

NALD Networks

Vol 6 no 2

Spring 2001

Websites

Worth

Remembering:

Status of Women Canada

www.swc-cfc.gc.ca/

Canadian Women's Foundation

www.cdnwomen.org/

Federated Women's Institutes of Canada

www.nald.ca/fwic.htm

National Council of Women of Canada

www.ncwc.ca/

YWCA of Canada

www.ywcacanada.ca/

Statistics Canada Teaching Resources

www.statcan.ca/english/edu/teachers.htm

Adult Numeracy Themes Math Book: Algebra

<http://archon.educ.kent.edu/Oasis/Resc/Educ/algebra.html>

DaisyMaths

www.openuniversity.com/

NALD Full-Text Documents - Workplace Literacy

www.nald.ca/fulltext/work-a-l.htm

Ontario Federation of Labour

www.ofl-fto.on.ca/

New Brunswick Labour Force Development Board

www.nblfdb.com/nblfdb/nblfdb.html

Ottawa-Carleton Coalition for Literacy

www.nald.ca/occl/

LiteracyLink Eastern Ontario (LLEO)

www.lleo.ca

Women's Literacy and Social Transformation

by Nancy J. Hartling, M.A.Ed, B.A., R.S.W.

Executive Director, Support to Single Parents Inc.

Most people agree that acquiring an education is a key element in promoting self-sufficiency. This article will explore the connection between education and social justice. For this reason, **Support to Single Parents Inc.** (1982) a non-profit organisation in Moncton, New Brunswick offers a literacy classroom that promotes a holistic and women-positive approach.

For almost 10 years our classroom has provided women with academic upgrading that supports women where they are and affirms their lives and experiences. Two goals of a women-centered classroom are:

- 1) to acknowledge and promote resources/programs to assist women with their personal issues;
- 2) to educate and promote issues that promote equality for women.

In order for women to acquire their education, a holistic approach to literacy is essential, and to act seriously we must understand the interconnectedness of the "political" and the "personal" in the delivery of literacy programs. The publication "*Women and Education*" documents women's experiences of male resistance (or support of) their educational efforts and stresses that women's participation in education must

be considered in relation to the lack of control that they have over decision-making in their homes and communities, over money and property, over their bodies or biological processes, over religion, custom or tradition, as well as direct oppression by the men in their lives.

The **Women's World March 2000** was an international solidarity movement involving over 5000 organisations and 159 countries with the theme of eliminating violence and poverty in women's lives. Our group actively participated in this movement by hosting local and provincial activities and encouraging participation from the literacy class. More than 140 New Brunswick women traveled to Montreal, Ottawa and New York to participate in these events. This movement is a good example of social transformation and demonstrated the need to address social issues in a collective way to promote women's equality. For example, two themes that researchers have documented that affect the lives of women in literacy classes are pervasiveness of poverty and violence in their lives. Women talked about poverty as a systemic form of violence due to the lack of resources and services for women who are hungry, homeless, sick or disabled, resulting in a terrible stress.

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Networks

The **NALD** Newsletter
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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:

The Editor
Networks
c/o NALD Inc.
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>

We can offer resource, referral or possibly programs to address this issue so that women may feel supported and encouraged in their healing. Our agency offers parenting classes; self esteem and assertiveness training; life skills and other relevant workshops.

In my view, the role of adult educators as change agents is to explore and implement literacy programs for women with an element of social justice. Through activities such as the Women's World March 2000 ; Dec 6th National Day of Remembrance for Victims of Violence; March 7th Women's Day, and Oct. 18th Person's Day, we educate, empower, promote and encourage social transformation. Our enthusiasm at the agency filters to the students in the literacy program and sends a clear message that women's learning is important and that we believe in them.

We must continue to strive for equality so that women will be able to acquire their education and be free of violence and poverty.

This severe poverty may often be invisible since women denied a minimum standard of living either never appear in the classroom or silently drop out.

At times academic work may take second place to personal issues. If a student is showing a lack of interest in her schoolwork, it does not necessarily mean she no longer cares about school. It could be that a personal issue is pushing in to the forefront. The student must be allowed the time away from academic work to confront these issues and be given the necessary referral or resources.

Betty Ann Lloyd (1994) in "*The power of women-positive literacy work*" documents that childhood abuse may have contributed to their dropping out of school. Some of the women who had not had any help dealing with the abuse found at times they felt overwhelmed, frustrated, angry, hurt, alone, stupid or useless. They were mystified by these feelings because none of them understood that the feelings were normal, stemming from childhood abuse.



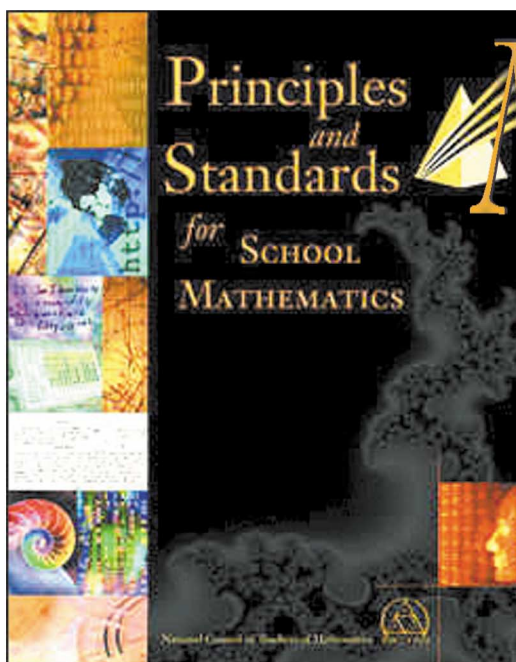
NALD Networks Production Team

Editor: Lorette Chiasson

Production Manager and Assistant Editor: Lorraine Nolan

Graphics Managers: Lorraine Nolan and Tracy Hine

NALD would like to thank Support to Single Parents, Inc - NB; Dr. Marian Small - NB; Judith Fox Lee - ON; Sylvia Sioufi - ON; Groupe Alpha Laval - QC; La Magie des lettres - ON; Le Trésor des mots - ON; P'École de la vie - QC; Jean-Pierre Corbeil -QC and Prospects literacy - AB for the opportunity to use their photographs within this newsletter.



