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*Draft pending approval
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STATUS AND FUTURE PROSPECTS OF ADULT LEARNING

Canada Report

for the

**CONFINTEA V Mid-Term Review on Adult Education
A Follow-Up to the Fifth International Conference on
Adult Education**

Revised Draft
August 25, 2003

Prepared for the

Council of Ministers of Education, Canada
Canadian Commission for UNESCO
and Human Resources Development Canada

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Government
of Canada

Gouvernement
du Canada



Council of Ministers of Education, Canada
Conseil des ministres de l'Éducation (Canada)

Table of Contents

Acknowledgments

1. Introduction

- Background
- The Common Grid for Reporting
- Canadian Approach to the Mid-Term Review
- Overview of Education in Canada

2. Theme 2: Improving Conditions and Quality of Adult Learning

- Indicator 1 Building Up Structures and Institutional Frameworks
- Indicator 2 Increasing Investment in Adult Learning
- Indicator 3 Increasing Participation
- Indicator 4 Research Studies in the Field of Adult Learning
- Indicator 5 Adult Educators /Facilitators' Status and Training
- Indicator 6 Empowering Adult Learners
- Indicator 7 Examples of Best Practice and Innovations
- Indicator 8 Future Actions and Concrete Targets for 2009

3. Theme 3: Literacy and Basic Education

- Indicator 1 Building Up Structures and Institutional Frameworks
- Indicator 2 Increasing Investment in Adult Learning
- Indicator 3 Increasing Participation
- Indicator 4 Research Studies in the Field of Adult Learning
- Indicator 5 Adult Educators /Facilitators' Status and Training
- Indicator 6 Empowering Adult Learners
- Indicator 7 Examples of Best Practice and Innovations
- Indicator 8 Future Actions and Concrete Targets for 2009

4. Theme 7: Adult Learning, Media and Culture, and ICTs

- Indicator 1 Building Up Structures and Institutional Frameworks
- Indicator 2 Increasing Investment in Adult Learning
- Indicator 3 Increasing Participation
- Indicator 4 Research Studies in the Field of Adult Learning
- Indicator 5 Adult Educators /Facilitators' Status and Training
- Indicator 6 Empowering Adult Learners
- Indicator 7 Examples of Best Practice and Innovations
- Indicator 8 Future Actions and Concrete Targets for 2009

Resources / References

Appendix

August 25, 2003

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Acknowledgments

(To be developed)

CHAPTER 1. Introduction

Background

The present report on Adult Education was prepared at UNESCO's request, in preparation for the Mid-Term Review Conference on Adult Education (CONFINTEA + 6) to be held in Bangkok, Thailand, September 6-11, 2003. UNESCO invited all Member States to prepare a mid-term review on the progress made in the six years since the Fifth International Conference on Adult Education (CONFINTEA V) held in Hamburg, July 14–18, 1997. The *Hamburg Declaration* and the *Agenda for the Future* that emerged from that conference share the vision of “education for all throughout life” adopted by the World Education Forum in 2000, which produced the Dakar Framework for Action.

Bringing together representatives of governments and non-governmental organizations involved in different aspects of learning throughout life made CONFINTEA V a landmark conference that defined a new vision of adult education. *The Agenda for the Future* set out in detail this new commitment to the development of adult learning. It focused on common concerns facing humanity on the eve of the twenty-first century and on the vital role that adult learning has to play in enabling women and men of all ages to face these most urgent challenges with knowledge, courage, and creativity.

Consistent with the broad vision of adult education expressed by international bodies, UNESCO proposed that the country Mid-Term reviews should be structured along the 10 original CONFINTEA V themes, namely:

1. Adult learning and democracy: the challenges of the twenty-first century
2. Improving the conditions and quality of adult learning
3. Ensuring the universal right to literacy and basic education
4. Adult learning, gender equality and equity, and the empowerment of women
5. Adult learning and the changing world of work
6. Adult learning in relation to environment, health and population
7. Adult learning, culture, media and new information technologies
8. Adult learning for all: the rights and aspirations of different groups
9. The economics of adult learning
10. Enhancing international cooperation and solidarity

UNESCO also asked that Member States assess their progress along the following 8 Indicators of adult education:

1. Structures and institutional frameworks
2. Increasing investment in adult learning, at the provincial and federal levels
3. Increasing adult participation in education and training activities
4. Research studies in adult education
5. Status and training of adult educators and facilitators

6. Empowering adult learners
7. Examples of best practice and innovations
8. Future actions and concrete targets for 2009

To simplify the reporting process, UNESCO provided a Common Grid for Reporting, which appears on the next page.

As a Member State of UNESCO, Canada was thus asked to report on the progress made in policies and practices and on emerging trends and new priorities in adult education across the country. This country report on progress to date can serve as a benchmark for monitoring activities by all stakeholders over the next six years leading up to the Sixth International Conference on Adult Education, set to take place in 2009. Contributors were also asked to establish new targets for improving adult education and to develop an operational strategy for achieving their goals between now and the Sixth Conference.

Contributors to the Canadian report were also asked to link their assessments of the changing outlooks, initiatives, and strategies adopted in promoting education throughout life to other UNESCO-led initiatives with the same objective, namely: the United Nations Literacy Decade (2003–2012); International Adult Learners' Week, which will be celebrated for the second time in Canada September 7 to 13, 2003; and the World Summit on the Information Society, which will take place in two stages — in Geneva in December 2003 and in Tunis in 2005. The rationale behind this approach is that many of the issues surrounding these UNESCO initiatives hold special relevance for the adult education and vocational training communities, both at the government (federal and provincial) and non-governmental levels.

It should be noted that in Canada, the provincial/territorial governments have legislative responsibility for the formal education systems at the elementary, secondary and postsecondary levels, but adult or continuing education and training are shared among the provincial/territorial formal education systems, the federal government departments and agencies responsible for human resource development, and the many non-governmental bodies involved in learning throughout life. As such, all of these various stakeholders were invited to contribute to the present report. In a later section of this chapter, Education in Canada, readers will find an overview of the education systems in the ten provinces and three territories that make up the Canadian confederation.

The Common Grid for Reporting: A Diagrammatic Overview

CONFINTEA 1997–2003 Indicators/Themes	Theme 1: Adult Learning, Democracy, Peace and Critical Citizenship	Theme 2: Improving Conditions and Quality of Adult learning	Theme 3: Literacy and Basic Education	Theme 4: Promoting the Empowerment of Women	Theme 5: Adult Learning and the Changing World of Work	Theme 6: Adult Learning, Environment, Health, and Population	Theme 7: Adult Learning, Media and Culture, and ICTs	Theme 8: Adult Learning and Groups with Special Needs	Theme 9: Economics of Adult Learning Seen as an Investment	Theme 10: Enhancing Intern'l Co-operation, Solidarity, and Networking
1. Building Up Structures and Institutional Frameworks	1.1	1.2.	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
2. Increasing Investment in Adult Learning	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
3. Increasing Participation	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10
4. Research Studies in the Field	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10
5. Adult Educators /Facilitators' Status and Training	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10
6. Empowering Adult Learners	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	6.10
7. Examples of Best Practice and Innovations	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	7.10
8. Future Actions and Concrete Targets for 2009	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	8.10

Canadian Approach to the Mid-Term Review

The two organizations responsible for organizing this response to the UNESCO request for a country report are the Canadian Commission for UNESCO (CCUNESCO) and the Council of Ministers of Education (CMEC). Financial assistance for this report was provided by CCUNESCO and CMEC, as well as by the Government of Canada, through the National Literacy Secretariat, a branch of Human Resources Development Canada.

The Canadian Commission for UNESCO operates under the aegis of the Canada Council for the Arts. Its role is to act as a forum for governments and civil society, and to catalyze the participation of Canadian organizations and committed individuals in UNESCO's mandated areas: education, natural and social sciences, culture and communication.

< www.unesco.ca >

The CMEC provides a national voice for education in Canada. It is the forum in which the provincial/territorial education ministers discuss matters of mutual interest, undertake educational initiatives cooperatively, and represent the interests of the provinces and territories with national education-related organizations, the federal government, foreign governments, and international organizations. CMEC and, through CMEC, the provinces and territories work collectively on common objectives in a broad range of activities at the elementary, secondary, and postsecondary levels.

< www.cmec.ca >

Given that Member States faced important time constraints in producing their report, and given the fact that UNESCO recommended a broad based approach seeking collaboration from all levels of society, coordinators from CCUNESCO and CMEC circulated the Common Grid for Reporting, along with relevant background materials, to authorities in the provincial/territorial jurisdictions, federal government departments and agencies, and literacy organizations and to NGOs, requesting that they provide input particularly on Themes 2, 3, and 7 of the Common Grid only, namely: Improving Conditions and Quality of Adult Education; Literacy and Basic Education; and Adult Learning, Media and Culture, and ICTs. It was felt that out of the 10 CONFINTEA V themes, these were the most closely associated to the chosen orientation for the Canadian report, as outlined in the previous section. At the same time, the contributors were made aware that they could respond to any or all of the other themes and indicators that they considered relevant to the work in progress in their jurisdiction or area of activity, and several of them did so.

Four of the thirteen provincial/territorial jurisdictions — Prince Edward Island, Quebec, Manitoba, and Saskatchewan — undertook the challenge of documenting progress made in these areas and submitted their responses in Grid format. Human Resources Development Canada (HRDC) took the lead for the Government of Canada, with contributions from its directorates and agencies, to report on the activities of federal departments involved in adult education and to document federal policies, activities, and investments in particular fields, especially those of employment training (HRDC), literacy (National Literacy Secretariat), the use of learning technologies (Office of Learning Technologies), Aboriginal education (Aboriginal Relations Office), and adult

education in the prisons (Correctional Services). Nongovernmental organizations (NGOs) involved in literacy efforts were also invited to highlight relevant projects, case studies, and research — either in progress or completed.

For clarity in the presentation of these contributions in the chapters, and for the reader's reference, this report has organized the responses of all contributors according to the eight Indicators. These indicators were originally accompanied, as below, by brief descriptions of suggested topics for contributors to review or questions that would guide their responses.

1. Building Up Structures and Institutional Frameworks

Policies, legal provisions, delivery system and innovations (accreditation of prior informal and non-formal learning; second chance courses, diversification of provision and content; decentralizing decisions regarding needs identification, content of adult learning, mobilization and use of resources, etc. Education policies integrated with economic, social, health, employment policies; information, guidance and management systems). Fostering equality and access, serving special groups, and meeting learning needs and demands of individuals, groups, and communities.

2. Increasing Investment in Adult Learning

Level and status of public investment in adult learning: statistics on participation and institutional grants; policies and strategies that promote public investment in adult learning and mobilize private sector and enlist contribution by all stakeholders.

3. Increasing Participation

Information on new quantitative indicators of participation (persons and groups) in adult education; numbers and resources for specific beneficiary or participating groups. How has increased participation been made possible? Specify programs and activities and innovative cases in relation to the different themes.

4. Research Studies in the Field of Adult Learning

Information on research studies being undertaken in the field of adult learning? What are the key questions addressed and how is research informing policies and practice.

5. Adult Educators/Facilitators' Status and Training

Statistics on different categories of adult educators and facilitators (number, salaries, duration, and places of training). Specific activities and programs aimed at improving conditions of adult educators; training policies, improving quality of training through the use of new methods; professionalization and networking of adult educators.

6. Empowering Adult Learners

Rights of learners, learner-centred curriculum, development of context and culturally relevant content, and evaluation of learning outcomes

and impact on socio-economic development. Do you have national assessment systems to measure adult learning outcomes (literacy, numeracy, life skills etc)? If yes, can you describe processes and activities in this field? What quality indicators have been developed and what are the outcomes obtained?

7. Examples of Best Practice and Innovations

Examples of real cases, good practice, and innovative approaches in relation to the CONFINTEA V themes.

8. Future Actions and Concrete Targets for 2009

Future actions planned and concrete targets for 2009. In 2009, the 6th international Conference on Adult Learning is to be held; indicate to what extent your targets coincide with EFA targets in your country, and how Millennium Development Goals and other international targets are aimed at and met through adult learning.

Education in Canada

This summary of the organizations and institutions responsible for Canada's education systems will help to put in perspective the responses described in this report. As a confederation of ten provinces and three territories, the country's governments have developed as a federal system of shared powers. Canada's *Constitution Act, 1867*, provides that "[I]n and for each Province, the Legislature may exclusively make Laws in relation to Education." While there are a great many similarities in the provincial/territorial education systems across Canada, they each reflect the diversity of the region's geography, history, and culture.

The historical and cultural events, culminating in confederation in the 19th century, led a century later to Canada's adoption of the *Official Languages Act* (1969, revised in 1988). This Act establishes French and English as the official languages of Canada and provides for special measures aimed at enhancing the vitality, and supporting the development, of English and French linguistic minority communities. Canada's federal departments, agencies, and Crown corporations reflect the equality of its two official languages by offering bilingual services.

Across the country, according to the 2001 Census, 67 per cent of the population speak English only, 13 per cent speak French only, and 18 per cent speak both English and French. English is the mother tongue of about 59 per cent of the population, while French is the mother tongue of 23 per cent. In Quebec, 41 per cent of the population speak both languages, while another 54 per cent speak only French. In other provinces, the proportion of those who speak both languages decreases - for example, in New Brunswick, 34 per cent; in Ontario, 12 per cent; in Manitoba, 9 per cent. Education is available in either official language in Quebec and New Brunswick, and in other provinces and territories wherever numbers warrant.

The federal government's Department of Indian and Northern Affairs Canada (INAC) is responsible for the elementary and secondary education of Registered Indian children

living on reserves, either through: First Nations-operated schools on the reserves; provincially administered schools off the reserves; or federal schools operated by INAC on the reserves. The department also provides financial assistance (through administering authorities such as First Nations councils) to eligible Registered Indian students in postsecondary education programs, and it funds some programs designed for First Nations students at both First Nations and other postsecondary institutions. Educational services for Registered Indians in the Yukon and both Registered Indians and Inuit in the Northwest Territories are provided by the respective territorial governments. Registered Indians and Inuit in northern Quebec receive educational services from the province of Quebec under the *James Bay and Northern Quebec Agreement*.

The federal government also provides education and training to those who serve in the Armed Forces and the Coast Guard, and to those inmates serving time in penitentiaries and other institutions of Correctional Service Canada.

Although the provinces and territories have legislative responsibility for education at all levels, education in the official languages and in the other areas of federal responsibility noted above are examples of education in which the Government of Canada plays an important role. With society's recognition that formal education is not the beginning or the end of learning but one stage in people's lifelong learning process, many governmental and non-governmental organizations have been working in partnerships to achieve society's changing goals. These joint initiatives are based in the common federal-provincial/territorial objective of human resource development and on the federal government's overall responsibility for the well-being of the federation. The perspective of learning throughout life that was adopted at the Fifth International Conference on Adult Education in Hamburg has been integrated into all aspects of formal and non-formal education, including most facets of human resource development whether in the family, the community, or the workplace.

The Provinces and Territories

Elementary and Secondary Education

In Canada, each province or territory has a ministry or department of education that is responsible for providing elementary and secondary education free to all Canadian citizens and permanent residents until the age of 18. At the local level in all provinces and territories, members of school boards (or school districts, or school divisions, or the District Education Councils in New Brunswick) are elected by public ballot. The powers and duties of these "trustees," defined by provincial/territorial legislatures, are fairly consistent throughout Canada. Their authority usually includes the operation and administration (including financial) of the schools within their board, staffing responsibilities, enrolment of students, implementation of the provincial/territorial curriculum, and initiation of proposals for new construction or other major capital expenditures.

The ages for compulsory schooling vary from one jurisdiction to another, but most require attendance in school from age 6 or 7 to age 16. All provinces and territories also

offer one-year kindergartens for 5-year-olds, which are operated by local education authorities. In addition, some jurisdictions provide early childhood services, including preschool programs or junior kindergarten. In most jurisdictions, elementary schools provide the first six to eight years of compulsory schooling, after which most children/adolescents go on to the secondary level where they can choose from a variety of programs leading to apprenticeships and the job market or to further studies at colleges and universities.

