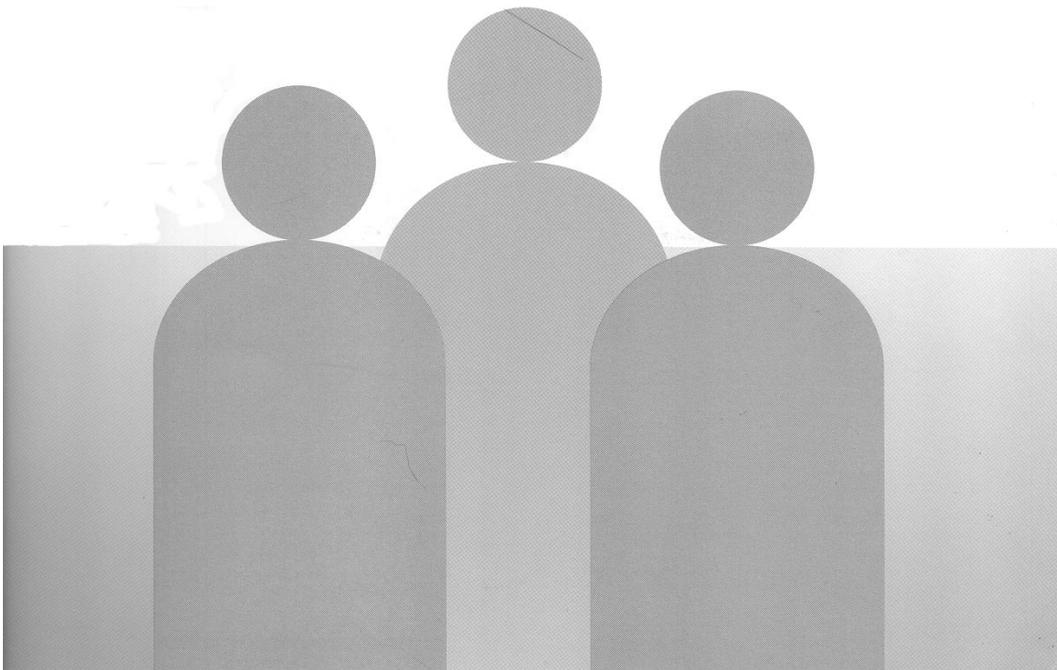


SASKATCHEWAN LABOUR FORCE DEVELOPMENT BOARD

Learning at Work Project

Phase II Final Report

May, 2001



Learning at Work Project
Phase II Final Report

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Funded and supported by:

National Literacy Secretariat
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EXECUTIVE SUMMARY

Learning at Work Project Phase II Final Report

The goal of Phase II was to have the Industry Vision of Essential Workplace Skills integrated into the Provincial Training Strategy. Three objectives were identified to support achievement of this goal.

- Public and policy awareness of essential workplace skills issues
- Regional planning and delivery mechanisms
- Professional development for traditional and non-traditional essential workplace skills practitioners

Changes in circumstances, such as the establishment of a Provincial Literacy Strategy steering committee by PSEST, meant looking at carrying out the work of the Learning at Work project somewhat differently than anticipated, but all objectives were met and essential workplace skills is currently seen as one of the streams to be included in the Provincial Literacy Strategy.

The final report details the activities undertaken to fulfill the objectives and includes observations based on the experiences of implementing the activities. While considerable progress was made in Phase II, the practical experiences highlighted the need to move forward to Phase III in order to focus on:

- Building capacity for regional planning, and delivery of essential workplace skills training
- Establishing a human resources development plan
- Improving accessibility to and applicability of training
- Establishing the roles and responsibilities of workplace partners

The Industry Vision of Essential Workplace Skills adopted by the SLFDB in Phase I of the Learning at Work project and the SLFDB Training Incentives Recommendations adopted in March of this year give direction to the recommendations for the future of the key partners. Post-Secondary Education and Skills Training and the Saskatchewan Labour Force Development Board. These recommendations focus on developing the framework and supports necessary to ensure sustainable essential workplace skills training. Sustainability must be based on promoting community ownership of local initiatives which meet local needs, and on promoting the partnerships that make up the community.

International and national research supports the concept of essential workplace skills training as part of lifelong learning, so the SLFDB must remain engaged in the process of establishing sustainable training to ensure an industry perspective and attention to the particular circumstances of Saskatchewan. Essential workplace skills, the foundation for all other workplace training, need a long-term view and commitment to become part of the culture.

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I. BACKGROUND

Workplace literacy is an issue taken on by the Saskatchewan Labour Force Development Board (SLFDB) in the fall of 1998. Industry wanted to develop its knowledge base so that it could rationally plan effective reactive and proactive strategies for a highly skilled workforce. The Learning at Work project came into being, funded and supported by the National Literacy Secretariat (NLS), Saskatchewan Post-Secondary Education and Skills Training (PSEST), and the SLFDB Phase I (Fall 1998 to December 1999) of the project saw the completion of a provincial needs assessment for workplace literacy from the point of view of business and labour, an Industry Vision of Workplace Literacy, and a basic information module for literacy practitioners.

In addition, other information collected and views expressed helped the SLFDB understand how the particular nature of Saskatchewan has an impact on workplace literacy issues, in particular the two barriers to training:

- Applicability of training – whether the specific training needed is available
- Accessibility to training - whether people can access available training

As well, there is the need to expand the traditional definition of 'practitioner' from meaning an instructor in a formal training institution to a variety of workplace stakeholders who are faced with people whose learning ability and job performance may be impeded by poor workplace literacy skills, or by people whose jobs may have changed so that new skills sets are required.

The Saskatchewan Scene:

- The rising percentage of the population made up by Aboriginal peoples combined with their lower education/skills levels, lack of participation in the workforce, and, often, their geographic distance from training institutions

- The partnership between the SLFDB and Intergovernmental and Aboriginal Affairs around the Aboriginal Post-Secondary Education and Training Strategy to address the issues of Aboriginal involvement in the workforce
- The aging population of the province
- The relatively large rural population, sparsely settled
- The crisis in agriculture resulting in people moving into other spheres of economic activity or retiring and/or younger farmers leaving the province
- The high number of businesses with fewer than five employees (74%)
- The economy's reliance on the production of primary products, but with significant changes within these industries (e.g. specialty crops rather than wheat or wood pulp, and a wider variety of manufactured goods)
- The dependence on foreign trade as a result of our reliance on primary products
- The skills shortages identified by certain industries

The range of basic skills needs identified, from those needing a GED to those needing targeted training in areas such as conflict resolution, to be met in the circumstances outlined above meant that further investigation was required to seek solutions useful to the province of Saskatchewan. Phase II of the Learning at Work project ran from late March 2000 to May 18, 2001.

II. CIRCUMSTANCES SURROUNDING PHASE II

Phase II had as its goal “To have the Industry Vision of Workplace Literacy included in the Provincial Training Strategy by developing commitment to and support for sustainable workplace literacy programming”.

To accomplish this, three objectives were established:

- Public and policy awareness
- Regional planning and delivery mechanisms
- Professional development

Activities to support these objectives were developed, but certain changes in circumstances occurred which meant a slightly different focus was taken in the implementation of Phase II of the Learning at Work project.

- Provincial Training Strategy

Phase II was initiated under the Provincial Training Strategy, but the Provincial Training Strategy has since become part of the Post-Secondary Education, Training and Employment Services Sector Strategic Plan. The question then became how the Industry Vision for Workplace Literacy would be incorporated into the Sector Strategic Plan.

- Review of the Adult Basic Education (ABE) Programs and Services

PSEST completed the review of its ABE programs and services, and one of the recommendations that PSEST acted on was the development of a provincial literacy strategy. Workplace literacy was to be included in this strategy and the Learning at Work project manager was nominated by the SLFDB to sit on the Steering Committee that would oversee the development of the provincial literacy strategy.

- Prior Learning Assessment and Recognition (PLAR) Services Project

The SLFDB took on the PLAR project in the fall of 2000. The complementary nature of these two SLFDB projects, one promoting the importance of recognizing prior learning and the other promoting the need for sustainable basic skills training in the workplace, meant the development of a working relationship between project staff in order to integrate goals and objectives.

