

Presented by:

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FCSAE (Formation continue et services aux entreprises, or
continuing education and business services)

Collège Lionel-Groulx



Formation continue et
services aux entreprises

Collège Lionel-Groulx

Former un meilleur avenir

Presentation Outline

- Findings on the extent of literacy deficits in adults admitted to colleges in Canada and to the FCSAE (Formation continue et services aux entreprises, or continuing education and business services) at Collège Lionel-Groulx
- Solutions to upgrade these skills to the desired levels, as per the complexity of skills required by the training program and the skill profiles of future work duties
- Success factors and recommendations

Findings

- In 2011 and 2012, the FCSAE took part in a pan-Canadian research project led by the Association of Canadian Community Colleges (ACCC) and financed by Human Resources and Skills Development Canada (HRSDC), with participation from:
 - 12 colleges
 - 882 adults who did:
 - A pre-test to assess their literacy skills
 - 30 hours of training to upgrade these skills (reading texts, using documents and performing calculations)
 - A post-test to measure progress

ACCC Research Findings

JL1

LES COLLÈGES PARTICIPANTS



Diapositive 4

JL1

Participating Colleges

Josee; 2013-07-12

ACCC RESEARCH FINDINGS

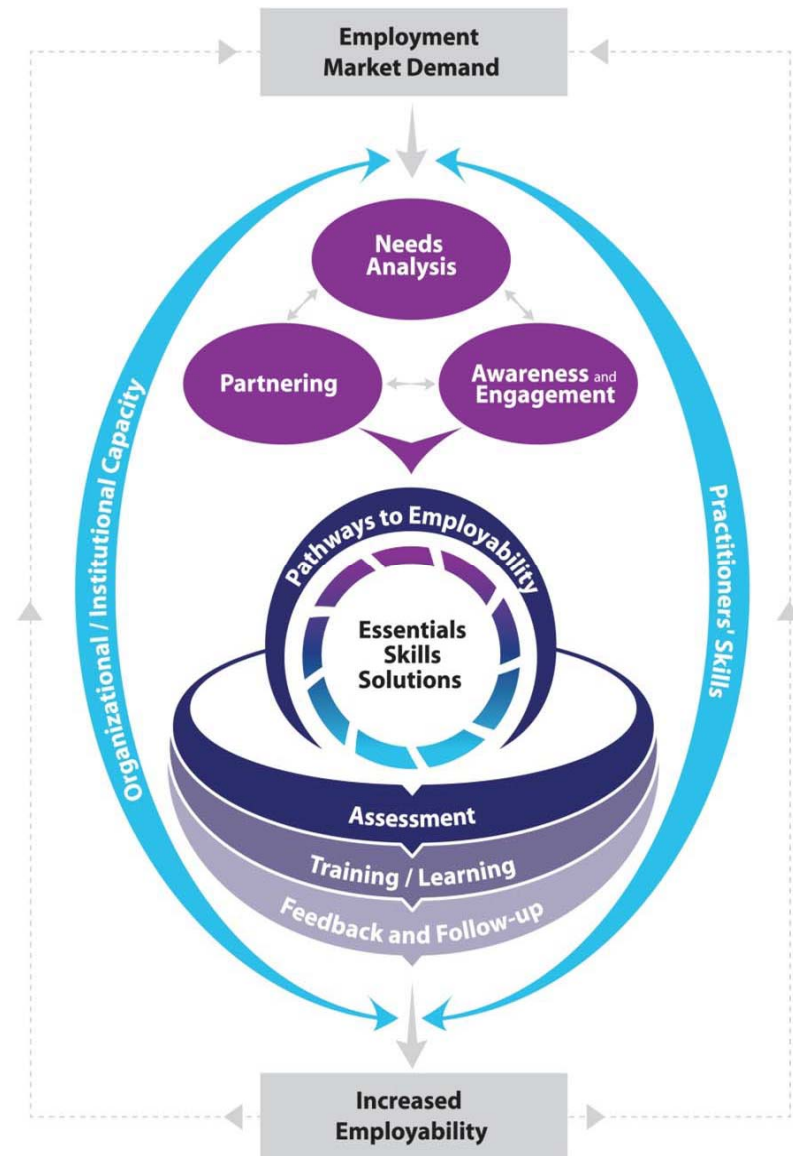
The Integrated Approach consists of nine elements which are divided into three main categories:

