



# **Final Report**

# **Measuring the Impact WWestnet Conferences 2000 – 2005**

**Western Canada Workplace Essential Skills Training Network**

---

**Prepared by:**

Dan Wood  
Stonecoast Group  
4918 Cordova Bay Road  
Victoria BC V8Y 2J5  
[dwood@stonecoastgroup.com](mailto:dwood@stonecoastgroup.com)

**Stonecoast**

## Acknowledgements

Thanks to Melissa Gardner, Sue Turner and Bob McConkey of WWestnet for their guidance and assistance with this project. Special thanks to Peter Narth, Martin Buck, Brigid Hayes, Doug Anguish, Berniece Gowan, Dan Danforth and Conrad Murphy for their thoughtful participation in follow-up interviews.

# Table of Contents

Acknowledgements.....	2
Executive Summary.....	4
Recommendations .....	6
Survey Population and Sample Size .....	8
Methodology and Survey Highlights .....	9
Toolkit .....	13
Sample Level 1 Evaluation Template.....	15
Sample Level 2 Evaluation Template.....	17
Level 3 Evaluation .....	19
Raw Survey Data.....	20

# Executive Summary

The Western Canada Workplace Essential Skills Training Network (WWestnet) contracted Stonecoast Group to conduct an independent evaluation of the impact of WWestnet conferences and events held between November 2000 and June 2005 – a total of six events, each attended by between 50 and 100 delegates. This evaluation coincides with a parallel project being conducted for the National Literacy Secretariat. Specifically, the six events were:

1. *Productivity, Employment and Essential Skills (November 2000)*
2. *Taking it to the Street: Incorporating Essential Skills Into Your Training Agenda (April 2002)*
3. *Destination Integration: Incorporating Essential Skills into Employment Preparation Programs (February 2003)*
4. *Taking the Next Steps Together: A Collaborative Approach to Workplace Essential Skills Development (February 2004)*
5. *Essential Skills and the Northern Oil and Gas Workforce (May 2005)*
6. *Measuring Success: International Comparisons and Bottom Lines (June 2005)*

As a multi-sectoral (business, labour, education, government) western Canadian network WWestnet's main purpose is to raise awareness of and to be a catalyst for addressing workplace essential skills issues. In general, WWestnet's activities include, hosting Workplace Essential Skills conferences/workshops, supporting the development of workplace practitioner training, promoting research and using its network to communicate information about Workplace Essential Skills. Specifically, the following eight statements form the framework for WWestnet's activities and were used to structure the questions used in the impact survey. WWestnet is committed to:

- using its network to broker information on workplace literary issues and initiatives
- developing forums for workplace essential skills partners to discuss relevant issues and initiatives
- publishing "The Bottom Line" - a WWestnet newsletter
- facilitating worker education programs
- recognizing and supporting champions of workplace essential skills
- supporting the development of workplace essential skills practitioner training
- sharing expertise and resources whenever practical and feasible
- providing a western Canadian link to western provincial, national and international workplace essential skills initiatives

Many conference attendees participated in multiple sessions - a total of 284 individuals participated in one or more of the six events. Of those, 72 responded to the on-line evaluation survey. The survey posed 31 questions designed to gauge changes in knowledge, attitudes, skills, aspirations and practice. Responses clearly indicated that participants value the work that has been done by WWestnet and that, as an organization, WWestnet should continue to provide opportunities for networking and information exchange among members of the workplace essential skills community. Responses from those who participated in the survey and follow-up interviews are reflected in the recommendations that follow on Page 6.

In addition to the formal recommendations, a number of side issues and secondary recommendations were identified including the desire among some respondents for an expanded role for WWestnet as a provider of training for workplace essential skills practitioners and an interest in building a strong framework to support the continued growth of the organization.

As WWestnet's events gain popularity and the organization matures, it will be critically important to measure the success of future events. To that end, a number of evaluation tools have been included in this report. They are:

1. A new "Level 1" evaluation form designed to gauge participants' reaction to the overall session; the effectiveness of the presenter(s); their assessment of the conference facilities, and; their evaluation of the purpose, objectives, relevance, design, materials, logistics and pre-reading.
2. A "Level 2" evaluation form template that can be customized to gauge the effectiveness of WWestnet's events as *learning opportunities*.
3. An on-line survey template that can be used two to three months following WWestnet events to gauge changes in behaviours and new or modified activities resulting from participation in those events. This type of evaluation is commonly known as "Level 3".

Level 1, 2 and 3 evaluations are the most common types of evaluations that follow Donald Kirkpatrick's four level evaluation model. A full description of the model appears on page 13 of this report.

## Recommendations

Several key recommendations have been identified through analysis of survey responses and comments made by interviewees. Additional recommendations have emerged from WWestnet's need to develop systems and processes for ongoing evaluation of its upcoming events. There were also issues raised during the interview process that were not part of the original scope of this evaluation. Those side issues and recommendations are noted separately.

### Key Recommendations:

1. Based on very positive feedback from past participants, WWestnet should continue to offer at least one annual event with a focus on workplace essential skills. It is clear that past events have been very well received and that participants look forward to them.
2. Participants have a variety of reasons for participating in WWestnet events. The needs of various groups should be reflected in event planning. WWestnet should consider a more structured process for the identification of presenters and build a mechanism for participants to suggest themes or topics for upcoming events e.g., sessions designed for general workplace essential skills information or "how-to" workshops for essential skills educators and trainers.
3. WWestnet should make every effort to broaden the distribution of information presented at its events. The creation of a speakers' bureau, publication of workplace essential skills reports, and more frequent e-mail or newsletter updates between events were some of the suggested solutions.
4. The idea of researching and documenting best practices in workplace essential skills was raised by a number of past participants. Past participants view WWestnet as a key source for best practices information. WWestnet should consider conducting a research project in this area, and use its network to distribute the findings.
5. Responses to survey questions about how well prepared participants felt to *use* information they received from WWestnet indicate that there is a desire on the part of participants for more information on how best to apply new knowledge and skills back on the job. Although participants felt that information on a particular topic may have been very important, they did not feel as confident about using the information. WWestnet should consider providing participants with practical tools and techniques that will enable them to use the information more effectively.
6. WWestnet's current method of evaluating its events does not go beyond the *reaction* level. Typically, participants are asked to rate the sessions they attended on a subjective scale of 1-5. Recently, new questions have been added to probe how attendees plan to use information learned at the event and what WWestnet could do to improve future events. It is recommended that WWestnet adopt a more rigorous multi-level evaluation process that measures reaction, learning transfer and application of knowledge and skills (behavioural change). A suggested process is included in this report under the heading of "Toolkit".

### **Side Issues and Considerations:**

1. Several past participants made reference to the need for clarity regarding the structure, mandate and purpose of WWestnet. WWestnet should re-examine and reaffirm its role – especially as it relates to representation by sector or organization. i.e., Should there be formal representation by specific groups (Business, Labour, Education, and Government) on the WWestnet committee?
2. WWestnet is one of many organizations that focus on workplace essential skills. WWestnet should consider the best way to position itself with other parallel organizations. Can WWestnet use its network more effectively? Is there a need for a central point of contact and referral agency for workplace essential skills in western Canada?

## Survey Population and Sample Size

WWestnet hosted six events between 2000 and 2005. The events were attended by approximately 280 individuals, the majority of whom attended multiple events. This group, whose contact information was held in a database managed by WWestnet, formed the Survey Population. With a relatively small population, it was imperative to reach as many past participants as possible to ensure the validity and reliability of the responses collected. The decision to use an on-line electronic survey was driven by a number of factors – notably its user friendliness, the capacity to track respondents and the ability to manage data efficiently.

