>Placement |
| Infant/Child Care:    | 3 - X<br>(For Fam. Lit.<br>& Read To Me) | 7 - X                 |
| Personal Counselling: | 7 - X                                    | 5 - X                 |
| Financial Assistance: | 7 - X                                    | 6 - X                 |
| Housing Assistance:   | 2 - X                                    | 9 - X                 |
| Skills Assessment:    | 8 - X                                    | 4 - X                 |
| Academic Assessment:  | 3 - X                                    | 8 - X                 |

If literacy programs are not available in your community and surrounding area, do you think there is a need for this type of service?

YES 3 NO \_\_\_\_\_ DON'T KNOW 2

If yes, please indicate a preferred type of program:

- In surrounding rural areas, as well as within centres.

Are there any particular population groups in your geographical area which you think could benefit from the establishment of literacy programs?

- First Nations people, welfare recipients, mother's allowance recipients.
- Underemployed.
- Natives in isolated reserves.
- People who are struggling to learn to write and speak the English language as a second language.
- Not specifically, program seems to transcend specific groups.

Are there any types of barriers in your community to persons who might need and make use of literacy services (e.g. - lack of transportation, no/limited child care services, language difficulties, cultural barriers, etc.):

- All of the above and fear of being laughed at, put down, by peers, family and "the system" which failed them in the first place.
- All of the above (mentioned by two respondents).
- Limited child care, language difficulties, cultural barriers.
- Transportation (mentioned twice).
- Cultural barriers, peer pressure.

Does your agency have any data or information available to assist other services in their needs analysis?

YES 1 NO 7 DON'T KNOW 6

If literacy programs are available in your area, do you feel they are meeting local needs? YES 6 NO 4 DON'T KNOW 4

If NO, please explain:

- The problem lies in the numbers requiring programs, but unable or unwilling to participate.
- Not clear on who is their target group. Believe employed individuals with this problem have a great fear of the unknown and embarrassment.
- Nearest literacy program is in Fort Frances, which is 40 miles one way (return 80 miles).
- I don't think we are reaching enough people.
- Because still a lot of people aren't aware we exist and some of the programs still feel like they are in the development stage, but we are working on it. Also, it is difficult to get tutors to meet the rural needs.

Is there a system (formal or informal) in your community for referral of persons in need of literacy services?

YES 6 NO 3 DON'T KNOW 2

If yes, briefly describe how referrals take place:

- To Volunteer Bureau; takes referrals (mentioned twice).
- People in need are directed to Literacy Program.
- Informal system - referrals from agencies.

Do you perceive any gaps or overlaps in services among literacy providers or courses? YES 4 NO 1 DON'T KNOW 7

If yes, please explain:

- Many need income support, day care, counselling/treatment for personal and social problems.
- Public School, Secondary School, Alternative Education, Confederation College and Volunteer Bureau all provide literacy training.
- Entrepreneurial or due to local variables.
- Gaps in meeting the needs of the outlying communities.

What suggestions would you have for reducing or eliminating any gaps or overlaps in services, or are there community barriers to implementing suggestions?

- Needs to be a training "culture" established; elimination of stigma of illiteracy; lack of numeracy.
- Have only one "non-board of education" literacy course (i.e. after student has left the education system).
- More communication within various organizations for identifying this problem and providing referrals.
- Joint planning/co-ordination among providers.
- Set up specific programs on native reserves.

Should these issues be addressed on a community basis?

YES 7 NO \_\_\_\_\_ DON'T KNOW 2  
(One respondent says "District" basis)

What direction or role do you think literacy providers should take for future community program needs?

- More effective, yet gentle way of motivating individuals to participate, even in identifying them.
- Responsive to facilitation/responsive to local issues.
- Should advertise to native communities, not only in town area, bringing literacy by doing presentations in each community.
- Present system works well -- continue.
- We will be continuing to provide one-to-one literacy and establishing good tutor/staff relations to build a strong network of tutors. Also, we will be establishing more programs, such as Family Literacy, which we are in the process of developing.

If your service organization is involved with the provision of literacy programs, please outline the future directions of your organization (for example - project an increase/decrease in persons served, courses, maintenance, joint efforts, etc.):

Would you like to receive a summary of the survey results?

YES 8 NO 2

Would you like more information about literacy programs?

YES 6 NO 2

LEGEND

Survey results were collated and placed into the tables as follows:

1. Numbers are the total of all numerical responses for that category.  
(Example: Male - 468)
2. Respondents who indicated characteristics with the use of an "X" were collated as total number of respondents, followed by an "X".  
(Example: Male -- 2 - X)
3. The top of each table indicates a predominance for that particular characteristic. Predominance is based upon all responses; those indicated by use of an "X", the average of all responses received as a percentage and numerical response totals are all included in the determination of predominance.

COMMUNITY PROFILE -- IGNACE

Note: The statistics used in these reports are based on the 1986 Census and these findings may need to be reviewed after the release of the 1991 Census figures.

**ECONOMIC INDICATORS**

|                            |   |
|----------------------------|---|
| Population:                | 2,315 <sup>1</sup>                                      |
| Labour Force:              | 1,250   |
| Average Male Income:       | \$29,354.00   |
| Average Female Income:     | \$ 9,113.00   |
| Average Household Income:  | \$37,725.00   |
| Trading Area (Population): | Ignace, Savant Lake, Pickle Lake, Silver Dollar, Upsala |

Major Employers: Canadian Pacific Forest Products Limited  
Ministry of Natural Resources  
Dryden Board of Education  
Canadian Pacific Railways  
Ignace Sawmill (Seasonal - not in operation at present)

The community of Ignace has recently experienced a severe economic downturn, more so than many other communities have experienced in the region. Mattabi Mines, which was the major employer in the area, closed its iron ore operations outside Ignace in 1991, just prior to the Census. The town has since lost some of its population, and the figures we have used do not reflect this drastic change. Ignace serves as a trading area for other smaller communities to the north, such as Savant Lake and Pickle Lake, due to its location. Ignace is 104 kilometres east of Dryden and 230 kilometres west of Thunder Bay. It is located at the junction of Highway 17 and Highway 599, which is the most northerly accessible road in Ontario. The economy is now supported by Canada Pacific Railways as a divisional point, forestry operations, tourism, and government services.

Ignace has the following educational, health, social service and recreational facilities:

**EDUCATIONAL FACILITIES**

Public/Secondary School  
- ILC  
- Contact North site  
Separate School  
Community Futures  
- Training Centre  
- upgrading  
- regular classroom use

**LITERACY & RELATED PROGRAMS**

Learning Circle  
(not established as yet)

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<sup>1</sup> 1986 Census, Statistics Canada

### OTHER SERVICES

|                             |                              |
|-----------------------------|------------------------------|
| Adult Mental Health Service | Federal Government Offices   |
| Child Care Centre           | - Canada Post                |
| Children's Mental Health    | - Employment & Immigration   |
| Child & Family Services     | (Outreach Office)            |
| Medical/Dental Clinic       |                              |
| Public Library              | Provincial Ministries        |
| Public Health Unit          | - Natural Resources          |
| Air Service/Bus Service     |                              |
| Economic Development Office |                              |
| Arena                       |                              |
| Golf Course                 |                              |
| 2 Public Beaches            |                              |
| Provincial Park             |                              |
| Ontario Provincial Police   | 2 Radio Stations (1 local)   |
| Newspaper (Local)           | - CBQ (CBC - Thunder Bay and |
| TV - CBC                    | and Winnipeg)                |

### SELECTED POPULATION CHARACTERISTICS (Statistics Canada - 1986 Census)

|  |  |         |
|--|--|---------|
| Total Population 15 Years and Over               |  | 1,685   |
| By highest level of schooling                    |  |         |
| 1. Less than Grade 9                             |  | 205 12% |
| 2. Grades 9 - 13 - without secondary certificate |  | 585 35% |
| 3. - with secondary certificate                  |  | 225 13% |
| 4. Trades certificate or diploma                 |  | 105     |
| Other non-university education only              |  |         |
| - without certificate                            |  | 100     |
| - with certificate                               |  | 210     |
| 5. University - without degree                   |  | 140     |
| - with degree                                    |  | 130     |

### Males - Predominant Occupations (In descending order)

1. Primary
2. Machining, product fabricating, assembling and repairing
3. Construction trades
4. Transport equipment operating
5. a) Sales  
b) Technology, social, religious, artistic and related
6. Processing

**SELECTED POPULATION CHARACTERISTICS**  
**(Statistics Canada - 1986 Census)**  
**Continued**

**Females - Predominant Occupations (In descending order)**

1. Service
2. Clerical and related
3. a) Teaching and related  
b) Technology, social, religious, artistic and related
4. a) Sales  
b) Managerial, administrative and related
5. Primary

**Average Income**

|                                       |          |
|---------------------------------------|----------|
| Males 15 years and over with income   | \$29,354 |
| Females 15 years and over with income | 9,113    |

**Incidence of Low Income**

|  |       |
|--|-------|
| All economic families                  | 650   |
| Low income economic families           | 65    |
| Incidence of low income                | 10.2% |
| All unattached individuals             | 150   |
| Low income unattached individuals      | 20    |
| Incidence of low income                | 12.0% |
| Total population in private households | 2,430 |
| Persons in low income family units     | 235   |
| Incidence of low income                | 9.6%  |



## OBSERVATIONS - IGNACE

Using information from Statistics Canada (1986 Census) and information from the Social Indicators Project survey, some observations follow. Observations which are pertinent to the entire region are located under "General Findings" in the main body of the report.

From our survey, the predominant characteristics of persons seeking social services in Ignace are:

|                                |                             |
|--------------------------------|-----------------------------|
| Gender:                        | Male                        |
| Age:                           | Adult                       |
| Other Cultural/Ethnic Origins: | Other Culture               |
| First Language:                | English                     |
| Geographic Location:           | Town Resident               |
| Marital Status:                | Married with Children       |
| Employment Status:             | Full-Time                   |
| Social Assistance:             | Unemployment Insurance      |
| Special Needs:                 | Learning (Slight)           |
| Vocational Barriers:           | Displaced Workers           |
| Average Education Level:       | Grade 9 - 13                |
| Income Level:                  | Low - Moderately Low Income |

This data only provides us with some profile information about persons who typically seek services in this community. Questions may be pursued as a result of this information.

### GENDER

It appears that males predominantly receive or seek services, or is this simply reflective of the general population? Comparing data from our survey with Statistics Canada 1986 Census data, the percentage of females and males, age 15 and over, in the total population of Ignace are:

| STATISTICS CANADA |     | SOCIAL INDICATORS |
|-------------------|-----|-------------------|
| FEMALES:          | 49% | 43%               |
| MALES:            | 51% | 57%               |

This comparison indicates some differential, which could be attributable to the fact that some services receive funding which is specifically targeted to males, or for which males have traditionally been recipients. It would be helpful to literacy programs if they would examine their own statistics regarding gender for purposes of needs analysis. (See "General Findings" for more information about gender and cross-references with other social indicators.)

## AGE

The responses indicated a predominance of adults receiving services, which is not unexpected. Most social service and educational programs, outside the regular school system, are set up for adult access. A question results which literacy providers may wish to examine further: "Are there any other age groups which may require literacy programming and have we met this need?" Some respondents indicated young adults between 25 - 40 year old as a potentially needy group.

## CULTURE & ETHNIC ORIGIN

The category of other cultures or ethnic origins indicates that "other culture" is predominant. No response is shown to indicate what is the characteristic of this culture. The next pre dominant category is Native peoples. This would be normal for most of Northwestern Ontario, since this region of the province has the largest number of native reserves.

There is one reserve in fairly close proximity to Ignace. Other northern reserves may also use services in Ignace. Page four of the survey results contains a question about population groups which could benefit from literacy programming. The responses indicate that programming targeted to aboriginal peoples may be recommended.

Immigration factors were not mentioned by respondents. Statistics Canada figures (1986) indicate that the immigrant population living in Ignace was 225 persons out of a population of 2,315, or 9.7%. According to these statistics, and excluding immigration from English speaking countries, these immigrants are predominantly from non-English speaking European countries (150 persons of the 225, or two thirds of immigrants living in the area). These 1986 figures also indicate that 140 have French origins and 110 show Italian origins.

## LANGUAGE - FIRST LANGUAGES/MOTHER TONGUE

The predominance of first language (mother tongue) is English, with categories of "French" and "Native" being second and third in order. Statistics Canada figures under "Home Language" indicates 2% of the population having a home language that is a "non-official language" (not English or French). This figure is much lower than the immigrant population figure. French is the home language for 6.6% of the population, while Italian is spoken in less than 1% of the homes.

### GEOGRAPHIC LOCATION

The indicator of geographic location shows town residents are predominant as recipients of services. This is not a surprising observation, however, because literacy and educational programs are most easily accessed by persons nearest their location.

Access barriers for persons seeking literacy and related programs, such as transportation issues, lack of child care or limited child care services, as well as the burden of personal cost for those services which exist, can especially affect the participation rates of rural and remote residents. (See Services Provided in the Observations for Ignace and "General Findings" of the main report for more on literacy in urban or rural locations.)

### MARITAL STATUS

Responses showed that services are predominantly provided to persons who are married and have children, which is interesting when examining other statistics for the Ignace area. Economically, families are usually financially better off than single individuals, probably due to the fact that many families have more than one income to rely upon. Marital status is not a social indicator by itself, however, it may be correlated with other information, such as lower income. For example, note the slightly higher incidence of low income among unattached individuals in the Ignace area:

|  |   |       |
|--|---|-------|
| Low income among single persons        | = | 12.0% |
| Low income among all economic families | = | 10.2% |

Other communities indicated a much wider variance. Perhaps with the broad scope of this project, literacy providers should consider examining marital status closely, since the statistics seem to show that single or unattached persons have a much higher incidence of low income. This may be a social indicator for literacy providers to consider including (if they have not done so) within their program statistics. (More information may be obtained within "General Findings".)

### EMPLOYMENT STATUS and SOCIAL ASSISTANCE

According to this survey, persons seeking some types of service are predominantly full-time workers. This is not a significant indicator when examined by itself. If examined with the predominance of social assistance recipients, Ignace service providers are seeing a predominance of persons receiving unemployment insurance.

Next in predominance is the category of general welfare. Literacy providers may be able to track their clients to examine the predominance of employment versus social assistance, combined with other categories, such as age, income level, gender, etcetera. For example, according to Statistics Canada (1986) for the Ignace area, 91.3% of males, 15 years and older participate in the labour force, as compared with females in the same category who have a participation rate of 56.7%.

The male unemployment rate:  
Males 15 years and over = 8.9%

The female unemployment rate:  
Females years and over = 15.1%

With the downturn in the Canadian economy, Northern Ontario unemployment rates for 1991 rose to an average of 11.2% of the labour force<sup>4</sup> (according to 1986 statistics, the unemployment rate averaged 9.1%, with female unemployment slightly higher than male). As of June, 1992, Statistics Canada reports an Ontario unemployment rate of 11.6%, the highest in 8 years.

As stated previously, 1991 Census data should be consulted, particularly since the closure of Mattabi Mines in Ignace will have affected the statistics used for examination of income levels, employment rates and social assistance.

### SPECIAL NEEDS

According to the survey results, a slight predominance of clients have special needs in learning. Pertinent comments show that there is a community barrier - the "perception of Natives is negative" and there is "some distrust of Francophones or anyone who has not learned English...Tendency is to 'put down' those with little/no education". New approaches to providing programming and marketing to help eliminate barriers for these individuals may need to be examined.

### VOCATIONAL BARRIERS

Displaced workers were noted as predominant. Literacy providers may need to enhance communication with employment counselling and vocational rehabilitation services to ensure injured and displaced workers have access to literacy services when necessary.

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<sup>4</sup> "The Northern Ontario Labour Market, March 1992" (Employment & Immigration Canada); and "Success in the Works, A Profile of Canada's Emerging Workforce", Employment & Immigration Canada

### PREDOMINANT CHARACTERISTICS

From the survey results, responses verified some of the information. Displaced workers and lack of high school diploma and/or skills training were specifically mentioned. No definitive observations can be made.

### AVERAGE EDUCATION LEVEL

The predominance noted for average education level in the Ignace area is Grade 9 to 13. From the figures quoted in the community profile, the education levels of the area residents match this predominance fairly well. Grade 9 to 13, without a secondary school diploma, accounts for 35% of the population over 15 years old. 12% of this population group has less than Grade 9. As a social indicator, this is a significant number of the population. The combined figure shows that 47% of the population have not completed high school. This is typical of the Northern region (see "General Findings") and should be considered as a primary social indicator along with other categories, such as age, occupation, and income level.

### INCOME LEVEL

Survey results show the predominant income level as moderately low income (slight predominance over middle income). This was noted as predominantly family income. The incidence of low income (noted in the community profile) is 10.2% for the Ignace area and is also much higher amongst single individuals, therefore, income must be examined with marital status and cultural and ethnic origin in mind. Gender and cultural/ethnic origin also plays a significant role in income level.

As noted in the community profile information:

|  |             |
|--|-------------|
| Males 15 years and over - average income   | \$29,354.00 |
| Females 15 years and over - average income | 9,113.00    |

Compare the above figures with native population average incomes<sup>5</sup>:

|   |             |
|---|-------------|
| Native Males 15 years and over - average income   | \$13,387.00 |
| Native Females 15 years and over - average income | 8,509.00    |

Perhaps for determining major target groups for literacy needs, single, adults, combined with indicators of income, social assistance and cultural and ethnic origin should be considered as primary "social indicators of literacy needs" when examining programs. (See "General Findings" about these characteristics).

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<sup>5</sup> "Northern Ontario Native Demographics, Kenora Management Area", Employment & Immigration Canada, p. 2

## SERVICES PROVIDED

When examining barriers to participation, a look at what types of services are provided to assist persons with accessing programs is necessary. When looking at transportation and child care, which have been noted as problems by respondents, some services do not provide transportation or child care. Child care is the issue mentioned more often by respondents, however, Ignace residents do not have access to public transportation. Ignace also has a predominance of services offering personal counselling, financial assistance and academic assessment.

Transportation barriers, such as cost of personal means of transportation, lack of public service, lack of volunteer drivers or funding for transportation to programs, geographic area covered by programs and winter weather, can affect the participation rates of town, rural and remote residents, but especially affects access for persons living outside of town.

## RESPONSES TO KNOWLEDGE BASED QUESTIONS

Potential target groups for literacy providers to consider are noted as Aboriginal people, young adults, and displaced workers. Single adults were discussed earlier and with child care and associated costs being a barrier, Literacy providers will need support to ensure that single parents are able to participate in programs. Northwestern Ontario has a high native population and figures show<sup>6</sup> that 69% of the employed Native population, aged 15 years and over, have not completed high school. Literacy services should be promoted to this potential target group in the Ignace area.

Ignace is not alone in the responses received about barriers, as most communities find transportation, child care, shiftwork, embarrassment/stigma, lack of volunteers and language/cultural barriers are problems they constantly endure.

The remaining responses are documented in the "Community Survey Results" for use by Literacy providers, who may find this information useful in planning for future needs.

SEE "CONCLUSIONS" IN THE MAIN REPORT FOR FURTHER INFORMATION RELATED TO CHARACTERISTICS COMMON THROUGHOUT THE REGION.

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<sup>6</sup> "Northern Ontario Native Demographics, Kenora Management Area", Employment and Immigration Canada, p. 3



**COMMUNITY SURVEY RESULTS**

**Social Indicators of Literacy Needs Survey**

**COMMUNITY: IGNACE**

**3 RESPONDENTS**

**Gender: Predominance: Male**

|              |                |           |
|--------------|----------------|-----------|
| Male: 70 (E) | Female: 53 (E) | Not Sure: |
|--------------|----------------|-----------|

**Age: Predominance: Adult**

|                   |                        |
|-------------------|------------------------|
| Children: 39 (E)  | Adults (16-64): 89 (E) |
| Youths (15-24): 6 | Seniors (65+):         |

**Cultural & Ethnic Origin: Predominance: Other Culture**

|                    |                       |
|--------------------|-----------------------|
| Native Peoples: 35 | Immigrants:           |
| Refugees:          | Other Culture: 43 (E) |

**Other Cultural Characteristic: No responses**

**Language: Predominance: English**

**First Language - Mother Tongue**

|   |  |
|---|--|
| English: (One respondent indicated 80%) | French: 5 (E)<br>(One resp. indicated 10%) |
| Native: (One respondent indicated 10%)  | Specify:                                   |
| Other:                                  | Specify:                                   |

**Geographic Location: Predominance: Town Resident**

|                      |        |               |
|----------------------|--------|---------------|
| Town: (1 Resp - 75%) | Rural: | Remote: 4 (E) |
|----------------------|--------|---------------|

**Marital Status: Predominance: Married with Children**

|             |                        |                |
|-------------|------------------------|----------------|
| Married: 35 | Children - Yes:<br>1-X | Children - No: |
| Single: 15  | 1-X                    |                |
| Not Sure:   |                        |                |

**Employment Status: Predominance: Full-Time**

|                   |                   |
|-------------------|-------------------|
| Full-Time: 25 (E) | Part-Time: 10 (E) |
| Seasonal: 10 (E)  | Occasional: 5 (E) |

**Social Assistance: Predominance: UIC**

|                                 |   |  |
|---------------------------------|---|--|
| UIC: (One respondent -80%)      | 6 |  |
| Workers' Compensation:          | 3 |  |
| Disability Pensions:            | 2 |  |
| General Welfare: (One resp-15%) | 4 |  |
| Family Benefits:                | 2 |  |

**Special Needs: Predominance: (Very Slight) Learning**

|                        |   |  |
|------------------------|---|--|
| Mentally Challenged:   |   |  |
| Physically Challenged: | 1 |  |
| Learning:              | 2 |  |
| Behavioural:           |   |  |
| Prisoners/Inmates:     |   |  |

**Vocational Barriers: Predominance: Displaced Workers**

|                  |   |
|------------------|---|
| Injured Workers: | Displaced Workers: 10<br>(One resp. - 5%) |
|------------------|---|





| Services Provided:    | YES   | NO    |
|-----------------------|-------|-------|
| Transportation:       |       | 3 - X |
| If Yes - Voluntary    |       | 2 - X |
| - Funded              |       | 2 - X |
| - For Fee             |       | 2 - X |
| Cost of Fee:          |       |       |
| Infant/Child Care:    |       | 3 - X |
| Personal Counselling: | 1 - X | 2 - X |
| Financial Assistance: | 1 - X | 2 - X |
| Housing Assistance:   |       | 3 - X |
| Skills Assessment:    |       | 3 - X |
| Academic Assessment:  | 1 - X | 2 - X |

If literacy programs are not available in your community and surrounding area, do you think there is a need for this type of service?

