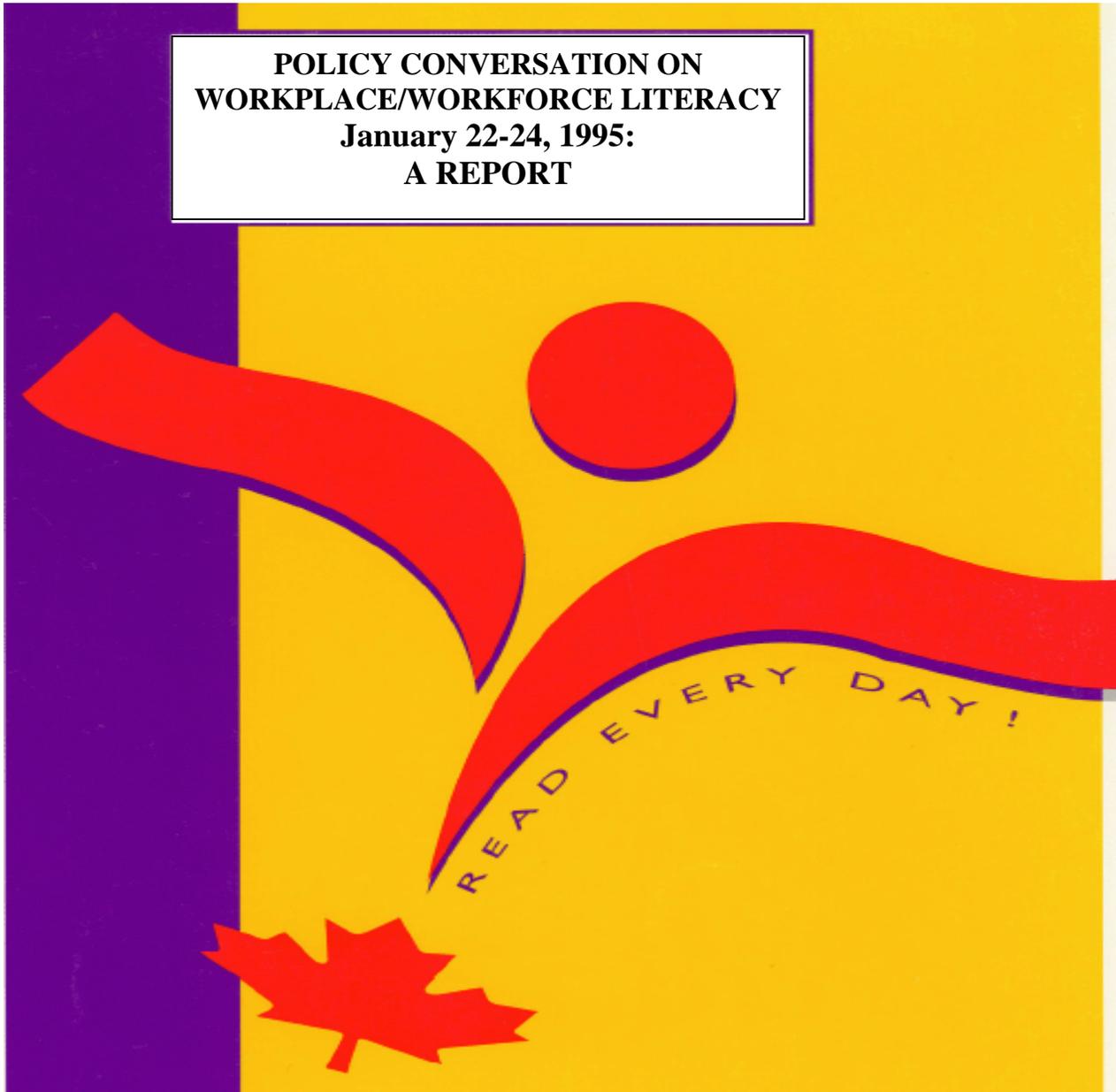




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**POLICY CONVERSATION ON
WORKPLACE/WORKFORCE LITERACY
January 22-24, 1995:
A REPORT**



*National
Literacy
Secretariat*



*Le Secrétariat
national à
l'alphabetisation*

Canada 

To order copies of this report contact:
the National Literacy Secretariat
Ottawa, Ontario K1A 1K5
Telephone: 819-953-5280
Fax: 819-953-8076

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Government of Canada
Human Resources Development

National Literacy
Secretariat
Ottawa, Ontario
KIA IK5
Tel.: (819) 953-5280
Fax: (819) 953-8076

Gouvernement du Canada
Développement des
ressources humaines

Secretariat national à
l'alphabétisation
Ottawa (Ontario)
KIA IK5
Tel: (819) 953-5280
Facsimilé: (819) 953-8076

June 1995

The National Literacy Secretariat is pleased to be able to provide you with this report of our Policy Conversation on Workplace and Work Force Literacy, which was held in Toronto on January 22-24, 1995.

The Policy Conversation was a chance for a group of concerned individuals to share with the National Literacy Secretariat their hopes and concerns, their dreams and visions about a number of key issues in workplace and workforce literacy. The Policy Conversation allowed us all a chance to speak without closure and without the need to reach resolution.

This publication is a compilation of a variety of documents, some of which were available at the event, others which have been prepared to summarize and document the Policy Conversation itself. The section entitled A Policy Conversation About Workplace and Work Force Literacy, Yesterday, Today and Tomorrow is a guide to our conversation. You will find the following documents in this report:

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We hope that you find this publication informative and useful. As we discussed at the Policy Conversation, some of the next steps must now be taken by you. We hope that you will have conversations on this topic yourself, in your own organizations and jurisdictions, and that you will inform us of the results of those conversations. We hope that our Policy Conversation, and this report, will be useful to help you to position yourself on these issues. We look forward to continuing our work in this area, with you as a partner, to strengthen our ability to strengthen the development of workplace and work force literacy in this country.

Please feel free to distribute copies of this report to anyone you feel may be interested in the subject of workplace and work force literacy. We intend to make it available widely both in hard copy and electronically over NALD (National Adult Literacy Database) and Alphacom (formerly CoSy - Ontario Literacy Communications Network).

In closing I would like to thank the following individuals and organizations for making this Policy Conversation on Workplace and Work Force Literacy such a success:

- ABC Canada, especially Colleen Albiston and Carolyn Gordon
- Southam Inc.
- Carol MacLeod
- Sue Folinsbee
- Joanne Godin, Words That Matter Inc.
- The Prince Hotel, Toronto
- Bernard Deschenes, Tran-script Em.
- StenoTran
- Nancy Brady
- The Policy Conversation participants

In closing, the National Literacy Secretariat hopes that you will find the material contained herein of value.

With best wishes for success in your work in the field of workplace and workforce literacy.

Sincerely,

James E. Page
Director General

I

National Literacy Secretariat: POLICY CONVERSATIONS

INTRODUCTION

The National Literacy Secretariat (NLS) was established in 1988. Its mandate is to facilitate the involvement of all sectors of society in creating a more literate Canada. Consequently, the NLS has developed productive relationships with a large number of governmental and non-governmental organizations. The focus has been on encouraging the development of institutional, community and individual knowledge and understanding of literacy issues and concerns through various endeavours, including the provision of financial assistance.

The first of the funding streams is the **national programme** through which the NLS has provided support to a range of national organizations and to the provincial and territorial coalitions for literacy. As well, through this programme the NLS has entered into partnerships with non-literacy NGO's, business and labour organizations, and others to encourage them to relate their specific missions and mandates to the literacy challenges facing Canadians.

The kinds of projects funded have been varied. Work has been undertaken to raise public awareness, to develop various kinds of learning materials, and to stimulate research into practices, evaluation techniques and delivery methods. Support also has been provided for the Literacy Skills Used in Daily Activities (LSUDA) study done by Statistics Canada in 1989, and for the current International Adult Literacy Survey (IALS), to cite some examples.

The NLS **federal-provincial/territorial programme** is a cost-shared partnership with each provincial/territorial jurisdiction designed to address regional or local needs. Respecting jurisdictional lines, and working cooperatively in mostly informal arrangements, the two orders of government have co-supported a range of valuable literacy projects and initiatives designed to meet the diverse needs of the different literacy communities across the land.

There are five types of projects which are eligible for funding under either of the funding streams:

- the development of learning materials;
- research;

- the improvement of access and outreach;
- the improvement of coordination and information sharing;
- increasing public awareness.

The work of the **national program** and of the **federal-provincial/territorial** stream is well known within the literacy community. Over the first years of the NLS many different projects have been pursued. Many successes have been achieved as a consequence of these partnerships.

BACKGROUND or "WHAT IS THE CURRENT NLS SITUATION?"

In 1993 a new Government was sworn into power in Ottawa. The Prime Minister, in announcing his Cabinet, designated the Leader of the Government in the Senate, Senator Joyce Fairbairn, as the Minister with Special Responsibility for Literacy. In its Throne Speech and in its first budget the Government signalled the importance it attaches to literacy. A promised restoration of funding to the NLS has been accomplished.

In addition, the Government has identified literacy as one of the themes of **The Atlantic Groundfish Strategy** (TAGS) and has earmarked \$10M over five years to the NLS for this purpose. As well, the **Literacy Corps**, formerly with Employment Branch of Human Resources Development, was transferred to the NLS.

The Government has identified a number of significant policy priorities for this Mandate. High on the list is the reform of Canada's Social Program. As well, there are policy activities in the areas of criminal justice and the administration of justice, in the health care field, in cultural policy and in the development and use of new information and communications technologies, most notably the "Electronic Highway".

Situated as it is now with a Minister with Special Responsibility for literacy, refinanced programmes and additional responsibilities, the NLS is at a watershed. In addition, it is currently undergoing a regular programme evaluation which is a helpful opportunity to reflect on accomplishments to date. For these reasons it is timely to consider the future possible foci of the NLS and to re-examine how literacy issues are positioned in the development of public policy at the federal level.

WHY FOCUS ON "POLICY"?

One of the major challenges faced by the NLS is how best to situate literacy issues in the current policy debates (especially those noted above), and in the policy development processes and programme design stages which will inevitably follow. Consequently during the "conversations" we want to focus on "policy", (that is on approaches, tactics, systems and frameworks,) rather than on programme delivery, or technique, or individual projects, or on methodology. Greater focus on those will follow later.

Obviously, policy is not made in a vacuum, free of the considerations of impact, public interest, priority and choice. If one looks at the fundamental questions the Government is asking about the future of an array of social and cultural programmes, there is a unique opportunity to advance the literacy agenda.

So, we are looking for wisdom, prudent consideration of potential ways to advance literacy issues, and an opportunity to think strategically and astutely about how best to proceed on a range of important, related fronts.

WHY POLICY "CONVERSATIONS"?

One of the lessons of the NLS's existence since 1988 has been the importance of Partnerships and of close attention to community interests and needs. The NLS has a tradition of consulting closely with the community and with other stakeholders.

To further this process, the NLS has decided to develop a its own model: The Policy Conversation. As noted, the NLS has supported an array of different kinds of initiatives. This has been important to the field because it has allowed for experimentation, risk-taking and creativity. Key to the NLS is that this spirit be sustained.

WHY IS THE NLS TAKING THIS APPROACH?

There are a number of reasons for this initiative.

- Public policy connections between literacy and the various priority areas of government are crucial to the future of literacy support at the federal level and critical to the continued effectiveness of the NLS.
- Due to the visibility given this issue by the Government, there is need to take stock of what has been accomplished and to measure where we are at present. This leads naturally to consideration of how literacy might most appropriately develop, and how the NLS should position itself to assist the field, over the medium to long term.
- There is a need for focused discussion about a range of key literacy issues/themes. The notion of a policy conversation on a specific topic or theme is intended to advance thinking about the possible future development of literacy issues in the chosen theme areas.
- The first of the policy conversations should link to several of the broad themes of significance to the government's agenda but also to the current interests of the field generally.

Based on these considerations the NLS will organize two policy conversations during January, 1995. The topics have been chosen because of the Government's interest in social security review and the future of technology:

- **Literacy and New Information and Communications Technologies;**
- **Workplace/Work Force Literacy.**

HOW WILL THESE POLICY CONVERSATIONS BE STRUCTURED?

[The following are our thoughts about this process at the time of writing this document. But our thinking is evolving and we welcome any comments or suggestions on what follows. That is not to imply that we will take every comment made into account. That may not be possible.]

Each Conversation will begin with a presentation on the purpose of the event. We will also prepare some documents to help stimulate thinking in advance of the meeting.

This will include, when appropriate, a prepared "think piece", presented by the author, to set the context for the discussion. In other instances we may commission a "literature review" as the introductory document. In all cases, in advance of the meeting, we will survey those who have agreed to participate in order to elicit some of their early thinking about the issue at hand. Their comments will be written-up in a synthesis document for distribution before the meeting with either a copy of the think piece or the literature review.

After the introductory session, each Conversation will have three discrete parts: The Past Tense; The Present Tense; and the Future Tense. The Past Tense will provide time for participants to discuss developments in the topic or theme to date. The Present Tense suggests an opportunity to take stock of where the field is at present. The Future Tense, obviously the heart of the exercise, will provide an opportunity for participants to discuss the future and to suggest how they think that organizations, including the NLS, might position themselves to advance work in the chosen theme area.

Each of these "Tenses" will be approached by use of an "informal conversation", or ice-breaker. We expect about twenty participants for each event, and this group will be subdivided into sub-groups of five persons each for these informal sessions. The purpose is to provide people with an opportunity to get to know one another and to be able to speak freely in a small and unstructured setting. Then the "informal conversation" will be followed by a "formal conversation", or plenary session, which will involve all twenty participants. There will be simultaneous interpretation available for the plenary sessions.

WHAT ARE THE ANTICIPATED RESULTS OF THESE POLICY CONVERSATIONS?

First and foremost, the Conversations are to stimulate thinking, to expand knowledge of past and present circumstances, and to canvass future possibilities. We hope that people will come to them with a willingness to "check their affiliations at the door" in order to be able to participate in free-ranging and unconstrained thinking about the literacy issue in question.

We hope that each individual will be enriched by participating in this process, and we hope that each participant will take back insights for their own consideration and potential action.

We are looking for "intelligence" on the issues in question and will take away from each Conversation the knowledge and information gleaned as part of a wider process of consultation and thinking about future possible orientations for the NLS.

We are not looking for consensus, and will not ask for recommendations of future policies or programs of the NLS. This is not a decision-making session, nor is it an advisory body in any formal sense. This is but one way, among others, for the NLS to canvass opinion and to explore policy options.

The results of each policy conversation will be valuable to our ongoing policy work. A brief summary document on the Conversation will be prepared and made available in both print and electronic forms to anyone who might wish to have them.

II

**A POLICY CONVERSATION ABOUT WORKPLACE
AND WORKFORCE LITERACY:
YESTERDAY, TODAY AND TOMORROW**

January 22-24, 1995

A Report prepared for the National Literacy Secretariat

by

Words That Matter Inc.

Joanne Godin

'This is a unique opportunity for those of us who are involved in workplace and workforce literacy to think about a number of key issues. We're not looking for consensus and we're not looking for recommendations on our future policies and programs. The National Literacy Secretariat wants to be an effective ally to help you get where you want to go.

Our past tense conversation will give us an opportunity to review developments to date. Our present tense conversation is an opportunity to reflect on where we are and the key questions we face. Our future tense conversation will give us an opportunity to suggest how Canada might position itself to advance literacy using new technology and related techniques.'

-James E. Page
Director General
National Literacy Secretariat

On making workplace literacy work...

In the past, the autoworkers pioneered paid education leave, with the employer paying for time off the job for adult basic education. It was union-controlled education and it worked very well. The underlying philosophy was to foster a love of learning. By putting workers in a friendlier environment, they hoped to instill a love of learning that would make the workers want to grow and participate more fully in society.

Today, there is a prevailing opinion that potential program participants won't find a program acceptable if it's not embedded or shrouded in something else. I don't believe that's true. You can take away the stigma of basic skills programming in other ways.

In the future, if we put more rules and obstacles in place, it will be harder to convince firms to undertake literacy training. If we insist that program coordinators must be certified in literacy training, we will probably close many doors, especially in small businesses.

- We would like to see the smaller business community and the non-union sector getting onboard through forums like this or through their chambers of commerce. People out there have the same concerns as smaller employers in the nonunion sector, and we have not done as good a job as we could in saying, 'Come on, let's work together on this.'

Workplace programs should look at potential obstacles to participation that people face because of their gender, living circumstances, ethnicity or language, or because of poverty or other things. We need to ensure that there is universal accessibility.

- Assigning a senior coordinator to a program could take away from the principle of joint union/management coordination. It has to be joint so that both sides are always developing the program.

In a workplace program, it is important to involve more than the people who are the easiest to involve; there are a lot of obstacles that people face depending on their gender, their living circumstances, their level of poverty, their ethnicity, language, and various other things. Any program should look at potential obstacles and make sure there is universal accessibility.

On workplace literacy and basic skills ...

Today, we value companies that emphasize quality. Little credit is given to companies that emphasize learning.

'Literacy' is a bad word among possible candidates in the workplace, so terms such as 'basic skills' or 'upgrading' should be used.

- By using the term 'essential skills,' we can stop relegating basic to the lower end. By saying 'essential,' we allow for an ever-increasing and evolving sense of what is required to be employed in a particular situation; that concept of basic is always going to change. We've seen it change over the past five years. We need to get out of the trap of saying, 'Oh it's basic, so it's got to be under Grade 8 or under Grade 3.'

Some computer packages called 'Literacy Training Packages' start with a high school education level, but are considered to be literacy programs.

People are under stress in the workplace because of the rate of technological change; literacy training helps people develop coping skills beyond basic literacy skills; it gives them a sense of themselves to help them deal with change and develop confidence. Although it starts in the workplace, the spinoffs benefit the employer, people's families and communities.

- The concept of basic skills is relative to a particular situation.
- Workplace literacy is a tool in learning to learn.
- Workplace literacy is a vehicle to help workers participate fully in the workforce and to improve democracy.
- The definition of basic training should include the concepts of portable skills and transferable skills.

In the future, workplace literacy has to be given equal status with all other forms of workplace training and integrated in the whole training spectrum, but learner needs and the training approach have to be different from other training.

We have to think not only of job training, but of career development. Is literacy something that we should be attentive to in the workplace, not solely because of its relationship to people's performance or productivity, but because of its ability to improve people's mobility

We have to think not only of job training, but of career development. Is literacy something that we should be attentive to in the workplace, not solely because of its relationship to people's performance or productivity, but because of its ability to improve people's mobility and growth in the workplace, and their potential to contribute to that enterprise or to other enterprises?

For the workplace of the future, the literacy skill level will have to be higher.

On employability and basic skills ...

In today's economy, a responsible employer is not one who can guarantee a job for life, but one who can guarantee employability.

Today, given the current economic situation, a responsible employer is not one who can guarantee a job for life, but one who can guarantee employability.

- Literacy training is one way of helping people keep their jobs and remain employable. This establishes a link between the workforce and the workplace. Those in the workplace and those in the in the workforce-whether employed or not- must be able to maintain their employability.

Job placement programs are upsetting. I talked to some learners on the board of the Saskatchewan Literacy Network. One individual spent two years in a job skills program that was judged a success because it managed to place him in an employment position at a local restaurant. But he couldn't read. He was a cook and he couldn't read the chits from the waitresses and waiters. He lost that job and he was right back at square one. What did that program do for that individual and for our society?

- In labour adjustment projects, one hot thing is job shadowing and job placement. We had a jointly-funded program with Canada Employment for the job placement segment of our labour adjustment program. We did a comparison study of the groups and found that those who were in the job placement segment have much lower employment levels than those who were in intensive full-time literacy training.
- Not all basic skills programs should be linked structurally to ongoing training and employment, but there should be basic skills programs, outside of the workplace, that are long enough and intense enough to help people develop foundational skills. In this way, if they become employed or take further training, they are equipped to cope with the situation. Too many basic skills programs are just part-time so people don't get the basis they need.

Pre-employment training is not workplace literacy. There is a perception, at least in some provinces, that they are one and the same and they say, 'Oh we're right in there with you.' They're not.

We need to think in terms of transitions: the transition into the workforce, the ability to maintain and grow in a job, evolve with that job, or indeed, find another job. With the notion of a mix of essential skills that give individuals the capacity to cope, we can set aside the distinction between employed and unemployed and talk about participation generally rather than the ability to have some adherence to the economic life of the community.

On teaching ...

Today, a lot of private trainers are going to Human Resources and Development Canada (HRDC) and Canada Employment and saying, 'We can do literacy training and more.' People should be able to concentrate on literacy only. That doesn't mean that you have to leave out employment skills entirely.

- A private trainer will say, 'I can take someone from a Grade 4 level to a Grade 10 level in 16 weeks.' Then the next private trainer will say, 'I can meet your 16 weeks and do it in 14 and I'll also teach them Lotus 1-2-3.' Invariably, the person doesn't learn the basic skills or the skill being taught along with the basic skills.

Most organizations are in the business of producing something like widgets or oil, not the business of literacy development. They want professional people to do that.

- Organizations use trainers within the workplace for technical development, but not literacy development. It still has that barrier of mystery about it.

In British Columbia, we brought Grade 12 academic teachers into trades workplaces. They spent five days-one day in each trade-learning how the maths that they teach are applied in the workplace. There are some possibilities of linking K-to-12 teachers in workplace partnership programs.

- In British Columbia, instructors from the workplace met with teachers in the classroom to talk about what students need to know when they graduate. It was very effective to share information between two different types of teaching.

In the future, peer tutoring can be effective, but we need to examine the relationship between the volunteer and the peer tutor, the paid instructor, or the paid professional teacher. There is some cooperation and collaboration and some distance between the two approaches; we need to examine some of the concerns people have about peer tutoring and volunteer tutoring vis-à-vis professional instruction. In Quebec, for instance, there is a tax credit available for professional paid instruction, but not for peer instruction.

- Professional development for people who are coordinators of programs would be beneficial. If life-long learning is important, perhaps we ought to model it.
- We need to address our own professional development needs. How many practitioners and champions have invested the time and energy needed to understand the impact of new technologies on workplace literacy?

Today, we know that partnerships must be voluntary and based on trust and confidentiality.

For partnerships, one size does not fit all. We have to engage consciously and intentionally in partnerships that will help achieve our goal.

In the future, it will be important to have a discriminating sense of where a partnership may be appropriate. After identifying goals, instead of imposing an idea of a one-size-fits-all partnership, we have to engage consciously and intentionally in partnerships that will help achieve our goals.

- We need to acknowledge the tensions in partnerships and name them, not sweep them under the rug or pretend there is a consensus when there isn't. If we take into account the partners' different interests and goals, our solutions and ways of working will be realistic and much more effective.
- Each partnership program must be unique and designed only for the partner's needs; others' issues may not be relevant.

