

Connecting literacy, media and technology in the schools, community and workplace

Does it matter what we call it?

“Raising Adult Literacy Skills: The Need for a Pan-Canadian Response,” the Parliamentary report, released in June 2003, was the culmination of a long process of community advocacy and internal government research. Canada has been among the small number of industrialized countries that does not have a national strategy in this area, as part of a larger lifelong learning agenda. Deterrents have included jurisdictional divisions that have given provinces control over education since Confederation, and control over manpower training since 1996. While literacy is not solely part of either education or training, the boundaries are vague enough to cause uneasiness on both sides of the divide. This report broke ground when it recommended that the Minister of HRDC meet with provincial/ territorial education and labour market ministers to create a pan-Canadian accord on this issue, to agree on some common goals, priorities, funding levels and evaluation mechanisms while recognizing the primary responsibility of the provinces and territories.

The November response to the report [See BOX p.2] was supportive but muted. This was not unexpected given the impending change of leadership in the Prime Minister’s office and the Cabinet. The response did, however, promise that the government will develop its



policy framework, including accountability measures, to guide and account for its own activities. This commitment is vague enough to make us ask whether the way that literacy is currently defined and positioned in various jurisdictions and in the field will lead to the policy outcomes we hope for, and how we can clarify our own positions.

This may seem like a frivolous question, but there are currently some serious disconnections between the rhetoric and the

policy of adult literacy in many countries, including our own. Looking at Canada, the federal response says that literacy “issues” have priority in an innovation and learning culture, and that literacy is a key element in a lifelong learning strategy. Literacy “issues”, however, are not synonymous with “literacy.” The June report was prepared by the Standing Committee on Human Resources Development and the Status of Persons with Disabilities. Does this make literacy a disability issue? It overlaps in some aspects, but most researchers would not categorize it that way. Does the positioning determine the limits of policy initiatives? At this point, with the possibility that Human Resources Development may be split into different departments, the question has increased significance.

The provinces, meanwhile, are at different stages of development of their own policies on adult education. Contradictions are

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evident here as well. While Quebec has chosen a broad-based vision of literacy as the foundation for further learning, Ontario has opted for a narrow employability-based policy.

Canada and the provinces are engaged in versions of the same debates that are going on in industrialized countries worldwide, most particularly in the European Union. What do we mean by literacy? Is it a narrow or broad concept? Is it education? How is it related to schooling, employment, citizenship? Is it part of a lifelong learning agenda or separate? How much of current policy is based on evidence and how much on politics?

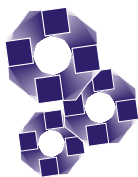
This issue of *LACMF* looks at Quebec adult learning policy and at issues from abroad to start a conversation on policy and practice that will deepen at our June 2004 Summer Institute.

¹ The full report of The Parliamentary Standing Committee on Human Resources Development and the Status of Persons with Disabilities can be found at: http://www.hrdc-drhc.gc.ca/dept/reports/responses/031105/1_e.shtml

Conclusions of the government response to “Raising Adult Literacy Skills: The Need for a Pan-Canadian Response”

- Overall, the Government of Canada agrees with the Committee’s analysis and with the thrust and spirit of the Committee’s recommendations. The Government agrees with the Committee that raising adult literacy skills requires a pan-Canadian response.
- The Government of Canada views literacy issues as having priority in the context of an innovation and learning culture. The Government has recently made investments in learning initiatives that can contribute to adult literacy skills.
- The Government of Canada agrees, however, that all partners need to work together as part of a concerted effort to address literacy issues in Canada. Literacy must be a key element of a lifelong learning strategy.
- The Government of Canada is taking a leadership role in fostering that concerted effort; the Government will engage partners in discussions to work towards a pan-Canadian strategy on literacy.
- At the same time, the Government of Canada is developing a literacy policy framework, including accountability measures, to help bring a more coherent approach to literacy in its own activities.
- In moving forward on these two fronts – engaging partners to work on a pan-Canadian strategy and developing a policy framework to guide and account for its own activities - the Government of Canada will continue to take into consideration the more detailed recommendations that the Committee makes.

http://www.hrdc-drhc.gc.ca/dept/reports/responses/031105/4_e.shtml



LACMF
LITERACY ACROSS THE CURRICULUMEDIA FOCUS

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The opinions expressed in articles are those of the author(s) and do not necessarily reflect the philosophy or policy of The Centre for Literacy.

Literacy for the 21st century

Literacy encompasses a complex set of abilities to understand and use the dominant symbol systems of a culture for personal and community development. In a technological society, the concept of literacy is expanding to include the media and electronic text, in addition to alphabet and number systems. These abilities vary in different social and cultural contexts according to need and demand. Individuals must be given life-long learning opportunities to move along a continuum that includes the reading and writing, critical understanding, and decision-making abilities they need in their community.

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TO PONDER

1 On the challenge to policy makers of contextualized literacy theory

The more those ethnographers explain the "complexity" of literacy practices, the more policy makers find it impossible to design programs that can take account of all that complexity. The more ethnographers demonstrate that literacy does not necessarily have the effects that the rhetoric has suggested—improved health, cognition, empowerment—the harder does it become for policymakers to persuade funders to support literacy programs. The more ethnographers focus on specific local contexts, the harder does it seem to "upscale" their projects to take account of the large numbers of people seen to be in need. So how can contemporary literacy projects bridge this apparent divide between policy and research in general and in particular between large scale needs and micro ethnographic approaches?

The Community Literacy Project Nepal aims to do precisely this. Based on a spirit of engagement between theory and practice, academic and applied concerns, it aims to make a contribution at the interface, clarifying conceptual issues, and enhancing knowledge on the one hand and aiding policy making and program building on the other (cf Rogers, 1992). The participants approach the issues in a spirit of reflective and critical enquiry, less concerned to advocate particular approaches, methodologies and theories than to extend current thinking and thereby facilitate informed local practice. Anna Robinson-Pant's book about Nepal, *Why Eat Green Cucumbers at the Time of Dying? Exploring the Link between Women's Literacy and Development* (UNESCO, 2000), which won the UNESCO Literacy Prize, provides some of the answers to the worries about ethnography that some literacy

campaigners might express. "Why eat green cucumbers at the time of dying?"—Why take on the luxury of new literacy practices when your communicative repertoire seems already sufficient? Because, says Anna Robinson-Pant, "learning to read—like eating cucumber in rural areas—is both a luxury and a challenge when you are old" (indeed, at any age) (p. 1). Taking on reading, new readings, and new literacy practices, broadening the communicative repertoire, and challenging dominant epistemologies are continuing processes, not a one-off shift from "illiteracy" to "literacy," from dark to light, as the early approaches to literacy work would have it. There are always new things to experience and learn and life can always be enhanced—even at the time of dying!

Brian Street (2003). What's "new" in New Literacy Studies? Critical Approaches to Literacy in Theory and Practice. *Current Issues in Comparative Education* [online], 5(2). Available at <http://www.tc.columbia.edu/cice/articles/bs152.htm> Downloaded September 20, 2003.

2 On what tests fail to measure in adult learning

We have come a long way as a group of adult learners... Many of [the] skills that we have learned are taken for granted by most people. Most of us learned how to laugh at ourselves and to laugh together. We have now come to enjoy life and the fear of living life is going away. We have stopped blaming ourselves for not learning how to read. We understand it was the system that did not reach out far enough to teach all the people in our country how to read. By now many of us as adults have reached the level of reading that we will stay at. Probably that's as good as we are going to get. We are not going to make the research charts look any better. The gains that we

make bring about a big difference in our lives, but they are small in the eyes of the people who keep statistics. The most important thing we have learned is the joy of living life. We get involved in society and we give back to others.

How can you measure something like someone's joy or happiness? How do we measure giving back to others and the lack of fear in our lives? The people who have developed tests for adult learners need to look back at their tests and to go deeper before they come to a conclusion about where adult learners are at. They need to add new measurements about life in their testing. Try and tell the people who have come to these conferences that they are not better off, that the tax payers' money is not well spent on adult literacy. Going back to testing, there are those in the medical field who feel literacy testing should be done to receive medical attention. From your viewpoint it looks like a good idea, but you need to look through the eye of the person who has literacy problems. As a dyslexic and an adult learner with reading problems, I speak for many other adult learners. We hate having to take another written literacy test. People with other kinds of handicaps are not continually asked to expose their weaknesses to whatever degree they are handicapped. There is no physical pain in taking a written test, but when we have to go back and take a written test there is a lot of frustration inside each of us. We grew up feeling humiliated because we had poor literacy skills and now we are adults. More written tests are seen as another step backward for us and it turns us away.

Archie Willard, adult learner & advocate, commenting on the 2003 Iowa New Readers Literacy Conference on health literacy and Plain English. Message to the NIFL-Health listserv, nifl-health@literacy.nifl.gov, Downloaded October 15, 2003. Printed with permission.

International failings and local promise **Stephen Lewis on adult learning and the Quebec policy**

If you examine our world through the lens of the aftermath of war, there is a sense of disinheritance in many places that contrasts sharply with the sense of privilege that saturates our own society. In the keynote address opening the two-day conference that launched the Quebec adult education policy on January 9 and 10, 2003, for the English education sector, Stephen Lewis chastised international bodies for failed promises while he honoured adult education and educators.

Lewis says he was not intensely interested in education in the earlier part of his career because he took it for granted. Today, after recent years studying the impact of war around the world and the effects of AIDS in Africa, he has a deepened understanding of how central learning is to life; learning is, he told the audience of Quebec adult educators, "related to options, opportunities, and the possibility of over-throwing oppression." The most important recommendation to come from his study of children in war-torn countries was the need for schools. Everywhere, he says, the deepest instinct of children is "We want to go to school." With AIDS, he believes "millions are dying needlessly because they cannot make their case."

He quoted from the 1997 Hamburg Declaration on Adult Learning, which was invested in the dream of social justice and inclusion: "[A]dult education has become more than a right; it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society."

However, Lewis tempered his remarks with a sobering review of the failed promises from international conferences and declarations of the past decade and a half, and a caution about how far short practice can fall from policy.

Lewis remembers his early experience in Ghana as a young man when he helped take adult education into the countryside with a traveling library and a kerosene lamp to teach extramural studies "to the literate elements of the community, the cocoa marketing board employees, the teachers, the firepersons who knew a little English, the collective people in the community who wanted to have in their adult lives some continued and additional learning." The enthusiasm and engagement he encountered still move him.

His current disenchantment with international conferences and agencies is a surprise to those who know his long record of support for the United Nations. Although he still claims to be a United Nations man to the soul, when he looks at the evidence of progress on gender equity, on access to education, on environment, on human rights, and sees little of substance, he says he cannot be uncritical. "If you look back at the record of UNESCO in these areas," he laments, "over the last number of years, it is to weep." While he acknowledges the wonderful work of many international agencies in the field, he argues that overall actions have not matched the rhetoric, and, as adult educators, we do not focus enough on demanding performance from these bodies.

Globalization, he contends, cannot deal with global issues such as poverty, illness, and



Stephen Lewis speaks at Adult Education Conference in Montreal.

conflict. It has paid too much attention to economics and finance, and too little to human priorities. He believes that gender inequality underpins every major global problem in the world, and is a worse problem than race. Outrages such as the one in Rwanda show us the moral voids in our world.

Adult educators, Lewis believes, always think of the largest issues. Adult education gives people the confidence and ability to respond to many of the world's threats and challenges.

Quebec, in its new adult education policy, pays these issues more central concern than any other province in Canada, Lewis concluded. It "isn't some narrow vocational training rubric.." The policy is rich in generic terms such as culture and identity, but is rooted in a large vision of the world. Now, he says, we must hold the government accountable for implementation. Rhetoric is not enough, as the history of previous visionary declarations has shown.

He ended by paying tribute to the educators in the room. They responded by giving him a standing ovation. [LS]

International Trends 2002-2003³

Before developing an adult education policy for Quebec, researchers looked at eleven countries, two Canadian provinces, and three international organizations¹ to identify adult basic education trends. They wrote “Tirer profit des expériences internationales”.² At the end of 2002, they produced several English language summaries.

The next few pages are synopses of the English documents, produced by the Quebec ministry of Education (MEQ). They are offered here without critical commentary. Some uncertainty in the use of the words “education” and “training” seems partially attributable to translation. The tone remains positive and inspiring. Ed.

ORIENTATIONS FOR BASIC EDUCATION

All sources mention significant change in industrialized countries due to globalization, transformation of work, and development of information technologies. Adult education is seen as vital to improve workers’ competencies and to close the social divide.

Overall assessment

Most countries mentioned students dropping out of training, inconsistent program quality, lack of interest from under-qualified individuals, lack of program funding, and lack of outcomes. Government measures that link funding for adult education to rapid results may make programs less accessible to under-educated individuals and to the unemployed.

Three emerging trends

International policies and orientations can be grouped into three general categories, although there may be more than one trend in a particular country.



- **Adult education should be mainly based on the needs of the job market**

Adult education is seen as essential for economic development and necessary for global competitiveness and to avoid widening the social divide between haves and have-nots.

- **Adult education should be regarded as a right for all in order to develop active citizenship and a more just and democratic society**

From a citizenship and cultural perspective, the needs of individuals and communities take precedence, and learning should involve dimensions besides employability. Learning offers a means of expression and a tool for marginalized groups to find their own solutions.

- **It is necessary to reconcile citizenship and employability**

In this view, adult education is essential to uphold democracies... “[S]ocial integration, the enhancement of employability and personal fulfillment are not incompatible.”⁴

PROGRAMS ASSOCIATED WITH BASIC EDUCATION

Shades of meaning

The definition of “basic education” varies from country to country and, in Canada, from province to province. For example, in Quebec, it refers mainly to literacy services; in British Columbia, it includes the end of secondary studies.

In all countries, to varying degrees, basic education has three objectives: school-to-work transition, social participation or advancement, and personal development.

A few observations about programs

There are both shared and distinguishing characteristics of ABE programs. Differences depend on the extent to which the adult system is seen as distinct from the youth system. The debate is complex. Differences can be highlighted through a series of questions:

• **Program objectives**

What is the place of school-to-work transition, social participation or advancement, and personal development, and what are the links among them?

• **Program content**

Is content limited to literacy (reading, writing, numbers) or does it involve developing new competencies? Is it geared to the specific needs of adults or harmonized to the youth curriculum?

• **Social roles**

Does the program deal with social roles? If so, how? Are they central to the philosophy of the program or used as examples to teach competencies?

TARGET POPULATION FOR BASIC EDUCATION

The size of the target population varies widely from 7% in Sweden to 49% in Ontario. The IALS is frequently used to identify the target. The concern with literacy and basic competencies is new to industrialized countries over the last fifteen years. The most targeted groups are the unemployed, youth under 25, and immigrants. However, most countries admit they are not reaching these groups well, and that they need innovative measures. These include financial incentives, campaigns, and support for community organizations and groups that work with the targeted groups.

Certification of studies and recognition of prior learning

While the majority of countries recognize basic education through a certificate or diploma, it is not clear whether there is social recognition. There is a consensus that this recognition must be based on uniform national standards. In all countries there is talk about the need for recognition of prior learning, but basic education poses greater difficulties. There are some interesting approaches in France, Portugal and New Zealand.

Descriptions of the Record of Competencies in France⁵ and the Record of Learning in New Zealand are included.

CONCLUSION

A summary of the findings supports the importance of Quebec continuing to participate in studies such as IALS and suggests that the experience of some countries should inspire the work here. Four elements are identified as crucial: the goals and content of basic education, recognition of prior learning, mobilization of the target population, and certification. These are elaborated.

Adult basic education: Services undergoing significant transformation

In most countries, it is too early to determine the outcomes and effects of the implementation of new ABE initiatives. It is important to keep monitoring, to inform and inspire those involved in reforming basic education in Quebec.

¹ The countries are: Denmark, England, France, Germany, Ireland, Italy, New Zealand, Portugal, Sweden, Switzerland and the United States. The provinces are British Columbia and Ontario. The organizations are the Organization for Economic Co-operation and Development (OECD), UNESCO, and the European Economic Community (EEC).

² Québec, Ministère de L'Éducation, *Tirer profit des expériences internationales*. Québec: Direction de la recherche et de l'évaluation, September 2000. Available in French only.

³ *Adult Education: A Lifelong Journey, Basic Education International Trends 2002-2003*. Gouvernement du Québec, Ministère de L'Éducation. November 2002. 2002-02-01386. ISBN 2-550-40244-8

⁴ Commission of European Communities, White Paper on *Education and Training—Teaching and Learning: Towards the Learning Society* (Brussels: Commission of European Communities, 1995).

⁵ Jacques Aubret, *Le bilan des compétences* (Institut national d'étude du travail et d'orientation professionnelle), Orientations, no. 15 (December 1999): 1. Translation.



Adult Education: A Lifelong Journey – Quebec Policy

The Action Plan

This document outlines the four main orientations of the policy with the rationale for each, the associated challenges and issues, and the plan of action.