YES 1 NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

If yes, please indicate a preferred type of program:

- No responses.

Are there any particular population groups in your geographical area which you think could benefit from the establishment of literacy programs?

- Native groups north of Ignace.
- Small percentage of locals - Francophones, some functional illiterates.
- Young adults between 25 - 40 years old.

Are there any types of barriers in your community to persons who might need and make use of literacy services (e.g. - lack of transportation, no/limited child care services, language difficulties, cultural barriers, etc.):

- Child care (mentioned twice).
- Cultural barriers for native people.
- We have no liaison here at present to deal with influx of First Nations people now occurring.

Does your agency have any data or information available to assist other services in their needs analysis?

YES 1 NO 1 DON'T KNOW 1

If literacy programs are available in your area, do you feel they are meeting local needs? YES \_\_\_\_\_ NO 1 DON'T KNOW 1

If NO, please explain:

- Not providing services at present for First Nations. Otherwise, adequate. In beginning stages, it takes time to establish a literacy program.

Is there a system (formal or informal) in your community for referral of persons in need of literacy services?

YES 1 NO 1 DON'T KNOW 1

If yes, briefly describe how referrals take place:

- Job Search Centre; Outreach.
- Through welfare office, Patricia Centre, Community Counselling, school.

Do you perceive any gaps or overlaps in services among literacy providers or courses? YES 1 NO \_\_\_\_\_ DON'T KNOW 2

If yes, please explain:

- In services to First Nations. We need a person in our community working through Ministry of Community & Social Services who has the language and cultural skills to deal with them.

What suggestions would you have for reducing or eliminating any gaps or overlaps in services, or are there community barriers to implementing suggestions?

- Community Barrier - perception of natives is negative - see above.
- Some distrust of Francophones or anyone who has not learned English. Tendency to "put down" those with little/no education.

Should these issues be addressed on a community basis?

YES 1 NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

What direction or role do you think literacy providers should take for future community program needs?

- Create more awareness through constant reminders to community of:
  - A) reality of illiteracy/numeracy and
  - B) not a "shameful" thing.
- Not Sure.

If your service organization is involved with the provision of literacy programs, please outline the future directions of your organization (for example - project an increase/decrease in persons served, courses, maintenance, joint efforts, etc.):

- Increase. Basic Literacy: We now have a Training Centre established through Community Futures; we have a facility for upgrading and regular classroom use. Should be linkage of facilities for optimum usage.

Would you like to receive a summary of the survey results?

YES 3 NO \_\_\_\_\_

Would you like more information about literacy programs?

YES 3 NO \_\_\_\_\_

#### LEGEND

Survey results were collated and placed into the tables as follows:

1. Numbers are the total of all numerical responses for that category.  
An (E) indicates only estimates received. (Example: Male - 468 (E))
2. Respondents who indicated characteristics with the use of an "X" were collated as total number of respondents, followed by an "X".  
(Example: Male -- 2 - X)
3. The top of each table indicates a predominance for that particular characteristic. Predominance is based upon all responses; those indicated by use of an "X", the average of all responses received as a percentage and numerical response totals are all included in the determination of predominance.

## COMMUNITY PROFILE -- KENORA

Note: The statistics used in these reports are based on the 1986 Census and these findings may need to be reviewed after the release of the 1991 Census figures.

### ECONOMIC INDICATORS

|                                  |                     |
|----------------------------------|---------------------|
| Population (Town only):          | 9,620               |
| Population (P9N Postal Code):    | 13,440 <sup>1</sup> |
| Population - Tri-Municipal Area: | 15,265 <sup>2</sup> |
| Labour Force:                    | 9,415               |
| Average Male Income:             | \$25,391.00         |
| Average Female Income:           | \$11,744.00         |
| Average Household Income:        | \$36,107.00         |
| Trading Area (Population):       | 42,314              |

Major Employers: Ontario Provincial Government  
Boise Cascade Pulp Mill  
Lake of the Woods District Hospital  
Municipal School Boards  
Canadian Pacific Railways  
Federal Government  
Municipal Government  
Devlin Timber

The Tri-Municipal Area is comprised of the three communities of Kenora, Keewatin, and Jaffray Melick, collectively forming Northwestern Ontario's second largest centre (Thunder Bay being largest). As such, it is the district seat for delivery of government services and a commercial hub within the region. The municipalities have a wealth of natural resources. These support three basic industries: forestry, tourism and mining. Government services contribute a large portion to the local economy. The local economy fared much better than the Provincial and National averages during the 1981-1982 recession. While conditions are not as severe as the more industrial centres in this current recession, it has nevertheless been felt. One new project will potentially boost the economy in early 1992, when up to 550 persons will be employed during the TransCanada Pipeline extension project.

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<sup>1</sup> This number reflects the population of both the outlying rural area and the town itself.

<sup>2</sup> Tri-Municipal Area includes Kenora, Keewatin and Jaffray Melick

Kenora, and area, has a wide range of educational, health, social service and recreation facilities.

#### EDUCATIONAL FACILITIES

- 7 Public Schools (+ 1 Intermediate)
- 3 Separate Schools
- 2 Secondary Schools (1 Separate Board)
  - Including Alternative Learning
- 1 College;
  - Including Contact North
  - Ontario Skills
- 1 University Satellite Campus
- School for the Mentally Retarded
- Northwest Enterprise Centre
- Committee for Skill Development
- Academy for Technical Educational and Vocational Training
- Canada Employment Centre Options

#### OTHER SERVICES

- Hospital
- 2 Nursing Homes
- District Home for the Aged
- Adult Mental Health Service
- Child and Family Services and Childrens' Mental Health
- Detoxification Centre
- District Public Health
- 3 Half-Way Houses
- 2 Child Care Centres
- 2 Clinics
- 21 Doctors
- 8 Dentists
- 2 Public Libraries
- Public Transit
- Air Service/Bus Service
- Ski Hill
- 2 Curling Rinks
- 3 Recreation/Community Centres
- 2 Golf Courses
  
- Economic Development Office
- Municipal Police
- R.C.M.P.
- Kenora Correctional Facility
- Newspaper (Local)

#### LITERACY & RELATED PROGRAMS

- Kenamatewin Literacy Prog.
  - Family Literacy
  - Computer Literacy
  - Basic Reading, Writing & Math
  - Native Resource Library
  - Workplace Literacy
- Lake of the Woods Adult Learning Line
  - One-to-One Tutoring
  - ESL Classes
  - Small Group
  - Computer Classes
  - Singing Circle (Joint Kenamatewin)
- Kenora Board of Education
  - Adult Basic Educ.
- Shoal Lake Band #39
  - Ojibway as 2nd Lang.
  - Assist students with Alternative Ed.

#### Federal Government

- Customs
- Employment & Immigration
- National Defence
- Public Works Canada
- Transport Canada

#### Provincial Ministries

- Attorney General (Court)
- Citizenship & Culture
- Community & Social Services
- Correctional Services
- Government Services
- Labour
- Natural Resources
- Northern Development & Mines
- Revenue
- Tourism & Recreation
- Transportation

- Ontario Provincial Police
- Canadian Coastguard
- National Defense Armoury
- Radio Station (Local)

**SELECTED POPULATION CHARACTERISTICS**  
(Statistics Canada - 1986 Census - P9N Postal Code)

|  |        |     |
|--|--------|-----|
| Total Population 15 Years and Over               | 10,560 |     |
| By highest level of schooling                    |        |     |
| 1. Less than Grade 9                             | 1,555  | 15% |
| 2. Grades 9 - 13 - without secondary certificate | 3,580  | 34% |
| 3. - with secondary certificate                  | 1,325  | 13% |
| 4. Trades certificate or diploma                 | 380    |     |
| Other non-university education only              |        |     |
| - without certificate                            | 630    |     |
| - with certificate                               | 1,480  |     |
| 5. University                                    | 790    |     |
| - without degree                                 | 790    |     |
| - with degree                                    | 815    |     |

**Males - Predominant Occupations<sup>3</sup> (In descending order)**

1. Construction trades
2. Transport equipment operating
3. Service
4. Processing
5. Managerial, administrative and related
6. Sales
7. Product fabricating, assembling & repair

**Females - Predominant Occupations<sup>4</sup> (In descending order)**

1. Clerical and related
2. Service
3. Medicine and health
4. Sales
5. Managerial, administrative and related } \* #5 & #6 are
6. Teaching and related } equivalent
7. Social sciences and related.

**Average Income**

|                                       |          |
|---------------------------------------|----------|
| Males 15 years and over with income   | \$25,391 |
| Females 15 years and over with income | 11,744   |

**Incidence of Low Income**

|  |        |       |
|--|--------|-------|
| All economic families                  | 3,670  |       |
| Low income economic families           | 245    |       |
| Incidence of low income                |        | 6.7%  |
| All unattached individuals             | 1,450  |       |
| Low income unattached individuals      | 425    |       |
| Incidence of low income                |        | 29.5% |
| Total population in private households | 12,955 |       |
| Persons in low income family units     | 1,205  |       |
| Incidence of low income                |        | 9.3%  |

<sup>3</sup> "Northern Ontario Occupations, by CEC", Employment & Immigration Canada, for occupations by Canada Employment Centre

<sup>4</sup> "Northern Ontario Occupations, by CEC", Employment & Immigration Canada, for occupations by Canada Employment Centre

## OBSERVATIONS - KENORA

Using information from Statistics Canada (1986 Census) and information from the Social Indicators Project survey, some observations follow. Observations which are pertinent to the entire region are located under "General Findings" in the main body of the report.

From our survey, the predominant characteristics of persons seeking social services in Kenora are:

|                                |                                  |
|--------------------------------|----------------------------------|
| Gender:                        | Male                             |
| Age:                           | Adult                            |
| Other Cultural/Ethnic Origins: | Native                           |
| First Language:                | English & Native                 |
| Geographic Location:           | Town Resident                    |
| Marital Status:                | Single with Children             |
| Employment Status:             | Full                             |
| Social Assistance:             | General Welfare                  |
| Special Needs:                 | Prisoners/Inmates                |
| Vocational Barriers:           | No predominance identified       |
| Average Education Level:       | Grade 8 or Less                  |
| Income Level:                  | Low-Moderately Low Family Income |

This data only provides us with some profile information about persons who typically seek services in this community. Questions may be pursued as a result of this information.

### GENDER

It appears that males predominantly receive or seek services, or is this simply reflective of the general population? Comparing data from our survey with Statistics Canada 1986 Census data for the P9N postal code designation, the percentage of females and males, ages 15 to 64, in the total population of Kenora are:

#### STATISTICS CANADA

|          |       |
|----------|-------|
| FEMALES: | 49.2% |
| MALES:   | 50.8% |

#### SOCIAL INDICATORS

|       |
|-------|
| 33.3% |
| 66.7% |

This comparison is very interesting, showing that the general population in the Kenora area has a relatively equal male/female population characteristic, however the social services respondents indicated that a much higher percentage of males are seeking services. It is especially interesting when many other communities surveyed showed a tendency towards female recipients. Tracking gender along with other cross-referents would provide additional information for client profiles and needs analysis for literacy programs. One respondent indicated (page four) the problem of poor communication, oral and written, seems to be worse among males, especially young adults. (See "General Findings" for more information about gender and cross-references with other social indicators.)



## AGE

The responses indicated a predominance of adults receiving services, which is not unexpected. Most social service and educational programs, outside the regular school system, are set up for adult access. A question results which literacy providers may wish to examine further: "Are there any other age groups which may require literacy programming and have we met this need?" Perhaps, as noted with the gender category, young, adult males may be a potential target group. Another respondent, from page four of the Community Survey Results, indicated extremely disadvantaged youth could benefit from literacy programs.

## CULTURE & ETHNIC ORIGIN

The category of other cultures or ethnic origins indicates that native peoples are predominant. This would be normal for most of Northwestern Ontario, since this region of the province has the largest number of native reserves.

There are at least eleven (11) reserves in close proximity to Kenora, with an additional eight reserves making use of Kenora's facilities. Page four of the survey results contains a question about population groups which could benefit from literacy programming. The responses indicate that programming targeted to aboriginal peoples may be strongly recommended for this centralized community.

Other cultural characteristics noted were second and third generation Canadian of "other culture". Statistics Canada figures (1986) indicate that the immigrant population living in Kenora was 1,025 persons out of a population of 13,440, or 7.6%. According to these statistics, and excluding immigration from English speaking countries, these immigrants are predominantly from non-English speaking European countries (465 persons of the 1,025, or slightly less than half of the immigrants living in the area). These 1986 figures also indicate that 50 of these immigrants were from "Other Asia", 25 were from "Other Americas", 15 from "Africa", 15 from "Oceania", and 10 from the "Caribbean and Bermuda". Although no higher in proportion to other communities, Kenora tends to have an immigrant population from a much wider range of non-English speaking countries than other communities in Northwestern Ontario (with the exception of Thunder Bay).

## LANGUAGE - FIRST LANGUAGES/MOTHER TONGUE

The predominance of first language (mother tongue) is English and Native languages. The predominant native languages, spoken as a "mother tongue", are Ojibway, Ojicree and Cree. In the other category, Chinese, Polish, Spanish, Greek, German and Ukrainian were specifically noted. Statistics Canada figures under "Home Language" indicates 1.7% of the population having a home language that is a "non-official language" (not English or French).

This figure is much lower than the immigrant population figure, but may not be accurate for the aboriginal population.

Statistics Canada figures show that 6.6% of the population indicate a single origin as "aboriginal peoples", however, using numbers from our survey, 33% are indicated as having a first language that is one of the three Native languages spoken in the area.

### GEOGRAPHIC LOCATION

The indicator of geographic location shows town residents are predominant as recipients of services. This is not a surprising observation, however, because literacy and educational programs are most easily accessed by persons nearest their location.

Access barriers for persons seeking literacy and related programs, such as distance and transportation issues, lack of child care or limited child care services, as well as the burden of personal cost for those services which exist, can especially affect the participation rates of rural and remote residents. (See Services Provided later in the Observations for Kenora and "General Findings" of the main report for information on literacy levels in urban or rural locations.)

### MARITAL STATUS

Responses showed that services are predominantly provided to persons who are single and have children, which is interesting when examining other statistics for the Kenora area. Economically, families are financially better off than single individuals, probably due to the fact that many families have more than one income to rely upon. Marital status is not a social indicator by itself, however, it may be correlated with other information, such as lower income. For example, note the high incidence of low income among unattached individuals. In the Kenora area:

|  |   |       |
|--|---|-------|
| Low income among single persons        | = | 29.5% |
| Low income among all economic families | = | 6.7%. |

Perhaps with the broad scope of this project, literacy providers should consider examining marital status closely, since the statistics seem to show that single or unattached persons have a much higher incidence of low income. This may be a social indicator for literacy providers to consider including (if they have not done so) within their program statistics. (More information on low income as an indicator may be found in "General Findings".)

## EMPLOYMENT STATUS and SOCIAL ASSISTANCE

According to this survey, persons seeking some types of service are predominantly full-time workers. This is not a significant indicator when examined by itself. If examined with the predominance of social assistance recipients, Kenora service providers are seeing a predominance of persons receiving general welfare.

Next in predominance is the category of family benefits and unemployment insurance recipients. Literacy providers may be able to track their clients to examine the predominance of employment versus social assistance, combined with other categories, such as age, income level, gender, etcetera. For example, according to Statistics Canada (1986) for the Kenora area, 78.2% of males, 15 years and older participate in the labour force, as compared with females in the same category who have a participation rate of 56.1%.

The male unemployment rate:  
Males 15 to 24 years old = 10.4%  
Males 25 years and over = 5.6%

The female unemployment rate:  
Females 15 to 25 years old = 9.7%  
Females 25 years and over = 5.2%

(See "General Findings" within main report for additional information on unemployment and social assistance.)

## SPECIAL NEEDS

According to the survey results, the predominance of clients with special needs were those who were prisoners/inmates. Kenora figures also showed a fairly high response rate for special needs for the mentally challenged. Since Kenora is the site of the District correctional facility (Kenora jail), it can be assumed that a higher number of persons at the facility and those released after serving their sentences, are receiving services. There is no statistical evidence for inclusion in this writing that links literacy difficulties to persons in correctional facilities, however, literacy providers may wish to discuss this further with personnel in this particular field.

## VOCATIONAL BARRIERS

No predominance was indicated. Both injured workers and displaced workers are receiving some types of services.

## PREDOMINANT CHARACTERISTICS

From the survey results, responses verified some of the information. No definitive observations can be made.

### AVERAGE EDUCATION LEVEL

The predominance noted for average education level in the Kenora area is Grade 8 or Less. From the figures quoted in the community profile, the education levels are consistent. Grade 9 to 13, without a secondary school diploma, accounts for 34% of the population over 15 years old. 15% of this population group has less than Grade 9. As a social indicator, this is a significant number of the population. The combined figure shows that 49% of the population have not completed high school. This is typical of the Northern region and metropolitan areas (See "General Findings") and should be considered as a primary social indicator along with other categories, such as age, occupation, and income level. As one respondent in the "Community Survey Results" noted, there is a "chronic need to fill the gap between literacy and fluency".

### INCOME LEVEL

Survey results show the predominant income level as low to moderately low income. No predominance was noted as to family, household or individual income. The incidence of low income (noted in the community profile) is 9.3% for the Kenora area and is also much higher amongst single individuals, therefore, income must be examined with marital status in mind. Gender and cultural/ethnic origin also plays a significant role in income level.

As noted in the community profile information:

|                           |                  |             |
|---------------------------|------------------|-------------|
| Males 15 years and over   | - average income | \$25,391.00 |
| Females 15 years and over | - average income | 11,744.00   |

Compare the above figures with native population average incomes<sup>5</sup>:

|                                  |                  |             |
|----------------------------------|------------------|-------------|
| Native Males 15 years and over   | - average income | \$13,845.00 |
| Native Females 15 years and over | - average income | 8,407.00    |

Perhaps for determining major target groups for literacy needs, single, adults, combined with indicators of income, social assistance and cultural and ethnic origin should be considered as primary "social indicators of literacy needs" when examining programs. (See "General Findings" for more about all of these characteristics).

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<sup>5</sup> "Northern Ontario Native Demographics, Kenora Management Area", Employment & Immigration Canada

## SERVICES PROVIDED

When examining barriers to participation, a look at what types of services are provided to assist persons with accessing programs is necessary. When looking at transportation and child care, which have been noted as problems by respondents, many services do not provide transportation or child care. Transportation is an issue mentioned very often by respondents, along with the lack of child care. Kenora residents do have access to public transportation. Kenora also has a predominance of services offering personal counselling, skills assessment and academic assessment.

Transportation barriers, such as cost of personal means of transportation, lack of public service, lack of volunteer drivers or funding for transportation to programs, geographic area covered by programs and winter weather, can affect the participation rates of town, rural and remote residents, but especially affects access for persons living outside of town.

## RESPONSES TO KNOWLEDGE BASED QUESTIONS

Potential target groups for literacy providers to consider are noted as Aboriginal people, disadvantaged youth and young adults with poor communication skills, single mothers and single, unemployed males. Single adults, with children, were discussed earlier. With child care and associated costs being a barrier, Literacy providers will need support to ensure that single parents are able to participate in programs. Northwestern Ontario has a high native population and figures show<sup>6</sup> that 69% of the employed Native population, aged 15 years and over, has not completed high school. Literacy services should be promoted to this potential target group in the Kenora area.

Kenora is not alone in the responses received about barriers, as most communities find transportation, child care, shiftwork, embarrassment/stigma, lack of volunteers and language/cultural barriers are problems they constantly endure.

The remaining responses are documented in the "Community Survey Results" for use by Literacy providers, who may find this information useful in planning for future needs.

SEE "CONCLUSIONS" IN THE MAIN REPORT FOR FURTHER INFORMATION RELATED TO CHARACTERISTICS COMMON THROUGHOUT THE REGION.

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<sup>6</sup> " Northern Ontario Native Demographics, Kenora Management Area", Employment and Immigration Canada

**COMMUNITY SURVEY RESULTS**

**Social Indicators of Literacy Needs Survey**

**COMMUNITY: KENORA**

**25 RESPONDENTS**

**Gender: Predominance: Male**

|                     |                       |                 |
|---------------------|-----------------------|-----------------|
| Male: 755<br>11 - X | Female: 377<br>12 - X | Not Sure: 2 - X |
|---------------------|-----------------------|-----------------|

**Age: Predominance: Adult**

(Response from a school board has affected the figures, as 2000 children, 900 youths and 500 adults are included, when only adult bas.c education figures were requested)

|                               |                               |
|-------------------------------|-------------------------------|
| Children: 2019                | Adults (16-64): 1726<br>5 - X |
| Youths (15-24): 1006<br>1 - X | Seniors (65+): 4<br>1 - X     |

**Cultural & Ethnic Origin: Predominance: Native Peoples**

|                               |                             |
|-------------------------------|-----------------------------|
| Native Peoples: 144<br>14 - X | Immigrants: 8<br>5 - X      |
| Refugees: 1 - X               | Other Culture: 117<br>5 - X |

**Other Cultural Characteristic: Second/Third generation Canadian**

**Language: First Language(s) - Mother Tongue Predominance: English/Native**

|                        |   |
|------------------------|---|
| English: 252<br>17 - X | French:   |
| Native: 376<br>10 - X  | Specify: Ojibway, Oji-Cree, Cree                            |
| Other: 13<br>1 - X     | Specify: Chinese, Polish, Spanish, Greek, German, Ukrainian |

**Geographic Location: Predominance: Town Resident**

|                     |                      |                      |
|---------------------|----------------------|----------------------|
| Town: 305<br>16 - X | Rural: 180<br>15 - X | Remote: 182<br>8 - X |
|---------------------|----------------------|----------------------|



**Marital Status: Predominance: Single with Children**

|           |                       |                 |         |                |       |
|-----------|-----------------------|-----------------|---------|----------------|-------|
| Married:  | 169<br>12 - X         | Children - Yes: | 51 10-X | Children - No: | 3 3-X |
| Single:   | 338<br>12 - X         |                 | 51 7-X  | 35             | 4-X   |
| Not Sure: | 2 Married<br>3 Single |                 |         |                |       |

**Employment Status: Predominance: Full-Time**

|            |               |             |              |
|------------|---------------|-------------|--------------|
| Full-Time: | 146<br>10 - X | Part-Time:  | 18<br>10 - X |
| Seasonal:  | 9 - X         | Occasional: | 12 - X       |

(Other: 39 - Homemakers, students, etc.)

