

**LITERATE CITIES 2000
MUNICIPAL EXCELLENCE THROUGH PARTNERSHIPS AND EDUCATION
CONFERENCE REPORT**

Bathurst, New Brunswick

May 14-16, 2000

Conference Partners:

**Canadian Association of Municipal Administrators (CAMA)
City of Bathurst
Literacy New Brunswick Inc.**

In Collaboration With:

**National Literacy Secretariat, Human Resources Development Canada
Canadian Union of Public Employees (CUPE)**

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**LITERATE CITIES 2000
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CONFERENCE REPORT**

INTRODUCTION

The Literate Cities Conference had approximately 75 delegates. The majority were from the Atlantic Provinces area. Delegates from other parts of Canada represented municipal governments and unions, and non-profit organizations. The Conference targeted delegates that were workplace education/literacy learners, workplace education/literacy instructors, field organizers, municipal workplace representatives of labour and management, government representatives, and non-profit organization representatives.

Conference Goals

The overall goals of the Conference were to:

- strengthen the current networks that are involved in workplace education/literacy programs in municipal workplaces;
- raise awareness about workplace education programs and their impacts, and encourage development of new programs;
- provide an opportunity and forum for communicating/networking, sharing information and experiences;
- highlight the preferred process for developing a successful workplace education/literacy program;
- provide information about key tools and resources to complement programs;
- launch the latest CAMA publication, *The Writing's on the Wall: Implementing a Municipal Workforce Literacy Program: An Organizer's Guide*.

CONFERENCE PRESENTATIONS

Sunday, May 14, 2000 Opening Reception

- **Master of Ceremonies: Joe Di Natale, Learner, City of Edmonton, AB**

Mr. Di Natale welcomed the delegates to the Conference and spoke about his experiences as a learner in the City of Edmonton Workplace Education Program. He noted that it is very difficult to return to the classroom after being out of school for many years. As well, it is difficult to take the initiative to enrol in education classes. Family commitments and the time to attend classes and study are barriers. However, he made it a priority and adopted the philosophy that "education is life long learning". Education must be incorporated into our daily lives, both in the home and the workplace. As a result of his participation in the City of Edmonton

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program, Joe has developed better communication skills and is more self confident in the workplace.

Mr. Di Natale introduced Paul Stapleton, member of the CAMA Board of Directors and Adrien Charette, Chair of Literacy NB Inc.. Greetings were extended from the Federal Government by Yvon Godin, MP for Bathurst; from the Provincial Government by the Honourable Elvy Robichaud, Minister of Education; and the City of Bathurst by Mayor Paul Ouellette.

Monday, May 15, 2000

Official Opening of the Conference

- **Mayor Paul Ouellette, City of Bathurst, NB**

On behalf of City Council, management, staff and residents, the mayor welcomed the delegates to the City of Bathurst. As a former educator, he recognizes the importance of workplace education. "The learning process is never-ending, beginning at childhood and continuing daily for the rest of our lives." Municipalities and their employees benefit from initiating education programs in the workplace.

- **LE Strang, Past President of CAMA and City Manager for the City of Moncton, NB**

Mr. Strang told delegates that municipalities have a responsibility to help educate their employees. As Past President of CAMA and as City Manager for the City of Moncton, he has been committed to encouraging municipal workforce literacy programs across the country. The City of Moncton has a Grade 12 or equivalency hiring policy in-place. Some employees were able to meet the criteria through NB Community College programs. However, some workers needed help with basic skills and computer skills. For the past two years the City of Moncton Workplace Education Program has been extremely successful in meeting these needs. In 1999-2000 alone 153 workers and adult family members participated in the City's programs. He noted that the program could serve as a model for other municipal governments and employers.

Opening Plenary Presentations

- **"Why is Workplace Education Important in Today's Work Climate?" by the Honourable Joan MacAlpine, Minister of Business New Brunswick, Fredericton, NB**

Minister MacAlpine, a former Deputy Mayor of the City of Moncton, spoke about the factors that need to be taken into consideration to prepare workers for technological changes in the workplace. The new economy will require four vital skills: the ability to work as part of a team; the ability to communicate; the ability to use a computer and basic software packages; and the ability to do basic math. Adult education takes on increasing

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importance if workers are to be job ready and competitive in today's global market.

