

# Learning for Life

**Paule Doucet, Ph. D.**



Impact of Literacy  
on Learners,  
Their Family and Friends:  
Action-Research Report



Coalition ontarienne de formation des adultes



Pluri-elles (Manitoba) Inc.



**The Impact of Literacy on Learners, Their Family and Friends:**

**Action-Research Report**

**Paule Doucet, Ph. D.**

Coalition ontarienne de formation des adultes  
and  
Pluri-elles (Manitoba) Inc.

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## SUMMARY

*Learning for Life, Impact of Literacy on Learners, Their Family and Friends* presents the action-research designed, implemented and conducted by the Coalition ontarienne de formation des adultes and Pluri-elles (Manitoba) Inc., in close collaboration with contributors from both provinces between 2007 and 2010.

The research project was faced with a huge challenge. Its goal was to demonstrate the impact of literacy on learners in their everyday lives. It was also a matter of providing, through this research, practical and useful information to stakeholders involved in French literacy, as well as to adult literacy and basic skills agencies from Francophone communities in a minority setting in Manitoba and Ontario.

The first phase of the project, which took place in 2007 and 2008, involved the partners' and contributors' sharing and approving the strategic framework and the evaluation framework of the project. It was followed by a literature review of Canadian and international research about essential skills and skills transfers into everyday life, as well as an overview of the realities specific to both provinces involved in the project. The partners and contributors then proceeded to explore the options and make methodological and technical choices appropriate to the desired project objectives and outcomes and to the target groups directly involved: learners, their family and friends, as well as the practitioners. This phase was completed by the selection of the concrete conditions for conducting the research in the field and developing the research tools.

The second phase of the project, in 2009 and 2010, was comprised of collecting data using a questionnaire in 27 literacy and basic skills centres with 198 learners, 201 people from among their family and friends, and an undetermined number of practitioners. Some practitioners also participated in eight discussion groups in as many literacy and basic skills centres. Following the electronic compilation of collected data, the research focussed on describing, comparing and analyzing the results from quantitative and qualitative data collected, as well as representing them in many graphical figures.

Results presentation starts with a general overview of the learners' profiles, followed by descriptions and comparisons of the essential skills acquired and transferred into everyday life, by category of learners such as gender, age group and training level. The analysis is done by describing and comparing the findings from this research, i.e. the effects of knowledge and skills acquisition on learners and the impact of transfers into their daily lives. The key general trends that emerged from the description and comparison of quantitative data show that most respondents are aware of their improved skills in reading, writing, oral communication, computer use, and numeracy. The acquisition of this knowledge and these skills had effects at the personal level and impacts in the everyday lives of learners, mainly at the functional level in training and at work, as well as at the family, community, civic and social level.

In order to illustrate the learning experiences of learners and the witnessed effects or impacts, the research presents a series of typical learner cases including testimonials from their family and friends as well as their practitioner.

The learners' family and friends were very generous in their comments regarding the knowledge and skills transfers of the learners who chose them as references. No one is in a better position than them to confirm the impacts on everyday life following the training received by providing examples of witnessed changes.

The practitioners also provided concrete examples of knowledge and essential skills acquisition and transfers that were witnessed in learners. The research presents the point of view of practitioners, shared during eight discussion groups, on their current practices in terms of training strategies and material used to promote knowledge and skills transfers into everyday life, as well as their perceptions of the strategies to adopt and the resources available or required to do so.

The results analysis was done by highlighting the findings made during this research, in particular on the impact of literacy on learners in their everyday lives in the light of broader international research. The analysis observes convergences between this research results and those of Canadian, American and European research.

The findings were then examined in relation with the initial analysis model, allowing to refine and consolidate it in terms of understanding and explanation of the direct effects of knowledge and essential skills acquisition on learners' independence and personal development, as well as the impacts of transfers on family and household, social, community and civic participation, and the functional work- and training-related aspects.

The results make the transfer processes stand out at several levels: at the personal and psychological level; at the family level; at the social, community and civic level; and at the economic level. Furthermore, it is possible to observe particularities that are specific to learners in Francophone communities in a minority setting.

The findings are particularly enlightening for adult literacy and basic skills stakeholders, those who are in direct relationship with the learners as well as those who are responsible for training, coaching practitioners or making decisions related with programs or resource allocation. Since the research was especially rich in quantitative and qualitative data, it is still possible to further investigate several issues of interest for stakeholders and decision-makers.

The Coalition ontarienne de formation des adultes and Pluri-elles (Manitoba) Inc. present this research with the pride and satisfaction of having met the challenge, confident that the results will catch the attention of the stakeholders concerned and contribute to the collaborative action towards the development of training for Francophone adults that will benefit the learners and their communities.



# INTRODUCTION

Given the ever-increasing importance of results-based management, two provincial agencies responsible for French literacy programs in Ontario and Manitoba set out to show the impact of literacy on learners through a field research project. The Coalition ontarienne de formation des adultes (COFA) and Pluri-elles (Manitoba) Inc. led the research project together, in partnership with contributors from both Ontario and Manitoba.

This research project will describe the impacts of literacy on Francophone learners and the broader impacts of transferring these skills into their daily lives. Specifically, it will identify the changes – whether observed or perceived – related to transferring this knowledge into everyday life. This information will help to enhance community and government stakeholders' understanding of literacy, improve training practices, and strengthen the capacity of Francophone organizations that administer literacy and basic skills programs for adults.

The first phase of the project took place from October 2007 to November 2008, and the second from December 2008 to September 2010. The first phase involved planning the research and designing and developing the research tools. The second phase was comprised of carrying out the research in the field, namely collecting the information, processing and interpreting the data, analyzing and synthesizing the results, writing and disseminating the final report and summary. This report deals with the outcomes of both project phases.

There are 15 components in this report:

1. Orientation
2. Project Management
3. Context and Challenges
4. Literature Review
5. Conceptual Parameters
6. Research Methodology and Techniques
7. Survey Respondents
8. Empirical Data
9. Process and Levels of Analysis
10. Description of the Key Trends
11. Learning and Transferring Experiences
12. Learning and Using the Skills in Everyday Life
13. Training Experiences
14. Strategies, Materials and Resources
15. Results Analysis





# 1 – ORIENTATION

## 1.1 Project Title

The project, which was initially entitled *Impact of Literacy on Learners and Their Family*, is now called *The Impact of Literacy on Learners and their Family and Friends*. This change was intended to better reflect the direction and scope of the research.

## 1.2 Project Partners

The COFA and Pluri-elles (Manitoba) Inc., both provincial non-profit organizations in the literacy field, are the project partners and leaders.

## 1.3 Project Strategic Framework

### 1.3.1 Vision

Learners in literacy and basic skills programs benefit from quality programs intended to increase their essential skills and improve their everyday life.

### 1.3.2 Mission

The stakeholders associated with the project feel more informed and better equipped to create a learning environment that facilitates skills transfers into everyday life by offering their learners training that is based on best practices.

### 1.3.3 External mission

Canadian literacy and basic skills stakeholders feel more informed and better equipped to create a learning environment that facilitates skills transfers into everyday life by offering their learners training that is based on best practices.

### 1.3.4 Goal

To support learners in their training process so they are more successful in transferring their learning into their everyday life.

### 1.3.5 Values

**Solidarity:** The partners believe that solidarity can be expressed by the development of a feeling of personal and collective responsibility, and through active cooperation in the sustainable and democratic development of the literacy and basic skills environments.

**Transparency:** The partners ensure transparency in the overall project management and in its decision-making process.

**Ethics:** Ethical behaviour is the basis of project governance and it guides the partners in their relations with the public in general, the other partners, learners, and all the stakeholders in this project.

**Respect:** Respect for people is demonstrated by recognizing their uniqueness, appreciating their contribution and respecting their role. A participant's respect for the project can be shown by abiding to the mission, making a professional

contribution and fulfilling their commitment to the partners and to Francophone adults in Ontario and Manitoba.

### **1.3.6 Objectives**

- Enhance the knowledge of partners, contributors, stakeholders across various sectors (for example: social services and health), researchers, and funders about the impact of literacy on learners and on their family and friends;
- Improve literacy practices that target skills transfers into everyday life;
- Strengthen the capacities of literacy and basic skills agencies.

### **1.3.7 Target groups**

- Practitioners will have access to information that will help them improve their teaching practices.
- Learners will understand how to better transfer their newly learned skills into their daily lives. Their lives will definitely be improved and they will have more opportunities to benefit from their skills as a result.
- Decision makers and interested parties will have at their disposal the results of the action-research providing them with relevant information to help move literacy issues forward.

### **1.3.8 Partners and contributors**

The COFA is a non-profit organization that provides support services to adult French-language training service providers, including those in the community, school board and college sectors in Ontario. The COFA inspires and supports the actions of Francophone communities aimed at creating the conditions that would allow the entire population of Ontario to become fully literate.

The COFA teamed up with eight contributors from various regions of Ontario that work in the community, school board and college sectors.

Pluri-elles (Manitoba) Inc. is a non-profit organization that provides Francophones in Manitoba with the tools they need to grow both personally and professionally. The programs and services relate to education, adult literacy, family literacy, economy, culture, health, and social services. They help to build stronger Francophone communities from one end of the province to the other.

Pluri-elles (Manitoba) Inc. teamed up with three contributors from various regions of Manitoba.

### **1.3.9 Desired project outcomes**

- A better understanding, in the adult training community and among interested parties, of the effects of literacy on learners and their family and friends.
- Improved teaching practices that focus on skills transfers and that facilitate skills transfers into the everyday lives of learners.
- The acquisition of knowledge and the adoption of strategies by the literacy and basic skills service providers, allowing them to better monitor the effects of the training they offer on the lives of the people they are serving.



## 2 – PROJECT MANAGEMENT

### 2.1 *Management Model*

The research approach that was proposed and approved by the partners and contributors consists of results-based management principles and practices and the accompanying evaluation pulled together into a strategic framework and an evaluation framework.

The strategic framework includes the vision, mission, values, and goal of the project, as well as the target groups, partners and contributors, and desired outcomes. The strategic framework is described in the section that addresses the project orientation.

The evaluation framework includes the desired outcomes, activities, indicators, sources and methods for collecting information, outputs and impacts of the project. This evaluation framework was reviewed several times by the team of contributors during Phase 1. It was revised again by the team of contributors and the consultant Ronald Bisson, from Bisson associés, at the end of Phase 1.

The evaluation process had two levels.

1. The informal evaluation, conducted at each working session: The contributors informally evaluated the process or any other relevant aspects of the project by each stating their positive and negative impressions and assessments. They also filled out an evaluation form prepared by the partners.
2. The formal evaluation, conducted in two parts: The contributors participated in the formative evaluation that dealt with Phase 1 of the research, and then the summative evaluation at the end of Phase 2 of the research.

### 2.2 *Organization of the Project*

The organization of the project was coordinated by the project's partners, who acted as co-directors, and the team of contributors, which actively participated in each step of the research: design, development and evaluation.

One of the underlying strengths of the team of contributors was the fact that it was composed of representatives from all different types of organizations: from institutional to non institutional organizations providing adult literacy and basic skills services in a college, in a school and in a community based organization.

### 2.3 *Roles of the Partners*

- Gather the contributors together in order to discuss the various aspects of the project activities.
- Communicate regularly with the contributors in order to provide them with support necessary for the project's success.
- Plan and coordinate activities necessary to ensure the project's success.
- Write and distribute a research report.

## **2.4 Roles of the COFA and Pluri-elles (Manitoba) Inc. Contributors**

- Participate in meetings set up by the COFA and Pluri-elles within the context of the project.
- Respect established deadlines.
- Help develop the questionnaire.
- Participate in evaluating the content and processes.
- Recruit learners to validate the questionnaire.
- Validate the questionnaire with several learners.

## **2.5 Roles of the Organisations Participating in the Data Collection Process**

- Recruit learners who are in training and those who have completed their training.
- Submit the questionnaire to people who are in training and those who have completed their training, as well as their practitioner and their family and friends (whom they will have recruited themselves).
- Form a discussion group with practitioners from the same centre in order to discuss the winning strategies for transferring learning into everyday life.
- Hand over results from the questionnaires and the discussion groups to the partners.
- Participate in disseminating the results.

## **2.6 Role of the Consultants**

↪ Bisson associés: Consultant Ronald Bisson, president of Bisson associés, was responsible for supervising the project's external evaluation process, that is the formative evaluation, which included validating the evaluation framework at the end of Phase 1, and the summative evaluation of the contents and the process in Phase 2, once the research was complete.

↪ Doucet associés inc.: Consultant Paule Doucet (Ph.D. in Sociology), president of Doucet associés inc., was in charge of supporting the partners and contributors and of leading the work to design and develop the research tools, of interpreting the data, of analyzing the results and of preparing the reports.

↪ Mireille Losier, Research and Evaluation: Consultant Mireille Losier (M.A. in Sociology) worked with Paule Doucet in 2009 to enter and process the quantitative data. She produced the tables and figures, as well as the descriptions and preliminary analyses of the quantitative data.

## **2.7 Duration of the Project**

The project took place over the period from October 2007 to September 2010. It consisted of two main phases:

Phase 1, from October 2007 to November 2008, can be considered the preparatory phase. It served to inform and train the partners and contributors and to prepare and validate the information collection tools.

Phase 2, from January 2009 to September 2010, involved collecting and processing the data, interpreting it and analyzing it, evaluating the processes established to carry out the project activities, and writing and disseminating the report.



## 3 – CONTEXT AND CHALLENGES

### 3.1 Context of Francophone Minorities

The number and percentage of Francophones living in a minority context is evolving in Manitoba and Ontario, according to a comparison of the data between the 2001 and the 2006 Census of Canada. Overall, in these provinces, the number of Francophones is increasing and the proportion relative to the total population is decreasing.

As a matter of fact, as shown in Statistic Canada's *Survey on the Vitality of Official-Language Minorities* (2007), which was based on data from the 2006 Census of Canada, the very notion of Francophone expands or shrinks depending on whether one uses data that deals only with the variable of French as the mother tongue, or a combination of the following variables:

- a) French as the mother tongue;
- b) Both French and English as the mother tongue;
- c) French and another language as the mother tongue;
- d) French as the first official language spoken. This variable includes, in addition to those who have French as a mother tongue, those who have neither French nor English as a mother tongue but who speak French most often at home.

It should be noted that the following text under points 3.2 and 3.3 only takes into account the data based on French as a mother tongue. However, it is obvious that learners who have French as one of their mother tongues and learners who have French as their first official language, without it being their mother tongue, constitute a growing proportion of the people in literacy programs and this is especially true in large cities.

To gain a better understanding the context of Francophone minorities in Manitoba and Ontario, the reader can consult the *Profiles of the Francophone and Acadian Communities of Canada* produced by the Fédération des communautés francophones et acadienne (FCFA) in 2009 based on the data in the 2006 Census of Canada; these profiles are available online at the following address: <http://www.fcfa.ca/profils/>.

### 3.2 Context of Francophone Literacy in a Minority Setting<sup>1</sup>

In order to get the most comprehensive picture possible of Francophone literacy in a minority setting in Canada, we are referencing the results of the International Adult Literacy and Skills Survey (IALSS) (Statistics Canada, 2003). The IALSS survey groups literacy skills into five levels that represent a set of tasks of increasing difficulty. The five levels are defined as follows:

- **Level 1:** Respondents at this level have difficulty reading texts and possess few basic skills or strategies for decoding a text.
- **Level 2:** Respondents at this level have limited skills. They can read, but with difficulty. They can only read simple material that is clearly laid out.

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<sup>1</sup> The text in sections 3.2 and 3.3 is taken from a report by the Fédération canadienne pour l'alphabétisation en français (FCAF) produced by Ronald Bisson associés, entitled *C'est le temps d'agir : Plan de rattrapage pour l'alphabétisation des adultes francophones vivant en milieu minoritaire* (It's time for action: Literacy catch-up plan for adult francophones in minority settings) (2006), except for 3.3.1 and 3.3.2, which focus on the updated data from the 2006 Census of Canada and the brief overviews of the current context in Manitoba and Ontario, which were also updated.

- **Level 3:** Respondents at this level can read with ease, but have difficulty carrying out more complex tasks.<sup>2</sup>
- **Levels 4/5:** Respondents at these levels demonstrate strong literacy skills, including a wide range of text reading skills and many strategies for decoding complex material. These people can take on new reading challenges.

The IALSS makes it possible to compare the skill levels of the Canadian population with that in Norway, a country that was chosen as a benchmark because of its high rate of adult literacy skills in the total population aged between 16 and 65 years.

**Table 1**  
Population in Norway and in Canada, aged 16 to 65 years,  
at each literacy level (IALSS, 2003)

Country	Level 1	Level 2	Level 3	Levels 4/5
Norway	7.9%	26.2%	45.3%	20.6%
Canada	14.6%	27.3%	38.6%	19.5%

In addition, in order to identify or estimate the literacy levels and the performance indicators for each province and territory, the Canadian component of the IALSS uses the results of an oversampling of Francophone communities in Canada. These results are summarized as follows:

**Table 2**  
Canada – Francophones from 16 to 65 years of age, by literacy level  
(IALSS, 2003)

Provinces	Level 1	Level 2	Level 3	Levels 4/5
Manitoba	20.0%	30.2%	34.8%	15.0%
Ontario	24.8%	30.7%	31.8%	12.7%
Québec	21.3%	33.4%	33.3%	12.0%
New Brunswick	32.1%	34.2%	24.9%	8.8%

### 3.3 Overview of the Situation in Manitoba

#### 3.3.1 Francophone population of Manitoba (Census of Canada, 2006)<sup>3</sup>

- A total of 47,110 people have French as their mother tongue (sole mother tongue), accounting for 4.2% of the total population of the province. The province is home to 1,133,515 people.
- In 2006, 44,110 people had French as their first official language spoken, accounting for 3.9% of the population. This category includes people who have both French and English as mother tongues and those who have a mother tongue other than French or English, but for whom French is their first official language.
- The Francophone population of Manitoba was relatively stable from 2001 to 2006 with regard to absolute numbers, but its percentage of the overall population decreased.
- The median age is 47 years; this number is greater than the median age of Anglophones, which is 38 years.

<sup>2</sup> Level 3 is usually used as a minimum benchmark, because in developed countries, performance above Level 2 is generally associated with a number of positive outcomes (increased civic participation, increased economic success and independence, and enhanced opportunities for lifelong learning and personal literacy).

<sup>3</sup> Updated data taken from the 2006 Census of Canada, published by the FCFA: *Francophone Community Profile of Manitoba*. Ottawa: FCFA, 2009 (consult the *Profiles of the Communities* on the following site: [www.fcfa.ca](http://www.fcfa.ca)).

- As for education levels, slightly more than half of Franco-Manitobans have not pursued education beyond high school. However, it should be noted that 6,300 people (or 16% of the Franco-Manitoban community) have gone to university, a proportion that is similar to the national average for Francophones and a bit higher than the provincial average for Anglophones.
- The labour force participation, employment and unemployment rates of Francophones in Manitoba are not addressed here given the recent economic fluctuations.
- The average annual income of Franco-Manitobans was \$33,267 in 2005, about \$2,000 higher than the provincial average for the general population.

The largest concentration of Francophones (fully two-thirds) is found in the metropolitan area of Winnipeg, where they are grouped within the territory of the former town of Saint-Boniface and in the historic villages of Saint-Norbert and Saint-Vital. Ninety percent (90%) of Francophones in rural areas live within one hour of the capital city of Winnipeg. The other Francophones live in towns and villages located southeast and southwest of Saint-Boniface. They are separated by great distances, so it is difficult for them to obtain services and participate in French-language programs.

The proportion of Francophones continues to be relatively strong in certain rural regions of Manitoba where French plays an important part in their daily lives. In Winnipeg, the French language retains its strength due to the large number of Francophones in Saint-Boniface. It is essential that these Francophones receive support to work on their literacy skills. Moreover, actions to help develop both rural and urban francophone communities must be undertaken.

### 3.3.2 Literacy status of Francophones in Manitoba aged 16 to 65 years and over (IALSS, 2003)

#### By level

The key findings in the IALSS, the results of which are shown in the tables below, can be summarized as follows (IALSS 2003):

- There are 50.2% of Franco-Manitobans aged 16 years and over at literacy levels 1 and 2, compared to 39% of Anglophones in the same age bracket.
- The percentage of Francophones at levels 3, 4 and 5 is 49.8%, compared to 61% of Anglophones.

**Table 3**  
**Manitoba – Francophones aged 16 to 65 years and over, by literacy level (IALSS, 2003)**

Estimated numbers and percentages of Francophones by literacy level	Level 1	Level 2	Level 3	Levels 4/5	Total
Estimated number of Francophones aged 16 to 65 years and over by literacy levels (IALSS 2003)	8,329	12,592	14,542	6,274	<b>41,737</b>
Estimated percentage of Francophones aged 16 to 65 years and over by literacy levels (IALSS 2003)	20.0%	30.2%	34.8%	15.0%	

**Table 4**  
**Manitoba – Anglophones aged 16 to 65 years and over, by literacy levels (IALSS, 2003)**

Estimated numbers and percentages of Anglophones by literacy levels	Level 1	Level 2	Level 3	Levels 4/5	Total
Estimated number of Anglophones aged 16 to 65 years and over by literacy levels (IALSS 2003)	69,591	172,480	256,554	122,834	<b>621,459</b>
Estimated percentage of Anglophones aged 16 to 65 years and over by literacy levels (IALSS 2003)	11.2%	27.8%	41.3%	19.8%	

### By age groups

The following information can be gathered from the table below:

- Among those Francophones in Manitoba ranked at literacy level 1, 19.2% are aged from 16 to 44 years; the percentage of those at this level aged 45 to 64 years is practically the same at 19.9%.
- Among those people ranked at level 2, 44.2% are aged 16 to 44 years and 32.7% are aged from 45 to 64 years.
- In total, 63.4% of the Francophones in Manitoba aged from 16 to 44 years and 52.6% of those aged from 45 to 64 years are ranked at literacy levels 1 and 2.

**Table 5**  
**Manitoba – Francophones at levels 1 and 2, by age group (IALSS, 2003)**

Level 1	16-24 years	25-44 years	45-64 years	65 years and over	Total
Estimated number of Francophones at Level 1 by age group	405	1,188	1,654	5,082	<b>8,329</b>
Estimated percentage of Francophones at Level 1 by age group	4.9%	14.3%	19.9%	61.0%	
Level 2	16-24 years	25-44 years	45-64 years	65 years and over	Total
Estimated number of Francophones at Level 2 by age group	1,566	4,000	4,114	2,912	<b>12,592</b>
Estimated percentage of Francophones at Level 2 by age group	12.4%	31.8%	32.7%	23.1%	

### 3.3.3 Overview of the current literacy context in Manitoba

Pluri-elles (Manitoba) Inc. is at the forefront of literacy programming in Manitoba. The organization was founded in 1982 and opened its first literacy centre in 1991. By 2005, it had more than 12 centres spread out across the province of Manitoba. It can be considered a one-stop and multi-disciplinary centre that helps people by offering various programs for all age groups. Pluri-elles works in the adult literacy, family literacy, counselling and employability sectors. The agency's adult literacy program focuses not only on acquiring reading and writing skills, but also on content that can help a learner grow personally. This non-traditional way of doing is based on a global and dynamic vision of the learner's personality. The added benefit of Pluri-elles lies in the fact that the agency can work with the person in their geographic setting, respecting both their social and economic context. Several of the agency's

programs are based on the person's culture and real life experience. The programs are customized and correspond therefore to the situations, needs, resources and, most importantly, fields of interest of the participants. For example, if the learners work in agriculture, Pluri-elles offers them a training program based on this field, thereby allowing them to improve their self esteem and increase their capacity to grow.

The success of a literacy and basic skills program is not defined solely by the skills gained in a training room, but also by the application of these skills in the daily private and professional life of the learner.

Challenges to be overcome:

- For learners: The distances between communities, the rural factor, the more recent matter of incorporating new immigrants, the ever-increasing rate of assimilation, an ageing population, the methods used to place accountability on the learner for his or her own learning process, the lack of access to adult literacy programs, as well as the disparaging view of adult education versus initial school education.
- For practitioners: The lack of training and professional development activities, the lack of specialized services, few French-language resources, working fatigue (working part time in addition to having a full-time job), the difficulty in recruiting learners.
- For agency: The lack of facilities and equipment to offer the programs, as well as the lack of stable and permanent funding.

### **3.4 Overview of the Situation in Ontario**

#### **3.4.1 Francophone population in Ontario (Census of Canada, 2006)<sup>4</sup>**

- In 2006, Ontario had 532,855 people reporting French as their mother tongue (uniquely French as a mother tongue), accounting for 4.36% of the province's total population. The province is home to 12,028,895 people.
- In 2006, 578,040 people reported French as their first official language spoken, accounting for 4.77% of the total Ontarian population.
- As a result of the high population growth in Ontario, the proportion of Francophones is on the decline. However, it should be noted that, in absolute numbers, the Francophone population in this province is growing, particularly in the cities of Toronto and Ottawa, and in Eastern Ontario (especially Prescott and Russell).
- The median age of Francophones is 42 years; this number is greater than the median age of Anglophones, which is 39 years.
- Across the province as a whole, 24% of Francophones do not have a diploma; this rate varies widely from one region to another and between the urban and rural areas. Moreover, 20% of the Francophones do have a university diploma, which is a higher percentage than the national average. The percentage of Francophones with a trade diploma is 10% and with a college diploma is 22%.
- The labour force participation, employment and unemployment rates of Francophones in Ontario are not addressed here given recent economic fluctuations in the province.
- The average annual income of Francophones in Ontario is \$38,373; this number was higher than the province's average annual income of \$38,099 in 2006.

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<sup>4</sup> FCFA. *Francophone Community Profile of Ontario* (2008), online at [www.fcfa.ca](http://www.fcfa.ca).

More than half of Ontario's Francophones were born in the province, while 25.4% were born elsewhere in Canada. The proportion of Franco-Ontarians born outside of Canada rose from 4.8% to 16.6% between 1996 and 2006. Ontario attracts 70% of the immigrants who report French as their first official language spoken and who have chosen minority Francophone communities as their place of residence.

### 3.4.2 Literacy status of Francophones in Ontario aged 16 to 65 years and over (IALSS, 2003)

#### By levels

The key findings that emerge from the IALSS can be summarized as follows (IALSS, 2003):

- There are 55.5% of Franco-Ontarians aged 16 years and over at literacy levels 1 and 2, compared to 40.3% of Anglophones in the same age bracket.
- The percentage of Francophones at levels 3, 4 and 5 is 44.5%, compared to 59.7% of Anglophones.

**Table 6**

**Ontario – Francophones aged 16 to 65 years and over, by literacy levels (IALSS, 2003)**

Estimated numbers and proportions of Francophones by literacy levels	Level 1	Level 2	Level 3	Levels 4/5	Total
Estimated number of Francophones aged 16 to 65 years and over by literacy levels (IALSS 2003)	114,326	141,150	146,449	58,561	<b>460,486</b>
Estimated percentage of Francophones aged 16 to 65 years and over by literacy levels (IALSS 2003)	24.8%	30.7%	31.8%	12.7%	

**Table 7**

**Ontario – Anglophones aged 16 to 65 years and over, by literacy levels (IALSS, 2003)**

Estimated numbers and proportions of Anglophones by literacy levels	Level 1	Level 2	Level 3	Levels 4/5	Total
Estimated number of Anglophones aged 16 to 65 years and over by literacy levels (IALSS 2003)	860,382	1,732,946	2,515,391	1,334,028	<b>6,442,747</b>
Estimated proportion of Anglophones aged 16 to 65 years and over by literacy levels (IALSS 2003)	13.4%	26.9%	39.0%	20.7%	

#### By age groups

The following information can be gathered from the table below:

- Among those Franco-Ontarians ranked at literacy level 1, 19.7% are aged from 16 to 44 years; the percentage is 3.8% among people aged 45 to 64 years.
- Among those people ranked at level 2, 41.3% are aged 16 to 44 years and 36.7% are aged from 45 to 64 years.
- In total, 61% of the Francophones in Ontario aged from 16 to 44 years and 40% of those aged from 45 to 64 years are ranked at literacy levels 1 and 2.

**Table 8**  
**Ontario – Francophones at levels 1 and 2, by age group (IALSS, 2003)**

Level 1	16-24 years	25-44 years	45-64 years	65 years and over	Total
Estimated number of Francophones at Level 1 by age group	5,067	17,439	35,263	56,557	<b>114,326</b>
Estimated percentage of Francophones at Level 1 by age group	4.4%	15.3%	30.8%	49.5%	
Level 2	16-24 years	25-44 years	45-64 years	65 years and over	Total
Estimated number of Francophones at Level 2 by age group	13,945	44,340	51,846	31,019	<b>141,150</b>
Estimated percentage of Francophones at Level 2 by age group	9.9%	31.4%	36.7%	22.0%	

### 3.4.3 Overview of the current literacy context in Ontario

Founded in 1999, the COFA brings together 28 member agencies that offer literacy and basic skills services in approximately 40 service points. The COFA is responsible for offering support services to all literacy and basic skills agencies in the community, school board and college sectors in Ontario.

Together with its members, COFA helps to create the conditions that will allow Francophone adults in Ontario acquire the skills they need to reach their training objectives. The organization meets this objective by providing, for example, professional development opportunities both in person and online to managers and practitioners. It makes an assortment of resources for managers and practitioners available on its Web site. The COFA helps to advance knowledge about adult literacy and basic skills through its research activities. It reinforces the importance of French-language adult education in Ontario and the need for Franco-Ontarians to have access to a complete range of programs through its advocacy work with government bodies and others. The organization supports regional initiatives aimed at increasing training opportunities through the creation of programs and by providing better access to programs via strategic partnerships. It helps to create an environment that fosters identity-building within Francophone communities.

Two other provincial agencies support COFA's members: AlphaPlus Centre, a resource and development centre, predominantly in the technology field, and the Centre franco-ontarien de ressources en alphabétisation (FORA), a centre that produces, publishes, promotes and sells teaching and learning material for the literacy and basic skills field in Canada.

Challenges to be overcome:

- For learners: The travelling distance to participate in training, the lack of a continuum in post-literacy training services, the negative perception associated with training among people with low literacy, fear of failure, the requirement to look for a job at any price imposed by the employment services agencies, the eligibility criteria imposed by referring organizations.

- For practitioners: Low salaries, the impossibility of finding a full-time position, the lack of specialized services, working fatigue, the lack of initial training and professional development, isolation in small agencies.
- For agencies: The lack of adequate and permanent funding to offer quality services and ensure their development based on immediate and emerging needs, as well as the lack of initial training and professional development for practitioners.

### **3.5 Challenges of Literacy Research**

The literature review conducted during the first phase of the research project led to several conclusions about earlier research on the literacy process of Francophone adults living in minority situations in Canada. They are as follows:

- Very little field research has been conducted with learners from Francophone communities in Canada, particularly in communities where Francophones are a minority (i.e. outside of Quebec);
- There is almost no field research in Canada on skills transfers for Francophones; and
- There are wide fluctuations with respect to the thoroughness of choices made for research concepts and methods, the development of tools and their application, and the quality of the analysis and interpretation of the results.

In the case of this research project, the challenge consisted therefore of ensuring that the concepts, methods and techniques, as well as the analysis of the research results, were all:

- a) Of good “scientific” quality; that they clearly indicate the feasibility and constraints of the research and the validity conditions of the results;
- b) Developed through a participative process;
- c) Well-adapted to the specific conditions and challenges of the official language minority communities in Manitoba and Ontario; and
- d) Presented in formats adapted to and useful for the target groups.



## 4 – LITERATURE REVIEW

### 4.1 *Goal of the Literature Review*

The literature review focuses on the experience of learners in literacy programs, on their challenges, their learning strategies, and on the benefits gained in regard to skills and the transfer of skills – whether perceived by them or attributed to them. We also address practitioners' experience with regard to the transfer of skills by learners. The actual literacy and basic skills programs and processes are not part of this review, although these aspects are clearly interrelated. The review was also meant to identify, from the work available, any exemplary methods and techniques derived from literacy field research that are being used in Canada and abroad.

### 4.2 *Information Sources*

The research chosen included recent work from the past 15 years that was indexed and accessible on the Web, as well as print documents provided by the project's partners. The consultant paid special attention, first of all, to research conducted in Canada and in the Canadian Francophonie and then secondly, to Canadian and international research and studies that dealt with the selected key concepts, such as skills transfers, functional learning, and basic, essential and generic skills.

As a result, references to the 40 selected documents that were relevant to the planned research have been included in the annotated bibliography at the end of this report. The consultant also created reading notes that highlighted the main concepts, methods and research results found in the documents that were part of the literature review. The following texts were derived from or taken directly from these notes.

### 4.3 *Examined References*

#### 4.3.1 **International references**

The review of research conducted outside of Canada was carried out on the Internet using resources from research centres and cross references to the themes of interest, as mentioned earlier.

The literature reviews themselves, which deal with subjects of interest for this research project, are international in that they compile references and scientific research results that were published in English in various countries. The authors (from universities and specialized research centres) of these literature reviews aim at shedding light on the literacy research, policies and programs in their respective countries.

The recent literature reviews that were consulted and selected by the consultant come from Australia (Hartley and Horne, 2005), the United States (Beder, 1999; Comings and Soricone, 2007), and the United Kingdom (Government of Scotland, 2006). Documentation was consulted originating from the following centres of excellence in adult education and literacy outside of Canada: The National Center for the Study of Adult Learning and Literacy (Harvard Graduate School of Education), the National Institute for Literacy (Washington, D.C.), the National Centre for Vocational Education Research – NCVET (Australia), and the Government of Scotland (United Kingdom).

Certain common factors on the international level guide research, according to Hartley and Horne (2006), despite variations in policies and organizational structures. The emergence of adult learning and continuing education in a knowledge-based society is one of these factors. The growing demand for accountability in the use of public funds and the increased focus on evidence-based policy development is the other. However, the research is based on different theoretical positions and methodological approaches. The consultant examined the various approaches that help provide models and methodologies useful for investigating the impacts of literacy.

The literature review conducted by Hal Beder (1999), entitled *The Outcomes and Impacts of Adult Literacy Education in the United States*, is frequently cited in many research studies. This review focuses on the results of 23 research projects, from a total of 115. These 23 were selected because of the evidence presented (not proof) and because of their methodological credibility. The author of the review is cautious in his conclusions about the effectiveness of adult literacy programs in the United States. Furthermore, he is particularly cautious in his conclusions about the 11 key research results because of weaknesses in the methodology and interpretation of the results (see his conclusions below).

### 4.3.2 Canadian and regional references

The review of field research as well as Canadian Anglophone and Francophone studies is based, for the most part, on Web sources compiled by the adult literacy resource centres listed below, which provide mainly references to French-language documents:

- National Adult Literacy Database (NALD). Online: [www.nald.ca](http://www.nald.ca)
- Centre de documentation sur l'éducation des adultes et la condition féminine (CDÉACF). Online: [www.catalogue.cdeacf.ca](http://www.catalogue.cdeacf.ca)
- Centre interdisciplinaire de recherche/développement sur l'éducation permanente (CIRDEP – UQAM). Online: [www.cirdep.uqam.ca](http://www.cirdep.uqam.ca)
- Centre de ressources éducatives et communautaires pour adultes (CRÉCA). Online: [www.creca.net](http://www.creca.net)

It should be noted that COFA also gave the consultant several documents from its own collection that deal with field research. (Consult COFA's publications online: [www.coalition.ca](http://www.coalition.ca).)

## 4.4 Concepts

The following concepts either guided or supported the direction taken in the main researches found in the fields of interest.

### 4.4.1 Literacy

The social and ecological view of literacy has shifted to a relational approach from a purely psychological or cognitive model:

The essence of this approach is that literacy competence and need cannot be understood in terms of absolute levels of skill, but are relational concepts, defined by the social and communicative practices with which individuals engage in the various domains of their life world. It sees literacy as historically and socially situated. [...] The focus shifts from literacy as deficit or lack, something people haven't got, to the many different ways

that people engage with literacy, recognising difference and diversity and challenging how these differences are valued within our society (Hamilton, 2000, p. 1).

New literacy research, according to Blackler (1995), as cited by Hamilton (2000), recognizes that “knowing is not simply the product of individualized skills and understandings but a relational, social process. Neither is knowing simply a cognitive matter but it simultaneously involves other modes of engaging with the world.” (p. 6)

The following forms of “knowing” are taken from Blackler (1995):

- Embodied knowing, which is experiential and action oriented, dependent on peoples’ physical presence, on sensory processes, and physical cues;
- Symbolic knowing, which is mediated by conceptual understandings which are explicit, propositional and encoded through a variety of semiotic technologies: spoken language, print and electronic communications;
- Embedded knowing, which is procedural, shaped or engrooved by practical routines which are configurations of material, technological and social symbolic resources through which knowing is accomplished; and
- Encultured knowing, which involves the shared understandings that are achieved through social relationships and initiation into communities of practice (p. 6).

Practice engagement theory, according to Reder (1994), as cited in the same document by Hamilton, points to three aspects of literacy practices, suggesting that people may engage with any or all – or none – of these three aspects in shifting, and often unequal ways: the technologies of reading and writing, the functions of these activities, and the social meanings carried by them.

Hamilton (2000) provides the following brief explanation of vernacular literacies:

Vernacular literacies are essentially ones which are not regulated or systematised by the formal rules and procedures of social institutions but have their origin in the purposes of everyday life. [...] Firstly, vernacular literacy practices are learned informally. They are acquired in homes and neighbourhood groups and shift from context to context. [...] Secondly, the vernacular literacy practices we identified are rooted in action contexts and everyday purposes and networks (p. 5).

The research showed that vernacular literacies were involved in a range of everyday activities, which Hamilton (2000) classified generally as follows:

- Organizing life;
- Personal communication;
- Private leisure;
- Documenting life;
- Sense making; and
- Social participation.

#### 4.4.2 Functional learning

Quebec researchers (Potvin et al., 1998, p. 8) provide the following definition of functional learning:

Functional learning takes place when a person – while remaining tied to their biological potential, innate sensitivity, and reinforcement as well as to basic learning principles – interacts with the environment in four basic learning modes: emotion [feeling], perception [exploring], cognition [understanding] and action [acting]. Concretely, the person:

- 1) Wants to learn something that is meaningful, since this enables him or her to expect reinforcement [feeling];
- 2) Explores their environment to gather and organize information in relation to their goals [exploring];
- 3) Analyzes the information and assimilates it into their cognitive structure [understanding]; and
- 4) Uses the information acquired to change their life situation in accordance with their initial expectation [acting].

#### 4.4.3 Skills transfers

While researching the concept of skills transfers, the researcher encountered the terms “skills transfers” and “transfer of learning”. Taylor (1997) and Désilets and Patry (2002), for example, use the term “transfer of learning”. Binkley and his colleagues (2000) use the term “skills transfers”. The partners and contributors chose to use the term “skills transfers”.

Skills transfers were described by Canadian researcher Maurice Taylor as an extension of the learning process. From a theoretical point of view, skills transfers occurs whenever prior learned knowledge and skills affect the way in which new knowledge and skills are learned and performed (Taylor, 1997, p. 43).

The researcher continues by referring to Cormier and Hagman (1987), Broad and Newstrom (1992), and Perkins and Salomon (1996):

In the context of the workplace, transfer of learning is the effective application by trainees to their jobs of the knowledge and skills gained as a result of attending an educational program. Stated in another way, transfer of learning occurs when learning in one context or with one set of materials impacts on performance in another context or with other related materials.

When later acquisition or performance is facilitated, transfer is positive. When later acquisition or performance is impeded, transfer is negative. As well, transfer can be general affecting a wide range of new knowledge and skills or specific affecting only particular knowledge and skills within a circumscribed subject matter (Taylor, 1997, p. 43).

#### 4.4.4 Skills

##### ↳ What is a skill?

For the purposes of Ontario Skills Passport,<sup>5</sup> a skill is an aptitude that a person must have to perform a specific task. A person can acquire and improve their skills with experience, practice, and training. Many skills are transferable; that is, they can be transferred from one situation or task to another.

##### ↳ Concept of basic skills

The goal of literacy and basic skills is to improve the basic skills in reading, writing, and calculations. However, the conceptual and applied development work being done in Canada over the past two decades reveals a wider range of essential skills.

##### ↳ Concept of generic skills

The Institut canadien d'éducation des adultes (ICÉA) defines generic skills as follows:

[...] a set of skills that relate more to one's personality than to a specific function. A generic skill is developed through action and evolves over the course of a person's lifetime with their various life experiences and work situations. Generic skills can be transferred from one situation to another. Generic skills [or concomitant skills] are divided into three components: Personal development, organizational ability and communication [unofficial translation] (Potvin et al., 2003, p. 11).

On the other hand,

The American commission known as SCANS presented a frame of reference on the competencies and behaviours that schools must teach students. The skills include use of resources, interpersonal relations, information management, understanding systems, and use of technology. The foundations of these skills are: **Basic skills** (reading, writing, arithmetic and mathematical problem solving, listening and speaking), **thinking skills** (creative thinking, decision making, problem solving, visualizing, knowing how to learn, and reasoning), and **personal qualities** (responsibility, self-esteem, sociability, self-management, and integrity, and honesty). [...] Individuals are ultimately responsible for their own training [unofficial translation] (Potvin, 2003, p. 11).

The goal, according to Potvin and her colleagues (2003), consists of developing basic skills in conjunction with the generic skills used every day and in a work situation. In their guide, these researchers provide a descriptive list of the skills or attitudes that correspond to the basic and generic (or concomitant) skills; there are three components: personal development, organizational ability and communication, in an approach that allows one to use the four modes of learning, namely feeling, exploring, understanding and acting, according to the functional learning process (FLP).

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<sup>5</sup> Ontario Skills Passport (OSP) online: [skills.edu.gov.on.ca/OSPWeb/jsp/en/introduction.jsp?lang=en](https://skills.edu.gov.on.ca/OSPWeb/jsp/en/introduction.jsp?lang=en)

## Essential skills according to the Department of Human Resources and Skills Development Canada (HRSDC)<sup>6</sup>

The concept of essential skills comes from questioning the idea of basic skills being grouped under the general headings of reading, writing and calculating. The *Readers' Guide to Essential Skills Profiles* from the Department of Human Resources and Skills Development Canada outlines nine essential skills: reading text, document use, writing, numeracy, oral communication, thinking skills, working with others, computer use, and continuous learning. Essential skills are those skills needed to work, learn and live. They are the foundation for learning all the other skills and they allow people to evolve with their job and to adapt to changes in the work place. According to the Department, the reasons for acquiring these essential skills are as follows:

- to help people perform the tasks required by their occupation and other activities of daily life;
- to provide people with a foundation for learning other skills; and
- to enhance people's ability to adapt to change.

