



Vol 5 no 3

Summer 2000

Websites Worth Remembering:

Canadian Museums Association's
«Reading the Museums» Project
www.nald.ca/rtm.htm

Canadian Museum of Nature
www.nature.ca/

Canadian Museum of Civilization
www.civilization.ca/cmcc/cmcceng/welcmeng.html

Nova Scotia Museum of Natural History
museum.gov.ns.ca/mnh/

Saint John Learning Exchange
www.nald.ca/sjle.htm

Manitoba Museum of Man and Nature
www.manitobamuseum.mb.ca/

Hugging Hands Kids' Art Museum
www.hugginghands.com/

Edmonton Space & Science Centre
www.planet.eon.net/~essc/

Canadian Literacy Thesaurus
www.thesaurusalpha.org/

Canadian Policy Research Networks
www.cprn.org/

Canadian Association of Municipal
Administrators (CAMA)
www.camacam.ca/

Laubach Literacy of Nova Scotia
www.nald.ca/lbc-ns.htm

Literacy Ontario Central South (LOCS)
www.nald.ca/locs/

The Why Files
whyfiles.news.wisc.edu/

Reading The Museum: The Video

by Lon Dublinsky *

A video about "Reading The Museum", the literacy program of the **Canadian Museums Association** (CMA), had its premiere at the annual conference of the association in Charlottetown in May. A screening will also take place at the McCord Museum in Montreal in early October as part of the Canada Post literacy awards presentation for Quebec.

The video explores how museums are an inspiration and resource for literacy by focussing on three of the program's most successful demonstration projects. Featured are the Edmonton Art Gallery-Prospects Literacy Association project, the collaboration between the Carrefour d'Éducation Populaire de Pointe St. Charles and the McCord Museum, Montreal and the New Brunswick Museum-Read Saint John literacy project. The video conveys the courage of three remarkable individuals who took on the challenge of reading and writing. Julie is determined to be able to read to her daughter; Claude wants to be able to pick up a newspaper or book and understand current events; Patricia finds writing every day makes all parts of her life better. The video also shows these adults and other participants in various museum settings and highlights works they created including a catalogue, photo albums and story books.

Museum and literacy educators provide commentary about literacy in the museum and on related issues such as lifelong learning. The English narration is read by celebrated Canadian poet Dennis Lee and the French narration by award winning children's book illustrator and playwright Marie-Louise Gay. The video was made by Tim Schwab and Chris Craton of First Light Films.

Plans have begun to market the video to museums and literacy organizations and to broadcast it nationally and regionally in the Fall of 2000 and in 2001. The video will be accompanied by a study guide and other information about the "Reading The Museum" program. During the past six years, the program, with funding from the National Literacy Secretariat, has supported 34 projects across Canada in which museums and literacy organizations have worked in partnership to encourage skills in practical and imaginative ways.

If you are interested in purchasing an English or French version of the video or would like more information, please contact Lon Dublinsky *, Coordinator of "Reading The Museum", CMA, 280 Metcalfe, Suite 400, Ottawa ON K2P 1R7, Tel. (514) 489-0571, Fax (514) 489-5442, Email: ldublinsky@museums.ca Website : <http://www.nald.ca/rtm.htm>

note : unesco's first
International adult learner's week
~ see page 5 !



The Essential Skills Portfolio : Using HRDC's Essential Skills

by Patrick Cummins *



The *Essential Skills Portfolio* (<http://portfolio.telecampus.com>) makes HRDC's **Essential Skills Profiles** the centre of a learning/assessment package available free on the Web.

Groups or individuals use the *Essential Skills Portfolio* Website to assess and document their Essential Skills and to discover what additional skills they need in order to achieve their occupational goals. The package provides printable learning materials in key areas. It guides users through building portfolios for the occupations they choose, then generates a résumé which they can forward to prospective employers.

Networks

The **NALD** Newsletter
Vol 5 no 3
Summer 2000
ISSN 1485-2713

Networks, the newsletter of the National Adult Literacy Database Inc., provides the Canadian literacy community with current information on educational activities in adult literacy and basic adult education.

NALD keeps literacy practitioners, learners, administrators policy makers and researchers informed on trends, recent publications, available resources, upcoming events and ongoing activities both nationally and in the regions.

For further information, or to give your comments, please contact:

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Scovil House
703 Brunswick Street
Fredericton, New Brunswick
Canada E3B 1H8

Toll Free:
1 800 720 NALD (6253)
Tel: 506 457 6900
Fax: 506 457 6910
info@nald.ca
<http://www.nald.ca>

This all-in-one package combines assessment, learning materials, and presentation. It gives learners control over their learning. It gives teachers and learners a comprehensive view of basic education objectives in relation to specific occupations. And it gives employers a clear picture of applicants' abilities.

ONE LEARNER

Tracey Bennet finished Grade 10. Sort of. She has worked in a diner and a pet shop. She likes animals, and she likes talking to people who own animals. (See picture, above) She can usually read what she needs to read, but not always. She's never been much of a writer. She's a whiz with numbers, but she doesn't know how she gets the answers she does. She's more interested in a job than a high school diploma.

Tracey is working on some of her school skills in a basic education class. All of the students are adults. Some of them have two or three different languages, but English isn't their strong suit. Some are upgrading so they can go back to school. Some, like Tracy, are trying to get their skills up so they can do a job they like.

The *Essential Skills Portfolio* takes Tracey through clear steps:

- It helps her do a **self-assessment** of her Essential Skills. (Reading Text, Writing; Numeracy, Oral Communication, Working with Others, Computer Use, Problem Solving, Decision Making, Job Task Planning and Organizing, Use of Memory, and Finding Information.)
- It helps her take a quick look at **two hundred entry-level occupations**. If she likes a job she sees, she can investigate further.
- It performs a **gap analysis** so she can see how her self-assessment compares with the Essential Skills needs for the occupation she has chosen.
- It helps her **build a portfolio** for a specific job.
- It **prepares a résumé** while she builds her portfolio.

To register, all you need is an e-mail address. Every registered user gets a **personal Web page**. Take a tour of the site yourself: <http://portfolio.telecampus.com>

NOTE: You *must* register in order to experience how the site works. Use a fictitious name, if you like.

* For more information or comments, contact Patrick Cummins, 31 St. Claire Avenue, Nepean, ON K2G 2A1, Tel. (613) 225-3808, Fax (613) 225-2021, Email: pcummins@ccs.carleton.ca

The *Essential Skills Portfolio* was developed with a grant from HRDC's Office of Learning Technologies. It uses information from HRDC's Essential Skills Database. The learning materials were developed as part of the Evaluating Academic Readiness for Apprenticeship Training (EARAT) project, supported by Ontario Ministry of Training, Colleges, and Universities. Project Management by: TVLT New Media Language Training.

