Libraries and Literacy: A Decade in Review

A Background Paper Prepared for the

National Summit on Libraries and Literacy: Moving Forward

May 2006

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Greg Kelner for the Steering Committee of the National Summit on Libraries and Literacy – Moving Forward.

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I. Introduction

A. Purpose of the Background Paper

The purpose of this paper is to provide background information in preparation for the dialogue that will take place at the Canadian Library Association (CLA)'s *National Summit on Libraries and Literacy: Moving Forward* in June 2006.

The objectives of the paper are to provide:

- an overview of what has been accomplished since the 1995 national summit on libraries and literacy, as well as the challenges that still exist
- a scan of how libraries across Canada are addressing adult literacy in their work
- interesting and innovative examples of library initiatives on adult literacy
- questions for Summit delegates to consider in preparation for attending the event

B. Background on the AFLIG 2006 Summit

The *National Summit on Libraries and Literacy* is hosted by the CLA's Action for Literacy Interest Group (AFLIG). The Summit brings together representatives from libraries, library associations, literacy organizations, adult learner groups, and government agencies who are interested in exploring and expanding the role of libraries as learning partners.

The Summit will provide an opportunity to update what has taken place with respect to libraries and literacy since the 1995 Summit. It will present an occasion to build upon current library/literacy initiatives to advance new approaches.

The goals of the Summit are to:

- develop strategies to increase information sharing, among libraries and between libraries and literacy organizations
- plan initiatives to increase collaboration
- provide information about existing library and literacy initiatives locally and internationally
- create concrete tasks that will enable participants to move forward with a national vision for library/literacy initiatives and collaborations

AFLIG acknowledges that there are many different definitions of literacy. For the purposes of a common definition, AFLIG recognizes the one used in the International Adult Literacy Surveys (IALS and IALLS) developed by Statistics Canada and the Organization for Economic Cooperation and Development. Literacy is defined as "the ability to understand and employ printed information in daily activities at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential." This definition recognizes that people have different literacy abilities and that literacy is not an all or nothing situation. AFLIG further acknowledges that there are many literacies and that literacy is about reading the world as well as the word. Literacy in English or French for newcomers is also recognized as a serious issues as is the difficulties that adults may have with literacy in their own language.

II.   Methods for Gathering Information

The researchers reviewed reports and articles on libraries and literacy. They interviewed librarians who attended the 1995 Summit and other librarians who did not to find out what has been accomplished in the last decade, what the challenges are, and what still needs to be done. They talked to library staff across the country about their literacy initiatives. This information was used to develop cases of successful initiatives for this paper. The AFLIG Steering Committee for the Summit developed a survey to collect information from libraries about their literacy initiatives. The survey was posted on the National Adult Literacy Database (NALD) in March 2006. Please see http://www.nald.ca/Sommet/ for the French survey and http://www.nald.ca/Summit/ for the English survey.

Responses were received in both English and French. Anglophones from every province and territory responded to the survey. Francophones from Quebec, Atlantic Canada and Ontario completed the survey. This data was analyzed as of April 20, 2006. See selected survey responses in the Appendix.

III.   Libraries and Literacy: Past and Present

A.   1995 Libraries and Literacy Summit[1]

The 1995 Libraries and Literacy Summit provides a baseline for examining what has happened with libraries and literacy over the last decade.

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[1] From the 1995 National Working Summit on Libraries and Literacy: *Public Libraries and Literacy: Toward a National Frontline Strategy.*

In 1995, approximately 30 delegates from public libraries and literacy organizations at the national and provincial/territorial levels came together because there was a need to document library-literacy initiatives, develop a national long-term strategy for literacy services in libraries and dialogue with literacy groups. Delegates came from New Brunswick, Nova Scotia, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia, and the Yukon. Seven participants were from literacy organizations. Although libraries have always been involved in literacy, there was an increased interest in literacy with the advent of 1990, International Literacy Year. The event was hosted by AFLIG.

The 1995 Summit objectives were to:

- review and examine the historical and current cross-Canada activities in library-literacy service at the local, provincial, and regional levels
- provide an opportunity for representatives of the library community to meet with representatives of the national literacy organizations to present their perceptions and their assessment of libraries' role in literacy services
- begin the process of developing a long-term library-literacy strategy and provide tools to provincial and territorial library bodies that will enable them to work on their own library-literacy initiatives
- to document Summit proceedings and to produce a report that will publicly present the recommended development tools for local library-literacy strategies.

Participants developed an action plan for the involvement of public libraries in literacy. The action plan focused on CLA leadership, documentation of library-literacy work across Canada, resource documentation, and the development of promotional and educational materials. Other recommended actions included campaigns to promote reading, effective communication within library systems and between libraries and literacy organizations, and raising the profile of libraries' literacy services.

Participants identified barriers in delivering literacy services through libraries. The most common barriers were no national literacy infrastructure, lack of effective partnerships and communication between libraries and literacy organizations, and lack of funding. Other barriers were the perception on the part of libraries that literacy is not their responsibility, and perceptions on the part of adult learners that libraries cannot help them.

B.   Reflections on the Last Decade

It was clear [at the first Summit in 1995] that literacy providers didn't get that we were in the literacy business….If we were going to make this work, we had to talk differently." (1995 Summit Participant)

Libraries across the country have been talking differently since the 1995 Summit and addressing the barriers which were identified at that time. The results are recognition, more partnerships, effective community involvement and integration of adult literacy into library services despite challenges at the local, provincial and national levels. This section presents a summary of the reflections of seven Anglophone and two Francophone librarians from across the country. Seven of these librarians attended the 1995 Summit.

i.   Accomplishments since the 1995 Summit

We are at the table now in the spirit of collaboration.
Working together, we play to our strengths. We are true education partners.
(1995 Summit participants)

Overall, in the last decade libraries have gained recognition as important players in adult literacy and as welcome partners in collaborative efforts to advance adult literacy. Understanding the structure of the literacy movement at the national, provincial and local levels, libraries now see where they fit in, the roles they can assume and how they can contribute. Libraries have made significant steps in networking in their communities, building trust and active relationships with local educational, social service and business organizations. To reach people with literacy challenges, libraries have started working with these organizations to attract different populations of users and potential users - people such as the unemployed and inner city families who are often socially excluded. Outreach, the traditional way libraries took their successful programs on the road, is being transformed as communities and libraries work together to redefine needs and custom-design programs and collections to welcome and capture the interest of new users and non-users.

Despite the prominence of children's literacy and adult second language programming within library systems, adult literacy is gradually gaining a higher profile National and provincial gatherings with libraries and literacy representatives, online linkages, and special adult literacy projects on the national and provincial levels have enabled libraries to work together with positive results. Some urban libraries have created literacy-librarian positions for adult literacy or hired adult educators to develop adult literacy programs including family literacy. Adult literacy is also part of staff orientation or is offered as part of staff development sessions in a number of library systems.

