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Movement for Canadian Literacy

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● Fall, 2004

The Power of Partnerships



In 2002-03, MCL worked with the literacy community to develop a *National Literacy Action Agenda* – our blueprint for advancing literacy in Canada. Developing Partnerships is one of five interrelated priority areas that were resoundingly endorsed by the field. Our consultations confirmed **this vision for developing partnerships:**

“An ever-increasing number of non-literacy organizations and institutions become aware of the benefits of addressing adult literacy, and become active contributors and supporters. All sectors become committed stakeholders in building a learning society.”

The need for a collaborative partnership approach also runs through each of the guiding principles for the Agenda:

- a broad vision of literacy
- community solutions
- respect for culture and language
- prevention (i.e. ensuring that all children develop a strong literacy foundation)
- stakeholder involvement

Because we can't do it alone ... !

Building and supporting an inclusive, literate society will require much wider societal buy-in and support than we have now. **Countries with higher literacy rates than ours tend to have a stronger “learning culture” that is part of the social fabric.**

There are complex interrelationships between literacy and employment, income support, health, families, crime prevention, offender rehabilitation, youth at risk, and community economic development. Partnerships with these and other social and economic sectors can help advance not only literacy but other important social goals as well.

Partnership Goals

The following partnership goals have been endorsed by the literacy community.

- a) help other sectors learn more about adult literacy, and how they can benefit and contribute
- b) build a broad intersectoral alliance to increase the profile and strength of the adult literacy movement
- c) increase cooperation between organizations to help learners access the supports they need to take advantage of learning opportunities
- d) increase employer investment in learning opportunities and support services
- e) establish agreements and mechanisms to enable learners to make effective transitions between programs, as well as to employment, community participation, and other areas of life
- f) increase private sector investments in literacy and other lifelong learning opportunities

Keep in mind that this list may not be complete, and we still need to develop action steps and consider “who will do what” to advance each goal. ... →

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Some partnership examples

Partnerships can range from streamlining referral processes between community agencies, to articulation agreements to help literacy learners make the transition to formal educational institutions, to media groups supporting literacy campaigns, to industrial (sector) councils working with literacy organizations to ensure that their workers have foundational skills, to major companies taking on literacy as a cause.

At the national or provincial/territorial level, partnerships can be “field to field”. For example, MCL has recently worked with the Canadian Public Health Association, the Canadian Association of Family Resource Programs, and the Canadian Association of Independent Living Centres. Partnerships don’t have to be specifically around literacy to be useful; our movement also benefits from broader alliances with organizations such as the Canadian Alliance of Education and Training Organizations, the National Children’s Alliance, and the National Voluntary Sector Forum. In this way, our partnerships can both support and benefit from the government’s interest in “integrating” literacy across government departments.

At the other end of the spectrum, agency-to-agency partnerships and “learning community” projects across the country have demonstrated the power of this approach. **Partnerships are more powerful the closer they are to “home”.** However, it is important to work at all levels so there is consistent commitment and strategy.

Issues and challenges

At the same time as being a necessary element in social movements, “partnership” is currently a policy buzzword, and is almost essential in any proposal for government funding. This means that not only must we all build “partnerships” into any of our own plans, but we’re deluged with requests to partner on other groups’ initiatives. Not only are some of these initiatives

competing with us for the same funding, but in many cases we might not easily see how they benefit the cause. Even when we do see their value, partnering in outside initiatives takes work – much more work that is usually anticipated. It is important that we document this and let funders know the true costs. We also need to pick our partnerships carefully.

The issue of where the money comes from is key. While literacy is a factor in public health, unemployment, crime prevention, homelessness, and more, literacy funding allocations are currently much too small to have other fields competing for the same money. Either the literacy “pot” has to get much bigger or other departments have to see the benefits to them of investing in literacy. Integrated partnerships need integrated funding.

Finally, working in partnership brings its own nitty-gritty challenges. Some organizations have developed policies and procedures to clarify roles and responsibilities and avoid pitfalls.

MCL’s partnership plans

The literacy community has been deeply disappointed in the apparent lack of progress on literacy at the federal level, especially given the promising signals of the past several years. MCL’s Board and member coalitions have agreed on the need to build a wider alliance (beyond our own field) that will help advocate for the issue.

What does this mean for YOU?

We’re not asking busy literacy workers and groups to stretch their already overextended resources even more. Formal partnership work is mainly the responsibility of umbrella groups. But we hope you’ll think about the power of partnership to ultimately lighten the load our field carries. We welcome your thoughts and experiences – positive or negative – concerning the benefits and challenges of this aspect of literacy work. You’ll see that literacy’s very inter-connectedness with other issues and organizations is reflected throughout the pages of this newsletter.

Focus on Creative Partnerships

Partnerships in Action



There are many good news stories of literacy partnerships that reflect the unique nature of their communities. Here are a few inspiring ones that have been brought to our attention. Alas,

such brief overviews often neglect to tell the real story of the passion and drive of those visionary individuals who are the unsung catalysts in bringing partners together. Thanks to those who submitted suggestions and recommendations of great partnerships in literacy. Keep them coming for future newsletters!

In Nunavut, every day after school in the high arctic community of Cambridge Bay, the local children throw on their *atigis* and run across the street to the May Hakongak Community Library. The tiny library is host to the *After-school Homework Club*, a program developed by the Cambridge Bay Childcare Society with support from the Nunavut Literacy Council. Parents and volunteers from the community supervise the program. Nunavut Arctic College and Kiilnik High School Students work with the children to help them with their homework, do arts and crafts activities and read stories. Although the program was originally designed to provide vulnerable families with additional support, its popularity has made it a hit with many other children and families. The biggest impact has been on working parents who could not afford after-school care for their children. This is just one example of an Inuit approach to intergenerational learning. This approach coupled with community development strategies has resulted in literacy initiatives that strengthen links between youth and elders, capture oral history and promote bi-literacy for young children and their families.

Family literacy work in Canada's North is fueled by collaborations between the NWT and Nunavut Literacy Councils, family resource programs, as well as health and social services organizations,

community colleges, libraries and cultural groups. At the centre of this literacy work is a concern for community development and for the preservation of Aboriginal cultures and languages. Find out more about Nunavut's family and community literacy partnerships by requesting the report *Building Culture and Community*, at tel: 867-983-2678 or check the Nunavut Literacy Council website at: <http://www.polarnet.ca/literacy>

In Vancouver, the Canucks Family Education Centre (CFEC) is a cohesive and integrated partnership between the Britannia Community Services Centre Society, Canucks for Kids Fund, Vancouver Public Library and Literacy BC. CFEC's family literacy program is going into its third year of operation serving families in one of Canada's poorest postal code districts. But this program is only one aspect of the ambitious CFEC project that brings together over 26 major partners with their financial and in-kind support valued at more than \$500,000 per year.



In addition to programming, CFEC's larger three year project is going to look at

- **research:** Through a research partnership with the Human Early Learning Partnership (HELP) under the directorship of Dr. Clyde Herteman, CFEC will track and evaluate the impact of a comprehensive approach to family literacy and lifelong learning since integrated service delivery is not well-documented.
- **training:** An educational partnership will develop a 10-week family literacy certificate course with materials.

