



The SCALES Project

Environmental Scan

November 2010

1.2 Acknowledgements

The SCALES Project Team would like to thank the following for their assistance with the Environmental Scan process:

- Learning and Workforce Services, NSCC;
- People and Planning, NSCC;
- Nova Scotia Career Development Association;
- Nova Scotia Literacy Network
- British Columbia Career Development Association
- The Association of Service Providers for Employability and Career Training
- Literacy BC
- The BC Ministry of Advanced Education
- College Sector Employment Services (CSES)
- College Sector Committee for Adult Upgrading
- Ontario Network of Employment Skills Training Projects (ONESTEP)
- Ontario Association of Youth Employment Centres (OAYEC)
- Employment Services, Canadian Hearing Society
- College Sector Committee
- Ontario Association of Adult and Continuing Education School Board Administrators (CESBA)
- Ontario Literacy Network
- Sioux Lookout Aboriginal Area Management Board (SLAAMB)
- Aboriginal Human Resources Development Strategy
- Ontario Federation of Indian Friendship Centres
- Ontario Alliance of Career Development Practitioners (OACDP)
- Canadian Education and Research Institute of Counsellors (CERIC)
- Community Futures Development Corporations in Ontario (CFDC)
- Coalition for Persons with Disabilities
- Fédération canadienne pour l’alphabétisation en français
- Coalition ontarienne de formation des adultes (COFA)



1. Introduction

1.1 Background

CONNECT Strategic Alliances, representing Ontario's 24 publicly funded colleges, has been funded by Human Resources and Skills Development Canada-Office of Literacy and Essential Skills (HRSDC-OLES) for a three-year initiative.

The *Supporting the Canadian Advancement of Literacy and Essential Skills (SCALES)* project seeks to improve employability of un- or underemployed Canadians by providing tools to identify their Literacy and Essential Skills (LES), in an effort to obtain employment or to increase their prospects.

CONNECT, in partnership with Nova Scotia Community College (NSCC) and Douglas College, will develop a series of tools/best practices intended to:

- Integrate a LES approach (a method that considers both the Literacy and Essential Skill levels of their clients when assisting them in making life/work decisions) into existing active employment measures, retraining options or active job searches
- Increase the capacity of service providers and employment counsellors to provide assessment and referral services
- Build the confidence of adults in transition in relation to LES in order to assess their skill levels to develop action plans for re-entry into the workforce or re-training options

Since the project began in March 2010, the project team, working closely with the Advisory Committee members, have researched those tools that have been developed, that are being developed, and what service providers and employment counsellors need to successfully embed LES into their work with clients. Research methods included working with representatives from the Nova Scotia, British Columbia, and Ontario governments, interviewing and receiving input from LES experts and various organizations, and reviewing recent reports released from stakeholders such as the College Sector Committee for Adult Upgrading. The project team also conducted an environmental scan through online surveys, and telephone and in-person interviews.

This research sought to answer the following, as they pertain to the provinces of Ontario, Nova Scotia, and British Columbia:

1. What LES tools and models are currently being used by Career Practitioners or other professionals who assist unemployed and low-skilled workers in achieving their career goals?



2. What LES tools, resources and models are needed and desired in order to assist practitioners to incorporate a LES approach into their work?

The Environmental Scan summarizes the key findings from this research conducted by the project team members in their respective provinces between June and September 2010.



2. Overview of Evaluation Approach and Methodology

Both the online and telephone surveys were developed by Douglas College and were used by all project partners to examine the demographics of the project audience as well as their knowledge, training and ideas relating to the nine Essential Skills. For the survey questions, see Appendix A.

2.1 British Columbia

Three surveys were conducted in British Columbia. Two online surveys used Survey Monkey and a subsequent telephone survey was conducted to gather more detailed information with those respondents who volunteered their contact information.

The first online survey (Survey A) was distributed via email to approximately 500 individuals who had previously participated in one or more of Douglas College's Essential Skills workshops offered since 2005. Of those, 100 were returned marked 'undeliverable'. Out of the remaining 400 emails that were delivered, the BC Project Team members received 98 responses, providing a response rate of approximately 25%.

The second online survey (Survey B) was designed to reach a sample of those individuals working with un- and underemployed adults to reach their occupational goals throughout the province. This sample group primarily consisted of Career Practitioners, which could include employment counsellors, workplace trainers, career counsellors, educators, and Human Resource Professionals. A total of approximately 850 individuals/organizations received this survey, and 234 responses were returned, for a response rate of 28%. However, it must be noted that actual distribution numbers and response rates may vary greatly, as there may be duplication between individuals who have taken Douglas College Essential Skills workshops and/or are members in more than one of the distributing organizations. Additionally, organizations receiving the online survey may have forwarded the Survey Monkey link to others, internal or external to their organization.

In total, 1,350 individuals/organizations received the first two surveys.

Respondents to Surveys A and B who voluntarily noted their contact information were called to gather more specific information around the needs and desires of practitioners with respect to embedding LES into their work with clients. A total of 101 Survey Monkey respondents (32 from Survey A and 74 from Survey B, of which 5 respondents volunteered in both surveys) were contacted to perform a telephone survey, but a total of 42 were actually completed.

Telephone surveys proved to be a challenge in British Columbia, as well as in Nova Scotia and Ontario. A minimum of two, and in some cases three, attempts were made to contact those who volunteered. Due to various circumstances, including incorrect contact information, lack of response, or unavailability, not all respondents could be reached.



Appendix B shows the distribution of responses from Career Practitioners across British Columbia, providing representation throughout the province similar to population proportions.

2.2 Nova Scotia

The second survey used in British Columbia (Survey B) was distributed in Nova Scotia. The survey was circulated between July and September 2010 to approximately 500 Career Practitioners across the province. NSCC received 94 responses, producing a response rate of approximately 19%.

Follow-up telephone or in-person interviews were performed in September 2010 with those respondents who volunteered their contact information. Of the 19% who answered the online survey, 33% participated in a telephone or in-person interview.

Appendix B shows the distribution of responses from Nova Scotia Career Practitioners. Though the majority were from Halifax, the map illustrates that the NSCC Project Team was able to receive feedback from all parts of the province.

2.3 Ontario

Like Nova Scotia, Survey B was distributed in Ontario during September 2010. Approximately 1,749 online surveys were distributed across Ontario, and an additional 1,289 were delivered nationally with the help of CERIC's Contact Point list-serv and the Aboriginal Human Resources Development Agency (AHRDA). There were 250 responses from the Anglophone community and 5 responses from the Francophone community.

The accuracy of the response rate is unreliable as evidence cannot be provided to support how widely the surveys were distributed or how many respondents actually received them. It can be safely assumed that some individuals received duplicate requests to complete the survey, particularly if they are members of multiple umbrella organizations. However, we can estimate a response of at least 8%. While the rate of response was considerably lower in Ontario, the following must be considered as mitigating factors.

1. Due to prescribed project timelines, the survey was distributed in September, a peak period for those employed in the educational field;
2. Ontario's provincially-funded employment programs underwent a transformation effective August 1, 2010. Career Practitioners consistently spoke about the stress, time-constraints and learning curve associated with the change in their programs; and
3. Many respondents declined our invitation to interview, as they lack sufficient knowledge of Essential Skills.



In-person and telephone interviews were conducted between September and early October 2010. Of the estimated 8% who answered the online survey, 46% (42 out of 92) were contacted to participate in the in-person or telephone discussions.

Respondents to Survey B in Ontario reside in 80 communities across the province. Of all those who answered the survey, 26 live in Toronto, 20 live in London, 10 from Kitchener, and 10 from Waterloo. There were also participants who reside in Blind River, Iroquois Falls, Sioux Lookout, Timmins, and Windsor to name a few. Appendix B lists all of the locations from which five or more responses were received. The balance of the participants are represented under 'other'.



3. Analysis of Online and Telephone Surveys

Through the analysis of the online and telephone surveys, the following could be ascertained.

- Demographics of respondents;
- Knowledge of respondents with regards to HRSDC's concept of Essential Skills;
- Use of the Essential Skills and the tools already developed
- Interest in participating in the piloting of the tools developed by the SCALES Project Team

Statistical rigor has not been applied to these surveys as the purpose of the Environmental Scan was to exam what tools and models are currently being used, and what are the desired supports. Based on the appropriateness of the response audience for the needs of the SCALES project, their geographical distribution throughout British Columbia, Nova Scotia and Ontario, and the even representation of work with client/student groups, this sample provides information about how the Essential Skills are being used by Career Practitioners, where the gaps are that prevent them from embedding LES into their work, and what tools respondents need to integrate LES into their service and employment programs.

3.1 Demographics

The overwhelming majority of respondents to the surveys were Career Practitioners, the project's primary audience. The table below illustrates the distribution of respondents from all three provinces according to employment status.

