MAKING IT WORK

A Guide for Workplace Education Project Teams in Nova Scotia

WORKPLACE EDUCATION

ACKNOWLEDGEMENTS

NOVA SCOTIA
Department of Education

Section 1

THE NOVA SCOTIA WORKPLACE EDUCATION INITIATIVE:

The Foundation for Human Resource Development

What's Ahead?

The NS Workplace Education Initiative

Principles of Good Practice

The Need for Workplace Education

Your Turn

Work Site Questionnaire

The Nova Scotia Workplace Education Initiative

Workplace Education takes a non-traditional approach to learning that includes a range of customized literacy and upgrading programs for workers. These programs integrate specific workplace issues and materials into the curriculum. Training takes place at the worksite, fully or partially on work time.

Services

The Adult Education Section of the Department of Education has regional Workplace Education staff who can:

- P   Conduct an assessment of an organization's learning needs.
- P   Use this assessment to make recommendations on the kinds of programs that would benefit workers and the organization.
- P   Help organizations apply for funding to implement these programs.
- P   Help select trained adult educators to teach the programs.
- P   Offer support to organizations while the program is on-going.

How the Program Works

Workplaces are eligible for grants of up to $3,500 per program. Most programs provide 80-100 hours of instruction. Each subsequent year the workplace applies for funding, the amount available decreases. Workplaces may apply for up to three years. Eligibility criteria include:

- P   the setting up of a Project Team representing all partners in the workplace;
- P   time release for workers to participate in the assessment of learning needs;
- P   full or partial time release for workers to participate in the program;
- P   provision of space and equipment for the program; and
- P   financial contribution to the cost of instruction, materials, etc.

Characteristics of Workplace Education

- P   It's comfortable and convenient- classes are often held on-site.
- P   It's relevant - curriculum is customized to the needs of the workers and the work site.
- P   It opens doors to other opportunities.
- P   It helps workers manage change.

Benefits of Workplace Education

Workplace Education benefits the worker, the employer and the union. For example, the workplace may gain:

- P   Workers who are more confident on the job;
- P   Workers with better team skills;
- P   Workers with stronger academic skills;
- P   Stronger management/labour relations;
- P   Safer work sites;
- P   Positive strategies for managing change; and
- P   More adaptable workplaces.

Workplace Education Partners

The Adult Education Section of the Department of Education administers the Workplace Education Initiative in partnership with several organizations:

- P   Nova Scotia Partners for Workplace Education (Advisory Committee, see Appendix 2)
- P   Business and Industry
- P   Labour
- P   National Literacy Secretariat, Human Resources Development Canada
- P   Association of Workplace Educators of Nova Scotia (AWENS, see Appendix 3)

The Initiative also has special partnerships with the:

- P   Deaf Literacy Network
- P   Department of National Defence
- P   Department of Transportation & Public Works
- P   English in the Workplace Program - English as a Second Language
- P   Nova Scotia Federation of Labour

The Workplace Education Initiative funds over 80 programs annually. Over 700 workers participate in these programs across the province. Currently, programs take place in the following sectors:

- P   Construction
- P   Food Processing
- P   Health Care
- P   Information Technology
- P   Manufacturing
- P   Municipal Government
- P   Natural Resources
- P   Sheltered Workshops
- P   Tourism

Principles of Good Practice in Workplace Education

P   Workplace training and educational needs are identified through organizational and individual needs assessments.

P   All interest groups in the workplace are represented in planning and carrying out the program i.e., management, union, workers.

P   Workplace Education is part of an overall workplace development plan. Organizations and individual workers will continue to have evolving needs, and a long-term strategy is required to respond to these needs.

P   Workers from all levels of the organization have equal access to the program. Everyone is a potential learner.

P   Program curriculum is often developed from or supplemented by workplace materials. This practice ensures that learning is a true reflection of the skills required at the workplace.

P   Workplace Education programs are sensitive to the needs and concerns of workers. Participation in needs assessments and training is voluntary. Individual worker progress and results must be confidential. Programs are designed to identify and remove any barriers to full participation by workers.

P   A variety of delivery methods are considered in order to meet the needs of participants i.e., one-to-one tutoring, small group instruction, self-study, distance education.

P   Workplace Education programs must have clear, measurable goals that respond to the needs of all interest groups.

P   Workplace Education programs require both on-going and end-of-program evaluation. On-going evaluation ensures that the program is on track while end-of-program evaluation documents both expected and unexpected outcomes.

The Need for Workplace Education is Well Documented

1990 Conference Board of Canada Survey

P   70% of businesses surveyed confirmed a need for basic skills training in some part of their organization.

P   An average of 10% of the workforce need literacy and upgrading training.

P   Workers with less than three years of service and those between the ages of 35 and 54 have the strongest need.

P   As many as 20% of the firms identified a need among supervisors for literacy and upgrading training.

P   Up to 80% of workers in low skill jobs need literacy and upgrading training.

P   The sectors most affected include: Accommodation and Food, Municipal Governments, and Manufacturing.

Reading the Future: A Portrait of Literacy in Canada: **1995 International Adult Literacy Survey**

P   52% of Atlantic Canadians can only read materials that are simply written and clearly laid out.

P   A larger proportion of workers with higher levels of literacy participate in adult education and training than those at the lower levels. Only 21% of Canadians at literacy **level one** access adult education and training while 58% of those at literacy **level four/five** take part in adult education and training.

The Economic Benefits of Improving Literacy Skills in the Workplace: **1997 Conference Board of Canada Study**

P   Benefits of literacy training cited by employers were the improved learning facility of the workers, their ability to work together as a team and improved labour-management relations.

P   Workers with higher literacy skills earn more income, are less likely to be unemployed, have greater opportunities for job mobility, are more likely to find full-time work and are more likely to receive further training.

P   A male with higher literacy skills makes an extra $585,000 over his lifetime than a male with lower literacy skills. For females, the amount is $683,000.

***The Benefits of Improving Literacy Skills in the Workplace*: 1997 ABC Canada Study**

- 97% of respondents report that basic skills programs increase the confidence levels of program participants in ways that benefit the workplace.
- 79% of the respondents report that they have observed increased productivity in their workplaces because of their basic skills programs.
- 82% of respondents associate increased health and safety awareness as a result of their workplace's basic skills program.
- 85% of company and worker representatives concur that basic skills programs have improved labour relations in their workplaces.
- 84% of the respondents report that they have observed improvements in the quality of people's work.
- 73% of the respondents report that they have seen an increase in work effort.
- 87% of respondents say that programs impact positively on participants' ability to use workplace-based technology.

***Workplace Education Works: The Results of an Outcome Evaluation Study of the Nova Scotia Workplace Education Initiative*: 1999 Nova Scotia Department of Education Study**

- 89% of participants indicated that their essential skills improved.
- 91% of participants experienced increased levels of self-confidence as a result of workplace education.
- 90% of participants indicated that they are better equipped to participate in further training.
- 92% of the management representatives indicated workplace communications improved in the workplace.
- 66% of the management representatives indicated that productivity improved as a result of Workplace Education.

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Used with permission from Literacy at Work, ABC Canada, Volume 1, Number 1, September 1991

OYour Turn

Learning Culture

1. In your opinion, what are the essential skill needs of workers/members? What will these needs be in two years? Five years?

2. What education/training is already provided at your workplace? List any courses offered on or off site in the past two years.

3. Who receives this education/training?

4. Did the education/training meet your needs? What would you improve?

5. Estimate the percentage of education/training time allotted for each group below:

    management   _____%
    office staff   _____%
    production workers   _____%
    other _____   _____%

6. In which of the following areas do you think a Workplace Education program would have a positive impact?

- P Essential skills for job-related tasks _____
- P Worker self-confidence/self-esteem _____
- P Employer/worker loyalty _____
- P Labour/management relations _____
- P Productivity _____
- P Work site communications _____
- P Worker absenteeism _____
- P Worker turnover rate _____
- P Promotion _____
- P Worker readiness for further training _____

OWork Site Questionnaire

Is a Workplace Education Program for you?

1. Do workers at your organization need the following skills to do their jobs?

	Yes	No
☐ Math	G	G
☐ Science	G	G
☐ Oral Communication	G	G
☐ Reading	G	G
☐ Writing	G	G
☐ Computers	G	G
☐ Problem Solving	G	G

2. Have there been changes in your workplace, such as the introduction of new technology, new safety standards, quality assurance, or worker certification programs? G G

3. Do these changes require workers to increase their competence in any of the skill areas listed in Question One? G G

4. Would upgrading the education and skills of workers help them to deal with new technology in the workplace? G G

5. Do workers need to upgrade their educational levels for certification purposes? G G

6. Do competent workers avoid promotional opportunities because they lack confidence in their workplace skills? G G

If you have answered YES to <u>any</u> of the above questions, then a Workplace Education program may benefit your organization.

