



Literacy, the universe, and everything ...

Literacy as an Integrated Issue

LITERACY WORKERS! Are you frustrated at seeing your learners struggle with a range of barriers that undermine their ability to achieve their literacy goals? Do you ever think that if literacy students had decent living wages or social assistance incomes, affordable quality childcare, accessible health information and support, counselling and so on, they could make more consistent progress on their learning goals? Do you spend time helping your students find their way through systems – getting housing, getting legal aid, getting social assistance, getting health information they can understand, relating to their kids' schools, and so on, even if it's "not your job"?

Most literacy workers feel they have no choice but to address literacy as an integrated issue. Even if our mandate is clearly limited to teaching reading and writing, we usually end up helping

our students with a range of real-life challenges that can and do undermine progress toward learning goals. Vital social services that used to help people with these issues have disappeared or been cut back. Unfortunately, from the funder's perspective helping students clear the deck for their learning doesn't usually count as a legitimate activity even though it is a necessary step in acquiring the skills they need.

Most educationally-disadvantaged people are disadvantaged in other ways as well. Low literacy is interconnected with systemic issues such as poverty and discrimination as well as other social disadvantages like unemployment, disability, abuse, lack of family supports, homelessness, poor physical and/or mental health, regional disparities, and more. Trying to address it in isolation from other issues – in the lives of individual students and in the

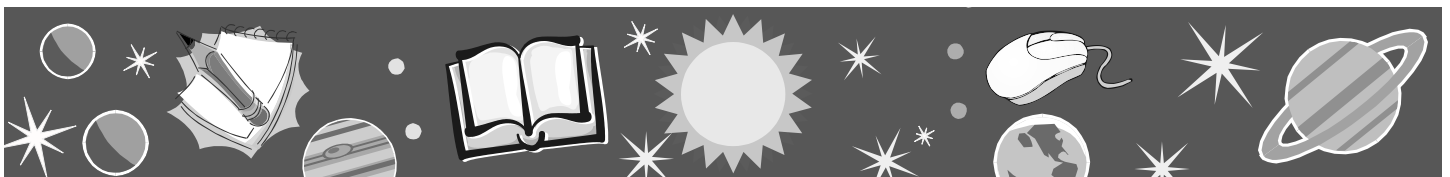
What's Inside

- 3 Partnerships
- 8 Research
- 12 Literacy and Disabilities
- 13 Health and Literacy
- 14 Family Literacy
- 15 Resources
- 17 Across the Country
- 18 New and Noteworthy
- 19 Coming Events

Centre Insert Learners in Action

policy development process at every level — makes it an uphill battle to say the least.

The need for integrated approaches to literacy has implications for individuals, families, communities, regions, provinces and territories, and our country.



At the program level, we need to assert the need for literacy delivery services to include some support around the students' life issues. Acknowledging and addressing these issues both "grounds" the learning in the student's most immediate goals and helps clear the deck for further learning. In basic literacy, it is crucial that funders accept a range of social outcomes (beyond measurable literacy gains) as legitimate indicators of success. And it's crucial that we begin to systematically document these "non-academic" outcomes, because we may have to fight to keep even the resources we have.

At the community level, there are some very encouraging results from multi-sector community analysis and action. For example, in "learning community" initiatives, various sectors get involved in defining the community's learning needs and challenges, and contributing to solutions. (For articles and links on this approach, check out <http://members.shaw.ca/rfaris/LC.htm>) Since literacy affects and is affected by a range of other community issues (for example, plant closures / unemployment, youth alienation, homelessness, etc.), these multi-sector efforts can be very effective in addressing the range of interconnected challenges. Similarly, while "community revitalization" initiatives may not begin with a central focus on learning, literacy is likely to be one of the issues that will have to be addressed in order to really improve the quality of life for disadvantaged people in the community. While I'm not implying that already overworked literacy workers should take on community revitalization, connecting with these initiatives may pay dividends in the long run, for literacy awareness and support, for your program, and for your students.

At the provincial and territorial level, I hope literacy coalitions will continue to make the case for funders to accept a range of positive social outcomes as legitimate indicators of success. They might help programs document these outcomes systematically by developing frameworks and tools in consultation with the field. Coalitions can make their provincial / territorial governments aware of integrated approaches to literacy and encourage them to build

interdepartmental cooperation, coordination and support.

The federal government's role in adult literacy is played out mostly through its mandate for labour force development, and through the National Literacy Secretariat, which for a decade and a half has funded a range of literacy supports (but not actual literacy delivery). In recent years, the government expressed a growing concern about literacy, and promised to work with the provinces and territories and other stakeholders to develop a national literacy strategy to ensure that Canada has a first-class labour force in the future.

Throughout the consultations, the literacy community urged the government to adopt a wider focus. The vision we brought forward was one in which *"literacy services are available to any adult who needs them to achieve the goals they set for themselves at work, at home and in the community."* Many of our key recommendations were reinforced in a 2003 report from an all-party parliamentary Standing Committee: for example, that "the federal government formulate a literacy policy applicable to all federal departments and agencies"; and that "the federal government assess all government programs and services to ensure that the government's literacy policy and goals are being met ... and that programs and services are accessible to individuals with low literacy skills".

With the release of the federal budget on February 23, we are beginning to see some movement. In the budget, the government commits to "working with provinces, territories and stakeholders on a comprehensive strategy in support of literacy and essential skills development", and to increasing the budget of the NLS by \$30 million over three years.

In our view, a "comprehensive" strategy will need to be cross-cutting, and this could be a challenge. When the old Human Resources Development Canada (HRDC) was split into Human Resources and Skills Development (HRSD) and Social Development, literacy (and the NLS) was placed in HRSD rather than Social Development. This division may have done a disservice to the literacy issue which cannot be

reduced to either skills development **OR** social development. Opinions on the placement are mixed: on one hand, some say it gives more legitimacy to the issue to be aligned with skills development, and HRSD has more money. In fact, the new budget allotted \$125 million over three years to the Workplace Skills Strategy. This infusion of funds is undeniably a good thing for Canadian workers. On the other hand, what about those who can't access the labour market at all because their literacy skills are too low? What about literacy for parenting; for citizenship; for independent living; for its own sake? Many of the important non-academic outcomes of our literacy work don't count in a workplace skills framework—including much of the crucial capacity-building and partnership work led and funded by the NLS.

These are some of the pitfalls of compartmentalizing a complex social and economic issue. Because literacy is so entangled with other issues, it needs to be addressed outside the "silos". The integrated approach may be our best chance of fostering the transformative social changes we need to truly advance literacy for all. Gains from integrated approaches will be more sustainable because they are more broadly based.

At the national level, MCL will continue to urge the federal government to recognize the complex, foundational nature of literacy and provide leadership, vision and resources to build a literacy strategy that is interdepartmental, intergovernmental, and intersectoral. As well, we will continue to collaborate with a range of national NGOs on issues of common concern. At the local and regional levels, the trend toward multi-sectoral partnerships to address community issues is growing. With this type of development work happening from the bottom up and from the top down, hopefully we'll begin to see some progress. It's about time!

