Health and Learning Environmental Scan: 2006

Update 2007

Adult Working Group

Health and Learning Knowledge Centre

Canadian Council on Learning

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with Hélène Grégoire and Allan Quigley,
and the Adult Work Group Advisory Committee

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Co-Chair, Adult Working Group   Co-Chair, Adult Working Group

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I. Introduction

A. Background Information

The background information in the report is based on the Statement of Work for the Adult Working Group (AWG), Health and Knowledge Learning Centre (HKLC) developed by AWG co-chairs Hélène Grégoire and Allan Quigley in January 2006.

In June 2005, the Canadian Council on Learning (CCL) held a Health and Learning Knowledge Centre (HLKC) consultation in Vancouver, British Columbia. At the consultation, participants agreed to establish six working groups to address the work of HLKC. These working groups address life stages in health and learning and concentrate on settings, places, and communities where health and learning takes place. The HLKC will coordinate and organize its work according to both the life stages and settings. The six working groups include:

Working Group Area	Settings / Communities to be Addressed
Early Childhood	Family Early Childhood Development Centres Health care Services Early Learning Programs
School-age Children (Schools)	Schools Families Workplace Health care Services
School-age Children (Community)	Families Schools Recreation Centres Health care Services Workplace
Young Adults	Post-Secondary Education and Training institutions Workplace Health Care Services
Adults	**Workplace Family Community Health Care Services**
Older Adults	Workplace Recreation Health Care Services

The mandate of each working group is to define a Knowledge Agenda for the CCL and the HLKC. Each working group is to focus its agenda on the three central themes of the HLKC. These themes are:

1. **health literacy** (with a priority on access, equity, and achieving basic health literacy for all)
2. **developing and sustaining healthy communities** of life-long and life-wide learning
3. **strengthening the capacity of communities, practitioners, and public agencies/systems** to implement intertwined health and learning strategies in comprehensive, sustainable, effective ways

In addition, each working group must also address the four primary functions of the CCL in the activities it recommends and undertakes. These four functions are: 1) research, 2) data/monitoring/reporting, 3) knowledge transfer, and 4) dissemination/communications.

The Adult Working Group (AWG) will develop a Knowledge Agenda for promoting the **health and learning of adults** in: 1) the workplace, 2) health care settings, 3) among families and 4) in communities. It will focus on five priority areas as follows:

1. the health and learning of adults with low levels of literacy skills
2. the health and learning of adults affected by HIV/AIDS
3. the health and learning of adult immigrants and refugees
4. health and learning within regions and communities that fall well below national or regional health norms
5. the health and learning of Aboriginal adults

Issues of gender and racialisation will be included across this range of priority areas.

B. Purpose of the Environmental Scan

The purpose of the Environmental Scan is to identify current knowledge initiatives and knowledge dissemination vehicles related to health and adult learning. The Scan focuses on the three central themes of the HLKC and the five priority areas of the AWG. It will include the settings (workplace, community, health care, and families) of the AWG. It will reflect the functions of the CCL. This scan is an update and revision of the preliminary document prepared by Allan Quigley and Budd Hall, with input from the initial advisory committee for the HLKC's June 2005 consultation.

The scan also includes an appendix of important recommendations for the future and other information generated by participants before, during, and after the HLKC Vancouver Consultation in June 2005. This information includes potential themes and topics that could be investigated by the HLKC, existing research and knowledge organizations that appear to be building relations between health and learning, and reports that could be published on a national basis, etc. While this information is important for future planning, it did not belong in the official scan of current knowledge initiatives and knowledge transfer vehicles.

The Environmental Scan will be updated yearly. In the 2005-2006 fiscal year, the AWG will also conduct a comprehensive State of the Field report on health and learning, and will review the existing literature and state of the field related to adults and health and learning. The report will provide generalizations about the state of the field and report on knowledge gaps among adults.

C. Audience for the Environmental Scan

This scan is meant to be useful and accessible to a wide range of audiences involved in adult learning and health. This includes researchers, academics, practitioners, decision-makers, and others with a high interest in adult learning and health.

The intention is that the information in this scan would be helpful in ways such as:

1. enhancing everyday practice (identifying "effective practices" or models to use in one's own context)
2. doing organizational strategic planning (doing one's own environmental scan to determine organizational direction within the context of a particular sector)
3. writing proposals (identifying what has already been done so as not to "reinvent the wheel")
4. undertaking research (building on what has already been done)
5. teaching and learning (identifying resources for health and adult learning)
6. developing advocacy initiatives (reviewing what has been done by other organizations)
7. developing capacity-building initiatives (finding out resources that could help)
8. setting policy (understanding issues from sites and research paper that focus on policy)
9. identifying sources of funding

D. Methodology for the Environmental Scan

This section outlines how 1) the scope and the shape of the environmental scan were developed, and 2) the systematic approach the researchers used to find information to include in the environmental scan.

The first step was to develop an outline for the environmental scan using the preliminary scan developed for the 2005 HKLC consultation as a starting point. We expanded and revised the topics from the preliminary scan to include the AWG's present five priorities, and the settings for health and adult learning. At all times, we considered the three themes of the HLKC and the functions of the CCL as noted earlier.

The outline was presented to the AWG co-chairs for feedback in January 2006, and revised according to their feedback. The outline and shape of the scan was further revised as it became apparent that we should include new categories of information and adopt a more accessible way of presenting information.

We used the preliminary scan as a starting point and included specific references for the categories in the current scan, especially those related to knowledge initiatives and possible knowledge vehicles. We then undertook numerous systematic Internet searches related to the AWG priorities and topic areas in the scan. We started with well-known national organizations, databases, and web sites related to health and to adult learning. From there, we focused on similar searches related to the five AWG priorities. Our preliminary searches led us to other Internet links and further sources of information. This continued until we perceived that we had exhausted these sources of information. Members of the AWG also contributed links and information for the scan.

We chose references that were relevant to the broad Canadian context. Therefore, many references are national. Many of the national links include other links to provincial/territorial and local projects. Significant provincial/territorial or local sources have also been included where they contributed to the national picture, or where there was an absence of information on a topic at the national level. We made every effort to include research-in-practice web sites and networks in the scan. In addition, useful references that added to the body of knowledge in Canada from the United States, the United Kingdom, and Australia have also been included. International references that seemed to connect strongly to national work are also in the scan.

Throughout the research period, we relied heavily on the expert knowledge and advice of the AWG members, and co-chairs, Dr. Hélène Grégoire and Dr. Allan Quigley.

E. Limitations of the Environmental Scan

This report should not be seen as the definitive scan of all of the existing knowledge initiatives and knowledge transfer vehicles, etc. related to health and adult learning in Canada. Unfortunately, because of the national focus of this project and limitations of time, this scan does not explicitly include local research projects on health and learning at this time. Some of these local projects may be listed or embedded in information from web sites included in this scan. We recommend that future study and updates undertaken under the auspices /direction of the HLKC consider these limitations.

The researchers had difficulties finding sources for the AWG priority "health and learning within regions and communities that fall well below national or regional health

norms." Information pertaining to this priority is embedded in other categories of information.

We made a conscious effort to search for, and include, Francophone resources and references wherever possible. However, these inclusions should not be considered a complete picture of the body of knowledge that is available.

An attempt will be made to address some of these limitations in the other deliverables of the AWG including the upcoming State of the Field Report for Health and Adult Learning. This report will be completed in April 2006.

II. Key Terms Related to Understanding the Connections Between Health and Learning

This section includes key terms that are important to adult learning and health. The purpose of including these terms is to broaden understanding of how health and adult learning interconnect, and to provide an understanding of the broad context in which health and adult learning might occur.

A. Interpretation of Health and Learning

The AWG seeks to promote an inclusive model of how adult learning fits into the broad arena of health. Adult learning refers to informal, non-formal, and formal ways that adult learn. Health is defined broadly as not just the absence of disease but as including all aspects of an individual's health – physical, mental, emotional, and spiritual. It is affected by social determinants such as income, housing, racism, social exclusion, and access to health services. Health is seen as a fundamental human right with a vision of equitable, inclusive and just provision of health services to all, with particular attention to marginalized groups.

The AWG examines the links between adult learning and health. The link between health and adult learning is about helping people gain control over the conditions that affect one's health, and most importantly about understanding and being able to act upon the conditions that affect one's health. Adult educators have a significant role to play in

engaging others in thinking about and changing the social and institutional factors that impact health.

The goal of the learning works towards access and equity in all areas related to health, and building and sustaining healthy communities. Learning is for everyone involved. This includes not only community members who make up priority groups but also service providers, policy makers and the general public. This idea refers to a transfer of knowledge, and then a transfer of knowledge to practices. Learning involves use of health, advocacy and self-help. Organizational capacity building that translates into more accessible and appropriate health care is also part of the link between adult learning and health.

B. Common Terms Used Related to *Adult Learning and Education*

The definitions related to health and learning and AWG priorities[1] that follow come from the field of adult learning and health and are important for understanding the connections between the two.

Formal learning refers to adult learning programs, courses, etc. typically conducted at an institutional level, for credit or certified recognition (Jarvis, 1990).

Informal learning refers to situations where "adults inform themselves about life and its possibilities" (Courtney, 1989, p. 18). This enormous area of learning is supported by a body of literature that has grown since the 1970s around self-directed learning (Brockett & Hiemstra, 1991; Candy, 1991; Tough, 1971) and incidental learning (Marsick & Watkins, 1990). The research around self-directed learning asks how and why adults learn *on their own* (Courtney, 1992; Rose, 1989, p. 211).

Nonformal learning "refers to organized adult education outside the established formal system" (Courtney, 1989, p. 19). Typically, *nonformal learning* involves groups of learners in, for instance, many community-based or institutionally-organized programs for general interest, skill development, personal interest, and other non-credit learning events; often, but not necessarily, with some organizing activity, task, or curricula involved.

Adult Basic Education (ABE) "refers to the fundamental areas of reading, writing, listening, speaking, and mathematics" (Taylor, 1989, p. 465). These subjects are taught typically to adult learners in an adult education setting.

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[1] Definitions are taken from the *Environmental Scan on Health and Learning* (in press)

Adult Literacy and Basic Education "in the United States and Canada … connotes a field of practice that includes programs of adult basic education (ABE) and, in some communities, English as a Second Language (ESL)" (Taylor, 1989, p. 465).

The terms ABE and Adult Literacy are used differently in every province and territory of the country. This impedes direct comparisons of provision and other related services.

Continuing Professional Education "refers to the education of professionals subsequent to their preparatory or pre-professional education that continues throughout their careers" (Wiesenberg, 2005, p. 152).

English as a Second Language (ESL) refers to "the English of those who are acquiring English in a context where it is the dominant language" (Auerbach, 2005, p. 213).

Higher Education, sometimes referred to as post-secondary education or tertiary education, "refers to formalized and credentialized learning opportunities offered through institutions such as universities and colleges leading to a degree or diploma" (Kreber, 2005, p. 278).

Prior Learning Assessment and Recognition has been defined as "the process of identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through work experience, unrecognized training, independent study, volunteer activities, and hobbies. PLA may be applied toward academic credit, toward requirement of a training program, or for occupational certification" (Human Resource Development, Canada, 1995).

C. Common Terms that are Important for *Health and Learning*

Access in this context refers to "having the right, opportunity or ability to reach, enter or use a facility, program, service or materials, visit a person or people and/or receive, understand and use information, knowledge or skills" (Ontario Healthy Communities Coalition, 2004, p. 124).

Community capacity-building, regardless of definition (Stirling, 2000), typically includes a focus on sharing information and knowledge, using local resources, and focusing on future possibilities. Mattesich and Monsey (1997) suggest that community capacity-building has to do with using community skills, resources, and strengths to address community problems. Furthermore, they state that community capacity is the extent to which a community can work together effectively to achieve goals.

Cultural competence of health care providers refers to the ability to understand and respond effectively to the cultural and linguistic needs brought by patients to the health care setting. Cultural competence has been defined as "the level of knowledge based skills required to provide effective clinical care to patients from a particular ethnic or racial group" (U.S. Dept of Health and Human Services, Bureau of Health Professions. Retrieved May 1, 2006, from http://www.bhpr.hrsa.gov/diversity/ definitions.htm). An alternate definition is that "cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural settings" (U.S. Dept of Health and Human Services, Health Resources and Services Administration, Retrieved May 1, 2006, from www.omhrc.gov/clas/po.htm). A closely related concept, cultural sensitivity, is the ability to "adjust one's perceptions, behaviors, and practice styles to effectively meet the needs of different ethnic or racial groups" (U.S. Dept of Health and Human Services, Bureau of Health Professions. Retrieved May 1, 2006, from http://www.bhpr.hrsa.gov/diversity/definitions.htm).

Determinants of health refer to "the range of personal, social, economic, and environmental factors which determine the health status of individuals and populations" (World Health Organization, 1998, p. 6). The 1986 Ottawa Charter for Health Promotion stresses that the fundamental conditions or determinants of health are peace, shelter, food, education, income, a stable eco-system, sustainable resources, and access and equity. The Public Health Agency of Canada (2002a) specifically identifies that the "key factors which influence population health are: income and social status; social support networks; education; employment/ working conditions; social environments; physical environments; personal health practices and coping skills; healthy child development; biology and genetic endowment; health services; gender; and culture" (http://www.phac-aspc.gc.ca/ph-sp/phdd/resources/subject_determinants.html).

Health is usually defined broadly as not just the absence of disease but as including all aspects of an individual's health – physical, mental, emotional, and spiritual. In this way, health is defined as a human right. Health is affected by many determinants. Health is seen as a resource that we need for everyday living and is a concept that emphasizes social as well as physical capacities. (http://www.who.int/healthpromotion/conferences/ previous/ottawa/en/)

Health literacy is an emerging concept linking health and literacy and is defined in many ways. Health literacy is the ability to access, understand, appraise, and communicate information to engage with the demands of health contexts to promote health across the life-course (BC Health Literacy Research Group, working document). The Institutes of Medicine of the National Academy of Sciences (2004) defines it as, "the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions." According to Gillis (2005), health literacy is not just about the individual processing information but also about how health providers relay the information. The most current concept links health and learning in active roles: "Health literacy is a new concept

that links our level of literacy with our ability to act upon health information and, ultimately, take control of our health. It builds upon the idea that both health and literacy are critical resources for everyday living. Addressing health literacy means breaking down the barriers to health that low literacy creates and finding ways to enable all people to:

- Access the services and supports they need
- Understand and use information to promote their health and prevent disease
- Make informed health decisions about self-care and treatment of illness
- Advocate for their own health, as well as that of their family and community
- Gain greater control over their health and well-being." (Gillis, 2005).

Health promotion refers to "the process of enabling people to increase control over and to improve their health." (http://www.who.int/healthpromotion/conferences/ previous/ottawa/en/)

Health services "particularly those designed to maintain and promote health, prevent disease, and restore health" are among the determinants of population health identified by Health Canada (2004).

Healthy communities are ones in which all sectors of the community work together to develop a healthy community. They ensure access and participation of all members including those who face barriers. A healthy community process involves wide community participation involving all community sectors, healthy public policies, and the involvement of municipal government (Ontario Healthy Communities Coalition, 2003).

Population health "is an approach to health that aims to improve the health of the entire population and to reduce health inequities among population groups. The population health approach recognizes that health is a capacity or resource rather than a state, a definition which corresponds more to the notion of being able to pursue one's goals, to acquire skills and education, and to grow. This broader notion of health recognizes the range of social, economic and physical environmental factors that contribute to health." (Public Health Agency of Canada, 2002b)

Primary health care "refers to an approach to health and a spectrum of services beyond the traditional health care system. It includes all services that play a part in health, such as income, housing, education, and environment. Primary care is the element within primary health care that focuses on health care services, including health promotion, illness and injury prevention, and the diagnosis and treatment of illness and injury." (Health Canada, 2004)

Public health includes those efforts organized by society to protect, promote, and restore the people's health. The focus of a public health intervention is to prevent rather than treat a disease

through surveillance of cases and the promotion of healthy behaviors. Since the 1980s, the growing field of population health has broadened the focus of public health from individual behaviors and risk factors to population-level issues such as inequality, poverty, and education. (Wikipedia, 2006)

Social determinants of health consider "the socio-economic conditions that influence the health of individuals, communities and jurisdictions as a whole. These determinants also establish the extent to which a person possesses the physical, social and personal resources to identify and achieve personal aspirations, satisfy needs and cope with the environment." (http://www.cspi.org/books/s/socialdeter.htm)

III. Existing Knowledge Initiatives and Knowledge Transfer Vehicles

The following knowledge initiatives and knowledge transfer vehicles are organized according to 1) adult learning and education, 2) health and learning, and 3) specifically according to the five priorities of the AWG as noted in the introduction.

The rationale for including sources that appear under each of the eight categories is to provide a comprehensive national overview. In cases where international work strongly connects to national work, these sources have also been included. Significant provincial/territorial or local sources have also been included where they contribute to the national picture, or where there is an absence of information on a topic at the national level.

Where possible, we have included web links for sources. Most sources are annotated so the readers can easily access the specific information they are looking for.

Sometimes references are repeated if they have relevance to more than one area. In other cases, references could belong under more than one AWG priority. In these cases, we made a choice as to the most appropriate place to include them.

A. Adult Learning and Education

This section includes existing knowledge initiatives and possible knowledge transfer vehicles on adult learning and education in general. Specific initiatives and vehicles related to adult literacy are in a separate section under adult literacy.

1. Web sites, Databases, and Portals

Canadian Association for the Study of Adult Education (CASAE) is a web site providing the proceedings of past conferences. See http://www.oise.utoronto.ca/CASAE **(Canada)**

Canadian Journal for the Study of Adult Education provides titles of theses and dissertations in adult education (some 30 years of theses and dissertations in some 14 universities with Adult Education graduate programs across Canada). The complete annual index for these is found in the annual fall issue of *The Canadian Journal for the Study of Adult Education* beginning in 1970). See http://www.oise.utoronto.ca/CASAE **(Canada)**

Clearinghouse on Adult, Career, and Vocational Education provides comprehensive information on adult, career, and vocational education. It includes full-text research reports, adult education journals, and links to other adult learning web sites. See http://www.cete.org/acve/ **(United States)**

COMM-ORG: The On-Line Conference on Community Organizing and Development "has a mission to link academics and activists, and theory and practice, toward the goal of improving community organizing and its related crafts. The project is supported by the University of Wisconsin Department of Rural Sociology and the University of Wisconsin Extension Center for Community and Economic Development." The web site includes hundreds of full text resources on a variety of topics related to community building, community partnerships and popular education. See http://comm-org.wisc.edu/ **(United States)**

Coady International Institute, Saint Francis Xavier University has international adult education links including organizations, associations, conferences, and databases. See http://www.stfx.ca/coady-library/aded.html **(Canada)**

Education-Line has links to conference papers in higher education and adult education (SCUTREA) in the United Kingdom. See http://www.leeds.ac.uk/educol (**United Kingdom**)

EdResearch Online is an Australian database with links to conference papers in higher education, adult education e.g., environmental adult education). See http://cunningham.acer.edu.au/dbtw-wpd/sample/edresearch.htm (**Australia**)

Global Internet Colloquium on Lifelong Learning includes full-text position papers and four chat rooms. See http://www.open.ac.uk/lifelong-learning (**United Kingdom**)

New Approaches to Lifelong Learning (NALL) provides information on informal learning including numerous full-text research reports. See http://www.oise.utoronto.ca/depts/sese/csew/nall/ (**Canada**)

Work and Lifelong Learning Research Network is the continuation of the work of NALL. It provides information and research on issues related to work and learning. See http://www.wallnetwork.ca/index.html (**Canada**)

2. Organizations and Centres that Analyze and Link Data and Broker Knowledge

American Association for Adult Education (AAACE) has a mission "to provide leadership for the field of adult and continuing education by expanding opportunities for adult growth and development; unifying adult educators; fostering the development and dissemination of theory, research, information, and best practices; promoting identity and standards for the profession; and advocating relevant public policy and social change initiatives." See http://www.aaace.org/ (**United States**)

Canadian Association for the Study of Adult Education (CASAE) "was founded in 1981 to promote the study of adult education and to facilitate research and dissemination of knowledge in adult education." For example, CASAE lists past and recent publications, provides links to local, national, and international conferences and events, and research resources, and archives proceedings and presentations. See http://www.oise.utoronto.ca/CASAE (**Canada**)