**Social Assistance: Predominance: General Welfare**

|                        |     |        |
|------------------------|-----|--------|
| UIC:                   | 18  | 8 - X  |
| Workers' Compensation: |     | 7 - X  |
| Disability Pensions:   | 5   | 7 - X  |
| General Welfare:       | 283 | 9 - X  |
| Family Benefits:       | 1   | 10 - X |

**Special Needs: Predominance: (Slight) Prisoners/Inmates**

|                        |    |       |
|------------------------|----|-------|
| Mentally Challenged:   | 12 | 4 - X |
| Physically Challenged: | 5  | 6 - X |
| Learning:              |    | 8 - X |
| Behavioural:           |    | 8 - X |
| Prisoners/Inmates:     | 10 | 6 - X |

**Vocational Barriers: Predominance: None**

|                  |       |                    |       |
|------------------|-------|--------------------|-------|
| Injured Workers: | 5 - X | Displaced Workers: | 5 - X |
|------------------|-------|--------------------|-------|

**Any Characteristic Predominant?:**

- Native, unemployed, social assistance recipients.
- Female, needing child-minding facilities; many need financial help to pay tuition.
- Addicted (special needs).
- Lack of education, training or trade skills.
- Employed adults lacking high school diploma.

**Average Education Level:                      Predominance:    Grade 8 or Less**

|                      |        |          |            |
|----------------------|--------|----------|------------|
| No Formal Schooling: | 17     | 2 - X    |            |
| Grade 8 or Less:     | 386    | 9 - X    |            |
| Grade 9 - 13:        | 229    | Diploma: | No:        |
|                      | 13 - X | Yes: 5-X | 5      6-X |
| Trade Certificate:   |        | 4-X      | 5 - X      |
| Non-University:      |        | 4-X      | 5 - X      |
| University:          |        | Degree:  |            |
|                      |        | Yes: 4-X | 5 - X      |

**Income Level:                      Predominance:    Low - Moderately Low Income**

|                               |        |             |       |
|-------------------------------|--------|-------------|-------|
| Low (Under 10):               | 12 - X | Individual: | 5 - X |
| Moderately Low:<br>(10 - 25)  | 12 - X | Family:     | 5 - X |
| Middle:<br>(25 - 40)          | 5 - X  | Household:  | 1 - X |
| Moderately High:<br>(40 - 55) | 1 - X  | Don't Know: | 5 - X |
| High (Over 55):               | 1 - X  |             |       |



| Services Provided:    | YES    | NO     |
|-----------------------|--------|--------|
| Transportation:       | 4 - X  | 17 - X |
| If Yes - Voluntary    | 1 - X  | 9 - X  |
| - Funded              | 4 - X  | 7 - X  |
| - For Fee             |        | 7 - X  |
| Cost of Fee:          |        |        |
| Infant/Child Care:    | 3 - X  | 16 - X |
| Personal Counselling: | 12 - X | 9 - X  |
| Financial Assistance: | 7 - X  | 14 - X |
| Housing Assistance:   | 1 - X  | 17 - X |
| Skills Assessment:    | 12 - X | 9 - X  |
| Academic Assessment:  | 8 - X  | 11 - X |

If literacy programs are not available in your community and surrounding area, do you think there is a need for this type of service?

YES 2 NO \_\_\_\_\_ DON'T KNOW 2

If yes, please indicate a preferred type of program:

- Surrounding area; particularly reserves.
- Upgrading/training is a priority with most native groups.
- One-on-one tutoring for illiterate adults.

Are there any particular population groups in your geographical area which you think could benefit from the establishment of literacy programs?

- Native people. - Aboriginal ESL. - On-reserve literacy programs.
- Most clients uneducated; most would benefit if interested. A lot uneducated by choice.
- Non-Specific, although find many recent graduates (young adults) are not exactly illiterate, but have extremely poor communication skills, both oral and written. Generally, the problem seems to be worse among males.
- Perhaps on First Nations Communities, if wanted.
- Extremely disadvantaged socially and economically youth (including natives).
- Anglo-saxon - Ojibway as a second language.
- Immigrant people.
- Provide service through information systems (Distance Education) to remote communities; Train the Trainer Literacy Programs to bring service and skills into communities.
- Single unemployed males, age 19 - 30 (Kenora).

Are there any types of barriers in your community to persons who might need and make use of literacy services (e.g. - lack of transportation, no/limited child care services, language difficulties, cultural barriers, etc.):

- Distance, child care (mentioned four times).
- Lack of transportation (mentioned five times).
- Time commitment.
- Can't afford to lose pay (mentioned twice).
- Financial Barriers (i.e. subsidies available for persons requiring literacy training on a full-time basis, therefore unavailable for work.
- Can't attend due to work.
- Low self-esteem.
- All of above.
- Lobby for Federal funding - Immigrant and Native academic and skills up-grading.
- Advocate adult training allowance for full-time literacy programs to enhance long term employment prospects.
- Private enterprise -- funding and time to employees needing literacy skills (i.e. BEST program).
- Social stigma.

Does your agency have any data or information available to assist other services in their needs analysis?

YES 4 NO 5 DON'T KNOW 7

- The Network Northwest Community Directory will be available in Fall/92. Contact the Volunteer Bureaus in Kenora, Dryden or For'. Frances.

If literacy programs are available in your area, do you feel they are meeting local needs? YES 9 NO 2 DON'T KNOW 8

If NO, please explain:

- Still need to do more outreach.
- Estimated 100 hours of literacy training to raise reading level by one grade; would take a long time with students and tutors meeting only once or twice a week.
- If students paid to attend or received UIC while attending, would be better.
- Current program well run, but could be expanded to meet great need.
- Chronic need to fill the gap between literacy and fluency.
- Not enough variety of upgrading in place, of the right type.
- New and more funding.
- Not aware of all services, but feel an up-dated community employment guide is an idea with (1) Who it is for and (2) What program does and (3) Who to call, for special needs, self-employment, job search assistance, employment preparation, educational up-grading, paid training programs for employment. Literacy can be addressed in any number of the above (directory mentioned twice).
- Volunteer - hit and miss; lack of funding.

Is there a system (formal or informal) in your community for referral of persons in need of literacy services?

YES 14 NO \_\_\_\_\_ DON'T KNOW 7

If yes, briefly describe how referrals take place:

- Informal; other agencies and clients refer (mentioned twice).
- Phone call (mentioned three times).
- Refer with client's permission or give client phone number of Literacy Services.
- Referral through "Adult Learning Line" (mentioned twice).
- Think there is; probably informal.
- Excellent networking between agencies.
- Literacy Northwest.
- When we identify a person requiring service and they agree to a referral, the Literacy Association is contacted.
- Public Health Nurses see young families and are versed in literacy as a health issue. They can refer to local literacy lines. Anyone can phone the literacy groups, referring themselves or others.

Do you perceive any gaps or overlaps in services among literacy providers or courses? YES 4 NO 6 DON'T KNOW 11

If yes, please explain:

- Gaps - special needs groups, mentally disabled, elderly, ESL.
- Sometimes those functioning at Grade 6 to 8 level have trouble doing Grade 9 to 12 work of pre-employment programs.
- Gaps and lack of variety.
- Need for "non-school" type settings.
- Service to adolescents/drop-outs.

What suggestions would you have for reducing or eliminating any gaps or overlaps in services, or are there community barriers to implementing suggestions?

- Programs continue working together.
- Literacy classes at lower levels would be best, however, we do not have funding to hire teacher/instructor and in the meantime there is still a gap in services.
- Lack of understanding/knowledge about each others programs.
- Looking forward to Network Northwest Community Directory.
- Lack of desire for programs to be collaborative/cooperative.
- Broaden target group for existing program.
- Identify, evaluate and compare programs; communicate services to community/stakeholders; ask questions of stakeholders -- What is missing? Who is falling through the gaps?
- More follow up to courses given on reserve.
- Do literacy in the workplace. Offer incentives to employees to enter literacy programs.

Should these issues be addressed on a community basis?

YES 8 NO \_\_\_\_\_ DON'T KNOW 5

What direction or role do you think literacy providers should take for future community program needs?

- Literacy needs to be recognized as important to all Canadians; this has to come from government.
- Prevention.
- Not enough understanding to comment.
- Increase to meet the demand; more funding; more paid positions.
- Become more visible and lobby for more funds.
- More training for Literacy Co-ordinators, as needs will increase (number of people).
- Evaluate needs assessments for gaps or additional services needed. Literacy training should be linked to long term employability to encourage "wellness of the person". Lobby Federal & Provincial for more funds. Establish programs with LTAB's and OTAB's, who need to be responsive to labour market needs. Apply to LTAB for funding for programs that are well thought out.
- Strategic planning for future needs.

If your service organization is involved with the provision of literacy programs, please outline the future directions of your organization (for example - project an increase/decrease in persons served, courses, maintenance, joint efforts, etc.):

- Trying to maintain what has been provided.
- Increase in number of persons contacting us; more mentally challenged due to closure of ARC Industries (sheltered workshop). More small group work.
- Service worked with the Adult Learning Line; numbers slowly increasing in the ESL section; own Adult Basic English program is small, but anticipate growth.
- Peripheral involvement with ILC (information, registration forms).
- Joint efforts.
- More information on literacy programs.
- New funding restrictions and focus on UI dollars; foresee a need for participants in programs to receive a broader range of skills, including literacy and life skills.
- Encourage youths to stay in school, but they always seem to drop out in town schools, because of "cultural shock", and they are back on reserve on welfare.
- "Let's Read Together: Family Health and Literacy in Northwestern Ontario". Northwestern Health Unit is delivering the message to new families that "reading is good for your health" and delivers a package of literacy materials designed to promote literacy activities by the family. This program will continue for 2 years.

Would you like to receive a summary of the survey results?

YES 13 NO 6

Would you like more information about literacy programs?

YES 8 NO 6

LEGEND

Survey results were collated and placed into the tables as follows:

1. Numbers are the total of all numerical responses for that category. An (E) indicates only estimates received. (Example: Male - 468 (E))
2. Respondents who indicated characteristics with the use of an "X" were collated as total number of respondents, followed by an "X". (Example: Male -- 2 - X)
3. The top of each table indicates a predominance for that particular characteristic. Predominance is based upon all responses; those indicated by use of an "X", the average of all responses received as a percentage and numerical response totals are all included in the determination of predominance.

COMMUNITY PROFILE -- NIPIGON-RED ROCK

Note: The statistics used in these reports are based on the 1986 Census and these findings may need to be reviewed after the release of the 1991 Census figures.

**ECONOMIC INDICATORS**

|                              |                    |
|------------------------------|--------------------|
| Population (Town - Nipigon): | 2,430 <sup>1</sup> |
| Labour Force:                | 1,280              |
| Average Male Income:         | \$25,135.00        |
| Average Female Income:       | \$10,696.00        |
| Average Household Income:    | \$37,882.00        |

|                               |             |
|-------------------------------|-------------|
| Population (Town - Red Rock): | 1,510       |
| Labour Force:                 | 775         |
| Average Male Income:          | \$31,930.00 |
| Average Female Income:        | \$ 9,993.00 |
| Average Household Income:     | \$42,846.00 |

Trading Area: Townships of Nipigon, Red Rock, Dorion and surrounding area

Major Employers: MacMillan Bloedel's Multi-Ply Plywood Mill  
Nipigon Hospital  
Ministry of Natural Resources  
Domtar (Red Rock)

The communities of Nipigon and Red Rock have experienced the closure of the Domtar plant in Red Rock. The economic effects are drastic for the area, but especially for the Town of Red Rock. Some of Red Rock's population will likely be leaving to seek employment elsewhere; Domtar was the town's major employer. The trading base is somewhat smaller than more centralized communities in other parts of the region, partially due to the proximity to Thunder Bay. This limits opportunities for so many seeking employment. Tourism and the service sectors remain strong. Small amethyst mines are also located in this area. These communities are located on the Trans-Canada Highway, within 110 kilometres of Thunder Bay. Nipigon is situated at the intersection of Highway 17 and 11, such that traffic from Thunder Bay and points west diverge to follow the northern route of the Trans-Canada Highway towards Hearst, Kapuskasing and Cochrane, or flow south along Lake Superior towards Sault Ste. Marie.

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<sup>1</sup> Figures from 1986 Census, Statistics Canada, and differ slightly from figures received from local Economic Development Office.

Nipigon, Red Rock, and surrounding communities have a good range of educational, health, social service and recreational facilities.

#### EDUCATIONAL FACILITIES

- 3 Public Schools
- 2 Separate Schools
- 1 Secondary School
  - Including Adult Education
  - Contact North
- Post Secondary
  - Available in Thunder Bay

#### LITERACY & RELATED PROGRAMS

- Superior North Literacy
  - Family & Youth (in development)
  - Workplace Literacy (upgrading and re-training for displaced workers from Domtar)
  - One-to-one tutoring
  - Native literacy programs on reserves
  - Books for Babes project
- Nipigon-Red Rock Board of Education
  - Continuing Education

#### OTHER SERVICES

- Hospital (Nipigon)
- Adult Mental Health
- Child and Family Services (Nipigon)
- Seniors' Apartments
- 2 Clinics
- 6 Doctors
- 2 Dentists (Nipigon)
- 2 Public Libraries
- 2 Public Health Nurses
- Rail Service/Bus Service
- Economic Development Office
- Outdoor Pool
- Recreational Facility
- 2 Golf Courses
- 2 Curling Rinks
- Skating Rink
- Red Rock Police Service
- Newspaper (Local)

- Federal Government Offices
  - Canada Post

- Provincial Ministries
  - Community & Social Services
  - Natural Resources

- Ontario Provincial Police
- 3 Radio Station (Local)



**SELECTED POPULATION CHARACTERISTICS  
(Statistics Canada - 1986 Census)**

Total Population 15 Years and Over 3,940<sup>2</sup>

**By highest level of schooling**

|    |   |       |     |
|----|---|-------|-----|
| 1. | Less than Grade 9                             | 485   | 12% |
| 2. | Grades 9 - 13 - without secondary certificate | 1,190 | 30% |
| 3. | - with secondary certificate                  | 300   | 8%  |
| 4. | Trades certificate or diploma                 | 125   |     |
|    | Other non-university education only           |       |     |
|    | - without certificate                         | 170   |     |
|    | - with certificate                            | 340   |     |
| 5. | University - without degree                   | 240   |     |
|    | - with degree                                 | 140   |     |

**Males - Predominant Occupations (In descending order)**

| NIPIGON |  | RED ROCK |   |
|---------|--|----------|---|
| 1.      | Processing   | 1.       | Processing  |
| 2.      | Construction trades                                      | 2.       | Machining, product fabricating, assembling and repair |
| 3.      | a) Machining, product fabricating, assembling and repair | 3.       | Construction trades                                   |
|         | b) Service   | 4.       | a) Managerial, administrative and related             |
| 4.      | Other  |          | b) Primary  |
| 5.      | a) Managerial, administrative and related                | 5.       | a) Teaching and related                               |
|         | b) Primary   |          | b) Transport equipment operating                      |

**Females - Predominant Occupations (In descending order)**

| NIPIGON |  | RED ROCK |   |
|---------|--|----------|---|
| 1.      | Service                                | 1.       | Service   |
| 2.      | Clerical and related                   | 2.       | Clerical and related                                      |
| 3.      | Managerial, administrative and related | 3.       | Teaching and related                                      |
| 4.      | a) Medicine and health                 | 4.       | a) Processing   |
|         | b) Sales                               |          | b) Sales  |
| 5.      | Processing                             | 5.       | a) Managerial, administrative and related                 |
| 6.      | Teaching and related                   |          | b) Technological, social, religious, artistic and related |

<sup>2</sup> Statistics are combined for Nipigon and Red Rock.



**SELECTED POPULATION CHARACTERISTICS  
(Statistics Canada - 1986 Census)  
Continued**

**Average Income**

| NIPIGON                                |          | RED ROCK                               |          |
|--|----------|--|----------|
| Males 15 years and over with income:   | \$25,135 | Males 15 years and over with income:   | \$31,930 |
| Females 15 years and over with income: | 10,696   | Females 15 years and over with income: | 9,993    |

**Incidence of Low Income<sup>3</sup>**

| NIPIGON                                 |       | RED ROCK                                |       |
|---|-------|---|-------|
| All economic families:                  | 635   | All economic families:                  | 385   |
| Low income economic families:           | 45    | Low income economic families:           | 10    |
| Incidence of low income:                | 6.5%  | Incidence of low income:                | 2.2%  |
| All unattached individuals:             | 190   | All unattached individuals:             | 115   |
| Low income unattached individuals:      | 45    | Low income unattached individuals:      | 20    |
| Incidence of low income:                | 22.5% | Incidence of low income:                | 20.7% |
| Total population in private households: | 2,300 | Total population in private households: | 1,435 |
| Persons in low income family units:     | 175   | Persons in low income family units:     | 65    |
| Incidence of low income:                | 7.6%  | Incidence of low income:                | 4.5%  |

<sup>3</sup> The figures for Red Rock will need to be examined using 1991 Census data, as the Domtar closure will cause many changes in the information, especially when examining average income levels and incidence of low income.

## OBSERVATIONS - NIPIGON

Using information from Statistics Canada (1986 Census) and information from the Social Indicators Project survey, some observations follow. Observations which are pertinent to the entire region are located under "General Findings" in the main body of the report.

From our survey, the predominant characteristics of persons seeking social services in Nipigon-Red Rock are:

|                                |                               |
|--------------------------------|-------------------------------|
| Gender:                        | Male                          |
| Age:                           | Adult                         |
| Other Cultural/Ethnic Origins: | Native                        |
| First Language:                | English                       |
| Geographic Location:           | Town Resident                 |
| Marital Status:                | Single                        |
| Employment Status:             | Full-Time                     |
| Social Assistance:             | Family Benefits               |
| Special Needs:                 | Learning                      |
| Vocational Barriers:           | Displaced Workers             |
| Average Education Level:       | Grade 8 or Less               |
| Income Level:                  | Low Household Income (Slight) |

This data only provides us with some profile information about persons who typically seek services in this community. Questions may be pursued as a result of this information.

### GENDER

It appears that males predominantly receive or seek services, or is this simply reflective of the general population? Comparing data from our survey with Statistics Canada 1986 Census data, the percentage of females and males, 15 years of age and over, in the total population of Nipigon-Red Rock are:

| STATISTICS CANADA |     | SOCIAL INDICATORS |
|-------------------|-----|-------------------|
| FEMALES:          | 49% | 32%               |
| MALES:            | 51% | 68%               |

This comparison indicates a wide differential, which could be attributable to the fact that the programs responding from these communities provide services specifically targeted to males, or for which males have traditionally been recipients. These findings are much different from most of the other communities surveyed, where females are predominant as service seekers. It would be helpful for literacy programs if they would examine their own statistics regarding gender for purposes of needs analysis. (See "General Findings" for more information about gender and cross-references with other social indicators.)

## AGE

The responses indicated a predominance of adults receiving services, which is not unexpected. Most social service and educational programs, outside the regular school system, are set up for adult access. A question results which literacy providers may wish to examine further: "Are there any other age groups which may require literacy programming and have we met this need?" Some respondents indicated disadvantaged youths and school drop-outs as potentially needy groups.

## CULTURE & ETHNIC ORIGIN

The category of other cultures or ethnic origins indicates that native peoples are predominant. This would be normal for most of Northwestern Ontario, since this region of the province has the largest number of native reserves.

There are two reserves in close proximity to Nipigon-Red Rock. A third reserve may use both Nipigon-Red Rock and Schreiber for services. The responses indicate that some programming is targeted to aboriginal peoples, but that increased support is needed in attempting to run five programs in seven communities with only one staff person.

Another cultural characteristic noted French. Statistics Canada figures (1986) indicate that the immigrant population living in Nipigon-Red Rock was 355 persons out of a population of 4,375, or 8%. According to these statistics, and excluding immigration from English speaking countries, these immigrants are predominantly from non-English speaking European countries (205 persons of the 355, or slightly more than half of the immigrants living in the area). These 1986 figures also indicate that 10 immigrants were from Asia and 5 were from other unspecified countries.

## LANGUAGE - FIRST LANGUAGE/S/MOTHER TONGUE

The predominance of first language (mother tongue) is English, with categories of "Native" and "French" being second and third in order. Statistics Canada figures under "home language" indicates 2% of the population having a native language that is a "non-official language" (not English or French). This figure is much lower than the immigrant population figure.

## GEOGRAPHIC LOCATION

The indicator of geographic location shows town residents are predominant as recipients of services. This is not a surprising observation, however, because literacy and educational programs are most easily accessed by persons nearest their location. One respondent cited a lack of resources for providing service to rural residents and remote sites, and the need to expand in this regard.

Access barriers for persons seeking literacy and related programs, such as transportation issues, lack of child care or limited child care services, as well as the burden of personal cost for those services which exist, can especially affect the participation rates of rural and remote residents. (See Services Provided in the Observations for Nipigon and "General Findings" of the main report for more on literacy in urban or rural locations.)

### MARITAL STATUS

Responses showed that services are predominantly provided to persons who are single, which is interesting when examining other statistics for the Nipigon-Red Rock area. Economically, families are financially better off than single individuals, probably due to the fact that many families have more than one income to rely upon. Marital status is not a social indicator by itself, however, it may be correlated with other information, such as lower income. For example, note the high incidence of low income among unattached individuals. In the Nipigon area:

|  | Nipigon | Red Rock |
|--|---------|----------|
| Low income among single persons        | = 22.5% | 20.7%    |
| Low income among all economic families | = 7.6%  | 4.5%     |

Perhaps with the broad scope of this project, literacy providers should consider examining marital status closely, since the statistics seem to show that single or unattached persons have a much higher incidence of low income. This may be a social indicator for literacy providers to consider including (if they have not done so) within their program statistics. (More information may be obtained within "General Findings".)

### EMPLOYMENT STATUS and SOCIAL ASSISTANCE

According to this survey, persons seeking some types of service are predominantly full-time workers. This is not a significant indicator when examined by itself. If examined with the predominance of social assistance recipients, Nipigon service providers are seeing a predominance of persons receiving family benefits.