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NALD would like to thank Patrick Cummins - ON, Lon Dubinsky - QC, Lee Weinstein BC, Rose Grotsky - ON, Literacy Partners of Manitoba - MB, CDEACF - QC, le Cape Breton Literacy Network - NS, Reading Routes - ON, and Educacentre - BC, for the opportunity to use photographs of them within this newsletter.

Mailed under Canada Post Publication Mail Sales Agreement Number 1502808

Voices Literacy Project

by Lee Weinstein *

I am writing to invite you to submit your students' writing for an upcoming publication of **Voices**. This edition will include the voices of students from literacy programs across Canada.

My name is Lee Weinstein and I am the co-founder and managing editor of **Voices** magazine. **Voices** is dedicated to the idea that literacy learners have important and powerful experiences to share through writing. For eight years we published learner writings from across North America. We published **Voices** to give learner/authors a publication that valued and respected the authenticity and power of their words. We are pleased to announce that, in association with the **John Howard Society**, we are going to be producing another issue. It is my hope that the learner/authors in your literacy program will want to have their stories considered for publication in **Voices**.



Voices last issue was published in 1996. We did not accept any advertisements and we utilised photography as imaginatively as our budget allowed. That same standard will be applied to the new issue. What will be different is that we will have three to four new features on Canadian literacy programs in addition to many new learner stories. We will also be creating two learner workbooks to accompany **Voices**.

We know that creating workbooks to accompany **Voices** is a departure from past practices. Although **Voices** always sneered when saying the word "workbooks", it is obvious that while many literacy workers liked the magazine, they didn't utilise it in classrooms. We believe one reason was that they may have needed more concrete ways to teach writing as inspired by the stories. Hence, we are developing two workbooks to accompany the **Voices** publication. The author of these workbooks is Pat Campbell.

Pat Campbell has worked in the field of adult literacy since 1985 as a coordinator, facilitator, curriculum developer, researcher and writer. In the early 80's, she taught ESL in rural Nigeria as a CUSO volunteer. Pat is currently an adjunct professor with the Centre for Research on Literacy at the University of Alberta. She is the co-author of several publications, and is looking

forward to tapping into and reflecting upon her experiences with adult educators and students as she develops the workbooks. She believes that workbooks will benefit adult literacy educators and learners, by providing a flexible framework for meaningful exercises and activities. The workbooks will explore the universal themes, such as love, loss, hope and discrimination, woven throughout **Voices**. Each workbook will provide activities to encourage students to share their experiences both independently through writing and collectively through discussion. In some instances, the workbook exercises will serve as a catalyst for students to move beyond their personal stories and discuss ways to take action about topics and issues that matter to them.

If you would like to submit your learner's writing, we would love to see it. We are looking for stories that read in a powerful and direct way because the words come from the lives and hearts of the authors.

In summary what are we looking for?

► We are looking for powerful learner writing, from beginning through advanced levels for the upcoming **Voices** issue. We need to receive all submissions no later than December 1, 2000. **Voices** is committed to using strong, personal learner writing. We are also committed to maintaining the voice and authenticity of the stories. These stories may include a light copy edit for meaning or the odd spelling correction. However, the author will still retain final approval in order that the story be printed as intended.

► The authors of stories that are accepted for publication will receive a \$25 honorarium from **Voices**. If the authors are comfortable with



having their picture taken, we will work with designated program staff to locate and contract a photojournalist for the author's portrait. The cost of the photography will be borne by **Voices**.

► We are also putting out a call for literacy programs that would like to be considered for our feature articles. These articles will be approximately 10 pages in length and will include learner stories with an accompanying article from a staff person giving an overview of the literacy program. The feature concept will be cooperatively developed between **Voices** and participating program staff. The intent is to give the reader an understanding of the program and its context. **Voices** will work cooperatively with programs to contract a photojournalist in order to pictorially document and enhance the features. The cost of the photography will be borne by **Voices**.

Programs must notify *Voices* of their interest in participating on or before September 30, 2000; it is anticipated that features will be completed by January 15, 2001.

Recognizing the commitment on the part of staff and learners in articulating material for the feature, **Voices** will provide a stipend to programs. We hope that participation in this project will:

- ~ Produce a beautiful product about and by program learners and staff.
- ~ Strengthening connections amongst literacy communities throughout Canada.
- ~ Produce a way of better understanding one's own literacy program through the writing process.

We are looking forward to working with program staff and learners throughout the country on this exciting project. If you have any questions about this project please feel free to call me at the numbers below. If you indicate interest you will receive permission release forms and a request for biographical data to accompany the submission.

* Lee Weinstein, Managing Editor, **Voices Literacy Project**, 5943-182 Street, Surrey BC V3S 4M8, Tel. (604) 574-0369 or 730-6844, Fax (604) 730-6840, voicesproject@home.com

Networks Datebook

Submit your events
for publication on
our website and here in our datebook!
To see how, visit our
events page at www.nald.ca

... with an international focus

September 8, 2000

International Literacy Day - Worldwide

Org: UNESCO

Contact: NALD

www.nald.ca - check out the calendar for the events listed through NALD

September 29 - 30, 2000

Third International Conference on Dyslexia

- Nepean, ON

Org: Canadian Dyslexia Association

Contact: Canadian Dyslexia Association, 290 Picton Avenue, Ottawa ON K1Z 8P8

Tel.: (613) 722-2699

Fax: (613) 722-7881

Email: dyslexia@cyberus.ca

November 3 - 6, 2000

International Education: Targeting best practices - Montréal, QC Canada

Org: The Canadian Bureau for International Education (CBIE)

Contact: CBIE, 220 Laurier Ave., West, Suite 1100, Ottawa ON K1P 5Z9

Tel: (613) 237-4820

Fax: (613) 237-1073

Email: info@cbie.ca

... with a national focus

September 24, 2000

The Word On The Street Book and Magazine Festival - Toronto & Ottawa, ON; Halifax, NS; Calgary, AB; Vancouver, BC.

Org: The Word On The Street

Contact: The Word On The Street

c/o NetGain Partners Inc.

