



Vol 4 no 4

Fall 1999

Websites Worth Remembering:

Canadian Labour Force Development Board
<http://www.clfdb.ca/>

**Worksearch - Human Resources
Development Canada**
<http://worksearch.gc.ca/cgi-bin/start.pl>

Metro Labour Education Centre (MLEC)
<http://www.mlec.org/>

Workplace Education PEI
<http://www.nald.ca/wepei.htm>

Alberta Human Resources and Employment
<http://www.gov.ab.ca/hre/>

**Western Canada Workplace Essential
Skills Training Network (WWestNet)**
<http://www.nald.ca/WWestNet/index.html>

BC WorkInfoNet
<http://workinfonet.bc.ca/>

Manitoba Education and Training
<http://www.edu.gov.mb.ca/tce/>

**Workplace Education & Training in
Saskatchewan**
<http://www.nald.ca/weecs.htm>

**Workbase: The National Center for
Workplace Literacy and Language**
<http://www.workbase.org.nz/>

Learning Resource Distributing Centre
<http://www.lrdc.edc.gov.ab.ca/>

SABES Bibliography of Workplace Education
<http://www.sabes.org/bibwork.htm>

In-Sites Studies in Workforce Literacy



In-Sites is a new Canadian research project which studies literacy and literacy learning at work. This two and a half year project is supported by a grant from the National Literacy Secretariat, Human Resources Development Canada and housed at Ryerson Polytechnic University. *In-Sites* is the first large-scale Canadian ethnographic study in workforce literacy.

The name is a pun, of course, because ethnographic research seeks understanding and, yes, insights into social practices. This project, then, is different from research work aimed at mapping individual skills or understanding workforce literacy as a skill issue. *In-Sites'* five researchers want to consider workforce literacy as a complex social practice. Workplaces definitely have cultures. Ethnographic research casts light on aspects of culture, especially those that are taken for granted, or are just part of how things work.

Sample questions for the five inter-related *In-Sites* studies include:

How do stakeholders define and act on literacy learning needs in their workplaces?

How does literacy learning become established as part of the culture of a workplace?

Research will take place at 5 work sites, and, at the time of writing, there are workplaces under consideration in manufacturing, grocery production, health care, hospitality and textiles. The five inter-related studies of these different work sites will bridge practitioners' work and theories of literacy and learning.

Technology makes collaboration across Canada easier today than it has ever been before. The five practicing educators undertaking *In-Sites* research and their academic consultant are supplementing group meetings with frequent Internet and telephone contact.

The field studies at work sites are taking place now and continuing through next year. The written manuscript will take most of the following year. Meanwhile, *In-Sites* researchers plan to introduce the project and ethnography to other practitioners through workshops and professional development opportunities.

...continued on page 2



What is the significance of In-Sites? In general, In-Sites stands to enrich and broaden the scope of the workplace literacy field in Canada. It will benefit the field by providing a more complex integrated framework for thinking about workplace literacy. How? By focussing a finely-grained analysis on the lived experience of literacy within the social context at the workplace. In-Sites research will create new ways in which we look at the place of literacy and learning within the context of work.

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Networks

The **NALD** Newsletter
 Vol 4 no 4
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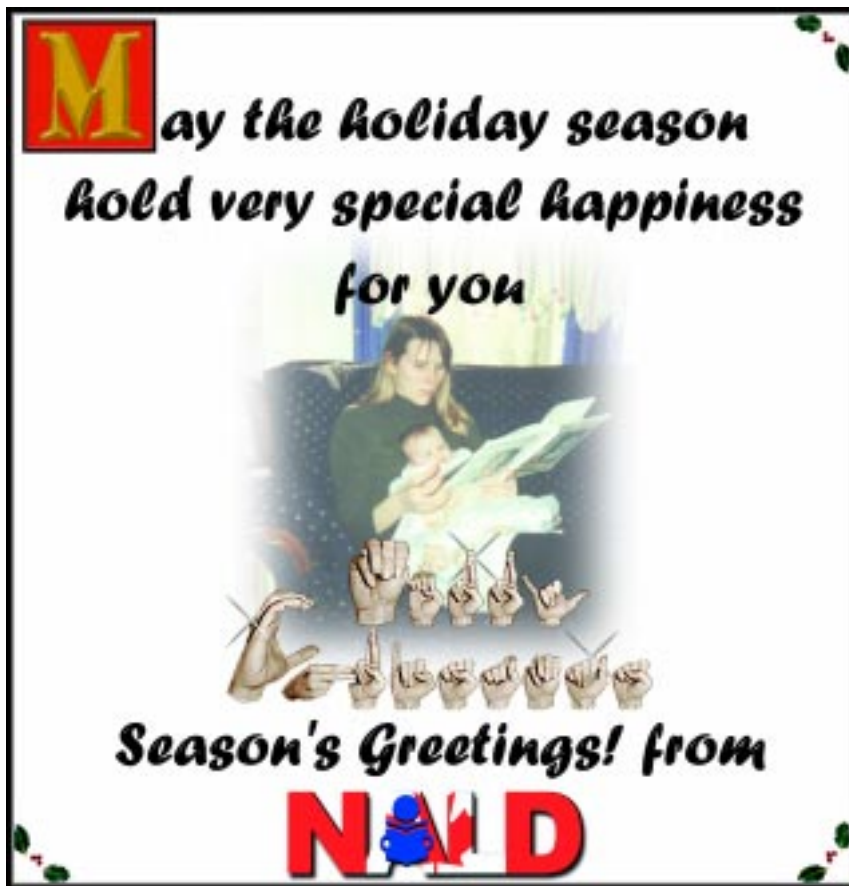
Networks, the newsletter of the National Adult Literacy Database Inc., provides the Canadian literacy community with current information on educational activities in adult literacy and basic adult education.