They will also be creating a long term strategic plan to sustain their funding and partnerships.

With their comprehensive approach and broad base of support, CFEC feels ready, supported and ideally situated to become a national family literacy demonstration model. For more information, contact Jean Rasmussen at tel: 604-684-0624 or email: jrasmussen@literacy.bc.ca.

...→

In Winnipeg, the *Literacy is for Life* endowment fund was launched early in 2003. One year later it had reached over \$1 million. This is half-way to the target of capitalizing \$2 million so that \$100,000 will be available annually for grant-making every year. The Winnipeg Foundation made an initial donation toward the principal. Over 41 other donors have followed. Provincial and municipal governments, corporations and individuals and the Raise a Reader campaign of the CanWest Global Foundation, were all spurred to contribute after the federal government (through the National Literacy Secretariat) offered to match each donation! To find out more about this project, tel: 204-944-9474 or visit: www.wpgfdn.org.

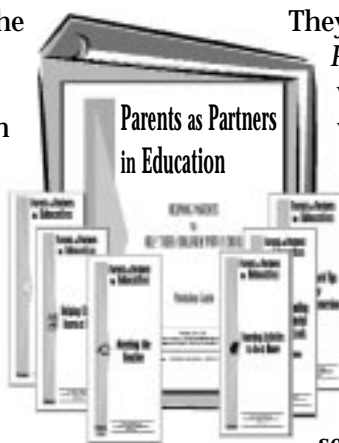
In Digby, Nova Scotia, a broad array of educational partners have come together to provide seamless access to a full continuum of adult learning programs and services. The administrative umbrella group known as the Digby Area Learning Association (DALA) brings together all levels of government with local school board, library and college partners, as well as regional development organizations, Literacy Nova Scotia, the Prior Learning Assessment Centre and others. Their aim is to promote and facilitate lifelong learning opportunities that encourage and support healthy sustainable communities. This means all learners can choose a learning program that fits their needs, even choosing credits from different diploma programs.

DALA operates an Education Centre which provides an adult school setting for people wanting to attain their grade 12 to obtain a better job or to go on to college or university. There is also a Career Resource Centre, which assists people with career options and job information. DALA is just about to add a childcare centre which will enable even more adults to return to learning.

For more information, contact Rod Franklin at tel: 902-245-7532 or email: frankr@staff.ednet.ns.ca or visit: www.dala.digby.ns.ca.

In Ottawa, Ontario, a local school board believes that the more supportive and involved parents can be in their children's education, the greater the

chances that children will meet with school success. They have found that many parents and guardians feel limited by their literacy barriers. In addition, many teachers are not fully aware of how parents' literacy barriers can impact a child's success in school. The Ottawa Catholic School Board decided that their adult literacy programs could play a vital role in bridging these worlds.



They created the *Parents as Partners in Education* project which includes a series of 5 workshops that help school staff and teachers work with parents who have literacy challenges. The staff are trained to offer plain language workshops that will help parents better understand the school system. In these sessions with parents, they

discuss issues, practice strategies, and create a safe place for them to disclose their own literacy needs if they wish. Whether or not they decide to enroll in an adult literacy program, it is clear that parents want the support to help their children in school.

The workshop topics were chosen and tested by parents with limited literacy skills. The step-by-step format includes background notes for facilitators as well as handouts and overheads. *Parents as Partners in Education* sessions could be offered by adult literacy programs, community groups, or schools. While the resource is made for Ontario, it is very adaptable to other provinces and territories. To order, contact Trudy Lothian at the Ottawa-Carleton Catholic School Board at tel: 613-224-6281 or email: trudy_lothian@occdsb.on.ca.

In Manitoba, the Centre for Education and Work (CEW) is a non-profit organization affiliated with the University of Winnipeg, with representation from business, labour, post-secondary institutions and other interested groups. It is focused on the development of adult learner-friendly practices in post-secondary education, and, in particular, the development of prior learning assessment systems. The CEW is developing projects in collaboration with workplaces, educational institutions, adult

learning centres and other partners in order to support the adult learner returning to college, university and other educational endeavors. They also work to recognize learning in the workplace.

One recent project of interest to many literacy practitioners was the development of the training workshop, guide and DVD to help literacy practitioners work with their learners using the national Essential Skills profiles (see the Winter 2004 issue of *literacy.ca*). For more information visit: www.cewca.org.

Also on the workplace literacy scene in Manitoba, The Workplace Education Manitoba Steering Committee (WEMSC) is a business-labour-government partnership that supports a culture of training and lifelong learning through partnerships.

Since 1991 they have been promoting Essential Skills and literacy training in the workplace, and working with employers to:

- assess the need for Essential Skills training
- develop and deliver custom workplace training
- train-the-trainer.

Currently they are supporting over 19 corporate literacy projects.

For more information contact Sandi Howell at 204-945-1682 or showell@gov.mb.ca or visit: www.gov.mb.ca.

Partnerships in Aboriginal Literacy

The National Indigenous Literacy Association (NILA) was incorporated in February 2003, with the key objectives of providing a strategic network for Aboriginal literacy stakeholders, and facilitating research & development projects and other supports for Aboriginal literacy. In the coming year, NILA will open its head office in Winnipeg.



NILA aims to support the revitalization of Aboriginal societies, economies, languages and cultures through literacy development work.

Part of NILA's role is to work with Aboriginal communities to support the development of autonomous Indigenous learning environments. At the same time, NILA will develop partnerships with groups working in Aboriginal communities to

develop quality cross-cultural literacy services that help Aboriginal peoples prepare for a modern economy.

Aboriginal Strategies for Partnerships

NILA's founders have identified significant gaps and issues in strategy, service provision, and research and development for Aboriginal literacy in Canada. This analysis led them to consult with a variety of stakeholders. Together they are finding the best ways to involve new partners in collectively addressing Aboriginal literacy needs. Based on these consultations, NILA is forming its communication strategy, which will include launching a web site and other communications and networking activities. These efforts will focus on a national project, *Partnerships in Aboriginal Literacy* (PAL).

PAL will build an Aboriginal literacy network while developing unique Aboriginal curricula and demonstrating increased coordination with broader Aboriginal community development. Over a three-year period, PAL will support unique pilot projects at sites across the country. Each site will develop distinct curriculum theme areas and delivery models based on Aboriginal cultural approaches that suit local needs and link with local community partners. The models will be tested with clients of participating agencies. Potential themes include literacy and healing (exploring residential school syndrome and issues of cultural assimilation and retention); preparation for specific employment (e.g. large regional employers); Aboriginal cultural approaches to parenting; Community Economic Development (marketing Native artists, tourism and other economic activities); and family literacy.

PAL partners and participants will use the NILA website as a base for developing and sharing news, reports, and curriculum-related activities. This site will expand after the first year to include new partners and become available to the wider community. Project results will be shared wherever possible through conferences and gatherings. An Aboriginal Learning press will refine and disseminate resources. In the longer term, NILA plans to provide an international hub for literacy programs serving Indigenous communities.