390 Bay Street, Suite 701

Toronto, Ontario M5H 2Y2

Tel. (416) 367-2385

www.canada.com/wots/2000/

October 19 - 21, 2000

Realms of Gold: the Fifth National Literacy Conference - Vancouver, BC

Org: BCTELA

Contact: Canadian Council of Teachers of English Language Arts, 201 Laval Crescent,

Saskatoon SK S7H 4K6

Tel: (306) 374-9524

Fax (306) 374-3240

ameier@sk.sympatico.ca

www.cctela.ca

November 21, 2000

Literacy Action Day - Ottawa, ON

Org: ABC Canada, Fédération Canadian pour l'alphabétisation en français, Frontier College,

Laubach Literacy of Canada, Movement for

Canadian Literacy, NALD - Ottawa ON

Contact: Movement for Canadian Literacy, Suite

300 180 Metcalfe Street, Ottawa, ON, K2P 1P5

Tel: 613 563 2464

Fax: 613 563 2504

Email: mcl@literacy.ca

www.literacy.ca

... with a provincial focus

September 11 - 14, 2000

Essential Skills Job Profiling Training -

Morden, MB

Org: Pembina Valley Learning Centre

Contact: Sue Turner, Coordinator, Workplace Education, Adult Literacy and Continuing

Education, 280-800 Portage Avenue, Winnipeg, MB R3G 0N4

Tel: (204) 945-1682

Fax: (204) 948-3104

Email: Sturner@edu.gov.mb.ca

September 7, 2000

An Evening with Margaret Atwood - Toronto, ON

Org: World Literacy of Canada

Contact: Call (416) 977-0008 or visit

www.nald.ca/wlc.htm for more information.

September 19, 2000

The Learners Conference - Hamilton, ON

Org: Adult Basic Education Association of Hamilton-Wentworth

Contact: Adult Basic Education Association of Hamilton-Wentworth, 22 King St. E., Hamilton

ON L8N 1A3

Tel: (905) 527-2222

Fax: (905) 527-2166

Email: abeall@sprint.ca

www.nald.ca/abea.htm

September 27 & 28, 2000

ONESTEP's Regional Workshop Series

2000: Solutions Today for a Better

Tomorrow - Toronto, ON

Org: ONESTEP

Contact: Ontario Network of Employment Skills Training Projects 517 Wellington Street

West, Suite 207, Toronto ON M5V 1G1

Tel: (416) 591-7151

Fax: (416) 591-9126

www.onestep.on.ca/

September 28, 2000

An Evening with Kim Ondaatje - Toronto, ON

Org: World Literacy of Canada

Contact: World Literacy of Canada, 401 Richmond Street West, Studio 236, Toronto ON M5V 3A8

Tel: (416) 977-0008, Fax: (416) 977-1112

Email: worldlit@web.net

September 28, 2000

PGI Golf Tournament - Calgary, AB

Org: ABC Canada

Contact: Carolyn Meier 403-686-9300 or ABC CANADA Literacy Foundation, 333 King

Street East, 3rd Floor, Toronto ON M5A 4N2

Fax: (416) 350-6262

www.abc-canada.org

September 29, 2000

PGI Golf Tournament - Bathurst, NB

Org: ABC Canada

Contact: ABC Canada, 333 King Street East,

Toronto ON M5A 4N2 or Charline Vautour

Tel: 506-783-8863

September 29,30 and October 1st

Laubach Literacy Ontario Conference 2000 - Gravenhurst, ON

Org: Laubach Literacy Ontario and The Literacy Council of South Muskoka

Contact: Laubach Literacy Ontario, 591 Lancaster

Street West, Unit # 4 Kitchener ON N2K 1M5

Tel (519) 743-3309 Fax: (519) 743-7520

Email: llo@golden.net

www.trainingpost.org/llo.htm

October 2, 2000

Literacy Benefit Concert - Montreal, QC

Org: The Centre for Literacy

Contact: The Centre for Literacy, 3040

Sherbrooke St. West, Montreal QC H3Z 1A4

Tel: (514) 931-8731, Fax: (514) 931-5181

Email: literacycntr@dawsoncollege.qc.ca

www.nald.ca/litcent.htm

October 4th, 2000 - 5 consecutive Wednesdays

Tutoring Training Workshop - evening format

- Cornwall, ON

Org: Tri-County Literacy Council

Contact: Tri-County Tutor, 101 Second Street

West, Cornwall ON K6J 1G4

Tel: (613) 932-7161 Fax: (613) 932-5121

Email: tlc@ican.net

October 10 -14, 2000

Yukon Literacy Week - Whitehorse, Yukon

Org: Yukon Learn

Contact: Yukon Learn, 308 Hanson St. ,

Whitehorse YK Y1A 1Y6

Tel: (867) 668-6280 Fax: (867) 633-4576

learn@yukon.net or <http://www.nald.ca/yuklearn.htm>

October 12 - 15, 2000

Seizing the Moment: A Popular Education

Gathering - Toronto, ON

Org: The Catalyst Centre

Contact: Catalyst Centre , 720 Bathurst ST.,

500, Toronto ON M5S 2R4

Tel: (416) 516-9456, Fax: (416) 588-5725

Email: catalystcentre@web.net

www.catalystcentre.ca

October 13-15, 2000

LLNB Annual General Meeting - Fredericton, NB

Org: Laubach Literacy New Brunswick

Contact: Ellen Cogswell

Tel: (506) 357-6049 or (506) 452- 1780 or

LLNB , 62 Williams Street , Moncton NB E1C 2G5

Email: psawyer@nbnet.nb.ca

October 14, 2000

Millennium Book Launch - Whitehorse, YK
Org: Yukon Learn
Contact: Yukon Learn, 308 Hanson St., Whitehorse YK Y1A 1Y6
Tel: (867) 668-6280 Fax: (867) 633-4576
Email: learn@yukon.net

October 18, 2000

2nd Annual Showcase of Aboriginal Youth Initiatives - Winnipeg, MB
Org: Partners for Careers
Contact: Roberta Hewson, 309 Balmoral Street Colony Square, Winnipeg, MB R3C 4A8
Tel (204) 945 0447, Fax (204) 948 2714
Email: rhewson@edu.gov.mb.ca

October 20, 2000

READ 2000 Literacy Conference: "Literacy Through the Spectrum" - Victoria BC
Org: Victoria READ Society
Contact: Helen Thomas, Victoria READ Society, 720 Linden Ave., Victoria BC V8V 4G7
Tel: (250) 388-7225, Fax: (250) 386-8330
email: info@readsociety.bc.ca

October 25-27, 2000

Matawinie Cyber-Meeting of Rural Areas - Quebec and online
Org: Cyber-Rural Network
Contact: Cyber-Rural Network
1080 Route 343, Saint-Alphonse-Rodriguez QC J0K 1W0
Tel: (450) 883-0717, Fax: (450) 883-2006
Email: sadc@matawinie.qc.ca
<http://www.matawinie.qc.ca>

