

LITERACY NEEDS/RESOURCE ASSESSMENT  
IN LUNENBURG COUNTY

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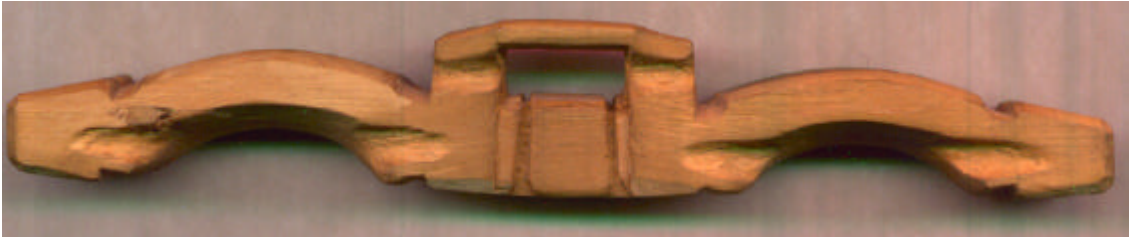
Lunenburg County Adult Learning Network

with support from the

Canada National Literacy Secretariat

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The yoke\* is used to join two oxen as a team,  
And the tether binds the two together.  
Adult learning becomes our yoke, and  
The Network is our tether.

\*The yoke was carved by Mr. C. R. Himmelman, a respondent in the survey, and given to the author because of our mutual interest in wood carving.

## EXECUTIVE SUMMARY REPORT

The total number of interviews included 609 adults IN 350 households from the three towns of Bridgewater, Lunenburg and Mahone Bay and fourteen communities in the Municipalities of Chester and Lunenburg Lunenburg County.

We found that between 1991 and 1998 there was a 33% decrease in the number of persons who had less than a grade nine education. Also, there was an increase of 50% in the number with a university degree. This suggests that the education and skills level in the County have increased in the last seven years.

There are still many adults who want more training or education. Estimates show that from 12,200 to 15,100 persons want a course of some kind. These courses include up-grading, computer use, trade skills, business courses, the arts and crafts, health, business, and university topics. The main restriction for one-half of these adults is to have the time and money to continue their education and skills training.

Over 1% of the County's adult population want up-grading to the high school level. This means there is an average of 440 adults who want up-grading in language and arithmetic skills.

Several agencies in the County are involved with programs in adult up-grading in language skills. They either support students in up-grading and GED courses, or they conduct courses, or they work with individuals on a one-to-one basis. These agencies are at the federal and provincial government levels and include volunteer groups such as the Literacy Council of Lunenburg County and the Lunenburg County Adult Learning Network, to name two.

All the information from the survey and the agencies was presented at a workshop where there was a good discussion of how to deliver language skills opportunities. Two major points were made. 1] The several agencies that are involved need to meet regularly in order to know how to bring their programs together. 2] There needs to be a method to let interested persons know of the help that is available; this applies also to learners who live outside of the major towns and communities. Both learners and professionals are working together at this moment to do the necessary work.

## INTRODUCTION

### Origin of Project

The Lunenburg County Adult Learning Network is composed of volunteers who are interested in improving the knowledge and capabilities of residents of the County. Their work was initiated by the Nova Scotia Department of Education & Culture Programme for Continued Learning Initiatives (CLI) throughout the Province. The Network was formed in 1994 and has operated on funds provided by the CLI programme, grants, and on facilities and services provided in kind in the County.

The members of the Network realized that we needed knowledge of the spectrum of resources that is available for adults who are interested in increasing their language, arithmetic, and general knowledge skills. To this end an application was made to the Canada National Literacy Secretariat for funds to pursue the following objectives:

1. To perform a literacy needs assessment.
2. To assess current literacy service capability in the County.
3. To develop a community-based strategic plan.

The resolution of these objectives should demonstrate how the various agencies in the County together can deliver appropriate services to learners who are distributed throughout the County.

### The Advisory Group

The development of a strategic plan for the County would need to involve many interested agencies in the County. To ensure that there would be input from the beginning, an Advisory Group was formed to give advice during the planning and implementation of the study and the sampling phases. This same Group and others would be involved with the development of a strategic plan in a workshop at the end of the project. The Advisory Group included the following persons:

Connors, Tina	Lunenburg-Queens Regional Development Agency
Elliot, Bernadine	New Ross Family Resource Centre
Mair-Dodman, Sandy	Bridgewater Parks & Recreation, Bridgewater
Martin, Michael	Human Resources Development Canada
Pitman, Gerry	Southwest Regional School Board
Purcell, Judy	Dept. of Education & Culture, Workplace Programme
Roberts, Barbara	Nova Scotia Community College, Lunenburg Campus
Shinyei, Martha	Dept. of Education & Culture, CLI Programme

## NEEDS ASSESSMENT SURVEY

### *Methods*

The County of Lunenburg is divided into five civic areas composed of three towns and two rural-type areas called the Municipalities of Chester and Lunenburg. Seventy houses were selected at random (App. A) in each civic area to obtain sample sizes of equal precision.