We need to ask what we can do on our own, or in partnership with a specific group, company, or organization, to deliver programs that will benefit somebody. How can we all collaborate more effectively in broader partnerships?

On research and evaluation ...

Up to now, in evaluating workplace literacy and other HRDC and old EIC programs, there has been a tendency to measure the immediate gain in annual income of people who participated in the program. Of course, generally there is none.

Today, we need to ask how we can resolve our existing problems. I don't know whether we have inventoried all the effective ways of reaching the people who need our help. I don't believe that we can import a whole lot of new ideas, nor do I believe that we should deny others' good ideas out of hand because we didn't invent them ourselves. We should cherry pick the best ideas no matter who thought of them or where in the world they come from. If they're better than something we are doing, we should know about them.

Underneath all of the interesting programs, there may not be a common interest or a common political perspective, but there is a common experience. It is important for this common experience to be expressed collectively, perhaps by establishing some national quality standards. If we don't allow good experiences to be made general enough for people to build on, people will have to start over at square one and make unnecessary mistakes. That does not push the field forward.

We need research and data because managers want to know about possible productivity gains and what literacy will mean for profits, for labour, and for the workforce. They also want to know what transportable skills will be developed.

We need to push the field of workplace literacy forward by identifying common experiences in a way that enables others to build on them.

- Evaluations are important to show how the programs are doing. They can also be a marketing tool if they can show that programs are effective across the spectrum. Evaluations should help people understand what they can expect from programs, instead of setting up false expectations.

We need to understand some of the differences between applied and pure research. We need to recognize that different audiences, such as industry, policy makers, workplace trainers and practitioners, need different kinds of information from the research results. That means that we need to use different kinds of research designs for certain kinds of research questions.

- Innovative research designs like participatory research and action research will help put into context those phenomena that cannot be depicted in terms of a number.
- To advance the field, we need baseline information and research and hard statistics.
- We have done a lot of applied research and there is a need to balance it out with pure research.

We identified two important types of needs assessments for the development of basic skills programs: the organizational needs assessment, and the individual needs assessment. For needs assessments to be effective, they have to be supported by workers and unions from the beginning.

- Prior-learning assessment must be seen as a real, concrete assessment of specific transferable skills rather than a self-esteem enhancer. We have more questions than answers about it: Is it just a stylish way of doing the same old thing, or is it a new way of respecting the lifelong learning process and fostering a true learning culture that is not always and only institutionally based?

When evaluating programs, we have to be sensitive to a whole range of goals. We expect these kinds of programs to teach people how to learn, but it is not easy to measure if and how new skills will contribute to life-long learning.

- We need to think about the time limits we place on evaluations; we evaluate people's skills on the last day that they are in the program rather than taking a long-term view of the program's effectiveness.

In the future, we should analyze where problems originate. Do folks need more help because they are coming into our country from a place where they have a lower economic status? Our

school system serves many students well, but others may not be so well served. What are the reasons for that? Can anything be done about it?

In British Columbia, and in Toronto and some other large cities where there is a lot of immigration from overseas, the language barrier is very evident and interferes with the learning process. Immigration authorities must recognize that the provinces need adequate funding for programs teaching English as a Second Language (ESL) so that they do not take away from other education programs. Schools need us to recognize that they have a very difficult role dealing with many social issues along with traditional education challenges.

If the National Literacy Secretariat does another inventory of workplace literacy programs, it should include government-sponsored programs and self-sustaining programs within companies, to allow for greater information sharing and to foster linkages between sectors.

- An updated inventory on workplace programs would also be useful; it should have in depth information about the various kinds of programs, how well they do, whom they address and whether they have been evaluated.
- The inventory should also provide such information as, for example: What are the formats of the various programs? Who manages them? Do they include temporary workers? Are they delivered by education professionals? What are their teaching methods? What supplies are used? How many people are involved? How many hours are involved?
- It would be useful to have a bibliography of available materials. When we're working in the health care sector in Nova Scotia, we should be able to find out if somebody in British Columbia has developed a curriculum that we could use.

We should take a longer and broader view, and not just ask if individuals benefit from literacy programs; for workplaces, we should also ask, 'Is there a general trend for the enterprise to gain from having had these programs? Are these gains across the whole firm? Are they important?' With respect to quality management, literacy programs may improve such things as the response time to customers' complaints as well as worker productivity.

On building a network for workplace literacy...

Today, the National Adult Literacy Database (NALD) has e-mail. We once had a private conference among provincial coordinators on workplace literacy. But NALD's major feature is a bulletin board, so there is less chat and more emphasis on bulletin board services and postings of resources and information. In Ontario, NALD has a subscriber fee; for those not connected to the Internet, there are also on-line costs.

- It's the conference feature of CoSy that makes it most valuable to the field. It brings people together who might be coming from different directions, and builds a common sense of what we're engaged in.

In the future, we need a national network for workplace literacy, with practitioners, labour people, business people and others under an umbrella organization.

- A national organization that relates only to literacy is not necessarily the solution. There can be national activities and national events where people can come together, but everyone involved in workplace literacy is connected to a local, provincial or national organization. We should use opportunities like this to develop ways that our organizations can strengthen workplace literacy programs.
- Further discussions of this type, on different topics, might be useful. It doesn't take a national organization to do that; it takes some specific plans, initiative and money. We should think of a modest level of infrastructure that would be appropriate for our situation and needs. Setting up something new could use up energy that we should be using elsewhere.

On defining literacy ...

In the past, there was a mistake made in trying to sell literacy concepts to employers by describing literacy and its benefits in economic terms. Early on we agreed that the social and economic perspectives of literacy should not be in competition. The two perspectives of literacy should be complementary.

Today, we need a clear definition of literacy so that we can talk to labour and industry about what is involved and make them part of it.

When I think about marketing, I think more of building ownership in literacy than of selling the concept.

- In the labour movement, we encourage participation by unions in workplace literacy, but we consider that as promoting involvement, not as selling a product.
- Marketing relates more to the relationship one gets pulled into in dealing with business. The term 'marketing' should not define what we do as educators.

In the future, literacy should not be extracted further from other aspects of people's day to day lives, but further embedded in it; the more we pull it out as a certified specialty, the more ghettoized it becomes. We have to think of ways to integrate it with people's roles in and beyond the workplace.

Literacy is not just a one-dimensional problem, but is many-faceted, evolving, changing, and growing more complex. We are going to be dealing with a lot of problems that are linked to literacy. Literacy will enable people to participate socially, culturally, politically and economically.

- In the Lower Mainland, there are huge numbers of ESL people-folks coming in from overseas-in our schools, our workplaces or in workplaces where their own languages . are spoken. If we are going to assimilate them and allow them to be participating Canadians, we have to see ESL and literacy as similar. A lack of literacy skills and a lack of knowledge of the language of the community isolates people from each other, and from the workplace.

On the need for dialogue ...

Today, judging from their comments and ideas about literacy, some fairly senior people involved in training in the federal bureaucracy do not see the relationship between training and basic skills development. How can we ensure that literacy is better integrated into the thinking of the people who are changing training in this country?

- We need to have policy discussions around literacy issues in a variety of departments. Literacy should be treated as being related to health, the administration of justice, training and labour force development, and the social policy net. It should also be an intrinsic part of the government's agenda with respect to new technologies and the electronic highway. Part of the task of the National Literacy Secretariat is to infiltrate various parts of government to encourage an understanding and appreciation of literacy issues and their intrinsic importance to others' work.

The barriers stay up when we don't talk to each other and don't understand what others are doing. The barriers come down when we can sit down and listen to people and figure out their orientation and their perspectives. We sometimes reject what other people are doing because we only have part of the picture. If we have more conversations like this, at this level of sophistication, we can go further in figuring out where we can work together to move the field forward. If we don't talk, the field will stay as it is.

- In a survey, labour and business identified three areas of interest: gaining access to existing workplace programs; building co-operative partnerships between business, labour and educators; and getting information on successful programs.

For the future, there is a sense of urgency to sit down with the people who are designing raining programs and discuss how the number of people who are being taught to read at he workplace can be significantly increased in the next five to 10 years.

On public policy ...

Today, there is a tendency in Canada, at the provincial and national levels, to talk about using taxes or punitive measures to promote literacy training. We should take this approach only as a last resort because whenever there are regulations, a lot of people and ways to sidestep them. We would probably have more success by providing positive incentives such as financial assistance or resources.

- In Quebec, there is now a project that asks employers to devote one percent of their wage bill to training. This is something we could consider. However, firms would much prefer to receive a training tax credit than to be faced with a new tax that would impose an even heavier tax burden on Canadian companies.
- Another coercive approach that has been proposed is: 'Your benefit will be "X" amount if you are in training; if you're not in training, it will be less than that.' Most educators know that coercing or compelling people to take training does not promote learning.

Government departments often don't understand the labour movement at all and some make no effort to make sure that people who work in the labour movement have some understanding of workplace literacy. So they may start at the wrong place, talk to the wrong people. They don't know exactly whom to contact; they get in touch with the union people through the employer rather than through the union. Those kinds of things cause problems right from the very beginning.

Public policy seems to be shifting toward economic imperatives for learning. We must continue, instead, to focus on the whole worker, the whole community, the whole society.

In the future, every major federal and provincial training initiative should contain a literacy component. At least 10 percent of the workforce is illiterate, so at least 10 percent of training funds should go to literacy. Otherwise, we are going to have a growing gap between the skilled and the unskilled. A disproportionate number of unskilled workers are being displaced by changes in our economy, so there should be a greater emphasis on providing these people with skills that will enable them to get back into the workforce.

Literacy requirements, needs, and competencies are shifting. Workforce and workplace needs are also shifting, so we need to clarify our principles as we articulate our goals.

- We need a set of principles that are sufficiently abstract to be valuable across the board, and specifically concrete to be of real utility in program design.

When you separate workforce literacy from workplace literacy, there is a potential, with all the cutbacks in the provincial governments and elsewhere, that workforce literacy will be seen as a public sector responsibility and that workplace literacy will be put into the private sector, where industry and labour might be expected to fund their own programs. Then the literacy issue will really crash.

- In Toronto, the 2,800 workers who have just been laid off from the garment industry and the service sector are the face of the future workforce. They work in basements, they work as individual home workers and pieceworkers. There are also contract workers at higher levels who have no connection to a standard employer as we know it. Over the next five or 10 years, we must go beyond our current definition of workplace and workforce.

According to the new policy makers, there has been a dramatic value shift regarding future purposes. The policy seems to be driven toward more economic imperatives for learning. We should remind people that we don't have to get too pragmatic in our approach. Whatever

practical things we do in the workplace, we must continue to emphasize more values than the economic imperatives. Our focus for learning is on the whole worker, the whole community, the whole society.

- If literacy is not funded below a certain level, some people will never get the foundational skills they desperately need. It's one thing to call it a right, it's another thing to provide the opportunity.
- Lower level literacy must still be included; we want a level playing field so that different businesses-unionized, non-unionized and small business-can all participate. Public policy should create a structure to make that possible and encourage it.
- We need to develop a complementary diversity rather than a competitive diversity, using public funds to create a range of opportunities for workers, to serve them better and to use resources better so that we're not competing with each other.

I would like to encourage the National Literacy Secretariat to maintain its principled flexibility in policy formulation. There is a difference between chaotic, ad hoc flexibility and principled flexibility. The flexibility should not be lost.

- We want some continuity in programming: We don't want to have a program up and running one year and gone the next. But the function of the National Literacy Secretariat is to seed new programs. If we have multi-year funding on a five-year model, and then an organization has to apply again, it will not come up with new programs in those five years unless it gets funding from somewhere else.

'We in the National Literacy Secretariat need to take away what we have heard here to think about how our policies and our approaches in this field ought to be shaped. If we articulate a firm set of policies, we must come back to you and to others, to sound those out and make sure that we are on target.'

-James E. Page

III

CLOSING REMARKS: POLICY CONVERSATION ON WORKPLACE AND WORKFORCE LITERACY

**James E. Page,
Director General**

National Literacy Secretariat

CLOSING REMARKS

POLICY CONVERSATION ON WORKPLACE/WORK FORCE LITERACY

**JAMES E. PAGE
DIRECTOR GENERAL
NATIONAL LITERACY SECRETARIAT**

... A PROCESS WITHOUT CLOSURE

First of all, I think it is very important we recognize that this is a process that really does not have closure. It is a process that goes on. We have had an opportunity to hear views from the national, regional and local levels. We come from across the country and we represent something of its diversity. But we are only a few, and many other people have a stake in what we are discussing.

So think of this as part of a process we have begun together. We can continue this intelligence gathering each in our own ways and with our particular colleagues and constituencies. I encourage you to do that, because the future of workplace and workforce literacy is not in the hands of the National Literacy Secretariat, it is in your hands.

There are no specific next steps or projects that have to be part of any commentary that might make here. I think what has emerged out of our conversation, something I need not summarize now because it's been done ably by Carol MacLeod, is the set of themes you think are important, a set of principles you have articulated as pillars upon which the future of the field should rest. We have shared some of the key ideas about what workplace literacy and workforce literacy should look like in the future, not necessarily five years out or 10 years out, but in the period yet to come, in the short, the medium and the long term.

WHAT DO WE TAKE AWAY FROM THIS CONVERSATION ... ?

What do I carry away from this? Well, a firm belief in the centrality of workplace literacy and workforce literacy in the future work of the NLS. Because of what one of our colleagues today has just said, I have a sense that what we have been doing in the NLS has been valuable to you, to your colleagues, and to your organizations. We will stay steady in that course. This is a true testimony to the creativity and dedication to this work on the part of Brigid Hayes.

I also go away from this Conversation with the conviction that partnerships and alliances are important as well. We have to be flexible in terms of partnerships and the approaches to them.

Furthermore, I go away convinced that we, in the National Literacy Secretariat, need to use what we have heard here to determine how our future policies and our approaches in this field ought to be shaped. And if we do articulate a policy or a firm set of approaches, we must come back to you and to others to sound those ideas out with you, to get your views on them to ensure that we are on target - because we are all in this together.

Together we have had a unique opportunity "to think it (workplace and workforce literacy) through". As one of you said earlier, I think this group has clicked. I think it has been very, very helpful to me. I must say I am really pleased because the meeting in Montreal clicked as well. I think that says a lot about the process, about the importance of having an informal conversation where you can reflect and think things through. A process which allowed us to come together and share without filters the kinds of conclusions that we have come to as individuals ought not to be undervalued.

URGENCY AND OPPORTUNITY ...

As was mentioned this morning, this meeting comes at a time of both urgency and opportunity. I certainly think that it has provided us with some intellectual as well as psychological nourishment and refreshment. As suggested earlier by a colleague, we have conversed without barriers.

And I think that's very important to be able to come and spend a few days with some bright, committed people who believe in the importance of what we do, and who want to think through the issues with us. It is important to me, as a public servant, because I want to do the best job possible in my role as advisor to the Minister with Special Responsibility for Literacy.

As one of you suggested, each of us, in our own ways, can use what we have heard to further position our own thinking and that of our institutions, as diverse as they might be, in the interest of the future of this field. We all care about the field of workplace and workforce literacy, and we want these efforts to be rewarding to Canadians.

SPARK OTHER CONVERSATIONS ...

Hopefully this conversation will spark other discussions lead by you across the country. For example, the Workplace Education Conference in Calgary at the beginning of May 1995, and in other ways that were mentioned earlier. Perhaps we can use things like the Internet and other tools and other events to carry on this discussion.

We hope that it will take place. Conversing to share ideas and experiences needs to become part of our culture as people who care about this field.

Around this table we are a small and select group, in fact a "selected" group. We have asked you here because of your personal commitment to this work, because of your thoughtfulness and because your voices are important voices. But we all have to remember that there are other voices as well. I have to ensure that those other people are heard. So we in the NLS have to be open, and we are open, to being spoken to about these issues by other people, by people who are not represented around this table.

... A UNIQUE MEETING

I think this has been a unique meeting. I'm heartened by it. Frankly, I'm quite thrilled by it. I have been encouraged and really touched by your willingness to speak openly and with conviction. I like passion in a conversation and we have had that. It has been important.

I have been impressed by the listening that has gone on too. That is part of it, is not it? A conversation is not just speaking, but it's listening. I think that this has been an Illustration of the generosity of spirit and openness of mind that we all bring to this.

I have also been touched by the breadth of view expressed which goes beyond workplace and workforce literacy. The point was made by one of you about the need for us to think about this holistically and to realize that it is not just an economic issue.

... MORE THAN AN ECONOMIC ISSUE

It echoes my own concerns as I expressed them on the first day, and that is that we think about literacy as participation in the cultural life of the country and in the social life of the country and in the political life of the country. Because at this juncture, we need every citizen to participate fully in the life of our country, not only its economic life.

THANKS FOR THE...

I want to thank everyone here. I want to thank each and everyone of you for accepting my invitation to talk about these matters. In particular, I want to thank Colleen Albiston and ABC Canada for being our hosts, and Southam for providing us with the space. I want to thank Sue Follinsbee for the work that she put into kicking this off on a thoughtful foot.

To Carol MacLeod, I want to echo what has already been said. I appreciate very much your able facilitation of this event and the thoughtful summaries you provided. You let me off the hook of having to provide the bulk of summaries.

I hope my colleagues won't mind, and I won't cause them to blush, when I say that Brigid Hayes, Marla Waltman Daschko and Adrian Papanek did superb work in thinking this through and organizing the event. I want to thank our translators and the technicians, because quite frankly, things that are very smooth and professional don't get noticed and often go unheralded. The translators have served us extraordinarily well and I appreciate that.

To conclude, finally, may I extend an open invitation to all of you to share your views with us on a continuing basis. As one of emphasized earlier, this is important. We not only welcome your views, we need them. The nature of this issue is evolutionary and our thinking has to evolve with it.

A TIME OF MASSIVE CHANGE...

We are in the midst of massive changes in this society and in this economy and nothing is fixed. So we have to continue to gather intelligence in order to be as effective as we can be and to be relevant to the work you are doing.

So as I said earlier, we were not looking for closure. It is not necessary. In fact, when you think about it, because of the ferment that we are in, closure, frankly, is not possible. So we should not waste our energies on that pursuit.

We will send you a report, however, capturing what we have discussed. What we have said is important. I ask you to circulate it as broadly as you can. We will make copies available to anyone interested. I think it should be addressed to whom it may concern. And I suspect it will concern many, many people.

So on behalf of my colleagues, and on my own behalf, thank you very much. God speed in your work and have a safe trip home.

IV

**REFLECTIONS ON WORKFORCE/WORKPLACE
LITERACY**

**Presented at the Policy Conversation on Workplace Literacy
January 22-24, 1995**

**Sue Folinsbee,
Director of Workplace Education
ABC CANADA**

Reflections of Workforce/Workplace Literacy

Introduction

Hello friends and colleagues. When Brigid asked me to reflect on the whole area of workplace literacy, I didn't realize what a challenging and daunting task that would be -- to say something meaningful to such an illustrious group as this! I guess I am fortunate because how many times would I get to give my perspective for an extended period of time without being interrupted with dialogue or debate!

I use the term workforce/workplace literacy interchangeably with other terms such as workforce/workplace education or workforce/workplace basic skills to refer mainly to a continuum of needs in the areas of reading, writing, math, and oral communication recognizing that these educational areas are often interconnected with other skills. I am not using these terms to refer to job specific or other skills training. I also acknowledge that much of the terminology we use can be problematic and that it is constantly evolving.

My reflections today represent my personal opinions only and my perspective is that of a practitioner and adult educator. My ideas have not been developed in a vacuum. They have been shaped by practical experience, conversations with many of you in the room (you might recognize some of them) as well as conversations with workers, employers, union leaders, educators and others across Canada, in the U.s. and in other countries like England and Australia. They have also been influenced by ethnographic research and other analytical perspectives. I believe I bring a unique perspective to the issue. In the last three years, through my work at ABC CANADA, I have been fortunate to work nationally with employees, unions, employers, educators and government. In addition, I'm connected to some strong networks in the U.S. and collaborated on some work there.

In the next few moments, I would to give a quick overview of what I see happening across Canada and then move into the issues that it seems to me we need to consider.

I would say that what characterizes workplace education in Canada is its rich diversity in philosophical orientations, regional and provincial infrastructures, approaches and solutions in looking at workforce/workplace education. We now have a track record of experience we can be proud of.

This rich variety which makes up the fabric of workforce/workplace education in Canada has, in many cases, allowed not only for the building of a more educated and skilled workforce and a response to a changing workplace, but also for a response to a rapidly changing world.

In the last several years in Canada, I believe we have been able to experiment, innovate and respond to a continuum of needs because we have not been hampered by restrictive funding policies that limit or narrowly define what workforce/workplace education should look like as has been the case in the U.S. As a result, we have been better able to respond to a diversity of needs and regional considerations.

Across the country, we can see exemplary programs and activities and many of the people who have initiated these are here in this room...

We see learning centres financed and set up on-site by employers and union counterparts where employees can drop in for help and choose from a smorgasbord of workplace education programs to meet their needs. We can see union training centres and trades training courses which have integrated basic skills at all levels to make programs more accessible to members and potential members. We can see employers who have developed effective programs for supervisors to help them in dealing with increasing paperwork. We see successful labour and employer-run workplace programs where workers instruct other workers. We can see programs and activities that respond to the needs of multicultural, multiracial workplaces ...that focus not only workplace education programs but the systemic barriers that these workers face. We see innovative labour adjustment initiatives that involve communities working together to bridge basic skills initiatives to other training and hopefully to potential employment opportunities. We see emerging joint union-management industry level initiatives as well.

On a more macro level, we can see successful federal and provincial infrastructures which involve partnerships with government, business and labour to develop policies and practice to guide workplace education; unions negotiating workplace education into their collective agreements; employers and unions contributing money to basic skills education through training trust funds.

In addition, there are many employers, union leaders, government reps, educators and others who have advocated tirelessly on behalf of this issue.

What do successful initiatives like these have in common, if anything? I believe that despite different orientations, there are some common elements. I want to mention three common elements. The first one is partnerships.

Partnerships

Cooperation among the different stakeholders in the planning and implementation of workplace education initiatives and the belief on the part of these stakeholders that their goals are being met, I think is a key common element.

As part of this cooperation, I want to emphasize the importance of real worker involvement from the beginning and throughout an initiative. Connected to this idea is the idea that these programs are meeting the real needs as perceived not only by other stakeholders but by program participants themselves.