Canadian Bureau for International Education (CBIE) "is an umbrella non-governmental organization comprised of 200 colleges, universities, schools, school boards, educational organizations and businesses across Canada. Nationally, CBIE engages in policy development, research, advocacy and public information. CBIE is both a leader in shaping Canada's international education agenda and a highly recognized provider of professional development programs for Canada's international educators. CBIE manages vital services for foreign students in Canada." See http://www.cbie.ca/ **(Canada)**

Canadian Council on Learning (CCL) is a national, independent, non-profit organization with a mandate to promote and support research to improve all aspects of learning across Canada. The CCL focuses on 1) research, research dissemination, and knowledge mobilization, 2) monitoring and reporting on progress on learning outcomes, and 3) knowledge exchange to inform decision-making. See http://www.ccl-cca.ca **(Canada)**

Canadian Network for Democratic Learning (CANDLE) is a growing organization of adult education organizations in Canada committed to "providing a forum for mutual support among adult education practitioners who promote adult learning for democracy. CANDLE values the different contributions of community-based, union-based, institution-based, Aboriginal, academic and adult educators and adult learners, and provides support to all adult learners and the organizations providing adult education for democracy." See http://www.candlenet.ca/what.asp **(Canada)**

Canadian Labour Congress (CLC) "brings together Canada's national and international unions, the provincial and territorial federations of labour and 137 district labour councils … [It is] active in every aspect of the economic, social and political life of Canadians, from fair wages and safe working conditions to universal health care, equality rights, a sustainable environment, and much more." The Canadian Labour Congress creates leadership capacity in labour education and literacy work. See http://www.clc-ctc.ca **(Canada)**

Civic Practices Network (CPN) "is a collaborative and nonpartisan project dedicated to bringing practical tools for public problem solving into community and institutional settings across the United States." The network is made up of community organizers, civic journalists, environmentalists, business people and others working together to

develop safe and sustainable local economies, civic skills, and community capacities for solving problems "in a diverse and complex society undergoing rapid change." The network provides training manuals, "best practice" guides and evaluative tools, and shares information about innovative projects across the country. See http://www.cpn.org **(United States)**

Conference Board of Canada's mission is to "build leadership capacity for a better Canada by creating and sharing insights on economic trends, public policy and organizational performance [by] conducting, publishing and disseminating research, helping people network, developing individual leadership skills and building organizational capacity." The Conference Board analyzes economic trends and assesses "organizational performance and public policy issues." See http://www.conferenceboard.ca **(Canada)**

Highlander Research and Education Center "was founded in 1932 to serve as an adult education center for community workers involved in social and economic justice movements. The goal of Highlander was and is to provide education and support to poor and working people fighting economic injustice, poverty, prejudice, and environmental destruction. It helps grassroots leaders create the tools necessary for building broad-based movements for change." The web site includes popular education links and lists of resources. See http://www.hrec.org   **(United States)**

Lindeman Center "is a resource-sharing place, a gathering place for educator/activists to combine their skills, knowledge and experience in search of solutions, a Center for problem-posing and strategy-building with organizations and groups in Chicago committed to collective and democratically-determined action." See http://www.nl.edu/academics/cas/Lindeman/index.html **(United States)**

National Institute of Adult Continuing Education (NIACE) has the aim "to promote the study and general advancement of adult continuing education." NIACE focuses its work on advocacy, collaboration with providers, high quality services, research and publications, conferences and workshops, networking, and good practice. The web site includes NIACE reports and fact sheets, etc. See http://www.niace.org.uk **(United Kingdom)**

Organisation for Economic Co-operation and Development (OECD) groups 30 member countries with active relationships with 70 other countries. Best known for its publications and statistics, its work covers economic and social issues including education. See http://www.oecd.org/home/0,2987,en_2649_201185_1_1_1_1_1,00.html **(International)**

Toronto Adult Student Association (TASA) is a non-profit organization created to promote and embrace the principles and values of life-long learning for the adult student sector. TASA was founded to develop and implement appropriate student support services, and to provide students with a platform to collectively express their concerns. TASA identified a void in both the service offerings and program funding for adult learners. In recent years, the educational environment has substantially reduced two-thirds of its funding to adult learners, which has created a current reduction of enrollment figures by 70%. See http://www.tasa2000.com **(Canada)**

UNESCO Institute for Education (UIE) is one of six educational institutes of UNESCO. "It is a non-profit international research, training, information, documentation and publishing centre on literacy, non-formal education, adult and lifelong learning. By drawing on its long and unique experience linking educational research, policy and practice in these areas and by using its competence, its influence and its resources, UIE makes a special contribution in enhancing access to learning, and improving the environment and quality of learning for all in all regions of the world." The web site contains 14,000 on-line materials related to the Institute's mandate. This includes learning materials in different languages, periodical lists, bibliographies, and links to other organizations. See http://www.unesco.org/education/uie/ **(International)**

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3. Universities in Canada with Adult Education Graduate Programs, or Their Equivalent

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The following list is a result of a general Internet search on adult education graduate programs in Canada. Diverse types and titles of potential degree programs make precise searching problematic.

University	Program Link

University	Program Link
Concordia University	Diploma in Adult Education http://doe.concordia.ca/Graduate/Adult_Education.php
Memorial University	M.Ed. in Post Secondary Studies http://www.mun.ca/sgs/prog_study/education.php PhD in Education http://www.mun.ca/regoff/calendar/GraduateStudies.html#EDUCATION_PHD
Mount Saint Vincent University	Master of Education, Master of Arts in Education in Life Long Learning http://www.msvu.ca/education/Adult%20Ed/adultedindex.asp
University of Toronto - Ontario Institute for Studies in Education	MEd., M.A., Ed.D., and Ph.D. Certificate in Adult Training and Development Certificate in Adult Education. http://www.oise.utoronto.ca/depts/aecdcp/ae.html
Saint Francis Xavier University	Master of Adult Education Diploma in Adult Education http://www.stfx.ca/academic/adulted
Simon Fraser University	Doctor of Education in Educational Leadership http://edd.sfu.ca
University College of the Fraser Valley	Bachelor of Arts in Adult Education: http://www.ucfv.ca/aded.htm
University of Alberta	Master of Adult Education http://www.uofaweb.ualberta.ca/edpolicystudies/nav04.cfm?nav04=14194&nav03=14192&nav02=14104&nav01=13947 Ed.D. and Ph.D. in Adult Education http://www.uofaweb.ualberta.ca/edpolicystudies/nav03.cfm?nav03=14198&nav02=14104&nav01=13947
University of British Columbia	Master of Education in Adult Education Master of Arts in Adult Education http://www.edst.educ.ubc.ca/programs/adult_ed.html

University	Program Link
University of Calgary	Master of Continuing Education Master of Education in Workplace and Adult Learning http://www.ucalgary.ca/pubs/calendar/2005/what/fac/GS/CTED.htm Workplace and Adult Learning (M.Ed, M.A., EdD, PhD, Graduate Certificate, Graduate Diploma
University of Guelph	Rural Extension studies http://www.uoguelph.ca/~res/program.html
University of Moncton	Certificat d'éducation des adultes http://www2.umoncton.ca/cfdocs/repertoire/1er_cycle/prog_edp_cert_educ_adultes.htm EDAN: Andragogie http://www2.umoncton.ca/cfdocs/repertoire/1er_cycle/edan.htm
University of New Brunswick	Master of Education (Adult Education) http://www.unbf.ca/education/grad/med.htm PhD in Educational Studies http://www.unbf.ca/education/grad/phd.htm
University of Prince Edward Island	Diploma in Adult Education www.upei.ca/~fac_ed/programs/adindex.htm
University of Regina	Master of Adult Education http://www.uregina.ca/gradstudies/calendar/programs/education.shtml
University of Saskatchewan	Master of Continuing Education http://mced.usask.ca/

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4. Provincial & Territorial Government Resources on Adult Learning

The following list is a result of a general Internet search on Canadian provincial and territorial government web sites for information related to adult learning and literacy. Note that government departments use different titles for their programs and services.

Also, responsibilities for adult learning and adult literacy may be shared by multiple departments and divisions, including employment, social services, and health. Therefore, government departments for adult learning and literacy are included under adult learning.

Province	Department Name and Link
Alberta	Community Based Adult Learning http://www.advancededucation.gov.ab.ca/other
British Columbia	Adult Literacy http://www.aved.gov.bc.ca/literacy
Manitoba	Adult Learning & Literacy http://www.edu.gov.mb.ca/aet/all
New Brunswick	Adult Services Literacy Branch http://www.gnb.ca/0005/0001e.htm
Newfoundland & Labrador	Adult Learning & Literacy http://www.ed.gov.nl.ca/edu/literacy/lit.htm
Northwest Territories	Adult Literacy http://www.ece.gov.nt.ca/Divisions/adult_literacy/adultl_2.htm
Nova Scotia	Adult Learners and Community http://www.ednet.ns.ca/index.php?sid=592176461&t=sub_pages&cat=15
Nunavut	Adult Learning http://www.gov.nu.ca/education/eng/adult/index.htm
Ontario	Literacy & Basic Skills http://www.edu.gov.on.ca/eng/training/literacy/main.html
Prince Edward Island	Literacy http://www.gov.pe.ca/educ/index.php3?number=74846&lang=E
Québec	Ministère de l'Éducation, du Loisir et du Sport Direction de la formation générale des adultes http://www.meq.gouv.qc.ca/dfga/portail.html
Saskatchewan	Learning Programs Branch http://www.sasked.gov.sk.ca/branches/programs/abe.shtml
Yukon Territory	Department of Education http://www.education.gov.yk.ca/advanceded/labour/literacyprograms.html

5. Existing and Planned Research Funding Programs

Canadian Council on Learning (CCL) has recently completed a call for various research proposals in the area of adult learning. It will be issuing a call for research in other Knowledge Centre areas that also include adult learning, such as Aboriginal learning, work and learning, structured learning, and health and learning. See http://www.ccl-cca.ca/

Canadian Women's Foundation is a national public foundation specifically designed to raise and grant funds on violence prevention to meet the needs of women and girls in Canada. See http://www.cdnwomen.org/

Social Sciences and Humanities Research Council of Canada (SSHRC): Funding programs for Graduate students, Postdoctoral researchers, Faculty, Community & on-profit organizations, Aboriginals, postsecondary institutions, scholarly associations. (These programs fund adult education and learning research).
See http://www.sshrc-crsh.gc.ca/

6. Inventories of Research or Researchers

Adult Education Research Conference (AERC) has been the premiere research conference for adult education in the USA for half a century. Conference papers are also available at this web site. See http://www.edst.educ.ubc.ca/aerc

American Association for Adult and Continuing Education (AAACE) provides an adult educators' directory for the USA and for their international members. See http://www.aaace.org/

Canadian Association for Study of Adult Education (CASAE) provides adult education researchers' home pages etc. See http://www.oise.utoronto.ca/CASAE/maineng.html

7. Adult Education and Related Journals

Academy of Management Review

Adult Education and Development

Adult Education Quarterly

Adult Learning (published by AAACE)

Adults Learning (published by NIACE)

Alberta Journal of Educational Research

Alberta Journal of Educational Research

American Educational Research Journal

American Journal of Distance Education

American Sociological Review

Australian Journal of Adult Learning

British Journal of Educational Psychology

Canadian Journal for the Study of Adult Education

Canadian Journal of Development Studies

Canadian Journal of Education

Canadian Journal of Higher Education

Canadian Journal of Sociology

Canadian Journal of University Continuing Ed

Canadian Woman Studies

Caravan

Community Development Journal

Convergence

Development Dialogue

Economic Development and Cultural Change Education Canada

Education Action Research

Educational Research

Educational Technology

Educational Technology Research & Development Evaluation Review

Harvard Educational Review

Innovations in Education and Teaching International

International Journal of Lifelong Education

Journal of Counseling and Development

Journal of Curriculum Studies

Journal of Distance Education

Journal of Educational Thought

Journal of Environmental Education

Journal of Experimental Education
Journal of Extension
Journal of Management Education
Journal of The Community Development Society
Journal of Transformative Education
McGill Journal of Education
Media and Methods
New Directions for Adult and Continuing Education
New Horizons in Adult Education
Open Learning
PAACE Journal of Lifelong Learning
Prospects
Reflective Practice
Review of Educational Research
Signs: Journal of Women in Culture and Society Studies in Continuing Education
Studies in the Education of Adults
T &D (Training and Development)
Teachers College Record
Theory Into Practice
Third World Quarterly

8. Forums (Current Examples of Conferences, Workshops, and Institutes)

Adult Education Research / Canadian Association for the Study of Adult Education
 "Conference 2007: Learning in Community
 Pre-Conferences: June 5-6, 2007
 Main Conference: June 6-9, 2007
 Halifax, NS, Canada
 See:
 http://www.msvu.ca/education/Adult%20Ed/AERC_CASAE_Conference.asp

Adult Higher Education Alliance (AHEA)
 "27th Annual Conference: The 'Futures' of Adult Higher Education"
 October 10-12, 2007
 Dayton, OH, United States

Deadline for abstracts/proposals: N/A
See http://www.ahea.org/conference/annual.htm

Adult Learning Knowledge Centre, Canadian Council on Learning 2007 National Symposium
"The Right to Learn"
June 10-12, 2007
Halifax, NS, Canada
Deadline for abstracts/proposals: N/A
See http://www.unb.ca/ALKCSymposium/indexe.html

American Association for Adult & Community Education (AAACE)
"Spirit of New Norfolk: Life and Adult Education Celebrated Daily"
October 30 – November 2, 2007
Norfolk, Virginia, United States
Deadline for abstracts/proposals: May 15, 2007
See: http://www.aaace.org/conferences/index.html

Association of Canadian Community Colleges Symposium (ACCC)
"Vive la différence**"**
May 27-29, 2007
Montreal, Quebec, Canada
Deadline for abstracts/proposals: Friday, October 13, 2006
See: http://www.accc.ca/english/events/

Canadian Association for Study of Adult Education
"2007 Conference: Learning in Community"
June 6-9, 2007
Halifax, Nova Scotia, Canada
Deadline for abstracts/proposals: November 30, 2005
See: http://www.msvu.ca/education/Adult%20Ed/AERC_CASAE_Conference.asp

Canadian Council on Learning
"Sharing the Flame: Recognizing Excellence in Learning"
June 12-13, 2007
Ottawa, ON, Canada

Deadline for abstracts/proposals: N/A
See: http://www.ccl-cca.ca/CCL/Events/Upcoming/20070612-
13SharingtheFlame.htm?Language=EN

Commission of Professors of Adult Education (CPAE)
"SIG Meeting in Conjunction with AAAEC"
November 1-2, 2007
Norfolk, Virginia, United States
Deadline for abstracts/proposals: May 15, 2007
See: http://www.aaace.org/conferences/index.html

Commission on Adult Basic Education (COABE)
"COABE 2007: Life, Liberty, and the Pursuit of Learning"
March 25, 2007: Pre-Conference
March 26-28: Main Conference
Philadelphia, Pennsylvania, United States
Deadline for abstracts/proposals: Unknown
See: http://www.coabe2007.org/joomla/

Commission on Adult Basic Education (COABE)
"COABE 2008: Details TBA
April 28 – May 1, 2008
St. Louis, Missouri, United States
Deadline for abstracts/proposals: TBA
See http://www.coabe.org/index.cfm?fuseaction=conferences

Literacy BC
2007 Summer Literacy Institute: *Looking with new eyes: Leadership in literacy*
On-line conferencing June 25-July 20, 2007
On-Site July 23-27, 2007, Burnaby, British Columbia, Canada
Deadline for abstracts/proposals: Not Applicable
See http://www2.literacy.bc.ca/sli2007.htm

**Midwest Research-to-Practise for Adult, Continuing, Community, and Extension
Education**

"26th Annual Midwest Research-to-Practise Conference: Building Communities with Sustainability and Social Capital
September 25-27, 2007
Ball State University, Muncie, IN
Deadline for abstracts/proposals: March 1, 2007
See http://mdudka.iweb.bsu.edu/mr2p2007

National Adult Literacy Database (NALD) list workshops and conferences in adult education and literacy across Canada. See http://www.nald.ca/literacyevents/

National Center for Family Literacy
17th Annual National Conference on Family Literacy
March 30 – April 1, 2008
Louisville, Kentucky
Deadline for abstracts/proposals: More information provided July 1007
See: http://www.famlit.org/site/c.gtJWJdMQIsE/b.1574477/
k.110C/National_Conference_on_Family_Literacy_2007.htm

Office of Disability Services
"Overcoming Barriers: Adult Learning Conference (Learning Disabilities)
April 21, 2007
Baton Rouge, Louisiana
Deadline for abstracts/proposals: N/A
See: http://www.giardinafoundation.org/

RaPAL
"Learning journeys - voices and identities in adult literacy, numeracy and ESOL"
June 15-16, 2007
Belfast, Northern Ireland
Deadline for abstracts/proposals: March 28, 2007
See: http://www.qub.ac.uk/schools/SchoolofEducation/NewsandEvents/
Conferences/RaPAL2007/

37th Annual SCUTREA (Standing Committee on University Teaching and Research in the Education of Adults) Conference

July 3-5, 2007
School of Education, The Queen's University of Belfast, Belfast, Northern Ireland
Deadline for abstracts/proposals: January 31, 2007
See: www.scutrea.ac.uk/

Victorian Adult Literacy and Basic Education Council (VALBEC)
"2007 VALBEC Annual Conference: Living Literacies"
May 4, 2007
Melbourne, Australia
Deadline for abstracts/proposals: February 23, 2007
See: http://www.valbec.org.au/05/conf07/index.htm

Western Region Research Conference on the Education of Adults
"1st Annual Conference: Building Learning Communities with a Social Justice
    Foundation"
October 12-14, 2007
Bellingham, Washington, United States
Deadline for abstracts/proposals: March 19, 2007
See: http://www.wwu.edu/wrrcea/

Women Expanding / Literacy Education Action Resource Network (WE LEARN)
4th Annual WE LEARN (Net)Working Conference on Women & Literacy:
    Threads of Experience – Creative Spaces for Women's Learning"
March 9-10, 2007
Boston, Massachusetts, United States
Deadline for abstracts/proposals: December 1, 2006
See: http://www.litwomen.org/conference.html

9. Discussion Lists and Listservs

Many organizations and associations maintain email discussion groups called "listservs"
to share information with interested stakeholders.

To search for listservs in diverse areas of adult education across the web, search the Internet using key terms such as "listserv", "Canada", and/or "adult" and "learning" and "education". For example, a Google search on "listserv adult education" resulted in this compilation: http://www.readiowa.org/ae_webliography.htm. Many other Canadian, American, and international lists are accessible.

Commission of Professors of Adult Education Listserv: For announcements and open discussion. See: casaeaceea-ml@listserv.oise.utoronto.ca

General Adult Education in Canada listserv. See adulted-l@oise.utoronto.ca

B. Health and Learning

This section includes knowledge initiatives, and knowledge transfer, exchange and dissemination initiatives related to general health and learning.

