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Movement for Canadian Literacy

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The Literacy Field Speaks!

An Update on the National Literacy Action Agenda



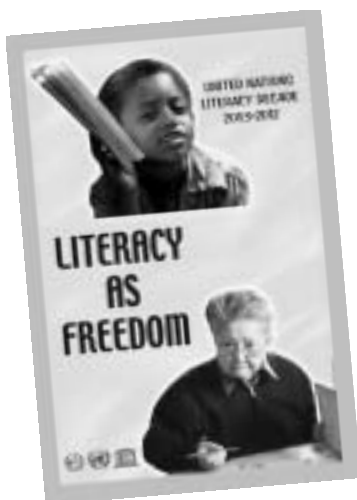
The Fall 2002 issue of *literacy.ca* featured the National Literacy Action Agenda discussion guide and feedback workbook, and we were delighted to see the literacy community respond with commitment and passion. We received over 110 survey responses representing a broad spectrum of over 240 literacy

workers, learners, researchers and tutors from every province and territory. This article highlights some of your ideas and concerns, and provides an update on what comes next as MCL works to make sure that literacy is addressed in the federal government's emerging skills and learning strategy.

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2003 – 2012 UNITED NATIONS LITERACY DECADE

*Literacy for all:
voice for all, learning for all*

More on [page 21](#) inside or visit www.unesco.org



The five priority visions were overwhelmingly endorsed by the literacy field! They are:



- 1 Literacy Policy** Federal and provincial governments resolve jurisdictional issues and commit themselves to a pan-Canadian Adult Literacy / Basic Education strategy. Policies at national, provincial, and local levels are responsive to the current and changing population of adult literacy learners and potential learners, and are developed and implemented with the involvement of all stakeholders. As a result of these policies, Canadians across the country have the right to free literacy and upgrading to high school completion, regardless of age.
- 2 Quality Delivery System** A Canada-wide system of high quality adult literacy and basic education services helps adults in every community achieve their goals as family members, workers, citizens and lifelong learners. The system is comparable to the K-12 and post secondary education systems in terms of recognition, infrastructure, and financial support. At the same time, the system is flexible enough to allow provinces / territories and communities to define their own needs and solutions.
- 3 Access to Services** Across the country, Canadian adults regardless of age have access to high quality literacy and basic education services that respond to their realities, needs and goals, and these can be accessed when and where they are needed.
- 4 Literacy Research** A range of research on adult literacy contributes to our understanding of literacy challenges, needs and solutions. Research findings are clear, accessible and linked to the realities of practice.
- 5 Access to Services** Across the country, Canadian adults regardless of age have access to high quality literacy and basic education services that respond to their realities, needs and goals, and these can be accessed when and where they are needed.



We hear you!



As we work our way through the responses to the National Literacy Action Agenda, we are finding that in general there was overwhelming agreement with the principles, priorities and goals. However, in some areas there was a range of views:

- 1 Why bother with a federal strategy?** Many respondents were unclear about the role of the federal government when education and training are under provincial jurisdiction. (Please refer to the *Influencing Change* article [pgs 5-7](#))
- 2 Definitions.** In a field that values words so highly it was no surprise that a number of people highlighted the need to fully define literacy, stakeholder and other terms. Some of you suggested that we follow the example of European countries who do not use the word literacy at all since it implies a deficit approach. Some comments on the language used in the Discussion Guide and Workbook illustrated the difficulty of describing literacy issues and challenges in a way that is clear to everyone.
- 3 Creating a system comparable to the K -12 system.** While there was overwhelming support for this goal, many respondents mentioned that since there are so many flaws in the current K-12 model, our aim should be equal status for adult/lifelong learning rather than imitating the K-12 system. Also highlighted was the need for flexible, learner centred programming.
- 4 Providing a range of programs.** Although there was strong support for this principle and for respecting culture and language, many people feel that it is not practical to provide literacy programs based on every learner's first language and culture. Anglophone, Francophone and Aboriginal literacy programs were considered a priority at this time.
- 5 Developing literacy as a profession.** While many of you noted that this was a priority for gaining credibility and advancing the overall cause of literacy, others expressed concerns that setting training and/or certifications standards could create rigidity or exclude competent people including many of the volunteers on whom we depend. The message was that literacy workers must be involved in developing the standards and systems of applying them. This is a field that values flexibility and inclusion. It was also interesting to note how many literacy workers wear many hats and perform more than one role. The categories we offered on the survey didn't cover all of you!
- 6 Creating literacy goals and standards.** Many people emphasized the need to maintain the flexibility of literacy delivery while developing our accountability and credibility. The concern was how to walk this fine line. People were dubious about standards set by those who don't understand the realities of literacy delivery, and standards that are not backed by the support and infrastructure needed to meet them. Concerns were expressed about who might set standards, how they would be applied and who might get left out of the process (for example, volunteers, learners, experienced literacy workers with few paper credentials).
- 7 Supporting literacy research.** There were conflicting views on how and how much to support literacy research. Some respondents indicated that enough research and worthwhile models already exist so that the priority should be disseminating information rather than creating new data. Others said that research is needed to gather more solid and coherent data to make a credible case for support. Many see a gulf between researchers and practitioners. Some ranked research as the lowest priority since they fear it could take funding away from actual delivery.
- 8 Developing partnerships.** This was generally seen as an important item with huge potential payoffs but respondents raised concerns that it was too big a job to be undertaken at the level of individual programs. The 'up-front' effort was seen as a huge investment of resources that literacy programs often don't have. More information and examples are needed on how to build our allies and partners at local, provincial and national levels.

Next Steps for the Literacy Action Agenda



MCL's objectives in developing a National Literacy Action Agenda have been:

- to bring a unified literacy community vision to the federal government's skills and learning consultations and ensure that adult literacy / basic education is a component of any national skills and learning strategy;
- to promote the development of a high quality system for adult literacy / basic education that is flexible enough for provinces / territories and communities to identify their own needs and solutions;
- to ensure that this system is backed up by policies, funding, infrastructure, and research;
- to ensure that high quality literacy services are accessible to all who need them, along with the supports necessary to enable them to participate.

When finished, the Literacy Action Agenda will outline “*what needs to be done*” over the coming years to improve literacy in Canada, *from the perspective of the Canadian literacy community*. Now that our community has endorsed the proposed principles, priorities and goals, MCL will develop suggested action steps for each goal based on the responses to the discussion guide, as well as on existing research and advice from literacy leaders with specific expertise. Finally we'll seek the agreement of national and provincial/territorial literacy organizations. Only action steps on which there is consensus will be included in the Agenda.

In the end the Literacy Action Agenda will be useful as a guide and rallying point:

- for our own organizations in developing initiatives that respond to the needs and have the support of the broad literacy community (especially important for national organizations);
- for funders in assessing proposed initiatives in the light of needs and priorities identified by the wider literacy community;
- for government and non-government partners in understanding the bigger picture and how they can work with us toward a more literate Canada.



The value of MCL's efforts in pulling together a unified literacy “voice” is evident in this excerpt from a letter we received from Jane Stewart, Minister of Human Resources Development Canada.

