



Newfoundland and Labrador
Laubach Literacy Council Inc.

Serving Newfoundland and
Labrador since 1986

Essential Skills Literacy Training: Tools for Older Adults Project

Research and Consultation– Phase II

Report prepared by

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Report Outline

Section one of this report contains the Executive Summary which is an overview of the report contents and an introduction to the study. Section two contains background information on the Essential Skills Literacy Training: Tools for Older Adults project. Section three is the purpose of the study and the objectives around which the research activities were focussed. Section four is the demographic profile. Section five outlines the methodology used to conduct the research and consultation process. Section six, the main segment of the report, outlines the findings of all the research activities including focus groups and interviews from participants from various perspectives. These include adult stakeholders, literacy tutors and trainers, and key stakeholders from the non-profit, business, and industry sectors. Section seven sums up the gaps identified and makes suggestions and recommendations needed for successful implementation of the next phase of the Essential Skills Literacy Training: Tools for Older Adults project. Section eight is the conclusion.

1.0 EXECUTIVE SUMMARY

This report documents the work of the Public Consultation Facilitator for Newfoundland and Labrador Laubach Literacy Council's research and consultation phase (Phase II) of *Essential Skills Literacy Training: Tools for Older Adults* project. Phase II of the project took place from September 26, 2008 to September 25, 2009.

The main objective of this research was to gather input from key stakeholders throughout the province of Newfoundland and Labrador to determine the needs of older adults around essential skills and workplace literacy and to examine the needs of business owners and industry for essential skill development of older workers. Information gathered from the consultation process inform the development of an essential skills literacy training package which will be added as a core component to the one-to-one tutoring program and be distributed to stakeholders across the country. The end product will consist of a training manual, tutor handbook and learner materials which will help literacy practitioners to better support older learners who want to improve and enhance essential skills and workplace literacy.

During the course of this province-wide study, a total of 646 possible respondents were contacted through letters and telephone calls to attend focus groups and to complete surveys through our website and telephone or face-to-face interviews. This was a very diverse cross-section of individuals, with adult stakeholders, literacy practitioners, and key stakeholders from the non-profit, public and business sectors giving input into the consultation process.

Throughout the research and consultation process, the essential skills' development needs of older adults and key stakeholders have been identified and documented. Many gaps in current program have been detected and solutions have been indicated on filling those gaps. Overall, the Essential Skills Literacy Training: Tools for Older Adults study has gathered extensive information and valuable feedback from various sectors that have a vested interest in the outcome of the research and will provide the tools necessary for the Training Package Development Facilitator (TPDF) to carry out implementation of the research findings.

2.0 BACKGROUND

Newfoundland and Labrador Laubach Literacy Council Inc. (NLLLC) acknowledges that many people in this province have low-literacy skills. With direct correlations between literacy and health, welfare and well-being, raising literacy levels are imperative in improving people's lives.

Meetings with NLLLC board members, the Advisory Committee, and literacy councils throughout the province to discuss future direction and literacy needs confirmed the importance of the development of a training package for essential skills and workplace literacy.

Sharing ideas led to the discovery of a gap in our tutor training. First time NLLLC tutors participate in an initial 12-hour training which provides them with a specific learning program and materials focused on helping adult non-readers learn to read. Beyond this, there is no formal, standard or mandatory training component focused on literacy skills such as communications, computer use or working with others which are identified as essential skills. Current tutors are ill equipped to deal with these learner needs and over the years, tutors have been trying to address these issues on their own with limited or outdated resources. Councils also expressed a need for tutoring and learning materials focused on the older adult learner, specifically, older adults who are making transitions to work.

It is anticipated that there will be an increased need for one-to-one tutoring for older adults as the demand for labour market participation by older workers is expected to increase. This sentiment was echoed by the Provincial Labour Market Committee of the Department of Human Resources Labour and Employment in its report of the provincial labour market symposium *Building Healthy Labour Markets* (April, 2007). This report indicates that there is a growing labour shortage problem in the province and that one of the challenges to maximizing labour force

participation is that many individuals lack basic literacy and essential skills which limit their participation and capacity to take advantage of employment opportunities. Results from the International Adult Literacy and Skills Survey, (2003) confirm that older adults demonstrate low literacy and numeracy skills and states that “approximately 80% of older Canadians do not have the basic literacy skills needed to meet the demands of everyday life”. Population decline due in part to declining fertility rates, out-migration of a younger workforce and the aging of the baby boom generation is creating an older workforce. The Workplace Partners Panel Atlantic Provinces Task Force (2006) also suggests that the older adult population will be called upon to help address future labour force demands resulting from changing demographics and the elimination of mandatory retirement for this province.

3.0 PURPOSE AND OBJECTIVES

3.1 Project Goal

Project Goal: To grow Newfoundland and Labrador Laubach Literacy Council's capacity to adapt to and address gaps in the current tutor training which will enable us to more effectively and efficiently address the needs of future learners.

3.2 Objectives

To meet the project goal a province wide consultation was carried out to meet the following objectives:

1. Gather information from Laubach tutors to identify specific essential skills topics which are not addressed by current tutor training
2. Gather information from older adults which will identify specific essential skills topics which they feel can be addressed in a one-on-one environment
3. Gather information from employers, educators, labour, government representatives, community development workers, workforce development professionals, and community organizations which they feel are specifically essential skills needs of older adults
4. Gather materials from various resources about the specific essential skills topics from previous research activities
5. Determine how essential skills needs identified can be translated into tools for one-on-one tutoring
6. Increase our organizations profile in the communities where local Laubach Literacy Councils exist and across the province and country
7. Encourage collaboration and participation from stakeholders throughout the project
8. Promote life-long learning and the importance of essentials skills development which empowers people to act.

4.0 PARTICIPANT PROFILE

During the course of this province-wide study, a total of 646 possible respondents were contacted through letters and telephone calls to attend focus groups and to complete surveys through our website and telephone or face-to-face interviews. The minimum target for each was 150. This was surpassed as shown in the chart below, with 62% of the 646 possible participants taking part in the research and consultation process.

ESSENTIAL SKILLS LITERACY: TRAINING TOOLS FOR OLDER ADULTS PROJECT Participant Profile				
Target participants – invited to complete surveys/attend focus groups	# contacted by letter or telephone	# of surveys completed	# attended focus groups	% of participation
Adult learners/older adults	183	75	108	100%
Tutors	150	46	44	60%
Trainers	13	6	4	76%
Businesses	150	31	10	27%
Organizations/key stakeholders	150	42	40	54%
TOTALS	646	200	206	62%

5.0 METHODOLOGY

The following section outlines the methodology used to complete the Essential Skills Literacy Training: Tools for Older Adults Study.

5.1 Research Design

The study carried out was divided into the five overlapping phases listed below.

- Phase I. Preparation
- Phase II. Literature Review
- Phase III. Design and Development of Research Activities
- Phase IV. Implementation of Research Design
- Phase V. Input, Analysis, and Report

5.1 A. Phase 1 – Preparation

Steering Committee: Prior to the hiring of the Public Consultation Facilitator, a Steering Committee had been set up. The NLLLC Essential Skills Steering Committee provides overall direction and support for the project. The Project Manager drafted a Terms of Reference for this Committee which was revised and adopted at the November 5 Steering Committee meeting and adopted by the Board of Directors at a meeting on November 14. The Project Manager coordinates the meetings of this committee.

Members of the Steering Committee are as follows:

- **NLLLC and Partner Members**

Maureen Kennedy: Chair and Provincial Training Officer for NLLLC

Wanda Parr: President of NLLLC

Susanne Dawe: College of the North Atlantic, Business Development Officer

Sharon Park: Director of the Community Education Network

Sharon Fifield: Executive Director of The Employment Preparation Centre

Keith Payne: Economic Development Officer, Department of Industry, Trade and Rural Development

Andrea Mailman: Counsellor, PricewaterhouseCoopers

Barbara Janes: CBCL Ltd. (Canadian British Engineering Consultants

Dr. Greg Wood: Regional Planner, Rural Secretariat

▪ **Staff Members**

Project Manager: The Executive Director of NLLLC, Margie Lewis, has been designated as the Project Manager. The Project Manager is responsible for coordinating all project activities, the Steering Committee and all project staff. The Project Manager manages the day to day operations, manages the project budget and provides ongoing support and guidance to all project stakeholders.

Public Consultation Facilitator (PCF): Linda Collier is the project PCF. The PCF will carry out the data collection and analysis activities for the public consultation process.

▪ **External Project Evaluator**

Douglas Fowlow and Associates: Douglas Fowlow has been contracted to carry out a formative and summative evaluation process and to develop the evaluation tools which will be used throughout the project. The attainment of a sound evaluation plays an integral role in the successful completion of the project.

▪ **Advising Members**

The following Steering Committee members play an advisory role to the Steering Committee; they receive all communications and have opportunity to provide advice, support and direction as required:

- *Board of Directors of NLLLC*
- *Barbara Case:* Director, Regional Partnership Development, Department of the Rural Secretariat

- *Clara McCue*: College of the North Atlantic, Resource Coordinator
Community, Corporate & International Services
- *Greater Corner Brook Board of Trade*

LWRS Review Committee: One of the first tasks undertaken by the Public Consultation Facilitator was to set up an ad-hoc committee to review the Laubach Way to Reading Series, which is the tutor material currently used by all tutors. The committee's mission was to scrutinize the material to determine where essential skills are already incorporated and identify where the gaps are. The committee has also been selecting resource material which would be useful for the Training Package Development phase of the project. The LWRS Review Committee met several times throughout the year, the last meeting being on September 3, 2009 to view the PowerPoint presentation of the findings and provide feedback and discussion on the study results. This committee, chaired by the Public Consultation Facilitator, are members of Bay St. George Literacy Council, Inc. and consists of the following individuals:

- Ruth Doyle, Certified tutor
- Mag Snook, Certified tutor
- Muriel Chislett, Certified Laubach Trainer and Tutor

Project Promotion

Public Relations was a priority for this project. In keeping with our objective *to increase our organization's profile in communities where local Laubach Literacy Councils exist and across the province and country*, and to bring awareness to the research, the following types of media were used: Press releases, announcements and interviews in local and provincial newspapers, electronic media, and an appearance on Corner Brook Café, a local TV show that is broadcast

province-wide on Rogers TV. Publicity generated resulted in a request from The Telegram (a provincial newspaper) for an interview, and from CBC radio to do a live interview on its morning show. (Appendix A)

The following is a list of some of the PR activities, published articles and radio/TV interviews regarding the consultation process and project:

- PCF and Project Manager appearance on local TV show Corner Brook Café, March 25
- Calendar of Events, Georgian and Western Star – March 17 – 27
- Press Release, Western Star – March 14
- Literacy Newfoundland and Labrador (LNL) website and list serve
- EnVision.ca website
- The Georgian – April 21-27
- Compass and Northern Pen ran story from The Georgian - April 28
- The PCF and Project Coordinator were contacted by Everton McLean of The Telegram– April 23 which resulted in article in the Telegram – April 28
- PCF was contacted by Bernice Hillier of CBC radio – April 21 which resulted in live interview on CBC radio with Dorothy King - April 27
- Notices and Public Service Announcements sent to LNL, CSC -EnVision.ca, Nald.ca
- Emails sent to various individuals and organizations about upcoming focus groups in their areas
- Daily Business Buzz, Charter and NALD articles
- Ad in The Telegram to attract more business people to focus groups.

In addition to the previously-mentioned PR, much information was circulated by word of mouth and through emails by those interested and/or taking part in the research and consultation.

Information sessions on essential skills were presented to participants in the Community Studies Program at the College of the North Atlantic and a PowerPoint presentation was made to the Newfoundland and Labrador Laubach Literacy Council at a board meeting held in Central Newfoundland on April 24. Also, a regional event held on May 30 and 31 in Stephenville provided an excellent opportunity to interview business people from different communities in Western Newfoundland and one representing a business in Grand Falls-Windsor in the central region of the province. This resulted in 13 surveys from the business sector over the course of the two-day event.

Project Work Plan

The project work plan for the Essential Skills Literacy Training: Tools for Older Adults project closely follows the guidelines submitted to OLES by the Executive Director of NLLLC. In order to keep things on schedule the Public Consultation Facilitator developed her own work plan covering the course of Phase II – Research and Public Consultation (Appendix C).

- **Gather information and review existing and relevant literacy to determine and identify research objectives and questions to be answered through the research and consultation process:** Various documents, studies, and other background data with reference to essential skills were collected to identify relevant information related to the research portion of the project. The information gathered was used as a foundation for the development of the questions for focus groups and interview questionnaires.
- **Develop consultation plan to collect data through focus groups and telephone and face-to-face interviews:** Contact was made with Laubach Literacy Councils throughout the

province informing them and requesting their participation. In addition, press releases were circulated to the media advertising the province-wide study, which led to extensive P.R. This resulted in requests for Essential Skills' presentations from the *Skills Link* and *Power Up!* programs and provided information and encouragement to others thus prompting them to take part in the consultation process. (Appendix A)

- **Carry out research and public consultation activities:** Introductory letters were sent out, followed by questionnaires, to the sample groups across the province. Contact was made with various stakeholder groups to hold Focus Groups and conduct interviews in their areas. Four areas had initially been selected - Western, Central, Eastern, and Labrador Coast – and much effort was placed on holding sessions in the selected communities. However, due to a Council closure on the Labrador coast and unsuccessful attempts to attract a feasible number from the business community in that region, it was decided to hold the final focus group session in St. John's. Since requests had been forthcoming from that area and due to the population density and demographics, the NLLLC Board and the Steering Committee deemed this a good decision. Participation from the Labrador region was still included in the form of telephone interviews.

Throughout the course of the public consultation process, contact was made with many individuals and representatives of various businesses and organizations. A total of 646 possible participants were contacted with the hope of attracting a minimum of 150 participants to attend focus groups and 150 to complete surveys through our website – www.nald.ca/nlllc - and by telephone and face-to-face interviews. Requests for presentations were forthcoming from two non-Laubach learning programs who were preparing individuals for the workplace, as well as requests from individuals in St. John's to hold a focus group in that region.

- **Data compilation and analysis of findings:** All surveys were coded and prepared for distribution to Steering Committee members who agreed to help with the analysis process. The questions for each of the five surveys were collated and distributed to steering committee members based on their area of expertise (for instance business surveys were distributed among the two business representatives on the committee). Once distributed, the questions were scrutinized for overall theme and the main findings of each question were recorded. All questions and preliminary analysis were then sent to the Public Consultation Facilitator who completed the analysis process and compared themes among each of the five respondent categories. The completed analysis of the focus groups was done by the Public Consultation Facilitator as well.
- In the final analysis, themes were identified to guide the development of a tutor/learner training package, which will be addressed in the next phase of the Essential Skills Literacy Training: Tools for Older Adults project. A report of the findings as well as a PowerPoint presentation will be available through the website.

Major Activities

The following are the major activities deemed necessary for data collection:

- Review of existing and relevant literacy (databases, documents, and literature on essential skills)
- Interviews with Older Adult Stakeholders, Tutors, Trainers, and Key Stakeholders
- Focus Groups with Older Adult Stakeholders, Tutors, Trainers, and Key Stakeholders

5.1 B. Phase II. Literature Review

The first activity undertaken by the Public Consultation Facilitator was to conduct a literature review of existing and relevant literacy (databases, documents, and literature on essential skills) to determine and identify research objectives and questions to be answered.

Various methods were used to gather research. Sources included resources from the NLLLC and Bay St. George Literacy Council resource centres, databases, newspaper articles, magazines, and the Internet.

The PCF also formed and chaired an ad-hoc LWRS Review Committee comprised of trainers and tutors to review the Laubach Way to Reading material and identify where essential skills are already incorporated and what gaps occur in the current program, and to offer feedback and suggestions for program enhancement that would include essential skills development at an appropriate level to meet the needs of adult learners.

5.1 C. Phase III – Design and Development of Research Activities

Since we were seeking input from all levels of stakeholders and in order to fully understand each perspective of workplace literacy and essential skills development, two methods of research were used in this project – qualitative and quantitative. The qualitative portion included the Focus Groups and Interviews, which allowed for discussion and focus on understanding the perspective of the various groups. Quantitative research was used in the analysis of the findings from the

surveys submitted by the various sectors and was an important tool in comparing the data submitted by each group.

It was originally anticipated that three questionnaires would be developed. However, further exploration found that the questions would be too broad and needed to be formulated to be specific to each target group. Therefore, due to the diversity of the population target, it was decided that questionnaires would have to be developed to obtain information from each groups' perspective. With that in mind, a total of five questionnaires were developed aimed at the following groups: Older adults, Tutors, Trainers, Businesses, and Organizations.

Questions for Focus Groups followed a similar procedure with questions being formulated to get the best possible feedback from the different groups: Older Adults/Adult learners; Tutors and Trainers; and Key Stakeholders (Businesses and Organizations).

Once questionnaires were drafted, they were reviewed and scrutinized for content and flow. A meeting with the PCF, the Provincial Training Officer and a certified trainer (who is also a member of the LWRS Review Committee) resulted in feedback from a trainer's as well as a tutor's perspective. At the November 2008 meeting, it was decided that all Steering Committee members should have input from a business point of view. A draft of the questionnaires was emailed to the Steering Committee for further content suggestions and/or changes. Once everyone was in agreement with the format, copies were made ready for circulation and distribution for use in face-to-face interviews, via telephone, and online through the NLLLC website.

Interview Plan

Key informant interviews were developed to determine the needs of Older Adults in terms of essential skills development and workplace literacy, to identify and determine ways to fill gaps in the current system and to identify themes to guide the development of a tutor/learner training package which addresses essential skills and workplace literacy of older adults.

The interview plan involved the following steps:

- Determine sample groups and number of people to interview from each group
- Write introductory letters to members of Target Group, Tutors and Trainers, and Key Stakeholders (Businesses and Organizations) including information on essential skills.
- Develop interview questions – generate a generic questionnaire and modify to suit each key informant group
- Pre-test the questionnaires
- Upload questionnaires to website
- Follow up initial letter with telephone calls, emails, and face-to-face interviews
- Hold focus groups and interviews

The primary method for gathering information from key stakeholders was an online questionnaire with separate versions of the questionnaire distributed to organizations, businesses, tutors, trainers and older adults. After some initial glitches, the questionnaires were made available live on our website at on February 5, 2009. A counter was added to determine interest in the project for evaluation purposes. The older adult's questionnaire was administered one-on-one; however it was also available for those who wished to complete the questionnaire online.

Introductory letters were sent to tutors and trainers and to the literacy groups in the province inviting them to participate in the study and encouraging participation of their adult learners.

The introductory letters also provided information on the study and essential skills, along with instructions for participation either through telephone interviews or by accessing the online questionnaires. Once the forms were ready online, announcements went out via email to various Council representatives informing them of the online surveys. Follow-up telephone calls, emails, and letters were also made to tutors throughout the province. This was a very slow process and it sometimes took three or more telephone attempts to reach people, with most success being in the evenings. In addition, many of the tutors were no longer involved, some did not wish to take part in the study, and others had moved away.

Letters were sent to 150 businesses/organizations across Newfoundland and Labrador that were selected through random sampling. The sample was sorted by industry sector and further allotted by the percentage of businesses located per area of the province. The process of locating and recording corresponding telephone numbers for these businesses and organizations as well as making successful contacts was a long and difficult process; however, the attempt proved to be successful and the goal of interviewing 50 participants was surpassed.

Data from the surveys and interviews helped to inform the focus group sessions. The focus groups enabled exploration and understanding of the needs of older adult workers along with businesses in greater detail. A focus group with adult learners was held on November 15 to test the questions and the format. Since many participating in the Older Adults focus groups were from different backgrounds, questions had to be tailor-made to suit the participants depending on whether they were retired, employed, or unemployed, or whether they were in a learning program.

From November 14, 2008 to June 22, 2009, sixteen focus group sessions with the various stakeholder groups were held. Of those, seven were with Older Adults/Adult Learners, five with Key Stakeholders, and four with tutors and trainers.

Determining the sample

Key Stakeholders: The National LMI Systems database for the Service Canada Centres contains a list of all businesses and organization registered with each separate Newfoundland and Labrador Service Canada Centre. There are 15 Service Canada Centres listed for the province. These lists were chosen to determine the business and organizations which would be contacted for the business and the organizations surveys because it was the most comprehensive and up-to date list available from one source.

The total number of businesses and organizations listed for the 15 Service Canada Centres totalled 16,172. Out of the possible 16,172 businesses and organizations which are listed in the LMI database, a sample of 1.22% or 197 of the businesses and organizations were chosen for the research and divided among the 15 Service Canada Centres according to the percentage of business and organization each Service Canada Centre Service Area is allotted from the total number of businesses and organizations.

Tutors and Trainers: To find contact information for current and former Laubach Literacy Council tutors and trainers the PCF consulted listings supplied by NLLLC which contained information obtained from the national database on 18 provincial councils. Since many of the councils are now inactive, telephone calls and emails were made to representatives from each council to determine which tutors were on their active list. In order to obtain a minimum of 50

interviews and 50 focus group participants, 150 tutors (current and past) and trainers were contacted by random selection. The end result was a province-wide tutor participation of 90 tutors and 13 trainers.

Older Adults (Target Group): Participation from the older adults was done by Council reference and by invitations from community groups. Interviews were done mainly one-on-one; however, a few were done online and following focus group sessions. Participants in this section of the study included adult learners, older adults who were retired, those unemployed and seeking work opportunities, and those employed and looking to improve or change jobs. With the diversity of this group, we were able to get a thorough perspective of essential skills development needs for older adults in today's workplace.

5.1 D. Phase IV – Implementation of Research Design

Key Informant Interviews

Key Informant Interviews were held with 46 tutors, 6 trainers, 73 key stakeholders (31 business and 42 organizations), and 75 adult stakeholders throughout the province. A total of 646 possible respondents were contacted through letters and telephone calls with the hope of attracting a minimum of 150 participants to attend the focus groups and 150 to complete surveys through our website and telephone or face to face interviews. 62% of the 646 possible participants who were contacted participated in the research and consultation process.

Focus Group Details

Initially, it was anticipated that 12 focus groups (3 focus groups in 4 provincial regions - Eastern, Labrador, Central and Western) would be held with approximately 10 people attending each focus group - a target of 150 participants. Overall, a total of 206 people participated in 16 focus groups across the province.

While we exceeded our participation target by 40%, focus groups could only be held in 3 of the 4 regions anticipated – Eastern, Central and Western. There was much effort and time put into arranging the research consultations for Labrador; however an unforeseen council closure and difficulty in obtaining sufficient interest from the local population dictated a change in location to St. John's. Although it was unfortunate to lose out on the opportunity to meet possible clients on the Labrador Coast, this change of venue provided an opportunity to gain input from those in the capital city and throughout the Avalon peninsula, a region which contains the most diverse and concentrated economic activity in the province. This afforded a metropolitan viewpoint to the research and consultation which, in turn, enriched the study by providing a complement to the information contributed by participants in the other regions.

The table on the following page gives an overall view of the focus groups held throughout the province and outlines the date, location and number of participants who attended the focus group sessions.

ESSENTIAL SKILLS LITERACY: TRAINING TOOLS FOR OLDER ADULTS PROJECT FOCUS GROUP STATISTICS		
<u>Adult learners/ Older adults</u>		
Date	Location	Number of Participants
Nov. 14	Corner Brook	9
Feb. 7	Stephenville	7 (combined workshop with tutors - ESL training)
Feb. 19	Stephenville- request from Skills Link	7
April 30	Harbour Grace Discovery Centre	16
May 5	Grand Falls-Windsor	14
May 23	Max Simms camp, Bishops Falls	46
June 10	Stephenville- request from Power Up!	9
TOTAL Adult learners/older adults		108
<u>Laubach Tutors/Trainers</u>		
Date	Location	Number of Participants
Feb. 7	Stephenville	10
April 29	Carbonear	7
May 5	Grand Falls –Windsor	8
May 28	Stephenville	23
TOTAL Laubach tutors/trainers		48
Business/Organizations – key stakeholders		
Date	Location	Number of Participants
Mar. 27	Stephenville	14
April 29	Carbonear	11
May 19	Stephenville	7
June 2	Grand Falls-Windsor	7
June 22	St. John's	11
TOTAL Business/Organizations – key stakeholders		50

5.1 E. Phase V – Input, Analysis, and Report

To prepare the analysis portion of the study, Steering Committee members and staff worked together. All surveys were coded and prepared for distribution to Steering Committee members who agreed to help with the analysis process. The questions for each of the 5 surveys were collated and distributed to steering committee members based on their area of expertise (for instance business surveys were distributed among the two business representatives on the committee). Once distributed, the questions were scrutinized for overall theme and the main findings of each question were recorded. All questions and preliminary analysis were then compiled by the PCF who completed the analysis process and compared themes among each of the five respondent categories. The PCF completed the analysis of the focus groups as well. All emerging themes from the analysis have been documented in the **Findings** section of this report.

Key points stressed in public consultations include the following:

1. Currently, tutors and trainers are mainly teaching Reading Text, Numeracy, and Writing.
2. Respondents from the non-profit, business, and industry sector (key stakeholders) report a high rate of usage of *all* Essential Skills in the workplace.
3. By comparison of Essential Skills used in the workplace and Essential Skills currently being taught, Essential Skills used in the workplace rate much higher than those being taught in the current program, with a discrepancy of 1% in Reading Text to 72% in Oral Communication.
4. 70% of Older Adult (Target Group) respondents indicated they are lacking in Computer Use. Second in Essential Skills lacking at 22% is Reading, Numeracy and Document Use.

5. Tutors and Trainers indicated that Older Adults are lacking in all Essential Skills, on a percentage basis ranging from 58% to 82%.
6. Key stakeholders indicated their employees/volunteers/clients would benefit from training in all nine Essential Skills, with particular Essential Skills development needs being job specific.
7. Older Adults, Tutors and Trainers, Businesses and Organizations all indicated that Older Adults would benefit from Essential Skills development training in Computer Use.
8. Tutors, Trainers, and key stakeholders indicated that older adults need practical training in Document Use.
9. All groups identified many gaps in the current system that need to be filled.
10. All groups indicated there is a need for promotion/public awareness of available services.

6.0 FINDINGS AND ANALYSIS

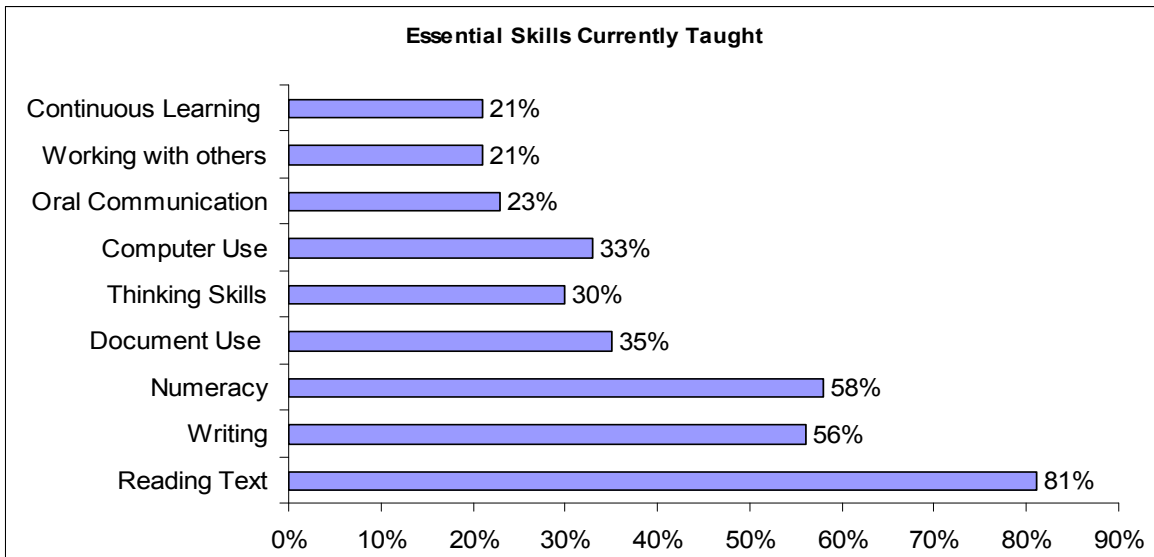
The following is a report of the findings from the Essential Skills Literacy Training: Tools for Older Adults project, which documents the work carried out by the Public Consultation Facilitator for NLLLC under the guidance of a steering committee comprised of representatives from public and private stakeholder groups.

Research was conducted by conducting focus groups and administering questionnaires throughout the province with a participation of 206 attending focus group sessions and 200 completing questionnaires.

6.1 Summary of Findings – Questionnaires

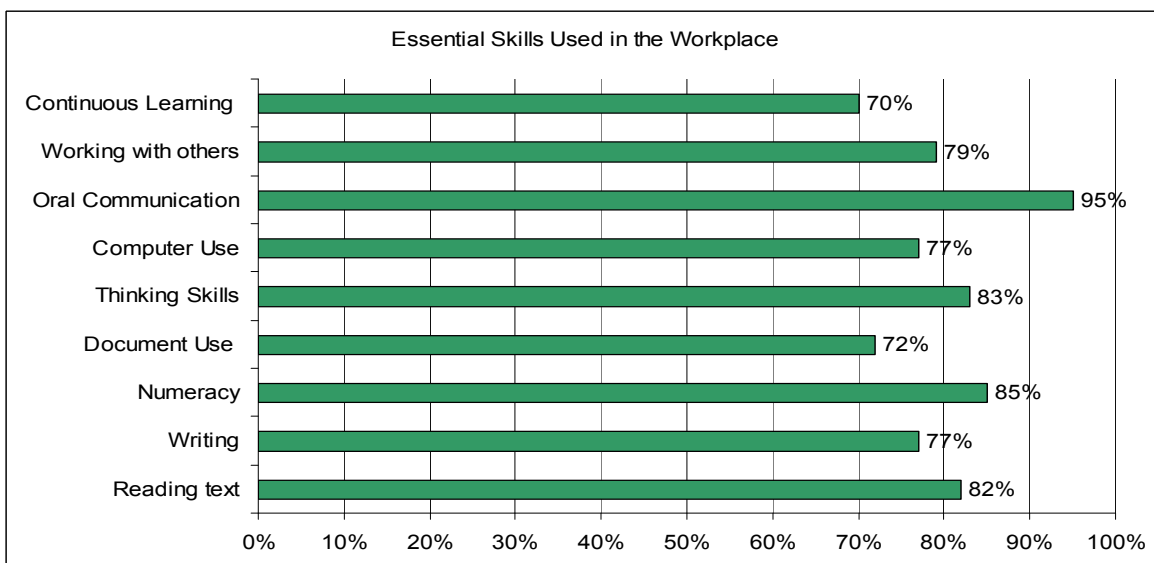
This section contains the main overall findings from the research and is followed by detailed findings from each individual group.

This chart indicates Essential skills currently *taught* by Tutors and Trainers:



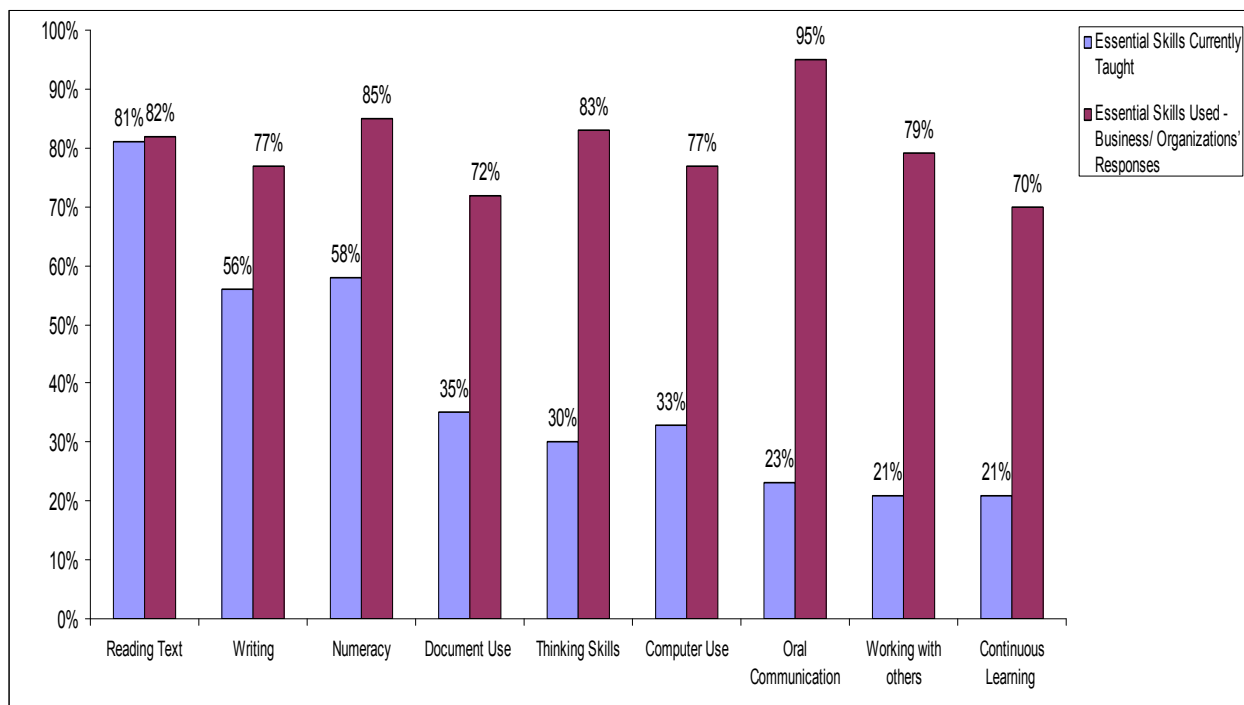
Main Essential Skills currently taught: Reading Text, Numeracy, and Writing.

The following chart indicates Essential Skills *Used* in the Workplace:



Businesses and Organizations report a high rate of usage of *all* Essential Skills.

The following chart indicates the Essential Skills being *taught* in comparison with the Essential Skills *used* in today's workplace.



- Currently tutors and trainers are mainly teaching Reading Text, Numeracy, and Writing.
- Businesses and Organizations report a high rate of usage of *all* Essential Skills.
- By comparison, Essential Skills used in the workplace rate much higher than those being taught in the current program, with the exception of Reading Text which rates the same for both.

According to the comparison of Essential Skills being *taught* and Essential Skills *used* in the workplace, focus needs to be placed on training in all nine Essential Skills in order to adequately prepare adult stakeholders for entry/re-entry into today's workforce.

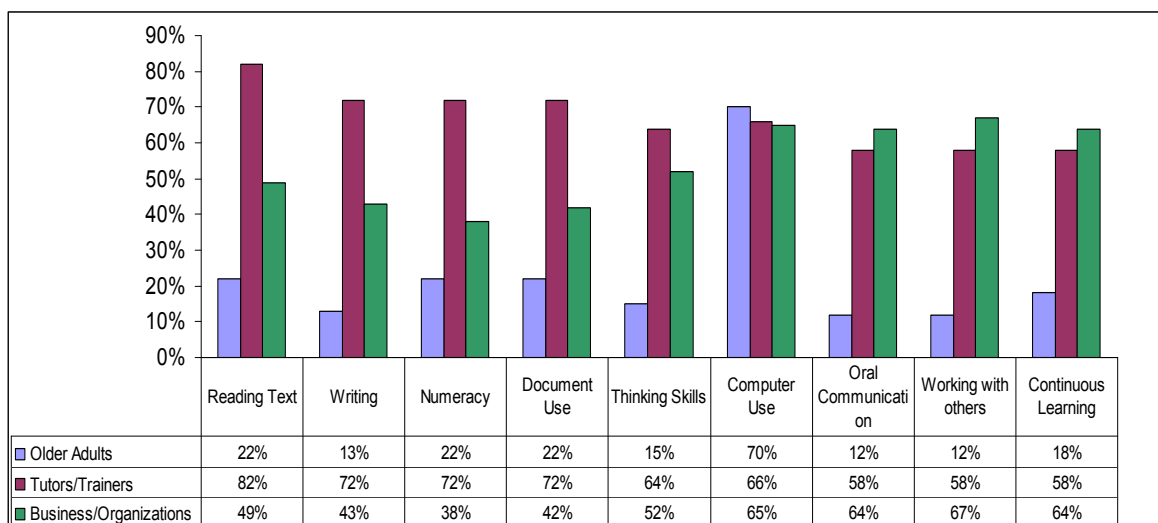
The following table shows comparisons between groups as to what Essential Skills are lacking (as indicated by Older Adult Stakeholders, Tutors, and Trainers) and required Essential Skills for Older Adults entering/re-entering the workforce.

Essential Skills Lacking compared with Essential Skills **used** (in percents):

Essential skills	Older Adult Stakeholders	Tutors/ Trainers	Essential Skills Used in the Workplace
Reading text	22%	19%	82%
Writing	13 11 77		
Numeracy	18 39	85	
Document Use	22	4	72
Thinking Skills	15 11	83	
Computer Use	70	23 77	
Oral Communication	12	59 95	
Working with others	12	8	79
Continuous Learning	18	7	70
Highest rated	Computer Use	Oral Communication	Oral Communication
Second highest rated	Reading/Document Use	Numeracy	Numeracy

Older Adults and Tutors indicate that Adult stakeholders are lacking in Essential Skills as indicated. All Essential Skills are used in the workplace (70 – 95%) depending on the type of work; therefore it is necessary to upgrade Essential Skills training to meet workplace demand.

The chart below indicates Essential Skills needs as indicated by Older Adults, Tutors, Trainers, and Key Stakeholders in order to work effectively in today's workforce. All groups are in agreement about the need for Computer Use. Data from Older Adult Stakeholder Focus Groups indicated a similar need of Essential Skills development with **Computer Use** being the main one lacking at 58%.



Essential Skills training that would benefit older adults/employees/volunteers/clients:

Older Adults rated the following:

- | | |
|------------------------------------|-----|
| 1. Computer Use | 70% |
| 2. Numeracy, Reading, Document Use | 22% |
| 3. Continuous Learning | 18% |

The majority of Tutors and Trainers indicated that adult learners would benefit from training in **all nine** Essential Skills.

The top three indicated are:

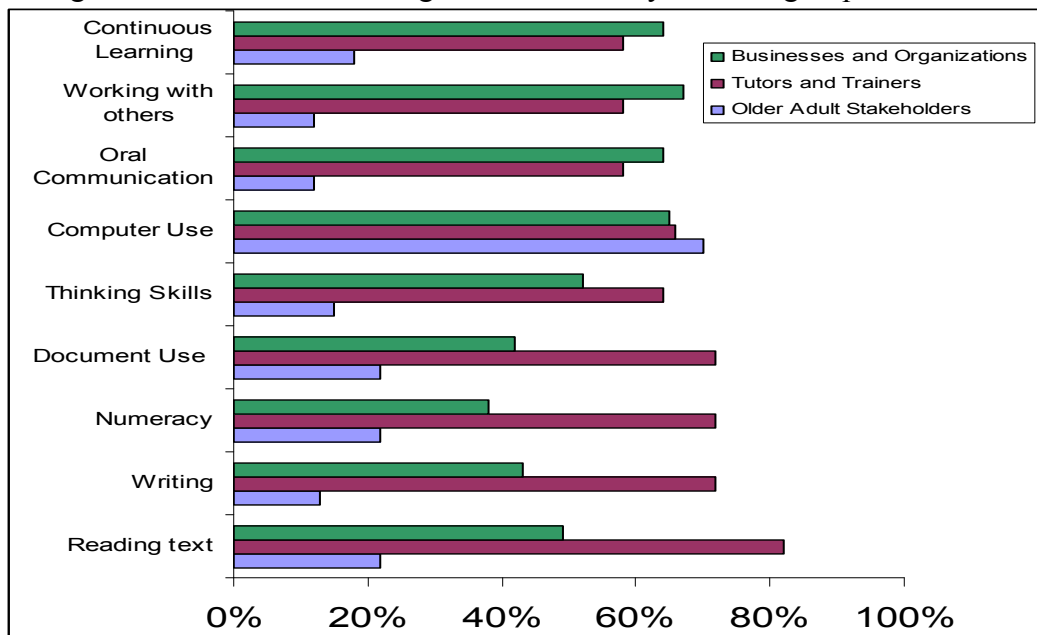
- | | |
|------------------------------------|-----|
| 1. Reading | 82% |
| 2. Numeracy, Writing, Document Use | 72% |
| 3. Computer Use | 66% |

Key Stakeholder respondents indicated that employees would benefit from training in all nine Essential Skills, depending on the job/situation.

