

PATHWAYS TO PROGRESS: A LITERACY AND LIFE SKILLS PROJECT FOR UTILITY
WORKERS AND ADMINISTRATIVE AIDES OF J.H. CERILLES STATE COLLEGE

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ABSTRACT

Literacy and life skills are fundamental to meaningful participation in the workplace and are particularly important among employees whose educational opportunities may have been interrupted or limited. This study assessed the literacy and life skills of utility workers and administrative aides of J.H. Cerilles State College and identified priority competencies for a contextualized workplace-based training program. Specifically, it examined participants' competencies in document comprehension and form completion, understanding official communications, basic writing, basic numerical literacy, leave form completion, institutional awareness, critical thinking and problem-solving, communication and collaboration, self-management and time management, and workplace navigation. The study employed a mixed-methods design involving 39 utility workers and administrative aides. Data were gathered through needs assessment surveys, interviews, and assessment procedures and were analyzed using descriptive statistical techniques and thematic analysis. Findings revealed that the respondents demonstrated an overall moderately skilled level of literacy ($\bar{x} = 2.79$) and life skills ($\bar{x} = 2.99$). Understanding official communications emerged as the strongest literacy domain ($\bar{x} = 3.53$), while the ability to fill out leave forms was the weakest ($\bar{x} = 1.69$), interpreted as not skilled. Qualitative findings indicated that literacy and life skills development could enhance workplace confidence and motivation, reduce difficulties in document processing, promote personal and career aspirations, strengthen supervisory support, and contribute to long-term employee and institutional growth. The study concludes that employees possess functional competencies but continue to experience specific gaps that affect their confidence, independence, and efficiency in administrative and workplace tasks. A structured, contextualized, and workplace-based literacy and life skills program is therefore recommended to improve employee competence, job satisfaction, and productivity.

Keywords: adult literacy, life skills, workplace literacy, utility workers, administrative aides, job satisfaction, productivity, employee development

INTRODUCTION

Literacy is a fundamental human capability that extends far beyond the ability to recognize letters and reproduce written words. In contemporary society, literacy involves the capacity to read, write, compute, comprehend, communicate, and apply information in meaningful situations. Within the workplace, these competencies enable employees to understand instructions, process documents, complete institutional forms, communicate with colleagues and supervisors, interpret numerical information, and respond appropriately to workplace challenges.

The importance of literacy as a component of adult learning and workplace participation has been consistently emphasized internationally. UNESCO recognizes adult learning and education as an essential component of lifelong learning and identifies literacy as a continuum of competencies that enables individuals to participate more fully in society and the world of work. Literacy encompasses the ability to identify, understand, interpret, create, communicate, compute, and solve problems in increasingly complex environments.

The contemporary Philippine context further demonstrates the continuing relevance of functional literacy. The Philippine Statistics Authority (PSA) defines basic literacy as the ability to read and write a simple message with understanding and to perform basic mathematical operations. Functional literacy extends these competencies by including the ability to read, write, compute, and comprehend, including higher-order comprehension processes such as integrating information and making inferences.

The 2024 Functional Literacy, Education, and Mass Media Survey (FLEMMS) reported that functional literacy remains an important national development concern. The survey's findings reinforce the need for educational and workplace interventions that support adults who may have experienced interrupted schooling or limited access to continuing education.

Within higher education institutions, employee development is often associated with faculty advancement, professional training, research capability, and technical development. However, opportunities for structured learning should also extend to non-teaching personnel whose work contributes substantially to institutional operations. Utility workers and administrative aides perform essential functions that support the maintenance, administration, and daily operation of colleges and universities.

Their work may require them to interact with memoranda, written instructions, leave forms, attendance records, wage-related documents, requests, and other institutional communications. Although these tasks may appear routine, they require varying levels of functional literacy, numerical literacy, communication, problem-solving, and self-management.

The inability to confidently process documents or understand administrative procedures may result in errors, delayed submissions, dependency on colleagues, reduced confidence, and avoidable workplace stress. Conversely, strengthening literacy and practical life skills may help employees become more independent, confident, accurate, and productive.

The present study, *Pathways to Progress: A Literacy and Life Skills Project for Utility Workers and Administrative Aides* of J.H. Cerilles State College, was developed in response to this need. The project sought to assess the existing literacy and life skills competencies of the target employees, identify their priority learning needs, and examine how a contextualized training program could contribute to improved job satisfaction and productivity.