Section 2

WORKPLACE EDUCATION PARTNERSHIPS:

Making it Work Through Shared Responsibility and Resources

What's Ahead?

Workplace Education Partnerships

Potential Partners

Benefits & Advantages of Partnerships

Project Team Roles & Responsibilities

Project Team Checklist

Your Turn

Workplace Education Partnerships

Workplace Education partnerships are developed and sustained through collaboration, respect and trust. They represent a coalition of interest groups from within the workplace or from external agencies that have either direct or indirect involvement in the Workplace Education Initiative. Interest groups that will be directly involved in the initiative, referred to as primary partners, are represented on the Workplace Education Project Team. The responsibility of this Project Team is to plan and carry out all activities related to the Workplace Education Initiative.

Potential Partners

Potential partners include all groups in the workplace and some outside agencies that have a direct or indirect interest in the Workplace Education Initiative.

Partners may be grouped by their level of interest and involvement :

Primary partners have a high level of interest and direct involvement in all aspects of the Initiative. They have direct input in making decisions concerning the Workplace Education program. Primary partners are represented on the Workplace Education Project Team and may include but are not limited to the following interest groups:

P	Management	P	Learners
P	Unions	P	Instructors
P	Supervisors	P	Department of Education
P	Workers		

Secondary partners have interest in specific aspects of the Initiative but have little or no direct involvement. They have no direct input in the decision-making process at the work site level. Secondary partners may include all or some of the following groups:

P   External Funders, i.e., provincial and federal governments
P   Basic skills/literacy organizations, i.e., ABC Canada, National Literacy
       Secretariat (NLS)
P   National labour organizations, i.e., Canadian Federation of Labour
P   Other companies in a similar business sector
P   Families of the learners

Benefits and Advantages of Partnerships

P   **Increases support for and commitment to change.**

When all workplace interest groups are involved in identifying workplace needs and determining suitable responses, they are more likely to support new ideas.

P   **Allows you to get the big picture.**

Involving interest groups helps identify all needs in the workplace. You will learn how essential skill needs relate to other workplace issues.

P   **Encourages ownership of the Workplace Education program.**

When all interest groups are empowered to participate in the decision making process, they are more likely to accept ownership of the program. Interest groups will also be more likely to commit their time and resources to ensure the program is successful.

P   **Ensures that organizational and individual goals are met.**

When all interest groups are involved in decision-making, workplace strategies can be tailored to meet the needs of both individual workers and the organization. It also increases the likelihood that individual and organizational goals are compatible.

P   **Increases the skills and expertise of Project Team members.**

Through involvement on the Project Team, workers develop skills and expertise that they can use elsewhere in the workplace or in their communities. Increased competency may be noted in leadership, organization, decision-making, communication and interpersonal skills.

P   **Improves the lines of communication within the workplace.**

The collaboration of all interest groups in the workplace leads to increased awareness and sensitivity to the needs of co-workers, management and unions. The success of the program requires the development of mutual respect, trust and appreciation among all interest groups. This spirit of collaboration often becomes the foundation for future joint initiatives in the workplace.

Roles and Responsibilities of the Project Team

As mentioned, the Project Team is made up of primary partners in the workplace including management, labour, workers, the instructor, and the Workplace Education Field Officer. This Team is responsible for planning and carrying out all activities related to the Workplace Education Initiative. Each Project Team member gains from the experience.

There are many benefits to this partnership. When all workplace partners are involved in planning and implementation, it encourages ownership of the program. This in turn results in a greater commitment of time and resources. The formation of a Project Team allows partners to identify learning needs from all perspectives and to generate greater support for change and new ideas. Members of the Project Team develop coordination and teamwork skills that can be used elsewhere in the workplace or in their communities.

The roles and responsibilities of the Project Team are defined by three activities: initiation, coordination and monitoring of the program. The Project team:

Initiates:
P   Contact with the Department of Education and meets with the Workplace Education Field Officer to discuss relevancy of the program to the workplace.

P   Dialogue with senior management and union officials to gauge interest and obtain approval for preliminary activities.

P   Information sharing sessions with all interest groups in the workplace and the Workplace Education Field Officer.

Coordinates:
P   Communication of information to all workers about the Workplace Education project and the organizational needs assessment.

P   Writing of proposals and applications to external funders and explores options to sustain the program.

P   An effective channel of communication between the Project Team and senior management and union/labour executives.

P   The hiring and in-servicing of a workplace instructor under a part-time employment contract.

Monitors:

P   Project activities to ensure they comply with standard company policy and procedures**.**

P   Project activities to ensure they are being implemented within the scheduled time frame.

P   Project activities to ensure that the organization's goals and objectives are being met.

Throughout these activities, it is important for the Project Team to assist the instructor. This support is the essential link to creating a customized Workplace Education program.

The team is an invaluable source of support and information to the instructor. The Project Team works collaboratively with the instructor to create a quality learning experience for workers.

Once the instructor is hired, the Project Team familiarizes the instructor with the workplace by organizing a work site tour, providing him/her with workplace documents and arranging informal meetings with workers from various departments. The Project Team works with the instructor to plan and implement the program. This involves setting program goals and objectives and making decisions about program content and delivery (see Section 3). The team then coordinates the individual needs assessments that the instructor carries out with program participants.

Once the course has begun, the Project Team holds regular meetings throughout. These team meetings are opportunities for everyone to discuss difficult issues which may arise, find solutions to solve problems and ask for clarification or seek support.

To support you in your role as Project Team members, an Activities Checklist follows and is designed to guide you through each step of the Workplace Education program in your organization.

Project Team Checklist
Nova Scotia Workplace Education Initiative

Activities Checklist	COMPLETED
	YES U
Ensure the Project Team is representative of the work site (worker, labour, management)	
Hold information sessions about Workplace Education for all workers	
Arrange interviews and focus groups for the Organizational Needs Assessment (ONA) conducted by the Workplace Education Field Officer Review ONA report with the Workplace Education Field Officer	
Set program goals and objectives	
Hire the instructor	
Apply for funding	
Support the instructor by: C Arranging a work site tour C Gathering workplace documents C Helping arrange Individual Needs Assessments (INA's) C Supporting curriculum development	
Hold regular Project Team meetings	

Activities Checklist	COMPLETED
	YES U
Complete Progress Reports C Complete a mid-program report C Complete final evaluation forms	

OYour Turn

Partnerships

1.   Is there a training or education committee already in place which could pursue setting up a Workplace Education program?

2.   Identify potential partners for a Workplace Education Project Team. Write down their names or titles.

   Management/Supervisory   _____

   Union   _____

   Department representatives   _____

   Workplace Education representative   _____

   Program participant   _____

   Other   _____

3.   What would the partners you have identified want from a Workplace Education program? List one or two items for each partner.

4.   What can you as a partner bring to Workplace Education at your work site?

Section 3

PROGRAM DEVELOPMENT:

Sharing the Work

What's Ahead?

Steps in Developing A Program

Step #1- Conduct an Organizational
　　　　　Needs Assessment

Step #2 - Plan and Set Goals

Step #3 - Develop the Program &
　　　　　Implement Activities

Step #4 - Evaluate the Program

Steps in Developing a Workplace Education Program

#1

Conduct an Organizational Needs Assessment.

#2

P   Information sessions are conducted with all partners in the workplace.
P   Information about Workplace Education is communicated to all workers.
   P   An organizational needs assessment is completed on a random sample of workers.
   P   A report is compiled with findings and recommendations based on the assessment.

Plan and set goals.

#3

P   The Project Team uses the needs assessment report to develop a program plan.
P   Specific goals and objectives are set for each program.
P   Sources of funding are investigated and applications submitted to identified agencies.

Develop the program and implement activities.

#4

P   Promote the program and recruit participants.
P   Hire an instructor and provide workplace orientation.
P   Arrange individual needs assessments with interested workers.
P   Support the instructor in developing program curriculum

Evaluate the program.

P   A mid-program evaluation is conducted to ensure the program is on schedule and to respond to any concerns that may arise.
P   An end-of-program evaluation is conducted with all interest groups involved in the program.
P   Documentation is compiled and a summary is written. This summary describes the results of the program and gives both short-term and long-term recommendations on how to continue to address essential skills training in the workplace.

#1

A detailed explanation of each step follows. As well, Section 4 contains examples of material that will assist Project Teams at each step in developing a Workplace Education program.