One person was interviewed (App. B) at each house and was also asked to reply for other adults in the home. An adult was any person 16 years or older and out of school for more than one year. The style and content of the questionnaire and procedure had been vetted by the advisory committee.

The data were transferred daily as acquired to both a spreadsheet (Microsoft Excel 6.0) and a data base (Microsoft Access 2.0). Coding columns were added at the end of data collection to enable analyses by municipalities (App. A)

A separate inventory was kept of the refusal comments with interviewer estimates of the respondents age interval (young adult  $\leq 34$  y.; middle age  $\geq 35$  y but  $\leq 64$  y; old  $\geq 65$  y). If the refusal explicitly meant that the respondent was not interested in courses or in literacy upgrading, then this refusal was added to the completed responses as a valid measure of the basic question: *How many persons in the County are or are not interested in up-grading.* All other refusals and inaccessible houses were used to determine the refusal rate.

The age of those interviewed was not asked directly but was estimated from their information of the year in which they left their latest formal schooling or learning. These ages were then grouped into the four classes of children ( $\leq 15$ y), young adults (16 to 34y), middle age adults (35 to 64y), and older adults (65+y). The Census 1991 data were classed accordingly except that one-fifth of the 15 to 20 year-old age interval was added to the children class. The demographic data from the survey were compared to that of Statistics Canada 1991 Census data to ascertain if the former was similar to the total enumeration of the County.

The distribution of the highest level of education/training of the respondents was compared to the data from the Statistics Canada Census 1991.

The percent of persons who wanted upgrading in language and arithmetic skills or for any topic were analyzed by a one-way analysis of variance to determine if there were differences between municipalities/towns. A one-way analysis of variance was also done to compare percentages between coastal, inland and intermediate areas of the County. Details of these analyses and the estimations of confidence limits are given in App. C.

The types of courses being taken or desired by the respondents were grouped by an arbitrary sort as shown in the results.

The frequency of reading, including the Bible, and writing, including eMail and a journal/diary, by the respondents was recorded to gain some measure of language skills use. The frequency responses were recorded as given but later coded to daily, weekly, monthly, yearly, or never (App A).

## Survey Results

The geographic location and community names of the randomly selected sample clusters are given in Fig. 1 and Table 1.

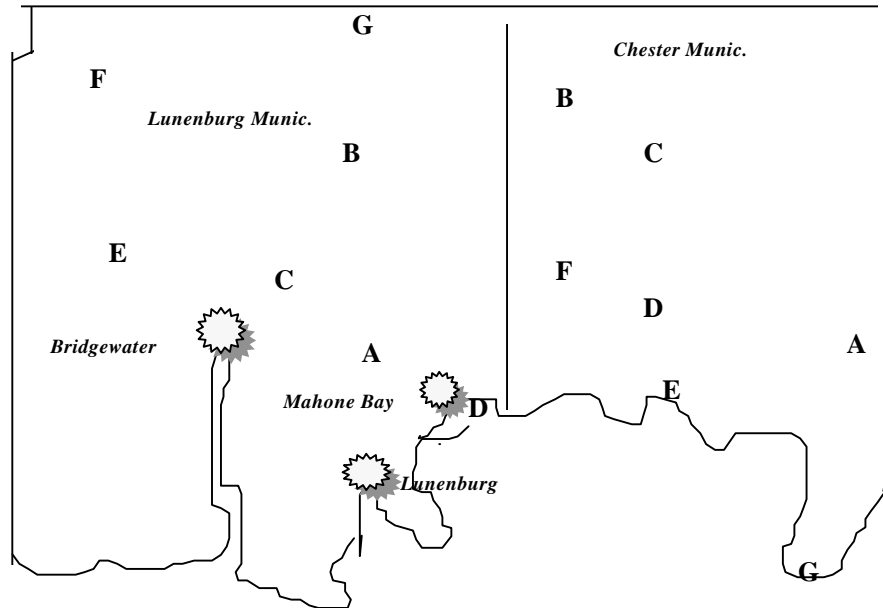


Fig. 1: Lunenburg County, Nova Scotia. Location of sample clusters (A-G) of 10 houses each in Chester and Lunenburg Municipalities. There were seven similar clusters in each of the towns.