- Partnerships and Focus

Given the lessons learned in Phase I, Phase II required a more focused approach rather than the 'broad brush strokes' of Phase I, and a variety of partnerships needed to be developed to carry out the planned activity. For example, Phase II focused on the needs of the small workplace and regional needs and delivery, while regionally-based

partners such as the CanSask Career and Employment Services offices and local Chambers of Commerce and Labour Councils were highlighted as partners. Practitioners, too, were seen as an important focus given the need to be able to deliver training when the demand rises.

- New terminology

The word 'literacy' can be misunderstood and raise negative connotations. People are used to the concept of literacy as an either/or situation: can a person read and write or not? Current definitions, especially of workplace literacy, focus on a broader range of skills and their functional use which places workplace literacy firmly within the field of continuous learning. The Steering Committee of the Learning at Work project, therefore, requested that, instead of workplace literacy, the term essential workplace skills be used by the project in Phase II.

III. IMPLEMENTATION OF ACTIVITIES TO SUPPORT THE OBJECTIVES

Each of the objectives stated for the project needed to have concrete activities planned on a province-wide basis to ensure that the ultimate goal - to have the Industry Vision for Essential Workplace Skills included in the Sector Strategic Plan by developing commitment to and support for sustainable workplace literacy programming - could be achieved.

Furthermore, the activities needed to be assessed as to their value and impact so that those deemed to be valuable could be built on or replicated rather than wasting time with less valuable activities, given the short period of time for Phase II.

As was the case in Phase I, the definition of essential workplace skills used for Phase II activities is:

- The effective and functional use of reading, writing, numeracy, computers, oral communication, conflict resolution, critical thinking, problem-solving, and decision-making.

A. OBJECTIVE 1 - Public and Policy Awareness

(see appendices for numbers/types of contacts)

Other jurisdictions have acknowledged the need for on-going public awareness activities to clarify what is meant by essential workplace skills and to build the connection between basic skills training and economic and personal development. Furthermore, a commitment to the importance of essential workplace skills needs to be built among policy-makers in order to facilitate planning and implementation of training programs at a practical level.

Activities:

- Presentation materials - a Power Point presentation was developed about the goal of the project as well as the lessons learned from Phase I; overheads were produced from the Power Point presentation, and summary sheets for an information folder were developed based on the *Literacy Needs in the Workplace* report from Phase I.
- Articles/interviews in papers, newsletters, on TV/radio – this occurred as a result of special events (e. g. International Literacy Day), personal presentations (e. g. to local Chamber of Commerce meetings), submissions to agencies for printing in newsletters (e. g. Saskatchewan Association of Rural Municipalities), and printed articles/flyers to be sent out with newsletters or in mass mailouts (e. g. Chamber of Commerce and Saskatchewan Federation of Labour). For example, one article focused on the relationship of basic skills training and economic development (10,000 copies distributed through newsletters/mailouts) while some local interviews focused on the *Guide to Essential Workplace Skills*.

- Advertisements - these were placed to advertise products (e. g. the *Guide to Essential Workplace Skills*) in city newspapers and an Aboriginal newspaper, and to advertise events (e.g. the Small Workplace Training Puzzle Workshops)
- Personal presentations and /or attendance at events - these included province-wide tours (e. g. the CanSask Career and Employment Services offices; 120 - 130 people were contacted) to promote awareness of essential workplace skills or displays/presentations at targeted events (e. g. Saskatchewan Economic Developers Association conference - approximately 100 participants were registered. Labour Councils, and Northern Labour Market Committee meetings - three presentations to 45 committee members).
- Presentations to the Senior Academic Officers of the Regional and the Campus Directors and the Basic Education Dean and Program Heads of Saskatchewan Institute of Applied Science and Technology (SIAST) to promote awareness at the policy level.
- Presentations to the provincial literacy coordinators to ensure awareness at the practical level (forums held twice a year).
- Inclusion of PSEST representatives on the project steering committee
- Meetings with representatives of SLFDB Reference Groups such as agriculture, the Abilities community, and Aboriginal or Métis groups.

Certainly, it can be said that increased awareness occurred in that the contacts made were primarily new from those in Phase I, with some in the same fields and others in different fields, but what can be said about the impact or value of the activities?

Observations :

1. Personal contact is important. While this is not a new concept, it was definitely a truth in this phase of the project. Articles submitted cold, even around events such as International Literacy Day, were seldom published, but when the project manager went on the road to meetings or presentations, local media coverage was excellent. In addition, good personal relationships with certain agencies helped getting printed material published (e. g. the Saskatchewan Association of Rural Municipalities)
2. Articles were utilized if the delivery was appropriate. For example, when sufficient copies were sent to be included in the distribution of specific agencies (paid or not) such as the Saskatchewan Federation of Labour or the local Chambers of Commerce newsletters, a very targeted audience was reached. It also helped if the agency already knew what the project was about and who the manager was.
3. New audiences have to be sought out because groups who have heard the message before want to know ‘so what’s new?’ A sectoral approach (i. e. with industry associations) may also allow information to reach new stakeholders.
4. A regional approach works best because local people can help make the connections and expand the base of contacts. On the other hand, provincial associations can get the word out to their members, but the Learning at Work project only gets to know those coordinating the provincial association.
5. Having an event or a product to promote widens the audience and keeps people interested in the issues around workplace literacy. The Small Workplace Training Puzzle Workshops which were held in three locations, the “How to Market the Benefits of Basic Skills Training in the Workplace” workshop, and the promotional tour for the *Guide to Essential Workplace Skills* allowed the project to bring in new people and to attract those who had heard the basic message about the importance of essential workplace skills in Phase I.

6. Having something to bring to the table helps move people from awareness to action by encouraging them to also become partners. With the *Guide*, people could see ways they could use or adapt it for their own needs, and they could talk with other workplace stakeholders about their ideas.

7. Making the link between essential workplace skills and economic development in a variety of ways helps keep workplace stakeholders interested in the issues. All presentations, products, and events need to keep this message in front of the audience. For example, the presentation folder which holds the *Guide* has the middle panel devoted to the benefits of essential workplace skills training in the workplace.

B. OBJECTIVE 2 - Regional Planning and Delivery Mechanisms

(see appendices for numbers and types of activities)

Belief was expressed in Phase I that regional/local expertise was best suited to meet regional/local needs. The lack of a cohesive, strategic approach at any level to essential workplace skills meant that regional/local needs were not being met. Given the variety of resources organized on a regional/local basis in Saskatchewan (e. g. Regional Economic Development Authorities, Regional Colleges, CanSask Career and Employment Services offices), the development of regional capabilities to collaboratively plan and deliver essential workplace skills training would ensure sustainable targeted approach to regional needs. Activity in this area was planned to bring together regional/local workplace stakeholders to work towards a regional planning and delivery mechanism, a step that was seen as important to helping place the Industry Vision for Essential Workplace Skills within the Sector Strategic Plan. The CanSask offices were seen as important players in this initiative since they have the connection to literacy, employers, and workers as well as being regionally-based.

Activities:

- A tour of 13 CanSask offices and a presentation to senior CanSask staff to promote essential workplace skills training and the need for partnerships to plan and deliver training (120 - 130 people were briefed)
- Meetings with representatives of the public training providers to discuss the planning and delivery of essential workplace skills training (e. g. Regional College Senior Academic Officers, SIAST Campus Directors and the Dean, Adult Basic Education).
- Presentation at the Provincial literacy forums to promote the need for practitioners to learn about the world of essential workplace skills since delivery of training would, most likely, fall largely to the literacy practitioners around the province.
- Presentations to local Chambers of Commerce and Labour Councils about the need to plan and deliver essential workplace skills training regionally or locally.
- The development of a training workshop called the “Small Workplace Training Puzzle”, aimed at a variety of workplace stakeholders and focused on alternative delivery of training for the small workplace. This workshop was delivered in three locations - Regina, Prince Albert and La Ronge - in order to give the opportunity to attend to the most people. The workshop facilitators were the project manager, the essential skills trainer from the Saskatchewan Federation of Labour, and a basic education instructor from Capilano College in British Columbia whose model was adapted for use in the workshops (over 30 people attended).