Math Makes Sense

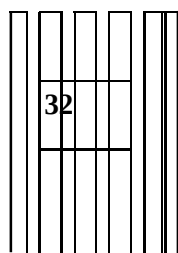
Dr. Marian Small*

patterns and relationships among numbers and shapes, are important.

When it comes to computations, it is vital that adult students are supported in using alternative and efficient approaches. For example, to solve $300 - 189$, there is no need to "borrow"; it makes great sense, instead, to say that $1 + 10$ gets me up to 200 and another

100 gets me up to 300, so the difference is 111. As well, knowing a procedure to divide, but not knowing when to divide is of little use to the adult learner. For example, adult math students need to understand that division is what I might do if I were finding how many boxes of a dozen doughnuts I could fill with 300 doughnuts. They should feel comfortable solving this question using any one of a number of approaches, e.g. realizing that $300 = 144 + 144 + 12$, and so the number of boxes is $12 + 12 + 1 = 25$ (since 12 twelves make 144).

Many adults struggle with "proportional reasoning". This may involve finding what number 32 is 80% of, how to divide two fractions, figuring out how much interest a purchase will cost, or deciding how to alter a recipe for 6 for a party for 10. Adult educators are well advised to spend a significant amount of time using concrete or pictorial models to make sense of these quantities and computations; estimation is particularly important. For example, to find the number 32 is 80% of, students should be encouraged to see why the required number must be more than 32, but not a whole lot more; they might even realize that if 80%, or 8 sections in the drawing below,



are worth 32, then 10%, or one section, must be worth $32/8$, or 4, so the number, made up of all 10 sections, must be 40.

Increasingly important in everyday life is an understanding of data collection and display and basic statistical and probability ideas. Adults need to be comfortable interpreting graphs and tables and simple probability ideas, for example, what makes a sample random and which lottery ticket is the best bet. They also need to know when and how to use calculators appropriately. The use of calculators is no longer seen as the lazy way out; rather, there is recognition that the calculator, like the pencil, is a tool that allows the user to focus on the mathematical ideas that he or she is applying.

Adult educators are generally familiar with new developments in verbal literacy, but often are not familiar with new approaches in numeracy instruction, frequently lacking a strong conceptual understanding of math themselves. As adult educators become more comfortable in these new domains, so will their students. Mathematics anxiety is best overcome when the subject begins to make sense.

A good starting place for information is the National Council of Teachers of Mathematics website (www.nctm.org) or the website for the UNB Math Centre (www.unb.ca/education/MathCenter).

* Marian Small is Dean of Education and Professor of Mathematics Education at UNB; she has been at UNB for 28 years. She also serves as Director of the Math Centre, a professional development organization designed for N.B. teachers. Dr. Small has authored many elementary school, middle school, and high school texts used throughout Canada, the U.S., and Australia. She recently participated in a conference: *Numeracy in 21st Century Canada: Current Challenges and Future Possibilities*. A National Roundtable, sponsored by HRDC.

In the year 2000, the National Council of Teachers of Mathematics released a report, *Principles and Standards for School Mathematics*, which articulates a number of overarching principles based on the following premises, among others:

- all students can learn mathematics
- it is essential to individualize mathematical instruction
- students must learn with understanding
- technology, including calculators, are important tools.

Adult educators assisting clients who have either struggled with or never even attempted high school or even junior high school math have recognized these premises for years. They have realized that unless their clients can make sense of the math they learn, those students will have little chance of being able to recall it and even less chance of being able to use it. They have also recognized the importance of getting past the mathematics anxiety that inhibits those students so that they can use numeracy skills in everyday life, for civic participation, in the workplace, and even for personal organization.

We now understand that mathematics is more than just being able to add, subtract, multiply and divide. It is the ability to solve problems with a mathematical aspect, the ability to reason, the ability to communicate using mathematical language, and the ability to connect mathematics to real-life situations and problems in other discipline areas. Not only a comfort with number, but also spatial understanding, and the ability to detect

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

12 - 15 July 2001

Leading Literate Lives - Tasmania - Australia

Org: Australian Literacy Educators' Association

Contact: P/L PO Box 342, Sandy Bay, Hobart, Tasmania 7006, Australia

Tel: 03 6224 3773

Fax 03 6224 3774

mail@cdesign.com.au

www.leadingliterateives.com/

July 16-18, 2001

JETT*CON 2001: Navigating our Future Together (JETT*CON) - Baltimore, Maryland, USA

Employment and Training Administration and the National Association of State Workforce Agencies

Contact: infojettcon@jettcon.org

www.jettcon.org

July 18 - 20, 2001

Family Literacy Summer Institute - Louisville, Kentucky - USA

Org: The National Centre for Family Literacy

Contact: NCFL, Waterfront Plaza, Suite 200, 325 West Main Street, Louisville, KY 40202-4251 USA

Tel (502) 584 - 1133 x140

July 22 - 27, 2001

The 28th International Systemic Functional Linguistics Congress - Ottawa, ON, Canada

Org: International Systemic Functional Congresses (ISFC)

Contact: ISFC 28, 215 Paterson Hall, Carleton University, 1125 Colonel By Drive, Ottawa ON K1S 5B6 Canada

Fax: 613 520-6641 (attention isfc28)

isfc28@carleton.ca

July 26 -28, 2001

Second International Conference on Researching Work and Learning - Calgary, AB Canada

Org: University of Calgary

Contact: Lise Leger, Conference Administrator, University of Calgary, Calgary, Alberta, Canada T2N 1N4

Tel: 403.220.4712

leger@ucalgary.ca

July 26 - 29, 2001

Freedom to Teach, Freedom to Learn - Chicago, IL, USA

Org: NCTE and WLU

Contact: Carol Wagner, NCTE Conventions Secretary

cwagner@ncte.org

Tel: 800-369-6283, extension 3670

July 29 - Aug. 3, 2001

Computers in Education - Copenhagen, Denmark

Org: UNI•C - The Danish IT Centre for Education and Research

Contact: DIS Congress Service, Copenhagen A/S, Herlev Ringvej 2 C, DK-2730 Herlev, Denmark

Tel.: +45 4492 4492

Fax: +45 4492 5050

wcce2001@uni-c.dk

www.uni-c.com

July 31 - August 4, 2001

The Twenty - Eighth Lacus Forum - Montréal, Quebec Canada.