TABLE 1 : COMMUNITIES SAMPLED IN THE SURVEY.  
[See Fig. 1 for locations in Lunenburg County]

MUNICIPALITY	COMMUNITY
Town of Bridgewater	Bridgewater
Town of Lunenburg	Lunenburg
Town of Mahone Bay	Mahone Bay
Municipality of Chester:	A. Simms Settlement B. Forties Settlement C. Lake Darling D. Windsor Road E. Squid Cove F. Beech Hill G. New Harbour
Municipality of Lunenburg:	A. Big Lots B. near Barss Corner C. near Mossman Corner D. Indian Point E. Bakers Settlement F. Simpsons Corner G. North River

A total of 310 houses with data on 569 persons were interviewed (Table 2). A further 118 houses were approached and 40 of the occupants stated that neither they nor anyone in the home were interested in upgrading or taking courses; the remainder did not want to answer a survey owing to illness, busy or not interested in answering (65 of 118) or the interviewer (DGB) could not access the premises (13 of 118) owing to dogs, seasonal house closed, or occupant never answered. The sampling intensity was 2.4% for the County (Table 3) with a household refusal rate of 18.2% ( $=100\% * 78/428$ )

TABLE 2: Summary of sample size

Region	# Houses contacted	# Absolute rejections	# not wanting courses	# houses interviewed	# Houses in Sample	# persons in sample
Munic of Chester Cty Lun	84	14	5	65	70	117
Munic of Lunenburg Cty Lun	87	16	7	64	71	111
Town of Bridgewater	91	20	10	61	71	117
Town of Lunenburg	90	20	14	56	70	108
Town of Mahone Bay	76	8	4	64	68	116
<b>TOTAL</b>	<b>428</b>	<b>78</b>	<b>40</b>	<b>310</b>	<b>350</b>	<b>569</b>

TABLE 3: Intensity of sampling by dwellings

REGION	No. of Dwellings	No. Sampled	Percent Sampled
CHESTER M.	4075	84	2.06%
LUNENBURG M.	9325	87	0.93%
BRIDGEWATER	2955	91	3.08%
LUNENBURG	1095	90	8.22%
MAHONE BAY	450	76	16.89%
<b>TOTAL</b>	<b>17900</b>	<b>428</b>	<b>2.39%</b>

The age class distribution of responding households was similar to that in Canada Census 1991 for the youngest and oldest classes (Table 4). The sum of the young and middle adult classes was also similar but these intermediate classes differed individually.

TABLE 4: Age class distribution (%) of the survey sample with the total compared to Canada Census 1991.

REGION	YOUTH	ADULTS			TOTAL NUMBER
		YOUNG	MIDDLE	OLD	
CHESTER MUNIC.	17.5	10.2	44.5	27.7	137
LUNENBURG MUNIC.	14.5	20.5	36.8	28.2	117
BRIDGEWATER	10.9	17.8	50.4	20.9	129
LUNENBURG	19.3	23.5	41.2	16	119
MAHONE BAY	14.7	18.1	41.4	25.9	116
TOTAL	15.4	17.8	43	23.8	618
Canada Census '91	20.3	35.7	28.2	15.8	47625

TABLE 5: Distribution of education level between survey data (2.4% sample) and Census 1991 (20% sample) for adults over 15 years of age.

EDUC. LEVEL	SAMPLE DATA		CENSUS 1991	
	NUMBER	PERCENT	PERCENT	NUMBER
< GRADE 9	76	13.72%	20.27%	7,750
GRADE 9 - GED	219	39.53%	39.08%	14,945
no certificate	117	21.12%	29.33%	11,215
with certificate	102	18.41%	9.75%	3,730
TRADES / NON-UNIV	149	26.90%	26.92%	10,295
UNIVERSITY	110	19.86%	13.73%	5,250
TOTAL	554	100.00%	100.00%	38,245



The level of education or training among respondents was more advanced than that in Census 1991 (Table 5). There was a decrease from 20.3% to 13.7% in the number of persons who had less than a grade nine education. Also, there was an increase from 13.7% to 19.9% in the number with a university degree. Both changes involved six percentage units. The proportions of persons who had high school and technical qualification remained constant over the six-year period.