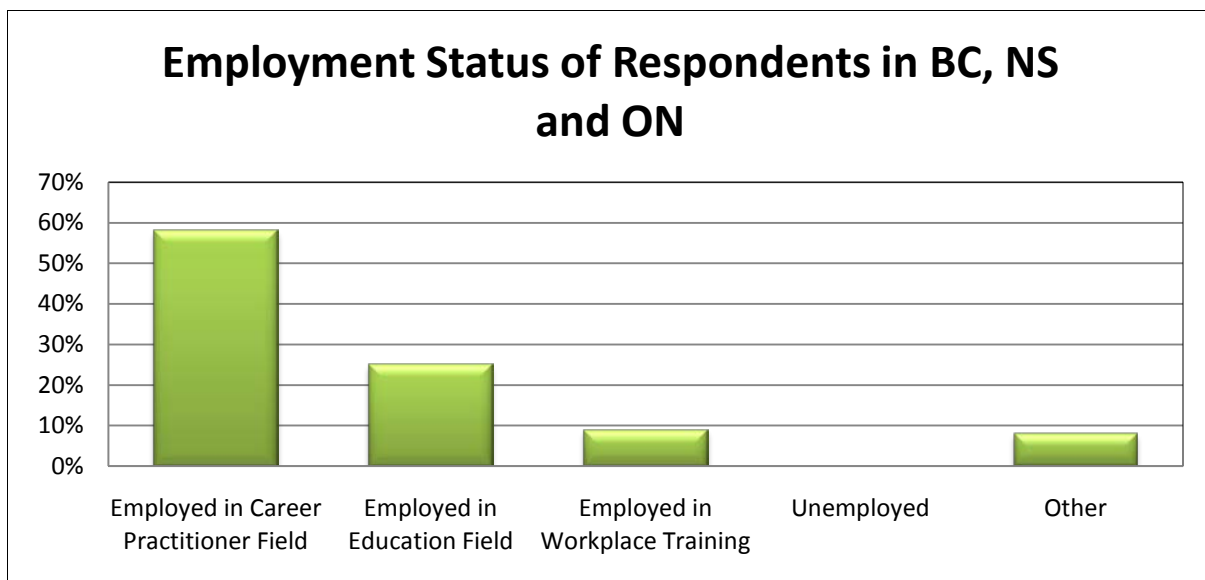


Figure 3.1.1



In Nova Scotia, 69% chose the Career Practitioner field when asked their current employment status. In British Columbia, approximately 55% of Survey A and 73% of Survey B respondents were Career Practitioners, as is illustrated in Appendix C: Employment Status of Respondents by Province. In Ontario, though Career Practitioners only comprised 35% of the respondents' occupational focus, Survey B allowed for multiple answers. As a result, 29 additional responses were submitted and 14 Career Practitioners also indicated they work in the education sector, with many stating they work for educational organizations.

Those who answered English Survey B were only able to submit one response to the question "What is your client/target group?" By far the greatest majority of those polled in each of the three provinces (71.4%) indicated that they work with adults in transition (19-65 years old). In British Columbia, 68% of respondents stated they work with this target group, in Nova Scotia 72%, and in Ontario, 74.2%. The respondents in the provinces who did not select this group indicated they work with the following target groups illustrated below.

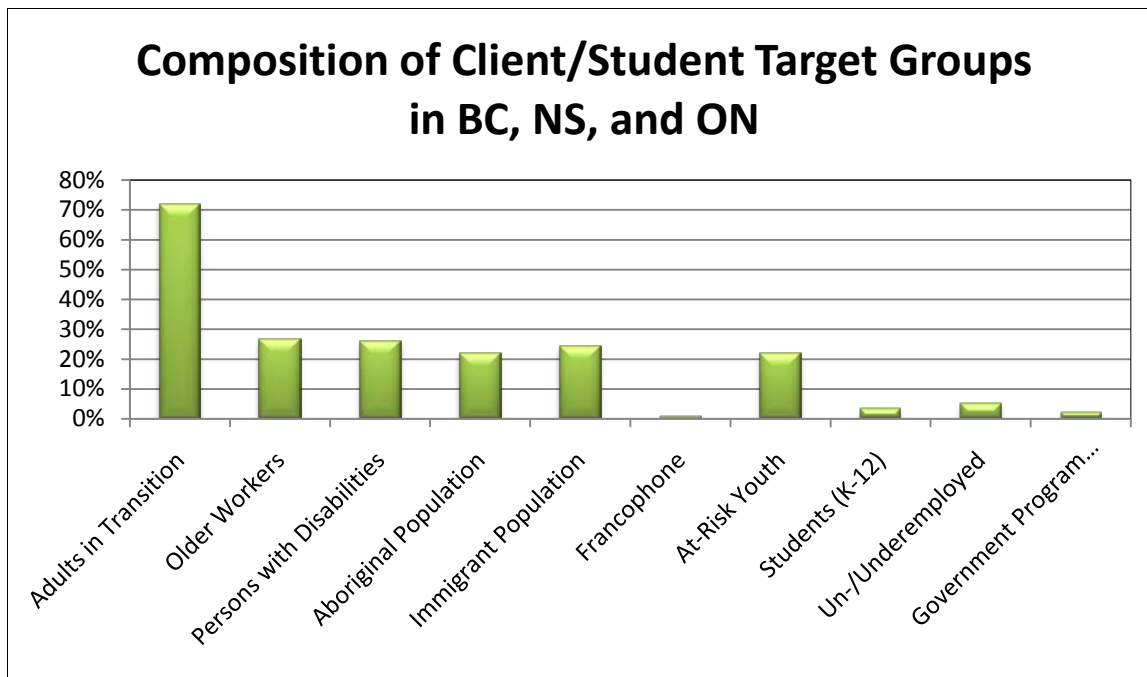


Figure 3.1.2

All five respondents to the French Survey B indicated they only work with Francophone adults.

See Appendix D for the breakdown of target groups by province.



3.2 Knowledge of HRSDC's Concept of Essential Skills

As one would expect, those who participated in Survey A in British Columbia and who had registered in one or more workshops on Essential Skills at Douglas College, rated themselves as having a high level of knowledge of Essential Skills. A total of 49.5% of those polled in Survey A indicated that they have a considerable level of knowledge of Essential Skills. Furthermore, 49% indicated that they definitely understand the benefits of integrating Essential Skills into their work with clients. What is of even greater interest is that of those respondents who have enrolled in one workshop at Douglas College, 21.1% are currently using LES in their work; 69% of those who have taken two workshops are currently using a LES approach; and 74.4% of those who have taken three workshops have embedded LES into their work with clients. This information makes it clear that with more knowledge, the likelihood that respondents will apply a LES approach to their work increases.

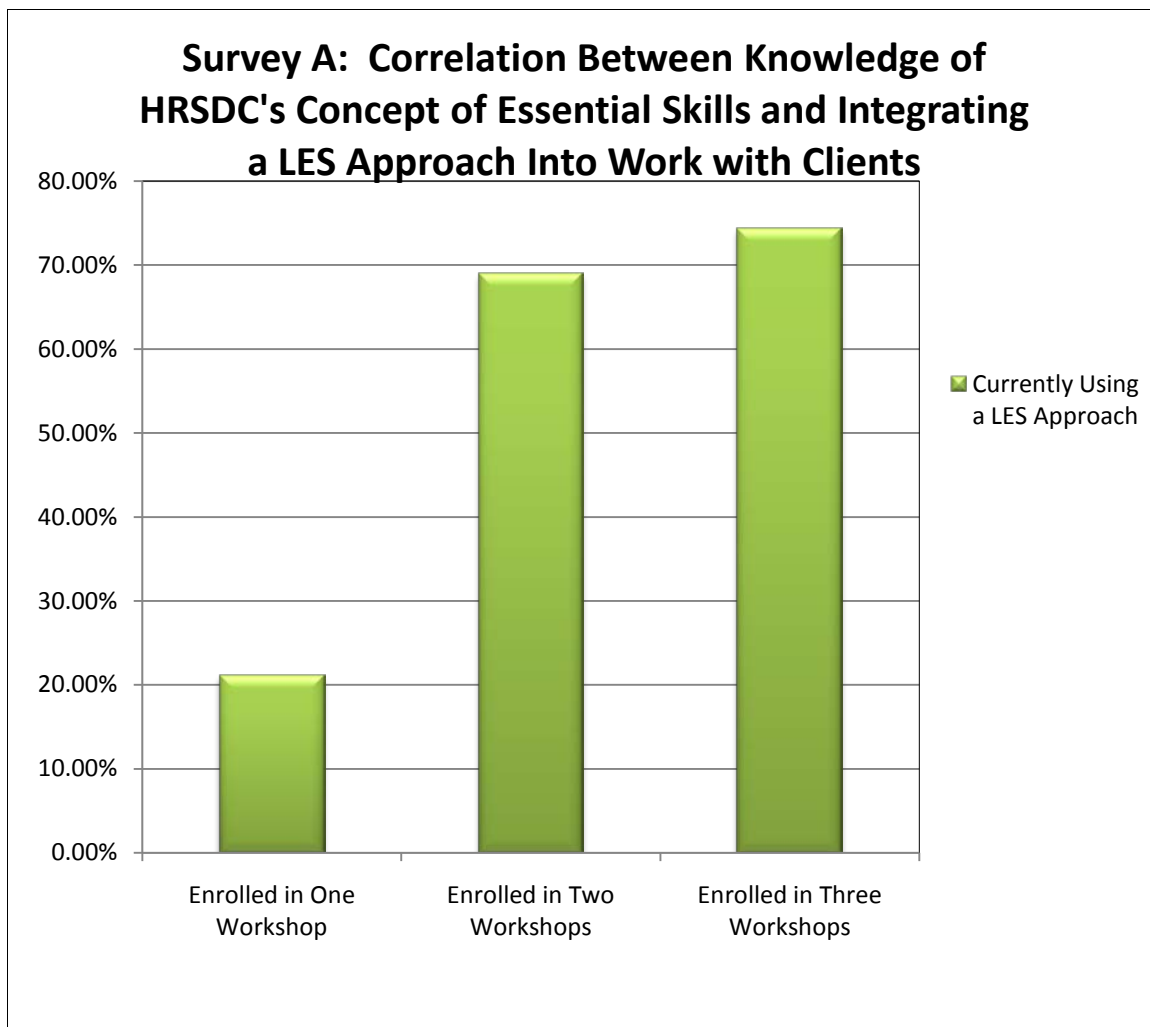


Figure 3.2.1



In comparison, 21% on average of those who participated in Survey B in British Columbia, Nova Scotia and Ontario, noted they have very little or no knowledge of HRSDC's Essential Skills. Yet, in light of those who claim to have very little or no knowledge of HRSDC's Essential Skills, an overwhelmingly percentage (72.9%) stated they were or to some extent aware of the benefits of Essential Skills. When asked if they use Essential Skills in their work, only 37% indicated that they currently do. When comparing this data with that noted above from Survey A, it is fair to conclude that with increased education and training about Essential Skills, respondents would be more likely to use Essential Skills in their daily work.