The first two years at the secondary level usually offer a core of compulsory subjects supplemented by some optional subjects. In the final two years, there are fewer compulsory subjects so that students can choose more optional courses in specialized programs that prepare them either to enter the job market or to meet the entrance requirements of the postsecondary college, university, or institution of their choice. Students who pass the required number of both compulsory and optional courses graduate with a Secondary School Diploma. For example in Ontario, since September 1999, students must complete 30 credits during the four-year secondary school program — 18 compulsory and 12 optional courses. They must also pass the Ontario Secondary School Literacy Test in order to graduate.

The point of transition from elementary to secondary school varies from jurisdiction to jurisdiction. Some school boards break up the elementary-secondary continuum by grouping kindergarten to grade 5, 6, 7, or 8 in elementary schools, or grades 6–8 in middle schools, or grades 7–9 in junior highs, and the remaining grades in secondary schools or collegiates. In Quebec, students choose either the general education branch or the vocational education branch at secondary level (grades 7–11) and may continue in the same branch with publicly funded studies at the college level (see below).

Most public schools accommodate special-needs students (the physically or mentally disabled or the gifted) in various ways, whether in separate programs and classrooms or in a regular classroom where they follow the regular program but receive additional support and assistance.

Private or independent schools provide an alternative to publicly funded schools in any province or territory, but they must meet the general standards prescribed by that jurisdiction. In most cases, they follow closely the curriculum and diploma requirements of the ministry/department of education, except that they function independently of the public system and charge tuition fees. Some provinces — Alberta, British Columbia, Manitoba, Ontario, Quebec, and Saskatchewan — provide some form of financial assistance to these schools.

Postsecondary Education

In the graduating year of secondary school, students may apply to a college or a university, depending on the region and on their qualifications. Quebec students must obtain a college diploma if they want to proceed to a university program to obtain a degree. The Quebec colleges, called “collèges d’enseignement général et professionnel,” or “Cégeps,” are free to all students; they offer both a general program that leads to

university admission and a training program that prepares students for the labour market. In all other provinces and territories, students pay tuition fees for college programs and courses.

Postsecondary education is available in both government-supported and private institutions. Colleges such as technical and vocational institutions, community colleges, Cégeps, and others offer programs varying in length from six months to three years. These programs serve to train and develop students' knowledge and skills for careers in business, the applied arts, technology, social services, and some of the health sciences. In general, colleges award diplomas or certificates — not academic degrees. Some colleges and technical institutions, in cooperation with business and industry partners, offer degrees in applied arts and sciences, such as professional development services, or they offer specialized programs in high-technology areas that prepare students for employment upon graduation.

The British Columbia community college system allows students to complete either a diploma program or two years of academic course work toward a bachelor's degree. At one of five university colleges in British Columbia, or at one of the six universities, students can earn an undergraduate degree. Only the universities may grant graduate degrees. In other provinces, students must have their completed college courses evaluated for equivalency in order to receive credit when they apply for admission to a university.

Most Canadian universities offer three-year or four-year programs leading to bachelor's degrees, depending on the program and the province. Universities, in some provinces, grant a general Bachelor of Arts (B.A) or a Bachelor of Science (B.Sc.) degree after three years, but require a fourth year (or four years in total) of specialized study for an honours degree (H.B.A. or H.B.Sc.). Other provinces require four years of study before granting either a general or an honours degree. The larger universities offer a complete range of programs; others are more specialized and have developed specific areas of excellence. Along with specialized institutions that are not campus-based, some offer courses and programs through distance education, correspondence, or telecommunication.

It is possible to pursue specialized advanced studies through three levels — from the bachelor's degree to a master's degree, and on to a doctoral degree — at those universities that offer graduate studies and degrees. To achieve a master's degree, students pursue one or two years of further study, depending on whether their undergraduate degree was a general or honours degree. Some institutions require the student to produce a thesis or to work through a professional practicum for the master's degree. For the doctorate, students spend three to five more years after that, usually researching, writing, presenting, and defending a thesis, in addition to attending seminars and a specified number of courses.

Adult Education and Training

Beyond the formal course structures offered either in secondary or tertiary education institutions, most secondary schools, colleges, and universities have offered “continuing education” courses or programs for decades. Some courses have been designated for

credit toward a diploma, others as non-credit personal interest classes. Through the for-credit courses or programs, adult students may complete the requirements for a Secondary School Completion Certificate or a General Education Diploma (GED). In addition, through Canada's extensive network of colleges and universities, adults may follow a set program of courses to obtain a diploma or certificate describing the skills and knowledge acquired. The programs of study may have been developed in cooperation with industries that worked with the colleges and universities to devise programs of study that would prepare students to enter a particular trade or specialized field of endeavour.

The broader perspective on education, adopted at CONFINTEA V, recognizes that adults learn in many different ways throughout their lives; they develop social skills over the years and, through daily experiences, they necessarily develop technical skills at work and at home; and they further increase their learning in volunteer work and leisure-time pursuits. The knowledge and skills acquired through their life learning experiences cannot always be documented or even verified. But the new perspective of lifelong learning has encouraged the development of mechanisms for formally recognizing prior learning and work experience in Canada. Prior Learning and Recognition (PLAR) focuses on what adults know and can do. The PLAR processes that help adults demonstrate and obtain recognition for this "informal" learning are being adopted more and more within the formal networks of education and training.

<<http://www.cicic.ca/factsheets/factsheet6en.stm>>

Furthermore, the Quebec Ministry of Education, in its response, provides one example of the influence of CONFINTEA V on recent changes in the province's development of a revised policy for adult education. On May 2, 2002, Quebec's then-Premier, Bernard Landry, released the Government Policy on Adult Education and Continuing Education and Training, on the theme of "Learning Throughout Life," as well as an accompanying five-year action plan. The policy clearly stated that it was founded on the CONFINTEA V Declaration to which Quebec subscribed, and the benchmarks contained in that policy form the framework for adult education and continuing education and training in Quebec. The policy that was drafted included the experience of unions, the community, employers, and government stakeholders, and emphasized the partnership culture necessary for carrying out the policy action plan by 2007, and for evaluating outcomes and determining next steps, all in the spirit of CONFINTEA V commitments while acknowledging relevant major international trends prior to CONFINTEA VI. The policy and related action plan are available on the Quebec Ministry of Education Web site at <http://www.meq.gouv.qc.ca/>.

The Government of Canada, Its Departments and Agencies

Human Resources Development Canada (HRDC) spoke for the federal government in its submission. They pointed out that the Government of Canada recognizes the need to develop a comprehensive approach to learning in Canada — while respecting provincial and territorial jurisdictions — as well as the need to gather, to create, and to disseminate information and research on learning.

In line with the Hamburg Declaration on Adult Learning, which promotes adult education as an integral part of an overall system of learning, the Government of Canada (Industry Canada) launched Canada's Innovation Strategy <<http://www.innovationstrategy.gc.ca/cmb/innovation.nsf/pages/Menu-e>> on February 12, 2002, with the release of two companion documents: *Achieving Excellence: Investing in People, Knowledge and Opportunity* and *Knowledge Matters: Skills and Learning for Canadians* <<http://www.hrdc-drhc.gc.ca/sp-ps/sl-ca/doc/toc.shtml>>. The Innovation Strategy puts lifelong learning at the centre of the Government's approach to innovation.

Following the launch of these papers, the Government of Canada solicited feedback on, and commitment to, the strategy, gathering in the process the participation and views of more than 10,000 Canadians and receiving over 250 formal submissions from organizations. The consultation process culminated in the National Summit on Innovation and Learning, in November 2002, where participants adopted 18 priority recommendations. The first of the Prime Minister's initiatives for the Action Plan on Innovation is relevant to this report:

To make Canada a learning society, where learning and upgrading become continuous

Following the National Summit, HRDC received the mandate to develop and implement a lifelong learning strategy for Canada. As noted in *Knowledge Matters*, HRDC's adult learning initiatives emphasize:

1. making lifelong learning and adult learning national priorities
2. addressing gaps in the learning system for adults
3. addressing the learning needs of disadvantaged adults
4. supporting a national discussion and consensus building on adult education

Its four priority areas are the following:

1. Promoting an inclusive workforce

- By supporting skills development for Aboriginal people so they are equipped to take advantage of employment in major economic development projects.
- By working with provinces/territories to address barriers for persons with disabilities.
- By working with provinces/territories and professional associations to improve mechanisms for foreign credential recognition.
- By refocusing Youth Employment Strategy to ensure youth have the skills they need for the knowledge-based economy and to help those that face barriers to the labour market.

2. Expanding the knowledge base

The Government of Canada announced in its 2003 budget a unique contribution of \$100 million for the **Canadian Learning Institute** <http://www.hrdc-drhc.gc.ca/sp-ps/clip-pica/summary2003_02.shtml>, which is expected to be operational in early 2004. It is planned as an independent, pan-

Canadian organization, a collaborative venture engaging all learning partners, that promotes and supports evidence-based information on all areas of lifelong learning. It is planned to be a source of information on progress in learning, facilitating the exchange of knowledge and information, and supporting experimentation of innovative approaches to learning.

3. Promoting lifelong learning

Helping to develop a learning culture by improving student financial assistance and by working with provinces and territories to increase access to early learning opportunities and to quality child care.

4. Increasing workplace skills development

Supporting apprenticeship and skilled trades; improving essential skills and literacy; enhancing the role of sector councils and the development of innovative learning tools and workplace applications; and moving forward with prior learning assessment and recognition (PLAR) by integrating it into federal government practices and programs; building the tools, knowledge, and awareness to support ongoing PLAR implementation and research; and supporting assessment and recognition of workplace learning.

This commitment to lifelong learning is also reflected in the Government of Canada's \$285 million investment in 2002–03 and over the next two years to improve skills and learning opportunities for Canadians; in particular:

- \$41 million over the next two years to attract and facilitate the integration of skilled immigrants into the Canadian labour market.
- \$60 million over two years to improve the Canada Student Loans Program, to put more money in the hands of students and better enable postsecondary graduates to manage their debt.
- \$100 million for the establishment of a Canadian Learning Institute, to improve the quality of information available on our education and learning system.
- \$72 million in the next two years to improve educational outcomes for Aboriginal people and ensure they are provided with training and employment opportunities on major projects.

A pan-Canadian adult learning system will respond to the specific needs of adult learners as well as to the unique requirements of groups of interest, such as rural and remote citizens, persons with disabilities, Aboriginal Canadians, and other adult groups at risk. Canada's policy shares the principle of the Hamburg Declaration in which "adult education denotes the entire body of ongoing learning processes, formal or otherwise" (paragraph 3). Our policy also recognizes that "In the knowledge-based societies that are emerging around the world, adult and continuing education have become an imperative in the community and at the workplace" (paragraph 8).

Many of the Government of Canada's programs and policies address priority areas of the Hamburg Declaration: adult literacy, diversity and equality, indigenous education,

transformation of the economy, access to information, and access for people with disabilities

National Literacy Secretariat and Partners

Written language is the basis on which most organizations of modern societies function, and consequently literacy becomes a key factor in fostering the concept of learning throughout life. Literate societies make it possible for all citizens to participate in the social, political, economic, and cultural activities and institutions of life in the society. Literacy is also essential for individuals to contribute to the scientific and technological development of their society. In renewing and updating the country's vision of adult education after CONFINTEA V, the National Literacy Secretariat has become the "umbrella" agency within the federal government for focusing attention not only on literacy as an essential skill but also on encouraging a public attitude toward fostering a literate culture.

The National Literacy Secretariat (NLS), an agency of the federal government under the umbrella of HRDC, acts as a catalyst and facilitator for literacy issues in Canada, forging cooperative relationships with public and private sector partners in a national effort to increase literacy in Canada. The NLS has an annual budget of \$28 million, and provides funding to project applicants (based on a cooperative federal/provincial decision-making process) for projects that support its five mandated activities:

- developing learning materials
- increasing public awareness
- supporting research
- improving coordination and information sharing
- improving access to literacy program so more people can receive literacy training

Working in partnership with every province and territory, the NLS promotes literacy practice and complements provincial/territorial literacy delivery systems. Most provinces have matched, and the larger provinces have exceeded, the federal government's investment of approximately \$13.75 million per year. Annual meetings of provincial and territorial government officials maximize efforts across the country.

To bring the message that literacy is everyone's business, the NLS has widened significantly the scope of literacy activity by forming partnerships with the voluntary sector — for example, the Canadian Public Health Association (CPHA) and twenty-two other national health organizations; the Canadian Association of Optometrists; the Canadian Bar Association; the Consumer's Association of Canada; and the YMCA of Canada.

Partnerships with business and labour promote, and encourage the support of, workplace literacy programs, for example, the Union of Needle and Industrial Trades Employees (UNITE), the Canadian Labour Congress (CLC), the Canadian Manufacturers and Exporters, the Atlantic Provinces Economic Council. The NLS often works in partnership with the provinces and territories to promote workplace literacy in their own provinces/territories. It also works with ABC Canada, a private sector organization that

speaks out to business and labour on literacy issues. The business community has shown its support for literacy, for example, the LEARN page listing literacy programs in every Yellow Pages and the PGI Golf Tournaments of Literacy, begun by Peter Gzowski and now continued through volunteer effort and national corporate sponsorship.

The NLS ensures coordination and planning across the country; it also ensures that literacy practitioners are trained and that the literacy learners have the support necessary to succeed. Its ongoing partnerships with national organizations such as the Movement for Canadian Literacy (MCL), la Fédération canadienne pour l'alphabétisation en français (FCAF), Laubach Literacy of Canada (LLC), and Frontier College provide an overarching network for the literacy community.

Within the federal government, the NLS has helped the Department of Justice and Treasury Board with plain language workshops to enhance the process of drafting of regulations. Collaborative partnerships with organizations involved in the criminal justice system have enhanced the efforts of the Department of Justice and Correctional Services Canada to deal with literacy and crime. Ongoing consultations with federal departments such as National Defence ensure that these groups have the benefit of the latest information on workplace literacy and basic skills training.

Government of Canada and the UN Literacy Decade

The House of Commons of the federal government has a Standing Committee on Human Resources Development and the Status of Persons with Disabilities. Early in 2003, "in recognition of the United Nations Literacy Decade (2003–112), and welcoming an opportunity to help shape the federal government's contribution to a pan-Canadian literacy and essential skills development system," this committee undertook a study on adult literacy and issued its report, with 21 Recommendations, in June 2003.

<<http://www.parl.gc.ca/InfoComDoc/37/2/HUMA/Studies/Reports/humarp03-e.htm>>

Aboriginal Education

Consistent with the Hamburg Declaration's statements on indigenous people, and in response to the recommendations of the Royal Commission on Aboriginal Peoples, the Government of Canada, through the Aboriginal Human Resources Development Strategy (ARDHS) started with a five-year \$1.6 billion budget in 1999 to help Aboriginal communities and organizations take on the responsibility of developing and implementing their own employment and human resource programs. The strategy was designed to respect the wide-ranging cultural diversity of Canada's Aboriginal peoples. Aboriginal community-based entities assist their Aboriginal clients in preparing for and obtaining sustainable employment through an individual case-management approach which may consist of needs-assessment, employment counselling, skills development, work experience, or self-employment assistance.

Pan Canadian Literacy NGOs

Movement for Canadian Literacy

The Movement for Canadian Literacy (MCL) is a national non-profit organization representing literacy coalitions, organizations, and individuals from every province and

territory. Their mission is to be a national voice for literacy for every Canadian through networking, research, government liaison, learner development, communication, collaboration and building the capacity to support the people and organizations involved with adult literacy education.