One-way analysis of variance showed that there were no statistically significant ( $P \geq 0.05$ ) differences between the municipalities and towns in respect of those who wanted up-grading in language skills (1.15%) or those who wanted upgrading in any topic (36%) (App. C). There were no differences ( $P \geq 0.05$ ) between inland to coastal areas.

For the Lunenburg County adult population of 37,968 adults, there were an estimated 112 to 757 persons, an average of 436, who had stated explicitly that they wanted an increase in language and arithmetic skills. The estimated number of persons in each municipality/town is given in Table 6.

TABLE 6: Number of Lunenburg County persons who want upgrading in language and arithmetic skills.

REGION	CENSUS 1991	PERSONS WANTING UPGRADING	
	ADULT POP'N	95% Conf Interval	Average
CHESTER M.	8,609	26 - 171	99
LUNENBURG M.	20,368	60 - 406	234
BRIDGEWATER	5,748	17 - 114	66
LUNENBURG	2,358	7 - 47	27
MAHONE BAY	885	3 - 17	10
TOTAL	37,968	112 - 757	436

The percentage and number of persons who wanted a course of some kind (computing was the most common) was  $36.0 \pm 1.9\%$ , or between 12,181 and 15,126 persons. The categories of subject matter are shown in Table 7, and the number in each municipality/town is shown in Table 8.

TABLE 7: Categories of courses wanted by persons in Lunenburg County

CATEGORY	MUNICIPALITY OF		TOWN OF			TOTAL
	Chester	Lunenburg	Bridge-water	Lunenburg	Mahone Bay	
ON-THE-JOB (clerk, plant worker, pastor, industrial mech., etc)	2	1	1	3	0	7
TRADES (stat'y engin'r, heavy mech., small engine, carpenter, electronics, drafting, forestry, job safety, CAD, trucker)	9	11	4	2	6	32
BUSINESS (retail, marketing, accounting, cert. accountant, contracting, travel, agent, hair stylist)	6	3	3	3	9	24
COMPUTING (use computers, servers, etc.)	10	5	11	14	14	54
HEALTH (CPR, first aid, pharmacy, child care, exercise, gymnastics)	3	2	1	4	5	15
GENERAL KNOWLEDGE (languages, math., history, psychology)	5	3	3	2	6	19
ARTS (sports, acting, art, craft, calligraphy)	4	2	4	2	2	14
UNIVERSITY (education, business, teaching, psychology)	1	1	9	5	7	23
MARINE (engineer, cook, navigation)	2	3	0	4	0	9
<b>UPGRADING/GED</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>7</b>
MISCELLANEOUS (religion, broadcasting, military,	2	0	0	1	1	4
Undecided/Unknown/Not Yet	1	3	5	7	1	17
<b>TOTAL</b>	<b>47</b>	<b>35</b>	<b>42</b>	<b>48</b>	<b>53</b>	<b>225</b>

TABLE 8: Number of persons in Lunenburg County who want a course.

REGION	CENSUS 1991 PERSONS WANTING A COURSE		
	ADULT POP'N	95% Conf. Interval	Average
CHESTER M.	8,609	2,762 - 3,429	3,096
LUNENBURG M.	20,368	6,535 - 8,114	7,324
BRIDGEWATER	5,748	1,844 - 2,290	2,067
LUNENBURG	2,358	757 - 939	848
MAHONE BAY	885	284 - 352	318
TOTAL	37,968	12,181 - 15,126	13,653

About one-half, 99, of the 219 adults who wanted a course of some kind did not express any hindrances to continued learning. One or more hindrances were given by the remaining 120 adults, and having the time and the money (income replacement) to take a course were the main restrictions to advancing a person's education level (Table 9).

TABLE 9: Frequency of hindrances given by 120 adults who want a course.

Hindrance	Time	Money	Children	Distance	Transport	Misc.
Time	34					
Money	6	28				
Children	2	3	4			
Distance	2	2	0	5		
Transport	1	0	0	0	4	
Total	45	33	4	5	4	29

The reasons given by the seven adults who wanted upgrading were as follows:

- Time to do it
- GED course was canceled
- Health
- No reason given
- Time and children
- Money
- Time and money

One-quarter of those who wanted a course of any kind wrote and read daily, 16% read daily and wrote weekly, and a further 21% read weekly but with highly variable writing frequency. Only seven of respondents never read or wrote.(Table 10).

Table 10. Frequency of reading and writing by persons who wanted upgrading in any subject.