Org: Linguistic Association of Canada and the United States

Contact: Angela Della Volpe, Associate Dean, McCarthy Hall 103, California State University, PO Box 6850 Fullerton CA 92834-6850 USA

Tel (714) 278-2024

Fax (714) 278-5898

adellavolpe@exchange.fullerton.edu

August 9 - 12, 2001

The Creativity of Women and Men: A Strategic Choice for Tomorrow: Building a New Agenda for Local and Global Advocacy - Ocho Rios, Jamaica

Org: The International Council for Adult Education (ICAE)

Contact: International Council for Adult Education, 720 Bathurst St., Suite 500 Toronto, Ontario M5S 2R4

Tel: 1 416 - 588 1211

Fax: 1 416 - 588 5725

icae@web.ca

www.web.net/icae

August 19-25, 2001

International Conference and Training Workshops "Learning Skills Enhancement: for Children, Youth and Adult Learners" - Winnipeg, Manitoba, Canada

Org: UNEVOC-Canada

Contact: Chris Chinien, Director, UNEVOC-Canada, Faculty of Education, University of Manitoba, Winnipeg Canada

Chinien@cc.umanitoba.ca

caunevoc@umanitoba.ca

August 27- 29, 2001

Canada in International Perspective "The Human Capital Paradigm 2001" - Kingston ON Canada

Org: Queens Institute on Social Policy

Contact: Tracey Jones, School of Policy Studies, Queens University, Kingston ON K7L 3N6

Tel: (613) 745 6119

info@qiisp.com

www.qiisp.com

August 28 - September 1, 2001

Bridging Instruction to Learning - Fribourg, Switzerland

Org: The European Association for Research on Learning and Instruction

Contact: Dr. Ulrich Baetz, University of Fribourg, EARLI 2001 Rue Faucigny 2 CH-1700 Fribourg, Switzerland

Tel: +41 26 300 7551 300 7561

Fax: +41 26 300 9651

earli@unifr.ch



... with a provincial focus

July 6, 2001

PGI Golf Tournament - Gowan Brae Golf Club, Bathurst NB

Org: ABC Canada

Contact: Anne-Marie Gammon

Tel: 506 547 2775

Fax: (416) 350-6262

www.abc-canada.org

July 9 - 13, 2001

Summer Institute - Adult Education in the Workplace: An Overview - University of Winnipeg, Manitoba

Org: University of Winnipeg

Contact: Lynette Plett, Instructor

Tel. (416) 406-6542 or

(416) 284-4371 (message)

lplett@oise.utoronto.ca

www.wem.mb.ca

July 11, 2001

PGI Golf Tournament - University Golf Club, Vancouver, BC

Org: ABC Canada

Contact: Linda Mitchell, Literacy BC , 601 - 510 West Hastings St , Vancouver, BC V6B 1L8

Tel: (604) 684-0624

Fax: (604) 684-8520

literacy_bc@douglas.bc.ca

www.nald.ca/lbc.htm

July 16, 2001

PGI Golf Tournament - Granite Springs Golf Club, Halifax, NS

Org: ABC Canada

Contact: Iain Phillips, Assembly of First Nations

Tel: 613-241-6789

Fax: (416) 350-6262

www.abc-canada.org

July 23 - August 3 , 2001

2001 Summer Literacy Institute - Simon Fraser University, Burnaby, BC

Org: Literacy BC

Contact: Jean Rasmussen, Projects Manager, Literacy BC , 601 - 510 West Hastings Street , Vancouver, BC V6B 1L8

Tel: 1-800-663-1293 (in B.C.) or

604-684-0624

jrasmussen@thehub.capcollege.bc.ca

www.nald.ca/lbc.htm

July 25 - 27, 2001

Bearing Blossoms...Sowing seeds - University of Alberta, - Edmonton, AB

Org: Literacy Coordinators of Alberta

Contact: LCA , 332 - 6th Avenue S.E. Rm 528 , Bow Valley College , Calgary, AB T2G 4S6

Tel: (403) 297-4995

Fax: (403) 297-4849

LCA@aaal.ab.ca

www.nald.ca/PROVINCE/ALT/LCA/gatherin/poster.htm

August 9, 2001

PGI Golf Tournament - Wascana Country Club, Regina, SK

Org: ABC Canada

Contact: Susan Clarkson, Saskatchewan Literacy Foundation , 269 Russell Road, Saskatoon, SK, S7K 7H3

Tel: (306) 653-7378

Fax: (306) 653-7380

clarkson.skfoundation@sk.sympatico.ca

www.nald.ca/slf.htm

August 11, 2001

Book Fair - Nanaimo, BC

Org: Literacy Nanaimo

Contact: Literacy Nanaimo, 19 Commercial Street, Nanaimo, BC, V9R 5G3

Tel. (250) 754-8988

Fax. (250) 754-8114

nanlit@nanaimo.ark.com

www.nald.ca/nanaimo.htm

... with a national focus

July 19 - 21, 2001

Congress 2001: An Education Odyssey - Calgary Alberta

Org: Canadian School Board Association

Contact: Sandra Wood, Member Services Coordinator, Canadian School Boards Association , 350 - 130 Slater Street , Ottawa, Ontario K1P 6E2

Tel: (613) 235-3724

Fax: (613) 238-8434

admin@cdnsba.org

www.cdnsba.org

July 28, 2001

Developing an Adult Literacy Journal in Canada : A Consultation - University of Alberta, Edmonton, Alberta

Org: Movement for Canadian Literacy

Contact: Literacy Coordinators of Alberta (LCA) , 332 - 6th Avenue S.E. Rm 528, Bow Valley College , Calgary, Alberta T2G 4S6

Tel: (403) 297-4995

Fax: (403) 297-4849

LCA@aaal.ab.ca

www.nald.ca/lca.htm

August 20 - 22, 2001

Teaching and Learning with the Brain in Mind - Toronto, Ontario

Org: Peel District School Board, Waterloo Region District School Board, Durham District School Board, in collaboration with TW Branun & Associates

Contact: 12146-191B Street, Pitt Meadows, BC V3Y 2B6

Tel: 1-800-531-0082 or

1- 604-465-8499

Fax: 1-866-465-2325 or

1- 604-465-2325

twbranun@imag.net

www.twblearn.com/teachingandteaching.htm

Cool URLs

Frontier College Frontière - Fredericton

<http://www.nald.ca/frontiemb/>

ERIC and WIN: learning that works!