The project was implemented as an institutional research initiative involving utility workers and administrative aides. Its broader rationale was grounded in the belief that employee development should be inclusive and responsive to the learning needs of all members of the academic community. The project aimed to strengthen competencies in communication, writing, numeracy, critical thinking, problem-solving, and self-management while promoting professional growth and personal development.

The study also recognizes that literacy should not be treated merely as an academic competency. In a workplace setting, literacy is functional when employees can apply their reading, writing, numerical, and comprehension skills to actual responsibilities. UNESCO similarly emphasizes that learning for and at work is an integral component of lifelong learning and that adults require opportunities to acquire and update competencies throughout their working lives.

Thus, this study was undertaken to provide an evidence-based basis for the development of a literacy and life skills intervention specifically tailored to the workplace experiences and needs of utility workers and administrative aides.

Objectives of the Study

The study generally aimed to assess the literacy and life skills of utility workers and administrative aides of J.H. Cerilles State College and identify priority competencies for a contextualized workplace-based training program.

Specifically, it sought to answer the following questions:

1. What is the level of literacy and life skills of utility workers and administrative aides in terms of:

Literacy Skills

- 1.1 document comprehension and filling out forms;
- 1.2 understanding official communications;
- 1.3 basic writing skills;
- 1.4 basic numerical literacy;

1.5 ability to fill out leave forms; and

1.6 understanding the College's mission and vision and key officials?

Life Skills

1.7 critical thinking and problem-solving;

1.8 communication and collaboration;

1.9 self-management and time management; and

1.10 knowing where to go and who to ask for help?

2. What specific competencies should a literacy and life skills training program prioritize to effectively address the needs of employees with limited formal educational attainment?
3. How can the implementation of a literacy and life skills training program improve the job satisfaction and productivity of the targeted employees?

Theoretical and Conceptual Framework

The study is conceptually anchored on the principles of lifelong learning, functional literacy, and workplace-based adult learning.

UNESCO considers adult learning and education a core component of lifelong learning. Adult education includes opportunities for literacy and basic skills development, continuing training, professional development, and second-chance learning opportunities for individuals who were unable to complete formal education.

This orientation is particularly relevant to employees whose formal educational experiences may not have adequately prepared them for the administrative and communication demands of contemporary workplaces.

The study also adopts a functional perspective of literacy. Functional literacy is not limited to the mechanical ability to read or write. Rather, it involves applying literacy skills to meaningful tasks and real-life situations. The Philippine Statistics Authority describes functional literacy as the ability to read, write, compute, and comprehend.

In the present study, functional literacy is reflected through practical workplace activities such as:

- understanding memoranda;
- following written instructions;
- completing institutional forms;
- preparing written requests;
- interpreting numerical information;
- understanding workplace procedures; and
- navigating institutional offices and systems.

Life skills complement literacy by enabling employees to apply knowledge effectively. Critical thinking, problem-solving, communication, collaboration, self-management, and adaptability are increasingly recognized as important competencies for meaningful participation in the world of work. UNESCO identifies literacy and numeracy as essential cognitive skills while also recognizing the importance of competencies such as critical thinking, problem-solving, and collaboration in employment contexts.

Conceptual Paradigm

The study follows the following framework:



METHODS

Research Design

The study employed a **mixed-methods research design**. Quantitative and qualitative approaches were combined to provide a more comprehensive assessment of the literacy and life skills needs of the participants.

The quantitative component focused on determining the level of participants' competencies across selected literacy and life skills domains. The qualitative component explored the participants' experiences, challenges, motivations, and perceptions regarding literacy development and workplace performance.

The mixed-methods approach was considered appropriate because numerical ratings alone could not fully explain the experiences of employees who encountered difficulties in completing documents or navigating institutional procedures. Similarly, qualitative accounts alone could not provide an overall picture of competency levels across the identified domains.

The project documentation specified the use of a needs assessment survey, interviews, and pre- and post-training assessments. Quantitative data were intended for statistical analysis, while qualitative responses were subjected to thematic coding and analysis.

Research Locale

The study was conducted at J.H. Cerilles State College, Mati, San Miguel, Zamboanga del Sur.

The College served as the setting of the investigation because the study focused specifically on the workplace literacy and life skills needs of its utility workers and administrative aides.

Participants of the Study

The study involved **39** utility workers and administrative aides of J.H. Cerilles State College.

The participants were selected because their work responsibilities required varying levels of interaction with written documents, institutional procedures, numerical information, supervisors, colleagues, and administrative offices.

