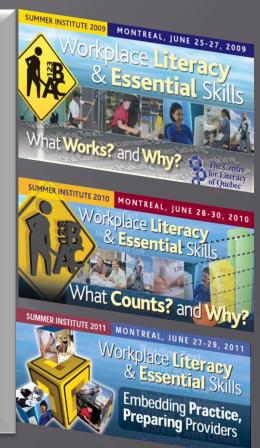


Part 4

Tom Sticht
International Consultant in
Adult Education



Schedule

Part 1. 09:00-10:30am Introduction to the workshop. Overview of theories, methods, and professional wisdom in the history of workplace literacy and FCE.

10:30-10:45 Break

Part 2. 10:45-12:00 Scientific research on FCE and workplace literacy leading to the National Workplace Literacy Program (NWLP) in the United States

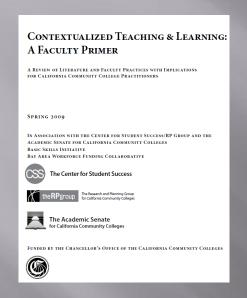
12:00-12:30pm Lunch

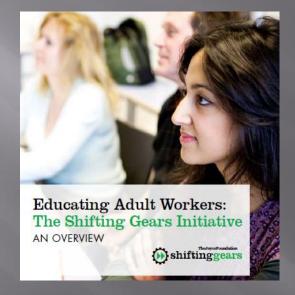
Part 3. 12:30-02:00 Workplace literacy and workforce development research and programs following the NWLP

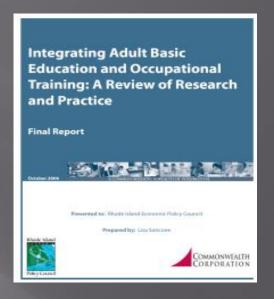
02:00-02:15 Break

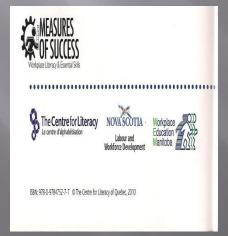
Part 4. 02:15-03:30 Contemporary projects on contextualizing and integrating program design and engaging employers and employees.

Contemporary projects on contextualizing and integrating program design













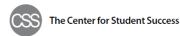
Contemporary projects on contextualizing and integrating program design

CONTEXTUALIZED TEACHING & LEARNING: A FACULTY PRIMER

A REVIEW OF LITERATURE AND FACULTY PRACTICES WITH IMPLICATIONS FOR CALIFORNIA COMMUNITY COLLEGE PRACTITIONERS

SPRING 2009

IN ASSOCIATION WITH THE CENTER FOR STUDENT SUCCESS/RP GROUP AND THE ACADEMIC SENARE FOR CALIFORNIA COMMUNITY COLLEGES BASIC SKILLS INITIATIVE
BAY AREA WORKFORCE FUNDING COLLABORATIVE





Elaine DeLott Baker



Kelley Karandjeff

Laura Hope

FUNDED BY THE CHANCELLOR'S OFFICE OF THE CALIFORNIA COMMUNITY COLLEGES



In the 1970s, functional context education entered the education and training community and served as a pre-cursory to what is now known as CTL. Based on lessons learned from the U.S. military's efforts to raise the skill levels of its soldiers (Sticht & Kern, 1970), functional context education is defined as "an instructional strategy that integrates the teaching of literacy skills and job content to move learners more successfully and quickly toward their education and employment goals" (Wider Opportunities for Women, 2009).

Contemporary projects on contextualizing and integrating program design

CONTEXTUALIZED TEACHING & LEARNING: A FACULTY PRIMER

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The Center for Student Success



The Research and Planning Group for California Community College



The Academic Senate for California Community Colleges

FUNDED BY THE CHANCELLOR'S OFFICE OF THE CALIFORNIA COMMUNITY COLLEGES



At that time, several proponents of this strategy introduced a curriculum development tool to integrate academic and vocational competencies termed "literacy task analysis" (Mikulecky, 1985). Piloted by the U.S. military and widely adopted in customized training, literacy task analysis profiles the specific reading, writing, computational, and communication competencies required for different occupational positions. These competencies are then incorporated into a contextualized curriculum, with literacy skills taught in the context of specific job applications.

In the 1980s, Wider Opportunities for Women began promoting functional context as a tool to strengthen intergenerational literacy in *Six Strategies for Family Economic Self-Sufficiency* (Wider Opportunities for Women, 2009). Literacy task analyses also became part of the standard toolkit for customized training and the workplace education programs of the 1990s. Latter day examples of the functional context approach can be seen in WorkKeys customized training applications.

Contemporary projects on contextualizing and integrating program design



Educating Adult Workers: The Shifting Gears Initiative AN OVERVIEW

shiftinggears

About Shifting Gears

The Joyce Foundation's Shifting Gears initiative was launched in 2007 as a state policy change effort in Indiana, Illinois, Michigan, Minnesota, Ohio and Wisconsin. The goal is to strengthen state postsecondary, adult basic education and skills development systems so that more low-skilled workers gain the education skills and credentials needed to advance and succeed in our changing economy.