Reading Frequency	Writing Frequency					Total
	Daily	Weekly	Monthly	Yearly	Never	
Daily	57	35	11	6	10	119
Weekly	46	5	11	3	14	46
Monthly	3	4	7	6	9	29
Yearly	4	1	2	6	2	16
Never	0	1	0	1	7	9
Total	77	46	31	22	42	219

A total of 59 persons were presently taking a course (Table 11), and three of them were already registered in courses leading to an increase in language and arithmetic skills. This initiative shown by those taking a course tended to be associated with the individual's highest level of learning: 8.6% for those with less than grade 10; 34.5% for grades 10 to GED levels; and 56.9% for those with technical and university education (App. C).

TABLE 11: Academic level of those taking a course now.  
An asterisk (\*) shows the level of a person who taking an upgrading course.

REGION	GRADE LEVEL			
	≤ 9	10-GED	>GED	unknown
Munic. Chester	1	5*	8	1
Munic Lunenburg	2	4	0	0
Bridgewater	1*	2	10	0
Lunenburg	1	6*	5	0
Mahone Bay	0	3	10	0
Total	5	20	33	1

*Discussion*

The survey data agreed fairly well with that of the Canada Census 1991. The differences in age class distribution can be attributed to the indirect method by which age was determined in the survey.

The differences in the distribution of education and training level were more interesting. The changes suggest that the education and skill levels in the County have increased over the six years from the 1991 Census to the 1997/8 sample in the present study. The possible causes for the changes could be (1) a response of the population to urgings from industry and government to increase skills, (2) immigration of persons with a higher level of education and training, and (3) mortality in the oldest age groups. Further research is needed to determine if the first cause is predominant. If so, then the various promotions to increase skills and learning are having an effect in the population.

In general, it can be concluded that data from the 2.4% survey sample agreed well with the data from the Statistics Canada 1991 Census. Thus the survey sample is representative of the population in the County and data generated can be applied to a strategic plan.

The analyses showed that the desire for upgrading of any kind did not vary between areas of the County, and accordingly one rate could be applied to the whole area.

The 1.15% of survey respondents who wanted literacy upgrading differed markedly from the 14% (95 of 700 for GED) obtained in the Shelburne survey (Anon., 1997). Possible reasons for the difference cannot be discerned.

The Shelburne study (Anon., 1997) found that 64% of their respondents wanted upgrading in any subject, whereas, 36% of the Lunenburg sample wanted upgrading. Both studies found that most people wanted computer upgrading.

## RESOURCES

### *Course Programmes*

A listing of the programmes available to learners of language and arithmetic skills is given in Appendix D. The majority of these courses are given in a central location to which a learner must travel, and are often supported by government agencies and departments. The Literacy Council programme is the only one that allows for a tutor to go to the student, or vice versa.

Work-related courses are often given on site through company sponsored programmes and through contracts with education groups such as the Literacy Council of Canada.

### *Programme Development*

Appendix E provides listings of foundation and granting bodies that provide funds for the development, delivery, research, or maintenance of an adult education programme. The HRDC (Human Resources Development Canada) provides assistance primarily to firms or institutions that will help learners in work-related up-grading. This activity of course includes up-grading in language, arithmetic and life skills.

The foundation and granting bodies explicitly state that they do not accept applications from individuals. The significant ones for Nova Scotia are (details in App. E)

The Harold Crabtree Foundation -geographic scope..... the Atlantic Provinces,  
 Cut Foundation “ “ .... emphasis on Nova Scotia,  
 The Edwards Family Charitable Foundation “ “ ....focus on Nova Scotia-  
 based causes.

The following are Canada-wide:

Molson Companies Donations Funds  
 The Molson Foundation  
 Canadian Pacific Charitable Foundation  
 Carthy Foundation  
 Chastell Foundation  
 The Henry white Kinnear Foundation  
 The Maytree Foundation  
 The George Cedric Metcalf Charitable Foundation  
 Richardson Century Fund  
 Three Guineas Charitable Foundation

The following give occasionally in Canada::

William and Flora Hewlett Foundation  
 Mattel Foundation  
 Xerox Foundation

*Learner Assistance*

Nothing has been found that directly provides assistance through scholarships and bursaries. However Employment Insurance does support persons who are on EI; EI does not support persons who are ineligible for EI. The Nova Scotia Department of Education & Culture has programs to help persons become rehabilitated (RPS - Rehabilitation Programs & Services (App. F)). Assistance is available towards student loans and wage subsidy on the job, but courses for the deaf and other disabled are not available in Lunenburg County.