She described the current initiatives of the New Brunswick Government to ensure that students are prepared for the job market, and the Workforce Work-Ready Initiative, the CREW and CASP Programs. Ms. MacAlpine noted that approximately 59% of New Brunswickers have low literacy proficiency. The social and economic ramifications of a workforce in need of basic skills upgrading cannot be ignored.

- **“Workforce Literacy in Canadian Municipalities: A Status Report in the Year 2000” by Craig McNaughton, Member of the Steering Committee for the Our Legacy for the Millennium Project, Ottawa, ON**

Mr. McNaughton presented the findings of the report written by Michelle O'Brien drawing an analogy to ‘fishing along the Miramichi River’ and suggesting some answers to the question of what a “Literate City” might look like.

Municipal governments and workers can be proud of the progress in workforce literacy. The achievements can be organized in three key areas:

Municipal Excellence: an overall commitment to municipal excellence; championing an understanding of the profound connection between workforce literacy/education and municipal excellence; demonstrating that ‘participatory’ needs assessments build municipal excellence; uncovering evidence of an underground learning culture that can be tapped to ensure municipal excellence.

Partnerships: demonstrating that thriving labour-management partnerships are both possible and essential to effective municipal literacy/education programming; cultivating awareness that partnership with the academic community is both possible and key to effective municipal literacy/education programming; increasing awareness that partnership with individual workers is both possible and key to effective municipal literacy/education programming.

Education: building an understanding that flexibility around curriculum and pedagogy is both possible and desirable in the development of workforce literacy/education programs; establishing that respect for the integrity of the learner is vital to successful literacy/education programs; proving that time for study can be found within busy schedules and tight budgets; confirming that the new information technologies often provide the best vehicle for effective learning; contributing to the momentum for lifelong or continuous learning.

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In the O'Brien report, the author argues that we should set ourselves a major policy goal: the creation of "literate cities" by the year 2025. Mr. McNaughton set out some of the challenges involved:

Challenge no. 1 : We have to avoid getting trapped in a remedial idea of education.

Challenge no. 2: We need to connect municipal literacy/education programs with formal learning.

Challenge no. 3:We need to figure out what to do with all these educated, empowered people.

Challenge no. 4: We need to redraw the boundaries of 'municipal' to include not only the municipal workplace but also the whole community.

Mr. McNaughton concluded with the thought that 'Literate Cities 2025' is too intriguing an idea to let slip.

(A copy of Mr. McNaughton's speech can be found at www3.sympatico.ca/amcnaught. A copy of Ms. O'Brien's report can be found on the CAMA web site at www.camacam.ca.)

Workshop 1: Pilot Project Presentations

Representatives from the five pilot projects described the programs that they set up, and the organizational process involved. The five programs are in four Canadian Provinces; on the east and west coasts; in unilingual English, and bilingual English/French communities; and small, medium and large urban municipalities.

- **City of St. John's, NF, Workplace Self Improvement Program**

In 1997, a stakeholder committee was established composed of representatives of all union locals and representatives of the Human Resources Department to address the issue of workplace education. A needs and skills assessment was conducted by using surveys to all supervisory personnel as the data collection method. The results indicated that City workers needed assistance with writing, oral communication, and dealing with stressful situations in the workplace.

Dr. William Fagan, President of the Newfoundland Literacy Development Council and member of the Regional Advisory Committee to the Program, developed a model called *Writing in the Workplace: Writing Process with Workplace Content* tailored for St. John's workers. The inclusive program accommodates employee needs at all levels of the municipal workplace. Twenty workers can take the course each time it is offered. Certificates of Achievement are presented at the end.

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- **City of Moncton, NB, Workplace Education Program**

The Workplace Education Program is unique three ways:

- The Project Committee is composed of representatives from four municipal unions, management, Literacy NB Inc. CREW Program, and the Moncton Community College.
- The program is driven by the needs of the employees, not those of management.
- The courses are computer-centred for basic skills and advanced technology courses. Learners are not identified by the type of instruction received as it all takes place using computers.

The needs assessment identified a variety of training areas that could be within the umbrella of the Workplace Education Program, such as literacy, basic math and reading skills, GED upgrading, computer training, and special interest courses. In the Fall of 1998 five week training modules were offered to employees from 8:30 AM to 8:30 PM by two instructors. Employees take the courses on their own time before or after their shifts. Programs are also open to spouses and adult children. An evaluation is conducted at the end of each unit, and annually with students, supervisors, unions and management. The instructors use the information from the evaluations to adjust the programs, change times, add new segments.