“Within the recommendations in the area of ‘Strengthening Learning Culture’ (at the National Summit on Innovation and Learning), I was pleased that delegates identified establishing a pan-Canadian literacy/essential skills system as a priority...”

As we collectively develop approaches to implement the outcomes of the summit, I am encouraged by the enthusiasm of organizations like the Movement for Canadian Literacy and others across the country who want to work collectively towards common goals on important issues such as literacy and learning. The recent documents you have submitted ... are key documents that the government of Canada will want to draw upon as it moves ahead in the important area of literacy. I would encourage the Movement for Canadian Literacy, on behalf of all the national literacy organizations and the broader literacy community, to continue to keep in touch with Human Resources Development Canada as our work in this area progresses.”

Minister Stewart has asked the all-party Parliamentary Standing Committee on Human Resources Development to put literacy on its agenda and report to parliament with recommendations before summer. MCL has already appeared at the preliminary committee hearings along with other literacy “witnesses”; and our presentation was strengthened by the “unified voice” that is emerging through our consultations and networking. MCL will continue to work hard to push for meaningful action in the priority areas you’ve helped identify.

Insight... *Pan-Canadian vs National*

You may be wondering why you see the term “pan-Canadian” used instead of “national.” Gone forever are the days when the federal government could make decisions for the whole country without first getting all the provinces and territories to agree. The term ‘pan-Canadian’ implies the possibility of special arrangements with different provinces and territories.

A “pan-Canadian” approach allows for national vision and leadership, while respecting regional and community differences. We envision a “pan-Canadian literacy strategy” that benefits every region of the country equally, but does so by building upon the approaches, mechanisms, or practices that work best in each province or territory.



Influencing Change: *Your Voice Matters!*

by Chris Dendys, MCL Policy Consultant



What springs to mind when you think about politics? Do you think of shouting matches in the House of Commons? Do you picture men in expensive suits spouting off sound bites on the 6 o’clock news? Or, even worse, do you imagine a solid brick wall that stands between you and the important political choices that are being made every day in Ottawa, or in your provincial capital, or in your city hall – choices that have the power to seriously affect your life?

If you feel like politics are too complicated, too time consuming, or too out of reach, you’re not alone. In the last federal election, four out of ten voters didn’t even bother to cast a ballot. In between elections, the number of people who get involved in shaping the political process is much, much smaller. For too many Canadians, the political process seems out of reach.

As someone with a decade’s worth of work experience on Parliament Hill and as MCL’s policy consultant, I want to tell you this: your voice matters! There are so many little ways that each of us can influence big policies and decisions. I also want to tell you that the literacy community must not only care about the political process, but must find the time to help shape it. You are the ones whose work, whose lives, and whose futures will be affected by those very policies that are being shouted about on Parliament Hill or simplified into sound-bites! You are the experts when it comes to how proposed policies will affect you. ...→

Influencing Change

The constant pace and tremendous demands of political life mean that most politicians are knowledgeable about many things and experts in few. That's why they rely on the input of trusted sources and constituents to make informed decisions. By cultivating an active relationship with your political representatives you will become one of those trusted and credible sources that they turn to for advice and information.

Politicians want to hear from you

This is especially true if you live in the politician's community. Staying in tune with the realities of their communities is the political life-blood of politicians. They depend on voters who stay informed and stay in touch – during elections and between elections. Whether your name is attached to phone messages, correspondence, or invitations – if you live in a politician's community, your name will move quickly to the top of priority lists.

The same principles hold true at both the provincial and national level. When it comes to directing literacy policy or setting funding levels, politicians and government officials in their departments need to talk to teachers, administrators, tutors, academics and learners, not only to determine the needs and ground their policies in reality, but also because it lends credibility to the process. Bad policy only wastes resources and alienates voters.



Knowledge, passion and commitment are the keys to making a difference

After working on Parliament Hill and in politics for many years, I've seen first hand how ordinary Canadians can make a difference. Strategies such as letter-writing campaigns, media tactics, one-to-one meetings, feeding into policy debates, coalition building, lobbying in your provincial/territorial capital or on Parliament Hill, can all be productive and creative tools

for influencing change. There is no single “blue print” for action that leads to success. However, successful campaigns for change and the people who participate in them are:

- 1 informed** – whether you're knowledgeable about policy and/or practice, or whether you are someone who's lived the issue and knows impacts first-hand;
- 2 passionate** – about the need for change;
- 3 committed** – to staying with the struggle since meaningful advances don't happen overnight and are often long-term, multi-phased processes.

Recently the federal government has shown an increasing awareness about the importance of literacy to the future of Canada. This presents us with an exciting and important opportunity to help pave the way for meaningful development on a national literacy strategy.

Since you are closest to your provincial/territorial governments, you may think that lobbying the federal government is a waste of time. This is not true. Adult literacy services are delivered and funded through a complicated web of provincial/territorial and federal mechanisms. Provinces take the lead in direct funding and delivery, but the federal government also plays an important role in developing policy directions and funding the National Literacy Secretariat (NLS) and other literacy initiatives. ...→

The NLS does an excellent job but is constrained by its limited resources and mandate. Also, there are a number of federal programs and services that could be adapted or adjusted to incorporate literacy considerations into their design. For example, policies and programs in federal areas such as Employment Insurance, supports for Aboriginal Peoples, immigration, the National Children's Agenda, crime prevention, and more could be reviewed and adjusted to promote maximum access to, and participation in, literacy and adult essential skills programs. Imagine how this kind of federal awareness could also foster ways of cooperating with the provinces and territories to enhance literacy delivery.



Literacy is too important to our nation not to have national leadership and a national vision. That's why it is MCL's goal to make literacy a consideration uppermost in every politician's mind at all levels of government. And this is where you can play a role. As MCL works to bring literacy to the attention of federal bureaucrats and politicians in Ottawa, we're calling on you to reach out to local, provincial and federal representatives in your area. The federal government has opened the door to forging a renewed commitment to literacy. It's up to us to not only walk through that door, but to set the agenda when we get there.

MCL will try to do our part to keep you informed, to facilitate a united response and visions for a broader literacy and learning framework, and to communicate that unified vision to decision-makers. Because your voice matters, together we will make a difference.

You CAN play a role:

Getting active locally by helping create literacy champions



- Check the MCL website at www.literacy.ca under **Literacy Action** for ideas, tips, letter-writing templates, factsheets and more! Adapt and edit the materials as needed.
- Build literacy champions in your community! Invite local, provincial/territorial, and federal politicians and government officials to your program's special events or fundraisers.
- Raise literacy's profile in your community. Make connections with some of these potential allies: other education and training officials, social service agencies, libraries, chambers of commerce, economic development offices, colleges and school boards. Politicians will hear your message more clearly if your voice is just one of a community chorus.
- Provide literacy services to politicians and key officials. For example, review their printed materials to help them communicate with less literate audiences.
- Don't feel overwhelmed. We can influence one politician at a time but it takes time! Work on becoming the credible literacy expert with one local politician and go from there.
- Develop a team of spokespersons in conjunction with other literacy organizations in your area.
- Use your clout as a voter in the constituency when you contact your elected representatives. You'll soon find that your requests move to the top of their priority list.