Respect

Secondly, I believe that respect is another common element across our successful programs. By respect, I mean using language and approaches that recognize that individuals coming to upgrade their reading, writing and other basic skills come not as deficits or empty vessels but as adults who have a range of skills, knowledge and abilities. In addition to this, respect means using a program planning process that leaves people with their dignity intact, that ensures them that their employment is not threatened; that provides them with an opportunity for success and learning that is meaningful.

Commitment

Thirdly, long-term commitment to workplace education is another common ingredient that these successful initiatives exemplify ...the recognition that in the changing workplace and world, training and education, including basic skills education, needs to be an ongoing priority. These initiatives have had a champion or champions who have created a vision, built commitment, located financial resources and maintained interest.

Having acknowledged all the great work we have accomplished over the last five years, I think we need to look at the larger context for workplace education outside this small group to examine many critical issues that we face in the field all of which are interwoven and interconnected.

I know that these are issues that many of you are struggling with and working successfully to address.

The first issue I would like to talk about is commitment and awareness.

Commitment and Awareness

The overall commitment to workplace basic skills education in this country is abysmal! The National Training Survey ¹ indicated that only 2% of training Canadian companies provided was for literacy. There is a serious lack of awareness out there as to the need to make a commitment to upgrade basic skills. On the other hand, we are constantly hearing the need for a better educated, more highly skilled workforce.

¹ National Training Survey, 1991. Canadian Labour Market & Productivity Centre.

Although many labour organizations and medium -to-large employers have taken the lead on this issue, the activity in non-unionized workplaces, small businesses and isolated communities has been infinitesimal. I think we need to respectfully and realistically position this issue so that all stakeholders, particularly employers, unions and governments can more readily see what's in it for them. An ability to do this, means that this critical issue can continue to gain importance on the business, labour and government agendas.

Another critical issue is around expectations.

Expectations

Generally, I believe that worker basic skills and workplace education programs are expected to shoulder far too much of the responsibility for correcting a lagging economy, a particular industry, a workplace's viability to remain competitive or the specific problems facing a particular workplace. In fact, often when workplace programs are unable to fulfill those expectations, the tendency is to blame the workers.

I think the following quote from Glynda Hull, an American researcher is worth paying attention to even now. In her 1991 paper "Hearing other Voices: A Critical Assessment of Popular Views of Literacy and Work" she says and I quote:

"I will argue that the popular discourse of workplace literacy tends to underestimate and devalue human potential and mis-characterize literacy as a curative for problems that literacy alone cannot solve."

I think working to establish realistic goals after a careful needs assessment that involves all segments of the workforce can help ensure that expectations around workplace programs are in line with what they really can accomplish.

This connects with the issue of evaluation.

Evaluation

There is a cry to relate basic skills programs directly to improvements such as increased productivity, less absenteeism, improved safety and successful quality initiatives, etc. This kind of thinking I believe is both misleading and dangerous. In my experience, there are many factors which relate to these improvements, basic skills only being one factor. I do think, however, that we can find out changes in people's attitudes towards learning, whether they are participating more at work, whether they are taking other training or applying for other jobs, how they do work differently and how programs have helped.

I don't think we have been very good at documenting and publicizing results. Better documentation in the future is necessary to ensure continued support from all stakeholders including politicians and policymakers. I believe that as long as we protect the integrity of the programs we support we will be protecting our interests and ensuring long-term commitment for our initiatives by conducting and publicizing results from evaluations. We will also be contributing to the big picture by building awareness with those who up till now have not seen the importance of workplace education.

Financial Resources for Literacy and Sustainability

In times of widespread fiscal restraint and social reform we will need to work hard to ensure that workforce literacy and literacy in general is a priority on the training and education agenda. This ties in with the last point on evaluation. There is a danger not only that scarce resources for literacy are used for higher-end skills training but also that literacy is positioned more heavily as an economic issue. This situation would promote the development of an underclass where those with the most need would have little or no access to basic education programs.

Hand in hand with ensuring there are financial resources for literacy, we also need to think more about long-term sustainability in terms of policies that ensure that workplace education programs are an accepted and integral part of a larger training and education continuum. So even when the champions move on, workplace programs will continue to grow and flourish.

A Vision for Workplace Education

Scarce resources I think may also encourage a more narrow thinking around workforce education to focus *only* on a discrete set of job-related basic skills. Although actually focusing on basic skills related to particular jobs may often be appropriate and necessary, I think it would be counter-productive to have it as an exclusive approach.

I have had the luxury of talking to employers across the country about their vision for the kind of workforce that is needed in the future. Many talk about employee empowerment-- someone who has the confidence to make decisions on their own, has a broader understanding of the whole business, someone who can learn new things and work with others. These new requirements are happening and will continue to happen within the context of major company culture shifts. Keeping a broad, diverse approach to workplace education would then prepare employees for a variety of new work contexts while at the same time promoting fuller participation in a democratic society.

Many of our participant-centred workplace education programs, I believe are fostering these dual goals by building, as a first step, self-confidence, then critical thinking skills in tandem with reading, writing, math and other communication skills using both work-related and non-work-related materials as a starting point as chosen by participants. Participant-centred does not assume that individuals choose non-work related materials.

Nor does it assume that employer goals and business goals are not being met. I have worked with many employers who have clearly linked a participant centred approach to their business goals.

I think we can also learn from the U.S. experience. Recently, 27 U.S. colleagues, many of whom I would consider leaders in the field, submitted a brief on recommendations for the U.S. National Workplace Literacy program. Their first recommendation stated that the Department should rethink the assumptions upon which the National Workplace Literacy Program is based; first that employee basic skills are a key determinant of productivity and that improving basic skills will have a positive impact on productivity; second that to improve basic skills people learn best by relating what they already know to the job-specific contexts in which they operate. In the brief they concluded that appropriate equipment, compensation, job-upgrading and communication and decision-making channels were other factors influencing productivity and that expecting a basic skills program to transform a workplace was unrealistic.

Furthermore, they stated that given seven years of experience, a new model should focus on a broader, more meaningful approach.

This leads nicely into the issue of the changing workplace.

The Changing Workplace

First, I think there are two paths where change is happening in the workplace:

1. Requirements are changing and the need for reading, writing, math and other skills is increasing.
2. Job requirements with reference to basic skills are actually decreasing, in some industries, leaving a portion of the work force in low skill dead-end jobs.

I think the issue of the changing workplace is an important one for those of us involved in workplace education who offer educational services to business and labour. Some people might feel that quality initiatives and the move to a high performance workplace is a way to humanize the workplace. I think we need to remember that this is an economic intervention and that many companies are in different stages of working towards change.

Workplace programs, alone, cannot and will not transform a workplace. Sometimes there is the expectation that the work force needs to be empowered but in fact the decision-making structure has remained the same. The changing workplace may provide a window of opportunity to raise the level of awareness and action with respect to workplace education but I think we need to be cautious.

The Development of the Field

A critical element in ensuring the success of our workplace education initiatives are the individuals who instruct and coordinate programs at a local level.

These workplace instructors and coordinators are expected to have an amazing skills set in order to be successful. However, overall, financial compensation and benefits, working conditions and professional development opportunities are not in balance with the skills required. Ensuring better pay, better working conditions and more professional development opportunities can assist us in moving the field forward. I know that many efforts are being made to address this situation. Through these efforts, we will continue to attract and retain highly skilled, versatile people.

Principles of Good practice

The last issue I want to raise is that of principles of good practice. Many of these principles have already been referred to throughout this presentation. In my view principles of good practice include:

1. promoting workplace education as a respectful, empowerment model focused on where people are at, as opposed to a deficiency model which only talks about what people lack.
2. building commitment and real partnerships with all stakeholders, recognizing that some have less power than others. Building commitment can happen by listening, understanding and documenting all perspectives through comprehensive needs assessments.

3. developing realistic goals and a variety of solutions that are tailored specifically to the needs identified in a particular context; showing realistically where workplace education programs fit vis a vis other critical issues that need to be addressed
4. ensuring that meaningful evaluation strategies are developed before programs begin and that results and needed program improvements are documented.
5. ensuring that both the planning process and resulting programs and activities are inclusive and equitable in terms of the culturally and racially diverse workforces that make up the fabric of our workplaces and our country.

I think there is an inconsistency in good practice principles. In many cases there is a tendency to go with a quick fix, short term commitment without building needed stakeholder support, without properly understanding the needs from all perspectives and, in some cases, providing solutions before the needs have been identified.

Formalizing some flexible principles of good practice would build on the experience we have collectively acquired. Guidelines for those who are new to the issue would help ensure that high quality programs are initiated and maintained.

On that note, I would like to move towards a conclusion for this presentation. In the last five years we have gained a depth of experience and knowledge as well as a multitude of innovative and promising approaches to workplace education. These approaches have provided inspiration for our colleagues in other countries. I hope we will be able to maintain the diversity and creativity that has characterized our work in this country so far.

Through our diversity, I hope we can continue to contribute to a vision where people are not only better equipped to fully participate at work but are also able to more fully participate in their communities and as citizens in a democratic society. I look forward to lively conversations with all of you over the next several days.

Thank you!

End

V

**SURVEYING THE LANDSCAPE OF WORKPLACE
LITERACY**

**An Issue Paper to Support
the Policy Conversation on Workplace Literacy
January 22-24, 1995**

**Carol D. MacLeod, B.A., M.Ed.
Carold MacLeod & Associates**

Surveying The Landscape Of Workplace literacy

The Pre-Policy Conversation Survey

The National Literacy Secretariat (NLS) is at the crossroads of an exciting new era that is full of prospects and possibilities and is in the process of shaping strategic responses to these new circumstances.

Throughout their 15 months in office, the Government has consistently demonstrated that it considers literacy high on the list of national priorities. A revisioning of Canada's Social Programmes, long with other major policy initiatives, has created fresh opportunities to position literacy issues in the context of emerging public policy.

The idea of a Policy Conversation is unique and, as such, requires a word of explanation. It is a forum that affords an occasion for all parties to directly hear the distinct and diverse voices of those who champion workplace literacy. It is a lightly structured brainstorming session -- free from the need for consensus or decision making -- in which frank and open discussion is encouraged. The Policy Conversation is a creative process that will allow the NLS to gather intelligence as it moves to solidify its future direction.

Surveying the Landscape of Workplace Literacy will stimulate thinking about the past, present and future of workplace literacy before our face-to-face discussions. It was based on the viewpoints expressed in a sample of 17 surveys of participants in the conversation, as well as other stimuli. By design, this paper does not reflect a straight collation of the survey data. It flows from an analytical process that sought to define underlying themes yet echo the multidimensional experience within the single domain of workplace literacy.

The Issues: Past and Present

The NLS was formed in 1988 and immediately began funding first-time workplace literacy projects to a wide range of pioneering organizations. The advent of International Literacy Year in 1990 focused unprecedented public attention on literacy issues and the NLS gained a new profile in support of its mandate.

In retrospect, 1990 was a watershed year in which the seeds of awareness were firmly planted and cultivated among a wider audience. At the time, workplace literacy was a relatively new field with a limited body of applicable knowledge and practice. International Literacy Year serves as a natural benchmark to track the evolution of issues over the past five years.

A Snapshot of 1990

Not surprisingly, many awareness-based issues were dominant in 1990. These ranged from definitive information about literacy and the scope of adult literacy in Canada to identifying and responding appropriately to workplace learning needs.

Stakeholders from all quarters struggled to: understand why literacy was even an issue; work through misconceptions and the residue of a deficiency model; define their role and responsibilities; and, forge partnerships. There was some evidence that public-sector training institutions resented private-sector involvement in training.

The central issue of how program delivery would be financially sustained over time surfaced in the planning process. Financial concerns were somewhat tempered by an overwhelming desire to get programs off the ground. One train of thought postured that too much emphasis was placed on awareness activities and not enough on core funding resulting in a lack of available full time literacy programming.

Generally, in 1990 workplace literacy was viewed as a social issue by Labour and as an economic issue by Business. Labour linked workplace literacy to empowerment, featuring worker rights and the capacity to fully participate in a democratic society. The notion of literacy as a human right was being advocated. Business linked workplace literacy to the need to train workers to participate in a competitive, high skill, global economy and attract investment to Canada. In this context, upper level technical reading was identified as an issue.

A Snapshot of 1995

Presently, awareness issues and concerns about ongoing funding and program sustain ability are still uppermost in the minds of many; however, the tone has become more crisis-like. The awareness angle is summed up as determining how to convey opportunities to workplace leaders (i.e., Labour, Business, Workers) in a way that influences their assessment of organizational priorities. Too many employers and unions still don't understand the complexity of the issue, nor do they take it seriously. There is tremendous competition for finite resources and literacy hasn't captured a share.

Sourcing stable, long-term funding to adequately create and sustain literacy programming is a challenge. The funding issue is characterized by frustration that the supply of literacy programming still does not meet the demand. Income support for full-time literacy study is another financial consideration.

Strengthening the link between literacy and training has emerged as an issue. Two themes are forwarded: (i) basic skills upgrading as a bridge to ongoing skills training; and, (ii) integrating literacy into existing skills training programs.

A promising long-term approach to institutionalizing literacy activity is rooted in expanding the definition of skills training to include basic skills upgrading. Tapping into existing and potential training dollars as well as infrastructure is viewed as pragmatic.

There has been a great deal of public and private sector attention on training and an array of related public policy initiatives (e.g., retooling the UI system to support upside adjustment policies). Overall, there is a sense that literacy may be advanced in tandem with Canada's efforts to reconcile its training policy.

Other contemporary issues I concerns include:

- attention to structural issues that contribute to adult illiteracy (e.g., lack of applied learning in the K12 system and adult education, high school dropout rate, etc.);
- impact of faster-paced technological change and the marginalization of less educated workers;
- increase in employer job requirements in a period of high unemployment as a strategy to avoid training employees;
- increase in training needs due to NAFTA and international competitiveness;
- getting and keeping good staff as well as material development.

Rating Canada's Progress Over the Last Five Years

Although a great deal of excellent work has been accomplished, Canada's workplace literacy report card is an indication of the enormous amount of work that remains to be done.

Only 29.5% of those surveyed indicated that they were satisfied with the progress that Canada has made over the last five years in addressing workplace literacy issues. A further 29.5% of those surveyed were unsatisfied and the outstanding 41% indicated that they were neither satisfied nor dissatisfied.

Some dissatisfaction comes from the fact that progress has not kept pace with the scope of the problem. This is aggravated by the spectre of a growing demand for basic skills upgrading due to ongoing industrial restructuring.

Related to this is the view that increased public awareness did not yield a corresponding increase in funding at higher levels. For example, most Human Resources Development offices (HRD) do not see basic level literacy as a valued training option. In Quebec, frustration results from the fact that funding for independent groups has been frozen since International Literacy Year.

The report card would improve if literacy was institutionalized and financed as an integrated component of workplace training. Noteworthy is the National Literacy Secretariat's move from Multiculturalism and Citizenship Canada to HRD. Those with a policy background suggest that this better positions the NLS to influence national training policy.

Role of the National literacy Secretariat

There was an outpouring of positive support regarding the effectiveness of the NLS to this point in time.

The credibility of the NLS has grown over time. This is attributed to the flexible and non-bureaucratic approach adopted by the NLS as well as the competence and integrity of the staff.

Seed money provided by the NLS has resulted in significant research studies, promotional materials, and curriculum that would not otherwise have come to fruition. As a national organization it has acted as a resource to inform and advise provincial and community-based groups and is seen as the glue that holds diverse groups together. It is seen as working hard to effectively position literacy in federal public policy and is credited for putting literacy on the map in Canada.

With respect to the mandate of the NLS, some view the distinction between ABE and ESL programs as superficial. The emphasis on the partnership model -- the crux of the NLS workplace literacy strategy -- is considered by the majority to be very effective. An alternative viewpoint suggested that the NLS was too dependent on its partners and too reactive. The provinces and other partners created and delivered most of the work funded by the NLS, leaving the NLS dependent on what they brought to it. It was suggested that the NLS seize the agenda more proactively as it did in the national literacy survey.

Concerns regarding the policy of not providing NLS funding for program delivery were driven by the experience of having projects discontinued due to lack of financing.

Lessons Along The Road

Experience is a wonderful teacher and the survey data yielded some valuable hindsight wisdom. This information is presented in rank order starting with the most frequently noted points:

1. Develop cooperative partnerships among all the stakeholders; programs won't work unless everyone is consulted and involved in the design and delivery. Students should have a say in what they want to learn and help generate curriculum material. Excellent progress can occur if all stakeholders are committed, principled, and value each others' contributions.
2. No single approach is the correct way. People need to be guided by principles and there are a diversity of ways in which workplace literacy can be operationalized.
3. Develop strategies to increase sustainability in the long term.
4. Employers and employees often don't have a clear idea of the skills they have and the skills needed.
5. There is a stigma to the term literacy -- use the word learning. Initiatives must be shown in a positive light not as deficiencies.

Good Practice

Is the field of workplace literacy characterized by a standard of good practice?

The survey responses range from a clear assessment that good practice is the norm to an equally clear indication that good practice is itself an issue.

On the positive side, it was felt that the concept of adult education dictates that choices of program material and delivery must accommodate different learning styles and be based on individual needs. Experience of practitioners and programs allowed for the conclusion that this fundamental concept is being applied to workplace literacy.

The experience of others indicated an absence of uniform standards and varying degrees of good practice often dependent on the motives of individuals or institutions. One individual noted that the field is characterized by the latest pet theory and lacks a set of consistent principles. There was a recognition that this is a developing field and that standards using typical bureaucratic models would not be as helpful as learning by doing.

Barriers to Enhancing Workplace literacy

Gaining the commitment of workplace stakeholders remains a formidable barrier and is witnessed on all fronts: the reluctance of union leaders to put a high priority on literacy; business resistance to financing skills training generally and workplace literacy specifically; and, the devaluation felt by workers in need of basic skills upgrading.

The bleak economy instilled a survival mentality that drove training and literacy off the docket. The recurring theme of funding was also cast as a serious barrier to enhancing workplace literacy.

The survey data documented other barriers such as:

- the control exerted by the Federal Government without enough consultations with stakeholders;
- different pockets of people doing basic skills activities without talking to each other;
- reaching and mentoring newcomers to the field; and,
- the idea that literacy takes place in a single workplace does not serve industries with multiple locations, seasonal work, or remote locations.

Public Policy

What public policy measures would further your vision of workplace literacy.

Awareness

- A public commitment to lifelong learning is required along with a recognition that training is not the antithesis of quality education and that universities are not necessarily the site of the highest forms of learning. The promotion of basic skills as component of training.
- A concerted effort through Senator Fairbairn's office to give workplace literacy the proper attention it deserves. The promotion of workplace literacy as a positive opportunity as opposed to a deficit-based model.
- Continued promotion of definitive information about workplace literacy -- it is not only Level.
- Move literacy awareness into the communication age. Promotion of media-based models would help educators ride the information highway.
- Market success stories featuring the collaboration of stakeholders and partnerships.

Training Incentives

- Strong support was indicated for the general principle of providing incentives to business (financial or resources) for training and literacy. The use of expert consultants to assist companies address workplace literacy was favored.
- Organizations that provide in-depth training/learning opportunities for their employees should be eligible for tax exemptions. Organizations that are not training their workforces to an acceptable level should be levied a substantial tax.
- Tax incentives to encourage corporate investment in training and literacy.
- An incentive system for individuals to upgrade.

NLS Mandate

- NLS must make more of a real effort to have sharing take place -much of the information about approaches being used across the country is lost when the funding ends. There should be funding for sharing advise, ideas and academic studies.
- More employer commitment built into receiving public money. Criteria that includes inclusions of all partners, a needs assessment and real evaluation built into the process.
- Include language training as part of NLS mandate; new immigrants must be brought into our blended workplaces. Encourage dual responsibility for their own education, training, skills and literacy upgrading.
- Greater articulation of best practice guidelines.
- Allow for adequate direct funding to independent organizations. Long term partnership funding to add stability.
- A joint project with the United States and United Kingdom to demonstrate partnership building.

Influencing Federal Policy

- Develop a national policy for literacy.
- Amplified discussion of the positioning of training and literacy within the context of broader public policy agendas (e.g. social policy reform, welfare reform). Integration of literacy action into an Federal Government activities (e.g., prisons).

Impotence of Public Policy Measures

- Several people were not confident that public policy measures would have an impact given the massive cultural shift that must occur in thinking about training and literacy

Conclusion

A variety of voices have already been heard and the tone confirms that others across Canada also share the enthusiasm and excitement that marks this crossroads.

The advance survey gauged a preliminary pulse of opinion from those who represent contemporary thinking in their milieu. This paper communicates some of the key points raised in the survey.

You are invited to bring this paper to life by fully articulating your viewpoints at our Policy Conversation on January 22-24, 1995. The conversation has already begun, and our face-to-face discussions will be richer for it.

VI

**PARTICIPANT QUESTIONNAIRE:
SURVEYING THE LANDSCAPE OF
WORKPLACE LITERACY**

January 1995

Instructions:

i) Complete this survey by drawing on your unique experience and context as a workplace literacy advocate / practitioner. Allow us to hear your voice by responding to the questions and statements below. Your opinions will inform the issue paper that will be circulated prior to the Policy Conversation.

ii) Forward the completed survey, by fax or mail, directly to the Facilitator by Friday, December 16, 1994:

Carol D. MacLeod, Facilitator
Workplace literacy Policy Conversation
156 St. Patrick Street, Suite 5
Ottawa, ON K1N 5J8
Fax: (613) 562.-3865

I. Participant Profile Information

1. Name: _____ 2. Province: _____

3. Organization: _____

4. What are your specific responsibilities with respect to workplace literacy?

5. What background knowledge and experience do you personally rely on the most when exercising your responsibilities?

II. The Issues: Past and Present

6. We are interested in identifying how the critical issues have evolved since International Literacy Year in 1990 when public awareness campaigns helped spur activity. Shifts will be tracked by comparing your perception of the most important issue in 1990 to your current perception of most important issue.

a) What issue was the most important to you during International Literacy Year in 1990?

b) What issue is presently the most important to you?

c) If there has been a shift, what reasons account for it? If there has not been a shift, what reasons account for it?

7. I am satisfied with the progress that Canada has made over the last five years in addressing workplace literacy issues. (check one)

Very Unsatisfied Unsatisfied Neither Satisfied Nor Dissatisfied Satisfied

Very Satisfied

8. Write a brief statement outlining the rationale for your selection in Question #7.

9. Discuss the role played by the National Literacy Secretariat to this point in time in terms of effectiveness.

III Lessons Along the Road

10. What is the most important lesson that experience has taught you which you now integrate into your paradigm of workplace literacy?