Contemporary issues calling renewed attention to Functional Context Education and Workplace Literacy:

- >Transitions to Career and Postsecondary Education
- >Career Pathways
- >Sectoral Training
- >Contextualized Teaching & Learning
- >Workplace Literacy

>Integrated Basic Skills & Occupational Skills Education

WHAT NEEDS TO CHANGE?	PAST		FUTURE
Goals and Partnerships	Various stakeholde without commo		Various stakeholders collaborate to achieve shared goals
Role of Employers	Employers not aske need from em		Employers help define work-based competencies and develop courses and training
Curriculum Development	Curricula and training de knowledge of local l		Local labor market analyses and employer input used to develop curricula and training
Data Collection and Use	Student/worker ou con because of poor dat		Data at the center of initiatives and outcome data across systems collected
Program Structure	Traditional length deg	ree programs	Shorter, more compact certificate and degree programs
Program Delivery	Traditional times f during the wo		Courses offered at work sites, in the evening and weekends, and online
Content Delivery	Remedial math and read for certain occupational		Remedial education taught simultaneously with occupationally-focused courses

Contemporary projects on contextualizing and integrating program design

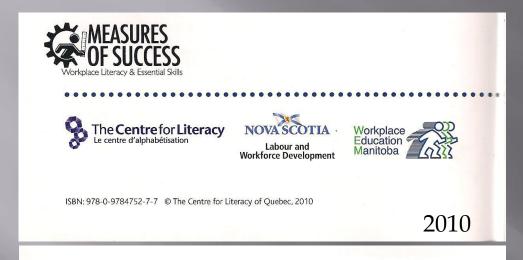


>Contextualized Teaching & Learning

>Integrated Basic Skills & Vocational Skills Education

Based on the findings of this report, efforts to foster a greater integration of adult basic education and occupational training would help to strengthen the state's workforce and work toward the state's goal of fostering the upward mobility of its citizens.

Contemporary projects on contextualizing and integrating program design



Contemporary issues calling renewed attention to Functional Context Education and Workplace Literacy:

BEST PRACTICES IN WORKPLACE LES TRAINING PROGRAMS — DELIVERY LEVEL

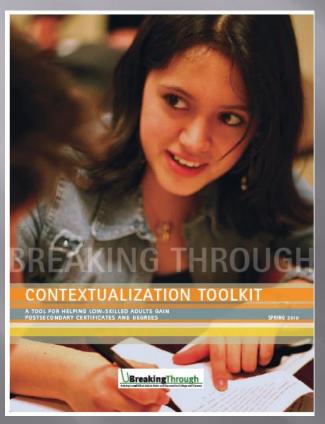
- Contextualized learning instruction is based on the learners' actual work context and tasks
- Embedded or integrated learning (according to a growing number of experts) — LES instruction is not delivered explicitly, but rather alongside another body of work-related knowledge and skills

>Contextualized Teaching & Learning

>Integrated Basic Skills & Vocational Skills Education

Contemporary projects on contextualizing and integrating program design

The Breaking Through Initiative



THE BREAKING THROUGH PRACTICE GUIDE

TOOLS FOR HELPING LOW-SKILLED ADULTS EARN POSTSECONDARY CERTIFICATES AND DEGREES

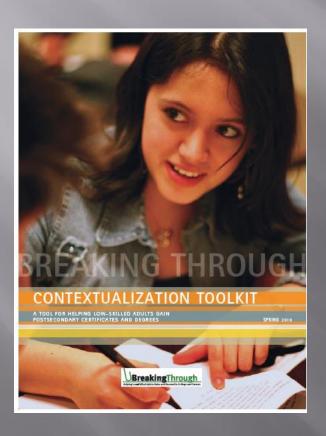
THE BREAKING THROUGH PRACTICE GUIDE IS DESIGNED FOR PRACTITIONERS WHO WANT TO CONNECT ADULTS WHO HAVE LIMITED READING AND MATH SKILLS WITH POSTSECONDARY CREDENTIALS LEADING TO JOBS PAYING FAMILY-SUPPORTING WAGES. IT COMPILES PRACTICES DEVELOPED AND

The Practice Guide has four components, each devoted to one of four "high leverage strategies" that community colleges and other programs can adopt to increase their success with low-skilled younger and older adults.

- Accelerated learning
- Comprehensive support services
- > Labor market payoffs
- Aligning programs for low-skilled adults

Contemporary projects on contextualizing and integrating program design

Spring 2010



THE BREAKING THROUGH PRACTICE GUIDE

TOOLS FOR HELPING LOW-SKILLED ADULTS EARN POSTSECONDARY CERTIFICATES AND DEGREES

ACCELERATED LEARNING

Perhaps the most formidable barrier facing the adults targeted by Breaking Through is the combination of a huge academic-skill gap and the lengthy process to close the gap—the "barrier of time." To accelerate the pace of learning, Breaking Through colleges:

- Compress the material for two courses into the time of one course-an approach sometimes called "accelerated learning."
- Customize the content and delivery of remediation to meet individual students' needs.
- Contextualize remedial content for the occupation or industry in which the student seeks to advance.