Next in predominance is the category of occasional employment. Literacy providers may be able to track their clients to examine the predominance of employment versus social assistance, combined with other categories, such as age, income level, gender, etcetera. For example, according to Statistics Canada (1986) for the Nipigon-Red Rock area, 82% of males, 15 years and older participate in the labour force, as compared with females in the same category who have a participation rate of 56% (these figures may no longer be valid, due to the Domtar closure).

The male unemployment rate:  
Males 15 years and older = 6.2%

The female unemployment rate:  
Females 15 years and older = 8.8%

With the downturn in the Canadian economy, Northern Ontario unemployment rates for 1991 rose to an average of 11.2% of the labour force<sup>4</sup> (according to 1986 statistics, the unemployment rate averaged 9.1%, with female unemployment slightly higher than male). As of June, 1992, Statistics Canada reports an Ontario unemployment rate of 11.6%, the highest in 8 years. As stated previously, the Domtar plant closure will severely affect these figures in the Nipigon-Red Rock area.

### SPECIAL NEEDS

According to the survey results, the predominance of clients with special needs were those with learning needs. Nipigon-Red Rock figures also showed a fairly high response rate for special needs with the mentally challenged.

### VOCATIONAL BARRIERS

At the time of the survey, the Domtar plant closure had just been announced. A drastic increase in displaced workers was projected. Expansion of services to meet the needs of displaced workers with low educational attainment levels was anticipated as critical.

### PREDOMINANT CHARACTERISTICS

No responses were offered and no definitive observations can be made.

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<sup>4</sup> "The Northern Ontario Labour Market, March 1992" (Employment & Immigration Canada); and "Success in the Works, A Profile of Canada's Emerging Workforce", Employment & Immigration Canada

AVERAGE EDUCATION LEVEL

The predominance noted for average education level in the Nipigon area is Grade 8 or Less. From the figures quoted in the community profile, the education levels of the area residents show that those with Grade 9 to 13, without a secondary school diploma, account for 30% of the population over 15 years old. Another 12% of the population has less than Grade 9. As a social indicator, this is a significant number of the population. The combined figure shows that 42% of the population have not completed high school. This is typical of the Northern region (see "General Findings") and should be considered as a primary social indicator along with other categories, such as age, occupation, and income level.

INCOME LEVEL

Survey results shows a slight predominance for low income. This was noted as predominantly household income. The incidence of low income (noted in the community profile) is 7.6% for Nipigon and 4.5% for Red Rock. Low income is also much higher amongst single individuals, therefore, income must be examined with marital status and cultural and ethnic origin in mind. Gender and cultural/ethnic origin also plays a significant role in income level.

As noted in the community profile information:

NIPIGON:

|  |             |
|--|-------------|
| Males 15 years and over - average income   | \$25,135.00 |
| Females 15 years and over - average income | 10,696.00   |

RED ROCK:

|  |             |
|--|-------------|
| Males 15 years and over - average income   | \$31,930.00 |
| Females 15 years and over - average income | 9,993.00    |

Compare the above figures with native population average incomes<sup>5</sup>:

|   |             |
|---|-------------|
| Native Males 15 years and over - average income   | \$16,561.00 |
| Native Females 15 years and over - average income | 7,995.00    |

Perhaps for determining major target groups for literacy needs, single, adults, combined with indicators of income, social assistance and cultural and ethnic origin should be considered as primary "social indicators of literacy needs" when examining programs. (See "General Findings" for more about all of these characteristics).

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<sup>5</sup> "Northern Ontario Native Demographics, Thunder Bay Management Area", Northern Ontario Regional Economist's Office, Economic Services Directorate, Employment & Immigration Canada, July, 1991, p. 2



## SERVICES PROVIDED

When examining barriers to participation, a look at what types of services are provided to assist persons with accessing programs is necessary. When looking at transportation and child care, which have been noted as problems by respondents, some services do not provide transportation or child care. Transportation is an issue mentioned very often by respondents, along with lack of child care. Nipigon-Red Rock residents do not have access to public transportation, but some respondents indicate that they offer some form of transportation. Nipigon-Red Rock also have a predominance of services offering personal counselling, skills assessment and financial and housing assistance.

Transportation barriers, such as cost of personal means of transportation, lack of public service, lack of volunteer drivers or funding for transportation to programs, geographic area covered by programs and winter weather, can affect the participation rates of town, rural and remote residents, but especially affects access for persons living outside of town.

## RESPONSES TO KNOWLEDGE BASED QUESTIONS

Potential target groups for literacy providers to consider are noted as displaced workers with low education levels, school drop-outs or people who have never had the opportunity to attend school. Single adults were discussed earlier and with child care and associated costs being a barrier, Literacy providers will need support to ensure that single parents are able to participate in programs. Northwestern Ontario has a high native population and figures show<sup>6</sup> that 47% of the employed Native population, aged 15 years and over, have not completed high school. Literacy services should be promoted to this potential target group in the Nipigon-Red Rock area.

Nipigon and Red Rock are not alone in the responses received about barriers, as most communities find transportation, child care, shiftwork, embarrassment/stigma (compounded by issues of confidential access in very small towns), lack of volunteers and language/cultural barriers are problems they constantly endure.

The remaining responses are documented in the "Community Survey Results" for use by Literacy providers, who may find this information useful in planning for future needs.

SEE "CONCLUSIONS" IN THE MAIN REPORT FOR FURTHER INFORMATION RELATED TO CHARACTERISTICS COMMON THROUGHOUT THE REGION.

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<sup>6</sup> Op Cit, " Northern Ontario Native Demographics, Thunder Bay Management Area", p. 3

**COMMUNITY SURVEY RESULTS**

**Social Indicators of Literacy Needs Survey**

**COMMUNITY: NIPIGON**

**5 RESPONDENTS**

**Gender: Predominance: Male**

|                   |                     |           |
|-------------------|---------------------|-----------|
| Male: 28<br>2 - X | Female: 13<br>1 - X | Not Sure: |
|-------------------|---------------------|-----------|

**Age: Predominance: Adult**

|                            |                             |
|----------------------------|-----------------------------|
| Children:                  | Adults (16-64): 36<br>1 - X |
| Youths (15-24): 5<br>1 - X | Seniors (65+):              |

**Cultural & Ethnic Origin: Predominance: Native Peoples**

|                             |                  |
|-----------------------------|------------------|
| Native Peoples: 15<br>1 - X | Immigrants:      |
| Refugees:                   | Other Culture: 6 |

**Other Cultural Characteristic: French**

**Language: First Language(s) Predominance: English**  
- Mother Tongue

|                      |           |
|----------------------|-----------|
| English: 32<br>2 - X | French: 6 |
| Native: 9            | Specify:  |
| Other:               | Specify:  |

**Geographic Location: Predominance: Town Resident**

|                   |                   |           |
|-------------------|-------------------|-----------|
| Town: 26<br>1 - X | Rural: 4<br>2 - X | Remote: 9 |
|-------------------|-------------------|-----------|



**Marital Status:** **Predominance: Single**

|                  |             |                        |           |                       |     |
|------------------|-------------|------------------------|-----------|-----------------------|-----|
| <b>Married:</b>  | 15<br>2 - X | <b>Children - Yes:</b> | 10<br>2-X | <b>Children - No:</b> | 1-X |
| <b>Single:</b>   | 26          |                        | 2         |                       | 2-X |
| <b>Not Sure:</b> |             |                        |           |                       |     |

**Employment Status:** **Predominance: Full-Time**

|                   |            |                    |            |
|-------------------|------------|--------------------|------------|
| <b>Full-Time:</b> | 8<br>2 - X | <b>Part-Time:</b>  | 3<br>1 - X |
| <b>Seasonal:</b>  | 1 - X      | <b>Occasional:</b> | 6<br>1 - X |

**Social Assistance:** **Predominance: Family Benefits**

|                               |    |  |
|-------------------------------|----|--|
| <b>UIC:</b>                   | 1  |  |
| <b>Workers' Compensation:</b> |    |  |
| <b>Disability Pensions:</b>   |    |  |
| <b>General Welfare:</b>       | 2  |  |
| <b>Family Benefits:</b>       | 20 |  |

**Special Needs:** **Predominance: Learning**

|                               |    |       |
|-------------------------------|----|-------|
| <b>Mentally Challenged:</b>   | 9  |       |
| <b>Physically Challenged:</b> | 3  |       |
| <b>Learning:</b>              | 15 |       |
| <b>Behavioural:</b>           | 1  |       |
| <b>Prisoners/Inmates:</b>     |    | 1 - X |

**Vocational Barriers:** **Predominance: Project Drastic Increase in Displaced Workers (Due to Closure of Domtar mill in Red Rock)**

|                         |   |
|-------------------------|---|
| <b>Injured Workers:</b> | <b>Displaced Workers:</b><br>Project Drastic Increase |
|-------------------------|---|

**Any Characteristic Predominant?:**

.. No Responses

**Average Education Level:**

**Predominance: Grade 8 or Less**

|                      |                   |          |     |
|----------------------|-------------------|----------|-----|
| No Formal Schooling: | 2                 |          |     |
| Grade 8 or Less:     | 18                | 1 - X    |     |
| Grade 9 - 13:        | 6                 | Diploma: | No: |
|                      | 2 - X             | Yes:     |     |
| Trade Certificate:   |                   |          |     |
| Non-University:      | & Non-University) |          |     |
| University:          |                   | Degree:  |     |
|                      |                   | Yes:     |     |

**Income Level:**

**Predominance: (Slight) Low Income**

|                               |             |             |            |
|-------------------------------|-------------|-------------|------------|
| Low (Under 10):               | 31          | Individual: | 1 - X      |
| Moderately Low:<br>(10 - 25)  | 10<br>2 - X | Family:     |            |
| Middle:<br>(25 - 40)          | 1 - X       | Household:  | 9<br>1 - X |
| Moderately High:<br>(40 - 55) |             | Don't Know: |            |
| High (Over 55):               |             |             |            |

Services Provided:

|                       | YES   | NO    |
|-----------------------|-------|-------|
| Transportation:       | 3 - X | 2 - X |
| If Yes - Voluntary    | 2 - X | 1 - X |
| - Funded              | 1 - X | 1 - X |
| - For Fee             | 2 - X | 1 - X |
| Cost of Fee:          |       |       |
| Infant/Child Care:    | 1 - X | 4 - X |
| Personal Counselling: | 4 - X | 3 - X |
| Financial Assistance: | 3 - X | 3 - X |
| Housing Assistance:   | 3 - X | 1 - X |
| Skills Assessment:    | 3 - X | 2 - X |
| Academic Assessment:  | 2 - X | 2 - X |

If literacy programs are not available in your community and surrounding area, do you think there is a need for this type of service?

YES 1 NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

If yes, please indicate a preferred type of program:

Are there any particular population groups in your geographical area which you think could benefit from the establishment of literacy programs?

- Workers being laid off who have low education levels.
- Drop-outs or people who never had an opportunity to attend school.

Are there any types of barriers in your community to persons who might need and make use of literacy services (e.g. - lack of transportation, no/limited child care services, language difficulties, cultural barriers, etc.):

- No public transportation at all (4 indicated this problem).
- Tapes/cassettes and home study lessons for isolated people.
- No/limited child care.
- Shiftwork
- Lack of confidentiality in accessing a literacy service; these are very small towns.

Does your agency have any data or information available to assist other services in their needs analysis?

YES 1 NO 3 DON'T KNOW 1

If literacy programs are available in your area, do you feel they are meeting local needs? YES 2 NO 1 DON'T KNOW 2

If NO, please explain:

- Need for expansion to areas out of town for rural residents.
- Need to expand to meet increased need when Domtar paper mill shuts down on May 3, 1992.

Is there a system (formal or informal) in your community for referral of persons in need of literacy services?

YES 3 NO        DON'T KNOW 2

If yes, briefly describe how referrals take place:

- Call Literacy program or go to office.
- Phone contact and they set up appointment with tutor.
- Interagency Committee of all service agencies was formed so that we could better understand other services. Referrals made from one program to another.

Do you perceive any gaps or overlaps in services among literacy providers or courses? YES 1 NO 1 DON'T KNOW 3

If yes, please explain:

- Gaps - Do not have resources to provide service to remote areas and workers in remote sites (bush camps, etc.).
- Transportation a significant issue. Need resources to take the program to the people.

What suggestions would you have for reducing or eliminating any gaps or overlaps in services, or are there community barriers to implementing suggestions?

- Increased support. 5 programs (family, native, youth, workplace, etc.) operating in 7 communities with only one staff person.

Should these issues be addressed on a community basis?

YES        NO        DON'T KNOW 1

What direction or role do you think literacy providers should take for future community program needs?

- Mill closing in Red Rock; many people with no high school education will need training, if they are to go back to school (especially for English).
- Advertise.
- Have different approaches to meet different situations.
- Family Literacy, Workplace Literacy, Youth.

If your service organization is involved with the provision of literacy programs, please outline the future directions of your organization (for example - project an increase/decrease in persons served, courses, maintenance, joint efforts, etc.):

- Continued growth and expansion.
- Program for literacy for developmentally challenged adults provided.
- Drastic increase when 300-400 workers are laid off at Domtar on May 8, 1992. Planning a Family Literacy program for next year.

Would you like to receive a summary of the survey results?

YES 3 NO 2

Would you like more information about literacy programs?

YES 2 NO       

LEGEND

Survey results were collated and placed into the tables as follows:

1. Numbers are the total of all numerical responses for that category. An (E) indicates only estimates received. (Example: Male - 468 (E))
2. Respondents who indicated characteristics with the use of an "X" were collated as total number of respondents, followed by an "X". (Example: Male -- 2 - X)
3. The top of each table indicates a predominance for that particular characteristic. Predominance is based upon all responses; those indicated by use of an "X", the average of all responses received as a percentage and numerical response totals are all included in the determination of predominance.

## COMMUNITY PROFILE -- RED LAKE

Note: The statistics used in these reports are based on the 1986 Census and these findings may need to be reviewed after the release of the 1991 Census figures.

### ECONOMIC INDICATORS

|                            |  |
|----------------------------|--|
| Population:                | 2,165 <sup>1</sup>   |
| Labour Force:              | 2,445 <sup>2</sup>   |
| Average Male Income:       | \$22,183.00  |
| Average Female Income:     | \$11,436.00  |
| Average Household Income:  | \$34,006.00  |
| Trading Area (Population): | Red Lake, Balmertown, Cochenour,<br>McKenzie Island, Madsen,<br>Starret-Olsen, Ear Falls |

Major Employers: Placer Dome - Campbell Mine  
Dickenson Mines  
Ministry of Natural Resources  
Margaret-Cochonour Hospital  
Red Lake Board of Education  
Red Lake Airport

The community of Red Lake has recently experienced a short-term economic downturn, somewhat more than many other communities have experienced in the region. Campbell Mines, which is the major employer in the area, had a serious lay-off in 1992, due to the low gold market prices. Operations appear to be getting back on track. Red Lake serves as a trading area for other smaller communities in its vicinity and for northern Native communities, such as Pikangikum, Poplar Hill, and Sandy Lake. Red Lake is 170 kilometres north of the TransCanada Highway (17) junction for Highway 105 at Vermilion Bay. The economy is mainly supported by mining, forestry operations, and tourism.

The Red Lake region, as defined by the trading area above, has the following educational, health, social service and recreational facilities:

### EDUCATIONAL FACILITIES

Public School  
Secondary School  
    - Contact North site  
    - Co-sponsor -Literacy  
Separate School  
Community Futures  
Job Skills Training Program  
Skills Advisory Committee  
    - being established

### LITERACY & RELATED PROGRAMS

Red Lake Adult Education  
    - Adult Basic Literacy  
    - ESL  
    - Adult Offender Literacy  
    Program (pilot project  
    through OCL)  
    - free nursery services

<sup>1</sup> 1986 Census, Statistics Canada

<sup>2</sup> Includes labour force population of Township of Golden.

**OTHER SERVICES**

|                             |                              |
|-----------------------------|------------------------------|
| Adult Mental Health Service | Federal Government Offices   |
| 2 Child Care Centres        | - Canada Post                |
| Children's Mental Health    | - Employment & Immigration   |
| Child & Family Services     | (Outreach Office)            |
| Hospital                    |                              |
| 4 Medical Clinics           |                              |
| 4 Doctors                   |                              |
| 4 Dentists                  |                              |
| Public Library              | Provincial Ministries        |
| Public Health Unit          | - Natural Resources          |
| Air Service/Bus Service     | - Northern Development &     |
| Economic Development Office | Mines                        |
| Arena                       |                              |
| Golf Course                 |                              |
| 4 Parks                     |                              |
| Ontario Provincial Police   | 2 Radio Stations (1 local)   |
| 2 Newspapers (Local)        | - CBQ (CBC - Thunder Bay and |
| TV - CBC                    | and Winnipeg)                |

**SELECTED POPULATION CHARACTERISTICS**  
(Statistics Canada - 1986 Census)

|  |  |       |     |
|--|--|-------|-----|
| Total Population 15 Years and Over               |  | 1,745 |     |
| <b>By highest level of schooling</b>             |  |       |     |
| 1. Less than Grade 9                             |  | 375   | 21% |
| 2. Grades 9 - 13 - without secondary certificate |  | 600   | 34% |
| 3. - with secondary certificate                  |  | 185   | 11% |
| 4. Trades certificate or diploma                 |  | 25    |     |
| Other non-university education only              |  |       |     |
| - without certificate                            |  | 125   |     |
| - with certificate                               |  | 235   |     |
| 5. University                                    |  |       |     |
| - without degree                                 |  | 130   |     |
| - with degree                                    |  | 75    |     |

**Males - Predominant Occupations (In descending order)**

1. Primary
2. Service
3. a) Machining, product fabricating, assembling and repairing
- b) Managerial, administrative and related
4. Construction trades
5. Transport equipment operating
6. a) Sales
- b) Other (not specified)

**SELECTED POPULATION CHARACTERISTICS**  
**(Statistics Canada - 1986 Census)**  
Continued

**Females - Predominant Occupations (In descending order)**

1. Clerical and related
2. Service
3. Sales
4. a) Managerial, administrative and related  
b) Medicine and health
5. a) Teaching and related  
b) Technological, social, religious, artistic and related  
c) Processing

**Average Income**

|                                       |          |
|---------------------------------------|----------|
| Males 15 years and over with income   | \$22,183 |
| Females 15 years and over with income | 11,436   |

**Incidence of Low Income**

|  |       |
|--|-------|
| All economic families                  | 565   |
| Low income economic families           | 70    |
| Incidence of low income                | 12.7% |
| All unattached individuals             | 265   |
| Low income unattached individuals      | 65    |
| Incidence of low income                | 23.6% |
| Total population in private households | 2,195 |
| Persons in low income family units     | 360   |
| Incidence of low income                | 16.4% |



## OBSERVATIONS - RED LAKE

Using information from Statistics Canada (1986 Census) and information from the Social Indicators Project survey, some observations follow. Observations which are pertinent to the entire region are located under "General Findings" in the main body of the report.

From our survey, the predominant characteristics of persons seeking social services in Red Lake are:

|                                |   |
|--------------------------------|---|
| Gender:                        | Female                                    |
| Age:                           | Adult                                     |
| Other Cultural/Ethnic Origins: | Native                                    |
| First Language:                | English                                   |
| Geographic Location:           | Town Resident                             |
| Marital Status:                | Married with Children                     |
| Employment Status:             | Full-Time                                 |
| Social Assistance:             | General Welfare/Family Benefits           |
| Special Needs:                 | Physically Challenged                     |
| Vocational Barriers:           | Injured Workers                           |
| Average Education Level:       | Grade 9 - 13                              |
| Income Level:                  | Low - Moderately Low<br>Individual Income |

This data only provides us with some profile information about persons who typically seek services in this community. Questions may be pursued as a result of this information.

### GENDER

It appears that females predominantly receive or seek services, or is this simply reflective of the general population? Comparing data from our survey with Statistics Canada 1986 Census data, the percentage of females and males, age 15 and over, in the total population of Red Lake are:

#### **STATISTICS CANADA**

|          |     |
|----------|-----|
| FEMALES: | 48% |
| MALES:   | 52% |

#### **SOCIAL INDICATORS**

|     |
|-----|
| 65% |
| 35% |

This comparison indicates quite a differential, which could be attributable to the fact that some services receive funding which is specifically targeted to females, or for which females have traditionally been recipients. It would be helpful to literacy programs if they would examine their own statistics regarding gender for purposes of needs analysis. (See "General Findings" for more information about gender and cross-references with other social indicators.)

## AGE

The responses indicated a predominance of adults receiving services, which is not unexpected. Most social service and educational programs, outside the regular school system, are set up for adult access. A question results which literacy providers may wish to examine further: "Are there any other age groups which may require literacy programming and have we met this need?". Some comments from respondents indicate adults, age 35 and older who have not completed high school, middle to senior age ethnic groups, and teens as a potentially needy groups.

## CULTURE & ETHNIC ORIGIN

The category of other cultures or ethnic origins indicates that Native peoples are predominant. This would be normal for most of Northwestern Ontario, since this region of the province has the largest number of native reserves. The second and third indicators are immigrants and "other culture". Other cultural characteristics are noted as Polish, Ukrainian and German.

There are many reserves to the north of Red Lake and these reserves use services in Red Lake, through fly-in access. Page four of the survey results contains a question about population groups which could benefit from literacy programming. The responses indicate that programming targeted to aboriginal peoples may be recommended, if not already in place.

Immigration factors were mentioned by respondents. Statistics Canada figures (1986) indicate that the immigrant population living in Red Lake was 380 persons out of a population of 2,165, or 17.5%. According to these statistics, and excluding immigration from English speaking countries, these immigrants are predominantly from non-English speaking European countries (270 persons of the 380, or almost three quarters of immigrants living in the area). These 1986 figures also indicate that 180 have German origins, 130 have French origins and 55 have Italian origins.

## LANGUAGE - FIRST LANGUAGES/MOTHER TONGUE

The predominance of first language (mother tongue) is English, with categories of "French" and "Native" being second and third in order. Statistics Canada figures under "Home Language" indicates 7.6% of the population having a home language that is a "non-official language" (not English or French). This figure is much lower than the immigrant population figure. French is the home language for 3.3% of the population, an aboriginal language is spoken in 2% of homes, Ukrainian, Italian and Tagalog (Philippino) are spoken in less than 2% (each) of homes. Language figures may need to be further examined for Aboriginal populations.