Reviewing the Canadian Literacy Scene



The surveys revealed that many of us who work in literacy are so stretched that it is difficult to find the “thinking time” needed to reflect on issues outside our region or province – or sometimes even beyond the doors of our programs! This section will help you recap some key elements about how our adult literacy programs are delivered and supported.



Canada is one of the few industrialized countries without a national system for adult basic education.

In Canada, literacy and adult basic education, like most social issues (welfare, health, education, training) fall mainly under the jurisdiction of provincial and territorial governments. The federal government does play a role in developing policy directions and in providing some funds for literacy initiatives through provincial transfer payments, Labour Market Development Agreements, other specialized federally delivered programs, and the National Literacy Secretariat.

The federal role

The federal government created the National Literacy Secretariat (NLS) in 1987. The NLS works with provincial and territorial governments, the volunteer sector, business, labour, the literacy community and federal government departments to help advance literacy issues and policy development on a national and international scale. It is part of the federal department Human Resource Development Canada (HRDC).

The mandate of the NLS is to share information and expertise on literacy issues and act as a catalyst for literacy action on behalf of Canadians. With an annual budget of about \$30 million, it supports a number of projects and initiatives to develop learning materials; improve access to literacy programs; increase public awareness of the importance of literacy; improve coordination and information among literacy partners, and advance literacy research. The NLS does not fund the delivery of direct, ongoing literacy training.

The provincial and territorial role

The delivery of literacy training programs is mainly funded and coordinated by the provinces and territories within their education and/or training systems. This is often done in partnership with voluntary organizations, formal educational institutions (e.g., school boards and community colleges), business and labour. However, provinces and territories are under no obligation to designate specific funds in support of core literacy programs. As a result, literacy services in Canada vary considerably in resources and accessibility from one region of the country to another.

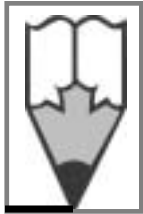
Within the provinces and territories, adult literacy programs may be delivered by various providers including colleges, school boards, unions and community based agencies. They may deliver targeted services to various population groups including Aboriginal, Deaf (or Deaf-Blind), Francophone, Anglophone, developmentally delayed, prison inmates, workers, and/or unemployed literacy learners. A significant amount of literacy training in this country is delivered by trained volunteers.

Each province and territory has a coalition that is funded to provide support and services to literacy organizations within their region.

The National Literacy Organizations



There are six national literacy organizations, each filling a unique role.



Movement for Canadian Literacy

The Movement for Canadian Literacy (MCL)

is a national coalition of the provincial and territorial literacy coalitions, providing a national forum for exchange, collaboration, support and promotion of English literacy issues in Canada.

www.literacy.ca

Two national networks provide support to programs that use their specific approaches to literacy training.



Laubach Literacy of Canada

links Laubach-based literacy groups across the country, and provides resources, support and training for their volunteer tutors. www.laubach.ca



La Fédération canadienne pour l'alphabétisation en français (FCAF)

fulfills a similar role to MCL's for Francophone literacy interests across the country. www.franco.ca/alpha



Frontier College

also supports a network of committed volunteer tutors, delivering informal literacy training in workplaces, community agencies and remote communities across the country. www.frontiercollege.ca



ABC CANADA

is a foundation of business and labour that supports literacy by raising public awareness and funds to support local literacy groups. By engaging the support of corporate Canada, they have made possible a number of promotional initiatives such as the "look under Learn in the yellow pages" campaign, the Peter Gzowski golf tournaments and the Canada Post commemorative literacy stamp. ABC CANADA has also carried out national research on literacy issues. www.abc-canada.org

Canada is also fortunate to have a comprehensive electronic clearinghouse of literacy resources.



The National Adult Literacy Database (NALD)

provides all literacy organizations with technical support, online materials, website development, discussion systems and a virtual library. www.nald.ca



Another national literacy organization is still in the development stages. The National Aboriginal Design Committee is creating a national organization to advance and support aboriginal literacy.

Research

Nonparticipation in Literacy and Upgrading Programs: Why aren't they calling?



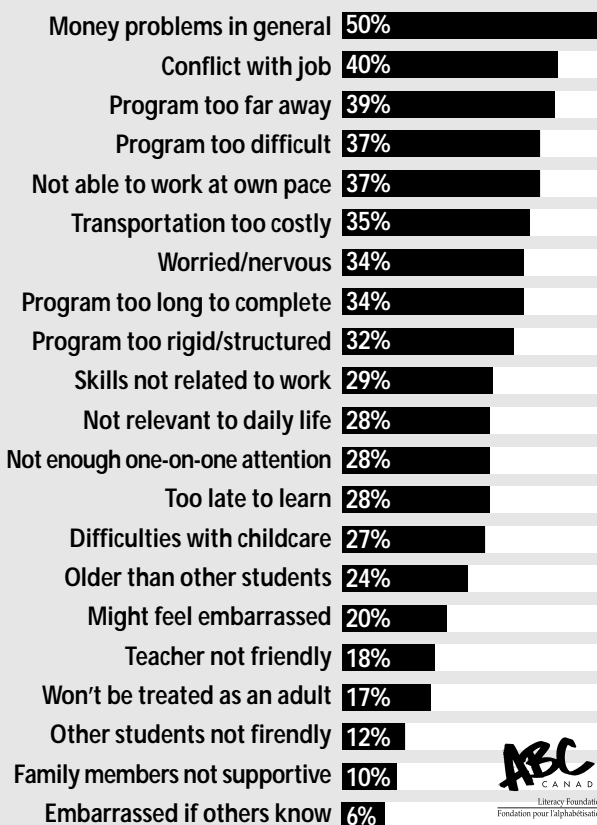
ABC CANADA's latest research project is a national study on adults who have never contacted a literacy or upgrading program.

Nonparticipation in Literacy and Upgrading Programs: a National Study and the executive summary version, entitled *Why aren't they calling?*, examines responses from 866 Canadian adults without a high school diploma, and explores the reasons why they have never asked for help to further their literacy skills.

Some key findings include:

- Almost 60 per cent of those interviewed had thought about the idea of taking upgrading or completing their high school diploma, although only 20 per cent think they will actually take a program in the next five years.
- Regardless of need, interviewees are more likely to expect to take an upgrading program, the higher their level of schooling.
- 60 per cent of respondents are aware of programs in their communities.
- 60 per cent of respondents indicate a need for improvement in at least one skill area.
- Work-related reasons are most frequently cited as reasons for thinking about taking a program, especially among the young.
- Those who state they might take a program in the next five years indicate that a classroom in a local school, college or university is the preferred venue. Among this group, small classroom settings with 5-10 students or one-to-one tutoring were preferred formats.

Greatest concerns about taking a program



The report includes several suggestions for action:

- **To policy-makers**, on how they can help remove barriers to upgrading related to financial and family care challenges;
- **To employers and unions**, on how they can help remove work-related barriers;
- **To the literacy field**, on how it can help remove cognitive/emotive barriers and improve the appeal of programs.

To order the full report or the executive summary, contact ABC CANADA at 1-800-303-1004. For an excerpt of the executive summary, link to http://www.abc-canada.org/research/watc_summary.asp.