The top three indicated are:

- | |
|--|
| 1. Working with Others – 67% |
| 2. Computer Use – 65% |
| 3. Oral Communication, Continuous Learning – 64% |

The following chart indicates the training recommended by all three groups.



- Computer Use rated in the top three by all groups
- Numeracy, Reading, Document Use, and Continuous Learning rated in the top three by two groups.
- Writing, Oral Communication, and Working with Others rated in the top three by one group.
- Thinking Skills did not rate in the top three for either of the three groups.

Gaps in the present system:

NLLLC currently offers Basic Tutor Training as well as ESL Training for its tutors and members. Data collected via Interviews and Focus Groups with tutors and trainers indicate that there are many gaps in the present system; however, the means of addressing those gaps depends on the needs and learning level of individual learners. While some tutors are content with the status quo, the majority are looking for more resources to offer their students. Some of the main gaps identified were:

- Appropriate material to suit the level of the student
- Outdated material and need for updated training and training/tutoring materials
- Computers and computer training, instruction in technology (e.g. ATM use, cash registers)
- E.S.L. and Life Skills - Practical application of skills learned
- Self-esteem/confidence issues
- Diagnosing and addressing Learning Disabilities
- Awareness of services – P. R.
- Workshops and sharing sessions for tutors and learners

The main gaps indicated by Key Stakeholders were:

- Awareness and access
- Need for computer skills/on-site learning (computers, cash registers)
- Attitude/lack of interest
- Time and pay to attend training
- Thinking skills – problem solving ability
- Document Use – filling out forms, job applications, resumes
- Continuous learning – need for follow-up in the workplace

Tools (resource materials) to help with teaching Essential Skills

In order to fill the gaps, respondents had various suggestions on what tools they need to help them in their tutoring. The following are the main tools indicated in order of importance:

- Updated material/Essential Skills material similar to LWRS
- Computers/computer skills/programs
- Documents used in everyday life (various forms, applications, resumes, cheques, etc)
- Resources for ESL learners on social/cultural issues
- Resources for budgeting/teaching time/nutrition
- Audio aids – speech sounds, Talking Thesaurus, audio books/pens
- Oral Communication skills – attitude/etiquette
- Training for tutors and learners

“Updated materials, computer access, and documents which are specific to the individuals’ culture and location”

Key Stakeholders indicated they would like to see the following tools incorporated into a training that would address Essential Skills development:

- Documents/various forms – employment/loan applications, invoices, pension forms....
- Computer Use
- Communication/Telephone skills
- Writing skills – resumes, reports, letters
- Thinking skills – problem solving
- Bookkeeping/record keeping
- Professional development/self-help
- Sensitivity and awareness training for disabilities

6.1 A. Findings from Interview Questionnaires – Older Adults (Target Group)

A total of 75 questionnaires were submitted by older adults from across the province of Newfoundland and Labrador. An analysis of data collected follows.

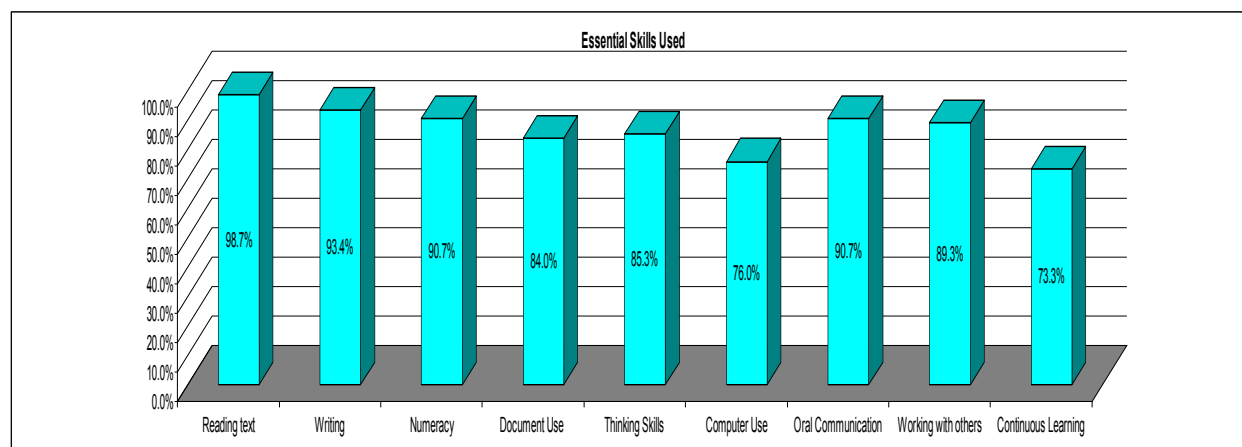
Question 1. Which Essential Skills do you use?

75 responded out of a total of 75: 100% response rate

Responses	# of times listed	Percentage
Reading text	74/75	98.7%
Writing 70/75		93.4%
Numeracy 68/75		90.7%
Document Use	63/75	84.0%
Thinking Skills	64/75	85.3%
Computer Use	57/75	76.0%
Oral Communication	68/75	90.7%
Working with others	67/75	89.3%
Continuous Learning	55/75	73.3%
*Listening	1/75	1.3%
*Spelling	1/75	1.3%
*Grammar	1/75	*1.3%

**Written on form by participants as Essential Skills used. Since these are not included in the nine Essential Skills, they do not appear in the chart below.*

Majority checked use of **Reading, Writing, Numeracy and Oral Communication** as Essential Skills used. Lowest checked Essential Skills used were **Computer Use and Continuous Learning**.



The response from this question is an indication that most Older Adults recognize the “everyday” common “literacy” skills that are used; least common were checked less.

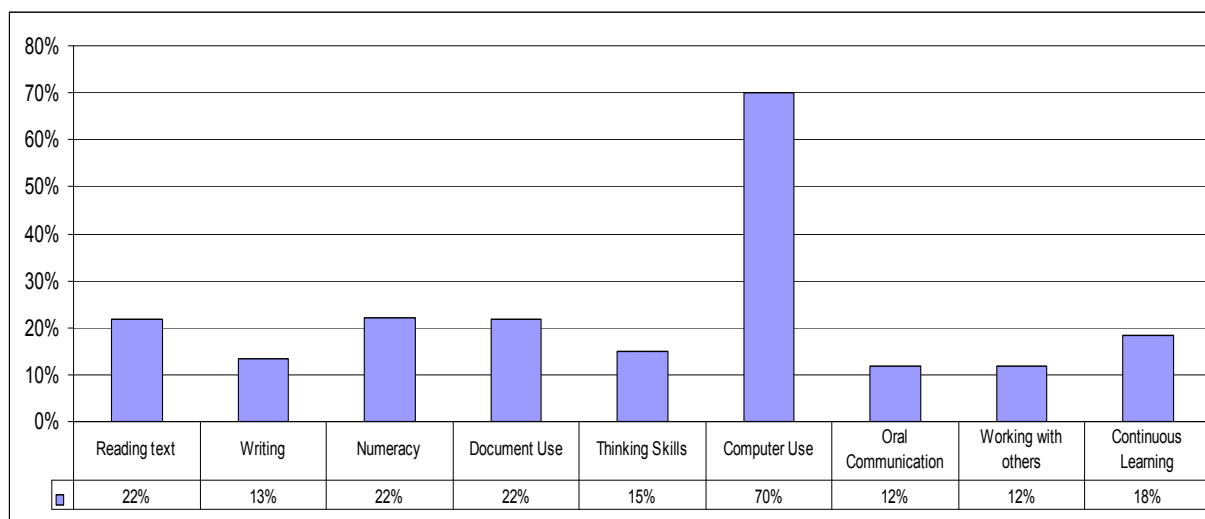
Question 2. Which Essential Skills do you lack in your everyday life?

60 responded out of a total of 75: 80% response rate.

Responses	# of times listed	Percentage
Reading text	13/60	21.7%
Writing	8/60	13.3%
Numeracy 13/60		21.7%
Document Use	13/60	21.7%
Thinking Skills	9/60	15.0%
Computer Use	42/60	70.0%
Oral Communication	7/60	11.7%
Working with others	7/60	11.7%
Continuous Learning	11/60	18.3%
*Listening	1/60	1.7%
*English	1/60	1.7%
*Neither	1/60 1.7%	

**Written on form by participants as Essential Skills lacking. Since these are not included in the nine Essential Skills, they do not appear in the chart below.*

Essential Skills Lacking based on a response rate of 80%:



Respondents indicated their main lack of Essential Skills was

1. Computer Use – 70%
2. Reading Text, Numeracy, and Document Use – 22%
3. Continuous Learning – 18%

The perception of many respondents as to what Essential Skills they may be lacking is reflected in the following quote:

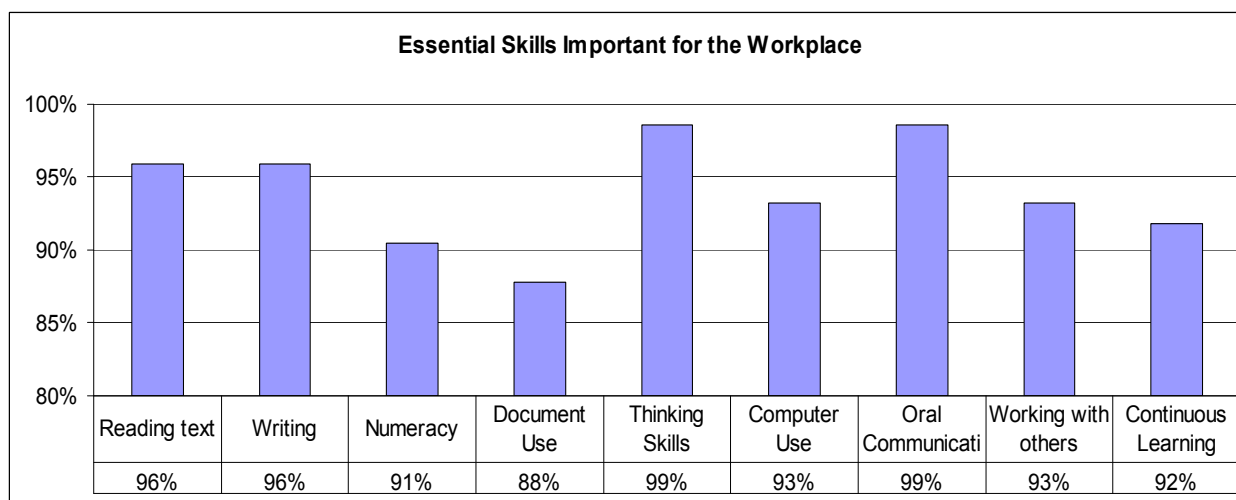
“It’s not so much that I lack Essential Skills as I would like to improve/refine them”

Question 3. NLLLC currently offers training for its tutors and members which enables them to tutor adults (free of charge) in basic reading, writing, and math skills. However, individuals who seek our services have needs beyond this. **Which Essential Skills do you consider important for the workplace?**

74 responded out of a total of 75: 98% response rate.

Responses	# of times listed	Percentage
Reading text	71/74	95.9%
Writing 71/74		95.9%
Numeracy 67/74		90.5%
Document Use	65/74	87.8%
Thinking Skills	73/74	98.6%
Computer Use	69/74	93.2%
Oral Communication	73/74	98.6%
Working with others	69/74	93.2%
Continuous Learning	68/74	91.8%
*Creative thinking – outside the box	1/74	1.4%

**Written on form by participant as an essential skill important for the workplace. Since this is not one of the nine Essential Skills, it does not appear in the chart below.*



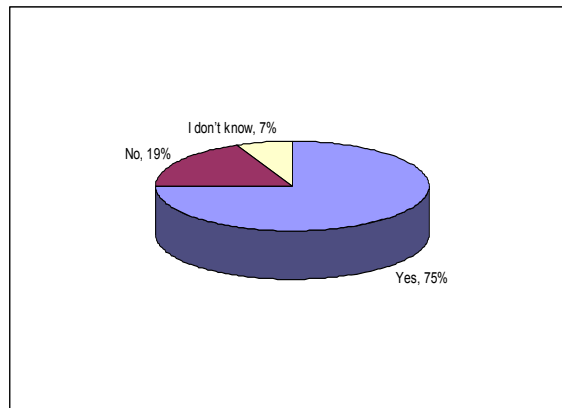
The majority felt that all listed Essential Skills are important for the workplace with Thinking Skills and Oral Communication receiving most checked selections; Document Use received less.

“Depends on workplace”

Question 4. Would training in Essential Skills benefit you? If yes, which courses in Essential Skills would you be interested in taking? Please number in order of importance with #1 being most important. *75 responded out of a total of 75: 100% response rate. (Note: Although response rate is 100% for the first part of this question, not everyone answered the second part; many who did answer, did not list order of importance)*

Would E.S. Training Benefit You?

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	56/75	74.6%
No	14/75	18.6%
I don't know	5/75	6.7%



Essential Skills rating in percents re level of importance (Those who indicated “No” to benefiting from training did not rate or check importance)

Essential Skills	1	2	3	4	5	6	7	8	9						No Response	Checked - No order of Imp.
Reading Text	5%	3%	1%	5%	0%	0%	0%	0%	3%	3%					72%	7%
Writing	0	3	3	3	1	3	1	1	5						73	7
Numeracy	3	4	4	1	3	4	3	0	0						70	8
Document Use	0	3		5		5	0	1	4	3	3				64	12
Thinking Skills	1	1	3	0	4	3	5	4	0						73	5
Computer Use	17	4	4	3	3	1	0	4	1						31	32
Oral Communication	1	4	4	4	5	5	0	1	0						72	4
Working with others	1	5	0	1	3	3	3	3	4						73	4
Continuous Learning	7	7		3	1	4	0	5	1	4					56	12

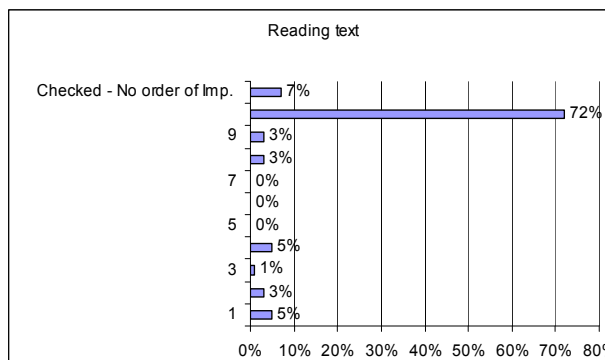
- *Computer Use* rated highest order of importance for course interest over all other Essential Skills; also checked as important more often than other Essential Skills; also received the lowest amount of **No Response**.
- *Continuous Learning* rated second highest order of importance for course interest; *Continuous Learning* and *Document Use* checked as important second highest; *Continuous Learning* also second lowest amount for **No Response**.
- Highest number of **No Response** in *Writing*, *Thinking Skills*, and *Working with Others*.
- One person assigned #10 to *Reading Text* and #2 to *Listening Skills*
- One person added *Training as facilitator* (not rated)
- Some people placed check marks but did not rate level of importance; others rated only some and possibly rated the most important to them when checked, which would indicate interest in those Essential Skills only.

Essential Skills in order of importance for course interest as indicated in responses to Question 4 (#1 being most important)

Reading Text

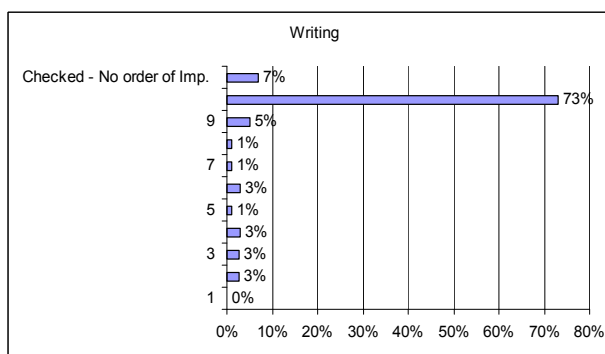
#1	5%	# 6	0%
#2	3%	# 7	0%
#3	1%	# 8	3%
#4	5%	# 9	3%
#5	0%	#10	1%
No response			72%
Checked – no order			7%

(One person rated *Reading Text* as #10 and assigned #2 to *listening skills*)



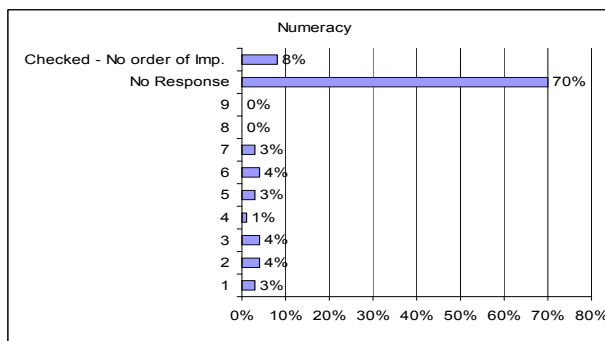
Writing

#1	0%	#6	3%
#2	3%	#7	1%
#3	3%	#8	1%
#4	3%	#9	5%
#5	1%		
No response			73%
Checked – no order			7%



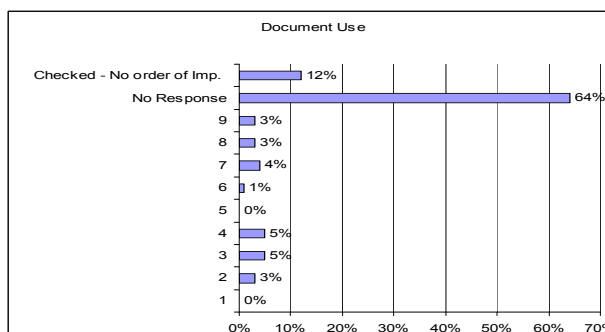
Numeracy

#1	3%	#6	4%
#2	4%	#7	3%
#3	4%	#8	0%
#4	1%	#9	0%
#5	3%		
No response			70%
Checked – no order			8%



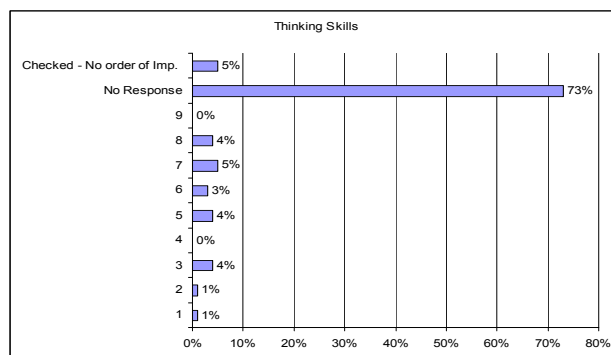
Document Use

#1	0%	#6	1%
#2	3%	#7	4%
#3	5%	#8	3%
#4	5%	#9	3%
#5	0%		
No response			64%
Checked – no order			12%



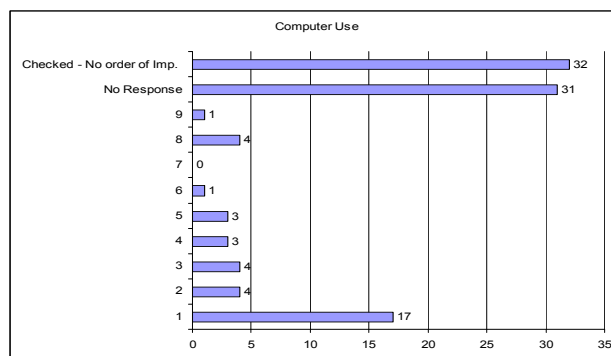
Thinking Skills

#1	1%	#6	3%
#2	1%	#7	5%
#3	4%	#8	4%
#4	0%	#9	0%
#5	4%		
No response			73%
Checked – no order			5%



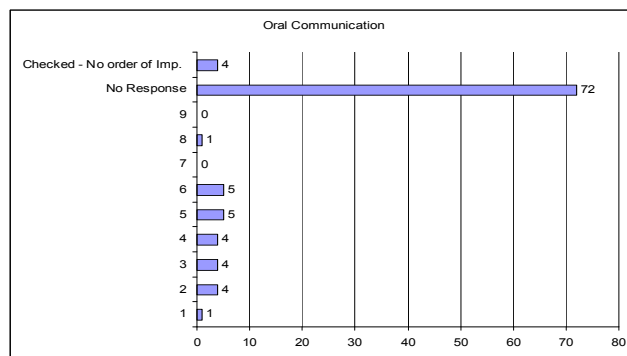
Computer Use

#1	17%	# 6	1%
#2	4%	# 7	0%
#3	4%	# 8	4%
#4	3%	# 9	1%
#5	3%		
No response			31%
Checked – no order			32%



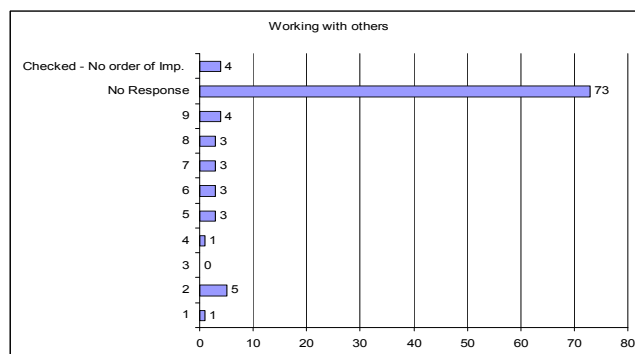
Oral Communication

#1	1%	# 6	5%
#2	4%	# 7	0%
#3	4%	# 8	1%
#4	4%	# 9	0%
#5	5%		
No response			72%
Checked – no order			4%



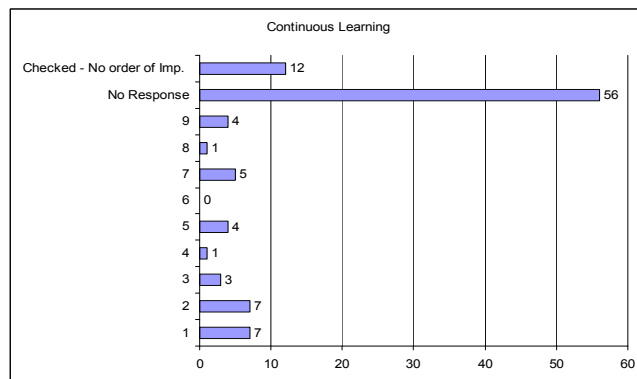
Working With Others

#1	1%	# 6	3%
#2	5%	# 7	3%
#3	0%	# 8	3%
#4	1%	# 9	4%
#5	3%		
No response			73%
Checked – no order			4%



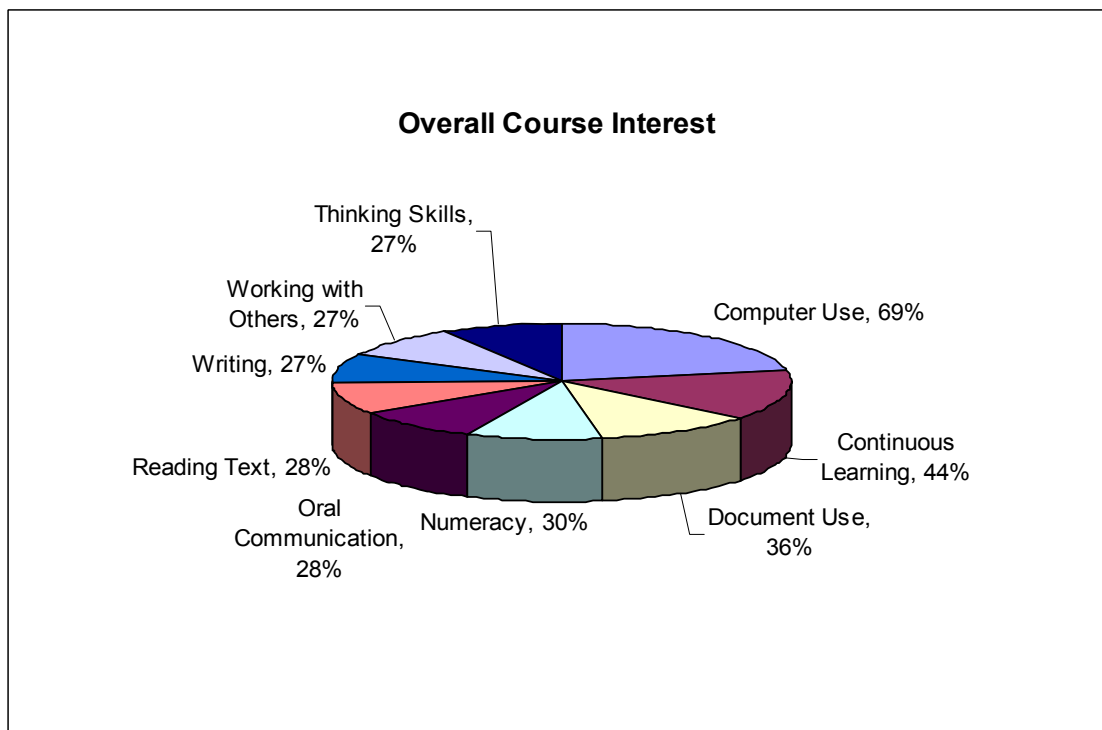
Continuous Learning

#1	7%	# 6	0%
#2	7%	# 7	5%
#3	3%	# 8	1%
#4	1%	# 9	4%
#5	4%		
No response			56%
Checked – no order			12%



Essential Skills by percentage of overall course interest

This chart indicates percentage level of overall course interest by older adult stakeholders - rated and unrated.



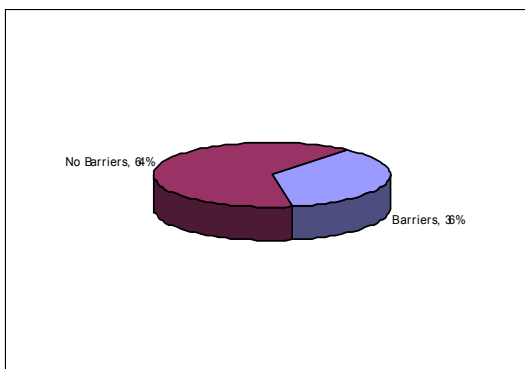
It is interesting to note that while adult stakeholders consider all nine Essential Skills important for the workplace rating from 88% to 99% in importance (Question #3), respondents' main interest in knowledge expansion is in Computer Use - 69%, Continuous Learning - 44%, and Document Use - 36%.

Question 5. Is there anything that would prevent you from taking advantage of Essential Skills training? If yes, please list reasons.

67 responded out of a total of 75: 89% response rate

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	24/67	35.8%
No	43/67	64.2%

- 64% of 67 responded – No barriers
- 36% of 67 responded – Barriers (multiple responses given by some participants)



Barriers Identified:

Responses	Times listed out of 24	%
Work commitments	8	33
Transportation	6	25
Home commitments/child care	6	25
Finances	5	20
Already attending education program	4	16
Time to commit	3	12
Conflict in schedules time offered/timing	2	8
Accessibility for disabled	1	4
No access to internet at local literacy council	1	4
If offered in area	1	4
Lifestyle (gone 2 months/year)	1	4
Unaware of available program	1	4
Not necessary	1	4
Inflexible institutional learning not accommodating for adult learners	1	4

“The inflexibility of institutional learning is not accommodating for adults. NL Laubach Literacy is. The Each one, Teach One principle is extremely important”

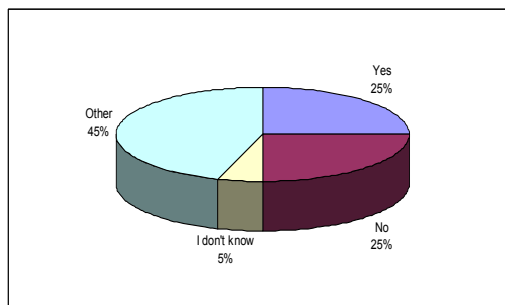
For those who said that there would be barriers to participating in Essential Skills training, most seemed to indicate that work commitments tended to interfere with the ability to participate. As the above quote indicates, available programs do not accommodate adult learner lifestyles. Other major issues include home commitments, financial barriers, and transportation. Overall, sense that flexibility of program offered limits participation as “time” offered seems to interfere with adult learner lifestyles.

Question 6. If you are employed, does your workplace/organization have a training program? If so, does the current training program address Essential Skills development? If yes, which Essential Skills are being taught? How?

57 responded out of a total of 75: 76 % response rate

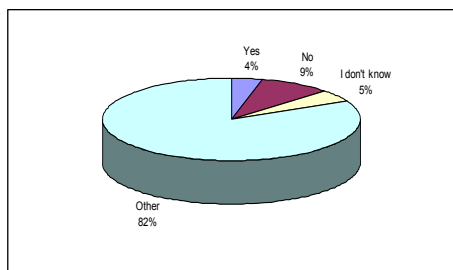
Current workplace training program?

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	14/57	24.6%
No	14/57	24.6%
I don't know	3/57	5.3%
*Other	26/57	45.6%



*No response/not applicable/retired, not working

Is the current workplace training program addressing Essential Skills development?



<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	2/57	3.5%
No	5/57	8.7%
I don't know	3/57	5.3%
*Other	47/57	82.5%

*No response/not applicable/retired, not working

If yes, which Essential Skills are being taught? How?

<u>Responses</u>	<u>Times listed</u>	<u>Responses</u>	<u>Times listed</u>
Reading text	0	Com puter Use	4
Writing	0	Oral Communication	1
Numeracy	0	Working with Others	1
Document Use	1	Continuous Learning	4
Thinking Skills	0	Other technology	1

Employee (in house) training: Job specific (3 responses)

Employee (outside house) training: Employer brings awareness of programs/opportunities to workers (1 response)

- Majority of respondents were unemployed or did not respond to the question because they did not feel that it applied to them.
- Of respondents, it was a 50/50 split for workplace-provided training.
- The majority of those 57 indicated No response.
- Of those who indicated Yes/No, most indicated that Essential Skills were not addressed.
- It seems that interpretation may have been a contributing factor – any “on the job” training seems to be considered as Essential Skills training.

“[Workplace training is] Not consistent and not when needed. Too often any training is after the fact. Employees, it seems, and not the employer, is responsible”

Question 7. I am (please check all that apply): a student employed retired unemployed, looking for work unemployed, not looking for work I would like more information on tutoring services, please contact me

74 responded out of a total of 75: 98.6% response rate

Students	23	31%	Unemployed, looking for work	8	11%
Employed	21	28%	Unemployed, not looking for work	8	11%
Retired	26	35%			

More information on tutoring services: 25 left contact information, but not all checked for receipt of information.

- Multiple selections made by some.
- Majority of the 74 respondents who are retired, not working, did **not** indicate whether they were looking for work or not.
- Almost equal amount of students and employed.



Question 8. Comments *24 responded out of a total of 75: 32 % response rate*

Comments generally re showing appreciation for being able to participate in this survey. Only significant comments regarding Essential Skills is the indication by several people that they would liked to participate in a program focused on being tutored in Computer Use.

“When I interviewed for my present job, I realized I was lacking computer skills necessary in today’s employable workplace. I was fortunate enough to have other skills that enabled me to self-teach”

“Got to have Grade 12 to get by just to pump gas these days”

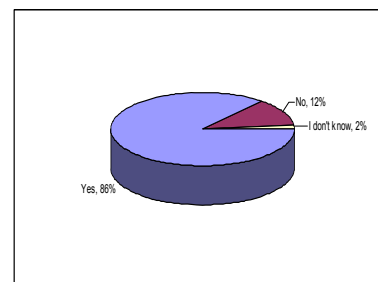
6.1 B. Findings from Interview Questionnaires – Tutors

A total of 46 questionnaires were submitted by current and past tutors throughout the province of Newfoundland and Labrador. An analysis of data collected follows.

Question 1. As a tutor, are you teaching Essential Skills? Which ones? How?

43 responded out of a total of 46: 93 % response rate

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	37	86%
No	5	12%
I don't know	1	2%

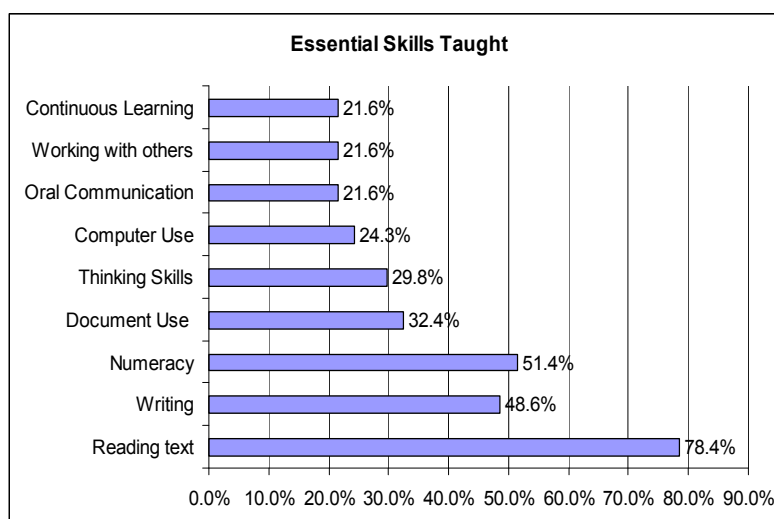


Responses	# of times listed of 37	Percentage
Reading text	29	78.4%
Writing 18		48.6%
Numeracy 19		51.4%
Document Use	12	32.4%
Thinking Skills	11	29.8%
Computer Use	9	24.3%
Oral Communication	8	21.6%
Working with others	8	21.6%
Continuous Learning	8	21.6%
Social Skills	1	2.7%
Budgeting 1		2.7%
ESL 1		2.7%
Organizational skills	1	2.7%
Time Management	1	2.7%
Listening skills	1	2.7%
Life skills	2	5.4%

Other responses were Social Skills, Listening skills, ESL, Budgeting, Organizational skills, Time Management and Life skills.

The main Essential Skills being taught by tutors are:

- #1 – Reading 78.4%
- #2 – Numeracy 51.4%
- #3 – Writing 48.6%



Trends identified in how Essential Skills are being taught by respondents:

- By using the Laubach Way to Reading/other material supplied
- By helping with word recognition, reading aloud, and comprehension
- By using a dictionary
- By practicing simple math
- By helping with personal work projects
- By using computers
- By using resource materials such as cookbooks, menus, various forms
- Depends on the needs and skills levels of the student

“Reading, writing, numeracy, document use, oral communication, working with others, continuous learning – from the Laubach books (not much there)”

The majority of tutors seem to be concentrating on the 3 R’s. Given the needs of our clients we may need to concentrate on developing the majority of our materials for use with Laubach Way to Reading Series Skill Books 1 and 2.

Question 2. Do you have or have you had adult learners that could benefit from training in Essential Skills? If yes, which Essential Skills?

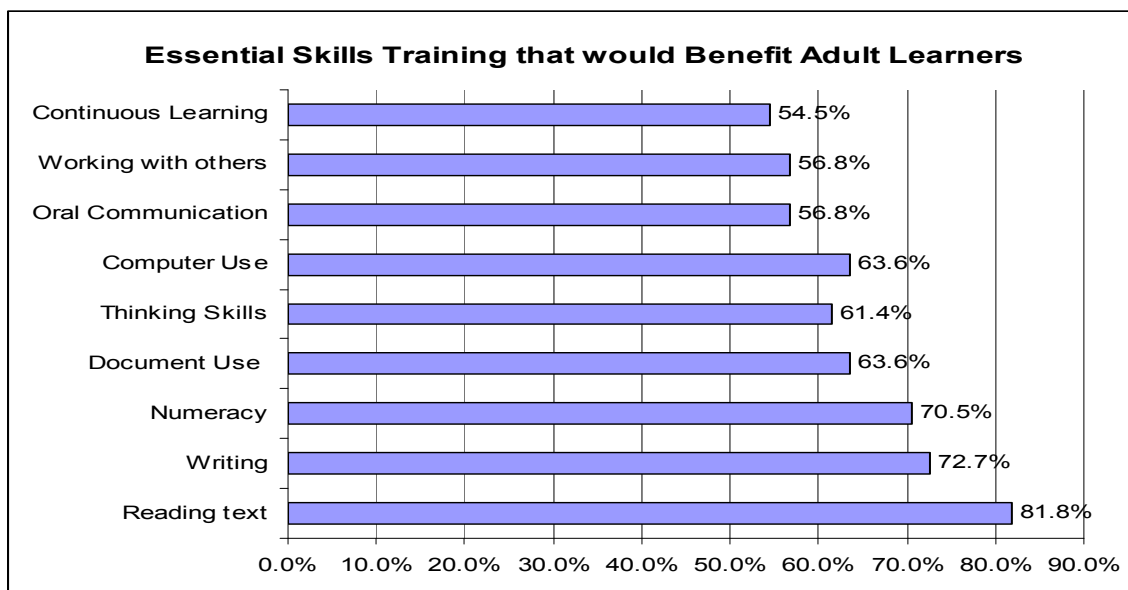
45 responded out of a total of 46: 98% response rate

	<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	44		97.8%
No		1	2.2%

Responses	# of times listed of 44	Percentage
Reading text	36	81.8%
Writing 32		72.7%
Numeracy 31		70.5%
Document Use	28	63.6%
Thinking Skills	27	61.4%
Computer Use	28	63.6%
Oral Communication	25	56.8%
Working with others	25	56.8%
Continuous Learning	24	54.5%

Respondents who indicated 'yes' to this question indicated that adult learners would benefit from training in all of the Essential Skills. The following received the highest rating (to the nearest percent):

- Reading Text 82%
- Writing 73%
- Numeracy 71%



Question 3. NLLLC currently offers Basic Tutor Training, as well as English as Second Language (ESL) Training for its tutors and members. These training programs focus primarily on providing tools for tutors to work with low-level readers; however, individuals who seek our services have needs beyond this focus. **What gaps do you see in the present system?**

41 responded out of a total of 46: 89% response rate

Respondents who answered this question indicated many gaps in the present system. The main ones identified in order of importance were:

- Appropriate material to suit students' level
- Need for updated material
- More training for tutors
- Awareness of services
- Computers and computer training
- E.S.L and Life skills (practical application)
- Self-esteem/confidence
- Not sure
- Testing for Learning Disabilities
- Bridge before students enter self-directed ABE
- Basics need to be taught in school
- Need to upgrade math skills
- Suitable for all age levels
- Must be motivational
- Each Council needs a paid coordinator

Answers to this question are as varied as the tutors. Several mentioned that we serve basic needs, others indicate that we need to expand. Essential skills may be more than some are ready for while others welcome it.

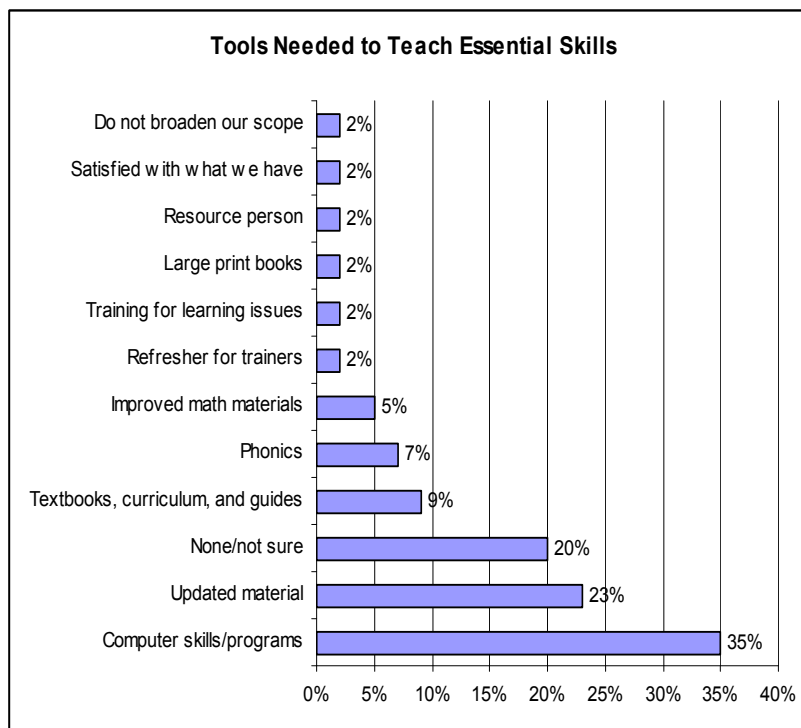
“You always have to use material to suit the level and always use material that is motivational!”

Question 4. What tools (resource materials) for teaching Essential Skills do you need that would be of use to you in your tutoring?

43 responded out of a total of 46: 93% response rate

Responses were as follows:

- Computer skills/programs
- Updated material
- None/not sure
- Textbooks, curriculum, and guides
- Phonics
- Improved math materials
- Refresher for trainers
- Training for learning issues
- Large print books
- Resource person
- Satisfied with what we have
- Do not broaden our scope



As indicated by the responses to this question, there is a need for Essential Skills' training in basic Computer Use as well as a need for more updated resource materials for adult learners that would address a variety of requirements.