### GEOGRAPHIC LOCATION

The indicator of geographic location shows town residents are predominant as recipients of services. This is not a surprising observation, however, because literacy and educational programs are most easily accessed by persons nearest their location.

Access barriers for persons seeking literacy and related programs, such as transportation issues, lack of child care or limited child care services, as well as the burden of personal cost for those services which exist, can especially affect the participation rates of rural and remote residents. (See Services Provided in the Observations for Red Lake and "General Findings" of the main report for more on literacy in urban or rural locations.)

### MARITAL STATUS

Responses showed that services are predominantly provided to persons who are married and have children, which is interesting when examining other statistics for the Red Lake area. Economically, families are usually financially better off than single individuals, probably due to the fact that many families have more than one income to rely upon. Marital status is not a social indicator by itself, however, it may be correlated with other information, such as lower income. For example, note the much higher incidence of low income among unattached individuals in the Red Lake area:

|  |   |        |
|--|---|--------|
| Low income among single persons        | = | 23.6%  |
| Low income among all economic families | = | 12.7%. |

Perhaps with the broad scope of this project, literacy providers should consider examining marital status closely, since the statistics seem to show that single or unattached persons have a much higher incidence of low income. This may be a social indicator for literacy providers to consider including (if they have not done so) within their program statistics. (More information may be obtained within "General Findings".)

### EMPLOYMENT STATUS and SOCIAL ASSISTANCE

According to this survey, persons seeking some types of service are predominantly full-time workers. This is not a significant indicator when examined by itself. If examined with the predominance of social assistance recipients, Red Lake service providers are seeing a predominance of persons receiving general welfare/family benefits.

Next in predominance is the category of unemployment insurance. Literacy providers may be able to track their clients to examine the predominance of employment versus social assistance, combined with other categories, such as age, income level, gender, etcetera.

For example, according to Statistics Canada (1986) for the Red Lake area, 81.4% of males, 15 years and older participate in the labour force, as compared with females in the same category who have a participation rate of 67.1%.

The male unemployment rate:  
Males 15 years and over = 8.7%

The female unemployment rate:  
Females 15 years and over = 10.7%

With the downturn in the Canadian economy, Northern Ontario unemployment rates for 1991 rose to an average of 11.2% of the labour force<sup>4</sup> (according to 1986 statistics, the unemployment rate averaged 9.1%, with female unemployment slightly higher than male). As of June, 1992, Statistics Canada reports an Ontario unemployment rate of 11.6%, the highest in 8 years.

As stated previously, 1991 Census data should be consulted, particularly since the mining lay-offs in Red Lake may have affected the statistics used for examination of income levels, employment rates and social assistance.

### SPECIAL NEEDS

According to the survey results, special needs for the physically challenged show a predominance. Second and third in this category are needs for the mentally challenged and prisoners or inmates. Comments indicate a possible lack of services for the physically disabled. For example it is noted there is not a "handi-transit" service available. Other community barriers may interfere with service delivery, such as the location of services, lack of public transportation, and the size of the community can affect self-esteem, "as everyone knows affairs". New approaches to providing programming and marketing to help eliminate barriers for these individuals may need to be examined.

### VOCATIONAL BARRIERS

Injured workers were noted as predominant. Literacy providers may need to ensure or enhance communication with employment counselling and vocational rehabilitation services to assure that injured and displaced workers have access to literacy services and are made aware of program availability.

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<sup>4</sup> "The Northern Ontario Labour Market, March 1992" (Employment & Immigration Canada); and "Success in the Works, A Profile of Canada's Emerging Workforce", Employment & Immigration Canada

## PREDOMINANT CHARACTERISTICS

From the survey results, responses verified some of the information. Lack of high school diploma, employment barriers, cultural barriers, the large Native population and the disabled were specifically mentioned. No definitive observations can be made.

### AVERAGE EDUCATION LEVEL

The predominance noted for average education level in the Red Lake area is Grade 9 to 13. From the figures quoted in the community profile, the education levels of the area residents match this predominance fairly well. Grade 9 to 13, without a secondary school diploma, accounts for 34% of the population over 15 years old. 21% of this population group has less than Grade 9. As a social indicator, this is a significant number of the population. The combined figure shows that 55% of the population have not completed high school. This is typical of the Northern region (see "General Findings") and should be considered as a primary social indicator along with other categories, such as age, occupation, and income level.

### INCOME LEVEL

Survey results show the predominant income level as low to moderately low income. This was noted as predominantly individual income. The incidence of low income (noted in the community profile) is 12.7% for the Red Lake area and is also much higher amongst single individuals (23.6%), therefore, income must be examined with marital status and cultural and ethnic origin in mind. Gender and cultural/ethnic origin also plays a significant role in income level.

As noted in the community profile information:

|  |             |
|--|-------------|
| Males 15 years and over - average income   | \$22,183.00 |
| Females 15 years and over - average income | 11,436.00   |

Compare the above figures with native population average incomes<sup>5</sup>:

|   |             |
|---|-------------|
| Native Males 15 years and over - average income   | \$13,387.00 |
| Native Females 15 years and over - average income | 8,509.00    |

Perhaps for determining major target groups for literacy needs, single, adults, combined with indicators of income, social assistance and cultural and ethnic origin should be considered as primary "social indicators of literacy needs" when examining programs. (See "General Findings" about these characteristics).

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<sup>5</sup> "Northern Ontario Native Demographics, Kenora Management Area", Employment & Immigration Canada, p. 2

## SERVICES PROVIDED

When examining barriers to participation, a look at what types of services are provided to assist persons with accessing programs is necessary. When looking at transportation and child care, which have been noted as problems by respondents, some services do not provide transportation or child care. Child care, cultural barriers, transportation and language difficulties are the issues mentioned more often by respondents. Red Lake residents do not have access to public transportation. Responses in the survey indicate Red Lake has a predominance of child care services, however, these services may not be linked with literacy programs.

Transportation barriers, such as cost of personal means of transportation, lack of public service, lack of volunteer drivers or funding for transportation to programs, geographic area covered by programs and winter weather, can affect the participation rates of town, rural and remote residents, but especially affects access for persons living outside of town.

## RESPONSES TO KNOWLEDGE BASED QUESTIONS

Potential target groups for literacy providers to consider are noted as Aboriginal people, teens, school drop-outs, adults 35 and older who have not completed high school or are from ethnic groups, and underground miners. Single adults were discussed earlier and with child care and associated costs being a barrier, Literacy providers will need support to ensure that single parents are able to participate in programs. Northwestern Ontario has a high native population and figures show<sup>6</sup> that 69% of the employed Native population, aged 15 years and over, have not completed high school. Literacy services should be promoted to this potential target group in the Red Lake area.

Red Lake is not alone in the responses received about barriers, as most communities find transportation, child care, shiftwork, embarrassment/stigma, lack of volunteers and language/cultural barriers are problems they constantly endure.

The remaining responses are documented in the "Community Survey Results" for use by Literacy providers, who may find this information useful in planning for future needs.

SEE "CONCLUSIONS" IN THE MAIN REPORT FOR FURTHER INFORMATION RELATED TO CHARACTERISTICS COMMON THROUGHOUT THE REGION.

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<sup>6</sup> "Northern Ontario Native Demographics, Kenora Management Area", Employment and Immigration Canada, p. 3



**COMMUNITY SURVEY RESULTS**

**Social Indicators of Literacy Needs Survey**

**COMMUNITY: RED LAKE**

**13 RESPONDENTS**

**Gender: Predominance: Female**

|                    |                      |                 |
|--------------------|----------------------|-----------------|
| Male: 190<br>4 - X | Female: 357<br>5 - X | Not Sure: 1 - X |
|--------------------|----------------------|-----------------|

**Age: Predominance: Adult**

(Response from one large service affected the figures by providing large service number estimates: 600 E children, 800 E youths, 500 E adults and 100 E seniors. All other respondents showed adult predominance)

|                              |                              |
|------------------------------|------------------------------|
| Children: 636<br>4 - X       | Adults (16-64): 763<br>5 - X |
| Youths (15-24): 906<br>4 - X | Seniors (65+): 255<br>4 - X  |

**Cultural & Ethnic Origin: Predominance: Native Peoples**

|                              |                            |
|------------------------------|----------------------------|
| Native Peoples: 195<br>6 - X | Immigrants: 38<br>4 - X    |
| Refugees: 3 - X              | Other Culture: 30<br>4 - X |

Other Cultural Characteristic: Polish, Ukrainian, German.

**Language: Predominance: English**

**First Language -- Mother Tongue**

|                       |   |
|-----------------------|---|
| English: 174<br>8 - X | French: 1<br>5 - X  |
| Native: 73<br>9 - X   | Specify: Ojibway, Cree,<br>Ojicree                                    |
| Other: 25<br>4 - X    | Specify: Polish, Ukrainian,<br>German, Portugese, Spanish,<br>Italian |

**Geographic Location: Predominance: Town Resident**

|                    |                   |                     |
|--------------------|-------------------|---------------------|
| Town: 277<br>8 - X | Rural: 2<br>3 - X | Remote: 30<br>4 - X |
|--------------------|-------------------|---------------------|

**Marital Status:** Predominance: Married with Children

|           |             |                           |                       |
|-----------|-------------|---------------------------|-----------------------|
| Married:  | 37<br>8 - X | Children - Yes:<br>37 7-X | Children - No:<br>3-X |
| Single:   | 80<br>6 - X | 7 6-X                     | 3-X                   |
| Not Sure: | 3 -X        |                           |                       |

**Employment Status:** Predominance: Full-Time

|            |             |             |             |
|------------|-------------|-------------|-------------|
| Full-Time: | 17<br>8 - X | Part-Time:  | 13<br>5 - X |
| Seasonal:  | 5<br>6 - X  | Occasional: | 1<br>8 - X  |

**Social Assistance:** Predominance: General Welfare/  
Family Benefits

|                        |    |       |
|------------------------|----|-------|
| UIC:                   | 14 | 6 - X |
| Workers' Compensation: |    | 6 - X |
| Disability Pensions:   | 3  | 4 - X |
| General Welfare:       | 29 | 8 - X |
| Family Benefits:       | 29 | 6 - X |

**Special Needs:** Predominance: Physically Challenged

|                        |    |       |
|------------------------|----|-------|
| Mentally Challenged:   | 15 | 4 - X |
| Physically Challenged: | 23 | 4 - X |
| Learning:              | 7  | 4 - X |
| Behavioural:           | 2  | 3 - X |
| Prisoners/Inmates:     | 28 |       |

**Vocational Barriers:** Predominance: Injured Workers

|                  |            |                    |            |
|------------------|------------|--------------------|------------|
| Injured Workers: | 9<br>5 - X | Displaced Workers: | 6<br>4 - X |
|------------------|------------|--------------------|------------|



**Any Characteristic Predominant?:**

- Employment barriers: drug and alcohol abuse, lack of high school diploma, cultural barriers, legal problems, etc.
- High native percentage.
- Lack of education prohibits clients from occupying deep in work force.
- Seniors.
- Disabled.
- Low Income.

**Average Education Level: Predominance: Grade 9 - 13**  
 (Response from one service provided large numbers where none had been indicated in any previous characteristics - numbers may be affected, but predominance remains Grade 9 - 13).

|                      |       |          |        |
|----------------------|-------|----------|--------|
| No Formal Schooling: | 2     | 2 - X    |        |
| Grade 8 or Less:     | 313   | 3 - X    |        |
| Grade 9 - 13:        | 396   | Diploma: | No:    |
|                      | 4 - X | Yes:     | 12 2-X |
|                      |       | 41       |        |
| Trade Certificate:   |       | 1 1-X    | 4 1-X  |
| Non-University:      |       | 2-X      | 25 2-X |
| University:          |       | Degree:  |        |
|                      |       | Yes:     | 5 2-X  |
|                      |       | 5 2-X    | 5 2-X  |

**Income Level: Predominance: Low - Moderately Low Income**

|                               |       |             |       |
|-------------------------------|-------|-------------|-------|
| Low (Under 10):               | 57    | Individual: |       |
|                               | 3 - X |             | 4 - X |
| Moderately Low:<br>(10 - 25)  | 5 - X | Family:     | 3 - X |
| Middle:<br>(25 - 40)          | 2 - X | Household:  | 1 - X |
| Moderately High:<br>(40 - 55) | 2 - X | Don't Know: | 2 - X |
| High (Over 55):               | 2 - X |             |       |



Are there any types of barriers in your community to persons who might need and make use of literacy services (e.g. - lack of transportation, no/limited child care services, language difficulties, cultural barriers, etc.):

- Lack of transportation (mentioned five times). -Especially in winter.
- No/limited child care (mentioned six times).
- Language difficulties (mentioned five times).
- Cultural barriers (mentioned six times). - to some services, particularly native women.
- No public transportation or handi-transit.
- Location of services (possibly).
- Size of community; decrease in self-esteem as everyone knows affairs.
- (Ear Falls) Difficult to travel to Red Lake classes for schooling.

Does your agency have any data or information available to assist other services in their needs analysis?

YES 2 NO 5 DON'T KNOW 5

If literacy programs are available in your area, do you feel they are meeting local needs? YES 7 NO 1 DON'T KNOW 5

If NO, please explain:

- Yes, however, because of scheduling, many individuals' needs are not being met. The lack of a public transit system is also a barrier.
- There should be a greater effort to reach the native people.
- (Ear Falls) We are serviced from Red Lake, so I really don't understand why the survey from Dryden is coming to me.

Is there a system (formal or informal) in your community for referral of persons in need of literacy services?

YES 4 NO 3 DON'T KNOW 6

If yes, briefly describe how referrals take place:

- Agency and self-referrals to Literacy program.
- Direct contact, networking with other community services, has resulted in a referral system (more contact is planned to improve existing system).
- Clients are given name, address and phone number of service agency.
- (Ear Falls) Not really sure how this works; we have no referral forms for this service.

Do you perceive any gaps or overlaps in services among literacy providers or courses? YES 2 NO 4 DON'T KNOW 6

If yes, please explain:

- They are doing the best they can.
- A course which prepares learners and acts as a refresher (particularly for those who have been out of school for many years) is required to fill the gap.
- (Ear Falls) I think the schools and the literacy groups should be working hand-in-hand by sharing resources (i.e. for hard to teach students). I feel this problem should be addressed when the student in grade 7 can't read, not when they have quit school at 16.

What suggestions would you have for reducing or eliminating any gaps or overlaps in services, or are there community barriers to implementing suggestions?

- Human and financial resources are the major barriers.
- Don't think there are any.
- (Ear Falls) Share resources and question why there are people in their 20's with literacy problems, when our education is available and free. Maybe we need a literacy type of program in our education system. Maybe it would work much better.

Should these issues be addressed on a community basis?

YES 5 NO \_\_\_\_\_ DON'T KNOW 2

What direction or role do you think literacy providers should take for future community program needs?

- Take to miners on their breaks or program at the mine.
- Individualized programming.
- Become more involved in assessing existing and future community needs.
- Greater role in assessment of needs of community.
- First, make community aware of programs to ensure proper interest.
- Educate all businesses, organizations, etc., to make employers aware for employees' sake. Reach and educate students for parents' sake.
- Attempt to reach our large native population.
- (Ear Falls) Work with our school education systems, share information, equipment and programs. Early intervention rather than later may solve some adult difficulties.

If your service organization is involved with the provision of literacy programs, please outline the future directions of your organization (for example - project an increase/decrease in persons served, courses, maintenance, joint efforts, etc.):

- Project program to expand, both in numbers and programs offered. Increased level of involvement from Board of Education in terms of staffing and programming.
- (Ear Falls) Give out packages on importance of reading with their children.

Would you like to receive a summary of the survey results?

YES 8 NO 4

Would you like more information about literacy programs?

YES 7 NO 4

LEGEND

Survey results were collated and placed into the tables as follows:

1. Numbers are the total of all numerical responses for that category. An (E) indicates only estimates received. (Example: Male - 468 (E))
2. Respondents who indicated characteristics with the use of an "X" were collated as total number of respondents, followed by an "X". (Example: Male -- 2 - X)
3. The top of each table indicates a predominance for that particular characteristic. Predominance is based upon all responses; those indicated by use of an "X", the average of all responses received as a percentage and numerical response totals are all included in the determination of predominance.

COMMUNITY PROFILE -- SCHREIBER

Note: The statistics used in these reports are based on the 1986 Census and these findings may need to be reviewed after the release of the 1991 Census figures.

**ECONOMIC INDICATORS**

|                           |   |
|---------------------------|---|
| Population:               | 1,945 <sup>1</sup>  |
| Labour Force:             | 1,075   |
| Average Male Income:      | \$28,971.00   |
| Average Female Income:    | \$ 8,841.00   |
| Average Household Income: | \$38,533.00   |
| Trading Area:             | Includes communities of Pays Plat, Rossport, Schreiber, Terrace Bay, and Jackfish |

Major Employers: McMillan-Bloedel (Terrace Bay)  
Canadian National Railways

Schreiber and its immediate area is situated on Highway 17, 15 miles west of Terrace Bay, 60 miles west of Marathon, and 130 miles east of Thunder Bay. The town and surrounding area have a wealth of natural resources. The economy is based on forestry, pulp and paper, rail transportation and tourism. The local economy has remained relatively stable, more than the Provincial and National averages during the 1981-1982 recession, mainly due to employment at McMillan-Bloedel. Schreiber began as a railway town along the Lake Superior route and relies on other communities for some services, such as the hospital in Terrace Bay.

While economic conditions are not as severe as the more industrial centres in this current recession, it has nevertheless been felt.

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<sup>1</sup> 1986 Census data, Statistics Canada

Schreiber has the following educational, health, social service and recreation facilities:

**EDUCATIONAL FACILITIES**

Public School  
Separate School  
Secondary School  
  
Contact North  
- Located in Terrace Bay  
North Shore of Superior Training  
Programs Inc.  
- Located in Marathon

**LITERACY & RELATED PROGRAMS**

Reading Rising  
-Adult Basic Education  
- ILC assistance  
- Family Literacy  
(funding applied for  
with anticipated  
start in summer -  
hopefully permanent)  
  
Read To Me Program  
  
Public Library  
- Story Time Program

**OTHER SERVICES**

Hospital (in Terrace Bay)  
Adult Mental Health Service

Federal Government  
- Canada Post

Childrens' Mental Health  
Public Health Unit  
Crisis Centre Outreach  
Medical Clinic  
Doctor  
2 Dentists  
Public Library  
Recreation Complex  
Bus Service  
Curling Rink  
Golf Course  
Ski Club  
Cross-Country Ski Club

Provincial Ministries  
- Correctional Services

Ontario Provincial Police

**SELECTED POPULATION CHARACTERISTICS  
(Statistics Canada - 1986 Census)**

|  |       |     |
|--|-------|-----|
| Total Population 15 Years and Over               | 1,395 |     |
| By highest level of schooling                    |       |     |
| 1. Less than Grade 9                             | 210   | 15% |
| 2. Grades 9 - 13 - without secondary certificate | 620   | 44% |
| 3. - with secondary certificate                  | 160   | 11% |
| 4. Trades certificate or diploma                 | 55    |     |
| Other non-university education only              |       |     |
| - without certificate                            | 65    |     |
| - with certificate                               | 140   |     |
| 5. University - without degree                   | 115   |     |
| - with degree                                    | 40    |     |

**Males - Predominant Occupations (In descending order)**

1. Transport equipment operating
2. Processing
3. Construction trades
4. Machining, product fabricating, assembling and repairing
5. Other (not specified)
6. a) Primary
- b) Managerial, administrative and related

**Females - Predominant Occupations (In descending order)**

1. Service
2. Clerical and related
3. Sales
4. Processing
5. a) Medicine and health
- b) Managerial, administrative and related
6. a) Teaching and related
- b) Transport equipment operating

**Average Income**

|                                       |          |
|---------------------------------------|----------|
| Males 15 years and over with income   | \$28,971 |
| Females 15 years and over with income | 8,841    |

**Incidence of Low Income**

|  |       |      |
|--|-------|------|
| All economic families                  | 485   |      |
| Low income economic families           | 15    |      |
| Incidence of low income                |       | 4.0% |
| All unattached individuals             | 205   |      |
| Low income unattached individuals      | 20    |      |
| Incidence of low income                |       | 7.8% |
| Total population in private households | 1,870 |      |
| Persons in low income family units     | 100   |      |
| Incidence of low income                |       | 5.3% |



## OBSERVATIONS - SCHREIBER

Using information from Statistics Canada (1986 Census) and information from the Social Indicators Project survey, some observations follow. Observations which are pertinent to the entire region are located under "General Findings" in the main body of the report.

From our survey, the predominant characteristics of persons seeking social services in Schreiber are:

|                                |                            |
|--------------------------------|----------------------------|
| Gender:                        | Female                     |
| Age:                           | Adult                      |
| Other Cultural/Ethnic Origins: | Native                     |
| First Language:                | English                    |
| Geographic Location:           | Town Resident              |
| Marital Status:                | Married with Children      |
| Employment Status:             | Full-Time                  |
| Social Assistance:             | No Predominance Identified |
| Special Needs:                 | Learning                   |
| Vocational Barriers:           | No Predominance Identified |
| Average Education Level:       | Grade 8 or Less            |
| Income Level:                  | No Predominance Identified |

This data only provides us with some profile information about persons who typically seek services in this community. Questions may be pursued as a result of this information.

### GENDER

From the survey results, it appears that females received services most often, or is this simply reflective of the general population? Comparing data from our survey with Statistics Canada 1986 Census data, the percentages of females and males, over the age of 15, in the total population of Schreiber are:

| STATISTICS CANADA |       | SOCIAL INDICATORS |
|-------------------|-------|-------------------|
| FEMALES:          | 44.4% | 64.8%             |
| MALES:            | 55.6% | 35.2%             |

This comparison shows quite a difference between the male/female population characteristic when compared with the male/female figures received in our survey for persons seeking services. It is interesting that many other communities surveyed showed a tendency towards female recipients. Tracking gender along with other cross-referents would provide additional information for client profiles and needs analysis for literacy programs. (See "General Findings" for more information about gender and cross-references with other social indicators.)

## AGE

The responses indicated a predominance of adults receiving services, which is not unexpected. Most social service and educational programs, outside the regular school system, are set up for adult access. A question results which literacy providers may wish to examine further: "Are there any other age groups which may require literacy programming and have we met this need?". For example, another community indicated extremely disadvantaged youth could benefit from literacy programs.

