Survey of the Literacy and Essential Skills Workforce: Final Report

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Table of contents

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Executive summary

A significant gap in information related to the profile and needs of the Literacy and Essential Skills (LES) workforce was identified in two recent studies of the LES sector.[1] To fill this gap, the Canadian Literacy and Learning Network (CLLN), with funding from the Office of Literacy and Essential Skills (Human Resources and Skills Development Canada), is conducting a Labour Market Study of Literacy and Essential Skills workers. In support of this study, CLLN engaged the Social Research and Demonstration Corporation (SRDC) to administer a national survey of practitioners in the LES field.

Objectives and research issues

The goal of the survey was twofold: (1) to provide a national comprehensive picture of literacy and essential skills (LES) practitioners and their human resource needs and (2) to contribute to the national labour market study of this workforce being conducted by CLLN.[2] On the one hand, the survey represented an opportunity for LES practitioners to give voice to what is going on in their job and their views on various aspects of their work and the supports they are provided and desire. On the other hand, the resulting research findings will enable stakeholders to gain a better understanding of the skills, knowledge, abilities and resources possessed and needed by practitioners to deliver effective and efficient LES programs for adult Canadians. By gathering knowledge about who adult LES practitioners are and their needs and practices, the study will help inform policy makers at the national, provincial and territorial levels as to how to encourage and support effective LES delivery.

Target sample

LES practitioners targeted for this survey comprised instructors/trainers, tutor trainers, skills assessors, program/curriculum developers, coordinators, administrators, managers, and intake/assessment workers, who provide LES services. Eligible for the survey were LES practitioners who are paid for their services at least part of the time and/or deliver LES services to adults (18 years of age and older) at least part of the time. Though it is appreciated that volunteer practitioners and those serving youth play an important role in LES delivery, they were not the focus of the survey. The focus was also on practitioners who provided LES services exclusively as a standalone program, or in addition to or embedded in other services they deliver.

1 In 2010 the Canadian Council on Learning conducted a study called "Feasibility Study for a Survey of Adult Literacy and Essential Skills Providers," for the Office of Literacy and Essential Skills, Human Resources and Skill Development Canada, and in 2011, Statistics Canada conducted a feasibility study of the analytical potential and limits of using provincially and territorially held administrative data to develop a portrait of LES workers.

2 In addition to the survey, CLLN is conducting key informant interviews and focus groups with individuals in the field to gather more in-depth perspectives. CLLN is further engaging LES workers who deliver Aboriginal, French and English LES programming.

Research questions, domains of interest

The issues addressed by the survey and this report, which were vetted by the study's advisory committee,[3] comprise the following:

Profile/Context

- **Delivery**: location (province, rural/urban), setting (school, social services agency, library, etc.), client group (Aboriginal, immigrant, low-literacy, low-income, etc.), language of delivery, mode of delivery (small/large group, online, etc.)
- **Socio-demographic**: age, gender, family status, household income
- **Aspects of job**: employed/self-employed, paid hours, overtime, volunteer hours, full-time/part-time, activity (instruction, assessment, management, etc.), permanent/temporary contracts, satisfaction with aspects of job: wages, hours, benefits
- **Organization**: sector (public, private, non-profit), size (number of employees), and type (college, school board, government, Aboriginal organization, etc.)
- **Career transitions**: tenure in job, workforce and LES field, likelihood of leaving the field, motivations and intentions: reasons for entering and possibly staying in LES field

Human capital

- **Educational qualifications** and perceptions of their effectiveness: education certificates, diplomas and degrees
- **Professional development activities** pursued since leaving the formal education system: formal and informal learning and training activities and perceptions of their effectiveness
- **Skills/knowledge**: instruction, assessment, program design, administrative, management and other skills and knowledge possessed

Supports

- **Professional development supports:** verbal encouragement, coverage of costs, grants, etc. received, and practitioners' views on accessibility and sufficiency of the supports
- **Delivery resources:** printed and online materials, forums used and practitioners' perceived views on accessibility and sufficiency of the resources
- **Training and skills recognition:** verbal recognition, certificate of achievement, etc. received and practitioners' recommended forms of recognition and benefits of recognition
- **Performance supports and enablers**: performance incentives, performance feedback, staff cooperation, etc. and practitioners' reported impact on job performance.

[3] CLLN's labour market study is guided by a pan-Canadian advisory committee composed of national and provincial/territorial representatives, subject matter experts, and other individuals with the skills and knowledge to guide the work of the project.

Survey engagement strategy and response

The lack of an existing sample frame or detailed knowledge about the size and composition of the LES workforce meant a master list of LES practitioners could not be compiled, from which a random sample of practitioners would be drawn and invited to the survey. This necessitated a "convenience" sampling strategy whereby respondents would have to be actively recruited to participate in the survey. Furthermore, owing to the large number of organizations in various sectors that deliver LES services, a top-down organization-based approach to recruiting practitioners for the survey was adopted. This entailed contacting organizations to secure their commitment to later distribute the survey invitation to the delivery organizations and practitioners they oversee.

The organization-based engagement took place over a seven-month period from September 2012 to March 2013.[4] The online survey was launched the week of March 11, 2013, with the closing date being extended at the end of April to May 17 in order to increase response. While 1,575 unique, eligible individuals touched the survey, results in this report are based on the 690 who responded to at least half the questions.

This is far short of the original target of 3,000. However, this target was set with only very approximate estimates of some 50,000 practitioners in the population. While it is not possible to compute a precise response rate for this survey, given the approach to organizational convenience sampling, the pattern and timing of completions suggest the population of LES practitioners is significantly less than originally estimated.

Moreover, as the composition of the LES practitioner population is not known, SRDC cannot determine how representative survey respondents are of the population. Nonetheless, this does not undermine the power of the survey dataset to profile the LES practitioner workforce and learn about their professional development and human resource needs and gaps. Given the role, position, and reach of many of the collaborating organizations, the pool of respondents likely comes from a highly relevant population and can speak to the subjects of interest to the study. The fact that there are sufficient responses in various subgroups defined by organization type, region and other variables of interest allows us to observe patterns and differences across subgroups of particular policy interest.

[4] An initial round of contacts was made with 1,128 out of an existing list of 2,600 organizations but met with limited success due to dated and incomplete contact information. Thus, in a second round, about 100 umbrella (hub) organizations collaborating with large numbers of delivery organizations and practitioners in each of the targeted areas were identified and personally and individually contacted to secure their cooperation to distribute the survey. The cooperation of over 60 of them was obtained.

Key findings

Service delivery

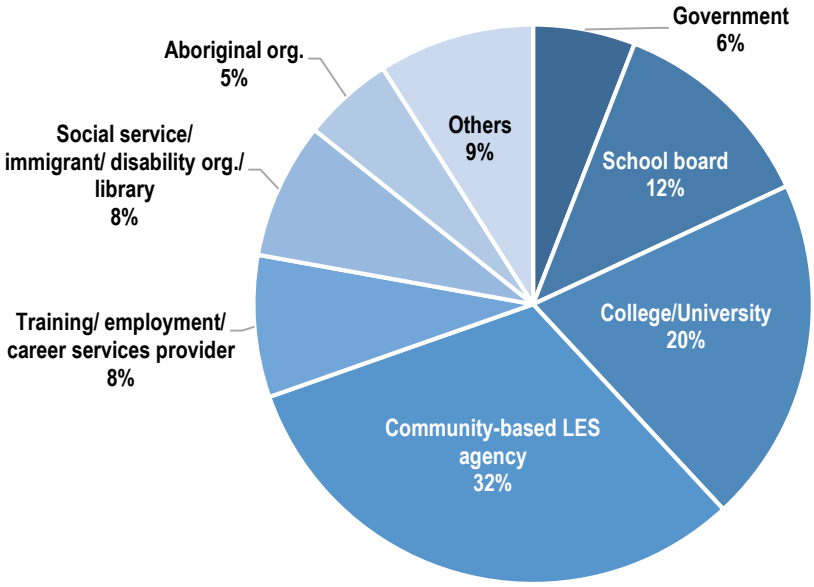
> **LES practitioners work in all regions of the country and represent a wide mix of organization types, delivery settings, client groups, and primary occupations and, therefore, likely face a diverse set of HR and service delivery challenges.**

Most of the 690 respondents deliver LES services in Ontario (248) and BC (139), followed by New Brunswick (69) and Alberta (66). For analysis purposes, provinces and territories were grouped into a smaller number of regions: British Columbia, the Prairies, Ontario, Quebec, Atlantic Canada, and Northern Canada. To a great extent, the distribution of practitioners by region in the dataset is in line with regional population patterns. The main exceptions are the low representation from Quebec (5%) and the high representation from the Atlantic Canada (19%), which likely do not reflect the actual proportions of practitioners in those provinces. The small number of respondents from Quebec and Northern Canada means results for these regions should be treated with caution.

The largest proportions of practitioners are associated with community-based LES agencies (32%) and colleges and universities (20%) (see figure 1). This is as would be expected in a survey of LES practitioners since much of LES services in this country are delivered through these two types of organizations. But there is also sufficient representation in the sample among practitioners associated with other types of organizations where LES services are delivered – school boards (12%), social service organizations (8%), training, employment, and career services providers (8%), government (6%), Aboriginal organizations (5%), and other organizations (9%)– to facilitate observation of differences in practitioners' profiles and needs working in these types of organizations, as well as community-based LES agencies and colleges and universities.

It is noteworthy that there is much variation in the mix of organization types across the regions. This largely reflects differences in how LES delivery is organized and provided in the different jurisdictions. Overall, it is observed in the sample that community-based LES agencies are the dominant organization type in all regions (31-47%) with the exception of British Columbia and Northern Canada, where colleges and universities prevail (34% and 43%, respectively).

Figure 1 Organization type (% distribution by type)



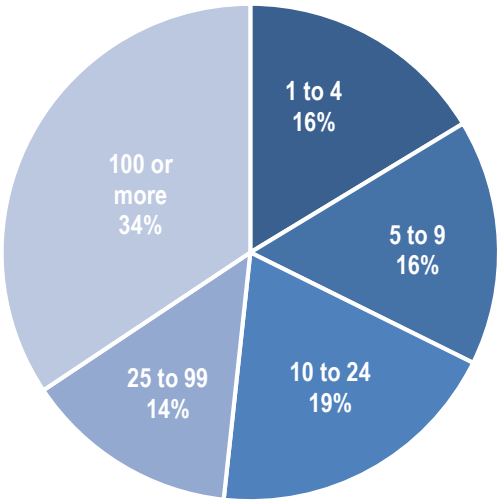
Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=609).

> **LES practitioners tend to work in small organizations and/or represent a very small proportion of a larger workforce and may therefore encounter challenges in accessing LES-specific supports, compared to those in larger organizations or in predominant occupations within the same organization.**

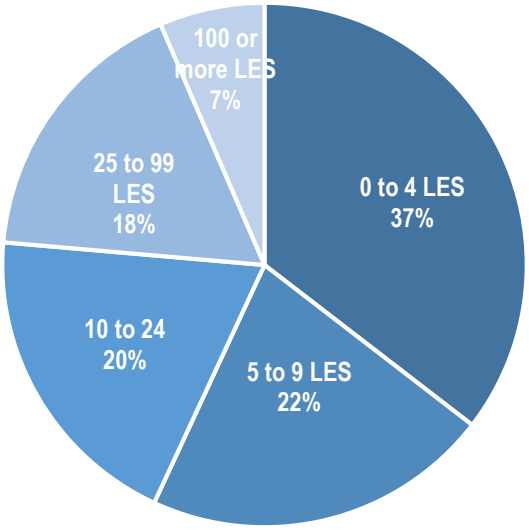
Organizations that LES practitioners work for vary in size (see figure 2). About half (51%) the respondents work for organizations with less than 25 employees and about a third (34%) work for organizations with 100 or more employees. LES workers tend to represent a small proportion of a larger workforce: 79% are in organizations with fewer than 25 employees that are involved specifically in LES services. Only 7% of respondents are in organizations with more than 100 LES employees. Not only are the majority of practitioners working in small organizations, but among those in larger organizations, LES practitioners also represent a small percentage of the staff. This would suggest that LES practitioners may encounter challenges in accessing LES-specific supports from their employer for their job and professional development, as capacity for these supports is likely related to the organization and/or LES departmental size.

Figure 2 Organization size (% distribution by number of employees and number of LES employees)

All Employees:



LES Employees:



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=588 and n=583 respectively).

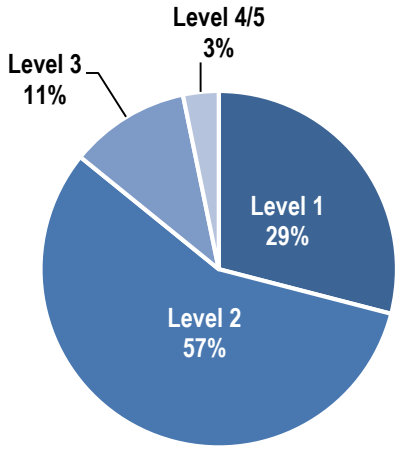
This varies greatly by organization type. One noteworthy case of this is in colleges, which typically have large workforces but where LES practitioners do not figure prominently.

> **LES practitioners work in a variety of settings and serve a diverse set of client needs that require a unique set of services and skills. They are often engaged in a variety of learning and administrative activities, beyond instruction, necessitating significant multi-tasking and flexibility in delivery.**

As with organization type, respondents deliver LES services in a variety of settings. They were most likely, by far, to report they deliver LES services most often in community-based LES agencies (28%), followed by post-secondary institutions (mainly colleges) (16%), social service organizations (15%), training and career development delivery organizations (12%), schools (mainly high schools) (9%) and Aboriginal organizations (5%) and other types of settings (14%).

Four in five practitioners serve those living on low incomes (81%) and those who have low literacy skills (79%) and about three in five serve the precariously employed (62%), immigrants (61%), persons with disabilities (57%), and Aboriginal persons (56%). While most practitioners (57%) serve clients at level 2 on the International Adult Literacy and Skills Survey (IALSS), three in ten (29%) serve clients at level 1 (see figure 3). Practitioners working for school boards (46%) have a particularly high proportion of level 1 clientele compared with 29% overall.

Figure 3 Literacy and essential skills level of clients (% distribution by main LES level of clients)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=558).

Survey respondents are also involved in a variety of LES delivery activities, but primarily instruction (11.5 hours a week on average), management (10.3 hours), administration (8.3 hours), and coordination (6.8 hours). This reflects the fact that practitioners in all positions perform a range of activities in addition to the one suggested by their job title.

> **Traditional modes of delivery dominate LES instruction, with less than a third of practitioners reporting the use of digital technology in their instruction.**

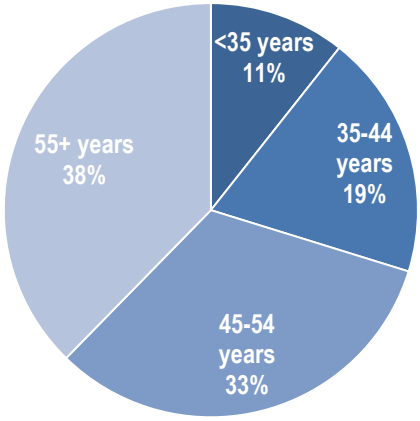
The most commonly reported modes that practitioners use to deliver LES services are small groups (82%) and one-to-one lessons (72%). Face-to-face delivery, with a practitioner present, predominates as a mode of delivery, in the form of small-group, one-to-one and large group sessions (82%, 72% and 47%, respectively). The fact that only about 30% use online learning and 12% make use of distance education/online courses indicates low uptake of digital technology to deliver LES services, in the face of broader trends in that direction.

Socio-demographics, employment, job stress and satisfaction, career transitions

> **A large proportion of LES practitioners are near-retirement age, 55 years and older, suggesting possible succession and recruitment challenges for this workforce in the near future.**

Respondents are predominantly female (86%). This proportion far exceeds the female proportion of the overall Canadian workforce (48%[5]) or even that of the employed teacher/professor labour force (65%[6]). Practitioners also tend to be older than the Canadian workforce at large. About two in five (38%) are 55 years and over (see figure 4), which is more than twice the proportion in the total employed Canadian labour force (18%[7]) and in the employed labour force of teachers and professors (17%[8]). The large proportion of near-retirement practitioners would suggest succession and recruitment challenges for this workforce in the near future. This likely will be a particular problem for school boards and training, employment and career services providers, which have a very high proportion of LES practitioners (50% and 48% respectively) who are 55 years and older compared to 38% overall.

Figure 4 Age distribution (% distribution in age brackets)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=507).

> **Despite high levels of self-confidence and psychological capital, job anxiety levels are fairly high among LES practitioners, with about a third saying they are anxious in their jobs. This appears to be linked in part to instability in working hours and the temporary nature of LES employment.**

5 Source: Labour Force Survey, 2012 (http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/labor20a-eng.htm.

6 Source: Census 2006: http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/tbt/Rp-eng.cfm?TABID=1&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&PID=97611&PRID=0&PTYPE=88971,97154&S=0&SHOWALL=0&SUB=0&Temporal=2006&THEME=74&VID=0&VNAMEE=&VNAMEF=

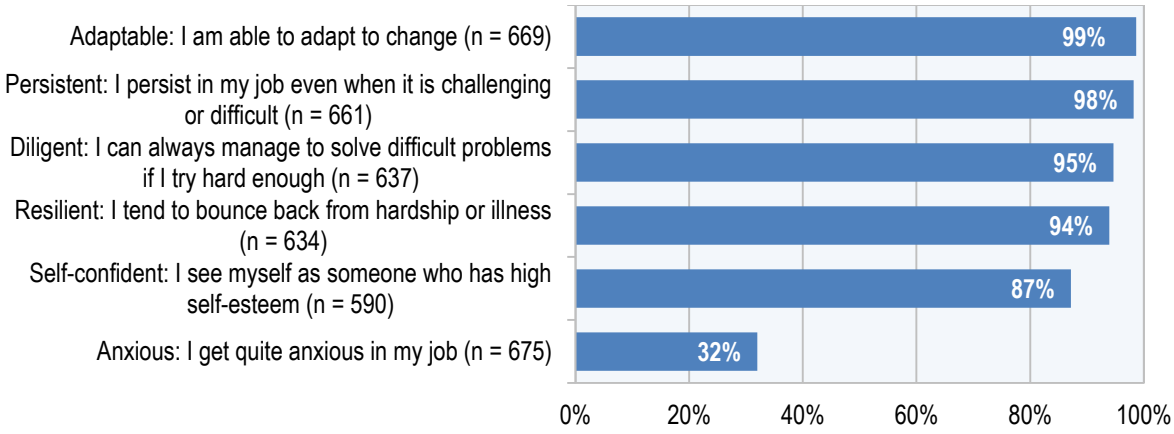
7 Source: Labour Force Survey, 2012 (http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/labor20a-eng.htm

8 Source: Census 2006: http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/tbt/Rp-eng.cfm?TABID=1&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&PID=97611&PRID=0&PTYPE=88971,97154&S=0&SHOWALL=0&SUB=0&Temporal=2006&THEME=74&VID=0&VNAMEE=&VNAMEF=

Large majorities of practitioners in the sample have high levels of psychological capital (see figure 5). About nine in ten respondents agreed with statements indicating they are adaptable (99%), persistent (98%), diligent (95%), resilient (94%), and self-confident (87%), which is fairly similar across organization types.

However, job anxiety levels are fairly high among practitioners, with about a third (32%) saying they are anxious in their jobs. Practitioners working for school boards and for Aboriginal organizations are more anxious in their jobs (42% and 41%, respectively, agreeing somewhat or strongly with the job anxiety statement) than those working for other types of organizations. In contrast, those working for training, employment and career services providers and governments are less anxious (18% and 17%, respectively), compared to the overall 32%.

Figure 5 Psychological capital (% agreeing somewhat or strongly with statement)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

Practitioners work 30.8 hours a week on average, excluding paid and unpaid overtime hours and volunteer hours. On average, LES practitioners work a total of 4.4 overtime hours per week (paid and unpaid) but are paid for just 40% of the overtime hours they work, on average. Practitioners work on average an additional 3.6 volunteer (unpaid) hours per week.

The proportions working in temporary jobs (46%) or on a part-time basis (30%) are considerably higher than the national workforce.[9] This would indicate a greater incidence of job instability in the LES workforce and may partly contribute to the high reported anxiety levels.

[9] Source: Statistics Canada Labour Force Survey: http://www5.statcan.gc.ca/cansim/a05?lang=eng&id=2820080&pattern=2820080&searchTypeByValue=1&p2=35 and Statistics Canada Labour Force Survey: http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/econ10-eng.htm

Overall satisfaction with work is high among most LES practitioners, in spite of some concerns with the instability and short-term nature of work, low wages, and a lack of pension and medical benefits within particular types of organizations. This may derive from the intrinsic motivations that appear to have led many into the field.

About four in five practitioners (82%) are satisfied with their job overall. Smaller majorities are satisfied with the specific aspects of their job, namely hours worked (66%), wages and salaries (63%), and leave provisions (52%). At the other end of the spectrum, a majority are **not** satisfied with the benefits related to pension (64%), short-term nature of the LES job (61%), and extended medical insurance benefits (60%).

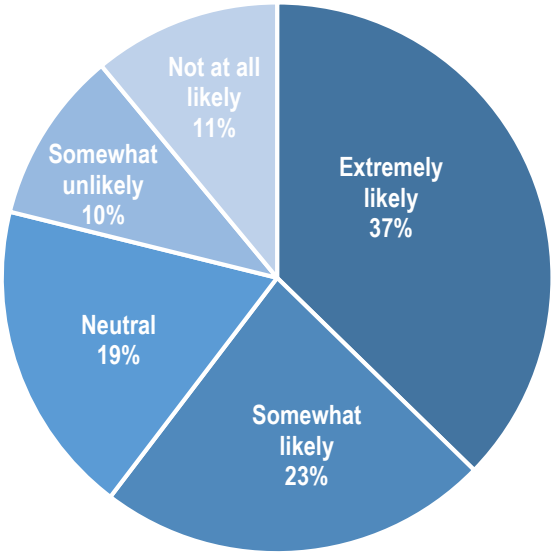
Levels of satisfaction vary among practitioners working for different types of organizations. Relatively low proportions of practitioners reported that they are completely or somewhat satisfied with: wages and salaries, among practitioners associated with training, employment and career services providers (51%) and with pension and medical benefits, among those working for community-based LES agencies (7%).

Nonetheless, practitioners appear highly motivated in their work, being driven by intrinsic interests rather than monetary. Nine in ten practitioners (88%) have come into the field from outside. The reasons practitioners reported for entering the field are varied, with doing an intrinsically rewarding job, helping others, and enabling people to participate in society more (81%, 68% and 60%, respectively) being the chief reasons. Only a small proportion (9%) entered the field because there was nothing else available, suggesting a highly motivated LES workforce.

Nevertheless, a significant minority of LES practitioners may be leaving the field in the next five years, magnifying the succession and recruitment challenges the sector may face due to an aging workforce.

A fifth of practitioners (21%) reported that it is somewhat unlikely or not at all likely that they will stay in the field and another 19% reported being unsure (see figure 6).

Figure 6 Likelihood of staying in the LES field (% distribution by degree of likelihood)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=627).

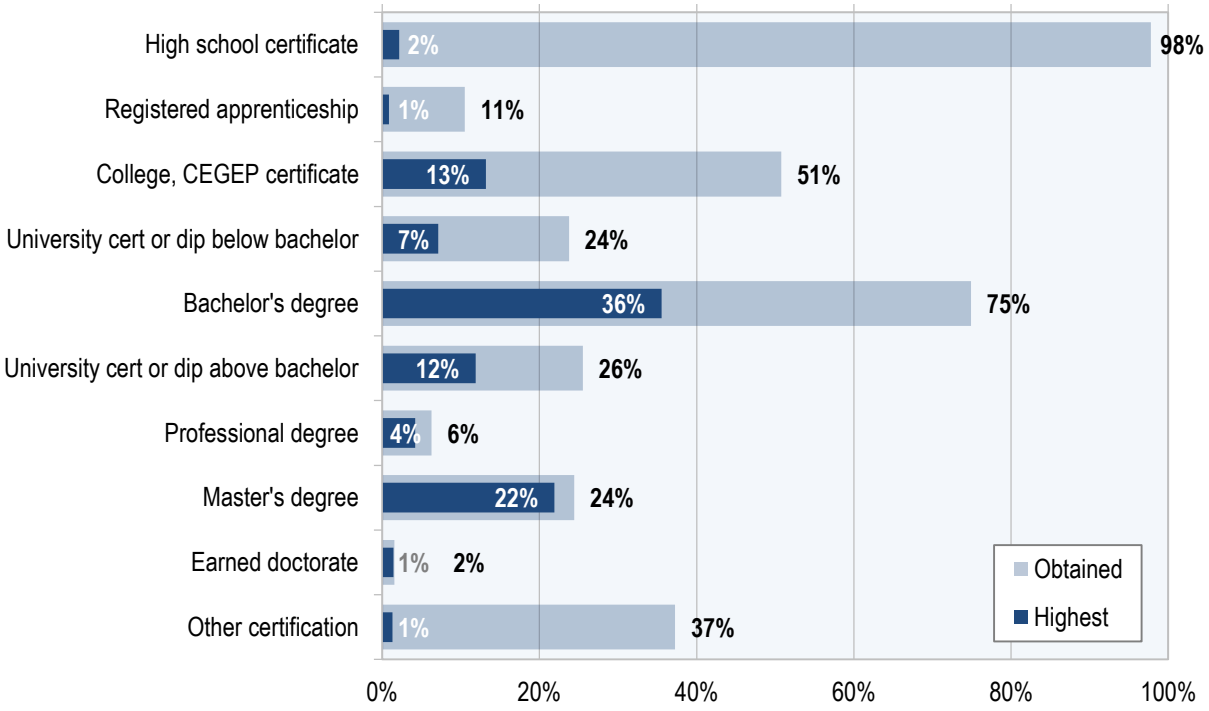
Insufficient compensation (41%) and job instability (40%) are the reasons that were cited most often for possibly leaving the field. The latter speaks to the high incidence of part-time work and temporary jobs among the LES workforce as reported previously. Practitioners associated with community-based LES agencies were significantly more likely to cite insufficient pay (55%) as the chief reason compared to practitioners overall. Other frequently mentioned reasons for leaving comprise: lack of work (31%), lack of advancement potential (29%), and emotional burnout (24%). Imminent retirement was also a prevalently given reason for leaving (by about 20% of respondents), as written in the unprompted open-ended responses to this question. This is in line with the high proportion of LES workers who are 55 years or older (38%) as reported earlier.

Human capital: Education, certification, professional development, skills

> **LES practitioners are highly educated compared to the workforce at large and even to teaching professions.**

Only 2% of LES practitioners have no more than a high school certificate (see figure 7), compared to about 37% of the national workforce; 36% have a bachelor's degree as their highest educational qualification, which is twice the national average; and about 39% have a degree above a bachelor degree (including a university certificate or diploma above bachelor (12%), professional degree (4%), master's degree (22%) and earned doctorate (1%)), which is about four times the workforce at large (9%). Comparisons to teaching professions specifically indicate that LES practitioners have somewhat higher qualifications than even this group. Educational attainment is particularly high among practitioners working for colleges and universities with 61% having a degree above a bachelor's compared to the overall percentage.

Figure 7 Educational certificates, diplomas, and degrees attained (% indicating certificate, diploma, degree)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=689).

> **While practitioners' educational backgrounds are highly relevant to the LES field, only a minority of practitioners reported that they have received specific LES-related certification.**

Large proportions of LES practitioners have education and training relevant to the field. About three in five (57%) have a post-secondary education (PSE) major in education/recreation/counselling and 33% have a major in social sciences. Three-quarters (73%) have either or both these majors. Large proportions of those with an education/recreation/counseling major have a focus in areas relevant to the LES field such as teacher education and professional development (72%), general education, pedagogy, educational theory (57%), curriculum and instruction (45%), and educational assessment, evaluation and research (34%). Almost nine in ten (86%) reported that they have had LES-relevant content in the form of literacy skills, essential skills and/or adult education.

However, less than half the practitioners said they have LES-related certification (44%). Furthermore, 85% said that LES credentials are moderately, quite or extremely important in their jobs. This would suggest a significant gap exists between the interest in and the accessibility of LES credentials among practitioners.

A majority of LES practitioners continue to participate in a range of formal and informal professional development activities following their education. Most practitioners rate these activities as highly effective in improving their job performance.

At least four in five practitioners have participated in fairly informal PD activities such as learning by doing (99%), workshops, conferences or training events (98%), reading printed manuals/materials (96%), reading online resources/materials (95%), volunteering (81%), and informal mentoring (80%). Fewer practitioners, though still a majority, have participated in more formal PD activities such as orientation training (68%), job shadowing (68%), train-the-trainer events (67%), webinar or online workshop with a presenter/facilitator (66%), formal on-the-job training (61%), and in-person training at an accredited institution (59%). The incidence of training using digital technology such as online courses and distance education is the lowest (37-50%). Few differences by practitioners associated with different types of organizations were observed.

A majority of respondents rated the effectiveness of most PD activities in improving their job performance very highly. The highest effectiveness ratings were given to learning by doing (90%), in-person training at an accredited institution (85%), informal mentoring (83%), job shadowing (73%), volunteering (71%), and workshops, conferences or training events (71%). Least likely to be rated effective, by half or less of practitioners, are reading online resources/materials (51%), orientation training (51%), reading printed manuals/materials (49%), and webinars or online workshop with a presenter/facilitator (42%).

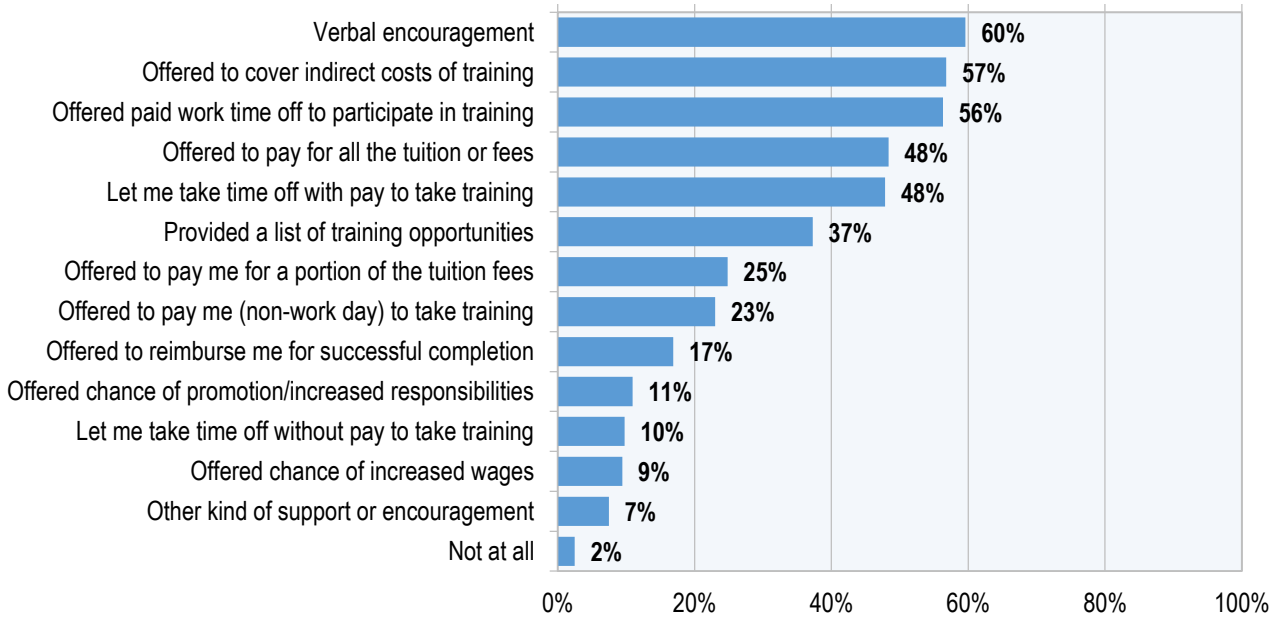
Many of the skills that practitioners frequently used on the LES job (by at least 85% of them) would be considered transferable skills, such as speaking, time management, being respectful of others, accuracy and decision-making. The one main exception is creating a positive learning environment, cited by 84% of practitioners as being used frequently. Generally speaking, the skills that practitioners reported frequently using are also those they rated highly in terms of importance to their job.

Supports to do the job: Employer and publically available supports

While a large majority of LES practitioners reported receiving some form of professional development support from their employers, this is most frequently in the form of passive encouragement, with only about half receiving financial support in terms of tuition, other training costs, or paid release time.

Only 2% of respondents explicitly said they had received no support for professional development (PD) from their employers, and a maximum of about 60% reported receiving any support (see figure 8). The most frequently received support was verbal encouragement, received by 60% of respondents. Supports received by about half the respondents comprise an offer to cover indirect costs of training (57%), an offer of paid time off to participate in training (56%), an offer to pay for all the tuition or fees (48%), and let them take time off with pay to take training (48%). Practitioners associated with school boards were less likely to have received most organizational supports for professional development than those working for other types of organizations.

Figure 8 Employer-provided PD supports received (% indicating receipt)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=604).

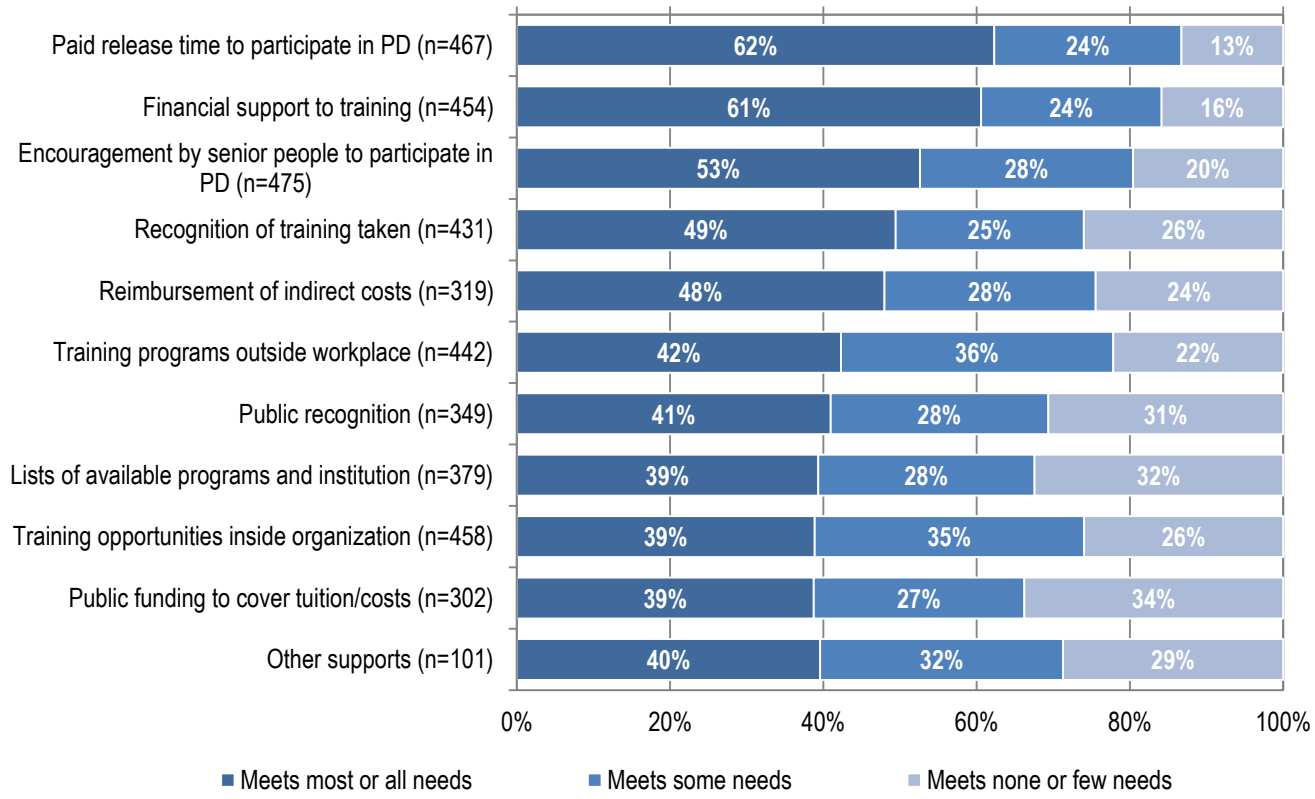
As for non-employer PD supports, there has been a wide range of support and at similar levels to the employer-provided supports. Training programs to meet skills/career needs (63%) and recognition of training/education (51%) were, by far, the two most commonly reported. Small minorities of participants received reimbursement of indirect training costs (30%), identification of occupational standards required (27%), lists of training programs and institutions to consult (23%), and public financial support (20%).

> **When practitioners were asked to rate the accessibility and sufficiency of various professional development supports, public sources of funding, information on available programs, and public recognition of LES skills were deemed to be least accessible and to have met the fewest needs.**

Practitioners who said a PD support, from a list of employer-provided and publically available supports, was offered or available to them were asked to rate their accessibility to it and its sufficiency in meeting their needs on the job. A range of accessibility was reported but at most, bare majorities indicated a support was quite or completely accessible to them. Most accessible are paid release time to participate in PD (60%), encouragement by senior people to participate in PD (57%), and financial support for training (52%). Only about 30% reported public funding to cover tuition/costs (31%) and public recognition (29%).

Practitioners rated the sufficiency of the PD supports in meeting their needs on the job in approximately the same order as they rated their accessibility to them (figure 9). For example, the highest proportions, 30% and higher, reported the following supports met few or no needs: public funding to cover tuition/costs (34%), lists of available programs and institutions (32%), and public recognition (31%), which are the supports reported to be least accessible to practitioners.

Figure 9 Perceived sufficiency of PD supports in meeting needs of job (% distribution)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

> **While the majority of practitioners reported that their skills are recognized by their employers, most also recommended additional forms of public recognition including province-wide certification and a national professional status for LES practitioners.**

About two thirds of practitioners reported that their organization recognizes, acknowledges, rewards, or otherwise indicates that it values practitioners for skills and knowledge attained through professional development. Skills and knowledge were most commonly recognized by verbal or e-mail acknowledgement (78%) and increased responsibilities (43%). A quarter or less reported more tangible types of recognition, including increased opportunities for mentoring (25%), a training certificate of some kind (24%), wage and salary increase (21%), and change in title/promotion (12%).

In fact, a certificate of recognition was the most frequently desired type of skills recognition by practitioners, with 72% recommending it in some form. Combined with the earlier finding that less than half the practitioners have an LES-related credential suggests a significant gap between the desire for and availability of certification and other forms of recognition. Also frequently recommended was province-wide recognition (60%) and national professional status (50%). Practitioners associated with Aboriginal organizations and colleges and universities more often suggested a certificate of achievement (83% and 82% respectively) than those in other types of organization (72%). Those working for social service organizations and school boards were less inclined to do so (59% and 58%, respectively).

> **While a significant number of practitioners reported that skills recognition has helped with career advancement and earnings, the primary effects relate to the intangible benefits including professional pride, job satisfaction, and strengthened connections with colleagues in the LES field.**

Practitioners were more likely to have experienced intangible than tangible benefits of skills recognition. Skills recognition was thought to bring the most benefit in terms of greater professional pride (73%), job satisfaction (68%), strengthened linkages with colleagues and the literacy movement (65%), increased motivation to develop skills (65%), enhanced qualifications (55%), and increased external validation of LES (53%). In contrast, less than 40% of respondents thought that recognition brought much tangible benefit in terms of career advancement (36%), greater job mobility (35%), or increased earnings (24%).

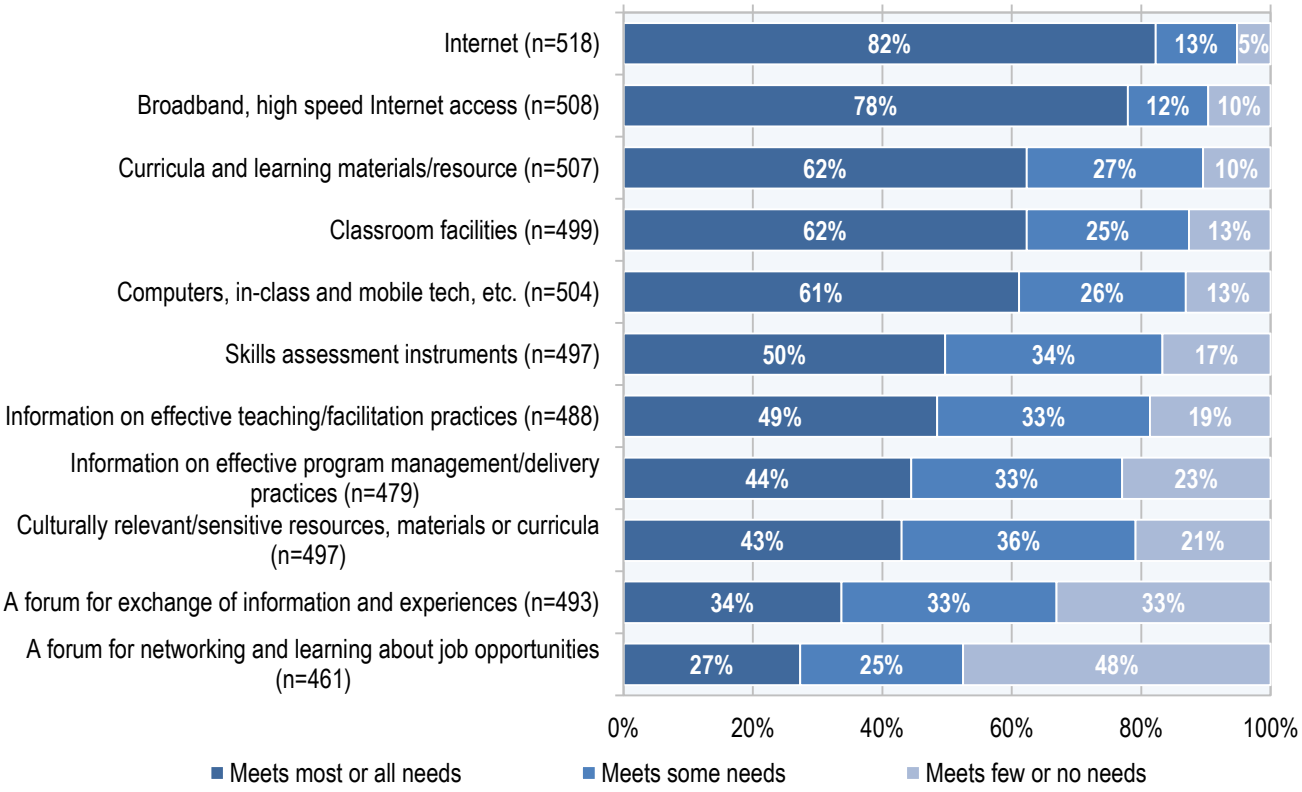
> **Most practitioners reported a high degree of access to both traditional resources needed for LES delivery, such as classroom facilities, curricula, and learning materials, as well as digital technologies to support delivery.**

When asked specifically about resources needed for LES delivery, practitioners reported a range of accessibility issues. Most frequently mentioned as quite or completely accessible included: the Internet (87%), broadband, high speed internet (79%), curricula and learning materials/resources (67%), classroom facilities (61%), and computers, in-class and mobile tech, etc. (60%). The high level of accessibility to digital technologies is notable in light of the low levels of its use in LES delivery reported earlier.

> **Only a small minority of practitioners reported that the existing forums for collaboration and information exchange were accessible and sufficient in meeting their needs.**

In contrast, 22-38% reported as accessible culturally relevant/sensitive resources, materials or curricula (38%), a forum for exchange of information and experiences (33%), and a forum for networking and learning about job opportunities (22%). In terms of perceived sufficiency of these delivery resources, their ranking was similar to that found for accessibility (see figure 10). Respondents from Aboriginal organizations were most likely to report resources as inaccessible to them, though this result must be treated with caution because of the small number of respondents associated with this type of organization.

Figure 10 Perceived sufficiency of LES delivery resources in meeting needs of job (% distribution by sufficiency level)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

> **Most practitioners reported as insufficient the existing career ladders and advancement opportunities within the LES field, along with the absence of an overseeing body to represent their professional interests.**

Practitioners were also asked about a range of other supports and factors that contribute specifically to their job performance and career advancement. These include performance incentives, performance feedback, cooperation among colleagues, participation in decision-making, and articulated standards and job descriptions. Almost all practitioners had access to most of these additional sources of support. However, four supports stood out with a considerable number of practitioners reporting them as insufficient: performance incentives (40%), defined career ladders (33%), job/career advancement opportunities (27%), and an overseeing body representing their professional interests (21%).

Overall conclusions and recommendations

Service delivery

LES practitioners face a diverse set of service delivery challenges. They work in all regions of the country and in a variety of delivery settings, represent organizations wide ranging in type, and serve diverse client groups. Many work in organizations where they represent a minority of the workforce and they are often engaged in a variety of learning and administrative activities, beyond instruction, necessitating significant multi-tasking and flexibility. Traditional modes of delivery dominate LES instruction, despite broader trends toward digital forms of training delivery and high importance ratings for digital technologies among LES practitioners.

> **Recommendation 1**. Given the diverse settings and the small size of many organizations involved in LES delivery, constraints on their capacity to support LES practitioners may be significant. Additional mechanisms should be considered to facilitate and leverage the support and resources that LES organizations can provide to their practitioners, notably in the area of digital technologies.
>
> **Recommendation 2**. Further study is recommended to explore the apparent gap between practitioners' reported use of digital technologies in the delivery of LES services and their rated importance of them. This may relate to some form of underlying capacity or related constraints of delivery agencies, which result in preferred delivery models that under-utilize digital technologies.

Socio-demographics, employment, and career transitions

The proportion of LES practitioners who are 55 years and older is high and indeed higher than in the Canadian workforce at large. While most practitioners have high levels of confidence and psychological capital, job anxiety levels are fairly high, which may be linked in part to instability associated with part-time working hours and the temporary nature of LES employment for many practitioners. Despite intrinsic motivations that appear to have led many practitioners into the LES field, a significant minority may leave in the next five years, magnifying succession and recruitment challenges the sector may face due to an aging workforce.

> **Recommendation 3**. A proactive policy to both increase the number of entrants and reduce exits from the LES workforce may be needed to avoid potential labour shortages arising from an aging workforce and concerns over job stability.
>
> **Recommendation 4**. While government may not be able to directly address concerns over job stability, policies that reinforce and communicate the intrinsic motivations for LES employment may be particularly effective, including efforts to professionalize the field and facilitate collaboration and connection among practitioners.

Human capital

While practitioners are highly educated and a majority feel LES credentials are important, only a minority have received specific LES-related certifications. This is likely due to lack of options in this respect. Nearly three-quarters of practitioners recommended the creation of additional forms of public recognition, including province-wide certification and a national professional status for LES practitioners. Their motivations for public recognition appear to be diverse. While a significant number of practitioners reported that skills recognition has helped with career advancement and earnings, the primary effects relate to intangible benefits such as professional pride, job satisfaction, and strengthened connections with colleagues in the LES field.

> **Recommendation 5**. Steps to professionalize the LES field should include provincial and/or nationally recognized standards of practice, along with a certification program based on those standards, which would appear to have significant support among an already highly educated LES workforce.
>
> **Recommendation 6**. Any certification program should focus not only on developing best practices in the field, but also on affirming and communicating skills and professional recognition, as the support from practitioners for this appears driven not only by career development interests but by intrinsic motivations.

Supports for the job

While a large majority of LES practitioners reported receiving some form of professional development support from their employers, only about half have received financial support in terms of tuition, other training costs, or paid release time. Public sources of funding, information on available programs, and public recognition of LES skills were deemed to be least accessible and to have met the fewest needs. Notably, only a small minority of practitioners reported that the existing forums for collaboration and information exchange were accessible and sufficient in meeting their needs. Most practitioners also reported as insufficient the existing career ladders and advancement opportunities within the LES field, along with the absence of an overseeing body to represent their professional interests and diverse needs.

> **Recommendation 7**. Governments and key stakeholders should explore longer-term strategies to support retention and career advancement opportunities within the field, including additional support for professional development, the creation of suitable career pathways, and support for networks that monitor the professional interests of the LES workforce.
>
> **Recommendation 8.** A network of stakeholders should lead the development of suitable career pathways for LES practitioners, in a way that ensures a relevant organizing framework linking standards of practice and certification with training and professional development activities, across the diverse regions and settings that LES delivery is currently conducted.

1. Introduction

Canadian Literacy and Learning Network (CLLN), with funding from the Government of Canada's Adult Learning Literacy and Essential Skills Program (ALLESP) through the Office of Literacy and Essential Skills (Human Resources and Skills Development Canada), is conducting a Labour Market Study of Literacy and Essential Skills workers. Two feasibility studies from 2010/2011 investigating the Literacy and Essential Skills sector pointed to a significant gap in information related to Literacy and Essential Skills workers.[10] Conducting an in-depth survey of the Literacy and Essential Skills workforce is an appropriate way to fill the gap. CLLN engaged Social Research and Demonstration Corporation (SRDC) to administer the survey.

In addition to the survey, CLLN is conducting key informant interviews and focus groups with individuals in the field to gather more in-depth perspectives. CLLN is speaking to Literacy and Essential Skills workers delivering Aboriginal, French and English programming. In addition to the survey, focus groups and key informant interviews, CLLN is also conducting relevant, associated research about working in the Literacy and Essential Skills field and labour market studies in other jurisdictions.

CLLN's labour market study is guided by a pan-Canadian advisory committee composed of national and provincial/territorial literacy and essential skills (LES) representatives, subject matter experts and other individuals with the skills and knowledge to guide the work of the project. Over the course of this survey, the advisory committee worked with SRDC to identify the issues addressed by the survey, to review the survey instrument, and to review the findings and results from the survey.

1.1. Objectives and rationale

The goal of the survey was twofold: (1) to provide a national comprehensive picture of LES practitioners and their human resource needs and (2) to contribute to a national labour market study of this workforce being conducted by CLLN. On the one hand, the survey represented an opportunity for LES practitioners to give voice to what is going on in their job and their views on various aspects of their job and the supports they are provided and desire. On the other hand, the resulting research findings will enable stakeholders to gain a better understanding of the skills, knowledge, abilities and resources possessed and needed by practitioners to deliver effective and efficient LES programs for adult Canadians. By gathering knowledge about who adult LES practitioners are and their needs and practices, the study will help inform policy makers at the national, provincial and territorial levels as to how to encourage and support effective LES delivery.

