

# The Writing's on the Wall

INVESTING IN MUNICIPAL  
WORKFORCE LITERACY

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**THE WRITING'S**  
**ON THE WALL:**  
**INVESTING IN**  
**MUNICIPAL**  
**WORKFORCE**  
**LITERACY**

By  
Patricia Nutter

Canadian Association  
of Municipal Administrators

August 1996

## **ACKNOWLEDGEMENTS**

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We sincerely hope this manual will create awareness of the personal and corporate benefits of literacy programs in the municipal workplace. We trust the manual will be of value to elected and senior appointed officials of municipal governments, as well as municipal union executives.

**Douglas A. Lychak**  
President of CAMA

**Duncan Campbell**  
Past-President of CAMA

**Gabriel Ahad**  
Interim Executive Director of CAMA

August, 1996

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# Chapter 1

## Workforce Literacy - What's it all about?

*What does education mean to you?*

Education can help you get a better job. It will help you have a better life. It means you can learn more about the world. You can read better and it will help you be able to help children with their homework.

- Municipal Employee

### Overview

The purpose of this manual is to inform municipal managers, elected officials and union leaders of the importance of workforce literacy. It provides practical suggestions to develop a literacy program for your municipal organization. The manual shows that partnerships between employers and employees in municipalities across Canada have been effective in achieving workforce literacy.

Municipal governments are working hard to meet the changing demands of the 90s. They must serve the whole community as well as specific consumer groups. They must make the best use of new technology and new management approaches. And they must carry out their responsibilities with diminishing financial resources.

To meet these challenges, municipal governments must be highly motivated and skilful planners. They must be able to rely on municipal employees to effectively deliver programs and services in the community. If employees do not have the skills necessary to carry out their jobs, the municipality's day-to-day operations may be affected.

Ottawa City Hall

## Why should we be concerned about literacy?

<b>Do you recognize any of these situations in your workplace?</b>	YES	NO
<p><b>Downsizing and Restructuring</b></p> <ul style="list-style-type: none"> <li>Is the job security of workers, particularly those in blue collar jobs, threatened?</li> <li>Does the decision to retain a position or to transfer a worker to another department depend on the worker's range of general skills and ability to adapt to a new work situation?</li> <li>Are front-line staff now being expected to make more decisions?</li> </ul>		
<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>Has health and safety been an issue in your organization?</li> <li>Has the health and safety of workers or the public been put in danger?</li> <li>because signs or instructions could not be read or understood?</li> </ul>		
<p><b>Staffing / Retraining</b></p> <ul style="list-style-type: none"> <li>Is your workforce aging or more diverse than it used to be? Are you considering reorganizing your existing workplace?</li> <li>Do you have workers on Workers' Compensation benefits who may not have sufficient skills to be assigned to another job?</li> <li>Are the training and upgrading requirements for workers increasing?</li> <li>Do all workers have the opportunity to participate in training programs? Are any groups under-represented?</li> <li>Do workers sometimes Lack basic skills that would allow them to take part in or gain from further training in the workplace such as WHMIS?</li> <li>Do workers apply knowledge and skills from training programs on the job?</li> <li>Has a worker been denied a promotion because of insufficient literacy skills?</li> </ul>		

<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Are workers reluctant to use new technologies such as voice mail and fax machines?</li> <li>• Are staff using more automated equipment and tools on-the-job?</li> <li>• Have computer data bases replaced paper forms for storing and collecting information or making reports?</li> </ul>		
<p><b>Labour / Management Relations</b></p> <ul style="list-style-type: none"> <li>• Are you looking for an opportunity to work cooperatively in an area of mutual interest?</li> <li>• Are you interested in exploring a set of guidelines for on-the-job training?</li> <li>• Are you interested in working together to train workers on new technologies?</li> </ul>		

Did you answer "yes" to any of these questions? While each situation may include a number of factors, literacy may be one of them.

If you are a municipal manager, elected official or union representative, and you recognize any of the issues listed above, you should find out more about workplace literacy programs. Please read on for critical information that will enhance the way your municipal organization functions.

## How does literacy affect the workplace?

The basic skills of reading, writing, math and problem-solving have always been fundamental. But changes in job functions and greater use of technology make it necessary for today's workers to have a broader range of skills or more specialized knowledge.

A Statistics Canada survey clearly demonstrates that many Canadian adults have limited literacy skills:<sup>1</sup>

- Only 62% of Canadian adults have sufficient reading skills for normal daily activities.
- Another 22% can use reading materials to carry out simple reading tasks with familiar subjects or materials.
- A further 16% of Canadian adults have limited reading skills. These Canadians cannot understand the majority of written material they encounter each day.
- Approximately 30% of immigrants have limited ability to read and speak English or French.
- In some parts of the country, the skills of older workers must be upgraded to allow them to continue to participate in the labour market. This is crucial as workforce numbers decrease.
- New technology in the workplace means that employees must learn new skills to function in their work sites.

This survey indicates that a significant number of Canadians do not have the literacy skills necessary to do their current jobs well. When organizations are cutting back and re-structuring, workers with limited literacy skills are most vulnerable. They are more likely to be laid off because they do not have sufficient background or do not qualify for training programs.

Research also suggests that Canadian businesses lose a significant amount of revenue each year because of production errors, poor product quality and accidents on-the-job. These problems have been associated with low literacy skills in some cases.

<sup>1</sup> Statistics Canada, "Reading Skills of Adults in Canada", Excerpts from Adult Literacy in Canada: Results of a National Survey, 1992.

This summer I had a chance to come back to the maintenance crew as a lead hand. After attending the program I had no trouble with with all: the daily paper work and and was running the job very well. I communicated with my co-workers much better, no more language troubles. People like me much better than before. I succeeded on my job. was the result of my attending the Workplace Language Program.

- Municipal Employee

Other implications of low literacy skills are harder to measure but they are just as real. For example:

- Workers may require extra supervision time.
- They are less likely to participate in training programs or training may not be effective.
- Workers with limited literacy skills are less likely to participate in union activities and to bring issues to the union.
- Workers may not qualify for promotions or transfers.
- Fear of being "found-out" may undermine a worker's self confidence and contribute to low morale.

It is time to consider the impact of low literacy skills. The experiences of municipal governments across Canada demonstrate that workforce literacy programs are a valuable addition to the corporate training plan and long-term strategic objectives. Both the employer and the employee benefit substantially when workforce literacy programs are incorporated into the general management of human resources.

### **What is the definition of workforce literacy?**

The project Literacy in the Municipal Workforce has used a broad definition that reflects the needs of municipal governments

#### **Literacy in the municipal workforce means:**

- recognizing the fundamental need for workforce literacy
- providing opportunities for workers to acquire education in the municipal workplace which will enable them to participate more fully in their work environment, homes and community. Workplace programs may include basic skills (reading, writing, numeracy) as well as technological skills necessary for the work environment.