## CULTURE & ETHNIC ORIGIN

The category of other cultures or ethnic origins indicates that native peoples are predominant. This would be normal for most of Northwestern Ontario, since this region of the province has the largest number of native reserves.

There is one reserve in close proximity to Schreiber. No responses were received to the opinion based questions of the survey to indicate that programming targeted to aboriginal peoples may be strongly recommended, however, the survey results also show services are provided to at least 185 native persons. No particular barriers were indicated by Schreiber respondents. Transportation, access and cultural barriers may be issues to consider when addressing programming for the native population living on and off reserves.

"Other Culture" is noted as a strong second category with 50 persons identified. The cultural characteristic is listed as French. Both respondents also indicated some immigrants are receiving services. Statistics Canada figures (1986) indicate that the immigrant population living in Schreiber was 200 persons out of a population of 1,945, or 10.3%. According to these statistics, and excluding immigrants from English speaking countries, these immigrants are predominantly from non-English speaking European countries (155 persons of the 200, or slightly more than three quarters of the immigrants living in the area). These 1986 figures also indicate that 10 were from Other Americas and 5 were from Asia.

## LANGUAGE - FIRST LANGUAGES/MOTHER TONGUE

The predominance of first language (mother tongue) is English. with the French language next. In the "other" category, Italian was noted. Statistics Canada population figures by ethnic origin indicate 240 persons with Italian origins and 195 persons with French origins. Statistics Canada figures indicate 4.7% of the population have a home language that is a "non-official language" (not English or French). This figure is much lower than immigrant populations and may not be accurate when considering aboriginal populations in Northwestern Ontario.

### GEOGRAPHIC LOCATION

The indicator of geographic location shows town residents are predominant as recipients of services. This is not a surprising observation, however, because literacy and educational programs are most easily accessed by persons nearest their location.

Access barriers for persons seeking literacy and related programs, such as distance and transportation issues, lack of child care or limited child care services, as well as the burden of personal cost for those services which exist, can especially affect the participation rates of rural and remote residents. (See Services Provided later in the Observations for Schreiber and "General Findings" of the main report for information on literacy levels in urban or rural locations.)

### MARITAL STATUS

Responses showed that services are predominantly provided to persons who are married, with children, which is interesting when examining other statistics for the Schreiber area. Economically, families are financially better off than single individuals, probably due to the fact that many families have more than one income to rely upon. Marital status is not a social indicator by itself, however, it may be correlated with other information, such as lower income. For example, note the high incidence of low income among unattached individuals. In the Schreiber area there is actually a smaller discrepancy in low income between single persons and all economic families than in other communities:

|  |   |       |
|--|---|-------|
| Low income among single persons        | = | 7.8%  |
| Low income among all economic families | = | 4.0%. |

Perhaps with the broad scope of this project, literacy providers should consider examining marital status closely, since the statistics seem to show that single or unattached persons have a much higher incidence of low income. This may be a social indicator for literacy providers to consider including (if they have not done so) within their program statistics. (More information on low income as an indicator may be found in "General Findings".)

### EMPLOYMENT STATUS and SOCIAL ASSISTANCE

According to this survey, persons seeking some types of service are predominantly full-time workers. This is not a significant indicator when examined by itself. Due to the low number of respondents, further examination of the social assistance trends in Schreiber will be needed by literacy providers. No observations can be made from the responses received in this study.

Schreiber and area literacy providers may wish to examine the rates of general welfare, family benefits and unemployment in their area. For example, according to Statistics Canada (1986) for the Schreiber area, 81.3% of males, 15 years and older participate in the labour force, as compared with females in the same category who have a participation rate of 48.4%.

The male unemployment rate:  
Males 15 years and older = 4.0%

The female unemployment rate:  
Females 15 years and older = 8.3%

(See "General Findings" within main report for additional information on unemployment and social assistance.)

### SPECIAL NEEDS

According to the survey results, the predominance of clients with special needs are those with special needs in learning. Literacy providers should ensure communication is on-going with other service providers about persons with special needs.

### VOCATIONAL BARRIERS

No predominance is indicated. In an area where processing and the primary occupations are prominent, literacy providers should promote participation through employment and vocational counselling services, however, most of these services are not located in the town of Schreiber, but in communities within the surrounding area.

### PREDOMINANT CHARACTERISTICS

From the survey results, one respondent indicated persons with mental health problems were most notable. With only two services responding to the survey, observations of this nature cannot be taken as definitive.

### AVERAGE EDUCATION LEVEL

The predominance noted for average education level in the Schreiber area is Grade 8 or Less. From the figures quoted in the community profile, the education levels for persons receiving services show a predominance of the population without a high school education. Grade 9 to 13, without a secondary school diploma, accounts for 44% of the population over 15 years old. 15% of this population group has less than Grade 9. As a social indicator, this is a highly significant number of the population. The combined figure shows that 59% of the population have not completed high school. This is typical of the Northern region (See "General Findings") and should be considered as a primary social indicator along with other categories, such as age, occupation, and income level.

### INCOME LEVEL

No predominance for level of income is identified in the survey. The incidence of low income (noted in the community profile) is 4.0% for the Schreiber area and is also much higher amongst single individuals (7.8%), therefore, income must be examined with marital status in mind. Gender and cultural/ethnic origin also plays a significant role in income level.

As noted in the community profile information:

|                           |                  |             |
|---------------------------|------------------|-------------|
| Males 15 years and over   | - average income | \$28,971.00 |
| Females 15 years and over | - average income | 8,841.00    |

Compare the above figures with native population average incomes<sup>2</sup>:

|                                  |                  |             |
|----------------------------------|------------------|-------------|
| Native Males 15 years and over   | - average income | \$16,561.00 |
| Native Females 15 years and over | - average income | 7,995.00    |

Perhaps for determining major target groups for literacy needs, single adults, combined with indicators of income, social assistance and cultural and ethnic origin should be considered as primary "social indicators of literacy needs" when examining programs. (See "General Findings" for more about all of these characteristics).

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<sup>2</sup> "Northern Ontario Native Demographics, Thunder Bay Management Area", Employment & Immigration Canada. p. 2

## SERVICES PROVIDED

When examining barriers to participation, a look at what types of services are provided to assist persons with accessing programs is necessary. When looking at transportation and child care, which have been noted as problems by respondents in other communities, some services do not provide transportation or child care. Transportation may be an issue for Schreiber, as residents do not have access to a system of public transportation. With the small number of respondents, no definitive predominance of services can be noted. Literacy providers in Schreiber must examine the need for transportation and child care carefully, since the community survey results offer little as means of an indicator of need.

Transportation barriers, such as cost of personal means of transportation, lack of public service, lack of volunteer drivers or funding for transportation to programs, geographic area covered by programs and winter weather, can affect the participation rates of town, rural and remote residents, but especially affects access for persons living outside of town.

## RESPONSES TO KNOWLEDGE BASED QUESTIONS

Potential target groups for literacy providers to consider should be noted as those who left school prior to completing Grade 8 and those who haven't completed secondary school, since the rate of 59% of the population not completing secondary school is so high. Single adults were discussed earlier. With child care and associated costs being a barrier, Literacy providers will need support to ensure that single parents are able to participate in programs. Northwestern Ontario has a high native population and figures show<sup>3</sup> that 61% of the employed Native population, aged 15 years and over, has not completed high school. Literacy services should also be promoted to this potential target group in the Schreiber area.

Most communities find transportation, child care, shiftwork, embarrassment/stigma, lack of volunteers and language/cultural barriers are problems they constantly endure. No comments were received from Schreiber respondents on the subject of barriers.

The remaining responses are documented in the "Community Survey Results" for use by Literacy providers, who may find this information useful in planning for future needs.

SEE "CONCLUSIONS" IN THE MAIN REPORT FOR FURTHER INFORMATION RELATED TO CHARACTERISTICS COMMON THROUGHOUT THE REGION.

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<sup>3</sup> " Northern Ontario Native Demographics, Thunder Bay Management Area", Employment and Immigration Canada, p.3

**COMMUNITY SURVEY RESULTS**

**Social Indicators of Literacy Needs Survey**

**COMMUNITY:** SCHREIBER

**2 RESPONDENTS**

**Gender:** Predominance: Female

|           |             |           |
|-----------|-------------|-----------|
| Male: 343 | Female: 631 | Not Sure: |
|-----------|-------------|-----------|

**Age:** Predominance: Adult

|                 |                     |
|-----------------|---------------------|
| Children: 201   | Adults (16-64): 773 |
| Youths (15-24): | Seniors (65+):      |

**Cultural & Ethnic Origin:** Predominance: Native Peoples

|                     |                   |
|---------------------|-------------------|
| Native Peoples: 184 | Immigrants: 2 - X |
| Refugees: 1 - X     | Other Culture: 50 |

**Other Cultural Characteristic:** French

**Language:** Predominance: English  
**First Language - Mother Tongue**

|                      |                    |
|----------------------|--------------------|
| English: 12<br>1 - X | French: 5<br>1 - X |
| Native: 2 - X        | Specify:           |
| Other: 1<br>2 - X    | Specify: Italian   |

**Geographic Location:** Predominance: Town Resident

|                   |              |               |
|-------------------|--------------|---------------|
| Town: 18<br>1 - X | Rural: 1 - X | Remote: 1 - X |
|-------------------|--------------|---------------|



**Marital Status:** Predominance: **Married with Children**

|                  |             |                              |                       |
|------------------|-------------|------------------------------|-----------------------|
| <b>Married:</b>  | 16<br>1 - X | <b>Children - Yes:</b><br>16 | <b>Children - No:</b> |
| <b>Single:</b>   | 2<br>1 - X  | 1-X                          | 1-X                   |
| <b>Not Sure:</b> |             |                              |                       |

**Employment Status:** Predominance: **Full-Time**

|                   |            |                    |            |
|-------------------|------------|--------------------|------------|
| <b>Full-Time:</b> | 8<br>1 - X | <b>Part-Time:</b>  | 1 - X      |
| <b>Seasonal:</b>  | 2<br>1 - X | <b>Occasional:</b> | 1<br>1 - X |

**Social Assistance:** Predominance: **NO PREDOMINANCE IDENTIFIED**

|                               |       |
|-------------------------------|-------|
| <b>UIC:</b>                   | 1 - X |
| <b>Workers' Compensation:</b> | 1 - X |
| <b>Disability Pensions:</b>   | 1 - X |
| <b>General Welfare:</b>       | 1 - X |
| <b>Family Benefits:</b>       | 1 - X |

**Special Needs:** Predominance: **Learning**

|                               |    |
|-------------------------------|----|
| <b>Mentally Challenged:</b>   |    |
| <b>Physically Challenged:</b> |    |
| <b>Learning:</b>              | 18 |
| <b>Behavioural:</b>           |    |
| <b>Prisoners/Inmates:</b>     |    |

**Vocational Barriers:** Predominance: **NO PREDOMINANCE IDENTIFIED**

|                         |                           |
|-------------------------|---------------------------|
| <b>Injured Workers:</b> | <b>Displaced Workers:</b> |
|-------------------------|---------------------------|



**Any Characteristic Predominant?:**

- Mental Health Problems.

**Average Education Level:                      Predominance:    Grade 8 or Less**

|                       |    |                       |          |
|-----------------------|----|-----------------------|----------|
| No. Formal Schooling: | 1  |                       |          |
| Grade 8 or Less:      | 10 |                       |          |
| Grade 9 - 13:         | 7  | Diploma:<br>Yes:<br>1 | No:<br>6 |
| Trade Certificate:    |    |                       |          |
| Non-University:       |    |                       |          |
| University:           |    | Degree:<br>Yes:       |          |

**Income Level:                      Predominance:    NO PREDOMINANCE INDICATED**

|                               |  |
|-------------------------------|--|
| Low (Under 10):               | Individual:                            |
| Moderately Low:<br>(10 - 25)  | Family:                                |
| Middle:<br>(25 - 40)          | Household:                             |
| Moderately High:<br>(40 - 55) | Don't Know:                      1 - X |
| High (Over 55):               |  |

**Services Provided:**

**YES**

**NO**

| Services Provided:    | YES   | NO    |
|-----------------------|-------|-------|
| Transportation:       | 1 - X |       |
| If Yes - Voluntary    |       |       |
| - Funded              | 1 - X |       |
| - For Fee             |       |       |
| Cost of Fee:          |       |       |
| Infant/Child Care:    | 1 - X |       |
| Personal Counselling: | 1 - X | 1 - X |
| Financial Assistance: |       | 1 - X |
| Housing Assistance:   |       | 1 - X |
| Skills Assessment:    |       | 1 - X |
| Academic Assessment:  |       | 1 - X |

If literacy programs are not available in your community and surrounding area, do you think there is a need for this type of service?

YES \_\_\_\_\_ NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

If yes, please indicate a preferred type of program:

Are there any particular population groups in your geographical area which you think could benefit from the establishment of literacy programs?

Are there any types of barriers in your community to persons who might need and make use of literacy services (e.g. - lack of transportation, no/limited child care services, language difficulties, cultural barriers, etc.):

Does your agency have any data or information available to assist other services in their needs analysis?

YES \_\_\_\_\_ NO 1 DON'T KNOW 1

If literacy programs are available in your area, do you feel they are meeting local needs? YES 1 NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

If NO, please explain:

Is there a system (formal or informal) in your community for referral of persons in need of literacy services?

YES 1 NO 1 DON'T KNOW \_\_\_\_\_

If yes, briefly describe how referral take place:

- Contacts maintained with businesses, social, educational and health services. Posters and flyers, contact name and phone number distributed to these organizations.

Do you perceive any gaps or overlaps in services among literacy providers or courses? YES \_\_\_\_\_ NO 1 DON'T KNOW \_\_\_\_\_

If yes, please explain:

What suggestions would you have for reducing or eliminating any gaps or overlaps in services, or are there community barriers to implementing suggestions?

Should these issues be addressed on a community basis?

YES \_\_\_\_\_ NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

What direction or role do you think literacy providers should take for future community program needs?

- Partnership; interaction with all community service providers (already in place - needs to be developed further).

If your service organization is involved with the provision of literacy programs, please outline the future directions of your organization (for example - project an increase/decrease in persons served, courses, maintenance, joint efforts, etc.):

- Increase family literacy program sessions from 2 - 3 eight week sessions. More public presentations and tutor training sessions. Encourage learners to participate in small groups. Story-telling activities at public gatherings for family literacy program. More formal training for family literacy volunteers. Further professional development for family literacy co-ordinators.

Would you like to receive a summary of the survey results?

YES \_\_\_\_\_ NO 1

Would you like more information about literacy programs?

YES \_\_\_\_\_ NO 1

LEGEND

Survey results were collated and placed into the tables as follows:

1. Numbers are the total of all numerical responses for that category. An (E) indicates only estimates received. (Example: Male - 468 (E))
2. Respondents who indicated characteristics with the use of an "X" were collated as total number of respondents, followed by an "X". (Example: Male -- 2 - X)
3. The top of each table indicates a predominance for that particular characteristic. Predominance is based upon all responses; those indicated by use of an "X", the average of all responses received as a percentage and numerical response totals are all included in the determination of predominance.

COMMUNITY PROFILE -- SIOUX LOOKOUT

Note: The statistics used in these reports are based on the 1986 Census and these findings may need to be reviewed after the release of the 1991 Census figures.

**ECONOMIC INDICATORS**

|                            |  |
|----------------------------|--|
| Population:                | 3,100 <sup>1</sup>   |
| Labour Force:              | 1,685  |
| Average Male Income:       | \$24,742.00  |
| Average Female Income:     | \$13,727.00  |
| Average Household Income:  | \$35,657.00  |
| Trading Area (Population): | Sioux Lookout, Drayton,<br>Alcona, Hudson, Savant Lake,<br>Silver Dollar, Pickle<br>Lake |

Major Employers: Zone Hospital  
McKenzie Forest Products Inc.  
Canadian National Railways  
Dryden Board of Education  
Sioux Lookout District Health Centre  
Town of Sioux Lookout

The community of Sioux Lookout has experienced a solid increase in population in the past few years. Sioux Lookout has become a key service point for service to northern communities. Expansion in the commercial, native and government services has been steady as this community responds to becoming a bustling regional service centre. The major employers in the area, after the Zone Hospital, are the commercial sector employers, employers from the tourism sector, and government employees. The logging industry accounts for as many employees as are employed by the Town of Sioux Lookout. A diverse economic base has given Sioux Lookout stability and has decreased its susceptibility to the "boom" and "bust" cycles experienced in other northern communities. The closing of the Canadian Forces Base and recent layoffs by the C.N.R. reflect a slight downturn in the economy, but the development of this community as a regional service centre will likely offset the effects. Sioux Lookout is located 65 kilometres north of the TransCanada Highway on Highway 72. It is located on the C.N.R. line 350 kilometres east of Winnipeg and 370 kilometres northwest of Thunder Bay.

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<sup>1</sup> 1986 Census, Statistics Canada

Sioux Lookout has a wide range of educational, health, social service and recreational facilities.

#### EDUCATIONAL FACILITIES

2 Public Schools  
Secondary School  
Separate School  
Confederation College  
- Contact North  
Anokeewin Kenomadee Gamik  
Training Centre  
- pre-employment training  
for native adults  
Wahsa Distance Education  
- Adult Basic Education  
- ILC

#### LITERACY & RELATED PROGRAMS

Sioux-Hudson Literacy  
Council  
- One-to-one Tutoring  
- Group (ESL & English)  
- Oji-cree Literacy  
- Family Literacy  
(2 projects)  
- Reading/Writing service  
- Use ILC materials to  
supplement literacy  
courses  
- Assist student of other  
courses, on request,  
with English skills.

#### OTHER SERVICES

Adult Mental Health Service  
Child Care Centre  
Children's Mental Health  
Child & Family Services  
2 Hospitals  
Extended Care Facility  
Medical Clinic  
19 Doctors  
2 Dental Clinics  
Crisis Centre  
Public Library  
Public Health Unit  
Air Service  
Economic Development Office  
Arena  
Provincial Park  
Cross-Country Skiing  
Ontario Provincial Police  
( & Northwest Patrol)  
2 Newspapers (Local)  
(Northwest Explorer &  
Wawatay News)  
TV - CBC  
- Wawatay Television

Federal Government Offices  
- Canada Post  
- Employment & Immigration  
(Outreach Office)  
- Indian Affairs  
- National Health & Welfare  
- Transport Canada

Provincial Ministries  
- Community & Social Services  
- Correctional Services  
- Natural Resources  
- Northern Development & Mines  
- Transportation

3 Radio Stations (2 local)  
- CKSL  
- CBQ (CBC - Thunder Bay and  
and Winnipeg)  
- Wawatay Radio Network

**SELECTED POPULATION CHARACTERISTICS  
(Statistics Canada - 1986 Census)**

|  |  |       |     |
|--|--|-------|-----|
| Total Population 15 Years and Over               |  | 2,240 |     |
| <b>By highest level of schooling</b>             |  |       |     |
| 1. Less than Grade 9                             |  | 310   | 14% |
| 2. Grades 9 - 13 - without secondary certificate |  | 750   | 33% |
| 3. - with secondary certificate                  |  | 290   | 13% |
| 4. Trades certificate or diploma                 |  | 60    |     |
| Other non-university education only              |  |       |     |
| - without certificate                            |  | 120   |     |
| - with certificate                               |  | 365   |     |
| 5. University                                    |  |       |     |
| - without degree                                 |  | 160   |     |
| - with degree                                    |  | 185   |     |

**Males - Predominant Occupations (In descending order)**

1. Service
2. Transport equipment operating
3. Construction trades
4. Machining, product fabricating, assembling and repairing
5. Managerial, administrative and related
6. Clerical and related
7. Other (not specified)

**Females - Predominant Occupations (In descending order)**

1. Clerical and related
2. Service
3. Medicine and health
4. Sales
5. a) Teaching and related  
b) Technological, social, religious, artistic and related
6. Transport equipment operating

**Average Income**

|                                       |          |
|---------------------------------------|----------|
| Males 15 years and over with income   | \$24,742 |
| Females 15 years and over with income | 13,727   |

**Incidence of Low Income**

|  |       |
|--|-------|
| All economic families                  | 820   |
| Low income economic families           | 60    |
| Incidence of low income                | 7.5%  |
| All unattached individuals             | 325   |
| Low income unattached individuals      | 85    |
| Incidence of low income                | 25.7% |
| Total population in private households | 2,910 |
| Persons in low income family units     | 280   |
| Incidence of low income                | 9.6%  |

## OBSERVATIONS - SIOUX LOOKOUT

Using information from Statistics Canada (1985 Census) and information from the Social Indicators Project survey, some observations follow. Observations which are pertinent to the entire region are located under "General Findings" in the main body of the report.

From our survey, the predominant characteristics of persons seeking social services in Sioux Lookout are:

|                                |   |
|--------------------------------|---|
| Gender:                        | Female                                  |
| Age:                           | Adult                                   |
| Other Cultural/Ethnic Origins: | Native                                  |
| First Language:                | English                                 |
| Geographic Location:           | Town Resident                           |
| Marital Status:                | Married/Single with Children            |
| Employment Status:             | Full-Time                               |
| Social Assistance:             | General Welfare/<br>Disability Pensions |
| Special Needs:                 | Mentally Challenged                     |
| Vocational Barriers:           | Injured Workers (Slight)                |
| Average Education Level:       | Grade 9 - 13                            |
| Income Level:                  | Moderately Low Family Income            |

This data only provides us with some profile information about persons who typically seek services in this community. Questions may be pursued as a result of this information.

### GENDER

It appears that females predominantly receive or seek services, or is this simply reflective of the general population? Comparing data from our survey with Statistics Canada 1986 Census data, the percentage of females and males, age 15 and over, in the total population of Sioux Lookout are:

| STATISTICS CANADA |     | SOCIAL INDICATORS |
|-------------------|-----|-------------------|
| FEMALES:          | 49% | 56%               |
| MALES:            | 51% | 44%               |

This comparison indicates a small differential, which could be attributable to the fact that some services receive funding which is specifically targeted to females, or for which females have traditionally been recipients. It would be helpful to literacy programs if they would examine their own statistics regarding gender for purposes of needs analysis. (See "General Findings" for more information about gender and cross-references with other social indicators.)