Contemporary projects on contextualizing and integrating program design

THE BREAKING THROUGH PRACTICE GUIDE

Accelerating the Pace of Learning

2010

Sticht, Thomas. 1997. "The Theory behind Contentbased Instruction." Focus on Basics: Connecting Research and Practice. Vol. 1, Issue D.

Sticht, Thomas. 1995. The Military Experience and Workplace Literacy: A Review and Synthesis for Policy and Practice. Technical Report TR94-01. Philadelphia: National Council on Adult Literacy.

Contextualization:

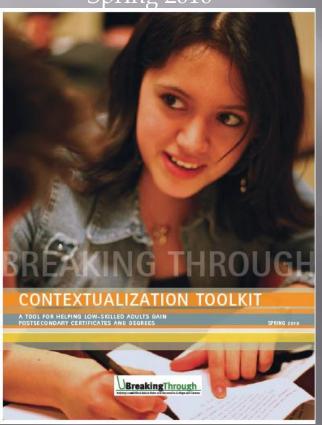
Developing Contextualized Remedial Instruction for Low-Skilled Adults

The insight that some students learn abstract concepts better in an applied context is a venerable one. According to the adult learning expert Thomas Sticht (1995; 1997), the military conducted extensive programs in World War II aimed at providing recruits with reading skills of a functional nature. During the 1960s and 1970s, Sticht (1995; 1997) developed content-based literacy programs with specific content for recruits whose skills averaged on the fourth- to sixth-grade levels.

Sticht (1995; 1997) concluded that content-based approaches to literacy offer "the fastest way to get adults from basic literacy to entry-level competence in reading in some desired domain" such as job training. Contextualization provides an immediate application of learning to adults' career and education goals, which can help students remain motivated to continue their studies. An adult literacy teachers' manual recommends that classroom activities "directly relate" to learners' goals so that students can see the connection between literacy instruction and achieving their goals, increasing the likelihood that they will continue coming to class (McShane 2005).

Contemporary projects on contextualizing and integrating program design

Spring 2010



THE BREAKING THROUGH PRACTICE GUIDE

TOOLS FOR HELPING LOW-SKILLED ADULTS EARN POSTSECONDARY CERTIFICATES AND DEGREES

ALIGNING PROGRAMS FOR LOW-SKILLED ADULTS

The profound disconnection between education and training programs for adults and postsecondary education is a crucial barrier to the educational and economic advancement of people with low skills. To align the program areas that serve low-skilled adults with college programs, *Breaking Through* colleges:

- Align the content and aspirations of adult education with the prerequisites for postsecondary programs.
- Link the content of noncredit workforce training with college-level work.
- Infuse career content into developmental education for students who have strong career goals.



Contemporary projects on contextualizing and integrating program design

Spring 2010

THE BREAKING THROUGH PRACTICE GUIDE

TOOLS FOR HELPING LOW-SKILLED ADULTS EARN POSTSECONDARY CERTIFICATES AND DEGREES

Contextualization Content	Advantages	Disadvantages
Career Fields and Career Clusters (e.g., health care)	Can draw on a large pool of career content Large potential student population interested in career content Can generalize content to other occupations within the career field	Difficult for instructors to gain in-depth knowledge of all occupations within the field Less in-depth, targeted skill development that would apply to particular occupations Reduced likelihood of receiving occupational credits for courses
Specific Occupations (e.g., child care providers)	In-depth, technical skill development for particular occupation that could increase likelihood of receiving occupational credits Focused activities target students' specific interests Instructors can develop in-depth knowledge about occupation	May be too few students interested in specific occupation Skills may be less transferable if students change occupation of interest Less material to draw on to contextualize academic content
Career Exploration	Skills applicable to any career field Student-centered learning and career exploration, enabling students to set appropriate academic and career goals Increased student familiarity with career advisement staff	No occupation-specific concrete skills/credits



Contemporary projects on contextualizing and integrating program design Spring 2010

BREAKING THROUGH PRACTICE GUIDE

Engaging Students in Contextualized Learning

Make explicit how class activities develop the skills needed to improve career prospects.

Tap into student motivation.

Develop and implement a refined intake/screening process, including assessments, to determine the appropriate skill level for contextualized content.

Lower assessment barriers to enrollment.

Use instructional strategies that leverage contextualized learning approaches.

- Scaffold learning.
- > Use hands-on/active learning.
- Apply learning in a variety of contexts.

Address varying skill levels in the same contextualized learning class.

- > Use group/pair work.
- > Customize instruction.