Conduct an Organizational Needs Assessment

The first and most important step in developing a training plan is to carry out an organizational needs assessment (ONA). This ONA presents the Workplace Education Field Officer with a holistic picture of the workplace that maps out the organizational culture and all forms of communication. This information is valuable to the Project Team and to the instructor when he/she is hired. The ONA includes a sampling of the perceptions of all workplace partners concerning the real need and support for Workplace Education programs. Information is collected through surveys, personal interviews and focus groups.

The ONA involves all partners (workers, union, management) in the conceptual stage of the program, and thus sincere support and interest for the Initiative is created. It fosters rapport between the Workplace Education Field Officer and workers, some of whom may be potential participants for the program. It also provides information that can help tailor the program to the needs of the company, union and workers, and thereby provide a reason to all workplace partners as to why they should invest time and money in such programs. In addition, crucial issues that will impact on the success of a Workplace Education program are identified along with other issues that may need to be addressed. Finally, the ONA report provides backup and support when the organization questions training and other recommendations.

In summary, the ONA may provide information in the following areas:

Training
- P   Relationship between essential skills, literacy, and education and the existing training culture of the workplace
- P   Attitudes workers have toward learning and training
- P   Effectiveness of current training practices
- P   Individual and organizational training needs

Skills
- P   Essential skills requirements for job-related tasks
- P   Essential skills needed for personal and professional growth
- P   Effectiveness of workplace communications

Programming
- P   Kinds of programs people want and need

P   Curriculum based on workplace issues and materials
P   Sensitive issues regarding participation
P   Program implementation information
P   Potential program benefits

Planning for the ONA

Project Teams are responsible for carrying out the following activities related to the ONA:
1.   Informing the workers
2.   Setting up interviews and focus groups
3.   Reviewing report findings and determining programs

Activity 1: Informing the Workers

The following information is important to communicate to all workers about the
Organizational Needs Assessment (ONA):

P   Participation in both the Organizational Needs Assessment (ONA) and Workplace
     Education program is **voluntary.**

P   All information collected during the ONA is held in strictest confidence. The report
     does not identify the workers who took part in the interviews or focus groups.

P   Separate focus groups are conducted for management and staff.

P   All interviews and focus groups are conducted by the Workplace Education Field
     Officer.

P   Interviews and focus group meetings require approximately 45 minutes to an hour for
     each session. They are informal and require only verbal responses from participants.

P   Information collected in the ONA determines the basic skills training that workers
     need and want in the workplace.

P   Some distinctive features of Workplace Education are:
     a) Classes are small with 7 to 12 workers in each program.
     b) Classes are held at the work site, partially or fully on work time.
     c) Training time is usually two to four hours per week and may be scheduled over 10
        to 20 weeks.
     d) Programs are customized to the workplace and integrate current issues and
        materials from the work site as part of the curriculum.
     e) Individual worker progress and results are confidential and are released only at the
        request of the worker.

f) All training is delivered by qualified instructors with extensive experience as adult educators.

Methods of Communicating Information to Workers

Here are some suggestions for ways to communicate the previous information. Remember that all information communicated to workers should be jointly endorsed by the company and union. When feasible, presentations made to workers should be attended by union and company representatives from the Project Team. These same methods can also be used when recruiting workers to participate in the programs the team sets up. It is important to use a variety of methods and not rely on only one.

Word of Mouth
- Let people know through informal one-on-one encounters.
- Hold information sessions.
- Make announcements at regularly scheduled meetings, ie., Department Head, Shop Steward, Company and Union Committee meetings.
- Schedule meetings with the specific purpose to inform workers about the Initiative.

Print
- Send workers a letter of invitation to participate in the ONA.
- Post company and union (separate or joint) notices throughout the workplace, on bulletin and information boards.
- Place an article about the Initiative in the company/union newsletter.
- Create a brochure or information page that workers can pick up in the lunch room, etc.

Electronic
- Send a letter of invitation via the e-mail system.
- Send company/union notices about the Initiative via e-mail.

Activity 2: Setting Up Interviews and Focus Groups

After informing the workers, the team is now ready to set up the ONA. This involves several activities. Please consult the following checklist to ensure the team completes the necessary activities:

Organize a work site tour for the Workplace Education Field Officer.	
Develop a friendly way for workers to volunteer their participation in the ONA.	
Send out initial surveys to gauge interest in Workplace Education. (Optional)	
Set up interview and focus group times for workers participating in the ONA.	
Confirm these times one or two days prior to interview/focus group sessions.	

Tour
It is important that the tour be more than just a walk through of the work site. Arrange for the Workplace Education Field Officer to talk briefly with workers who will be encountered during the tour. Collect samples of workplace materials that the Workplace Education Field Officer can review more fully at a later date. Point out areas where information is posted. Describe work processes and how departments relate to one another. Help the Workplace Education Field Officer record vocabulary that is unique to the work site or technical in nature.

Interviews/Focus Groups
Strive for a 10-20% sampling of the work site that includes workers at every level of the organization. One effective way to recruit participants for the ONA is to ask for volunteers at the end of each information session. Remind participants that their input is valuable and will be kept confidential.

While the tour, interviews and focus groups are essential to collecting accurate information, the survey is an optional tool. If your team chooses to conduct a survey, refer to the sample found in Section 4.

Activity 3: Review Report Findings and Determine Programs

After the information has been gathered through the ONA, the Workplace Education Field Officer writes a draft report documenting the ONA findings and submits it to the Project Team for review. This is the team's opportunity to ensure the analysis of the findings is valid. It may decide to clarify issues which are presented, add more information and/or delete other information. Once the team approves the draft report, it decides what programs to offer. Workplace Education programs generally fall into five categories: Work-specific programs, preparatory courses for further training, communications, academic upgrading programs and GED programs.

1.   **Work-specific programs**

These programs represent an integrated approach to enhancing essential skills. Materials specific to the workplace are used as the "main texts" of the program and are converted into useful learning activities. These learning activities are aimed at upgrading essential reading, writing, math and oral communication skills.

Examples of materials include:
- Blueprints
- Memos, letters and reports
- Meeting and presentation materials
- Forms: travel, medical, time sheets
- Statistical process control charts
- Business management practices
- Directions, technical information, equipment manuals, etc.
- Safety/WHMIS materials
- Collective agreements
- Patient charts
- ISO 9000 Documentation
- Teamwork/total quality management materials

2.   **Preparatory courses**

These programs prepare workers for other forms of training that they may participate in for various reasons. Participants work with relevant training materials in order to upgrade their reading, writing, math and problem-solving skills. They also develop test-taking skills and become re-accustomed to a classroom setting, both of which are intimidating to anyone who has not been in a formal learning situation for a long time.

Examples include preparatory courses for:
- Bennett Mechanical Comprehension Test
- Water Distribution Operator Certification Program, Levels 1-4
- Personal Care Worker's Course (PCW)

3.   **Communications**

#2

These programs address a comprehensive range of communication skills, including oral and written, basic computer skills, presentation, interpersonal, supervisory and interdepartmental. Many workplaces identify a need for communication skills that facilitate the harmonious operation of their companies. The changing nature of the workplace requires workers to be able to explain their perspective clearly, work effectively in groups and to understand how they fit within the company structure.

Examples of areas covered include:

- **P** team building
- **P** problem solving
- **P** consensus building
- **P** conflict management
- **P** customer service

- **P** participating in meetings
- **P** effective supervisory skills
- **P** business documentation
- **P** clear language writing and instructions
- **P** reading and writing using the computer

4.   **Academic Upgrading**

These programs are more generic in terms of desired learning outcomes, but still use as much workplace materials and information as possible to tailor the curriculum. They range in level from basic reading, writing and math skills to more advanced skills. As well, many workers who have finished high school find it useful to refresh their basic skills.

5.   **General Education Development Tests (GED)**

A Workplace Education GED program will develop the reading, writing, math, and problem-solving skills of workers in a workplace context to be successful with the GED tests.

This program prepares workers to take the GED tests in five subject areas: Math, Science, Social Studies, Interpreting Literature and the Arts, and Writing. Successful completion of the GED tests is recognized nationally as a high school equivalency. Many workplaces require workers to have the GED in order to qualify for promotional opportunities within the organization. Other workplaces offer the GED program because a large number of workers request it.

6.   **English in the Workplace**

In the Halifax area, one-to-one language classes are available for immigrant workers who use English as a second language. This program is coordinated by the Halifax Immigrant Learning Centre through the Nova Scotia ESL Network.