- The development of a resource for the workplace which allowed for the self-assessment of the essential workplace skills needed to accomplish job duties effectively along with suggestions for where to go for training, how to support training in the workplace, and how to use peer coaches in the workplace. This resource was particularly meant for the small workplace which experiences greater difficulty in getting training, but any workplace or individual would be able to use the *Guide to Essential Workplace Skills* to assess the need for basic skills training in relation to particular jobs. The *Guide* was promoted regionally (18 communities to 253 people plus the Northern Labour Market Committee of 45 people) with a variety of workplace stakeholders invited to luncheon presentations to receive copies of the *Guide*. It was also distributed to targeted workplace stakeholders province-wide (over 400 copies mailed) and placed on the project website to ensure maximum coverage.
- The development of a workshop with Dr Michael Bloom of the Conference Board of Canada on how to market the benefits of basic skills training in the workplace. While not aimed at industry particularly, this workshop brought together a variety of workplace stakeholders (65 participants) to learn about the benefits of basic skills training and how to market these benefits appropriately to different audiences. The event was partially subsidized by the project, and travel subsidies were available to literacy practitioners to ensure the widest available audience.
- The project website - used to post workshop presentations, reports, event notices, travels of the project manager, and resource people in different regions.
- An “umbrella” project (March - June 2001) which focuses on the delivery of essential workplace skills to the small workplace taken on by the Learning at Work project with funding and support from the National Literacy Secretariat and the SLFDB. This "umbrella" project encompasses six pilot projects in different regions with different partners; the goal is to look at regional solutions to training delivery for the small workplace.

Observations:

This proved to be a difficult objective in that concrete progress towards its accomplishments was difficult to measure. The experience of the project indicates a ‘capability’ for regional planning and delivery, if not actual implementation of such a mechanism.

1. Stakeholders need a reason to work together. Even if some progress has been made in awareness of essential workplace skills issues, varying perspectives and needs among stakeholders, not to mention ‘turf protection’, means that having a concrete objective or purpose for working together benefits action. For example, the Small Workplace Training Puzzle workshops brought together a variety of stakeholders who had the opportunity to learn from the facilitators and each other before putting their collective energies towards a task: adapting a training model for use in Saskatchewan.
2. Having something to bring to the table from the project gives the project access to workplace stakeholders and brings people together. The *Guide* is a perfect example of how a product opened doors, stimulated discussion and ideas among a variety of people, and provided a basis for future regional events around essential workplace skills.
3. Having something happening regionally that is a solutions-based approach to essential workplace skills creates excitement and interest beyond just those involved in the local project. Local needs are being met, local success brings more interest in essential workplace skills, and local success stories shared across the province create a momentum that can help achieve the overall goal of the Learning at Work project: “having the Industry Vision of Essential Workplace

Skills included in a provincial training strategy by developing commitment to and support for sustainable workplace literacy programming”. The six pilot projects focusing on delivery of training to the small workplace have shown that sustainability must be based on community ownership of such initiatives.

4. The capacity of the public training institutions to deliver essential workplace skills training needs to be examined. One to two year waiting lists for Adult Basic Education programs and the requirement for more resources to meet the needs of training in the workplace mean that creative and appropriate delivery of essential workplace skills training cannot be left to the public training institutions alone.
5. Most workplace stakeholders bring up the subject of training incentives. Seldom is there the expectation that the government must pay for everything; there is a realization that everyone must contribute, but no workplace stakeholder or individual should be expected to go it alone. In particular, the small workplace and the individual worker need support in order to upgrade skills and to keep skill levels high. A variety of incentives are necessary to meet the variety of needs because essential workplace skills training, the foundation for all other training, will not happen without this support. For example, at La Ronge Motor Hotel, there was a need for money to support a peer tutor and to purchase materials with the Hotel contributing time and facilities.
6. There are a variety of needs for essential workplace skills training among workplace stakeholders. These needs range from someone who may require a GED to people who require specific training such as a workshop in conflict resolution or tutoring in how to write an administrative report. Many resources will need to be developed, and support should not be tied to formal programs.

C. OBJECTIVE 3 - Professional Development for Workplace Literacy Practitioners

(see appendices for full documentation)

From Phase I, the project learned that the definition of practitioner needed to be expanded as mentioned earlier. In addition, the small workplace nature of the province and the common one-on-one/peer/coaching model of training indicated the need for new and innovative training approaches and delivery mechanisms. The SLFDB through its Learning at Work project was a key to facilitating practitioner development opportunities in essential workplace skills training because of its business and labour constituencies.

Activities

- Presentations to policy makers at the public training institutions and to PSEST about the rationale for specific workplace education training so that the practitioners would have support from their institutions.
- Presentations at the provincial literacy forums (twice per year) and at other literacy events so that literacy coordinators would understand the perspective of industry.
- Presentations to CanSask staff, Labour Councils and Chambers of Commerce about essential workplace skills and training needs for all potential practitioners
- The Small Workplace Training Puzzle workshops to look at alternative delivery of training (over 30 attended)
- The workshop on marketing the benefits of basic skills training in the workplace to support practitioners in their efforts to deliver training (over 60 attended)
- Meetings with practitioners/volunteers to discuss essential workplace skills and the *Guide* after the community luncheons to introduce the *Guide* (over 60 attended)

- Use of the pilot projects as training grounds for practitioners and for developing lessons learned to be shared with all practitioners
- Serving on the Tutor Training Manual Committee of the Saskatchewan Literacy Network to ensure an essential workplace skills perspective

Observations:

Travel throughout the province allowed the project manager to meet a variety of practitioners, and attendance at provincial literacy forums with the same people over time allowed for a deeper knowledge base to develop along with some beneficial partnerships. The experience of the project shows, however, there is a long way to go before there is a substantial number of essential workplace skills practitioners province-wide.

1. There is a difficulty in getting in touch with those practitioners not from the public training institutions, and even many of their people are volunteer tutors with very busy schedules. Perhaps these non-traditional essential workplace skills practitioners do not recognize themselves as such, meaning more public awareness activities are needed to bring them into professional development events. Or, perhaps the lives of working people do not allow them the time to participate, and more creative means of reaching all potential practitioners need to be developed.
2. For those who already are involved in the field of literacy, there is a great need for workplace education materials and/or for training in how to adapt workplace materials to use in essential workplace skills training. In addition, many people would benefit from workshops about the workplace in order to understand the perspectives of business and labour and their views on training. For example,

many practitioners see the issue of assessment as a purely educational matter rather than a political issue with potentially serious consequences

3. People generally see training in terms of “programs”, and perhaps, on occasion, services. It is difficult for people to come to terms with the variety of training needs in essential workplace skills and the resulting requirement for creative and appropriate training resources and delivery. It is also difficult for people to see how the one-on-one/peer/coaching model of training so common in workplaces can be adapted to essential workplace skills training.

IV MANAGEMENT ACTIVITIES

When managing a project for an organization, the project manager has duties in addition to working on meeting the objectives of the project. While this may seem a statement of the obvious, it is worthwhile to examine the point because time and resources are dedicated to carrying out these duties.

For the Learning at Work project, these expectations included:

- Preparation of reports - activity and budget reports, oral/written reports to the SLFDB and its steering committee, reports to the funders
- Supervision of files and records maintenance
- Assistance in preparation for and attendance at other SLFDB events
- Supervision of the setting up of steering committee meetings
- Representation on behalf of the SLFDB on the Provincial Literacy Steering Committee
- The writing of proposals for future project phases or new projects
- The contracting/supervision of people to carry out specific tasks (e. g. database development)
- Attendance at conferences related to work of project

- Assessment of regional projects in their capacity to deliver essential workplace skills training

Certainly, the management duties of a project manager contribute to the successful implementation and completion of any project, most particularly because the sponsoring organizations and the funding agencies become comfortable with the management of the project and its accountability to them.

V. RECOMMENDATIONS FOR THE FUTURE

Given the research, both international and national, that is now available on the importance of essential workplace skills and the resulting interest in training on the part of many levels of government and organizations, it would be useful to develop recommendations for the future for key players based on the practical experience of the Learning at Work project through two phases.

In particular, the Industry Vision of Essential Workplace Skills adopted by the SLFDB as a result of Phase I of the Learning at Work project and the SLFDB Training Incentives Recommendations adopted March 1, 2001, give direction to the development of recommendations for essential workplace skills training.