At the level of service infrastructure, some urban library systems are taking an integrated approach so that adult literacy programming and services emulate mainstream library services. Adult literacy learners use computers for library searches, can get specialized computer training courses and have resources and assistance available to explore and use the library.

ii. Challenges in External and Internal Collaboration

Libraries serve readers and literacy organizations serve non-readers. Can libraries make the leap to literacy? We are part of the community.

Adult literacy is marginalized in the library field just as literacy is in the whole adult education field.   (1995 Summit participants)

Three frequently-mentioned challenges in community and external collaboration are territorial issues, funding models and limited staff time. Librarians working with local literacy organizations have felt a tension around territory and competition for scarce, short-term. Project-based funding models discourage long-term planning and frustrate willing partners. In addition, the library's goals are different than many government initiatives based on outcomes such as employability. Libraries have a broader mandate and encourage reading for pleasure, for instance, which is difficult to match up with an outcomes-based funding model.

Staff are taking on heavier workloads to support successful adult literacy as well as continuing to perform their regular library duties. Under these circumstances, it is difficult to push beyond local level collaboration where time has to be invested in finding the right constituencies before the hard work of cooperation even begins.

Finally, libraries themselves or perceptions of libraries can be a barrier to populations of non-users which the library is trying to attract. These institutions of knowledge and learning with their own rules, requirements and culture about ownership of materials instill fear in some people rather than delight and welcome.

Internally, the challenges libraries face in collaborating with each other include geographical distance, decentralized municipal structures, the difficulty in joining different library systems each with distinct populations, size and needs, the use of volunteers to operate some rural libraries, and the infrequent opportunities for librarians to get together in some jurisdictions. While the traditional types of cooperation (book rate, inter-library loan, copyright) thrive, the lack of a structure in some systems for delivering adult literacy services hinders collaboration both internally and externally.

Communicating about successes and challenges is an important element in collaborative efforts. To increase communication and disseminate information, librarians say they need time, financial support, more opportunities for personal contact (especially at the provincial and national levels), more effective use of email and list serves, and secondments to different libraries so people can share their knowledge, expertise and ideas.

iii.   A Shared Vision for Adult Literacy: Questions and Next Steps

Can libraries develop a shared vision of adult literacy to meet these challenges and to assist them in collaborating with each other and with external organizations? To begin the discussion, librarians from the 1995 Summit were asked what questions libraries and library associations need to consider. They pose these questions:

- What can libraries provide that is unique for adult literacy?
- Where do stories and cultures fit into a shared vision of adult literacy?
- To what extent are libraries willing to address barriers that prevent people from using their services?
- How can libraries get financial and other types of support for adult literacy?
- How can libraries work with the highly competent literacy community locally, provincially and nationally?
- What role can libraries play in advancing government policy on adult literacy?

Next Steps

To move further along in developing a shared vision, librarians suggest taking steps in advocacy, staffing, infrastructure and planning. Libraries can advocate by mounting adult literacy campaigns, promoting libraries as education partners and not just a resource, and buying online data bases as contributions to their partners in adult literacy work.

In the area of staffing, librarians suggest putting knowledgeable and flexible staff into adult literacy initiatives, training staff to recognize signs indicating literacy difficulties in adults, building personal relationships with adult literacy learners, and addressing fears of adult literacy learners at personal and institutional levels.

Infrastructure for adult literacy can be improved by hiring full-time literacy coordinators for libraries or provincial library initiatives and looking at the needs of whole neighbourhoods to develop strategic plans. How do those needs impact staff training, reading initiatives, special events and projects? Suggestions for planning focus on strategizing by organizing face-to-face meetings with provincial stakeholders, doing pilot

projects with provincial library associations and provincial literacy associations to build capacity, seeking permanent funding, and holding annual summits of adult literacy.

C.   2006: An Overview of Libraries and Literacy

One hundred and sixty seven library staff completed the *CLA Survey of Library Literacy Services and Programs.* The survey was posted on the National Adult Literacy Database (NALD) web site in March 2006. Selected responses were analyzed for the purposes of this paper during the week of April 17, 2006.

87.95% or 146 responses were from public libraries. This is an excellent response rate of as there are 700 public library systems in Canada. For a more detailed breakdown of selected responses, please see Appendix 1 in this report.

i.   Profile of Responding Libraries

The results show that the large majority of libraries service relatively small communities. Almost 60% service populations of 25,000 or less. 31.73% serve populations of 50,001 to 250,000. By contrast, only 9.38% indicated they serve populations over 250,000. Furthermore, the results show there is a large discrepancy across these libraries' budgets. The majority (56.41%) have a budget of 250,000 or less whereas 29.49% have a budget of one to ten million dollars.

The response rates were as follows:

- Atlantic Canada (24.55%
- Quebec (8.98%)
- Ontario (35.33%)
- Manitoba/Saskatchewan (5.99%)
- Alberta/British Columbia (23.95%)
- Yukon, Nunavut, Northwest Territories (1.20%).

ii.   Responding Libraries' Involvement in Literacy

The results show that the majority of libraries are providing information, referrals, space, and materials with respect to their involvement in literacy. They are also involved in outreach, and community organizing activities. This involvement decreases for partnership activities with literacy organizations. The results also show that the minority of libraries are involved in advocacy with government and actual adult literacy instruction. Furthermore, few libraries are linking technology and literacy.

Literacy Activities and Programming

The majority of libraries responding to the survey are involved in:
- maintaining and distributing information about literacy services in the community (87.80%)
- referring potential students to literacy programs (78.40%)
- provide meeting space in library or tutoring space to community providers (72.39%)
- providing print materials for adult new readers/learners (70.89%)
- engaging in community organizing activities focusing on literacy (70.37%)
- providing collections and materials for tutors (62.50%)

The figures of involvement go down substantially for:
- advocacy with government (46.88%)
- administer or participate directly in a family literacy program (33.54%)
- deliver employment skills training (18.24%)
- administer or participate directly in an adult literacy program (18.13%)
  - adult basic education programs (7.50%)
  - GED programs   (3.75%)

Library staff or volunteer tutors provide most of the instructions in literacy programs (75%).

Literacy Partnerships

The majority (68.94%) of libraries said they are involved in community outreach activities targeted to literacy organizations. Less than half of responding libraries say they are part of a community literacy partnership (45.86%). They indicate that the **three** most significant barriers to partnering are lack of time, lack of money, and lack of knowledge about how to create the partnership

Over a third of those responding say they are involved in providing funding to community literacy partnerships. Libraries said the greatest support they provide is in-kind donations through staff time and free library space (51.28%). This is followed by writing reference letters for literacy funding applications (20.51%).

iii.   Libraries and Technology

The responses show that few libraries responding are linking technology and literacy. Only 16.5% of those responding use their website for adult literacy and adult literacy outreach. In addition, only 12.34% use computerized instruction in the delivery of adult literacy programs and only 8.39% use on-line or web-based literacy instruction.