Watch for a more detailed analysis of Budget 2005 in the March issue of *Federal Literacy Facts*.

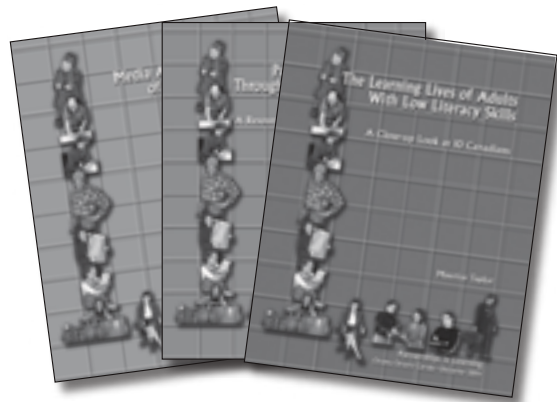
By Wendy DesBrisay, MCL Executive Director

If you have comments, or examples of integrated approaches to literacy at any level, please send them to mcl@literacy.ca. We'll publish them in future issues.

Profiling Partnerships

Partnerships in Learning

A unique two-year project called *Informal Learning Practices and Media Perceptions of Adults With Low Literacy Skills* brought together researchers, learners and literacy practitioners, through funding from the National Literacy Secretariat. The findings are reported in five different resources for five different audiences.



Maurice Taylor, Director of *Partnerships in Learning*, at the University of Ottawa directed this study to investigate two perspectives: an inside view of the informal learning practices of adult literacy learners; and views of adult literacy learning as portrayed by the mainstream media.

The first aspect of the project set out to explore whether the low enrolments* in literacy programs really means that adults with limited literacy skills are not interested in learning.

Five grass roots literacy providers representing different regions and program models were invited to form a research team. These field researchers participated in a two-day workshop to learn basic ethnographic research methods in order to collect and analyze data and prepare narratives that tell of the learners experiences.

After the workshop, the field researchers returned to their programs and chose two learners each as participants. They were observed and interviewed in a variety of settings. Many of the researchers and learners found the experience to be quite transformative. Several key findings emerged:

- **Life role:** Much informal learning undertaken by adults with low literacy is driven by their life roles as family members, neighbourhood volunteers, and employees.
- **The situated learning environment:** Self-directed learning projects and shorter learning events occur frequently in the home, in the local neighbourhood, and in the organizational structures at work.
- **Practice of everyday literacy skills across different milieus:** Adults with low literacy are highly motivated and engaged when working on self-directed learning projects. They will use a variety of skills and practices to gather the information they need to achieve their project goals.

One of the major implications for theory and practice is the importance of shifting away

In the words of one participant, "I want others to know that just because someone can't read it doesn't mean that they are not smart."

from the focus on the learner and their internal cognitive processes to viewing literacy through the lens of social and cultural relationships and how learners draw meaning from ordinary events to construct meaning in the world.

The second aspect of the project was intended to examine how the media portray adult literacy learning. For four months a media monitoring firm gathered and analyzed news clips. The rich learning lives of adults with low literacy skills and their creative ways of managing their lives was certainly not reflected in the perceptions of the public. Some other key findings did emerge:

- **Types of literacy providers:** Volunteer-based literacy programs are being seen as the main service provider.
- **Literacy as a job-related skill:** Literacy skills are most often associated with the job-related skills needed for adults who want to enter or improve their position in the workforce.

- **Sources of funding:** Literacy funding is perceived as coming from a variety and combination of sources.

Clearly both aspects of the project have considerations for policy and practice at all levels. That is why there are five distinct and focused reports to describe the findings and their implications for different audiences. You can find them posted on the NALD website at: <http://www.nald.ca/fulltext/mtaylor/summary/cover.htm>.

* as documented in *Nonparticipation in Literacy and Upgrading Programs: A National Study* (Long, 2002)

A Partnership Handbook

The Partnership Handbook, available from Social Development Canada, provides tools and tips to make community-based partnerships effective. A Facilitator's Guide is also available which can be used to facilitate discussion among people interested in forming partnerships or among members of existing partnerships. It contains a series of exercises plus a role play. The two documents can be ordered from Communications Canada at tel: 1-800-635-7943 or 613-941-5995 or visit: <http://publications.gc.ca>. They may also be downloaded from: www.sdc.gc.ca click on *Services for Organizations*, then click *Training and Learning* then look it up by title under the heading of *Community Development*.



Linking Literacy and Libraries: Building Successful Partnerships

By Mary Reynolds and Trudy Kennell, AlphaPlus Centre

The last issue of *literacy.ca* highlighted the benefits of partnership development as a means for advancing literacy in Canada. In Ontario, the *Linking Literacy and Libraries* project is a National Literacy Secretariat funded project designed to enable the AlphaPlus Centre to facilitate grass roots partnerships between Ontario's literacy agencies and community, public, and First Nations libraries.



Why partner?

Adults who attend literacy programs are often "invisible" to their library community. Many never visit their library, and those who do, often find it an intimidating environment with little to offer them in the way of reading/learning support. Libraries wanting to improve their service to the adult literacy community often struggle to find effective ways of serving this hard-to-reach population. Literacy agencies strive to find effective ways of helping their students gain the self-confidence they need to become active participants in their community.

Steps to creating a partnership

How do literacy-library partnerships "happen?" What strategies can organizations use to nurture and build community collaboration?

1 – FIRST STEPS

- Use what you already know about how the library system works in your area
- Fill in any missing pieces of information about local library structure. You can often find this information by investigating the Web sites of your local library, provincial library association, and provincial government department responsible for funding/administering library

services and using "Contact Us" to ask your questions

- Find out how your provincial literacy organization supports partnership development
- Find out what other agencies in your community are "doing" literacy.

2 – Step two — NETWORK

- Visit and use your local library regularly
- Attend/promote library-sponsored events
- Introduce yourself and talk to library staff about your work
- Host an open house in your program and invite library and municipal government representatives to attend.

3 – Step three — ASK QUESTIONS

- Are there programs in your library that your students would benefit from and enjoy?
- Does your library have a literacy collection?
- Can you post information on bulletin boards or on the library's Web site?

4 – Step four — OFFER YOUR EXPERTISE

- Offer to serve as a trustee on your local library board
- Provide orientation to adult literacy for library staff
- Lend your clarity of focus to library program and outreach services planning
- Provide guidance for collection development
- Seek library representation on your agency's board.

Working with library staff

Library staff are a valuable resource to you, and can provide these services:

- Host library orientation tours
- Apply their specialized knowledge and expertise in finding and evaluating information
- Encourage adult students to develop their research, study, and computer literacy skills
- Jointly sponsor book clubs for new adult readers.