The main principles are in keeping with the 1997 Hamburg Declaration on Adult Education. They recognize the importance of lifelong learning; assign fundamental responsibility to the state while recognizing the role of civil society; focus holistically on the individual while promoting diversified educational/training paths; and encourage the expression of demand for adult and continuing education and training

FIRST ORIENTATION

To provide basic education for Quebec's adults by:

- preventing illiteracy and combating this phenomenon
- raising the level of basic education of the population
- enriching curriculum in literacy and ABE
- stimulating a demand
- adapting supply of services to adults needs
- developing partnerships
- supporting adults in the learning process
- promoting participation in cultural activities
- improving drop-out prevention

[N.B. each measure in the Action Plans includes a program of proposed actions]

Action plan

Measure 1:

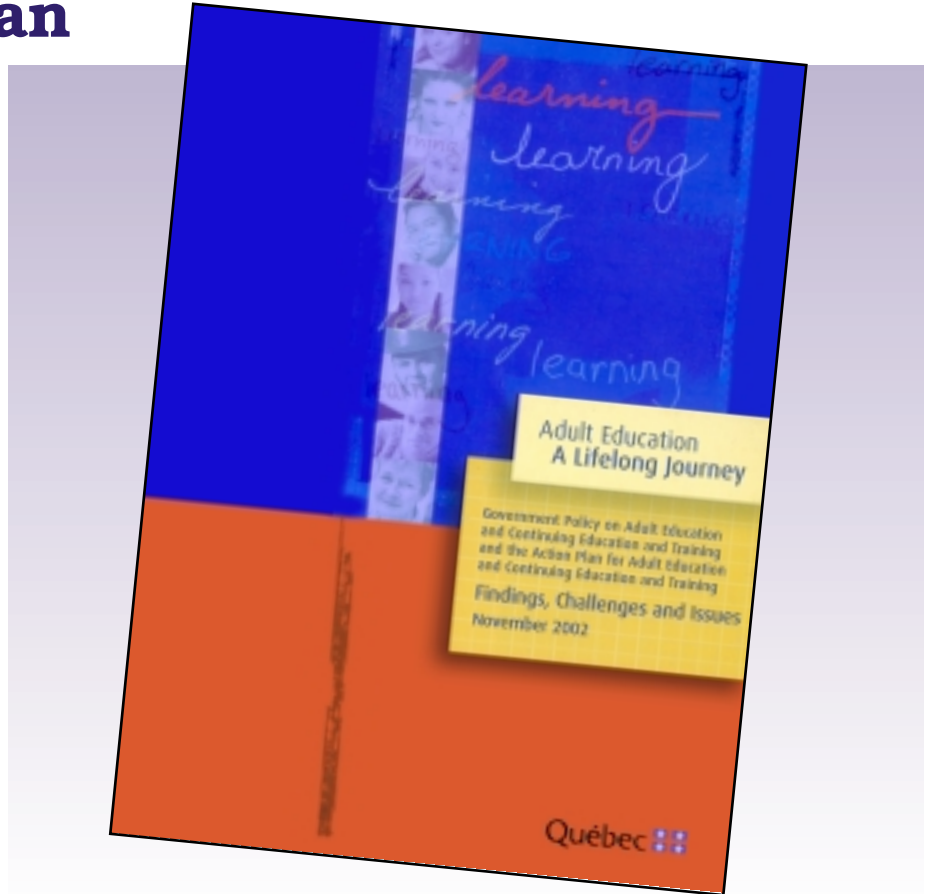
Promote basic education among the target groups and set regional targets

Measure 2:

Improve reception and referral services for adults and offer counseling and support services

Measure 3:

Adapt a wider variety of types and places of training to the clients needs



Measure 4:

Offer employers an apprenticeship program in the workplace, leading to occupational qualifications

Measure 5:

Increase funding support to individuals engaged in basic education

SECOND ORIENTATION

To maintain and continually upgrade adults' competencies by:

- making employers and labour aware of the importance of development of competencies
- ensuring equal access for all workers
- encouraging small and medium-sized businesses to give greater support to training
- providing greater support for training to self-employed workers and workers in non-standard employment
- ensuring that educational institutions have the flexibility

to respond quickly to regional training needs

- facilitating part-time training in the education system
- assisting groups that have difficulties in social and employment integration
- helping businesses, especially within sectors, join together to provide training
- consolidating apprenticeship programs in the workplace
- accentuating the qualifying and transferable nature of workplace training

Action plan

Measure 1:

Step up awareness activities among employers and employees.

Measure 2:

Develop tools for strategic monitoring in the workplace

Measure 3:

Strengthen the implementation of the Act to foster development of manpower training

Measure 4:

Ensure the harmonization, complementarity and efficiency of local and sector-based interventions

Measure 5:

Make major adjustments to the supply and delivery of job-related continuing education and training

Measure 6:

Describe in detail the qualifying nature and transferability of workplace training

THIRD ORIENTATION

To acknowledge adults' prior learning and competencies through official recognition by:

- encouraging all forms of acknowledgment and official recognition for adults' efforts in education and training
- increasing access to mechanisms for the recognition of learning and competencies and for the acquisition of missing components
- implementing a system for the development and recognition of competencies by the labour market
- establishing mechanisms for reciprocity between prior learning assessment and recognition (PLAR) systems
- defining the mandate of authorities responsible for PLAR
- supporting educational institutions in setting up recognition systems and promoting harmonization across levels of education
- designing approaches for PLAR that are more flexible and focused on people and their needs
- assisting groups that have special difficulties, such as immigrants

Action plan

Measure 1:

Create an interministerial table for the recognition of prior learning and competencies

Measure 2:

Clarify the right to the recognition of prior learning in the basic school regulations for secondary school and college

Measure 3:

Establish a record of learning in basic general education for all adults who undertake to continue or complete their basic education

Measure 4:

Recognize an occupational certification system in the workplace including the recognition of competencies

Measure 5:

Make the recognition of prior learning and competencies the subject of action in the education community

Measure 6:

Develop an approach for the recognition of competencies acquired by groups of people in similar occupations by the education community and the world of work

Measure 7:

Speed up and intensify the process of PLAR for immigrants by the education community and the world of work

Measure 8:

Emphasize implementation of the Act to foster development of manpower training, referral to qualifying and transferable training

FOURTH ORIENTATION

To remove obstacles to accessibility and retention by:

- consolidating government incentives to continuing education and training
- modernizing and developing distance education and on-line instruction
- increasing, improving and harmonizing reception and referral services
- improving counseling and support services
- creating a database and stimulating research in adult education
- monitoring the quality for instruction provided for adults
- providing ongoing monitoring of the policy and action plan
- providing legal recognition for independent community action groups working in education

This orientation does not have an action plan, but outlines challenges and issues associated with the policy. These are:

- preparation for instructors and teachers
- establishment of reception, assistance, referral and support services to encourage adults to return to studies and persevere
- distance education and on-line instruction to improve the quality and quantity of available knowledge
- recognition of the role of independent community groups in the socioeconomic development of Quebec

Adult Education A Lifelong Journey, Government Policy on Adult Education and Continuing Education and Training and the Action Plan for Adult Education and Continuing Education and Training, Gouvernement du Québec, Ministère de L'Éducation. 2002-02-01385. ISBN 2-550-40243-X.

The Scope of the Policy: The Increasing Importance of Adult Education

The recent adult education policy adopted in Québec reflects the ongoing transformation of education in advanced industrialized countries.

Three themes are emphasized:

1) The complementarity and specificity of education in youth and adult sectors

Numbers in adult education have grown and now rival the youth sector, while making a complementary contribution to formal education. The mission of raising the general education level of the public is now a lifelong process that requires an intergenerational strategy.

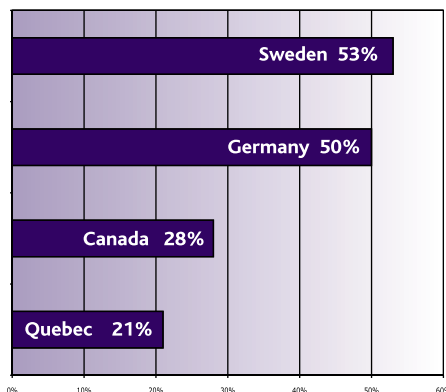
Education in the youth and adult sectors: Two equally important areas of the new education scene

This section gives data on the youth and adult sectors in 1995-96 taken from the MEQ and from the 1997 Statistics Canada Adult Education and Training Survey (AETS):

Youth: 1,350,000

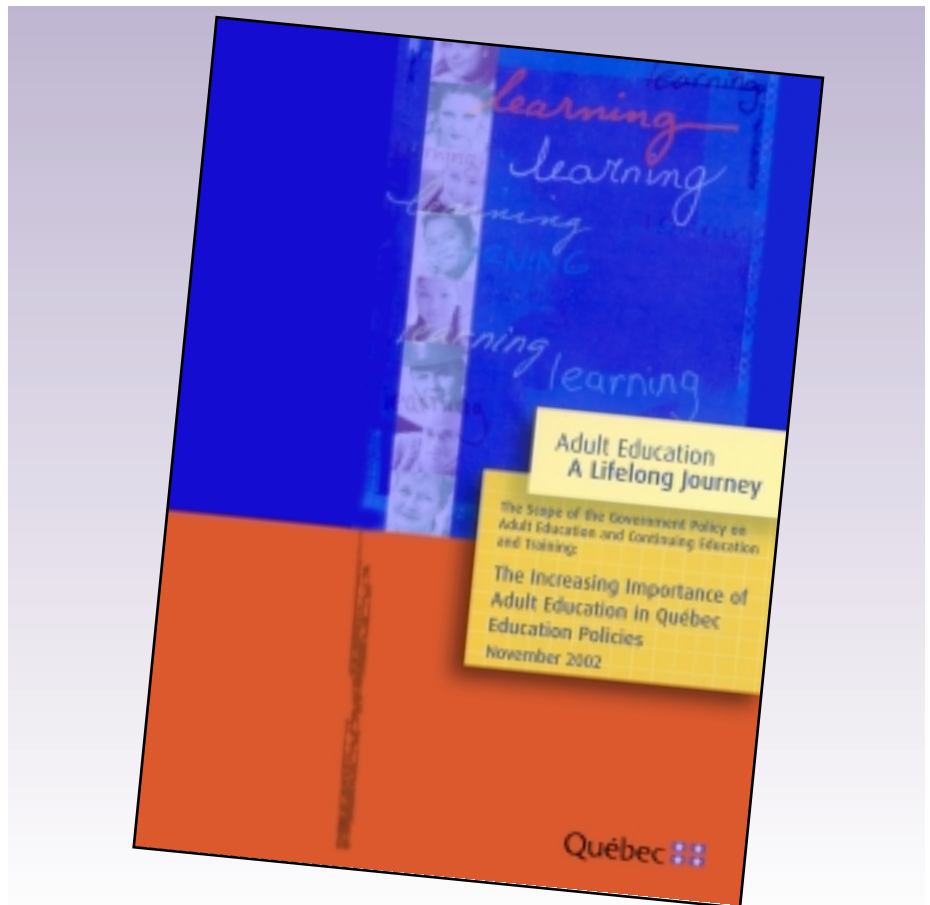
Adult: 1,475,000

While rates of participation in AE are increasing, Québec still has catching up to do.



1997 figures: Statistics Canada Adult Education and Training Survey (AETS) 1997.

However, the data reflect only the formal sector — the tip of the iceberg in total numbers of adults engaged in learning.



Complementarity between education in the youth and adult sectors

Participation in adult education depends heavily on prior education and training. Therefore, government policy on adult education and training cannot be effective unless supported by a policy of democratization of education in the youth sector. However, basic education for adults is being made a priority because it can accelerate the traditionally lengthy development of literate societies. Raising the general level of education of the population only through education in the youth sector would take 30 years, too long to meet the urgent economic and social demands. Québec cannot wait; it needs to raise the basic competency level of its population in the next 5-6 years.

Specificity of adult education

Adult education and training require specific strategies and approaches. The policy identifies **five areas of specificity:**

1. Expression of the demand for education and training

While children have compulsory school attendance, and generally follow a set process of education, adults are dispersed and do not follow a “normal” educational path. ABE target groups are not organized and are isolated. In a non-compulsory sector, motivation is key. An ABE policy must include a major focus on expression of demand.

2. Learning contexts

Adults have to balance work, family and learning — and their immediate learning contexts, and require an adult-centred approach. Their formal training is often intermittent. There is need for recognition of experiential learning.

3. Educational solutions

Adults aspirations are more immediate and concrete than those in the youth sector, and have social and economic implications. They require different intake and support strategies that include flexible scheduling and adult programs (content, respect, etc.)

Challenges:

- To reach target groups and convey a positive image
- To offer training meaningful to adults
- To provide training that leads to a recognized diploma

This “difference and equivalence” paradox requires a new design for Continuing Education and the training of “specialists.”

4. Relationship to social participation

Adults are directly involved in work and community, and have private responsibilities. There is a direct connection between training and action. The application of learning must be immediate and improve adults’ capacity for action in their workplace, community and personal lives.

5. Funding for individuals and institutions

Both individuals and institutions need funding. Adults will not be able to participate without financial assistance, i.e. reimbursement of direct costs, loans for part-time studies, living allowances, paid educational

leave, transportation, day-care, etc...Institutional arrangements also have to be different from the youth sector, and could require open or closed resource envelopes, and negotiations with local employment centres, businesses, etc..

16- to 20-year-olds

The recent phenomenon of school leavers coming into general adult education has lead to an increase in the numbers who obtain their secondary or vocational diploma, but we should not fall into the trap of seeing increased numbers in AE as an increase in those over 20. The needs of this group are different from those of adults over 20. The new regulations call for the demands of both to be met. This is a challenge.

2) Expression of the demand for education and training:

A strategic factor in the development of adult education

This section tracks the number of francophones in Quebec who have completed basic education since 1926.

- 1926:** 94% had only six years of school
- 1958:** 63% had only six years of school
- 2000:** 1% had only six years of school

However, nearly 20% of population currently has less than grade 9, almost double the percentage in Ontario, if translated into training demand. There are also significant regional differences. IALS figures show literacy needs, and Statistics Canada data on participation in adult education show an increasing gap between Quebec and Canada.

The needs of a modern society require more than catching up; the general education level of the population must continue to rise.

All these factors suggest that there should be a great demand, but there is not. The question is whether this is an unexpressed demand or a demand that is difficult to express

The analysis suggest that adults are dispersed and isolated, that information is hard to find and hard to apply to their situations/experience. These adults may have had negative experiences with learning in the past. All these factors may make them unreceptive to messages about education. There is then a need to set certain conditions for success.

Need to establish certain conditions for success before organizing training

Active expression of demand for education and training requires, for example:

- Favourable living conditions: active participation, capacity of initiatives
- Improvement/enhancement of educational environments
- Recognition of training as voluntary action on part of individual
- Accessible information, reception, and support
- Policy of recognition of non-formal prior learning
- Awareness campaigns
- Positive public image of needs and possible basic education paths

3) Integration of basic education into the specific situation of each individual

The role of basic education in building an active educational society

This section suggests that basic education must be seen positively as the foundation for all further education and for active social participation.

Adult Education: A Lifelong Journey. The Scope of the Government Policy on Adult Education and Continuing Education and Training: The Increasing Importance of Adult Education in Québec Education Policies. Gouvernement du Québec, Ministère de L'Éducation .2002-02-01387. ISBN 2-55-40246-4.

Reflections on adult learning from abroad

In May 2003, the Ministère de l'Éducation du Québec (MEQ) sent a 15-person delegation of adult educators on a study mission to see how recent policies have been developed and put into place in four EU countries. The group visited government officials, programs, agencies and NGOs in Ireland, Sweden, Germany and England, and spent a day at the OECD in Paris. The delegation was divided into teams that analyzed each visit through a particular set of lenses including policy, literacy/general education, information and guidance, and vocational. After returning to Quebec, each member wrote an individual report, each team wrote a group report, and the entire delegation has become part of the implementation team for the new Quebec policy in the English sector. They are currently working with a writer to produce a public report on the visits and to organize an invitational symposium in February 2004 to engage 100 more individuals from every part of the education and community sectors in shaping the new policy to meet the needs of their constituents.

I was privileged to be one of the 15 Study Mission members. The MEQ has given us permission to share some personal reflections, of which some small excerpts appear below. They raise more questions, but offer some starting points in looking for answers. I will be publishing a fuller version on line by the end of January 2004. These views do not reflect those of the MEQ or of any other members of the group. LS

Reflection

BALANCING THE ECONOMIC AND THE SOCIAL

There has been a shift in the thinking at the Organization for Economic Co-operation and Development (OECD). In the mid-1990's, they focused heavily



on adult learning and education for employability, productivity, international competitiveness, and globalization. Now, partly in response to concerns from the Nordic countries where democratic citizenship is valued as an outcome of adult education, the OECD is calling for more balance in assessing the benefits, social and political as well as economic.

The OECD sees independent information, advice and guidance (IAG) as central to the design and provision of quality adult learning. Their reviews have shown little coherence in this area outside the UK [See Matrix, p.13.].

Policies, where they exist, often cite the OECD (1995) and place disproportionate emphasis on the economic. How can they be shifted for more balance in expected outcomes? How solid and current is the research that underpins policy?

Many policies focus on isolated components and compartmentalize them according to department objectives. How can cross-department and integrated approaches be developed within current structures?

OECD Perspectives 2003

From a 1999-2000 study of adult learning in nine countries, including Canada, the OECD identifies six key findings:

- Make learning more attractive
- Improve accessibility
- Enhance financial incentives
- Improve quality
- Focus on efficiency
- Adapt a holistic approach

Their recommendations to countries and the reforms that have already been set in motion have the same ingredients.

Recommendations:

- Coordinated approach
- Outreach, information and guidance
- Recognition of prior learning
- Evaluation
- Forum for discussion needed for sharing and resolving issues
- Regional disparity must be addressed

Miscellaneous: Teacher training and more research

Key Issues in Information, Advice and Guidance

- Making delivery more effective
- For young people
 - In schools and tertiary education
 - Out-of-school youth
- For adults
- Widening access through more diverse delivery
- Improving career information

Resources for career guidance

- Staff
- Funding

Improving strategic leadership

- How can policy influence practice? (Have felt it has worked too much the other way)
- How can policy and practice be brought more closely together?
- Models of lifelong guidance

FOUR BROAD CONCLUSIONS

■ Lifelong learning is driving change

They have found a lot of the change is still at the level of rhetoric.

■ Youth and the unemployed continue to be the main clients

■ For poorly serviced groups, information is not enough

They have found too much emphasis on information re: services.

■ As yet, no country has an effective lifelong guidance system

They have found many of the pieces, but not working coherently.

Highlights from

Beyond Rhetoric: Adult Learning Policies and Practices can be found at

<http://www.oecd.org/dataoecd/18/57/18466358.pdf>

www.oecd.org/edu/careerguidance

revised as people contribute (international questionnaires and notes are there)

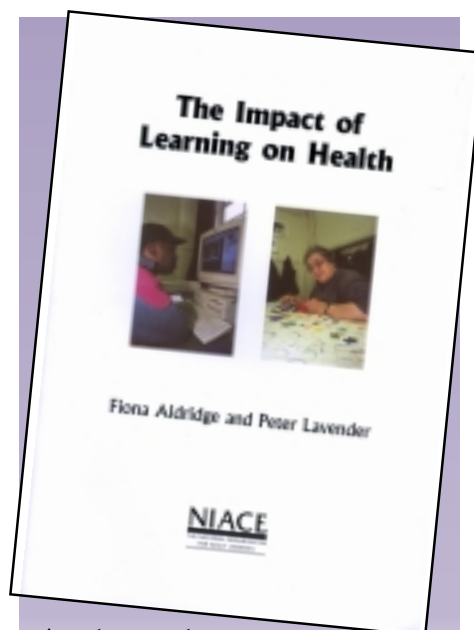
Source: Meeting at OECD May 19, 2003, with Patrick Werquin, Director for Education, Education & Training Policy Division, and Richard Sweet who is managing the international Review of Career Guidance Policy.

Reflection

MEASURING THE BENEFITS OF LEARNING

The UK is making one of the most coherent attempts to harmonize the diverse components of adult learning. However, Tom Schuller, then Dean of Continuing Education at Birkbeck College, and Co-director of The Center for Research on the Wider Benefits of Learning, funded by the Department of Education and Skills, has some concerns about the narrowing of focus since the 1998-99 DfEE document, *The Learning Age*, which offered a broad vision of lifelong learning. Now he fears there is too much

counting, of the wrong sort, and an unfortunate and false polarity between skills acquisition and well being. The emphasis on targets has become too great and threatens to distort the intent of an otherwise far-reaching adult learning agenda. Tom noted another current strand in a drive for a 50% enrolment target in higher education which has led to a focus on 18 – 30 year olds, and an attempt to get more young people in. This, he commented, is “all being done in the name of international competitiveness, ignoring that the UK is near the top of the EU league tables.” A November 1997 report entitled *Learning for the 21st Century—First Report of the National Advisory Group for Continuing Education and Lifelong Learning*, found the UK had a high completion rate in higher education. On the other hand, the focus on the “wider benefits of learning” implies going beyond the individual to examine its effects on families, communities, and nations. Wider also means looking beyond the economic at health, family life, and active citizenship. Their study is a joint initiative with the Institute of Education in conjunction with the 1958 cohort study, a longitudinal study which tracks through periodic surveys all those living in Great Britain who were born



Another study on learning and health produced by NIACE.

between 3 and 9 March, 1958, to monitor their physical, educational, social and economic development. The center has already produced several studies, including one on the benefits of learning to health.