The study focused particularly on employees whose learning needs could benefit from structured and contextualized literacy and life skills development.

Research Instruments

The study utilized the following data collection instruments:

Needs Assessment Survey

A needs assessment survey was used to determine the participants' level of literacy and life skills across the identified competency domains.

The instrument assessed:

Literacy Skills

1. document comprehension and form completion;
2. understanding official communications;
3. basic writing;
4. basic numerical literacy;
5. leave form completion; and
6. institutional awareness.

Life Skills

1. critical thinking and problem-solving;
2. communication and collaboration;
3. self-management and time management; and
4. knowledge of where and from whom to seek assistance.

Interview Guide

A semi-structured interview guide was used to gather deeper insights into participants' experiences.

The interviews explored:

- difficulties in reading and understanding workplace documents;
- challenges in completing institutional forms;
- experiences involving written communication;
- motivations for improving literacy;
- perceived effects of literacy limitations on workplace performance;
- sources of support within the institution; and
- perceptions regarding the potential benefits of training.

Assessment Procedures

The project design included pre- and post-training assessment procedures intended to examine participant competencies in relation to the intervention.

Validation of Research Instruments

The project records indicate that the research instruments underwent development and validation in November 2024. Expert validation and pilot testing were undertaken to help ensure the reliability and appropriateness of the instruments.

Data Gathering Procedure

The study followed several phases.

Phase 1: Conceptualization and Proposal Development

The research team conceptualized the study and refined its design through meetings and literature review.

This phase was undertaken in September 2024.

Phase 2: Project Submission and Approval

The research project was submitted for evaluation and revised in response to reviewers' recommendations.

This phase took place in October 2024.

Phase 3: Development and Validation of Instruments

Research tools were developed, reviewed by experts, and pilot-tested in November 2024.

Phase 4: Data Gathering

Data gathering was conducted from **December 2024 to February 2025**.

One of the challenges encountered during this phase was the difficulty of gathering participants because of work schedules and availability. The research team addressed this concern

by coordinating with supervisors, adjusting data collection schedules, and providing flexible participation arrangements.

Phase 5: Data Analysis

Data analysis was conducted from **March to April 2025** using appropriate quantitative and qualitative techniques.

Phase 6: Research Report Preparation

The research report was prepared from **May to June 2025**. The research team divided writing responsibilities and conducted continuous peer review to improve the quality of the report.

Phase 7: Presentation and Publication

The research outputs were prepared for presentation and publication from **July to August 2025**.

Data Analysis

Quantitative data were analyzed using **descriptive statistical procedures**, particularly mean scores, to determine the level of literacy and life skills of the participants.

Qualitative data were analyzed through **thematic analysis**. Participant responses were examined for recurring ideas, experiences, and perceptions. Themes were subsequently identified to explain how literacy and life skills development could influence workplace confidence, motivation, satisfaction, and productivity.

Ethical Considerations

The study observed appropriate ethical procedures in the conduct of data gathering.

Participants were informed about the nature and purpose of the study, and informed consent was considered during the collection of data. The project also recognized the importance of observing intellectual property considerations.

Confidentiality and respectful treatment of participants were considered essential because literacy limitations can be associated with feelings of embarrassment, anxiety, or vulnerability. Thus, the study approached participants from a developmental rather than a deficit-oriented perspective.

RESULTS

Literacy and Life Skills Profile of the Participants

The findings indicate that the participants possessed functional competencies in several areas of literacy and life skills. However, the results also revealed important gaps requiring targeted intervention.

Overall Level of Literacy Skills

The respondents obtained an overall mean score of:

$\bar{x} = 2.79$

This was interpreted as **Moderately Skilled**.

The finding suggests that participants were generally capable of performing routine literacy-related tasks but continued to experience difficulties in more demanding administrative and written communication activities.

The findings are consistent with the concept of functional literacy, which emphasizes that literacy exists across a continuum of competencies rather than as a simple distinction between being literate and illiterate.

Understanding Official Communications

Understanding official communications emerged as the strongest literacy competency.

The respondents obtained a mean score of $\bar{x} = 3.53$.

The result indicates that participants could generally:

- read memoranda;
- follow written instructions; and
- understand workplace announcements.

This may be associated with regular exposure to institutional communications as part of their daily work responsibilities.

The finding demonstrates that participants already possess a foundation upon which additional literacy competencies can be developed.

Document Comprehension and Form Completion

The participants demonstrated moderate competence in understanding routine documents and completing commonly encountered workplace forms.