#3   Plan and Set Goals

With each interest group having its own agenda, developing a general program goal with specific objectives is an essential, although challenging task. All partners bring to the Project Team different expectations, concerns and reservations about the program that is to be developed. If the Team is fairly represented, and if different agendas are acknowledged, the program stands an excellent chance of being truly representative of the needs of the workplace. The following are guidelines that Project Team members can follow when defining a program goal:

1.	Identify a key person to facilitate or lead the process of goal definition	° This individual will encourage all relevant groups to participate, keep discussions on track, find solutions to differences of opinion.
2.	Clarify competing assumptions and expectations, especially when there is disagreement about the program goal.	° Use the ONA to gather as much information as possible on the goals and plans of all partners.
3.	Clarify the program scope early in the process.	° Review ONA results.
4.	Draft a program goal statement which is generally acceptable to everyone.	

Project Team members must also be aware of the necessity to meet on a regular basis during the course of the program to ensure that all goals and objectives are being met and to make any necessary revisions.

In Section 4, you will find a worksheet on page 42 to assist the Project Team record the measurable goals and objectives established for the Workplace Education program in its organization. Once created, these goals and objectives form the beginning of your team's evaluation plan.

Develop the Program and Implement Activities

Promote the Program

Like step #1, this step requires a thorough communication plan. Workers need to be informed of the program(s) in a clear, visual and non-threatening way. The Project Team will be able to use many of the tactics already employed for the ONA, however adapted for the purpose of promoting the program(s) and encouraging recruitment. It is important to post the names of all the Project Team members on any print material that is developed. This gives workers a choice of whom they can approach to ask questions or to sign up for a program. The Project Team may want to set up an information table in a convenient location during break or meal times to make it easier for workers to find out about the program.

Please refer to the sample poster found in Section 4 on page 43.

Hire the Instructor

Hiring the right instructor to carry out the program goals created by the Project Team is a vital step in the process. The Workplace Education Field Officer can help the team in this by providing the resumes of qualified adult educators who have experience teaching in a workplace context. The team may also know of instructors through other means who could be included in the competition. It is recommended that the Project Team create a selection committee made up of at least three members, including the Workplace Education Field Officer. The Coordinator brings adult education expertise to the selection process. Other selection committee members could be a management representative, a union representative and a potential participant. The management and union members represent their own interests, and the participant is able to gauge the rapport an instructor may have with other workers who may take the program. The final decision belongs to the workplace. The Coordinator provides input but should not have any decision making role.

Please refer to the instructor job description, sample interview questions and rating form, and sample instructor contracts to assist you in hiring the instructor. They are found in Section 4 between pages 44-50.

Orient and Support the Instructor

Once the instructor is hired, it is important to provide him/her with a strong orientation to the workplace. The Project Team will need to make sure the instructor has a copy of the ONA report, is aware of the articulated program goals, and develops an understanding of the workplace through a tour, project team meetings, literature, job observation and talking to key people. The instructor needs the assistance of the Project Team to collect potential learning materials found in workplace forms, documents, and general print as well as to learn about relevant issues such as safety or the introduction of new technology. This support may be necessary throughout the program as new issues and concerns arise. How well an instructor is supported in this aspect of program development can determine the overall effectiveness of the program. The more an instructor is able to customize class sessions to the real learning needs of the individual and the work site, the more workers will be able to learn and apply their enhanced skills.

Arrange Individual Needs Assessments

After the instructor has been thoroughly oriented to the work site, she/he will need the help of the Project Team to set up the individual needs assessments. This terms refers to a one hour, relaxed and informal process between the worker and the instructor to talk about learning goals and needs. It may include the completion of learning activities so that the instructor can measure the skill levels of the workers. However, this component of the initial assessment can often take place in the context of the whole class so as to reduce anxiety and fear. The individual needs assessment take place on-site in a suitable location. The location should be quiet, confidential and preferably not the office of a supervisor or upper management personnel.

Although the program usually starts shortly after the completion of the individual needs assessments, this is not the end of the Project Team's involvement. It will need to meet on a regular basis to ensure continuous communication, to monitor progress, to trouble shoot problems which arise and to provide ongoing input into program curriculum.

#4   Evaluate the Program

Once program goals and objectives have been set, the Project Team will need to develop an evaluation strategy which measures the attainment of these goals and objectives. Evaluation data is important to all the partners in the Workplace Education program.

Everyone wants to have the opportunity to celebrate success. Having concrete evidence of what has been accomplished allows all partners to grow in confidence and inspires them to set higher and higher goals.

Everyone wants to make plans for the future. Having information about what was achieved in the past--what worked well and what didn't work well--provides a solid foundation upon which to build plans for the futures.

Everyone wants to know whether or not the program will continue to exist. Having information about what goals were met and what changes, if any, need to be implemented enables everyone to feel more confident that support for the program can be sustained.

In summary, it can be said that the goal of evaluation for all partners is to allow for the examination of past performance and the initiation of future action. The only way to ensure that the workers and instructors get this information is to choose evaluation tools and procedures that will provide meaningful data. Meaningful and useful evaluation information is data that relates specifically to the objectives that have been set and clearly shows what has been accomplished and what still needs to be done. This is a key element of good educational practice. Evaluation tools and procedures that are aligned with both the goals and objectives of the Workplace Education program provide data that can reveal what progress has been made in achieving these goals and objectives and what future actions need to be taken.

Please refer to Section 4, page 52 for a sample template that can be used by the Project Team to create an evaluation plan. A sample completed template is also provided.

To help the Project Team evaluate its program(s), the Workplace Education Initiative has developed mid and final evaluation forms that are specific to the interest groups in the workplace. Those created for use by the Project Team are found in Section 4, pages 53-55. Evaluation forms for program participants are administered by the instructor. These are available through the Workplace Education Field Officer. There are also final evaluation forms for management and union representatives which are geared toward documenting program impacts. These are also available through the Workplace Education Field Officer.

OYour Turn

Program Responsibilities and Results

1.   How should responsibilities for Workplace Education programs be shared? Read the item in the left-hand column and place a **T** in all the appropriate columns.

Program Component	Company	Union	Worker	Workplace Education Representative
Project Team				
Organizational Needs Assessment				
Program Promotion				

Program costs:
   instructor
   materials
   training time
   training space
   other				

Funding Sources				
Support to the Instructor				
Evaluation				

Section 4

SAMPLE AIDS

Project Team Supports

What's Ahead?

Letter of Invitation
Survey
Funding Application
Funding Application Instruction Sheet
Measurable Goals and Objectives
Sample Poster
Instructor Job Description
Instructor Interview Questions
Interview Rating Form
Instructor Agreement
Curriculum Development Agreement
Evaluation Design Sample
Evaluation Design Worksheet
Mid-Program Evaluation Form
Project Team Evaluation Form

Sample Aids

The following samples have been included to assist members of the Project Team establish a
Workplace Education program:

Step 1 - Conduct an ONA
- P   Sample Letter of Invitation
- P   Sample Survey

Step 2 - Plan and Set Goals
- P   Workplace Education Funding Application
- P   Workplace Education Funding Application Instruction Sheet
- P   Measurable Goals and Objectives

Step 3 - Develop the Program and Implement Activities
- P   Sample Poster
- P   Instructor Job Description
- P   Instructor Interview Questions
- P   Interview Rating Form
- P   Instructor Agreement
- P   Curriculum Development Agreement

Step 4 - Evaluate the Program
- P   Evaluation Design Sample
- P   Evaluation Design Worksheet
- P   Mid-Program Evaluation Form
- P   Project Team Evaluation Form

Sample Letter of Invitation

WORKPLACE EDUCATION

Date:

To All Workers:

We invite you to take part in a new initiative that the Workplace Education Project Team is organizing. This team with the support of our union, will ask for worker input about the skills and training required to meet the challenges that work, home and community life present. The focus will be on reading, writing, math and oral communication skills for all workers. The Adult Education Section of the Department of Education will be assisting us with this project.

Participation will be voluntary and completely confidential. Project Team members will be looking for workers to share their thoughts during the week of _____. There will be individual interviews and focus groups.

The company, together with the union and the Workplace Education Project Team, is committed to this project and asks for your support. If you would like to participate, or if you require further information, please let _____ know by _____.

Thank you,

_____	_____	_____
Project Team Member	Project Team Member	Project Team Member
General Manager	Union President	Human Resource Manager
_____	_____	_____
Project Team Member	Project Team Member	Project Team Member
Shop Steward	Department Head	Adult Education Section

Adapted from ABC Canada, <u>Collaborative Needs Assessment</u>, by Sue Folinsbee and Paul Jurmo, 1994.

Sample Survey

Please take time to fill out this survey. The Workplace Education Project Team would like your input about the skills you need to meet everyday challenges at work and in the community.