“Computers – with technology as it is today all learners should learn the basic use of computer skills. This will definitely help with the writing aspect and the reading. It will also keep the student interested”

“Updated materials, computer access, and documents that are specific to the individuals' culture and location”

“Even the lowest level learners have some computer literacy and once you get them beyond the initial fear of the technology, they find it a fun way to learn and a motivator”

Question 5. Which courses in Essential Skills would you be interested in having your adult learner(s) avail of? Number 1 – 9 in order of importance (1 being most important).

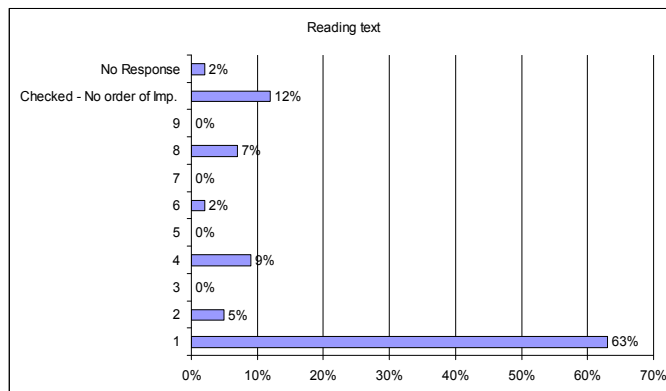
43 responded out of a total of 46: 98% response rate

*Note: Although 43/45 answered this question, some checked or rated not **all** of the Essential Skills; therefore some essential skills received ‘No Response’.*

Essential skills in order of importance for adult learners’ course interest as indicated by tutors (#1 being most important)

Reading Text

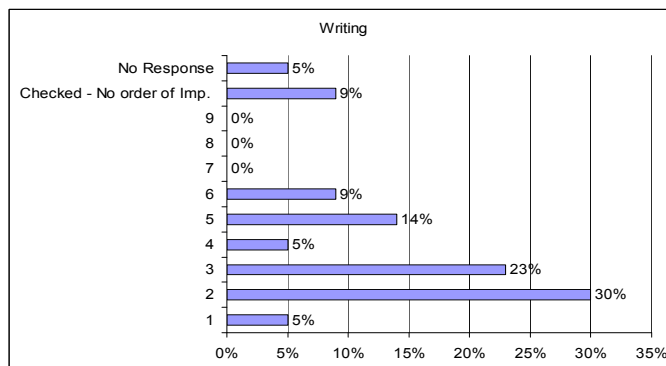
#1	63%	#6	2%
#2	5%	#7	0%
#3	0%	#8	7%
#4	9%	#9	0%
#5	0%		
No Response			2%
Checked – no order			12%



Reading Text rated #1 level of course interest for adult learners at 63%

Writing

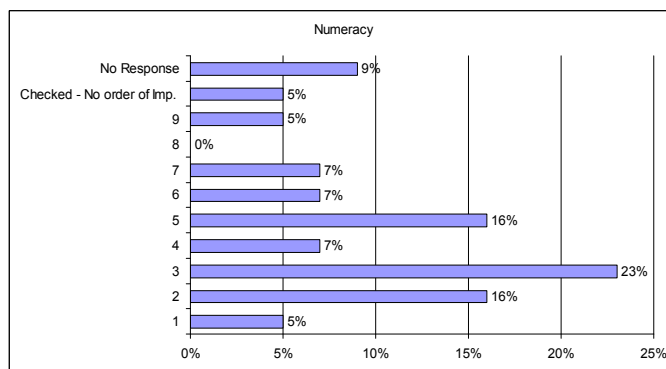
#1	5%	#6	9%
#2	30%	#7	0%
#3	23%	#8	0%
#4	5%	#9	0%
#5	14%		
No Response			5%
Checked – no order			9%



Writing rated #2 level of course interest for adult learners at 30%

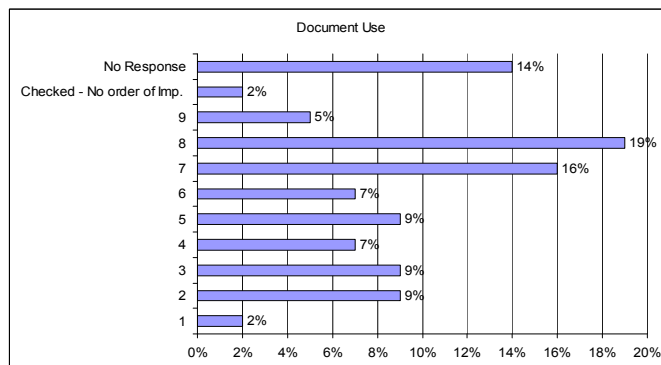
Numeracy

#1	5%	#6	7%
#2	16%	#7	7%
#3	23%	#8	0%
#4	7%	#9	5%
#5	16%		
No Response			9%
Checked – no order			5%



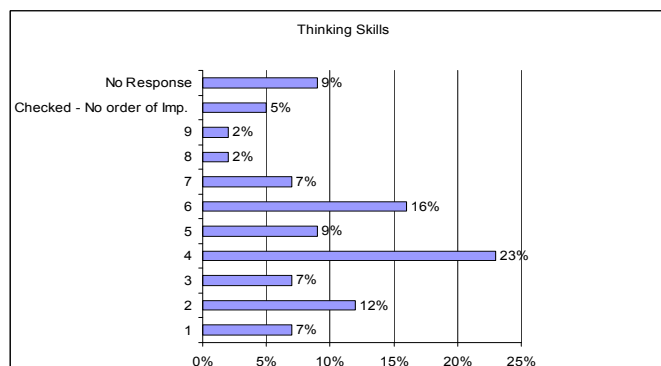
Document Use

#1	2%	#6	7%
#2	9%	#7	16%
#3	9%	#8	19%
#4	7%	#9	5%
#5	9%		
No Response			14%
Checked – no order			2%



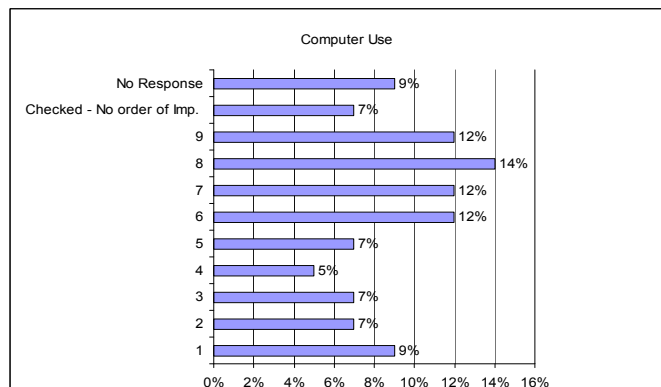
Thinking Skills

#1	7%	#6	16%
#2	12%	#7	7%
#3	7%	#8	2%
#4	23%	#9	2%
#5	9%		
No Response			9%
Checked – no order			5%



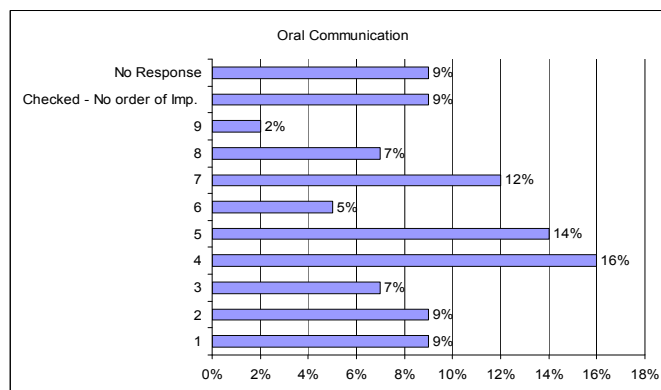
Computer Use

#1	9%	#6	12%
#2	7%	#7	12%
#3	7%	#8	14%
#4	5%	#9	12%
#5	7%		
No Response			9%
Checked – no order			7%



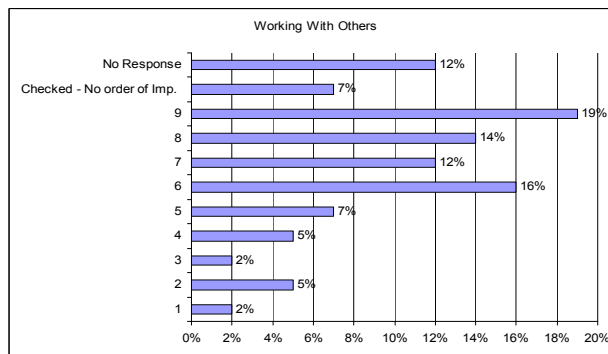
Oral Communication

#1	9%	#6	5%
#2	9%	#7	12%
#3	7%	#8	7%
#4	16%	#9	2%
#5	14%		
No Response			9%
Checked – no order			9%



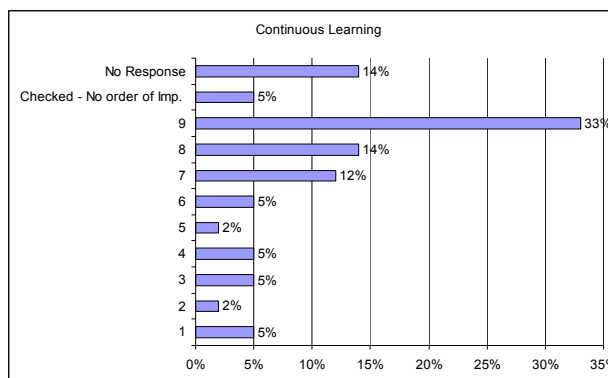
Working With Others

#1	2%	#6	16%
#2	5%	#7	12%
#3	2%	#8	14%
#4	5%	#9	19%
#5	7%		
No Response			12%
Checked – no order			7%



Continuous Learning

#1	5%	#6	5%
#2	2%	#7	12%
#3	5%	#8	14%
#4	5%	#9	33%
#5	2%		
No Response			14%
Checked – no order			5%

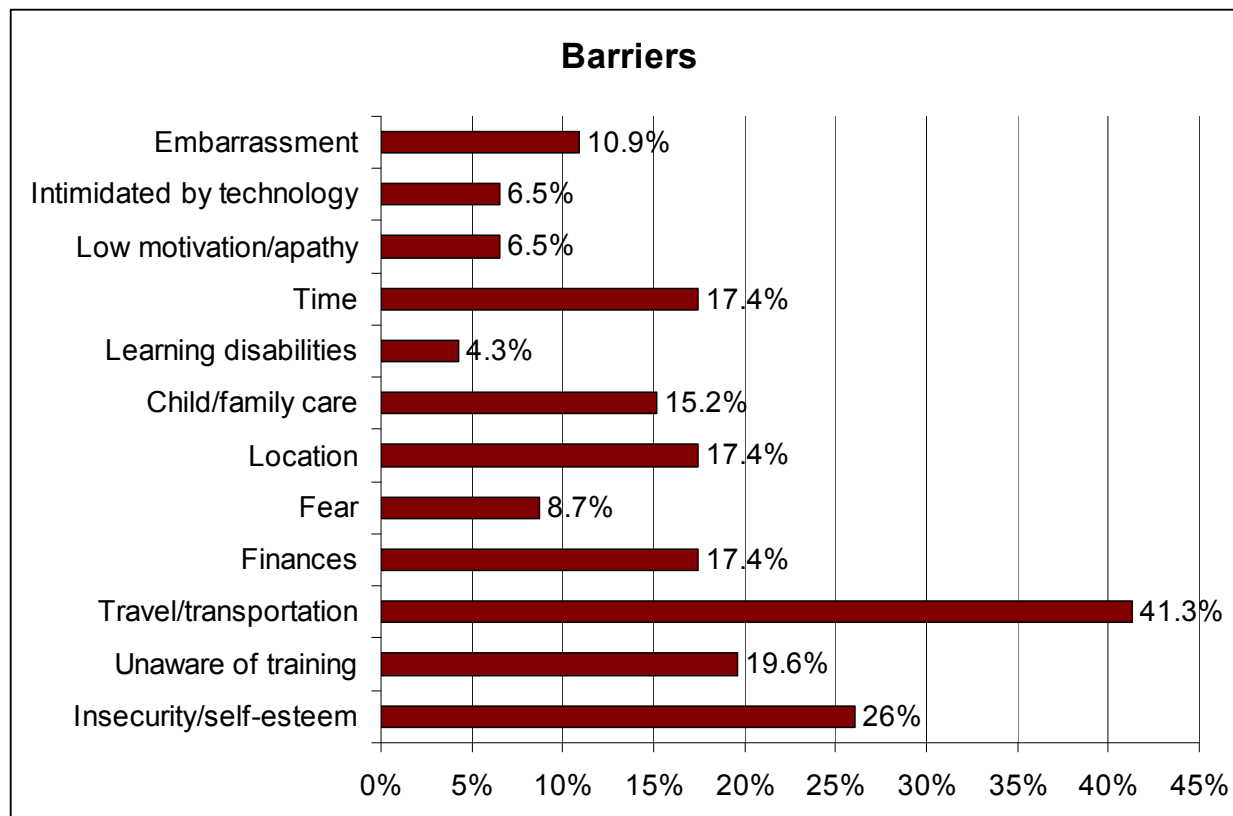


Essential Skills by percentage of overall course interest

- Reading text rated top choice for level of importance 63%
- Oral Communication and Computer Use rated second choice 9%
- Writing rated first choice in #2 rating 30%
- Numeracy rated second choice in #2 rating 16%
- Continuous Learning rated least important - #9 rating 33%
- Reading, Writing, and Numeracy rated top choices that tutors choose for adult learners as indicated by respondents.

Question 6. What do you think would prevent adult learners from taking advantage of Essential Skills training? Please list as many reasons as you can.

46 responded out of a total of 46: 100% response rate



Main barriers identified (to nearest percent):

1. Travel and transportation – 41%
2. Insecurity and self-esteem issues – 26%
3. Unawareness of training available – 20%
4. Finances, Location of training, Time – 17%

Responses indicate that one-to-one tutoring would work best with adult learners. This type of tutoring, which could be confidential, would be at a mutually agreed-upon time and place to accommodate the lifestyles of both tutor and learner.

“The adult learner may be scared to venture into something ‘new’. May perceive himself/ herself to be inadequate – e.g. not smart enough to engage in the continuous learning process, especially if younger people are present”

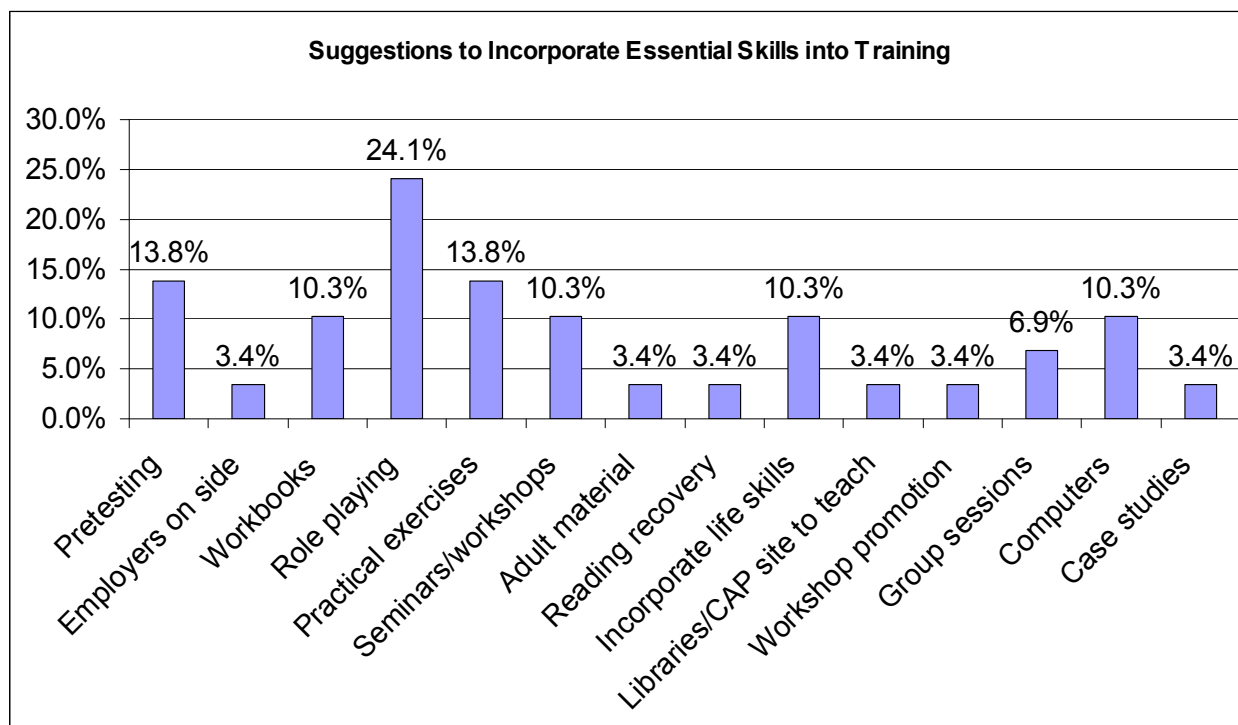
“I think the fear of the unknown, such as what exactly they are getting involved in. Also, being unfamiliar with the options available to them”

Question 7. Please list suggestions on how you would incorporate Essential Skills into training.

29 responded out of a total of 46: 63% response rate

Suggestions indicated were:

- Pretesting
- Employers on side
- Workbooks
- Role playing
- Practical exercises
- Seminars/workshops
- Adult material
- Reading recovery
- Computers
- Incorporate life skills (cooking, shopping, etc.)
- Workshop promotion
- Case studies
- Use libraries/CAP site to teach
- Group sessions



Role playing was the number one suggestion. The main theme identified by responses is that incorporation would depend on the needs of the student being tutored.

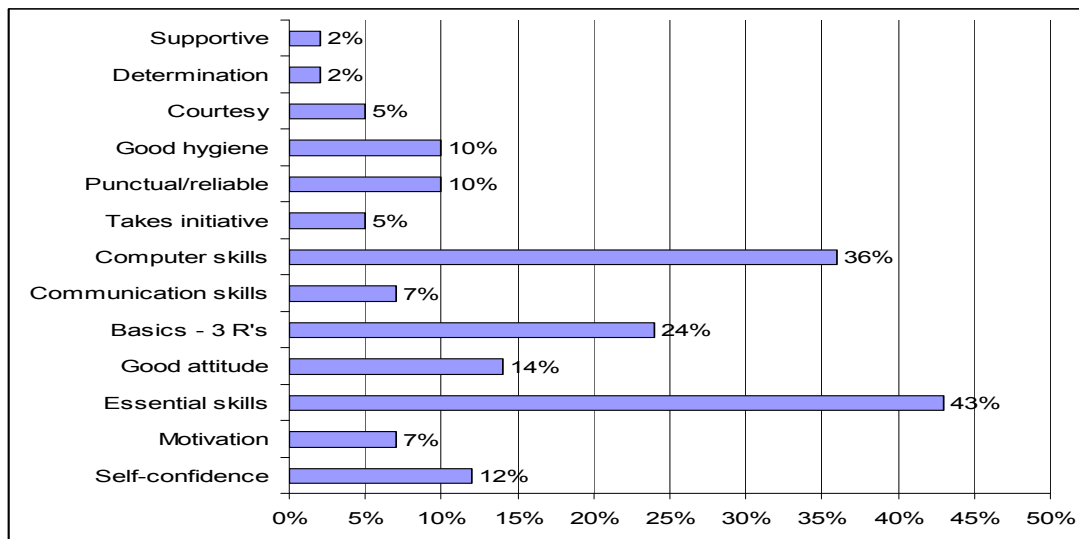
“Student workbooks, role playing, discussions, lots of practical work – writing resumes/forms/ public speaking”

“Through communication with the learner. Through choosing materials that would reinforce the skills needed”

“Trips to the grocery and department stores, use of flyers for price comparison, how to use ATMs, teaching to read road signs and labels”

Question 8. What skills or characteristics do you consider important assets for adult learners to possess in order to find gainful employment in today’s workplace? Why? Please list in order of importance.

29 responded out of a total of 46: 63% response rate



Essential Skills were rated as number one at 43%

Computer skills rated second at 36% (this number is not included in the top category - Essential Skills, 43% - which listed *all Essential Skills* by respondents). Communication skills were also rated separate from the top category. Taking this into consideration, overall ratings for computer use and oral communication would be higher.

Why skills or characteristics are considered important assets for adult learners to possess in order to find gainful employment:

- Employers appreciate employees who do not need constant supervision
- Being motivated makes employees want to learn
- To understand information and training
- To develop self-worth and a strong financial base
- Computer skills are required for most jobs for research and production
- Comprehension in order to understand and communicate effectively
- Presentable and having a positive attitude.

(Although respondents answered the first part of the question, many did not elaborate on “why” the skills or characteristics indicated were considered important assets.)

“Presentable appearance, positive outlook, ability to express themselves and interact positively. [This] will enhance the learner’s position to gain employment because first impressions matter!”

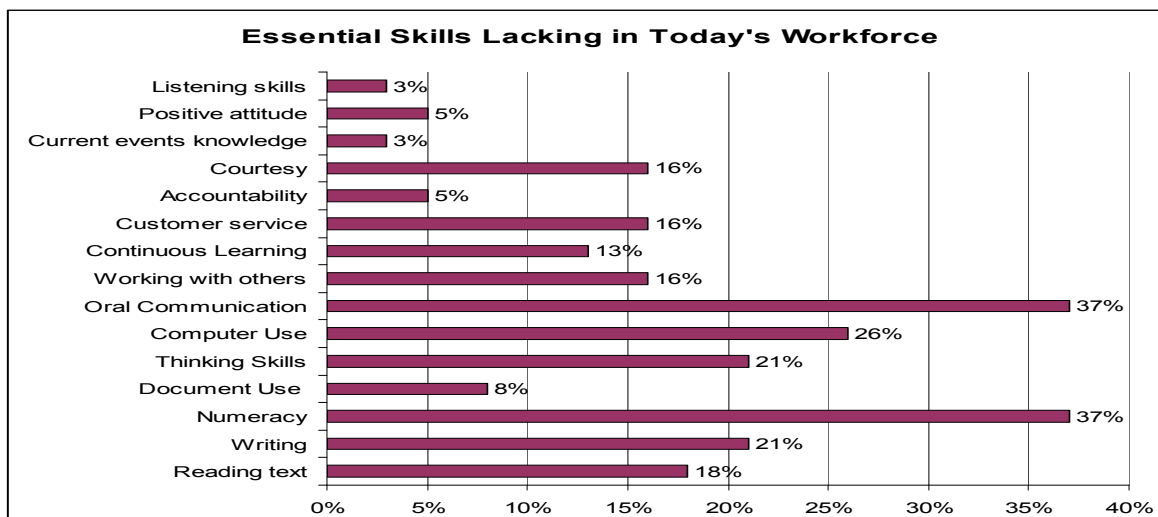
“I believe all of the Essential Skills are needed and all are of equal importance. Learning is a multifaceted strategy that needs to be addressed thoroughly”

Question 9. What lack of Essential Skills have you observed in today's workforce that could be addressed through Essential Skills development training?

38 responded out of a total of 46: 83% response rate

Responses	# of times listed of 38	Percentage
Reading text	7	18%
Writing 8		21%
Numeracy 14		37%
Document Use	3	8%
Thinking Skills	8	21%
Computer Use	10	26%
Oral Communication	14	37%
Working with others	6	16%
Continuous Learning	5	13%
Customer service	6	16%
Accountability 2		5%
Courtesy 6		16%
Current events knowledge	1	3%
Positive attitude	2	5%
Listening skills	1	3%

Other responses were indicated to this question in addition to the Nine Essential Skills. The number one rated lack of Essential Skills was Oral Communication and Numeracy. Computer Use rated second in Essential Skills lacking.



“In today's workplace many workers, especially recent school graduates, are very proficient in technology skills but very lacking in literacy skills such as grammar, spelling, reading, etc.”

“There is a general lack of customer service skills/accountability and common courtesy in today's workforce that can be attributed to lack of said skills by the management sector”

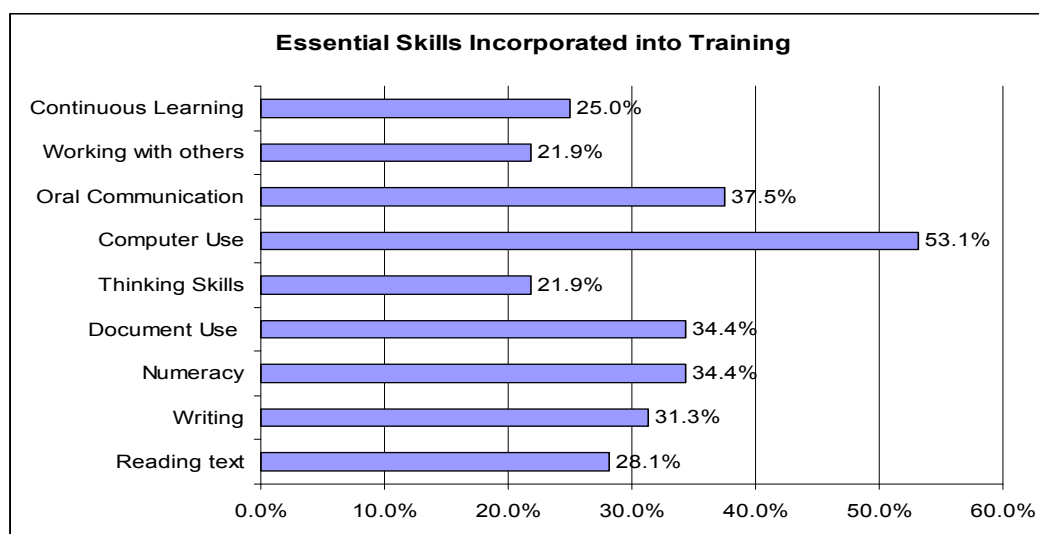
Question 10. As a tutor, what Essential Skills would you like to see incorporated into the present training program?

32 responded out of a total of 46: 70% response rate

Responses	# of times listed of 32	Percentage
Reading text	9	28.1%
Writing 10		31.3%
Numeracy 11		34.4%
Document Use	11	34.4%
Thinking Skills	7	21.9%
Computer Use	17	53.1%
Oral Communication	12	37.5%
Working with others	7	21.9%
Continuous Learning	8	25.0%
*Answers do not include Essential Skills	9 28.1%	

*Other responses were:

Life skills, good human relation skills, practical applications, role playing, coping skills, sensitivity awareness, job etiquette, and dependent on the individual learners' needs.



Respondents would like to see Essential Skills incorporated into the current training program as indicated. The main Essential Skills rated in order of importance were:

1. Computer Use
2. Oral Communication
3. Numeracy and Document Use

“If you are to prepare an unprepared person for the workforce, I think they’ll need all of these [Essential Skills] to a greater or lesser degree depending on the job requirements”

“I would like to see real life situations incorporated into the present training program. For example – balancing a chequebook, reading a recipe”

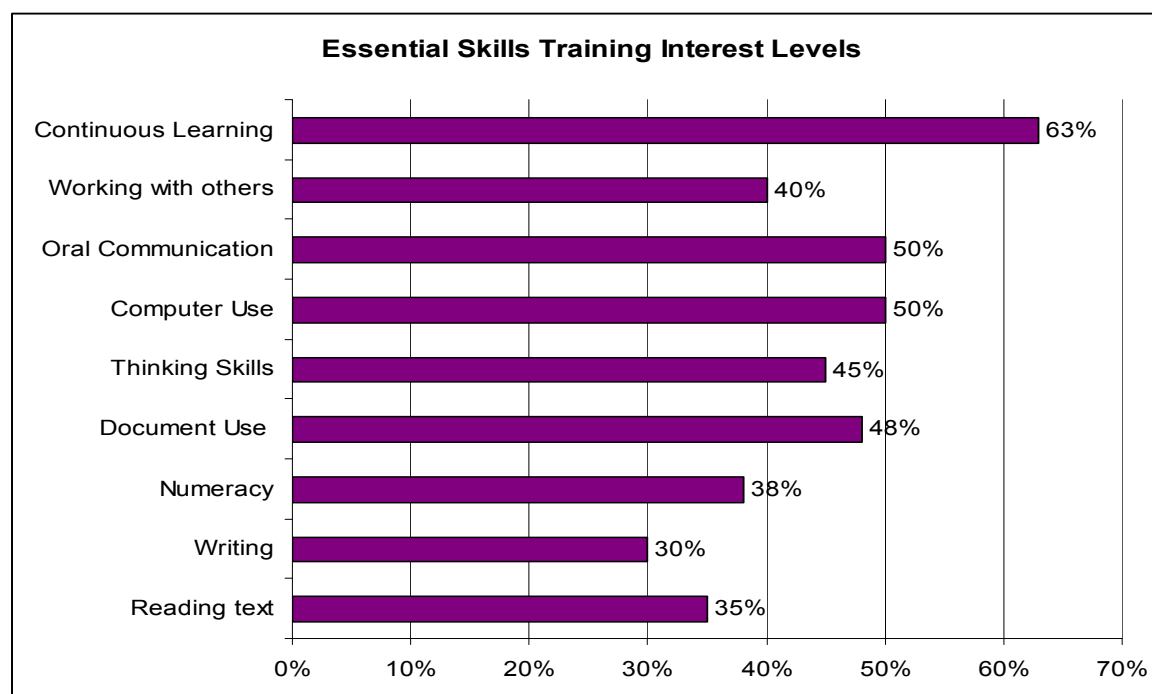
Question 11. Would you, as a tutor, take advantage of Essential Skills training if it were offered? Check all that apply.

40 responded out of a total of 46: % response rate

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	35	87.5%
No	5	12.5%

Responses	# of times listed of 40	Percentage
Reading text	14	35%
Writing 12		30%
Numeracy 15		38%
Document Use	19	48%
Thinking Skills	18	45%
Computer Use	20	50%
Oral Communication	20	50%
Working with others	16	40%
Continuous Learning	25	63%

- All respondents indicated they would take Essential Skills training.
- The highest interest was in Continuous Learning at 63%.
- Second in rating were Computer Use and Oral Communication at 50%.
- Document Use followed closely at 48%.



Question 12. Comments

29 responded out of a total of 46: 63% response rate

Respondents offered a wide array of comments including good luck with and praise for the program, concern about overloading volunteers, need for computer skills, necessity of business involvement, interest in taking training/upgrading skills, and the need for essential skills training for adult learners.

“Many adult learners lack the confidence to come forward to learn the basic skills of reading, writing and numeracy. Some are ashamed. If you incorporated other skills in the current program, more adult learners would avail of the program and then the distinction between those that need the ‘basic’ skills of reading, writing and numeracy would not be so obvious”

“An adult needs to be able to think for themselves and employers appreciate employees who do not need constant supervision”

“I believe essential skills training is needed in adult learning to aid in a continuous learning process and build a confident individual and a strong workforce”

6.1 C. Findings from Interview Questionnaires – Trainers

A total of six questionnaires were submitted by current and past trainers throughout the province of Newfoundland and Labrador. An analysis of data collected follows.

Part A. As Tutors

Question 1. As a tutor, are you teaching Essential Skills? If yes, which ones? How?

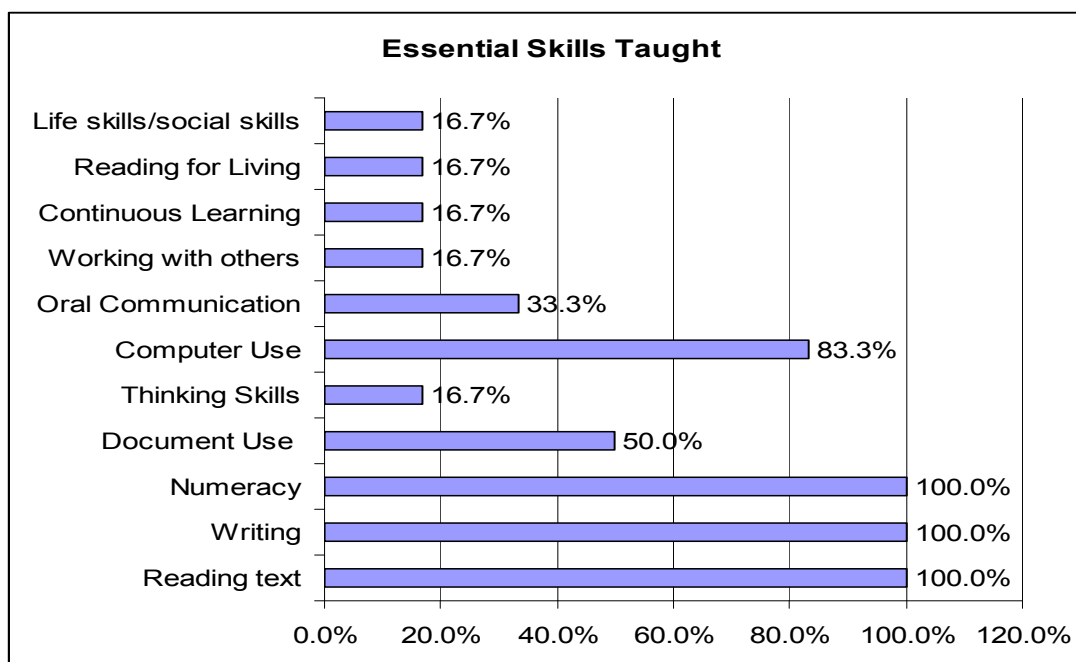
6 responded out of a total of 6: 100 % response rate

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	6	100%

Responses	# of times listed of 6	Percentage
Reading text	6	100.0%
Writing 6		100.0%
Numeracy 6		100.0%
Document Use	3	50.0%
Thinking Skills	2	33.3%
Computer Use	5	83.3%
Oral Communication	2	33.3%
Working with others	1	16.7%
Continuous Learning	1	16.7%
Reading for Living	1	16.7%
Life skills/social skills	1	16.7%

The top four Essential Skills being taught:

- Reading, Writing, Numeracy – 100%
- Computer Use – 83.3%



Trends identified in how Essential Skills are being taught by respondents:

- *Reading for Living* lessons in LWRS
- By developing literacy material around essential skills
- Depends on the needs of the student

“Real life situations that my student(s) have problems with, e.g. writing cheques, application forms”

“Most students want to increase their computer skills and numeracy as well as reading and writing”

Question 2. Do you have or have you had adult learners that could benefit from training in Essential Skills? If yes, which essential skills?

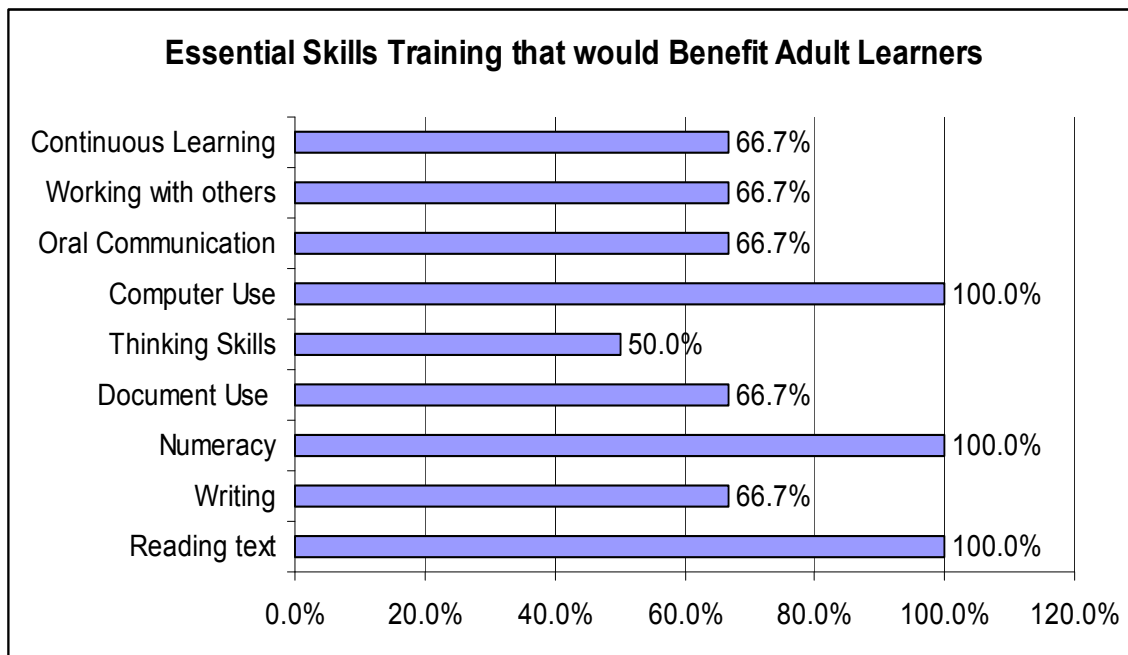
6 responded out of a total of 6: 100% response rate

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	5	83.3%
No	0	0.0%
N/A	1	16.7%

Responses	# of times listed of 6	Percentage
Reading text	5	100.0%
Writing 4		66.7%
Numeracy 5		100.0%
Document Use	4	66.7%
Thinking Skills	3	50.0%
Computer Use	5	100.0%
Oral Communication	4	66.7%
Working with others	4	66.7%
Continuous Learning	4	66.7%

All respondents (100%) indicated that adult learners could benefit from Essential Skills’ training in Reading Text, Numeracy, and Computer Use.

The majority indicated that adult learners could benefit from training in all of the nine essential skills, with Thinking Skills being the lowest at 50%.



Question 3. NLLLC currently offers Basic Tutor Training, as well as English as Second Language (ESL) Training for its tutors and members. These training programs focus primarily on providing tools for tutors to work with low-level readers; however, individuals who seek our services have needs beyond this focus. **What gaps do you see in the present system?**

6 responded out of a total of 6: 100 % response rate

Trends identified were as follows:

- Help diagnosing learning disabilities
- Need for Train the Trainer sessions in Essential Skills
- Need to update current material – ‘Reading for Living’
- Lessons in computer use
- ESL students
- Finances
- Help with easement from one-on-one tutoring to classroom setting

As indicated by the responses to this question, there is a need for new/updated material for Laubach training, which would include essential skills.

“We sometimes need the services of a Learning Disabilities worker to diagnose problems some of our students have or may have”

“We need to update – re-write ‘Reading for Living’ for today’s world”

“There should be something in place [at the college] to ease students into a classroom setting- some sort of orientation program with a tutor present”

Question 4. What tools (resource materials) for teaching Essential Skills do you need that would be of use to you in your tutoring?

5 responded out of a total of 6: 83% response rate

Responses were as follows:

- Essential Skills similar to Laubach Way to Reading
- Computers
- Lessons for each of the Essential Skills – in levels 1-3 of LWR
- Any ideas available
- Inexpensive materials
- Duplicate sets of books for those tutoring ABE, etc.

Conclusion: There is a need for computers and student-friendly Essential Skills material.

“A series of books similar to LWR but devoted entirely to essential skills”

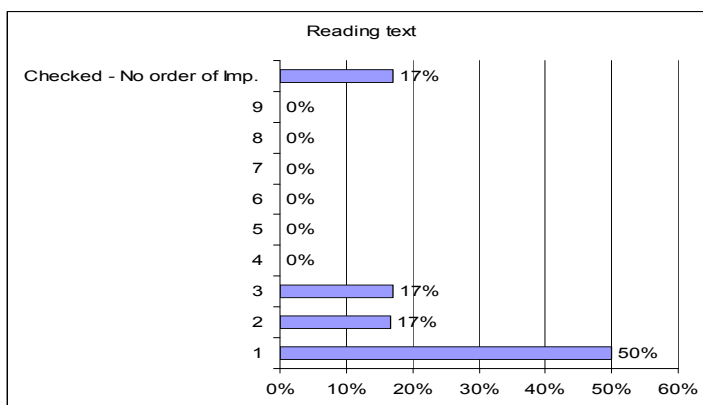
Question 5. Which courses in Essential Skills would you be interested in having your adult learner(s) avail of? Number 1 – 9 in order of importance (1 being most important).