1. Web sites, databases and portals

BC Linked Health Database "is an extensive data resource for applied heath services and population health research. It is housed at, and has been developed by, the Centre for Health Services and Policy Research at the University of British Columbia. Data from the BCLHD have been used for over one hundred health care and health services research projects since 1996." See http://www.chspr.ubc.ca/Bclhd/aboutbclhd.htm **(Canada)**

Bringing Health to Work is a new web portal launched by the Canadian Centre for Occupational Health and Safety (CCOHS). It offers one-stop access to more than 300 authoritative and reliable websites providing information and links to programs and tools, case studies, policies, publications, resources. Information is organized by topics, including aging, childcare, job satisfaction, job design, employee assistance programs (EAPs), stress, and smoking cessation. See http://www.ccohs.ca/healthyworkplaces/ **(Canada)**

Canadian Health Network (CHN) is a national, non-profit, bilingual web-based health information service. CHN's goal is to help Canadians find the information they are

looking for on how to stay healthy and prevent disease. Its mission is to "support Canadians in making informed choices about their health, by providing access to multiple sources of credible and practical e-health information."
See http://www.canadian-health-network.ca/ **(Canada)**

Canada Health Portal is a web-based service of the government of Canada, providing links to many health agencies, organizations, research databases, and general information. See http://chp-pcs.gc.ca/CHP/index_e.jsp?pageid=10042 **(Canada)**

Community Toolbox's mission is "to promote community health and development by connecting people, ideas, and resources." The focus is on practical tools to improve community health and promote community development initiatives, with sections on leadership, strategic planning, community assessment, advocacy, grant writing, and evaluation. Each section includes a description of the task, advantages of doing it, step-by-step guidelines, examples, checklists of points to review, and training materials. Also clear, easy-to-read theory on community development principles are provided. See http://ctb.ku.edu **(United States)**

Health in Action is an Alberta, Canada-based on-line web site with databases of information about programs, research, people/agencies, resources, and tobacco reduction created and used by health promotion and injury prevention practitioners. See http://www.health-in-action.org **(Canada)**

Health Promotion Bookmarks/Hotlinks is health consultant Alison Stirling's compilation of links to health promotion pages across Canada. See http://www.web.net/~stirling **(Canada)**

IDM Best Practices for Health Promotion, Public Health and Population Health is a private web site aimed at using best practice to prevent illness and promote wellness for public health, population health, and health promotion. The web site contains resources, publications, and databases. See http://www.idmbestpractices.ca/idm.php **(Canada)**

Measurement Excellence and Training Resource Information Centre (**METRICS**) is a portal that links to 38 websites that provide hundreds of measures of health outcomes. See http://www.measurementexperts.org/instrument/site_evals.asp **(United States)**

Policy.ca is a non-partisan resource for the public analysis of Canadian policy issues. The site's purpose is to offer a meaningful forum for informed discussion for interested policy makers, members of the academic community, and interested individuals. See http://www.policy.ca/policy-directory/Policy_Organizations/Research_Institutes/Health_Care/index.html **(Canada)**

PubMed "is a service of the U.S. National Library of Medicine that includes over 16 million citations from MEDLINE and other life science journals for biomedical articles back to the 1950s. PubMed includes links to full text articles and other related resources." See http://www.ncbi.nlm.nih.gov/entrez/query.fcgi **(United States)**

Social Determinants of Health contains links to a listserv on social determinants of health, research links, conference proceedings, and a publication list. See http://quartz.atkinson.yorku.ca/QuickPlace/draphael/Main.nsf/h_Toc/add17a118af948d985256cd900682d5b/?OpenDocument **(Canada)**

Women's Health Matters is a web site where "consumers will find the latest information, news and research findings on women's health, diseases and lifestyle trends. The site is updated several times a week and is a partnership of Sunnybrook & Women's College Health Sciences Centre and the Centre for Research in Women's Health." See http://www.womenshealthmatters.ca/ **(Canada)**

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2. Organizations and Centres That Analyze and Link Data, and/or Broker Knowledge

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Agency for Healthcare Research and Quality (AHRQ) has a mission to "improve the quality, safety, efficiency, and effectiveness of health care for all Americans." Their goals are to "support improvements in health outcomes … strengthen quality measurement and improvement … [and] identify strategies that improve access, foster appropriate use, and reduce unnecessary expenditures." One research initiative involves developing "partnerships between researchers and health care systems and organizations (e.g., integrated health service delivery systems, academic health systems, purchaser groups, managed care programs including health maintenance organizations (HMOs), practice networks, worksite clinics) to help accelerate and magnify the impact of practice-based, patient outcome research in applied settings." See http://www.ahrq.gov **(United States)**

Atlantic Health Promotion Research Centre's mission "is to conduct and facilitate health promotion research that informs policies and practices and contributes to the health and well-being of Atlantic Canadians." See http://www.ahprc.dal.ca/ **(Canada)**

Atlantic Network for Prevention Research is based at the Atlantic Health Promotion Research Centre at Dalhousie University. The organization is a collaboration among university research centres in the four Atlantic provinces, each heading up Atlantic-wide networks of researchers, practitioners, community groups, and policy makers. See http://www.ahprc.dal.ca/CRD.pdf **(Canada)**

BC Centre of Excellence for Women's Health facilitates research on the social determinants of health for marginalized women through their Seed Grant program, discussion groups to develop collaborative research projects, educational events, and research. It is a useful resource on policy, research, and service provision relating to women's health issues. See http://www.bccewh.bc.ca **(Canada)**

Bureau of Women's Health and Gender Analysis "is the focal point for women's health within the federal government. It provides policy advice and leads initiatives to advance women's health and to increase our understanding of how sex and gender affect health over the lifespan. It builds departmental capacity by coordinating the implementation of gender-based analysis and reports on the development of gender-sensitive legislation, policies and programs at Health Canada. The Bureau, through the Centres of Excellence for Women's Health, Working Groups and the Canadian Women's Health Network, ensures policy relevant research and information dissemination." See http://www.hc-sc.gc.ca/ahc-asc/branch-dirgen/hpb-dgps/pppd-dppp/bwhga-bsfacs/index_e.html **(Canada)**

Canadian Alliance of Community Health Centre Associations (CACHCA) "was established in 1995 to provide support to Canada's provincially-based community health centre organizations (CHCs) and to represent the interests of those organizations at the national level. The main objective of CACHCA is to work for improved health services for individuals and their families in communities across Canada by promoting CHCs as a cost-effective and successful method for delivering primary health care." The CACHCA web site includes all associations and federations of community health for each province

and territory as well as individual community health centres. See http://www.cachca.ca/ **(Canada)**

Canadian Centre for Occupational Health and Safety "promotes a safe and healthy working environment by providing information and advice about occupational health and safety." The web site includes an Internet dictionary of related web sites and a discussion group. See http://www.ccohs.ca/ **(Canada)**

Canadian Consortium on Health Promotion Research has a mission "to enhance health promotion research, policy and practice in Canada through linking research, capacity development and information dissemination." Fourteen centres from across Canada are members of the Canadian Consortium for Health Promotion Research. The Consortium supports its members in their work, provides information exchange opportunities, new opportunities for collaboration, and advocates for health promotion research. Please see members for each province on the web site. See http://www.utoronto.ca/chp/CCHPR/introe.htm **(Canada)**

Canadian Health Coalition "is dedicated to preserving and enhancing Canada's public health system for the benefit of all Canadians. Founded in 1979, the coalition includes organizations representing unions, seniors, women, students, consumers and health care professionals from across Canada. This web site was made possible thanks to financial support from these organizations." See http://www.healthcoalition.ca **(Canada)**

Canadian Health Librarians Association's mandate is to improve health and health care by promoting excellence in access to information. Members in 18 chapter groups disseminate knowledge via libraries in health care settings and in the community. They also manage a list serv and the CanMedLib website, hold national conferences and training. See http://www.chla-absc.ca/chapter/index.html **(Canada)**

Canadian Institute for Health Information (CIHI) is a non-profit, pan-Canadian organization with a goal to improve the health of Canadians and the healthcare system. It produces several publications and reports based on its extensive information holdings, data analysis activities, and development initiatives. See http://secure.cihi.ca/cihiweb/splash.html **(Canada)**

Canadian Policy Research Network has a mission "to help make Canada a more just, prosperous and caring society. It seeks to do this through excellent and timely research, effective networking and dissemination, and by providing a valued neutral space within which an open dialogue among all interested parties can take place." The organization does research related to health. The web site includes a large collection of full-text documents. See http://www.cprn.com **(Canada)**

Canadian Public Health Agency is an agency of the government of Canada created to renew the public health system in Canada and support a sustainable health care system. Its mission is "to promote and protect the health of Canadians through leadership, partnership, innovation and action in public health." It hosts a large collection of reports and articles related to health promotion. See http://www.phac-aspc.gc.ca/new_e.html **(Canada)**

Canadian Public Health Association (CPHA) is a national, not-for-profit association representing public health in Canada with links to the international public health community. CPHA's mission is "to constitute a special national resource in Canada that advocates for the improvement and maintenance of personal and community health…" It contains many links to other health-related organizations and has a collection of full-text research reports and articles. http://www.cpha.ca/ **(Canada)**

Canadian Women's Health Network (CWHN) works to improve the health and lives of girls and women. As such, it is guided by a woman-centred vision of health and wellness and believes that the social conditions that impact on health must be addressed. The web site includes some publications and research bulletins. See http://www.cwhn.ca/index.html **(Canada)**

Centre for Community Health Promotion Research, University of Victoria focuses on "research that investigates the complex interrelatedness of the broad determinants of health and systemic changes required to promote health, particularly at the community level." See http://web.uvic.ca/calendar2005/CAL/Rese/CfCoHPR.html **(Canada)**

Centre for Health Promotion "…is a community-academic partnership. The Centre is committed to excellence in education, evaluation and research. In a multi-disciplinary, collaborative context it activates, develops and evaluates innovative health promotion approaches in Canada and abroad." See http://www.utoronto.ca/chp **(Canada)**

Centre for Health Services and Policy Research's (CHPR) mission "is to stimulate scientific enquiry into issues of health in population groups, and ways in which health services can best be organized, funded and delivered. CHSPR is based at the University of British Columbia, and positioned within the College of Health Disciplines, an innovative affiliation of seven faculties providing leadership in interdisciplinary and interprofessional education." See http://www.chspr.ubc.ca/About/whatwedo.htm **(Canada)**

Centre for Research in Women's Health (CRWH) "is a research centre dedicated to creating knowledge that improves women's lives. Established as a partnership between an academic institution (The University of Toronto) and a clinical institution (Sunnybrook and Women's College Health Sciences Centre), CRWH unites a variety of perspectives in understanding women's health. CRWH works with partners, in clinical settings, academic institutions and communities around the world to create and disseminate knowledge about women's health." Their mission is to "integrate scientific and humanistic perspectives to conduct and foster research relevant to women's lives and to promote its application in diverse communities." See http://www.crwh.org **(Canada)**

Centre for Research on Inner City Health (CRICH) at St Michael's Hospital "is becoming recognized nationally and internationally as a centre of excellence for inner city health research. It is the first research centre of its kind in Canada whose mission is to improve the health of urban populations through a program of policy relevant research, with particular emphasis on the needs of socially disadvantaged and economically deprived groups. The goals of this Centre include creating knowledge about health issues affecting inner city populations, working with community partners through such avenues as community-based participatory research, and sustaining and growing research capacity." See http://www.crich.ca/ **(Canada)**

Centre for Social Justice "is an advocacy organization based in Ontario with national and international links that seeks to strengthen the struggle for social justice." It works with various partnerships in the social movement and conducts research in order to narrow income and wealth disparities and build peace. In 2002, it organized a conference on the social determinants of health. All the papers and presentations from the conference can be downloaded from the web site. See http://www.socialjustice.org/ **(Canada)**

Centre for Urban Health Initiatives (CUHI) "is a Canadian urban health research centre located in University College at the University of Toronto. CUHI facilitates research that examines how the social and physical conditions in cities affect the health of the people who live there. In close partnership with the Wellesley Central Health Corporation, its mission is to work with policy makers, community partners and academics from many disciplines to make great urban health research happen – research that leads to social change and improved public policy." See http://www.cuhi.utoronto.ca/ **(Canada)**

Centres of Excellence for Women's Health (CWHN) "is a dynamic leader in a partnership that focuses on timely and innovative ways of gathering and sharing research. Its mandate is to improve the health of girls and women by collecting, producing and distributing information, and by sharing data, ideas, directions and inspiration. The Network works closely with five Centres of Excellence to support broad dissemination of their research findings and recommendations. The CWHN acts as a central clearing house and resource centre for individuals and organizations interested in women's health. More than 5,000 organizations and health education resources are included in the Network's databases." See http://www.cewh-cesf.ca **(Canada)**

Community-Campus Partnerships for Health (CCPH) "is a nonprofit organization that promotes health through partnerships between communities and higher educational institutions. Founded in 1996, it is a growing network of over 1000 communities and campuses throughout the United States and increasingly the world that are collaborating to promote health through service-learning, community-based participatory research, broad-based coalitions and other partnership strategies. Web site includes links, information, reports and research and papers related to the organization's mission. See http://depts.washington.edu/ccph/ **(United States)**

Consortium national de formation en santé (CNFS): "Le CNFS regroupe dix établissements d'enseignement universitaire et collégial répartis dans l'ensemble du Canada et offrant des programmes d'études en français dans différentes disciplines de la santé. L'objectif de cette alliance stratégique consiste à accroître la présence et l'apport de professionnels de la santé et de chercheurs francophones pour répondre pleinement, en français, aux communautés francophones en situation minoritaire. Le CNFS veut ainsi renforcer une contribution significative au mieux-être et au plein épanouissement de ces communautés." Voir www.cnfs.ca **(Canada)**

The CNFS is comprised of 10 universities and colleges from across Canada which offer programs of studies in French in various disciplines of health. The objective of this strategic alliance is to increase the presence and the contribution of professionals of health and French-speaking researchers to respond fully, in French, at the French-speaking communities in minority situation. The CNFS wants to reinforce a significant contribution to the greater well-being and flourishing of these communities. See www.cnfs.ca **(Canada)**

Health Canada is "the federal department responsible for helping Canadians maintain and improve their health, while respecting individual choices and circumstances." See http://www.hc-sc.gc.ca **(Canada)**

Health Council of Canada "is mandated to monitor and report on the progress of health care renewal on Canada… the Council reports to the Canadian public and operates as a non-profit agency … 26 councillors, including representatives of federal, provincial and territorial governments, experts and citizen representatives. … have a broad range of experience bringing perspectives from government, health care management, research and community life from across Canada." See http://healthcouncilcanada.ca **(Canada)**

Health and Learning Knowledge Centre (HLKC) is "based in the University of Victoria [and] has been identified to be the national centre of reference for health and learning. A consortium composed of 17 organizations from across the country will help lead the Health and Learning Knowledge Centre activities. This knowledge centre will build on the research that links levels of education and levels of health and will draw upon the active base of researchers in BC and Yukon who specialize in the health-education interface and will also create links among researchers right across the country." See http://www.ccl-cca.ca/healthlearning/home/default.asp **(Canada)**

Horizons Community Development Associates is composed of medical professionals and educators and focuses on measuring community capacity and brokering knowledge for community health action. It has an on-line tool for use to measure community capacity. See http://www.horizonscda.ca/projects/ ccmkit.html **(Canada)**

Institute for Community Research is dedicated to using research to promote equal access to health, education, and cultural resources. The organization creates collaborative research, education, and program models in health, education, and community/heritage arts that support individual, organizational, and community change. Their website

includes examples of community-based research as applied in impoverished communities. See http://www.incommunityresearch.org **(United States)**

Institute of Health Promotion and Disease Prevention (IHPDP) is "dedicated to the advancement of interdisciplinary research and education to improve the health and well-being of individuals and whole communities at the local and global levels". It provides summaries of research projects conducted at the IHPDP. See http://ipr1.hsc.usc.edu/ipr/ **(United States)**

Institutes of Medicines (IOM) of the National Academies "provides a vital service by working outside the framework of government to ensure scientifically informed analysis and independent guidance. The IOM's mission is to serve as adviser to the nation to improve health. The Institute provides unbiased, evidence-based, and authoritative information and advice concerning health and science policy to policy-makers, professionals, leaders in every sector of society, and the public at large." The web site contains full-text reports. See http://www.iom.edu **(United States)**

International Society of Urban Health (ISUH) "is an association of researchers, scholars, and professionals from various disciplines and areas of the world who study the health effects of urban environments and urbanization." The web site contains a series of literature reviews of urban health as well as institutions and programs involved in urban health. The site also lists international conferences of interest to those involved in urban health. See http://www.isuh.org **(International)**

International Union for Health Promotion and Education has a mission "to promote global health and to contribute to the achievement of equity in health between and within countries of the world. The IUHPE fulfils its mission by building and operating an independent, global, professional network of people and institutions to encourage the free exchange of ideas, knowledge, know-how, experiences, and the development of relevant collaborative projects, both at global and regional levels." See http://www.iuhpe.nyu.edu **(International)**

National Alliance of Provincial Health Research Organizations (NAPHRO) is "an alliance of provincial health research funding agencies [that] was created in 2003 to promote increased dialogue, linkages and partnership activities." Members of the National Alliance of Provincial Health Research Organizations (NAPHRO) include:

Alberta, British Columbia, Quebec, Manitoba, Newfoundland, Nova Scotia, Ontario, Prince Edward Island, and Saskatchewan. "Members of the alliance meet (via teleconference and face to face) on a regular basis to share information and identify potential opportunities for working collaboratively on common issues." **(Canada)**

National Anti-Poverty Organization (NAPO) "is a non-profit, non partisan organization that represents the interests of low-income people in Canada. NAPO works for the eradication of poverty in Canada by: 1) ensuring the concern of low--income people are reflected in federal policy and decision making, 2) defending the human and economic rights of low-income people, and 3) assisting local and regional organizations to bring voices of low-income people in Canada to decision making and policy making processes in their communities." The organization includes health and poverty as one its issues. See <http://www.napo-onap.ca/> **(Canada)**

National Collaborating Centre for the Social Determinants of Health (NCC-SDH) Atlantic is one of six national centres to advance a pan-Canadian public health strategy. It is being developed to 1) increase the knowledge base and influence practice at all levels in public health; and 2) increase partnerships and develop inter-sectoral collaborations to address specific determinants of health or combinations of those determinants. The website contains links to research, funding and programs, and current news of the field. See <http://www.nshrf.ca/AbsPage.aspx?siteid=1&lang=1&id=8> **(Canada)**

National Coordinating Group on Health Care Reform and Women has a mandate to coordinate research on health care reform and women, and to translate this research into policies and practices. The web site includes publications on health care reform, privatization, and care giving. See <http://www.cewh-cesf.ca/healthreform> **(Canada)**

Ontario Healthy Communities Coalition's (OHCC) goal is to achieve social, environmental, and economic health and well-being for individuals, communities, and local governments. Its mission is "to work with the diverse communities of Ontario to strengthen their social, environmental and economic well-being." It is bilingual and has many links to other organizations and web sites. See <http://www.healthycommunities.on.ca/> **(Canada)**

Ontario Prevention Clearinghouse (OPC) is Ontario's longest standing health promotion organization. It operates in English and French. It helps individuals, groups, and communities use health promotion strategies to achieve health and well-being. See http://www.opc.on.ca/ **(Canada)**

Pan American Health Organization (PAHO) is an international public health agency with 100 years of experience in working to improve health and living standards of the countries of the Americas. It serves as the specialized organization for health of the Inter-American System. It also serves as the Regional Office for the Americas of the World Health Organization and enjoys international recognition as part of the United Nations system. See http://www.paho.org/ **(International)**

People's Health Movement is a world-wide movement coordinated by a global secretariat. Its objectives focus on health for all, universal access to health care, participation of people and organizations in public policy, and equity and sustainable development. The web site includes an array of reports, articles, and research with an international focus. It also includes the People's Charter on Health. See http://www.phmovement.org/charter/pch-english.html **(International)**

Prairie Women's Health Centre of Excellence (PWHCE) "is one of the Centres of Excellence for Women's Health supported by the Bureau of Women's Health and Gender Analysis of Health Canada. The Centres are dedicated to improving the health status of Canadian women by supporting policy-oriented, and community-based research and analysis on the social determinants of women's health. PWHCE's goal is to improve the health of women in Manitoba and Saskatchewan in particular by making the health system more responsive to women's and girls' health and well being." The PWHCE has published a community action research kit and CD (2005) on Rural, Remote and Northern Women's Health policy and research directions after a national study by the same name. See http://www.pwhce.ca **(Canada)**

Praxis Project is "a national, non-profit organization that builds partnerships with local groups to influence policymaking to address the underlying, systemic causes of community problems. Committed to closing the health gap facing communities of color, it forges alliances for building healthy communities." See http://www.thepraxisproject.org/ **(United States)**

Prevention Institute is a US based organization that "move[s] beyond approaches that target individuals, one person at a time, to create systematic, comprehensive strategies that change the conditions that impact community health." From an approach of prevention, it maintains a database of research, publication lists, and information on "injury and violence prevention, traffic safety, health disparities, nutrition and physical activity, and youth development." See http://www.preventioninstitute.org (**United States**)

Public Health Agency of Canada is an agency of the government of Canada created to renew the public health system in Canada and support a sustainable health care system. Its mission is "to promote and protect the health of Canadians through leadership, partnership, innovation and action in public health." It hosts a large collection of reports and articles related to health promotion. See http://www.phac-aspc.gc.ca/new_e.html (**Canada**)

Statistics Canada "works in partnership with all sectors of government, the economy and society to identify and fulfill the information requirements of today and tomorrow. Statistics Canada's data collection includes major themes such as: Agriculture, Environment, Health, Manufacturing, Prices, Primary industries, Social conditions, and Travel and Tourism." From the themes, Statistics Canada generates publications and statistical reports. Every five years, the Census provides an updated national portrait on areas such as work life, family structure, and ethnicity. See http://www.statcan.ca (**Canada**)

World Health Organization (WHO) is the United Nations' specialized agency for health. "Its objective as set out in its constitution is the attainment by all people of the highest level of health." Health is defined as physical, mental, and social not just the absence of disease. The web site includes FAQs, some reports and links to other reports and information. See http://www.who.int/en (**International**)

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3. Universities in Canada with Health Promotion Graduate Programs, or Their Equivalent

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The following list is a result of a general Internet search on Canadian undergraduate and graduate programs related to health promotion in Canada. Diverse types and labels of potential degree programs make precise searching problematic.