I am interested in a Workplace Education Program to improve my:

	Yes	No
Reading Skills (For example, reading forms and manuals at work)	❑	❑
Writing Skills (For example, filling in forms at work, writing letters)	❑	❑
Math Skills (For example, math needed at work or for certification programs)	❑	❑
Oral Communication Skills (For example, conducting and participating in shop meetings, giving clear instructions)	❑	❑
Skills to write the GED Tests (GED - Grade 12 Equivalency)	❑	❑

I would specifically like to work on:

Name (optional): _____

Department: _____

WORKPLACE EDUCATION

Funding Application Form

Applicant Name:	Date:
Contact Person:	

Address:	Telephone:
	Fax:

Name of Program(s):

1. **Project Team Members: (team must include members from all partners in the workplace i.e., management, union, employees)**

Name	Job Title	Group Represented

2. **Statement of Needs**

Individual Needs:

Organizational Needs:

3. **Administration of Funding**

Making It Work: A Guide for Project Teams

Who will administer the funds at the workplace?
What is their position?

4. Duties of Workplace Education Instructor

Duties	Timetable	# of Hours
		Total Hours:

5. Budget

Total Instructor Hours:	X	Rate of Pay:	0	
Employer Contributions and Employee Benefits				0.12%
Other Costs: (*e.g. child care, transportation, materials*)				
				Total Costs:
Employer/Union/Employee contributions to instructor wages:				Subtract Contributions:
Total Funds Applied For:				

6.   Contributions (*e.g. paid release time, classroom space, materials*)

What contributions will management/union make?	
Management	Union
What contributions will employees make?	

7.   Curriculum

What steps will you take to assist the instructor to develop a curriculum?

8.   Program Structure

How many participants will be in the program?
Will the program be delivered on or off site? Explain.
Is the classroom easily accessible for all participants?

9.   Sustainability

Making It Work: A Guide for Project Teams

What are your plans to keep the program going after funding has ended?

10.   **Evaluation** *(in addition to program evaluation conducted by the Adult Education Section)*

How do you plan to measure the impact of the program on the workplace?

How will participants be included in the evaluation?

11.   **Previous Programs**

Please identify by name and date any programs previously funded under this Workplace Education Initiative.

Please return to:

Manager of Initiatives
Adult Learning and Innovation
Adult Education Section
Trade Mart, PO Box 578
Halifax, Nova Scotia
B3J 2S9

Workplace Education Funding Application Instruction Sheet

The Project Team may find the following information useful when completing the funding application form.

Applicant Name: Name of workplace
Contact Person: Member of the Project Team selected as the coordinator of the
                          Workplace Education Program.

1. ***Project Team Members***
     Include the name and position of each member of the team. Be sure to give the name
     and local number of the union as well.

2. ***Statement of Needs***

   Individual Needs
   Generally state the learning needs of workers as determined by the Organizational Needs
   Assessment (ONA). For example, workers may want to feel more comfortable with new
   job tasks such as report writing or may want to upgrade their current level of education.

   Organizational Needs
   Generally state the learning needs of the company/union as determined by the ONA. For
   example, the organization may need workers to raise their skills in order to meet the
   requirements of ISO 9000.

3. ***Administration of Funding***
     Give the name and position of the person responsible for ensuring that the instructor is
     paid. This is often someone from payroll or accounting.

4. ***Duties of Workplace Education Instructor***
     The grant covers the cost of the instructor. The hours applied for by the Project Team
     are the hours the instructor will need to develop and deliver the program.

     Instructional hours must make up at least 70-75% of the instructor's duties. Hours
     needed for individual needs assessments and evaluation are considered to be
     instructional hours. Non-instructional hours include curriculum development, Project
     Team meetings, orientation, development of student publication and celebration
     ceremonies.

     When preparing the budget, refer to the program budget model at the end of this
     instruction sheet. The Project Team will find this model useful in designing its program.

5. *Budget*

On the first line, multiply the total program hours x $20.00 per hour to determine the instructor's wages. On the second line "Employer Contribution and Employee Benefits", determine 12% of the instructor's wages. Add this amount to the instructor's wages. Please refer to ***How to Pay the Instructor*** to determine how the 12% is allocated for payroll purposes.

Other Costs

In special circumstances other costs such as transportation and child care may be considered. In particular, rural program sites may need additional support. The Project Team may request these costs up to $250 per program as long as the overall cost of the program stays within the maximum funding allowance of $3,500. This allowance is called a special operational grant.

How to Pay the Instructor

Instructors can be paid as **contract workers** or as an employee of the company.

Contract Worker- If paid as a contract worker, the instructor receives an hourly wage plus 12% for benefits. The instructor is responsible for paying his or her own benefits and income tax contributions. The instructor is also responsible for his or her own Worker's Compensation premiums and can not claim hours worked for Employment Insurance.

Employee- If paid as an employee on payroll, the instructor receives an hourly wage plus vacation pay. (Note: the employer must make Employment Insurance and Canada Pension Premium deductions from this amount.) The employer uses the remainder of the 12% to help pay his/her portion of benefits. As of January 1, 1997 an instructor paid as an employee through payroll can claim the hours worked towards Employment Insurance.

Benefit deductions for casual employees are determined differently from those of permanent employees. The employer may need to check with Revenue Canada for information regarding income tax, Canada Pension and Employment Insurance: 1-800-959-5525. For information regarding Worker's Compensation, contact 1-902-424-8324.

Workplaces use a variety of methods to pay instructors:

    a) Paid weekly or bi-weekly; instructor submits his/her hours and is paid accordingly.

    b) Paid weekly or bi-weekly; the total amount is divided by the number of weeks of the program. The instructor is paid an average amount weekly or bi-weekly.

    c) Lump sum payment or payments paid throughout or at the end of the program.

6. *Contributions***:** *Management, Union, or Employees*

It is expected that combined contributions from the work site equal the amount being applied for in the grant. Second year applications require an increased contribution of 10-15% usually applied towards the cost of the instructor. Third year applications require a increased contribution of 15-25%.

A.   *Management* - The cost to release workers for the Organizational Needs Assessment (ONA), Project Team Meetings, and instruction is a contribution and can be calculated using the following formula.

Formula and examples:
average wage   x   number of workers   x   hours   =   amount of contribution

ONA:
For workplace XYZ the average wage is $10.00 per hour.

25 workers released for 1 hour each to participate in the ONA

$10.00   x   25   x   1   = $250.00

Project Team Meetings:
5 workers released for 1 hour a month for 5 months

$10.00   x   5   x   5   = $250.00

Time Release for Instruction:
12 students released for one hour per week for 40 weeks. (Please note: Any personal time donated by the workers to attend training can not be calculated as a contribution by the company).

$10.00   x   12   x   40   = $4,800.00

Total contribution in terms of release time   = $ 250.00
                                                          250.00
                                                  +   4800.00
                                                      5300.00

Other contributions may take the form of cash payment toward instruction, classroom rental (if classes are off-site), stationary supplies, photocopying, GED textbooks and exam fees, time off in lieu of release time, etc. When workplaces reapply for subsequent programs, it is expected that their contribution would increase and the amount of the grant decrease.

B.   *Union* -The union or labour organization can make monetary contributions, provide supplies, contribute to costs associated with a closing ceremony or student publication, buy GED texts, pay GED exam fees, cover rental cost for classroom

space, etc.

C.   *Workers* - Workers can contribute their own supplies and take the program fully or partially on their own time. Other examples of workers' contribution can be out-of-pocket expenses for travel, child care, meals, etc.

7. *Curriculum*
Examples of assisting the instructor with curriculum development include giving the instructor a work site tour, arranging for the instructor to talk with workers, supplying the instructor with workplace materials such as manuals, workplace forms, training materials, safety information, union literature, etc. The Project Team may also provide direction and ideas for incorporating workplace activities into the training sessions.

8. *Program Structure*
There must be a minimum of 7 and normally a maximum of 12 participants per program. If your number exceeds 12, then you may need to apply for a second program.

9. *Sustainability*
It is important for the workplace to plan to sustain workplace programs. Government funding is limited and may not always be available. What avenues will you explore to carry on these educational programs? For example: How will the Project Team increase its contribution or pay for future programs and encourage a learning culture in the workplace?

10. *Evaluation*
In what ways will the Project Team evaluate the impact of the Workplace Education program(s)? For example, the team may want to evaluate the increase in morale and self-esteem. It may want to examine the impact of the program in the areas of worker productivity, interdepartmental communication, the use of particular skills such as charting or estimating.

11. *Previous Programs*
If the Project Team has received funding for Workplace Education through a previous application, provide an overview of the program.