In May 1999 the City of Moncton gave Certificates of Participation to 96 employees and family members.

- **City of Bathurst, NB, Workplace Education Program**

The City of Bathurst began a Workplace Education Program during the summer of 1998. This was done with the support of Literacy N.B. Inc. and the local Community College. Initially, the focus was on GED upgrading and basic skills. Eight employees/spouses signed up for the program. However, the attendance soon declined. There were a number of reasons for this. Initially because they were looking at GED upgrading and basic skills, the

focus was on the Outside Workers group. They realized the program needed modifications if it were to be successful. With the assistance of Literacy N.B. Inc. they decided to start over from the beginning.

A Workplace Education Committee was formed, consisting of the Director of Administrative Services and representatives of the four union locals at the City of Bathurst. These include C.U.P.E. Local 1497 - Police, C.U.P.E. Local 3040 - Firefighters, C.U.P.E. Local 1282 - Inside Workers, and C.U.P.E. Local 550 - Outside Workers.

The Committee felt it was necessary to conduct a corporate needs assessment to determine what courses and programs should be offered. With the assistance of Literacy N.B. Inc., a consultant was hired to complete the needs assessment. A number of key training and education priorities were identified and will be the focus of City's Workplace Education Program:

- Computer training at all skill levels
- French grammar for those whose first language is French
- French conversation for workers whose first language is English
- Communications

- **City of Edmonton, AB, Workplace Education Program**

In 1996, a Steering Committee was formed composed of three representatives each from CUPE locals and management. Over the next three years programs were organized within the Asset Management and Public Works Department for the Custodial Services unit of the Civic Buildings Branch, and Construction and Design/Drainage Engineering sections within the Drainage Services Branch after needs assessments were done by the Alberta Vocational College. The Drainage Services program will be described in this section.

Assisted by staff from the Alberta Vocational College, an evaluation planning session was held to set goals for a program. The goals were:

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- to provide essential skills training to enable workers to meet the challenges of change;
- to help people be more successful in future training and education;
- to provide people with workplace essential skills to help them perform daily workplace tasks with confidence and self esteem; and
- to provide people with the skills to enhance their personal lives and community involvement.

The Workplace Education Program consisted of five segments taught by staff from the Alberta Vocational College: learning to learn seminar, basic computer skills seminar, workplace reading, workplace writing, and pre-trades math. Workers could sign up for one or more of the segments. Skill levels of learners were tested prior to taking the reading, writing and math courses to ensure that training was at the appropriate level.

Approximately 70 learners took the courses, and 50 are on a waiting list for an Introduction to Computers course. Time to take part in the programs was shared equally by the City and the workers.

- **City of Port Moody, BC, Workplace Communication Skills Development Program**

In the Spring of 1999, the City of Port Moody established a joint labour-management committee (three labour representatives and three management representatives) to address literacy needs of workers. The unions are taking an active role in promoting the program among members; the managers work with the senior management structure to secure commitment to the program. A City Librarian was seconded during the Fall 1999 to develop a needs assessment and implementation plan for the new program.

The first five week course on basic computer skills began in the winter 1999. Additional programs will be offered based on the information from the Fall needs assessment.

While the process of program implementation was a long one, the Committee enthusiasm has been strong. It was a time to reflect on the needs of City workers, raise awareness and build commitment among City stakeholders about the issue.

Workshop 2: The Challenges Faced by Today's Municipal Workplaces and the Role of Workplace Education to Address these Challenges (From the perspectives of municipal management, labour and learners)

- **Management Perspective by Kathy DeWitt, City of Moncton, NB**

Ms. DeWitt told delegates that municipalities are challenged more than ever before by federal and provincial cutbacks to budgets, environmental issues, pressure to downsize, forces to increase productivity, reduce taxes and increase services. These all impact on employees. The key to meeting the challenges is to educate and re-educate present employees.

There are four 'realities' that have to be recognized if we are to help our workers broaden their skills, work smarter and achieve quality results: our 'aging' workforce; budget restraints; downsizing; and regionalization of services. Workplace education cannot be expected to fix all of the realities but it can make a big impact. It can help 'bridge change'.