What would you recommend to a group of new supervisors who seem to have difficulty with time management and efficiency when dealing with large amounts of information in their new roles? Lloyd Campbell, senior advisor, Syncrude Canada Ltd. Human and Organizational Development Department, looked beyond the obvious and realized that these employees needed a program to improve their reading comprehension skills. Improved reading comprehension levels would increase efficiency, giving them the edge in a fast paced, growing work environment.

Syncrude Canada Ltd. partnered with Keyano College in 1988 to develop what was to become a national award-winning workplace reading comprehension program. The program, called **Effective Reading in Context** (E.R.I.C.), has since been adapted and is available to all Syncrude employees, industry, business, labour groups and the education sector.

With the success of the ERIC program, the **Working in Numeracy** (W.I.N.), a workplace math program, was developed through the Syncrude - Keyano partnership in 1997. The need for the program became apparent as people progressed through ERIC, but it was also developed to assist employees with the move toward autonomous work teams, where business literacy was quickly becoming an important skill. It was piloted for several years with Syncrude employees, then offered to industry, business and labour groups.

Both the ERIC and WIN programs are customized for the essential skill levels required by industry, business, labour group and educational partners. Keyano College, through a licensing arrangement with Syncrude, manages, markets and delivers the programs. The goal is to provide training to any potential partner, to improve the efficiency and profitability of the workplace, through improving the individual employee's ability to work in an ever-changing workplace environment.

Authentic materials are gathered directly from the workplace and used in practical applications to support learning or teaching strategies and concepts. ERIC and WIN instructors are highly qualified and experienced workplace instructors who take particular care to meet individual needs in a small group workshop setting. Adult learning principles are a priority in creating a learning environment conducive to applying highly transferable skills.

ERIC is excellent for participants who have not used their reading skills in a while, tend to be slow readers, and are motivated by a specific training or occupational goal. Likewise, WIN is very effective training

for individuals who need to review and refresh math skills, as a preparation for further training, and who may have missed some of the basics during their prior experience with math.

Participants are required to complete a two-hour individual assessment, then are placed into one of the workshop options ranging from 8-hour quick refresher workshops to 40-hour participatory workshops. If the ERIC or WIN programs do not fit their particular need, they are referred to other training programs available through their sponsoring agency or local educational institution.

Recent ERIC and WIN partnerships include the Construction Owners Association of Alberta and the Canadian Manufacturers and Exporters, Manitoba Division. In addition, the ERIC program has been adapted as part of the English 33 curriculum at the Westwood High School in Fort McMurray. WIN has also been successfully implemented at Syncrude and TransAlta with a power engineering group and also with the Edmonton Pipe Trades orientation program, where it was used as part of a career training path.

The ERIC program has been included in the Conference Board of Canada's Essential Skill Program Case Studies; University of Ottawa's Transfer of Learning in Workplace Essential Skill Programs research; and, the Workplace Education Development (W.E.D.) Customizing Accreditation Curricula project. The ERIC and WIN programs are represented by Lloyd Campbell of Syncrude on local, provincial, and national levels through involvement in various organizations including WWestNet.

Participants say that ERIC is excellent for study, memos, and presentations:

- AI work more effectively!*
- AI the pay-back time has been short!*
- AI the initial assessment was informative and helpful!*
- AERIC takes the struggle out of learning!*
- AI make better decisions based on the important information!*
- AI am more organized!*

Participants say that WIN is great for job-site calculations, GED preparation, and as a skill refresher:

by Tamara R. Forbes

- "[WIN] got me back on track with math!"*
- "I learned different ways to attack problems"*
- "I really needed help with fractions...this course did the job."*
- AI can apply WIN to budget reviews, cost reports, and progress reports!*
- "WIN helped me prepare for exams"*
- "I enjoyed the [WIN] course immensely!"*

For information on any of our projects or about our program and curricula, contact the program co-ordinator, Tamara Forbes 1-800-340-4592 (toll free) or by email:

eric@keyano.ca
Look for ERIC and WIN on Keyano College's website
www.keyanoc.ab.ca



Learning Disabilities and Mathematics

Many students with learning disabilities have difficulty with attention, memory, visual-spatial skills, organizational skills and verbal processing. Strategies to assist with numeracy difficulties include: use of positive reinforcement as often as possible, break tasks down into small chunks, review material frequently, try to make the material link-up to everyday situations of use to the student, identify and respond to specific needs and find out what the student likes to do (and dislikes). Suggestions like positive reinforcement and over-teaching are especially critical to the student with learning disabilities.

[This article was taken from the Literacy Nanaimo newsletter, Summer 2000. See the website for more information: <http://www.nald.ca/nanaimo.htm>]

Teaching
Tips

CABS

Common Assessment of Basic Skills Initial Assessment in 5 Levels

by **Judith Fox Lee & Rose Strohmaier**

Third Edition, May 2000

Published by Literacy Link of Eastern Ontario (LLEO)

Funded by the Ontario Ministry of Training, Colleges and Universities

ISBN: 1-895999-16-2

CABS is an informal, interactive tool for assessing adult literacy levels in the domains of reading, writing, speaking, listening and numeracy. The five levels are based on Ontario's Literacy & Basic Skills programming.

Now in its third edition, CABS is being used as part of initial assessment procedures in community, school board and college programs. It is designed to be used on its own, or in a cut and paste fashion, along with any other favorite materials. Detailed instructions and guidelines for its use are included in the manual. Although designed to meet the particular challenges of initial assessment, many practitioners report success in applying it to ongoing assessment needs.

The CABS approach to initial assessment starts with a relaxed but thorough interview which focuses on the learner's educational history, current skills and goals. Next, familiar activities encourage the demonstration of learning outcomes. A *challenge approach* requires the assessor to note the abilities already mastered, and to provide successive activities to discover the current learning levels to be addressed.