For more information, contact Ningwakwe (Priscilla George) at: priscilla.george@sympatico.ca.



In Alberta, community organizations have changed the way they work in six communities in central and southern Alberta after their participation in the *Connecting Literacy to Community* (CLC) project. In this two-year project of Bow Valley College, a literacy specialist was hired in each of the six communities to work with a wide range of community agencies. Their goal was to broaden the community response to literacy, to reduce literacy barriers to services and programs and to encourage agencies to expand and include literacy activities and initiatives. During the first two years, the CLC had 29 partnerships with 29 community agencies. Most partnerships lasted less than six months with the goal of helping the agency build its capacity to sustain the initiative. A partnership letter became significant because it established a formal relationship between the partners. It clarified the purpose, assigned responsibilities and outlined how the literacy efforts would be sustained.

Now in its third year, the project's literacy specialists are hearing positive feedback from organizations with whom they have worked. Some agencies have even gone on to teach their other partners. Now that's capacity-building!

Literacy specialist Audrey Gardner has now developed a handbook, *Building Community Capacity: Focus on Adult Literacy* which reflects the work of this project. She can be reached at agardner@bowvalleycollege.ca. You can view the handbook online at www.nald.ca under *New Releases* or you can order it from the Bow Valley College Bookstore at tel: 403-410-1740 or visit: www.bowvalleycollege.ca/bookstore/.

Checklist for Successful Partnerships

The following checklist, adapted from a tool developed by Community Literacy of Ontario (CLO), can be used for evaluating whether to enter into partnerships with other organizations.

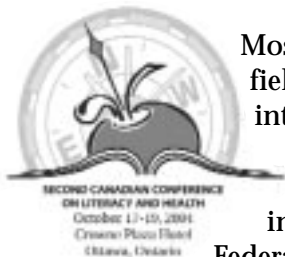
- 1. Has a formal business plan or project proposal been prepared by the organization requesting a partnership and shared with us?
- 2. Based on this business plan or project proposal, do we see an appropriate, manageable and beneficial partnership role for our organization?
- 3. Does the proposed initiative clearly fit with our mission, business plan and goals?
- 4. Will a partnership provide significant benefits to both our organization and our sector/cause?
- 5. Has a draft partnership agreement been prepared by the organization requesting the partnership? Do we approve of the terms and conditions of the partnership agreement?
- 6. Has our proposed role in the partnership been clearly articulated in writing? Are we comfortable with that role?
- 7. Does our organization have the board and staff capacity and any other required resources to fulfill our proposed role in the partnership?
- 8. Will our involvement in the proposed initiative maintain our good reputation in the literacy field?
- 9. Does a high level of organizational trust exist between our organization and any proposed partners?
- 10. Will we receive adequate compensation for our role/work in the partnership?
- 11. Do the proposed partners have complementary visions, missions and priorities?
- 12. Does the proposed partner have a sound track record in managing their organization? Is there clear evidence that the organization has the capacity to carry out this project/initiative?
- 13. Does the proposed partner have a communication plan for their project that is consistent with our standards? Does the proposed partner have a strong track record in effective communication?



For more information on CLO's approach to partnering and partnerships, call tel: 705-733-2312 or visit: www.nald.ca/volman.

Literacy and Health

Staying the Course



Most people working in our field are very familiar with the interconnections between literacy and health.

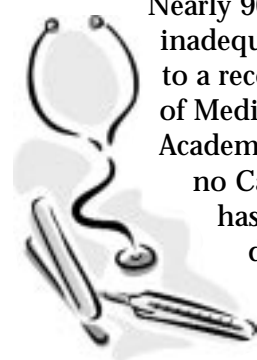
National health surveys, international studies, a Federal-Provincial ministerial taskforce on Health, experts from

Health Canada, and firsthand reports from health and literacy workers all confirm that **literacy is a key determinant of health**. Poverty, lower education and poor health are interrelated.

The Canadian Public Health Association (CPHA) has also been concerned with this issue since the early 90s. They spearheaded the first Canadian Conference on Literacy and Health in 2000, and are now organizing a second conference for October 2004. You can register online now at www.cpha.ca/literacyandhealth/.

Health Literacy

Information taken from the US National Academies at <http://national-academies.org>.



Nearly 90 million Americans have inadequate health literacy according to a recent report from the Institute of Medicine of the National Academies in the United States. While no Canadian equivalent research has been done, the American data will perhaps sound familiar. *Health Literacy: A Prescription to End Confusion* states that nearly half of

American adults have difficulty understanding and using health information. The study also shows that people with low health literacy get less preventative health care and use expensive health services such as emergency department care more frequently.

Health literacy is more than a measurement of reading skills. **Health literacy is defined as the degree to which individuals can obtain, process and understand the information and services needed to make appropriate decisions regarding their health.** But health literacy goes beyond the individual – it comes from a convergence of education, cultural and social factors, health services, the media and many other factors.

Low health literacy affects more than just the poor and undereducated, the report says. At some point, most individuals will encounter health information they cannot understand. Even people with strong reading and writing skills may still have trouble navigating the system.

Health literacy skills are needed for discussing care with health professionals; reading and understanding patient information sheets, consent forms, and advertising; and using medical tools such as a thermometer. Over 300 studies indicate that health-related materials cannot be understood by most of the people for whom they are intended.

The research committee noted that **individuals are increasingly responsible for managing their own health care**, including seeking information, measuring and monitoring their own health, and making decisions about insurance and options for care. Patients' health often depends on their ability to manage and treat their disease. This self-management is essential to successful care of chronic diseases such as diabetes, HIV and hypertension. Chronically-ill patients with limited health literacy are less knowledgeable about disease management and less likely to use preventative measures.

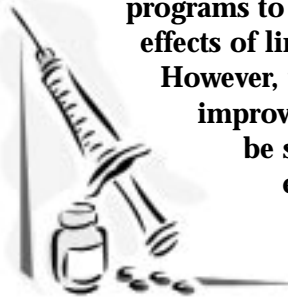
Limited health literacy does not start and end with

patients, the committee added. ...→



Health systems are becoming increasingly complex, involving new technologies, scientific jargon, and complicated medical procedures and forms. Moreover, culture and ethnicity may influence patients' perceptions of health, illness, and the risks and benefits of treatment. Differing cultural and educational backgrounds between patient and provider also contribute to problems in the patient's comprehension.

The report suggests that **health care systems should develop and support programs to reduce the negative effects of limited health literacy. However, the responsibility for improving health literacy should be shared by educators, employers, community organizations, and other groups with social and cultural influence.**



The report recommends that health knowledge and skills be incorporated into kindergarten through high school as well as adult education and community programs. Furthermore, programs to promote health literacy, health education and health promotion should be developed with involvement from the people who will use them. And all such efforts must be sensitive to cultural and language preferences.

The report urges more multi-disciplinary research in this area since the extent and consequences of limited health literacy are not fully documented.

Copies of this report (\$47.95) can be ordered from tel: 202-334-3313 or 1-800-624-6242 or online: www.nap.edu.



