



**Innovations  
in Workplace  
Literacy and  
Learning**

**4th Atlantic Region  
Workplace/Workforce  
Institute**

**L'innovation dans la  
formation et dans  
l'alphabétisation en  
milieu de travail**

**Quatrième session en Atlantique  
d'étude intensive sur le milieu de  
travail et la main-d'oeuvre**

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## **Institute Report**

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**St. John's, Newfoundland & Labrador  
Fairmont Newfoundland Hotel  
October 17 - 19, 2003**

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# Executive Summary

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## OBJECTIVES AND ACTIVITIES

### *Objective of the Institute*

The overall objective of the *Innovations in Workplace Literacy and Learning: 4<sup>th</sup> Atlantic Region Workplace/Workforce Institute* was to encourage the growth of workplace literacy in the region by:

- ▶ exploring links between workplace literacy and economic development,
- ▶ exploring how workers, employers, industry, labour and government can ensure a well-trained and more literate workforce, and
- ▶ fostering partnerships.

It was believed that the objective of the *Innovations in Workplace Literacy and Learning: 4<sup>th</sup> Atlantic Region Workplace/Workforce Institute* had direct linkages to the federal *Innovation Strategy* in the following ways:

- ▶ exploring the ways in which workplace literacy programs can improve literacy levels and adults' knowledge of basic grammar and vocabulary,
- ▶ demonstrating how workplace literacy programs can help increase the participation of underemployed groups at home, at work, and in community (women, youth, people with disabilities, visible minorities, and Aboriginal people),
- ▶ exploring the role of Prior Learning Assessment and Recognition in workplace literacy programs,
- ▶ exploring the ways in which Atlantic Canadians can better prepare for labour market participation through workplace literacy initiatives,
- ▶ exploring how all levels of government can facilitate innovative opportunities in workplace literacy, and
- ▶ encouraging collaboration among education stakeholders, labour, government and industry, and demonstrating how participation can be increased in workplace literacy programs.

### *How the Objectives were Accomplished*

The objective of the *Innovations in Workplace Literacy and Learning: 4<sup>th</sup> Atlantic Region Workplace/Workforce Institute* was accomplished through the development of an agenda designed to meet each of the sub-objectives listed above. Delegates participated in plenary sessions as well as workshops supplemented by provincial and stakeholder caucuses.

Additionally, at the beginning of the conference, Linda Coles, the *Institute* chair asked delegates to consider four questions that would be discussed on the last day of the conference in their provincial caucuses. The four questions considered by each caucus were:

- ▶ What are the top three priorities which should be addressed in workplace/workforce literacy?
- ▶ Can you identify the partnerships required to address these priorities?
- ▶ Who will lead the initiative in the Atlantic Region?

- ▶ What is our plan of action?

A copy of the agenda of the *Innovations in Workplace Literacy and Learning: 4<sup>th</sup> Atlantic Region Workplace/Workforce Institute* can be found in Appendix A.

## Background

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The *Innovations in Workplace Literacy and Learning: 4<sup>th</sup> Atlantic Region Workplace/Workforce Institute* was held at the Fairmont Newfoundland Hotel in St. John's, Newfoundland and Labrador on October 16, 17 and 18, 2003. The *Institute* was hosted by the Literacy Branch of the Department of Education, Government of Newfoundland and Labrador in partnership with the Governments of New Brunswick, Nova Scotia and Prince Edward Island. The *Institute* was funded with the support and partnership of the National Literacy Secretariat of Human Resources Development Canada as well as with provincial contributions, both in-kind and financial.

The *Innovations in Workplace Literacy and Learning: 4<sup>th</sup> Atlantic Region Workplace/Workforce Institute* was held in response to the new *Innovation Strategy* document released by the Government of Canada as well as from momentum gained from three previous literacy institutes that were held throughout the Atlantic region. The *Innovation Strategy* signals a renewed commitment to building Canada's competitive edge by building on the human resources and infrastructure required for economic growth.

In the Atlantic Canada region, the role of workplace literacy in economic development has been highlighted through a number of successful Atlantic Region Workplace Education Institutes. The institutes focussed on developing awareness of workplace/workforce education in the Atlantic region and highlighted a number of areas including:

- ▶ encouraging the development of workplace/workforce education initiatives,
- ▶ determining the role of workplace education in economic development, and
- ▶ determining the roles and responsibilities of stakeholders and government in assuring a skilled workforce.

The momentum generated by these institutes resulted in new and exciting workplace literacy initiatives within the region. In the years following these institutes, each Atlantic province undertook new programs within workplace literacy aimed at increasing awareness and the importance of the contribution of a skilled workforce. Within Newfoundland and Labrador, the Literacy Branch of the Department of Education, through an ad hoc Provincial Committee, contributed to the development of a *Guide to Supporting Workplace Education* document. The Branch also hosted an Action Forum on Workplace Literacy. Nova Scotia and New Brunswick forged partnerships with businesses and municipalities to foster the growth of workplace literacy programs. Prince Edward Island created *Workplace PEI* to assist employers in the development of on-site literacy programs. Given the diverse programs and initiatives that had taken place within Atlantic Canada, it was felt that a fourth institute could build on the strengths of the previous institutes, while examining workplace literacy through the lens of Canada's new *Innovation Strategy*.

The 4<sup>th</sup> Atlantic Region Workplace/Workforce Institute adopted as its theme: *Innovations in Workplace Literacy and Learning*.

## **Atlantic Planning Committee**

The *Innovations in Workplace Literacy and Learning: 4<sup>th</sup> Atlantic Region Workplace/Workforce Institute* was developed and overseen by the following members of an Atlantic planning committee.

### ***Newfoundland and Labrador***

Linda Coles, Institute Chair  
Department of Education, Government of Newfoundland and Labrador

Cindy Christopher  
Department of Education, Government of Newfoundland and Labrador

Della Coish  
Literacy Development Council of Newfoundland and Labrador

Michelle Brown  
Random North Development Association

### ***Prince Edward Island***

Barbara McNutt  
Department of Education, Government of Prince Edward Island

Ruth Rogerson  
Workplace Education PEI

Karen Chandler  
Workplace PEI

### ***Nova Scotia***

Marjorie Davison  
Department of Education, Government of Nova Scotia

Linda Wentzel  
Nova Scotia Federation of Labour

Judy Purcell  
Department of Education, Government of Nova Scotia

***New Brunswick***

Pauline Pelletier  
Department of Training and Employment Development, Government of New Brunswick

Maryanne Bourgeois  
Department of Education, Government of New Brunswick

Rowena Brooks  
Department of Education, Government of New Brunswick

Ian Thorn  
Communications, Energy and Paper Workers Union of Canada

***National Literacy Secretariat - Human Resources and Development Canada***

Brigid Hayes

Viviane Antunes

# Keynote Speaker, Plenary Sessions & Workshops

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## KEYNOTE ADDRESS

The Keynote Address: *Literacy, Numeracy and the Labour Market: Evidence and Prospects* was delivered by Mr. Scott Murray, Director General, Social and Industrial Statistics, Statistics Canada on Friday, October 17, 2003.

Mr. Murray's presentation focussed on the role and importance of literacy to Canada and to the Atlantic Region. He informed delegates that skills and learning were sources of policy interest to government for the following reasons:

- ▶ concerns about skill barriers to economic growth, productivity growth and rates of technological innovation,
- ▶ concerns about the role of skill in creating social inequity in economic outcomes, and
- ▶ concerns about the quality of educational output.

Mr. Murray stated that the key policy drivers are demographics, globalization of markets, multinationals, diffusion of information and communication technologies, and competition from the developing world. Mr. Murray guided the participants through a series of graphs that placed Canada within a global context and the Atlantic Region within a Canadian context.

The following conclusions were presented by Mr. Murray:

- ▶ Literacy and numeracy matter economically and socially.
- ▶ The Canadian labour and educational markets recognize and reward skill.
- ▶ The education system is doing well overall but still produces significant numbers that do not meet expectations.
- ▶ Employer supported adult learning systems are extraordinarily skill biased.
- ▶ Overall level of adult education and training seems too low in international terms.
- ▶ Data from the 2003 International Adult Literacy and Skills Survey (IALSS) will tell us how skill profiles are evolving.
- ▶ We have an urgent need to understand the learning needs of individuals in Level 1 and how skill interacts with firm characteristics.
- ▶ A national "standards" exercise might help.

A copy of Mr. Murray's presentation can be found in Appendix B.

## PLENARY SESSION 1

**Plenary Session 1: *The Alpha and Omega of Workplace/Workforce Programs - Where to begin? How to get started? How do you know you're there?* took place on Friday, October 17, 2003.**

This session was conducted by:  
Ruth Rogerson, Workplace Education PEI,  
Margan Dawson, AWENS, NS,  
Judy Purcell, Department of Education, NS and  
Cindy Christopher, Department of Education, NL.

The presentations focussed on the “5 P’s” of the workplace educational model which are: principles, partnerships, process/program, practitioner training, and promotion.

Ruth Rogerson reviewed adult education principles as being a learner-centred approach, a comfortable environment, the learners’ experiences and knowledge, anonymous results, small groups and celebration. She stressed that the key points in workplace literacy programs are partnerships, informal assessments, customized learning materials, monitoring and evaluation.

Judy Purcell and Margan Dawson provided the delegates with an overview of the Nova Scotia Workplace Education Instructor Certification Program. They outlined its background, its development process, its purpose, its format/delivery, its content and its certification process.

Cindy Christopher focussed on the marketing of workplace education. She utilized a Newfoundland and Labrador context and provided them with an overview of the *Guide to Supporting Workplace Education*. This guide had been developed to provide assistance in developing a workplace education program.

## PLENARY SESSION 2

**Plenary Session 2: *The Experience of Collaborative Efforts: Successes and Challenges* took place on Friday, October 17, 2003.**

This session was conducted by:  
Mark Roberts, NL Hydro,  
Blair Doucet, USWA/Brunswick Mines Project,  
Curtis Lemieux, Metocean Data Systems,  
Cyril Meagher, Allendale Electronics,  
Margan Dawson, Metocean Instructor,  
Joe Brown, Department of Education, NS and  
Judy Purcell, Department of Education, NS.

The presenters shared best practices, mechanisms, and success and challenges of collaboration as represented in their workplace/workforce education programs. They covered such topics as the role of project teams, external partnerships and resources, getting started, identifying needs, funding issues, program development and delivery, and measuring success.

## PLENARY SESSION 3

**Plenary Session 3 was *An Address by Ms. Nancy Riche, Officer of the Order of Canada and Retired Secretary-Treasurer of the Canadian Labour Congress.***

Ms. Riche addressed the delegates on Saturday morning, October 18, 2003. She shared her experiences with literacy within the labour movement in Canada over the past thirty years. Ms. Riche spoke in depth about the changes she witnessed in the labour market and the changing demographics of the present labour force in Canada as well as the globalized world in which essential skills and literacy are a must. She commended delegates for their commitment to workplace literacy and wished them every success in their future endeavours.

## WORKSHOPS

**WORKSHOP 1, *The Labour Experience in Atlantic Canada: Literacy and Lifelong Learning* took place on Friday, October 17, 2003.**

This workshop was conducted by:

Ian Thorn, Communication, Energy and Paper Workers Union of Canada,  
Linda Wentzel, Nova Scotia Federation of Labour, and  
Margie Hancock, Newfoundland and Labrador Federation of Labour.

Ian Thorn's presentation used video clips of the Communication, Energy and Paper Workers Union (CEP) National Literacy Project which began in 1999. The video clips highlighted workers' and employers' views on participation in the project. Thorn stated that a committee had been organized to develop a national needs assessment in order to determine the needs of workers and the company with respect to workplace literacy. This project was based on the peer tutor learning guide model. The union and employer agreed to house the project in the union hall and complete confidentiality was strictly adhered. Materials used in the course were generally left to the discretion of the learner as it was believed this could achieve a better degree of comfort for the learner. Some learners chose the collective agreement, magazines, newspapers, etc. The participants in this project wished to control this aspect of the program which provided a sense of ownership. It was not perceived as a management driven agenda. Thorn stated that some of the projects were funded through a cost sharing agreement with the employer, while others were 100% funded by the employer. In closing, Thorn informed delegates that this program was a huge success with workplace literacy evolving into a culture for both employer and union.

Linda Wentzel, Workplace Education Coordinator with the Nova Scotia Federation of Labour, gave an overview of the history of the worker education in unions, particular the use of peers to deliver workshops and courses. She explained the partnership that has helped to develop the peer learning guide project in Nova Scotia. In 2002, the Nova Scotia Federation of Labour hosted a meeting that brought together three unions with expertise in using peers to deliver education to their members; the Canadian Union of Postal Workers (CUPW), the Communication, Energy and Paperworkers Union of Canada (CEP) and the Canadian Union of Public Employees (CUPE). With the Canadian Labour Congress (CLC) mediating, the labour delegates then met with the Nova Scotia Department

of Education to forge a partnership. All parties are currently developing a training for the peer learning guides. Ms. Wentzel informed the delegates that one of the drawbacks to participation for some of the unions is the lack of unionized instructors. The addition of peer learning guides to the classroom will help alleviate that concern. The peer learning guides will work with a class instructor to bring a union perspective and more union content to the learning experience.

Margie Hancock's presentation stressed the need for workplace literacy in Newfoundland and Labrador. She stated that the province is at a critical point in its social and economic development. Newfoundland and Labrador has had the highest rate of unemployment within Canada and this can be linked to low literacy skills. At the same time, the marketplace is demanding increased level of skills. Within the province, the Federation of Labour has been an active participant in the Labour Market Development Board, an organization that is charged with identifying and addressing trends in the labour force. In closing, Hancock informed the delegates that the Food and Fishery Allied Workers Union (FFAW) had developed a literacy project as a direct result of the cod moratorium.

**WORKSHOP 2, *Apprenticeship and Essential Skills: The Atlantic Experience* took place on Friday, October 17, 2003.**

This workshop was conducted by:

Joe Brown, Skill Development Coordinator, NS,

Kim Hutchinson, Workplace Education Practitioner, NS,

Gerald Nadeau, Director, Apprenticeship, Training & Occupational Development, NB,

Craig Norton, Apprenticeship and Training, PEI,

Gaelyne MacAulay, Prior Learning Assessment Coordinator, PEI,

Wayne Oakley, Director, Institutional and Industrial Education Division, Department of Youth Services and Post-Secondary Education, NL, and

Arthur Leung, Manager, Industrial Training, Department of Youth Services and Post-Secondary Education, NL.

Apprenticeship is a model of learning that combines on-the-job training with periodic in-school training. Its philosophical base is the combination of practical and theoretical training on an alternating basis to enhance learning and increase overall skill development. The Atlantic Region collaborates on the Apprenticeship Training Program under the auspices of the Atlantic Apprenticeship Council, comprised of the four provincial directors of apprenticeship and the four chairs of the provincial apprenticeship boards (business/industry/labour). Nationally, the thirteen Directors of Apprenticeship, in partnership with Human Resources and Development Canada (HRDC), operate the Red Seal Interprovincial Standards Program which enables labour mobility for certified tradespeople in forty-five trades.

Apprentices have essential skills issues for varying reasons. Math, sciences and document usage in the trades have increased in capacity while new technologies are revolutionizing some trades. In some cases, pre-employment programs that are offered in the regional college system do not address teaching essential skills.

In Prince Edward Island, the apprenticeship training program and Workplace Education are

developing a Prior Learning Assessment and Recognition(PLAR) strategy for trade qualifiers.

In Nova Scotia, a learning plan development process has been developed for apprentices and trade qualifiers. Essential skills delivery options to support apprentices include self-study, tutoring, peer support, and integration into training and classroom instruction through the Workplace Education Initiative.

Trade specific assessment tools and a math refresher have been developed. Newfoundland and Labrador's apprenticeship training has been built into pre-employment training. Specific courses that address essential skills are integrated into this training and also into some Block 1 apprenticeship courses. These courses include workplace correspondence, customer service, quality assurance, introduction to computers, workplace skills, job search techniques and entrepreneurial skills.

New Brunswick expressed regret that the current context does not support the adult learning continuum.

**WORKSHOP 3, *The Municipal Workplace Experience* took place on Saturday, October 18, 2003.**

This workshop was presented by:

Rowena Brooks, Department of Education, NB,  
Kathy Dewitt, CREW Program, City of Moncton, NB,  
Gayle Constable, CREW Program Facilitator, City of Moncton, NB,  
Elizabeth Rideout, City of St. John's, NL,  
Diane Martin, City of St. John's, NL,  
Terry Bennett, City of St. John's, NL,  
Karen Chandler, City of Charlottetown, PEI and  
Ian Carr, Instructor, Workplace PEI.