Challenges emerged as the survey was distributed to respondents. The master list of e-mail addresses used to distribute the link to the on-line survey was checked for accuracy before the first e-mail message was sent. Nevertheless, several messages bounced back as undeliverable. A second check was completed and the message was re-sent to the updated list. In total, three messages were sent – the original invitation and two reminders, each about a week apart. The survey software's tracking capability prevented those who had responded to the survey from receiving the reminder notices.

The original concept for this research project involved the creation of a survey that would allow past participants to respond to a series of questions that pertained to specific sessions they attended. A draft survey was designed that allowed respondents to answer only those questions that applied to them. In other words, there were general questions applicable to all respondents and then a series of six sets of questions - one set for each event. Had this model been used, an individual respondent could have been expected to answer as few as 20 or as many as 150 questions, depending on how many sessions they attended.

While there is no argument that the original model would have provided a very high level of detail, it was determined that a more general survey with fewer questions was a more appropriate and easier tool to use. Feedback from WWestnet members led to the creation of the 31 question survey that was ultimately used to gather the data for this review.

The actual creation of questions that would gather the required predictive information proved to be another challenge. The total number of questions was kept to a minimum by developing more complex, multi-layered questions.

Ultimately, a total of 72 responses were received, representing fully 25% of the total number of attendees. The respondents represented Business, Labour, Education and Government, with the largest group being Education (43.1%). A small number of respondents listed non-profit as the best description of their organization.

There was good distribution of respondents across all WWestnet events – the lowest being Productivity, Employment and Essential Skills, November 2000 (12 respondents) and the highest being Measuring Success: International Comparisons and Bottom Lines, June 2005 (27 respondents).

Twelve respondents indicated their willingness to provide WWestnet with more thorough responses. Follow-up interviews were conducted by telephone with seven of those individuals. Interviews ranged in duration from 10 to 30 minutes. Each interviewee was asked the following multi-part question: *“What are the long-term impacts of WWestnet’s events? How have attendees and their organizations been helped by the results of changes in practices, knowledge, attitudes, skills and aspirations? To what degree?”* Their responses along with some general highlights follow.

# Methodology and Survey Highlights

The focus of this brief report is on the impact of the six WWestnet conferences and events held between November 2000 and June 2005. A modified KASAP model (Knowledge, Attitudes, Skills, Aspirations and Practice) has been used to structure this Impact Report. The report provides WWestnet with information on the following seven key elements:

1. **Reactions:** How did attendees react to the events they attended? Were their expectations met? Did they perceive any immediate results?
2. **Aspirations:** Have attendees selected future courses of action or made decisions based on the events they attended? In what specific areas?
3. **Skills:** Have attendees changed their abilities or modified their behaviour as a result of WWestnet events? Learned new skills? Improved performance? What skills? What abilities?
4. **Attitudes:** Have attendees changed their interest in ideas or practices that were presented at any of the six events? Which ideas? Which practices?
5. **Knowledge:** Have attendees changed their awareness, understanding, and/or problem solving ability as a result of what they learned at WWestnet events? In what specific areas?
6. **Practice Change:** Have participants *applied* knowledge and skills learned?
7. **End Results:** What are the long-term impacts of WWestnet's events? How have attendees and their organizations been helped or hindered by the results of changes in practices, knowledge, attitudes, skills, and aspirations? To what degree?

In addition to questions about demographics, respondents were asked to respond to questions that explored the importance of WWestnet events, the degree to which these events prepared them to use the information they received, and the frequency with which new skills and knowledge were put to use. Respondents were also asked to describe any new initiatives or program changes that were influenced by their participation in a WWestnet event. The following highlights provide an overview of the survey's findings. The survey explored each of the following key WWestnet objectives:

- **WWestnet's Commitment to act as a Broker of Workplace Essential Skills Information** (Survey Questions 1-6) Respondents rated WWestnet's efforts as a broker of workplace essential skills as highly effective. WWestnet's objectives were rated as very consistent with those of the workplace essential skills community. WWestnet's role in improving the workplace essential skills of western Canadians was rated as very necessary and 71% reported that WWestnet's conferences and events were highly relevant.
- **Development of Workplace Essential Skills Forums** (Survey Questions 7-17) A combined total of 78% of respondents felt that WWestnet reached its target audience very well or somewhat well. When asked about the history of Workplace Essential Skills, 98.5% rated the importance as somewhat or very important and nearly 78% said they used historical information. Respondents overwhelmingly felt that information on different perspectives (Business, Labour, Aboriginal and Apprenticeship) was very important. The majority felt that WWestnet's events prepared them somewhat well to use information about different perspectives. When asked to suggest future

topics, 83% indicated an interest in integrating essential skills into workplace training. Nineteen respondents made additional suggestions for future sessions including several references to essential skills training for immigrants. Close to 79% of respondents felt that WWestnet acknowledges champions of workplace essential skills somewhat or very well. When asked to make suggestions on other ways to acknowledge champions, 78% identified newsletter articles. Others identified different types of media – TV, video, Web as suggested approaches.

- **Supporting Training for Workplace Essential Skills Practitioners** (Survey Questions 18-20) Respondents were asked to comment on:

- the Applications of Working and Learning (AWAL) professional development program for educators
- possible objections to the inclusion of Workplace Essential Skills in training agendas
- teaching techniques for workplace essential skills
- integrating Workplace Essential Skills into college and training institution curricula
- collaborative approaches to Essential Skills training among different training sectors
- assessing learning difficulties in the workplace

The majority of respondents reported that they felt all of these topics were very important and that WWestnet prepared them somewhat well to use information about each topic.

- **Providing a Western Link to Workplace Essential Skills Initiatives** (Survey Questions 21-24) More than 86% of respondents reported that they were either very satisfied or somewhat satisfied with the ways in which WWestnet provides links to workplace skills initiatives. Respondents indicated that they felt the comparison between workplace essential skills in Canada and other countries was either somewhat or very important and that they felt somewhat prepared to use the information. When asked to rate the role of the Federal Government in essential skills development, they felt that the information was very important and that WWestnet had prepared them very well to use the information.

- **Facilitation of Worker Education Programs** (Survey Questions 25-27) Respondents commented on the following tools highlighted at various WWestnet events:

- The Job Design process
- Test of Workplace Essential Skills (TOWES)
- Navigating workplace documents
- Competency assessments
- Construction of multiple choice tests
- Effective Reading in Context (ERIC) model

Generally, they felt that information about these topics was very important and that WWestnet had prepared them either very well or somewhat well to use the information. The frequency of use reported by most respondents was “sometimes”.

- **New Initiatives and Program Changes** (Survey Questions 28-31) Responses to these final four questions covered any new programs or significant changes introduced as a result of attendance at a WWestnet event. Responses varied from general to specific. The following was typical of the level of detail reported by the 26 respondents who offered their comments:

*“Through WWESTNET we have a better understanding of how to embed Essential Skills training into our curriculum at the training centre. We have made our Education Committee more aware of the need of that implementation by sharing conference materials at meetings and then by going a step further to assess our courses for the inclusion of training for these skill sets. For us, WWESTNET has raised the awareness and put it into context where the rubber can hit the road. It has helped us develop action plans.”*

The final survey question asked respondents if they would be willing to participate in a follow-up interview. Of the twelve respondents who answered “yes”, seven were available for interviews. Here are their comments.

**Berniece Gowan** works with Literacy Alberta. She views the long term impact of WWestnet’s events primarily as a catalyst for change, especially for members of the provincial coalition of workplace essential skills providers in her province. In her words, “You can’t come for lunch without doing the dishes.” She would like to see workplace essential skills play a more prominent role in employee recruitment programs.

**Dan Danforth** is employed by The Saskatchewan Institute of Applied Science and Technology (SIAST). He was very positive in his assessment of WWestnet. He was particularly impressed by the presentation on the adult literacy report. He was able to bring back different perspectives on the report which helped him better understand the results and, in turn, he was able to clarify the findings of the report to key decision makers who had initially misinterpreted the results. In his view, the most important long term impact of WWestnet’s events has been the ongoing and expanding networking opportunities. He credits WWestnet with helping him make connections broadly within the workplace essential skills community. He now serves on several provincial and national committees.