Since 1978 MCL has worked to

- inform the federal government and the general public about issues related to adult literacy in Canada;
- provide a national forum for provincial and territorial literacy organizations to work together to ensure that every Canadian has access to quality literacy education;
- strengthen the adult student/learner voice in Canada;
- support the development of a strong movement of people and organizations involved with adult literacy education.

Fédération canadienne pour l'alphabétisation en français

As a pan-Canadian organization, the Fédération canadienne pour l'alphabétisation en français (FCAF) (the Canadian Federation for Literacy in French) has, since its founding in 1991, represented francophone groups and associations dedicated to French literacy in Canada. In partnership with its members, the provincial and territorial organizations that include both adult education centres and literacy centres, the FCAF has developed and continues to develop expertise in the promotion of literacy, particularly early learning literacy for children, and in services focused on clear communication and plain writing.

CHAPTER 2

Theme 2: Improving Conditions and Quality of Adult Learning

Indicator 1 Building Up Structures and Institutional Frameworks

Provinces

Prince Edward Island (PEI)

Prince Edward Island's literacy strategy requires that instructors in literacy/adult basic education (ABE) programs have a background in adult education and be eligible for PEI teacher certification. The literacy/ABE program is subjected annually to an evaluation of delivery methods, learning environment, and curriculum standards. The program operates on a broad-based funding model with the funding partners being the Department of Education, the Department of Social Services, the Department of Development, and the Labour Market Development Agreement. In PEI workplaces, literacy learning opportunities are supported by business, labour, and government

Quebec

The provincial government has worked to achieve a synergy on literacy through three government [policies](#) — the Policy on Adult Education and Continuing Education and Training, the Policy against Poverty and Social Exclusion, the Book Reading and Reading Policy, and the Community Action Policy. Implementation of the five-year action plan under the policy on adult education in the fall of 2002 was based on the principle of expressing demand. The policy's action plan has four focal points: enhancing the level of basic training, enhancing labour force competencies, recognizing learning and competencies, and eliminating obstacles to accessibility and staying in school. The plan includes the following specific populations: illiterate individuals, youth from 16 to 30, persons with disabilities, employed workers aged 45 and over, women with limited education who are working in certain job categories, Aboriginals, and correctional inmates. Also in this area, Quebec is revising its Basic Adult General Education Regulation.

Manitoba

Manitoba provides funding support to colleges to provide tuition-free adult basic education. A new measure, the *Adult Learning Centres Act* effective July 1, 2003, establishes a legislative and governance process and educational accountability framework for Adult Learning Centres, which are mandated to offer tuition-free educational programming that enables adults to earn credits leading to high school completion for which they receive a mature student diploma.

In November 2001, Manitoba released its Policy Framework for Prior Learning Assessment and Recognition (PLAR), which was designed to increase the expertise in, and the use of, PLAR in postsecondary institutions, to expand PLAR advisory services in

Community Learning Centres and Employment Centres, as well as to increase PLAR activities in industry.

Also, through the province's Dual Credit Initiative (effective September 2001), postsecondary institutions can register selected courses with the Department of Education and Youth as designated dual credit courses, that is, learners can earn credits toward their high school diploma, whether undertaken at an Adult Learning Centre or a high school, while also gaining valid credits at a postsecondary institution.

Saskatchewan

Saskatchewan's Post-Secondary Sector Aboriginal Education and Training Action Plan is a policy initiative designed to ensure that Aboriginal people in Saskatchewan will participate fully in the provincial economy and have an equal opportunity for education and training, meaningful and sustainable employment, and individual and community well-being. The Action Plan includes the following goals:

1. Enhance the successful entrance and completion of primary, secondary and postsecondary education for Métis and First Nations people.
2. Prepare Métis and First Nations people to participate in a representative provincial workforce.
3. Ensure representative workforce participation by Métis and First Nations people in the provincial economy.

The Saskatchewan Institute of Applied Science and Technology (SIAST) has implemented a system-wide institutional policy for prior learning and assessment recognition (PLAR). The University of Saskatchewan's Academic Programs Committee submitted a Challenge for Credit Policy that was approved by Council in April 2002, to be reviewed in 3 years. The University of Regina together with its partners in education (Campion, Luther, and the Saskatchewan Indian Federated College) provides admission to certificate, diploma, and degree programs on the basis of mature admission (a form of recognition for life experience rather than high school academic achievement) and/or completion of an assessment profile for admission to Vocational Technical Education, Social Work, Education, and Indian Social Work. This admission is based on a portfolio of the applicant's life and work experience. A Provincial Framework for RPL in Saskatchewan (as recommended by the Saskatchewan Labour Force Development Board) has been developed and additional refinements will be undertaken in spring/summer 2003. Details such as legislation and documentation are listed along with relevant Web sites, in the Resources/References section at the end of this report.

Government of Canada

The federal department, Human Resources Development Canada (HRCD), sponsored the production by the Association of Registrars of Universities and Colleges of Canada (ARUCC) of a *National Transcript Guide* <<http://arucctranscriptguide.homeunix.org:8080/>> for use by Canadian postsecondary institutions. The ARUCC's National Academic Record and Transcript Guide Committee designed the guide to enhance institutional mobility across Canada for the first time by

allowing universities and colleges to communicate student records among themselves in an understandable and nationally consistent manner.

Literacy Organizations

Fédération canadienne pour l'alphabétisation en français (FCAF)

In “Pour une Culture de l'éveil à l'écrit au sein de la francophonie canadienne,” the FCAF noted that becoming literate in French or improving one's French amounts to little if the opportunities to read and to express oneself in French are rare or non-existent. In a minority-language setting, each community, each family, each individual must increase the opportunities to read, to write, and to speak French. The FCAF urges institutions to create “francophone spaces” where people, particularly francophones with French as their mother tongue, can use French and thus increase the “space” for living in French.

The FCAF views the “Culture de l'éveil à l'écrit en français” (An environment for early learning and literacy in French) as one means of expanding communities of official-language minorities (Communautés minoritaires de langues officielles — CMLLO). With this initiative, the FCAF seeks to support both the family and the individual adult by allowing them to avoid the repercussions of choosing one language and to adopt, at any age, new attitudes and habits toward the written language. The ultimate objective of their initiative is to increase the quality and the quantity of family literacy services in Canada.

In response to the federal government's 2003 Action Plan for Official Languages, the FCAF proposes to set up a Network of Expertise in Family Literacy to develop an environment for early learning and literacy in the heart of the family and to encourage solid research. The network would develop the training, reinforce the resources and create new ones, and evaluate the tools by seeking out local, provincial, and national expertise among the groups and individuals interested in family literacy. It will also support the training of trainers and will collect and analyze the information and the data acquired in the process.

Indicator 2 Increasing Investment in Adult Learning

Provinces

Prince Edward Island

Through the partnership of three provincial government departments and the HRDC's Labour Market Development Agreement (LMDA), PEI has total funding of approximately \$1.2 million for adult learning programs. Approximately 1,000 adults participate in literacy/adult education learning opportunities. This number includes the learners associated with volunteer literacy programs, among them Laubach Literacy of Canada-PEI, which receives approximately \$20,000 annually from the Department of Education.

Quebec

In Quebec, investments in adult and continuing education have included over the years \$1.5 billion of public funding and \$1.2 billion of private investment. Provincial ministries of agriculture, fisheries and food, industry and commerce, and culture and communications have each targeted interventions through private investment by encouraging employers in their sector to invest in continuing education. The province's *Act to Foster the Development of Manpower Training* of 1995 mandated participation in continuing education by medium-sized and large employers and provided support for their efforts through the provincial tax regime. The policy's action plan also considers different kinds of funding — individual training accounts and financial assistance reforms that recognize the diverse reality of adults with low incomes or who are self-employed.

Manitoba

Manitoba provides approximately \$13 million in grants to adult learning centres to offer educational programming that enables adults to earn credits leading to high school completion. In 2002–03, over 9,000 adults accessed approximately 24,500 course enrolments at 44 adult learning centres across the province.

Saskatchewan

In Saskatchewan in 2003–04, total grants to all postsecondary institutions (including SIAST, the regional colleges, the Dumont Technical Institute, the Apprenticeship and Trade Certification Commission, and the two universities (University of Regina and University of Saskatchewan) amounted to \$344,610,544 (without capital expenditures) and \$362,085,544 (with capital expenditures).

Government of Canada

National Literacy Secretariat

Since 1997, when the federal budget increased the National Literacy Secretariat budget by 30 per cent, funding has been specifically directed to workplace literacy and to the family literacy initiative, and has provided for “infrastructure” — electronic infrastructure, research, and learning materials activities.

In 2002, HRDC Minister Stewart formed the Workplace Skills Development Fund which directed an additional \$1.5 million to workplace literacy efforts.

Official Languages

On March 12, 2003, Minister Stéphane Dion announced the government's Action Plan for the Official Languages, in which funds would be allocated to early childhood programs in a minority-language setting. Following up on this commitment, Minister Stewart of HRDC announced the government's intention to increase access for francophone families in minority-language settings to family literacy services, in partnership with literacy NGOs. The National Literacy Secretariat will oversee the coordination of the activities necessary to put the program into action, and the FCAF will be its primary partner for French literacy. Through the official languages directorate of

HRDC, \$7.4 million will be invested over five years (2003–2008) to increase access to family literacy for official-language minority communities (primarily francophone). The implementation of the initiative is in its beginning phase.

Aboriginal Relations Office (ARO)

The Aboriginal Relations Office (ARO) reported that the Aboriginal Human Resources Development Strategy (AHRDS) made a \$1.6 billion commitment over 5 years to help Aboriginal communities and organizations take on the responsibility of developing and implementing their own employment and human resource programs. Over the period between April 1999 and January 2003, Aboriginal community-based entities have used the funding to manage the cases of 150,517 clients, to support 223,861 interventions, and to help 53,807 Aboriginal people find employment and 5,000 return to school.

The AHRDS includes the Aboriginal Human Resources Development Council of Canada, which fosters greater partnerships between Aboriginal delivery agents under the AHRDS and the private sector through sharing best practices, developing innovative training and counselling tools, and conducting education and awareness sessions to highlight Aboriginal recruitment and retention strategies within the private sector.

Office for Disability Issues (ODI)

The federal government, through the ODI and the Social Development Partnerships (Disability) program, provides funding to the National Educational Association of Disabled Students (NEADS).

Indicator 3 Increasing Participation

Provinces

Prince Edward Island

Prince Edward Island increased participation through active partnerships and flexible guidelines for both the literacy/ABE program and for workplace learning programs.

Quebec

To increase participation in Quebec, the government has implemented liaison between intake and referral stakeholders in order to harmonize service approaches, including the implementation of prior learning assessment tools. It has also implemented two reference frameworks for prior learning recognition, institutional and workplace-based, applying the assumptions that learning acquired outside formal education need not be repeated, and that competencies and learning sanctioned by an official system need not be recognized again. To ease the financial burden of potential learners, Quebec has established loan and bursary programs for part-time students, and created measures to encourage potential clients to express their needs at the organization, financial, and personal levels.

Saskatchewan

Saskatchewan, to encourage adults to continue learning, has produced the *Saskatchewan RPL Referral Guide: Pathways for Learning Recognition*, a centralized on-line guide for accessing information about RPL opportunities across the learning system in the province. SIAST has developed an online PLAR-Ready Inventory Database as a strategic counselling tool for student advisors providing information about PLAR opportunities at SIAST.

The Saskatchewan Indian Institute of Technologies (SIIT) has effectively implemented PLAR in two program areas — Certificate for Aboriginal Economic Development (CAED) and Construction Careers.

The department of education, Saskatchewan Learning, established the (PLAR) Enhancement Funding Initiative which provides targeted funding for 11 pilot projects in the postsecondary sector to build institutional capacity to deliver PLAR services for the benefit of adult learners.

Government of Canada

In 2002, HRDC implemented the beginnings of its prior learning assessment and recognition (PLAR) strategy. The PLAR strategy is designed to support the improvement of adult learning by facilitating access to learning opportunities and enhancing cross-country student mobility through policy and program development that responds to adult needs and circumstances.

National Literacy Secretariat (NLS)

The National Literacy Secretariat (NLS) supported promotion and public awareness to increase participation and investment in literacy and numeracy across Canada. The NLS also supported research about participation levels and barriers to participation (ABC Canada Research).

Office for Disability Issues (ODI)

The Office for Disability Issues increased the Canada Study Grants for students with disabilities from \$6.3 million in 1996–97 to \$12.2 million in 2001–02. Individual grants increased from \$5,000 to \$8,000 for disability-related expenses. Under Canada Student Loans, a supplementary grant of \$2,000 for disability expenses is also available. Portions of \$30 million from the Opportunities Fund (introduced in 1997–98) and of \$189 million from Employability Assistance for People with Disabilities (introduced in 1998–99, replacing VRDP) are used to fund postsecondary education and training programs in order to enhance the students' employment readiness.

Although the most recent data on postsecondary education achievement by persons with disabilities are from 1996, the data for 2001 was released in July 2003 from the Participation and Activity Limitation Survey. See Resources/References for Web sites and related documents.

Indicator 4 Research Studies in the Field of Adult Learning

All contributors identified research topics either already underway in their jurisdiction or on their own wish list of information, that is, questions to which they would welcome answers obtained through solid research.

Provinces

Prince Edward Island

Prince Edward Island showed a particular interest in finding ways and means of involving more adults with few or low literacy skills in the programs already established.

- How do we attract low-level literacy adults to programs?
- What are the barriers faced by learners?
- What could make a difference in participation levels?
- How do we attract low-level literacy Aboriginal adults to programs?
- What are the barriers faced by Aboriginal learners?
- What could make a difference in participation levels of Aboriginals?

Their objective is to identify the barriers that these potential learners face so that they can reduce or eliminate them — with the expectation that they could then increase the number of participants in the programs.

Quebec

Quebec identified several research topics, either already completed or under investigation by different stakeholders:

- How can we support adults with learning difficulties? (Quebec Ministry of Education)
- What are the obstacles and barriers to adults' participation in training activities? How can adults' access to training activities be improved? [Two university studies in progress: Université du Québec à Montréal (UQAM) and Université du Québec à Rimouski (UQAR).]
- What are the new trends in national adult education and training policies in industrialized countries? (International UNESCO seminar organized by the ministry in December 1999 on the theme Adult Education and Training Policies.)
- What is the status of basic training in industrialized countries, especially those involved in reforming their adult education systems? (Ministry of Education)

Manitoba

In Manitoba, the major research project in progress is entitled "Aboriginal Learners in Selected Adult Learning Centres in Manitoba." The principal researcher is Jim Silver, working with Darlene Klyne and Freeman Simard and in partnership with the Manitoba Education Directorate, Research and Planning, Adult Learning and Literacy Branches, and five Adult Learning Centres (ALC) and their Aboriginal learners. The purpose of the study is to determine what keeps adult Aboriginal learners attending an ALC and what contributes to their success there. The study is based on interviews with Aboriginal adult learners, conducted by Aboriginal interviewers.

Manitoba's Adult Learning and Literacy (ALL) provides grants to adult learning centres and part-time community-based literacy programs and ongoing support in the development and delivery of adult focussed programming. See Resources/References for more detailed lists and Web sites.

Saskatchewan

Saskatchewan, having recently instituted a number of pilot projects on prior learning and recognition (PLAR), identified the following documentation of research either completed or in progress:

- The *Saskatchewan Learning PLAR Enhancement Funding Initiative: Progress Report* (March 2002) charts the progress of the PLAR pilots in 2001–02.
- A companion document, the *Saskatchewan Learning PLAR Enhancement Funding Initiative: Final Report* (March 2003), which outlines best practices and lessons learned from the PLAR pilots. Samples of tools/materials that were developed during the pilots are included.
- The Saskatchewan Universities PLAR Project.