### **What do we know about workforce literacy programs?**

• The project Literacy in the Municipal Workforce contacted 100 municipalities and 80 public service unions to find out about their experiences with workplace literacy. The two surveys demonstrated that municipal governments and unions recognize the need to improve the literacy skills of municipal workers. They also recognize the importance of working together to achieve social and economic results for both the employer and the employee.

## Highlights of the survey results include:

1. Partnerships between management and unions are important for successful workplace literacy programs.
2. Workers and unions accept literacy programs more readily if the municipal government ensures that:
  - worker participation and progress is confidential;
  - course time is shared between the employer and the employee;
  - instructors use a combination of work-related and other educational or community materials.
3. Weak reading and writing skills may be identified if workers are unable to:
  - read WHMIS labels;
  - read instruction manuals; - complete grievance forms; - get into training programs or complete them; - be considered for promotions.
4. Flexible scheduling is required for shift workers to attend on a regular basis.
5. Municipal governments can promote workforce literacy by ensuring that printed material used on the job is written clearly and in language that is easy to understand. Supervisors should be trained to communicate clearly when they give instructions.

A municipality that adopts a policy promoting plain language and clear communication can expect benefits for all its employees. When workplace materials, such as instruction manuals or health and safety information are easy to read, everyone can find out exactly what they need to know more quickly and independently.

An additional reason for municipal governments to adopt a clear communications policy is to serve the public better. Easy to read information has been shown to reduce misunderstandings and customer complaints. Forms are filled in more accurately and staff spend less time correcting errors. In many cases, printing costs can be reduced by simplifying text.<sup>2</sup>

Since I joined the classroom. I am able to double my listening proficiency, and to communicate better with my bosses. I have gained more confidence

- Municipal Employee

<sup>2</sup> Clear Language and Design, Case Studies: The Bottom Line Impact of Clear Language and Design. 1996.

6. Unions can also promote workplace literacy by publicizing successful programs implemented by union locals. They can adopt dear language for their newsletters and other publications. They can offer members alternative training programs that do not depend on literacy skills --- for example video training materials, a buddy system for reporting issues and an oral reporting format.

## Myths and Facts about Literacy

- **We don't have a problem because we only hire people with Grade 12 education.**

**FACT:** The demands of the municipal workforce are changing. The skills required today are very different from those needed only a few years ago. Grade 12 completion does not guarantee the range of skills needed by municipal workers nor does it guarantee a good base in the three Rs. Work-related materials, such as manuals and equipment instructions, often use jargon and complex language that is not easy to understand.

## Chapter 2

### How Can We Get Others Interested and Involved?

Workforce literacy is an investment in your municipal government's human resources --- the employees, the union and the employer all benefit. But a workforce literacy program produces other benefits as well -- at home and in the community. Municipal governments across Canada are discovering that workforce literacy programs really work. Chapter 4 highlights the impact of workplace programs in seven municipalities.

JOAN has been a City employee for five years and she does a good job of cleaning the Community Centre where she works. Her supervisor sometimes leaves her a note telling her what should be done first when she comes in, but she does not always follow his written instruction. She likes to have him fill in the forms for cleaning supplies, new so she does not take time away from her job. Her supervisor was surprised that Joan did not seem excited when he told her they were getting a fancy new floor polisher to replace the old one she been using for years

### How can we identify a worker literacy problem?

Supervisors, shop stewards and co-workers can be helpful in identifying on-the-job literacy problems. But no one will come forward if there is any chance that this will threaten job security. Promotion of the program must emphasize confidentiality and reassure workers they will not lose their jobs because of literacy problems.

#### Consider these areas:

- **Job classifications**
  - Has a worker stayed in an entry-level job for an extended period?
- **Promotion and training**
  - Has a worker turned down a promotion or job-related training?
- **Avoiding reading and writing**
  - Do workers avoid situations where they will have to read or write in public?
  - Do they take forms home to fill in?
  - Do workers seem reluctant to do things differently if instructions are provided in writing?
- **On-the-job safety**
  - Do workers make mistakes because they cannot read instructions well?

LEE has worked with the same boss for almost six years. It is a great relationship and he feels asking for comments on how he does his work. He even feels okay when his boss corrects spelling and grammar errors in his memos because she says he has really improved in the past couple of years. But now Lee's department is being merged with another one and he is moving to another job. The new boss has a reputation for being tough. LEE is worried that he will not be able to meet the standards of the new boss.

- **Delays or cost over-runs**

- Does an employee re-do simple tasks resulting in schedule delays, added costs or customer complaints?

- **Avoiding new technology in job-related tasks**

- Are workers reluctant to try out new equipment even if it is the latest technology?

- **Reluctance to access workplace support**

- Are employees unwilling or slow to fill in grievance forms, health and safety forms or surveys?

- Do workers put off contacting the Employee Assistance Program?

## **What are the benefits of a workforce literacy program?**

Well planned workforce literacy programs have cooperation and support from every sector of the municipal corporation. In particular, management and unions work together to ensure that:

- the program functions smoothly;
- workers with limited literacy skills are treated in a sensitive manner; and
- the program is presented to workers in a positive and non-threatening way.

## **For employers—Municipal governments will benefit from:**

- **Improved health and safety in the workplace:** Better reading skills can mean fewer costly accidents.
- **Better management of change in the workplace:** If workers have good knowledge of reading, writing and math, they will be better able to learn new concepts and processes. They may be less resistant to change and participate more easily in restructuring.
- **Adaptable workforce:** Workers' skills will be more transferable from job to job within the municipal workplace.
- **Ability to benefit from further training Employees can build on** literacy training to acquire additional skills that improve their work and job prospects.

FRANK works in the park in summer and drives a now plow in the winter He is great at fixing any kind of machinery - does not even need the manual., Frank knows his snow plowing route the back of his hand. He wanted to apply for a bigger route that would pay him: better. When Frank asked his supervisor about the new area, she got out a map to show him Frank looked a little confused and shook his He decided not to apply for the job.

- **Supervisory time:** Less time will be needed to supervise workers and to correct mistakes. Workers will be able to function more independently.
- **Internal systems function more smoothly:** Workers will be able to complete internal forms faster (provided the forms are written in clear language).
- **Customer service:** Employees will improve their skills for communicating with the public.
- **Better union/management relations:** Literacy programs provide an opportunity for unions and management to work cooperatively on an issue of mutual concern.
- **Diversity:** By providing opportunities for specific groups to improve their literacy skills, municipal governments will have a stronger link to the community.