The finding suggests that employees can perform familiar tasks but may experience difficulty when documents involve unfamiliar terminology, multiple procedures, or more complex instructions.

This result highlights the importance of contextualized literacy training. Instead of relying exclusively on general reading exercises, the training program should use actual workplace documents and forms encountered by employees.

Basic Writing Skills

Basic writing emerged as an area requiring further intervention.

Participants experienced difficulty in preparing:

- formal letters;
- short memoranda;
- written requests; and
- other forms of basic workplace correspondence.

Writing difficulties may affect employees' ability to communicate requests and concerns independently. As a result, some workers may rely heavily on colleagues or supervisors for assistance.

The findings suggest that workplace literacy programs should include practical writing exercises based on authentic situations.

Basic Numerical Literacy

Participants demonstrated moderate competence in basic numerical literacy.

They were generally capable of performing routine numerical tasks, including understanding work hours and other basic workplace-related numerical information.

However, the findings indicate the need to strengthen competencies related to:

- wage-related documents;
- deductions;
- numerical entries;
- work schedules; and
- basic computations.

These competencies are important because numerical literacy enables employees to better understand information affecting their employment and compensation.

Ability to Fill Out Leave Forms

The ability to fill out leave forms emerged as the most significant literacy-related concern.

The respondents obtained a mean score of $\bar{x} = 1.69$

This was interpreted as **Not Skilled**

Participants reported difficulties involving:

- understanding leave procedures;
- identifying the appropriate office;
- determining the information required;
- completing the form correctly; and
- submitting requirements on time.

This finding is particularly significant because leave applications represent a practical and recurring workplace responsibility.

The result demonstrates that literacy programs should prioritize actual institutional forms and procedures.

A training intervention should therefore include guided activities in which participants learn how to:

1. identify the purpose of a form;
2. understand the instructions;
3. determine the information required;
4. complete each section correctly;
5. identify supporting requirements; and
6. determine where and when the form should be submitted.

Institutional Awareness

Participants demonstrated a moderately developed level of understanding of the College's mission, vision, and key officials.

The finding suggests that employees possess some familiarity with the institution but may have limited awareness of its broader organizational structure.

Strengthening institutional awareness can contribute to a greater sense of belonging and organizational engagement. Training may therefore include orientation sessions on:

- the College's mission;
- vision;
- institutional goals;
- organizational structure;
- key offices; and
- responsible officials.

Life Skills Profile

Overall Level of Life Skills

The respondents obtained an overall mean score of:

$$\bar{x} = 2.99$$

This was interpreted as:

Moderately Skilled

The participants demonstrated functional competencies in several life skills domains but continued to require support in applying these skills independently to more complex workplace situations.

Critical Thinking and Problem-Solving

Participants demonstrated moderate competence in addressing workplace concerns.

They could generally respond to familiar and routine problems but experienced difficulty independently resolving complex or unfamiliar situations, particularly those involving documents and administrative procedures.

Training should therefore provide opportunities for employees to practice:

- identifying a problem;
- gathering relevant information;
- considering possible solutions;
- choosing an appropriate course of action; and
- knowing when assistance is necessary.

Communication and Collaboration

Participants demonstrated moderate competence in communication and collaboration.

Effective workplace communication is essential because utility workers and administrative aides regularly interact with supervisors, co-workers, students, and other stakeholders.

The training program should strengthen:

- clear expression of concerns;
- active listening;
- respectful communication;
- teamwork;
- conflict management; and
- collaborative problem-solving.

Self-Management and Time Management

Participants demonstrated moderate competence in managing routine responsibilities and meeting ordinary work requirements.

However, the findings revealed challenges involving:

- prioritization of tasks;
- handling work-related stress;
- management of multiple responsibilities; and
- independent organization of administrative requirements.

The findings suggest that practical training in planning, prioritization, and deadline management may contribute to improved workplace efficiency.

Knowing Where to Go and Who to Ask for Help

Participants generally demonstrated competence in seeking assistance from appropriate individuals and offices.

This competency is an important component of workplace independence. Being independent does not mean attempting to solve every problem alone. Rather, it includes the ability to recognize when assistance is needed and to identify the appropriate person or office from which to seek help.

The training program should nevertheless strengthen participants' familiarity with institutional processes and administrative channels.

Priority Competencies for the Proposed Training Program

Based on the findings, the study identified the following priority competencies:

1. Document Comprehension and Accurate Form Completion

The training program should prioritize the interpretation of workplace documents and the accurate completion of institutional forms.