Contemporary projects on contextualizing and integrating program design

VIRTUAL ACADEMY &

Accelerating Opportunity A Breaking Through Initiative

Accelerating Opportunity will ensure that more workers have the skills they need for today's good jobs.

Through innovative adult education that provides a valuable credential, this four-year, multistate initiative seeks to fundamentally:

- Change the way Adult Basic Education is structured and delivered at the state and institutional levels;
- Ensure that state policies encourage dramatically improved results in terms of the number of individuals who complete credentials of value in the labor market; and
- Substantially increase the number of adults who can earn a GED and a credential and enter the workplace with competitive skills.





Contemporary projects on contextualizing and integrating program design

This "ideal model" diagram was designed to illustrate how the Accelerating Opportunity essential elements can be incorporated into a career pathway.

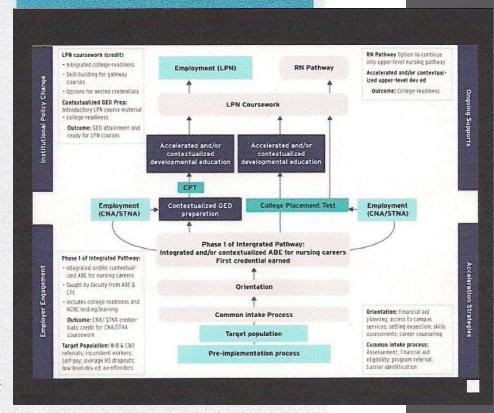
This sample pathway starts in ABE (or ESL), contains an embedded introductory certificate (CNA) and is explicitly connected to further education and training in the healthcare field. All technical/occupational coursework, including during phase 1, is credit-bearing.

In this pathway, phase 1 is an integrated model that combines basic skills with technical training leading to an introductory credential, based on the I-BEST approach. Instruction in all phases, and especially the first phase, will include accelerated options

This pathway includes the CNA as an initial credential as well as options for earning additional stacking credentials to increase students' labor market options.

The model also includes various options for skill building to bypass developmental education, and also includes an accelerated/contextualized developmental education option for those who do need additional academic support.

The "Ideal" Accelerating Opportunity Pathway



LPN Coursework

Accelerated and/or

contextualized

RN Pathway

Institutional Policy Change

LP# coursework (credit)

- · Integrated college-readiness
- . Said-building for gateway courses
- . Doctions for nested credentials

Contextualized GED Preo:

Introductory LPN course material

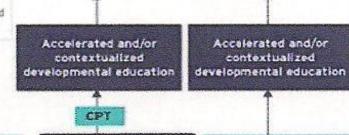
· college readiness

Outcome: GED attainment and ready for EPN courses

RN Pathway Option to continue into opper-level nursing pathway

Accelerated and/or contextualized upper-level dev ed

Outcome: College-readiness



Employment (LPN)

Contextualized GED College Placement Test preparation

Phase 1 of Intergrated Pathway: Integrated and/or contextualized ABE for nursing careers First credential earned

Orientation

Common Intake Process

Target population

Pre-implementation process

Orientation: Financial aid planning; access to campus. services; setting expection; skills assessments; career counseling

Common intake process:

Employment (CNA/STNA)

Assessement: financial aid eligibility; program referral; barrier identification

Phase I of integrated Pathway:

Employment

(CNA/STNA)

- · Integrated and/or contextualized ASE for mursing careers
- Taught by faculty from ASE &
- · includes college readiness and NCRC testing training

Outcome: CNA/ STNA credentials: credit for CNAJSTNA coursework

Target Population: W.B & CBO referrals; incumbent workers: self-pay; overage H5 dropouts: low-level doyed ex-offenders

Schedule

Part 1. 09:00-10:30am Contemporary issues calling renewed attention to Functional Context Education and Workplace Literacy

Overview of theories, methods, and professional wisdom in the history of FCE and workplace literacy.

10:30-10:45 Break

Part 2. 10:45-12:00 Scientific research on FCE and workplace literacy leading to the National Workplace Literacy Program (NWLP) in the United States

12:00-12:30pm Lunch

Part 3. 12:30-02:00 Workplace literacy and workforce development research and programs following the NWLP

02:00-02:15 Break

Part 4. 02:15-03:30 Contemporary projects on contextualizing and integrating program design and engaging employers and employees.