## THE WORKSHOP

A workshop was held to review the results of the survey and the resources available and to formulate ideas for a strategic plan, the third objective of the project. The participants, 12 of 29 invited, included members of the Advisory Committee to the project, the Lunenburg County Adult Learning Network (LCALN), learners in the LCALN program, Literacy Council of Lunenburg County, and the Chester community coordinator.

After the presentation of the findings of the survey and the listing of agencies that give adult courses and the sources for grants, the attendees broke into three groups of four persons each to discuss LEARNER SUPPORT, DELIVERY OF UP-GRADING, and MARKETING OF SERVICES. The following represents the views and discussions that occurred during the open presentation by each discussion group.

### *LEARNER SUPPORT:*

There needs to be a team approach for  
 counseling the learner for  
     streaming for best success,  
     support in the program,  
     letting the learner know what is where.  
     helping those with learning disabilities or aversions (e.g. exams)  
     social support to enhance positive thinking, reduce the negative.

Financial assistance for  
     direct training (tuition, books, supplies)  
     day care & counseling costs  
     income replacement

Central location, such as Nova Scotia Access, where anyone can get full information without being referred to a series of persons or locations.

But note

    HRDC has a centre in the Bridgewater federal building that is supported  
     by about six agencies and provides information services  
     the Health Board worked to set up a central volunteer coordinator  
     service for the County  
     there must be communication among all agencies to ensure that all are  
     working together and not at cross purposes; agencies need to  
     meet regularly (semi-annual?, quarterly?, monthly?).

### *MARKETING*

Current methods include newspaper, TV community channel 10, brochures, government literature, NSCC, internet, posters, word-of-mouth

We need to define the client: youth/middle age/older; rural/town



We need to create awareness in the population. The School Board absolves itself for those over 21 years of age.

Teamwork is needed among the several agencies and emphasis placed on recruiting tutors and lobbying for dollars.

There is some public awareness:

a waiting list for LCALN courses

there is a need for volunteers

tutors are needed for different systems: urban/rural, low/high level of learning

GED resources exist but depend on demand or need and on funding or fees

There is a need for *Community capacity building*.

New suggested strategies include

- > graphical advertisements
- > booths at events: Canada Day, Exhibition, etc.
- > promotional literature with the why and options for adult upgrading
- > coordinate through all agencies for the whole County
- > work through the library system
  - it can advertise
  - the bookmobile visits 70 communities fortnightly
  - it runs a booth at events
  - book-mobile stops for 20-30 minutes each time; longer in larger centres
  - book-mobile is not big enough in which to hold classes nor does it stay long enough for a meaningful session
  - because the book-mobile is already known to the community, it could be used as the focal point for spreading awareness and establishing meeting times for tutor/learner sessions
- > through businesses/employers to invest in employees
  - Laubach has a branch that works under contract with large companies.

## *DELIVERY*

The LCLC (Literacy Council of Lunenburg County) delivers tutor/learner sessions on a one-to-one basis. The main problem centres on recruiting tutors. This system is optimum for fundamental learning.

The high cost of delivery means that agencies tend to establish programs in high population areas in order to acquire higher numbers of learners.

Groups or agencies must network and work together to a common goal and mutual benefit, namely to learner and agency and society.

Computer assisted programs need to be examined more fully

There is a need to define a continuum, that is from K to 12 for example, for the benefit of the learner and in the County for the benefit of society

There is a need to define a spectrum, that is a variety of programs, that will cater to the variety of adult learners who are at the fundamental to higher levels of skills and at low to high levels of learning ability.

## STRATEGIC PLAN

### *Are there learners?*

A strategic plan for upgrading in language, arithmetic and social skills presumes that there are adults who need and want upgrading. The answer is yes for the population of Lunenburg County. There are an average of over 400 who want this basic upgrading. These numbers do not include those who should or would avail of an opportunity to increase their skills.

### *Are there education bodies?*

There are services available to deliver training and education. They include industrial, commercial, governmental and non-governmental agencies.

At least three industries, through hiring their own educators or contracting with an educator, provide courses on-site either during working hours or after work hours.

Governmental bodies through the Nova Scotia Community College (NSCC), (Lunenburg Campus Dept. of Education & Culture), and municipalities/towns offer adult courses on a fee-for-service basis. The role of municipal programs has decreased drastically ever since the Department of Education & Culture through its school boards has been unable to give direct support; there has not been a high enough registration of students to independently support an instructor. This reduction has meant that there is not a wide distribution of instruction centres through the County.