The delegates were informed that workplace education programs are unique and not homogenous. It was indicated that the three municipal programs to be presented represented a microcosm, a cross-section of workplace culture. A municipality represents a community. It is diverse, comprised of different unions, many different types of workers, and therefore, many different types of challenges.

The Department of Education in New Brunswick sponsored the CREW (Competitive, Recognized Educated Workforce) Initiative. To date, a total of one hundred and forty seven programs were funded through this initiative. The program that was initiated by the City of Moncton represents a commitment by the city to invest in its employees, to advance from within. In the face of a changing workforce, it is a vital component. The project team is essential and has to represent all stakeholders, all must have a voice. The City of Moncton program is in its sixth year and has taught over eleven thousand hours. The program is designed to the employees needs (within loose guidelines). Workforce education for the City of Moncton is now a part of their reality.

In 1997, the City of St. John's endorsed participation in a Canadian Association of Municipal Administrators (CAMA) pilot. A committee was established and the Workplace Self-Improvement

Program (WSIP) was initiated. A needs assessment revealed that employees needed instruction in writing and computer skills. The program was realized through a grant from the Newfoundland and Labrador Literacy Development Council. To date, sixty-six workers have completed the courses. Employees have indicated their endorsement through their testimonials. As a result of the program, there has been an increase in morale and personal growth. In 2001, the City Council of St. John's committed funds to continue the program.

The City of Charlottetown also conducted an awareness workshop and an ongoing needs assessment. A project team comprised of the city, unions, government and the Canadian Association of Municipal Administrators(CAMA) was formed. Workplace PEI acted as a consultant to the committee. The needs assessment concluded that courses should be offered for personal management skills, communication skills, writing skills, reading skills, math skills and computer courses. The challenges faced by the City of Charlottetown centred around funding issues, finding adequate space, scheduling of programs as well as motivation as many employees have busy lives. The City did secure funding and has offered GED programs, an introduction to computers and workplace math. The City of Charlottetown has received an Institute of Public Administration of Canada (IPAC) Award for its workplace programs and has secured long-term funding to continue its programs.

The common thread from the instructors of workplace education programs were:

- ▶ the instructor needs to be a champion of the program,
- ▶ they need to bring their own skills,
- ▶ the need to foster better communication skills,
- ▶ the ability to provide hands-on teaching,
- ▶ the teacher is not a sage on stage, but a guide on the side,
- ▶ the programs need to be taught in a safe space,
- ▶ use all and any resources available from the workplace, and
- ▶ build relationships.

#### **WORKSHOP 4, *Bridges to Employment* took place on Saturday, October 18, 2003.**

This workshop was presented by:

Michelle Brown, Random North Development Association

Jeannine Jessome, Older Worker Initiative Coordinator, Skills & Learning Branch, Department of Education, NS and

Ian James, Manager, Employment Delivery System, HRDC, Nova Scotia Region.

***Bridging the Gap*** is a community-based education model that helps people with academic challenges to improve their employability skills and personal development by providing them with specific industry skills. The goal of the program is to improve productivity, leading to stronger businesses and economic development, by providing sustainable employment in a manageable time period. The program evolved in response to the Northern Cod Moratorium in Newfoundland and Labrador which displaced thousands of fishers in the province. The economic impact of the moratorium in rural communities was devastating as many people had spent their lives in the fishing

industry often learning their skills from their parents and grandparents. The Random North Development Association recognized the need to build the capacity of rural communities with community stakeholders taking ownership.

The Older Worker Pilot Project Initiative is coordinated by the Nova Scotia Department of Education and funded by Human Resources Development Canada. The goal of the initiative is to help older workers re-enter the workforce and maintain employment. The presenters spoke of the challenges encountered by this segment of the population as employers often do not perceive the benefits of older worker participation in the workforce. The presenters made clear that older workers who do not possess key essential skills are at risk due to the new skilled economy. It is critical that older workers are provided the opportunity to upgrade their skills. In Canada, demographics have shown that the workforce is aging. Employers must recognize the broad benefits and necessity of hiring and keeping their older employees. The myth often held by employers that older workers cannot be retrained must be challenged and dispelled. Materials depicting older workers need to be developed to target this population.

# A Call to Action

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The last session of the conference, *A Call to Action*, was held on Saturday afternoon, October 16, 2003. In this session, the four provincial caucuses were called upon to report on the four questions that had been posed to them at the beginning of the *Institute* by the Chair. The four questions were:

- ▶ What are the top three (3) priorities which should be addressed in workplace/workforce literacy?
- ▶ Can you identify the partnerships required to address these priorities?
- ▶ Who will lead the initiative in the Atlantic Region?
- ▶ What is the plan of action?

There were several recurring and/or significant themes that arose during this session that can be said to highlight the *Innovations in Workplace Literacy and Learning: 4<sup>th</sup> Atlantic Region Workplace/Workforce Institute*. These themes are listed below followed by the report of each provincial caucus.

## ***TOP 3 PRIORITIES***

- ▶ **Sustainable Funding**  
Each provincial caucus reported on the need for sustainable funding that is long-term and that is required to meet long term needs and goals.
- ▶ **Stakeholder Commitment**  
All caucuses stated the need for awareness, commitment and communication from all partners in workplace education.
- ▶ **Strategic Planning, Removal of Barriers to Workplace Education and a Unified Structure**  
These were also identified as being among the top three priorities.

## ***PARTNERSHIPS***

All caucuses recognized the need for partnerships within the community to advance workplace education. Partners identified were labour unions, employers, government (municipal, provincial and federal), practitioners and community-based organizations.

## ***WHO WILL LEAD THE INITIATIVE IN THE ATLANTIC REGION?***

All caucuses agreed that there would not be one leader but an Action Committee comprised of equal representatives identified in partnership. This initiative would occur at the provincial level and at the Atlantic regional level.

## ***ACTION PLAN***

Each caucus developed an action plan outlined under the caucus notes.

# The Caucus Notes

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## *New Brunswick*

1. Can you identify the top 3 priorities which should be addressed in workplace/workforce literacy?
  - ▶ A unified structure.
  - ▶ Sustainable funding.
  - ▶ Awareness/Understanding/Commitment/Action
2. Can you identify the partnerships required to address these priorities?
  - ▶ Labour
  - ▶ Employers
  - ▶ Government
  - ▶ Practitioners
  - ▶ Committees
3. Who will lead the initiative in the Atlantic Region?
  - ▶ Equal representation of partners on an Action Committee
4. What is the plan of action?
  - ▶ Identify representatives for meeting (November 30)
  - ▶ Meeting of Partners
  - ▶ Set goals and objectives
  - ▶ Labour - Jason Carney
  - ▶ Employer - Kathy Dewitt
  - ▶ Government - Pauline Pelletier, Rowena Brooks, Jerry Hicks, Lucille Legault
  - ▶ Practitioner - Gayle Constable

## *Prince Edward Island*

1. What are the top 3 priorities which should be addressed in workplace/workforce literacy?
  - ▶ Remove Barriers – *Cost of travel, Child care, Geography, EI - Part 2 only.*
  - ▶ Sustainable funding – *Now short term not long term. Need long term commitment to meet long term needs and goals.*
  - ▶ Awareness – *Buy in from all partners. Everyone needs to be at the table.*
2. Can you identify the partnerships required to address these priorities?
  - ▶ Community access sites/CAP centres
  - ▶ Schools
  - ▶ HRDC
  - ▶ Labour market development
  - ▶ Chamber of Commerce
  - ▶ Trades
  - ▶ Community development officers

- ▶ Other groups/individuals that show interest
  - ▶ Unions
  - ▶ Employers
  - ▶ Awareness to Action. To serve the holistic nature of workers - their needs, needs of family and community. Will produce stronger workplaces which are a win/win situation.
3. Who will lead the initiative in the Atlantic Region?
- ▶ Provincial groups
  - ▶ Atlantic groups
4. What is the plan of action?
- ▶ Realistic goals
  - ▶ Regular meetings
  - ▶ Update information on web sites with links to provincial counterparts.

### ***Newfoundland and Labrador***

1. What are the top 3 priorities which should be addressed in workplace/workforce literacy?
- ▶ Strategic Planning
  - ▶ Funding, delivery, outreach, awareness
  - ▶ Stakeholder commitment and ownership. Buy in. Strengthen partnerships. Communication
2. Can you identify the partnerships required to address these priorities?
- ▶ Labour
  - ▶ Educational institutions
  - ▶ Management
  - ▶ Business
  - ▶ Community based organizations
  - ▶ Government
3. Who will lead the initiative in the Atlantic Region?
- ▶ No one leader. A partnership.
4. What is the plan of action?
- ▶ Equal partnerships with all groups
  - ▶ Set up a meeting
  - ▶ Derrick, NLAAE will begin meeting planning
  - ▶ Issue a press release.

## *Nova Scotia*

1. What are the top 3 priorities which should be addressed in workplace/workforce literacy?
  - ▶ Sustainable funding
  - ▶ Promotion
  - ▶ Partnerships
  
2. Can you identify the partnerships required to address these priorities?
  - ▶ Nova Scotia has partnerships within all departments
  - ▶ Unions are leading workplace education in Nova Scotia
  
3. Who will lead the initiative in the Atlantic Region?
  - ▶ Establish a steering group to lead
  
4. What is the plan of action?
  - ▶ To establish formal working groups. A possible lead could be the Practitioner Institute within the province to spearhead the group.

## Report of the Conference Auditor

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Ms. Brigid Hayes of the National Literacy Secretariat served as conference auditor for the *Institute*. Ms. Hayes reported that she had been involved with the National Literacy Secretariat for over ten years and was pleased to witness the growth and building of workplace literacy programs. She stated that the cohesion that exists between groups and partners is evident. While everyone will be at different stages, they can work together towards common goals. The common thread evident during the institute was of literacy practice based on common principles. She commented on the diverse models within workplace literacy that are contextual to the person and the workplace. These models all work towards achieving literacy. In closing, she commended the holistic approach that the Atlantic region has taken in workplace literacy.

# Conference Evaluation

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Each delegate registration package contained the following evaluation form. Delegates were asked to complete the form at the end of the *Institute*. This section of the conference report contains the questions, answers and comments received from completed evaluation forms.

## 1. What agenda items attracted your interest in attending the *Institute*?

- ▶ Caucuses
- ▶ General knowledge and interest in the various literacy programs
- ▶ Labour workshops
- ▶ Nancy Riche's presentation
- ▶ Opportunity to form partnerships and network within/outside this province
- ▶ Municipal literacy
- ▶ Apprenticeship & essential skills
- ▶ Literacy issues in general
- ▶ Sharing and learning from other provinces
- ▶ Learning about non-union sectors and government
- ▶ Scott Murray's presentation
- ▶ "Alpha & Omega" presentation
- ▶ Facilitator roundtable
- ▶ Workplace literacy issues
- ▶ Responded to an invitation through company
- ▶ To expand the overall picture for future direction
- ▶ Partnership model NSFL
- ▶ Program models
- ▶ Labour experience in lifelong learning
- ▶ "Bridging the Gap"
- ▶ Dr. Vokey's presentation
- ▶ Available francophone to facilitate communication
- ▶ General knowledge
- ▶ Interest in the various literacy programs, and I was presenting
- ▶ Plenary sessions
- ▶ Stakeholders
- ▶ Asked to make a presentation

## 2. Did the Institute meet your expectations?

- ▶ Yes

### In which area did it excel?

- ▶ Caucus
- ▶ Essential skills
- ▶ Building relationships
- ▶ Small workshops
- ▶ Sharing ideas
- ▶ Learning about projects
- ▶ Very informative speakers

- ▶ Scheduling
- ▶ Provided an overview and in-depth of workplace education
- ▶ Brigid Hayes' wrap-up
- ▶ Importance of literacy itself
- ▶ Quality of the presentations

**In which area did it not succeed to your expectations?**

- ▶ Workshops were too short; workshops too rushed
- ▶ Couldn't attend all the workshops
- ▶ The Dinner Theater
- ▶ A bit repetitive

**3. Do you believe that other persons/organizations/interests should be invited to the next Atlantic region Workplace/Workforce Institute? If so, would you identify them below?**

- ▶ Funding sources (possible funders) - ACOA, etc.
- ▶ Learners - suggestion: have learners do a presentation on the advantages & pitfalls of such training
- ▶ Ministers of Education
- ▶ Individual groups/non-union who have projects and not affiliated with Federation of Labour
- ▶ Volunteer worker who has gone through, or is in, a program
- ▶ No suggestions - great cross-section of people invited
- ▶ Community groups leaders e.g., Chamber of Commerce , Literacy Council chairs
- ▶ Practitioners
- ▶ Regional literacy coordinators
- ▶ Good mix of numbers of labour/management/practitioners/educators - 20 from each province is a very good number
- ▶ Small business or labour groups

**4. In the 'call to action', should other issues and initiatives be considered by the four provinces? If so, identify them below.**

- ▶ How to better share resources we already have
- ▶ E.I. changes
- ▶ A united call for stable, long term funding
- ▶ Government should reduce barriers to learning for E.I. recipients (i.e., travel, childcare, cost of attending literacy courses)
- ▶ Set goals and develop an action plan - celebrate the joint efforts
- ▶ Partnerships - promotions and programs
- ▶ Representation at the Council of Premiers for Atlantic Canada
- ▶ Possibly sharing what has worked so well in Atlantic Canada (including rural workplace education programs) with other parts of Canada
- ▶ I am in agreement with the issues presented
- ▶ We must collectively "showcase" our successes to date and collectively urge government to participate in a greater way toward literacy program delivery

**5. How would you rate the *Institute* overall?**

**a. The overall format for the *Institute*:**

- ▶ Effective (16) or 76%
- ▶ Somewhat effective (4) or 19%

**b. How could it be improved?**

- ▶ Timelines were too tight - more pace needed to allow for overruns
- ▶ Plenary session 2, although excellent, was too long
- ▶ Ensure that mid-day breaks allow a little time to stretch beyond just eating

**c. The workshops:**

- ▶ Very successful (13) or 62% - Very informative (1) or 5%
- ▶ Moderately successful (7) or 33%

**d. How could they be improved?**

- ▶ Longer - speakers were rushed
- ▶ Limited Q & A time
- ▶ More interaction needed and less “lecture”
- ▶ Ensure speakers have microphones
- ▶ The sessions were too tightly squeezed. Presentations could have been better enjoyed with less presenters and longer times (depending on the topics). Also there was too little time to enjoy St. John’s. Would have been fine to have sessions - a.m. or p.m. off - return for supper meal and have a session 6 - 7:30 - evening off after that time. (Only a suggestion for a future conference). With 90 people present and the excellently prepared presentations, they could have been delivered in a plenary session, not in small groups. I would have appreciated hearing from all presenters. As a presenter, I believe we have lots to share and time was too tight to be truly effective.
- ▶ Not enough time and too many people in the room downstairs

**e. The caucuses:**

- ▶ Very successful (16) or 76%
- ▶ Moderately successful (4) or 19%

**f. How could they be improved?**

- ▶ Longer - maybe 2-2 ½ hours
- ▶ Good idea to break up the groups like this. Ensure enough time to allow thoughtful discussion (day 2)
- ▶ Reporting back to all delegates

**g. The plenary sessions:**

- ▶ Very successful (15) or 71%
- ▶ Very informative (1) or 5%
- ▶ Moderately successful (5) or 24%

**h. How could they be improved?**

- ▶ Not so many videos
- ▶ Too many presenters in each segment - break up the presentations with breaks for those who mind sitting for long periods.
- ▶ Too constrained re time

**6. Was the *Institute* effective in achieving the following objectives:**

**Exploring links between workplace literacy and economic development.**

- ▶ Effective (15) or 71%
- ▶ Somewhat effective(5) or 24%
- ▶ Not effective (1) or 5%

**Exploring how workers, employers, industry, labour and government can ensure a well-trained and more literate workforce.**

- ▶ Effective (16)or 76%
- ▶ Somewhat effective (5) or 24%

**Fostering partnerships.**

- ▶ Effective (16) or 76%
- ▶ Very effective (1) or 5%
- ▶ Somewhat effective(4) or 19%

**4. Do you feel that as a result of the *Institute* your delegation is now better prepared to move forward with workplace literacy and learning initiatives in your province?**

- ▶ Yes

**Comments:**

- ▶ In NB, the process has been in place but we do not seem to be able to get anywhere due to government structure problems. The field workers are ready but cannot move on the needs.
- ▶ Better understand where everyone comes from now.
- ▶ Plans are already in place to meet as soon as possible.
- ▶ We all look at the same achievements but must get a common route to get there.
- ▶ The Stats Can presentation was very useful.
- ▶ Somewhat. There was a good mix of presentations but some of the language was very “them and us”. Literacy is everyone’s issue - not something done for an unfortunate segment of our population.
- ▶ I believe that labour has to work with its membership to foster co-operation and understanding with employees to promote the holistic vision that literacy training provides.
- ▶ At any institute one learns from other experiences from other regions/sectors. NL needs to approach new government to allocate funds specifically for literacy projects i.e., like NS.
- ▶ But need to have people come together in the future - a starting point.
- ▶ The group is planning a follow-up meeting ASAP.