This conclusion is supported further by the results of the telephone and in-person interviews. These in-depth discussions with survey participants indicated that though the majority were able to speak of Essential Skills and describe to some degree how they may be used with their clients, most did not demonstrate the depth of understanding needed to apply this knowledge effectively. This may be in large part due to the fact that the majority had not received training in LES. For example, in Nova Scotia, while 58% of interviewees claimed to have a good understanding of HRSDC's Essential Skills, 61% of those interviewed said they have not participated in any training. Of those who had, most had participated in either a workshop or presentation. In British Columbia, there were several practitioners who identified themselves as "self taught"; upon further questioning, one was led to question whether they were fully able to grasp HRSDC's Essential Skills methodology. The respondent stated that they are fully aware of Essential Skills, but could not see the benefits for immigrants who are mostly literate. This misunderstanding of the usefulness of Essential Skills was voiced in the Ontario telephone surveys as well. One practitioner noted,

Essential Skills is highly useful for professional positions. Essential Skills are not needed for people in part-time/manual labour, casual positions. Not for physical labour but for processing. Essential Skills doesn't cover essential duties such as sales associate, dishwasher, cleaner. This may become more relevant as they move on to higher positions within the organization.

In conclusion, the results of the telephone interviews in all three provinces revealed that while respondents had some knowledge of Essential Skills, most did not demonstrate the depth of understanding required to apply the knowledge effectively when working with their clients.

It is clear from the statistics and comments found in the online and telephone surveys that there is a significant relationship between training and awareness; with increased training resulting in increased understanding of the benefits and usefulness of the nine Essential Skills, and also in the likelihood of using Essential Skills methodology with their clients.



3.3 Usage of Essential Skills

Participants in all three surveys were asked “If you are aware of Essential Skills and do not use them in your work, please indicate the reason”. In Nova Scotia, 46% stated the reason was because they did not have enough knowledge of the subject; with 43% in British Columbia and 48% in Ontario giving the same reason. Comments made by respondents through the telephone and in-person interviews made it evident that the main barrier to practitioners using Essential Skills was a lack of knowledge, and inability to adapt them to suit their clients` needs. One interviewee in British Columbia said,

I am aware of some of the benefits, but I would love to have more information about ways to incorporate it into my work.

Another stated,

I am aware of the benefits, but given that new ``essential skill`` movement, it would be beneficial to get more training on administering these assessments. Although they are fairly basic, it is helpful to see what we can do with the results and to create some sort of referral system within the agency on supporting them to acquire/advance their skills.

This sentiment was heard repeatedly during the telephone and in-person interviews conducted in Nova Scotia and Ontario as well. In Nova Scotia, one practitioner stated,

I would like the opportunity to learn how to effectively analyse a case study based on an Essential Skills framework.

While in Ontario, one respondent noted,

Practical examples of how it`s been done successfully in other organizations would be valuable.

One Career Practitioner in Ontario made it clear how necessary it is to educate service providers about the nine Essential Skills and their benefits:

I am aware and just chose not to implement Essential Skills as it is more important to obtain a GED than ES!

The second most often selected reason for not using a LES approach was due to funding and time constraints. In Nova Scotia, 20% selected this answer, in British Columbia 47%, and in Ontario, 49%. Other reasons included a lack of access to tools or resources; clients who perceived LES as too basic; clients who are not ready for work or education; respondents felt it was not their job; and those who were not convinced of the benefits of Essential Skills.

One of the greatest benefits of the telephone interviews was that in all three provinces practitioners were asked how they are using Essential Skills, what areas they are addressing,



what tools they use, and if they had developed any tools. The responses ranged from using hard-copy materials, documents and/or tangible tools; conducting academic and social assessments; job searches and job maintenance; and using role playing/performing real-life situations in order to teach Essential Skills (Skill Enhancement). A Career Practitioner in Nova Scotia shared her technique.

We use real-life problems to teach Essential Skills. For example, we'll introduce a problem, like we need to replace all the light bulbs in the building. So they have to do a work order, go online and get a cost estimate, schedule the time..., as if it were a real workplace task. And for that, we've identified the Essential Skills needed to do it...we complete order forms. So we're not doing it as stand-alone chunks. We're trying as much as possible to use Essential Skills in an integrated way as if they were on the job.

Another practitioner in Ontario commented,

We have set up a program based on ES profiles, use TOWES or other assessments to discuss and determine skill gaps. The clients look at several profiles based on NOC codes to figure out common skills for the occupations. Using ES and the variety of NOC codes allows flexibility in the event that the client/student changes their career goal. Also, this model includes the use of authentic workplace materials which helps the client/student prepare for the workplace.

In British Columbia, survey respondents are integrating Essential Skills into their work by using them to define occupational requirements, assisting clients in identifying and developing the skills they will need to maintain employment, and helping clients to identify what jobs would suit their skill levels. However, the most common way practitioners are using Essential Skills is to increase their clients' self-confidence. One example of this comes from an individual in Nova Scotia, who said,

Last year, the students wrote a book and had it translated into Mi'kmaq. These are people who are essentially at Level 2 or 3 combined, and some considered themselves barely literate, but they produced essays, illustrations, wrote poems, did all the writing, and had community members support us.



4. Gap Analysis

Over the course of the research, it became apparent there are commonalities amongst practitioners in BC, Nova Scotia, and Ontario as to what is needed or desired in order to assist them to integrate a LES approach into their work.

4.1 Desired Supports

When asked in the online and telephone surveys what kind of supports they would need in order to integrate LES into their daily work, there were two options that were prominent; Education/Workshops and Tools.

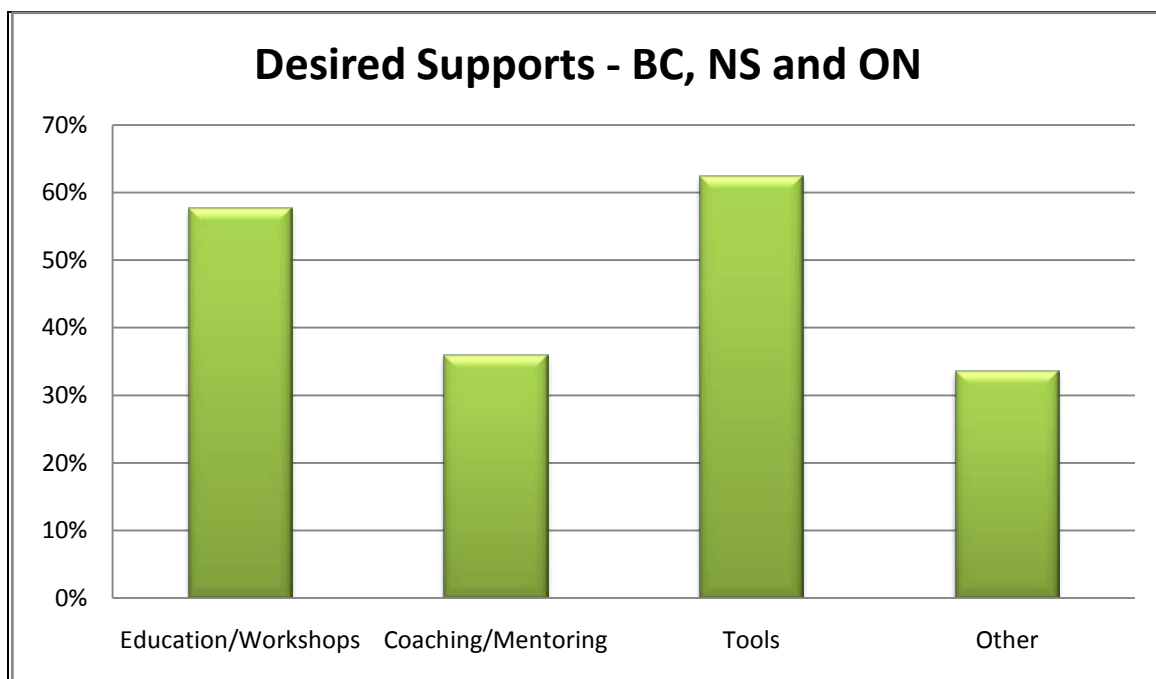


Figure 4.1.1

Examples of types of “Education/Workshops” requests from respondents included:

- Training on how to use current tools, such as those developed by HRSDC, Skill Plan, and Essential Skills Profiles
- Training on how to explain what Essential Skills are and their benefits
- An Essential Skills conference
- Training on practical uses of Essential Skills/Success Stories
- Awareness-raising sessions
- Webinars
- Train-the-Trainer Workshops/Conferences
- An on-going email list with updates on new Essential Skills materials



One comment made by a counsellor:

There is a lack of time and funding and this needs to be considered in the training that is provided through the SCALES project. Different client populations need to be considered. Practitioners need to see the applicability to their client group. There is a need to Essential Skills materials in layman's terms so that clients understand the relevance.