Dan spoke about the structure, role and purpose of WWestnet and the notion of formal representation by constituent groups. In his view, commitment to the cause of workplace essential skills is paramount but he acknowledged that there are some groups – notably labour organizations – that would see real value in a more formal structure; one in which constituent groups have a structured feedback loop.

**Peter Narth** is with the Ministry of Advanced Education and Training in Manitoba. He views WWestnet as an excellent resource for information about workplace essential skills. A positive offshoot for him has been the impact on shaping priorities. Specifically, he reported that the province’s curriculum review and revision process now includes a compulsory workplace essential skills component. Overall, he is “quite satisfied” with WWestnet’s events.

**Martin Buck** is an adult educator at Camosun College in Victoria BC. For Martin, WWestnet provided what he called “an epiphany.” Specifically, the notion (born at WWestnet) of identifying essential skills gaps and providing tailored training to fill those gaps is one that has shaped much of his recent work. Although he appreciates the role of tools like TOWES, he favors a model that is more mainstream and not viewed as a money making venture. He spoke about his involvement in a new initiative called the BC Learner Portfolio and the importance of essential skills in the portfolio process.

**Brigid Hayes** is with the Canadian Labour and Business Centre in Ottawa. She refers to WWestnet’s impact as “pretty significant.” She talked about the multiplier effect and used the example of WWestnet showing up in places she didn’t expect. Brigid cited a Canadian Society for Training and Development Webinar during which specific reference was made by someone else to a WWestnet event. She also reinforced the positive impact of WWestnet’s networking opportunities. Brigid spoke

candidly about the need for clarity about the composition of the WWestnet board, especially in the context of formal representation by sector.

**Doug Anguish** works with Northern Pipeline Projects. Although he has only attended one WWestnet event, he feels strongly that WWestnet has had a positive impact on the identification of Best Practices in workplace essential skills and would like to see that as the focus of a future event.

**Conrad Murphy** heads the TOWES office at Bow Valley College in Calgary Alberta. As a founding member of WWestnet, Conrad's perspective is that the issue of essential skills is now "positioned beautifully" thanks to the efforts of WWestnet. Specifically, he feels that colleges, non-government organizations and government have become more aware of Best Practices in essential skills. The effects are cross-jurisdictional and measurable. He feels that WWestnet works well because it is a volunteer organization however he recommends that WWestnet review its membership and re-examine its mandate in the face of federal funding priorities.

## Toolkit

The process for evaluation of future WWestnet events is driven by the need to measure participants' reactions, the transfer of knowledge and the application of that knowledge. The templates and processes described in this section of the report will allow WWestnet to collect and use relevant, useful information that will, in turn, demonstrate the effectiveness of its events and act as planning tools for future events.

The overall WWestnet evaluation strategy is rooted in Kirkpatrick's four-level summative evaluation model. The templates presented here measure levels one through three. Level four evaluation is not practical, nor would it be valuable for WWestnet.

Donald L Kirkpatrick first published his ideas in 1959, in a series of articles in the US Training and Development Journal. The articles were subsequently included in Kirkpatrick's book *Evaluating Training Programs* (1975), published by the American Society for Training and Development (ASTD). Donald Kirkpatrick has written several other significant books about training and evaluation, and has consulted with some of the world's largest corporations. His theory has now become arguably the most widely used and popular model for the evaluation of training and learning. Kirkpatrick's four-level model is now considered an industry standard across the HR and training communities. The four levels of training evaluation model was later redefined and updated in Kirkpatrick's 1998 book, called 'Evaluating Training Programs: The Four Levels'.

The three levels suggested for WWestnet are:

### **Level One: Reaction**

In this first level or step, participants are asked to evaluate the session immediately after its completion. In its simplest form it measures how well participants liked the session. However, this type of evaluation can reveal valuable data if the questions asked are more complex.

### **Level Two: Learning**

Level Two in the Kirkpatrick model measures learning results. In other words, did the participants actually learn the knowledge, skills, and attitudes the session was supposed to present? To measure achievement, participants complete pre and post session questionnaires, making sure that questions are truly matched to the session's objectives. By summarizing the scores of all participants, WWestnet can accurately see the impact that the session had. This type of evaluation is not as widely conducted as Level One, but is still very common.

### **Level Three: Behaviour**

The real question is whether or not any of the new knowledge and skills are retained and transferred back on the job. Level Three evaluations attempt to answer whether or not participants' *behaviours* actually change as a result of new learning. For WWestnet's purposes, this measurement is best conducted sixty to ninety days after the session. By allowing some time to pass, participants have the opportunity to implement new skills and retention rates can be checked and measured.

WWestnet can conduct level one and two evaluations using the sample templates on the following pages. A simple formula can be used to summarize both types of evaluations. Level three evaluations can be conducted on-line, using SurveyMonkey or other similar services. Sample screen captures are shown on page 19.

The tabulation and summarization of evaluation data is a clerical function. Interpreting the results of the evaluations should be done by a team of WWestnet members. WWestnet will need to determine

the approximate team size, the qualifications and skills team members should have, as well as any requirements for participation. The team will be responsible to develop a plan indicating how they will report and assure the use of the evaluation findings. The plan should point out the format (oral, written, visual, etc.), content, and frequency of reports. It should also specify how the findings will be used by the different stakeholders.



Sample LEVEL 1 EVALUATION  
(Reaction) FORM

<b>Session Title:</b>	<b>Date:</b>
<b>Location:</b>	<b>Organization (Optional):</b>
<b>Facilitator:</b>	<b>Participant Name (Optional):</b>

**Your feedback is important.** By completing this form you will help WWestnet evaluate this event. Please place a checkmark in the column that best represents your opinion on each item below. Feel free to expand on your responses in the comment section below or on the back of the page.

	Excellent ↓ 5	4	3	2	Poor ↓ 1	N/A ↓
Overall assessment of this session?						
Overall effectiveness of the facilitator(s)?						
Overall assessment of the facilities?						

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A
The purpose of this session was clear						
The learning objectives were met						
The content was relevant to me						
The session was well designed						
The materials were helpful						
The pre-event information (registration, location, parking etc.) was clear and helpful						
The pre-reading material was relevant and helpful						

**Comments section on reverse**

I attended this session because...

---

---

---

---

The best part of this session was...

---

---

---

---

This session could be improved by...

---

---

---

---

The next WWestnet conference theme or topic should be...

---

---

---

---

Additional Comments...

---

---

---

---



*(Title of Session Goes Here)*  
**Pre-Session Questionnaire**

WWestnet is committed to providing meaningful, relevant and timely information for members of the workplace essential skills community. Please take a moment to provide us with some feedback before we begin today's session.

**Side 1**

Read the six statements below and honestly rate yourself by placing a checkmark in the corresponding column. Choose the <b>one</b> statement that you feel most accurately describes your understanding and knowledge of each skill set. If N/A leave blank.	<b>I am thoroughly knowledgeable with the concept behind the skill set.</b>  <b>4</b>	<b>I understand the basic concept behind the skill set.</b>  <b>3</b>	<b>I understand some of the concepts behind the skill set.</b>  <b>2</b>	<b>I do not understand the concept behind the skill set.</b>  <b>1</b>
<i>These statements will be customized to match the content of the session</i>				
<i>These statements will be customized to match the content of the session</i>				
<i>These statements will be customized to match the content of the session</i>				
<i>These statements will be customized to match the content of the session</i>				
<i>These statements will be customized to match the content of the session</i>				
<i>These statements will be customized to match the content of the session</i>				

**Name:** \_\_\_\_\_  
**NOTE:** We ask for your name in order to compare pre and post session responses.

**Date of the session you attended:** \_\_\_\_\_

**Location of the session you attended:** \_\_\_\_\_

Please complete this side prior to the start of the session. Side 2 will be completed at the end of the session.