Staying the Course *Literacy and Health in the First Decade*

*Working together to improve the
literacy and health of Canadians*

Register On-Line at www.cpha.ca/literacyandhealth
For Early Registration Savings, Register by September 10!

Literacy and Health Connections

The upcoming issue of *Literacies* journal will explore the theme of literacy and health. Watch for it to be released in October as it will soon be followed by another of their interesting Web Forum discussions. For details, check www.literacyjournal.ca.

The *Health Literacy in Rural Nova Scotia* research project is a study that looks at the experiences of rural Nova Scotia populations, to explore and better understand the links between literacy and health. For the findings and other valuable resources, visit:

<http://www.nald.ca/healthliteracystfx/about.htm>.

The Centre for Literacy of Quebec has been involved in a partnership called the *Health Literacy* project for several years. For information, call tel: 514-931-8731 or visit:

www.nald.ca/litcent.htm.

The Saskatchewan Literacy Network has produced an information kit with many practical tips, called *Health and Literacy: How do they relate?* For information on the project or to order this resource, call tel: 306-653-7368 or visit:

www.nald.ca/sklitnet.htm.

A new report called *Literacy and Health: Defining Links and Developing Partnerships* was recently released by Literacy Partners of Manitoba. The goal of the project was to help health care providers overcome barriers in reaching low literacy clients and to make it easier for less literate people to benefit from health services. You can read the final report online at www.health.mb.literacy.ca.

In the USA, the Literacy Information and Communication System (LINCS) has created a Health and Literacy site for teachers, students, health educators, or anyone interested in teaching health to people with limited literacy skills. Check out www.worlded.org/us/health/lincs/.

Research

Economic Arguments for Literacy

Literacy Scores, Human Capital and Growth Across Fourteen OECD Countries, a report based on the International Adult Literacy Survey (IALS) was released in June. According to Scott Murray of Statistics Canada, the report makes the ultimate argument for investing in education, specifically literacy and numeracy. Murray pointed to several compelling findings that emerge from the study:

- Increases in skill lead economic growth (rather than the reverse).
- Differences in average literacy and numeracy skills explain 55% of differences in Gross Domestic Product (GDP) per capita observed in the period 1960-1995.
- If the relationships observed over the past 40 years continue, a 1% increase in average literacy and numeracy skill would yield a 1.5% permanent increase in GDP per capita - three times the return associated with investments in physical capital.
- Such increases in average skill level (equivalent to 5 points on the IALS scales) could be realized in several ways: by reducing the % of people with Level 1 skills, by increasing the skills in the middle of the distribution where most workers are, or by increasing the % of people with Level 4/5 skills.
- The proportion of individuals with Level 1 skills exerts a strong negative drag on growth in GDP per capita. Large economic gains could be realized by investing in this lowest group.
- Small gains in the middle of the distribution would yield the desired increases in average skill level.
- The proportion with Level 4/5 skills does not appear to have an impact on differences in GDP per capita, not because these people are economically unimportant, but because countries are not deriving any competitive advantage by investing in this group.

The report is available online at:

<http://www.nald.ca/fulltext/oced/oced.pdf>.

You can order a hard copy (\$11) by calling 1-800-263-1136. For more information, contact scott.murray@statcan.ca.

Youth, Violence and Learning

Findings have now been released from a year-long research study on the impacts of violence on learning among youth in Ontario. The study has helped deepen understanding of how violence affects learning, and how school responses play a part. The findings also suggest possible ways to support learning for youth in high schools and in youth literacy and training programs.



Both the full report, *The Challenge to Create a Safer Learning Environment for Youth*, and the short report, *The Impact of Violence on Learning for Youth: What We Can Do*, capture the findings by Jenny Horsman and her colleagues. You can request print copies or download the documents from Jenny's website at www.jennyhorsman.com.

“ ...I couldn't even stay in this program. 'Cause I can't be focused. I'm telling you, when something's on my mind and I'm bothered, I can't be focused... I couldn't, I wouldn't be able to focus on my work. I'd be crying too much, into myself...”

“...The teacher-student relationship should be all about respect. A student will, I mean not to sound cheesy, but absolutely blossom and grow if they feel like their teacher will respect them even if they fail. Because everyone fails, and only through failure, and through darkness and desert do we learn and grow...””

Quotes from student interviews in the *Research with Youth* reports.

Research Spotlight



In this section we feature research highlights from the Directory of Canadian Adult Literacy Research in English. This comprehensive online resource is constantly updated to improve coordination and information-sharing among Canadian literacy practitioners and researchers. Find completed research as well as research in progress in the Directory at www.nald.ca/crd/start.htm.

Literacy for Women on the Streets: A Participatory Action Research Project

Introduction

This project involved a partnership between the Women's Information and Safe House Drop-in Centre Society (WISH) in the Downtown Eastside of Vancouver and Capilano College. The board members of WISH approached Capilano College to explore setting up a literacy program for women. In 2000, a two-year project was funded, enabling the organizations to design and implement a participatory action research project entitled "Literacy for Women on the Street." The research explored the key question, "How can literacy activities empower and stabilize the lives of women in the sex trade?"

Participants

Over the course of two years, 640 women attended the Learning Centre. In year one, 24 women attended regularly and in year two, 30 women formed a core group that attended regularly despite barriers such as homelessness, poor health, poverty, substance abuse, violence, and victimization.

Methodology

Qualitative methods such as instructor logs, questionnaires, Women's Advisory Group (WAG) minutes, collaborative reflection, and women's writing were used throughout the action research project.

Findings: Practicing Harm Reduction Strategies

The majority of adult basic education programs provide upgrading to individuals who are detoxed. The WISH Learning Centre is unique in that the women can be "active in their addictions and active in their learning." The learning process stimulated creativity, productivity, and healing. This, in turn, "created positive energy which assisted them in harm reduction." The women explored harm reduction strategies such as decreasing their dependency on drugs. Fewer drugs resulted in fewer "dates" which meant that the women had more time to focus their energies on learning and health issues.

Findings: Feeling Safe

The instructors played a key role in establishing a non-judgmental learning space that inspired trust. The women needed a place for learning and being that felt safe, both emotionally and physically. The instructors believed that in order to learn and heal, it was important for the women to experience unconditional acceptance, regardless of their emotional state of mind. This means that the women felt accepted, whether they were "withdrawn, happy, sad, angry, have just been beat up, are sick, need help, need to help, want to be busy, are using, are not using, etc." The instructors also had to find innovative ways to deal with conflict that would respect the individuals and the safe environment. The research project provided everyone with a broader view of what makes learning safe for street-involved women.

For more information on this study, go to the Directory for Canadian Adult Literacy Research in English at <http://www.nald.ca/crd/>.

Alderson, L. & Twiss, D. (2003). *Literacy for Women on the Street*. Vancouver, BC: Capilano College.