D.   Libraries and Literacy: A Review of Selected Literature

This section builds on the reflections of 1995 Summit participants and the results of the survey on libraries and literacy work by providing examples of how libraries have changed. It exemplifies the changes, accomplishments and ongoing challenges that libraries face in their literacy work

In 2003, the CLA focused on libraries and literacy through a series of articles in its magazine, *Feliciter*.[2] The articles explore how libraries are changing to respond to the literacy needs of Canadians and ongoing challenges in library-literacy work. The issue includes opinions and writings from front-line librarians, teacher-librarians as well as researchers and academics.

The introduction to the series of 2003 articles emphasizes the important role of libraries in providing literacy services. Changing practices relate the changing role of public libraries in community literacy, and how they connect with and offer services that meet the needs of the literacy community. One example described is the Westpark Library (sic) in Saskatoon. This article stresses that "books are no longer the only game in town." (p.19) The authors illustrate how the Internet and videos are important services and elements of the library accessed by young people. They also emphasize that electronic communication has been a catalyst for libraries getting into the "literacy business" including more formal programming for adult literacy. Thomas Quigley (Vancouver Public Library) also emphasizes that technology can help libraries reach out to the community and attract the literacy community. He notes that the literacy community is also expanding its use of technology. Technology can highlight the literacy services and resources that a library. He highlights other ways that libraries' web pages can be used effectively with respect to their literacy initiatives such as making it easier to access literacy information , describing why libraries are involved in literacy, and providing links to local literacy organizations. . He also suggests using the web page to highlight selected literacy resources and explain how to access literacy collections.

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[2] See *Feliciter* Volume 49, no.1.

Sue Emson (Saskatoon Public Library) describes how the need to serve the community's marginalized populations has become more critical. She stresses the library's strong and long-term relationships with local literacy organizations. She describes the marginalized populations that use the library, the adult literacy materials in the library, and the challenges of getting money for library literacy outreach programs. She reports on the evolution of the library's literacy services from passive to active. The services have moved beyond just providing spaces and literacy materials to active cooperative programming (family and adult literacy) and library orientation. To be successful in its literacy services, she sees both personalized services and flexibility as key.

The authors also describe the challenges libraries face in their literacy work. These challenges include the institutional nature of libraries and the skills needed to navigate them, their rules and a lack of comfort levels for marginalized groups. Other challenges they identify include the lack of communication, collaboration between the libraries and other literacy organizations that sometimes leads to duplication or lack of integrated service. Using technology effectively to create better access for the literacy community is also another identified challenge.

In 2005, the *Feliciter* [3] focused on libraries and the under served and socially excluded groups. The issue was about community development work in the library community. This issue focused on underserved and excluded groups including the poor, the physically and mentally ill, the under-educated, the uneducated, the addicted, the abused, and the alone. Those with literacy challenges would be included across these other socially excluded groups. Annette DeFaveri (Working together: Library – Community Connections) picks up on the challenges of connecting with marginalized groups identified by others. In her article *Culture of Comfort* in, she asks how libraries can identify the barriers for groups who do not use library resources but could benefit from them.

She suggests that libraries need to see the institutional barriers that they erect by continuing to promote traditional ways of interacting with users. For instance, she says it is important to understand why some people feel uncomfortable and unwelcome in the library. She notes that change is not about changing the perceptions of the socially excluded about the library. Instead, she says change is about libraries changing their perceptions of the socially excluded. This change requires that libraries go out and ask the communities what they want from libraries. She emphasizes, "When we consult

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[3] See *Feliciter* Volume. 51 No. 6

people about their wants and needs, and when we respond to their requests, we build an inclusive library that listens to even the faintest voices."

E.   Library and Literacy Initiatives

This section presents exemplary library initiatives in adult literacy from across the country although it is by no means an exhaustive list of such activities. A number of factors were considered in the choice of which adult literacy initiatives to highlight. These initiatives had to:

- match the theme tables at the summit. "Community Development" emerged as additional theme in interviews and discussions; a national program was selected as an example.
- represent adult literacy including English as a Second Language (ESL) literacy issues
- be established and ongoing. Many successful programs have closed over the years; other initiatives fulfilled their objectives and resulted in changes for library systems.
- represent urban and rural activities, provincial initiatives, collaborations with external organizations, and collaboration among libraries.
- offer a cross country picture of adult literacy in libraries.

The presentations and discussions at the 2006 Summit will hopefully stimulate participants to talk about other exciting projects in their local and provincial library systems.

For each example, there is information about the motivation and funding for the project, a brief description of its distinctive elements, the successes and impacts on the library and community, the challenges libraries faced and how they addressed them, future plans and finally, advice to others who might be interested in designing and offering a similar program.

Theme: *Connecting Libraries and Literacy Agencies*

Case Example: Community Literacy Collection Program (CLC): Linking Literacy and Libraries project · 2003 – Present. **Contact person:** Mary Reynolds ·AlphaPlus Centre · Toronto ON

Motivation for CLC Program: In 2002**,** AlphaPlus conducted a feasibility study with libraries and literacy organizations across Ontario to see what opportunities there might be for partnerships. The results of the study showed that there was a high interest on the part of libraries and literacy organizations in partnering on initiatives that could enhance and promote literacy service delivery.

Description of the CLC Program: The goal of the CLC Program is primarily to raise community awareness of the availability of resources and services to help attract more adults with literacy challenges into the library. The Program is facilitated by AlphaPlus and involves partnerships with literacy organizations and public libraries in communities across Ontario. To date, partnerships have involved mostly Anglophone, Francophone, and First Nations communities. Libraries get a collection of up to 200 current literacy resources for a year to a year and a half. The collection includes resources on topics such as basic reading, writing and math, high interest/low vocabulary readers, computer skills, job skills and family learning. Libraries also get catalogue records they can input and use to track usage. Literacy organizations meet with libraries to choose the pieces for the collection. Libraries get the material shelf-ready. Both libraries and literacy organizations sign an agreement that they will promote the collection and participate in an evaluation. AlphaPlus provides a promotional kit to partners.