- NEEDS ANALYSIS
- PARTNERING
- AWARENESS AND ENGAGEMENT

- PATHWAYS TO EMPLOYABILITY
- ASSESSMENT
- TRAINING / LEARNING
- FEEDBACK AND FOLLOW-UP

- ORGANIZATIONAL / INSTITUTIONAL CAPACITY
- PRACTITIONERS' SKILLS

Some of the elements are interconnected, some are related to each other while others are necessary throughout the process. The Integrated Approach used in its entirety will lead to increased employability for college students, workers and job seekers.



ACCC Research Findings

Pre-tests results in Documents use

JL4

Number of learners and their levels of ES in Documents use

1308 individuals took the pre-test	Level 1*	%	Level 2*	%	Total % under level 3
426 workers	98	23%	162	38%	61%
882 college students	220	25%	370	42%	67%**

* Immigrants and Aboriginals scored the lowest level

** Learners at risk in a College program

Diapositive 6

JL4

Table : NB : chiffres restent tels quels

Results of Pre-Tests on Document Use

Number of learners and their ES levels in document use

1308 people did the pre-test / Level 1 / % / Level 2 / % / Total % Under Level 3

462 workers

882 college students

* Immigrants and Native people had lower levels

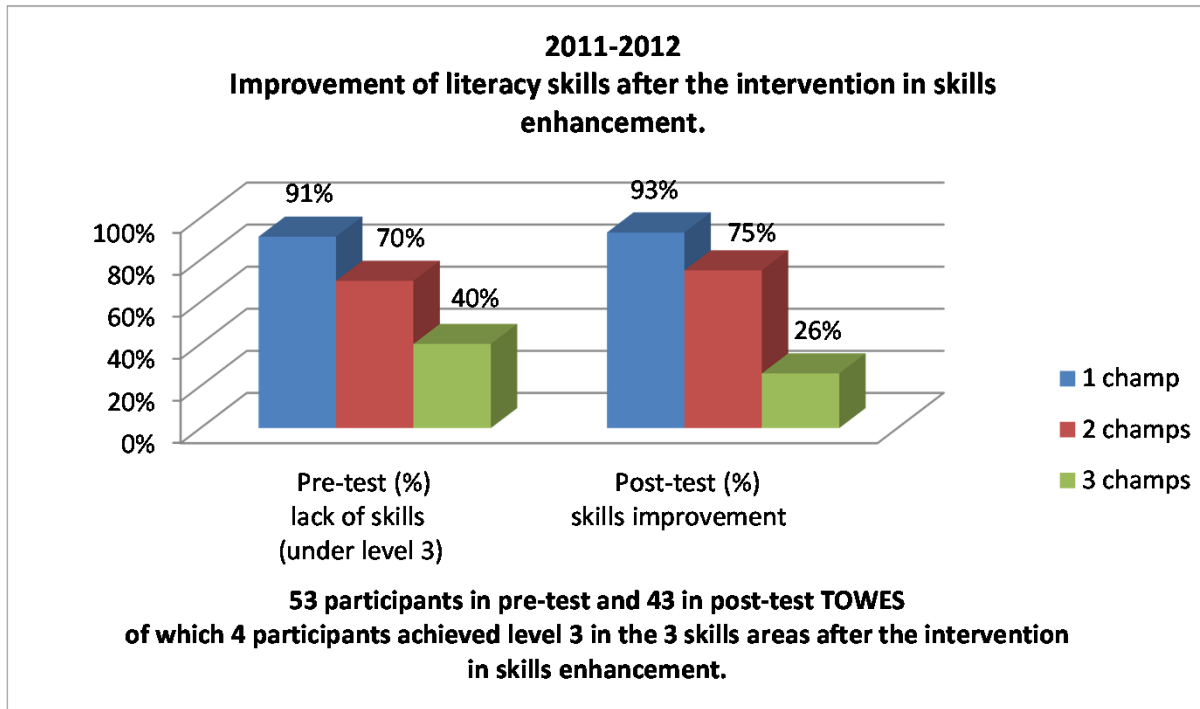
** At-risk learners in a college program

Josee; 2013-07-12

Findings of CLG's FCSSAE

*Intervention in enhancement of literacy essential skills
with participants from cohorts of the program "Techniques d'éducation à l'enfance" from
Lionel-Groulx College*

JL6



Pre-test (%) : Percentage of participants admitted with a lack of literacy skills (reading text, document use and numeracy) with result below level 3.