Resources

From Grass Roots Press



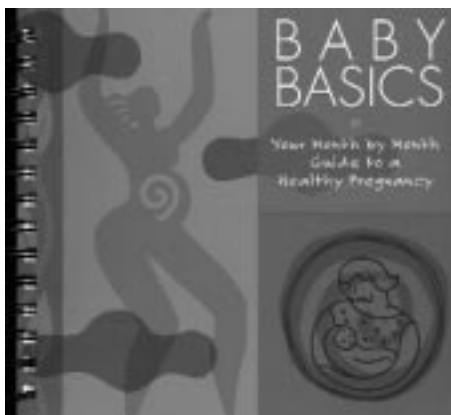
Grass Roots Press

"Moving the world of adult literacy practitioners and students"

The following health resources are available from

Grass Roots Press. Request a catalogue or order these items at tel: 888-303-3213 or email: grassrt@telusplanet.net or visit: www.literacyservices.com.

Baby Basics: Your Month by Month Guide to a Healthy Pregnancy



This informative publication provides a comprehensive monthly guide on pre-natal health for low-income women. Additional chapters focus on postpartum care, nutrition, and special issues such as homelessness, miscarriage, and drug addiction. Each chapter begins with *The Basics*, which describes the baby's development and the mother's changing body. This section, written at a grade 3 readability level, includes basic medical advice and what to expect and ask at monthly visits to the doctor or midwife.

The next section, *Take Care of Yourself*, provides expectant mothers with more in-depth information on pregnancy issues. This section is written at a Grade 6 readability level. In each chapter, health information comes alive through personal pregnancy stories, cultural stories, myths, and wives' tales. Please note that the final chapter on referrals is specific to the United States. Cost: \$24.95.

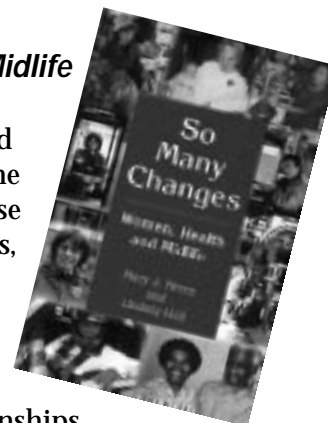
Quitting for Life

From the Self-Care Handbook series, this is an excellent resource for students who are thinking about overcoming their smoking habit. The handbook takes students through the four phases of quitting: preparing to quit; choosing a quit date; coping with withdrawal; and fighting relapses. Activities include maintaining a smoking log and identifying their smoking triggers. Cost: \$9.95.



So Many Changes: Women, Health and Midlife

The authors interviewed 135 women between the ages of 45 and 65 whose thoughts, ideas, feelings, and experiences are woven throughout the text. The chapters on menopause, stress, depression, and relationships will appeal to middle-aged and older female students, and provide a springboard for discussion. The book can be used for one-to-one or group instruction. Cost: \$16.95.



Reading Work

In our last newsletter, we indicated that *Reading Work: Literacies in the New Workplace*, could be obtained by contacting your local bookstore or contacting the publisher, Lawrence Erlbaum and Associates at www.erlbaum.com. Now it is also available through Grass Roots Press.



From New Readers Bookstore



The following health resources are available from the New Readers Bookstore of Laubach Literacy of Canada. Request a catalogue or order these resources at tel: 877-634-1980 or email:

newreadersbookstore@nb.aibn.com.

Help Yourself to Health

This book, written at the grade 5 reading level, prescribes an upbeat approach to good physical and mental habits and a common sense guide to getting proper medical care. The textbook costs \$28.00 and the workbook costs \$16.95.

This is Your Body

A simple diagrammed explanation of the body and how it works, written at a grade 6 reading level. The textbook costs \$26.00 and the workbook costs \$16.95.

The For Your Information (FYI) Series

The FYI series is written at a grade 3-5 reading level and provides adults and older youth with information written in straightforward, easy-to-read language that will help them make responsible decisions affecting physical and emotional well-being. Real life experiences enhance the relevance of topics covered. The series includes: *Eating Right*, *Managing Stress*, *Women's Health* and much more. Prices range from \$15.00 to \$21.00.

Research Findings into Practical Ideas

Researchers and partners with the Canadian Language and Literacy Research Network (CLLRNet) have

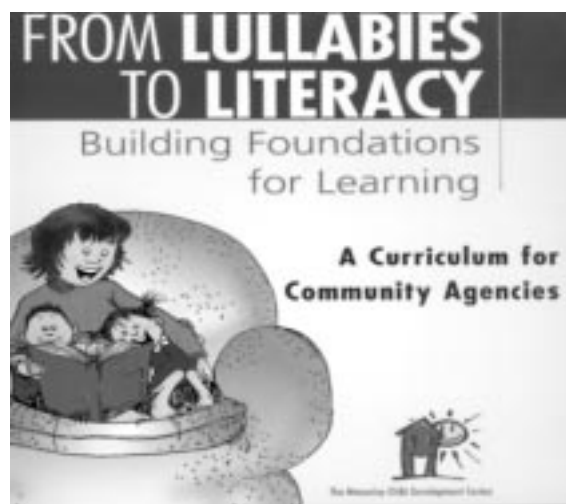


created a calendar that translates cutting-edge research findings on children's language and literacy development into fun, practical activities for child care professionals and educators to use with children.

The 16-month bilingual calendar runs from September 2004 to December 2005. Each month and week feature tips and techniques that can be implemented immediately. This calendar brings research to life and to frontline child care workers, educators and clinicians in a colourful, easy-to-use format. To receive a complimentary copy, contact Jill Wright at tel: 519-850-2524 or email: jill@cllrnet.ca. You can also access an electronic copy at www.cllrnet.ca.

This unique resource was developed through a partnership between CLLRNet, the University of Toronto and the Hanen Centre. The Network continually seeks mutually beneficial partnerships with a wide array of organizations, to pursue novel ways of improving and sustaining language and literacy development for children in Canada. For more information visit: www.cllrnet.ca.

From Lullabies to Literacy



The Macaulay Child Development Centre is pleased to release *From Lullabies to Literacy: Building Foundations for Learning – A Curriculum for Community Agencies*.

This innovative curriculum can be used in family literacy settings with groups of parents and caregivers that are diverse in age, education, culture and language. There is also a section that can be used by individuals. The curriculum can be used as a multi-week program or as single session workshops. Cost is \$50 plus shipping and handling. For more information contact Chris DeGennaro at tel: 416-789-7441 (ext. 240) or email: info@macaulaycentre.org.

Literacy and Disabilities

Studies estimate that approximately 50% of Canadian adults with disabilities experience literacy barriers. Despite rapid advances in technology and learning tools, people with disabilities are still being left behind on their journey towards literacy.



Several initiatives are now underway to tackle this problem by creating awareness, resources and connections between the literacy and disability communities.

- Bow Valley College has developed a new factsheet on Literacy and Disabilities. You can find it on the MCL website at www.literacy.ca, under Literacy Facts.
- The Neil Squire Foundation and Bow Valley College are surveying programs that have used a Speech Assisted Reading and Writing (SARAW) talking computer program. They are researching different models used to deliver literacy instruction to adults with disabilities using SARAW software. For information, contact Belle Auld at tel: 403-410-1503 or belle_auld@elit.ca.