Government of Canada

Learning and Literacy Directorate

Through the Learning and Literacy Directorate of HRDC, the federal government sponsored the research that resulted in the report *Brain Gain: The Economic Benefits of Recognizing Learning and Learning Credentials*, which concluded that there is a major learning recognition gap in Canada and that the economic benefit of recognizing prior learning would be an annual increase of \$4.1 to \$5.9 billion in income to Canadians. The *Brain Gain* report provided research demonstrating that non-recognition of prior learning has serious consequences in three key areas — foreign credentials, non-recognition of prior learning, non-transferability of credentials. This report has become the key driver of the Government of Canada's prior learning assessment and recognition (PLAR) initiative. In addition, the Learning and Literacy Directorate sponsored on accessibility to and the quality of postsecondary learning. The findings of all these reports have played a part in promoting awareness and understanding of learning issues among all federal departments involved in the issues of literacy.

National Literacy Secretariat

The NLS reported on two research studies conducted in partnership with Statistics Canada: the International Adult Literacy Survey (IALS, 1994) and the International Adult Literacy and Skills Survey (IALSS, 2004). The IALS in 1994 was the first multi-country, multi-language assessment of adult literacy, and findings from it provided direction to policy makers, educators, media channels, and community service agencies in developing a vision for literacy in Canada during the last decade. The International Adult Literacy and Skills Survey is currently underway as a follow-up to compare results and assess adult literacy, numeracy, and problem solving skills. Survey data is expected to be released in 2004. The sample sizes were planned to provide new data to support literacy

skill profiles for Aboriginal and Non-Aboriginal populations in all provinces and territories that are statistically reliable.

“Valuing Literacy in Canada (VLC)” is a Strategic Joint Initiative of the Social Sciences and Humanities Research Council (SSHRC) in partnership with the National Literacy Secretariat to expand literacy research capacity in Canada. Its goals are to encourage and assist cooperation between researchers and literacy practitioners; to improve the dissemination and application of research results; to stimulate research into key areas of inquiry in the field of adult literacy; and to encourage the training of future researchers in the field of adult literacy. The VLC funding supports the following key areas of research:

- Developing Numeracy in the Workplace
- Parent Involvement as Education
- Collaborative Learning Styles and Teaching Models in Adult Literacy Programs
- Aboriginal Literacies in Cultural Context: An Alternative Perspective
- Comparing Adult Literacy in Canada and Sweden Canadian Literacy and Health
- Workplace Literacy: Labour Contributions to Principles and Practice
- Expérimentation d’un modèle integer de prevention de l’illettrisme
- Outils informatisés dédiés à l’alphabétisation des adultes sourds

The Directory of Canadian Adult Literacy Research in English <<http://www.nald.ca/crd/>> and Le répertoire canadien de la recherche sur l’alphabétisation des adultes en français <<http://www.alpha.cdeacf.ca/recraf/>> offer comprehensive databases of Canadian research on adult literacy since 1994.

Past studies sponsored by the NLS include “Partnerships in Learning,” a 2000–01 project whose final report was entitled “Action Research Improving Workplace Literacy Practice”; and the 1998–99 project undertaken by Ryerson Polytechnic University, for which a team of workplace literacy practitioners conducted five inter-related ethnographic studies of different workplaces.

Indicator 5 Adult Educators/Facilitators’ Status and Training

Provinces

Prince Edward Island

Prince Edward Island noted that it has 48 instructors in the literacy/ABE program, with an annual salary (amortized) of \$40,000 for the duration of classes — 8 months per year. Training is made available annually for these instructors through the government, for example, professional development workshops with topics on new assessment tools for adults, learning disabilities, and the new curriculum. The sessions provide opportunities for instructors to network and share ideas. The University of Prince Edward Island (UPEI) offers a graduate program so that instructors can obtain a Diploma in Adult Education. Those instructors involved in workplace education have opportunities to

attend training programs in similar workshops, as do those who volunteer in Laubach Literacy.

Quebec

Quebec offers an adult education certificate as a professional credential for adult education teachers with unstable employment.

Manitoba

Manitoba requires that instructors at all adult learning centres complete 40 hours of PLAR Foundation Training in order to provide PLAR services to adults. This training is provided tuition-free by the provincial staff or through college programs.

Saskatchewan

Saskatchewan Learning set up the PLAR Professional Development Fund, which provides funding for 10 learning institutions to coordinate 12 professional development activities for community/staff/ faculty. These professional development activities are designed to enhance the institution's capacity to deliver PLAR services for learners in the fall/winter term of 2003. See Resources/References for details.

Government of Canada

National Literacy Secretariat

Examples of Canadian initiatives in this area, supported by the NLS, include projects in regions across the country.

In the western provinces, W/WestNet is a consortium of business, labour, education, and government representatives that raises awareness and acts as a catalyst for workplace literacy issues and activities by sharing information, hosting conferences, and publishing a quarterly newsletter. Building on its prior success in enabling industry trainers to integrate literacy into their technical training, WWestNet next focused on training adult educators from community colleges since workplace literacy is a relatively new area for many colleges. WWestNet, in collaboration with the Association of Canadian Community Colleges, held a symposium February 26–28, 2003, designed to familiarize instructors with the concepts of workplace literacy and demonstrate in practical terms how the concepts can be integrated into the college curriculum. Reports on the organization's projects are available from the National Literacy Secretariat.

In **Ontario**, the Ontario Literacy Coalition (OLC) developed and delivered a workplace literacy training plan. The first module was concerned with marketing and coordinating workplace literacy training opportunities, drawing on the marketing materials developed in previous successful workplace projects and on the protocols and strategies developed through OLC's "Raising the Profile of Workplace Literacy" project. The second module focused on the methodology of workplace literacy training, covering topics such as assessment, curriculum development, facilitation, and program evaluation; it was based on research on best practices and a needs assessment undertaken in the five pilot sites.

In **Nova Scotia**, workplace education is a partnership initiative with labour, business, and industry that leads to the development and delivery of essential skills programs for working Nova Scotians. The Nova Scotia Partners for Workplace Education, in partnership with the Association of Workplace Educators of Nova Scotia (AWENS), developed and implemented a strategy for creating a more viable network of instructors across Nova Scotia, conducting a needs-assessment among its members relating to the structure of the organization, communication tools, accessibility to learning resources, and professional development.

Indicator 6 Empowering Adult Learners

Provinces

Prince Edward Island

Prince Edward Island's Department of Education has established standards for their literacy/adult basic education program that ensure a learner-centred approach in classes. The workplace education literacy programs are based on a contextualized curriculum. In these programs, the ratio of learners to instructor is 6:1 for level one learners and a 12:1 ratio for levels 2 and 3 learners. Learners in the program have the opportunity to complete the requirements for the PEI High School Graduation Certificate for Mature Students, enrol in GED preparation programs, or participate in literacy/numeracy classes to strengthen their skills. The certificate also recognizes prior knowledge and experience through prior learning assessment.

Quebec

Quebec offers free general and professional training services for adults. It has also created associations of adult students and has ensured their participation in school councils by including them in the Education Act. To ensure that boards act on this, one of the indicators on the annual success plan for school boards is "total enrolment per education service, with number enrolled for all services, and for each service throughout a school year."

Manitoba

The Manitoba Government partnered with a number of community organizations to celebrate International Learners' Week through the "Spread the Word Festival" held September 8, 2002, at the Aboriginal Centre in Winnipeg with over 1,600 adults and children participating.

Saskatchewan

In Saskatchewan, faculty/staff at various Aboriginal institutions (including Saskatchewan Indian Federated College, Gabriel Dumont Institute, Saskatchewan Indian Institute of Technologies, and Dumont Technical Institute) have sponsored and undertaken PLAR workshops and seminars. The main focus has been on exploring PLAR and its applications for an Aboriginal Model of Holistic Learning (Diane Hill).

The University of Regina has published a *Portfolio Student Handbook* and sponsors portfolio workshops to support adult learners upon entering and while attending classes, and again upon exiting the institution.

Indicator 7 Examples of Best Practice and Innovations

Since 2002, Canada has been recognizing International Adult Learners' Week (IALW) as a means to celebrate and promote adult learning throughout the country. More particularly, IALW aims to:

- Increase the visibility of and promote learning throughout life for adults, both among the public and in the various learning environments (communities, associations, unions, governments, work places, educational institutions, etc.).
- Give a voice to adult learners, promote learning and stress its potential for transformation and development in every sphere of personal, professional, political, economic, social and cultural life.
- Reach out to adults, potential learners and marginalized groups wherever they are, to promote learning throughout life.
- Increase the numbers of adults involved in training activities and encourage adults to express their learning needs.
- Develop cooperation among partners in all learning environments at both governmental and non-governmental levels.

Pan-Canadian celebrations for IALW also offer evidence of a true partnership between various levels of government (federal and provincial) and non-governmental organizations (NGOs) concerned with promoting and improving adult education in Canada. Under the leadership of the Canadian Commission for UNESCO, a Partners' Committee was formed to help develop activities and information materials for celebrations of IALW in Canada, and to promote the event and mobilize adult learning communities and adult learners throughout the country. The Partners' Committee is made up of representatives from the Council of Ministers of Education, Canada (CMEC), provincial and territorial educational authorities, the federal government (through the Department of Human Resources Development Canada and the National Literacy Secretariat), and representatives from various Canadian NGOs involved in adult education and adult literacy.

Provinces

Prince Edward Island

Prince Edward Island has established "Workplace Education PEI," which ensures learning opportunities for employed workers. The province has also established standards for adult learning programs to ensure consistency and quality in learning programs. The Conference Board of Canada < <http://www.conferenceboard.ca/> > lists the PEI companies that have been profiled for receiving awards for excellence in workplace literacy programs.

Quebec

Quebec has begun to deliver literacy services on a part-time basis, both daytime and evening courses, and has set up local daycare centres and adapted transportation systems to facilitate access by more adults. The programs and courses also allow continuous intake of clients and variable graduation times. One particular innovation has been the “street school” for youths aged between 16 and 18.

Manitoba

Manitoba is developing an articulated adult learning system that provides multiple entry points and pathways for adults to reach their personal, education, training, and employment-related goals. See details in Resources/References.

Saskatchewan

The department of education in Saskatchewan, Saskatchewan Learning, provides an overview of its recognition of prior learning (RPL) initiatives, documents, and resources of interest to education/training providers (K–12 and postsecondary), including contact information and/or Web links. Saskatchewan Learning has also instituted the PLAR Enhancement Funding Initiative: Final Report (March 2003), which outlines best practices and lessons learned from the PLAR pilots. Samples of tools/materials that were developed during the pilots are also included. See Resources/References for documents and Web sites.

Government of Canada

Human Resources Development Canada noted several positive actions taken in the area of providing literacy for Native Peoples:

The Nunavut Arctic College uses community-based adult learning and training, and other alternatives to classroom learning to take students from where they are and move them to where they want to be. The College works closely with AHRDS Aboriginal delivery agents to identify training needs.

The Aboriginal Human Resource Development Council of Canada (AHRDCC) is involved with the Alberta Aboriginal Apprenticeship Committee on an apprenticeship training project taking place in three communities that will lead to training and employment opportunities for up to 180 Aboriginal people.

The Port Hope Simpson Moulder of Dreams project, which is supported by the Labrador Métis Nation’s AHRDS delivery agents, helps bring people in the community living with disabilities into the workforce through training in pottery. Along with the therapeutic benefits of creating the pottery, project participants are helping preserve part of their cultural heritage by recreating native designs, as well as earning a living for themselves and their families.

Learning and Literacy Directorate

The Learning and Literacy Directorate is supporting a project at Mount Royal College (Alberta) to study prior learning assessment and recognition (PLAR) in the nursing field with the goal of improving access to nursing education programs and accelerating graduation and employment of nurses into the labour force.

Another LLD-sponsored project aims at better serving the learning-in-transition needs of Canadians by enabling the Halifax PLA Centre (Nova Scotia) to play a key leadership role in the further development of a national PLAR strategy.

LLD also launched in 2003 the PLAR Initiative with the objective of ensuring comprehensive recognition of all learning, whether acquired formally in the classroom, non-informally in the workplace, or informally through life experience. The initiative will support research-based innovation that will develop and test original approaches to recognizing learning.

National Literacy Secretariat

The National Literacy Secretariat named the following eight projects as examples of best practice.

1. The Consortium Model: A Workplace Literacy Best Practice
2. AlphaRoute, first on-line literacy learning environment in Canada.
3. Enhancing Family Literacy
4. The National Aboriginal Literacy Gathering
5. Aboriginal Literacy Strategy for Saskatchewan (2000)
6. An Endowment Fund: The Braille Literacy Fund
7. The New Glasgow Black Education Committee- Building a Community Foundation for Learning Project
8. Family Literacy Foundations – an Interprovincial Project

Details are provided in the Resources/References section.

Indicator 8 Future Actions and Concrete Targets for 2009

Provinces

Prince Edward Island

In identifying targets for 2009 that relate to the improvement of the conditions for and the quality of adult learning, Prince Edward Island noted that they will have programs available to transition mature learners to postsecondary education; that those individuals interested in obtaining trades certification through apprenticeship will have the required literacy skills; that they will have implemented innovative delivery approaches; that benchmarks, indicators, and outcomes will be identified; and that the programs created will be comprehensive, collaborative, and learner-focused.

By 2009, PEI expects to be well on its way to being recognized as a province where learning is valued within its families, throughout its communities, and within its business sector — it will have established a learning culture. Family members of all ages will be increasing literacy skills and participating in learning opportunities. Communities will be valuing and supporting knowledge and skills development. Industry and unions will be modelling workplace learning. Young people will be striving for excellence in knowledge and skills development, and the education system will be responding to the unique needs of individual learners within an evidence-based decision making paradigm.

PEI will have reduced significantly the percentage of the population in the lowest two IALS literacy categories; increased number of adults entering apprenticeship programs; seamless funding model for adult learning programs regardless of Employment Insurance eligibility; communications and marketing component in support of goals and tactics; renegotiate Labour Market Agreements for funding in support of learning opportunities for working poor, underemployed, and unemployed Islanders; PEI also expects that adults will have more opportunities to “earn while they learn” through workplace education programs and that core funding for workplace education programs will be sustained.

PEI plans to have established a barrier-free learning system (including Literacy, Adult Basic Education, and Postsecondary Education), including the identification of barriers and the identification of people with learning disabilities. Academic research, as a vital component of evidence-based decision making, will be supported and there will be support for a PEI Literacy Research Centre that will focus on emergent literacy, family literacy, adult literacy to ensure that the literacy needs of Islanders are appropriately addressed and that there is sustained funding for PLAR services.

Quebec

Quebec expects to see full implementation of measures contained in the policy action plan, including those mentioned above. The action plan covers the period 2002 to 2007, with an evaluation to be performed between 2007 and 2009 to determine the next steps. The Ministry is also reflecting on activities to be implemented as part of the Decade of Literacy.

Saskatchewan

Saskatchewan outlined plans to develop and implement formal RPL policies in accredited institutions across the learning system in Saskatchewan.

The Government of Canada

Human Resources Development Canada noted that the Innovation Strategy of the Government of Canada has set two major goals and outlined the milestones by which to measure accomplishments to achieving the goals.

- 1. GOAL: All qualified Canadians have access to high-quality postsecondary education.**

MILESTONES

- One hundred per cent of high school graduates have the opportunity to participate in some form of postsecondary education.
- Over the next decade, 50 per cent of 25- to 64-year-olds, including an increased proportion of individuals from at-risk groups, have a postsecondary credential (up from the current 39 per cent).
- Over the next decade, the number of apprentices completing a certification program doubles (to 37,000).
- Admission of Master's and doctoral students at Canadian universities increases by an average of 5 per cent per year through to 2010.