### **For employees—Participants in literacy programs will benefit from:**

- **Better chance for promotions:** Workers will improve their chances of keeping their job or getting a new one. Workers will get a wider range of skills that can be transferred from one job to another.
- **Job and union training** Workers will be able to find out about and take part in training to develop their job skills. They will be able to participate In union education programs.
- **Communications:** There will be better communication between workers, managers, unions and the public.
- **Self-confidence:** Workers will increase their self-confidence and participate more fully in the workplace, home and community.
- **Union involvement:** More workers will be able to take part in union activities. Union activities will be accessible to members whose first language is not English or French.
- **Collective agreements:** All union members will have the skills to read contracts, health and safety regulations and work materials (provided the material is written in clear language).

MARIA asked her shop steward for information about the Employee Assistance Program, but has not taken the time to follow up. She seems worried about her problems and it is beginning to affect her work. When the shop steward asked her if she had read through the EAP pamphlet, Maria said she had lost it.

- **Empowerment:** Workers will have the skills to resolve workplace issues and problems. They will know when to bring these issues forward to the union.
- **Better management/union relations:** Literacy programs provide an opportunity for unions and management to work cooperatively on an issue of mutual concern.

## Myths and Facts about Literacy

- **A person who cannot read or write is stupid**

**FACT:** There is no correlation between limited Literacy skills and intelligence. Almost anyone can improve their reading, writing, and math skills given the opportunity, the time and the incentive to learn. Better reading and math skills are found among younger Canadians. Among older Canadians, 55-69 years of age, only 33% are able to read well enough to deal with daily written material. This reflects the reality that there were fewer educational opportunities and more emphasis on other skills when these Canadians were growing up.

# Chapter 3

## How Do We Get Started?

Successful workplace literacy programs are based on good planning. A well thought-out strategy can help build support for the program within the organization. The plan should include:

There are many stories of how employees have changed their lives after attending the program. Sometimes, the changes seem small and not relevant to their jobs. However, I believe that even small achievements or changes can affect people's thinking, work attitude, and personal life, as well as how they contribute to their communities.

- Assistant City Manager

- a clear commitment from senior management;
- all the steps needed to set up and maintain the program;
- the human and financial resources needed;
- the responsibilities of each partner; and
- an evaluation strategy to determine if the program is meeting its objectives.

The project Literacy in the Municipal Workforce reviewed information about workforce literacy programs to identify practices that had worked well. The principles shown below can be adapted by municipal governments to guide the development of their workplace literacy programs.<sup>3</sup>

### Effective literacy programs follow these principles:

- **Assign responsibility for a workplace literacy program to a committee that has decision-making power.**

It is essential to the success of a workplace literacy program to assign responsibility for the program to a committee that is part of the decision-making structure of the organization. The committee should be representative of management and employees. Its mandate should be to jointly develop a workforce literacy program from the planning stage through to implementation and evaluation. An existing committee may be asked to take on this responsibility rather than creating a new committee.

<sup>3</sup> These principles are based in part on: the municipal profiles, ABC Canada's "Principles of Good Practice in Workplace/Workforce Education: A Report on the Think Tank", the Foundation Skills Project, and "An Organization Approach to Workplace Basic Skills: A Guidebook for Literacy Practitioners".

- **Develop support-for the literacy program in all branches of the municipal administration.**

The goals of the program should be clear to all employees, including senior managers, middle managers, unions, and employees in all job classifications. Participation in the program should be recognized as a significant contribution to the corporate objectives. Managers and unions should demonstrate their support by encouraging employees to attend and by recognizing the value of the program to both the employer and the employee.

I can see, within the program, collaborative relationships between employees and department being established, and new being developed. It also helps the employees to see and achieve the ideals of the City in bringing issues of diversity and equity to the fore.

- Assistant City Manager

- **Integrate literacy into your municipal government's long-term plans.**

Literacy needs to be considered in relation to other factors in the organization, such as training and development strategies, internal communications, technology, service to the public and transferable skills within the workplace. Adopting a clear language policy for on-the-job materials will help to reduce barriers for employees with low literacy skills and add further support to the literacy program.

- **Establish roles and responsibilities for all partners in the program.**

The roles and responsibilities of program partners should be clearly defined, communicated and understood by all. Some municipalities write a letter of agreement which defines the relationship. The, agreement may be between the municipal government and the union, between the employer and the worker, between the employer and the agency delivering professional services, or it may include all partners/participants in the literacy program.

- **Tailor literacy programs to each municipal workplace.**

The content and form of a workplace literacy program should meet the needs of the individual municipal government. The committee should identify what is needed for their workplace and their workers based on job-related tasks and the work environment. The municipal profiles in Chapter 4 outline six distinctive strategies for implementing a workforce literacy program.

- **Empower the employee and support employee goals.**

A workforce upgrading program should build on the experience and skill base that workers already have. Assessments should look at the total picture of what the worker wants to accomplish, not just at the skills that are lacking.

- **Accommodate and respect the cultural, linguistic and racial diversity in the municipal workforce.**

Today's workforces are composed of many ethno-cultural and racial groups. Women are also moving more into non-traditional jobs. Workplace programs should provide equal access for all groups. They should communicate clearly in English/French or other languages to all groups.

My student and I both find it very rewarding. He thinks he is the only one who learning, but it's not at all that way.

- Municipal Employee / Tutor

The program has given me a chance to better myself and upgrade myself for a better career.

- Municipal Employee

- **Promote the literacy program to employees in a positive, non threatening manner.**

All municipal employees should be informed about the program. If possible, all employees should be involved in some way in promoting the program. For example, they may be asked:

- for suggestions about the best ways to advertise and recruit participants;
- to distribute and explain information about the program; and
- to tell a friend about the program and bring him or her along.

Notices, memos and posters about the program should be written in clear language to ensure the message is easy to understand. No one should be forced to attend. There should be no threats to job security if workers do not want to participate.

- **Make participation voluntary.**

Voluntary participation shows workers there will be no coercion or backlash. It encourages workers to take responsibility for keeping the program going. Motivation and attendance are more likely to be high if the participants feel it is their program.

- **Develop an evaluation plan for the literacy program.**

As part of the implementation plan, the committee should develop an evaluation strategy that involves the committee members, course instructors and students. The strategy should identify when and how the program will be evaluated. This approach will ensure that the program can be adjusted regularly to improve its effectiveness.

## Avoid these pitfalls when planning your program:

- Using words like "literacy" or "illiterate" in communications to staff. These negative words may discourage people from accepting and participating in the program. Positive terms used by municipal governments are: workplace foundational skills, workplace education and upgrading.
- Asking for or expecting progress reports on employees in the program. Participants deserve the right to confidentiality while they are taking the courses.
- Singling out participants to show colleagues their new skills.
- Making participants feel guilty because they are not doing their jobs during class time.
- Giving workers false hopes about promotions and job security.
- Expecting immediate changes in productivity levels or health and safety standards. Remember that literacy is only one component of these issues. Allow enough time for workers to develop new skills.