Measurable Goals and Objectives

Goal:

Objective 1:

Objective 2:

Objective 3:

Objective 4:

Goal:

Objective 1:

Objective 2:

Objective 3:

Objective 4:

Goal:

Objective 1:

Objective 2:

Objective 3:

Objective 4:

Sample Work Site Poster

**WORKPLACE
EDUCATION**

Workplace Education Program

Upgrading Workplace Skills

To be included in the course:

1. Workplace Math Skills
   ***tally sheets, calculating FBM, problem solving, cost
   assessments**

2. Proposal Writing
   *cost assessments, accident investigations

3. Understanding Workplace Information
   *reading workplace graphs, reports

4. Changes at the Workplace and On-the-Job
   *meeting these changes, preparing for the future

**Please see a member of your Project Team if you are interested.
The program will begin in December if there is enough interest.**

Workplace Education Instructor Job Description

Position Scope
Instructors develop customized curriculum and instruct adults in essential skills for the workplace. Programs are delivered on-site to workers and may include workplace-related communications, reading, writing and math skills, critical thinking, problem solving and other essential skills as determined by the Organizational Needs Assessment (ONA).

Key Responsibilities

P   **Initial Program Planning:**
Consult with the Workplace Education Project Team :
- to study the ONA report
- to tour the workplace and meet supervisors and workers
- to gather and review workplace print material to be used in the course
- to develop program goals and objectives
- to assist with program promotion and recruitment of participants

P   **Curriculum Development:**
Prepare contextualized lesson plans by:
- assessing student learning needs and areas of interest, as well as individual goals
- incorporating relevant workplace materials and situations
- adapting materials from other sources such as resource libraries

P   **Program Implementation:**
- work for and with the Project Team through the duration of the program
- evaluate, record and report student progress
- evaluate and report success of program
- revisit organizational and individual goals and objectives throughout the program
- maintain on-going documentation
- assist with closing ceremonies

Qualifications
- university degree
- understanding of adult education principles and the needs of adult learners
- experience instructing in an adult education program
- flexible schedule to meet workplace needs

Pay Information
- $20.00 per hour, part-time contracts up to $3500.00 per contract, including paid administrative time
- pay administered by the participating workplace, not the Department of Education

Workplace Education Instructor Sample Interview Questions

1. Give us an overview of your background and experience as they relate to this position.

2. What is your experience in teaching adults?
    C   Communication skills
    C   Mathematics
    C   Science
    C   Problem solving

3. Describe any experience you have had in designing programs or adapting curricula to meet the requirements of a particular workplace or other setting.

4. How would you assess student levels of instruction?

5. What methods would you use with students to improve reading and writing?

6. As an instructor in a Workplace Education program, how would you use the workplace to assist you?

7. How would you evaluate and document student progress?

8. How would you recognize the efforts of students at the end of a workplace program?

9. When you find yourself in a new teaching situation, what do you hope to achieve?

10. How would you develop and foster partnerships between management, union and workers in your role as Workplace Education instructor?

11. What experience do you have working on a team?

12. What would you do if the room you had booked for a class was being used by another group?

13. How would you handle other problems which might arise during the course of the workplace program?

14. How would you respond to an employer who asked how a particular worker was doing in class?

15. This is a part-time position. How can you fit the program times into your schedule? (Refer to the workplace's contract agreement).

Workplace Education Instructor Interview Rating Form

Name: _____   Interviewer:_____

Selection Factors	Weight	Rating
Knowledge Possession of specialized information normally acquired through formal education. Knowledge to be assessed: C principles of adult education C workplace education C subject areas to be taught	20	
Technical and Professional Skills Ability to perform complete sets of specialized skills normally acquired through combination of formal training and practice. Skills to be assessed: C curriculum/program development C identifying learner needs C adult education methods C skill in teaching adults	30	
Communication Skills Ability to communicate clearly and effectively. C make presentations in class/to groups C skills with written language	15	
Interpersonal Skills Ability to establish and maintain effective relationships with others in the work environment. C management/union C Workplace Education Project Team C program participants	15	
Motivation Tendency to establish and strive for high standards of personal achievement.	10	
Overall Suitability for Position The degree of mutual compatibility between the candidate and the job and the candidate and the organizational context.	10	

Sample Instructor Agreement

Between

_____ Project Team and _____ Instructor

<u>Terms and Conditions</u>

It is agreed upon by the above parties and understood that _____ will deliver the course "_____" in accordance with the following:

1.   _____ is to be employed in the position of instructor.

2.   _____ will be bound by the terms and conditions of this agreement for the duration of this contract.

3.   _____ will comply with all reasonable instructions as may be given by _____ Project Team.

4.   _____ agrees that any materials developed as a result of this agreement becomes and remains the exclusive property of the Nova Scotia Department of Education.

5.   _____ agrees to return all information and to hold, as confidential, and not divulge, release, or publish any information learned, or resulting from, this agreement.

6.   _____ agrees to consult Nova Scotia Department of Education staff, as required.

7.   _____ agrees not to make any expenditures in connection with this agreement, nor to commit financially _____ Project Team or the Nova Scotia Department of Education, in any way.

8.   _____ acknowledges that this agreement does not include group benefits, pension plan membership or medical and dental coverage.

9.   _____ will receive, in consideration of this agreement, remuneration in the amount of $_____ , (payment to be decided upon by the parties).

10. _____ agrees that (s)he, his/her heirs, executors, administrators, successors and assigns will release and forever discharge _____ Project Team and the Nova Scotia Department of Education from all actions, causes of actions, claims and demands for or by reason of any damage, loss or injury to person or property.

11. In the event that any provision of this agreement is found to be void, unenforceable, or invalid by a court of competent jurisdiction, such findings will not affect any other provision of this agreement.

12. This agreement is, in no way, transferable.

Signed:

_____
Date

_____   _____
(Project Team Member)   (Instructor)

_____   _____
(Project Team Member)   (Witness)

Sample Curriculum Development Agreement

Between

_____ Project Team and _____

<u>Terms and Conditions</u>

It is agreed upon by the above parties and understood that _____ will develop a curriculum for a "_____" course in accordance with the following:

1.   _____ is to be employed in the position of curriculum developer.

2.   _____ will be bound by the terms and conditions of this agreement for the duration of this contract.

3.   _____ will comply with all reasonable instructions as may be given by _____Project Team.

4.   _____ agrees that any curriculum developed as a result of this agreement becomes and remains the exclusive property of the Nova Scotia Department of Education.

5.   _____ agrees to return all information and to hold, as confidential, and not divulge, release, or publish any information learned, or resulting from, this agreement.

6.   _____ agrees to consult Nova Scotia Department of Education staff, as required.

7.   _____ agrees not to make any expenditures in connection with this agreement, nor to commit financially, _____ Project Team or the Nova Scotia Department of Education in any way.

8.   _____ acknowledges that this agreement does not include group benefits, pension plan membership or medical and dental coverage.

9.   _____ will receive, in consideration of this agreement, remuneration in the amount of $_____ , to be paid in 3 equal installments of _____. The first two installments will be paid in the _____ and _____ of _____ and the third (and final) installment will be paid on the completion and delivery of the finished curriculum.

10.   _____ agrees that (s)he, his/her heirs, executors, administrators, successors

and assigns will release and forever discharge _____ Project Team and the Nova Scotia Department of Education from all actions, causes of actions, claims and demands for or by reason of any damage, loss or injury to person or property.

11. In the event that any provision of this agreement is found to be void, unenforceable, or invalid by a court of competent jurisdiction, such findings will not affect any other provision of this agreement.

