Innovative and Effective Solutions for Literacy Skill Improvement of Adults in Training Programs and the Workplace

Presented by:

Michel Simard

Director, Continuing Education & Services to Business

Collège Lionel-Groulx

Formation continue et services aux entreprises

Collège Lionel-Groulx

Outline

- Findings on the degree of literacy deficit among adults admitted into Canadian colleges as well as to the Continuing Education & Services to Business* (CESB) department of Collège Lionel-Groulx (CLG)

- Solutions to upgrade these skills to the desired level according to the degree of complexity required by the training program and the skill profile of future job functions

- Success factors and suggestions

*Formation continue et services aux entreprises (FCSAE)

Findings

- In 2011 and 2012 the CESB participated in a pan-Canadian research project piloted by the Association of Community Colleges of Canada (ACCC) and financed by Human Resources and Skills Development Canada (HRSDC):

  - Participation of 12 colleges

  - Participation of 882 adults who:
    - Took a pre-test to assess their literacy skills
    - Underwent 30 hours of training in skills upgrading (reading texts, document use and numeracy)
    - Took a post-test to measure progress

ACCC Research Findings

PARTICIPATING COLLEGES
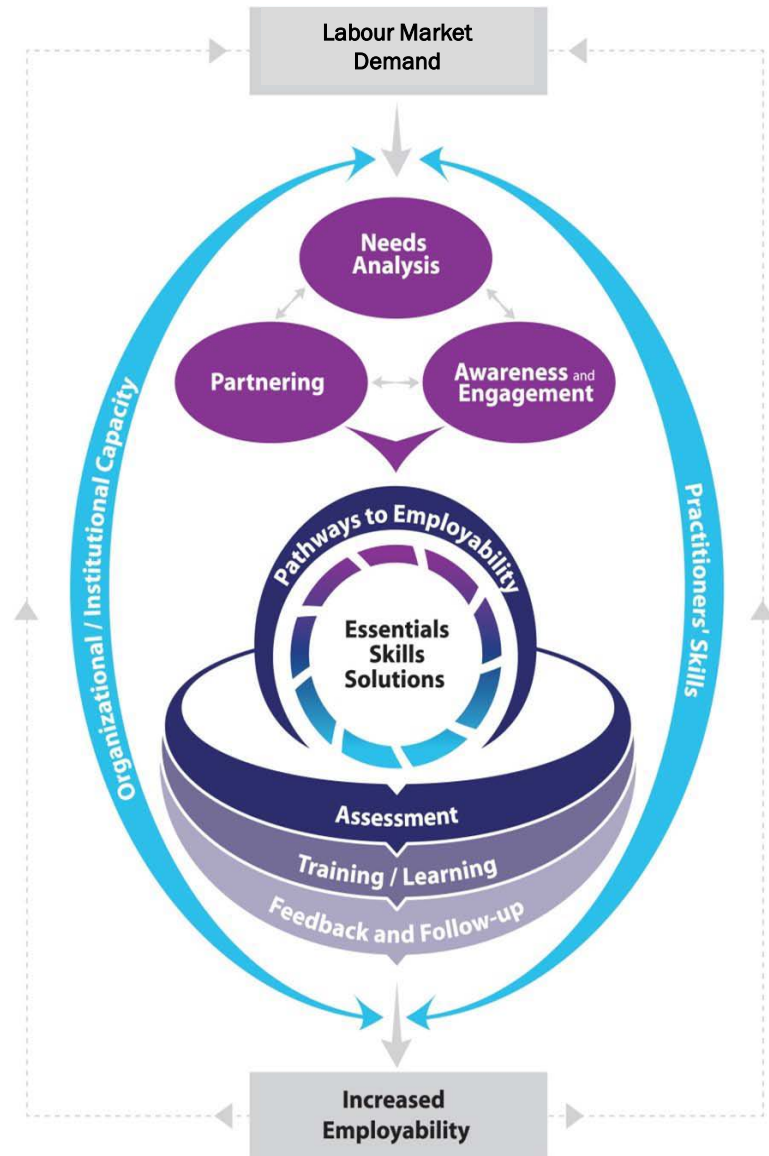
ACCC Research Findings