The City of Moncton chose to offer a variety of programs for the following reasons: some students needed one on one tutoring; confidentiality was important in the early stages of training; workers are getting instruction in their work environments where they are comfortable; training times and curriculum could be flexible; learners could work at their own pace; some learners are uncomfortable with traditional classrooms; and there is no cost to the learner except his/her investment of time.

- **Labour Perspective by Tamara Levine, Canadian Labour Congress, Ottawa, ON**

Ms. Levine said that there 'has been a lot of water under the bridge' since she first met with City of Ottawa officials in 1988 to talk about workplace literacy. It was a new concept to offer workplace education to blue collar workers. There were a lot of challenges. Everyone learned a great deal and there were some incredible results.

She asked: 'Why would the union be involved in a workplace education program?' She gave the following reasons: to hone their vision of worker-centred learning in reaction to the view of many employers that workplace education is a way to boost productivity and increase the bottom line; worker-centred

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learning means that workers participate as whole persons; the workplace is an important venue for learning because workers spend a lot of time there, are familiar with its surroundings, and have a social network there; unions have the responsibility to make workplace education truly accessible to members by putting it on their list of bargaining priorities.

The most important reason is that 'the union's involvement in workplace education is about inclusion. It's about reaching out to our members who may never have been involved in the union before. It's about looking at how we communicate our messages at meetings, in publications, and in contracts. It's about clear language. Who are we reaching? Who are we not reaching? It's about participation and democracy. It's about challenging ourselves and reflecting upon what we do and how we do it. Ultimately, it's about a cultural revolution in our workplaces.'

- **Learner Perspective by Terry Bennett, City of St. John's, NF**

Mr. Bennett told delegates that changes in the municipal workplace have brought many new roles for workers. "With downsizing, cutbacks, reduced budgets, and many experienced workers opting for early retirement, workers are faced with many extra duties and responsibilities." Reporting functions require paper trails for all employees. 'Literacy skills are in great demand on a daily basis.'

The St. John's municipality began looking at literacy skills about two years ago. "As a 45 year old with a 23 year old daughter with a university degree, I saw this program as an opportunity to educate and refresh my own literacy skills which I had learned in school some 30 years previous." Skills training increases self confidence and well-being on the job and in the home. It also gives learners access to new job classifications and promotions. The St. John's program emphasizes reading and writing. But now there is a new 'kind of illiteracy'—computers, which has to be examined and dealt with. In order to function in today's municipal workplaces, computer training is as essential as that for reading and writing.

Lobster Dinner at the Bathurst Marina

- **Host: Roger Clinch, Noranda Inc., Bathurst, NB**

Mr. Clinch spoke about his commitment and that of Noranda to workforce literacy programs. Education is a lifelong learning

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process that enhances both the social and work life of program participants. Noranda has seen increased self esteem and self confidence in their workers after they have taken literacy programs. As well, the programs have opened doors for many employees to complete GED courses and go into trades.

- **Guest Speaker: Senator Joyce Fairbairn**

Senator Fairbairn brought greetings from the Honourable Jane Stewart, Minister of Human Resources Development Canada. She told delegates that she “never thought the day would come when I would attend an event called Literate Cities 2000. We have come such a long way and this really is a celebration.” The Senator recognized the achievements of the five pilot projects of the Literacy in the Municipal Workforce Project, in particular the partnerships between management and labour that have been the foundations of the projects. She also said that the National Literacy Secretariat has relished being a partner.

Municipal governments are ‘the first line of defense in the complex administrative system of the country.’ They are ‘closest to the people and must tackle a basic and relentless issue like literacy directly from two parallel perspectives: as employers and employees.’ It is a tough assignment and more so now as we have shifted into a knowledge based workplace with demands for new skills and services. “That is why the Our Legacy for the Millennium project is critical to lay the groundwork and establish benchmarks for the future. Whether it is plain language or high tech computer skills, all of us have to share our knowledge and best practices to meet the demand that is far too large for any one group or jurisdiction to manage alone.”