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:

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DISTANCE LEARNING FOR PEOPLE INVOLVED IN COMMUNITY-BASED ACTIVITIES

by Sarah Thompson & Janet Skinner

Since the first (distance) Management Training Programme, our Board has come a long way. We've established a Community Centre at our housing complex and have written several project proposals which have all been approved for funding. That, as far as I'm concerned, is because during the Management Training Programme I acquired a lot of the needed skills ... but probably even more importantly, we were encouraged to collaborate with others.

— Maxine Budgell, Happy Valley - Goose Bay, Labrador
1997 project participant, 1998 site facilitator, Board member Perrault Place Tenant's Association

I work a lot with different groups, sit on various boards, etc., and was really interested in the discussion that started during this week's class on the question of what our communities look like in terms of where the power is distributed, and how we work with that power and those power blocs in order to create change. Does anybody have any stories of what they did to work with the various power groups in their community ...?

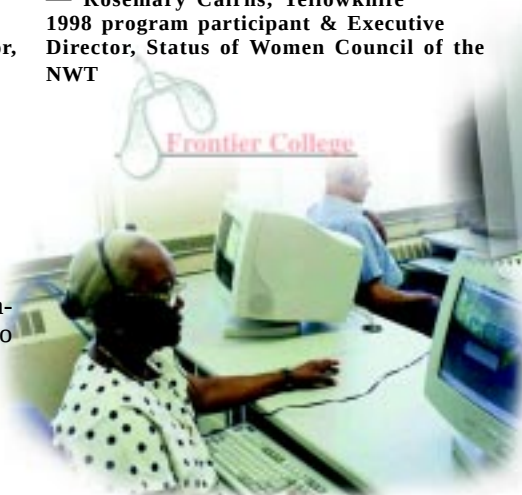
— Rosemary Cairns, Yellowknife
1998 program participant & Executive Director, Status of Women Council of the NWT

At the Innu Band Council a woman who just started a new position as an administrative assistant was asking me about this course ... she would like to have done the training ... I'm teaching her a bit ... 'cause of what I learned and what I would like to share with her.

— Anastasia Qupee, Sheshashuit, Labrador
1998 program participant & Administrative Assistant, Innu Health Commission - Pre Transfer Project

These are the kinds of things that participants said to us (the project facilitators) or to each other, during 20 weeks of what we loosely called "collaborative management training". From January to June of this year, learning groups from six communities took part in this distance project funded by the Office of Learning Technologies (HRDC). Four Labrador communities including Happy Valley - Goose Bay (central), Cartwright (south east coast), Rigolet and Hopedale (north coast) were linked up by teleconference and listserv with participants in Yellowknife (NWT) and Toronto. The participants themselves represented a broad range of community interests including community living, health, literacy, economic development, aboriginal and women's groups, ABE students, tenants' associations and more.

For three hours every Tuesday evening these learning groups gathered together to share news and explore topics like personal management, teams, leadership, facilitation, strategic and project planning, and interpersonal conflict resolution. Together we covered the content through a mixture of local facilitation, teleconference mini-lectures, role plays, group dialogue, research activities, and all-group teleconference rounds. In addition to the two project facilitators, each learning group was supported by one or two local facilitators and had access to a kit of relevant resource materials. Everyone in the project received the same large binder of teleconference notes, materials and resources. Despite ongoing difficulties with technological infrastructure and support most participants were linked together on a listserv.



HOW THE PROJECT CAME ABOUT

Since 1993, the Labrador Institute of Northern Studies (MUN) and Frontier College have worked with a range of new and emerging groups in Labrador. The purpose of this work has been to support the development of community-based learning activities. Our work often included consulting on some aspect of managing groups and projects. In 1996 we conducted five days of action research with a group of ten Labrador literacy providers.

One of the results of that session was a 1997 distance learning, pilot project, funded by the National Literacy Secretariat. This project linked 70 participants from Labrador and Toronto. Participants in that project helped to design, deliver and evaluate a series of non-formal, management training teleconferences. This year's collaborative management training project was an adapted and expanded version of the 1997 pilot project. The most visible aspects of the project make it seem like a course. What underlies it however is a way of working that is both collaborative and emergent. This has allowed the project to evolve over time according to the strengths and limitations of the people and places who have taken part. So it's far from being a training package that can be selected and delivered to communities.



SOME OF THE PROJECT OUTCOMES

Participants used their time in the project to reflect on a range of local activities and initiatives. An ideal team was created for national aboriginal day celebrations, and projects were planned for a family resource centre and a toast masters group. Stories and locally developed resources like a presentation skills flyer and a false consensus "lens" (a tool for helping groups to avoid agreeing to things that they don't really agree with) were shared with the other learning groups and used. Some participants felt more confident about speaking up and understanding what was going on in groups. Others continue to use their binders as a resource for their own work. Still others planned to use what they had learned in further training in everything from engine repair to mediation.

The project continues to evolve as the northern network grows. Links with the NWT Literacy Council, the Status of Women Council of the NWT and the Nunavut Literacy Council have lead to the development of a collaborative action research proposal for 1999 - 2000. We are all cautiously optimistic.

Networks Datebook Your Literacy Events Calendar

... with an international focus

December 4, 1999

CALL99: Improving student performance in language learning through ICT - Coventry UK

Org: CILT

Contact: CILT Conferences (AC), 20 Bedfordbury, London WC2N 4LB
Tel: 0171 379 5101 ext 240, Fax 0171 379 5082

December 5 - 8, 1999

ASCILITE99: Responding to Diversity - Brisbane, Australia

Org: Australian Society for Computers in Learning

Contact: Halima Goss, Manager, Software, Multimedia and Internet Learning Environments Teaching & Learning Support Services QUT
<http://www.tals.dis.qut.edu.au/ascilite99>
Carole Evans on Carole@ems.uq.edu.au
Tel: +61 7 38642913

December 9 - 12, 1999

1999 Annual International DEC Conference - Washington DC, USA

Org: DEC Conference

Contact: Jim Morgan, DEC Office, 3 Church Circle, Suite 194, Annapolis, MD 21401, USA
Tel: (410) 269-6801 Fax: (410) 267-0332
Email: birks@gomeeting.com