October 26, 2000

Saskatchewan Literacy Network's 11th Annual General Meeting - Saskatoon, SK
Org: Saskatchewan Literacy Network
Contact: SLN, 206-220-3rd Ave South Saskatoon SK S7K 1M1
Tel: (306) 653-7368, Fax: (306) 653-1704
Email: sklit@sk.sympatico.ca

October 31

Dress-up for Halloween - Whitehorse, YK
Org: Yukon Learn
Contact: Yukon Learn
308 Hanson St., Whitehorse, YK Y1A 1Y6
Tel: (867) 668-6280, Fax: (867) 633-4576
Email: learn@yukon.net

November 2 - 4, 2000

The Courage to Learn - Toronto, ON
Org: Ontario Literacy Coalition
Contact: Ontario Literacy Coalition
365 Bloor Street East, Suite 301, Toronto ON M4W 3L4.
Tel: 416-963-5787, Fax: 416-963-8102
Email: dgrankin@interlog

November 2 - 4, 2000

Alberta Provincial Literacy Conference 2000 - Calgary AB
Org: AAAL & LCA
Contact: AAAL, #605 332 - 6th Avenue S.E., Calgary, AB T2G 4S6
Tel: 403 297-4994, Fax: 403 297-6037
www.nald.ca/aaal.htm

November 8 & 9, 2000

ONESTEP's Regional Workshop Series 2000: Solutions Today for a Better Tomorrow - Ottawa, ON
Org: ONESTEP
Contact: Ontario Network of Employment Skills Training Projects, 517 Wellington Street West, Suite 207, Toronto ON M5V 1G1
Tel: (416) 591-7151 Fax: (416) 591-9126

November 16-17, 2000

Provincial Consultation on Literacy 2000+ - Winnipeg, MB
Org: Literacy Partners of Manitoba and partners
Contact: Literacy Partners of Manitoba, Grain Exchange Building, Room 998-167 Lombard Avenue, Winnipeg, MB R3B 0V3
Tel: (204) 947-5757, Fax: (204) 956-9315
Email: literacy@magic.mb.ca
www.nald.ca/litpman.htm

November 18, 2000

AGM and Sharing Session - Winnipeg, MB
Org: Literacy Partners of Manitoba
Contact: Literacy Partners of Manitoba, Grain Exchange Building, Room 998-167 Lombard Avenue, Winnipeg, MB R3B 0V3
Tel: (204) 947-5757, Fax: (204) 956-9315
Email: literacy@magic.mb.ca
www.nald.ca/litpman.htm

December 1, 2000

Yukon Learn Christmas Party - Whitehorse, YK
Org: Yukon Learn
Contact: Yukon Learn
308 Hanson St., Whitehorse, YT Y1A 1Y6
Tel: (867) 668-6280, Fax: (867) 633-4576
Email: learn@yukon.net



Platform For the Future Launches International Adult Learners' Week

In the past, raw materials, capital and labour power were humankind's most important resources. In tomorrow's world the most important resources will be knowledge and information. Successful societies will promote the imagination, creativity and knowledge of their members in order to improve the conditions and quality of life. "Platform for the Future", a portion of the "Building Learning Societies - Knowledge, Information and Human Development" Global Dialogue at the World Exposition EXPO 2000 in Hannover, Germany, will celebrate International Literacy Day, pay reference to the United Nations Literacy Decade proclamation, and ultimately launch **International Adult Learners' Week**. This is an initiative through which UNESCO wishes to highlight *Learners' Voices, Eye-opening Life-Stories* and *Images from around the world*.

International Adult Learners' Week will include the participation of the Director-General of UNESCO, the German Federal Minister for Education and Research, the South African Minister for Education and other personalities, including representatives of Science in Dialogue and participants of the German Adult Learners' Week, pupils and students. Winners of the UNESCO literacy prizes will be announced during the celebrations.

"Platform for the Future" will be joined by the organisers and participants of a parallel event of the German Adult Learners' Week as well as by members of the UNESCO Associated School Project in order to highlight the perspective of young leaders and learners: *Learning for Sustainability, Learning Together for the Future*. Several innovative literacy and adult education initiatives will be presented, either through video or by the physical presence of a delegate.

The moderator will not only involve the audience physically present in the communication, but live satellite links will be established with South Africa (President

Thabo Mbeki) and Finland (simultaneously hosting a European adult education conference), and possibly with the International Literacy Day Partnership in Washington/ Library of Congress, USA. Videotaped supporting messages will come from Nelson Mandela and Secretary of State for Education David Blunkett of United Kingdom, which has been the first country to organize an adult learners' week. The national adult learners' weeks taking place around the globe - whether simultaneously or at different moments of the year, whether for the first time or as a long-established annual activity - will be illustrated and honoured. A guide to help countries embark on a national campaign will be presented.

NALD Networks would like to gratefully acknowledge the following UNESCO personnel who assisted with the compilation of this material:

- * **Ushio Miura** - Division of Basic Education, Literacy and Non-formal Education Section - Paris;
- * **Susanne Schnuttgen** - Programme Specialist, Literacy and Non-formal Education Section - Paris; and
- * **Bettina Bochyneck** - UNESCO Institute for Education - Hamburg.

Getting to the Point Produces Payoffs

by Rose Grotsky*

Businesses globally have identified a plain language approach to their communications as a performance improvement tool that produces tangible benefits — reduced operating costs, increased worker involvement, fewer accidents and injuries on the job, to name but a few. In short, plain language has become a business essential.

Organizations Benefit from Plain Language

Get to the Point: A Strategy for Writing Clearly at Work makes a sound business case for communicating clearly and economically in the workplace and marketplace. While writing the book, I interviewed companies and organized labour groups around the world, many of which have used plain language to help them succeed. For example . . .

- By creating a clearer, more legible and shorter phone bill for residential and small business customers, **Bell Canada** reduced by 30 per cent the amount of paper used — not to mention the reduced support costs resulting from fewer customers telephoning to question their phone bills.

- A complex collective agreement motivated **Alberta Power** and the **Alberta Power Employees Union** to turn to plain language. For over a year, labour and management collaborated to create a simpler contract. The initiative resulted not only in a more understandable agreement that benefited everyone, but also in improved labour-management relations.

- By revamping its *Policy and Procedures* manual for Ground Operations, **Federal Express** increased the ability of managers, service agents and couriers to answer specific

questions more quickly and accurately. The company estimates that the improved search time alone saves at least \$400,000 (U.S.) in productivity gains.

- The Joint Health and Safety Committee of Lunenburg's **High Liner Foods** supervised a plain language project in which three union members revised the *Employee Safety Handbook*. The forms that workers used for health and safety records were also improved and included in the handbook. The company credits plain language as a factor in

reducing incident rates by 40 to 50 per cent!