### Myths and Facts about Literacy

- **If a worker has low literacy skills, it is his/her own fault.**

**FACT:** There are many different reasons why a person does not learn to read well. Poverty, specific learning needs, geographic location and family demands can all influence how far a person goes in school and how well he or she learns.

## Chapter 4

### Municipal and Private Sector Models for Workforce Literacy

The International Year for Literacy in 1990 was the catalyst for many organizations to begin thinking about the basic skills necessary for today's workplace. Since then, organizations in both the private sector and the public sector, including municipal governments, have started workforce literacy programs. Almost twenty Canadian municipalities now have programs in place or in the planning stages. Human Resources Departments generally have the responsibility to plan and organize literacy programs in consultation with employee representatives.

People tell me they can understand me now and I have more confidence. They ask me what I have been doing.

- Municipal Employee

Municipal managers report numerous benefits to the workplace and the employee as a result of worker participation in literacy programs, such as:

- workers have skills that are more transferable within the municipal work environment;
- employees are better able to adapt to a changing work climate;
- the workplace is safer when workers are able to understand health and safety regulations;
- less time is spent supervising workers with limited literacy skills;
- written and oral communications are improved; and
- employees appear more self-confident in the workplace.

### What makes municipal literacy programs work?

The following section profiles seven municipal governments with successful workforce literacy programs. Each has approached workforce literacy in a unique manner. Other municipal governments can learn from their experiences. Common elements that contributed to a rewarding outcome include:

- A "literacy champion" in the municipal corporation works with managers to raise awareness about the importance of workforce literacy training.
- Programs have the collaboration and support of management and unions for planning, implementation and evaluation.
- Management and unions work together to promote the literacy program to workers in a positive and non-threatening manner.
- There is a commitment to maintain the confidentiality of worker participation and progress.<sup>4</sup>
- Worker participation is voluntary. Learners set their own goals and learn at their own speed.
- Teaching materials include familiar workplace materials.
- Course locations are convenient, often in a municipal facility.
- Class time is either shared equally by the employer and employee or is offered entirely during working hours.

### **How are municipal governments delivering workforce literacy?**

The following pages highlight the experience of seven Canadian municipalities in designing and delivering workplace literacy programs.<sup>5</sup> The lessons they have learned may help you in setting up your municipal literacy program.

<sup>4</sup> When programs become a normal part of municipal training, policies such as worker confidentiality often are no longer necessary.

<sup>5</sup> The programs profiled in this chapter reflect regional representation as well as innovative approaches to workforce literacy by Canadian municipal governments.

# CITY OF SAINT JOHN

## NEW OPPORTUNITIES PROGRAM

Municipal Employees:                      Full-time 950                      Part-time 100

### Program History and Description:

The New Opportunities Program, offered by the City, was beneficial to me because the pace of the work was set to each individual.

- Municipal Employee

In 1992, the Human Resources Department of the City of Saint John proposed a pilot project on skills development in intermediate Math and English under the City's Basic Skills Development Policy. In cooperation with the New Brunswick Community College, classes are conducted each year for approximately ten workers at a City facility. Students are encouraged to complete their Grade Equivalency Diploma. Recently, the community college curriculum was modified to include modules that use workplace materials. Class time is shared equally by the City and its workers.

### Internal Barriers:

- The negative perceptions of the words "literacy" and "basic skills" discouraged some workers from participating.

### Their Solutions to the Barriers:

- The program is advertised as "skills development" rather than a "literacy" program.
- The Department of Human Resources, in cooperation with employees, approached workers, unions and staff members to encourage participation in the new program.

I became interested and motivated when I got over a mental hurdle and discovered I could actually do algebra. As the work became more difficult I could take my time and fully understand each section.

- Municipal Employee

### **Reasons the Program is Successful:**

- The corporate awareness campaign involves personal presentations to employees at their work sites.
- The City offers flexible time sharing to take the course.
- The program is off-site in a convenient location.
- Student progress is rapid enough to maintain motivation and interest.
- Worker progress is kept confidential.
- The new curriculum modules ensure that new skills can be transferred to the workplace.
- The City and its employees are committed to personal development.
- Work-related materials and community-based instruction are integrated into one program.

### **For Further Information:**

Human Resources Department  
City of Saint John  
PO Box 1971  
Saint John, NB E2L 4L1

**CITY OF MONTREAL**  
**PROGRAMME DE FORMATION EN**  
**ALPHABETISATION**

Municipal Employees: Full-time: 12,000 Part-time: 4,000

**Program History and Description:**

The International Year for Literacy prompted the City of Montreal to look into the literacy needs of their workers. An "interservice" committee was formed to study both internal workplace literacy needs and external services to the public.

**The City of Montreal undertook three initiatives:**

1. **Workforce Literacy Program:** The Centre de ressources en éducation populaire (CREP) in cooperation with City staff and the unions developed a communication plan to ensure that all City workers knew about the new program. Needs assessments were conducted with all interested employees. Each year, fifteen workers take the course which consists of three sessions of fifteen weeks each. Class time is during working hours. A professional instructor from CREP uses adult education modules and workplace materials as teaching aids. After completion of the three terms, students can write exams for high school certification
2. **Public Services to Citizens with Low Literacy and Language Skills:** Staff in twelve satellite offices take courses to help them serve residents with low literacy and language skills. They are taught how to recognize the symptoms of low literacy skills, and how to speak in clear and simple language. Signs in public areas use pictures and common words to indicate directions. A recent City policy is encouraging the use of clear language for by-laws and publications.
3. **Collection Pour Tous:** With support from the National Literacy Secretariat, City of Montreal libraries have built a collection of books for adults with low reading skills. Each book has a bright graphic to indicate that it is part of this collection. The 800 books are listed in a special catalogue "J'ai retrouvé mes lunettes" using pictograms and descriptions.

### Internal Barriers to the Program:

The publicity that surrounded the International Year for Literacy put literacy issues on the agenda of the City of Montreal. Little if any resistance was reported by managers, workers and unions.

### Reasons the Program is Successful:

- The "interservice" committee supports community and workplace literacy projects.
- Collaboration between the City, CREP and the unions for recruitment ensures that every worker is notified of the literacy program.
- The program is given during working hours in a City facility.
- Participation is voluntary.

### Potential Changes:

During 1996 the City of Montreal will be evaluating the Programme de formation en alphabétisation. Human Resources will be considering alternative forms of program delivery such as peer instruction and community literacy programs. Skills development is still a priority, particularly for part-time blue collar workers.