December 11 - 13, 1999

4th Annual Cross-Cultural Capability Conference Mapping the Territory - Leeds UK

Org: Leeds Metropolitan University

Contact: Joy Kelly, Centre for Language Study, Leeds Metropolitan University, Beckett Park Campus, Leeds, UK, LS6 3QS
Tel: +44 (0)113 283 7440, Fax: +44 (0)113 274 5966

January 24 - 26, 2000

Family Literacy: New Challenges in the New Century - Orlando Florida, USA

Org: National Centre for Family Literacy

Contact: Pam Gersh, NCFL, 325 West Main Street, suite 200 Louisville, KY 40202-4251 USA
Tel: 1 877 326 5481 or 502 584 1133 x147
pgersh@famlit.org
<http://www.famlit.org>

January 27 - 29, 2000

18th Annual Technology Reading & Learning Difficulties International Conference - San Francisco, CA, USA

Contact: Educational Computer Conferences 19 Calvert Court Piedmont, CA 94611, USA
Tel: (510) 594-1249 or toll free - (888) 594-1249
Fax: (510) 594-1838
<http://www.trld.com/>

February 8 - 12, 2000

Society for Information Technology and Teacher Education 2000 International Conference

- San Diego, California, USA

Org: San Diego State University; Society for Information Technology and Teacher Education (SITE) and Association for the Advancement of Computing in Education (AACE)

Contact: SITE 2000/AACE, PO Box 2966, Charlottesville, VA 22902 USA
Tel 804 973 3987 Fax: 804 978 7449
<http://www.aace.org/info.html>

February 23-27, 2000

Expolangues 2000 18th Fair for Languages, Cultures, and International Exchanges - Paris, France

Org: REED-OIP

Contact: Christine Frichet, REED-OIP, 11, rue du Colonel Pierre Avia - BP 571 - 75726 Paris cedex 15, France
Tel: 01 41 90 47 60 Fax: 01 41 90 47 69

February 26 - 29, 2000

Literacy Leap 2000 - Lake of the Ozarks, MO, USA

Contact: Renee Bell, LIFT Missouri, 500 Northwest Plaza, Suite 601 St. Ann, MO 63074
Tel: (800) 729-4443
Email: rbell@webster.edu
<http://literacy.kent.edu/~missouri/>

... with a national focus

January 27, 2000

Family Literacy Day Celebrations - across the country

Call your local literacy organisation for further details on planned events.

February 18, 2000

Literacy Action Day - Ottawa, ON

Check with your local literacy organisation for planned activities.

March 14-18, 2000

TESOL 2000, Navigating the New Millennium - Vancouver, BC

Org: TESOL (Canada)

Contact: TESOL, Convention Department, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314 USA
Tel: 703-836-0774 Fax: 703-836-7864

... with a provincial focus

December 3-4, 1999

Aboriginal Headstart Family Literacy

Institute - LaRonge, SK

Org: Northlands College

Contact: Bebe Ivanochko, Northlands College Box 509

La Ronge SK S0J 1L0

Tel: (306) 425-4353 Fax: (306) 425-2696



February 4-5, 2000

SLN Board Meeting, St. Michael's Retreat - Lumsden, 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

February 6-12, 2000

Development Week - Whitehorse, YK

Org: Yukon College, Ayamdigut Campus

Contact: Yukon College, P.O. Box 5643, Whitehorse YT Y1A 5H4
Tel: (867) 667-5740 Fax: (867) 393-6270

February 16, 2000

Storymaking Using the Expressive Arts and Group Work - Montreal, QC

Org: The Centre for Literacy and Dawson College

Contact: 3040 Sherbrooke Street West, Room 4B.1-6 Montreal QC H3Z 1A4
Tel: 514-931-8731, local 1415; Fax: 514-931-5181
email: literacycntr@dawsoncollege.qc.ca
<http://www.nald.ca/litcent.htm>

Cool URLs

Rabbitown Learners Program
<http://www.nald.ca/rtlphome.htm>

Ontario Reading Association
<http://www.tdsb.on.ca/netso/ora/toc.html>

Web-based Training for Volunteer Tutors

by Maia Shapley *

Historically, both practical and professional training has been delivered to volunteer tutors by qualified trainers in face-to-face workshops. In Ontario, literacy programmes have sought means to develop and provide **upgrade training** to both volunteer tutors and trainers due to the adoption of provincial *Core Quality Standards* (CQS) and *Learning Outcomes*.

Studies indicate the majority of literacy practitioners feel that obtaining and participating in upgrade training is a top priority. Over 80% of respondents expressed an interest in generic module-based training (Laubach Literacy Ontario, 1997). Another Ontario study reported half of literacy volunteers surveyed felt their job effectiveness could be enhanced through greater training and support (Community Literacy Ontario, 1998).

In recent years, the Ministry Training, Colleges and Universities supported field development projects that seek to enhance and contribute to both online communications and training initiatives within the literacy field. Furthermore, the National Literacy Secretariat has stated, "the



literacy community needs improved access to computer-based systems that support learning among learners and workers, information sharing, and communications".

The **Trainingpost** is an initiative of **Laubach Literacy Ontario** to develop a training website for volunteer tutors and literacy trainers, and can be found at : <http://www.trainingpost.org> The user-friendly website provides training modules, resource lists, public discussions, chat rooms, free e-mail and much more! In

1998, Laubach Literacy Ontario (LLO) was motivated to launch a website as a means of delivering upgrade training within the community-based sector. The website strives to address barriers that prevent volunteers from accessing upgrade training (time, money and distance).

Laubach Literacy Ontario represents a network of community-based programmes that recruit and train volunteer tutors to teach adult students basic reading, writing and math skills. The association promotes the "Each One Teach One" philosophy of peer tutoring. LLO is an affiliate of Laubach Literacy of Canada.

* Maia Shapley is a Technical Writer and Content Editor for the Trainingpost Website. Any comments or questions regarding this article are greatly appreciated (E-mail : maia@trainingpost.org). The Trainingpost website is a result of the field development project "Provincial Training Resources and Support Project", and is funded by the National Literacy Secretariat and the Literacy and Basic Skills Program of the Ministry of Training, Colleges and Universities.