- ▶ An institute such as this inspires one to move forward.
- ▶ Initiatives and successes of other provinces, as well as needed structures to address certain needs or redefine others, are much clearer and organizational considerations require immediate attention.
- ▶ Action Committee appointed to plan future direction of literacy within the province.
- ▶ Aware of and anxious to work with all other stakeholders
- ▶ We have formed a committee and established steps and times to put things into action.
- ▶ Started the process of organizing a committee to deal with ways to promote literacy in the province of NB
- ▶ Reinforced ongoing programs and objectives. Gave new impetus to carry on and promote workplace education.

**8. Do you believe that the *Institute* will encourage the growth of workplace literacy in the Atlantic region?**

- ▶ Yes

**Comments:**

- ▶ Hopefully more in NL.
- ▶ I attended the first conference some years ago - 8-9 years. From that I believe the formulation of more active Workplace Committees grew.
- ▶ There are enough new faces and organizations present to spread the message in new directions/ awaken new interest.
- ▶ Constant attention will be needed to ensure growth.
- ▶ Funding is a barrier.
- ▶ Very motivated to move forward and promote workplace education.
- ▶ It does set up, or give, direction.
- ▶ I am hoping that after having it said by a NBER in one workshop that we are going nowhere, will force the Atlantic provinces to help us field workers in NB to push the NB government to get their act together.
- ▶ If benefits are explained and acted-out people will grow in all aspects of their lives.
- ▶ Success stories were very encouraging to hear. Statistics pointed out the need for workplace literacy. The institute provided a chance to network and glean ideas from other provinces.
- ▶ Common needs of the Atlantic Region could be addressed as continual sharing of information and expertise with partners.
- ▶ Believe it will take the 4 Atlantic provinces working together to encourage funding for literacy at the Federal level.
- ▶ Showed the major benefits of literacy to all groups who participated
- ▶ Formed and encouraged new links and partnerships.
- ▶ I think it served as a good launching place as it reawakened the need for action.

**9. Do you have any other comments to provide to the organizers of the *Institute*?**

- ▶ I thoroughly enjoyed this Institute. It is so wonderful to see work being done in PEI, NL and NS. As a NB government employee, I am a bit embarrassed that we can't seem to get our work done due to structure problems.
- ▶ Time was tight the first day but seemed better on the second.

- ▶ More time should be allowed for sessions, lunch, etc.
- ▶ Why was this convention contracted out? Surely this work could have been done in-house. The organizers chose an expensive hotel for the institute. Money could have been spent in better ways. The tote bags are made in India - not union-made in Canada. Why? And can you guarantee that they were not made by child labour? Or sweatshop labour? I see very few union principles at this event!
- ▶ This needs to be ongoing. Perhaps a yearly meeting.
- ▶ Other than confusion over breakfast and transportation provided from the airport, I had a great time. Newfoundlanders really live up to their reputation!! To the organizers: thank you for all your efforts and for the invitation - Excellent!
- ▶ If you hope to have average workers, who have taken training, to participate, a lost wage policy should be established.
- ▶ There was absolutely no need of having a Management/Government outside consulting firm to organize the event. There's a committee of 20 that have the expertise to organize this event. Hotel is lovely but too pricey for most people. Not enough union content (Bags made in India? Child labour?) Get things locally and union-made. The per diems do not meet costs of meals (normal meals - not extravagant) for this event. They should be at least \$12 for breakfast, \$15 for lunch and \$25 for dinner (that probably wouldn't include tips). We're a "literacy" Institute - do not use abbreviations i.e., GED, CUPE, etc. (not everyone here knows what these stand for)! The organizer has no right to interrupt caucus and should not have entered the room without at least knocking first.
- ▶ More tri-partied(?) involvement in planning, including tri-partied(?) involvement by province in each area of conference planning.
- ▶ Well done!
- ▶ My first institute - a good learning experience.
- ▶ Thank you. Enjoyed the institute and professional, informal dialogue. Good job!
- ▶ Great speakers - the gifts were the envy of everyone. Enjoyed the Merle Vokey talk. Good idea to have more active activities (caucuses) in the afternoons. Consider a break sometime during the day or ensuring lunch hour is a full hour. Thank you! You did a great job!
- ▶ Excellent program content and resource people - thank you! Specific information (expenses) [should have been] included in kit and mailed out to participants a few weeks before the event. Excellent information and networking opportunities - Thank you! Supper/show very enjoyable - merci!
- ▶ Overall excellent conference. Well-organized good facilitators. St. John's was a great host-city!! Loved the Dinner Theater - I was very pleased to be asked to present and invited to join the conference. Overall the networking was very important. Hope to see another within the next 2 years. A real honour to attend the Government House!
- ▶ This must be repeated at much shorter intervals e.g., 2 years max.
- ▶ Thank you for a very informative seminar.
- ▶ Very well done. Good organization and excellent quality of people.
- ▶ Concurrent workshops always have the disadvantage of not being able to attend everything. I was interested in the bridges to employment workshop but it conflicted with the one I was participating in. Note: I really enjoyed the dinner theater that was arranged for us. I would also have enjoyed a bus tour of the area on one of those warm sunny days (when) we were at meetings indoors. I think I would have preferred such a

break in the middle of the day and meet again in the evening when the mind would be refreshed.

- ▶ One of the best conferences I have ever attended throughout my career thus far. The quality and contribution of each speaker was much more than I expected as was the numerous knowledgeable participants and their endeavors. Job well done!

## Future Plans

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A survey will be designed in consultation with the Atlantic Region Planning Committee and distributed to *Institute* participants during January, 2004 to determine the ongoing impact of the *Institute*. The results of the survey will be compiled and an evaluation report prepared for the committee.

**APPENDIX A**

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**Institute Agenda**

# Innovations in Workplace Literacy and Learning 4<sup>th</sup> Atlantic Region Workplace/Workforce Institute



October 16 - 18, 2003  
Fairmont Newfoundland Hotel  
St. John's, Newfoundland and Labrador

## Thursday, October 16, 2003

4:00pm - 6:00pm      Registration

6:00pm - 7:00pm      Reception at Government House

Hosted by:      *The Honourable Edward Roberts QC*  
Lt. Governor of Newfoundland and Labrador

## Friday, October 17, 2003

7:30am - 8:30am      Registration

8:30am - 9:15am  
(Salon A)              Welcome and Opening Remarks

Conference Chair: *Linda Coles*

*The Honourable Gerry Reid*, Minister of Education  
Province of Newfoundland and Labrador

*Senator Joan Cook*  
Government of Canada

9:15am - 10:00am      Keynote Address:  
(Salon A)

*Scott T. Murray*, Director General  
Institutions and Social Statistics Branch, Statistics Canada  
“*Literacy, Numeracy and the Labour Market: Evidence and Prospects*”

Introduced by *Linda Coles*

10:00am - 10:30am      Coffee/Nutrition Break

10:30am - 11:15am      Plenary Session 1  
(Salon A)

*The Alpha and Omega of Workplace/Workforce Programs - Where to begin? How to get started? How do you know you're there?*

Introduced/facilitated by *Marjorie Davison*

Presented by:  
*Ruth Rogerson*, Workplace PEI  
*Joe Brown*, Department of Education, NS  
*Cindy Christopher*, Department of Education, NL

11:15 pm - 12:45 pm  
(Salon A)

Plenary Session 2

The presenters will share best practices, mechanisms, and successes and challenges of collaboration as represented in their workplace/workforce education program. They will cover such topics as project team, external partnerships and resources, getting started, identifying needs, funding issues, program development and delivery, and measuring success. They will also be encouraged to discuss any unique process or activity that contributed to the success of the program.

Introduced/Facilitated by *Ian Thorn*

*The Experience of Collaborative Efforts: Successes and Challenges*

*LIFT - Learning Initiatives For Tomorrow*

Presented by *Mark Roberts*, Training Officer Human Resource Department, NL Hydro

*USWA/ Brunswick Mines Project*

Brunswick Mining and Smelting

Presented by *Blair Doucet*

*Metocean / Allendale Project*

Presented by:

*Curtis Lemieux*, Production Manager, Metocean Data Systems

*Cyril Meagher*, General Manager, Allendale Electronics

*Margan Dawson*, Metocean Instructor

*Joe Brown*, Department of Education, NS

*Judy Purcell*, Department of Education, NS

12:45pm - 1:30pm

Lunch/Networking Opportunities  
Cabot Club, Fairmont Newfoundland Hotel

Sponsored by:

*Government of Nova Scotia*

*Government of Prince Edward Island*

1:30pm - 3:00pm

Concurrent Workshops  
Delegates are invited to select one workshop on Friday and one on Saturday.

(Plymouth Room)

1. *The Labour Experience in Atlantic Canada: Literacy and Lifelong Learning*

Introduced/Facilitated by *Blair Doucet*

*The CEP Experience*

Highlights of the CEPU National Literacy Project - our National Learning Needs Assessment and our Canada-wide Video depicting responses from our project's learners, union officers and employers. Hundreds of activists, learners and potential learners talking to each other about successes, continuing need and plans for future activity.

Presented by *Ian Thorn*, Coordinator, National Literacy Project, Communications, Energy and Paper Workers Union of Canada

*Nova Scotia Federation of Labour: Peer Learning Guide Labour*

They are sometimes called “co-worker instructors”, “course leaders”, or “peer tutors”. They are facilitators in literacy programs. The Nova Scotia Federation of Labour has a new term to describe the idea of learning between equals, or workers instructing workers through workplace education - the peer learning guide. This presentation will give an overview of the history behind the peer learning guide model, explain the partnership that brought it into being in Nova Scotia and outline the training and pilot projects that are starting in Nova Scotia unionized workplaces this year.

Presented by *Linda Wentzel*, Workplace Education Coordinator, Nova Scotia Federation of Labour

*Newfoundland & Labrador presentation (TBA)*

Presented by *Margie Hancock*, PSAC Representative, NL Federation of Labour

(Viking Room) 2.

*Apprenticeship and Essential Skills: The Atlantic Experience*

In this session, participants will be given an overview of Apprenticeship Training in the Atlantic Region, challenges regarding the essential skills of apprentices and provincial responses to these challenges.

Introduced/Facilitated by *Majorie Davison*

Presented by:

*Joe Brown*, Skill Development Coordinator, NS

*Kim Hutchinson*, Workplace Education Practitioner, NS

*Gerald Nadeau*, Director, Apprenticeship, Training and Occupational Development, NB

*Craig Norton*, Manager, Apprenticeship & Training, PEI

*Gaelyne MacAulay*, Prior Learning Assessment Coordinator, PEI

*Wayne Oakley*, Director, Institutional and Industrial Education, NL

*Arthur Leung*, Manager, Industrial Training, NL

3:00pm - 3:15pm Coffee/Nutrition Break

3:15pm - 4:30pm Stakeholder Caucuses

(Plymouth Room) - Labour

(Viking Room) - Business

(Marconi Room) - Government

(Salon A) - Practitioners

7:00pm - 10:30pm

**Dinner Theatre, *Sinatra...On the Rocks***

A dinner theatre presentation that features a three-course meal and a show. It features four vocalists singing Frank's favorites and also features other greats like Dean Martin, Liza Minnelli, Sammy Davis Jr., Julio Iglesias, and Barbara Streisand. Many of the hits of Frank's six-decade career are sung and spiced up with a few Newfoundland Characters thrown into the mix to keep Frank and the others in line.

Venue: Spirit of St. John's Lane, 3<sup>rd</sup> Floor, 223 Duckworth Street

Presented by *Spirit of Newfoundland Productions*

Sponsored by *Government of Newfoundland and Labrador*

## Saturday, October 18, 2003

9:00am - 10:15am

Plenary Session

(Garrison/Signal Room) "*Workplace Education - Not a Frill!*"

Speaker: *Nancy Riche*, Officer of the Order of Canada

10:15am - 10:30am

Coffee/Nutrition Break

10:30am - 12:00noon

Concurrent Workshops

(Plymouth Room)

1. *The Municipal Workplace Experience*

Introduced/Facilitated by *Jerry Hicks*, Literacy Coordinator, NBCC, Moncton, NB

A) *City of Moncton CREW Program*

The City of Moncton realizes that time and technology have changed work environments changing the education and skill requirements for many of our employees and reinforcing the need of a Workplace Education Program. The presentation will highlight features of New Brunswick's CREW program and discuss how it worked to meet the needs of City of Moncton's employees.

Presented by:

*Rowena Brooks*, Department of Education

*Kathy Dewitt*, Recruitment and Selection Coordinator, CREW Program, City of Moncton

*Gayle Constable*, CREW Program Facilitator

B) *WSIP Workplace Self Improvement Program, City of St. John's*

Presented by

*Elizabeth Rideout*, Coordinator

*Diane Martin*, Committee Member

*Terry Bennett*, Committee Member and Learner

C) *The City of Charlottetown, PEI*

The City of Charlottetown is the winner of the 2002 National Award for Municipal Workplace Literacy Achievements.

Presented by:

*Karen Chandler*, Field Officer  
*Ian Carr*, Instructor

(Viking Room) 2. *Bridges to Employment*

Introduced/Facilitated by *Marjorie Davison*

*Part I - Bridging the Gap: From Education to Employment*

This model helps people with academic challenges to improve their employability skills and personal development by giving them specific industry skills. The goal is to improve productivity, leading to stronger businesses and economic development by providing sustainable employment in a manageable time period.

Presented by *Michelle Brown*, Team Leader, Random North Development Association

*Part II - Nova Scotia Learning Plan Initiative*

The Older Worker Pilot Project Initiative is coordinated by the Nova Scotia Department of Education and funded by Human Resources Development Canada. The goal of the initiative is to help older workers re-enter the workforce and maintain employment. Eight pilot projects have been funded across the province. Six of these pilots have incorporated or plan to incorporate opportunities for older workers to upgrade their skills. The mandates of the pilot projects range from providing employment services through an Older Worker Career Transition Centre to developing and piloting a planning toolkit for human resources departments in relation to our aging workforce.

Presented by:

*Jeannine Jessome*, Older Worker Initiative Coordinator, Skills & Learning Branch, Nova Scotia Department of Education

*Ian James*, Manager, Employment Delivery Support, Human Development Programs and Services, HRDC-Nova Scotia Region

12:30pm - 1:30pm

Luncheon

Guest Speaker: *Dr. Merle Vokey*

Cabot Club, Fairmont Newfoundland Hotel

Sponsored by:

*Government of Nova Scotia*

*Government of Prince Edward Island*

1:30pm - 2:30pm

Provincial Caucuses

(Plymouth Room)

- Newfoundland and Labrador

(Viking Room)

- Nova Scotia

(Marconi Room)

- New Brunswick

(Garrison/Signal Room)

- Prince Edward Island

*Four questions to be considered by each caucus:*

1. What are the top 3 priorities which should be addressed in workplace/workforce literacy?
2. Can you identify the partnerships required to address these priorities?
3. Who will lead the initiative in the Atlantic Region?
4. What is the plan of action?