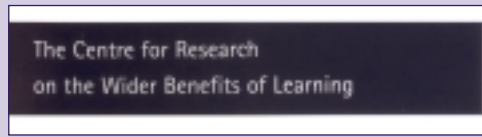
Source: Meeting with Tom Schuller, Dean, Continuing Education, Birkbeck College, and Co-director, The Center for Research on the Wider Benefits of Learning, London May 21, 2003

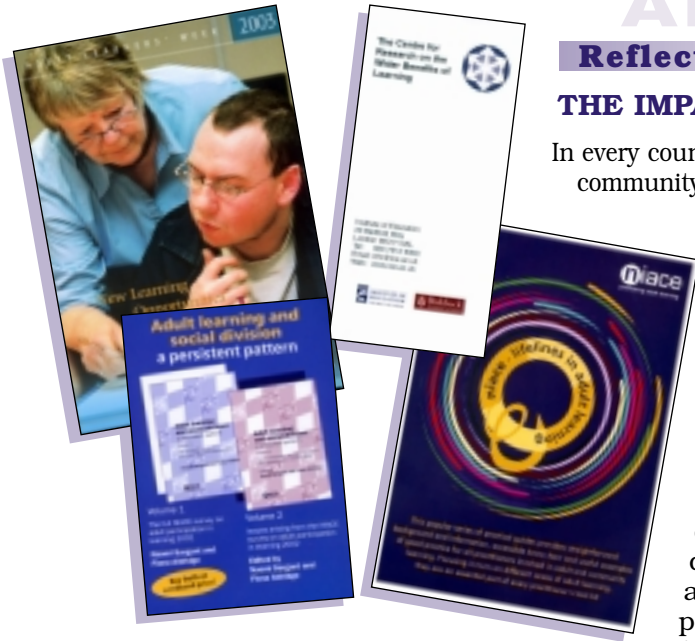
The Centre for Research on the Wider Benefits of Learning

was established by the Department for Education and Skills in 1999 to investigate the full range of benefits that learning brings both to the individual learner and society as a whole. Our two main objectives are:

- To produce and apply models for measuring and analysing the contribution that learning makes to wide ranging social and private goals.
- To devise and apply improved methods for measuring the value of various forms of learning, such as community-based adult learning, where the outcomes are not necessarily standard ones such as qualifications.

www.learningbenefits.net





Reflection

THE IMPACT OF INTERNATIONAL ASSESSMENTS

In every country we visited, informants at the government, school and community levels all referred to the IALS and the PISA as major drivers of current policy.

Reflection

THE ROLE OF HISTORY AND CULTURE ON ATTITUDES TOWARDS ADULT LEARNING

In countries such as Sweden and Germany where early literacy campaigns began over 400 years ago and lasted for centuries, adult learning is taken somewhat for granted. Yet, it has developed in dramatically different models that reflect cultural differences. Today, EU and international pressures are promoting more homogeneity of policy. We should pay attention to the resistance and the adaptations in different contexts, as much as to the commonalities.

The Matrix



The UK has developed a national quality standard for Information, Advice and Guidance services that is seen as exemplary by the OECD. <http://www.matrix-quality-standard.com>

Reflection

THE POTENTIAL THREAT OF LIFELONG LEARNING TO ADULT EDUCATION

The director of the DIE, the German Institute for Adult Education, expressed a concern that adult education could be undermined by the current rhetoric of lifelong learning. Some governments are already suggesting that if learning continues over a lifetime, then investing in the early years is more important than investing in adults. This represents a misunderstanding of the concept but can result in a shift of funding away from an already under-funded adult sector. Family literacy that focuses more attention on the child than the adult is one example of such a shift.

The Learning Age

There is a need to rethink and broaden the notion of lifelong education. Not only must it adapt to changes in the nature of work, but it must also constitute a continuous process of forming whole human beings - their knowledge and aptitudes, as well as the critical faculty and ability to act. It should enable people to develop awareness of themselves and their environment and encourage them to play their social role at work and in the community.

Jacques Delors (1996), *Learning: The Treasure Within*.

Epigraph, "The Learning Age" Green Paper, DfEE, February 1998, is available from: The Stationery Office Limited, P.O. Box 276, LONDON SW8 5DT
Telephone: 0171 873 0011
Fax: 0171 873 8200

<http://www.lifelonglearning.co.uk/nagcell/index.htm>

Reflection

CAN COMMUNITY EDUCATION BE INTEGRATED INTO RECOGNIZED ADULT LEARNING WITHOUT DESTROYING ITS RELATIONSHIP TO THE COMMUNITY?

In Ireland, we saw a 30-year-old network of paid regional adult education organizers who played a stimulating role as brokers between programs and services that were in place and the needs and interests of community members who might want something else. Can such networks be sustained when accreditation and qualification become the focus?

Reflection

GENDER AND ADULT BASIC EDUCATION

In several countries, we heard talk about gender, and a reminder that gender means men as well as women. The groups most targeted and hardest to reach in all four countries were unemployed men over 45. In Ireland, adult basic education at the community level works through Women's and Men's Education Networks that grew out of women's anti-poverty groups in the 1980's. They evolved in response to the finding that men and women at the beginning levels wanted to learn separately. In North America, talk about gender in ABE is not part of the mainstream discourse.

A flexible workplace basic skills project

WORKBASE, a UK provider of basic skills training since 1978, won a contract in 2001 at Heathrow Airport Ltd to engage at least 7 employers in the supply chain to offer customized basic skills training for their employees. Funding came from the EU Social Fund.

We noticed the flexibility to meet students' needs. At Heathrow, students are assessed against the national basic skills three levels of Entry Skills. However, because many of them are not literate in their mother-tongue, and the initial assessment is written, the WORKBASE trainer engages them in conversation about their experience. WORKBASE promotes embedding basic skills. They do not call any courses "literacy." They build ESOL into courses on supervisory skills. For the most basic learners, they offer "Communicating Confidently" with a focus on customer care, health and safety, and how to engage in conversation.

Because of staff shortages and time constraints, the course we visited could only meet twice a month for four months to make up its eight classes – not much; but the motivation was high.

The course includes advice and guidance, providing a half hour of guidance one-on-one to each student. If they want more, they can go to the Partnership office on their own time, but at no cost. They can look for a sign that says IAG - Information, Advice and Guidance – both career and retirement related.*

Source: Meeting with Maxine Donovan, WORKBASE trainer, Heathrow Airport, May 22, 2003
E-mail: workbase@workbase.org.uk

* See *the Matrix* on p.13.

Watch our web site in late January for elaborated notes on EU visits.

Where do policy-makers get their data?

"Too many publications – and too many practitioners – are using secondary sources for ...figures in their reports and publicity, with no knowledge of their origins," writes Fiona Frank, former Executive Director of the Workplace Basic Skills Network (UK). She has looked at the primary sources for several recurrent pieces of data in the discourse of British basic skills, among them:

- *Poor literacy and numeracy levels cost the UK £10 billion per year.*
- *The cost to industry specifically is £4.8 billion per year.*
- *Many employers are not aware of the dearth of basic skills in the UK's workforce. Only 4 per cent cite it as a problem.*

These and other figures appeared most recently in *Lifelong Learning News*, Spring 2002, Issue 5, a government publication; the source cited was the Department for Education and Skills' *Skills for Life Strategy*, 2001.

Frank notes that Peter Robinson², a researcher at the London School of Economics, had critiqued the use of these figures in 1997, saying "The £5 or £10 billion figure ...quoted for the cost of poor basic skills to British Industry is one of the least reliable figures in the whole debate." They were derived from two sources: the government's annual Skills Needs surveys of employers in 1994-96, and a 1992 Gallup survey of 400 companies published in 1993 by ALBSU (now the Basic Skills Agency) as *The Cost to Industry: Basic Skills and the UK Workforce*.

According to Frank, Robinson explained that the Skills Needs surveys asked a large sample of employers with over 25 employees if they had a 'skills gap' – i.e. if there was a gap between the skills of their current employees and the skills they needed to meet business objectives. Only 18 per cent of respondents said there was such a gap; and only 23 per cent of those respondents – i.e. 4 per cent of all medium and large employers questioned – felt the gap was in the area of literacy and numeracy. Nearly three times more complained about the lack of management skills, general communication skills, and personal skills such as motivation and computer literacy.

In the 1992 Gallup survey of 400 organizations employing over 50 people, 15 per cent said that some of their staff had problems with the basic skills needed to do work-related tasks effectively. These respondents came up with some estimates of the costs associated with these poor basic skills (e.g. loss of customers due to inaccurate orders; cost of recruiting new staff; costs of duplication of work). Despite the fact that less than a fifth of respondents had reported staff with basic skills 'gaps,' the report grossed these figures up to £4.8 billion, to represent the costs to 100 per cent of all 400,000 firms in the UK employing over 50 people. The figure has since been inflated to £10 billion to reflect the extra costs covered by small businesses.

² Robinson, P. (1997). *Literacy, Numeracy and Economic Performance*. London: LSE Centre for Economic Performance, September.

Local materials: To produce or adapt?

by Linda Shohet, The Centre for Literacy of Quebec, & Lianne Calvert Shefler, RECLAIM

This article was adapted from a presentation at Forum-Alpha, in Quebec City, in April 2002, entitled In search of the perfect resource, or How not to re-invent the wheel. Linda showed participants how to search on-line catalogues and databases, and outlined Canadian copyright regulations. Lianne demonstrated how to adapt specific types of materials for different levels of students. This excerpt focuses on the rationale for adapting materials.

Is there a need to continue producing more English-language adult literacy materials in this country?

We want to make the case that new materials are needed if a particular subject has not been treated or if the quality of existing materials is generally poor. Otherwise, there is now a large bank of high-quality adult literacy materials in print and online, as well as the means of sharing them across distances; teachers can learn to find, assess and adapt many of them for local needs. The main reason for developing new materials would be that a search found no existing material(s) that could be used or adapted for a particular purpose.

Before we offer some guidelines about how to search and adapt, we want to look at some of the arguments that are made to support the production of local materials, and show how the context has changed over time.

Twenty years ago there was a serious lack of usable relevant Canadian materials that respected adults as learners in the adult basic education sector. Texts were frequently borrowed from the elementary school level, sometimes in the mistaken belief that adults who could not read well were childlike. More often they were simply the only materials available. Some teachers constantly scrambled to create their own materials, but

there was little that was widely known. Some programs, such as East End Literacy in Toronto and RECLAIM in Montreal, began to encourage students to write and publish their own stories which then became texts for others; many of these small books resonated with students in tone and content.

When the National Literacy Secretariat was formed in 1988, part of their mandate was to support production of Canadian materials. They can claim great success. In fifteen years, hundreds (perhaps more, since no one can give an exact figure) of materials have been published, some of them of world-class quality. Some, however, are quite poor in quality, and many more are reproductions, or cut-and-paste versions, of similar resources created elsewhere, that commit inadvertent copyright violations. How many guides to nutrition or job-searching have been written in the past ten years in Canada, not to mention in the US, UK, and Australia? At program level, how many family literacy manuals have been created?

We focus here on classroom materials. We have to distinguish between personal narratives and materials that are based on objective purposes — creating a program, training volunteers, or teaching students to do certain tasks, such as fill in a form, read a map, etc. We discuss mainly the second category.

The two most common arguments for supporting local production are that professional development occurs when practitioners create local materials, and that local materials are more engaging for students and volunteers.

Let's examine each of these reasons. There is no doubt that practitioners learn from creating their own materials. However, we argue that they would learn just as much, if not more, from finding, assessing and adapting similar materials. To adapt materials, they must find where materials currently exist. They must learn how to use the resource centres across the country,

and how to search through NALD and other on-line databases. Then they must learn how to assess particular materials against set criteria, and how to adapt them to their own contexts, while respecting copyright. This is professional development at its best.

The question of local context is more contentious. In most task-oriented resources, the core material is often fairly generic. For example, if one examines twenty guides to job-searching skills written since 1995, there is a large amount of overlap. There may be differences if a group or organization has a distinctive underlying philosophy, which may be one reasonable argument for them to create their own material. However, this is the exception rather than the rule, and looking at previous publications can still help a group articulate how they are different.


In adapting, one changes place names, measurements, units of currency, local policy references and contact numbers, and inserts local examples.

Lianne Shefler has used examples from American and British texts to show how they can be analyzed and offers some guidelines and checklists for adaptation to different levels. Ultimately, quality should be a determining factor in choosing materials to adapt. While this presentation concentrates on classroom materials, similar criteria could be developed for judging the quality of program materials. This could become a valuable national project.

Policy-wise, the NLS has recently been requiring more justification for production of materials. We think that the same case can be made inter-nationally. Adaptation has to be seen as a form of professional development as effective as production, and as a way of sharing the best of what has been produced in ABE.

Linda Shohet is Executive Director of The Centre for Literacy of Quebec, and Lianne Calvert Shefler is Executive Director of RECLAIM, a not-for-profit volunteer literacy organization in Montreal.

These slides give some general guidelines for adapting materials. For the full presentation, with examples of adaptations from American and British resources, go to our website at www.nald.ca/litcent.htm under the button "On-line articles." The title is "Adapting adult literacy materials across student levels and geographic boundaries."



In Search of the Perfect Resource
...or, how NOT to reinvent the wheel



Lianne Calvert Shefler, RECLAIM, Montreal



Evaluating Resources -

You can use a checklist like this one to help you evaluate what you like and don't like about a resource:



Context	<ul style="list-style-type: none"> does it match my student's wants/needs? does it provide good teaching/learning value? is the content Canadian?
Level	<ul style="list-style-type: none"> is it appropriate to my student's level?
Layout	<ul style="list-style-type: none"> is the information well-organized? is the layout clear and visually appealing?

1

To adapt resources to a more basic level:



- Prepare student for activity by reviewing key vocabulary, key instructional concepts ahead of time
- Select one or two concepts from among many
- Isolate sections of text - use one at a time
- Enlarge text by photocopying it or copying it. If copying, use a clear font (Bookman Old Style or Times New Roman are good choices), size 16 - 18, and maintain white space

2

To adapt resources to a more basic level, continued:


- Simplify language if necessary (refer to Clear Language guidelines, CLAD website: <http://www.eastendliteracy.on.ca/clearlanguageanddesign/>)
- Introduce 'real-life' materials with simple, basic examples and gradually move to more complex examples
- When using real-life examples, talk about the purpose and content with your student rather than having your student attempt to read dense, complicated text

3

To adapt resources that aren't Canadian content:



- Replace non-Canadian information with Canadian information (e.g. application forms, references, addresses, product information, etc.)
- Replace non-Canadian terminology or currency with Canadian terminology or currency



4

To adapt a resource to a more advanced level:

- Skip basic or introductory material; start working at a later point in the resource
- In a group situation, have students check each others' completed work for accuracy
- In a one-to-one situation, have student check work that you've completed (make a few intentional errors)
- Create extension activities
- Build on resource to create a higher level activity
- Supplement basic or visually unappealing resource with real-life materials

5

Literacy, museums and the arts: Future directions

**Report on a national symposium
by Lon Dubinsky, Reading the Museum program,
Canadian Museums Association**

In April 2002, twenty-seven people from across Canada [see BOX, p.18] met to discuss how museums, arts organizations and literacy orgnaizations can work together to advance adult and family literacy. The symposium, organized by "Reading the Museum", the literacy program of the Canadian Museums Association, and by The Centre for Literacy, was supported by the National Literacy Secretariat, Human Resources Development Canada. It was held at Dawson College in Montreal.

The impetus for the symposium was the work of the Reading the Museum program. Since 1993, it has supported thirty-four demonstration projects¹ across Canada that have involved large and small museums working in partnership with literacy programs to encourage learning in practical and imaginative ways. The effectiveness and scope of the program suggested that perhaps there were possibilities for further collaborations that might engage arts groups and organizations in various disciplines.

In the first part of the symposium, participants reviewed and discussed the work of the "Reading the Museum" program. This included the screening of a video that features three of the most successful projects in the program. Participants from museums and literacy organizations spoke about their experiences with the

program, while those from arts organizations addressed its potential as a model for encouraging literacy. All participants identified related activities in the performing and literary arts that have advanced, or have the potential to encourage, literacy.



illustrator and playwright Marie-Louise Gay, poet Dennis Lee, dancer Lyn Snelling, songwriter and performer Jim Payne, and painter Carol Wainio spoke about notions of literacy and about learning possibilities for adults and families. Symposium participants also attended events at the 2002 Blue Metropolis International Literary Festival, which coincided with the meeting, and included a session on Community Writing organized by The Centre for Literacy. These immediate

These sessions were followed by a panel of artists, moderated by arts journalist Philip Szporer. In a free-flowing exchange, and with reference to their own work, children's book



examples of reading and writing helped to further focus discussion on the expressive dimensions of literacy.

Finally, building on two days of intense deliberations and presentations, the participants considered possibilities for future collaborations between literacy groups, and museums and arts organizations. The recommendations consisted of a set of guiding principles, various program initiatives and suggestions for support and implementation mechanisms. The dominant concern was the need to develop a major and sustainable initiative to serve adults and families. Symposium participants agreed that the most effective means to achieve this objective is to share responsibilities and resources.

Some of the recommendations for action will be implemented in 2003-04, as a result of consultations that have taken place since the symposium.

For example, from discussions with representatives from libraries and archives, there was a consensus that an initiative should be lead by the "Reading the Museum" program to recruit and place development officers

or animation facilitators in strategically selected cities and regions across the country. Each officer would be responsible for facilitating adult and family literacy activities by utilizing the resources of museums, art organizations, as well as libraries,

archives and related heritage groups. The facilitator would be affiliated with the participating organizations in a given community and work with local education sector and literacy programs and groups on a range of activities, such as training, programming and public awareness. In this way, adult learners and families would have opportunities to develop skills while participating in the arts and heritage milieu.

Ideally, costs would initially be shared by local and national funders and eventually by the participating organizations to ensure sustainability.

With funding from the National Literacy Secretariat, plans are now in place to undertake a feasibility study of this



Symposium participants; (L.-R.) Arlene MacLowick, Morgan Jones Phillips, and Douglas Worts.