### A. Reading Text

Reading text refers to reading material that is in the form of sentences or paragraphs.

The texts include:

- forms and labels if they contain *at least one paragraph*;
- print and non-print media (for example, texts on computer screens and microfiche);
- paragraph length text in charts, tables and graphs.

### B. Document use

Document use refers to tasks that involve a variety of information displays in which words, numbers, icons and other visual characteristics (e.g. line, colour, shape) are given meaning by their spatial arrangement. For example, graphs, lists, tables, blueprints, schematics, drawings, signs and labels are documents used in the world of work.

If a document includes a paragraph of text such as on a label or a completed form, it is also included in *A. Reading text*. Documents requiring the entry of words, phrases, sentences and paragraphs are also included in *C. Writing*.

Document use includes:

- print and non-print media (for example, computer screen or microfiche documents, equipment gauges, clocks and flags);
- reading/interpreting and writing/completing/producing of documents - these two uses of documents were included in the same section because they often occur simultaneously as part of the same task. That is the case, for example, when completing a form, checking off items on a list of tasks, plotting information on a graph, and entering information on an activity schedule.

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<sup>6</sup> HRSDC, (2006) online: [www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/readers\\_guide\\_whole.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/readers_guide_whole.shtml)

### **C. Writing**

Writing includes:

- writing texts and writing in documents (for example, filling in forms);
- non-paper-based writing (for example, typing on a computer).

### **D. Numeracy**

Numeracy refers to workers' use of numbers and their being required to think in quantitative terms.

### **E. Oral Communication**

Oral communication pertains primarily to the use of speech to give and exchange thoughts and information by workers in an occupational group.

### **F. Thinking skills**

- Problem solving involves problems that require solutions.
- Decision making refers to making a choice among options.
- Critical thinking
- Job task planning and organizing refers to the extent to which the workers plan and organize their own tasks.
- Significant use of memory includes any significant or unusual use of memory for workers in the occupational group.
- Finding information involves using any of a variety of sources: text, people, computerized databases or information systems.

### **G. Working with others**

Working with others examines the extent to which employees work with others to carry out their tasks.

Work alone: Employees work alone providing products or information on progress to others. For example, home-based production workers work alone within their home environments.

Work independently: Workers are not physically alone but work independently, coordinating their work with that of others. For example, receptionists in a large office and production line workers with responsibility for a very specific part of the process are in physical environments that include other workers. However, they work essentially on their own.

Work jointly with a partner or helper: One worker coordinates and cooperates with only one other co-worker at a time. For example, a tradesperson works with an apprentice and a dental assistant works with a dentist.

Work as a member of a team: A team is a group of workers who produce a product or accomplish a task through combined effort and organized cooperation. For example, members of a film crew work together to create a feature film or documentary.

## H. Computer Use

Computer use indicates the variety and complexity of computer use within the occupational group.

## I. Continuous learning

Continuous learning examines the requirement for workers in an occupational group to participate in an ongoing process of acquiring skills and knowledge.

Continuous learning tests the hypothesis that more and more jobs require continuous upgrading, and that all workers must continue learning in order to keep or to grow with their jobs. If this is true, then the following will become essential skills:

- Knowing how to learn;
- Understanding one's own learning style; and
- Knowing how to gain access to a variety of materials, resources and learning opportunities.

### Essential skills according to the Ontario Skills Passport (OSP)

According to the OSP<sup>7</sup>, essential skills enable people to perform tasks required by their occupation and enhance their ability to adapt to change. They are general skills that are used in virtually all occupations and in other activities of daily life. Essential skills are transferable from school to work, job to job and sector to sector. They also provide people with a foundation for learning other skills, such as technical skills and job-specific or workplace-specific skills.

The skills and their brief definitions as featured on the OSP site are as follows:

- **Reading Text:** The comprehension of text consisting of sentences and paragraphs.
- **Writing:** The preparation of written materials for a variety of purposes.
- **Document Use:** The use of labels, lists, signs, graphs, charts, tables, forms, and other similar materials.
- **Computer Use:** The use of any type of computerized technology.
- **Oral Communication:** The use of speech for a variety of purposes.
- **Numeracy:**
  - Money Math:** The use of mathematical skills in making financial transactions, such as handling cash, preparing bills, and making payments.
  - Scheduling or Budgeting and Accounting:** Planning for the best use of time and money, as well as monitoring of the use of time and money.
  - Measurement and Calculation:** The measurement and calculation of quantities, areas, volumes, and/or distances.
  - Data Analysis:** The collection and analysis of data in numerical form.
  - Numerical Estimation:** The production of estimates in numerical terms.

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<sup>7</sup> Ontario Skills Passport (OSP) online: [skills.edu.gov.on.ca/OSPWeb/jsp/en/introduction.jsp?lang=en](http://skills.edu.gov.on.ca/OSPWeb/jsp/en/introduction.jsp?lang=en)

- **Thinking Skills:**

**Job Task Planning and Organizing:** The planning and organization of one's own work.

**Decision Making:** The making of any type of decision, using appropriate information.

**Problem Solving:** The identification and solving of problems.

**Finding Information:** The use of a variety of sources, including written text, people, computerized databases, and information systems. (See also Reading Text, Document Use, Computer Use, and Oral Communication above).

### **Essential skills according to certain authors**

These essential skills were studied in the Canadian workplace by Satya Brink (2005) who defines and enumerates them, indicates their applications, and offers concrete examples. On the international level, Binkley and his colleagues (2000, p. 7-10) make a significant contribution to the conceptual model of skills.

A competence is defined as the ability to meet individual or social demands successfully, or to carry out an activity or task. This external, demand-oriented, or functional approach has the advantage of placing at the forefront the personal and social demands facing individuals. This demand-oriented definition needs to be complemented by a conceptualization of competencies as internal mental structures – in the sense of abilities, capacities or dispositions embedded in the individual. Each competence is built on a combination of interrelated cognitive and practical skills, knowledge (including tacit knowledge), motivation, value orientation, attitudes, emotions, and other social and behavioural components that together can be mobilized for effective action. Although cognitive skills and the knowledge base are critical elements, it is important not to restrict attention to these components of a competence, but to include other aspects such as motivation and value orientation.

Competencies are manifested (or observable) in the actions an individual undertakes in particular situations or contexts (i.e. both the immediate surroundings and the larger socio-economic and political environment). They do not exist internally, independent of action (which implies intentions, reasons and goals). This conceptualization is holistic in the sense that it integrates and relates external demands, individual attributes (including ethics and values), and context as essential elements of competent performance.

The notion of key competence is used to designate competencies that enable individuals to participate effectively in multiple contexts or social fields, and that contribute to an overall successful life for individuals and to a well-functioning society (i.e. that lead to important and valued individual and social outcomes).

The definition and selection of key competencies is influenced by what society's value and by what individuals, groups, and institutions within those societies consider important. Therefore, as well as the definitional criteria outlined above, a common vision of the world as a normative reference point is necessary for identifying those competencies that foster social, economic, and personal well being.

Binkley and his colleagues (2000) propose three categories of key competencies related to their constellation and to contextual variations.

- Acting autonomously and personal identity;
- Using physical and socio-cultural tools interactively; and
- Functioning in socially heterogeneous groups.

Successful participation in the world of work, in the surrounding community and society, and in family and other social fields requires competent individuals. Based on a body of scholarly literature and on interdisciplinary insights, three theory-grounded, broad categories of key competencies have been constructed. The three categories of key competencies are: acting autonomously, using tools interactively, and functioning in socially heterogeneous groups. These categories constitute a conceptual basis for mapping and further conceptualizing the key competencies identified.

Although these three constructs are interrelated, each has a specific focus. The focus of the category acting autonomously is relative autonomy and identity. Using tools interactively concerns an individual's interaction with the world through physical and socio-cultural tools (including language and the traditional academic disciplines). And the category functioning in socially heterogeneous groups emphasizes the individual's interaction with the other, the different other.

#### **4.5 Taking the Context into Consideration**

It is important to take into consideration the local living environment and the community network of learners, the training conditions, and the broader cultural, economic and social context, which all affect the experiences of participants and stakeholders and their future projects.

This literature review about adult literacy in Canada did not reveal any documents that speak explicitly about the impact of acquiring skills in minority Francophone communities. This context could potentially have a significant influence on the sociodemographic characteristics of target groups, on the organization, resources and accessibility of training programs, on the paths to learning and to skills transfers, and on the benefits for individuals and the repercussions on the Francophone community and the region.

The specific nature of the literacy phenomenon in the Francophone communities that was examined in relation to the context and the challenges, determines the relationships between learners, practitioners and other community stakeholders and with their environment. The literacy system and processes are also incorporated in the relationships between the cultural, economic and social players, whether they are a majority or a minority, who exercise leadership based on their powers, knowledge and resources, including their cultural and linguistic resources.

It is therefore crucial to recognize one observation mentioned by Binkley and his colleagues (2000), namely that cultural, economic and social contexts have distinct and variable effects in different communities on learning, the gaining of skills and their appropriate transfers, in order to lead a life that is considered satisfying and successful.

Even though the orientation of our survey does not really take into account regional contexts that vary according to linguistic and educational policies, economic adjustments, urbanization and rururbanization, and migration and immigration, these realities are nonetheless part of the contexts that affect learning and skills transfer experiences.

## 4.6 *Conceptual Models*

The Centre for Research on the Wider Benefits of Learning in the United Kingdom developed an analytical framework for interpreting the benefits of adult literacy – other than those related to income and increased productivity and beyond individual benefits (Schuller et al., 2001). This conceptual analytical framework is the combined result of in-depth field work, the analysis of large databases and the development of analytical tools.

This conceptual framework uses the notions of identity capital, human capital and social capital (see Schuller et al. 2004, p. 44). It is based on three main dimensions – personal (psychological), economic and social – that form the foundation of a conceptual framework allowing for the analysis and understanding of numerous results (see the correlation with the conceptual framework of Binkley et al., 1999, above). According to the researchers, even though some impacts are related to a greater extent to one of the three forms of capital (for example, self-image to identity capital), the outcomes are not fixed in their relationship with one of the poles or between them.

The impacts of learning are seen as capacities that allow for improvements and future benefits. Learning is seen as having multiple and continuous outcomes. The interaction between the impacts is complex and it is possible to explore the links between two or more impacts.

The other method used by Schuller and his colleagues (2001) to represent the impacts of learning consists of a matrix with two axes: the axis of individual and collective dimensions and the axis of maintenance (resources or capital) and transformation. Not all learning will, however, lead to change or transformation. Learning also allows individuals and communities to keep up with and maintain the status quo, namely experiences in the fundamental elements of social life. Learning can also be a negative experience. In the collective dimension, mediating factors, such as attitudes and values, link individual experiences to larger fields of impact, such as family, health and civic engagement.

A more recent trend is to combine perspectives that used to be studied separately, such as the human capital perspective and that of lifelong learning, into a conceptual analytical framework. This trend, based on research conducted in Sweden, suggests that impacts on human capital, namely knowledge, abilities, skills and attributes, which were understood to be intermediate results because they were transformed and used for personal, social and economic well-being, have proven to be end results.

According to Hartley and Horne (2006), proponents of this model, the final outcomes of learning are as follows according to:

- Psychological well-being (self-esteem, self-respect, happiness, identity, decision making);
- Economic well-being (financial support, productivity, wealth);
- Physical well-being (health, food, security); and
- Social well-being (relationships, friendships, empathy, civic engagement, democratic participation, justice and law).

## 4.7 Key Research Findings

The key research findings identified below were taken from the results observed in Canadian and international empirical research.

### 4.7.1 International research findings

#### **The challenges, obstacles and incentives of adult learning**

In the United States, Hayes and Darkenwald (1988) created a scale of the deterrents to participating in adult education that was applied to adults with low-literacy skills who were already in basic education programs. They identified five factors that explained the constraints that prevent adults with low-literacy skills from participating: lack of self-confidence, disapproval by the social network, situational barriers, negative attitude towards teaching, and lack of personal interest.

The literature review and field research analysis conducted by the Government of Scotland (2006) contains a section on the barriers and pathways to adult literacy. The factors observed were as follows:

- Adults with low literacy skills who have not yet participated in literacy programs are not necessarily looking for training. A larger number of adults are motivated to start a training program mainly to improve and develop their reading, writing and math skills, followed by employment-related reasons. Other research (Schuller et al., 2004) suggests that an adult's participation in a literacy program is often in response to life-changing events, such as the loss of a partner, new employment, or children starting school.
- The barriers to participation cited by learners were mainly to do with their perceptions of the stigma attached to being a learner (which is why it is important to have advertising that counteracts negative views of literacy), followed by a concern about their ability to cope with learning. In addition, the similarity to school and previous academic failure was a source of great concern.
- Learners said they were most likely to be encouraged to enrol in literacy programs by friends and family and self-encouragement. They also mention program stakeholders working in partnership with literacy and basic skills centres who identify people that would benefit from a literacy program and direct them to the appropriate training location. Initial contact with front-line literacy services staff is also considered to be crucial for the majority of respondents.

#### **Outcomes and impacts of literacy**

The author most frequently cited in international studies, Hal Beder (1999), draws general conclusions from the extensive amounts of research he consulted about the impacts of literacy in five areas:

##### **1) Employment**

It seems plausible that participants in adult literacy and basic skills programs receive gains in employment. Participants generally in adult literacy programs believe their jobs will improve over time. However, there is insufficient evidence to conclude that participation in adult literacy program causes job improvement. In general, we can say that participation in adult literacy education results in earnings gain.

## 2) Basic skills or abilities

Ordinarily, adult literacy has a positive influence on participants' continued education. Although the evidence suggests that participants in welfare-sponsored adult literacy programs do experience a reduction in welfare dependence, the evidence is inconclusive as to whether adult literacy programs in general reduce welfare dependence for participants. Learners perceive that participation in an adult literacy program improves their skills in reading, writing, and mathematics. As measured by tests, the evidence is insufficient to determine whether or not participants in adult literacy programs gain in basic skills. In general, adult literacy provides gains in diploma acquisition for participants entering at the adult secondary education level.

## 3) Self-image

Participation in an adult literacy program has a positive impact on learners' self-image.

## 4) Impact on children's education

According to learners' self-reports participation in an adult literacy program has a positive impact on parents' involvement in their children's education.

## 5) Attainment of personal goals

Learners perceive that their personal goals are achieved through participation in an adult literacy program.

After making these conclusions, Beder (1999) raises an important issue: "Can the adult literacy education program achieve human capital objectives while still meeting learners' personal goals? The conclusions of this study, which suggest impact in both arenas, provide evidence in the affirmative" (p. 79).

The review of American research conducted by ProLiteracy America (2003) provides a detailed examination of research on positive transfers of learning in the following areas:

- Employment and earnings; employment skills; productivity gains;
- Welfare dependency and poverty;
- Health; links between literacy and disease, treatment, health care costs;
- Crime;
- Well-being of children;
- Well-being of women; and
- Empowerment: self-esteem, social development, achieving personal goals, further education.

Recent in-depth research by the Government of Scotland (2006) identifies the impacts of participation in a literacy program on individuals and the community. On an individual level, increased self-confidence, esteem and self-image are probably the most universal and widely documented outcomes of learning as an adult (Schuller et al., 2004; Beder, 1999). This increased self-confidence has an effect on relationships with fellow learners, friends and members of the family, as well as their ability to actively engage in a range of activities (seek a job or a better job or gain wage increases, continue their education, take advantage of opportunities, take more control of their lives, generate a future to aspire towards and cope with adversity). The analysis confirms that this newly found sense of self opens doors into other worlds and activities. The research proposes that confidence be separated into three groups:

- Confidence to learn;
- Confidence in learning; and
- Confidence in life that develops through learning.

### **Wider benefits**

Participation in a literacy program leads to other benefits, according to the Scottish Government's research (2006). These benefits are as follows:

- Increasing contact with local people and going out regularly, therefore indicating an increase in trust and more engagement in their local communities, which enhances the social capital benefits.
- Learners who remove the obstacle of negative perception and apprehension with regard to learning open up a range of possibilities that were hitherto blocked for them, which in turn enables them to accrue greater social and economic capital.
- Research indicates that, when parents participate in their children's education, the result is an increase in student achievement and an improvement in students' attitudes towards education, which is likely to result in benefits for the wider family and community, as well as the individual concerned.
- Research has shown that improving literacy skills brings about transformation in people's lives through the growth in the ability to mobilize positive social capital, changes in learner identity, and the consequential growth in confidence to act.
- Learning also showed individuals and the communities they were part of to promote the importance of maintaining and consolidating the gains in order to achieve stability. The sustaining aspect of learning was particularly apparent in respondents who had mental health problems who were able to take more control over their own lives and engage in ordinary activities that contribute to their dignity and wellbeing.

Benefits in the education domain have, in turn, an impact on other areas, particularly on the family and the community. For example, the benefits that are reflected in parent-child communication and in practical parenting skills and childcare are well documented (Brassett-Grundy in Schuller et al., 2004, p. 85).

Another literature review that addressed the impacts of adult literacy was conducted by Hartley and Horne (2006) in the following fields of research: costs/benefits for employers; costs/benefits for health; costs/benefits of improving or not financial literacy; costs/benefits of family literacy; costs/benefits of improving literacy skills and its impacts on crime. The review also takes into consideration the costs and benefits of improving literacy skills for selected population groups: older people and indigenous peoples. The authors underscore the case studies that were used to examine how the different learning experiences at different stages of life either sustain or transform people (for example, young people in foster care). They present the impacts observed at the individual and community level in the areas of health, family and social capital (Schuller et al., 2004).

### **National literacy strategy from the point of view of practitioners**

The wide-ranging adult literacy research report published by the Government of Scotland (2006) that was mentioned earlier includes telephone interviews with a sampling of practitioners (see also the section about methodology). In addition to questions about the learning program itself, planning, resources, staffing and management within the organisation, their own professional development, and

partnerships, the interview also addressed the impact of the national literacy strategy on themselves, on their organization and on learners.

With regard to their role on the entry pathway to the learning program, practitioners report that they participate in the following tasks (listed in ascending order of mention):

- 1) Initial assessment of basic skills;
- 2) Identification of strengths, needs and weaknesses;
- 3) Identification of learning strategies;
- 4) Development of a learning plan; and
- 5) Help in setting goals.

The practitioner interview, which also dealt with how the practitioners organized their teaching, included questions about the guidance and support they offered to learners. The majority of practitioners were able to provide opportunities for guidance and reflection and, more often, were also able to review individual learning plans regularly. It was more difficult for some to suggest transfers to other learning opportunities.

This research shows that some learners put an end to their learning program in a manner that is both unforeseeable and unstructured; some learners simply stop going to the program without receiving a summative review, and others, especially those with learning difficulties, stay in programs for a long time. A significant number of learners exit the program without any guidance and without reviewing their personal learning plan. A number of programs do not offer any credentials or opportunities to prepare and record the process at the end of training.

Practitioners interact mainly with learners by answering their questions about the overall aspects of the program. They are aware of changes in the learners, changes in the content they are teaching, changes in their teaching methods – and they indicate what satisfies them most and what they would like to change.

According to Hamilton (2000), strategies to support lifelong literacy need to include the following:

- 1) Strengthen easy access points to information;
- 2) Support local media that help circulate and publicize news, events, space for debating issues, etc.;
- 3) Increase the physical spaces available for people and groups to meet; and
- 4) Provide structured opportunities to learn both content and process skills and link up with others interested in the same issues.

#### **4.7.2 Findings from Canadian French- and English-language research**

##### **The challenges, obstacles, barriers, and incentives of adult learning**

In his research on transferring learning in the workplace, Maurice Taylor (1997) first refers to earlier studies on the factors that influence – either by putting up obstacles or facilitating – skills transfers. He notes the negative factors enumerated by Newstrom (1986):

- 1) The lack of reinforcement on the job to support trainees in applying training to their jobs;
- 2) Interference from the immediate environment, such as time pressures, insufficient authority, ineffective work processes or inadequate equipment; and
- 3) Lack of active support by the employer.

Taylor (1997) presents the positive factors identified by Kemerer (1991):

- 1) Structural expectations, such as good timing and readiness to adopt new behaviours;
- 2) Improving skills using effective methodologies, particularly the active participation of the learner; and
- 3) The establishment of rewards to reinforce the new skills.

He also recaps the factors identified by Caffarella (1994) that can become either barriers or enhancers depending on the stakeholders and the environments: perceptions of the program participants; program design; program content; changes required to apply learning; and organizational context. Taylor includes a diagram that shows the main barriers and enhancers to skills transfers, which is followed by a list of the responsibilities that fall to learners, practitioners or supervisors, and notes that the overall context, or the organizational culture, can also facilitate or impede skills transfers. He also proposes practical tools aimed at ensuring a better design and application of learning programs that will promote transferring.

According to Désilet and Patry (1998, p. 29),

The family and social environments can foster the transfer of learning, but they can also delay or prevent it. The social environment has a considerable amount of influence on people's behaviour and, consequently, on the transfer of learning. Immigrants in particular require assistance when it comes to transferring their learning to their social and family environments.

These researchers highlight, in particular, the receptiveness of the social and family environments to new skills and knowledge, the importance that adult learners place on their social and family environments, and the possibilities offered by the social and family environments for developing and applying new learning.

According to Brousseau, Jobidon and Panych (2002, p. 92-93), the person

who wants to learn must be motivated [...], without motivation, there is no learning. Participation in literacy workshops, just like any other activity, demands motivation and creates it as well. However, sometimes motivation only develops as the person's participation progresses, which explains why some people say they had no initial objectives or reasons for participating in these workshops. Collective motivation – that of the group – must also inspire each person. The group of people together and each person individually, must serve as models for one another [unofficial translation].

The other positive influences that facilitate learning according to these researchers are the relationship between the practitioner and the learner, and the example of former participants who can serve as an inspiration to the individuals and the community. They note that practitioners who practice the dialogic learning approach proposed by Ramon Flecha<sup>8</sup> are able to negotiate three main barriers:

- 1) The cultural barrier that shuts out people who are considered to be disabled, marginal, or excluded;
- 2) The social barrier that isolates the groups from each other and deprives some people of knowledge; and

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<sup>8</sup> Ramon Flecha (2000) "(...) developed the concept of dialogic learning, which is based on a multidimensional and equal exchange between the learner and the practitioner, where each is recognized for his or her contribution, and which helps to transform, in the long term, the relationships between the individual and his or her environment. This exchange comprises the cognitive, ethical, aesthetic and affective aspects of the people involved, both in the verbal and nonverbal domain." (Brousseau, Jobidon and Panych, 2002: 93)

- 3) The individual's personal history, which often prevents them from participating in formative and enriching educational practices.

According to Kathryn Chang Barker (2000), the barriers to participating in literacy and completion must be systematically removed and replaced with a strategy to involve learners in decision-making about the programs and policies. A very small number of actual learners, with assistance from governmental and non-governmental organizations, have been able to advocate for themselves. Nevertheless, the majority of learners in literacy programs demonstrate a commitment to learning, a keen understanding of the challenges in their lives, and a willingness to become involved in making positive choices for themselves and their families. To increase success rates, adult literacy strategies should focus on the clients and seek to meet their needs.

In considering obstacles, it is important to note the following conclusion from Lavoie and her colleagues (2004, p. 20), made after a literature review on the subject:

It is crucial to retain from the studies that the issue of adults' attitudes towards education is important and that it is essential to consider the heterogeneity and therefore the diversity of needs that can exist within an adult population. The studies highlight the existence of a multitude of barriers that act simultaneously on participation and that have multiplying effects [unofficial translation].

According to Doray and Arrowsmith (1997, cited in Lavoie et al., 2004, p. 15), the initial level of education could be the overriding factor in participating in training activities once people reach adulthood. Some models, according to Lavoie and her colleagues (2004), focus on the importance of subjective past experiences with regard to education and on the influence of the person's reference group on the decision to participate. An adult's participation in a training activity is not an isolated act, but it is the result of a complex chain of individual responses, based on various factors, starting with a person's self-perception and attitude towards education.

According to an extensive and qualitative Canadian research project conducted by Long and Taylor (2002), there are two categories of adults: those who do not plan to seek training in the next five years, meaning the older ones who are less interested in educating themselves, and those who plan to eventually take training, or the younger ones. The reasons cited for not participating, however, are the same for both groups, and are divided into three sub-categories: socio-economic factors, cognitive and emotional factors, and those factors related to educational policies and programs (Lavoie et al. 2004, p. 22).

Factors that have an adverse effect on learning, according to the participants interviewed by Brousseau, Jobidon and Panych (2002, p. 88), are low levels of education, poverty, prejudices, drug dependency, poor working environments, and gossiping. In addition, Myers and de Broucker (2006) mention several barriers to learning in a research conducted with a small number of adult learners. These barriers identify important issues that must be taken into account:

- Economic growth: People are more likely to take a job than to seek to upgrade their skills.
- Lack of awareness: Some individuals are not aware of their options.
- Lack of interest: Learning is not a priority; people are satisfied with their situation.
- Not worth it: Individuals may feel that the costs of learning may outweigh the benefits.

- Lack of confidence: Individuals may feel reluctant to participate because they are unsure of whether or not they would succeed.
- Cost and time: Individuals may feel that they do not have the means.
- Barriers related to employer's participation in training.
- Individual barriers: attitude, lack of interest or motivation, non recognition of limitations associated with the lack of skills.
- Barriers related to access based on the level of education or skills, including access to literacy training.

According to Myers and de Broucker (2006), there are five essential elements in an effective adult learning system that works for less-educated/less-skilled adults:

- 1) Implement a public policy framework that acknowledges the 'right to learn';
- 2) Develop financial support programs appropriate to the needs of adult learners;
- 3) Provide incentives for employers to support training of their less-skilled employees;
- 4) Increase governments' investment in training for basic skills; and
- 5) Develop a co-ordinated approach to respond to adult learners' needs.

Lavoie and her colleagues (2004, p. 26) assert there is little systematic research that looks specifically at the barriers to participation of less educated adults, taking into account the viewpoint of practitioners and that of the stakeholders directly affected by the issue, in order to describe the barriers to participation by differentiating between the participants, the former participants and the non participants. The summary of the results from this survey (p. 161-165) reveal six important barriers that prevent less educated adults from participating in training activities or that incite people to abandon their training course before it is finished. These barriers are as follows:

- 1) Their entry into training [...] a crucial step: an unfriendly welcome; the downgrading of their existing skills.
- 2) The structures and support programs for training – the constraints and rules to follow; the tuition fees, if there is no financial support; the lack of organizational means: transportation, child care, outdated material.
- 3) Finding the motivation to enrol in a training program and to remain in this program when the person knows that the end goal – a diploma – is unattainable, or that his or her efforts will not be recognized, even socially.
- 4) Human resources that are lacking both in number and in variety of supporting competencies.
- 5) Adults in training and practitioners challenge the types of learning assessments that disregard the skills and existing skills of adults.
- 6) Dissenting speeches and political will, according to the practitioners: At a time where people talk about continuing education and lifelong learning, less educated people and those who are most underprivileged are always confronted by their everyday reality of survival, and they must return to training on their own without any further help.

The learners and the practitioners agree that the quality of the relationship between the adult learners and the practitioners is crucial. Without this special relationship between the two parties, many poorly educated adults, the most psychosocially disadvantaged, would be more compelled to abandon.

Again, according to Lavoie et al., 2004, a lifelong orientation towards learning can prove to be a strategy for reducing the barriers to participation. This orientation would require:

- 1) Transforming the relationship that less educated people have with knowledge and learning;
- 2) Establishing a continuous information program that is non-marginalizing and diversified;
- 3) Setting up a lifelong learning service;
- 4) Promoting awareness of acquired knowledge; and
- 5) Rethinking the formal character of training activities.

### **Effects and impacts of learning**

A field survey conducted in Quebec by Brousseau, Jobidon and Panych (2002) involving learners in literacy programs, led to the following conclusions about the benefits for learners:

- 1) Learners read and write better and more often.
- 2) They calculate better and more often.
- 3) They improve their knowledge of the surroundings and the community.
- 4) They become more engaged in the community.
- 5) They benefit in many ways from their participation in workshops (at the personal, social, economic and cultural levels, etc.).
- 6) They gain and transfer useful knowledge into several areas of their life.
- 7) They pursue the same goals and objectives with regard to a basic knowledge of the French language, irrespective of their origin and their current situation (age, gender, income, education, etc.).
- 8) They pursue general goals and objectives that are different (improving their French, useful techniques, pursuing their studies).
- 9) They improve their individual and social behaviour (conditions and quality of life, social integration and interpersonal relationships, community involvement, resourcefulness, independence, self-confidence, self-esteem, perseverance, patience, tolerance, respect, acceptance of others, etc.).

The action-research entitled *Apprendre à lire... apprendre à s'aimer...: Stratégie d'insertion sociale des participants(es) du centre d'alphabétisation d'Un Mondialire* (1999), directed by Ghislaine Guérard, identifies a series of concrete and observable benefits related to learning presented in two general categories:

- 1) Skills needed in everyday life, such as finding a telephone number in the telephone book, preparing a grocery list, reading labels at the grocery store, paying bills, filling out a form, obtaining a driver's licence, reading a map, and reading street names, for example.
- 2) Quality of life, such as reading messages from family and friends, reading text on the television, reading a menu at the restaurant, voting, using the banking machine, telling one's children a story, taking on social responsibilities, for example.

## **Practitioner's strategies to facilitate skills transfers**

Taylor (1997), in a Canadian study on skills transfers in the workplace, provides a checklist of the strategies that practitioners, learners or supervisors need to apply either before, during or after training to facilitate transfers. Désilet and Patry (1998), for their part, provide a diagram of the stages involved in the learning transfer compared with the functional learning process (FLP), which are similar to the learning practices selected later by Potvin and her colleagues (1998). They then outline the phases of a customized training process, and list beside them in a table the key activities of a strategy aimed at preparing for, ensuring and verifying skills transfers. In a summary table, they identify the respective responsibilities of adult learners, the practitioner, and the training environment in a multilateral strategy that facilitates transfers of learning.

According to Brousseau, Jobidon and Panych (2002), practitioners that follow the dialogic learning approach of Ramon Flecha (2000) are more likely to apply a strategy that breaks down barriers to communication and that facilitates learning.

## **4.8 Key Findings of the Literature Review**

### **4.8.1 Areas subject to skills transfers**

The main areas or fields subject to skills transfers were approached from the following perspectives:

- a) Personal and psychological perspective (self-esteem and self-respect, identity, independence, decision making, etc.);
- b) Physical perspective (food, health, security, etc.);
- c) Functional perspective of learning and work (communication, team work, using technical tools, willingness to learn, etc.);
- d) Social perspective (friendships, empathy, support network, community and democratic participation, civic engagement, etc.).

### **4.8.2 Dimensions of the impacts**

There are three main dimensions of the impacts to keep in mind:

- 1) The challenges for learners include the barriers and obstacles to learning and to transferring learning into everyday life, as well as the enhancers.
- 2) The effects refer to immediate changes brought on the learner by learning, while the impacts are the changes that learning causes on the immediate surroundings.
- 3) The strategies used by practitioners to facilitate skills transfers offer clues about the practices used, but the research found on this subject is too modest to point to any trends.

### **4.8.3 Conceptual benefits model**

In the end, the literature review helped with the creation of a conceptual model based on recent empirical research that conceptualizes the benefits of learning. It is the model proposed by Schuller and his colleagues (2004, p. 55), and noted in the work of the Scottish Government (2006). This comprehensive model was the foundation for developing a conceptual schematic unique to this research project.

By and large, the literature review of both Canadian and international research that was readily available allowed us to draw the following conclusions:

- There are more adult education books intended for the functional adult learning environment in the work place than there is exploratory research on basic literacy processes and mainstream learning for adults and young adults, even though this level of learning is often a deciding factor in a person's capacity to access lifelong learning and gain employability.
- Very little field research is sufficiently rigorous from a methodological and technical standpoint (sampling of respondents, clear concept of the skills acquired through learning, design of the questionnaire, analysis of the results) to serve as a model for this research project. There is, however, one notable exception: The research project conducted by the Government of Scotland (2006), which was, needless to say, the recipient of substantial human, financial and technical resources.





## 5 – CONCEPTUAL PARAMETERS

After reviewing the relevant key points from the literature, the partners held a working session in the winter of 2008 to discuss the conceptual parameters of the research and better define the area of exploration.

They developed the research parameters, namely its limits and markers, in response to the following questions: “Why access knowledge through research?” and “What type of knowledge would be suitable for the targeted objectives from the following three approaches:

- Empirical knowledge, which comes from our everyday experience, from common sense;
- Theoretical knowledge, which helps to organize, to systematize;
- Practical knowledge, which involves the transformation of the social reality from findings?”

Research, by combining both theory and practice, attempts to reveal the knowledge produced in and through practice, in order to produce knowledge that will lead to action.

### 5.1 *Unit of Analysis*

The unit of analysis for this research project was identified through an interactive and intensive information and training process with the project partners and contributors that dealt with the models and findings of the international and Canadian literature review, the characteristics of the methodology, and discussions about the relevant options for the research project.

A unit of analysis consists of an action system (and not individuals or groups of individuals). The action system includes the relationships between the stakeholders, and between the areas of activity of the stakeholders with their attitudes, skills, behaviours, reciprocal spheres of influence and external spheres of influence from the broader context (e.g. the media).

The unit of analysis examined and selected in February 2008 was the following: The effects (direct) and the impacts (indirect, including other influences) of skills transfers into different spheres of the learner’s everyday life, or in other words, skills transfers that brings about changes – through the application of knowledge and skills acquired in a training process – in everyday life.

**The key dimensions** of the action and potential changes in the knowledge, skills, attitudes and behaviours of the learner, based on the model from Schuller and his colleagues (2004) and adapted to this research project, are as follows:

- 1) Identity and independence;
- 2) Mental and physical health;
- 3) Functional qualifications at work and in common tasks (communication, use of tools, etc.);
- 4) Social and community networks, as well as relations with outside groups.

**The spheres of influence** to be explored are those internal spheres of influence in the training environment, in the immediate surroundings (family, neighbours, friends, workplace), as well as the external spheres of influence that come from people and organizations outside of the immediate family.

**The facilitators and barriers** to skills transfers that still have to be recognized and identified in the context of the research.

**The changes**, meaning the direct effects on the learner or the impacts on family and friends, can be different in nature:

- 1) **Knowledge** can be detected by the person's ability to speak about the available resources, the advantages and the drawbacks of such service.
- 2) **Skills** can be spotted in the way things are done.
- 3) **Attitudes** can be traced back to changes in beliefs and values.
- 4) **Behaviours** are directly observable or identifiable.

It is important during field research and interpretation of the results that particular attention be paid to unexpected consequences and unanticipated changes, whether they are positive or negative.

## 5.2 Key Concepts

The unit of analysis explained above establishes the conceptual bases of the research. From these bases, the thinking process that took place during the sessions conducted in February 2008 led the partners to identify and define the key concepts of essential skills and transfer of skills. This was one of the anchoring points of the team work needed to define the meaning and scope of the research work.

### 5.2.1 Essential skills

**Essential skills** are the skills needed to work, learn and live. They are the foundation for learning all other skills and they allow people to evolve with their job and to adapt to changes in the work place. The nine essential skills were presented in section 4.4.4.

### 5.2.2 Skills transfers

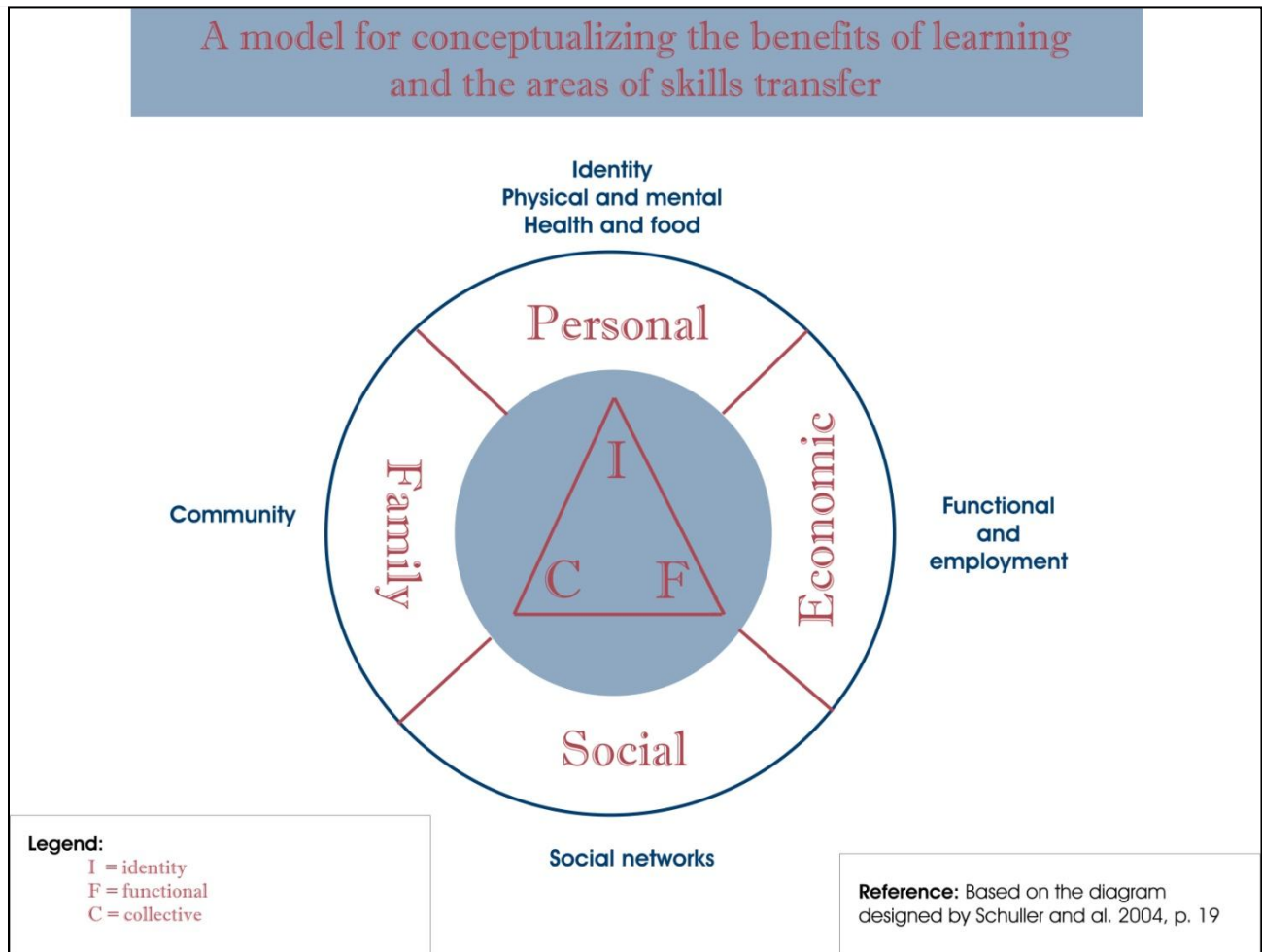
The team of contributors contends that factual examples must be used to show that the learner was successful in transferring his or her learning into everyday life: "We need proof"; "We must be able to verify what is being said"; "There must be more than one person attesting to the truth of the evidence"; "Transfer is the demonstration of the ability to apply the acquired skills, that the knowledge gained has been applied in everyday life".

In applied social research, contrary to laboratory research, the proof is almost impossible to establish. However, it is possible to effectively demonstrate and to establish a relationship between knowledge, an attitude, a skill, behaviour and a direct or indirect effect.

### 5.3 Conceptual Model

Using the literature review and through conversations about experiences and perspectives with the stakeholders participating in the information and training sessions in February 2008, the team of contributors adapted a form of the conceptual model of learning benefits from Schuller et al. (2004) to the context of this research project. The model below represents the principal relationships proposed between the dimensions of everyday life that are affected by skills transfers.

Figure A







## 6 – RESEARCH METHODOLOGY AND TECHNIQUES

This section, which addresses the research methods and techniques, includes considerations that led to decisions about the research strategy, research instruments (or technical tools), and data sources. These three dimensions, which were broached during the literature review and the research planning sessions with the partners and contributors in February 2008 and during the design of the questionnaire in April 2008, irrefutably marked the course of the research.

### 6.1 *Research Method*

#### 6.1.1 **Method design**

The methodology was compared to a bridge or a ramp that allows for the passage from theoretical assumptions to empirical observations. The method corresponds with the step of monitoring observations or experiences using proven instruments. Action-research, evaluative research, documentary research, opinion polls, non-directive interviews, life stories, case studies, and direct observation are all well-known examples of research methods.

#### 6.1.2 **Expected contribution of the research methods and tools**

The research methods and technical tools that match the desired outcomes and the contexts of learning transfers support the work carried out by contributors, and ensure the following:

- They shed light on the pathways;
- They support approaches that are suitable for the target groups and the context;
- They guide the process of choosing technical instruments;
- They verify the information collection tools; and
- They ensure the validity of data.

#### 6.1.3 **Research strategy**

The research strategy, defined from the start as one of empirical field research, was gradually refined through the sharing of experiences and discussions about the desired outcomes between the partners, and the presentations offered by the consultant Paule Doucet.

### 6.2 *Research Hypothesis*

This research project is based on an initial hypothesis: a learner can transfer skills learned into his or her everyday life. Two approaches are involved.

- The adaptive formulation of a provisional research hypothesis was based on a situation with one specific and interesting phenomenon: the observable skills transfers (inductive approach).
- The formulation of a general research hypothesis about skills transfers phenomenon was based on an existing model (deductive approach).

In this research, there was a back and forth movement between theory and practice. In other words, the research approach was both **deductive** and **inductive**.

## 6.3 Research Data

### 6.3.1 Types of data

The data being sought falls into two categories:

- 1) Quantitative data, which provides quantifiable information: counts, averages, percentages, proportions, rates and participation levels, frequency of contacts, scores on various scales, etc.;
- 2) Qualitative data, which provides detailed descriptions of situations, events, interactions or behaviours observed through narratives, opinions, individual or collective points of view or beliefs, quotations, reports, etc.

This research project combines qualitative and quantitative data.