The need for this study originates in the recognition of a gap in knowledge relating to the extent and needs of the LES practitioner workforce, which was identified by the defunct Canadian Council on Learning and Statistics Canada Studies mentioned earlier investigating the LES sector. CLLN's 2007

[10] In 2010 the Canadian Council on Learning conducted a study called "Feasibility Study for a Survey of Adult Literacy and Essential Skills Providers," for the Office of Literacy and Essential Skills, Human Resources and Skill Development Canada, and in 2011, Statistics Canada conducted a feasibility study of the analytical potential and limits of using provincially and territorially held administrative data to develop a portrait of LES workers.

"Environmental Scan: Literacy Work in Canada" also remarked on the unevenness in the availability and/or the anecdotal nature of information on numbers of practitioners as well as programs.[11] It was determined that a representative survey of the workforce would be the best way of filling this gap.

1.2. Survey target

LES practitioners targeted for this survey comprised instructors/trainers, tutor trainers, skills assessors, program/curriculum developers, coordinators, administrators, managers, and intake/assessment workers, who provide LES services. Eligible for the survey were LES practitioners who are paid for their services at least part of the time and/or deliver LES services to adults (18 years of age and older) at least part of the time. Though it is appreciated that volunteer practitioners and those serving youth play an important role in LES delivery, they were not the focus of the survey. The focus was also on practitioners who provided LES services exclusively as a standalone program, or in addition to or embedded in other services they deliver.

1.3. Plan of the report

In Part A, the technical details of the survey administration is provided, including the process of designing the survey instrument (Chapter 2), the exercise of engaging organizations for purposes of distributing the survey invitation (Chapter 3), and survey response (Chapter 4). Then in Part B, the results of the survey data analysis are presented: the profile of the LES workforce according to the organizations they work for and where, how and to whom they deliver LES services, their socio-demographic and employment characteristics, and their career (Chapter 5); a picture of this workforce's human capital including their educational attainment, the professional development activities they have participated in, and the skills and knowledge they possess (Chapter 6); and the supports LES practitioners can rely on for their jobs, including for professional development supports, delivery resources, skills and training recognition, and supports for job performance (Chapter 7). Finally, in in Chapter 8, the major results and findings of the survey data analysis are drawn together.

[11] Source: http://www.literacy.ca/content/uploads/2012/03/Environmental-Scan-of-Literacy-Work-in-Canada-2007-.pdf

Part A: Survey design, engagement, distribution, and response

2. Issues addressed and survey design

2.1. Issues addressed

The issues to be addressed by the Survey of the Literacy and Essential Skills Workforce were identified in the Request for Proposals issued by CLLN as well as SRDC's own experience with LES research. A list of issues was drawn up by SRDC and discussed with the project Advisory Committee in the fall of 2012. Three main types of information were collected from LES practitioners: basic profiling/contextual data that were used to profile practitioners and contextual other data collected in this survey; information on the human capital of practitioners including educational and professional development qualifications and activities; and information on supports for practitioners in their job.

The issues addressed in the survey are as follows:

Profile/Context:

- **Delivery**: location (province, rural/urban), setting (school, social services agency, library, etc.), client group (Aboriginal, immigrant, low-literacy, low-income, etc.), language of delivery, mode of delivery (small/large group, online, etc.)
- **Socio-demographic**: age, gender, family status, household income
- **Aspects of job**: employed/self-employed, paid hours, overtime, volunteer hours, part-time, activity (instruction, assessment, management, etc.), permanent/temporary contracts, satisfaction with aspects of job: wages, hours, benefits
- **Organization**: sector (public, private, non-profit), size (number of employees), and type (college, school board, government, Aboriginal organization, etc.)
- **Career**: tenure in job and workforce and in LES field, likelihood of leaving the field, motivations and intentions: reasons for entering and possibly staying in LES field

Human capital:

- **Educational qualifications** and perceptions of their effectiveness: education certificates, diplomas and degrees
- **Professional development activities** pursued since leaving the formal education system: formal and informal learning and training activities and perceptions of their effectiveness
- **Skills/knowledge**: instruction, assessment, program design, administrative, management and other skills and knowledge possessed

Supports:

- **Professional development supports:** verbal encouragement, coverage of costs, grants, etc. received, and practitioners' views on accessibility and sufficiency of the supports
- **Delivery resources:** printed and online materials, forums used and practitioners' perceived views on accessibility and sufficiency of the resources
- **Training and skills recognition:** verbal recognition, certificate of achievement, etc. received and practitioners' recommended forms of recognition and benefits of recognition
- **Performance supports and enablers**: performance incentives, performance feedback, staff cooperation, etc. and practitioners' reported impact on job performance

2.2. Design of survey questionnaire

The initial decision was made that the Survey of the Literacy and Essential Skills Workforce would be an online survey. Among the benefits of an online survey are that it enables participants to complete the survey at their own pace and when/wherever they wish; skip patterns can easily be programmed into an online survey; data collected are entered automatically into the dataset; most practitioners have Internet access, and an online survey is more cost-effective than its telephone and paper version counterparts. That being said, during the early stages of the survey launch, a small number of potential survey respondents appeared to have connectivity challenges, so a fillable PDF version of the questionnaire was developed and made available to practitioners.

A survey questionnaire was drafted by SRDC to address all the issues raised above. The questionnaire was then re-drafted and finalized to reflect comments provided by CLLN. After approval of the questionnaire by CLLN, SRDC sent the English Word version of the questionnaire to 12 external reviewers selected and recruited by CLLN representing various constituencies within the LES field. Comments on the questionnaire were sent to SRDC mostly electronically in the form of track changes and written comments. The comments that were addressed concerned mainly clarification and simplification.

Length was also identified as an issue by the reviewers, but most of the issues were deemed too important to cut from the survey. This issue was raised again when the survey was live. Respondents were asked to leave any comments they had about the survey and LES in general and the most frequently provided responses concerned the length of the survey. Of the 690 respondents whose responses comprised the analysis file for this report, 129 left comments and, of these, 63 (a little less than 10% of the total number of respondents) wrote that the survey was too long.

The re-drafted Word version of the questionnaire was then programmed into an online version using FluidSurveys and field-tested, first internally within SRDC and then externally by two reviewers in the field. The emphasis of this field-test was on flow, and less so on content, which was the focus of the first review. Only a few changes were made as a result of the field test. The final English and French versions of the questionnaire are attached as Appendix A.

While the Word version of the survey in English was being programmed and field-tested it was translated into French. The translated Word version of the questionnaire was then sent to three

external reviewers identified by le Réseau pour le développement de l'alphabétisme et des compétences (RESDAC) and by la Coalition ontarienne de formation des adultes (COFA). Their suggestions were communicated to SRDC in a group session on the telephone and moderated by SRDC – to ensure cultural adaptation (because different French literacy terms are used in different provinces). The changes suggested concerned improvement of the translation of English terms. These changes were made on the Word version of the questionnaire in French, which was then programmed into the online version using the English online template.

3. Survey engagement and distribution list compilation

The LES practitioner workforce is large and diverse. Very rough early estimates indicated that there could be as many as 50,000 individuals involved in the delivery of LES services in some way in a variety of settings. It was the mandate for this survey to include individuals involved in all areas where LES services could be delivered, alone or as part of social, employment or integrative services in all forms of LES delivery, and in all possible capacities such as instruction, assessment, program development, referral, administration, coordination, and management. For these reasons, it was understood that it would be challenging to compile a master list of all LES practitioners, from which a representative sample of practitioners would be randomly drawn to be invited to participate in the survey.

Therefore, it was necessary to rely on an indirect "convenience sampling" strategy for this survey. This entailed first actively recruiting respondents indirectly by engaging the organizations they work for, and then re-contacting the organizations at survey launch to distribute the survey invitation and notices to them for them to pass on to individual practitioners affiliated in some way to them. This chapter is concerned with the engagement process and the next chapter reports on survey distribution and response.

Survey engagement was a top-down organization-based process, whereby, well in advance of the survey launch, organizations in targeted areas where LES is delivered were engaged to secure their cooperation to first publicize the survey and to later, when the survey was launched, distribute the survey invitation to their affiliated practitioners and organizations. The exercise was carried out in two rounds, the first based on an already compiled list of mainly delivery organizations, and the second round focused on key, umbrella-like organizations or coalitions of delivery organizations in each of the identified areas where literacy and essential skills services were thought to be provided. Each of these rounds is described in turn.

3.1. First engagement round

In the first round from September to November 2012, SRDC, along with CLLN personnel, began working with a list of 2,600 mainly delivery organizations potentially involved in literacy and essential services, compiled as part of the 2010 feasibility study conducted for the Office of Literacy and Essential Skills (OLES).[12] SRDC's review of the original list identified two key data fields for which significant gaps existed, both of which would come to influence not only the eventual choice of a primary engagement strategy with organizations but also the allocation of person-resources to fill in the gaps in data.

First, although the original list provided to SRDC contained 2,600 entries, these entries did not represent the full breadth of organization categories required to achieve the desired sample frame. For example, disability and immigrant organizations were not included or, if included in the original list, were not identified as providing services to the key subpopulations. In addition, the original list did not

12 Canadian Council on Learning, "Feasibility Study for a Survey of Adult Literacy and Essential Skills Providers," for the Office of Literacy and Essential Skills, Human Resources and Skill Development Canada, 2010.

provide any e-mail addresses that could be used for mass electronic communications and survey distribution. The first round of engagement with potential survey participants, therefore, focused on several key activities: 1) conducting a web search to identify and add literacy organizations serving disability and immigrant populations; 2) examining the original list for duplicate entries and now-defunct organizations and removing them; and 3) conducting a web search for the e-mail addresses for the remaining entries (n=2,826, comprised of the original number of entries, less the duplicate and defunct entries, plus the ones added). A team of four SRDC staff and one CLLN contractor worked over a period of several weeks in October and November 2012 to build this updated list. The majority of this time was spent on locating at least one e-mail address for each organization, with a focus on identifying the name and e-mail address of the individual or department most likely to be directly involved in a literacy-related component of programming. In the end, web searches for 1,491 of the organizations (or 53%) were conducted prior to the decision to move away from a communications/outreach strategy based on mass e-mails (see below). Of the 1,491 for whom web searching was done, 1,128 were sent the round 1 e-mail message (see below). The remaining 363 organizations were not sent the e-mail because they were: a) found to be defunct (n=29); b) provided no e-mail address on their website (n=215); c) found to be out-of-scope of the desired sample frame (n=3); or d) the decision was made to proceed to the second round of the outreach strategy before the e-mail could be sent (n=116).

As batches of organizational e-mail addresses were added to the dataset, SRDC sent out mass e-mails, in English or French, to the 1,128 organizations[13] for which contact information was found seeking their cooperation in the ensuing survey (see Appendix B for the contents of this e-mail). Specifically, in this e-mail message, SRDC described the survey and its purpose, and asked the organizations for their endorsement and cooperation in initially publicizing and later sending the survey invitation to their LES practitioners. SRDC developed and attached a survey promotional piece developed for purposes of explicating and "selling" the survey (see Appendix B, round 1[14]). Organizations were also asked how many LES practitioners they had working for them, and to offer the names and contact information of these individuals (or affiliated organizations if the e-mail recipients were networks). A secure e-mail address was created at SRDC for the organizations to send this information to. Of the 1,128 e-mails sent (as mentioned above), 1,045 were successfully sent (i.e., no undeliverable or "bounce back" message received). Of these, only 45 organizations responded, of which 42 responded positively to the request for cooperation, though none of these offered to send SRDC their membership list. A return e-mail message was sent to them thanking them. The remaining three organizations declined outright.

In light of this and the sheer time expenditure that would be needed to find contact information for the remaining entries on the original list and for others that would be needed to cover the LES practitioner field, it was determined that it would be a better use of resources to focus engagement efforts on key umbrella organizations responsible for large numbers of organizations and practitioners in their particular sector. This was seen as more efficient than trying to find contact information for and

13 A complete list of contacts including contact information was provided to CLLN in a spreadsheet.

14 Note that the original e-mail contained an attached short questionnaire asking for information on the organization and how it could help us, but this message was streamlined with the request embedded in the message. The two e-mail messages and short questionnaire are contained in Appendix B, round 1.

approaching all delivery organizations on the original list, which was only a subset of the organizations that would be approached.[15]

At this point, no further work was done in filling in the missing e-mail addresses or sending e-mails to the rest of the organizations on the original list (n=1,335) and the focus was shifted to engaging the umbrella organizations in the second round, as described in the next section. The hope was that the remaining organizations from the original CCL list would be contacted in round 2 as part of the networks of umbrella organizations.

3.2. Second engagement round

The second round of the engagement process, made known to CLLN in October 2012, took place between November 2012 and March 2013. The purpose of these contacts was to secure priority organizations' assistance in reaching affiliated organizations (and individuals), both for pre-survey publicity and for survey distribution when it was to be launched. Specifically, the objectives were the following:

- To obtain the organizations' endorsement of the survey;
- To encourage them to publicize the survey in advance on their own website and/or to use their communication channels such as a newsletter or e-mail to send messages about the survey and its benefits to their member organizations and individuals; and
- To secure their agreement to later post the survey invitation/link on their webpage and/or forward it to individual LES practitioners associated with it or to member organizations, which would then relay the invitation to individual LES practitioners.

Initially, it was determined in concert with CLLN that organizations of the following broad types would be engaged (see further below for a list of the organizations contacted, by targeted area):

- community-based organizations involved **directly in the provision of literacy and essential skills services**;
- organizations **delivering LES services as part of other services that they deliver to the general public:** colleges, adult high schools, community futures organizations (delivering community

[15] There are potential challenges with this approach. With engagement taking place well before the survey launch, it is possible circumstances could arise in the interim until the survey launch that could affect their desire or ability to fulfill the promise. At the time of survey, SRDC could not be certain that organizations would or could distribute the survey invitation as promised at the engagement stage. Furthermore, SRDC did not typically know the true reach of the organizations, the kind of relationship they had with their allied organizations and practitioners in terms of relevance and support, nor how they would position notice of the survey in the context of other communications undertaken by the organization. Thus, SRDC did not have any way of knowing the total number of organizations and LES practitioners that would receive the survey invitation nor how the invitation would be treated by invitees. However, it was felt the efficiency and coverage of the top-down approach outweighed these disadvantages.

economic development assistance in smaller communities), training centres, social service agencies, unions, libraries, and food banks;

- organizations providing services to identified **cultural groups**, including Aboriginal persons, persons with disabilities, and new immigrants;
- **miscellaneous types** of organizations including national literacy organizations not responsible for delivery per se, unions, associations of training and career counselling professionals, and human resources sector councils and employer organizations that may employ LES practitioners.[16]

SRDC first identified the national and regional umbrella bodies in each of the identified areas or sectors where LES services were thought to be delivered, either directly or as part of other services they deliver. Most were already known or were identified through web searches; others were identified by the first umbrella organization contacted, e.g., RESDAC (the national Francophone literacy coalition identified key francophone literacy organizations in the provinces and territories); and some had been on the list of the first round of engagement. The key criterion to be included in the second round of engagement was that the organization was a national or provincial organization overseeing large numbers of delivery organizations (or sub-networks of such organizations) in their particular sector. SRDC researchers then identified, on each umbrella organization's website, the key individual(s) representing the organization, typically executive directors or coordinators.

SRDC researchers then contacted the representative (or in some cases representatives) of the organizations, typically first by telephone. They were then sent a follow-up e-mail message and promotional document SRDC had developed that more fully described the purpose, content and benefits of the survey while emphasizing the confidentiality and security of the survey responses they would provide (see Appendix B, round 2, for an illustration of the e-mail message, which was adapted to the particular organization and situation). In most cases where a person was never reached and only a message was left and where there was an e-mail address, the communications package was sent anyway. A summary of the organizations in a wide range of targeted areas that were on the second engagement round list is presented in Table 1, along with an indication of the outcome of the engagement efforts.[17] A discussion and explanation of the results are provided below the table.

[16] The original hope was that the sector councils could help SRDC identify major employers in their particular sector that have LES practitioners on staff, but none agreed to help in this respect.

[17] A detailed list of the organizations engaged in the second round was provided to CLLN, which includes the name and contact information of the person (or persons) representing the organization that was contacted.

Table 1 Organizations approached and whether or not agreement was obtained

Type and name of organization	Agreement?
Provincial/Territorial LES coalitions	
Decoda Literacy Solutions (BC)	YES
Literacy Alberta	YES
Saskatchewan Literacy Network	YES
Literacy Partners of Manitoba	YES
Essential Skills Ontario	YES
Quebec English Literacy Alliance	YES
New Brunswick Literacy Coalition	YES
Literacy Nova Scotia	YES
PEI Literacy Alliance	YES
Literacy Newfoundland and Labrador	YES
Nunavut Literacy Council	YES
Northwest Territories Literacy Council	YES
Yukon Literacy Coalition	YES
Practitioner associations	
Canadian Career Development Foundation (CCDF)	YES
Canadian Council of Career Development Assoc (CCCDA)	YES
Canadian Society for Training and Development (CSTD)	YES
Career Professionals of Canada (CPC)	YES
Canadian Education and Research Institute for Counselling (CERIC)	YES via listserv
Colleges	
Association of Canadian Community Colleges (ACCC)	YES
National Association of Career Colleges (NACC)	YES*
Canadian Coalition of Community-Based Employability Training (CCCBET)	DEFUNCT
Association of Private (Career) Colleges (AoPC)	DEFUNCT

Type and name of organization	Agreement?
Aboriginal organizations	
National Association of Friendship Centres (NAFC)	YES*
Council for the Advancement of Native Development Officers (CANDO)	YES
Aboriginal Human Resource Council (AHRC)	Tentative approval
Aboriginal Skills and Employment Training Strategy (ASETS)	YES-gave names for SRDC to follow-up on
Saskatchewan Aboriginal Literacy Network Inc. (SALN)	YES
Ontario Native Literacy Coalition (ONLC)	Message left, no response
Aboriginal Community Career Employment Services (ACCESS)	YES
First Nations Adult & Higher Education Consortium	Message left, no response
National Indigenous Literacy Association	DEFUNCT
Immigrant organizations	
Immigrant Employment Council of BC	DON'T DELIVER LES
Affiliation of Multicultural Societies and Services Agencies of BC (AMSSA)	Message left, no response
Manitoba Immigrant and Refugee Settlement Sector Association Inc (MIRSSA)	Message left, no response
Ontario Council of Agencies Serving Immigrants (OCASI)	Tentative approval
Saskatchewan Association of Immigrant Settlement and Integration Agencies (SAISIA)	Message left, no response
Assisting Local Leaders with Immigrant Employment Strategies (ALLIES)	Tentative approval
Canadian Immigrant Settlement Sector Alliance (CISSA)	DEFUNCT
Citizenship and Immigration Canada Integration Branch	CANT HELP
Corrections organizations	
John Howard Society (JHS)	YES-gave names for SRDC to follow-up on
Elizabeth Fry Societies (EFS)	YES
Correction Services Canada	NO
Limestone District School Board, Kingston	DON'T DELIVER LES
Libraries	
Canadian Library Association (CLA)	YES

Type and name of organization	Agreement?
Unions	
Canadian Union of Public Employees (CUPE)	YES-gave names for SRDC to follow-up on
Canadian Labour Congress (CLC)	YES
UNITE HERE Canada (formerly the Union of Needletrades, Industrial and Textile Employees and the Hotel Employees and Restaurant Employees International Union)	Message left, no response
Public Sector Alliance of Canada (PSAC)	DON'T DELIVER LES
United Food and Commercial Workers Canada (UFCW)	NO
Sector Councils/Employers	
Canadian Trucking Human Resources Council	YES
Construction Sector Council (now called BuildForce Canada)	YES*
Mining Industry Human Resources Council	YES
Canadian Tourism Human Resource Council	Early web notice only
Textiles Human Resource Council (subsumed into Canadian Manufacturing Network)	NO**
Chambers of Commerce	YES
School boards	
Canadian School Boards Association (CBSA)	NO
Ontario Association of Adult and Continuing Education School Board Administrators (CESBA)	YES
Adult Basic Education of British Columbia (ABEBC)	Left message, no response
Disability organizations	
Canadian National Institute for the Blind (CNIB)	YES
Deaf Literacy Initiative, ON	YES
Canadian Mental Health Association (CMHA)	YES
Neil Squire Society	Message left, no response
Spinal Cord Injury (SCI) Canada (replaced Canadian Paraplegic Association)	Message left, no response
Canadian Paraplegic Association, NS	DON'T DELIVER LES

Type and name of organization	Agreement?
Canadian Hearing Society	Message left, no response
Learning Disabilities Association of Canada	DEFUNCT - virtual only
Francophone organizations	
Le Réseau pour le développement de l'alphabétisme et des compétences (RESDAC)	Tentative approval
Le Table des responsables de l'éducation des adultes et de la formation professionnelle des commissions scolaires du Québec (TRÉAQFP)	YES
Le Centre de documentation sur l'éducation des adultes et de la condition féminine (CDÉACF)	YES
Le Coalition ontarienne de formation des adultes (COFA)	YES
L'Association québécoise des intervenantes et intervenants en formation générale des adultes (AQIFGA)	YES
Collège Acadie Î.-P.-É (PEI)	YES
Le Regroupement des groupes populaires en alphabétisation du Québec RGPAQ	YES
Équipe d'alphabétisation – Nouvelle Écosse	YES
Pluri-elles, MB	YES
Collège Mathieu, SK	YES
Collège Éducacentre, BC	YES
ÉDUK, AB	YES
Association franco-yukonnaise	YES
Fédération d'alphabétisation du Nouveau-Brunswick (FANB)	YES
L'Association des cadres des collèges du Québec (ACCQ)	DON'T DELIVER LES
Community Economic Development	
Community Futures British Columbia	Message left, no response
Community Futures Network of Alberta	Message left, no response
Community Futures Saskatchewan	Message left, no response
Community Futures Manitoba	Message left, no response
Community Futures Development Corporations in Ontario	Message left, no response

Type and name of organization	Agreement?
Atlantic Association of Community Business Development Corporations	Message left, no response
General/Other	
National Adult Literacy Database (NALD)	YES
Alphaplus	YES
ABC Literacy	YES
Office of Literacy and Essential Skills (OLES)	YES
BC Centre for Employment Excellence	YES
Centre for Literacy	YES
YMCA Canada	Tentative approval
Saskatoon Food Bank and Learning Centre	Message left, no response
Regina foodbank	Message left, no response
Canadian Federation of Municipalities	Message left, no response
Frontier College	YES
Centre for Excellence in Foundational Learning, Bow Valley College	Message left, no response
The Training Group, Douglas College	YES
Skill Plan	YES
Industry Training Authority (ITA), BC	Message left, no response
New Literacies @ Work (online)	Message left, no response

* Was later told at the time of the survey that the contact did not in fact distribute the invitation, for assorted reasons.

Note that special attention was paid to engaging the 13 provincial/territorial coalitions of LES organizations. The reason is that these organizations are the literacy hub of their respective jurisdiction overseeing several organizations delivering LES as well as regional networks of such organizations. These coalitions were separately consulted by SRDC in a group session in Ottawa in the fall of 2012 where they were attending a meeting hosted by CLLN. In a special presentation, the literacy coalitions were informed of the survey's purpose and benefits and informed of the nature of the request SRDC was making of them. All agreed to cooperate in publicizing and distributing the invitation to the survey. CLLN also spent a considerable amount of time separately engaging these organizations and encouraging them to later disseminate the survey invitation to their members and contacts.

The table shows that SRDC approached 103 organizations to engage them in the survey, with varying degrees of success, as follows:

- 60 gave their assent (58% response rate), of which:
    - 3 did not agree to distribute the invitation themselves but provided SRDC with a total of 15-20 names of contacts for SRDC to invite to the survey individually;
    - 1 suggested SRDC post the survey notices on the respective organization's listserv; and
    - 3 agreed but later informed us they did not distribute the invitation.
- 5 gave their tentative approval, pending consultation with others, that they would participate but this could not be confirmed upon repeated follow-up contacts;
- about 20 never responded to repeated (at least two) phone calls or e-mails, for some of which no individual contact name could be found (i.e., it was a general e-mail box) – these are concentrated in disability, immigrant and community economic development organizations;
- 5 informed us they did not deliver any literacy and essential skills services;
- 4 explicitly declined to help us, despite delivering LES services; and
- 5 were discovered to be defunct organizations.

Note from the above that three organizations that had agreed in the engagement round to later distribute the survey invitation later told us that they could or did not in fact distribute the invitation, for assorted reasons. It should also be noted that there may have been others SRDC and CLLN were not made aware of among those who gave their pre-survey assent who later did not distribute the survey invitation, just as there may have been those with whom unreturned messages were left or who gave only their tentative approval in the engagement round who, in fact, did distribute the survey invitation.

SRDC and CLLN also turned to the Internet and social media to publicize the survey and encourage participation in it. CLLN created a website for the Labour Market Study containing information about the survey and the survey link, posted the survey notice on its Facebook page, and tweeted messages about the survey. In addition to the CERIC listserv mentioned above (Contactpoint.ca Career Developer Group), SRDC posted the survey notice and invitation on the its own website, its own Facebook page, its own LinkedIn page, the ES Practitioners Facebook page, and the Network for Aboriginal Mining Education LinkedIn page.

Organizations were asked to inform SRDC of their survey distribution efforts, but only a minority did. Contacts reported a wide range of distribution efforts, including the following:

- inserting the survey notice and invitation in their regular newsletter or a special e-mail announcement to their contacts (e.g., OLES, NALD, RESDAC, CCC, some provincial LES coalitions);
- posting a blurb containing the survey link on their website (e.g., several provincial/territorial coalitions, SkillPlan, NALD, Centre for Literacy, CTHRC, BC Centre for Employment Excellence);
- posting notice of the survey on their Facebook and LinkedIn pages (e.g., CPC); and
- sending out Tweets (e.g., ABC Literacy for Life, BC Centre for Employment Excellence).

See the next chapter for a discussion of survey distribution and of survey results where respondents reported where they received the survey invitation from. Note also that some organizations were directly contacted by CLLN and told CLLN about their distribution efforts for the survey.

3.3. Summary

The size and diversity of the LES workforce meant a master list of LES practitioners could not be compiled from which a random sample of practitioners would be drawn and invited to the survey. This necessitated "convenience" sampling strategy whereby respondents would have to be actively recruited to participate in the survey. Furthermore, owing to the large number of organizations in various sectors that deliver LES services, a top-down organization-based approach to recruiting practitioners for the survey was adopted. This entailed contacting organizations to secure their commitment to later distribute the survey invitation to the delivery organizations and practitioners they oversee.

The organization-based engagement process took place in two rounds over a 7-month period from September 2012 to March 2013. The first round was based on existing list of 2,600 organizations, which lacked contact information, and coverage of all targeted areas. The survey team sent mass e-mail messages to the 1,128 organizations for which contact information was found. However, owing to the fact that only 42 positively responded to this request and the sheer time expenditure that would have been needed to find contact information for all organizations on the original list and for additional organizations to cover other areas, the it was decided that would be a more efficient use of resources to focus key umbrella organizations responsible for other organizations and practitioners. Thus, in round 2, about 100 umbrella (hub) organizations overseeing large numbers of delivery organizations and practitioners in each of the targeted areas were identified and personally and individually contacted to secure their cooperation to distribute the survey. The cooperation of over 60 of them was obtained.

4. Distribution, response, and analysis

The online survey, which was conducted using the FluidSurveys platform, was officially launched March 11, 2013, with the announcement by CLLN on the Labour Market Study website and the distribution of e-mail invitations by SRDC, in parallel with CLLN's other publicity and own distribution efforts. During the week of March 11 and the following week, SRDC sent a survey invitation e-mail to all organizations that had been contacted in the fall and winter of 2012-13 as part of the survey engagement efforts, both rounds 1 and 2, as described in the previous chapter.

4.1. Survey distribution

As indicated, the central aspect of the survey distribution was not to directly invite LES practitioners to participate in the survey, which was not feasible given the estimated size of this workforce, but to ask organizations to do so. For this purpose, communication materials were prepared and vetted with CLLN. All survey distribution communication materials are contained in Appendix C. In doing so, contacts/organizations were approached to ask them to send a direct invitation e-mail to individual practitioners or to post a suggested message about the survey containing the survey link on their webpage, as a Tweet, in a newsletter, or in a special e-mail sent to their contacts, including individual practitioners and deliver organizations. As well, individual respondents were asked in the survey to send the survey invitation to other LES practitioners.

There were two groups of contacts that were sent an invitation and accompanying communication materials between March 11 and 25, 2013, as follows.

- First, there was a group of 975 organizations contacted in a mass e-mail message in round 1 of the engagement process in early fall of 2012. Of these, the 928 that did not respond earlier were sent a preliminary e-mail "personalized" with the name of the organization and the name of the contact person if one had been identified. The purpose was to remind organizations that they had not responded earlier but now that the survey was launched, they were told they soon would be invited to distribute the invitation, unless they responded with "unsubscribe" in which case they would be taken off the distribution list. A total of 20 organizations asked us to remove them off the list. Then, the survey invitations and accompanying communication materials were sent to the remaining organizations.
- Second, there was the group of 103 key umbrella organizations whose representatives were approached during the intensive part of the engagement process in late fall of 2012 and winter of 2012-13, as described in the previous chapter. Both those who agreed to cooperate and those who did not respond were sent the survey invitation package. Those that declined or indicated they do not deliver LES were not invited to the survey. Of those invited, only half acknowledged receipt of the invitation.

Note that the survey distribution approach as described above means that many organizations and practitioners likely received multiple communications about and invitations to the survey as many were likely on more than one list. However, it was thought this would not be a problem and in fact

could strengthen response as it would indicate a real desire on the part of the survey sponsor to hear from practitioners.

All organizations that were sent an invitation were asked to inform us of their distribution efforts. This was done, because, as described above, this is essentially a "blind-faith" distribution and the reach of the organizations was not known nor how faithfully they would conduct their own distribution efforts. However, a small minority of the organizations contacted in the early stages of the engagement exercise informed us of their distribution efforts, and only about half of the umbrella organizations engaged in the second more intensive round told us of their expected and actual distribution efforts.

A measure of the reach of individual organizations invited to the survey is provided in the responses to a survey question asking respondents to identify the organization and/or person they received the survey invitation from or the website they found the survey link on. Of the 690 respondents in the analysis file, 22 chose not to respond to the question, 619 reported that they had received the e-mail invitation from an individual or organization, and 49 said they found the link on a website.

Table 2 indicates the most commonly cited sources, based on the responses to that question. The results show that the national and many of the provincial/territorial (BC, ON, AB, NT, MB, and NS) literacy coalitions played a strong role in recruiting organizations. Also, it is shown that two organizations stand out as sources/distributors of the link among respondents: Decoda Literacy Solutions (the BC provincial literacy coalition) with 48 and CLLN (the sponsor of this survey) with 43. Other noteworthy ones are Skillplan (non-profit organization) with 17 and The Training Group at Douglas College with 12. The large number of respondents citing Decoda Literacy Solutions, SkillPlan, and The Training Group suggests that these three stakeholders in BC were particularly active in getting the word out about the survey and partly explains the large number of respondents from that province.

Over the course of the survey period, survey response was regularly monitored, mainly by producing and observing the breakdowns of responses according to region and type of organization. This information was shared with CLLN. This alerted us to areas where response was deficient and where additional recruitment efforts on the part of SRDC and CLLN was needed.

In the first few weeks that the survey was in the field, SRDC and CLLN heard from a small number of respondents that they were experiencing connectivity issues, specifically, being timed out before completing the survey. Before the survey had gone live the survey firm hosting the survey, FluidSurveys, had tested their surveys on several browsers and experienced no problems with any of them. To accommodate people, SRDC created a fill-able PDF version of the questionnaire that people could download and complete offline and then submit. These data were later entered individually into the survey dataset.

The original end-date of the survey was set at April 30, 2013. However, in the week before that date, the decision was made by CLLN to extend the survey end-date to May 17, 2013, to increase the number of responses. Throughout the time the survey was in the field, CLLN and SRDC continued to spread the word about and the invitation to the survey.

Table 2 Organizations identified as source of survey link/invitation five or more times

Organization	Invitation (e-mail)	Link (website)	Total
Decoda Literacy Solutions (provincial literacy coalition BC)	48		48
Canadian Literacy and Learning Network (CLLN) (national)	35	8	43
SkillPlan (BC)	16	1	17
The Training Group – Douglas College (BC)	12		12
New Brunswick Department of Post-Secondary Education, Training and Labour	11		11
Essential Skills Ontario (provincial literacy coalition)	10	1	11
SRDC	9	1	10
Literacy Alberta (provincial literacy coalition)	9		9
National Adult Literacy Database (NALD)	4	5	9
Northwest Territories Literacy Council (provincial literacy coalition)	5	3	8
Literacy Partners of Manitoba (provincial literacy coalition)	3	4	7
Frontier College (national)	6		6
QUILL Learning Network (ON)	5		5
Literacy Nova Scotia (provincial literacy coalition)	4	1	5
Association of Workplace Educators of Nova Scotia	5		5

During the survey period, the question of survey length was raised as a possible factor in dampening response. Though the survey company set the average length of time to complete the survey at 45-50 minutes, SRDC heard anecdotally that many were taking much longer to complete it. Indeed, as mentioned earlier, length was cited as an issue by a large number of respondents in the last (open-ended) question of the survey. As a precaution, as shorter version of the questionnaire was created and provided to CLLN. However, a decision was made by CLLN that it was important to keep all questions to respect those who had already invested the time to complete the full survey, and not skew the dataset.

4.2. Survey response

Table 3 shows the survey response. A total of 1,948 "touched" the survey, i.e., clicked on the survey link or downloaded the PDF version and submitted it. A further 219 were removed because they were duplicates of other respondents in the dataset in the sense that they had the same IP address.[18]

The response was lower than the targeted 3,000. The fact that a maximum of just 1,948 (less 219 duplicates) touched the survey suggests two things: either there may not be as many LES practitioners as thought and/or the reach of the organizations and our own engagement efforts were not as extensive as hoped. Note that the target was set in light of the estimate of 50,000 LES practitioners in Canada, which may be an over-estimate, and before the extent of the challenge in reaching practitioners was fully understood.

Table 3 Survey response

Response Item	No.
Total no. who "touched" the survey	1,948
No. screened out (deliver LES exclusively to youth or exclusively on a volunteer basis)	-155
No. of "duplicates" (2 or more submissions from same IP address)	-219
No. who submitted data for <50% of the questions	-879
No. of "substantive completers" (entered data for >=50% of questions)	=695
No. in the analysis file (excluding the 5 substantive completers who did not agree to their data being used in the analysis)	**690**

Of those who touched the survey, 155 individuals were screened out because they were not in the targeted population, i.e., they delivered LES to youth only and/or exclusively on a volunteer basis. The submitted questionnaires of another 879 respondents were eliminated because they submitted data for less than 50% of the questions and SRDC felt it important to have a consistent and comparable group of respondents across most questions for the analysis file. The remaining 695 were called "substantive completers," having all submitted data for at least half the questions. Of these, 528 completed the whole survey while 167 completed 55-99% of the questions. However, the responses of 5 of these practitioners could not be included in the analysis file because they answered "no" to a question as to whether or not their responses could be used for analysis. This left 690 respondents in the analysis file.

To compute the survey response rate, the actual number of LES practitioners would have to be known. As noted above, early rough estimates indicated there may be 50,000 practitioners but this could not be substantiated. Therefore, it is not known what proportion that survey respondents represent of the

[18] While it is possible that two or more different practitioners submitted a questionnaire from the same Internet Protocol (IP), the fact that all these had answered very small proportions of the questions, or that the submitted surveys were submitted soon after the previous one, or that the submitted data were very similar to the other submission meant that nothing was lost by eliminating this group.

total population of all LES practitioners in Canada, nor how representative the collected sample is of that of the population. Given the organization-based recruitment strategy that was employed for this survey, as described in Chapter 2, what the respondent pool may well be representative of is the group of LES practitioners who are connected and who are interested in making known their views on the LES sector.

Nevertheless, results of analysis of data that were collected can yield valuable insights about the LES workforce. While the results may not necessarily be representative of this population, because of SRDC's and CLLN's extensive engagement efforts in reaching LES organizations across the country, the research team believes that the collected data has produced useful results and findings based on observed patterns revealed by the data. Variations in incidences and distributions across different sub-groups can indicate qualitative patterns that are of interest to CLLN and the LES sector. Still, readers are advised to interpret the evidence presented as suggestive and exploratory investigations of the LES sector.

4.3. Data analysis and presentation

An analysis plan was created to guide the construction of the dataset and the analysis itself. Since the online survey was programmed to ensure minimum data entry errors, minor data "cleaning" (preparation) was needed on a few variables to derive analysis variables and to improve consistency.

Following the analysis plan, only observations of the substantial completers (answers entered for at least half of the questions in the questionnaire) were used to estimate the statistics across different subgroups of interest. Means and percentages were calculated based on those respondents who answered the particular question (i.e., excluding those who accidentally or purposely did not respond to the question as well as those who were not asked the question because of a valid prior skip). The results presented are in the form of percentages for each survey question asking practitioners to indicate one or more response options (qualitative variables) or in the form of means/averages for questions related to items such as dollar figures and hours (continuous variables).

Cross-tabulations, which were deemed to be the most suitable quantitative methodology for this sample, were computed by various descriptive variables of interest, type of organization being the most prominent. For the most part, differences by organization type and other variables are commented on only where standard Chi-squared test or F-tests of statistical significance[19] determined that there were **statistically significant** differences in percentages or averages, respectively, **relative to the overall percentage or average in the sample**. Details of the tests are footnoted in the respective tables and figures, or text. Note that there may be other differences but these are not typically referred to because of their lack of statistical significance.

Results for each survey question are presented first, typically in a bar chart in a figure, followed up typically by a table revealing the results for the question by type of organization, with the former overall result repeated in the last column for comparison purposes. Note that the overall result in the table sometimes differs slightly from the corresponding overall result shown in the previous exhibit

[19] For more details on these tests of significance, see: Tabachnick, B. G., & Fidell, L. S. (2012). *Using multivariate statistics* (6th ed.). Boston, MA: Allyn & Bacon.

because, in these cases, not all respondents to the question had indicated what type of organization she or he is associated with. Thus, in these cases, the totals in the cross-tabulated results are based on a somewhat small number of respondents and may differ somewhat from overall results for the respective question shown previously.

Analyses of all survey results were conducted in SAS and SPSS according to the analysis plan. Results generated by SAS and SPSS (statistical analysis software packages) were imported into Microsoft Excel to build figures and tables.

It is also important to note that there needs to be sufficient observations in particular groups to publish the corresponding results. According to generally accepted research standards, the minimum number of responses needed for cross-tabulation results to be reliable is 30, and results based on less than that can be used but with caution. Any statistics based on 5 or less respondents cannot be published to protect the privacy of the respondents. Because of the sample size limitation, the analysis of subgroups or subsamples necessitated some groupings of existing detailed categories into broader categories. For example, analysis is not possible at the community level or for many provinces, nor is it possible at the level of detailed types of organization. Results in the next three chapters were generated by re-grouping of categories to a level that may reveal useful information without sacrificing reliability and validity.

4.4. Summary

The online survey was launched the week of March 11, 2013, with the closing date being extended at the end of April to May 17 in order to increase response. All organizations with viable e-mail addresses that did not respond negatively at the engagement stage to the request for cooperation in distributing the survey invitation were sent an invitation and accompanying communication materials at the survey launch for purposes of forwarding them to their affiliated practitioners and organizations. While 1,575 unique, eligible individuals touched the survey, the data of the 690 who responded to at least half the questions were retained for the analysis, for consistency reasons.

This is far short of the original target of 3,000. However, this target was set in light of only very rough estimates of some 50,000 practitioners in the population and before the extent of the challenge in reaching practitioners was fully appreciated. In addition, as the actual number of individuals who were reached and invited to the survey is not known, it is not possible to compute a response rate for this survey.

Moreover, as the composition of the LES practitioner population is not known, SRDC cannot determine how representative survey respondents are of the population. In fact, the size and composition of survey dataset to some extent reflect the varying degrees of success that SRDC had in engaging organizations representing different areas as well as variations in the strength and extent of the organization's reach, which is not known. Nor is it known the extent to which organizations acted on their commitment, secured months earlier, to distribute the survey invitation through its communication channels.

Still, this does not undermine the power of the survey dataset to profile the LES practitioner workforce and learn about their professional development and human resource needs and gaps. The fact that

there are sufficient responses in various subgroups defined by organization type, region and other variables of interest gives SRDC confidence to use data to observe patterns and differences across subgroups.

Part B: Survey results

In part B, survey results are presented to profile practitioners (Chapter 5), to understand their human capital activities (Chapter 6), and to learn about the supports they have used for their job and their views of them (Chapter 7). For each item, the main findings are presented and then differences by relevant variables of interest will be presented, with the emphasis according to the type of organization. The discussion will focus on **statistically significant** differences, as mentioned in the previous chapter. The most important findings are presented in the summary at the end of each chapter. These findings are brought together in the final chapter of this report.

Please note the following about the presentation of results in this report. First, all proportions presented in this report are based on the group of respondents who answered the question, i.e., those who did not answer the respective survey question are excluded from the denominator. The number who answered the question is shown in tables and figures as (n=xxx) with xxx representing that number. Second, not all percentage distributions, including those in pie charts, add exactly to 100% due to rounding. Third, the overall results shown in the cross-tabulated results by organization type and other variables may differ slightly from the overall results shown in the preceding table because not all respondents necessarily answered the question associated with the cross-tabulating variable.

5. Profile of the LES workforce

Survey results enabling us to profile LES practitioners as to the organization they work for and their delivery conditions (where, how and to whom they delivery LES services to), socio-demographic (age, sex, family status, income) and psychological characteristics, and employment conditions are presented in this chapter. These are important variables in their own right as well as for contextualizing other variables. Therefore, many of these variables were cross-tabulated by other variables and subsequent chapters on human capital and supports.

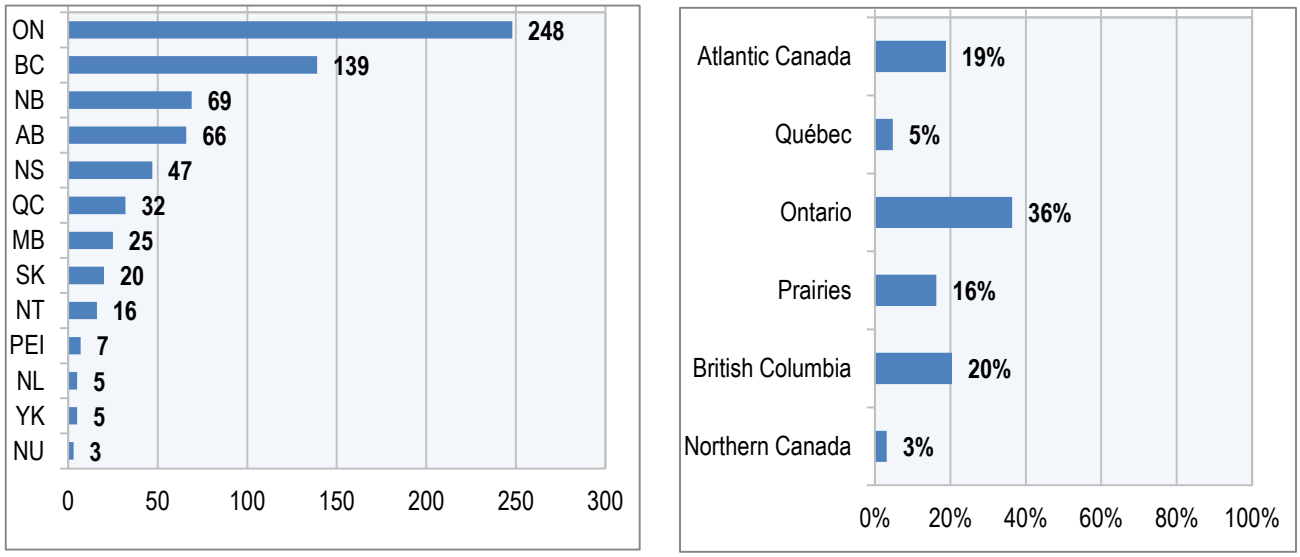
To obtain a picture of where LES services are delivered in this country, the distribution of respondents by geographical area is presented first.

As Figure 1 indicates (bar chart on left), most respondents deliver LES services in Ontario (248) and BC (139), followed by New Brunswick (69) and Alberta (66). Because of the small sample size in some jurisdictions, respondents were re-grouped into six traditional regions — Atlantic (NL, PE, NS, NB), Quebec, Ontario, Prairies (MB, SK, AB), British Columbia,[20] and Northern Canada (YT, NW, NU) — to enable cross-tabulation of other survey results to permit observation of regional differences. This regional distribution (bar chart on right of Figure 1) matches fairly closely the regional distribution of the Canadian population, apart from the very low representation of Quebec (5% versus this province's 24% share of the Canadian population) and over-representation of Atlantic Canada (19% versus 7% in the Canadian population) and, to a lesser extent, the Northern territories (3% versus 0.3% of the

[20] British Columbia was retained as a separate geographical entity because of the large number of respondents from this province.

Canadian population).[21] *Because of small sample size in Quebec and Northern Canada, SRDC's confidence in the cross-tabulated results for these jurisdictions presented in this report is lower than it is for the other geographical regions.*

Figure 1 Location of LES delivery – detailed and grouped (% distribution by jurisdiction)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=682).

5.1. Characteristics of organizations in which practitioners work

This section is concerned with characteristics of the organization that LES practitioners are employed by or contracted to, including the type of organization, its location, its sector (public/private) and its workforce size.

Prior to the questions on organization, practitioners were asked, as a kind of screening question for this set of questions, to indicate whether or not they were working totally on their own, i.e., whether or not there was an organization that employs them or contracts their services as a self-employed practitioner. Of the 644 practitioners who answered the question, only 21 answered with "yes" which means the vast majority (97%) of respondents work for an organization.[22] The results in this section are based on the responses of the 669 respondents asked the questions about their organization, which consists of the 690 respondents in the analysis file less the 21 respondents who answered "yes" to the question of whether they work solely on their own; the latter were skipped over these questions.

21 Source: 2011 Census of Canada, Statistics Canada: Source: http://www12.statcan.gc.ca/census-recensement/2011/as-sa/fogs-spg/Facts-pr-eng.cfm?Lang=Eng&GK=PR&GC=10

22 This in fact may be a product of the survey engagement process, which, as reported in an earlier chapter, involved recruiting organizations to distribute the survey invitation to their affiliated practitioners.

5.1.1. Type of organization

Respondents were asked to indicate which **one** among 18 categories of organizations best describes the type of organization they spend most of their time working with. The complete results are shown in Figure 2.[23] LES practitioners are most likely associated with community-based LES agencies (32%), colleges (18%), and school boards (12%). The figure shows the wide range of other types of organizations with which LES practitioners are associated, each representing just 6% or less of the LES practitioner respondent pool. Note that the low number of survey respondents associated with some of the types of organizations can be attributed at least to some extent to the inability to fully engage organizations representing the corresponding areas, for example, disability and immigrant organizations.

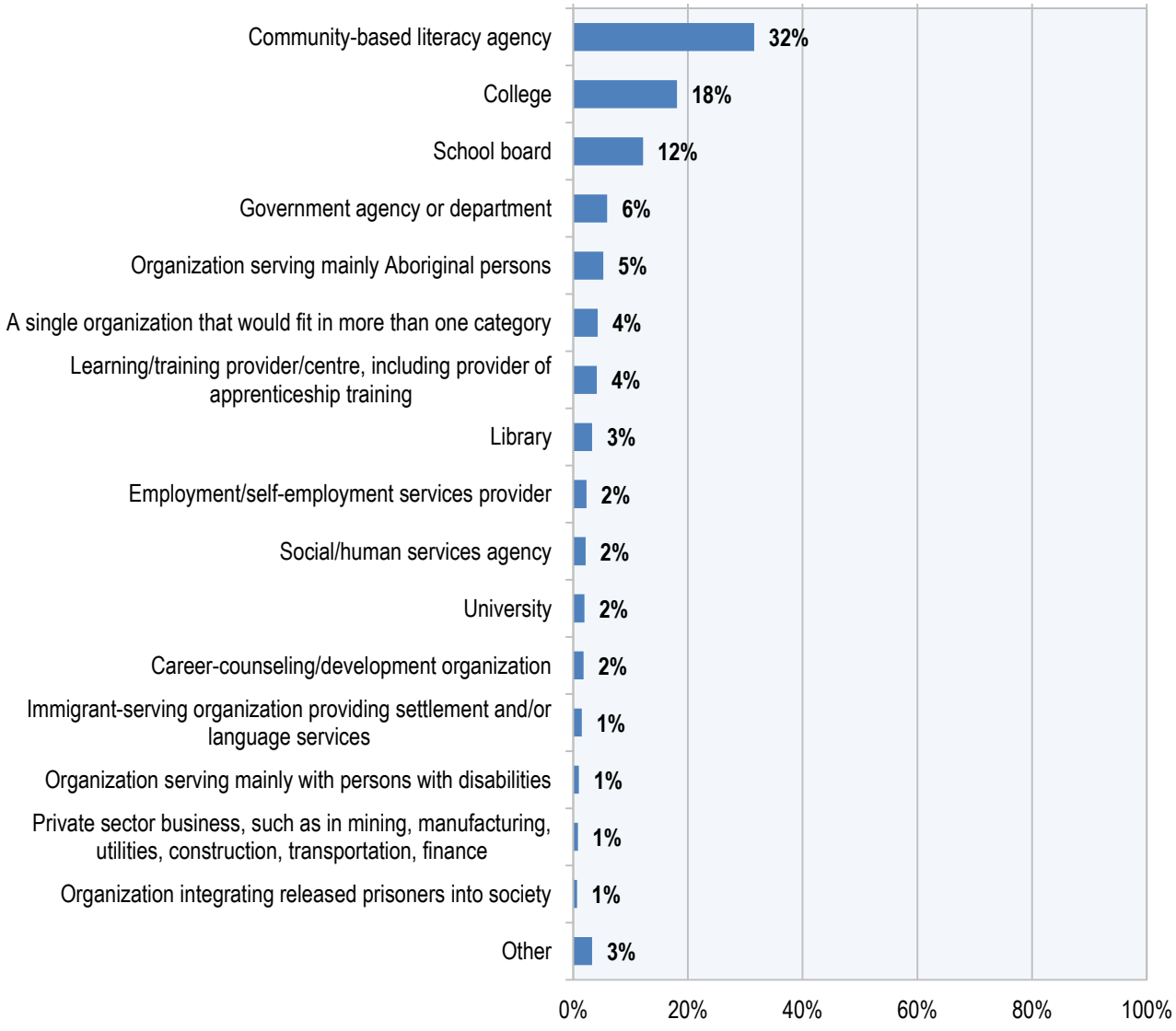
The type of organization where practitioners worked was deemed by the CLLN advisory committee overseeing this project to be a particularly important variable for this report and therefore a key one for the descriptive (cross-tabulation) analysis. As noted, there were insufficient responses in some provinces to be able to report results for them. For this reason, and the fact that the organization type often influences the conditions of LES workers and the HR issues they face, organization type was considered a key variable this report.