The Government will consider actions in a number of areas related to postsecondary education. These actions will be discussed with provincial and territorial governments and with stakeholders:

- Make postsecondary education more financially accessible to low-income Canadians. Work with provinces and territories to ensure the effective implementation of the changes to the Canada Study Grants for students with disabilities. Examine further improvements to student financial assistance to better support students in need and to encourage them to enrol in postsecondary education.
- Encourage low-income and moderate-income Canadians currently in the workforce to participate in postsecondary education by "learning while they earn."
- Improve student financial assistance programs to help working Canadians upgrade their education through part-time study.
- Facilitate mobility and access to postsecondary education for adult learners and students. Explore with provinces and territories how best to enhance the mobility of students and adult learners by facilitating the transfer of credits among institutions, and the recognition of prior learning and experience.
- Encourage Canadians to look to skilled trades for employment. Discuss with partners possible means of encouraging more Canadians to consider working in the skilled trades.
- Build on the expertise of community colleges. Explore how to help support the important role played by community colleges in equipping Canadians with the skills they need for the future.
- Increase the number of highly qualified people. Discuss with partners and stakeholders how best to increase the number of highly qualified people available to drive innovation in Canada's economy. Another Government of Canada paper from Industry Canada, *Achieving Excellence: Investing in People, Knowledge and Opportunity*, outlines a number of possible initiatives to better support graduate and postgraduate studies.

GOAL: To ensure Canada's current and emerging workforce is more highly skilled and adaptable.

MILESTONES

- Within five years, the number of adult learners increases by one million men and women throughout all segments of society.

- Within five years, businesses increase by one-third their annual investment in training per employee.
- The number of adult Canadians with low literacy skills is reduced by 25 percent over the next decade.

The Government will consider actions in a number of areas to help Canadians pursue learning opportunities and realize their aspirations, and increase our supply of labour. These actions will be discussed with provincial and territorial governments and with stakeholders:

- Increase the reach and scope of sector council activities. Work with sector councils to increase the number of sectors covered, as well as expand human resource planning and skills development within sectors and small-sized and medium-sized businesses. Discuss with sector councils and other partners the development of a cross-sectoral “Workplace Skills Development Gold Standard” to recognize firms that engage in exemplary learning programs.
- Support the development and dissemination of knowledge and information on adult learning. Examine ways to further research and the development and dissemination of knowledge and information about adult skills and learning.
- Encourage workplace-based learning and opportunities for workers to “learn while they earn.” Examine with partners possible financial incentives for employers who support essential skills development for their employees. Examine possible enhancements to student assistance programs for part-time study.
- Ensure the best use of resources for active labour market measures.
- Building on current labour market development partnerships, work with provinces and territories to ensure the most effective use of resources to meet the skills development needs of Canadians in our evolving labour market.
- Encourage the participation of those facing barriers to labour market participation. Consider, in cooperation with provinces and territories and other partners, targeted skills development initiatives to help persons with disabilities, Aboriginal people, visible minorities, individuals with low levels of literacy or foundation skills, and others facing particular barriers to participation in the labour market.

CHAPTER 3.

Theme 3: Literacy and Basic Education

The provinces reported on their individual education system for adults and focused on activities for the theme of Literacy and Basic Education over the last six years. The responses they submitted — along with those from the federal government departments involved and stakeholder groups in the literacy community — are categorized below with reference to the eight indicators described in the Common Grid.

Indicator 1 Building up Structures and Institutional Frameworks

Provinces

Prince Edward Island

Prince Edward Island described a “structured adult learning system that is accessible and affordable, in fact, free to adult learners.” They define “adult learners” as people 18 years of age and older who have been out of the formal school system for at least one year. Their program operates in a community learning environment, and offers flexible scheduling of courses. The provincial government, in collaboration with the Government of Canada, has contracted with the province’s Holland College to administer, manage, and deliver the program. The leadership and coordination of the roles of partners are clearly identified. The courses are led by instructors who have been trained in portfolio development for the clientele – using prior learning assessment and recognition (PLA/R) techniques. The PEI Learner Assessment Service that was established identifies each individual learner’s strengths and disabilities and works with them to develop learning plans.

Quebec

The province of Quebec conducted a major review of its basic training curriculum for adults, a curriculum that leads to either a diploma of vocational studies (DVS) or a secondary school diploma (SSD) to assess how well clients acquire the multipurpose disciplinary competencies — the generic, personal, and social competencies that allow adults to face the challenges of today’s society. The key recommendations of the review were:

- Legal recognition for autonomous community action groups working in adult education.
- Expansion, enhancement and harmonization of intake, referral, and assistance services involving assessment of prior learning.
- A regional approach to expanding enrolment, developing mechanisms to encourage individual expressions of demand, and meeting regional labour force needs.

- Illiteracy prevention measures among parents of children aged 0 to 6 years and those aged 6 to 12 years
- Implementation of sustained writing initiation and parenting programs.
- Development of a confidence-building approach to writing literacy.
- Promotion of basic training in the workplace.

Saskatchewan

Describing its provincial literacy strategy, the Government of Saskatchewan stated, as its underlying premise, a belief that literacy is the foundation for full participation in society and affirmed its commitment to promoting and developing a highly literate and skilled workforce.

The department of education, Saskatchewan Learning, is in the process of developing a provincial literacy strategy to set the framework for the provision of literacy training in the province. They have developed an Intake and Assessment Framework for Adult Basic Education and related programs. The framework is intended to describe best practices in the assessment, placement, and management of client information.

In partnership with the Saskatchewan Literacy Network, Saskatchewan Learning is currently developing literacy benchmarks to establish program standards for lower level literacy programs that will assist learners in making the transition to more formal learning.

In addition, the department is redesigning its Adult Basic Education programs. The redesign includes the development of new Adult 10 curricula that include full integration of Aboriginal perspectives, the addition of a Life/Work Studies course, and a shift to transactional and transformation approaches to teaching. It also includes the review of the current Adult 12 program.

Literacy Organizations

Movement for Canadian Literacy

One of the partners of the National Literacy Secretariat (NLS), the Movement for Canadian Literacy (MCL) noted that the federal government's Innovation Agenda provided an opportunity to look at literacy as a national issue, and to bring the perspective of the literacy community to the development of adult literacy policies and frameworks at the pan-Canadian level.

In the fall of 2002, MCL developed a Draft National Literacy Action Agenda which has since been vetted with and endorsed by the wider literacy community. The first two priority areas in their agenda are "Developing Policies" and "Developing a Quality System." In October 2002, as a contribution to the Innovation Agenda consultations, MCL also developed specific recommendations for the federal government in consultation with five other national literacy organizations and the wider literacy community. The first recommendation was that "the federal government should take the lead in developing a pan-Canadian literacy and essential skills strategy built on renewed

partnerships between federal, provincial, and territorial governments, national and provincial literacy organizations, and community stakeholders.”

At the National Summit on Innovation and Learning in November 2002, participants also identified literacy as the number one learning priority and called for “the development of a pan-Canadian learning system.” The MCL recommendations call for interdepartmental as well as intergovernmental cooperation. MCL elaborated these themes in a brief to a Parliamentary Standing Committee studying literacy in April 2002.

The fifth priority area in MCL’s National Literacy Action Agenda, “Developing Partnerships,” elaborates the need for broad-based commitment and integrated approaches to literacy and other issues. MCL has developed a series of fact sheets which outline the links between literacy and other social and economic issues, make recommendations for integrated solutions, and list resource organizations and materials. Refer to the MCL heading in the Resources/References section or the Web site <www.literacy.ca>

Indicator 2 Increasing Investment in Adult Learning

Provinces

Prince Edward Island

Prince Edward Island has a partnership model that ensures a continuum of learning in adult literacy/education programs.

Quebec

Quebec has made a \$1.5 billion public investment in literacy and in basic education, including \$640 million in general and vocational training and \$2 million in popular education.

Manitoba

Manitoba currently provides \$1.3 million, a 40% increase over 1997, in grants to 35 community-based literacy programming, for adults in need of literacy upgrading to meet employment, training, and personal literacy-related goals. Approximately 2,500 adults accessed literacy programming in 2002–03, a 31% increase over 1997 enrolment levels.

Government of Canada

Human Resources Development Canada is investing \$7.4 million over 5 years to increase access to family literacy for official-language-minority communities (primarily francophones). The 1997 federal budget increased the budget of the National Literacy Secretariat by 30% with specific reference to workplace literacy and family literacy initiatives as well as infrastructure for literacy. In 2002, Minister Jane Stewart of Human Resources Development Canada formed the Workplace Skills Development Fund that included an additional \$1.5 million for workplace literacy efforts.

Literacy Organizations

Movement for Canadian Literacy

The Movement for Canadian Literacy is concerned “that investments in adult literacy are decreasing, not increasing, especially at the basic level. The demands on delivery agencies and the umbrella groups that support the field are escalating, while government funding remains static or even decreases.” The MCL is nevertheless appreciative of “the support that the field receives from the National Literacy Secretariat of HRDC.

Indicator 3 Increasing Participation

Provinces

Prince Edward Island

Prince Edward Island increased participation because of the funding of programs by both the federal and provincial governments. As well, they undertook major public awareness and outreach initiatives through radio ads, TV, testimonials, other media and places where potential learners “hang out.” One such campaign was entitled “Want to read better?”

Quebec

In 2000–01, Quebec had 222,395 adults enrolled in adult general and vocational education. A literacy promotion campaign was implemented in 2001 on a continuing basis, aimed at the general population and focusing on places frequented by people with limited education. The campaigns included promotion for Info Alpha, a literacy referral line; the development and implementation of a lifelong learning awareness campaign aimed at the general population, which included promotion for Info Apprendre, a learning referral line; a continued vocational and technical training awareness campaign including promotional activities (shows, competitions); development of a promotion campaign for recognition of prior learning; development of a promotion campaign for continuing labour force training; implementation of the first Quebec Adult Learners Week in 2002; participation in the awareness activities of the Fondation pour l’alphabétisation; and implementation of a communications strategy aimed at immigrants.

Literacy Organizations

Movement for Canadian Literacy

The MCL pointed out that because demands on programs are increasing without any increase in funding, the effect is that programs are, in fact, serving fewer learners. In order to really increase participation, the MCL must address the barriers that keep disadvantaged individuals out of training programs.

Fédération canadienne pour l'alphabétisation en français

The FCAF pointed out that, as a non-governmental organization, it does not have the means necessary to produce statistics and quantitative information on the participation of individuals and literacy groups.

Indicator 4 Research Studies in the Field of Adult Learning

Provinces

Quebec

Quebec outlined the research studies in this area that are currently underway in the province:

- What are the links between health and literacy? (University study by Université Laval and Université de Montréal on literacy and health)
- What reading and writing practices are in use among adults in underprivileged settings? (Inventory of reading practices and determination of implicit representation by persons with low reading skills collected by various support and service-providers in the Eastern Townships, University of Sherbrooke.)
- How can we support parents with low education to break the illiteracy cycle? (Several studies on the prevention of literacy and parenting competencies undertaken by the Ministry; a research-action project on parents with low schooling undertaken by two community groups, Le Groupe Alpha Laval and Entraide Pont-Viau/Laval-des-Rapides; experimenting with an integrated illiteracy prevention model by Université de Montréal and the Fondation pour l'alphabétisation).
- What is confidence-building in reading and writing? What does this reality involve in the adult literacy process? How can we refresh the practices of literacy workers through a better understanding of the relationship with the written word? (cooperation between Université du Québec à Montréal (UQAM) and La Boîte à lettre de Longueuil).
- How can we improve the development work done by literacy groups? Analysis of development projects funded by the Joint Federal-Provincial Literacy Training Initiative (JFPLTI) program.
- What group is targeted by basic training? Analysis of the characteristics of this population. (MEQ)
- What are the effects of contacts between adults with low schooling and literacy services? (Université Laval in collaboration with la Table de concertation en alphabétisation de L'Île de Montréal).
- Study on the recognition and transferability of experience-based knowledge among literacy trainers (University of Sherbrooke).
- What are the emerging "learning society" models that promote lifelong learning? How is continuing education viewed in social systems? Implementation of an interdisciplinary research model on continuing education via a collaborative approach. (UQAM and the Fondation québécoise pour l'alphabétisation).

- How can employers be made more aware of basic training? (Analysis of presentations at three symposia, Fondation québécoise pour l'alphabétisation).

Manitoba

Manitoba described the study “Align and Revise Manitoba Stages within Framework of Emerging National Standard of Literacy and Essential Skills (1999–2001),” whose purpose was to align the Manitoba Stages of Literacy and Learning to the measure of literacy skills outlined in the International Adult Literacy Survey (IALS) levels and the complexity levels of Canada’s Essential Skills profiles. The study resulted in a literacy curriculum framework for adults that facilitates the integration of literacy and other forms of learning and basic skills relevant to peoples’ socio-economic and cultural contexts and the interconnection between personal goals and employment training goals.

Literacy Organizations

Movement for Canadian Literacy

The Movement for Canadian Literacy (MCL) noted several encouraging trends in this area: a new literacy research journal launched with the aim of making research more accessible to the field and promoting reflection and dialogue; two Canadian resource centres — the National Adult Literacy Database (NALD) and the AlphaPlus Centre — which make research and other materials available through the Internet; and an overview of research structures and initiatives prepared for the NLS.

Fédération canadienne pour l'alphabétisation en français

The FCAF described current research projects in family literacy, the area of its particular interest.

Group of researchers on family literacy (project in progress)

The FCAF is interested in family literacy in a francophone setting and has gone to great lengths in the past year to create an impetus around “Culture de l'éveil à l'écrit en français” or “Environment favouring early learning in literacy in French.” To do so, it has been working to set up a Network of expertise, made up of researchers from several Canadian universities. After holding several consultations in 2002, the FCAF gathered together experts and researchers and formed a consultative committee on training and has been working with its member groups who are expert in family literacy.

The FCAF is thus creating partnerships to bring to fruition the research that will allow the initiative to have a scientific basis rather than an anecdotal basis. A lot of research in family literacy or in early literacy describe interventions and experiments in Canada, the United States, and elsewhere. However, there is very little theoretical or empirical research on the topic and even less in the communities of official-language minorities (communautés minoritaires de langues officielles — CMLO). In spite of this, current research allows us to state the following realities about the choice of language in early learning of written French:

- The choice of language for emergent literacy is intimately bound to the larger questions of linguistic populations.

- The choice of language for emergent literacy has a huge influence on the child's future identity.

In January 2003, both researchers and contributors from the ministries and the communities participating in the forum organized by the FCAF confirmed their interest with regard to "l'éveil à l'écrit en français." The forum allowed us to define the following seven lines of research, likely to increase knowledge about how to create an environment of early learning in literacy in French:

- Literacy and society
- Family, identity, and language
- Skills in the domain of "l'éveil à l'écrit" in children of preschool age
- Intervention programs in a family setting
- What influences literacy and the choice of language?
- Family-School relationships
- Tools for "l'éveil à l'écrit" and the training needed to be able to use them.

The consensus is clear that "l'éveil à l'écrit en français" in a family setting influences the development of the individual as much as it does the francophone public, and the FCAF is working toward the goal of having research on the issue.

2. Alphabétisme et alphabétisation des francophones au Canada : Résultats de l'Enquête internationale sur l'alphabétisation des adultes (recherche publiée)

The FCAF undertook this research in order to know and understand the better practices in reading and writing so that they might respond better to the needs of francophones. This inquiry, led by the HRDC, Statistics Canada, and the Organisation for Economic Co-operation Development (OECD), had the objective of tracing comparable profiles of literacy among various social groups in different countries. It began in 1994 and ended at the beginning of 1999.

The conclusions of this research can be regarded in these terms: francophones are involved in an unfinished process of transition and remediation on the education front. Their future lies in their capacity to carry out the transition to a society of knowledge and education in which mastery of the oral and written language is more and more indispensable. According to the majority of indicators from the EIAA, the results of francophones are short of those of anglophones.

Statistics Canada is currently working on a new survey that should present more precise data for francophones because of the oversampling of the populations of New Brunswick, Ontario, and Manitoba.