(continued on page 6) →

Return on investment

The return on investment (ROI) for literacy programs that actively engage the support of their community library can include these results:



- Increased student independence
- Increased learner participation in community activities
- Access to free, private space for tutoring/volunteer tutor training
- Access to computers
- Cost-effective access to instructional resources
- Access to community bulletin boards and Web sites for advertising and promoting local literacy programs
- Excellent results in recruiting volunteer tutors.

Results so far in Ontario

21 English, French and First Nations literacy programs and 13 public libraries are taking part in AlphaPlus' *Linking Literacy and Libraries* project. They are successfully working to raise community awareness of adult literacy, enable community development, and foster literacy-library partnerships. For more information about *Linking Literacy and Libraries* contact Chantal Samuel, Project Coordinator at csamuel@alphaplus.ca; 1-800-788-1120.

The **Golden Oak Book Club for New Adult Readers** <http://www.accessola2.com/goldenoak2005/> in Ontario and the **Vital Link** in Great Britain <http://www.literacytrust.org.uk>, are two models of how libraries and literacy agencies work collaboratively to support and encourage reading for pleasure.

The Weaving Literacy Training Project

By Suzanne Smythe, Project Manager/Trainer
Weaving Literacy Project

How can communities work together to promote literacy and community building?

How can we support literacy and family support groups to work together to integrate literacy into their work with families and communities?



Taking Weaving Literacy on the road: Gwen Villebrun and Michelle Hanson-Cunningam of Brighter Futures, High Prairie Alberta promote literacy and family support programs in their community.

These questions are at the centre of the *Weaving Literacy* project. *Weaving Literacy into Family and Community Life* is a national, bilingual, training project that brings together literacy and family support groups from 22 communities across Canada to develop and implement a literacy plan for their communities. The project is a collaboration between FRP Canada (Association of Family Resource Programs) and the Movement for Canadian Literacy (MCL), and is funded by the National Literacy Secretariat/Human Resources and Skills Development.

The Approach

Weaving Literacy takes its inspiration from the work of literacy groups such as CBAL (the Columbia Basin Alliance for Literacy), the NWT and Nunavut Literacy Councils, Parenting for a Literate Community, and other groups that take a



Weaving Literacy in Toronto: Yasmin Khan of the Aga Khan Foundation and Dave Page of Frontier College collaborate to offer reading circles in the Afghani community in Toronto.

community-building approaches to literacy. This approach involves:

- Working collaboratively, and not competing with other community groups when delivering or developing literacy initiatives;
- Integrating literacy and learning opportunities into settings where people already feel comfortable and have few barriers to participation;
- Promoting many forms of learning in the community, with the understanding that opportunities for learning are opportunities to promote literacy;
- Valuing and supporting literacy and learning in and out of school;
And of course,
- The everyday work that literacy, family support and other community groups already do. Their daily one-to-one interaction with people is central to community-building.

Each *Weaving Literacy* plan is unique, but they all connect to a long-term vision for literacy and learning that reflect local assets, concerns and aspirations. The plans build on what is already happening in communities, attempting to make links where none were before.

Integrated approaches to literacy: What are we learning?

Here is just a brief summary of what we have learned about community-building and literacy as teams implement their plans:

- By linking literacy to existing formal and informal learning settings, we no longer see people as 'hard-to-reach'. Literacy initiatives can go to where people are.
- When community-based organizations serving similar populations collaborate, share their resources, and work to complement one another's work, they are more effective in meeting the diverse learning and social needs of their communities.
- Collaborative and integrated approaches to literacy do not save time or money, in the short term, but they are more effective and sustainable. Collaborative work takes time and patience. There is more demand for literacy and learning services when they are linked to community-building practices. But in the long run, because literacy and learning is taught in the context of meaningful social activity, and involves more people, these approaches are far more effective in creating learning communities.
- Family support groups and literacy organizations share similar values, principles and practices. There is lots of room to explore more work between these groups and other community-based organizations.

Where to next?

In the Spring of 2005, the *Weaving Literacy Planning Guide* will be available from FRP Canada. This step-by-step guide for literacy planning will be of interest to literacy organizations and other community groups interested in community-building approaches to literacy. For more information about the *Weaving Literacy* project, or the planning guide contact Suzanne Smythe at smythemu@interchange.ubc.ca or FRP Canada at tel: 613-237-7667 (ext. 226) or email: info@frp.ca.

Research

National Assessment Practices Project

- How would you rate the importance of assessment?
- If you could wave a magic wand, what changes would you make to assessment practices in your class, program, or institution?
- What, if anything, would you like to learn about assessment?
- In your opinion, what is the most critical or burning issue pertaining to assessment that needs to be addressed by Canada's literacy community?



These questions and more will be part of a national survey that will be distributed to over 600 adult basic education practitioners across Canada. The on-line survey will be conducted in the spring of 2005 and the findings will be available through an on-line report in the fall of 2005. The purpose of the survey is to:

- 1 inventory the tools that are being used in colleges, community-based programs, school boards, and workplaces;
- 2 identify the strengths and weaknesses of these tools;
- 3 examine whether the existing tools are meeting the needs of the ABE community;
- 4 gather information about the issues around assessment;
- 5 provide a platform to move issues surrounding assessment from private conversations to public discourse;
- 6 inform accountability frameworks and literacy strategies.

The assessment practices project is funded by the National Literacy Secretariat and sponsored by the Centre for Education and Work. The end products will include an edited book on assessment practices, a video showcasing three assessment tools, and a written report based on the national survey. If you have any questions, please contact Pat Campbell, the project director at tel: 780-448-7323 or email: pcampbell@interbaun.com.

Hardwired for Hope

A recent research report from British Columbia grapples with the question of what makes an effective ABE/Literacy Instructor. *Hardwired for Hope: Effective ABE/Literacy Instructors* (2004) describes both the collaborative and individual



reflections and observations of a group of instructors and research friends over a period of three years. A true research in practice project, the team notes that the phrase "hardwired for hope" seems to sum up a single characteristic that effective instructors possess.

The report does not claim to define the field at large but is a highly reflective analysis of the data through the personal lenses and experiences of the five authors. *Hardwired for Hope* documents the thoughts, feelings, strategies and techniques of some effective instructors while honouring and preserving the work and thinking of many experienced ABE/literacy instructors who are near retirement. The authors include 30 recommendations. They hope that experienced practitioners reading the report will recognize themselves in the pages and that new instructors will recognize a passion that they too possess while finding useful ideas and experience to develop their practice.

Print copies can be borrowed from provincial/territorial literacy Coalitions and literacy resource centres or you can download the document from: <http://www.nald.ca/fulltext/hwired/cover.htm>.