Symposium Participants:

Literacy, Museums, and the Arts, April 2002

Rene Binette	Co-director and Museologist, Ecomusée du fier monde, Montreal
Catherine Cole	Chair, Workshop West Theatre and Heritage Consultant, Edmonton
Lon Dubinsky	Coordinator, Reading the Museum, Montreal
Martine Fillion	Directrice, L'Atelier des lettres, Montreal
Michelle Gallant	Coordinator, Chevron Glenbow Museum School, Glenbow Museum, Calgary
Will Garret-Petts	Associate Professor and Director, Centre for Multiple Literacies, University College of the Cariboo, Kamloops
Priscilla George	Coordinator, National Aboriginal Design Committee, Toronto
Pat Kipping	Program Officer, Nova Scotia Arts Council, Halifax
Seana Kozar	Folklorist and Storyteller, Halifax
Marie Lopes	Program Officer, Artstarts in Schools and Interpreter, Vancouver Art Gallery, Vancouver
Arlene MacLowick	Coordinator, Learner Advisory Network, Movement for Canadian Literacy, Ottawa
John McAvity	Executive Director, Canada Museums Association, Ottawa
Wendy Molnar	Heritage Consultant, Winnipeg
Morgan Jones Phillips	Artistic Director, Kensington Youth Theatre, Toronto
Charles Ramsay	Executive Director, National Adult Literacy Database, Fredericton
David Ridley	Researcher, Heritage Community Foundation, Edmonton
Dawn Roach	Head, Programs and Projects, Canadian Museums Association, Ottawa
Maureen Sanders	Executive Director, Centre for Family Literacy, Edmonton
Linda Shohet	Executive Director, The Centre for Literacy, Montreal
Megan Williams	Executive Director, Canadian Conference of the Arts, Ottawa
Helen Woodrow	Adult Basic Education Writing Network, St. John's
Douglas Worts	Interpretation, Canadian Art Department, Art Gallery of Ontario, Toronto

proposed initiative. The principal objectives are to map out the parameters and scale of a community field animator or facilitator program, to carry out pilot projects at two locations, and to identify the human, financial and organizational resources needed to make such a program effective and eventually sustainable. The locations will be in Vancouver and Montreal. The Vancouver project will be run through Artstarts; the Montreal project will be based at The Centre for Literacy.

In the first stage of the large project, a researcher is identifying models of community animation in various sectors and countries. We will produce annotated descriptions and an overview. These will be used as the foundation for the pilot projects in spring 2004.

In the meantime, several symposium participants continue to demonstrate how museums and the arts can contribute to literacy learning. These include René Binette and Martine Fillion whose respective organizations, the Ecomusée du fier monde and L'Atelier des lettres, are working with the Université du Québec à Montréal on a project linking dance with literacy.

¹ The projects are listed in chronological order by province beginning on p. 19.

Sketches of panel participants, p.17. by Jennifer Ottoway.

Reading the Museum

DEMONSTRATION PROJECTS 1993-1999

Reading the Museum undertook 34 projects from its beginning in 1993. This chronology, put together by Coordinator Lon Dubinsky and grouped alphabetically by province, summarizes the projects. The Canadian Museums Association is collaborating with The Centre for Literacy to consolidate the learning from these projects, and develop a sustainable model for cooperation between museums and adult literacy programs across the country and beyond.



ALBERTA

Family Treasures

Partners: Glenbow Museum, Calgary and Partnership Approach to Literacy (PAL), Pincher Creek, Alberta

Date: 1993

Coordinators: Jean Bruce, Canadian Museum of Civilization, assisted by Kathy Day and Carole Godreau, PAL, and Sandra Morton-Weizman and Linda Hawke, Glenbow Museum

Description: Families researched, wrote and displayed their objects using the "Family Treasures" model developed by Jean Bruce.

Other Information

Press: BRENDA SHENTON. "Pal tutors and students tour Glenbow Museum." *Echo*. Pincher Creek, October 19, 1993, cover and p. 16.



Youth and Cultural Literacy

Partners: Glenbow Museum, Calgary; Sir Alexander Galt Museum, Lethbridge; Medicine Hat Museum and Gallery, Medicine Hat; Red Deer and District Museum, Red Deer, Alberta

Date: 1995

Coordinators: Sandra Morton-Weizman, Kirsten Evenden, Glenbow Museum

Description: This was the literacy component of a larger initiative of community-based exhibitions about contemporary youth culture.

Other Information:

KIRSTEN EVENDEN. "The Youth Curator Project." *Reading The Museum Newsletter*, Vol. 1, No. 2, November-December, 1995, p.4



Blue Ink in My Pen

Partners: Edmonton Art Gallery and Prospects Literacy Association, Edmonton Alberta

Date: 1995

Coordinator: Marie Lopes, Curator of Education, Edmonton Art Gallery assisted by Prospects Director Maureen Sanders, writing instructor and author Don Trembath, and Jennifer McVaugh, resource person

Description: Adult learners wrote about art works in the gallery and produced *Blue Ink in My Pen*.

Publication: *Blue Ink in My Pen*

Other Information:

This project is featured in the video "Reading The Museum."

LON DUBINSKY. "Literacy and Visual Culture in Three Art Gallery Settings." In Rita L. Irwin and Anna M. Kindler Eds.

Beyond the School: Community and Institutional Partnerships in Art Education. Reston: NAEA, 1999, pp. 70-79.

MARIE LOPES. "Creative Writing at The Edmonton Art Gallery." *Reading The Museum, Newsletter*, Vol. 2, No. 1, March-April, 1996, p. 6.

MARIE LOPES. "Blue Ink in My Pen: Student Writings about Art." *Muse*, Vol. 14, No.2, 1996, pp. 41-43.



Handing Down Our History

Partners: Whyte Museum of the Canadian Rockies and Bow Valley Literacy Program, Banff and Canmore, Alberta

Date: 1998

Coordinators: Barbara Parker and Sally Truss

Description: Thirty-three second language learners wrote about and visually documented their memories and traditions.

Publication: *Handing Down Our History*

Other Information: *Reading The Museum Newsletter*, Vol. 4, No. 2, December, 1998, p.5



Loggers, Wives and Sawmill Workers: Memories of the Cowichan Valley

Partners: British Columbia Forest Museum and Malespina University College, Duncan, British Columbia

Dates: 1993-94

Coordinator: Kate Nonesuch, Upgrade Program, Malespina University College

Description: Adult learners collected and wrote oral histories of the logging industry.

Publication: *Loggers, Wives and Sawmill Workers: Memories of the Cowichan Valley*

Other Information: JOHN KOVACS. "Book highlights loggers." *The Citizen*, April 13, 1994. n.p.

PETER RUSLAND. "Looking Back To The Future." *Golden Times*. April 24, 1994, p.53
Reading The Museum Newsletter, Vol. 1, No. 1, May-June 1995, p. 5

Gift of Age

Partners: Matqui-Sumas-Abbotsford Museum Society and the University College of the Fraser Valley, Abbotsford, B.C.

Date: 1996-97

Coordinator: Lynne Wright

Description: Adult learners developed a clear language guide to the museum based on interviews with local pioneers.

Publication: *Gift of Age*

Other Information: LYNNE WRIGHT. "Gifts of Age." *Reading The Museum Newsletter*, Vol. 3, No. 2/Vol. 4, No. 1, April, 1998, p.3.



Hear Are Your Roots

Partners: Fraser-Fort George Museum, School District 57 and Immigrant and Multicultural Services Society, Prince George, British Columbia.

Date: 1998

Coordinators: Alecia Greenfield and Ramona Rose, Fraser-Fort George Museum

Description: Second language learners did research and documented the immigrant experience for an exhibition about the region's forestry workers. Included was a clear and plain language glossary of forest industry terminology.

Publication: *Hear Are Your Roots*

Selected further information: ALECIA GREENFIELD. "Hear Are Your Roots." *Reading The Museum Newsletter*. Vol. 4, No. 2, December 1998, p. 2-3.

GORDON HOEKSTRA. "Voices from the past describe forest work." *The Citizen*. n.d.



Breath Of Our Grandfathers

Partners: 'Ksan Museum and Learners Opportunity Group Society, Hazelton, British Columbia.

Date: 1999

Coordinator: Gwaans (Beverley Clifton Percival)

Description: Films on Gitksan life and culture were used to encourage learners to write about and participate in museum-related activities.

Other Information: GWAANS. "Breath Of Our Grandfathers: The Story Continues....." *Reading The Museum Newsletter*, Vol. 5, No. 2, November-December, 1999, pp 1,3.

In 1999-2000, the Fraser-Fort George Museum (now Exploration Place) and the Fort St. James Carrier Band participated in a literary research project supported by the "Valuing Literacy in Canada" program of the Social Sciences and Humanities Research Council of Canada.



Family Literacy in the Children's Museum

Partners: Manitoba Children's Museum and Literacy Manitoba, Winnipeg, Manitoba

Date: 1995

Coordinator: Nancy Newman

Description: Adults and children explored several exhibits to create a series of written and visual works.

J'apprends avec le musée

Partners: Musee Saint Boniface and Pluri-elles Inc., Saint-Boniface, Manitoba

Date: 1995

Coordinator: Pierrette Boily, Curator, Musee St Boniface

Description: Learners developed an exhibition for seniors that focused on the cultural importance of linguistic background and the value of oral history for developing pride in one's heritage.

Other Information: PIERRETTE BOILY. "Voices from the Past." *Reading The Museum Newsletter*, Vol. 1, No. 1, March-April, 1995, p. 6-7.



Anniversary Exhibition

Partners: York-Sunbury Historical Society Museum and Literacy Council of Fredericton, Fredericton, New Brunswick

Date: 1996-97

Coordinator: Betty Robertson

Description: Learners from several literacy organizations helped develop the museum's 65th anniversary exhibition.

Publication: *Literacy Resource Handbook*

Other Information: Press: "Oral History Highlighted," *Daily Gleaner*, Fredericton, October, 1996.

BETTY ROBERTSON. "Fredericton Literacy Project," *Reading The Museum Newsletter*, Vol. 3, No. 1, April, 1997, p.2.



Once Upon Time in the Museum

Partners: New Brunswick Museum and Read Saint John New Brunswick

Date: 1998

Coordinator: Leanne French, New Brunswick Museum assisted by Brenda Jarvis, Read Saint John

Description: Each adult learner, with assistance from their tutors, wrote a fictional story based on the collection of one the museum's six galleries and children participating in several community programs provided illustrations.

Publication: Six "Once Upon a Time" Stories

Other Information This project is featured in the "Reading The Museum" video Writing and visual work from this project was included in the World Literacy of Canada Calender for 2000.

JULIE CORMIER and HELEN

FRIGAULT, two learners in the project, read at the Community Writing session of Blue Metropolis, the Montreal International Literary Festival, in 1999.

LEANNE FRENCH. "Once Upon a Time." *Reading The Museum Newsletter*, Vol. 4, No. 2, December, 1998, p. 6-7.



NORTHWEST TERRITORIES



Literacy as Theatre

Partners: Prince of Wales Heritage Centre, Native Theatre Group, several Aboriginal Literacy Programs, Yellowknife, Northwest Territories

Date: 1993

Coordinator: John Blondin

Description: Learners wrote and performed a play about their cultural and personal experience using the collection and other resources of the Prince of Wales Centre.

Other Information: For a report of follow up activities, see BARB CAMERON. "Literacy Notes North of 60: Prince of Wales Northern Heritage Centre," *Reading The Museum Newsletter*, Vol. 1, No. 2, November-December, 1995, p.2.

Literacy and Traditional Knowledge

Partners: Northern Life Museum and Aurora College, Fort Smith, Northwest Territories

Date: 1996-97

Description: Adult learners recorded and preserved traditional knowledge and skills.

Publication: Joint Report by Learners. See below

Other Information:

Joint Report by Learners. "Literacy and Traditional Knowledge at the Northern Life Museum," *Reading The Museum Newsletter*, Vol. 3, No. 1, April, 1997, p.4.



NOVA SCOTIA



This Week in Nature

Partners: Nova Scotia Museum of Natural History and Literacy Coalition of Nova Scotia, Halifax, Nova Scotia

Date: 1995

Coordinator: Darcy Rhyno assisted by Jennifer McVaugh, resource person

Description: This project recruited adult learners throughout the province to be nature reporters. Their hand written accounts of bird sightings and other observations were displayed over several months in "This Week in Nature," a changing exhibit at the museum.

Publication: *Nova Scotia Nature Watch*

Other Information:

DARCY RHYNO. "This Week in Nature." *Reading The Museum Newsletter*. Vol. 2, No. 1, March-April, 1996, pp.3,7.

A Story Quilt

Partners: Nova Scotia Museum and Adult Literacy Program, Halifax City Regional Library (North Branch), Halifax, Nova Scotia

Date: 1993

Coordinator: Kilby McRae

Description: Adult learners created a story quilt, based on an exhibition of old Nova Scotia quilts at the museum, and a book of writings about their personal experiences.

Publication: *Word of Mouth*

Other Information:

PAULA JARDINE,. "Quilters turn patchwork into history." *The North End News*, Halifax, Nova Scotia, October 22, 1993.



ONTARIO

Landscape as a Metaphor for History

Partners: Tom Thomson Gallery and Literacy Program, Owen Sound Public Library, Owen Sound, Ontario

Date: 1993

Coordinator: Paula Huisman

Description: Using works in the collection, learners used the idea of landscape as a means to create written and visual works based on their lives.

Publication:

Other Information:

LON DUBINSKY. "The Artifact as Narrative." *Canadian Society For Education Through Art*. Volume 27, 1, Spring, 1996, p. 23-29.

Newcomers

Partners: Saint Mary's Museum and St. Mary's Adult Literacy Program, Saint Mary's, Ontario

Date: 1993-94

Coordinator: Mary Breen

Description: Adult learners recorded the experiences of newcomers to the St. Mary's area.

Publication: *So I've Been Told...Stories from St. Mary's*



Historic Site Brochure

Partners: Woodside Historic Site, Parks Canada and Core Literacy, Kitchener, Ontario

Date: 1994

Coordinator: Mike Starr with assistance from Parks Canada and Core Literacy Staff

Description: Adult learners researched, designed and wrote a clear and plain language brochure about the site specifically for visitors with low literacy skills but useful and appropriate for all visitors

Publication: Brochure

Other Information:

MIKE STAR. "A Literacy Project at Woodside National Historic Site." *Reading The Museum Newsletter*, Vol. 1, No. 1 May-June, 1995, p. 5-6.



A Place To Call Their Own

Partners: McMichael Canadian Collection, Kleinberg, Ontario, East Mall Community Services, Etobicoke, Ontario and North Albion Creative Kids, Rexdale, Ontario

Date: 1995

Coordinator: Brad Eyre assisted by Mary Breen, resource person

Description: Adults and children made written and visual works about places in their lives and how place is expressed in the McMichael collection.

Other Information:

BRAD EYRE and SHAWNA WHITE. "A Place To Call Their Own," *Reading The Museum Newsletter*, Vol. 2, No. 1, March-April, 1996, p.5

If Objects Could Speak

Partners: Huronia Museum and Georgian College, Midland, Ontario

Date: 1995

Coordinators: Bill Smith and Natalie Quealey

Description: Adult learners recorded oral histories of North Simcoe seniors and made links between these histories and museum artifacts.

Publication:

Video of project activities

Other Information:

BILL SMITH and NATALIE QUEALEY. "If Objects Could Speak." *Reading The Museum Newsletter*, Vol. 1, No. 2, November-December, 1995, p.1.

Signs and Designs: The Art in Identity

Partners: Art Gallery of Windsor and Multicultural Council of Windsor and Essex County, Windsor, Ontario

Date: 1996-97

Coordinator:

Christine Goodchild

Description: Adult second language learners explored and designed advertising, including logos, based on their experiences in the gallery and the shopping mall in which the gallery was temporarily located.

Publication: Two signs (displayed in and outside the gallery)

Other Information:

The project served as a model for outreach tours of the gallery. LON DUBINSKY. "Literacy and Visual Culture in Three Art Gallery Settings." In Rita L. Irwin and Anna M. Kindler Eds. *Beyond The School: Community and Institutional Partnerships in Art Education*. Reston: NAEA, 1999, p. 70-79.

CHRISTINE GOODCHILD.

"Working with words, art and advertising at the Art Gallery of Windsor." *Reading the Museum Newsletter*, Vol. 3, No. 1, April, 1997, p.3.

Inside and Out

Partners: London Regional Art and Historical Museums, London/Middlesex Literacy Network and Limberlost Family Literacy Program, London, Ontario

Date: 1998

Coordinator: Cydna Mercer

Description: Adult learners and their children participated in a six-week exploration of historic Eldon House through journal writing and other activities.

Other Information:

CYDNA MERCER. "Inside and Out." *Reading the Museum Newsletter* Vol. 4, No. 2, December 1998. p.4, 8. "Inside and Out" has continued as a summer program with support from the London Community Foundation.



I Do, I Do!

Partners: Peel Heritage Complex and Muslim Community Services, Brampton, Ontario

Date: 1999

Coordinator: Josie Premzell

Description: Adult second language learners and heritage staff jointly researched, documented and curated an exhibition about wedding traditions and cultures.

Publication: "I Do, I Do" Exhibition Brochure

Other Information:

Winner for Innovative Programming, Ontario Museums Association, 2000
 JOSIE PREMZELL, "I Do, I Do Opens at Peel Heritage Complex." *Reading the Museum Newsletter*, Vol. 5 No. 1, May-June, 1999, p. 1-2.

Made-In-Hamilton

Partners: Ontario Workers Arts and Heritage Centre and Workers Education Centre, Hamilton, Ontario

Date: 1999

Coordinator: Mary Breen

Description: Adult learners contributed to the development of guide books for the "Made in Hamilton Industrial Trail"

Publication: Guide Books

Other Information:

MARY BREEN. "Literacy and Oral History in the Made-In-Hamilton Project." *Reading the Museum Newsletter*, Vol. 5, No. 2, November-December, 1999, pp. 7-8.



Un Voyage au Musée

Partners: Musée des beaux-arts de Montreal and Centre de ressources en éducation populaire, Montréal, Québec

Date: 1993-94

Coordinator: Ginette Lebel

Description: Several hundred adult learners were introduced to a selection of objects, labels and didactic panels in the museum.

Publication: Two workbooks

Other Information:

"Un voyage au musée." *Reading The Museum Newsletter*, Vol. 1, No. 1 May-June, 1995, p.2. This project was the incentive for several outreach projects, including the current initiative "Bridging Art and the Community."



Les ateliers de l'ABC

Partners: Musée des-beaux-arts de Sherbrooke and Le Centre-St. Michel, Sherbrooke, Québec

Date: 1995

Coordinator: Michel Forest

Description: Adult learners made connections between reading, writing and visual literacy.

Publication: Les Ateliers de conditionnement artistique

Other Information:

MICHEL FOREST. "Art Appreciation Workouts." *Reading the Museum, Newsletter*, Vol. 1, No. 2 November-December, 1995, p.5.

26 oeuvres pour 26 lettres

Partners: Centre national d'exposition and Centre Alpha, Jonquière, Québec

Date: 1998

Coordinator: Rémi Lavoie

Other Information:

Press: Yvon Bernier. "Apprendre à lire au musée: quelle plaisir!" *Le Progres-Dimanche*, le 8 novembre, 1998, reprinted *Reading the Museum Newsletter*, Vol. 5, No.1, May-June, 1999, pp. 7-8.