6 responded out of a total of 6: 100% response rate

Essential skills in order of importance for adult learners’ course interest as indicated by trainers (#1 being most important)

Reading Text

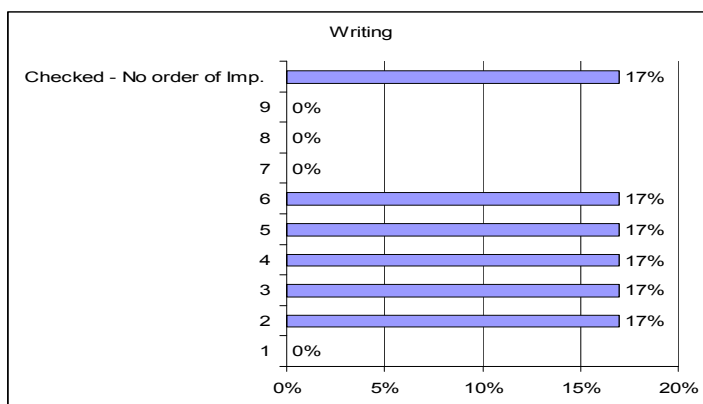
#1	50%	#6	0%
#2	17%	#7	0%
#3	17%	#8	0%
#4	0%	#9	0%
#5	0%		
Checked – no order			17%



Reading Text rated in the top three for level of importance for course interest.

Writing

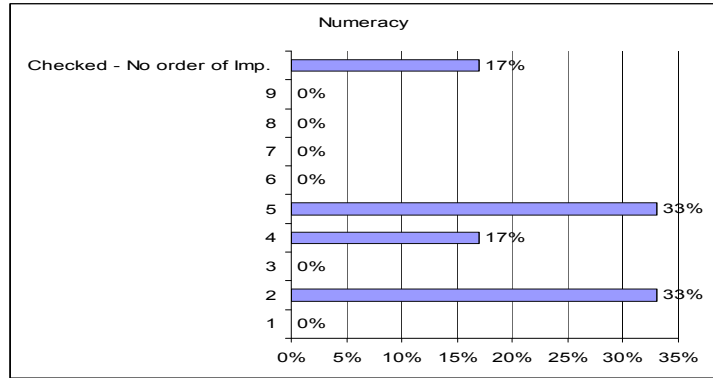
#1	0%	#6	17%
#2	17%	#7	0%
#3	17%	#8	0%
#4	17%	#9	0%
#5	17%		
Checked – no order			17%



Numeracy

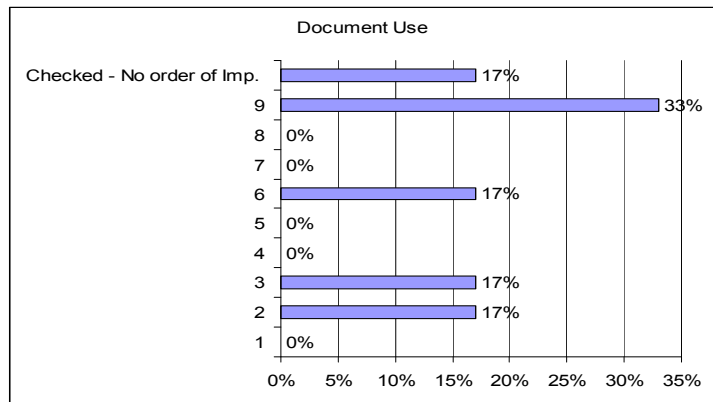
#1	0%	#6	0%
#2	33%	#7	0%
#3	0%	#8	0%
#4	17%	#9	0%
#5	33%		
Checked – no order			17%

Numeracy received top rating in #2 level.



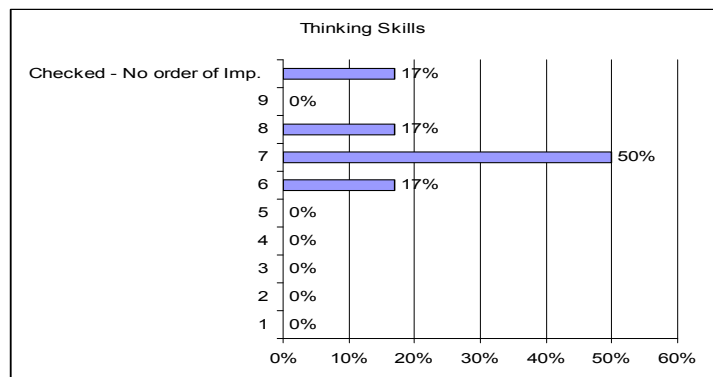
Document Use

#1	0%	#6	17%
#2	17%	#7	0%
#3	17%	#8	0%
#4	0%	#9	33%
#5	0%		
Checked – no order			17%



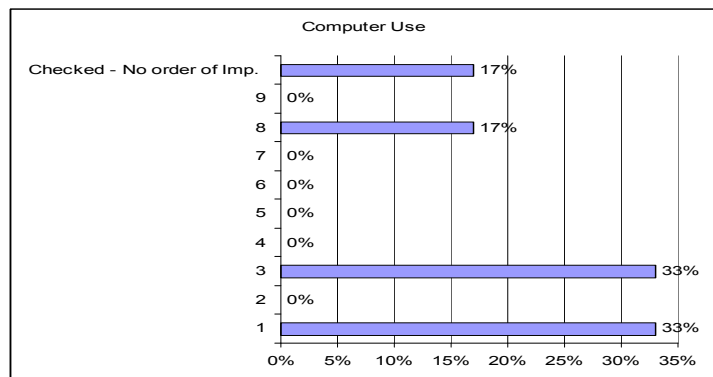
Thinking Skills

#1	0%	#6	17%
#2	0%	#7	33%
#3	0%	#8	17%
#4	0%	#9	0%
#5	0%		
Checked – no order			17%



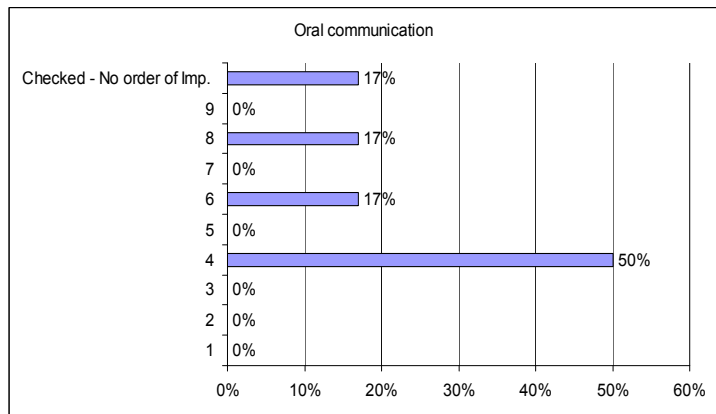
Computer Use

#1	33%	#6	0%
#2	0%	#7	0%
#3	33%	#8	17%
#4	0%	#9	0%
#5	0%		
Checked – no order			17%



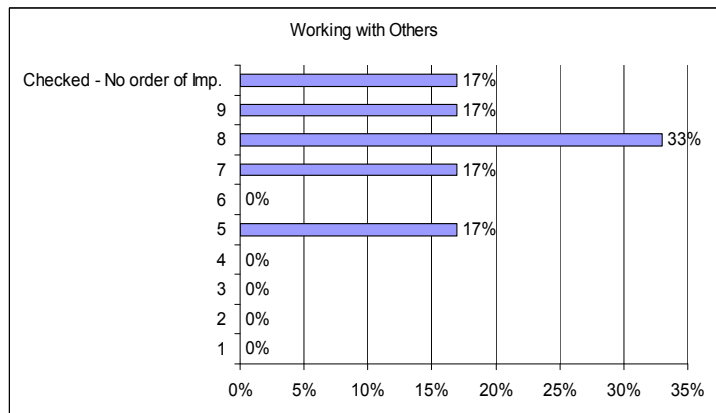
Oral Communication

#1	0%	#6	17%
#2	0%	#7	0%
#3	0%	#8	17%
#4	50%	#9	0%
#5	0%		
Checked – no order			17%



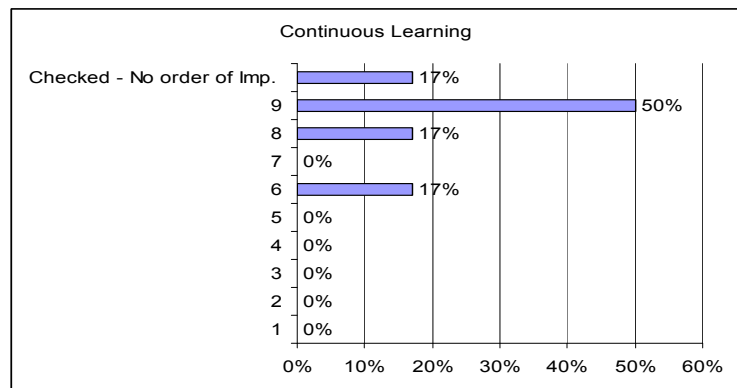
Working with Others

#1	0%	#6	0%
#2	0%	#7	17%
#3	0%	#8	33%
#4	0%	#9	17%
#5	17%		
Checked – no order			17%



Continuous Learning

#1	0%	#6	17%
#2	0%	#7	0%
#3	0%	#8	17%
#4	0%	#9	50%
#5	0%		
Checked – no order			17%

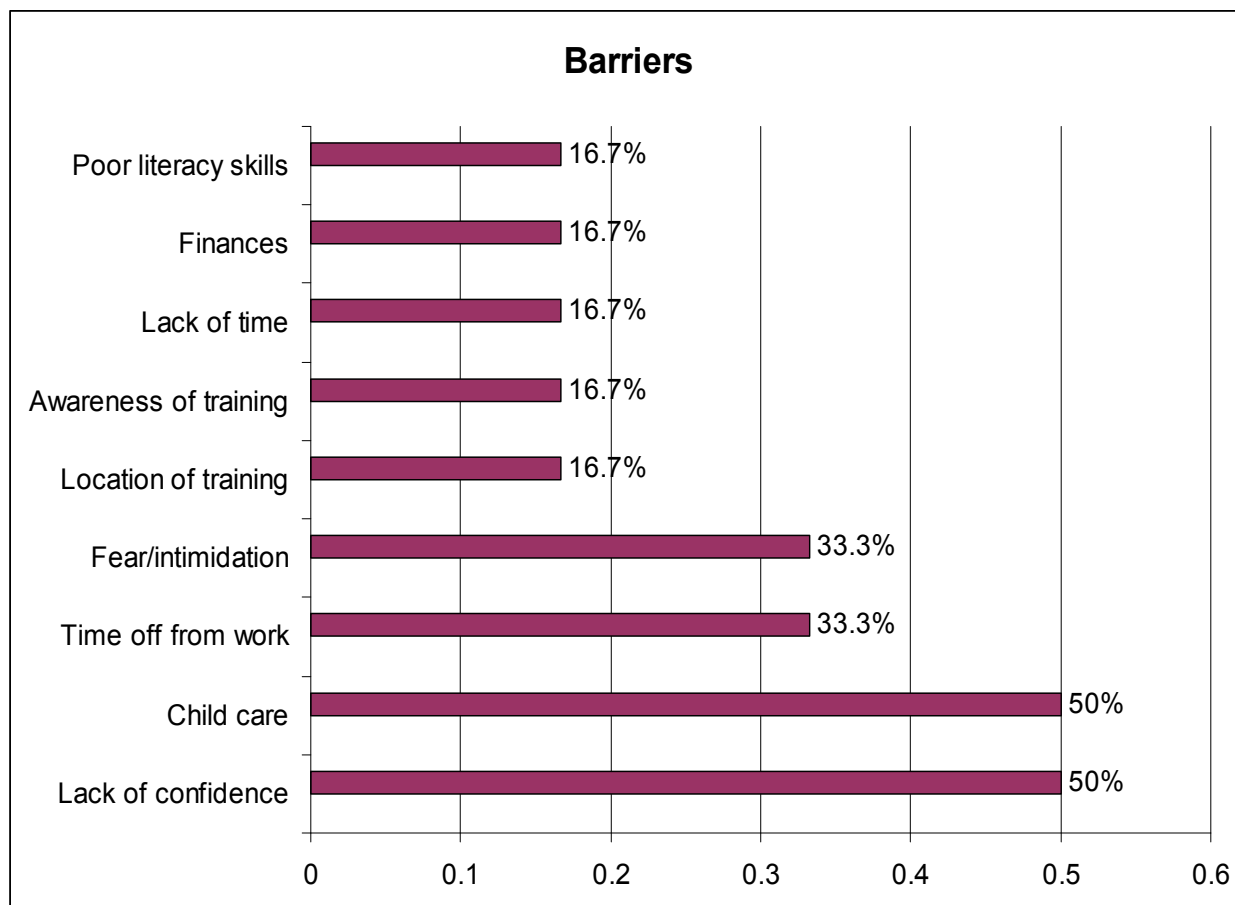


Essential Skills by percentage of overall course interest

- Reading text rated top choice for level of importance 50%
- Computer Use rated second choice in level of importance 33%
- Numeracy rated first choice in #2 rating 33%
- Writing and Document Use rated second choice in #2 rating 17%

Question 6. What do you think would prevent adult learners from taking advantage of Essential Skills training? Please list as many reasons as you can.

6 responded out of a total of 6: 100% response rate



Main barriers identified:

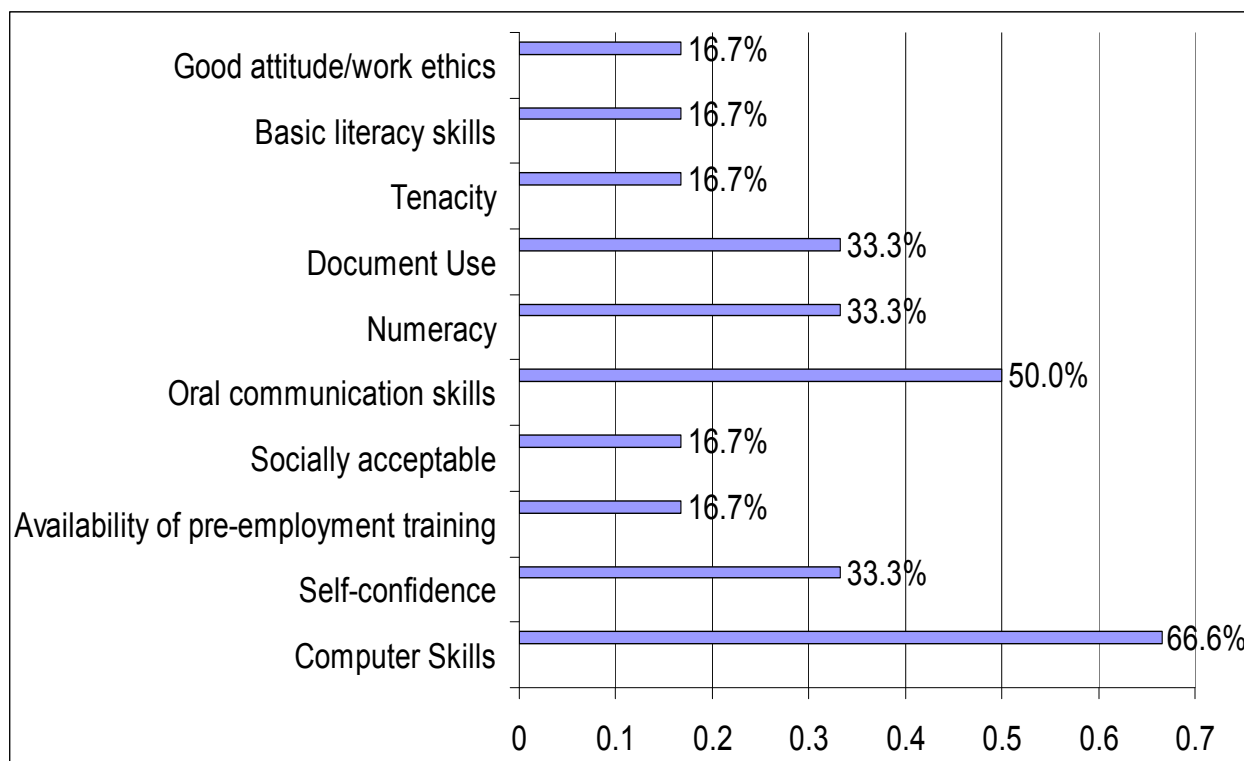
1. Lack of confidence and child care issues – 50%
2. Time off from work and fear/intimidation – 33.3%

As a result of these identified barriers, it would seem that one-to-one tutoring would work best with adult learners, the main reason being that tutoring would be at a mutually agreed upon time and place to accommodate the lifestyles of both tutor and learner.

“Lack of confidence in themselves to come forward”

Question 7. What skills or characteristics do you consider important assets for adult learners to possess in order to find gainful employment in today’s workplace? Why? Please list in order of importance.

6 responded out of a total of 6: 100% response rate



As indicated by these respondents, the most important skills/characteristics for gainful employment today in order of importance are:

1. Computer skills – 67%
2. Oral Communication skills – 50%
3. Document use, numeracy, and self-confidence – 33%

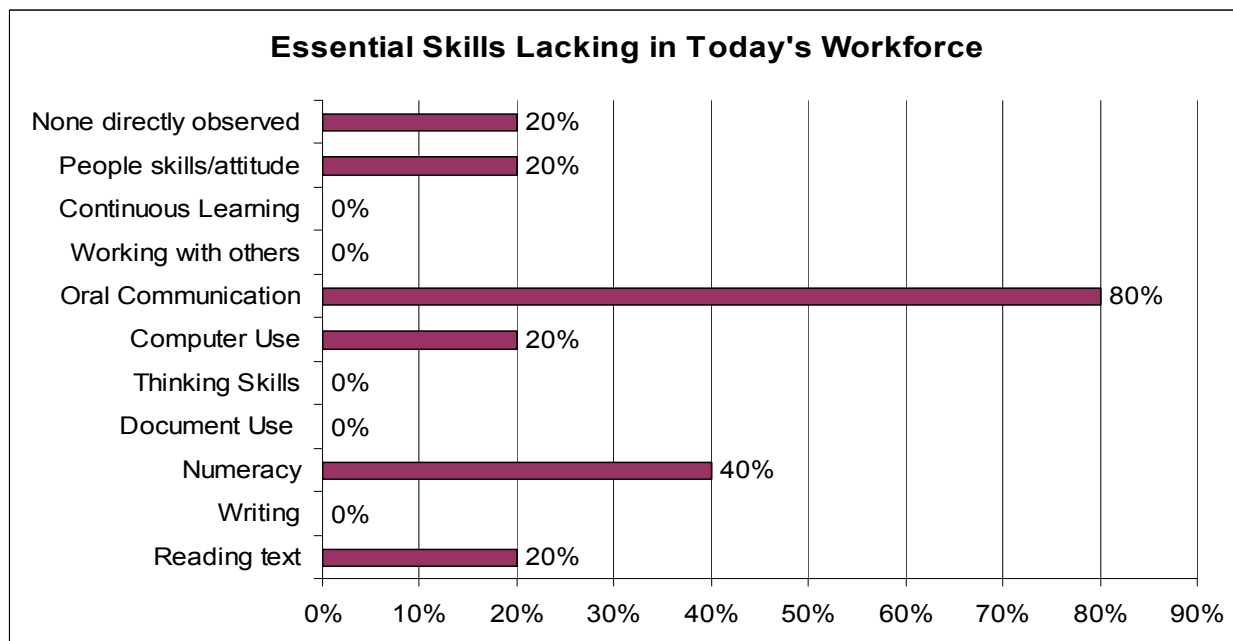
“The one most needed is confidence, but of course, this grows as essential skills are gained, improved, and demonstrated. Computer use is lacking in older workers, but is essential in most modern workplaces. Document use is also lacking in many workers of all ages and work types, but is essential in ensuring a safe workplace”

Question 8. What lack of Essential Skills have you observed in today’s workforce that could be addressed through Essential Skills development training?

5 responded out of a total of 6: 83% response rate

Responses	# of times listed of 5	Percentage
Reading text	1	20%
Writing	0	0%
Numeracy 2		40%
Document Use	0	0%
Thinking Skills	0	0%
Computer Use	1	20%
Oral Communication	4	80%
Working with others	0	0%
Continuous Learning	0	0%
People skills/attitude	1	10%
None directly observed	1	10%

As indicated, the number one lack of essential skills indicated by respondents was Oral Communication. Numeracy was second in essential skills lacking.



“Oral Communication – e.g. checkout person not saying ‘Thank you’ or ‘Have a nice day’ – just being polite”

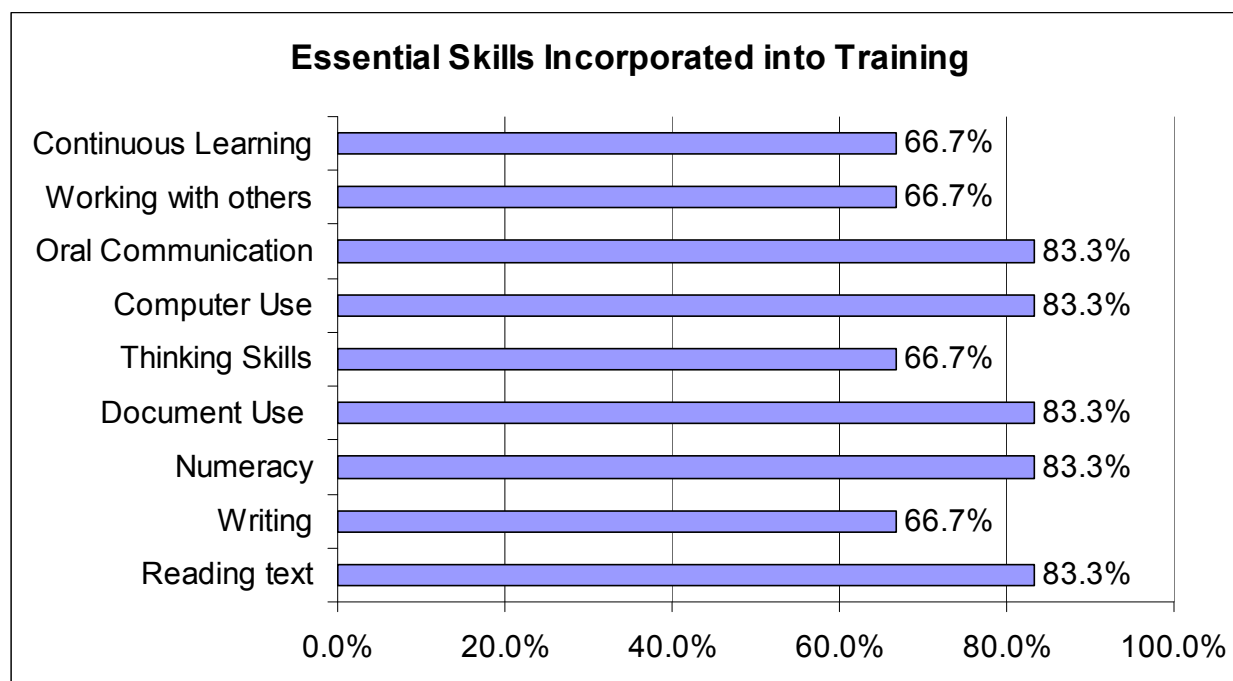
“Numeracy – cashiers, waitresses having difficulty with cash”

Question 9. As a tutor, what Essential Skills would you like to see incorporated into the present training program?

6 responded out of a total of 6: 100% response rate

Responses	# of times listed of 6	Percentage
Reading text	5	83.3%
Writing 4		66.7%
Numeracy 5		83.3%
Document Use	5	83.3%
Thinking Skills	4	66.7%
Computer Use	5	83.3%
Oral Communication	5	83.3%
Working with others	4	66.7%
Continuous Learning	4	66.7%
* Multiculturalism	1	16.7%

*Although not an Essential Skill, the researcher deemed the significance of this response merited inclusion and should be taken into consideration in developing curriculum.



As indicated by the high response rate in the chart, respondents would like to see all of the nine Essential Skills incorporated into the current training program.

Oral communication, Computer Use, Document Use, Numeracy, and Reading Text received the highest rating.

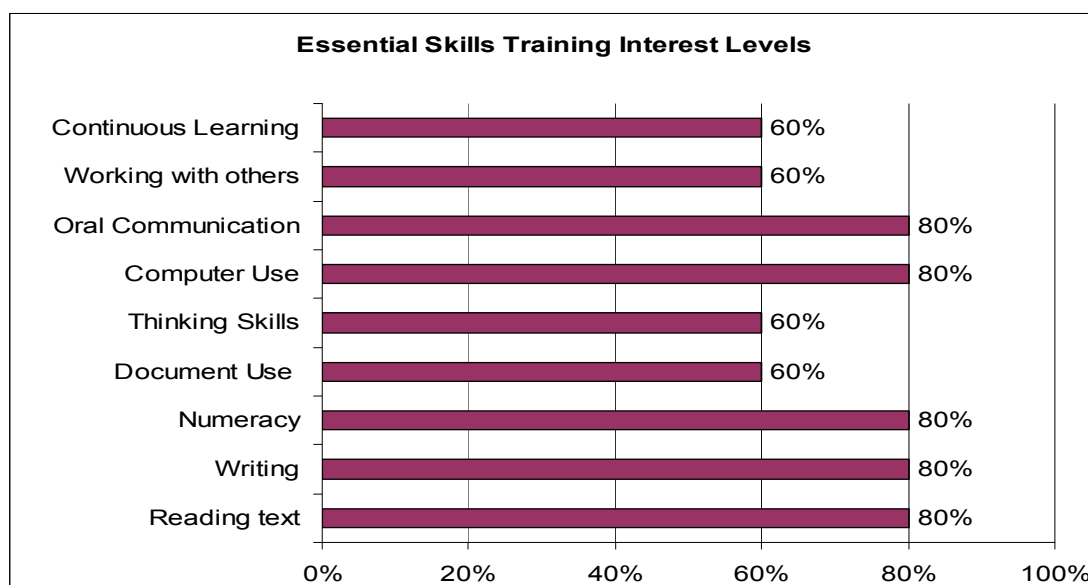
Question 10. Would you, as a tutor, take advantage of Essential Skills training if it were offered? If yes, which Essential Skills?

5 responded out of a total of 6: 83% response rate

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	5	83.3%
No	0	0%

Responses	# of times listed of 5	Percentage
Reading text	4	80%
Writing 4		80%
Numeracy 4		80%
Document Use	3	60%
Thinking Skills	3	60%
Computer Use	4	80%
Oral Communication	4	80%
Working with others	3	60%
Continuous Learning	3	60%
Practical application, depending on student needs	1 20%	

All who responded to this question indicated that they would take Essential Skills training if it were offered. The highest interest was in Oral Communication, Computer Use, Numeracy, Writing and Reading. One person responded that training taken would depend on the needs of the student.



Part B. As Trainers

Question 1. As a trainer, are you teaching Essential Skills in your current training program? If yes, which Essential Skills are you teaching? How?

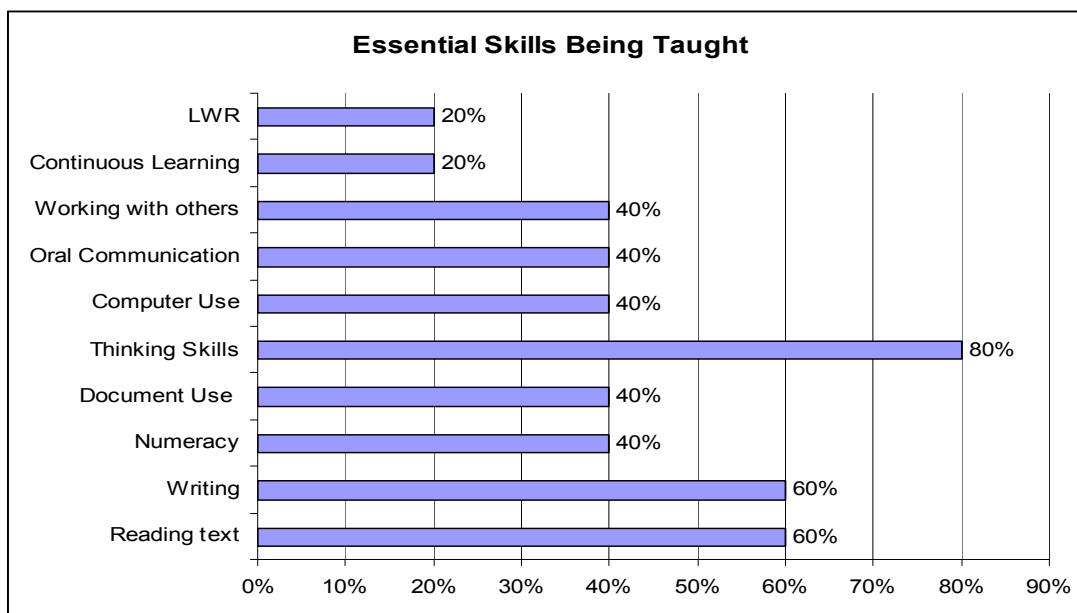
6 responded out of a total of 6: 100% response rate

	<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	5		83.3%
No	1		16.7%

Responses	# of times listed of 5	Percentage
Reading text	3	60%
Writing 3		60%
Numeracy 2		40%
Document Use	2	40%
Thinking Skills	4	80%
Computer Use	2	40%
Oral Communication	2	40%
Working with others	2	40%
Continuous Learning	1	20%
Laubach Way to Reading	1	20%

Trainers indicated that Thinking Skills is the main essential skill they teach, with Reading Text and Writing rating second.

- Thinking Skills – 80%
- Reading Text, Writing – 60%



Question 2. What tools for teaching Essential Skills do you need that would be important for you to use in your training?

5 responded out of a total of 6: 83.3% response rate

Responses indicated:

- Computers
- Diagnose learning disabilities
- Real life situations
- Updated training videos
- CD/DVD
- Internet access
- Power point/screen/equipment
- Inexpensive books/materials
- Audio books
- GPS
- ESL & other (French, Spanish) material

As indicated by the response to this question, tutors and trainers are becoming more in tune with keeping up with technology and with practical application of essential skills. The fact that adult learners are demanding such is a determining factor in what training the trainer and tutor require in order to meet the needs of older adults and adult learners in general.

Question 3. Would you be interested in assisting in the development of a new training program that would include Essential Skills development?

5 responded out of a total of 6: 83.3% response rate

	<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	4		80%
No	1		20%

If yes, please check one or both of the following and provide contact information.

- Interested in giving input into essential skills
 Interested in serving on the committee to develop the training program

All who responded indicated “**Yes**” to both choices.

Question 4. Additional comments.

- “Employers need to demonstrate/explain their needs”*
“Practical – hands on experiences”
“My involvement will be determined by amount of time involved”
“I would really like to participate in a ‘train the trainer’ session on essential skills”

6.1 D. Findings from Interview Questionnaires – Businesses

A total of 31 questionnaires were submitted by representatives of organizations from across the province of Newfoundland and Labrador. An analysis of data collected follows.

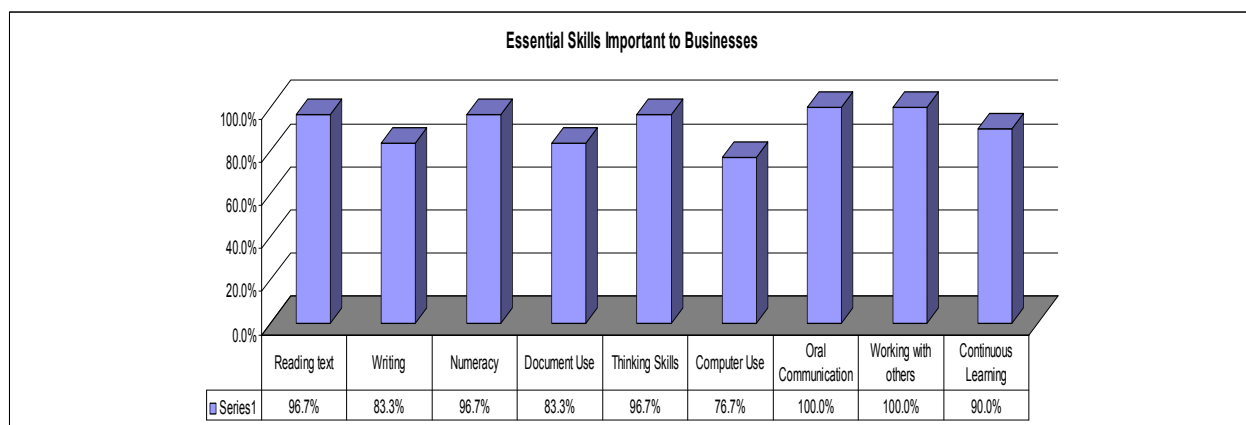
Question 1. Which Essential Skills are important to you in your business?

30 responded out of a total of 31: 98% response rate

Responses	# of times listed out of 30	Percentage
Reading text	29	96.7%
Writing 25		83.3%
Numeracy 29		96.7%
Document Use	25	83.3%
Thinking Skills	29	96.7%
Computer Use	23	76.7%
Oral Communication	30	100.0%
Working with others	30	100.0 %
Continuous Learning	27	90.0%

As evidenced in the above table and the chart below, **all** Essential Skills are of high importance to respondents, rating in the following order.

1. Working with Others and Oral Communication - Response rate of 100%
2. Reading, Numeracy, and Thinking Skills – Response Rate of 96.7%
3. Continuous Learning – Response Rate of 90%
4. Writing and Document Use – Response Rate of 83.3%
5. Computer Use – Response Rate of 76.7%



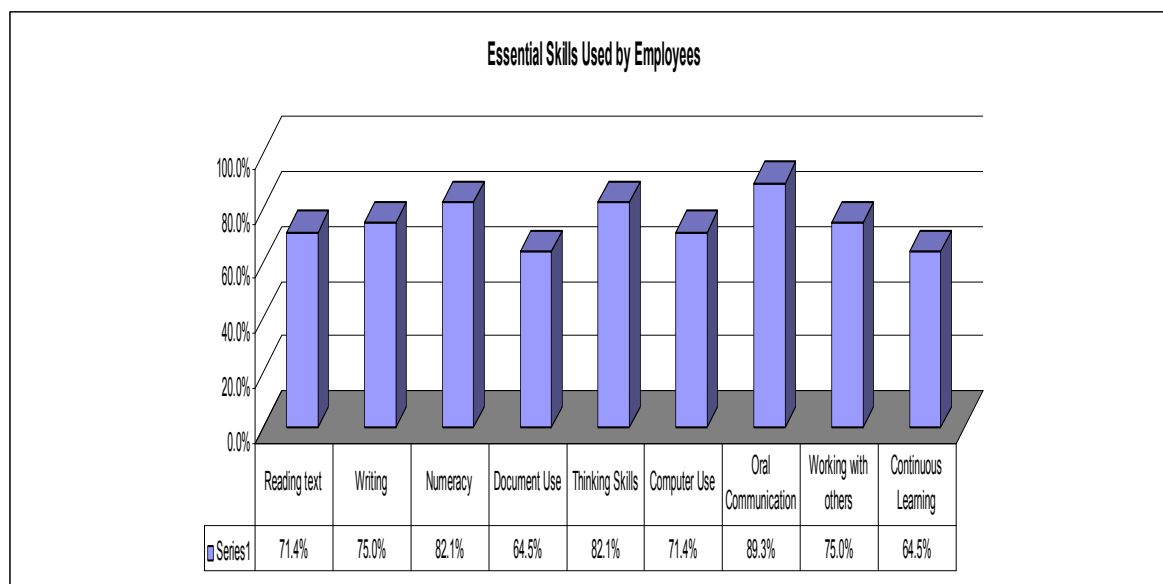
Important note: Although Computer Use was given the lowest rating, the accuracy of this response is questionable. Four of those who did **not** check Computer Use are businesses who have websites – one is a car dealership, one an art studio, one a retail business, and one is a hotel. It's possible that they did not consider hotel bookings/check-ins, bookkeeping, website product information/promotion, and use of cash registers as Computer Use.

Question 2. Which Essential Skills do your employees use? How?

28 responded out of a total of 31: 90% response rate

Responses	# of times listed out of 28	Percentage
Reading text	20	71.4%
Writing 21		75.0%
Numeracy 23		82.1%
Document Use	19	64.5%
Thinking Skills	23	82.1%
Computer Use	20	71.4%
Oral Communication	25	89.3%
Working with others	21	75.0%
Continuous Learning	19	64.5%

All nine Essential Skills were reported as highly used, with Oral Communication being most used.



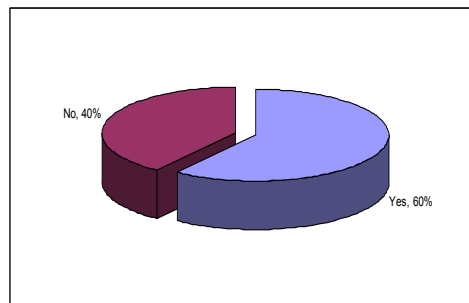
All nine Essential Skills are required at different times and different levels depending on the job situation. Essential skills are used in a variety of ways and on a daily basis in everyday situations such as dealing with the public, using reservation forms, serving customers, following instructions, solving problems, taking measurements, and general hands-on work.

“They use them in everyday situations, whether it is dealing with a supervisor or a customer – how to stock shelves, how to greet people, how to follow instructions, common sense”

**Question 3. Do you have employees that could benefit from training in Essential Skills?
If yes, which Essential Skills?**

30 responded out of a total of 31: 98% response rate

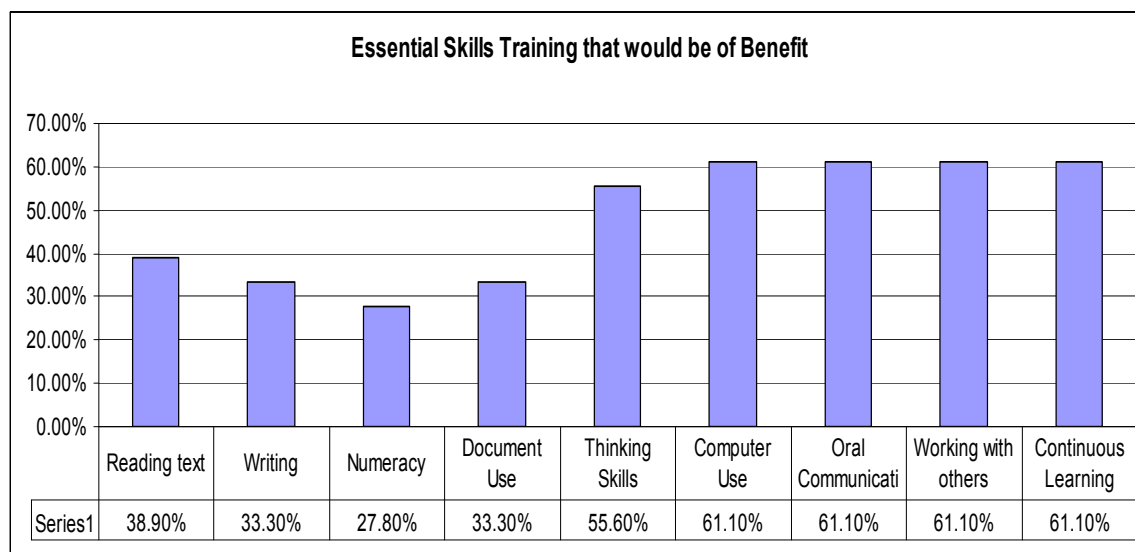
<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	18	60%
No	12	40%



Of those who responded “yes”, the following choices were indicated:

Responses	# of times listed of 18	Percentage
Reading text	7	38.9%
Writing 6		33.3%
Numeracy 5		27.8%
Document Use	6	33.3%
Thinking Skills	10	55.6%
Computer Use	11	61.1%
Oral Communication	11	61.1%
Working with others	11	61.1%
Continuous Learning	11	61.1%

All Essential Skills would be of benefit. Respondents who replied “yes” to this question indicated a preference for training in Computer Use, Oral Communication, Working with Others, and Continuous Learning. Training in Thinking Skills rated second highest.



Question 4. Does your workplace have an employee training program?

29 responded out of a total of 31: 94% response rate

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	15	52%
No	16	55%

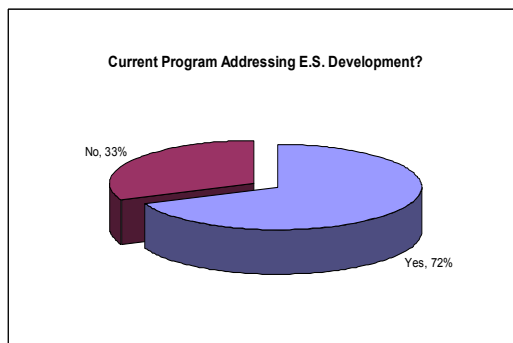
(Two respondents indicated Yes and No)

**Question 5. Is the current program addressing Essential Skills development? If not, please explain.**

18 responded out of a total of 31: 58% response rate

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	13	72%
No	6	33%

(One respondent indicated Yes and No)



Of the 18 who responded, 72% indicated the current workplace training program was addressing Essential Skills development; 33% indicated it was not.

Only three of the six who responded “no” gave an explanation.