- The Canadian Association of Independent Living Centres (CAILC) is sending out a survey to all literacy programs in order to find out more about the barriers faced by adults with disabilities when trying to access literacy training. This information will not only help to create a national directory but will also provide valuable information in order to address these challenges.
- CAILC is also organizing a national gathering called the *Literacy for Independent Living Symposium*. Scheduled for October 21 – 24 in Winnipeg, this event will bring together people in both the literacy and disabilities fields to encourage dialogue for future action and partnership development. For more information contact Mary Jane Clinkard at tel: 613-563-2581.

New Ranking System for Learning Resources

Adapted from NALD Networks, Spring 2004.

If you have browsed the NALD Literacy Collection (www.nald.ca/CLR/search/) recently, you may have noticed that some of the listings have a logo that looks like this:



This logo means that the document has been evaluated and is recommended for adult learning by literacy coordinators and instructors of the Community Academic Services Program (CASP) in New Brunswick. Each document has a star rating, with 5 stars being the highest.

The purpose of this project, called *Training for the Enhancement of Online Educational Resources*, was to make it easier for CASP instructors to find appropriate learning materials to use with their learners. Now all the evaluated materials are accessible through one central website: www.nald.ca/EvalToolNALDResources/search/eval_list.asp.

Anyone looking for classroom materials is welcome to make use of this free centralized service.

Common Assessment Goes Online

Adapted from NALD Networks, Spring 2004.



Literacy Link Eastern Ontario (LEEO) has developed an

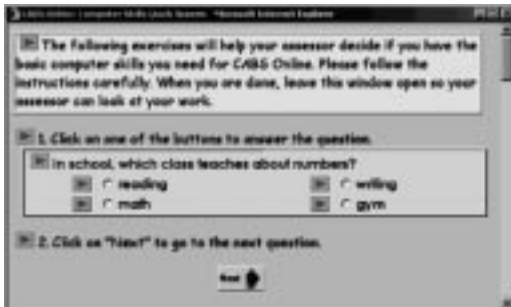
online assessment tool, the Common Assessment of Basic Skills, or CABS Online. As well as helping determine where to place an adult literacy learner in a program, the interactive tool may also be used for ongoing assessment.

Along with the 79 online demonstrations designed to assess reading, writing, and numeracy skills, other features of CABS Online include: reporting of learner results, individual training plans, a tour of the site, and the *Computer Skills Quick Screen (CSQS)*.

The CSQS demonstration ensures the learner has the computer skills to be accurately assessed with the online version of CABS. The Level 1 demonstration activities and the CSQS include the option of having the instructions read aloud to learners who are unable to read these instructions themselves. CABS Online does not interpret the results of the learning demonstrations, therefore the assessor has more control over placing the learner within the literacy system and deciding which activities will be assigned.

To access the CABS Online Homepage,

1. Go to <http://www.ileo.ca>.
2. Select the 'Assessment Tools' button.
3. On the next page, select the CABS Online hyperlink.



CABS Online is widely used in adult literacy programs in Ontario. Each program has been assigned a Centre Code and Password to ensure confidentiality and a secure database of assessment results. As part of the CABS Online Phase 2 project, other provinces and the territories were approached and expressed interest, and even participated in the field trials. In order to take CABS Online to the national level, LLEO sought and gratefully received National Literacy Secretariat funding for this two-year project.

LLEO is providing CABS Online information and training sessions to adult literacy programs across Canada. It is also building a bank of field trial participants to explore the development of articulation templates, which will serve to provide a common language among literacy providers across Canada.

For more information about CABS Online or to organize a training session, contact Melissa Oliver at tel. 613-389-5307 or email: cabsonline@ileo.ca.

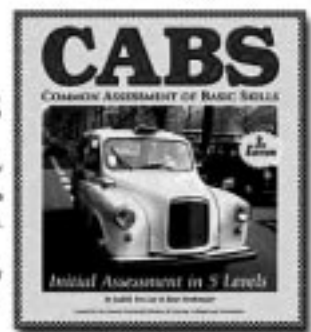
CABS Online Homepage



Welcome to CABS Online

- Home About CABS Online
- Private CABS Online
- Using CABS Online
- Assessor Practice
- Assessor Login
- Student Login
- CABS Online Training
- Manuals
- Technical Requirements
- Credits and Acknowledgements
- CABS Manual Homepage
- Assessment Profile

Seventy-nine demonstrations from the CABS (Common Assessment of Basic Skills) manual have been reworked here in a vibrant online environment to provide a practical assessment tool for use with Literacy Basic Skills students who can work on computers.



About fifteen assessment activities at each of the five levels address important reading, writing, numeracy and basic computer skills outcomes. In integrated format. Just as with the original CABS manual, these online activities were designed for initial intake use, but may also be used for ongoing or exit assessment purposes whenever appropriate.

First read [Home About CABS Online](#) for an overview of this tool, and then go to [Private CABS Online](#) for an initial look at ten sample demonstrations, the [Computer Skills Quick Screen](#) to identify appropriate students, and the [Assessment Console](#) - an individualized database for each student's assessment records.

Please visit [Using CABS Online](#) when you are ready for the detailed instructions in its use. You will learn how to register students, assign assessment activities, evaluate student work and record the results. This in-depth tutorial also includes a student orientation list and everything else you'll need to know to make CABS Online a part of your assessment protocol. Finally, read [Assessor Practice](#) to review the steps for hands-on training to fully prepare you to use CABS Online with your students.

Literacy Link Eastern Ontario gratefully acknowledges the efforts of the National Literacy Secretariat (NLS) of Human Resources Development Canada and the Ministry of Training, Colleges and Universities (MTCU) to further computer-based learning and assessment practices in LBS agencies through their support of this project and others.

Technology Support

Software Choices Made Easy

From NALD Networks, Spring 2004 with permission.



It is now easier for adult literacy instructors to find suitable and affordable educational software for learners to use, thanks to a project coordinated by the National Adult

Literacy Database (NALD) and funded by the Office of Learning Technologies. Evaluations of 107 pieces of educational freeware and shareware have been posted online, and the programs are also categorized and available for download.

Rather than having to search for programs on the Internet, download them to see if they'll run on the computers available in the classroom, and then test them to see if they're suitable for the students. Instructors can now find all of this information, plus the programs themselves, on the NALD website. This represents a valuable resource, as these programs are peer-reviewed and cover a range of skill levels including ESL. They also cover a range of operating systems and include subjects such as: math, reading, spelling, vocabulary and typing.



A complete list of software programs that have been evaluated is available in alphabetical order at:

http://www.nald.ca/software/software_list.asp.

This list can be sorted by content, by operating system, and by skill level. The list can also be searched using a refined search option. Additional information is provided to allow users to learn more about each program before deciding whether or not to download it.

For those with limited Internet access or slow connections, NALD has also developed a CD-ROM version of the project, which is available free of charge. To order a copy, please contact NALD at tel: 1-800-720-6253, or by e-mail at contactnald@nald.ca.

Hot LINCS

Periodically, the US-based Literacy Information and Communication System (LINCS) highlights outstanding adult education and literacy-related sites that are available on the World Wide Web. Sites are designated as "Hot" sites based on whether they:

- have merit as content-rich resources;
- are presented in a clear, effective manner;
- take advantage of the best Web technologies.