Literacy Through Photography

Curator and artist Martha Langford provides a self-report and analysis of a "Reading the Museum" exhibition that she co-curated in the Pointe St. Charles area in Montreal during the fall of 1998.

The McCord Museum of Canadian History, just across the Square St. Jacques Archipelago, is the site of a reading and writing project. The project was a collaboration between the museum and the Pointe St. Charles area in Montreal during the fall of 1998. The project was a collaboration between the museum and the Pointe St. Charles area in Montreal during the fall of 1998. The project was a collaboration between the museum and the Pointe St. Charles area in Montreal during the fall of 1998.



Writing and sharing personal work histories

The literacy project of the Ecomusée du fier monde and L'Atelier des lettres

The literacy project of the Ecomusée du fier monde and L'Atelier des lettres. The project was a collaboration between the museum and the Pointe St. Charles area in Montreal during the fall of 1998. The project was a collaboration between the museum and the Pointe St. Charles area in Montreal during the fall of 1998. The project was a collaboration between the museum and the Pointe St. Charles area in Montreal during the fall of 1998.

Literacy Through Photography

Partners: McCord Museum, Carrefour de Pointe Ste. Charles and PACE, Montreal, Quebec

Date: 1998

Coordinator: Martha Langford, Independent Curator and Writer assisted by Johanne Bouffard, Carrefour de Pointe Ste. Charles

Description: Adult learners created albums containing photographs and words using a collection of albums at the McCord Museum as inspiration.

Publication: Albums by learners

Other Information:

The Carrefour component is featured in "Reading the Museum" video.

JOHANNE BOUFFARD. "Arrêt Sur Image: Ou l'art de Voir le monde d'un autre oeil." *Le Monde Alphabétique*. automne, 1999, pp. 3-6.

MARTHA LANGFORD. "Literacy Through Photography." *Reading the Museum Newsletter*, Vol. 5, No. 1, May-June, 1999, pp 3-5.

Exposer L'Histoire

Partners: Ecomusée du fier monde and L'Atelier des lettres, Montreal, Quebec

Date: 1999

Coordinator: Lucie Bonnier

Description: Adult learners produced an exhibition on the theme of labor that included text, photographs and objects from their own work experiences.

Publication: See below

Other Information:

"Writing and sharing personal work histories." *Reading the Museum Newsletter*, Vol. 5, No. 2, November-December, 1999, p.4

Building on this work, during 1999-2001, the two organizations participated in a comparative research project about literacy learning funded by the Social Sciences and Humanities Research Council of Canada Program "Valuing Literacy in Canada."

Publication: *ABC et Travail*



Creatures in Our Midst

Partners: Dunlop Art Gallery and Adult and Regina Public Library Literacy Service, Regina, Saskatchewan

Date: 1996-97

Description: Adult learners and their families working with curators, librarians and a social historian developed a self-guided written and visual tour about animals and monsters in local architecture.

Publication: *Creatures in Our Midst* Educational Kit, Project Poster

Other Information:

JACOLYN CATON. "Searching for our 'creatures'." *Regina Sun*. August 13, 1997, p.4

LON DUBINSKY. "Literacy and Visual Culture in Three Art Gallery Settings." In Rita L. Irwin and Anna M. Kindler, Eds. *Beyond The School: Community and Institutional Partnerships in Art Education*. Reston: NAEA, 1999, pp. 70-79.

HELEN MARZOLF. *Reading The Museum Newsletter*. Vol. 3 No.1, April, 1997, p.5.

AMY NELSON-MILE. "Art as an educational vehicle." *Regina Sun*. July 23, 1997, p.3

RESOURCES: LITERACY, MUSEUMS AND THE ARTS

These bibliographic references have been selected from *Literacy, Museums and the Arts: An Annotated Bibliography*, created by the Centre for Literacy in April 2002 for the Canadian Museums Association. The full bibliography is available on-line at www.nald.ca/litcent.htm under the "Publications" button.

Not all of the articles focus specifically on adult models or experiences, but all pertain to either education in and through the museum, art education theory and practice, and/or successful models of collaboration. While most were produced in the 1990's, coverage extends from 1976 to 2001.

Some annotations are attributed to specific sources such as ERIC. Others were written by Liz Coman, (LC), a graduate student in the Museum Studies program at John F. Kennedy University in Orinda, California; Claire Elliott, (CE), librarian at The Centre for Literacy; and Sally Selvadurai (SS), Assistant Manager and freelance editor, at The Centre for Literacy.

Bates, R.A. (1996). Popular theatre - a useful process for adult educators. *Adult Education Quarterly* 46(4), 224-236.

Popular theatre is defined and contrasting uses of the theatre as an educational process are discussed, including community involvement. An ideal model of popular theatre practice is presented and it is argued that it has the potential to be a useful tool for adult educators in the United States.

Brennan, B. (1994). Widespread neglect in the fourth education sector in Australia. *Australian Journal of Adult and Community Education* 34(2), 96-103.

Adult and community education neglect museums and art galleries as venues, and museum staff neglect adults as learners in developing educational programming. Both groups should work more closely together. (SK) [AskERIC]

Burchenal, M.K. (1997). Thinking through art. *Journal of Museum Education* 23(2), 13-15.

Talks about "Visual Thinking Strategies" and learning from art without having an art background. This is a key technique that would help adult learners improve critical thinking skills and enhance their learning. [LC]

Catherall, V. (1992). *Reaching out to new adult readers: An introductory handbook for museums*. Unpublished Master's Thesis, John F. Kennedy University, Orinda, CA.

This project thesis assesses the challenges that museums offer new adult readers. The main point calls for more awareness and programming for adults with reading difficulties. [LC]

Chobot, M.C. & Chobot, R.B. (1990). Museums as educational institutions. *New Directions for Adult and Continuing Education* 47, 55-62.

Changing perspectives on the museum's role and the importance of museum education have raised the museum's potential to act as a lifelong learning resource. Advances in storage, retrieval, and display technology such as videodiscs and compact discs, permit more dynamic and accessible educational opportunities in museums. (SK) [AskERIC]

Cohen, P.A., Ebeling, B.J. & Kulik, J.A. (1981). A meta-analysis of outcome studies of visual-based instruction. *Educational Communication and Technology Journal (ETCJ)* 29(1), 26-36.

Documents a collaborative research study between the author and the American Association of Museums that examined characteristics for successful museum partnerships. It highlights that community connections are a fundamental reason for museum partnership; this reinforces the motivation behind museums collaborating with literacy projects. [LC]

Cohen, S. (1989). Fostering shared learning among children and adults: The children's museum. *Young Children* 44, 20-24.

Describes the important role museums can play in promoting curiosity and shared learning in and between children and adults. The broad and varied relevance of many museum exhibits to topics in everyday life, and the opportunities they afford to promote discussion and experiential learning are highlighted. The features most likely to create strong educational/learning experiences in exhibits are identified. [CE]

Dufresne-Tasse, C., Lapointe, T. & Morelli, C. (1991). L'apprentissage de l'adulte au musée et l'instrument pour l'étudier. *Canadian Journal of Education* 16, 281-291.

Investigates the ways adults learn in museums, through an examination of visitors' psychological experience. The authors describe an instrument developed to analyze that experience, and explain the underlying conception of learning. [CE]

Dufresne-Tasse, C. & Lefebvre, A. (1994). The museum in adult education: A psychological study of visitor reactions. *International Review of Education* 40(6), 469-484.

Asserts the need to re-think how museums are used in adult education. Re-thinking requires knowledge of the psychology of museum visitors. This paper describes the methodology used to study the reactions of adults when observing museum exhibits, the results obtained and some perspectives for future study. [CE]

Fingeret, H.A. & Drennon, C. (1997). *Literacy for life: Adult learners, new practices*. New York, New York: Teachers College, Columbia University. Gives a snapshot of the lives of five adults, their participation in a literacy program, and looks at how and why change occurs in various people. It promotes a 'framework for change' for how adults move through a profound transformation of identity and world-view as they move further into the literate culture. It proposes that culture and literacy practices are interwoven; it is not possible to change one without an impact on the other. [LC]

Gray, D. & Chadwick, A. (2001). Museums: Using keyworkers to deliver lifelong learning. *International Review of Education* 47(5), 427-441.

'Keyworkers' are people who act as mediators between museums and the general public, from taxi drivers and traffic wardens to youth and elderly adults. This paper describes how these keyworkers were used in various museum projects around the world and makes recommendations for developing museum policy to use such individuals to enhance adult learning in museums.

Heimlich, J.E., et al. (1996). *Adult learning in nonformal institutions. ERIC Digest No. 173*. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Explores some of the central concepts of adult learning in nonformal settings. A brief discussion of nonformal learning and the adult visitor lays the foundation for the examination of ideas in the literature on (1) what is educational in attractions, (2) opportunities and challenges to education in these settings, and (3) the application of adult learning theory to zoo, museum, center, and attraction education. [AskERIC]

Kazemek, F.E. & Rigg, P. (1997). "...the sense of soul...goes hand in hand with an aesthetic response": Art in adult literacy education. *Adult Basic Education* 7, 131-144.

Imagination is indispensable for knowing the world. However, visual and musical imagery are ignored in education. Adult literacy education can be enhanced by the process of reading the world through print, pictures, and music. (SK) [AskERIC]

Kerka, S. (1997). *Popular education: Adult education for social change. ERIC Digest No. 185*. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Popular education is often interactive and draws on such popular culture as song, theater, dance, and puppetry. It can improve communication among audiences, promote respect for community values, enhance group spirit and demystify the information being conveyed. The adult educator's role is to facilitate the interactive process. [SS]

RESOURCES: LITERACY, MUSEUMS AND THE ARTS

Key, H.A. (1992). Museums: Educational resources for adult learners. *Adult Learning* 3(8), 30. Museums naturally have an educational role, but adult learners and educators often overlook the strong potential they have to promote learning while nurturing curiosity and critical thinking. This paper describes the various types of programs and services commonly offered by museums, and outlines the ways museum exhibits can be used to develop or reinforce learners' understanding of specific subjects or areas of study. [CE]

Kidd, R. & Byram, M. (1979). *Popular theatre: A technique for participatory research. Participatory Research Project. Working Paper no. 5.* Toronto, Ontario: International Council for Adult Education.

Popular theatre can be an effective tool in adult education, offering a methodology for broad application but manageable at the local level. Through its entertainment value it can create awareness and foster community involvement, cooperative thinking and action, without feelings of educational inferiority arising from social prejudice or illiteracy. [SS]

Mackin, K.J. & Kaplan deVries, D. (1993). *The Northern New England social action theater. Literacy theater staff training project: An evaluation.* Portsmouth, New Hampshire: RMC Research Corporation.

Examined the effectiveness and reliability of staff training programs provided by the Northern New England Social Action Theater (NNESAT), whose touring component travels around the country promoting the use of improvisational theater as a means of training for all levels of literacy practitioners. (MN) [AskERIC]

Oliver, D. (1997). *Literacy theatre.* Concord, New Hampshire: New Hampshire State Department of Education.

Compiles information on "literacy theatre," a process that involves the presentation of a short play, followed by the actors staying in character for a dialogue with audience members. The guide defines literacy theatre as being constructed to involve the interaction of two to five people, a facilitator, and the audience; it demands cooperation and teamwork. Sample scenarios are presented throughout the manual. (YLB) [AskERIC]

Sheppard, B. (2000). *Do museums make a difference? Evaluating programs for social change.* Curator 43(1), 63-73.

Looks at how museum missions are broadening into the realm of social inclusiveness. It calls for 'outcome based' evaluation to document innovative programming and the impact it has on the targeted population. Such documentation could show what effect museums are having in their communities and help attract future funding.

Weirauch, D. (1997). *Action research and faculty development in a museum. New Directions for Adult and Continuing Education* 73, 42-46.

Examines an action research project undertaken in a large museum that hosts adult education programs based on understanding the problem, defining the project, determining the needs, implementing an action and observing the results, and evaluating the results and reflecting on the project. The study demonstrates the problem-posing and problem-solving value of action research and the usefulness of repeated cycles of research, and provides a strong argument for the action research process for adult learners. [Education Abstracts]

Annotated Web Sites

Art in the Park

<http://www.artinthepark.co.uk/index.html>
A not-for-profit trust devoted to making art with people for city parks and gardens. Run by practising artists, Art in the Park works with people of all ages and abilities from schools, community groups and professional teams to create tailor-made educational art projects for permanent public display. Their studios and training space are located in the centre of Burgess Park, London, and hosted by Southwark Council's Park Ranger Service. [Homepage Text]

ARTSEdge

<http://artsedge.kennedy-center.org>
Supports the place of arts education at the center of the curriculum through the creative and appropriate uses of technology. ARTSEdge helps educators to teach in, through and about the arts. [The site] was established under a cooperative agreement between the John F. Kennedy Center for the Performing Arts and the National Endowment for the Arts (with additional support from the U.S. Department of Education). [Homepage Text]

ArtsEdNet: The Getty's Art Education Web Site

<http://www.getty.edu/artsednet/home.html>
Contains lesson plans, curriculum ideas, and virtual picture galleries based on a range of themes and Getty museum exhibits. It is also host to "ArtsEdNet Talk," an online discussion group or listserv that focuses on arts education. [CE]

GEM: Group for Education in Museums

<http://www.gem.org.uk>
Promotes the importance of learning through museums and galleries. It is based in the UK but has members around the world. One initiative is the "Freelance Network," a specialist group of freelance educators and consultants that provides training and networking opportunities to members. [CE]

InfoZone: Learning Resource Centre: Museums, Adults & Learning

<http://infozone.museum.vic.gov.au/finding/ircmal.html>
InfoZone is a dynamic research facility located at Melbourne Museum. It offers a range of opportunities for people to access Museum Victoria's vast store of information, expertise and collections... [The] Melbourne Museum has deliberately recruited staff with expertise and experience in the field of adult education. It works with the tertiary education and adult and community education sectors.

Ontario Healthy Communities Coalition: Community Development Fact Sheets

<http://www.healthycommunities.on.ca>
Defines social issues, and describes various ways in which citizens can become involved. Fact sheet topics include: Social Capital, Resilient Communities, Social Marketing, Community Capacity Building, and Healthy Community Indicators. [CE]

Reading the Museum: The Literacy Program of the Canadian Museums Association

<http://www.nald.ca/rtm.htm>
Describes a program of demonstration projects, workshops and information-sharing activities to encourage literacy in and through museums. The program began in 1993, is Canada-wide and is supported by the National Literacy Secretariat. [Homepage Text]

Teacher's Centre of the Virtual Museum of Canada

<http://www.virtualmuseum.ca/English/Teacher>
An online gateway to hundreds of museums located across the country. The Teacher's Centre features a range of lesson plans, exercises, games, virtual exhibits and other educational materials created by museums, as well as links to individual museums' programs. The site is the product of a partnership between Canada's museum community, the Department of Canadian Heritage, and the Canadian Heritage Information Network. [CE]

The Learning Edge

<http://thewcl.ca/edge/>
An interactive, web-based e-zine that presents information for many literacy levels and interests. It is a pilot project of the Wellington County Learning Centre in Arthur, Ontario, Canada, in partnership with AlphaPlus/AlphaRoute.

RESOURCES: SELECTED TITLES ON LITERACY AND THE ARTS

Participants in the Museums symposium were invited to recommend readings that had shaped or influenced their thinking about the connections between literacy and the arts. The list below is a selection of their recommendations. The full list is on-line in the Literacy, Museums and the Arts Bibliography, Section 3, at www.nald.ca/litcent.htm under Publications.

Asch, F. (1993). *Sand cake*. New York: Parents Magazine Press.

AtKisson, A. (1999). *Believing Cassandra: An optimist looks at a pessimist's world*. Vermont: Chelsea Green Publishing.

Auerbach, E. (1953). *Mimesis: The representation of reality in Western literature*. Princeton NJ: Princeton University Press.

Banes, S. (1979). *Terpsichore in sneakers: Post-modern dance*. Boston, MA: Houghton Mifflin.

Barton, D. & Hamilton, M. (1998). *Local literacies: Reading and writing in one community*. New York: Routledge.

Behar, R. (1996). *The vulnerable observer: Anthropology that breaks your heart*. Boston, MA: Beacon Press.

Bettleheim, B. (1977). *The uses of enchantment: The meaning and importance of fairy tales*. New York, NY: Vintage Books.

Cameron, S.D. (2001). *The ArtsSmarts story*. Ottawa, ON: Canadian Conference of the Arts.

Chesebrough, D.E. (1998). Museum partnerships: Insights from literature and research. *Museum News*, 50-53.

Clements, C.B. & Barret, D.B. (1993). The quality of life program: Fostering creativity in seniors through a museum experience. *Journal of Physical Education, Recreation and Dance* 64, 48-51.

Curtiss, D. (1990). Visual thinking: How do we define, identify and facilitate it? In J.C. Baca & R. Braden (Eds.), *Investigating visual literacy* (pp. 345-351), Blacksburg, VA: International Visual Literacy Association, Inc.

Dissanayake, E. (1992). *Homo aestheticus: Where art comes from and why*. New York, NY: Free Press.

Falk, J. & Dierking, L. (1992). *The museum experience*. Washington, D.C.: Whalesback Books.

Fortner, R.W. (1983). Evaluation of a nonformal museum program for adult environmental-education. *Ohio Journal of Science* 83(2), 53.

Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Herder and Herder.

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On April 4-5, 2003, in collaboration with Blue Metropolis, The Montreal International Literary Festival, The Centre for Literacy presents the fifth annual

GRASSROOTS: COMMUNITY WRITING AND ARTS

Reading and Writing the Word and the World

Paolo Freire believed that adult literacy could only be built on a conscious awareness of the social and political realities of the world. For him, there was no separate set of skills to be mastered. Once awareness or "conscientization" was aroused, he believed, the struggle for social justice would motivate adults to become literate. This concept is not a mainstream practice in North America where literacy is often reduced to a commodity. Nevertheless, there are a surprising number of programs and organizations that foster innovative ways of connecting the world and the word, through community theatre, photography, music and writing.

The 2003 Grassroots: Community Writing, Community Arts event, created in collaboration with the Montreal Blue Metropolis Literary Festival, brought together writers and performers from street theatre in Vancouver and Toronto, from adult new writers' programs, from neighbourhood writing and film-production alliances, from youth anti-violence programs, and from community radio to share their perspectives on writing, listening and performing as ways of creating and reshaping their worlds.

They shared their stories, poems, and performances, during a two-and-a-half hour public reading at Blue Metropolis on Friday, April 4, 2003. On Saturday, they met in workshop format at Dawson College with local registrants to explore how reading the word relates to reading the world, and to share experiences of using puppetry, mime, masks, poetry, music, photography and other modes of expression as literate practices.