Particular emphasis should be given to:

- leave forms;

- requests;
- wage-related documents;
- attendance-related documents; and
- other frequently used institutional forms.

2. Basic Workplace Writing

Participants should receive guided instruction and practice in:

- writing formal requests;
- preparing short letters;
- composing explanations;
- completing written forms; and
- preparing simple workplace communications.

3. Basic Numerical Literacy

Training should strengthen the ability to understand:

- work hours;
- basic computations;
- wage statements;
- deductions; and
- other numerical workplace information.

4. Critical Thinking and Problem-Solving

Employees should engage in realistic workplace scenarios involving:

- document-related problems;
- procedural concerns;
- decision-making;
- prioritization; and
- appropriate help-seeking.

5. Communication and Collaboration

The program should develop competencies in:

- oral communication;
- active listening;
- teamwork;
- collaboration;

- respectful interaction; and
- leadership.

6. Self-Management and Time Management

Training should include strategies for:

- planning daily responsibilities;
- prioritizing tasks;
- managing deadlines;
- monitoring progress; and
- managing workplace stress.

7. Workplace Navigation and Institutional Awareness

Participants should be familiarized with:

- the College's mission and vision;
- key institutional officials;
- offices and their functions;
- administrative procedures; and
- appropriate channels for assistance.

These priority areas are consistent with the project's documented training needs, which included document comprehension, writing, numerical literacy, problem-solving, communication, time management, workplace navigation, and institutional awareness.

Thematic Findings on Job Satisfaction and Productivity

The qualitative component of the study generated five major themes.

Theme 1: Enhanced Workplace Confidence and Motivation

Participants expressed a strong willingness to learn and improve their skills.

Improved literacy was perceived as a source of greater confidence. When employees understand instructions and can complete documents independently, they are more likely to participate actively and confidently in workplace processes.

The findings suggest that literacy development can strengthen employees' sense of competence and personal dignity.

Theme 2: Reduced Difficulty in Filling Out Forms and Processing Documents

Document-related difficulties were among the most frequently identified concerns.

Employees perceived that training could help them:

- understand forms more easily;
- reduce errors;

- complete documents independently;
- submit requirements correctly; and
- reduce dependence on others.

This theme is particularly significant because improved accuracy may directly contribute to workplace efficiency.

Theme 3: Increased Motivation for Personal, Family, and Career Growth

Participants viewed literacy development not only as a workplace need but also as a source of personal empowerment.

Improving literacy was associated with:

- personal fulfillment;
- greater confidence;
- career aspirations;
- family support; and
- improved adaptability.

The findings demonstrate that adult learning can produce benefits extending beyond immediate job performance.

Theme 4: Improved Guidance and Support from Superiors

Participants emphasized the importance of supportive supervisors.

Clear instructions, mentorship, encouragement, and constructive feedback were viewed as important factors in successful learning.

The findings suggest that training programs should not place the entire responsibility for learning on the employee. Institutional support and supervisory involvement are also essential.

Theme 5: Long-Term Institutional and Employee Growth

Participants perceived literacy and life skills development as an investment with long-term benefits.

Improved employee competencies may contribute to:

- greater independence;
- fewer administrative errors;
- improved organization;
- stronger workplace engagement;
- increased productivity; and
- institutional efficiency.

DISCUSSION

The findings demonstrate that the participants possess a functional foundation in several literacy and life skills domains. However, the overall moderate level of competency and the significant weakness in specific administrative tasks indicate the need for targeted intervention.

The strongest literacy domain was understanding official communications. This suggests that regular exposure to workplace memoranda, announcements, and written instructions may contribute to the development of functional comprehension skills.

However, the ability to understand information does not necessarily translate into the ability to independently produce written outputs or navigate administrative procedures.

The difficulty encountered in basic writing supports this observation. Participants may understand instructions and verbal explanations but experience difficulty when required to formulate formal written requests or correspondence independently.

The most critical finding involved leave form completion. With a mean score of 1.69, this competency was interpreted as not skilled.

This result illustrates the importance of contextualized learning. Traditional literacy instruction that focuses primarily on generic reading and writing exercises may not sufficiently address practical workplace needs. Instead, adult learners may benefit more from training that uses authentic documents, familiar scenarios, and practical demonstrations.