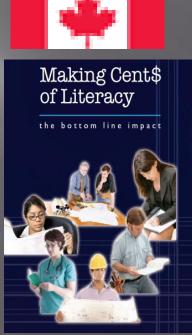
Marketing Tools For Getting Employers Involved in Workplace Literacy Education



New Zealand



Ireland



Canada



United Kingdom

Marketing Information for Employers :

What to expect during the programme

Getting started with your literacy programme

Needs analysis

Choosing and enrolling trainees

How the programme works

Course content

Programme scheduling, timing and location

Reporting progress

Featured Workplace Literacy Organization:

New Zealand







Workplace training

Enhance performance by improving employees literacy numeracy and communication Consulting services

Achieve organisational goals by improving communication Professional development

Develop teaching skills the improve learner success a completions Knowledge Centre

New Zealand's largest vocational and workplace literacy and numeracy knowledge base





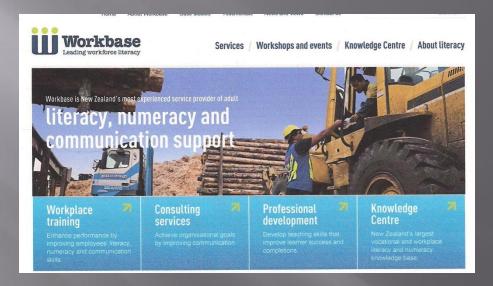
What to expect during the programme

Undertaking a Workplace Literacy Programme is easy and provides many opportunities for your people to make a positive difference at work.

Benefits in the workplace can include improved accuracy, reduced waste and rework, better communication and improved employee morale.

Participants usually find their new skills also benefit their personal lives, by better enabling them to support their children's schooling, make more informed purchasing and health-care decisions, and become more involved in their local communities.





Getting started with your literacy programme

We will meet with you to discuss what you want to achieve, how our literacy and numeracy programmes work, and how they might run in your workplace. After this meeting we will present a proposal that:

>provides an overview of your company and employee requirements
>identifies programme cost options and available government funding
>seeks your agreement to proceed with a needs analysis.

Needs analysis





A thorough analysis is carried out to ensure we fully understand what you want to achieve, and understand the priorities and needs to be addressed in order to meet these goals. The needs analysis involves:

- >speaking with you
- >observing day-to-day operations in your workplace
- >speaking with employees about how they do their jobs
- >Identifying the skill requirements for various job roles including the literacy and numeracy tasks, processes and documents
- >Providing you with a report on our findings and our training recommendations.

If you wish to proceed, this information will be used to design a training programme that uses real content from your workplace. It ensures training remains focused on your company's objectives, and on equipping your employees with the skills to reach their performance potential.





Choosing and enrolling trainees

The needs analysis helps to identify employees who will benefit the most from a Workplace Literacy Programme. We can help you publicise and explain the training programme to employees, and enroll them. In our experience, employees appreciate the opportunity and are keen to develop their skills.



How the programme works



The programme uses documents from your workplace because people learn best when they are able to use their new skills straight away.

We provide training at your workplace, and usually work with groups of between two and six participants.

Training is held in a series of weekly sessions, which enables participants to use their new skills and discuss the experience with their tutor.

Small group sessions are ideal for improving communication skills and meeting individuals' specific development needs.

Our tutors will meet with you weekly to discuss the programme's progress, ensuring the curriculum continues to meet your immediate business needs.

Course content





All Workplace Numeracy and Literacy Programmes are tailored to your business's needs and goals and, if desired, can include NZQA unit standards and contribute to industry qualifications.

Each participant has a personalised learning plan and goals that reflects their own needs in the context of your business objectives. Training sessions focus on the particular demands of each employee's job. For example, sessions may include the following:

- >understanding procedures
- >filling in workplace forms
- >oral communication skills, such as giving or receiving instructions, and
- >contributing at meetings
- >workplace calculations and numeracy
- >quality management processes
- >health and safety requirements.

Course content can easily be adjusted if your training priorities change during the programme.





Programme scheduling, timing and location

Funded programmes allow 40 hours' training per person. Depending upon how many hours you want to allocate per training session, the programme can take from ten weeks to a year to complete.

Sessions are timed to fit around your workload and production schedules and we will co-ordinate with you in managing people's attendance. Training usually takes place at the workplace, in work time, so you will need to provide a suitable training location that ideally has a computer and Internet access. Throughout the programme, participants are encouraged to study in their own time.





Reporting progress

Our tutor will liaise closely with appropriate people in your company to ensure the programme is meeting your needs. We will keep you up-to-date with progress through weekly meetings, monthly reports, and a final report on the programme's completion. We will also take care of all funding-related reporting requirements to the Tertiary Education Commission.

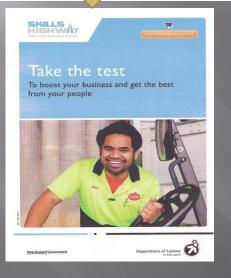
Where required, training outcomes will also be assessed and reported to the NZQA for unit standards achievement.

Contact us to find out more about how we can help make a positive difference to your business.