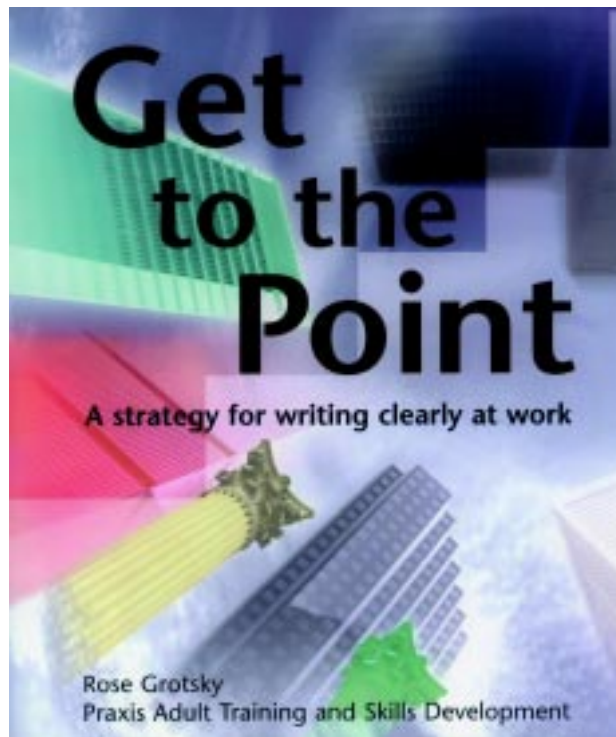
Plain Language Adds Value

Workplace information is often complex, but workplace communications should not and do not have to be. With 48% of adult Canadians having weak reading skills, critical workplace documents are often *inaccessible* to many workers. Unfamiliar jargon, long-winded sentences, an unclear organization and a cluttered appearance present barriers to comprehension and retention.

However, even workers with high literacy skills benefit from receiving understandable and usable information. Highly-skilled readers rarely prefer to receive difficult text and confusing graphics! A leader in Canada's manufacturing sector *gets to the point*:

"Although we've been prepared to spend millions on new equipment, we've been reluctant to focus on some hidden issues. We tended to blame workers, instead of ensuring that the information they received was clear and accessible. We're now looking at plain language as a value-added service!"

* Rose Grotsky, President of Learning Communications Inc., helps organizations simplify complex print and electronic information into plain English and other languages. She also delivers workshops in clear business writing. Rose wrote *Get to the Point* for Praxis Adult Training and Skills Development, with support from the National Literacy Secretariat. For more information, contact Rose at 416-588-4646, rmg@ican.net



Learning Activities - Understanding content vocabulary in employment ads

Working in small groups, learners use worksheets and the classified ads in a local newspaper to improve their ability to interpret newspaper employment ads and by learning to read and understand commonly used content vocabulary (phrases and abbreviations).

[Taken from **Southern LINCS Website** (Literacy Information and Communication System) - *Find Learning Activities*]

Teaching Tips

GED PREPARATION ONLINE

CITE
Consortium for
Information Technology
in Education

by Chris Smith*

In October of 1998, the New Brunswick Community College - Saint John launched the first of its Internet delivered **GED Preparation** courses. As the course developer and instructor, I had high hopes. With over 700,000 people writing the GED tests every year, I waited for the deluge of applicants to come.

GED Preparation 1, based on the Province of New Brunswick curriculum standard, is a short course that does not give any direct instruction in reading skills, writing skills, or math. Rather, it gives students an orientation to the GED tests and the chance to evaluate their skills. I believe that for many adults wishing to attain high school equivalency certification, the tests are surrounded by an aura of mystery that inspires nervousness and no small degree of fear. How close am I to being ready to write? What do I need to know and what should I study? The first step, then, is to determine where students are starting from and then to help them customize further training to meet their individual needs.



Although the course is delivered entirely over the world wide web, it still offers students a variety of learning opportunities based on our college's *Compressed Delivery* model. In addition to two web based lessons, the course contains a downloadable study guide and handouts; online mini-tests to help students become reacquainted with multiple choice test items; electronic communication using synchronous and asynchronous conferencing and email; a streaming video or chat based tutorial session; and a 1-800 support line.

At first, registrations were sporadic. Some suggested to me that perhaps most potential GED clients were not online. If that was true in 1998, it is certainly not true now. GED learners are becoming increasingly connected and computer literate. In addition to GED courses, our college offers a free GED resources site (<http://cite.telecampus.com/GED>) which now averages over 60,000 hits from approximately 3,000 visitors a month. In the main, these visitors are looking for information, and I get a dozen or so email messages a day with questions about the GED. Course registrations, while still low, are becoming more regular and are growing slowly. I believe that numbers will continue to increase as more and more learners go online.

We continue to develop additional GED courses. Our second course, *GED Preparation 2: Writing Skills* is now up and running, and we expect to have a third course, *GED Preparation 2: Basic Math*, available this year. Our idea is to divide the training into a number of smaller courses so that, on completion of *GED Preparation 1*, students can customize their training by taking only the courses

they need. In addition, the courses allow students to further customize their learning experience. Each lesson begins with a self-test to enable students to evaluate their skills in that particular topic. Students can return to the test at any time during the lesson and try it again. On scoring 70%, students can skip the rest of the lesson and go on to the next one. This process enables students to spend less time on areas that may just need a "brush up" and more on topics that need work.

Online GED learners do face a number of obstacles. Even in face to face classes, retention in GED classes is low. This is also true in online training, which requires students to be largely self-directed and self-motivated. One key factor in success is interaction. Some students are reluctant to ask questions or to interact with the instructor either by email or by telephone. Without ongoing contact with the instructor, these students often become discouraged or allow other concerns to interfere and do not finish the training. We try to overcome this reluctance by regularly emailing or telephoning students to ask about their progress.

Like any GED instructor, I sometimes get frustrated, but the successes make it all worthwhile. Recently, I received a note from a proud father in the US, announcing his son's successful writing of the GED. From another student on the Canadian prairies, I received an email that said, "Well I got the results of my GED back. I got an A in four out of the five subjects and missed getting an A in the fifth subject by only one point. I had been thinking of taking the GED for several years but I always kept putting it off. I guess the little push from you was what I needed to actually go and do it."