This section of *LACMF* is a record of those two days. The ideas connect closely to those being explored through the Literacy, Museums and Arts project which is outlined in more detail in this issue (pp. 17-18)





David Gutnick

David Gutnick, has worked with CBC radio as a writer-broadcaster since the mid-1980's, and has a

passion for finding alternative ways of telling stories on radio. In 2001, David met Jennifer, a homeless Montreal woman who had a great story to tell. He gave her a tape recorder and later that year "Jennifer's Diary" won the Commonwealth Broadcast Award. In fall 2002, David helped produce a month-long series of radio reports for Montreal Matters that took an in-depth look at what money means in our lives.

David set the tone for the Friday afternoon session at Blue Metropolis asking the audience to consider how "tuning in" relates to literacy.

Tuning In

by david gutnick

You're at home washing dishes. You're stuck in a traffic jam heading to work. You're out for an evening stroll. You're alone. But you're not...because you're listening to the radio, sharing in the stories of your neighbours and people living on the other side of the world.

Magic.

As a broadcaster I can't help but think of radio literacy as an invisible dance, what happens when both the listener and the storyteller share an intimate experience that opens up understanding; it is a first step that may lead to dialogue - and it is dialogue that we are really aiming for when we talk about literacy.

Radio does not teach people to read and write. It does not teach people how to analyze spread sheets or compare the effectiveness of images used in advertisements. What the best radio does is take you into an interior space where you can construct your own understanding of what is happening to somebody and offer explanations about whether or not this makes sense, whether or not what you are hearing is honest, or true.

Too abstract?

Then follow me into Montreal soup kitchens and a broken-down bus as we listen to a homeless woman use her tape-recorder as a diary, filling the airwaves with her day-to-day hunt for food and sympathy. You hear the texture of her voice...her anger, her joy, her confusion. Of course you have questions about her honesty, about her mental fitness or just her plain street smarts. But you're hooked, aren't you? Because you want to know why this is happening to her. You might be angry with her or angry at the people who pushed her there, or angry at a society that doesn't seem to welcome outsiders. Or you might just want to know what will happen next.

That's the magic. You've slipped into a life, begun or re-kindled a dialogue by just listening.

You're in a noisy shanty-town in Kinshasa as a tired man explains what it is like to lose family members to trigger-happy child soldiers, or you're in a dank mess-hall in a refugee camp as a frightened-sounding child soldier talks about what it is like being ordered to kill.

Again you've slipped into a life just by listening. Someone is talking to you. You may well want to talk back.

So take the microphone in your hand. Push the "record" button on the mini-disc recorder. Go ahead, we'll show you how to use it. Public broadcasting is about broadcasting out, but it is also about the public making the broadcast.

Tell us what it is like growing up as a black man in Toronto. Tell us why your sister had to have two weddings - one Hindu, one Catholic - to please both families. Tell us why your life as a piano teacher was successful because you have an immigrant child as a student who may go on to great things.

Sure, radio is also the hit parade, baseball games, and car ads. Traffic. The weather. But it's best when it is ordinary people telling extraordinary stories, a sort of oral history of the here - and the there, the then - and the now.

The American writer, and broadcaster, Studs Terkel has spent decades exploring what his fellow citizens are thinking and feeling:

A tape recorder with microphone in hand...can be used to capture the voice of a celebrity, whose answers are ever ready and flow through all the expected straits. I have yet to be astonished by one. It can be used to capture the thoughts of the non-celebrated—on the steps of a public housing project, in a frame bungalow, in a furnished apartment, in a parked car—and these 'statistics' become persons, each one unique. I am constantly astonished.

There's the magic. Learning to listen. Getting ready to dialogue. Tuning in.

David Gutnick's Selected websites that enter the world of storytelling on radio

<http://www.cbc.ca/outfront>

Outfront is CBC radio's programme for Canadians who make their own radio.

<http://www.cbc.ca/webone/homeless/index.html>

Webone is CBC radio's online site with pictures and sounds. This site shows how we covered homelessness.

<http://www.montreal.cbc.ca/montrealmatters>

CBC radio in Montreal has begun its own community outreach, called *Montreal Matters*.

<http://www.Transom.org>

Transom is an American site for people who want to hear and make radio documentaries.

<http://www.radiodiaries.org>

Radio Diaries is an American site where you can hear people telling their own stories and learn to tell yours.

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

Sound Portraits is an audio window into a world of stories.

<http://storycorps.net/>

Storycorps is a new initiative to gather stories from people in sound booths across America.

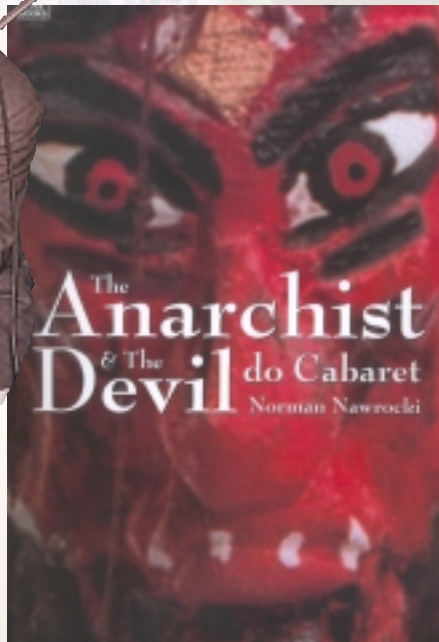
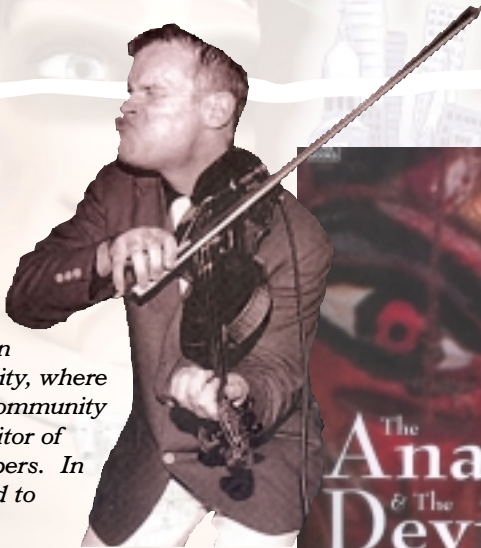
<http://www.thirdcoastfestival.org/pages/links.html>

The Third Coast Audio Festival is a fantastic resource.

Norman Nawrocki

Vancouver-born Norman Nawrocki attended Simon Fraser University, where he became a community activist and editor of fringe newspapers. In 1981 he moved to Montreal and embarked on a cabaret career with Sylvain Coté, touring Canada, the USA and Europe. Their "community cabaret" evolved a unique style, incorporating costumes, masks and giant props; their productions have included works about welfare and tenants' rights, the Gulf War and other issues. Norman is author, actor, musician, video producer and activist. He gives workshops across the country about how to use music, poetry, theatre and humour to address serious social issues.

Norman was unable to be at the event because of a last-minute emergency, but sent an excerpt from his latest book which chronicles the tour of an anarcho-rock 'n' roll cabaret band across Europe in an old van, where they encounter the underbelly of new Europe in the working poor, street people, immigrants, refugees, and marginalized youth.



Excerpt from "I Bought the Devil"

Night after night, Harry, the town's best known panhandler, sat with Satan on the same park bench trading jokes, gossip and dreams. People grew accustomed to the pair. Harry had questions no one but his horned friend could answer.

"Remember what those cops said? What do ya think? You're gonna get even for me, aren't ya? You're gonna fix them good?"

And the devil responded tersely, "You'll see. Everyone will see." Harry asked about all the people who wronged him, who tried to rip him off or mistreat him each day because they thought he was crazy anyway and wouldn't notice. Harry always noticed. He spoke of the butcher who only sold him the worst meat.

"You're gonna let that big knife slip on his fingers? Chop off a few? And that guy at the corner store who chased me away this morning? Ya gonna fix his front window? Right?"

He asked about all the countless passers-by who he'd recognize, but who snubbed him, elbowed him, made fun of him, threw garbage in his upturned hat. And Satan answered for all of them.

"You're OK, buddy," he'd chuckle to the Devil. "You and me, we're tight, like brothers. I look after you, you look after me. We'll show everyone." "Nazedrowia!" he roared. He'd take another swig of vodka, offer the Devil some, then make that little marionette dance a drunken Mazurka.

Then Harry coughed, leaned forward, and spat on the cobblestone. As he stared at the

splotch of glistening, viscous green, he realized that what he really wanted to do was spit on all the useless laws the townspeople enacted, spit on the ground they walked, spit on their money, their graves, and all their self-righteous smugness.

They tried to bury him with their withering looks and their snickers, but he wouldn't hide or disappear. He always stood up to them, and with a grunt or a turn of his head, showed them that he, Harry Malewczek, knew he had rights, too. The right to breathe the same air, walk the same sidewalks, and sleep in peace. Now, as he looked at the Devil he could imagine the Devil also spitting on them.

"Go on my friend. A spit so hot it'll tattoo their skinny asses. What will they do? Throw ya into jail? Ha! Ha! " And Harry would laugh while the Devil kicked and spun and danced again and, looking Harry in the eye, silently nodded.....

from *The Anarchist and the Devil do Cabaret*, Black Rose Books, 2002, p.140.
 ISBN 1-55164-204-2 paper;
 ISBN 1-55164-205-0 hardcover
 See www.web.net/blackrosebooks/devil/htm

In the fall of 2002, Norman developed a six-part series for David Gutnick on CBC Radio's **Montreal Matters** called "Don't Call me Bob: The True Life Adventures of A Montreal Payphone." It offered slices of the life of a payphone in one of Montreal's poorer neighbourhoods where residents without phones of their own use a corner payphone to make and receive the daily calls that most of us take for granted.

Norman appeared on Sunday, September 21, in an outdoor community cabaret event during the community writing sessions co-sponsored by The Centre and the Quebec Writers Federation during International Literacy Month.

Leave Out Violence (L.O.V.E.),

a national not-for-profit youth organization, seeks to reduce violence in our communities by building a team of youth spokespeople and photographers who communicate a message of non-violence by leading workshops in schools, and creating awareness of issues surrounding youth violence. They use a powerful exhibit of their writing and photographs to elicit discussion in classrooms. "One Love" their bi-annual newspaper created by LOVE youth has a circulation of 50,000, distributed through schools and community networks. They have published two books, including "The Courage to Change: A Teen Survival Guide," a teen-to-teen guide on how to deal with the stresses that can lead to violence.



Alyssa Kuzmarov

Regional Program Director, has been working with L.O.V.E. for four years in Montreal. She was previously a social worker at the Montreal Children's Hospital. Alyssa is also a writer, currently completing her first manuscript entitled True Power Within. Alyssa encourages youth to find words for that which is often denied or avoided. She considers teaching youth to express themselves both a passion and a privilege.

Writers and photographers from L.O.V.E.

Lifes

by Gary Joseph

Long days awaiting us in
 Life. Inner person tells us to build
 On outside faith keeps us growing
 Day by day encouragement goes with
 The body movements

Why do we live the life?
 We live our life move like a movie
 Every day we awake a new
 Life a new beginning a new world
 What does life mean to us

Do we really think about our day?
 Before we start it do we really think
 About why we have life do we really
 Give thanks and praise to our family
 For bringing us here?
 Cause life is wonderful



A Mother's Dream

by Gary Joseph

MOTHER pain is caught in both worlds.
 Mother did you ever think that life is fair
 .. Do not worry about what you see it will pass.

You won't lose him
 Mother, fair is calling him he can't
 Fall in the life with the rest of them
 He can't, he can't, life is just too beautiful

Days turn to nights,
 Nights turn to weeks,
 Weeks turn to months
 Months turn to years,
 .. How we gonna make it through life.

I feel like I am just writing
 My life away your children is
 Getting old your son is growing
 Up mother just say a prayer cause your
 Boy is becoming a man this life attach
 To him like his own son
 Mother I love you



Lies

by Gary Joseph

WE all make mistakes
 But those who can control their
 Tongue can also control themselves
 In every other way

A lie, no matter the colour
 A lie no matter how big or small
 Sometimes we think that a little lie
 Won't hurt anyone but it really does
 Check it out it weakens your resolve
 And place a barrier between you and the
 person

Why not begin a mystery of truth?
 Making mystery your compass you
 Will always head in the right direction
 You've heard the phrase the truth
 Will set you free
 I put you to the challenge

Think about what this really
 Means for you and how you can
 Use this in life

The truth is precious
 Don't settle for anything else

This Skin

by Kimberly Flynn

This skin
 metal has imbedded itself in
 made itself slit apart casually
 as if it were a dream
 or the skin of someone else
 callously scratched
 as if in passing
 but has come to pass
 far from that fashion
 more dictated, notated
 as if diction was its encompassing trait
 words that are the blade
 cutting through flesh of compassion
 reeling from the pain
 in this nonchalant
 almost normal way
 like a sunburn in the rain
 a soothing realm of fresh water
 and iron curtain red
 that come to blend
 melting me away
 until the bones protrude
 and I think I might have met my goal
 the words just might escape my lips
 and slits just might hold
 but words can trick
 and still I would deface this facade
 I continue to portray
 lost in realities that cannot be controlled
 fears that cannot be denied
 and yet I think I would much rather die
 than to face or even profile
 an attempt to contemplate
 what my mind entertains
 creates, indulges in these factions of faith
 that have long since lost sight of their god soulless
 searching for more or less
 this skin has become a grail golden and carved
 truth found in scars
 never seen but I believe they are
 me
 just as much as the painted smile
 or tears of ruby red
 to this end
 to this blood shed
 I will allow these words to consume my hate
 counteract and negate
 my claims of betrayal
 there is no truth I wish to free me
 saved by lies that bind themselves to me
 my body a map to the end
 and in the final destination
 these feelings just might cease
 this disease that has crept into my flesh
 just might vanish with this vanishing skin
 in an attempt
 to disappear completely
 hollow my inward out

until nothing is left
 a blank canvas that no paint will touch
 no eye will ever mock
 never to exist
 beyond this wall I have created
 all others dismissed
 by the words that are locks
 shackle me in this fate
 the darkness evading
 and at the same time pervading
 every sense of the fake reality
 I try to maintain
 but elusive are the dreams
 at the tip of my tongue
 waiting patiently for their time to come
 I think they just might save me
 free my mind from control
 allow my spirit to dance
 amongst the grand willows
 firmly rooted in the ground
 reaching the heavens
 my souls redemption
 in leaves of green
 just might allow me to leave in one piece
 these dreams still beyond my grasp
 I wait for the light in between
 these darkened walls of my mind
 existing nowhere in space or time
 as though blinded by the darkness
 that holds me
 outstretching my hand
 I can feel it cutting through me
 like Judas praying for my soul
 but what good is it to try and pass through
 the thickest pasture
 even if it be the greenest
 to spend your life
 waiting for death
 finding comfort in what brings me closer
 closing my eyes so tight
 I can see
 and fall back into this faith
 that is drowning me in pools of my own blood
 salt of tears past and the floods to come
 just to get back to reality and find nothing left
 fainting willows and pastures burnt
 in those few seconds the truth is learnt
 all melts away
 fades into the dark
 blinds out in light
 without reality or dreams
 no visions no sight
 just words
 haunting me

Neighborhood Writing Alliance (Chicago)



*The Neighborhood Writing Alliance (NWA) believes in the power of the written word. Since 1991, NWA has brought opportunities to create literary art into Chicago communities and to share that work in the immediate neighbourhoods and beyond. NWA sponsors free writing workshops across the city, open to all adult residents, and publishes work from each writer in the Journal of Ordinary Thought (JOT), which has as its motto, *Every Person Is a Philosopher*.*

Pat Guy

Pat Guy started writing with the *Journal of Ordinary Thought* in 1996. She leads the King Branch Library writing group, and is the Administrative Assistant at Neighborhood Writing Alliance (NWA) where she produces and writes the newsletter, *Make It So*. Pat has read her poetry on Chicago's National Public Radio station WBEZ, and has published in various local publications. Some of her work was performed in the Chicago Theatre Company's production, "The Journal of Ordinary Thought." She is one of five writers featured on the audio-CD *JOT Out Loud*.

Country?

Pat Guy

Yeah, Me!
Country

Well and a little Western
But my country is sad!
I think about my life and
I think to say,

"I,
I can't really hold a real job
A full time one any way
Got too many issues
Find myself in many a situations
Got too many children
Old as I am
And they got issues
Holler all day long
If it ain't one thang it's another
My daughter (sixteen and troubled)
My husband (he's angry and by right he should be)
My boys (hyper-active can't sit still)
Whew!
My sisters (seriously sick)
Got too issues
And find myself in many of situations
I cry cause, crying is easy"

Then,
I quiet myself
As much as I can
And work the soil
Put my hands in the country
And talk to myself
And I think to say,

"This is where I wanna be
I wanna stay where I am
I like it here
As much as I can
But, I'm tired of moving
From place to place
Back and forth
And things build up inside
Gotta let em' out you know
So,"

I
I work in my yard
Got a nice yard
Nice and cozy
Most times it's just me
In that yard
I cut the grass
I get on my knees
And cut the grass
(with a pair of scissors around the edges)
I pull weeds, I
On my knees!

Then,
I talk to myself
By myself and I think to say

"I wanna live in the country
Slow it down
Play in the dirt
Watch life grow
As it was meant to be
So, my country is sad"

A Functioning Violent

Pat Guy

A functioning violent
 (Co-Dependant)
 She was three
 The two's were
 Just as terrible
 I spanked the hand
 Repeated the command
 Didn't think much of it then
 Cute still, she stand

Just when it stopped
 I don't know

Everyday, I get up
 Yell out
 'Get your slow, fat, lazy, stupid, ass up'
 Answer came back

'I'm tired
 'I'll get it later'
 'Don't bother me,'
 'Why don't you get out of my face!'

Then I heard
 Did I hear?
 And I heard,
 'B....'
 And last year she...

I'm so tired
 I'm the mama, right?
 And Mamas know some things, right?

I asked, investigated, sat up night after night
 Wrestling and whooping
 Watching and waiting
 Weeping and wailing
 Worrying

When she returned
 I tried again
 I gave in
 Cute still
 And last month, she...

No mo' school
 No mo'
 'Stupid B...'
 That came next, you see

Blunts/Beer/Gin/Bacardi
 Associates, and best friends
 Came right on in
 And then last week, she...

I'm so tired
 I'm the Mama, right?
 And Mamas know some things, right?

Ran away
 Got a man
 Had a baby
 Ran away
 And today...

She was so cute,... yesterday
 Today she's gone....

Shades of Gray...

Pat Guy

Today is not a good day
 Today, can't take no mo'
 Today,...
 My partner, got sixteen stitches
 Gone leave a scar
 Lady love slammed the do'
 Said "Get the hell out my car!"

I'm a police main'
 What you looking at?
 You looking at me?
 Why you eye balling me?
 You eye balling me?