Coming Soon! Canada's Own Journal of Literacy Research and Practice



Have you ever wondered if others share the questions you have about literacy work? Do you know what research about literacy is happening right now? Soon you'll have a place to read about and discuss these issues. A new literacy journal to start publishing this year, hopes to support and disseminate research, reflection and inquiry about adult literacy work in this country.

The project is hosted by the Movement for Canadian Literacy (MCL) but driven by a steering committee that has been exploring the feasibility of a national journal for three years. Several partners are helping to make the journal a reality, including the National Adult Literacy Database (NALD), Ontario Institute for Studies in Education/University of Toronto and Grass Roots Press. The project recently received funding from the National Literacy Secretariat.

The print journal, yet unnamed, will be published in May and November and complemented by a website. On-line, the journal will include chat rooms to discuss issues as well as archived articles and links to research networks and resources.

Interested in being part of this exciting new initiative?

The journal needs people to:

- write articles, opinion pieces, reflections and book reviews;
- interview researchers about their projects;
- help others write about their research and reflections;
- give feedback to writers.

Want to participate?

Send an e-mail to journal@literacy.ca.
For more information on this project, visit www.literacyjournal.ca.

Research and Practice in Adult Literacy (RiPAL)

If you're interested in having access to a Canadian-based website specifically about adult literacy research in practice, then take time to visit www.nald.ca/ripal.



The idea for it started at last summer's "gathering about literacy research in practice." Participants suggested that there needed to be ways to communicate with other researchers in practice. An online survey at the website will gather information on current interests and issues that will be used to develop the website and to apply for the funding and other support to maintain it. The RiPAL group is also planning a summer institute in St. John's (see details under Coming Events on the back cover of this issue!)

Understanding, Improving and Sustaining Children's Language and Literacy Development

The Canadian Language and Literacy Research Network (CLLRNet) is a new venture that brings together leading scientists, clinicians, students, educators and other partners to generate and disseminate current research on children's language and literacy development. The Network, based at the University of Western Ontario is part of the Government of Canada's Networks of Centres of Excellence (NCE). It recently received federal funding of \$2.16 million in 46 multi-disciplinary research projects at 26 institutions across Canada. Each research project furthers Canada's goal of improving children's language and literacy skills. For more information on CLLRNet's current projects, research findings to date, publications, workshop speakers and submitting requests for literacy research, contact Managing Director, Dan Sinai at tel: 519-661-3619 or email: dan@cllrnet.ca or check the website at www.cllrnet.ca.

Literacy Now! is Launched



Manitoba's Centre for Education and Work (CEW) is now producing a literacy research newsletter entitled *Literacy Now!* on literacy research in Manitoba. So far two issues have been produced and can be viewed online at www.cewca.org. This new publication was created to bring together current research in literacy in plain language for literacy practitioners, tutors, and even learners across the province. A useful and informative inspiration for all of us across the country.

Persistence: Another Piece in the Puzzle?



When new learners walk into your class, they may appear to be alone, but research now underway at American National Center for the Study of Adult Learning and Literacy (NCSALL) indicates that, in most cases, they are not. They arrive in a program with the help and support of a specific person or a few people in their social network. So far the Study has identified that the support of family, friends, teachers and fellow students is important to learners' persistence in literacy programs. Now they are doing a more in-depth descriptive study to gain a better understanding of the how these personal relationships help and hinder student persistence.

The term "persistence" refers to the length of time that a student remains engaged in learning. Practitioners often use the term "retention" for the same phenomenon, but this study uses persistence because it places the learner in a position of control and decision-making. A learner persists in learning; a program retains a learner. The goal of the first two research phases is to develop advice for programs and policy-makers on how to increase the persistence of their learners. In 2004 the third phase will actually test the recommendations. The Phase Two report is to be posted in 2003 at <http://www.mdr.org> and this research will also be monitored by the National Center for the Study of Adult Learning and Literacy.

Research as a Resource for Practice

Like many who work in adult literacy education, you may find yourself lacking time and resources. A valuable free US resource exists that you might not have drawn upon, or perhaps not used as extensively as you would like: NCSALL Research.



NCSALL's studies are meant to be immediately useful to teachers, counselors, volunteers, staff developers, and policymakers. A variety of formats—from research briefs to comprehensive reports, as well as teaching and training materials—lets you consider research findings and their implications in the ways that meet your needs. Additional NCSALL publications such as *Focus on Basics* and *The Annual Review of Adult Learning and Literacy* contribute the voices and knowledge of both NCSALL scholars and others in the field.

Most NCSALL publications can be downloaded free of charge at <http://ncsall.gse.harvard.edu>. Printed copies can be ordered online and also by contacting World Education at tel: 617-482-9485 or e-mail: ncsall@worlded.org.

Educational Research Award



Each year the Canadian Education Association (CEA) honours a person who has made a noteworthy contribution to Canadian education policy, research and/or practice through his/her research.

The CEA-Whitworth Award for Educational Research celebrates the important contribution of research in increasing our knowledge and understanding of Canadian education.

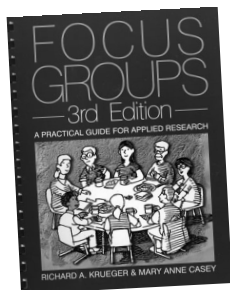
The deadline for submissions for the 2003 selection is April 30, 2003. For more information, visit www.acea.ca, or contact vpierre@acea.ca.

Resources



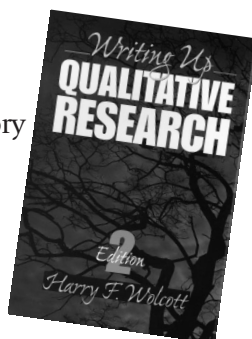
From Grass Roots Press

The 2003 catalogue is now available from Grass Roots Press with a number of interesting new materials. Order your copy today by calling 1-888-303-3213 or find it online at www.literacyservices.com. Two new books will be of special interest to literacy researchers.



Focus Groups: A Practical Guide for Applied Research contains a step-by-step approach in planning and conducting successful focus groups. Cost \$49.95.

Writing Up Qualitative Research helps you tell the story of your study and the data you've collected as well as the mechanics of preparing the manuscript and getting it published. Cost \$31.95.



From Laubach's New Readers Bookstore



The New Readers Bookstore has a new Fall 2002/Spring 2003 catalogue with over 40 pages of current literacy resources. Order your print copy today (tel: 1-877-634-1980) or find it online at www.laubach.ca. One recent acquisition is a great tool in preparation for the General Education Diploma (GED).

GED Scoreboost focuses on the skills and strategies needed to pass the test. Three booklets concentrate on Mathematics, Writing (Essay and Multiple-Choice Strategies) and Thinking Skills (Strategies Across the Content Areas.) Workbooks are \$8.95 each or sold in cheaper bulk packages.

Smart Steps for Literacy Organizations



Many literacy agencies are struggling with increased administrative demands. If you are, then *Smart Steps to Organizational Excellence* could be the resource for you. Published by

Community Literacy of Ontario, this manual summarises the highly successful online workshops which were delivered in 2002. The five priority topics were selected by a field survey and include:

- Effective proposal writing strategies;
- Implementing fee for service in your agency;
- Making program evaluation work;
- Assessing your organizational capacity;
- Organizational outcomes.