### 6.3.2 Data triangulation

Data triangulation refers to the importance of having access during a research project to diverse, ideally three, data sources – hence the term *triangulation* – in order to enhance observations, reduce biases and strengthen interpretation. An acceptable methodology meets the standard of research data triangulation through access to diverse data sources. This research project on learning transfers uses data taken directly from the responses of current learners and those who have completed their training, of practitioners and of informants selected from among their family and friends.

In addition to direct sources of data, the research could also rely on possible comparisons within the research areas, between different settings (between Manitoba and Ontario and between different regions of Ontario and Manitoba) that would influence or strengthen any interpretation of observations. However, the contributors chose to not compare the findings from Manitoba and Ontario or those from different regions.

The findings from this research project are, however, compared with the results from other Canadian and international research.

## 6.4 Parameters and Methodological Limitations of the Research

The research method defines the parameters, i.e. the possibilities and established limits, which ensure the validity of the method itself.

### Sampling

The contributors decided to conduct a survey using a questionnaire. It would be a matter of inviting learners who showed that they had transferred learning into their everyday lives or volunteers from among the learners who believed they had transferred skills into their everyday lives. It is important to understand that this is not a representative sampling of all learners who attend literacy and basic skills centres in Ontario and Manitoba.

As a result, sampling was established using a method selected by the contributors that took into account established criteria for defining the desired learners. Learners still in a program or those had completed their training participated in interviews in order to complete the questionnaire survey with the help of practitioners from the organization participating in the research. A total of 198 questionnaires were completed.

## **Validity**

The validity of the research approach is crucial on two levels.

- **Internal validity:** The structure intended to demonstrate the soundness of the results, by setting out, for example, how the conclusions about the relationship between the factors and the target's changes of state are sound and not the result of variables.
- **External validity:** The controls carried out prior to the research permit us to project that the results obtained can be generalized beyond the cases observed within the course of the research.

### **Internal validity**

The triangulation of data sources strengthens the validity of the research because of the information obtained from the profiles, the questionnaire survey and the discussion groups. In addition, the different categories of respondents, namely the learners, their friends and family, and the practitioners, provide testimonies that are mutually reinforcing.

This report examined the skills of learners and the effects or impacts on their everyday lives (on personal, family and community levels and a functional level at work and in training), but did not examine in parallel the perceptions of practitioners and family and friends about these same points. The perceptions were noted, as portrayed by the participants, without any reference to what was said by the learners. A more in-depth analysis of the data could certainly pin down parallels. This work could be undertaken within the context of future research project.

The large number of questions and of response elements for most of the questions about the five essential skills (with three components in numeracy) is undoubtedly why there are so many non-responses for the questions found in the last part of the questionnaire, unless many of the respondents were not enrolled in numeracy courses, or in any of the other three types of numeracy courses.

The research is particularly interesting because it is based on two key strategies: The variables research conducted through case studies, or inversely, case studies strengthened through the use of quantitative analyses. These approaches are both compatible with the goal of interpreting the skills transfers and their impact on everyday life.

The variables research seeks to explain, by using a large number of observations, general aspects of the variations between these characteristics, while the case studies seek to account for comparative differences between a small number of distinct and separate cases by concentrating on the conditions that lead to (or not) the same or different results.

### **Statistical validity**

The number of respondents is sufficient overall to analyze the key trends and make certain cross-tabulations between the variables. However, the number of respondents is insufficient to carry out a variable analysis. In order to maintain the reliability of the results for any statistical operations, the analyses below do not present the results of certain cross-tabulations between variables of reduced samples.

### **External validity**

The research provides results that can be generalized beyond the cases observed because there is such a good geographic coverage of Francophone literacy and basic skills centres in Ontario and Manitoba.

However, the partners and contributors decided that the research would not refer to particular contexts of literacy and basic skills centres or of learners in their respective communities based on provinces, regions or even rural or urban areas that mark the

experiences and individual or collective conditions of life in minority Francophone communities.

## **6.5 Technical Research Tools**

The research project used two techniques: the questionnaire survey and the discussion group. The questionnaire survey had sections specific to learners, practitioners and family and friends. Learners responded to the questionnaire in a face-to-face meeting and the answers were noted by the person selected for this task in each participating organization. Family and friends answered in a face-to-face meeting or by telephone and the answers were noted by the same person who had questioned the learner in question. Practitioners answered the questions by themselves and some participated in a discussion group.

### **6.5.1 Questionnaire survey**

The questionnaire survey focused on the acquisition of skills and illustrated the impacts of skills transfers on the learner's daily life and their impact on family and friends. Learners' perceptions of the effects and impacts of learning on their everyday life were commented on, corroborated and validated by practitioners and informants from among their family and friends, whose anonymity was guaranteed. (The questionnaire can be consulted in the interview booklet in the appendix.)

#### **Process of developing the questionnaire content**

This section outlines the process for developing the questionnaire and its final content.

The questionnaire was subject to many phases of exploration, formulation and development, including:

- A presentation in February 2008 that identified the following elements:
  - a) The types of questions to use: open or dichotomic closed-ended questions (yes or no answers) or multiple response closed-ended questions, or a combination of the above;
  - b) The form of questions: direct questions or indirect questions;
  - c) The purpose of the questions: facts or actions, intention, opinion or emotion;
  - d) The identification of what categories of people to survey.
- The development of a first draft of questions: Choosing the themes to address and determining in what sequence to address the themes. The first test in a sub-group (February 15 and 16, 2008) allowed us to pin down the elements of a good open-ended or closed-ended question.
- The carrying out of a second test, in March 2008, by the COFA and Pluri-elles, which concluded with two distinct questionnaires. These questionnaires were submitted to the contributors on April 18 and 19, 2008. Even though neither was retained, this exercise provided us with a better understanding of what direction to take.
- The decision by the team on April 18 and 19, 2008 that the questions would be focused and grouped according to the essential skills. A decisive turning point was reached in the process.
- The realization of third test in a sub-group and the critical examination of the results in a plenary meeting of the team of contributors on April 18 and 19, 2008. A version of the questions was roughly validated by the team of contributors.
- The production of the questionnaire, finished by the co-directors Mona Audet and Suzanne Benoit, two staff members from the COFA and one staff member from Pluri-elles, during the summer of 2008. The approach consisted of two

distinguishing aspects: distinct sections of the questionnaire for the separate essential skills and sections that present the questions in parallel for the learners, practitioners and informants. Also during this step, we created the complementary research tools, which are the interview booklet including the questionnaire, the information sheets, and the interviewer's guide.

- The revision of the questionnaire by the consultant Paule Doucet in September 2008. This review focused on the formulation, the univocity, and the numbering of the questions.
- The scrutiny of the questions in anticipation of coding the questions, the numeration of the questions and the electronic inputting of answers in September 2008 by a consultant specialized in the electronic processing of survey data. This operation was beneficial at critical moments in the research, namely before field testing occurs and after the questions have been tested and reviewed, therefore before the questionnaire was administered.
- The preliminary testing of the interview booklet, including the questionnaire, the forms and the information sheet in October 2008 by the contributors. Observations and results were shared among the contributing team members on October 30, 2008. This step helped to detect and resolve several unanticipated problems concerning both the content and the form of the documents.
- The finalization of the questionnaire survey and information sheets included in the interview booklet by the co-directors in November 2008.
- The finalization of the procedures and conditions for field research contained in the interviewer's guide, by the contributors in November 2008, done by means of an individual review and the submission of a report.

Overall, the questionnaire survey constitutes a highly organized and comprehensive end product that was developed through a deeply reflective process. However, it took a relatively long time to answer the numerous questions, which were presented in seven sections. During the preliminary test, learners needed 90 minutes—and sometimes more—to answer all the questions. Practitioners and informants both needed one hour to complete the questionnaire. To this amount of time must be added the approximately two hours spent by practitioners in the discussion group.

### **Questionnaire survey content**

The questionnaire was organized into seven sections based on the essential skills. The questions in the various sections were encoded with letters and numbers to distinguish them easily and facilitate data entry and processing. These are the components of the skills under study:

- 1) Reading Text and Document Use;
- 2) Writing;
- 3) Computer Use and Technology;
- 4) Oral Communication;
- 5) Numeracy – Money Math - Budgeting and Accounting;
- 6) Numeracy – Measurement and Calculation;
- 7) Numeracy – Simple Calculations.

The contributors agreed to group together Reading Text and Document Use, to rename the essential skill Computer Use so that it becomes Computer Use and Technology, to section the essential skill Numeracy and not to ask any questions about the remaining essential skills such as Thinking Skills, Working with Others and Continuous Learning; they also decided to refrain from asking any questions about generic skills as such. They felt that the missing skills would be expressed in the answers about the essential skills that were retained.

## **Types of respondents**

The questionnaire that resulted from this process is meant to survey three types of respondents:

- 1) Learners who are in training or who have completed their training;
- 2) Practitioners;
- 3) Family and friends, acting as informants.

The questions were created in parallel and are placed side by side on the same pages. They can be distinguished by the blocks of colour and distinct numbering.

## **Questions for the learners**

Questions aimed at learners help to distinguish not only the person's perception of the skills acquired through their participation in adult education, but also the increased use of these essential skills before, during, and after learning. The closed-ended questions deal with essential skills and the open-ended questions deal with concrete examples in order to illustrate the effects or impacts of learning as perceived by the learner.

## **Questions for the practitioners**

The questions for practitioners deal with learners acquiring essential skills, their increased use, and concrete examples. One question deals with any approach that practitioners feel contribute to skills transfers. Contributors raised questions with regard to the process to follow if a learner had several practitioners, namely to decide whether these people should complete their interview as a group or individually. The conditions were set after a preliminary test or implementation test of the questionnaire in the field.

Contributors also discussed how to best gain information about the methods, techniques and strategies practitioners use to foster skills transfers. They proposed to form discussion groups involving all the practitioners from the same literacy centre, where they would be encouraged to share the strategies and tools they use in their work with the learners.

## **Questions for the family and friends**

Questions for the family and friends were intended to glean what they perceive about the essential skills gained by the learner and to obtain concrete examples of how these skills were implemented in everyday life. This part of the questionnaire is unique. The contributors felt it was essential because it is only outside the workshops that the transfer of skills can be best assessed.

### **6.5.2 Discussion group**

#### **Characteristics of the discussion group**

The discussion group is a well-known tool for collecting information in the field of applied research, and is used a great deal and in creative ways to generate ideas, and obtain the points of view and opinions of stakeholders including the clients, for example, on a new product or a program. The contributors planned the discussion groups as an integral component of the research on the impact of learning on skills transfers, and not as a simple add-on to obtain complementary information.

## **Techniques of discussion groups**

The consultant Paule Doucet gave the partners an overview of the techniques to use in a discussion group and the steps to take to ensure its success.

## **Organization of discussion groups**

Eight discussion groups were organized and held in the autumn of 2009. They brought together practitioners from literacy and basic skills centres across various regions of Ontario and one agency in Manitoba serving the urban area of Saint-Boniface and the surrounding rural region.

## **Questions addressed**

The discussion groups addressed three questions.

- a) What training strategies do you use to stimulate learners to use their new knowledge and skills in their everyday lives?
- b) What instructional material do you use to promote the transfer of knowledge and skills into everyday life?
- c) If any and all resources were available, what would help you promote the transfer of knowledge and skills into everyday life?

The answers to these questions were submitted as reports in various formats.

### **6.5.3 Description of research tools**

The partners and contributors developed research tools during the group sessions held in April and October 2008 and during working sessions with the project co-directors held between these two dates.

#### **A. Participation forms**

The participation forms intended for learners, practitioners and informants consisted of three parts:

- A statement about the anonymity of the responses;
- A request for authorization to use the data;
- A request for authorization to receive a call to evaluate the process, followed by the signatures of the respondents and the interviewer.

The participation forms were reviewed on a team basis and tested in October before their final revision and approval.

#### **B. Interview booklet**

The interview booklet, offered in both a print and electronic version, combines all the tools pertaining to collection of information in the field. The booklet gathers together the information sheets concerning each learner either in training or having completed training and their practitioners and informants, and the survey questionnaire.

##### **1) Information sheet on respondents – Profiles**

The components of the general information sheet were carefully identified and examined based on the need to obtain (or not) certain information within the context of this research project, such as the pathway to learning chosen, the number of years in training, the number of hours spent in a workshop (part time and full time), gender, age group, previous training and job before adult literacy and basic skills

training, and language of instruction at the primary and high school levels. It was agreed to not retain any elements that could compromise the integrity of the research project because of the small sampling size.

## **2) Questionnaire**

The questionnaire was intended for the learner still in training or the learner who has completed his or her training, the practitioner and the family member, friend or other informant.

### **C. Interviewer's guide**

The interviewer's guide is a practical tool offered online and in print format to the management team of the literacy and basic skills centres and to staff members who participated in administering the questionnaire. It includes the following components:

- 1) Introduction to the research project;
- 2) Selection criteria for the learners in training or those who have completed their training;
- 3) The role and responsibilities of the interviewer;
- 4) The forms and the questionnaire contained in the interview booklet as an illustration; and
- 5) Practical instructions for their implementation before, during and after the interviews.

The questionnaire had to be properly administered in order to collect quality data in favourable conditions. The interviewer's guide was meant to maximize understanding of the tools provided and to prepare the interviewers to use these tools during the information collection process.

The interviewer's guide includes an outline of the objectives and desired outcomes of the field research project and an overview of the research tools (above) and the method for administering them. The guide contains instructions for the interviewer about how to organize the selection of learners and informants, practical instructions for using the participation forms and the information sheet about the current or former learner, on ethics and interview techniques when using a questionnaire, as well as answers to the most frequently asked – or likely to be asked – questions by the interviewers.

The content development and considerations specific to the various agencies led to many exchanges that concluded with consensus among the team of partners and contributors. Several points were subject to discussion and decisions were made. Following is a description of the different information-collecting processes.

### **Interview techniques**

The interview between the interviewer and the learner was done in person. The interview with informants was done in person or by telephone. The interview with the informants was done by the same person who interviewed the learner. The practitioner's questionnaire was to be completed by the practitioners themselves.

### **Information collection technique**

The interviewer asked the questions and completed the questionnaire. The questionnaire was completed by hand or electronically. The interviewers could record the verbal interview and then subsequently complete the questionnaire on the computer.

### **Selection of interviewers**

It was decided that the interviewers would all be practitioners<sup>9</sup> because they have established a bond of trust with the learner and are familiar with the language and the environment of learners. In some cases, a learner was interviewed by two different practitioners: since practitioners are sometimes responsible for a single facet of the training, such as numeracy or French, for example, those who could best provide accurate information completed the sections of the questionnaire that applied to their field of intervention.

### **Selection of learners to interview**

- Learners volunteered to complete the questionnaire.
- The literacy and basic skills centres either selected participants or invited everyone.
- The centres committed to recruiting at least three people at a minimum, including both learners still in training and learners who had completed their training; there was no maximum number of participants set.
- The targeted respondents were able to demonstrate that they had successfully transferred learning into their everyday lives.
- The selection of respondents was done in such a way as to ensure diversity: gender, age, full-time and part-time participation, level of training reached.

### **Incentives for the respondents**

- There was no financial incentive offered to the people interviewed.
- However, some organizations did offer a group reward, such as a meal.

### **Remuneration of the practitioners who conduct the interviews**

- In Manitoba, the Pluri-elles staff was paid for the time spent giving interviews.
- In Ontario, the COFA offered its contributors a payment based on the number of interviews they conducted.

### **Selection of informants**

The learners proposed one or two people who could give an account of their skills transfers into everyday life, and authorized their testimony. The questionnaire for informants was produced in both French and English to accommodate an Anglophone spouse or other person.

## **D. Interviewer training**

The interviewer's guide was distributed to the literacy and basic skills centres participating in the survey. The centre's management team trained and supported their staff members. The management teams at the centres and the practitioners participated in an intensive training session by audio conference that dealt with certain points in the guide, including the techniques and ethics of conducting an interview.

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<sup>9</sup> Except in one case, where a learning centre hired an outside interviewer.





## 7 – SURVEY RESPONDENTS

### 7.1 *Questionnaire Survey*

We had decided in the beginning that a minimum of 150 learners would participate in the survey questionnaire. By adding the number of informants to that number, we estimated a total of 250 to 300 people would participate. In fact, many more respondents than we had anticipated participated in the survey questionnaire, largely due to a very enthusiastic response on the part of various learning centres. The validity of the research was therefore increased and the cost-benefit ratio of the project optimised.

The research tools were applied in 27 literacy and basic skills centres in Ontario and Manitoba.

A total of 198 learners, 201 people from among their family and friends, and an undetermined number of practitioners<sup>10</sup> participated in the questionnaire survey, for a total of at least 399 people.

### 7.2 *Discussion Group Survey*

The practitioners formed eight discussion groups in as many literacy and basic skills centres in Ontario and Manitoba. The number of participants in the discussion groups was not submitted.

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<sup>10</sup> It is impossible to know how many practitioners participated in the research, in order to guarantee confidentiality.





# 8 – EMPIRICAL DATA

## 8.1 Empirical Data

A great number and variety of important data was gathered from the field research.

### 8.1.1 Quantitative data

The quantitative data consists of all the closed-ended responses obtained using the tools contained in the interview booklet (the booklet can be consulted in the appendix):

- 1) The profiles<sup>11</sup> of learners, their family and friends, and practitioners;
- 2) The responses to the survey questionnaire by learners in training, learners who have completed their training, family and friends, and practitioners.

### 8.1.2 Qualitative data

Qualitative data is all the open-ended answers obtained using the tools contained in the interview booklet:

- 1) The profiles of learners, their family and friends, and practitioners;
- 2) The responses to the survey questionnaire by learners in training, learners who have completed their training, family and friends, and practitioners; and
- 3) The discussion groups attended by practitioners.

## 8.2 Data Entry and Processing

### 8.2.1 Data entry

Data entry included the following operations:

- The coding of the questionnaires to identify the province and the centre; this coding was done at the time of the survey;
- The coding and classification of the quantitative units of information, meaning the verification of the coding that had been done previously; and
- The coding and classification of the qualitative units of information.

The data entry operations were conducted separately, depending on whether they were quantitative or qualitative answers.

- The answers to closed-ended questions in the profiles and the questionnaire were entered and processed as quantitative data using the statistical processing and analysis software SPSS<sup>12</sup>. The information was classified in order to allow for retrieval, recording and cross-tabulation by question, by respondent, and by category of variables. The data is presented in statistical form in tables (Excel) and in graphical figures (PowerPoint), which facilitates their treatment now and in the future.

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<sup>11</sup> The information collected in the profiles does not compromise the anonymity of the respondents.

<sup>12</sup> SPSS software (*Statistical Package for the Social Sciences*) was used to process data, produce tables and analyze statistics from the quantitative data.

- The answers to the open-ended questions in the profiles and questionnaire were entered and processed in the form of qualitative information with the word processing software Word. The answers were processed in such a way as to allow their retrieval and their categorization by question, by respondent and by keyword.
- The data from the discussion group reports was entered and processed in the form of qualitative information using Word, which allows it to be retrieved and categorized by question and by keyword.

### **8.2.2 Other data processing**

Additional processing of both the quantitative and qualitative data is still possible if the partners wish to proceed with describing, comparing and analyzing the results. The data gleaned from the interview booklet were submitted to the research leaders on a CD-ROM.

# 9 – PROCESS AND LEVELS OF ANALYSIS

## 9.1 Process

To understand the phenomenon of skills transfer in everyday life, we need to take an inductive and deductive approach that will lead to a mixed analysis strategy. This research uses a mixed method by describing and comparing the data obtained, and then subsequently interpreting these results in light of the analysis model in order to judge its relevance, particularly within the context of minority Francophone communities.

Briefly, here are the three steps in the actual analysis of the quantitative and qualitative data obtained:

- 1) The nominative description of the quantitative and qualitative observations, of the questionnaire and of the discussion groups, which helps to understand the different parts;
- 2) The classification of the quantitative and qualitative observations into comparative categories that establish the relationships between the different variables and helps in understanding them; and
- 3) The organization of the quantitative and qualitative observations into a system that provides an explicative analysis of the results.

## 9.2 Levels of Analysis

The analysis consists of describing, understanding and explaining what has been experienced. According to Hamel (1997), to explain is basically to:

- a) Identify a phenomenon (namely skills learning and skills transfer) and break down the parts, i.e. describe;
- b) Establish the interplay of relationships and constraints that connect these parts, i.e. understand; and
- c) Integrate this series into a more vast system of abstract properties, i.e. explain.

As a result, the process of describing, understanding and explaining results is both questioned and validated from the perspective of contemporary analyses of skills learning and skills transfer.

**Table 9**  
**Steps and Levels of Analysis**

Data Processing Steps	Levels of Analysis
Identify a phenomenon as a whole and break down its parts	Describe
Establish the interplay of relationships and constraints that connect these parts	Understand
Integrate this series into a more vast system of abstract properties	Explain

Source: Hamel, 1997, p. 157.

The transition from common sense language to description provides access to the first level of analysis, through the organization and exemplification of observations. As such, the description must emphasize this back and forth movement of language through which occurs this transition from the form taken by the factual data to the form that transposes the data into the realm of comprehension and explanation. The description must provide a complete view of the procedures and operations by way of which the data is transformed into a research subject that takes the form of abstract coordinates whose use will lead to an explanation (Hamel, 1997, p. 194).

The procedures for processing and transposing the data, which range from the empirical experience to the construction of descriptive categories, were carried out in many phases. The concrete step of describing is intended to distinguish the empirical elements and to organize them in order to construct valid descriptions and comparisons within the specific contexts in which the research took place.

The analyses will deal first with the quantitative data. The analyses of the qualitative data will follow. As described in the methodology, the units of observation that were selected are the essential skills (observable phenomena), while the units of analysis are skills transfers and their effects and impacts on everyday life, with the goal being to describe, understand and explain them using different sources of information.



## 10 – DESCRIPTION OF KEY TRENDS

The data described and analyzed in this section represents the responses judged to be valid from among the responses provided by the 198 learners in an adult literacy or basic skills program, or who had completed their training, and who were interviewed for the research who answered the closed-ended questions in the profiles and survey questionnaire. Their answers, which were entered as quantitative data, are presented below<sup>13</sup>.

The description and the comparison of this data deals with the respondent profiles, what they have learned in training, practical uses of the skills acquired, and the transfer of their skills into everyday life.

Although the data processing tools used were very effective, given the vast amounts of data quantified, it was necessary to make a choice when presenting the results. Thus, the presentation of the statistical results is focused on the most relevant highlights and key trends that pertain to learning, practicing and transferring skills. Reliability is subject to certain limits with regard to the character of the survey and the number of observations processed, which was mentioned earlier in point 6.4.

### 10.1 Learner Profiles

#### Number of respondents

A total of 198 respondents participated in the survey. They come from 27 literacy and basic skills centres in as many regions of Ontario and Manitoba. As respondents could decide to not answer certain questions (for example, one person refused to answer the profile questions) or could not answer because the question was not applicable to their situation (for example, several respondents had not followed or were not following numeracy workshops), the number of respondents vary from figure to figure.

#### Gender of the respondents

The majority of the respondents are women. Gender among the group of respondents was divided as follows: 71% women and 29% men (Figure 1).

#### Age of the respondents

- The majority of the respondents were between 25 and 64 years old (Figure 2).
- In dividing the respondents into two age categories, we can see that the people aged 44 years and under represent 59% of the respondents, and those aged 45 years and over represent 41% (Figure 3).
- Women in the 25 to 44 years age group are more numerous than those from other age groups (41%), whereas more men are in the 45 to 64 years age group (39%) (Figure 4).

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<sup>13</sup> It should be noted that the answers provided in the profile and questionnaire by the practitioners and informants who participated in the survey are addressed in subsequent sections.

- The cross-tabulation of gender and age categories does not significantly affect this distribution. We see that 60% of women are aged 44 years and under, while 40% are aged 45 years and over (Figure 5). With regards to men, 43% are aged 44 years and under and 57% are 45 years and over (Figure 6).

### Training levels

In Manitoba and Ontario, there are five training levels. These levels correspond to the two first levels of the International Adult Literacy Skills Survey (IALSS). The levels referred to in this research are the ones that the two provinces were using at the time of the research.

- Of all the respondents, 42% were at level 3 at the start of their training and 21% were at level 2 (Figure 7).

### Progress between the training levels

A sizeable majority of respondents, namely 74%, were in training at the time of the interview, while 26% were not any more (Figure 8). Among learners still in training, a considerable majority of them – or 77% (15% + 17% + 45%) – were at level 3 or lower when their training started while 21% (16% + 5%) were at level 4 or 5 when their training began. At the time of the survey, 35% (4% + 11% + 20%) were at level 3 or lower and 45% (29% + 16%) were at level 4 or 5 (Figure 9). Figure 9 also indicates that a certain number of learners had moved on to another form of training: some had registered to prepare for the GED while others had registered for ACE or OBS<sup>14</sup>. The difference between the literacy levels of learners at the start of training and their levels at the time of the interview illustrates progress from one level to another, as shown in Figure 9.

In a similar fashion, for learners who were no longer in training at the time of the survey<sup>15</sup>, we can see the progress between levels for learners during their training in Figure 10. To sum up, the answers of people who were no longer in training show the same phenomenon of progression, that is to say the differences and percentages between the levels of learners at the beginning of their training their level at the time of the research (Figure 10).

### Training objectives

Of the 155 learners who contend that their return to the classroom corresponds with a specific phase in their life, *a new career direction* stands out as the main reason for enrolling in a training course for 35% of them (Figure 11).

### Length of training

Learners participated in workshops either part time or full time. Part-time participation can correspond to 6 hours a week, for example, and full-time, to 24 hours a week.

- Among the respondents who were no longer in training, 40% had participated in training from 6 months to less than 1 year, while 17% had participated from 1 to 2 years.
- Of all those in training, 50% had participated for less than 1 year.
- Half of the respondents who were no longer in training – exactly 50% – had been participating in training for less than 12 hours per week.
- Among those who were still in training at the time of the interview, 39% were participating less than 6 hours per week.

<sup>14</sup> The GED (General Educational Development) is an Ontario High School Certificate equivalency; ACE (Academic Career Entrance) is a college certificate program whereas OBS (Ontario Basic Skills) is an academic upgrading course.

<sup>15</sup> People who have exited adult education have either left or completed their training. The shortened version of "no longer in training" is used frequently throughout the text.

## Learners' support for training

Almost all respondents (98%) would suggest enrolling in an adult literacy and basic skills program to their family and friends.

## 10.2 Description of Key Trends – Quantitative Results

The quantitative questionnaire results for the five series of essential skills that were examined are presented from two perspectives:

- a) The perceived skills gained by the respondents;
- b) The perceived effects and impacts of acquired skills on day-to-day life.

### Perceived skills gained

The majority of learners surveyed indicate they can better express themselves, and that they read, write, calculate, and use computers and technology more in their everyday lives than they did before participating in the training program (Figure 12).

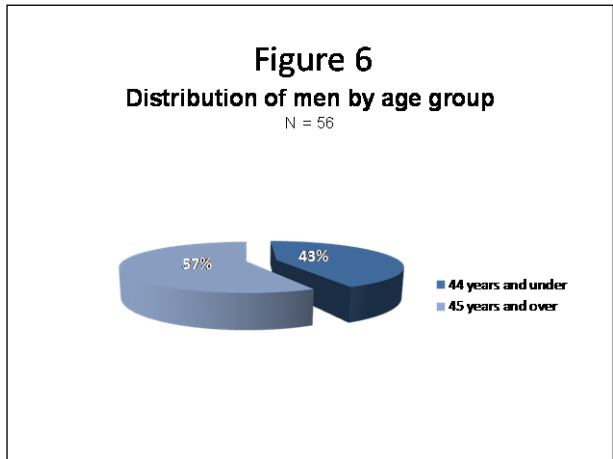
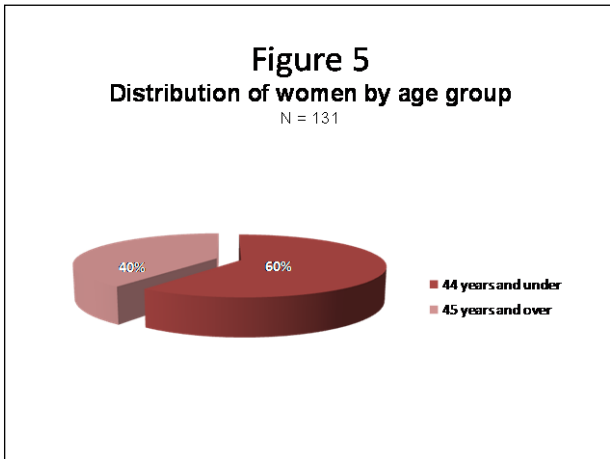
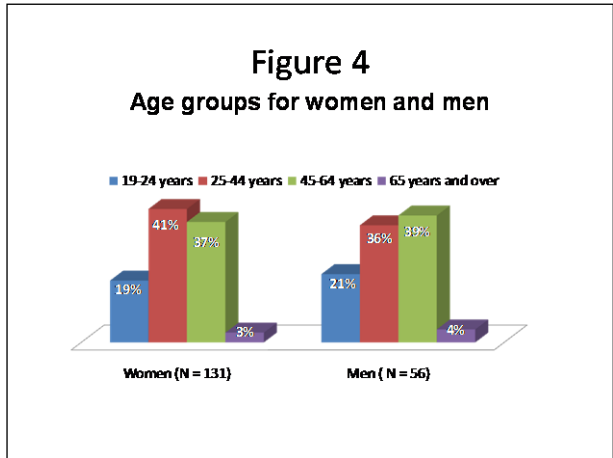
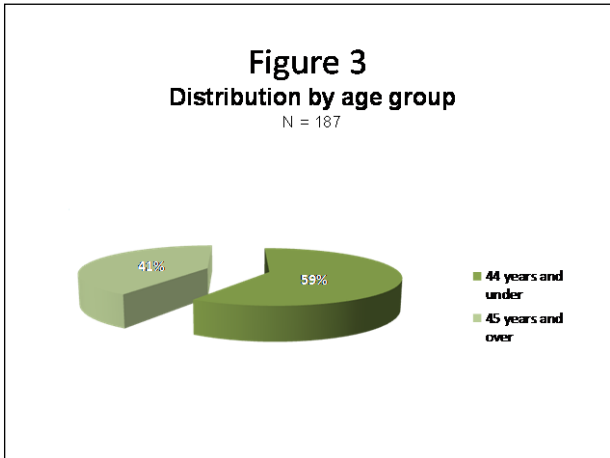
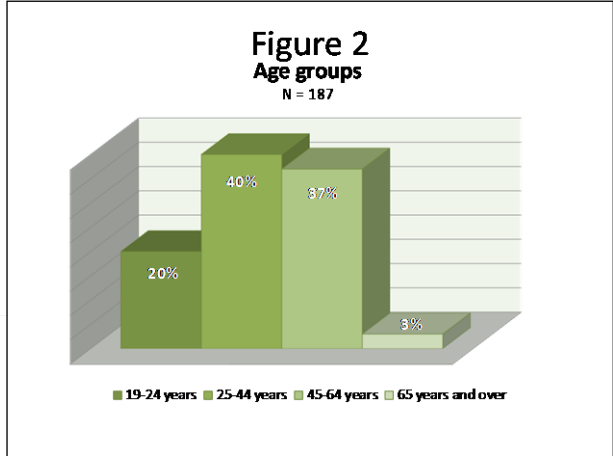
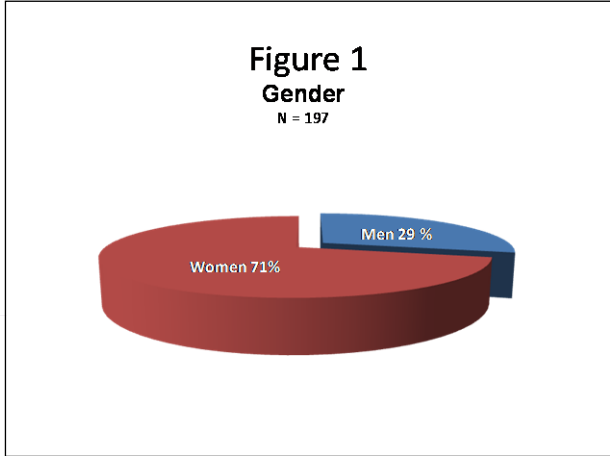
- 88% answered yes for Oral Communication;
- 80% answered yes for Reading Text;
- 80% answered yes for Writing; and
- 84% answered yes for Computer Use and Technology.

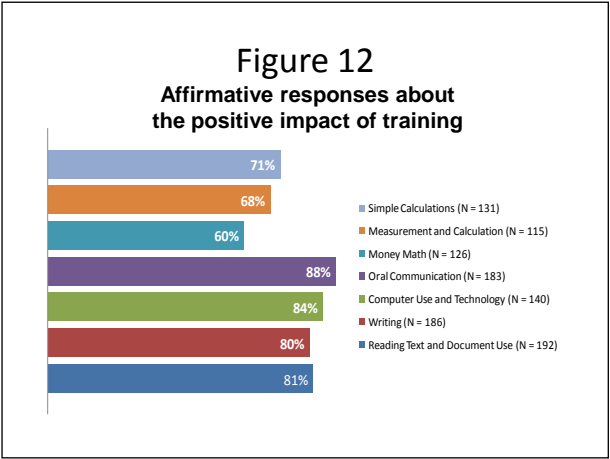
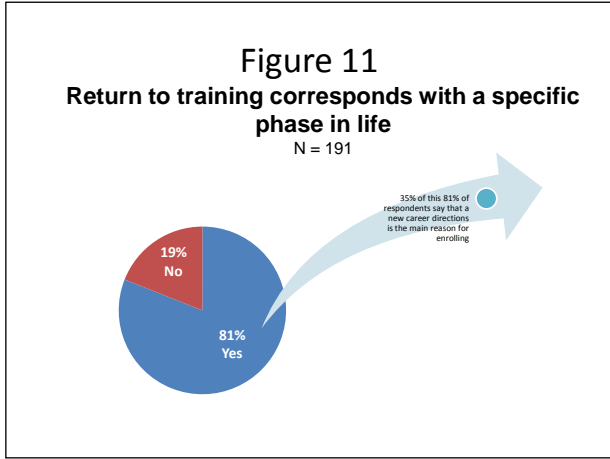
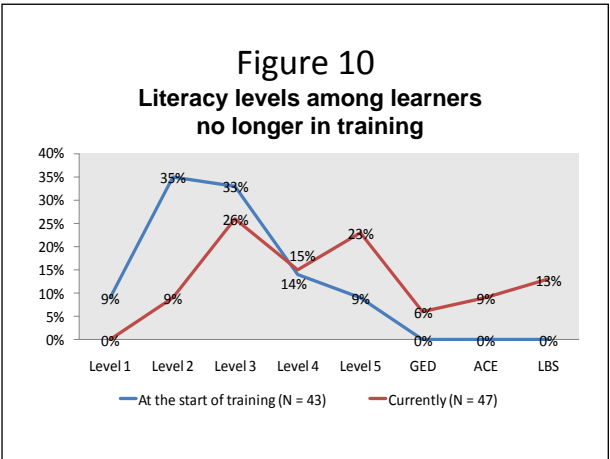
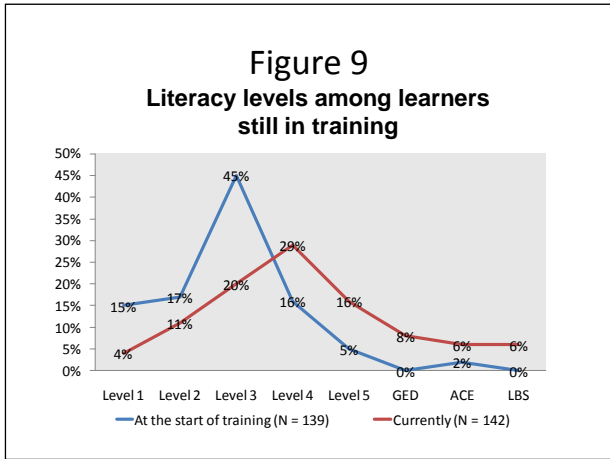
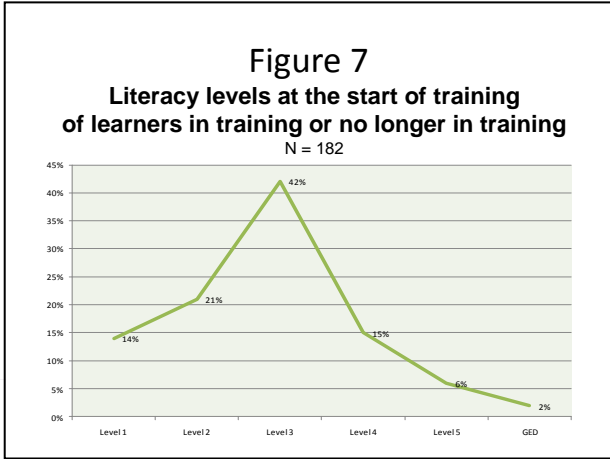
In addition, even though the percentages are relatively lower, the majority of people surveyed think they can better calculate and control their finances, and have a better understanding of measurements, than they did before participating in training.

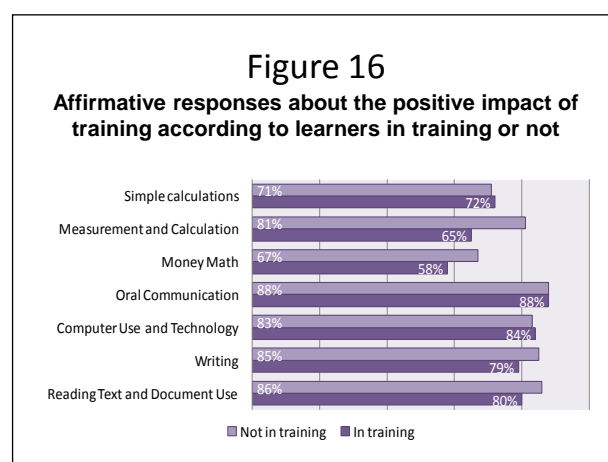
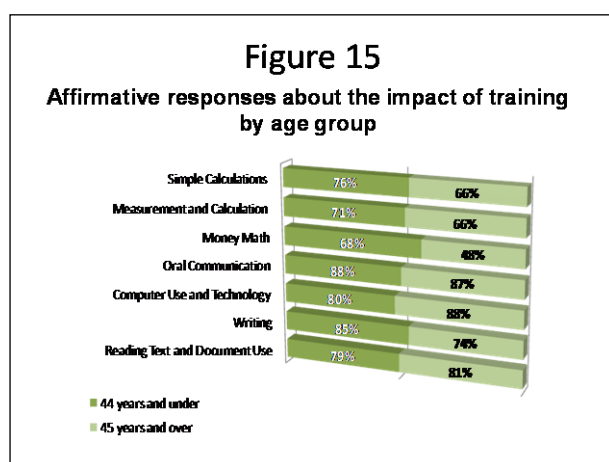
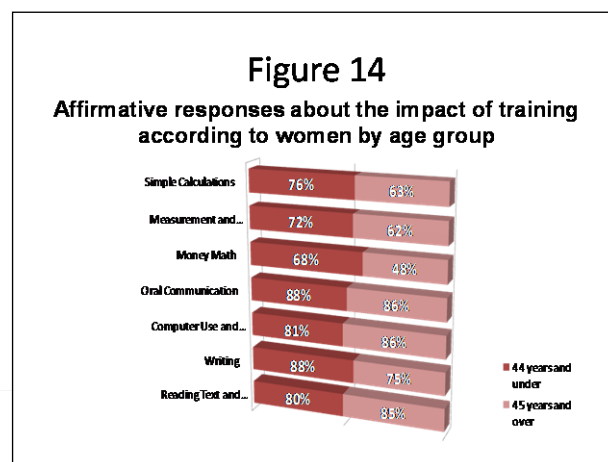
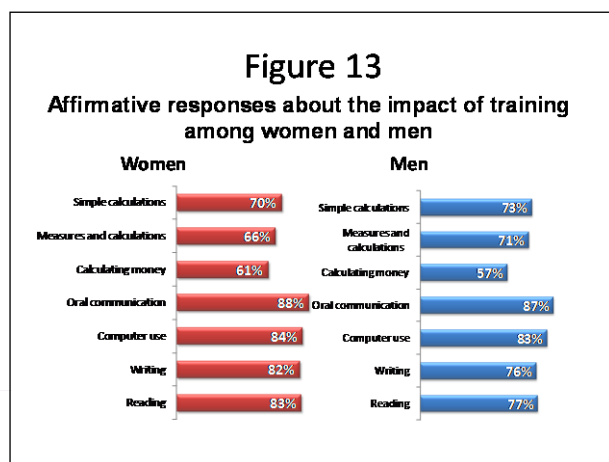
- 71% answered yes for Simple Calculations;
- 68% answered yes for Measurement and Calculation; and
- 60% answered yes for Money Math - Budgeting and accounting.

The examination the distribution of respondents based on gender for the improvement of their competencies, reveals no significant differences between men and women. We can see that since their training, both men and women report better skills in reading, writing, computer use and technology and oral communication than in numeracy (Figure 13). More women aged 44 years and under report having improved their writing skills. We can see that 88% women aged 44 years and under feel they have improved their skills in writing since participating in the training program, while 75% of those aged 45 years feel the same way. We also see a wider margin between women of the two age groups when it comes to numeracy, particularly money math: 68% of those aged 44 years and under and 48% of those aged 45 years and over find they are using this skill more in their everyday lives, in effect, a difference of 20% (Figure 14). When the answers of all respondents, both men and women, are considered, the percentages are very similar to those noted above, primarily because more than three times as many women as men participated in the survey (Figure 15).

**Figures: Learner Profiles**







## 10.3 Learning and Skills Transfer

### 10.3.1 Reading Text and Document Use

- Among those respondents still in training at the time of the interview, 80% contend that they read more than they did before the training program, while this is the case for 86% of the respondents who are no longer in training (Figure 16).
- Amongst all the women respondents, 80% of women aged 44 years and under, compared to 85% of women aged 45 years and over, maintain that their reading skills have improved (Figure 14).
- Amongst all the respondents, 80% report that they read more than they did before the training, 18% report that this is not the case and 2% do not know (DNK) (Figure 17).

#### Impacts of improved reading skills on everyday life

- Respondents aged 45 years and over say they now read e-mails more often. This improvement can be explained by the fact the many people in this age group began using computers later in life, or had few occasions to learn how to use them before participating in literacy training (Figure 18).
- Half of the respondents now use dictionaries (50%) while 56% now use grammar books (Figure 19).