Because the number of responses for some individual types of organizations was very small, respondents were re-grouped into a smaller number of similar organization types for analysis purposes. This provided sufficient sample size in each group to enable cross-tabulation of other variables for purposes of observing differences by type of organization. The eight grouped organization type categories are as follows:

- government;
- school boards;
- colleges and universities;
- community-based LES agencies;
- training, employment, and career development services providers (henceforth referred to as training, employment, and career services providers);
- social services providers, including food banks, providers of immigrant settlement services, providers of services for persons with disabilities, and libraries (henceforth referred to as social service organizations);
- Aboriginal organizations; and
- other types including organizations fitting into more than one category, those serving the inmate and former inmate population, private sector employers (henceforth referred to as other organizations).

[23] Note that some of the open-ended responses to the "other" category were re-coded to existing categories, where there was an obvious association.

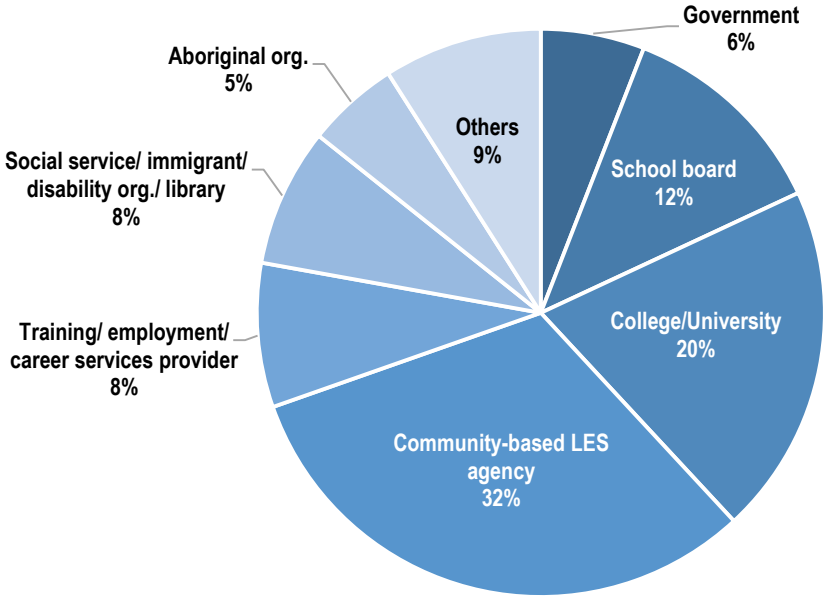
Figure 2 Organization type – detailed (% distribution by type)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=609).

The results of the organization type grouping presented in Figure 3 indicate that respondents are primarily associated with community-based LES agencies (32%) and colleges and universities (primarily colleges) (20%), accounting for over half the practitioners.

Figure 3 Organization type – grouped (% distribution by type)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=609).

The organization type distributions of respondents compared by region (Table 4) indicates considerable regional variation in the organizations that LES practitioners are associated with. This likely reflects regional differences in how LES delivery is organized, but could also be due to differences in the strength of engagement by type of organization and region for this survey. Overall, it is observed that community-based LES agencies are the dominant organization type in all regions (32%), particularly Atlantic Canada (New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland) (47%) except for British Columbia and Northern Canada (Northwest Territories, Yukon, and Nunavut), where colleges and universities are the dominant type (34% and 43%, respectively). Below, for each region, types of organizations are identified that stand out in terms of having relatively high or low proportions of associated practitioners compared to the national proportion (the last column of the table).

- In British Columbia, there are relatively low proportions of practitioners associated with community-based LES agencies (19%) and school boards (4%) compared to the national proportion (32% and 12% respectively) and relatively high proportions associated with colleges and universities (34%) compared to 20% nationally.
- In the Prairies, practitioners working for school boards are also relatively low in number (3%) compared to 12% overall.
- In Ontario, the proportion associated with school boards is relatively high (26%) compared to overall (12%).
- In Quebec, a relatively high proportion is observed working for Aboriginal organizations (19%) and low proportion working for colleges and universities (7%) in comparison to the national average (5% and

20% respectively). However, these results should be treated with caution given the small representation from Quebec and Aboriginal organizations.

- In Atlantic Canada, the proportions associated with community-based LES agencies (47%) and government (21%) are higher than in the overall sample[24] (32% and 6% respectively) while the proportions associated with colleges and universities and school boards are lower (7% and 3% respectively) than the national average (20% and 12% respectively).
- In Northern Canada, practitioners working for colleges and universities (43%) are much more highly represented than in other regions (20% overall), but the proportions of those working for community-based LES agencies (13%) are relatively low compared with 32% overall. Again note the small sample size for this region.

Table 4 Organization type by region (% distribution by type within regions)

Organization type	Atlantic Canada	Quebec	Ontario	Prairies	British Columbia	Northern Canada	Overall
Government	**21%**	4%	3%	2%	1%	9%	**6%**
School board	**3%**	15%	**26%**	**3%**	**4%**	**0%**	**12%**
College/ University	7%	**7%**	20%	16%	34%	**43%**	**20%**
Community-based LES agency	**47%**	37%	32%	31%	**19%**	**13%**	**32%**
Training / employment/ career services provider	8%	11%	4%	14%	11%	4%	**8%**
Social service/ immigrant/ disability org./ library	3%	4%	4%	14%	14%	9%	**8%**
Aboriginal organization	3%	**19%**	3%	2%	9%	13%	**5%**
Other	7%	4%	8%	17%	8%	9%	**9%**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Note: Results of the Chi-squared test indicate statistically significant differences, X^2 (35) = 220.8, $p < 0.01$. Percentages that differ greatly from the overall result are bolded.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=603).

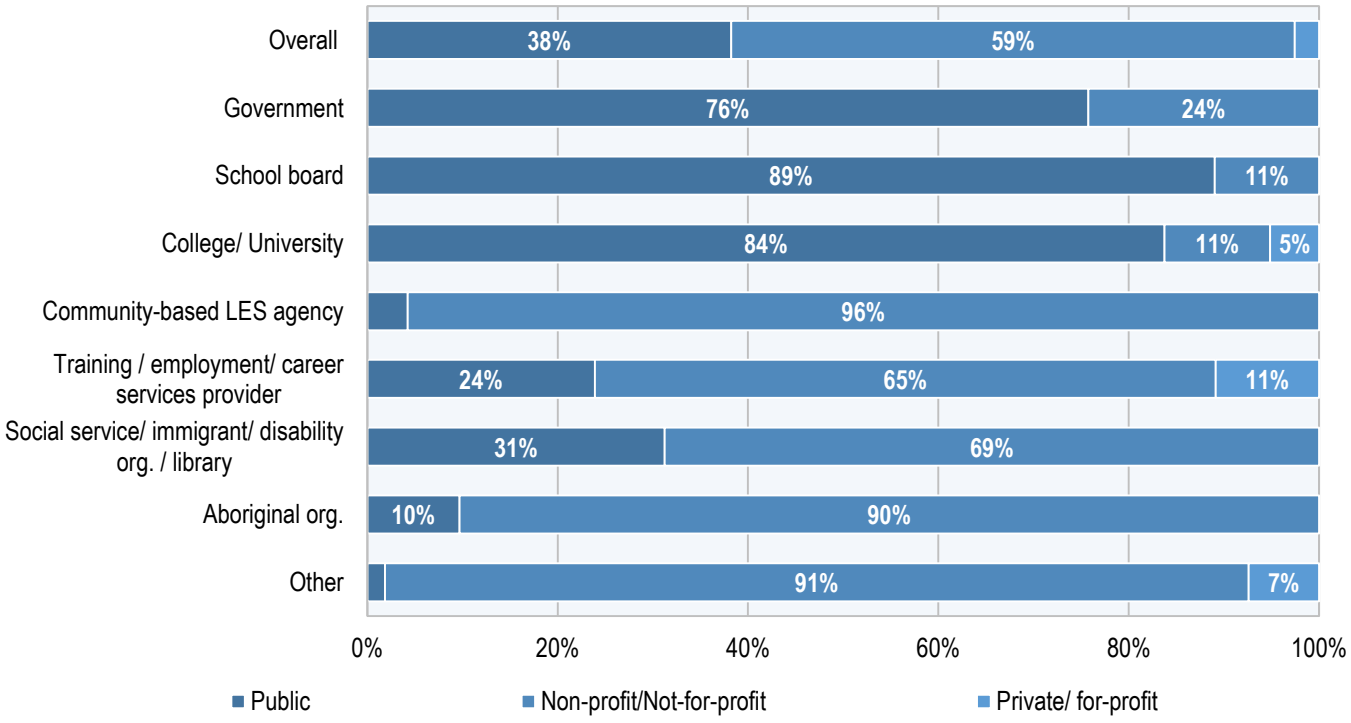
[24] In fact, results from further analysis (not shown in the figure) indicate that the higher proportion working for government in the Atlantic provinces can be attributed mainly to the higher proportion in New Brunswick (where there are the majority of survey respondents in the Atlantic provinces) because LES services are typically funded and provided this way in that province.

5.1.3. Sector of organization

Practitioners were asked to identify the sector of the organization they work primarily for, i.e., public, non-profit, or private. The results in Figure 4 (top row) indicate that three in five (59%) work for a non-profit organization, almost two in five respondents (38%) work for a public sector organization, and only 3% work for a private for-profit organization.

> Not surprisingly, Figure 4 below indicates that the proportion working for public sector organizations is particularly high (75% or higher) among those working for school boards (89%), colleges and universities (84%), and government agencies (76%) compared with the average of 38%, while the proportion working for non-profit organizations is higher (90% or higher) than overall (59%) among those working for community-based literacy (96%) and aboriginal organizations (90%) and other types of organizations (91%). The non-profit proportion is high but not as high (65-69%) for those working for training, employment, and career services providers (65%) and social service organizations (69%). Training, employment, and career services providers have the highest proportion of private/for-profit organizations (11%) compared to 3% overall.

Figure 4 Public/private sector, by organization type (% distribution by sector within type)



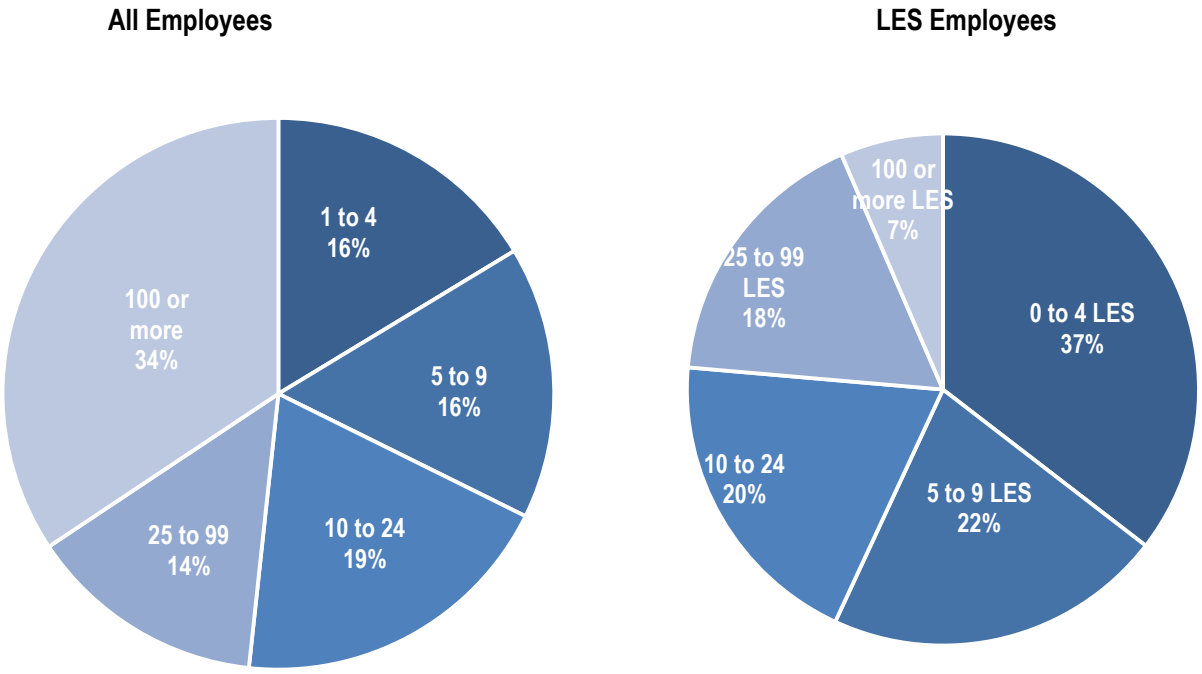
Note: Value labels of less than 5% were omitted from the figure. Results of the Chi-squared test indicate statistically significant differences, X^2 (14) = 379.59, $p < 0.01$.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=603).

5.1.4. Organization size

Respondents were asked to indicate the total number of employees in the organization they work for as well as number who work in the LES services. First, Figure 5 (first pie) shows that about half (51%) the respondents work for organizations with less than 25 employees and about a third (34%) work for organizations with 100 or more employees. Second, 59% of the organizations have less than 10 LES workers (second pie of Figure 5). The small number of LES workers within larger organizations raises questions the desire to address the specific concerns of the relatively small number LES workers.

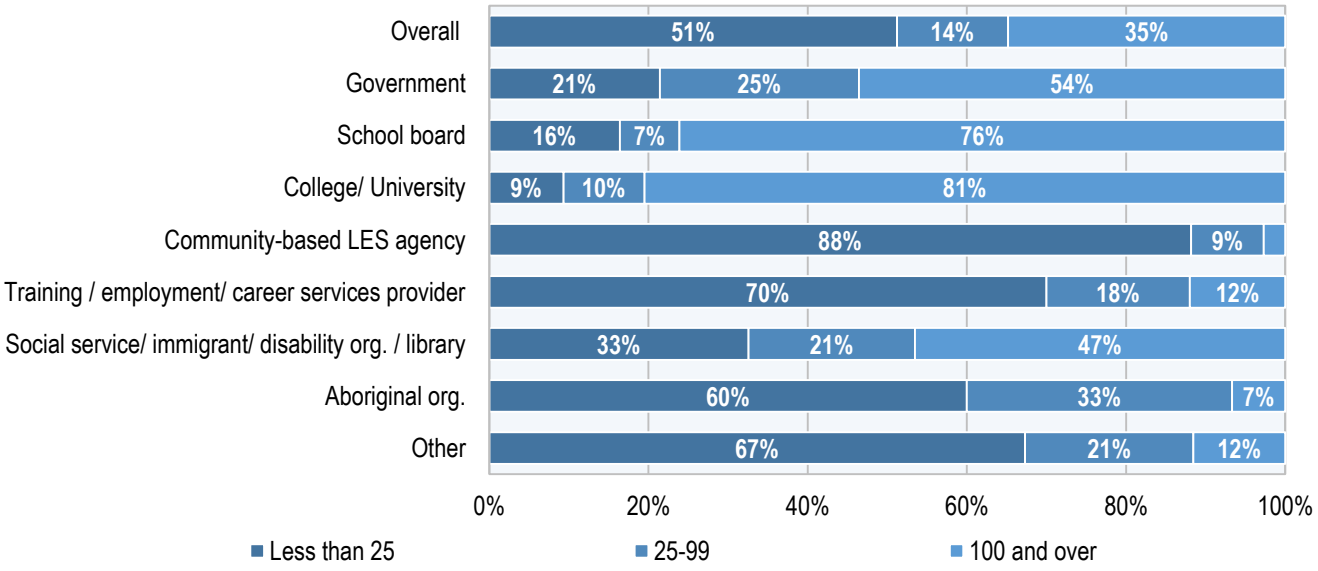
Figure 5 Organization size (% distribution by number of employees and number of LES employees)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=588 and n=583 respectively).

As Figures 6 and 7 below indicate, size varies considerably by organization type. School boards and colleges and universities that practitioners work for have considerably larger workforces (76% and 81%, respectively, with over 100 employees) compared to 35% overall, while community-based LES agencies (88% with less than 25 employees) have considerably smaller workforces compared to 51% overall. As for the LES workforce, colleges and universities (17%) and government (11%) have a larger proportion of organizations with 100 or more LES employees than overall (6%), whereas community-based LES agencies (92%) have the highest proportion of organization with less than 25 LES employees (compared with 77% overall).

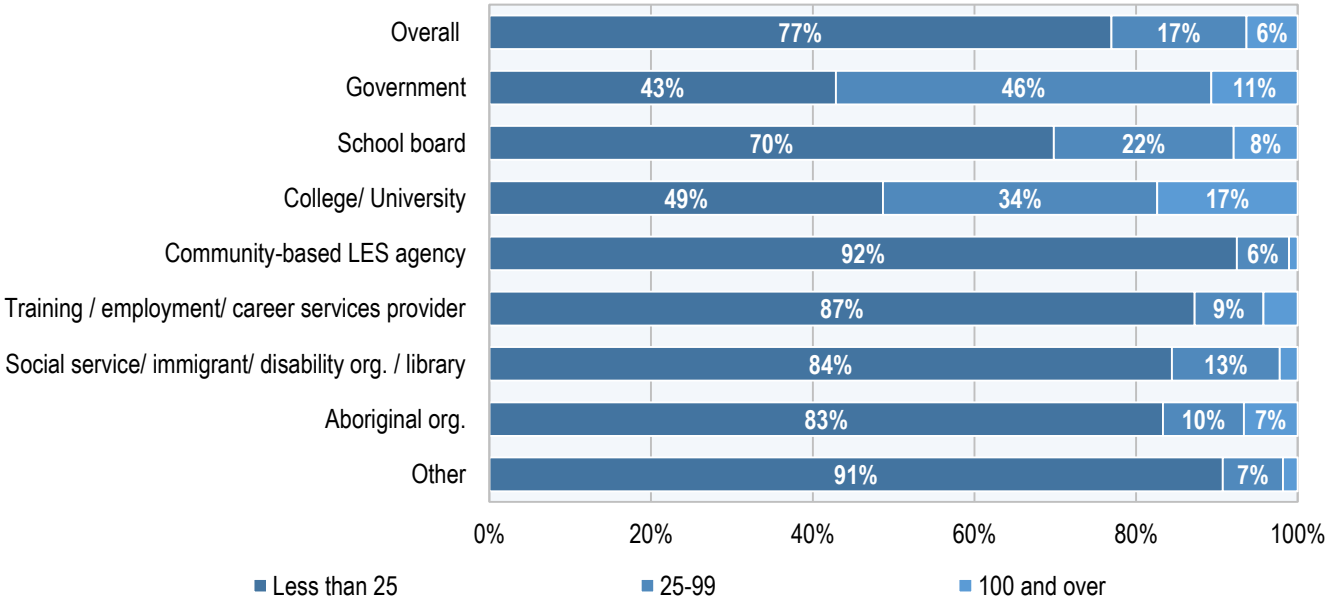
Figure 6 Organization size, by organization type (% distribution by number of employees within type)



Note: Value labels of less than 5% were omitted from the figure. Results of the Chi-squared test indicate statistically significant differences, X^2 (28) = 378.82, $p < 0.01$.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=574).

Figure 7 Number of LES employees, by organization type (% distribution within type)



Note: Value labels of less than 5% were omitted from the figure. Results of the Chi-squared test indicate statistically significant differences, X^2 (42) = 192.71, $p < 0.01$

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=568).

5.2. Delivery

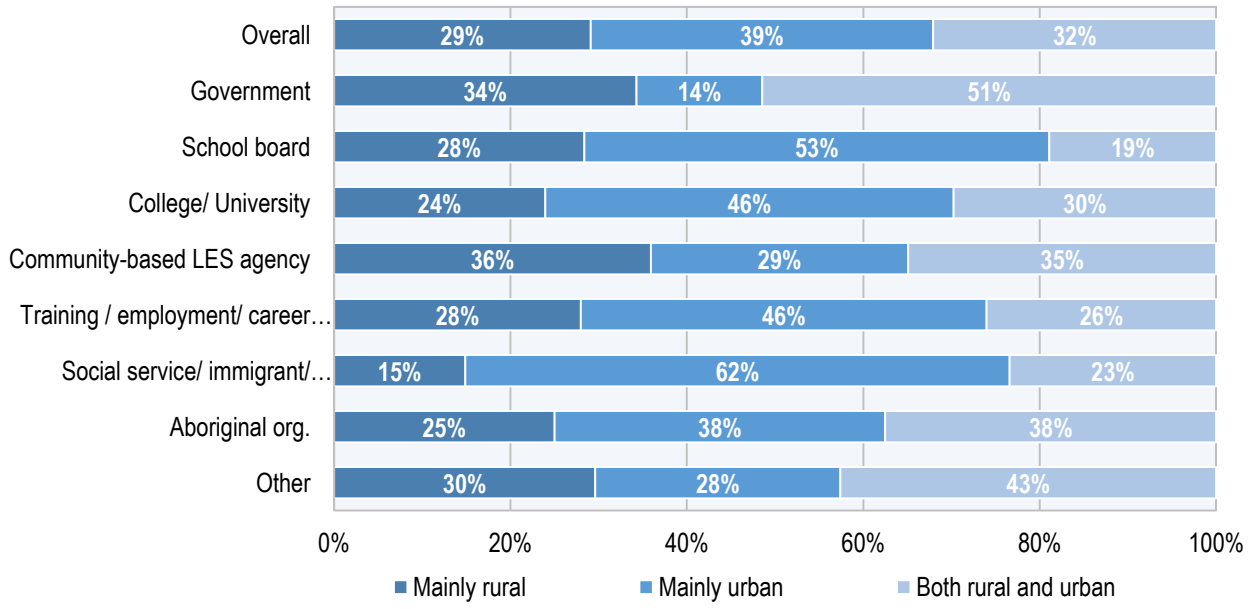
In this subsection, practitioners are profiled according to where, how and to whom they deliver literacy and essential skills services.

5.2.1. Rural/urban

Respondents were asked to identify whether they deliver LES services in mainly rural areas, mainly urban areas, or both rural and urban areas. As can be seen in Figure 8 (first bar), overall, there is a fairly even split among practitioners serving mainly urban communities (39%), mainly rural communities (29%) and mixed rural-urban communities (32%).

> Figure 8 also indicates significant differences in the location of LES service delivery by organization type. Community-based LES agencies (36%) and government (34%) have the highest proportions of respondents who deliver their services in mainly rural areas (29% overall). On the other hand, social service organizations have the lowest proportion of respondents delivering LES services in mainly rural areas (15%) than overall sample (29%) and the highest proportion who indicated delivering LES services in mainly urban areas (62%) than overall (39%). In contrast, those from government organizations (14%) are the least likely to deliver their services in mainly urban areas compared to practitioners associated with other types of organizations. In fact, practitioners from government were most likely than overall (32%) to report that they deliver services in both rural and urban areas (51%). Finally, practitioners from school boards are the least likely to deliver LES services in both rural and urban areas (19%).

Figure 8 Location in urban or rural areas, by organization type (% distribution within type)



Note: Results of the Chi-squared test indicate statistically significant differences, X^2 (21) = 59.97, $p < 0.01$

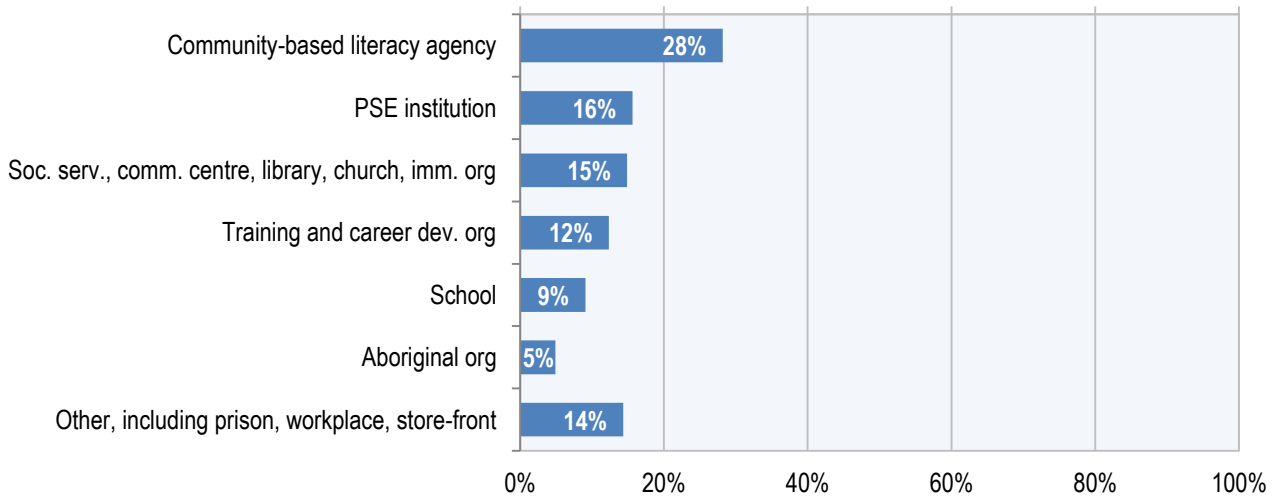
Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=605).

5.2.2. Setting

Respondents were asked to identify the one setting in which they most frequently delivered LES services during the last year. Here, the setting is distinguished from the type of organization that employs them or contracts their services (discussed in the section about type of organization at the start of this chapter). For example, a practitioner could be hired by a government agency or a private sector firm to deliver LES services in a workplace. In fact, LES services are not delivered **in** a government department or agency per se, but governments do provide funding to deliver LES services in other settings. Responses were re-grouped[25] for presentation and analytical purposes (i.e., to provide sufficient sample size in each to enable observation of differences by setting) and the results are presented in Figure 9.

The results indicate that respondents were most likely, by far, to report they deliver LES services most often in community-based LES agencies (28%), followed by post-secondary institutions (mainly colleges) (16%), social service organizations (15%), training and career development delivery organizations (12%), schools (mainly high schools) (9%) and Aboriginal organizations (5%) and other types of settings (14%).

Figure 9 Setting where LES services were most frequently delivered in the last year (% indicating each setting)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=550).

[25] For analytical purposes, settings were re-grouped as follows: community-based LES agencies (on their own); post-secondary institutions (mainly colleges); social-service organizations including immigrant-serving organizations, community centres and churches; training and career development service providers; all types of schools including elementary, high and adult high schools; Aboriginal organizations; and "other" including storefront locations, workplace, and prisons.

LES practitioners tend to deliver in settings suggested by the organization they work for (Table 5 below, see results that are bolded other than the last column). But for some organization types there are other settings in which practitioners fairly often deliver LES services as well. Those working for training, employment and career service providers, in addition to delivering in those settings (45%), also deliver in social service organizations (15%) and "other" settings including churches and store-fronts (18%) as well as in community-based LES settings (8%). Those working for social service organizations, in addition to delivering in those settings (69%), also deliver in community-based LES settings (17%). Note, as intimated above, those working for government agencies tend to deliver in community-based LES settings (19%) and "other" settings (39%).

Table 5 Setting where LES services were most frequently delivered in the last year, by organization type (% distribution by setting within organization type)

Setting	Government	School board	College/ University	Community-based LES agency	Training/ employment/ career services provider	Social service/ immigrant/ disability org./ library	Aboriginal organization	Other	Overall
School	6%	**58%**	2%	1%	5%	0%	7%	7%	**10%**
PSE Institution	10%	0%	**67%**	4%	5%	0%	4%	7%	**16%**
Community-based literacy agency	19%	4%	4%	**67%**	8%	17%	7%	29%	**29%**
Training and career dev. organization	13%	16%	7%	7%	**45%**	7%	19%	16%	**13%**
Soc. serv., comm. centre, library, church, imm.org.	6%	3%	10%	11%	15%	**69%**	4%	22%	**15%**
Aboriginal organization	6%	1%	2%	1%	5%	0%	**56%**	0%	**4%**
Other setting, including prison, workplace, store-front	**39%**	16%	8%	11%	18%	7%	4%	20%	**13%**
Overall	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Note: Results of the Chi-squared test indicate statistically significant differences, X^2 (42) = 867.63, $p < 0.01$.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=521).

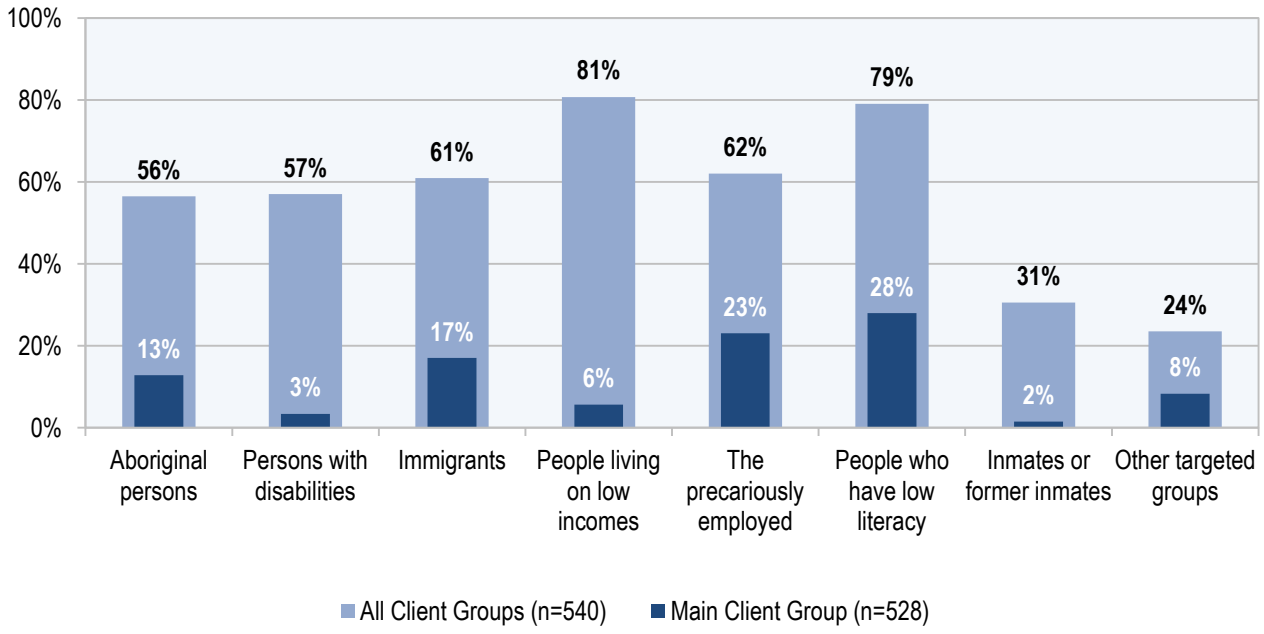
The results of the Chi-squared test indicates that there are statistically significant regional differences in the settings of LES service delivery.[26] One third (33%) of practitioners in Northern Canada deliver LES services in post-secondary institutions, such as colleges and universities, compared to just 16%, while 22% of service delivery in Quebec is in school-based settings such as elementary and high schools, compared to just 10% in the sample overall. A cautionary note is that there are small sample sizes in these regions.

5.2.3. Client group

Respondents were asked to indicate, from a list, all the client groups they serve and then, in a follow-up question, their **one** main client group. Figure 10 presents the results from those questions, with the lightly shaded bars indicated the client groups reported in the first question and the dark shaded insets indicating the one main client group.

Figure 10 (lightly shaded bars) indicates that the two most frequently reported groups, cited by about four in five respondents, are people living on low incomes and people who have low literacy skills (81% and 79%, respectively). When asked what their main client group is, the most commonly identified are as above: people with low literacy skills (28%), the precariously employed (23%), immigrants (17%) and aboriginal persons (13%) (dark shaded insets in Figure 10).

Figure 10 Identified client groups that receive LES services – all groups and main group served (% indicating group)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

[26] Result of Chi-squared test: $X^2(30) = 88.93$, $p<0.01$.

While practitioners who deliver LES **exclusively** to youth were not eligible to participate in the survey, there was an interest in finding out how much of their time is spent delivering LES services to youth The results indicate (not shown) that, excluding the 285 who did not answer the question, the average proportion of time spent on youth is just 6%,[27] ranging from 0% (which was indicated by 73% of respondents) to 95% (which was indicated by one respondent). The vast majority (88%) reported 10% or less of their time was spent on delivering LES services to youth.

5.2.4. Client literacy and essential skills level[28]

Respondents were asked to identify the level on the International Adult Literacy and Skills Survey (IALLS) at which the majority of their clients were upon entry (see Figure 11). The most frequently reported **main** literacy level of LES practitioners' clients is level 2 (57%), followed by level 1 (29%) and level 3 (11%). Only 3% reported clients at levels 4 or 5.

[27] Respondents were asked not to leave a question blank even if they chose not to respond, as they were given the option of clicking on "do not wish to respond." However, several did leave questions blank and it could well be that the 285 respondents who left this question blank, did so because they did not deliver to youth at all. This would suggest that the mean of 6% among this group of respondents is actually much lower.

[28] Respondents were asked to identify the primary literacy and essential literacy level as per the IALSS, as follows:

Level 1 indicates very low literacy skills: Read relatively short text, locate, and enter a piece of information into that text, and complete simple, one-step tasks such as counting, sorting dates, or performing simple arithmetic. (However, it should be noted that only 3.8% of Canadians have extremely limited word reading ability, what the public might consider "illiterate.")

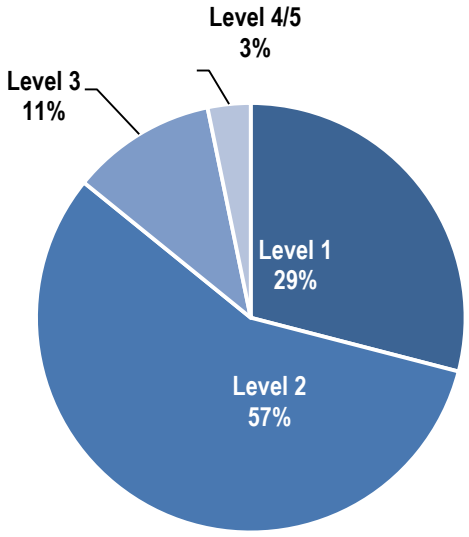
Level 2 is considered to be less than the skills needed to graduate from high school: The ability to sort through "distracters" (plausible, but incorrect pieces of information), to integrate two or more pieces of information, to compare and contrast information, and to interpret simple graphs.

Level 3 is the level needed for most literacy tasks in society and for graduating from high school and entering college: Level 3 tasks typically involve a number of steps or processes in order to solve problems. People at Level 3 are able to integrate information from dense or lengthy text, to integrate multiple pieces of information, and to understand mathematical information in a range of different forms.

Level 4 tasks involve multiple steps to find solutions to abstract problems. People at Level 4 are able to integrate and synthesize multiple pieces of information from lengthy or complex passages, and to make inferences from the information.

Level 5: People at Level 5 are able to search for information in dense text that has a number of distracters, to make high-level inferences or use specialized background knowledge, and to understand complex representations of abstract formal and informal mathematical ideas.

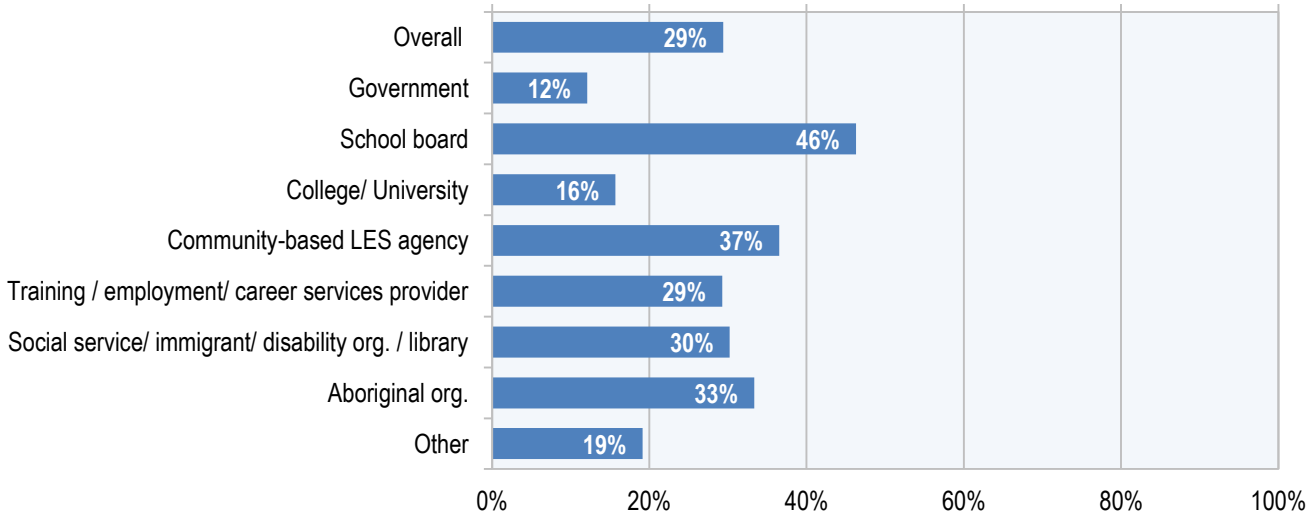
Figure 11 Literacy and essential skills level of clients (% distribution by main LES level of clients)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=558).

As Figure 12 indicates, there are significantly different proportions of respondents serving low-literacy clientele (i.e. clients at level 1) by organization type. Practitioners working for school boards (46%) and for community-based LES agencies (37%) have a higher proportion of low-literacy clientele than overall (29%). Those associated with colleges and universities (16%) and the government (12%) have considerably lower proportions of clients at level 1.

Figure 12 Proportion of clients with LES level 1, by organization type (% reporting level)



Note: Results of the Chi-squared test indicate statistically significant differences between organization types X^2 (7) =30.91, p<0.01.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=527).

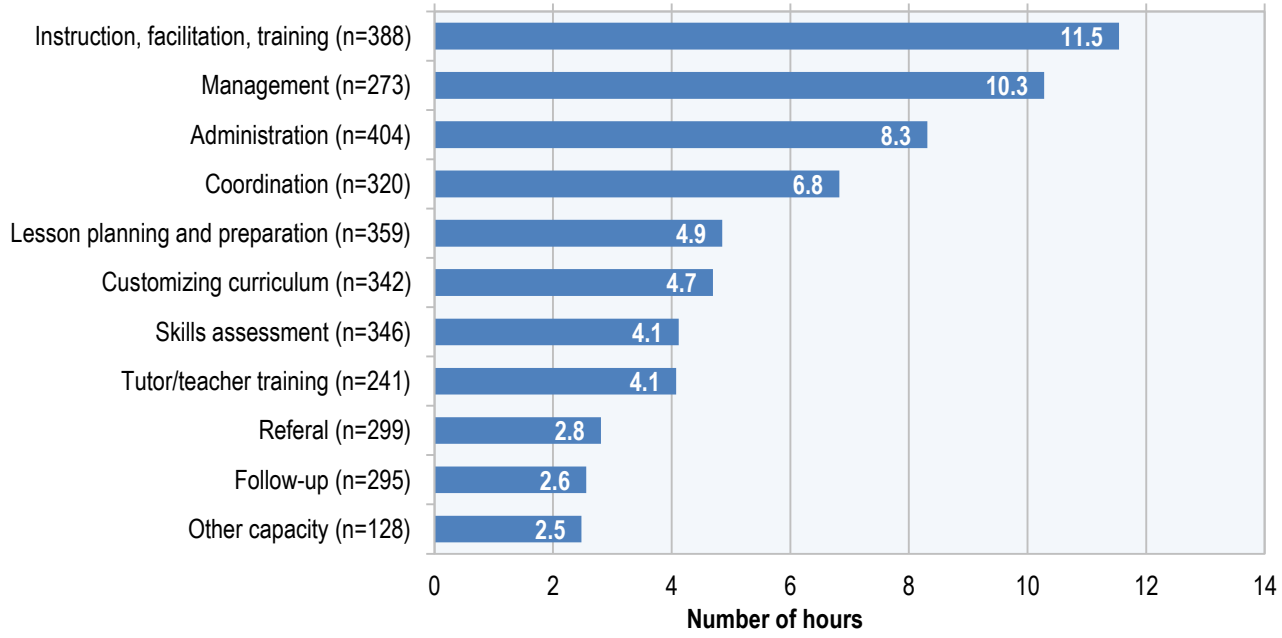
There are statistically significant regional differences in the proportion of practitioners delivering to LES Level 1 clients.[29] The proportion delivering at LES Level 1 is slightly higher in Ontario (31%) relative to 29% overall. It should also be pointed out that, despite the definitions being offered in survey questionnaire, the understanding of literacy levels could vary across the country, meaning that inter-regional differences may not entirely reflect actual differences in client literacy levels.

5.2.5. Delivery activities

Before finding out about how many hours practitioners spend on specific activities involving literacy and essential skills, they were asked to estimate how much of their time is devoted LES activities. On average, about two thirds of practitioners' work time is directly related to LES delivery.

Respondents were then asked to estimate how many paid hours they spend in a typical week on specific LES delivery activities such as instruction and assessment. Figure 13 shows that the highest average weekly hours were reported for instruction/facilitation/training (11.5 hours), management (10.3 hours), administration (8.3 hours), and coordination (6.8 hours). The fewest hours (with 5 or less) were reported for each of the remaining activities listed, including lesson planning and preparation (4.9 hours), customizing curriculum (4.7 hours), skills assessment (4.1 hours), tutor/teacher training (4.1 hours), referral (2.8 hours), follow-up (2.6 hours), and other capacity (2.5 hours).

Figure 13 Average weekly paid hours spent on LES activities



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

[29] Results of Chi-squared test: X^2 (5) = 12.97, $p<0.05$.

Table 6 indicates that the amount of time spent by practitioners involved in different detailed LES activities is fairly similar across the types of organizations they are associated with. The one activity where there are statistically significant differences is in the average hours spent by practitioners on administration, which are higher for those working for community-based LES agencies (10.7 hours) and Aboriginal organizations (12.4 hours) compared to the overall average (8.4 hours), and lower for those working for social service organizations (5.7 hours) and colleges and universities (6.0 hours).

Table 6a shows differences by organization type in hours spent on certain grouped activities, where "delivery" comprises instruction, lesson planning, curriculum customization and skills assessment and "operational" comprises administration, coordination and management. The results in the final column indicate 20 hours on average are spent on delivery and 18 hours on operational activities. Statistically significant differences are observed for average hours spent on delivery: they are higher among practitioners associated with colleges and universities (24.2) and Aboriginal organizations (23.7) and lower among those associated with community-based LES agencies (16.8), and, to a lesser extent, training, employment, career service providers (17.8) and social service organizations (17.7).

Table 6 Average weekly paid hours spent on detailed LES activities, by organization type

Activity	N	Government	School board	College/ University	Community -based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org./ library	Aboriginal org.	Other	Overall (Sig.)†
Instruction/ facilitation/ training	371	12.8	11.9	13.5	10.0	8.8	9.8	13.0	14.2	**11.6**
Management	263	9.8	7.5	12.6	10.1	12.2	14.7	5.4	8.3	**10.2**
Administration	**389**	**7.8**	**7.5**	**6.0**	**10.7**	**7.3**	**5.7**	**12.4**	**6.6**	**8.4***
Coordination	306	8.2	5.9	6.6	6.8	5.9	8.9	5.0	8.4	**6.9**
Lesson planning and preparation	345	6.3	4.7	6.0	4.1	4.6	4.3	4.7	4.6	**4.8**
Customizing curriculum	325	4.1	4.2	6.0	3.7	4.1	4.7	4.5	4.8	**4.5**
Skills assessment	334	6.8	3.7	4.1	3.9	3.9	3.3	3.9	3.9	**4.0**
Tutor/teacher training	227	5.1	3.6	3.2	2.8	2.6	1.8	.5	2.4	**2.8**
Referral	288	5.3	2.4	2.8	2.4	2.2	2.8	2.5	2.2	**2.6**
Follow-up	284	3.5	2.6	2.6	2.3	2.5	3.1	2.3	2.0	**2.5**
Other capacity	121	4.4	2.1	3.3	4.8	4.9	4.6	1.9	5.0	**4.0**

Note: †: ANOVA tests were conducted for each variable in order to capture any statistically significant differences between organization types. Complete results of the F-tests are omitted for the purposes of this report; however the significance level is included in the final column to indicate statistically significant differences, whenever appropriate. The critical values indicating level of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded to indicate significant differences.

Source: CLLN National Survey of Literacy and Essential Skills Workforce (n=534)

Table 6a Average weekly paid hours spent on *grouped* LES activities, by organization type

Grouped activity	N	Government	School board	College/ University	Community -based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org./ library	Aboriginal org.	Other	Overall (Sig.)†
Delivery	**439**	**20.9**	**20.3**	**24.2**	**16.8**	**17.8**	**17.7**	**23.7**	**21.8**	**20.0***
Operational	449	17.3	13.8	14.5	21.4	18.6	18.8	17.4	16.5	**18.0**
Referral + follow-up	337	7.2	4.2	5.0	3.8	4.0	4.5	4.0	3.7	**4.3**
Tutor/teacher training	227	5.1	3.6	3.2	2.8	2.6	1.8	.5	2.4	**2.8**
Other	121	4.4	2.1	3.3	4.8	4.9	4.6	1.9	5.0	**4.0**

Note: †: ANOVA tests were conducted for each variable in order to capture any statistically significant differences between organization types. Complete results of the F-tests are omitted for the purposes of this report, however the significance level is included in the final column to indicate statistically significant differences, whenever appropriate. The critical values indicating level of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded to indicate significant differences.

"Delivery" comprises instruction, assessment, and lesson planning /preparation, and curriculum customization.

"Operational" comprises administration, coordination and management.

Source: CLLN National Survey of Literacy and Essential Skills Workforce (n=534)

Another way of looking at practitioners' LES activities is to consider their main activity. For this, respondents were re-grouped according to the activity they spent most of their hours on in a typical week. Similar activities were grouped together, in a slightly different fashion from Table 6a, with program development comprising lesson planning and curriculum development; instruction on its own; skills assessment, referral and follow-up grouped together; administration and coordination grouped together; management on its own; and tutor/teacher training grouped with "other" activities. Practitioners grouped in this way were mostly assigned to instruction (38%) and administration/coordination (27%), followed by management (12%) (see first row of Table 7).

The high proportion who have been classified into administration/coordination is surprising and it was thought that this is because administration is a large part of most practitioners' job and, in some cases, may even represent a larger part than the activity associated with their job title, i.e., their main activity may not correspond to their title. For example, there may be instructors who in fact spend more time on administration than instruction and so would have been assigned to the administration group instead of instruction. However, results of analysis shown in Table 7 above indicate that average hours spent by practitioners in the main activity (highlighted) typically are far greater than the average hours spent in other activities carried out by practitioners assigned to that main activity group (see other entries in the column). To take the example of instruction as the main activity, practitioners in this group spend an average of 17.8 hours a week in instruction, but an average of 5.4 hours or less on any other one activity. The main exception is in skills assessment and referral, where the average administrative hours (6.6) is relatively high compared to the mean hours spent on assessment and referral (11.0 and 6.1, respectively). Also, note in management, practitioners assigned to this group spend a fairly large number of hours on administration (9.7 hours), though far less than the 29.3 hours they spend in management activities.

Table 7 Average weekly paid hours spent on LES activities according to respondents' main LES activity

LES Activity	Main LES activity of practitioner					
	Program/ curriculum development	Instruction	Skills assessment, referral, follow-up	Administration, coordination	Management	Tutor/ teacher training and others
Distribution (%) (n=534)	*8*	*38*	*7*	*27*	*12*	*6*
Lesson planning and preparation	9.3	5.4	3.5	2.9	1.8	4.1
Customizing curriculum	11.9	4.1	3.4	3.5	2.8	4.0
Instruction/facilitation / training	6.5	17.8	3.5	3.9	4.5	5.4
Referral	1.6	1.4	6.1	3.2	3.0	1.2
Skills assessment	3.8	3.1	11.0	3.0	4.2	2.4
Follow-up	2.6	1.9	3.4	3.0	2.2	2.1
Administration	4.4	3.4	6.6	15.6	9.7	3.5
Coordination	4.2	2.1	4.4	12.0	6.6	5.3
Management	3.6	1.4	4.9	6.7	29.3	3.2
Tutor/teacher training	2.7	1.5	2.1	2.7	3.1	7.5
Other activity	8.1	38.6	7.3	27.2	12.9	6.0

Source: CLLN National Survey of Literacy and Essential Skills Workforce (n=534).

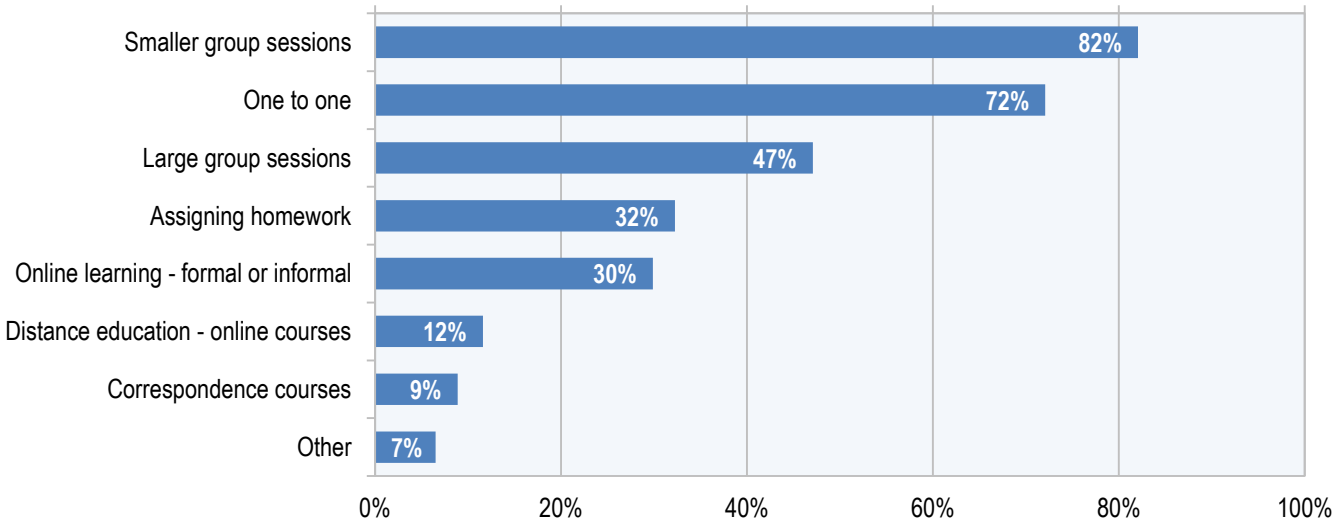
Comparing main activities by region, statistically significant differences were found.[30] The results indicate that instruction as a main activity predominates in Atlantic Canada (58%), Ontario (34%), and Northern Canada (70%), when compared to the 38% national figure. In the Prairies and in Quebec, the main activity that predominates is skills assessment, referral, and follow-up (33% and 36%) compared to 7% overall.