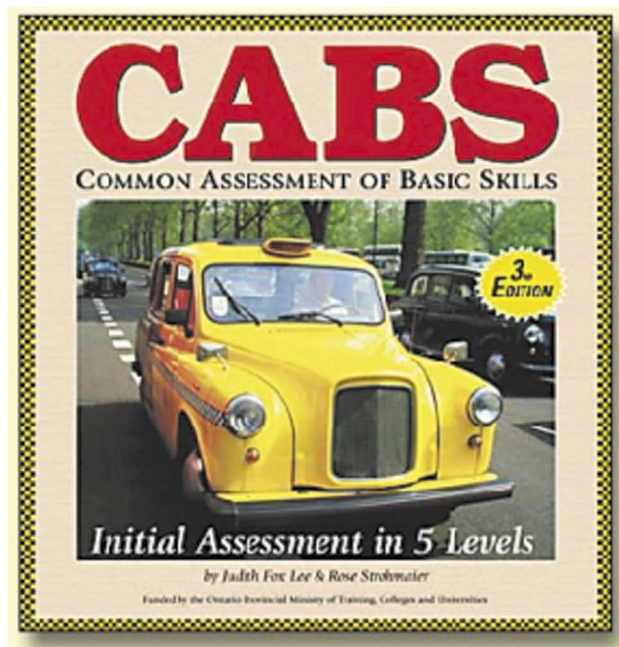
The CABS philosophy suggests that understanding each learner and communicating in a positive manner holds more importance than the particular tool used in an initial assessment. Listening carefully to the educational and personal history provides opportunities for the assessor to encourage the learner to suspend any "educational disbelief" based on previous challenges, and to try learning anew, within the supportive environment of an adult literacy program, where hopefully beneficial learning outcomes can be achieved.

NEW CABS DEVELOPMENTS:

The initial phase of the CABS website has been on-line since January 2001. It is part of the Literacy Link Eastern Ontario (LLEO) website at www.lleo.ca. Currently it provides an introduction to CABS, and in the upcoming year, more materials from Levels 1 & 2 will be available for use.

If the learner successfully completes this activity with ease, provide a Level 2 activity on similar outcomes such as the following sample.

The Literacy/Basic Skills program at Mohawk College, Hamilton,



ON has been successfully pioneering the use of CABS in their group-format intake process. Of interest to any literacy or upgrading programs which administer group, rather than individual initial assessments, please contact us for further information on this useful application.

On the AlphaRoute front, a new initial self-assessment tool for on-line learner use is being developed based on the CABS approach. It will be available as part of the on-going field testing this fall. Look for it there.

Gwen Sturdy of the Espanola (ON) Learning Centre is developing a CABS Evaluation Rubric as an add-on to the manual. It will provide grading criteria for each activity, to assist with judging student performance, as well as sheets for tracking learner progress. While CABS provides a descriptive scale for assessing each demonstration, this new evaluative scale will provide a more formal, structured approach. This will give assessors more choice in how they work, and provide additional guidance for making the professional judgements required in assessment.

Workshops detailing CABS initial assessments, the approach and philosophy, are available from Judith Fox Lee, co-author. To book a *Putting CABS to Work for Your Program: Everything You Need to Know to Get Started* workshop, or if you have any questions about CABS, please contact foxlee@superaje.com. To order a copy of CABS, please contact LLEO at the website, or at olaleo@kingston.net.

Cool URLs

Division of Adult Education and Literacy Bibliography of
Resource Materials

www.ed.gov/offices/OVAE/bib98.html

Greater Moncton Literacy Council

<http://www.nald.ca/gmlc/>

The Literacy Bookshelf

Taking the Mystique out of Learning Disabilities, Revised Edition (2000) by Ricki Goldstein

Information about learning disabilities: the causes; the impact on students; compensatory strategies; accommodations and other related issues. Most important aspect of teaching students with learning disabilities : encouraging their students, being patient and caring, giving generously of their time, and meeting students' needs.

Contact : Laubach Literacy of Canada (LLC), 70 Crown St., Suite 225, Saint John, NB E2L 2X6, Tel. (506) 634-1980 or 1-877-634-1980 Fax (506) 634-0944 or 1-866-634-0944, laubach@nbnet.nb.ca
www.laubach.ca

The ESL Computer Book : The Internet using Microsoft Explorer (2001) by Kathy Burnett, Halifax Immigrant Learning Centre

A basic introduction to the Internet, developed for ESL learners both in a classroom setting with an instructor and as a self-teaching guide. Practice activities follow each page of instruction. These activities guide learners through different parts of web sites that may be of interest to ESL learners.

Contact : Halifax Immigrant Learning Centre, P.O. Box 22095, Bayers Road RPO, Halifax NS B3L 4T7, Tel. (902) 443-2937, Fax (902) 457-9340.

Soon available online in the NALD Literacy Collection.

Gage 2000/2001 Adult Education Catalogue Gage Educational Publishing Company

Provides materials to teach basic academic skills, help GED candidates attain their goals, and assist individuals preparing for job success. Includes publications in the following categories : *Assessment, Workforce & Community, GED Preparation, Computer Skills, Reading and Literacy, Language Arts, English as a Second Language, Math*, etc.

Contact : Jim Barlow, Product Manager, Adult Education Department, Gage Educational Publishing, 164 Commander Blvd, Scarborough ON M1S 3C7
Tel. (416) 293-8464, ext. 245 or 1-800-667-1115, Fax (416) 293-3170,
jbarlow@gagelearning.com
www.gagelearning.com/gagelearning/adult/frameset.htm

Literacy, Numeracy and Labour Market Outcomes in Canada (2001) by David A. Green and W. Craig Riddell

A study that used Canadian data from the International Adult Literacy Survey to investigate the relationship between labour market success and literacy skills. The most commonly used and widely accepted measure of labour market success is earnings.

Cost : \$10

Contact : Statistics Canada
Tel. 1-800-263-1136, TTY : 1-800-363-7629
Fax 1-877-287-4369
infostats@statcan.ca

Available online at:
www.nald.ca/nls/ials/numeracy/english/cover.htm

Cognitive Reading Assessments for Low Literate Adults: An Analytic Review and New Framework (2000) by John Sabatini et al.

Describes an assessment strategy and experimental battery of cognitive assessments for use with adult learners. Produced in conjunction with the Study of Adult Reading Acquisition (SARA), a longitudinal research project in the US designed to measure the development of reading subskills of adults enrolled in instructional programs.