- A significant number of respondents believe that reading helps them now on personal, community, family and functional (both at work and in training) levels (figures 20 to 23).
- Most of the respondents recognize the contribution that reading makes in their personal development. This contribution can be explained as follows:
  - For 68%, being more informed;
  - For 71%, understanding and analyzing better;
  - For 59%, being more organized;
  - For 55%, being better to evaluate an opinion;
  - For 53%, remembering information;
  - For 70%, feeling better about themselves; and
  - For 54%, finding solutions to problems (Figure 20).

Improving reading skills helps learners at the community level in everyday life, because they now do a better job of organizing events and preparing for meetings and participate more in activities now. However, it has little impact on volunteer work, as we can see that 61% of respondents report that their reading skills already helped them in their volunteer work, work that they engaged in before participating in literacy training (Figure 21).

A relatively large majority of respondents also agree that reading provides benefits on a functional level at work. This contribution can be explained as follows:

- For 60%, suggesting new ways of doing things;
- For 69%, being more productive;
- For 60%, being safer;
- For 69%, participating more at meetings;
- For 68%, better serving clients or responding to colleagues; and
- For 65%, communicating better with supervisor or boss (Figure 22).

On a functional level in training, a large majority also confirm the following benefits of reading:

- For 73%, being better at following instructions;
- For 80%, better performing in their tasks (Figure 23).

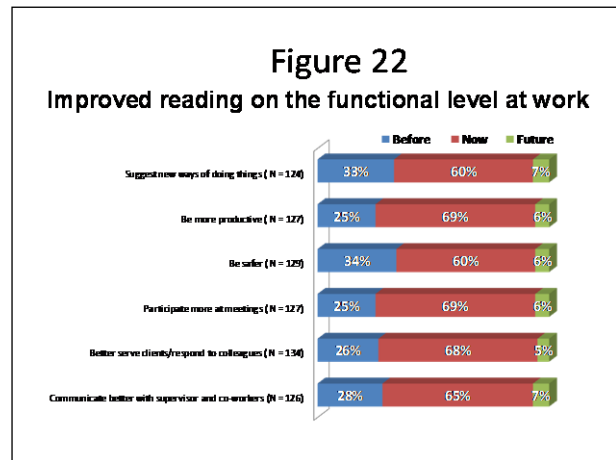
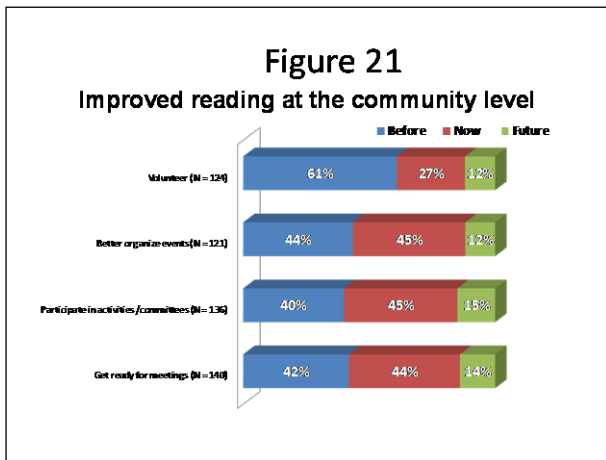
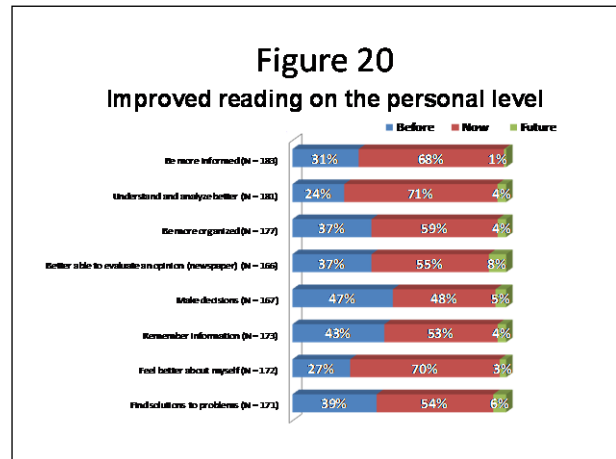
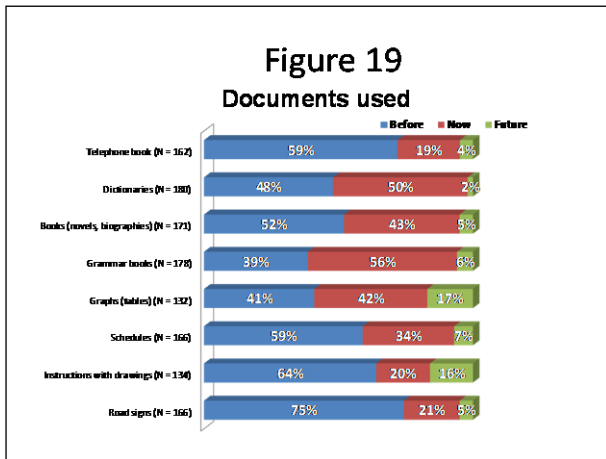
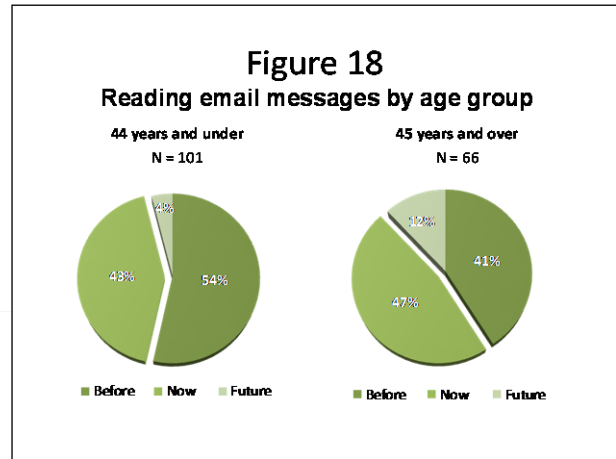
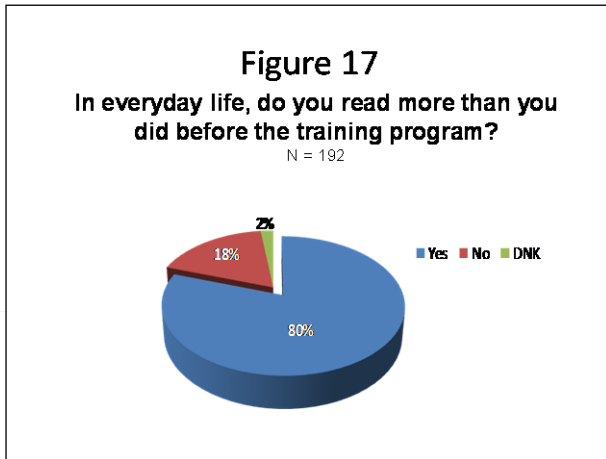
Respondents indicated that their reading skills have improved since participating in literacy training, especially in the spheres mentioned above.

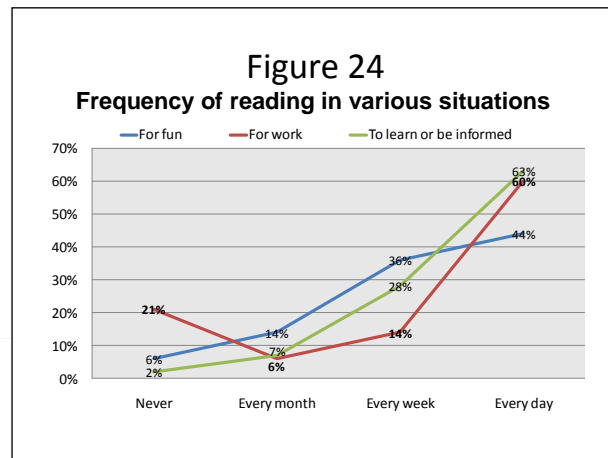
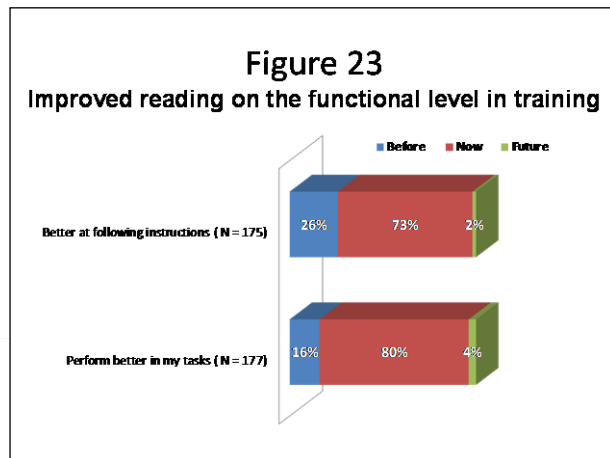
As for the frequency of reading, more respondents say they read every day to learn or be informed (63%), for work (60%) or for fun (44%) at the time of the survey (Figure 24). This shows that reading is very present in the day-to-day life of respondents.

If we consider the respondents by age group, 79% of the people aged 44 years and under, compared to 81% of the people aged 45 years and over, maintain that their reading skills have improved. The proportions are very similar (Figure 15).

If we look separately at the respondents in training at the time of the interview and those who were no longer in training, we note that the majority of respondents in both groups claim to read more than before they participated in a training program – and those who were no longer in training, more than the others. In fact, 86% of those no longer in training attest to reading more than before, while the respondents still in training concur, although to a lesser degree at 80% (Figure 16).

## Figures: Reading Text and Document Use





### 10.3.2 Writing

For the majority of respondents (80%) – both women and men, and younger and older – training helped to improve their writing skills (figures 25 and 26).

Among those respondents still in training at the time of the questionnaire interview, 79% believe they write more than before the training, while 85% of those respondents no longer in training said the same thing (Figure 16). The proportion is similar between male learners (76%) and female learners (82%) (Figure 13). Although the percentages are both very high, there is a greater difference between the proportion of respondents aged 44 years and under (85%), compared to those aged 45 years and over (74%) (Figure 14). In this case, a higher number of respondents aged 44 years and under state that the training contributes or contributed to improving their writing skills.

#### Impacts of improved writing skills on everyday life

Most respondents report that improved writing helps them now on the personal and functional (both at work and in training), community (getting ready for meetings) and family (helping children with homework and communicating information) levels (figures 27 to 30). That said, all respondents identified lesser impacts at the community and family levels compared to impacts on the personal and functional levels (figures 28 to 30). However, training seems to have more impacts on the family and community dimensions as concerns writing skills (e.g. a greater number of respondents noted positive impacts when it comes to helping children with homework, communicating information and preparing for meetings) (figure 28).

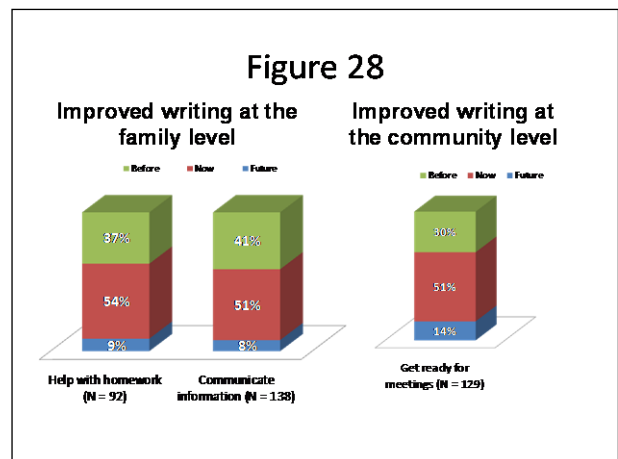
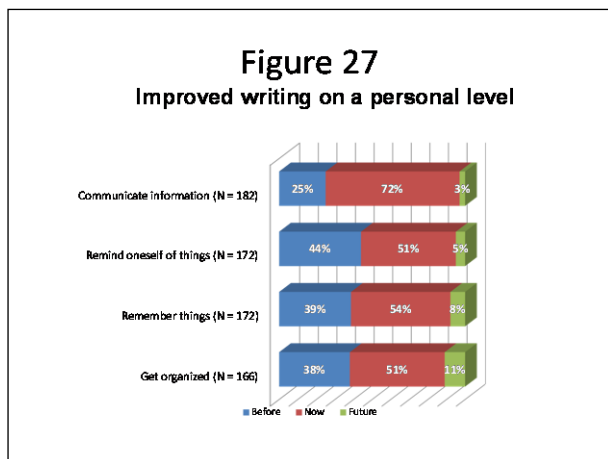
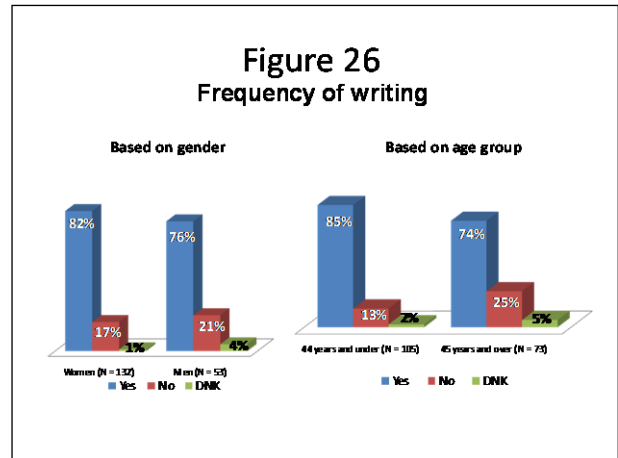
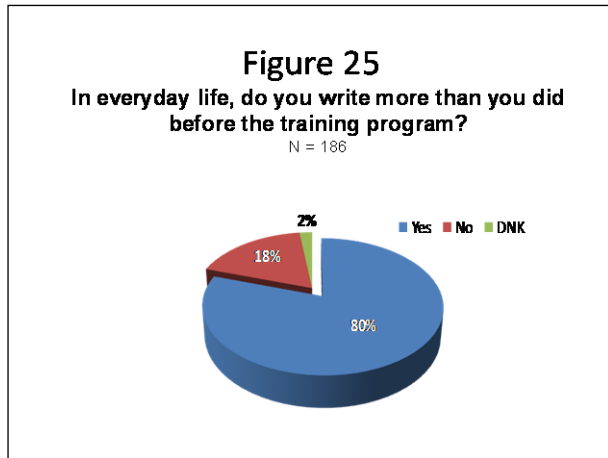
Improved writing skills help the majority of respondents especially with regard to the following dimensions of skills transfers:

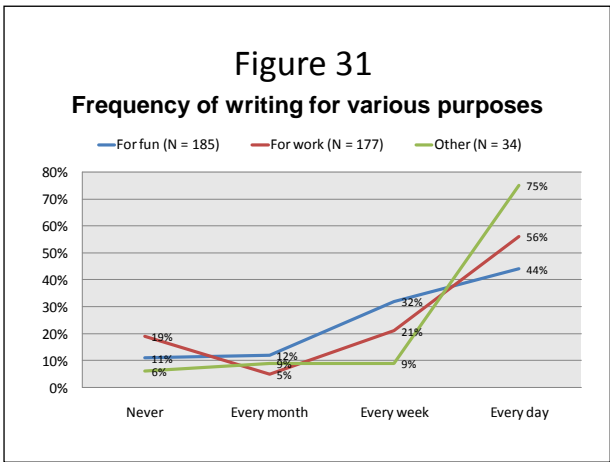
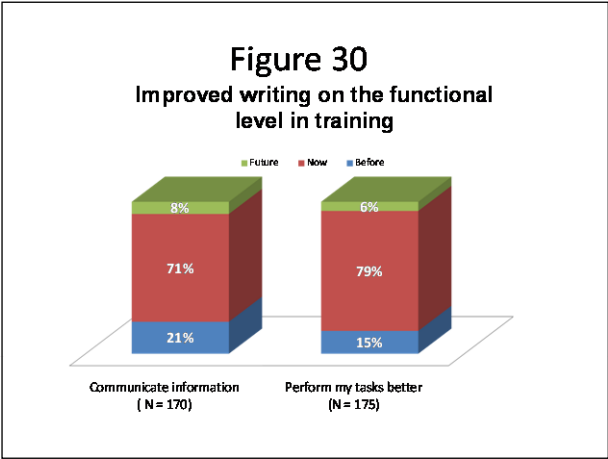
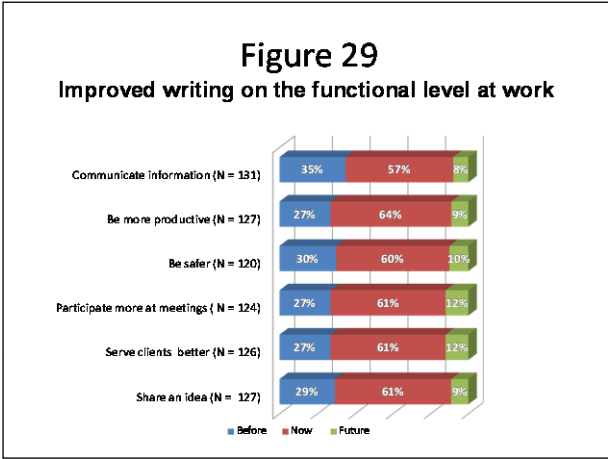
- On a personal development level, for example:
  - 72%, communicating information (for example, writing notes);
  - 51%, reminding oneself of things;
  - 54%, remembering things;
  - 51%, getting organized (Figure 27).

- On a family level, for example:
  - 54%, helping children with their homework;
  - 51%, communicating information (Figure 28).
- On a community level, for example:
  - 51%, getting ready for meetings (Figure 28).
- On a functional level at work, for example:
  - 57%, communicating information;
  - 64%, being more productive;
  - 60%, being safer;
  - 61%, participating more at meetings;
  - 61%, serving clients better;
  - 61%, sharing an idea (Figure 29).
- On a functional level in training, for example:
  - 79%, better performing in their tasks;
  - 71%, communicating information (Figure 30).

At the time of the survey, most respondents wrote for the following reasons: 44% of respondents write every day for fun, 56% for work, and 75% for other reasons (Figure 31). Since the percentage of respondents reporting other reasons to write is fairly high, we can conclude that they write for reasons mostly pertaining to their personal, familial or community life. But this is purely deductive, as the survey questions did not ask to specify the reasons.

### Figures: Writing





**10.3.3 Oral Communication**

Among the respondents, 88% believe that they express themselves better since participating in the training program, 9% say no and 3% do not know (Figure 32), and this in a comparable ratio for both genders (Figure 33) and age (Figure 15), as well as for respondents who were in training or not at the time of the interview (Figure 16).

We can see that training contributes or has contributed to improving oral communication skills in meaningful proportions if we consider the very high (figures 34 to 38) and very similar percentages for the people aged 44 years and under and 45 years and over (Figure 15).

**Impacts of improved oral communication skills on everyday life**

More specifically, a significant number of respondents believe that improved oral communication is helping them now on the personal, community, family and functional levels (both at work and in training).

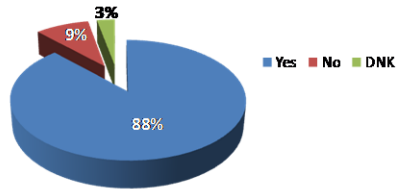
- On the personal development level, a vast majority of respondents identified improvements that consist, for example:
  - For 73%, of adjusting their language to fit the situation;
  - For 61%, of presenting facts in a logical order;
  - For 80%, of communicating better;
  - For 73%, of better understanding others;
  - For 83%, of using a larger vocabulary;
  - For 75%, of using fewer anglicisms (Figure 34).
- At the community level, a majority of respondents identified improvements that consist, for example:
  - For 54%, of reaching a compromise;
  - For 55%, of convincing others;
  - For 64%, of expressing their opinion;
  - For 66%, of better understanding others;
  - For 54%, of participating in activities;
  - For 56%, of being part of a work team;
  - For 57%, of affirming oneself within a group;
  - For 52%, of resolving conflicts;
  - For 51%, of respecting the opinion of others (Figure 35).
- At the family level, a majority of respondents identified improvements that consist, for example:
  - For 52%, of expressing their opinion;
  - For 65%, of communicating better;
  - For 56%, of better understanding others (Figure 36).
- On a functional level at work, a majority of respondents identified improvements that consist, for example:
  - For 61%, of exchanging specific and detailed information;
  - For 64%, of explaining procedures;
  - For 65%, of participating more at meetings;
  - For 68%, of better serving clients or responding to colleagues;
  - For 62%, of participating in teamwork;
  - For 54%, of affirming oneself within a group;
  - For 59%, of replying to requests for information (Figure 37).
- On a functional level in training, a majority of respondents identified improvements that consist, for example:
  - For 68%, of being able to ask questions;
  - For 76%, of communicating better;
  - For 76%, of better expressing themselves orally;
  - For 64%, of affirming oneself within a group;
  - For 52%, of resolving conflicts (Figure 38).

Because these are the perceptions of improved skills that the great majority of respondents had noticed at the time of the survey, it is possible to assert that the learners' oral communication skills have improved since their participation in a training program. A majority of respondents also believe that improved oral skills had considerable effects and impacts in the personal, family, community and functional spheres of their daily lives.

## Figures: Oral Communication

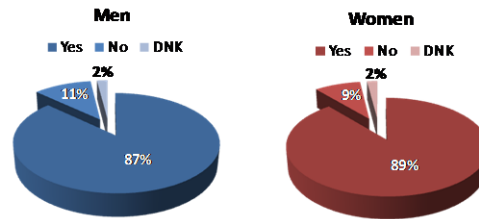
### Figure 32

In everyday life, do you express yourself better than you did before the training program?  
N = 184



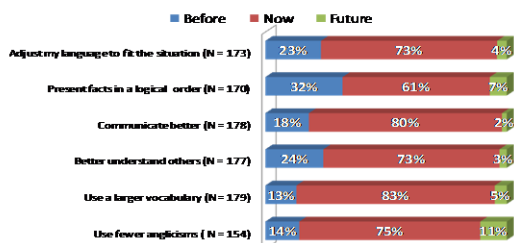
### Figure 33

Improved oral communication according to gender



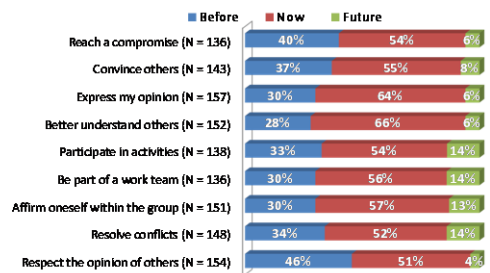
### Figure 34

Improved oral communication on the personal level



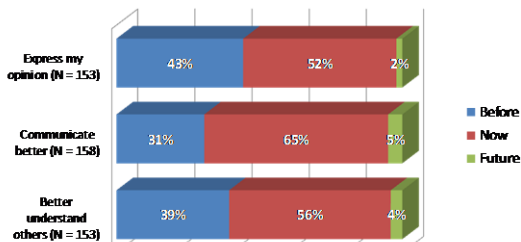
### Figure 35

Improved oral communication at the community level



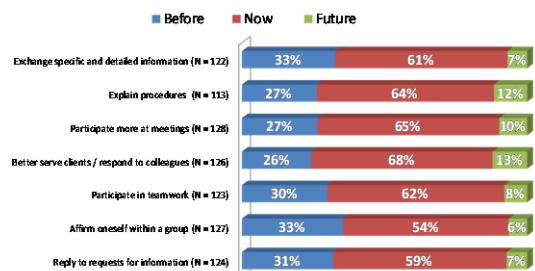
### Figure 36

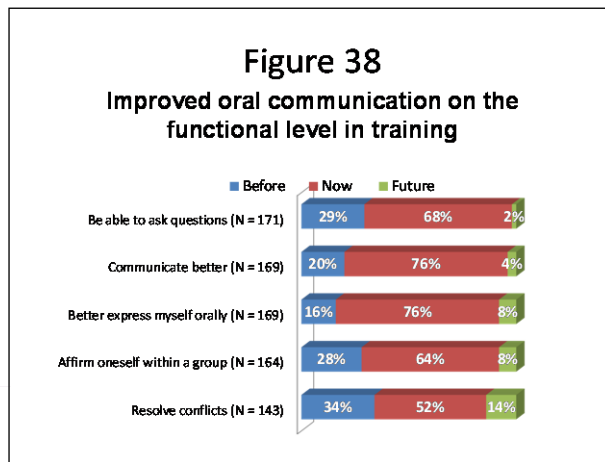
Improved oral communication at the family level



### Figure 37

Improved oral communication on the functional level at work





### 10.3.4 Computer Use and Technology

A majority of respondents, 83%, say they are now using computers and technology more than they did before participating in the training program; 16% say that this is not the case and 1% does not know (Figure 39). This percentage is basically the same for men (83%) and for women (84%) when it comes to measuring the positive impacts of training (Figure 13). The proportion of respondents who report using computers more frequently than before participating in training is high for the two age categories, although it is higher for those people aged 45 years and over (88%) than for those aged 44 years and under (80%) (Figure 15). These results are not surprising, as younger respondents have certainly had more contact and exposure to computers at a younger age than older respondents. Results are similar for respondents still in training at the time of the interview (84%) and respondents no longer in training (83%) (Figure 16).

The data shows that the majority of learners report an improvement in their computer and technology skills since training. Improvement is less striking in the case of e-mail use and almost nil when it comes to using Internet (Figure 40).

Computers and technology help most learners now, for the most part, on both the personal and functional (in training and at work) levels. For example, on the personal level, computers and technology help the majority of learners:

- to be more independent (65%);
- to get information (62%);
- to organize their budget (50%); and
- to feel more in control of their life (55%) (Figure 41).

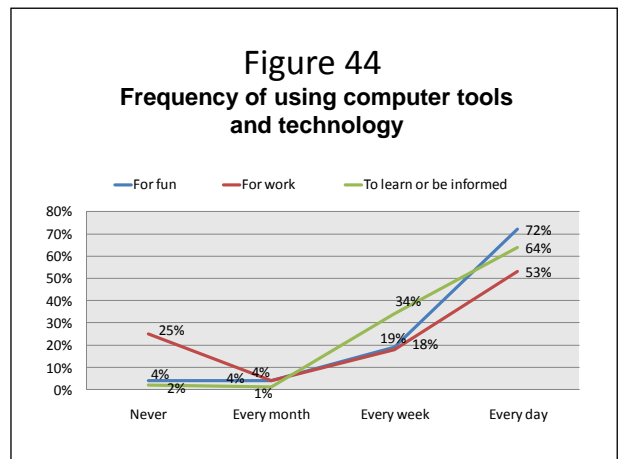
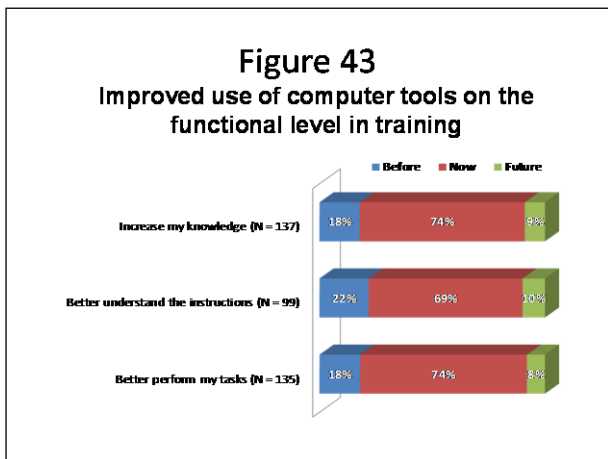
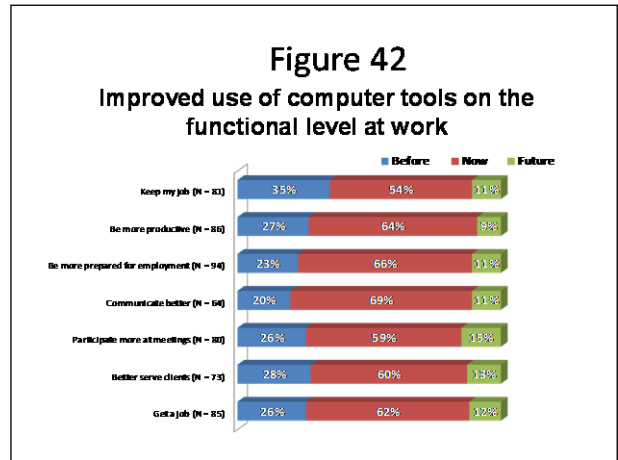
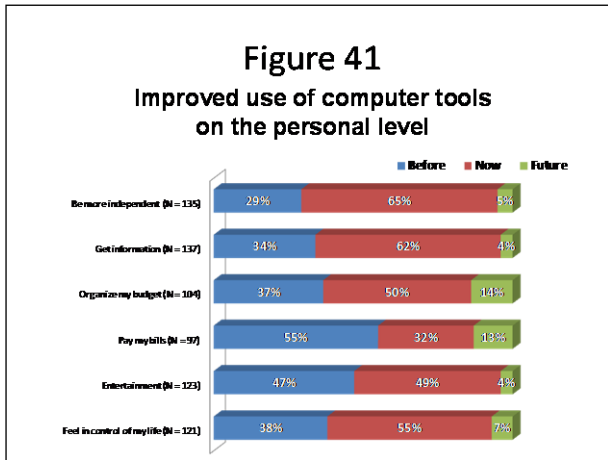
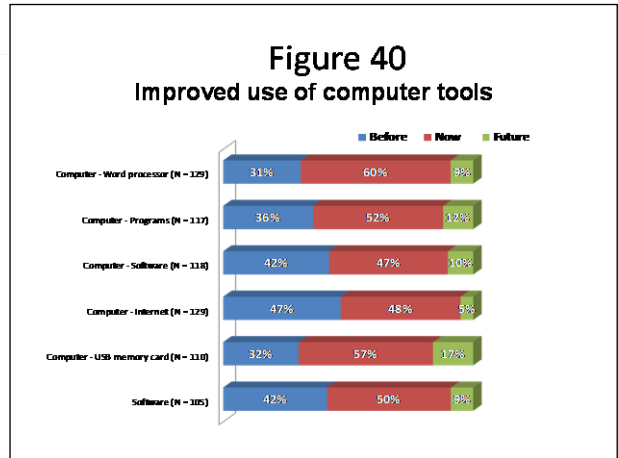
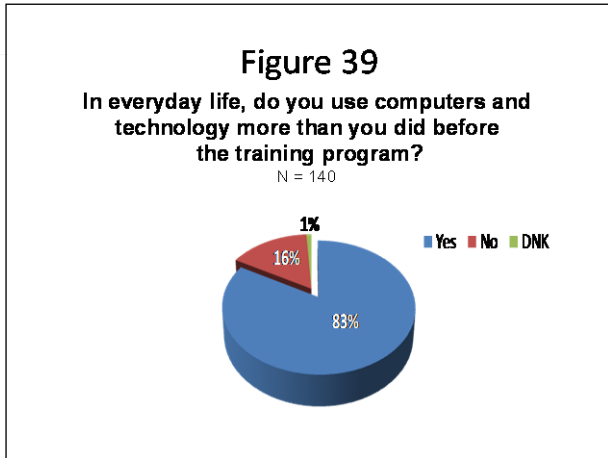
There is clearly a difference on the functional level at work for learners because the majority believe that computers and technology are helping them now for each of the elements presented in the questionnaire, especially:

- keeping their job (54%);
- being more productive;
- being better prepared for employment (66%);
- communicating better (69%);
- participating more at meetings (59%);
- serving clients better (60%); and
- getting a job (62%) (Figure 42).

The same is true on the functional level in training with increasing their knowledge (74%), being better at following instructions (69%), and better performing in their tasks (74%) (Figure 43).

Among all the learners surveyed, 72% use computers and technology every day for fun, 64% use them every day to learn or be informed and 53% use them every day for work (Figure 44).

**Figures: Computer Use and Technology**



## 10.3.5 Numeracy

### 10.3.5.1 Simple Calculations

By focusing on those respondents who answered the question (which is different from the total number of survey respondents<sup>16</sup>), we can see that the majority (71%) feel the training has helped them to calculate better; 23% report that this is not the case and 6% do not know (Figure 45). Amongst the majority who report being better able to calculate, 70% are women and 73%, men (Figure 13).

If we consider the respondents by age category, we see that those in the category of younger people (44 years and under) are more inclined to say that training has improved their simple calculations skills (76%) than those aged 45 years and over (66%) (Figure 46).

Among the respondents in training, 72% believe they calculate better than before participating in the training, while 71% of the respondents no longer in training feel the same way (Figure 16).

Literacy training seems to help the majority of the respondents with their simple calculations, except for that of adding, subtracting, multiplying and dividing (skills undoubtedly considered to be acquired knowledge). Their skills have improved when they must calculate averages and percentages, calculate with fractions, and compare values (Figure 47). Note however that a small percentage of men report being better able to add, subtract, multiply and divide since their training (but no women) (Figure 48).

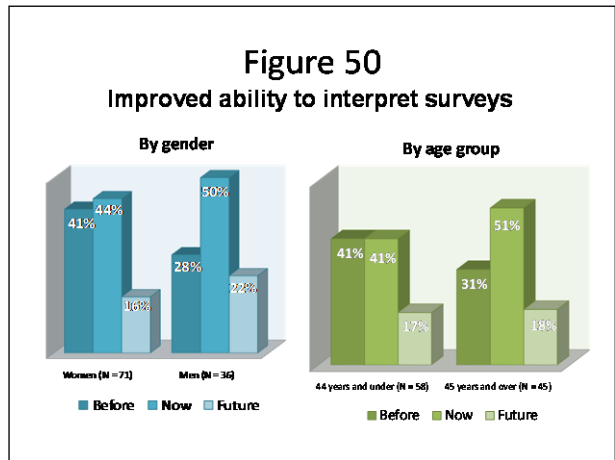
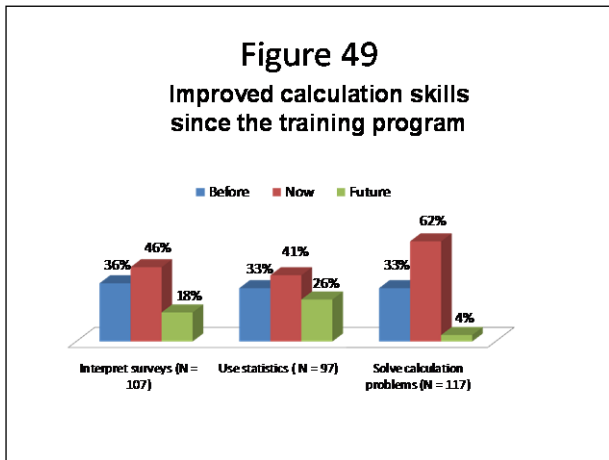
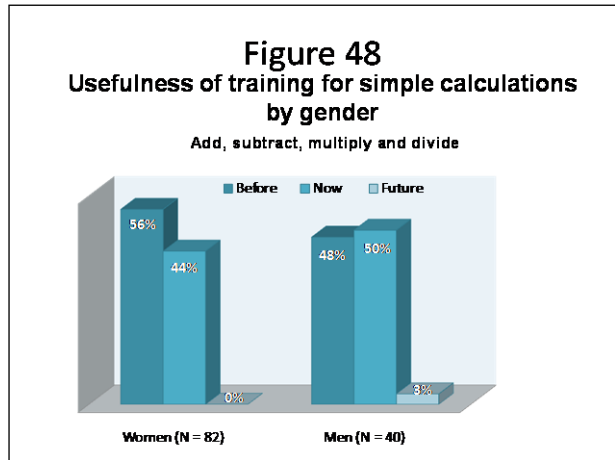
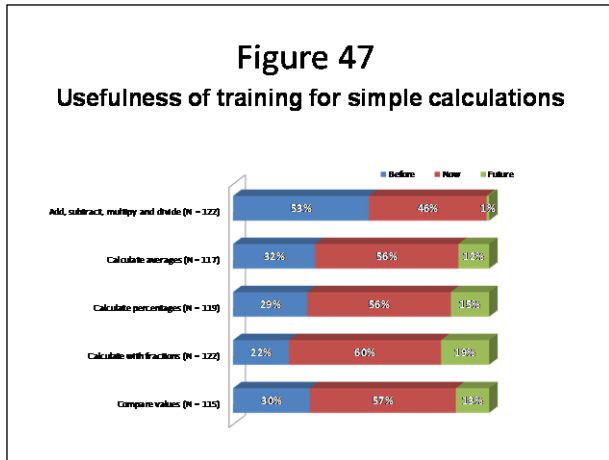
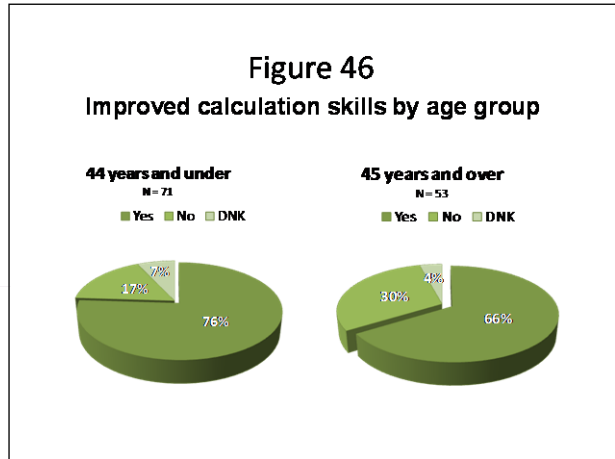
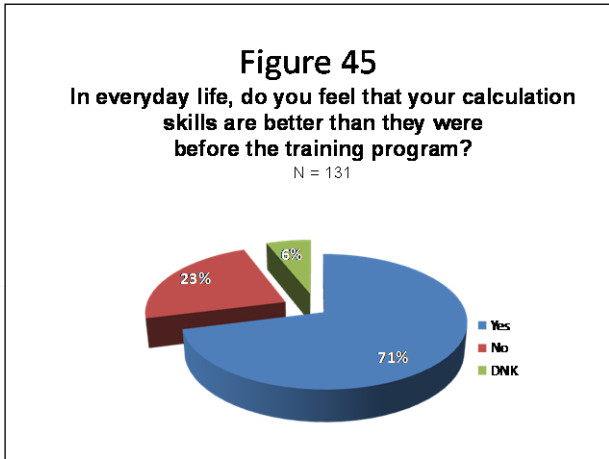
Many respondents report having slightly improved their skills in interpreting surveys and using statistics. Most respondents however report having improved their skill in solving calculation problems (Figure 49). More men (50%) than women (44%) report having improved their skill in interpreting surveys. For the same skill, more people 45 years and over report an improvement (Figure 50). There is no difference between men and women when it comes to a slight improvement in interpreting statistics, nor is there a difference in the level of improvement between respondents aged 44 years and under or those aged 45 years and over (Figure 51). Finally, 65% male respondents report having improved their ability to solve calculation problems; the percentage for women is 61%. There is however a notable difference between respondents aged 44 years and under who report an improvement (56%) and respondents aged 45 years and over (69%) who do so (Figure 52).

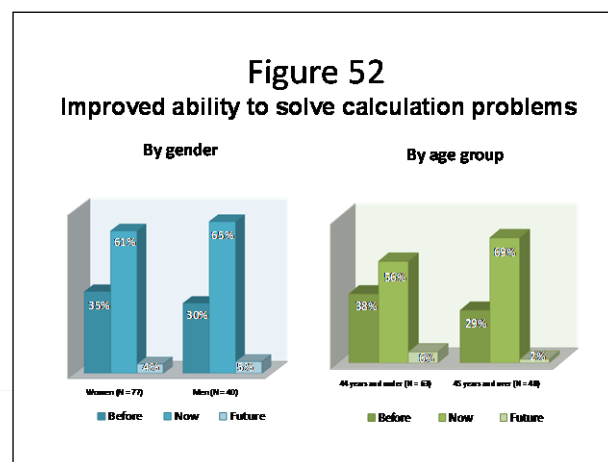
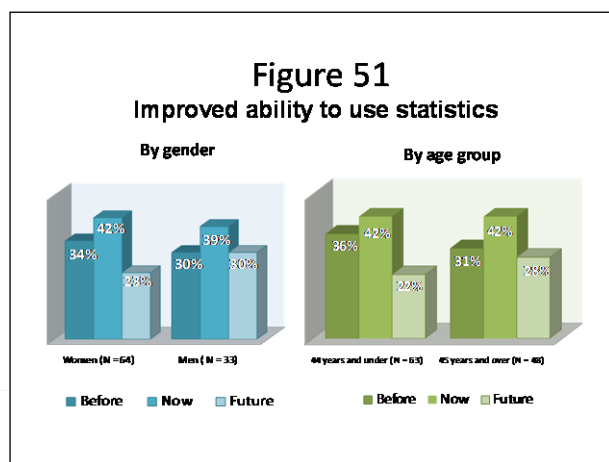
It is important to note that the anticipation of improvement in the future for simple calculations is much higher in percentage when compared to other skills. In other words, the respondents think they will improve even more in simple calculations.

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<sup>16</sup> Several respondents were not enrolled in training for numeracy and mathematics.

Figures: Numeracy





### 10.3.5.2 Money Math - Budgeting and Accounting

When we focus on the ability to manage finances, we can see that the majority of respondents (60%) believe they are better at managing their finances since participating in training, 31% say no and 4% do not know (Figure 53). 61% of women respondents report being able to better manage their finances, compared to 57% of men (Figure 13). Moreover, , many more respondents aged 44 years and under note an improvement (68%) than those aged 45 years and over (48%) (Figure 54).

Among respondents still in training, 58% report they are better at managing their finances now than before their training, and the same is true for 67% of the respondents who are no longer in training (Figure 55). Although the majority of both women and men agree on this point, there are more women (63%) than men (56%) who feel this way (Figure 55).

Training seems to help the majority of respondents when calculating interest and taxes. The ability to calculate interest shows an improvement of 15 % (from 34% before to 49% after); a difference of 9% in the ability to calculate taxes (from 39% before to 48% after) also speaks of improvement. In both cases, we can detect a sizeable progress (Figure 56).