2:30pm - 2:45pm Coffee/Nutrition Break

2:45pm - 3:30pm A Call to Action  
Chaired by *Linda Coles*  
Report of Conference Auditors  
*Brigid Hayes*, National Literacy Secretariat, HRDC  
*Nancy Riche*, Officer of the Order of Canada  
Report of the Provincial Caucuses

3:30pm - 3:45pm Closing Remarks

## **APPENDIX B**

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**Presentation by Scott Murray**

# Literacy and Numeracy: Tools For Life

**T. Scott Murray, Statistics Canada**  
**4<sup>th</sup> Atlantic Workplace/Workforce**  
**Literacy Institutes**  
**St-John's, Newfoundland**  
**October 16-17, 2003**

**Telephone: (613) 951-9035**  
**e-mail address: scotmur@statcan.ca**

**<http://www.ets.org/all/>**



Statistics  
Canada

Statistique  
Canada

# Why we care about skills and learning: Sources of policy interest

- Skills are important to several pressing policy issues;
  - Concerns about skill barriers to economic growth, productivity growth and rates of technological innovation
  - Concerns about the role of skill in creating social inequity in economic outcomes
  - Concerns about the quality of educational output
- Key policy drivers:
  - Demographics
  - Globalization of markets
  - Multinationals
  - Diffusion of information and communication technologies
  - Competition from the developing world



## Recent analysis suggests that:

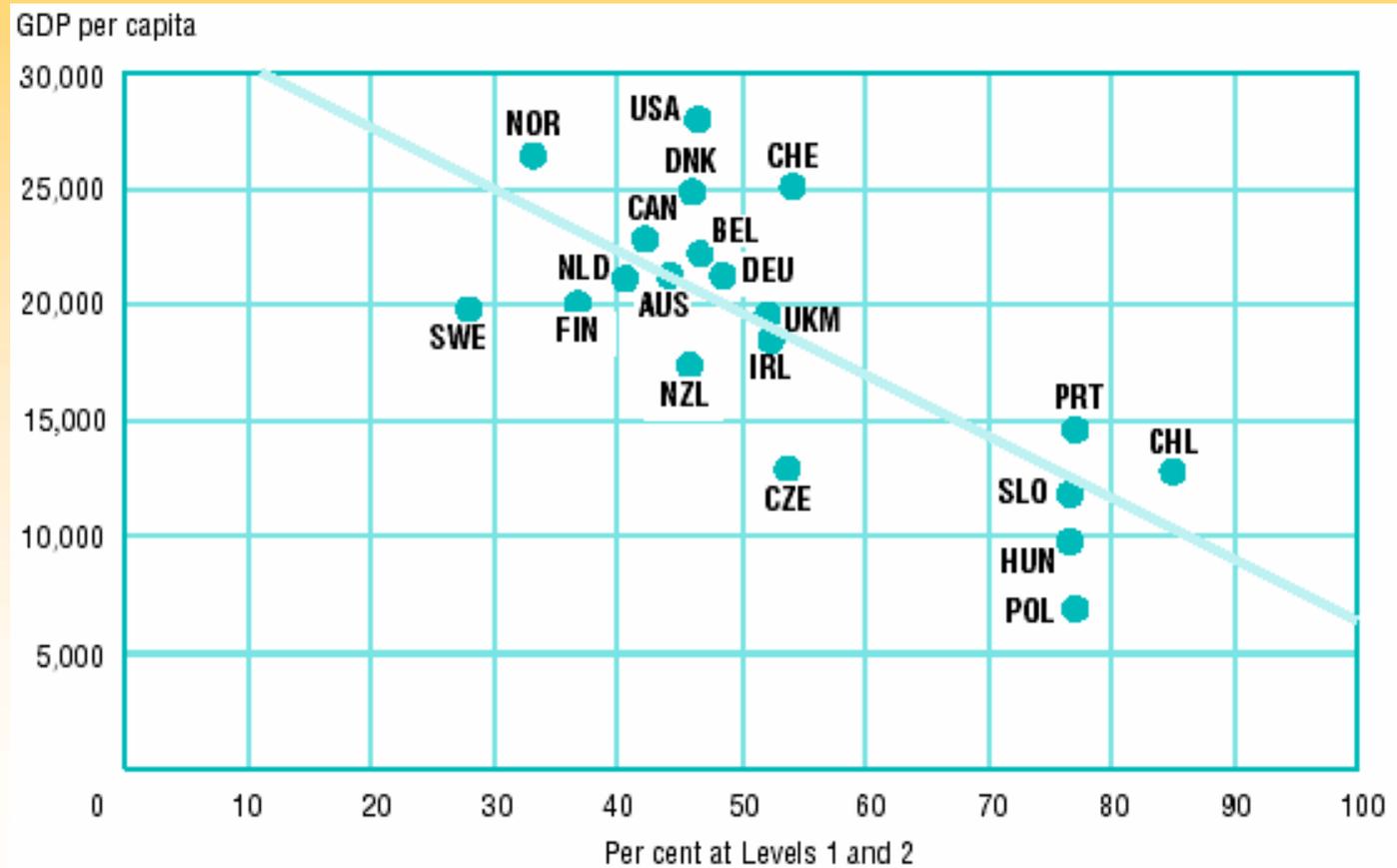
- **Literacy has a positive and significant effect on the transitory growth path, long run levels of GDP per capita and labour productivity**
- **Average scores matter more than proportions with high levels**
- **Female skills levels seem to matter more**

Coulombe, Tremblay and Marchand, 2003

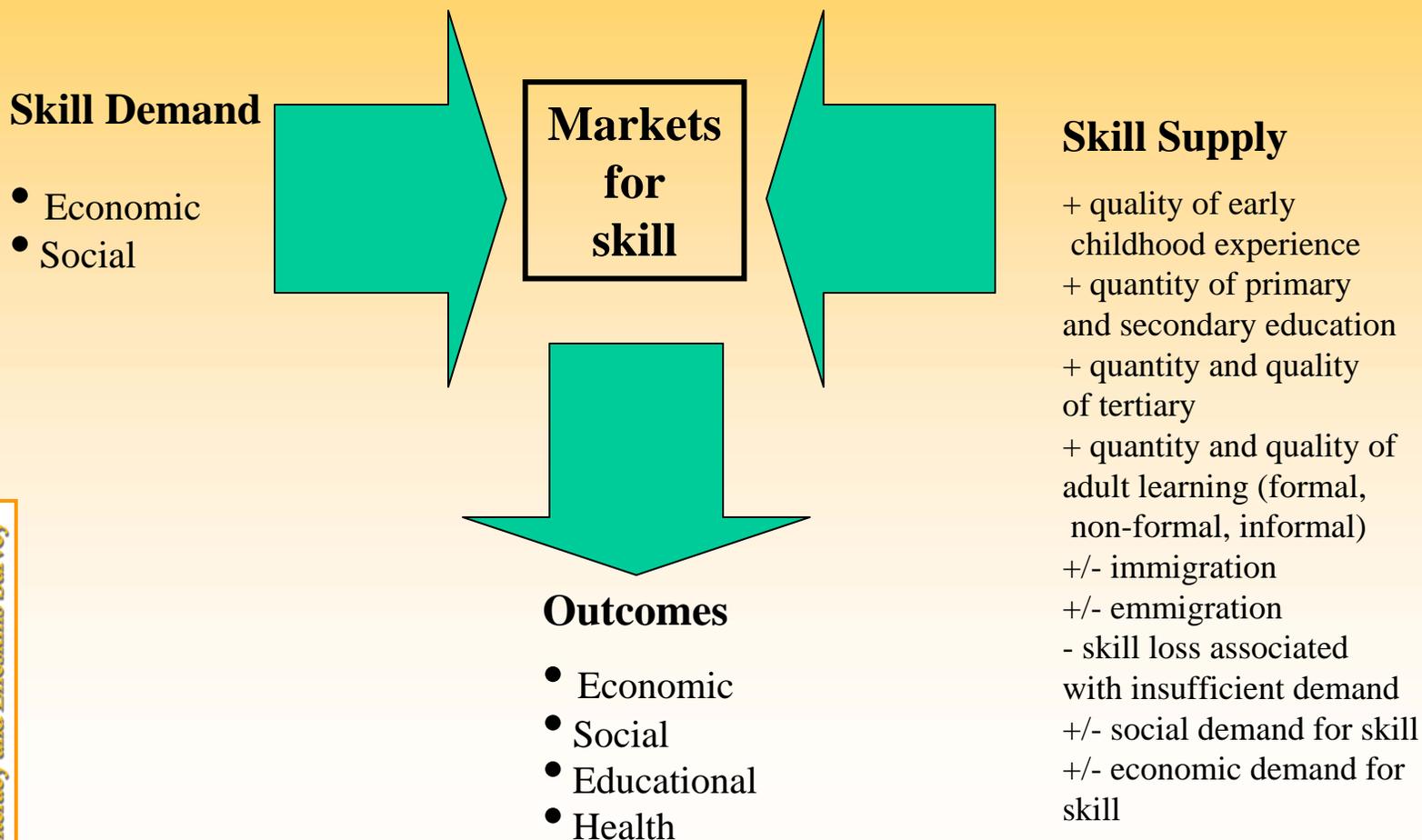


# GDP PER CAPITA AND LITERACY

## A. Relationship between GDP per capita and per cent at prose literacy Levels 1 and 2, population aged 16-65, 1994-1998



# How we think about skills: A “Markets” model of adult learning

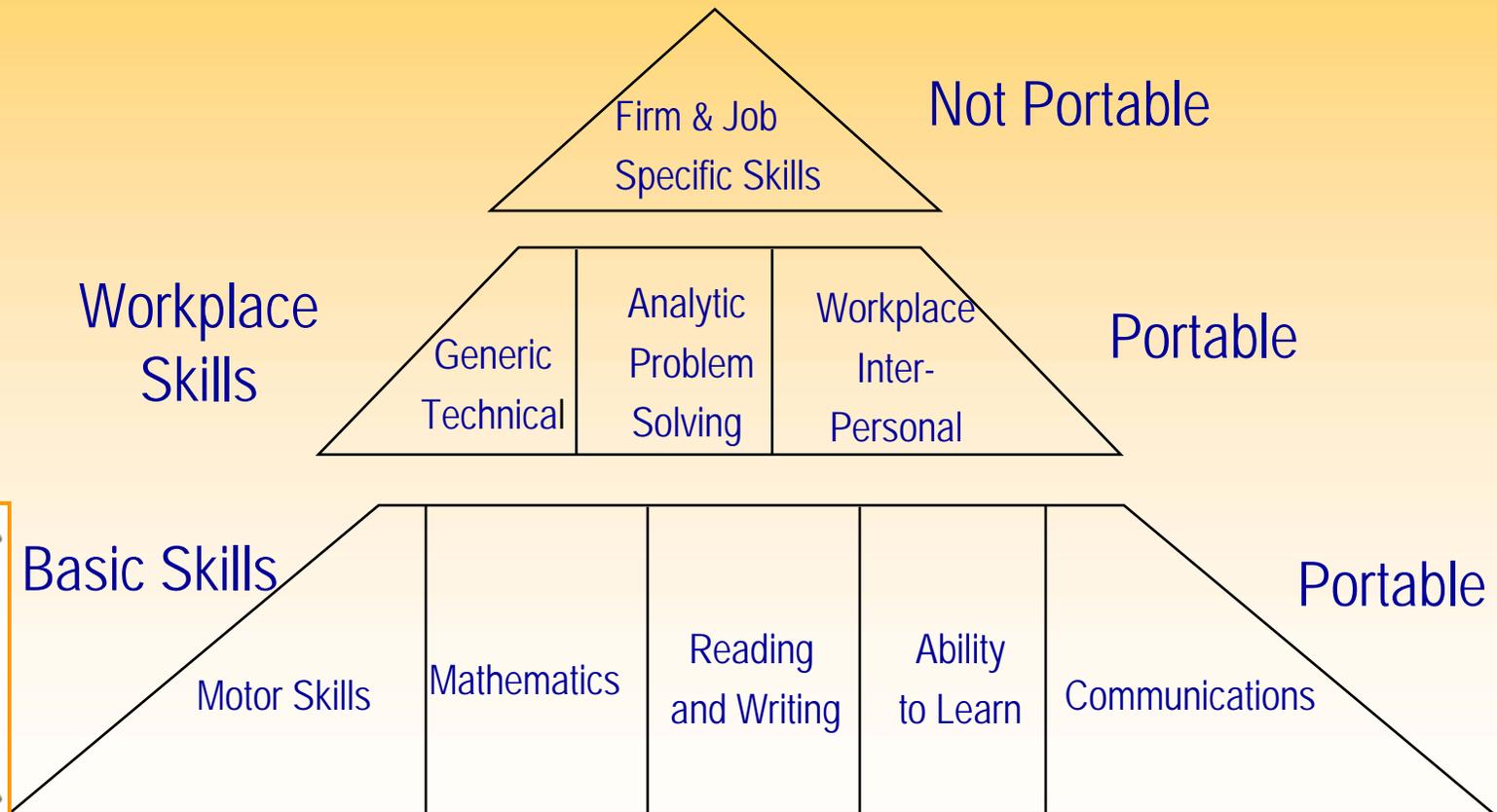


# Outcomes associated with skill

Domain	LEVEL		
	MICRO (individuals)	MESO (firms, communities, schools, families)	MACRO (economies, societies, regions, special population)
<b>Economic</b>	<ul style="list-style-type: none"> <li>• employability</li> <li>• wages</li> <li>• reliance on social transfers</li> </ul>	<ul style="list-style-type: none"> <li>• firm profitability</li> <li>• productivity</li> <li>• adaptability of firms and communities</li> <li>• power distributions within families</li> <li>• school performance</li> </ul>	<ul style="list-style-type: none"> <li>• overall growth rates</li> <li>• speed of adjustment</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>• volunteering</li> <li>• community participation</li> </ul>	<ul style="list-style-type: none"> <li>• efficacy</li> <li>• social capital</li> <li>• trust</li> <li>• quality of life</li> </ul>	<ul style="list-style-type: none"> <li>• trust</li> <li>• social capital</li> <li>• inclusion</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>• physical health</li> <li>• mental health</li> <li>• mortality</li> <li>• morbidity</li> </ul>	<ul style="list-style-type: none"> <li>• institutional efficiency</li> <li>• insurance costs</li> </ul>	<ul style="list-style-type: none"> <li>• equity</li> <li>• opportunity costs</li> </ul>
<b>Educational</b>	<ul style="list-style-type: none"> <li>• access to pse</li> <li>• persistence to completion</li> <li>• skill level</li> <li>• access to act</li> </ul>	<ul style="list-style-type: none"> <li>• institutional</li> <li>• value added</li> </ul>	



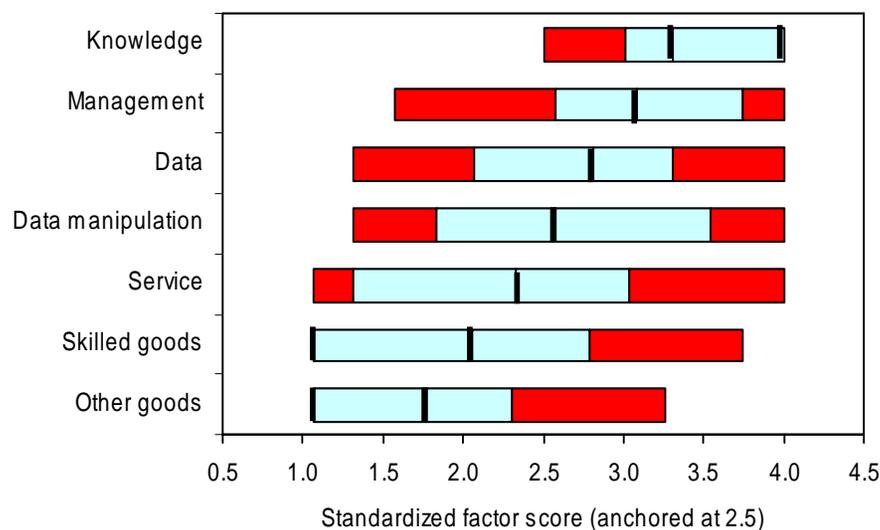
# What skills are: The Skills Triangle from the Premier's Council



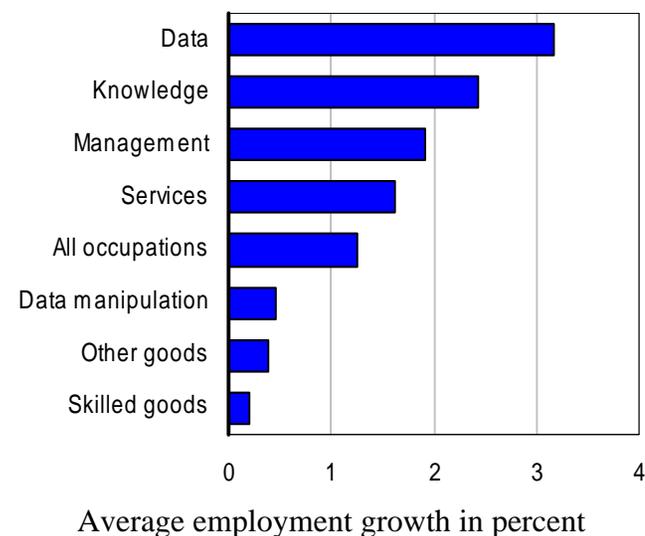
# The demand for skill is rising rapidly in the Canadian economy...