Examples of the types of "Tools" respondents suggested included:

- A guidebook or resource card listing the various tools
- A user friendly framework to explain Essential Skills
- Material to explain the link between Essential Skills and Literacy and Basic Skills
- A one-stop shop for on-line Essential Skills resources
- A ready-made Essential Skills workshop for clients
- Tools to address the following Essential Skills: Problem Solving, Critical Thinking, Oral Communication, Thinking/Coping Skills
- Assessment tools that lead to a learning plan

Other comments around what kind of assistance would be required to meet the objectives of the SCALES project included:

- Networking events
- Assistance with the actual integration of tools
- Accessibility for persons with disabilities in relation to Essentials Skills/NOC websites and tools
- Clear and measurable objectives and criteria for use of resources, and
- Assessments and tools for new immigrants whose first language is not English or French

Another option discussed was mentorships and coaching opportunities. However, Survey A respondents were more likely to request this versus those who completed Survey B; 63% compared to 46% in Survey B. One can draw the conclusion that those respondents in Survey A, who have taken more Essential Skills training and, therefore, know what the Essentials Skills are and their benefits than those who answered Survey B, are better equipped to investigate how one can embed a LES approach when working with their clients.

Appendix E illustrates, by province, what practitioners feel is then needed to allow them to integrate Essential Skills when assisting their clients.



4.2 Interest in Pilot Projects

When asked if respondents would be interested in piloting new Essential Skills tools relevant to their work, the majority answered favourably.

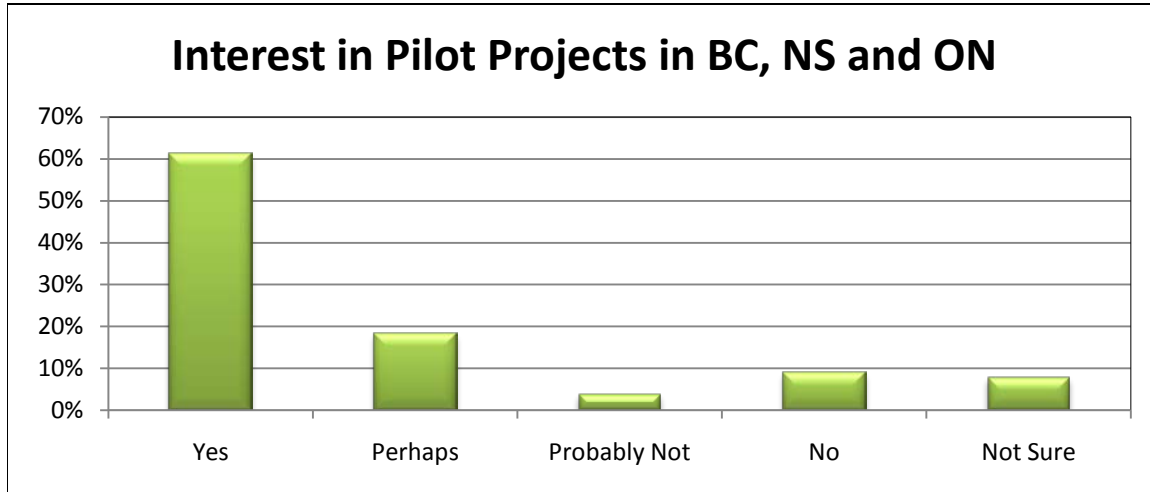


Figure 4.2.1

Appendix F charts by province the percentage of those respondents who answered positively to participating in a Pilot Project.



5. Key Findings

The environmental scans performed in British Columbia, Nova Scotia and Ontario revealed a number of key findings:

- Response rates in British Columbia (25%), Nova Scotia (19%) were favourable. This may indicate there is a strong interest in understanding and using Essential Skills in the work that Career Practitioners undertake.
- While the rate of response was considerably lower in Ontario (8%), the following must be considered as mitigating factors. The survey was distributed in September, Ontario's provincially-funded employment programs were undergoing a transformation, and many respondents declined our invitation to participate in the survey as they lack sufficient knowledge of Essential Skills. This indicates a need for continued research.
- Data gathered from Survey A distributed by Douglas College illustrates a strong correlation between more education/training opportunities and the potential for integrating a LES approach into existing employment counselling measures.
- Practitioners who use Essential Skills in their work with clients see the benefits; everything from building self-esteem to using the occupational profiles in the job search was noted. However, more practical knowledge and awareness around the Essential Skills is needed. Practical Train-the-Trainer conferences, assessments, tools, coaching and mentoring opportunities, and peer networking were key recommendations.
- In the online surveys distributed in British Columbia, Nova Scotia, and Ontario, an average of 56% expressed interest in participating in Pilot Projects for Essential Skills. This is a very positive indicator that practitioners are seeking more information around Essential Skills and that they see the relevance of integrating LES into their work with clients.



6. Next Steps

The Environmental Scan presented here provides some valuable data. However, the response rate in Ontario and from Francophone communities was too low to be able to draw clear conclusions, and more information is needed from all three provinces to be able to determine what tools are desired and needed by Career Practitioners to be able to embed a LES approach into their work.

An External Researcher will be consulted to review this report and assist the SCALES project team in developing a strategy for leading focus groups to gather more information. The team will then lead the groups, which will be evaluated by the External Researcher to provide the data necessary to determine what tools are needed to fill perceived gaps.

Based on the results, tools and/or programs will be developed between March 2011 and August 2011. The developed tools and programs will be based on the recommendations made by Career Practitioners and will ensure the issues facing various regions are addressed.

By the end of September 2011, pilot sites and an evaluation strategy for the pilots will have been identified. These pilots will specifically be based on what Practitioners have identified as necessary for integrating a LES approach into existing employment measures, increasing the capacity of service providers and employment counsellors to provide accurate assessment and referral services, and introducing and building the confidence of adults in transition in relation to LES in order to assess their skills levels to develop action plans for re-entry into workforce or retraining options.



Appendix A

Online Survey A

Q1 What workshops have you attended? Please indicate all the workshops you have completed:

- Intro to Essential Skills
- Essential Skills Assessments
- Essential Skills Portfolios
- Bridging the Gap
- Profile Analyst Training
- Authentic Workplace Materials Developer
- None of the Above

Q2 What is your current employment status?

- Employed in field of Career Practitioner
- Employed in education field
- Employed in workplace training
- Other employment
- Unemployed or not seeking employment

Q3 If you had "other" employment, please describe it

Q4 What is your knowledge of Essential Skills?

- None
- Very Little
- Have taken some training
- Currently use Essential Skills in my work (please describe)

Q5 How aware are you of the benefits of integrating Essential Skills into your work?

- Very unaware
- Somewhat unaware
- Somewhat aware
- Very aware



Q6 Please comment about your awareness of the benefits of integrating Essential Skills into your work.

Q7 What kind of assistance would help you to integrate Essential Skills into your work?

- More education/workshops
- Coaching/mentoring
- Tools
- Other

Please describe tools or other help you would appreciate receiving.

Q8 Are you interested in piloting new Essential Skills tools that are relevant to your work?

- Definitely
- Probably
- Probably not
- Definitely not

Q9 Other comments, if any, as to how Douglas College might help you with Essential Skills

Q10 If you are willing to participate in a brief telephone interview to further discuss your perspectives on integrating Essential Skills into your work, please provide your contact information



Online English Survey B

- Q1 Please rate your knowledge of HRSDC's concept of Essential Skills.
- None
 - Very Little
 - Have taken some training
 - Currently use essential skills in my work with clients
- Q2 What is your current employment status?
- Employed in field of Career Practitioner
 - Employed in Education field
 - Self-Employed
 - Unemployed or not seeking work
- Q3 What is your client/student target group?
- School age children (K-12)
 - Youth 19-25 years
 - Youth at Risk (19-35)
 - Older workers (45+)
 - Adults 19-65 years
 - Immigrants (new Canadians)
 - Aboriginal population
 - Persons with Disabilities
 - All of the above
- Q4 Are you aware of the benefits of integrating HRSDC's Essential Skills into your work?
- Q5 If you are aware of Essential Skills and do not use them in your work, please indicate the reason.
- Not enough knowledge of the subject
 - Funding and time constraints
 - No access to tools or resources
 - Other



Q6 What kind of assistance would help you to integrate HRSDC's Essential Skills into your work?

- Education/Workshops
- Coaching/Mentoring
- Tools: please describe if possible

Q7 Are you interested in piloting new Essential Skills tools that are relevant to your work?

- Yes
- No

Q8 Would you be willing to participate in a brief telephone interview to further discuss your perspectives on integrating Essential Skills into your work.

- Yes
- No

Contact information

Q9 Please provide us with the city/town/community in which you live.



Online French Survey B

Q1 Veuillez évaluer votre niveau de connaissance du concept de compétences essentielles de l'organisme RHDCC.

- Aucune
- Très peu
- J'ai reçu un peu de formation (veuillez commenter ci-dessous)
- Mon travail comprend les compétences essentielles (veuillez commenter ci-dessous)

Commentaire

Q2 Quelle est votre situation par rapport à l'emploi en ce moment?

- Employé à titre de conseiller en orientation professionnelle
- Employé dans le domaine de l'éducation
- Employé dans le domaine de la formation sur les lieux de travail
- Sans emploi ou ne cherche pas de travail
- Autre emploi (veuillez décrire ci-dessous)

Veuillez commenter

Q3 Quel est le groupe d'âge cible de vos clients/étudiants?

- Étudiants (de la 7e à la 12e année)
- Adultes 19-65 ans
- Jeunes 15-25 ans
- Immigrants
- Autochtones
- Francophones
- Travailleurs âgés (45+)
- Handicapés

Q4 Connaissez-vous les avantages d'intégrer le concept de compétences essentielles de l'organisme RHDCC dans votre travail?