*(Title of Session Goes Here)*  
**Post-Session Questionnaire**

WWestnet is committed to providing meaningful, relevant and timely information to members of the workplace essential skills community. Please take a moment to provide us with some feedback on the session you attended today. NOTE: We will follow-up with you by e-mail in 60-90 days to see how you're doing and find out how you've been able to apply your learning to real-life situations in the workplace.

**Side 2**

Read the six statements below and honestly rate yourself by placing a checkmark in the corresponding column. Choose the <b>one</b> statement that you feel most accurately describes your understanding and knowledge of each skill set, now that you have completed the session. If N/A leave blank.	<b>I am thoroughly knowledgeable with the concept behind the skill set.</b>  <b>4</b>	<b>I understand the basic concept behind the skill set.</b>  <b>3</b>	<b>I understand some of the concepts behind the skill set.</b>  <b>2</b>	<b>I do not understand the concept behind the skill set</b>  <b>1</b>
<i>These statements will be customized to match the content of the session and will be the same as the statement on Side 1</i>				
<i>These statements will be customized to match the content of the session and will be the same as the statement on Side 1</i>				
<i>These statements will be customized to match the content of the session and will be the same as the statement on Side 1</i>				
<i>These statements will be customized to match the content of the session and will be the same as the statement on Side 1</i>				
<i>These statements will be customized to match the content of the session and will be the same as the statement on Side 1</i>				
<i>These statements will be customized to match the content of the session and will be the same as the statement on Side 1</i>				

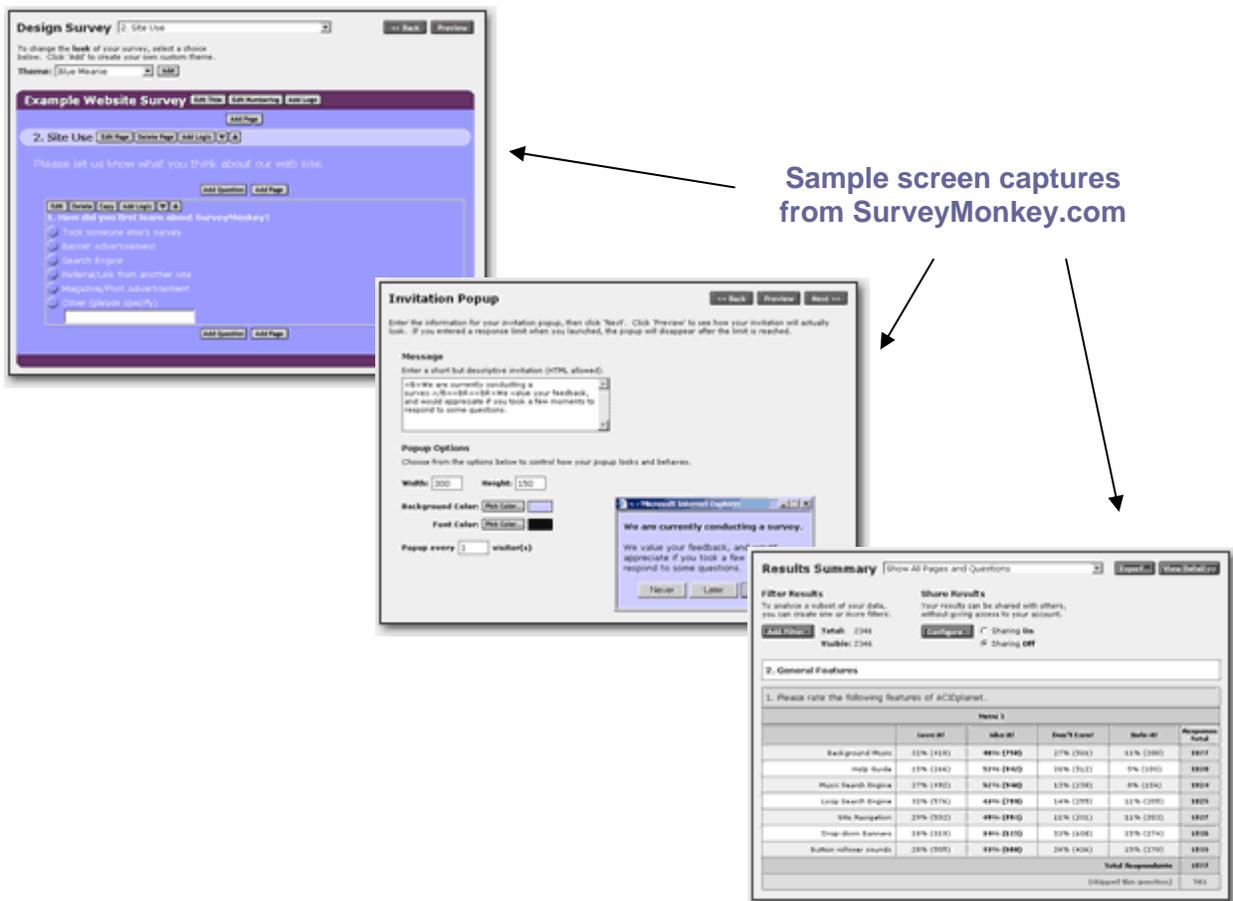
**Thanks!**

Level three evaluations are best completed some time after the event. In the case of WWestnet's events, an appropriate time would be sixty to ninety days. An electronic survey would work well given that virtually all WWestnet conference attendees have ready access to e-mail and the Internet. SurveyMonkey.com is one of a number of full-featured on-line survey services. It was used to collect survey data for this report. SurveyMonkey's pricing is fair and new features are continually added. On-line surveys -regardless of the software used - are simple to create, distribute, collect and analyze. From a user's perspective, the interface is simple and fun.

More than a dozen question types (single choice, multiple choice, rating scales, drop-down menus, etc.) are available. Options allow survey designers to require answers to any question, control the flow with skip logic, and randomize answer choices to eliminate bias. Page colours, logos and survey layout options allow for a custom look (see screen capture below).

A popup invitation can be posted on the WWestnet (or any) web site. An automated email notification and list management tool is available to track respondents.

Results can be viewed as they are collected in real-time. Results can be shared. Filters can be used to display specific types of responses. Raw data can be downloaded into MS Excel or SPSS.



## Raw Survey Data

Raw data was downloaded directly from the SurveyMonkey server and minor formatting changes were made in order to ensure readability. No responses were altered except to correct spelling errors. The raw data is presented in summary form. A detailed report of individual responses is available but not included in this document. See below for raw data.