## Reading demand and employment growth by aggregated occupational groups

**A. Distribution of reading demand at work at the 10th, 25th, 50th, 75th and 90th percentiles on a standardized factor scale by aggregated occupational groups, employed population aged 25 to 65, Canada, 1993-1998**



**B. Average employment growth by aggregated occupational groups, employed population aged 25 to 65, Canada, 1993-1998**



**Occupational groups are ranked by the median of reading demand at work**

Source: International Adult Literacy Survey



# Demand for Literacy and Numeracy in the Canadian Labour Market

- HRDC has profiled the skill requirements of 181 occupations requiring only high school graduation. Collectively, these occupations account for 54% of all employment.
- The following table reveals that the majority of these occupations may require reading, writing numeracy and document use at Level 3 or above.

Percentage of Profiles by NOC Skill Level with Tasks at Complexity Levels 2, 3, 4 and 5

NOC Skill Level	ES Complexity Level	Reading	Writing	Numeracy	Document Use
B	Level 2	48%	39%	48%	48%
	Level 3	48%	26%	43%	43%
	Level 4	22%	9%	22%	9%
	Level 5	0%	0%	0%	4%
C	Level 2	100%	90%	97%	100%
	Level 3	94%	42%	73%	88%
	Level 4	21%	10%	11%	8%
	Level 5	1%	1%	2%	0%
D	Level 2	100%	100%	100%	100%
	Level 3	93%	36%	43%	71%
	Level 4	14%	7%	0%	0%
	Level 5	0%	0%	0%	0%



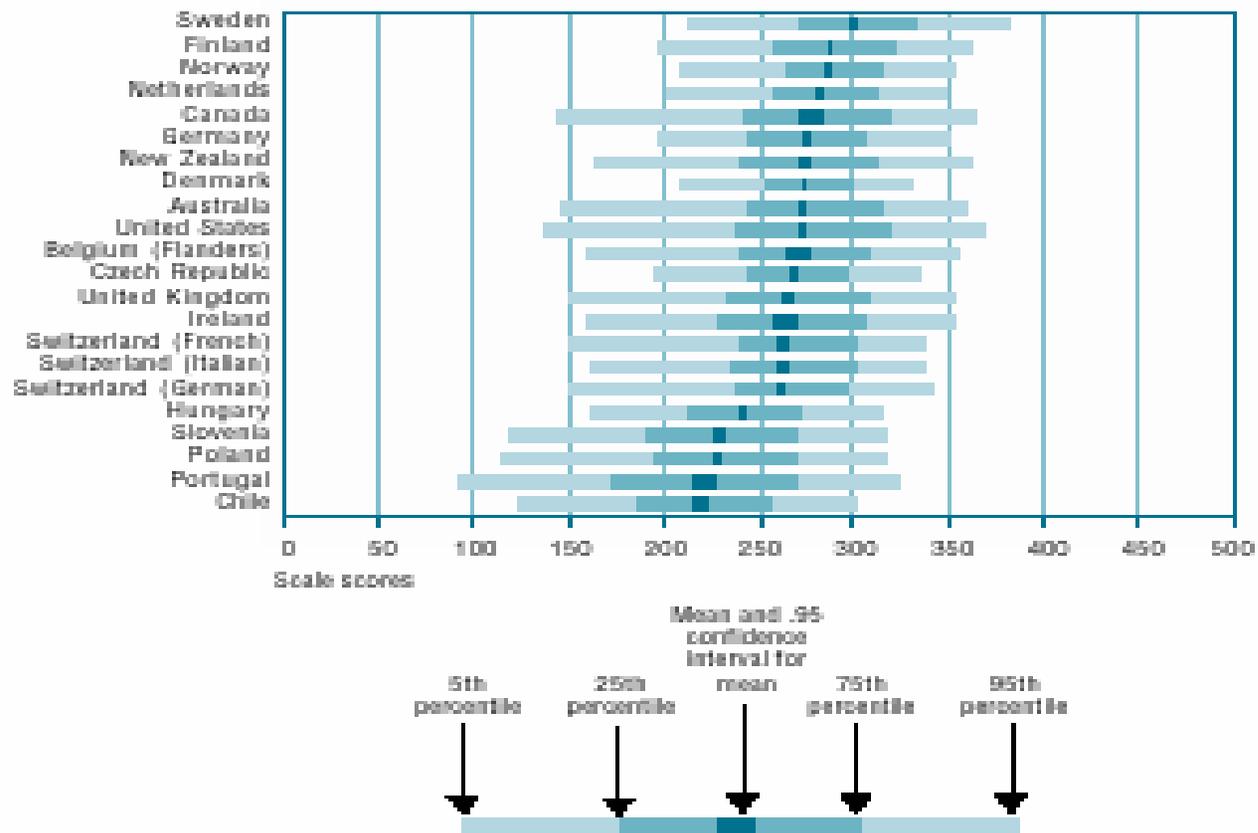
Source: HRDC, ESRP

# a fact that raises questions about the adequacy of supply...

FIGURE 2.1

## DISTRIBUTION OF LITERACY SCORES

A. Mean scores with .95 confidence interval and scores at 5th, 25th, 75th, and 95th percentiles on the prose literacy scale, population aged 16-65, 1994-1998



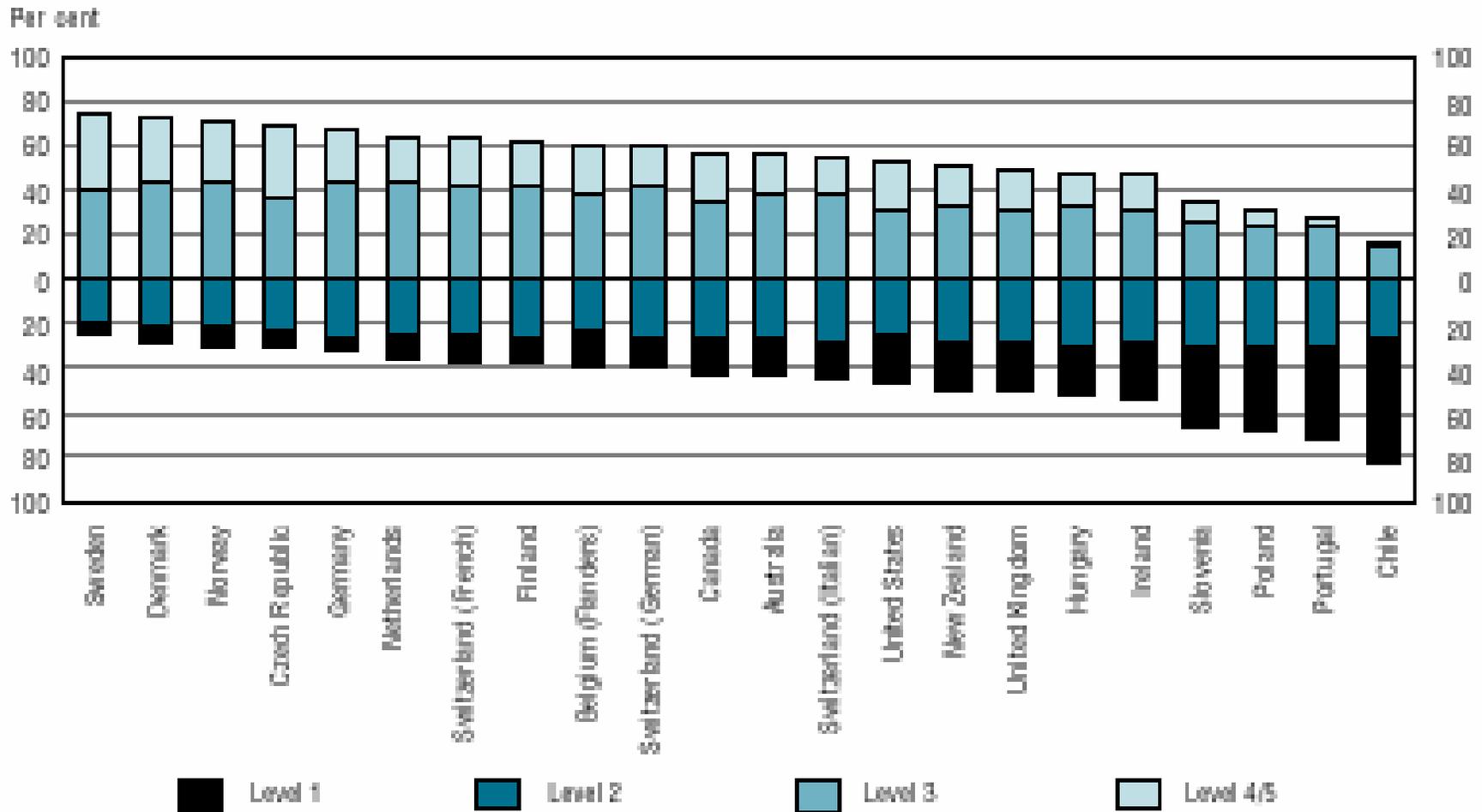
Countries are ranked by mean scores.



FIGURE 2.2 (continued)

COMPARATIVE DISTRIBUTION OF LITERACY LEVELS

C. Per cent of population aged 15-65 at each quantitative literacy level, 1994-1998



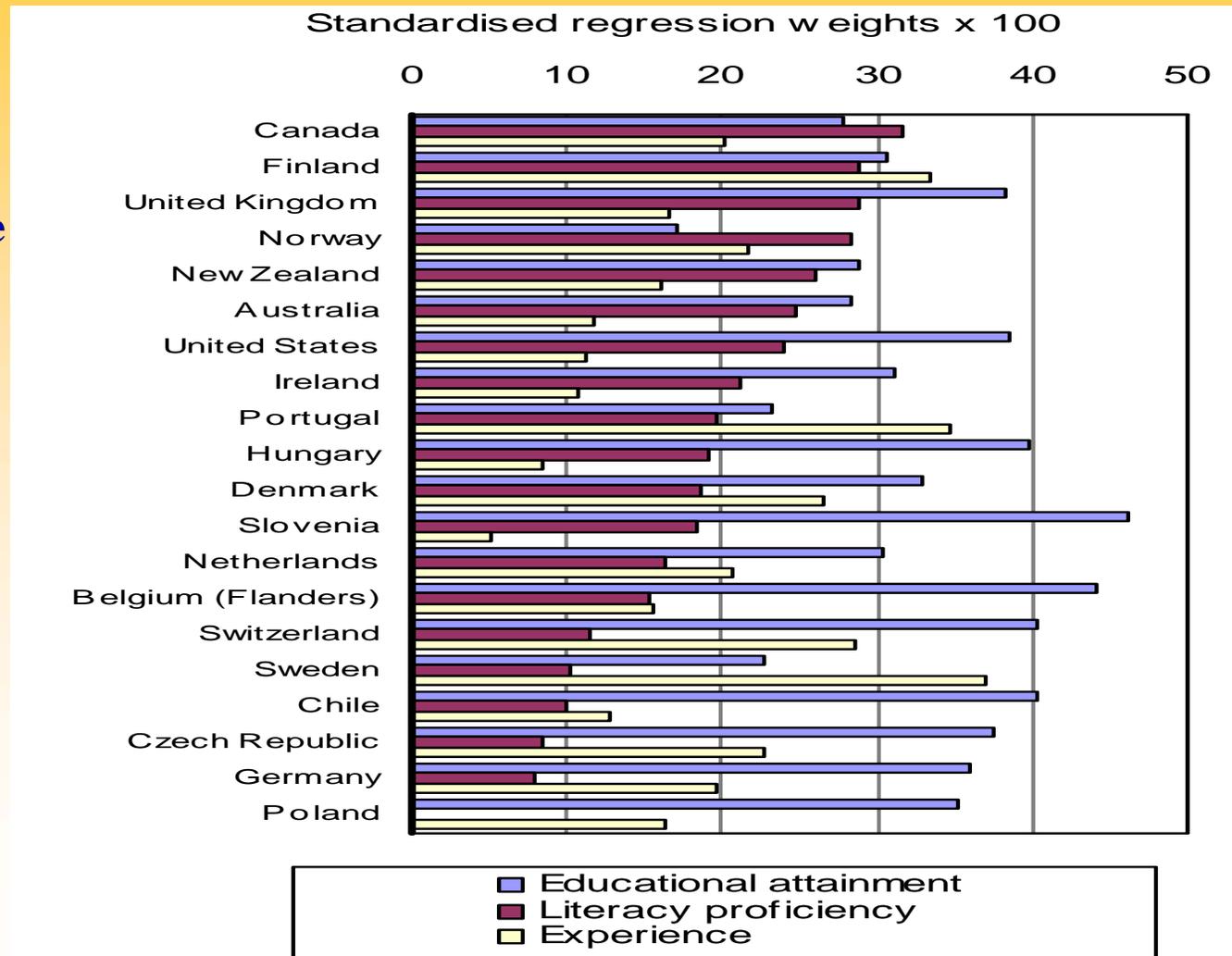
Countries are ranked by the proportion in Levels 3 and 4/5.

Source: International Adult Literacy Survey, 1994-1998.

Faced with high demand and variable supply the Canadian labour market rewards those with skills in terms of wages...

Earnings and literacy proficiency, controlling for education and labour force experience

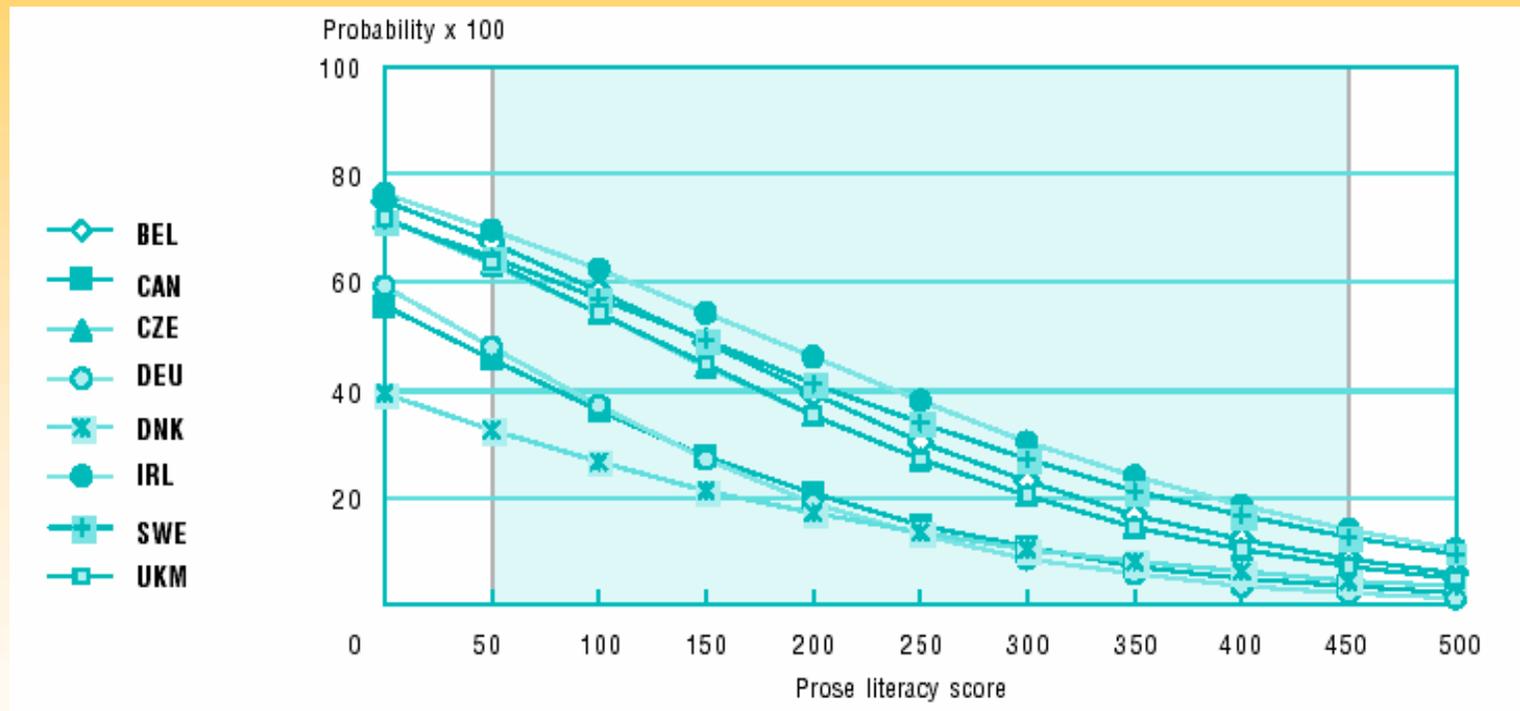
Countries are ranked by the magnitude of the effect parameter associated with educational attainment.