Why do we do it, and why online? Online training is designed to increase access to GED Preparation instruction for those who might otherwise be unable to obtain it. This is particularly true for those in rural communities, but also for shift workers, parents of young children, or others who for one reason or another cannot attend a traditional classroom. As to why – although we must operate these online courses on a cost recovery basis, we are involved in GED training for the same reason as anyone else. For more information on our online GED Preparation courses, visit <http://cite.telecampus.com/GED>

* Chris Smith has been an adult education instructor in English Second Language, Literacy, and Academic Upgrading with the New Brunswick Community College - Saint John for more than ten years. Since 1995, he has been a project manager, developer, and instructor in distance education, including video and web-based training. He was a co-recipient of a provincial Excellence in Education Award for his participation in the development of the delivery model and programme evaluation in the college's Distance Education Nursing Assistant programme. He is a founding member of the college's Consortium for Information Technology in Education. He recently participated in a research study on the impact of learning technologies on women in rural NB.

The Literacy Bookshelf

Words to Live By : A Strategic Literacy Plan for Newfoundland and Labrador (2000)

Government of Newfoundland and Labrador, Department of Education

The Government of Newfoundland and Labrador developed this plan through consultation with literacy stakeholders and with recognition that there is an essential link between literacy and social and economic development. The goal is to improve literacy within the province, and achieving literacy levels comparable to those in the rest of Canada.

Contact: Office of the Assistant Deputy Minister (Literacy), Dept. of Education, Government of Newfoundland and Labrador, P.O. Box 8700, St. John's NF A1B 4J6, Tel. (709) 729-3649. Also available online at : <http://www.edu.gov.nf.ca/literacy/cover.html>

Strong's Community Development - Discover Your Destiny (2000)

by Darlene M. Strong

A resource skill book that promotes lifelong learning. Can be used on an individual basis or in a group setting. Goals of the program are to establish realistic goals and to challenge individuals to function at their greatest potential. Shows methods on how to achieve these goals.

Contact: Darleen Strong, Strong's Community Development, P.O. Box 172, Amherst, NS B4H 3R2 Tel. (902) 661-0284.

What the HEALTH! A Literacy and Health Resource for Youth (2000)

Canadian Public Health Association (CPHA) National Literacy and Health Program

Developed for use by health providers, youth workers and literacy practitioners working with youth in health centres, drop-in centres and literacy programs. Health teachers may also find this resource useful in the classroom. Contains stories, discussion questions, activities and information on different topics.

Contact: CPHA, 400-1565 Carling Avenue, Ottawa, ON, K1Z 8R1, Tel. (613) 725-3769, Fax (613) 725-9826, Soon to be available online at: <http://www.nlhp.cpha.ca>

Cool URLs
Moncton Youth Residences, Inc.
<http://WWW.NALD.CA/myr.htm>

Canadian Adult Reading Assessment (2000)

by Dr. Pat Campbell and Flo Brokop, M.Ed.

CARA is an informal reading inventory to determine a student's instructional reading level and specific strengths and weaknesses in word recognition and comprehension. The instructor's manual and student's assessment booklet contain a graded word list and nine levels of passages.

Cost: \$84.95

Contact: Grass Roots Press, Literacy Services of Canada, P.O. Box 52192, Edmonton AB T6G 2T5 Tel. (780) 413-6491 or 1-888-303-3213 Fax (780) 413-6582

grassrt@telusplanet.net

The Writing's on the Wall: Implementing a Municipal Workforce Literacy Program (2000)

by Patricia Nutter, Canadian Association of Municipal Administrators (CAMA)

A manual written for municipal managers, union representatives and others interested in establishing workforce literacy programs. Content based on the experience of five Canadian municipalities where workforce literacy programs were established.

Contact: CAMA, 1485 Laperrriere Ave., Ottawa ON K1Z 7S8,

Tel. (613) 725-9150, Fax (613) 729-6206

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

Learning for our Lives : A Union Guide to Worker-Centred Literacy (2000)

Canadian Labour Congress (CLC)

A practical handbook for unions wanting to get involved in literacy and basic skills programs. A guide to set up or strengthen a literacy program for their members.

Cost: \$8

Contact: CLC Workplace Literacy Project, 2841 Riverside Drive, Ottawa ON K1V 8X7, Tel. (613) 521-3400, Fax (613) 521-5480 clcliteracy@clc-clc.ca

The New Learning Guide : Education Opportunities, Alternatives and Enhancements for Maritime Communities (2000)

Margaree Education Council

A catalog of basic information, divided into 5 chapters providing readers with the tools to understand public education systems in the Maritimes, the alternatives available, and strategies for building awareness, getting organised, forming alliances and advocating for change.

Contact: Margaree Education Council, P.O. Box 623, Margaree Forks, Inverness County, NS B0E 2H0 <http://www.newlearning.ns.ca/>

Justice Literacy Indicator, Workbook & CD ROM Kit (2000)

John Howard Society of Saskatchewan, Regina Council

To address the need for a reliable literacy measurement tool the Justice Literacy Indicator (JLI) was developed; to address the need for a reliable knowledge base about justice literacy issues and improved familiarity with community-based literacy upgrading providers - Justice Literacy Workshop (JLW) was developed.

Contact: Program Coordinator, John Howard Society, 2332-11th Avenue, Regina SK S4P 0K1 Tel. (306) 757-6657, Fax (306) 347-0707

jhs.regina@sk.sympatico.ca

<http://www.regina.johnhoward.ca/>

With One Stone A.B.E. Grammar Series : Unit Three - Sentence Mechanics (1999)

by Marcia Anderson and Christine Futter

Material meant to make ABE instructors' jobs easier. Carefully written and tested with ABE students. Written by experienced literacy instructors who know how busy you are and how diverse the learners are.

Contact: With One Stone Educational Services, 961 Gold Crescent, Ottawa ON K2B 8C4 Tel. (613) 596-1024, <http://www.withonestone.com/>

On the Level : Demonstrating Skills & Knowledge in Ontario's Community Literacy Agencies (2000)

by Lindsay Kennedy, Community Literacy of Ontario (CLO)

Model demonstrations for Levels 1 and 2 of the reading, writing, speaking and listening, and self-management / self-direction Outcomes. Developed and field-tested with the learners and staff of three community-based programs.

Contact: CLO, 80 Bradford Street #508, Barrie ON L4N 6S7 Tel. (705) 733-2312, Fax (705) 733-6197 <http://www.nald.ca/clo.htm>

A Directory for Healthy Families (1999)

compiled by Terrie Moar

Directory produced as part of *A Project for Parenting and Literacy Education and Exchange* (APPLE). Intended to promote partnerships among family service providers, as a means of improving the literacy skills of families.

Contact: Literacy Partners of Manitoba, Grain Exchange Building, Room 998-167 Lombard Avenue, Winnipeg MB R3B 0V3, Tel. (204) 947-5757, Fax (204) 956-9315 Available online at : <http://www.nald.ca>

How to Start a Native Literacy Program (1999)

by Florence Gray, Ontario Native Literacy Coalition (ONLC)

Setting up a literacy program is a worthwhile project for any community, and there are three main steps: a needs assessment, designing a relevant program to meet those needs and obtaining funding for the program.