“I rely heavily on the previous knowledge and expertise that an employee brings. The employee is provided with the necessary training for the job required but nothing extra”

“In our business, employees have made continuous learning a part of their lives”

Trends identified (those responding “No”)

- Rely on prior knowledge and expertise
- Most training is hands-on and job specific

Quote from respondent who answered both “yes” and “no” to the question:

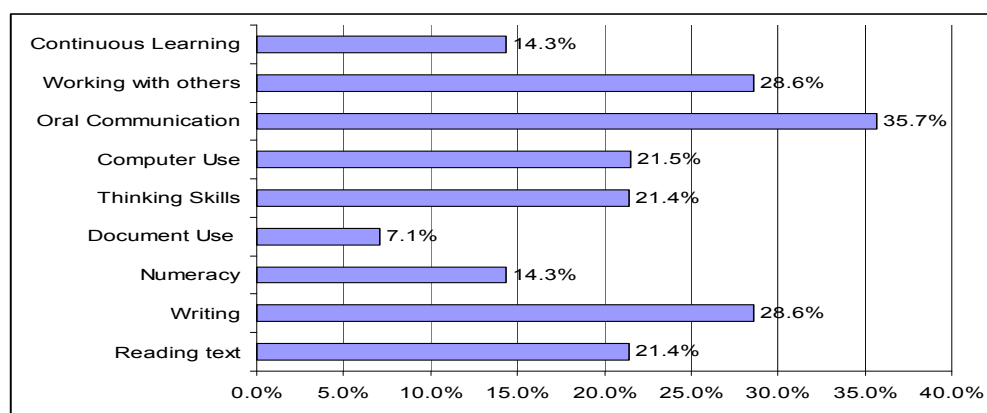
“Only to do the task to which they are assigned – stock clerk to stock shelves, meat cutter to cut meat, etc.”

Question 6. Which Essential Skills are being taught to your employees? How?

14 responded out of a total of 31: 45% response rate

Responses	# of times listed of 14	Percentage
Reading text	3	21.4%
Writing 4		28.6%
Numeracy 2		14.3%
Document Use	1	7.1%
Thinking Skills	3	21.4%
Computer Use	3	21.5%
Oral Communication	5	35.7%
Working with others	4	28.6%
Continuous Learning	2	14.3%
Work-related skills	5	35.7%
Safety training	1	7.1%
Customer Service	1	7.1%
Hands-on training	2	14.3%

- There were responses other than the nine Essential Skills.
- Oral Communication and Work-related skills, which is *not* one of the nine Essential Skills, rated number one for skills most taught to employees.
- Working with Others and Writing was second in order of Essential Skills being taught.
- The least taught essential skill was Document Use.



How Essential Skills are being taught

- Information sessions
- Training manuals/videos
- Computer training program
- Hands-on training
- Teamwork
- In-house training in practical skills

“I try to assist my employees whenever it is required. There is no formalized training program”

“How to get the job done as quickly and accurately as possible. Time is money”

Question 7. NLLLC currently offers Basic Tutor Training and English as Second Language (ESL) Training for its tutors and members. These training programs focus primarily on providing tools (resource material) for tutors to work with low-level readers; however, individuals who seek our services have needs beyond this focus. **What tools which you currently use (e.g. specific documents and forms) would like to see incorporated into a training that would address development of Essential Skills for employees in your workplace?**

15 responded out of a total of 31: 48 % response rate

Responses to this question were ambiguous as most respondents did not specify actual documents and forms. Responses included in order of importance (determined by recurrence):

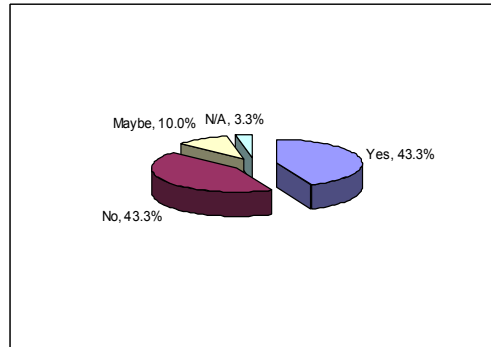
- Documents/various forms – invoices, applications, checklists, payroll deductions
- Computer use – basic and advanced (Word, Excel, WordPerfect)
- Not applicable to type of job
- Bookkeeping/record keeping/data entry
- Continuous learning
- Thinking skills/problem solving
- Phone etiquette, confidentiality
- Job descriptions
- Evaluations
- Communication
- Teamwork
- Professional development/self-help

“Realizing something is out of the ordinary and needs to be brought to a supervisor for review. Even the most mundane jobs can have the highest risk for a business. Mail sent to the wrong person or slowness in getting legal documents to the correct person can be very costly for a business”

Question 8. Would your workplace take advantage of Essential Skills training? Why or why not?

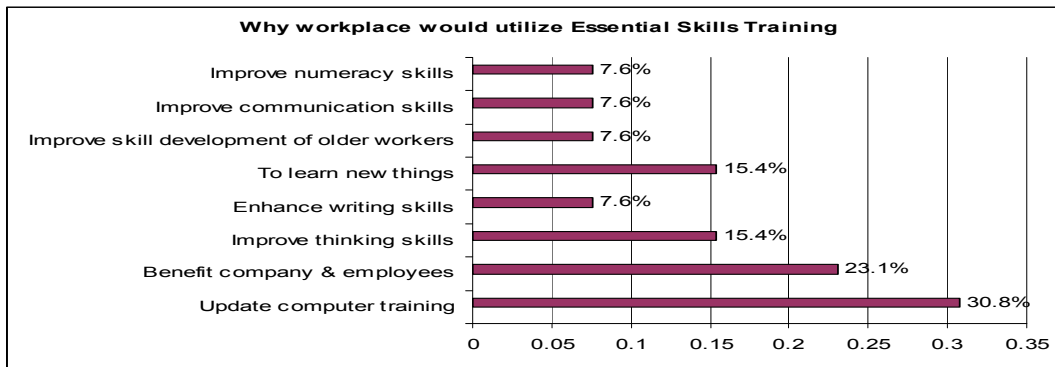
30 responded out of a total of 31 : 97% response rate

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	13	43.3%
No	13	43.3%
Maybe	3	10.0%
N/A	1	3.3%



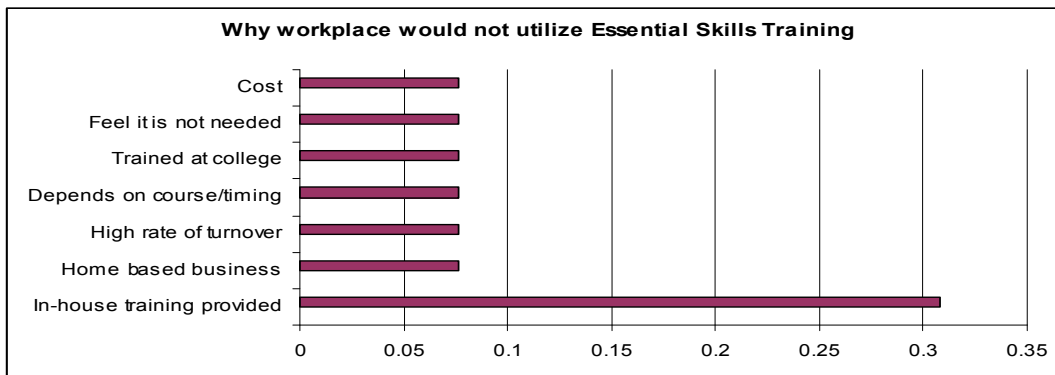
Trends identified why:

#1 – To update computer training; #2 – For the benefit the company and employees



Trends identified why not:

#1 – Because the company or franchise provides its own training



“There has been occasion when an employee who works hard and is dedicated to their job has gotten promoted to supervisory position, however struggles due to their lack of reading and writing skills”

Question 9. Which courses in Essential Skills would you be interested in having your employees avail of? Please check all that apply.

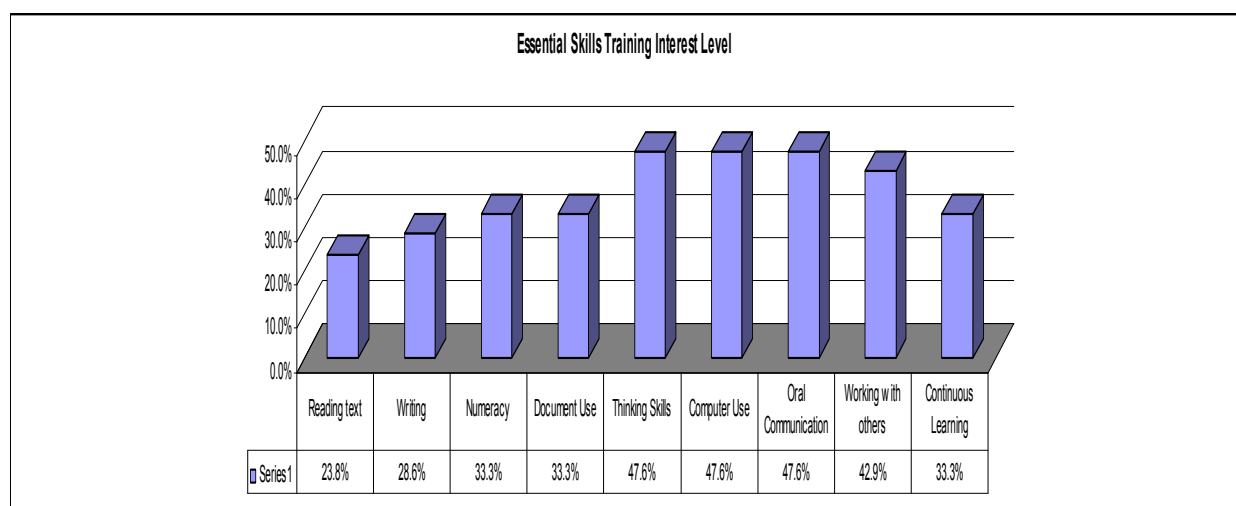
21 responded out of a total of 31: 68% response rate

Responses	# of times listed of 21	Percentage
Reading text	5	23.8%
Writing 6		28.6%
Numeracy 7		33.3%
Document Use	7	33.3%
Thinking Skills	10	47.6%
Computer Use	10	47.6%
Oral Communication	10	47.6%
Working with others	9	42.9%
Continuous Learning	7	33.3%

The main choices as indicated are:

#1 - Thinking Skills, Computer Use, and Oral Communication

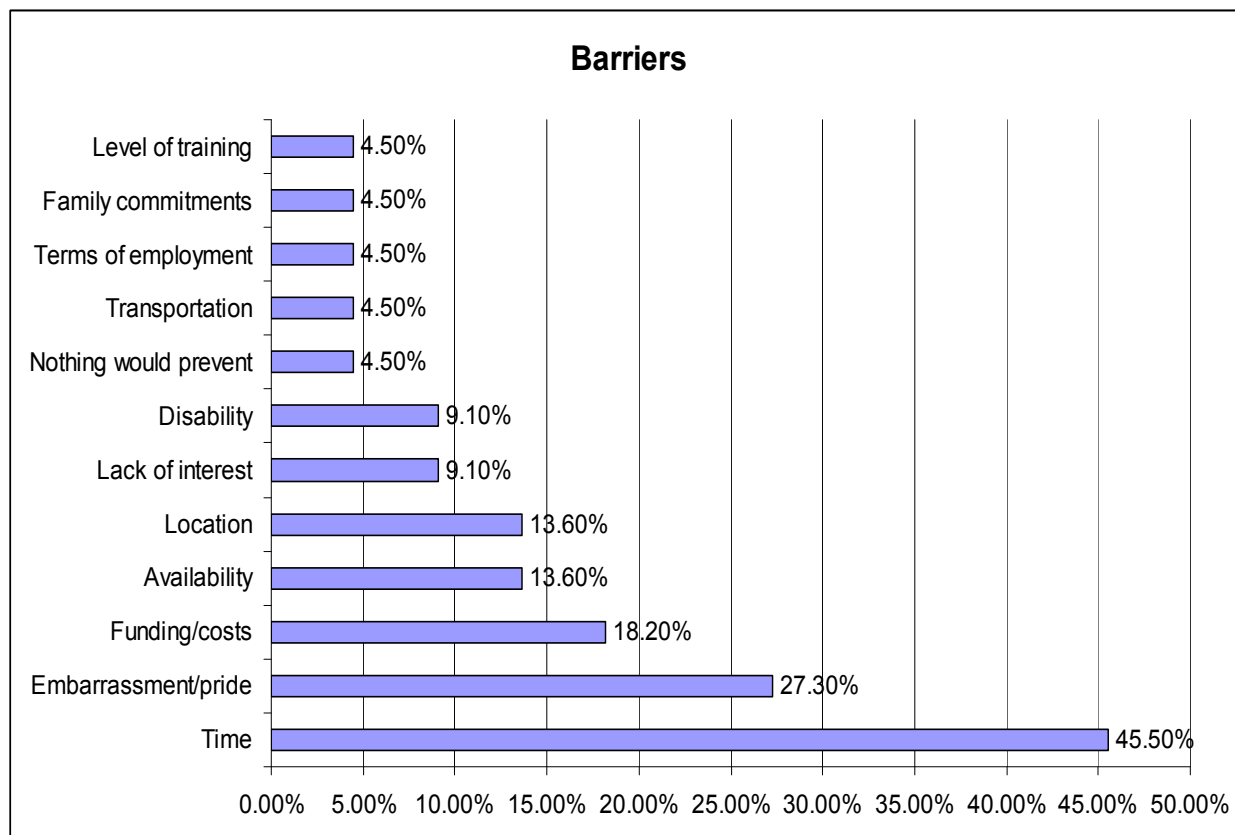
#2 - Working with Others



Four main topics are prominent here: Thinking, communicating, computer knowledge, and teamwork. Oral Communication skills and the ability to work with others go hand in hand with Thinking Skills and Computer Use. It is obvious that most employers are interested in their employees obtaining computer use as well as the communication and thinking skills necessary to be successful in today's workplace.

Question 10. What would prevent your employees from taking advantage of Essential Skills training? Please list in order of importance.

22 responded out of a total of 31: 71% response rate



Main barriers identified (to nearest percent):

1. Time – 46%
2. Embarrassment/pride – 27%
3. Funding/costs involved – 18%

Most listed time as being the main reason that would prevent employees from participating in training. The second reason would be embarrassment or pride, and third in order of importance is finances (loss of wages to attend or cost to employer/self).

“Lack of interest unless it is done on company time during regular working hours”

“Employees would have time from their job to do training if it was felt that this training would benefit job performance”

“Some feel that by taking advantage of these types of skills they are admitting that they are stupid”

Question 11. What skills or characteristics do you consider important when hiring an employee and why?

25 responded out of a total of 31: 81 % response rate

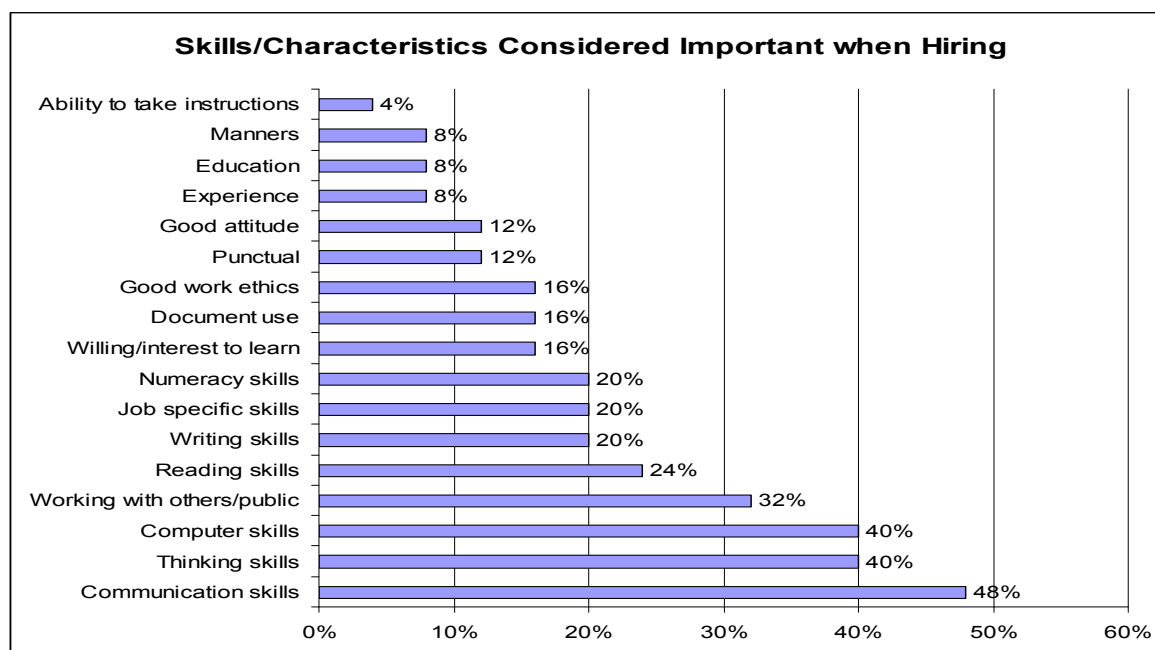
This question received a multitude of responses related to various workplaces. Most of the answers can be applied to any and all businesses, big or small.

The most important skills/characteristics are:

1. Communication skills
2. Computer skills and thinking skills
3. Ability to work with others

“Good oral communication is important in the service industry”

“These would be job specific ranging from physical abilities to do work to computer skills, working with the public, and communication skills”



Why businesses consider these qualities important when hiring:

- To do the job properly.
- Interactive skills are essential – a lot of time spent on the phone
- Good numeracy skills for doing accounts.

Note: Most people listed the skills/characteristics but did not answer why.

Question 12. Additional comments.

8 responded out of a total of 31: 26% response rate

Additional comments touched on:

- The need for Essential Skills training in the workplace
- Training needs for physically challenged employees
- Necessity of common sense/problem solving ability
- The importance of continuous learning
- Employers can benefit from any training that improves productivity

“It is hard to teach common sense but that is essential to our workplace”

“The idea of lifelong learning is the key to Essential Skills training”

“Any training that can benefit an employer is welcomed”

6.1 E. Findings from Interview Questionnaires – Organizations

A total of 42 questionnaires were submitted by representatives of organizations from across the province of Newfoundland and Labrador. An analysis of data collected follows.

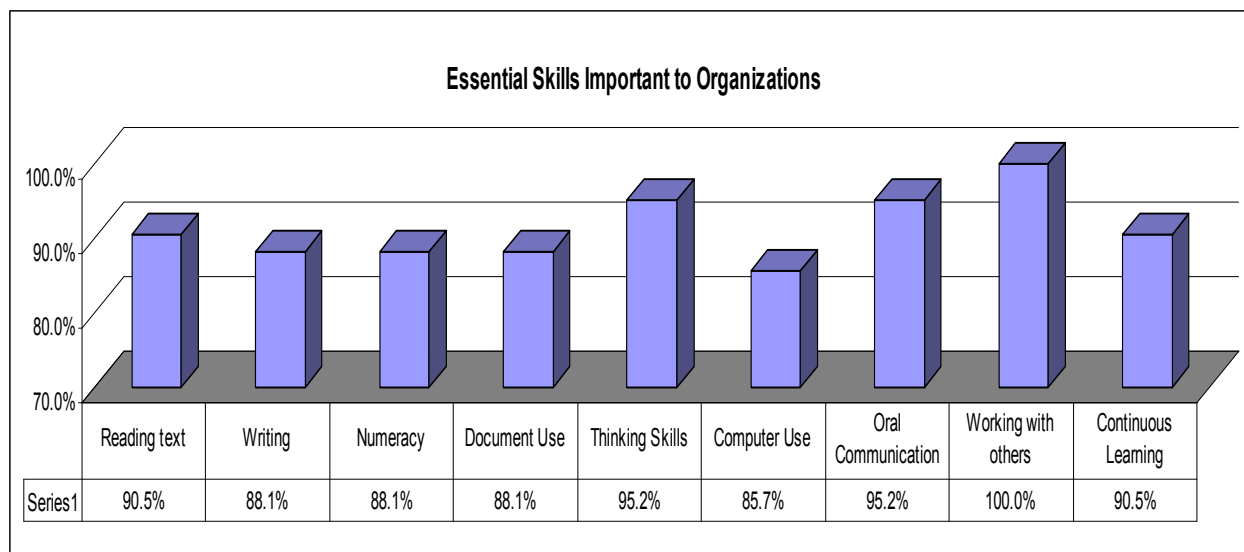
Question 1. Which Essential Skills are important to you in your organization?

42 responded out of a total of 42: 100% response rate

Responses	# of times listed out of 42	Percentage
Reading text	38	90.5
Writing 37		88.1
Numeracy 37		88.1
Document Use	37	88.1
Thinking Skills	40	95.2
Computer Use	36	85.7
Oral Communication	40	95.2
Working with others	42	100.0
Continuous Learning	38	90.5

As evidenced in the above table and the chart below, **all** Essential Skills are of high importance to respondents, rating in the following order.

6. Working with Others - Response rate of 100%
7. Oral Communication and Thinking Skills – Response Rate of 95.2%
8. Reading Text and Continuous Learning – Response Rate of 90.5%
9. Writing, Numeracy and Document Use – Response Rate of 88.1%
10. Computer Use – Response Rate of 85.7%



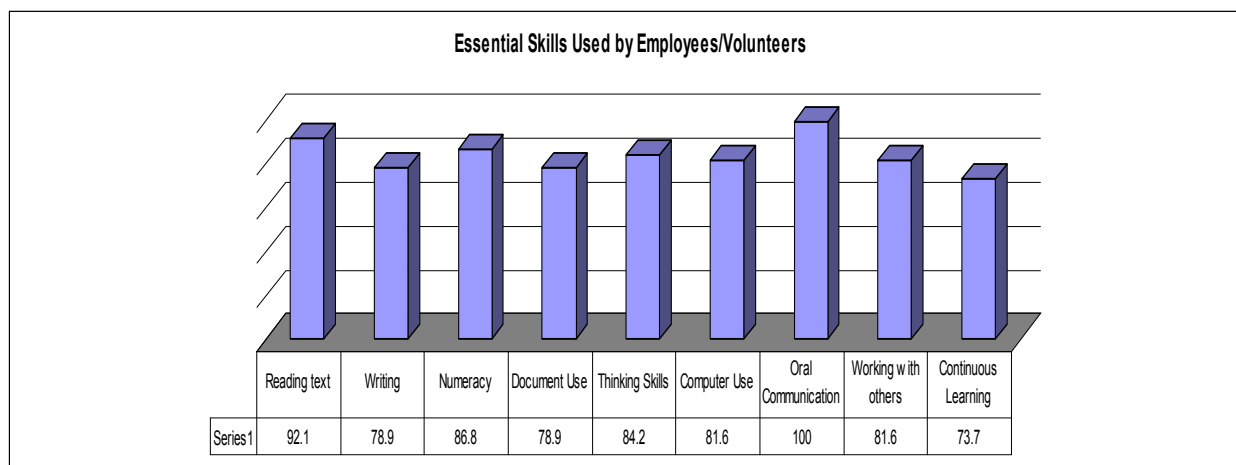
“Our members must always be prepared to learn and think quickly”

Question 2. Which Essential Skills do your employees/volunteers use? How?

38 responded out of a total of 42: 90% response rate

Responses	# of times listed out of 38	Percentage
Reading text	35	92.1%
Writing 30		78.9%
Numeracy 33		86.8%
Document Use	30	78.9%
Thinking Skills	32	84.2%
Computer Use	31	81.6%
Oral Communication	38	100.0%
Working with others	31	81.6%
Continuous Learning	28	73.7%

All Essential Skills were reported as highly used, with Oral Communication being most used and Continuous Learning the least.



All nine Essential Skills are required at different times and different levels. Essential skills are used in a variety of ways – to gather information/research, to compile reports, to communicate with the public/staff/students, to present information, and to prepare and deliver lessons. Most respondents rated all Essential Skills listed as required – may be used at different levels and not all regularly.

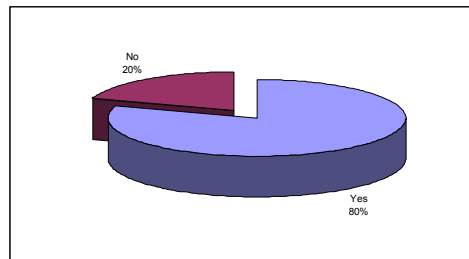
“Our organization would focus more on our clients Essential Skills needs rather than our employee needs. We would see that they need to be skilled in all Essential Skills areas”

“Our volunteers would use a lot of oral communication in our [facility] and in community and family services. They also work with others. Some of them must use the cash register. They generally use all of the skills, some more than others”

Question 3. Do you have employees/volunteers that could benefit from training in Essential Skills? If yes, which Essential Skills?

40 responded out of a total of 42: 95% response rate

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	32	80%
No	8	20%

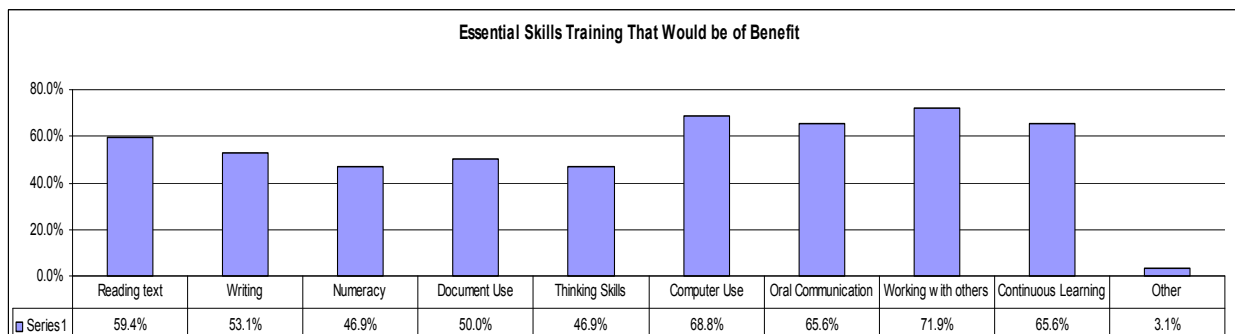


“Definitely enhancement [of skills would be of benefit]”

Of those who responded “yes” the following choices were indicated:

Responses	# of times listed of 32	Percentage
Reading text	19	59.4%
Writing 17		53.1%
Numeracy 15		46.9%
Document Use	16	50.0%
Thinking Skills	15	46.9%
Computer Use	22	68.8%
Oral Communication	21	65.6%
Working with others	23	71.9%
Continuous Learning	21	65.6%
*Other forms of communication (non-verbal, sign language) and devices/aids (Braille, audiovox, zoomtext, TTY, storyboard, co-writer)	1	3.1%

** “Having training on different types of communication skills, not only oral, would be very beneficial, not only to us, but to everyone, as these people are part of the community and are taking part in everyday life with or without support. They may be using other organizations’ resources and if more people/organizations had specific, more diverse communication training, it would be more easily accessed and used!”*

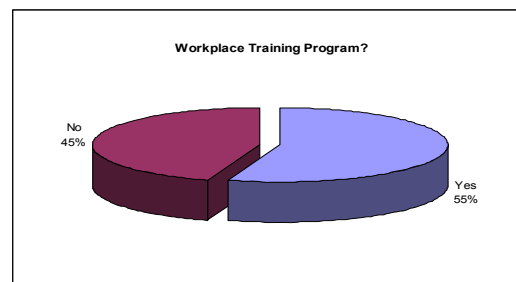


Training in all nine Essential Skills would be of benefit. Working with others rated most important in training, Computer Use rated second most important.

Question 4. Does your workplace/organization have an employee/volunteer training program?

40 responded out of a total of 42: 95% response rate

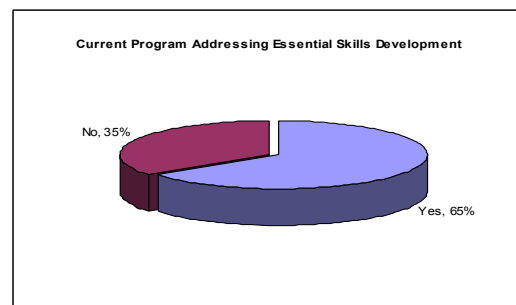
<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	22	55%
No	18	45%



Question 5. Is the current program addressing Essential Skills development? If not, please explain.

23 responded out of a total of 42: 55 % response rate

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	15	65%
No	8	35%



Of the 23 who responded 65% indicated the current workplace training program was addressing Essential Skills development; 35% indicated it was not.

"I will say yes, however there is always a need for more resources. There seems to be more needs than resources and it is always a challenge to get students to come forward and identify needs – connect with services"

Trends identified (those responding "No")

- Always a need for more resources
- Seminars in basic sign language and basic assistive devices for those who are non-verbal and do not communicate in traditional ways.
- Job descriptions, on-the-job monitoring/shadowing
- Practical training
- Not all of Essential Skills addressed in training
- Need for continuous updating
- Basic training program offered for volunteers
- ESL school – not directly addressing this issue

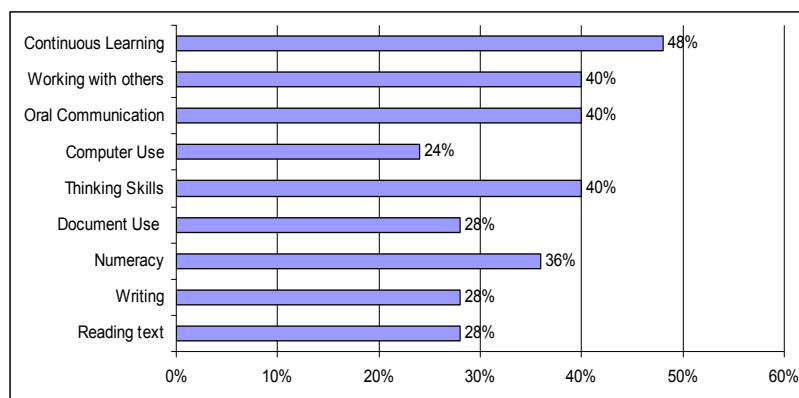
Conclusion: There is a need for more resources, continuous updating, and practical training.

Question 6. Which Essential Skills are being taught to your employees/volunteers? How?
25 responded out of a total of 42: 60 % response rate

Responses	# of times listed of 25	Percentage
Reading text	7	28%
Writing 7		28%
Numeracy 9		36%
Document Use	7	28%
Thinking Skills	10	40%
Computer Use	6	24%
Oral Communication	10	40%
Working with others	10	40%
Continuous Learning	12	48%

“Our clients who need skills are referred to another agency for training. We are more in the business of identifying needs”

Most taught Essential Skills were Continuous Learning, Working with Others, Oral Communication and Thinking Skills.



How Essential Skills are being taught

- Through sensitivity training
- Mentoring
- Online training
- Training as tutors
- In-house training as part of on-going professional development
- Referral to agencies who deliver required skills training
- Completion of Access to Training and career sessions (for ABE students)
- Encouraged to self-train/upgrade skills

“As part of [corporation] we avail of training and workshops in-house as part of our on-going professional development”

“We are teaching clients English, so in so doing we are indirectly teaching all of these skills. We do provide computer classes for all clients once a week”

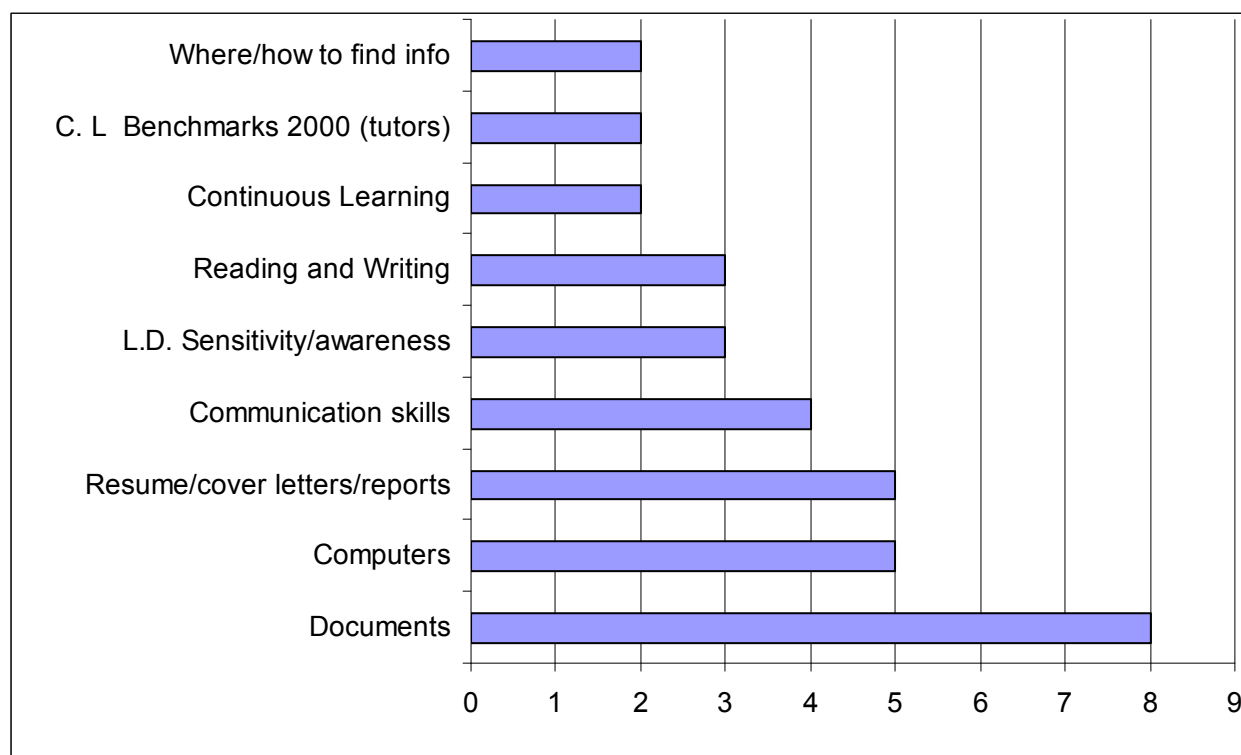
“Additionally, students are trained as tutors, which is a great learning experience”

Question 7. NLLLC currently offers Basic Tutor Training and English as Second Language (ESL) Training for its tutors and members. These training programs focus primarily on providing tools (resource material) for tutors to work with low-level readers; however, individuals who seek our services have needs beyond this focus. **What tools which you currently use (e.g. specific documents and forms) would like to see incorporated into a training that would address development of Essential Skills for employees/volunteers in your workplace/organization?**

29 responded out of a total of 42: 69% response rate

Responses included in order of importance:

- * Documents: Various forms, applications (breakdown on next page)
- Computers/internet/email/basic training
- Resume writing, cover letters, report writing
- Oral Communication/speaking/phone skills
- Sensitivity and awareness training for disabilities
- Where/how to find information
- Reading and Writing
- Continuous Learning
- Canadian Language Benchmarks



“The pros and cons of email. The format and proper grammar of personal email vs. professional/workplace email”

Other responses included (in no order of importance):

- Financial information
- Prepared training package
- Numeracy skills
- Cash Register/practical training
- Organization and study skills
- Understanding literacy
- Awareness of post-secondary programs
- Self-assessment guides
- Community economic development
- “Got Skills” package
- TOWES
- Working with others
- Training in identifying learning disabilities
- Format and proper grammar for person vs. work email
- Training for employers and individuals who work with clients who need adaptive equipment

* Documents - many different types of applications/forms were mentioned:

- Disability/pension forms
- Student loan applications
- Post-secondary applications
- Employment applications
- MCP (Medicare forms)
- S.I.N. (social insurance)
- Driver’s licence
- Referral forms
- Application for drug card
- E.I. application
- Self-assessment guides
- Personal information forms (e.g. doctor’s office/hospital forms)

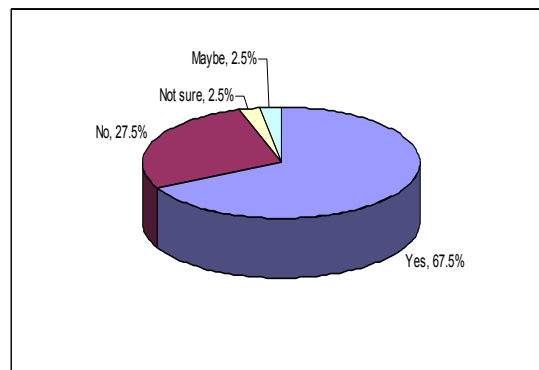
“On-site cash register or other computer training”

“The clients at the [organization] that I work with would need to know how to complete basic forms. For example, personal information, forms at the doctor’s/hospital, etc.”

Question 8. Would your workplace/organization take advantage of Essential Skills training? Why or why not?

40 responded out of a total of 42: 93% response rate

<u>Responses</u>	<u>Times listed</u>	<u>Percentage</u>
Yes	27	67.5%
No	11	27.5%
Not sure	1	2.5%
Maybe	1	2.5%



Trends identified why workplace/organizations would take advantage of Essential Skills Training:

- Can never stop learning
- Will take advantage of training but not do training
- For clients, not staff
- To partner with others

“We have numerous clients that require and would benefit from Essential Skills training”

“We can all learn and improve upon the skills we have, as well as we may network with others to better each other’s organizations”

Trends identified why workplace/organizations would not take advantage of Essential Skills training:

- Already have training
- Don’t offer training
- Are volunteers
- Employees are well skilled

“We have in-house training as required to keep up to date on changes that occur in programs and policies we have as part of our organization”

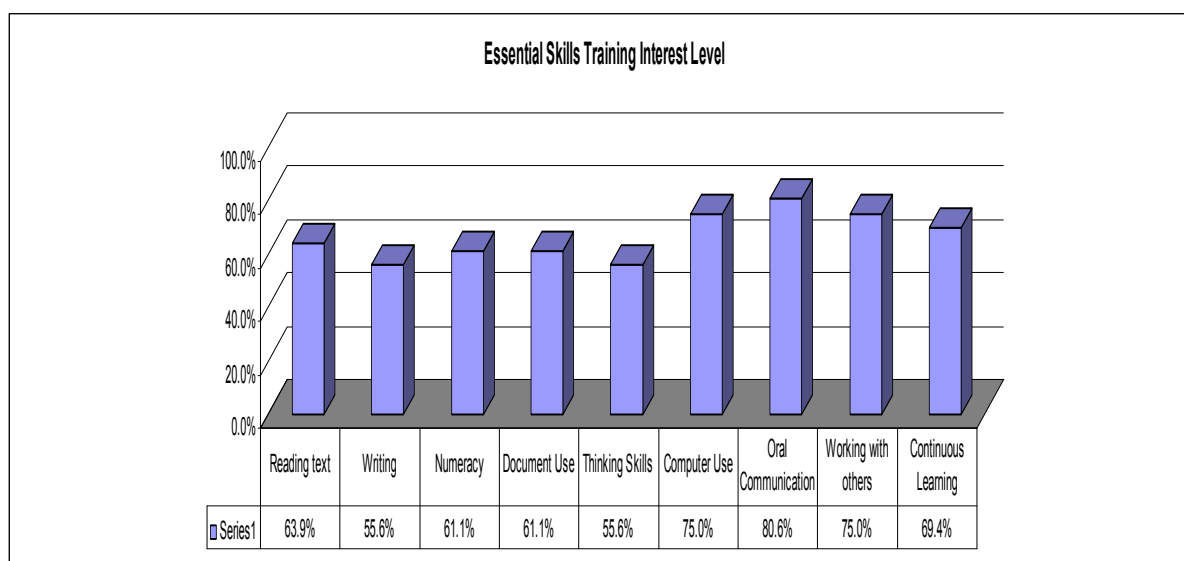
“If specific to ‘teamwork’ and ‘oral communication’ – otherwise probably would not be necessary for our staff”

Conclusion: Many would take advantage of the training but are not prepared to offer the training.

Question 9. Which courses in Essential Skills would you be interested in having your employees/volunteers avail of? Please check all that apply.