New Zealand





Reading

Find out if reading is an issue in your workplace. Start by thinking about the staff who concern you most (not your business as a whole). Answer the questions in the following table by ticking the boxes marked 1, 2, 3 or 4.

	l N/A Don't know	2 Minor problem – but needs help	3 A problem – needs lots of help	4 Major problem – needs immediate action
Can your employees refer to manuals/ written materials when searching for information on how to complete work- related tasks?				
Can your employees understand simple text such as labels, notices, memos or emails?				
Are your employees able to find key pieces of information in formal written documents (eg instruction manuals)?				
Do your employees understand written instructions (eg work orders or safety check lists)?				
Can your employees skim long documents to find the overall objective (eg filling out relevant sections of required paperwork)?				
Total (add the number of ticks in each box. Ignore ticks in the N/A box).	×			
Weighting	X	2	3	4
Multiply total number of ticks by weighting then add across to get final total.	x			

Tally your reading score by adding up your ticks, multiplying that number by the weighting factor. Put your answer here

Next, see if writing, maths or oral communication is a challenge.

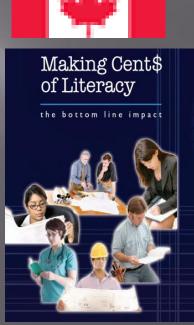
Marketing Tools For Getting Employers Involved in Workplace Literacy Education



New Zealand

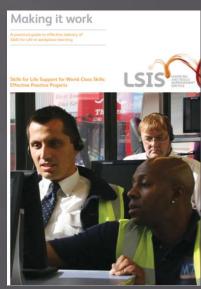


Ireland



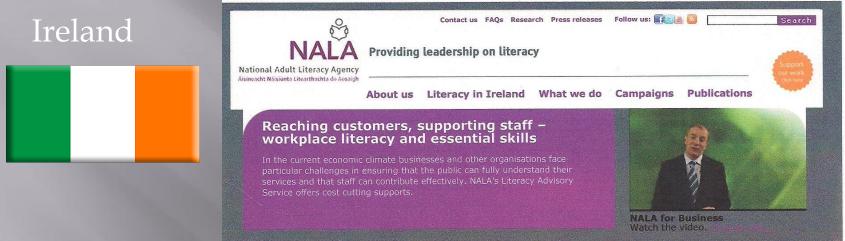
Canada





United Kingdom

Information for Engaging Employers



Literacy awareness training for staff dealing with the public

Ever wonder why people don't access your service or have problems completing your forms? Over half the population in Ireland has difficulty with the literacy tasks that are part of everyday life: filling in forms, understanding contracts, following instructions and so on.

Our seminars and guidelines are very popular with management and staff dealing with the public as they help them to identify the signs of a person with literacy difficulties and develop appropriate responses across their organisation.

Information for Engaging Employers



Integrated literacy training and development for staff

Sometimes, very experienced staff are reluctant to go for promotion or complete certain tasks as they feel their reading or writing skills would be inadequate. This is a wasted opportunity and could be easily tackled through options such as workplace basic education programmes and human resource policies.

Integrated literacy training means offering training in a literacy-friendly manner so that all staff, regardless of their reading, writing or maths skills, can take part fully. It includes advertising and promoting training appropriately and designing, delivering and evaluating training using a range of teaching and consultation methods

Information for Engaging Employers

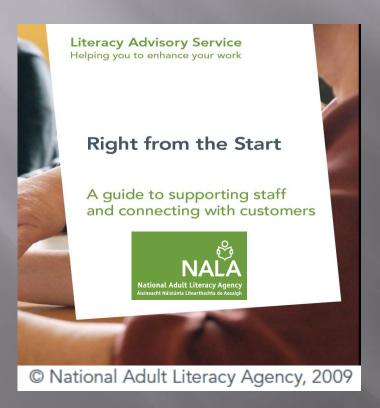




Our seminars and guidelines aim to equip management and staff to identify the signs of literacy difficulties and develop effective and appropriate responses through fair policies across the organisation. We also help organisations develop dedicated literacy and numeracy programmes for any employees who may need assistance. Courses can include not only literacy and numeracy but also communication skills, computer skills and report writing, among others.

Information for Engaging Employers

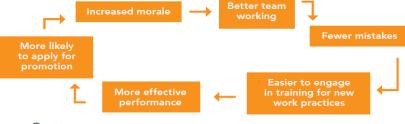




A positive impact

Many organisations have reported great benefits for their staff, for their customers and for the organisation itself as a result of steps they have taken to support literacy in different ways. Here are some of the benefits they report.

Employees



Customers



Organisation



Appendix 2 contains case studies of improvements in staff performance and customer satisfaction through literacy-friendly approaches.