UNESCO's framework on adult learning emphasizes that adult education should provide learning opportunities that enable adults to participate in the workplace and broader society. It also recognizes literacy as a continuum of capabilities that can be strengthened throughout life.

The findings on life skills further support the need for an integrated approach. Literacy alone may not be sufficient to ensure effective workplace performance. Employees must also know how to communicate, collaborate, manage their time, solve problems, and seek assistance.

This supports the view that workplace competence involves a combination of cognitive and non-cognitive skills. International discussions on skills for work identify literacy and numeracy as essential cognitive competencies while recognizing critical thinking, problem-solving, and collaboration as important skills for employment and workplace participation.

The qualitative findings also demonstrate that the potential benefits of training extend beyond improved task performance.

Employees associated learning with increased confidence, personal growth, career aspirations, and improved relationships with supervisors. This indicates that literacy interventions can contribute to psychological and social dimensions of employee development.

The importance of supervisory support is also noteworthy. Participants emphasized the value of clear instructions, guidance, and encouragement. This suggests that successful workplace learning should be supported by an institutional environment that values employee development and does not stigmatize individuals because of educational limitations.

The findings have particular relevance in the Philippine context. National literacy data continue to demonstrate the importance of functional literacy as a development concern, and current definitions emphasize the ability not merely to read and write but also to compute and comprehend.

The present study contributes to this broader discussion by demonstrating how functional literacy can be examined at the institutional level and translated into concrete workplace development interventions.

Rather than viewing employees with limited formal educational attainment primarily through a deficit perspective, the study emphasizes their existing strengths and identifies specific competencies that can be developed through appropriate support.

The findings therefore support the implementation of a contextualized literacy and life skills program that recognizes adult learners as capable individuals with practical experiences and existing knowledge.

CONCLUSION

The study assessed the literacy and life skills competencies of utility workers and administrative aides of J.H. Cerilles State College and identified important areas for intervention.

The findings indicate that the participants possess functional strengths, particularly in understanding official communications. However, significant gaps remain in basic writing, document processing, numerical literacy, independent problem-solving, task prioritization, and institutional navigation.

The ability to fill out leave forms emerged as the most critical literacy-related weakness. This finding highlights the importance of practical and contextualized instruction that directly addresses the documents and procedures employees encounter in their daily work.

The study further demonstrates that literacy development should be integrated with life skills development. Employees require not only the ability to read and write but also the capacity to communicate, collaborate, solve problems, manage responsibilities, and seek appropriate assistance.

The qualitative findings suggest that a literacy and life skills training program can contribute to enhanced workplace confidence and motivation, reduced difficulties in document processing, increased personal and career aspirations, improved supervisory support, and long-term institutional growth.

Therefore, the study concludes that a **structured, contextualized, participatory, and workplace-based literacy and life skills program** can contribute meaningfully to employee development.

Such an intervention has the potential to improve not only the functional competencies of individual employees but also their confidence, independence, job satisfaction, and workplace productivity.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are offered:

1. Institutionalize a Continuing Literacy and Life Skills Program

J.H. Cerilles State College should establish a structured and continuing literacy and life skills development program for utility workers and administrative aides.

2. Use Contextualized Workplace Learning Materials

Training should use actual or simulated institutional documents, forms, procedures, and workplace scenarios.

Particular emphasis should be given to leave forms and other administrative documents that participants find difficult to complete.

3. Strengthen Basic Workplace Writing

Regular practical activities should be provided to improve employees' ability to prepare simple requests, letters, explanations, and other workplace communications.

4. Include Numerical Literacy

The program should provide practical instruction on work hours, wages, deductions, and other numerical information relevant to employees.

5. Integrate Life Skills with Literacy Training

Literacy instruction should be combined with:

- problem-solving;
- communication;
- collaboration;
- self-management;
- time management; and
- workplace navigation.

6. Strengthen Supervisory Involvement

Supervisors should be encouraged to provide clear instructions, mentorship, feedback, and encouragement to employees participating in the program.

7. Promote Group-Based Learning

Collaborative activities should be used to promote teamwork, peer support, and knowledge sharing.

8. Conduct Regular Assessment and Monitoring

The College should periodically assess the literacy and life skills needs of employees and evaluate the effectiveness of interventions.

Feedback from participants and supervisors should be used to improve the program.

9. Ensure Program Sustainability

The institution should allocate appropriate resources and establish policies that support the continuous development of non-teaching personnel.

The project's own recommendations likewise emphasize structured training, supervisory support, collaborative learning, regular assessment, and sustained institutional commitment.

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