Non-governmental bodies, such as the Lunenburg County Literacy Council (LCLC) and the LCALN, respectively provide opportunities for individual and group teaching. The latter has courses for Levels I to IV in two towns and is working with groups in two other communities to establish two more courses. This is a positive action to disperse services through the County. The LCLC is currently experiencing difficulty in getting tutors for one-on-one instruction which is best suited for Levels I and II.

All the above programs are working separately to make their programs work. The participants at the workshop clearly showed that the several agencies must remain aware of each others activities and devise ways to cooperate and use everyone's strengths for mutual benefit.

*The Strategic Plan*

1. All agencies and individuals need to meet regularly to be aware of each others objectives:
  - a] to ensure there is not a duplication of service;
  - b] to create a central point to which a learner can get full information;
  - c] to coordinate and use budgets economically;
  - d] the Lunenburg County Adult Learning Network (LCALN) is currently a forum for many agencies to meet.
  
2. The available services need to be marketed/advertised:
  - a] the bookmobile of the Provincial Library Service, which visits 70 communities every two weeks, can carry advertising so that readers can tell acquaintances whom they know could use help;
  - b] the LCALN, the central forum, needs to create and maintain a web page on the internet. While this process benefits providers, general users can see what is available for their acquaintances;
  - c] the LCALN needs to have a close liaison with the County's library service which has a prominent role in the population;
  - d] the LCALN needs to make contact with the recently hired volunteer coordinator (located in the V.O.N. offices) whose duties extend throughout the County.
  
3. Literacy upgrading courses need to be delivered in a variety of ways to allow an adult to pursue a breadwinners life. Several agencies provide upgrading for levels I to IV but to ensure there is both a continuity (K to GED) and a spectrum (variety) to delivery of courses, they need to communicate regularly and coordinate services:
  - a] learning is a two-way street between the learner and the volunteer tutor and an effort is expected on the part of the adult learner;
  - b] the program of the Lunenburg County Literacy Council (LCLC) is well suited for learners at Levels I and II. Much work is needed to acquire and retain tutors and match them with a learner in the LCLC "Find One, Teach One" program; there is no fee-for-service in this program;
  - c] the LCALN sponsors classes at Levels I to IV in Lunenburg and Bridgewater and has found the means to provide assistance to local groups for classes in the New Ross and Chester areas; there is no fee-for-service in these classes

- d] the NSCC, Lunenburg Campus, and some industries in the County provide upgrading and GED courses. All these courses involve a charge to the student or a sponsor;
- e] municipalities still offer upgrading courses towards the GED, but the number of participating students has often been too low to support the instructor
- f] a traveling tutor, analogous to the Bookmobile, would be an asset to an upgrading program for the widely dispersed population. Such a person could cater to low numbers of adults who are limited in time and travel owing to shift work and family responsibilities;
- g] the majority of students need help with compensatory income because attending regular classes is not compatible with shift work;

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## Appendix A

SURVEY METHODS

Seven sample sites (Fig. 1; Table 1) in each of the five municipalities in the County were selected at random. Maps of each municipality were divided into coordinates and a coordinate pair was selected at random from a table of random numbers (Owen 1962, Table 20.2). For the three towns, a string of ten houses beginning within one centimetre of the random point were taken as a primary sample unit. For the two Municipalities of Chester and Lunenburg, a string of 10 houses beginning within five centimetres of the random point was selected.

Seventy sample houses was planned for each municipality for a total of 350 households for the County. One adult, a person at least over 16 years of age and out of school (elementary or high) for more than one year, was interviewed in each household and asked for information on all adults in the household. The text for the introduction and interview as well as the recording form for the questions are given in Appendix B.

Each sample point was located in the field and the nearest string of houses was addressed in sequence until ten responses were obtained. The sites were revisited whenever there was no response at a selected residence. This revisiting was repeated until a response was obtained and was essential to ensure that the string of houses represented a cohesive unit. It had been presumed that if this procedure had not been followed, the selected houses would have been biased towards persons who would be at home all day; such persons would include retired individuals, infirm, and homemakers with children. Working individuals would tend to be missed or, if sampling in the evening, to be at meetings or recreation. Thus revisits were done at different times of the day and different days of the week.

The data were transferred daily as acquired to both a spreadsheet (Microsoft Excel 6.0) and a data base (Microsoft Access 2.0). Coding columns were added later to enable data analysis by municipalities and by the National Occupation Code matrix. A separate inventory was kept of the refusal comments with interviewer estimates of the respondents age interval (young adult  $\leq 34$  y.; middle age  $\geq 35$  y but  $\leq 64$  y; old  $\geq 65$  y). If the refusal explicitly meant that the respondent was not interested in courses or in up-grading. then this refusal was added to the completed responses as a valid measure of the basic question: *How many persons in the County are or are not interested in up-grading.*

### **Coding for the Learner Survey Data bank**

**SPL#**            These numbers have been assigned to each household at the random selection stage and range from 1001 to 1350.