36 responded out of a total of 42: 86 % response rate

Responses	# of times listed of 36	Percentage
Reading text	23	63.9%
Writing 20		55.6%
Numeracy 22		61.1%
Document Use	22	61.1%
Thinking Skills	20	55.6%
Computer Use	27	75.0%
Oral Communication	29	80.6%
Working with others	27	75.0%
Continuous Learning	25	69.4%



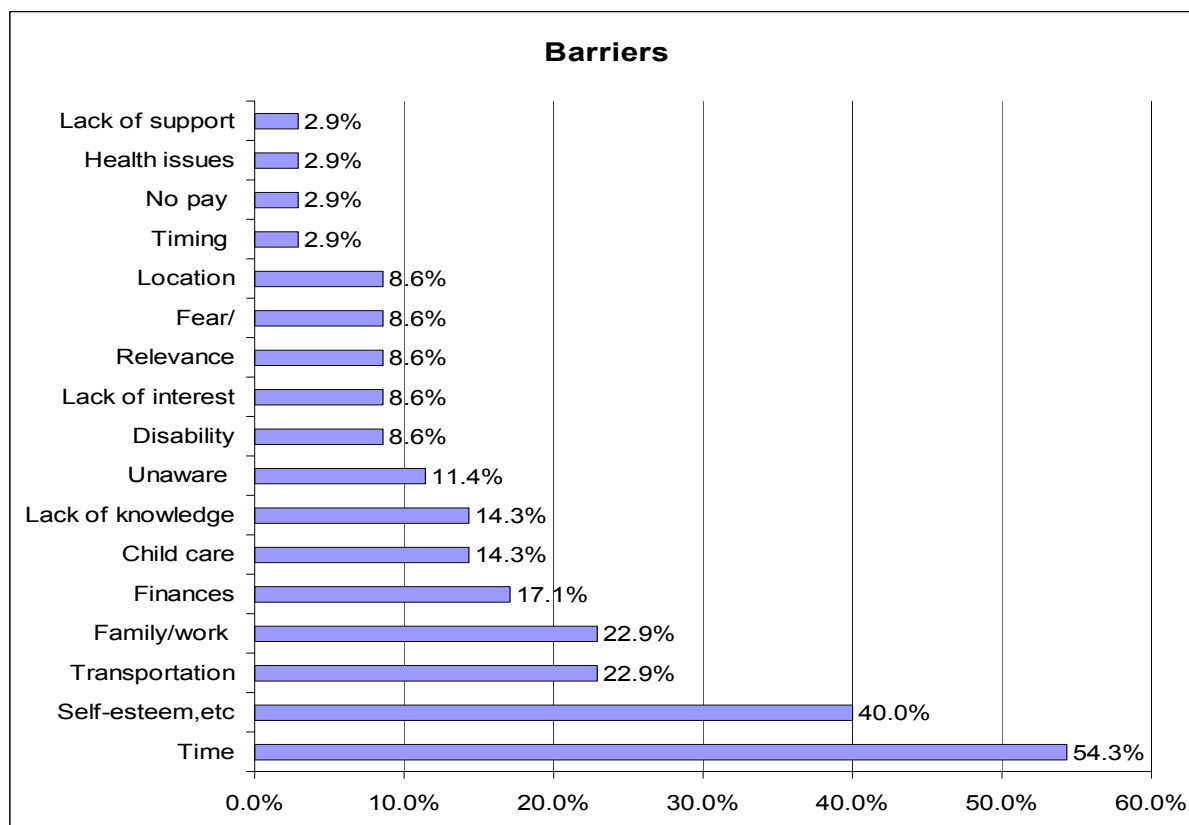
As indicated above, there is a high degree of interest in Essential Skills training.

- #1 - Oral Communication – 80.6%
- #2 - Computer Use and Working with Others – 75%

Conclusion: It is obvious that organizations are interested in their employees and volunteers obtaining better communication and computer skills and be able to work as part of a team. The overall high response rating indicates that they are aware of the value of Essential Skills in today's workplace.

Question 10. What would prevent your employees/volunteers from taking advantage of Essential Skills training? Please list in order of importance.

35 responded out of a total of 42: 83 % response rate



Main barriers identified (to nearest percent)

1. Time – 54%
2. Lack of self-esteem/confidence, embarrassment – 40%
3. Family/work commitments, Transportation – 23%

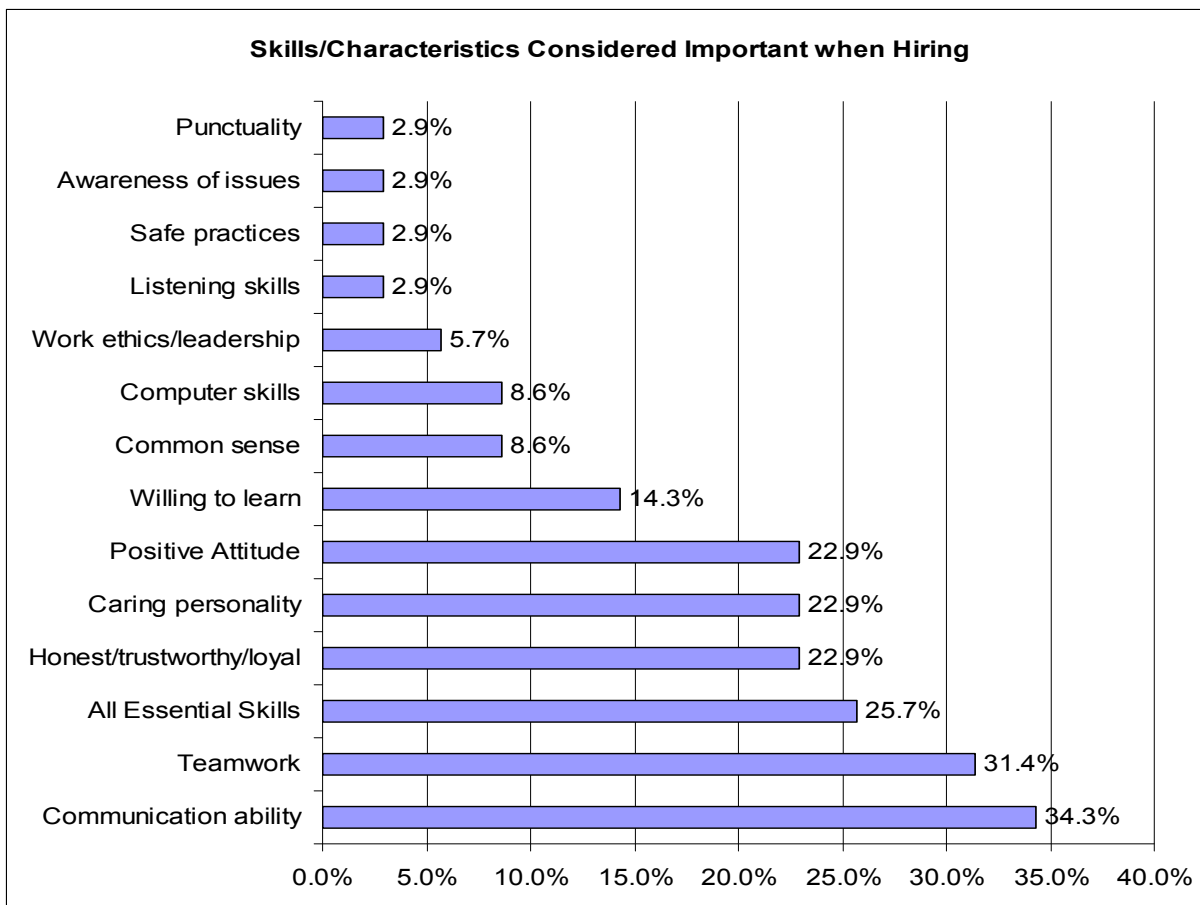
Most listed time as being the main reason that would prevent employees/volunteers from participating in training. Lack of self-esteem is second; third - family/work commitment and transportation. As a result of these responses, it would seem that one-to-one tutoring, rather than structured classes, would work best for these individuals.

Question 11. What skills or characteristics do you consider important when hiring an employee/volunteer and why?

35 responded out of a total of 42: 83% response rate

Communication was the #1 response, but most want those with nine Essential Skills when hiring.

“All Essential Skills, because without these skills how can you work in today’s world?”



Why organizations consider these qualities important when hiring:

- Employees/clients need all nine Essential Skills to succeed
- Skills/characteristics needed vary according to the job
- Communication is important because it is needed to work with others groups/public

Note: Most people listed the skills/characteristics but did not answer why.

Question 12. Additional comments.

13 responded out of a total of 42: 31% response rate

Additional comments ranged from suggestions/needs to offers to help and thanks.

Examples:

- More options for those with disabilities
- Important to have a positive attitude
- Need for ABE Level 1 (especially for clients with learning disabilities)
- The right to a bilingual education
- Post-secondary employees use continuing education to keep up-to-date
- Offers to help/thanks
- Keep up the good work – worthwhile endeavour

“Attitude sometimes stems from lack of Essential Skills”

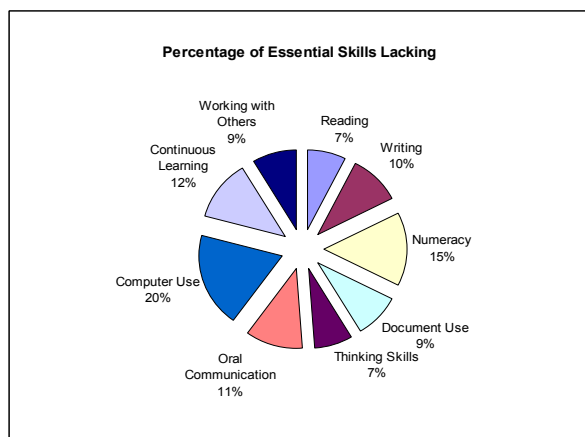
“Spread the word – far and wide”

“Positive attitude is essential. Would hire a #2 candidate (skills- wise) over a #1 candidate if #1 candidate was lacking in attitude”

6.2 Summary of Findings – Focus Groups

Over the course of this study, a total of 16 focus groups were held throughout the province. 108 individuals participated in Older Adult/Adult Learner Focus Groups; 48 participated in Tutor/Trainer Focus Groups; and 50 participated in Focus Groups for Key Stakeholders (Businesses and Organizations). Locations included Western - Corner Brook and Stephenville, Central – Grand Falls-Windsor and Bishops Falls, and Eastern – Carbonear, Harbour Grace, and St. John's.

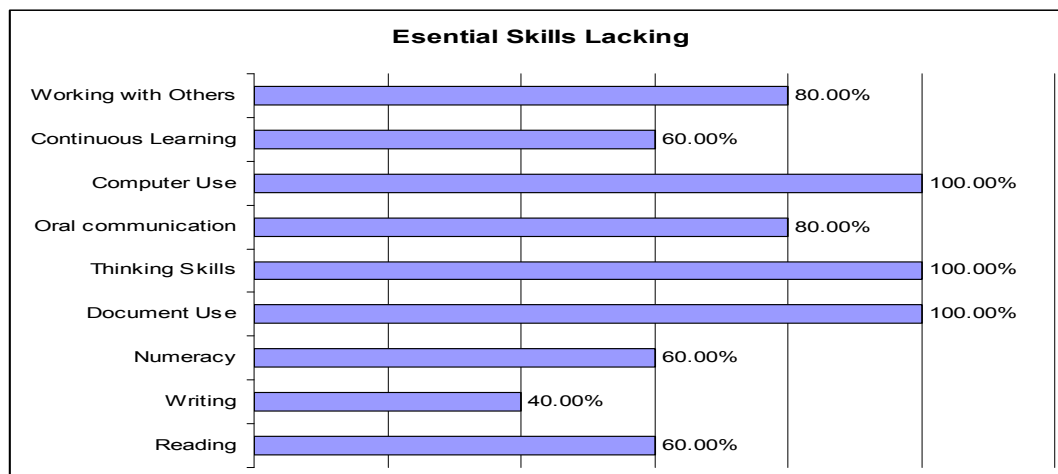
This chart indicates Essential Skills lacking on a percentage basis in relation to one another. The main lack of Essential Skills identified by Older Adults/Adult Learners is Computer Use at 20%; second is Numeracy at 15%.



Key Stakeholders indicated that the majority of employers look for the following main requirements when hiring employees:

1. Positive attitude
2. Good communication skills
3. Good problem-solving ability
4. Willingness to learn
5. Computer skills
6. Ability to work with others
7. Honesty

Representatives from five Key Stakeholder focus groups responded that their employees/ volunteers/clients lacked Essential skills as indicated in the chart below, with the greatest deficiency occurring in Computer Use, Document Use, and Thinking Skills.



“Many don’t see the importance of teamwork and getting along in public and how it is perceived by customers”

The main barriers that prevent individuals from taking advantage of training as identified by Focus Group participants were:

1. Availability/access to training
2. Work commitments
3. Family obligations
4. Awareness of training available
5. Finances
6. Fear/embarrassment
7. Transportation

Main gaps identified by all groups: Need for student-appropriate, up-to-date material; availability of computers and training in computer use; document use – forms, applications, budgeting; practical application of skills learned from theory; and more one-on-one tutoring.

Tools suggested to fill those gaps: Documents used in everyday living (applications, forms, resumes, cheques); resources for use with budgeting/recipes (workbooks, store flyers); computers; updated resource material; audio aids; job-specific training/marketable skills; role playing.

6.2 A. Focus Group Findings – Older Adult Stakeholders (Target Group)

A total of seven focus groups were held with Older Adult Stakeholders throughout the province of Newfoundland and Labrador. Total attendance was 108 people.

- The first focus group, which covered Western Newfoundland and Labrador, took place in Corner Brook on November 14, 2008. Nine individuals representing Stephenville, Corner Brook and Grand Falls and surrounding areas attended. Most of this group are enrolled in full-time attendance at a learning facility, the exception being one person who receives one-on-one tutoring twice a week. Learners are using *Essential Skills* but didn't realize it by name until introduced as such at this session.
- The second focus group was held in Stephenville on February 7, 2009. Seven older adults from the Stephenville/Bay St. George/Port au Port area attended this session.
- The third focus group, held on February 19, 2009, occurred as the result of an invitation from the instructor of the *Skills Link* program in Stephenville. Although the age group was younger (18 – 28 years) than the key stakeholder group, the committee felt their participation would give a broader perspective in terms of Essential Skills workplace needs. Seven individuals from the Bay St. George and surrounding area attended this session.
- The fourth focus group was held at the Discovery Centre in Harbour Grace on April 30 with sixteen people attending. These individuals were in full-time attendance at the Discovery Centre preparing to enter or re-enter the workforce.
- The fifth focus group, which covered Central Newfoundland and Labrador, took place in Grand Falls-Windsor on May 5, 2009. Fourteen individuals enrolled in the literacy program at the College of the North Atlantic, Grand Falls campus, attended.
- The sixth focus group on June 10 was again at the request of a program coordinator in the community of Stephenville. This group, comprised of nine individuals from various backgrounds in the Bay St. George/Port au Port and surrounding areas, were enrolled in the *Power Up!* program in the area.
- On May 23, 2009, a focus group session was held in conjunction with a gathering of 46 older adults from various cities, towns and communities from Western, Central, Eastern and the Avalon regions of the province. This group was composed primarily of retired individuals, with a small number being employed.

Question 1. What Essential Skills do you use? How?

All seven groups indicated that they used all nine Essential Skills at varying degrees depending on the education, knowledge, careers, and lifestyles of the individuals.

Essential Skills were used in various ways, such as everyday living, in school, at home, at work, or in social situations.

Trends identified were as follows:

Responses
In the home – meal preparation, helping with homework, making decisions, making household budgets, doing everyday chores, looking after needs of family members
At school – studying, doing lessons and tests, learning new skills, reading instructions, using computers, working in groups, doing presentations
At work – serving the public, working in groups, using cash registers and computers, problem solving, filling out forms/applications
Social situations – getting along with people, communicating, interacting
Everyday activities – shopping, banking, making appointments, interacting with others, using ATM's/cell phones and other electronic devices, driving, writing letters/emails, reading signs/newspapers/books, getting medical help.

“I love to learn new things. That’s why I’m here”

“I loved the talk we had, I loved standing and talking to the people”

“I’m a shy person so I think I need to know more about working with others and oral communication”

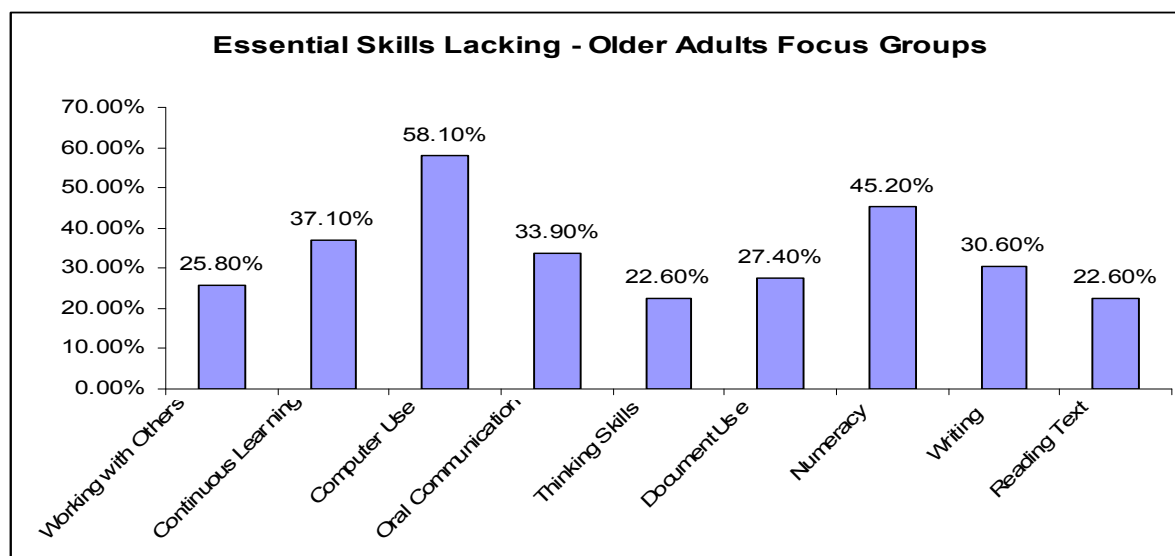
Question 2 - Which Essential Skills do you lack/need?

Figures are based on responses collected from **62 individuals in 6 focus groups**.

Essential Skills	Responses (of 62)	Percentage
Reading Text	14	22.6%
Writing 19		30.6%
Numeracy 28		45.2%
Document Use	17	27.4%
Thinking Skills	14	22.6%
Oral Communication	21	33.9%
Computer Use	36	58.1%
Continuous Learning	23	37.1%
Working with Others	16	25.8%

Order of degree of Essential Skills lacking, with Computer Use rating the most lacking and Numeracy Skills the second most lacking in older adults:

1. Computer Use 36 /62 58.1%
2. Numeracy 28/62 45.2%
3. Continuous Learning 23/62 37.1%
4. Oral Communication 21/62 33.9%
5. Writing 19/62 30.6%
6. Document Use 17/62 27.4%
7. Working with Others 16/62 25.8%
8. Thinking Skills 14/62 22.6%
9. Reading Text 14/62 22.6%

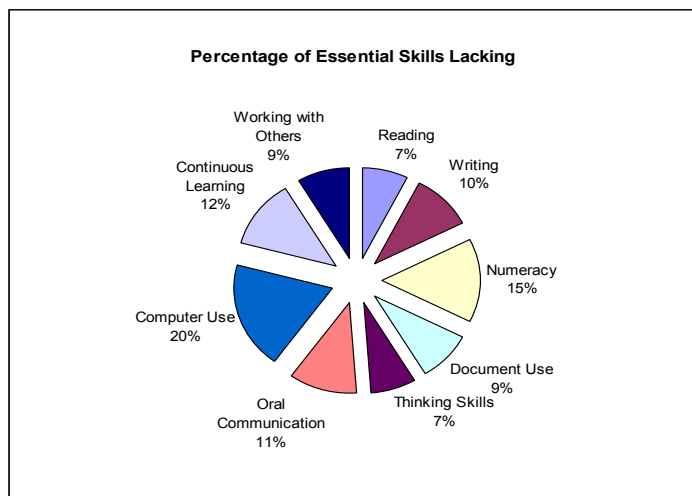


“There should be some tutoring offered in computer skills”

The following chart indicates the percentage of Essential Skills lacking in relation to one another.

Order of degree of Essential Skills lacking on a percentage basis as indicated in the chart:

1. Computer Use	19.15%
2. Numeracy	14.89%
3. Continuous Learning	12.23%
4. Oral Communication	11.17%
5. Writing	10.11%
6. Document Use	9.04%
7. Working with Others	8.51%
8. Thinking Skills	7.45%
9. Reading Text	7.45%



The highest lack of Essential Skills according to Focus Group participants is Computer Use. This is consistent with results received from survey respondents. (Older Adults' Questionnaire, Q. 2)

"You don't realize how essential these skills are unless you don't have them"

Please note: The May 23, 2009 Focus Group of 46 participants is excluded from the above data for Question 2. Individuals in this group ranged in age from 45 to 90 years of age. Feedback representing such a diverse population was deemed to be vital to the accuracy of the project findings. Although extensive discussion was held with this group, it was difficult to get accurate feedback because of the number of individuals, the acoustics/set-up of the large room, and the degree of participation (many appeared reluctant to voice their lack of skills in front of others). To avoid embarrassment and for the sake of confidentiality, participants were asked to complete questionnaires, with the assistance of the public consultation facilitator if desired. Through one on one discussion throughout the weekend, it was apparent that many were lacking in computer skills as well as others to a lesser degree. Twenty-three of the forty-six individuals completed questionnaires.

Results for Essential Skills lacking for this group were as follows:

Computer Use:	10/23 – 43.5%
Numeracy:	2/23 – 8.7 %
Document Use:	2/23 – 8.7%
Continuous Learning	2/23 – 8.7%
(0% indicated that they were lacking in the other five Essential Skills)	

Please note: These figures are included with statistics for Older Adults' questionnaires; therefore they not included in the above charts to avoid duplication of data

Question 3. What gaps do you see in the current system? Suggestions?

Trends identified were as follows:

Responses
More tutors/more one-on-one tutoring
More computer use – basic computers, technology (GPS, cell phones, cash registers)
Computer access
Practical application from theory to everyday activities (numeracy)
Document Use – various forms, applications
Oral communication – more presentations/ role playing
Writing skills – letters, resumes, poems, stories
Knowledge of legal documents (income tax, loan applications, mortgages, etc.)
Oral Communication/thinking skills – speaking/making oneself understood, understanding
Reading/understanding labels (nutrition content, etc.)
Larger print workbooks/resource materials
Lessons on nutrition and budgeting
Information on online shopping/bill payments
Visual aids – hints and tips for studying
Help for persons with learning disabilities

There were many suggestions on what is needed to fill the gaps in the current system. Most prevalent were Computer Use and Document Use using various forms, job applications, and other forms/applications used in everyday living.

“I would like to take computer training for seniors”

“I love everything that pertains to reading and writing. I have trouble with Math”

Question 4. What (if anything) would prevent you from taking Essential Skills training?

Responses
Nothing (50% of participants already enrolled in a program)
Work commitments
Family obligations (child care, senior care)
Time of training sessions
Finances
Transportation

- 50% of respondents were already enrolled in a learning program.
- The main barriers identified were work and family obligations, transportation, finances and time of sessions. This is consistent with responses from surveys (Older Adults’ Questionnaire, Q. 5)

“I am clay – mould me!”

6.2 B. Focus Group Findings – Tutors and Trainers

Between February 7, 2009 and May 28, 2009, a total of four focus groups were held with tutors and trainers throughout the province of Newfoundland and Labrador.

Total attendance was 48 people.

The first focus group, which covered Western Newfoundland and Labrador, took place in Stephenville on February 7, 2009. Ten individuals from the communities of Stephenville, Stephenville Crossing, Kippens, St. Georges, Robinsons, and Goose Bay (Labrador) representing Bay St. George Literacy Council attended this session.

The second focus group, which covered Eastern Newfoundland and Labrador, took place in Carbonear on April 29, 2009. Seven tutors from the communities of Carbonear, Harbour Grace, and Spaniard's Bay representing Bayshore Literacy Council attended this session.

The third focus group, which covered Central Newfoundland and Labrador, took place in Grand Falls-Windsor on May 5, 2009. Eight tutors from the communities of Grand Falls-Windsor and Lewisporte representing Exploits Literacy Council attended this session.

The fourth focus group was held in Stephenville on May 28, 2009. Twenty-three people from the communities of Stephenville, Stephenville Crossing, St. Georges, and Kippens representing Bay St. George Literacy Council attended this session.

Note: A focus group which was to have taken place in Southern Labrador was cancelled and a second one was held in Stephenville at the request of some tutors who were unable to attend the first session. The Southern Labrador Focus Group did not go ahead due to difficulty obtaining commitment from the business sector to attend focus group sessions for businesses. Also, there has been a decline in the activity of councils in that area over the past year. As a result, it was decided by the executive and the Public Consultation Facilitator that a trip to the Labrador coast would not be feasible at this time.

Question 1. What Essential Skills are you teaching? How?

- The majority of past and current tutors indicated that they teach all nine Essential Skills to a certain degree, but mainly at a basic level. Most are teaching Essential Skills as indicated in the Laubach Way to Reading program, supplemented with documents used in everyday living activities. Many tutors are not proficient in computer use themselves so they are not comfortable teaching basic computer skills, others who would teach computer use do not have facilities available to them outside of their own homes.

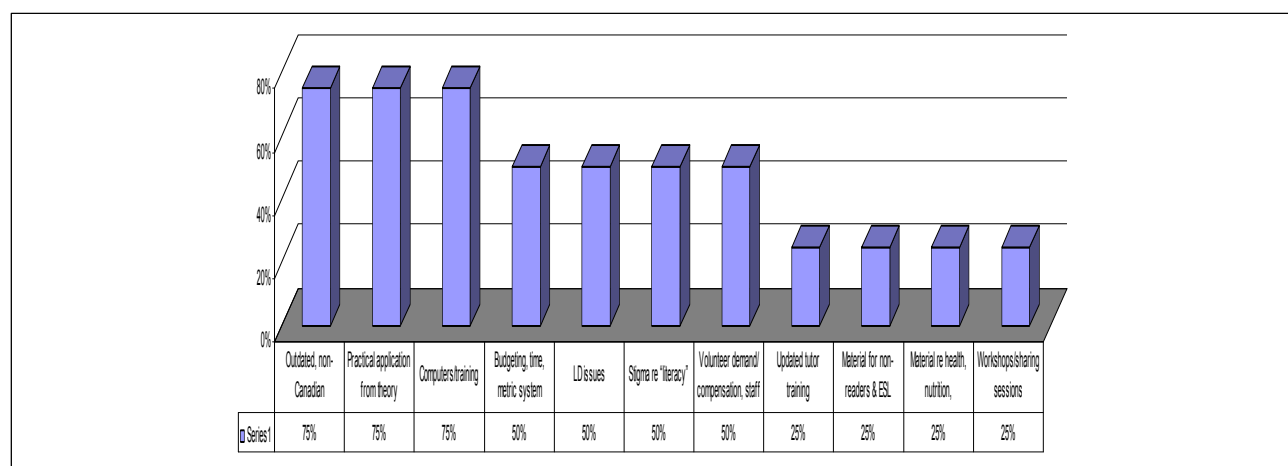
“I’m fully aware that I’m not helping anyone with Computer Use; and I can’t recall focusing on Working with Others or Oral Communication, though I imagine vicariously some of these skills were broached.”

Question 2. What gaps do you see in the present system?

- Trends identified were as follows:

Responses	Group 1	Group 2	Group 3	Group 4	Total	Percentage
Outdated material, non-Canadian content.	✓	✓		✓	3/4	75%
Need for practical application of Essential Skills (from theory)	✓	✓		✓	3/4	75%
Availability of computers and computer training	✓	✓		✓	3/4	75%
Lack of material on budgeting, telling time, metric system	✓		✓		2/4	50%
Recognizing and addressing learning disabilities	✓			✓	2/4	50%
Stigma associated with “literacy”	✓			✓	2/4	50%
Demand on volunteers, need for compensation, staff	✓	✓			2/4	50%
Updated training needed for tutors				✓	1/4	25%
Lack of material for non-readers and ESL learners (audio books/pens, talking thesaurus)			✓		1/4	25%
Lack of material on health, nutrition, social values, cultural issues			✓		1/4	25%
Need for workshops/sharing sessions for tutors and learners	✓		1/4			25%

- Main gaps identified were:
 - Need for updated material with Canadian content
 - Need for application of Essential Skills learned from theory to practical
 - Availability of computers and computer training



“Reading for Living lessons in Laubach Way to Reading regarding real life situations are what my student(s) have problems with (e.g. writing cheques, application forms)”

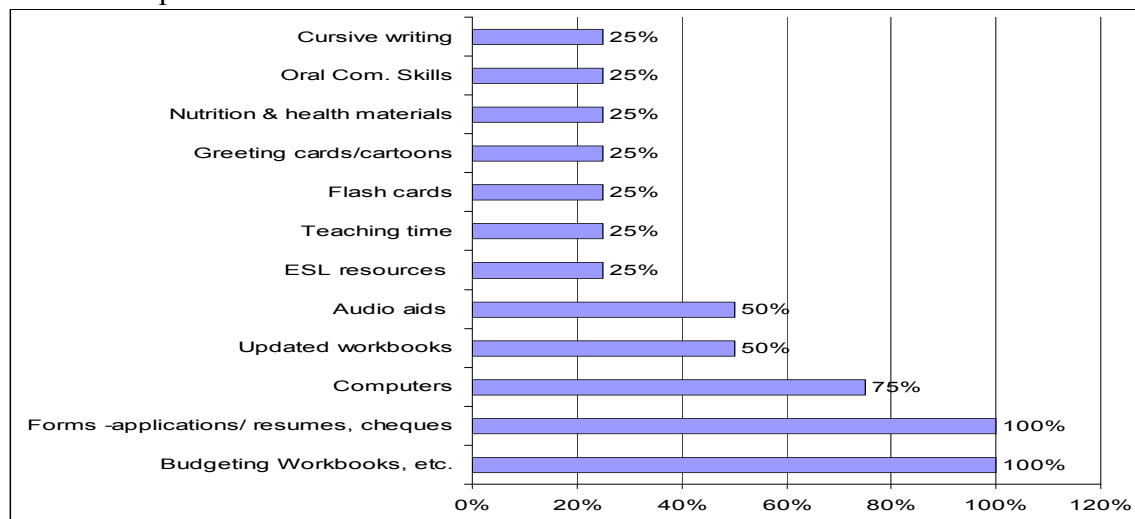
“The basics of everyday living are hard to be taught” (in reference to tutoring ESL learners)

Question 3. What tools (resource material, etc.) for teaching Essential Skills do you need that would be useful in your tutoring?

- Trends identified were as follows:

Responses	Group 1	Group 2	Group 3	Group 4	Total	Percentage
Resources for use with budgeting/recipes (workbooks, store flyers)	✓	✓	✓	✓	4/4	100%
Documents used in everyday life (various forms, job applications/resumes, cheques, etc.)	✓	✓	✓	✓	4/4	100%
Computers	✓	✓		✓	3/4	75%
Updated workbooks		✓		✓	2/4	50%
Audio aids – speech sounds, Talking Thesaurus, audio books/pens	✓		✓	2/4		50%
Resources for ESL learners on cultural/social issues				✓	1/4	25%
Resources for teaching time			✓	1/4		25%
Flash cards			✓	1/4		25%
Greeting cards/cartoons			✓	1/4		25%
Material on nutrition & health			✓	1/4		25%
Oral communication skills – attitude, etiquette		✓			1/4	25%
Cursive writing	✓				1/4	25%

- Main responses were:
 - Tools for use in budgeting/calculation
 - Everyday use documents (forms, job applications, cheques, etc.)
 - Computers



“Diverse and wide-ranging integration of Essential Skills ought to be the goal”

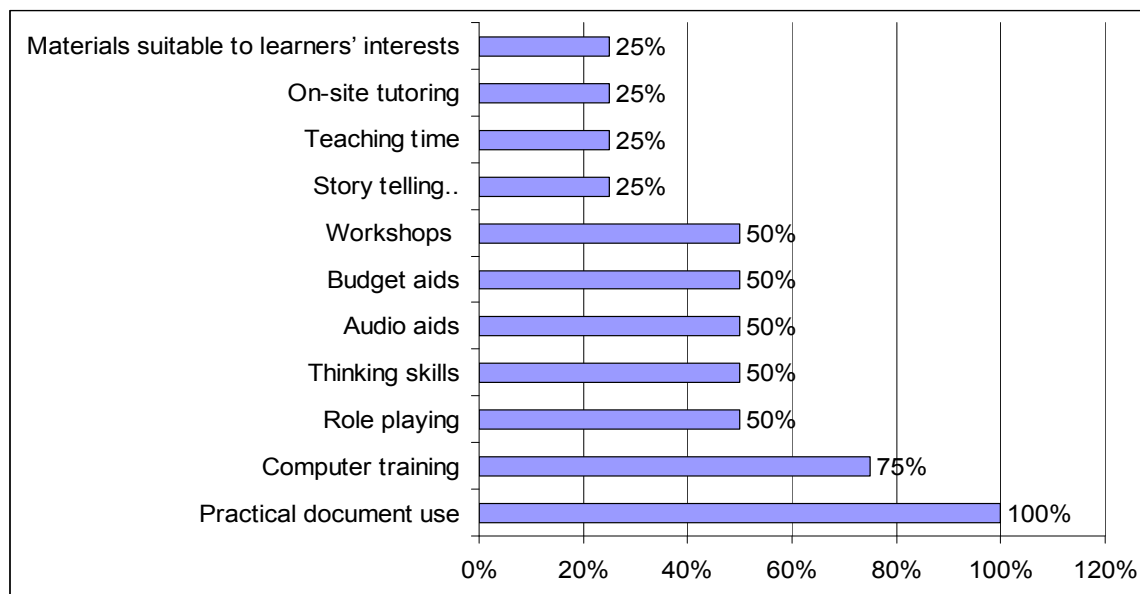
“Essential Skills training is needed in adult learning to aid in a continuous learner process and build a confident individual and a strong workforce”

Question 4. What suggestions do you have on how we can incorporate Essential Skills training into the current program?

Responses	Group 1	Group 2	Group 3	Group 4	Total	%
Practical use of documents used in everyday life (various forms, job applications/ resumes, cheques, etc.)	✓	✓	✓	✓	4/4	100%
Computer training (including basic computer use, use of cash registers, ATM's, GPS)	✓	✓		✓	3/4	75%
Role playing	✓			✓	2/4	50%
Thinking skills (implications of signing contracts, sharing personal information, cultural awareness, social skills, etc.)		✓	✓		2/4	50%
Audio aids	✓		✓	✓	2/4	50%
Budget aids (flyers, workbooks, calculators)	✓		✓	✓	2/4	50%
Workshops for tutors and learners	✓	✓	✓		2/4	50%
Story telling/writing/interactive games				✓	1/4	25%
Teaching time			✓		1/4	25%
On-site tutoring	✓		✓		1/4	25%
Using materials suitable to learners' interests/field of work				✓	1/4	25%

Main responses were:

- All groups indicated the need for material for tutoring in practical document use.
- Three of the four groups indicated a need for computer learning, including basic computer use, cash registers, GPS and ATMs.



“Computers are everywhere and learners need to at least know the basics”

“We need more workshops for tutors to get together and share ideas on tutoring”

6.2 C. Focus Group Findings – Key Stakeholders (Businesses and Organizations)

A total of five focus groups were held with representatives of businesses and organizations throughout the province of Newfoundland and Labrador.

Total attendance was 50 people.

- The first focus group, which covered Western Newfoundland and Labrador, took place in Stephenville on March 27, 2009. Fourteen individuals representing Stephenville/Bay St. George South/ Port au Port peninsula and surrounding areas attended.
- The second focus group, which covered Eastern Newfoundland and Labrador, took place in Carbonear on April 29, 2009. Eleven individuals representing the Trinity-Conception area and St. John's attended.
- The third focus group was held in Stephenville on May 19 with seven people representing Stephenville/Bay St. George/Port au Port attending. (This second group in Stephenville was at the request of individuals who were unable to attend the March 27th focus group session and wanted the opportunity of giving input into discussions on Essential Skills and workplace literacy.)
- The fourth focus group, which covered Central Newfoundland and Labrador, took place in Grand Falls-Windsor on June 2, 2009. Seven individuals representing businesses and organizations in the Grand Falls-Windsor/Gander and various communities in Central Newfoundland and Labrador attended.
- The fifth focus group was held in St. John's on June 22, 2009. Eleven people representing businesses and organizations in Bay Roberts, Bell Island, St. John's and surrounding areas attended.

Note: This session replaced one that was to be held in Southern Labrador, which was not deemed feasible due to difficulty obtaining commitment from the business sector on the Labrador coast. Early into setting up focus group sessions, requests were forthcoming for sessions to be conducted in the capital city. At that time, interested participants were invited to attend previously scheduled sessions in Carbonear to cover the eastern portion of the province. Since many participants were unable to do so, the committee deemed that a session held in St. John's would be a worthwhile endeavour. It was also felt that the population of northeast Avalon area, which is home to the most diverse and concentrated economic activity in the province, would provide a better potential for input from the business community.

Key Stakeholders (Businesses and Organizations)

Question 1. What Essential Skills do your employees/volunteers/clients use? How?

Because of the variety of representation at these sessions, businesses and organizations differed as to the Essential Skills used and how. Representatives in all groups used all nine Essential Skills at varying degrees. Oral Communication was the number one Essential Skill used, followed by Reading Text and Thinking Skills.

They all agreed that the type of skill used in the workplace would be job specific and that computer skills are becoming a necessity in today's workplace. Overall, Essential Skills used were dependent on the situation, whether it is the workplace, school, home, shopping, social situations, or general everyday living activities.

“All Essential Skills used. While basic Essential Skills are needed for entry-level employment, further training is needed to address specific job skills”

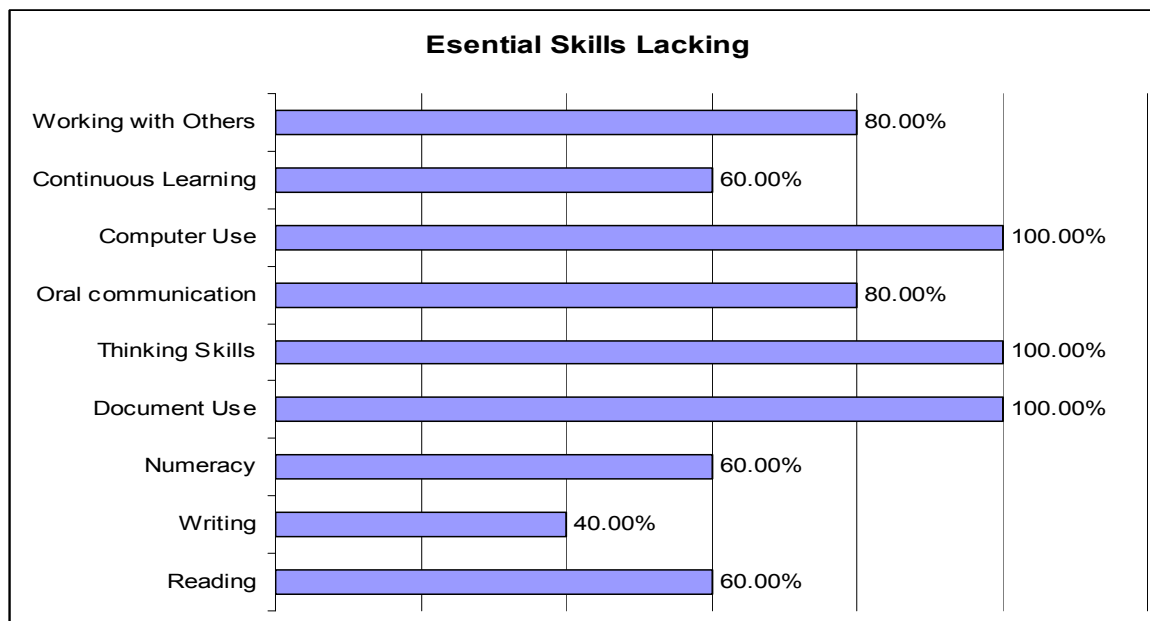
“People may be skilled as workers but lack communication skills”

Question 2 - What Essential Skills do you think they are lacking?

- All five groups agreed that their employees/volunteers/clients were lacking in Document Use, Thinking Skills, and Computer Use.
- Four of the five groups felt that their employees/volunteers/clients were lacking in Oral Communication and Working with Others.
- Three of the five groups felt that their employees/volunteers/clients were lacking in Reading Text, Numeracy, and Continuous Learning.

Essential Skills	Response	Percentage
Reading Text	3/5	60%
Writing 2/5		40%
Numeracy 3/5		60%
Document Use	5/5	100 %
Thinking Skills	5/5	100 %
Oral communication	4/5	80%
Computer Use	5/5	100 %
Continuous Learning	3/5	60%
Working with Others	4/5	80%

As shown in the chart below, representatives from five business and organization focus groups responded that their employees/volunteers/clients lacked Essential skills as indicated, with the greatest deficiency occurring in Computer Use, Document Use, and Thinking Skills.