30 Results of the test are: (X^2 (25) = 55.03, $p < 0.01$).

5.2.6. Mode of delivery

Practitioners were asked to indicate the modes they use to deliver LES services, e.g., small group (up to 10 students) or large group (over 10 students), one-to-one sessions, or online. The most commonly reported delivery modes are small groups (82%) and one-to-one lessons (72%) (Figure 14). (These are also the two most commonly reported when practitioners were asked in a follow-up question to indicate their two most frequently used modes – not shown on the chart.) Other often used delivery modes are large group sessions (47%), assigning homework (32%) and online learning (30%). Distance education- online courses (12%) and correspondence courses (9%) were used by only about one in ten practitioners.

Figure 14 Mode of delivery for LES services (% indicating mode)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=552).

Table 8 shows differences in delivery mode by organization type. It indicates that, practitioners working for government agencies are much less likely (41%) than practitioners overall (73%) to report one-to-one sessions, while those working for community-based agencies are much more likely to do so (85%). Community-based LES agencies are also more likely to use small group sessions (90%) than overall (82%). Practitioners working for community-based LES organizations are less likely to use large group sessions (27%) compared to overall (47%). Those working for school boards are somewhat less likely to use small-group sessions (71%) compared to 82% overall. The table shows organization type differences for other delivery modes but these differences are not statistically significant.

Table 8 Mode of delivery for LES services, by organization type (% indicating mode)

Mode of delivery	Government	School board	College/ University	Community-based LES agency	Training/ employment/ career services provider	Social service/ immigrant/ disability org./ library	Aboriginal org.	Other	Overall (Sig.†)
Smaller group sessions	**82%**	**71%**	**79%**	**90%**	**76%**	**88%**	**78%**	**83%**	**82%****
One-to-one	**41%**	**62%**	**70%**	**85%**	**63%**	**80%**	**63%**	**80%**	**73%*****
Large group sessions	**38%**	**50%**	**67%**	**27%**	**59%**	**59%**	**56%**	**48%**	**47%*****
Assigning homework	15%	27%	37%	35%	34%	39%	33%	30%	**33%**
Online learning - formal or informal	18%	36%	33%	33%	22%	32%	30%	22%	**30%**
Distance education - online courses	6%	11%	15%	11%	15%	10%	11%	9%	**11%**
Correspondence courses	6%	18%	8%	7%	5%	10%	19%	7%	**9%**
Other	9%	6%	6%	6%	0%	7%	15%	7%	**6%**

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating level of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded to indicate significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=521).

There were statistically significant regional differences in delivery mode, notably for one-to-one instruction, smaller group sessions, large group sessions, online learning, and distance education.[31] Practitioners in Northern Canada (29%) are less likely to use large group sessions than elsewhere (47% overall) likely because of the smaller populations they serve, while those in British Columbia are most likely to use larger group sessions (70%). The results also indicate that online learning is most often used in Ontario (46%) and least often used in Atlantic Canada (15%) than overall (30%).

Practitioners providing services in mainly rural settings are significantly more likely to deliver in smaller groups (88%) and one-to-one sessions (82%) than those in urban settings (77% and 69%, respectively) in comparison to overall (82% and 73% respectively); while those providing services in mainly urban areas are significantly more likely to deliver in large group sessions[32] compared to overall (47%). Not surprisingly, significantly more distance education is observed in rural settings (16%) compared to urban areas (7%)[33] than overall (11%).

5.2.7. Language of delivery

Respondents were asked to identify in which language they primarily deliver LES services. In section 5.3 on the sociodemographic profile, results are presented for the spoken language of practitioners.

The vast majority of respondents (88%) deliver LES services mainly in English. That is considerably higher than the 77% of Canadians that the National Household Survey reports speak English most often in the workplace.[34] This may be likely due to the low number of respondents from Quebec in which the majority of Francophones reside. A tenth (10%) deliver LES services mainly in French and just 2% deliver LES equally in both languages.

5.3. Socio-demographic and psychological characteristics

In this section, respondents are profiled according to their age, gender, Aboriginal and immigrant status, language, family status, household income and psychological traits. For benchmarking purposes, results will be compared to the Canadian population or employed workforce, wherever possible.

31 Results of the Chi-squared tests: $p<0.01$ in each case.

32 Results of the Chi-squared test: between rural and urban areas for small group ($X^2(2) = 7.16$, $p<0.05$), one-to-one ($X^2(2) = 9.64$, $p<0.01$), and large group delivery ($X^2(2) = 7.16$, $p<0.05$).

33 Results of Chi-squared test: (7%) ($X^2(2) = 6.72$, $p<0.05$).

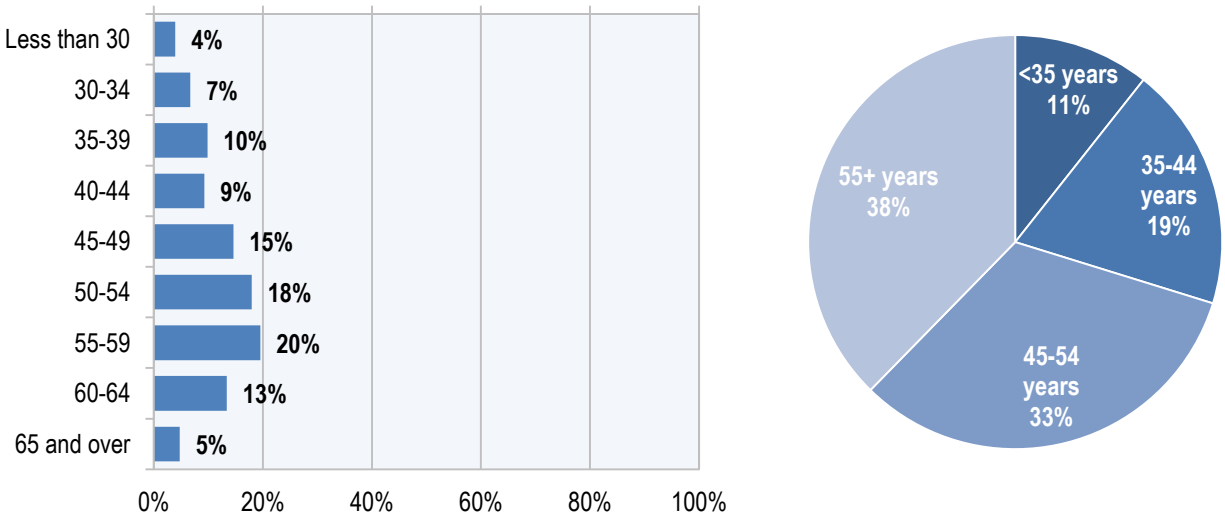
34 Source: http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-012-x/2011003/tbl/tbl1a-02-eng.cfm.

5.3.1. Age and gender

Respondents are predominantly female (86%). This proportion far exceeds the female proportion of the overall Canadian workforce (48%[35]) or even that of the employed teacher/professor labour force (65%[36]).

Practitioners tend to be older than the workforce at large in Canada. Figure 15 shows the detailed breakdown as well as the grouped breakdown used for cross-tabulations in the analysis. Just over a tenth (11%) are under 35 years of age. Close to two in five (38%) are 55 years and older, which is more than twice the proportion in the total employed Canadian labour force (18%[37]) and in the employed labour force of teachers and professors (17%[38]). The large proportion of near-retirement practitioners would suggest succession and recruitment challenges for this workforce in the near future.

Figure 15 Age — detailed and grouped (% distribution in age brackets)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=507).

35 Source: Labour Force Survey, 2012 (http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/labor20a-eng.htm

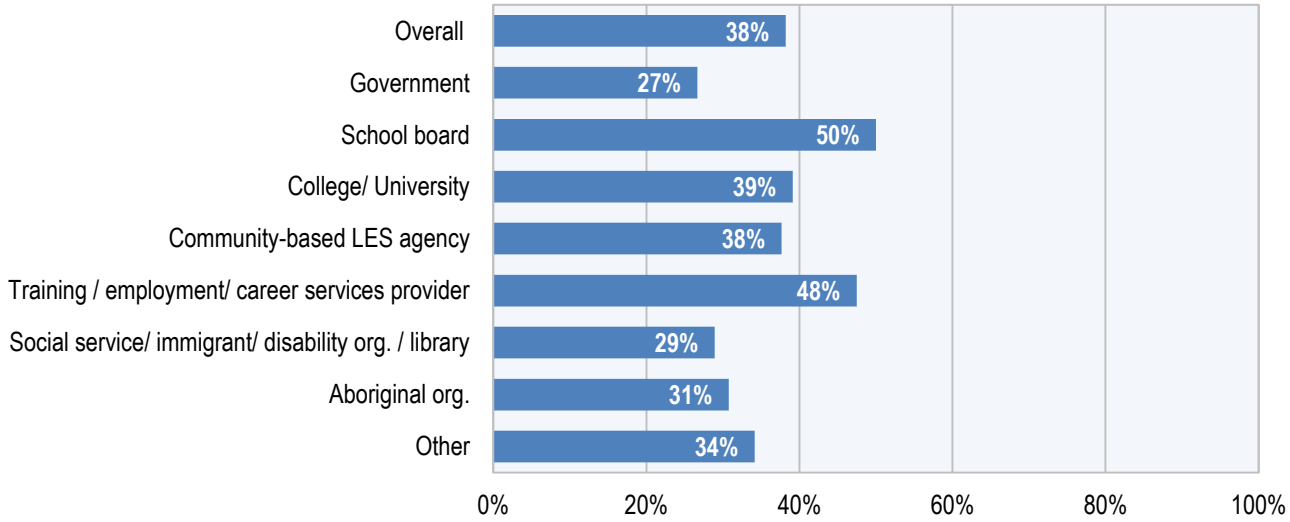
36 Source: Census 2006: http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/tbt/Rp-eng.cfm?TABID=1&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&PID=97611&PRID=0&PTYPE=88971,97154&S=0&SHOWALL=0&SUB=0&Temporal=2006&THEME=74&VID=0&VNAMEE=&VNAMEF=

37 Source: Labour Force Survey, 2012 (http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/labor20a-eng.htm

38 Source: Census 2006: http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/tbt/Rp-eng.cfm?TABID=1&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&PID=97611&PRID=0&PTYPE=88971,97154&S=0&SHOWALL=0&SUB=0&Temporal=2006&THEME=74&VID=0&VNAMEE=&VNAMEF=

The results by type of organization (Figure 16) indicate that school boards (50%) and training, employment, and career services providers (48%) are more likely to face succession challenges than other types of organizations (38%) because they have higher proportions of practitioners who are 55 years and older. However these differences are not significant.

Figure 16 Proportion of respondents 55+ years old, by organization type (% in age group)



Note: Results of the Chi-squared test indicate no statistically significant differences between organization types, X^2 (7) = 8.9, p = 0.26.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=479).

Comparing age profiles across regions indicates both Ontario and BC have the largest proportion of LES workforce aged 55 years and older (42% each) while Northern Canada and Québec have the lowest proportion (20% and 21%, respectively) in comparison to the national average of 38%. This result was not, but almost, statistically significant[39].

5.3.2. Aboriginal and immigrant status, and spoken language

The proportion of respondents who are Aboriginal is 8%. This is somewhat higher than the population proportion (4%[40]).

39 Result of Chi-squared test: p = 0.11.

40 Source: Statistics Canada: Aboriginal population projections: http://www.statcan.gc.ca/pub/91-552-x/2011001/c-g/desc/desc02-eng.htm, and population statistics: http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/demo02a-eng.htm

> Comparing results by region, the proportion reporting they are Aboriginal is considerably lower in Atlantic Canada (3%) than in the overall sample (5%) and considerably higher in Quebec (12%), though the latter result should be treated with caution owing to the small sample size for that province. This result was statistically significant.[41]

The majority of LES practitioners are Canadian citizens. Practitioners were asked if they are now or were ever a landed immigrant (i.e., a person who has been granted the right to live in Canada permanently by immigration authorities). The results indicate that 86% responded with 'no,' meaning that the vast majority are not landed immigrants, most of whom are likely Canadian born. The rest (14%) indicated that they are landed immigrants.

Respondents were asked to indicate what language(s) they speak well enough to conduct conversations in: English, French, or another language. This was a multiple-choice question, meaning a respondent could have indicated more than one language. The responses to this question indicate that 96% of respondents speak English, 28% speak French, and 12% speak another language.[42] The 28% of practitioners who speak French is very similar to the 30% of the Canadian population who can conduct a conversation in French.[43] Earlier (see section 5.2.7), language results were presented but for language of **delivery**.

> Results identified statistically significant regional differences for language across Canada. Understandably, a lower proportion of practitioners speak English in Quebec (71%), compared to 96% overall. The majority of respondents from Québec (88%) speak French compared to 28% overall. Northern Canada has the highest proportion of practitioners speaking another language (24%), though note the small sample size for this region, compared just 12% overall.

5.3.3. Family status and household income

Family responsibilities can affect career aspirations and availability for professional development (PD) activities. This is why these questions were asked in the survey.

The survey results indicate that the vast majority of practitioners (85%) have other people living with them in their household, i.e., just 15% are living on their own. Slightly over half (52%) have dependents to support.

41 Result of Chi-squared test: X^2 (5) = 14.06, $p<0.05$.

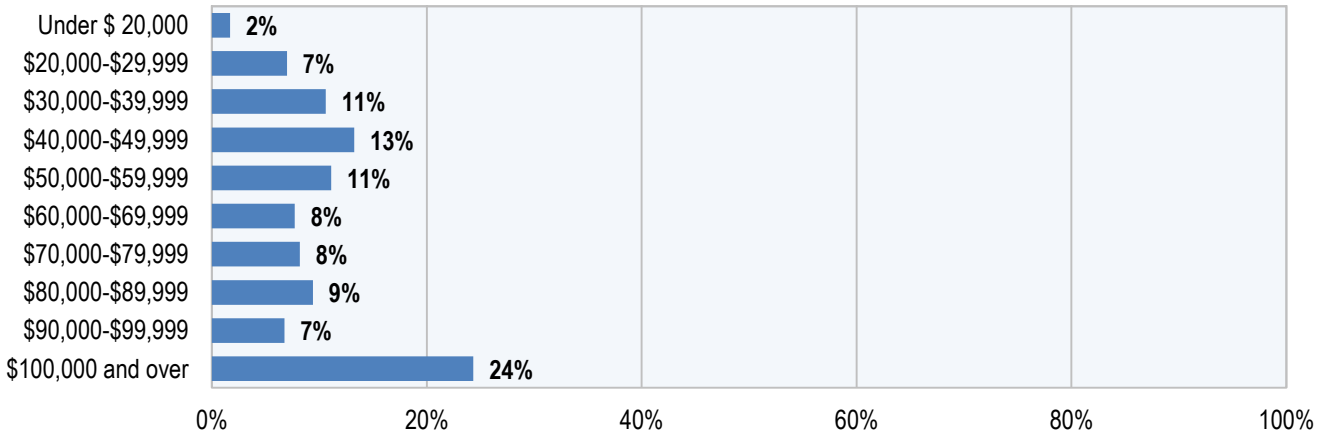
42 Another way to consider the responses to this question is in terms of how many speak only one language well. The results of this analysis indicate that almost three quarters (72%) speak English only and 4% speak French only.

43 Source: http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/2011003/tbl/tbl3_1-1-eng.cfm.

Respondents were asked to indicate the household income bracket that best matches the approximate total after-tax income of their household over the last tax year.[44] Respondents were asked to include income from **all** sources, including employment, interest and investments, social assistance and employment insurance. This figure, therefore, would include the LES wages and salaries (which will be reported on later) which average about $44,000[45] annually for this group. As 85% of practitioners have people living with them, consider that the majority of respondents' reported household income includes not only the practitioners' own income but also that of others, such as spouses or common law partners.

The results indicate that about a quarter of respondents have an annual household income of $100,000 or greater (24%), and less than 2% have an income of less than $20,000[46] (Figure17). The proportion with $100,000 or greater is considerably higher than in the Canadian population overall (5.7%[47]).

Figure 17 Household income (% distribution by income categories)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=415).

> Figure 18 compares the household income distribution by organization type, aggregating income brackets for analysis purpose. The highest proportion (56%) earns between $40,000 and $99,999, the lowest proportion earns (19%) less than $40,000 and the rest (24%) earns more than $100,000. The results indicate that a higher proportion of practitioners working for colleges and universities have an income of $100,000 and over (43%), which is considerably higher than the overall proportion, while school boards have the lowest

44 Past survey experience indicates that respondents find it easier to indicate a bracket rather than a single value and this is why the question was asked this way. This is also why an average household income figure was not computed.

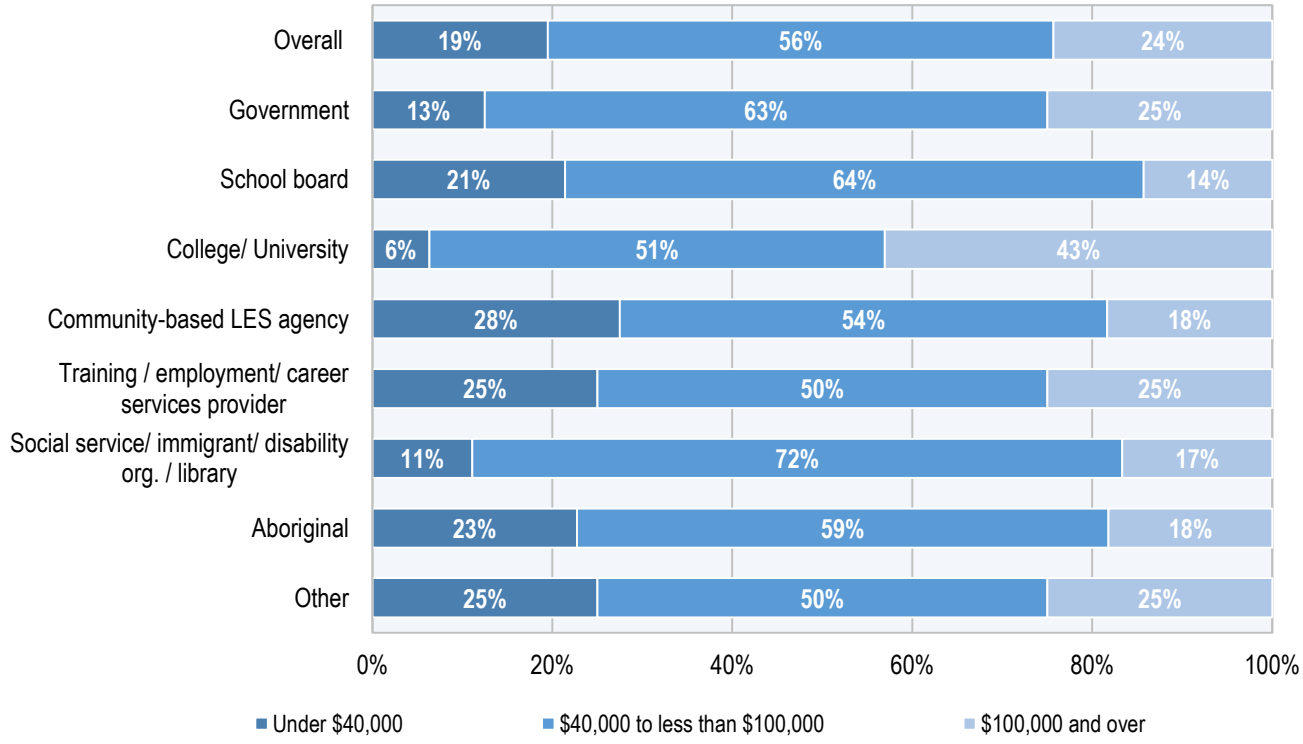
45 Since practitioners work on average 10.5 months a year (45.5 weeks), the average annual employment earnings was calculated by multiplying the average weekly earnings by 45.5 weeks.

46 *It should be cautioned that these results are based on just 415 respondents who provided a response to this question, which represents just 60% of the 690 respondents in the analysis file that this report is based on.*

47 Statistics Canada: http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/famil105a-eng.htm

proportion (14%). On the other hand, community-based LES agencies have a relatively high, and in fact the highest, proportion of practitioners earning under $40,000 (28%), compared to 19% overall.

Figure 18 Household income, by organization type (% distribution by income brackets)



Note: Results of the Chi-squared test indicate statistically significant differences, X^2 (14) = 33.66, $p < 0.01$.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=395).

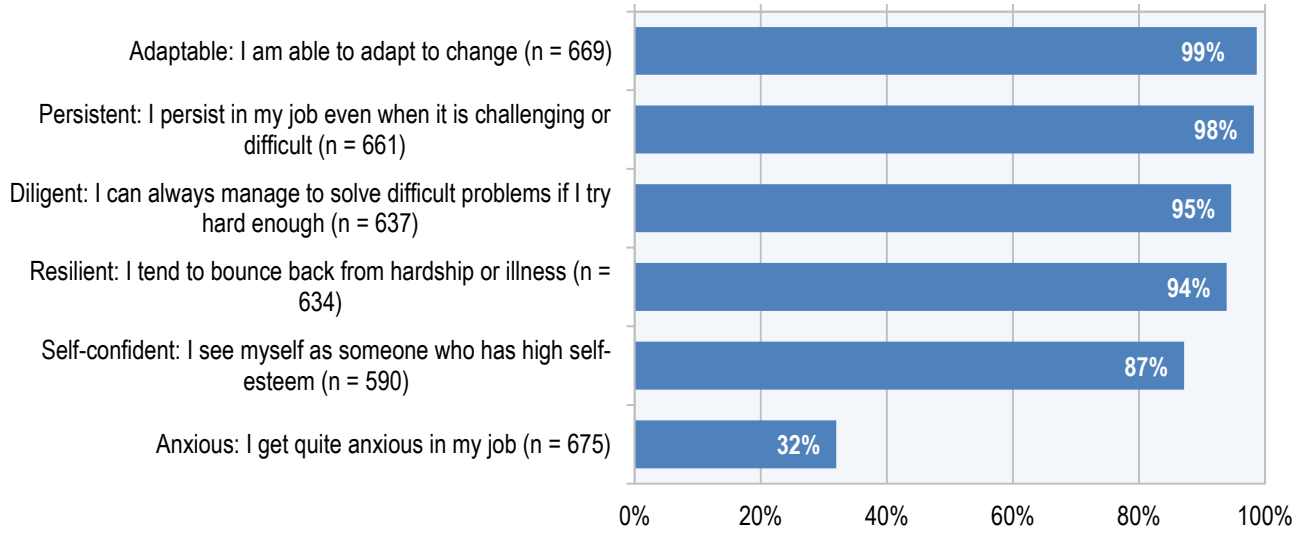
5.3.4. Psychological capital

Psychological capital, which includes psychological characteristics relating to confidence and persistence, can influence job performance and career advancement. To measure it in the survey, practitioners were asked to indicate the extent to which they agree or disagree with statements that SRDC and other researchers have used to measure psychological capital, based on a 5-point scale, where 1=disagree strongly, 2=disagree somewhat, 3=neutral, 4=agree somewhat, and 5=agree strongly. For analysis purposes, results were aggregated into three groups: agree somewhat or strongly (4, 5), neutral (3), disagree strongly or somewhat (1, 2).

The results (Figure 19) indicate that large majorities of practitioners have high levels of psychological capital. Specifically, about nine in ten respondents agreed somewhat or strongly with statements indicating they are adaptable (99%), persistent (98%), diligent (95%), resilient (94%), and self-confident (87%). Despite high levels of confidence, persistence, and adaptability, however, almost a

third of respondents (32%) agreed somewhat or strongly that they are quite anxious in their jobs (last bar of Figure 19).

Figure 19 Psychological capital (% agreeing somewhat or strongly with statement)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

There are no statistically significant differences in psychological capital of practitioners by type of organization (Table 9). However, comparisons of the job anxiety results by organization type do indicate some differences. Practitioners working for school boards and for Aboriginal organizations are more anxious in their jobs (42% and 41%, respectively, agreeing somewhat or strongly with the job anxiety statement) than those working for other types of organizations (33%). In contrast, those working for training, employment and career services providers and governments are less anxious (18% and 17%, respectively), compared to the overall 33%.

There are some interesting differences in psychological capital according to other characteristics. For example, resilience, diligence, self-esteem, and persistence tend to rise with age.

Table 9 Psychological capital by organization type (% agreeing somewhat or strongly with statement)

Statement	N	Government	School board	College/ University	Community-based LES agency	Training/ employment/ career services provider	Social service/ immigrant/ disability org./ library	Aboriginal org.	Other	Overall (Sig.†)
Adaptable: I'm able to adapt to change	607	100%	100%	100%	98%	100%	98%	97%	98%	**99%**
Persistent: I persist in my job even when it is challenging/ difficult	603	100%	99%	98%	99%	100%	98%	100%	96%	**99%**
Diligent: I can always manage to solve difficult problems if I try hard enough	603	92%	96%	97%	95%	98%	96%	97%	87%	**95%**
Resilient: I tend to bounce back from hardship or illness	604	97%	94%	96%	95%	90%	92%	97%	91%	**94%**
Self-confident: I see myself as someone who has high self-esteem	606	94%	82%	91%	86%	90%	88%	94%	78%	**87%**
Anxious: I get quite anxious in my job	**605**	**17%**	**42%**	**28%**	**36%**	**18%**	**31%**	**41%**	**36%**	**33%****

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating level of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded to indicate significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce

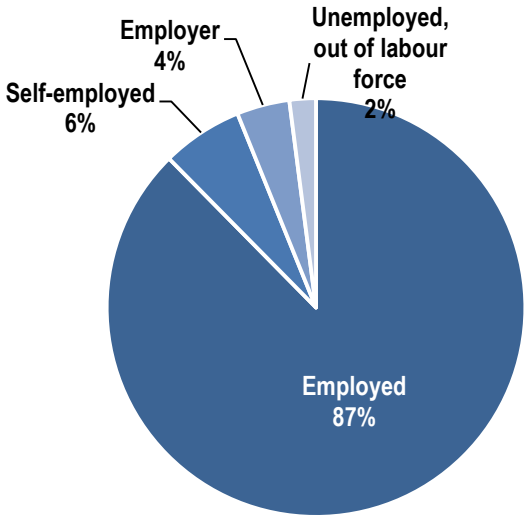
5.4. Employment

In this section, results for various aspects of practitioners' jobs are presented, such as labour force status, employment arrangements, earnings, and job satisfaction. Some patterns by practitioner characteristics are presented. Many of these results are benchmarked (compared) against the national workforce, based on a national Labour Force Survey and other Statistics Canada sources.

5.4.1. Labour force status: Employed/self-employed

Most respondents are currently working (98%) and 87% are employed (as opposed to self-employed or an employer) (Figure 20). The 6% of LES practitioners who reported being self-employed is much lower than the self-employment incidence in the total employed workforce (15%[48]). A large majority (85%) currently have just one employer, 11% have two employers, and the rest (4%) have three or more employers (not shown in the chart).

Figure 20 Labour force status (% distribution by status)

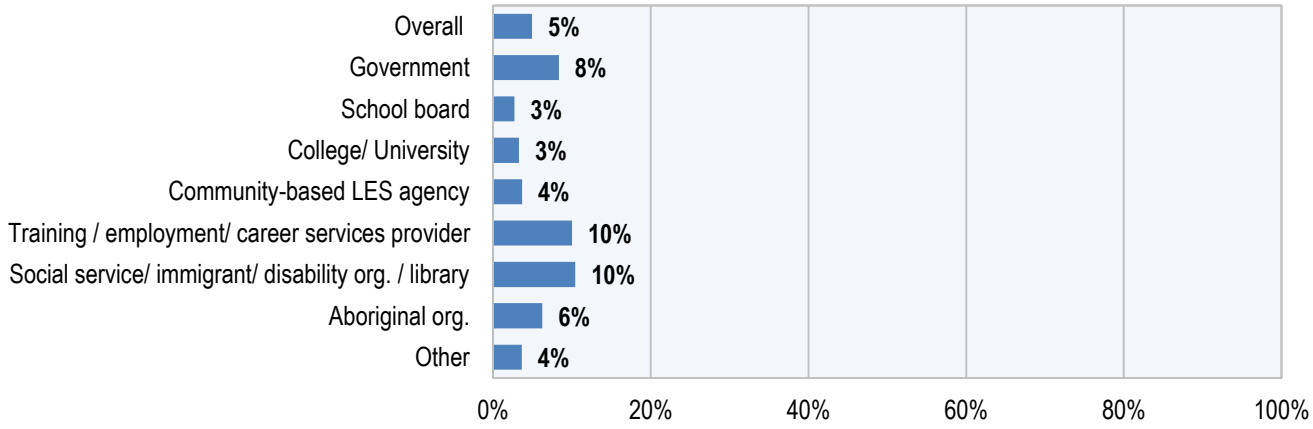


Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=689).

> Figure 21 indicates that the proportion of practitioners who reported being self-employed does not vary significantly across organization types. However, it is worth pointing out that self-employment incidence is higher among those working for training, employment, and career services providers (10%) and social service organizations (10%) than it is for those working for other types of organizations (5%). School boards (3%) and colleges and universities (3%) have the lowest proportion of self-employed practitioners.

[48] Source: Labour Force Survey Statistics Canada: http://www5.statcan.gc.ca/cansim/a26?lang=eng&retrLang=eng&id=2820012&paSer=&pattern=&stByVal=1&p1=1&p2=37&tabMode=dataTable&csid=

Figure 21 Self-employment incidence, by organization type (% self-employed by type)



Note: Results of the Chi-squared test indicate no statistically significant differences between organization types, X^2 (28) = 27.94, p = 0.47. Note that the variable is one of a number employment statuses that respondents were asked about, such as employer, employed, self-employed, unemployed, or other.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=608).

> Analysis of the results by region indicate the proportion self-employed tends to be higher in British Columbia (13%), lowest in Ontario (3%), and non-existent in Northern Canada (0%) compared to 5% overall. These regional differences are statistically significant.[49]

5.4.2. Employment arrangements: Permanent/temporary, work hours, part/full-time status

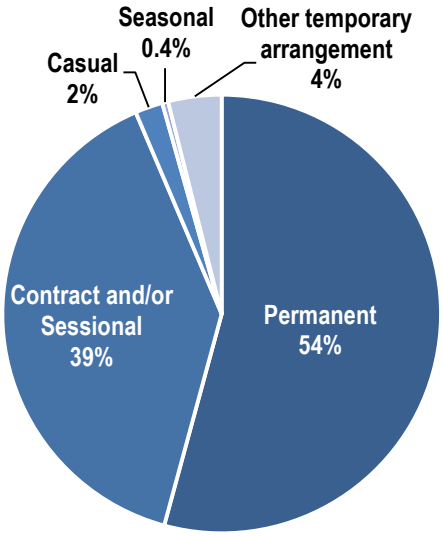
Respondents were asked to indicate the status of their employment for the LES job in which they spend the most time. Choices were comprised of permanent, contract/sessional, casual, seasonal, and other temporary arrangement.

Just over half the respondents (54%) are permanent employees and 39% work on a contractual or sessional basis, with the remainder (6%) in other temporary arrangements, such as a seasonal or casual job (Figure 22). The total 46% temporary job incidence (contract or sessional, casual, seasonal, and other temporary arrangements) is considerably higher than it is in the Canadian workforce at large: 14% in total and 7% in term or contract jobs.[50] This suggests lower levels of job stability for practitioners. On average, practitioners work 10.5 months a year (not shown in the chart).

[49] Result of the Chi-squared test: (X^2 (5) = 17.93, p<0.01).

[50] Source: Statistics Canada Labour Force Survey: http://www5.statcan.gc.ca/cansim/a05?lang=eng&id=2820080&pattern=2820080&searchTypeByValue=1&p2=35

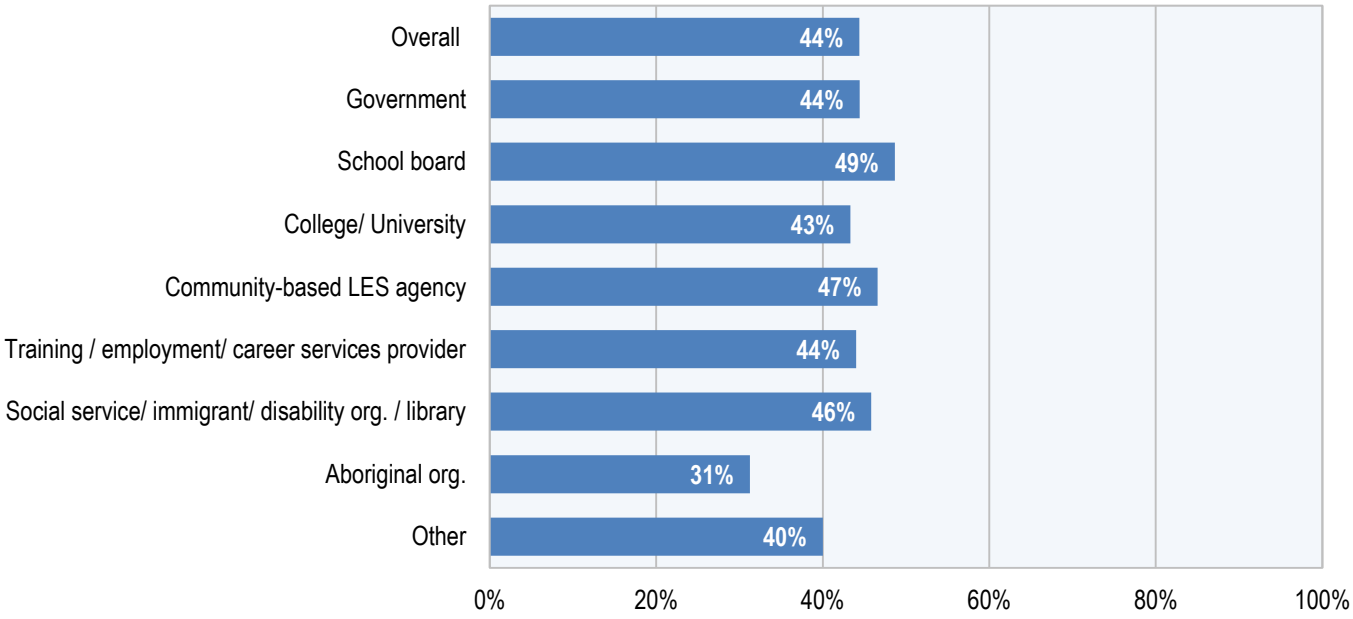
Figure 22 Permanent/temporary employment arrangement (% distribution by work arrangement)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=686).

Figure 23 indicates that the proportion of practitioners working in temporary jobs is similar across organization types. Note that, while temporary job incidence appears lower than overall (44%) for respondents working for Aboriginal organizations (31%), this is not a statistically significant result.

Figure 23 Incidence of LES temporary jobs, by organization type (% in contract/session, seasonal, casual or other temporary employment)



Note: Results of the Chi-squared test indicate no statistically significant differences between organization types, X^2 (7) = 3.69, p = 0.82.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=606).

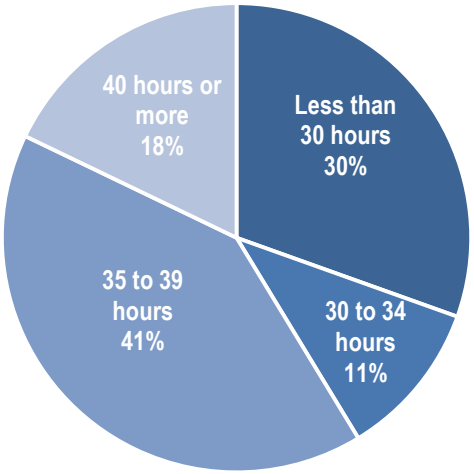
> Results for regional differences indicate that the proportion of practitioners occupying contract or sessional jobs is highest in Atlantic Canada (59%) and lowest in Ontario (30%) and Québec (31%), compared to 44% overall.[51]

Figure 24 indicates that about 70% of practitioners work on a full time basis, i.e., usually work 30 or more hours per week, excluding overtime. Almost a fifth (18%) work 40 or more hours. The 30% who work part-time (less than 30 weekly hours) represents a much higher incidence than in the Canadian workforce at large (19%[52]).

51 Results of the Chi-squared test: $^2(20) = 46.66$, $p<0.01$.

52 Source: Statistics Canada Labour Force Survey: http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/econ10-eng.htm

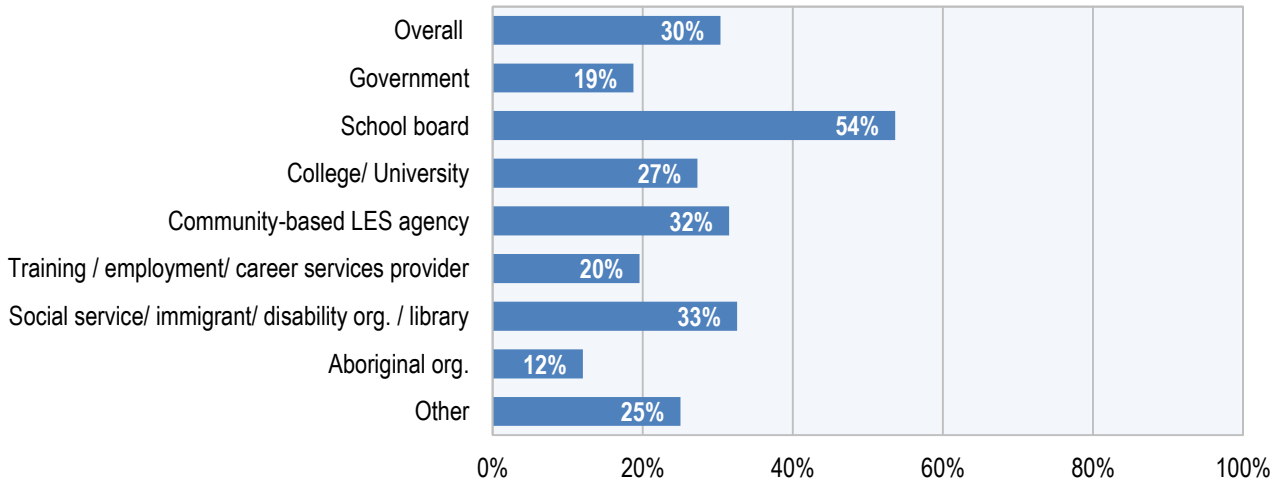
Figure 24 Average paid hours usually worked per week, excl. overtime (% distribution by hours category)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=627).

The percentage of practitioners working part-time (less than 30 hours weekly) is considerably higher for those working for school boards (54%) than the overall proportion of respondents (30%) and lower for those working Aboriginal organizations (12%) (Figure 25).

Figure 25 Part-time employment incidence, by organization type (% usually working less than 30 hours weekly)



Note: Results of the Chi-squared test indicate statistically significant differences, X^2 (7) = 27.59, p < 0.01.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=557).

Practitioners were asked about the average hours they work per week, both paid and unpaid as well as volunteer hours. Practitioners work about 30.8 hours a week on average, excluding paid and unpaid overtime hours and volunteer hours (Table 10). On average, LES practitioners work a total of 4.4 overtime hours per week (paid and unpaid) as part of their job but are compensated for just 1.8 overtime hours. This means that they are paid for just 40% of the overtime hours they work, on average. Furthermore, practitioners work on average an additional 3.6 volunteer (unpaid) hours per week, i.e., additional hours in the community over and above the unpaid overtime hours they work as part of their job.

Table 10 Average hours worked

	No. of hours
Average paid (compensated) hours worked per week (excl. overtime) (n=627)	30.8
Average overtime hours (compensated and uncompensated) worked per week (n=686) – i.e., hours worked in current job(s) beyond the "standard" workweek	4.4
▪ Average compensated overtime hours worked per week in current job(s) (n=373)	1.8
Average volunteering worked hours per week (n=288*) – i.e., unpaid hours worked in community not considered "traditional" overtime work	3.6

Note: *Given that this question was answered by less than half the respondents, caution should be exercised in using this result.

Source: CLLN National Survey of Literacy and Essential Skills Workforce.

Table 11 (bolded rows) indicates statistically significant differences by organization type. Average hours worked per week are considerably lower for practitioners working for school boards (26.4 hours) relative to those working for other types of organizations (30.8 hours overall), which is in line with the higher part-time incidence reported above for school boards. At the same time, respondents associated with training, employment, and career service providers and Aboriginal organization reported a greater number of work hours a week (34.5 and 35.6 hours, respectively). On the other hand, overtime hours (excluding volunteer hours in the community) are considerably higher for practitioners working for school boards (6.3 hours), but lower for practitioners working for training, employment and career services providers (2.0 hours) compared to overall (4.4 hours). Compensated overtime hours are much higher for those working for government agencies (5.1 hours) than overall (1.8 hours). Those working for school boards are rarely compensated for overtime hours (0.4 hours.)

Table 11 Average hours worked, by organization type

	N	Government	School board	College/ University	Community -based LES agency	Training/ employment/ career services provider	Social service/ immigrant/ disability org./ library	Aboriginal org.	Other	Overall (Sig.)†
Average paid hours worked per week (excl. overtime)	**557**	**31.5**	**26.4**	**31.3**	**30.2**	**34.5**	**28.8**	**35.6**	**33.1**	**30.8*** **
Average overtime hours (compensated and uncompensated) worked per week – hours worked in current job(s) beyond the "standard" workweek	**605**	**3.4**	**6.3**	**4.4**	**4.5**	**2.0**	**4.5**	**5.3**	**3.9**	**4.4***
Average compensated overtime hours worked per week in current job(s)	**334**	**5.1**	**0.4**	**1.0**	**1.7**	**1.3**	**2.6**	**3.8**	**2.4**	**1.8*** **
Average volunteering worked hours per week – unpaid hours worked in community not considered "traditional" overtime work	604	0.6	4.5	3.2	4.5	2.5	3.8	4.3	2.2	**3.6**

Note: † ANOVA tests were conducted for each variable in order to capture any statistically significant differences between organization types. Complete results of the F-tests are omitted for the purposes of this report, however the significance level is included in the final column to indicate statistically significant differences, whenever appropriate. The critical values indicating level of significance indicating level of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded to indicate significant differences

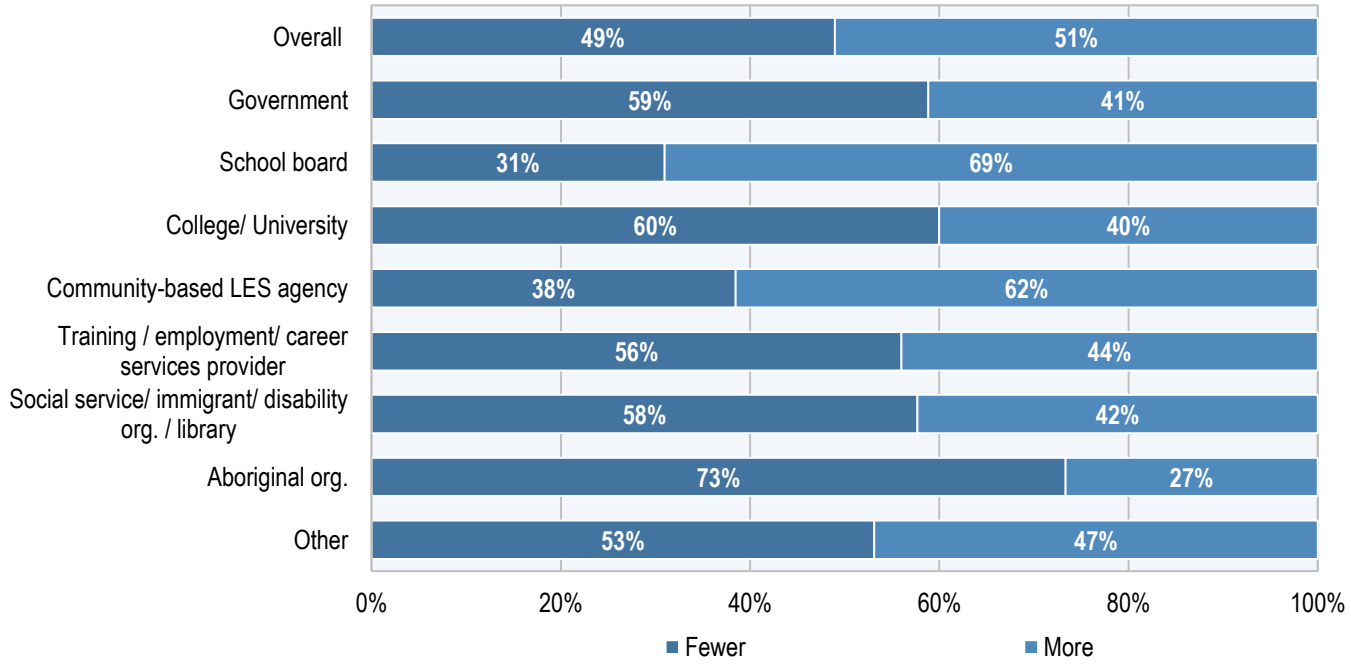
Source: CLLN National Survey of Literacy and Essential Skills Workforce.

Comparisons by region indicate that average paid hours tend to be higher in Northern (36.4 hours) and Atlantic Canada (33.3 hours) than overall (30.8 hours). Paid hours tend to be lower in British Columbia (28.4 hours) and Quebec (28.6 hours). The result is statistically significantly, indicating that there are regional differences in average paid hours.[53]

Respondents were asked whether they want fewer or more hours. About half chose not to respond, presumably because they were content with the hours they worked. The 368 who answered this question are fairly evenly split: 47% wanted fewer hours and 53% wanted more hours (Figure 26).

The results by organization type (Figure 26) indicate that practitioners working for school boards (31%) and community-based LES agencies (38%) are less likely to want fewer hours than practitioners overall (49%). That practitioners working for school boards tended not to want fewer hours is not surprising, given that hours worked in school boards are already relatively low, as reported in the preceding table. Conversely, those working for Aboriginal organizations are considerably **more** likely to want fewer hours (73%), again not surprising, given that hours worked among this group are relatively as revealed above.

Figure 26 Desire for fewer or more hours by organization type (% indicating fewer or more)



Note: Results of the Chi-squared test indicate statistically significant differences, X^2 (7) = 19.19, p < 0.01.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=331).

53 Results of F-tests: $F_{5, 615} = 4.649$, $p < 0.0$).

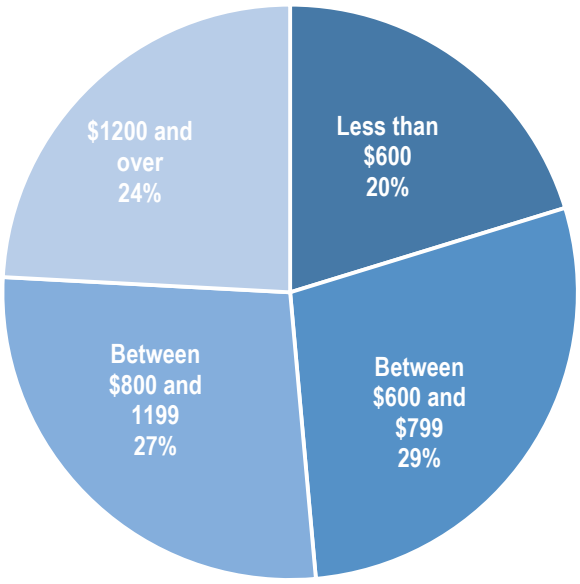
> The regional comparisons indicate that those working in Atlantic Canada (66%), and Ontario (57%) want more work hours[54] than overall (51%) even though they work more than other regions as shown above.

5.4.3. Earnings

Respondents were asked to report how much on average they earn per week (before taxes and deductions) in total in all jobs they work at. Recall that earlier results for total household income were presented, which included income from employment that practitioners earned.

Figure 27 indicates that the average weekly earnings reported is $964.[55] On an annualized basis, this would amount to just over $44,000[56] in gross earnings. Only a fifth of respondents (20%) earn under $600 a week and about a quarter (24%) earn $1,200 or over.

Figure 27 Average weekly earnings (% distribution by category)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=385).

54 Results of Chi-squared test: X^2 (5) = 13.11, p <0.05.

55 It should be noted that a large number respondents (305 or 44% of the respondent pool) did not answer the weekly earnings question, which raises some methodological concerns. This is why SRDC did not show breakdowns of earnings by other variables such as organization type.

56 Since practitioners work on average 10.5 months a year (45.5 weeks), the average annual employment earnings was calculated by multiplying the average weekly earnings by 45.5 weeks.

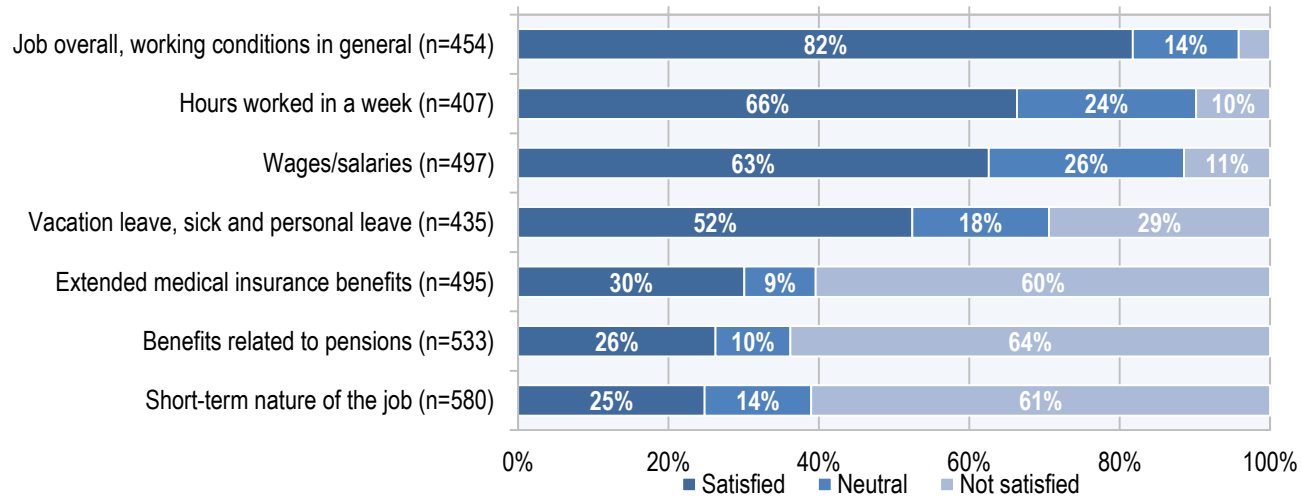
The average weekly earnings reported by respondents is slightly higher than the 2012 Canadian average weekly earnings (including overtime and before deductions) of $897[57] for the employed workforce but slightly lower than the $983[58] for those working in the educational and related services industry.