Source: International Adult Literacy Survey, 1994-1998.

# Probability of unemployment and literacy proficiency

Probability of being unemployed according to prose literacy score, for men aged 16-25 with less than upper secondary education, 1994-1998



**Note:** Probability values in blue-shaded ranges are based on observed scale scores with sufficient effective sample sizes.

*Source: International Adult Literacy Survey, 1994-1998.*



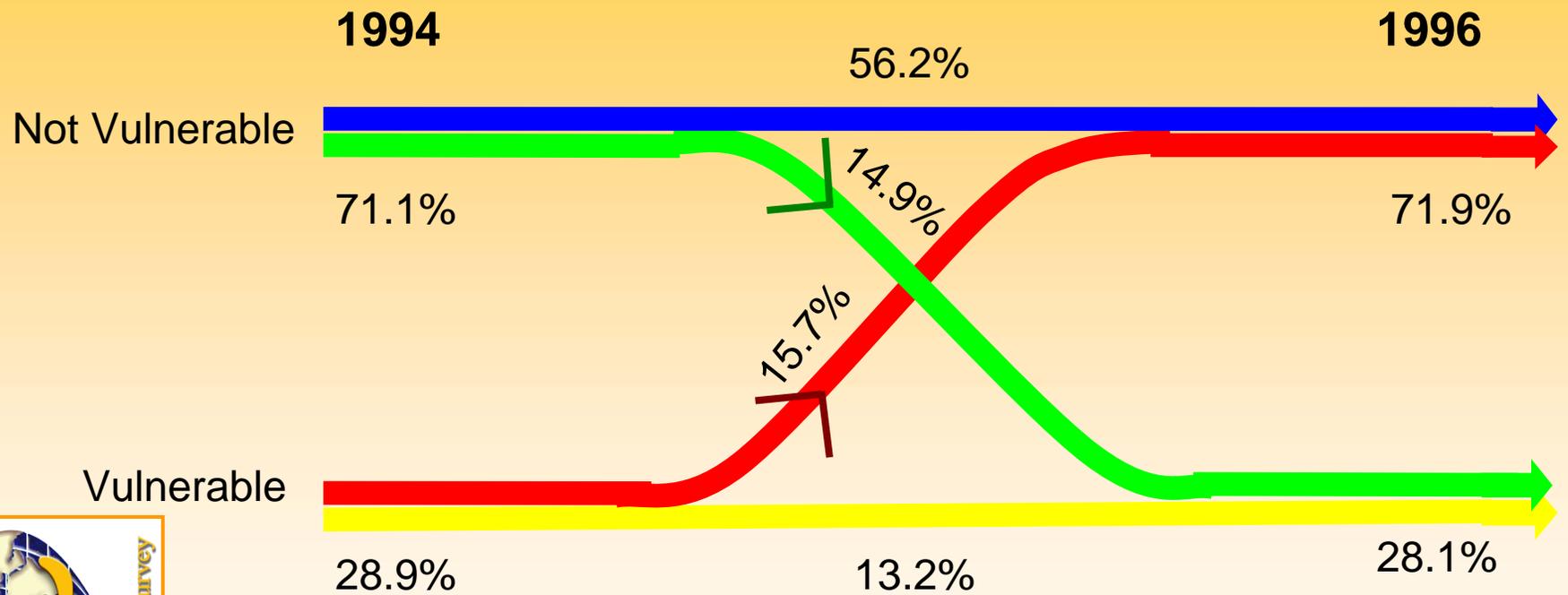
**...These rewards are expected to rise as jobs become more information and knowledge intense...**

- Murnane, Willet and Levy, 1995**
- Raudenbush and Kasim, 2003**
- Desjardins, 2003**



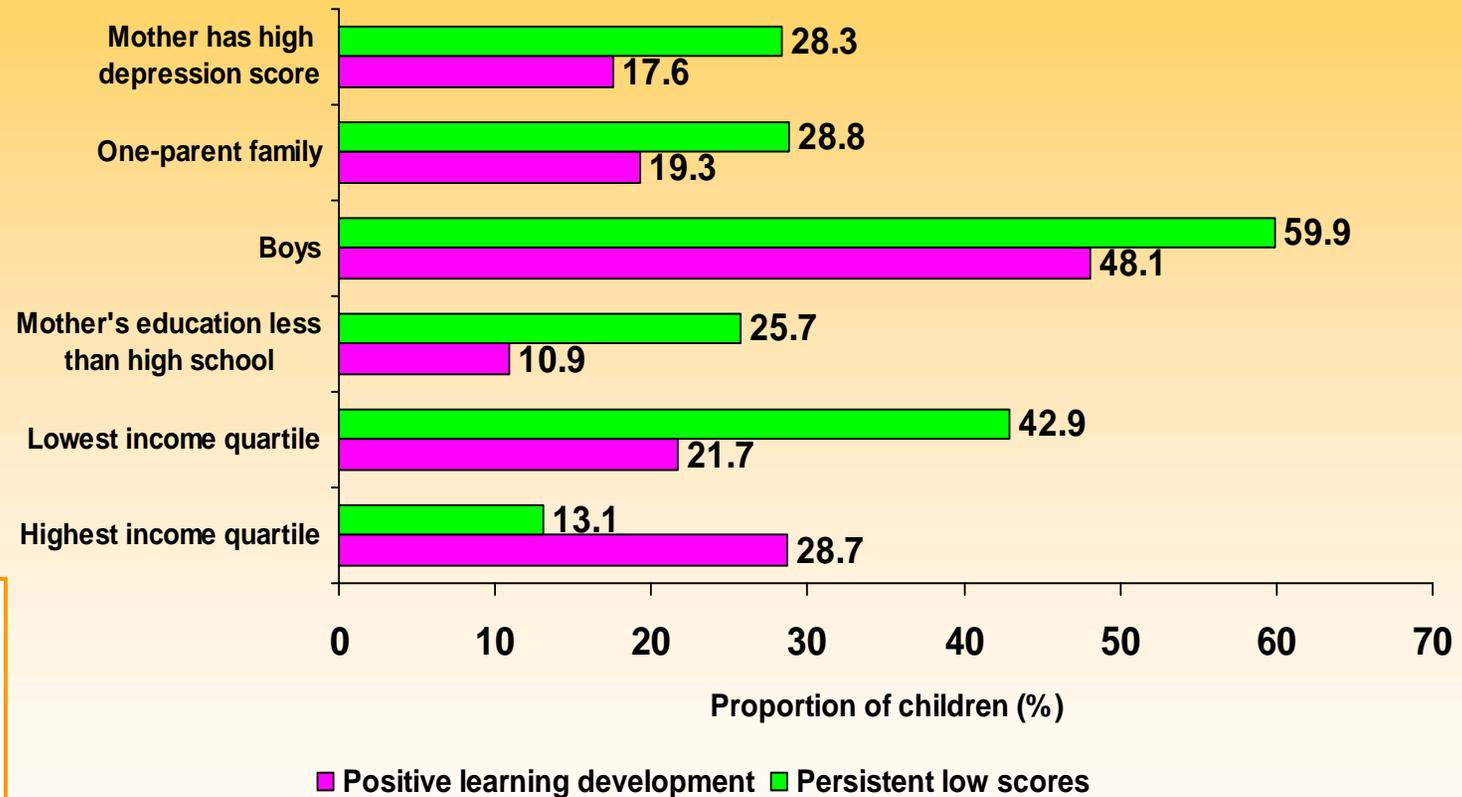
...Faced with this reality one needs to focus on the quantity, quality and social distribution of skill... For young children

### Vulnerability Is Not a Permanent State for Most Children



- Positive Development
- Resilient
- Newly Vulnerable
- Long term Vulnerable

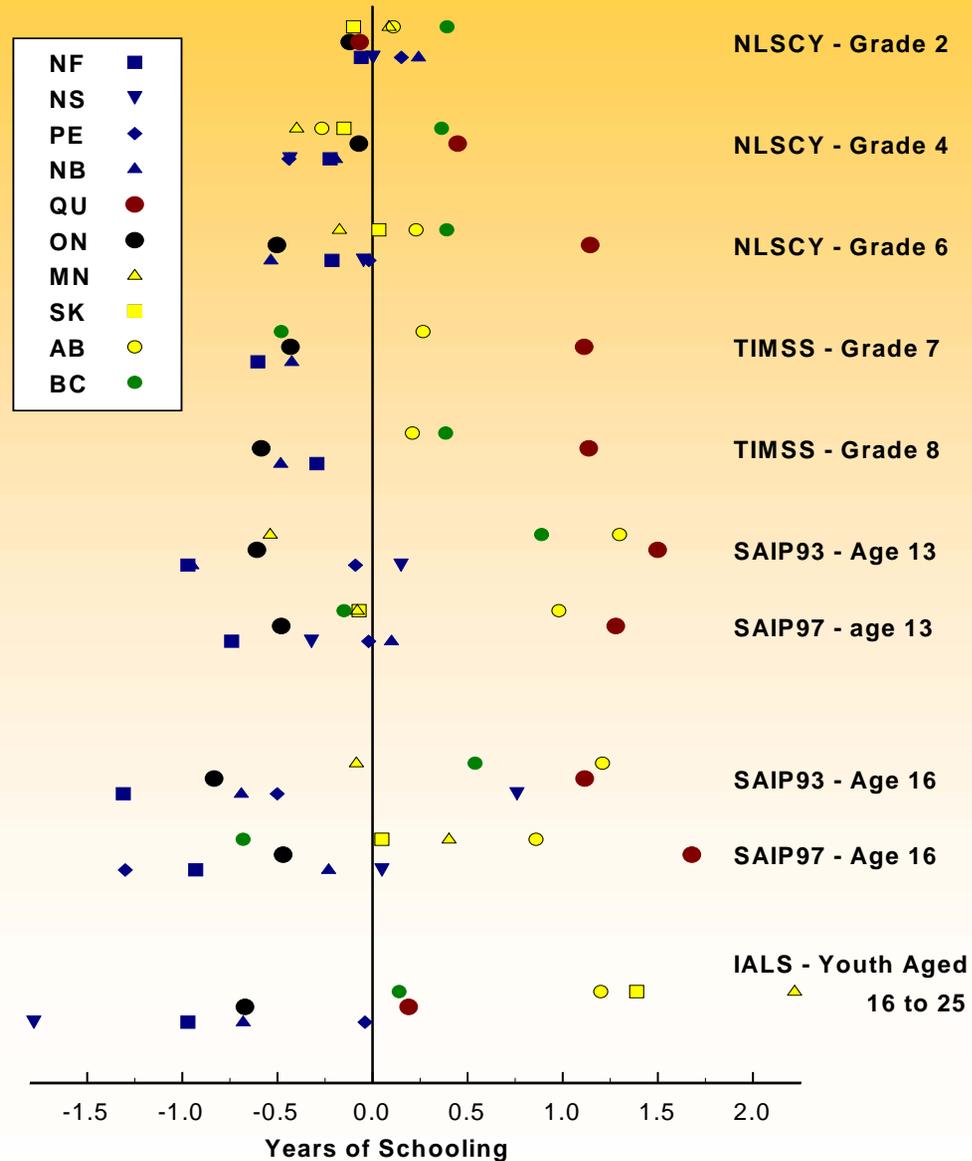
# Children with persistent low learning scores have characteristics associated with disadvantage