### For Further Information:

Ville de Montreal  
Service du personnel  
Division du développement de l'organisation  
413 rue Saint-Jacques  
Montreal, QC H2Y 1N9

### Myths and Facts about Literacy

- **The high level of immigration to Canada is the cause of the literacy problem.**

**FACT:** A survey by Southam Newspapers in 1987 found that 70% of people who cannot read or write well were born in Canada. One-third of these were high school students. The majority of newcomers to Canada are literate in their own language and have math skills.

## CITY OF HAMILTON

### LITERACY IN THE WORKPLACE PROGRAM

#### WORKER EDUCATION CENTRE

Municipal Employees:                      Full-time: 3000                      Part-time: 300

#### **Program History and Description:**

During the 1991 collective agreement negotiations, CUPE Local 5 asked the City administration to support literacy programs for workers through their Worker Education Centre (WEC). The municipality agreed to focus on reading, writing, math, and ESL (English as a Second Language) at the Grade ten level.

The program runs each year for sixteen weeks from December to March during work time. WEC instructors, who may be municipal personnel, are trained by a WEC coordinator. Workplace materials, generic teaching aids and community information are used for instruction.

Workers are encouraged to participate in the literacy program by way of memoranda to all staff, notices on bulletin boards and individual meetings with supervisors, managers and union representatives. Recruitment is the joint responsibility of the unions and Branch managers.

I now have a better appreciation of the significant value that your classes can have to both the worker and the City of Hamilton. It is my hope plan that we will work together, in the future, towards a more literate workforce; this can only be of benefit to all concerned. We should do everything we can to ensure participation in this program.

- Director of Public Relations

### **Internal Barriers to Program:**

City of Hamilton managers were unaware that workers, particularly blue collar workers, did not have the necessary skills to perform their job related functions. Workers had a negative perception of the term "literacy". WEC and the City of Hamilton differ on the level of competency that workers should strive for. WEC believes that a Grade twelve goal is necessary for City employees; the employer supports Grade ten.

As a part of the graduation ceremony one of the students gave a speech that the entire class had helped prepare. We got a new appreciation of the work done at those classes and our previously jaundiced views of why some people attend were changed.

- Public Works Manager

### **Their Solutions to the Barriers:**

- Workers develop a sense of ownership in the program because it is sponsored by the union.
- The employer does not interfere with the administration and delivery of the literacy classes as specified in the collective agreement.
- Worker participation is voluntary and progress is confidential.
- WEC instructors create continuity between the classroom and the workplace.

### **Reasons the Program is Successful:**

- The program is delivered by CUPE, the municipal union, through WEC.
- The WEC Coordinator champions the literacy program to workers and the employer.
- Worker participation is kept confidential.
- Instructional materials reflect a combination of workplace and other educational resources.
- Class time is one work day per week. Managers build the cost of worker replacement into their annual budget.

### **For Further Information:**

Canadian Union of Public Employees  
1130 Barton Street East, Suite 200  
Hamilton, ON L8H 7P9

Department of Public Works  
City Hall, 71 Main Street W.  
Hamilton, ON L8N 3T4

**Here are some examples of how low literacy skills added to the City of Hamilton's costs.**

- Added time for supervisors to direct workers with inadequate reading and writing abilities;
- additional time spent in grievance meetings;
- more time to fill in accident reports, check sheets, internal job application forms; and
- further explanations from office staff about work time, holidays, Worker's Compensation claims, benefits and pay role.

# CITY OF KITCHENER

## WORKPLACE SKILLS PROGRAM

Municipal Employees:                      Full-time: 1300                      Part-time: 700

### Program History and Description:

In 1991, the Training, Education and Development Committee (TED), comprised of employee representatives of municipal departments, became aware that some workers did not have the skills to perform rudimentary work tasks. TED explored alternative approaches to literacy programming. The Laubach Literacy of Canada model fit their criteria for a workplace literacy program. The Laubach program offers:

We were surprised by the magnitude of the issue. There was a broad spectrum of need among City workers for basic reading and writing skills.

- Director of Human Resources

- one-to-one peer/co-worker instruction;
- Laubach instruction materials, which cover phonics, skills books levels 1-4, challenger series levels 1-8; and
- flexible location for instruction to accommodate personal needs and shifts.

The Laubach Coordinator matches workers with co-worker tutors based on needs and ability. The course time, two hours per week, is shared by the employer and the employee. Recruitment for participants is done by the Laubach Coordinator, managers and unions using on-site information sessions, posters, memoranda to staff and personal contact.

### Internal Barriers to Program:

- Initially, there was criticism of the City's hiring policies. The testing process should have screened out people with low reading and writing skills.
- Managers felt that workers would not participate in a literacy program due to the negative perception of "literacy".

I learned quite a few things with these books. I moved from Skill Book 1 to Book 3. I enjoy reading the newspaper. It is easier to read and to understand it. Spelling is a lot easier and I want to learn more.

- Municipal Employee

I helped my son with his homework. It felt great!

- Municipal Employee

### **Their Solutions to the Barriers:**

- The Laubach Coordinator mobilizes interest and support among management and workers.
- The Laubach Coordinator provides the link between management, City Council, unions and workers to ensure the literacy program runs efficiently.
- Participation is voluntary and personal goals are set by the student.
- Worker confidentiality is assured.
- The program is entitled "Workplace Skills" rather than using the term "literacy".

### **Reasons the Program is Successful:**

- The City of Kitchener and the unions work with Laubach Canada to inform and encourage worker participation.
- Managers and supervisors noticed a marked improvement in employee communication skills and self-confidence.
- Tutor/student matches are selected based on the criteria of the program and student profiles.
- Flexible instruction times and places accommodate student needs.
- The Laubach materials with their "stepping stone" approach allow participants to see immediate progress.

### **Potential Changes:**

- Worker confidentiality is not as important as it was at the start of the literacy program. The City of Kitchener will monitor participants more closely with a database to track the progress of students and tutors.
- Human Resources staff will assume the role of the Laubach Coordinator for the Workplace Skills Program.

### **For Further Information:**

Training and Development Officer  
Human Resources Division  
City of Kitchener  
PO Box 1118, 200 King Street West  
Kitchener, ON N2G 4G7

**CITY OF SASKATOON**  
**WORKERS' EDUCATION FOR**  
**SKILLS TRAINING (WEST)**

Municipal Employees:            Full-time: 1720            Part-time: 435

Lots people in mid-life didn't have opportunities to complete school WEST gives this boost.

- Municipal Employee

WEST is more than a learning program. It is workers helping workers to learn.

- Course Leader

**Program History and Description:**

In 1993, the City of Saskatoon and the Saskatchewan Federation of Labour (SFL) signed an agreement to set up literacy programs for the Engineering Works Branch. A recent change in the hiring policy for the City required a Grade 12 education for employees. Many City employees did not meet this new requirement. WEST, a union-run program with co-workers as instructors, helps employees work towards their Grade Equivalency Diploma (GED).