The *integrated approach* consists of nine elements divided into three categories:

➢ NEEDS ANALYSIS
➢ PARTNERSHIPS
➢ AWARENESS & ENGAGEMENT

➢ PATHS TO EMPLOYMENT
➢ ASSESSMENT
➢ TRAINING / LEARNING
➢ FEEDBACK / FOLLOW-UP

➢ ORGANIZATIONAL CAPACITY
➢ PRACTITIONER SKILLS

Some elements are interconnected, some are interrelated and others are necessary throughout the process. Used in its entirety, the integrated approach leads to increased employability for college students, employed persons and job searchers.

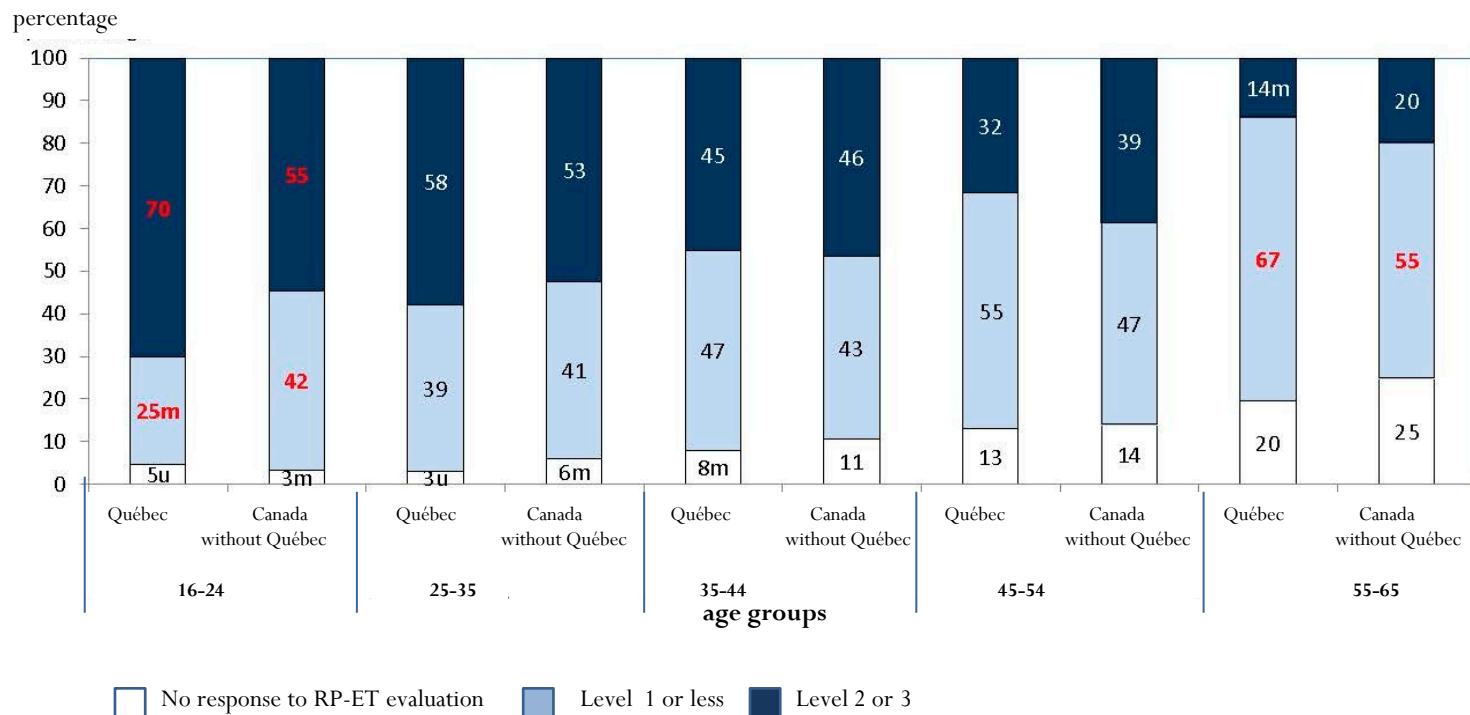# Québec is below average in literacy compared to OECD and the rest of Canada

➢ Canada shows average levels of OECD literacy, with a greater proportion of persons with the highest & the lowest levels.