WED UPDATE: Making Contacts BY SHEILA WHINCUP

This fall the **Workplace Education Development (WED)** research project began the exciting task of uncovering curriculum gems in the workplace education field. Four Regional Contacts have been hired to interview practitioners across the country about how they customise teaching strategies and use contextualised materials to enhance essential skills education for workers.

After the gruelling but gratifying process of reviewing over 70 excellent applications, the following Regional Contacts were chosen: Roisin Carew for the Atlantic Provinces; Karen Geraci for Ontario and Quebec; Judith Hayes for Manitoba and Saskatchewan; and Marilyn Luft for Alberta. In B.C. the data is being gathered by WED Researcher Sheila Whincup. The multifaceted team combines strong workplace teaching with research and writing skills.

The project is looking at programmes that take place either at workplaces or at sites designated for worker education, such as union learning centres. The focus is on programmes that offer courses in work-related essential skills, personal development, or preparation for grade 12 equivalency. WED defines "customised strategies" as learning activities that address learners' work-related or personal-life learning goals as well as accommodate their particular backgrounds. "Contextualised material" is authentic material that arises from the learners' work or personal interests.

"Too often the very creative and time-consuming work that goes into developing curriculum and teaching strategies stays within only one classroom", says Whincup. "Ideas may have been used and developed over years but have never been written down. We want to help practitioners communicate their ideas so that others can benefit from their experience. We also hope that the practitioners we interview may gain further insights as they reflect on their practice and explain their ideas to researchers."

WED is enjoying this contact with practitioners across the country. The research will result in a **Practitioner's Guide** that will demonstrate strategies and present a process for customising curricula, as well as provide an inventory of selected workplace learning resources. The project is funded by the National Literacy Secretariat, Human Resources Development Canada, and directed by representatives from Alberta, Manitoba, New Brunswick, Nova Scotia, and Ontario.

Management Team

Ann Haney, Project Coordinator, Union of Needle Trades, Industrial and Textile Employees, Local 459, Winnipeg
Marjorie Davison, Nova Scotia Partners for Workplace Education
Mary Davison, Bow Valley College, Calgary
Ian Thorn, Communications, Energy and Paperworkers Union of Canada, Atlantic Region

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Rob Despina, Standard Aero Limited, Winnipeg
Carolyn Dieleman, Alberta Advanced Education & Career Development
Sande Minke, Ontario Ministry of Education and Training, Waterloo
Sue Turner, Workplace Education Manitoba

Project Team Coordinator

Ann Haney

Researcher Sheila Whincup

WED Researcher,
Phone/Fax: 250-642-2800,
Email: wh@pacificcoast.net



Fundraising at Literacy Nanaimo...

By Carolyn R. McWhinnie, Executive Director



The store opened in May 1994, has changed location once, and last year generated 35% of Literacy Nanaimo's total revenue. They employ a part-time manager (volunteer supervisor) and all of the staff are volunteers. All of the store fixtures, including the cash register, have been donated from the community. The connection between literacy and books makes the store an easy sell. All of the books are donated, so can be sold at very

Literacy Nanaimo is a community-based literacy organisation founded in 1989. They represent a population base of approximately 100,000 in the central east coast of Vancouver Island in British Columbia. From the beginning they have had an informal, successful partnership with their community college in delivering a volunteer tutor programme.



Literacy Nanaimo's role in the partnership is to generate public awareness, fund-raise and provide community access through a downtown facility with tutoring rooms and resource material.

They coordinate: the adult volunteer tutor programme, a programme of volunteers going into elementary schools to be reading or math buddies to children in early grades and

a tutoring programme with alternate schools. They provide basic computer instruction in a computer lab (all the computers are donated) and coordinate a computer recycling programme in partnership with community schools and other community agencies.

Fundraising has been the primary focus of the organisation, for, without funds, there are no programmes. It was recognised early on that some form of independent, stable funding had to be established. Like all other organisations, they started out with special events, the most labour intensive of them all being "book sales". After doing a few book sales a plan was proposed to open a permanent "used book" store.

low prices. Discounts are given to literacy volunteers, book dealers, home schoolers, etc. The store provides work experience for volunteers and youth required to do community hours, and boxes of books have been sent to remote First Nations villages in B.C. as well as many third world countries.

Gaming (gambling) is another major source of funding. In British Columbia having a bingo or casino license is how most charities access Provincial government funds. Literacy Nanaimo agrees with other charities - it is not a good idea to become too dependent on gaming dollars and would like to move away from that source of revenue.



They are a member agency of United Way and participate in a local fundraising association. The fundraising association meets quarterly and is comprised of other community organisations. The purpose is to share information, sponsor workshops, and keep a calendar of special events so that no overlapping occurs.

Literacy Nanaimo believes in working in partnership with as many other community groups, agencies and businesses as possible. The board of directors is a cross section of business, education and service sectors.

For more information check our website: <http://www.nald.ca/nanaimo.htm>



Tips on merging Workplace Literacy and Family Literacy skills

- Do a job analysis that would show which tasks the workers at this business need to do and what skills (and what levels of these skills) they need in order to do these tasks. Then match these work skills with ways to use the same skills in the parent role.
- Ask successful workers at this business what makes them successful. This should give you some good information to start designing.

[Source : NIFL-Family listserv]

Kingston Literacy Adult Literacy Assessment

by Carynne Arnold, Executive Director
of Kingston Literacy with support of the staff

Adult literacy assessment is becoming a topic increasing in importance as governments analyze the implications of the International Adult Literacy Survey (IALS). Motivated by a drive towards increased global competitiveness, new policy directions are being considered to address low literacy skills of adults. For example, the recently released report of the adult literacy working group chaired by Sir Claus Moser in the United Kingdom, *A fresh start - Improving literacy and numeracy*, recommended dramatic changes in services requiring substantial increases in funding. This followed an evaluation of existing literacy and basic skills services in that country. Two of the twenty-one recommendations concerned entitlement to assessment of basic skills for unemployed workers and those receiving social assistance. This indicates that improved assessment of individual needs is identified as an important step in raising national rates of literacy. We see a similar increased emphasis on assessment in some parts of Canada. In Ontario, assessment or screening of basic skills will become part of the Ontario Works (OW) intake process over the next few years.