Institution	Program
Athabasca University (distance education)	Masters of Health Studies, Centre for Nursing and Health Studies
Brock University	BA in Community Health
Canadore College	Health Promotion Multidisciplinary Post Diploma
Centennial College	Workplace Wellness and Health Promotion (32 week post-graduate program)
Dalhousie University	BSc in Health Education, School of Health and Human Performance MSc in Community Health and Epidemiology, Faculty of Medicine MA in Health Education, School of Health and Human Performance
First Nations Technical Institute	Indigenous Community Health Worker, Health and Environment Department
Laurentian University	BSc in Health Sciences and Human Kinetics, with a specialization in health promotion
McMaster University / Canadore College	Postgraduate Diploma in Health Promotion http://www.canadorec.on.ca/Programs/FullTime/HealthSciences/040401.cfm
Memorial University of Newfoundland	Graduate Diploma in Community Health, Faculty of Medicine MSc in Community Health, Faculty of Medicine
Queen's University	MA in Community Health and Epidemiology, School of Medicine M.A. M.Sc. and Ph.D. in Physical and Health Education http://www.phe.queensu.ca/

Institution	Program
University of Alberta	MSc and Diploma in Health Promotion, Centre for Health Promotion Studies Postgraduate Diploma in Health Promotion http://www.chps.ualberta.ca/
Universite Laval	MSc and PhD in Epidemiology, Faculty of Medicine MSc and PhD in Community Health, Faculty of Medicine
University of Manitoba	MSc and PhD in Community Health Sciences, Faculty of Medicine
University of Northern British Columbia	MSc in Community Health Sciences, School of Graduate Studies
University of Saskatchewan	MSc in Community Health and Epidemiology, College of Graduate Studies and Research
University of Toronto	MHSc in Health Promotion, Department of Public Health Sciences, Faculty of Medicine PhD in Public Health Sciences, Faculty of Medicine
University of Victoria	M.Sc. in Health Information Science http://hinf.uvic.ca/programs/gradprog/gradprog.htm
University of Waterloo	Bachelor of Health Science Degree offers a specialization in Health Promotion
University of Western Ontario	BHSc with a Specialization in Health Promotion, Faculty of Health Sciences

4. Provincial/Territorial Departments/Ministries of Health

The following list is a result of a general Internet search on Canadian provincial and territorial government web sites for information related to health. Note that government departments use different titles for their programs and services.

Province	Department Name and Link
Alberta	Health and Wellness http://www.health.gov.ab.ca/

Province	Department Name and Link
British Columbia	Ministry of Health Services http://www.gov.bc.ca/bvprd/bc/channel.do?action=ministry&channelID=-8387&navId=NAV_ID_province
Manitoba	Manitoba Health http://www.gov.mb.ca/health/
New Brunswick	New Brunswick Department of Health and Wellness http://www.gnb.ca/0051/index-e.asp
Newfoundland & Labrador	Department of Health & Community Services http://www.health.gov.nl.ca/health/
Northwest Territories	Health & Social Services http://www.hlthss.gov.nt.ca/default.htm
Nova Scotia	Department of Health http://www.gov.ns.ca/health/ Nova Scotia Health Promotion http://www.gov.ns.ca/ohp
Nunavut	Health & Social Services http://www.gov.nu.ca/hsssite/hssmain.shtml
Ontario	Ministry of Health & Long-Term Care http://www.health.gov.on.ca/ Ministry of Health Promotion http://www.mhp.gov.on.ca/english/default.asp
Prince Edward Island	Ministry of Health http://www.gov.pe.ca/health/index.php3
Quebec	Health & Social Services http://www.msss.gouv.qc.ca/en/
Saskatchewan	Saskatchewan Health http://www.health.gov.sk.ca/index.html
Yukon Territory	Health & Social Services http://www.hss.gov.yk.ca/

5. Existing and Planned Research Funding Programs

Alberta Heritage Foundation for Health Research "supports a community of researchers who generate knowledge. This knowledge improves the health and quality of life of Albertans and people throughout the world. Its long-term commitment is to fund health research based on international standards of excellence and carried out by new and established investigators and researchers in training." http://www.ahfmr.ab.ca/ **(Canada)**

Canadian Council on Learning has recently completed a call for various research proposals in the area of adult learning. It will be issuing a call for research in other Knowledge Centre areas that also include adult learning, such as Aboriginal learning, work and learning, structured learning, and health and learning. See http://www.ccl-cca.ca/ **(Canada)**

Canadian Institute for Health Research (CIHR) is the major federal agency responsible for funding health research in Canada. The CIHR supports more than 10,000 researchers and staff each year to increase knowledge and understanding of health sciences and ultimately, to improve the health of Canadians. In 2003-2004, the CIHR made investments of $580 million. See http://www.cihr-irsc.gc.ca/e/193.html **(Canada)**

Canadian Health Services Research Foundation funds applied health systems research. Most research programs are funded jointly by the Foundation and other organizations such as the Canadian Institutes of Health Research (CIHR), provincial ministries, and agencies and other organizations. The Foundation focuses its funding on priority health-system issues and on filling gaps in applied health services and policy research. See http://www.chsrf.ca/research_themes/index_e.php **(Canada)**

Canadian Research Information System (CRIS) allows individuals to search for grants and awards funded by the agencies participating in CRIS. This system is sponsored by Health Canada. See http://webapps.cihr-irsc.gc.ca/cris/Search?p_language=E&p_version=CRIS **(Canada)**

eHealth Resources is sponsored by Health Canada. "It provides links to organizations which provide funds for health research on the use of information and communications technologies in health. All opportunities are open to Canadian researchers, although in some instances international partnership arrangements may be a prerequisite. Asterisks

denote new and currently available funding programs."
See http://www.hc-sc.gc.ca/hcs-sss/ehealth-esante/res/fin/fin_geo_e.html **(Canada)**

Fonds de la recherche en santé du Quebec (FRSQ) est un organisme subventionnaire qui met en œuvre les stratégies gouvernementales en matière de recherche en santé humaine telles que définies par la Politique québécoise de la science et de l'innovation. Le FRSQ joue un rôle de premier plan dans la planification et la coordination du développement de la recherche québécoise en santé. Le FRSQ alloue chaque année près de 80 millions $ en bourses et en subventions à la recherche publique en santé humaine, à l'université comme dans les centres de recherche du réseau de la santé, quelle que soit la méthodologie (fondamentale, clinique, épidémiologique, en santé publique, sur les services de santé et sur les aspects sociaux de la santé). Regardez http://www.frsq.gouv.qc.ca/fr/index.shtml **(Canada)**

The FRSQ (Fonds de la recherche en santé du Québec) is a non-profit funding agency with the mandate to implement government strategy with respect to human health research as presented in the Québec Policy on Science and Innovation. The FRSQ plays a leading role in planning and coordinating the development of health research in Québec. The FRSQ allocates $80 million annually in awards and grants for public-sector research into human health carried out today in universities and hospital-based research centres. [It] funds projects using any of the recognized methodologies (basic, clinical, epidemiological, public health, health services and the social determinants of health). See http://www.frsq.gouv.qc.ca/en/index.shtml **(Canada)**

Health Canada has a Health Policy Research Program. It funds extramural policy research in order to improve the evidence base for health policy decisions. It also oversees the Population Health fund, initiatives, and resources found on its website at http://www.phac-aspc.gc.ca/ph-sp/phdd/initiative/index.html.
See also http://www.hc-sc.gc.ca/sr-sr/finance/hprp-prpms/index_e.html **(Canada)**

Manitoba Health Research Council "is mandated to promote and assist basic, clinical and applied research in the health sciences in Manitoba and advise the minister in respect of such matters relating to health research as the minister may refer to the council for its consideration. From moneys received from the Province, the council provides funds for research in the health sciences through a number of grants and awards programs."
http://mhrc.mb.ca/ **(Canada)**

Max Bell Foundation encourages and provides research funding for "the development of innovative ideas that impact public policies and practices with an emphasis on health and wellness, education, and the environment." See http://www.maxbell.org/ **(Canada)**

Michael Smith Foundation for Health Research leads, partners and serves as a catalyst to build British Columbia's capacity for excellence in clinical, biomedical, health services and population health research. It has a funding program for research. http://www.msfhr.org/ **(Canada)**

Newfoundland & Labrador Centre for Applied Health Research has a "mission is to contribute to the effectiveness of the health and community service system of Newfoundland and Labrador and to the physical, social, psychological health and wellbeing of the province's population by supporting the development and the use of applied health research in this province. http://www.nlcahr.mun.ca/ **(Canada)**

Nova Scotia Health Research Foundation mandate is to "foster health research throughout the province by assisting, collaborating with and funding individuals and organizations conducting health research; study matters consistent with the priorities identified by health boards, government, institutions and individuals and report its findings to the minister; and increase public knowledge and awareness of the foundation and its benefits." See http://www.nshrf.ca **(Canada)**

Ontario Ministry of Health and Long-Term Care funds independent research in health services including the "management, organization, and effectiveness of health services to inform decision-making in policy, planning and delivery of health services." See http://www.health.gov.on.ca/english/providers/ministry/grants/hrp_05/hrp_05.html **(Canada)**

PEI Health Research Institute "develops and maintains a strategic plan for health research that includes identifying and supporting emerging areas of excellence that can become foci of recognition for PEI and UPEI health research activities. It also develops and supports quality research and researchers that meet the criteria of excellence of nationally peer-reviewed funding and publishing agencies. http://peihri.upei.ca/peihri/index1.html **(Canada)**

Saskatchewan Health Research Foundation "contributes to a healthy province by funding and promoting excellence in health research, promoting the benefits of health research, and enhancing capacity, including securing funds to support excellent research and researchers." http://www.shrf.ca/ **(Canada)**

6. Inventories of Research or Researchers

AcademyHealth's Changes in Health Care Financing and Organization (HCFO), a program of The Robert Wood Johnson Foundation, strives to bridge the health policy and health services research communities by reaching two primary objectives: to provide public and private decision-makers with usable and timely information on health care policy, financing, and market developments, and to bring together the policy and research communities through significant convening, issues identification, research translation, and communication activities. See http://www.hcfo.net

AHPRC Research Associate Database is an online database contains records on over 200 researchers, mainly in the Atlantic provinces, who are actively working in health-related fields. See http://www.ahprc.dal.ca/research/

Canadian Council on Learning Expert Panel

Canadian Health Services Research Foundation has just launched a new online resource. "Each resource is gathered and assessed by the foundation to help organizations find, assess, interpret, and apply research evidence to inform health system policy and management decisions. The resources are classified per various phases — acquire, assess, adapt, and apply — to ensure relevant tools are easily available for the user." See http://www.chsrf.ca/knowledge_transfer/tools_e.php

Centres of Excellence for Women's Health "represent a unique multi-disciplinary partnership among academics, community-based organizations and policy makers." To date, the Centres have produced more than 300 research reports. "Their aim is to inform the policy process and generate knowledge about the determinants of women's health, including gender and diversity. While regionally-based, the Centres of Excellence research has regional, national and international policy applications." Its database, managed by the Canadian Women's Health Network (CWHN), can be used to "locate

research projects and publications funded through the Women's Health Contribution Program." See http://www.hc-sc.gc.ca/hl-vs/women-femmes/contribution_e.html#1 (**Canada)**

HP-Source.Net is a voluntary, international collaboration of researchers, practitioners, and policy makers, with the common goal to maximise the efficiency and effectiveness of health promotion policy, infrastructures and practices. It is a comprehensive database of health promotion policies, infrastructures, and practices. See   http://www.hp-source.net/ **(International)**
National Collaborating Centre (NCC)

7. Health and Learning Related Journals

Academic Medicine
American Family Physician
American Journal of Health Studies
American Journal of Pharmaceutical Education
American Journal of Public Health
Annals of Internal Medicine
Annals of Pharmacotherapy
Annual Reviews in Public Health
Archives of Family Medicine
Australasian Journal on Aging
Canadian Journal of Dietetic Practice and Research
Canadian Journal of Nursing Research
 Canadian Journal of Public Health
 Context: The Journal Recognizing Student Health Professionals Engaged in Their
        Communities
Critical Public Health (UK-based)
Epidemiologic Reviews
European Journal of Public Health
Health Care for Women International
Health Education and Behaviour

Health Education Research

Health Policy and Planning

Health Promotion International

Home Health Care Management Practice

International Electronic Journal of Health Education

International Journal for Quality in Health Care

International Journal of Health Services

Internet Journal of Health Promotion

Journal of Advanced Nursing

Journal of American Board of Family Practitioners

Journal of Community Health

Journal of Community Health Nursing

Journal of Continuing Education in the Health Professions

Journal of Epidemiology and Community Health

Journal of General Internal Medicine

Journal of Health Care for the Poor and Underserved

Journal of Interprofessional Care

Journal of Law, Medicine & Ethics

Journal of Mental Health (UK-based)

Journal of Nursing Care Quality

Journal of Nutrition Education

Journal of Public Health Medicine

Journal of Public Health Policy

Journal of the American Academy of Nurse Practitioners

Journal of the American Dietetic Association

Journal of the American Medical Association

Journal of Urban Health

Nursing Economics

Oncology Nursing Forum

Ontario Health Promotion E-Mail Bulletin

Patient Education and Counseling

Preventive Medicine

Progress in Community Health Partnerships: Research, Education, and Action
Public Health Reports

Registered Nurse Journal

RN

Social Science & Medicine
Social Theory and Health (US-based)
Sociology of Health and Illness
Texas Journal of Rural Health
The Health Care Supervisor
The Journal of Continuing Education in Nursing
The Journals of Gerontology
The Nation's Health
Understanding health literacy and its barriers: Current Bibliographies in Medicine
2004-1, National Library of Medicine
Women & Health
Women's Health Journal

8. Forums (Current Examples of Conferences, Workshops, and Institutes)

AcademyHealth 2007 Annual Research Meeting
June 3-5, 2007
Orlando, Florida, United States
Deadline for Abstracts: January 12, 2007
See: http://www.academyhealth.org/arm/index.htm

Atlantic Networks for Prevention Research (ANPR)
"ANPR 2007 Conference: Assessment and Action for Healthy Settings:
Communities, Workplaces and Schools"
July 4-6, 2007
St. John's, NF, Canada
Deadline for abstracts: February 15, 2007.
See http://www.med.mun.ca/anpr2007/pages/welcomeANPR.htm

Canadian Association for Health Services and Policy Research
"Leading, Linking and Listening: Knowledge Exchange at the Frontiers of Health
Services and Policy Research"
June 12-14, 2007
Toronto, ON, Canada
Deadline for abstracts: February 16, 2007

See: http://www.cahspr.ca/default1.asp?active_page_id=1%20

5th Canadian Cochrane Symposium
"Knowledge of Health"
Feb 12-13, 2007
Ottawa, Ontario, Canada
See: www.cochrane.uottawa.ca/symposia.asp

Canadian Health Librarians
"2007 National Conference: Capitalizing on Health Partnerships"
May 28- June 1, 2007
Ottawa, Ontario, Canada
Deadline for abstracts/proposals: Not Available
See: http://www.chla-absc.ca/2007/index_e.htm

Canadian Health Librarians
"2008 National Conference"
May 26-30, 2008
Halifax, Nova Scotia, Canada
Deadline for abstracts/proposals: Not Available
See: http://www.chla-absc.ca

Canadian Health Librarians
"2009 National Conference"
May 26-30, 2008
Winnipeg, Manitoba, Canada
Deadline for abstracts/proposals: Not Available
See: http://www.chla-absc.ca

Canadian Institute for Health Research:
"Globalization and the Health of Canadians: A Conference for Researchers, Students, and the Public"
February 6-8, 2007
Edmonton, Alberta, Canada
Deadline for Proposals: Not applicable
See: http://www.ualberta.ca/PARKLAND/forgotten/

Canadian Public Health Association

"98th Annual Conference- Public Health in Canada: From Politics to the People"

September 26-29, 2007

Ottawa, Ontario, Canada

Deadline for abstracts/proposals: April 13, 2007, 5:00pm EST

See: http://www.conference.cpha.ca/en/index.html

Community-Campus Partnerships for Health (CCPH)

"CCPH 10th Anniversary Conference"

April 11-14, 2007

Toronto, ON, Canada

Deadline for proposals: Closed

See http://depts.washington.edu/ccph/conf-overview.html

Emerging New Research in Geographies of Health and Impairment (ENRGHI)

"ENRGHI 2007"

March 27-28, 2007

Leeds, England

Deadline for abstracts/proposals: January 12, 2007

See http://www.geog.leeds.ac.uk/conferences/enrghi/

Health Literacy Institute

"15th Annual Health Literacy Institutes"

Freeport, Maine, United States

June 10-13, 2007 AND October 28-31, 2007

Deadline for abstracts/proposals: Not applicable

See: http://www.healthliteracyinstitute.net/summerinstitute.html#ataglance

Institute for Community Research

"Crossroads II: Community-Based Collaborative Research for Social Justice"

Hartford, Connecticut

June 7-9, 2007

Deadline for abstracts/proposals: March 28, 2007

See: http://www.incommunityresearch.org/crossroadsIIparticipation.htm

Institute for Health Care Advancement

"6th Annual Health Literacy Conference: Health Literacy and Chronic Illness Management"

Anaheim, California, United States

May 3-4, 2007

Deadline for abstracts/proposals: March 16, 2007

See: http://iha4health.org/index.cfm/MenuItemID/123.htm

Interior Health

"2nd Annual Research Conference: Translating Research into Practice"

Kelowna, BC, Canada

April 23-24, 2007

Deadline for abstracts/proposals: March 28, 2007

See: http://www.nearbc.ca/documents/IHResearchConferencebrochure.pdf

International Institute for Qualitative Methodology

"13th Annual Qualitative Health Research Conference 2007"

Seoul, Korea

June 20-23, 2007

Deadline for Proposals: February 28, 2007

See: http://www.qhr2007.org/invitation.asp

International Society for Urban Health (ICUH)

"6th Annual International Conference on Urban Health: Harnessing the Power of Technology to Achieve Behaviour Change and Improve Urban Health."

October 31-November 2, 2007

Baltimore, MD, United States

Deadline for abstracts/proposals: April 30, 2007

See http://www.icuh2007.com/index.html

International Union for Health Promotion and Education (IUHPE)

19th IUHPE World Conference: "Health Promotion Comes of Age: Research, Policy & Practice for the 21st Century"

June 10-15, 2007

Vancouver, British Columbia, Canada

Deadline for proposals: Closed

See: http://www.iuhpeconference.org/en/index.htm

Ontario Public Health Association Annual Conference
"Public Health: Who's at Risk? What's at Stake?
November 18-21, 2007
Toronto, Ontario, Canada
Deadline for abstracts/proposals: May 7, 2007
See http://www.opha.on.ca/activities/conference.html#2007conf

Ontario Region of the Canadian Association for the Studies of Adult Education (CASAE), Program of Adult Education and Community Development (OISE/UT), George Brown College, and Transformative Learning Centre (OISE/UT)
"Remembering Freire, Reinventing Freire: A half-day conference on the occasion of the 10th anniversary of the death of Paulo Freire"
May 2, 2007, 2.00-7.00 pm (followed by reception)
OISE/University of Toronto, Toronto, ON, Canada
Deadline for abstracts/proposals: N/A
See: http://tlc.oise.utoronto.ca/conferences.html

Society for Public Health Education (SOPHE)
"SOPHE 58th Annual Meeting: Partnerships to Achieve Health Equity"
October 31 – November 3, 2007
Alexandria, Virginia, United States
Deadline for abstracts/proposals: March 15, 2007
See: http://www.sophe.org

Society for Public Health Education (SOPHE) / Centers for Disease Control
"2007 CDC/DHPE National Conference on Health Education and Health Promotion and the SOPHE Midyear Scientific Conference"
June 7 – 9, 2007
Seattle, Washington, United States
Deadline for abstracts/proposals: N/A
See: http://www.team-psa.com/hehpconference/home.asp

Unite For Sight

"4th Annual International Health Conference: Innovation, Advancement, and Best
    Practices to Achieve Global Goals"
April 14-15, 2007
Palo Alto, California, United States
Deadline for abstracts/proposals: July 15, 2006
See http://www.uniteforsight.org/conference/2007

L'Université féministe d'été
"Santé des femmes et qualité de Vie: Pratiques, représentations, enjeux"
June 3-9, 2007
Québec City, Québec, Canada
Deadline for abstracts/proposals:
 See: www.fss.ulaval.ca/universitefeministedete

World Health Organization (WHO)
"WHO European Ministerial Conference on Health Systems: Health Systems,
    health and wealth"
June 18-20, 2008
Tallinn, Estonia
Deadline for abstracts/proposals:
See: http://www.euro.who.int/healthsystems/conference/20061004_1

Assessing Health Systems Performance: First Preparatory Meeting
    March 29-30, 2007
    Brussels, Belgium

Discussion of Human Resources for Health
    September 2007
    Belgrade, Serbia

Preparatory Meeting on Integrated Health Care
    November 2007
    Ljubljana, Slovenia

Preparatory Meeting on Governance of Public Health
    February 2008
    Venue to be announced

World Public Health Organization
>"12th World Congress on Public Health"
>2009
>Istanbul, Turkey
>Deadline for abstracts/proposals: TBA
>See: http://www.worldpublichealth2009.org/

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9. Discussion Lists and Listservs

Many organizations and associations maintain email discussion groups called "listservs" to share information throughout the community. Check an organization's web site to find links to particular listservs.