3. Eight fields of intervention to improve the literacy of francophones (a published study)

Following up on the above-mentioned research from Statistics Canada, FCAF, in collaboration with Serge Wagner from the Université du Québec à Montréal, coordinated the preparation of a report that proposes eight fields of intervention to improve the literacy of francophones:

- Integrate the wider vision of literacy
- Enhance literacy (in French)
- Improve the quality and equity of initial schooling
- Strengthen literacy at home, particularly the preventing illiteracy
- Stimulate literacy in community life and culture
- Promote literacy at work and in connection with the employment
- Increase access for adults to literacy services and to basic education
- Mobilize civil society and public bodies to act in concert

4. Characteristics of TV advertisements designed for the general public that provide information to an audience with low literacy skills (published research)

The FCAF held a focus group with the goal of providing qualitative information for the discussions held during the provincial conferences on the paths for actions seeking to improve the effectiveness of promotional materials targeted to an audience with low literacy skills. The study, carried out using 54 people with low literacy skills in four large Canadian cities, brought out the following observations about informational ads on television:

- The elements of the ads and the obstacles to comprehension that they pose for people with low literacy skills.
- The techniques de creating publicity that prevent comprehension among this audience.

A list of the main communicative attributes that characterize an “effective” televised informational ad, that is, that makes the message understood in the way that you want it to be understood.

From their reaction, the public relations communicators are very reluctant to change their current practices. Confronted by the literacy situation in Canada, that is, with the results of the study and the possible consequence for public relations and advertising, they had the following reactions:

- They were surprised and astonished by the phenomenon — they could scarcely believe that half the Canadian population has problems linked to a low literacy level.
- They are frightened and somewhat out of their depth by the possible consequences for current PR campaigns (wondering if advertisements should be put through a levelling down process).
- They ended up denying the importance of the phenomenon or by reducing its import (anyway, it’s not a significant group of clients, because it has no economic weight).

- They put forward different logical arguments to minimize the fact that communications has a real stake in the matter.

5. Toward a fully literate society (published document)

In June 2000, more than 250 people participated in the conference “Toward a fully literate society” organized by the FCAF, the Canadian Institute for Adult Education, and the Federation of Francophone and Acadian Communities. The document produced serves three purposes — in part, a record of the conference; in part an agenda for the future of literacy in French in Canada; and in part, a tool for reflection and action. To make the Canadian francophone community fully literate, Serge Wagner, in his opening speech, identified three main routes for development :

- Ensure an good supply of resources and sort out regional differences in literacy efforts.
- Bring together again the marginalized populations who are greatly in need of literacy services.
- Promote literacy and strengthen reading environments

Indicator 5 Adult Educators /Facilitators’ Status and Training

Provinces

Quebec

In Quebec, in-service teacher training has been provided throughout the development of the new basic training curriculum. As well, continuing education is provided to literacy workers on six key approaches to the development of parenting skills, confidence-building in writing, partnership, introduction to reading and writing, learning problems, and workplace training.

Manitoba

Manitoba sets out the Annual Manitoba Adult Learning and Literacy Training Schedule to provide tuition-free professional development opportunities for community-based literacy practitioners and volunteers to ensure quality and sustainability of learner-centred, contextually relevant adult education..

Saskatchewan

In Saskatchewan, as part of the Basic Education Redesign project, Saskatchewan Learning has delivered in-service training for adult basic education practitioners, province-wide, using the Saskatchewan Communications Network.

Literacy Organizations

Movement for Canadian Literacy

The Movement for Canadian Literacy noted that “it is generally felt within the adult literacy community that our field is marginalized, and that is an issue that needs attention

if we want a fully literate society. “Although formal training and credentials for literacy workers are available through several universities and community colleges, probably the majority of paid literacy workers have trained on the job. As well, much of the work is done by volunteers, some of whom receive limited training. Literacy workers also need much more time and support for professional development, study and reflection. Several jurisdictions are interested in developing standards and certification processes for workers, and in some, there has been meaningful involvement of the field in this process. Some provinces have provincial certification systems and there is a need to share best practices across the country.” Refer to Priority 2 in the National Literacy Action Agenda and goal 2b.

Fédération canadienne pour l'alphabétisation en français

The FCAF again focused on family literacy in describing the status and training available for adult educators/facilitators. The FCAF wanted to bring together experts in “l'éveil à l'écrit” in the areas of research and evaluation, programming, training, and promotion/dissemination of this information and to put in place a means of linking contributors dedicated to this concept and to family literacy in French in Canada. In 2001–2002, the FCAF conducted an evaluation of *Foundational Training in Family Literacy* of the Centre for Family Literacy in Edmonton, Alberta. Concluding that the training program and material could be very useful to francophone participants, the FCAF obtained financial support to adapting the training to the needs and conditions of francophone trainers in Canada. In 2003, after signing an agreement of understanding with the Centre for Family Literacy, they set up a consultative committee, whose first meeting took place in March 2003 in Edmonton. Also, the FCAF took steps to have the training manual *Practitioners Resources* translated and adapted, and looks forward to trying out the training program in 2004 with a small group of participants and publishing the manual later in the year.

Indicator 6 Empowering Adult Learners

Provinces

The provinces offer a variety of means of recognizing the individuals who complete different levels of training.

Prince Edward Island

Prince Edward Island has outlined the following indicators of quality — qualified instructor, materials/resources, technology, learner achievement, numbers proceeding to postsecondary, hundreds of learners earn General Educational Development (GED) certificates annually — for assessing programs and instructors. They also offer a High School Graduation Certificate for Mature Learners. Quebec has integrated units on cultural life and the exercise of citizenship in their new basic training curriculum.

Manitoba

In Manitoba, the new Stages in Literacy and Learning (STAGES 1–3) involves reading, writing, and oral skills, based on the accomplishment of real-life learner-appropriate tasks. They include the use of individual portfolios. Learners may receive a Department certificate and may also receive credit toward the Mature Student High School Diploma, which facilitates a learner’s smoother transition into further education, training, or employment.

Literacy Organizations

Movement for Canadian Literacy

Among the literacy organizations, MCL and a number of the provincial and territorial literacy coalitions are committed to ensuring that the perspective of learners is reflected in all their work. To that end, MCL supports a Learners Advisory Network (LAN) with a seat for one adult learner from each province and territory. Relevant materials are listed under MCL in the Resources/References section.

Fédération canadienne pour l’alphabétisation en français

The FCAF again focused on family literacy in describing how to empower adult learners:

Committee of Learners

Learners have always had a major role in the Federation since its beginnings in 1991, and four of the people who sit on the administrative council are learners. Similarly, the creation of the Pan-Canadian Committee of Learners put in place in 2001 has the goal of contributing to the training of spokespersons among the learners, to help the FCAF to reach its objectives and to be representatives of the need. By taking advantage of their experience, the learners bring a very concrete perspective of their reality — which is very useful both to the training and to the promotion of the organization.

As an example, the members of the Committee participated in the Day of Action for Literacy, a day of lobbying on Parliament Hill in Ottawa. The members, after having participated in a training meeting on lobbying are doubtless the people most listened to. They also mapped out a notebook of procedures which serves to clarify certain aspects of how their committee functions and which is available for all literacy groups.

Effective Communicators

Still in an inclusive movement, the FCAF has formed discussion groups composed of literacy learners. So thanks to the participation of learners, communicators in all spheres can verify and evaluate how well their messages are being understood. For example, the FCAF has developed an enterprise offering services for simple writing and clear language, called “Communicateurs efficaces” (Effective Communicators). Within the framework of this undertaking, FCAF speaks to the learners in its network. The advantages of having the Committee of Learners can be seen in the following:

- Since the Committee of learners promoted the Prix de la francophonie en alphabétisation, the FCAF has seen an increase in the number of texts submitted — the number of participants went from 25 in 2000 to 80 in 2003.
- The committee participated in the organization of the only pan-Canadian activity “Le printemps des lettres” to mark International Week for Adult Learning. On this occasion, 126 learners wrote a letter to Daniel Lavoie, spokesperson for FCAF. The Federation collected the letters and sent 700 copies of the collection to the participants and to literacy groups.
- Thanks to the learners, the FCAF activities in representing and promoting literacy on a political level springs from the real needs of the learners. The Committee sends the *Bulletin des apprenants* to more than 6,000 people. For each edition of the Bulletin, the FCAF adds about a hundred addresses of learners to its mailing list.

Le printemps des lettres

In the fall of 2002, on the occasion of the International Week for Adult Learning, the FCAF launched its pan-Canadian activity “Le printemps des lettres.” The Federation invited all learners to write a letter to Daniel Lavoie, author-composer-translator, their spokesperson. The learners were to reply to one of the following questions: “What did you first want to read or write when you learned to read or to write?” or “What did you first want to read or write when you decided to return to school?”

In all, 126 learners wrote to Daniel Lavoie. The FCAF subsequently made a collection of the letters which was distributed in the spring to all the participants and to the literacy centres. Daniel Lavoie recorded 10 letters from among 126 letters received from learners, and community radio stations outside Quebec distributed the recording circulated the recording last April.

Le Prix de la francophonie en alphabétisation

Since 1995, the FCAF, in cooperation with the Association canadienne d’éducation de langue française (ACELF), put back in place le Prix de la francophonie en alphabétisation. The Federation ensures the promotion of the pan-Canadian competition, an excellent way to make known the positive results of literacy.

In 2003, 80 learners participated in the competition, sending touching accounts of their progress in literacy. Monsieur Gilles Vaudry, this year’s winner, received his prize at the Quebec Parliament. The Committee of Learners served as advocates in the promotion of the contest.

Indicator 7 Examples of Best Practice and Innovations

Provinces

The contributors described in detail those elements of their work that they consider innovative or that have proved successful.

Prince Edward Island

In Prince Edward Island, literacy/adult basic education is available province-wide and free of charge to learners. The program is funded through a federal/provincial partnership. The programs offered are community-based.

Quebec

In Quebec, the innovative programs that are currently the focus of special efforts are family literacy, introduction to writing (l'éveil à l'écrit), and confidence-building in writing. In addition, the transfer of learning both within and outside of school is encouraged through community enterprises (e.g., popular restaurants, second-hand clothing stores) and through participating in adult democratic structures and adult education organizations.

Literacy Organizations

Movement for Canadian Literacy

MCL noted the "growing trend toward integration," seeking literacy solutions in partnership, sometimes with another NGO, for example, "Weaving Literacy into Family and Community Life," and increasingly in the form of wider community partnerships as in the "Learning Communities" model. Several provinces have developed Quality Standards and Best Practices frameworks.

Fédération canadienne pour l'alphabétisation en français

The FCAF described the following areas of innovative best practice:

Effective Communicators

The FCAF has been interested in clear communications since 1994. At that time, the Federation recognized that, even if an adult is literate, he or she often comes up against administrative texts and text passages that are inaccessible, that is, incomprehensible. Thus, wanting to make reading and oral information accessible et comprehensible to adults who have low literacy skills, FCAF created, en 2000, a training entitled "Écrire simplement" et "Pour des communications orales claires." The project fulfills its mission by training editors and communicators in the public, the para-public, and the private arenas and by editing and developing a new version of texts designed for the broad public in an accessible language. As well, in the spirit of simple writing and clear language, the FCAF, in collaboration with Communication Canada, will organize a series of forums seeking to promote these notions among contributors and participants.

La trousse Montre-moi

In March 1999, the FCAF launched the kit “Montre-moi” in the framework of its family literacy project “Apprendre, ça commence à la maison.” Montre-moi is designed for parents who have a low level of literacy and who have children between 0 and 5 years of age. The specific objectives of the kit (which includes a manual for facilitators) outlined in the initial pedagogical plan are:

- To sensitize parents by ensuring they understand the importance of the role of guide and first educator of their children.
- To validate parents by helping them identify the actions that they already use to help their children learn.
- To allow parents to acquire new knowledge on the stages of child development, and new skills and know-how that will allow them to read stories to their children.
- To show how parents can use daily life to help their children learn.
- To give parents a taste for going further, for themselves and for their children, to go out and explore what their community offers, to participate in these activities, and to share their experiences with others.

From its beginnings, the Montre-moi kit evolved through collaboration with the parents and contributors who were consulted at the beginning of the project in the framework of a marketing focus group. Subsequently, the FCAF consulted them again to obtain their impressions of the prototype of the kit before finalizing production. These consultations were intended to ensure that they would produce a kit that would answer the needs of the field. Post-publication, the FCAF conducted an evaluation of the impact of the kit—a total success, considering that 5,000 copies were shipped in less than 18 months. The evaluation results indicate clearly that the needs of parents and participants for tools like this kit are great and that they are doubly necessary for francophone parents living in a minority situation.

Offre active de services

Adult education must be presented in a continuum of training. In a minority setting, adults are better served if they have access to an institution that offers training services, from basic skills to post-literacy. That’s why a single window for literacy and training, as offered by the member organizations of the FCAF, are approaches that have been validated through use.

Indicator 8 Future Actions and Concrete Targets for 2009

Provinces

Prince Edward Island

For the next phase of its work in this field, PEI plans to increase the number of adults returning to school, to increase the number of adults who obtain a grade 12 certificate or

equivalency, and to undertake initiatives to further develop public awareness in order to increase participation in adult education programs.

Quebec

Quebec aims for full implementation of the measures contained in its policy action plan, including those already mentioned. The province's action plan covers the period 2002 to 2007, with an evaluation to be performed between 2007 and 2009 to determine the next steps. The Ministry is also planning activities to be implemented as part of the United Nations Literacy Decade (2003–2012).

Government of Canada

National Literacy Secretariat

In responding to the request for future plans to 2009, the National Literacy Secretariat carried out a preliminary analysis of government documents, policies, and legislation, which indicated that the following three issues exist across Canada, in the provinces and territories:

1. The Need to Create a Literacy and Basic Education System
2. The Need to Enhance Access and Increase Retention Rates
3. The Need to Enhance Research.

1. Literacy and Basic Education System

The NLS analysis of government documents, policies, and legislation indicated support for a coordinated and integrated educational system with a funding model that ensures sustainable service delivery. In the arena of literacy and basic education, this type of system would provide a continuum of educational programs that meet the needs of adults — from basic literacy to high school graduation. One benefit of an articulated system would be that adults would have improved accessibility to and mobility among educational programs because learning credentials are portable.

Every province/territory recognizes the need for a structured, yet flexible educational system that allows different delivery agencies to work together in a complementary manner. Yet, each province/territory is at a different stage in terms of supporting a high-quality literacy and basic education system. The elements of a literacy and basic education system include the establishment of: literacy levels and benchmarks; curriculum and a common credential; accountability frameworks; assessment tools; standards and/or best practices; a process for adult educator certification; and partnerships.

The development and implementation of these elements depends upon a combination of five factors: a coordinated infrastructure, strong leadership, a policy framework, sustained funding, and/or legislation.

It is evident that each province/territory is following its own path towards a similar destination, which is, of course, the establishment of an adult literacy and basic education system. Some provinces/territories are just beginning their

journey, while others are in a position to reflect on the lessons they have learned during the implementation of an adult literacy and basic education system. Nonetheless, the 13 provinces/territories are paving 13 paths that are all leading to a common destination. This is undoubtedly resulting in duplication of effort, services, and resources. Two questions need to be posed: “Is it possible for provinces/territories to share the same path?” and “How could provincial/territorial issues be overcome if provinces/territories want to follow the same path?”

2. Enhancing Access and Increasing Retention Rates

An analysis of policy documents and governments’ service, strategic, and business plans indicates that the issues of access and retention in adult literacy and basic education programs are a high priority within the 13 provinces and territories.

The provinces/territories are introducing initiatives to enhance access, including recognition of prior learning, provision of support services such as child care and income support, and provision of alternate delivery methods such as distance and on-line education. Some provinces/territories have developed literacy strategies that highlight the necessity of launching public awareness campaigns in the hope that this will lead to an increase in student participation.

The provinces/territories also recognize the importance of meeting the needs of communities and students. The assumption is that community-based and learner-centred programs will result in higher retention and lower attrition levels. The provinces/territories are also looking at ways to support students with disabilities. They want to assist students in making the transition to employment.