WEST<sup>6</sup> conducts the courses, trains the course leaders and assists with needs assessments. A departmental committee works with SFL to recruit and evaluate the program. Their motto is "No textbooks, no tests!"

WEST conducts two courses per year with eight workers. They use job related, educational and community materials to improve reading, writing, math and communication skills. Class time is shared equally by the employer and the worker.

**Internal Barriers to Program:**

- Managers and supervisors did not recognize the need for basic skills upgrading within the workforce.

<sup>6</sup> In other parts of the country, the provincial Federations of Labour have similar programs to WEST called Basic Education for Skills Training (BEST) in Ontario and Education for Skills Training (EST) in New Brunswick.

I went to the WEST program to improve my writing, spelling and math skills. What I like about this program is you go on your own speed. With this program the City will donate one hour and you donate one hour of your own time for classes. After I finish this program, I can apply for a new position and advance within the City.

- Municipal Employee

WEST makes you feel you are making a contribution to someone's life.

- Course Leader

- Managers were concerned about operational functions when workers were in class.
- Managers wanted information about student attendance and progress.

### **Their Solutions to the Barriers:**

- New technologies and the change in hiring practices have demonstrated the need for literacy programs. Supervisors now encourage and support worker participation in WEST.
- The Course Leader, an Engineering Works staff person, can highlight problems and significant results to management.
- Operational tasks were not seriously affected.
- The pledge of confidentiality of student progress has been maintained by WEST and the Engineering Works Department.

### **Reasons the Program is Successful:**

- The letter of understanding between WEST and the Engineering Works Department sets the framework for the program.
- The union works with management and WEST personnel to promote the program in a positive and non-threatening manner.
- The course leader, a co-worker, is respected and trusted. The WEST Program Coordinator gives frequent input to the program.
- WEST uses a combination of work-related and other educational
- Or community materials for instruction.

### **Potential Changes:**

- The City of Saskatoon plans to make refinements to the program only. Staff may explore computer and video instruction.
- The municipal government is extending the program to other Departments.

### **For Further Information:**

Saskatchewan Federation  
of Labour  
103-2709 12th Avenue  
Regina, SK S4T 1J3

Human Resources Department  
City of Saskatoon  
222 3rd Avenue North  
Saskatoon, SK S7K 0J5

# CITY OF VANCOUVER

AND

# CITY OF PRINCE GEORGE

## WORKPLACE LANGUAGE PROGRAM

At first I was reluctant to join the language program. Perhaps it had something to do with my age, the time it would consume or something or other. As time went on I felt more confident and enthusiastic about attending the English Language program.

- Municipal Employee

### Municipal Employees:

Vancouver	Full-time 6,000	Part-time: 3,000
Prince George	Full-time: 500	Part-time: 100

### Program History and Description:

In 1989, the City of Vancouver started a Workplace Language Program in its non-profit training centre, the Hastings Institute. The learner-centred program focuses on reading, writing and the expression of individual experiences in written form. Group discussions of individual writing samples assist students to "make sense in English", increase their vocabulary and understand grammatical structure.

The program brings employees, workers and managers all together. The Vancouver program is twelve weeks long; the Prince George program is eighteen weeks. Class time is shared equally by the employer and the employee. Worker confidentiality is respected. However, the all-inclusive nature of the program lessens the importance of keeping information confidential.

This year I read an article in a newsletter and this time I interpreted it in a much different way. This program (Workplace Language Program) was suited for everyone that wanted to improve their English and writing skills no matter what their level. I decided immediately that this was the program for me. Right here in the yard, twice a week and I put in only two hours of my time because the City allowed me to leave an hour early.

-Municipal Employee

The City of Prince George also contracted with the Hastings Institute to provide a Workplace Language Program. The two programs are similar in design except for the instructors. The Vancouver program has an employee as the instructor; Prince George hired a professional instructor to work with participants. Both programs keep the learner/instructor ratio low. The B.C. Buildings Corporation is a partner in the program delivered by the City of Prince George. Both organizations send students to the program and share the cost. City of Victoria has also developed a partnership with the B.C. Buildings Corporation for a Workplace Language Program.

### **Internal Barriers to Program:**

- City managers felt that the hiring procedures should eliminate people with low literacy skills.
- Management felt that the program should be more structured in its content.
- Shift work excluded many workers who could benefit from the Workplace Language Program.
- Managers were concerned that course time would impact on their operational tasks and that costs for replacement services would increase.

### **Their Solutions to the Barriers:**

- The program is open to workers at all levels of the City classification structure to give them help with their writing and language skills.
- The program has the support of management, the unions and the interdepartmental Workplace Language Committee (Prince George).
- Time has proven that operations have not been adversely affected by worker participation in the program.
- The program tries to accommodate shift workers by providing on-site instruction or allowing them to go to alternative courses.

### **Reasons the Program is Successful:**

- The program is open and accessible to all employees. It gives them the opportunity to expand their writing skills to be used at work or in their personal lives.

Thank you very much for giving me the opportunity to attend the Workplace Language program. It was quite a learning experience. I enjoyed the course.

- Municipal Employee

- Participation is voluntary; no needs assessment is required.
- Needs assessments and specific skills training are available on request.
- The "literacy champion" from the Hastings Institute has frequent contact with students, instructors, unions and managers.
- The program gives workers an opportunity for extensive practice in English reading and writing, speaking and listening.
- The City of Prince George has reduced its costs for the program by establishing a partnership with the B.C. Buildings Corporation. With a larger number of participants, the learning environment is more dynamic.
- Participants find their own "voice" through writing. Discussions about their writing help build confidence and self-esteem.

### For Further Information:

Hastings Institute  
City of Vancouver  
453 West 12th Avenue  
Vancouver, BC V5Y 1V4

Human Resources Department  
City of Prince George  
City Hall, 1100 Patricia Avenue  
Prince George, BC V2L 3V9

## Myths and Facts about Literacy

- **Literacy is not a union issue**

**FACT:** A worker who is literate can read job and union-related materials better, participate more in union meetings, and understand and complete grievance forms. Unions are concerned about empowering their members to participate more fully in the workplace, at home and in the community.

## What models do other public and private sector organizations use?

The public and private sectors are investing heavily in new technologies in order to remain competitive in the global marketplace. This investment in technology often requires a parallel investment in upgrading the skills of employees. Many organizations have made a commitment to on-the-job training that includes computer instruction as well as basic skills. By enabling their workers to adapt to changing technologies, employers improve their company's competitive advantage.

Private sector and other public sector organizations approach literacy and skills training in a manner similar to municipal governments. The common themes found in municipal programs are reflected in the models used in the private sector. The four models described below illustrate approaches to workforce literacy programs that can be adapted to individual work environments.

Further education makes the worker happier. A happier worker is a better employee.