Cost : \$8 US

Contact : Janet C. Smith, Editor, National Center on Adult Literacy (NCAL) / International Literacy Institute, U. of Pen., 3910 Chestnut Street, Philadelphia, PA 19104-3111, USA
Tel. (215) 898-4539
Fax (215) 898-9804

smith@literacy.upenn.edu

Available online at : www.literacyonline.org/pubs.html

Level 2 Numeracy Kit (2001)

Saskatchewan Literacy Network (SLN)

Tutor training kit based on seven themes taken from standards developed separately by the Adult Numeracy Practitioners Network (ANPN) in the US and the National Council of Teachers of Math (NCTM) in Canada. Themes include, among others : *Problem Solving/Reasoning/Decision Making; Communication and Representation; Geometry (spatial sense and measurement)*, etc.

Contact : SLN, 206 – 220 – 3rd Ave S, Saskatoon SK S7K 1M1,
Tel. (306) 525-4611
Fax (306) 653-1704,
www.nald.ca/sklitnet.htm

Level 2 Drawing the Line Kit (2001) by Dr. Jenny Horsman

Provides some background material to offer guidance in the challenging process of drawing the line between teaching and counselling in adult literacy programs. Challenge for many literacy instructors and tutors to support the successful learning of students who have experienced violence.

Contact : SLN, 206 – 220 – 3rd Ave S, Saskatoon SK S7K 1M1
Tel. (306) 525-4611
Fax (306) 653-1704

Canadian Language Benchmarks 2000: English as a Second Language - for Adults (2000)

Centre for Canadian Language Benchmarks (CCLB)

The Canadian Language Benchmarks are (among others) : a descriptive scale of communicative proficiency in English as a Second Language (ESL) expressed as 12 benchmarks or reference points; a set of descriptive statements about successive levels of achievement on the continuum of ESL performance.

Contact : CCLB, 200 Elgin Street, Suite 803, Ottawa ON K2P 1L5
Tel. (613) 230-7729
www.language.ca

Guide to Essential Workplace Skills (2001) Saskatchewan Labour Force Development Board (SLFDB)

Tool to help employers, unions, and employees investigate how essential workplace skills are used in their own jobs and workplaces. Workplace literacy refers to essential workplace skills of reading, writing, computer competency, oral communication, interpersonal skills/attitudes, decision-making, problem-solving, math, and teamwork.

Contact : Ann Curry, Project Manager, SLFDB, 202-2222 13th Avenue, Regina, SK S4P 3M7
Tel. (306) 790-1270 or 1-800-394-3899
Fax 306-757-7880

learningatwork@sk.sympatico.ca
www.dlcwest.com/~slfdb/

Available online at : www3.sk.sympatico.ca/liters/index.htm

Moving Right Along - A Report on Learner Referral and Transition (2001) by Marianne Paul

Includes practitioner tools, learner tools, and process suggestions for helping learners make the move between literacy agencies as needed. Great way to prepare for developing a common understanding of assessment on a regional basis.

Contact : Project READ Literacy Network, 591 Lancaster Street, Kitchener ON N2K 1M5,
Tel. (519) 570-3054 or (519) 836-7164
Fax (519) 570-9510
www.projectread.ca/

Passing the GED : Gage Canadian GED Study Guide Series (2000)

Gage Educational Publishing Company

For in-depth work with one or all of the GED content areas. Each book has detailed coverage and realistic multiple-choice practice, simulated GED Tests, Study Record Sheets, expanded Training and Testing Sections, Correlation Charts, Answers and Explanations Sections, and Practice Exercises.

Contact : Gage Educational Publishing Company, 164 Commander Blvd, Scarborough, ON M1S 3C7
Tel. 1-800-667-1115, ext. 430 or 416-293-8464, ext. 430
Fax 416-293-3170

Learning Outcomes Demonstrations Development (2000)

by Tara Duncan-Smith

A report in binder format which presents 22 demonstrations on 15 subjects concerning Communications - Levels 3 and 4 (Ontario). Assists literacy practitioners in assessing learners and encourages practitioners to develop and use demonstrations based upon the samples provided.

Contact : Dave Neumann, Ontario Association of Adult and Continuing Education School Board Administrators (CESBA), 2 Robert Speck Parkway, Suite 300, Mississauga, ON L4Z 1H8
Tel. (905) 949-0049 ext. 2373,
dneumann@cesba.on.ca
www.cesba.com/

Delivering Instruction to Adult Learners, Revised Edition (2001)

by Jeffrey A. Cantor

A one-stop guide for trainers or instructors of adults in the professions, industry, or business. It includes fundamental principles of and strategies for achieving clear communication, motivating learners, setting objectives, planning lessons, using effective teaching methods, designing appropriate testing, and evaluating courses and programs.

Cost : \$24.95

Contact : Wall & Emerson, Inc., Six O'Connor Drive, Toronto ON M4K 2K1
Tel. (416) 467-8685 or 1-877-409-4601
Fax (416) 352-5368
wall@wallbooks.com
www.wallbooks.com/

Bridging the Gap Between Literacy & Technology (2000)

Samaritan House Training Centre

A two-part curriculum guide that provides literacy practitioners with tools to help them incorporate technology into a literacy curriculum. Includes an Educational Component and a Computer Component.

Cost : \$70

Contact : Samaritan House Training Centre, 1610 Pacific Avenue, Brandon MB R7A 7L9
Tel. (204) 727-1268
samaritan@sympatico.ca
www.nald.ca/shouse/sam.htm

Teaching of the Four Elements: An Introduction to Science, CD-ROM

Mchigeeng Adult Education Program in association with Ningwakwe Learning Press

Invites instructors and learners into the fascinating world of science by using hands-on experiments, demonstrations and projects. *The Medicine Wheel* is used to introduce basic science concepts and also stresses the importance of understanding that all things in the world are related and impact on other things in the world.

Contact : Ningwakwe Learning Press, 1161 2nd Avenue East, Owen Sound ON N4K 2J1
Tel. 1-888-551-9757 or (519) 372-9855
Fax (519) 372-1684
info@ningwakwe.on.ca
www.ningwakwe.on.ca/

Literacy and Disability (2000)

by Joel Macht for Persons With Disabilities Advisory Committee

Demonstrates an obvious need to improve the literacy skills among people who have disabilities. Makes recommendations, which focus on trainer education and enhancing the relationships between the disability and literacy communities.