Our work lives have become more multi-faceted, and we are constantly challenged to do our best, especially in difficult times. Balancing our jobs in ways that keep us emotionally and physically healthy is vital and, as most of us struggle to do this, we still choose to put our students first and foremost. (p. 171, *Hardwired for Hope*)

Canadian Education Association Highlights Literacy

The Canadian Education Association



(CEA) has joined the growing number of national organizations calling for a coherent approach to literacy policy. In October 2004, they released *The Promise and Problem of Literacy for Canada: An Agenda for Action*. This policy brief outlines a comprehensive national literacy strategy for the country. CEA calls on all levels of government to provide the necessary leadership for a strategic framework and the necessary actions to give all Canadians the literacy skills they deserve and the country needs.

The CEA also released *Focus on Literacy*, the second theme in their *Focus On...* series. This online debate explores the changing definitions of literacy, examines literacy research and practice, and looks at literacy as a public policy issue. How do research, practice and policy relate to one another? How can we build stronger links among them? And how can we learn from each to better understand literacy issues? *Focus on Literacy* also considers the impact of the information revolution on literacy.

The full text of *The Promise and Problem of Literacy for Canada: An Agenda for Action*, can be downloaded for free from the CEA website at www.cea-ace.ca. Print copies are available by contacting CEA at info@cea-ace.ca. You'll find *Focus on Literacy* online at www.cea-ace.ca.

Funding and Financing Database



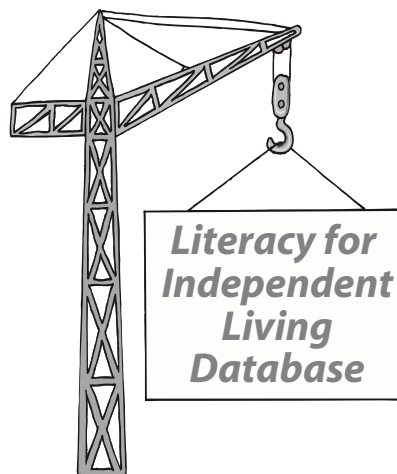
The Voluntary Sector Initiative (VSI) has a database of regional case studies that showcase the innovative ways in which

voluntary organizations are raising, accessing, and using funds and resources to strengthen their long-term organizational capacity and meeting their communities' needs. For more information: http://www.vsi-isbc.ca/eng/funding/best_practices.cfm

Help Build a New Database

The Canadian Association for Independent Living Centres (CAILC) encourages all literacy programs

to help build the Literacy for Independent Living database. A detailed new questionnaire is now online at <http://www.nald.ca/lil/questionnaire/> and literacy programs are invited to add their information. Two years ago,



a preliminary questionnaire was done by CAILC and many literacy agencies responded. This information proved to be a valuable tool. Now this new questionnaire asks more disability-specific questions in order to create a national database. The aim is to have a single site so that educators, community workers and learners can search for programs that would best fit their special needs.

Even if you only have some accessibility features at your program, please let them know. **Help build bridges! Please respond to this questionnaire today!**

Literacy and Learning Disabilities Special Collection

The National Institute for Literacy (NIFL) has recently redesigned its Literacy and Learning Disabilities Special Collection website at: <http://ldlink.coe.utk.edu>.

The changes were undertaken to make it more accessible and able to offer a richer collection of resources. While this site highlights American materials and contexts, it is still useful and adaptable to anyone anywhere working in literacy or learning disabilities.



Language, Literacy and the Next Generation

The University of Calgary, the University of Alberta and the Canadian Language and Literacy Research Network (CLLRNet) presents a series of lectures on *Language Literacy and the Next Generation*. Join some of Canada's leading researchers as they examine and discuss factors affecting the literacy performance of Canadian children and what measures can be taken to improve this situation.

The four teleconferences are free of charge to attend and will be broadcast simultaneously at five different university campuses across the country.

Through February and March 2005, you can watch live or attend in person at one of five different sites around the country. Later in the spring, you'll be able to view the videotapes posted on the CLLRNet website. For details, visit: www.cllrnet.ca and click on the orange toolbar. You can also call: 519-850-2524 or 519-661-3619 for more information.

Peer Group Project a Success in Building Job Satisfaction

A recent project demonstrates the success of peer group learning circles in addressing the critical issue of job satisfaction among non-profit Executive Directors (EDs). In the report from this National Learning Initiative (NLI) pilot project, participants indicated that the peer group greatly improved their relationships with their jobs. The project was so successful that the group of EDs involved has decided to keep it going!

The peer group learning circle project gave EDs the chance to do all of these things. Nine Calgary-area Executive Directors of non-profit organizations met at monthly 2.5-hour meetings for 5 months in early 2004. In the facilitated sessions they discussed pre-determined topics related to their jobs.

As indicated in the report, ED success and retention hinges on their ability to:

- connect and share ideas with other EDs in the sector;
- brainstorm solutions to problems as a group;
- have the time to stand back from the day to day work to reflect.

It is critical for the non-profit sector to address the job satisfaction of EDs to reduce the risk that they will leave for better jobs in other sectors. This issue is increasingly important with the predicted upcoming labour shortage.

For a copy of the full report, go to:

<http://www.vsi-isbc.ca/eng/hr/reports.cfm> or

contact: Keith Seel at tel: 403-440-7005 or Beverly Suderman at email: bsuderman@community-fdn.ca.

This National Learning Initiative for the Voluntary Sector (NLI) project was hosted and designed by the Institute for Nonprofit Studies at Mount Royal College in Calgary.

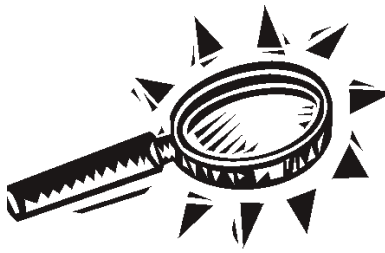
Violence and Learning Taking Action

From 2002–2004 a group of literacy and adult educators in Alberta shared and built knowledge about the impacts of violence on learning and ways to address them. Through workshops, an online course and individual Changing Practices projects, the group explored ways to break the silence about violence and to create environments that support learning for all.

Violence and Learning Taking Action (VALTA), 2004, is a book to share what was learned from the project and invite further exploration. In it, project participants report on their research about applying what was learned in the VALTA course to their practices. The report describes creative approaches to bring the whole self to teaching and learning. It also highlights the research in practice process. Cost: \$13 plus shipping. To obtain a copy, contact Literacy Alberta at tel: 403-410-6990 or email: office@elit.ca.



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.

Barriers to Participation: Literacy and Disabilities Research

It is estimated that approximately one in five adults with a disability have less than a Grade nine education (Rioux, Zubrow, Bunch, & Miller, 2003). It is highly likely that these adults would benefit from literacy instruction. Within the disability community, the definition of literacy has been broadened to include Bliss symbols, Braille symbols, sign language, and communications boards.

In the past decade, only five studies on adult literacy and disabilities have been published. Clearly, the topic of adult literacy and disabilities is still an uncharted terrain. This article highlights the most recent study conducted by the Neil Squire Foundation. The report called *Barriers to Participation in Literacy Activities Facing People with Physical Disabilities* explores the issues for people with disabilities trying to access and participate in literacy programs.