Finally, the provinces/territories are developing policies, strategies, and initiatives that will enhance access to programs and services for specific populations, including First Nations, Métis, and Inuit people, people with disabilities, and visible minorities. As a case in point, policies and strategies for First Nations people, Métis, and Inuit have been released that address the importance of developing culturally relevant curriculum, instructional methods, assessment tools, and restoring the role of Aboriginal languages in literacy and learning. Some provinces/territories are channelling their efforts toward postsecondary students in college and university degree programs, while others are specifically targeting adult literacy and basic education students.

3. Enhancing Research

Across Canada, a few provinces/territories are supporting research studies, gatherings, and networks. The Ontario Ministry of Training, Colleges, and Universities (MTCU) has taken the lead in the development of a research culture, releasing the *Setting the Agenda: The Ontario Literacy Research Strategy* in 2000. MTCU funded a research-in-practice conference for Ontario practitioners in June 2003. The objective of this strategy is to establish a systematic way of

identifying research needs, conducting research, and ensuring dissemination of research results. The Ministry of Alberta Learning funds the RiPal Network, which supports adult literacy educators in linking research and practice and doing research about practice. This network also hosted Bearing Blossoms, Sowing Seeds, a gathering about adult literacy research in practice. In British Columbia, the Ministry of Advanced Education is funding research initiatives for literacy practitioners who are interested in research-in-practice. For example, the Ministry funded a pre-conference event before the University of British Columbia's Literacy Research Conference called Portraits in Literacy. The practitioners who attended this event decided to explore the idea for a research-in-practice network in British Columbia. In Newfoundland, the Literacy Development Council is funding an institute in research in practice in adult literacy in June 2003.

Literacy Organizations

Movement for Canadian Literacy

The Movement for Canadian Literacy (MCL) noted that their National Literacy Action Agenda could be a guide for action by governments, national and provincial literacy umbrella groups, and the wider literacy community. The MCL's vision for adult literacy requires action by many players, including the federal government; provincial and territorial governments; national, provincial/territorial and local literacy organizations; business and labour; other community partners; and individual learners and literacy workers.

Fédération canadienne pour l'alphabétisation en français

The FCAF described its goals for the future as follows:

1. **To support literacy and adult education** in the following ways:
 - The development of a "Culture de l'éveil à l'écrit," "Environment for literacy awareness," by a network of experts in family literacy, continuing participation of learners and the development of the Effective Communicators undertaking. Offer basic training to trainers in family literacy by adapting the English version of *Foundational Training*.
 - To heighten public awareness of the reality of those with weak reading skills by organizing a series of symposia entitled "Pour des communications plus claires (Towards Clearer Communications)."
 - To increase the number of members on the Committee of Learners from six to twelve, to develop a continuous training program for learning leaders and edit and disseminate a working document on the importance and the impact of the participation of learners.
 - To follow through with promotion activities directed to both governments and the public in favour of actively offering literacy programs, both francisation and refrancisation.

2. **Promoting Literacy**

As a non-profit non-governmental organization, the FCAF has made promotion a fundamental element of its work, and this promotional element pervades all its activities. For example, the two principal publications of the FCAF and its

partners are *La revue à lire* and *Le bulletin de A à Z*. The former, produced in collaboration with the Canadian International Development Agency (CIDA), is the only magazine in French that deals with literacy. Published once a year, on the occasion of the International Day for Literacy, the articles seek to sensitize the wider public to literacy and to the importance of the education of adults in French. It is the FCAF publication with the largest printing, that is, 40,000copies. Its 2002 theme was “Apprendre durant toute la vie.” The theme of the next edition is “l’éveil à l’écrit en français,” “literacy awareness.” The title of this 9th edition is “Apprendre, ça commence à la maison,” “Learning begins at home.”

The FCAF publishes a bulletin entitled *Le bulletin de A à Z* which deals with different subjects linked to francophone literacy. The Autumn 2002 issue presented the activities and projects undertaken by provincial and territorial groups and highlighted the strength of literacy groups. The next issue deals with employability, basic training, and the world of work. This publication is printed in a quantity of 2,000 and is distributed across the country.

In addition, the Federation each year prepares shipments of 50 to 300 press releases to its members, to francophone associations, and to literacy groups with the goal of promoting literacy and adult education.

CHAPTER 4

Theme 7: Adult Learning, Media and Culture, and ICTs

The provinces reported on their individual education system for adults and focused on activities for the theme of Adult Learning, Media and Culture, and ICTs over the last six years. The responses they submitted — along with those from the federal government departments involved and stakeholder groups in the literacy community — are categorized below with reference to the eight indicators described in the Common Grid.

Indicator 1 Building Up Structures and Institutional Frameworks

Provinces

Quebec

Quebec has been expanding distance and on-line learning and experimenting with model programs in this area. Other efforts have included the promotion of cultural activities related to continuing education, including library visits; the integration of a cultural component, including media, in a revision of basic training curriculum; support for simple writing activities and publication of a magazine based on that approach; integration into the basic training curriculum of skills in the information and communications technologies (ICT) and artistic and cultural products, including media.

Saskatchewan

Through a provincial telecommunications network known as CommunityNet, the Saskatchewan government is working to ensure that institutions and learners have access to high-speed Internet connectivity and services for learning in various formats, including on-line, television, and multi-mode.

Saskatchewan Learning, the provincial department of education, is working with the provincial postsecondary education institutions (universities, the technical institute, the regional colleges, and Aboriginal institutions) to enhance quality and increase access through effective use of technology.

The Campus Saskatchewan partnership was established to develop strategies and actions to address critical success factors in technology-enhanced learning (TEL), including content development (program coordination, credit transfer); faculty development and support (training and technical support); and learner services (advising and registration, library services, help desk).

Indicator 2 Increasing Investment in Adult Learning

Provinces

Prince Edward Island

In Prince Edward Island, the partnership of business, labour, and government for workplace learning opportunities has meant increased investment in learning for adults.

Quebec

In Quebec, the public investment in distance and on-line education amounts to \$2,555,000.

Government of Canada

Office of Learning Technologies

At the federal level, the Office of Learning Technologies (OLT) within Human Resources Development Canada (HRDC) has, since 1997, provided financial support to close to 500 projects, totalling \$35M.

Indicator 3 Increasing Participation

Provinces

Quebec

Quebec has increased participation through several promotion campaigns in both print and electronic media. It has also demonstrated an openness to and greater use of Quebec cultural structures such as libraries, publishers, theatres, and museums.

Government of Canada

Office of Learning Technologies

HRDC's Office of Learning Technologies (OLT) funds projects that help individuals who, for a variety of reasons, are less likely to have integrated technologies into their lives. These include Aboriginal populations and persons with disabilities. One significant contribution of ICTs to lifelong learning is the flexible accommodation they offer to a large variety of learning styles, not only defined by disability.

Indicator 4 Research Studies in the Field of Adult Learning

Provinces

Quebec

The province of Quebec identified the questions below as those that are currently the topic of specific research:

- How can ICTs be integrated appropriately and harmoniously in adult education? (Research and analyses by several groups, including Centre francophone d'informatisation des organisations [CEFRIO] and Réseau d'enseignement francophone à distance du Canada [REFAD])
- How can adults' participation in training activities be improved through relevant distance education offerings? (Studies and analyses conducted by the Ministry of Education).
- How can distance education offerings be developed to target individuals with low education? (Ministry of Education)

In addition, an inventory of distance education practices in literacy, in Quebec and elsewhere, has been documented in a status report on distance education practices produced by the Ministry of Education.

Indicator 5 Adult Educators/Facilitators' Status and Training

Provinces

Quebec

Quebec offers continuing education for literacy workers in the use of computers and computer applications, including the use of the Internet

Saskatchewan

Saskatchewan provides professional development, instructional design, and technical support for technology-enhanced learning (TEL) to faculty and instructional staff through the institutions' teaching and learning centres. In addition, the institutions collaborate to provide workshops on effective use of technology, innovative teaching strategies, cataloguing standards and practices for learning objects and repositories, accessibility guidelines for people with disabilities, and building teaching and learning communities of practice.

Indicator 6 Empowering Adult Learners

Provinces

Prince Edward Island

Prince Edward Island describes its International Computer Driving Licence (a certificate verifying the holder's computer user skills in home, office, and educational environments) as an innovation that empowers clients in adult education. The certification covers specific credits in computers, in keyboarding, and in the use of e-mail messaging.

Quebec

Quebec notes that the increased use of ICTs as a learning tool can empower adult learners, particularly when the training can be delivered in diverse locations, such as adult education centres, vocational training centres, colleges and universities, workplaces, community settings, family settings, and in correctional centres, as on-line or via distance education, or through virtual workplace learning, whether individual or lecture-style.

Indicator 7 Examples of Best Practice and Innovations

As examples of best practices and innovation in the area of media and culture and Information and communications technology, the contributors focused particularly on distance education.

Provinces

Prince Edward Island

However, the Prince Edward Island department of education identified its International Computer Driver's Licence (a certificate verifying the holder's computer user skills in home, office, and educational environments) as an innovation also suitably described as a best practice.

Quebec

The Quebec Ministry of Education notes their coordination necessary to expand distance education at the secondary, college, and university levels as an example of best practice.

Government of Canada

Office of Learning Technologies

HRDC's Office of Learning Technologies (OLT) notes that the success of ICT-based projects is as dependent on knowing the learners and their needs as it is on the ease of access to learning technologies. The OLT offers the following sage advice for describing a project as successful, that is, as an example of a best practice:

“Successful projects consider effective pedagogical practices. They tend to view the introduction of technology-based learning practices as a process of change — to recognize the importance of involving learners early on, to acknowledge their efforts, to encourage and provide feedback, and to create a sense of shared purpose.

“Attention to process is fundamental. For example, the advantage of “anytime-anywhere” offered by ICTs must be balanced with measures to counter the feeling of isolation among learners.

“Successful projects recognize the importance of offering a variety of technical and learning supports to the individual learners, as well as opportunities for interaction.

“Organizations that carry successful projects [to fruition] tend to ‘institutionalize’ the innovative ICT-based learning practices tested during projects, by integrating their key features into their overall programming.”

Indicator 8 Future Actions and Concrete Targets for 2009

Provinces

The ministries of education from two jurisdictions responded, outlining their future targets and plans for 2009.

Prince Edward Island

PEI plans to develop an on-line program for Literacy/Adult Basic Education for those who prefer that learning method.

Quebec

The Quebec Ministry of Education plans full implementation of the measures contained in the policy action plan, covering the period 2002 to 2007, with an evaluation to be performed between 2007 and 2009 to determine the next steps. The Ministry is also reflecting on activities to be implemented as part of the United Nations Literacy Decade (2003–2012).

Literacy Organizations

Fédération canadienne pour l’alphabétisation en français

The FCAF contributes to the development, advancement, and promotion of adult education. It has presented its activities in the different fields of intervention set out by the Canadian Commission for UNESCO in the framework of the mid-term review of CONFINTEA.

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The FCAF plans to put in place a Network of Experts in Family Literacy, consisting of several Canadian researchers in order to create the new means of intervention: “la Culture de l’éveil à l’écrit” or “Environment of early learning in literacy.” It will also seek to sensitize communicators to the specific needs of people with low literacy skills. It will seek to train trainers in family literacy and will ensure that learners are included at most levels.

In short, the FCAF believes its efforts have resulted in concrete steps and political gains. In fact, the announcement of the new Official Languages Plan by Minister Stéphane Dion, to invest funds in family literacy, is one more step toward the establishment of a pan-Canadian literacy strategy. The right to education is a value that the FCAF upholds and defends, all the while ensuring the full participation of learning adults in its structure and in society.

Resources/References

Provincial and Territorial Departments and Ministries Responsible for Education in Canada

<http://www.cmec.ca/educmin.en.stm>

Prince Edward Island

http://www.edu.pe.ca/continuinged/literacy/adult_educ.asp

Available Reports (Adobe Acrobat format)

- *Get Your Career in Gear Career Expo for Youth Final Report*
- *Tough Challenges, Great Rewards Evaluation of Literacy/Adult Basic Education Program 2002*
- *Summer Tutoring Program for Kids 2002 Final Report*

Quebec

Gouvernement du Québec, Ministère de l'Éducation,

<http://www.meq.gouv.qc.ca/>

http://www.meq.gouv.qc.ca/REFORME/formation_con/Politique/politique_a.pdf

Act to Foster the Development of Manpower Training

<<http://www1.oecd.org/els/pdfs/EDSFLDOCA027.pdf>>

Manitoba

Adult Learning and Literacy (ALL), a department of Manitoba's Advanced Education and Training: <http://www.edu.gov.mb.ca/aet/all/index.html>

[Adult Secondary Education Council \(ASEC\)](#)

[Literacy Partners of Manitoba \(LPM\)](#)

[Prior Learning Assessment in Manitoba](#)

[Workplace Education Manitoba](#)

[Centre for Education and Work](#)

[Curriculum in Collaboration with Adult Learning Centres](#) (PDF 1.8 MB)

Report on Curriculum Benchmarking Committees by Robin Millar

The Adult Learning Centres Act

Manitoba Dual Credit Initiative

Policy Framework for PLAR

Manitoba Stages of Literacy and Learning

Saskatchewan

Recognition of Prior Learning (RPL) Referral Guide

Saskatchewan RPL Referral Guide: Pathways for Learning Recognition, a centralized on-line guide for accessing information about RPL opportunities across the learning system in the province.

See: http://www.sasked.gov.sk.ca/P/rpl/docs/RPL_Referral_Guide_24_04_03.pdf

Saskatchewan Learning PLAR Enhancement Funding Initiative: Final Report
http://www.sasked.gov.sk.ca/P/rpl/docs/Enhancement_plar_03_19.pdf (March 2003)

This Final Report is a companion document to the Saskatchewan Learning PLAR Enhancement Funding Initiative: A progress report (March 2002) See: See:
<http://www.slfdb.com/plar/whatsnew/PLARreport.pdf>

See: <http://www.siastr.sk.ca/policies/316.pdf> for the Saskatchewan Institute of Applied Science and Technology (SIAST)'s system-wide institutional policy for PLAR.

See: http://www.usask.ca/university_council/acad_prog/reports/04-21-02.shtml > for the University of Saskatchewan's Challenge for Credit Policy.

See: <http://www.slfdb.com/rplpolicy.pdf>. for the Provincial Framework for RPL, as recommended by the Saskatchewan Labour Force Development Board.

See the Saskatchewan Universities PLAR Project at:

<http://www.extension.usask.ca/ExtensionDivision/resources/PLAR/index.html>

See also:

- *Prior Learning Assessment & Recognition: A Guide for University Faculty & Administrators*. (Author: Angelina T. Wong). Contact: University Extension Press, University of Saskatchewan. Phone: (306) 966-5565 Fax: (306) 966-5567
- *University-Level Prior Learning Assessment and Recognition: Building capacity for institutional response*. (Author: Angelina T. Wong) Contact: Angie.Wong@Usask.ca)
- *PLAR and its applications for an Aboriginal Model of Holistic Learning* (Diane Hill). See: <http://www.tyendinaga.net/fnti/prior/diane>

Council of Ministers of Education, Canada (CMEC)

<http://www.cmec.ca/>

educationa@canada: International Gateway to Education in Canada

<http://www.educationcanada.cmec.ca/>

Canadian Information Centre for International Credentials

<http://cicic.ca/>

Government of Canada

Parliamentary Standing Committee on Human Resources

<<http://www.parl.gc.ca/InfoComDoc/37/2/HUMA/Studies/Reports/humarp03-e.htm>>

Human Resources Development Canada (HRDC)

<http://www.hrdc-drhc.gc.ca/>

Labour Market Development Agreement (LMDA),

<http://labour.hrdc-drhc.gc.ca//index.cfm/doc/english>

Labour Mobility Coordinating Group

<http://hrdc.gc.ca/sp-ps/lmp/mobility/flmm.shtml>

Canadian Learning Institute

<http://www.hrdc-drhc.gc.ca/sp-ps/clip-pica/summary2003_02.shtml>

Learning and Literacy Directorate (LLD)

<http://www.hrdc-drhc.gc.ca/hrib/learnlit/lld.shtml>

Through the Learning and Literacy Directorate of HRDC, the federal government sponsored the research that resulted in the report *Brain Gain: The Economic Benefits of Recognizing Learning and Learning Credentials*,

<<http://www.conferenceboard.ca/press/documents/323-01mb.pdf>>

National Literacy Secretariat (NLS)

<http://www.nald.ca/nls/ials/ialsreps/ialsbk1.htm>

The NLS works with public and private sector partners to enhance literacy in Canada and acts as a catalyst and facilitator for literacy issues.