Contact : Angie Allard, Human Resources Development Canada, Strategic Services & External Relations, BC/Yukon
Tel. (604) 666-8201
Fax (604) 666-1042,
angie.allard@hrdc-drhc.gc.ca
Also available online at : www.nald.ca/fulltext/litdis/cover.htm

Building Workplace Essential Skills (2000)

Bow Valley College

Designed to help students develop skills in three essential areas - reading text, using documents and solving numerical problems. Exercises designed so that the students use authentic workplace documents as source materials. Problems embedded in a context of workplace.

Contact : Jane Kezar, Marketing Sales Associates, Workplace Learning Services, Bow Valley College, 332 - 6 Ave. East, Calgary AB T2G 4S5
Tel. (403) 297-4798
www.bowvalley.ab.ca



Making Literacy a Union Issue



by Sylvia Sioufi,
CUPE Literacy Project Coordinator

The Canadian Union of Public Employees, Canada's largest union, hosts a national conference on workplace literacy and basic skills.

Canadian workers and their families face a world of increasing complexity where everyday tasks now require greater literacy skills. Nowhere is this more evident than in the workplace. For CUPE members the changing economy means new and shifting job demands and the need to continually upgrade their skills.

As Judy Darcy, CUPE National President told conference participants, the demands that employers have placed on workers have changed. The expectations of workers to keep up with that change are enormous and the fact is that workers are willing to learn, are willing to change but they are not getting the support and resources in order to be able to do that.

Workplace literacy programs are key to providing the support and resources many workers need. That is why a group of fifty CUPE members and staff from across the country gathered this past January in Hull, Quebec to take part in the Union's first literacy conference.

The conference aimed to recognize the work

that CUPE locals and others in the labour movement have done to advance the issue of literacy and to share the collective expertise that has been developed. A key goal was to provide participants with an understanding of why literacy is a union issue and what literacy means from a labour perspective.

CUPE National Executive Board member Claude Généreux said dignity and respect are the real reasons why people join unions, and literacy is at the heart of it. "There is a dignity that comes from being able to read your own collective agreement," he said, "A dignity that comes from being fully involved in your union."

The conference offered participants hands-on tools and resources to take action on workplace literacy. Workshops covered topics such as how to get started, exploring different union-based program models, where to get the money, and reaching more members through clear language.

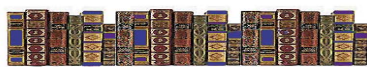
The conference was part of CUPE's national literacy project, a new initiative funded by

the federal government's National Literacy Secretariat. Participants took part in a strategy building session to identify priorities for the next phase of the national project. "Raising awareness of the importance of this issue throughout our union so that we can broaden considerably the work that we are doing around literacy is clearly the most important next step," said Darcy.

Perhaps the most valuable aspect of the conference is that it provided a forum to exchange personal stories. We heard about the increase in self-confidence and self-esteem that workers have gained. We heard about workers with 20 years service who were finally able to read postings and to apply to training and jobs that were closed to them before. We heard about members who were able to spend time with their kids on the computer for the first time. We heard about members starting to read and understand their collective agreements and being prepared to stand up for their rights.

These stories illustrate the impact literacy programs have on CUPE members and their families. They highlight why now more than ever literacy is a union issue.

Learner's Corner



RESOURCES FOR LEARNERS

Jack Sloan Westerns (2001)

Laubach Literacy of Canada (LLC)

There's someone new on the western front! Meet Jack Sloan. He's returned to Texas after serving in the Civil War and his life takes many unexpected turns. Four action-filled titles bring the adventures of Jack Sloan to life.

Cost: \$27 (plus tax & shipping)

Contact: LLC, 70 Crown St., Suite 225, Saint John, NB E2L 2X6, Tel. (506) 634-1980 or 1-877-634-1980 Fax (506) 634-0944 or 1-866-634-0944, www.laubach.ca

Courage V (2000)

Port Elgin and Area CASP

A collection of writings by the students at the Community Academic Services Program (CASP) for the year 1999-2000. The writings tell of the difficulties that many have overcome because of their experiences with CASP.

Contact: Jerry Hicks, Literacy Coordinator, NBCC-Moncton, 1234 Mountain Road, Moncton NB E1C 9H9 Tel. (506) 856-2241 Fax (506) 856-3288

Soon available online on NALD in the Literacy Newsletters.

TriplePlayPlus!, CD-ROM

Audio-Forum

A lively CD-ROM program which builds skills in understanding, reading, and speaking English. Dozens of interactive games and comic strips teach over 1000 English words and phrases.

Cost: \$99.50 US

Contact: Audio-Forum, Suite ES2, 96 Broad Street, Guilford, CT 06437, USA Tel. 1-800-243-1234 or (203) 453-9794 Fax (203) 453-9774 info@audioforum.com

The Grass Roots Readers (2000)

Grass Roots Press

An innovative series designed to provide simple text for students who are reading at or below a Grade one level. Each book explores a different topic using real-life photographs and reflects the diversity of today's society.

Cost: \$7.90 each (plus shipping & handling and GST)

Contact: Grass Roots Press, P.O. Box 52192, Edmonton AB T6G 2T5 Tel. 1-888-303-3213 or (780) 413-6491 Fax (780) 413-6582 grassrt@telusplanet.net www.literacyservices.com

The Basic Cozy Grammar Course, Multimedia course
Splashes From The River Multimedia Entertainment Inc.

A comprehensive, easy-to-follow curriculum in basic English grammar. Comes complete with two videos and a reproducible workbook/study guide containing lessons, exercises, sample tests and answer key.

Contact: Splashes from the River Multimedia Entertainment Inc., 633 Birch St., Campbell River BC V9W-2T2 Tel. (250) 287-7905 or 1-800-201-2280 Fax (250) 286-4543

www.splashesfromtheriver.com/

Skills for Everyday Math, 2nd ed (2000)

Adult Learning and Resource Centre for Niagara West

A math workbook that was re-developed to help teach basic use of the calculator to adult learners. Designed to help learners tackle the often difficult topic of Math by teaching basic calculator use.