Successes and Impacts: New CLC Program partnerships have been steadily increasing since the program started**.** Literacy organizations have gained from having resources that are suitable for their learners in the library. The Program facilitates crossing the threshold into the library—a building that has been intimidating in the past. Literacy organizations also gain access to space and computers for learners, and learners also get to see what else is available to them. Literacy organizations also use their expertise to assist libraries in their orientation sessions for adult learners. In some communities, parents, grandparents, school teachers and others have also used the collection. Libraries have recognized the need to improve their collections and now more have budget lines for literacy. Libraries have also gained an increased understanding of adult learners and how to work with them. Libraries and literacy organizations have strengthened and expanded their partnership through the CLC Program. The program has raised overall expectations about the need to have these literacy resources in the community.

Challenges: Sustainability has been the biggest challenge once the loan period is over. AlphaPlus has addressed this challenge by extending the loan period and topping up the collection with 50 new resources.

Future Plans: AlphaPlus will continue the CLC Program and expand into the deaf community.

Advice: Think through the model for such a program before starting. It's taken AlphaPlus three years to work out its own model.

Theme: *Connecting Libraries and Community Partners*

Case Example: ABC des Portages · Rivière-du-Loup, Quebec · 1990 – Present. **Contact Person:** Anne Paquette · ABC des Portages.

Motivation for ABC des Portages: Librarians in the region recognized a need for literacy training among adults in the region. The initiative arose from a general recognition of the lack of access to literacy programs in the region and general need to increase awareness about literacy.

Description of the ABC des Portages: The initiative is called ABC des Portages. Its goals are to provide basic literacy training to adults in the Bas-Saint-Laurent region; to promote adult literacy in the region; and to sensitize the population to the issue of adult literacy. ABC des Portages has been active since 1990. Adults with low literacy skills receive basic training in reading, writing and computer skills in small groups from a trainer. Training takes place in municipal libraries or local employment centers. The network of municipal libraries, the School Board and the local employment centers are partners in the initiative. ABC des Portages manages the initiative, co-ordinates the trainers, publicizes the initiative, etc. The municipal libraries contribute resources such as classroom space, onsite computers and books. The local employment centres also commit classroom space. ABC des Portages is funded by the School Board and the local employment centres.

ABC des Portages is promoted by publicity campaigns, including door-to-door promotion. Other community organizations, such as collective kitchens, and community health and mental health centers, have been instrumental in raising awareness. ABC des Portages is an autonomous organization with 12 employees including 1 representative from the municipal library board.

Successes and Impacts: ABC des Portages has been successful in giving many adults in the region access to literacy training. Approximately 80 adults participate in the program every year, and each participant commits to 3-6 hours/week of literacy training. The participants are encouraged to read with their families, which also promotes family literacy.

Challenges: It has been it has been difficult to reach and recruit adults with low literacy skills, because most are reluctant to seek help. To overcome this challenge, since 2003 ABC des Portages has embarked on a door-to-door recruitment campaign, especially in the poorer parts of the region. This effort has been very successful at increasing participants. The Bas-Saint-Laurent region of Quebec encompasses 20 villages. To overcome this difficulty and provide access to more people, training takes place in the municipal library of each village.

Advice: Literacy initiatives should create ties with the municipal libraries because librarians have a role in recognizing adults with low literacy skills when a client has difficulty using the library. The librarian should ask him/herself why this is the case and be attentive to the needs of their clientele when providing service. Since many municipal libraries have computers, basic computer training is also an important part of the literacy training.

Theme: *Books for Adult Learners*

Case Example: Collection pour tous · City of Montreal · Montreal, Quebec · 1991 – Present.
Contact person: Diane Frechette · City of Montreal.

Motivation for *Collection pour tous* :

Although there are many scholarly books about adult literacy, there were few French language books for adults with literacy challenges in Montreal's municipal libraries. International Literacy Year, and the recognized need for a collection to address the reading needs of adults with literacy challenges were the motivations for developing *Collection pour tous*.

Description of the Initiative:

The initiative is called *Collection pour tous* or *A collection for everyone*. The goal of the initiative is to promote reading and literacy among francophone adults with low literacy skills in the City of Montreal through an accessible collection of books and other reading materials. *Collection pour tous* was established in 1991. Currently, the collection contains 1500-2000 fiction and non-fiction titles in a range of subjects and genres. A single librarian selects the titles for the program. Then each library receives the same collection of titles to ensure a balanced collection through the city. The books are centrally selected, received and distributed to participating libraries. The participating libraries pay for the books as they are received into their collections and manage the day-to-day lending of the books. *Collection pour tous* books are available for short-term loan to individuals or long-term loan to institutions (i.e. adult education centers, community centers, women's centers).

The City of Montreal, Community Programming and Services Division—Libraries, manages and finances the development, coordination, program adjustments, and promotion of the program. The National Literacy Secretariat has provided two essential grants: the first for the start-up of the project and another to put the project online.

Successes and impacts:

The *Collection pour tous* initiative has been successful in developing a strong collection of material for adults with low literacy skills, raising awareness of the importance of collecting for this population, and responding to the needs of adults with literacy challenges.

Challenges:

Literacy initiatives require a tremendous amount of outreach and mediation by librarians. In many cases, libraries lack the financial resources to do this or may lack the interest. Also, libraries are often viewed as rigid institutions and not receptive to serving adults with literacy challenges. This initiative helps to change the perception of people about libraries and literacy. Unfortunately, the *Collection pour tous* initiative lacks the ongoing funding it needs.

Advice:

It is very important to listen to the needs of the targeted clientele. The genres and subjects that make up the collection are very important and should be selected carefully. The collection should strive for balance, while meeting the needs and interests of the clients. It is important for librarians to reach out and to make their collection as accessible as possible to adults with literacy challenges.

Theme: *Books for Adult Learners and Literacy Practitioners*

Case Example: Literacy Clearinghouse Project · Provincial Information and Library Resources Board · St. John's, NL · 2003 – Present. **Contact person:** Michelle Walters · St. John's Public Library

Motivation for the Literacy Clearinghouse: stakeholders proposed that the library try to get adult literacy materials to literacy programs across Newfoundland and Labrador. At About the same time, the Literacy Development Council in the province closed and gave its 1100 piece literacy collection to the St. John's Library.

Description of the Literacy Clearinghouse Initiative: The Provincial Information and Library Resources Board with 96 library sites across Newfoundland and Labrador got a one-year grant from the National Literacy Secretariat to expand the clearinghouse. The three goals of the project were: to consult with the literacy community to find out what they needed, to build a collection of basic literacy resources that would be available across the province and to collect resources from the literacy community for the clearinghouse. Organizations that received NLS funding were required to send their products to the clearing- house. The project was directed by an advisory committee of literacy stakeholders. The library, with the help of the literacy community, bought new resources including kits with DVDs, videos, and the latest research. Literacy organizations could borrow materials through interlibrary loans. The library carried on collection outreach work once the grant ended.