To search for listservs in diverse areas of health and adult literacy across the web, search the Internet using key terms such as "listserv", "Canada", and/or "health" and "literacy".

Community-Campus Partnerships for Health (CCPH) has an electronic discussion group and a biweekly online newsletter. Members also have access to a research database. See http://depts.washington.edu/ccph/index.html **(United States)**

Health Promotion Events - To find out about coming health campaigns, designated months, weeks and days or to track down information on workshops, conferences and events related to health promotion in Ontario and beyond, check out the following page at the Ontario Prevention Clearinghouse: (Canada)
http://www.opc.on.ca/english/our_programs/ hlth_promo/resources/full/finding_out.htm

Social Determinants of Health Listserv Materials/Bulletins "is intended as an international forum for those concerned with the latest developments in theory, research, and practice regarding the social determinants of health. See
http://quartz.atkinson.yorku.ca/QuickPlace/draphael/Main.nsf/h_Toc/596E81285BB4A7B885256E1F0075E398/?OpenDocument **(International)**

Spirit of 1848 "serves an activist network of people concerned about social inequalities in health, in the US and other countries. Linking politics, passion, and public health, [they] are organized as an official Caucus of the American Public Health Association.

[Their] work focuses on: politics of public health data; curriculum and progressive pedagogy; e-networking; and progressive public health history." See http://www.progressivehn.org/Listserv.htm **(United States)**

The Ontario Health Promotion E-mail Bulletin (OHPE) is a weekly newsletter for people interested in health promotion produced by the Ontario Prevention Clearinghouse and The Health Communication Unit. OHPE provides information on workshops, conferences, job postings, projects, issues, articles and resources in a weekly email form, and on its web site and database at http://www.ohpe.ca. To subscribe, either see the web site or send a request to info@ohpe.ca **(Canada)**

C. Health and Learning of Adults with Low Levels of Literacy Skills

This section includes existing knowledge initiatives and possible knowledge transfer vehicles related to adult and health literacy.

1. Web sites, Portals and Databases

Adult Literacy Research in Ontario supports adult literacy research by providing access to research publications and information that clarifies and explains the research process. It provides links to other Canadian and international sites related to literacy research. See www.research.alphaplus.ca/ **(Canada)**

Directory of Canadian Adult Literacy Research in English is a database which contains Canadian research in adult literacy from 1994, as well as research in progress. See www.nald.ca/crd **(Canada)**

Harvard School of Public Health: Health Literacy Studies provides an overview to health literacy and links to research, information, and materials organized by broad categories. See http://www.hsph.harvard.edu/healthliteracy/links.html **(United States)**

Literacies: Researching Practice and Practising Research "is a national forum that includes university-based researchers, program-based researchers, policy-makers and program workers. Its goal is to cross fences and unite the range of fields and disciplines that touch literacy. It provides a medium for a range of inquiries including analysis,

discussions, debates, reflections and creative work in all aspects of research and practice in education. *Literacies*' objective is to promote writing about research in practice in Canada and to cultivate and develop writership among literacy and adult education workers." See http://www.literacyjournal.ca **(Canada)**

National Adult Literacy Data Base (NALD) is a non-profit national organization which provides a comprehensive, up-to-date and easily accessible database of adult literacy programs, resources, services, and activities across Canada with links to other national and international databases. See http://www.nald.ca/   **(Canada)**

National Institute for Literacy -HEALTH: Health and Literacy List "features targeted discussion and information exchange about literacy issues in health education and in health care -- and how the health and literacy systems can work together to address these issues." See www.nifl.gov/forums.html **(United States)**

National Literacy and Health Program's website "provides resources to help health professionals serve clients with low literacy skills more effectively." The site provides links to information including research reports, longitudinal studies, plain language resources, and literacy programs. See http://www.nlhp.cpha.ca **(Canada)**

New Zealand Literacy Portal "is designed to provide a knowledge base of adult literacy information contributed by both New Zealand and international organisations. It provides a rich source of information for all people in New Zealand interested in adult literacy… [the portal] has catalogued information about health literacy. Broadly this includes facilitating access to information which enables individuals to make informed choices, influence health events and exert greater control over their lives." See www.nzliteracyportal.org.nz **(New Zealand)**

Research-in-Practice in Adult Literacy (RiPAL) Network was initiated in 2000 in order to support adult literacy educators in Alberta to link research and practice and to do research about practice." They maintain a Canadian-based web site about adult literacy research in practice. See www.nald.ca/ripal **(Canada)**

Research in Practice in Adult Literacy (British Columbia) RiPAL-BC is a grass roots network of individuals and organizations committed to research in practice in adult literacy in BC. See http://ripal.literacy.bc.ca **(Canada)**

UNESCO has named the literacy decade to run from 2003 to 2012. Their portal lists upcoming conferences in different regions of the world, and research projects underway in variety of areas, including AIDS/HIV prevention and treatment. See http://www.unesco.org/education/uie/activities/cluster_3.shtml#Empowering_Educational_Strategies_in **(International)**

United States National Library of Medicine: Understanding Health Literacy and its Barriers is a database of 651 citations from January 1998 through November 2003, plus selected earlier and later citations. See http://www.nlm.nih.gov/pubs/cbm/healthliteracybarriers.html **(United States)**

WE LEARN - Women Expanding / Literacy Education Action Resource Network is a network organized to promo**te "**women's literacy as a tool for personal growth and social change through networking, education, action, and resource development. Their website has links for adult learners, educators, librarians, and provides links to resources and research and foundation lists. See http://www.litwomen.org/welearn.html **(United States)**

Workbase: The New Zealand Centre for Workforce Literacy Development "is an independent non-profit organisation that improves the literacy, numeracy, language, information technology and communication skills of the New Zealand workforce. Established in 1996, Workbase works with business, government and the adult literacy sector. Workbase develops effective workplace literacy provision models and demonstrates returns on investment for companies that undertake literacy programmes." See http://www.workbase.org.nz **(New Zealand)**

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2. Organizations and Centres that Analyze and Link Data, and/or Broker Knowledge

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ABC CANADA is a national foundation committed to promoting literacy to the general public and to the private sector. It is a partnership of business, labour, educators, and government. ABC CANADA focuses on public awareness, promotional support to local literacy groups, and research to further the development of a fully literate Canadian population. See http://www.abc-canada.org/ **(Canada)**

Adult Literacy and Numeracy Research Consortium (ALNARC) represents a national collaboration between five university-based research centres, based on a collaborative research management model designed to respond to state-based needs… Major features of consortium activity have been the development of a 'visible culture' of research in Australian adult literacy and numeracy – including research conversations, increased documentation of research projects, sponsoring practitioner researchers to investigate their own practice, and collaboration with state literacy an numeracy councils to foster debate about the links between research policy and provision." See www.staff.vu.edu.au/alnarc **(Australia)**

Canadian Public Health Association, National Literacy and Health Program is designed to promote awareness among health professionals of the links between literacy and health, and to develop a national program for literacy and health research. It is funded by the Social Sciences and Humanities Research Council (SSHRC) for the project as a whole, and by three Institutes of the Canadian Institutes for Health Research (CIHR) for workshops and research projects. It contains full-text reports on literacy in Canada. See http://www.nlhp.cpha.ca/clhrp/index_e.htm **(Canada)**

Centre for Literacy of Quebec is a professional development, research, and resource centre for literacy. It builds bridges between research, policy, and practice. It contains many full-text articles and annotated bibliographies on different areas related to literacy including health. See http://www.centreforliteracy.qc.ca **(Canada)**

Clear Language and Design (CLAD) is a public education program of East End Literacy, a non-profit organization that helps adults learn to read and write, and educates the public about literacy issues. CLAD provides editing, writing, training, and consulting on a fee for service basis. See http://www.eastendliteracy.on.ca/ClearLanguageAndDesign/start.htm **(Canada)**

Commission on Adult Basic Education (COABE) "is organized to advance national and international adult education and literacy opportunities for all persons." Its work focuses on promotion of adult education and literacy, leadership, advocacy and professional development. See http://www.coabe.org **(United States)**

Fédération canadienne pour l'alphabétisation en français (FCAF) est un organisme pancanadien qui représente, depuis ses débuts en 1991, les groupes et associations

francophones qui font l'alphabétisation en français au Canada. See http://www.fcaf.net **(Canada)**

Fédération canadienne pour l'alphabétisation en français (FCAF) is a PanCanadian organization which represents, since its beginning in 1991, the francophone groups and associations that do literacy work in French in Canada. **(Canada)**

Fondation pour l'alphabétisation, Québec "est un organisme sans but lucratif qui a pour mission de faire en sorte que tous les adultes aient accès à la formation de base en lecture et en écriture. Notre vision d'avenir est que chaque personne puisse acquérir la capacité de comprendre et d'utiliser l'information écrite afin de parfaire ses connaissances, accroître son potentiel et se réaliser pleinement." See http://fqa.qc.ca **(Canada)**

Fondation pour l'alphabétisation, Québec is a non-profit organization whose goal is to ensure that all the adults have access to basic training in reading and writing. Their vision is that each person can acquire the capacity to understand and use written information in order to perfect their knowledge, increase their potential and to live to their full capacity. (**Canada**)

Festival of Literacies located at the Ontario Institute for Studies in Education (OISE), University of Toronto, provides a meeting ground for various groups of people involved in literacy. One focus is Research-in-Practice. The site includes publications related to research and literacy. See www.literaciesoise.ca **(Canada)**

Kentucky Practitioner Inquiry Projects involve practitioners in action research teams to address issues of student retention and related issues. See www.state.ky.us/agencies/wforce/daelnewsletter/page13.html **(United States)**

Lancaster Literacy Research Centre "works to understand the role of literacy in all areas of social life and to improve communication and collaboration between researchers and educational practice… [It is] a major partner in the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) [and is] centrally involved in improving communication and collaboration between researchers, practitioners and learners both locally and nationally." See http://www.literacy.lancaster.ac.uk/what/teachers.htm **(United Kingdom)**

Movement for Canadian Literacy (MCL) "is a national non-profit organization representing literacy coalitions, organizations, and individuals from every province and territory. Its mission is to be a national voice for literacy for every Canadian through networking, research, government liaison, learner development, communication, collaboration and building the capacity to support the people and organizations involved with adult literacy education." The web site contains research publications, policy briefs, federal updates, etc. See http://www.literacy.ca/ **(Canada)**

National Center for English Language Teaching & Research (NCELTR) "was [initially] established to provide research and professional development support for Australia's Adult Migrant English Program (AMEP). [Now] NCELTR's reach and interests extend into all areas of adult TESOL education and applied linguistics in Australia and internationally. NCELTR's mission is to provide leadership in the teaching and learning of English language, literacy and communication skills through an innovative research and professional development program and high quality courses, publications and services for students, teachers, researchers, administrators and policy makers. See http://www.nceltr.mq.edu.au/ **(Australia)**

National Centre for the Study of Adult Learning and Literacy (NCSALL) is a federally funded research and development center, focused solely on adult learning. The web site includes numerous downloadable publications, learning materials, reports, research briefs and back issues of its journal "Focus on Basics." See http://www.ncsall.net/ **(United States)**

National Center on Adult Literacy (NCAL) was established in 1990. The Center is currently supported by federal, state, and local agencies as well as by private foundations and corporations. NCAL is part of the University of Pennsylvania Graduate School of Education. One focus of the Centre is adult literacy research. See http://literacy.org/ncal.html **(United States)**

National Institute for Literacy "is administered by the Secretaries of Education, Labor, and Health and Human Services. [Most] of NIFL's funds support programs and services designed to improve the quality of literacy programs nationwide." The web site includes many full-text resources and links across the United States related to all aspects of literacy. See http://www.nifl.gov **(United States)**

National Research and Development Centre (NRDC) in London England is dedicated to conducting research into adult literacy, numeracy, ESOL and ICT. This is one of England's leading research centres working to help improve the quality of adult literacy teaching and learning so that young people and adults can progress in life and work. See http://www.nrdc.org.uk/ **(United Kingdom)**

Pennsylvania Action Research Network (PAARN)'s "objective is to help practitioners develop more problem-posing/problem-solving skills with action research as a method of inquiry, in ABE, GED, and ESL programs. With these skills, it is hoped that new knowledge can be created that discovers and validates the best methods, promising strategies, and effective techniques to improve daily practice. Using the guidelines created for this project, PAARN facilitators work with practitioners from various literacy agencies, including community colleges, literacy councils, correctional facilities and adult learning centers." See http://www.able.state.pa.us/able/cwp/view.asp?A=215&Q=110085 **(United States)**

Plain Language Association INternational (PLAIN) provides free plain-language articles, writing tutorials, web links, news, networking opportunities, professional support, and e-mail discussion groups. It also offers PLAIN membership, connections with consultants, and professional conferences See http://www.plainlanguagenetwork.org **(International)**

Research and Practise in Adult Literacy (RaPAL) is the "only British national organisation that focuses on the role of literacy in adult life. [It] is an independent network of learners, teachers, managers and researchers in adult basic education. RaPAL campaigns for the rights of all adults to have access to the full range of literacies in their lives [and] offers a critique of current policy and practise where it is based on simplistic notions of literacy as skill…RaPAL encourages a broad range of collaborative and reflective research involving all participants in literacy work as partners." See http://www.literacy.lancs.ac.uk/rapal/index.htm **(United Kingdom)**

University of Sheffield School of Education Literacy Research Centre "brings together a group of 12 academic staff, and approximately the same number of research students, all of whom are active in literacy research." See http://www.shef.ac.uk/literacy/index.html **(United Kingdom)**

Virginia Adult Education Research Network (VAERN)'s mission is to strengthen and enhance the Virginia Adult Education and Literacy System through professional development, technology, communication, collaboration, and resource sharing. See http://www.valrc.org **(United States)**

Women Expanding / Literacy Education Action Resource Network (WE LEARN) **"**promotes women's literacy as a tool for personal growth and social change through networking, education, action, and resource development. WE LEARN addresses the barriers, consequences, and impact of gender-based differences on women's learning and how those difference affect women's success and their ability to progress socially, economically and politically. Our goals include: to create widespread visibility and support of issues related to women's literacy and adult basic education; to expand the availability of women-centered literacy materials and curriculum resources; and to be a strong and sustainable constituency-centered organization. WE LEARN is the only national U.S. organization directly addressing the issues of adult women's literacy and the needs of women in adult basic education." See http://www.litwomen.org/welearn.html **(United States)**

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3. Adult Literacy Coalitions in Canada

The following list of provincial and territorial Canadian literacy coalitions is quoted from *the State of the Field Review for Adult Literacy* (Quigley, Folinsbee, & Kraglund-Gauthier, 2006).

Adult Literacy Coalitions in Canada	
Literacy Alberta 302, 1300-8 Street SW Calgary, AB T2R 1B2 403-410-6990 office@literacyalberta.ca www.literacy-alberta.ca/ Executive Director: Janet Lane 403-410-6994	**Literacy BC** 601-510 West Hastings Street Vancouver, BC V6B 1L8 604-684-0624 info@literacy.bc.ca www.literacy.bc.ca/ Executive Director: Linda Mitchell 604-684-0624

Adult Literacy Coalitions in Canada	
jlane@literacyalberta.ca	lmitchell@literacy.bc.ca
Literacy Partners of Manitoba 401-321 McDermot Avenue Winnipeg, MB R3A 0A3 204-947-5757 literacy@mts.net www.mb.literacy.ca/ Executive Director: Lorri Apps 204-954-3855 apps@mts.ca	**Literacy Coalition of New Brunswick** 944 Prospect Street Fredericton, NB E3B 9M6 506-457-1227 nbcl@nbnet.nb.ca www.nb.literacy.ca/ Executive Director: Jan Greer Langley 506-457-1227 jangreer@nb.aibn.com
Literacy Network Ad-hoc Group 11 Austin Street PO Box 8174, Stn. A St. John's, NL A1B 3M9 1-800-563-1111 www.envision.ca/webs/lnag Administrative Coordinator: Kim Gillard 709-738-7323 kgillard@literacynl.com	**NWT Literacy Council** PO Box 761 Yellowknife, NT X1A 2N6 867-873-9262 www.nwt.literacy.ca/ Executive Director: Cate Sills 867-873-9262 csills@nwtliteracy.ca

Adult Literacy Coalitions in Canada	
Labrador Literacy Information & Action Network (LLIAN) PO Box 2516 Station B Happy Valley, Goose Bay, NL A0P 1E0 709-896-6212/9088 Executive Director (LLIAN): Janet Skinner, 709-738-7323 jskinner@nf.aibn.com	**Literacy Nova Scotia** PO Box 1516 Truro, NS B2N 5V2 902-897-2444 literacyns@nscc.ca www.ns.literacy.ca/ Executive Director: Ann Marie Downie 902-897-2444 annmarie.downie@ns.sympatico.ca
Nunavut Literacy Council PO Box 1049 Cambridge Bay, NU X0B 0C0 867-983-2678/2263 www.nunavutliteracy.ca/ Executive Director: Kim Crockatt 867-983-2678/2263 kimcr@polarnet.ca	**Ontario Literacy Coalition** 65 Wellesley Street, East Suite 503, Toronto, ON M4Y 1G7 416-963-5787 olc@on.literacy.ca www.on.literacy.ca/ Executive Director: Anette Chawla 416-963-5787 anette@on.literacy.ca

Adult Literacy Coalitions in Canada	
PEI Literacy Alliance 11 Queen Street, 1st Floor PO Box 400 Charlottetown, PEI C1A 7K7 902-368-3620 peiliteracy.alliance@pei.sympatico.ca www.pei.literacy.ca/ Executive Director: Catherine O'Bryan 902-368-3620 peiliteracy.alliance@pei.sympatico.ca	**Literacy Partners of Quebec** 4855 Kensington Avenue Montreal, QC H3X 3S6 514-369-7962 www.nald.ca/lpq.htm Executive Director: Judy Brandeis 514-369-7962 jbrandeis@nald.ca
Saskatchewan Literacy Network 206 220-3rd Avenue S Saskatoon, SK S7K 1M1 306-653-7368 saskliteracy@sasktel.net www.sk.literacy.ca/ Executive Director: Debbie Griffith 306-783-2731 debbi.griffith@sasktel.net	**Yukon Literacy Coalition** Box 21253 Whitehorse, YT Y1A 6R2 867-668-6535 www.yukonliteracy.ca Executive Director: Beth Mulloy 867-668-6535 bmulloy.literacy@northwestel.net

4. Existing and Planned Research Funding Programs

Canadian Council on Learning has recently completed a call for various research proposals in the area of adult learning. It issues on-going calls for research in other Knowledge Centre areas that also include adult learning, such as Aboriginal learning, work and learning, structured learning and health and learning. See
 http://www.ccl-cca.ca/ (**Canada**)

National Literacy Secretariat (NLS) "has two funding streams. Through its federal-provincial/territorial funding stream, it sponsors projects which are directed to regional or local needs. Through its national funding stream, its supports projects in partnership with a variety of non-governmental and voluntary organizations, both literacy and non-literacy groups and business and labour organizations." See http://www.hrsdc.gc.ca/en/hip/lld/nls/Funding/indexfund.shtml **(Canada)**

National Literacy Secretariat (NLS) Valuing Literacy in Canada. (A shared strategic research fund with SSHRC specifically for adult literacy). See http://www.hrsdc.gc.ca/en/gateways/nav/top_nav/program/nls.shtml **(Canada)**