Contact: ONLC, 1173 2nd Av. East, Owen Sound ON N4K 2J1 Tel. (519) 371-5594, Fax (519) 371-5598, onlc@bmts.com <http://www.nald.ca/onlc.htm>

Needs Assessment Study on Literacy for Métis People (1997)

Métis National Council (MNC)

A collaboration between the Métis National Council and the Gabriel Dumont Institute of Native Studies and Applied Research Inc. «*Literacy for Métis People : A National Strategy*» prepared for the Royal Commission on Aboriginal Peoples, has two main objectives: assess the literacy level of Métis people and identify how the literacy needs of Métis people can be addressed.

Contact: Ed Swayn, MNC, 350 Sparks Street, Suite 201, Delta Hotel Office Tower, Ottawa ON K1R 7S8 Tel. (613) 232-3216, Fax (613) 323-4262, <http://www.sae.ca/mbc/mnc/>

What Non-Readers or Beginning Readers Need to Know: Performance-Based ESL Adult Literacy (1999)

by Shirley Brod

Written for adult ESL instructors. Describes adult English learners and factors affecting their literacy development. Also looks at performance-based instruction, what it is and why it should be used.

Contact: Spring Institute for International Studies, 1610 Emerson Street, Denver, CO 80218 USA
Tel. (303) 863-0188, Fax (303) 863-0178
info@springinstitute.com
<http://www.springinstitute.com/elt/>

Working with Learning Outcomes for Adults with Developmental Disabilities (1999)

by Kenneth N. Beck and Patricia Hatt

A project whose central purpose was to identify ways in which the *Demonstrations of the Learning Outcomes* could best enhance success for adults with developmental disabilities in literacy programs.

Contact: Toronto District School Board, 155 College Street, Toronto ON M5T 1P6
Tel. (416) 395-6571

Online soon in *NALD's Full-Text Documents*.

Adult Education Curriculum (1997)

U. of the State of New York and the State Education Department

Includes learning standards, goals, and objectives for English Language Arts and mathematics, with curriculum supplements for ESOL and GED. Also looks at the unique aspects of adult education and provides an overview of where to begin.

Contact: Hudson River Center for Program Development, 102 Mosher Road, Glenmont, NY 12077 USA
Tel: (518) 432-4005, Fax (518) 427-9718,

smithbe@aol.com

<http://www.hudrivctr.org/>

Living Evidence of the Impact of Adult Literacy

by Judith Hayes, Learner Speaker Bureau coordinator and Marg Rose, Executive Director, Literacy Partners of Manitoba

This article outlines the background and several highlights of this exciting development. Please contact LPM (<http://www.nald.ca/litpman.htm>) for sample posters, the cited guidebook and/or further details via literacy@magic.mb.ca

The LPM Learner Speakers' Bureau/Learner's Circle Project, ran from November 1998 to June 1999, and provided an innovative approach to making literacy "faces" more visible to the public, policy makers, funders and potential stakeholders. As well, the project encouraged learners to become active participants in the Canadian literacy movement and literacy programs in Manitoba. This project was funded through the National Literacy Secretariat (NLS). As IALS shows, there are thousands of Canadians who struggle with low literacy levels, yet the public rarely sees their faces since literacy is labelled by many as "the invisible disability". This project addressed the need for more concrete tools to show the importance and impact of adult literacy on real people's lives.

The Winnipeg Learner's Circle met monthly to discuss learner issues in literacy programs. The learners also got the opportunity to speak with Chris Dodge from the NLS with their ideas. They participated in the election of the Manitoba Learner Representative to the Movement for Canadian Literacy (MCL) conference in Ottawa. Their representative, Abe Friesen, was able to take learner concerns to Parliament Hill in 1999 with other provincial learner representatives.

The Learner Speakers' Bureau held monthly training workshops over seven months and prepared 10 learners as speakers to promote literacy in 1999. These learners were able to present their experiences with literacy to over 20 audiences. Speaking engagements included presentations at literacy program recruitment and graduation events, to the government caucus, and as described below.

The Learner Speaker Bureau Phase II Project 1999-2000 was designed as a follow-up to the initial Learner Speaker Bureau pilot project of 1998-99. Based on requests from the field and across Canada, it builds on the successful completion of the initial project by developing and publishing a resource guide outlining a step by step plan for developing a successful Learner Speakers' Bureau. A copy of this Guide will be posted on the NALD website as a full text document in the fall.

The 2000 Speakers' Bureau has also successfully trained 18 literacy learners as speakers in a seven workshop training program. Two speakers from the initial phase of the program have played an important role as Learner Mentors in the Learner Speakers' Bureau. These Learner Mentors, Dan Deurbrouck and Ken Gesell, have assisted in delivery of the workshops in Winnipeg and the Westman region of the province and provided support to new speaker trainees as they developed their skills and provided input into the development



of the SPEAK UP! SPEAK OUT! Resource Guide.

New speakers have been provided opportunities to practice their speeches at a variety of events this year as well. In all, over twenty speaking engagements have been presented by the Learner Speakers' Bureau in 2000. A launch of the Learner Story of the Week on NALD kicked off the fall

campaign, and was covered by CBC Radio and the largest newspaper in Manitoba. Learners enjoyed the series of training events and the professional coaching by media experts such as Louise Charette of CBC Radio and Jim Ingebrigtsen, a local television personality. They have gone on to speak at elementary schools, government offices, at the Mayor's Forum on tax reform, at three learner conferences, at a packed house of shift workers at a factory, at the PGI 2000, at Rotary meetings, to the Business and Professional Women's Club of Winnipeg, to Chapters Inc and the United Way of Winnipeg for Canada Book Day, and to reps from private businesses such as Great West Life. The demand grows for appearances of trained speakers to make the case for investing in literacy. Besides the benefits of the training, the members of the Speakers' Bureau are featured on posters, in pamphlets and receive a small honorarium for their speaking engagements, to assist with baby-sitting, transportation or materials costs.



Literacy instructors attending the Completion Ceremonies expressed support for the program's ability to build both skills and confidence in the learners. At the wind-up in May, the new Learner Speakers were presented with certificates in recognition of their hard work. They told the powerful stories of their personal struggles with literacy. The learners greatly enjoyed their training and recognize their personal growth as a result of the opportunity to present their stories in a professional fashion.

The project has provided an important role for learners to encourage and promote awareness around literacy issues in Manitoba.