These two documents are consistent in their focus on:

- Accessibility to and applicability of training for all residents of Saskatchewan
- Local/regional planning and delivery mechanisms
- A human resources development plan
- The roles and responsibilities of workplace partners

Together, these documents provide the basis for establishing sustainable training supported by community ownership of initiatives, a Saskatchewan tradition. The recommendations which follow promote the achievement of the Industry Vision for Essential Workplace Skills.

A. Saskatchewan Post-Secondary Education and Skills Training (PSEST)

1. Since the Provincial Training Strategy has been incorporated within the Sector Strategic Plan, the Industry Vision for Essential Workplace Skills needs to be accommodated within a framework that is strong enough to allow the necessary actions to take place which bring about sustainable delivery of essential workplace skills training. At the moment, PSEST is looking at including essential workplace skills within the current work-in-progress Provincial Literacy Strategy. Whether this is the correct course of action must be closely monitored because, with its close connection to business and labour as well as provincial economic development, essential workplace skills may require its own mandate. Certainly, it would be advantageous to have a provincial workplace education coordinator in place (and not necessarily within PSEST) to ensure that the perspectives of business and labour are maintained. Furthermore, non-governmental organizations (such as the SLFDB) need to be part of the framework to ensure effective communication of the strategies and appropriate action in essential workplace skills training.
2. The connection between essential workplace skills and economic and personal development should result in other key government departments joining with PSEST in an inter-departmental advisory capacity to ensure a seamless approach to sustainable essential workplace skills training.
3. The need for training and resources for potential essential workplace skills trainers means that a human resources development plan must be put in of essential workplace skills training.
4. In order to bring about the 'cultural shift' required to bring the population to action around the need for on-going essential workplace skills training, a 'Participation-type' campaign should be put in place.

5. While workplace stakeholders recognize that government should not be solely responsible for essential workplace skills training, a system of training incentives must be worked out so that all Saskatchewan residents can access the appropriate training.
6. Since the capacity of the public training institutions for workplace education is questionable, resources and support for other training providers should be made available.
7. Regional agencies such as the CanSask offices should be used as the catalyst and organizing centre for planning and delivery of essential workplace skills training since the message is clear local people know local needs best.
8. Support, funding, and resources should not be tied to formal programs. A system must be worked out that allows for appropriate and accessible delivery of training.
9. The small workplace and individual workers should receive priority attention since they are the ones experiencing the most difficulty accessing training. In addition, the special needs of certain workers must be addressed: Aboriginal and Métis groups, cultural workers, agricultural workers, ESL workers, and workers with disabilities.

B. Saskatchewan Labour Force Development Board (SLFDB)

1. Given its mission to work towards the effective development of the Saskatchewan workforce, the SLFDB must remain a critical player in having the Industry Vision for Essential Workplace Skills included within a provincial strategy for Sustainable delivery of essential workplace skills training.
2. A long-term view of essential workplace skills should be adopted by the SLFDB because the ‘cultural shift’ required to have essential workplace skills development

considered as part of life-long learning will take some time to accomplish. Even when this occurs, the SLFDB will want to stay involved to ensure the perspectives of business and labour guide the delivery of essential workplace skills training.

3. The SLFDB should support the continuation of the Learning at Work in the short-term and work towards having a provincial workplace education coordinator on an on-going basis, funded by PSEST and Economic and Cooperative Development. By having a person responsible solely for workplace education, essential workplace skills can be kept on the provinces training agenda and kept on the public's mind.
4. Given the Saskatchewan scene, the SLFDB should ensure that a focus is kept on the small workplace, Aboriginal and rural concerns, and regional delivery which overcomes the barriers of accessibility to and applicability of training. In addition, particular groups with special needs should be considered through input from the Reference Groups.
5. A solutions-based approach should be adopted for essential workplace skills training, since various needs assessments, both in Canada and in Saskatchewan, have clearly demonstrated the need for and barriers to essential workplace skills training. It is now time for action, meaning the implementation of strategies which deal with accessibility and applicability issues.
6. The SLFDB should continue to make the connection between essential workplace-skills training, and economic development so that a seamless approach to training delivery can be created and maintained. It will be important to reduce the fragmentation of services in order to maximize the use of limited resources.
7. The SLFDB should continue to encourage and to monitor the development of resources and other supports for the delivery of essential workplace skills training so that an industry perspective prevails.

8. The SLFDB should continue to work towards the adoption of its Training Incentives Recommendations by PSEST in order to have a system of training incentives in place to support essential workplace skills training delivery.
9. Industry should be encouraged to become a key player in the delivery of essential workplace skills training because the capacity to do so is not currently present within the public training institutions. Other workplace stakeholder groups such as the Chambers of Commerce, the Regional Economic Development Authorities, and Labour Councils should also be encouraged to take on essential workplace skills training initiatives.
10. The SLFDB should take part in preparing a human resource development plan for essential workplace skills practitioners to ensure that the perspectives of industry are part of the training. In addition, the SLFDB can help to identify and to promote training to the non-traditional practitioners (not from public training institutions).

VI. CONCLUSION

Phase II of the Learning at Work project achieved considerable success in fulfilling its objectives and achieving its goal; in addition, the project earmarked several areas of concern and processes to consider.

The goal of the Industry Vision for Essential Workplace Skills included in the Sector Strategic Plan was modified by PSEST choosing to include essential workplace skills in the new Provincial Literacy Strategy. Whether this is the correct course of action remains to be seen. Public and policy awareness was strengthened through increased contacts with government, institutions/agencies, the general public and, in particular, economic development agencies. Building capacity for regional planning and delivery was difficult given the barriers various stakeholders identified and the lack of regional/local structure for planning, but progress was made by creating a useful product/workshops which brought

people together to discuss the issues. Professional development for practitioners intensified the interest in workplace education and, through discussions, highlighted the need for workplace-based resources and training for current practitioners/tutors as well as the difficulty in identifying non-traditional practitioners. Certainly, these points are echoed in the SLFDB's Training Incentives Recommendations.

Most importantly, the project identified the long-term nature of the process in establishing and maintaining essential workplace skills training. The 'Cultural shift' required to place essential workplace skills training in the field of continuous learning will take time. The importance of essential workplace skills is now well documented, so the infrastructure necessary to support this training must now be developed.

APPENDIX “A”

Breakdown of *Guide to Essential Workplace Skills Promotions*

APPENDIX "A"

Breakdown Of Guide to Essential Workplace Skills Promotion

PLACE	DATE	Business	Labour	Aboriginal	Economic Dev.	Other	Trainers	Total
Swift Current	Feb. 6	2	1		7	1	2	13
Moose Jaw	Feb. 7	1			3	3	3	10
Yorkton	Feb. 13	3	2		3	2	2	12
Melville	Feb. 14	5			5	1	2	13
Estelan	Feb. 20	2			4	1	2	9
Weyburn	Feb. 21	4	1		3	4	1	13
North Battleford	Feb. 27	8		2	6	1	1	18
Saskatoon	Feb. 28	3	1	1	5	2	3	15
Melfort/Nipawin/ Tisdale	Mar. 5	6			3	3	2	14
Prince Albert	Mar. 6	4	1	2	2	2	1	12
Regina	Mar. 23	9	7		3	9	5	33
Humboldt	Mar. 29	7			3	3		13
Assiniboia/ Gravelbourg	Apr. 9	11			3	1	3	18
Meadow Lake	Apr. 23	7	2	3	2	3	3	20
Lloydminster	Apr. 24	6	2		3	3	3	17
Kindersley	Apr. 25	6			4	3	1	14
Biggar/Outlook Rosetown	Apr. 26	3	2		3		1	9
Northern Labour Market Committee	Mar. 26		45					45
TOTAL GIVEN OUT		87	64	8	62	42	35	298

MAILED

WHO	NUMBER
Can/Sask Centres	16
REDA's	20
Labour Councils	15
Econ. Dev. Offices	7
Community Futures	12
Chambers of Commerce	71
MLAs	57
SLFDB Board	37
Tribal Councils	8
SIASST Campuses	11
Literacy Coordinators	20
Sr. Academic Officers	7
Labour Educators	15
Florists Assoc.	10
Individual Requests	100
TOTAL MAILED	406
TOTAL DISTRIBUTED TO May 14,2001	704
On Hand	296