5. Inventories of Research or Researchers

Adult Literacy Research in Ontario supports adult literacy research by providing access to research publications and information that clarifies and explains the research process. It provides links to other Canadian and international sites related to literacy research. See www.research.alphaplus.ca/ **(Canada)**

Directory of Canadian Adult Literacy Research in English is a database, which contains Canadian research in adult literacy from 1994, as well as research in progress. See www.nald.ca/crd **(Canada)**

NCSALL Research includes research projects, profiles of NSCALL researchers and their publications as well as resources for researchers. See http://www.ncsall.net/index.php?id=16 **(United States)**

6. Adult Literacy Journals

Adult Basic Education
Focus on Basics
Journal of Literacy Research, Language and Literacy (a Canadian e-journal),
Literacies
Literacy and Numeracy Studies
Literacy across the CurriculuMedia Focus

7. Forums (Current Examples of Conferences, Workshops, and Institutes)

Adult Learning Knowledge Centre (ALKC)

Adult Learning Knowledge Centre 2007 National Symposium: The Right to Learn"

June 10-12, 2007

Halifax, Nova Scotia, Canada

Deadline for abstracts/proposals: N/A

See: http://www.unb.ca/ALKCSymposium/

Centre for Literacy of Quebec

Summer Institute 2007: Libraries and Literacy – Making it Work

June 27-29, 2006

Montreal, Quebec, Canada

Deadline for abstracts/proposals: Not applicable

See http://www.centreforliteracy.qc.ca/summer.htm

Canadian Association for Study of Adult Education

"2007 Conference: Learning in Community"

June 6-9, 2007

Halifax, Nova Scotia, Canada

Deadline for abstracts/proposals: November 30, 2005

See: http://www.msvu.ca/education/Adult%20Ed/AERC_CASAE_Conference.asp

Commission on Adult Basic Education (COABE)

"COABE 2007: Life, Liberty, and the Pursuit of Learning"

March 25, 2007: Pre-Conference

March 26-28: Main Conference

Philadelphia, Pennsylvania, United States

Deadline for abstracts/proposals: Unknown

See: http://www.coabe2007.org/joomla/

Commission on Adult Basic Education (COABE)

"COABE 2008: Details TBA
April 28 – May 1, 2008
St. Louis, Missouri, United States
Deadline for abstracts/proposals: TBA
See http://www.coabe.org/index.cfm?fuseaction=conferences

International Federation for the Teaching of English (IFTE)

IFTE 2007 International Conference: Widening Circles – Literacy and Learning
for All.
October 4-5, 2007
Winnipeg, Manitoba, Canada
Deadline for abstracts/proposals: Friday, January 12, 2007
See: http://www.ifte.net

International Reading Association

"52nd International Reading Association Convention: Literacy Without
Boundaries"
May 13–17, 2007
Toronto, Ontario, Canada
Deadline for abstracts/proposals: Not Available
See: http://www.reading.org/association/meetings/annual.html

International Reading Association (IRA)

"53rd International Reading Association Convention: Engaging Learners in
Literacy"
May 4–8, 2008
Atlanta, Georgia, United States
Deadline for abstracts/proposals: 11:59pm (EST), June 8, 2007
See: http://www.reading.org/association/meetings/annual_proposals.html

Literacy BC

"2007 Summer Literacy Institute: Looking with new eyes: Leadership in literacy"
On-line conferencing June 25 – July 20, 2007
On-Site July 23-27, 2007, Burnaby, British Columbia, Canada
Deadline for abstracts/proposals: Not Applicable
See http://www2.literacy.bc.ca/sli2007.htm

National Research and Development Centre for Adult Literacy and Numeracy (NRDC)

> 5th International Research Conference: Literacy, Language, and Numeracy Across the World
> April 26-27th, 2007
> Nottingham, United Kingdom
> Deadline for abstracts/proposals: Not Applicable
> See: http://www.nrdc.org.uk/content.asp?CategoryID=1091

Ontario Literacy Coalition (OLC)

> OLC 2007 Conference: Spotlight on Learning! Literacy Takes Centre Stage"
> June 7-9, 2007
> Toronto, Ontario, Canada
> Deadline for abstracts/proposals: Not Applicable
> See: www.on.literacy.ca

D. Health and Learning of Adults Affected by HIV/AIDS

This section includes existing knowledge initiatives and possible knowledge transfer vehicles related to health and learning and HIV/AIDS.

1. Web sites, Portals and Databases

AIDS Education Global Information System (AEGIS) is a web site that brings together news and information on all aspects of HIV/AIDS from around the world. This includes basic information, prevention, exposure issues, treatment, drug resistance, and living with HIV/AIDS. There is also an "Ask the Doc" electronic forum and electronic community bulletin boards. See http://www.aegis.com/ **(International)**

AIDS/HIV Information is a web site that provides links to other web sites that are online resources of information about AIDS and HIV prevention, diagnosis, treatment, education and outreach. Many are updated daily with the latest news on drugs and research. See http://kerlins.net/scott/AIDS.html **(Canada)**

AIDSLINE "is a database of information about the medical/scientific literature similar to MEDLINE. It contains over 140,000 entries which describe journal articles, conference abstracts and since 1995 the newsletters of organizations which deal with HIV/AIDS treatments. Each AIDSLINE entry contains the article's author, title, information about the journal it was published in and in many cases an abstract summarizing the article. AIDSLINE is maintained by the National Library of Medicine in the United States." See http://www.aegis.com/search **(United States)**

Canadian HIV/AIDS Information Centre is an information centre, a program of the Canadian Public Health Association. It has a mandate to **"**provide information on HIV prevention, care, and treatment to community-based organizations, health and education professionals, resource centres and others with HIV and AIDS information needs in Canada." The Centre works to strengthen program and service delivery. The web site includes a wide range of downloadable documents on all aspects of HIV/AIDS. It also has a library database that one can borrow from http://www.aidssida.cpha.ca/ **(Canada)**

Federal Initiative to Address AIDS in Canada "is an evolution from the Canadian Strategy on HIV/AIDS and builds on the recommendations from the Standing Committee on Health; lessons learned from past federal HIV/AIDS strategies; and consultations with stakeholders, provinces and territories." This web site is sponsored by the Public Health Agency of Canada. It includes information on funding, care and treatment, human rights, specific groups and research, etc. See http://www.phac-aspc.gc.ca/aids-sida/hiv_aids/federal_initiative/initiative/index.html **(Canada)**

Health Care Information Services provides hundreds of AIDS links. See http://www-hsl.mcmaster.ca/tomflem/aids.html **(Canada)**

HIV and Poverty in Canada is a web site hosted by the Canadian AIDS Society (CAS). It contains tools, resources and information about HIV and Income in Canada. See http://www.hivandpoverty.ca **(Canada)**

HIV Community-based Research Network is a site operated by the Community-Based Research Centre (CBRC) in Vancouver, Canada. It supports a global network of people using research to guide community action on HIV prevention, treatment and care. It is a virtual centre to share experience and build capacity. It contains a large collection of

reports and articles on general HIV/AIDS as well as specific topics and groups, and research and articles on capacity building. See http://cbr.cbrc.net **(Canada)**

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2. Organizations and Centres that Analyze and Link Data, and/or Broker Knowledge

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AIDS Committee of Toronto "is a community-based, charitable organization that provides support, HIV prevention and education services for people living with and at risk for HIV/AIDS. Its catalogue contains over 13,000 records of books, reports, journal and newsletter articles, videos, and audiocassettes - possibly the largest publicly-accessible collection on HIV/AIDS in North America **–** and searchable summaries of useful web resources." See http://www.actoronto.org **(Canada)**

African and Caribbean Council on HIV/AIDS in Ontario (ACCHO) "is made up of organizations and individuals committed to HIV prevention, education, advocacy, research, treatment, care and support for African and Caribbean communities in Ontario." Their work includes "coordinating the work of agencies, institutions and policy makers working with and for African and Caribbean people concerning prevention, education, health promotion, care and support and facilitating community development in response to HIV/AIDS challenges." They also are involved in "identifying research needs, priorities, and opportunities." See http://www.accho.ca/index.aspx **(Canada)**

Africans in Partnership Against HIV/AIDS is a Toronto-based organization. It offers culturally sensitive programs and services to African communities in the Greater Toronto Area. There is a special focus on education and support for women and families. The web site includes a list of programs and services and links to other organizations working with HIV/AIDS. See http://www.aegis.com/**(Canada)**

Canadian HIV/Aids Legal Network is a national, community-based organization in Canada that works only in the area of policy and legal issues as they relate to HIV/AIDS. The organization promotes the human rights of people living with and vulnerable to HIV/AIDS, in Canada and internationally. The work of the organization includes research, legal and policy analysis, education, advocacy, and community mobilization. The web site includes comprehensive full-text reports and documents on policy and legal

and ethical issues related to HIV/AIDS. This includes an annotated bibliography on the legal, human rights and ethical issues related to HIV/AIDS. See http://www.aidslaw.ca/ **(Canada)**

Canadian AIDS Treatment Information Exchange (CATIE) is a national, non-profit organization committed to improving the health and quality of life of all Canadians living with HIV/AIDS. CATIE "provides treatment information not only for people living with the virus but also for their families, care providers, AIDS Service Organizations and Health Care Intermediaries. It does so through a comprehensive web site, three electronic mailing lists, various print publications and a bilingual, toll-free phone service." See http://www.catie.ca/ **(Canada)**

Canadian AIDS Society is a national coalition of 126 community-based AIDS organizations across Canada. The organization works to strengthen the response to HIV/AIDS across society, and to enriching the lives of people and communities living with HIV/AIDS. It includes links to other organizations working with HIV/AIDS and position papers related to different aspects of HIV/AIDS. See http://www.cdnaids.ca/ **(Canada)**

Canadian HIV Trials Network (CTN) "is an innovative partnership of clinical investigators, physicians, nurses, people living with HIV/AIDS, pharmaceutical manufacturers and others that facilitate HIV/AIDS clinical trials of the highest scientific and ethical standards. Established in 1990 as a cornerstone of the federal AIDS Strategy, the Network is funded by the Canadian Institutes of Health Research (CIHR), and jointly sponsored by the University of British Columbia and St. Paul's Hospital (Providence Health Care) in Vancouver." See http://www.hivnet.ubc.ca/e/home/index.html **(Canada)**

International Aids Society is a world-wide independent association of HIV/AIDS professionals. It organizes international conferences on AIDS. It also works to remove barriers to AIDS research in countries that have few resources and produces a web-based medical journal on HIV/AIDS research conducted in developing countries. See http://www.iasociety.org/ **(International)**

Interagency Coalition on AIDS & Development (**ICAD)** is a network of 160 Canadian international development non-governmental organizations (NGOs), AIDS service

organizations, and individuals who are concerned about global HIV/AIDS issues. ICAD helps Canadians contribute to international HIV/AIDS work and to ensure that lessons learned from the global response to AIDS are utilized by Canadian organizations to improve prevention, care, treatment, and support work in Canada. The network is involved in education, dissemination of information, and capacity building. The web site includes publications, annotated bibliographies, and links to other AIDS/HIV web sites. See http://www.icad-cisd.com **(Canada)**

The Ontario HIV Treatment Network (OHTN) "is a not-for-profit agency funded by the AIDS Bureau of the Ontario Ministry of Health and Long Term Care. Its mission is to optimize the quality of life of people living with HIV in Ontario and to promote excellence and innovation in treatment, research, education, and prevention through a collaborative network of excellence representing consumers, providers, researchers and other stakeholders." See http://www.ohtn.on.ca **(Canada)**

3. Existing and Planned Research Funding Programs

Canadian Council on Learning (CCL) has recently completed a call for various research proposals in the area of adult learning. It issues on-going calls for research in other Knowledge Centre areas that also include adult learning, such as Aboriginal learning, work and learning, structured learning and health and learning. See http://www.ccl-cca.ca/ **(Canada)**

Canadian Foundation for AIDS Research is the only national charitable foundation whose goal is to raise awareness in order to generate private funds for research into all aspects of HIV infection and AIDS. See http://www.canfar.ca **(Canada)**

Canadian Institutes of Health Research (CIHR) "administers $10.2 million to fund meritorious research grants and personnel awards across the entire spectrum of HIV/AIDS research on behalf of the Canadian Strategy on HIV/AIDS (CSHA). In addition, CIHR contributes a minimum of $3.5 million to HIV/AIDS research annually. The CIHR HIV/AIDS Research Program is led by the Institute of Infection and Immunity (III) on behalf of the Federal Initiative to Address HIV/AIDS in Canada. Applications for initiatives within the HIV/AIDS Research Program are sought in two distinct funding streams – Biomedical /Clinical Research and Health Services/ Population Health

Research. Projects which display a multidisciplinary approach across all four research pillars are strongly encouraged and accepted." See http://www.cihr-irsc.gc.ca **(Canada)**

Canadian International Development Agency (CIDA) "announced over $60 million (November, 2005) in funding to fight HIV/AIDS globally over the next six years. This funding covers four areas: core funding to UNAIDS, AIDS vaccine research, legal empowerment of women, and the Toronto International AIDS Conference. This funding also supports 11 projects managed by Canadian and developing-country partners." See http://www.acdi-cida.gc.ca **(Canada)**

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4. Inventories of Research or Researchers

HIV/AIDS Surveillance Database "was developed by the Center for International Research, is a compilation of information from those studies appearing in the medical and scientific literature, presented at international conferences, and appearing in the press. See http://www.ciesin.org/datasets/hivaids/hivaids-home.html **(United States)**

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5. Journals Related to Health and Learning of Adults Affected by HIV/AIDS

AIDS and Behavior
AIDS Education and Prevention
AIDS: Official Journal of the International AIDS Society
AIDS Clinical Care
The AIDS Reader
Canadian Journal of Aboriginal Community-Based HIV/AIDS Research
Compass
HIV Medicine
Infections in Medicine
JAIDS: Journal of Acquired Immune Deficiency Syndromes
Morbidity & Mortality Weekly Report (MMWR)

6. Forums (Current Examples of Conferences, Workshops, and Institutes)

African and Caribbean Council on HIV/AIDS in Ontario (ACCHO)

"How we can stop HIV/AIDS Stigma: A Community Forum for People From
Africa and the Caribbean"

April 21, 2007

Toronto, Ontario, Canada

Deadline for proposals: N/A

See: http://www.accho.ca/?page=home.hpg_manual

Healing our Spirit BC & Aboriginal HIV/AIDS Society

11th Annual Aboriginal HIV/AIDS Conference

March 26-28, 2007

Victoria, British Columbia, Canada

Deadline for abstracts/proposals: February 14, 2007

See http://www.healingourspirit.org/conference.htm

International AIDS Society

"4th IAS Conference on HIV Pathogenesis, Treatment and Prevention"

July 22-25, 2007

Sydney, Australia

Deadline for abstracts/proposals: March 7, 2007

Late Icebreaker: May 7-June 1, 2007

See: http://www.ias2007.org/

17th International AIDS Conference.

August 3-8, 2008

Mexico City, Mexico

Deadlines for abstracts/proposals: TBA

See http://www.aids2008.org/

Minority HealthCare Communications Inc. (MHCC)

"2007 National Conference on African-Americans and AIDS: A National Forum
on HIV/AIDS for Health Professionals Who Provide Care for African-
Americans

February 12-13, 2007

Philadelphia, Pennsylvania, United States
Deadline for proposals: Unknown
See: http://www.minority-healthcare.com/ncaa_2007/generalinfo.html

Minority HealthCare Communications Inc. (MHCC)
"2008 National Conference on African-Americans and AIDS"
February 25th-26th, 2008
Philadelphia, Pennsylvania, United States
Deadline for proposals: Unknown
See http://www.minority-healthcare.com/events.html

Minority HealthCare Communications Inc. (MHCC)
"2008 National Conference on Latinos and AIDS"
July 28-29, 2008
Miami, Florida, United States
Deadline for proposals: Unknown
See http://www.minority-healthcare.com/events.html

E. Health and Learning of Adult Immigrants and Refugees

This section includes existing knowledge initiatives and possible knowledge transfer vehicles related to health and learning and immigrants and refugees.

1. Web sites, Portals and Databases

Citizenship & Immigration Canada maintains a web portal listing community-based organizations devoted to assisting newcomers to Canada. See http://www.cic.gc.ca/english/newcomer/welcome/wel-20e.html **(Canada)**

Minority Health Archive "created in collaboration with the Center for Minority Health and the University Library System at the University of Pittsburgh, is an online archive of print and electronic media related to the health of the four nationally recognized racial groups (Blacks/African Americans, Native Americans, Hispanics/Latinos, and Asian Americans/Pacific Islanders). See http://minority-health.pitt.edu/ **(United States)**

National Immigration Forum is a web site that this immigrant advocacy organization uses to report on their efforts. The site provides immigration fact sheets and focuses on current immigration issues. See http://www.immigrationforum.org/ **(United States)**

Settlement.org is a non-profit web site with detailed information about immigrating to, settling, and living in Ontario. It includes information and resources for newcomers and those who work with newcomers. It also provides a link to CanadaInfonet, an e-mentoring program for newcomers to Canada. See http://www.settlement.org/ **(Canada)**

The Asian & Pacific Islander American Health Forum (APIAHF) hosts a website which provides links to bibliographies, fact sheets, and newsletters targeting the health and well-being of Asian American, Native Hawaiian, and other Pacific Islander (AA,NHOPI) communities. See http://www.apiahf.org/resources/index.htm
 (United States)

2. Organizations and Centres that Analyze and Link Data, and/or Broker Knowledge

Access Alliance Community Health Centre was established to respond to significant barriers to services for immigrants and refugees. Its mission is to promote health and well-being and improve access to services for immigrants and refugees in Toronto by addressing medical, social, economic, and environmental issues. The web site includes a wide range of publications and research reports including a literature review on the social determinants of health for racialized groups. See http://www.accessalliance.ca/ **(Canada)**

The Asian & Pacific Islander American Health Forum (APIAHF) is "a national advocacy organization dedicated to promoting policy, program, and research efforts to improve the health and well-being of Asian American, Native Hawaiian, and other Pacific Islander (AA,NHOPI) communities." Its work involves advocacy on health issues of significance to AA,NHOPI communities, community-based technical assistance and training, health and U.S. Census data analysis and information dissemination, and hosting regional and national conferences on AA,NHOPI health. See http://www.apiahf.org/index.htm **(United States)**

Atlantic Metropolis Centre for Excellence for Research on Immigration, Integration and Cultural Diversity "is a consortium of academic researchers, government representatives, and non-governmental organizations dedicated to pursuing policy-relevant research related to immigration, population migrations, and cultural diversity. It pursues research agendas distinctive to the Atlantic region, as well as research programs addressing the national policy priorities of The Metropolis Project. See http://atlantic.metropolis.net/index_e.htm **(Canada)**

Canadian Council for Refugees (CCR) "is an umbrella NGO, with some 180 member organizations in Canada. It is the leading advocate for refugees in Canada. Its mission commits it to promoting the protection of refugees in Canada and around the world." Its web site includes information for immigrants and refugees, publications, and upcoming events. See http://www.web.net/~ccr/ **(Canada)**

Canadian Race Relations Foundation (CRRF) is a Crown corporation with a national mandate, operating at arms length and with no funding from the federal government. "The Foundation is committed to building a national framework for the fight against racism in Canadian society. It will shed light on the causes and manifestations of racism; provide independent, outspoken national leadership; and act as a resource and facilitator in the pursuit of equity, fairness, and social justice." See http://www.crr.ca **(Canada)**

Centre of Excellence for Research on Immigration and Settlement (CERIS) is a consortium of Toronto-area universities and community partners. Its goals include "promoting research about the impact of immigration on the Greater Toronto Area and on the integration of immigrants into Canadian society; providing training opportunities; and disseminating policy and program relevant research information." The web site includes a virtual library with full-text research projects, research reports, and public policy discussion papers. A list of student theses and dissertations is also available. See http://ceris.metropolis.net/ **(Canada)**

Committee for Accessible AIDS Treatment is a committee of the Regent Park Community Health Centre in Toronto. The committee's work focuses on "improving access to legal services and health care for people living with HIV/AIDS who are immigrants, refugees or without status." The web site includes reports and a list of resources for immigrants and refugees living with HIV/AIDS. See http://www.regentparkchc.org/CAAT.htm **(Canada)**