5.4.4. Job satisfaction

Respondents were asked to rate their satisfaction with various aspects of their job, using a 5-point scale, where 1=not at all satisfied to 5=extremely satisfied. Results were aggregated for presentation in Figure 28 below as follows: not satisfied (1=very and 2=somewhat dissatisfied), neutral (3), and satisfied (4=somewhat satisfied and 5=very satisfied).

About four in five practitioners (82%) are satisfied with their job overall (Figure 28). Smaller majorities are satisfied with specific aspects of their job: hours worked in a week (66%), wages/salaries (63%) and vacation leave, sick and personal leave (52%). At the other end of the spectrum, a majority are **not** satisfied (very or somewhat dissatisfied) with benefits related to pensions (64%), the short-term nature of the job (61%) and extended medical insurance benefits (60%).

Figure 28 Job satisfaction (% distribution by satisfaction level)



Note: Value labels of less than 5% were omitted from the figure.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

57 Source: Statistics Canada Labour Force Survey: http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/labr79-eng.htm. Note that the comparison of the survey results to the Statistics Canada figures may not be strictly accurate as the latter include overtime, whereas for the former, overtime and deductions were not explicitly mentioned in the survey – respondents were simply asked what they earn weekly.

58 Source: Statistics Canada Labour Force Survey: http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/educ05-eng.htm

Satisfaction levels vary significantly across organization types but particularly for the three items where the statistical tests indicated significant differences: wages and salaries, benefits related to pensions, and extended medical insurance benefits (Table 12, see the bolded rows).

- A significantly lower proportion of respondents associated with training, employment and career services providers (51%) are satisfied with their wages and salaries compared to the overall proportion (63%), while practitioners working for colleges and universities (79%), the government (77%) and school boards (74%) are more likely to be satisfied.
- As for benefits related to pensions, practitioners associated with the latter three organizations – colleges and universities, the government, and school boards – are also more likely to be satisfied with them (57%, 52% and 40%) than overall (29%), but practitioners working for community-based LES agencies are significantly less likely to be satisfied with their benefits related to pensions (7%).
- Finally, for extended medical benefits, there is a wide range of satisfaction levels across organization types. Practitioners working for LES agencies report particularly low satisfaction levels with extended medical benefits (13%) compared to other types of organizations (26%). In contrast, there are higher proportions satisfied with extended medical benefits among practitioners associated with colleges and universities (56%), Aboriginal organizations (50%), government (48%) and social service organizations (39%), compared to the 26% overall. As for pension benefits, satisfaction was relatively high among practitioners with colleges and universities (57%) and government (52%), compared to the 29% overall.

Table 12 Job satisfaction, by organization type (% somewhat to completely satisfied)

Job aspect	N	Government	School board	College/ University	Community-based LES agency	Training/ employment/ career services provider	Social service/ immigrant/ disability org./ library	Aboriginal org.	Other	Overall (Sig.)†
The job overall, working conditions in general	397	94%	83%	80%	79%	79%	79%	91%	79%	**81%**
Hours worked in a week	359	60%	56%	68%	65%	67%	61%	83%	77%	**66%**
Wages and salaries	**441**	**77%**	**74%**	**79%**	**57%**	**51%**	**61%**	**60%**	**59%**	**63%***
Vacation leave, sick and personal leave	380	45%	46%	44%	54%	41%	43%	71%	67%	**51%**
Extended medical insurance benefits	**468**	**48%**	**26%**	**56%**	**13%**	**32%**	**39%**	**50%**	**25%**	**26%*****
Benefits related to pensions	**438**	**52%**	**40%**	**57%**	**7%**	**24%**	**32%**	**35%**	**23%**	**29%*****
Short-term nature of the job	520	33%	27%	17%	25%	30%	22%	25%	25%	**24%**

Note: †: Chi Square tests were conducted for each variable in order to capture any statistical differences between organization types. The critical values indicating level of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded to indicate significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

> While the majority of Northern Canadian practitioners (89%) were satisfied with their wages and salaries, only half the practitioners from Atlantic Canada (52%) were[59], compared to 63% nationally. Satisfaction with medical benefits also varied across the country with high levels of satisfaction in Northern Canada (67%) and in British Columbia (43%) relative to 26% nationally, and low satisfaction levels in Quebec (15%).[60]

5.5. Career transitions

In this section, results to a series of questions asking about practitioners' careers are presented, including how long they have been working in the LES field (tenure), why they entered the field, the likelihood of staying in it, and reasons why they may leave it.

5.5.1. Tenure and number of jobs held

Practitioners were asked about how long they have been in their current LES job as well as in the LES field. The results (Table 13) indicate that average tenure in the current LES job is 6.8 years and the average number of years in LES service delivery overall is 11.4 years. The latter represents a little less than half the practitioners' total workforce tenure since first leaving the formal education system (23.9 years).

Table 13 Tenure of practitioners in current job, LES, and workforce

Tenure	Number of years
in current LES job (n=611)	6.8
in LES throughout career (n=611)	11.4
in workforce in total (n=591)	23.9

Source: CLLN Survey of the Literacy and Essential Skills Workforce.

On average, practitioners have had four LES jobs throughout their careers. A large majority (87%) had a job outside LES before entering the field.

> Not surprisingly, the proportion of practitioners who had a job outside the LES field is significantly lower (73%) for those under 35 years of age.[61]

59 Result of Chi-squared test: X^2 (10) = 21.78, p <0.05.

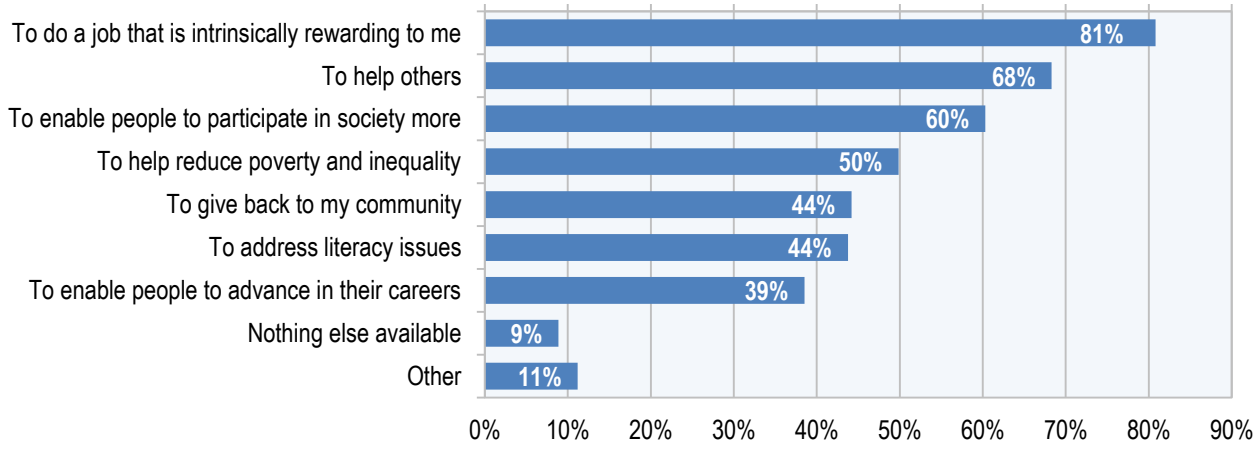
60 Result of Chi-squared test: X^2 (10) = 30.01, p <0.01.

61 Result of Chi-squared test: X^2 (3) = 12.78, p <0.01.

5.5.2. Motivation for entering the LES field

Respondents were asked to identify one or more listed reasons for which they got involved in the LES field. The results (Figure 29) indicate that most practitioners entered the LES field because the job was intrinsically rewarding (81%), to help others (68%), and to enable people to participate in society more (60%). It is noteworthy that only 9% of respondents said there was nothing else available, which indicates that an overwhelming majority were positively motivated to be LES practitioners.

Figure 29 Motivations for entering the LES field (% indicating reason)



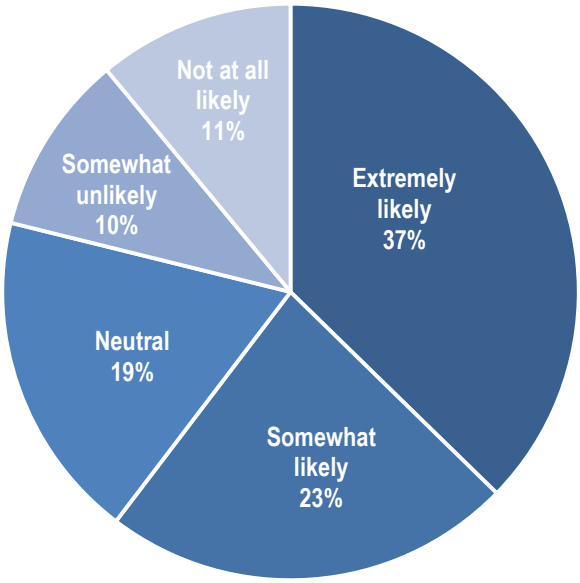
Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=688).

5.5.3. Likelihood of staying in/leaving the LES field

Respondents were asked to rate the likelihood of their staying in the LES field over the next five years, using a 5-point scale, where 1=not at all likely up to 5=extremely likely. In this section, the overall results to this question will first be presented, but the focus in the remainder of the section is on the likelihood of leaving the field, i.e., the proportion who reported it is not likely or somewhat unlikely that they would stay in the field in the next five years.

Figure 30 indicates that three in five respondents (60%) reported that it was somewhat or extremely likely they would stay in the field. About a fifth (21%) said they may leave the field (somewhat unlikely or not at all likely they will stay) and another fifth (19%) were unsure (neutral), which suggests some imminent succession and recruitment challenges.

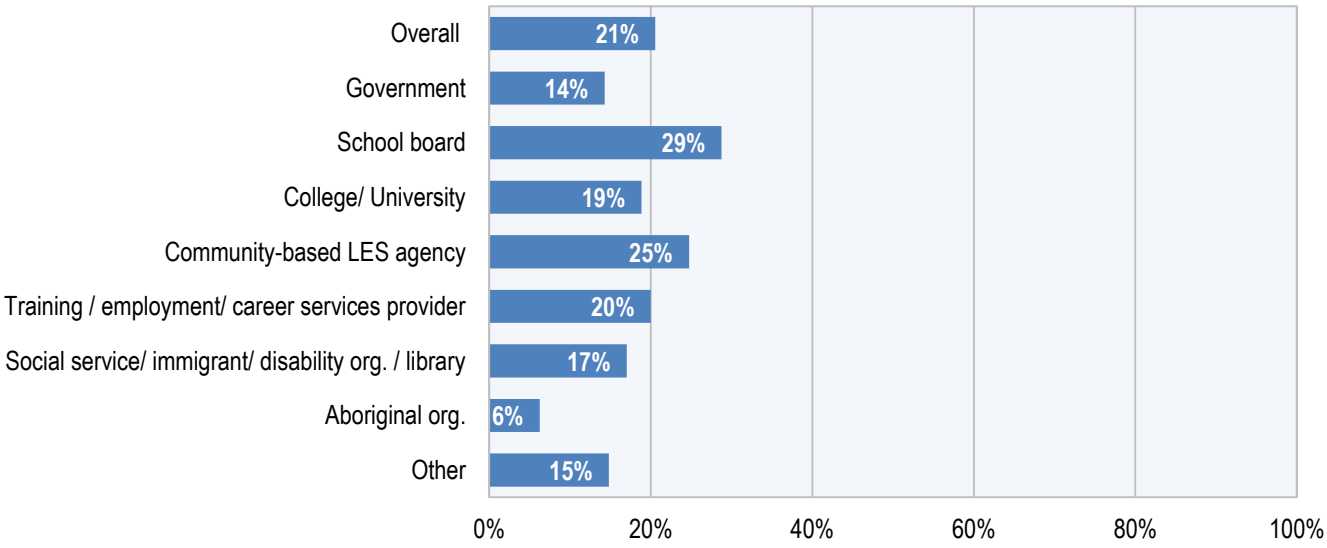
Figure 30 Likelihood of staying in the LES field (% distribution by degree of likelihood)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=681).

Figure 31 indicates no statistically significant organizational differences in the likelihood of leaving the field, measured as the proportion of respondents who indicate that they are not likely to stay in the field. However, the results do suggest that the chances of exit may be higher among practitioners working for school boards, as the proportion of those somewhat unlikely or not at all likely to stay is noticeably higher for this group (29%) than it is overall (21%). The chance of exit is considerably lower for practitioners working in Aboriginal organizations (6%) but this result should be treated with caution because of small sample size for this group.

Figure 31 Likelihood of leaving the LES field, by organization type (% saying it is somewhat unlikely or not at all likely that they will stay)

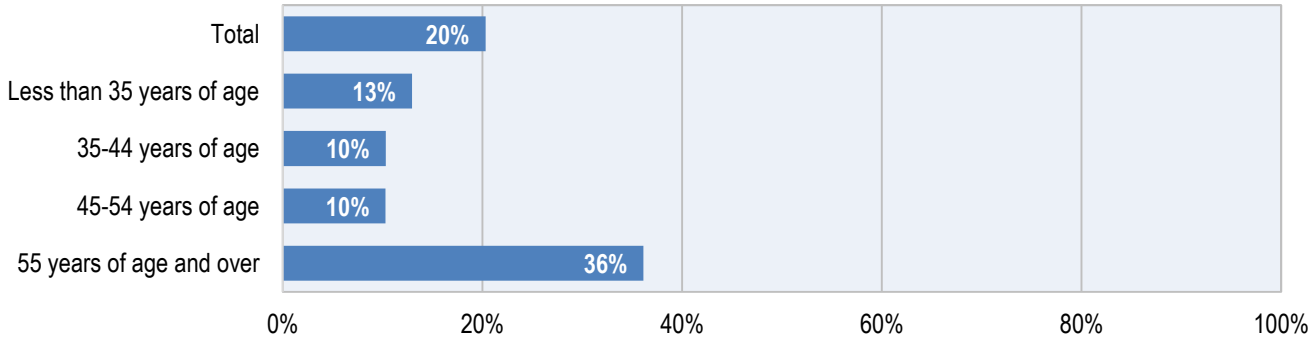


Note: Results of the Chi-squared test indicate no statistically significant differences, X^2 (7) = 11.53, p = 0.12.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=603).

> Not surprisingly (see Figure 32), the likelihood of leaving is higher for practitioners aged 55 years and older (36%) than those in the overall sample (20%).

Figure 32 Likelihood of leaving the LES field, by age (% saying it is somewhat unlikely or not at all likely that they will stay)



Note: Results of the Chi-squared test indicate statistically significant differences, X^2 (3) = 47.51, p < 0.01

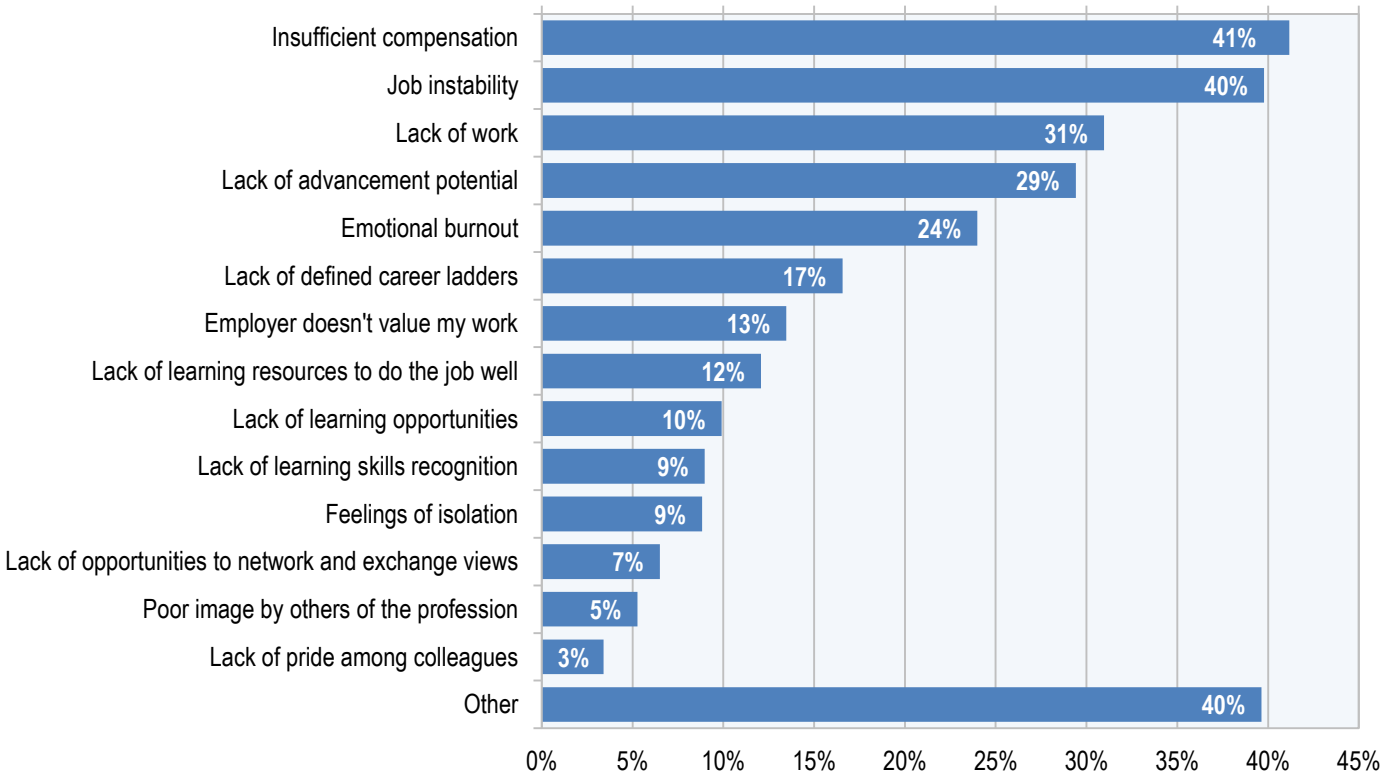
Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=500).

There is no statistically significant difference in the likelihood of staying in the field across regions.

All respondents were asked to indicate the reasons why they may leave the field in the next five years (see Figure 33). The two most frequently reported reasons why practitioners might leave the field are insufficient compensation (41%) and job instability (40%), followed by lack of work (31%), lack of advancement potential (29%), and emotional burnout (24%). Issues that do not represent major potential factors in exits from the field are the following: lack of learning opportunities (10%), lack of learning skills recognition (9%), feelings of isolation (9%), lack of opportunities to network and exchange view (7%), poor image by others of profession (5%), and lack of pride among colleagues (3%).

Observe that "other" was frequently cited as a possible reason for leaving the field in the next five years, by 40% of respondents. Those who responded with "other" were asked to specify the reason, and the predominant (unprompted) response to the question of reasons why the practitioner might leave the field concerned **age or imminent retirement**. This response was provided by 137 practitioners, which represents about a fifth of the respondents to this question, making it the sixth most prominent reason for leaving the field. This suggests this is an issue that needs attention, particularly in the light of the large proportion (36%) of the workforce 55 years and over. The second most frequently written-in (unprompted) response related to lack of funding, submitted by 35 respondents or about 5% of respondents to this question.

Figure 33 Reasons for possibly leaving the LES field in next five years (% indicating reason)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=646).

Table 14[62] indicates variation by organization type in a number of reasons for possibly leaving the field, namely lack of advancement potential, insufficient compensation, lack of training resources, job instability, and emotional burnout.

- Of note is the fact that insufficient compensation (27%), job instability (17%), and lack of advancement potential (17%) were less often reported by practitioners associated with Aboriginal organizations than practitioners overall (42%, 40%, and 30% respectively).
- Lack of advancement potential as a reason for leaving was also cited less often by those working for school boards (16%) compared to practitioners overall (30%).
- Insufficient compensation was cited more often by those working for community-based LES agencies (55%) than overall (42%).
- Emotional burnout was cited by a relatively low proportion of practitioners working for training, employment and career services providers (12%) than overall (24%).
- Lack of learning resources was cited by relatively low proportions of practitioners working for training, employment and career services providers (4%), social service organizations (2%) and Aboriginal organizations (3%) in comparison to overall (11%).

Statistical tests of differences indicate that the reason that was specified more often by those 55 years and over was "other" (66%)[63] compared to 40% overall and, as reported above, the most frequently written-in response by those indicating "other" is related to retirement.

There are statistically significant differences across regions for several of the potential reasons given for leaving the field. Atlantic Canada has the highest proportion of practitioners citing insufficient compensation as a reason for leaving (48%)[64] and lack of opportunities to network and exchange views (11%)[65] compared to overall (42% and 6% respectively). Lack of work as a reason to leave was given more often in Quebec (60%)[66] than overall (30%), though note that the small sample of respondents from this province means that this result should be treated with caution. Practitioners from Ontario (29%) and the Prairies (28%) were the most likely to cite emotional burnout as a reason for leaving[67] in comparison to 24% overall. Lack of pride among colleagues was identified by a higher proportion than overall in both the Prairies (24%) and Northern Canada (17%)[68] than overall (3%).

62 The overall results in the cross-tabulated results by other variables may differ slightly from the overall results shown in the preceding table because not all respondents necessarily answered the question associated with the cross-tabulating variable.

63 Results of Chi-squared: $X^2(3) = 64.25$, $p < 0.01$.

64 Results of Chi-squared: $X^2(5) = 15.02$, $p < 0.05$.

65 Results of Chi-squared: $X^2(5) = 10.17$, $p < 0.10$.

66 Results of Chi-squared: $X^2(5) = 35.00$, $p < 0.01$.

67 Results of Chi-squared: $X^2(5) = 10.99$, $p < 0.10$.

68 Results of Chi-squared: $X^2(5) = 17.36$, $p < 0.01$.

Table 14 Reasons for possibly leaving the LES field in the next five years, by organization type (% indicating reason)

Potential reason for leaving LES field	Government	School board	College/ University	Community-based LES agency	Training/ employment/ career services provider	Social service/ immigrant/ disability org./ library	Aboriginal org.	Other	Overall (Sig.)†
Insufficient compensation	**34%**	**41%**	**22%**	**55%**	**41%**	**48%**	**27%**	**48%**	**42%*** **
Job instability	**47%**	**41%**	**32%**	**44%**	**47%**	**39%**	**17%**	**42%**	**40%***
Lack of advancement potential	**25%**	**16%**	**34%**	**36%**	**24%**	**25%**	**17%**	**34%**	**30%****
Lack of work	31%	34%	28%	27%	37%	27%	33%	30%	**30%**
Emotional burnout	**16%**	**29%**	**18%**	**29%**	**12%**	**20%**	**23%**	**32%**	**24%***
Lack of defined career ladders	16%	11%	23%	16%	16%	14%	7%	18%	**16%**
Employer doesn't value my work	9%	15%	20%	11%	6%	18%	13%	20%	**14%**
Lack of learning resources to do the job well	**19%**	**8%**	**9%**	**16%**	**4%**	**2%**	**3%**	**18%**	**11%****
Lack of learning opportunities	9%	11%	5%	12%	10%	5%	7%	18%	**10%**
Lack of learning skills recognition	9%	11%	6%	11%	6%	11%	3%	10%	**9%**
Feelings of isolation	6%	8%	9%	12%	10%	2%	3%	12%	**9%**

Potential reason for leaving LES field	Government	School board	College/ University	Community-based LES agency	Training/ employment/ career services provider	Social service/ immigrant/ disability org./ library	Aboriginal org.	Other	Overall (Sig.)†
Lack of opportunities to network and exchange views	3%	7%	4%	10%	4%	0%	7%	8%	**6%**
Poor image by others of the profession	0%	8%	6%	5%	0%	7%	3%	8%	**5%**
Lack of pride among colleagues	3%	3%	6%	3%	2%	5%	3%	2%	**3%**
Other	25%	49%	38%	39%	49%	30%	43%	42%	**40%**

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating level of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded to indicate significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=576).

5.6. Summary

Practitioners participating in the survey represent a wide mix of organization types, delivery settings, client groups, and primary occupations/activities and therefore likely face a wide range of HR and service delivery issues.

Most of the 690 respondents deliver LES services in Ontario (248) and BC (139), followed by New Brunswick (69) and Alberta (66) (Figure 1). For analysis purposes, provinces and territories were grouped into a smaller number of regions: British Columbia, the Prairies, Ontario, Quebec, Atlantic Canada, and Northern Canada. To a great extent, the distribution of practitioners by region in the dataset is in line with regional population patterns. The main exceptions are the low representation from Quebec (5%) and the high representation from Atlantic Canada (19%) which likely do not reflect the actual proportions of practitioners in those provinces. The small number of respondents from Quebec and Northern Canada means results for these regions should be treated with caution.

The largest proportions of practitioners are associated with community-based LES agencies (32%) and college and universities (20%) (Figure 3). This is as would be expected in a survey of LES practitioners since much of LES services in this country are delivered through these two types of organizations. But there is also sufficient representation among practitioners associated with other types of organizations where LES services are delivered – school boards (12%), social service organizations (8%), training, employment, and career services providers (8%), government (6%), Aboriginal organizations (5%), and other organizations (9%)- to facilitate observation of differences in practitioners' profiles and needs working in these types of organizations, as well as community-based LES agencies and colleges and universities.

It is noteworthy that there is much variation in the mix of organization types across the regions which reflects differences in how LES delivery is organized and provided in the different jurisdictions (Table 4). Overall, it is observed in the sample that community-based LES agencies are the dominant organization type in all regions (31-47%) except British Columbia and Northern Canada, where colleges and universities prevail (34% and 43%, respectively)

Organizations that LES practitioners work for vary in size (Figure 5). About half (51%) the respondents work for organizations with less than 25 employees and about a third (34%) work for organizations with 100 or more employees. LES workers tend to represent a small proportion of a larger workforce: 79% are in organizations with fewer than 25 employees that are involved specifically in LES services. Only 7% of respondents are in organizations with more than 100 LES employees. Not only are the majority of practitioners working in small organizations, but among those in larger organizations, LES practitioners also represent a small percentage of the staff. This would suggest that LES practitioners may encounter challenges in accessing LES-specific supports from their employer for their job and professional development, as capacity for these supports is likely related to the organization and/or LES departmental size. This varies greatly across organization type. One noteworthy case of this is in colleges and universities, which typically have large workforces (81% with 100 or more employees) but where LES practitioners do not figure prominently (49% with 25 or less LES employees) (Figure 6 and 7).

LES practitioners work in a variety of delivery settings but typically in a setting indicative of the type of organization they are employed by, they also work in other settings (Table 5). For example, those working for training, employment and career service providers, in addition to delivering LES services in those settings (45%), also work in social service organizations (15%) and "other" settings including churches and store-fronts (18%) as well as in community-based LES settings (8%); and those working for social service organizations, in addition to delivering services in those settings (69%), also deliver in community-based settings (17%).

Respondents serve diverse client groups. This suggests a varying set of service delivery challenges for LES practitioners. About four in five serve those living on low incomes (81%) and those who have low literacy skills (79%) and about three in five serve the precariously employed (62%), immigrants (61%), persons with disabilities (57%), and Aboriginal persons (56%) (Figure 10). While most practitioners (57%) serve clients at level 2 on the International Adult Literacy and Skills Survey (IALLS), three in ten (29%) serve clients at level 1 (Figure 11). Practitioners working for school boards (46%) have a particularly high proportion of level 1 clientele compared with 29% overall (Figure 12).

Survey respondents are involved in a variety of LES delivery activities, but primarily instruction (11.5 hours a week on average), management (10.3 hours), administration (8.3 hours), and coordination (6.8) (Figure 13). This reflects the fact that practitioners in all positions perform a range of activities in addition to the one suggested by their job title. Grouping respondents according to their **main** LES activity as a way of assigning them a position, about two in five (38%) respondents are primarily in instruction and about a quarter (27%) in administration/coordination (Table 7).

The most commonly reported modes that practitioners use to deliver LES services are small groups (82%) and one-to-one lessons (72%) (Figure 14). Face-to-face delivery, with a practitioner present, predominates as a mode of delivery, in the form of small-group, one-to-one and large group sessions (82%, 72% and 47%, respectively). The fact that only about 30% use online learning and 12% make use of distance education/online learning indicates low uptake of digital technology to deliver LES services, in the face of broader trends in that direction.

Respondents are predominantly female (86%). This proportion far exceeds the female proportion of the overall Canadian workforce (48%[69]) or even that of the employed teacher/professor labour force (65%[70]). Practitioners tend to be older than the workforce at large. About two in five (38%) are 55 years and over (Figure 15), which is more than twice the proportion in the total employed labour force (18%[71]) and in the employed labour force of teachers and professors(17%[72]). The large

69 Source: Labour Force Survey, 2012 (http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/labor20a-eng.htm

70 Source: Census 2006: http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/tbt/Rp-eng.cfm?TABID=1&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&PID=97611&PRID=0&PTYPE=88971,97154&S=0&SHOWALL=0&SUB=0&Temporal=2006&THEME=74&VID=0&VNAMEE=&VNAMEF=

71 Source: Labour Force Survey, 2012 (http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/labor20a-eng.htm

72 Source: Census 2006: http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/tbt/Rp-eng.cfm?TABID=1&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&

proportion of near-retirement practitioners would suggest succession and recruitment challenges for this workforce in the near future. This likely will be a particular problem for school boards and training, employment, and career services providers, which have a very high proportion of LES practitioners (50% and 48%, respectively) who are 55 years and older compared to 16% overall (Figure 16).

Almost all respondents (96%) speak English, 28% speak French, and 12% speak another language. The 28% speaking French among practitioners is very similar to the 30% of the Canadian population who can conduct a conversation in French.

Large majorities of practitioners in the sample have high levels of psychological capital (Figure 19). About nine in ten respondents agreed with statements indicating they are adaptable (99%), persistent (98%), diligent (95%), resilient (94%), and self-confident (87%), which is fairly similar across organization types.

However, job anxiety levels are fairly high among practitioners, with about a third (32%) saying they are anxious in their jobs (Figure 19). Practitioners working for school boards and for Aboriginal organizations are more anxious in their jobs (42% and 41%, respectively, agreeing somewhat or strongly with the job anxiety statement) than those working for other types of organizations (32%). In contrast, those working for training, employment and career services providers and governments are less anxious (18% and 17%, respectively), compared to the overall 32% (Table 9).

The proportions working in temporary jobs (46%, Figure 22) or on a part-time basis (30%, Figure 24) are considerably higher than the national workforce. This would indicate a greater incidence of job instability in the LES workforce and may partly contribute to the high reported anxiety levels. Practitioners working for school boards have a particularly high incidence of part-time employment (54%, Figure 25).

Practitioners work about 30.8 hours a week on average, excluding paid and unpaid overtime hours and volunteer hours (Table 10). On average, LES practitioners work a total of 4.4 overtime hours per week (paid and unpaid) but are paid for just 40% of the overtime hours they work, on average. Practitioners work on average an additional 3.6 volunteer (unpaid) hours per week.

About four in five practitioners (82%) are satisfied with their job overall (Figure 28). Smaller majorities are satisfied with the specific aspects of their job, namely wages, salaries (63%), hours worked in a week (66%), and vacation leave, sick and personal leave (52%). At the other end of the spectrum, a majority are **not** satisfied with benefits related to pensions (64%), the short-term nature of the LES job (61%), and extended medical insurance benefits (60%).

There is a wide range of satisfaction among practitioners working for different types of organizations (Table 12). Low levels of satisfaction were reported with: wages and salaries, among practitioners associated with training, employment and career services providers (51%) and with benefits related to pension and extended medical insurance benefits, among those working for community-based LES agencies (7%) in comparison to overall (63% and 29% respectively).

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&VID=0&VNAMEE=&VNAMEF=

Practitioners' average tenure in the current LES job is 6.8 years and the average number of years in LES service delivery overall has been 11.4 years (Table 13). The latter represents a little less than half the practitioners' total workforce tenure since first leaving the formal education system (23.9 years). Nine in ten practitioners (88%) have come into the field from outside.

The reasons practitioners reported for entering the field are varied, with doing an intrinsically rewarding job, helping others, and enabling people to participate in society more (81%, 68% and 60%, respectively) being the chief reasons (Figure 29). Only a small proportion (9%) entered the field because there was nothing else available, suggesting a highly motivated LES workforce.

A fairly large proportion may be leaving the field in the next five years, however, which suggests succession and recruitment challenges down the road. A fifth (21%) reported that it is unlikely they will stay in the field and another 19% reported being unsure (Figure 30).

Insufficient compensation (41%) and job instability (40%) are the reasons that were cited most often for possibly leaving the field (Figure 33). The latter speaks to the high incidence of part-time work and temporary jobs among the LES workforce as reported previously. Practitioners associated with community-based LES agencies were significantly more likely to cite insufficient pay (55%) as the chief reason compared to practitioners overall (Table 14). Other frequently mentioned reasons for leaving comprise: lack of work (31%), lack of advancement potential (29%), and emotional burnout (24%). Retirement is also a prevalently given reason for leaving, as written in the unprompted open-ended responses to this question. This is in line with the high proportion who are 55 years or older as reported earlier.

6. Human capital: Education, training, and skills

This section presents results for three aspects of human capital: certificates, diplomas and degrees obtained in the formal education system; professional development activities pursued, generally obtained at or in association with a workplace; and skills and knowledge used on the job. In many cases, respondents were asked for their views on the importance or effectiveness of these aspects. Learning about what educational and professional development activities that practitioners have participated in will be very useful in planning for the future professional development for this workforce.

The reader is reminded of two things about the cross-tabulated results presented in this chapter. First, the focus of the discussion is on where there are **statistically different** results by organization type and other variables and on those that are considerably higher or lower than the overall proportion or average. While there may be other differences, they were not typically be commented on. Second, the overall results in tables showing results by organization type sometimes differ slightly from the overall results shown in the previous figure, because not all respondents answered the organization type question and, so, the cross-tabulated results are based on a somewhat smaller sample than the previous overall results shown.

6.1. Educational attainment

This section is concerned with the educational attainment level of practitioners, specifically the certificates and/or diplomas they had attained from educational institutions, including high school, training schools, colleges and universities.

6.1.1. Educational certificates, diplomas, and degrees attained

Respondents were asked to identify which certificates, diplomas and degrees from a list (collectively termed educational qualifications or credentials[73] for purposes of this report) that they had earned from educational institutions. It was thought that credentials might have been a sensitive issue among some respondents concerned that managers' or officials' discovering they lack the credentials could penalize them in their careers, leading to high non-response for this question. However, this in fact was not a problem as, for the educational credentials asked about in this question, just 38 respondents at most did not answer the question or checked off "choose not to respond" as their response.

The results are presented in Figure 34. The lightly shaded bars indicate all credentials that practitioners indicated as being attained, while the darkly shaded insets indicate the highest of the credentials checked off (adding to 100%).

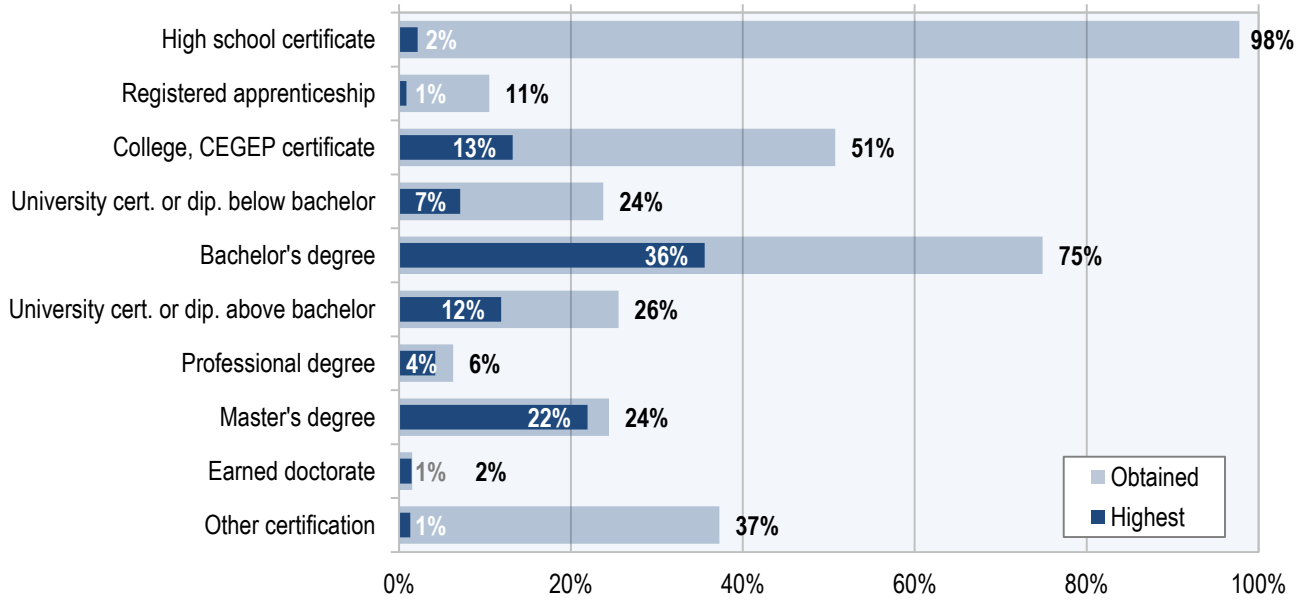
Observing first the lightly shaded bars, the results indicate that almost all respondents have at least a high school certificate, three quarters (75%) have at least a bachelor's degree or higher, about a quarter

[73] In the survey questionnaire, the term "credential" was not used, but is used in this report to refer collectively to educational certificates, diplomas and degrees.

(24%) have a Master's degree, and about a half (51%) have a certificate or diploma from a college, CEGEP or other non-university institution.

Classifying respondents according to their **highest** educational qualification/level, practitioners appear to be highly educated relative to the employed workforce at large. Only 2% have attained no more than a high school certificate (dark insets in Figure 34), compared to about 37% of the national employed workforce,[74] and 36% have a bachelor's degree , compared to about half that (18%) for the employed labour force. About 39% have a university degree or certificate above bachelors, comprising 12% with a university certificate of diploma above a bachelor's, 4% with a professional degree, 22% with a master's, and 1% with a doctorate. This is about four times higher than in the workforce at large (9%). Moreover, comparisons to teachers and professors in Canada indicate that LES practitioners have somewhat higher qualifications than even this group. For example, only 15% of teachers and professors have a university certificate or diploma above a bachelor's degree,[75] compared to the 39% of LES practitioners participating in this survey.

Figure 34 Educational certificates, diplomas, and degrees attained (% indicating certificate, diploma, degree)



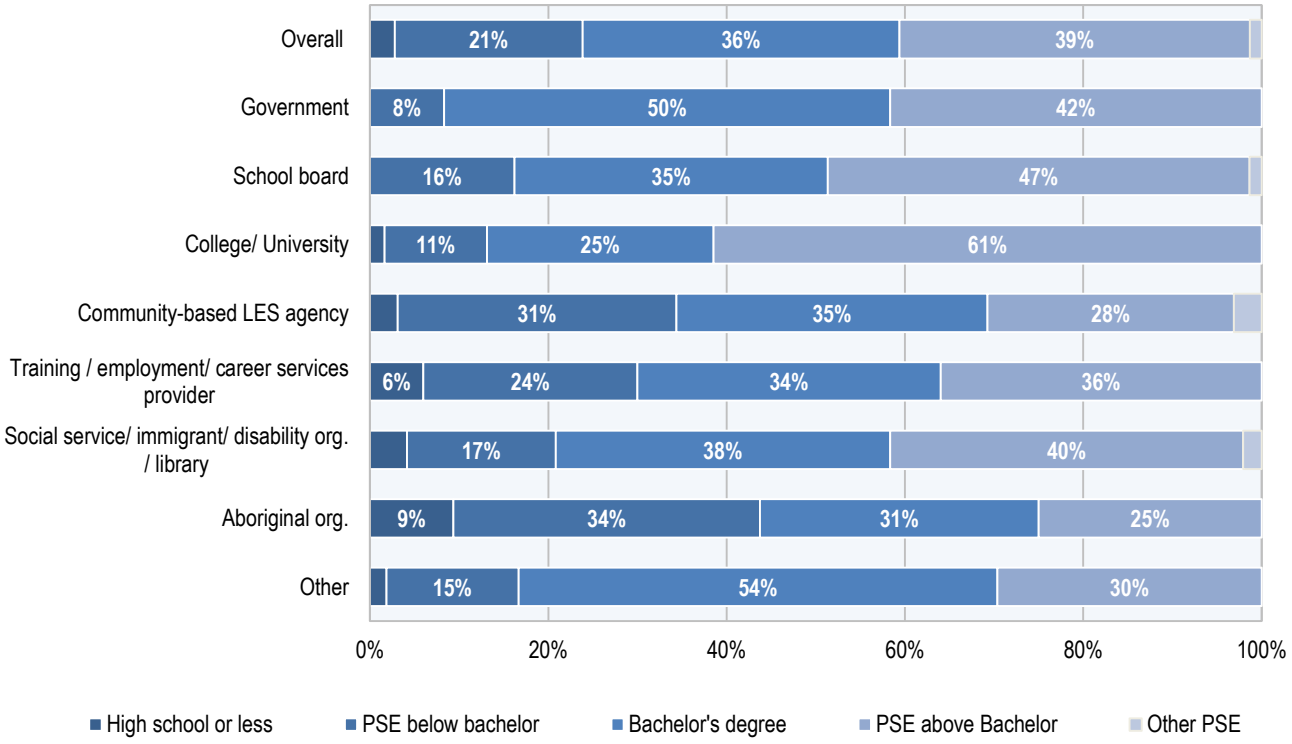
Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=689).

74 For the national figures, see Statistics Canada's Labour Force Survey data, 2012: http://www5.statcan.gc.ca/cansim/a05?lang=eng&id=2820004&pattern=2820004&searchTypeByValue=1&p2=35

75 Source: Statistics Canada, 2006 Census: http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/tbt/Rp-eng.cfm?TABID=1&LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GK=0&GRP=1&PID=97611&PRID=0&PTYPE=88971,97154&S=0&SHOWALL=0&SUB=0&Temporal=2006&THEME=74&VID=0&VNAMEE=&VNAMEF=

Figure 35 presents the education level of practitioners by organization type. There are statistically significant differences in the highest level of education attained between organization types. Practitioners working for colleges and universities, which tend to hire practitioners with formal postsecondary credentials in terms of educational qualifications, have the highest educational profile, with 61% having a postsecondary degree above a bachelor's compared to 39% overall. Those working for community-based LES agencies (28%) and Aboriginal organizations (25%) have the lowest proportions of practitioners with a degree above a bachelor's.

Figure 35 Highest education level attained, by organization type (% distribution by highest level/credential)



Note: Labels of cells with less than 5% are not shown. Results of the Chi-squared test indicate statistically significant differences by organization type, X^2 (28) = 79.83, p < 0.01.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=608).

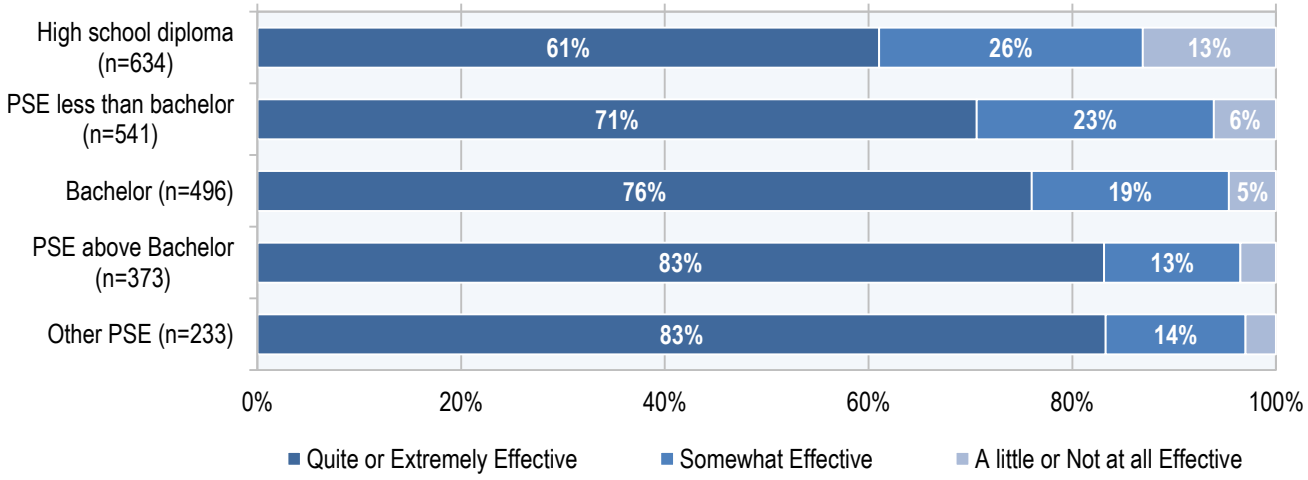
There were found to be no statistically significant differences for education level across age groups and regions.

6.1.2. Perceived effectiveness of education certificates, diplomas, and degrees

Respondents were asked to judge the effectiveness of each certificate, diploma and degree received in equipping them with the skills to do the job, using a 5-point scale, where 1=not at all effective and 5=extremely effective. The results are reported in this section. Results were aggregated into three categories for presentation purposes as follows: quite/extremely effective (4, 5), somewhat effective (3), and not at all or a little effective (1, 2).

The results in Figure 36 indicate that perceived effectiveness of the educational qualification increases with the level of the credential. About three in five practitioners (61%) found their high school diploma effective in equipping them with the skills to their jobs, rising to 83% who found their degrees above a bachelor to be effective.

Figure 36 Perceived effectiveness of education certificates, diplomas, and degrees (% distribution by degree of effectiveness)



Note: Labels of cells with less than 5% are not shown.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

6.1.3. Major of post-secondary certificates, diplomas and degrees

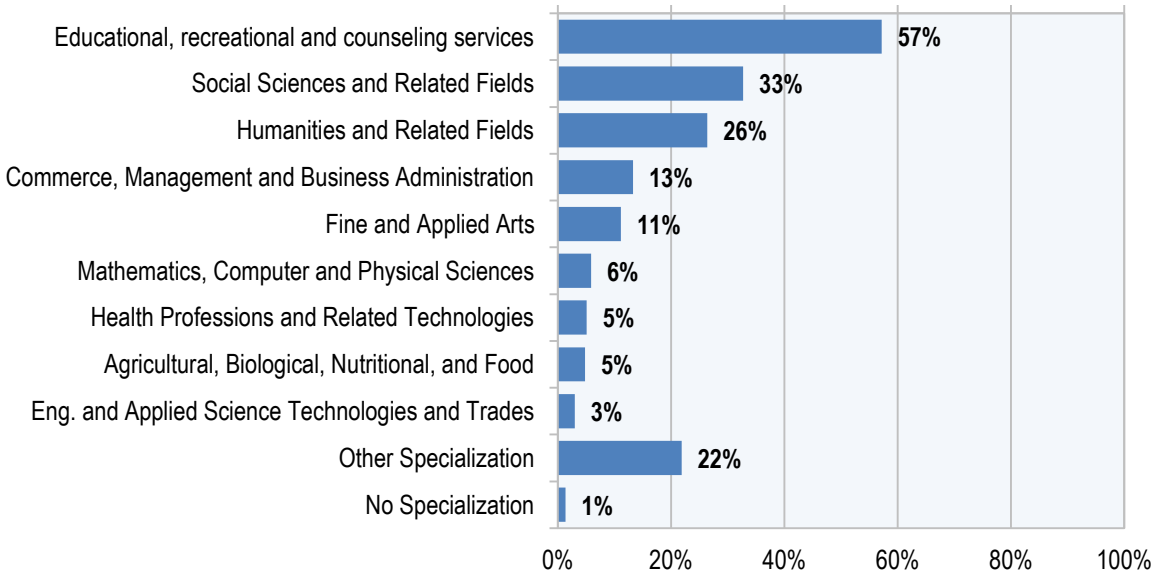
To measure the major (subject field) and other aspects of the post-secondary education credentials that respondents earned, respondents were asked a series of questions based on Statistics Canada's Classification of Instructional Programs.[76] Respondents with at least one PSE credential (as reported above) were asked to identify the **major**(s) of the credential(s). Then, those who identified a major in education/recreation/counseling were asked to identify the **focus** of the major (with focus corresponding to main delivery activities discussed above, e.g., teacher education/PD (instruction,

[76] Source: http://www.statcan.gc.ca/pub/12-590-x/12-590-x2012001-eng.pdf.

assessment, etc.) Finally, respondents with a teacher education and PD focus were asked to identify the **level/type of education** that the focus was in (e.g., adult education, literacy instruction, high school).

Among the 663 practitioners who reported some form of post-secondary education (PSE) credentials and answered this question, the results presented in Figure 37 indicate that the dominant major — educational, recreational and counselling (identified by 57% of those with PSE credentials) — is relevant to the LES field. The second most frequently identified major, which is held by a third of respondents (33%), is social sciences and related fields, which is also relevant to this profession. Separate analysis was conducted to compute the proportion having **either or both** of education/ recreation/ counselling and social sciences majors and found that 73% of respondents had either or both of these majors. Humanities and related fields is another, though less, relevant major that a large proportion of respondents (26%) majored in. This suggests practitioners tend to have relevant post-secondary education to the LES field.

Figure 37 Major of post-secondary certificates, diplomas, and degrees (% indicating major)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=663).

> Table 15 below compares by organization type the major of post-secondary certificates, diplomas, and degrees. There are no statistically significant differences across organization types except for one notable exception. Practitioners with a major in Fine and Applied Arts are found in a higher proportion in social service organizations (20%) than overall (12%).