APPENDIX "B"

Articles, News Releases, TV & Radio Interviews

APPENDIX “B”

Articles about the “*Guide to Essential Workplace Skills*” Promotion *

Publication Date	Paper	Page
Feb. 8/01	<i>Moose Jaw Times Herald</i>	
Feb. 24/01	<i>Estevan This Week</i>	1
Feb. 24/01	<i>Yorkton This Week</i>	A-6
Feb. 28/01	<i>Estevan Mercury</i>	Bus. Sec.
Feb. 28/01	<i>Melville Advance</i>	A-7
Mar. 6/01	<i>Melfort Journal</i>	Ag. & Bus.
Mar. 24/01	<i>Regina Leader Post</i>	C-15

* These are the articles that we know about and have copies on hand - others may have been done

News releases about the *Learning at Work Project*

Publication Date	What Media	
Dec. 14, 1999	All radio, TV, papers in Saskatchewan	Re: Literacy Needs in the Workplace
Aug. 25, 2000	Saskatoon TV, Radio, Paper	Re: Joint Business/Labour news conference
January, 2001	All papers, radio and TV stations in cities and towns of <i>Guide</i> promo	Re. Guide to Essential Workplace Skills
September, 2000	Chambers of Commerce 80 weekly newspapers 4 daily newspapers 3 Aboriginal newspapers SARM newsletter	"Short" opinion piece: International Literacy Day
September 2000	SEDA Conference Regina Labour Council Conference	10,000 “long” opinion pieces distributed

Newspaper/Radio/TV interviews

Date	Place	Re:
Aug. 28, 2000	Saskatoon	Joint News Conference with SLFDB
Oct. 4, 2000	Estevan <i>Mercury</i>	Re: Workplace Literacy
Feb.6, 2001	Swift Current TV & Radio	Interview re: <i>Guide</i>
Feb. 7, 2001	Moose Jaw CHAB radio	Interview re: <i>Guide</i>
Feb.13, 2001	Yorkton CKOS TV	Interview re: <i>Guide</i>
Feb.21, 2001	Weyburn 1190 Radio & Community TV	Interview re: <i>Guide</i>
Feb. 27, 2001	North Battleford CJNB	Interview re: <i>Guide</i>
Feb.28, 2001	Saskatoon CJWW Radio	Interview re: <i>Guide</i>
March 5, 2001	Melfort CJVR Radio	Interview re: <i>Guide</i>

APPENDIX "C"

Ads placed re: Literacy Report & Guide

APPENDIX “C”

Ads placed re: Literacy Report and Guide

Date	Paper	City/Town	Type	Cost
June 2000	Leader Post	Regina	Small Workplace Training Puzzle	446.79
June 2000	Daily Herald	Prince Albert	Small Workplace Training Puzzle	158.19
Sept.2000	Eagle Feather News	Prov. Wide	Re: Literacy Report Phase II **	144.45
Feb. 28/01	Weyburn Review	Weyburn	Guide	51.77
Mar. 3/01	Daily Herald	Prince Albert	Guide	74.81
Mar. 3/01	Times Herald	Moose Jaw	Guide	99.77
Mar. 3/01	Leader Post	Regina	Guide	273.84
Mar. 3/01	Star Phoenix	Saskatoon	Guide	259.50
Mar. 3/01	Melfort Journal	Melfort	Guide	68.25
Mar. 3/01	The Sun	Swift Current	Guide	55.30
Mar. 4/01	The News	North Battleford	Guide	60.30
Mar. 5/01	Yorkton News	Yorkton	Guide	100.00
Mar. 7/01	Melville Advance	Melville	Guide	55.75
Mar. 7/01	Estevan Mercury	Estevan	Guide	55.56
March/01	Eagle Feather News	Prov. Wide	Guide	262.15
TOTAL Ad Costs				\$1,558.45

** Advertising for Phase I was in previous year.

APPENDIX “D”

Meetings and Presentations

APPENDIX “D”

Meetings & Presentations

Date	Organization	Type
April 4/00	CEP Regional Conf. - Saskatoon	Presentation to Labour Org.
May 4/00	Regional Colleges Conf. - Estevan	Presentation/Display to Trainers
May 6-9/00	Workplace Learning Conference - Dearborn, MI	Presentation to International Literacy People
May 11-12//00	Provincial Literacy Forum - Saskatoon	Member/Presentation
May 18/00	Regina Literacy Assoc.	Presentation to trainers
May 23/00	Regina Chamber of Commerce - Ed & Training Group	Presentation to stakeholders group
May, 2000	CanSask Centres in North Battleford; Lloydminster; Meadow Lake; Yorkton; Regina; Estevan	Presentations to stakeholders groups between 120-130 people
June 6/00	Northern Labour Market Committee meeting	Presentation to members (40 – 45 members)
June 14/00	Senior Academic Officers of Regional College – Regina	Presentation to trainers
June 19-21/00	Small Workplace Training Puzzle Workshops done in Regina, Prince Albert , La Ronge	Presentation to stakeholders (30 – 35 people at each place)
June 21/00	Senior Consultants of CanSask Conference at La Ronge	Presentation to stakeholders
June 27/00	Street Culture Kidz Project - Regina	Presentation to (15) stakeholders
Aug 28-29/00	SLFDB Conference in Saskatoon	Presentation to Board
Aug 25/00	Disabilities Community Group - Regina	Presentation to Reference Group
Aug 28/00	Disabilities Community Group – Saskatoon	Presentation to Reference Group
Sept 13 & 26/00	Provincial Literacy Strategy Meetings	Member
Sept 13/00	Regina Labour Council	Presentation to Labour Org.
Sept 25/00	Meeting in Melville	Meeting with stakeholders

Sept 27-29/00	Sask. Economic Dev. Assoc. Conference - Regina	Presentation & Display
Oct 4/00	Estevan Chamber of Commerce	Presentation to stakeholder group
Oct 10 & 31/00	Prov. Literacy Strategy Meeting	Member
Oct 17/00	Northern Labour Market Committee	Member/presentation
Oct 19/00	Prince Albert Chamber of Commerce	Presentation to stakeholders
Oct 20/00	SLFDB Meeting - Regina	Presentation to Board
Oct 23/00	Saskatoon Labour Council	Presentation to Labour Group
Oct 24/00	Saskatoon Chamber of Commerce	Presentation to Stakeholder Group
Oct 23-24/00	Provincial Literacy Forum - Saskatoon	Member/presentation
Oct/2000	Regional Colleges & SIAST campuses in Estevan; Regina; Nipawin; Saskatoon	Presentations to trainers
Nov 1-3/00	WWestnet Conference – Calgary	Participant
Nov 14-15/00	SLFDB Conference - Saskatoon	Presentation to Board
Nov 15/00	Dr. Bloom Dinner – Workshop (Benefits...)	Arranged presentation
Dec 14/00	SIAST Program Heads of Basic Adult Ed	Presentation
Jan 2001	Provincial Literacy Strategy Steering Meeting	Member
Feb 8/01	Provincial Literacy Strategy Steering Meeting	Member
Feb 9/01	PLAR	Meeting
Feb 16/01	Canadian Centre for Policy Alternatives Meeting – Regina	Participant
Feb/Mar/Apr	Guide Launches See Appendix “A” for dates	Presentations of Guide
Mar 1/01	Sask. Literacy Network- Saskatoon	Meeting
Mar. 7/01	Provincial Literacy Strategy Meeting	Member
March 19-20	SLFDB Meeting - Saskatoon	Presentation to Board
March 27/01	READ Saskatoon	Meeting re Small Workplace Pilot Project

Mar 29/01	SIAST – Barb Heise	Meeting re trainers manuals
Mar 30/01	Immigrant Women of Saskatchewan - Regina	Presentation & Display
April 5/01	Small Workplace Pilot Project in Estevan	Attended Luncheon meeting
April 10/01	Provincial Literacy Strategy meeting - Saskatoon	Member
Apr 30-May 2/01	Northern Business Forum	Presentation & Display
May 9-10/01	Sask. Chamber of Commerce AGM	Attended
May 22- 3/01	Provincial Literacy Forum	Attended (member)
May 24	Provincial Literacy Strategy Meeting	Attended (SLFDB rep)

APPENDIX "E"

Small Workplace Training Puzzle Workshop Materials



Saskatchewan Labour Force Development Board

Learning at Work

Tel: (306) 790-1270 Fax: (306) 757-7880

E-mail: learningatwork@sk.sympatico.ca

Web Site: www.dlcwest.com/~slfdb

THE SMALL WORKPLACE TRAINING PUZZLE

Overcoming the barriers of applicability of and accessibility to essential workplace skills training is difficult, most particularly for small workplaces (see SLFDB report *Literacy Skills in the Workplace*, 1999). In an effort to address the issues, workshops were held in June, 2000, in Regina, Prince Albert, and La Ronge. The workshops focused on the reality of the Saskatchewan situation, a training model from BC, the rationale for industry support of such a training model, and discussions about how to adapt the BC model to meet Saskatchewan needs.