The cost is \$30. For more information or to order, contact Community Literacy of Ontario at tel: 705-733-2312 or email: clo@bellnet.ca or check online at www.nald.ca/volman.htm.

Canada's National Newsletter on Technology and Adult Literacy



The latest issue of *Connect* Newsletter is out. *Connect* provides literacy practitioners and students with information that will help them become more proficient at using today's technology found in schools, workplaces, and community resource centres across Canada. Research and curriculum information also helps literacy workers to use technology as an educational tool. It is hoped that readers will take an active role in sharing information about technology-related programs and resources. To subscribe (*free for nonprofit literacy organizations!*), view back issues or share your experiences, contact Diane McCargar at 613-239-2583 or connect@ocdsb.edu.on.ca or at www.nald.ca/connect.htm.

New Issue of NALD Networks

The National Adult Literacy Database (NALD) posted the fall 2002 issue of *NALD Networks*, their newsy online magazine, at www.nald.ca. Don't miss it!



Also note that in the 2002 UNESCO Literacy Prizes, an international jury gave Honourable Mention to NALD for producing high quality literacy teaching material that can be accessed over the internet. **Bravo!**

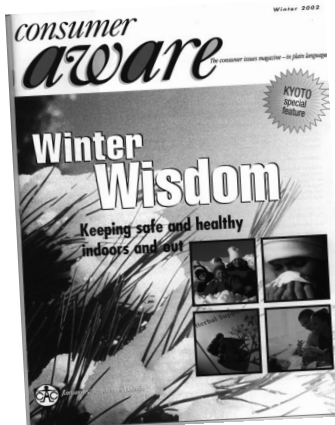
Orbit Magazine on Education

Orbit is a professional development resource from the Ontario Institute for Studies in Education (OISE) / University of Toronto (UT). The magazine publishes four theme issues per year on topics of concern and relevance for teacher and administrators working in schools and school systems. While the focus is primarily for the K - 12 system, some issues like the current *Teaching Struggling Readers Across the Grades* may also be of interest to literacy workers. Cost \$8.00 per issue. For more information, contact hberkeley@oise.utoronto.ca or visit www.orbitmagazine.ca.

Taking on the Challenge

Take on the Challenge: A Source Book from the Women, Violence and Adult Education Project is primarily for adult literacy teachers, but will be useful for all educators and activists interested in anti-violence work. This beautifully produced resource with photos and original artwork, analyses the effects of violence on learning. Aptly named a source book, it contains a practical collection of ideas and activities, with examples from teachers working in GED, native language literacy, ABE, ESOL, welfare-to-work, corrections and homeless shelter settings. It shows how they successfully changed their curriculum and learning environment to address the impact of violence on learning. Cost US\$15.00. For ordering information contact World Education at tel: 617-482-9485, email: skurtz@worlded.org or visit www.worlded.org.

Great Classroom Reading!



The latest issue of Consumers' Association of Canada's (CAC) plain language consumer magazine, *Consumer Aware*, is now available. The CAC has been pleased with the favourable response to this pilot project, especially from literacy workers

who appreciate its easy-to-read format and language. It is hoped that secure funding will make it an ongoing publication. For more information contact the CAC at tel: 613-238-2533 or visit their website at www.consumer.ca.

Financing Social Change



An updated fifth edition of the popular bestseller, *Fundraising for Nonprofit Groups* is now available. Written by Joyce Young, Ken Wyman and John Swaigen, this new edition has been expanded to include expert advice on fundraising through telemarketing and the Internet, and provides key information on securing long-term corporate sponsorships. Intended for both fundraising professionals and volunteers alike, this book is a step-by-step guide for nonprofit groups looking to raise between \$100,000 and \$5 million annually. For more information, visit: www.self-counsel.com/cgi-bin/ca2/nonp2619.html or contact sales@self-counsel.com.

Non Profit Sector Resources and Advocacy



New Guidelines on Charities and Advocacy

The Canadian Customs and Revenue Agency (CCRA) drafted new guidelines for political activity by charities. You can find them at

http://www.ccra-adrc.gc.ca/tax/charities/consultations/political_activities-e.html.

CCRA is welcoming feedback until March 31, 2003.

Under the current Tax Act, a registered charity has to devote all its resources to charitable purposes and activities with a modest amount of political activity. Many in the voluntary sector felt that the current interpretation of the provisions of the Tax Act was unduly restrictive and did not allow a registered charity to inform the public about issues of concern or to participate adequately in the public policy development process. The CCRA has listened to these views, reviewed recent case law, studied the provisions of the Act and has engaged in a number of discussions both within government and with people from the voluntary sector. The result is this draft document.

The guidelines propose that charities may advance their charitable purposes by engaging in some political activities, providing they are connected and subordinate to those purposes. The intent is that this change in policy will enable charities to more effectively carry out their public awareness programmes.

Response has been swift from The Institute for Policy, Media and Civil Society (IMPACS) and the Canadian Centre for Philanthropy who believe that the new guidelines are still fundamentally flawed. To help you formulate your own response, view their feedback, and read the background reports such as *Let Charities Speak: The Report of the Charities and Advocacy Dialogue* from 2001, as well as a new discussion paper called *Charities and Enhancing Democracy in Canada*. For these items and much more information on this hot topic, go to www.impacs.org.

Canada Now Has a Minister Responsible for the Voluntary Sector



Canadian Heritage Minister, Sheila Copps was appointed to the new position of Minister Responsible for the Voluntary Sector last fall to lead the federal government's efforts to strengthen the relationship with the voluntary sector. For a complete and

thorough update on the many efforts to build a stronger voluntary sector, contact the Voluntary Sector Initiative at tel: 1-800-821-8814 or 613-238-9300 or visit www.vsi-isbc.ca.

Manual Helps Determine Economic Value of Volunteer Contributions



Researchers at the Canadian Centre for Philanthropy have published a manual designed to help voluntary organizations understand and appreciate the economic value that volunteering contributes

to their organization. *Assigning Economic Value to Volunteer Activity: Eight Tools for Efficient Program Management*, demonstrates methods of calculating the value of volunteering, and how to use this information to help manage and evaluate volunteer programs and to educate the organization, its funders, and the public about the value of volunteer activity. For more information or to download the manual, visit: www.nonprofitscan.ca (look under Reports, then International Year of Volunteers Research Publications.)

Family Literacy

Family Literacy Day Turns Five



Can it be five years already? For more information on the event and how it was celebrated across Canada, check the ABC CANADA website at www.abc-canada.org.

Canada's best-selling children's author, Robert Munsch was the honorary Chair for this event and helped promote it with an article that was included in many community papers across Canada. Congratulations to the literacy community across Canada who have helped the event catch on and become such an important public awareness vehicle for literacy.



Family Literacy: Growing and Learning Together

This new kit from the Centre for Family Literacy in Alberta was designed to help community groups to raise awareness of family literacy. It includes all the materials you need to make presentations in your community such as presentors notes, overheads, handouts, tip sheets and even a CD-ROM with the PowerPoint presentation. The messages affirm what families are already doing while highlighting the many factors that influence literacy use in the home and community. It also identifies what family literacy programs can do to help. An ideal tool to help build partnerships! Two versions are available for \$30 or \$50. There is also an 8 minute video to accompany the set (\$15). To order these and other manuals contact the Centre for Family Literacy at tel: 780-421-READ or email: cfla@eLit.ca or check online at www.familit.ca.