Inclusive Cities Canada (ICC) is "… a Cross-Canada Civic Initiative [and a] unique partnership of community leaders and elected municipal politicians working collaboratively to enhance social inclusion across Canada. The goals of ICC are to strengthen the capacity of cities to create and sustain inclusive communities for the mutual benefit of all people, and to ensure that community voices of diversity are recognized as core Canadian ones." See http://www.inclusivecities.ca/index.html **(Canada)**

Latin American Coalition Against Racism (**LACAR)** is a Toronto-based organization that "believes that the criminalization of communities of colour and indigenous peoples, including the Latin American community, is an ongoing problem and one of the clearest examples of systemic racism in Canada." Its objectives are "to educate, analyze and raise awareness about racism, fight and confront racism with concrete political actions, and cooperate and form alliances with other communities, groups and initiatives fighting against racism and other types of discrimination." See www.latinosagainstracism.tao.ca **(Canada)**

Metropolis Canada is an organization whose goal is to improve policies for managing migration and cultural diversity in major cities by enhancing academic research capacity. In Canada, the Metropolis Project is built upon partnerships between all levels of government, academic researchers, and community organizations in five centres of excellence." See http://canada.metropolis.net/ **(Canada)**

Migration and Ethnicity: Drawn from the logs of the H-Ethnic electronic discussion network, this resource provides access to scholarly discourse relating to immigration and emigration studies as well as to ethnic history. The site includes sections devoted to ethnic identity and political issues, along with a list of links to related web sites. See http://www.h-net.msu.edu/gateways/migration/main.html **(United States)**

Multicultural Health Brokers Co-op "advocates for community development and health promotion [and] provides consultation support to other service providers regarding cross-cultural issues. [It] serves as a health broker between health institutions and immigrant families; provide one-to-one support to individuals and families. Services also include health education, parenting support, prenatal education and post-natal support, sexuality education and translation. See http://www.informedmonton.com/public/agency/0922.htm **(Canada)**

National Network for Immigrant and Refugee Rights (NNIRR): This is an activist organization that strives to serve immigrants and refugees in the U.S. by discussing relevant issues and advocating for immigrant and refugee rights. The web site offers a list of related Internet links. See http://www.nnirr.org/ **(United States)**

National Organization of Immigrant and Visible Minority Women of Canada (NOIVMWC) is a non-profit, non-partisan and non-sectarian organization. The mission of NOIVMWC is to ensure equality for immigrant and visible minority women, within a bilingual Canada. See http://www.noivmwc.org/noivmwcen/index.php **(Canada)**

National Anti-Racism Council of Canada (NARCC) "is a national, community-based, member-driven network that provides a strong, recognized, effective and influential national voice against racism, racialization and all other forms of related discrimination in Canada. It strives to effectively address racism, racialization and all other forms of related discrimination by sharing and developing information and resources; by building, supporting and helping to coordinate local, regional, national as well as international initiatives." Health and education are two issues of concern to NARCC. See http://www.narcc.ca//index.html **(Canada)**

Women's Health in Women's Hands Community Health Centre "is a pro-choice, anti-racist, multilingual, participatory community health centre for women of diverse backgrounds in Metropolitan Toronto and surrounding municipalities. Its mandate emphasizes ensuring excellence in all aspects of quality care with a particular focus on addressing the damaging influence of racism on women's physical and mental health." Women's Health in Women's Hands conducts research on the effects of racism on the health care of "immigrant and/or refugee women, women with disabilities, young women and older women in Toronto." See http://www.whiwh.com/who.htm **(Canada)**

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3. Provincial and Territorial Multicultural Associations in Canada

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The following list is a result of federal, provincial, and territorial governments departments related to multiculturalism in Canada. Often multiculturalism is not a separate portfolio; ministers are assigned to direct the mandate through their departments.

Government-Based Departments & Ministries that have Multiculturalism as a Mandate	
Province	**Department and Link**
Government of Canada	Canadian Heritage: Multiculturalism http://www.canadianheritage.gc.ca/progs/multi/index_e.cf
Alberta	Alberta Human Rights & Citizenship Commission http://www.albertahumanrights.ab.ca/diversity/
British Columbia	Settlement & Multiculturalism Division http://www.ag.gov.bc.ca/sam/index.htm
Manitoba	Immigration & Multiculturalism http://www.gov.mb.ca/labour/immigrate/
New Brunswick	Department of Training and Employment Development Multiculturalism Services http://www.gnb.ca/0306/01e.htm
Newfoundland & Labrador	Tourism, Cultural & Recreation http://www.tcr.gov.nl.ca/tcr/
Northwest Territories	Culture, Heritage, & Languages http://www.ece.gov.nt.ca/Divisions/culture_heritage/indexcult.htm
Nova Scotia	Department of Tourism, Culture & Heritage http://www.gov.ns.ca/dtc/
Nunavut	Culture, Language, Elders, & Youth http://www.gov.nu.ca/cley/
Ontario	Ministry of Citizenship & Immigration http://www.citizenship.gov.on.ca/english/index.html
Prince Edward Island	Community & Cultural Affairs http://www.gov.pe.ca/commcul/chal-info/index.php3
Québec	To contact immigrant-serving organizations in the province of Québec, contact the Ministère des relations avec les citoyens et de l'immigration (MRCI). The MRCI is organized by region.
Saskatchewan	Ministry of Culture, Youth and Recreation http://www.gov.sk.ca/topics/arts-culture-recreation/
Yukon Territory	Department of Tourism & Culture http://www.tc.gov.yk.ca

The following list is a result of a general Internet search on Canadian provincial and territorial programs related to multiculturalism in Canada. It should not be considered an exhaustive list; the diverse types and names of associations make precise searching problematic. Many of these web sites provide links to regional and community-based organizations.

Selected Provincial & Community-Based Organizations and Associations	
Province	**Organization and Link**
National	Canadian Multicultural Council – Asians in Ontario http://www.cmcasians.com/about_cmc.htm National Council of Visible Minorities http://www.ncvm.gc.ca/
Alberta	Alberta Association for Multicultural Education http://www.albertaassociationformulticulturaleducation.ca
Manitoba	International Centre of Winnipeg http://www.international-centre.ca
New Brunswick	New Brunswick Multicultural Council http://www.nb-mc.ca Intercultural Heritage Association http://www.iha-api.ca/
Newfoundland & Labrador	Association for New Canadians http://www.anc-nf.cc
Nova Scotia	Multicultural Association of Nova Scotia www.mans.ns.ca
Ontario	Ontario Council of Agencies Serving Immigrants http://www.ocasi.org
Prince Edward Island	P.E.I. Association for Newcomers http://www.peianc.com/ PEI Multicultural Council http://www.gov.pe.ca/infopei/index.php3?number=44420
Saskatchewan	Multicultural Council of Saskatchewan http://www.unibase.com/%7Emcos/mcos.html

4. Existing and Planned Research Funding Programs

Canadian Council on Learning (CCL) has recently completed a call for various research proposals in the area of adult learning. It issues on-going calls for research in other Knowledge Centre areas that also include adult learning, such as Aboriginal learning, work and learning, structured learning and health and learning. See http://www.ccl-cca.ca/ **(Canada)**

Centre of Excellence for Research on Immigration and Settlement (**CERIS)** "is now requesting research proposals. The 2006 Call for Research Proposals will focus on four key questions: 'What are the social, cultural and economic contributions of immigrants?, what do we know about the labour market integration of immigrants, what are the barriers and pathways to societal integration of immigrants and refugees?, and what practices can be identified that influence successful and unsuccessful integration of immigrants and refugees?" See http://ceris.metropolis.net/research-policy/RFPCompetition/RFP2006final.pdf **(Canada)**

Canadian Institute for Health Research is the major federal agency responsible for funding health research in Canada. "The CIHR Institute of Population and Public Health (IPPH) supports research into the complex interactions (biological, social, cultural, environmental), which determine the health of individuals, communities, and global populations." One of the IPPH's research priorities is Capacity Building for Cutting-Edge and Relevant PPH Research. Immigrants and refugees as a population group are included under this category. See http://www.cihr-irsc.gc.ca/e/25524.html **(Canada)**

National Center for Adult Literacy (NCAL) has issued a call for family literacy programs in the United States. The Toyota Family Literacy Program (TFLP) "initiative targets Hispanic and other immigrant students in kindergarten through third grade and their parents. TFLP development includes: Adult Education/ESL, Children's Education, Parenting Education, and Interactive Literacy Activities for Parents and Children. NCFL will apply its expertise in designing programs that connect families, schools and communities to expand family literacy services in Hispanic/Latino communities." See http://www.famlit.org/site/c.gtJWJdMQIsE/b.2633779/k.E968/Toyota_Family_Literacy_Program_Grant_Opportunity.htm

Status of Women Canada Women's Program "The Women's Program was founded in 1973 in response to a recommendation of the Royal Commission on the Status of women. Since then it has played a vital role in supporting the work of women's and other equality-seeking organizations to remove barriers to women's full participation in Canadian society. See: http://www.swc-cfc.gc.ca/funding/wp/index_e.html **(Canada)**

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5. Inventories of Research or Researchers

Centre of Excellence for Research on Immigration and Settlement (CERIS) The web site includes a virtual library with full-text research projects, research reports, and public policy discussion papers. A list of student theses and dissertations is also available. See http://ceris.metropolis.net

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6. Journals Related to the Health and Learning of Adult Immigrants and Refugees

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Asia Pacific Journal
Asia Pacific Journal of Education
Canadian Ethnic Studies
Ethnicity and Health
Equity & Excellence in Education
International Migration Review
Immigrants & Minorities
Immigration and Refugee Policy
Intercultural Education
Journal of Health Disparities Research and Practice
Journal of Immigrant Health
Journal of Immigrant and Minority Health
Journal of Intercultural Studies
Journal of International Migration and Integration
Multicultural Education Abstracts
Race, Ethnicity and Education
Revue de l'intégration et de la migration internationale

7. Forums (Current Examples of Conferences, Workshops, and Institutes)

Canadian Society for International Health

"14th Annual Canadian Conference on International Health"

Ottawa, ON, Canada

November 4-7th, 2007

Deadline for abstracts/proposals: May 30, 2007

See: http://www.csih.org/en/ccih/index.asp

Global Health Alliance

"Oregon Global Health Symposium 2007: Shifting Populations: Immigrant and
Refugee Health in the Pacific Northwest"

March 17, 2007

Portland, OR, United States

Deadline for abstracts/proposals: N/A

See: http://www.ohsu.edu/gha/conference.cfm#schedule

International Federation for the Teaching of English (IFTE)

"Literacy Without Borders: Designs in Global Literacy"

February 15-17, 2007

Vancouver, British Columbia, Canada

Deadline for abstracts/proposals:

See: www.ifte.net/

International Federation for the Teaching of English (IFTE)

IFTE 2007 International Conference: Widening Circles – Literacy and Learning
for All.

October 4-5, 2007

Winnipeg, Manitoba, Canada

Deadline for abstracts/proposals: Friday, January 12, 2007

See: http://www.ifte.net

International Society for Urban Health (ICUH)

"6th Annual International Conference on Urban Health: Harnessing the Power of
Technology to Achieve Behaviour Change and Improve Urban Health."

October 31-November 2, 2007

Baltimore, MD, United States

Deadline for abstracts/proposals: April 30, 2007

See http://www.icuh2007.com/index.html

Metropolis

"9th National Conference: Exploring Canada's Diversity, Today and Tomorrow"

Toronto, ON, Canada

March 1 – 4, 2007

Deadline for proposals: January 5, 2007

See http://www.confmanager.com/main.cfm?cid=555&nid=5181

National Rural Health Association (NRHA)

"13th Annual Rural Minority and Multicultural Health Conference: Traditional
Health Customs and Practices – In Our Own Words"

May 15-16, 2007

Anchorage, Alaska, United States

Deadline for abstracts/proposals: Unknown

See: http://www.nrharural.org/conferences/sub/MMConf.html

Oregon Global Health

Symposium 2007 - Shifting Populations: Immigrant and Refugee Health in the
Pacific Northwest

March 17, 2007

See: http://www.ohsu.edu/gha/conference.cfm

Refugee Women's Network Inc.

"9th National Conference for Refugee and Immigrant Women"

September, 2007

Atlanta, Georgia, United States

Deadline for abstracts/proposals: Not available

See http://www.riwn.org

University of North Carolina at Chapel Hill

"28th Annual Minority Health Conference: AIDS at 25 – It's Time to Deliver"

February 23, 2007

Chapel Hill, North Carolina, United States

Deadline for abstracts/proposals: Not available

See http://www.minority.unc.edu/sph/minconf/2007

F. Health and Learning of Adults within Regions and Communities That Fall Well Below National or Regional Health Norms

Internet searches and consultations with experts in the area of "Health and Learning of Adults within Regions and Communities that Fall Well Below National or Regional Health Norms" uncovered few references at all that relate to this AWG priority. The results of the scan indicate that although this priority crosses over into the other priorities of the AWG, there is little on this priority that is stand alone.

1. Organizations and Centres that Analyze and Link Data, and/or Broker Knowledge

Harvard School of Public Health has a public health geocoding project. See http://www.hsph.harvard.edu/thegeocodingproject (**United States**)

Centre for Rural and Northern Health Research (**CRaNHR**) "is an academic research centre with sites at Lakehead University and Laurentian University in Northern Ontario, Canada. With operational support from the Ontario Ministry of Health and Long-Term Care and additional funding from peer-reviewed grants and contracts, the Centre has a mandate to study issues affecting health care in rural and northern communities. See http://flash.lakeheadu.ca/~cranhr/home.html and http://cranhr.laurentian.ca/ (**Canada**)

Rural Communities and Rural Communities Impacting Policy (**RCIP**) has the mission to increase the ability of rural communities and organizations in Nova Scotia to access and use social science research in order to influence and develop policy that contributes to the health and sustainability of communities. See http://www.ruralnovascotia.ca/default.asp (**Canada**)

Rural Information Center (**RIC**) "of the National Agricultural Library provides information and referral services to local, tribal, state, and federal government officials; community organizations; rural electric and telephone cooperatives; libraries; businesses;

and, citizens working to maintain the vitality of America's rural areas. The RIC Website contains over 3,000 links to current and reliable information on a wide variety of <u>rural resources</u> and <u>funding sources</u>, including RIC's Database, <u>Federal Funding Sources for Rural Areas Database</u> See <u>http://www.nal.usda.gov/ric</u> (**United States)**

Rural Health Research Center (**RHRC)** program "is designed to help policy makers, both in Washington and throughout the [United States], better understand the problems that rural communities face in assuring access to health care for their residents. This is the only Federal program that is dedicated entirely to producing policy-relevant research on health care in rural areas. [Eight] Centers study critical issues facing rural communities in their quest to secure adequate, affordable, high quality health services for their residents. The Centers' research findings inform a wide audience of National, State, and local decision-makers concerned with rural health. Research findings have been instrumental in bridging gaps between policy and program needs and have assisted in educating legislators and policymakers. In addition, the Research Centers have trained many health services researchers… Both General and Analytic Centers concentrate on policy-focused health services research. The Analytic Centers also provide rapid-responses to emerging policy issues, generally using innovative research approaches and techniques." See <u>http://ruralhealth.hrsa.gov/policy/rhrccoop.htm</u>

WONCA is a global organization of doctors with the mission to improve rural health care around the world. Their objectives are to facilitate communication between and networking of rural general practitioners around the world both individually and through rural family doctors' organisations and interest groups. See <u>http://www.globalfamilydoctor.com/index.asp</u>

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2. Journals Related to the Health and Learning of Adults within Regions and Communities That Fall Well Below National or Regional Health Norms

Australian Journal of Rural Health
Canadian Journal of Regional Science
Journal of Health Care for the Poor and Underserved
Journal of Rural Health
Progress in Community Health Partnerships: Research, Education, & Action
Rural Nurse Internship: Connects

3. Forums (Current Examples of Conferences, Workshops, and Institutes)

Eastern Washington Area Health Education Center

19th Annual NW Regional Rural Health Conference: Dare to Prepare

March 23-24, 2006

Spokane, Washington, United States

Deadline for abstracts/proposals: Not available

See http://www.ahec.spokane.wsu.edu/content/docs/CAH_RHCBrochFINAL.pdf

Health Resources and Services Administration (HRSA)

"2007 National Health Care for the Homeless Conference: Looking Back, Moving Forwards- Voices from 20 Years of Homeless Healthcare."

June 14-16, 2007

Washington, District of Columbia, United States

Deadline for abstracts/proposals: April 13, 2007

See http://www.bphc.hrsa.gov/hchirc/conference/default.htm

National Rural Health Association (NRHA)

"13th Annual Rural Minority and Multicultural Health Conference: Traditional Health Customs and Practices – In Our Own Words"

May 15-16, 2007

Anchorage, Alaska, United States

Deadline for abstracts/proposals: Unknown

See: http://www.nrharural.org/conferences/sub/MMConf.html

Northern Health Research and Evaluation Department

"1st Annual Northern Health Research Days Conference: From Evidence to Excellence in Rural Healthcare"

May 8 & 9, 2007

Prince George, BC, Canada

Deadline for abstracts/proposals: April 13, 2007

See http://www.northernhealth.ca/News_Events/Media_Centre_and_News/events.asp

Rural Health Care Research Center (RHCRC)

> "3rd Annual RHCRC Conference: Improving Services, Access, and Treatment for Rural Minority Families: Challenges and Opportunities."
>
> May 2, 2007
>
> Charlottesville, Virginia, United States
>
> Deadline for abstracts/proposals: Unknown
>
> See: www.nursing.virginia.edu/centers/rhcrc

Washington State University – Intercollegiate College of Nursing

> "4th Annual Rural Nurse Conference – Rural Nursing: Growing Quality"
>
> June 13-15, 2007
>
> Richland, Washington, United States
>
> Deadline for abstracts/proposals: January 10, 2007
>
> See: http://nursing.wsu.edu/RNI/Conference.html

G. Health and Learning of Aboriginal Adults

This section includes existing knowledge initiatives and possible knowledge transfer vehicles related to health and learning and Aboriginal people.