12. This agreement is, in no way, transferable.

Signed: _____
                                             Date

_____   _____
(Project Team Member)   (Curriculum Developer)

_____   _____
(Project Team Member)   (Witness)

Sample Evaluation Design

WHO	WHAT INFORMATION	WHY	CORE QUESTIONS	HOW
Workers	Did you learn anything? Would you participate in another Workplace Education program? Was it worth the effort you put into it?	To improve the quality of the program. To develop a long range training plan.	What are the long-range benefits to yourself from the Workplace Education program? How are you using your new skills at work?	Personal Interviews Telephone Focus Group
Instructors	Did you meet the needs of the workers? Were the workers in tune with the course material? How effectively were workplace materials used?	To adjust the style of instruction if necessary.	Do you think we could improve on how the program was presented? How would you rate the use of workplace material? In what ways did you tailor this program to the needs of the workers and the workplace?	Personal Interviews
Supervisors	How are the workers from your Department benefitting? What do you think of this program? Is this program beneficial to the company, to the worker? Have you noticed an increase in the skill level of your workers?	To design a long range training plan. To fine tune aspects of the program. To act as a resource for worker performance.	Do you think that this program can be integrated into the overall training of the workplace? In what ways have workers used their new skills in the jobs they do?	Personal Interviews Telephone Interviews Focus Group of all supervisors
Management	What is the overall cost of training? Was there a benefit to the training? How did the company benefit? How did the worker benefit?	To produce an efficient and cost-effective training program. To meet the needs of all workers and the organization.	If accepted, how could you as a Manager pass along the program idea to your Supervisor?	Personal Interviews
Union Representative	Do you feel you received a return on your investment? Was the Workplace Education program beneficial to your members?	To determine return on investment and interest in sponsoring another program.	How would your Union participate in the program if it were offered again? What would be your expectations if this were a permanent program?	Personal Interviews Telephone Interviews
Project Team	Do you feel the program has met its objectives? Would you be part of another such Workplace Education program? Has there been a benefit to all partners in the workplace?	To retain the expertise gained through the pilot project. To share the knowledge gained through the different steps of implementing a Workplace Education program.	How do you feel you have enhanced the learning process? Do you have any suggestions or criticism to share on how the program has unfolded to date? Is there anything that should be altered or added?	Project Team Meeting
Worker Non-Participants	Were you aware of the Workplace Education Program? Was it publicized enough? Would you be interested in participating if there was another program like this one? Were there any direct affects on your work requirements as a result of the program?	To gauge future interest. To determine how effective the publicity campaign was. To measure transfer of literacy skills to the workplace.	What would interest you in this type of program? How would this type of program be beneficial to you? Is there a noticeable change in the skills of your co-workers who participated in the program? In what ways?	Personal Interviews Telephone Interviews Focus Groups

EVALUATION DESIGN WORKSHEET

WHO	WHAT INFORMATION	WHY	CORE QUESTIONS	HOW

Making It Work: A Guide for Project Teams

WHO	WHAT INFORMATION	WHY	CORE QUESTIONS	HOW

Workplace Education Project Mid-Program Evaluation

Name _____

Business Name _____

Making It Work: A Guide for Project Teams

1.   What is the name of your program?

2.   Has the number of participants in the program changed? Why?

3.   How well are the facility and classroom materials meeting your needs?

4.   How often does the Project Team meet?

5.   How have program goals and objectives been met to date? Please explain.

6.   Describe any changes you have had to make to your original plan.

7.   What has gone better than planned?

8.   What has not gone as well as you hoped?

9.   What recommendations would you make for the duration of the program?

Project Team Evaluation Form

Name of Workplace _____

Name of Program _____

Date _____

1.   Please describe your role and duties as a Project Team member.

2.   Were all interest groups at the workplace fairly represented on the Project Team (i.e., workers, management, supervisors, union, program participants, etc.)? Please comment.

3.   Describe the major activities undertaken by the Project Team in setting up and implementing the program.

4.   How effective has the Project Team been in completing these activities?

5.   How did the Team solve any problems or concerns that may have arisen during the program?

6.   Please describe the services offered by the Department of Education in working with the Project Team.

7. How satisfied were you with the services offered by the Department?   Please feel free to offer your suggestions on how these services may be improved.

8. How would you rate your participation on the Project Team? Please check one and comment on your rating.

    ( ) unsatisfactory
    ( ) satisfactory
    ( ) good
    ( ) excellent

    Comments:

9. If another program was offered at your workplace, would you agree to serve on the Project Team? Please comment.

10. Do you consider your involvement with the Project Team as a positive learning experience for you personally? (Please provide examples of any new or enhanced skills)

11. Are there any additional comments you would like to make regarding the Project Team or the Workplace Education program?

Appendix 1

Nova Scotia
Department of Education

What's Ahead?

The Adult Education Section

Workplace Education Field Officers

Resource Collections

Making It Work: A Guide for Project Teams

Department of Education - Adult Education Section

Mission: To provide Nova Scotians with lifelong learning opportunities designed to promote active participation in the home, the workplace and the community.

P **Consultative Services/Expertise**
Assisting organizations in proposal development, project coordination, curriculum development, project monitoring and evaluation. Providing information and referral services. Facilitating community networking and coordination.

P **Practitioner Training**
Providing training in the field of adult literacy principles and practices: Tutor and Instructor Training and Certification Program, practitioner orientation sessions, Workplace Education Practitioner Certification, workshops on family literacy, media literacy, and plain language.

P **Coordination of the Community Learning Initiative (CLI)**
Providing funding and assistance to Community Learning Networks for the delivery of literacy and upgrading programs.

P **Administration of Federal-Provincial Literacy Grants Program**
Administering the National Literacy Secretariat Literacy Grants Program which provides funding to support literacy and upgrading projects throughout the province.

P **Coordination of the Workplace Education Initiative**
Providing funding and assistance to business/labour to develop essential skills programs in the workplace.

P **Coordination of the Family Learning Initiative Endowment Fund**
Administers the Family Learning Initiative Endowment Fund which provides grants to establish family literacy programs to non-profit organizations across Nova Scotia.

P **Management of the Correspondence Study Program**
Providing public school courses to adults and youth who wish to complete their education at home.

P **Management of General Educational Development (GED) Testing Service**
Providing international high school equivalency testing for adults in Nova Scotia.

P **Development of Learning Materials and Curriculum**
Developing learning materials and resource guides to support adult learning activities.

P   **Increasing Public Awareness**
Advocating for the importance of lifelong learning through special events, community outreach and public policy development.

P   **Resource Centres**
Providing educational resources on loan to adult learners and practitioners.

P   **Community Development**
Promoting and documenting the link between education and economic development through a variety of initiatives.

Workplace Education Staff

Elaine Casey
Metro Region
Adult Education Section
Dept. of Education
4th Floor, 2021 Brunswick St.
P.O. Box 578
Halifax, NS B3J 2S9
Phone: 424-8955
Fax: 424-1171
caseyei@gov.ns.ca

Joe Brown
Metro Region
Adult Education Section
Dept. of Education
4th Floor, 2021 Brunswick St.
P.O. Box 578
Halifax, NS B3J 2S9
Phone: 424-7016
Fax: 424-1171
brownjd@gov.ns.ca

Judy Purcell
Southwestern Region
Adult Education Section
Dept. of Education
c/o Lunenburg Campus, NSCC
75 High Street
Bridgewater, NS B4V 1V8
Phone: 543-2011
Fax: 543-0648
purceljl@lunenburg.nscc.ns.ca

Renette Muise
Valley Region
Adult Education Section
Dept. of Education
c/o Kingstec Campus, NSCC
P.O. Box 487, 236 Belcher St.
Kentville, NS B4N 3X3
Phone: 679-4344
Fax: 679-6235
muiserm@kingstec.nscc.ns.ca

Gaylene Leedham
Northern Region
Adult Education Section
Dept. of Education
60 Lorne St., Suite 3
Truro, NS B2N 3K3
Phone: 893-5985
Fax: 893-6104
leedhagp@gov.ns.ca

Robin Jardine
Northern/Strait Regions
Adult Education Section
Dept. of Education
Business Service Centre
980 East River Road
New Glasgow, NS B2H 3S8
Phone: 752-9363
Fax: 755-2848
rjardine@north.nsis.com

Raymond LeFort
Cape Breton Region
Adult Education Section
Dept. of Education
c/o Marconi Campus, NSCC
P.O. Box 1042, Glace Bay Hwy
Sydney, NS B1P 6J7
Phone: 563-2341
Fax: 563-3719
lefortrp@gov.ns.ca

Jerry Taylor
African-Canadian Community
Adult Education Section
Dept. of Education
4th Floor, 2021 Brunswick St
P.O. Box 578
Halifax, NS B3J 2S9
Phone: 424-1162
Fax: 424-1171
tayorjm@gov.ns.ca

Shannon Kelly
Special Projects
Adult Education Section
Dept. of Education
P.O. Box 578
Halifax, NS B3J 2S9
Phone: 424-6803
Fax: 424-1171
kellysl@gov.ns.ca

Darlene Jarvis
Secretary
Adult Education Section
Dept. of Education
P.O. Box 578
Halifax, NS B3J 2S9
Phone:424-5281
Fax:424-1171
jarvisde@gov.ns.ca

Marjorie Davison
Program Coordinator
Workplace Education Initiative
Adult Education Section

Department of Education
4th Floor, 2021 Brunswick St.
P.O. Box 578
Halifax, NS B3J 2S9
Phone: 424-5191
Fax: 424-1171
davisome@gov.ns.ca

