

Facts About...

Educational Interviews

An Educational Interview is a

- confidential, one-to-one appointment, usually about an hour in length
- review of current skills and education levels of laid-off or soon to be laid-off workers

The process usually begins with an

- outreach to the Action Centre or Adjustment Committee
- agreement between the Centre and the Learning Network about how to proceed (i.e., interview site, dates/times and number of interviews)

The interview includes a

- discussion of current skills and lifelong education
- background and employment information interview
- self-assessment

The self-assessment tools used are

The Voluntary Skills Inventories checklists of Essential Skills (Communications, Math and Writing skills)

or

The Ontario Skills Passport's Check Up – Self-Assessment Tools

An experienced interviewer will

- create an informal setting to gather information
- discuss any gaps or barriers
- identify next steps to assist the laid-off worker in pursuing further education or training alternatives

The Educational Interview process results in

- an individualized letter within 7-10 days, outlining goals or action plans
- a summary of education and/or training options
- a referral to specific programs within the community or nearby area

All laid-off workers that complete interviews and agree to follow-up contact receive 3 follow-up phone contact attempts 4-8 weeks after their interview. This type of follow-up contact is vital to ensure laid-off workers

- have acted on any education and/or training recommendations
- receive continuing support in case the worker has encountered problems or has further questions

The follow-up also allows the network to ensure

- outcomes are recorded and tracked accordingly
- clients are surveyed for process satisfaction levels

Educational Interviews benefit Literacy and Basic Skills (LBS) practitioners by

- providing impartial, accurate and consistent program referrals
- directly linking laid-off workers to specific program delivery and contacts within their area
- having Learning Networks coordinate the process to avoid duplication of service and to ensure future planning for program capacity and delivery
- decreasing the amount of time spent on intake and assessment by an LBS program, as the Educational Interview provides goal information and a voluntary self-assessment piece