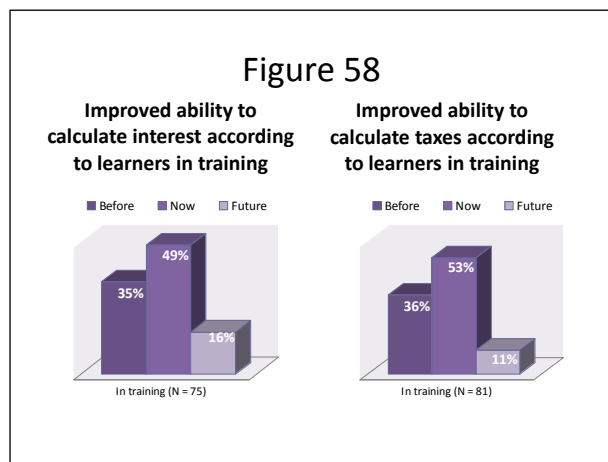
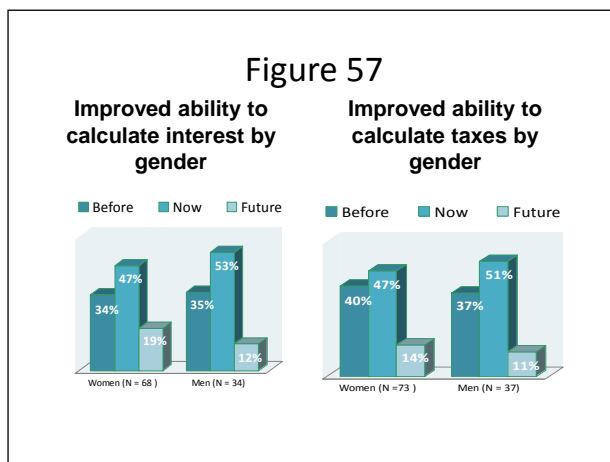
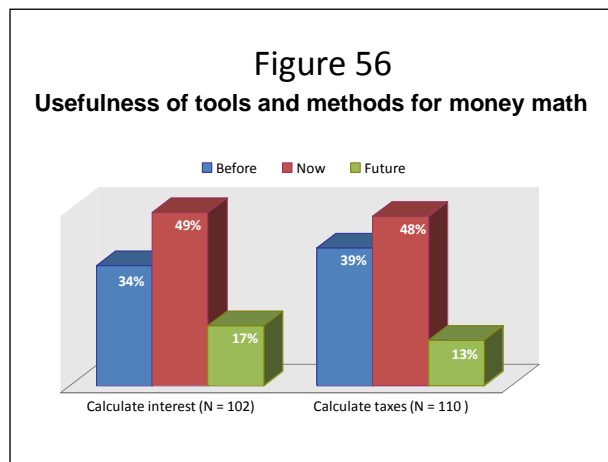
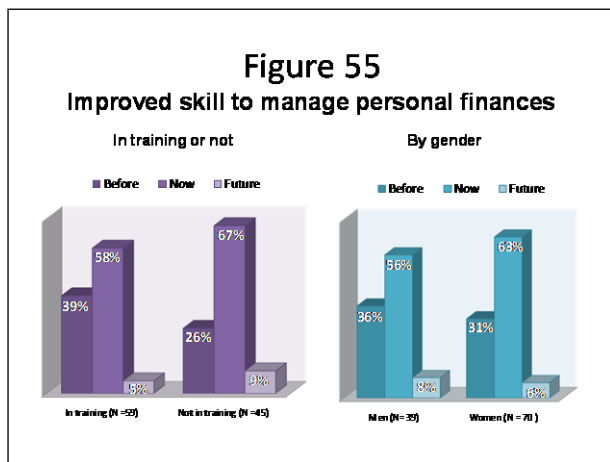
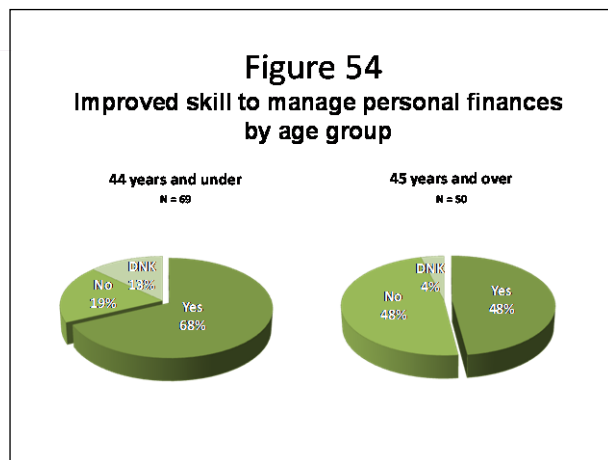
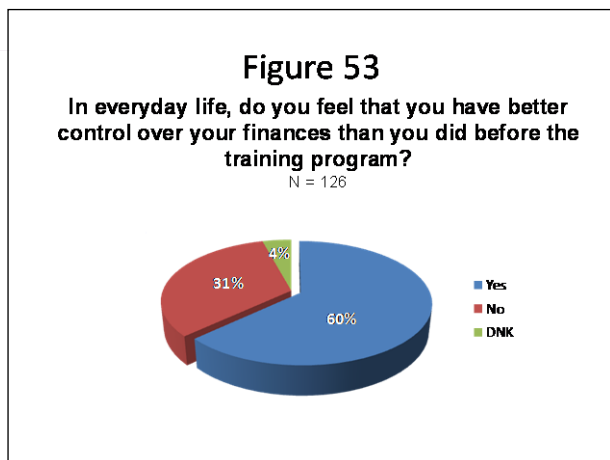
A good percentage of men (53%) report an improvement in calculating interest, compared to 47% of women. Again, a fair percentage of men (51%) report an improvement in calculating taxes, compared to 47% of women (Figure 57). Just about half of respondents still in training report having improved their abilities in calculating interest and taxes. There were not enough respondents no longer in training to allow for any conclusions (Figure 58).

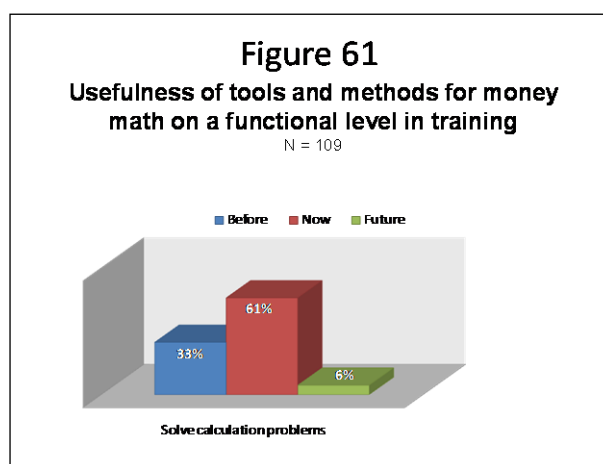
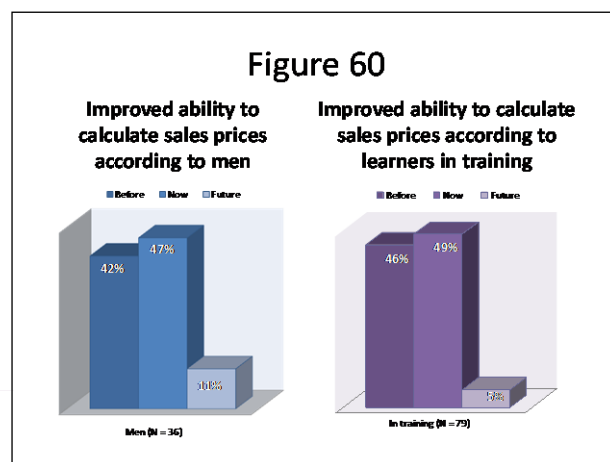
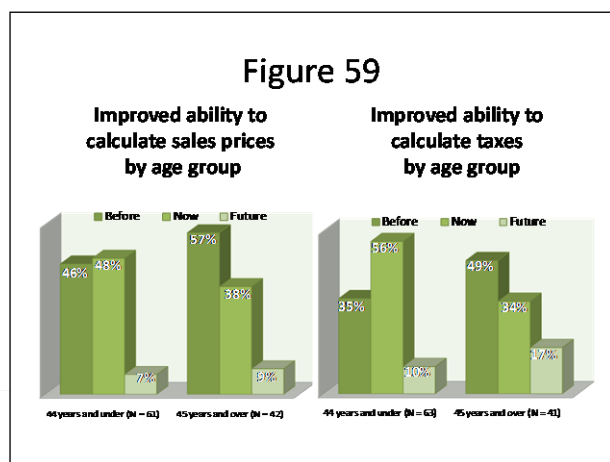
This trend also emerges among the majority of the learners aged 44 years and under for taxes and among the majority of the learners aged 45 years and over for sales prices (Figure 59). We can also reach the same conclusion for men and for those learners who are still in training (Figure 60).

With reference to the question about putting money calculating skills into practice on the functional level for training, 61% of respondents say that they have improved their ability to solve calculation problems (Figure 61).

It should be noted, however, that although a majority of respondents report improved skills in money math, the percentage of those who reported an improvement is lower for this form of calculation than it is for the other forms (simple calculations and measurement and calculation) and lower than that for the other types of skills. Bear in mind, however, that a proportion of the respondents are looking to acquire these skills in the future.

### Figures: Money Math - Budgeting and Accounting





#### 10.3.5.3 Measurement and Calculation

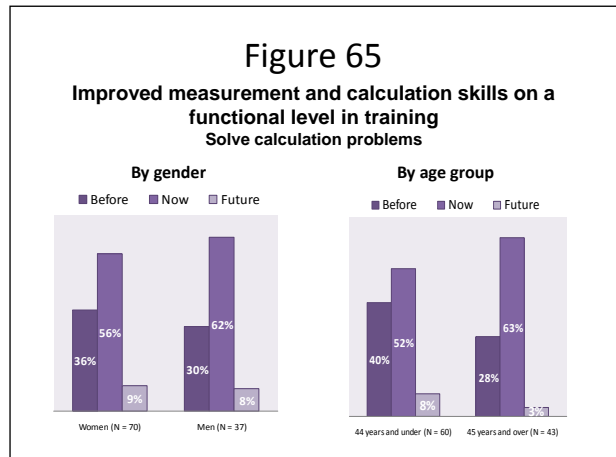
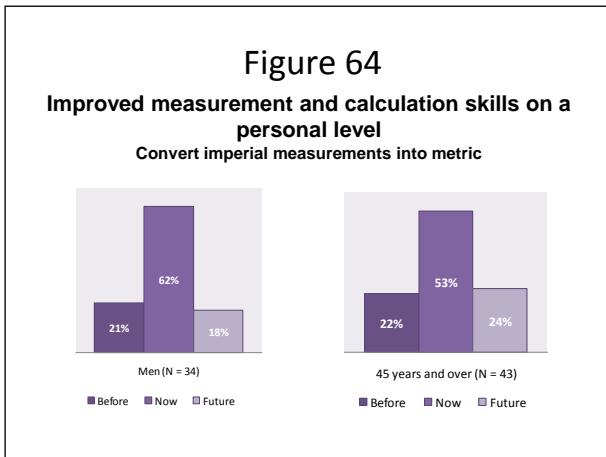
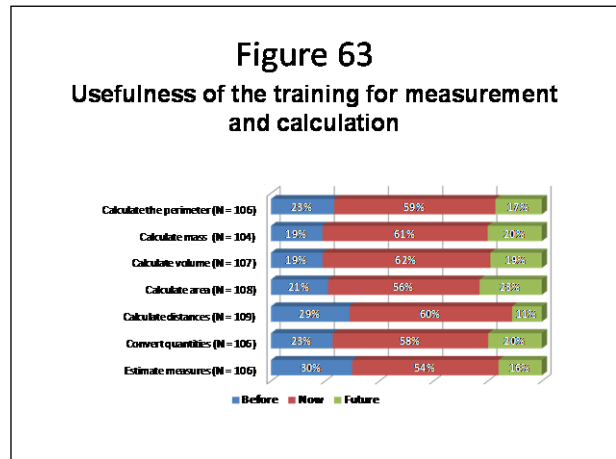
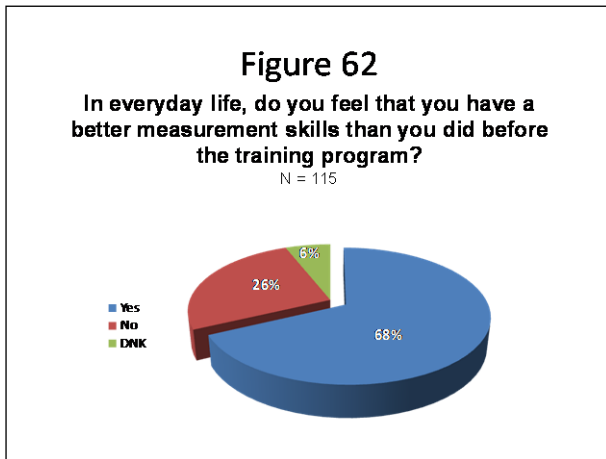
By looking specifically at those respondents who answered the question about this form of calculation, we can see that the majority (68%) feel that the training has helped them to calculate measurements better now than before their training, 26% say no and 6% do not know (Figure 62). The majority of men (71%) and the majority of women (66%) say the same thing, even though there are more men who said so (Figure 13). Based on age group, we can see that even more respondents aged 44 years and under (71%) feel this way. There are fewer respondents aged 45 years and over to make the statement, but it is nonetheless the majority of them who do so (Figure 14). Not only do the majority of respondents in training recognize that they are able to better calculate with measurements than before receiving training, but 81% of those who were no longer in training had the same opinion (Figure 15).

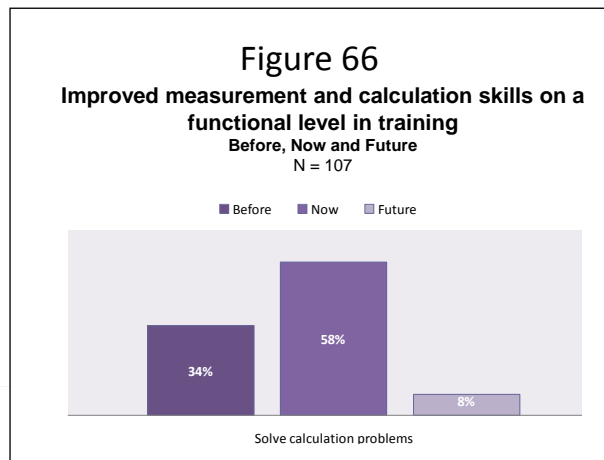
As for the ability to calculate the perimeter, mass, volume, area and distances, between 54% and 62% of respondents report an improvement (Figure 63).

We can see that the majority of men (62%) and a bit more than half of respondents 45 years and over (53%) report that their ability to convert imperial measurements into metric has improved (Figure 64).

More men (62%) than women (56%) report that training has helped them improve their ability with regard to measurement and calculation. Moreover, fewer respondents aged 44 years and under (52%) than respondents aged 45 years and older report improved measurement and calculation skills on a functional level in training (Figure 65). On the whole, the majority of respondents (58%) report improved measurement and calculation skills on a functional level in training (Figure 66).

**Figures: Measurement and Calculation**





## 10.4 Preliminary Findings

Using the quantitative data taken from the answers to closed-ended questions on the questionnaire, we have identified key trends as to which skills respondents acquire and transfer to their everyday lives.

The preliminary analysis carried out by describing the key trends that emerge from the quantitative data clearly show that learners recognize improvements in their essential skills and that these improvements have direct effects and impacts on their day-to-day lives.

If we consider the key trends, we can say that the majority of respondents believe that improvements in their essential skills of reading, writing and oral communication have an effect on different aspects of their daily life:

- In reading, writing and oral communication on the personal development level;
- In reading, writing and oral communication on the functional level at work and in training;
- In writing and oral communication at the family level;
- In oral communication at the community level.

We note that improvement in different skills did not happen for each dimension for all skills. However, substantial numbers of respondents, even though in lesser percentages, also recognize the effects and the impacts of improving their essential skills on the four dimensions: personal, family, functional and community.

When we look at these results overall, it is important to remember that the survey respondents were at different literacy levels and had participated in literacy training for different amounts of time. This reality undoubtedly affects the behaviours and perceptions of the learners. It is also appropriate to remember the earlier disclaimer about the fact that learners do not participate in all of the training courses offered.



# 11 – LEARNING AND TRANSFERRING EXPERIENCES

This section focuses on the observations and statements of the learners, their practitioner and their family and friends, with regard to the behaviours that show skills gain through training and skills transfer into everyday life. It is a matter, more specifically, of presenting the results obtained from the qualitative data provided by the profiles and the questionnaires. The qualitative data presented here, including comments by learners, family members and friends and practitioners, has all been translated from French, except in one case, duly noted.

## 11.1 Experiences

The questionnaire contained several open-ended questions about each of the skills being studied; these questions were either addressed to the learner, to the family member or friend, or to the practitioner. The questions generated answers that dealt with the following two elements:

- a) The strategies used to learn new skills (such as tools and practices) as seen by the learner and the practitioner;
- b) The learner's transfer of skills, as observed by practitioners and family and friends that acted as informants.

The responses to the open-ended questions in the questionnaire provide a considerable amount of material<sup>17</sup>: 14 open-ended questions for respondents, 19 open-ended questions for family and friends, and 7 open-ended questions for practitioners. The research consisted therefore of processing the responses to 40 open-ended questions dealing with five essential skills<sup>18</sup> and the transfer of these skills into everyday life.

In order to process and analyze the information, the answers to the questions were first transcribed into Word and classified according to the question code and the respondent code. The document contained on average 13 pages of text per question about learning and skills transfer, for an approximate total of 520 pages (13 pages x 40 questions). This material represents a wealth of data, as much for the interest and rarity of the information as for the considerable volume of data to be processed and analyzed. Although the material is very rich and very wide-ranging, it is not our intention to give an account of it all in the present report. For reasons of brevity and relevancy of the demonstration, it is not realistic to present the details of each answer to the open-ended questions, classified by skill or the respondent's statement. Researchers could, however, draw useful information from the material for the development of programs, training strategies, techniques and practical tools, and to better understand the various types of learners.

The challenge consisted of carefully choosing which data to describe compare and analyze. It will still be possible to push the data analysis in subsequent studies in keeping with the partners' priorities. The material, which details respondents' answers textually (i.e. in their own words), will prove very useful in future research aimed at identifying teaching strategies that will hold learners' interest and that practitioners consider to be effective in certain

<sup>17</sup> This does not take into account the open-ended questions on the respondent profile and the "Other" option in the closed-ended answers on the questionnaire.

<sup>18</sup> The questionnaire deals with 5 of the 9 essential skills (according to HRSDC), one of which – numeracy – is sub-divided into 3 parts. The questionnaire is therefore composed of 7 sections.

specific cases. It will also be useful for better identifying skills that learners and their family and friends recognize as having an effect (direct) or impact (indirect) on their everyday lives.

Concrete examples of learning and skills transfers were taken from the qualitative material in the questionnaire. Here we will examine the information from two main angles, based on the contrasting perspectives of the respondents, their family and friends and practitioners. We will proceed therefore in the following sections by offering concrete exemplifications of the following aspects:

- The practices that promote the acquisition of skills;
- The practices that facilitate skills transfers, their effects on learners and impacts on day-to-day life.

## **11.2 Description of Typical Cases**

The case approach used in this research stems from combining the learner profile with the observations and testimonies of a family member or friend and the practitioner. We will paint a picture of real people based on concrete data in order to better understand their realities and the dynamics of learning practices and transfers. Through these testimonies, we can observe, even from a very small number of cases (8 out of 198), the training conditions and the transformations brought about by training on the learner and on his or her family and friends.

### **Description of experiences and expectations**

This method groups together the observations and suggestions from learners and people who have left the program with regard to the training practices that helped them to learn and the methods and resources that would help with skills transfer.

### **Description of concrete examples of skills transfer**

This method identifies and provides the selected observations from practitioners, which are presented to illustrate the effects and impacts of skills transfers on the various aspects of daily life, regardless of whether the practitioners have experienced it directly or indirectly.

## **11.3 Typical Learner Profiles**

In this section we propose to create a typology based on the characteristics found in the learner profiles by including the corresponding cases of men and women, and by describing their real experiences with learning and skills transfers as submitted by the practitioners and their family and friends; and this is done using the respondents' own words as taken directly from their responses to the open-ended questions.

This personification of learning and skills transfers helps us to better understand the experience and the circumstances of gaining skills and transferring them into the various dimensions of life, which can be seen through the intersecting perspectives of the learner's relatives and practitioner.

### **What is a typology?**

The goal of a typology is to describe and clarify a phenomenon by distinguishing several general categories.

## Typical learner profiles

In order to define typical non-arbitrary learner profiles from the 198 questionnaire respondents, we used the cross-tabulation of three variables: gender, age group, and the fact of being or not being in training at the time of the survey. The intersections of the three variables helped to create four typical profiles; they are presented in the table below. The variables of gender and age are located on the horizontal axis of the table, and those related to current training status are found on the vertical axis. From this, we obtain four categories of typical profiles for each gender. See Table 10.

**Table 10**  
**Typical learner profiles and number of respondents by type of profile**  
N = 181 persons

	Men		Women	
TRAINING	44 years and under	45 years and over	44 years and under	45 years and over
In training	Type A: 26	Type C: 16	Type A: 60	Type C: 33
No longer in training	Type B: 05	Type D: 07	Type B: 17	Type D: 17
TOTAL	31	23	77	50

### Considerations

We can see there are an unequal number of respondents in the four categories of typical respondent profiles. Keep in mind that the research did not include any random sampling or cluster sampling (e.g. an equal number of men and women, an equal number of people aged 44 years and under and people aged 45 years and over, or an equal number of people in literacy and basic skills training and people no longer in training). The respondents from each participating adult training centre were either invited to participate in the survey, or volunteered to participate.

Note that the partners assured the anonymity of the respondents. The questionnaires have a code and the respondent's name does not appear on the document. No statements, place names, or circumstances that could help identify the respondents have been divulged.

### Choice of people in each type

The selection of people was based on three variables only: gender, age, and the status of still being in training or not. These are not therefore exemplary models or strongly exceptional or original cases. We cannot, as a result, say the cases presented here "are the best possible choices."

It was not a case of choosing people that were "typically representative" or an ideal type. They simply had to fit within one of the four categories created by the intersection of the three variables mentioned. In order to describe the respondents placed in the four categories of learners, we initially drew one code number from the respondents in each category.

### Description of typical examples

The presentation of the abovementioned four types provides clear examples, for men and women, of skills being transferred from the training setting into the various elements of everyday life. This is intended to illustrate the experiences of learners, their family and friends, and practitioners. We describe several typical cases that were selected for their eloquence: the statements by learners, family and friends, and practitioners.

These portraits are not composite drawings; they are portraits of real people. They personify the observations and findings while still assuring the anonymity of the respondents and literacy and basic skills centres they attend or attended. They demonstrate that there really are learned skills that are being transferred into the daily lives of real people, and that of their family, their community, and their work place.

### **11.3.1 Type A – Learner aged 44 years and under still in training**

#### **↳ Woman aged 44 years and under in training**

This woman in her twenties enrolled in a literacy program at level 3. She is currently preparing to earn her ACE certificate. At the time of her enrolment, this woman's objective was to obtain an Ontario Secondary School Diploma (OSSD) equivalency in order to pursue a college degree in the health field. Her objective has not changed.

She has been in the program for less than one year at a rate of 19 to 24 hours each week. She decided to enrol in training for a social reason. As an immigrant, she wants to show that she can obtain her high school diploma and be successful in earning a college degree. Her return to the classroom corresponds with a particular phase in her life, because her immigration to Canada has given her the chance, through this training, to steer her life in a different direction.

Yes, she would suggest to family and friends that they enrol in adult literacy training. "It is an interesting program that helps improve one's station in life. It is the solution for obtaining an OSSD equivalency and being able to attend college."

#### **Reading Text and Document Use**

According to a family member, this learner is curious and is interested in all subjects. Being able to read better has given her more confidence in herself. She is proud and very committed to her studies. The learner has transferred her new skills: She is now searching for information on the Internet because she wants to know about everything, she wants to learn more about all subjects in order to have better discussions.

According to the practitioner, with regard to the transferring of reading skills into other situations, this woman regularly reads magazines and newspapers at the school, as well as print advertisements to make her grocery list. She did her research work on a career choice using information documents provided by the college.

#### **Writing**

A family member provided concrete examples showing that the learner had changed her writing habits: "She never wrote before taking the program. Now she writes regularly. And she makes fewer errors when she writes." According to this informant, the fact of being able to write better makes the learner proud, better organized, and able to take initiative. She now relies on herself to do her own work. The relative also provides concrete examples of transfers: She does research; she fills in her own job applications; she writes email messages regularly; and she helps her children with their homework.

The practitioner also provides concrete examples that testify to the learner's ability to transfer her new writing skills into other situations: For example, she filled out registration forms for college; she communicates information by email; she jots down notes in order to remember information.

## **Computer Use and Technology**

The learner's family member shows that she has changed her habits of computer use. Ever since she learned how to use a computer, she has been writing email messages every day. The relative also provides concrete examples of technology skills being transferred into everyday life: The learner communicates with others by email; she is planning to take a postsecondary program and to be successful at it; and she prepared her curriculum vitae on the computer. The family member also provides concrete examples of computer skills being transferred into other day-to-day situations: She helps her children with their school work and projects, and she creates projects in PowerPoint.

According to the practitioner, the learner has expanded her knowledge using the Internet and this allows her to communicate better.

## **Oral Communication**

With regard to concrete examples of oral communication skills being transferred into the learner's everyday life, the family member mentions that she likes to meet new people, talk with salespeople when she is shopping, asks numerous questions to ensure she reaches her goal, has improved her vocabulary, and likes to give her opinion during discussions.

The practitioner noticed that the learner offers her opinion, asks questions, asks about the welfare of others, repeats information to ensure that she understands, and meets with her children's teachers.

## **Money Math - Budgeting and Accounting**

The learner's relative indicates that there is evidence she has changed her calculating habits because she is better organized, she monitors her spending, and she is more careful now with money. In the relative's opinion, the fact that she is doing a better job managing her finances has given rise to a growing interest in financial matters, which has led to a desire to know more about how the banking system works. The family member adds that she looks after the household finances when her husband is away on trips: She pays the bills, she goes to the bank, and she compares prices and quality.

The practitioner mentions that the learner is capable of transferring her new calculation skills because she voluntarily helps other students with their calculation problems.

## **Measurement and Calculation**

The learner's family member gives examples that show she has changed her habits for calculating measurements, because she took measurements for curtains herself. She is more curious and makes fewer errors – she avoids errors. The relative observed that she respects the time of her appointments, that she respects quantities, and that she is better organized with the children.

## **Simple Calculations**

A family member of the learner shows that she has changed her habits using simple calculations by saying that she finds solutions and she can tell when the answer is logical. This person adds that knowing how to calculate better has changed her life because her understanding has improved and she applies herself more when doing her work. As an example to show the impact of transferring her

calculation knowledge into her everyday life, the relative says: “It has improved her understanding of expenses and family finances.”

The practitioner also notices that the learner has transferred her simple calculation skills, because “she assists the teachers by helping the other learners.”

### ↳ **Man aged 44 years and under in training**

This young man entered the literacy program at level 1 less than six months ago, and is spending 25 hours and more on training each week. He is still at level 1. His training objective at the time of his enrolment was employment, meaning that he wanted to obtain his OSSD equivalency so that he could find a job. His enrolment in a literacy program stems from the difficulty he was experiencing in adapting to the regular school system.

Would he recommend that family and friends enrol in a literacy program? Yes, because he likes the teaching methods used, and no, because he is no longer with any of his friends.

### **Reading Text and Document Use**

According to the parent, the son likes reading much more since he started going to the training centre. He reads more often and his pronunciation is much clearer. He hopes that his reading skills will improve further. “Yes, he read the instructions for his WOW game, and then he showed us how to play.”

According to the practitioner, the *dictée* on the class chalkboard every morning is a good concrete example. The level of difficulty of the *dictée* increases gradually as he is successful in reading and understanding them. She believes the training has given him the desire to properly learn French. The learner’s interest in reading is becoming more and more developed, and he is reading everything from comic strips to small novels. He is more comfortable reading to his family, discussing what he has read, and asking questions.

### **Writing**

The parent says that the son leaves written notes for the family more often and that he writes files more often on the computer. He writes email messages, something that he never did before.

The practitioner observes that the learner really likes communicating with his friends by email. It is obvious when reading his notes that the learner is better at organizing his writing. His ideas are more clear and precise. He is making great progress.

### **Oral Communication**

According to the parent, the son is more comfortable asking questions in French, and asking for explanations or clarifications from the practitioner when he does not understand what he is being asked to do.

According to the practitioner, before he started coming to the literacy centre, the learner did not talk to his classmates. He now talks a lot about his new friends and he travels with two of his classmates. Because the learner does not talk a lot, it is difficult to provide a concrete example on this subject. One can say however that when he is on a break, he talks more about things that are of interest to him.

### **Computer Use and Technology**

According to the parent, the son is now much more competent using computers. “He is able now to show us things on the computer. He is very competent using Word. He helps me write letters. When he first started going to class, he did not know how to use a computer. He communicates with his friends by email, and especially MSN, instead of talking on the telephone. He sends email messages to me and to his teachers.”

According to the practitioner, the learner increasingly likes doing research on the computer – on the Internet – about subjects of interest to him.

### **Money Math – Budgeting and accounting**

The parent affirms that the son is increasingly better at counting his pocket money or planning to buy something that he wants. He is more responsible about making a purchase. He does more research to find the best price.

The practitioner illustrates the skills transfer by referring to the questions the learner asks and the interest that he shows in his mathematics courses, as well as the conversations she has with the learner about his personal purchases.

## **11.3.2 Type B – Learner aged 44 years and under no longer in training**

### **↪ Woman aged 44 years and under no longer in training**

This woman in her early forties enrolled in a literacy program at level 2 and left the program at level 3. She decided to enrol in training because of her job. Her work consists of helping the owners administer a company that eventually she and her husband will inherit. She therefore decided to enrol in training for employment reasons. This decision corresponds with a phase in her life relating to a new career direction.

She attended the literacy centre for slightly more than three years at a rate of 7 to 12 hours per week.

Yes, she would suggest that others from her group of loved ones enrol in an adult literacy program, because the training helps build self confidence and overcome the fear of living life to the fullest.

### **Reading Text and Document Use**

According to her partner, the woman now reads the company’s mail and email messages in order to stay abreast of the latest information. She reads the local newspapers in order to check on the company’s advertising. She also reads about the latest and most popular products from her suppliers either on the Internet or in their advertising. She is more aware of her abilities and is more confident.

### **Writing**

According to her partner, she now has enough confidence in her abilities to write the company’s newspaper advertisements. She is now writing promotional material. She writes email messages on behalf of the company to her suppliers. She sends messages to her family and friends. She feels better equipped to help her children with their homework.

### **Computer Use and Technology**

The informant has noticed that the employee can search for email messages, read personal messages and company messages, and conduct searches on the Internet. She can download music on her MP3 player.

### **Oral Communication**

The informant has noticed that she is more careful in the way she speaks. “She is more conscious of her level of language. She adapts her level of language to the person she is addressing. She approaches clients more easily to ask if they need help or want information. She also communicates with suppliers.”

In addition, she is better at expressing her feelings towards her family and she asserts herself more often.

### **Money Math - Budgeting and Accounting**

The informant states that she is now making the deposits for the company. She counts the money to be returned to clients, prepares bills, fills out cheques and helps the accountant with other transactions for the company, such as banking reconciliation. She compares the merchandise on the floor to the loans made to clients. She feels more confident and hesitates less when she needs to undertake transactions involving money.

### **↳ Man aged 44 years and under no longer in training**

This man, aged 44 years and under, enrolled in an adult literacy program at level 1 and left at level 2. He has a part-time maintenance job in a public agency. His objective was to obtain the job that he wanted, and he was successful in doing so. He followed the training for a period ranging from 6 months to 1 year at a rate of 6 hours or less per week. He decided to enrol in an adult literacy program because he wanted to change jobs. This return to the classroom corresponds with a phase in his life where he wanted to take a new career direction.

Yes, he would suggest to family and friends that they enrol in an adult literacy program. “The centre directed me to the various courses that I needed to complete. The centre encouraged me to continue with my activities. I have my grade 12, but I don’t know how I was able to get it online. My practitioner was very positive.”

### **Reading Text and Document Use**

According to the informant, he reads memos at work. He brings his newspaper to work and reads it during the break. He reads extracts from the newspaper to the informant. He also reads the weekly journal. He even brought a small dictionary to the office. He is more positive. “We assembled a computer desk together for his wife.” He has his library card, and he borrows magazines and books. He reads reports from the organizations and their agendas.

According to the practitioner, he always has an opinion when he reads the newspaper. He volunteers for two agencies. He says that he has to read many documents: financial reports, agendas, etc. He says he likes to participate on committees. He also organizes vacations with his family. He is currently planning a trip to Europe.

## **Writing**

According to the informant: “He started a schedule for the lottery with the names of all those who were participating. I see that he writes personal notes to himself so that he doesn’t forget his errands. He wrote a letter to a friend. He sends email messages and he writes notes. He told me that he is more comfortable writing notes or letters.”

“What is more, he writes notes for all of us. He calls himself “the secretary.” “He showed me that he wrote in a book. I saw his name in two texts. He is proud to have written a story. I’ve noticed that he talks more at staff meetings.”

According to the practitioner: “He came to ask for my help in correcting several letters. He is no longer a learner at the centre, but he stops by from time to time and asks for help or to have something corrected. He sits on various committees and is proud of that fact.”

## **Computer Use and Technology**

According to the practitioner: “He learned to use the computer at the centre. He does not have Internet at home, because he lives too far away. He told me that he goes to the centre sometimes to check his emails. The practitioner helps him to send faxes.” According to the practitioner, he feels like he has more contact on a personal level with some members of his family and friends. He wants to continue taking night courses in computer studies, which would help him to prepare or organize events for his volunteer work. “He went to Europe and did research on the country he was visiting. He would have never done that before. He didn’t like computers, but he did recognize their usefulness: finding information.”

## **Oral Communication**

According to the informant: “We rely on him at work when we want to say something to our supervisor. I started working there before he did, but he speaks better than me. He was shy in the beginning, but he is not anymore.”

According to the practitioner, this man has two part-time jobs. He has to attend meetings in his second job, and he says that in the beginning he was too embarrassed to talk. This learner is no longer at the centre, but he comes by to visit from time to time. In discussing his problem, he realized that if he wrote down what he wanted to say in the meetings, he would not be so embarrassed or afraid of speaking. He likes to volunteer and get involved in his community. He says that he needs to learn how to assert himself on a committee, to show drive. He had never been on a committee before.

## **Money Math – Budgeting and Accounting**

The informant says he got involved in selling tickets, and that he has personally seen the learner compiling his tickets. He has a list of names and ticket numbers. The learner even recruited him to sell some.

“He has told me many things about financial institutions, such as: ‘Lines of credit are like loans or the advance of a loan.’ He told me to ask people questions and to not assume that people will not make mistakes, to check over bills and banking transactions.”

According to the practitioner, he makes carefully considered purchases. He looks at and compares his bills and his bank accounts. He has already found one mistake in his bank account. He was proud to have found it. He is responsible for a ticket sale

for his town. He has to keep track of sales and ticket distribution on behalf of his town. He is very involved in his community and attends all the meetings. He asks questions about the financial reports whenever he does not understand something.

### **11.3.3 Type C – Learner aged 45 years and over still in training**

#### **↳ Woman aged 45 years and over still in training**

A woman above the age of 45 years enrolled in a literacy program at level 3 and is now at level 5. She attended the adult training centre in a big city for more than one year and less than two years, at a rate of 19 to 24 hours per week. Even though she does not identify her initial or her current objective, she does say that she decided to enrol in training for economic reasons. Her return to the classroom corresponded with a new career direction.

Yes, she would suggest to family and friends that they enrol in an adult literacy program to improve the quality of their social and economic life.

#### **Reading Text and Document Use**

The observer from her family and friends says that before the training the learner had difficulty reading, but that she has since improved. Being able to read better, in her opinion, has allowed her to enrich her knowledge. The informant observed that she reads correctly and quickly and that her comprehension has improved.

#### **Writing**

The informant noticed that this learner makes fewer mistakes since starting her training program, and that she has increased her vocabulary. Her self-confidence has improved. The informant says she has transferred her skills into daily life because she can write better or respond with fewer mistakes to her friends and family who have remained back home.

The practitioner noted visible improvement in her writing and homework, as well as increased confidence in her.

#### **Computers use and technology**

The relative says that the learner got connected to the Internet at home. She uses it to write email messages, and she has mastered the computer. She wants to buy other computer equipment for herself.

The practitioner indicated that one of the skills she has most improved was use of the computer. She went from fear to curiosity, and then finally to mastery of the computer.

#### **Oral Communication**

The informant observed that the learner no longer searches for her words when speaking in French with her friends at the training centre.

#### **Money Math – Budgeting and Accounting**

The family member says the learner calculates her own taxes and income tax. Because she can better manage her finances, the learner is now able to organize herself and to save money. In addition, she makes banking transactions, which is something she did not do before.

The learner told the practitioner that she understands more and is better at managing her small daily financial matters.

### ↳ **Man aged 45 years and over still in training**

This 50-year-old man started his literacy training at level 1 and is now at level 3. His training objective at the time of his enrolment was to pursue further studies and obtain the position of office clerk. He has been in the literacy program for a period of 6 months to 1 year, at a rate of 25 hours and more each week.

His return to pursue his studies corresponds with a specific phase in his life, in that he had a workplace accident. After the accident, staff from the workers compensation services guided him towards a new career.

He would suggest to family and friends that they register for an adult literacy program. His reasons are as follows: “I was ashamed to tell people or employers that I only had 5<sup>th</sup> grade. I thought I was ‘dumb,’ that I was unable to learn. The practitioners showed me how patient they were. After 9 months, I am proud to say that I have improved a lot in mathematics and French. The centre gave me a lot of self-confidence.”

An account of the skills he gained is given below by two members of his family, a practitioner and by the learner himself.

### **Reading Text and Document Use**

With regard to improved reading skills, his son provides the following example: “When the weekly newspaper arrives, he is one of the first to read it since he has been going to the centre. He never used to read the newspaper. Now, every Wednesday, he has to have his newspaper. He is interested in flyers. I had never seen my father read a book before he started going to the centre. He tells me the story afterwards. He reads about my mother’s disease. He sends and receives email messages from my brother.”

According to his spouse, improved reading skills bring about changes: “He leaves personal notes for me at the house. I am ill, and since he started going to the centre, he started asking the pharmacist a lot of questions when he goes to pick up my prescriptions. He does research on my disease and my medication. He even bought two dictionaries. He brings small books home and reads them in the evening.” His spouse adds: “He brings home and reads a variety of books. I never saw him read a book before he started going to the centre. He even reads sometimes to our grandchildren when we keep them overnight.”

These observations were confirmed by the practitioner: “The learner’s wife is ill. He does research on her disease and her prescriptions. He himself has a health problem, and he reads everything he can find about it.”

### **Writing**

These testimonies by the family about improved writing skills include concrete examples showing that the learner has changed his writing habits. According to his son, “He prepared a calendar for 5 people playing the lottery. Also, (...) he writes email messages to relatives (to a son living far away), makes grocery lists, and he makes to-do lists for me.” According to his spouse: “He writes short messages in my greeting cards (he never did that before). He is proud to give me a card, because before (the training) he would only sign it. He shows interest in our grandchildren’s schoolwork and helps them. It’s great. He helps our grandson with his homework (grade 2) when we babysit.”

The family provide concrete examples that the learner has transferred his new writing skills into other situations of his everyday life: “My father is proud to have written a text in a book. He leaves notes for my mother and me. He writes notes for himself. He did not do that before, and would say that he had a good memory.” In addition to corroborating these examples, his spouse adds the following: “He filled out the forms when he lost his social insurance number card.”

The practitioner interviewed with regard to this learner, from her own observations and from information provided by the learner, also offers concrete examples of skills transfers in writing: “He used to bring me notes that he left for his family to be corrected. Now, he feels comfortable enough to leave them as is. He wrote a text (that was published). He did not want to do it in the beginning, but during his learning process he became more confident and he is very proud of his text. He writes email messages in French to his son living in an English-speaking city so that he doesn’t lose his ability to write in French. He fills out forms in French, etc., and he has to write a report each month for his advisor. I am still helping him with his reports. He also wrote to the newspaper expressing his opinion on a subject.”

### **Computer Use and Technology**

Several concrete examples were provided by his family and by the practitioner about the acquisition and implementation of skills in computer use and technology.

The learner has changed his habits with regard to using computers and technology. His son notes the following: “My father bought himself a digital camera and a laptop computer and multifunction printer. We are now connected to the Internet.” His spouse adds: “He takes pictures and he is able to send his pictures by email. He also made a poster showing pictures of articles for sale.” In her opinion: “He is very comfortable using the computer. He discovered a passion for photography.”

The learner’s family provide other concrete examples of new skills transfer into everyday life. His son says: “He asked me to help him with the computer. Now I see him helping my mother make a variety of searches. We went on vacation last summer, and my father was able to compare the price of motels. He also planned several activities. We were surprised. He told us his practitioner had helped him make an itinerary. He even made a budget in Excel for me. I wasn’t really too pleased with that. My budget was too strict for my liking. He is very proud of himself. He is comfortable using the computer.” His spouse goes even further, adding that he bought a laptop computer for her because one computer was not enough at home.

The practitioner confirms these observations. “He already had a computer, but only used it for playing video games. He was not connected to the Internet. He works really well now on word processing programs; he makes tables and uses *Text ART*, etc. He uses an electronic spreadsheet for his budget and has a digital camera. He is now connected to the Internet at home and bought a computer for his spouse.”

### **Oral Communication**

The concrete examples showing that the learner has transferred his new oral communication skills into everyday life situations are also quite meaningful.

His son states: “He sometimes corrects my vocabulary in French.” His spouse also notices the following: “He seems to think more before speaking. He pronounces certain words better.”

In her account, the practitioner speaks of various initiatives related to oral communication taken by the learner: “The learner suggested various activities to the learners for our Christmas day. He called several times (whereas he did not have the confidence to do so before) for information, for example advertisements in the newspaper, requesting product information, etc. In one workshop, we were discussing interest rates on cars and we went to visit three different banking institutions; he even asked the resource person questions directly. And lastly, he uses somewhat fewer anglicisms.”