Challenges: The literacy programs did not want to send their materials to the clearinghouse because they didn't want to deal with an intermediary. This challenge was overcome when the library posted the materials but the literacy organizations borrowed from each other. Another challenge was that practitioners did not borrow the resources because they were not familiar with the interlibrary loan system. The library took the initiative and sent materials out to them based on what they had said they wanted during the consultation. The St. John's library also sent collections out to branch libraries to be distributed to local literacy organizations. Major challenges in distribution were (1) libraries did not always make good connections with the literacy organizations and (2) geography. The nearest library might be 100 miles from the literacy organization and might be only accessible by snowmobile.

Successes and Impacts: Literacy practitioners who received mini collections were thrilled with the resources. When t he library staff did outreach in the province, they took materials with them and people borrowed everything that was available. .

Future Plans: The library has applied for funding to hire a coordinator who will take collections across the province to literacy organizations. This person will train literacy staff on how to make interlibrary loans and show them and their learners what the library has to offer.

Advice: Develop a good relationship with literacy organizations. Let them know that you want to serve them, not replace them. Be flexible with your rules. Be prepared to lose books.

Theme: *Books for Adult Learners and Literacy Practitioners*

Case Example: Minibibliothèques program · Quebec · 2002 – Present. **Contact person:** Ghislaine Jette · Centre de documentation sur l'éducation et la condition féminine · Montreal

Description of Minibibliothèques Literacy Initiative: The objective of the Minibibliothèques programme is to bring interesting and easy to read books to new adult readers, especially in regions where access to books is difficult. A mini-library is a unique library in a box. Each mini-library contains 40 books on a variety of subjects, including novels, arts and crafts, science, biographies, history and more. The books are chosen with particular attention to the needs and abilities of adult literacy learners. There are 67 mini-libraries that travel between adult literacy centres across Quebec. Each mini library visits two organizations each year. Since 2002, the community literacy organizations and the adult learners have participated in selecting the books for the mini libraries. Books are selected according to the interests of the participants. Currently, 27 unique mini libraries have been created by the literacy centres and their participants.

The initiative has been operating since 2000. Partners in the initiative include the Centre de documentation sur l'education des adults et la condition feminine (CDEACF), adult education centres and community literacy organizations across Quebec. The CDEACF manages and promotes the initiative, and the Quebec Ministry of Education and the National Literacy Secretariat finance the initiative. Borrowing a mini library is free to the literacy centres, but they must pay for the shipping. Promotion primarily takes place in participating adult literacy centres and community literacy organizations. The program is also promoted by articles in local newspapers, and at the Corporation des bibliothècaires professionels du Quebec.

Success and Impacts: The Minibibliothèques programme has been successful in bringing books to new adult readers and providing material to adult literacy trainers in adult education centres across Quebec. The reaction of the participants has been extraordinary and inspirational. Many adult learners have discovered that there are books about topics that interest them, and that these books can be accessible and easy to read. Some participants have increased their self-esteem after reading a book from start to finish for the first time in their lives.

Challenges: It requires a constant effort to promote the collection and find new adult literacy organizations or community literacy centres to participate. Securing permanent funding for the project has been a challenge and CDEACF must reapply for funding for this project every few years.

Advice: Listen to the participants and work with them to build the mini libraries.

Theme: *Promoting Reading*

Case Example: Golden Oak Book Club · Ontario Library Association (OLA) · Ontario · 2002 – Present. **Contact person:** Brenda Livingston · Toronto Public Library

Motivation for the Golden Oak Book Club: The Toronto Public Library came up with the idea of the book club as a way to promote reading for pleasure and to address the recurring question, "Can you recommend easy-to-read books for adults?" The OLA sponsors similar programs for children and were very supportive of a reading program that targetted adults in literacy programs.

Description of the Golden Oak Book Club: The goal of the book club is to promote reading for pleasure with adult literacy learners in Ontario. A committee of literacy practitioners and public librarians review numerous books before making the final six selections for the book club. The books on the official selection list are Canadian, published within the last five years, and appeal to a wide range of interests. The selected titles are appropriate for a range of reading levels. The book club starts in September of each year and ends in June. One registration covers all the learners in a program. There is a discussion guide and information about the authors on the Golden Oak web site. Learners can register comments about the books they read through the web site or mail comments to the OLA. There is an Awards ceremony in June where one of the books is selected for an award by "Readers' Choice" based on these comments. The book club is an OLA program with several partners. The National Book Service pays to be the official supplier of the books. The TPL supplies staff to chair the steering and selection committee as well as organizes and provides space for the awards reception. Canada Post has supplied funding to buy the books. Literacy programs can borrow the books through their regional literacy networks or the AlphaPlus Centre. More recently, the Canada Council has sponsored authors' tours especially in communities that would not normally get to meet the authors.

Successes and Impacts: The Golden Oak Book Club is getting mainstream Canadian books into literacy programs. The books present compelling stories and expand the background knowledge and knowledge of world issues for adult readers. Literacy learners ask for these books and the books are also being used outside Ontario. The book club also makes publishers more aware of adult literacy learners as a target market. In addition, the book club has created more literacy awareness in libraries.

Challenges: One challenge is getting the word out about the book club to instructors and tutors in rural areas. Another is getting people to think about different ways the book club can fit into their program goals. The discussion guide for the book club shows how different ways of using the books fit with the learning outcomes approach set by the Ontario government.

Future Plans: The steering committee is looking to develop the book club web site to expand the value of the selected books.

Advice to Others: Less is more. Learners often have problems getting access to the books and read slowly. Having fewer books on the list works well.

Theme: *Family Literacy*

Case Example: Learning Together · Regina Public Library · Regina, Saskatchewan · 2002 – Present. **Contact person:** Alice Samkoe · Regina Public Library

Motivation for Learning Together: Regina Public Library (RPL) recognized the need for a literacy and language program for immigrant mothers who were at home with pre-school children and lacked transportation to classes. These parents struggle with raising their children in a new culture, need ESL instruction for daily life, and want information about the Canadian social system. The participants are not seeking full-time employment and are either waiting for or have completed their eligible hours in language instruction for new Canadians. Due to the lack of childcare, they cannot access the free volunteer tutors or conversations groups available at RPL.

Description of Learning Together: The goals of Learning Together are to create a supportive environment for newcomer parents, to inform parents about Canadian social systems, to help parents improve English language and literacy skills, and to discuss parenting issues. This family literacy model (direct child/direct adult) provides instruction to both parents and children together and separately. During a two-hour class, parents attend ESL/ literacy classes for 1-1/4 hours and children take part in a structured pre-school program in English. Forty-five minutes of the class are for parent-child activities including play, reading together, snacks and time to check out books. The mothers participate in course development by suggesting topics they want to learn about and the language they need for living and parenting. The program runs once a week from September through June and accommodates 15 women. Since transportation is a major barrier for these parents, the program provides taxi service between home and library each week. The Literacy Service Programmer delivers the program and is responsible for raising funds for the taxi service, supplies and other costs associated with the program. RPL covers her salary and the space for the program.