Q5 Si vous connaissez le concept de compétences essentielles, mais que vous ne l'utilisez pas dans votre travail, veuillez indiquer pourquoi:

- Connaissance insuffisante du sujet
- Contraintes temporelles et financières
- Aucun accès aux outils ou aux ressources nécessaires
- Autres (veuillez spécifier):



Q6 Quel type de soutien vous aiderait-il à intégrer le concept de compétences essentielles de l'organisme RHDCC dans votre travail?

- Formation/ateliers
- Assistance professionnelle
- Outils
- Guides de référence
- Sites Web
- Autres (veuillez spécifier):

Q7 Souhaiteriez-vous tester des outils de compétences essentielles pertinents à votre travail?

- Oui
- Non
- Incertain

Q8 Souhaiteriez-vous participer à une brève entrevue téléphonique pour discuter de votre point de vue sur l'intégration des compétences essentielles à votre travail?

- Non
- Oui

Veuillez inscrire vos coordonnées ci-dessous

Q9 Veuillez nous indiquer la ville ou la municipalité dans laquelle vous vivez



Telephone/In-Person Interview Guide

CONNECT Strategic Alliances
Supporting the Canadian Advancement of Literacy and Essential Skills Project
(The SCALES Project)

Interviewee:	
Organization:	
Tel Number:	
Date Interviewed:	
Interviewer:	

Introduction:

Thank you for completing our Survey Monkey survey on Essential Skills and agreeing to participate in a brief telephone survey. As noted in the survey, NSCC is currently involved in the CONNECT project "Supporting the Canadian Advancement of Literacy and Essential Skills". This national project is funded by HRSDC's Office of Literacy and Essential Skills and has been designed to assist Career Practitioners in integrating Essential Skills into their work to benefit their clients in reaching their career goals. The initial phase of the project includes an environmental scan to explore current Essential Skills practices and identify desired tools and resources. We appreciate and value your time in assisting us with this aspect of the project. This telephone survey will take approximately 10-15 minutes.

1. What is your current position?
2. What type of organization do you work for?
3. Who are your clients?
- 4a. What is your knowledge of HRSDC's Essential skills?
- 4b. Have you participated in any training? If yes, what?
5. What is your perception regarding the utility of Essential Skills?
(If negative, use prompts to identify root of perception)
6. When you hear about this initiative to integrate Essential Skills into the work of Career Practitioners, do you have any thoughts on how this could be integrated in a pan-Canadian approach? Should it roll out? May respond yes or not, need prompts here to further engage conversation.



7. Are you currently using Essential Skills in your work?
- Yes IF YES, go to 7a, 7b, 7c
 - No IF NO, go to 7d, 7e

IF YES, answer 7a, 7b, 7c

- 7a. How?
Tell me what does that mean?
What does that look like?
What area are you addressing? (i.e. assessment)
Do you use tools? What types of tools?
Have you developed tools?
- 7b. What has worked and what hasn't worked? Please explain (success stories / ah-ha moments...)
- 7c. If you were to integrate Essential Skills further into your work, what support would you like to have (i.e. workshops, coaching, tools, resources, etc.)

IF NO, answer 7d, 7e

- 7d. Can you elaborate on the reason for not integrating Essential Skills, for example lack of knowledge (may be constraints re process or policy, monetary or time, etc.)
- 7e. What kind of support would you need in order to start integrating Essential Skills into your work? (for example, knowledge, time, understanding the benefits, etc.)

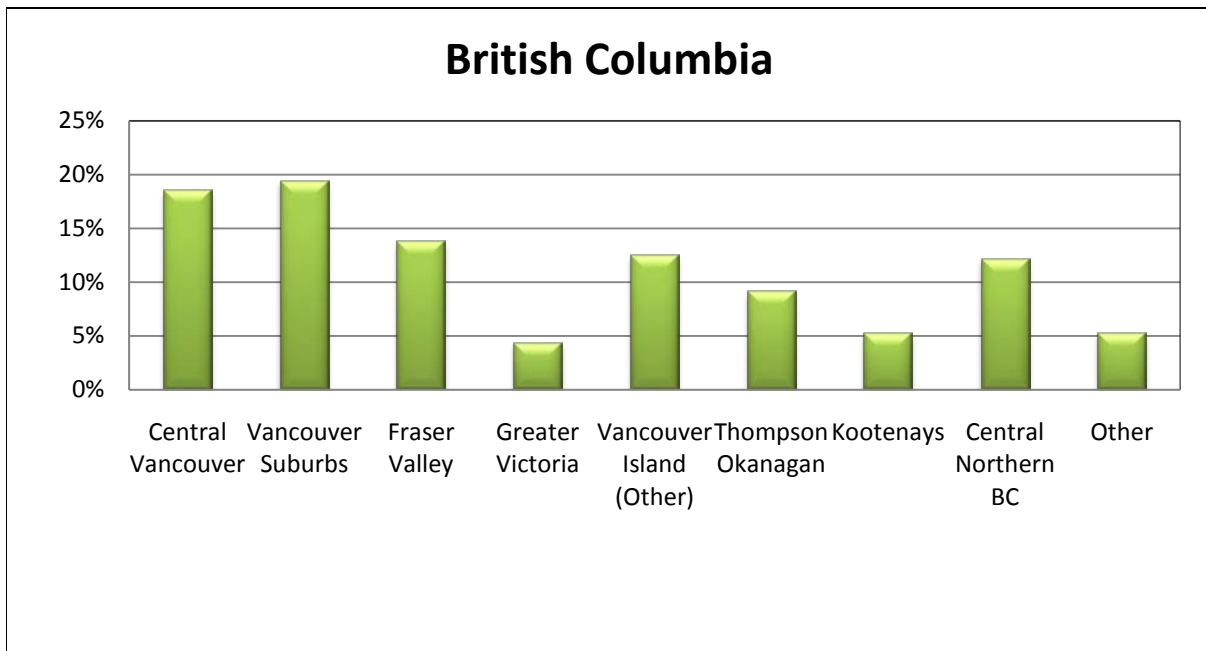
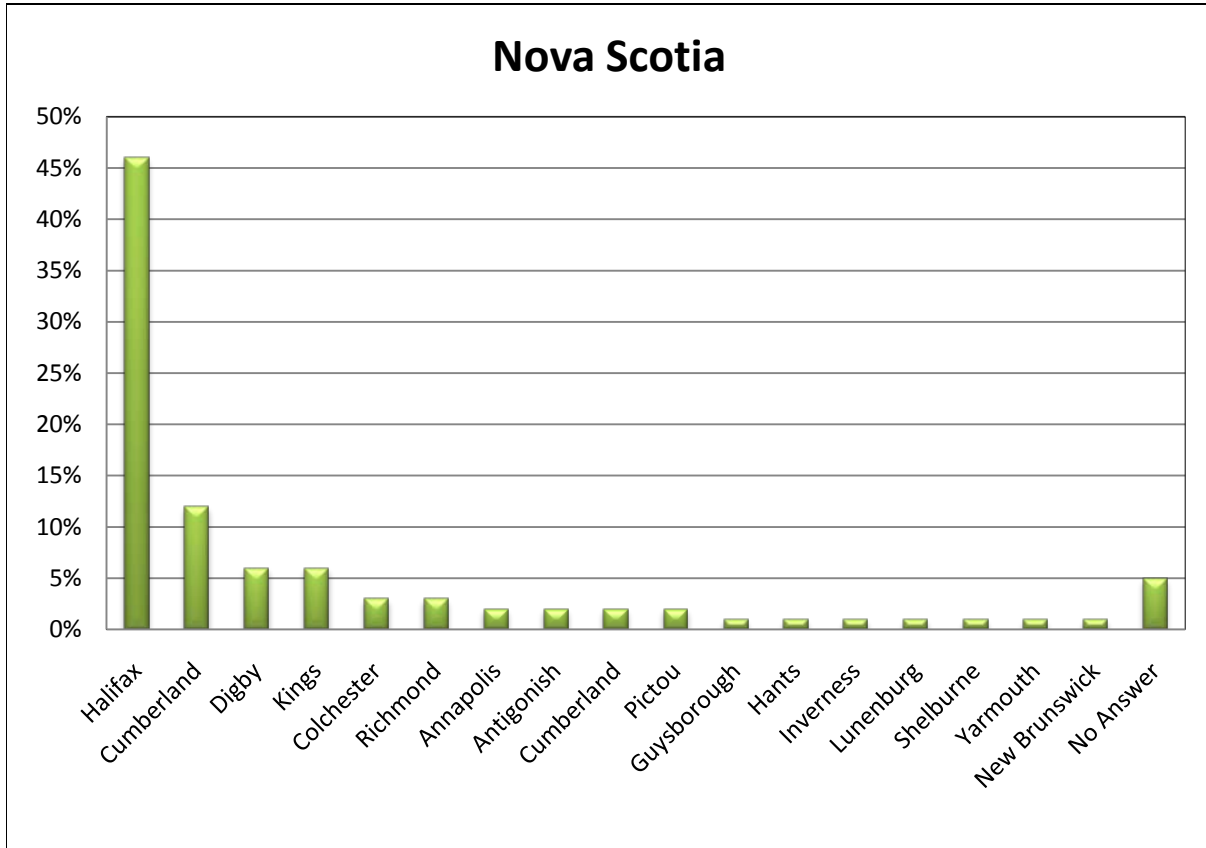
Final Comments

Do you have any final comments you'd like to add?