She spoke about her lifelong commitment to raising awareness about literacy issues and promoting literacy. With more than 40% of the population experiencing literacy problems of varying degrees, this issue cannot be taken for granted. Literacy is and will be important to our society for: children who have grown up without an early motivating force to learn; teenagers who are falling through the cracks and dropping out of school because they cannot cope; parents posing health and safety risks because they are unable to read; workers who have to learn again to survive in the new technological workplace; seniors who cannot write a letter or read a book; individuals who cannot read signage and labels. “Let there be no doubt that literacy is the rock on which we must build this technological

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change. It is the key element in our international competitiveness. We really do not have a choice.”

Senator Fairbairn spoke about the Federal Government’s commitment to tackling the issue of literacy. It is forging ‘partnerships with other governments, public and private sector organizations and Canadian men and women to establish a national action plan on skills and learning for the 21st century. This plan will focus on lifelong learning, address the challenge of poor literacy among adults, and provide citizens with the information they need to make good decisions about developing their skills.’

Great progress has been made about literacy. However, one of the greatest problems continues to be a lack of public awareness. We must continue to keep literacy on the national agenda; create strategic partnerships; and use resources creatively and effectively. Literacy is about ‘giving people a fair chance to develop to their utmost capacity, to use their abilities to help others reach for the same goals and dreams.’

Tuesday, May 16, 2000

Workshop 3: Organizational Needs Assessments: Why Do Them?

- **Facilitator: Wendy Johnston, Halifax, NS**

Ms. Johnston introduced a panel composed of people from the two pilot projects in New Brunswick with whom she has worked on needs assessments. She defined a needs assessment as the process ‘to provide the information you need to make decisions about education and training in the workplace’. She noted that there were several key assumptions that need to be taken into consideration when undertaking a needs assessment. They are:

- There are all kinds of change happening in the workplace.
- All levels of employees in the workplace have to be involved in the assessment.
- Training and education are not isolated from other issues.
- There must be an equal partnership of management and labour to make it work.
- The assessment is not about quick fixes.
- Everybody is a potential learner.
- You can’t look at people as the sum of their needs and deficits. Rather you should focus on their ‘gifts and assets’.

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The discussion focused on six key statements about 'why needs assessments should be done':

- To gain support from all levels of the workforce, and promote the program.
- To get the lay of the land: changes in the workplace; different workplace cultures; other training; other issues; possible barriers.
- To identify different perceptions which may indicate gaps in communication.
- To identify how different skills are used, and to validate different skills.
- To identify existing expertise and resources.
- To identify people's motivations and the factors that would contribute to the program's success.

Workshop 4: Learner-centred Curricula Options (from two perspectives)

- **Presenters: Judy Purcell from Nova Scotia Department of Education, and Kathy Brown/Neil Hudson from the Halifax Regional Municipality (HRM) Workplace Education Program**

The NS Department of Education promotes workplace essential skills programs by: providing adult education expertise, financial assistance, etc. to business and labour; promoting an awareness of the need for on-going workplace training; and promoting longterm workplace training with minimal or no government assistance. The initiatives work on a partnership model, and each program must have an on-site project team. Best practices include: using a participatory design process to customize the needs of the individuals and the workplace; drawing on workplace expertise by gathering information from all interest groups; using workplace resources and engaging participants in program design; putting the needs of the learners first; and celebrating and recognizing program success.

The Halifax Regional Municipality Workplace Education Program is a partnership between the Department of Education, HRM management, Union Local 108 and employees. The initial needs assessment identified that workers wanted to enhance their basic skills to meet new technological and educational requirements; manage change in the workplace; and enhance self confidence and communication skills for all municipal employees.

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To-date 176 employees have taken courses for academic upgrading, writing with computers, math 1, speaking with confidence, tutoring for literacy, improving your writing skills, and using clear language. The program evaluations have shown that there has been increased confidence and skills improvement; and 80% have passed GED on the first try.

- **Presenter: Monique Joly, CUPE, North Bay, ON**

Literacy programs stimulate the participants and remove the constraints of dependence. The impacts include increased self confidence, development of a political conscience, and the ability to understand their rights. Program plans must start with a needs assessment that asks about workers interests, as well as skills. We must not forget that workers are highly functional in a variety of settings (raised a family, bought a house, etc.)

The BEST program (Basic Education Skills Training) of the Ontario Federation of Labour, a learner centred program, helps workers apply their new found knowledge in the workplace, home and community. They learn the three R's as well as other skills that help them achieve their own goals.