Source : NLSCY, 1994-1995, 1996-1997, 1998-1999

# Provincial Differences in Mathematics Scores reveal that government policy matters...

Figure 16-1. Inter-Provincial Differences in Mathematics Scores

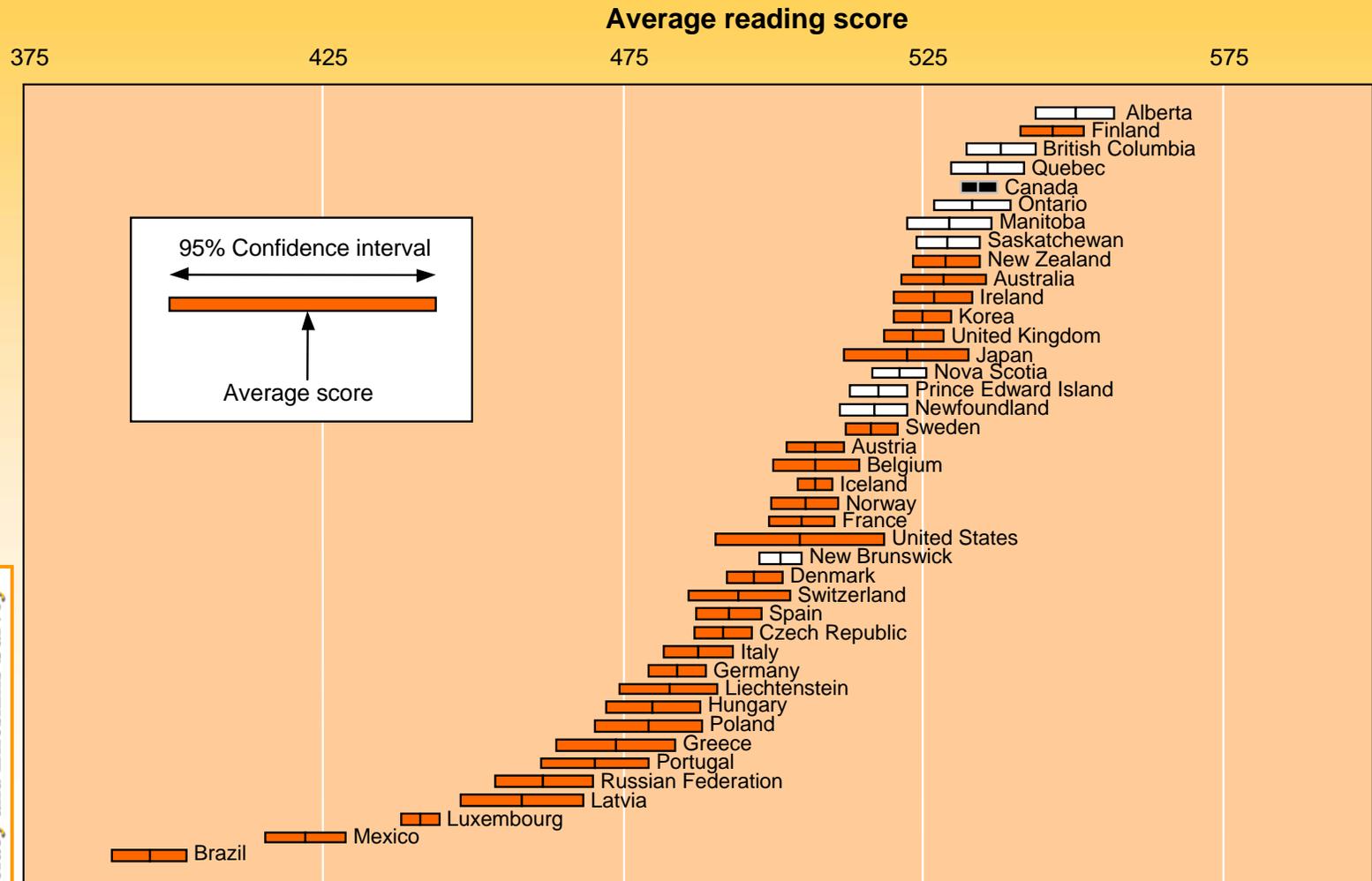


Source: *Vulnerable Children*,  
J. D. Wilms, UNB



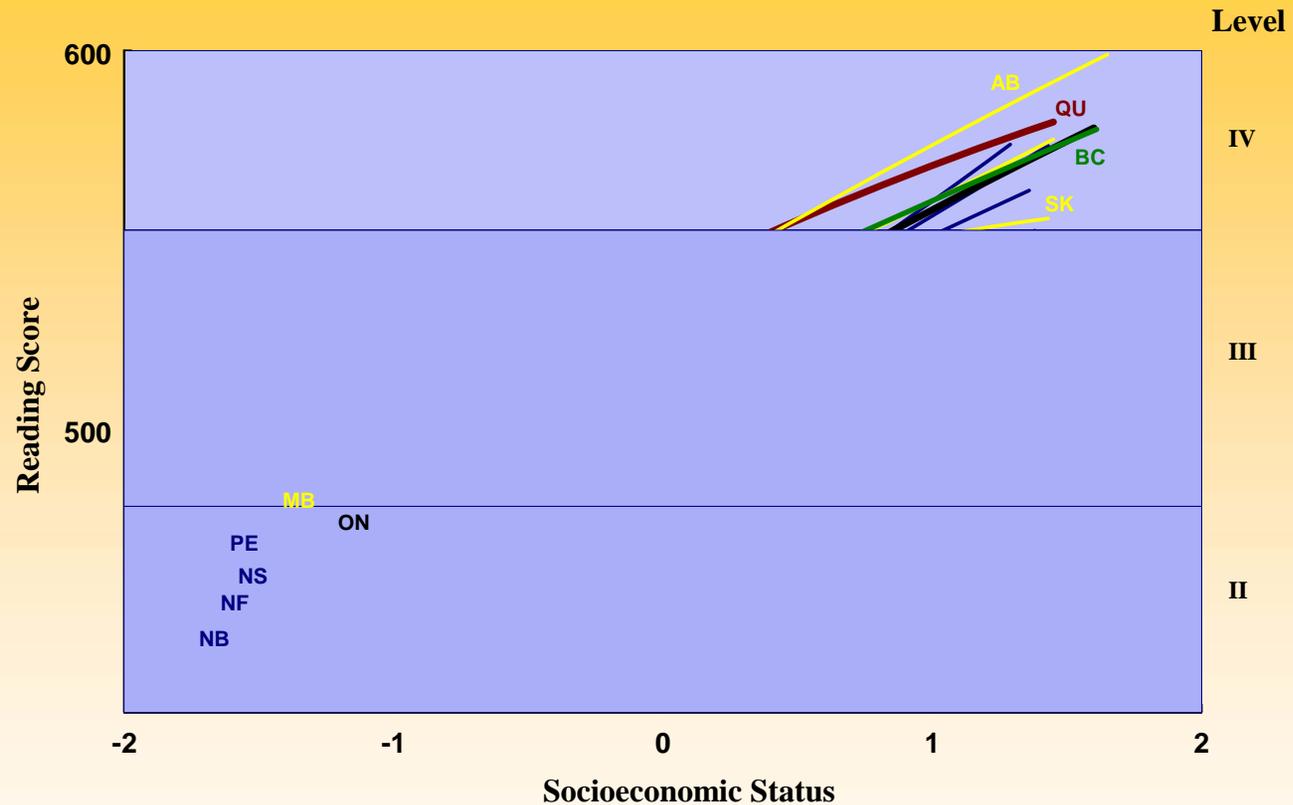
...And for kids about to leave the secondary system...

## Canada rates near the top of the world in **READING** literacy



Source: *Programme for International Student Assessment, 2000.*

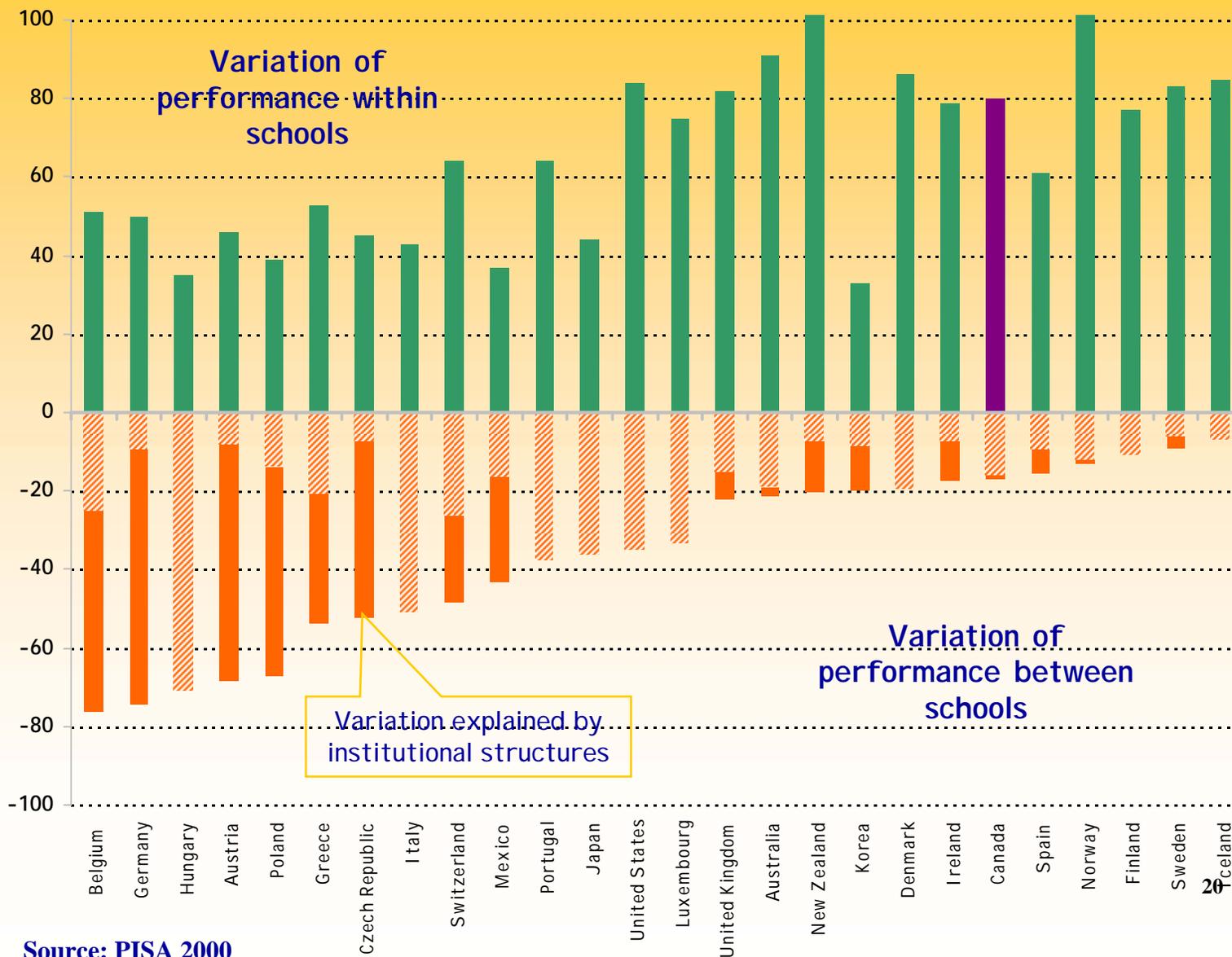
# SES Gradients in proficiency reveal a level social inequality and large inter-provincial differences...



Source: PISA 2000



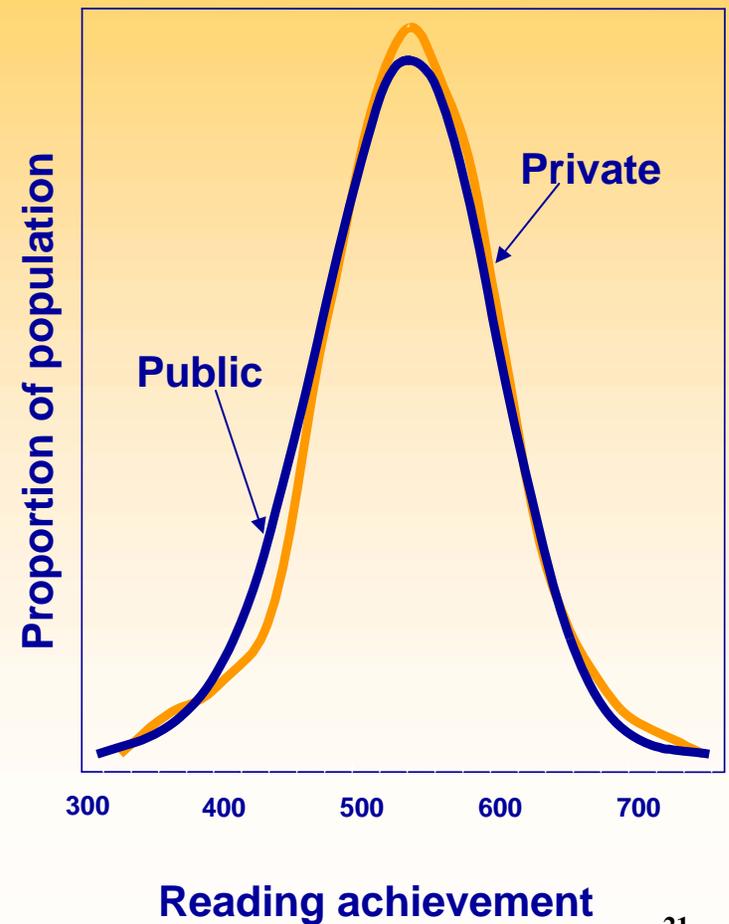
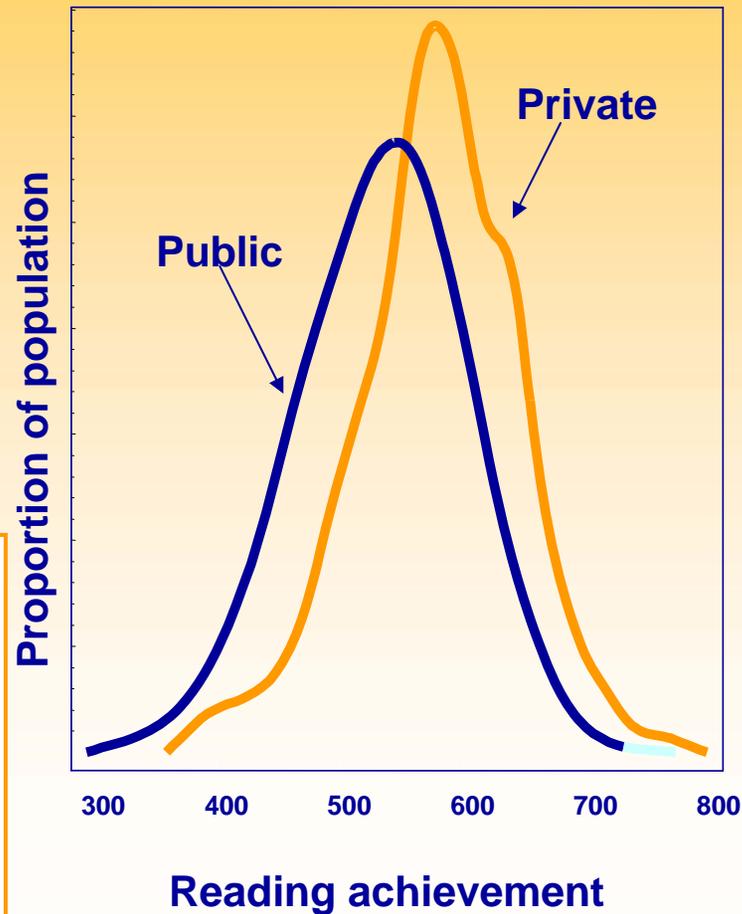
Fortunately, more variation in student reading performance is within than between schools...



Source: PISA 2000

# The apparent private school advantage

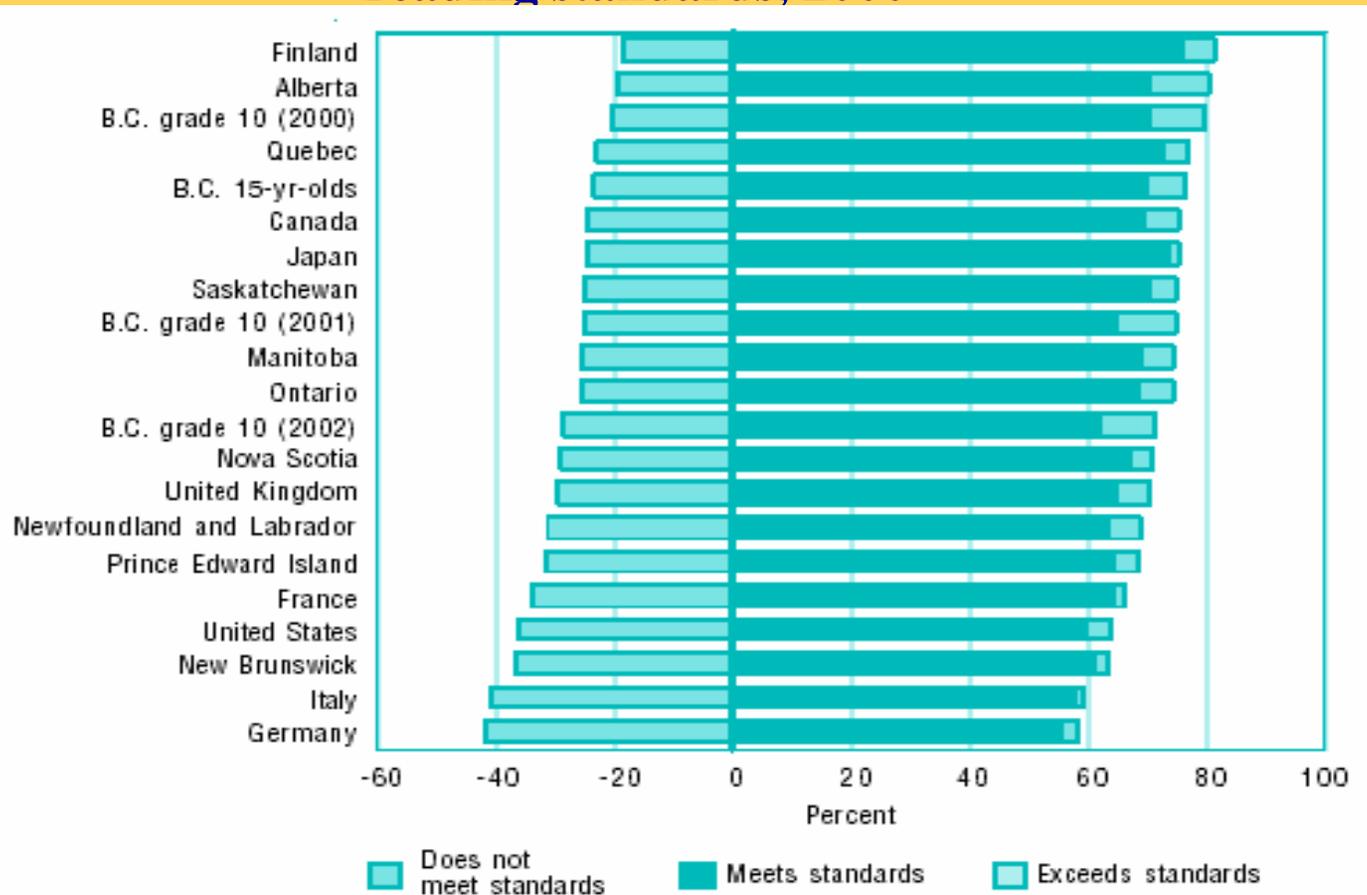
# ...Disappears after controlling for parental



Source: PISA 2000

Despite what appears to be good performance compared to international benchmarks a fair percentage of 15 year olds fail to meet standards...