Funding for projects and pilot activities examining assessment reflects this interest. Currently, Kingston Literacy has three projects that we believe will contribute to the development of literacy assessment and screening, particularly activities which take place outside of literacy and basic skills programs. The first two of these projects have been actively supported by an assessor group representing the four literacy providers in our community.

Employment Resource Centre Project
Over the past two years, Kingston Literacy assigned staff to the Employment Resource Centre (HRDC) to conduct essential skills assessments for clients using the Centre. We were involved in clear-writing the application for training, and consulting with staff over changes in signage and brochures. Most importantly, the process for referrals to basic skill assessments was streamlined. In April, our role was expanded and funded by HRDC to provide a full-time assessor at the Centre. This contract also includes plans for a 25 hour orientation program for those identified with low ba-

sic skills. The focus of this program is to help potential learners develop a long-term training strategy and learning goals, prior to referral to basic skills or credit programs.



Initial Screening Assessment and Ontario Works

Starting this fall, Kingston Literacy has a project, jointly funded by the National Literacy Secretariat (NLS) and The Employment Preparation Branch, Ministry of Training, Colleges and Universities (MTCU) to work with our OW office in designing and piloting a literacy screening and assessment procedure. This timely project arose out of a local analysis that showed there were few Ontario Works clients entering local literacy programs. Our main concern was that the role of literacy programs and services was not clearly understood by either OW case workers or clients, and thus individuals may not have been accessing the most appropriate educational services. This project will focus on working closely with OW staff in Kingston to monitor the barriers to referrals to literacy programs and to identify the most appropriate role for literacy and basic skill services in our community. The goal is to support the emerging literacy screening role of OW counselors. Our expectation is that this project will lead to more social serv-

ices clients entering appropriate literacy programs. We hope this will also signal a greater integration of literacy into the regular training and educational landscape.

The Assessment Kit Project

Our third project has developed out of the daily challenge staff face in our one-to-one tutoring program of supporting tutoring pairs and adjusting to the increased demand for demonstrated accountability.

The *Kingston Literacy Assessment Kit* project is currently in its second phase. The first phase, funded by NLS, supported the development of the Kit for use by volunteer pairs. It was designed with ongoing input from tutors and students to help the tutoring pairs track student progress towards the individual goals.

It incorporates a review of goals and reflecting on the learning process every 12 weeks. The current phase, funded by MTCU, is to adapt the kit to reflect the current Learning Matrix and Ontario Literacy Coalition level descriptions. This second phase involves working closely with Community Literacy Ontario and four community-based programs to pilot the kit. We anticipate that the final version will be ready in April, 2000.

We appreciate these opportunities to contribute to the development of assessment tools and an increased understanding of the role of assessment in adult literacy programs. A review of several recent additions of the *Journal of Adolescence and Adult Literacy* (International Reading Association) indicates that the emerging political emphasis on assessment has not yet generated debate on the role of literacy practitioners in initial assessment. However, indications are this will change dramatically - at least in Ontario - over the coming year.

To contact Kingston Literacy :
88 Wright Crescent, Kingston ON K7L 4T9,
Tel. (613) 547-2012, Fax 547-2024,
email:kinglit@kos.net
<http://www.redwing.on.ca/kinglit/index.html>

Cool URLs

Video-based Assessment Technology: An Overview
<http://www.learning-resources.com/home8.htm>

Clear Language and Design (CLAD)
<http://www.eastendliteracy.on.ca/clearlanguageanddesign/>

The Literacy Bookshelf

Frontier College Letters - One Hundred Years of Teaching, Learning & Nation Building (1999)

Larry Krotz, Erica Martin and Philip Fernandez

An episodic history of Frontier College, built largely on letters, reports and other bits of written paraphernalia. These are compiled from those sent from the teacher/labourers back to the tiny central office of the College, and sometimes between themselves.

Contact: Frontier College Press, 35 Jackes Avenue, Toronto, ON M4T 1E2, Tel. 416 923 3591 or 1 800 555 6523, Fax 416 323 3522, information@frontiercollege.ca <http://www.frontiercollege.ca/>

From Dark to Light (1995)

Status of Women Council of the NWT

Research has shown that a large percentage of the women in adult literacy programmes have experienced violence in their lives. This needs to be addressed before they can fully benefit from literacy lessons. Manual contains books for educators who want to facilitate a women's group within their program.

Cost: \$100

Contact: Literacy Services of Canada Ltd., P.O. Box 52192 Garneau, Edmonton, AB T6G 2T5, Tel. 780 990 5647, Fax 780 413 6582, brokop@telusplanet.net <http://www.literacyservices.com>

Get to the Point: A strategy for writing clearly at work (1998)

Rose Grotzky

For professionals who want to refine their business writing skills. Suggests ways to write and present effective information for paper and online.

Contact: Praxis Adult Training and Skills Development Inc., 561 Markham Street, Toronto, ON M6G 2L6, Tel. 416 588 4646, Fax 416 534 3686.

Showtime Synograms (revised 1999)

Frank Taboika M.A.

Puzzles that combine synonyms, anagrams and cognates commonly used in the English language to communicate orally and in writing. A word game set up as a bookmark format of 60 words, 20 of which need to be "created". A format that is advantageous because of its association with reading, less likely to be discarded soon after completion.

Cost: \$19.95

Contact: Volterre Computerized Inc., #810-1001 13th Ave. SW, Calgary, AB T2R 0L5, Tel. 403 244 4601, Fax 403 229 3393, volterre@home.com <http://www.synograms.com/>

Plain Speaking (1999)

Janet Duval

A booklet that contains important information about plain language and clear verbal communication. Written for health professionals, using a highly readable style. One goal is making health and social service information more accessible to women.