Workshop facilitators were Robert Wedel from Capilano College in North Vancouver, Ron Torgerson from Saskatchewan Federation of Labour's WEST program, and Ann Curry, from SLFDB's Learning at Work program. The workshops were publicized by faxes/phone calls to Chambers of Commerce/economic development people, local unions, training institutions, literacy practitioners, CanSask Centres, and the Saskatchewan Literacy Network. In addition, ads were placed in the Regina and Prince Albert papers. Workshops were free of charge and lasted three hours. While 35-40 people registered or indicated they would be attending, only about 30 actually took part in the workshops. Participants came from a variety of workplaces (eg. Health districts, CanSask Centres, training institutions, a development corporation, and a First Nations community), only two business people and no union people participated.

Discussions, however, were lively, and the comments collected in response to the proposed adaptation of the BC model were most interesting. Following are a summary of the workshop content and the collected comments of the participants.

Ann Curry
Project Manager
Learning at Work

THE SMALL WORKPLACE TRAINING PUZZLE WORKSHOPS

I The Saskatchewan Scene

The findings of the report *Literacy in the Workplace* were Summarized for the participants, focusing on the need to overcome the barriers of applicability of and accessibility to training, particularly for small workplaces (fewer than 20 employees). By applicability of training is meant that general courses often do not meet the needs of workers or workplaces and that more targeted, specific training is required. Accessibility to training means a flexible delivery system that accommodates the needs of individual workers and small workplaces by taking into account such factors as seasonal industries, a low number of clients and local access. The special needs rural and Northern Saskatchewan were also mentioned.

II The BC model - a peer tutor model

At the moment, this essential skills training model operates in unionized workplaces in the healthcare and forestry sectors in cooperation with Capilano College. The unions approached Capilano College for training that was “both accessible and relevant. To , workplace education is offered at the worksite, during working hours, with no loss of wages to the worker/participant. To meet the challenge of relevancy, workplace education is learner-centred. The curriculum is individualized and based on the learner’s identified learning goals. The learning plan is developed by the learner and tutor with support from the college instructor.”

The college instructor (and workplace committee) recruits/selects workers from a particular worksite who wish to become peer tutors. One major factor in the selection process is that the prospective tutor is him/herself a lifelong learner because as the learners observe and model the peer tutors, the learners also learn how to learn. These potential tutors then receive training from the instructor on how to be tutors/trainers (4.5 days) and receive on-going support from the instructor (eg Types of materials to use, site visits to monitor participants’ progress) throughout the length of the essential skills training the tutors deliver at the worksite (although as the peer tutors become more confident they require less support).

III Rationale for Industry Support of Essential Skills Training

The bottom line

Improved quality of work

Better team performance

Improved capacity to cope with change in the workplace

Improved capacity to use new technology

Reduced time per task

Reduced error rate

Better health and safety record

Increased employee retention rate

For the worker...

Learning transferable skills which allow him or her to take more control over their own lives, in all aspects of their lives, such as with their families, in their communities, and in their unions

IV Adapting the BC Model to the Saskatchewan Scene

Given the Saskatchewan scene - the large rural areas, sparsely populated; the North, the small workplace nature of the province – overcoming the barriers of applicability of and accessibility to training is particularly problematic. There are, however, many regionally-based resources such as the college system which can be brought to bear to meet regional needs. The question was/is: Can the college system be used in such a way as to create peer tutors in essential workplace skills for small workplaces?

A **draft** Saskatchewan model was presented to workshop participants to discuss/amend/criticize. The model has two parts:

- a process chart
- an organizational chart

The process chart

The idea is to explain how college instructors/trainers and peer tutors/coaches could be identified/trained for the small workplace in Saskatchewan.

a) instructors/trainers

SIAST and the regional colleges would identify people on their staff (eg. Basic education instructors, computer instructors) to become potential trainers in the essential workplace skills of computers, language (oral, writing, and reading skills), numeracy, and interpersonal skills. A regional industry council (volunteer business and labour representatives) would provide the potential trainers with the professional development needed to provide effective workplace education (ie. Information about the various workplaces and their cultures). The trainers would then be listed with a regional central agency of some kind which would keep track of the trainers and the requests for trainers. This central agency could be already in existence (eg. CanSask Centres).

b) peer coaches

People in various workplaces would request specific training (eg. Conflict resolution) from the regional central agency who would match the individual/group with a trainer from the college system. The trainers would prepare the people from the workplace to be peer coaches in the particular skill area requested (eg conflict resolution). The workers (employer/employee) would then be left in place in the workplace as a peer in a particular area who would still be able to call upon the college instructor/trainer for backup support if necessary.

Other than this general outline, no more specific detail was given in order to encourage discussion and to allow for a variety of concrete models to emerge.

The organizational chart

In order to keep an industry focus on essential skills training, a regional industry management council needs to be formed. This council is primarily responsible for marketing the need for and benefits from essential workplace skills training, for providing professional development opportunities for potential trainers from the college System, and for helping to keep the flow of information going about training needs.

The regional central agency (eg. An already existing entity such as a CanSask Centre) would take on the responsibility of matching requests for training with appropriate trainers. Once people from the workplace have been trained to be peer coaches in a specific skill area, then the agency would also have the names of those people to refer to for help (eg. If a business hires a new employee who needs help in learning to write letters/reports, then a peer coach already in that workplace would be partnered with the new employee).

V Responses from the Workshops

Regina

- This model fills in a training gap that exists for currently employed workers/ employees who are seeking to upgrade their basic skills
- The key to success is the Industry Council which needs the addition of an education rep and which needs to start by publicizing success stories from essential workplace skills training. Use existing trade councils to begin with (eg. Tourism, Construction) and also include self-employed. Ensure that both employers and employees are part of Council and recognize the different issues that different industries may have
- Promote the individualized nature of the peer coach training and develop standards in order to determine achievements
- Frequency of information sessions should be matched by the frequency of training opportunities
- A variety of venues for disseminating information about peer coaches training should be used (eg. REDAs, Chambers of Commerce, CanSask Centres, websites, trade shows, hockey rinks, bulletin boards in workplaces, parents' associations, local schools)
- Be proactive and get employees into the schools to talk about essential workplace schools and get the STF to support this initiative

Prince Albert

- Potential trainers can come from a variety of other places than just SIAST and the regional colleges (eg. Community-based organizations, volunteer tutors, trained by SLN through the libraries, tribal councils/friendship centres, Community Economic Development Organizations), and may do essential workplace skills training as well as train the trainer workshops
- The industry council could perhaps be collapsed with the regional central agency and the colleges to produce an executive council for decision-making and marketing
- Make the council province-wide, but keep the central agency regional to facilitate access (could be an existing agency)
- Ensure site-specific professional development for the potential trainer

- Encourage sharing of resources among organizations (eg. Marketing budgets) and the use of new technology so that essential workplace skills training is cost effective
- Emphasize the individual nature of the training and the relationship to the workplace, the benefits of peer coaches, community involvement, and allow a broader interpretation of essential workplace skills (eg. Hygiene, budgeting, assertiveness)
- Establish connections to Sask Literacy Network and the National Literacy Network as well as between the SLFDB and PSEST
- Re-do charts to make them more inclusive and to keep the workplace at the top

La Ronge

- The industry council needs re-thinking. Membership needs to be broad to represent all interests (eg aboriginal groups, government departments such as Northern Affairs and Economic Development, certain industry sectors such as mining and forestry) and should perhaps play only an advisory role. The role, membership, operating style, mission statement, and process for getting people to buy in needs careful attention, and employee input is crucial. Finding champions is important.
- Colleges should be represented on the council and the central agency because of their role as facilitator and coordinator of training.
- The central agency needs to have province-wide scope (eg the CanSask Centre) to ensure consistency, accountability, and links to the national network. This central agency should have the responsibility of marketing, getting local employers on-side, defining job essential skills profiles – i.e. one-stop shopping for workplace education.
- The professional development should focus on refinement of what is understood to be the business climate.
- Include tutors trained by the SLN/libraries as possible train the trainers as well as deliverers of essential workplace skills training.
- Don't add more costs to management; add dollars to institutes/colleges without sufficient human and material resources. Don't increase demand without increasing training options.
- Add dollars to delivery of training and for travel in northern and rural areas. Work within mandate of CanSask Centres.
- The process needs to be inclusive of community groups and agencies as well as workplaces.