Literacy : Average scores of persons 16 – 65 years old / 2012

OECD Average : 273					
Above OECD Average		**Equal to OECD Average**		**Below OECD Average**	
Country	Average Score	Country	Average Score	Country	Average Score
Japan	296	**Prince Edward Island**	278	Denmark	271
Finland	288	**Yukon**	277	Germany	270
The Netherlands	284	**British Columbia**	275	USA	270
Australia	280	Czech Republic	274	Austria	270
Sweden	279	**Manitoba**	274	Cyprus	269
Norway	278	**Nova Scotia**	274	**Québec**	269
Alberta	278	Slovakia	274	**New Brunswick**	268
Estonia	276	**CANADA**	274	Poland	267
Ontario	276	Korea	273	Ireland	267
Belgium	276	United Kingdom	273	**Newfoundland & Labrador**	265
		Saskatchewan	**272**	France	262
				Northwest Territories	253
				Spain	252
				Italy	251
				Nunavut	219

Source : Programme pour l'évaluation internationale des compétences des adultes, 2102

… but there is a difference between younger and older college graduates

RP-ET: Comparitive distribution (Québec vs Canada without Québec) of skill levels of college/cégep-level, or less than bachelor degree, persons according to age group / 2012

percentage

No response to RP-ET evaluation   Level 1 or less   Level 2 or 3

Statistical differences in red; **u** = unacceptable; **m** = marginal

Source : Programme pour l'évaluation internationale des compétences des adultes, 2012

ACCC Research Findings

Results of Pre-Tests in Document Use

Number of learners and their levels of ES in Documents use

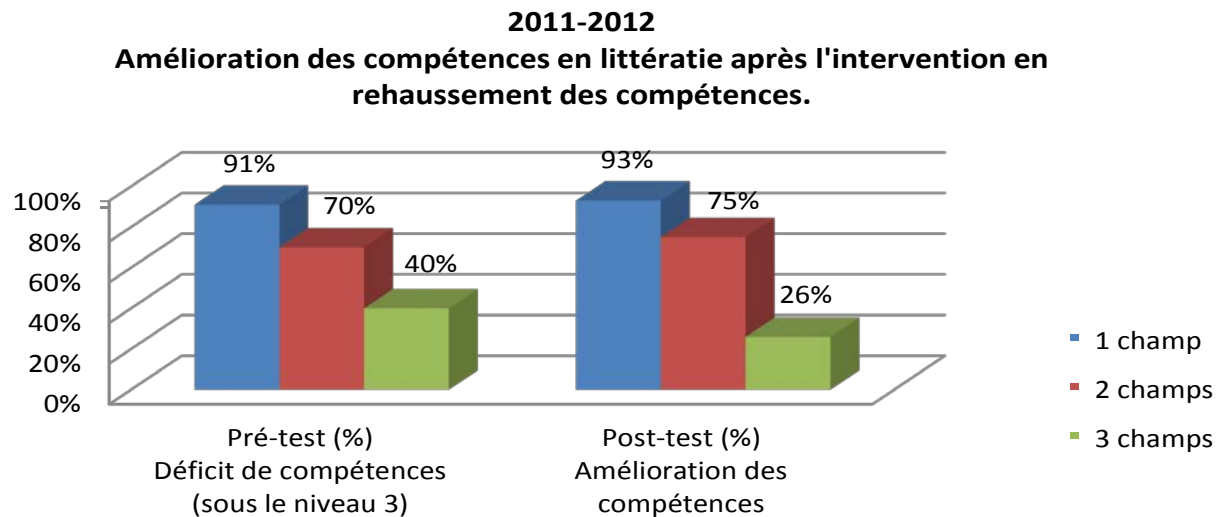| 1308 individuals took the pre-test	Level 1*	%	Level 2*	%	Total % under level 3
426 workers	98	23%	162	38%	61%
882 college students	220	25%	370	42%	67%**