Sandra McKenzie
Manager, Initiatives
Adult Education Section
Dept. of Education
4th Floor, 2021 Brunswick St
P.O. Box 578
Halifax, NS B3J 2S9
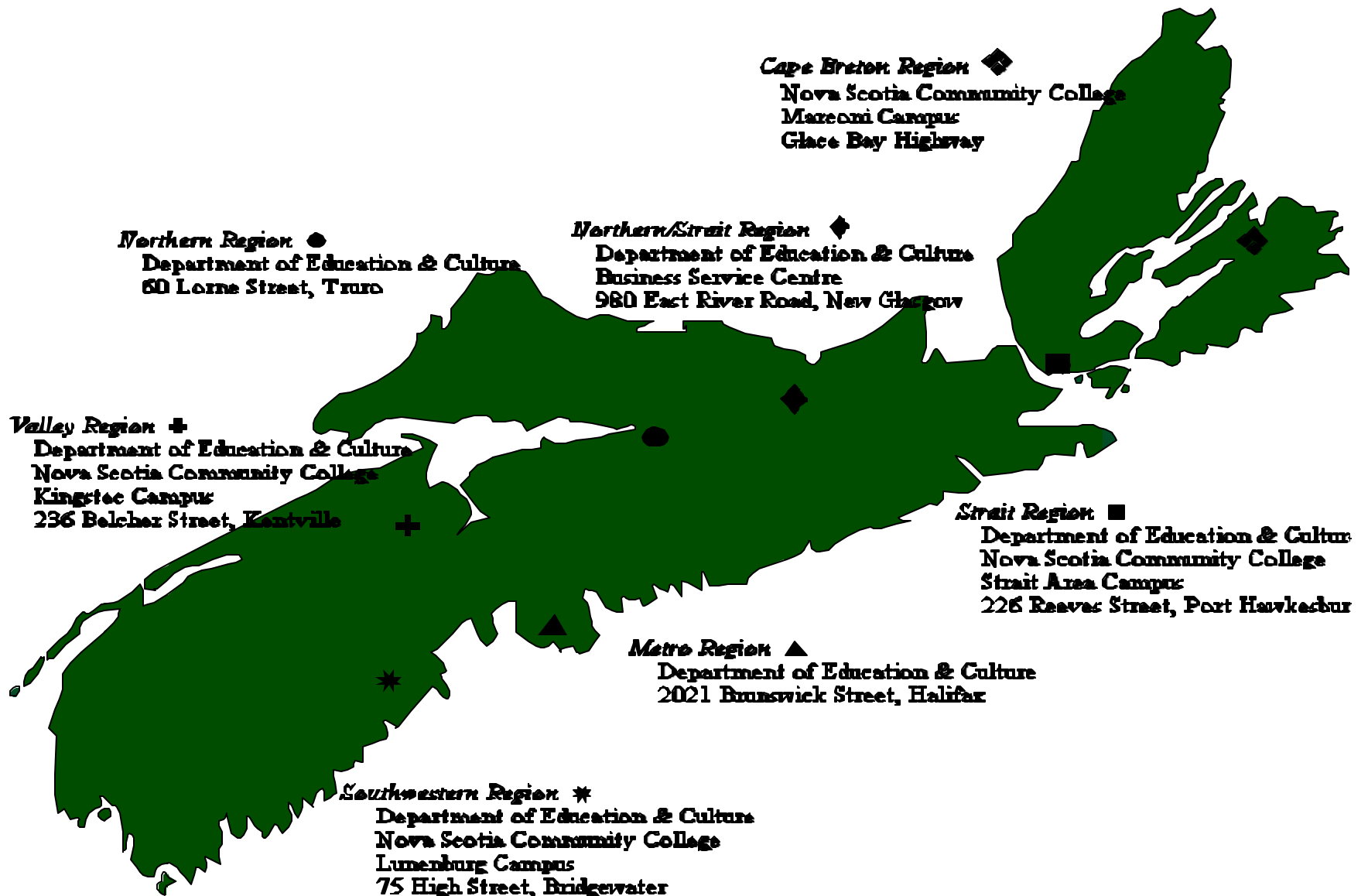Phone: 424-7645
Fax: 424-0666
mckenzsa@gov.ns.ca

Ida M. Scott
Small Business Project Officer
P.O. Box 1644
80 Victoria Road
Lunenburg, NS B0J 2C0
Phone: 902-634-7238
Fax: 902-634-4498
iscott@fox.nstn.ca

Workplace Education Resource Collections

Cape Breton Region ◆
Nova Scotia Community College
Marconi Campus
Glace Bay Highway

Northern Region ●
Department of Education & Culture
60 Lorne Street, Truro

Northern/Strait Region ◆
Department of Education & Culture
Business Service Centre
980 East River Road, New Glasgow

Valley Region ✚
Department of Education & Culture
Nova Scotia Community College
Kingstec Campus
236 Belcher Street, Kentville

Strait Region ■
Department of Education & Culture
Nova Scotia Community College
Strait Area Campus
226 Reeves Street, Port Hawkesbur

Metro Region ▲
Department of Education & Culture
2021 Brunswick Street, Halifax

Southwestern Region ✳
Department of Education & Culture
Nova Scotia Community College
Lunenburg Campus
75 High Street, Bridgewater

Appendix 2

Nova Scotia Partners for Workplace Education

Nova Scotia Partners for Workplace Education

Provincial Advisory Committee Members

Mr. Allie Craswell
Plant Manager
Avon Foods Limited
100 South St, PO Box 1000
Berwick, NS B0P 1E0
email: alliec@avonfoods.ns.ca

Ms. Bernadette Willigar
MACTARA
PO Box 26
Upper Musquodoboit, NS B0N 2M0

Mr. Raymond Doucet, Manager
Magasin Cheticamp Coop
P.O. Box 40
Cheticamp, NS   B0E 1H0

Danny Cavanaugh
RR #5, Upper Onslow
Truro, NS B2N 5B3
email: dannyc@north.nsis.com

Sandra McKenzie
Adult Education Section
Department of Education
email: mckenzsa@gov.ns.ca

Marjorie Davison
NS Workplace Education Initiative
Adult Education Section
email: davisome@gov.ns.ca

John Kavanaugh
ACOA
1801 Hollis Street
PO Box 2284, Station M
Halifax, NS   B3J 3C8
email: jkavanag@acoa.ca

Nancy Ives
Dept. of Economic Development
WTTC
PO Box 519
Halifax, NS   B3J 2R7
Community Economic Development
email: econ.nancy@gov.ns.ca

Virginia Vacheresse
AWENS Representative
4 Grange Street
Pictou, NS   B0K 1H0

Ms. Darlene Boliver
St. Vincent's Guest House
2080 Windsor Street
Halifax, NS   B3K 5B2

Mr. Cyril Meagher, General Manager
Allendale Electronics
2597 Hwy 3, Allendale
RR #1, Lockeport, NS   B0T 1L0
email: cmeagher@car.auracom.com

Carla Bryden
CAW #2107
PO Box 1335
Antigonish, NS B2G 2L7
email: carla.bryden@ns.sympatico.ca

Appendix 3

Association of Workplace Educators of Nova Scotia
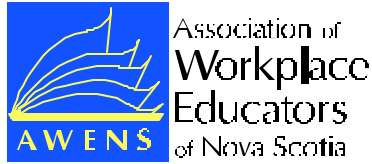
What is the Association of Workplace Educators of Nova Scotia (AWENS)?

AWENS is a new association of adult educators who instruct and support essential skills programs in Nova Scotia's workplaces. The goal of this association is to provide a forum for the promotion and advancement of excellence in instructional practices by networking, creating professional development opportunities, responding to trends in the field and representing the interests of educators.

What has AWENS done lately?

AWENS formed in Spring of 1998. The Association has spent the last year working with the Workplace Education staff of the Department of Education and Culture to develop the Certification Program for Workplace Education Instructors in Nova Scotia. This program has been created using a consultative process that has allowed instructors to voice their issues, concerns and ideas about the creation of such a program. Every active instructor was given the chance to provide input into the philosophy, content and format of the program.

The result of this work culminated in this year's workplace educators institute called *Making it Work in the Classroom '99* in early June at Liscombe Lodge. 70 workplace educators came from Nova Scotia, Prince Edward Island, New Brunswick, Ontario and British Columbia to participate in 8 of the 16 Certification Workshops.

Making it Work was a great chance for workplace educators to share, learn and teach. A great time was had by all and AWENS kicked off its second year by holding its 1st Annual General Meeting. So, join now and benefit from future great events like *Making it Work*.

Making It Work: A Guide for Project Teams