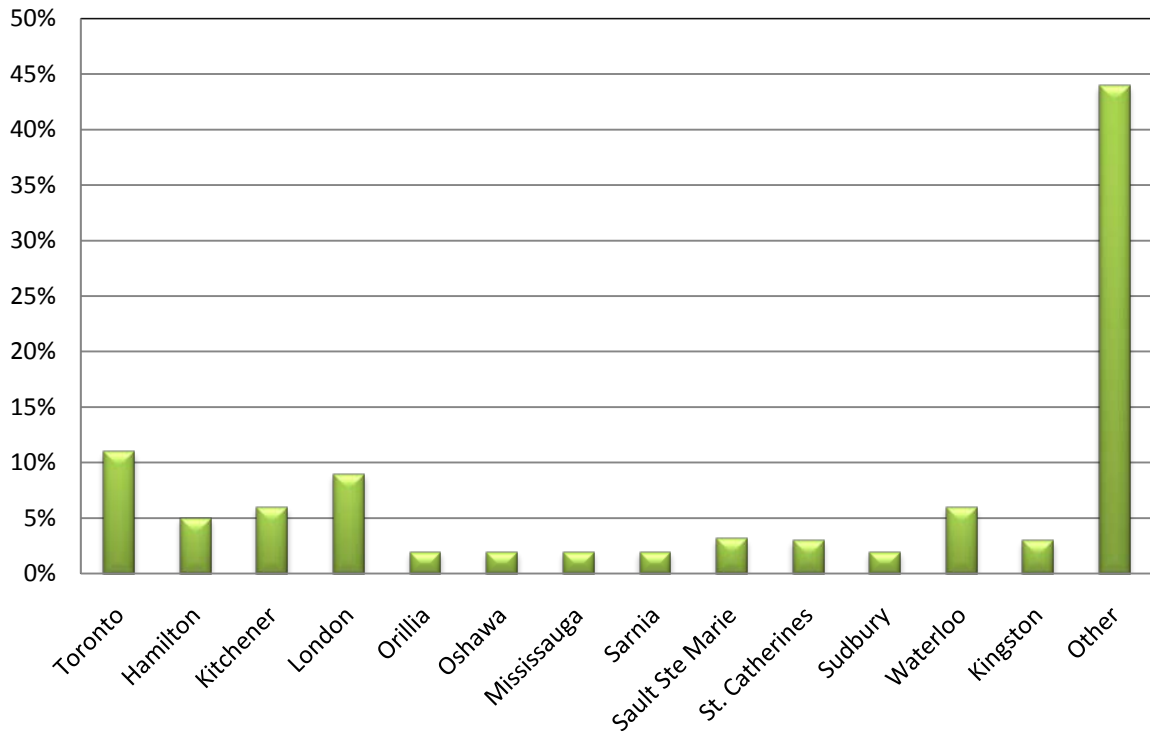
We appreciate your cooperation today. Thank you for your assistance.



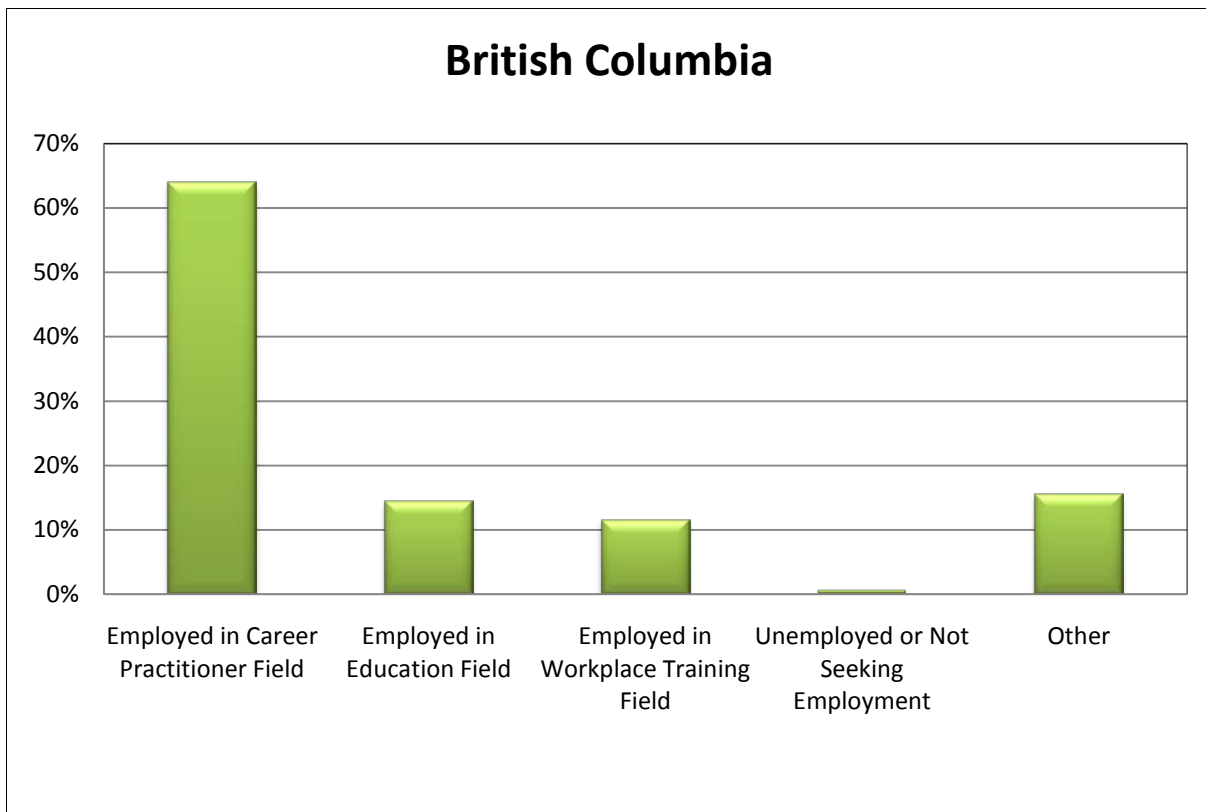
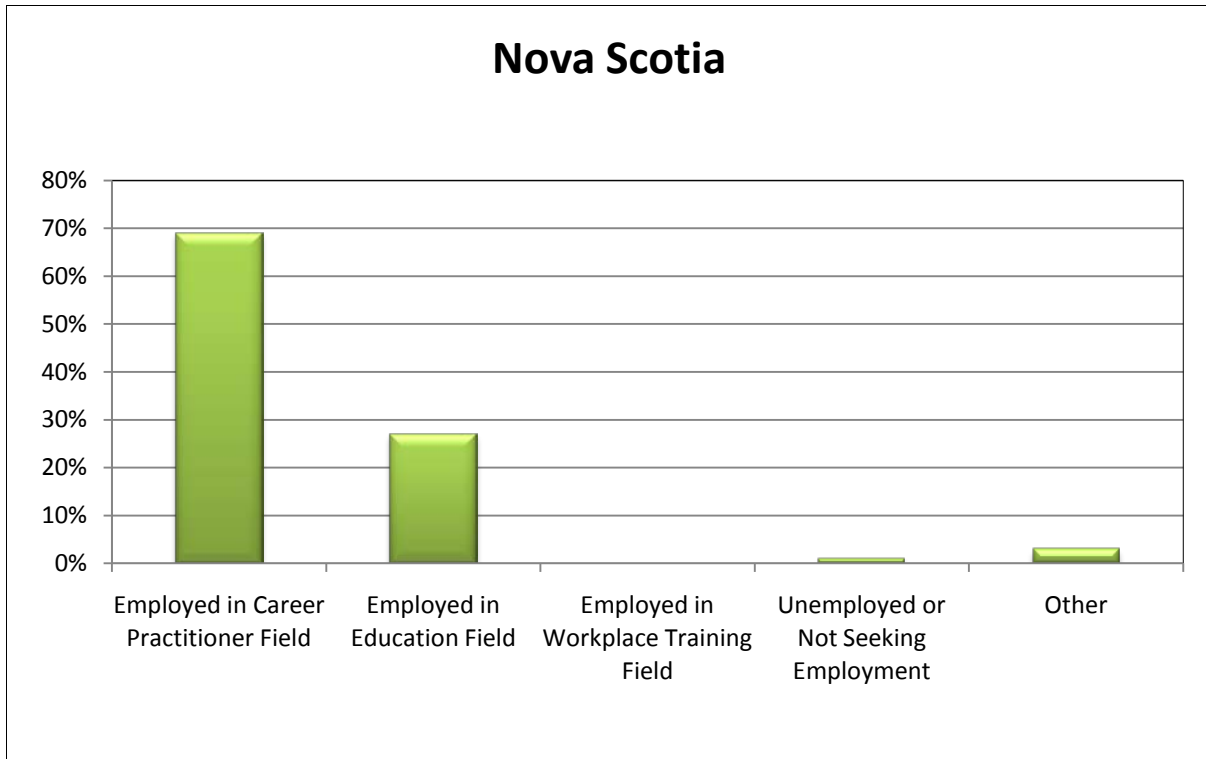
Appendix B: Location of Participants by Province