Table 15 Major of post-secondary certificates, diplomas, and degrees by organization type (% indicating major)

Major	N	Government	School board	College/ University	Community-based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Educational, recreational and counseling services	584	58%	64%	63%	52%	63%	41%	50%	59%	**57%**
Social Sciences and Related Fields	584	19%	36%	34%	28%	41%	39%	39%	37%	**33%**
Humanities and Related Fields	584	19%	27%	28%	26%	28%	35%	21%	22%	**27%**
Commerce, Management and Business Administration	584	22%	9%	13%	14%	15%	9%	25%	11%	**14%**
Fine and Applied Arts	**584**	**8%**	**18%**	**5%**	**13%**	**9%**	**20%**	**4%**	**19%**	**12%****
Mathematics, Computer and Physical Sciences	584	3%	5%	8%	6%	9%	2%	0%	6%	**6%**
Agricultural, Biological, Nutritional, and Food	584	8%	3%	6%	6%	4%	4%	4%	2%	**5%**
Health Professions and Related Technologies	584	3%	3%	3%	5%	2%	7%	11%	7%	**4%**

Major	N	Government	School board	College/ University	Community-based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Engineering and Applied Science Technologies and Trades	584	6%	0%	6%	2%	0%	0%	4%	6%	**3%**
No Specialization	584	0%	0%	1%	2%	2%	2%	0%	4%	**2%**
Other	584	19%	30%	13%	21%	24%	26%	18%	24%	**21%**

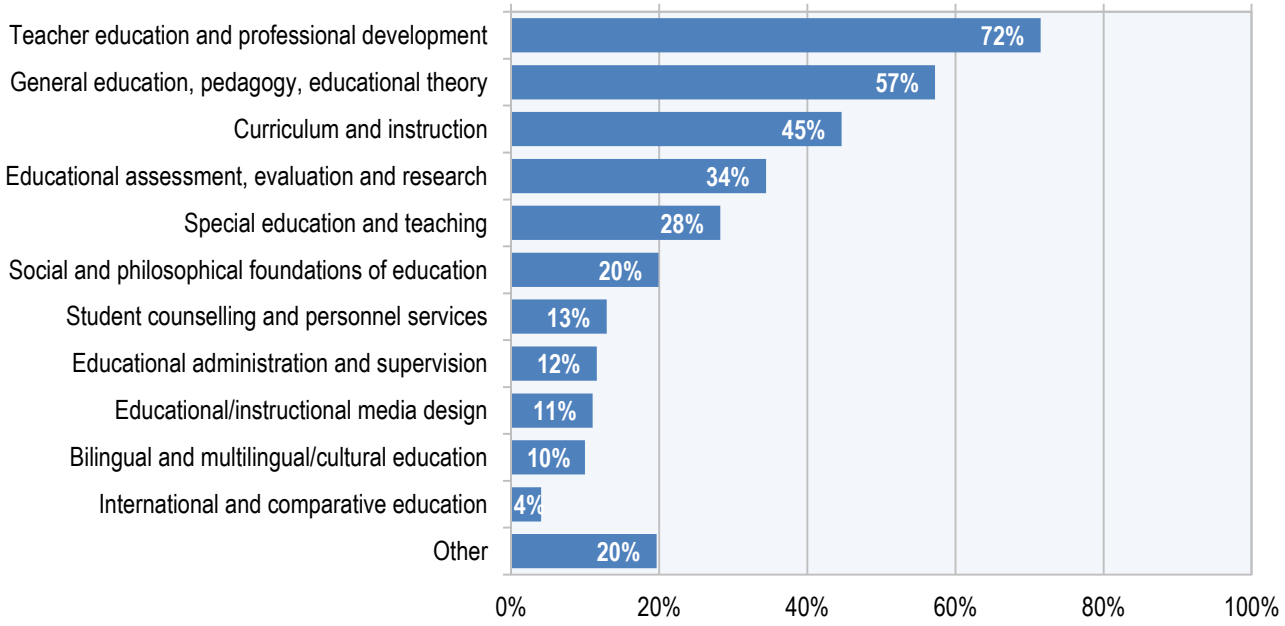
Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating level of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded where there are significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

There are statistically significant differences across regions for several majors. British Columbia has the highest percentage of practitioners with a major in humanities and related fields (33%)[77] in comparison to 27% overall. Ontario (38%) and British Columbia (37%) have significantly higher proportions of practitioners with a major in social sciences and related fields[78] (27% overall) whereas Atlantic Canada (11%) has a higher proportion of practitioners with majors in mathematics, computer and physical sciences[79] (6% overall).

Figure 38 indicates that, among those who majored in educational, recreational and counselling services (n=372), the most prominently reported **foci** are relevant to the LES delivery field: teacher education and professional development (72%); general education, pedagogy, education theory (57%); curriculum and instruction (45%); and educational assessment, evaluation and research (34%).

Figure 38 Focus of education major of PSE certificate, diploma, degree (% indicating focus)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=372).

Older practitioners (55 years and older) were more likely to have focused on curriculum and instruction and educational assessment, evaluation and research (51%)[80] than overall (45%). A higher proportion of

77 Results of Chi-squared test: ($X^2(5)=10.68$, $p<0.10$).

78 Results of Chi-squared test: ($X^2(5)=10.18$, $p<0.10$).

79 Results of Chi-squared test: ($X^2(5)=14.81$, $p<0.05$).

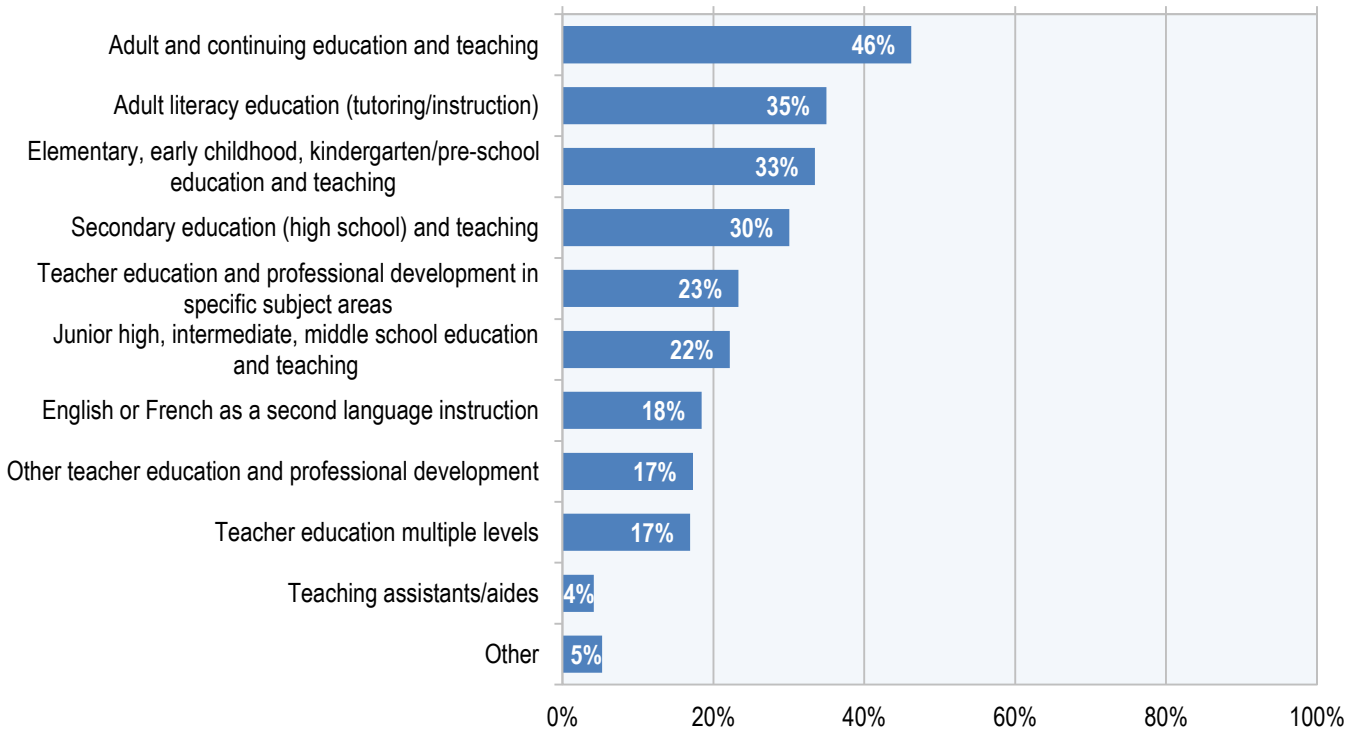
80 Results of Chi-squared test: ($X^2(3)=8.20$, $p<0.05$).

practitioners with a focus on social and philosophical foundations of education were found among those less than 35 years old (25%) and those 55 years and over (25%)[81] compared to overall (20%).

Statistical tests indicate that respondents from British Columbia (66%) were more likely to focus on curriculum and instruction than practitioners in other regions[82] (45% overall).

Of those who majored in educational, recreational and counseling services and had a focus on teacher education and professional development (n=266), adult and continuing education and teaching (46%) and adult literacy education (35%)were the two most commonly reported **levels/types** of education (Figure 39). Not shown in the bar chart are the results of separate analyses that indicate that 53% of this group (i.e., of those who majored in education with a focus in teacher education and professional development) received that instruction in adult/continuing education **and/or** adult literacy. This means that only about 140 practitioners in the respondent pool out of 690 (about 20%) have this training. However, in the section, we present results on LES-relevant education that would suggest a somewhat large proportion have relevant content.

Figure 39 Levels/types of teacher education/PD focus (% indicating level)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=266).

81 Results of Chi-squared test: ($X^2(3)=7.65$, $p<0.10$).

82 Results of Chi-squared test: ($X^2(5)=20.81$, $p<0.01$).

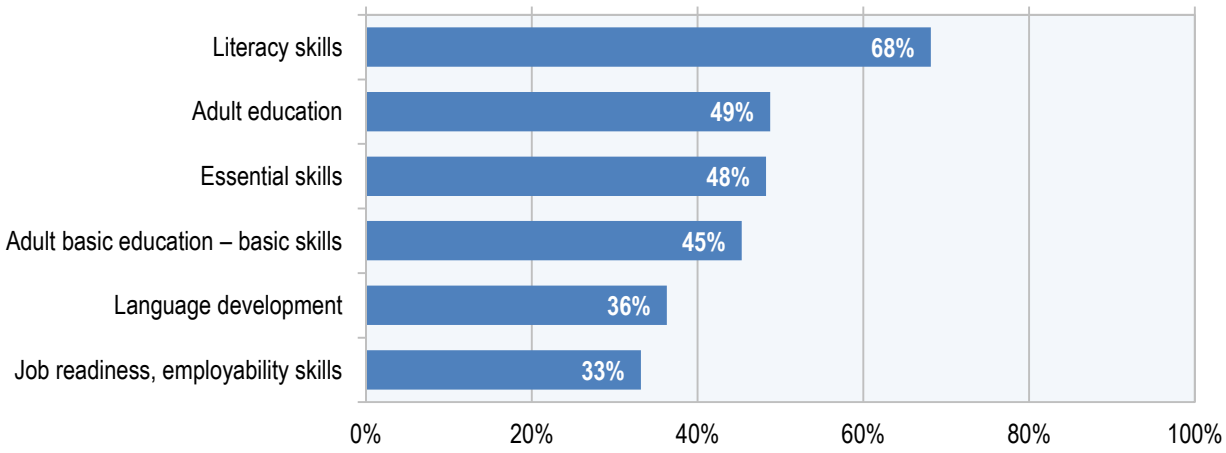
6.2. LES relevant education and training content and certification

This section presents results to questions asking respondents about LES-relevant content in their past education and training, as well as LES certification that they may have earned through formal or informal channels.

6.2.1. LES-relevant content of education and training

Respondents were asked in the survey to indicate what LES-relevant content they have had in their education and training. About two-thirds of practitioners (68%) reported they have had LES-relevant content in literacy skills and just under half have content in adult education (49%), essential skills (48%), or adult basic education/basic skills (45%) (Figure 40). Not shown is the fact that 86% of practitioners reported having education and training content in **one or more** of these LES-relevant content areas (literacy skills, adult education, and/or essential skills). Focusing on just the first and third content areas, the analysis indicates that about three-quarters of practitioners had literacy skills and/or essential skills content in their past education and training. This suggests most of the LES workforce has been exposed to LES-relevant content in their education and training, though not necessarily formally recognized in the form of certification, as will be shown in the next section.

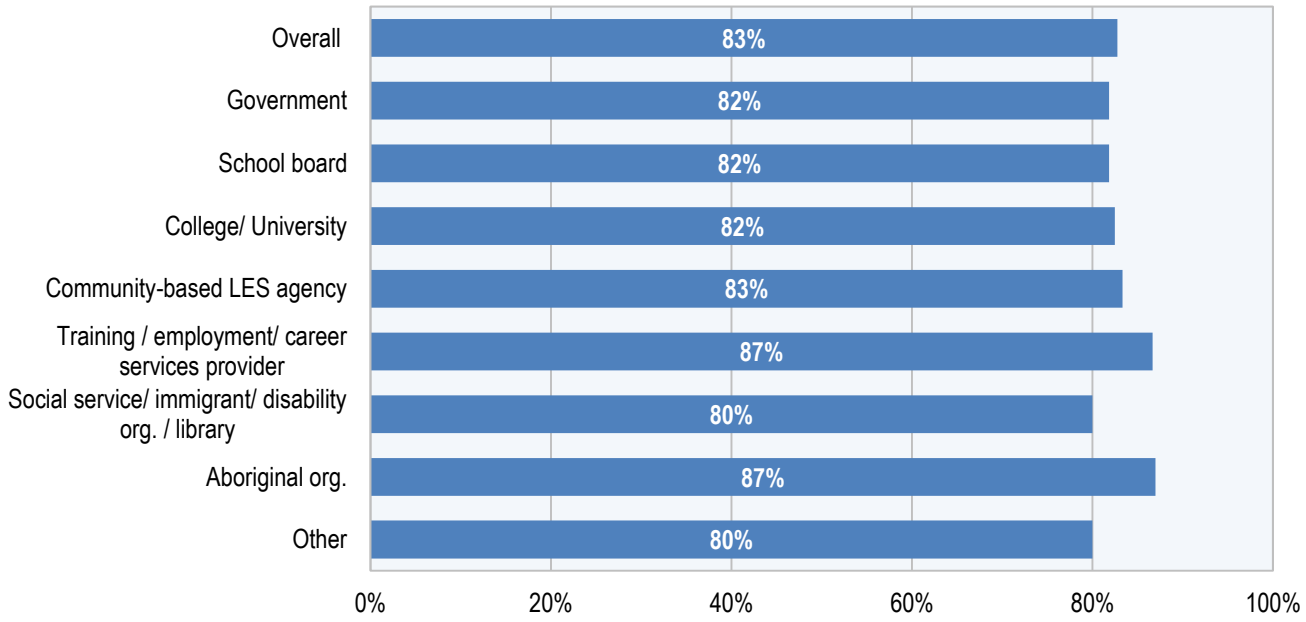
Figure 40 LES-relevant content of education and training (% indicating content)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=684).

> Comparisons by organization type (Figure 41) indicate that practitioners across different types of organizations have a similar incidence of having LES-relevant content in their education and training.

Figure 41 Possession of literacy, essential skills or adult basic education by organization type



Note: Results of the Chi-squared test indicate no significant differences between organization types, X^2 (7) = 1.35, p = 0.99.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=539).

6.2.2. LES certification/credentials

Practitioners were asked in the survey if they "possess any LES certification in instruction, assessment, or other functional areas.[83]" While the researchers understood certification to mean a certificate of some kind used to recognize the acquisition of a skill or knowledge through training or education, the term was not defined in the survey. It is also understood that the word "certification" may have negative connotations for practitioners worried about how this information could be used and this could have affected response. The fact that 19% did not provide a response to this question lends some credence to the idea that this might have been a concern for some.

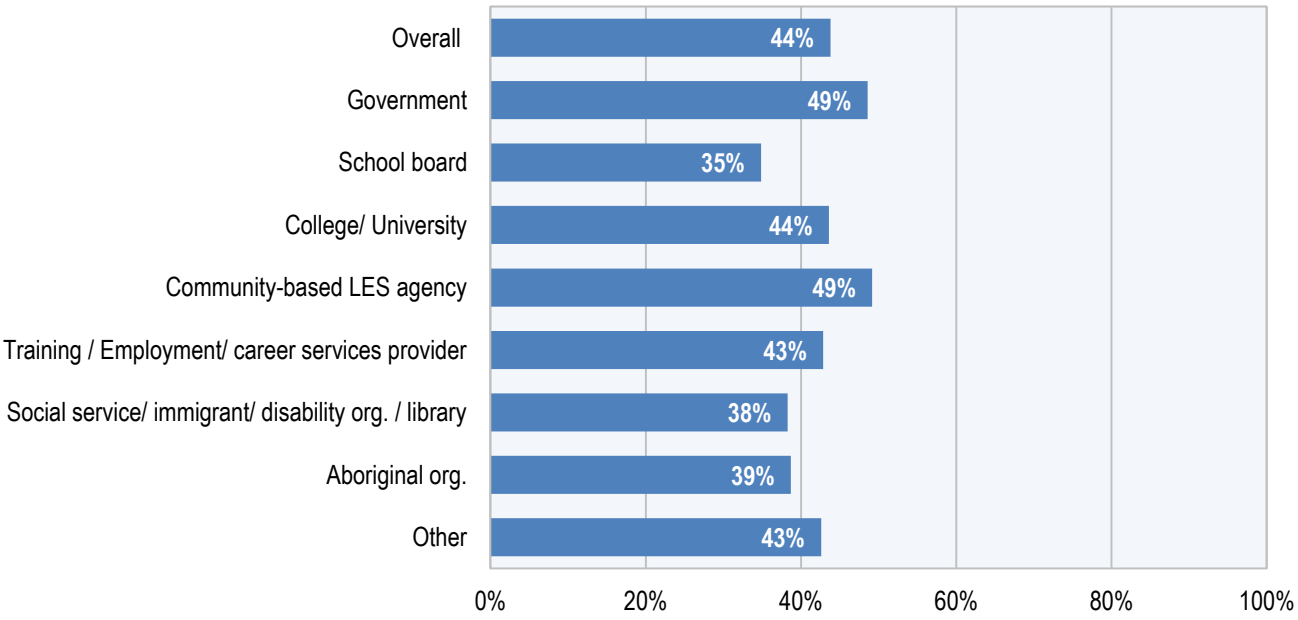
The results (Figure 42) indicate that just 44% of the respondents have LES certification,[84] despite the fact that 86% have had relevant content in prior education and training as reported above.

83 Note that in the earlier question about PSE certificates, diplomas and degrees, a number of practitioners wrote in responses in the open-ended section of this question some certificates of LES nature. For practitioners who provided such a response to that question and who did not respond with yes to the current question of LES certification their responses to the current questions were recoded as yes.

84 There is some speculation that some survey respondents may not have understood what "certification" meant when answering the question, as the term was not defined in the survey questionnaire as noted above. So this could be an under-estimate.

Moreover, as Figure 42 also indicates, the proportion of respondents who reported having LES credentials is fairly similar across organization types, with practitioners associated with school boards having somewhat lower incidence (35%) than overall (44%). However, this difference is not statistically significant.

Figure 42 Possession of LES certification, by organization type (% having certification)

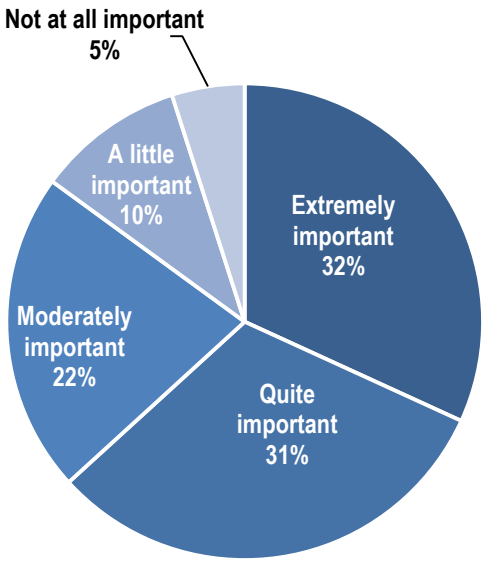


Note: Results of the Chi-squared test indicate no significant differences between organization types, X^2 (7) = 5.55, p = 0.59.
Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=580).

There are no statistically significant differences in the possession of LES certification across regions.

Moreover, the vast majority (85%) of respondents thought that LES credentials are moderately, quite or extremely important to their position (Figure 43). Together with the low incidence of LES certification possession reported above, this would suggest a gap that should be addressed: a need for the means to attain LES credentials or provision of the credentials themselves.

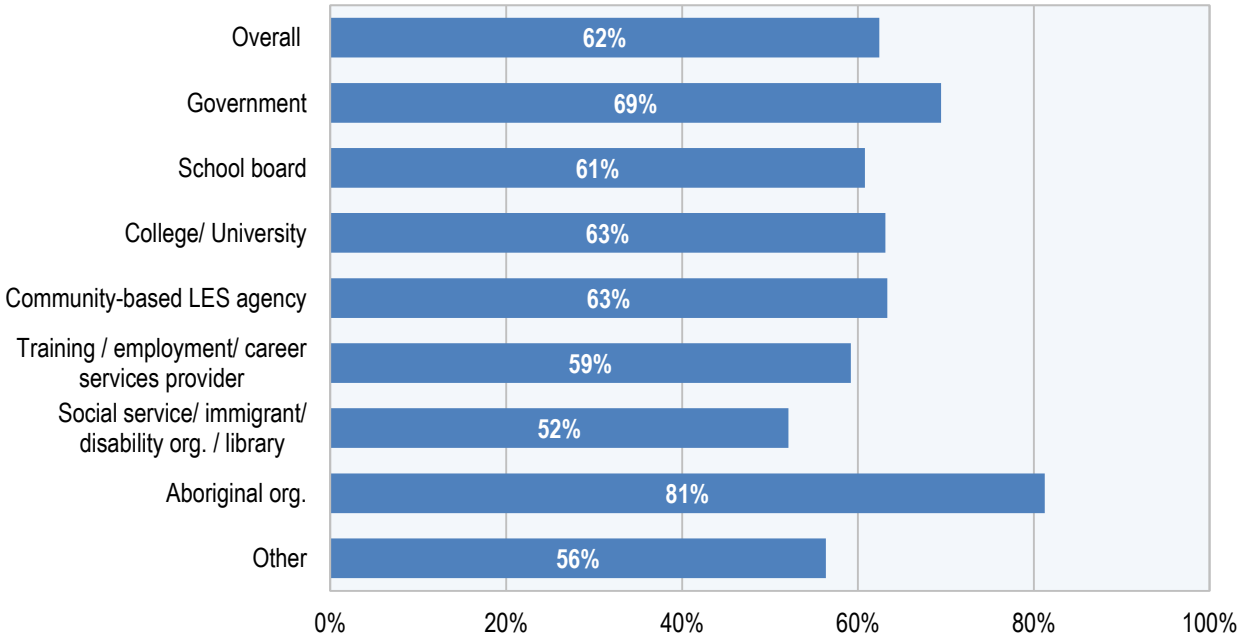
Figure 43 Perceived importance of LES credentials in current job (% distribution by importance level)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=688).

Although there are no statistically significant differences across organization types, it is interesting to note that practitioners working for Aboriginal organizations (81%) were more likely to rate the importance of LES credentials highly than practitioners working for other types of organizations (62% overall) (Figure 44).

Figure 44 Perceived importance of LES credentials, by organization type (% quite or extremely important)



Note: Results of the Chi-squared test indicate no significant differences between organization types, X^2 (28) =20.43, p = 0.85.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=607).

6.3. Professional development activities

In this section, the focus shifts to formal and informal professional development (PD) activities available to improve practitioners' skills since leaving the education system. These include both formal activities such as training at the workplace and education in an institution and informal activities like learning by doing and job shadowing. Results are presented on both practitioners' participation in these activities as well as their perceived effectiveness of them to questions on practitioners' perceptions of the effectiveness of those PD activities in improving their job performance.

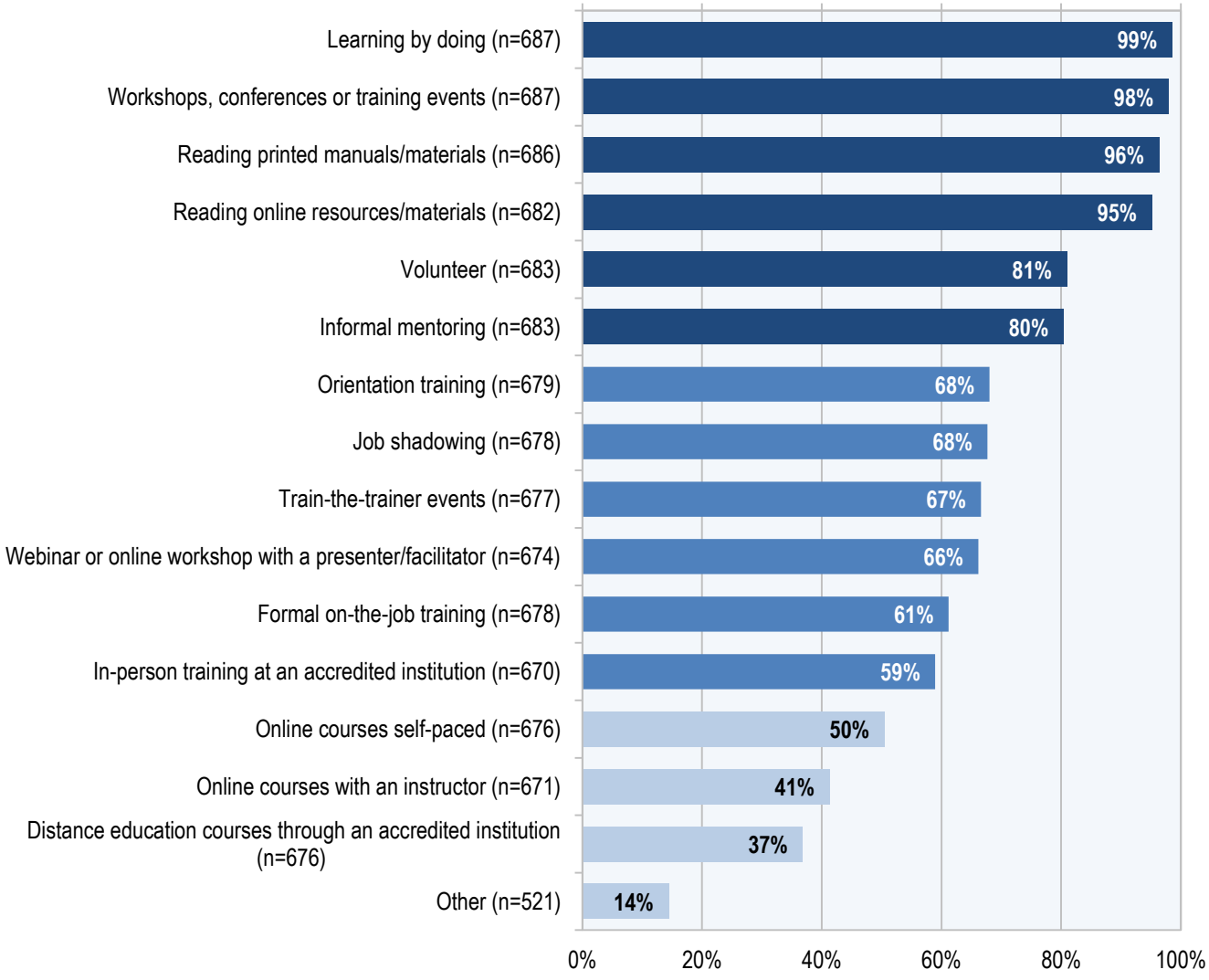
6.3.1. PD activities pursued

Practitioners were first asked to identify which PD activities they have participated in and three groups emerged according to prominence of use. First (see dark shaded bars in Figure 45), the PD activities that practitioners were most likely to have pursued reported by 80-99% of them: learning by doing (99%); workshops, conferences or training events (98%); reading printed manuals/materials (96%); reading online resources/materials (95%); volunteering (81%); and informal mentoring (80%). Note that these activities are a mixture of formal and informal activities.

In the second tier (medium shaded bars of Figure 45) with a lower though still majority incidence (59% to 68%) is a battery of mainly more formal PD activities including orientation training (68%), job

shadowing (68%), train-the-trainer events (67%), webinar or online workshop with a presenter/facilitator (66%), formal on-the-job training (61%) and in-person training at an accredited institution (59%). Finally, in a third (lowest) tier (see lightest shaded bars) are activities pursued by half or less of LES practitioners: online courses- self paced (50%), online courses with an instructor (41%), distance education courses through an accredited institution (37%) and other (14%). PD activities that were pursued by half or less of the respondents are mostly online.

Figure 45 Professional development activities pursued (% indicating activity)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

Table 16 presents the percentages of respondents who pursued the various PD activities by organization type. Although there is no significant difference among organizations for the majority of PD activities, some activities present differences. Volunteering is most frequently pursued by practitioners working for Aboriginal organizations (91%) and least pursued by those working for school boards (73%) compared to 81% overall. Orientation training was a common PD activity for both social service organizations (77%) and Aboriginal organizations (77%) but was less common for school boards (51%) than overall (69%). Practitioners working for government (56%) were the least likely to participate in webinars or online workshops with a presenter/facilitator while those working for social service organizations (79%) were the most likely to in comparison to 68% overall. In-person training at an accredited institution was indicated by a majority (72%) of respondents from Aboriginal organizations while only half (50%) of those from school boards did so (compared to 59% overall).

Table 16 PD activities pursued, by organization type (% indicating activity)

PD activity	N	Government	School board	College/ University	Community -based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Learning by doing	606	100%	96%	99%	99%	96%	100%	100%	98%	**99%**
Workshops, conferences or training events	606	94%	97%	98%	99%	98%	100%	94%	96%	**98%**
Reading printed manuals/materials	608	97%	97%	96%	98%	94%	98%	97%	93%	**97%**
Reading online resources/materials	603	100%	95%	96%	96%	94%	96%	94%	93%	**96%**
Informal mentoring	603	71%	82%	84%	79%	84%	90%	88%	78%	**82%**
Volunteer	**605**	**78%**	**73%**	**74%**	**88%**	**79%**	**81%**	**91%**	**87%**	**81%****
Job shadowing	599	71%	68%	69%	65%	83%	81%	65%	62%	**69%**
Orientation training	**599**	**60%**	**51%**	**75%**	**69%**	**67%**	**77%**	**77%**	**72%**	**69%****
Webinar or online workshop with a presenter/facilitator	**598**	**56%**	**61%**	**67%**	**73%**	**68%**	**79%**	**42%**	**72%**	**68%*****
Train-the-trainer events	601	54%	64%	66%	69%	76%	71%	68%	72%	**68%**
Formal on-the-job training	598	69%	55%	61%	56%	67%	68%	66%	63%	**61%**
Online courses self-paced	598	62%	51%	53%	52%	61%	46%	41%	42%	**51%**

PD activity	N	Government	School board	College/ University	Community -based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
In-person training at an accredited institution	**594**	**69%**	**50%**	**67%**	**53%**	**65%**	**59%**	**72%**	**54%**	**59%***
Online courses with an instructor	596	35%	41%	41%	46%	47%	38%	38%	40%	**42%**
Distance education courses through an accredited institution	598	43%	40%	34%	37%	35%	32%	44%	33%	**37%**

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating level of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded where there are significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

There are also many statistically significant differences in the PD activities pursed across regions[85]. Practitioners in Northern Canada are more likely to have participated in job shadowing (79%)[86] and in distance education courses through an accredited institution (58%)[87] than overall (69% and 37%) whereas those from the Prairies (88%) and British Columbia (88%) are more likely to have participated in informal mentoring[88] compared to 82% overall. Respondents from Northern Canada (79%) have a higher incidence of participation in orientation training while those from Atlantic Canada (57%) have the lowest[89] in comparison to overall (69%). Quebec respondents have lower incidences of participation in reading online resources and materials (81%),[90] participating in workshops, conferences or training events (84%)[91], webinar or online workshop with a presenter/facilitator (31%)[92], in-person training at an accredited institution (28%)[93], self-paced online learning (16%)[94], distance education courses through an accredited institution (13%)[95], and online courses with an instructor (3%)[96] compared to overall (96%, 98%, 69%, 59%, 51%, 37%, and 42% respectively).

There are several statistically significant differences in the PD activities pursued by age group. Practitioners under the age of 35 were more likely to have volunteered (87%)[97] whereas they were least likely to have participated in workshops, conferences or training events (91%)[98] than overall (81% and 98%). The proportion of practitioners who have participated in in-person training at an accredited institution[99] and in train-the-trainer events[100] rises with age.

6.3.2. Perceived effectiveness of PD activities

Respondents were asked to rate the effectiveness of each activity in improving their job performance using a 5-point scale, where 1=not at all effective, to 5= extremely effective. Results were aggregated into three categories for presentation purposes as follows: quite/extremely effective (4, 5), somewhat effective (3), and not at all or a little effective (1, 2).

85 The overall results in the cross-tabulated results by other variables may differ slightly from the overall results shown in the preceding table because not all respondents necessarily answered the question associated with the cross-tabulating variable.

86 Results of Chi-squared test ($X^2(5)=12.46$, $p<0.05$).

87 Results of Chi-squared test: ($X^2(5)=13.11$, $p<0.05$).

88 Results of Chi-squared test: ($X^2(5)=32.45$, $p<0.01$).

89 Results of Chi-squared test: ($X^2(5)=16.03$, $p<0.01$).

90 Results of Chi-squared test: $X^2(5)=16.46$, $p<0.01$).

91 Results of Chi-squared test: ($X^2(5)=34.75$, $p<0.01$).

92 Results of Chi-squared test: ($X^2(5)=45.07$, $p<0.01$).

93 Results of Chi-squared test: ($X^2(5)=28.76$, $p<0.05$).

94 Results of Chi-squared test: ($X^2(5)=22.14$, $p<0.01$).

95 Results of Chi-squared test: ($X^2(5)=13.11$, $p<0.05$).

96 Results of Chi-squared test: ($X^2(5)=28.37$, $p<0.01$).

97 Results of Chi-squared test: ($X^2(3)=7.11$, $p<0.10$).

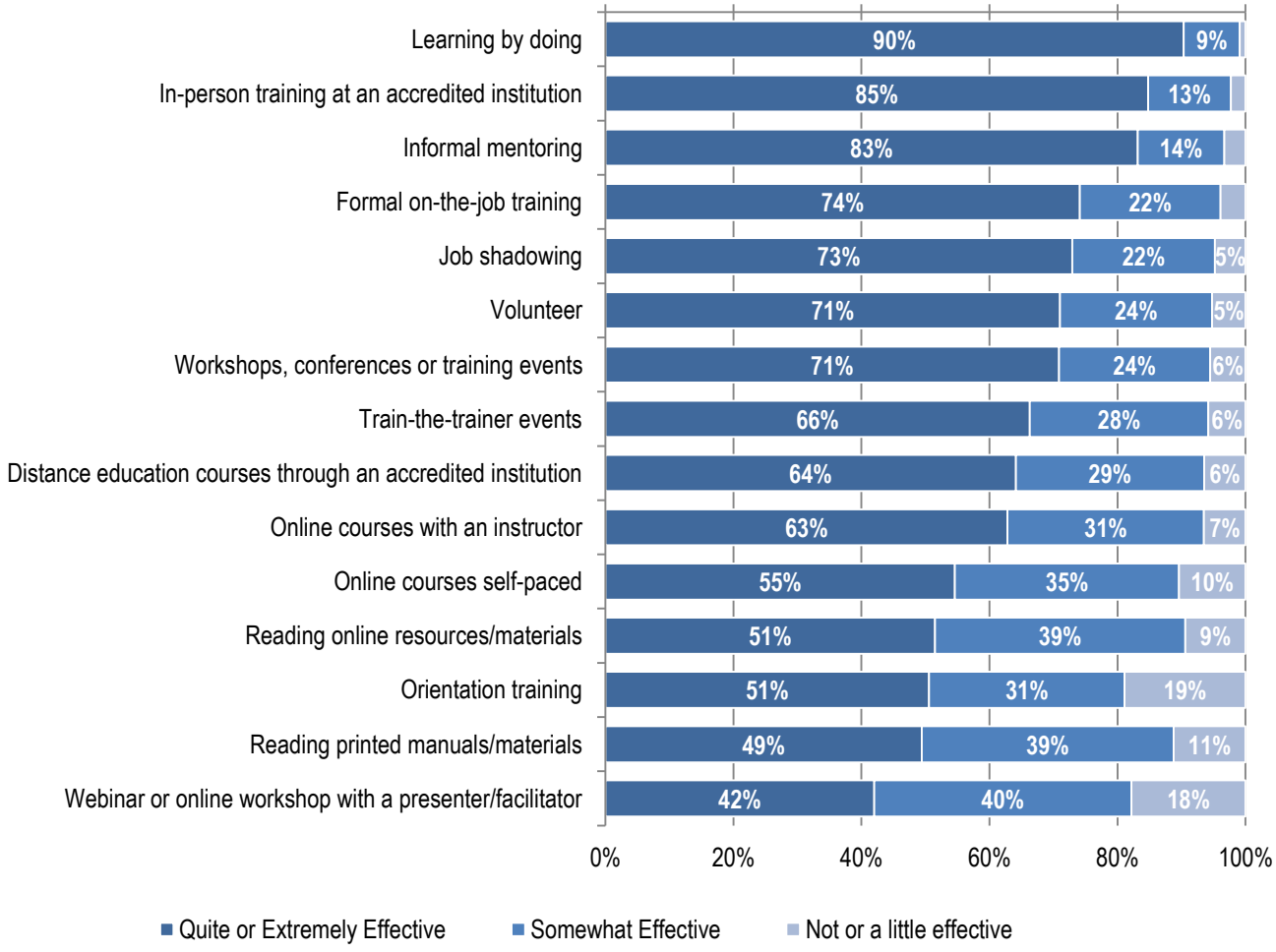
98 Results of Chi-squared test: ($X^2(3)=16.48$, $p<0.01$).

99 Results of Chi-squared test: ($X^2(3)=14.27$, $p<0.01$).

100 Results of Chi-squared test: ($X^2(3)=24.31$, $p<0.01$).

The highest effectiveness ratings were given to the following PD activities (Figure 46): learning by doing (90%), in-person training at an accredited institution (85%), informal mentoring (83%), formal on-the-job training (74%), job shadowing (73%), volunteering (71%), and workshops, conferences or training events (71%). Least likely to be rated effective, by half or less of practitioners, are reading online resources/materials (51%), orientation training (51%), reading printed manuals/materials (49%), and webinars or online workshop with a presenter/facilitator (42%). Comparing Figure 46 to the previous Figure 45 indicates that there does not appear to be a link between practitioners' perceptions of the effectiveness of PD activities and opportunities to pursue them, as the highest rated PD activities are not necessarily the most frequently pursued.

Figure 46 Perceived effectiveness of PD activities in improving job performance (% indicating activity)



Note: Labels of cells with less than 5% are not shown.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

Younger practitioners (under 35 years of age) were less likely to rate as quite or extremely effective the participation in online instructor-led course (44%),[101] orientation training (32%),[102] and workshops, conferences and training events (63%)[103] in comparison to overall (63%, 51%, and 71%, respectively).

The only significant difference in the effectiveness rating of PD activities is for train-the-trainer events. Practitioners from Québec (56%) and Ontario (55%) were least likely to rate this type of activity as being quite or extremely effective[104] than overall (66%).

6.3.3. Funder/provider of PD activities

Table 17 (last column) indicates that seven in ten (69%) respondents participated in training provided by regional or local literacy organizations, 61% received training by provincial organizations, and 53% participated in government-funded training activities.

As Table 17 further indicates that, while there is no statistically significant differences across organization types in terms of practitioners' reporting of PD activities funded by provincial/territorial organizations, there are significant differences in terms of funding of PD activities by a regional/local LES organization and by the government. Practitioners from Aboriginal organizations are significantly less likely (in fact the least likely) to participate in PD activities provided by regional and local literacy organizations (32%) compared to the overall sample (69%), and were the most likely to participate in those provided by a government funder (76%) compared to 53% overall. A similar pattern emerged for practitioners associated with government agencies (48% and 73%, respectively). Practitioners from colleges and universities (54%) and from training, employment and career service providers (50%) also have relatively low likelihood of having their PD activities funded by regional and local LES agencies compared to overall (69%). Respondents from community-based LES agencies reported the highest proportion of participation in PD activities provided at a regional and local level (87%).

Other interesting cross-tabulation results for funder based by subgroups on statistical significance tests include the following. Older respondents (55 years and over) are more likely to have participated in government-funded training (59%) than other age groups[105] compared to 53% overall. Regional/local training is most popular in Ontario (77%) and least popular in Quebec (43%)[106] than overall (69%).

101 Results of Chi-squared test: ($X^2(12)=29.62$, $p<0.01$).

102 Results of Chi-squared test: ($X^2(12)=19.87$, $p<0.10$).

103 Results of Chi-squared test: ($X^2(12)=22.61$, $p<0.05$).

104 Results of Chi-squared test: ($X^2(20)=35.66$, $p<0.05$).

105 Results of Chi-squared test: ($X^2(3)=9.10$, $p<0.05$).

106 Results of Chi-squared test: ($X^2(5)=19.48$, $p<0.01$).

Table 17 Funder/provider of PD activities, by organization type (% indicating funder)

Funder	Government	School board	College/ University	Community-based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Provincial/territorial organization	64%	55%	62%	64%	55%	63%	56%	63%	**61%**
Regional and local training with a literacy organization	**48%**	**75%**	**54%**	**87%**	**50%**	**65%**	**32%**	**71%**	**69%*** **
Government	**73%**	**49%**	**47%**	**47%**	**57%**	**60%**	**76%**	**53%**	**53%** **

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating level of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded where there are significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=533).

6.4. Skills and knowledge

In this section, results are presented in regard to a third aspect of human capital: the skills, knowledge and attributes that are needed and used on the job. Note that these could be acquired through education, professional development as well as through experience. Participants were also asked to rate the importance of each skill and knowledge to their jobs.

6.4.1. Frequency of use of skills and knowledge

Respondents were asked to indicate how frequently they used a long series of skills and knowledge. They were asked to indicate frequency on a 5-point scale, where 1=never and 5=extremely often. The results are reported in this section. Results were aggregated into three categories for presentation purposes as follows: quite/extremely often (4, 5), sometimes (3), and never and not often (1, 2).

As Table 18 indicates, the skills and knowledge reported by about three-quarters or more of practitioners as being used quite often or extremely often in their jobs are the following: speaking and listening effectively (95%), time-management skills (90%), being respectful of the learner's life situation (90%), accuracy (89%), making decisions (86%), writing clearly to express ideas (85%), organizational and planning skills (85%), creating a positive learning environment (84%), record keeping skills (79%), observation skills (77%), presentation and explanation skills (74%), and facilitating the learning process (73%).

Many of the frequently mentioned skills used on the LES job would be considered transferable skills, such as speaking and listening clearly, writing clearly, making decisions, time-management skills and accuracy. The one obviously job-specific skill here is facilitating the learning process.

At the other end of the spectrum, there are five skills that are never or not often used by a third or more of practitioners: hiring (56%), supervising/monitoring/appraising staff and volunteers (42%), training staff and/or volunteers to deliver LES instruction (41%), management (38%), and coordination of service delivery (36%) (final column numbers for last five bars of Table 18 other than the "other" bar).

Table 18 Skills and knowledge by frequency of use (% distribution by frequency level)

Skills and knowledge items	Quite or Extremely Often (4-5)	Sometimes (3)	Never or Not Often (1-2)
Speaking and listening effectively (n=601)	**95%**	3%	3%
Time-management skills (n=552)	**90%**	8%	2%
Being respectful of the learners life situation (n=562)	**90%**	6%	5%
Accuracy (n=545)	**89%**	8%	2%
Making decisions (n=602)	**86%**	11%	3%

Skills and knowledge items	Quite or Extremely Often (4-5)	Sometimes (3)	Never or Not Often (1-2)
Writing clearly to express ideas (n=598)	**85%**	11%	3%
Organizational and planning skills (n=567)	**85%**	9%	6%
Creating a positive learning environment (n=566)	**84%**	10%	6%
Record keeping skills (n=556)	**79%**	15%	6%
Observation skills (n=588)	**77%**	14%	9%
Presentation and explanation skills (n=567)	**74%**	19%	7%
Facilitating the learning process (n=552)	**73%**	14%	13%
Developing/delivering collaborative learner-centered teaching (n=559)	**68%**	16%	16%
Report writing skills (n=551)	**64%**	25%	12%
Collecting data and reporting training outcomes (n=550)	**64%**	20%	16%
Interviewing and information gathering skills (n=588)	**63%**	22%	15%
Information on effective delivery practices (n=563)	**63%**	24%	13%
Organizing, analyzing, synthesizing, interpreting assessment results (n=588)	**62%**	20%	17%
Developing and using learning activities/exercises (n=559)	**62%**	20%	18%
Developing/adapting curriculum to needs of learners (n=566)	**62%**	22%	17%
Developing and modifying learning resources (n=564)	**61%**	23%	16%
Using a goal-directed assessment process (n=585)	**60%**	20%	21%
Analytical skills (n=565)	**59%**	23%	18%
Administration (n=541)	**58%**	18%	23%
Skills assessment scales/instruments (n=587)	**57%**	25%	18%
Evaluating training activities (n=557)	**54%**	28%	18%
Selecting and adapting assessment tools and methods (n=584)	**49%**	25%	26%
Administering assessment tools and methods (n=583)	**48%**	26%	26%
Management (n= 534)	**45%**	17%	38%

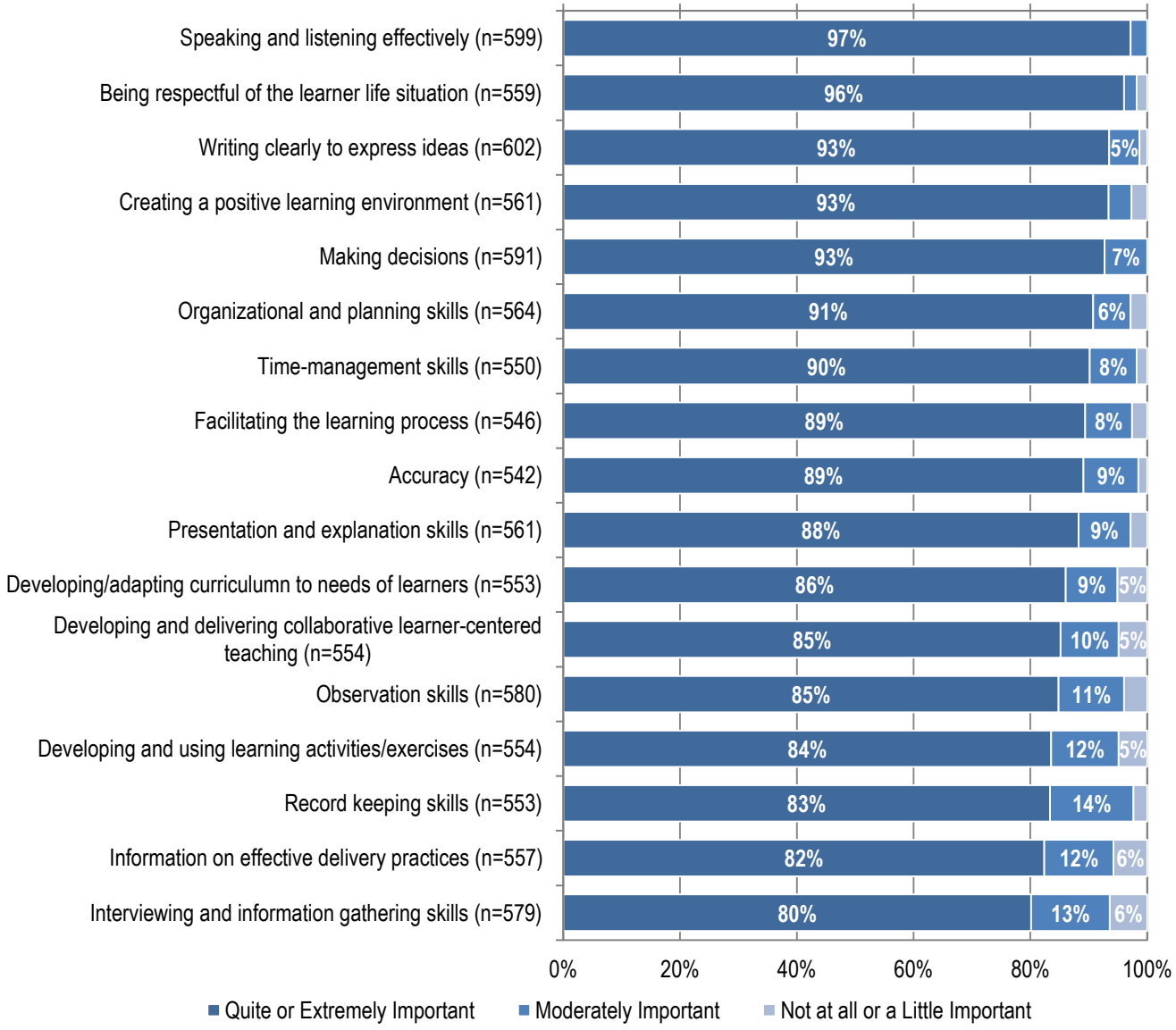
Skills and knowledge items	Quite or Extremely Often (4-5)	Sometimes (3)	Never or Not Often (1-2)
Coordination of service delivery (n=538)	**44%**	20%	36%
Supervising, monitoring, appraising staff and volunteer (n=542)	**38%**	20%	42%
Training staff and/or volunteers to deliver instruction (n=548)	**31%**	29%	41%
Hiring (n= 539)	**21%**	23%	56%
Other (n=226)	**37%**	14%	49%

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

6.4.2. Perceived importance of skills to the job

Respondents were asked to rate the importance of each skill and knowledge to their job, using a 5-point scale, where 1=not at all important and 5=extremely important. As Figure 47 shows, all listed skills and knowledge areas were perceived as quite or extremely important by the respondents. In general, the ranking by perceived importance is similar to the ranking by frequency of use. The most frequently used skills and knowledge areas were also most frequently rated by practitioners as being quite or extremely important to their jobs, namely: speaking and listening effectively (97%), being respectful of the learner life situation (96%), writing clearly to express ideas (93%), creating a positive learning environment (93%), and making decisions (93%).