11. The field of workplace literacy is characterized by a standard of good practice that informs program model choices as well as work at the practitioner level. (one)

Strongly Disagree Disagree Neither Agree Nor Disagree Agree Strongly Agree

12. Write a brief statement outlining the rationale for your selection in Question #11.

IV. Mapping The Future

13. What is the biggest barrier to enhancing your workplace literacy efforts to date?

14. What public policy measures would further your vision of workplace literacy?

V. Comments

Does the Facilitator have your permission to contact you by phone to discuss your survey if any clarification is required? (check one)

Yes No

VII

AGENDA:

Policy Conversation on Workplace and Workforce Literacy

January 22-24, 1995

Agenda

January 22, 1995

12:00 Noon Buffet Lunch

Setting the Context

1:00 - 1:15 p.m. Introduction by James Page. An introduction to the concept and expectations of the Policy Conversation.

1:15 - 1:30 p.m. Review of the agenda. An introduction to the processes that will guide our discussions.

1:30 - 2:30 p.m. Introductory Exercise. An opportunity for the participants to share information about their background and expectations.

2:30 - 2:45 p.m. Break

The Past Tense

The Opening Conversation: Surveying the Landscape of Workplace I Workforce Literacy.

2:45 - 3:15 p.m. Presentation - Reflections of Workplace/Workforce Literacy by Sue Folinsbee.

3:15 - 4:30 p.m. Informal Conversations. You will be given an opportunity to affirm your views in Ms. Folinsbee's presentation and the Issues Paper based on the advance survey of participants.

4:30 - 4:45 p.m. Identification of contemporary themes that participants would like to table for the next morning's conversations in The Present Tense. Individuals will anonymously document important contemporary themes from their point of view and submit them to the facilitator.

5:00 p.m. Reception

January 23, 1995

The Present Tense

Conversation #2: Contemporary Themes.

9:00 - 9:15 a.m. Introduction. Participants will self select into one of four concurrent informal conversation groups; each group will discuss a different cluster of themes.

9:15 - 10:30 a.m. Informal Conversations. Participants will identify the key ideas associated with their particular selection of contemporary themes and identify the gaps that they have experienced as these themes play out in their own milieu.

Discussion Questions:

- What are we doing right now?
- What are the main themes of our work?
- What are we not addressing?

10:30 - 10:45 a.m. Break

10:45- Noon Formal Conversation. A public conversation stimulated by feedback on the key ideas and gaps underpinning the full range of themes discussed informally by all four groups.

Noon- Lunch

The Future Tense

Conversation #3: Guiding Principles for the Future

1:00 - 1:15 p.m. Introduction

1:15 - 2:30 p.m. Informal Conversations. Like the foundation of a house, a set of guiding principles should be the base upon which workplace/workforce literacy grows and evolves. Each discussion group will be tasked with developing clearly articulated principles and voicing them at the formal conversation for broader discussion.

Discussion Questions:

- What principles are important to the future development of workplace/workforce literacy?
- From what we have discovered, what opportunities, challenges, and impediments do we need to table in order to address the needs of our communities?
- Where is the nexus?
- How do we grapple with this together?

2:30 - 2:45 p.m. Break

2:45 - 4:00 p.m. Formal Conversation. A list of guiding principles that may be helpful in shaping the future of workplace/workforce literacy will provide the fodder for public scrutiny and discussion.

4:00 - 4:45 p.m. Time allotted to deal with outstanding and/ or impromptu conversations that the participants would like to initiate.

4:45 - 5:00 p.m. The day in review.

January 24, 1995

The Future Tense

Conversation #4: Where do we want to be in 5 years? Where do we want to be in 10 years?

8:30 - 10:00 a.m. Informal Conversations. This is an opportunity for each participant to think aloud by voicing his/her medium-term and long-term vision of workplace/workforce literacy.

Discussion Questions:

- Where do we go from here?
- What kinds of activities need to be taken by Business, Government, Labour and community-based organizations?

10:00- 10:15 a.m. Break

The Final Conversation: What Have We Learned?

10:15 - 11:30 a.m. Formal Conversation. An attempt to funnel our discussions into a common understanding of what we have learned. The participants are also invited to reflect on the future of policy conversations.

Discussion Questions:

- How do we work together to interact with the diverse range of partners involved in workplace/workforce literacy?
- What public policy measures will support literacy?
- How are learners best served within the context of technology?
- How do we encourage good practice and what are the elements of good practice?
- How do we change the landscape and what tools are needed to do so?

11:30 - 11:45 a.m. Closing remarks by James Page.

11:45- Noon Evaluation

Sunday, January 22, 1995	Monday, January 23, 1995	Tuesday, January 24, 1995
<p>A.M.</p>	<p>A.M. The Present Tense</p> <p>Conversation #2: Contemporary Themes</p> <p>9:00 - 9:15 Introduction 9:15 -10:30 Informal Conversations 10:30 - 10:45 Break 10:45 - 12:00 Formal Conversation</p>	<p>A.M. The Future Tense</p> <p>Conversation #4: Where do we want to be in 5 years? Where do we want to be In 10 years?</p> <p>8:30 - 8:45 Introduction 8:45 - 10:00 Informal Conversations 10:00 - 10:15 Break</p>
<p>P.M. Setting the Context</p> <p>1:00- 1:15 Introduction by James Page 1:15 - 1:30 Review of Agenda 1:30 - 2:30 Introductory Exercise 2:30 - 2:45 Break</p> <p>The Past Tense</p> <p>The Opening Conversation: Surveying the Landscape of Workplace/Workforce Literacy</p> <p>2:45- 3:15 Presentation - Reflections on Workplace/Workforce Literacy by Sue Folinsbee 3:15 - 4:30 Informal Conversations 4:30 - 4:45 Individual identification of contemporary themes. 4:45 -5:00 The Day in Review</p>	<p>P.M. The Future Tense</p> <p>Conversation #3: Guiding Principles for the Future</p> <p>1:00 - 1:15 Introduction 1:15 - 2:30 Informal Conversations 2:30 - 2:45 Break 2:45 - 4:00 Formal Conversation 4:00 - 4:45 Parking Lot Session 4:45 - 5:00 The Day in Review</p>	<p>The Final Conversation: What Have We Learned About Workplace/ Workforce Literacy ?</p> <p>10:15- 11:30 Formal Conversation 11:30-11:44 Closing Remarks by James Page 11:45- 12:00 Evaluation</p>

VIII

EVALUATION SUMMARY:

Policy Conversation on Workplace and Workforce Literacy

January 22-24, 1995

January 22-24, 1995

This is a tabulation of the evaluations completed anonymously by 23 participants. The number of times that a comment is reiterated by different people is noted in brackets before the comment.

1. Rate the dimensions of the Policy Conversation on a scale of 1 (low) to 10 (high) by circling a number on the scale to the right of each factor. (May not add up to 100% due to rounding.)

	(low)					(High)					
<u>Pre-Conversation</u>	1	2	3	4	5	6	7	8	9	10	NA
a) Surveying the landscape of Workplace Literacy- Issue paper by Carol MacLeod	1	2	3	4	5	6	7	8	9	10	NA
	0.0%	0.0%	0.0%	0.0%	0.0%	8.7%	13.0%	47.8%	13.0%	13.0%	4.3%
b) Reflexions on Workplace/Workforce Literacy. Presentaion by Sue Folinsbee	1	2	3	4	5	6	7	8	9	10	NA
	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	4.3%	43.5%	34.8%	8.7%	4.3%
<u>The conversation processes</u>											
c) Setting the context & The Past Tense – Sunday Afternoon	1	2	3	4	5	6	7	8	9	10	NA
	0.0%	0.0%	4.3%	0.0%	0.0%	4.3%	30.4%	17.4%	39.1%	4.3%	0.0%
d) The Present Tense - Monday Morning	1	2	3	4	5	6	7	8	9	10	11
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	26.1%	34.8%	34.8%	4.3%	0.0%
e) The Future Tense – Monday Afternoon	1	2	3	4	5	6	7	8	9	10	NA
	0.0%	0.0%	4.3%	4.3%	0.0%	0.0%	0.0%	39.1%	43.5%	8.7%	0.0%
f) The Future Tense – Tuesday Morning	1	2	3	4	5	6	7	8	9	10	NA
	0.0%	0.0%	4.3%	4.3%	0.0%	0.0%	0.0%	39.1%	43.5%	8.7%	0.0%
<u>Facilitation</u>											
g) The Faciliator – Carol MacLeod	1	2	3	4	5	6	7	8	9	10	NA
	0.0%	0.0%	4.3%	4.3%	0.0%	4.3%	17.4%	26.1%	21.7%	30.4%	0.0%

2. List two things that you liked most about the Policy Conversation

- (12) - Open-ended, no consensus expected, we could follow our own interests.
- (2) - Check your affiliations at the door.
- Respect, learning, practicality are the watchwords.
- (2) - Pace - time for exploration and reflection of issues that were of interest to us, no hard and fast topics.
- (3) - Small groups.
- Connections with the field.
- Contributing to the agenda.
- Great input and discussion.
- Generosity .
- (7) - Good cross-section of participants and willingness to be thoughtful.
- (3) - Open participation of the NLS staff and Director General, opportunity to speak openly.
- (5) - Learning about other people's experience in all fields.
- (3) - Meeting new people, colleagues, speaking informally.
- (2) - Good format, very good facilitation.
- Liked the summaries at the end of the sessions.
- (2)- Timing, I liked the Sunday start.
- Opportunity to gauge the opinions of others involved in the field of workplace literacy.
- Opportunity to have conversations with others who have had similar experience.
- Freedom to discuss with few restrictions.

3. List two things that you liked least about the Policy Conversation

- (3)- Found the summaries far too long.
- Carol's summaries too closely mirrored our own formal session reporting, unnecessary.
- I hate summaries.
- Principles section of the agenda.
- Lack of clarity in articulating the policy direction.
- Small groups.
- No consensus.
- Unclarity as to goals of some sessions.
- (3) - Narrowness of participants, imbalance in representation, ie. no voice for non-union or small business sector.
- Some anti-business and political bias evident, a bit tough on the private training sector who also have quite a success story that was overlooked because they weren't at the table.
- Lack of table water on Tuesday morning.
- Perception of group set-ups, although the groups were excellent.
- Lack of trust based on ignorance, important to know the circumstances that shape responses, people at the table have both provincial and national points of view.
- Large groups.
- Time - more needed.

- More space.
- Not so much a dislike - but I found the "past" and "present" led to a critical approach, we didn't seem to get positive or constructive until we got to the "future".
- Monday afternoon was 30 minutes too long.
- Perhaps we could have brought in a larger business component.
- Lack of plain language.
- In Toronto.
- Lack of opportunity to talk to people about their programs/models.
- (7) - No comment.

4. What would you recommend as ways to improve Policy Conversations in the future?

- (5) - Continue to use this procedure.
- (2) - Cover specific topics on employee literacy, greater variety.
- (3) - Have better representation from the workplace by inviting representatives of small business and more people from the non-unionized sector.
- Don't go so long on Day #2, people are tired and lack energy at about 4 o'clock.
- Make clearer connections between Conservation 4 & 5 -- Information discussed in #4 was lost when it came to #5. Spend time having people directly evaluate the process as a group for a few minutes at the end of each day and at the end of the session.
- Need greater background on what is happening in each province/labour program .
- More time for in-depth descriptions of provincial viewpoints/perspectives.
- Participation of "not yet a stakeholder" people.
- Continue to ensure stakeholders have the opportunity to voice their opinions.
- Three full days.
- Plain language.
- Steering committee with broader membership to help plan the next one.
- Involve a bit more from the grass roots.
- A better definition of the Workforce.
- We need "show and tell" at some level to better understand where people are coming from - As I write this thought I'm starting to question if it really is a need, more thought needed on this one. Inviting a couple adult learners to the table to respond to the question of "motivating" people to learn, why people are not accessing into existing programs in greater numbers, etc.
- (2) - Build on all the good things you did for this one, have a conversation comparing good and bad.
- (4) - No comment.

5. The last word is yours. Comments on the substance of our discussions.

- I will write a letter because it deserves greater thought. It was innovative, rewarding, exciting great for relationship building.
- Evenings free was a plus.
- Keep up the good work NLS.
- Great.
- Very valuable thoughts were expressed from all parts of Canada and all levels. There is a need for a network for these champions out there, the NLS could take this lead. Although the seed is planted there is a need for a plan for a continuum. The discussions went from the core of the subject all the way to the outer parameters, this was very enlightening.
- I really enjoyed the format and structure there was a clear purpose and the meeting had enough structure to keep us moving and focused at the same time, there was a flexibility regarding content of conversations.
- Very good ambiance - good mix of people.
- This meeting worked. The participants "clicked" in a very positive way. You need to analyze why it worked so this can be repeated. Institutes could work like this too.
- Hopefully our suggestions will strengthen the NLS mandate - we will also benefit because we need the NLS as much as the NLS needs us.
- Overall, a great exercise and confirmation of the creative power that comes from bringing a group like this together.
- I thought the process was excellent. At the beginning I noted that we were not responsible for setting policy. This allowed scope to seeing what others think without thinking of who they represent or who they are affiliated with.
- Should be repeated.
- Promote Canada-wide exchange of expertise.

- Invite more representatives from the workplace.

- I'm not sure the group adequately articulated the important role NLS has in being our voice. We have a message and it needs to be clearly spoken. NLS must influence the training policy of HRDC. You must also embed literacy into the learning culture which is evolving. You have another role in establishing and promoting good practice principles. You could also be a clearing house of information re programs; curricula, people (champions). Help us to maintain the passion.

- There was abundant frank discussion. The Facilitator was very accomplished which allowed the flow of ideas. Summaries were particularly effective in framing and reinforcing the discussion.

- Recognition that less than 20% of the private sector workforce is unionized. This imbalance can result in criticism of the process - non union employers resent "union" made solutions. The NLS must not be seen as the handmaiden of labour. There still exists a real sensitivity in the literacy area. We need allies in resolving the problem - we must not create an image that all sectors cannot support.

- I like like this evaluation form! The conference was well organized and structured just enough to stimulate conversation. My only disappointment was the lack of focus in Tuesday's morning meeting - our conversation became very political. While I see MCL as an important issue I feel "doing", "showing" and "demonstrating" is more effective at a grassroots level. Many Canadians are "fed-up" with government - rightly or wrongly. Government action speaks louder than words. I can't emphasize how much I appreciate NLS for showing leadership, caring about the issues and open to diversity. I had expected to come up with more specific suggestion for NLS. We do need resources even to network.
Thanks.

- Fabulous - a wonderful opportunity. I would like to thank Jim Page, Brigid Hayes, Marla, Louise and Adrian for arranging this event. It was a wonderful experience, very insightful. Sometimes difficult to assimilate Formal Conversation statements based on informal conversation discussion.

- I leave this session recharged to face the challenges of the literacy movement. The conversation was as promised a fire-side discussion where views and perspectives were shared openly. I commend

Carol for her facilitating skills and the NLS for affording us this opportunity. Thank you for an excellent session.

- The conversation was substantial and purposeful. I feel that we have been able to identify some important places where we can play a role (ABC Canada). Everything else I've already said at the conversation itself ...need more time to reflect. Ask me in a week.

- In my opinion, the NLS must be a partner with business, a long-term partner. I have a problem with the current approach which seems to be a case-by-case approach. We have plenty of ideas for further developing our basic training method in our workplace. These ideas cannot be put into practice without partners such as the NLS. (P.S.Thank you for the recent partnership and financial assistance provided to Kraft.)

(6) - No comment.

IX

LIST OF PARTICIPANTS:

Policy Conversation on Workplace and Workforce Literacy

January 22-24, 1995

PARTICIPANT LIST

Monsieur Denis Bellemare
Directeur de la formation et
du développement
Kraft General Foods Canada Inc.
8600, chemin Devonshire
Ville Mont-Royal (Quebec)
H4P 2K9

Tel.: (514) 340-2681
Télécopieur: (514) 340-2242

Mr. Lloyd Campbell
Alberta Workplace Literacy Advisory
Committee
c/o Syncrude Canada Ltd.
P.O. 4023, Mail Drop 7090
Fort McMurray, Alberta
T9H 3H5

Tel.: (403) 790-3616
Fax: (403) 790-3606

Ms. Carolyn Dieleman
Manager, Language Training Programs
Alberta Advanced Education and Career
Development
10th Floor, Commerce Place
10155 - 102 Street
Edmonton, Alberta
T5J 4L5

Tel.: (403) 427-5624
Fax: (403) 422-1297

Ms. Pam Birkbeck
WEST Program Coordinator
Saskatchewan Federation of
Labour
103 - 2709 12th Avenue
Regina, Saskatchewan
S4T 1J3

Tel.: (306) 924-8575
Fax: (306) 525-8960

Mr. Kingsley Cole
Administrator of Training
Operating Engineers Training
Institute of Ontario
R.R. #1, P.O. Box 636
Morrisburg, Ontario
K0C 1X0

Tel.: (613) 543-2911
Fax: (613) 543-4249

Ms. Ann Marie Downie
Manager, Literacy Section
Nova Scotia Department of
Education
2021 Brunswick Street, 4th Floor
Halifax, Nova Scotia
B3J 2S9

Tel.: (902) 424-7573
Fax: (902) 424-0666

Ms. Sue Folinsbee
Workplace Consultant
ABC Canada
1450 Don Mills Road
Don Mills, Ontario
M3B 2X7

Tel.: (416) 442-2292
Fax: (416) 442-2293

Ms. Linda Gallant
Atlantic Regional Director
Canadian Labour Congress
2282 Mountain Road
Moncton, New Brunswick
BIG 1B4

Tel.: (506) 858-9350
Fax: (506) 858-9571

Ms. Wendy Johnston
Consultant
7 Neilly Drive
Enfield, Nova Scotia
B2T 1H1

Tel.: (902) 424-8955
Fax: (902) 424-0666

Monsieur Jean Claude Lavoie
Directeur
C.R.E.M.E. (Centre de recyclage
et d'employabilité de la main-d'oeuvre)
195, rue Belvedere Nord, 1er étage
Sherbrooke (Quebec)
J1H 4A7

Tel.: (819) 565-3544
Telecopieur: (819) 565-7270

Ms. Lynda Fownes
Manager
SKILLPLAN
4303 Canada Way
Burnaby, British Columbia
V5G 113

Tel.: (604) 526-8020
Fax: (604) 526-8070

Mr. Keith Gray
Vice President, Government
Relations
Business Council of British
Columbia
1050 West Pender Street, Suite 810
Vancouver, British Columbia
V6E 3S7

Tel.: (604) 684-3384
Fax: (604) 684-7957

Mr. Stan Jones
Consultant
Adult Literacy and Adult Education
14 Rockcliffe Way
Ottawa, Ontario
KIM 1B1

Tel.: (613) 745-7423
Fax: (613) 741-8039

Mr. Dwayne Leskewitch
Human Resources Administrator
MacMillan Bloedel Ltd.
925 West Georgia Street, 4th Floor
Vancouver, British Columbia
V6C 3L2

Tel.: (604) 661-8335
Fax: (604) 688-8256

Mr. John MacLaughlin
Program Coordinator
Preparatory Training
Metro Toronto Movement for Literacy
365 Bloor Street East, Suite 1003
Toronto, Ontario
M4W 3L4

Tel.: (416) 961-0979
Fax: (416) 961-8138

Mr. John Daniel O'Leary
President
Frontier College
35 Jackes Avenue
Toronto, Ontario
M4T 1E2

Tel.: (416) 923-3591
Fax: (416) 323-3522

Mr. Norm Semmens
Night Operations, Production
Department
Calgary Herald
215 - 16th Street South East
Calgary, Alberta
TIP OW8

Tel.: (403) 235-7109
Fax: (403) 235-7379

Ms. Sue Turner
Manitoba Workplace Education
Manitoba Education and Training
185 Carlton Street, Room 417
Winnipeg, Manitoba
R3C 311

Tel.: (204) 945-1682
Fax: (204) 945-1792

Ms. Sande Minke
Workplace Literacy Coordinator
Ontario Training Adjustment Board
(OTAB)
285 Weber Street North
Waterloo, Ontario
N2J 3H8

Tel.: (519) 885-6366
Fax: (519) 571-6047

Ms. Carol Phillips
Executive Assistant to the President
Canadian Labour Congress
2841 Riverside Drive, 5th Floor
Ottawa, Ontario
K1V 8X7

Tel.: (613) 521-3400
Fax: (613) 521-4655

Mr. Maurice Taylor
Faculty of Education
University of Ottawa
145 Jean-Jacques Lussier
Ottawa, Ontario
KIN 6N5

Tel.: (613) 564-5439
Fax: (613) 564-9098

Ms. Jean Connon Unda
BEST Program
Ontario Federation of Labour
15 Gervais Drive
Don Mills, Ontario
M3C 1Y8

Tel.: (416) 441-2731
Fax: (416) 441-0722

Mr. Les Veale
Safety Director
IWA-Canada
Local 13567
1176 _8th Avenue
New Westminster, British Columbia
V3M 2R6

Tel.: (604) 521-1858
Fax: (604) 524-4681

FACILITATOR

Ms. Carol MacLeod
Carol MacLeod and Associates
156 St. Patrick Street, Suite 5
Ottawa, Ontario
KIN 5J8

Tel.: (613) 562-3938
Fax: (613) 562-3865

NATIONAL LITERACY SECRETARIAT PARTICIPANTS

Mr. James E. Page
Director General
National Literacy Secretariat
Human Resources Development Canada
15 Eddy Street
Ottawa, Ontario
K1A 1K5

Tel.: (819) 953-5460
Fax: (819) 953-8076

Mr. Bill Woodrow
Director of Education
Canadian Federation of Labour
107 Sparks Street, Suite 300
Ottawa, Ontario
K1P 5B5

Tel.: (613) 234-4141
Fax: (613) 234-5188

HOST PARTNER

Ms. Colleen Albiston
Executive Director
ABC Canada
1450 Don Mills Road
Don Mills, Ontario
M3B 2X7

Tel.: (416) 442-2292
Fax: (416) 442-2293

Ms. Louise Guertin
Director of Operations
National Literacy Secretariat
Human Resources Development
Can
15 Eddy Street
Ottawa, Ontario
K1A 1K5

Tel.: (819) 997-5713
Fax: (819) 953-8076

Ms. Marla Waltman Daschko
Senior Policy Officer
National Literacy Secretariat
Human Resources Development Canada
15 Eddy Street
Ottawa, Ontario
K1A 1K5

Tel.: (819) 953-5675

Fax: (819) 953-8076

Mr. Adrian Papanek
Policy and Program Officer
National Literacy Secretariat
Human Resources Development Canada
15 Eddy Street
Ottawa, Ontario
K1A 1K5

Tel.: (819) 953-5284

Fax: (819) 953-8076

Ms. Brigid Hayes
Program Consultant
National Literacy Secretariat
Human Resources Development
Can
15 Eddy Street
Ottawa, Ontario
K1A 1K5

Tel.: (819) 953-5568

Fax: (819) 953-8076

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**REVIEW OF NATIONAL LITERACY
SECRETARIAT PROJECTS:**

**Policy Conversation on Workplace
and Workforce Literacy**

**Brigid Hayes
Program Consultant**

National Literacy Secretariat

POLICY CONVERSATION ON WORKPLACE AND WORKFORCE LITERACY

BRIGID HAYES PROGRAM CONSULTANT NATIONAL LITERACY SECRETARIAT

As many of you around the table are familiar with our work in the area of workplace literacy, I will take just a brief time to summarize our activities.