* Immigrants and Native people had lower levels
** At-risk learners in a college program

Research Findings (CESB / CLG)

Intervention en rehaussement de compétences essentielles en littératie auprès des participants des cohortes Techniques d'éducation à l'enfance du collège Lionel-Groulx
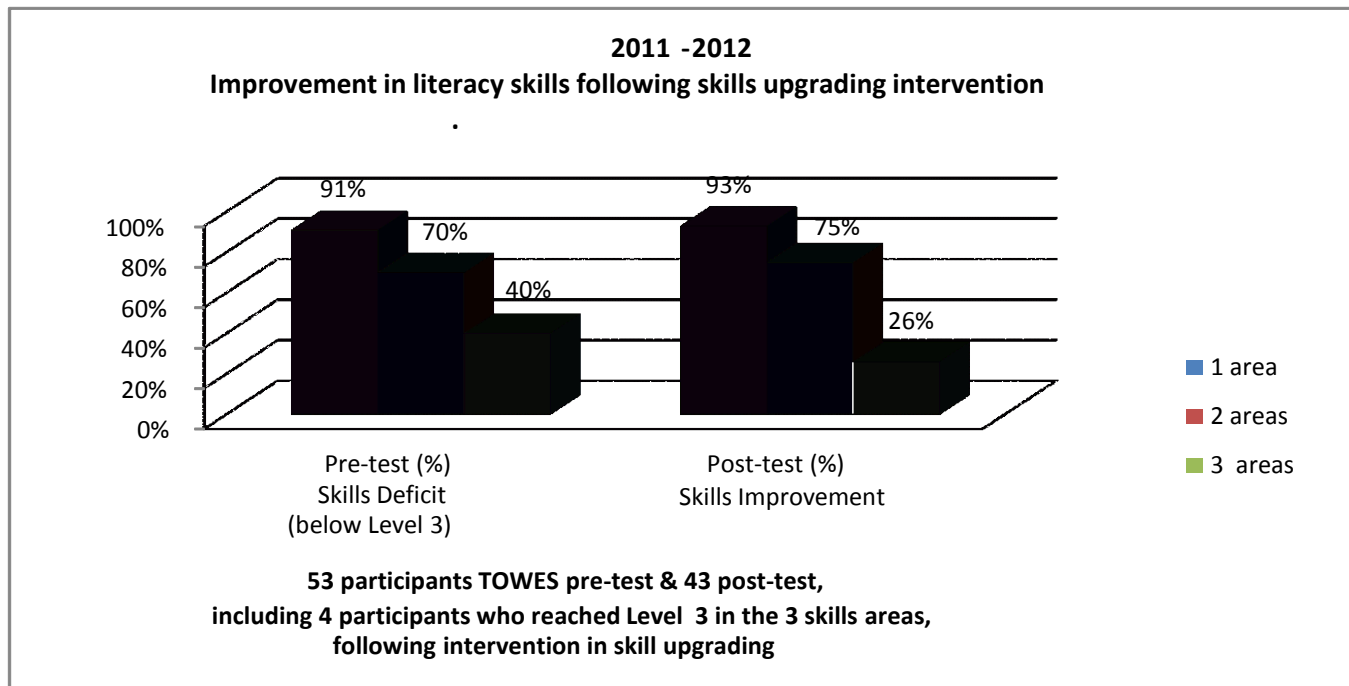
2011-2012
Amélioration des compétences en littératie après l'intervention en rehaussement des compétences.