<b>1. How effective are WWestnet's efforts to use its network to broker information about essential skills?</b>			
		<b>Response Percent</b>	<b>Response Total</b>
<b>Very effective</b>		<b>54.2%</b>	<b>39</b>
Somewhat effective		37.5%	27
Not effective		5.6%	4
Don't know		2.8%	2
<b>Total Respondents</b>			<b>72</b>
(skipped this question)			0

<b>2. How consistent are WWestnet's objectives with those of the workplace essential skills community?</b>			
		<b>Response Percent</b>	<b>Response Total</b>
<b>Very consistent</b>		<b>64.8%</b>	<b>46</b>
Somewhat consistent		28.2%	20
Inconsistent		0%	0
Don't know		7%	5
<b>Total Respondents</b>			<b>71</b>
(skipped this question)			1

<b>3. How necessary is WWestnet's role in improving the workplace essential skills of western Canadians?</b>			
		<b>Response Percent</b>	<b>Response Total</b>
<b>Very necessary</b>		<b>57.7%</b>	<b>41</b>
Somewhat necessary		35.2%	25
Not necessary		2.8%	2
Don't know		4.2%	3
<b>Total Respondents</b>			<b>71</b>
(skipped this question)			1

<b>4. How relevant are WWestnet's conferences and events?</b>			
		<b>Response Percent</b>	<b>Response Total</b>
<b>Highly relevant</b>		<b>70.8%</b>	<b>51</b>
Somewhat relevant		23.6%	17
Not relevant		2.8%	2
Don't know		2.8%	2
<b>Total Respondents</b>			<b>72</b>
(skipped this question)			0

<b>5. Which of the following describes you? Check all that apply.</b>			
		<b>Response Percent</b>	<b>Response Total</b>
<b>Conference Delegate</b>		<b>72.2%</b>	<b>52</b>
WWestnet Member		15.3%	11
Facilitator/Presenter		26.4%	19
Event Organizer		1.4%	1
Other (please specify)		13.9%	10
<b>Total Respondents</b>			<b>72</b>
(skipped this question)			0

Other

1. Adult Educator – NWT
2. Education Director
3. Academic Manager
4. Usually a guest
5. Coffee or refreshment break sponsor
6. Attendee at one session - new to area
7. Computer instructor/university student
8. Provincial Literacy coalition
9. Private Consultant
10. Supplier

<b>6. Which term best describes your organization?</b>			
		<b>Response Percent</b>	<b>Response Total</b>
Business		18.1%	13
Labour		9.7%	7
<b>Education</b>		<b>43.1%</b>	<b>31</b>
Government		11.1%	8
Other (please specify)		18.1%	13
<b>Total Respondents</b>			<b>72</b>
<b>(skipped this question)</b>			<b>0</b>

Other

1. Joint Business/Labour/Gov
2. private consultant
3. business and labour
4. self employed
5. business/labour
6. labour and education
7. non-profit
8. not for profit
9. non-profit
10. Research and Consulting
11. non-profit
12. non-government
13. Aboriginal

7. To what extent do WWestnet's events reach its target audience?			
		Response Percent	Response Total
Very well		37.7%	26
<b>Somewhat</b>		<b>40.6%</b>	<b>28</b>
Not very well		5.8%	4
Don't know		15.9%	11
<b>Total Respondents</b>			<b>69</b>
(skipped this question)			3

8. Which WWestnet event(s) did you attend? Click all that apply.			
		Response Percent	Response Total
Productivity, Employment and Essential Skills, November 2000		17.9%	12
Taking it to the Street, April 2002		31.3%	21
Destination Integration, February 2003		28.4%	19
Taking the Next Steps Together, February 2004		37.3%	25
Essential Skills and the Northern Oil and Gas Workforce, May 2005		31.3%	21
<b>Measuring Success: International Comparisons and Bottom Lines, June 2005</b>		<b>40.3%</b>	<b>27</b>
<b>Total Respondents</b>			<b>67</b>
(skipped this question)			5

9. How important is the history of workplace essential skills to you?			
		Response Percent	Response Total
<b>Very important</b>		<b>50.7%</b>	<b>35</b>
Somewhat		47.8%	33
Not at all		1.4%	1
N/A		0%	0
<b>Total Respondents</b>			<b>69</b>
(skipped this question)			3

10. How well did your attendance at WWestnet events prepare you to use historical information about workplace essentials skills?			
		Response Percent	Response Total
Very well		27.5%	19
<b>Somewhat</b>		<b>58%</b>	<b>40</b>
Poorly		4.3%	3
N/A		10.1%	7
<b>Total Respondents</b>			<b>69</b>
(skipped this question)			3

11. How often do you use historical information about essential skills initiatives?			
		Response Percent	Response Total
Very often		17.6%	12
<b>Sometimes</b>		<b>60.3%</b>	<b>41</b>
Seldom		14.7%	10
N/A		7.4%	5
<b>Total Respondents</b>			<b>68</b>
(skipped this question)			4

12. How well did WWestnet prepare you to use information about different perspectives on Essential Skills?					
	Poorly	Somewhat	Very well	Not Applicable	Response Average
Business Perspective	0% (0)	35% (24)	<b>59% (40)</b>	6% (4)	<b>2.63</b>
Labour Perspective	6% (4)	<b>47% (31)</b>	41% (27)	6% (4)	<b>2.37</b>
Aboriginal Perspective	20% (13)	<b>44% (29)</b>	26% (17)	11% (7)	<b>2.07</b>
Apprenticeship Perspective	5% (3)	<b>60% (39)</b>	26% (17)	9% (6)	<b>2.24</b>
<b>Total Respondents</b>					<b>68</b>
(skipped this question)					4

<b>13. How often do you use information about different perspectives on Workplace Essential Skills?</b>					
	<b>Seldom/Never</b>	<b>Sometimes</b>	<b>Very often</b>	<b>Not Applicable</b>	<b>Response Average</b>
Business Perspective	3% (2)	41% (27)	<b>55% (36)</b>	2% (1)	<b>2.52</b>
Labour Perspective	6% (4)	<b>49% (31)</b>	43% (27)	2% (1)	<b>2.37</b>
Aboriginal Perspective	14% (9)	<b>52% (34)</b>	30% (20)	5% (3)	<b>2.17</b>
Apprenticeship Perspective	14% (9)	<b>48% (31)</b>	34% (22)	5% (3)	<b>2.21</b>
<b>Total Respondents</b>					<b>68</b>
(skipped this question)					4

<b>14. How important are different perspectives on Workplace Essential Skills?</b>					
	<b>Not at all</b>	<b>Somewhat</b>	<b>Very important</b>	<b>Not Applicable</b>	<b>Response Average</b>
Business Perspective	0% (0)	9% (6)	<b>91% (62)</b>	0% (0)	<b>2.91</b>
Labour Perspective	2% (1)	8% (5)	<b>91% (60)</b>	0% (0)	<b>2.89</b>
Aboriginal Perspective	0% (0)	9% (6)	<b>89% (59)</b>	2% (1)	<b>2.91</b>
Apprenticeship Perspective	0% (0)	12% (8)	<b>86% (57)</b>	2% (1)	<b>2.88</b>
<b>Total Respondents</b>					<b>68</b>
(skipped this question)					4

**15. What additional conference topics would be of interest to you? Check all that apply and/or add your own in the space provided.**

	Response Percent	Response Total
Training for workplace essential skills practitioners	60.3%	41
TOWES training	33.8%	23
<b>Integrating essential skills into workplace training</b>	<b>83.8%</b>	<b>57</b>
Other (please specify)	27.9%	19
<b>Total Respondents</b>		<b>68</b>
(skipped this question)		4

1. Integrating language training and essential skills.
2. Essential Skills in the classroom Gr 8-12
3. Integrating essential skills into Adult Basic Education and developmental education upgrading
4. Women
5. Networking has been accomplished, but disappointed no real programs for the time and effort put into this. i don't think more training is the answer but some event that can develop commitment especially from business.
6. Weaving essential skills into content-based student learning outcomes (from an educational perspective).
7. assessment other than TOWES more best practices & actual visits to workplace sites & meeting with trainers in these sites who are tasked with carrying out WES training
8. The business case for business investment into essential skills training and development. Another immersing issue is immigrants' integration into the workplace and their level of essential skills.
9. How to integrate essential skills into holistic, learner-centered models. How labour approaches essential skills
10. history of its development why ES rather than literacy or employability skills examples of how it is used publicly accessible and free tools
11. Integrating essential skills into educational programs
12. the need of visible minorities and immigrants for appropriate workplace essential skills
13. Making the ROI case for ES training
14. I am particularly interested in the training about ES for Community based adult literacy programs...also with Literacy Alberta's literacy specialist training.
15. Update on cutting edge developments that some of us don't have time to keep up with. i.e. LPAD, psychometric testing, etc.
16. Use of technology in Essential Skills Training
17. Integrating essential skills training into post secondary education
18. integrating essential skills into education
19. essential skills training for immigrants in the work place