Information for Engaging Employers

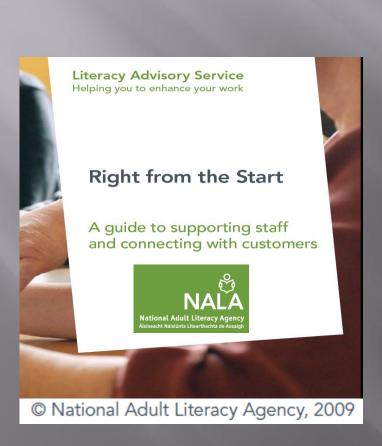
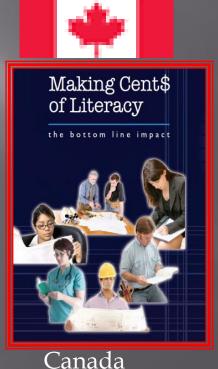


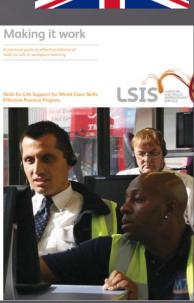
Figure 1: Five steps to being a literacy-friendly organisation Identify stakeholders in the organisation Step 1 Hold an initial review Explore key issues in literacy and planning session and how they affect your organisation Policies and procedures Step 2 Communications Carry out a literacy audit Staff training and development Policies and procedures Step 3 Draw up Communications action plans Staff training and development Step 4 **Implement** action plans Step 5 Monitor and evaluate

actions to inform further activities

Marketing Tools For Getting Employers
Involved in Workplace Literacy Education

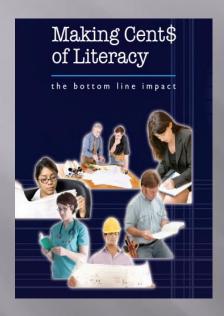






United Kingdom





Information for Engaging Employers

Employer Myths About Literacy in the Workplace

Do any of the following statements describe your organization's outlook on literacy issues?

- · We do not have a problem
- · We might lose employees if we invest in training
- We cannot afford to invest in training

If you have checked off at least one of these statements, you should consider the hidden impact to YOUR bottom line!

Making Cents of Literacy

FACT:

Raising employee literacy skills levels will help to:

- improve productivity, quality and safety
- improve problem solving
- improve ability to handle change
- help handle the introduction of new technology
- improve employee relations.

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ONTARIO

This Employment Ontario Project is funded by the Ontario Governmen The views expressed in this document do not necessarily



Making Cent\$ of Literacy

the bottom line impact

Information for Engaging Employers

How to Overcome Barriers to Workplace Literacy

Table 3

Barrier	Possible Solution
Lack of Time	 Identify training needs Engage outside training providers Collaborate with employees
Limited Finances	 Refer employees to existing community literacy programs Partner with a university, college, continuing education provider or local literacy agency Create an in-house training solution using volunteers as peer trainers or mentors Obtain free training materials from the library or on-line
Scheduling	 Create a convenient on-site learning centre Make use of mentoring to delivery workplace training Offer voluntary lunch & learn sessions Use desk top learning

Functional Context Education and Workplace Literacy Information for Engaging Employers





Making Cent\$ of Literacy

Understand the Bottom Line Benefits of Improving Literacy

Bottom line benefits to the employer include:

- · reduced error rates
- · improved health and safety record
- reduced waste in production of goods and services
- increased customer and employee retention

Bottom line benefits to the employee include:

- · ability to complete the same tasks faster and more accurately
- improved morale/self-esteem
- · ability to work better with co-workers or in teams
- · improved reading, writing, numeracy, communication and problem-solving skills
- greater chance of promotion or transfer into new positions
- increased pay and/or responsibility



Making Cent\$ of Literacy

the bottom line impact

Information for Engaging Employers

Why support workplace literacy and basic skills programs?

Table 2 (below) - A (2001) national survey of The Conference Board of Canada revealed the following reasons why organizations use or would use workplace literacy and basic skills programs:

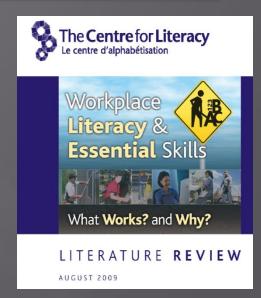
Table 2

Reasons to Use Program	% of Organizations
Improve Productivity	66%
Cost Savings	53%
Improve Communications	52%
New Technology	35%
Improve Health and Safety	31%
Increase Profits	17%
Build Employee Loyalty	15%
Lack of Qualified Applicants	6%

Getting Employers & Employees Involved in Workplace Literacy

The literature highlights several important and widely encountered barriers to greater employer investment in workplace literacy, including:

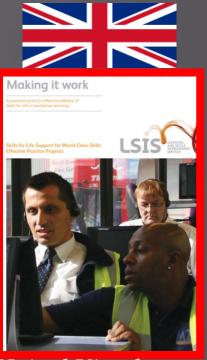
- -lack of awareness about the connection between low literacy in the workplace, job performance, productivity;
- -limited time, resources and personnel to seek out relevant information about options (funding, programs, providers);
- -management attitudes lack of a learning or training culture within the enterprise;
- -absence of champions within enterprises, sectors and professional business organizations;
- -complexity of the training landscape too many agencies and bodies, regulations, paperwork etc