- Course Leader

### **Sectoral Model:**

- is specific to the needs of an industry, for example, mining or steel;
- accommodates workers at different sites and workers on shifts; and
- identifies "sector specific" skills as basis of instruction.

### **Peer Instruction:**

- uses co-workers as instructors with small groups of students;
- conducts on-going evaluations of students and programs;
- has no formal examinations; and
- is generally run by union organizations.

### **Stand-up Delivery:**

- is multi-level learning in a classroom with a professional educator; and
- meets the needs of the employer and the worker with a custom-designed program.

### **Integrated Model:**

- integrates basic skills and trades training in the curriculum content; and
- uses one-to-one or small group instruction with either a professional educator or peer instructor.

## **Are there examples of municipal and private sector partnerships to deliver workplace literacy?**

The concept of a municipal government developing a partnership with the private sector to provide literacy programs is relatively new in Canada. Some municipalities have developed partnerships for program delivery or financial support. In other municipalities, workers participate in programs outside the workplace such as those given by school boards and community colleges. Some examples are:

- The City of Prince George, B.C. reduced the overall cost of its literacy program by opening it up to employees of the B.C. Buildings Corporation.
- The Workplace Education Project (WEP) in Peterborough, Ontario, is a unique model of community involvement and cooperation. WEP coordinates needs assessments, program design, and literacy and basic skills training programs for twenty-three local businesses. Companies offer programs for their workers only, for employees of several companies and/or for family members of employees. Two Peterborough initiatives are:
  - National Grocers did not have enough interested employees to offer its own classes towards a high school diploma. An arrangement was made with Quaker Oats to allow National Grocers workers to join Grade eleven English classes.
  - Eight health care organizations are collaborating to offer high school math and English to employees. One agency has donated the space for the literacy program; the others send participants and contributions-in-kind.

## Chapter 5

### What Learning Materials and Resources Would Help Us Get Started?

Much has been written on the subject of adult literacy and workforce literacy. To help you get started we have compiled a list of reference and instructional materials. They will provide you with information to consider the needs of your workplace and the process that might be best for setting up your program.

Although computer-based learning programs are available for literacy instruction, they have not been covered here. Their focus is generally on subjects at a grade level and they have little Canadian content. The programs can be costly and involve annual licence fees.

I became so involved in writing that I started a new habit of capturing my thoughts by writing them down immediately, even in the bathroom.

- Municipal Employee:

### Select Bibliography of Adult Literacy Resources

#### Reference Materials

Conference Board of Canada, Basic Skills-Basic Business, Ottawa, 1992

Folinsbee, Sue and Paul Jurmo, Collaborative Workplace Development, ABC Canada, Toronto, 1994

Movement for Canadian Literacy, Organizing Adult Literacy and Basic Education in Canada, Ottawa, 1992

National Literacy Secretariat, Creating a Learning Culture: Work and Literacy in the Nineties, Ottawa, 1990

Partnerships in Learning, Workplace Basic Skills: A Study of 10 Canadian Programs, Ottawa, 1995

Taylor, Maurice; Glenda Lewie; James Draper, eds, Basic Skills for the Workplace, Toronto, 1991

Waugh, Sue, Workplace Literacy and Basic Skills, National Literacy Secretariat, Ottawa, December 1990

## **Curriculum Materials**

Alberta Vocational College, Delivering Workplace Training: A Train-the-Trainers Program, Edmonton, 1993

Belfiore, M.E. and B. Burnaby, Teaching English in the Workplace, Toronto, 1995

Jurmo, Paul, Curriculum: Creating Multiple Learning Opportunities, Learning Partnerships, East Brunswick, NJ, 1995

Jurmo, Paul, Problem Solving: A Tool for Workplace Educators, Learning Partnerships, East Brunswick, NJ, 1995

Ottawa YMCA-YWCA, An Organizational Approach to Workplace Basic Skills: A Guidebook for Literacy Practitioners, Ottawa, 1992

Plett, L., Workplace Instructors' Handbook, Literacy Workers Alliance of Manitoba, Winnipeg, 1994

Sauve, V., J. Nicholls and L. Crawford, Time for the Basics, English Language Professionals, Edmonton, 1991

## **Needs Assessments Resources**

Jurmo, Paul, Individual Assessment: Clarifying Learner Needs, Abilities Interests and Progress, Learning Partnerships, East Brunswick, NJ, 1995

Klassen, C. and J. Robinson, An Approach to ESL Literacy Assessment, Ministry of Advanced Education, Victoria, BC, 1992

Le Forestier, D., Personal Assessment Process, Georgian Learning Associates, Thornbury, ON

## **Clear Language Guidebooks**

Baldwin, Ruth, Clear Writing and Literacy, Ottawa, 1990

Multiculturalism and Citizenship Canada, Creating a Plain Language Zone: A Manager's Handbook, Ottawa, 1991

Multiculturalism and Citizenship Canada, Plain language Clear and Simple, Ottawa, 1991

### **Audio-Visual Materials**

ABC Canada, "Workplace Education", 1995

Canadian Federation of Labour, "Literacy for Workers", Ottawa, ON

Frontier College, "The Clear Writer's Hit Squad", Toronto, 1991

Frontier College, "The Clear Writer's Hit Squad: Video Workshop Leader's Guide and Core Materials", Toronto, 1991

Frontier College, "Learning in the Workplace", Toronto

National Literacy Secretariat, Presentation on Plain Language Clear and Simple, Ottawa, 1992

United Way of Canada, "Litrasee? Put it on the List...", Ottawa, 1991

### **French Resources**

Secretariat national a l'alphabetisation, Pour un style clair et simple, Ottawa, 1990

Secretariat a la condition des personnel handicapees, Le pouvoir des moss, Ottawa, 1991

## Chapter 6

### Where Can We Get Advice or Help?

PROVINCE/ TERRITORY	LITERACY COALITIONS	PROVINCIAL FEDERATION OF LABOUR	PROVINCIAL GOVERNMENT LITERACY COORDINATORS
<b>ALBERTA</b>	Alberta Association for Adult Literacy Room 211 RMP 332-6th Ave SE Calgary, AB T2G 4S6 Tel: (403) 297-4994	Alberta Federation of Labour Suite 350 10451-170 Street Edmonton, AB T5P 4T2	Alberta Advanced Education & Career Development 10155-102 Street, 10th Floor Edmonton, AB T5J 4L5 Tel: (403) 427-5704
<b>BRITISH COLUMBIA</b>	Literacy BC 622-510 West Hastings Vancouver, BC V6B 1L8 Tel: (604) 684-0624	BC Federation of Labour 4279 Canada Way Burnaby, BC V5G 4P1	Access & Health Programs Branch Post Secondary Education Division Min. of Education, Skills & Training 838 Fort St., 2nd Fl. Victoria, BC V8V 1X4 Tel: (604) 387-6174
<b>MANITOBA</b>	Literacy Partners of Manitoba 998-167 Lombard Ave. Winnipeg, MB R3B OV8 Tel: (204) 452-3139	Manitoba Federation of Labour 101-275 Broadway Ave. Winnipeg, MB R3C 4M6	Adult Literacy & Basic Skills Unit Employment Development Programs & Literacy Dept. of Education & Training 410-185 Cariton St. Winnipeg, MB R3C 3J1 Tel: (204) 945-8247