Workshop participants were interested in the BC model and saw the draft model for Saskatchewan as promising. As expected, people from different regions had slightly different perspectives, but the several common suggestions were encouraging. Further discussions can hopefully lead to refinement of this model so that some concrete action around essential workplace skills can occur for the small workplace.

A Primer for Education in the Workplace

Diana Twiss and Robert Wedel
Foundations Initiatives
Capilano College

Workplace education programs have four major objectives:

1. to facilitate access to basic education by offering a program in the workplace during working hours, at no cost to participants and without loss of wages
2. to provide a friendly non-threatening learning environment by having workers helping workers with their basic education needs
3. to enhance learning by offering a program that is based on participants' needs and goals and that makes use of learning resources that are relevant to their lives and workplace
4. to provide a framework for a joint union-employer approach to basic education in the workplace

Working in the classroom/learning center, **with the support of a college instructor**, peer tutors help the learners to define and achieve their educational/career goals. The peer tutors receive formal tutor training from Capilano College as well as on-going training throughout the year. Our department is currently working in two sectors on workplace education. In the healthcare sector we are working with the Hospital Employees' Union. In the forestry sector we are working with the Communication, Energy and Paperworkers' Union and the Pulp, Paper and Woodworkers of Canada. The workplace education program model is the result of collaboration between the unions and the college with the educational needs of working people as the focus.

Workplace education came from a need to provide educational opportunities for working people that are both **accessible and relevant**. To meet the challenge of accessibility, workplace education is offered at the worksite, during working hours, with no loss of wages to the worker/participant. To meet the challenge of relevancy, workplace education is learner centred. The curriculum is individualized and based on the learner's identified learning goals. The learning plan is developed by the learner and tutor with support from the college instructor.

The development of the peer tutor model came out of the desire to provide an opportunity for working people to learn how to learn again and peers who are life-long learners, are the best role models. When the participants in the program observe and model the peers' learning behaviours they too learn how to learn. It is believed that once people have gained success in learning to learn again, a world of opportunities opens up for them. This can take them in a variety of directions: to further their upgrading; to take a college course; to change career or simply to sharpen their present skills.

The Workplace Education Program differs from most other adult education programs in the community because it addresses the hurdles most adults face. Most participants in the program have been wanting to upgrade their skills for a long time but could not do so because after-work programs require three things they don't have: time, energy and money. The Workplace Education Program addresses these barriers.

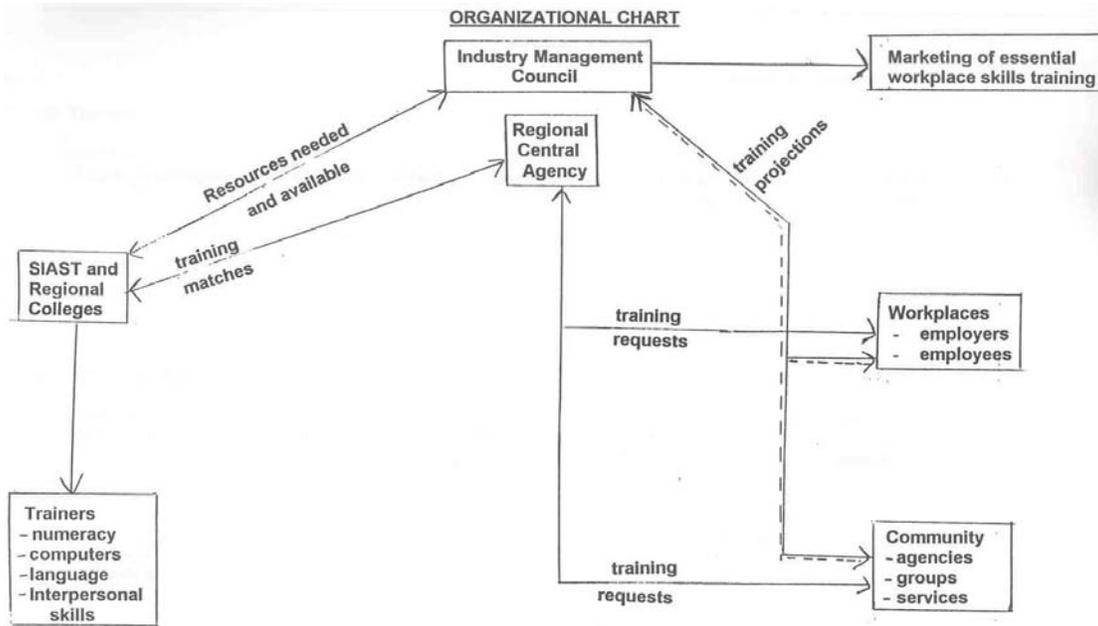
The Workplace Education Program is designed to help learners with reading, writing, math, and communication skills. As such, the program can enable learners to meet a broad range of learning goals, including the following:

- improving skills in reading, writing and math so they can take further programs to upgrade their general skills, including job skills
- being able to bid on other jobs within their workplace, jobs that require language and math skills
- meeting personal goals such as helping their children with homework or being able to use home repair manuals
- receiving support in order to complete higher level academic activities such as a First Class Certificate in Power Engineering

The program offers workers the opportunity to upgrade their skills in a context that is relevant to their daily lives. In the healthcare sector, the program is run jointly by the employer and the Hospital Employees' Union through a local coordinating committee that includes Capilano College. The committee is responsible for the recruitment and selection of participants and tutors, the logistics of the class, as well as ensuring on-going coordination and support. In the forestry sector, the program is run jointly by the Local JUMP (Joint Union Management Program) Coordinating Committees.

The peer tutor model is continuing to evolve on three levels: the relationship the college has with unions; the changes that need to be made on a program level at each worksite; and finally, the way learning is facilitated at the workplace.

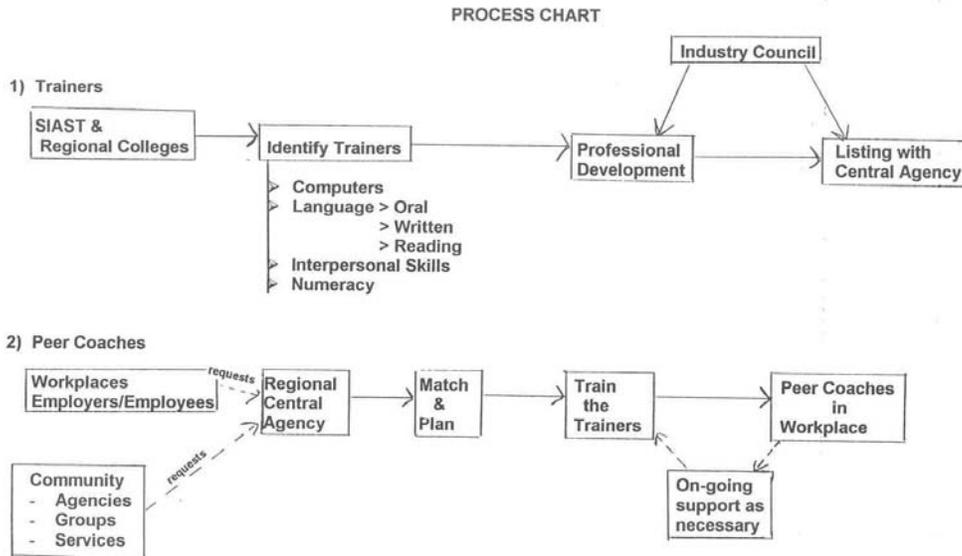
Possible Regional Essential Workplace Skills Training



SFLDB

The Small Workplace Training Puzzle Workshops
June 2000

Possible Regional Essential Workplace Skills Training



SFLDB

The Small Workplace Training Puzzle Workshops
June 2000

APPENDIX “F”

Marketing the Benefits Of Basic Skills Training in the Workplace

THE SASKATCHEWAN LABOUR FORCE DEVELOPMENT BOARD &
THE SASKATCHEWAN LITERACY NETWORK

“MARKETING THE BENEFITS OF BASIC SKILLS TRAINING IN THE
WORKPLACE”

(adapted from 'Marketing Workplace Basic Skills', Peel Adult Learning Network)

“Workplace basic skills training is about bringing together employers, employees, and educators to work toward goals that, if not identical, are mutually supportive of one another... what you are selling is partnership.”