One of the aims for the study was to generate recommendations for improving program accessibility and generating learning activities. A total of sixteen women and eleven men with physical disabilities and limited literacy skills were interviewed. These adults lived in British Columbia, New Brunswick, Ontario, and Saskatchewan. Some of the adults had not attended a formal literacy program while others had dropped out before completion.

The recommendations emphasized that adults with physical disabilities need support in

getting directed to the adult basic education system. Many potential learners were not aware that literacy programs were available to them. Several of the recommendations mirror the very principles of adult education. For example, the study recommended that adult literacy instruction should be goal-oriented, relevant, practical, and respectful. Other recommendations were quite specific to the needs of adults with physical disabilities. For example, the study recommended that program developers choose locations that are close to public transportation and parking. The researchers also suggested that hiring peer instructors (people with physical disabilities) can assist in ensuring an understanding of the issues of living and learning with a physical disability.

The study concluded that “people with significant physical disabilities that have literacy needs are among the most marginalized and difficult to reach people in Canadian society” (2004, p. 25). For more information on this report and other studies, please check out the Directory of Canadian Adult Literacy Research in English at <http://www.nald.ca/crd/>.

Carpenter, C. & Readman, T. (2004). *Barriers to participation in literacy activities facing people with physical disabilities*. Vancouver, BC: Neil Squire Foundation.

Literacy and Disabilities

Symposium on Literacy for Independent Living

From a report by Mary Jane Clinkard, Canadian Association for Independent Living Centres (CAILC)

Canada's first *Literacy for Independent Living* Symposium took place in Winnipeg, Manitoba in October 2004. The Canadian Association for Independent Living Centres (CAILC) hosted the 3-day event to encourage communication and build links between the literacy and independent living communities. Twelve presenters spoke on a broad variety of topics including: literacy issues faced by adults with learning disabilities, the development of independent living in Canada, literacy issues for adults who are deaf or hard of hearing, the geography of literacy and disabilities and barriers to literacy for adults with physical disabilities. Tools and resources were highlighted. These included the Literacy for Independent Living website (at <http://www.nald.ca/lil>), the recent Literacy and Disability Study and the SARAW (Speech-Assisted Reading and Writing) computer program.



There were opportunities to discuss best practices as well as the concerns faced by both communities. One theme that emerged was the similarity of the experiences of practitioners in both the literacy and disabilities fields who identified the key problems of overworked/overstressed staff, and a lack of funding. Participants were able to learn from and support one another so the Symposium became a stimulating and positive experience for all. There is certainly momentum to move forward on an issue that needs continued effort.

CAILC is the national umbrella organization of 26 independent living centres which help to

empower adults with disabilities and remove barriers so that they can manage their own lifestyles. CAILC is grateful to the National Literacy Secretariat for their generous financial support and also to the wonderful presenters and participants who made the symposium such a success.

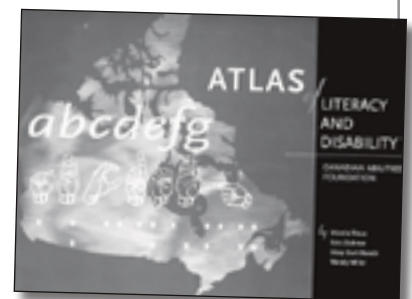
Reading Between the Lines

From the authors of the *Barriers to Participation* research report (see page 11) comes a companion handbook designed to help literacy trainers make their services truly accessible to their client group. *Reading Between the Lines* (2004) is a practical guide for organizations and individuals wishing to improve the accessibility of their literacy programs to people with physical disabilities. You can order this document by contacting the Ontario Neil Squire office at tel: 613-723-3575 or email: info@neilsquire.ca or access it online at: <http://www.nald.ca/lil/english/litinfo/printdoc/thelines/cover.htm>.



Atlas Maps the Relationship Between Literacy and Disability

This exciting new book of maps offers a spatial look at the issues of literacy and disability. The *Atlas of Literacy and Disability* provides a tool for policy and service development. It reveals information about what promotes or hinders literacy, and opportunities for communication and



participation in society. Cost: \$25.00 (includes shipping). Available from the Canadian Abilities Foundation at tel: 1-888-700-4476 or 416-923-1885 or check online at: www.enablelink.org.

Health and Literacy

Literacy and Health Conference Momentum Continues

The Second Canadian Conference on Literacy and Health may have passed but the discussions and workshops have been captured in a detailed conference report now available on the Canadian Public Health Association (CPHA) website at: <http://www.cpha.ca/literacyandhealth/>. In addition to the full report, you'll find a 3-page summary as well as the conference recommendations and follow-up activities.



The conference was a very successful event, held in Ottawa in October 2004. 310 people attended including 35 graduate students and faculty, 45 francophone participants, 18 adult learners, 15 aboriginal participants, with the remainder being health or literacy practitioners.

The highlight of the conference website is the Learners Gallery, presenting stories and artwork from adult learners across the country. These marvelous expressions were on display throughout the conference to remind all participants about how less literate people experience their health and the health care system (see also page 2 of the *Learners in Action* insert.).

Keep watching the conference website as the conference recommendations come to life through new strategic plans. In Summer 2005, you'll also find a special supplemental issue of the Canadian Journal of Public Health devoted to Literacy and Health issues. Many great ideas and connections came out of the conference, all good reasons to bookmark <http://www.cpha.ca/literacyandhealth/> as a site to check regularly.

Taking Off the Blindfold: Seeing How Literacy Affects Health

It is well known that people who have trouble reading and writing often have poor health. The Health Literacy Project in Rural Nova Scotia Research Project set out to learn more about how

literacy affects health and what could be done to break down the barriers to health created by low literacy. The project was a partnership effort between St. Francis Xavier University and community health and literacy organizations in northeastern Nova Scotia, with a grant from the Social Sciences and Humanities Research Council of Canada.

Researchers talked to 46 people who had struggled with getting an education. These people shared stories about their lives and how literacy affected their health and their family's health. The report called *Taking Off the Blindfold: Seeing How Literacy Affects Health* highlights what the participants told researchers. Despite varying interpretations, literacy and health were both seen as important to getting along well in life.

This easy-to-read report also contains suggested actions for change. For more information about the project or to read this report, visit: www.nald.ca/healthliteracystfx.

Health and Literacy in Diverse Contexts

The Fall edition of *Literacy Across the Curriculum* (LACME) from the Centre for Literacy of Quebec looks at some of the diverse approaches to literacy and health. This rich cornucopia includes papers and summaries from the 2003 Institute on Health and Literacy as well as reports from other conferences and gatherings — and a special bibliography on seniors and literacy, which is an area of research that has implications for health literacy policy. You'll find many insights and questions to deepen your understanding of the health literacy issue.