Family Literacy Fact Sheets

The Saskatchewan Literacy Network (SLN) has recently produced an impressive series of fact sheets on family literacy. They are available at SLN's website at www.nald.ca/sklitnet.htm or call 306-653-7368 to order. They credit Literacy BC (www.literacy.bc.ca) and the Family Literacy Association of Nova Scotia (alas, no longer funded) for much of the content.

So You Want to Start a Reading Circle?

Frontier College has produced a new set of family literacy / reading circle materials. *Circle Time* is a 42 page pre-school reading circle handbook available for \$7 and *So You Want to Start a Reading Circle* is a video (or CD-ROM) and handbook set available for \$25. Contact Frontier College Press at fax: 416-323-3522 or www.frontiercollege.ca.

Family Literacy Literature Review



The Ontario Literacy Coalition (OLC) has published a family literacy literature review as part of their Symposium project. It concludes that although family literacy involves many disciplines, the current system divides family problems into rigid categories. The author recommends integrated family literacy programs where literacy is one thread to be addressed along with issues of poverty, inadequate housing, poor health and uncertain income. She suggests that family literacy programming will be most effective when natural partners such as literacy agencies, libraries, social services, schools and others work together. To order this resource (\$5 plus shipping and handling), contact the OLC at tel: 416-963-5787 or check online at www.on.literacy.ca.

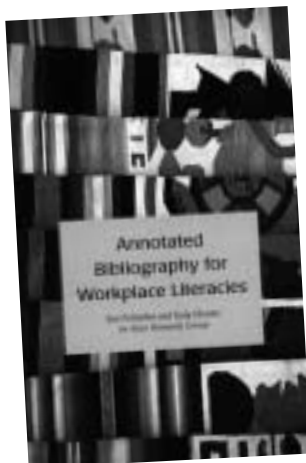
Storysacks



A Storysack includes a good children's book and lots of activities to bring reading to life. It is a fun way for children and adults to read together. Storysacks are not bought from stores; they are made by the community. There are many ways to get involved. If you are interested in finding out more about this successful family literacy initiative, or if you'd like to organize Storysacks training for people in your area, contact NALD at 1-800-720-6253 or www.storysacks.nald.ca.

Workforce Literacy

Expand Your Reading on Workplace Literacies



The Annotated Bibliography for Workplace Literacies is a bibliography for those interested in reading further about workplace literacy as social practice, a relatively new and alternative approach in workplace literacy research. This 36 page bibliography from the In-Sites Research Group at Ryerson Polytechnic University in Toronto,

is essential reading for anyone seeking to expand their thinking on the complexity of social and cultural perspectives in workplace literacies. To view this document or for more information on the research studies of In-Sites Research Group, go to www.nald.ca/insites.

Writing for the Workplace

A new resource from Newfoundland and Labrador called *Writing for the Workplace: Writing Process with Workplace Content* is a flexible and participatory program for learners at a range of writing levels. The program includes a Facilitator's Handbook and Learners' Handouts for 10 two-hour sessions. However it is not a workbook program. It is interactive with the facilitator demonstrating, modelling, explaining and facilitating as the learners question, contribute information, provide feedback and engage in practice. For more information, to order materials or to organize a long-distance training workshop, contact Education, Resources and Support Services at P.O. Box 21131, St. John's, NL A1B 5G6 or fax: 709-895-2057 or email: gchabot@roadrunner.nf.net.

New Materials From Ontario



Several workplace literacy publications have recently been released by the Ontario Literacy Coalition:

- **Workplace Educator Professional Development.** This report provides an overview of different models of practitioner development for workplace education that might be considered in Ontario. It focuses on priority content areas, delivery models, and issues of accreditation/certification. \$5.
- **Good Practice in Use** This report provides an overview of the literature on good practice in workplace education to date. It also examines some of the dilemmas an educator is faced with when working with principles of good practice on the ground. A section on how to develop your own good practice guidelines is included. \$5.
- **Building Momentum and Finding Champions for Workplace Literacy in Ontario** This bulletin is a summary of literature review and research on employer commitment to, and awareness of workplace literacy in three sectors in Ontario. \$3.

These are all available from the Ontario Literacy Coalition at 416-963-5787 or www.on.literacy.ca.



Point of View

Including People with Disabilities into Literacy Training

By Carole Piovesan,
Project Coordinator at Inclusion International

For people with intellectual disabilities the case for literacy improvement and literacy training is rarely made. Even within the disability movement, there is still relatively little talk about literacy and little attention given to the importance and value of literacy training. Yet literacy is one of the most fundamental skills required to assert one's independence in a fast-paced, print-dependent world. Already experiencing social exclusion and isolation, low literacy skills only magnify community exclusion for people with intellectual disabilities.

The purpose of this piece is to raise awareness about some of the barriers faced by people with intellectual disabilities in education, employment, and literacy training programs, and to emphasize that many people with intellectual disabilities can learn when given opportunity and support. It is important to support people with disabilities to learn to read, write and use numbers in order to help them achieve community inclusion. But helping them read and write is only one component of the literacy/disability issue. There also needs to be a move toward making communities more aware of their responsibility to create and maintain an environment friendly to many kinds of literacies.

Barriers to Literacy for People with Disabilities

Schooling – The Roeher Institute conducted a survey in 1991, finding that 66% of adults (aged 15 – 64) with intellectual disabilities had less than a grade 9 education. Very few of these people finished high school and were streamed to perform menial tasks rather than being taught reading, writing and numeracy. Segregation and institutionalization disadvantaged many from achieving their highest educational level.

Employment – For people with intellectual disabilities it is already difficult to find a job, but when you compound this disadvantage with low literacy skills, the search becomes very frustrating. The Roeher Institute found that 89% of adults with intellectual disabilities had an income of less than \$10,000 per year. Poverty becomes a further disadvantage that isolates these people.

Access to Literacy – As adults, some people with intellectual disabilities seek out ways of improving their literacy skills but are turned away from many literacy programs because it is believed they cannot learn and make progress or that they might be disruptive and/or have needs that the program cannot meet. It is important to remember, when tutoring an adult with an intellectual disability, that generally, they have not been given the same chances as other adults to learn, read, write and use numbers. Often they have been told that they cannot learn.

The goal of the Canadian Association for Community Living (CACL) is to promote the full participation of people with intellectual disabilities in all aspects of community life so that they can enjoy their right to full citizenship. CACL strives to build supportive, nurturing and inclusive communities, welcoming and respectful of diversity. Currently, CACL and Frontier College are coordinating a project together that focuses on family literacy. Using the Frontier College teaching approach – Student-Centred Individualized Learning - the project provides families with the necessary tools and resources to provide literacy training at home and in their community. For more information, please contact CACL at (416) 661-9611 or visit www.cacl.ca.

The Roeher Institute, a policy-research and development organization dedicated to the inclusion, citizenship, human rights and equality of people with intellectual and other disabilities, can be reached at 416-661-9611 or at www.roeher.ca.