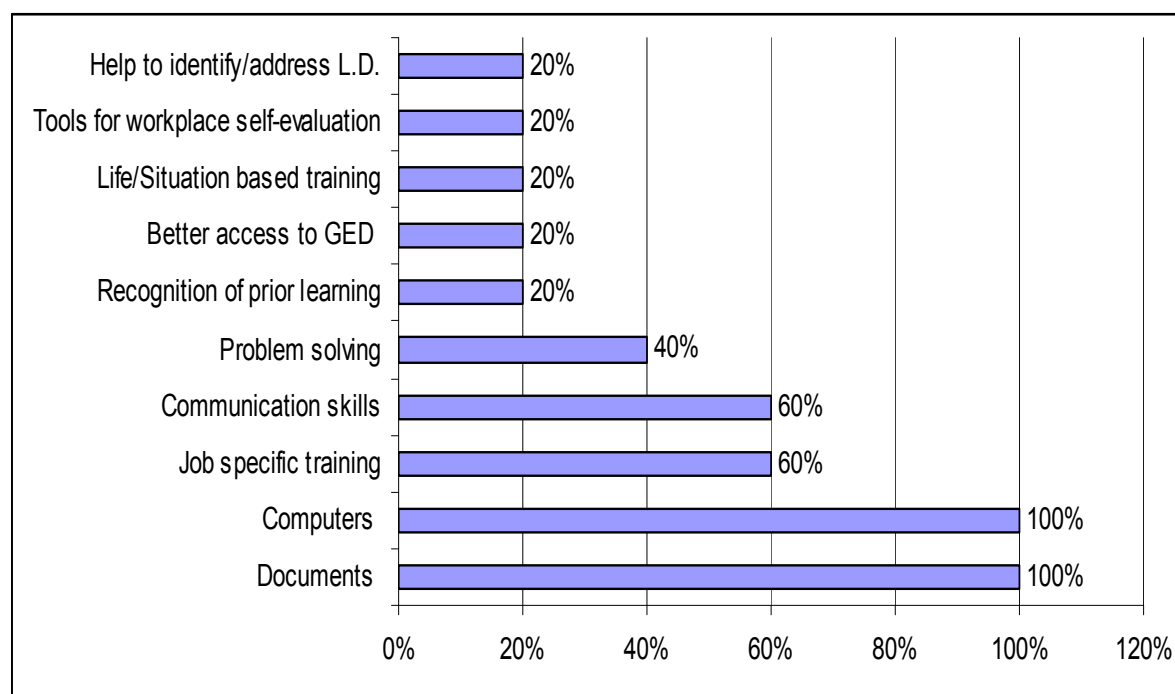
“May be lacking in all, depending on specific skills needs for the workplace”

Question 3. What tools would you like to see incorporated into a training that would address Essential Skills development?

- Trends identified were as follows:

Responses	___ of 5	Percentage
Documents <i>*(list attached)</i>	5/5	100%
<ul style="list-style-type: none"> • Government forms • Basic forms (e.g. rental applications, job applications, resumes, loan applications) 		
Computers (e.g. computers, cash registers, ATM machines, GPS, cell phones)	5/5	100%
Job specific training/ marketable skills	3/5	60%
Communication skills	3/5	60 %
Thinking skills (problem solving, attitude)	2/5	40 %
Recognition of prior learning	1/5	20%
Better access to GED programs	1/5	20 %
Life/Situation based training	1/5	20%
Tools for workplace self-evaluation	1/5	20%
Help to identify/address learning disabilities	1/5	20%

As shown in the chart below, representatives from five business/organization focus groups responded that they would like the following incorporated into a training that would address Essential Skills' development. Computer Use and Document Use rated top priority.



* Document List	
<p>Applications for:</p> <ul style="list-style-type: none"> • Guaranteed Income Supplement • Canada Pension Plan • Social Insurance Number • Birth Certificate • Old Age Security • MCP • Low Income Drug Plan • Employment Insurance • Car loan • Insurance • Bank account • PRHP (NL Housing Corporation) 	<ul style="list-style-type: none"> Rental agreement Job application Credit card application Resume Telephone calling card Police Records check Forms for workplace self-evaluation Assistive technology for Learning Disabled

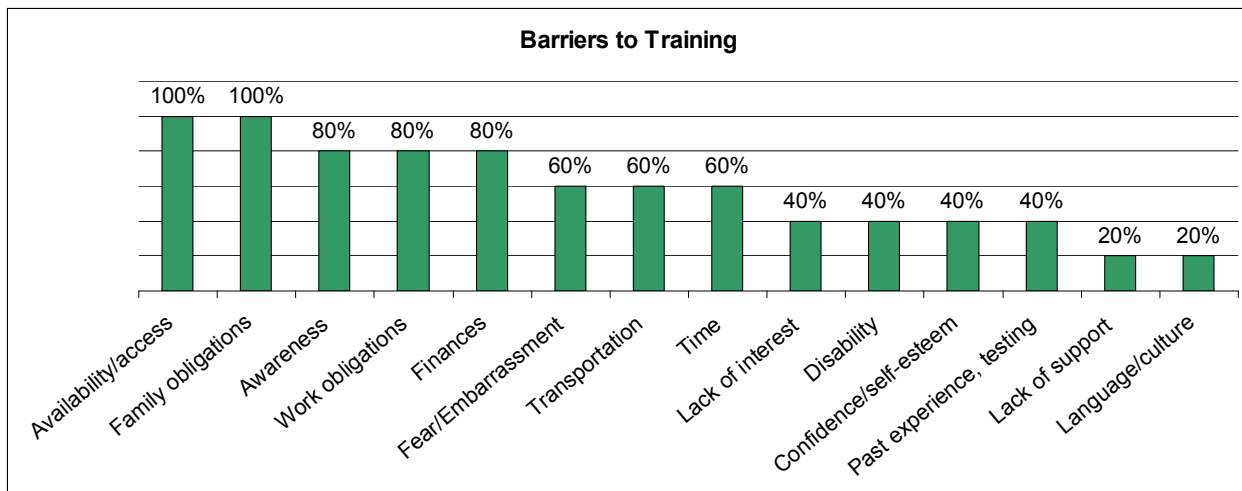
Question 4: What do you think would prevent your employees/volunteers/clients from taking advantage of training?

Trends identified were as follows:

Responses __	of 5	%
Availability/access to training	5/5	100%
Family obligations	5/5	100%
Awareness of training – where to find help	4/5	80%
Work obligations	4/5	80%
Finances	4/5	80%
Fear/Embarrassment (stigma attached)	3/5	60%
Transportation 3/5		60%
Time 3/5		60%
Lack of interest	2/5	40%
Disability (learning, physical)	2/5	40%
Lack of confidence, low self-esteem	2/5	40%
Past experience, testing	2/5	40%
Lack of support (emotional)	1/5	20%
Language and cultural issues	1/5	20%

The main barriers indicated were:

1. Availability and access to training, and family obligations
2. Awareness of training, work obligations, and finances



”Oral Communication is particularly a problem for ESL (English speakers of other languages) whereby workers may have the skills but are hampered by language barriers and cultural differences”

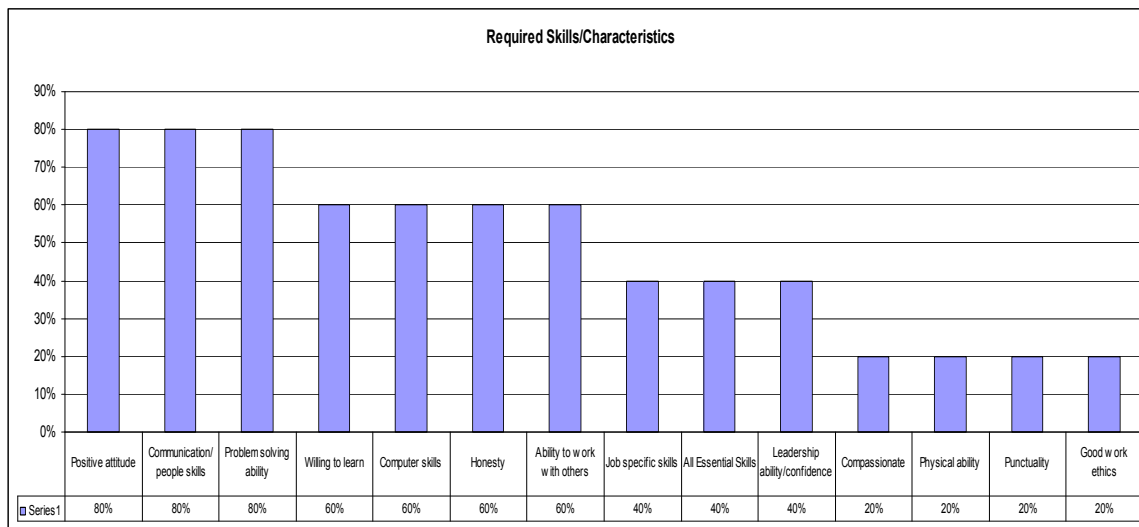
Question 5. What skills or characteristics do you consider important when hiring?

- Trends identified were as follows:

Responses	Total	%
Positive attitude	4/5	80%
Good Communication/people skills	4/5	80%
Good problem solving ability	4/5	80%
Willingness to learn	3/5	60%
Computer skills	3/5	60%
Honesty 3/5		60%
Ability to work with others	3/5	60%
Skills specific to the job	2/5	40%
All nine Essential Skills	2/5	40%
Leadership ability/confidence	2/5	40%
Compassionate 1/5		20%
Physical ability	1/5	20%
Punctuality 1/5		20%
Good work ethics	1/5	20%

Of all the skills and characteristics identified by focus group respondents, the majority of employers look for the following as main requirements when hiring:

1. Positive attitude, good communication skills, and problem solving ability.
2. Willingness to learn, computer skills, ability to work with others, and honesty.



“I would hire someone with a positive attitude over someone with more job specific skills and a poor attitude”

Question 6. What gaps do you see in the present system?

- Trends identified were as follows:

Responses
Getting the word out – awareness of available training
Need for computer skills
Attitude/lack of interest
Access to testing/help for those with learning disabilities
Access to information/where to find information – no “hub”
Time and pay to attend training
Problem-solving ability (thinking skills)
Document use – filling out forms, job applications, resumes
Continuous learning – need for follow-up in the workplace
Need for on-site learning – computers, cash registers, documents
Better access to GED tutoring and testing
Finding information in hard copy, most (government) forms are online

“It is hard for someone with low literacy to find information in the form of brochures and written material. Everything is online, not as many brochures/pamphlets around as there used to be”

“Academic criteria reached [for ABE] but do not have basic Essential Skills to succeed in the program”

Older Adults/Adult Learners, Tutors, Trainers, and Key Stakeholders that participated in Focus Groups identified similar gaps in the current system. All groups indicated there is a need for Essential Skills development in Computer Use and in using various documents such as job applications, rental applications, and other everyday use documents. The majority of respondents indicated a need for current material as well as the need for application of theory learned into practical use.

7.0 GAPS AND RECOMMENDATIONS

During the research process many gaps were identified by Older Adults, Tutors, Trainers, and Key Stakeholders who took part in Focus Groups and completed Interviews/Questionnaires.

Both Focus Group participants and Interview respondents indicated similar gaps in the current system. The following indicates the main gaps identified as well as recommendations for filling them.

7.1 Gaps Identified

Feedback from all respondents identified the following main gaps in the current system which need to be addressed:

1. Updated, student-appropriate material is needed to prepare learners for today's workplace.
2. There needs to be a universal documented process in place for tutors and students to learn application of Essential Skills from theory to practical use.
3. There is a need for computer use/training in basic computer skills and other technology use such as cash registers, using ATM machines and other technological tools.
4. Getting the word out - awareness of help available.

7.2. Recommendations

To address these issues, the following recommendations have been made:

1. Development of a tutor/learner training package that addresses Essential Skills development which includes a train the trainer guide, tutor handbook, and learning modules should be made a top priority.

2. A universal documented process for application of Essential Skills from theory to practical use should be put in place for use by all Laubach literacy tutors so that the curriculum is consistent throughout the province.
3. Computer Use/training in basic computer use should be an aspiration for all Councils. While it is not necessary that all Council tutors be proficient in computer use, it is important to embrace technology and have tutors and resources available to teach those who seek it.
4. There should be updated training for tutors which includes tutoring in Essential Skills to meet the demands in today's workplace.
5. Public awareness sessions are a necessity and should be done on a regular basis to promote help available for those seeking literacy services.

8.0 CONCLUSION

This is the completion of Phase II - the research and consultation component - of the Essential Skills Literacy Training: Tools for Older Adults Project. This comprehensive study has obtained feedback from a variety of perspectives, with adult stakeholders, literacy practitioners, and key stakeholders from the non-profit, public and business sectors giving input into the consultation process. Data collected from focus group and interview respondents throughout the province indicate that there is a definite need for Essential Skills Development training for older adults, as well as others who are entering or re-entering today's workforce. The next phase of the project is to apply this research to the development of an Essential Skills program to meet those needs.

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Appendix “A”

The following are some examples of PR generated by this study. In addition, on March 25, the Public Consultation Facilitator and Project Manager, Margie Lewis, appeared on *Corner Brook Café* with Wendy Woodland. This is a local TV show that airs throughout the province on all Rogers TV stations. Furthermore, as a result of press releases and other forms of publicity, the PCF was contacted to do a live interview on CBC Radio with Dorothy King on April 27.

For Immediate Release
15 October 2008

Newfoundland and Labrador Laubach Literacy Council Inc. announces the launch of “Essential Skills Literacy Training: Tools for Older Adults”

Corner Brook, NL – Newfoundland and Labrador Laubach Literacy Council Inc. (NLLLC) is pleased to announce the launch of the *Essential Skills Literacy Training: Tools for Older Adults* project. This is a 30 month project funded by Human Resources and Social Development Canada, through the Office of Literacy and Essential Skills.

Undertaken as a partnership initiative, this project will have a number of participating stakeholders including the College of the North Atlantic, the Community Education Network, the Employment Preparation Centre, the Rural Secretariat, the Department of Innovation Trade and Rural Development, and the Greater Corner Brook Board of Trade. Partners will provide guidance and support for the project as members of a project steering committee.

The project idea came about following consultations with literacy council representatives across the province that identified a gap in service provision for today’s adult learner. In the past few years, NLLLC has seen the average age of the learner change from those in their 20’s to those in their 40’s and beyond. In addition, this is a time when Newfoundland and Labrador is experiencing environmental changes where older workers are being called upon to fill gaps in the labour market left by a diminishing workforce. As the demand for workforce participation by older workers increases, NLLLC anticipates a growing need for literacy services to address essential skill development and workforce literacy of older adults. “This is an area of learning outside our current programming. There is a lack of essential skills content in our programming which limits the ability of our tutors to effectively work with individuals who require intervention in the area of essential skill development.” says Margie Lewis, Executive Director of the organization.

To achieve its goal of increasing literacy for this changing environment and to address the identified gap in service provision, NLLLC aims to develop an essential skills training package which includes a trainer manual, tutor handbook and learning modules which will be added as a core component to tutor resources and training and distributed to stakeholders across the country. The end product will help literacy practitioners better support older learners who want to improve and enhance essential skills and workplace literacy. The project is expected to benefit the business community by providing a service that can help older workers make an easier transition to a new workforce or adapt to changing technology on the job. The project will also increase awareness of the importance of essential skills in literacy programming and in the workplace.

Stephenville resident, Linda Collier, has been hired as the Public Consultation Facilitator for the research phase of this project. Ms. Collier will carry out a year-long province-wide consultation. She will examine the needs of older adults around essential skills and workplace literacy. “Through the consultation process we hope to gain a better understanding of where essential skills can be incorporated and integrated into our community-based literacy programs” says Collier. In addition, the consultation process will provide a forum for businesses and industry in the province who are interested in hiring older workers to identify essential skill needs which can be addressed in the materials developed through this project.

Anyone who wishes to have further information about this project or would like to participate in the research are invited to contact Margie Lewis at 1800 863 0373, or Linda Collier at 709 643 6699.

From The Western Star – February 2009

Tutors trained to teach English as a second language

STEPHENVILLE
The Western Star



Linda Collier, left, public consultant facilitator of the Newfoundland and Labrador Laubach Literacy Council, and Marsha Benoit, Bay St. George Literacy Council student co-ordinator, discuss the geographical area they cover. — Submitted Photo

The Bay St. George area has 15 new tutors trained in many of the skills needed to teach English as a second language. The training by the Bay St. George Literacy Council was carried out in partnership with Literacy Newfoundland and Labrador.

During the workshop, Muriel Chislett and Bev Hulan, Laubach tutor trainers, covered topics such as cultural awareness and differences, the challenge of change, language learning, real world communication, understanding speech sounds, total physical response (teaching and learning by actions) and skills assessment tools.

Linda Collier, public consultation facilitator with Newfoundland and Labrador Laubach Literacy Council, held a literacy focus group on essential skills literacy training.

Experienced and newly trained tutors discussed and gave feedback on literacy issues and needs in the province.

Collier will be holding focus groups throughout the province with tutors, businesses/organizations and older adults.

She will conducting telephone and online surveys to gather information to determine how to integrate essential skills training into the current Laubach training program.

Anyone whose mother tongue is not English and wants to improve their English speaking and/or writing skills can contact the literacy council to obtain this free service. Tutoring services in basic reading, writing and numeracy skills are also offered free of charge. For one-to-one tutoring, call 643-4121.

From The Georgian, February 17-23, 2009

NEWS •

THE GEORGIAN, STEPHENVILLE, NL, FEBRUARY 17-23, 2009 SECTION A PAGE 5



The Bay St. George Literacy Council recently trained 15 new tutors to teach English as a Second Language program. Front: Wendy Hobbs, Shelly Duffett, Muriel Chislett (tutor trainer with the literacy council), and Ina Chafey. Middle: Linda Collier (presenter and facilitator with NL Laubach Literacy Council), Holly Williams-Joy, Stephanie Hobbs, Sarah Lea Bennett, Lori Harnett and Gar AuCoin. Back: Marsha Benoit (student co-ordinator with the council), Vera-Lynn Morgan, Mag Pack (presenter), Cora Saunders and Stephen Penney. Missing: Stephanie McGean and Bev Hulan (council tutor trainer).

Literacy council trains tutors

SUBMITTED BY BEV HULAN

THE GEORGIAN

The Bay St. George Literacy Council recently trained 15 new tutors in many of the skills needed to teach English as a Second Language.

During the workshop, trainers Muriel Chislett and Bev Hulan covered topics such as cultural awareness and differences, the challenge of change, language learning, real world communication, understanding speech sounds,

teaching and learning by actions and skills assessment tools. Linda Collier, facilitator with Laubach Literacy Council, held a literacy focus group on essential skills literacy training.

Experienced and newly trained tutors discussed and gave feedback on literacy issues and needs in the province. The training program was in partnership with Literacy Newfoundland and Labrador.

Anyone whose mother tongue is not English and wants to improve their English speaking and/or writing skills can contact the Literacy Council to obtain this free service. Tutoring services in basic reading, writing and numeracy skills are also offered free of charge.

For more information, call 643-4121, e-mail bsgliteracy@hotmail.com or visit www.envision.ca/webs/bsgliteracy.

For Immediate Release

Essential Skills Literacy Training: Tools for Older Adults

13 March 2009

Newfoundland and Labrador Laubach Literacy Council Inc. invites participation in provincial workplace essential skills consultations

CORNER BROOK-Newfoundland and Labrador Laubach Literacy Council Inc. (NLLLC) is a registered, volunteer charitable organization providing literacy services throughout Newfoundland and Labrador. NLLLC provides free, confidential tutoring to adults in reading, writing and numeracy skills, operates a summer tutoring program for school-aged children with special literacy needs and tutors English to people who speak other languages.

NLLLC is currently carrying out a province-wide consultation as part of the “Essential Skills Literacy Training: Tools for Older Adults” project, funded by Human Resources and Social Development Canada, through the Office of Literacy and Essential Skills. The consultation will examine the needs of older adults around essential skills and workplace literacy. It will also examine the needs of business owners and industry for essential skill development of older workers. Information gathered from the consultations will inform the development of an essential skills literacy training package which will be added as a core component to the one-to-one tutoring program to be distributed to stakeholders across the country. The end product will consist of a training manual, tutor handbook and learner materials which will help literacy practitioner’s better support older learners who want to improve and enhance essential skills and workplace literacy.

Current and former Laubach Literacy tutors and trainers, business people, organization and agency representatives, local and provincial government officials and older adults (students, retirees who have returned to work or intend to, and those who would like to upgrade or improve their essential skills) are invited to take part in the study.

Over the next few months, NLLLC will be gathering information through interviews (telephone and one-on-one), and focus groups throughout the province. Focus groups are being scheduled between the middle of March and late May- tentative dates and locations include: Stephenville, late March; Grand Falls-Windsor, late April; Carbonear, early May and Port Hope Simpson, Labrador, mid May. NLLLC has funds available to cover travel related costs for participants in surrounding areas to attend the focus groups (must have prior approval). One-to-one interviews are also being conducted during this period of time.

Individuals who are unable to participate in a focus group or interview have the option of accessing the interview surveys on the Internet at NLLLC’s website. To complete an online survey, participants can go to <http://www.nald.ca/litweb/PROVINCE/nl/nlllc/news.htm> and enter the “Essential Skills Literacy Training: Tools for Older Adults project”. Choose the survey that is appropriate and once completed, click “Submit”. The response goes directly to Linda Collier, Public Consultation Facilitator by email.

To participate in a focus group, to arrange for an interview or to obtain further information, prospective participants are asked to contact Linda Collier, Public Consultation Facilitator, by phone at 709 643-6699 or by e-mail at publicconsultationfacilitator@gmail.com or contact NLLLC by calling 1800 863 0373, 709-634 5081 or by e-mail at Laubach@nf.aibn.com.

(Literacy Newfoundland and Labrador (LNL): Literacy Info (info@literacynl.com) March 24, 2009)

Essential Skills Literacy Training: Tools for Older Adults

Newfoundland and Labrador Laubach Literacy Council invites your participation in a province-wide consultation process to examine the needs of older adults in terms of essential skills and workplace literacy.

Essential Skills Literacy Training: Tools for Older Adults Project is inviting various stakeholders (**current and former tutors and trainers, business & organization representatives, and older adults** who are in the workplace, changing jobs, or looking to upgrade their skills) to participate. Information gathered will help in the development of an essential skills literacy training package which will help literacy practitioners better support older learners who want to improve and enhance essential skills and workplace literacy.

Questionnaires to gather information are now available, and can be done in person, over the telephone, or online at www.nald.ca/nlllc/ There are 5 categories: tutor, trainer, older adult, business, and organization - something for everyone! In addition, focus groups will be held throughout the province (these are tentatively scheduled for Stephenville in late March, Grand Falls - Windsor in late April, Carbonear in early May, and Port Hope Simpson in late May).

Laubach is hoping to have a strong response to this consultation, to gather the best possible information. Your participation is encouraged.

For more information call Linda Collier at 643-6699 or email publicconsultationfacilitator@gmail.com

(Community Services Council (CSC) Envision.ca)

March 1 - Newfoundland and Labrador Laubach Literacy Council, Inc.
May 31 **ESSENTIAL SKILLS LITERACY TRAINING: Tools for Older Adults**

Newfoundland and Labrador Laubach Literacy Council is in the process of conducting a province-wide consultation as part of the Essential Skills Literacy Training: Tools for Older Adults Project to examine the needs of older adults in terms of essential skills and workplace literacy. In addition to holding focus groups throughout the province (tentatively scheduled for Stephenville in late March, Grand Falls - Windsor in late April, Carbonear in early May, and Port Hope Simpson in late May), we are also inviting various stakeholders (current and former tutors and trainers, business & organization representatives, and older adults who are in the workplace, changing jobs, or looking to upgrade their skills) to complete questionnaires. These can be done in person, over the telephone, or online at www.nald.ca/nlilc/ There are 5 categories: tutor, trainer, older adult, business, and organization - something for everyone!

Information gathered will help in the development of an essential skills literacy training package which will help literacy practitioners better support older learners who want to improve and enhance essential skills and workplace literacy. For more information call Linda Collier at 643-6699 or email publicconsultationfacilitator@gmail.com

Location: Stephenville, Grand Falls-Windsor, Carbonear, Port Hope Simpson

Contact: Linda Collier
Ph: 709 643-6699 Fax: 709 634-2126
publicconsultationfacilitator@gmail.com

Nald.ca March 27, 2009



N.L. Laubach Literacy Council conducting survey on workplace literacy, essential skills

The [Newfoundland and Labrador Laubach Literacy Council](#) is in the process of conducting a province-wide consultation as part of the Essential Skills Literacy Training: Tools for Older Adults Project. The purpose of the project is to examine the needs of older adults in terms of essential skills and workplace literacy.

In addition to holding focus groups throughout the province (tentatively scheduled for Stephenville in late March, Grand Falls-Windsor in late April, Carbonear in early May and Port Hope Simpson in late May), the council also invites various stakeholders (current and former tutors and trainers, business and organization representatives, and older adults who are in the workplace, changing jobs, or looking to upgrade their skills) to complete questionnaires.

These can be done in person, over the telephone, or online at <http://www.nald.ca/nlllc/esl/surveys.htm>. There are five categories: tutor, trainer, older adult, business, and organization – something for everyone! The deadline for the submission of questionnaires is **May 15, 2009**.

Information gathered will aid in the development of an Essential Skills literacy training package that will help literacy practitioners better support older learners who want to improve and enhance workplace literacy and essential skills.

For more information call Linda Collier at 709 643-6699, email publicconsultationfacilitator@gmail.com or go to <http://www.nald.ca/nlllc/esl/esl.htm>.

(The Georgian, April 2009)

NEWS

Last updated at 9:54 AM on 21/04/09



Linda Collier is heading up a province-wide project to look at the needs of the province's aging workforce. Georgian photo

Aging workforce requires attention: Literacy group

BY CHRISTOPHER VAUGHAN

The Georgian

As Newfoundland and Labrador's workforce ages, so do the needs of the people employed in the province.

Census data from Statistics Canada shows the number of people in the province's workforce remained grew to almost 249,000 in 2006 from 246,000 in 1996.

In the same time period, the number of people aged 15 to 44 in the workforce shrank by just over 30,000; while the number of people aged 45 and above grew by almost 33,000 people.

In order to examine the changing workplace and literacy skills needed by older adults, as well as the needs of business and industry employers, the Newfoundland and Labrador Laubach Literacy Council is conducting province-wide consultations and focus group sessions.

Entitled Essential Skills Literacy Training: Tools for Old Adults, the project is being spearheaded by Linda Collier, Bay St. George resident and council facilitator.

"The whole project is based on developing a new training package that's going to address workplace and literacy essential skills in older adults," said Ms. Collier.

"There's a gap in the [education] system for older adult training and not only that, in our own [Laubach] programming, what we found is that over the years, we've just been addressing the basic skills like reading, writing and basic math - whereas now you need more in terms of computer use, and not only your own computer, but bank machines, everything is computers."

As an example, she said a mechanic working in this province years ago wouldn't need computer skills, but might now need an upgrade in their computer skills to help them stay competitive in the workforce.

Ms. Collier said once the consultations are complete, the data will be processed and then tutors will be able to offer expanded essential workplace and literacy skills training to those who need it.

A public consultation was already held in Stephenville, but another might be scheduled if there is enough public interest, said Ms. Collier. Consultations are set for Carbonear, April 29 to May 2; Grand Falls-Windsor, May 5 to 8; and Port Hope Simpson, May 27 to 31 [tentative]. For more information, or to inquire about completing the questionnaire oneself, contact Ms. Collier at 643-6699 or publicconsultationfacilitator@gmail.com. The council's website is www.nald.ca/nlllc/

(The Daily Business Buzz- May 2009)

Aging NL workforce requires attention: Literacy group

By **Christopher Vaughan, Transcontinental Media**

Source: The Georgian

[BAY ST. GEORGE, NL] - As Newfoundland and Labrador's **workforce** ages, so do the needs of the people employed in the province.

Census data from **Statistics Canada** shows the number of people in the province's workforce remained grew to almost 249,000 in 2006 from 246,000 in 1996. In the same time period, the number of people aged 15 to 44 in the workforce shrank by just over 30,000; while the number of people aged 45 and above grew by almost 33,000 people.

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"The whole project is based on developing a new training package that's going to address workplace and literacy essential skills in older adults," said Collier. "There's a gap in the **[education]** system for older adult training and not only that, in our own [Laubach] programming, what we found is that over the years, we've just been addressing the basic skills like reading, writing and basic math - whereas now you need more in terms of **computer use**, and not only your own computer, but **bank machines**, everything is computers."

As an example, she said a mechanic working in this province years ago wouldn't need computer skills, but might now need an upgrade in their computer skills to help them stay competitive in the workforce. Collier said once the consultations are complete, the data will be processed and then tutors will be able to offer expanded essential **workplace and literacy skills training** to those who need it.

(TheTelegram, Tuesday, April 28, 2009)

Laubach Literacy looking to expand services

Group targeting needs of older workers

By Everton McLean

THE TELEGRAM

The Newfoundland and Labrador Laubach Literacy Council Inc. is expanding its services, and it's looking for the public to tell the council exactly what kind of training people want.

The non-profit organization is holding public consultations to get ideas for the upgraded service. In particular, it's looking to older adults who are often returning to the workforce only to find they need computer skills' or training on new equipment.

Linda Collier, the session facilitator, said many people have come to the organization wondering if there's any workplace literacy program for them.

"They might have been working at a store for years and years and never used a computer and suddenly they have to use them," she said.

"Or someone who's been a teacher may decide to go back to work at something totally different"

Traditionally, Laubach Literacy provided basic reading, writing and numeracy tutoring for people, but with the prevalence of computer use in today's workforce, and with more retired people deciding a part-time job is a good idea, other essential skills need to be taught.

Collier said the organization is also looking to businesses and other groups to provide input on what skills they require workers to have and where they think Laubach's resources should be applied.

"We will also get businesses and organizations involved to determine what needs they've identified in their employees," she said.

So far she's had one conference with businesses, so she said they are not yet ready to say what exactly is needed and what isn't.

She did say, however, that the program wouldn't overlap or take away from anything offered by the colleges or university as it would instead offer rudimentary training.

The upcoming sessions are being held at Carbonear from April 29-May 2; Grand Falls-Wmdsor, May 5-8; and Port Hope Simpson, Labrador May 27-31.

Limited funding is available to cover travel costs for participants in surrounding areas to attend focus groups, with prior approval. To register or for more information, call Linda Collier at 643-6699 or e-mail publicconsultationfacilitator@gmail.com.



(The Georgian – May26-31, 2009)



Literacy group looks to improve older adult training

THE GEORGIAN

Pam Bennett listens as Bonnie Rotchford makes a comment. Christopher Vaughan photos

It was an opportunity to discuss and explore the needs of older adults in terms of essential skills and workplace literacy training.

Various community and business members in the Bay St George area were invited by the NL Laubach Uteracy Council to a meeting on May 19 -to help the council find out how a new training package would better support older learners wanting to improve workplace literacy skills.

At the beginning of the consultation, participants were asked to approach a map of the province and place a marker on the town they were originally from. The exercise was used to demonstrate the various levels of literacy skills needed to complete the seemingly simple task.

"Just looking at the map in general maybe you could identify which essential skills were used in just doing that:" said Linda Collier, the meeting's leader.

Participants identified such necessary skills as thinking, reading, document use and oral communications.

"Obviously none of us has an issue with literacy skills because we all went up and did it. None of us of hesitated, paused, or worried about it:" said participant Pam Bennett.

"Rut if you have issues with maps or document use, that would have been a very, very stressful task to do:"

Participants also used the meeting as a forum to discuss other needs related to older adults - including barriers to educational programs or government services, computer and Internet skills, and gaps in current literacy programs.

This session was one of several being held by the literacy council across the province. Ms. Collier is expected to travel to Port Hope Simpson and Bay Roberts in the coming weeks.

For more information, or to contribute to the project, call 643-6699, email publicconsultationfacilitator@gmail.com, or visit www.nald.ca/nlllc/





N.L. Laubach Literacy Council hosting focus group sessions on Essential Skills Literacy Training: Tools for Older Adults Project

The Newfoundland and Labrador Laubach Literacy Council (NLLLC) invites the public to attend **one of two** focus group sessions on literacy and workplace essential skills on Monday, June 22, in the meeting room of the Super 8 Hotel in St. John's.

The morning session (9:30 - 11:30) is for business people who are invited to share their knowledge of workplace needs in terms of literacy and essential skills for work. With the elimination of mandatory retirement, more and more older adults are working or re-entering the workforce in a different role. Do you have employees who could use essential skills enhancement in areas such as oral communications, document use, thinking, and working with others? Do you plan on recruiting retired workers? If so, this session is for you.

The afternoon session (1:30 - 3:30) is for all literacy stakeholders – organizations, tutors, older adults returning to work or wishing to enhance or diversify their skills. Anyone who has a vested interest in training needs/suggestions for training is invited to attend this session and share their knowledge of literacy and essential skills for work.

There is **no charge** to attend and a limited amount of funds are available to cover travel-related costs for participants in surrounding areas who wish to attend (***funding is limited and participants must have prior approval***).

Information gathered will help in the development of an essential skills literacy training package designed to help literacy practitioners better support older learners who want to improve and enhance essential skills and workplace literacy.

To register call Linda Collier at 709-643-6699 or email publicconsultationfacilitator@gmail.com by June 18 (please indicate which session you will be attending).-30-

Contact:

Linda Collier

Public Consultation Facilitator

Newfoundland and Labrador Laubach Literacy Council, Inc.

Telephone 709 643-6699

www.nald.ca/nlllc

Community Services Council (CSC) Envision.ca

Calendar of Events for All Regions

June 2009

Newfoundland and Labrador Laubach Literacy Council

FOCUS GROUP SESSIONS

Newfoundland and Labrador Laubach Literacy Council (NLLLC) invites public participation by taking part in focus group sessions on literacy and workplace essential skills.

The morning session (9:30 - 11:30) is for business people, whom we invite to share their knowledge of workplace needs in terms of literacy and essential skills for work. With the elimination of mandatory retirement, we find that more older adults are working or re-entering the workforce in a different role. Do you have employees who could use essential skills enhancement in areas such as oral communications, document use, thinking, and working with others? Do you plan on recruiting retired workers? If so, this session is for you.

The afternoon session (1:30 - 3:30) is for all literacy stakeholders - organizations, tutors, older adults returning to work or wishing to enhance or diversify their skills. We invite anyone who has a vested interest in training needs/suggestions for training to come along to this session and share their knowledge of literacy and essential skills for work.

There is no charge to attend and a limited amount of funds are available to cover travel related costs for participants in surrounding areas who wish to attend (funding is limited and participants must have prior approval).

Information gathered will help in the development of an essential skills literacy training package which will help literacy practitioners better support older learners who want to improve and enhance essential skills and workplace literacy.

Register by June 18

Location: Meeting Room, Super 8 Hotel, St. John's

Cost/Admission: no charge

Contact: Linda Collier

Ph: 709-643-6699 Fax: 709-634-2126

publicconsultationfacilitator@gmail.com

Wanted: Businesses with Vision.

Wake up - join us for coffee.

June 22 at 9:30 - Boardroom, Super 8 Hotel

Do you have employees who could use essential skills enhancement in areas such as oral communications, document use, thinking, and working with others? Do you plan on recruiting retired workers? With the elimination of mandatory retirement, more older adults are working or re-entering the workforce in a different role. Come share your knowledge of workplace needs in terms of literacy and essential skills for work over complimentary morning coffee. There is no charge to register and funds are available to cover travel-related costs for participants in surrounding areas to travel to St John's (funding is limited and participants must have prior approval). To register or for more information on this session hosted by Newfoundland and Labrador Laubach Literacy Council, call Linda Collier at (709)643-6699 or email laubach@nf.aibn.com.

The press release below was posted on the NALD website on September 18, 2009



Newfoundland and Labrador Laubach Literacy Council nears completion of Phase 2, Essential Skills Literacy Training: Tools for Older Adults Project

CORNER BROOK, NL – Newfoundland and Labrador Laubach Literacy Council Inc. (NLLLC) is nearing completion of Phase 2 of a province-wide consultation to examine the needs of older adults in terms of essential skills and workplace literacy as well as the needs of business owners and industry for essential skill development of older workers.

Focus groups and interviews were carried out throughout the province with adult stakeholders, literacy practitioners, and key stakeholders from the non-profit, public and business sectors giving input into the consultation process.

The information that has been gathered from this process will guide the development of an Essential Skills literacy training package which will be added as a core component to the one-to-one tutoring program to be distributed to stakeholders across the country. The end product will consist of a training manual, tutor handbook, and learner materials which will help literacy practitioners to better support older learners who want to improve and enhance essential skills and workplace literacy.

NLLLC invites the public to view findings from the research and consultation process and project report, which will be posted on the NLLLC website - www.nald.ca/nlllc - by late September.

NLLLC is a registered, volunteer charitable organization providing literacy services throughout Newfoundland and Labrador. It provides free, confidential tutoring to adults in reading, writing and numeracy skills, operates a summer tutoring program for school-aged children with special literacy needs and tutors English to people who speak other languages.

Thanks to everyone who participated in the study. For more information, contact Linda Collier, Public Consultation Facilitator, at publicconsultationfacilitator@gmail.com or Margie Lewis, Executive Director of NLLLC at laubach@nf.aibn.com.

This project was funded by Human Resources and Social Development Canada, through the Office of Literacy and Essential Skills.

Appendix “B”

**Essential Skills Literacy: Training Tools for Older Adults
Steering Committee
TERMS OF REFERENCE**

The Essential Skills Literacy: Training Tools for Older Adults Steering Committee is a working committee that guides and oversees the activities of the Executive Director, Public Consultation Facilitator, Training Package Development Facilitator and the Project Evaluator to ensure that the work being carried out will meet contract obligations and the objectives of the Newfoundland and Labrador Laubach Literacy Council Inc. (NLLLC) project proposal. The Steering Committee will provide overall direction and support for the project from its inception to conclusion.

Date established: November 5, 2008

Committee Type: Ad hoc committee

Purpose: To oversee the Essential Skills Literacy: Training Tools for Older Adults project.

Specific Areas of Responsibility:

- 1) The committee will work with staff to implement a research plan and consultation process that will meet the goals and objectives set out in the proposal;
- 2) The committee will work with staff to implement a training package development plan that will meet the goals and objectives set out in the proposal;
- 3) The committee will work with staff to implement a plan to field test developed materials with trainers and older adults to meet the goals and objectives set out in the proposal;
- 4) The committee will ensure that an appropriate formative and summative evaluation process is established for the project;

The members of the Committee will:

- Support all staff by:
 - Providing advice and guidance on development and implementation of all project activities;
 - Ensuring that the tasks required to achieve project goals are completed
 - Ensuring that all reports and other documentation are submitted as required by the funding body.
- Participate in an evaluation process by providing feedback and recommendations for project improvement;
- Review and critique draft work provided by staff;
- Identify community resources that can provide input into the project;
- Other duties as determined by the committee and approved by the board

Composition/Membership: The committee will consist of the Executive Director of the NLLLC, NLLLC Board member(s), project staff and member representatives from project partners.

Chairperson: A member of NLLLC board of directors, appointed by the board.

Term: For the duration of the Project.

Meetings: The committee will meet once a month, more if required. E-mail will be used whenever possible to alleviate the need for extra meetings.

Reporting: Committee will keep minutes of the meeting.

Review and Approval: These Terms of Reference will be reviewed as part of the formative evaluation to ensure relevance to project activities.

Decision making: Decisions will be made through achieving consensus.

November 1, 2008

Appendix “C”

**Newfoundland and Labrador Laubach Literacy Council
Linda Collier, Public Consultation Facilitator**

WORKPLAN

September 29, 2008 – September 25, 2009

Goal 1: To lay the foundation for research and development of the *Essential Skills Literacy Training Tools for Older Adults* project.

Expected Outcome

A thorough knowledge and understanding of NLLLC and its affiliates, which will enable me to develop an effective action plan to implement Phase 2 of the project.

Objective 1: To explore venues to determine what strategic directions to follow in order to lay the foundation for research and development of the project.

Activity	Target Date
Review and read documents pertaining to literacy development.	Oct. 24/08
Research NLLLC, NALD, and literacy affiliated websites.	Oct. 30/08
Consult with Executive Director, Board members, and Steering Committee to discuss project goals and implementation.	Nov. 5/08

Goal 2: Develop a workplan of events, times, and places for duration of public consultation process.