To read this special issue or subscribe to this worthwhile and thought-provoking publication, contact the Centre for Literacy at tel: 514-931-8731 (ext. 1415) or visit: <http://www.centreforliteracy.qc.ca/>

Family Literacy

Raising Kids Who Read

The YMCA continues to seek innovative ways to reach more people in more communities. Their latest resource, *Raising Kids Who Read*, is a literacy booklet that assists parents in building the critical factors that children need to thrive and succeed in life. This resource, available in English and French, emphasizes an asset approach to raising children. It focuses on different developmental assets that children need to be healthy, especially the ability to read and write.



You can download *Raising Kids Who Read* for free from the website at www.ymca.ca along with monthly tip sheets that feature numerous ways for adults to support children who are learning to read. Print copies are available for the nominal fee of \$1 plus taxes and shipping. To place an order, contact Amy Sutherland at tel: 416-967-9622 (ext. 208) or email: amy_Sutherland@ymca.ca.

New Family Literacy Website Launched



Action for Family Literacy Ontario

Action for Family Literacy Ontario (AFLO) is a provincial working group of the Ontario

Literacy Coalition, committed to moving family literacy forward in Ontario. On Family Literacy Day 2005, they launched their new website at www.aflo.on.literacy.ca. Although specifically geared to the Ontario context, it is sure to be of interest to people beyond the province's borders. The AFLO website is a resource for family literacy practitioners, parents, caregivers, and others interested in family literacy issues. It includes information about programs, research, training, and important resources. See for yourself at www.aflo.on.literacy.ca.

More Calendars

The Canadian Language and Literacy Network (CLLRNET) is pleased to announce that, due to popular demand, they have reprinted their Language and Literacy Calendars. The bilingual calendar, created for use by educators who work with young children, translates cutting-edge research findings about language and literacy development into fun, practical activities.



The Canadian Language and Literacy Research Network brings together leading scientists, clinicians, students and educators as well as public and private partners. The Network has disseminated over 45,000 calendars prior to this reprint. The 2005 calendars are available for \$5 or bulk rates can be negotiated. You can also download it for free at www.cllrnet.ca (under Resource Focus Area). For more information contact jill@cllrnet.ca.

Research Works for Child Literacy

Research Works! for child literacy (RW) is a Community University Research Alliance (CURA) funded by the Social Sciences and Humanities Research Council of Canada.



Launched in January 2004, RW has already begun several projects. One project is a Program Catalogue of all community programs that give free books to families to enhance literacy. It offers a consumer reports of methods, claims and costs. Another project is a Review of Evidence that gives a quick and easy-to-read summary and evaluation of research findings. It describes what works and why in tutoring for reading and math literacy. For more information on this partnership that brings together university resources and expertise with community programs and perspectives, contact Kathleen Bloom at email: info@research-works.ca or visit: www.research-works.ca.

Resources



From Grass Roots Press

The following resources are available from Grass Roots Press. You can request a catalogue or order these items at tel: 1-888-303-3213 or visit: www.literacyservices.com.

Book Lovers

If you love books, you'll want to read this collection of interviews with fellow book lovers. These passionate readers tell stories about reading that are both amusing and poignant. They describe the quirky rituals and beloved habits that shape their experience of reading. You may find yourself nodding in recognition or shaking your head in surprise. You might even discover new ways to read.

These readers also love to talk about books. You'll find out which books influenced them or made them laugh out loud. But books are only half the story; it's the experience of reading that completes the picture.

There's a myth that reading is a solitary pastime that isolates you from the world. This book takes aim at that misconception by exploring how reading connects people to each other and their community. This is the perfect gift for family, friends, and colleagues who share your passion for reading. Cost: \$29.95.

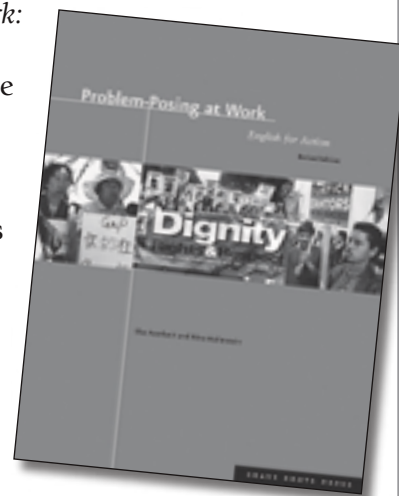
Problem-Posing at Work

Problem-Posing at Work: Popular Educator's Guide is a new book that explores Freirian approaches to adult education. It is for educators interested in critical reflection and social action from diverse fields: English as a Second Language and literacy, public health, labour and community

organizing, health and safety education, community psychology and facilitation, high school settings, and teacher education and other professional education programs. This educator's guide presents the underlying rationale for the "problem-posing" teaching approach, strategies and tools for classrooms and community settings, a case study, an analysis of the role of social change pedagogy within globalization struggles, and an extensive resource list. Cost: \$21.95.

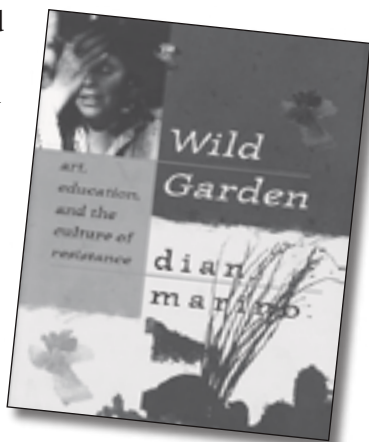
Problem-Posing at Work: English for Action (Revised Edition) is the companion student book and contains 30 lessons that focus on workplace themes and issues related to the working lives of immigrants and refugees. Inspired by the problem-posing approach of Paulo Freire, this book

invites learners to share and analyze their experiences, to acquire the language, skills, and information necessary for greater power over their circumstances, and to strategize together for changes. Originally published in 1987 as *ESL for Action*, this revised edition is updated to incorporate a focus on the effects of globalization on workers' lives while its scope is expanded to include information about Canada as well as the U.S. The text is intended for intermediate to advanced ESL students in workplace, pre-vocational, vocational, community-based, union and labor education programs. Cost: \$27.95.



Wild Garden: Art, Education, and the Culture of Resistance

Wild Garden is a wild and woolly book about the cultivation of learning, based on author and artist dian marino's lifelong experiences in education. It is about the roots of teaching, the nurturing and production of knowledge, and challenges "basic assumptions" and "common sense." The book is also about making mistakes and learning from them. It is about opening up new spaces for resistance and disrupting the habits of oppression, about how writing and art can spark subversive thoughts and creative action. The final chapter is a moving reflection on the lessons of dian marino's own terminal illness and her commitment to larger struggles. Cost: \$24.95.



Skills at Work — Learning about People's Working Lives

By Trudy Kennell, AlphaPlus Centre

Skills at Work is a set of print and on-line workforce materials that I developed in my job as curriculum developer and editor for the AlphaPlus Centre. This project forced me to think about what I had learned while I was teaching in workplace ESL programs and in employment training programs, what I had learned from people I worked with in different jobs, and what I had picked up about the different workplaces I've been in.