Post-test (%) : Percentage of participants who completed the training and took the post-test having an increase in their level of literacy skills in one or more fields of skills.

Diapositive 7

JL6

Intervention to upgrade literacy essential skills among participants of Network Administrator, Computer Finance and Accounting and Retail Business Management cohorts at Collège Lionel-Groulx
2011-2012

Improvement in literacy skills after the skills upgrading intervention

1 area

2 areas

3 areas

Pre-test (%)

Skills deficit (under Level 3)

Post-test (%)

Skills improvement

49 pre-test participants and 14 TOWES post-test participants, including 3 participants who reached Level 3 in the three skills areas after the skills upgrading intervention

Pre-test (%): Percentage of admitted participants with a literacy skills deficit (reading texts, using documents, making calculations), whose results were below Level 3.

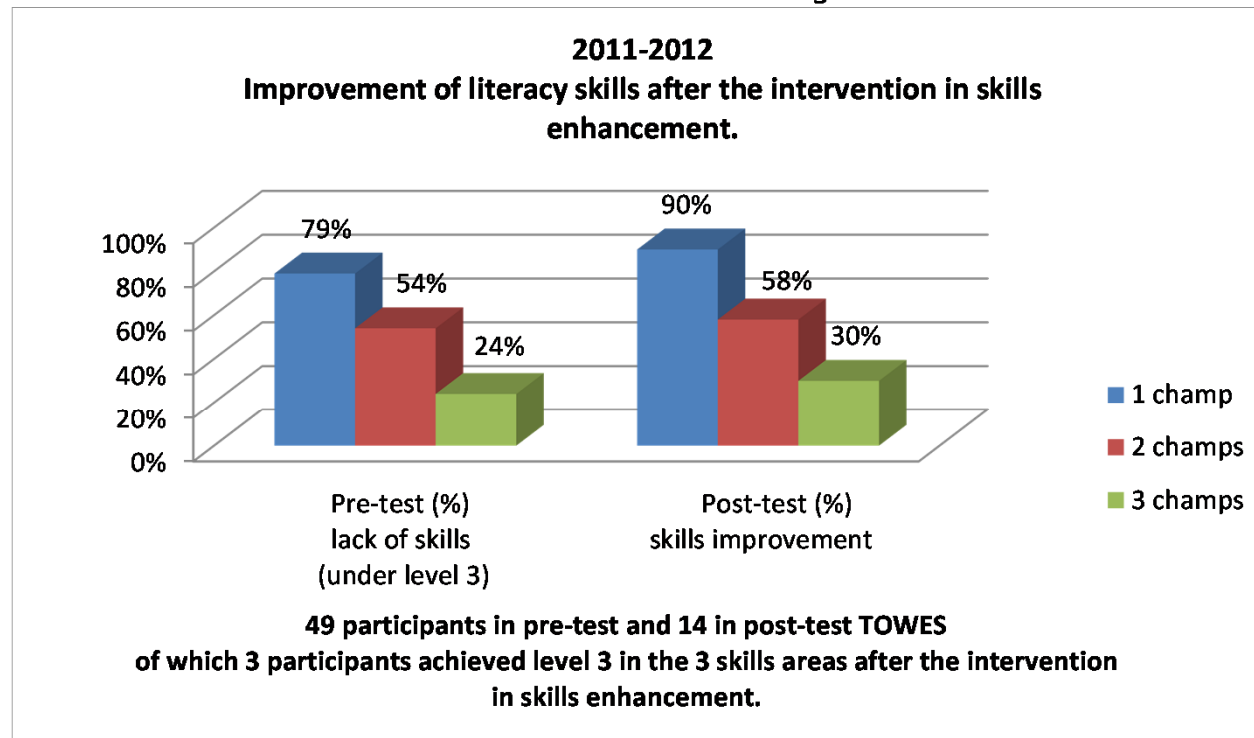
Post-test (%): Percentage of participants who followed the training program and did the post-test and whose literacy skill levels increased in one or more skill areas.