<b>PROVINCE/ TERRITORY</b>	<b>LITERACY COALITIONS</b>	<b>PROVINCIAL FEDERATION OF LABOUR</b>	<b>PROVINCIAL GOVERNMENT LITERACY COORDINATORS</b>
<b>NEW BRUNSWICK</b>	<p>NB Committee on Literacy 88 Prospect St. West Fredericton, NB E3B 2T8 Tel: (506) 457-1227</p> <p>Federation d'alphabetisation du N-B Inc CP 189 Richibouctou, NB EOA 2MO Tel: (506) 523-7374</p>	<p>New Brunswick Federation of Labour 208-96 Norwood Ave. Moncton, NB E1C 6L9</p>	<p>Office of Advocacy Services Department of Advanced Education &amp; Labour PO Box 6000 Fredericton, NB E3B 5H1 Tel: (506) 453-3298</p>
<b>NEWFOUNDLAND &amp; LABRADOR</b>	<p>Literacy Development Council of Newfoundland &amp; Labrador 238 Blackmarsh Road St. John's, NF A1E 1T2 Tel: (709) 738-7323</p> <p>Labrador: Labrador Institute of Northern Studies Box 490, Stn. B Happy Valley, Goose Bay Labrador AOP 1EO Tel: (709) 896-2978</p>	<p>Newfoundland &amp; Labrador Federation of Labour P.O. Box 8597 Stn. A St. John's, NF A1B 3P2</p>	<p>Department of Education &amp; Training Box 8700 St. John's, NF A1B 4J6 Tel: (709) 729-5711</p>
<b>NORTHWEST TERRITORIES</b>	<p>NWT Literacy Council Box 761 Yellowknife, NWT X1A 2N6 Tel: (403) 873-9262</p>	<p>NWT Federation of Labour 206 Bowling Green Ave. P.O. Box 2787 Yellowknife, NWT X1A 2R1</p>	<p>Literacy &amp; Adult Education - Colleges &amp; Continuing Education Division Department of Education Culture &amp; Employment Box 1320 Yellowknife, NWT X1A 2L9 Tel: (403) 920-3482</p>

<b>PROVINCE/ TERRITORY</b>	<b>LITERACY COALITIONS</b>	<b>PROVINCIAL FEDERATION OF LABOUR</b>	<b>PROVINCIAL GOVERNMENT LITERACY COORDINATORS</b>
<b>NOVA SCOTIA</b>	Nova Scotia Provincial Literacy Coalition Box 1516 Truro, NS B2N 5V2 Tel: (902) 897-2444	Nova Scotia Federation of Labour 212-3700 Kempt Rd. Halifax, NS B3K 4X8	Adult Education Section Department of Education & Culture 2021 Brunswick St. Box 578 Halifax, NS B3J 2S9 Tel: (902) 424-5162
<b>ONTARIO</b>	Ontario Literacy Coalition 1003-365 Bloor Street East Toronto, ON M4W 3L4 Tel: (416) 963-5787  Regroupement des groupes francophones d'alphabétisation populaire de l'Ontario 777 rue Bay, Bureau 2005 Toronto, ON M5G 2C8 Tel: (416) 591-7855	Ontario Federation of Labour 202-15 Gervais Dr. Don Mills, ON M3C 1Y8	Transitions, Help Centre & Literacy Programs Learning & Employment Preparation Program Ontario Ministry of Education & Training 625 Church Street, 3rd Floor Toronto, ON M4Y 2E8 Tel: (416) 326-5456
<b>PRINCE EDWARD ISLAND</b>	PEI Literacy Alliance Box 400 Charlottetown, PEI C1A 7K7 Tel: (902) 368-3620	PEI Federation of Labour 420 University Ave. Room 113 Charlottetown, PEI C1A 7Z5	Adult & Continuing Education Office of Higher Education, Training & Adult Learning 105 Rochford Street Box 2000 Charlottetown, PEI C1A 7N8 Tel: (902) 368-6286

<b>PROVINCE/ TERRITORY</b>	<b>LITERACY COALITIONS</b>	<b>PROVINCIAL FEDERATION OF LABOUR</b>	<b>PROVINCIAL GOVERNMENT LITERACY COORDINATORS</b>
<b>QUEBEC</b>	<p>Regroupement des groupes populaires en alphabétisation du Québec 1-5040 boul. St-Laurent Montreal, QC H2T 1R7 Tel: (514)277-9976</p> <p>Literacy Partners of Québec 3040 Sherbrooke Street W. Montreal, QC H3Z 1A4 Tel: (514) 931-8731 (Ext. 1413)</p>	<p>Federation des travailleurs et travailleuses du Québec 545 boul. Cremazie est. 17e etage Montreal, QC H2M 2V1</p>	<p>Direction de la formation générale des adultes Ministère De L'Éducation 1035, rue de la Chevrotière Québec, QC G1R 5A5 Tel: (418) 644-0220</p>
<b>SASKATCHEWAN</b>	<p>Saskatchewan Literacy Coalition c/o Sask. Institute for Applied Science &amp; Technology Box 1520 Saskatoon, SK S7K 3R5 Tel: (306) 653-7178</p>	<p>Saskatchewan Federation of Labour 103-2709 12th Ave. Regina, SK S4T 1J3</p>	<p>Provincial Literacy Liaison Adult Basic Education &amp; Sponsored Programs Unit Sask. Education, Training &amp; Employment 2045 Broad St. 6th Floor Regina, SK S4P 3V7 Tel: (306) 787-2513</p>
<b>YUKON</b>	<p>Yukon Learn Society 308 A Hanson Street Whitehorse, YT Y1A 1Y6 Tel: (403) 668-6280</p>	<p>Yukon Federation of Labour 106 Strickland St. Whitehorse, YT Y1A 2J5</p>	<p>Advanced Education Branch Department of Education Box 2703 Whitehorse, YT Y1A 2C6 Tel: (403) 667-8213</p>

**For further assistance contact:**

Canadian Association  
of Municipal Administrators  
24 Clarence Street  
Ottawa, ON  
K1N 5P3  
(613) 241-8444

ABC Canada  
1450 Don Mills Road  
Don Mills, ON  
M3B 2X7  
(416) 447-2292