Figure 47 Perceived importance of skills and knowledge to the job (% distribution by importance level)



Note: Labels of cells with less than 5% are not shown.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

6.5. Summary

The LES workforce is highly educated (Figure 34). Only 2% have no more than a high school certificate, compared to about 37% of the national workforce; 36% have a bachelor's degree as their highest educational qualification, which is twice the national average; and about 39% have a degree above bachelors, comprising 12% with a university certificate of diploma above a bachelor's, 4% with a professional degree, 22% with a master's, and 1% with a doctorate. This is about four times the workforce at large. Comparisons to teachers and professors specifically indicate that LES practitioners have somewhat higher qualifications than this group. Educational attainment is particularly high among practitioners working for colleges and universities. Perceived effectiveness of the education as reported by practitioners rises with the level of education (Figure 36).

Large proportions of LES practitioners have education and training relevant to the field. About three in five (57%) have a post-secondary education (PSE) major in education/recreational/counselling services and 33% have a major in social sciences (Figure 37). Three-quarters (73%) have either or both these majors. Large proportions of those with an education major, have a focus in areas relevant to the LES field such as teacher education and professional development (72%), general education, pedagogy, educational theory (57%), curriculum and instruction (45%), and educational assessment, evaluation and research (34%) (Figure 38). Almost nine in ten (86%) reported that they have had LES-relevant content in the form of literacy skills, essential skills and/or adult education (separate calculations based on the results shown in Figure 40).

However, less than half the practitioners said they have LES-related certification (44%) (Figure 42). Furthermore, 85% said that LES credentials are at least moderately important in their jobs (Figure 43). This would suggest a gap that should be addressed: a need for the means to attain LES credentials.

Turning to professional development (PD) activities pursued after formal education (Figure 45), at least four in five practitioners have participated in fairly informal PD activities such as informal mentoring, consulting learning materials/resources, workshops and learning by doing. Fewer practitioners, though still a majority, have participated in more formal PD activities such as orientation training (68%), job shadowing (68%), train-the-trainer events (67%), webinar or online workshop with a presenter/facilitator (66%), and formal on-the-job training (61%), and in-person training at an accredited institution (59%). The incidence of training using digital technology such as online courses and distance education is the lowest (37-50%). Few differences by practitioners associated with different types of organizations were observed.

A majority of respondents rated the effectiveness of most PD activities in improving their job performance (Figure 46) very highly. The highest effectiveness ratings were given to learning by doing (90%), in-person training at an accredited institution (85%), informal mentoring (83%), formal on-the-job training (74%), job shadowing (73%), volunteering (71%), and attending, workshops, conferences or training events (71%). Least likely to be rated effective, by half or less of practitioners, are reading online resources/materials (51%), orientation training (51%), reading printed manuals/materials (49%), and webinars or online workshop with a presenter/facilitator (42%). There was no clear link between rated effectiveness of PD activities and participation in them.

In terms of funding of LES activities (Table 17), there is a fairly even split among funding by regional/local LES agencies (69%), provincial/territorial organizations (61%) and government (53%). Practitioners associated with community-based LES agencies stand out in terms of funding by regional/local LES agencies (87%), while those associated with government and Aboriginal organizations stand out in regard to funding by government (73% and 76%, respectively).

In regard to skills and knowledge as the final human capital component, many of the skills that practitioners reported as being frequently used on the LES job (by at least 85% of them) would be considered transferable skills such as speaking, time management, being respectful of others, accuracy and decision-making. Most of the frequently mentioned skills are not specific to the LES practitioner job, the one main exception being creating a positive learning environment, cited by 84% of practitioners as being used frequently. Generally speaking, the skills that practitioners reported frequently using are also those they rated highly in terms of importance to their job (Figure 47).

7. Supports to do the job

This chapter presents results for four different types of supports the practitioner can make use of to carry out his or her job: supports for professional development activities; skills recognition; LES delivery resources; and supports to enhance job performance. Results on practitioners' perceptions of these supports are also presented in this chapter. For all supports, results are first presented for all respondents, and then cross-tabulation results by organization type are presented to identify types of organizations where there are differences in the receipt of, accessibility to and sufficiency of various supports. Some other inter-group differences are presented but not in tabular or graphical form.

The reader is again reminded of two things about the cross-tabulated results. First, the focus is on supports where there are **statistically different** results by organization type and other variables and on those that considerably higher or lower than the overall proportion or average. Second, the overall results shown in tables or figures presenting differences by organization type sometimes differ slightly from the corresponding overall result shown in the previous exhibit because not all respondents to a particular question answered the organization type question.

7.1. Supports for professional development

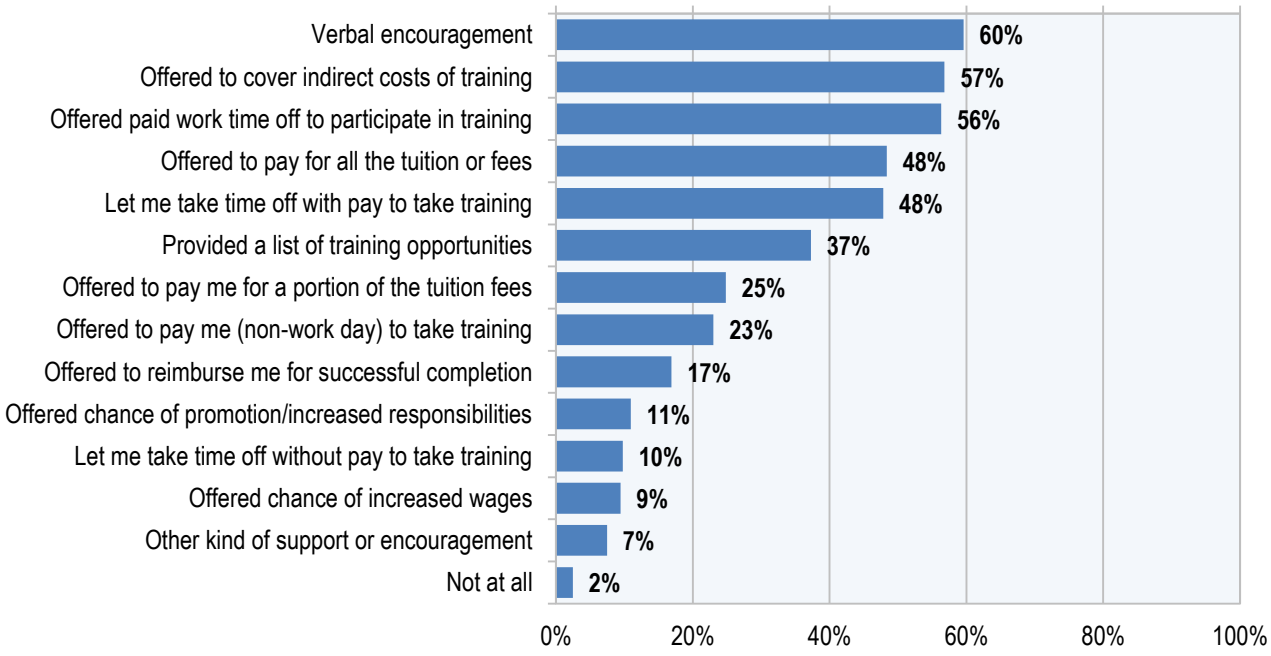
This section is concerned with supports, provided by the employer or publically, for professional development (PD) activities. These include both the formal and informal activities discussed in the previous chapter that increase the skills and knowledge of the practitioner. First is shown the incidence of receipt of these supports, followed by two sub-sections presenting results to questions on practitioners' views of each support, in regard to perceptions of, respectively, their accessibility to each and of the sufficiency of each in meeting their needs on the job.

7.1.1. Receipt of professional development supports

In this sub-section, results are presented for professional development supports, first those provided by the employer and second, for those provided publically by the government.

Only 2% of respondents explicitly said they had received no support for professional development (PD) from their employers, and a maximum of 60% reported receiving any support. (Figure 48). The most frequently received support is verbal encouragement, received by 60% of respondents. Supports received by about half the respondents comprise an offer to cover indirect costs of training (57%), offer of paid time off to participate in training (56%), offer to pay for all the tuition or fees (48%), and let them take time off with pay to take training (48%). Least frequently received supports, by no more than a tenth of respondents, are: time off without pay to take training (10%), a chance of increased wages (9%), and other kind of support or encouragement (7%).

Figure 48 Employer-provided PD supports received (% indicating support)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=604).

As presented in Table 19, there are statistically significant differences in employer-provided PD supports received across organization types. Of the various PD supports, the following vary significantly by organization type: verbal encouragement, covering indirect costs of training, providing paid work time off to participate in training, paying for all the tuition or fees, time off with pay to take training, paying for a portion of the tuition fees, offering a chance of promotion/increased responsibilities, time off without pay to take training, and offering a chance of increased wages.

- Practitioners working for school boards reported the lowest proportion of support in six of the seven most popular employer-supports, namely verbal encouragement (44%), offer to cover indirect costs of training (40%), offer of paid work time off to participate in training (42%), offer to pay for all tuition or fees (27%), time off with pay to take training (30%), and offer to pay for a portion of the tuition fees (10%) compared to practitioners associated with overall (60%, 57%, 56%, 48%, 48%, 25%, respectively).
- Those working for Aboriginal organizations reported receiving the highest proportion of support in three of the five top employer supports, verbal encouragement (77%), offered to cover indirect costs of training (65%), and offered to pay for all tuition (65%, alongside social service organizations) compared to overall (60%, 57%, and 48%, respectively).
- Other significant differences including higher proportions of practitioners associated with colleges and universities and social service organizations having a portion of their tuition covered (37% and 38%, respectively compared to 25% overall) and relatively large proportions of practitioners associated with training, employment and career services providers and social service organizations having all of their tuition covered (58% and 65%, respectively compared to 48% overall).

Table 19 Employer-provided PD supports received, by organization type (% indicating support received)

Employer PD Support	Government	School board	College/ University	Community-based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig)†
Verbal encouragement	**47%**	**44%**	**64%**	**61%**	**62%**	**63%**	**77%**	**59%**	**60%****
Offered to cover indirect costs of training	**50%**	**40%**	**59%**	**62%**	**54%**	**60%**	**65%**	**57%**	**57%***
Offered paid work time off to participate in training	**47%**	**42%**	**54%**	**58%**	**58%**	**60%**	**65%**	**70%**	**56%***
Offered to pay for all the tuition or fees	**47%**	**27%**	**44%**	**50%**	**58%**	**65%**	**65%**	**48%**	**48%*****
Let me take time off with pay to take training	**58%**	**30%**	**47%**	**46%**	**58%**	**50%**	**52%**	**61%**	**48%****
Provided a list of training opportunities	50%	37%	43%	36%	26%	40%	26%	37%	**37%**
Offered to pay me for a portion of the tuition fees	**28%**	**10%**	**37%**	**18%**	**26%**	**38%**	**19%**	**31%**	**25%*****
Offered to pay me (non-work day) to take training	17%	15%	21%	25%	20%	33%	32%	26%	**23%**
Offered to reimburse me for successful completion	17%	11%	19%	16%	16%	23%	13%	22%	**17%**

Employer PD Support	Government	School board	College/ University	Community-based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig)†
Offered chance of promotion/increased responsibilities	**19%**	**1%**	**17%**	**9%**	**14%**	**10%**	**10%**	**11%**	**11%****
Let me take time off without pay to take training	**17%**	**4%**	**10%**	**8%**	**4%**	**27%**	**3%**	**11%**	**10%*****
Offered chance of increased wages	**17%**	**7%**	**16%**	**7%**	**10%**	**2%**	**6%**	**11%**	**9%***
Other kind of support or encouragement	6%	8%	7%	7%	4%	8%	3%	15%	**7%**
Not at all	8%	4%	0%	2%	2%	4%	3%	4%	**2%**

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating levels of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded where there statistically significant differences.

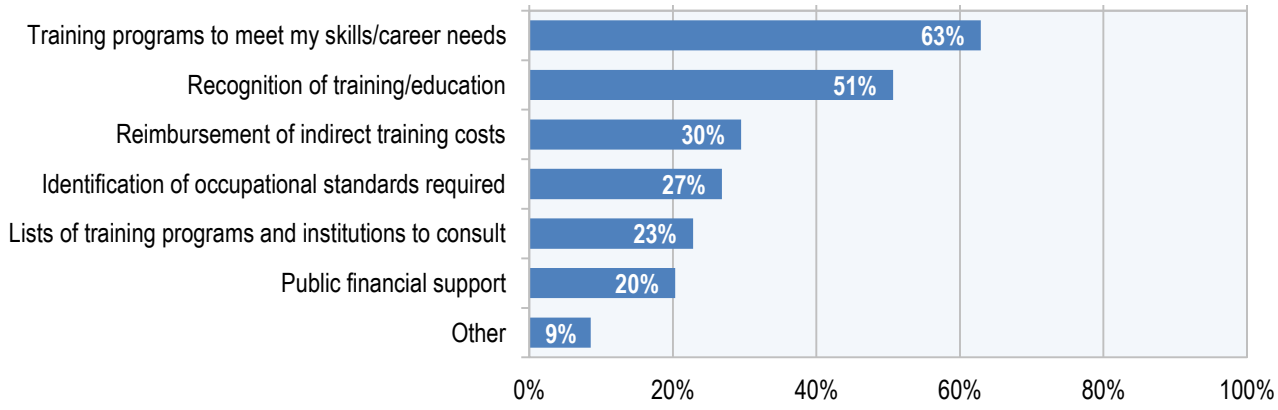
Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=604).

Younger workers (under 35 years of age) were less likely to have been offered coverage of indirect costs (38%)[107], and paid work time off to participate in training (40%)[108] than overall (57% and 56%), Practitioners aged 35 to 44 years old were the least likely to be offered chance of increased wages (4%)[109] and to be offered a chance of promotion/increased responsibilities (3%)[110] in comparison to overall (9% and 11%).

There were several statistically significant differences in the employer supports received across regions. Atlantic Canada (39%) and Quebec (39%) have lower incidences of receiving an offer to pay for all tuition or fees[111] whereas Ontario (7%)[112] has a lower incidence of a chance of increased wages than overall (48% and 9%). Practitioners from Quebec also had a lower incidence of offers to pay for a portion of the tuition fees (10%)[113], to pay to take training (13%)[114] and to have time off without pay to take training (3%)[115] compared to overall (25%, 48%, and 10%).

Turning to public PD supports, i.e., supports not received from an employer, the proportions receiving support are at similar levels to that of employer-provided supports. Figure 49 indicates that training programs to meet skills/career needs (63%) and recognition of training/education (51%) were, by far, the two most commonly reported. In contrast, small minorities received reimbursement of indirect training costs (30%), identification of occupational standards required (27%), lists of training programs and institutions to consult (23%), and public financial support (20%).

Figure 49 Public supports for professional development received (% indicating support received)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=592).

107 Results of Chi-squared test: ($X^2(3)=8.20$, $p<0.05$).
108 Results of Chi-squared test: ($X^2(3)=6.75$, $p<0.10$).
109 Results of Chi-squared test: ($X^2(3)=6.93$, $p<0.10$).
110 Results of Chi-squared test: ($X^2(3)=7.87$, $p<0.05$).
111 Results of Chi-squared test: ($X^2(5)=19.41$, $p<0.01$).
112 Results of Chi-squared test: ($X^2(5)=12.62$, $p<0.05$).
113 Results of Chi-squared test: ($X^2(5)=18.66$, $p<0.01$).
114 Results of Chi-squared test: ($X^2(5)=9.61$, $p<0.10$).
115 Results of Chi-squared test: ($X^2(5)=12.39$, $p<0.05$).

Table 20 presents the percentage indicating having received the various non-employer supports for professional development. Of the list of non-employer supports received, recognition of training/education and identification of occupational standards required vary significantly across organization types.

- Practitioners working for the government reported receiving the highest proportion of support for recognition of training/education (67%) while those from school boards reported the lowest (32%) compared to 51% overall. Another relatively high incidence of this was reported by practitioners associated with training, employment and career service providers (62%), while a relatively low incidence was reported for practitioners associated with social service organizations (40%).
- Practitioners working for colleges/universities were more likely (38%) to having occupational standards required identified, while those from school boards and Aboriginal organizations reported receiving the relatively low support (19% and 18%, respectively) in this category compared to 27% overall.

Table 20 Public supports for professional development received, by organization type (% indicating support received)

Non-Employer PD Support	Government	School board	College/ University	Community-based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Training programs to meet my skills/career needs	70%	49%	64%	63%	66%	62%	68%	68%	**63%**
Recognition of training/education	**67%**	**32%**	**50%**	**55%**	**62%**	**40%**	**54%**	**54%**	**51%****
Reimbursement of indirect training costs	24%	28%	25%	39%	19%	26%	29%	30%	**30%**
Identification of occupational standards required	**21%**	**19%**	**38%**	**24%**	**28%**	**29%**	**18%**	**34%**	**27%***
Lists of training programs and institutions to consult	21%	18%	29%	23%	13%	26%	11%	30%	**23%**
Public financial support	24%	12%	21%	24%	13%	21%	25%	28%	**21%**
Other	6%	13%	8%	5%	6%	14%	14%	6%	**8%**

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating levels of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded where there statistically significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=539).

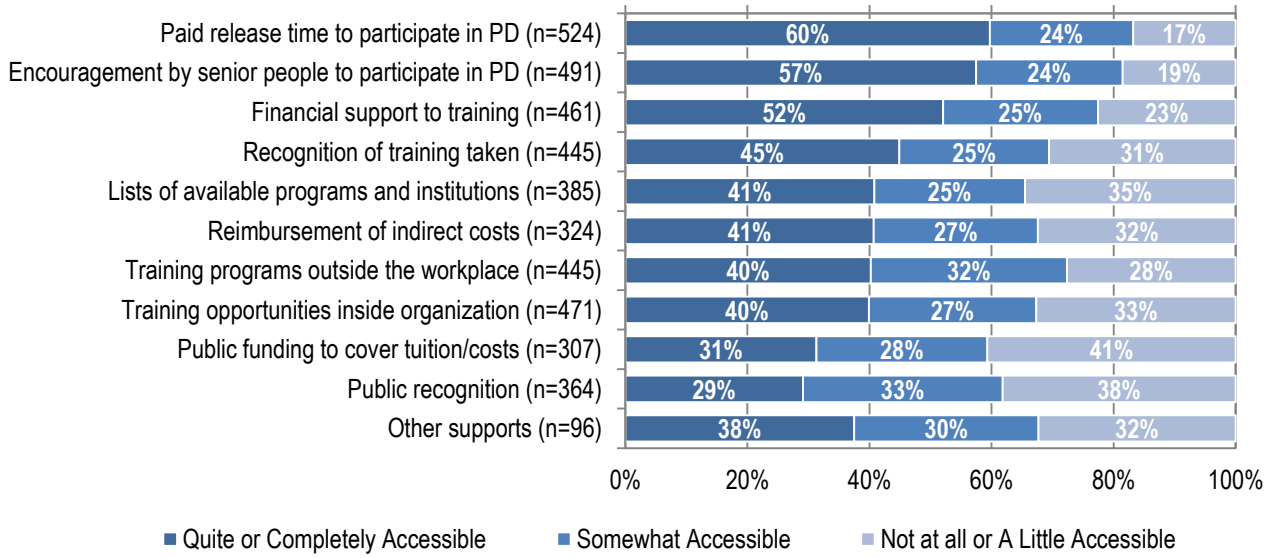
There are some statistically significant differences in the non-employer supports received across regions. Practitioners in Quebec had a lower incidence of receiving lists of training programs and institutions to consult (9%)[116] and the identification of occupational standards required (14%),[117] compared to overall averages (23% and 27%, respectively).

7.1.2. Accessibility of professional development supports

In this section, results are reported from questions asking practitioners about how accessible a set of employer-provided and publicly available professional development (PD) supports were to them. Practitioners who said a support was offered or available to them were asked to rate their accessibility to it, using a 5-point scale, where 1=not at all accessible, and 5=completely accessible. The results are reported in this section. For presentation purposes, results were aggregated into three categories as follows: quite/completely accessible (4, 5), somewhat accessible (3), and not at all or a little accessible (1, 2).

A range of accessibility was reported but, at most, bare majorities indicated a support was accessible to them. Figure 50 (dark shaded parts of the bars) indicates that 52-60% rated as accessible paid release time to participate in PD (60%), encouragement by senior people to participate in PD (57%), and financial support for training (52%). Only about one in three reported public funding for training costs (31%) and public recognition were accessible (29%). Indeed, focusing on gaps, the figure indicates (light shaded parts) that 17 to 41% of practitioners found the above-mentioned supports inaccessible.

Figure 50 Reported accessibility of professional development supports (% distribution by accessibility level)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

116 Results of Chi-squared test: ($X^2(5)=10.14$, $p<0.10$).

117 Results of Chi-squared test: ($X^2(5)=10.68$, $p<0.10$).

In order to identify gaps, Table 21 reveals differences by organization type in terms of **lack of accessibility**, i.e., the proportion of practitioners reporting the support is not at all or a little accessible to them, corresponding to the lightly shaded ends of the bars in the previous exhibit. Thus the higher the number, the greater the lack of accessibility to the support. The table indicates that, for just two of the supports, there were statistically significant differences across organization types.

- For public funding to cover tuition and costs, higher proportions of practitioners working for governments (52%) and community-based LES agencies (55%) reported the support as not being accessible to them compared to those working for other types of organizations (42% overall).
- For the other type of support where there were significant differences – encouragement by senior people to participate in PD – a significantly higher proportion of practitioners working for school boards (33%) reported this support as not being accessible to them (18% overall).
- Note that, while relatively higher proportions of respondents working for school boards reported most categories of PD supports not being accessible to them, in almost all cases these differences were not statistically significant.

Table 21 Lack of accessibility of PD supports, by organization type (% saying support was not at all or a little accessible)

PD Support	N	Government	School board	College/ University	Community-based LES agency	Training / employment / career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Public funding to cover tuition/costs	**293**	**52%**	**36%**	**25%**	**55%**	**35%**	**40%**	**39%**	**42%**	**42%***
Public recognition	347	26%	42%	38%	45%	42%	32%	33%	33%	**39%**
Lists of available programs and institutions	369	32%	45%	35%	35%	43%	26%	20%	29%	**34%**
Reimbursement of indirect costs	309	27%	44%	23%	32%	36%	30%	42%	41%	**33%**
Training opportunities inside organization	446	21%	40%	24%	36%	24%	36%	36%	35%	**32%**
Recognition of training taken	424	29%	42%	37%	29%	22%	34%	21%	28%	**31%**
Training programs outside the workplace	426	16%	29%	27%	36%	18%	26%	23%	13%	**27%**
Financial support to training	440	19%	33%	22%	22%	16%	30%	19%	17%	**22%**
Encouragement by senior people to participate in PD	**466**	**17%**	**33%**	**19%**	**17%**	**6%**	**24%**	**4%**	**18%**	**18%***

PD Support	N	Government	School board	College/ University	Community-based LES agency	Training / employment / career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Paid release time to participate in PD	456	8%	22%	19%	16%	8%	18%	4%	16%	**16%**
Other supports	91	29%	22%	56%	19%	50%	17%	33%	42%	**32%**

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating levels of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded where there are significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

Northern Canada respondents, when compared to the national numbers, have the lowest accessibility (not at all or a little accessible) to reimbursement of indirect costs associated with training (19%)[118] compared to 33% overall.

By age, training opportunities inside the organization were less accessible (26% reporting not at all or a little accessible)[119] to practitioners who are 55 years and over than overall (32%), whereas recognition of training taken was less accessible (24%)[120] to those between 44 and 54 years of age than overall (31%).

7.1.3. Perceived sufficiency of PD supports in meeting needs

For the PD supports discussed above, respondents were then asked to rate the sufficiency of each in terms of the degree to which it did or did not meet their needs on the job, using a 5-point scale where 1=meets no needs, and 5=meets all needs. The results are reported in this section aggregated into three groups as follows: meets most/all needs (4, 5), meets some needs (3), and meets few/no needs (1, 2).

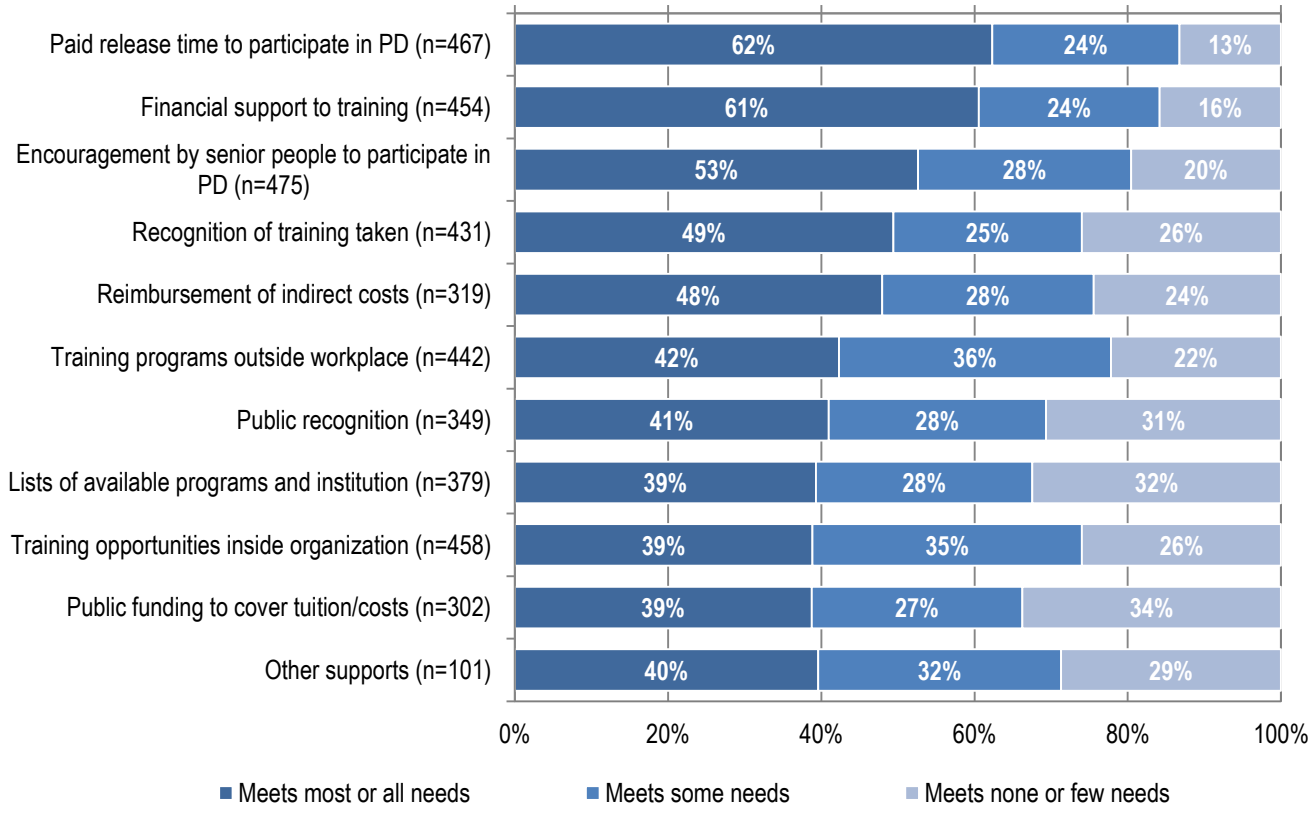
Supports that were reported as meeting needs of the highest proportions of practitioners are paid release time to participate in PD (62%) and financial support to training (61%). Figure 51 indicates that practitioners rate sufficiency of supports in roughly the same order as they rate their accessibility to them. Focusing on gaps – the proportion indicating the support meets none or few needs – about 30% of respondents reported that public funding to cover tuition/costs (34%), lists of available programs and institutions (32%), and public recognition (31%), and other supports (29%) meet few or none of their needs. Many of these are the supports reported above as being least accessible.

118 Results of Chi-squared test: ($X^2(10)=16.81$, $p<0.10$).

119 Results of Chi-squared test: ($X^2(6)=16.46$, $p<0.05$).

120 Results of Chi-squared test: ($X^2(6)=10.71$, $p<0.10$).

Figure 51 Perceived sufficiency of PD supports in meeting needs of the job (% distribution by sufficiency level)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

Again to identify gaps, Table 22 presents the differences by organization type in the proportions of practitioners who said a support met **few or none of their needs**. For only one support were there any statistically significant differences, namely encouragement by senior people to participate in PD. Respondents working for school boards were considerably more likely than practitioners overall to say encouragement from senior people has not met their needs (38%), whereas those from Aboriginal organizations were less likely to say this (8%) compared to 20% overall.

Table 22 PD supports *not* meeting needs, by organization type (% meets none or a few of practitioners' needs)

PD Support	N	Government	School board	College/ University	Community-based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Public funding to cover tuition/costs	286	41%	25%	25%	42%	36%	33%	33%	38%	**35%**
Lists of available programs and institutions	363	42%	38%	31%	34%	37%	32%	25%	24%	**33%**
Public recognition	333	29%	37%	36%	33%	27%	35%	24%	15%	**31%**
Recognition of training taken	413	21%	32%	35%	25%	24%	23%	22%	24%	**27%**
Training opportunities inside organization	438	24%	31%	28%	26%	21%	32%	25%	23%	**26%**
Reimbursement of indirect costs	304	30%	36%	18%	31%	22%	11%	21%	15%	**25%**
Training programs outside the workplace	423	30%	24%	20%	26%	15%	18%	18%	15%	**22%**
Encouragement by senior people to participate in PD	**455**	**18%**	**38%**	**21%**	**17%**	**14%**	**17%**	**8%**	**23%**	**20%***
Financial support to training	436	15%	15%	17%	17%	14%	14%	15%	20%	**16%**
Paid release time to participate in PD	450	16%	20%	14%	10%	8%	19%	4%	17%	**13%**
Other supports	95	0%	40%	45%	25%	25%	0%	30%	45%	**28%**

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating levels of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded where there statistically significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

There are no statistically significant differences across regions in the proportion of practitioners who said a support met few or none of their needs.

7.2. Skills recognition

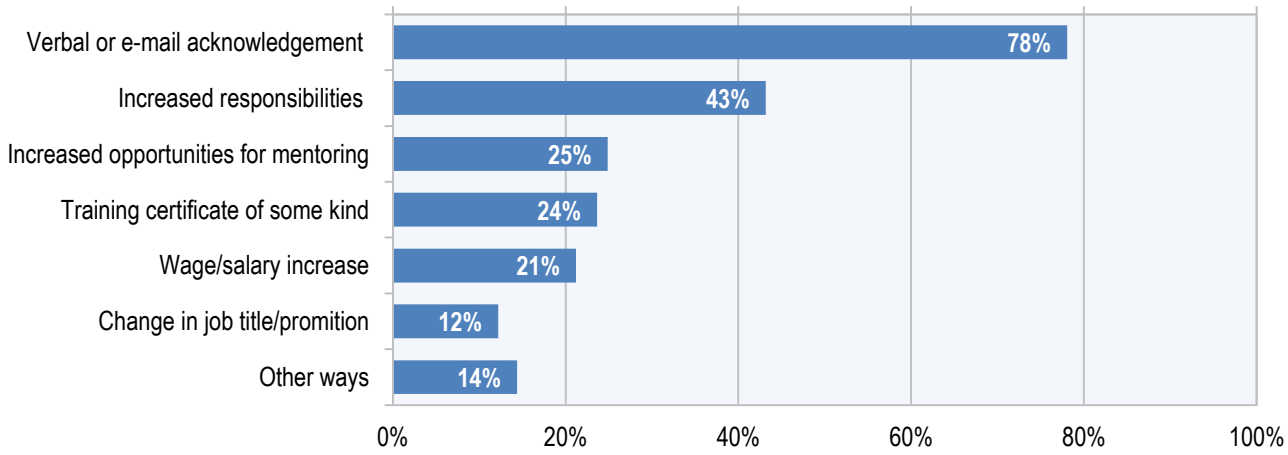
In this section, results for two sets of questions on professional development or skills recognition are presented, first for recognition that was received by practitioners, and second for recognition that is recommended by them.

7.2.1. Professional development/skills recognition received

Practitioners were first asked if their organization recognizes, acknowledges, rewards, or otherwise indicates it values practitioners for skills and knowledge attained through professional development. About two thirds reported that it did and these practitioners were then asked **how** their skills and knowledge were recognized.

Figure 52, which presents the results to that question, indicates that skills and knowledge were most commonly recognized, by far, by verbal or e-mail acknowledgement (78%) followed by increased responsibilities (43%). The other forms of recognition that were reported by a quarter or less of practitioners were increased opportunities for mentoring (25%), training certificates of some kind (24%), wage/salary increase (21%), and change in job title or promotion (12%).

Figure 52 PD/skills recognition received (% indicating recognition received)



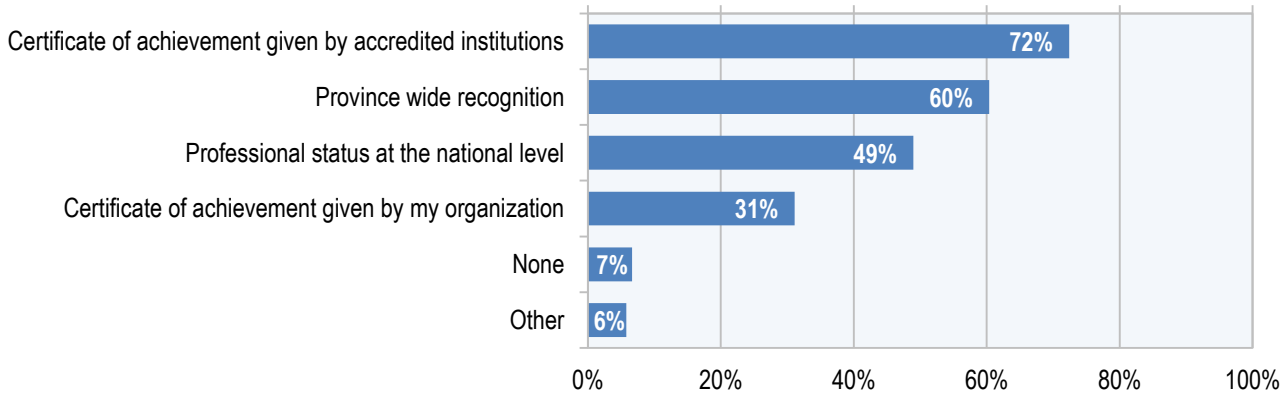
Source CLLN National Survey of the Literacy and Essential Skills Workforce (n=410).

Northern Canada practitioners were most likely to be recognized with a training certificate of some kind (54%)[121] and/or a wage/salary increase (46%) compared to overall (24% and 21%),[122] whereas British Columbia practitioners were most likely to be recognized with a change in job title/promotion (21%),[123] increased opportunities for mentoring (35%),[124] and increased responsibilities (59%)[125] than overall (12%, 25%, and 43% respectively).

7.2.2. Recommended types of skills and knowledge recognition

Practitioners were asked whether or not they would recommend different types of skills recognition from a list. The results are reported in Figure 53, which indicates that the most often recommended form of recognition was formal recognition of skills attained: certificates of achievement by accredited institutions (72%) and province wide recognition (60%). Only about a half the respondents recommended professional status at the national level (49%) and about a third recommended a certificate of achievement given by the organization (31%).

Figure 53 Types of formal skills and knowledge recognition recommended by LES practitioners (% indicating type)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=360).

Table 23 reveals differences by organization type in terms of types of formal skills and knowledge recognition recommended by LES practitioners. The table indicates that, for just one of the skills and knowledge recognition recommended, there was a statistically significant difference across organization types. A higher proportion of practitioners working for Aboriginal organizations (83%) recommended the certificate of achievement given by an accredited institution while it was recommended by relatively low proportions of practitioners working for school boards (58%) and for social service organizations (59%) compared with 72% overall.

121 Results of Chi-squared test: ($X^2(5)=13.64$, $p<0.05$).

122 Results of Chi-squared test: ($X^2(5)=12.02$, $p<0.05$).

123 Results of Chi-squared test: ($X^2(5)=9.99$, $p<0.10$).

124 Results of Chi-squared test: ($X^2(5)=14.45$, $p<0.05$).

125 Results of Chi-squared test: ($X^2(5)=21.65$, $p<0.01$).

Table 23 Types of formal skills and knowledge recognition recommended by LES practitioners, by organization type (% indicating type of recognition)

Type of Skills Recognition	Government	School board	College/ University	Community-based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Professional status at the national level	47%	38%	61%	47%	43%	51%	57%	43%	**49%**
Province wide recognition	67%	55%	61%	59%	57%	57%	70%	65%	**60%**
Certificate of achievement given by accredited institution	**77%**	**58%**	**82%**	**72%**	**74%**	**59%**	**83%**	**68%**	**72%***
Certificate of achievement given by my organization	43%	26%	32%	31%	23%	24%	30%	35%	**31%**
None	**3%**	**11%**	**2%**	**6%**	**9%**	**16%**	**0%**	**10%**	**7%***
Other	0%	9%	3%	5%	0%	11%	0%	18%	6%***

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating levels of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded where there statistically significant differences.

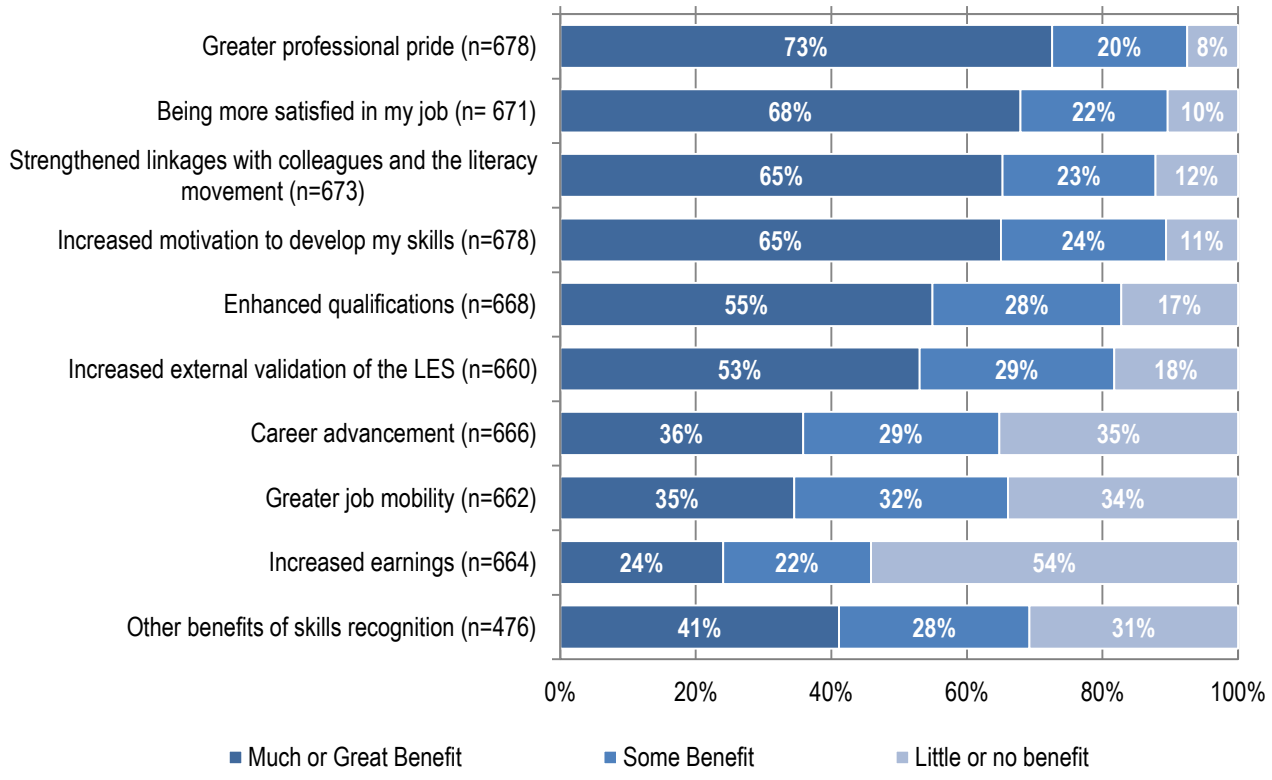
Source: CLLN National Survey of the Literacy and Essential Skills Workforce (n=368).

7.2.3. Reported benefits of skills recognition

Practitioners were asked to rate a series of potential benefits of skills recognition in terms of how each has helped them in their job, using a 5-point scale, from 1=no benefit at all, to 5=great benefit. Results were aggregated into three categories: of much/great benefit (4, 5), of some benefit (3), and of little or no benefit (1, 2). Benefits are considered in terms of tangibility: intangible benefits are qualitative ones, like pride and satisfaction; tangible benefits are those that could be viewed in quantitative terms, such as a promotion or pay increase.

Practitioners were more likely to have experienced intangible than tangible benefits of skills recognition (Figure 54). Skills recognition was thought to bring the most benefit in terms of greater professional pride (73%), job satisfaction (68%), strengthened linkages with colleagues and the literacy movement (65%), increased motivation to develop skills (65%), enhanced qualifications (55%), and increased external validation of LES (53%). In contrast, less than 40% of respondents thought that recognition brought much tangible benefit in terms of career advancement (36%), greater job mobility (35%), or increased earnings (24%).

Figure 54 Reported benefits of skills recognition (% distribution by impact level)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

Table 24 presents the reported benefits associated with skills and training recognition by organization type. As indicated in the table, three of the benefits vary across organization types. A higher proportion of practitioners from Aboriginal organizations (81%) reported benefits from enhanced qualifications while the lowest proportion reporting benefits is from practitioners working for school boards (41%) compared to 55% overall. For both career advancement and greater job mobility, a higher proportion of practitioners from training, employment and career services providers reported benefits (51% and 54% respectively) while a lower proportion of practitioners from school boards (23% and 20% respectively) did when compared to the overall numbers (35% and 34% respectively).

Table 24 Reported benefits of skills recognition, by organization type (% reporting much or great benefit)

Benefit	N	Government	School board	College/ University	Community -based LES agency	Training / employment / career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Greater professional pride	599	75%	74%	70%	71%	88%	67%	81%	72%	**73%**
Being more satisfied in my job	597	68%	65%	67%	68%	84%	60%	78%	58%	**68%**
Strengthened linkages with colleagues and the literacy movement	600	60%	56%	69%	68%	60%	64%	63%	74%	**66%**
Increased motivation to develop my skills	601	50%	58%	66%	62%	78%	66%	75%	68%	**65%**
Enhanced qualifications	**590**	**59%**	**41%**	**60%**	**52%**	**59%**	**49%**	**81%**	**62%**	**55%****
Increased external validation of the LES	589	48%	39%	55%	53%	60%	57%	58%	60%	**53%**
Career advancement	**589**	**46%**	**23%**	**44%**	**28%**	**51%**	**28%**	**42%**	**41%**	**35%****
Greater job mobility	**587**	**36%**	**20%**	**38%**	**28%**	**54%**	**33%**	**53%**	**37%**	**34%****
Increased earnings	587	29%	20%	27%	19%	30%	18%	40%	19%	**23%**
Other benefits	430	33%	34%	41%	39%	53%	48%	48%	39%	**41%**

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating levels of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded where there statistically significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

A higher proportion of practitioners from British Columbia (48%)[126] reported that career advancement was a benefit of skills recognition than the other regions (35% overall).

7.3. LES delivery resources

In this subsection are presented results to questions on practitioners' perceptions of the accessibility and sufficiency of resources that facilitate LES delivery, such as forums, written and online materials, physical classroom facilities, and the Internet.

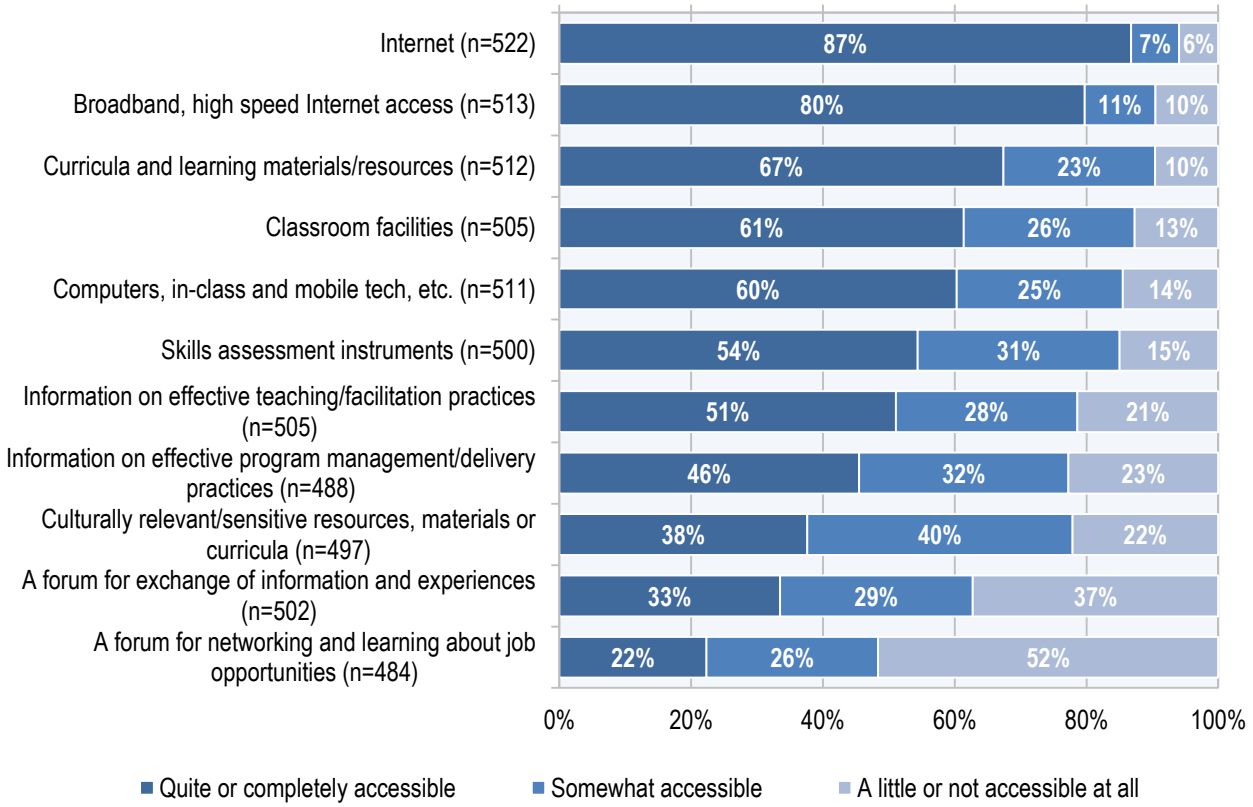
7.3.1. Accessibility to LES delivery resources

Practitioners were asked to rate how accessible various delivery resources are to them, using a 5-point scale, where 1=not at all accessible and 5=completely accessible. Results were aggregated into three categories: quite/completely accessible (4, 5), somewhat accessible (3), and not at all or a little accessible (1, 2).

Most practitioners have access to most LES resources (Figure 55). The resources most frequently reported as somewhat or completely accessible are: the Internet (87%), broadband, high speed internet (80%), curricula and learning materials/resources (67%), classroom facilities (61%), and computers, in-class and mobile tech, etc. (60%). The main exceptions were: culturally relevant/sensitive resources, materials or curricula (38%), a forum for exchange of information and experiences (33%), and a forum for networking and learning about job opportunities (22%).

126 Results of Chi-squared test: ($X^2(20)=31.76$, $p<0.05$).

Figure 55 Accessibility to LES delivery resources (% distribution by accessibility level)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

In order to identify gaps, Table 25 reveals differences by organization type in terms of **lack of accessibility**, i.e., the proportion of practitioners reporting the LES delivery resource is **not at all or a little accessible** to them, corresponding to the lightly shaded ends of the bars in the previous exhibit. Thus the higher the number, the greater the lack of accessibility to the support. The table indicates that, for four of the LES delivery resources, namely a forum for networking and learning about job opportunities, computers, in-class and mobile tech, classroom facilities, and broadband, high speed internet access, there were statistically significant differences across organization types. For all four of these resources, a higher proportion of practitioners working for Aboriginal organizations (61%, 38%, 27%, and 24% respectively) reported the LES delivery resources as not being accessible to them compared to overall (51%, 14%, 13%, and 9% respectively). Again, because of small sample size for this Aboriginal organizations, these results should be treated with caution. Government practitioners also had a relatively large proportion indicating computers were not accessible to them for delivery of LES services (23%) in comparison to overall (14%).

Table 25 *Lack of* accessibility of LES delivery resources, by organization type (% reporting not at all or a little accessible)

LES Delivery Resource	N	Government	School board	College/ University	Community-based LES agency	Training / employment / career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
A forum for networking and learning about job opportunities	**458**	**50%**	**59%**	**51%**	**50%**	**56%**	**41%**	**61%**	**44%**	**51%***
A forum for exchange of information and experiences	474	40%	38%	39%	33%	45%	33%	48%	34%	**37%**
Information on effective program management/delivery practices	462	29%	27%	25%	19%	13%	19%	35%	28%	**23%**
Culturally relevant/ sensitive resources, materials or curricula	471	30%	26%	17%	19%	21%	17%	42%	23%	**22%**
Information on effective teaching/ facilitation practices	478	24%	29%	20%	18%	15%	11%	38%	23%	**21%**
Skills assessment instruments	473	32%	10%	10%	14%	12%	16%	12%	19%	**14%**
Computers, in-class and mobile tech, etc.	**485**	**23%**	**12%**	**7%**	**16%**	**5%**	**17%**	**38%**	**12%**	**14%***

LES Delivery Resource	N	Government	School board	College/ University	Community-based LES agency	Training / employment / career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Classroom facilities	**478**	**16%**	**9%**	**2%**	**18%**	**13%**	**17%**	**27%**	**10%**	**13%*** **
Curricula and learning materials/ resources	484	13%	7%	11%	9%	2%	9%	15%	14%	**10%**
Broadband, high speed Internet access	**486**	**13%**	**14%**	**7%**	**5%**	**2%**	**11%**	**24%**	**9%**	**9%***
Internet	493	9%	5%	4%	3%	0%	11%	12%	9%	**5%**

Note: †: Chi Squared tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating levels of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded where there statistically significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

There were found to be statistically significant differences in the access to LES delivery resources across regions. Again the comparison is of the proportions with low accessibility (not at all or a little accessible), so the higher the percentage, the greater the lack. Quebec (17%) and the Prairies (17%)[127] have lower accessibility to curricula and learning materials/resources, compared to practitioners overall[128] (10%). Northern Canada practitioners have low accessibility to information on effective teaching/facilitation practices (38%)[129] and broadband high speed internet (24%)[130] compared to practitioners nationally (21% and 10%, respectively) whereas Quebec has the lowest access to information on effective program management/delivery practices (43%),[131] computers (22%)[132] and classroom facilities (27%), compared to national proportions (23%, 14% and 13%, respectively)..[133] Atlantic Canada (50%)[134] has relatively low accessibility to a forum for exchange of information and experiences, compared to practitioners overall (37%).