What is in your kits is an interesting list of projects which we have funded. While the title says "Workplace Literacy/Projet d'alphabétisation en milieu du travail", it actually contains a few other projects which are business or labour projects. These projects are not necessarily workplace literacy projects but are enquiries around public awareness strategies and activities of that nature.

The National Literacy Secretariat has had, what it calls, a business-labour stream of funding for the last seven years. The overall strategy for this funding is to help create partnerships with the business and labour community and to implicate business and labour in the area of literacy. For the most part, business and labour have implicated themselves in the area of workplace literacy, although we have done quite a bit of work in the areas of general awareness and partnerships.

The National Literacy Secretariat does project funding, not ongoing delivery funding. This funding is provided in five areas: development of learning materials, increased access and outreach, information sharing, public awareness and research.

I think we have done quite well in terms of coverage. We have partnered with the major national labour federations as well as with provincial federations. We have worked with different business organizations, various consortia, as well as many of the provinces.

Just to give you a bit of a flavour of our activities:

In the area of awareness, for instance, we have been a longstanding partner with ABC Canada in their various awareness campaigns, including the most recent one, which is running in your newspaper now.

Recently, we have become a partner with a consortium of groups in British Columbia which SkillPlan is a part of, as well as with the Open Learning Agency and Literacy B.C., to try to put literacy on the agenda, to a greater extent, in British Columbia.

We have partnered several awareness campaigns with our partner the Business Council of British Columbia. We have done quite a bit of work in information exchange and sharing, and in sponsoring practitioner training institutes. The Atlantic provinces is one partner, as well as ABC and the Centre for Literacy nationally.

A conference which is coming up is the Western Provinces' Workplace Literacy Conference which will take place in early May 1995. We are a partner in this conference.

We have also spent some time trying to help people determine how to obtain access to literacy programs. We have worked with the carpenters, for instance, in how to break down barriers for women, members of minority groups and Aboriginal people to obtaining apprenticeships. It became clear, for example, that literacy was a barrier to the apprenticeship system.

We have worked with WEST, for instance, which has done some work in the area of trying to understand how to deliver literacy programming to Aboriginal clients.

Some of the work that we have undertaken in eastern Canada with the Fishermen Food and Allied Workers' Union in fishing communities and with the retail gas dealers, dealt with trying to figure out how to bring workplace literacy to people in the most effective fashion.

We have done some research although not as much, I think, as some people would have liked. For example, we have supported some case studies in workplace literacy, of which another eight or so are underway. We also supported a study on Level 3 literacy of Canadians. These are people who read, but don't read well, many of whom are in the literacy programs.

I guess the largest area where we have spent a great deal of time in is learning materials. SkillPlan has done a lot of work looking at the basic skills requirements of various jobs. We have worked with plumbers. Also, many of the projects under the Manitoba Workplace Education Initiative have to do with curriculum and new models, and new ways of collaboration.

The projects that we have done with EAST and with BEST have supported ways developing models and learning materials.

Finally, we have a partnership with many of the provinces, Ontario, Nova Scotia Manitoba, and Alberta. Saskatchewan has recently created a Workplace Literacy Consortium which we have helped kick start.

So while we have done a little bit of everything, nothing has been supported in a particularly organized fashion. I think that one of the things that we're looking forward to determine where we really need to go from here and how we can give a little bit more form to some of these activities. As a result, we're certainly all looking forward to listening to this conversation.

If anyone has any questions about particular projects, please feel free to ask me. For those of you whose projects were not mentioned in this recounting, please accept my apologies. I haven't mentioned your project because I was listing our activities from memory. Your work in this area is certainly acknowledged by your presence here today.

Thank you very much.

XI Workplace Literacy

Projets d'alphabétisation en milieu de travail

**National Literacy Secretariat
Secrétariat national à l'alphabétisation**

1995

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**NATIONAL PROJECTS/PROJETS
NATIONAL**

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88/89	Nat.	<p>FEASABILITY - NATIONAL TRADE UNION WORKPLACE LITERACY TRAINING:</p> <p>To conduct a needs assessment which will evaluate and examine co-ordination mechanism for a national program by the CLC to address workplace literacy.</p>	<p>CANADIAN LABOUR CONGRESS</p> <p>2841 Riverside Drive Ottawa, Ontario K1V 6X7</p> <p>Tel.: 613-521-3400</p>	3848-C35 (88)
88/89	Nat.	<p>WORKPLACE LITERACY HANDBOOK: Th preparation of a manual on workplace literacy which can be used by Canadian businesses as a planning guide guide for setting up literacy programs at Canadian worksites.</p>	<p>CANADIAN CHAMBER OF COMMERCE C/O Education Director-Chamber of Commerce Scarborough Board of Education 140 Borough Drive Scarborough, Ontario M1P 4N6</p> <p>Tel.: 416-396-7633</p>	3848-C24 (88)
89/90	Nat.	<p>MARKETING VIDEO FOR THE PATHFINDER LEARNING SYSTEM : To produce a promotional video of the Pathfinders Learning System.</p>	<p>YOUTH EMPLOYMENT SKILLS CANADA (YES CANADA) 555 Richmond Street West Suite 700 Toronto, Ontario M5V 3B1</p> <p>Tel.: 416-362-0007</p>	3848-Y4-1 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
89/90	Nat.	<p>ADVANCEMENT OF LITERACY IN CANADA To develop three projects to incorporate teachers into the movement to advance literacy within particular community contexts.</p>	<p>CANADIAN LABOUR CONGRESS</p> <p>2841 Riverside Drive Ottawa, Ontario K1V 6X7</p> <p>Tel.: 613-521-3400</p>	3848-C35 (88)
89/90	Nat.	<p>BASIC SKILLS TRAINING: WORKERS IN PLANT CLOSURE AND SHORT TERM LAYOFF Development and testing of methodologies and models to delivers basic skills and workplace literacy to workers in plant closures and lay-off situations.</p>	<p>CANADIAN CHAMBER OF COMMERCE C/O Education Director-Chamber of Commerce Scarborough Board of Education 140 Borough Drive Scarborough, Ontario M1P 4N6</p> <p>Tel.: 416-396-7633</p>	3848-C24 (88)
89/90	Nat.	<p>NATIONAL LITERACY SPEAKERS BUREAU-PHASE 3: The Business Task Force on Literacy plans to launch a National Speakers Bureau to address the needs identified in a preliminary assessment.</p>	<p>YOUTH EMPLOYMENT SKILLS CANADA (YES CANADA) 555 Richmond Street West Suite 700 Toronto, Ontario M5V 3B1</p> <p>Tel.: 416-362-0007</p>	3848-Y4-1 (89)
89/90	Nat.	<p>LAUNCH OF "LES SYSTÈMES D'APPRENTISSAGE FORMATIQUE": To launch the French adaptation of the Pathfinders Learning System.</p>	<p>YOUTH EMPLOYMENT SKILLS CANADA (YES CANADA) 555 Richmond Street West Suite 700 Toronto, Ontario M5V 3B1</p> <p>Tel.: 416-362-0007</p>	3848-Y4-1 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
89/90	Nat.	BASIC SKILLS FOR SMALL BUSINESS: THE SUBWAY FRANCHISE MODEL (PHASE 1 & 2) A workplace literacy model suitable for use by franchises will be developed and tested.	PRAXIS ADULT TRAINING AND SKILLS DEVELOPMENT INC. 521 Markham street Toronto, Ontario M6G 2L6 Tel.: 416-585-7423	3848-P27 (89)
89/90	Nat.	A LITERACY PROJECT: To develop a learner-centre union led literacy program in the province of New Brunswick.	CANADIAN LABOUR CONGRESS 2841 Riverside Drive Ottawa, Ontario K1V 6X7 Tel.: 613-521-3400	3848-C70(89)
90/91	Nat.	DO THE WRITE THING - CLEAR LANGUAGE WORKSHOP: Four workshops designed to help editors of labour media use clear language and clear language survey of labour media.	CANADIAN ASSOCIATION OF LABOUR MEDIA 2841 Riverside Drive Ottawa, Ontario K1V 8X7 Tel.: 613-521-3400	3848-C7(90)
90/91	Nat.	LITERACY NEEDS ASSESSMENT OF CANADIAN HEALTH CARE WORKERS: To undertake a needs assessment among health care workers that will identify barriers in the workplace resulting from literacy and numeracy issues and determine the desired directions to follow in order to validate and create a new literacy model for functional context training in the health care industry.	CANADIAN HEALTH CARE GUILD 200-17410 107th Avenue Edmonton, Alberta T5S 1E9 Tel.: 403-483-8126	3848-C13(90)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
90/91	Nat.	NATIONAL SEARCH CONFERENCE: Development of a private sector strategy for literacy.	PUBLIC POLICY FORUM 130 Albert Street Suite 1705 Ottawa, Ontario K1R 6K7 Tel.: 613-238-7990	3848-P4(90)
90/91	Nat.	UFCW WORKPLACE LITERACY PROGRAM: The United Food and Commercial Workers will undertake a research project on the scope and nature of literacy difficulties facing UFCW members	UNITED FOOD AND COMMERCIAL WORKERS UNION 61 International Boulevard Suite 300 Rexdale, Ontario M9W 6K4 Tel.: 416-675-1104	3848-U12(90)
90/91	Nat.	LOCAL MEDIA WORKSHOPS AND PROMOTION ACTIVITIES: ABC Canada will hold workshops in 20 cities to link local literacy groups with the media; conduct meetings with local business and labour organizations to build support for ABC Canada and produce promotional materials.	ABC CANADA Box 35 1496 Lower Water Street Halifax, Nova Scotia B3J 1R9 Tel.: 902-426-4176	3848-A7-1 (90)
90/91	Nat.	WORKPALCE LITERACY IN THE TROWEL TRADES - PHASE 1: The Committee will develop a literacy model for the trowel trades that creates an assessment tool, accesses local resources, builds partnerships and engages union members in life-long learning.	CANADIAN BRICKLAYERS LITERACY COMMITTEE 161 Markwood Drive Kitchener, Ontario N2M 2H3 Tel.: 519-576-4610	3848-C5 (90)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
90/91	Nat.	WORKPLACE LITERACY IN THE TROWEL TRADES - PHASE 1: The committee will develop a literacy model for the trowel trades that creates an assessment tool, accesses local resources, builds partnerships and engages union members in life-long learning.	CANADIAN BRICKLAYERS LITERACY COMMITTEE 161 Markwood Drive Kitchener, Ontario N2M2H3 Tel.: 519-576-4610	3848-C5(90)
90/91	Nat.	LITERACY RESEARCH AND PROMOTION: The Canadian Alliance of Injured Workers will conduct a telephone survey of injured workers to determine the level of concerns; produce and disseminate a poster to raise awareness; and conduct three training sessions aimed at raising awareness.	CANADIAN ALLIANCE OF INJURED WORKERS Box 3678 Thunder Bay, Ontario P7B 6E3 Tel.: 807-344-1057	3848-C 117 (90)
90/91	Nat.	PROMOTING LITERACY THROUGH WORKPLACE PARTNERSHIPS: A promotion package will be designed for use by union locals in promoting workplace literacy and in building partnerships with employers and business.	CANADIAN FEDERATION OF LABOUR 107 Sparks Street Suite 300 Ottawa, Ontario K1P 5B5 Tel.: 613-234-4141	3848-C 14 (90)
90/91	Nat.	UPGRADING LITERACY SKILLS: The FFAW will establish, on a pilot basis, a learning centre aimed at inshore fisherman who want to upgrade their literacy skills.	FISHERMAN, FOOD AND ALLIED WORKERS P.O. Box 10, Cormack Building 2 Steers Cove St. John's Newfoundland A1C 5H5 Tel.: 709-576-7276	3848-F14 (90)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
90/91	Nat.	ORGANIZATIONAL DEVELOPMENT FOR A CANADIAN FOUNDATION FOR LITERACY: Project to assist in the final developmental stages of a National Literacy Foundation.	ABCANADA FOUNDATION C/O Bill Ardell 90 Ronson Drive Rexdale, Ontario M9W 1G1 Tel.: 416-243-3132	3848-A7(90)
91/92	Nat.	D'UN OCEAN à L'AUTRE: L' ALPHABÉTISATION EN MILIEU DE TRAVAIL POUR LES FEMMES FRANCOPHONES Le projet vise une meilleure compréhension des mécanismes de marginalisation des analphabètes par rapport au milieu de travail. La réalisation du projet fournira du matériel d'alphabétisation touchant cette problématique et adapté à la clientèle des femmes francophones. Les documents produits seront utiles pour préparer une campagne de sensibilisation auprès des employeurs, des syndicats et des responsables de la formation professionnelle.	RÉSEAU NATIONAL D'ACTION ÉDUCATION FEMME 50, Rue Vaughan Ottawa, Ontario K1M 1X1 Tel.: 613-741-9978	3848-R3 (91)
91/92	Nat.	WORKPLACE LITERACY IN THE TROWEL TRADES - PHASE II: To develop a literacy model for the trowel trades that creates and tests an assessment tool, accesses local resources, builds partnerships and engages union members in life-long learning.	CANADIAN BRICKLAYERS LITERACY COMMITTEE 161 Markwood Drive Kitchener, Ontario N2M 2H3 Tel.: 519-578-0216	3848-C99(91)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
91/92	Nat.	LITERACY FOR WORKERS - PHASE II: The CFL wm continue its efforts to promote literacy and encourage workplace literacy activities among its affiliates by offering a consultancy service and a clearinghouse and by fostering additional projects.	CANADIAN FEDERATION OF LABOUR 107 Sparks Street Suite 300 Ottawa, Ontario K1P 5B5 Tel.: 613-234-4141	3848-C3 (91)
91/92	Nat.	ABC CANADA - 1991-92 PROGRAM FUNDING: ABC Canada will continue its work with the private sector to raise public awareness about literacy; to draw the attention and the resources of the private sector to literacy; and to ensure that literacy does not disappear from the public policy agenda. The long term goal is to stimulate a life-long learning culture in Canada.	ABC CANADA 1496 Lower Water Street Halifax, Nova Scotia B3J 1R9 Tel.: 902-492-2665	3848-A38 (91)
92/93	Nat.	D'UN OCÉAN à L'AUTRE: ALPHABÉTISATION EN MILIEU DE TRAVAIL POUR LES FEMMES FRANCOPHONES: Supplément - le projet vise une meilleure compréhension des mécanismes de marginalisation des analphabètes par rapport au milieu de travail. La réalisation du projet fournira du matériel d'alphabétisation touchant cette problématique et adapté à la clientèle des femmes francophones. Les documents produits seront utiles pour préparer une campagne de sensibilisation auprès des employeurs, des syndicats et des responsables de la formation professionnelle.	RÉSEAU NATIONAL D'ACTION ÉDUCATION FEMMES 50, Rue Vaughan Ottawa, Ontario K1M 1X1 Tel.: 613-741-9978	3848-R1 (92)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
92/93	Nat.	<p>INTEGRATION OF LITERACY INTO EXISTING TRAINING PROGRAMS:</p> <p>The Canadian Trucking Research Institute will identify the literacy needs within the various programs operated by the Canadian Trucking Association, work with trainers to identify areas of concern and consult with schools and trucking companies to review literacy needs. The results of the study will be published.</p>	<p>CANADIAN TRUCKING RESEARCH INSTITUTE 130 Albert Street Suite 300 Ottawa, Ontario K1P 5G4</p> <p>Tel.: 613-236-9426</p>	3848-C82(92)
92/93	Nat.	<p>MIND YOUR OWN BUSINESS:</p> <p>This project represents phase one of a two project aimed at developing a workplace literacy project for the Inuit workers, directors and members of 12 co-operatives of Northern Quebec. The phase of the project will include a training needs assessment.</p>	<p>FEDERATION DES COOPERATIVES DU NOUVEAU-QUEBEC 19950 Clark Graham Baie D'Urfé, Quebec H9X3R8</p> <p>Tel.: 514-457-4347</p>	3848-F8 (92)
92/93	Nat.	<p>LITERACY AND CANADIANS:</p> <p>ABC Canada, in partnership with representatives of the literacy community, will determine the current state of how Canadians view literacy, their understanding of the importance of the issue, and their perceptions about possible action to improve the literacy levels of Canadians.</p>	<p>ABC CANADA FOUNDATION 1450 Don Mills Road Don Mills, Ontario M3B2X7</p> <p>Tel.: 416-442-2292</p>	3848-A6-1 (92)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
92/93	Nat.	<p>NARROWING THE SKILLS GAP:</p> <p>WORKPLACE LITERACY PROGRAM IN CANADA: The project will document eight workplace literacy programs across Canada examining the reasons for initiating the programs, the benefits of programs and the changes needed to maximize success of such programs.</p>	<p>PARTNERSHIPS IN LEARNING <i>CIO</i> Maurice C. Taylor, Chair University of Ottawa Faculty of Education, Room 230 145 Jean Jacques Lussier Ottawa, Ontario K1N 6N5</p> <p>Tel.: 613-564-5439</p>	3848-P2 (92)
92/93	Nat.	<p>WORKPLACE LITERACY PROGRAM DEVELOPMENT - PHASE 2 UFCW: UFCW will develop a literacy program manual including assessment of needs and resources available. Membership will review the manual at the June '92 conference. Five projects will be established in various regions.</p>	<p>UNITED FOOD AND COMMERCIAL WORKERS INTERNATIONAL UNION</p> <p>61 International Boulevard Suite 300 Rexdale, Ontario M9W 6K4</p> <p>Tel.: 416-675-1104</p>	3848-U1 (92)
92/93	Nat.	<p>WORKPLACE LITERACY: ABC Canada will raise awareness in the general public and the private sector through multi-media campaigns, special events and promotional materials. The organization will also encourage the development of workplace literacy programs by being a resource to the private sector. Finally, ABC Canada will interpret the concerns of, and represent, the private sector particularly in the area of public policy.</p>	<p>ABC CANADA FOUNDATION 1450 Don Mills Road Don Mills, Ontario M3B 2X7</p> <p>Tel.: 416-442-2292</p>	3848-A6(92)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
93/94	Nat.	<p>LITERACY INFORMATION SEMINARS:</p> <p>To conduct seminars and workshops to sensitize businesses and the black community on the importance of having employees participate in literacy training.</p>	<p>MONTREAL ASSOCIATION OF BLACK BUSINESS</p> <p>2425 Grand Blvd. Suite 3 Montreal, Quebec H4B 2X2</p> <p>Tel.: 514-486-8030</p>	3848-M17 (93)
93/94	Nat.	<p>BRINGING THE 3R'S INTO THE NINETIES; THE ROLE OF UNIONS AND EMPLOYERS</p> <p>The Canadian Federation of Labour will; i) develop a mini workshop to be delivered at the five CFL regional schools, and to individual CFL affiliates and sectoral groups. The workshop will cover awareness, a review of CFL workplace literacy projects and how to initiate the planning process; and ii) develop in-depth training sessions for locals so that they may undertake their own workplace needs assessment study. Both workshops build upon previous projects with the CFL that raised awareness of the literacy issue, created a workplace literacy clearinghouse, and established pilot projects.</p>	<p>CANADIAN FEDERATION OF LABOUR</p> <p>107 Sparks Street Suite 300 Ottawa, Ontario K1P 5B5</p> <p>Tel.: 613-234-4141</p>	3848-C 16 (93)
93/94	Nat.	<p>BASIC SKILLS TRAINING FOR THE HOSPITALITY INDUSTRY: AN INVESTIGATION</p> <p>Praxis will investigate the extent of workplace literacy training initiatives in the hospitality industry, identify key informants, stakeholders and champions, and identify potential members of a national steering committee who could then determine the nature and extent of training gaps and industry responses to them.</p>	<p>PRAXIS ADULT TRAINING AND SKILLS DEVELOPMENT</p> <p>561 Markham Street Toronto, Ontario M6G 2L6</p> <p>Tel.: 416-588-4646</p>	3848-P17 (93)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
93/94	Nat.	LITERACY PORTFOLIO DEVELOPMENT: AN ALTERNATIVE ASSESSMENT TECHNIQUE Partnership in Learning will survey the most current literature on literacy assessment portfolios, interview those using portfolios in community, workplace and institutional literacy programs, and develop a model that can be used across the country for assessing learners.	PARTNERSHIP IN LEARNING University of Ottawa Faculty of Education 145 Jean Jacques Lussier Ottawa, Ontario K1N 6N5 Tel.: 613-564-5639	3848-P5(93)
93/94	Nat.	CORE COMPETENCY TRAINING PROGRAM: The Canadian Urban Transit Association will investigate the core competencies and design a program that would allow transit workers to improve their literacy skills there by increasing performance in their current jobs and preparing them for future jobs.	CANADIAN URBAN TRANSIT ASSOCIATION Suite 901 55 York Street Toronto, Ontario M5J 1R7 Tel.: 416-365-9800	3848-C95(93)
93/94	Nat.	WORKPLACE LITERACY; PUBLIC AWARENESS; QUALITY AND LITERACY PROJECTS: ABC Canada will undertake three projects: (1) A french adaption of the public awareness campaign; (2) A report on the total quality movement and its implications for workplace literacy and; (3) A national overview of small business and workplace literacy projects.	ABC CANADA 1450 Don Mills Road Don Mills, Ontario M3B 2X7 Tel.: 416-442-2292	3848-A6-1 (93)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
93/94	Nat.	LOGICIEL EN ALPHABÉTISATION - VERSION IBM: Adaption en version IBM d'un logiciel d'alphabétisation créé sur APPLE.	CENTRALE DES SYNDICATS DEMOCRATIQUES	3848-C98 (93)
93/94	Nat.	ABC CANADA 1993-94:ABC Canada will raise awareness in the general public and the private sector through multi-media campaigns, special events and promotional materials. The organization will also encourage the development of workplace literacy programs by being a resource to the private sector. Finally, ABC Canada will interpret the concerns of, and represent, the private sector particularly in the area of public policy.	ABC CANADA 1450 Don Mills Road Don Mills, Ontario M3B 2X7 Tel.: 416-442-2292	3848-A6 (93)
94/95	Nat.	MANITOBA FEDERATION OF LABOUR BASIC SKILLS PROJECT: The Manitoba Federation of Labour, a partner with business and the province of Manitoba in Workplace Education Manitoba, will review its own internal efforts to promote workplace literacy by conducting a public awareness campaign.	MANITOBA FEDERATION OF LABOUR 101 - 275 Broadway Winnipeg, Manitoba R3C 4M6 Tel.: 204-947-1400	3848-M21 (94)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
94/95	Nat.	<p>INNOVATIVE WORKPLACE LITERACY PROGRAM: Partnerships in learning will document 10 workplace literacy programs in very different regions of the country. Each of the case studies will include both a description and an analysis of the factors that make the program innovative. This document will complement the group's 1993 report 'Narrowing the Skills Gap': Workplace Literacy Programs Across Canada, a useful and popular overview of workplace Literacy in Canada.</p>	<p>PARTNERSHIPS IN LEARNING CIO Maurice Taylor University of Ottawa Faculty of Education 145 Jean Jacques Lussier Room 230 Ottawa, Ontario K1N 6N5</p> <p>Tel.: 613-564-5439</p>	3848-P9(94)
94/95	Nat.	<p>WORKPLACE LITERACY PROGRAM - EAST: The Canadian Labour Congress, Atlantic Region will conduct two projects related to its EAST Workplace Literacy Program. The first project will evaluate the EAST Program, a peer tutoring modelled by union members, and the second project will train a network of trainers to provide support to local unions about workplace literacy.</p>	<p>CANADIAN LABOUR CONGRESS - ATLANTIC REGION</p> <p>2282 Mountain Road Moncton, New Brunswick E1G 1B4</p> <p>Tel.: 506-858-9350</p>	3848-C8 (94)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
94/95	Nat.	WORKPLACE LITERACY INITIATIVES IN CANADA MUNICIPALITIES: The project is designed around three primary objectives: increase awareness of literacy needs; create literacy training opportunities for municipal employees; develop partnerships with national organizations to promote the availability and benefits of literacy.	CANADIAN ASSOCIATION OF MUNICIPAL ADMINISTRATORS 24 Clarence Street Ottawa, Ontario K1N 5P3 Tel.: 613-241-8444	3848-C52 (94)
94/95	Nat.	ABC CANADA 1994-95: ABC Canada will raise awareness in the general public and the private sector through multi-media campaigns, special events, and promotional materials. The organization will also encourage the development of workplace literacy programs by being a resource to the private sector. Finally, ABC Canada will interpret the concerns of and represent the private sector particularly in the area of public policy.	ABC CANADA 1450 Don Mills Road Don Mills, Ontario M3B 2X7 Tel.: 416-442-2292	3848-A5 (94)