## AGE

The responses indicated a predominance of adults receiving services, which is not unexpected. Most social service and educational programs, outside the regular school system, are set up for adult access. A question results which literacy providers may wish to examine further: "Are there any other age groups which may require literacy programming and have we met this need?". Some comments from respondents indicate older adults with no schooling or education and high school drop-outs as potentially needy groups.

## CULTURE & ETHNIC ORIGIN

The category of other cultures or ethnic origins indicates that Native peoples are predominant. This would be normal for most of Northwestern Ontario, since this region of the province has the largest number of native reserves. The second and third indicators are "other culture" and immigrants. Other cultural characteristics are noted as Canadian.

There are many reserves to the north of Sioux Lookout and these reserves use services in Sioux Lookout, through fly-in access. Page four of the survey results contains a question about population groups which could benefit from literacy programming. The responses strongly indicate that programming targeted to aboriginal peoples be recommended, if not already in place.

Statistics Canada figures (1986) indicate that the immigrant population living in Sioux Lookout was 240 persons out of a population of 2,240, or 10.7%. According to these statistics, and excluding immigration from English speaking countries, these immigrants are predominantly from non-English speaking European countries (130 persons of the 240, or just over half of immigrants living in the area). These 1986 figures also indicate that 130 have French origins and the remainder are classified as "Other", German, Italian, Chinese, and Portuguese.

## LANGUAGE - FIRST LANGUAGES/MOTHER TONGUE

The predominance of first language (mother tongue) is English, with categories of "Native" and "Other" being second and third in order. Statistics Canada figures under "Home Language" indicates 1.4% of the population having a home language that is a "non-official language" (not English or French). This figure is much lower than the immigrant population figure. Aboriginal languages are spoken in 0.5% of homes, however, the statistics indicate that 2.7% of the population have a "mother tongue" which is an aboriginal language. Language figures may need to be further examined for Aboriginal populations.

### GEOGRAPHIC LOCATION

The indicator of geographic location shows town residents are predominant as recipients of services. This is not a surprising observation, however, because literacy and educational programs are most easily accessed by persons nearest their location.

Access barriers for persons seeking literacy and related programs, such as transportation issues, lack of child care or limited child care services, as well as the burden of personal cost for those services which exist, can especially affect the participation rates of rural and remote residents. (See Services Provided in the Observations for Sioux Lookout and "General Findings" of the main report for more on literacy in urban or rural locations.)

### MARITAL STATUS

Responses showed that services are predominantly provided to persons who are married or single and have children, which is interesting when examining other statistics for the Sioux Lookout area. Economically, families are usually financially better off than single individuals, probably due to the fact that many families have more than one income to rely upon. Marital status is not a social indicator by itself, however, it may be correlated with other information, such as lower income. For example, note the much higher incidence of low income among unattached individuals in the Sioux Lookout area:

|  |   |       |
|--|---|-------|
| Low income among single persons        | = | 25.7% |
| Low income among all economic families | = | 7.5%. |

Perhaps with the broad scope of this project, literacy providers should consider examining marital status closely, since the statistics seem to show that single or unattached persons have a much higher incidence of low income. This may be a social indicator for literacy providers to consider including (if they have not done so) within their program statistics. (More information may be obtained within "General Findings".)

### EMPLOYMENT STATUS and SOCIAL ASSISTANCE

According to this survey, persons seeking some types of service are predominantly full-time workers, but only by a slight margin. Many also indicated seasonal and part-time workers. This is not a significant indicator when examined by itself. If examined with the predominance of social assistance recipients, Sioux Lookout service providers are seeing a predominance of persons receiving general welfare/disability pensions.

Next in predominance is the category of family benefits. Literacy providers may be able to track their clients to examine the predominance of employment versus social assistance, combined with other categories, such as age, income level, gender, etcetera. For example, according to Statistics Canada (1986) for the Sioux Lookout area, 83.1% of males, 15 years and older participate in the labour force, as compared with females in the same category who have a participation rate of 66.5%.

The male unemployment rate:  
Males 15 years and over = 6.8%

The female unemployment rate:  
Females 15 years and over = 9.0%

With the downturn in the Canadian economy, Northern Ontario unemployment rates for 1991 rose to an average of 11.2% of the labour force<sup>4</sup> (according to 1986 statistics, the unemployment rate averaged 9.1%, with female unemployment slightly higher than male). As of June, 1992, Statistics Canada reports an Ontario unemployment rate of 11.6%, the highest in 8 years.

As stated previously, 1991 Census data should be consulted, particularly during periods of significant lay-offs in Sioux Lookout, which should affect the statistics used for examination of income levels, employment rates and social assistance.

### SPECIAL NEEDS

According to the survey results, special needs for the mentally challenged show a predominance. Second in this category are needs for the physically challenged. Community barriers may interfere with service delivery, such as the location of services, lack of public or special transportation, and the size of the community can affect self-esteem, "as everyone knows affairs". New approaches to providing programming and marketing to help eliminate barriers for these individuals may need to be examined.

### VOCATIONAL BARRIERS

Injured workers were noted as predominant. Literacy providers may need to ensure or enhance communication with employment counselling and vocational rehabilitation services to assure that injured and displaced workers have access to literacy services and are made aware of program availability.

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<sup>4</sup> "The Northern Ontario Labour Market, March 1992" (Employment & Immigration Canada); and "Success in the Works, A Profile of Canada's Emerging Workforce", Employment & Immigration Canada

## PREDOMINANT CHARACTERISTICS

From the survey results, responses verified some of the information. Unemployed on social assistance, a wish to improve education and work position and family dysfunctions were mentioned. No definitive observations can be made.

## AVERAGE EDUCATION LEVEL

The predominance noted for average education level in the Sioux Lookout area is Grade 9 to 13. From the figures quoted in the community profile, the education levels of the area residents match this predominance fairly well. Grade 9 to 13, without a secondary school diploma, accounts for 33% of the population over 15 years old. 14% of this population group has less than Grade 9. As a social indicator, this is a significant number of the population. The combined figure shows that 47% of the population have not completed high school. This is typical of the Northern region (see "General Findings") and should be considered as a primary social indicator along with other categories, such as age, occupation, and income level.

## INCOME LEVEL

Survey results show the predominant income level as low to moderately low income. This was noted as predominantly individual income. The incidence of low income (noted in the community profile) is 7.5% for the Sioux Lookout area and is also much higher amongst single individuals (25.7%), therefore, income must be examined with marital status and cultural and ethnic origin in mind. Gender and cultural/ethnic origin also plays a significant role in income level.

As noted in the community profile information:

|  |             |
|--|-------------|
| Males 15 years and over - average income   | \$24,742.00 |
| Females 15 years and over - average income | 13,727.00   |

Compare the above figures with native population average incomes<sup>5</sup>:

|   |             |
|---|-------------|
| Native Males 15 years and over - average income   | \$13,387.00 |
| Native Females 15 years and over - average income | 8,509.00    |

Perhaps for determining major target groups for literacy needs, single, adults, combined with indicators of income, social assistance and cultural and ethnic origin should be considered as primary "social indicators of literacy needs" when examining programs. (See "General Findings" about these characteristics).

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<sup>5</sup> "Northern Ontario Native Demographics, Kenora Management Area", Employment & Immigration Canada, p. 2

## SERVICES PROVIDED

When examining barriers to participation, a look at what types of services are provided to assist persons with accessing programs is necessary. Some services do not provide transportation or child care. Child care, cultural barriers, language difficulties and transportation are the issues mentioned most often by respondents. Sioux Lookout residents do not have access to public means of transportation. Responses in the survey indicate Sioux Lookout has a predominance of personal counselling and financial assistance.

Transportation barriers, such as cost of personal means of transportation, lack of public service, lack of volunteer drivers or funding for transportation to programs, geographic area covered by programs and winter weather, can affect the participation rates of town, rural and remote residents, but especially affects access for persons living outside of town.

## RESPONSES TO KNOWLEDGE BASED QUESTIONS

Potential target groups for literacy providers to consider are noted as Native populations with less than Grade 9, high school drop-outs, and older people with no schooling or education. Single adults were discussed earlier and with child care and associated costs being a barrier, Literacy providers will need support to ensure that single parents are able to participate in programs. Northwestern Ontario has a high native population and figures show<sup>6</sup> that 69% of the employed Native population, aged 15 years and over, have not completed high school. Literacy services should be promoted to this potential target group in the Sioux Lookout area.

Sioux Lookout is not alone in the responses received about barriers, as most communities find transportation, child care, shiftwork, embarrassment/stigma, lack of volunteers and language/cultural barriers are problems they constantly endure.

The remaining responses are documented in the "Community Survey Results" for use by Literacy providers, who may find this information useful in planning for future needs.

SEE "CONCLUSIONS" IN THE MAIN REPORT FOR FURTHER INFORMATION RELATED TO CHARACTERISTICS COMMON THROUGHOUT THE REGION.

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<sup>6</sup> "Northern Ontario Native Demographics, Kenora Management Area", Employment and Immigration Canada, p. 3

**COMMUNITY SURVEY RESULTS**

**Social Indicators of Literacy Needs Survey**

**COMMUNITY:** SIOUX LOOKOUT **11 RESPONDENTS**

**Gender:** **Predominance: Female**

|                    |                      |                 |
|--------------------|----------------------|-----------------|
| Male: 111<br>2 - X | Female: 143<br>4 - X | Not Sure: 1 - X |
|--------------------|----------------------|-----------------|

**Age:** **Predominance: Adult**

|                             |                              |
|-----------------------------|------------------------------|
| Children: 2 - X             | Adults (16-64): 110<br>6 - X |
| Youths (15-24): 21<br>3 - X | Seniors (65+): 10            |

**Cultural & Ethnic Origin:** **Predominance: Native Peoples**

|                             |                           |
|-----------------------------|---------------------------|
| Native Peoples: 19<br>7 - X | Immigrants: 3             |
| Refugees:                   | Other Culture: 1<br>4 - X |

**Other Cultural Characteristic:** Canadian

**Language:** **Predominance: English**

**First Language - Mother Tongue**

|                      |   |
|----------------------|---|
| English: 83<br>5 - X | French:   |
| Native: 48<br>6 - X  | Specify: Ojicree, Naskapicree   |
| Other: 3<br>2 - X    | Specify: Italian, Portuguese,<br>Japanese, Hindi (Nepalese),<br>Czech, Thai |

**Geographic Location:** **Predominance: Town Resident**

|                   |              |               |
|-------------------|--------------|---------------|
| Town: 25<br>5 - X | Rural: 4 - X | Remote: 4 - X |
|-------------------|--------------|---------------|

**Marital Status: Predominance: Married/Single with Children**

|                  |                |                                 |                                |
|------------------|----------------|---------------------------------|--------------------------------|
| <b>Married:</b>  | 10<br>5 - X    | <b>Children - Yes:</b><br>8 7-X | <b>Children - No:</b><br>2 1-X |
| <b>Single:</b>   | 15<br>5 - X    | 4 6-X                           | 11 1-X                         |
| <b>Not Sure:</b> | 3 - X<br>5 - X | (Married)<br>(Single)           |                                |

**Employment Status: Predominance: Full-Time**

|                   |             |                    |            |
|-------------------|-------------|--------------------|------------|
| <b>Full-Time:</b> | 10<br>3 - X | <b>Part-Time:</b>  | 2<br>5 - X |
| <b>Seasonal:</b>  | 4 - X       | <b>Occasional:</b> | 2 - X      |

**Social Assistance: Predominance: Disability Pensions/  
General Welfare**

|                               |   |       |
|-------------------------------|---|-------|
| <b>UIC:</b>                   | 2 | 4 - X |
| <b>Workers' Compensation:</b> | 1 | 2 - X |
| <b>Disability Pensions:</b>   | 6 | 2 - X |
| <b>General Welfare:</b>       | 4 | 5 - X |
| <b>Family Benefits:</b>       | 4 | 4 - X |

**Special Needs: Predominance: Mentally Challenged**

|                               |   |       |
|-------------------------------|---|-------|
| <b>Mentally Challenged:</b>   | 7 | 3 - X |
| <b>Physically Challenged:</b> | 6 | 2 - X |
| <b>Learning:</b>              |   | 2 - X |
| <b>Behavioural:</b>           |   | 2 - X |
| <b>Prisoners/Inmates:</b>     |   |       |

**Vocational Barriers: Predominance: Injured Workers**

|                         |       |                           |       |
|-------------------------|-------|---------------------------|-------|
| <b>Injured Workers:</b> | 2 - X | <b>Displaced Workers:</b> | 1 - X |
|-------------------------|-------|---------------------------|-------|



**Any Characteristic Predominant?:**

- A wish to improve education and work position.
- Unemployed on social assistance.
- Family dysfunctions.

**Average Education Level:                      Predominance:    Grade 9 - 13**

|                      |       |                             |     |
|----------------------|-------|-----------------------------|-----|
| No Formal Schooling: | 1     | 1 - X                       |     |
| Grade 8 or Less:     | 75    | 2 - X                       |     |
| Grade 9 - 13:        | 94    | Diploma:                    | No: |
|                      | 3 - X | Yes:<br>22    2-X           | 4-X |
| Trade Certificate:   |       | 3-X                         |     |
| Non-University:      |       | 2-X                         |     |
| University:          |       | Degree:<br>Yes:<br>2    1-X | 1-X |

**Income Level:                      Predominance:    Moderately Low Income**

|                               |        |             |       |
|-------------------------------|--------|-------------|-------|
| Low (Under 10):               | 2 - X  | Individual: | 3 - X |
| Moderately Low:<br>(10 - 25)  | 10 - X | Family:     | 7 - X |
| Middle:<br>(25 - 40)          | 2 - X  | Household:  | 2 - X |
| Moderately High:<br>(40 - 55) |        | Don't Know: |       |
| High (Over 55):               |        |             |       |



| Services Provided:    | YES   | NO    |
|-----------------------|-------|-------|
| Transportation:       | 4 - X | 5 - X |
| If Yes - Voluntary    | 2 - X | 3 - X |
| - Funded              | 3 - X | 2 - X |
| - For Fee             |       | 4 - X |
| Cost of Fee:          |       |       |
| Infant/Child Care:    | 1 - X | 6 - X |
| Personal Counselling: | 4 - X | 4 - X |
| Financial Assistance: | 4 - X | 4 - X |
| Housing Assistance:   |       | 7 - X |
| Skills Assessment:    | 1 - X | 6 - X |
| Academic Assessment:  | 1 - X | 7 - X |

If literacy programs are not available in your community and surrounding area, do you think there is a need for this type of service?

YES 2 NO \_\_\_\_\_ DON'T KNOW 1

If yes, please indicate a preferred type of program:

- We have a literacy program.
- Adult basic education.

Are there any particular population groups in your geographical area which you think could benefit from the establishment of literacy programs?

- Native population and high school drop outs, of which there are many.
- All First Nations people (aged 45 and older as schooling not a priority with this age group).
- First Nations with less than Grade 9.
- Northern reserves.
- We have a literacy program in Sioux-Hudson area.
- Older people with no schooling or education (and native peoples).

Are there any types of barriers in your community to persons who might need and make use of literacy services (e.g. - lack of transportation, no/limited child care services, language difficulties, cultural barriers, etc.):

- Limited child care (mentioned five times).
- Cultural barriers (mentioned four times).
- Language difficulties (mentioned three times). (Only one tutor who spoke Ojicree.)
- Lack of transportation.
- Lack of facility; embarrassment to those affected.
- Native people who speak little English and don't understand the language.

Does your agency have any data or information available to assist other services in their needs analysis?

YES 2 NO 2 DON'T KNOW 5

If literacy programs are available in your area, do you feel they are meeting local needs? YES \_\_\_\_\_ NO 3 DON'T KNOW 7

If NO, please explain:

- They are primarily aimed at the native population; non-natives are not served.
- We are beginning to meet various needs more effectively as we try to expand the variety of services we can offer.
- I guess that they meet some needs.
- In reserves they are not promoted.

Is there a system (formal or informal) in your community for referral of persons in need of literacy services?

YES 6 NO \_\_\_\_\_ DON'T KNOW 4

If yes, briefly describe how referrals take place:

- Informal between agencies/organizations.
- Contact Literacy Program and a tutor is assigned.
- Library, CEC, counselling services, some education programs have all, at times, suggested to a "client" that our program could be helpful to them. They give phone number and sometimes call to fine out specific information for a client.
- By telephone.

Do you perceive any gaps or overlaps in services among literacy providers or courses? YES 2 NO 1 DON'T KNOW 7

If yes, please explain:

- Not all local residents are served.
- We have found that Confederation College and Wahsa Distance Education have some good literacy material (workbooks), but they don't use them, so we make use of that material when appropriate.
- Not terribly well known. I'm not sure why this is the case.

What suggestions would you have for reducing or eliminating any gaps or overlaps in services, or are there community barriers to implementing suggestions?

- Open service to ALL regardless of cultural background.
- Co-ordinate information about mandates and activities of programs. Pamphlet for distribution of same to area organizations. Also, monthly education column in a local paper to summarize program activities.
- Outreach programs, community entry information packages and personnel.
- Community awareness (mentioned twice) of all services available.

Should these issues be addressed on a community basis?

YES 6 NO \_\_\_\_\_ DON'T KNOW 2

What direction or role do you think literacy providers should take for future community program needs?

- Questionnaires to be done at each community to enable providers to see and meet the needs of these people.
- Lots more community P.R., door to door flyers, articles in local newspaper.
- More direct contact with agencies.
- Concentrate on providing services to northern people who need it.
- More information should be provided in the north.
- Higher profile.
- Bureaucracy caused by too many involved with different views, slows action down; behind the scenes action should be taken by just a few of the active group working together.

If your service organization is involved with the provision of literacy programs, please outline the future directions of your organization (for example - project an increase/decrease in persons served, courses, maintenance, joint efforts, etc.):

- Definitely growing number of persons being served. Ability to offer service is funding dependent (e.g. book store, reading practice program for primary school children, family literacy, drop-in reading/writing service.
- This would have to be discussed at a meeting.

Would you like to receive a summary of the survey results?

YES 8 NO 3

Would you like more information about literacy programs?

YES 5 NO 4

#### LEGEND

Survey results were collated and placed into the tables as follows:

1. Numbers are the total of all numerical responses for that category. An (E) indicates only estimates received. (Example: Male - 468 (E))
2. Respondents who indicated characteristics with the use of an "X" were collated as total number of respondents, followed by an "X". (Example: Male -- 2 - X)
3. The top of each table indicates a predominance for that particular characteristic. Predominance is based upon all responses; those indicated by use of an "X", the average of all responses received as a percentage and numerical response totals are all included in the determination of predominance.

COMMUNITY PROFILE -- THUNDER BAY

Note: The statistics used in these reports are based on the 1986 Census and these findings may need to be reviewed after the release of the 1991 Census figures.

**ECONOMIC INDICATORS**

|                           |   |
|---------------------------|---|
| Population (Urban):       | 112,270 <sup>1</sup>  |
| Population (Metro):       | 122,217 <sup>2</sup>  |
| Labour Force:             | 65,965  |
| Average Male Income:      | \$24,930.00   |
| Average Female Income:    | \$12,054.00   |
| Average Household Income: | \$36,064.00   |
| Trading Area:             | Regional service centre for most of Northwestern Ontario (over 250,000 regional population), as it is the largest urban centre. |

Major Employers:

- City of Thunder Bay
- Canadian Pacific Forest Products
- Government of Canada
- Government of Ontario
- Abitibi-Price Inc. (Provincial Papers)
- Bombardier Inc. UTDC Division
- Lakehead University
- Confederation College
- Lakehead District Catholic School Board
- CP Rail
- McKellar General Hospital
- St. Joseph's General Hospital
- Port Arthur General Hospital
- Grandview Lodge
- Sears Canada Inc.
- Zellers Inc.

(The above firms employ 500 - 3,000 persons)

"Thunder Bay is Ontario's eleventh largest city and one of Canada's largest ports. Thunder Bay is a national centre for the forest industries and transportation." "Thunder Bay is the geographic centre of Canada. Serviced by both of the major Canadian railway systems, Thunder Bay is the Atlantic seaport for western Canada. Thunder Bay's harbour is the world's largest grain-handling port. The city offers excellent surface connections via the Trans-Canada highway, west to Winnipeg, east to Sault Ste. Marie and Toronto, and south to Minneapolis and Chicago, and beyond."

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<sup>1</sup> 1986 Census data, Statistics Canada

<sup>2</sup> "Moving to Thunder Bay", Thunder Bay Economic Development Corporation

Economic conditions have troubled this industrial, government and service centre. The recent recession, coupled with grain transportation difficulties, forest industry downturns, and cross-border shopping, has resulted in a rise in unemployment for the city and surrounding area.

Thunder Bay has an excellent range of educational, health, social service and recreation facilities.