Cost: \$7.50 (plus shipping and handling)

Contact: North Halton Literacy Guild, Box 218, 72 Mill Street, Georgetown, ON L7G 4Y5, Tel. 905 873 2200, Fax 905 873 2210, literacy@aztec-net.com

Clear Writer's Hit Squad Kit (revised 1997)

Frontier College Press

A manual and video that will help you compose and design documents in clear language and impressive layout. Video takes a humorous look at the use of clear and unclear language in the workplace. Manual includes tips, worksheets, and writing samples.

Cost: \$100 (kit)

Contact: Literacy Services of Canada Ltd., P.O. Box 52192 Garneau, Edmonton AB T6G 2T5, Tel. 780 990 5647, Fax 780 413 6582, brokop@telusplanet.net

1999 Business and Education Best Practices Ideabook (1999)

Conference Board of Canada

Contains profiles of the initiatives that were taken by the 35 Award winners and a selection of other initiatives chosen to illustrate the diversity of activities among the 400 applicants. Initiatives about communities taking responsibility for the education of their children, and for the employability of their youth and their adult workers.

Contact: Linda Scott, Program Manager, National Business and Education Centre, CB of Canada, 255 Smyth Road, Ottawa, ON K1H 8M7, Tel. 613 526 3280 ext.277, Fax 613 526 4857, scott@conferenceboard.ca <http://www.conferenceboard.ca>

Guidelines for Inclusive Curriculum (1997)

Marg Penney

Emotionally loaded issues of sexism, racism, and discrimination have an impact in the classroom. Manual containing an outline and supporting materials for a flexible, half-day workshop offering a number of examples and approaches to these issues so that the workshop may be tailored to the needs of the participants.

Cost: \$6.20

Contact: Open Learning Agency, 4355 Mathissi Place, Burnaby, B.C. V5G 4S8, Tel. 604 431 3210 or 1 800 663 1653, Fax 604 431 3381, Catalogue@ola.bc.ca <http://www.ola.bc.ca/ol/services/market/>

Inequalities in Literacy Skills Among Youth in Canada and the United States (1999)

Doug Wilms

The study estimates the variation in levels of literacy skills among states and provinces before and after taking into account gender, ethnicity and immigration status, and whether some of this variation is because of geographical location, or the extent to which youth are regularly engaged in literacy activities.

Contact: NLS, HRDC, 15 Eddy Street, Room 10E10, Ottawa, ON K1A 1K5, Tel. 819 953-5280, Fax 819 953 8076, nls@fox.nstn.ca <http://www.nald.ca/nls.htm>

Also available online in NALD's Full Text Documents.

The Working Lives of Adult Literacy Practitioners (1999)

Wanda D. Arneson Ph.D.

A research project that was undertaken in response to a perceived high stress level among those who work in the field of Adult Literacy. Considers those practitioners who serve as Executive Directors/Managers, Tutor Coordinators or Instructors in both community and institution based literacy organisations.

Contact: Wanda D. Arneson Ph.D., RR4, Site 473, C-34, Courtenay, BC V9N 7J3, Tel. 250 334 1649, Fax 250 334 0350, arnejen@island.net

Wayfaring (1996)

Harrish Press

A collection of writing by ABE instructors and students in Newfoundland brought together for a "language awareness project", designed to explore attitudes, beliefs, and knowledge about language and the teaching of language. A useful contribution to the literature of practitioner research and inquiry.

Cost: \$9.50

Contact: Peppercorn Books & Press, Inc., P.O. Box 693, Snow Camp NC, 27349, USA, Tel. 336 574 1634, Fax 336 376 9099, post@peppercornbooks.com <http://www.peppercornbooks.com>

EmployAbility (1998)

Kwantlen College

Includes 13 lesson plans with student handouts and worksheets. Topics include examining employability skills, overcoming barriers, writing application forms, resumés and cover letters, organising a job search, and job accommodations.

Cost: \$49.95

Contact: Literacy Services of Canada Ltd., P.O. Box 52192 Garneau, Edmonton AB T6G 2T5, Tel. 780 990 5647, Fax 780 413 6582, brokop@telusplanet.net



ESL Home Tutor Resource Kit (1998)

Maureen Nurse, Vancouver Community College

A kit based on a program which places tutors in the homes of learners. The ESL Tutor Handbook introduces tutors to the needs of adult ESL learners, provides a basic course programme and lesson planning, and presents a variety of ESL tutoring techniques and activities. Also includes: Volunteer Coordinator Handbook; Homefront Learning: A tutoring session.

Contact: Literacy Services of Canada Ltd., P.O. Box 52192 Garneau, Edmonton AB T6G 2T5, Tel. 780 990 5647, Fax 780 413 6582, brokop@telusplanet.net

Workplace Literacy Pilot Projects: A Discussion Paper (1999)

Alice de Wolff

Based on a review of the National Literacy Secretariat's experience with workplace pilot projects. Examines innovations in workplace learning activities and organisational change strategies, and the changes required which might better enable workplaces to become "learning organisations".

Contact: NLS, HRDC, 15 Eddy Street, Room 10E10, Ottawa, ON K1A 1K5,
Tel. 819 953-5280, Fax 819 953 8076,
nls@fox.nstn.ca

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

Also available online in NALD's Full Text Documents.

Highlights of Our Lives (1998)

Maree Thair

A guidebook based on a programme designed to introduce writing circles to senior citizens in the community. Traces the development of a structure for the writing circles that was created to address the perceived needs of the community and the Seniors.

Contact: Maree Thair, College of New Caledonia, Prince George, BC V2N 1P8,
Tel. 250 561 5848, Fax 250 561 5816.

Also available online in the NALD Literacy Collection.

Work-Related Learning Guide for Family Literacy and Adult Education Organizations (1999)

Jobs for the Future

A guide which provides concrete assistance for family literacy and adult education organisations that are considering ways in which work and learning can be integrated in their educational programmes. Enables learners to broaden their learning experiences both in the classroom and at the worksite.