MCL Updates

MCL Celebrates 25 Years



MCL Chairperson Cate Sills, Founding Director Audrey Thomas, Executive Director Wendy DesBrisay and Past Chair Ann Marie Downie



Cate Sills with Audrey Thomas cutting the anniversary cake at the Dinner-Celebration held in Ottawa in October

Report from Literacy Action Day (LAD) 2002

MCL organized a successful 9th annual Literacy Action Day on October 24, 2002. Over 75 literacy delegates came to Parliament Hill from across Canada.



Yukon/Saskatchewan teams on the Hill



Aboriginal delegates with Senator Fairbairn

Please Renew Today!

MCL would like to thank members who have renewed their membership for the 2003 calendar year. We greatly appreciate your support! Thanks also to new members for joining! A one year membership is still available for the low price of \$15 and learner subscriptions are free. Although you receive some MCL publications through your provincial or territorial coalition mailings, a membership ensures timely and direct delivery of all our publications. We are especially keen to get your most up-to-date email address since we now do a lot of our "members only" updates through email. If you did not receive renewal forms or would like more information, please contact the MCL office at tel: 613-563-2464 or check online at www.literacy.ca under Membership.

Regional teams met with over 90 MPs, Senators, and Hill staffers. To view the LAD Report and more photos or to find out more about this annual event, go to: www.literacy.ca under Literacy Action.

Our Next Issue

We welcome your input and ideas for the next literacy.ca newsletter coming in May 2003. The deadline for submissions is April 24th. The main theme will be professional development and training for literacy workers and volunteers, but additional articles are always welcome.

New and Noteworthy

The Canadian Public Health Association (CPHA) makes a M.O.V.E. on violence prevention

MOVE

M.O.V.E. (Mind Over Violence Everywhere) is a series of youth-directed workshops that uses art, improvisational theatre, sports, music and group work to deal with themes of violence prevention. Participants develop skills in critical thinking, communication, and peer mediation. Using a variety of engaging techniques, the program stresses rights and responsibilities, assertiveness training, and community relations. The energy, experiences and creative thinking of young people has provided the momentum for this dynamic program. Together, youth and community members are "M.O.V.E.ing" to prevent violence.

For a free copy of the M.O.V.E. resource, check CPHA's website at www.cpha.ca/move.htm. To order a print copy contact CPHA's Health Resources Centre by tel: 613-725-3769, fax: 613-725-9826, or e-mail: hrc@cpha.ca.

New Nutrition Labels Coming Soon



Nutrition Facts	
Per 125 mL (87 g) [†]	
Amount	% Daily Value*
Calories 80	
Fat 0.5 g	1 %
Saturated 0 g	
+ Trans 0 g	0 %
Cholesterol 0 mg	
Sodium 0 mg	0 %
Carbohydrate 18 g	6 %
Fibre 2 g	8 %
Sugars 2 g	
Protein 3 g	
Vitamin A 2 %	Vitamin C 10 %
Calcium 0 %	Iron 2 %

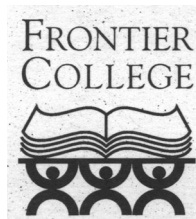
Consumers will soon start to see more information about the nutritional value of most prepackaged foods under new labelling requirements that were published on January 1, 2003. Food manufacturers will have up to three years to implement the

new regulations but you will likely start seeing the labels on some foods as soon as September 2003. Previously nutrition labelling was voluntary and the information wasn't always presented the same way. Under the new rules, foods will be labelled with more complete,

consistent and accessible nutrition information. The economic burden of a poor diet in Canada is estimated to be \$6.3 billion annually, including the direct health care costs of \$1.8 billion.

Health Canada has been working behind the scenes for over a year to develop plain language public education materials for all Canadians to understand. The Movement for Canadian Literacy has been consulted on appropriate wording for communicating with less literate audiences. Watch for materials to appear in grocery stores, health centres and doctors offices in the months to come. You can also access educator toolkits, posters and ready-made presentations through the website at www.healthcanada.ca/nutritionlabelling (click on Education, then Consumer Resources) or contact the Publications office at Health Canada, tel: 613-954-5995.

Frontier College to Increase Number of Literacy Volunteers



The Frontier College Learning Foundation is pleased to announce the launch of their Great Expectations Campaign and the appointment of a Campaign Cabinet. Frontier College is a national literacy

organization with more than 4,000 volunteers tutoring individuals where they live and work. The \$7 million campaign will allow Frontier College to greatly expand the number of trained volunteers across Canada. With the high profile team of prominent business and political leaders known as their Campaign Cabinet they hope to have 10,000 literacy volunteers within five years. For more information contact Frontier College at tel: 416-923-3591 or 1-800-555-6523 or www.frontiercollege.ca.

Literacy for All



The United Nations has launched the UN Literacy Decade from 2003 – 2012 to energize work towards reaching the goal of increasing literacy levels by 50 per cent by the year 2015.

Over 861 million adults do not currently have access to literacy and over 113 million children are not in school and therefore not gaining access to literacy either. The Decade will focus on the needs of adults with the goal that people everywhere should be able to use literacy to communicate within their community, in the wider society, and beyond. Literacy efforts have so far failed to reach the poorest and most marginalized groups of people around the world. These are the groups to be targeted under the banner of literacy for all: voice for all, learning for all. For more information go to www.unesco.org or follow the links from MCL's website at www.literacy.ca.

Canada Reads 2003



After CBC Radio's popular Canada Reads 2002 event, Canadian readers are eager for more. Will Canadians celebrate the *Life of Pi*, share a laugh with *Sarah Binks*, wander into *The Lost Garden*, wait for the *Next Episode* or end up in *The Colony of Unrequited Dreams*? CBC Radio host Bill Richardson will lead a panel of five intriguing Canadians who will discuss, debate and deliberate which work of Canadian fiction everyone should read. They'll be asked to vote titles off the shortlist, until only one remains.

That will be the book

Canada Reads. A portion of the proceeds from the sale of the chosen book will be donated to Frontier College. For information visit www.cbc.ca/canadareads.

Have You Signed On?



The Canadian Commission for UNESCO (United National Educational, Scientific and Cultural Organization) encourages government and non-government organizations to officially adopt the Declaration in Favour of Adult Learning Throughout Life. Once your organization has adopted the declaration (which can be found on UNESCO's website at www.adultlearning.unesco.ca) add your name to the online list which includes many literacy organizations who have also committed themselves to the movement for adult learning throughout life. This activity could add a nice touch to your next special event or AGM.

MCL has adopted the UN Declaration and you can too!

It is essential that the recognition of the right to education throughout life should be accompanied by measures to create the conditions required to exercise this right. The challenges of the 21st century cannot be met by governments, organizations or institutions alone; the energy, imagination and genius of people and their full, free and vigorous participation in every aspect of life are also needed. Youth and adult learning is one of the principal means of significantly increasing creativity and productivity, in the widest sense of those terms, and these in turn are indispensable for meeting the complex and interrelated problems of a world beset by accelerating change.

Convinced of the necessity of adult learning, we pledge to ensure that all men and women are given the opportunity to learn throughout their lives. To achieve this, we will forge extended alliances to mobilize and share resources in order to make adult learning a joy, a tool, a right and a shared responsibility.