**II PROVINCIAL PROJECTS/PROJETS
PROVINCIAL**

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
88/89	B.C.	<p>LITERACY IN THE WORKPLACE:</p> <p>A workplace literacy project at Royal Columbia Hospital with cooperation among union, management and college representatives.</p>	<p>DOUGLAS COLLEGE Box 2503 New Westminster, British Columbia V3L 5B2</p> <p>Tel.: 604-520-5400</p>	3848-D1 (88)
88/89	B.C.	<p>JOB COMMUNICATION SKILLS PROJECT - SAWMILLS:</p> <p>A study of the effects of illiteracy on sawmill operations in B.C. focusing on traditional vs high tech operations.</p>	<p>COUNCIL OF FOREST INDUSTRIES 1200-555 Burrard Street Vancouver, British Columbia</p> <p>Tel.: 604-684-0624</p>	3848-C25 (88)
89/90	B.C.	<p>ABE: ADULT LEARNERS AND WORKSKILLS To coordinate information and encourage partnerships to increase the availability of workplace literacy programs.</p>	<p>ADULT BASIC EDUCATION ASSOCIATION OF BRITISH COLUMBIA 622 - 510 West Hastings Street Vancouver, British Columbia V6B 1L8</p> <p>Tel.: 604-684-0624</p>	3848-A5-5 (89)
89/90	B.C.	<p>SYMPOSIUM: ADULT LEARNERS AND WORKSKILLS - PARTNERSHIP IN UPGRADING</p> <p>To hold a provincial symposium to bring together various sectors of society to discuss training needs of adult workers.</p>	<p>ADULT BASIC EDUCATION ASSOCIATION OF BRITISH COLUMBIA 622 - 510 West Hastings Street Vancouver, British Columbia V6B 1L8</p> <p>Tel.: 604-684-0624</p>	3848-A5-3 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
89/90	B.C.	<p>LITERACY AND THE STRUCTURE OF THE WORKPLACE:</p> <p>A program looking at literacy and the structure of the workplace</p>	<p>B.C. FEDERATION OF LABOUR 3110</p> <p>Boundary Road Burnaby, British Columbia V5M4A2</p> <p>Tel.: 604-430-1421</p>	3848-B8(89)
90/91	B.C.	<p>NETWORK ON LITERACY: To establish a formal network on literacy for the Prince George region, compile a directory of local resources, including workplace literacy and to organize a conference to discuss post-ILY strategies.</p>	<p>COLLEGE OF NEW CALEDONIA</p> <p>685 Highway 16 Box 5000 Burns Lake, British Columbia VOJ 1E0</p> <p>Tel.: 604-692-3175</p>	3848-C35(90)
90/91	B.C.	<p>WORKPLACE NETWORK AND CONSULTATION: To hold three provincial workplace literacy consultations, to publish four workplace literacy newsletters, to compile a directory of workplace literacy projects in the province, and to provide consultative services to existing workplace literacy projects.</p>	<p>FRASER VALLEY COLLEGE</p> <p>33844 King Road Abbotsford, British Columbia V2S 4N2</p> <p>Tel.: 604-792-0025</p>	3848-F7(90)
90/91	B.C.	<p>JOB COMMUNICATION PROJECT- SAWMILLS:</p> <p>The council of Forest Industries of B.C. will oversee a study of the effects of illiteracy on sawmill operations in B.C. The study will examine the literacy levels of employees and focus on traditional vs high tech requirements.</p>	<p>COUNCIL OF FOREST INDUSTRIES</p> <p>1200 - 555 Burrard Street Vancouver, British Columbia V7X 1S7</p> <p>Tel.: 604-684-0211</p>	3848-C41 (90)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
90/91	B.C.	<p>WORKPLACE LITERACY IN LARGE CORPORATIONS: A DEMONSTRATION AND DISSEMINATION PROJECT</p> <p>To actively encourage large corporations to become involved in workplace literacy by providing resource information, facilitating networking and developing three demonstration projects that will show how large corporations can establish their own program.</p>	<p>BUSINESS COUNCIL OF BRITISH COLUMBIA</p> <p>810 - 1050 West Pender Street Vancouver, British Columbia V6E 3S7</p> <p>Tel.: 604-684-3384</p>	3848-B4 (90)
91/92	B.C.	<p>WORKPLACE LITERACY IN LARGE CORPORATIONS: A DEMONSTRATION AND DISSEMINATION PROJECT (Supplementary Grant): The Business Council of B.C. will actively encourage large corporations to become involved in workplace literacy by providing resource information, facilitating networking and developing three demonstration projects that will show how large corporations can establish their own programs.</p>	<p>BUSINESS COUNCIL OF BRITISH COLUMBIA</p> <p>810 -1050 West Pender Street Vancouver, British Columbia V6E 3S7</p> <p>Tel.: 604-684-3384</p>	3848-B7 (91)
91/92	B.C.	<p>SKILLS IMPROVEMENT PROGRAM FOR THE B.C. CONSTRUCTION INDUSTRY - PHASE 1 ASSESSMENT:</p> <p>The B.C. Construction Industry Skills Improvement Council will promote awareness of basic skills issues among key stakeholders; assess the workplace basic skill needs, establish a clearinghouse of resources specific to the needs of the construction industry and develop and test a train the trainer program.</p>	<p>B.C. CONSTRUCTION INDUSTRY SKILLS IMPROVEMENT COUNCIL</p> <p>404 - 737 Carnarvon Street New Westminster, British Columbia V3M 5X1</p> <p>Tel.: 604-526-8020</p>	3848-B8 (91)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
92/93	B.C.	<p>BASIC SKILLS IMPROVEMENT PROGRAM FOR THE BC & YUKON CONSTRUCTION INDUSTRY - PHASE II RESPONSE TO NEEDS ASSESSMENT:</p> <p>The BC Construction Industry Skills Improvement Council will respond to the recommendations of phase I needs assessment which provides a framework for improving the basic skills level of workers in the construction industry. The group will do this by promoting awareness of basic skills issues among decision-makers in the industry and by developing and piloting effective responses.</p>	<p>BC CONSTRUCTION INDUSTRY SKILLS IMPROVEMENT COUNCIL 404 - 737 Carnarvon Street New Westminster, British Columbia V3M 5X1</p> <p>Tel.: 604-526-8020</p>	3848-B 12 (92)
92/93	B.C.	<p>THE LITERACY SYMPOSIUM:</p> <p>The Business Council of British Columbia will hold a symposium to identify common literacy problems faced by employers and also identify any successes which have been achieved in terms of solutions. The symposium will also examine the issue of low levels of literacy and discrimination in employment.</p>	<p>BUSINESS COUNCIL OF BRITISH COLUMBIA Suite 810 1050 West Pender Street Vancouver, British Columbia V6E 3S7</p> <p>Tel.: 604-684-3384</p>	3848-B2 (92)
93/94	B.C.	<p>SAWMILL WORKPLACE LITERACY PROGRAM:</p> <p>In partnership with Fort St. John Literacy Society, CANFOR Education Committee and local 400 CEP, the college will conduct and publish a literacy audit of the mill to determine the demands on the workers. They will also start a workplace program.</p>	<p>NORTHERN LIGHTS COLLEGE Box 1000 Fort St. John, British Columbia V1J 6K1</p> <p>Tel.: 604-774-2741</p>	3848-N2-2 (93)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
93/94	B.C.	WOODWORKERS' LITERACY RESEARCH PROJECT: This project of Douglas College, in party with the International Woodworkers of America, will increase the participation of forest industry workers in existing literacy programs by: assessing the current participation of woodworkers in literacy programs.	DOUGLAS COLLEGE 700 Royal Avenue P.O. Box 2503 New Westminster, British Columbia V3L 5B2 Tel.: 604-527-5385	3848-01 (93)
93/94	B.C.	THE LITERACY WORKSHOP IN RESOURCE ACCESS AND IMPLEMENTATION: The Business Council of British Columbia will hold a presentation workshop aimed at business and labour in order to learn how to identify and tackle literacy issues incorporations; to develop a series of contacts and resources; and to obtain first hand information about successes in workplace literacy.	BUSINESS COUNCIL OF BRITISH COLUMBIA Suite 810 1050 West Pender Street Vancouver, British Columbia V6E 3S7 Tel.: 604-684-3384	3848-B4 (93)
93/94	B.C.	WORKFORCE TRAINING FORUMS: The Open Learning Agency, acting on behalf of a partnership including SKILLPLAN and Literacy B.C., will develop a strategy, form a steering committee made up of ail sectors, and lay the ground work for a province-wide campaign to promote workplace literacy through forums and showcases.	OPEN LEARNING AGENCY 4355 Mathissi Place Burnaby, British Columbia V5G 4S8 Tel.: 604-321-3215	3848-01-4 (93)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
93/94	B.C.	APPLICATION OF TEST MAKING, TEST TAKING AND PLAIN LANGUAGE PRINCIPLES FOR CARPENTER APPLICATIONS: The B.C. Construction Industry Skills Improvement Council (SKILLPLAN) will promote basic skills issues among decision makers in the industry and will continue to pilot effective responses to needs identified in earlier projects.	BRITISH COLUMBIA CONSTRUCTION INDUSTRY SKILLS IMPROVEMENT COUNCIL 404 - 737 Carnarvon Street New Westminster, British Columbia V3M 5X1 Tel.: 604-526-8020	3848-B 1 (93)
94/95	B.C.	QUALITY OF WORKING LIFE IN EDUCATION RESEARCH: In partnership with IWA Canada Local 1-3567, the college will undertake a study to determine the extent and type of education programming offered by Quality of Working Life programs at sawmill and manufacturing plants.	DOUGLAS COLLEGE 700 Royal Avenue New Westminster, B.C. V3L 5B2 Tel.: 604-527-5246	3848-D1 (94)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
94/95	B.C.	<p>WORKPLACE CURRICULUM DEVELOPMENT: READING AND FIGURING ON THE JOB The Canadian Forest Products, Fort St-John Literacy Society, and the IWA local 424 will work with the college to create a program to produce curriculum materials, extend instruction in workplace education, and link curriculum development with instruction.</p>	<p>NORTHERN LIGHTS COLLEGE Fort St-John Campus P.O. Box 1000 Fort St. John, British Columbia V1J 6K1</p> <p>Tel.: 604-785-6981</p>	3848-N1 (94)
94/95	B.C.	<p>OUTREACH TO FRANCOPHONE FOREST WORKERS: In partnership with le Cercles des Canadiens Français, the college will establish an outreach program for unskilled, unemployed, francophone forest workers. The organization will work with the logging companies, recruit and train tutors.</p>	<p>COLLEGE OF NEW CALEDONIA 330 22nd Avenue Prince George, B.C. V2N 1P8</p> <p>Tel.: 604-561-5826</p>	3848-C2 (94)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
88/89	Alta.	LITERACY FOR THE WORKPLACE: The design and development of workplace literacy curriculum along with an evaluation component.	ALBERTA VOCATIONAL CENTRE 1 0215-1 08 Street Edmonton, Alberta T5J 1L6 Tel.: 403-427-5444	3848-A25 (88)
90/91	Alta.	WORKER LITERACY INITIATIVES RESEARCH PROJECT - PART 1: A needs assessment of membership and development of program options.	ALBERTA FEDERATION OF LABOUR Suite 350 10451 - 170 Street Edmonton, Alberta T5P 4T2 Tel.: 403-483-3021	3848-A4 (90)
91/92	Alta.	WORKPLACE LITERACY MODEL FOR ALBERTA: The project, in conjunction with Lethbridge Community College, will research and develop procedures and models for mounting workplace literacy projects in industries in Alberta.	KEYANO COLLEGE 8115 Franklin Avenue Fort McMurray, Alberta T9H 2H7 Tel.: 403-791-4800	3848-K4 (91)
91/92	Alta.	WORKPLACE LITERACY MODEL FOR ALBERTA: The project, in conjunction with Keyano College, will research and develop procedures and models for mounting workplace literacy projects in industries in Alberta.	LETHBRIDGE COMMUNITY COLLEGE 3000 College Drive S. Lethbridge, Alberta T1K 1 L6 Tel.: 403-320-3210	3848-L9-1 (91)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
92/93	Alta.	WORKPLACE LITERACY MARKETING STRATEGY: The distribution of the marketing strategy "A Framework for Providing Workplace Literacy Development" with a consultant so that discussion and reflection with stakeholders can take place. Through the discussion the document will provide direction.	KEYANO COLLEGE 8115 Franklin Avenue Fort McMurray, Alberta T9H 2H7 Tel.: 403-791-8943	3848-K3 (92)
93/94	Alta.	WORKPLACE LITERACY DEVELOPMENT FOR THE ROOFING ASSOCIATION OF ALBERTA: The Roofing Industry Training Association of Alberta will develop a training model that is suitable to the needs of roofers, who are small businesses, and test that model. The project will be a collaborative effort between the Association, Kenyano College, Alberta Vocational College - Edmonton and the Government of Alberta. The results of the project will be applicable to others in the industry and to other small business groups.	THE ROOFING INDUSTRY TRAINING ASSOCIATION OF ALBERTA Suite 208 2725 -12th Street N.E. Calgary, Alberta T2E 7J2 Tel.: 403-250-7055	3848-R6 (93)
93/94	Alta.	DELIVERING WORKPLACE TRAINING - PHASE II: The project will revise the curriculum developed in Phase 1 into a 4x4 hour workshop format, adapt an 8 hour elective tutor training componenet and develop a portable, modularized multimedia training package that will serve the rural and urban small business community. In addition, a facilitator training component will be developed and the whole package will be marketed to potential clients, associations and government agencies.	ALBERTA VOCATIONAL COLLEGE - EDMONTON 10215 - 108 Street Edmonton, Alberta T5J 116 Tel.: 403-427-2741	3848-A8 (93)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
93/94	Alta.	<p>WORKPLACE LITERACY ASSESSMENT MANUAL: The Learning Centre and Alberta Vocational Centre - Calgary will adapt the 'Asking the Right Question' manual to assist the workplace trainers and personnel to understand the needs of adults in the workplace encountering learning difficulties. An advisory committee will provide direction and two pilots will test the adapted materials.</p>	<p>CALGARY SOCIETY FOR STUDENTS WITH LEARNING DIFFICULTIES 3930 - 20th Street S.W. Calgary, Alberta T2T 4Z9 Tel.: 403-686-9300</p>	3848-C5 (93)
93/94	Alta.	<p>JET CURRICULUM REVISION AND MULTIMEDIA FACILITATOR TRAINING PACKAGE: Alberta Vocational College will develop a portable, multimedia facilitator training package which will guide potential workplace instructors through the process of planning, implementing and monitoring a workplace literacy program.</p>	<p>ALBERTA VOCATIONAL COLLEGE - EDMONTON 10215 - 108 Street Edmonton, Alberta T5J 1L6 Tel.: 403-427-2741</p>	3848-A8-1 (93)
94/95	Alta.	<p>MARKETING WORKPLACE LITERACY TRAINING TO SMALL AND MEDIUM SIZE BUSINESS: The Alberta Workplace Literacy Advisory Committee will market the issue of workplace literacy to small and medium size employers. The Advisory Committee, representing business, labour, education, government and workplace literacy practitioners will use the results to establish direction for workplace literacy efforts in Alberta.</p>	<p>ALBERTA WORKPLACE LITERACY ADVISORY COMMITTEE C/O Keyano College Community and Upgrading Education 8115 Franklin Avenue Fort McMurray, Alberta T9H 2H7 Tel.: 403-791-9843</p>	3848-A2 (94)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
88/89	Sask.	ACADEMIC EDUCATION LITERACY IN THE WORKPLACE: A project to test and evaluate the effectiveness of using traditional methods of tutorials and classrooms as well as instructional job-related materials to improve employees literacy and numeracy skills.	CYPRESS HILLS REGIONAL COLLEGE 197 - 4th Avenue N.W. Swift Current, Saskatchewan S9H OT7 Tel.: 306-773-1531	3848-C50 (88)
89/90	Sask.	WORKPLACE LITERACY PROGRAM FEASIBILITY STUDY: To determine the feasibility of implementing a program similar to OFL/BEST in Saskatchewan	SASKATCHEWAN FEDERATION OF LABOUR 103 - 2709 - 12th Avenue Regina, Saskatchewan S4T 1J3 Tel.: 306-525-0197	3848-S21 (89)
89/90	Sask.	EDUCATION FOR THE WORKPLACE: A project to teach employees literacy and numeracy skills will be tested and evaluated in three situations reflecting different industries and regions.	CYPRESS HILLS REGIONAL COLLEGE 197 - 4th Avenue North West Swift Current, Saskatchewan S9H OT7 Tel.: 306-773-1531	3848-C75-1 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
90/91	Sask.	WORKPLACE SKILLS DEVELOPMENT PROJECT: Development of public awareness materials designed to lessen the social stigma; development of partnership projects to test a worker-centred learning modal.	SASKATCHEWAN FEDERATION OF LABOUR 103 - 2709 12th Avenue Regina, Saskatchewan S4T 1J3 Tel.: 306-525-0197	3848-S 1 (90)
91/92	Sask.	WORKER'S EDUCATION FOR SKILLS TRAINING - CURRICULUM MATERIALS DEVELOPMENT PROJECT: The Saskatchewan Federation of Labour will develop curriculum materials specific to a number of workplaces and workplace issues. A Practitioners' Guide to Workers' Literacy Programming will also be developed.	SASKATCHEWAN FEDERATION OF LABOUR 103 - 2709 12th Avenue Regina, Saskatchewan S4T 1J3 Tel.: 306-525-0197	3848-S15 (91)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
92/93	Sask.	WEST (WORKERS' EDUCATION FOR SKILLS TRAINING) - A LIFETIME OF OPPORTUNITY - PROMOTIONAL VIDEO: The Saskatchewan Federation of Labour will develop and produce a video entitled WEST - A LIFETIME OF OPPORTUNITY. The video will be used to promote the program among labour, business and the general public.	SASKATCHEWAN FEDERATION OF LABOUR 103 - 2709 12th Avenue Regina, Saskatchewan S4T 1J3 Tel.: 306-525-0197	3848-S7 (92)
92/93	Sask.	WEST (WORKERS' EDUCATION FOR SKILLS TRAINING) - A LIFETIME OF OPPORTUNITY - PROMOTIONAL VIDEO: The SFL will develop and produce a video entitled WEST - A Lifetime of Opportunity. The video will be used to promote the program among labour, business and the general public.	SASKATCHEWAN FEDERATION OF LABOUR 103 - 2709 12th Avenue Regina, Saskatchewan S4T 1J3 Tel.: 306-525-0197	3848-S7 (92)
93/94	Sask.	BUSINESS BENEFITS LITERACY - ABORIGINAL LITERACY: Regina Public Library will establish an aboriginal literacy bridging program in the workplace in cooperation with a number of native organizations and businesses. Appropriate curriculum will be developed. Appropriate curriculum will be developed.	REGINA PUBLIC LIBRARY 2311 - 12th Avenue Regina, Saskatchewan S4P 3Z5 Tel.: 306-777-6015	3848-R5 (93)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
91/92	Man.	BASIC EDUCATION IN THE WORKPLACE: To develop models of provision and process in various sectors of industry and to disseminate and promote information about basic education and plain language in the workplace.	BASIC EDUCATION IN THE WORKPLACE Literacy Office 417-185 Carlton Street Winnipeg, Manitoba R3C 3J1 Tel.: 204-945-8247	3848-B15 (91)
91/92	Man.	LITERACY PROGRAMMING FOR THE INTERNATIONAL UNION OF OPERATING ENGINEERS - PHASE 1: The Operating Engineers Training Institute will undertake a study to identify the literacy and numeracy needs of its membership and develop recommendations for remedial training activities.	OPERATING ENGINEERS TRAINING INSTITUTE OF MANITOBA INC. 1008 Wall Street Winnipeg, Manitoba R3G 2V3 Tel.: 204-775-7059	3848-02 (91)
92/93	Man.	LITERACY PROGRAMMING FOR THE INTERNATIONAL UNION OF OPERATING ENGINEERS - PHASE II: The Operating Engineers Training Institute of Manitoba will develop a training strategy based on the needs assessment done during Phase 1 and will test the effectiveness of computer based learning and hands-on learning among its memberships.	OPERATING ENGINEERS TRAINING INSTITUTE OF MANITOBA 1008 Wall Street Winnipeg, Manitoba R3G 2V3 Tel.: 204-775-7059	3848-05 (92)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
92/93	Man.	BASIC EDUCATION IN THE WORKPLACE: Awareness about the literacy needs of the workplace will be raised. Assistance will be provided in needs assessment, curriculum development or adaption, 'Train the Trainers' courses and implementation of innovative projects.	BASIC EDUCATION IN THE WORKPLACE STEERING COMMITTEE Manitoba Literacy Office 417 - 185 Carlton Office Winnipeg, Manitoba R3C 3J1 Tel.: 204-945-8247	3848-B1 (92)
93/94	Man.	LINKING COMMUNITY-BASED AND WORKPLACE LITERACY: The project will help prepare literacy students who have graduated enter vocational training or employment. A handbook/workbook will be developpe, tested, printed and made available to all community-based programs.	PORTAGE PLAINS EMPLOYMENT INC. 110 Saskatchewan Avenue West Portage La Prairie, Manitoba R1N OM1 Tel.: 204-857-6304	3848-P7(93)
93/94	Man.	INSTRUCTORS HANDBOOK FOR INTEGRATING WORKPLACE LITERACY SKILLS INTO PRACTICAL TRAINING: The project will do the final preparation and publication of the handbook, which was researched and developed in phase one last year.	MANITOBA WOMEN IN TRADES AND TECHNOLOGY ASSOCIATION CMBWITT 656 Kingsway Avenue Winnipeg, Manitoba R3N OH2 Tel.: 204-489-5404	3848-M7 (93)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
93/94	Man.	<p>EMPLOYMENT SKILLS CURRICULUM DEVELOPMENT: This project will provide for the development of an employment skills curriculum kit for workers with mental disabilities. The kit will include components dealing with math, reading, money computations and communication skills.</p>	<p>PREMIER PERSONNEL CORPORATION 201 - 310 Donald Street Winnipeg, Manitoba R3B 2H4</p> <p>Tel.: 204-949-1474</p>	3848-P2 (93)
93/94	Man.	<p>WORKPLACE READING AND WRITING ASSESSMENT: The Manitoba Aerospace Human Resources Coordinating Committee will develop an instrument to assess the reading and writing capabilities of potential new hires to the industry with respect to the actual reading and writing tasks confronted on the job.</p>	<p>MANITOBA AEROSPACE HUMAN RESOURCES COORDINATING COMMITTEE INC.</p> <p>1425 Whyte Avenue Winnipeg, Manitoba R3E 1V7</p> <p>Tel.: 204-772-0003</p>	3848-M19 (93)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
93/94	Man.	BASIC EDUCATION IN THE WORKPLACE: Basic Education in the Workplace Steering Committee will promote the workplace education models and philosophy by developing promotional products, developing a group of trained practitioners in workplace literacy, identifying future projects, disseminating models developed previously and developing materials specific to certain sectors of the economy.	BASIC EDUCATION IN THE WORKPLACE STEERING COMMITTEE 417 - 185 Carlton Street Winnipeg, Manitoba R3C 3J1 Tel.: 204-945-1682	3848-B2 (93)
94/95	Man.	MANITOBA AREA REMOTE STUDY: The Operating Engineers Training Institute will test the feasibility of delivering computer-assisted literacy training to its members at worksites outside of the Winnipeg area in order to ensure that every member has access to training and to occupational upgrading.	OPERATING ENGINEERS INSTITUTE OF MANITOBA INC. 1008 Wall Street Winnipeg, Manitoba R3G 2V3 Tel.: 204-775-7059	3848-05 (94)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
87/88	Ont.	<p>TRAINING INSTITUTE FOR PRACTITIONERS: A training institute for workplace literacy practitioners from across Ontario.</p>	<p>GEORGE BROWN COLLEGE OF APPLIED ARTS AND TECHNOLOGY</p> <p>P.O. Box 1015 Station B Toronto, Ontario M5T 2T9</p> <p>Tel.: 416-944-4741</p>	3848-G2(87)
88/89	Ont.	<p>FEASIBILITY STUDY: A feasibility study regarding union based program targeted toward visible minority and native newcomers to Toronto who lack the necessary literacy skills for apprenticeship programs.</p>	<p>UNITED BROTHERHOOD OF CARPENTERS AND JOINERS OF AMERICA - LOCAL 27 64 Signet Drive Weston, Ontario M9L 1T1</p> <p>Tel.: 416-749-7440</p>	3848-U8(88)
88/89	Ont.	<p>COMPUTER BASED LITERACY PROJECT: To evaluate the application of IBM information laser disc courseware to literacy and numeracy training in college, workplace and community programs.</p>	<p>ONTARIO CAAT COMPUTER- BASED LEARNING PROJECT 6700 Finch Avenue West Suite 706 Rexdale, Ontario M9W5P5</p> <p>Tel.: 416-672-3115</p>	3848-010 (88)
88/89	Ont.	<p>INTEGRATION OF LITERACY TRAINING INTO CONSTRUCTION SKILLS TRAINING PROGRAM: To design and implement a literacy needs assessment and a literacy curriculum for selected construction trades.</p>	<p>L.I.U.N.A. TRAINING AND REHABILITATION CENTRE TRUST FUND-LOCAL 183 1130 Dupont Street Toronto, Ontario M6H 2A2</p> <p>Tel.: 416-533-7941</p>	3848-L5 (88)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
88/89	Ont.	PROJECT IN MOTHER TONGUE LITERACY NEEDS: A project to address the special needs English as a second language learners who possess mother-tongue literacy needs.	METRO LABOUR - EDUCATION AND SKILLS TRAINING CENTRE 954 King Street West Main Floor Toronto, Ontario M5S 2P4 Tel.: 416-971-5893	3848-M10 (88)
88/89	Ont.	PROMOTIONAL VIDEO ON WORKPLACE LITERACY: To develop two videos in English and French as training resources in the BEST program.	ONTARIO FEDERATION OF LABOUR 15 Gervais Drive Suite 202 Don Mills, Ontario M3C 1Y8 Tel.: 416-441-2731	3848-05 (88)
89/90	Ont.	ACCESSING LITERACY TRAINING FOR THE FARMING COMMUNITY: Develop training and materials for agricultural workplace literacy programs.	LITERACY COUNCIL OF LINCOLN 4996 Church Street Beamsville, Ontario LOR 1B0 Tel.: 416-945-8785	3848-L34 (89)
89/90	Ont.	PROJECT IN MOTHER TONGUE LITERACY NEEDS - PHASE II: A project to address the special needs of English as a second language learners who possess mother-tongue literacy needs.	METRO LABOUR - EDUCATION AND SKILLS TRAINING CENTRE 954 King Street West Main Floor Toronto, Ontario M6K 1E5 Tel.: 416-971-5893	3848-M26 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
89/90	Ont.	WORKPLACE LITERACY: To develop a how-to manual for the development of workplace literacy programs.	NORTH HAL TON LITERACY GUILD P.O. Box218 Georgetown, Ontario L7G 4Y5 Tel.: 416-873-2681	3848-N40 (89)
89/90	Ont.	NORTHERN WORKPLACE LITERACY: To produce a manual for northern workplace literacy (useful for isolated programs) and a workplace literacy curriculum for the mining industry. Three train the trainers workshops will be held.	SCHEIBER/TERRA CE BAY LITERACY ADVISORY COMMITTEE P.O. Box 847 Schreiber, Ontario POT 2S0 Tel.: 807-824-2657	3848-S34 (89)
89/90	Ont.	WORKPLACE LITERACY IN PLANT CLOSURE AND LAY OFF SITUATIONS: The development of a model to deliver workplace literacy in plant closure and lay off situations.	HAMILTON WORKER EDUCATION CENTRE 350 Kenilworth Street N. Hamilton, Ontario L8H 4T3 Tel.: 416-547-2944	3848-H7-1 (89)
89/90	Ont.	THE DEVELOPMENT OF 8 LITERACY CURRICULUM MODULES IN THE WORKPLACE: The project is designed to assist the development of workplace curriculum in four specific job categories.	HAMILTON AND DISTRICT LABOUR COUNCIL 1025 Barton Street East Hamilton, Ontario L8L 3E3 Tel.: 416-547-2951	3848-H7 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
89/90	Ont.	UPGRADING SKILLS: To create and test a program aimed at upgrading skills of existing and new members.	TORONTO IRONWORKERS TRAINING AND REHABILITATION TRUST FUND 1604 Bloor Street West Toronto, Ontario M6P 1A7 Tel.: 416-534-8489	3848- T14 (89)
89/90	Ont.	LITERACY AND SKILLS UPGRADING: To create and test a program aimed at upgrading skills of existing and new members.	TORONTO IRONWORKERS TRAINING AND REHABILITATION TRUST FUND 1604 Bloor Street West Toronto, Ontario M6P 1A7 Tel.: 416-534-8489	3848-T14 (89)
89/90	Ont.	INTÉGRATION DANS LE MILIEU DU TRAVAIL: Une intervention de l'alphabétisation en milieu de travail pour les adultes francophones.	ALPHANA, CENTRE D'ALPHABÉTISAT ION POPULAIRE POUR ADULTES FRANCOPHONES 754, California Annexe Windsor, Ontario N9B 2Z2 Tel.: 519-972-5560	3848-C50-1 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
89/90	Ont.	INTÉGRATION DANS LE MILIEU DU TRAVAIL: Une intervention de l'alphabétisation en milieu de travail pour les adultes francophones.	ALPHANA, CENTRE D'ALPHABÉTISATION POPULAIRE POUR ADULTES FRANCOPHONES 754, California, Annexe Windsor, Ontario N9B 2Z2 Tel.: 519-972-5560	3848-C50-1
89/90	Ont.	WORKPLACE LITERACY RESOURCE CENTRE - CONSTRUCTION SKILLS TRAINING: To establish a resource centre of curriculum and other materials and to train trainers to complement existing skills training.	L.I.U.N.A. LOCAL 183 TRAINING AND REHABILITATION CENTRE TRUST FUND 1130 Dupont Street Toronto, Ontario M6H 2A2 Tel.: 416-533-7941	3848-L33 (89)
89/90	Ont.	WORKPLACE OUTREACH FOR RURAL LITERACY DEVELOPMENT: To market, develop and plan for delivering literacy in rural workplaces.	LOVESICK LAKE NATIVE WOMEN'S ASSOCIATION General Delivery Burleigh Falls, Ontario KOL 1K0 Tel.: 705-957-9456	3848-L24-1 (89)
89/90	Ont.	WORKPLACE LITERACY INCENTIVE PROJECT: To develop a manual and video on workplace literacy.	ENGLISH IN THE WORKING ENVIRONMENT (WATERLOO REGION) P.O. Box 3 Waterloo, Ontario N2J 3Z6 Tel.: 519-743-2460	3848-E14 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
89/90	Ont.	WORKPLACE LITERACY NEEDS AUDIT PROJECT: To develop and test a needs assessment package for small northern communities.	DRYDEN LITERACY ASSOCIATION 29 King Street Dryden, Ontario P8N 1B4 Tel.: 807-233-5201	3848-09-1 (89)