Josee; 2013-07-12

Findings of CLG's FCSAE

*Intervention in enhancement of literacy essential skills
with participants from cohorts of the programs "Administration des réseaux",
"Finances et comptabilité informatisées" and "Supervision en commerce de détail" of
Lionel-Groulx College*

JL5



Pre-test (%) : Percentage of participants admitted with a lack of literacy skills (reading text, document use and numeracy) with result below level 3.

Post-test (%) : Percentage of participants who completed the training and took the post-test having an increase in their level of literacy skills in one or more fields of skills.

Diapositive 8

JL5

Intervention to upgrade literacy essential skills among participants of Early Childhood Education cohorts at Collège Lionel-Groulx 2011-2012

Improvement in literacy skills after the skills upgrading intervention

(Légende)

1 area

2 areas

3 areas

Pre-test (%)

Skills deficit (under Level 3)

Post-test (%)

Skills improvement

53 pre-test participants and 43 TOWES post-test participants, including 4 participants who reached Level 3 in the three skills areas after the skills upgrading intervention

Pre-test (%): Percentage of admitted participants with a literacy skills deficit (reading texts, using documents, making calculations), whose results were below Level 3.

Post-test (%): Percentage of participants who followed the training program and did the post-test and whose literacy skill levels increased in one or more skill areas.

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Findings About Learners

(CEGEP de l'Outaouais)

	Has obtained at least one Level 1	Has quit the program	Has obtained one or more fails	Have or will graduate within prescribed schedule
Level 1	12,5 %	50 %	62,5 %	12,5 %
Level 2	36 %	17,4 %	39 %	52 %
Level 3	65,6 %	9,5 %	26 %	64 %
Level 4	37,5 %	8,3 %	12,5 %	79 %
Level 5	14 %	0 %	11 %	88,8 %

Diapositive 9

JL7

NB : Tous les chiffres du tableau doivent être changés au format anglais, i.e., point au lieu de virgule pour décimale (aussi s'assurer qu'il n'y a jamais d'espace avant le signe de pourcentage) ex : 12.5%

Achieved at least Level 1 / Left the program / One or more failures / Did or will graduate within prescribed time

Level 1

Level 2

Level 3

Level 4

Level 5

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Solutions

- Incorporate a 45-hour "Succeeding in my College Technical Studies" course into the curriculum of training programs
- Including:
 - Assessment of literacy skills (TOWES)
 - Upgrading of the following skills:
 - Reading texts
 - Using documents
 - Performing calculations
 - Introduction to the profession
 - Learning strategies
 - Post-test (TOWES) to measure progress

Solutions

- It is pertinent to inform students of the importance of ES and of the level expected by the profession that will allow them to find a position
- There is a correlation between perseverance, academic achievement and the skills levels reached
- The importance of offering them help is very clear
- The importance of adjusting the formula to meet the learners' needs and realities Must be linked with the skills they have to acquire and must be useful to them immediately

Success Factors

- Raising staff awareness about the importance of ES
- Support from the Continuing Education department
- Involvement of educational advisors (scheduled time slot)
- Enthusiasm of the ES team and their relationship with the learners
- Inclusion
- The information session
- Trainer's flexibility and availability

Our Advice

- Find an advocate who is convinced and convincing
- Don't remain at the “intention” stage, make a commitment (support from college president)
- Clearly show learners how they will benefit
- Include everyone (avoid discrimination)
- Use andragogical approach

Find Out More:



www.formationcontinue.clg.qc.ca/litteratie

Videos

French: http://www.youtube.com/watch?v=zHJvBu_dUbA

English: <http://www.youtube.com/watch?v=f1IDjhKehcA>