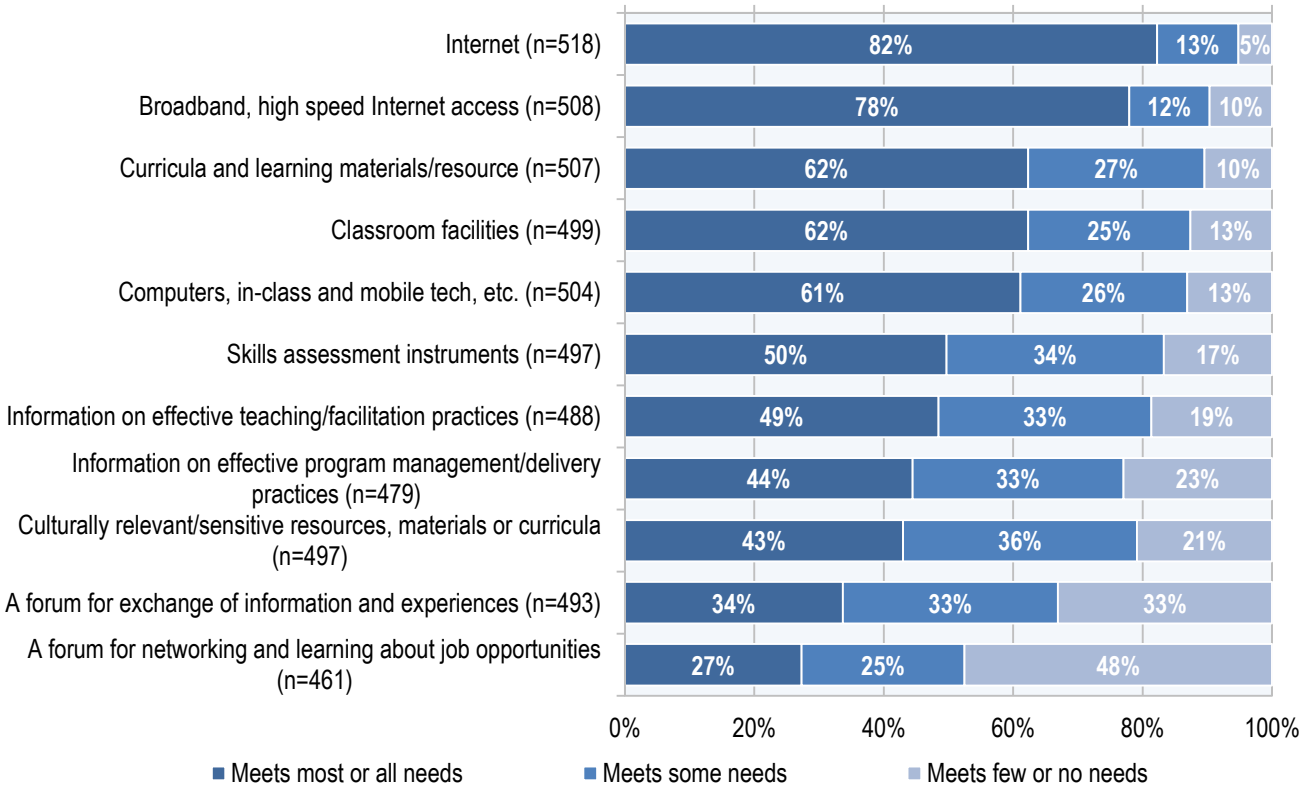
7.3.2. Perceived sufficiency of LES delivery resources in meeting needs

Respondents were also asked to rate the sufficiency of each the above delivery resources in meeting the needs of the job, using a 5-point scale, where 1=meets none of their needs and 5=meets all of their needs. Results were aggregated into three categories for presentation purposes as follows: meets all/most needs (4, 5), meets some needs (3), and meets no/few needs (1, 2).

In terms of perceived sufficiency of the delivery resources (Figure 56), the ranking of resources was similar to that found for accessibility (Figure 55). At the top of the list in terms of meeting most or all needs, are the Internet (82%), broadband, high speed internet (78%), followed by curricula and learning materials/resources (62%), classroom facilities (62%) and computers, in-class and mobile tech, etc. (61%). The three LES delivery resources that were seen as least accessible by practitioners – culturally relevant/sensitive materials, resources, curricula, a forum for exchange of information and experiences, and a forum for networking and learning about job opportunities – also, not surprisingly, were deemed least sufficient in meeting respondents' most or all needs (43%, 34% and 27%, respectively).

127 Results of Chi-squared test: ($X^2(20)=29.01$, $p<0.10$).
128 The overall results in the cross-tabulated results by other variables may differ slightly from the overall results shown in the preceding table because not all respondents necessarily answered the question associated with the cross-tabulating variable.
129 Results of Chi-squared test: ($X^2(10)=16.02$, $p<0.10$).
130 Results of Chi-squared test: ($X^2(10)=25.24$, $p<0.01$).
131 Results of Chi-squared test: ($X^2(10)=21.29$, $p<0.05$).
132 Results of Chi-squared test: ($X^2(10)=18.51$, $p<0.05$).
133 Results of Chi-squared test: ($X^2(10)=16.06$, $p<0.10$).
134 Results of Chi-squared test: ($X^2(10)=16.60$, $p<0.10$).

Figure 56 Perceived sufficiency of LES delivery resources in meeting needs of the job (% distribution by sufficiency level)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

Again to identify gaps, Table 26 presents the differences by organization type in the proportions of practitioners who said a LES delivery resource met **few or none of their needs**. For six LES delivery resources there were statistically significant differences. Respondents working for government and, particularly, Aboriginal organizations were considerably more likely than practitioners overall to say that their needs were not met in the following areas: information on effective teaching/facilitation practices (28% and 40%), computers in class and mobile technology (26% and 36%), skills assessment instruments (32% and 24%), broadband high speed internet (16% and 32%), and internet (9% and 19%) in comparison to overall (18%, 13%, 16%, 12%, 9%, and 5%, respectively). For skills assessment instruments, a higher proportion of practitioners from government (32%) reported that they did not meet their needs compared to 16% overall. Practitioners from social service organizations (24%) were the most likely to report that the classroom facilities did not meet their needs, followed by those from Aboriginal organizations (23%) and from government (20%) in comparison to overall (12%).

Table 26 LES delivery resources *not* meeting needs of the job, by organization type (% meets none or a few of practitioners' needs)

LES Delivery Resource	N	Government	School board	College/ University	Community-based LES agency	Training / employment / career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig)†
A forum for networking and learning about job opportunities	437	39%	54%	45%	48%	46%	38%	68%	43%	**47%**
A forum for exchange of information and experiences	466	32%	28%	36%	30%	38%	26%	54%	33%	**33%**
Information on effective program management/ delivery practices	454	30%	34%	22%	16%	21%	19%	44%	26%	**23%**
Culturally relevant/ sensitive resources, materials or curricula	453	36%	20%	15%	18%	24%	22%	31%	16%	**20%**
Information on effective teaching/ facilitation practices	**472**	**28%**	**19%**	**17%**	**13%**	**13%**	**15%**	**40%**	**21%**	**18%*** **
Skills assessment instruments	**469**	**32%**	**11%**	**13%**	**12%**	**22%**	**17%**	**24%**	**19%**	**16%***
Computers, in-class and mobile tech, etc.	**479**	**26%**	**9%**	**8%**	**12%**	**7%**	**14%**	**36%**	**12%**	**13%*** **
Classroom facilities	**472**	**20%**	**11%**	**1%**	**14%**	**15%**	**24%**	**23%**	**10%**	**12%*** **

LES Delivery Resource	N	Government	School board	College/ University	Community-based LES agency	Training / employment / career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig)†
Curricula and learning materials/ resources	479	23%	9%	10%	7%	5%	15%	15%	14%	**10%**
Broadband, high speed Internet access	**482**	**16%**	**11%**	**8%**	**5%**	**3%**	**8%**	**32%**	**9%**	**9%*** **
Internet	**489**	**9%**	**2%**	**4%**	**3%**	**2%**	**6%**	**19%**	**7%**	**5%*** **

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating levels of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded where there statistically significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

Some statistically significant differences were found in LES delivery resources meeting needs of practitioners across regions. Practitioners from Northern Canada reported that the information on effective teaching/facilitation practices did not meet their needs (33%)[135] compared to 18% overall whereas Quebec has the lowest incidence of meeting needs for classroom facilities (23%)[136] and computers (22%)[137] in comparison to overall (12% and 13%, respectively).

7.4. Job performance supports/enablers

This section is concerned with factors that may enhance performance on the job. These include both organizational-based factors and supports, such as performance incentives, performance feedback, cooperation among colleagues, participation in decision-making, and articulated standards and job descriptions

7.4.1. Availability of job performance supports/enablers

Figure 57 presents the full list of performance supports and enablers that practitioners were asked about, showing the proportion of respondents who reported the item was **not** available or **not** offered.

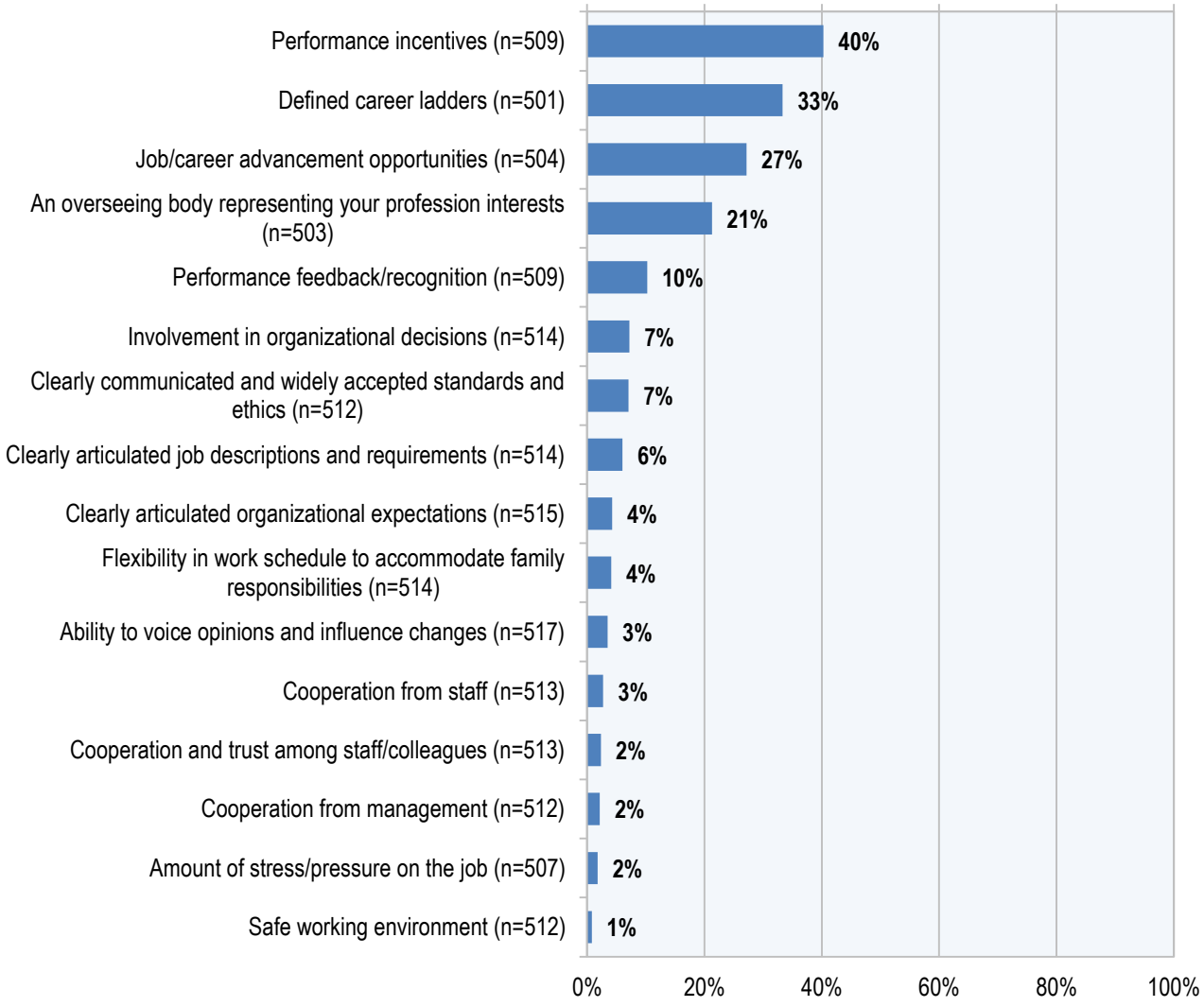
Almost all practitioners had access to most of them. For 11 out of the 15 factors listed, the proportion not available/not offered to practitioners was 10% or less. Only a few of the performance supports/enablers are not available to considerable numbers of practitioners, as follows: performance incentives (40%), defined career ladders (33%), job/career advancement opportunities (27%), and an overseeing body representing the professional interests (21%).

135 Results of Chi-squared test: ($X^2(10)=21.04$, $p<0.05$).

136 Results of Chi-squared test: ($X^2(10)=16.21$, $p<0.10$).

137 Results of Chi-squared test: ($X^2(10)=19.92$, $p<0.05$).

Figure 57 Performance supports/enablers *not* available/not offered (% indicating factor not available/not offered)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

Once again, to identify gaps, Table 27 shows differences by organization type in terms of **lack of availability**, i.e., the proportion of practitioners reporting the support is not at all or a little available to them. Thus the higher the number, the greater the lack of the support. For defined career ladders and job/career advancement opportunities, a higher proportion of practitioners from community-based LES agencies reported the support as not being available to them (46% and 45%, respectively) compared to those working for other types of organizations (compared to 34% and 28% overall). Lack of availability of performance incentives and flexibility in work schedule to accommodate family responsibilities was higher for practitioners from school boards (57% and 14% respectively) compared to 42% and 4% overall. Practitioners associated with social service organizations also were more likely to report a lack of availability of performance incentives (55%) compared to the overall sample (42%).

Table 27 Lack of availability of performance supports/enablers, by organization type (% indicating item not available/not offered)

Job Performance Support/Enabler	N	Government	School board	College/ University	Community -based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Performance incentives	**461**	**22%**	**57%**	**44%**	**40%**	**33%**	**55%**	**36%**	**39%**	**42%****
Defined career ladders	**473**	**11%**	**29%**	**20%**	**46%**	**29%**	**41%**	**21%**	**41%**	**34%*****
Job/career advancement opportunities	**476**	**4%**	**21%**	**15%**	**45%**	**21%**	**32%**	**17%**	**27%**	**28%*****
An overseeing body representing your profession interests	475	7%	19%	24%	23%	10%	16%	23%	26%	**20%**
Performance feedback/recognition	470	7%	11%	13%	11%	8%	5%	4%	12%	**10%**
Involvement in organizational decisions	478	11%	15%	7%	7%	5%	3%	4%	5%	**7%**
Clearly communicated and widely accepted standards and ethics	482	7%	7%	11%	6%	3%	8%	4%	5%	**7%**
Clearly articulated job descriptions and requirements	475	7%	9%	4%	5%	5%	5%	0%	14%	**6%**
Clearly articulated organizational expectations	474	10%	7%	4%	4%	2%	0%	0%	7%	**4%**
Ability to voice opinions and influence changes	480	4%	8%	3%	3%	5%	0%	0%	2%	**4%**

Job Performance Support/Enabler	N	Government	School board	College/ University	Community -based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Flexibility in work schedule to accommodate family responsibilities	**485**	**3%**	**14%**	**4%**	**3%**	**0%**	**3%**	**0%**	**2%**	**4%****
Cooperation from staff	481	4%	0%	2%	5%	2%	0%	0%	5%	**3%**
Cooperation from management	479	4%	2%	1%	3%	2%	0%	0%	2%	**2%**
Cooperation and trust among staff/colleagues	483	7%	0%	1%	2%	5%	0%	0%	2%	**2%**
Amount of stress/pressure on the job	479	7%	0%	0%	2%	2%	3%	0%	0%	**1%**
Safe working environment	**483**	**7%**	**0%**	**0%**	**1%**	**0%**	**0%**	**0%**	**0%**	**1%****
Other supports	354	33%	27%	29%	40%	22%	41%	33%	27%	**33%**

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating levels of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded where there statistically significant differences.

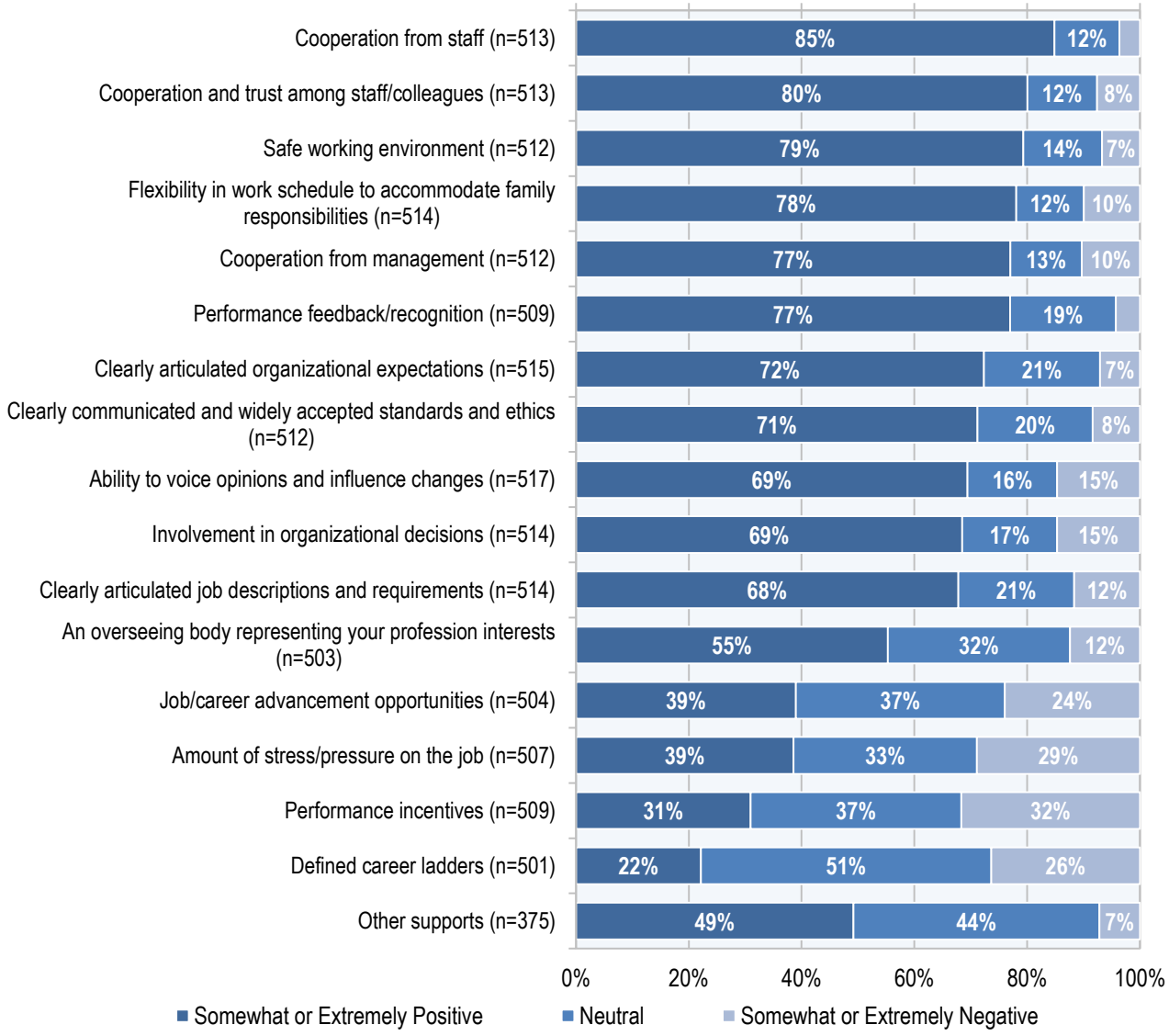
Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

7.4.2. Reported impacts of job performance supports/enablers

Practitioners were asked to rate the impacts that the job performance supports/enablers have had on their job on a 5-point scale, from 1=extremely negative to 5=extremely positive. Results were aggregated into three categories: somewhat/extremely positive (4, 5), neutral (3), and somewhat/extremely negative (1, 2).

Most performance supports were rated somewhat or extremely positively by practitioners in terms of the impact on job performance (Figure 58). At least two-thirds of respondents reported the following supports as having positive impacts: cooperation from staff (85%), cooperation and trust among staff/colleagues (80%), safe working environment (79%), flexibility in the work schedule to accommodate family responsibilities (78%), cooperation from management (77%), performance feedback/recognition (77%), clearly articulated organizational expectations (72%), clearly communicated and widely accepted communicated standards and ethics (71%), ability to voice opinions and influence changes (69%), involvement in organizational decisions (69%), and clearly articulated job descriptions and requirements (68%). Performance incentives (31%) and defined career ladders (22%) were deemed as the two factors that had the lowest proportion of positive impact on job performance. In fact, 32% and 26% respectively of practitioners reported that that these two factors had a negative effect on their performance.

Figure 58 Reported impacts of job performance supports/factors (% distribution by impact)



Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

Table 28 presents the reported impacts of supports on the job performance of respondents by organization type. As illustrated in the table below, most types of organizations reported similar positive (somewhat or extremely positive) impacts for the job performance supports and enablers. There are, however, four supports for which the reported benefits vary significantly across organizations. For both the flexibility in work schedule to accommodate family responsibilities and the amount of stress/pressure on the job, practitioners from Aboriginal organizations were more likely to say that they had a positive impact (88% and 64% respectively) than overall (78% and 39%). Practitioners from training, employment and career services

providers reported in a higher proportion (83%) than practitioners overall (77%) that the ability to voice opinions and influence changes benefited them whereas those from community-based LES agencies reported the highest proportion (82%) who said that involvement in organizational decisions benefited them (68% overall). In contrast, practitioners associated with school boards and colleges and universities were less likely to say involvement in decision making benefited them (54% and 58%, respectively).

Table 28 Reported impacts of job performance supports/enablers, by organization type (% reporting somewhat or extremely positive impact)

Job Performance support/enabler	N	Government	School board	College/ University	Community-based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Cooperation from staff	468	93%	83%	85%	89%	78%	85%	80%	85%	**85%**
Cooperation and trust among staff/colleagues	474	88%	80%	80%	80%	77%	77%	84%	81%	**80%**
Safe working environment	479	81%	71%	80%	79%	80%	76%	85%	84%	**79%**
Flexibility in work schedule to accommodate family responsibilities	**465**	**79%**	**70%**	**70%**	**84%**	**85%**	**76%**	**88%**	**72%**	**78%***
Ability to voice opinions and influence changes	**463**	**77%**	**78%**	**69%**	**80%**	**83%**	**74%**	**80%**	**76%**	**77%***
Performance feedback/ recognition	423	86%	76%	69%	78%	76%	80%	83%	75%	**77%**
Clearly articulated organizational expectations	453	62%	73%	69%	76%	78%	59%	71%	74%	**72%**
Clearly communicated and widely accepted standards and ethics	449	67%	81%	72%	71%	79%	61%	58%	74%	**71%**
Cooperation from management	469	70%	56%	63%	74%	79%	67%	72%	71%	**69%**
Involvement in organizational decisions	**443**	**64%**	**54%**	**58%**	**82%**	**68%**	**63%**	**70%**	**66%**	**68%***

Job Performance support/enabler	N	Government	School board	College/ University	Community-based LES agency	Training / employment/ career services provider	Social service/ immigrant/ disability org. / library	Aboriginal org.	Other	Overall (Sig.)†
Clearly articulated job descriptions and requirements	446	67%	63%	67%	74%	68%	61%	56%	65%	**68%**
An overseeing body representing your profession interests	378	54%	54%	59%	60%	56%	44%	50%	52%	**56%**
Amount of stress/pressure on the job	**472**	**38%**	**23%**	**32%**	**42%**	**43%**	**43%**	**64%**	**39%**	**39%***
Job/career advancement opportunities	344	52%	25%	46%	34%	45%	46%	35%	31%	**39%**
Performance incentives	267	43%	25%	28%	27%	30%	29%	31%	48%	**31%**
Defined career ladders	161	33%	13%	19%	18%	33%	35%	26%	19%	**22%**
Other supports	237	50%	37%	57%	49%	57%	47%	50%	46%	**49%**

Note: †: Chi Square tests were conducted for each variable in order to capture any statistically significant differences between organization types. The critical values indicating levels of significance are as follows: *** p < 1%, ** p < 5%, and * p < 10%. Rows are bolded where there statistically significant differences.

Source: CLLN National Survey of the Literacy and Essential Skills Workforce.

7.5. Summary

Only 2% of respondents explicitly said they had received no support for professional development (PD) from their employers, and a maximum of 60% reported receiving any individual support (Figure 48). The most frequently received support was verbal encouragement, received by 60% of respondents. Supports received by about half the respondents comprise an offer to cover indirect costs of training (57%), offered of paid time off to participate in training (56%), offer to pay for all the tuition or fees (48%), and let them take time off with pay to take training (48%). Practitioners associated with school boards were less likely to have received most organizational supports for professional development than those working for other types of organizations (Table 19).

As for non-employer PD supports, there has been a wide range of support and at similar levels to the employer-provided supports (Figure 49). Training programs to meet skills/career needs (63%) and recognition of training/education (51%) were, by far, the two commonly reported. Small minorities of participants received reimbursement of indirect training costs (30%), identification of occupational standards required (27%), lists of training programs and institutions to consult (23%), and public financial support (20%).

Practitioners who said a support was offered or available to them were asked to rate their accessibility to each and, at most, bare majorities indicated a support was quite or completely accessible to them (Figure 50). A range of accessibility was reported: paid release time to participate in PD (60%), encouragement by senior people to participate in PD (57%), and financial support for training (52%) were the delivery resources most frequently mentioned as quite or completed accessible. Only about 30% reported public funding to cover tuition/costs (31%) and public recognition (29%). Indeed, focusing on gaps, about 40% of practitioners found these latter supports inaccessible, an issue that begs attention.

Practitioners rated the sufficiency of the PD supports in meeting their needs on the job (Figure 51) in roughly the same order as they rated their accessibility to them. For example, the highest proportions, 30% and higher, reported the following supports met few or no needs: public funding to cover tuition/costs (34%), lists of available programs and institutions (32%), and public recognition (31%) meet few or none of their needs, which are the supports reported to be least accessible to practitioners.

About two thirds of practitioners reported that their organization recognizes, acknowledges, rewards, or otherwise indicates it values practitioners for skills and knowledge attained through professional development. Skills and knowledge were most commonly recognized by simple verbal or e-mail acknowledgement (78%) and increased responsibilities (43%) (Figure 52). A quarter or less reported more tangible types of recognition, including increased opportunities for mentoring (25%), a training certificate of some kind (24%), wage and salary increase (21%), and change in title/promotion (12%).

In fact, a certificate of recognition was the most frequently recommended type of recognition by practitioners, with 72% recommending that (Figure 53). This aligns with the earlier finding that less than half the practitioners have a LES credential of some kind. Also frequently recommended was province-wide recognition (60%) and national professional status (50%). Practitioners associated with colleges and universities and Aboriginal organizations more often suggested a certificate of

achievement (83% and 82% respectively) than those in other types of organization. Those working for social service organizations and school boards were less inclined do so (59% and 58, respectively).

Practitioners were more likely to have experienced intangible than tangible benefits of skills recognition (Figure 54). Skills recognition was thought to bring the most benefit in terms of the intangible benefits of greater professional pride (73%), job satisfaction (68%), strengthened linkages with colleagues and the literacy movement (65%), increased motivation to develop skills (65%), enhanced qualifications (55%), and increased external validation of LES (53%). In contrast, less than 40% of respondents thought that recognition brought much tangible benefit in terms of career advancement (36%), greater job mobility (35%), or increased earnings (24%).

Practitioners reported a range of accessibility to LES delivery resources (Figure 55). Most frequently mentioned as quite or completely accessible included: the Internet (87%), broadband, high speed internet (79%), curricula and learning materials/resources (67%), classroom facilities (61%), and computers, in-class and mobile tech, etc. (60%).The high incidence of accessibility to the Internet and broadband is interesting in light of (anecdotal) claims of inaccessibly to this type of resource. In contrast, 22-38% reported as accessible culturally relevant/sensitive resources, materials or curricula (38%), a forum for exchange of information and experiences (33%), and a forum for networking and learning about job opportunities (22%). In terms of perceived sufficiency of these delivery resources, their ranking was similar to that found for accessibility (Table 25). Respondents from Aboriginal organizations were most likely to report resources as inaccessible to them, though this result must be treated with caution because of the small number of respondents associated with this type of organization.

In terms of perceived sufficiency of the delivery resources, the ranking of resources was similar to that found for accessibility (Figure 56). At the top of the list in terms of meeting most or all needs, are the Internet (82%), broadband (78%), followed by curricula and learning materials (62%), classroom facilities (61%) and computers (62%). The three LES delivery resources that were seen as least accessible by practitioners – a forum for networking and learning about job opportunities, a forum for exchange of information and experiences, and culturally sensitive resources – also, not surprisingly, were deemed least sufficient in meeting respondents' most or all needs (27%, 34% and 43%, respectively). Respondents working for government and, particularly, Aboriginal organizations were considerably more likely than practitioners overall to say that their needs were not met in the following areas: information on effective teaching/facilitation practices (28% and 40%), computers in class and mobile technology (26% and 36%), skills assessment instruments (32% and 24%), broadband high speed internet (16% and 32%), and internet (9% and 19%) in comparison to overall (18%, 16%, 13% 12%, 9% and 5%, respectively). (Table 26).

Finally, practitioners were asked about supports and other factors that may contribute to their job performance (Figure 57). Almost all practitioners had access to most of them. Only four supports have not been available to considerable numbers of practitioners (21-40%): performance incentives (40%), defined career ladders (33%), job/career advancement opportunities (27%), and an overseeing body representing their professional interests (21%).

Most supports were rated somewhat or extremely positively by practitioners in terms of the impact on job performance (Figure 58). At least two-thirds of respondents reported the following supports as

having positive impacts: cooperation from staff (85%), cooperation and trust among staff/colleagues (80%), safe working environment (79%), flexibility in the work schedule to accommodate family responsibilities (78%), cooperation from management (77%), performance feedback/recognition (77%), clearly articulated organizational expectations (72%), clearly communicated and widely accepted communicated standards and ethics (71%), ability to voice opinions and influence changes (69%), involvement in organizational decisions (69%), and clearly articulated job descriptions and requirements (68%).

8. Main findings and conclusions

The National Survey of the Literacy and Essential Skills (LES) Workforce gathered data from 690 LES practitioners between March and May 2013 with a view to profiling this workforce and learning about their professional development needs. The main findings and conclusions arising from the analysis the collected survey data are presented in this chapter, along with recommendations for CLLN.

8.1. Service delivery

A major goal of the survey was to find out about the conditions under which practitioners deliver LES services, including where, the type and size of the organization they work for, the setting which they deliver services in, the positions they occupy, and the nature of the clientele they serve.

> **LES practitioners work in all regions of the country and represent a wide mix of organization types.**

To a great extent, the distribution of practitioners by region in the dataset is in line with regional population patterns. The largest proportions are located in the more populous provinces of Ontario, British Columbia, and Alberta. The main exceptions are the low representation from Quebec (5%) and the high representation from the Atlantic Canada (19%), which likely do not reflect the actual proportions of practitioners in those provinces. The small number of respondents from Quebec and Northern Canada means results for these regions should be treated with caution.

The largest proportions of practitioners are associated with community-based LES agencies (one-third) and colleges and universities (one-fifth). This is as would be expected in a survey of LES practitioners since much of LES services in this country are delivered through these two types of organizations. But there is also sufficient representation among practitioners associated with other types of organizations where LES services are delivered – social service organizations; training, employment and career services providers; school boards; and government – to facilitate observation of differences in practitioners' profiles and needs working in these types of organizations. Variation in the mix of organization types across the regions largely reflects differences in how LES delivery is organized and provided in the different jurisdictions.

> **LES practitioners tend to work in small organizations and/or represent a very small proportion of a larger workforce and may therefore encounter challenges in accessing LES-specific supports, compared to those in larger organizations or in prominent occupations within the same organization.**

Organizations that LES practitioners work for vary in size. About half the respondents work for organizations with less than 25 employees and about a third work for organizations with 100 or more employees. LES workers tend to represent a small proportion of a larger workforce: 79% are in organizations with fewer than 25 employees that are involved specifically in LES services. Only 7% of respondents are in organizations with more than 100 LES employees. Not only are the majority of

practitioners working in small organizations, but among those in larger organizations, LES practitioners also represent a small percentage of the staff. This would suggest that LES practitioners may encounter challenges in accessing LES-specific supports from their employer for their job and professional development, as capacity for these supports is likely related to the organization and/or LES departmental size.

> **LES practitioners work in a variety of settings and serve a diverse set of client needs that require a unique set of services and skills. They are often engaged in a variety of learning and administrative activities, beyond instruction, necessitating significant multi-tasking and flexibility. Traditional modes of delivery dominate LES delivery, with less than a third of practitioners having reported the use of digital technology to do so.**

As with organization type, respondents deliver LES services in a variety of settings. They were most likely, by far, to report they deliver LES services most often in community-based LES agencies (28%), followed by post-secondary institutions (mainly colleges) (16%), social service organizations (15%), training and career development delivery organizations (12%), schools (mainly high schools) (9%) and Aboriginal organizations (5%) and other types of settings (14%).

Four in five practitioners serve those living on low incomes and those who have low literacy skills and about three in five serve Aboriginal persons, persons with disabilities, immigrants, and/or the precariously employed. While most practitioners (57%) serve clients at level 2 on the International Adult Literacy and Skills Survey (IALSS), three in ten (29%) serve clients at level 1. Practitioners working for school boards have a relatively high proportion of level 1 clientele (46%).

Survey respondents are also involved in a variety of LES delivery activities, but primarily instruction, management, administration and coordination. This reflects the fact that practitioners in all positions perform a range of activities in addition to the one suggested by their job title.

Face-to-face delivery, with a practitioner present, predominates as a mode of delivery, in the form of small-group, one-to-one and large group sessions (82%, 72% and 47%, respectively). The fact that only about 30% use online learning and less than 10% make use of distance education/online courses indicates low uptake of digital technology to deliver LES services, in the face of broader trends in that direction.

8.2. Socio-demographics, employment, job stress, job satisfaction, and career transitions

A second set of contextual issues the survey sought to address is concerned with the sociodemographic characteristics of the LES workforce, the confidence level and other aspects of workforce members including job stress, their satisfaction with aspects of the job, and issues around entering and exiting the LES field.

A large proportion of LES practitioners are near-retirement age, 55 years and older, suggesting possible succession and recruitment challenges for this workforce in the near future.

Practitioners tend to be older than the workforce at large. About two in five are 55 years and over, which is more than twice the proportion in the total Canadian employed labour force and in the employed labour force of teachers and professors. The large proportion of near-retirement practitioners would suggest succession and recruitment challenges for organizations in the near future. This likely will be a particular problem for school boards and training/ employment/career services providers, which have a very high proportion of LES practitioners (50%) who are 55 years and older.

Despite high levels of self-confidence and psychological capital, job anxiety levels are fairly high among LES practitioners, with about a third saying they are anxious in their jobs. This appears to be linked in part to instability in working hours and the temporary nature of LES employment.

Large majorities of practitioners in the sample have high levels of psychological capital. About nine in ten respondents agreed with statements indicating they are adaptable, persistent, diligent, resilient, and self-confident, which is fairly similar across organization types.

However, job anxiety levels are fairly high among practitioners, with about a third saying they are anxious in their jobs. Practitioners working for government agencies and for training, employment and career services providers are more anxious in their jobs than those working for other types of organizations, whereas those working for school boards and government are less anxious.

Practitioners work almost 31 hours a week on average, excluding paid and unpaid overtime hours and volunteer hours. On average, they work a total of 4.4 overtime hours per week (paid and unpaid) but are paid for just 40% of the overtime hours they work, on average. Practitioners work on average 3.6 additional volunteer (unpaid) hours per week.

The proportions working in temporary jobs (46%) or on a part-time basis (30%) are considerably higher than the national workforce. This would indicate a greater incidence of job instability in the LES workforce and may partly contribute to the high reported anxiety levels. Practitioners working for school boards have a particularly high incidence of part-time employment (54%),

Overall satisfaction with work is high among most LES practitioners, in spite of some concerns with the instability and short-term nature of work, low wages, and a lack of medical and pension benefits within particular types of organizations. This may derive from the intrinsic motivations that appear to have led many into the field.

About four in five practitioners are satisfied with their job overall. Smaller majorities are satisfied with specific aspects of their job, namely wages and salaries (63%), hours worked (66%), and leave provisions (52%). At the other end of the spectrum, a majority are **not** satisfied with the benefits related to pension (64%), short-term nature of the LES job (61%), and extended medical insurance benefits (60%).

Levels of satisfaction vary among practitioners working for different types of organizations. Low levels of satisfaction were reported with: wages and salaries, among practitioners associated with training, employment and career services providers (51%); and with pension and medical benefits, among those working for community-based LES agencies (7%).

Practitioners appear highly motivated in their work, being driven by intrinsic interests rather than monetary. Nine in ten practitioners have come into the field from outside. The reasons practitioners reported for entering the field are varied, with doing an intrinsically rewarding job, helping others, and enabling people to participate in society more (81%, 68% and 60%, respectively) being the chief reasons. Only about one in ten entered the field because there was nothing else available, suggesting a highly motivated LES workforce.

> **Nevertheless, a fairly large proportion of LES practitioners may be leaving the field in the next five years, magnifying the succession and recruitment challenges the sector may face due to an aging workforce.**

A fifth of practitioners reported that it is unlikely they will stay in the field and another fifth reported being unsure. The risk of exit and therefore succession challenges are greatest for school boards.

Insufficient compensation (41%) and job instability (40%) are the reasons that were cited most often for possibly leaving the field by those unlikely to stay in the field. The latter speaks to the high incidence of part-time work and temporary jobs among the LES workforce as reported previously. Practitioners associated with community-based LES agencies were significantly more likely to cite insufficient pay (55%) as the chief reason compared to practitioners overall. Other frequently mentioned reasons for leaving comprise: lack of work (31%), lack of advancement potential (29%), and emotional burnout (24%). Retirement is also a prevalently reported reason for leaving, as written in the unprompted open-ended responses to this question by about 20% of respondents. This is in line with the high proportion who are 55 years or older as reported earlier.

8.3. Human capital: Education, certification, professional development, skills

Human capital is important in a sector such as this, which is concerned with the enhancement of skills. The issues addressed here are the educational qualification attained by practitioners, LES-relevant content and qualifications, professional development activities practitioners have participated in, and the skills and knowledge practitioners possess.

> **LES practitioners are highly educated compared to the workforce at large and even to teaching professions. While practitioners' educational backgrounds are highly relevant to the LES field and a majority feel LES credentials are important, only a minority reported that they have received specific LES-related certifications.**

Only 2% of LES practitioners have no more than a high school certificate, compared to about 37% of the national workforce; 36% have a bachelor's degree as their highest educational qualification, which is

twice the national average; and about 39% have a degree above bachelors, which is about four times the workforce at large. Comparisons to teaching professions specifically indicate that LES practitioners have somewhat higher qualifications than even this group. Educational attainment is particularly high among practitioners working for colleges and universities.

Large proportions of LES practitioners have education and training relevant to the field. About three in five (57%) have a post-secondary education (PSE) major in education/recreation/counselling and 33% have a major in social sciences. Three-quarters have either or both these majors. A majority of those with an education/recreation/counseling major, have a focus in areas relevant to the LES field such as professional development, pedagogy, curriculum and instruction, and assessment. Almost nine in ten (86%) reported that they have had LES-relevant content in the form of literacy skills, essential skills and/or adult education.

However, less than half the practitioners said they have LES-related certification (44%). Furthermore, 85% said that LES credentials are moderately, quite or extremely important in their jobs. This would suggest a significant gap exists between the interest in and the accessibility to LES credentials among practitioners.

> **A majority of LES practitioners continue to participate in a range of formal and informal professional development activities following their education. However, at most, half take part in various technology-based activities. Most practitioners rate these activities as highly effective in improving their job performance.**

At least four in five practitioners have participated in fairly informal PD activities such as learning by doing, workshops, conferences or training events, reading printed manuals/materials, reading online resources/materials, volunteering, and informal mentoring. Fewer practitioners, though still a majority (59-68%), have participated in more formal PD activities such as orientation training, job shadowing, train-the-trainer events, webinar or online workshop with a presenter/facilitator, and formal on-the-job training, and in-person training at an accredited institution. The incidence of training using digital technology such as online courses and distance education is the lowest (37-50%). Few differences by practitioners associated with different types of organizations were observed.

A majority of respondents rated the effectiveness of most PD activities in improving their job performance very highly. The highest effectiveness ratings (71% and higher reporting quite or completely effective) were given to learning by doing, in-person training at an accredited institution, informal mentoring, job shadowing, volunteering, and workshops, conferences or training events. Least likely to be rated effective, by half or less of practitioners, are reading online resources/materials, orientation training, reading printed manuals/materials, and webinars or online workshop with a presenter/facilitator.

8.4. Supports to do the job: Employer and publically available supports

One of the important objectives of this study was to find out from LES practitioners what kinds of supports they have received to do their job and what they see as the gaps in those supports. These include supports for professional development, recognition of skills and knowledge, LES delivery resources, and job performance supports,

> **While almost all LES practitioners reported receiving some form of support from their employers for their professional development, this is most frequently in the form of passive encouragement, with only about half receiving financial support in terms of tuition, other training costs, or paid release time.**

Only 2% of respondents explicitly said they had received no support for professional development (PD) from their employers, and a maximum of about 60% reported receiving any support. The most frequently received support is verbal encouragement, received by 60% of respondents. Supports received by about half the respondents comprise an offer to cover indirect costs of training, an offer of paid time off to participate in training, an offer to pay for all the tuition or fees, and letting them take time off with pay to take training. Practitioners associated with school boards were less likely to have received most organizational PD supports than those working for other types of organizations.

There has been a wide range of non-employer PD supports, at similar levels to the employer-provided supports. By far, the two most commonly reported non-employer provided supports are training programs to meet skills/career needs (63%) and recognition of training/education (51%). Small minorities (20-30%) of participants received reimbursement of indirect training costs, identification of occupational standards required, lists of training programs and institutions to consult, and public financial support.

> **Public sources of funding, information on available programs, and public recognition of LES skills were deemed to be the publically available PD supports that are least accessible and have met the fewest needs of practitioners.**

Practitioners who said a support was offered or available to them were asked to rate their accessibility to each and, at most, bare majorities indicated a support was quite or completely accessible to them. A range of accessibility was reported: from 52 to 60% for paid release time to participate in PD, encouragement by senior people to participate in PD, and financial support for training, to only about 30% for public funding to cover tuition/costs and public recognition.

Practitioners rated the sufficiency of the public PD supports in meeting their needs on the job in approximately the same order as they rated their accessibility to them. Focusing on gaps, the highest proportions (30% and higher) reported the following supports met few or no needs: public funding to cover tuition/costs, lists of available programs and institutions, and public recognition, which are also the supports reported to be least accessible to practitioners.

While the majority of practitioners reported that their skills are recognized by their employers, most recommended additional forms of public recognition, including province-wide certification and a national professional status for LES practitioners.

About two thirds of practitioners reported that their organization recognizes, acknowledges, rewards, or otherwise indicates that it values practitioners for skills and knowledge attained through professional development. Skills and knowledge were most commonly recognized by verbal or e-mail acknowledgement (78%) and increased responsibilities (43%). A quarter or less reported more tangible types of recognition, including increased opportunities for mentoring, a training certificate of some kind, wage and salary increase, and change in title/promotion.

In fact, a certificate of recognition was the most frequently type of skills recognition desired by practitioners, with 72% recommending it in some form. Combined with the earlier finding that less than half the practitioners have a LES-related credential, this suggests a significant gap between the desire for and the availability of certification and other forms of recognition. Also frequently recommended was province-wide recognition (60%) and national professional status (50%). Practitioners associated with colleges and Aboriginal organizations more often suggested a certificate of achievement than those in other types of organization. Those working for school boards and social service organizations were less inclined do so (58-59%).

While a significant number of practitioners reported that skills recognition has helped with career advancement and earnings, the primary effects of recognition relate to intangible benefits including professional pride, job satisfaction, and strengthened connections with colleagues in the LES field.

Practitioners were more likely to have experienced intangible than tangible benefits of skills recognition. Skills recognition was thought to bring the most benefit in terms of greater professional pride (73%), job satisfaction (68%), strengthened linkages with colleagues and the literacy movement (65%), increased motivation to develop skills (65%), enhanced qualifications (55%), and increased external validation of LES (53%). In contrast, less than 40% of respondents thought that recognition brought much tangible benefit in terms of greater job mobility, career advancement or increased earnings.

Most practitioners reported a high degree of access to both traditional resources needed for LES delivery, such as classroom facilities, curricula, and learning materials, as well as digital technologies to support delivery. However, only a minority of practitioners reported that the existing forums for collaboration and information exchange were accessible and sufficient in meeting their needs.

Practitioners reported a range of accessibility to resources needed for LES delivery. Most frequently mentioned as quite or completely accessible included: the Internet (87%), broadband, high speed internet (79%), curricula and learning materials/resources (67%), classroom facilities (61%), and

computers, in-class and mobile tech, etc. (60%). The high level of accessibility to digital technologies is notable in light of the low levels of its use in LES delivery reported earlier.

In contrast, only 22-38% reported as accessible culturally relevant/sensitive resources, materials or curricula, a forum for exchange of information and experiences, and a forum for networking and learning about job opportunities. In terms of perceived sufficiency of these delivery resources, their ranking was similar to that found for accessibility.

> **Most practitioners reported as insufficient the existing career ladders and advancement opportunities within the LES field, along with the absence of an overseeing body to represent their professional interests.**

Practitioners were also asked about a range of other supports and factors that contribute specifically to their job performance and career advancement. These include performance incentives, performance feedback, cooperation among colleagues, participation in decision-making, and articulated standards and job descriptions. Almost all practitioners had access to most of these additional sources of support. However, four supports stood out with a considerable proportions of practitioners (21-40%) having rated them as insufficient: performance incentives, defined career ladders, job/career advancement opportunities, and an overseeing body representing their professional interests.

8.5. Overall conclusions and recommendations

Service delivery

LES practitioners face a diverse set of service delivery challenges. They work in all regions of the country and delivery settings, represent organizations wide ranging in type, and serve diverse client groups. Many work in organizations where they represent a minority of the workforce and they are often engaged in a variety of learning and administrative activities, beyond instruction, necessitating significant multi-tasking and flexibility in delivery. Traditional modes of delivery dominate LES instruction, despite broader trends toward digital forms of training delivery and high importance ratings for digital technologies among LES practitioners.

> **Recommendation 1**. Given the diverse settings and the small size of many organizations involved in LES delivery, constraints on their capacity to support LES practitioners may be significant. Additional mechanisms should be considered to facilitate and leverage the support and resources that LES organizations can provide to their practitioners, notably in the area of digital technologies.
>
> **Recommendation 2**. Further study is recommended to explore the apparent gap between practitioners' reported use of digital technologies in the delivery of LES services and their rated importance of them. This may relate to some form of underlying capacity or related constraints of delivery agencies, which result in preferred delivery models that under-utilize digital technologies.

Socio-demographics, employment, and career transitions

The proportion of LES practitioners who are 55 years and older is high and indeed higher than in the Canadian workforce at large. While most practitioners have high levels of confidence and psychological capital, job anxiety levels are fairly high, which may be linked in part to instability associated with part-time working hours and the temporary nature of LES employment for many practitioners. Despite intrinsic motivations that appear to have led many practitioners into the LES field, a significant minority may leave in the next five years, magnifying succession and recruitment challenges the sector may face due to an aging workforce.

> **Recommendation 3**. A proactive policy to both increase the number of entrants and reduce exits from the LES workforce may be needed to avoid potential labour shortages arising from an aging workforce and concerns over job stability.
>
> **Recommendation 4**. While government may not be able to directly address concerns over job stability, policies that reinforce and communicate the intrinsic motivations for LES employment may be particularly effective, including efforts to professionalize the field and facilitate collaboration and connection among practitioners.

Human capital

While practitioners are highly educated and a majority feel LES credentials are important, only a minority have received specific LES-related certifications. This is likely due to lack of options in this respect. Nearly three-quarters of practitioners recommended the creation of additional forms of public recognition including province-wide certification and a national professional status for LES practitioners. Their motivations for public recognition appear to be diverse. While a significant number of practitioners reported that skills recognition has helped with career advancement and earnings, the primary effects relate to the intangible benefits such as professional pride, job satisfaction, and strengthened connections with colleagues in the LES field.

> **Recommendation 5**. Steps to professionalize the LES field should include provincial and/or nationally recognized standards of practice, along with a certification program based on those standards, which would appear to have significant support among an already highly educated LES workforce.
>
> **Recommendation 6**. Any certification program should focus not only on developing best practices in the field, but also on affirming and communicating skills and professional recognition, as the support from practitioners for this appears driven not only by career development interests but by intrinsic motivations.

Supports for the job

While a large majority of LES practitioners reported receiving some form of professional development support from their employers, only about half have received financial support in terms of tuition, other training costs, or paid release time. Public sources of funding, information on available programs, and public recognition of LES skills were deemed to be least accessible and to have met the fewest needs.

Notably, only a small minority of practitioners reported that the existing forums for collaboration and information exchange were accessible and sufficient in meeting their needs. Most practitioners also reported as insufficient the existing career ladders and advancement opportunities within the LES field, along with the absence of an overseeing body to represent their professional interests and diverse needs.

> **Recommendation 7**. Governments and key stakeholders should explore longer-term strategies to support retention and career advancement opportunities within the field, including additional support for professional development, the creation of suitable career pathways, and support for networks that monitor the professional interests of the LES workforce.
>
> **Recommendation 8.** A network of stakeholders should lead the development of suitable career pathways for LES practitioners, in a way that ensures a relevant organizing framework linking standards of practice and certification with training and professional development activities, across the diverse regions and settings that LES delivery is currently conducted.