Successes and Impacts: Participatory planning for the course has resulted in engaged learners who laugh, share, and discuss topics without embarrassment in a safe environment. The women have begun socializing together after class at one another's homes. Monthly "learner check-ins" provide ongoing feedback on how well the program is running and what topics and changes the women would like to incorporate. They are enthusiastic about the program and in a final evaluation asked that it be increased to two times a week. The Literacy Service Programmer is sharing information about the program through workshops to literacy and ESL associations in Saskatchewan.

Challenges: Setting up the program was the biggest challenge because it was seen as an ESL program rather than a family literacy program. Other libraries often question the use of a taxi service even though it is funded through a grant and not part of the library's expenses.

Future Plans: Find the funding and keep the program running each year.

Advice to Others: Make the curriculum as participatory as possible so that learners get the language, literacy and parenting help they feel they need.

Theme: *Family Literacy*

Case Example: Man in the Moon · Vancouver Public Library · Vancouver, B.C.· 2000 – Present. **Contact person:** Janice Douglas · Vancouver Public Library

Motivation for Man in the Moon Program: When a community interagency meeting identified the need for a program to help father's bond with their children, the library proposed to set up a reading program for fathers and children. Collaboration with the agencies did not move ahead, so the library started the program on its own at the branch.

Description of the Man in the Moon Program: The primary goal of the Man in the Moon program is to provide opportunities for dads and other male caregivers to bond with their children ages 3-5 through reading and related activities. The program aims to develop the literacy skills of both adults and children. The parents or caregivers have diverse backgrounds: immigrants with ESL, First Nations, and low income, inner city families. Some come from cultures where male involvement in reading, early literacy development and nurturing is minimal. A male facilitator leads the group through reading, storytelling, and parent-child activities. Resource people are also invited to discuss nutrition, safety and parenting. The program runs for 10 weeks and is offered 3 times a year in 5 library locations. The male facilitators have varied qualifications such as librarians, ECE graduates, students in library school, or storytellers. None have been fathers. The library fundraises locally and provincially to cover all the costs of the program. A trainer's manual, funded by Literacy B.C., is available. Articles in the newspaper, conference presentations and promotion through the family involvement network spread the word about the program.

Successes and Impacts: The Man in the Moon expanded to include 5 branches in diverse neighbourhoods. 80-90% of the participants say it makes a difference that the program is just for men. The library insists on using male facilitators to maintain this positive male-centred environment. Fathers (or male caregivers) say they feel closer to their children. More parents take home books, read them, role model reading, and become regular library users. Fathers learn the importance of early childhood literacy and contribute ideas for the program, return to programs and learn how to choose books for their children.

Challenges: Initially, recruitment was a challenge but the library slowly built up its audience as they refined program goals and activities. Finding a male facilitator with the appropriate qualifications can also be a challenge. Providing food, community resource people and books to take home needs planning and lead time.

Future Plans: The library would like to hire a full-time facilitator. Time and funds are needed to put on training workshops.

Advice: Hire your male facilitator first. Collaborate if you can with a partner. Location has to provide access to books to check out. Give yourself plenty of lead time for publicity and lining up resource people.

Theme: *Training and Skills Development*

Case Example: Vancouver Public Library Literacy Training Workshop · Vancouver, B.C. · 1996 – Present. **Contact person:** Thomas Quigley · Vancouver Public Library

Motivation for the Literacy Training Workshop: Following a comprehensive evaluation of literacy activities in the Vancouver Public Library system in 1994 (Vancouver Public Library Literacy Evaluation Project), the ESL/Literacy Committee commissioned the development of a Literacy Training Workshop and manual. A formal training structure was put in place for VPL staff on literacy issues.

Description of the Literacy Training Workshop: The goals of this staff training are for all library staff to understand what adult literacy is, how literacy challenges can affect people, and how staff can be sensitive to and help people with literacy challenges. The original workshop and manual were created in 1996 through a library school project and revised in 1998 and 2001. The ESL/Literacy Committee is responsible for delivering the training to VPL branches. The committee offers the training in three ways: as full training with videos, speakers, discussion and information package; as medium training without the videos and speakers; and, as quick information with the information package and brief discussion. The training includes four sections: an introduction to literacy, a profile of the adult learner with literacy challenges, VPL and community services for people with literacy challenges, and an overview of what staff can do when serving this community. It takes committee members 6 months to complete a round of meetings throughout the system. The committee is responsible for promoting this training, scheduling sessions, keeping track of staff turnover and which library branches need an update. A manual is available with handouts, videos and instructions for the facilitator.

Successes and Impacts: Committee members have put on this training at system meetings, staff meetings in units or branches, and annual staff conferences for employees who do not meet on a regular basis such as library assistants and auxiliary staff. The training is most successful when committee members can present the full session with videos, interaction and a full discussion. At least 120 people have received the training reaching mainly the information staff.

Challenges: Staff such as library assistants in circulation and handling of materials and auxiliary staff receive the training at the discretion of their supervisor. The ESL/Literacy Committee is solely responsible for pursuing this training and has to work around limited time, workload and need. There are 350 full-time staff at VPL and that number again for other staff positions. The committee has not had the opportunity to share this workshop with other library systems within the province.

Future Plans: Put the training on the VPL intranet and get wider circulation throughout the system.

Advice to Others: Keep offering this training even though staff say they know about literacy. They may feel familiar with the issues but the training shows there is much more to learn.

Theme: *Government Relations*

Case Example: Literacy Now · Government of British Columbia · 2004 – 2010 and beyond.
Contact person: Brenda Le Clair · Literacy Now, 2010 Legacies Now · British Columbia

Motivation for Literacy Now: Literacy Now is part of the 2010 Legacies Now initiative of the British Columbia government to create lasting legacies for citizens in the province before the Olympic Games. Literacy, one of four legacy areas, address literacies for a technological world, the growing gap between B.C.'s educated and under-educated, rural-urban differences in school literacy and adult literacy challenges, and the need for culturally-relevant literacy education for aboriginal people.