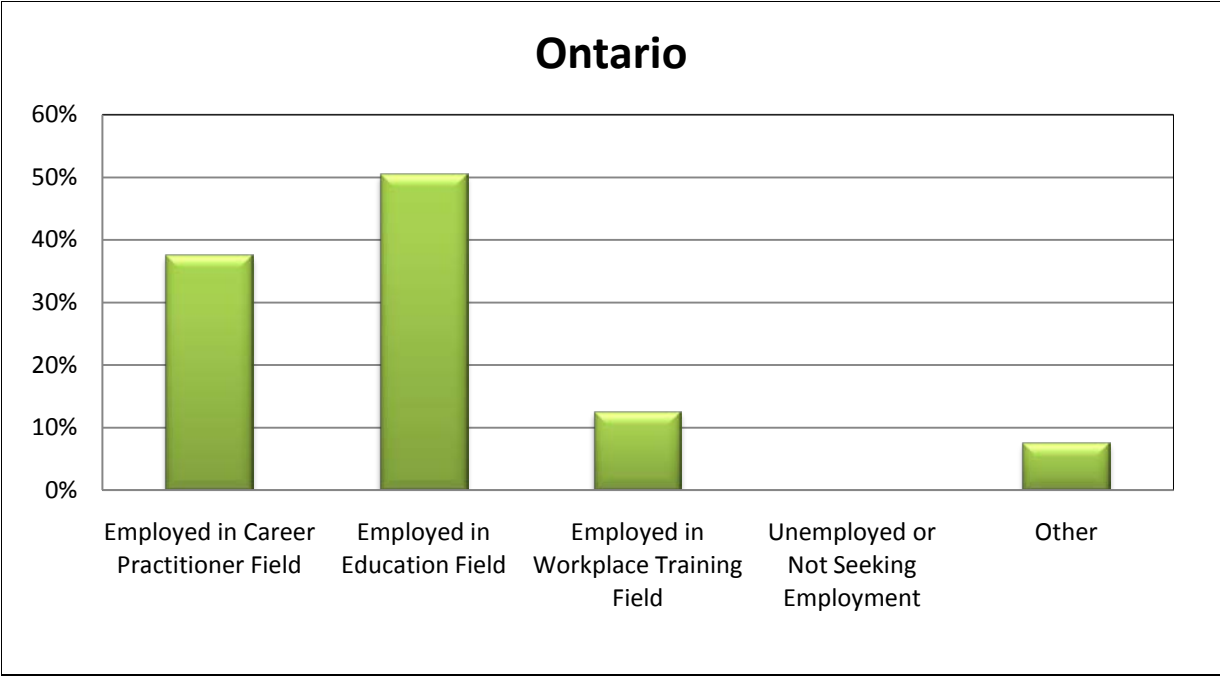


Ontario



Appendix C: Employment Status of Respondents by Province

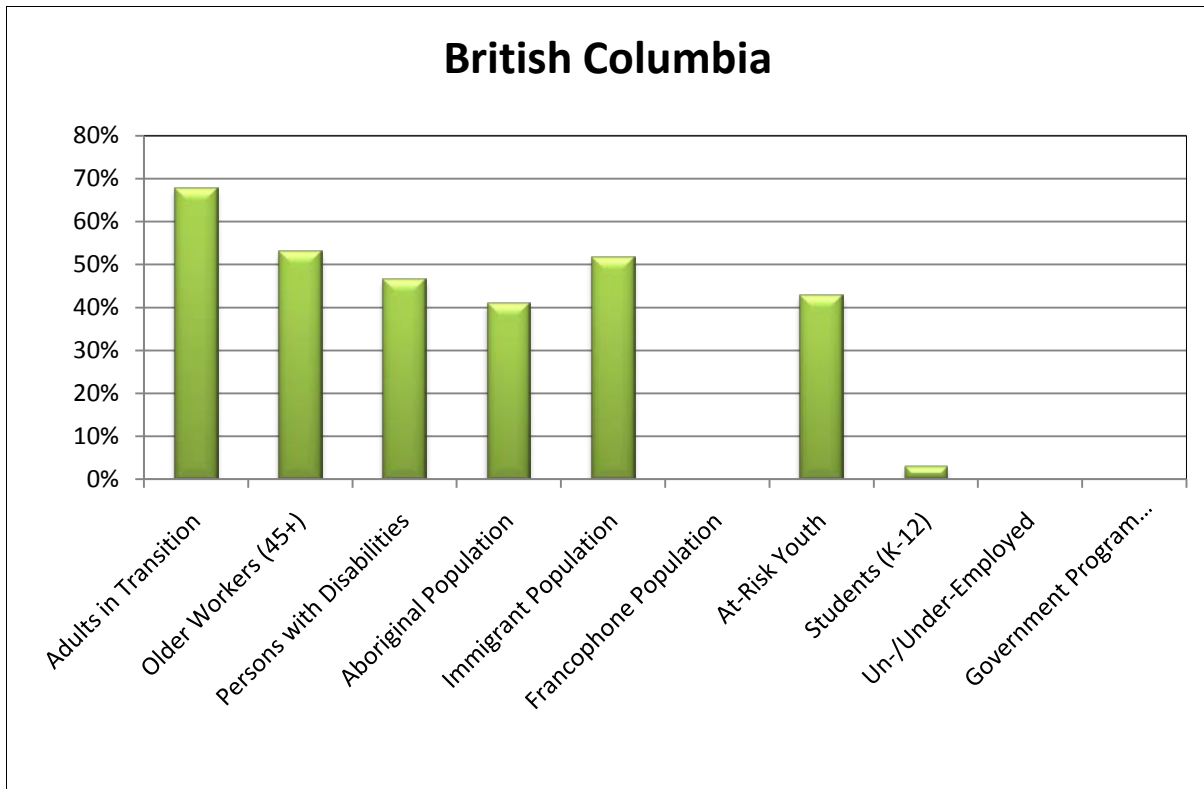
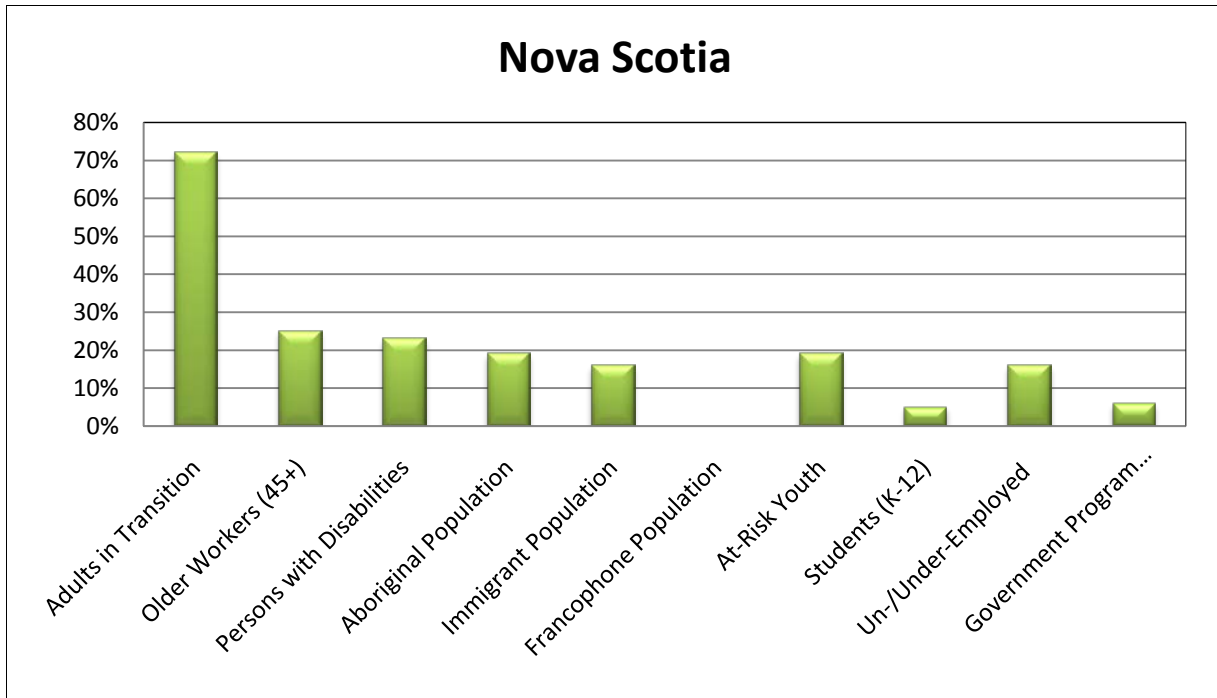




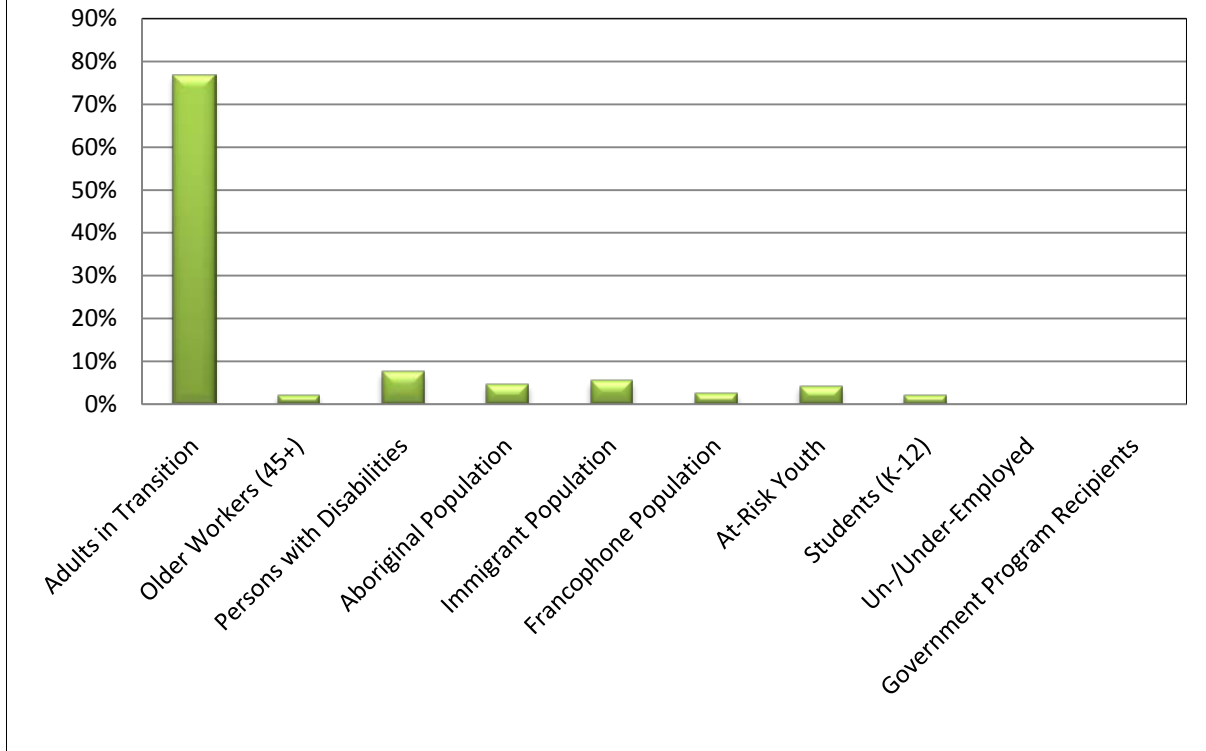
****Please note:** Respondents were able to choose more than one category.