89/90	Ont.	LITERACY FOR THE WORK WORLD: To develop and coordinate workplace literacy in the Elliot Lake area, with a focus on the mining industry.	NORTH CHANNEL LITERACY COUNCIL 2 Elizabeth Walk Elliot Lake, Ontario P5A 123 Tel.: 705-848-0626	3848-N 19-1 (89)
89/90	Ont.	NEEDS ASSESSMENT MANUAL: A needs assessment manual will be produced as a 'how to' regarding workplace literacy.	YMCA OF METROPOLITAN TORONTO 15 Robina Avenue Toronto, Ontario M6C 3Y4 Tel.: 416-867-9622	3848- Y8-1 (89)
89/90	Ont.	LITERATE WORKPLACES: To develop the required infrastructure of trainers and curriculum materials for workers in independent logging operations and small business.	ATIKOKAN PUBLIC LIBRARY BOARD Civic Centre Atikokan, Ontario POT 1CO Tel.: 807-596-4406	3848-A44 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
89/90	Ont.	L'ALPHABÉTISATION SUR MESURE-CUSTOM DESIGNED LITERACY: Une évaluation exhaustive des besoins de l'entreprise, de l'union et des employés; la création du matériel didactique et des ateliers.	CENTRE D'ALPHABÉTISATION DE PRESCOTT 2, rue John C.P.565 Hawkesbury, Ontario K6A 2Y2 Tel.: 613-632-9664	3848-C4-1 (89)
89/90	Ont.	OCCUPATIONAL HEALTH AND SAFETY: AN INTEGRATED LITERACY/PLAIN LANGUAGE MODEL To produce and field test two training kits in plain language, integrating literacy and health and safety.	INDUSTRIAL ACCIDENT PREVENTION ASSOCIATION 2 Bloor Street 32nd Floor Toronto, Ontario M4W 3N8 Tel.: 416-965-8888	3848-J22 (89)
89/90	Ont.	CONSTRUCTION LABOURER: To integrate literacy into a basic skills package.	LABOURERS' LOCAL 1089 (1985) TRAINING AND REHABILITATION TRUST FUND 1255 Confederation Street Sarnia, Ontario N7S 4M7 Tel.: 519-332-1089	3848-L36 (89)
89/90	Ont.	PROMOTIONAL VIDEO ON WORKPLACE LITERACY: To develop two videos in English and French as training resources on the BEST program.	ONTARIO FEDERATION OF LABOUR 15 Gervais Drive Suite 202 Don Mills, Ontario M3C 1Y8 Tel.: 416-441-2731	3848-09-1 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
89/90	Ont.	OPERATIONAL APPROACH TO BASIC SKILLS AT THE WORKPLACE: To develop training for small business in the retail/hospitality sectors and to design and develop a practical trainer's manual.	YM-YWCA OF OTTAWA 180 Argyle Avenue Ottawa, Ontario K2P 1B7 Tel.: 613-237-1320	3848- Y1 0 (89)
89/90	Ont.	INTEGRATED CURRICULUM PROJECT: This project will develop an occupational literacy model curriculum.	ALGONQUIN COLLEGE 140 Main Stree Room S 161 Ottawa, Ontario K1S 1C2 Tel.: 613-598-4502	3848-A28-1 (89)
89/90	Ont.	PROJET DE FORMATION INTÉGRÉE: Le projet proposera une formation intégrée.	COLLEGE CAMBRIAN 1400, Chemin Barrydowne Sudbury, Ontario P3A 3V8 Tel.: 705-566-8101	3848-C97 (89)
89/90	Ont.	OUTREACH AND LITERACY: An outreach strategy designed to reach target groups under-represented in the union and the development of a literacy curriculum specific to the construction trades.	CARPENTERS LOCAL APPRENTICE COMMITTEE 64 Signet Drive Weston, Ontario M9L H7 Tel.: 416-749-7440	3848-C63 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
89/90	Ont.	INTEGRATED CURRICULUM MODEL: The project will develop an occupational literacy model.	LAMBTON COLLEGE P.O. Box 969 1457 London Road Sarnia, Ontario N7T 7K4 Tel.: 519-542-7751	3848-L32 (89)
89/90	Ont.	BEST MATERIALS DEVELOPMENT PROJECT: To devise a model and to produce materials developed by BEST instructors.	ONTARIO FEDERATION OF LABOUR 15 Gervais Drive Suite 202 Don Mills, Ontario M3C 1Y8 Tel.: 416-441-2731	3848-09 (89)
89/90	Ont.	WORKPLACE LITERACY TASK ANALYSIS: To conduct a workplace literacy analysis of unskilled and semi-skilled employees in the service and retail sectors (Le., Jack Duston's Car Care - employer/service sector and Loblaws Stores - food and commercial workers union).	ALGONQUIN COLLEGE Adult Basic Education Department Colonel By Campus 140 Main Street Ottawa, Ontario K1S 1C2 Tel.: 613-594-4577	3848-A28 (89)
89/90	Ont.	OCCUPATIONAL HEALTH AND SAFETY FOR THE PORTUGUESE: A LITERACY BRIDGING MODEL An integrated bridging project to promote and raise occupational health and safety awareness within the context of literacy.	PORTUGUESE INTERAGENCY NETWORK 66 Sheridan Avenue Toronto, Ontario M6K 2G9 Tel.: 416-966-8696	3848-P18 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
90/91	Ont.	LITERACY BRIDGING PROGRAM: Supplementary funding - To conduct a workplace literacy analysis of unskilled and semi-skilled employees in the service and retail sectors (Le., Jack Duston's Car Careg employer/service sector) and Loblaws Stores (Food and Commercial Workers Union).	ALGONQUIN COLLEGE 140 Main Street Room 5161 Adult Basic Education Department Ottawa, Ontario K1S 1C2 Tel.: 613-598-4502	3848-A15 (90)
90/91	Ont.	LITERACY - MAKING A DIFFERENCE CONFERENCE: A regional literacy conference for both workplace and community literacy organizations and interested individuals.	PEEL LITERACY GUILD 93 Dundas Street East Suite 105 Mississauga, Ontario L5A 1W7 Tel.: 416-273-5196	3848-P6 (90)
90/91	Ont.	ORAL HISTORY - WORKPLACE LITERACY PROJECT: To develop literacy booklets based on the history of the union from the 1930's to the 1950's.	NATIONAL AUTOMOBILE, AEROSPACE AND AGRICULTURAL IMPLEMENT WORKERS UNION OF CANADA R.R.1 Port Elgin, Ontario NOH 2CO Tel.: 519-389-3200	3848-N24 (90)
90/91	Ont.	FRENCH RESOURCES FOR BEST: Adaption of the BEST instructors training manual into french.	ONTARIO FEDERATION OF LABOUR 15 Gervais Drive Suite 202 Don Mills, Ontario M3C 1Y8 Tel.: 416-441-2731	3848-02 (90)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
90/91	Ont.	WORKPLACE LITERACY SYMPOSIUM: Organize and host a two day symposium on workplace literacy that will bring together representatives of business, labour, education, and the National Literacy Secretariat to discuss developments to date and to outline directions for future activities.	LABOUR COUNCIL OF METRO TORONTO AND YORK REGION 15 Gervais Drive Suite 407 Don Mills, Ontario M3C 1Y8 Tel.: 416-441-3663	3848-L5(90)
90/91	Ont.	ALPHABÉTISATION EN MILIEU DE TRAVAIL: Production et recherche du matériel didactique.	L'ABC COMMUNAUTAIRE E 810, rue East Main 2e étage Welland, Ontario L3B 3Y4 Tel.: 416-788-3711	3848-A21-1 (90)
90/91	Ont.	THE RE-EMPLOYMENT OF INJURED WORKERS CONFERENCE: To run a conference to focus on literacy as a factor for the reemployment of injured workers.	ORGANIZING COMMITTEE FOR THE NATIONAL CONFERENCE ON THE RE-EMPLOYMENT OF INJURED WORKERS Box 3678 212 Wolseley Street Thunder Bay, Ontario P7B 6E3 Tel.: 807-345-6595	3848-03 (90)
90/91	Ont.	WORKPLACE OUTREACH FOR RURAL LITERACY - DEVELOPMENT PHASE II: The group will market and promote literacy in the rural workplace and develop programs for rural Native and non-Native workers.	LOVESICK LAKE NATIVE WOMEN'S ASSOCIATION General Delivery Burleigh Falls, Ontario KOL 1KO Tel.: 705-657-9456	3848-L 12-1 (90)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
90/91	Ont.	AMITY GOODWILL WORKPLACE LITERACY PROJECT: The project will create a set of employee training manuals, specifically to be used in the Army Good will industries and sheltered workshops.	HAMILTON AND DISTRICT LITERACY COUNCIL The Medical Arts Building 1 Young Street Suite 601 Hamilton, Ontario L8N H8 Tel.: 416-529-9907	3848-H6 (90)
90/91	Ont.	LITERACY FOR THE WORK WORLD: The continued acquisition of expertise by the organization in the area of workplace literacy especially in dealing with the urgent needs of the low-skilled, educationally disadvantaged workers of Elliot Lake.	NORTH CHANNEL LITERACY COUNCIL 29 Manitoba Road 2nd Floor Elliot Lake, Ontario P5A 2A7 Tel.: 705-848-0626	3848-N20-1 (90)
90/91	Ont.	L'APHABÉTISATION SUR MESURE (PHASE 2): Création de matériel didactique en français.	CENTRE D'ALPHABÉTISAT ION DE PRESCOTT C.P.565 Hawkesbury, Ontario K6A 2Y2 Tel.: 613-632-9664	3848-C56-1 (90)
90/91	Ont.	WELL PROJECT - LITERACY IN THE WORKPLACE: /The project will establish an excellent, learner centred basic literacy and numeracy service at local workplaces; document literacy training; and ensure a permanent workplace literacy service in the area.	QUINTE LITERACY GROUP P.O. Box 1073 100 Victoria Ave. K8N 5E8 Tel.: 613-392-2093	3848-Q2 (90)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
90/91	Ont.	INTEGRATION OF SKILLS INTO CONSTRUCTION SKILLS TRAINING PROGRAM - PHASE II: To conduct work to integrate literacy into construction skills training by adapting/developing job-specific learning materials; designing and piloting instructor training workshops; creating a step-by-step guide for instructors on how to integrate literacy into training programs and by developing a blueprint reading course which incorporates literacy.	L.I.U.N.A. LOCAL 183 TRAINING AND REHABILITATION CENTRE TRUST FUND 1130 Dupont Street Toronto, Ontario M6H 2A2 Tel.: 416-533-7941	3848-L1 (90)
90/91	Ont.	WORKPLACE LITERACY CURRICULUM AND RESOURCE DEVELOPMENT: To develop a wide variety of learning materials that reflect the circumstances of Labour Council members especially immigrant workers and the unemployed.	METRO LABOUR EDUCATION CENTRE 954 King Street West Main Floor Toronto, Ontario M6K 1E5 Tel.: 613-345-9312	3848-M8(90)
91/92	Ont.	WORKPLACE LITERACY AND THE INDEPENDENT LOGGER AND TRUCKER: The project will develop learning materials specific to the logging industry, train trainers and experiment with several delivery models.	ATIKOKAN PUBLIC LIBRARY Civic Centre Atikokan, Ontario POT 1CO Tel.: 807-597-4406	3848-A 10 (91)
91/92	Ont.	WORKPLACE LITERACY INCENTIVE PROJECT - PART II: The project will see the training of trainers in workplace literacy techniques, coordination of workplace literacy delivers in the region, and an assessment of the workplace training culture.	ENGLISH IN THE WORKING ENVIRONMENT (WATERLOO REGION) P.O. Box 3 Waterloo, Ontario N2J 326 Tel.: 519-742-9651	3848-E2 (91)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
91/92	Ont.	WORKPLACE LITERACY: The group will market workplace literacy to employers in the area with a special focus on the hospitality industry.	KINGSTON LITERACY 88 Wright Kingston, Ontario Crescent K7L 4T9 Tel: 613-547-2012	3848-K3 (91)
91/92	Ont.	BASIC SKILLS TRAINING UNIT - PLANT CLOSUREIL A y OFF MODEL: The project will implement and evaluate the basic skills training component previously researched and developed.	WORKER EDUCATION CENTRE 350 Kenilworth Street N. Hamilton, Ontario L8H 4T3 Tel.: 416-547-2944	3848-W2 (91)
92/93	Ont.	SMALL GROUP PRE-EMPLOYMENT SKILLS: To develop small group literacy curriculum, assessment guidelines for a bridging program for unemployment adults moving into literacy training-emphasis on work-related materials.	COMMUNITY RESOURCE CENTRE KILLALOE INC. 22 Lake Street Box 59 Killaloe, Ontario KOJ 2AO Tel.: 613-757-3108	3848-C75 (92)
92/93	Ont.	BRIDGING RESEARCH PROJECT: To research and develop a bridging program for learners in community based programs who wish to prepare themselves for entry into credit programs in established educational institutions or other vocational and work-related activities that have established requirements.	TORONTO EAST END LITERACY PROJECT 269 Gerrard Street East Second Floor Toronto, Ontario M5A2G3 Tel.: 416-968-6989	3848- T14 (92)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
92/93	Ont.	FRENCH TRAINING AND DEVELOPMENT ACTION PROJECT: The Ontario Federation of Labour will do outreach in order to bring unions and employers on-side for workplace literacy programs in French and will train and support francophone instructors who deliver workplace literacy programs.	ONTARIO FEDERATION OF LABOUR 15 Gervais Drive Second Floor Don Mills, Ontario M3C 1Y8 Tel.: 416-441-2731	3848-04(92)
93/94	Ont.	WORKPLACE UTERACY FEASIBILITY STUDY: To determine the need for developing a workplace literacy program and to develop a workplace literacy strategy with local employers and training organizations in the Parry Sound district.	SOUND LEARNING CENTRE 35 Seguin St. Suite 1 Parry Sound, Ontario P2A 1 B3 Tel.: 705-746-8393	3848-S15(93)
93/94	Ont.	PROGRAM EVALUATION: To develop 15-20 case studies outlining stages, players and responsibilities for an effective BEST programs. To develop guidelines for effective programs. To develop specific goals and standards for labour programs.	ONTARIO FEDERATION OF LABOUR/FEDERATION DU TRAVAIL DE L'ONTARIO 15 Gervais Street Second Floor Don Mills, Ontario M3C 1Y8 Tel.: 416-441-2731	3848-04(92)
93/94	Ont.	REGIONAL CONSULTATION AND INDIVIDUAL ASSESSMENT NEEDS WITHIN THE WORKPLACE SETTING: Employment and Resource Services of Georgian Bay Inc. will conduct regional needs consultations on existing assessment models and develop a manual that demonstrates how individual needs assessment can be performed.	EMPLOYMENT AND RESOURCE SERVICES OF GEORGIAN BAY INC 74 Huron, Ontario Street Unit 1 Collingwood, Ontario NOC 1CO Tel.: 705-444-1580	3848-E7 (93)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
94/95	Ont.	PHASE 1 - BASIC SKILLS NEEDS ASSESSMENT: The Operating Engineers Training Institute of Ontario will review the basic skills need of its trainees, review the courses it offers with an eye to the literacy and numeracy requirements, assess how responsive curricula and teaching strategies are to basic skills needs and identify barriers to learning inherent in the policies or practices.	OPERATING ENGINEERS TRAINING INSTITUTE OF ONTARIO P.O. Box 636 Morrisburg, Ontario KOC 1X0 Tel.: 613-543-2911	3848-04 (94)
94/95	Ont.	LITERACY MATERIALS FOR STAFF OF NON-PROFIT HOUSING: The Metropolitan Toronto Housing Company Limited will develop learning materials for building staff working in non-profit housing. These materials will be disseminated to a wider audience by the Ontario Non Profit Housing Association which has been unable to locate workplace literacy materials aimed at the non-profit housing sector. The Metro Labour Education Centre will assist in the development of the materials and the project has the support of the union local.	METROPOLITAN TORONTO HOUSING COMPANY LIMITED 20 York Mills Road 3rd Floor North York, Ontario M2P 2C2 Tel.: 416-392-6136	3848-M5 (94)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
94/95	Ont.	INSTRUCTOR'S COURSE INFORMATION MANUAL: The Carpenters LAC has created the first carpentry specific Language Competency Training Program. This project will see the development of a course instructors manual which will enable the program to be used by other organizations. As well, a flyer will be produced advertising the existence of the program among business, labour and community organizations.	UNITED BROTHERHOOD OF CARPENTERS AND ALLIED WORKERS OF AMERICA LOCAL 27 - LAC 64 Signet Drive Weston, Ontario M9L 1T1 Tel.: 416-749-7440	3848-C5 (94)
94/95	Ont.	FRENCH TRAINING AND DEVELOPMENT ACTION PROJECT - PHASE II: The Ontario Federation of Labour will do outreach in order to bring unions and employers on side for workplace literacy programs in French and will train and support francophone instructors who deliver workplace literacy programs.	ONTARIO FEDERATION OF LABOUR 15 Gervais Drive Second Floor Don Mills, Ontario M3C 1Y8 Tel.: 416-441-2731	3848-03 (94)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
88/89	Que.	SENSIBILISATION, RECHERCHE ET PRÉVENTION: Sensibiliser les entreprises et les organismes liés au monde du travail à l'alphabétisme, identifier les analphabètes et réaliser une recherche sur l'alphabétisme en milieu de travail.	LA MAISON ALPHA 412, rue Minto Sherbrooke, Quebec J1H 1T6 Tel.: 819-569-0022	3848-L25 (88)
88/89	Que.	LES MÉCANISMES D'ACCESSIBILITÉ A LA FORMATION DE BASE EN MILIEU DE TRAVAIL: Projet de recherche portant sur l'accès à l'alphabétisation en milieu de travail et pendant le temps de travail.	INSTITUTE DE RECHERCHE APPLIQUÉES SUR LE TRAVAIL 900-1259 rue Berri Montréal, Québec H2L 4C7 Tel.: 514-845-9165	3848-J10 (88)
89/90	Que.	PLAIN LANGUAGE TASK FORCE: To develop a plain language task force.	BUSINESS FORMS MANAGEMENTAS SOCIATION 103 du Geai Bleu Hull, Quebec J9A 1W4 Tel.: 819-778-1928	3848-B2 (89)
89/90	Que.	PROMOTION-ALPHA: Sensibilisation des entreprises, des syndicats et des autres organisations liées au mode du travail. Recherche sur l'alphabétisation en milieu de travail.	LE COLLECTIF D'ALPHABÉTISAT ION DES TRAVAILLEURS 412 - rue Minto Suite 1 Sherbrooke, Québec J1H 1T6 Tel.: 819-569-0022	3848-C 136 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
89/90	Que.	PRÉPARATION ET DIFFUSION D'UN MODÈLE D'ALPHABÉTISATION PARMIS DIVERS SECTEURS SYNDICALS: Un programme de sensibilisation et promotion d'alphabétisation dans le milieu du travail parmi les cibles.	FÉDÉRATION DES TRAVAILLEURS (EUSES) DU QUÉBEC 2100 avenue Papineau 4ième étage Montréal, Québec H2K 4J4 Tel.: 514-527-8533	3848-F7 (89)
89/90	Que.	PRODUCTION D'UN SYSTÈME DE LOGICIELS EN ALPHABÉTISATION: Production d'un didacticiel s'adressant aux analphabètes de niveau intermédiaire.	CENTRALE DES SYNDICATS DÉMOCRATIQUE S 1259 Berri 6ième étage, 600 Montréal, Québec H2L 4C7 Tel.: 514-842-3801	3848-C80 (89)
90/91	Que.	COMPAGNE DE SENSIBILISATION-PRÉVENTION ALPHA: Produire et publier une méthode d'apprentissage du calcul de base fonctionnel sous forme de modules adaptés aux différents besoins des personnes analphabètes.	LE COLLECTIF D'ALPHABÉTISATION DES TRAVAILLEURS: LA MAISON ALPHA INC. 412, rue Minto Sherbrooke, Québec J1H 1T6 Tel.: 819-569-0022	3848-C86 (90)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
90/91	Que.	RECHERCHE-ACTION POUR SE DOTER DE MOYENS PERMETTANT D'ORGANISER DES SERVICES D'ALPHABÉTISATION: Recueillir les besoins des travailleurs et travailleuses. Définir les modèles d'intervention visant à instrumenter cette population. Réaliser un outil de travail permettant de structurer ateliers d'alphabétisation pour cette population.	GROUPE D'ALPHABÉTISATION POPULAIRE DE SEPT-ÎLES (LIRA) INC. 400, rue St-Arnaud Sept-Îles, Québec G4R 3A9 Tel.: 418-968-9843	3848-G 10 (90)
90/91	Que.	ALPHA EN USINE: Produire un vidéo permettant d'informer les personnes analphabètes sur les ressources existantes. Sensibiliser les personnes responsables dans les usines ainsi que les travailleurs analphabètes sur l'analphabétisme. Étudier les besoins des travailleurs et travailleuses.	REGROUPEMENT DES SERVICES COMMUNAUTAIRES DE BERTHIER INC. 588, rue Montcalm C.P.1439 Berthierville, Québec JOK 1A0 Tel.: 514-836-7122	3848-R9 (90)
90/91	Que.	INTERVENTION SYNDICALE EN ALPHABÉTISATION: Information et sensibilisation des membres syndiqués sur la problématique générale de l'analphabétisme et enquête sur la situation des personnes analphabètes dans leur milieu de travail et dans la vie syndicale.	CONFÉDÉRATION DES SYNDICATS NATIONAUX 1601 rue De Lorimier Montréal, Québec H2K 4M5 Tel.: 514-598-2257	3848-C72 (90)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
92/93	Que.	L'ALPHABÉTISATION DES TRAVAILLEURS: UNE OCCASION D'ENRICHIR NOTRE PRATIQUE Augmenter l'implication des employeurs et leur participation dans un projet d'alphabétisation. Faciliter le travail du formateur, offrir aux formateurs des outils supplémentaires pour les travailleurs analphabète.	GROUPE D'ALPHABÉTISATION POPULAIRE DE SEPT ILES LIRA INC. 400, rue Arnaud Sept-Iles, Quebec G4R 3B3 Tel.: 418-968-9843	3848-G6 (92)
92/93	Que.	INTERVENTION SYNDICALE EN ALPHABÉTISATION: Formation des intervenants en alphabétisation dans la structure syndicale et expérimentation de la formation de base en milieu de travail.	CONFEDERATION DES SYNDICATS NATIONAUX 1601, Avenue Delormier Montréal, Québec H2K4M5 Tel.: 514-598-2121	3848-C58 (92)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
92/93	Que.	<p>IMPLANTATION ET CONSOLIDATION DE L'APPROCHE FTQ POUR FAVORISER LE DÉVELOPPEMENT DE PROGRAMMES DE FORMATION DE BASE POUR LES TRAVAILLEURS:</p> <p>Implantation et consolidation de la démarche d'alphabétisation entreprise auprès de l'ensemble des syndicats affiliés à la F.T.Q. et destinée à implanter le dossier de l'alphabétisation dans la structure des programmes réguliers d'intervention.</p>	<p>FEDERATION DES TRAVAILLEURS ET TRAVAILLEUSES</p> <p>545. boulevard Crémazie est 17ième étage Montréal. Québec H2M 2V1</p> <p>Tel.: 514-527-8533</p>	3848-F13 (92)
93/94	Que.	<p>INTÉGRATION DE L'APPROCHE FTQ EN FORMATION DE BASE DANS UN CONTEXTE DE CHANGEMENTS LES MILIEUX DE TRAVAIL: La FTQ entend mener diverses activités afin de consolider son approche en alphabétisation de base auprès des travailleurs(euses). Trois (3) volets ont été retenus: arrimage de la formation de base autres besoins de formation, production d'un guide d'évaluation.</p>	<p>FEDERATION DES TRAVAILLEURS ET TRAVAILLEUSES DU QUEBEC</p> <p>545, boulevard Crémazie est 17ième étage Montréal. Québec H2M 2V1</p> <p>Tel.: 514-527-8533</p>	3848-F6 (93)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
88/89	N.B.	ILLITERACY IN NEW BRUNSWICK: To conduct a province-wide research into the nature and extent of illiteracy in N.B., review existing literature on workplace literacy and set up an appropriate in-house consultation to study the complexity of the issue.	NEW BRUNSWICK COMMUNITY COLLEGE - WOODSTOCK P.O. Box 1175 138 Chappel Street Woodstock, New Brunswick EOJ 2BO Tel.: 506-328-9386	3848-C70 (88)
88/89	N.B.	A MOBILE APPROACH TO LITERACY TRAINING: A mobile approach to literacy training using a trailer/van which will travel to workers at construction sites and small communities.	ATLANTIC LABOURERS INTERNATIONAL MULTI-LOCALS TRAINING AND REHABILITATION TRUST FUND P.O. Box 2 Site 26 Robertville, New Brunswick EOB 2KO Tel.: 506-783-4631	3848-A 13 (88)
88/89	N.B.	DEVELOPMENT OF SPECIALIZED LITERACY TRAINING FOR TRADES: To develop specialized literacy curricula in basic reading and math skills for adults.	NEW BRUNSWICK PIPE TRADE ASSOCIATION P.O. Box 498 Newcastle, New Brunswick E1V 3M6 Tel.: 506-622-1570	3848-N 16 (88)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
88/89	N.B.	LITERACY UPGRADING AT THE WORKPLACE AND TO INDIVIDUALS IN RURAL COMMUNITIES: To establish literacy programs in the workplace in N.B. and to develop a literacy upgrading curriculum using electronic transfer telephone line system aimed at the rural learner.	NEW BRUNSWICK COMMUNITY COLLEGE - SAINT JOHN P.O. Box 2270 Saint John, New Brunswick E2L 3V1 Tel.: 506-696-1860	3848-C65 (88)
88/89	N.B.	ALPHABÉTISATION EU EN MILIEU DE TRAVAIL ET SUR ORDINATEUR: Conception et mise en œuvre d'un programme d'alphabétisation expérimental dans l'industrie de la pêche.	COLLÈGE COMMUNAUTAIRE DE BATHURST C.P. 1, rue Collège Bathurst, Nouveau Brunswick E2A 3Z2 Tel.: 506-547-2145	3848-C71 (88)
89/90	N.B.	A MOBILE APPROACH TO LITERACY TRAINING - PART II: A curriculum development literacy model designed to reach construction workers throughout the Atlantic provinces.	ATLANTIC LABOURERS' INTERNATIONAL MULTI-LOCALS TRAINING AND REHABILITATION TRUST FUND P.O. Box2 Site 26 Robertville, New Brunswick EOB 2KO Tel.: 506-783-4631	3848-A 19 (89)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
90/91	N.B.	TRAINING FOR FUNCTIONAL LITERACY IN THE RETAIL FUEL TRADE: To create a bilingual, competency based training model aimed at improving the literacy, numeracy and job skills of entry-level workers in the retail gasoline trades.	RETAIL GASOLINE DEALERS ASSOCIATION OF N.B. 384 Millidge Avenue Saint John, New Brunswick E2K 2N1 Tel.: 506-652-4618	3848-R1 (90)
91/92	N.B.	TRAINING FOR FUNCTIONAL LITERACY IN THE RETAIL FUEL TRADE - DEVELOPING DELIVERY CAPACITY: The Retail Gasoline Dealers Association of N.B. will investigate and promote two delivery options for the basic training system in literacy and numeracy development during an earlier project and aimed at service station attendants.	RETAIL GASOLINE DEALERS ASSOCIATION OF NEW BRUNSWICK 384 Millidge Avenue Saint John, New Brunswick E2K 2N1 Tel.: 506-634-8357	3848-R6 (91)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
90/91	P.E.I.	PUBLIC AWARENESS IN P.E.I.: The Provincial Literacy Volunteer Project intends to organize a provincial literacy conference for employers in business, industry and government to encourage them to become more involved in supporting the improvement of the literacy levels of their employees.	PROVINCIAL LITERACY VOLUNTEERS' PROJECT P.O. Box 400 Charlottetown, P.E.I. C1A 7K7 Tel.: 902-368-3620	3848-P1 (90)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
89/90	N.S.	TUTOR TRAINING, WORKPLACE UPGRADING, MICMAC CURRICULUM DEVELOPMENT, PARTNERS IN PRINT, FUNDING MODELS, LEARNERS AND ILY AND FRENCH MATERIALS: The development of 7 projects over 2 years including one on workplace literacy upgrading.	NOVA SCOTIA COMMUNITY COLLEGE Halifax Campus 1825 Bell Road Halifax, Nova Scotia B3H 2Z4 Tel.: 902-424-7999	3848-N32 (89)
90/91	N.S.	TWO-DAY CONFERENCE ON PARTNERSHIPS IN LITERACY FOR ECONOMIC DEVELOPMENT: A two-day conference on Partnerships in Literacy for Economic Development, using a blend of panel presentations, keynote speakers, and small workshops to examine a variety of sub themes under the over all theme of Literacy and Economic Development.	ATLANTIC PROVINCES ECONOMIC COUNCIL (APEC) 5121 Sackville Street Suite 500 Halifax, Nova Scotia B3J 1K1 Tel.: 902-422-6516	3848-A6 (90)
91/92	N.S.	WORKPLACE LITERACY AND UPGRADING: The Nova Scotia Community College, Northern Region, will develop partnerships between employers and service providers in order to encourage the development of workplace literacy.	NOVA SCOTIA COMMUNITY COLLEGE - NORTHERN REGION Victoria Square 14 Court Street Truro, Nova Scotia B2N 3H7 Tel.: 902-893-7208	3848-N2 (91)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
92/93	N.S.	WORKPLACE LITERACY AND UPGRADING - PHASE II: The Nova Scotia Community College will develop partnerships between employers and service providers in order to encourage the development of workplace literacy programs in the province.	NOVA SCOTIA COMMUNITY COLLEGE 1825 Bell Road Halifax, Nova Scotia B3H 2Z4 Tel.: 902-424-7980	3848-N11 (92)
93/94	N.S.	WORKPLACE LITERACY AND UPGRADING: The Atlantic Provinces Economic Council will sponsor Phase III of the Nova Scotia Workplace Literacy Brokering project by providing business and industry with access to experienced trained staff to develop and deliver programs, provide brokering services and acting as a support team to projects already in existence.	ATLANTIC PROVINCES ECONOMIC COUNCIL 500 - 5121 Sackville Street Halifax, Nova Scotia B3J 1K1 Tel.: 902-422-6516	3848-A 10 (93)
94/95	N.S.	ATLANTIC CANADA WORKPLACE LITERACY SUMMER INSTITUTE: Nova Scotia Community College, on behalf of a consortium of literacy organizations and Atlantic Canada provincial government will offer a summer institute on workplace literacy to train practitioners, business and labour representatives in good practices and how to establish workplace literacy programs.	NOVA SCOTIA COMMUNITY COLLEGE - TRURO P.O. Box 2086 Station M Halifax, Nova Scotia B3J 3B7 Tel.: 902-424-4166	3848-N4 (94)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
88/89	N.F.	PROJECT ABLE: A cooperative effort by ECC and FPI to provide basic literacy skills training to adult workers living in the remote eastern peninsula of Newfoundland.	EASTERN COMMUNITY COLLEGE Clarenville Campus P.O. Box 308 Clarenville, Newfoundland AOE 1J0 Tel.: 709-466-2250	3848-E6 (88)
90/91	N.F.	WORKPLACE LITERACY NEEDS ASSESSMENT: A survey of the needs of employers and employees in the catchment area of the college.	CENTRAL NEWFOUNDLAND COMMUNITY COLLEGE P.O. Box 745 Grand Falls, Newfoundland A2A2M4 Tel.: 709-498-5351	3848-C88 (90)
90/91	N.F.	PREPARING FOR THE FUTURE WORKPLACE LITERACY: The development of a model for workplace literacy in an urban environment.	TEACHERS ON WHEELS 50 Parade Street St. John's, Newfoundland A1C 4C7 Tel.: 709-738-3975	3848- T10 (90)
90/91	N.F.	PREPARING FOR THE FUTURE WORKPLACE LEARNING: The project will recruit learners and tutors, train tutors, assess learners, develop appropriate workplace curriculum and implement a workplace program whereby workers are tutored on the work site during work hours by tutors who are their peers.	TEACHERS ON WHEELS 50 Parade Street St. John's, Newfoundland A1C 4C7 Tel.: 709-738-3975	3848- T5-1 (92)