Ms. Joly described the evolution of a book called "Moose Hunting" created by a BEST group in Northern Ontario. Learners developed activities to help them understand articles on the subject, wrote hunting stories, and the pros and cons of moose hunting to stimulate discussion. The value of the 'moose hunting' image was that it was a popular subject, easy to learn, and fun for the learners to do.

Workshop 5: Workplace Education Programs and the Use of Technology to Enhance Instruction and Learning

- **Presenter: Charles Ramsey, National Adult Literacy Database (NALD), Fredericton, NB**

Mr. Ramsey described NALD as a non-profit organization whose mission is to provide information and resources to the adult literacy community in Canada. Through the internet it allows practitioners in Canada to know who is doing what and where. NALD is a resource centre for literacy information and

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resources. It is a platform for practitioners to share information and resources. The NALD web site has approximately 35,000 pages of information such as events, annotated bibliographies, awards, contact information, links to discussion groups, headline news, calls for presenters, as well as an extensive library of literacy documents and reports. Mr. Ramsey gave a demonstration on how to access and use some types of information on the NALD site.

NALD's challenges are to remain current and comprehensive, post more resources, develop on-line counselling services, create 'thematic streams' of information and resources, develop a CD-ROM version of the web site for people with no or limited access to the internet, prepare specialty databases, and develop a network of contributors to keep them informed about what is happening in the literacy world.

Workshop 5: Workplace Education Program Evaluation: A Facilitated Discussion

- **Facilitator: Joan Bernard, Algonquin College, Ottawa, ON**

Ms. Bernard introduced the subject of evaluation by talking about the purpose for conducting an evaluation. Generally, it is to analyze and understand the strengths and weaknesses of the program; to help identify what worked well and what needs to be improved; to share successes and failures; to obtain continued or future funding; to honour participants. She posed a series of questions for discussion with the delegates. They were:

- Who has done a program evaluation? Was it successful? If not, why?
- If you have not done one, why?
- What are the components of a successful evaluation committee?
- What are the principles of success for an evaluation committee?
- When should a program evaluation be initiated?
- What are the steps in preparing for a program evaluation?
- Who should be involved in the evaluation process?
- Who will collect the information?

Closing Plenary

- **Brigid Hayes, National Literacy Secretariat**

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Ms. Hayes facilitated a group discussion on an 'action plan for the future for literate cities'. Suggestions made were: to have more face-to-face interaction and networking opportunities to move the agenda forward and create momentum; partner organizations such as CAMA and CUPE must talk to their constituencies and promote the benefits of a literate workforce; use the local media to highlight the Literate Cities workshop; and make the issue of workforce literacy and literate cities an election issue in municipal elections.

Following the group discussion, she summarized the key points of the workshops. She found the overall atmosphere of the conference both exciting and challenging. The words that kept coming up throughout the Conference were: enlightenment, light bulbs, empowerment, and engagement, very powerful indicators of the atmosphere that was generated during the three days. Delegates were 'not just the converted'; they came to the conference not just as literacy professionals but as people with jobs other than dealing with literacy. They were interested in changing workplaces and communities in a fundamental way.

The Literacy in the Municipal Workforce pilot projects mirrored the best practices that are in current use in Canada. The City of Bathurst project was a learning experience that demonstrated the value of a joint labour-management committee. She noted that it is not an easy feat for labour and management to come together and work collaboratively. Further research should be done that would describe how the committees came together; the manner in which issues were set aside to concentrate on workplace literacy; how they established an atmosphere of trust; and the barriers they encountered and the resolutions to them.

Ms. Hayes talked about the importance of doing a needs assessment as they help to remove systemic barriers to learning. If this process is overlooked, people end up trying to 'fix' people that they perceive to have problems.

LITERATE CITIES 2000 CONFERENCE EVALUATION COMMENTS

The conference received an overall rating of excellent/good by 86% of the respondents. The value-added of the conference was the opportunity to network and share information. The testimonials by other people and organizations about

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workplace education programs were appreciated and will be valuable when they return to their workplace.

Suggestions for future Literate Cities Conferences were:

- Separate sessions for instructors, learners, unions, managers, etc. to allow them to dialogue about common issues and themes.
- Address the issue of what to do strategically to place newly educated workers.
- More in-depth discussion on learner-centred curricula options.
- More 'nuts and bolts' about what is an evaluation and how it is done.
- More information about program design and goals. What skills will learners leave with after completing a basic math course? How do we measure success? How do we accommodate competing and differing goals?