Cost: \$14 US

Contact: National Centre for Family Literacy, 325 West Main Street, Suite 200 Louisville KY 40202-4251 USA,
Tel. 502 584 1139 ext.149,
ncfl@familit.org
<http://www.jff.org/>

Assessing Lifelong Learning Technology (ALL-Tech): A Guide for Choosing and Using Technology for Adult Learning (1997)

Regie Stites, Christopher Hopey and Lynda Ginsburg

A report building on the framework for evaluating technology effectiveness in K-12 schools. Begins with a discussion of the nature of adult learning and the potential roles that technology can play in helping to create learning environments that are ideally suited to the needs and interests of adult learners.

Contact: Janet C. Smith, Editor, NCAL/ILI, U. of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111, USA,
Tel. 215 898 4539, Fax 215 898 9804,
smith@literacy.upenn.edu
<http://literacyonline.org/tech/index.html>

Literacy Matters, supplement (1999)

by Peter Calamai

A printed insert in the September 1999 issue of *Saturday Night Magazine*. Examines the state of literacy in Canada today. Developed from a variety of interviews done across Canada with local literacy learners and providers, leaders in government and labour, writers and performers, researchers and philosophers.

Contact: ABC CANADA, 333 King Street East, Toronto ON M5A 4N2,
Tel. 1 800 303 1004, Fax 416 350 6262,
abc@corporate.southam.ca
<http://www.abc-canada.org/>



by Anne Price PhD, Executive Director

The Calgary Learning Centre brings an important perspective to the field of literacy. The multidisciplinary team has expertise in addressing learning difficulties, particularly learning disabilities. Through work with individuals of all ages encountering learning difficulties, particularly in learning to read and write, the Centre has become involved with literacy issues across the lifespan. The staff have expanded their knowledge base along the continuum from prevention to intervention and draw upon information from the fields of literacy and learning disabilities to assist individuals, their teachers, employers and families; and to influence the systems which impact their lives.

Services of the Centre include:

- assessment to understand the factors contributing to an individual's literacy difficulties, to help appropriate intervention plans and to choose appropriate accommodations;
- consultation to teachers, employers, career counselors to guide in understanding and assisting an individual encountering difficulties;
- a family literacy early intervention programme to assist parents with preschoolers to involve their children in literacy activities, and particularly to provide their children with the opportunities to develop vocabulary, awareness of the sounds of language and knowledge of the world;
- "strategy" tutoring for school age children and adults to assist them to be more effective learners and to advocate for themselves; and
- adult literacy programmes involving volunteer tutors trained and supervised by Centre staff.

The mandate of the Centre is to improve services for persons with learning difficulties. Our work goes beyond direct service to individual clients, for example:

- Library and Resource Centre with information services and material resources dedicated to learning, literacy and attention issues;
- development of resources to assist post-secondary instructors, trainers, career counselors and employers to understand and assist individuals with learning and literacy difficulties;
- workshops for individuals from many sectors to assist them in understanding the impact of low literacy and learning difficulties and to take positive action (e.g., daycare workers, health professionals, employers, police, probation officers, child care workers, social workers, human resources personnel, etc.);
- professional development for teachers (elementary through post secondary), psychologists, and literacy workers focusing on assessment and programme planning for children and adults with learning and literacy difficulties;
- networking with front line workers in many sectors to keep literacy on their minds (education, advanced education, health, social services, justice, human resources, career development); and
- participating in awareness and advocacy.

The Calgary Learning Centre is celebrating 20 years of service. We look ahead to more individual successes, as well as to broader system changes. For more information about the Calgary Learning Centre, see our website: <http://www.nald.ca/clc.htm>

Learner's Corner



RESOURCES FOR LEARNERS

The Grocery Cart and Other Memories: By Students for Students (1999)

Laubach Literacy of Canada (LLC)

Result of a contest held as an incentive for new readers to practise their writing skills. Intended to provide suitable and interesting reading material for any learners involved in literacy programmes. Literacy tutors and facilitators will find the selection a source of good reading material and their students will enjoy them as a source of inspiration.

Cost: \$4.95

Contact: LLC Distributorship, 70 Crown St., Suite 225, Saint John NB E2L 2X6

Tel. (506) 634-1980, Fax (506) 634-0944,

laubach@nbnet.nb.ca

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

Memories of My Childhood: By Students for Students (1999)

Laubach Literacy of Canada (LLC)

Result of a contest held as an incentive for new readers to practise their writing skills. Included in these publications are creative stories, poetry and the experiences of students when learning to read and how much their achievements have meant to them.

Cost : \$4.95

Contact : Same as above

The People We Are - Connecting the Past and the Present (1999)

by Monika Orzechowska

An anthology of stories written by elders who live in or around Sioux Lookout, Ontario. Contains exercises including comprehension, grammar, writing, reflection, and research activities based on the story. Aimed at native learners, but is accessible for all adult learners.

Contact : Ningwakwe Learning Press, 1161 2nd Ave. East, Owen Sound ON N4K 2J1

Tel. (519) 371-5594 or 1-800-971-2255,

Fax (519) 371-5598,

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

Computers and Adult Literacy: Voices of computer literacy students in Ontario (1999)

by Jean Lock Kunz and Spyridoula Tsoukalas

A summary report and explanation of the results of a survey conducted by Alpha Ontario among learners and instructors in adult literacy vis-à-vis computers and their role in adult education. The questions that were asked and the responses that were given are presented in a format that is easy to read and understand.

Contact: Canadian Council on Social Development (CCSD), 441 MacLaren Street, 4th Floor, Ottawa ON K2P 2H3

Tel. (613) 236-8977, Fax (613) 236-2750,

council@ccsd.ca

<http://www.ccsd.ca>

Briefly a Candle (1999)

by Vernon Mooers

A novel that follows the life of Jason McMullin, a fictional Fredericton New Brunswick character, from his youth through his turbulent teenage years and finally into a stable adulthood. Jason and his friends are outsiders to the mainstream middle class culture. Written in plain and easy to understand English, as a series of episodes that deal with different aspects of Jason's life and trials.