Cost: \$15 (plus shipping and handling)
Contact: Adult Learning and Resource Centre for Niagara West, 4996 Beam Street, Beamsville, ON L0R 1B0, Tel. (905) 563-1515, joblit@vaxxine.com www.vaxxine.com/educ8



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 organisations honoured with international, national and provincial recognition for outstanding work in the global literacy initiative.

National

Awards for Excellence in Workplace Literacy - 2001 Recipients

Small Business: Diversified Metal Engineering Ltd. - Charlottetown, PEI

Medium Business: Cameco Corporation, Key Lake Operation - Saskatoon, SK

Large Business: The North West Company - Winnipeg, MB

Gage GED Graduate Scholarship Award - 2000 Recipient: Robert Fredericks, Halifax, NS

Provincial

New Brunswick

Alpha Awards - 2001 Recipients:

Learners: Claudette Audet, Val d'Amour; Grace Leriche, Salisbury; Géraldine Bouchard, St-Jean-Baptiste; Sherry McMillan, Fredericton; Réal Cyr, Saint-André; Robert Melanson, Moncton; James Mitton, Lakeville; Sylvie Malenfant, Saint-Léonard; Jessie Pope, Shediac; François Mallet, Shippagan; Cathy Simon, Sackville; Denis St-Pierre, Partenariat Maltempec II, Maltempec; Dorothy Ward, Miramichi

Volunteers: Gisèle Rioux, St-François; Peter Sawyer, Moncton

Facilitator Excellence: Linda Haché, Maltempec; Margaret Harriman, Salisbury West

Non-profit Organisations: Formation de base Saint-Léonard, Saint-Léonard; Comité Partenariat Le Goulet, Le Goulet; Minto Literacy Council, Minto

Corporate: GCP Strategic Communications, Moncton

Lieutenant-Governor's Alpha Award for Early Childhood Literacy: Early Active Reading & Storytelling (EARS) Committee, Moncton

Workplace Training for Excellence Awards -

presented by the New Brunswick Labour Force Development Board - 2000 Recipients:

Career Laddering: Imperial Oil Ltd. - CSSC

Promotion of Equity Groups Participation: Imperial Oil Ltd. - CSSC; Jobs Unlimited

Human Resource Planning: Joint Apprenticeship & Training Committee of NB Inc.

Educational Partnerships Basic Skill Development: Irving

Pulp and Paper / NBCC - Saint John

Basic Skill Development: Communications, Energy and Papermakers Union of Canada

Saskatchewan

Saskatchewan Literacy Awards - 2001 Recipients:

Program or Project: Parkland Regional College, Melville

Corporate or Association: The Pinegrove Correctional Centre

Professional: Susan Emson, Saskatoon Public Library

Volunteer: Jeff Park, Saskatoon

Learners: Michael Lalonde, Saskatoon; Ramona

Natowcappo, Saskatoon

Saskatchewan Labour Force Development Board

Training for Excellence Awards - 2000 Recipients:

Educational Partnerships - Saskatoon Industry Education

Council; SaskTel Promotion of Equity Participation -

Mariaval Enterprise Centre

Promotion of Aboriginal Participation - Construction

Career Development Project

Basic Skill Development - Canadian Mental Health

Association Cross-Disability Teleservice

Project Human Resource Planning - Crew Call: Careers in

Film & Television

Career Laddering - Saskatchewan Government Insurance

«Navigating Careers Together»

Why Did It Happen to Me? (2000)

by Carla Frenchy

A straightforward book that very beginning readers can manage and where more advanced readers are caught up in the story. Can be used as class reading, with individuals, for sequencing exercises, for retelling the story through pictures, or as a writing start.

Cost : \$7 **Contact :** The Reading and Writing Centre, Malaspina University-College, 141 Jubilee Street, Duncan, BC V9L 1W6, Tel. (250) 715-1488.

Way to Go ! A Series for LBS

Learners (2001)

Ontario Literacy Coalition (OLC)

Informs new learners to literacy programs about what to expect when participating in a literacy program.

Contact : OLC, 365 Bloor Street East, Suite 1003, Toronto ON M4W 3L4

Tel. (416) 963-5787

Fax (416) 963-8102,

olc@on.literacy.ca

Empowering the Learner: Native Literacy Workbook (2000)

Ningwakwe Learning Press

A basic level workbook that compliments the Native literacy curriculum *Empowering the Spirit*, developed in 1997.

Contact : Ningwakwe Learning Press, 1161 Second Avenue East, Owen Sound, ON N4K 2J1

Tel. (519) 372-9855 or

1-888-551-9757

Fax (519) 372-1684,

info@www.ningwakwe.on.ca

www.ningwakwe.on.ca

Learner's Story

The following story was written by Donald Haines, from Montreal, Quebec. Donald has been one of those indispensable assets to RECLAIM (The Reading Council for Literacy Advance in Montreal). He has written letters and articles for their newsletters and website, and speaks at tutor training workshops and at other literacy workshops. He has also started a student group. He won a Canada Post Literacy Award in 1996. Donald is an inspiration to all of us!!

Untitled

by Donald Haines

My name is Donald Haines and I am 57 years old. I did not decide to learn to read and write until I was about 50, having this disability all my life. Learning disabled people always have an average or above average IQ. Their problem is that it takes longer for the information to sink in.

My life depended on other people to read letters and applications, and to fill in forms. I always used the excuse that I forgot my glasses or the right ones to read with. I could not look up names or numbers in the telephone book, so I would ask people to mark the number down for me.

RECLAIM came to me by accident through a friend who happened to be a teacher. She gave me a number to call and I did. I was so nervous and scared to start this new adventure at my age. I was matched with a good tutor who has helped me get over the fear of reading and is still with me today.

In the last five years of being a student at RECLAIM, I have learnt not only how to read through their selection of books, but also about how a computer could help me. RECLAIM has a drop-in centre where they have many computers with learning programs, such as reading, writing and spelling. There are always tutors around to help me with different problems.

Now it has opened up a new world for me. I can read parts of newspapers, directions, prescription drugs, shopping lists and make out my own personal cheques. With more confidence in myself, I am not shy to give advice to those with the same disability.

I am not trying to get a degree or anything like this but only to know about the world around me without depending on others to let me know.

[This story was taken with permission, from the RECLAIM website, at : <http://www.nald.ca/reclhome.htm>]