LINCS' many resources may interest teachers, practitioners, tutors, students, librarians, parents, researchers, administrators and more. For those not familiar with the LINCS system, a training CD has been developed to help you learn about the many features of the system.

LINCS also invites your nominations for favourite online literacy resources. Simply send them the URL and a short statement of why you think your selection should be chosen as a LINCS "Hot" site.

- Visit the LINCS website at: www.nifl.gov/lincs.



- Recommend your favourite site using the form at: www.nifl.gov/lincs/hotsites/aboutform.html.
- To request a *LINCS to Literacy* training CD, refer to order #EX0183C when you call: 1-877-4-ED-PUBS or email: lincs@nifl.gov.

Web-4-All

To help meet the public Internet access needs of Canadians with disabilities and literacy issues, Industry Canada has supported the development of an assistive technology called Web-4-All (W4A). W4A is the first technology in the world that makes it possible for users to carry with them their own user interface preferences (including system preferences, browser preferences and assistive technology preferences). With a “smart card” users can quickly configure a public access computer to accommodate their special needs. The computer can then revert back to standard settings for the next user.

In spring and summer 2001, Web-4-All was tested at several public Internet access locations in Ontario and New Brunswick. The pilot projects were made possible by donations of “smart cards” from Bell Canada and the Royal Bank. The W4A package was developed for Industry Canada to ensure that seniors, new Canadians, and people with disabilities or literacy challenges would have computer access to services and information on the Internet. Every time they log onto a public access computer, they insert their card into a reader and the computer adjusts to their preferences for assistive software and/or hardware.

W4A consists of a number of assistive technologies including:

- **Opera, a plain-text browser;**
- **HomePage Reader, speech synthesis for the blind;**
- **eReader, multi-sensory input for learning disabilities, low literacy, and FSL (French as a Second Language) / ESL (English as a Second Language);**
- **Visual Dynamic Keyboard, alternative keyboard inputs for manual dexterity impairments.**

The W4A package contains an external card reader and track ball that can replace the mouse. Installation, support, and training documentation are provided in a variety of alternate formats (Braille, large print, audio tape, and plain e-text). It requires a Pentium II or better computer with a CD-ROM drive, sound card and speakers, at least 64 MB of memory, and Windows 98.

Though new, this package offers potential to make Internet usage more accessible. For more information please call tel: 1-800-575-9200, TTY: 1-800-465-7735, email: w4a@ic.gc.ca or visit: www.web4all.ca.

Further Steps

The First Steps project released its final report and recommendations in Spring 2004. First Steps was designed to explore the potential for creating a national electronic conferencing system that would meet the literacy community’s needs for communication and collaboration.



The recommendations are:

- A single electronic conferencing system should be deployed.
- The system should allow the maintenance of regional identities within a national context.
- The system should be hosted at either AlphaPlus or NALD.
- The system should be based on First Class technology.

The findings are online at www.nald.ca/firststeps/. The First Steps partners welcome your comments about the report.

Technology Deals

Tech Soup, the Technology Place for Non-profit Organizations, is a service that connects non-profits with donated and discounted technology. You can get some of the latest software as low as \$5 (US), plus a small customs clearance charge (approx. \$15). For information on deals like this and much more, go to: www.techsoup.org.

New and Noteworthy

New Twist on Canada Post Literacy Awards

For over ten years, Canada Post has played a role in raising public awareness for literacy and highlighting the challenges and successes of this issue.



This year marks a significant change to the Canada Post Literacy Awards with the expansion of the eligibility criteria to include English as a Second Language (ESL) and French as a Second Language (FSL) learners, educators and programs.

Finalists have been posted at: www.canadapost.ca/literacyawards and winners will be announced in late August with provincial and territorial ceremonies to be held in September and October.

Still Sharing the Stories



ABC CANADA Literacy Foundation and Coca-Cola Limited are once again accepting applications from literacy

organizations and libraries for the Share-the-Stories program. This project funds reading circles and book collections for children across Canada.

Over the last two years, a total of 995 organizations have applied for Share-the-Stories funding and of these, 172 programs received grants. 240 reading circles have been created and supported and more than 22,000 new children's books have been purchased.

Non-profit literacy organizations, school libraries and public libraries can apply for \$2,500 worth of funding to assist in the development/maintenance of a reading circle, or \$1,500 to create/supplement a children's book collection. A complete application package can be downloaded from: www.abc-canada.org/sts or you can request one by calling tel: 1-800-303-1004.

NALD Award Goes to Brigid Hayes

Brigid Hayes' contribution to literacy in Canada was officially recognised in December 2003 when she received the NALD Award for Contributions to Literacy. Her knowledge of and experience in workplace literacy made her an expert in this field, and she has undertaken significant activities to both help promote literacy and enhance literacy and lifelong learning.



Brigid Hayes receives the NALD Award for Contributions to Literacy from Charles Ramsey, Executive Director of NALD

From 1989 until 2003, Brigid Hayes was a Program Consultant with the National Literacy Secretariat, specializing in partnerships and policies with business and labour, and workplace literacy. She now works at the Canadian Labour and Business Centre (CLBC) as a Senior Researcher. The CLBC's mission is to improve business and labour practices in Canada and to provide public policy advice on labour market and skills issues. For further information on the CLBC, please visit the website at <http://www.clbc.ca>.

Farewell Note

MCL says farewell to long-time employee, Myriam Genet. After more than 10 years with the Movement for Canadian Literacy, Myriam is leaving her position as Office Manager. We wish you well in your move to small-town life, Myriam!



Myriam with her children, Rory and Corinna.

Literacy Takes Flight with the Snowbirds

Reach Canada is a national non-profit organization that offers “lawyer referral and educational services to improve the quality of life for citizens with disabilities and those with low literacy skills.”

Recently Reach Canada embarked on a partnership with the Canadian Snowbirds aeronautical team who were eager to work in support of a social issue that was meaningful to them. Together they decided to highlight the importance of literacy as a key to success and reinforce the message: Excellence and Achievement Through Literacy – Read to Succeed.

This partnership recently produced a large poster featuring the Snowbirds at work and using their literacy skills. The strong visuals do not include a slogan in order for the posters to be adaptable in a wide range of settings. The project also produced CDs that include the artwork so that organizations can use the positive and visible symbol of the Snowbirds as literacy champions for local needs.



The posters and CDs have been sent to the provincial and territorial literacy coalitions as well as the MCL office. Call or email to

request your copy today. Although they are free, small mailing charges may apply. For more information, contact Reach Canada at tel: 613-236-6636 or 1-800-465-8898, or email: reach@reach.ca or visit: www.reach.ca.

Unions for Literacy

The Canadian Labour Congress is pleased to announce the release of a new literacy poster on September 8th, 2004, International Literacy Day. The bilingual poster depicts a tree rooted in “reading the world”, embracing the many ways learning and literacy can touch our lives: at work, in the community, with our families and in our unions. Illustrated by Edmonton artist Barbara Hartmann in shades of blue, green and gold,



the message – *Unions and Literacy: Learning for our Lives* – says that unions and literacy are about both learning for our whole lives and learning for the many parts of our lives.