1. Web sites, Portals and Databases

Aboriginal Canada Portal is sponsored by the Government of Canada. It features a single window to Canadian Aboriginal on-line resources, contacts, information, and government programs and services. See http://www.aboriginalcanada.gc.ca/ (**Canada**)

Information Centre on Aboriginal Health (ICAH) is a service provided by the National Aboriginal Health Organization. "ICAH is a database of information on bibliographic and web-based resources, programs and services, health careers, and scholarships and bursaries. The Information Centre on Aboriginal Health (ICAH), is a central database of Aboriginal health information. It is a 'virtual' library that provides, wherever possible, links to information that is free on the Internet." See http://www.icah.ca (**Canada**)

Onehealth.ca "is a national health portal dedicated to providing information and services to health care professionals working in First Nations communities." It provides information and resources, news, research and statistics, online tools, discussions and newsletters pertaining to First Nations health and the delivery of health care on reserves. See http://onehealth.ca **(Canada)**

2. Organizations and Centres that Analyze and Link Data, and/or Broker Knowledge

Aboriginal Healing Foundation is an organization dedicated to those affected by the legacy of Physical Abuse and Sexual Abuse in Residential Schools. Its mission is "to encourage and support Aboriginal people in building and reinforcing sustainable healing processes that address the legacy of Physical Abuse and Sexual Abuse in the Residential School system, including intergenerational impacts." The web site has a series of research papers by the organizations which relate to the after effects of Residential Schools. See http://www.ahf.ca/ **(Canada)**

Aboriginal Women's Health and Healing Research Group (AWHHRG) is a national network of First Nations, Métis and Inuit women researchers interested in community-based research focused on the health and healing of Aboriginal women, their families and communities. See http://www.cewh-cesf.ca/en/publications/awhhrg/index.shtml **(Canada)**

Atlantic Aboriginal Health Research Program (AAHRP) "is part of a nation-wide initiative by the Canadian Institutes of Health Research-Institute of Aboriginal Peoples' Health (CIHR-IAPH) to strengthen the capacity of Aboriginal people in health research." It works to enhance the capacity for Aboriginal people to conduct research and gather knowledge with the intent of developing healthy communities. See http://aahrp.socialwork.dal.ca/ **(Canada)**

Canadian Aboriginal AIDS Network Inc. (CAAN) "is a non-profit coalition of individuals and organizations which provides leadership, support, and advocacy for Aboriginal people living with and affected by HIV/AIDS wherever they reside." Its objectives focus on information sharing, development of Aboriginal-specific educational materials, advocacy, partnership building, and the creation of regional aids service

agencies. The work of this national organization includes community-based, capacity building research. See http://www.caan.ca/ **(Canada)**

First Nations Centre (FNC) is a centre of excellence of the National Aboriginal Health Organization (NAHO). Its mission is to advance First Nations health knowledge. The Centre conducts, facilitates, promotes, and disseminates research and "working with First Nations, the FNC will develop tools and processes that assist in building capacity and transferring knowledge." The web site has a substantial number of links to other organizations, researchers, and resources related to Aboriginal health. See http://www.naho.ca/firstnations/english/welcome_page.php **(Canada)**

Keewaytinook Okimakanak Health Services "coordinates delivery of community-based projects and administers regional health programming and services… Through its close awareness of community needs and its team approach, the Council advises and assists its member First Nations. The Council provides services in the areas of health, education, economic development, employment assistance, legal, public works, finance and administration, and computer communications (K-Net Services)." See http://health.knet.ca **(Canada)**

Keewaytinook Okimakanak Research Institute is affiliated with K-Net and "coordinates and manages academic research undertaken about KO and its programmes and departments." See http://research.knet.ca/ (Canada)

Indian and Northern Affairs Canada (INAC) "is responsible for two separate yet equally important mandates: **Indian and Inuit Affairs** and **Northern Affairs**. This broad mandate is derived largely from the *Department of Indian Affairs and Northern Development Act*, the *Indian Act*, territorial acts and legal obligations arising from section 91(24) of the *Constitution Act, 1867."* The department's primary role is to support First Nations and Inuit in developing healthy, sustainable communities and in achieving their economic and social aspirations. See http://www.ainc-inac.gc.ca/index_e.html **(Canada)**

National Aboriginal Health Organization (NAHO) is "an Aboriginal designed and controlled body to influence and advance the health and well-being of Aboriginal Peoples through carrying out knowledge-based strategies." Its objectives focus on health promotion of health issues related to Aboriginal people, research, participation of Aboriginal people in the delivery of health care, and traditional healing practices. NAHO also has a Métis Centre, and an Inuit Centre named Ajunnginiq Centre. Its web site has a

section on research models, briefs and full-text papers. See http://www.naho.ca/english/ **(Canada)**

National Association of Friendship Centres has the mission "to improve the quality of life for Aboriginal peoples in an urban environment by supporting self-determined activities which encourage equal access to, and participation in, Canadian Society; and which respect and strengthen the increasing emphasis on Aboriginal cultural distinctiveness. The National Association of Friendship Centres acts as a central unifying body for the Friendship Centre Movement: to promote and advocate the concerns of Aboriginal Peoples: and, represents the needs of local Friendship Centres across the country to the federal government and to the public in general."
See http://www.nafc-aboriginal.com/

National Indigenous Literacy Association: Web site is under construction
See http://www.nila.ca   **(Canada)**

Native Women's Association of Canada (NWAC) "is founded on the collective goal to enhance, promote, and foster the social, economic, cultural and political well-being of First Nations and Métis women within First Nation and Canadian societies." Its mission is "to help empower women by being involved in developing and changing legislation which affects them, and by involving them in the development and delivery of programs promoting equal opportunity for Aboriginal women.' The web site includes reports on Aboriginal women and health, the law, abuse, and government. There are also reports on Aboriginal rights and Bill C-31. See http://www.nwac-hq.org/ **(Canada)**

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3. Existing and Planned Research Funding Programs

Canadian Council on Learning has recently completed a call for various research proposals in the area of adult learning. It issues on-going calls for research in other Knowledge Centre areas that also include adult learning, such as Aboriginal learning, work and learning, structured learning and health and learning.
See http://www.ccl-cca.ca/ **(Canada)**

Canadian Heritage: **The Aboriginal Women's Program** funds Aboriginal women's organizations seeking to improve the social, economic and political status of Aboriginal

women in their own communities and throughout Canadian society, and to promote leadership development. The program's Family Violence Initiative supports community projects that address family violence using Aboriginal cultural approaches. See http://www.canadianheritage.gc.ca/progs/pa-app/progs/ppfa-awp/index_e.cfm **(Canada)**

Canadian Institutes of Health Research funds the Institute of Aboriginal Peoples' Health (IAPH) "to lead a national advanced research agenda in the area of Aboriginal health, and to promote innovative research in this field that improves the health of Aboriginal peoples living in Canada. See http://www.cihr-irsc.gc.ca/e/4103.html **(Canada)**

Canadian Tobacco Control Research Initiative provides community-based research grants "designed to support community-based, multi-sectoral research related to nicotine addiction. Priority will be given to proposals involving the Aboriginal community, those exploring child and youth health and those incorporating the topic of sex and/or gender." See http://www.ctcri.ca/en-pages/research-grants.htm **(Canada)**

The Indigenous Peoples Health Research Centre (IPHRC) "is a partnership between First Nations University of Canada, University of Regina and the University of Saskatchewan, with broad support from various health boards and Aboriginal health organizations. IPHRC is supported by the Institute of Aboriginal Peoples' Health (IAPH), an Institute of the Canadian Institutes of Health Research (CIHR), and the Provincial Government. Funding provided to IPHRC is primarily focused on building capacity in health research among Aboriginal people, communities and institutions through trainee support, and promoting research into areas of Aboriginal health." IPHRC has grants as follows: Summer Student Grants; Graduate Student Fellowships; and, Partnership/Network Development. See www.iphrc.ca

4. Journals Related to Aboriginal Health and Literacy

Aboriginal Studies Journal
Aboriginal Voices
Alberta Sweetgrass
American Indian Culture and Research Journal
American Indian Quarterly

Arctic

Ayaangwaamizin: The International Journal of Indigenous Philosophies

Canadian Journal of Aboriginal Community-Based HIV/AIDS Research

Canadian Journal of Native Education

Canadian Journal of Native Studies

Études Inuit Studies

First Nations Gazette

Journal of Aboriginal Health

Journal of Indigenous Studies

Native Social Work Journal

Native Studies Review

The Northerner

PIMATISIWIN: A Journal of Indigenous and Aboriginal Community Health

5. Forums (Current Examples of Conferences, Workshops, and Institutes)

Aotearoa Network of Indigenous Health Knowledge and Development Trust (ANIHKD), & The International Steering Committee of the International Network of Indigenous Health Knowledge and Development (INIHKD)

"3rd Biennial Meeting of the INIHKD"

October 14 – 18, 2007

Rotorua, Aotearoa, New Zealand

Deadline for abstracts/proposals: May 1, 2007, 11:59pm (New Zealand time)

See: http://www.conference.co.nz/index.cfm/INIHKD2007/index.cfm/INIHKD2007

Healing our Spirit BC & Aboriginal HIV/AIDS Society

11th Annual Aboriginal HIV/AIDS Conference

March 26-28, 2007

Victoria, British Columbia, Canada

Deadline for abstracts/proposals: February 14, 2007

See http://www.healingourspirit.org/conference.htm

Indian Health Service (HIS), US Department of Health & Human Service

"19th Annual IHS Research Conference"

June 4-7, 2007

Phoenix, AZ, United States

Deadline for abstracts/proposals: April 6, 2007

See: http://www.ihs.gov/MedicalPrograms/Research/conferences.cfm

National Aboriginal Diabetes Association

"7th International Conference on Diabetes and Indigenous Peoples"

August 29 – September 1, 2007

Ottawa, ON, Canada

Deadline for abstracts/proposals: June 22, 2007

See: http://aardcom.net/register/nada/Call_for_Presentations.pdf

National Rural Health Association (NRHA)

"13th Annual Rural Minority and Multicultural Health Conference: Traditional Health Customs and Practices – In Our Own Words"

May 15-16, 2007

Anchorage, Alaska, United States

Deadline for abstracts/proposals: Unknown

See: http://www.nrharural.org/conferences/sub/MMConf.html

Montana-Wyoming Tribal Leaders Council

Annual Tribal Health Conference: My Relatives – Our Journey Begins. Listen, Learn, Heal, and Educate. We are the Future."

April 3-6, 2007

Billings, Montana, United States

Deadline for abstracts/proposals: Not available

See: http://www.mtwytlc.com/healthconference.htm

IV. Summary Statement

The purpose of this environmental scan was to identify current knowledge initiatives and vehicles related to health and learning and the priorities of the AWG. At the same time, we considered the themes of the HLKC and the functions of the CCL.

The findings of the scan show that the fields of adult learning and health are generally quite separate. The findings also confirm the importance of the five AWG priorities. While the health and adult education fields each have their own important terminology, organizations, web sites, listservs, events, sources of research funding, and separate journals; there are limited cross-over points between the two fields on the five priority areas. In addition, there are remarkably few joint-knowledge initiatives and vehicles in the priority areas. The AWG is dedicated to building more connections between the two fields and, specifically, to build such connections for the benefit of those adults in the priority areas.

There is no shortage of knowledge initiatives or knowledge vehicles in both fields. We found an abundance of resources, research papers, articles, fact sheets and other important information on the many web sites included in this scan. Most of the web sites listed in the scan related to AWG priorities contain research reports, articles and studies that can be downloaded.

Both fields have a multitude of journals and many national and international conferences; for instance, several organizations in the health field focus specifically on gender, i.e. issues related to women's health. Health literacy is beginning to become an area of research. At the federal government level, it appears there are more public dollars, support, and knowledge initiatives for health, in general, than for adult learning, but there are identifiable opportunities to bring the two fields together on far more initiatives than now exist. The fact that we found there are few organizations that explicitly link health and learning suggests a far stronger relationship can be built through the efforts of the Adult Work Group for the health and learning of Canadian adults and their families.

Further to these points, concerning the specific priorities of the AWG, there are definite disparities among these groups in terms of knowledge initiatives and vehicles. For example, there are many portals, web sites and Canadian organizations dedicated to HIV/AIDS, as would be expected. There are also a significant number of Canadian portals, web sites and national organizations dedicated to Aboriginal health. Adult Literacy also has some databases, and national organizations, as well as provincial and territorial coalitions across the country. What is interesting is that we found only one national health association that had a national program specifically dedicated to health and literacy.

Adult literacy has several journals as does HIV/AIDS, but no literacy journals are specifically connected to health, and no Canadian health journals are dedicated to literacy. There are many Aboriginal journals with one related to health and another to education. One HIV/AIDS journal focuses on education and prevention.

The AWG priority of immigrants and refugees fares less well in terms of knowledge initiatives and vehicles. There are few web sites and portals and few national organizations that deal specifically with immigrant and refugee issues, including health. There are a few national (and international) conferences on the topic of immigrants and refugees, Aboriginal health, and HIV/AIDS. Literacy has some provincial events, but lacks the national and international connection that these other priorities seem to have. HIV/AIDS has the most nationally diversified funding sources for research. Adult literacy has the least.

Curiously, for a nation with a single health policy for universal health care, there were few knowledge initiatives or vehicles that we could find for the AWG priority "health and learning of adults within regions and communities that fall well below national or regional health norms." It might have been expected that more comparative or inter-regional studies and initiatives would have been found.

In conclusion, looking at the five priority areas, the most well-developed research sources among our AWG priorities with respect to knowledge initiatives and vehicles appear to be HIV/AIDS, Aboriginal Health, and then Literacy. There are fewer initiatives and vehicles for the priority of health and learning for immigrants and refugees. Finally, we found few knowledge initiatives, vehicles, or organizations that are designated to address regions and communities that fall below health norms. We look to our AWG and participation of Canadians and our international advisors in the AWG to help redress these and other areas of concern vital to building a healthier, more literate Canada.

V. Appendix
Information Generated Before and Following the June 2005
CCL HLKC Consultation in Vancouver

Introduction

This appendix includes information generated by participants in working sessions at the CCL HLKC consultation that took place in Vancouver in June 2005.

Questions about other future *Issues/Trends* for the HLKC (as identified by the AWG Committee, June 2005) (As identified by the AWG Committee, June 2005)

1. What are the lessons to be learned from women's health movements that might be applied to broader population health and adult education strategies.
2. What issues related to work-place health and safety among adults with low-literacy skills should be considered?
3. How will the Health and Learning KC collaborate with the Adult Learning KC in the Atlantic Region and avoid duplication? Also with the other KCs?
4. How can learning from the exemplary projects and programs across Canada and beyond be collected from the above sectors, and others, to inform future research and practice?
5. How can we impact future policy based on what we already know?

Potential themes and topics that could/should be investigated and addressed by CCL (as identified by the AWG Committee, June 2005)

- **Individual Factors:** The relationship between health and learning at the level of the individual/behaviour, including factors such as genetics, gender, growth & development, ability, culture, etc or specific attributes such as health literacy/knowledge, assertiveness, social/life skills etc)

- **Environmental Factors:** The interaction between individual characteristics, broad social and economic factors, social and physical environments such as homes, neighbourhoods, pre-schools, daycare, schools, workplaces, health care institutions, etc and public systems such as learning systems, health systems.

- **Interventions:** The effectiveness, costs and benefits of specific interventions such as policies, programs, services, etc. These are often applied to specific health or learning problems.

- **Coordination of interventions/systems change:** The effectiveness, sustainability, coordination, cost-effectiveness of comprehensive approaches that address both health and learning and that use educational and health interventions.

- **Monitoring/reporting:** Status reports, evaluation studies, indicator development, measures of quality etc

Existing national reports/recent reports that could perhaps become published regularly on adults' health and learning (as identified by the AWG Committee, June 2005)

Bhatti, T., & Hamilton, N. (1996). *Population health promotion: An integrated model of population health and health promotion.* Ottawa: Health Canada.

Brown, C., & Dryden, W. (2004). Literacy as a barrier to health and health as a barrier to literacy. *Literacies, 4*(4-9).

Calamai, P. (1987). *Broken words: Why five million Canadians are illiterate.* Toronto, ON, Canada: Southam Newspaper Group.

Federal, Provincial, and Territorial Advisory Committee on Population Health (1999). *Towards a healthy future: Second report on the health of Canadians.* Retrieved January 7, 2006, from http://www.phac-aspc.gc.ca/ph-sp/phdd/report/subin.html

Gillis, D., Quigley, B. A., & MacIsaac, A. (2004). *Taking off the blindfold, seeing how literacy affects health: A report of the Health Literacy in rural Nova Scotia Research Project.* Antigonish, NS: St. Francis Xavier University. Retrieved January 7, 2006, from http://www.nald.ca/healthliteracystfx

Genuine Progress Index (GPI) Atlantic (2002). *The Cost of Chronic Disease of Nova Scotia.* Halifax: GPI Atlantic (and see other GPI Indexes for Canada).

Perrin, B. (1998). *How does literacy affect the health of Canadians?* Health Canada: Ottawa, ON, Canada. Retrieved January 7, 2006, from http://www.nald.ca/fulltext/howdoes/ cover.htm

Public Health Agency of Canada (2002). *Population health approach*. Retrieved January 7, 2006, from http://www.phac-aspc.gc.ca/ph-sp/phdd/approach/index.html#What

Quigley, A., & Arrowsmith (1997). The non-participation of undereducated adults. In P. Belanger & A. Tuijnman (Eds*.). New patterns of adult learning: A six-country comparative study* (pp. 101-130). New York: Elvesier Science Inc.

Rootman, I., Gordon-El-Bibety, D, Frankish, J., et al. (1992). *National health and research program needs assessment and environmental scan*. Retrieved January 7, 2006, from http://www.nlhp.cpha.ca

Rootman, I., & Ronson, B. (2004). Literacy: One of the most important determinants of health today. In D. Rapheal (Ed.). *Social Determinants of Health: Canadian Perspectives* (pp.155-169). Toronto, ON, Canada: Canadian Scholars' Press.

Sarginson, R. J. (1997). *Literacy and health: A Manitoba perspective*. Retrieved January 7, 2006, from www.nald.ca/healthliteracy

Thomas, A. (1983). *Adult Basic Education and Literacy Activities, 1975-76*. Toronto, ON, Canada: World Literacy of Canada

see *The Change Agent*, vol. 4, http://www.nelrc.org/changeagent/backIssues.htm.

Existing indicators/measures that can help reveal learning / participation / knowledge levels in Canada and/or the provinces, territories or regions learning (as identified by the AWG Committee, June 2005)

Genuine Progress Index, (see R. Coleman)
http://www.gpiatlantic.org/clippings/mc_textbookstmt.shtml.

Human Resources Social Development Canada (2001). *A Report on Adult Education and Training in Canada*. Ottawa, ON, Canada: Author

Livingstone, D. (1999). *The first Canadian survey of informal learning practices*. NALL: Toronto, ON, Canada: OISE/University of Toronto.
(possibility of this becoming a regular addition to knowledge?)

OECD & Statistics Canada (1996). *Reading the future: A portrait of literacy in Canada.* Ottawa: Minister of Industry, Statistics Canada (Catalogue No. 89-551-XPE).
(One in a series of international IALS studies)

OECD & Statistics Canada, (2000). *Literacy in the information age: Final report on the International Adult Literacy Survey.* Ottawa: Minister of Industry, Statistics Canada.
(One in a series of international IALS studies)

OECD & Statistics Canada, (2005, May 11). *Learning a living: First results of the Adult Literacy and Life Skills Survey.* Ottawa: Minister of Industry, Statistics Canada (Catalogue No**.** 89-603-XWE). (One in a series of international IALS studies)

Potential International Sources for Comparative Analysis (as identified by the AWG Committee, June 2005)

Kirsch, I., Jungeblut, A., Jenkins, L. & Kolstad A. (1993) *Adult literacy in America: A first look at the results of the National Adult Literacy Survey* (NALS). Washington, DC: Department of Education.

Quigley, A. (in press). *Quality, capability, opportunity: A meta-analysis of four evaluation reports on adult literacy education programs in Aotearoa/New Zealand*. Wellington, NZ: Ministry of Education.

Existing research and knowledge organizations that might be headed towards relations between health and learning (as identified by the AWG Committee, June 2005)

- Federal government, provinces creating national collaborating centres
- CCL creating other CCL knowledge centres
- The planned work of CIHR institutes
- The planned work of SSHRC

Questions related to the health and learning of the HLKC's Adult Working Group's priority areas:

1. What does health mean to adults within the identified target populations?

2. How do adults with low literacy skills learn about health (and other matters) for purposes of improved health, access to health, and applications to mainstream health practice?

3. How does improved health affect learning capacity within this group?

4. How can practitioners be better engaged in fostering improved health in this group?

5. What does research, policy and practice on learning and health tell us about ways to improve health in those communities?

6. What does research, policy, and practice of learning and health tell us about the ways the health care system can become more accessible to these communities?

7. What does research, policy, and practice tell us about ways to support healthy lives for these communities?

8. What are the gaps in both research and practice for purposes of future study and action?

9. How can practitioners be better engaged in researching the links between health and learning?

Specific questions about health and learning among adults who are HIV-Positive and/or victims of AIDS:

1. What lessons can be learned from the experiences of HIV/AIDS education that might be applied to other aspects of contemporary adult health promotion challenges?

2. What research is needed for HIV/AIDS victims incarcerated in, or at-risk in, correctional centres and prison settings?

Specific questions about health and learning among adults within regions and communities that fall well below national or regional health norms:

1. What does research, policy, and practice in learning and health tell us about the *roles of particular determinants of health* in various regions, and the ways they support or deter adults from healthy living and healthy lifestyles?

2. What does this research, policy, and practice tell us about *ways to support healthy living or healthy lifestyles* better in those regions with comparatively lower health?

3. What roles might *allied agencies of health* (e.g., Recreation, Community Services, Education, Labour), play in fostering better health and lifestyles among those adults in communities with lower health levels?

Specific questions about health in First Nations & Inuit communities:

1. How can Aboriginal peoples' specific challenges in areas of health and learning as adults be better supported?

2. What lessons can be learned from the experiences of First Nations and Inuit Peoples on health and their ways of learning that might be applied to other aspects of contemporary adult health challenges?

Specific questions about women who face unique barriers to accessing appropriate, quality health care:

1. What are the lessons to be learned from women's health movements that might be applied to broader population health and adult education strategies?

2. How does Canadian women's health, particularly for women who are poor, aboriginal women, women whose first language is not English, immigrant and refugee women, women with low literacy skills, compare internationally?

3. How does women's literacy impact on their role as gatekeepers for family health?

Questions about other future *Issues/Trends* for the HLKC

1. What issues related to work-place health and safety among adults with low-literacy skills should be considered?

2. How will the Health and Learning KC collaborate with the Adult Learning KC in the Atlantic Region and avoid duplication? Also with the other KCs?

3. How can learning from the exemplary projects and programs across Canada and beyond be collected from the above sectors, and others, to inform future research and practice?

4. How can we impact future policy based on what we already know?

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