<b>16. How well does WWestnet acknowledge champions of workplace essential skills?</b>			
		<b>Response Percent</b>	<b>Response Total</b>
<b>Very well</b>		<b>47.8%</b>	<b>33</b>
Somewhat		31.9%	22
Not very well		1.4%	1
Don't know		18.8%	13
<b>Total Respondents</b>			<b>69</b>
(skipped this question)			3

<b>17. What methods could WWestnet use to acknowledge workplace essential skills champions? Check all that apply and add your own suggestions.</b>			
		<b>Response Percent</b>	<b>Response Total</b>
Award presentation		56.1%	37
<b>Article in newsletter</b>		<b>75.8%</b>	<b>50</b>
Feature address at WWestnet conference		72.7%	48
Other (please specify)		19.7%	13
<b>Total Respondents</b>			<b>66</b>
<b>(skipped this question)</b>			<b>6</b>

1. Other media like TV, internet, mainstream magazines that do not just cater to business.
2. Host a dinner in conjunction with a conference in which organizations are recognized. Have a Province sponsored event that is tied into labour shortages so that WES becomes more recognized as one of the key ingredients or strategies to solving skilled shortages. All stake holders in the community should be brought together at a workforce summit to see how everyone can work together to improve the skill sets of workers. Mount a fact finding mission to see how other countries are meeting this challenge.
3. 'As a feature presentation at other essential skills conferences
4. Where are the union programs honoured? Perhaps through the Feds of Labour
5. email lists and website
6. involve more people working in the community to address the essential skills needs of those underemployed
7. One size does not fit all champions so all of these ideas have value. One suggestion is that articles be provided in a format that allows for circulation to other.
8. articles in mainstream media articles in sector publications, i.e. industry sectors, apprenticeship,
9. Create a scholarship for WES so people can study/research and present on WES
10. Sponsor a video production of a contractor or individual applying essential skill training in their workplace or business. Show actual work activity that involves workplace essential skills application - illustrating and informing others that it makes sense and it is rewarding to employee and employer!
11. Use the new media
12. Articles in newspaper or community papers on steps to take to improve or acknowledge businesses who improve staff essential skills. Could also address issues and concerns regarding high school dropouts and long term impact on the workforce and the student. also the need for employers to promote learning so the workforce gets and stays skilled with new techniques, technologies, etc.
13. Champions club etc.

<b>18. How well did WWestnet prepare you to use information about:</b>					
	<b>Very well</b>	<b>Somewhat</b>	<b>Poorly</b>	<b>N/A</b>	<b>Response Average</b>
The Applications of Working and Learning (AWAL) professional development program for educators?	7% (5)	<b>58% (39)</b>	9% (6)	25% (17)	<b>2.02</b>
Possible objections to the inclusion of Workplace Essential Skills in training agendas?	18% (12)	<b>60% (40)</b>	10% (7)	12% (8)	<b>1.92</b>
Teaching techniques for workplace essential skills?	23% (15)	<b>54% (35)</b>	9% (6)	14% (9)	<b>1.84</b>
Integrating Workplace Essential Skills into college and training institution curricula?	16% (11)	<b>51% (34)</b>	21% (14)	12% (8)	<b>2.05</b>
Collaborative approaches to Essential Skills training among different training sectors?	27% (18)	<b>54% (36)</b>	10% (7)	9% (6)	<b>1.82</b>
Assessing learning difficulties in the workplace?	21% (14)	<b>43% (29)</b>	15% (10)	21% (14)	<b>1.92</b>
<b>Total Respondents</b>					<b>68</b>
(skipped this question)					4

<b>19. How important is information about:</b>					
	<b>Very important</b>	<b>Somewhat</b>	<b>Not important</b>	<b>N/A</b>	<b>Response Average</b>
The Applications of Working and Learning (AWAL) professional development program for educators?	<b>45% (30)</b>	33% (22)	12% (8)	10% (7)	<b>1.63</b>
Possible objections to the inclusion of Workplace Essential Skills in training agendas?	<b>60% (40)</b>	30% (20)	6% (4)	4% (3)	<b>1.44</b>
Teaching techniques for workplace essential skills?	<b>81% (54)</b>	16% (11)	0% (0)	3% (2)	<b>1.17</b>
Integrating Workplace Essential Skills into college and training institution curricula?	<b>72% (48)</b>	24% (16)	1% (1)	3% (2)	<b>1.28</b>
Collaborative approaches to Essential Skills training among different training sectors?	<b>72% (48)</b>	25% (17)	1% (1)	1% (1)	<b>1.29</b>
Assessing learning difficulties in the workplace?	<b>75% (50)</b>	19% (13)	4% (3)	1% (1)	<b>1.29</b>
<b>Total Respondents</b>					<b>67</b>
(skipped this question)					<b>5</b>

<b>20. How often do you use information about:</b>					
	<b>Very often</b>	<b>Sometimes</b>	<b>Seldom/Never</b>	<b>N/A</b>	<b>Response Average</b>
The Applications of Working and Learning (AWAL) professional development program for educators?	7% (5)	<b>41% (28)</b>	<b>41% (28)</b>	10% (7)	<b>2.38</b>
Possible objections to the inclusion of Workplace Essential Skills in training agendas?	19% (13)	<b>56% (38)</b>	21% (14)	4% (3)	<b>2.02</b>
Teaching techniques for workplace essential skills?	32% (21)	<b>48% (31)</b>	15% (10)	5% (3)	<b>1.82</b>
Integrating Workplace Essential Skills into college and training institution curricula?	27% (18)	<b>45% (30)</b>	21% (14)	7% (5)	<b>1.94</b>
Collaborative approaches to Essential Skills training among different training sectors?	27% (18)	<b>52% (34)</b>	17% (11)	5% (3)	<b>1.89</b>
Assessing learning difficulties in the workplace?	21% (14)	<b>42% (28)</b>	33% (22)	4% (3)	<b>2.13</b>
<b>Total Respondents</b>					<b>68</b>
(skipped this question)					4

21. How satisfied are you with the way in which WWestnet provides links to workplace skills initiatives?			
		Response Percent	Response Total
Very satisfied		36.8%	25
<b>Somewhat satisfied</b>		<b>50%</b>	<b>34</b>
Not satisfied		5.9%	4
Don't know		7.4%	5
<b>Total Respondents</b>			<b>68</b>
(skipped this question)			4

22. How well did WWestnet prepare you to use information about:					
	Very well	Somewhat	Poorly	N/A	Response Average
The comparison between workplace essential skills in Canada and other countries?	28% (19)	<b>53% (36)</b>	9% (6)	10% (7)	<b>1.79</b>
The role of the Federal Government in essential skills development?	<b>49% (33)</b>	37% (25)	9% (6)	6% (4)	<b>1.58</b>
<b>Total Respondents</b>					<b>68</b>
(skipped this question)					4

23. How important is information about:					
	Very important	Somewhat	Not important	N/A	Response Average
The comparison between workplace essential skills in Canada and other countries?	42% (28)	<b>45% (30)</b>	13% (9)	0% (0)	<b>1.72</b>
The role of the Federal Government in essential skills development?	<b>72% (48)</b>	27% (18)	1% (1)	0% (0)	<b>1.30</b>
<b>Total Respondents</b>					<b>67</b>
(skipped this question)					5

24. How frequently do you use information about:					
	Very often	Sometimes	Seldom/Never	N/A	Response Average
The comparison between workplace essential skills in Canada and other countries?	22% (15)	<b>50% (34)</b>	26% (18)	1% (1)	<b>2.04</b>
The role of the Federal Government in essential skills development?	31% (21)	<b>55% (37)</b>	12% (8)	1% (1)	<b>1.80</b>
<b>Total Respondents</b>					<b>68</b>
(skipped this question)					4