APPENDIX 1 APPRECIATION

A special thank you must go to the following:

- **City of Bathurst:** We want to express our gratitude and appreciation to the City of Bathurst for its superb support of the conference. The on-going commitment of Mayor Paul Ouellete, Tracy Branch and his staff to the Literate Cities Conference were evident throughout the three days. They went the 'extra mile' to make delegates feel welcome to Bathurst and the northern New Brunswick area.
- **Conference Planning Committee:** The committee drew on the guidance and expertise of people who have diverse experiences and views on workplace literacy. Their input to the conference theme and program enabled it to meet the expectations of a variety of constituencies. We want to thank the faithful members of the Planning Committee for their contribution to the success of the Literate Cities Conference: Tracy Branch (City of Bathurst), Denise LaBrie and Sandi Kersys (Literacy NB Inc.), Dianne Martin (City of St. John's), Kathy DeWitt (City of Moncton), Joe Di Natale (City of Edmonton), Jeannette McAffer (City of Port Moody), Brigid Hayes (National Literacy Secretariat, Human Resources Development Canada), Craig McNaughton (Our Legacy for the Millennium Project Steering Committee), Mary Jo Woollam (CAMA), and Patricia Nutter (CAMA).
- **Conference Sponsors:** The Literate Cities Conference was very fortunate to receive contributions and donations from local businesses and organizations in Bathurst, as well as from national, provincial and municipal partner organizations. We are grateful to the following for their support to the Literate Cities 2000 Conference: Atlantic Lottery Corporation, Atlantic Superstore, Canadian Association of Municipal Administrators, Canadian Imperial Bank of Commerce (Bathurst Branch), Canadian Union of Public Employees, City of Bathurst, City of Moncton, Department of Canadian Heritage, Official Languages Support Programs, Elhatton's Funeral Homes, Étude Légale Martin J. Siscoe Law office, Expert Fence Company, Literacy NB Inc., RC McGroup Ltd.-McDonald's, NB Tel, New Brunswick Committee on Literacy, New Brunswick Community College in Bathurst, Noranda Inc.,

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Robichaud Godin Williamson Theriault and Johnstone, Smurfit-Stone Container Corporation, Toronto Dominion Bank, and the Village of Belledune.

- **National Literacy Secretariat, Human Resources Development Canada:** A very special word of appreciation must go to the National Literacy Secretariat and Brigid Hayes for their financial assistance and moral support to the Literacy in the Municipal Workforce/Our Legacy for the Millennium Projects.

APPENDIX 2
TABLE DISCUSSION TOPICS

Monday, May 15 4:00-4:30

Topic: The challenges faced by today's municipal workplaces and the role of workplace education to address these challenges

- How do you recognize that there are issues in the workplace, and how do you address them?
- How do you build commitment and ownership to address the issues?
- What are the systemic barriers to addressing the challenges?
- What are the strategies that must be generated to implement a workplace education program?

Tuesday, May 16 11:15-11:45

Topic: Learner centred curricula options

- What does "learner centred" mean?
- What are the qualities of successful workplace education programs?
- What attracts learners and optimizes learning in the workplace?
- How can workplace education address the learning needs of the worker as a whole person?

Tuesday, May 16 12:00-1:00 Networking Lunch

Topics:

- **Workplace education: Who do you need?** (Who should be at the table, kept informed)' from all stakeholders; address systemic barriers to the initiative)
- **Workplace Education: What do you do?** (Steps to take to action it and 'buy ownership

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- **Workplace education: Where do you do it?** (On-site, in the community, in the home, etc.)
- **Workplace education: When do you do it?** (What are the signs that tell you you need to address the issue)
- **Workplace education: Why do you do it?** (What are the potential impacts to the employer, unions, learners, and community)

Topic: What would a Literate City look like in the year 2025?

- What do we mean by 'Literate City'?
- Why aren't our cities literate?
- What would it look like? Who would be involved?
- Why would we want one?

Topic: Action Plan for Creating Literate Cities by the Year 2025

- How do you build the political will among policy and decision makers?
- How do you bring all the stakeholders together to make this happen?
- What are the initial steps that you would look at?
- How do you entrench commitment during times of political transition?