YEAR	PROVINCE	DESCRIPTION	AWARDED TO	FILE
92/93	N.F.	CONTINUATION OF A WORKPLACE LEARNING PROGRAM: The provision of continued support to the Local Learning Action Committee at the Marystown Plant of Fisheries Products Int., through consultation and monitoring of the program. There will also be the introduction and development of a workplace.	EASTERN REGIONAL COLLEGE OF APPLIED ARTS, TECHNOLOGY AND CONTINUING EDUCATION P.O. Box 3600 Clarenville, Newfoundland AOE 1JO Tel.: 709-891-1190	3848-E4 (92)
93/94	N.F.	WORKPLACE LITERACY ON-SITE TRAINING PLAN: To do a workplace literacy assessment at a central Newfoundland health serving agency and develop a plan for program development and follow-up.	CENTRAL NEWFOUNDLAND REGIONAL COLLEGE 7 A High Street Box 745 Grand Falls- Windsor, Newfoundland A2A 2M4 Tel.: 709-489-4844	3848-23-1 (93)
93/94	N.F.	PREPARING FOR THE FUTURE - WORKPLACE LEARNING, PHASE III: To evaluate the Workplace Learning Program and produce a Workplace Learning Handbook.	TEACHERS ON WHEELS 50 Parade Street St. John's, Newfoundland A1C 4C7 Tel.: 709-738-3975	3848- T5-1 (93)
93/94	N.F.	BASIC SKILLS UPGRADING: The LIFT Committee will establish projects which will serve as a model for the utility industry to use, and to integrate basic skills training into ongoing training and educational programs.	LEARNING INITIATIVES FOR TOMORROW (LIFT) COMMITTEE CIO Newfoundland and Labrador Hydro P.O. Box 12400 St. John's, Newfoundland A1B 4K7 Tel.: 709-737-1769	3848-L23 (93)