When you use the *Skills at Work* workbooks, you'll hear the voices of people interviewed about their jobs. I talked to friends, my adult children, co-workers' friends, my husband's former co-workers, and I kept extending my reach into people's working lives. We don't often get the chance to find out about what people do for a living — to see how they dress for work, the forms

they have to read and use at work, what their workspace looks like, how they find out about jobs, who they work with, and what technology they use or know they're going to have to learn to use.

Adults in literacy programs will have a better chance of getting a job if they find out about the local labour market and the kinds of technology that are being introduced in local jobs. I hope that *Skills at Work* gives you some ideas of how to help them do that.

The *Skills at Work* series includes a total of 5 books: 2 workbooks, 2 Practitioner Guides and a *Guide to Blended Learning*. The entire set can be purchased for \$50.00, or each book can be bought separately. Quantity/volume discounts are available. You can also try the *Skills at Work* online activities with a free three-day trial access. For more information or to order, contact the AlphaPlus Centre at tel: 1-800-788-1120 (ext. 117) or email: purchase@alphaplus.ca or visit the AlphaPlus website at www.alphaplus.ca.

The AlphaPlus Centre has also been expanding its collection of learning and teaching resources for purchase. If you are looking for literacy, numeracy, family literacy, learning disabilities, readers, reports or workforce/workplace resources, visit the website at: www.alphaplus.ca. You can print out their catalogue or click on "Purchase" to see what's available.



Across the Country

New Coalition Directors

Literacy Alberta is pleased to announce the appointment of a new Executive Director, Janet Lane. Janet comes from the Calgary Learning Centre where she has been the manager of a family literacy program for five years. Her previous experience includes twenty years of varied positions in business and financial management.

Janet is excited by the opportunity to take a leading role in Literacy Alberta as she has a strong background in literacy, and a passion for helping people find their voice. Welcome Janet and farewell to Marnie Schaetti!

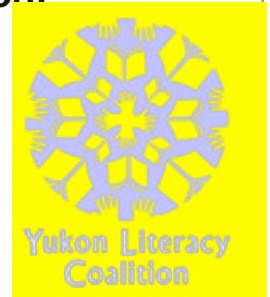
In Manitoba, Lorri Apps has become the Executive Director of Literacy Partners of Manitoba. Lorri comes to LPM with much experience in the not-for-profit world. She has been in management and fund raising positions for sixteen years, primarily with health organizations, the environment and the arts. Welcome to Lorri and farewell to Marg Rose!

Newfoundland and Labrador Coalition in Transition

As of the beginning of 2005, the Literacy Development Council of Newfoundland and Labrador (LDC) closed its doors and ceased operations. An evaluation released by the provincial government recommended the establishment of a community-based literacy network to replace the LDC. Currently there is an interim grass roots organization called the Literacy Network Ad Hoc Group (LNAG). It will maintain supports and services that were previously the responsibility of the LDC. It will also do the exploratory work to establish a new provincial network. We wish LNAG well as they work to develop the appropriate literacy coalition for their region's needs. You can contact the LNAG office at 709-738-7323 or 1-800-563-1111 or contact Kim Gillard at kimg@nf.sympatico.ca.

New Yukon Coalition is Born

The Yukon Literacy Coalition became a fully independent organization in the fall of 2004 after functioning as part of the Yukon Learn centre for several years. The literacy community in the Yukon felt that it was time for an organization that would support and unite all the literacy programs throughout the territory and funders agreed. Yukon Learn was and is a learning centre that provides direct service to adults. Although it played the role of being a Coalition for a time, they wanted to maintain their focus of serving learners. Beth Mulloy, who had been with both organizations through the transition is now the Coalition's Executive Director. Their new office is in downtown Whitehorse, tel: 867-668-6535. Best wishes for the Yukon!



BC Moves Forward

Literacy is on the BC Government's public policy agenda in a major way. Early in 2004, British Columbia's liberal government announced its intention to "become recognized as the most literate location in North America by 2010." Later in the year, the Premier, Gordon Campbell, launched the Premier's Advisory Panel on Literacy. He appointed Linda Mitchell, Executive Director of Literacy BC, to Chair the panel. So far the BC government has made numerous commitments of literacy funding, including doubling the funding available through the BC literacy cost-shared program.

As part of the 2010 Legacies Now program, the government introduced *Literacy Now*, an initiative to help both adults and youth meet their literacy challenges by increasing local community access to literacy learning and working closely with key stakeholders to build a cohesive provincial network to share best practices and effect change. MCL salutes BC in their efforts to take literacy to the next level. We'll be watching with interest! For more information, visit: www.bc.literacy.ca.

New and Noteworthy

What Counts? Who Counts? It's Time to Pose our Own Questions

Explore! Create! Express! Our questions matter. The Festival of Literacies at the Ontario Institute for Studies in Education (OISE) would like literacy practitioners, learners and volunteers to join them in creating visual images of our pressing questions about literacy and learning.

This spring, the second *International Adult Literacy Survey* will be released. This one will be called the **International Adult Literacy and Lifeskills Survey**, (IALSS). This survey asks questions about literacy in Canada. It will provide some answers. There will be public discussion about the interpretation of those answers. But, as we discuss the answers, we may lose sight of what questions are being asked. Are they the questions that literacy learners and literacy workers would ask? Are they the questions that you would ask?

The OISE team doesn't want IALSS to frame our literacy work or thinking about literacy. They want to collect your art over the next few months and show them publicly at the time of the release of the new IALSS statistics. This visual art show will give an alternative view of adult literacy from how it is represented in the IALSS. This is an idea-in-progress for us to build on and play with. Contact Sheila Stewart at tel: 416-923-6641 (ext. 2708) or email: [sstewart@oise.utoronto.ca](mailto:ss Stewart@oise.utoronto.ca) or visit: www.literaciesOISE.ca.

Festival of Literacies Courses

The Festival of Literacies department at the Ontario Institute for Studies in Education continues to offer flexible online courses that allow you to log on and participate when it suits you. The Winter (January–April) 2005 course is an Introduction to Research in Practice, with Mary Norton. Courses can be taken for graduate credit or there is a non-credit option for literacy workers to take courses as “community members.” The cost is \$100 plus reading materials. Find out about upcoming courses at www.literaciesOISE.ca.

Workplace Literacy Winners

Dofasco Inc. in Hamilton, the Minas Basin Pulp and Power Company Ltd. in Hantsport, Nova Scotia and the Elmsdale Lumber Company in Elmsdale, Nova Scotia are the winners of the Conference Board of Canada's 2004 Awards for Excellence in Workplace Literacy. Applications are now being received for the 2005 awards and must be post-marked no later than March 18, 2005. For more information contact the Conference Board at tel: 1-888-801-8818 or visit: www.conferenceboard.ca/education/awards/.