53 participants en prétest et 43 en post-test TOWES
dont 4 participants ont atteint le niveau 3 dans les 3 champs de compétences
après l'intervention en rehaussement des compétences.

Prétest (%) : Pourcentage des participants admis ayant un déficit de compétences en littératie (lecture de textes, utilisation de documents et calcul) dont le résultat est inférieur au niveau 3.

Post-test (%) : Pourcentage des participants qui ont suivi la formation et fait le post-test ayant une augmentation de leur niveau de compétences en littératie dans un ou plusieurs des champs de compétences.

Research Findings (CESB / CLG)

Intervention to upgrade essential skills among participants from the Early Childhood Education program at Collège Lionel-Groulx

2011 -2012
Improvement in literacy skills following skills upgrading intervention
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53 participants TOWES pre-test & 43 post-test,
including 4 participants who reached Level 3 in the 3 skills areas,
following intervention in skill upgrading

Pre-test (%): Percentage of participants demonstrating a literacy skills deficit (reading text, document use, numeracy) below Level 3.
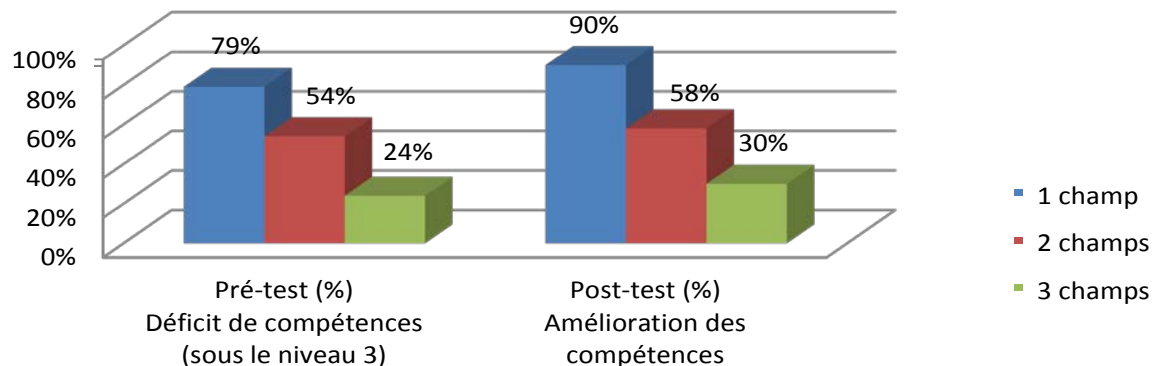
Post-test (%): Percentage of participants who followed the training and completed the post-test that showed an improvement in one or more skill areas.

Research Findings (CESB /CLG)

Intervention en rehaussement de compétences essentielles en littératie auprès des participants des cohortes Administration des réseaux, Finances et comptabilité informatisées, Supervision en commerce de détail du collège Lionel-Groulx