<b>25. How often do you use information about:</b>					
	<b>Very often</b>	<b>Sometimes</b>	<b>Seldom/Never</b>	<b>N/A</b>	<b>Response Average</b>
The Job Design process?	13% (9)	<b>37% (25)</b>	33% (22)	16% (11)	<b>2.23</b>
The Test of Workplace Essential Skills (TOWES)?	19% (13)	<b>34% (23)</b>	33% (22)	13% (9)	<b>2.16</b>
Navigating workplace documents?	28% (19)	<b>56% (38)</b>	7% (5)	9% (6)	<b>1.77</b>
Competency assessments?	27% (18)	<b>46% (31)</b>	13% (9)	13% (9)	<b>1.84</b>
Construction of multiple choice tests?	7% (5)	<b>44% (30)</b>	34% (23)	15% (10)	<b>2.31</b>
The Effective Reading in Context (ERIC) model?	6% (4)	34% (23)	<b>47% (32)</b>	13% (9)	<b>2.47</b>
<b>Total Respondents</b>					<b>68</b>
(skipped this question)					4

<b>26. How well has WWestnet prepared you to use information about:</b>					
	<b>Very Well</b>	<b>Somewhat</b>	<b>Poorly</b>	<b>N/A</b>	<b>Response Average</b>
The Job Design process?	6% (4)	<b>51% (34)</b>	13% (9)	30% (20)	<b>2.11</b>
The Test of Workplace Essential Skills (TOWES)?	<b>37% (25)</b>	34% (23)	9% (6)	21% (14)	<b>1.65</b>
Navigating workplace documents?	19% (13)	<b>50% (34)</b>	13% (9)	18% (12)	<b>1.93</b>
Competency assessments?	12% (8)	<b>47% (32)</b>	18% (12)	24% (16)	<b>2.08</b>
Construction of multiple choice tests?	6% (4)	<b>40% (27)</b>	24% (16)	30% (20)	<b>2.26</b>
The Effective Reading in Context (ERIC) model?	6% (4)	<b>43% (29)</b>	22% (15)	28% (19)	<b>2.23</b>
<b>Total Respondents</b>					<b>68</b>
(skipped this question)					<b>4</b>

<b>27. How important is knowledge about:</b>					
	<b>Very important</b>	<b>Somewhat</b>	<b>Not at all</b>	<b>N/A</b>	<b>Response Average</b>
The Job Design process?	<b>37% (25)</b>	<b>37% (25)</b>	7% (5)	18% (12)	<b>1.64</b>
The Test of Workplace Essential Skills (TOWES)?	<b>44% (30)</b>	34% (23)	9% (6)	13% (9)	<b>1.59</b>
Navigating workplace documents?	<b>69% (47)</b>	22% (15)	1% (1)	7% (5)	<b>1.27</b>
Competency assessments?	<b>69% (46)</b>	18% (12)	3% (2)	10% (7)	<b>1.27</b>
Construction of multiple choice tests?	35% (24)	<b>40% (27)</b>	16% (11)	9% (6)	<b>1.79</b>
The Effective Reading in Context (ERIC) model?	<b>40% (27)</b>	39% (26)	6% (4)	15% (10)	<b>1.60</b>
<b>Total Respondents</b>					<b>68</b>
(skipped this question)					4

**28. Describe any new initiatives you have introduced as a result of knowledge gained at WWestnet event(s). You have unlimited space for your answer in the box below.**

<b>Total Respondents</b>	<b>26</b>
<b>(skipped this question)</b>	<b>46</b>

1. Implementation of assessment methodology. Introduced Document Navigation into training curriculum.
2. Re-examining job descriptions to incorporate the essential skills aspects, and to look at ES more in isolation of each other
3. Introduction of AWAL into Adult Learning Centres. System-wide promotion of ES in Middle & Senior Years schools.
4. Camosun College's Community Learning Partnerships Department providing Adult Basic Education services (<http://www.camosun.bc.ca/access/partnerships.php>) is working with Project Literacy Victoria (<http://plv.ca>) and the Songhees Employment Learning Centre (<http://selc.bc.ca>) to create the federally sponsored South Island Learning Community (<http://sil.ca/drupal>). SILC's goals are to \* build bridges between First Nations and non First Nations learning communities and creating pathways between formal and non-formal learning sectors, \* increase social capital by providing learners with community service learning opportunities in the project, \* create a culture of lifelong learning within the project communities and \* increase essential skills, reducing barriers to employment and improving access to formal and non-formal learning opportunities.
5. I have used the knowledge gained at WWestnet events to help me in my research on job skills and in my promoting of Canadian practice in other countries.
6. Promoting Essential Skills through awareness.
7. Studied the job profiles
8. Implemented Essential Skills for Working and Learning into student curriculum
9. I have worked on a train the trainer program and a package of material to assist other instructors to integrate ES into their curriculum. Focus was predominately the ESL learner.
10. None at this time but plan to use within the next year.
11. N/A
12. Basic Computer and Job Readiness Program. This 12-week program included computer skills training and essential workplace attitudes, adaptability, communication & numeracy skills, working with others, job search skills, and tourism.
13. Through WWESTNET we have a better understanding of how to embed Essential Skills training into our curriculum at the training centre. We have made our Education Committee more aware of the need of that implementation by sharing conference materials at meetings and then by going a step further to assess our courses for the inclusion of training for these skill sets. For us, WWESTNET has raised the awareness and put it into context where the rubber can hit the road. It has helped us develop action plans.
14. Well as a veteran WWestnet member, I have used many members of the net in national projects, have entered into business relationships with them and also supported their projects as well.
15. The events have only been relevant to my work as opportunities to network. The conf topics are largely not relevant to my work
16. I have been communicating various items in Coordinator meetings and dedicating time for feedback on essential skills initiative various Local Unions may be using.
17. We use all of the essential skills information we can access in the delivery of the Tourism Careers/Ready to Work projects.
18. Not applicable, but I have applied some of the knowledge I gained from participants and presenters.
19. continuous program redesign of existing program
20. I have developed two courses. One course is called CareerStart. This program incorporates speaking listening reading and writing with an essential skills focus. I have also developed a course called WorkSmart. This program is a career exploration program with a specific workplace essential skills as a component for the course.
21. Changed all text in our tests to more readable font (using Comic!)

22. Unfortunately, I am presently delivering courses in math and science and am not involved in workplace skills training at the present time. I thoroughly enjoyed the conference though and think it would be valuable information for those in the field.
23. None specific
24. Workplace Readiness Program initiative with Bow Valley college and the Development of a Career Centre at the Inuvialuit Regional Corporation with assistance from Bow Valley College
25. Essential Skills Practitioner training Security Guard Essential skills study TOWES Distributor
26. TOWES Tests, Navigating Workplace Documents.