Contact: Arcturus Entertainment Ltd., 31 Highfield Road, Douglas NB E3A 7P7

Tel. (506) 461-0147, Fax (506) 450-8006,

arcturus@youngmonkey.ca

The Real Game

by Bill Barry

Designed to show youth the relevancy of their schooling and the importance of planning for their futures. Shows the links between the decisions they make now and the effects that these decisions will have on their future life and career choices. Allows them to explore a variety of possible roles in the work force, helping them to broaden their horizons.

Contact : National Life/Work Centre, Memramcook Institute, 488 Centrale Street, P.O. Box 180, St-Joseph NB E0A 2Y0

Tel. 1-800-956-4263, Fax (506) 758-0353,

lifework@nbnet.nb.ca

<http://realgame.ca/>

Cool URLs

Adventures in Assessment
<http://www.sabes.org/adven.htm>

The Learning Connection
<http://www.learning-connection.com/>

Learner's Story

This poem was written by Chris Williams, from Saskatoon, Saskatchewan. Chris is originally from Oshawa, Ontario. He went out West, liked what he saw and decided to stay. He completed the Adult 12 programme at SIAST and now has to decide if he's going to University or take a technical course. Chris wrote this poem after being exposed to the beauty of literature in an English A class. It is his first attempt at poetry and it took courage for him to reveal this work.

The Beauty Seeker

by Chris Williams

Through eyes of injured Kindness still seeking,
Her warm sand heart, to pass through my fingers,
With the touch, the eye, her soft breath speaking,
Fate laughs as I cry, a heart still lingers.
Hidden emotion once frozen to thaw,
My burden or joy is seeking through fear,
After shattering pain that no others saw,
Is the warm sand touch of her heart near?
Time is glassing my eye to flesh beauty,
Maturity's battle only half fought,
Pray, please God guide this man to walk truly,
Or my accepted burdens be for naught.
She must be there, I cannot grow weaker,
Beauty of the heart journeys this seeker.

[This poem was taken, with permission, from an anthology of stories, poetry and other works (by students of Basic Education 10 and Adult 12, SIAST Kelsey Campus) entitled *VISIONS X*. We would also like to thank the cover designer, Chris McKay, for permission to display his artwork.]



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 Awards - 1999 Recipients:

The International Reading Association Literacy Award: Family Literacy Programme of the Basic Skills Agency, United Kingdom

The Noma Literacy Prize: National Literacy Mission, India

The King Sejong Literacy Prizes: Directorate for Adult Literacy and Training, Ministry of National Education, Niger; Ministry for the Promotion of Women and Human Development (PROMUDEH), Peru

The Malcolm Adiseshiah International Literacy Prize: "Corresponding Services Project" of the Literacy Movement Organisation, Islamic Republic of Iran

National

Canada Post Literacy Awards - 1999 Recipients

Individual Winners (English): Arnold Stewart, Niagara Falls, ON; Lillian Mead, Charlottetown, PE; Archie Paulette, Fort Smith, NT; Gordon A. DeWolfe, Bible Hill, NS; Barbara Stewart, Quesnel, BC; Michel Roland Desjardins, Stony Mountain, MB; Leonard Duby, Calgary, AB; Elgin Murrin, Cox's Cove, NF; Dorothy Silver, Fredericton, NB; Clurite Delpeche, Lasalle, QC; Hilda M. Tuck, Mayo, YK.

Individual winners (French): Anne Gervais, Saint-André, NB; Robert Guindon, Gloucester, ON; Monique Cloutier, Lachute, QC; Corinne Arsenault, Wellington, PE; Rosa Clément, Saint-Pierre-Jolys, MB; Edna Hall, Trois Cailloux, NF; Pauline D'Eon, Pubnico-West, NS; Adèle Dallaire Héту, Saint-Paul, AB.

Leadership Awards (English): National Adult Literacy Database, Fredericton, NB; Let Older Volunteers Educate, Charlottetown, PE; Reading Support Program, Dartmouth, NS; The Discovery Centres, St. John's, NF; The YWCA of St. Thomas-Elgin, St. Thomas, ON; Continuing Education Delta School District, Delta, BC; Rockwood Education Centre, Stony Mountain, MB; Syncrude Canada Ltd., Fort MacMurray, AB; NWT Literacy Council, Yellowknife, NT; Regina Early Learning Centre, Regina, SK.

Leadership Awards (French): Sylvie Pagé and Michel Laliberté, Producers, Tout Écran, Sainte-Foy, QC; Alpha Yukon, Whitehorse, YK.

Education winners (English): Pauline Kay, Calgary, AB; Regina Ramos-Urbano, Winnipeg, MB; Frances Shamley, Glencoe, ON; Robert Wedel, North Vancouver, BC.

Education winners (French): Roger Doiron, Richibouctou, NB.

Awards For Excellence In Workplace Literacy - 1999 Recipients:

Small Business Literacy Initiatives, Valley View Villa - Stellarton, Nova Scotia

Medium Business Literacy Initiative, Noranda Mining & Exploration Ltd., Brunswick Smelting Division - Belledune, New Brunswick

Large Business Literacy Initiative, Bristol Aerospace Limited - Winnipeg, Manitoba

Provincial

New Brunswick

Lieutenant-Governor's Early Childhood Literacy Awards: 1999 Recipients -

Individual: Alma Sarard, Fredericton; Lyna Eve and Carole Cormier, Chez Lyne Daycare Centre, Shediac; Barbara Gilliland, Saint John

Library: The Oromocto Public Library and the Florenceville Library

Grandparent: Margaret Brooks, Perth-Andover; Charles Ramsey, Fredericton
Organization: Le Jardin des Merveilles, Bathurst; West Side Co-op Preschool, Saint John.

Ontario

Frances Lever Memorial Award - 1999 Recipient: Dan Haley, Peterborough