I'm doing my job
 Serving and protecting
 Can't you see?
 I knew this, this piece of
 shit
 Had something on him
 They always do
 We know what we're doing
 Been doing it too long
 Not to know
 Nine times out of ten
 That we check
 Got warrants
 Got a hand gun
 Got tickets
 Got no license, no insurance

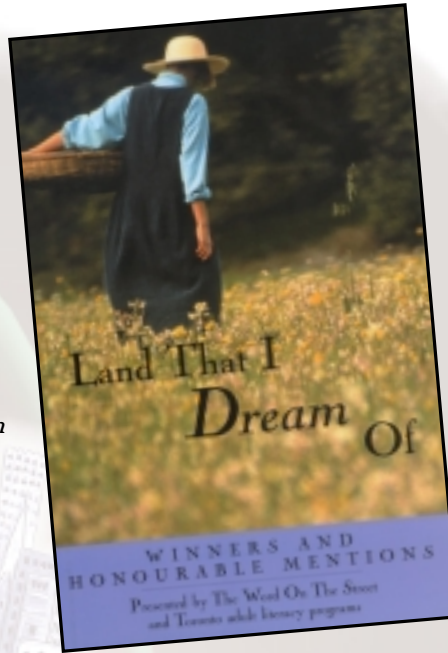
And they all got weed
 Sittin' and chillin'
 Bangin' the tunes
 Smoking on a blunt
 Like I ain't gone know

My job
 To serve and protect
 To honor and respect
 I'm protecting and respecting my ass
 and his wife
 Right now

Yeah I'm searching him
 Up and down
 In and out
 If I wanna rub his peter I will
 This is what I do
 And if you don't stop
 Eyeballing me
 I'll call ahead and have your ass
 Detained, right up the road
 And see what you got!

East End Literacy (Toronto)

*East End Literacy describes itself as “an integrated, progressive literacy organization, which takes pride in the high quality of its teaching.” Each year its students participate in the Bread and Roses Writing Contest; the 2001 winner was an EEL graduate. In 2002 four students published in *The Land That I Dream Of*, an anthology put out by the Metro Toronto Movement for Literacy, and two read their works at the 2002 Word On The Street festival. A new course, “Communication Management and Techniques,” has given students a fresh outlook on integrating aspects of interaction, listening and presentation skills with the written word. Students have recorded oral Book Talks and are interested in starting their own online broadcast.*



Sistah Caroline Outten
 Sistah Caroline Outten is a 9th generation African-Canadian of First Nation, Caribbean and Black Loyalist Heritage. She joined The Young Poets of the Revolution, an Ottawa-Toronto-based group, as

a Spoken-Word Artist and in 1994, founded her own Arts and Media Education Company, Ancestral Ties 2 De Drum. Her work includes interactive ritual drama, guided imagery workshops, mask and sacred object storytelling, and slam/freestyle lyrical composition. In 2000, Caroline joined East End Literacy as an instructor and course developer, and became a Creative Consultant for TVO Pre-School Programming. She has been with The International Learning Through The Arts Program for six years.

No Earthly Fears

by Sistah Caroline Outten '02

I am unbounded by no earthly fears
 I am unbroken by no chains of hate
 I am understood by no being of flesh
 I am unused by no touch no feel
 I am so real I am unreal
 Unafraid of living
 Unafraid of dying
 I am unspoken by no intellectual jibber jabber
 I am unfazed by so called righteous, holier than
 thou pulpit shouters who only live for what the
 offering plate has failed to offer
 I am unassuming yet all consuming so don't
 assume to know me because you've never really
 met me before
 I am unwilling to stop the music the dance is
 not over the rhythm never tires of pulsating
 through these veins
 I am so real I am unreal
 Unafraid of living
 Unafraid of dying
 My underlying changes became my center point
 when I removed my mask and spoke with my
 own tongue
 That was when I was afraid
 Was this me?
 Could this be?
 I saw a reflection that longed for direction
 so I made a move
 And I've been walking every since
 walking to face each fear
 and once cleared
 from its' demonic holds
 I could walk away to face yet another day

Don't Shoot The Messenjah

by Sistah Caroline Outten '02

Don't shoot the messenjah
 I am only speaking in tongues
 voices are singing through me
 so you may heed the warning
 Don't shoot the messenjah
 I am only using my third eye
 visions of future destruction waits at the same doorstep
 as prosperity
 you only have to choose
 to answer
 the knock
 Don't shoot the messenjah
 I am only a representative of the Creator's
 army
 I am here to fight the struggles and strive to survive
 And I will survive
 If your will is strong enough to resist the sweet scent
 of something
 so insensate, so insidious
 that I can't utter its name
 Don't shoot the messenjah
 I come in peace
 and piece of mind, body and soul is what I bring
 I am feel good music dancing on a rivers bed
 I am the positive affirmation you have speaking
 to you in your head
 I am
 what I am
 and what I hope to be
 So please don't shoot the messenjah
 for the messenjah
 is all of
 we

Weh UU Mah

by Sistah Caroline Outten '02

I am eager to learn your ways
 secrets
 ancient
 healing ways
 silent
 spoken
 fighting ways
 patient
 forgiving
 inspiring ways
 I am eager to hear your message
 sullen
 alluring
 heartfelt message
 stirring
 strong
 flammng message
 powerful
 feverish
 intelligent message
 I am eager
 I am longing
 I am eager
 I am longing
 Weh UU Mah
 Dey LUU Neh Wey
 Weh UU Mah
 Dey LUU Neh Wey



Jennifer Mattison *who came to Canada from Jamaica in 1975 is the mother of three children. She is one of the East End Literacy students who published in Land That I Dream Of ...a collection of writings launched at the September 2002 Word On The Street. She read "Sailing Away" from that publication, and "Writing is a Medicine for the Mind" (published in the March 2003 edition of EEL Today).*

Sailing Away

by Jennifer Mattison

I would like to live.
I would like to live on a ship.
A ship, with my kids and my friends.
Sailing around the world.

Feeling good about my life.
Sailing on blue and clear sea water.

Eating fish, shrimp, and drinking champagne.

With lots of people.
Swimming, swimming, swimming.

Bananas, grapes, oranges.
Meeting different people from around the world.

Learning about different cultures.
Eating different foods.
Buying a ship was one of the best things I ever did.

It brings joy to me and my family.
I have no regrets.
I love sailing around the world.
It makes me and my kids feel happy.

Happiness allows you to focus.
On the moment.

Writing is a Medicine for the Mind

by Jennifer Mattison

I write because it makes me feel good about myself.

I write because it helps to me learn how to read.

Writing also helps me to write my own letters and gives me my independence.

Writing for me is finding yourself. And sharing your thoughts with others.

I write to my friends. I write in school. I write when I am feeling good within myself,
I also write when I am feeling down and out.

When I write I feel better about myself. Writing has changed my life over the last two years.
It's made me a more confident person and has also made me feel proud of myself.

When you can write you don't have to ask anyone to write anything for you.
If you can't write people will take advantage of you.

I have heard about England so much that I feel I have been there before just by reading stories
about it. That's the power of the written word.

I write about my life. I write about things that I wasn't able to talk to people about.

I am not afraid to write anymore.

Mitchel Simeon born in St. Lucia has been living in Toronto for three years. He has three adult children still living in St. Lucia. In April, he had been attending East End Literacy for almost a year and a half. Mitchel's writings have appeared in several issues of *EEL Today*. Mitchel missed the Community Writing event because of illness; Caroline Outten read his work, "Writing Equals Independence" (published in the March 2003 edition of *EEL Today*) and "What is Beauty?" (published in the February 2003 edition).

What is beauty?

by Mitchel Simeon

People are beautiful when they help each other. Dr. Phil's show is beautiful because it helps others. Being at home with your wife and children can be beautiful. When people speak their truth, it is beautiful. Learning to read and write makes me feel beautiful inside. Everyone who helped and took care of my grandma seem beautiful to me. Helping her taught me I can be beautiful too.

Sitting on the beach in St. Lucia watching the sunrise is beautiful. Traveling to Canada and the U.S. has shown me many beautiful things. Helping your kids do their school work is beautiful. Listening to your children and how they think and feel is beautiful to me. It is also beautiful to see your son or daughter graduate from college and get a good job to keep on going with his or her life.

I came from St. Lucia to Canada. Last year I married Joanne. She is beautiful to me because she is a respectable woman. Joanne is a counselor. She makes me feel good when we sit and talk with each other. Talking with each other is beautiful because it makes us understand each other better. There are also so many other beautiful things about her that I cannot express in words.

Sitting with my dad and talking about how I feel and think are beautiful to me. Waking up on Sunday morning and going to church are beautiful to me. It is beautiful to say a prayer before you go to sleep at night, and, again, after you get up in the morning.

Writing Equals Independence

By Mitchel Simeon

Writing changed me because before I couldn't write and now I can go to a job and fill out any form they give me. It makes me feel independent because I don't have to ask anyone to write something for me.

I used to spend a lot of time trying to hide due the fact that I could not read or write. I was ashamed of that. It stopped me from doing a lot of things. I was afraid to be around people and was also afraid they would find out that I cannot read and write.

It makes me feel good to be able to read my mail and not have to ask anyone else to read it for me, and that makes me feel free.

I write for my teacher and myself mostly. I can also write a card for anyone. This allows me to share my feelings in ways that the words of the card cannot. These are my ideas and thoughts, not someone else's.

Being able to read and write allows me to travel anywhere in Toronto. I am no longer afraid of getting lost. I could travel all over the world and write about what I see.

Learning to write has changed me a lot. It makes me feel good about myself because now I can keep a conversation with anyone, go anywhere and read anything. I am very proud of this. Learning to write makes me feel good about myself because it gives me the opportunity to communicate with people in writing. It made me realize just how important it was to know how to write.

I feel more comfortable to ask for directions and I don't worry if someone wants to ask me a question.

Before I could not speak English well but now I can speak English very well and also can write well. This makes me feel excited about my achievement in writing skills. When I write something important, I sit at a desk and use my best pen. I can now write about my country and share my stories with others. I can write a letter to anyone.

O2 Film Crew

The O2 Film Crew is a filmmaking collective comprised of a core of seven teenagers, aged 15-17, from Montreal's Pointe St. Charles district, along with Suzanne Koury, a Community Centre Educator, and O2 group leaders Joshua Dorsey and Tara McVicar, both independent Montreal/LA-based feature filmmakers. This group evolved from a year-long film and video course given by Dorsey and McVicar, part of a volunteer-based educational initiative (O2's "Oxygen for Creativity" Program) that paired established artists with children and teenagers from disadvantaged neighbourhoods. *One Day* is the O2 Film Crew's first collectively written and directed feature film project. Previously the group collaborated on two shorts, *Thank You* and *Everything's Gonna Be All Right*, and a music video. *One Day* was chosen as an entry in the 2003 Slamdance Festival. Several of the young filmmaker/performers are continuing to work on their writing and acting.

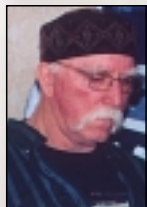


Joshua Dorsey is a native Montrealer. He has a degree in Philosophy and Visual Arts from Harvard, and shot his first film, *A City of Tongues*, in 1989 in Montreal. He worked in New York City before returning to Montreal where he helped set up O2's "Oxygen for Creativity" Program; they challenged a group of inner-city teenagers to show up once a week to learn the basics of filmmaking. Eight months later, the group gave Joshua their own challenge: Let them make their first feature film. Drawn from the real-life experiences of its teenage creators, *One Day* tells the story of seven friends swept up in the frenzied events of a single day. Josh and Danny Parr, one of

the teen writer-actors showed excerpts from the film and talked about the experience of making it.

Clay and Paper Theatre (Toronto)

Clay and Paper Theatre creates, produces, and performs plays and pageants in public space, using narrative theatre and large-scale puppetry and community involvement. Their plays, pageants and parades are giant and spectacular, and their majesty depends on the creative application of human ingenuity rather than on technology. Their productions combine the past and present through various forms of storytelling, visual imagery, poetry, music, stilt-walking, dance and food – even ice-skating – and reinforce the belief that theatre can be appealing and meaningful to the audience, an audience that includes everyone.



David Anderson is the founding artistic director of Clay and Paper Theatre. He has been taking theatre to the streets and public spaces for thirty-four years. He has developed a style of narrative theatre using large-scale imagery and exaggerated gesture to convey issues both simple and complex. David says: "I believe theatre can speak to the whole population, and that the role of theatre is to give the community an image of itself. I think of our task as being a kind of 'thinking in public,' and thinking in public works most effectively when the whole public, including hoi polloi, are really there. That's why we do our theatre in parks and on the street. We save the best seats for the groundlings."



Mark Keetch has been with Clay and Paper Theatre since 1998 as a builder, designer and performer. As a painter, he uses his wealth of art and design knowledge coupled with an ability to visualize and realize ideas on an extraordinary scale. Mark's background in carpentry and sculpture makes him well suited for theatre, especially puppetry.

David and Mark described their work in Toronto's Dufferin Park and showed a video of their annual Night of Dread parade. Hundreds of people work through the summer in the park creating giant puppets and masks representing their worst fears. In mid-October, they stage a parade through part of downtown Toronto with watchers lining the streets, and end with a giant bonfire in Dufferin Park, burning the masks as a catharsis of fear.

Headlines Theatre (Vancouver)

Headlines Theatre, founded in 1981, has established a strong reputation as a world leader in the creation and production of community-based theatre. Headlines' work is created mostly by invitation, except for an annual 'mainstage project'. These projects have included: "Don't Say a Word", interactive Forum Theatre with high school students on issues of school violence; "THIRSTY", a theatre/dance spectacle on water privatization that took place in seven tons of water; and "Squeegee", a Forum Theatre production with street youth on criminalization of youth. The next production will be a Legislative Theatre project called "Practicing Democracy" [see BOX]



David Diamond has a BFA in acting from the University of Alberta. He co-founded Headlines Theatre in 1981. Since

then he has directed over 300 community theatre projects on issues such as racism, gender roles, violence, addiction, self-esteem, First Nations' Residential Schools, language reclamation and many others. David has toured the world and pioneered the development of live, interactive Forum Television and web casting. He is the originator of Headlines' Theatre

for Living' workshops, based on Brazilian Director Augusto Boal's ground-breaking Theatre of the Oppressed.

Jennifer Girard has worked with a variety of community groups, most recently with Youth Net Vancouver, a facilitation team that leads discussions on mental health and mental illness and Voices for Change an initiative that engages youth and the community in dialogue about corporate social responsibility and accountability. She has lead drama workshops, performed interactive theatre pieces, facilitated discussion activities and dialogue, developed workshops and created educational materials. She works closely with high school leadership students, inner-city homeless adolescents, children with physical disabilities, and young teens struggling between two cultures.

David and Jennifer described their experience creating a forum theatre drama about bullying in a Vancouver school, and showed a video of the improvised production. This work has been evaluated by Dr. Shelley Hymel, a well-known researcher at UBC, as one type of intervention that may heighten awareness and sensitivity among students who engage in or are victims of bullying and school violence. At the Saturday workshop, David lead a full afternoon session engaging participants in the experience of creating theatre around a topic chosen by the group.

Practicing democracy: An example of forum theatre

"Practicing Democracy" will explore what actions Vancouver City Council can take to respond to increasing poverty in the city resulting from the Provincial Government's cuts to social assistance. This will be an interactive (Forum) theatre show which invites audiences to demonstrate their ideas regarding what choices we have in our civic structures and in our daily lives to address the gaps created by the cuts to welfare.

Forum theatre is an interactive process where the audience gets to come on stage, replace a character and try to resolve a situation. During every performance, we will have a lawyer document the interactive portion of the show and create a report. The lawyer's report will contain recommendations to Council based on the ideas that the audience brings to life on stage. City Council has agreed to accept the report as input for potential civic law.

To find out more about "Practicing Democracy" (or to read the lawyer's report that came out of our 1999 production, "Squeegee") visit, www.headlinestheatre.com.
- Reprinted from *Headlines Theatre Newsletter*, July 2003

The use of popular theatre and theatre techniques for literacy work has been widely explored. See bibliography on p. 26.

As Long as the Rivers Flow wins book award

Larry Loyie and Constance Brissenden who read at our 2002 Community Writing event at Blue Metropolis have won the 2003 Norma Fleck Award for Canadian Children's Non-Fiction for their book *As Long as the Rivers Flow*. They shared the honour with illustrator Heather D. Holmlund. An excerpt from the book appeared in LACMF, 16.2

Visit Larry and Constance's website <http://www.firstnationswriter.com>



Chronological Conference Listing

Quebec events

Learning Disabilities Association of Quebec (LDAQ)

29th LDAQ Conference on Learning Disabilities Cultivate the Capacity for Lifelong Learning

March 25 - 27, 2004
Hilton Montreal Bonaventure Hotel, Montreal, QC, Canada
Telephone: (514) 847-1324
Fax: (514) 281-5187
E-mail: info@aqeta.qc.ca
Web: <http://www.aqeta.qc.ca/>

Association of Teachers of English of Quebec (ATEQ) Springboards 2004

April 23, 2004
McGill University, Montreal, QC, Canada
Telephone: (450) 635-1358
Web: www.qesnrecit.qc.ca/ela/news/spbrds04.html

National & International

National Workforce Association 2nd Annual Conference

December 6 - 9, 2003
Renaissance Vinoy Hotel, St. Petersburg, FL, United States
Telephone: (202) 842-4004
Fax: (202) 842-0449
E-mail: jsmith@nwausa.org
Web: <http://www.nwausa.org/events.htm>

Institute for Work and the Economy 7th Workplace Learning Conference

Advancing Adult Work-Based Learning: Building a 21st Century Community of Practice

December 7 - 10, 2003
Sheraton Chicago Hotel & Towers, Chicago, IL, United States
Telephone: (815) 753-2090
Fax: (815) 753-2305
E-mail: conferenceinfo@workandeconomy.org
Web: www.workplace-learning.net

Modern Language Association (MLA)

119th Annual Convention
December 27 - 30, 2003
Manchester Grand Hyatt/San Diego Marriott, San Diego, CA, United States
Telephone: (646) 576-5000
Fax: (646) 458-0030
E-mail: convention@mla.org
Web: <http://www.mla.org/>

2nd Annual Hawaii International Conference on Education

January 3 - 6, 2004
Renaissance Ilikai Waikiki Hotel, Honolulu, HI, United States
Telephone: (808) 949-1455
Fax: (808) 947-2420
E-mail: education@hiceducation.org
Web: <http://www.hiceducation.org>

BETT 2004: The Educational Technology Show - Teaching and Learning with ICT

January 7 - 10, 2004
Olympia, London, United Kingdom
Telephone: +44 (0)20 8339 7446
Fax: +44 (0)20 8339 7441
E-mail: bettp@livewirepr.com
Web: www.bettshow.com

Asociacion Panamana de Lectu (APALEC) Congress of the Americas for Reading and Writing

January 28 - 31, 2004
The Panama Hotel, Panama City, Panama
Web: <http://congreso2004.senacyt.gob.pa>

22 Annual International Conference Technology, Reading and Learning Disabilities Conference

January 29 - 31, 2004
Grand Hyatt San Francisco on Union Square, San Francisco, CA, United States
Telephone: 888-594-1249
E-mail: frost@trld.com
Web: <http://www.trld.com>

Reading Recovery Council of North America (RRCNA) 19th Annual Conference Every Child Counts