<b>29. Describe any program changes you have made as a result of the knowledge you gained at WWestnet event(s). You have unlimited space for your answer in the box below.</b>	
<b>Total Respondents</b>	<b>23</b>
<b>(skipped this question)</b>	<b>49</b>

1. The Technical Communication Dept at Red River College starting using this approach in the mid-seventies in the Practical Industrial Communication course for trades students. My attendance at the WWestnet conference reinforced my conviction that the early initiative by Ron Blicq is still valid.
  2. Changed the train the trainer program in our workplace. Changed the job design process
  3. Re-writing and re-analyzing some of the specific job functions within the organization
  4. My provincial ABE colleagues and I are approaching BC Campus (<http://bccampus.ca/Page614.aspx>) for curriculum development funding to integrate Essential Skills into the provincial ABE online Fundamental (grade 6 - 10) English, Computer Studies and Math curriculum.
  5. I am not a program manager and work in the area of research and policy so this is not directly applicable.
  6. We have redesigned our curriculum and program based on the Essential Skills.
  7. Integration of workplace essential skills into all student courses.
  8. I have integrated ES training into my College Program. Flow Charts, document use, reading text and writing are all a focus.
  9. Same as 28
  10. N/A
  11. For our daytime (different levels of) upgrading programs, we have an intake interview. Also, we clearly specify that we model a workplace environment, and include soft-skill development.
  12. The knowledge gained has given us an area of focus for our programs; it has raised the awareness of how to embed skills training into the courses we offer and to make the instructors more aware of that. Contextual literacy has become more apparent in our programs as well.
  13. I have to say that I was quite ignorant of labour issues until I became involved in WWestnet. I have a new perspective of labour especially those unions who walk the talk and actually get involved in essential skills upgrading of their members.
  14. The events have only been relevant to my work as opportunities to network. The conf topics are largely not relevant to my work
  15. Added more in workshop re: ALL study learned June 2005.
  16. Course outlines now cross reference learning outcomes and employability skills (Conference Board of Canada).
  17. We created a series of classroom activities based on workplace documents to support the development of document literacy and numeracy as part of the Ready to work projects.
  18. NA
  19. more emphasis on document reading, applied math, etc. / more emphasis on understanding labour market dynamics & related industry issues, i.e. reduction of rework, safety, recruitment of off-shore labour versus use of our own labour resources (understanding of labour relation issues through READING & RESEARCH)
  20. My students have a cognitive understanding of essential skills though out each training session. Students are asked to reflect on the skills necessary for career success through journaling.
  21. None specific
  22. See answer to #28
- Integration of essential Skills into other core training programs.

<b>30. If you have any further comments, please enter them below.</b>	
<b>Total Respondents</b>	<b>20</b>
<b>(skipped this question)</b>	<b>52</b>

1. WWestnet has provided some excellent forums for discussing workplace education issues and for presenting information on this topic. Events have always been well organized.
2. I am not active in the workplace education field at the present, but have been on the past, so it was difficult to answer according to what west net is doing as opposed to what I have experienced with various organizations in the past. My experience has been that workplaces only get involved if the education is necessary for better production, if the job is being done and their are no safety risks(unskilled labour) they are not too concerned about individual literacy improvement or what the person can do for them down the road if they were given the opportunity to improve. Certainly some businesses get it, but many of the smaller ones do not have the time or the money to get involved. I have also found that many businesses do not have any idea about Essential Skills or TOWES etc. I think there needs to be more dissemination of information through various ways and means so that there is more acceptance of workplace skills and that businesses will get more proactive about setting up learning opportunities in their workplace. Management and supervisors seem to get training, but the bottom end or middle worker seems to be left out.
3. The biggest barrier we face to integrating Essential Skills into our curriculum is that the curriculum materials especially assessments are proprietary and in the hands of folks who need to make a profit from them. We don't have the resources to keep purchasing these. However, we do have the human resources to take these resources and adapt them for use online and f-2-f to meet the needs of specific communities and individuals.
4. Would like background on how the critical thinking component of essential skills was developed.
5. My issue is business is not on-board. Training can be provided for practitioners etc but how many programs have been initiated because of WWESTNET. After 14 years it is still the same companies involved, if they still are, but they are buying in.
6. When training Adults, the focus is ultimately getting a job. ES is welcomed by the learner as they see real application to the workforce.
7. Communications could be better.
8. Pls. see # 17 on the survey
9. I would like more communication from WWESTNET throughout the year. What other companies are doing, how they are implementing programs etc either by a newsletter or email, to keep everyone connected between conference times.
10. Pretty amazing that this volunteer organization continues to do good work over the course of a number of years.
11. Less attention to the dominant paradigm and more to ways we might apply this tremendous amount of information to the creation of education programs that see the learners as citizens and full participants in their own learning.
12. I was very impressed with the recent conference. It was well organized and had a broad range of presentations showcasing not only initiatives but also thoughtful reflection. Felt that the integration with IALSS and the presentations was excellent. The variety of delegates (programs/colleges/labour/manufacturing, etc) was also good. As I posted in my evaluation, as a literacy coalition representative I would like to see more of the literacy umbrella organizations (Sask. Literacy, Literacy BC, Manitoba Literacy etc invited to the table.)The conversation is relevant to us all. I would also think that the folk from Alberta Workforce Essential Skills should be included. Thanks to Nancy Steel for keeping us in the loop.
13. The idea of bringing all the different partners together is great and an effective practice for improving essential skill practices.
14. The absolute most benefiting aspect of attending WWestnet functions is mutual support and inspiration
15. WWestnet seems to be a "closed shop", there are many people who should be at the table, who aren't there. The "invitation only" process needs to be re-examined.
16. I am rather tired of the HRSDC/NLS funding/proposal cycle. WWestnet needs to take the initiative to help break out of this cycle. Every year there is a series of RFPs. Every year the same organizations apply for federal funding for another "new" essential skill initiative. There are too many programs sitting on the shelf.

We need money for delivery, not to create more programs. WWestnet should work with ACCC to assist Canadian colleges integrate essential skills into college programming. I know there was some work done around this, but it was not enough.

17. WWestnet events and publications have substantially increased my awareness of these issues. The effects on my work as an Extension Consultant in a technical institution have been general rather than specific.
18. I think WWestnet needs more pilot program and less discussion about the issues of work place literacy. Its time to move to action.
19. The most valuable part of WWestnet is the networking that occurs. It is great to hear what others are doing and leave with contact info from which we can learn and build new projects and or partnerships from.
20. Great Organization doing a fabulous job getting the essential Skills movement to the workforce, industry leaders, educators and Labour organizations.

**31. WWestnet is seeking past participants to take part in a follow-up interview. If you are interested, please provide your name, organization, e-mail address and daytime phone number in the text box below.**

<b>Total Respondents</b>	<b>12</b>
(skipped this question)	60

1. Peter Narth - Executive Director Technical Vocational Initiative Advanced Education & Training, Province of MB [pnarth@gov.mb.ca](mailto:pnarth@gov.mb.ca) 204-945-0472
2. Martin Buck Camosun College/South Island Learning Community [buck@camosun.bc.ca](mailto:buck@camosun.bc.ca) 250-386-1319  
Monday mornings between 9 and noon. Messages at 250-370-3475
3. Brigid Hayes Canadian Labour and Business Centre [b.hayes@clbc.ca](mailto:b.hayes@clbc.ca) 613-234-0505 ext. 246
4. Doug Anguish Northern Pipeline Projects Ltd. 403.257-4919 [dkanguish@shaw.ca](mailto:dkanguish@shaw.ca)
5. Jonas Sammons 204 895-0162 [jsammons6@shaw.ca](mailto:jsammons6@shaw.ca)
6. Conrad Murphy Bow Valley College [cmurphy@bowvalleycollege.ca](mailto:cmurphy@bowvalleycollege.ca)
7. Pat Hodgson FPSE [phodgson@capcollege.bc.ca](mailto:phodgson@capcollege.bc.ca) 604-983-7581
8. Berniece Gowan Literacy Alberta 403-410-6991
9. Diane Cohoon Saskatchewan Tourism Education Council [diane.cphoon@sasktourism.com](mailto:diane.cphoon@sasktourism.com) (306) 933-5908
10. Dan Danforth SIAST [danforth@siast.sk.ca](mailto:danforth@siast.sk.ca) (306)798-5002
11. Hugh Hanson Boeing Winnipeg [hugh.hanson@boeing.com](mailto:hugh.hanson@boeing.com) 1-204-831-2620
12. Colin MacGregor, Chief Human Resource Officer, Inuvialuit Regional Corporation  
[cmacgregor@irc.inuvialuit.com](mailto:cmacgregor@irc.inuvialuit.com) 867 777 7090