### **Money Math - Budgeting and Accounting**

The learner has also shown his ability to transfer his new mathematical skills into everyday life. With regard to money calculations related to budgeting and accounting operations, the family offer several concrete examples. According to his son, the learner “uses electronic spreadsheets in Excel, and can track all our daily expenses. At the grocery store, he compares prices, for example, on toilet paper (i.e. the number of rolls, the price per roll).” His spouse has seen the following skills being applied in his daily life: “When he makes a purchase, he calculates the taxes to get the real price. He reads bills more carefully, namely the electricity bill. The same goes for our son’s cell phone bill. He called for information to better understand the fees. In so doing, he found functions that he wasn’t using and had them removed from the account.” She accounts for the savings, as follows: “He shopped around for our home and car insurance. We saved \$229.”

The practitioner observes the application of skills transfer into day-to-day activities, as follows: “The learner told me that he wanted to buy a refrigerator and stove outside of town because the prices were lower. We had discussed as a group the day before how buying local is important in a small community. After verifying the prices and the cost of gas and time required—because his spouse had to take two hours off work—he realized that it would be better to buy these two articles locally.”

### **Measurement and Calculation**

Skills transfer in measurement and calculation have also been observed by his family. His son notes the following: “He changes frequently between the old system and the metric system. We are going to fence in our property this summer. He measured the yard and told me he had measured the perimeter. He is proud of having learned the metric system. He laminated a sheet of paper that we keep inside the cupboard door so we can tell the difference between  $\frac{1}{2}$  cup and 125 ml.” His spouse confirms: “He never used to measure the quantity in a recipe. He does now.” His son relates another concrete experience: “My father and I built a piece of furniture together for the first time. With a bit of patience, we were able to do it.” This point was confirmed by his spouse: “He has more patience when building furniture. He takes the time to read the instructions, which is something that he never did before.” She adds that he is now able to order deli meat in grams.

The practitioner, from her information, presents examples that reinforce the statements by his family: “He built a piece of furniture with help, and had the patience to read the instructions. He was proud to have done it.” Otherwise, “he did not know how to use fractions when he first started, and is now able to double recipes with his wife. He brought us muffins that he had made by himself.”

## Simple Calculations

The learner also shows his ability to apply and transfer his skills in simple calculations into everyday life. The son asserts that his father had always been fast doing mental calculations. However, “he did not know how to do fractions, although now he can calculate them in his head, for example:  $\frac{1}{2}$  of  $\frac{1}{4} = \frac{1}{8}$ . He likes to show off his mathematics skills during discussions with others, and especially his skills with fractions.” His spouse is able to identify advantages in day-to-day activities: “Our rent increased. He was able to calculate the percentage. He then went on the Internet site of the rental commission and verified whether the rate of increase was legal. He would have never done that before.” She provides other examples of new skills in simple calculations being transferred into daily activities: “We plan more using the grocery store flyers.” She adds: “My husband rented a hall, and with his friends, organized the room for our daughter’s marriage. He even figured out how many tablecloths we would need.”

The practitioner also gave her observations with regard to concrete examples of new skills being transferred: “The learner wanted to know in which month it had rained the most, so he prepared a grid where he indicated the weather information he received every day from the Internet. He was able to transfer the data.” She also mentions the following: “He prepares food, such as spaghetti sauce, and doubles the quantity, which is something that he did not do before, because he never read a recipe and hardly ever measured. He has started to read all the recipes.” She also recounted something that happened directly at the Centre. “He was responsible for the list of attendees at the AGM, and the Christmas activity. We went bowling. He decided to find the average for all players. He was prepared, because he brought his calculator, paper and a pen with him.”

### 11.3.4 Type D – Learner aged 45 years and over no longer in training

#### ↳ Woman aged 45 years and over no longer in training

A woman in her mid-forties entered literacy training at level 2 and exited at GED level (high school diploma equivalency). She had decided to enrol in training for employment reasons, in that she wanted to create a more promising future for herself. Her return to the classroom corresponds with a specific phase in her life: a new career direction. In the beginning, she was uncertain about her objectives in the training program; she wanted to “open some doors.” Her objective after leaving the centre has become the pursuit of further training in administration. She attended the training centre from 2 to less than 3 years, at a rate of 6 hours per week or less.

Her pathway since leaving the centre has consisted of getting information at the university, purchasing a new computer, preparing her curriculum vitae, enrolling in a computer course, participating in a saving group, and taking a job as an early childhood educator.

She would suggest that family and friends enrol in an adult literacy program “to help them complete their high school education, become more independent and improve their self-esteem”.

## **Reading Text and Document Use**

A person<sup>19</sup> from her family showed that the learner's reading has improved by stating that she talks a lot about the training centre, that she reads more in French, and that she has access to free books. Being able to read better has made her more interested in what is going on around her, and in the children's work and activities. According to this family member, the learner has successfully transferred her new skills into everyday life, because she has more energy, she is better organized, she has more self-esteem, she reads more and she encourages her children to read in French.

According to the practitioner's observations about the transfer of reading skills into other situations, this person now shows interest in different subjects, such as current events. She is also able to read stories in front of an audience.

## **Writing**

The informant provides concrete examples showing that the learner has changed her habits with regard to writing. She writes notes to her children in French and has participated in several writing contests, even winning prizes in some cases. It has changed her life because she has more confidence in herself. She is proud of her accomplishments and she is thankful to the training centre.

The practitioner also provides concrete examples showing that the learner has transferred her new writing skills into other situations by referring to her capacity to write stories and biographies and her ability to participate in contests.

## **Computer Use and Technology**

Using several examples, the informant shows that the person has changed her habits with regard to computer use and technology: She is now able to use a calculator and a digital camera, and can make photograph montages. He provides concrete examples of computer skills transfer into other situations of everyday life by saying that she wants to learn more about computers in order to stay abreast of what is happening around her.

According to the practitioner, this learner wants to learn more about computers to be able to send and receive email messages and conduct searches on the Internet.

## **Oral Communication**

A member of her family describes the transfer of her new oral communication skills into everyday life as follows: She has more confidence in herself, she has no fear of talking about what she knows, she is more interested in the news, she asks questions, she is no longer intimidated by her children's teachers, and she is more comfortable communicating with them.

The practitioner notes that she is now sitting on various committees and that she is able to speak up before a group or a crowd.

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<sup>19</sup> This family member answered the survey questions in English.

## **Money Math - Budgeting and Accounting**

The family member says she has shown that she is changing her habits with regard to calculating because she is participating in a budget management program and she understands financial management better. He says that better financial management on her part means that she is better organized and calculates prices according to her budget. Moreover, he adds another concrete example of transfer: She was successful in obtaining her GED and obtained a good mark in mathematics. What is more, she is able to help her children with their homework.

As for the practitioner, she says that the learner joined a savings group, a good example of transferring her new calculation skills into everyday life.

## **Measurement and Calculation**

A family member of the learner provides examples showing that she has changed her habits with regard to calculating measurements by saying that she renovated her children's bedrooms all by herself. What has it changed in her life? She is proud; she has gained strength and independence.

The practitioner illustrates the transfer of measurement and calculation skills by saying that the learner acquired new skills and was successful at the GED exam.

## **Simple Calculations**

On the subject of simple calculations, the informant does not provide any examples of skills transfer or effect on the learner's everyday life because she already knew how to calculate. She does mention however that this person loves to learn and that she makes use of everything around her. The practitioner also reports that the person already had basic calculation skills.

### **↳ Man aged 45 years and over no longer in training**

This man in his mid-forties enrolled in a literacy program at level 1 and was at level 4 at the time of his departure from the centre. He attended the literacy centre for three years or more at a rate of six hours or less per week. He had decided to enrol in training for his family, his children, and his self-esteem. His return to the classroom corresponded with a specific phase in his life: One of his children started school, and he wanted to be able to read to that child.

When he enrolled in the program, his training objective was independence; he wanted to improve his reading skills in order to read to his children. His objective upon leaving the centre was to become caretaker in a building.

Yes, he would suggest that family and friends enrol in an adult literacy program in order to learn to read and write, to find a better job, to read to their children and show them the importance of going to school, and especially for their self-confidence. Furthermore, he is being invited to make presentations to school groups to encourage students to stay in school.

## **Reading Text and Document Use**

A family member offers concrete examples to show that his reading skills have improved: "He is braver, more confident, and more independent. It helps with his self-esteem and improves his moral. He helps his children with their homework and to structure their sentences." As a concrete example of skills transfer into other situations of day-to-day life, the family member mentions that this man reads the minutes at union meetings.

The practitioner in turn says that he reads stories at his children's school.

### **Writing**

The family member explains how he has changed his writing habits: "He uses his words better; he is more willing to write letters; he is inclined to take charge and to assume his responsibilities, for example; he does not ask others to do it for him." With regard to transferring into the day-to-day activities at a family, social and community level, consider that he helps the children with their school work, prepares reports for the union, and helps others to fill out forms. What has it changed? It has strengthened his self-esteem.

The practitioner has noticed a transfer into everyday life because he writes stories for his children.

### **Oral Communication**

According to the family member, he has become a representative on a committee of learners, he expresses himself more clearly, he has confidence in himself, and he is able to hold conversations and to give his opinion.

### **Computer Use and Technology**

The family member offers as an example of changing habits in the use of computers and technology, the fact that people ask him for help in assembling technology.

The practitioner mentions that as a representative of an adult training organization, he had to use the computer.

### **Money Math – Budgeting and Accounting**

The family member says this man wants to learn more in the field of managing a budget and of accounting transactions. When he takes on projects, he consults with someone who is familiar with the subject. By doing a better job of managing his finances, he has more confidence in himself. He has transferred his new skills into his everyday life by getting more involved in the family's purchases and budget.

## **11.4 Findings from the Typical Cases**

These typical cases, by offering concrete examples, clearly illustrate the essential skills gain and their transfer into everyday life. This phenomenon was demonstrated for all respondents, but here it is established through contrasting perspectives across multiple dimensions.

The typical cases show us that essential skills can be successfully transferred regardless of gender, age, level and length of training. With the descriptions of just a few typical cases (8 learners out of 198), we already have a sense of the true dynamic of learning and of the real situations and environments that are subject to skills transfers.

The comparison and description of these typical cases suggest that learners, regardless of their level at the start or at the end of their training, are the primary beneficiaries. The direct effects of transfers in relation to personal development have consequences in the home or family spheres, in the functional spheres in training and at work, as well as in the social participation and community engagement spheres.

Family and friends speak clearly about the direct effects of the learner improving his skills on the learner and about the consequences for others they are close to: children, spouse,

colleagues in the training program, work colleagues. The benefits of transfers are perceived or observed by the practitioners, especially in the immediate learning activities and in lifelong learning. Practitioners, and especially informants from among friends and family, describe or observe the benefits of transfers at the family level, in the preparation for further training and studies, in making a career change or in carrying out work duties, in participating in social networks, and in community and civic organizations.



## 12 – LEARNING AND USING THE SKILLS IN EVERYDAY LIFE

This section provides the observations and the proposals of learners with regard to training practices that facilitate skills learning and the training methods that would facilitate their use in everyday life.

The goal of the research was also to poll the respondents for their opinions on two points: First of all, on what is working or what has worked well for them as learning activities in certain skills, and then on what the literacy and basic skills centre might do to encourage learners to use certain skills. The qualitative data presented here has all been translated from French.

### **12.1 Learners' Observations and Proposals**

The participants in this research are learners and former learners who have voluntarily agreed to answer the questionnaire and who acknowledge that they have gained skills and transferred them into their everyday lives. Such being the case, these people can actually share what helped with their learning and what might encourage them to use their skills.

The two questions asked related to the fundamental aspects of appreciating the training and the training centre's support role:

- 1) The learning activities (for each skill) that worked well for the learner;
- 2) What the training centre could do to encourage the learner to use the skills he or she has gained in everyday life.

As to be expected, those people who are no longer in training were less likely to suggest activities that would encourage them to read more or to make more calculations, etc. In addition, a certain number of learners did not provide any answers to these questions; these cases were processed as either a non-response or not applicable.

However, these questions contain information that is useful and undoubtedly relevant to stakeholders in adult education. It will be possible, at a later date, to continue to analyse the observations and perceptions that emerge in the learner statements. Obviously, the possibility of linking the content of the answers for these two questions to the characteristics of the user profiles would allow us to describe, compare and analyze the learning activities that were appreciated and the support that is expected when using acquired skills.

Once compiled, the answers to these two questions corresponded to 140 pages of content, so only a few examples of the answers are presented below, where they are classified according to the skill in question.

### **12.2 Training Conditions that Promote Learning and the Use of Skills**

The following is an overview of the answers provided by learners in training (or no longer in training) to questions about the skills learning activities that worked well for them and about ways of encouraging learners to use their skills.

**Table 11**  
**Conditions for learning and skills use, according to the learners**

Skills	Activities that contribute to skills learning	Activities that could promote the use of skills
<b>Reading Text and Document Use</b>	<ul style="list-style-type: none"> <li>• Reading short texts and then answering simple comprehension questions.</li> <li>• Reading a short novel aloud and then, by myself, answering comprehension questions.</li> <li>• Reading a class journal; creating a title for the chapter that really interests me and identifying the most important information.</li> <li>• Reading analytical texts during training.</li> <li>• Reading comic strips. Reading email messages. Searching on the Internet.</li> <li>• Learning to use resources, such as the dictionary and a grammar book, and then applying that knowledge.</li> <li>• Reading information on the computer.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading newspapers and magazines encourages reading.</li> <li>• Have more time to spend on reading. There are too many things to do.</li> <li>• Have more recent books in French.</li> <li>• Give each student an access card to the municipal library.</li> <li>• Go to the library by myself and research subjects that interest me.</li> <li>• Inform learners about the free distribution of used books.</li> <li>• Obtain more information about Canadian citizenship.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Correcting my texts with the teachers.</li> <li>• Participating in workshops about simple and complex sentences with explanations on the chalkboard; comments from other learners.</li> <li>• Reviewing grammar rules and verb conjugation using <i>dictées</i> and short texts that learners write.</li> <li>• Making a presentation at the end of each level.</li> <li>• Writing a short text and reviewing the grammar.</li> <li>• Chatting (on the computer); writing email messages; writing a text about a subject that I find interesting.</li> <li>• Writing story books for my children; preparing notes before the presentations.</li> <li>• Writing a grocery list; writing letters to my sister; sending birthday cards; completing a crossword puzzle; putting sentences in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>• Discover the learners' passion, their interests so that they follow through with the training.</li> <li>• Have access to different tools: grammar books, <i>Bescherelle</i> (a verb conjugation tool) and a dictionary to take home; make the teachers more available to correct texts.</li> <li>• Write a lot more.</li> <li>• Have more time – time management.</li> <li>• Write small novels as a group.</li> <li>• Encourage people to participate more in contests and to write in a diary.</li> <li>• Use the computer a bit more.</li> <li>• Correspond with a learner from another literacy centre.</li> </ul>

Skills	Activities that contribute to skills learning	Activities that could promote the use of skills
<b>Computer Use and Technology</b>	<ul style="list-style-type: none"> <li>● Obtaining explanations verbally from the teacher</li> <li>● Do individual homework: calendar, long project; <i>Tap' Touche</i> exercises (a computer program to help learn to touch type); communicating with the other learners about exercises to be done.</li> <li>● Naming the parts of the computer and understanding their function.</li> <li>● Writing summaries and compositions using a word processor.</li> <li>● Searching for information on the computer about GED training – political section.</li> <li>● Completing my GED online; writing email messages to my friends; chatting; playing computer games.</li> <li>● Exploring the computer by writing stories for my children.</li> <li>● Controlling the mouse; writing a short text on the computer for an invitation; making lists of instructions; conducting genealogy searches.</li> <li>● Exploring the computer and the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>● Have constant access to the teachers for explanations when I am working on the computer.</li> <li>● Receive computer courses from a teacher (and not online).</li> <li>● Register for a computer training program.</li> <li>● Carry out more varied activities on the Internet.</li> <li>● Have the necessary tools, such as up-to-date technology with an Internet connection.</li> <li>● Continue to send work in by email. Without that, I would never have practiced as much. Conduct research on subjects that are of interest to us.</li> <li>● Buy a computer and a cellular telephone.</li> <li>● Have more computers in literacy and basic skills centres.</li> <li>● Provide more courses and work online; this would force learners to use the computer and technology.</li> </ul>
<b>Oral Communication</b>	<ul style="list-style-type: none"> <li>● Discussions in the French and self-management workshops: We should speak on various subjects, but also listen to the opinions of other learners; making oral presentations in the French classes.</li> <li>● Sharing a story about an event with the group; talking about things of interest in front of the group; presentations, speeches</li> <li>● Discussing various subjects, such as politics; creating a welcoming atmosphere; and making the person feel worthy.</li> <li>● Talking: Oral presentation to schools, on boards, public meetings, interviews on the radio and television, and conferences.</li> <li>● Thanking someone for a party.</li> <li>● Putting forward my candidacy for committees. I did not want to in the beginning, but thanks to the support of the members, I am now sitting on two committees.</li> <li>● Reviewing movies, art, etc. as a group. I learned to better express myself, to give my opinion and to debate my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Have more discussions in the workshops.</li> <li>● Give more verbal exercises, such as more presentations.</li> <li>● Speak French consistently to learners.</li> <li>● Provide for more group discussions so that learners can converse and offer their opinion.</li> <li>● Give homework that involves speaking to someone in the community.</li> <li>● Role playing for presentations, reports, etc.</li> <li>● Find trips – exchanges or practicums – in areas that are entirely francophone.</li> <li>● Form a board of learners so that we can better communicate our needs.</li> <li>● Provide students with access to DVDs or audio CDs that would involve their answering questions. This helps with the person's listening and oral skills.</li> </ul>

Skills	Activities that contribute to skills learning	Activities that could promote the use of skills
<b>Numeracy</b>	<b>Money Math- Budgeting and Accounting</b> <ul style="list-style-type: none"> <li>• Doing individual work in the modules; receiving one-on-one explanations from the teacher; a project of organizing a party with a budget; the taxation project.</li> <li>• Creating fictitious budgets in Excel definitely helped me. With these exercises, I am responsible for financial matters in two organizations, in addition to looking after my spouse's company.</li> </ul>	<b>Money Math- Budgeting and Accounting</b> <ul style="list-style-type: none"> <li>• Training on specific budgeting and financial software.</li> <li>• Talking with others and sharing ideas.</li> <li>• Have more multiplication table battles; more exercises that involve giving change.</li> </ul>
	<b>Measurement and Calculation</b> <ul style="list-style-type: none"> <li>• Do the measurement project: using measuring equipment; learning how to properly take measurements; learning how to convert measurements.</li> <li>• Learning the basic notions again and activities that relate to everyday life (food chemistry, the science behind household products).</li> <li>• Pretending to build equipment for a project; community construction project.</li> </ul>	<b>Measurement and Calculation</b> <ul style="list-style-type: none"> <li>• More measurement exercises, especially with regard to understanding imperial measurements.</li> <li>• Work from time to time on a budget.</li> </ul>
	<b>Simple Calculations</b> <ul style="list-style-type: none"> <li>• Creating my own budget. I learned a lot and I really like the activity of making my own budget. It made me think, and I will continue to make my budget even after the course is over.</li> <li>• Doing some math exercises (problems) that help with understanding taxes, budgets, and accounting operations in everyday life.</li> <li>• Inviting experts to talk about varied subjects, such as RRSPs and wills. Our group was small, and we were able to ask people questions.</li> </ul>	<b>Simple Calculations</b> <ul style="list-style-type: none"> <li>• Learning to calculate percentages and the taxes owing.</li> <li>• Once every three months, inviting a specialist, such as someone dealing with life, home and car insurance, etc.</li> <li>• Explain credit cards and RRSPs in more detail. I have them, but I do not fully understand everything about them.</li> <li>• More accounting homework (budgets, taxes, investments, interest, etc.).</li> </ul>

### 12.3 Findings

Learners' observations and their perceptions about the practices that helped them to learn and those that enabled them to use their acquired skills in everyday life are enlightening and undoubtedly useful for practitioners, the managers of literacy and basic skills centres, and adult educators who review training programs.

With this demonstration complete, it would be possible at a later step to classify all the learners' comments by skill and to divide them into categories of related comments according to the learning techniques that were appreciated and the methods or resources that would facilitate skills transfer.



## 13 – TRAINING EXPERIENCES

This section provides a range of concrete examples provided by the practitioners about how the learners were able to transfer the various skills. The examples presented here have all been translated from French.

If we consider the importance this research places on learning processes and skills transfers, then the observations provided by the practitioners about these processes and their viewpoint of the training practices that contribute to the transferring of skills into everyday life are vital, because they help to document the learning progress of learners and the impact of learning on day-to-day life. We will describe them and compare the data to reach a sound understanding of the results, which can be found in subsequent pages.

The first step is to process the qualitative empirical data from open-ended questions on the questionnaire, which is a translation of the practitioners' own words; the data consists of concrete examples observed or information received from the learners about transferring acquired essential skills into their everyday life.

### 13.1 Practitioners' Contact with Respondents

The contributors in this research project deliberately chose to not add to the workload of practitioners by asking them a lot of questions, because, in most cases, they were to conduct interviews with the respondents and the informants while also being respondents themselves.

The research contributors wanted above all to obtain concrete examples of practices that are in use or of best practices.

- Amount of time the practitioner has known the learner:
  - Less than 6 months.....25.0%
  - From 6 months to less than 1 year.....24.0%
  - From 1 year to 2 years.....26.0%
  - 3 years and more.....25.0%
- Number of hours spent working with this person each week:
  - 6 hours or less .....40.5%
  - From 7 to 12 hours.....19.0%
  - From 13 to 18 hours.....19.5%
  - From 19 to 24 hours..... 9.2%
  - 25 hours and more.....11.8%

There is obviously a considerable amount of movement and turnover among learners in literacy and basic skills centres – across the various levels and during activities that are complementary to training – and the result is that a practitioner can be in a workshop or a class with a learner for varied amounts of time. We would need to better understand the allocation of duties, the course load, and other factors, such as the number of practitioners in a centre, and the expertise of practitioners for certain training, such as computers or mathematics, to make a statement about the possibility of really knowing or not knowing a learner. The same applies to the number of hours of contact in a workshop or in class. Nearly 60% of practitioners spend 12 hours or less each week with a learner, while nearly 20% spend up to 24 hours, and more than 11% spend 25 hours and more.

## **13.2 Practitioners' Observations and Perceptions**

The seven open-ended questions on the questionnaire for practitioners deal with providing concrete examples of transfers into everyday life for each of the skills and for each respondent surveyed. The questions specify whether the transfer observed by the practitioner or whether it was described by the learner.

These qualitative responses, reported textually, or in the practitioners' own words, would create a voluminous document. In this report, it does not seem possible to convey the entire wealth of data collected, unless one proceeds according to some very well-established priorities. Therefore, the responses cannot be described and analyzed here in any thorough manner, or even superficially. Only examples of statements about observed or witnessed transfers will be provided for illustration purposes.

It will still be possible to conduct an in-depth review and a more sophisticated classification of all the statements at a later date, if the exercise would be beneficial. The research partners have received the complete transcriptions of all the practitioners' responses to the open-ended questions and may choose to continue with the analysis of the transfer types mentioned, either in a more in-depth fashion using a systematic content review or by coding and classifying the qualitative observations into quantitative variables so they can be cross-referenced with the profiles and practices of learners. This information would then definitely be useful to those responsible for management and training; the data could be used to inform and guide common practices and best practices.

## **13.3 Concrete Examples of Skills Transfers**

The practitioners considered, identified and mentioned concrete examples of skills transfers that occurred for the 198 learners. We are presenting the examples of skills transfers in this report for their relevancy.

The complete transcription of these examples consists of 15 pages on average for each skill, for a total of approximately 100 pages. In this list, we have selected a few for their obvious relevancy with regard to the effects and impacts of learning on everyday life.

The practitioners' observations on some of the eight typical cases already presented are included in these examples.

The observations are organized and presented from two perspectives:

- a) The order of essential skills mentioned in the research (reading text and document use, writing, computer use and technology, oral communication, numeracy (3) and,
- b) The extent of the effects and impacts of transfers in the dimensions of everyday life:
  - 1) Personal development (identity, health, security, etc.);
  - 2) Family or household (showing affection, helping and caring for children, purchases and budget, organisation of housing and domestic tasks, etc.);
  - 3) Social and community relations (volunteering, social outings, civic engagement, etc.);
  - 4) Functional aspects of training (continuing education, pursuit of training) and work (looking for a job, obtaining a job, changing jobs, etc.).

All the observations that the practitioners provided about the learners were recorded and classified according to the dimensions listed above. The observed or known transfers that are mentioned, cannot, however, be considered as comprehensive or representative of all the transfers, since many of them consist of observations made in class. Although the practitioners know personal details about the day-to-day lives of learners, some will agree to share them while others will not, even though the survey is confidential.

What is more, practitioners know the learners to varying degrees because of such factors as the number of students, the length of their training at the centre, the size of the workshops and classes, the rural or urban nature of the town, etc. Any one of these factors can have an influence on their ability to provide concrete examples of skills transfers made by the learner into everyday life, outside of the literacy and basic skills centre.

We might expect that practitioners are more likely to comment on transfers in the personal development and functional (in training) dimensions, because they are more aware of and informed about these elements, while the observations made by the family members and friends of the learners deal more with the transfers that touch family and household life, as well as social, community and civic relations. Each of these categories of informants has their particular points of view about the dimensions of everyday life.

The following section contains the comments provided by the practitioners, grouped according to the specific essential skill and the dimensions of everyday life wherein the transfers occur.

### 13.3.1 Reading Text and Document Use

#### **Reading Text – Personal development dimension** (45 comments)

“The learner can read dosage information on a prescription drug label without difficulty.”

“She concentrates better because she understands what she is reading. She takes the initiative to go get the newspaper and read. In the beginning she was only reading her horoscope, but now she reads several articles.”

The practitioner has noticed the following as it concerns the learner: “an enriched vocabulary; expresses himself/herself clearly (without using anglicisms); self-confidence; feels good about himself/herself; shares opinions easily.”

#### **Reading Text – Family and household dimension** (20 comments)

“He had never read a short novel. We read one in class. I was very surprised to see his reaction. He was anxious to finish so that he could find out how it ended. A few days later, he came to see me in order to borrow a book. He told me that his spouse was very surprised to see him reading at night. We went to the municipal library and he got a membership card. He knows that with a baby at home, he will have to read stories. He is starting to practice.”

“He reads the instructions when he has to assemble a piece of furniture, an appliance, an instrument, etc.”

“He reads legal documents that relate to his children.”

“She is reading to her grandchildren, sharing her culture and her Francophone identity with her grandchildren.”

#### **Reading Text – Social and community relations dimension** (22 comments)

“The learner receives the newspaper each week and stays informed about the Francophone community by reading it.”

“This person has made significant progress in reading and understanding, which now allows him/her to better understand administrative correspondence and to exchange email messages with various agencies.”

“This person is reading to senior citizens in centres.”

“This person is involved in several committees. She reads the documentation that she receives in order to be well prepared for the meetings. She reads all her correspondence and acts in accordance with the requests.”

**Reading Text – Functional dimension at work** (32 comments)

“The learner can read safety labels without any difficulty at his work.”

“The learner now reads more of the company’s mail, and reads the local newspapers to see the company’s advertising.”

“She changed her job – her job requires her to read a variety of texts (memos, reports, email messages, documents, minutes, etc.).”

“The learner is much more comfortable reading complex reports in the workplace.”

“The learner wants to become a mechanic. He is therefore very interested in reading the performance reports for various vehicles on the Internet. He has started to make small searches. This allows me to verify his comprehension.”

**Reading Text – Functional dimension in adult literacy and basic skills training**  
(40 comments)

“The learner is in the process of learning. He/she still has a lot of difficulty reading.”

“When he reads instructions, the learner understands better what he is being asked to do and responds better to expectations.”

**Reading Text – Functional dimension in continuing education** (7 comments)

“The person took an upgrading course in carpentry in order to continue their training at college.”

“The person completed their secondary studies and is finishing a two-year college course.”

### 13.3.2 Writing

**Writing – Personal development dimension** (31 comments)

“The learner has a passion for music and writes songs.”

“She has written several texts for the *Création* series. She has written songs. She won the...Prize. She looks for opportunities to write and to create.”

“By using the computer, he can produce a text with very few errors. His self-esteem has improved. He seems to reflect more during a discussion.”

“The learner stood out for her ability to integrate certain stylistic mechanisms in a sustained manner, such as exploring various stylistic tools in order to evoke feelings or surprise the reader. Her renewed cultural identity had a lot to do with this.”

“The learner has become competent at taking notes and retaining only the essential details from what he has read. This has allowed him to become more organized by making lists of tasks or priorities.”

**Writing – Family and household dimension** (29 comments)

“He corresponds in writing (email messages) with his child’s teachers.”

“According to the learner herself and her grandmother, she is now writing her own messages to her family, notes, email messages and greeting cards.”

“The person wrote letters in order to obtain the health care services needed for their mother.”

**Writing – Social and community relations dimension** (12 comments)

“She volunteers with a Francophone youth group and her training has allowed her to write/prepare posters, forms or press releases with more confidence.”

“More interests/skills in community and social activities. As a member [of the club], he writes and submits texts to other members.”

“The learner is now proud to be on various committees and to occupy the position of secretary. This allows him/her to take the notes for the reports.”

“He is now able to more easily translate forms requesting assistance for disabled people.”

**Writing – Functional dimension at work** (38 comments)

“He prepared his CV. He fills out the necessary forms, such as the request for a birth certificate, the renewal of his Ontario health card, at work, etc.”

“The learner feels more comfortable filling out forms, and writing documents such as a CV, a letter of application for a job, etc.”

“In her new job at the daycare, she frequently writes notes to the parents. She does it naturally and confidently.”

“The learner was able to create marketing material for her company.”

“She also allows herself to prove to her employer that she has the skills for certain tasks needed in her work to respond to a Francophone clientele.”

“The learner is much more confident at work for communicating information in writing and meeting the employer’s expectations.”

“She is the secretary and has to take the notes for the organization. She often has to write a report for her colleague at work.”

**Writing – Functional dimension in adult literacy and basic skills training**

(37 comments)

“The learner has started to write a to-do list during the week. I suggested that he do so after he missed an appointment.”

**Writing – Functional dimension in continuing education** (8 comments)

“He came to ask for my help in correcting several letters. He is no longer a learner at the centre, but he stops by from time to time and asks for help or to have something corrected.”

“She writes down everything in her agenda since she started going to the college. She has also written several texts for various contests, in addition to writing a letter to the editor of the newspaper.”

### 13.3.3 Computer Use and Technology

**Computer Use and Technology – Personal development dimension** (32 comments)

“She would like to learn to use the computer. She wants to send messages to her family and friends.”

“When planning her summer holidays, she searches for camp sites on the Internet in order to get their prices and look at photos of the site.”

“This learner went to Europe and did research on the country he was visiting. This is something he would have never done before. He didn’t like computers, but he did recognize their usefulness: finding information.”

### **Computer Use and Technology – Family and household dimension** (20 comments)

“He corresponds in email messages with his child’s teachers.”

“The learner corresponds with his family in North Africa and Europe and corresponds with a mentor to get help and information about a specific notion. His messages are well structured, and he uses a specific and clear vocabulary. He does a lot of research on the Internet and understands that he needs to come here and follow his courses in order to be even more productive on the computer.”

“She does a lot of research on the Internet in order to stay informed about subjects that are important to her, such as her spouse’s disease.”

### **Computer Use and Technology – Social and community relations dimension** (9 comments)

“He bought himself a laptop computer and would be ready to use it for volunteer work. He wants to get more involved in the community having had a discussion with him about volunteering and about how important it is. He can write his reports on paper or type them on the computer.”

“She will type up the documents for various community committees (report, PowerPoint presentation). She creates flyers to tell the public about events being organized in the community.”

“The person creates posters and graphics for volunteer activities.”

### **Computer Use and Technology – Functional dimension at work** (38 comments)

“She is able to create labels, envelopes, and tables and to write letters. She had to gain certain computer skills in order to create pamphlets for her company, documents for the preparation of courses offered, and use several pieces of technological equipment.”

“The learner can now meet the expectations of her clients more quickly, because she is able to exchange email messages to set up appointments or confirm a meeting, etc.”

“The learner can also conduct Internet research much more easily for her work as well.”

“She was able to do a co-op work practicum in an office and work on the computer.”

“The person conducted Internet research about various companies before going for interviews. She obtained a job very quickly after his course ended.”

“The learner was able to transfer her computer skills easily by tracking her bank account online, and paying her bills. She can also do Internet research to find out about dates, schedules and locations when organizing a special event. She is also able to effortlessly present a written project, including images, graphics or drawings.”

### **Computer Use and Technology – Functional dimension in adult literacy and basic skills training** (41 comments)

“She has just recently discovered the computer. She did not have the opportunity in her home country. She is managing well enough now that she can communicate by - email and consult entertainment sites. The informal computer training sessions served her well.”

“More at ease using the agency’s computer. She is making more and more connections between her MP3 player and the computer, her cell phone and the computer. She is very comfortable with the technology.”

“The learner was already comfortable using the computer before enrolling in our programs, but he had the opportunity to learn more and to improve his skills, particularly with the Excel software.”

#### **13.3.4 Oral Communication**

##### **Oral Communication – Personal development dimension** (65 comments)

“She has gained self-assurance, because today she can express her point of view, feelings, desires, and so on, more easily and clearly.”

“She is self-assured when taking part in group discussions. She gives her opinion in a respectful manner and she listens attentively to the other members of the group.”

“Her improved oral communications skills have reassured her, and she does not hesitate to express herself in French when she gets an opportunity to do so.”

“When this person enrolled at the centre, she used a lot of anglicisms. She would sometimes hesitate before speaking, because she needed to look for the right words. She worked hard at improving her vocabulary (anglicisms, pleonasms, etc.) through various activities. She had lived for about a decade in Anglophone cities, where 99% of her work colleagues were Anglophones. She had to work very hard to improve her oral (French) communication skills.”

“When this person first came to the centre, she did not have a lot of confidence in herself. The centre helped her a lot in this area. She told me that it was because of the centre that she had succeeded at college, because she was no longer afraid of sharing her ideas with the class. She was confident in her new oral skills. She knew her ideas were very important and that she had good things to offer her classmates.

“The learner can more easily switch back and forth between English and French.”

##### **Oral Communication – Family and household dimension** (17 comments)

“She is better at expressing her feelings towards her family.”

“She wants to speak in French, rather than English, with her friends and family. She has said that she wants to send her young daughter to a French school.”

“He is participating in the *Alpha Familial* program, which is an educational package for children. He reads and speaks to his children in French.”

##### **Oral Communication – Social and community relations dimension** (25 comments)

“The learner has increased his circle of friends. And he now has more choices at work if he wants to change his field.”

“This person leads the story hour.”

“She participates in committees and she knows how to affirm herself within a group. She has learned to compromise and to listen to others. She is better at expressing herself and communicating.”

“He likes to volunteer and to get involved in his community. He says that he needs to learn how to fit into a committee, and to show drive. He had never been on a committee before”.

“She made presentations in front of different groups to make them aware of the rights of people with disabilities.”

“She sits on the parent group for one of her children. She is the spokesperson for the parents. She is also the secretary of a non-profit organization. She has to make telephone calls for this organization. She also volunteers with a children’s group.”

“She is a spokesperson for people with developmental disorders; she participates in meetings, and in community activities. She is the treasurer, and keeps the books for an organization using Excel. She also keeps the books for her husband’s company in Excel.”

### **Oral Communication – Functional dimension at work** (34 comments)

“She does a lot of sewing and she has built up quite a clientele, which means that she knows how to communicate orally and to make herself understood.”

“The learner told me that in her work at the store, she finds it much easier to meet the expectations of her Francophone clientele.”

“She has been able to transfer her new skills into her everyday life. She worked with the public and felt more at ease with her vocabulary. She could better respond to the clients and offer help when needed.”

“The learner is even more productive in meeting the employer’s expectations and in following the verbal directions he is given.”

“He speaks clearly and courteously when addressing his employer, a representative or an employee, either in person or on the telephone.”

“She approaches clients more easily to ask if they need help or want information.”

“The learner says she is much more comfortable during group discussions or meetings at work. In fact, she is able to express her opinion and participate in team activities much more readily than before because she finds it easier to use specific and appropriate words for the communication situation.”

“She needs to speak both languages fluently for her work.”

“She uses French at work every day since being promoted to a client service position. She needs to speak both languages fluently for her work.”

“She was able to find a job in a Francophone workplace.”

### **Oral Communication – Functional dimension in adult literacy and basic skills training** (30 comments)

“The learner has a higher level of oral communication and comprehension than she does in writing. She has only just recently enrolled, so we are not able to comment on a specific example from everyday life. It is still a bit too early.”

“She is making great progress. She speaks more clearly. She expresses herself better, and uses a more diverse and appropriate vocabulary.”

“She speaks more than she did before. When asked for her opinion, she is not too embarrassed to answer. She is always ready to help a colleague who needs her or who asks for an explanation.”

**Oral Communication – Lifelong learning dimension** (20 comments)

“She tutors children at school. She shares her ideas with the principal.”

“She gave a talk before the grade 6 class about dropping out of school. She held the students’ interest while still communicating with a good vocabulary and intonation.”

“She has become a representative on the student council at the college campus. As the student spokesperson, she communicates concerns and complaints during provincial forums.”

**13.3.5 Numeracy – Money Math - Budgeting and Accounting**

**Numeracy – Personal development dimension** (10 comments)

“She doesn’t panic when she has to deal with money. She manages the situation with tact and tries to find a positive solution.”

“The learner is more confident with her everyday calculations (sales, rebates, taxes). The learner can do her own income tax report.”

**Numeracy – Family and household dimension** (34 comments)

“She looks at the flyers and compares sales prices. She wants to make wise purchases for her family.”

“The learner made a kind of budget with her son, because he wants to buy a bicycle. And her daughter has started putting aside money for her postsecondary education.”

“The learner has a lot more confidence in himself for doing calculations and estimating the prices of various objects. A father of two children, he has to calculate money almost every day.”

“With a new baby, the learner is now more serious about her day-to-day spending. She has to prepare a budget to ensure she has enough money to make it to the end of the month.”

“The learner told me that he wanted to buy a refrigerator and stove outside of town because the prices were lower. We had discussed as a group the day before how buying local is important in a small community. After verifying the prices and the cost of gas and time – because his spouse had to take two hours off work – he realized that it would be better to buy these two articles locally. He thought about it, and he understood.”

**Numeracy – Social and community relations dimension** (5 comments)

“He is responsible for a ticket sale in his small town. He has to compile sales and distribution for his town. He is very involved in his community and attends all the meetings. He asks questions about the financial reports whenever he does not understand something.”

“Among his future plans, he would like to become a treasurer and look after the finances of an organization. He said it would look good on his CV [*curriculum vitae*].”

“The person participates on committees and is able to manage the finances.”

### **Numeracy – Functional dimension at work** (13 comments)

“She needs to have money calculating skills at her work (restaurant).”

“One of the tasks in the cooking class was to prepare a budget for 60 people and submit to the practitioner all the necessary information. Everything had to be in writing: The purchases to make, the menu selected everything that needed to be calculated in order for the project to be successful.”

“According to the informant, she makes the company’s bank deposits. She fills out the cheques and helps the accountant with other transactions for the company.”

“He now uses the metric system when measuring material for his construction projects, handicrafts, etc. He can therefore calculate costs beforehand or compare prices.”

“He needed to compare prices for the various materials needed to build a shed for his work. He had to produce a work estimate that respected the amount the client could afford to pay. He therefore needed to find three sources and compare prices, taxes, etc., to do so.”

“This learner found a job when he left the mathematics training. He helps his spouse create the budget. He is better at managing his purchases. He understands better now how a contract for purchasing a car works.”

### **Numeracy – Functional dimension in continuing education** (24 comments)

“The learner has only recently enrolled in our programs, so she has just started her mathematics course and has not yet had enough time to transfer her learning into everyday life situations.”

“The financial mathematics course helped a great deal in understanding personal finances.”

“The person calculates such transactions as taxes, sales, rebates, and commissions. She prepares a personal budget. She thinks more before making a purchase. She understands that a budget is difficult to balance. Expenses, and especially unexpected purchases, are often high.”

“He had to carry out a project whereby he had to research and present to the group how to build a gazebo (material required, cost, diagram, instructions, etc.). Everything had to be submitted to the practitioner for evaluation. His project was very well done.”

As expected, the practitioners submitted numerous examples of progress observed during the process of acquiring skills and of their application in class, for two plausible reasons:

- 1) They are the key players when it comes to helping the learners improve their skills;
- 2) They have, depending on the context, more or less information about how skills are being used outside the training centre.

The following table shows the number of comments provided by the practitioners based on the effects and impacts of the transfers.

**Table 12**  
**Number of comments about the effects and impacts**  
**of essential skills transfers mentioned by the practitioners**

Essential skills	Transfers into everyday life	Number of comments	Sub-total by skill
Reading Text and Document Use	Personal development	<b>45</b>	
	Family and household	20	
	Social, community and civic relationships	22	
	Functional work-related aspects	32	
	Functional training-related aspects	<b>47</b>	
Writing	Personal development	31	
	Family and household	29	
	Social, community and civic relationships	12	
	Functional work-related aspects	<b>38</b>	
	Functional training-related aspects	<b>45</b>	
Computer Use and Technology	Personal development	32	
	Family and household	20	
	Social, community and civic relationships	9	
	Functional work-related aspects	<b>38</b>	
	Functional training-related aspects	<b>41</b>	
Oral Communication	Personal development	<b>65</b>	
	Family and household	17	
	Social, community and civic relationships	25	
	Functional work-related aspects	34	
	Functional training-related aspects	<b>50</b>	

Essential skills	Transfers into everyday life	Number of comments	Sub-total by skill
Money Math – Budget and Accounting	Personal development	10	
	Family and household	34	
	Social, community and civic relationships	5	
	Functional work-related aspects	13	
	Functional training-related aspects	0	
Other calculations <sup>20</sup> (estimate)		50	50
Sub-total of comments			764
Not applicable			46
No response			100
<b>Total</b>			<b>910</b>

### 13.4 Findings

These examples provided by the practitioners are powerful testimonials of how learners are able to transfer essential skills into everyday life. These are obviously only a very small percentage of the examples of transfers that were submitted by the practitioners who participated in this research. The entire body of comments could be analyzed at a later time according to categories (to be defined), and based on the various applications and uses of skills, on the basis of target recipients at the educational, motivational or promotional levels.