Description of Literacy Now: The goals of Literacy Now are participation, sustainability and performance: to increase access to and equity of literacy initiatives, to sustain initiatives and build community capacity, and to increase literacy levels across the lifespan. Literacy Now is a community-based planning process designed to create learning communities. This community development strategy aims to build new alliances within communities and create locally designed literacy initiatives. Libraries are always involved and in many cases leading the initiative. In Burnaby and Tri Cities (Port Coquitlam, Coquitlam and Port Moody) libraries are the lead partners in the community planning process. The 3-step process involves initial discussions, preparing a community plan and implementation. The provincial government funds planning and three years of implementation mainly through the Ministry of Education. A "broad community table" brings together diverse groups to develop a profile of the community, its history in learning, an inventory of literacy services, and a map of the assets and needs of the community. They build on strengths and collaboration within the whole community, shifting the focus from competition for funds and learners to cooperative, community-led efforts. For instance, Prince Rupert and four First Nations islands joined together to create a plan with representatives from education (K- college), economic development, libraries, government, and the B.C. Teachers Federation. Some adult learning initiatives are learning circles in libraries, informal learning where learners naturally congregate, and programs for the homeless. Libraries have extended their services to reach out to communities in new settings and new ways.

Successes and Impacts: Forty-four communities are currently in the process with another 30 to begin by September 2006 and hopes for 100 communities taking part eventually. Communities are working together with respect, honouring past efforts, and taking ownership for literacy learning. Libraries have been central to these efforts, fostering collaboration and offering resources and support.

Challenges: Overcoming notions of territory and competition for piecemeal funding. Developing a culture of working together to effect real change, embedding literacy into community activities, and creating learning communities.

Future Plans: Work with any B.C. community that wants to be part of Literacy Now. Work for a long-term funding strategy with the provincial government.

Advice: Provinces work together to develop and get support for a 10 year national strategy for literacy. Individual provinces work on their own long-term strategies for literacy.

Theme: *Community Development*

Case Example: Working Together: Library Community Connections National Project in Halifax, Toronto, Regina, Vancouver. 2004 – 2008. The Halifax Program. **Contact people:** Annette DeFaveri (National Coordinator) · Vancouver Public Library; Darla Muzzerall ·Halifax Public Libraries

Motivation for Working Together: Concern over the number of people socially excluded from using the library stimulated the Vancouver Public Library to propose the national project to involve the three other cities. In each city, populations such as low income families, the homeless, ex-prisoners, newly arrived immigrants, and first nations people often have literacy challenges and face exclusion from mainstream library services. These libraries wanted to take action on fulfilling their role as an egalitarian social institution.

Description of Working Together: The goal of Working Together is to work with communities to develop ways to deliver the library services that socially excluded populations want and to reduce the systemic barriers that they face in the library. This project uses a community development approach to change the often exclusive institutional culture of the library. Work begins by establishing relationships in the community with individuals and agencies to build a foundation of trust and respect. From that foundation, the libraries try to better understand how people view the library, what they want from it, and how the library can serve them. Through this process, the library works with the complexities of individual lives and the community as a whole. The project is funded by Human Resources Skills Development Canada; libraries have community partners and hire community development librarians.

As an example, in Halifax the project staff did a door-to-door survey about library use and services in the low income suburban neighbourhood where the project is housed. Staff used the survey as a tool to make contact with individuals and families, and to find out about their use of library services. Non-users said that libraries are for children not adults and libraries are not useful for them since they don't read for pleasure.

The community development librarian then made the connection with an adult basic education program that uses a library meeting room. Volunteer tutors and paid instructors work in the program with learners from the community who were not library users. In the first year, librarians established relationships with the learners, tutors and group instructors so that the learners were comfortable with them in the room. Offers of free computer training for individuals or groups was not taken up. In the second year, the library provided the program with laptop computers on demand and interest grew. Learners are now using the computers, browsing the library, asking questions. They all have library cards and are borrowing materials.

Successes and Impacts: In each city, stories of success relate how the slow process of community development through relationships, listening, understanding and working together is making change. The four city project is built on collaboration, connection and support that the libraries give each other. Testing approaches, talking with peers, reviewing work together encourages new thinking, careful examination and more impact across the country.

In Halifax, staff training was also part of the initial plan so that library staff could benefit from the findings and work of the project. In its initial stages, the current training is discussion-based and offers staff the opportunity to examine issues such as who the library serves and doesn't serve and why some people don't feel comfortable in the library. Like the project with adult learners, the training works with the experience of the staff, strengthens relationships and follows an emergent path rather than a linear one – following up with the needs and interest that emerge as the project and training progresses.

Challenges: Libraries and HRSDC, the funder, work with a linear model of plans, implementation and deliverables. Community development works with an emergent model so that program direction and activities follow people's needs and interests as they emerge over time. The community development model also works differently than outreach, an institutional mainstay in libraries, where the library offers versions of its successful programs in community locations. Working with these challenges to institutional norms is ongoing. The initial challenges were how to reach populations that don't use library services and how to establish and sustain relationships with individuals and agencies.

In Halifax, the challenge after the first year was to move beyond the meeting room with learners and into the library. The laptop computers as tools for learning and exploration helped to open doors literally and figuratively.

Future Plans: Nationally, the project will continue its community development work as well as develop a tool kit to help others with this approach, set up a website for basic resources, try to establish a CLA interest group for community development, and work with library schools to develop an online community development course.

Advice to Others: The key point is that the library has to change, not the community.

F.   Conclusion

Interviews, discussions and publications on library initiatives in adult literacy show that interest, programs and opportunities have grown significantly over the last decade. Libraries are willing and interested in changing to accommodate adults with literacy challenges by being more flexible, committing time to programming and reaching out to their communities in new ways that go beyond traditional outreach. They are working purposefully to become true education partners. The outstanding response to the online survey about adult literacy by rural and urban libraries is further evidence of the strong interest across the country.

Collaboration has been a primary method of gaining access to literacy learners who are often non-users of library services. Initiatives and partnerships with local and provincial literacy organizations and community agencies has opened the door to new opportunities for libraries to raise their profile and expand their user base. Libraries are certainly confident now about their role in literacy development and how they can serve their communities.

Some challenges identified in the 1995 Summit still exist in 2006: sustainability of successful adult literacy programs and activities, services for adults with English or French as their second language, a need for more literacy resources to be shared provincially, methods to overcome geographical distances, and expansion of partnerships to provide support for adult literacy services in libraries. The nature of libraries themselves remains an ongoing challenge in attracting non-users such as adults with literacy challenges to the library. This next Summit is an opportunity for librarians to share their stories of success, tackle these continuing challenges and plan for an exciting future in adult literacy.

IV.   Over to You

This background paper has provided a overview of how libraries and literacy work has evolved over the last decade. This includes the promising practices, exciting developments, great successes, ongoing challenges, as well as some ideas for the future.

Now it is over to you. In preparation for the *National Summit on Libraries and Literacy: Moving Forward,* the AFLIG Steering Committee poses the questions that follow in preparation for dialogue at the Summit:

1. How do libraries and literacy organizations create better access for adults with literacy challenges?
2. How can libraries and literacy organizations collaborate more effectively?
3. How can libraries and literacy organizations achieve sustainability for initiatives given competition for funding and the impact of traditional roles?
4. How can libraries and literacy organizations share information and promote initiatives more effectively locally, provincially and territorially, and nationally.