As LPM launches a cohesive social marketing campaign this fall, the combination of statistics, heartfelt messages about the impact of literacy on the social and economic fabric of our province will be complemented by the personal testimonials of these trained speakers. A corporate sponsor has been approached to underwrite the ongoing costs of the training, booking, supervision and promotion of the Bureau. This is one success story that makes our job in adult literacy more enjoyable and visible; we encourage other coalitions and programs to invest in a similar venture.

Learner's Corner



RESOURCES FOR LEARNERS

Reader's Voice (2000)

North York Central Library, Toronto
Public Library

An annual publication, a collection of writing by learners in the adult literacy program at the North York Region of the Toronto Public Library. Each writing piece is followed by exercises and provides useful learning tools based on the narrative that preceded it.

Contact : Joan Robinson, Adult Literacy Program, North York Central Library, 5120 Yonge Street, Toronto ON M2N 5N9

Tel. (416) 395-5552

jrobinson@tpl.toronto.on.ca

Will soon be available online in the *NALD Literacy Collection*.

What to do When Your Child Gets Sick (1999)

by Gloria Mayer, R.N. and Ann Kuklierus, R.N.

Covers the management of over 50 common childhood illnesses and health problems. Written in an easy to read and easy to understand manner for parents and caregivers of children from birth to eight years of age. Everyday language with matching illustrations are used to describe the illnesses or health problem and to discuss what needs to be done for the child.

Cost : \$20

Contact : Institute for Healthcare Advancement, 15111 E. Whittier Blvd., Suite 460, Whittier, CA 90603, USA
Tel. 1-800-434-4633,
<http://www.ih4health.org/>

Learners Talking to Learners : Adult Literacy Learner Events in British Columbia

(1999)

Selkirk College

Collection of reports about Learner Events that have been written by learners from across BC. Some reports are easy to read, while others are harder to read. The people involved in this publication hope that readers will be inspired to host their own events in their communities.

Contact : Literacy BC, 622 - 510 West Hastings Street, Vancouver, BC V6B 1L8

Tel. 1-800-663-1293 (Toll free in BC) or (604) 684-0624

Fax (604) 684-8520

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

The Companion to SARAW: An Exercise Workbook (1999)

Neil Squire Foundation

The Companion to SARAW (Speech Assisted Reading and Writing) was developed for an expressed need, to expand the SARAW program's capabilities within the framework of the computer program. Goal is to make learning as easy and interesting as possible.

Contact : Neil Squire Foundation, Suite 100, 2445 13th Ave., Regina SK S4P 0W1,
Tel. (306) 781-6023, Fax (306) 522-9474.

Can also be downloaded from the Neil Squire Foundation Website at <http://www.neilsquire.ca>

Keep Your Teeth for Life (1998)

by Joel Rosenbloom and Karen Farmer

Canada's first publication in public dental health for low-literacy, low-skilled and low income adults. The brochure provides information on how to keep your teeth healthy, when to seek dental care, and where to go for accessible dental services.

Contact : Central Toronto Community Health Centres, 168, Bathurst Street, Toronto ON M5V 2R4

Tel. (416) 703-8482.

Available online at: <http://www.nald.ca/CLR/dent/English/page1.htm>



Shishalh Stories (1997)

by Kelly Toneatto

Collection of folk stories told by First Nations Elders of the Shishalh Nation, on the West Coast of British Columbia. Each story has a moral and is well written in plain language. Every story has a word list and vocabulary section and questions to check for comprehension.

Contact : Open Learning Agency, 4355 Mathissi Place, Burnaby, BC V5G 4S8,

Tel. (604) 431-3000 or toll-free 1-800-663-1663 within BC

Fax (604) 431-3333

olainfo@ola.bc.ca

<http://www.ola.bc.ca/>

Learner's Story

This story comes to us from Morell, Prince Edward Island. The author, Estelle Squires, is a seasonal worker in the mussel industry in PEI. She quit school because it was not what she wanted. Much later, she saw that she need upgrading for herself and to help her son with his homework. In April of last year, Estelle successfully completed the GED exam and plans to continue working toward her learning goals.

What Returning To School Has Done For Me by Estelle Squires

I returned to school on January 4, 1999. I have had a lot of positive changes since I came back. My son is in grade seven this year. At the first of the year, he wasn't doing very well. When I started back, and started to put a lot of hours and work in my books, he decided to do the same with his own. He has brought his marks up and is trying really hard to pass grade seven. We do our homework every evening together and he has helped me with my math. It makes him feel good that he is helping his Mom out.

My husband also has been very positive about my returning to school. He makes sure I get there every day. He also helps me with my math. If I'm having a bad day and think I will never get through it, he will tell me to slow down, be patient and it will get easier. (He is right) My family likes to see the end of the month come, so they can see my report card. I have a lot more self confidence in myself since returning to school.

By putting a lot of hard work in my subjects, with the help of three wonderful teachers and my family, I will get grade twelve.

[This story was taken with permission, from *Live and Learn*, published by the **PEI Literacy Alliance**, Summer 1999 edition.]

Moving?



Make sure your copy of *Net-works/ Réseaux* follows you to your new location by letting the National Adult Literacy Database know your new address. Send your change-of-address information by

**Email: info@nald.ca;
Post: NALD, Scovil House,
703 Brunswick Street,
Fredericton, NB E3B 1H8;
Fax: (506) 457-6910;.
Call : (506) 457-6900 or
toll-free, 1-800-720-6253**

*And, Among
The Winners Were...*

The battle for world literacy is too often a story of unsung heroes. That's one reason the NALD newsletter will bring to you on a regular basis a list of those individuals, programs and organizations honoured with international, national and provincial recognition for outstanding work in the global literacy initiative.

International

UNESCO International Literacy Day Prizes (Palmares 2000) -

International Reading Association Literacy Award : Adult Literacy Organization of Zimbabwe;
Noma Literacy Prize : Bureau of Non-Formal Education: Accreditation and Equivalency (NFE A&E) System, Philippines;

King Sejong Literacy Prizes : The "Juvenile Education" programme, Iraq and The National Literacy and Basic Education Directorate, Senegal;

Malcolm Adiseshiah International Literacy Prize : Quechua-Castellano Bilingual Literacy Project on Reproductive Health , Bolivia.

National

Awards for Excellence in Workplace Literacy - 2000 Recipients

Small Business Initiative : Durabelt Inc - Montague, Prince Edward Island;

Medium Business Initiative : Irving Paper - Saint John, New Brunswick;

Large Business Initiative : Cominco Ltd. - Trail, British Columbia.

Provincial

Saskatchewan

SABEA Award of Excellence -

1999 Recipient : Pat Arndt, Instructor at Parkland Regional College in Yorkton;

2000 Recipient : Bob Brown, Wascana Campus in Regina, Instructor, Program Head and Program Coordinator (now retired).