With reference to the practitioners' comments about skills transfers, table 12 shows that the distribution of examples of transfers is relatively balanced across the various essential skills, except in the case of money math.<sup>21</sup> As for the distribution of comments by fields of transfer in everyday life, the table shows that observed transfers of acquired skills in reading text and oral communication occur towards the personal and training dimensions, and that transfers of acquired skills in writing and computer use occur toward the work-related and training-related dimensions, while the transfers of acquired skills in numeracy occur more often in the household and family dimension.

<sup>20</sup> The qualitative responses with regard to measurement and calculation skills were not transcribed.

<sup>21</sup> It is possible to speculate that several learners did not attend numeracy training or that the length of the questionnaire meant respondents gave fewer examples of skills transfers near the end of the interview.



# 14 – STRATEGIES, MATERIAL AND RESOURCES

## 14.1 *Contribution of the Discussion Groups*

The discussion groups organized in eight literacy and basic skills centres are an integral part of this research. This particular research tool helps capture ideas and opinions, perceptions and experiences or other information in an exploratory and participative manner, thanks to the group dynamics.

The practitioners participating in the discussion groups answered with three questions prepared in advance by the research leaders. These questions dealt with their training strategies, the instructional material used and the resources considered necessary to promote the transfer of skills into the everyday life of learners. These questions are presented below in the order that they were addressed by the discussion groups.

- a) What training strategies do you use to stimulate learners to use their new knowledge and skills in their everyday lives?
- b) What instructional material do you use to promote the transfer of knowledge and skills into everyday life?
- c) If any and all resources were available, what would help you to improve your work of promoting the transfer of knowledge and skills into everyday life?

The responses formulated during the eight discussion groups were compiled in the form of reports that were more or less detailed or succinct, depending on the group. Some comments were reported textually, meaning in the actual words of the practitioners and translated for the purposes of this report, while others were noted in point form. The complete statements about strategies, tools and resources are presented in the following tables. They are listed alongside the essential skills for which they promote the transfer. These categories are obviously approximate and limited, since strategies, tools and, particularly, resources, can be a factor in promoting the transfer of more than one skill.

## 14.2 *Best Practices*

Best practices can be defined as simply “innovative practices that are worthy of mention.” A best practice is original and innovative; it is linked to standards and demonstrates that positive results can be achieved; it can be adapted to other organizations and is efficient in practice ([unofficial translation] (Source: <http://www.hscm.ca/gestion-des-risques-et-de-la-qualite/gestion-continue-de-la-qualite/les-pratiques-exemplaires/index.html>, available in French only).

Without prejudice to the presence of best practices among those practices provided by the practitioners who participated in the research project, we are not saying that the practices mentioned are exemplary based on the characteristics listed above. However, these practices could be reviewed and a selection could be made by education professionals specialized in literacy and basic skills training. In any event, this list is an impressive assortment of practices from current practitioners that may serve to inspire other practitioners looking to improve and diversify their approaches in adult literacy and basic skills training that promote knowledge transfers.

### 14.3 Observations and Perceptions Related to Practices

The following tables have been designed so that practitioners and other stakeholders involved in adult literacy and basic skills programs can easily create note cards.

#### 14.3.1 Training Strategies

The discussion groups tackled the first question: What training strategies do you use to stimulate learners to use their new knowledge and skills in their everyday lives? In table 13, we have compiled all the strategies they mentioned in answer to the question without considering their educational value or their effectiveness in bringing about skills transfers.

**Table 13**  
Training strategies mentioned by the practitioners

Skills	Strategies mentioned
<p><b>Reading Text</b></p> <p>The comprehension of text consisting of sentences and paragraphs. (OSP)</p> <p>Reading text generally involves reading notes, letters, memos, manuals, specifications, regulations, books, reports or journals. (HRSDC)</p> <p>The texts include: forms and labels if they contain <i>at least one paragraph</i>; print and non-print media (for example, texts on computer screens and microfiche); and paragraph-length text in charts, tables and graphs. (HRSDC)</p>	<p><b>Individual reading</b></p> <ul style="list-style-type: none"> <li>• Set a predetermined time for individual reading.</li> <li>• Provide for individual reading time followed by a group discussion about the topics being read.</li> <li>• A reading note card – Check off the titles of books that the learner has read from a proposed list and conduct text comprehension tasks both orally and in writing.</li> <li>• Prepare a written and oral report on a minimum of five books.</li> </ul> <p><b>General reading</b></p> <ul style="list-style-type: none"> <li>• Read Franco-Ontarian books that reflect the culture of our region.</li> <li>• Read the announcements for various activities, and the memos on the centre's bulletin board.</li> <li>• Read the weekly French-language newspaper. The learners contribute by publishing recipes in it.</li> <li>• Read newspapers, magazines, and journals during the free reading period or use them to conduct searches (e.g. for information, for a specific grammatical element).</li> <li>• Do the word search puzzles in the newspaper.</li> <li>• Read the driver's course book with the supporting written exercises and Internet site.</li> <li>• Offer workshops (e.g. the Portfolio workshop from the Centre FORA).</li> <li>• Conduct text comprehension exercises in order to understand the plot, the turning point and the outcome.</li> <li>• Prepare oral and written summaries.</li> <li>• Read simply to get a taste for reading, without necessarily reading to complete a task.</li> <li>• Distribute a book; ask learners to identify difficult words and verify them in a dictionary, and then make an oral or written summary.</li> <li>• Help learners to better assimilate an activity by having access to explanatory texts or exercises.</li> <li>• Motivate adults to read more about themes that are of interest to them.</li> <li>• For a reading workshop, such as <i>Portfolio</i> from the Centre FORA.</li> </ul>

Skills	Strategies mentioned
<p><b>Reading Text</b></p>	<p><b>Reading together</b></p> <ul style="list-style-type: none"> <li>● Read a section of a book as a group and discuss the contents or write summary together.</li> <li>● Read in small groups.</li> <li>● Present an article on a subject that interests learners, with the goal being to stimulate oral expression and understanding of the vocabulary.</li> <li>● Read a text aloud and summarize certain parts orally.</li> <li>● Read local newspapers and share articles and opinions.</li> <li>● At the beginning of each session, choose a local newspaper article together and ask each person to read a paragraph and identify any new words or expressions. Follow with a group discussion.</li> <li>● Read articles as a group in order to motivate people to become better informed and to encourage them to take initiative.</li> <li>● Read a newspaper or a magazine and then make a presentation outlining one's point of view about a current event.</li> <li>● Read articles as a group in order to improve vocabulary, make learners aware of current events, show the usage of certain words (adjective, adverb), have them recognize a title, sub-title, and explain to them the purpose of an editorial.</li> <li>● Read horoscopes during the break and discuss.</li> <li>● Read the television program schedule and discuss daily programming.</li> <li>● Read a letter to the editor, a job offer, a classified advertisement.</li> <li>● Find words and expressions that help to improve and enhance the learners' everyday vocabulary.</li> <li>● Acknowledge the role of advertising.</li> <li>● Make a collage using words and images found in magazines.</li> </ul> <p><b>Reading for a group</b></p> <ul style="list-style-type: none"> <li>● Read in a group – ask learners to go read in primary school classes for World Book Day.</li> <li>● Read books to young children during school visits.</li> <li>● Organize a reading evening with an author and encourage learners to read aloud an extract from his or her book.</li> <li>● Present a book borrowed from the library, explain why this book was chosen, speculate about the story based on the title, and provide a report on the story.</li> </ul>

Skills	Strategies mentioned
<p><b>Document Use</b></p> <p>The use of labels, lists, signs, graphs, charts, tables, forms, and other similar materials. (OSP)</p> <p>Document use refers to tasks that involve a variety of information displays in which words, numbers, icons and other visual characteristics are given meaning by their spatial arrangement. (HRSDC)</p> <p>Document use includes: print and non-print media; reading/interpreting and writing/completing/producing of documents - these two uses of documents were included in the same section because they often occur simultaneously as part of the same task. (HRSDC)</p>	<ul style="list-style-type: none"> <li>• Monitor the newspaper's weather section, practice using related vocabulary, create a graph of the weather for the week, do exercises using negative and positive numbers.</li> <li>• Verify the qualifications required for a job; provide their opinion on the subject.</li> <li>• Verify the different levels of government in the telephone book with a view to locating information on health and pensions, for example.</li> <li>• Fill out forms.</li> <li>• Provide Internet addresses or other sources for obtaining information.</li> <li>• Encourage learners to write down Internet addresses they find to obtain a brochure, register for a contest or participate in a survey, for example.</li> <li>• Take learners to the library so that they can familiarize themselves with the resources there.</li> <li>• Help learners join the library.</li> <li>• Show learners how to search for information in the books (table of contents, index, etc.).</li> <li>• Help learners understand their electricity and telephone bills.</li> </ul>
<p><b>Writing</b></p> <p>The preparation of written materials for a variety of purposes. (OSP)</p> <p>Writing includes: writing texts and writing in documents (for example, filling in forms); non-paper-based writing (for example, typing on a computer) (HRSDC)</p>	<ul style="list-style-type: none"> <li>• Work with texts that learners have produced themselves using an educational publication (for example: <i>Mon journal</i> from the Centre FORA).</li> <li>• Help learners to understand their email messages and respond.</li> <li>• Send a greeting card or a postcard.</li> <li>• Help learners fill out various forms.</li> <li>• Write letters.</li> <li>• Draft a curriculum vitae and a letter of interest in order to prepare for employment.</li> <li>• Write a list of questions to ask when making a purchase.</li> <li>• Ask learners to do some grammar work for example, and then to check off whether or not they have acquired the notion and is able to apply it on a note card designed for that purpose.</li> <li>• Play board games based on grammatical questions with varying levels of difficulty that learners choose for themselves.</li> <li>• Play a group game using cards that deals with homophones.</li> <li>• Participate in a writing contest.</li> <li>• Encourage learners to participate in various writing contests in the community (for example, <i>Le printemps des lettres</i> from the FCAF, <i>Expressions</i> from the Centre FORA).</li> <li>• Share corrections and oral expression with the other learners.</li> <li>• Encourage learners to submit material for the internal journal.</li> <li>• Alpha scrapbooking – Correcting texts.</li> <li>• Write a review after attending a play.</li> </ul>

Skills	Strategies mentioned
<p><b>Oral Communication</b></p> <p>The use of speech for a variety of purposes. (OSP)</p> <p>Oral Communication pertains primarily to the use of speech to give and exchange thoughts and information. (HRSDC)</p>	<ul style="list-style-type: none"> <li>• Organize an outing to a restaurant where the learners must give their order and answer the waiter's questions in French.</li> <li>• Organize debates between learners.</li> <li>• Place learners in a situation where they have to call a call centre and ask for information.</li> <li>• Prepare role plays that entail the participation of several learners.</li> <li>• Video – Watch a film in French, write a summary, and discuss it.</li> <li>• Have a discussion between the staff and learners together every day over a small snack.</li> <li>• Hold a group conversation about various subjects each week.</li> <li>• Make an oral presentation about a given or a chosen subject, or provide a summary. People in the audience take notes and then, at the end of the presentation, ask questions, introduce new vocabulary, and look up definitions in the dictionary.</li> <li>• Make a presentation in French before students during the career fair.</li> <li>• Make a monthly visit to an art exhibition followed by a group discussion.</li> <li>• Work on respecting social conventions in the group.</li> <li>• Welcome the public, sing, and tell stories during an organized event at the Centre: personal enrichment and feeling of belonging.</li> <li>• Make a group demonstration each month (e.g. sign language course, specific recipes, etc.).</li> <li>• Carry out a demonstration activity (e.g. find the information needed on the Internet to take a sightseeing tour).</li> <li>• Simulate a telephone interview and an in-person interview.</li> <li>• Invite professionals (a lawyer, a manager of a company or financial institution, for example) to discuss a subject of interest (power of attorney, will, RRSP, etc.).</li> <li>• Invite people to speak about their culture.</li> <li>• Ask for information on books (e.g. give the title of the book and ask where it is located).</li> </ul>
<p><b>Computer Use and Technology</b></p> <p>The use of any type of computerized technology. (OSP)</p>	<ul style="list-style-type: none"> <li>• Open an email account.</li> <li>• Encourage learners to exchange e-mail messages.</li> <li>• Send email messages from the learner to the practitioner.</li> <li>• Send a card or a message by email.</li> <li>• Help learners record their favourite Internet sites on a USB flash drive so that they can use their drive to navigate in an independent manner at the library.</li> <li>• Help learners save photographs or drawings on their USB drive in order to have them printed.</li> <li>• Carry out summarizing and demonstration activities in computer use.</li> <li>• Make a computer progress sheet: Ask the learner to check off their own level of familiarity with each skill (e.g. controlling the mouse).</li> </ul>
<p><b>Numeracy</b></p> <p><b>Simple Calculations</b></p> <p>Numeracy refers to the use of numbers and the requirement to think in quantitative terms. (HRSDC)</p>	<ul style="list-style-type: none"> <li>• Have them count the petty cash.</li> <li>• Encourage them to compare prices and to think about a purchase by shopping online.</li> <li>• Make an estimate about an amount of money in a calculation exercise and then reconcile the estimated amount with the purchase in a real store.</li> </ul>

Skills	Strategies mentioned
<p><b>Money Math – Budgeting and Accounting</b></p> <p>The use of mathematical skills in making financial transactions, such as handling cash, preparing bills, and making payments. (OSP)</p>	<ul style="list-style-type: none"> <li>• Link up mathematical modules to activities from everyday life, such as calculating income tax and developing a budget.</li> <li>• Carry out summarizing or demonstration activities in mathematics or computer use.</li> <li>• Give the learners responsibility for the purchases and management of the centre's small convenience store.</li> <li>• Present examples of budgets with realistic amounts.</li> </ul>
<p><b>Measurement and Calculation</b></p> <p>The measurement and calculation of quantities, areas, volumes, and/or distances. (OSP)</p>	<ul style="list-style-type: none"> <li>• Have workshops for measuring lengths and surfaces.</li> <li>• Estimate as a group the material needed to make a festive decoration.</li> <li>• Build decoration scenarios (e.g. take the measurements of a living room; calculate the amount of paint needed).</li> </ul>
<p><b>Thinking Skills</b></p> <p><b>Job Task Planning and Organizing:</b> The planning and organization of one's own work. (OSP)</p> <p><b>Decision Making:</b> The making of any type of decision, using appropriate information. (OSP)</p> <p><b>Problem Solving:</b> The identification and solving of problems. (OSP)</p> <p><b>Finding Information:</b> The use of a variety of sources, including written text, people, computerized databases, and information systems. (OSP)</p> <p>(See also Reading Text, Document Use, Computer Use, and Oral Communication above.)</p>	<ul style="list-style-type: none"> <li>• Assign the learners responsibilities, such as preparing coffee, turning off the computers, storing the instructional material at the end of the day.</li> <li>• Organize concrete projects.</li> <li>• Encourage learners to participate in activity planning, such as the AGM or the Christmas party.</li> <li>• Organize a spring party, a Christmas party, or the annual picnic with the learners: schedule, preparation of the room, decorations, music, food, entertainment (2)</li> <li>• Organize an activity and a fundraising campaign to pay for it (a draw; look for in nature donations from businesses; sell articles produced by the learners, for example).</li> <li>• Give the learners the responsibility of holding a garage sale (2).</li> <li>• Plan the renovation of a room and then renovate it.</li> <li>• Follow an action plan (the training plan and deadlines related to the modules, for example).</li> <li>• Discuss the various upcoming activities on the bulletin board as a group.</li> <li>• Organize a meal for the entire school community: menus, decorations and purchases made by the learners.</li> <li>• Plan a visit to the employment resources centre.</li> <li>• Encourage an attendance level, dress code, vocabulary and discipline that are similar to what is expected in the workplace.</li> <li>• Identify organizations that might be able to help learners in the community.</li> <li>• Ask learners questions in order to find out how well they did with a specific task.</li> <li>• Ask questions that help to explore new knowledge, and identify points to improve and develop.</li> <li>• Ask questions that allow for feedback to be given whenever a strong point or an accomplishment is expressed.</li> <li>• Highlight the importance and the application of the activity in everyday life.</li> <li>• Explain how the activity can help them to succeed.</li> <li>• Make them familiar with the strategy used to by explaining how it can be applied in an everyday situation.</li> </ul>

Skills	Strategies mentioned
<p><b>Working with Others</b></p> <p>A team is a group of people who produce a product or accomplish a task through combined effort and organized cooperation. (HRSDC)</p>	<ul style="list-style-type: none"> <li>• Organize the completion of a task in an assembly line (e.g. the preparation of invitations and their envelopes).</li> <li>• Ask learners to organize games for a party or celebration.</li> <li>• Get the learners involved in certain volunteer activities in their community.</li> <li>• Participate actively in transdisciplinary projects, such as organizing a celebration or putting on a play.</li> <li>• Help to decorate the inside of the workshop room: Paint the walls, measure the room, create an inventory of the supplies needed and make the purchase.</li> <li>• Give a job preparation workshop using <i>MÉTA-Phare</i>, produced by the Centre FORA, for example.</li> </ul>
<p><b>Continuous Learning</b></p> <p>Continuous learning is the participation in an ongoing process of acquiring skills and knowledge. (HRSDC)</p> <p>The following skills become essential: knowing how to learn; understanding one's own learning style; and knowing how to gain access to a variety of materials, resources and learning opportunities. (HRSDC)</p>	<ul style="list-style-type: none"> <li>• Transfer knowledge between learners by asking one person who really understood a notion well to explain it to someone else – this could work just as well with the members of their family.</li> <li>• Help their children to do their homework and learn their lessons (ability to transfer what the learner has learned into their family life).</li> <li>• Invite learners to provide concrete examples from their personal life that relate to the subjects discussed in class and during workshops.</li> <li>• Create a genuine sharing relationship that confirms for the learner that we are truly interested in them as a person (an essential step in the transfer of knowledge gained into everyday life).</li> <li>• Encourage learners each time they demonstrate their use of an acquired skill.</li> <li>• Make sure they notice the knowledge transfers mentioned whenever learners talk about a life experience (e.g. when they write a letter).</li> <li>• Allow learners to demonstrate and explain their progress to people they do not know or hardly know.</li> <li>• Acknowledge the learner's progress and the qualities that they value.</li> <li>• Encourage learners to display their certificates.</li> <li>• Create the feeling of belonging by visiting a cultural place or event.</li> <li>• Offer workshops at the site of community partners, or given by community partners.</li> <li>• Participate in activities organized by the community.</li> <li>• Get involved in community suppers.</li> <li>• Visit a book store.</li> </ul>

## Training Strategies (continued)

### Categories of Strategies

It is important to note that the questions practitioners were asked dealt with the strategies they use to encourage learners to use their newly acquired knowledge and skills in their everyday lives. The question therefore dealt with their view of the adult training methods and techniques they use. It did not include any appraisal or observation of the impact these strategies had on the skills transfers that occurred in the everyday lives of the learners. This aspect was covered above.

The examples of strategies either implicitly or explicitly promote the practice or the real or potential development of diverse essential skills. There are obviously some strategies that cover several essential skills, with some of these skills being named, others being implied, and still others being undefined. Clearly, the classification of strategies according to which essential skill they contribute to or could contribute to is for guidance only and does not necessarily represent the initial intentions of the discussion groups. This list does not constitute an endorsement by the sponsoring organizations of certain training strategies, nor does it constitute their acknowledgment as a best practice.

The strategies listed by the practitioners were compiled and organized into nine categories that refer to the essential skills, rather than into categories of common-purpose activities, such as community activities, use of the media, educational outings, etc. Therefore, the table of strategies used or that could potentially be used by practitioners lends itself well to the eventual selection and implementation of common or best practices.

There are limitations in how the strategies reported by the practitioners are classified. The strategies often constitute multidimensional approaches to training practices that promote the transfer of skills into the everyday lives of learners, namely working with others, which seems somewhat underestimated in the above lists. It is an acquired essential skill that learners may carry with them in their daily activities.

### **Number of mentions**

From the eight discussion groups, those that in addition to listing the strategies, pondered how these strategies are applied, came up with a greater variety of practices and more concrete examples.

Here then is an initial account of the essential skills that would be transferred (or are likely to be transferred) by applying the strategies listed by the practitioners who participated in the discussion groups.

#### **Essential skills – Number of mentions**

• Reading Text .....	35
• Document Use .....	10
• Writing .....	16
• Oral Communication .....	18
• Computer Use and Technology .....	8
• Numeracy .....	11
• Thinking Skills .....	19
• Working with Others .....	6
• Continuous Learning .....	15
<b>Total number of mentions .....</b>	<b>138</b>

### 14.3.2 Instructional Material

The educational tools that promote skills transfers were addressed by the second question in the discussion groups: What instructional material do you use to promote the transfer of knowledge and skills into everyday life?

**Table 14**  
Instructional material mentioned by the practitioners

Skills	Material mentioned (in alphabetical order)	Conditions of use mentioned (how this material is used)
Simple Calculations Money Math - Budgeting and Accounting Measurement and Calculation	<b>Advertising flyers</b>	<ul style="list-style-type: none"> <li>• Compare the price of products in various grocery store and store flyers.</li> <li>• Help learners recognize the savings possible by making wise choices between supermarkets.</li> <li>• Make mathematical calculations in order to verify the specials.</li> <li>• Verify quantities.</li> </ul>
Thinking skills	<b>Agenda</b>	<ul style="list-style-type: none"> <li>• Plan activities.</li> <li>• Note homework for the next training session in the agenda.</li> </ul>
Computer Use and Technology	<b>Bank card</b>	<ul style="list-style-type: none"> <li>• Show learners how to use a bank card and how to keep a record of all their transactions.</li> <li>• Discuss with learners the dangers related to using a bank card.</li> </ul>
Reading Text	<b>Books</b>	<ul style="list-style-type: none"> <li>• Distribute a book to read; ask students to identify difficult words and check them in a dictionary, and then make an oral or written summary.</li> </ul>
Document Use Simple Calculations	<b>Brochure</b>	<ul style="list-style-type: none"> <li>• Plan a trip using a brochure or the Internet.</li> </ul>
Reading Text	<b>Bulletin board</b>	<ul style="list-style-type: none"> <li>• Read the announcements for various activities, the memos, etc., on the centre's bulletin board.</li> </ul>
Document Use	<b>Calendar</b>	<ul style="list-style-type: none"> <li>• Use a calendar to locate specific dates; count the weeks with a view to organizing an activity: the notion of length of a month or length of a year.</li> <li>• Use the celebrations found on the calendar in order to present texts related to them.</li> <li>• Write down monthly appointments at the beginning of each month.</li> <li>• Use an attendance calendar: Jot down arrival and departure times; call in when unable to attend a course; gain awareness about the amount of time invested in training, of avoiding or respecting their commitment; make the link between the amount of time invested and the results obtained in the accomplishment of their goals.</li> <li>• Become familiar with days, months of the year, and seasons.</li> <li>• Give one's birth date and see if other learners can say in what season it falls.</li> </ul>
Computer Use and Technology	<b>Camera</b>	<ul style="list-style-type: none"> <li>• Take photographs at an event and send them by email to someone (a learner is responsible for this task at every event).</li> </ul>

Skills	Material mentioned (in alphabetical order)	Conditions of use mentioned (how this material is used)
Simple Calculations Money Math - Budgeting and Accounting	<b>Catalogue</b>	<ul style="list-style-type: none"> <li>• Make purchases by catalogue with a theme and a budget; add the taxes and convert everything into U.S. dollars.</li> </ul>
Writing	<b>Chalkboard (in class)</b>	<ul style="list-style-type: none"> <li>• Write <i>dictées</i> and answers on the chalkboard.</li> </ul>
Document Use	<b>Cheques</b>	<ul style="list-style-type: none"> <li>• Prepare cheques with the learners according to a list of expenses.</li> </ul>
Document Use	<b>Clock</b>	<ul style="list-style-type: none"> <li>• Use the clock as a work tool.</li> </ul>
Reading Text Oral Communication	<b>Community newsletter</b>	<ul style="list-style-type: none"> <li>• Read the newsletter in small groups and present an article or a subject from the newsletter, with the goal being to stimulate oral expression and understanding of the vocabulary.</li> </ul>
Computer Use and Technology Document Use	<b>Computers, software, Internet</b>	<ul style="list-style-type: none"> <li>• Show different page layouts using a word processor to prepare for the labour market. (2)</li> <li>• Use the <i>Tap'Touche</i> software, which facilitates keyboarding in order to be able to type up work more easily.</li> <li>• Use <i>Alpharoute</i>, which are online exercises to help reinforce the learner's knowledge.</li> <li>• Search for templates of a curriculum vitae and letters of interest with a view to looking for a job.</li> <li>• Correspond by email with other people, such as their children's teacher; open and close the email service properly. (4)</li> <li>• Improve a text using online research.</li> <li>• Develop a personal budget.</li> <li>• Use a computer daily to research and to write texts. (2)</li> <li>• Type up a text and share the errors and corrections.</li> <li>• Look for information to enhance their knowledge about community agencies, health care institutions, the law and their rights.</li> <li>• Direct learners to an Internet site by asking them questions.</li> <li>• Help learners discover the potential of the Internet, such as shopping online, paying bills, and ordering material.</li> <li>• Buy a book or order a CD in French on the Internet.</li> <li>• Introduce and use interactive sites that have grammar or calculation exercises and educational games. (2)</li> <li>• Help to adapt computer use to the personal needs of learners – approach information technology as a means of communication.</li> <li>• Stimulate the learners' interest in reading on the Internet.</li> <li>• Use the Internet to become informed.</li> </ul>
Document Use	<b>Dictionary</b>	<ul style="list-style-type: none"> <li>• Make the dictionary (such as the <i>Bescherelle</i>) a daily work tool for looking up definitions and checking spelling.</li> <li>• Show learners that the dictionary can be used in games that involve definitions and with crossword puzzles, for example.</li> <li>• Help learners become independent in correcting their mistakes.</li> <li>• Use the dictionary regularly and write down sentences together in order to better understand the definition.</li> </ul>

Skills	Material mentioned (in alphabetical order)	Conditions of use mentioned (how this material is used)
Document Use Reading Text Writing Working with Others	<b>Educational publications</b>	<ul style="list-style-type: none"> <li>• Consult the <i>Module de technologie éducative</i>, which is comprised of five modules that deal with essential skills.</li> <li>• Choose a text from <i>Expressions</i> (a FORA publication) and hold a <i>dictée</i>. Next, highlight all the conjugated verbs and identify their tense, and whether they are action verbs or state-of-being verbs, etc. Locate the adjectives and nouns and determine the gender and number.</li> <li>• Read a section of a book from the Centre FORA as a group and discuss the summary together.</li> <li>• Read <i>Mon journal</i> from the Centre FORA as a group and discuss the contents. (2)</li> <li>• Assess together the integration of the essential skill “Document use.”</li> <li>• In a workshop about preparing for the employment market, make use of the <i>MÉTA-Phare</i> resource from the Centre FORA.</li> <li>• In a workshop, use <i>Portfolio</i>, which is produced by the Centre FORA.</li> <li>• Read from the <i>Le Printemps des lettres</i> compilation from the Fédération canadienne pour l’alphabétisation en français and the <i>Expressions</i> compilation, from the Centre FORA; encourage learners to contribute texts to both compilations, so that they can practice their writing skills.</li> </ul>
Continuous Learning Oral Communication Working with Others	<b>Exhibition</b>	<ul style="list-style-type: none"> <li>• Visit an art exhibition; share one’s opinions</li> <li>• Prepare, as a group, a review of the show for the newspaper.</li> </ul>
Document Use	<b>Forms</b>	<ul style="list-style-type: none"> <li>• Fill out together the applications for a job, a passport, a social insurance number, a bursary, and program admission, for example. (2)</li> </ul>
Document Use	<b>Francophone directory</b>	<ul style="list-style-type: none"> <li>• Give each learner access to a Francophone directory to browse and get information on the French-language services offered in the region.</li> </ul>
Writing	<b>Games</b>	<ul style="list-style-type: none"> <li>• Play Scrabble based on a theme: A learner notes all the words used during the game, and then the group makes sentences using those words.</li> </ul>
Document Use	<b>Geographic Map Road map</b>	<ul style="list-style-type: none"> <li>• Have the learners set out their trip or learn to recognize the resources on a geographic map.</li> <li>• Locate the places where activities occur in the community or elsewhere on a map.</li> <li>• On the map, locate the various roads that can be taken in order to make a trip.</li> <li>• Find the distance between two points on a map.</li> </ul>
Document Use	<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Read the instructions.</li> </ul>
Writing	<b>Internal newsletter</b>	<ul style="list-style-type: none"> <li>• Create an internal newsletter; encourage learners to submit material.</li> </ul>
Thinking Skills Writing	<b>Inventory list</b>	<ul style="list-style-type: none"> <li>• Make an inventory of all the articles in the training centre’s collection, for example.</li> <li>• Prepare the list of purchases.</li> </ul>
Document Use Simple Calculations	<b>Invoices, bills, receipts</b>	<ul style="list-style-type: none"> <li>• Practice paying bills by writing cheques, and do so at the same time each month so as not to forget.</li> </ul>

Skills	Material mentioned (in alphabetical order)	Conditions of use mentioned (how this material is used)
		<ul style="list-style-type: none"> <li>• Tackle how to understand an invoice.</li> <li>• Ensure learners know that bills have to be paid by the due date, or else interest will be added to the amount due after 30 days; have them calculate the interest. (2)</li> <li>• Explain the price of objects on an invoice; calculate the total and the taxes.</li> <li>• Make price comparisons when learners do their grocery shopping.</li> </ul>
Oral Communication Thinking Skills	<b>Magazines</b>	<ul style="list-style-type: none"> <li>• Find words and expressions that help to improve and enhance the students' everyday vocabulary.</li> <li>• Acknowledge the role of advertising.</li> <li>• Make a collage using words and images found in magazines.</li> </ul>
Measurement and Calculation	<b>Measuring cups</b>	<ul style="list-style-type: none"> <li>• Use measuring cups to familiarize oneself with fractions.</li> <li>• Help learners follow a recipe.</li> </ul>
Measurement and Calculation	<b>Measuring tape, ruler</b>	<ul style="list-style-type: none"> <li>• Practice taking measurements.</li> <li>• Measure the height of a person.</li> <li>• Measure the furniture in the classroom; double-check the geometry.</li> </ul>
Simple Calculations Money Math – Budgeting and Accounting	<b>Money</b>	<ul style="list-style-type: none"> <li>• Use fake money to make the exercises more realistic (e.g. making purchases, giving back change).</li> <li>• Play board games.</li> <li>• Do exercises that allow the learners to manage an amount of money.</li> </ul>
Document Use Reading Text Oral Communication	<b>Newspapers</b>	<ul style="list-style-type: none"> <li>• Read local newspapers and share articles and opinions.</li> <li>• At the beginning of each session, choose a local newspaper article together and ask each person to read a paragraph and identify any new words or expressions; follow up with a group discussion.</li> <li>• Read the weekly Francophone newspaper; encourage learners to contribute by publishing recipes in it.</li> <li>• Read newspaper articles as a group in order to motivate learners to become better informed and to encourage them to take initiative.</li> <li>• Read a newspaper or a magazine and then make a presentation outlining one's point of view about a current event.</li> <li>• Read about a variety of subjects and discuss them as a group.</li> <li>• Read articles as a group in order to improve vocabulary, make learners aware of current events, show the usage of certain words (adjective, adverb), have them recognize a title, sub-title, and explain to them the purpose of an editorial.</li> <li>• Do the word search puzzles in the newspaper.</li> <li>• Monitor the weather section in the newspaper, practice using the related vocabulary, create a graph of the weather for the week, do exercises using negative and positive numbers.</li> <li>• Read horoscopes during the break and discuss.</li> <li>• Read the television program schedule and discuss daily programming.</li> <li>• Read a letter to the editor, a job offer, a classified announcement.</li> <li>• Draw up a list of questions to ask when making a purchase.</li> <li>• Read newspapers, magazines, and journals during the free reading period or use them to look for information or a specific grammatical element.</li> </ul>

Skills	Material mentioned (in alphabetical order)	Conditions of use mentioned (how this material is used)
Simple Calculations Money Math - Budgeting and Accounting	<b>Petty cash</b>	<ul style="list-style-type: none"> <li>Count and keep track of the money.</li> </ul>
Writing	<b>Posters</b>	<ul style="list-style-type: none"> <li>Prepare posters about upcoming activities.</li> </ul>
Document Use Writing Oral Communication	<b>Presentation</b>	<ul style="list-style-type: none"> <li>Conduct research, write a report, and make a presentation or give a short lecture about the chosen subject.</li> </ul>
Document Use	<b>Product labels</b>	<ul style="list-style-type: none"> <li>Read the labels of cleaning products in order to learn about the possible dangers related to using these products, as well as the steps to follow in case of an emergency.</li> <li>Read the labels of edible products, learn to read the ingredients, recognize the important information found there.</li> </ul>
Oral Communication	<b>Radio, television</b>	<ul style="list-style-type: none"> <li>Listen to the news and discuss the contents.</li> <li>Listen to the news and prepare a presentation in order to share your viewpoint about the events or news item.</li> <li>Watch a television program in French and discuss in class; listen to French songs on the radio.</li> <li>Compare French-language television programs with English programs. Talk about what one prefers the most in these programs.</li> </ul>
Document Use	<b>Telephone directory</b>	<ul style="list-style-type: none"> <li>Look up names in the telephone book.</li> <li>Put the names of restaurants in alphabetical order.</li> <li>Demonstrate how to find a telephone number or an address.</li> <li>Use the telephone directory to work on classifying by alphabetical order.</li> </ul>
Reading Text	<b>Texts</b>	<ul style="list-style-type: none"> <li>Do text comprehension exercises in order to understand the plot, the turning point and the outcome.</li> <li>Prepare oral and written summaries of texts.</li> <li>Read texts simply to get a taste for reading, without necessarily reading to complete a task.</li> </ul>
Writing Oral Communication Continuous Learning	<b>Thematic cards</b>	<ul style="list-style-type: none"> <li>Create thematic cards of vocabulary based on various themes.</li> <li>Create project cards that are adapted to everyone's cultural reality.</li> </ul>
Measurement and Calculation	<b>Thermometer</b>	<ul style="list-style-type: none"> <li>Use a thermometer to take a body temperature reading in order to determine whether not the person has a fever.</li> <li>Draw a thermometer to illustrate the temperature according to the instructions.</li> <li>Use a thermometer to control the temperature in the house.</li> <li>Use a thermometer to establish the temperature outside and therefore determine how to dress appropriately for the day.</li> <li>Read the temperature indicated on an oven thermometer.</li> </ul>

Skills	Material mentioned (in alphabetical order)	Conditions of use mentioned (how this material is used)
Document Use Thinking Skills	<b>To-do list</b>	<ul style="list-style-type: none"> <li>• Read and understand the assigned tasks.</li> <li>• Verify the qualifications required for a job; provide their opinion on the subject.</li> </ul>
Continuous Learning	<b>Training plan</b>	<ul style="list-style-type: none"> <li>• Allow learners to express their ideas about everything that has to do with their learning and their goals.</li> <li>• Allow learners to express their own qualities, capacities and personal skills.</li> </ul>
Measurement and Calculation	<b>Various containers</b>	<ul style="list-style-type: none"> <li>• Use the metric system to compare the price between the various sizes and formats of common products; make conversions.</li> </ul>

### Findings

In total, 132 educational objects or materials were shared during the discussion groups, 123 of which were distinct. The most common references dealt with information technologies (computer, software and the Internet) and the local media, particularly newspapers.

The practitioners from literacy and basic skills centres use therefore a wide variety of conventional instructional material (e.g. the dictionary), of material taken from common everyday use (e.g. product labels; community newsletter) or even material specifically related to certain tasks (e.g. a road map), for training purposes. However, the objects used as instructional material differ from one centre to another. In addition, the groups did not identify the entire range of material at their disposal. We assume that they mentioned the material they felt was most effective and relevant.

The cautionary statement with regard to the responses provided by practitioners to the preceding question also applies to this second question. The tools used are included in the common practices that are important to share. They may possibly be best practices, but they have not yet been validated.

### 14.3.3 Required Resources

The practitioners who participated in the discussion groups answered the third question: If any and all resources were available, what would help you to improve your work of promoting the transfer of knowledge and skills into everyday life?

**Table 15**  
Potential resources mentioned by the practitioners

Domaines	Resources mentioned (in alphabetical order)	Conditions of use (how)
Instructional Material	<b>Accessible and customized instructional material</b>	<ul style="list-style-type: none"> <li>• Have access to instructional material on basic-level French, mathematics, budgeting.</li> <li>• Make the instructional material accessible.</li> <li>• Acquire new products produced by the Centre FORA.</li> <li>• Obtain financial resources in order to develop or purchase extra instructional material.</li> <li>• Develop instructional material that is tailor-made and customized to the postsecondary programs being chosen by the learners.</li> </ul>

Domaines	Resources mentioned (in alphabetical order)	Conditions of use (how)
		<ul style="list-style-type: none"> <li>Take the material and make it livelier for the learners.</li> </ul>
Funding	<b>Accommodations</b>	<ul style="list-style-type: none"> <li>Obtain funding to rent larger accommodations with bigger rooms.</li> <li>Obtain funding to rent a space with a kitchen in order to offer nutrition courses.</li> </ul>
Reading Text	<b>Books</b>	<ul style="list-style-type: none"> <li>Have a wider selection of books written in simple language.</li> <li>Obtain funding to fill our libraries.</li> </ul>
Continuous Learning	<b>Educational outings</b>	<ul style="list-style-type: none"> <li>Make a direct link between what is learned in workshops and in real life by visiting the Science and Technology Museum after having studied inventions over the years, for example).</li> <li>Go see a film at the cinema after having read the book to compare and draw parallels between the two.</li> <li>Organize more educational outings.</li> </ul>
Funding	<b>Funding</b>	<ul style="list-style-type: none"> <li>Ensure lasting continuity for the literacy and basic skills centres based on multi-year and consistent funding.</li> </ul>
Continuous Learning	<b>Games</b>	<ul style="list-style-type: none"> <li>Allow all learners at different levels to learn through board games and educational games.</li> <li>Have a wider selection of games that involved writing words (<i>Scrabble</i>) or making calculations (<i>Monopoly</i>).</li> </ul>
Human Resources	<b>Human resources</b>	<ul style="list-style-type: none"> <li>Employ mental health support staff.</li> <li>Hire more practitioners (a greater time/practitioner ratio per learner) (2). A suitable ratio would be a maximum of three learners per practitioner.</li> <li>Hire a resource to coach new arrivals in the learning program.</li> <li>Reduce the number of learners per work group (smaller work groups).</li> <li>Engage a social worker on site in order to coach each learner so that their human needs are not an obstacle to learning.</li> <li>Hire quality staff. Literacy workers have to be very committed and creative, instil the desire to learn, take different learning styles into account, be non-judgemental, provide constructive criticism, bring the class to life, provide learners with the opportunity to exchange and have fun while learning.</li> </ul>
Oral Communication	<b>Independent expression</b>	<ul style="list-style-type: none"> <li>Hold a group discussion period in which the learners would participate as independent citizens, thereby allowing them to express their ideas.</li> </ul>
Instructional Material	<b>Index of instructional material</b>	<ul style="list-style-type: none"> <li>Provide an index of all the available instructional material in order to facilitate access to exercises and instructional material.</li> </ul>

Domaines	Resources mentioned (in alphabetical order)	Conditions of use (how)
Computer Use and Technology	<b>Information technologies</b>	<ul style="list-style-type: none"> <li>• Offer learners more opportunities to practice the techniques taught (e.g. tables to reproduce, documents to create, Internet sites to consult).</li> <li>• Use new technologies in order to add some variety.</li> </ul>
Instructional Material	<b>Material adapted to the problems in the group</b>	<ul style="list-style-type: none"> <li>• Provide practitioners with sufficient resources to answer the questions of learners and to better advise them.</li> <li>• Provide practitioners with access to information that is adapted to the reading level of learners, when needed.</li> <li>• Make the resources accessible to learners so they are able to benefit from them.</li> <li>• Obtain instructional material that is adapted to learners who are having difficulties.</li> </ul>
Training	<b>Practitioner training</b>	<ul style="list-style-type: none"> <li>• Offer practitioners tips on how to better help learners succeed.</li> </ul>
All Skills	<b>Recognition of prior knowledge</b>	<ul style="list-style-type: none"> <li>• Facilitate recognition of diplomas and prior knowledge.</li> </ul>
Continuous Learning	<b>Skills transfers and knowledge transfers into everyday life</b>	<ul style="list-style-type: none"> <li>• Ensure that the learner is convinced of the merits of learning, and of transfers into their daily life, both on a personal and professional level.</li> </ul>
Continuous Learning	<b>Social enterprise</b>	<ul style="list-style-type: none"> <li>• Run a business at the learning centre. The learners could observe and work in all the areas of a business at a rate of one-half day in literacy training and one-half day in operating the business.</li> </ul>
Oral Communication	<b>Success testimonials</b>	<ul style="list-style-type: none"> <li>• Present success testimonials that encourage people in the process of learning to stay positive and persevere.</li> <li>• Record learners at the start and at the end of their training program to make them aware of their progress.</li> </ul>
Training Manuals	<b>Training manuals</b>	<ul style="list-style-type: none"> <li>• Provide learners with training manuals or workbooks that would belong to them, and a good dictionary. They could then keep their work and their reference book at home; they would think of the training as being important, and it would improve their self-esteem.</li> </ul>
Training Program	<b>Training programs</b>	<ul style="list-style-type: none"> <li>• Offer a family literacy program.</li> <li>• Offer a workplace literacy program. (2)</li> <li>• Offer credited courses.</li> <li>• Have a provincial program that everyone could follow where the exercises would be adapted to the learners and their different levels.</li> <li>• Offer complete training programs that are prepared for adults and include markers.</li> <li>• Receive information annually about what is new in computer use, mathematics and French, in order to harmonize with what is being taught in schools.</li> </ul>

Domaines	Resources mentioned (in alphabetical order)	Conditions of use (how)
		<ul style="list-style-type: none"> <li>• Add courses to the curriculum, such as English, history, geography, law, politics, etc.</li> <li>• Increase training hours.</li> </ul>
Continuous Learning	<b>Volunteering</b>	<ul style="list-style-type: none"> <li>• Develop a volunteering program.</li> </ul>
Continuous Learning	<b>Workplace learning</b>	<ul style="list-style-type: none"> <li>• Create partnerships with various employers.</li> <li>• Have access to instructional material that promotes workplace learning.</li> <li>• Develop a career mentoring program.</li> <li>• Develop various community integration projects.</li> <li>• Develop a <i>Student for a Day in the Workplace</i> program to increase learner motivation.</li> </ul>

## Findings

The resources that practitioners consider to be necessary include human, technical and financial resources that contribute in various ways to promoting training, learning and the transfer of skills and knowledge. These sought-after resources go beyond the scope of individual skills, and sometimes include them all. Classification under the heading “Essential skills” can be a reference, but it is not perfect. In fact, the resources cannot all be classified under one or another of the essential skills. Some could contribute to the entire suite of measures needed to facilitate the work of practitioners and the learning process of learners.