Marketing Tools For Getting Employers Involved in Workplace Literacy Education







United Kingdom



Making it work

A practical guide to effective delivery of Skills for Life in workplace learning

Skills for Life Support for World Class Skills: Effective Practice Projects



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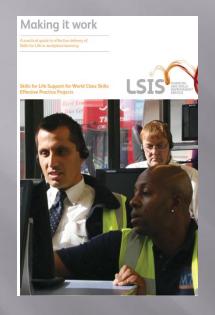
55 Section 4: Developing teaching and learning approaches and resources to reflect the employer context

- 56 Part 1: Working collaboratively with employers and specialist staff to research the vocational context
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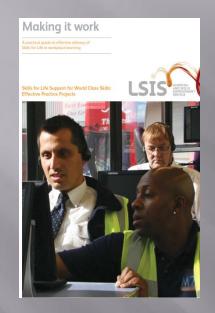
Critical success factors for engaging employers

HINTS AND TIPS FOR ENGAGING EMPLOYERS

D0

- Have a supportive, adaptable, flexible approach which can be tailored in response to specific employers and contexts.
- Promote the flexibility of the delivery model that will appeal to employer, employees and delivery staff. Build a tailored business case which promotes business benefits.
- Ensure all frontline engagement staff have an understanding of the whole offer including LLN and can offer differing models.
- Research your company before cold-calling using the internet, local knowledge etc. Build a profile and establish the likelihood of LLN need in their organisation.





Critical success factors for engaging employers

HINTS AND TIPS FOR ENGAGING EMPLOYERS

DO

- Make links to any existing/ongoing training with the employer in any continued engagement activity – make sure the person contacting the employer knows what is happening.
- Build on lessons learnt in any existing provision and use it to inform ongoing development and secure repeat business.
- Ensure your organisation understands the impact and benefit of LLN skills development and supports you in a whole organisation approach in their employer contact.
- Consider and develop the personal skills and qualities of tutors, assessors and business development staff. They must be able to establish an instant rapport with the employer, read and interpret the individual's needs and adapt their approach appropriately.

Making it work



Critical success factors for engaging employers

DON'T



- Use blanket approaches to engagement, assessment and training.
- Use education jargon.
- Impose Skills for Life in workplace training programmes without getting the buy-in from employees and managers. Be realistic in terms of the number of employers who will willingly engage in Skills for Life.
- Waste time on calling businesses that are unlikely to engage or employ people with LLN needs.

Making it work



Critical success factors for engaging employers

DON'T



- Expect it all to be successful instantly.
- Underestimate the negative influence of a well meaning but damaging 'lone voice' which may confuse employers and learners.
- Use inexperienced staff who are not trained in, or used to, the workplace culture.
- Rely just on traditional strategies to market LLN.

Making it work

A practical guide to effective delivery of Skills for Life in workplace learning







Employer

- Will these skills produce a more effective workforce?
- What return on my investment can I expect?
- Will the smooth running of the business be affected?

Learner

- What is the relevance of these skills to my job and career aspirations?
- Can I achieve this?

Provider

- Do we have the capacity to deliver?
- Can we meet the employer and learner requirements within cost?

Figure 4: Reaching a learning agreement



Decision to proceed



Making it work

A practical guide to effective delivery of Skills for Life in workplace learning





Success is

Learner

- A qualification
- More confidence at work
- More opportunities to progress at work

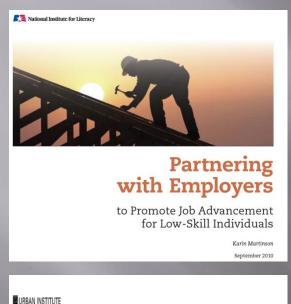
Provider

- High achievement and retention rates
- Satisfied employer and employees
- Repeat business

Employer

- A better skilled workforce
- A more motivated workforce
- Enhanced business performance



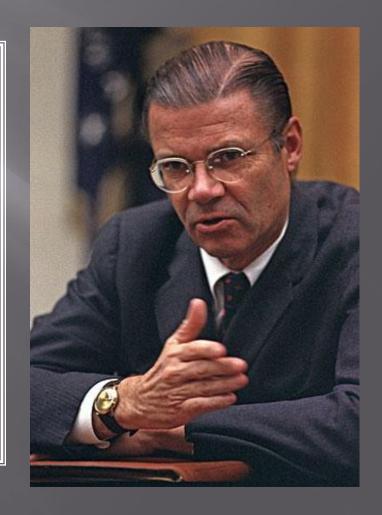


What Do Low-Skill Workers Need to Advance?

Low-skill individuals need education and job training to obtain better jobs, particularly training that provides credentials valued by employers and skills suited to the demands of the local labor market. When I reported the findings of Cast-off Youth about the success of the Project 100,000 young men to Robert McNamara in April of 1985 he told me:

Its an argument that if people are motivated properly and trained properly, they can succeed.

This kind of approach shows that there is something that can be done, and that people--individuals in our society--that our society thinks can be cast off need not be cast off!





The End

Tom Sticht
International Consultant in
Adult Education