The NLS reported on the International Adult Literacy Survey (1994) conducted in partnership with Statistics Canada, the first multi-country, multi-language assessment of adult literacy and produced the following series of monographs:

- Literacy and Literacy Training of Francophones in Canada
- At Risk: A Socio-Economic Approach – Literacy Among Seniors
- Employee Training: An International Perspective
- Inequalities in Literacy Skills Among youth in Canada and the United States
- Literacy Skills of Canadian Youth
- Literacy Utilization in Canadian Workplaces
- Schooling Literacy and Individual Earnings
- The Value of Words: Literacy and Economic Security in Canada

Valuing Literacy in Canada

<http://www.sshrc.ca/web/apply/program_descriptions/valuing_literacy_e.asp>

a Strategic Joint Initiative of the Social Sciences and Humanities Research Council (SSHRC) in partnership with the National Literacy Secretariat of Human Resources Development Canada to expand literacy research capacity in Canada

Office for Disability Issues (ODI)

<http://www.hrdc-drhc.gc.ca/hrib/sdd-dds/odi/menu/home.shtml>

How to Accommodate Workers with Disabilities — JAN Canada

<http://janweb.icdi.wvu.edu/>

The data for 2001 was released in July 2003 from the Participation and Activity Limitation Survey.

<http://www.statcan.ca/english/sdds/3251.htm>

http://www.statcan.ca/english/sdds/document/3251_D3_T9_V1_E.pdf

Office of Learning Technologies (OLT)

<http://olt-bta.hrdc-drhc.gc.ca/>

Statistics Canada

<<http://www.statcan.ca/english/freepub/89-573-XIE/free.htm>>

<<http://www.statcan.ca/english/freepub/89-552-MIE/89-552-MIE2002010.pdf>>

Disabled Students

The data for 2001 was released in July 2003 from the Participation and Activity Limitation Survey. <http://www.statcan.ca/english/sdds/3251.htm>

< http://www.statcan.ca/english/sdds/document/3251_D3_T9_V1_E.pdf >

Industry Canada (IC)

<http://www.ic.gc.ca/>

The IC paper, “Achieving Excellence: Investing in People, Knowledge and Opportunity,” outlines a number of possible initiatives to better support graduate and postgraduate studies.

Aboriginal Sources

Aboriginal Human Resources Development Agreement (AHRDA)

Aboriginal Human Resource Development Council of Canada (AHRDCC)

www.ahrdcc.com

Aboriginal Human Resources Development Strategy (AHRDS)

AHRDS Renewal Committee (ARC)

Aboriginal Relations Office (ARO)

Assembly of First Nations (AFN)

Congress of Aboriginal Peoples (CAP)

Inuit Tapiriit Kanatami (ITK)

Métis National Council (MNC)
Native Women's Association of Canada (NWAC)

Canadian Association for the Study of Adult Education (CASAE)
L'Association Canadienne pour l'Étude de l'Éducation des Adultes (ACÉÉA)
<http://www.oise.utoronto.ca/CASAE/>

Association of Universities and Colleges of Canada
http://www.aucc.ca/index_e.html

Association of Registrars of Universities and Colleges of Canada (ARUCC)
National Transcript Guide <<http://arucctranscriptguide.homeunix.org:8080/>>

Canadian Association for Prior Learning Assessment
<http://www.capla.ca/Resources.php>

Conference Board of Canada
<http://www.conferenceboard.ca/>

Areas of interest within the Conference Board:

- National Education and Learning Centre (NELC)
- National Council on Education and Learning and Skills Solutions Forum.
- Innovation Skills Profile (July 2003)
- Strength from Within: Overcoming the Barriers to Workplace Literacy Development (April 2003)
- eLearning in Canada: Survey Findings and Presentation (April 2003)
- 2003 Business and Education IdeaBook profiles initiatives of the award-winners for 2003 and a selection of initiatives chosen to illustrate the diversity of activities among the participating organizations.
- 1st Annual Global Business-Education Partnerships Issues and Trends Survey

NGO Literacy Organizations

World Literacy Canada
<<http://www.worldlit.ca/>>

La Fédération canadienne pour l'alphabétisation en français (FCAF)
<<http://www.fqa.qc.ca/menu4/infoalpha.html>>

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Publications de la FCAF

Le Bulletin des apprenants

De À à Z

La revue à lire

Movement for Canadian Literacy (MCL)

[<http://www.literacy.ca/>](http://www.literacy.ca/)

MCL Fact Sheets:

- Creating a National Literacy Agenda, Priority 1 ("Developing Policies"), Priority 2 ("Developing a Quality System"), and Priority 5 ("Developing Partnerships")
- Building a Pan-Canadian Strategy on Literacy and Essential Skills: Recommendations to the Federal Government, October 21, 2002
- Strengthening Our Literacy Foundation is Key to Canada's Future: Recommendations for the House of Commons Standing Committee on Human Resources Development and the Status of Persons with Disabilities
- "Who Wants to Learn? Patterns of Participation in Canadian Literacy and upgrading Programs, ABC Canada / Literacy BC, 2001
- Priority 3 ("Ensuring Access to the System") in the National Literacy Action Agenda

Other MCL materials

- The brochure "What Adult Learners would like YOU to know," developed by the MCL Learners Advisory Committee
- The handbook *Provincial Learner Support Networks* (2001) includes four sections: Successful learner projects / models across Canada; Best practices, tolls and resources; Guidelines for supporting meaningful participation on boards and committees; and a Survey of provincial and territorial literacy coalitions.
- *The Book of Changes*, available on-line and searchable by province, is a collection of personal accounts by learners of how literacy has changed their lives.
- A submission, based on a survey of over 150 adult learners, from the Learners Advisory Committee to the parliamentary Standing Committee on Human Resources Development and the Status of Persons with Disabilities. (June 2003)

National Adult Literacy Database (NALD)

[<http://www.nald.ca/>](http://www.nald.ca/)

Web page of literacy organizations in Canada and around the world.

August 25, 2003

*Draft pending approval
Not for official use*

<http://www.nald.ca/litorg/litorg.htm>

Canadian Language and Literacy Research Network CLLRNet (2000–2005)

University of Western Ontario, London, Ontario
(519) 661-3619

Info-Alpha

<http://www.fqa.qc.ca/menu4/infoalpha.html>

Ligne Info Apprendre

1-888-488-3888

Fondation pour l'alphabétisation.

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Programme de soutien aux organismes d'alphabétisation populaire autonomes (PSAPA),
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Laubach Literacy of Canada (LLC)

<<http://www.laubach.ca/>>

International

Canadian Commission for UNESCO

<http://www.unesco.ca/english/home.htm>

UNESCO Institute for Education (UIE)

<http://www.unesco.org/education/uie/activities/CONFVReviewindex.shtml>

International Council for Adult Education (ICAE)

<http://www.web.net/icae/>

WSIS: The World Summit on the Information Society

http://www.itu.int/wsis/documents/background.asp?lang=en&c_type=dt

United Nations Literacy Decade

<http://www.un.org/av/photo/subjects/literacy.htm>

"Literacy as Freedom" is the theme of the Decade.

http://portal.unesco.org/education/ev.php?URL_ID=5000&URL_DO=DO_TOPIC&URL_SECTION=201&reload=1045089465

Appendix

National Literacy Secretariat (NLS)

1. The Consortium Model: A Workplace Literacy Best Practice

In keeping with the NLS mandate of creating partnerships, collaborative efforts with four provinces have created provincial workplace literacy consortia (Manitoba, Nova Scotia, Prince Edward Island, and Alberta).

The Manitoba model is the oldest model and perhaps the exemplar of how this model works. In 1991, the Manitoba Literacy Office and the NLS joined together with the Canadian Manufacturers and Exporters, Manitoba Division and the Manitoba Federation of Labour to form Workplace Education Manitoba (WEM). The mandate of this group is to encourage and promote awareness of workplace literacy issues and responses.

Business and labour each have two representatives on the committee demonstrating the equality of the partnership.

Outcome

About 20 workplace literacy training programs occur in the province each year funded by the provincial government. Just as many programs continue to operate with industry funds, supported by Workplace Education Manitoba. Moreover, the level of understanding about workplace education in the province is high and workplace literacy as an issue is 'owned' by the partners and has flourished in the province.

The success of this model lies in having peers speaking to peers and shaping the issue in a way that makes sense to the various constituent groups. It also ensures a shared responsibility for the issue. Moreover, it develops a base of support for workplace literacy that goes well beyond any particular government funding program.

2. AlphaRoute

AlphaRoute is the first on-line literacy learning environment to be developed in Canada. It provides Literacy and Basic Skills delivery agencies in Ontario with the tools and resources necessary for distance or alternative delivery of literacy training for the four literacy delivery streams: Anglophone, Francophone, Deaf, and Native. AlphaRoute has been developed in partnership with Centre AlphaPlus Centre, the Ontario Ministry of Training, Colleges and Universities, and the National Literacy Secretariat, Human Resources Development Canada. In 2002, AlphaRoute was piloted in Ontario and included six to eight pilot sites across the country.

Outcomes

In the fall of 2001, AlphaRoute for the Native and Deaf streams of literacy was launched and is now being piloted in these literacy communities. AlphaPlus is currently carrying out the recommendations of Learning and Basic Skills agencies, mentors, learners, content developers and other partners.

In June 2001, AlphaPlus received the results of the Anglophone and Francophone pilot study and has been working this year to respond to the requested revisions. They will also prepare and deliver training to Literacy and Basic Skills Agency AlphaRoute users in 2002.

Two research reports were co-funded by the Ontario Ministry of Training, Colleges and Universities and the National Literacy Secretariat.

- AlphaRoute Phase II - Research Report (1999) produced by AlphaPlus and Research Interaction Network Inc.
This report indicated that even basic level adult literacy learners can gain literacy skills on-line using AlphaRoute.
- Using AlphaRoute in Rural Northern Ontario Communities not serviced by Literacy and Basic Skills (LBS) Delivery Agencies (by Contact North –January 2002)
This research study found that adult literacy learners can effectively learn on-line using AlphaRoute

3. Enhancing Family Literacy

The University of Prince Edward Island (UPEI), in partnership with the National Centres of Excellence (NCE), is undertaking a project to facilitate the development of community-based family literacy programs. This project is implementing the recommendations that resulted from a needs-assessment conducted earlier this year by UPEI. This project involves researching educators' roles in family literacy and developing materials and workshops to increase their understanding of the issues.

Outcomes

This project is on-going, however the outcomes expected are to foster awareness and appreciation of family literacy initiatives in Prince Edward Island, as well as the design of a program that other rural, resource based communities in the Atlantic provinces can implement over the next several years. The development of partnerships between the research community, the school board, and the Department of Education, as well as with community members, provides an example of an integrated approach to policy development and service provision.

4. The National Aboriginal Literacy Gathering

This project, based on widespread consultation with Aboriginal service-providers and administrators, provided for such a first-time gathering. Advance planning indicated that participation rates would be extremely high. This gathering was to provide the context required to develop the best possible models for the promotion and delivery of aboriginal literacy. Substantial funding was contributed by businesses controlled by aboriginal people.

Outcomes

The National Aboriginal Gathering could address issues such as: networking, better assessment tools for aboriginal literacy organizations, practitioner support/development, and research to support and enhance the Aboriginal literacy field.

NLS created the first opportunity for a national gathering of Aboriginal literacy teachers and students in mid-2000. The meeting marked a beginning to a growing dialogue among the major stakeholders about how best to approach the varied learning needs of aboriginal youth and adults. That dialogue is slowly moving toward the creation of a national body of practitioners to promote tested methods and successful strategies — NLS/HRDC provides the support and encouragement, the people directly affected supply the know-how and momentum.

5. Aboriginal Literacy Strategy for Saskatchewan (2000)

Following the National Aboriginal Literacy Gathering in the spring of 2000, the nine delegates from Saskatchewan formed a Provincial Aboriginal Literacy Steering Committee to support the development of an Aboriginal literacy strategy for Saskatchewan. The Provincial Aboriginal Literacy Steering Committee represents learners, literacy practitioners, Aboriginal organizations, the Department of Post-Secondary and Skills Training (Saskatchewan government) and the Saskatchewan Literacy Network (provincial coalition). From the provincial Aboriginal Literacy Gathering in the spring of 2002, the recommendations were to strengthen the current approaches, to identify the gaps in programming and/or to improve programming were submitted to the provincial government as input for the Aboriginal component of the Saskatchewan Literacy Strategy.

Outcomes

There will be an Aboriginal literacy strategy as part of the provincial literacy strategy

6. An Endowment Fund: The Braille Literacy Fund

Blind learners face substantial barriers to literacy including program offerings, learning materials, and trained tutors. The NLS worked with the Canadian National Institute for the Blind to create the Braille Literacy Foundation. It is now a self-supporting source of financial support for Braille literacy that has given out over one million dollars in grants to programs in every province and territory.

The Foundation is reaching out to learners who previously had little or no opportunity to improve their literacy skills. The resulting effect on the quality of their employment has surpassed even the CNIB's high expectations. The CNIB is able to document that the improvement in employability, and more importantly for their clients, income levels was increased nearly 55% for learners who completed their grade two in Braille proficiency.

7. The New Glasgow Black Education Committee- Building a Community Foundation for Learning Project

The New Glasgow Black Education Committee (NGBEC), in partnership with the African Canadian Services Division and the Adult Education Division of the Nova Scotia Department of Education, are undertaking a needs assessment to determine the adult literacy needs of African-Canadians living in the New Glasgow area. Focus groups, one-

on-one interviews and public information sessions are being conducted to identify adult learners and their needs and to identify gaps in current programming, as well as to raise community awareness of adult learning opportunities.

At various times throughout the project, stakeholders are brought together to discuss goals and objectives and to provide feedback on the project's progression. A mid-term evaluation will be performed and all partners will be provided with an initial draft of the final report. The final report and recommendations will be distributed to all partners, and local education/literacy professionals will meet to discuss their impact within the local communities.

This project is ongoing; however, the expected outcomes are that it will identify community literacy needs, promote learning, and improve access to programming, forge partnerships, and help lay the foundation for future programming of adult literacy in the New Glasgow area.

This project provides a good example of what can be accomplished with partnerships between community groups and educational institutions, goals which neither could achieve alone.

8. Family Literacy Foundations – an Interprovincial Project

The Centre for Family Literacy of Alberta worked with family literacy practitioners and universities across Canada to train a team of family literacy trainers in each of the five regions of Canada.

Based on the highly successful **Family Literacy Foundational Training** developed for Alberta, this training approach was developed to meet the family literacy training needs of all potential family literacy program deliverers, including community agencies, family resource centres, early childhood educators and aboriginal programs.

The training includes all aspects of family literacy practice: emergent and adult literacy, facilitation skills, working with families and groups, program models, program management, and evaluation. Five teams of 10 people each were trained for the five regions: Atlantic, Quebec and Ontario, NWT and Nunavut, Saskatchewan and Manitoba, and Alberta, British Columbia and Yukon. In addition, the *Training Manual* and *Facilitator's Guide* were revised to reflect needs across the regions. This project made it obvious that training has to be adapted to the needs of program deliverers. As family literacy expands beyond the literacy community into mainstream organizations, more comprehensive training is needed to ensure good practices.