The poster is available in two sizes, 15” x 23” and 10” x 15” and as a bookmark. For more information about ordering the poster, please email: clcliteracy@clc-ctc.ca.

Clearer Communications Forums

The Fédération canadienne pour l’alphabétisation en français (FCAF), a national literacy organization, is bringing the Towards Clearer Communications forum to every provincial capital city in 2004 and 2005. The bilingual workshop focuses on the benefits of using plain language whenever communicating to the general public. Communicators from the private, public and non-profit sectors who wish to improve the clarity of their messages are all welcome to attend.

Some of the sessions cover:

- How to communicate with less-literate Canadians?
- How to design effective forms?

You will also hear about case studies from the health, financial, print media and government sectors on how plain language can narrow the gap between communicators and the general public. Visit www.clearercommunications.ca for the dates and registration information or call FCAF at 613-749-5333 or 1-888-906-5666.

New Weekly Literacy News Updates

The Board of the National Adult Literacy Database (NALD) has decided to discontinue publication of the electronic newsletter, *NALD Networks/Réseaux*. The decision was made because readership of the online newsletter was declining, while the workloads of NALD staff are increasing. NALD now offers the literacy community a free service of weekly email updates. These are designed to provide accurate, timely information about changes and additions to the NALD website. Go to www.nald.ca to register for this service.

Excellence in Workplace Literacy



The Conference Board of Canada is pleased to announce the winners of the 2004 Excellence in Workplace Literacy Awards. Supported by the National Literacy Secretariat, these awards showcase companies whose workplace literacy programs enhance employee reading, writing and numeracy skills through in-house training, core competency evaluations and skills promotion.

This year's winners are:

- Elmsdale Lumber Company (small business initiative)
- Minas Basin Pulp & Power Company Limited (medium-sized business initiative)
- Dofasco Inc. (large business initiative).

They will be honoured at the *2004 Workplace Education and Learning Conference: Investing in People* in Toronto, Nov. 29-30, 2004.

For more information regarding the 2005 competition, visit the website at www.conferenceboard.ca/education/awards/ or contact Linda Scott at tel: 1-888-801-8818 (ext. 277) or email: scott@conferenceboard.ca.

News from Ottawa



As the dust settles after the June federal election, MCL is assessing what it all means for literacy in Ottawa. You'll find our analysis in the August issue of *Federal Literacy Facts (FLF)*. FLF will also contain details of our plans to raise awareness and support for literacy among the new and returning MPs this Fall.

Government "gridlock" due to the election and the political events preceding it caused delays to the processing of National Literacy Secretariat (NLS) funding applications from MCL and many other literacy organizations. The funding started flowing again in mid-July, hopefully in time to prevent program lay-offs or closures. MCL apologizes for the delay in publishing this newsletter.

Viewpoint: To Educate and Motivate

By Kelly Grant, Empower Youth Society of Canada

I remember as a child reading Curious George books, I couldn't get enough of that little monkey. Just before Christmas, 2003, I, along with several other adult and teen volunteers were packing old books from a school library. Wouldn't you know, one of the books that I packed was Curious George. I spent a little time reminiscing, read a few pages and packed it into one of over 400 boxes that were bound for Guyana, South America. I didn't fully realize at the time what it was that we were accomplishing, you see I am very goal-oriented. That day it was all about packing books, getting to the last shelf, and getting home before dinner time.

It wasn't until after the 9,000 books arrived in Guyana, that Neil Whyte, a very hard-working volunteer, took what were just numbers to me, and gave the gift of literacy to a country, his country. He single-handedly set up 6 libraries around the country with those books that were sent. Those books, destined for a landfill in Calgary, have become a whole new learning opportunity for thousands of children who otherwise wouldn't learn how to read.

Neil works full-time in the shipping department of a company in Guyana. In the past he would collect the crumpled up newspapers that he received in the boxes that were shipped. He would then take those old newspapers into the villages for people to learn how to read. As I have got to know him, I can't help but be amazed by what he has accomplished. The hours that he spends, and how he has given his all to help a nation that has long been forgotten about.

The Empower Youth Society of Canada is an Alberta-based non-profit organization with the purpose to educate and motivate. We are currently undertaking two large projects.

One project is another book drive to gather books to send to Guyana. The other initiative is a scholarship project in Romania to help students, who might otherwise end up as unemployed young adults, receive full scholarships to a top Romanian university.

To find out more about us, visit:

www.empowersociety.org or contact Kelly at kelly@empowersociety.org.

Coming Events

September 8, 2004

International Literacy Day (ILD) Canada and throughout the world

For more information, go to NALD's ILD section at www.nald.ca and look under Events. Also check out the ILD factsheets developed by the National Literacy Secretariat at www.nald.ca/nls.htm.

Fall 2004 • postponed to Spring 2005

International Adult Learners Week Canada-wide

For the last two years, Canada has celebrated this international event in early September. The Canadian Commission for UNESCO has now announced a new date for this week-long celebration. For more information, contact the Canadian Commission for UNESCO at tel: 613-566-4405 or visit: www.adultlearning.unesco.ca.

October 17 – 19, 2004

Staying the Course: Literacy and Health in the First Decade Ottawa, ON



This conference organized by the Canadian Public Health Association (CPHA) will bring together people from both literacy and health to discuss what is being done to improve the health of Canadians with low literacy skills. You can register online now at www.cpha.ca/literacyandhealth or for more information, contact the CPHA at tel: 613-725-3769, (ext. 177) or email: literacyandhealth_conf@cpha.ca.

October 21 – 24, 2004

Literacy for Independent Living Symposium Winnipeg, MB

This is an event to promote dialogue between the literacy and disability communities in order to address the literacy needs of adults with disabilities. For information contact Mary Jane Clinkard at the Canadian Association of Independent Living Centres (CAILC) at tel: 613-563-2581 (ext. 15) or email: literacy@cailc.ca.

literacy.ca

Movement for Canadian Literacy

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The Movement for Canadian Literacy is a national non-profit organization representing literacy coalitions, organizations and individuals from every province and territory. Our mission is to be a national voice for literacy for every Canadian.

Our member coalitions:

Labrador Literacy Information & Action Network
Literacy Alberta
Literacy BC
Literacy Development Council of Newfoundland & Labrador
Literacy Nova Scotia
Literacy Partners of Manitoba
Literacy Partners of Quebec
New Brunswick Coalition for Literacy
NWT Literacy Council
Nunavut Literacy Council
Ontario Literacy Coalition
PEI Literacy Alliance
Saskatchewan Literacy Network
Yukon Learn

The *literacy.ca* newsletter is a vehicle for literacy workers and supporters to share information, ideas, resources and research on emerging literacy issues. We welcome letters to the editor, articles, photos and suggestions for future issues as well as feedback on what you find in these pages. The views expressed in *literacy.ca* are not necessarily those of MCL, its Board of Directors or the editor, but are published to stimulate discussion on a range of adult literacy issues.

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