As the *Awards of Excellence* were being presented last fall, ABC CANADA Literacy Foundation took the opportunity to launch the second issue of their *Canadian CEO* magazine. This publication is devoted to profiling innovative workplace literacy programs. In the Fall 2004 issue, the following corporate leaders were featured as true champions of workplace education:

- Wayne Isaacs, CEO of BHP Billiton Diamonds
- Eugene Bernard, CEO of Royal Star Foods, Ltd.
- Charles Ruigrock, CEO of Syncrude Canada Ltd.

For your copy of *Canadian CEO*, contact: ABC CANADA at tel: 1-800-303-1004 or email: info@abc-canada.org.

The Literacy Site

Here's an innovative promotion for literacy. For those familiar with online charitable sites, such as The Hunger Site and the Breast Cancer Site, that make a donation for every person who clicks a button on the site, there is now a Literacy Site. The Literacy Site was founded to help promote literacy among children from low-income families. Partnering with the First Book organization in the United States, the site makes books available to children, often providing them with their very first book. Apparently with the generous support of sponsors, each click provides 1% of a book. Visit www.theliteracysite.com for details.



Coming Events

► April 17–23, 2005
National Volunteer Week
 Canada-wide

Volunteer Canada provides kits and posters to help you start your own Volunteer Week campaign to pay tribute to the volunteers who are a fundamental part of every community. For more information call: 1-800-670-0401 or visit: www.volunteer.ca.

► June 27–29, 2005
**Points of Entry, Points of Connection:
 Adult Basic Education and Literacy, Media
 and Technology**
 Montreal, QC

This year's Summer Institute at the Centre for Literacy of Quebec will be a collaborative exchange of ideas, experiences and resources around the connection between literacy and technology. Participants are invited to consider some key questions and to pose their own. For more information, contact the Centre for Literacy of Quebec at tel: 514-931-5181 (ext. 1415) or email: literacycntr@dawsoncollege.qc.ca.

► July 3–7, 2005
**Connecting Voices: Practitioners, researchers
 and learners: The 2005 Adult Numeracy/
 Mathematics Conference**
 Melbourne, Australia

The international Adults Learning Mathematics (ALM) group and the Australian Council for Adult Literacy (ACAL) in cooperation with the Australasian Bridging Mathematics Network are co-hosting a special adult numeracy and mathematics conference in Melbourne this year. The first two days (July 4th and 5th) will have a particular focus on numeracy within an adult literacy and ESL context.

The first Call for Papers is out now with a closing date of March 18th. For further information, visit the ALM website at: www.alm-online.org or the ACAL website at: <http://www.acal.edu.au/> or contact Dave Tout at email: davet@cae.edu.au.

► September 8–14, 2005
International Adult Learners Week
 Canada and world-wide

The Canadian Commission for UNESCO has announced that Canada will again join in international celebrations for International Adult Learners Week this fall. Watch for details soon at www.adultlearning.unesco.ca and in the next issue of this newsletter.

► Planned for June 2006
**Moving Forward: A National Summit on
 Libraries and Literacy**
 Ottawa, ON

This summit will be a pre-conference event for the 2006 Annual Conference of the Canadian Library Association, to be held in Ottawa. For more information, contact Greg Kelner, Co-convenor of the Canadian Library Association's Action for Literacy Interest Group at email: gkelner@tpl.toronto.on.ca.

Canada Reads

The Movement for Canadian Literacy (MCL) is honoured to be this year's



beneficiary of the proceeds from CBC's popular Canada Reads radio program.

Each winter, the Canada Reads program airs daily for a week on CBC Radio and CBC Newsworld. Five prominent Canadians defend a home-grown book they think all of Canada will enjoy.

Publishers have agreed that the company representing the winning title will donate a portion of sales proceeds to MCL. Libraries across the country will also receive copies of the books.

For more information or to find out about this year's titles visit: www.cbc.ca/canadareads.

Petition for Meaningful Action Now!

The Movement for Canadian Literacy and Frontier College are still collecting signatures for the petition to the federal government. So far over 15,000 have been collected including learners, supporters and even celebrities.

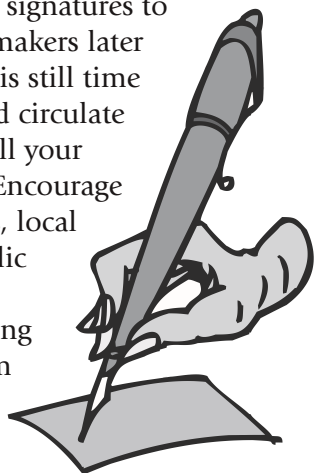
Petitioners are anxious to see meaningful federal action on literacy after the consultations, recommendations and promises of recent years. In the petition to the House of Commons, here's what we are saying:

We call upon the Government of Canada to make literacy a priority by supporting the development of a pan-Canadian literacy strategy and providing the funds necessary to ensure that community based literacy programs, and all organizations that work to advance literacy in Canada, receive the resources and support they need to serve less literate Canadians.

Furthermore, recognizing that literacy is intimately connected to other social issues, we call on the Government of Canada to invest more funding in social programs so that all Canadians can enjoy the right to a Canadian standard of living and that no one is left behind.

You can access the signature sheets and background information at: <http://www.literacy.ca/lac/petition/petition.htm>

We plan to deliver the signatures to appropriate decision-makers later in the Spring so there is still time to print out copies and circulate them. Bring them to all your meetings and events. Encourage your partners, learners, local networks and the public to sign on for literacy. Your help in distributing and then mailing them back to us is much appreciated.



Movement for Canadian Literacy

180 Metcalfe Street, Suite 300
Ottawa, Ontario K2P 1P5
Phone: 613-563-2464 • Fax: 613-563-2504
E-mail: mcl@literacy.ca

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:

Literacy Alberta
Literacy BC
Newfoundland and Labrador (pending)
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.

ISSN: 1481-3696

President: Debbie Griffith
(debbie.griffith@sasktel.net)

Executive Director: Wendy DesBrisay
(wdesbrisay@literacy.ca)

Managing Editor: Fiona Murray
(fiona@literacy.ca)

Design & Layout: The Right Type
(info@rightype.com)

Contributors: Lisa Bendall, Kathleen Bloom, Patricia Brady, Pat Campbell, Mary Jane Clinkard, Caroline Canute, Wendy DesBrisay, Nancy Friday, Kim Gillard, Monika Jankowska, Trudy Kennell, Harry Lew, Kathleen Meagher, Cathy Moore, Kate Nonesuch, Lois Polege, Nick Prince, Charles Ramsey, Jean Rasmussen, Tim Readman, Mary Reynolds, Sally Selvadurai, Linda Shohet, Myra Skerrett, Suzanne Smythe, Sheila Stewart, Maurice Taylor.

MCL gratefully acknowledges the financial support of the National Literacy Secretariat, Human Resources & Skills Development Canada.

literacy.ca