□

2011-2012
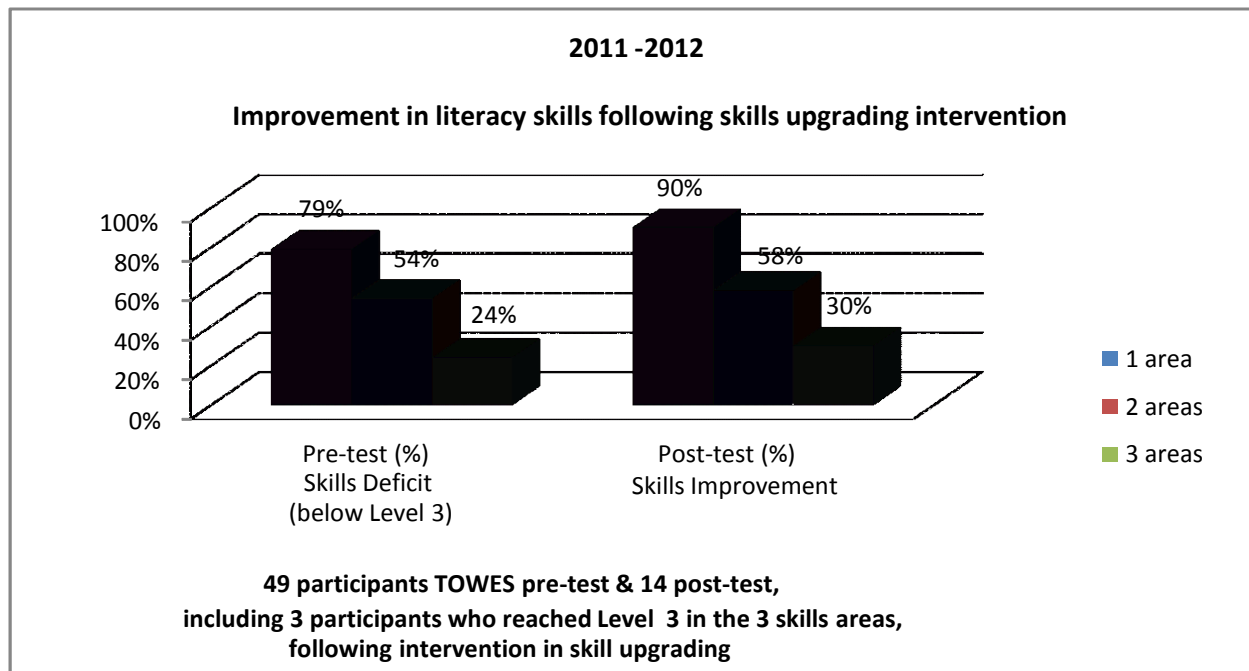**Amélioration des compétences en littératie après l'intervention en rehaussement des compétences.**

49 participants en prétest et 14 en post-test TOWES
dont 3 participants ont atteint le niveau 3 dans les 3 champs de compétences
après l'intervention en rehaussement des compétences.

Prétest (%) : Pourcentage des participants admis ayant un déficit de compétences en littératie (lecture de texte, utilisation de documents et calcul) dont le résultat est inférieur au niveau 3.

Post-test (%) : Pourcentage des participants qui ont suivi la formation et fait le post-test ayant une augmentation de leur niveau de compétences en littératie dans un ou plusieurs des champs de compétences.

Research Findings (CESB /CLG)

Intervention to improve essential skills with participants from the Network Administration, Computerized Finance & Accounting, and Retail Management programs at Collège Lionel-Groulx

2011 -2012

Improvement in literacy skills following skills upgrading intervention

- 1 area
- 2 areas
- 3 areas

49 participants TOWES pre-test & 14 post-test, including 3 participants who reached Level 3 in the 3 skills areas, following intervention in skill upgrading

Pre-test (%): Percentage of participants demonstrating a literacy skills deficit (reading text, document use, numeracy)

Post-test (%): Percentage of participants who underwent the training and completed the post-test that showed an improvement in literacy skills in one or more skill category

Learner Results
(CEGEP de l'Outaouais)

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

Solutions

- Incorporate a 45-hour "Succeeding in College Technical Studies" course into the curriculum of training programs

- This would include:

  - Assessment of literacy skills (TOWES)

  - Upgrading of the following skills:
    - Reading texts
    - Document use
    - Numeracy
    - Introduction to the profession
    - Learning strategies

  - Post-test (TOWES) to measure progress

Solutions

- It is pertinent to inform students of the importance of essential skills and of the level expected by the profession that will allow them to find employment

- There is a correlation between perseverance, academic achievement and the skills levels reached

- The importance of offering help to learners is very clear

- The importance of adjusting the formula to meet the learners' needs and realities must be linked to 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 slots)

- Enthusiasm of the ES team and their relationship with the learners

- Inclusion

- The Information Session

- Trainer 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 an andragogical approach

To find out more:

www.formationcontinue.clg.qc.ca/CREMA

Videos :

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

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

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