We are determined to ensure that learning throughout life will become a reality among us. To that end, we commit ourselves to promoting adult learning throughout life by joining in the celebrations of International Adult Learners' Week.



Literacy Online

The Ontario Institute for Studies in Education (OISE) at University of Toronto (UT) is happy to announce its first-ever Online literacy course. Offered in May/June of this year, the course is open to registration for graduate credit or on a non-credit, special student basis.



An Introduction to Research-in-Practice in Adult Literacy

(online from May 5 - June 13, 2003)

Research in practice offers avenues to link literacy research and practice, to improve practice, and to build knowledge. Dr. Mary Norton, of The Learning Centre in Edmonton, Alberta will help you learn about research in practice as you extend your knowledge about selected topics in adult literacy. You will prepare to do a research in practice project including identifying a research focus, clarifying your perspectives, situating your research topic in local and larger contexts, involving participants, collecting and analysing information, and writing up and sharing what you learn.

In addition, OISE/UT will be offering two new on-campus summer courses, both also available for graduate credit and non-credit:

Current Issues: Social Practice Approaches to Workplace Literacy

(Toronto, May 3 - June 15, 2003)

Instructor: Dr. Nancy Jackson

An Introduction to Social Practice Theories in Adult Literacy (Toronto, July 2 - August 8, 2003)

Instructor: Dr. Mary Hamilton, Lancaster University, UK

For more information on these courses, contact Nancy Jackson at tel: 416-923-6641 ext, 2440 or email: njackson@oise.utoronto.ca.

Internet Literacy

WebAware WebAware is a new website that provides leadership in



delivering internet literacy information to communities. Designed for libraries, the site contains valuable factsheets, handouts, presentations and other promotional materials, that may also be of interest to literacy programs. The WebAware site is a project of the Media Awareness Network (Mnet), Bell Canada and the Canadian Library Association. The site was recently launched as part of Canada's first National Web Awareness Day in February. Check out the toolkit's great communications materials and resources to guide you in safe, ethical and well-informed internet usage at www.cla.ca/webaware.

The Fun of Reading

The Fun of Reading: International Forum on Canadian Children's Literature will be the centrepiece of the National Library of Canada's 50th anniversary celebrations, in 2003. It will include both an international conference that gathers together partners whose work supports Canadian children's literature, and an exhilarating variety of community cultural activities for young people. The Forum will take place in the National Capital Region, with affiliated events being held across Canada, from Thursday, June 26, through Sunday, June 29, 2003. In hosting the Forum, the National Library's purpose is to celebrate and promote Canadian children's literature in its full cultural, linguistic and regional diversity and to strengthen the presence of this literature in Canada and on the international stage. Check their website for more information at www.nlc-bnc.ca/forum.



Update on Canadian Raise-a-Reader Goes National

CanWest Global



After five years of successfully raising money and awareness for children's literacy programs in BC, the CanWest Global Foundation took the

Vancouver Sun's Raise-a-Reader initiative to a national level in fall 2002. The campaign was extended to several other Canadian cities through CanWest's metropolitan newspapers, Global Television and Canada.com. Volunteers including many celebrities hit the streets with specially wrapped copies of the local newspaper asking for as much cash as you could spare in return for the special edition of the newspaper. The proceeds were then handed over to literacy and reading programs and projects in each city. This fall's initiative successfully raised almost half a million dollars. It was so successful that organizers plan to continue it annually. The 2003 date is set for Thursday, September 25. To get involved or become a beneficiary of some of the funds raised, contact your local Global TV or CanWest Publications affiliate or check www.raiseareader.com.

Literacy Initiatives

In the winter 2002 issue of literacy.ca we promised to monitor a fundraising scheme that claimed to give substantial tax benefits for donations made to literacy. We would like to acknowledge the efforts of Chris Featherstone of ABC CANADA, in continuing to investigate the organization formerly known as Canadian Literacy Initiatives (CLI). As a result of ongoing correspondence and conversations, CLI has changed their name to Initiatives Canada Corporation (ICC) and has withdrawn literacy information from their website, backing away from their initial claims that their donation scheme benefits literacy organizations. Syndicated financial advisor, Jerry White, continues to be their spokesman and leads seminars across

the country which may generate interest and inquiries in your literacy office. While there has yet to be any demonstrated benefit or connection to any Canadian literacy organization, you may want to find out about their claims directly by going to www.initiativescanada.com. Please note that MCL is in no way connected with this investment scheme.

As Long as the Rivers Flow



Long time literacy activist and learner spokesperson, Larry Loyie is the co-author of a beautifully illustrated story of a First Nations boy's last summer before residential school. The book, *As Long as the Rivers Flow* reflects the writer's traditional childhood until he was taken to a residential school at the age of

ten. Loyie, now an award-winning author and playwright, won the 2001 Canada Post Literacy Award for Individual Achievement (BC) and served for many years on the MCL Board. He wrote the book with Constance Brissenden.



For information on the book and author, go to www.firstnationswriter.com and for ordering information contact publisher Greenwood

Books at tel: 416-537-2501 or native-owned distributor www.goodminds.com.

Name Change



The Nova Scotia Provincial Literacy Coalition (NSPLC) is pleased to announce their new streamlined name: Literacy Nova Scotia. They are still based in Truro at tel: 902-897-2444 and online at www.nald.ca/nsplc.

Coming events

April 4 – 5, 2003

Reading the World, Writing the World Montreal, QC

The Grassroots Annual Community Writing event brings together storytellers, performers and writers to read and share their perspectives on writing/performing as ways of creating and reshaping their worlds. For information contact the Centre for Literacy of Quebec at tel: 514-931-8731 (ext. 1415) or online at www.nald.ca/litcent.htm.



April 21 – 27, 2003

Canada Book Week All across the country

Expanded from Canada Book Day, the 2003 event also coincides with National Poetry Month, CBC Canada Reads, Manitoba Book Week and BC Book and Magazine Week. This year's theme is "Literary Landscapes and Literary Sites." For further information go to www.canadabookweek.com or call Lindsey Love at 416-504-8222 (ext. 241).

June 17 – 21, 2003

Adult Literacy Research: Extending Practices... Building Networks Memorial University, St. John's, NL

This four day Institute will bring together up to 60 people who are involved in adult literacy research in practice. The event builds on previous Canadian consultations about literacy research and will draw from current endeavors to support research in practice in Canada and elsewhere. The gathering will be of interest to new and experienced researchers in the adult literacy field, including literacy teachers, facilitators or program coordinators and university-based independent researchers. For more information, tel: 709-579-6606 or email: amccann@mail.stemnet.nf.ca or check www.mun.ca/educ/adult_literacy.

June 26 – 28, 2003

Summer Institute on Literacy and Health Montreal, QC

This year's theme, Literacy and Health: Prescription for Progress, is sponsored by the Centre for Literacy of Quebec in partnership with the Canadian Public Health Association (CPHA), and World Education. The Institute format is highly collaborative and over three days the participants will respond, question and synthesize current thinking about literacy and health. For information contact the Centre for Literacy of Quebec at 514-931-8731 (ext. 1415) or online at www.nald.ca/litcent.htm.

literacy.ca

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The Movement for Canadian Literacy (MCL) 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.

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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