Percentage of 15-yr olds from various jurisdictions attaining B.C. grade 10 reading standards, 2000



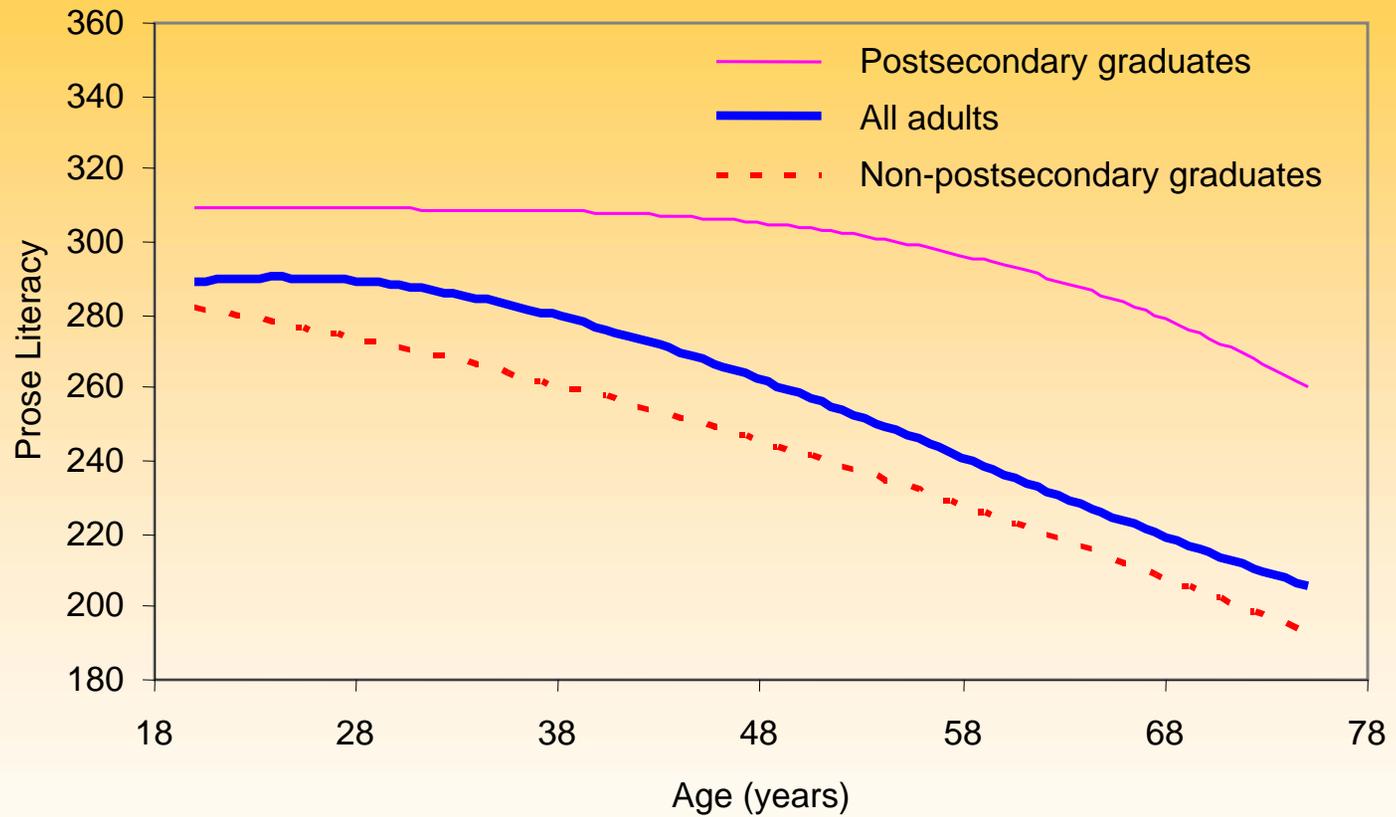
1. All results shown here are for 15-year-olds except for B.C. grade 10 students who are, on average, 6 months older than B.C. 15 year olds.

Jurisdictions ordered by the percentage of students meeting or exceeding expectations.

Source: Table 6



## ...and in adulthood



## Prose Literacy by Age: Canada

Source: IALS

# Skill exerts a strong influence on PSE attendance...

Effects on PSE attendance associated with youth's age, sex, parental education, and literacy scores: International Adult Literacy Study, 1994

	Odds Ratio
Age of respondent (years)	1.46
Respondent is female	1.81
At least one parent completed university	1.81
Prose Literacy Score at Levels 1 or 2	0.09
Prose literacy Score at Level 3	0.45
Prose literacy Score at Level 5	2.20
Respondent's quantitative literacy score is high relative to his or her prose literacy score	1.45

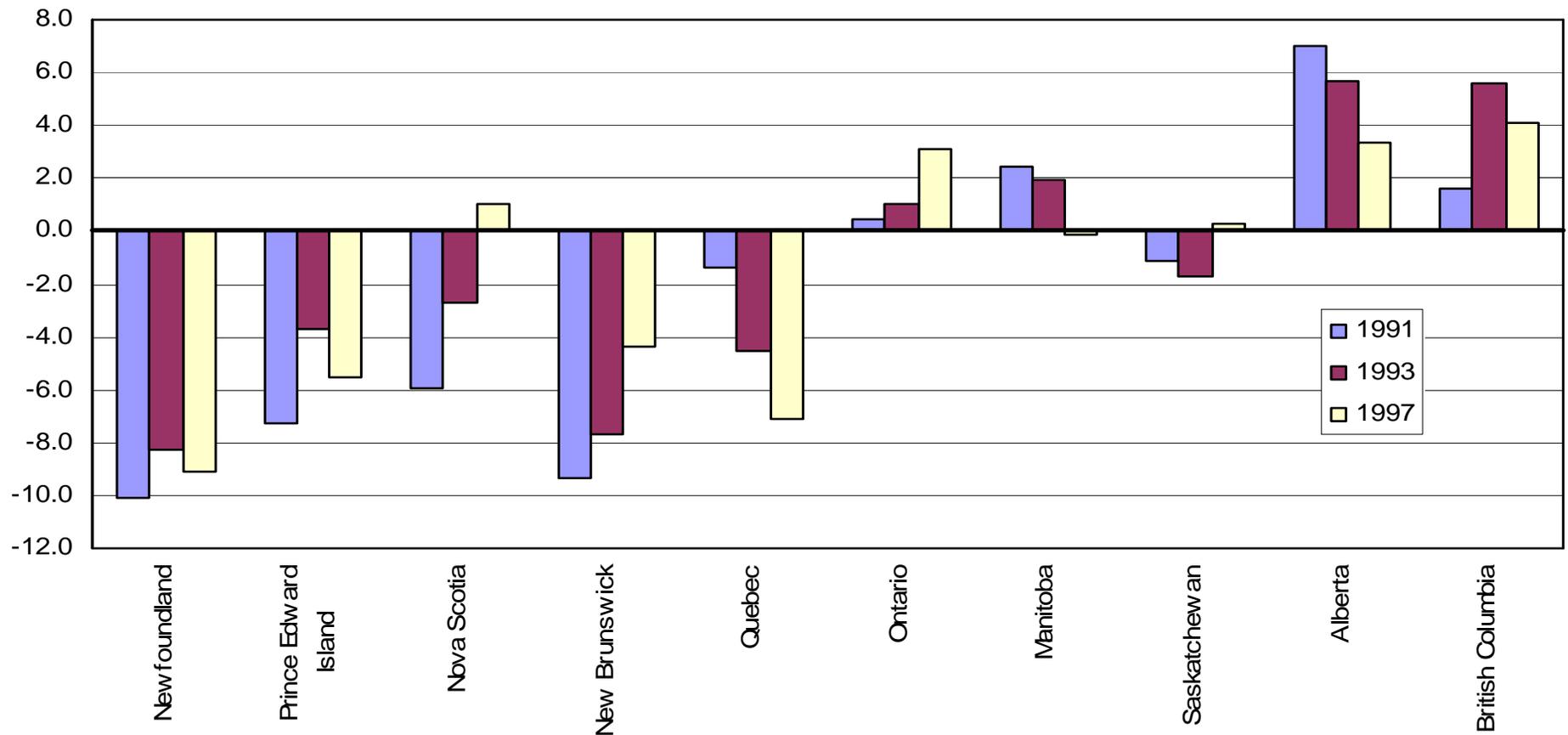


Source: J. D. Willms, UNB

# ...and on participation in adult education and training

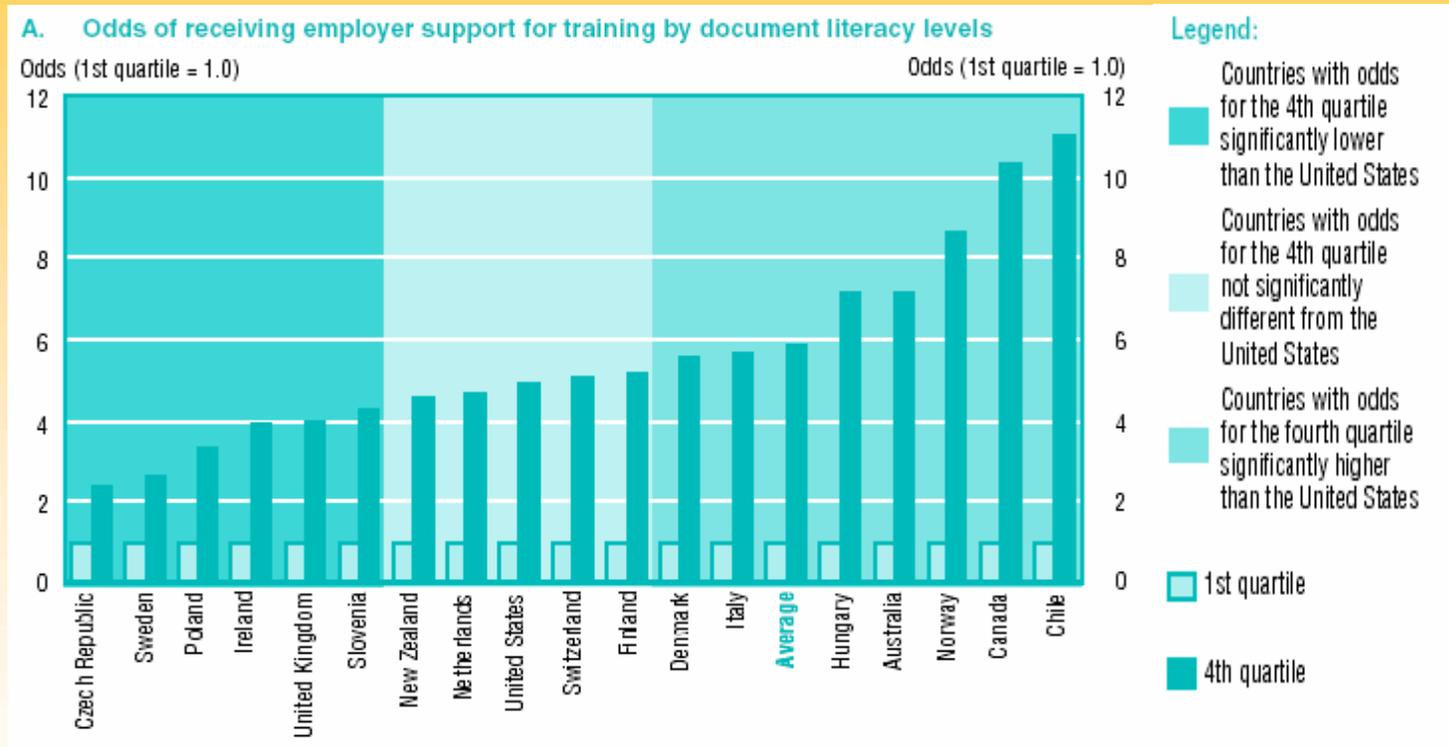
## Adult Education and Training

Canadians living east of Ontario have had lower participation rates in adult learning than the national average with the exception of Nova Scotia in 1997.



# Likelihood of receiving employer support for training

Odds of participating in employer-sponsored adult education and training, by document literacy levels and by extent of literacy engagement at work, population aged 25-65, 1994-1998



Countries are ranked by the odds of the 4<sup>th</sup> quartile. The statistical difference to the United States is computed for the 4<sup>th</sup> quartile.

Note: Statistical difference is significant at  $p < .05$ .

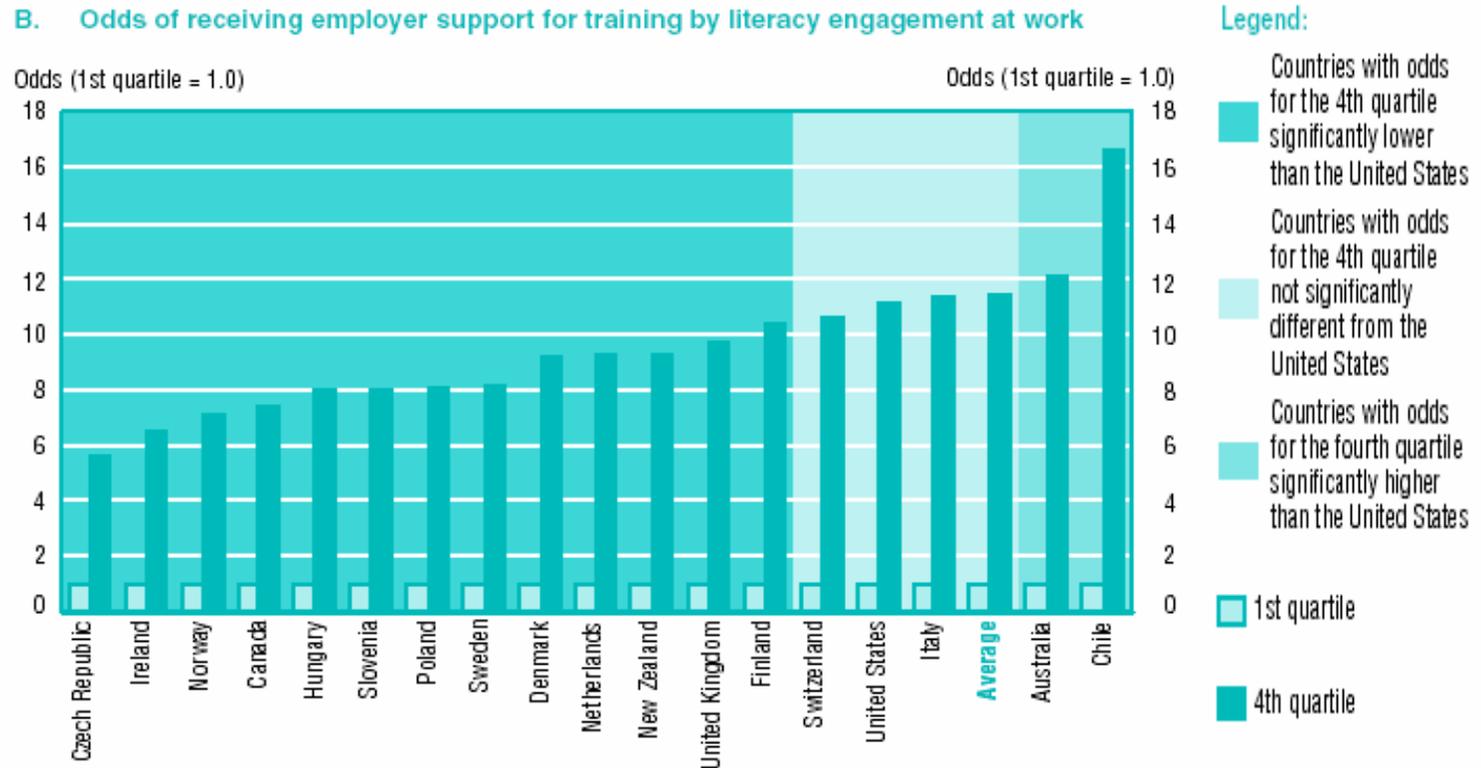
Source: *International Adult Literacy Survey, 1994-1998.*

*Adult Education Participation in North America: International Perspectives.*



# Likelihood of receiving employer support for training

Odds of participating in employer-sponsored adult education and training, by document literacy levels and by extent of literacy engagement at work, population aged 25-65, 1994-1998



Countries are ranked by the odds of the 4<sup>th</sup> quartile. The statistical difference to the United States is computed for the 4<sup>th</sup> quartile.

Note: Statistical difference is significant at  $p < .05$ .

Source: *International Adult Literacy Survey, 1994-1998.*

*Adult Education Participation in North America: International Perspectives.*

# Conclusions:

- **Literacy and numeracy matter economically and socially**
- **The Canadian labour and educational markets recognize and reward skill**
- **The initial education system is doing well overall but still produces significant numbers that do not meet expectations**
- **Employer supported adult learning systems are extraordinarily skill biased**
- **Overall level of adult education and training seems low in international terms**
- **Data from the 2003 International Adult Literacy and Skills Survey (IALSS) will tell us how skill profiles are evolving**
- **We have an urgent need to understand the learning needs of individuals in Level 1 and how skill interacts with firm characteristics**
- **A national “standards” exercise might help**



**APPENDIX C**

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