THE SALES CYCLE

.....is a process, not an event

1. prospecting ... marketing
marketing promotes buyer awareness and interest, setting the stage for sales
2. interviewing ... information sharing with prospective clients/buyers/learners
finding out what your prospective client **really** needs, whether you can help, and what you can do to help
3. presenting...proposing a solution to meet needs identified through information sharing
making the sales pitch ... focus on the benefits of your proposal from the **buyer's** perspective
4. closing...reaching agreement to go ahead
clearing up issues and concerns on the part of the buyers and gaining commitment to buy
5. follow-up...support and evaluation
ensuring the services provided meet the needs of all the partners in the project

THE SASKATCHEWAN LABOUR FORCE DEVELOPMENT BOARD &
THE SASKATCHEWAN LITERACY NETWORK

“MARKETING THE BENEFITS OF BASIC SKILLS TRAINING IN THE
WORKPLACE”

(adapted from ‘Marketing Workplace Basic Skills’, Peel Adult Learning Network)

“Employers don't want literacy advocacy, they want workplace solutions.”

FEATURES VS. BENEFITS

Features are the components of your service that you think are special...

BUT... the buyer needs to connect the feature with a benefit for the workplace

For example, if each participant in a training program receives an individualized training plan (a feature), the benefits include.

- being able to cover specifics that need attention rather than wasting time on general material,
- quicker learning,
- greater impact

Think about the features of your programs and services... think of a corresponding benefit from a workplace point of view.

FEATURES

BENEFITS

THE SASKATCHEWAN LABOUR FORCE DEVELOPMENT BOARD &
THE SASKATCHEWAN LITERACY NETWORK

“MARKETING THE BENEFITS OF BASIC SKILLS TRAINING IN THE
WORKPLACE”

(adapted from 'Marketing Workplace Basic Skills', Peel Adult Learning Network)

WHAT ARE YOU OFFERING?

Think about your programs and services ... features and benefits...

From the points of view of the following workplace stakeholders, determine what you are offering in basic skills training:

EMPLOYERS

EMPLOYEES

UNIONS

THE SASKATCHEWAN LABOUR FORCE DEVELOPMENT BOARD &
THE SASKATCHEWAN LITERACY NETWORK

“MARKETING THE BENEFITS OF BASIC SKILLS TRAINING IN THE
WORKPLACE”

(adapted from 'Marketing Workplace Basic Skills', Peel Adult Learning Network)

ACCESSING YOUR MARKET... DO YOUR HOMEWORK!

REMEMBER: 74% of all workplaces in Saskatchewan have five or fewer employees
Don't use 'teacher talk'.

What are the strengths and weaknesses of small markets (e.g. small towns) and small workplaces for essential workplace skills training?

Of the following marketing strategies, which do you think would be effective in your area?

- Direct mail
- Cold calls
- Networking
- Print media
- Your own newsletter
- Special events: trade shows, breakfast meeting, speaking engagements
- Community-oriented special events
- Community access television and public affairs radio
- 800 or 888 numbers
- the internet
- other

Comments ???

THE SASKATCHEWAN LABOUR FORCE DEVELOPMENT BOARD &
THE SASKATCHEWAN LITERACY NETWORK

“MARKETING THE BENEFITS OF BASIC SKILLS TRAINING IN THE
WORKPLACE”

CLIENT NEEDS / YOUR SOLUTIONS for a small workplace

Using Dr. Bloom's information, organize your presentation (the SALES PITCH) to a prospective client, keeping in mind the difference between features and benefits:

THE SASKATCHEWAN LABOUR FORCE DEVELOPMENT BOARD &
THE SASKATCHEWAN LITERACY NETWORK

“MARKETING THE BENEFITS OF BASIC SKILLS TRAINING IN THE
WORKPLACE”

(adapted from 'Marketing Workplace Basic Skills', Peel Adult Learning Network)

OBJECTIONS

Using Dr. Bloom's information, how can you counter these objections from prospective clients:

This costs too much.

We don't have the time. We get busy at unexpected times.

There can't be a problem because we have production.

We're too small.

People aren't interested.

Been there, done that, doesn't work.

A person who can't read or write is stupid.

It's my fault.

I can get by.

I am too old to learn.

THE SASKATCHEWAN LABOUR FORCE DEVELOPMENT BOARD &
THE SASKATCHEWAN LITERACY NETWORK

“MARKETING THE BENEFITS OF BASIC SKILLS TRAINING IN THE
WORKPLACE”

FOLLOW-UP AND SUPPORT

From a trainer's perspective, what kind of administrative support do you need to put in place to be effective in marketing and providing basic skills training in the workplace?

From a trainer's perspective, what kind of follow-up and accountability can you provide your clients?

What information can the Learning at Work project and the Saskatchewan Literacy Network provide to support you in your efforts to bring essential workplace skills training to small workplaces?

APPENDIX “G”

**Saskatchewan Labour Force Development Board
Training Incentives Recommendations**



**Saskatchewan Labour Force Development Board
Training Incentives Recommendation**

S

GOAL: To Make Training More Responsive to Industry and Individuals Needs

Path 1

Establish Industry/Government Working Groups at Provincial and Local Levels

Goal: To address accountability of existing training system to industry.

Actions:

- Clarify accountability mechanisms to industry in Regional Colleges and SIAST design & delivery of training and labour market services.
- Advise on measures to improve communication, set appropriate timelines and streamline administrative requirements to make training programs more accessible.
- Simplify program criteria and reporting requirements.
- Improve access to labour market information in/ for all parts of the province.
- Identify training partners outside of the formal training institutions to address unmet sector needs.

Path 2

Create Partnership Groups to Advise on Local Labour Needs

Goal: To address accountability of local training system to broad partnership groups of local labour market stakeholders.

Actions:

- Identify and analyze local labour market information, identify employment opportunities and plan appropriate training and labour market services.
- Identify local training and adjustment needs and work with government partners to prepare local training plans including worksite, training on the job and multimedia delivery and the application of PLAR.
- Advise regional employment centres and secondary and post-secondary public education institutions on streamlined administration and effective communication systems.
- Link with the *Action Committee on the Rural Economy*.

Path 3

Strengthen and Expand Sectoral Partnerships

Goal: To address training needs and skill shortages.

Actions:

- Identity incentives to Regional Colleges & SIAST for impetus to partner with industry to deliver training (co-op programs, workplace laboratories etc.) in worksite locations.
- Coordinate/share training initiatives of common skill-sets and and site delivery partnerships.
- Determine accreditation and certification of training.
- Advise development of inter-provincial agreements, national standards and Social Union Framework relative to training portability.
- Recognize small business training function, strengthen resources and share best practices.

Path 4

Assist Employer, Employees and Unions to Develop Methods for Determining Return on Investment

Goal: To support a learning culture.

Action:

- Provide broad-range and accessible information on a variety of methods through regional employment centres and integrate with other information.
- Train regional PSEST and other staff to assist employers, employees, unions and others to be able to calculate their return on investment in training.

MISSION: The Saskatchewan Labour Force Development Board shall foster, promote and coordinate, through partnership and equity, the effective development of the Saskatchewan labour force.



SASKATCHEWAN LABOUR FORCE DEVELOPMENT BOARD

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