January 31 - Feb 03, 2004
Hyatt Regency Hotel and Convention Center, Columbus, OH, United States
Telephone: (614) 292-7111
Fax: (614) 292-4404
Web: <http://www.readingrecovery.org/>

Centre on Education and Work (CEW) 18th Annual Careers Conference: A Lifetime of Possibilities

February 2 - 4, 2004
Madison, WI, United States
Telephone: 800 446-0399
Fax: 800 446-0399
E-mail: cewconf@education.wisc.edu
Web: <http://www.cew.wisc.edu>

National Association for Bilingual/Multilingual Education (NABE)

NABE 33rd Annual Conference Bilingual Education: An Enlightened Path to Academic Excellence

February 4 - 7, 2004
Albuquerque Convention Center, Albuquerque, NM, United States
Telephone: (202) 898-1829
Fax: (202) 789-2866
E-mail: nabe@nabe.org
Web: <http://www.nabe.org/>

East York - Scarborough Reading Association 28th Annual Language Arts Conference

Reading for the love of it
February 12 - 13, 2004
Westin Harbour Castle, Toronto, ON, Canada
Web: www.readingfortheloveofit.com

The Learning Consortium 10th Annual Conference Links to Learning: Linking Quality Teaching To Success for All Learners

February 27 - 28, 2004
Sheraton Hotel, Toronto, ON, Canada
Web: <http://fcis.oise.utoronto.ca/~learning>

American Council on Education (ACE) 86th Annual Meeting

February 28 - March 2, 2004
Miami Beach, FL, United States
Telephone: (202) 939-9410
Fax: (202) 833-4760
E-mail: annualmeeting@ace.nche.edu
Web: <http://www.acenet.edu/meeting/>

CONFERENCE LISTING

National Center for Family Literacy
13th Annual National Conference on Family Literacy Strong Programs, Strong Families: Excellence through Professional Development
March 1 - 3, 2004
Disney's Coronado Springs Resort ,
Orlando, FL, United States
Telephone: (502) 584-1133
E-mail: cmackin@famlit.org
Web: <http://www.famlit.org/>

Society for Information Technology and Teacher Education & Association for the Advancement of Computing in Education (SITE, AACE)
15th Annual Conference
March 1 - 6, 2004
Atlanta, GA, United States
E-mail: info@aaace.org
Web: <http://www.aace.org/conf/site/>

National Association for Adults with Special Learning Needs (NAASLN)
2004 Annual Conference Embracing Dialog for Improved Services
March 5 - 9, 2004
Wyndham Harbour Island Hotel,
Tampa, FL, United States
Telephone: 800-496-9222
Web: <http://www.naasln.org>

The Education Show
March 11 - 13, 2004
NEC (National Exhibition Centre),
Birmingham, United Kingdom
Telephone: +44 (0) 870 429 4580
Web: <http://www.education-show.co.uk>

California State University Northridge (CSUN)
CSUN's 19th Annual International Conference Technology and Persons with Disabilities
March 15 - 20, 2004
The Hilton Los Angeles Airport and Los Angeles Airport Marriott Hotels, Los Angeles, CA, United States
Web: <http://www.csun.edu/cod/>

Learning Disabilities Association of America (LDAA)
41st Annual International Conference
March 17 - 20, 2004
Atlanta Hilton Hotel, Atlanta, GA, United States
Telephone: (412) 341-1515
Fax: (412) 344-0224
E-mail: info@ldaamerica.org
Web: <http://www.ldanatl.org/conf/index.html>

Association for Supervision and Curriculum Development (ASCD)
59th Annual Conference & Exhibit: Faces of Education: Courageous Actions - Powerful Stories
March 20 - 22, 2004
New Orleans, LA, United States
Telephone: Toll-free from U.S. and Canada: 800-933-2723, press 2
Fax: (703) 575-5400
E-mail: member@ascd.org
Web: <http://www.ascd.org/>

National Council of Teachers of English (NCTE CCCC)
55th Annual Conference on College Composition and Communication: Making Composition Matter: Students, Citizens, Institutions, Advocacy
March 24 - 27, 2004
Henry B. González Convention Center,
San Antonio, TX, United States
Telephone: 800-369-6283
Fax: (217) 328-9645
E-mail: public_info@ncte.org
Web: www.ncte.org/cccc2004/index.shtml

National Research and Development Centre for Adult Literacy and Numeracy (NRDC)
2nd NRDC International Conference: Researching Effective Practice in Adult Literacy, Language and Numeracy
March 25 - 27, 2004
Loughborough University,
Loughborough, Leicestershire, United Kingdom
Telephone: +44 (0) 02 7612-6476
Fax: +44 (0) 02 7612-6671
E-mail: info@nrdc.org.uk
Web: <http://www.nrdc.org.uk>

The Higher Learning Commission
109th Annual Meeting
March 27 - 30, 2004
Hyatt Regency Chicago, Chicago, IL, United States
Telephone: 800 621-7440, ext. 103
E-mail: svk@hlcommission.org
Web: <http://www.ncahigherlearningcommission.org/AnnualMeeting/>

Teachers of English to Speakers of Other Languages (TESOL)
38th Annual International Convention: Soaring Far, Catching Dreams
March 29 - April 3, 2004
Long Beach, CA, United States
Telephone: (703) 836-0774
Fax: (703) 836-7864
E-mail: info@tesol.org
Web: <http://www.tesol.org/conv/index-conv.html>

National Science Teachers Association (NSTA)
52nd Annual National Convention
April 1 - 4, 2004
Atlanta, GA, United States
Telephone: (703) 312-9221
E-mail: jneville@nsta.org
Web: <http://www.nsta.org/conventions>

American Educational Research Association (AERA)
85th Annual Meeting: Enhancing the Visibility and Credibility of Educational Research
April 12 - 16, 2004
San Diego, CA, United States
Telephone: (202) 223-9485
Fax: (202) 775-1824
Web: <http://www.aera.net/meeting/index.asp>

Commission on Adult Basic Education and the Ohio Association for Adult and Continuing Education (COABE OACE)
2004 Annual Conference
April 24 - 28, 2004
Columbus, OH, United States
Web: <http://www.coabe04.org>

International Reading Association (IRA)
49th Annual Convention Teaching the World to Read
May 2 - 6, 2004
Reno-Sparks Convention Center, Reno-Tahoe, NV, United States
Telephone: (302) 731-1600 Ext. 271
E-mail: vdevonshire@reading.org
Web: <http://www.reading.org/2004/>

National Institute for People with Disabilities Network (YAI) 25th Annual Conference
 May 3 - 7, 2004
 New York, NY,
 Telephone: (212) 273-6100
 Fax: (212) 629-4113
 Web: <http://www.yai.org>

Institute for Health Advancement (IHA) 3rd Annual Health Literacy Conference
 May 13 -14, 2004
 Anaheim,CA
 Telephone: (562) 690-4001
 Fax: (562) 690-8988
 Web: <http://www.ih4health.org>

Seventh National WAC Conference WAC from an International Perspective
 May 20 - 22, 2004
 Marriott Pavilion Downtown
 St. Louis, MO,
 Telephone: (573) 882-4881
 Fax: (573) 884-5438
 E-mail: wac2004@missouri.edu
 Web : <http://muconf.missouri.edu/WAC2004>

Canadian Association for the Study of Adult Education (CASAE) 23rd Annual National Conference: Adult Education for Democracy, Social Justice and a Culture of Peace
 May 28 - 30, 2004
 University of Victoria, Victoria, BC,
 E-mail: casae@mail.magma.ca
 Web: <http://www.oise.utoronto.ca/CASAE/cnf2004/cnf2004.html>

Canadian Association for Distance Education (CADE) 21st Annual Conference: Pioneers in a New Age
 May 30 - June 2, 2004
 Toronto, ON,
 Telephone: (416) 736-5616
 Fax: (416) 650-8042
 E-mail: dce@yorku.ca
 Web: http://www.cadeaced.ca/en_conf.php

Association of Canadian Community Colleges (ACCC) Field of Dreams
 May 30 - June 1, 2004
 Saskatchewan Indian Institute of Technologies, Saskatoon, SK, Canada
 Telephone: (613) 746-2222 ext. 3115
 Fax: (613) 746-6174
 E-mail: gnullhall@accc.ca
 Web: <http://www.accc.ca/ftp/events/conf2004/Call.pdf>

Canadian Public Health Association (CPHA) 95th Annual Conference: Population Health in Our Communities
 June 13 - 16, 2004
 St. John's, NF, Canada
 Telephone: (613) 725-3769
 Fax: (613) 725-9826
 E-mail: conferences@cpha.ca
 Web: <http://www.cpha.ca/english/conf/95thAnl/95conf.htm>

Canadian Library Association (CLA) Annual Conference Celebrating Our Community: Sharing Our Values and Sharing our Value
 June 16 - 19, 2004
 Victoria, BC, Canada
 Web: <http://www.cla.ca/conference/conference.htm>

Association for the Advancement of Computing in Education (AACE) ED-MEDIA: World Conference on Educational Multimedia, Hypermedia & Telecommunications
 June 21 - 26, 2004
 University of Lugano, Lugano, Switzerland
 E-mail: info@aace.org
 Web: <http://www.aace.org/conf/>

The Learning Conference The 11th International Literacy and Education Research Network Conference on Learning
 June 27 - 30, 2004
 Havana, Cuba
 E-mail: info@commongroundconferences.com
 Web: <http://learningconference.com/>

The Centre for Literacy Summer Institute 2004: The Impact of Policy on Practice
 June 28 - 30, 2004
 Dawson College, Montreal, QC, Canada
 Telephone: (514) 931-8731, Ext.: 1415
 Fax: (514) 931-5181
 E-mail: literacycntr@dawsoncollege.qc.ca
 Web: www.nald.ca/litcent.htm

United Kingdom Literacy Association (UKLA) 40th Annual Conference
 July 9 - 11, 2004
 Owen's Park, University of Manchester, Manchester, U.K.
 Web: www.ukla.org

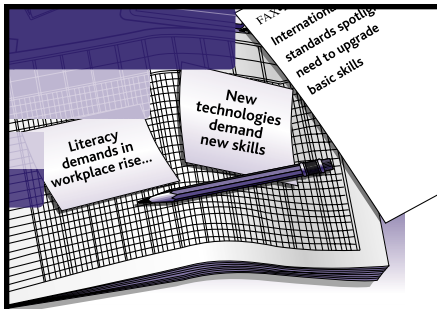
International Reading Association (IRA) 20th World Congress on Reading Literacy Across Cultures
 July 26 - 29, 2004
 Manila, Phillipines
 Fax: (302) 731-1274
 Web: <http://www.reading.org/meetings/wc/>

National Association for Multicultural Education (NAME) 14th Annual International Conference
 October 27 - 31, 2004
 Hyatt Regency Crown Center, Kansas City, MO, United States
 Telephone: (202) 628-6263
 Fax: (202) 628-6264
 E-mail: name@nameorg.org
 Web: <http://www.nameorg.org/conferences.html#international>

International Dyslexia Association (IDA) 55th Annual Conference
 November 3 - 6, 2004
 Philadelphia, PA,
 Telephone: (410) 296-0232 or 800 ABC D123
 Fax: (410) 321-5069
 E-mail: conference@interdys.org
 Web: www.interdys.org

Association for the Advancement of Computing in Education (AACE) E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education
 November 7 - 11, 2004
 Phoenix, AZ,
 Web: <http://www.aace.org/conf/eLearn/default.htm>

HAPPENING AT THE CENTRE: COMING EVENTS



Improving reading in the workplace: An innovative approach

3-day Workshop

Professors Peter Mosenthal and Michael Hardt

January 22 - 24, 2004

9:00 a.m. to 4:00 p.m.
Kitchener, ON

Fee: \$500

Limited number of travel subsidies \$300

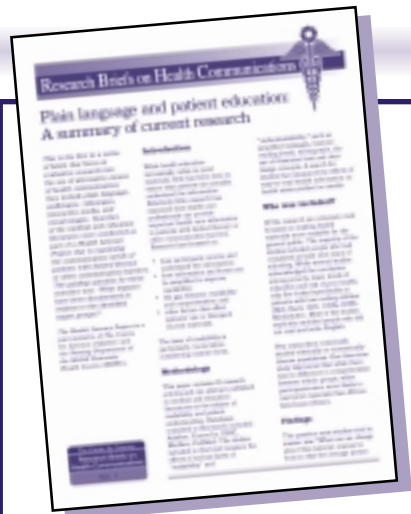
See details and registration form on our web site

Learning Disabilities and ADD support online

The Centre for Literacy is collaborating with The Quebec Learners' Network (QLN) as a partner in their ADD-LD Support Network.

The QLN uses technology to get information and resources to English-speaking residents in remote regions of Quebec. The Centre is providing content advice on the Learning Objects project to design on-line learning modules on learning disabilities and ADD-ADHD, drugs and medication, incorporating explanation, demonstration, visual appeal, and resource support. These Learning Objects will be designed for teachers, counselors and parents.

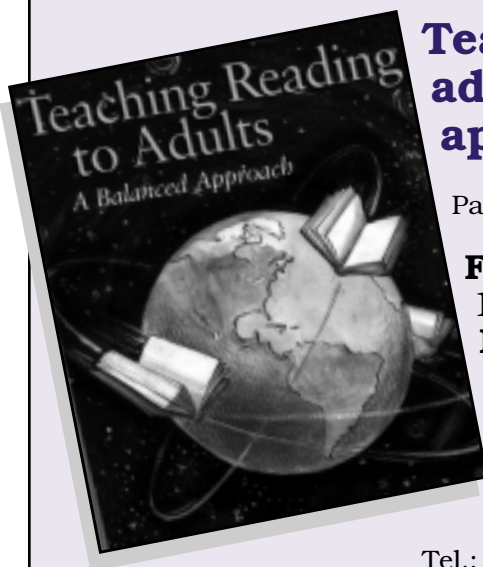
The project is being funded by Industry Canada. The intention is to share the products once they have been evaluated.



Health Communication Research Briefs

The Centre is publishing a series of research briefs on the impacts on patient education of using media other than print. All but the first of the briefs, based on literature reviews of medical and education databases, were done in the spring and summer of 2003 in collaboration with the Nursing Research Department of the McGill University Health Centre (MUHC) who made available the services of two graduate students. Topics include audiotapes, videotapes, interactive media, and visuals such as pictograms; previous work on plain language was updated at the same time. The first brief reviews the effect of plain language materials on patients; the second is on audiotapes. The Plain Language Brief is now available.

See our web site for the electronic publications and for instructions on ordering print



Teaching reading to adults: A balanced approach

Pat Campbell, University of Alberta

February 2, 2004

1:00 p.m. to 4:30 p.m.

February 3, 2004

9:00 a.m. to 4:00 p.m.

Montreal, QC

Registration Fee: \$40

Limited Registration

Tel.: (514)931-8731, ext.1415

E-mail: literacycntr@dawsoncollege.qc.ca



Please don't forget our 'Friends' campaign!

It runs until the end of December, so there is still time to make your pledge for a 2003 receipt until the end of January. Donations are used to make our events and services widely available at affordable cost!

Please consider becoming a Friend.

The 2004 Grassroots Community Writing and Arts event

is planned to take place in Montreal in collaboration with Blue Metropolis on April 2-3, 2004.

The theme is "Memory."

SECOND CANADIAN CONFERENCE ON LITERACY AND HEALTH

Staying the Course

Literacy and Health in the First Decade

Fall 2004 Ottawa, Ontario

This **Second Canadian Conference on Literacy and Health** will provide a national forum to discuss the contributions being made to improve the health of Canadians with low literacy skills. This event will identify effective health interventions, advance the skills of literacy practitioners, identify policy issues, and highlight Canadian best practices and research. It will build upon the first Canadian conference on literacy and health, held in 2000, which focussed Canadian attention to this critical issue.

This event will bring together **learners, practitioners and leading experts** from Canada and the United States to present the latest perspectives on issues affecting literacy and health.

Who should attend?

- learners
- literacy practitioners and advocates
- health professionals
- representatives of health institutions
- educators and academics from all levels of educational institutions
- policy makers and analysts
- community-based researchers
- private sector employers
- pharmaceutical company representatives
- pharmacists
- lawyers
- union officials
- voluntary sector organizations

A three-week, online discussion for registrants and interested parties around conference themes will precede the actual event.

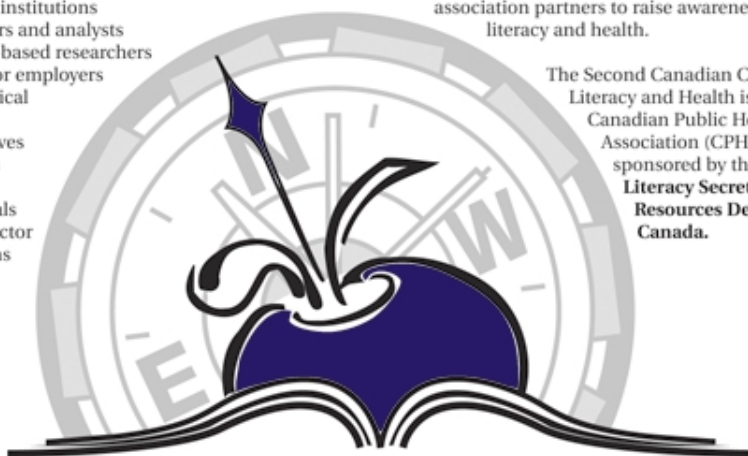
Help plan the conference program...

Conference organizers want to hear your thoughts on what should be included in this exciting conference. You can **help shape the conference** by participating in an on-line discussion and sharing your perspective. The "Staying the Course" electronic discussion group will be set up and if you are interested, send an email to « nlhp@cpha.ca » to find out more.

CPHA is committed to maintaining and improving personal and community health according to the public health principles of prevention, promotion, protection and effective public policy. We believe that increased awareness and attention to literacy issues will help to **improve health for many Canadians**.

The National Literacy and Health Program was established in 1994 and works with 27 national health association partners to raise awareness about literacy and health.

The Second Canadian Conference on Literacy and Health is hosted by the Canadian Public Health Association (CPHA) and sponsored by the **National Literacy Secretariat, Human Resources Development Canada**.



For more information, please contact:
2nd Canadian Conference on Literacy and Health
Canadian Public Health Association
400-1565 Carling Avenue
Ottawa, Ontario, K1Z 8R1
☎ 613-725-3769 ☎ 613-725-9826
nlhp@cpha.ca www.nlhp.cpha.ca



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Summer Institute 2004

Co-sponsored by The Movement for Canadian Literacy (MCL)



Adult literacy and basic education: Impact of policy on practice INTERNATIONAL PERSPECTIVES

June 28-30, 2004

(Monday, Tuesday, Wednesday)
The Centre for Literacy, Montreal

Confirmed participants include:
John Benseman, University of New Zealand,
Joseph Lo Bianco, Language Australia,
Jay Derrick, National Research and Development
Center (NRDC) UK, and Sondra Stein, NIFL.

Watch our web site for more information.



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