Appendix: Selected Responses from the CLA 2006 Survey of Library Literacy Services and Programs

CLA 2006 Survey of Library Literacy Services and Programs: Selected Responses

167 respondents from libraries across Canada completed the survey.

Where are you employed?

	English	French	Total	Percentage
Public Library	127	19	146	87.95%
Other	10	2	12	7.23%
Academic (College or University) Library	2	3	5	3.01%
Provincial Library	1	1	2	1.20%
School (Elementary or Secondary) Library	0	1	1	0.60%
Total	140	26	**166**	

What is the population of the service area for your library?

	English	French	Total	Percentage
10,000 or less	60	13	73	43.71%
10,001 to 25,000	22	5	27	16.17%
25,001 to 50,000	14	3	17	10.18%
50,001 to 100,000	18	5	23	13.77%
100,001 to 250,000	13	0	13	7.78%
250,001 to 500,000	8	0	8	4.79%
500,001 to 1,000,000	5	0	5	2.99%
More than 1,000,000	1	0	1	0.60%
Total	141	26	**167**	

What was your total operating budget in 2005 (including external grants)?

	English	French	Total	Percentage
$250,000 or less	74	14	88	56.41%
$250,001 to $500,000	9	2	11	7.05%
$500,001 to $1,000,000	7	4	11	7.05%
$1,000,001 to $2,000,000	12	4	16	10.26%
$2,000,001 to $5,000,000	12	0	12	7.69%
$5,000,001 to $10,000,000	7	0	7	4.49%
More than $10,000,000	11	0	11	7.05%
Total	132	24	**156**	

What is your location?

	English	French	Total	Percentage
Ontario	58	1	59	35.33%
Atlantic Canada (NS, NB, PE, NL)	29	12	41	24.55%
Alberta, British Columbia	40	0	40	23.95%
Quebec	2	13	15	8.98%
Manitoba, Saskatchewan	10	0	10	5.99%
Yukon, Nunavut, Northwest Territories	2	0	2	1.20%
Total	141	26	**167**	

Does your library presently:

		English	French	Total	Percentage
Maintain and distribute information about literacy services in the community?	**Yes**	127	17	144	87.80%
	No	12	8	20	12.20%
Total		139	25	**164**	
Develop information about literacy services in the community.	**Yes**	54	2	56	35.44%
	No	80	22	102	64.56%
Total		134	24	**158**	
Refer potential students to adult literacy programs?	**Yes**	118	9	127	78.40%
	No	20	15	35	21.60%
Total		138	24	**162**	
Provide print materials for adult new readers/learners?	**Yes**	98	14	112	70.89%
	No	36	10	46	29.11%
Total		134	24	158	
Provide collections and materials for tutors?	**Yes**	92	8	100	62.50%
	No	45	15	60	37.50%
Total		137	23	160	

		English	French	Total	Percentage
Engage in community organizing activities focusing on literacy?	**Yes**	105	9	114	70.37%
	No	31	17	48	29.63%
Total		136	26	162	
Serve as an advocate for adult literacy with your municipal and provincial government?	**Yes**	67	8	75	46.88%
	No	69	16	85	53.13%
Total		136	24	**160**	

Does your library presently:

		English	French	Total	Percentage
Administer or directly participate in a program to deliver tutoring or instruction in adult literacy?	**Yes**	29	0	29	18.13%
	No	106	25	131	81.88%
Total		135	25	**160**	
Administer or directly participate in a program to deliver tutoring or instruction in family literacy?	**Yes**	54	0	54	33.54%
	No	82	25	107	66.46%
Total		136	25	**161**	
Provide Adult Basic Education (ABE) instruction/programs?	**Yes**	10	2	12	7.50%
	No	125	23	148	92.50%
Total		135	25	**160**	
Provide employment or job training skills to adult learners	**Yes**	24	5	29	18.24%
	No	110	20	130	81.76%
Total		134	25	**159**	

		English	French	Total	Percentage
Provide space in library meeting or tutoring space to other community literacy providers?	**Yes**	109	9	118	72.39%
	No	29	16	45	27.61%
Total		138	25	**163**	
Offer any programs in Family Literacy?	**Yes**	77	5	82	50.62%
	No	60	20	80	49.38%
Total		137	25	**162**	
Offer GED classes?	Yes	3	3	6	3.75%
	No	132	22	154	96.25%
Total		135	25	**160**	

Who provides instruction in your literacy programs?

	English	**French**	**Total**	**Percentage**
Library staff	66	2	68	43.59%
Volunteer teachers/tutors	48	1	49	31.41%
Other	21	1	22	14.10%
Professional teachers/Tutors	16	1	17	10.90%
Total	151	5	156	

Does your library presently:

		English	**French**	**Total**	**Percentage**
Have a website with sections for adult literacy and outreach?	**Yes**	25	1	26	16.56%
	No	106	25	131	83.44%
Total		131	26	**157**	
Utilize computerized assisted instruction in the delivery of adult literacy programs?	**Yes**	17	2	19	12.34%
	No	112	23	135	87.66%
Total		129	25	**154**	
Offer Adult Literacy programs through distance (online or web-based) learning?	**Yes**	9	4	13	8.39%
	No	121	21	142	91.61%
Total		130	25	**155**	

		English	French	Total	Percentage
Does your library engage in community outreach activities that target literacy organizations?	Yes	101	10	111	68.94%
	No	33	17	50	31.06%
Total		134	27	**161**	

		English	French	Total	Percentage
Are you part of a community literacy partnership?	**Yes**	64	8	72	45.86%
	No	68	17	85	54.14%
Total		132	25	**157**	

What are 2 most significant barriers to partnering?

	English	French	Total	
Lack of time	70	10	80	36.36%
Lack of funding	71	9	80	36.36%
Lack of knowledge on how to create meaningful partnerships	19	5	24	10.91%
Lack of available partners	18	1	19	8.64%
Other	10	4	14	6.36%
No interest in partnering	3	0	3	1.36%
Lack of Board or Supervisor Support	1	1	2	0.91%
Total	191	29	**220**	

		English	French	Total	Percentage
Does your library contribute to or fund community literacy partnerships?	Yes	57	3	60	38.71%
	No	72	23	95	61.29%
Total		129	26	155	

If yes, what funding do you provide?

	English	French	Total	
Provide in-kind donations e.g staff time, free library space	57	3	60	51.28%

Have written letters of reference for literacy funding applications	24	0	24	20.51%
Contribute to	18	0	18	15.38%
Help with fund raising	15	0	15	12.82%
Fully Fund	0	0	0	0.00%
Total	114	3	**117**	