Expected Outcome: A documented timeline that will keep me organized and on track, utilizing effective time management.

Objective 1: To create a workplan that will address all criteria related to Phase 2 of the project.

Activity	Target Date
Review project <i>Essential Skills Literacy Training Tools for Older Adults</i> and determine a strategy to carry out the public consultation process.	Oct. 3/08
Develop draft of workplan and submit to Executive Director for board approval.	Oct. 10/08
Finalize workplan for review at Steering Committee meeting.	Oct. 24/08

Goal 3: Carry out a province wide consultation to determine essential skills training required to bring current skills up to levels required in today's workplace.

Expected Outcome: To compile sufficient data for the development of a training program which includes essential skills training for adults.

Objective 1: Identify essential skills needs of target group and employers.

Activity	Target date
Carry out literature review of existing and relevant literacy (databases, documents, and literature on essential skills) to determine and identify research objectives and questions to be answered.	Nov. 15/08
Consult with appropriate information providers.	Nov. 15/08

Objective 2: Identify where essential skills are addressed and where gaps exist in current training/tutoring materials.

Activity	Target Date
Consult with Laubach Literacy Trainers, Tutors, and Learners for their input on how essential skills may already be incorporated into one-to-one tutoring, and gather their opinion on what gaps they identify in the present training model as it relates to essential skills.	Ongoing

Objective 3: Develop consultation plan to collect data.

Activity	Target Date
Develop a province-wide contact list, which includes stakeholders, adult learners, literacy practitioners, and employers.	Nov. 30/08
Define and develop research tools including interview and focus group tools such as surveys and questionnaires, along with a strategy for carrying out these activities.	Dec. 15/08

Objective 4: Conduct research and public consultations throughout the province.

Activity	Target Date
Contact possible participants to be involved in public consultations.	Ongoing
Organize public consultations (select and book venues to hold meetings, focus groups, interviews, etc.; and set up appropriate amenities, accommodations and travel)	As required
<u>Carry out research activities.</u>	
<ul style="list-style-type: none"> a. Conduct focus groups in 4 regions of the province. Anticipated total of 12 focus groups (3 per region – 10 people per group consisting of tutors, older adults, and key stakeholders. <ul style="list-style-type: none"> 1. Western region: Located in Stephenville and will include participants from Corner Brook to Rocky Harbour. 2. Central region: Located in Grand Falls and will include participants from Grand Falls, Gander and Baie D’Espoir. 3. Eastern region: Located in Clarenville (to be confirmed) and will include participants from St. John’s to the Burin Peninsula 4. Labrador region: Located in Port Hope Simpson or Cartwright (to be confirmed), and will include participants from eastern communities to Central Labrador (Goose Bay). b. Conduct telephone and face-to-face interviews with tutors, older adults, and key stakeholders. 	<ul style="list-style-type: none"> Jan – July 2009 Jan./Feb. Feb/Mar April/May June/July Ongoing

Objective 5: To develop a report, based on data collected, for presentation to TPDF (Phase 3 of the project).

Activity	Target date
Analyze data collected, identifying themes for development of training package modules.	July 31/09
Present findings to trainers/stakeholders for review and feedback.	Aug. 15/09
Hold workshops/presentations based on findings to determine how identified needed essential skills can be translated into tools for one-one-one tutoring.	Sept. 10/09
Determine how identified needed essential skills can be translated into tools for one-on-one tutoring.	Sept. 15/09
Present recommendations for proceeding to next level.	Sept. 20/09
Complete research report based on public consultations, including recommendations for topics to be included in development of training package (to be developed in Phase 3)	Sept. 25/08

Objective 6: Increase the organization's profile in the communities where Laubach councils exist, as well as across Newfoundland and Labrador and throughout the country.

Activity	Target date
Press releases, Public Service Announcements, Newspaper coverage of events/sessions held throughout the province.	Ongoing
Information on NLLLC, NALD, LNL, EnVision websites.	Ongoing
Promotion in <i>Laubach Links</i> , BSGLC's newsletter <i>Literacy Talk</i> ; (others)	Nov. 30/08
Follow-up coverage in <i>Laubach Links</i> , <i>Literacy Talk</i> , (others)	Sept. 30/09
Personal contact.	Ongoing

Objective 7: To promote life-long learning with emphasis on the importance of essential skills development.

Activity	Target date
Newspaper coverage of events.	Ongoing
Promotion via email, website, personal contact, posters/signs in public venues, presentations, and public events.	Ongoing

Appendix “D”

Newfoundland and Labrador Laubach Literacy Council, Inc.
Essential Skills Literacy Training Tools for Older Adults Project

January 20, 2009

Dear Participant:

Newfoundland and Labrador Laubach Literacy Council, Inc. (NLLLC) is carrying out a research study throughout the province to examine the need for essential skills literacy training for older adults. Because there no longer is a required age for people to retire and there is a growing demand for older workers to return to work, NLLLC feels there will be an increased need for literacy services to address essential skill development and workforce literacy.

NLLLC presently offers adult learners **free tutoring** in basic reading and writing, as well as some basic help with other programs. We would like to carry this further by helping people to further develop their essential skills (see attached information sheet). We can do this by training our volunteer tutors so that they can better help with this essential skill development.

We need your input in order to develop the best possible training package. You can do this by volunteering to complete a short questionnaire. Someone will contact you in the coming weeks as a follow-up to this letter. If you agree to participate, we will send you an Information Request Form and a Questionnaire containing the questions you will be asked during the interview, which will either be by telephone or face-to-face. Any information you share will be strictly confidential. Also, the questionnaires will be available shortly on our website at www.nald.ca/nlllc/ so you can fill in your survey online if you prefer to do so.

Enclosed is some information on essential skills which you might find helpful. If you have any questions or would like more information, please call me at (709)643-6699 or email publicconsultationfacilitator@gmail.com. I look forward to speaking with you soon.

Sincerely,

Linda Collier
Public Consultation Facilitator

Enclosure

Newfoundland and Labrador Laubach Literacy Council, Inc. Essential Skills Literacy Training Tools for Older Adults Project

Dear Participant:

Newfoundland and Labrador Laubach Literacy Council, Inc. (NLLLC) is currently conducting a research study throughout the province to examine the need for essential skills literacy training for older adults. With the elimination of mandatory retirement and a growing demand for workforce participation by older workers, NLLLC anticipates an increased need for literacy services to address essential skill development and workforce literacy of older adults making a workplace transition.

NLLLC currently offers Basic Tutor Training, as well as English as Second Language (ESL) Training for its tutors and members. These training programs focus primarily on providing tools for tutors to work with low-level readers; however, individuals who seek our services have needs beyond this focus. For instance, tutors are asked to provide help and support for individuals as they attend ABE programs or prepare for CAAT or GED exams. Individuals also access tutoring to obtain help with health concerns or with computer literacy so that they can keep pace with changes in their home life and/or workplace. In addition, NLLLC has seen the average age of the learner change from those in their 20's to those in their 40's and beyond. As a result of these changes, local councils constantly have to improvise in their tutoring in order to meet these changing needs.

With the current changes in the workforce brought about by demographics and the elimination of mandatory retirement, as well as the changes in technology, NLLLC feels it is necessary to upgrade the present tutor training program by incorporating essential skills training in its curriculum. Although essential skills has been addressed by councils to some degree over the years (e.g. life skills), there is no formal training protocol in place. NLLLC aims to develop a standardized training package to be used by all trainers and tutors that will improve and enhance essential skills and workplace literacy skills of older adults so that they will be able to fully participate in the community. This will not only be of tremendous benefit to tutors and learners, but also to the business community by providing a means to help older workers make an easier transition to a new job or increase the capacity of workers to adapt to changing technology.

In order to develop the best possible training package, we need input from adult learners, trainers, and community stakeholders. We ask that you aid us in this endeavour by volunteering to complete a short questionnaire. Someone will call to confirm your participation in this survey. If you agree to participate, you will be forwarded a Questionnaire containing the questions you

will be asked during the interview, which will either be by telephone or face-to-face. Any information you share will be held in strict confidentiality. Also, you can fill out your survey online at www.nald.ca/nlllc/ by clicking on the *News* button on the home page. There is also a link that you can access whenever needed which gives you information on the project and on essential skills.

If you have any questions or would like further information on this project, please call me at (709)643-6699 or email publicconsultationfacilitator@gmail.com. I look forward to your participation.

Sincerely,

Linda Collier
Public Consultation Facilitator

Enclosure

Newfoundland and Labrador Laubach Literacy Council, Inc.
Essential Skills Literacy Training: Tools for Older Adults Project

Dear Participant,

Thank you for agreeing to participate in the Essential Skills Literacy Training: Tools for Older Adults project. To assist in the interview and to help us use your interview time more effectively, we request that you please fill out the attached Information Request Form. Your completed form can be returned to us by faxing it to 709 634-2126 or by mailing it to the address below so that we can make arrangements for your interview time. The interview should take approximately 20 minutes to complete.

If you **do not** wish to do an interview, but would like to take part in the survey, you can send your completed forms to Linda Collier, 3 Balm Place, Stephenville, NL A2N 1B9, fax them to Margie Lewis at 709 634-2126, or fill in your survey **online at www.nald.ca/nlllc/**

Thank you again for your participation. Please be assured that all information you provide will remain confidential. If you need more information, please call me at any time at 709 643-6699.

Sincerely,

Linda Collier
Public Consultation Facilitator

attachment

Newfoundland and Labrador Laubach Literacy Council, Inc.
Essential Skills Literacy Training: Tools for Older Adults Project

Dear Participant,

Thank you for agreeing to take part in our *Essential Skills Literacy Training: Tools for Older Adults* online survey. Attached is some information that you might find helpful when filling out your survey.

We appreciate you taking time out of your busy day to do this. With input from people such as you we hope to be able to fulfill the aim of our *Essential Skills Literacy Training: Tools for Older Adults* project, which is to develop the best possible training package to meet the literacy and essential skills needs of today's workforce. This package, which will be added as a core component to the one-to-one tutoring program, will consist of a training manual, tutor handbook and learner materials which will help literacy practitioners to better support older learners who want to improve and enhance essential skills and workplace literacy.

You can access your survey online at www.nald.ca/nlllc/. Just click on the *News* section in the *Home* page and you will be directed to the surveys. Once you are finished, click *Submit* and the survey response comes directly to my email. If you have any questions while filling out your survey, feel free to call me any time at (709) 643-6699.

Thank you for your participation in this very important research. Please be assured that all information you provide will remain confidential.

Sincerely,

Linda Collier
Public Consultation Facilitator

Attachment

Consent Form for Participation in Research

I, _____ hereby consent to be a research participant for the Essential Skills Literacy Training Tools for Older Adults Project.

- Details of procedures and information on the purpose of this study have been explained to my satisfaction.
- I agree to my information and participation being recorded on tape/videotape or photograph.
- I understand that I will not directly benefit from taking part in this research.
- My participation is totally voluntary. I am free to withdraw from the study, to answer particular questions, or withdraw my consent at any time.
- I understand that while information gained in this study will be published as explained, all information will remain confidential and I will not be identified in this study.

Participant's signature _____ Date _____

I certify that I have explained this study to the volunteer and consider that s/he understands what is involved and freely consents to participation.

Researcher's name _____

Researcher's signature _____ Date _____

Check which component of the research individual participated in:

- Focus group Details: _____
- Face-to-face Interview
- Telephone Interview

Information Request Form
Essential Skills Literacy Training: Tools for Older Adults Project

Name: _____

Address: _____

Telephone: _____ Fax: _____ Email: _____

Please check all that apply: Tutor Trainer Council member Council executive
 Former Tutor Former Council Member

Name of Council: _____ Location: _____

Preferred interview style (please check one) Telephone Face to Face

Please indicate preferred interview time and date:

Option 1. _____ (time of day) on _____ (date)

Option 2: _____ (time of day) on _____ (date)

Please note: You can also fill out your survey online. Just go to the Newfoundland and Labrador Laubach Literacy Council website at www.nald.ca/nlllc/ and click on the News section. It will take you to the *Surveys* and *Information on the Essential Skills Literacy Training: Tools for Older Adults project*. Once you fill out your survey and click on *Submit*, the responses go directly to my email publicconsultationfacilitator@gmail.com

1. Are there other individuals you feel we should contact who could provide valuable information to the Essential Skills Literacy Training for Older Adults Project?
 Please provide names and contact information.

2. Your input is very important to us in laying the groundwork for the development of an essential skills training program. Would you be interested in being part of the development process? Yes No
 Comments (optional): _____

Thank you for completing this form and for agreeing to do an interview. Please fax this completed form to (709)634-2126 or mail to Linda Collier, Public Consultation Facilitator, at the address below.

Information Request Form (Adult Stakeholders)
Essential Skills Literacy Training: Tools for Older Adults Project

Name: _____

Address: _____

Telephone: _____ Fax: _____ Email: _____

Preferred interview style (please check one) Telephone Face to Face

Please indicate preferred interview time and date:

Option 1. _____ (time of day) on _____ (date)

Option 2: _____ (time of day) on _____ (date)

Please note: You can also fill out your survey online. Just go to the Newfoundland and Labrador Laubach Literacy Council website at www.nald.ca/nlllc/ and click on the News section. It will take you to the *Surveys* and *Information on the Essential Skills Literacy Training: Tools for Older Adults project*. Once you fill out your survey and click on *Submit*, the responses go directly to my email publicconsultationfacilitator@gmail.com

Please check all that apply:

- I am a student I am employed I am looking for work
 I am retired I'd like to return to work I'd like to return to school
 I am interested in learning about Essential Skills Training
 I would like to take part in Essential Skills Training.

I am interested in developing the following essential skills:

- Reading text Document Use Numeracy
 Thinking Skills Computer Use Working with others
 Writing Oral Communication Continuous Learning

Comments (optional): _____

Thank you for completing this form and for agreeing to do an interview. Please fax this completed form to (709)634-2126 or mail to Linda Collier, Public Consultation Facilitator, at the address below.

Protocol for Interview and Write-Up

Before the interview:

- Read and become familiar with each of the documents that are included in your Interview package.

Documents: Protocol for Interview and Write-Up, Report request sheet to record interviewees who want a copy of the report, Questionnaire pertaining to the category you are interviewing (Tutor, Trainer, Older Adult, Business, Organization).

- At least 2 days before the scheduled interview time, call the person you will be interviewing to confirm the interview time and date. If that person is unable to do the interview as scheduled, please arrange an alternate time that would be convenient to both parties. If, for some reason, you are not able to conduct the interview at the scheduled time, please call the interviewee to reschedule.
- Have all appropriate documents ready for each interview. If completing the interview via telephone, have a notebook ready to record any additional information that might be relevant to the study.

During the interview:

- Verify the telephone number. Ensure you are speaking to the correct person before proceeding with the interview.
- Introduce yourself to the interviewee by saying the following:

Hello, my name is _____, I am calling on behalf of the Newfoundland and Labrador Laubach Literacy Council. Thank you for agreeing to participate in the

Essential Skills Literacy Training Tools for Older Adults Project. The purpose of this study is to gather information which will assist the Council in the development of a training package that includes Essential Skills development.

The interview will take approximately 20 minutes. Before we begin, I'd like to explain what we'll be doing in the interview and answer any questions you might have. Are you familiar with the term Essential Skills? (if not, explain)

- If using a recorder, please ask the interviewee permission to do so as follows:
“With your permission, I would like to audio record our interview as it would better focus on our conversation. Is this acceptable to you? (Pause) Do you have any questions before we begin?”
- Proceed with the interview as follows: “I would like to start by asking

After the interview:

- Thank the participant. “Thank you for sharing your thoughts with us today. We appreciate your time. Your opinion is valuable in providing important information which will contribute to the success of the study. If you have any questions or wish to contribute any additional information that would benefit the study, please call Linda at (709) 643-6699. Thank you again for your time. Have a nice day.”

Newfoundland and Labrador Laubach Literacy Council, Inc.
Essential Skills Literacy Training Tools for Older Adults
Interview Questionnaire – Key Stakeholders (Older Adults)

Deadline for submission: May 15, 2009

I understand that my participation in this study is voluntary. Details have been explained to my satisfaction. I understand that I will not directly benefit from taking part in this research. I understand that while information gained in this study will be published as explained, all information will remain confidential and I will not be identified in this study.

Name: _____

Date: _____

What region in Newfoundland and Labrador do you live: _____

Thank you for agreeing to take part in this survey. As a result of elimination of mandatory retirement and a growing demand for workforce participation by older workers, NLLLC anticipates an increased need for literacy services to address essential skill development and workforce literacy of older adults making a workplace transition. Your input is important in order for NLLLC to develop the best possible program to meet your needs. Aim of this study:

1. To realize the need for essential skills and how they are integrated into tutoring/ training/the workplace/everyday life.
2. To obtain feedback from key stakeholders to:
 - a) Identify your needs for essential skill development,
 - b) Identify if/where/how essential skills needs are met; and
 - c) Identify gaps that occur in the present system.
3. To gather information to determine how to best meet essential skills training needs and incorporate it into the current training offered by NLLLC.

1. Which essential skills do you use? Reading Text Document Use Numeracy
 Oral Communication Thinking Skills Computer Use Writing
 Working with others Continuous Learning

2. Which essential skills do you lack in your everyday life? Reading Text Numeracy
 Document Use Oral Communication Thinking Skills Computer Use
 Writing Working with others Continuous Learning

3. NLLLC currently offers training for its tutors and members which enables them to tutor adults (free of charge) in basic reading, writing, and math skills. However, individuals who seek our services have needs beyond this. Which essential skills do you consider important for the workplace?
 Reading text Document Use Numeracy
 Oral Communication Thinking Skills Computer Use
 Writing Working with others Continuous Learning

4. Would training in essential skills benefit you? ___ Yes ___ No ___ I don't know
If **yes**, which courses in essential skills would you be interested in taking? Please number in order of importance with #1 being most important.

___ Reading text ___ Document Use ___ Numeracy ___ Oral Communication
___ Thinking Skills ___ Computer Use ___ Writing ___ Working with others
___ Continuous Learning

5. Is there anything that would prevent you from taking advantage of essential skills training? ___ Yes ___ No If yes, please list reasons. Examples: work commitment, home commitment, child care, finances, transportation (*please explain*).

6. If you are employed, does your workplace/organization have an employee training program? ___ Yes ___ No ___ I don't know

If so, is the current training program addressing essential skills development?
___ Yes ___ No ___ I don't know

If yes, which essential skills are being taught? How? _____

7. I am (please check all that apply): ___ a student ___ employed ___ retired
___ unemployed, looking for work ___ unemployed, **not** looking for work

I would like more information on tutoring services, please contact me.

Telephone _____ Email _____

8. Additional comments: _____

Thank you for participating in this study.

Newfoundland and Labrador Laubach Literacy Council, Inc.

Essential Skills Literacy Training Tools for Older Adults
Interview Questionnaire – Tutors

Deadline for submission: May 15, 2009

I understand that my participation in this study is voluntary. Details have been explained to my satisfaction. I understand that I will not directly benefit from taking part in this research. I understand that while information gained in this study will be published as explained, all information will remain confidential and I will not be identified in this study.

Name: _____ Date: _____

Name of Council or organization: _____

What region in Newfoundland and Labrador do you live? _____

Thank you for agreeing to take part in this survey. As indicated in an earlier correspondence, Newfoundland and Labrador Laubach Literacy Council, Inc. (NLLLC) is conducting a provincial research study to examine the need for essential skills literacy training for older adults. As a result of elimination of mandatory retirement and a growing demand for workforce participation by older workers, NLLLC anticipates an increased need for literacy services to address essential skill development and workforce literacy of older adults making a workplace transition. Your input is very important.

Aim:

1. To realize the need for essential skills and how they are integrated into tutoring/ training/the workplace/everyday life.
 2. To obtain feedback from tutors and trainers to identify:
 - a) Adult learner's needs for essential skill development in their current learning program which will be important in the workplace,
 - b) Where/how the current learning program addresses essential skills
 - c) Gaps that occur in the present learning system
 - d) Tutor's needs for tutoring essential skill development in their current tutoring program which will be important in the workplace,
 - e) Where/how the current tutoring program addresses essential skills
 - f) Gaps that occur in the present tutoring system
 3. To gather information to determine how to best integrate essential skills training into the current Laubach training
1. As a tutor, are you teaching essential skills? ___ Yes ___ No ___ I don't know If yes, which ones? How?

2. Do you have or have you had adult learners that could benefit from training in essential skills? ___ Yes ___ No If yes, which essential skills? Please check those that apply.

___ Reading text ___ Document Use ___ Numeracy
___ Thinking Skills ___ Computer Use ___ Working with others
___ Writing ___ Oral Communication ___ Continuous Learning

3. NLLLC currently offers Basic Tutor Training, as well as English as Second Language (ESL) Training for its tutors and members. These training programs focus primarily on providing tools for tutors to work with low-level readers; however, individuals who seek our services have needs beyond this focus. What gaps do you see in the present system?

4. What tools (resource materials) for teaching essential skills do you need that would be of use to you in your tutoring?

5. Which courses in essential skills would you be interested in having your adult learner(s) avail of? Number 1 – 9 in order of importance (1 being most important).

___ Reading text ___ Document Use ___ Numeracy
___ Thinking Skills ___ Computer Use ___ Working with others
___ Writing ___ Oral Communication ___ Continuous Learning

6. What do you think would prevent adult learners from taking advantage of essential skills training? Please list as many reasons as you can.

7. Please list suggestions on how you would incorporate essential skills into training.

8. What skills or characteristics do you consider important assets for adult learners to possess in order to find gainful employment in today's workplace? Why? Please list in order of importance.

9. What lack of essential skills have you observed in today's workforce that could be addressed through essential skills development training?

10. As a tutor, what essential skills would you like to see incorporated into the present training program?

11. Would you, as a tutor, take advantage of essential skills training if it were offered?

Yes (Check all that apply) No

Reading text Document Use Numeracy

Thinking Skills Computer Use Working with others

Writing Oral Communication Continuous Learning

12. Comments:

Thank you for participating in this study.

Newfoundland and Labrador Laubach Literacy Council, Inc.

Essential Skills Literacy Training Tools for Older Adults

Interview Questionnaire – Trainers

Deadline for submission: May 15, 2009

My participation in this study is voluntary. Details have been explained to my satisfaction. I understand that I will not directly benefit from taking part in this research. I understand that while information gained in this study will be published as explained, all information will remain confidential and I will not be identified in this study.

Name: _____ Date: _____

Name of Council: _____

What region of Newfoundland and Labrador do you live? _____

Thank you for agreeing to take part in this survey. Your input is important. As indicated in an earlier correspondence, Newfoundland and Labrador Laubach Literacy Council, Inc. (NLLLC) is conducting a provincial research study to examine the need for essential skills literacy training for older adults. As a result of elimination of mandatory retirement and a growing demand for workforce participation by older workers, NLLLC anticipates an increased need for literacy services to address essential skill development and workforce literacy of older adults making a workplace transition.

Aim:

1. To realize the need for essential skills and how they are integrated into tutoring/ training/the workplace/everyday life.
2. To obtain feedback from tutors and trainers to identify:
 - a) Adult learner's needs for essential skill development in their current learning program which will be important in the workplace,
 - b) Where/how the current learning program addresses essential skills
 - c) Gaps that occur in the present learning system
 - d) Tutor's needs for tutoring essential skill development in their current tutoring program which will be important in the workplace,
 - e) Where/how the current tutoring program addresses essential skills
 - f) Gaps that occur in the present tutoring system
3. To gather information to determine how to best integrate essential skills training into the current Laubach training

Part A. Trainers As Tutors

1. As a tutor, are you teaching essential skills? ___ Yes ___ No ___ I don't know

If yes, which ones? How?

Do you have or have you had adult learners that could benefit from training in essential skills? ___ Yes ___ No If yes, which essential skills? Please check those that apply.

- Reading text Document Use Numeracy
- Thinking Skills Computer Use Working with others
- Writing Oral Communication Continuous Learning

2. NLLLC currently offers Basic Tutor Training, as well as English as Second Language (ESL) Training for its tutors and members. These training programs focus primarily on providing tools for tutors to work with low-level readers; however, individuals who seek our services have needs beyond this focus. What gaps do you see in the present system?

3. What tools (resource materials) for teaching essential skills do you need that would be of use to you in your tutoring?

4. Which courses in essential skills would you be interested in having your adult learner(s) avail of? Number 1 – 9 in order of importance (1 being most important).

- Reading text Document Use Numeracy
- Thinking Skills Computer Use Working with others
- Writing Oral Communication Continuous Learning

5. What do you think would prevent adult learners from taking advantage of essential skills training? Please list as many reasons as you can. _____

6. What skills or characteristics do you consider important assets for adult learners to possess in order to find gainful employment in today's workplace? Why? Please list in order of importance. _____

7. What lack of essential skills have you observed in today's workforce that could be addressed through essential skills development training? _____

8. As a tutor, what essential skills would you like to see incorporated into the present training program? _____

9. Would you, as a tutor, take advantage of essential skills training if it were offered?
___ Yes (Check all that apply) ___ No

___ Reading text ___ Document Use ___ Numeracy

___ Thinking Skills ___ Computer Use ___ Working with others

___ Writing ___ Oral Communication ___ Continuous Learning

Part B. As Trainers

As a trainer, are you teaching essential skills in your current training program?

Yes No

1. If yes, which essential skills are you teaching? How? _____

2. What tools for teaching essential skills do you need that would be important for you to use in your training? _____

3. Would you be interested in assisting in the development of a new training program that would include essential skills development? Yes No

If yes, please check one or both of the following and provide contact information.

I am interested in giving input into essential skills

I am interested in serving on the committee to develop the training program.

Name: _____ Telephone: _____

Email: _____

4. Additional comments:

Thank you for participating in this study.

Essential Skills Literacy Training Tools for Older Adults

Interview Questionnaire – Businesses

Deadline for submission: May 15, 2009

My participation in this study is voluntary. Details have been explained to my satisfaction. I understand that I will not directly benefit from taking part in this research. I understand that while information gained in this study will be published as explained, all information will remain confidential and I will not be identified in this study.

Name: _____ Date: _____

Name of Business: _____

Respondent's occupation/title: _____

What region in Newfoundland and Labrador do you live? _____

Thank you for agreeing to take part in this survey. Your input is important. As indicated in an earlier correspondence, Newfoundland and Labrador Laubach Literacy Council, Inc. (NLLLC) is conducting a provincial research study to examine the need for essential skills literacy training for older adults. As a result of elimination of mandatory retirement and a growing demand for workforce participation by older workers, NLLLC anticipates an increased need for literacy services to address essential skill development and workforce literacy of older adults making a workplace transition.

Aim of this study:

1. To realize the need for essential skills and how they are integrated into tutoring/ training/the workplace/everyday life.
2. To obtain feedback from key stakeholders to identify:
 - a) Workplace/organization's needs for essential skill development for their employees/volunteers,
 - b) If/where/how the workplace current training program addresses essential skills; and
 - c) Gaps that occur in the present system.
3. To gather information to determine how to best integrate essential skills training into the current training offered by NLLLC.

1. Which essential skills are important to you in your business?

___ Reading text ___ Document Use ___ Numeracy

___ Thinking Skills ___ Computer Use ___ Working with others

___ Writing ___ Oral Communication ___ Continuous Learning

2. Which essential skills do your employees use? How?

3. Do you have employees that could benefit from training in essential skills?

Yes No If yes, which essential skills?

Reading text Document Use Numeracy

Thinking Skills Computer Use Working with others

Writing Oral Communication Continuous Learning

4. Does your workplace have an employee training program?

Yes No (*If the answer is "no", go to question # 7*)

5. Is the current training program addressing employees' essential skills development?

Yes No If not, please explain?

6. Which essential skills are being taught to your employees? How?

7. NLLLC currently offers Basic Tutor Training and English as Second Language (ESL) Training for its tutors and members. These training programs focus primarily on providing tools (resource material) for tutors to work with low-level readers; however, individuals who seek our services have needs beyond this focus. What tools which you currently use (eg. specific documents and forms) would you like to see incorporated into a training that would address development of essential skills for employees in your workplace?

8. Would your workplace take advantage of essential skills training for its employees?
_____ Yes _____ No Why or why not?

9. Which courses in essential skills would you be interested in having your employees avail of? Please check all that apply.

- ___ Reading text ___ Document Use ___ Numeracy
___ Thinking Skills ___ Computer Use ___ Working with others
___ Writing ___ Oral Communication ___ Continuous Learning

10. What would prevent your employees from taking advantage of essential skills training? Please list in order of importance.

11. What skills or characteristics do you consider important when hiring an employee and why?

12. Additional comments:

Please tell us about your business.

1. List the programs/services your business provides for workers/older adults:

2. Please explain the mandate of your business:

3. Please explain the role you play in providing essential skills training for employees/older adults in your business:

4. Are there other individuals you feel we should contact who could provide valuable information to the Essential Skills Literacy Training Tools for Older Adults Project? Please list.

Name: _____ Phone # _____ Name: _____
_____ Phone # _____

Thank you for participating in this study.

Essential Skills Literacy Training Tools for Older Adults

Interview Questionnaire – Organizations

Deadline for submission: May 15, 2009

My participation in this study is voluntary. Details have been explained to my satisfaction. I understand that I will not directly benefit from taking part in this research. I understand that while information gained in this study will be published as explained, all information will remain confidential and I will not be identified in this study.

Name: _____ Date: _____

Name of Organization: _____

Respondent's occupation/title: _____

What region in Newfoundland and Labrador do you live? _____

Thank you for agreeing to take part in this survey. Your input is important. As indicated in an earlier correspondence, Newfoundland and Labrador Laubach Literacy Council, Inc. (NLLLC) is conducting a provincial research study to examine the need for essential skills literacy training for older adults. As a result of elimination of mandatory retirement and a growing demand for workforce participation by older workers, NLLLC anticipates an increased need for literacy services to address essential skill development and workforce literacy of older adults making a workplace transition.

Aim of this study:

1. To realize the need for essential skills and how they are integrated into tutoring/ training/the workplace/everyday life.
2. To obtain feedback from key stakeholders to identify:
 - a) Workplace/organization's needs for essential skill development for their employees/volunteers,
 - b) If/where/how the workplace current training program addresses essential skills; and
 - c) Gaps that occur in the present system.
3. To gather information to determine how to best integrate essential skills training into the current training offered by NLLLC.

1. Which essential skills are important to you in your organization?

___ Reading text ___ Document Use ___ Numeracy

___ Thinking Skills ___ Computer Use ___ Working with others

___ Writing ___ Oral Communication ___ Continuous Learning

2. Which essential skills do your employees/volunteers use? How?

3. Do you have employees/volunteers that could benefit from training in essential skills?

Yes No If yes, which essential skills?

Reading text Document Use Numeracy

Thinking Skills Computer Use Working with others

Writing Oral Communication Continuous Learning

4. Does your workplace/organization have an employee/volunteer training program?

Yes No (*If the answer is "no", go to question # 7*)

5. Is the current training program addressing essential skills development?

Yes No If not, please explain?

6. Which essential skills are being taught to your employees/volunteers? How?

7. NLLLC currently offers Basic Tutor Training and English as Second Language (ESL) Training for its tutors and members. These training programs focus primarily on providing tools (resource material) for tutors to work with low-level readers; however, individuals who seek our services have needs beyond this focus. What tools which you currently use (eg. specific documents and forms) would like to see incorporated into a training that would address development of essential skills for employees/volunteers in your workplace/organization?

8. Would your workplace/organization take advantage of essential skills training?
_____ Yes _____ No Why or why not?

9. Which courses in essential skills would you be interested in having your employees/volunteers avail of? Please check all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Reading text | <input type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy |
| <input type="checkbox"/> Thinking Skills | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Working with others |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Continuous Learning |

10. What would prevent your employees/volunteers from taking advantage of essential skills training? Please list in order of importance.

11. What skills or characteristics do you consider important when hiring an employee/volunteer and why?

12. Additional comments:

Please tell us about your organization.

1. List the programs/services your organization provides for workers/older adults:

2. Please explain the mandate of your organization:

3. Please explain the role you play in providing essential skills training for employees/older adults in your organization:

4. Are there other individuals you feel we should contact who could provide valuable information to the Essential Skills Literacy Training Tools for Older Adults Project? Please list.

Name: _____ Phone # _____ Name: _____
_____ Phone # _____

Thank you for participating in this study.

The following are tally sheets used in analysis preparation, allowing one page per question. This is the sample for the Older Adults questionnaires. Similar ones were used for Tutors, Trainers, Businesses, and Organizations questionnaires.

Question 1: Older Adult Surveys (Code 3) (*How many answered this question? _____ responded out of a total of 75*)

1. Which essential skills do you use? (*Please note room to write in responses other than **the nine essential skills**. Please record in spaces provided*)

Responses	Record # of times listed	Total
Reading text		
Writing		
Numeracy		
Document Use		
Thinking Skills		
Computer Use		
Oral Communication		
Working with others		
Continuous Learning		

Question 2: Older Adult Surveys (Code 3) (*How many answered this question?
 _____responded out of a total of 75*)

2. Which essential skills do you lack? (*Please note room to write in responses other than
 the nine essential skills. Please record in spaces provided*)

Responses	Record # of times listed	Total
Reading text		
Writing		
Numeracy		
Document Use		
Thinking Skills		
Computer Use		
Oral Communication		
Working with others		
Continuous Learning		

Question 3: Older Adult Surveys (Code 3) (*How many answered this question?*
 _____responded out of a total of 75)

3. Which essential skills do you consider important for the workplace? (*Please note room to write in responses other than **the nine essential skills**. Please record in spaces provided*)

Responses	Record # of times listed	Total
Reading text		
Writing		
Numeracy		
Document Use		
Thinking Skills		
Computer Use		
Oral Communication		
Working with others		
Continuous Learning		

Question 4: Older Adult Surveys (Code 3) (*How many answered this question?*
 _____responded out of a total of 75

4. (a) Would training in essential skills benefit you?

Responses	Record # of times listed	Total
Yes		
No		
I don't know		

4. (b) If yes, list in order of importance which courses in essential skills would you be interested in taking? (One being most important and nine being least important)

Reading Text	Record # of times listed	Total
1		
2		
3		
4		
5		
6		
7		
8		
9		
No response		
Checked but no order of importance		

Writing	Record # of times listed	Total
1		
2		
3		
4		
5		
6		
7		
8		
9		
No response		
Checked but no order of importance		

Numeracy	Record # of times listed	Total
1		
2		
3		
4		
5		
6		
7		
8		
9		
No response		
Checked but no order of importance		

Document Use	Record # of times listed	Total
1		
2		
3		
4		
5		
6		
7		
8		
9		
No response		
Checked but no order of importance		

Thinking Skills	Record # of times listed	Total
1		
2		
3		
4		
5		
6		
7		
8		
9		
No response		
Checked but no order of importance		

Computer Use	Record # of times listed	Total
1		
2		
3		
4		
5		
6		
7		
8		
9		
No response		
Checked but no order of importance		

Oral Communication	Record # of times listed	Total
1		
2		
3		
4		
5		
6		
7		
8		
9		
No response		
Checked but no order of importance		

Working with others	Record # of times listed	Total
1		
2		
3		
4		
5		
6		
7		
8		
9		
No response		
Checked but no order of importance		

Continuous Learning	Record # of times listed	Total
1		
2		
3		
4		
5		
6		
7		
8		
9		
No response		
Checked but no order of importance		

Write at least one possible quote for this question to be included in the report to emphasize the results of the question.

For this question, record any thoughts or impressions, the significance of the responses, or any conclusions you draw from the responses in the space provided.

Question 6: Older Adult Surveys (Code 3) (*How many answered this question?*
 _____ *responded out of a total of 75*)

6. (a) If you are employed, does your workplace/organization have an employee training program?

Responses	Record # of times listed	Total
Yes		
No		
I don't know		

6. (b) If so, is the current training program addressing essential skills development?

Responses	Record # of times listed	Total
Yes		
No		
I don't know		

6. (c) If yes, which essential skills are being taught? (*Please note room to write in responses other than **the nine essential skills**. Please record in spaces provided*)

Responses	Record # of times listed	Total
Reading text		
Writing		
Numeracy		
Document Use		
Thinking Skills		
Computer Use		
Oral Communication		
Working with others		
Continuous Learning		

Write at least one possible quote for this question to be included in the report to emphasize the results of the question.

For this question, record any thoughts or impressions, the significance of the responses, or any conclusions you draw from the responses in the space provided.

Question 7: Older Adult Surveys (Code 3) (*How many answered this question?*
 _____responded out of a total of 75)

7. I am (please check all that apply):

_____ a student ___ employed _____ retired _____ unemployed, looking for work _____
 unemployed, **not** looking for work

I would like more information on services, please contact me _____

(The following part of this question requires you to identify the main idea or trend in the response) Read the very first response and record the main idea or trend under “Identify trends.” If there is more than one trend in the answer, record it on a different line until all ideas are recorded. Continue reading each response. If the main idea fits into a trend already recorded, put a check mark under “Record # of times listed.” If not, record on a different line. Continue until you have recorded all the responses for the question.

Responses	Record # of times listed	Total
A student		
Employed		
Retired		
Unemployed, looking		
Unemployed, not looking		
I would like more information on tutoring services, please contact me		

Focus Group Discussion Questions for Older Adults/Adult Learners

1. Which Essential Skills do you use? How?
2. Which Essential Skills do you lack/need in your everyday life/work?
3. What gaps do you see in the current system/what is missing? Suggestions.
4. What would prevent you from taking Essential Skills training?

Focus Group Discussion Questions for Tutors and Trainers

1. Are you teaching essential skills? Which ones? How?
2. What gaps do you see in the present system?
3. What tools (resource materials) for teaching essential skills do you need that would be useful in your tutoring?
4. What suggestions do you have on how we can incorporate essential skills training into the current program?

Focus Group Discussion Questions for Key Stakeholders (Businesses and Organizations)

1. Which Essential Skills do your employees/volunteers/clients use? How?
2. Do you think your employees/volunteers/clients are lacking in essential skills? Which ones?
3. What tools would like to see incorporated into a training that would address essential skills development? Examples.
4. What do you think would prevent your employees/volunteers/clients from taking advantage of training?
5. What skills or characteristics do you consider important when hiring? (What lack of skills would prevent you from hiring?)
6. What gaps do you see in the present system?

The following is a sample Focus Group schedule that was used with Older Adults/Adult Learners:

Time	Activity	Description
9:00	Introduction	Introduction to the group, including pertinent background information
9:10	Career Charades	Icebreaker
9:25	Map Exercise	Person puts location on map, present to group - name and where from
9:35	Power Point	Slides 1 - 11 Slide 11/12: Discuss Essential skills used in map exercise (put on flip chart)
10:00	Break	
10:15	Continue PowerPoint	Slide 13: Show of hands Slide 14: Use posters to give examples of essential skills - divide into 3 groups, 3 essential skills each group - allow 15 minutes - each group presents to others (15 minutes)
10:45	Role Play	3 scenarios - 3 groups (Family, Community, Workplace) Allow 15 minutes preparation time and 30 minutes for role plays (10 minutes per group)
11:15	Essential skills checklist (handout)	What essential skills do you need? Any questions?
11:35	Job Bank	Job Applications/ information (handouts)
11:55	Conclusion	Summary, thank you.

Scenario # 1: Home/everyday - Johnny not passing in homework, being late for class, acting out in class.

Scenario #2: Workplace - Mary continuously late for work, takes long lunch breaks. Co-workers upset with the fact that Mary is doing this but still getting the same treatment as they are.

Scenario #3: Community - volunteer who has offered to help at Bay Expo. You have been asked by 2 organizations to help at their booth. When you arrive, you find that you are expected to be at both booths at the same time. How will you handle this?

The following is a sample of bookmarks that were developed by the Public Consultation Facilitator and distributed to Focus Group participants:

Essential Skills

**Have you used
yours today?**

When? Where? How?

1. Reading
2. Writing
3. Numeracy
4. Thinking



5. Document Use
6. Computer Use
7. Oral Communication
8. Working with Others
9. Continuous Learning

**Essential Skills Literacy Training:
Tools for Older Adults**

Newfoundland and Labrador
Laubach Literacy Council Inc.

1-800-563-0373

laubach@nf.aibn.com

www.nald.ca/nlllc.htm

One of the tools used in focus groups was a map of Newfoundland and Labrador. This proved to be very useful example of indicating Essential Skills used in everyday life. Participants were asked to locate their home town on the map, identifying it with a coloured dot. Then they were asked to tell the group the location of their community. Once all participants did this, they were asked to identify the essential skills used in this exercise. For those whose community was outside the province, they were given a sticky note to write on and place it on the map.