**LOC'N** A three letter code with the **first** being M=municipality or T=town, the **second** the name C=Chester, L=Lunenburg, M=Mahone Bay, and B=Bridgewater, and the **third** the sample location on the map (Fig. 1) as selected in random order and ranging from A to G.

**#CHILDREN** The number of children/youths in the household.

**GENDER** F=female, M=male.

**SCH LVL** School level with 1-13 for grade & high school;  
with 15 for GED  
with 21 - 40 for technical, college & university years  
missing = 999

**SCH TYPE** HS=grade & high school, TC=teachers college, TE=technical college/school, UN=university. Missing= XX

**YEAR** Year of graduation from the school/college level.  
Missing=99  
A three digit number, such as 965, is an estimate of the graduation year in 1965 as based on a guessed age of the respondent

**AGE** Age in years of the respondent or other adult.

**OCCUP** Occupation as abbreviated such as CHLD CR = child care.

**COURSE**

**NOW** YES = self or on the job training otherwise HS, TC, TE, or UN is used for a formal registration.

**TYPE** Names the subject of the course.

**COURSE**

**NEED** Either YES or NO when given, otherwise a blank.

**TYPE** Subject as written. UNKNWN is 'unknown' and means that the individual wants to take a course but has not decided on the subject.

**HINDRANCE** The columns are coded as follows:

Blank in all columns means that a reason is not applicable

\$ = money

ti = time

di = distance, sense that course is in another city/town

ch = dependents (children still at home) won't allow freedom

cl = courses at too high a level, even a beginner's course

tr = travel

ed = education

= (spare)

= (spare)

= (spare)

### BEST

**TIME** As noted

**PLACE** As noted

**HELP** As noted

### READING

**FREQNCY** Reading frequency is daily = often

weekly = regular to frequent

monthly = frequent

quarter = sometimes

half year = occassional

year = rarely

zero = essentially never

### WRITING

**FREQNCY** Writing frequency with equivalences as given for reading frequency.

### OPINION

**CODE** A = in favour of continued learning through life (see OPINION PHRASE below).

B = agree conditionally

C = agree but highly qualified

D = explicit no opinion.

E = negative qualified

F = negative response

### OPINION

**PHRASE** A cryptic phrase showing the type of response.

### NOTES OF

**INTERVIEWER** Notes that may add clarification to the record.





Occupation \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

>>Objective #1a: to determine interviewee’s desire for literacy up-grading...

The principal respondent in each household will answer for all adult residents.

“Are you presently taking one or more courses? What topics are they?”

Principal respondent(#1): \_\_\_\_\_

Adult #2: \_\_\_\_\_

Adult #3: \_\_\_\_\_

Adult #4: \_\_\_\_\_

\_\_\_\_\_

“What courses would you or the others want or need?” 1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

>>Objective #1b: to determine impediments to obtain up-grading...

What is or are the reasons that keep you or the others from taking courses that you want or need?:

Adult #1 \_\_\_\_\_

Adult #2 \_\_\_\_\_

Adult #3 \_\_\_\_\_

Adult #4 \_\_\_\_\_

\_\_\_\_\_

“What are the best times, place and help that you and the others could use in order to take the courses that you want or need?”

Adult#1 \_\_\_\_\_

Adult #2 \_\_\_\_\_

\_\_\_\_\_

Adult#3 \_\_\_\_\_

Adult#4 \_\_\_\_\_

>> *The following questions are intended to give some indication of the interviewee's initiative.*

"How often do you and the others read a new story, say once a week, once a month, once a year?" Adult#1 \_\_\_\_\_

Adult #2 \_\_\_\_\_

Adult#3 \_\_\_\_\_

Adult #4 \_\_\_\_\_

"How often do you write letters or other compositions?"

Adult #1 \_\_\_\_\_

Adult #2 \_\_\_\_\_

Adult #3 \_\_\_\_\_

Adult #4 \_\_\_\_\_

Of principal respondent, "Do you believe that taking courses and continuing your learning will help you in your life's and work activities?" \_\_\_\_\_

I thank you for your help. Would you like to receive a summary of this survey results? If yes, I do not need to know your name, but I do need your mailing address.