#### EDUCATIONAL FACILITIES

- 40 Public Schools
- 9 Secondary Schools
  - Continuing Education
  - Adult Basic Education
- 22 Separate Elementary Schools
- 2 Separate Secondary Schools
  - Continuing Education
  - Adult Basic Education
- Confederation College
- Lakehead University
  - Contact North

#### LITERACY & RELATED PROGRAMS

- Thunder Bay Literacy Group
  - One-to-one Tutoring
- Indian Youth Friendship Society
  - Basic Literacy
  - computer access
  - native cultural programs
- Literacy Coalition of Thunder Bay
  - Network
  - Telephone referral
- Confederation College
  - Family Literacy
  - Individual Memberships
  - ESL & Literacy Programming
  - Basic Literacy, OBS Level 1
- Green Acres Alternative School
  - Literacy
  - Numeracy
  - ESL

#### OTHER SERVICES

- 13 Child Care Centres
- 3 General Hospitals
- Psychiatric Hospital
- Extended Care Hospital
- 6 Homes for the Aged
- 9 Medical Clinics
- District Health Unit
- Adult Mental Health Services
- Childrens' Mental Health
- Crisis Centres

- Federal Government
  - Canadian Passport Office
  - Employment & Immigration
  - Environment Canada
  - Industry, Science & Technology
  - Federal Business Develop. Bank
  - Health & Welfare Canada
  - Public Works Canada
  - Revenue Canada Taxation
  - Transport Canada

**OTHER SERVICES  
(Continued)**

260 Medical Practitioners  
7 Public Libraries  
Public Transit System  
14 Community Centres  
5 Arenas and Stadiums  
Canada Games Complex  
4 Curling Rinks  
7 Golf Courses  
2 Public Saunas  
1 Community Auditorium  
150 Public Parks  
4 Alpine Ski Resorts  
World Class Ski Jump  
Cross Country Skiing  
Economic Development Office  
City Police  
Correctional Facility  
1 Daily Newspaper

**Provincial Ministries**

- Agriculture
- Community & Social Services
- Consumer & Comm. Relations
- Environment
- Industry, Trade & Technology
- Labour
- Natural Resources
- Northern Development & Mines
- Tourism & Recreation
- Transportation
- Goods Distribution Office
- Northern Ont. Development
- Worker's Compensation Board

Ontario Provincial Police  
R.C.M.P.  
Coastguard

**SELECTED POPULATION CHARACTERISTICS  
(Statistics Canada - 1986 Census)**

|  |               |     |
|--|---------------|-----|
| <b>Total Population 15 Years and Over</b>        | <b>88,240</b> |     |
| <b>By highest level of schooling</b>             |               |     |
| 1. Less than Grade 9                             | 14,630        | 17% |
| 2. Grades 9 - 13 - without secondary certificate | 25,325        | 29% |
| 3. - with secondary certificate                  | 10,840        | 12% |
| 4. Trades certificate or diploma                 | 3,175         |     |
| Other non-university education only              |               |     |
| - without certificate                            | 5,635         |     |
| - with certificate                               | 14,170        |     |
| 5. University - without degree                   | 7,420         |     |
| - with degree                                    | 7,045         |     |

**Predominant Occupations (In descending order)**

1. Clerical
2. Services
3. Production
4. Sales
5. Management
6. Construction
7. Technology
8. Health
9. Processing
10. Transportation
11. Teaching
12. Primary

**Average Income**

|                                       |          |
|---------------------------------------|----------|
| Males 15 years and over with income   | \$24,930 |
| Females 15 years and over with income | 12,054   |

**Incidence of Low Income**

|  |         |       |
|--|---------|-------|
| All economic families                  | 30,320  |       |
| Low income economic families           | 3,200   |       |
| Incidence of low income                |         | 10.5% |
| All unattached individuals             | 12,520  |       |
| Low income unattached individuals      | 5,290   |       |
| Incidence of low income                |         | 42.2% |
| Total population in private households | 109,030 |       |
| Persons in low income family units     | 15,025  |       |
| Incidence of low income                |         | 13.8% |



## OBSERVATIONS - THUNDER BAY

Using information from Statistics Canada (1986 Census) and information from the Social Indicators Project survey, some observations follow. Observations which are pertinent to the entire region are located under "General Findings" in the main body of the report.

From our survey, the predominant characteristics of persons seeking social services in Thunder Bay are:

|                                |                                |
|--------------------------------|--------------------------------|
| Gender:                        | No Predominance Identified     |
| Age:                           | Adult                          |
| Other Cultural/Ethnic Origins: | Native                         |
| First Language:                | English                        |
| Geographic Location:           | Town Resident                  |
| Marital Status:                | Married with Children (Slight) |
| Employment Status:             | Full-Time                      |
| Social Assistance:             | General Welfare                |
| Special Needs:                 | Physically Challenged          |
| Vocational Barriers:           | Injured Workers                |
| Average Education Level:       | Grade 8 or Less                |
| Income Level:                  | Low Income                     |

This data only provides us with some profile information about persons who typically seek services in this community. Questions may be pursued as a result of this information.

### GENDER

No predominance was identified from the survey results, or is this simply reflective of the general population? Comparing data from our survey with Statistics Canada 1986 Census data, the percentages of females and males, over the age of 15, in the total population of Thunder Bay are:

#### STATISTICS CANADA

|          |       |
|----------|-------|
| FEMALES: | 51.0% |
| MALES:   | 49.0% |

#### SOCIAL INDICATORS

|       |
|-------|
| 49.6% |
| 50.4% |

This comparison shows little difference between the male/female population characteristic when compared with the male/female figures received in our survey for persons seeking services. It is interesting that many other communities surveyed showed a tendency towards female recipients. Tracking gender along with other cross-referents would provide additional information for client profiles and needs analysis for literacy programs. (See "General Findings" for more information about gender and cross-references with other social indicators.)

## AGE

The responses indicated a predominance of adults receiving services, which is not unexpected. Most social service and educational programs, outside the regular school system, are set up for adult access. A question results which literacy providers may wish to examine further: "Are there any other age groups which may require literacy programming and have we met this need?".

## CULTURE & ETHNIC ORIGIN

The category of other cultures or ethnic origins indicates that native peoples are predominant. This would be normal for most of Northwestern Ontario, since this region of the province has the largest number of native reserves.

There is one reserve in close proximity to Thunder Bay and many Native services are regionally based in this city. No responses were received to the opinion based questions of the survey to indicate that programming targeted to aboriginal peoples may be strongly recommended, however, literacy services specific to this population may already exist. Language barriers were indicated by Thunder Bay respondents. Transportation, access and cultural barriers may be issues to consider when addressing programming for the native population living on and off reserves.

"Other Culture" is noted as a second category with 10 persons identified. The cultural characteristics are listed as Canadian and deaf. Respondents also indicated some immigrants are receiving services. Statistics Canada figures (1986) indicate that the immigrant population living in Thunder Bay was 17,500 persons out of a population of 112,270, or 15.6%. According to these statistics, and excluding immigrants from English speaking countries, these immigrants are predominantly from non-English speaking European countries (12,410 persons of the 17,500 or slightly less than three quarters of the immigrants living in the city). These 1986 figures also indicate that 885 were from Asia, 100 from Africa and 75 were from "other".

## LANGUAGE - FIRST LANGUAGES/MOTHER TONGUE

The predominance of first language (mother tongue) is English, with Native and French languages next. In the "other" category, American Sign Language, Italian and Spanish were noted. Statistics Canada population figures by ethnic origin indicate 7,910 persons with Italian origins and 4,545 persons with French origins. Statistics Canada figures indicate 6.2% of the population have a home language that is a "non-official language" (not English or French). This figure is much lower than immigrant populations and may not be accurate when considering aboriginal populations in Northwestern Ontario.

### GEOGRAPHIC LOCATION

The indicator of geographic location shows town residents are predominant as recipients of services. This is not a surprising observation, however, because literacy and educational programs are most easily accessed by persons nearest their location.

Access barriers for persons seeking literacy and related programs, such as distance and transportation issues, lack of child care or limited child care services, as well as the burden of personal cost for those services which exist, can especially affect the participation rates of rural and remote residents. (See Services Provided later in the Observations for Thunder Bay and "General Findings" of the main report for information on literacy levels in urban or rural locations.)

### MARITAL STATUS

Responses showed that services are predominantly provided to persons who are married, with children, which is interesting when examining other statistics for the Thunder Bay area. Economically, families are financially better off than single individuals, probably due to the fact that many families have more than one income to rely upon. Marital status is not a social indicator by itself, however it may be correlated with other information, such as lower income. For example, note the high incidence of low income among unattached individuals. In the Thunder Bay area there is actually a much larger discrepancy in low income between single persons and all economic families than in other communities:

|  |   |        |
|--|---|--------|
| Low income among single persons        | = | 42.2%  |
| Low income among all economic families | = | 10.5%. |

Perhaps with the broad scope of this project, literacy providers should consider examining marital status closely, since the statistics seem to show that single or unattached persons have a much higher incidence of low income. This may be a social indicator for literacy providers to consider including (if they have not done so) within their program statistics. (More information on low income as an indicator may be found in "General Findings".)

### EMPLOYMENT STATUS and SOCIAL ASSISTANCE

According to this survey, persons seeking some types of service are predominantly full-time workers, with part-time and occasional equally indicated as second in predominance. This is not a significant indicator when examined by itself. Further examination of the social assistance trends in Thunder Bay will be needed by literacy providers. Limited observations can be made from the responses received in this study.

Thunder Bay and area literacy providers may wish to examine the rates of general welfare, family benefits and unemployment in their area. For example, according to Statistics Canada (1986) for the Thunder Bay area, 77.1% of males, 15 years and older participate in the labour force, as compared with females in the same category who have a participation rate of 56.1%.

The male unemployment rate:  
Males 15 years and older = 10.3%

The female unemployment rate:  
Females 15 years and older = 13.3%

With the downturn in the Canadian economy, Northern Ontario unemployment rates for 1991 rose to an average of 11.2% of the labour force<sup>4</sup> (according to 1986 statistics, the unemployment rate averaged 9.1%, with female unemployment slightly higher than male). As of June, 1992, Statistics Canada reports an Ontario unemployment rate of 11.6%, the highest in 8 years. (See "General Findings" within main report for additional information on unemployment and social assistance.)

### SPECIAL NEEDS

According to the survey results, the predominance of clients with special needs are those physically challenged. Literacy providers should ensure communication is on-going with other service providers about persons with special needs.

### VOCATIONAL BARRIERS

A predominance of injured workers is indicated. In an area where processing and the primary occupations are prominent, literacy providers should promote participation through employment and vocational counselling services.

### PREDOMINANT CHARACTERISTICS

From the survey results, respondents indicated persons whose first language is not English, those who are deaf, and those who require re-training. No definitive observations can be made.

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<sup>4</sup> "The Northern Ontario Labour Market, March 1992" (Employment & Immigration Canada); and "Success in the Works, A Profile of Canada's Emerging Workforce", Employment & Immigration Canada

### AVERAGE EDUCATION LEVEL

The predominance noted for average education level in the Thunder Bay area is Grade 8 or Less. From the figures quoted in the community profile, the education levels for persons receiving services show a predominance of the population without a high school education. Grade 9 to 13, without a secondary school diploma, accounts for 29% of the population over 15 years old. 17% of this population group has less than Grade 9. As a social indicator, this is a highly significant number of the population. The combined figure shows that 46% of the population have not completed high school. This is typical of the Northern region (See "General Findings") and should be considered as a primary social indicator along with other categories, such as age, occupation, and income level.

### INCOME LEVEL

No predominance for level of income is identified in the survey. The incidence of low income (noted in the community profile) is 10.5% for the Thunder Bay area and is also much higher amongst single individuals (42.2%), therefore, income must be examined with marital status in mind. Gender and cultural/ethnic origin also plays a significant role in income level.

As noted in the community profile information:

|  |             |
|--|-------------|
| Males 15 years and over - average income   | \$24,930.00 |
| Females 15 years and over - average income | 12,054.00   |

Compare the above figures with native population average incomes<sup>5</sup>:

|   |             |
|---|-------------|
| Native Males 15 years and over - average income   | \$16,561.00 |
| Native Females 15 years and over - average income | 7,995.00    |

Perhaps for determining major target groups for literacy needs, single adults, combined with indicators of income, social assistance and cultural and ethnic origin should be considered as primary "social indicators of literacy needs" when examining programs. (See "General Findings" for more about all of these characteristics).

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<sup>5</sup> "Northern Ontario Native Demographics, Thunder Bay Management Area", Employment & Immigration Canada. p. 2

## SERVICES PROVIDED

When examining barriers to participation, a look at what types of services are provided to assist persons with accessing programs is necessary. When looking at transportation and child care, which have been noted as problems by respondents in other communities, some services do not provide transportation or child care. Literacy providers in Thunder Bay must examine the need for transportation and child care carefully.

Transportation barriers, such as cost of personal means of transportation for rural residents (lack of public service is not an issue in the urban area), lack of volunteer drivers or funding for transportation to programs, geographic area covered by programs and winter weather, can affect the participation rates of city, rural and remote residents, but especially affects access for persons living outside of town.

## RESPONSES TO KNOWLEDGE BASED QUESTIONS

Potential target groups for literacy providers to consider should be noted as physically, developmentally, mentally, and psychiatrically/emotionally and multi-challenged clients. The relatively high rate of 46% of the population not completing secondary school should be examined for potential target groups. Single adults were discussed earlier. With child care and associated costs being a barrier, Literacy providers will need support to ensure that single parents are able to participate in programs. Northwestern Ontario has a high native population and figures show<sup>6</sup> that 61% of the employed Native population, aged 15 years and over, has not completed high school. Literacy services should ensure promotion of programs for this potential target group in the Thunder Bay area.

Most communities find transportation, child care, shiftwork, embarrassment/stigma, lack of volunteers and language/cultural barriers are problems they constantly endure. Other barriers noted include lack of understanding of the special needs of "special needs clients", physical accessibility, language barriers, and long waiting lists, among others.

The remaining responses are documented in the "Community Survey Results" for use by Literacy providers, who may find this information useful in planning for future needs.

SEE "CONCLUSIONS" IN THE MAIN REPORT FOR FURTHER INFORMATION RELATED TO CHARACTERISTICS COMMON THROUGHOUT THE REGION..

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<sup>6</sup> " Northern Ontario Native Demographics, Thunder Bay Management Area", Employment and Immigration Canada, p.3



**COMMUNITY SURVEY RESULTS**

**Social Indicators of Literacy Needs Survey**

**COMMUNITY:** THUNDER BAY

**6 RESPONDENTS**

**Gender:** Predominance: NO PREDOMINANCE IDENTIFIED

|                    |                      |                 |
|--------------------|----------------------|-----------------|
| Male: 203<br>2 - X | Female: 200<br>2 - X | Not Sure: 1 - X |
|--------------------|----------------------|-----------------|

**Age:** Predominance: Adult

|                             |                              |
|-----------------------------|------------------------------|
| Children: 1                 | Adults (16-64): 174<br>3 - X |
| Youths (15-24): 42<br>1 - X | Seniors (65+): 4<br>1 - X    |

**Cultural & Ethnic Origin:** Predominance: Native Peoples

|                             |                            |
|-----------------------------|----------------------------|
| Native Peoples: 16<br>1 - X | Immigrants: 4<br>1 - X     |
| Refugees:                   | Other Culture: 10<br>1 - X |

Other Cultural Characteristic: Canadian, deaf.

**Language:** Predominance: English

**First Language - Mother Tongue**

|                       |  |
|-----------------------|--|
| English: 171<br>1 - X | French: 14<br>1 - X                                  |
| Native: 16<br>1 - X   | Specify:   |
| Other: 4<br>2 - X     | Specify: American Sign<br>Language, Italian, Spanish |

**Geographic Location:** Predominance: Town Resident

|                    |                     |         |
|--------------------|---------------------|---------|
| Town: 167<br>3 - X | Rural: 100<br>1 - X | Remote: |
|--------------------|---------------------|---------|

**Marital Status:** Predominance: **Married (Slight) with Children**

|                  |             |                        |     |                       |     |
|------------------|-------------|------------------------|-----|-----------------------|-----|
| <b>Married:</b>  | 61<br>3 - X | <b>Children - Yes:</b> | 3-X | <b>Children - No:</b> |     |
| <b>Single:</b>   | 58<br>2 - X |                        | 1-X |                       | 1-X |
| <b>Not Sure:</b> | 1 - X       | <b>(Single)</b>        |     |                       |     |

**Employment Status:** Predominance: **Full-Time**  
(One respondent indicated Retired as a category)

|                   |             |                    |             |
|-------------------|-------------|--------------------|-------------|
| <b>Full-Time:</b> | 40<br>1 - X | <b>Part-Time:</b>  | 30<br>1 - X |
| <b>Seasonal:</b>  |             | <b>Occasional:</b> | 30<br>1 - X |

**Social Assistance:** Predominance: **General Welfare**

|                               |   |       |
|-------------------------------|---|-------|
| <b>UIC:</b>                   |   | 3 - X |
| <b>Workers' Compensation:</b> | 5 | 1 - X |
| <b>Disability Pensions:</b>   |   | 3 - X |
| <b>General Welfare:</b>       |   | 4 - X |
| <b>Family Benefits:</b>       |   | 2 - X |

**Special Needs:** Predominance: **Physically Challenged**

|                               |    |       |
|-------------------------------|----|-------|
| <b>Mentally Challenged:</b>   | 14 | 2 - X |
| <b>Physically Challenged:</b> | 26 | 3 - X |
| <b>Learning:</b>              | 20 | 3 - X |
| <b>Behavioural:</b>           | 2  | 2 - X |
| <b>Prisoners/Inmates:</b>     |    | 1 - X |

**Vocational Barriers:** Predominance: **Injured Workers**

|                         |             |                           |             |
|-------------------------|-------------|---------------------------|-------------|
| <b>Injured Workers:</b> | 24<br>1 - X | <b>Displaced Workers:</b> | 10<br>2 - X |
|-------------------------|-------------|---------------------------|-------------|



**Any Characteristic Predominant?:**

- First language not English.
- Deaf.
- Many require retraining.
- 3 other categories should be included: 1. Not Specified  
2. Mother Tongue Illiteracy 3. Language Barrier

**Average Education Level:                      Predominance:    Grade 8 or Less**

|                      |       |          |         |
|----------------------|-------|----------|---------|
| No Formal Schooling: | 6     | 2 - X    |         |
| Grade 8 or Less:     | 23    | 3 - X    |         |
| Grade 9 - 13:        | 18    | Diploma: | No: 1-X |
|                      | 2 - X | Yes:     |         |
| Trade Certificate:   |       | 1-X      | 1-X     |
| Non-University:      |       | 1-X      | 4 1-X   |
| University:          |       | Degree:  | 1-X     |
|                      |       | Yes:     |         |
|                      |       | 1-X      |         |

**Income Level:                      Predominance:    Low Income**

|                               |       |             |       |
|-------------------------------|-------|-------------|-------|
| Low (Under 10):               | 3 - X | Individual: | 1 - X |
| Moderately Low:<br>(10 - 25)  | 1 - X | Family:     |       |
| Middle:<br>(25 - 40)          | 1 - X | Household:  |       |
| Moderately High:<br>(40 - 55) |       | Don't Know: | 3 - X |
| High (Over 55):               |       |             |       |

Services Provided:

|                       | YES   | NO    |
|-----------------------|-------|-------|
| Transportation:       | 2 - X | 4 - X |
| If Yes - Voluntary    | 1 - X | 4 - X |
| - Funded              | 1 - X | 5 - X |
| - For Fee             |       | 5 - X |
| Cost of Fee:          |       |       |
| Infant/Child Care:    | 1 - X | 5 - X |
| Personal Counselling: | 3 - X | 4 - X |
| Financial Assistance: |       | 5 - X |
| Housing Assistance:   |       | 5 - X |
| Skills Assessment:    | 2 - X | 4 - X |
| Academic Assessment:  | 1 - X | 5 - X |

If literacy programs are not available in your community and surrounding area, do you think there is a need for this type of service?

YES 1 NO        DON'T KNOW 1

If yes, please indicate a preferred type of program:

- Literacy group with tutors available.
- I assume "literacy" is in need wherever!

Are there any particular population groups in your geographical area which you think could benefit from the establishment of literacy programs?

- Physically, developmentally, mentally and psychiatrically/emotionally and multi-challenged clients.
- Literacy programs are available.

Are there any types of barriers in your community to persons who might need and make use of literacy services (e.g. - lack of transportation, no/limited child care services, language difficulties, cultural barriers, etc.):

- Transportation/geographic proximity to programs. Lack of transportation.
- Child care. - No/limited child care services.
- Lack of understanding of special needs of "special needs clients" by educators.
- Physical accessibility.
- Language barriers.
- Sensitivity training re: adult learners' needs.
- Long waiting lists. - Lack of qualified volunteers.
- Need to have tutors/educators skilled in interpersonal communications.

Does your agency have any data or information available to assist other services in their needs analysis?

YES \_\_\_\_\_ NO 2 DON'T KNOW 2

If literacy programs are available in your area, do you feel they are meeting local needs? YES 2 NO 3 DON'T KNOW \_\_\_\_\_

If NO, please explain:

- Especially long waiting lists; especially for one-to-one tutoring.
- High numbers on waiting lists in our program; OBS program, adult education programs, ARC industries, Avenue II.
- Deaf community needs assistance to develop more English skills. Don't have any resources to assist.

Is there a system (formal or informal) in your community for referral of persons in need of literacy services?

YES 4 NO 1 DON'T KNOW 1

If yes, briefly describe how referrals take place:

- Call Reading Line.
- Call Lakehead Social Planning Council (information & referral centre).
- Call programs directly.
- Literacy Coalition of Thunder Bay.
- Following referral an assessment completed by the staff to determine learner's appropriateness.

Do you perceive any gaps or overlaps in services among literacy providers or courses?

YES 3 NO 2 DON'T KNOW 1

If yes, please explain:

- Overlap between Literacy Coalition's Reading Line and Lakehead Social Planning Council's Community Information and Referral Centre, but not among literacy providers.
- We don't have a program to help deaf people to develop their basic English literacy skills.
- More than one agency offers the same type of programs.

What suggestions would you have for reducing or eliminating any gaps or overlaps in services, or are there community barriers to implementing suggestions?

- Very definite need for more networking among all organizations dealing with literacy clients. Need for all literacy service providers to regularly network/liaise.
- A co-sponsored program be developed for basic English literacy skills for deaf community.
- "Politics" would no doubt interfere with the division of the "money".
- No community barriers that I know of.

Should these issues be addressed on a community basis?

YES 2 NO        DON'T KNOW 2

What direction or role do you think literacy providers should take for future community program needs?

- Community education/awareness.
- Determine needs and service gaps based on statistical surveys of own clients.
- Advocacy.
- Empowerment of all adult learners.
- SUPPORT EACH OTHER!
- Small group work offered in convenient, accessible locations; advocate for public awareness/support.
- A close link between literacy program and job retraining program.

If your service organization is involved with the provision of literacy programs, please outline the future directions of your organization (for example - project an increase/decrease in persons served, courses, maintenance, joint efforts, etc.):

- We don't do program delivery, just give information and make referrals to programs.
- Programs will increase if more classrooms become available.
- Amount of funding is proportional to the numbers we're able to serve.
- Hope to start small group work. With Desktop, hope to produce Learner written works.
- Develop basic English literacy skills for deaf community.
- To enhance outreach program for isolated deaf.

Would you like to receive a summary of the survey results?

YES 3 NO 2

Would you like more information about literacy programs?

YES      NO 3

#### LEGEND

Survey results were collated and placed into the tables as follows:

1. Numbers are the total of all numerical responses for that category. An (E) indicates only estimates received. (Example: Male - 468 (E))
2. Respondents who indicated characteristics with the use of an "X" were collated as total number of respondents, followed by an "X". (Example: Male -- 2 - X)
3. The top of each table indicates a predominance for that particular characteristic. Predominance is based upon all responses; those indicated by use of an "X", the average of all responses received as a percentage and numerical response totals are all included in the determination of predominance.



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