The desired resources should be carefully considered. They range from training infrastructure resources, namely funding for accommodations and equipment, to core ongoing funding and multi-year funding. The resources intended to finance both specialized and support staff and the continuing training of practitioners are considered to be important. The resources required also deal with accessing instructional material that is adapted to existing programs and to Francophone adult learners, as well as extending programs in certain subject matters and implementing new programs. Furthermore, the practitioners require resources in order to recognize prior knowledge of learners and to value their achievements, and to properly support them in their pathway to learning, as it pertains to their specific needs. The desired resources also relate to the possibility of establishing collaborative arrangements and partnerships with community, public and private organizations, especially with regard to practical work practicums and coaching that contribute to employability.

In fact, a learner’s acquisition and transfer of skills is the product of several concerted actions by those directly responsible for practitioner training, those responsible for adult education in the field, and those responsible for allocating resources. These resources bolster program development, the appropriate educational methodologies and techniques to implement them, the production and distribution of adequate material, and the coaching, training and support of learners who have many different expectations and needs with regard to acquiring and transferring skills into their lives.

## 14.4 Follow-Up to the Discussion Groups

### Selection of Best Practices

The identification and selection of best practices could be done by discussion groups in all the centres. It could also be done through an intensive and ongoing process in which practitioners share best practices using various methods, namely a forum of adult literacy and basic skills experts, face-to-face workshops during seminars, or online forums, which would be followed up by a mentoring network for new practitioners.

### Disseminating the practices

The contributors decided to present and disseminate the results from the discussion groups aimed at practitioners and other involved people in the form of a workbook or practical worksheets, in both paper and electronic form.

### Thought process and action

During the ensuing thought process and design of instructional material, it would also be possible to contemplate the interrelationships between the strategic dimensions, the instructional material and the resources required with a view to proposing realistic practices that optimize the training of essential skills and promote their transfer to the benefit of learners, their family and friends.

There is obviously a requirement to consider the targeted outcomes and the strategies, accessible resources, methods and techniques of training. The thought process associated with consulting and collaborating with stakeholders in adult literacy and basic skills training should support best practices and help to develop new ones, and encourage training stakeholders to pursue excellence and solutions in their respective areas of action using a variety of methods adapted to local and regional contexts. Not only do we need to adapt to changes occurring both nearby and around the world, but we must also make the desired and beneficial changes through concerted efforts that facilitate the transfer of knowledge and skills into the various dimensions of learners' everyday lives.

These efforts can be carried out or continued through meetings, discussion groups, and forums, for example, that address the findings from this research project, are guided by mentoring, and that facilitate the following actions:

- 1) The formulation and adoption of long-, medium- and short-term results;
- 2) The verbalization of experiences, expectations and knowledge by stakeholders in adult education;
- 3) The sharing and acknowledgement of exemplary strategies in order to achieve skills gain and skills transfers;
- 4) The sharing of training techniques that contribute to skills transfers by adults in the personal, family and community, social, and economic spheres;
- 5) The strategies for mobilizing and allocating human, financial and technical resources at all levels in order to achieve the desired results; and
- 6) The leadership and commitment of stakeholders with regard to beneficial changes that favour skills gain and skills transfer at all levels of learning for life.



# 15 – RESULTS ANALYSIS

## 15.1 Choice of the Results Analysis

In this section, we review and summarize the data analysis choices that were made according to the key trends observed and the highlights of the research. We compare and match up the results of the research with those from other contemporary empirical studies, which provide external insight and support the main conclusions.

Following these findings, we review the analysis framework and model and their ability to help us understand and explain the phenomena observed. We then go a step further by asking what are the common actions in learning essential skills and transferring them into everyday life that activate and sustain it all.

The raw quantitative and qualitative data was extracted from the survey and the discussion groups, processed, and organized into observation units; these observation units were then described and compared. We have chosen to present the results from the two opposite ends of the survey coverage: the key majority positions and individual examples that deal with the following phenomena.

### 15.1.1 Perceptions and experiences of learners in learning and transferring skills

- 1) A descriptive and comparative analysis of the major trends reflecting, above all, the majority practices of learners grouped by categories.
- 2) The description and comparison of selected typical cases obtained by intersecting the variables that form the typical learner profiles.

### 15.1.2 Perceptions and experiences of practitioners in choosing teaching practices that encourage learners to transfer their skills

- 1) The description, by selection and comparison, of qualitative data that provides examples formulated by the practitioners on how skills are acquired and transferred by the learners on an individual basis. The examples are classified according to the areas of impact in everyday life.
- 2) An analysis comprised of describing and categorizing by skill the information provided by the discussion groups wherein they named the practices that contribute to skills transfer.

In summary, the analyses that dealt with descriptions and comparisons that were carried out on the observation units allow us, on one hand, to make generalizations, and on the other hand, to focus on a small number of cases and concrete examples. There were two reasons for choosing these observation units and analysis units that only partially cover, in fact, the full potential offered by the research data. The reasons are as follows:

- a) The vast amount of quantitative and qualitative data obtained from the questionnaire would require more human, financial and technical resources in order to achieve a more comprehensive analysis of this data;
- b) The review of the major trends, the cases and examples provided, as well as the accessible data helped to strategically target the questions to be expanded upon and the results to be demonstrated in the future.

## 15.2 Unit of Analysis and Analysis Model

It is now necessary to make an additional effort to understand the data. We adopted an analysis unit and an analysis model following the literature review of adult basic education research, and especially any accessible Canadian and international research that addresses essential skills, and the acquisition of skills and their transfer.

Briefly, an analysis unit includes components of the relationships between the players, between the players' areas of activity with their attitudes, skills, behaviours, reciprocal spheres of influence and external spheres of influence from the broader context, that of the media and that of economic transformation, as examples.

The unit of analysis that was examined and selected in February 2008 was the following: The effects (direct) and impacts (indirect, including other influences) of skills transfers on the various aspects of the learner's daily life. In other words, the transfers bring about changes that are caused by knowledge and skills acquired during the process of training being applied in daily life.

We essentially retained that acquired skills are accessible resources in human capital that can be transferred into different spheres of life and that the transfer of acquired skills consists of effects on the learner that are felt or that can be observed and of impacts the use of these skills may have on their family and friends and on other areas of their life. A conceptual framework (that of Schuller and his colleagues [2004]) consisting of a figure in the form of a triangle served as the initial reference. The partners in this research project adapted the figure by inserting it in a circle representing the four dimensions of life: personal and physical, family, community and social, and functional (the latter includes the aspects at work and in training), while keeping in mind that these dimensions are interrelated, just like the different facets of real life.

The adapted conceptual model was helpful in formulating the survey questions about the spheres of learners' skills transfers. The data was then described and compared. In actual practice, however, this model contains certain ambiguities in the classification of the effects and impacts of transfers into the areas of life. Does community correspond with social network? What is included on the functional level? What do we mean by family? Its application would suggest making improvements in order to create a model that clarifies one's understanding and explanation of the results obtained.

At the completion of this research project, it is possible to agree on a conceptual model associated with a figure that properly represents the research findings. This model, in the future, will guide essential skills training and learning practices as well as those areas of life that potentially benefit from the effects and impacts of transfers in the context of Francophone communities in a minority setting.

## 15.3 Review and Relevancy of the Analysis Framework and Model

The concrete categories of observation are based on the essential skills and levels (or dimensions or areas) of skills transfers presented in chapters 4 and 5 of this report.

According to an extensive applied study by Schuller and his colleagues (2004), the potential benefits of skills transfers are classified in three broad categories:

- 1) Personal identity, including the symbolic, physical and mental aspects of nutrition and health;
- 2) The functional dimension of using tools (practical means) of knowledge, know-how, and intra- and inter-personal skills specific to a socio cultural community;

- 3) The dimension of functioning collectively in heterogeneous social groups, in nearby community groups, in the groups of a larger community, including the media, socio cultural, economic, political agencies and institutions in a municipality and a region.

In this research, the partners have added a level or a dimension of transfer that of the interactive action in the family or household and in one's network of relatives.

These levels or dimensions of skills transfers are therefore reaffirmed and both expanded and redefined according to the dimensions presented a bit later in order to better suit the specificities of the socio cultural, economic and political contexts of Francophone communities in a minority setting.

The literacy and basic skills centres and the people they serve are located in Francophone communities in a minority setting. These Francophone communities have a broad and diversified definition of the word "community," using it to refer to amiable life spaces, the feeling of belonging, and the Francophone associations, organizations and institutions with local, regional, provincial and national networks. They are, therefore, communities with varying dimensions—both real and virtual—that do not correspond directly to the idea of the so-called social dimension, a term that comes with its own ambiguities, but that generally refers to sociability networks, on one hand, and civil society on the other, both areas in which Francophones play a part.

In addition, in minority Francophone settings, the functional dimension encompasses several spheres that are both interrelated and yet distinct, especially with regard to training and work, with the specific nuances of French-language training and work activities in the associative, cooperative, public and private sectors. The family sphere can be composed solely of the household, namely the spouse, parents and children or dependents from various generations who are sharing a home, or even, by extension, include other family members, such as relatives living nearby and far away.

Although some of the direct and indirect effects, impacts or benefits of individual skills transfers apply to certain dimensions more than others, it is essential that we see these dimensions as being interconnected or interrelated and not as unyielding areas or spheres of personal, family, community, civic, public and economic life. All researchers and observers conclude that skills transfers occur towards several dimensions or from one dimension to another, as we were told by the family members of the learners and by the practitioners.

This reality also gives rise to problems in classifying the empirical statements or observations, as shown by some of the concrete examples of transfer that were presented in the previous chapter. One single example of an essential skill, such as oral communication or computer use, applies in one way or another to all the personal, family, community and functional dimensions in the learner's life. The learning of functional organization skills, within the context of adult education for example, will be reflected by multiple and continuous effects on personal organization, leading in turn to impacts on the household, on community volunteering and at work. Additional work will be needed to reach an understanding of this complexity and to analyze this wealth of findings, while also simplifying the interpretation and understanding we have of them, in order to better guide the application of these analyses in training, learning and transfer practices.

Upon completion of this research, we suggest therefore keeping the following dimensions of skills transfer into everyday life:

- **Independence, identity and personal development:** Independence and identity skills that include the physical and mental aspects, nutrition and health;
- **Family networks:** Interactive action skills in the family and household networks;
- **Community and social networks:** Collective functioning skills in nearby social groups and heterogeneous social groups, including the networks of friends and colleagues;
- **Functional networks:** Skills in using physical and socio cultural tools, including training in the workplace, for example.

## 15.4 Review and Comparison of Results

We will compare the results of this research with the most meaningful results from other relatively recent international studies. It is important to remember, during the comparison of results that follows, that the Francophones surveyed who were either in training or had completed their training in the adult literacy and basic skills networks of Ontario and Manitoba do not constitute a representative sample. The people surveyed were selected or volunteered for the survey based on substantive or presumptive estimates (by the practitioners and by the respondents themselves) of the positive effects or impacts of transferring their skills on their family and friends. It is therefore plausible that the results obtained in this research project present accounts of the positive (perceived or observed) effects and impacts that are above average. The goal of this research project was to expose the effects and impacts of transfers as observed by the learners, the practitioners, and by the members of the learner's family and friends.

It is important, however, to consider the following possibilities:

- a) A part of the adult population, either in training or having completed their training, who did not participate in the survey for various reasons, could reach conclusions that are just as meaningful;
- b) A part of the adult population, just starting their training and still in training, could show the added potential for gaining such skills, employing them and transferring them into everyday life.
- c) A large proportion of the respondents in training (in this research project) declared they were mostly motivated to start their training in order to pursue training and then for employment-related reasons, while those no longer in training said their reasons were training related. Incidentally, according to McGivney (2001) and Schuller, Preston and their colleagues (2004), adults get their motivation to enrol in training programs because they want, first of all, to improve their self-confidence, and then for reasons of employment.
- d) The results of this research suggest that a new career direction is the main reason for enrolling in adult literacy and basic skills training, while other research (McGivney, 2001; Schuller et al., 2004) shows that participation in adult literacy programs is often in response to events that elicit changes in one's life conditions, such as the loss of a spouse, a new job, or children starting school. Likewise, the majority of respondents in this research project also say that a particular event was a triggering factor in their enrolment in the training program.
- e) In this research project, both the respondents in training and those no longer in training are highly supportive of adult literacy and basic skills training, since 98% of them would suggest enrolling in an adult training program to their family and friends. This outcome is even more significant when we consider that potential learners are more likely to be encouraged to enrol in literacy and basic skills training by their friends, members of the family, and personal motivation.

The author most frequently cited in international studies (Beder, 1999) makes general conclusions about the effects observed as a result of adult literacy training, based on the many research projects he has reviewed. Below are the general observations of this research project, compared to those of Beder (1999) in each of the five areas he analyzed: employment, continuing education, self-image, impact on children's education, and attainment of personal goals.

### **1) Employment**

In general, the examples of skills transfers in the functional dimension at work given in this research suggest that learners, at the end of their literacy or basic skills training, obtain a job or improve their employment conditions. According to Beder (1999), it is likely that participants in an adult literacy program receive gains in employment. In general, participants in adult literacy and basic skills programs believe their jobs improve over time. However, according to Beder, there is insufficient evidence to conclude that participation in an adult literacy program brings about job improvement. This research does not provide any information about increasing employment earnings. In addition, the economic crisis that was unfolding in 2009 while this field research was being carried out was not an ideal setting for comparing the past, present and future.

### **2) Continuing education**

On the whole, the examples of skills transfers in the functional sphere in continuing education that were presented in this research show that for learners, their participation in an adult literacy program has a positive impact on their intention to further their education or on whether or not they actually do so. This corresponds with Beder's finding (1999) that adult literacy training has a positive influence on participants' continuing education.

### **3) Self-image**

Generally speaking, according to our examples of the effects of skills transfers in the personal sphere, adult literacy and basic skills training has a positive effect on self-confidence. According to Beder (1999), participation in adult literacy training has a positive impact on learners' self-image.

### **4) Impact on children's education**

Overall, the examples presented in this research suggest that adult literacy and basic skills training has a positive impact on how much parents get involved in their children's education. According to learners' self-reports and the accounts of their family and friends, participation in adult literacy and basic skills training has a positive impact on parents' involvement in their children's education, which correspond to results observed elsewhere.

### **5) Attainment of personal goals**

In general, the examples from our research suggest that learners in training, and even more so, learners no longer in training, declare they want to achieve or have achieved their personal goals through training, which matches Beder's findings (1999) whereby learners perceive that their personal goals are achieved through participation in adult literacy training.

In light of the findings noted above, Beder (1999) raises one significant issue: "Can adult literacy programs achieve human capital objectives while still meeting learners' personal goals?" His answer follows: "The conclusions of this research, which suggest impact in both arenas, provide evidence in the affirmative." (p. 79) As for the present research, our observations suggest that adult literacy and basic skills training brings about not only positive effects in the personal life dimension and impacts in the functional dimensions at work and in continuing education, but also impacts in home and community life.

## 15.5 Summary of the Results

### 15.5.1 Effects and impacts of transfers

The results of this research project converge with the impacts presented by a recent and extensive research project by the Government of Scotland (2006), which was at the centre of the development of the model by Schuller and his colleagues (2004) referenced in this present report.

- Increased contact with local people during the training and more outings increase self-confidence and the creation of links, and as established in this research as well, increase participation and commitment in the local community.
- The learners, by overcoming their negative perceptions and their apprehension about learning and by responding to those triggering factors that lead them to a training program, free themselves of obstacles and open themselves up to new opportunities and to the cultural, social and economic resources that are available in their communities.
- Learning brings about transformations in peoples' lives, because it changes in a positive way the learners' identity, self-esteem and self-confidence and, as a result, their ability to act.
- The personal benefits of training experiences have, in turn, impacts in other areas, namely employment and continuing education. What is more, according to the learners who participated in this research, employment and training were the main reasons for choosing to enrol in adult literacy and basic skills training. It would seem there were more participants in this research who cited these reasons than in other studies; participants in other studies cited independence and personal development as their motivation. The economic situation may be an influential factor that encourages both young adults and middle-aged people to pursue training and to improve their position in the labour market.
- Learning helps learners to gain control over their own lives, and increases their willingness to get involved in family, social, and community activities that contribute to their personal well-being and to that of the community. The research results support this finding. The accounts provided by family and friends show that the skills gained in text reading and writing, oral communication, computer use and technology, and numeracy have obvious benefits with regard to assuming new family, social and community responsibilities. Activating and maintaining existing skills and connections with new networks, in turn contributes to cultural and social identity and to civic and social cohesion.

### 15.5.2 Strategies, tools and resources that promote transfers

The discussion groups held by the practitioners highlight the strategies and tools they use, and the resources they believe are necessary to bring about and sustain skills transfers into the everyday lives of learners. The findings from these discussion groups clearly indicate that practitioners are aware and up to date on the positive results to be gained by acquiring essential skills and the ways of fostering their transfer on the personal development, employment, continuing education, and community participation levels.

The practitioners demonstrate a balanced use of conventional and current educational strategies by using both training approaches and learning tools that stimulate the personal, family, community, media and economic interests of learners, thereby creating tangible experiences and realistic anchor points for learning and for transferring the acquired skills to their everyday life.

The practitioners also know what resources they need to do their work and to be successful on behalf of the learners and their community. These resources range from resources that are essential to the vitality of the literacy and basic skills centres, expanded program resources and implementation of the program in changing conditions with diversified groups of people, to resources for the hiring and continuing education of practitioners and to ensure they are properly equipped. The practitioners are aware of the need to recognize the prior knowledge of learners and to value their achievements, while having the resources to properly support them with regard to their specific needs. And finally, they would like to have the resources that would help them to build bridges, set up collaborative arrangements, and create partnerships with public, private and community agencies, and to therefore facilitate the cultural, social and economic integration of learners.

It would appear that the partners in this research have made a wise decision in choosing to disseminate and share the entire body of results from the discussion groups rather than to simply extract best practices. The ensuing discussions will undoubtedly provide for beneficial follow-up activities by all stakeholders.

## 15.6 Understanding and Explaining the Changes

It now seems possible to go a bit further in our understanding and explanation of the phenomenon of acquiring and transferring skills. This phenomenon is equivalent to activating various levels of action – that are tightly interwoven rather than compartmentalized – in learners. This understanding comes from the observations related to learners and practitioners. It could also apply to other stakeholders in adult education. It is a matter of continuing education throughout the course of a lifetime, or lifelong learning, which is activated by speaking up, by stimulating the networks of belongingness, of participation and of information, by strategically exercising one's choice, by developing and implementing projects, and by taking action and getting involved.

People are exposed to different life environments (the physical and emotional personal life, the work place, the family setting, and the community environment) which have spheres of activity with differing social logics (economic logic, affective logic, socio cultural logic, etc.). These differentiated logics may or may not favour a varying degree of coherence between the social experiences of learners, their family and friends, and the practitioner.

As the practitioners and stakeholders are aware, it is not a matter of creating a series of skills and of moving them from one square to another like pawns in a chess game, where they mimic each other's movements without knowing or understanding the rules of the game. Learners are individual and collective players in continuing education, real players in real life with all its complexities. The practitioners have a good grasp of this reality when they propose various educational methods and learning techniques from commonly used tools, realistic scenarios and concrete activities. There is, however, much more to consider beyond the field of observation and questioning found in this research project.

### 15.6.1 Activating the skills

When first presenting the analysis, we recognized that the skills do not have an internal existence independent of action. It is, after all, the learner interacting in daily life who is the actor, the enabler, the bearer, the actuator or the developer of their skills.

The question that remains is how. How does the action of learning in a literacy and basic skills centre pass into the other areas of everyday life? The player or bearer of the skills is in fact the learner. How does this transfer occur? What are the facilitating conditions or the basic factors for transferring acquired skills that lie behind the educational techniques?

They are general skills; this concept was formulated by the top expert in political economy, Albert Otto Hirschman, and was taken up again by the economist H. Gintis (1988, 2004). General skills account for the basis of action by revealing its fundamental components:

- Dialogue and schemas to name, to share, and to know (e.g. perceptions, preferences, expectations, memories, knowledge);
- Networks to belong, to participate, to get informed (e.g. family, friends, neighbourhood, learning environment, volunteer organizations);
- Strategies to ask, to choose including the definition of its objectives, the identification of resources means (e.g. choose training, formulate and develop a project);
- Commitments to take action, including involvement in a volunteer organization, contractual obligations.

This research bring to light that adult literacy and basic skills training deals with and activates either consciously or unconsciously these basic skills that are the foundation for human action for change. These skills that guide the learners through the transitions cause effects and impacts on the learners themselves and in the various areas of their life.

#### Triggering factors

The research revealed that learners overcome internal barriers through an initial action that had multiplying effects and impacts; for example they speak up, participate in a group, and make a career choice or a community commitment. The internal triggering factors could be related to the use of these basic active skills which have been activated by literacy and basic skills training.

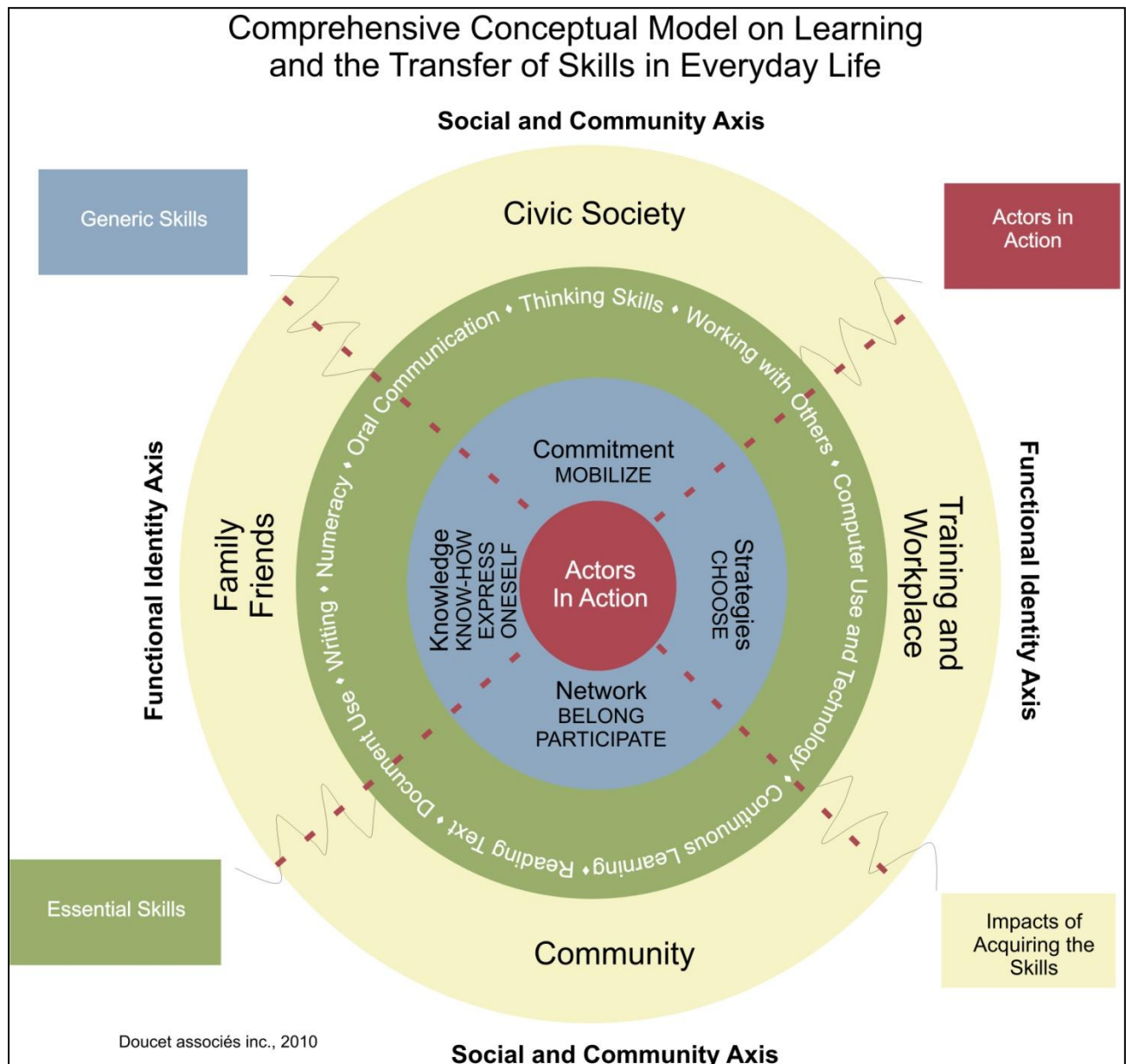
Among the considerations to ensure that transfers do occur, we should also mention the external triggering factors that were referenced by the learners themselves, by the practitioners and by the family and friends, such as the birth of a baby, the search for a better job, retirement, and immigration, for example; these factors were the source of motivation for starting training and they supported learning and the acquisition of skills and their transfer into everyday life.

The data could be explored once again by looking at the internal and external triggering factors with a view to showing in a systematic manner the factors that lie beneath the training itself and that combine with the training to bring about changes, to activate or to accelerate transfers, which have positive effects on both the learners and their family and friends, thereby helping to improve everyday life.

That said, the model for analyzing the transfer areas where we can observe the benefits of skills applied in everyday life (discussed earlier), could be provided with two complementary dimensions, which would help provide a more complete picture of skills transfer and further demonstrate the transitions, relationships or interconnections between activating the basic skills, the essential skills gained, their impacts and their influence:

- 1) The four basic active skills that set in motion the learning of essential skills and their transfer into everyday life;
- 2) The nine essential skills that the learner must gain and transfer;
- 3) The four interrelated dimensions of everyday life that are subject to the direct effects and indirect impacts of skills transfers.

**Figure B**



### **15.6.2 Why, with whom, in what direction, and how to proceed?**

Why, with whom, in what direction, and how to proceed? At the conclusion of this research project, here are the common challenges facing learners, stakeholders, those responsible for adult education in Francophone communities, researchers and decision-makers in the field of adult education: How do we use this knowledge about the processes and best practices for gaining and transferring essential skills? How do we communicate and transmit this information to all the people concerned by this issue? What decisions and actions can be taken in the short- and medium-term to transfer, effectively and efficiently, the knowledge and experiences acquired in this research to the stakeholders at all levels?



## CONCLUSION

The research project initiated and carried out in partnership with COFA and Pluri-elles (Manitoba) Inc. relies on a structured foundation that includes the principles and practices of performance-based management, conferences between partners and contributors, and periodic assessments of the processes and activities. This planned research strategy permitted all involved to participate in a process that entailed learning, contributing and sharing skills and that facilitated consensus decision-making during the two phases of the research project.

During phase 1 of the research project, the partners, guided by a strategic planning and evaluation framework, conducted a review of the pertinent literature about the problematic being studied and a review of the methodological options and constraints. The outcome was well-defined parameters with regard to the content and conditions of the research project, as well as research tools that were agreed upon by the partners and contributors.

Phase 2 consisted in carrying out the field research together with the learners, their family and friends, and the practitioners. In total, 399 learners and their family and friends and an undetermined number of practitioners responded to the questionnaire survey. The descriptive and comprehensive analysis of the general trends that emerged from the quantitative and qualitative data collected revealed the effects of learning and acquiring essential skills on learners and the impacts of them being transferred into the various dimensions of everyday life. Typical learner cases and concrete examples of transfers provided by the informants help illustrate the processes and the direct and indirect benefits observed. In addition, the practitioners shared the practices and resources they consider critically needed to sustain the process of transferring their essential skills to everyday life.

There is potential for a future phase that would enhance the research project using the existing, rich and high-quality data base as a starting point. This collection of data is worth exploiting in order to shed more light on the possible leads that were identified and that could enlighten or guide stakeholders interested in adult literacy and basic skills training.

The conclusion that emerges from this empirical research is that the transfer of essential skills gained in adult literacy and basic skills training is a tremendous success. Skills transfer can be seen in the personal life of learners, in the functional spheres at work and in continuing education, as well as in their family, social and community life. These findings and the observed outcomes that support them will be useful to all the people concerned by the issue and the stakeholders in adult literacy and basic skills programs: decision makers, officials responsible for adult literacy and basic skills programs, and the management and staff of literacy and basic skills centres, as well as their government, institutional and community partners.

This research sheds new light through the use of personal accounts of the crucial journey that leads learners to integrate the learning of essential skills and transferring them into everyday life.

It is the responsibility of those in charge of adult literacy and basic skills training at all levels to adopt and make theirs the findings in this research in order to improve their decisions and actions to the benefit of Francophone learners and their communities, and particularly Francophone communities in a minority setting. It is the responsibility of those in charge of adult literacy and basic skills training to take action as a group in order to improve the conditions that are conducive to “learning for life.”





# ANNOTATED BIBLIOGRAPHY OF LITERACY RESEARCH AND SECONDARY DOCUMENTS CONSULTED

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Contents: Definition of essential skills (in the workplace); table of workplace skills, their applications and examples.

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Contents: A detailed and systematic study on the impact of formal and informal education on people's lives. Based on interviews with adults of all ages, the study shows that learning affects health, family life, civic participation, and shows the beneficial and negative aspects of education. Details provided by the adults show how learning allows people to meet their needs and those of their community, with all the daily pressures and tensions, and to sometimes even transform their life.

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Contents: Factors that influence the transfer of learning in the workplace. The author reviews literature that points to previous research on this issue and presents practical strategies for the instructor, learner and supervisor.

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# APPENDIX



The Impact of Literacy on Learners,  
their Family and Friends

# Interview Booklet

Learner's code: \_\_\_\_\_





# PROFILE OF THE LEARNER

**PA1** Gender:  Male  Female

**PA2** Year of birth: \_\_\_\_\_

**PA3** What was your literacy level when you started the training program? (*all respondents*)

- Level 1  Level 4  
 Level 2  Level 5  
 Level 3  GED  ACE  OBS

**PA4** What is your current literacy level? (*respondents currently in training*)

- Level 1  Level 4  
 Level 2  Level 5  
 Level 3  GED  ACE  OBS

**PA5** What was your literacy level when you left the centre?  
(*respondents who have completed their training program*)

- Level 1  Level 4  
 Level 2  Level 5  
 Level 3  GED  ACE  OBS

**PA6** What was your training objective when you enrolled? (Check one box only.) (*all respondents*)

- Independence  
Give a concrete example: \_\_\_\_\_
- Training (pursuit of other training)  
Specify the type of training: \_\_\_\_\_
- Employment  
Specify the type of employment: \_\_\_\_\_
- Other  
Specify: \_\_\_\_\_

**PA7** If your objective has since changed, what is it now? (Check one box only.)  
(*only respondents currently in a training program*)

- Independence  
Specify a concrete objective: \_\_\_\_\_
- Training (pursuit of other training)  
Specify the type of training: \_\_\_\_\_
- Employment  
Specify the type of employment: \_\_\_\_\_
- Other  
Specify: \_\_\_\_\_

**PA8** What was your objective when you left the centre? (Check one box only.)  
(respondents who have completed their training program)

- Independence  
Specify a concrete objective: \_\_\_\_\_
- Training (pursuit of other training)  
Specify the type of training: \_\_\_\_\_
- Employment  
Specify the type of employment: \_\_\_\_\_
- Other  
Specify: \_\_\_\_\_

**PA9** What has been your pathway since leaving the centre? (Indicate the steps in chronological order.)  
(respondents who have completed their training program)

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**PA10** How long have you been participating in the program?

- Less than 6 months
- From 6 months to less than 1 year
- From 1 year to less than 2 years
- From 2 years to less than 3 years
- 3 years and more

**PA11** How many hours did the training last each week (student-contact hours)?

- 6 hours or less
- From 7 to 12 hours
- From 13 to 18 hours
- From 19 to 24 hours
- 25 hours and more

**PA12** Why did you decide to enrol in a training program?

- Social reason  
Specify: \_\_\_\_\_
- Economic reason  
Specify: \_\_\_\_\_
- Employment  
Specify: \_\_\_\_\_
- Other  
Specify: \_\_\_\_\_

**PA13** Does your return to training correspond with a specific phase in your life?

- Yes       No

**PA14** Specify.

- Job loss  
Comments: \_\_\_\_\_
- A new career direction  
Comments: \_\_\_\_\_
- A child starting school  
Comments: \_\_\_\_\_
- Departure or loss of a spouse  
Comments: \_\_\_\_\_
- Other  
Comments: \_\_\_\_\_

**PA15** Would you suggest to family and friends that they enrol in an adult training program?

- Yes       No

**PA16** Why:

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## PRACTITIONER PROFILE

**PF1** How long have you been working as a practitioner?

- Less than 6 months
- From 6 months to less than 1 year
- From 1 year to 2 years
- 3 years and more

**PF2** How long have you known the learner who is participating in this research project?

- Less than 6 months
- From 6 months to less than 1 year
- From 1 year to 2 years
- 3 years and more

**PF3** How many hours do you spend working with this person each week?

- 6 hours or less
- From 7 to 12 hours
- From 13 to 18 hours
- From 19 to 24 hours
- 25 hours and more



## INFORMANT PROFILE

**PE1** What is your connection with the learner?

Family

Friend

Employer

Co-worker

Other: \_\_\_\_\_

**PE2** How long have you known the learner?

Less than 6 months

From 6 months to less than 1 year

From 1 to 2 years

3 years or more





## Essential Skill: Reading Text and Document Use

Questions for the learner, the practitioner and the informants					How have better reading skills helped the learner?			
QL5 How does this reading help you?	4A = Learner				4B = Pract.	4C = Family/friends		
	B	N	L	N/A		Inf. 1	Inf. 2	Inf. 3
<b>Personal</b>								
Be more informed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and analyze better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be more organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be better able to evaluate an opinion (newspaper)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remember information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feel better about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find solutions to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community</b>								
Volunteer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be better at organizing events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in activities/committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get ready for meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Family</b>								
Help my children with their homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the report card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage early reading in children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be better informed on my children's progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feed my family better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take better care of my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organize family outings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organize the family schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the messages from the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Functional - Work</b>								
Suggest new ways of doing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be more productive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be safer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate more at meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better serve clients / respond to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate better with supervisor and boss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Functional - Training</b>								
Be better at following instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform better in my tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## Essential Skill: Writing

**QR1** In everyday life, do you write more than you did before the training program?  
 Yes       No       I don't know

Questions for the learner, the practitioner and the informants					Have you noticed if the learner has written in any of these items?			
QR2    What do you write?	2A = Learner				2B =	2C = Family/Friends		
	B	N	L	N/A	Pract.	Inf. 1	Inf. 2	Inf. 3
Day planner / Calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greeting cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-mails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes to the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Résumé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructions for the babysitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grocery lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Menus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes for teacher or co-worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scrapbooking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QR3    Give concrete examples showing that the learner has changed his or her writing habits.	In your opinion, what have improved writing skills changed for the learner?

## Essential Skill: Writing

Questions for the learner, the practitioner and the informants					How have improved writing skills helped the learner?				
QR4	How does writing better help you?	4A = Learner				4B = Pract.	4C = Family/Friends		
		B	N	L	N/A		Inf. 1	Inf. 2	Inf. 3
<b>Personal</b>									
	Communicate information (write notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Remember things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Have reminders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Get organized (task list)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community</b>									
	Volunteer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Organize activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Participate on committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Get ready for meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Family</b>									
	Help children with their homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Communicate information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Remember things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Have reminders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Get organized (task lists)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Functional - Work</b>									
	Communicate information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Be more productive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Be safer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Participate more at meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Better serve clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Share an idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Functional - Training</b>									
	Communicate information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Better perform in my tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## Essential Skill: Computer Use and Technology

**QT1** In everyday life, do you use the computer and technology more than you did before the training program?  
 Yes       No       I don't know

Questions for the learner, the practitioner and the informants					Have you noticed if the learner uses these tools?			
QT2 Which tools do you use?	2A = Learner				2B =	2C = Family/Friends		
	B	N	L	N/A	Pract.	Inf. 1	Inf. 2	Inf. 3
Calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cell phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Automatic teller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electronic games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DVD/CD player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MP3 player (iPod, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VCR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Microwave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USB memory card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word processor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alarm clock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answering machine/Voice mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alarm system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fax/photocopier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TV and remote control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electronic thermostat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>QT3C</b> Give concrete examples showing that the learner has changed his or her habits regarding computer use and other technologies.</p>	<p>In your opinion, what have improved computer and technology skills changed for the learner?</p>

## Essential Skill: Computer Use and Technology

Questions for the learner, the practitioner and the informants					How did improved computer and technology skills help the learner?				
QT4	How do the computer and other technologies help you?	4A = Learner				4B = Pract.	4C = Family/Friends		
		B	N	L	N/A		Inf. 1	Inf. 2	Inf. 3
<b>Personal</b>									
	Be more independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Get information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Organize my budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pay my bills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Feel in control of my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community</b>									
	Volunteer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Be better at organizing events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Participate in activities/committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Get ready for meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Family</b>									
	Plan family activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Organize the family schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Functional - Work</b>									
	Keep my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Be more productive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Be better prepared for employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Communicate better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Participate more at meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Better serve clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Get a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Functional - Training</b>									
	Increase my knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Be better at following instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Better perform in my tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## Essential Skill: Oral Communication

**QC1** In everyday life, do you express yourself better than you did before the training program?  
 Yes       No       I don't know

Questions for the learner, the practitioner and the informants					How have improved oral communication skills help the learner?			
QC2 How do improved oral communication skills help you?	B	2A = Learner			2B = Pract.	2C = Family/Friends		
		N	L	N/A		Inf. 1	Inf. 2	Inf. 3
<b>Personal</b>								
Adjust my language to fit the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present facts in a logical order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better understand others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a larger vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use fewer anglicisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community</b>								
Reach a compromise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convince others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express my opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better understand others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in activities/committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be part of a work team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fit in with a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolve conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect the opinion of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Family</b>								
Reach a compromise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convince others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express my opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better understand others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in family gatherings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fit in with a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolve conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect the opinion of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Functional - Work</b>								
Exchange specific and detailed information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate more at meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better serve clients/respond to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be part of a work team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fit in with a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reply to requests for information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolve conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect the opinion of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## Essential Skill: Money Math (Budgeting and Accounting)

**QB1** In everyday life, do you feel that you have better control over your finances than you did before the training program?  Yes  No  I don't know

Questions for the learner, the practitioner and the informants					Have you noticed if the learner has better control over his or her finances?			
QB2 Did the training help you to	2A = Learner				2B =	2C = Family/Friends		
	B	N	L	N/A	Pract.	Inf. 1	Inf. 2	Inf. 3
Calculate prices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculate sales prices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculate taxes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculate interest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Count your money?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give the exact amount when buying something?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write cheques?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pay bills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receive payments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give change?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QB3C Give concrete examples showing that the learner has changed his or her habits regarding money calculations, budget management, or accounting.	In your opinion, what have improved financial management skills changed for the learner?

## Essential Skill: Money Math (Budgeting and Accounting)

Questions for the learner, the practitioner and the informants					How have better money calculating skills helped the learner?			
QB4	How do your money calculating skills help you?	4A = Learner			4B = Pract.	4C = Family/Friends		
		B	N	L		N/A	Inf.1	Inf. 2
<b>Personal</b>								
	Compare prices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Make smart purchases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Manage my finances in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community</b>								
	Take care of finances in an organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Manage finances for a committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Manage finances for a fundraising campaign	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Plan and organize activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Family</b>								
	Make smart purchases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Set up the family budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Manage the family's finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Functional - Work</b>								
	Understand payroll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Manage petty cash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Functional - Training</b>								
	Solve calculation problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Essential Skill: Money Math  
(Budgeting and Accounting)**

**QB5B** Give concrete examples showing that the learner has transferred his or her new money calculating skills and accounting skills into other situations of everyday life (your own observations or information received from the learner).


**QB5C** Give concrete examples showing that the learner has transferred his or her new money calculating skills and accounting skills into other situations of everyday life (your own observations or information received from the learner).






## Essential Skill: Calculations (Measurement and Calculation)

Questions for the learner, the practitioner and the informants					How have better measurement skills helped the learner?				
QM4	How do your measurement skills help you?	4A = Learner				4B = Pract.	4C = Family/Friends		
		B	N	L	N/A		Inf. 1	Inf. 2	Inf. 3
<b>Personal</b>									
	Arrive on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Build and renovate and do odd jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Convert imperial measurements into metric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Plan my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Take the right dosage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community</b>									
	Organize a space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Plan necessary quantities (meals, construction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Family</b>									
	Give the right dosage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Make mixes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow a recipe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Follow a pattern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Functional - Work</b>									
	Make mixes (cleaning products, herbicides, drinks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Functional - Training</b>									
	Solve calculation problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>







## Essential Skill: Calculations (Measurement and Calculation)

Questions for the learner, the practitioner and the informants					How have better calculation skills helped the learner?				
QS4	How do your calculation skills help you?	4A = Learner				4B = Pract.	4C = Family/Friends		
		B	N	L	N/A		Inf.1	Inf. 2	Inf. 3
<b>Personal</b>									
	Interpret surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Play games (e.g. poker, Monopoly)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community</b>									
	Calculate the number of seats in a room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calculate the number of people present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calculate sports results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calculate a database	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Plan the logistics for an event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Family</b>									
	Help children with their homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Make recipes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Interpret school results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Plan meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Functional - Work</b>									
	Do inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Plan the logistics for an event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Functional - Training</b>									
	Solve calculation problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Essential Skill: Calculations  
(Measurement and Calculation)**

**QS6A** Which learning activities worked well for acquiring simple calculation skills?


**QS7A** What can we do to encourage you to better perform when doing simple calculations?


**Thank you for your participation.**