Appendix D: Composition of Client/Student Target Groups by Province



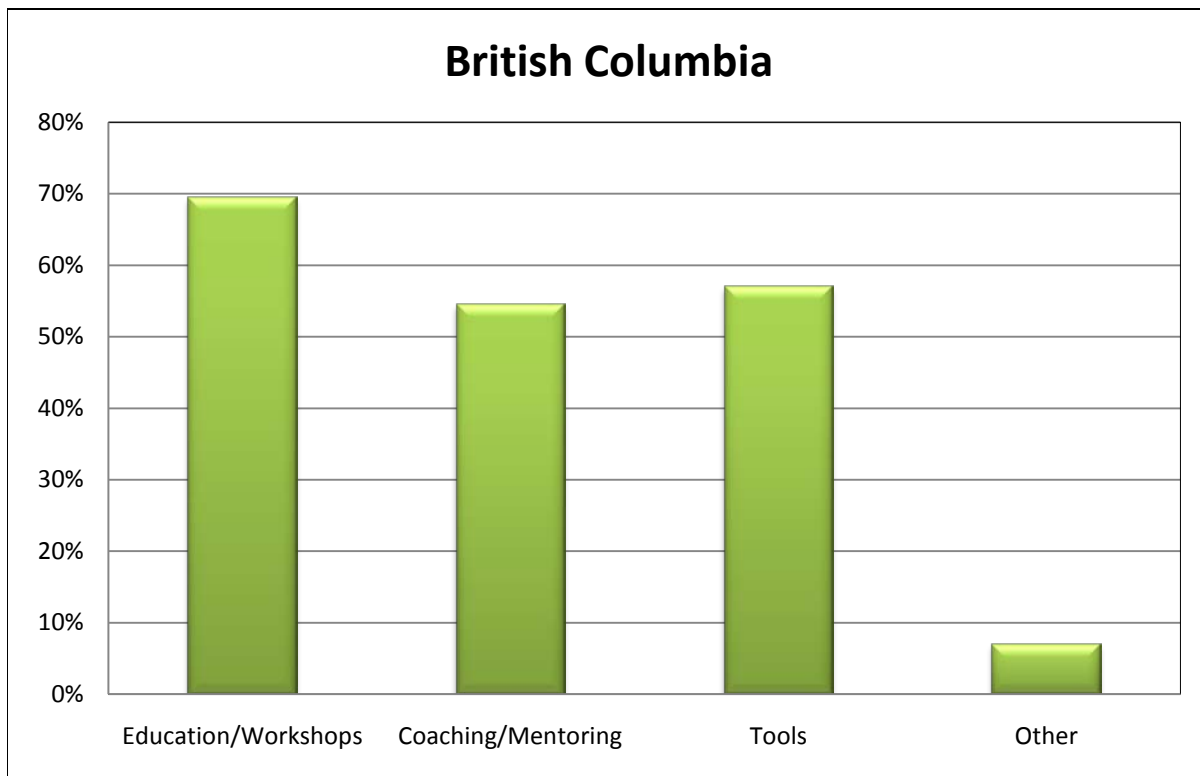
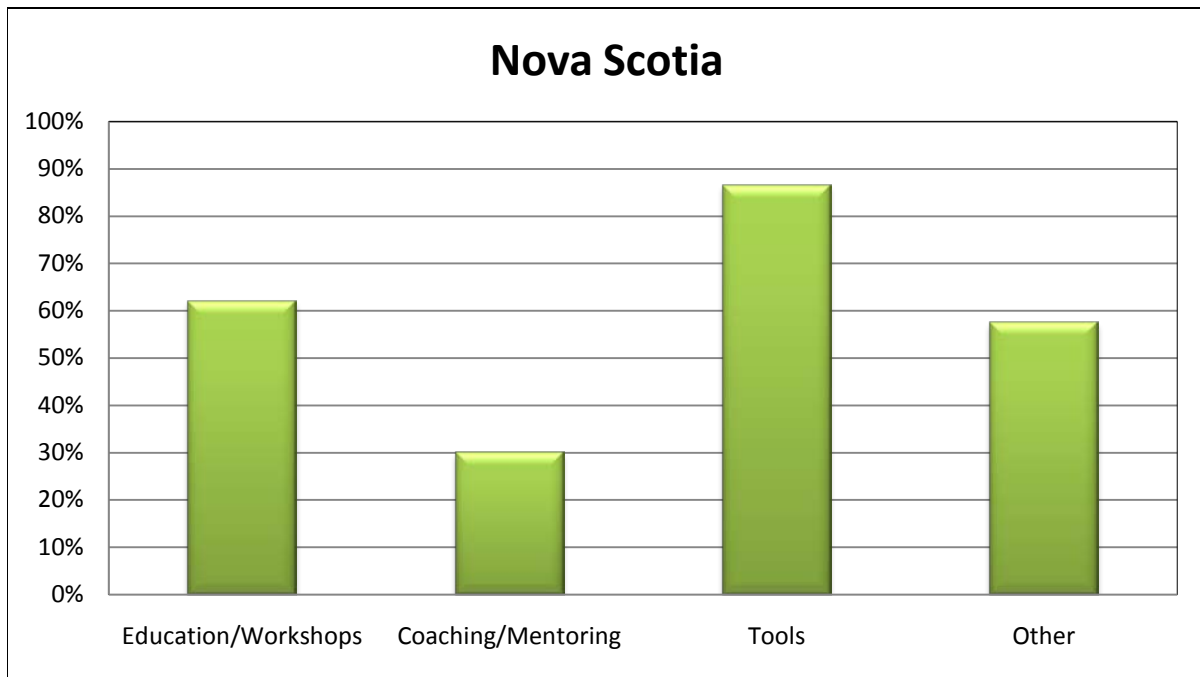
Ontario

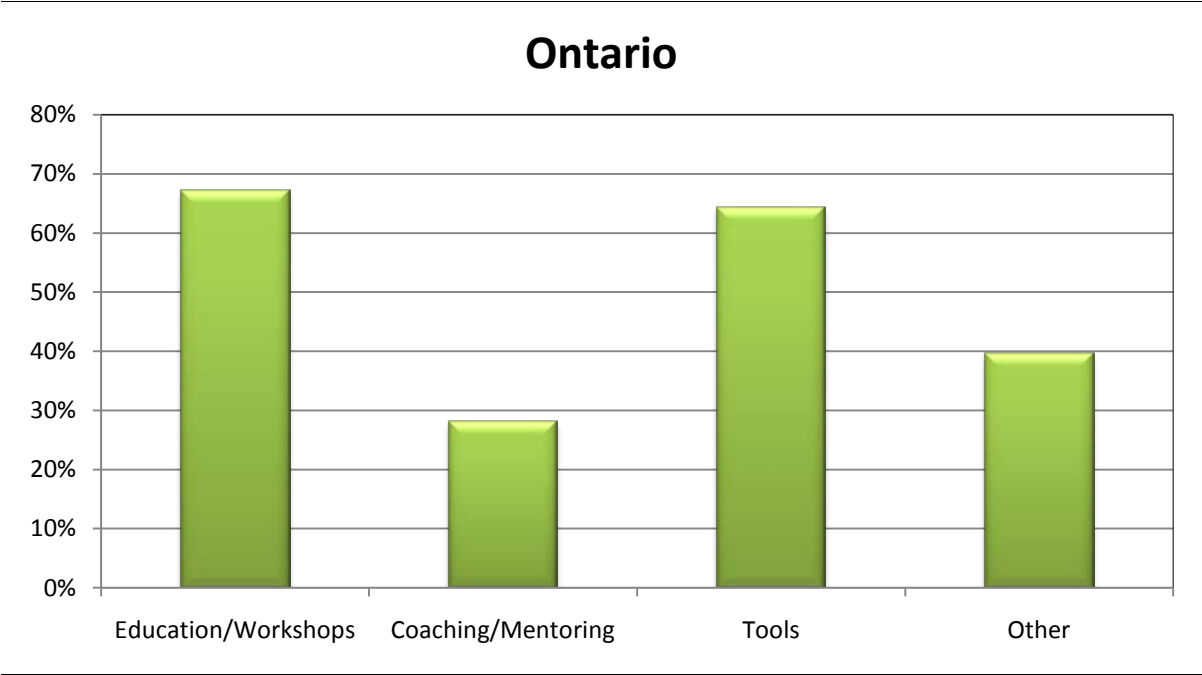


****Please note:** Respondents were able to choose more than one category.



Appendix E: Desired Supports by Province





****Please note:** Respondents were able to choose more than one category.



Appendix F: Interest in Pilot Projects by Province

